

Kula Kaiapuni O Anuenue

School Code: 103

Grades K-12

School Status and Improvement Report School Year 2005-06



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School Address:

Kula Kaiapuni O Anuenue
2528 10th Avenue
Honolulu, Hawaii 96816

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

Ke Kula Kaiapuni 'O Anuenue is the Hawai'i State Department of Education's K-12 Hawaiian Language Immersion School on the island of O'ahu. Some students enter kindergarten with Hawaiian language proficiency from Punana Leo Pre-schools. Other students enter with little of no Hawaiian language abilities. Seventh grade students enter from other elementary schools such as Nanakuli, Waiau, Pu'ohala (Kane'ohe), and Hau'ula that have Hawaiian Language Immersion classes.

Students come from all over the island. There are buses that bring students from Windward, Central, and Leeward O'ahu. 100% of the students attend on a geographic exception.

All classes and subjects are taught through the medium of the Hawaiian language except English. Through the Hawaiian language and culture, students are taught to value their Hawaiian heritage and personal well-being.

The geographic setting is a lush seven-acre campus deep in Palolo Valley above Waikiki. Taro patches and aquaculture tanks complement the environment and curriculum. Pukele Stream which is part of the Ala Wai Watershed enhances the curriculum and environment.

The 2005-06 School Year marked the tenth anniversary of the school as a Hawaiian Language Immersion School. It has been accredited by the Western Association of Schools and Colleges since the first graduating class in 1999. The school is currently accredited through 2007.

In 2002, Anuenue School was recognized as an outstanding Blue Ribbon School. However, under the No Child Left Behind Act the school has been marked as a school in status or needing improvement. Although unfair, the staff, students and parents have been trying very hard to make improvements while maintaining the essential Hawaiianess of the school.

A School Community Council (SCC) is in place at the school. The council is implementing the Academic and Financial Plan (AFP).

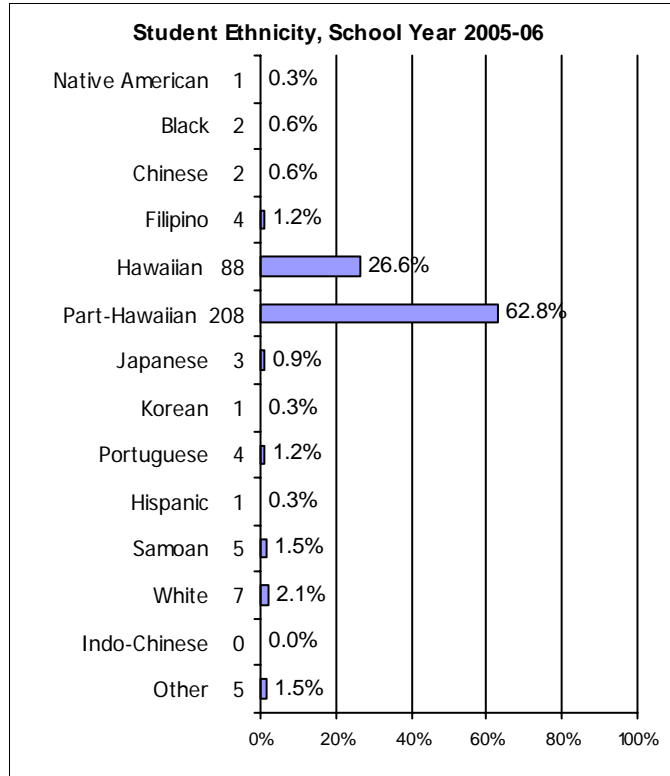
The high school belongs to the O'ahu Interscholastic Association (OIA) and the Hawai'i High School Athletic Association (HHSAA). The school has teams in football, volleyball, cheerleading, Hawaiian canoe paddling, basketball, girls softball, and track and field. Students may participate in other team or individual sports at Roosevelt High School.

The school serves two important missions. First is to help the students learn to the best of their abilities. Second is to preserve the Hawaiian language and culture and to maintain those things that make Hawai'i, Hawai'i.

