



Aliamanu Elementary School

School Code: 203

Grades K-6

School Status and Improvement Report School Year 2019-20



Contents

Focus on Standards	p. 1
School Description	p. 1
School Setting	pp. 2-3
• Student Profile	
• Community Profile	
School Improvement	p. 4
• Summary of Progress	
School Resources	p. 5
• Certified Staff	
• Facilities	
Vital Signs	pp. 6-8
• School Quality Survey	
• Student Conduct	
• School Retention or Completion	
• Hawaii Statewide Assessment Program	
• Other School Information	

School Address:

Aliamanu Elementary School
3265 Salt Lake Blvd.
Honolulu, Hawaii 96818

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Aliamanu Elementary School (AES), home of the Falcons, is located on Salt Lake Boulevard adjacent to Aliamanu Middle School and the Salt Lake-Moanalua Public Library. Two-thirds of our students are military dependents whose parents represent all branches of the military, the majority being Navy dependents. Most of our non-military students are residents of the surrounding Salt Lake-Aliamanu area.

We are committed to providing our students with rigorous and relevant learning through the implementation of the Common Core State Standards. The Wonders Reading Program and the Stepping Stones (gr. K-5) and Go Math (gr.6) programs serve as our core curriculum in Language Arts and Math. Our teachers continue to receive professional development necessary to deliver instruction through research-based best practices that include AVID strategies. We increase student digital literacy through the integration of technology in classroom instruction.

To meet the needs of the whole child, AES has made a strong effort to provide learning opportunities in fine arts and sciences. Students participate in frequent wheel days, a structured rotation of Art, PE, Music, and Hawaiian Studies enrichment classes. These learning opportunities were extended after the school day through our school clubs including choir, art, intramurals, and robotics. Students participated in our complex-wide festivals for music and speech as well as intramural sports events. Our goal is to provide rich experiences through which students can develop their skills as 21st century learners, problems-solvers, and global citizens.

Our multi-tiered system of supports provide assistance to meet the academic and behavioral needs of all our students. Core5 Lexia and Reading Plus are supplemental online language arts programs that provide targeted support to increase foundational skills proficiency, reading comprehension, and fluency. Students with intensive reading needs receive individual support from our dedicated Reading Specialist. I-Station is used to provide online intervention for tier 2-3 students. Our Math Coach continued to work with all teachers and Educational Assistants to strengthen their mathematical knowledge and pedagogy. Counselors provided social-emotional support through guidance lessons centering around our 6 pillars of character, as well as providing group and individual counseling.

We are fortunate to receive the support of our community and military partners. Our partners dedicate many hours to beautify our campus, serve as invaluable role models for our students, and volunteer with school projects and activities. Our PTA plans family nights to bring our school community together as well as providing us the financial support needed to fund school programs.

At AES, we envision each and every student becoming a life long learner, a critical thinker, and a contributing member of our digital and global society.

