Kula Kaiapuni O Anuenue

School Code: 103

Grades   K-12

School Status and Improvement Report   School Year 2011-12

Contents

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 Ānuenue is a Kindergarten through 12th grade Hawaiian Language Immersion school located deep in Pālolo Valley on O`ahu. Students are taught through the Hawaiian language for all content areas and English is introduced in the 5th grade and from that point students focused on learning English for an hour per day. Ānuenue is a part of the lush Ala Wai and Waikīkī watershed and is bordered on one side by Pūkele Stream which finds its way into the school's taro patches. This lo'i allows students, staff, and visitors a firsthand experience with native agriculture, Hawaiian culture, and the Hawaiian language- one of two official state languages.
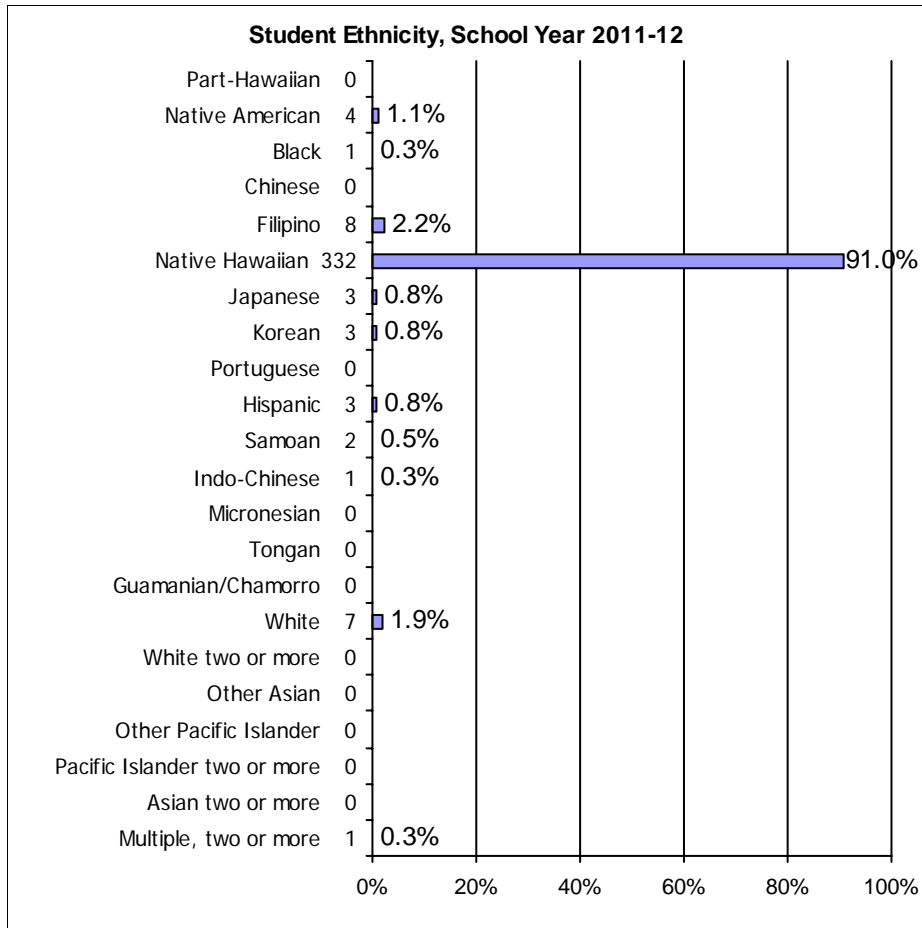
As a Department of Education public school, Ānuenue students participate in State Student Council activities, events, and trainings. They are also very active in a variety of athletic events such as football, volleyball, basketball, etc. through the school's membership in the O'ahu Interscholastic Association (OIA). If students want to participate in sports that our school does not offer, they may try out for those sports at Roosevelt High School as our siter complex area school. Students also participate in many community or service related projects such as Lā Kūpuna, an event where students and faculty take part in all aspects of preparing for a pa'ina: procuring equipment and supplies; cooking all the necessary food items (including kalua pig from the imu); and performing oli, mele, and hula as a way to honor all Kūpuna.

Ho'okulāiwi: 'Aha Ho'ona'auao 'ōiwi (Center for Native Hawaiian and Indigenous Education) and other higher institutions use Ānuenue K-12 as a pre-service and in-service site to prepare teachers for positions in immersion or charter schools and schools in Hawaiian communities. In the fall of 2008, Ānuenue welcomed Keiki o ka 'Āina preschool to its campus which puts the school well on its way to expanding its educational and cultural objectives.

