



Princess Nahienaena Elementary School

School Code: 429

Grades K-5

School Status and Improvement Report School Year 2003-04



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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 as well as providing information about the school's administrators, teachers, students and facilities. It also includes a summary of the school's improvement plan, the Standards Implementation Design (SID), that focuses on implementing the Hawaii Content and Performance Standards.

School Description

Princess Nahi'ena'ena School is one of two public elementary schools in West Maui. Established in 1988, the school is located in Lahaina, a small, isolated town on the northwest coast of the island of Maui. It is perfectly designed on a hill overlooking a panoramic view of the once historic whaling town, neighboring islands of Molokai, Lanai and Kahoolawe, and beautiful white sandy beaches of the Pacific Ocean. A unique Hawaiian Immersion Program is held on campus with approximately 50 students and 2 teachers. A Positive Action program and Intensive Learning Program (ILP) are supplemental programs that benefit the students. Extracurricular activities include Na Mele O Maui, American Heart Association Jump Rope for Health and Charity Walk. Being a resort oriented community, families foster a culture of hard working individuals who work at two or more jobs.

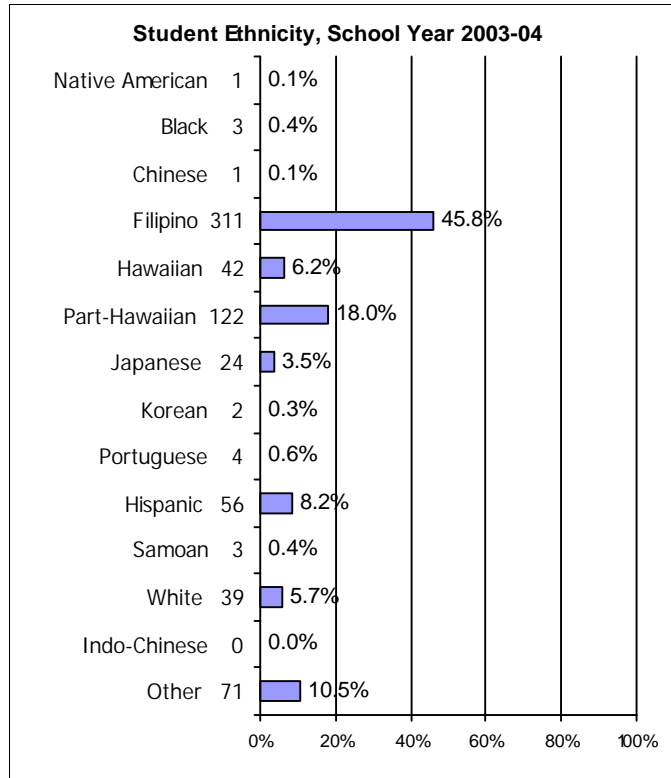
School Address:

