



# Aina Haina Elementary School

School Code: 100

Grades K-5

## School Status and Improvement Report School Year 2011-12



### Contents

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

### School Address:

Aina Haina Elementary School  
801 West Hind Drive  
Honolulu, Hawaii 96821

### 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

Aina Haina Elementary School, built in 1950, is located in a stable upper middle class neighborhood in East Honolulu. The student population of approximately 600 is ethnically diverse. A significant population of students attends on Geographic Exceptions (10%), and they come to us from all over the island. Students who qualify for free and reduced lunch make up approximately 12% of our student body.

The school embraces the belief that high student achievement is the result of a standards-based rigorous and relevant curriculum for all students. The parent organization fully supports the school's effort to educate the whole child through the funding of our physical education and art teachers to create meaning and make connections for students to the core academic areas. Many parents and community members are available to volunteer at the school for a variety of special programs and events, including tutoring, both during the school day and outside school hours.

Aina Haina utilizes project activities to successfully involve community partners, parents, staff, and students such as the annual Haunted House for Halloween, which is open to the community. Another project is our annual opera done in collaboration with the Hawaii Opera Theatre. We have provided Japanese and Mandarin language classes to all grade levels and include an array of after-school activities such as Japanese, Mandarin, chorus, art, and Lego robotics.

The library and computer lab are located in the center of campus, and function as the heart of our learning community. Most of the computer lab and connectivity infrastructure were realized through fundraising efforts. Every class visits the library weekly to use the extensive technology resources and services of our support staff. Before and after school, parents are welcome to use the library resources with their children. A daily live morning announcement program on closed circuit TV, staffed by students, lets us all start our learning day together.

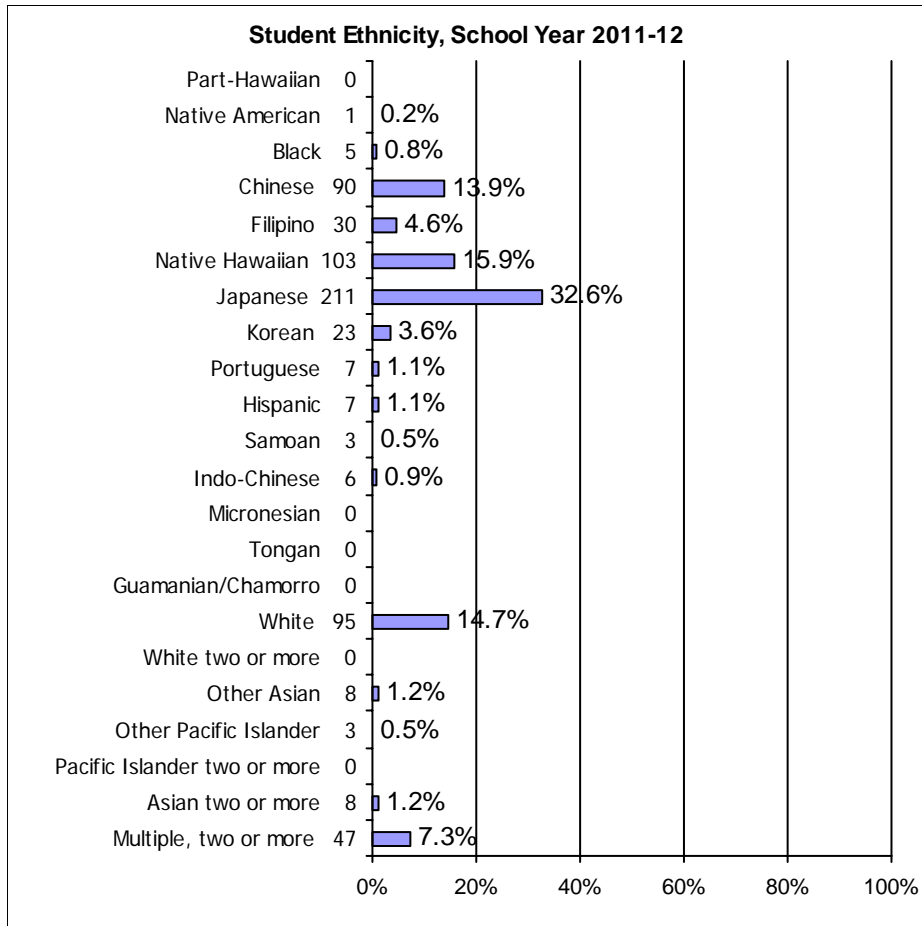
We also have identified and serviced significant numbers of both Special Education and Gifted and Talented students. English as a Second Language Learners comprise less than 10% of all students. A Primary School Adjustment Program works to maximize academic success by promoting positive behaviors through early interventions.