School Setting

Student Profile

School year	*2009-10*	*2010-11*	*2011-12*		*2009-10*	*2010-11*	*2011-12*
Fall enrollment	378	379	387	Number and percent of students in Special Education programs	27	28	26
					7.1%	7.4%	6.7%
Number and percent of students enrolled for the entire school year	352	353	363	Number and percent of students with limited English proficiency	0	1	0
	93.1%	93.1%	93.8%		0.0%	0.3%	0.0%
Number and percent of students receiving free or reduced-cost lunch	217	219	229	Percent of Kindergartners who attended preschool	73%	67%	73%
	57.4%	57.8%	59.2%				

Student Ethnicity, School Year 2011-12

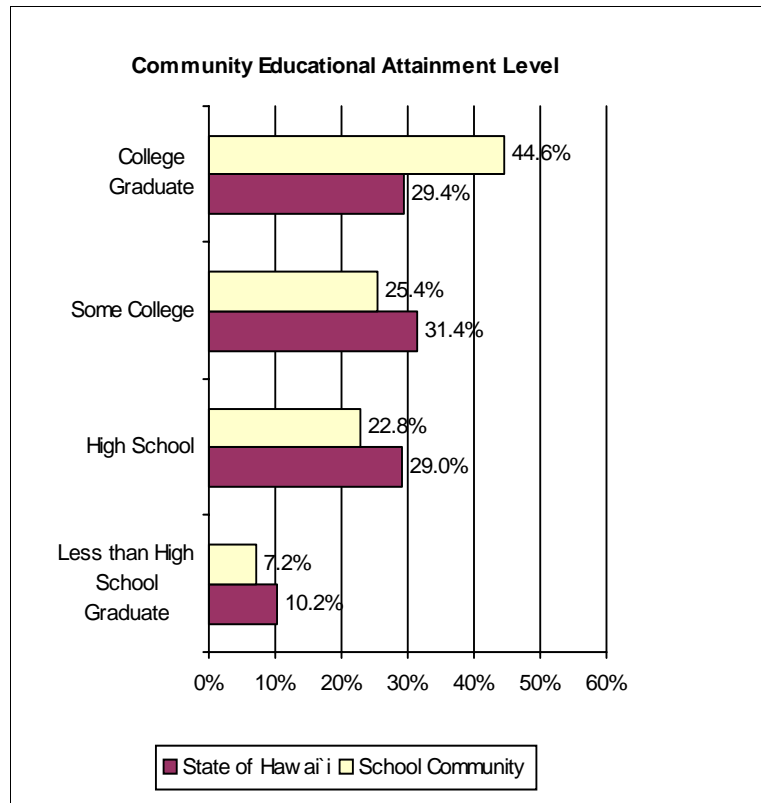| Ethnicity	Count	Percent
Part-Hawaiian	0	
Native American	4	1.1%
Black	1	0.3%
Chinese	0	
Filipino	8	2.2%
Native Hawaiian	332	91.0%
Japanese	3	0.8%
Korean	3	0.8%
Portuguese	0	
Hispanic	3	0.8%
Samoan	2	0.5%
Indo-Chinese	1	0.3%
Micronesian	0	
Tongan	0	
Guamanian/Chamorro	0	
White	7	1.9%
White two or more	0	
Other Asian	0	
Other Pacific Islander	0	
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	1	0.3%

n = 365

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)

Roosevelt HSC Complex	School Community	State of Hawai`i
Total population	61,209	1,360,301
Percentage of population aged 5-19	13.2%	18.4%
Median age of population	44.3	38.6
Number of family households	14,214	313,907
Median household income	$78,049	$66,420

Community Educational Attainment Level

	School Community	State of Hawai`i
College Graduate	44.6%	29.4%
Some College	25.4%	31.4%
High School	22.8%	29.0%
Less than High School Graduate	7.2%	10.2%

■ State of Hawai`i   ☐ School Community

School Improvement

Summary of Progress

1) Strengthen students' Hawaiian Language skills and fluency

All HLA teachers were trained in ONE Hawaiian Language system creating a cohesive language program. Students' usage and fluency in Hawaiian has increased and improved. Commonality of language goals amongst teachers is helping to align our Hawaiian language scope and sequence and benchmarks. Revising our HLA scope and sequence will help to identify and fix any gaps in our language program and complete the cycle to help our students increase academic achievement. Anuenue students learn all their academic knowledge and skills through the Hawaiian language and strengthening their language ability then when they transitions into learning English in the 5th grade, students have a stronger ability to cross over because of the increased understanding of grammar, syntax, conventions, etc in the realm of language.

2) Development and expansion of the data team

The development and expansion of the data teams has greatly improved cross grade level articulation which help0s our teachers see what skills students are coming in with and what they should be entering the next grade with. This will help identify areas of strengths and weaknesses to better aid our students to increase academic proficiency. The data teams have also provided valuable time to review and discuss student work and instructional practices and pinpoint what is working and revise what is not. This has also helped to have commonality about student expectations. Familiarity with the data team process this year will help drive next year's expanded efforts. Anuenue is looking at revising its Master Schedule to create additional time for regular articulation.

