\`Aina Haina

Elementary School  Grades K-6

School Status and Improvement Report

Focus On Standards

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

The report includes a description of the school and information on the context, process, and outcomes at the school for the 2000-2001 school year, including a summary of the school’s Standards Implementation Design (SID) process.

School Description

\`Aina Haina Elementary School is located in east Honolulu and serves children in grades K-6, residing between Waialae Iki to Kuliouou. The school has been on a single-track, modified calendar since 1997-98. Parents value education and many are actively involved in supporting the efforts of the school. Aina Haina’s mission is to provide students with challenging, integrated and relevant learning experiences that result in high student achievement. Teachers set high expectations for all and are committed to the Hawaii Content and Performance Standards II. The school offers a technology-rich environment with a fully operational local area network, and connects to the Internet with multimedia-equipped computers in classrooms and labs. Students participate in programs to meet their specific needs, such as Special Education Classes, Gifted and Talented classes, Reading Development, English for Second Language Learners and counseling. School-wide programs include Hawaiian Studies, Japanese Language, Library Skills, and community/school service including student produced closed circuit school news program. Aina Haina fosters positive relationships and a sense of pride.

We invite you to visit our website at www.k12.hi.us/~ainahain

School Address:
\`Aina Haina Elementary School
801 West Hind Drive
Honolulu, HI 96821
Context: School Setting

Student Profile

<table>
<thead>
<tr>
<th>School year ending</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall enrollment</td>
<td>386</td>
<td>371</td>
<td>354</td>
</tr>
<tr>
<td>Number and percent of students enrolled for the entire school year</td>
<td>297</td>
<td>345</td>
<td>329</td>
</tr>
<tr>
<td>Number and percent of students receiving free or reduced-cost lunch</td>
<td>84</td>
<td>77</td>
<td>71</td>
</tr>
<tr>
<td>Number and percent of students in Special Education programs</td>
<td>42</td>
<td>39</td>
<td>36</td>
</tr>
<tr>
<td>Number and percent of students with limited English proficiency</td>
<td>16</td>
<td>10</td>
<td>31</td>
</tr>
</tbody>
</table>

Community Profile

Based on the 2000 U.S. Census

Kalani Complex

<table>
<thead>
<tr>
<th></th>
<th>School Community</th>
<th>State of Hawai‘i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>36,574</td>
<td>1,211,537</td>
</tr>
<tr>
<td>Percentage of population aged 5-19</td>
<td>16.5%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Median age of population</td>
<td>46.5</td>
<td>36.2</td>
</tr>
<tr>
<td>Number of families</td>
<td>9,747</td>
<td>287,068</td>
</tr>
<tr>
<td>Percent of families with children under 18</td>
<td>32.9%</td>
<td>45.0%</td>
</tr>
<tr>
<td>Percentage of families with children headed by a single mother</td>
<td>12.4%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Average family size</td>
<td>3.1</td>
<td>3.4</td>
</tr>
<tr>
<td>Median household income</td>
<td>$81,032</td>
<td>$49,820</td>
</tr>
<tr>
<td>Percent of households with Public Assistance income</td>
<td>2.1%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Percent of families with children living in poverty</td>
<td>3.1%</td>
<td>11.2%</td>
</tr>
</tbody>
</table>

Community Educational Attainment Level

- College Graduate: State of Hawai‘i 44.8%, School Community 26.2%
- Some College: State of Hawai‘i 29.9%, School Community 23.7%
- High School: State of Hawai‘i 28.5%, School Community 22.7%
- Less than High School Graduate: State of Hawai‘i 15.4%, School Community 8.8%
‘Aina Haina Jaguars “C” the future as… Creative, communicative, competent, caring and responsible citizens. All role groups are committed to attain ‘Aina Haina School’s mission to provide our students with challenging, integrated and relevant learning experiences that result in high student achievement. The student learner outcomes are:

- The ability to be responsible for one’s own learning;
- The ability to be involved in complex thinking and problem solving;
- The understanding that it is essential for human beings to work together;
- The ability to Recognize and Produce Quality Performance and Quality Products.

Based on SAT scores and the Effective School Surveys, ‘Aina Haina School is successful in supporting student learning. Our Student Performance Data show our students at a high level of achievement when compared with other students at District, State and National levels.

The school provides many programs and opportunities to enhance student achievement. All Students are included in enrichment activities that promote the development of social, emotional and academic skills.

