



# Alvah A. Scott Elementary School

School Code: 227

Grades K-6

## School Status and Improvement Report School Year 2019-20



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### School Address:

Alvah A. Scott Elementary School  
98-1230 Moanalua Road  
Aiea, Hawaii 96701

### 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

Alvah A. Scott Elementary School was established in 1959 and serves a multicultural community in Aiea with pride and aloha!

Alvah Scott Elementary strives for excellence and provides a scaffolding academic program throughout our grade levels. Research shows that student engagement is a robust predictor of student achievement and behavior in school, regardless of socioeconomic status. Understanding this research, Alvah Scott Elementary teachers meet regularly to articulate their curriculum within grade levels and across grade levels so that the curriculum seamlessly builds upon itself.

Alvah Scott Elementary further supports State Strategic Goals to improve student achievement through standards-based education, to sustain comprehensive support for all students, and to continuously improve our performance and quality. This is achieved by constantly monitoring our programs to know where our students are performing, to set goals and targets of where they need to be, and to understand what is needed to get each student to the goals. The State goals are the Common Core State Standards.

At Alvah Scott Elementary, we believe in educating the whole child and this is accomplished with the help and support of our community partners. Writing grants affords us the opportunity to offer classes after school and during intersessions and summer, as well as tutoring for those who qualify. Our supplementary programs include Library Club, Primary School Adjustment Program (PSAP), Student Council, Tech Club, Robotics, Coding, IXL Math, Achieve 3000, ESL Summer School, Title I Summer School, Video Production, Morning Broadcast, Basketball Clinic, Track, Mighty Milers, Campus Patrol Officers and A+ program.

We completed the Western Association of Schools and Colleges (WASC) accreditation and were found to be an outstanding school. The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) is one of six regional accrediting associations in the United States. The ACS WASC accreditation process fosters excellence in elementary, secondary, and adult education by encouraging school improvement. WASC accreditation recognizes schools that meet an acceptable level of quality in accordance with established, research-based WASC criteria.

At Alvah Scott, we Dream, Believe and Achieve!  
DREAM what you want to be, BELIEVE you can do it and ACHIEVE it!  
[Alvahscott.org](http://Alvahscott.org)

## School Setting

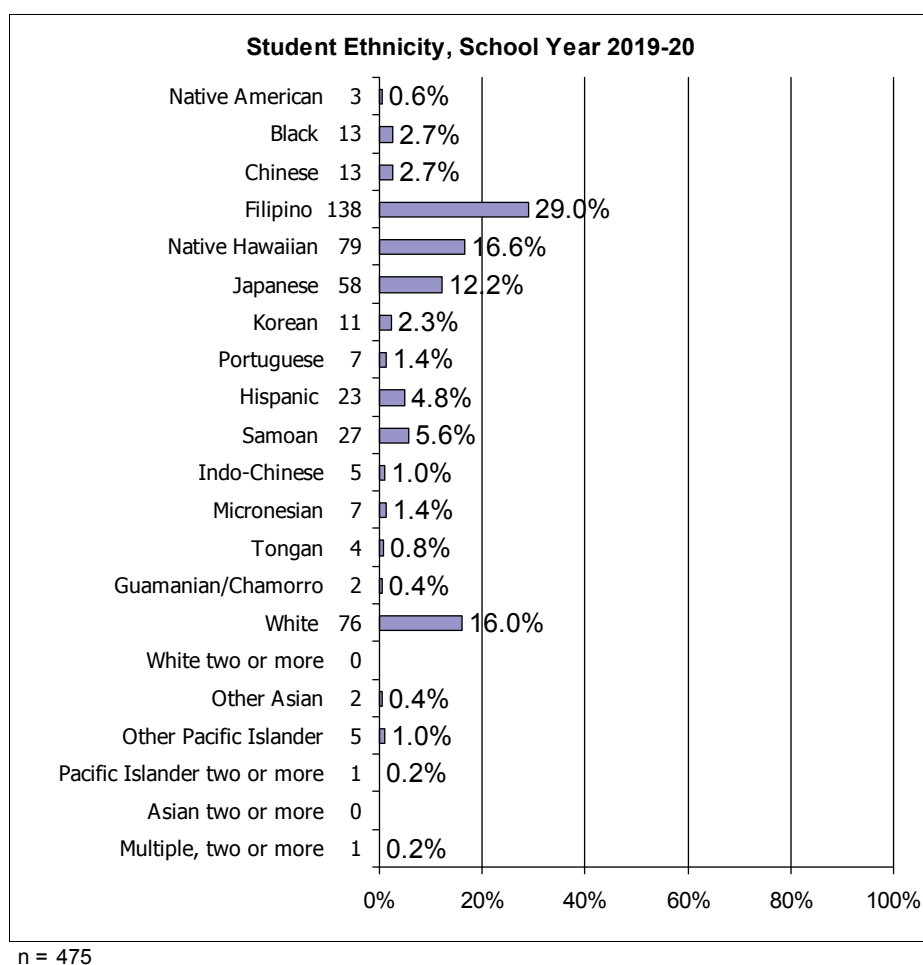
### Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	493	463	475	Number and percent of students in Special Education programs	48 9.7%	48 10.3%	50 10.5%
Number and percent of students enrolled for the entire school year	439 89.0%	413 89.2%	409 86.1%	Number and percent of students with limited English proficiency	58 11.7%	51 11.0%	54 11.3%
Number and percent of students receiving free or reduced-cost lunch	229 46.4%	221 47.7%	236 49.6%				

