

Ke Kula O Ehunuikaimalino

School Code: 378

Grades K-12

School Status and Improvement Report School Year 2019-20



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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 'o 'Ehunuikaimalino is a K-12 Hawaiian Language Immersion school located in Kealahou on Hawai'i island. It is one of two K-12 public school campuses in the state that are part of the network of kaiapuni schools. 'Ehunuikaimalino is committed to perpetuating the language, customs, traditions, skills, spirituality and character of Native Hawaiians.

The school serves students from Waikōloa to Nā'ālehu who are committed to learning and using the Hawaiian language on a daily basis. Students are instructed using CCSS and kaiapuni standards. An hour of English is introduced in grade 5 and continued in grade 7. The secondary school delivers content in both English and Hawaiian. Hawaiian Language instruction is a mandatory course for all secondary students.

Established in 1995, the school has relocated several times and is currently in a self-contained campus in the ahupua'a of Kalukalu ma uka. The 'io or Hawaiian hawk, which lives in the forest surrounding the school is the school's mascot. The 'io is a part of the design on students' uniforms worn on a daily basis. Student uniforms are in the school colors of red and yellow.

Parental participation is encouraged through Ka Wehena (Open House), Parent Teacher Conferences, PBL Hō'i'e and grade level parent meetings. Parent representatives are needed on the School Community Council and the 'Aha Kauleo (statewide organization of Hawaiian Language Immersion schools).

School Address:

Ke Kula O Ehunuikaimalino
81-1041 Konawaena School Road
Kealahou, Hawaii 96750

School Setting

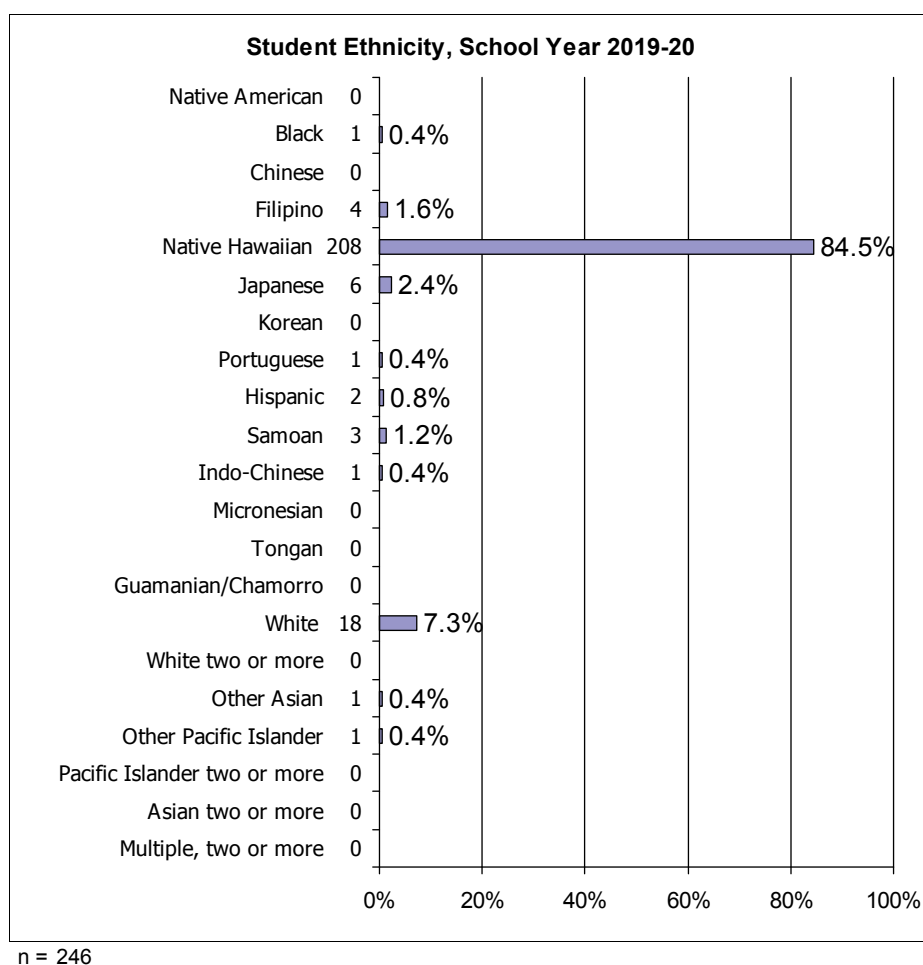
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	210	216	246	Number and percent of students in Special Education programs	10 4.7%	10 4.6%	* *
Number and percent of students enrolled for the entire school year	192 91.4%	199 92.1%	236 95.9%	Number and percent of students with limited English proficiency	* *	* *	* *
Number and percent of students receiving free or reduced-cost lunch	** **	** **	** **				

Note. -- means missing data.