Our parents and community have high expectations for the school and the staff is extremely dedicated and hard working. We pride ourselves on a vision that goes beyond the basics, and feel that the extras of academics, arts, and athletics are what make our school exceptional.

School Setting

Student Profile

| School year   | 2009-10 | 2010-11 | 2011-12 |   | 2009-10 | 2010-11 | 2011-12 |
|---|---------|---------|---------|---|---------|---------|---------|
| Fall enrollment   | 640     | 650     | 654     | Number and percent of students in Special Education programs    | 37      | 52      | 43      |
|   |         |         |         |   | 5.8%    | 8.0%    | 6.6%    |
| Number and percent of students enrolled for the entire school year  | 623     | 636     | 619     | Number and percent of students with limited English proficiency | 18      | 21      | 17      |
|   | 97.3%   | 97.8%   | 94.6%   |   | 2.8%    | 3.2%    | 2.6%    |
| Number and percent of students receiving free or reduced-cost lunch | 85      | 98      | 97      | Percent of Kindergartners who attended preschool                | 87%     | 90%     | 96%     |
|   | 13.3%   | 15.1%   | 14.8%   |   |         |         |         |



n = 647

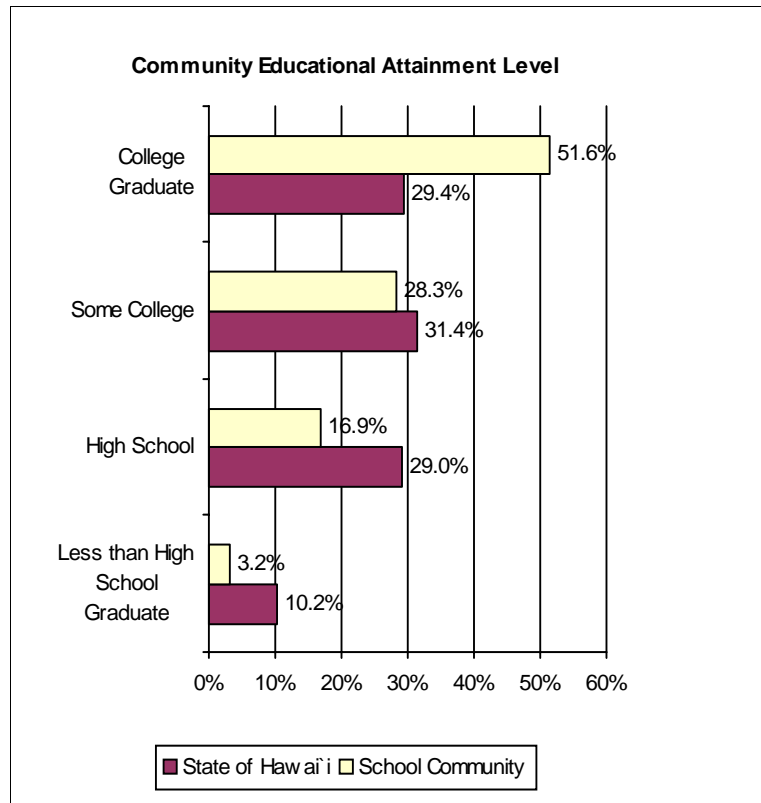
## School Setting

### 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 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 and American Community Survey (ACS)**

| <b>Kaiser HSC Complex</b>          | School Community | State of Hawai'i |
|------------------------------------|------------------|------------------|
| Total population                   | 32,920           | 1,360,301        |
| Percentage of population aged 5-19 | 16.7%            | 18.4%            |
| Median age of population           | 46.0             | 38.6             |
| Number of family households        | 9,141            | 313,907          |
| Median household income            | \$111,249        | \$66,420         |



## School Improvement

### Summary of Progress

During SY 2011-12, Aina Haina Elementary School addressed the following:

1. In proceeding forward towards becoming an International Baccalaureate Primary Years Programme School, all grade-levels developed a standards and inquiry-based IB unit that increases rigorous and relevant learning in K-5 classrooms. Each grade-level was required to integrate state standards and each unit plan included guided inquiry questions for students to think and respond to in trying to master the central ideas for their respective units. Teachers were given two and a half sub days for professional collaboration to plan and then reflect upon the unit after it was taught.

