

Paia Elementary School

School Code: 422

Grades K-5

School Status and Improvement Report School Year 2004-05



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School Address:

Paia Elementary School
955 Baldwin Avenue
Paia, Hawaii 96779

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, reports student achievement results along with other vital signs.

School Description

Established in 1908, Pa'ia School serves students from the communities of Upper Pa'ia, Lower Pa'ia, and Kuau. In addition, to the general education program, we are one of two Maui sites for the Hawaiian Language Immersion Program for grades K-5. A preschool, servicing students with special needs opened in late November 2004.

Pa'ia School rests quietly on the outskirts of the changing plantation community of Paia on the island of Maui. In fact, besides the cane fields, our closest neighbor is Holy Rosary Church across Baldwin Avenue. Skill Village, location of the closest homes, is almost a mile away.

At one time, the school's population exceeded 1,100 students. However, with the closing of the sugar plantation's housing in the 1960's and most recently, the plantation itself, the present enrollment has dwindled to approximately 215 students.

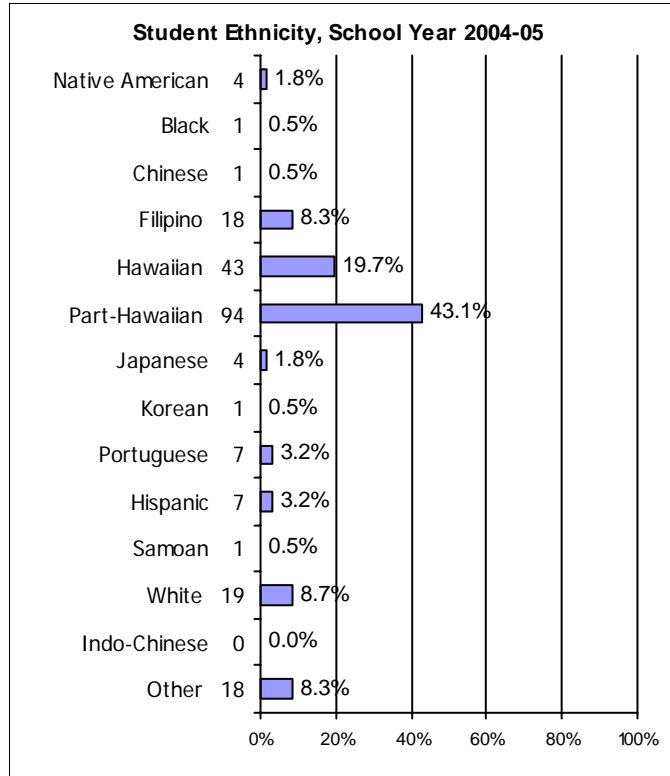
We are a culturally diverse school that currently operated under the School/Community-Based Management Council. The school has held elections and will convert to the School Community Council model for SY 05-06. The modified year-round calendar with trimesters, which made its debut during 1998-99, has reverted back to a quarterly modified school calendar from 2003-04 school year.

Note. School description is from school year 2002-03; current description was not available.

School Setting

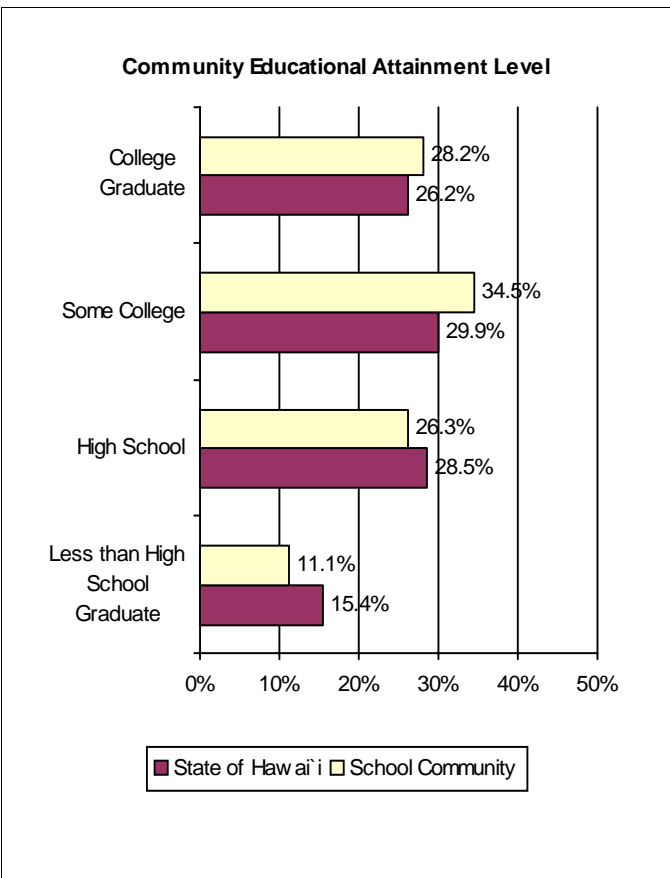
Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	207	212	212
Number and percent of students enrolled for the entire school year	204 98.6%	191 90.1%	191 90.1%
Number and percent of students receiving free or reduced-cost lunch	118 57.0%	125 59.0%	211 99.5%
Number and percent of students in Special Education programs	13 6.3%	13 6.1%	14 6.6%
Number and percent of students with limited English proficiency	1 0.5%	5 2.4%	3 1.4%
Percent of Kindergartners who attended preschool	--	--	86%