Princess Nahienaena Elementary School
816 Niheu Street
Lahaina, Hawaii 96761

School Setting

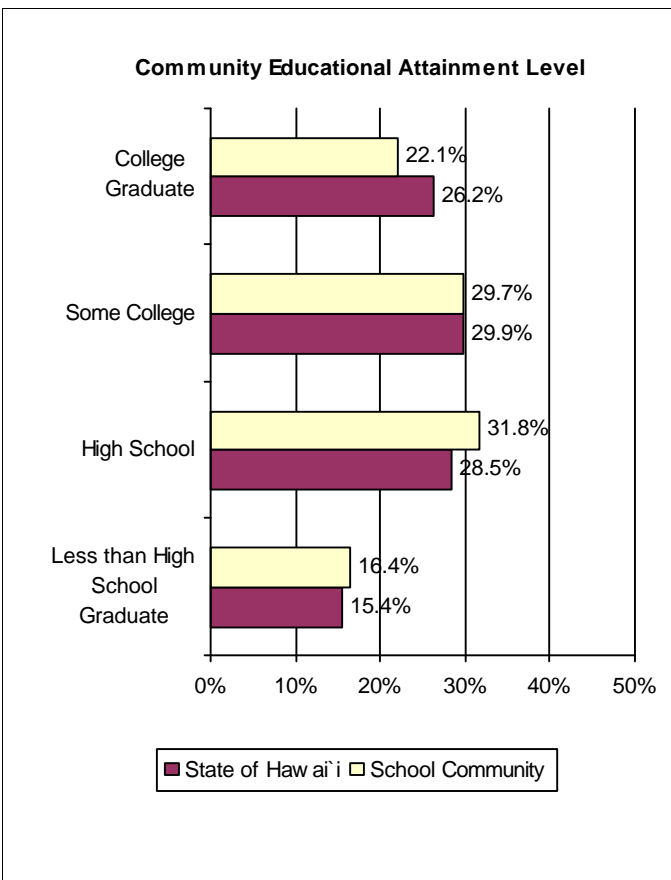
Student Profile

| School year ending | 2001-02 | 2002-03 | 2003-04 |
|---|--------------|--------------|--------------|
| Fall enrollment | 636 | 649 | 655 |
| Number and percent of students enrolled for the entire school year | 589 92.6% | 634 97.7% | 631 96.3% |
| Number and percent of students receiving free or reduced-cost lunch | 191 30.0% | 248 38.2% | 270 41.2% |
| Number and percent of students in Special Education programs | 50 7.9% | 42 6.5% | 49 7.5% |
| Number and percent of students with limited English proficiency | 173 27.2% | 156 24.0% | 165 25.2% |



Community Profile Based on the 2000 U.S. Census

| Lahainaluna Complex | School Community | State of Hawai'i |
|--|------------------|------------------|
| Total population | 17,967 | 1,211,537 |
| Percentage of population aged 5-19 | 17.3% | 20.6% |
| Median age of population | 36.4 | 36.2 |
| Number of families | 3,789 | 287,068 |
| Percentage of families with children under 18 | 43.2% | 45.0% |
| Percentage of families with children headed by a single mother | 19.2% | 18.3% |
| Average family size | 3.4 | 3.42 |
| Median household income | \$56,315 | \$49,820 |
| Percent of households with Public Assistance income | 4.5% | 7.6% |
| Percent of families with children living in poverty | 8.9% | 11.2% |



Standards Implementation

Summary of Progress

During the 2003-2004 school year, grade levels were provided with time during the school day to meet twice a month to align curriculum, monitor student progress and evaluate assessment methods. Articulation within and between grade levels ensured that benchmarks were met and different strategies were utilized to improve student achievement.

To address the developmental needs of our students, 2 transition classes (Pre-K, K-1) were piloted and one looping class (Grade 4 to 5) was piloted during the 2003-2004 school year. The transition classes provided additional support in curriculum for students who are at risk of failing or in need of additional time for school success. The 4th to 5th grade looping class provided invaluable instructional time at the beginning of the year as the looping students were already familiar with their teachers' expectations and routines. The 2 to 3 week adjustment period at the beginning of the school year was eliminated and teachers were able to begin instruction within the first week of school.

School Resources

Certified Staff

Teaching Staff

| | | |
|--|-------|------|
| Total Full-Time Equivalent (FTE) | | 39.0 |
| Regular Instruction, FTE | 69.2% | 27.0 |
| Special Instruction, FTE | 10.3% | 4.0 |
| Supplemental Instruction, FTE | 20.5% | 8.0 |
| Teacher headcount | | 39 |
| Teachers with 5 or more years at this school | | 18 |
| Teachers' average years of experience | | 8.1 |
| Teachers with advanced degrees | | 10 |

Professional Teacher Credentials

| | | |
|------------------------|-------|----|
| Fully licensed | 74.4% | 29 |
| Provisional credential | 17.9% | 7 |
| Emergency credential | 7.7% | 3 |