3) Conducting regular administrative walkthroughs

Walkthroughs provide monitoring of targeted school wide initiatives

Faculty received working knowledge of the Marxano 9. Implementation of three targeted Marzano instructional strategies …

Increased use of classroom instructional time that includes bell work, exit passes, and posted learning goals has increased student awareness of their learning targets for each class.

Expansion of walkthroughs, with targets that include examining student work to look for evidence that PD is reaching student level.

Targeting further development and expansion of data teams along with conducting regular administrative walkthroughs will help to identify gaps in our instructional practices so we can provide necessary interventions to help increase student achievement.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)   26.0

Regular Instruction, FTE	88.5%	23.0
Special Instruction, FTE	7.7%	2.0
Supplemental Instruction, FTE	3.8%	1.0

Teacher headcount   26

Teachers with 5 or more years at this school   14

Teachers' average years of experience   9.9

Teachers with advanced degrees   8

Professional Teacher Credentials

Fully licensed	92.3%	24
Provisional credential	7.7%	2
Emergency credential	0.0%	0

Students per Teaching Staff [*]

Regular Instruction   15.7

Special Instruction   13.0

[*] 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
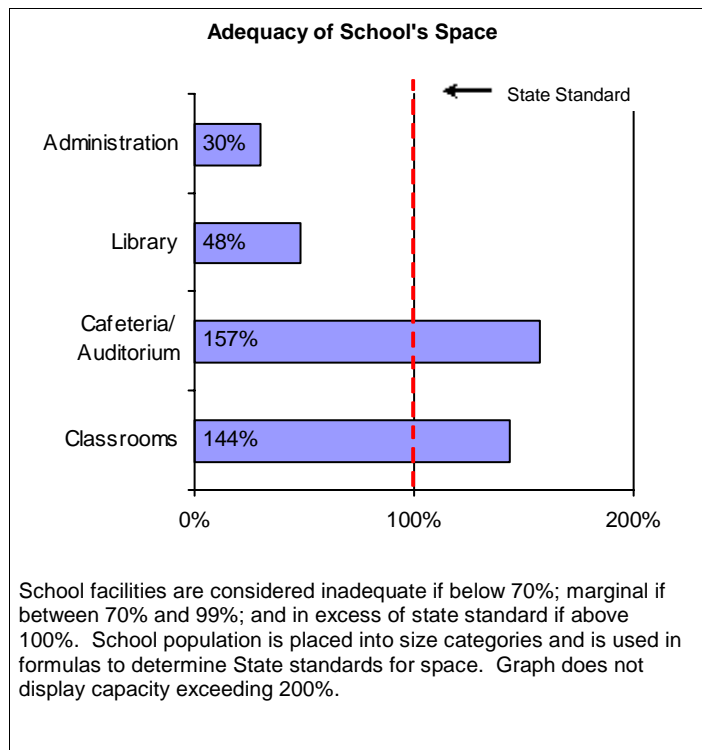
Facilities

School Year Ending 2012

Classrooms available   30
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.

Adequacy of School's Space

⟵ State Standard

Administration	30%
Library	48%
Cafeteria/ Auditorium	157%
Classrooms	144%

0%   100%   200%

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), 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[*] Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Standards-Based Learning	2011	--	--	--	--	--	--
	2012	97.0%	94.9%	79.4%	78.7%	85.7%	81.4%
Quality Student Support	2011	--	--	--	--	--	--
	2012	83.3%	85.2%	79.2%	78.4%	71.7%	75.1%
Professionalism & System Capacity	2011	--	--	There are no parent items for this dimension		--	--
	2012	90.3%	87.4%			85.7%	84.2%
Coordinated Team Work	2011	--	--	--	--	--	--
	2012	93.8%	82.7%	67.6%	71.4%	80.5%	71.2%
Responsiveness of the System	2011	--	--	--	--		
	2012	93.8%	90.9%	82.4%	80.7%	84.5%	79.7%
Focused & Sustained Action	2011	--	--	--	--	--	--
	2012	91.7%	88.4%	85.3%	74.4%	89.8%	85.6%
Involvement	2011	--	--	--	--	--	--
	2012	97.2%	90.3%	87.9%	80.7%	82.5%	71.5%
Satisfaction	2011	--	--	--	--	--	--
	2012	84.7%	81.5%	76.5%	77.2%	73.8%	73.5%
Student Safety & Well Being	2011	--	--	--	--	--	--
	2012	83.3%	85.6%	79.0%	78.9%	71.2%	73.2%
Survey Return Rate[**]	2011	--	--	--	--	--	--
	2012	92.0%	38.7%	22.1%	16.3%	98.7%	70.8%