School Setting

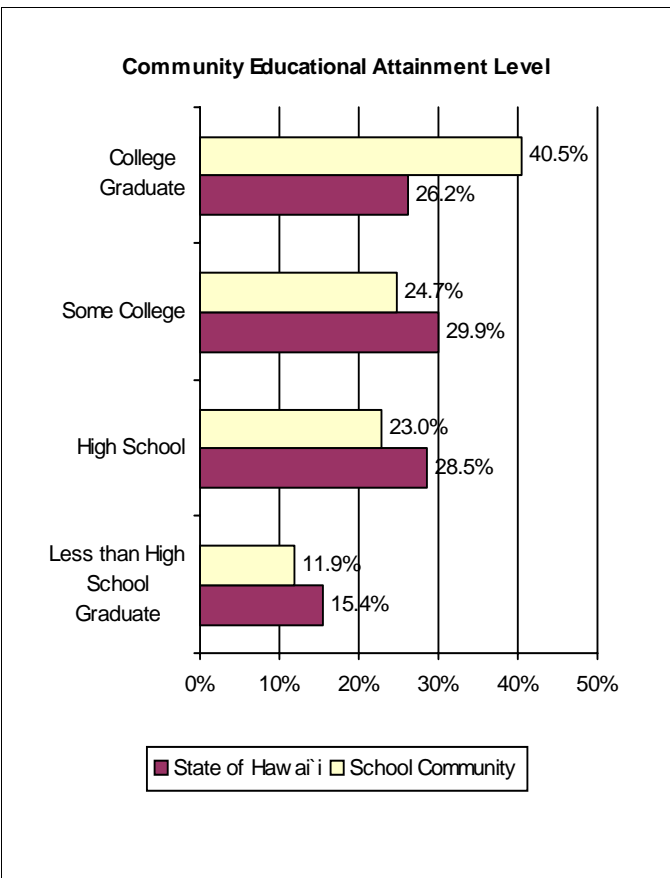
Student Profile

| School year | 2003-04 | 2004-05 | 2005-06 |
|---------------------------------------------------------------------|---------|---------|---------|
| Fall enrollment | 350 | 343 | 354 |
| Number and percent of students enrolled for the entire school year | 321 | 329 | 326 |
| | 91.7% | 95.9% | 92.1% |
| Number and percent of students receiving free or reduced-cost lunch | 226 | 222 | 183 |
| | 64.6% | 64.7% | 51.7% |
| Number and percent of students in Special Education programs | 30 | 29 | 28 |
| | 8.6% | 8.5% | 7.9% |
| Number and percent of students with limited English proficiency | 0 | 0 | 18 |
| | 0.0% | 0.0% | 5.1% |
| Percent of Kindergartners who attended preschool | -- | 83% | -- |



Community Profile Based on the 2000 U.S. Census

| Roosevelt Complex | School Community | State of Hawai'i |
|----------------------------------------------------------------|------------------|------------------|
| Total population | 60,707 | 1,211,537 |
| Percentage of population aged 5-19 | 14.7% | 20.6% |
| Median age of population | 42.2 | 36.2 |
| Number of families | 14,338 | 287,068 |
| Percentage of families with children under 18 | 34.0% | 45.0% |
| Percentage of families with children headed by a single mother | 22.1% | 18.3% |
| Average family size | 3.1 | 3.42 |
| Median household income | \$52,797 | \$49,820 |
| Percent of households with Public Assistance income | 4.5% | 7.6% |
| Percent of families with children living in poverty | 11.7% | 11.2% |



School Improvement

Summary of Progress

Inclusiveness: The SIAP for the school was revised in October 2005. The SID planning process involved representatives from stakeholder groups that were directly responsible for implementation including the Principal, Vice Principal, the SID Coordinator, teachers, and the SRS and her staff. Parents were given the opportunity to make changes or recommendations on the action plan when it was presented at a meeting held by the PCNC and the SCC.