Students per Teaching Staff *

| | |
|---------------------|------|
| Regular Instruction | 17.3 |
| Special Instruction | 12.3 |

* 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 * | 3.0 |
| Librarians, FTE | 0.0 |
| Counselors, FTE | 2.0 |
| Number of principals at this school in the last five years | 2 |

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

Facilities

School Year Ending 2004

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

School facilities inspection results

| | Score | | |
|-----------------------|-------|----|---|
| | 1 | 2 | 3 |
| Grounds | | 2 | |
| Building exterior | | 2 | |
| Building interior | | | 3 |
| Equipment/Furnishings | | 2 | |
| Health/Safety | | 2 | |
| Sanitation | | 2 | |
| Total | | 13 | |

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

Data not available

School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

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 Dimensions | | Teachers | | Parents | | Students | |
|-------------------------------------|------|----------|-------|---------|-------|---|-------|
| | | School | State | School | State | School ¹ | State |
| Standards-Based Learning | 2001 | 85% | n/a | 78% | n/a | 75% | n/a |
| | 2003 | | n/a | 70% | n/a | 74% | n/a |
| Quality Student Support | 2001 | 72% | n/a | 78% | n/a | 67% | n/a |
| | 2003 | | n/a | 69% | n/a | 68% | n/a |
| Professionalism & System Capacity | 2001 | 57% | n/a | 76% | n/a | 80% | n/a |
| | 2003 | | n/a | 70% | n/a | 90% | n/a |
| Coordinated Team Work | 2001 | 67% | n/a | 62% | n/a | 65% | n/a |
| | 2003 | | n/a | 54% | n/a | 59% | n/a |
| Responsiveness of the System | 2001 | 74% | n/a | 72% | n/a | There are no student items for this dimension | |
| | 2003 | | n/a | 64% | n/a | | |
| Focused & Sustained Action | 2001 | 58% | n/a | 60% | n/a | 47% | n/a |
| | 2003 | | n/a | 47% | n/a | 52% | n/a |
| Involvement | 2001 | 82% | n/a | 64% | n/a | 58% | n/a |
| | 2003 | | n/a | 64% | n/a | 47% | n/a |
| Satisfaction | 2001 | 65% | n/a | 74% | n/a | 75% | n/a |
| | 2003 | | n/a | 66% | n/a | 77% | n/a |
| Student Safety & Well Being | 2001 | 81% | n/a | 79% | n/a | 63% | n/a |
| | 2003 | | n/a | 69% | n/a | 66% | n/a |
| Survey Return Rate | 2001 | 66% | n/a | 20% | n/a | 87% | n/a |
| | 2003 | 0% | 70% | 17% | 22% | 94% | 83% |

¹

Student positive responses are for the highest grade level surveyed at this school.

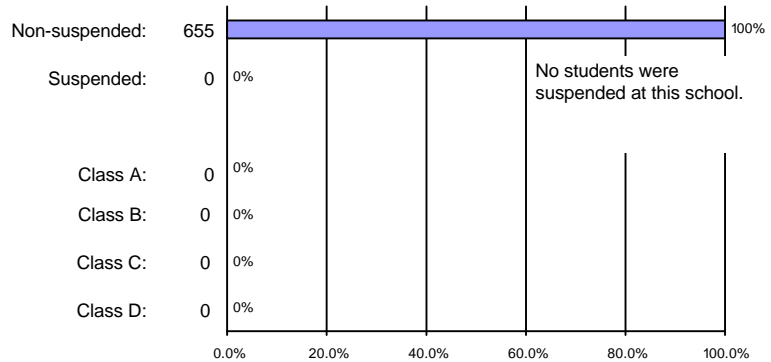
School Retention or Completion

Student Conduct

Attendance and Absences

| School Year | | | |
|---|---------|---------|-----------------------|
| 2001-02 | 2002-03 | 2003-04 | State Standard |
| Average Daily Attendance: % (higher is better) | | | |
| 94.5% | 94.1% | 94.1% | 95.0% |
| Average Daily Absences: in days (lower is better) | | | |
| 10.1 | 10.7 | 10.5 | 9 |

Suspensions, School Year 2003-2004



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, retention calculations that conform to NCLB requirements are used.