School Setting

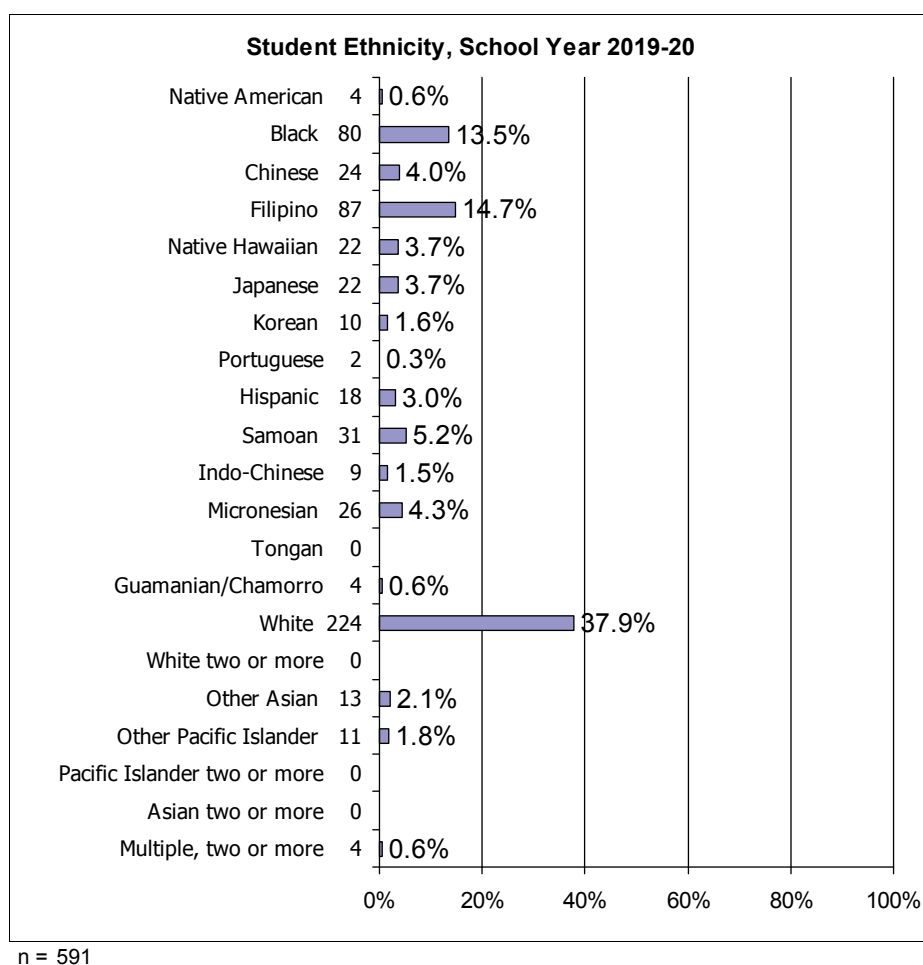
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	585	614	591	Number and percent of students in Special Education programs	73 12.4%	65 10.5%	47 7.9%
Number and percent of students enrolled for the entire school year	495 84.6%	524 85.3%	525 88.8%	Number and percent of students with limited English proficiency	29 4.9%	35 5.7%	27 4.5%
Number and percent of students receiving free or reduced-cost lunch	189 32.3%	183 29.8%	172 29.1%				

Note. -- means missing data.

* means data not reported to maintain student confidentiality (see FERPA).

** means School is participating in the Community Eligibility Provision.



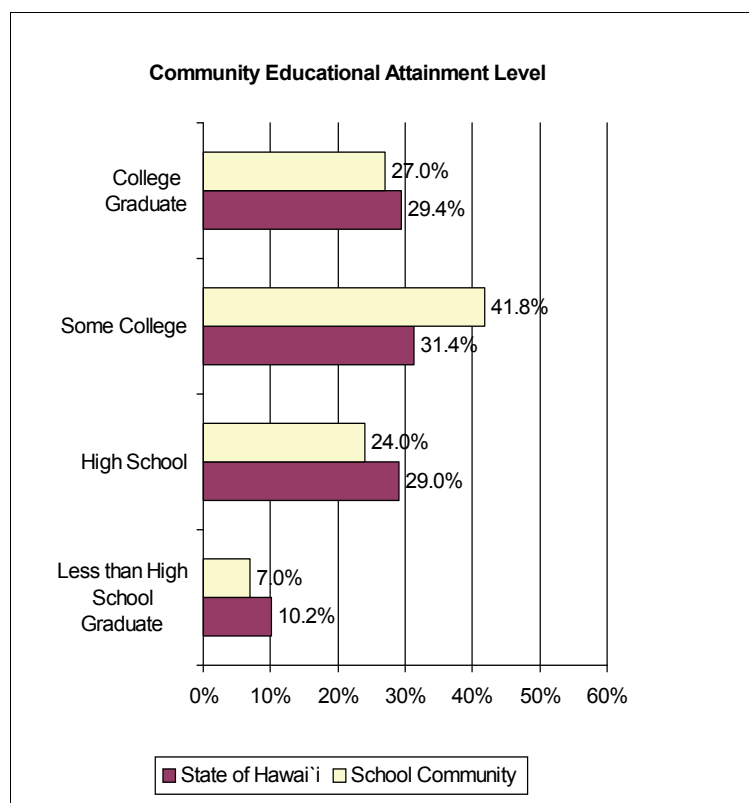
School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Radford HSC	School Community	State of Hawai'i
Total population	27,470	1,360,301
Percentage of population aged 5-19	21.5%	18.4%
Median age of population	27.5	38.6
Number of family households	6,331	313,907
Median household income	\$64,049	\$66,420



