



Aina Haina Elementary School

School Code: 100

Grades K-5

School Status and Improvement Report School Year 2019-20



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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 (AHES), built in 1950, is a K-5 International Baccalaureate (IB) authorized school located in East Honolulu, serving families from the neighborhoods of Waialae Iki to Niu Valley. AHES is one of four feeder elementary schools offering the IB Primary Years Programme (PYP) in the Kaiser Complex, which includes Niu Valley Middle School and Kaiser High School. Kaiser Complex is the only complex in the State of Hawaii that offers students a continuous IB experience from Grades K-12.

The AHES community values educating the whole child and has dedicated funds to support physical education, art, dance, technology, drama, library studies, Hawaiian studies and Nihongo (Japanese) courses that are aligned to the school's IB Programme of Inquiry. The school has started an Advanced Japanese Language class for eligible fifth grade students. Both private and school-sponsored after school enrichment activities include Japanese, multiple art forms, dance, engineering, and sports. Additionally, the school utilizes project activities to successfully involve community partners, parents, staff, and students such as the annual Fall Festival and the school-wide Ho'ike program, both of which are open to the community.

The library and computer lab are located in the center of campus and function as the heart of our learning community. The campus is currently wireless from corner to corner. Every class visits the library bi-weekly to use the extensive technology resources and services of our support staff. Before school, parents are welcome to use the library resources with their children. A student-led, daily live morning announcement program on closed-circuit TV called 'Jaguar at 8' provides news to the entire student body.

We also have identified and serviced significant numbers of Special Education (preschool through grade 5) students. Our special needs students also have the opportunity to balance learning through adaptive PE, Art and Music therapy classes. A Primary School Adjustment Program along with two grade-level counselors and a Behavioral Health Specialist works to maximize academic success by promoting positive behaviors through early interventions and empowering students through the building of coping and resiliency strategies.

Aina Haina also provides athletic and fitness opportunities through its Jaguar Jog, Jump Rope for Heart, Basketball, Track and mentor PE classroom teams.

School Setting

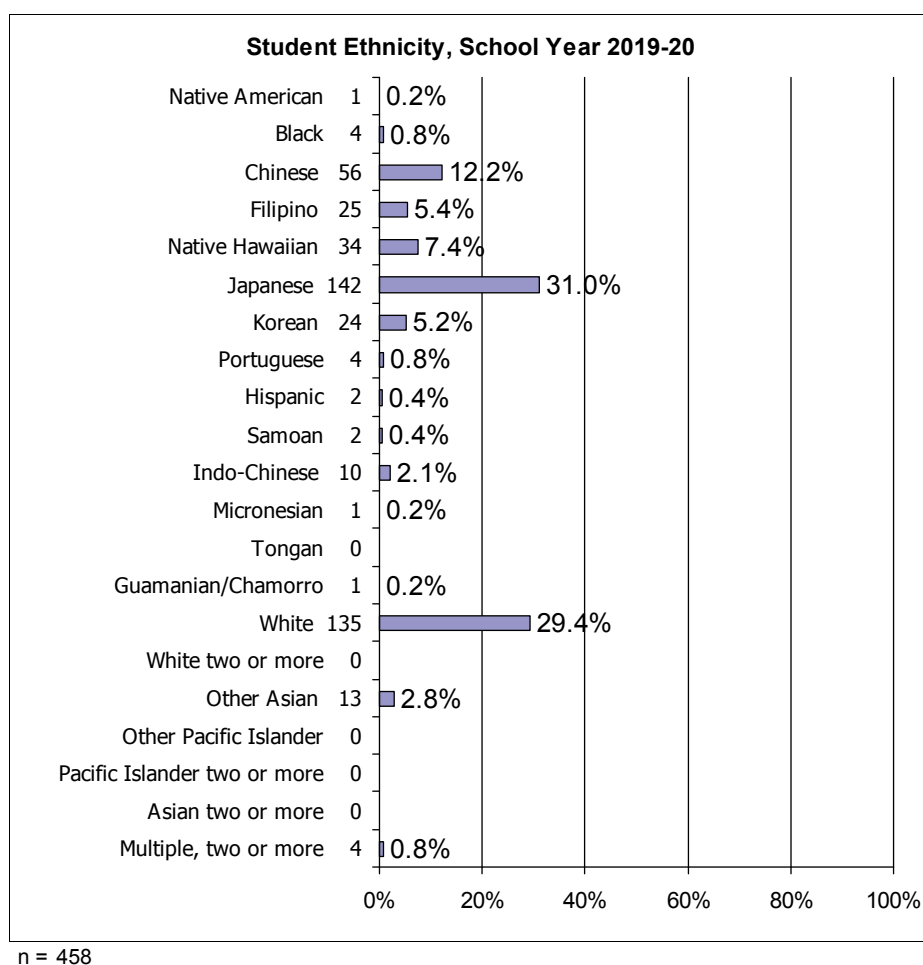
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	466	465	458	Number and percent of students in Special Education programs	33 7.0%	38 8.1%	31 6.7%
Number and percent of students enrolled for the entire school year	439 94.2%	441 94.8%	428 93.4%	Number and percent of students with limited English proficiency	23 4.9%	31 6.6%	34 7.4%
Number and percent of students receiving free or reduced-cost lunch	83 17.8%	84 18.0%	77 16.8%				

Note. -- means missing data.

