

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mr. Steven Hirahara
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Kahala Elementary School
(As it should appear in the official records)

School Mailing Address 4559 Kilauea Avenue
(If address is P.O. Box, also include street address)

Honolulu, HI 96816-5046
City State Zip Code+4 (9 digits total)

County Honolulu School Code Number* 114

Telephone (808) 733-8455 Fax (808) 733-4669

Website/URL www.kahala.k12.hi.us E-Mail steven_hirahara@notes.k12.hi.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Ms. Patricia Hamamoto
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hawaii State Department of Education Tel. (808) 586-3310

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Breene Harimoto
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----|--|
| 174 | Elementary schools |
| 38 | Middle schools |
| n/a | Junior high schools |
| 45 | High schools |
| 26 | Other (24 Multi-level, 1 Correctional Facility &
1 State School for Deaf and Blind) |
| 283 | TOTAL |

2. District Per Pupil Expenditure: \$9,034
- Average State Per Pupil Expenditure: \$9,034

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 2.5 Number of years the principal has been in her/his position at this school.

3.0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1, 2004 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	1	4	5	7			
K	43	38	81	8			
1	41	38	79	9			
2	39	29	68	10			
3	37	39	76	11			
4	37	43	80	12			
5	39	29	68	Other			
6	22	10	32				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							489

6. Racial/ethnic composition of the students in the school:
- | | | |
|-------|-------------|----------------------------------|
| _____ | 13 | % White |
| _____ | 0 | % Black or African American |
| _____ | 1 | % Hispanic or Latino |
| _____ | 86 | % Asian/Pacific Islander |
| _____ | 0 | % American Indian/Alaskan Native |
| | 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 6 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1, 2003	491
(5)	Subtotal in row (3) divided by total in row (4)	0.06
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 7 %
33 Total Number Limited English Proficient
 Number of languages represented: 6
 Specify languages: Japanese, Korean, Chinese, Lao, Pohnpeian, Czech

9. Students eligible for free/reduced-priced meals: 3 %

Total Number Students Who Qualify 17

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{7}{36}$ %
36 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Emotional Disturbance	<u>4</u> Developmental Delay
<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>9</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>-</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>11</u>
Paraprofessionals	<u>8</u>	<u>4</u>
Support staff	<u>11</u>	<u>4</u>
Total number	<u>51</u>	<u>19</u>

12. Average school student-“classroom teacher” ratio: 20.7 Grades K-2 25.6 Grades 3-6

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	* 95 %	97 %	** 94 %	97 %	96 %
Teacher turnover rate	0 %	3 %	3 %	6 %	2 %
Student dropout rate	0	0	0	0	0
Student drop-off rate					

* Teacher w/long term illness

** Teacher w/long term family leave

PART III - SUMMARY

Kahala Elementary School provides a nurturing environment with a challenging curriculum where all learners are challenged to achieve their highest potential. The school community lives this vision by addressing the diverse needs of all learners and nurtures their talents and abilities by providing standards-based curricular and extra-curricular programs where all learners are empowered to achieve the school-wide learner outcomes.

Established in 1954, Kahala Elementary has 489 students which include 86% Asian/Pacific Islanders. Of our student population, 3% receive free or reduced-price meals, 7% are identified Special Education, and 7% have limited English proficiency. Fifty eight percent of our students reside outside our school boundaries and attend on Geographic Exceptions. A Honolulu district-wide Special Education Oral /Aural Deaf and Hearing Impaired Program is housed at the school.

The School/Community-Based Management Council (SCBM), our local governance body, established a collaborative, continuous school improvement process, which is based on the premise that people within a school's community are competent, creative and want their children to have the best education possible. It acknowledges that members of a school's community (school administrators, teachers, parents, support staff, students and other community members) have a **right** and an **obligation** to participate actively in open dialogue where issues are presented, defined, discussed and resolved. It is also based on the belief that the most effective decisions are made by those who must implement these decisions. It is this body that monitors the Standards Implementation Action Plan (SIAP), Kahala's framework for analyzing school performance, planning for improvement based on the analysis of student performance, implementing the improvements, and assessing and evaluating results.

Kahala Elementary School creates an environment where partnerships are built. Enduring partnerships contribute to the richness at Kahala. The school's Parent-Teacher Organization (PTO) continues to be its primary collaborator whose members volunteer numerous hours to fund raise and enhance class activities. The Parent/Community Network Coordinator (PCNC) provides a link between the families and school by coordinating and supporting both school and parent-initiated workshops. Students also gain many insights from organizations in the community. The intergenerational relationship with partners at Leahi Hospital spans more than 10 years, while the partners from Retired and Senior Volunteer Program (R.S.V.P) and F.E.L.L.O.W.S. (Fellowship Education Lifelong Learning Opportunities With Seniors), an adopted volunteer tutorial program, are an integral part of our students' learning experience.