Purposefulness: The data generated from the school wide needs assessment and the 2005 Hawai'i State Assessment (HAS) results were used to identify the school wide goals and learner outcomes. Improved student achievement in reading/writing and math through targeted intervention and regular school wide formative assessments were the goals set for this school year. The school wide desired outcome is a 10% increase of non-proficient students scoring at the proficient level for reading and math on the 2006 HAS.

Student Focused: Data about student and student achievement are gathered and analyzed using various assessment tools. All students in grades 5-10 are assessed quarterly in reading and math (in English) using the WARE computer based system. In the elementary classrooms, teachers in grades K-6 received in-service training on the use of the progress-folios and have begun to implement these folios in their classrooms to provide evidence of the student work and achievement of standards and the teachers in K-3 continue to use DIBELS to assess students reading.

Action Oriented: Each school level team (elementary, middle school, high school) assessed their program and developed grade level intervention plans that would immediate impact on student learning in relation to the school wide learner outcomes and the HCPS II. The plans focus on student achievement of standards in specific areas of need.

Accountability: As a school planning for Restructuring under NCLB, evaluating the implementation of the action plan is done through a quarterly progress report. Accountability for actions in accomplishing the SIAP goals is monitored by individuals who are responsible for implementing parts of the plan. This group includes the SID Coordinator, math and reading teachers, grade level chairs, and administration.

Strong Leadership and Support Systems: Leadership is inclusive with various staff members/administrators taking the lead depending on the purpose and direction. Leadership is assumed by teachers at different levels, but is usually facilitated by administration and grade level chairs. The Grade level chairpersons are the communication link between administration and staff concerning day to day operation procedures and new initiatives. Achievement of the school wide learner outcomes are teacher driven through committees, grade level or department meetings, and school wide meetings.

School Resources

Certified Staff

Teaching Staff

| | | |
|----------------------------------------------|-------|------|
| Total Full-Time Equivalent (FTE) | | 26.0 |
| Regular Instruction, FTE | 57.7% | 15.0 |
| Special Instruction, FTE | 11.5% | 3.0 |
| Supplemental Instruction, FTE | 30.8% | 8.0 |
| Teacher headcount | | 26 |
| Teachers with 5 or more years at this school | | 11 |
| Teachers' average years of experience | | 7.4 |
| Teachers with advanced degrees | | 6 |

Professional Teacher Credentials

| | | |
|------------------------|-------|----|
| Fully licensed | 80.8% | 21 |
| Provisional credential | 7.7% | 2 |
| Emergency credential | 11.5% | 3 |

Students per Teaching Staff *

| | |
|---------------------|------|
| Regular Instruction | 14.2 |
| Special Instruction | 9.3 |

* 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 * | 4.0 |
| Librarians, FTE | 1.0 |
| Counselors, FTE | 1.0 |
| Number of principals at this school in the last five years | 1 |