School Improvement

Summary of Progress

Aliamanu Elementary School implements the common core standards for all students to acquire the academic skills needed for success in career and college readiness, and throughout their lives. We address the development of student conceptual mastery through the use of high-quality standards based curriculum. Wonders served as our core language arts program and Lexia/Reading Plus served as our online supplemental resource in reading. Stepping Stones (gr. K-5) and Go Math (gr. 6) served as core Math program. This year, teachers went to math coaching to strengthen math knowledge, as well as learn different methods of problem solving to teach to their students. AVID instructional strategies are practiced in all curricular areas. Our teachers developed a K-6 technology scope and sequence in line with the Radford complex K-12 technology continuum to ensure that our students have the technology skills needed to be successful when they transition to middle school. As we move forward, teachers are working on developing a K-6 writing continuum that will ensure the consistency and scaffolding of our writing curriculum.

We refined our multi-tiered system of supports to provide strategic and intensive interventions for all students. Students were screened for reading levels (using the STAR universal screeners) in the fall, winter, and spring to monitor if students are at, approaching or below grade level. This year we implemented Lexia and Reading Plus which are online intervention programs that provide targeted tier 2 and tier 3 interventions for students reading below grade level. Teachers are beginning to use centers during their intervention time to allow them to work with small reading groups to further improve reading comprehension.

Grade levels conducted parent activities that allowed them to work with their child on a topic centered around a particular curricular area.

Our positive behavior supports/intervention system (PBIS) is based on the Character Counts program. Throughout the school year, our counselors have been teaching guidance lessons centered around the 6 pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. To help in student transition and resiliency we are in our second year of implementing the Anchored4Life program.

In this program, student volunteers are trained to help incoming students adapt to their new school.

We will continue to provide teachers with the professional development needed to promote best practices in classroom instruction. Teachers will also be given articulation time within the school day to continue to review and analyze student work to guide their instructional practices.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		45.0
Regular Instruction, FTE	75.5%	34.0
Special Instruction, FTE	22.2%	10.0
Supplemental Instruction, FTE	2.2%	1.0

Teacher headcount	45
Teachers with 5 or more years at this school	30
Teachers' average years of experience	15.4
Teachers with advanced degrees	11

Professional Teacher Credentials

¹

Fully licensed	95.5%	43
Emergency hires	4.4%	2

¹ Totals may not equal 100% due to rounding.
Professional Teacher Credentials are based on teacher headcount number.