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

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



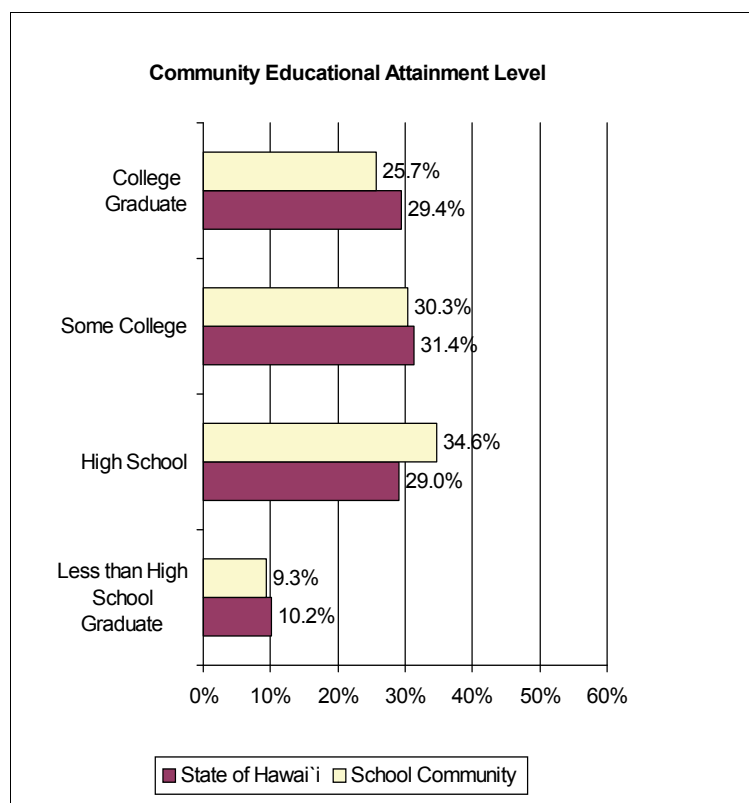
School Setting

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

Konawaena HSC	School Community	State of Hawai'i
Total population	12,291	1,360,301
Percentage of population aged 5-19	16.9%	18.4%
Median age of population	44.4	38.6
Number of family households	2,972	313,907
Median household income	\$61,609	\$66,420



School Improvement

Summary of Progress

ʻĒhunukaimalino continues to make progress toward its vision and mission despite the challenges of finding qualified, Hawaiian language proficient teachers and support staff. The 18-19 school year opened with a Summit facilitated by Eric Kaponu, which included kumu, makua, haumāna and community members and partners. The Summit was held in order to bring everyone together to understand the overarching theme for the year: ʻAʻohe hana nui ke alu ʻa. This theme supported the concept of shared leadership at ʻĒhunui and invited all to brainstorm and take action on initiatives that supported our vision and mission. The Planning and Collaboration days in September and January were used for Eric to facilitate a follow up with our Summit participants, where it was shared that most, if not all initiatives were achieved!

A follow up Project Based Learning training was held at the beginning of the school year as well, to refresh the kumu's understanding of PBL instruction and assessment. For the first time, and as one of the Summit initiatives, our PBL hōʻike was held on a Saturday in conjunction with student hula and mele presentations. It was called Lā ʻĒhunui and held in April. ʻĒhunui collectively decided to move away from the May Day celebration of the past and start a new tradition where the haumāna to present their class PBL and a hula and/or mele at Lā ʻĒhunui. There was a strong turnout and much makua and community support.

The kumu continued collaboration with Ānuenue (K-12 kaiapuni on Oʻahu) and Pāʻā (K-5 kaiapuni on Maui). ʻĒhunui's Instructional Leadership Team hosted both schools in September and February and sent kumu to visit Ānuenue in October and March and Pāʻā in November. This allowed for the kumu to build working relationships, to foster communication with other kaiapuni kumu, and collectively work toward strengthening instruction and student achievement in all 3 schools. Each school visit was followed with a networking meeting via Google Hangouts by grade level. This was in response to the kumu sharing they want to be able to connect with other kumu in their grade levels. The effort was a success in that ʻĒhunui has only one class per grade level and our kumu were able to network with other kumu. It was imperative for us to participate in this networking this year because we have several new kumu, some of whom are unlicensed. The ILT continued to lead the effort of improvement in the area of oral language proficiency with Collaborative Conversations as the Powerful Instructional Practice. The Hawaiian language committee just wrapped up the oral language proficiency assessment and we look forward to knowing how much improvement was made through these efforts.

