

Kula Kaiapuni O Anuenue

School Code: 103

Grades K-12

School Status and Improvement Report School Year 2006-07



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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 Kaipuni '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 to no Hawaiian language abilities. Seventh grade students enter from other elementary schools such as Nanakuli, Waiiau, Pu'ohala (Kaneohe), 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 2005-2006 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).

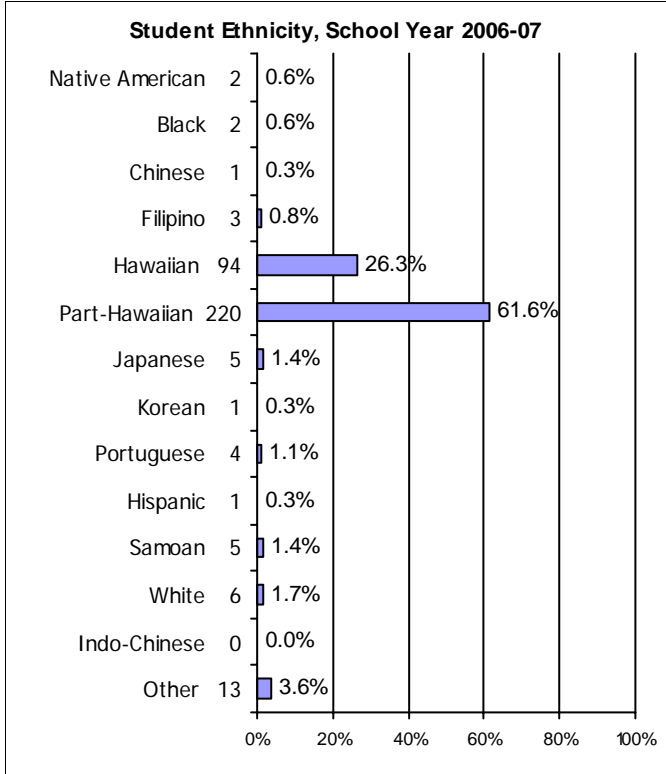
The high school belongs to O'ahu Interscholastic Association (OIA) and the Hawai'i High School Athletic Association (HHSAA). The school has teams in football, volleyball, cheerleading, Hawaiian canoe paddling, basketball, girls' softball, and track and field. Students may participate in other team or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

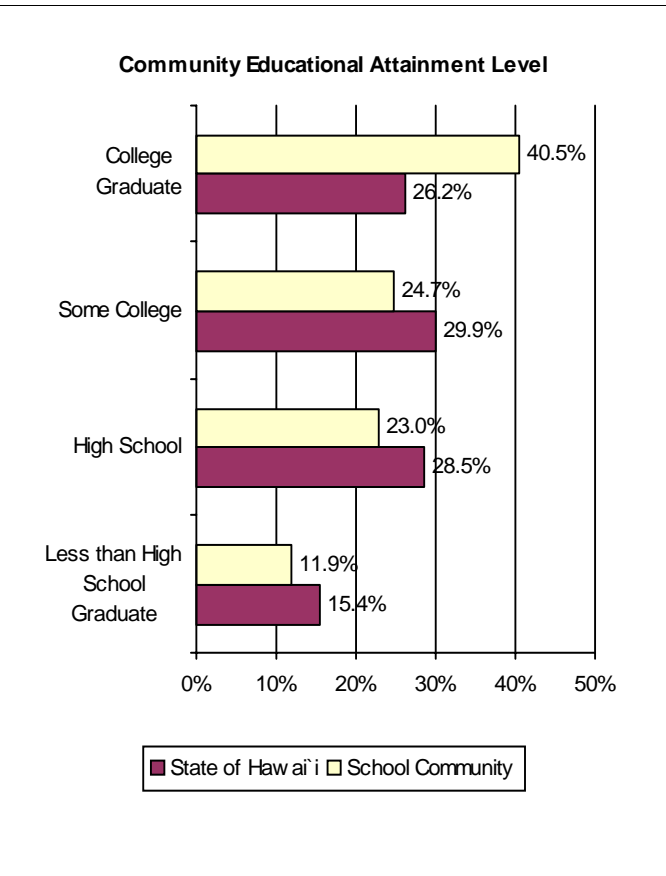
Student Profile

School year	2004-05	2005-06	2006-07
Fall enrollment	343	354	368
Number and percent of students enrolled for the entire school year	329 95.9%	326 92.1%	341 92.7%
Number and percent of students receiving free or reduced-cost lunch	222 64.7%	183 51.7%	205 55.7%
Number and percent of students in Special Education programs	29 8.5%	28 7.9%	31 8.4%
Number and percent of students with limited English proficiency	0 0.0%	18 5.1%	1 0.3%
Percent of Kindergartners who attended preschool	83%	--	71%



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

Goal 1 – Improve Student Achievement through Standards-based Education

Anuenue School met the performance targets for ninth grades promoted and percent of grade 12 students graduating with a diploma. The school met safe harbor or acceptable progress in reading.