Note. -- means missing data.

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

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



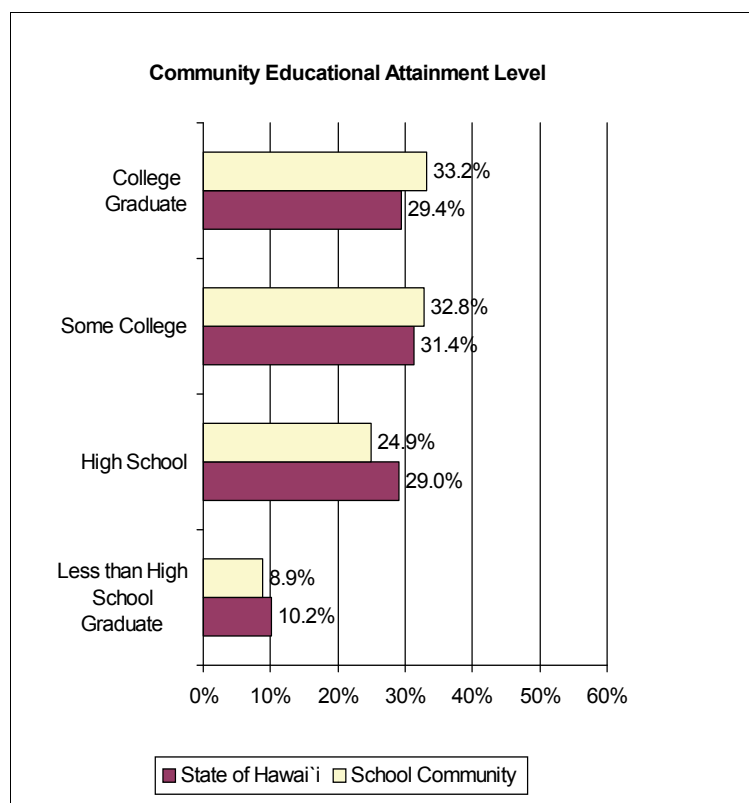
## School Setting

### 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

Aiea HSC	School Community	State of Hawai'i
Total population	40,863	1,360,301
Percentage of population aged 5-19	15.8%	18.4%
Median age of population	42.4	38.6
Number of family households	10,103	313,907
Median household income	\$80,712	\$66,420



## School Improvement

### Summary of Progress

Alvah Scott Elementary is always seeking to improve for maximum student growth yearly. Part of our school design process includes bimonthly monitoring of student growth through data teaming. Grade levels meet twice a month to review student work, identify student needs then strategize to meet student needs through measurable assessments. iReady is a robust program that individually identifies each student's skill set.

*i-Ready* makes the promise of differentiated instruction a practical reality for teachers and students. It was designed to get students excited about learning, and to support teachers in the challenge of meeting the needs of all learners. Through the power of one intuitive system whose pieces were built from the ground up to work together, teachers have the tools they need to ensure students are on the road to proficiency. In a single program, *i-Ready*:

- integrates powerful assessments and rich insights with effective and engaging instruction in reading and mathematics to address students' individual needs.
- empowers teachers every day to make more informed instructional decisions.
- motivates students with access to their own personalized path to growth.

(<https://www.curriculumassociates.com>)

After identifying each student's skill set we implement Response to Intervention to meet individual student needs. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening (iReady) of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students.

The Common Core State Standards is implemented through the Wonders (ELA), Go Math, and NGSS (science). Weekly Academies allows teachers to integrate curriculum while giving students Project-Based Learning experiences. Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. Learning by doing—through project-based learning or role plays based on the news, for example—can boost student engagement.