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

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



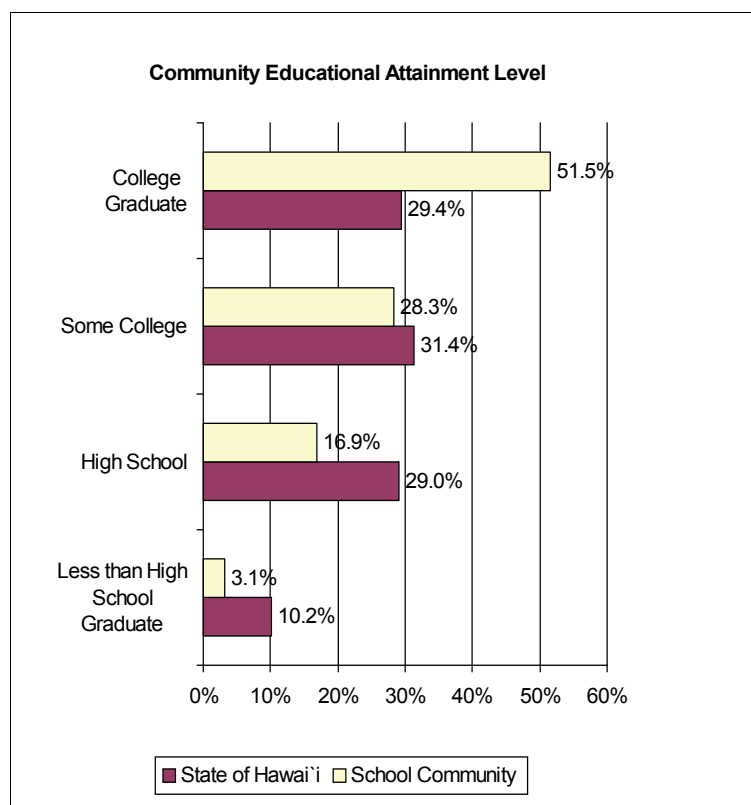
School Setting

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

Kaiser HSC	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 the 2018-19 school year, we worked on our International Baccalaureate (IB) self-study in order to prepare for our visit by IB which is scheduled for March, 2020. Recommendations from the IB self-study and visit will be considered in order to be utilized in the creation of a new 3-year academic plan going forward. In September, 2018, the Superintendent designated IB as the accrediting agency for Aina Haina. Teachers and staff have continued to attend IB trainings on the mainland for our focus areas of: IB Action, IB Global Awareness, and IB Concept-Based Learning.

As evident in our Strive HI Report, our students continue to perform well above the state and complex percentages in English-Language-Arts (ELA) and in Science. Grade Level teachers continue to find ways to incorporate literature and skills from the Wonders ELA curriculum into their IB Units, creating a transdisciplinary approach to learning. Additionally, we provided our faculty and staff training in meeting the needs of our advanced students through depth and complexity in text. Our grade 3 reading score remains high at 88%.

To address early literacy, Grades K – 2 have worked on systematizing Orton-Gillingham (OG) into their ELA instruction. To ensure that all students get a good foundation in early literacy skills, we are working on systematizing instruction in Orton-Gillingham. Through support from our District ELA Resource Teacher, we are building capacity in ELA instruction for our new teachers.

In Mathematics, we have engaged an outside provider in SY 18-19 in order to build conceptual learning for our students. The outside provider has assisted us in creating lab classrooms for mathematics. Our plan is to continue this for next school year.

In regards to our response to intervention (RTI) program, we continue to work on better centralizing information and documents on our secure staff website, math intervention continues to advance forward; through the support of professional development from the District and from Dr. Linda Jordan from the International Center for Learning in Education (ICLE), Tier 1 instructional strategies have been shared for ELA, math, and next generation science units. Our school is in the process of looking into switching our universal screener from STAR reading & math to I-Ready.

Over time, the data shows that the interventions provided for our disadvantaged subgroup have been effective in decreasing the achievement gap for them. We also are working on addressing our ELL and SPED subgroup needs in order to also improve the student achievement GAP rate for these two subgroups. Due to our robust RTI system in providing Tier 2 supports through our NHA (Na Hoku Ala) program, we have seen a decrease in special education referrals. Our Inclusion rate for special education is the highest among Kaiser Complex schools measuring at 32%. Thoughtful processes are in place to provide inclusion settings for our students.