This year ʻĒhunui went through the WASC accreditation process for the second time. ʻĒhunui was accredited for six years in 2013 and had a mid-cycle visit in 2016. The process was a valuable one in that the entire school community was able to look in the mirror and see what is working and what needs improvement. ʻĒhunui community was also able to spend more time understanding and working with the Academic Plan. Many faculty meetings were dedicated to preparing for WASC or evaluating our Academic Plan. The upcoming year has already begun taking shape with a focus on curriculum development centered on kaiapuni standards, improving the quality of Kaiaaʻō (Professional Learning Community) time with a focus on student achievement, and a continued effort in strengthening and improving our language and cultural knowledge.

ʻĒhunui continues to work on improving how struggling students, both identified and in regular education, are supported. There was a huge success in RTI for grades K-5 as a licensed and Hawaiian language proficient teacher was available this school year to create a program to address struggling students. The program, called ʻUao, was funded through Title I and ran 4 of 5 days a week to provide interventions in Hawaiian. It helped support the haumāna tremendously and also provided the kumu with the much needed data for student achievement.

ʻĒhunui encouraged makua involvement through Ka Wehena (Open House) in August, Parent Teacher meetings in November, Pō Hā night in December, a movie night where Moana was shown in Hawaiian, and Lā ʻĒhunui.

The māla (garden) on ʻĒhunui's campus is instrumental in teaching our haumāna about our native plants, how to become self sustaining, how to mālama (care for) the ʻĀina, and other important cultural insights and knowledge. We have much to improve upon with regards to wellness, but have made progress with our FoodCorps Service Member as she did faculty presentations and led the Wellness Committee.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		18.0
Regular Instruction, FTE	94.4%	17.0
Special Instruction, FTE	5.5%	1.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		18
Teachers with 5 or more years at this school		3
Teachers' average years of experience		6.9
Teachers with advanced degrees		6

Professional Teacher Credentials¹

Fully licensed	66.6%	12
Emergency hires	33.3%	6

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

Students per Teaching Staff²

Regular Instruction	14.0
Special Instruction	7.0

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	3.0
Librarians, FTE	0.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	2

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	13
Number of classrooms short (-) or over (+)	1

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

Data not available

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%.

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	80.5%	68.4%	84.0%	80.6%	73.8%	64%
	2020	64.8%	66.4%	86.7%	81.1%	62.8%	59.2%
Well-Being	2019	75.0%	69.6%	92.6%	85.5%	--	--
	2020	58.3%	68.1%	88.1%	86.4%	--	--
Satisfaction	2019	75.0%	61.7%	74.9%	78.1%	--	--
	2020	51.1%	63.2%	75.2%	80.2%	--	--
Involvement/Engagement	2019	75.0%	66.7%	67.8%	67.2%	--	--
	2020	64.4%	66.4%	76.8%	68.0%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	80.0%	77.9%	31.4%	27.9%	87.8%	67.0%
	2020	56.2%	71.9%	20.9%	30.0%	95.3%	71.7%

* 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.

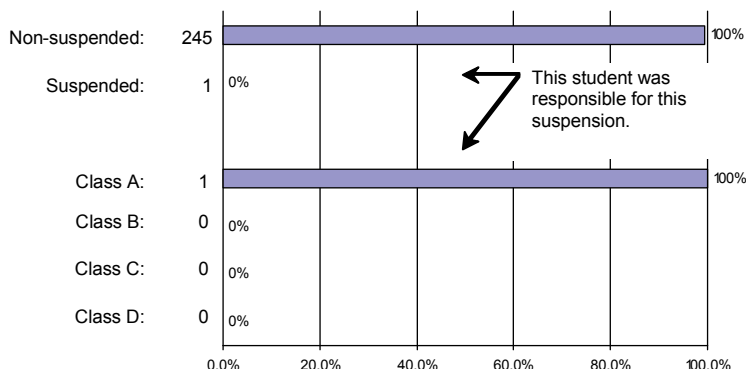
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
93.0%	93.7%	93.3%	95.0%
Average Daily Absences: in days (lower is better)			
12.5	10.9	8.7	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 Completion

School Dropouts

School Year	Number	Percent
2017-18	*	*
2018-19	*	*
2019-20	*	*

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

Graduates and Other Completers

	2017-18	2018-19	2019-20
Total number of Seniors	*	*	10
Percent of Diploma graduates	*	*	100.0%
Percent of Individually Prescribed Program	*	*	0.0%
Percent of school completers ¹	*	*	100.0%

Total number of Freshmen	*	*	10
Percent graduated on time	*	*	100.0%

Freshmen who began high school in school year 2016-17 and graduated in 2019-20.