Community Profile Based on the 2000 U.S. Census

King Kekaulike Complex	School Community	State of Hawai'i
Total population	33,406	1,211,537
Percentage of population aged 5-19	22.1%	20.6%
Median age of population	37.6	36.2
Number of families	8,200	287,068
Percentage of families with children under 18	51.6%	45.0%
Percentage of families with children headed by a single mother	19.9%	18.3%
Average family size	3.2	3.42
Median household income	\$52,638	\$49,820
Percent of households with Public Assistance income	5.3%	7.6%
Percent of families with children living in poverty	8.8%	11.2%



School Improvement

Summary of Progress

1) Inclusiveness

Regular staff, grade level, program, and Leadership Team meetings were held focusing on updating and implementing our Intervention Plan (**IP**), budgets, and school issues. The IP was approved by the state, and adopted as our SIAP. Monthly IP progress reports are sent to the Complex office.

The Reading First Grant and CORE Consultant provided K-3 teachers various reading workshops and reading materials to implement our core reading program. Strategies learned are shared with the other grade levels (4th & 5th) for continuity.

2) Purposefulness

Pa'ia School continues to implement its IP. Recommendations from the external provider (Edison Alliance) will be included and implemented for SY 2005-06. Our goal is to reach all AYP goals.

3) Student-focused Efforts

The school purchased Houghton-Mifflin-California Edition for grades K-5.

The school selected "Growing with Mathematics" for K-5; "Investigations" for the Hawaiian Language Immersion Program (HLIP) grades 4 & 5.

Teachers received professional development in curriculum mapping, standards based learning, creating a classroom standards based walls and classroom visions and using assessments to improve instruction.

All grades have a daily uninterrupted 90 minutes reading block. Additional support is provided in the classrooms utilizing all support staffing. Special Education (SPED) staffing are assigned to grades with high SPED student populations. Pre-teaching the next day's lesson and addressing the Individual Education Plan (IEP) goals/objectives are done in the pull out sessions.

4) Action-orientation

- Pa'ia School uses the State's traditional report card that includes the General Learner Outcomes (GLO's) and held two parent conferences during the year.
- Data from the school-wide assessments are continually reviewed to determine instructional modifications.
- At monthly meetings, teachers continue to articulate the curriculum, student achievement, share ideas and mentoring techniques.

5) Accountability

The following school-wide assessments were used to measure student growth:

- The Hawaii State Assessment (HSA) and off grade SAT results
- Houghton Mifflin Integrated Themes/ Skilled Test
- DIBELS/ORF was used for English grades K-5 and in Hawaiian Immersion grades 4-5 and for grades K-1 (translated version of DIBELS),
- Na Puako o' Pa'ia was used for HLIP grades K-5.
- Benchmark Tracker for English grades 3 and 5 (no translation for HLIP 3)

6) Strong leadership and support systems

Six teacher-led focus groups continue to address and update the Standard Implementation Design (**SID**) and **IP**. A member from each of the six focus groups (FOL), the grade level chairs and principal form the leadership team.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		15.0
Regular Instruction, FTE	73.3%	11.0
Special Instruction, FTE	13.3%	2.0
Supplemental Instruction, FTE	13.3%	2.0
Teacher headcount		15
Teachers with 5 or more years at this school		9
Teachers' average years of experience		13.1
Teachers with advanced degrees		2

Professional Teacher Credentials

Fully licensed	86.7%	13
Provisional credential	13.3%	2
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	15.2
Special Instruction	7.0