Alvah Scott students participate in Video Club, Campus Patrol Officers, Library Club, Mighty Milers, Robotics, Writing Club, Grade 6 Track and Volleyball Tournaments, Physical Education, A+ After School Care, Karate and Judo, Primary School Adjustment Program, tutoring and remedial intersession programs. Counselors also offer an array of services for our students.

At Alvah Scott we DREAM, BELIEVE & ACHIEVE! BELIEVE in each student and help them to DREAM big, set their goals and expectations for themselves high and then ACHIEVE it!

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)<sup>1</sup></b>		30.0
Regular Instruction, FTE	83.3%	25.0
Special Instruction, FTE	16.6%	5.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		30
Teachers with 5 or more years at this school		17
Teachers' average years of experience		14.5
Teachers with advanced degrees		9

#### Professional Teacher Credentials<sup>1</sup>

Fully licensed	100.0%	30
Emergency hires	0.0%	0

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

#### Students per Teaching Staff<sup>2</sup>

Regular Instruction	17.0
Special Instruction	10.0

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE <sup>3</sup>	3.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

<sup>3</sup> 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

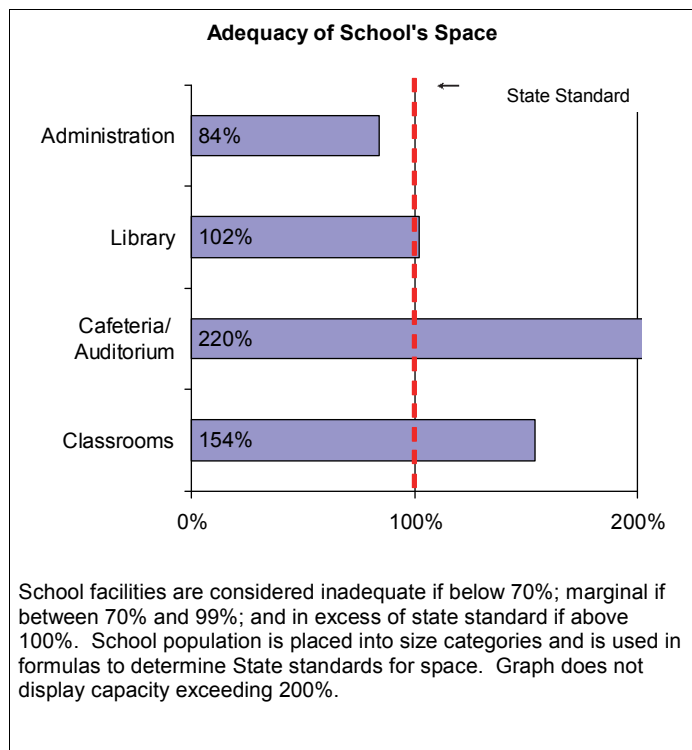
Classrooms available	42
Number of classrooms short (-) or over (+)	0

#### 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	60.8%	77.9%	82.0%	86.0%	71.3%	71.4%
	2020	63.0%	76.7%	82.6%	86.3%	69.9%	68.2%
Well-Being	2019	66.3%	76.5%	87.4%	90.7%	--	--
	2020	76.0%	75.7%	88.4%	91.0%	--	--
Satisfaction	2019	59.6%	74.8%	79.1%	86.6%	--	--
	2020	68.0%	72.9%	82.5%	87.5%	--	--
Involvement/Engagement	2019	62.5%	74.6%	68.3%	74.9%	--	--
	2020	67.2%	73.2%	69.3%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	96.0%	79.9%	32.2%	34.9%	81.9%	86.0%
	2020	92.5%	84.5%	31.1%	37.7%	89.2%	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.

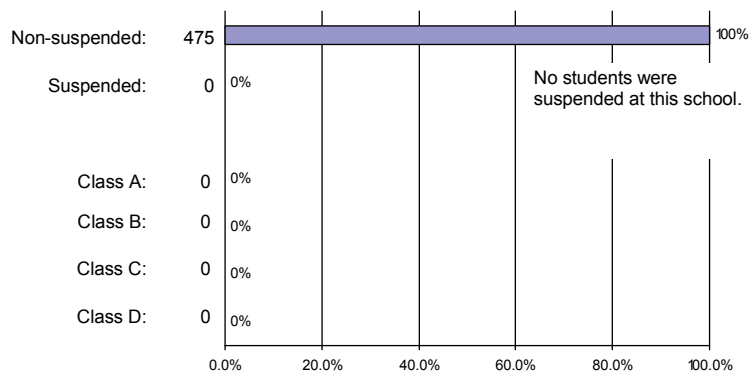
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			
2017-18	2018-19	2019-20	<b>State Standard</b>
<b>Average Daily Attendance: %</b>			
(higher is better)			
94.6%	94.7%	94.7%	<b>95.0%</b>
<b>Average Daily Absences: in days</b>			
(lower is better)			
9.5	9.2	7.0	<b>9</b>