¹ Slight variances are due to rounding.

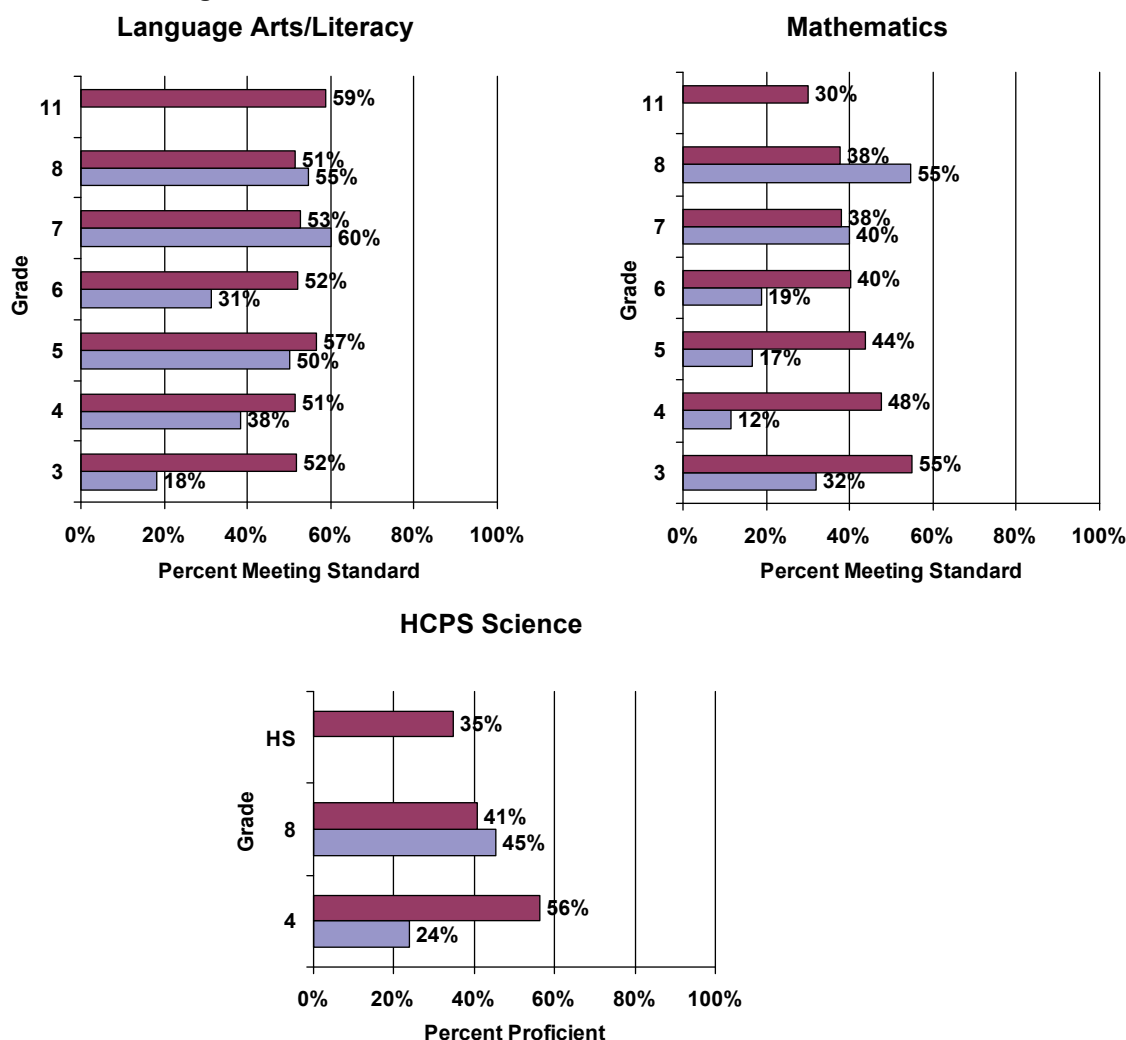
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Vital Signs

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

Ke Kula O Ehunuikaimalino is on a probationary accreditation status by the Accrediting Commission for Schools, Western Association of Schools and Colleges. This school's accreditation term expires in 2022.

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Hawaii State Department of Education.