Students per Teaching Staff

²

Regular Instruction	16.0
Special Instruction	4.7

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	1

³ Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

Facilities

School Year Ending 2020

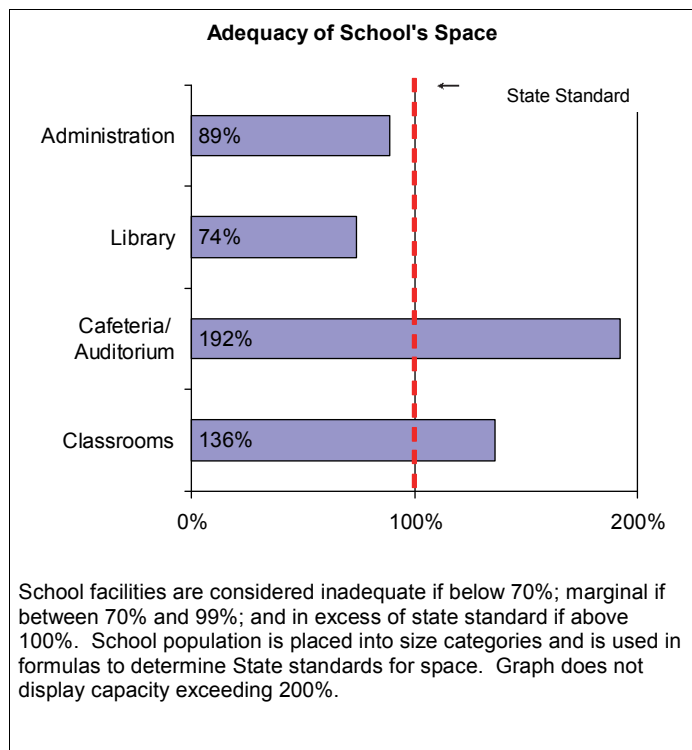
Classrooms available	48
Number of classrooms short (-) or over (+)	0

School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. -- means missing data.



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey *		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Safety	2019	71.8%	77.9%	79.9%	86.0%	67.6%	71.4%
	2020	67.3%	76.7%	83.1%	86.3%	61.2%	68.2%
Well-Being	2019	69.7%	76.5%	87.2%	90.7%	--	--
	2020	62.0%	75.7%	86.7%	91.0%	--	--
Satisfaction	2019	68.6%	74.8%	81.6%	86.6%	--	--
	2020	57.6%	72.9%	75.6%	87.5%	--	--
Involvement/Engagement	2019	64.2%	74.6%	65.9%	74.9%	--	--
	2020	62.9%	73.2%	69.0%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	100.0%	79.9%	27.1%	34.9%	85.1%	86.0%
	2020	65.7%	84.5%	22.8%	37.7%	87.5%	85.2%

* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

** State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

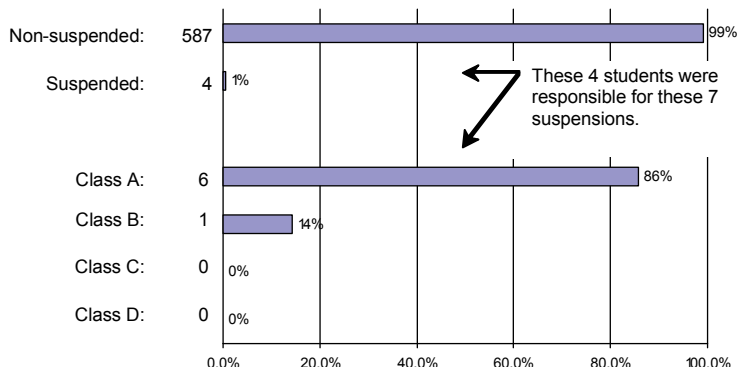
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
95.8%	95.7%	95.9%	95.0%
Average Daily Absences: in days (lower is better)			
7.5	7.7	5.5	9

Suspensions, School Year 2019-2020



Examples of class of suspension:

- Class A: Burglary, robbery, sale of dangerous drugs
- Class B: Disorderly conduct, trespassing
- Class C: Class cutting, insubordination, smoking
- Class D: Contraband (e.g. possession of tobacco)

School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

	Retention		
	2018	2019	2020
Total number of students	515	529	507
Percent retained in grade	0%	0%	0%