The K-5 IB units were as follows:

Kindergarten: Living and Non-Living

Grade 1: Biomes

Grade 2: Matter

Grade 3: Adaptation

Grade 4: Energy Resources

Grade 5: Colonization

2. To help address math fluency, we continued an online program called "Math Facts in a Flash" to help students in grades 1-5 practice and master their basic facts. The program consists of 59 levels ranging from basic addition to conversion of fractions and decimals. We also implemented a norm reference online assessment called "STAR Math" to help monitor how are students are doing with other students across the nation.
3. To help increase our math proficiency percentage in math, after-school tutoring service was provided to selected students in grades 3 and 5. We also continued the Comprehensive Student Support Level 3 to service students in grades K, 1, and 2 who required supplemental assistance with the big 5 ideas of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension).
4. We began to roll out 2 State initiatives: Data Teams and Common Core State Standards. Teachers met in grade-level groups bi-monthly for articulation to look at student needs and planned lessons together to address those needs. Grades K and 1 focused on reading and grade 2-5 focused on math. Each grade level was given a professional development day to focus on the Common Core State Standards and aligned the standards to their math or reading texts.
5. To address the achievement gap and increase the number of SPED students into the general education setting for core subject areas, we continued inclusion in grade 4 and added a grade 5 inclusion classroom.
6. Newly-hired certificated teachers are assigned either a district or school-level mentor with assistance ranging from instructional mentoring to setting professional goals based on professional teaching standards. The purpose is to equip our new teachers to help their students achieve better results by providing them with effective management and instructional strategies.

## School Resources

### Certified Staff

#### Teaching Staff

|  |       |      |
|--|-------|------|
| <b>Total Full-Time Equivalent (FTE)</b>      |       | 39.0 |
| Regular Instruction, FTE                     | 84.6% | 33.0 |
| Special Instruction, FTE                     | 15.4% | 6.0  |
| Supplemental Instruction, FTE                | 0.0%  | 0.0  |
| Teacher headcount                            |       | 40   |
| Teachers with 5 or more years at this school |       | 24   |
| Teachers' average years of experience        |       | 14.0 |
| Teachers with advanced degrees               |       | 14   |

#### Professional Teacher Credentials

|                        |        |    |
|------------------------|--------|----|
| Fully licensed         | 100.0% | 40 |
| Provisional credential | 0.0%   | 0  |
| Emergency credential   | 0.0%   | 0  |

#### Students per Teaching Staff \*

|                     |      |
|---------------------|------|
| Regular Instruction | 18.5 |
| Special Instruction | 7.2  |

\* 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  | 1.0 |
| 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