A Multi-tiered Systems of Support (MTSS) program continues to be implemented at Aina Haina. This program provides a strong focus on social emotional learning for our students. Here are some current components of the program that are currently being implemented:

- A Universal Screener for External / Internal Behaviors is done biannually.
- The Mind Up Curriculum begins school wide in SY 2019-2020 with a training for teachers and staff occurring in summer of 2019.
- An annual connection activity and survey is done with students. The survey results are used to cross reference for intervention needs.
- Tier 1 in MTSS supports classroom wide and school wide continues to expand and improve (i.e. PBIS, SEL Curricula, Effective Classroom Strategies)
- Our Tier 1 focus on Establishing, Maintaining and Restoring Relationships is progressing. A training in restorative practices is happening in summer of 2019.
- Teachers receive ongoing training and booster trainings in SEL strategies and neuroscience throughout the year.
- SEL focus on adult staff is progressing with the Wellness Committee and their initiatives which mirror student SEL.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		28.5
Regular Instruction, FTE	85.9%	24.5
Special Instruction, FTE	14.0%	4.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		29
Teachers with 5 or more years at this school		24
Teachers' average years of experience		17.3
Teachers with advanced degrees		9

Professional Teacher Credentials

¹

Fully licensed	100.0%	29
Emergency hires	0.0%	0

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

Students per Teaching Staff

²

Regular Instruction	17.4
Special Instruction	7.7

² 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	1

³ 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

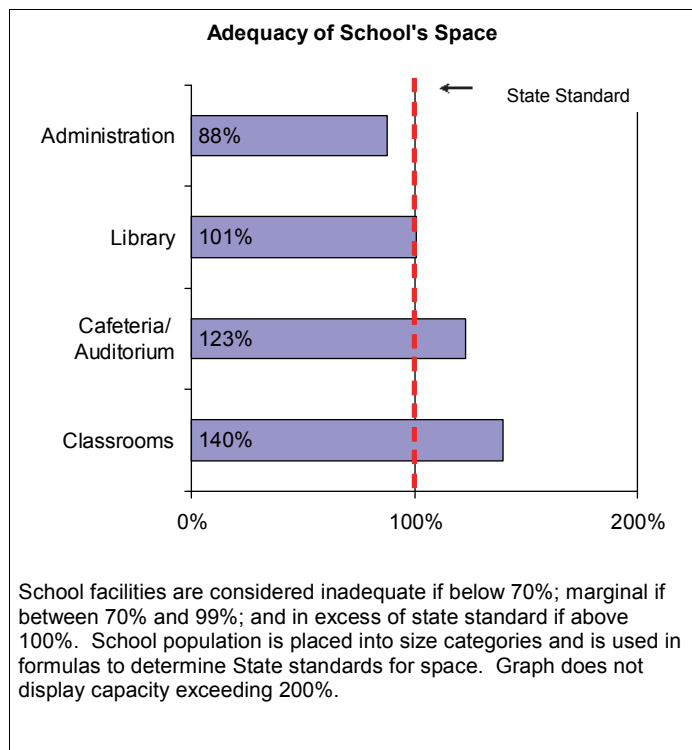
Classrooms available	36
Number of classrooms short (-) or over (+)	0

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.

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	
		School	State	School	State	School	State
Safety	2019	70.6%	77.9%	89.9%	86.0%	74.5%	71.4%
	2020	72.0%	76.7%	91.2%	86.3%	69.9%	68.2%
Well-Being	2019	73.0%	76.5%	94.3%	90.7%	--	--
	2020	70.5%	75.7%	93.0%	91.0%	--	--
Satisfaction	2019	66.4%	74.8%	85.3%	86.6%	--	--
	2020	66.4%	72.9%	88.3%	87.5%	--	--
Involvement/Engagement	2019	69.3%	74.6%	81.1%	74.9%	--	--
	2020	71.2%	73.2%	82.2%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	89.2%	79.9%	35.1%	34.9%	89.1%	86.0%
	2020	100.0%	84.5%	42.2%	37.7%	89.5%	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.