#### 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	437	397	404
Percent retained in grade	0%	0%	1%

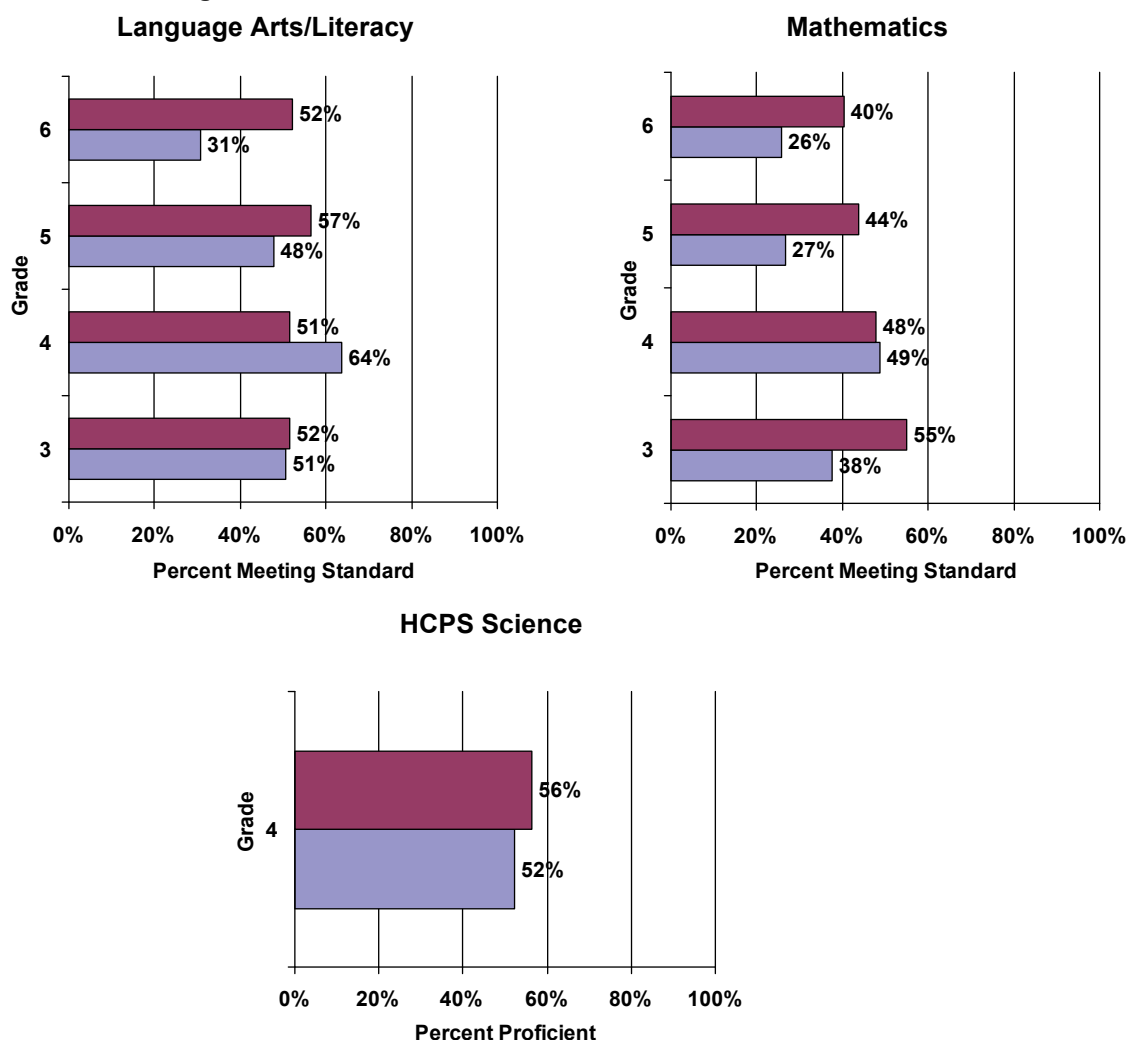
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## Vital Signs

### 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

Alvah A. Scott 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.

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