* Regular instruction includes both regular and supplemental teaching staff and does not include mainstreamed special education students. Therefore, these figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	2.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	3

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

Facilities

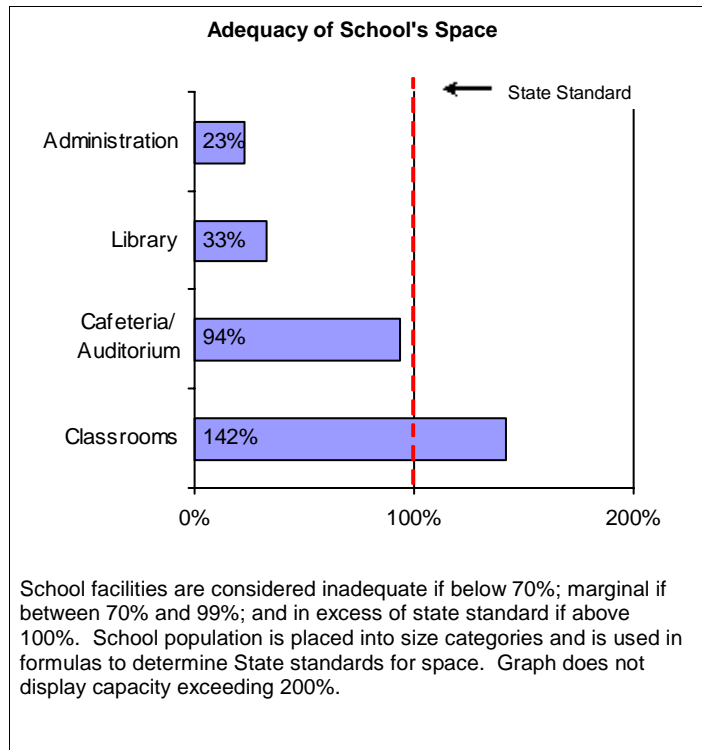
School Year Ending 2005

Classrooms available	20
Number of classrooms short (-) or over (+)	3

	Score		
	1	2	3
Grounds	3		
Building exterior		2	
Building interior		2	
Equipment/Furnishings			3
Health/Safety			3
Sanitation		2	
Total		15	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory;
16-18 = Very Good



Vital Signs

School Quality Survey

The School Quality Survey (SQS) is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

Percent of Positive Responses

School Quality Survey [*]		Teachers		Parents		Students	
		School	State	School	State	School	State
Dimensions							
Standards-Based Learning	2003	88.6%	--	72.9%	--	65.6%	--
	2005	89.8%	87.4%	76.8%	77.1%	71.4%	76.5%
Quality Student Support	2003	73.7%	--	76.9%	--	58.8%	--
	2005	81.8%	79.7%	70.8%	72.9%	59.6%	66.4%
Professionalism & System Capacity	2003	64.4%	--	69.6%	--	72.7%	--
	2005	75.6%	77.6%	76.0%	83.7%	77.4%	84.4%
Coordinated Team Work	2003	70.6%	--	49.3%	--	53.1%	--
	2005	78.5%	77.2%	50.7%	58.4%	57.7%	64.0%
Responsiveness of the System	2003	81.6%	--	71.8%	--	There are no student items for this dimension	
	2005	80.9%	82.9%	62.9%	70.3%		
Focused & Sustained Action	2003	66.3%	--	51.1%	--	67.0%	--
	2005	82.2%	80.2%	46.9%	57.3%	74.4%	72.9%
Involvement	2003	84.1%	--	62.9%	--	53.1%	--
	2005	87.2%	85.6%	57.1%	68.5%	64.5%	59.8%
Satisfaction	2003	47.7%	--	70.7%	--	65.0%	--
	2005	79.5%	65.8%	70.7%	70.6%	69.3%	72.8%
Student Safety & Well Being	2003	79.5%	--	79.5%	--	57.4%	--
	2005	90.4%	86.0%	75.4%	75.1%	57.0%	65.0%
Survey Return Rate ^{**}	2003	94.1%	--	22.9%	--	100.0%	--
	2005	84.2%	78.6%	18.8%	23.8%	91.2%	91.1%

^{*} State Teacher and Parent positive response figures are one of 4 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 6 grade spans (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.