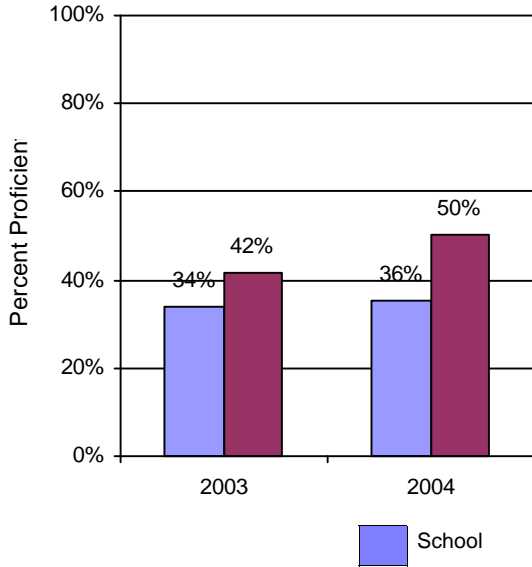
| | Retention | |
|---------------------------|-----------|------|
| | 2003 | 2004 |
| Total number of students | 519 | 566 |
| Percent retained in grade | 3% | 3% |

Vital Signs

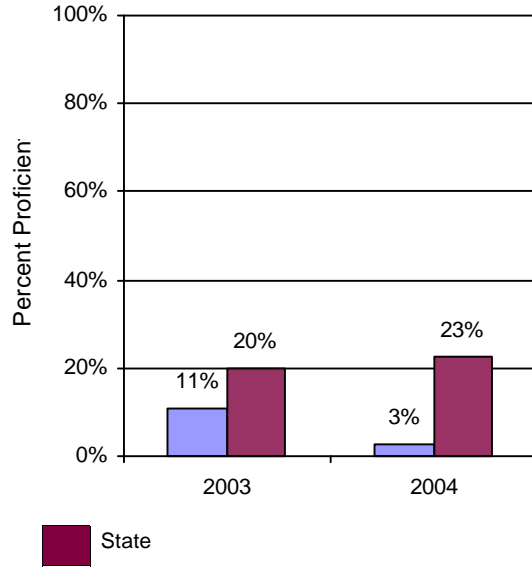
Statewide Testing

Highest Grade Tested: 5

HCPS II Reading



HCPS II Mathematics



Figures are based on total number of students in the highest grade tested at this school. State figures are summaries of comparable school level results.

HCPS II Writing Test

| Writing Dimension | 2002-03 | | 2003-04 | |
|-------------------|---------|-------|---------|-------|
| | School | State | School | State |
| Meaning | 2.7 | 2.7 | 3.0 | 3.0 |
| Voice | 2.6 | 2.7 | 3.1 | 3.1 |
| Clarity | 2.5 | 2.5 | 2.9 | 2.9 |
| Design | 2.5 | 2.5 | 2.8 | 2.9 |
| Conventions | 2.6 | 2.6 | 3.0 | 2.9 |
| Overall | 2.6 | 2.6 | 2.9 | 3.0 |

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for the highest grade level tested. State figures are summaries of comparable school level results.

Stanford Tests, 9th Edition

| | Below Average | Average and Above |
|--|---------------|-------------------|
| National Norm Group | 23% | 77% |
| State | | |
| Reading | 24% | 76% |
| Mathematics | 19% | 81% |
| This School Highest Grade Tested: 5 | | |
| Reading | 31% | 69% |
| Mathematics | 23% | 77% |

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.

Other School Information

Published on March 21, 2005. Updated as of November 1, 2005.

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