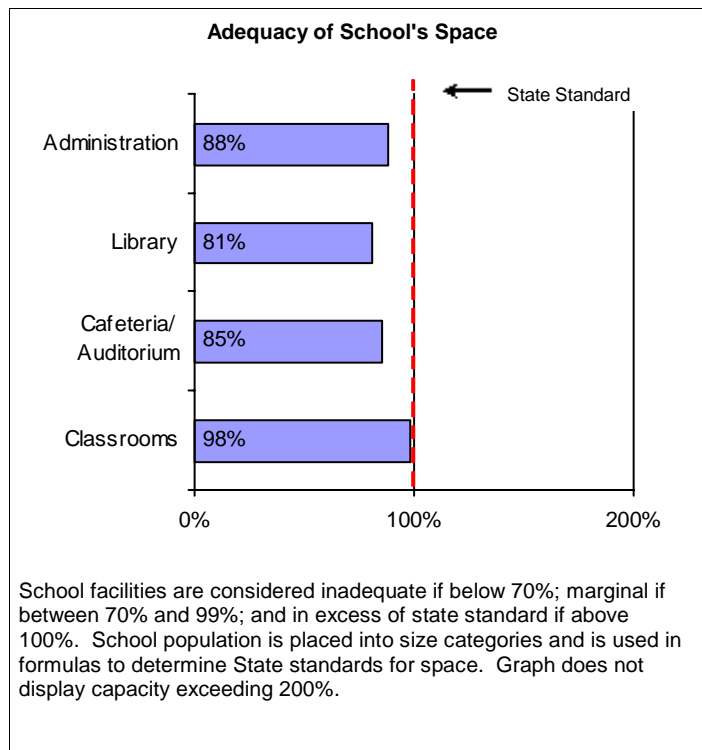
School Year Ending 2012

|  |    |
|--|----|
| Classrooms available                       | 36 |
| 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.



**Vital Signs**

**School Quality Survey**

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

**Percent of Positive Responses**

| School Quality Survey *           |      | Teachers |       | Parents                                      |       | Students                                      |       |
|-----------------------------------|------|----------|-------|--|-------|---|-------|
|                                   |      | School   | State | School                                       | State | School  | State |
| Standards-Based Learning          | 2011 | --       | --    | --   | --    | --  | --    |
|                                   | 2012 | 99.4%    | 98.3% | 88.3%  | 89.8% | 90.4%   | 90.3% |
| Quality Student Support           | 2011 | --       | --    | --   | --    | --  | --    |
|                                   | 2012 | 92.4%    | 92.7% | 88.9%  | 88.3% | 86.1%   | 83.3% |
| Professionalism & System Capacity | 2011 | --       | --    | There are no parent items for this dimension |       | There are no student items for this dimension |       |
|                                   | 2012 | 87.5%    | 94.3% |  |       |   |       |
| Coordinated Team Work             | 2011 | --       | --    | --   | --    | --  | --    |
|                                   | 2012 | 84.7%    | 90.0% | 87.6%  | 83.0% | 94.5%   | 90.1% |
| Responsiveness of the System      | 2011 | --       | --    | --   | --    | There are no student items for this dimension |       |
|                                   | 2012 | 94.4%    | 94.6% | 91.3%  | 89.6% |   |       |
| Focused & Sustained Action        | 2011 | --       | --    | --   | --    | --  | --    |
|                                   | 2012 | 89.6%    | 94.2% | 88.5%  | 87.1% | 92.9%   | 89.2% |
| Involvement                       | 2011 | --       | --    | --   | --    | --  | --    |
|                                   | 2012 | 94.4%    | 95.4% | 91.8%  | 89.3% | 91.6%   | 83.5% |
| Satisfaction                      | 2011 | --       | --    | --   | --    | --  | --    |
|                                   | 2012 | 87.5%    | 91.0% | 89.7%  | 88.5% | 83.5%   | 87.3% |
| Student Safety & Well Being       | 2011 | --       | --    | --   | --    | --  | --    |
|                                   | 2012 | 92.9%    | 93.5% | 88.8%  | 88.6% | 83.9%   | 83.2% |
| Survey Return Rate **             | 2011 | --       | --    | --   | --    | --  | --    |
|                                   | 2012 | 60.0%    | 62.3% | 54.5%  | 38.8% | 100.0%  | 93.3% |

Note: Items and scales that make up the 2012 School Quality Survey dimensions were revised to reflect recent recommendations from internal and external reviewers. As a result the 2011 SQS percentages are intentionally blank (- -) since they are not comparable to the 2012 percentages.

\* 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 (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