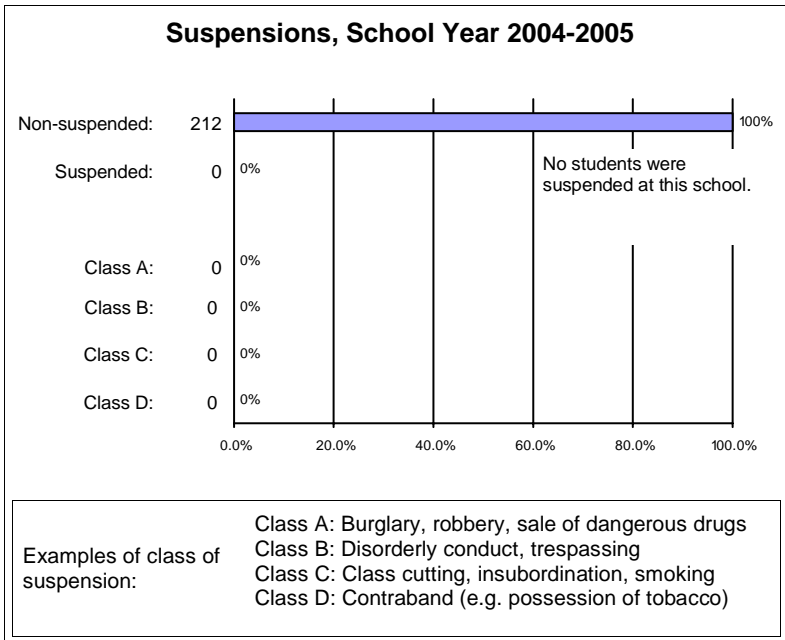
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2002-03	2003-04	2004-05	
Average Daily Attendance: % (higher is better)			
93.4%	93.2%	93.3%	95.0%
Average Daily Absences: in days (lower is better)			
11.7	12.2	11.9	9

Suspensions, School Year 2004-2005



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

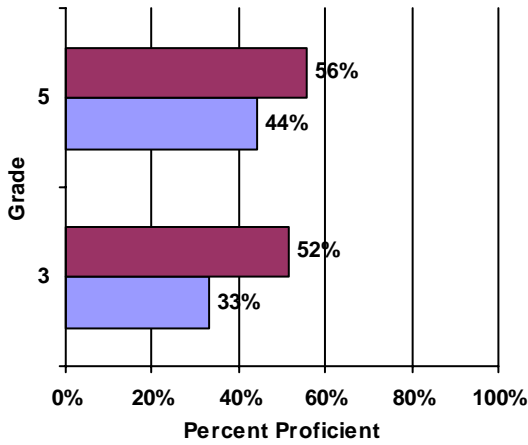
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to NCLB requirements are used.

	Retention		
	2003	2004	2005
Total number of students	170	174	174
Percent retained in grade	1%	1%	0%

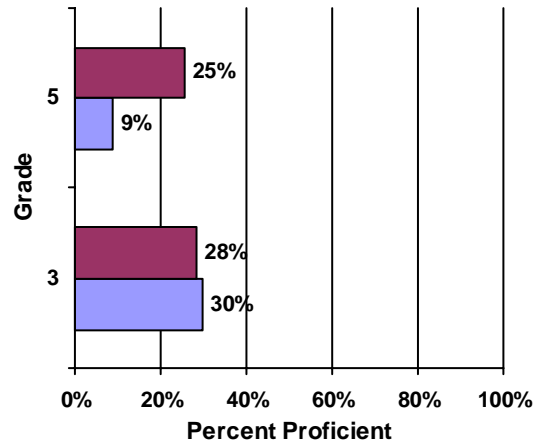
Vital Signs

Statewide Testing

HCPS Reading



HCPS Mathematics



■ School ■ State

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

HCPS Writing Test

Grade	Meaning		Voice		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State	School	State
5	2.9	3.1	2.9	3.0	2.8	3.0	2.8	3.0	2.9	3.2	2.9	3.1
3	2.7	2.8	2.8	2.8	2.4	2.6	2.6	2.6	3.1	2.9	2.7	2.7

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for each dimension for each grade level tested.

-- means "missing data"

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

Stanford Achievement Test, 9th Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	This School	State	This School	State
5	67%	78%	71%	83%
4	57%	74%	89%	84%
3	67%	82%	100%	87%

The Stanford Achievement Test is a national norm-referenced test with a range of 9 stanine levels. Scores in stanines 1 to 3 represent the Below Average category, and scores in stanines 4 to 9 represent Average and Above Average categories.

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Other School Information

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