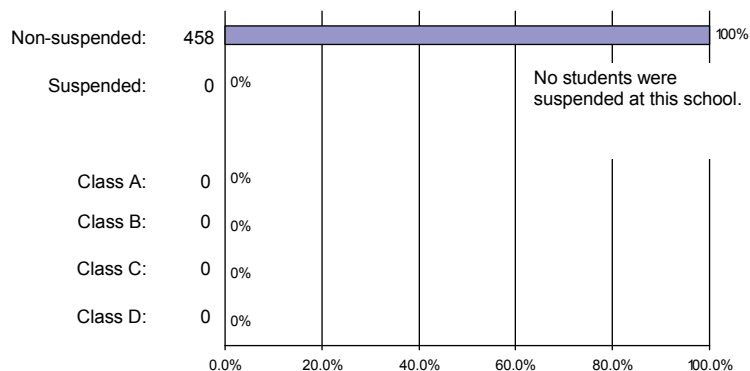
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2017-18	2018-19	2019-20	State Standard
Average Daily Attendance: % (higher is better)			
95.4%	94.9%	95.2%	95.0%
Average Daily Absences: in days (lower is better)			
8.1	8.9	6.4	9

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	394	393	397
Percent retained in grade	0%	1%	0%

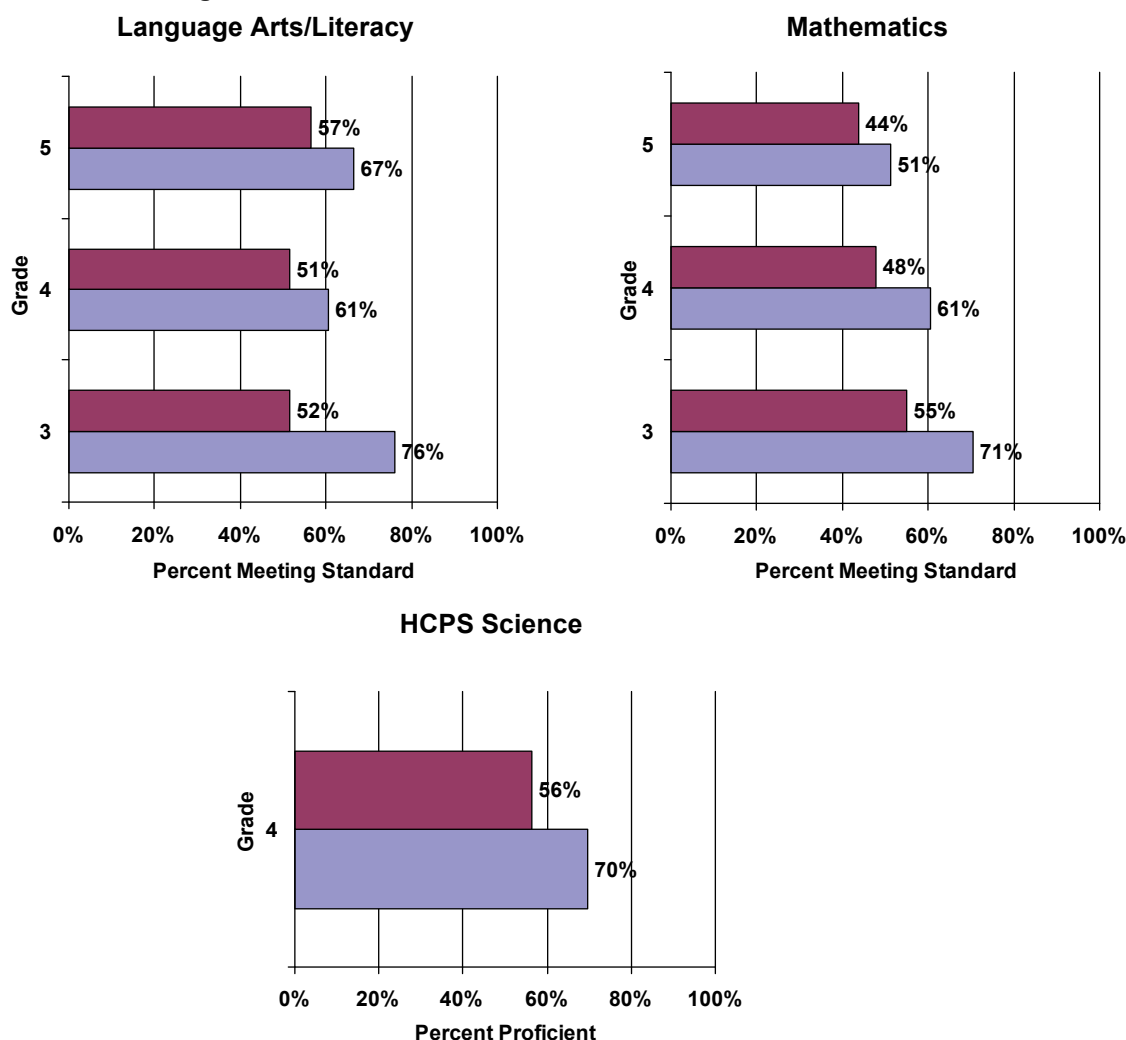
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Vital Signs

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

Aina Haina Elementary School is a candidate for accreditation by the Accrediting Commission for Schools, Western Association of Schools and Colleges.

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