However, the math targets were not met. This put the school under restructuring. Again, the fairness of the testing remains a critical issue.

A highlight was the establishment and work of the Anuenue Support Team (AST). The Leadership Coach, Project Coordinator, Academic Coaches and District Personnel worked very hard with the school personnel to help the students, teachers, administrators, and the other school personnel. They really helped with the restructuring efforts and accreditation.

Goal 2 – Provide Comprehensive Support to all Students

Anuenue School met the performance targets of increasing Comprehensive Student Support System services and service learning. The Student Services Coordinator (SSC) made a point of introducing and explaining the CSSSS serves to the entire faculty. Service learning was acknowledged with the HMSA Kaimana Award won by the school.

The school did not meet the average daily attendance target. The school safety targets will come out with the next School Status and Improvement Report (SSIR) results.

Goal 3 – Continuously Improve Performance and Quality

Anuenue School met the performance target of teachers at school 5+ years. The school improved on Highly Qualified Teachers (HQT). The parent and teacher satisfaction targets will also come out with the next School Status and Improvement Report (SSIR) results.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		29.0
Regular Instruction, FTE	82.8%	24.0
Special Instruction, FTE	10.3%	3.0
Supplemental Instruction, FTE	6.9%	2.0
Teacher headcount		29
Teachers with 5 or more years at this school		16
Teachers' average years of experience		7.6
Teachers with advanced degrees		6

Professional Teacher Credentials

Fully licensed	82.8%	24
Provisional credential	3.4%	1
Emergency credential	13.8%	4

Students per Teaching Staff *

Regular Instruction	13.0
Special Instruction	10.3

* 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

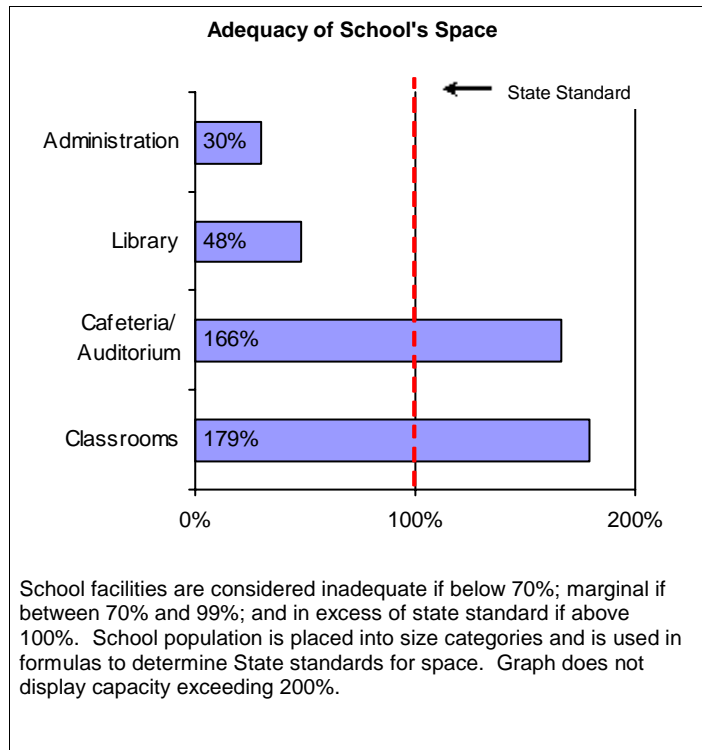
School Year Ending 2007

Classrooms available	29
Number of classrooms short (-) or over (+)	2

	Score		
	1	2	3
Grounds			3
Building exterior		2	
Building interior		2	
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



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	2005	75.8%	81.3%	75.0%	65.6%	57.3%	53.5%
	2007	76.7%	80.1%	88.0%	66.1%	60.1%	52.5%
Quality Student Support	2005	50.3%	70.1%	63.1%	62.9%	50.0%	48.5%
	2007	56.3%	65.3%	69.6%	63.5%	48.5%	44.9%
Professionalism & System Capacity	2005	45.5%	63.3%	67.7%	64.3%	75.0%	51.4%
	2007	51.9%	62.5%	91.7%	66.5%	64.0%	49.9%
Coordinated Team Work	2005	62.1%	70.2%	41.9%	50.3%	39.3%	52.1%
	2007	54.6%	62.4%	51.4%	52.9%	57.5%	50.9%
Responsiveness of the System	2005	66.7%	73.9%	58.1%	59.2%	There are no student items for this dimension	
	2007	47.2%	65.1%	67.9%	59.5%		
Focused & Sustained Action	2005	56.1%	68.6%	48.6%	50.4%	44.4%	44.8%
	2007	53.7%	63.3%	68.1%	55.8%	51.2%	44.7%
Involvement	2005	72.7%	77.5%	56.2%	59.2%	50.0%	53.7%
	2007	57.4%	71.3%	72.6%	60.1%	55.8%	52.7%
Satisfaction	2005	24.2%	54.7%	58.4%	55.8%	58.3%	46.4%
	2007	40.7%	49.1%	70.0%	56.8%	51.3%	44.7%
Student Safety & Well Being	2005	50.0%	74.5%	67.4%	62.8%	54.2%	47.4%
	2007	61.7%	71.1%	75.0%	63.5%	49.8%	44.1%
Survey Return Rate ^{**}	2005	45.8%	61.5%	18.1%	20.5%	64.3%	78.9%
	2007	56.3%	70.0%	10.3%	19.6%	83.3%	77.8%