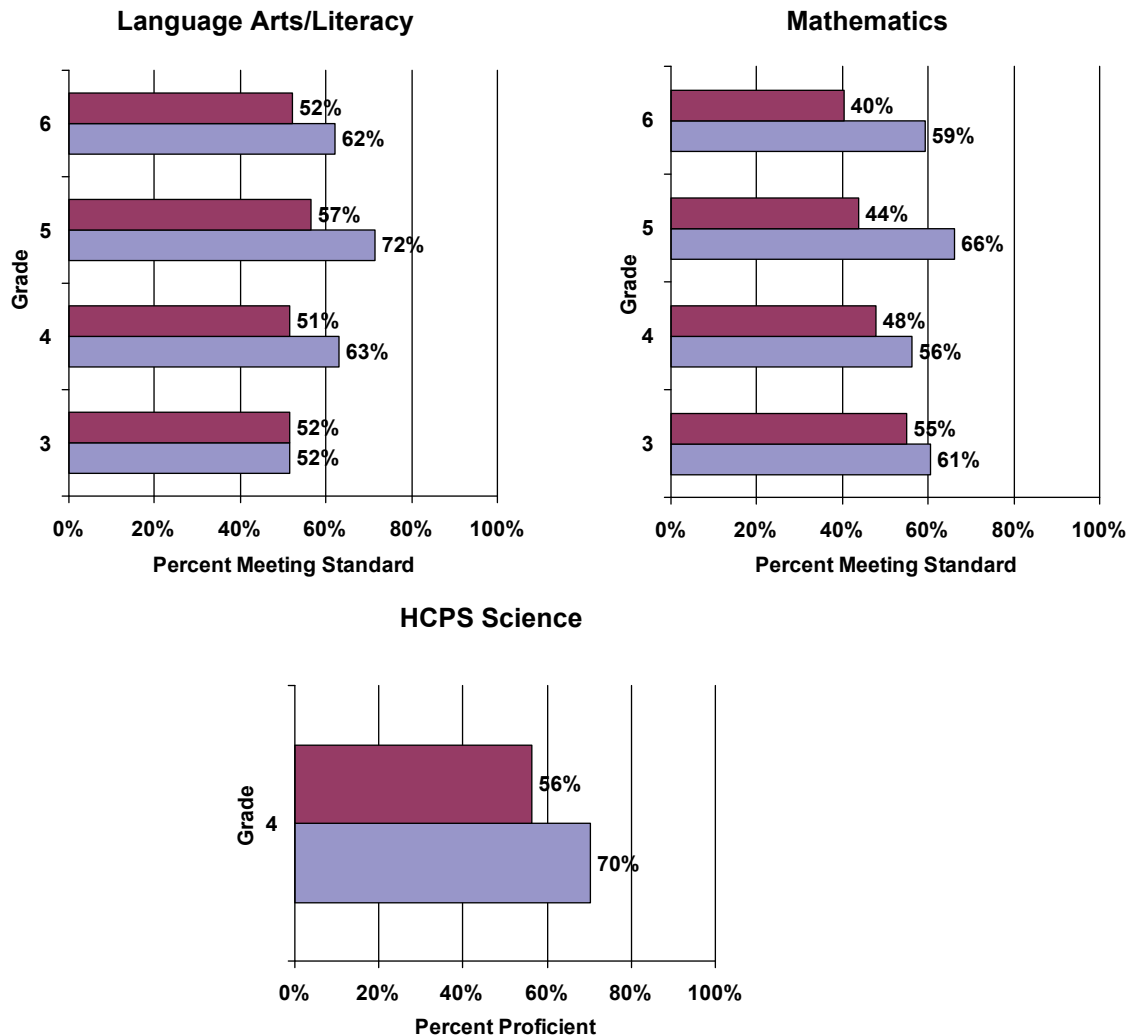
Note. -- means missing data.

* means data not reported to maintain student confidentiality (see FERPA).

Vital Signs

Hawaii Statewide Assessment Program

NOTE: The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



A school's bar may not be shown to maintain student confidentiality (see FERPA).

Other School Information

Aliamanu Elementary School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2022.

Published on June 7, 2021.

Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:
Hawaii State Department of Education.