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

Facilities

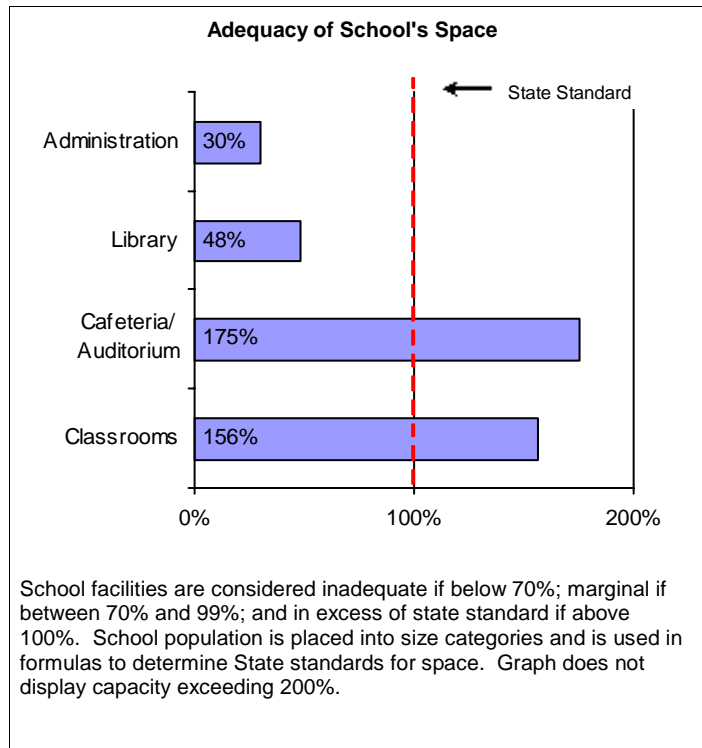
School Year Ending 2006

| | |
|--------------------------------------------|----|
| Classrooms available | 24 |
| Number of classrooms short (-) or over (+) | -1 |

| | Score | | |
|-----------------------|-------|----|---|
| | 1 | 2 | 3 |
| Grounds | | | 3 |
| Building exterior | | 2 | |
| Building interior | | 2 | |
| Equipment/Furnishings | | | 3 |
| Health/Safety | | | 3 |
| Sanitation | | | 3 |
| Total | | 16 | |

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 | 82.1% | -- | 73.7% | -- | 39.0% | -- |
| | 2005 | 75.8% | 81.3% | 75.0% | 65.6% | 57.3% | 53.5% |
| Quality Student Support | 2003 | 73.5% | -- | 68.2% | -- | 49.1% | -- |
| | 2005 | 50.3% | 70.1% | 63.1% | 62.9% | 50.0% | 48.5% |
| Professionalism & System Capacity | 2003 | 59.7% | -- | 78.1% | -- | 16.7% | -- |
| | 2005 | 45.5% | 63.3% | 67.7% | 64.3% | 75.0% | 51.4% |
| Coordinated Team Work | 2003 | 88.9% | -- | 48.7% | -- | 43.9% | -- |
| | 2005 | 62.1% | 70.2% | 41.9% | 50.3% | 39.3% | 52.1% |
| Responsiveness of the System | 2003 | 84.5% | -- | 71.8% | -- | There are no student items for this dimension | |
| | 2005 | 66.7% | 73.9% | 58.1% | 59.2% | There are no student items for this dimension | |
| Focused & Sustained Action | 2003 | 67.8% | -- | 52.7% | -- | 31.7% | -- |
| | 2005 | 56.1% | 68.6% | 48.6% | 50.4% | 44.4% | 44.8% |
| Involvement | 2003 | 82.9% | -- | 64.7% | -- | 43.5% | -- |
| | 2005 | 72.7% | 77.5% | 56.2% | 59.2% | 50.0% | 53.7% |
| Satisfaction | 2003 | 56.9% | -- | 70.1% | -- | 27.8% | -- |
| | 2005 | 24.2% | 54.7% | 58.4% | 55.8% | 58.3% | 46.4% |
| Student Safety & Well Being | 2003 | 76.8% | -- | 74.3% | -- | 51.1% | -- |
| | 2005 | 50.0% | 74.5% | 67.4% | 62.8% | 54.2% | 47.4% |
| Survey Return Rate ^{**} | 2003 | 100.0% | -- | 23.7% | -- | 70.3% | -- |
| | 2005 | 45.8% | 61.5% | 18.1% | 20.5% | 64.3% | 78.9% |

^{*} 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.