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.
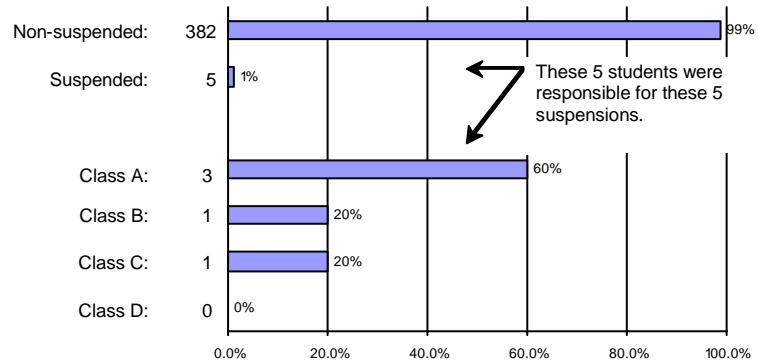
Vital Signs

Student Conduct

Attendance and Absences

School Year

			State Standard
2009-10	2010-11	2011-12	

Average Daily Attendance: %
(higher is better)

90.5%	91.1%	91.2%	**95.0%**

Average Daily Absences: in days
(lower is better)

15.6	15.8	15.9	**9**

Suspensions, School Year 2011-2012

Non-suspended: 382 — 99%
Suspended: 5 — 1%

These 5 students were responsible for these 5 suspensions.

Class A: 3 — 60%
Class B: 1 — 20%
Class C: 1 — 20%
Class D: 0 — 0%

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
2009-10	*	0.0%
2010-11	*	4.2%
2011-12	*	6.5%

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

The 2010-11 and 2011-12 School Dropout data are based on a new four year Adjusted Cohort Graduation Rate methodology required by the USDOE. The cohort of this new method differs from previous cohorts in that it includes students who transferred into the school or state during the four year period.

Graduates and Other Completers

	2009-10	2010-11	2011-12
Total number of Seniors	29	23	28
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%

	2009-10	2010-11	2011-12
Total number of Freshmen	28	23	28
Percent graduated on time	100.0%	95.8%	90.3%

Freshmen who began high school in school year 2008-09 and graduated in 2011-12.

The 2010-11 and 2011-12 on time graduation data are based on a new four year Adjusted Cohort Graduation Rate methodology required by the USDOE. The cohort of this new method differs from previous cohorts in that it includes students who transferred into the school or state during the four year period.
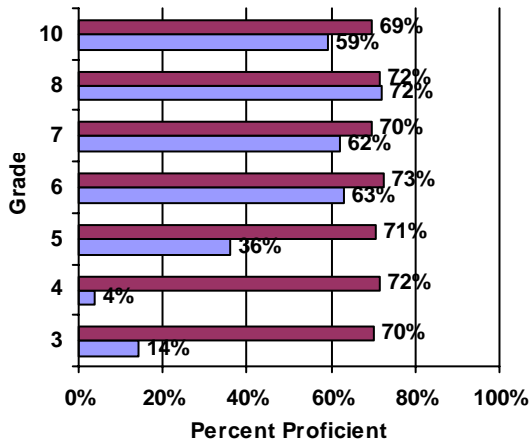
Note. " -- " means missing data.
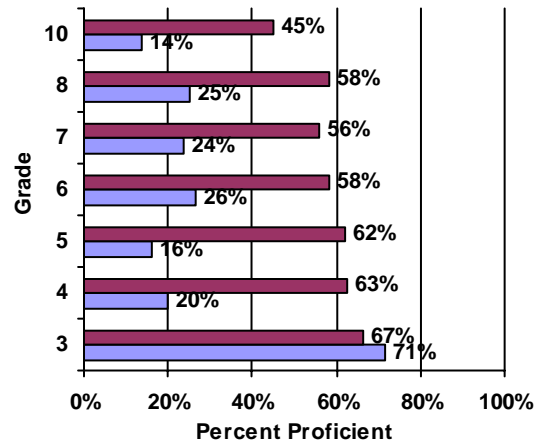" * " means data not reported to maintain student confidentiality (see FERPA).

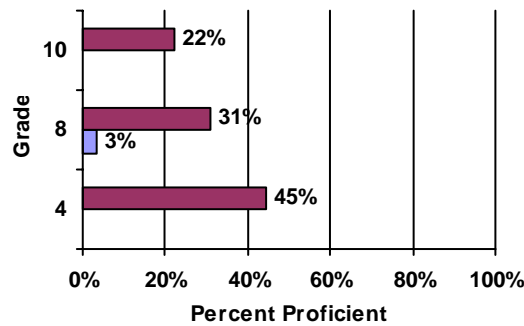## Vital Signs

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).

Other School Information

Kula Kaiapuni O Anuenue was accredited by the Western Association of Schools and Colleges for a period of six years with a mid-term review. This school's accreditation status expires in 2013.