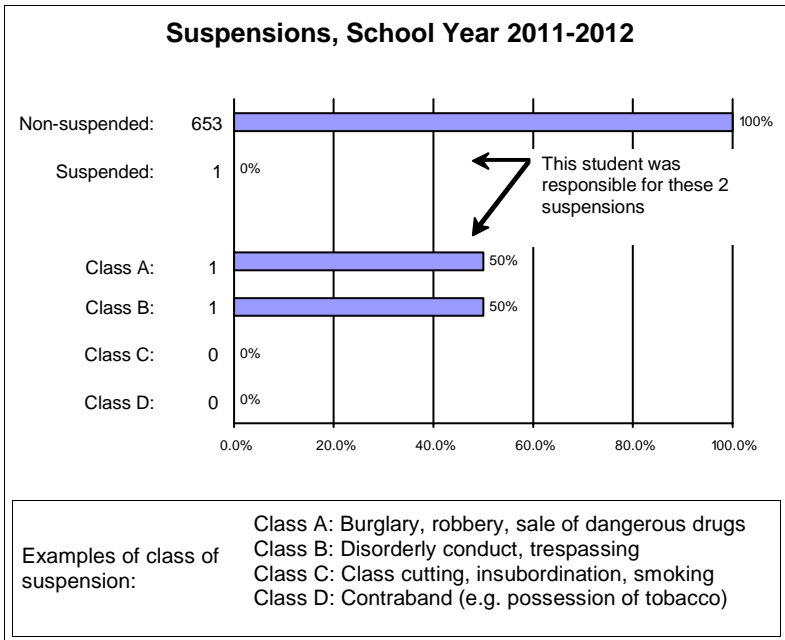
**Vital Signs**

**Student Conduct**

**Attendance and Absences**

| School Year   |         |         |                       |
|---|---------|---------|-----------------------|
| 2009-10   | 2010-11 | 2011-12 | <b>State Standard</b> |
| <b>Average Daily Attendance: %</b><br>(higher is better)    |         |         |                       |
| 97.0%   | 96.4%   | 96.3%   | <b>95.0%</b>          |
| <b>Average Daily Absences: in days</b><br>(lower is better) |         |         |                       |
| 4.9   | 6.4     | 6.6     | <b>9</b>              |

**Suspensions, School Year 2011-2012**



**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.

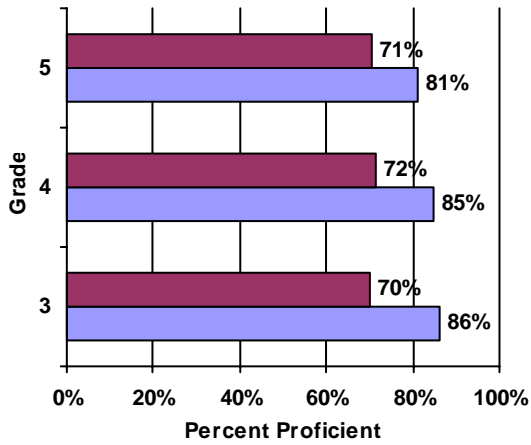
|                           | Retention |      |      |
|---------------------------|-----------|------|------|
|                           | 2010      | 2011 | 2012 |
| Total number of students  | 527       | 539  | 537  |
| Percent retained in grade | 0%        | 1%   | 0%   |

Note. " -- " means missing data.  
 " \* " means data not reported to maintain student confidentiality (see FERPA).

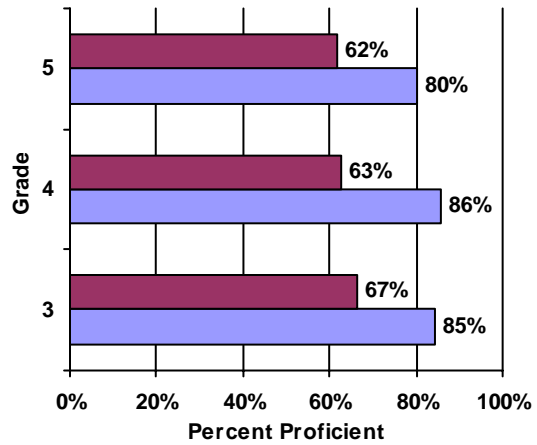
**Vital Signs**

**Hawaii State Assessment Program**

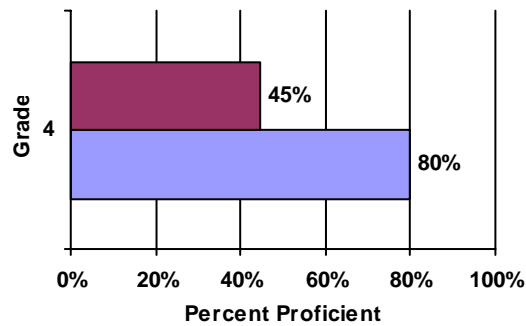
**HCPS Reading**



**HCPS Mathematics**



**HCPS Science**



The HCPS Science assessment is given in grades 4, 8 and 10.

School
  State

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

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**Other School Information**

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System Evaluation and Reporting Section, Systems Accountability Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.