Our major areas of strengths are as follows:

- Standards Based Learning: Technology, Organization of time and Space and the Learning Community. Although ‘Aina Haina has never qualified for the E-rate funding, through prioritization of our own funds and support from our parent group and the community, we have been able to create a high tech infrastructure in a fifty year old school. Students operate with a high level of technology skills, integrated as a tool with their classroom instruction. We use block scheduling, modified school year, partial departmentalization within grade levels, and flexible scheduling for special enrichment programs offered throughout the year.

- Quality student Support and Coordinated TeamWork:
  Teachers work together to ensure that the needs of all students are addressed. There are many programs and services to assist students to attain benchmarks.
  Parents and community provide supports to enhance and enrich the basic programmatic needs of the school.
  Parents and community members are active and visible on the school campus.

Our areas of greatest need are as follows:

Based on evaluation at the end of our first SID year, we have identified three (3) foci for our improvement plan for 2002-2005.

- Language Arts—Use reading development interventions with students identified as needing extra help. Develop a school-wide policy for informing parents whose children are identified as needing extra help to reach benchmarks.
  Focus reading development resources on the K-3 students.
  Utilize the Accelerated Reader Program in grades 3-6 in addition to Standards Based Reading Program.


- Effective Behavioral Supports – Develop procedures on consequences for problem behavior. Provide awareness training to all faculty and staff including adult supervisors on EBS principles. Recognition of students meeting behavioral expectations.
Certified Staff

School year ending 2002

Teaching Staff

Total Full-Time Equivalent (FTE) 24.5
Regular Instruction, FTE 15.0
Special Education, FTE 6.0
Supplemental Instruction, FTE 3.5
Teacher headcount 25
Teachers with 5 or more years at this school 25
Teachers' average years of experience 15.0
Teachers with advanced degrees 5

Students per Teaching Staff Member

Regular Instruction 17.2
Special Education 6.0

Administrative and Student Services Staff

Administration*, FTE 2.0
Librarians, FTE 1.0
Counselors, FTE 1.0

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

Facilities

School year ending 2002

Classrooms available 34
Number of classrooms short (-) or over (+) 8

School facilities inspection results

<table>
<thead>
<tr>
<th>Score</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Grounds</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Building exterior</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Building interior</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Equipment/Furnishings</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Health/Safety</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sanitation</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Adequacy of School's Space Compared with State Standards

Administration 88%
Library 101%
Cafeteria/Auditorium 151%
Classrooms 189%

School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.
School Quality Survey

A. Standards-Based Learning
- Teachers: 92.7%
- Parents: 72.2%
- Students: 56.3%

B. Quality Student Support
- Teachers: 89.3%
- Parents: 75.0%
- Students: 67.0%

C. Professionalism and Capacity of the System
- Teachers: 71.0%
- Parents: 75.0%
- Students: 65.0%

D. Coordinated Team Work
- Teachers: 90.6%
- Parents: 61.9%
- Students: 67.5%

E. Responsiveness of the System
- Teachers: 92.0%
- Parents: 72.6%
- Students: Note: There are no student items for this dimension

F. Focused and Sustained Action
- Teachers: 83.3%
- Parents: 51.9%
- Students: 58.0%

- Involvement
- Teachers: 94.2%
- Parents: 71.7%
- Students: 47.5%

- Satisfaction
- Teachers: 82.6%
- Parents: 70.0%
- Students: 55.6%

- Student Safety and Well Being
- Teachers: 97.1%
- Parents: 79.1%
- Students: 64.2%
Student Conduct

Attendance and Absences

<table>
<thead>
<tr>
<th>School Year</th>
<th>1999-2000</th>
<th>2000-01</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Daily Attendance: %</td>
<td>95.7%</td>
<td>95.7%</td>
<td>96.0%</td>
</tr>
<tr>
<td>(higher is better)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Daily Absences: in days</td>
<td>7.8</td>
<td>7.2</td>
<td>7.3</td>
</tr>
</tbody>
</table>

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)

Suspensions, School Year 2001-02

- Non-suspended: 353
- Suspended: 1
  - Class A: 0
  - Class B: 1
  - Class C: 0
  - Class D: 0

Outcomes: Vital Signs
HCPS-II Performance

Grade Tested: 5

The figures below show the average score in the center, with a bar around it representing about two-thirds of the scores. A school's score that differs from the state score will have little or no overlap between the two ranges. The writing scores are on a 50 point scale for all grades. Stanford scores are "scaled" scores, which vary from about 400 to 800 depending on the grade tested.

HCPS-II Writing Assessment

There were no HCPS-II assessments in 2000 or 2001. These assessments were administered for the first time in 2001-02.

Stanford Achievement Test (9th Ed.)

There were no HCPS-II assessments in 2000 or 2001. These assessments were administered for the first time in 2001-02.