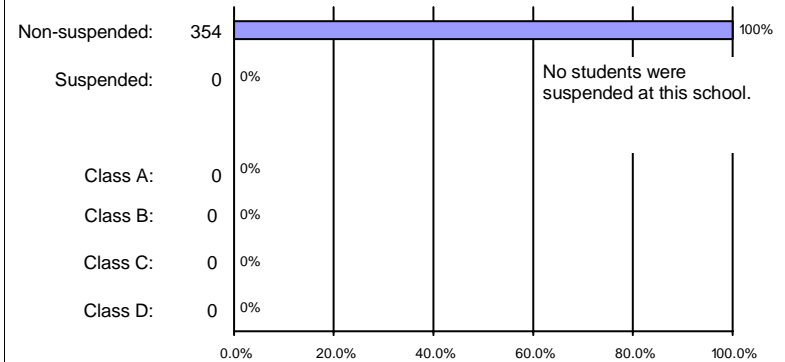
Vital Signs

Student Conduct

Attendance and Absences

| School Year | | | State Standard |
|------------------------------------------------------|---------|---------|----------------|
| 2003-04 | 2004-05 | 2005-06 | |
| Average Daily Attendance: % (higher is better) | | | |
| 91.4% | 90.5% | 89.9% | 95.0% |
| Average Daily Absences: in days (lower is better) | | | |
| 15.1 | 16.9 | 17.7 | 9 |

Suspensions, School Year 2005-2006



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 Completion

School Dropouts

| School Year | Number | Percent |
|-------------|--------|---------|
| 2003-04 | 0 | 0.0% |
| 2004-05 | 0 | 0.0% |
| 2005-06 | 0 | 0.0% |

The dropout figures are based on the cohort of first-time 9th graders who dropped out prior to graduating.

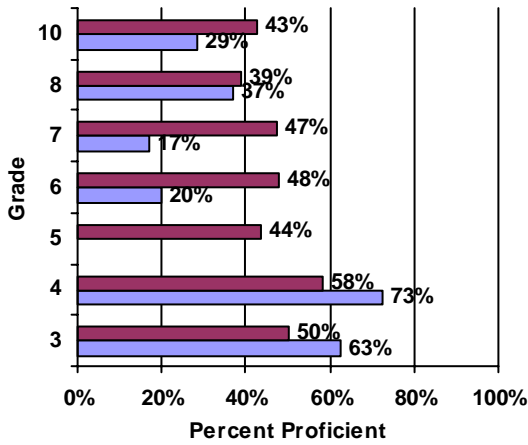
Graduates and Other Completers

| | 2003-04 | 2004-05 | 2005-06 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Total number of Seniors | 12 | 6 | 4 |
| Percent of Diploma graduates | 83.3% | 100.0% | 100.0% |
| Percent of Certificate of Course Completion | 0.0% | 0.0% | 0.0% |
| Percent of Individually Prescribed Program | 0.0% | 0.0% | 0.0% |
| Percent of school completers | 83.3% | 100.0% | 100.0% |
| | | | |
| Total number of Freshmen | 9 | 5 | 4 |
| Percent graduated on time | 90.0% | 100.0% | 100.0% |
| Freshmen who began high school in school year 2002-03 and graduated in 2005-06. | | | |

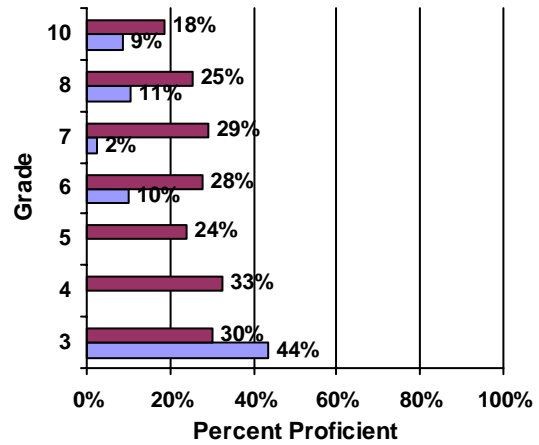
Vital Signs

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 |
| State writing test was not given in Spring 2006. | | | | | | | | | | | | |

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 |
| 10 | 37% | 63% | 46% | 67% |
| 8 | 84% | 73% | 82% | 75% |
| 7 | 41% | 72% | 55% | 77% |
| 6 | 57% | 80% | 60% | 84% |
| 5 | 71% | 77% | 59% | 82% |
| 4 | -- | 75% | -- | 85% |
| 3 | -- | 82% | -- | 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.

-- means "missing data"

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

Other School Information

Kula Kaiapuni O Anuenue was accredited in 2001 by the Western Association of Schools and Colleges for a period of six years with a mid-term review.

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