^{*} 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

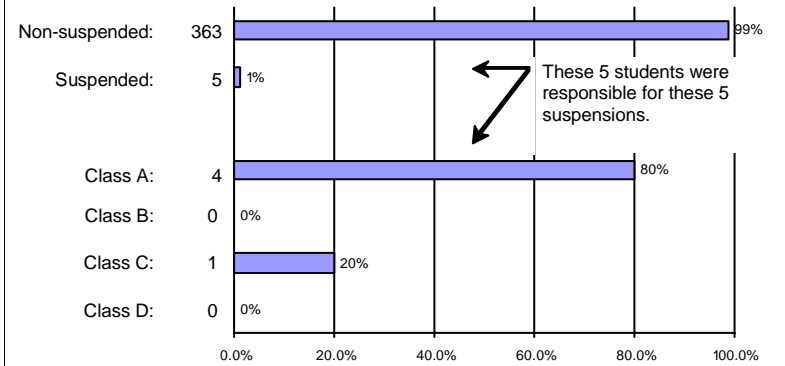
School Year			State Standard
2004-05	2005-06	2006-07	
90.5%	89.9%	90.7%	95.0%

Average Daily Attendance: %
(higher is better)

Average Daily Absences: in days
(lower is better)

16.9	17.7	16.7	9
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Suspensions, School Year 2006-2007



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
2004-05	0	0.0%
2005-06	0	0.0%
2006-07	1	7.7%

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

Graduates and Other Completers

	2004-05	2005-06	2006-07
Total number of Seniors	6	4	13
Percent of Diploma graduates	100.0%	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	100.0%	100.0%	100.0%

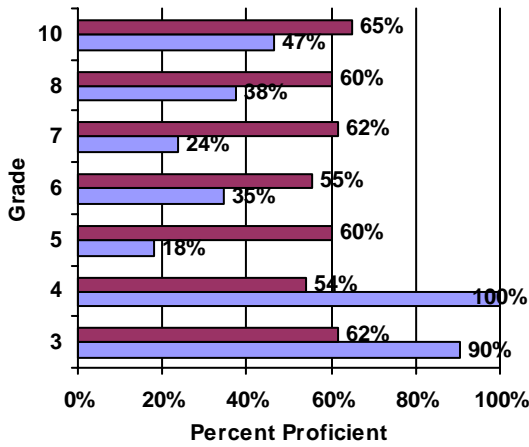
Total number of Freshmen	5	4	12
Percent graduated on time	100.0%	100.0%	92.3%

Freshmen who began high school in school year 2003-04 and graduated in 2006-07.

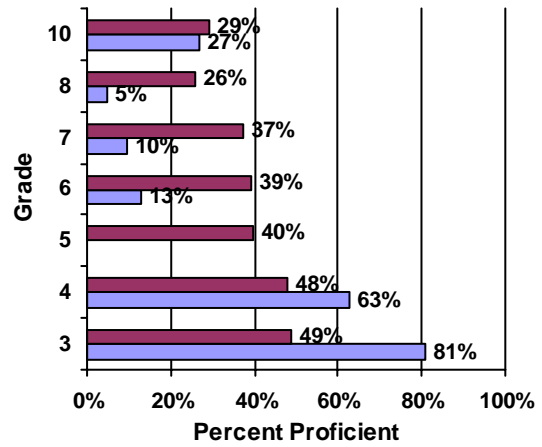
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



School
 State

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

HCPS Writing

Grade	Meaning		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State
6	2.3	2.8	2.3	2.6	2.3	2.5	2.2	2.7	2.3	2.7
9	2.7	2.6	2.6	2.4	2.9	2.3	3.0	2.5	2.8	2.5
11	2.1	2.8	2.1	2.7	2.1	2.7	2.0	2.7	2.1	2.7

Writing is scored on 4 dimensions from a low of 1 to a high of 5. The figures show the average for each dimension for each grade level tested. The HCPS Writing assessment is given in grades 4, 6, 9, and 11.

TerraNova, 2nd Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	School	State	School	State
3	--	74%	--	75%
4	--	77%	--	77%
5	41%	78%	45%	77%
6	67%	78%	52%	73%
7	31%	71%	43%	74%
8	40%	79%	58%	76%
10	76%	78%	69%	75%

The TerraNova is a national norm-reference assessment with 9 stanine levels. Scores in stanines 1 to 3 represent "Below Average," and scores in stanines 4 to 9 represent "Average and Above."

Note. In 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.

"--" means missing data.

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

Other School Information

Kula Kaiapuni O Anuenue was accredited in 2007 by the Western Association of Schools and Colleges for a period of six years with a mid-term review.

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