Assessment data have also been the basis for building a strong student support system. Multiple data such as Service Testing/Internal Monitoring, attendance and student referrals, help the school identify students needing interventions, and/or the supports needed by those students. The result is the establishment of the Comprehensive Student Support System (CSSS) with an extensive array of services to provide academic and social support programs for our students. Highlighted services include the Primary School Adjustment Program (PSAP), Positive Behavior Support (PBS), Language Arts Assistance Program (LAAP), and counseling for at-risk students. Current data indicates improved attendance, fewer suspensions, and no retentions.

Based on the 2004 Hawaii State Assessment, Kahala Elementary is meeting Hawaii's NCLB Adequate Yearly Progress (AYP) benchmarks (currently 30% reading and 10% math) into the year 2012 for reading and into 2010 for math. Students consistently achieve scores in the top 5% of all Hawaii public schools. In addition, the school is on the Hawaii Department of Education SAT9 Honor Roll, for high achievement in reading and math. For the past three years, Kahala Elementary School's overall status has been recognized as "Exemplary" with a NCLB AYP category designation of "In Good Standing, Unconditionally." Based on the 2004 Hawaii State Assessment scores, Kahala Elementary School ranks third in mathematics and eighth in reading among all schools in Hawaii.

Placing a strong emphasis on academic excellence, the school has created the challenging educational environment spoken of in its vision. However, it is through its curriculum, instruction, and support programs that the school continues to lay a foundation for excellence in its students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Reading and Mathematics Assessment Results

Annual Grade 3 and 5 Hawaii State Assessment data are utilized to identify needs and to guide curriculum and instruction. The Hawaii State Assessment consists of the norm-referenced SAT Abbreviated Reading and Math Tests and the criterion-referenced Hawaii Content and Performance Standards-Based Assessment. Hawaii's Adequate Yearly Progress (AYP) benchmarks provide the targets to the No Child Left Behind requirements. The Hawaii State Assessment (HSA) has four proficiency levels:

- Level 1:* "Well Below Proficiency" - assessment results indicate that this student has demonstrated little or no knowledge and skills in the content standards for this grade.
- Level 2:* "Approaches Proficiency" - assessment results indicate that this student has demonstrated some knowledge and skills in the content standards for this grade. With more support and effort, the student should be able to reach the proficient level.
- Level 3:* "Meets Proficiency" - assessment results indicate that the student has demonstrated knowledge and skills required in the content standards for this grade. The student is ready to work on higher levels of this content area.
- Level 4:* "Exceeds Proficiency" - assessment results indicate that the student has demonstrated knowledge and skills that exceed the content standards for this grade. The student is ready for more advanced work in the content area.

Scaled Scores (ranging from 0 to 450) were developed during Spring 2002 and based on the initial administration of the Hawaii State Assessment. The Scaled Scores have been derived from the raw scores of the HSA in order to create a score scale with meaningful interpretations. For instance, a Scaled Score over "300" means that the student "Meets Proficiency" for the assessed content standard. Additionally, Scaled Scores between 200 and 299 indicate that the student is in the "Approaches Proficiency" level. Scaled Scores can be used to compare student performance across different administrations of the assessment sessions within a particular content area.

Based on this assessment, Kahala Elementary School ranks third in mathematics and eighth in reading among all Hawaii schools. Thus, our school is meeting the AYP benchmarks into the year 2012 for reading and into 2010 for math, with 72% of grade 3 and 89% of grade 5 students meeting/exceeding proficiency in reading/writing, and 61% of grade 3 and 63% of grade 5 students meeting/exceeding proficiency in math. The students consistently achieve scores in the top 5% of all Hawaii public schools. In addition, all students are assessed using the abbreviated Stanford Achievement Test, resulting in 96% of grade 3 and 95% of grade 5 students achieving average/above average in reading, and 98% of grade 3 and 95% of grade 5 students achieving average/above average in math.

In a longitudinal study, scores from our Asian/Pacific Islanders (86% of school population) reflect improvement in academic achievement. In 2001-2002, 66.1% of Grade 3 students met/exceeded proficiency in reading while 57.9% met/exceeded proficiency in math. As 5th graders, this same class of students scored 88.1% proficiency (met/exceeded) in reading, 64.3% proficiency (met/exceeded) in mathematics.

HSA schoolwide scores reflect consistent improvement (see attachments) in academic success. From 2002 to 2004, students in grade 3 who meet/exceed proficiency increased from 68% to 72% in reading and 52% to 61% in math. Students in grade 5 who meet/exceed proficiency increased from 71% to 89% in reading and 52% to 63% in math.

The website for the state assessment system and NCLB requirements may be found at:
http://arch.k12.hi.us/pdf/NCLB/2004/AllSch37Cell_110104.pdf

Assessment Data and School Improvement

Various assessment data are analyzed to understand the needs of the students. These needs guide the development of the Kahala Standards Implementation Action Plan (SIAP). The SIAP is used as a guide to determine what programs and/or professional development are needed. Its enabling activities allow the school to refine current practices to further reach the needs of our school community. The School Community Based Management (SCBM) council monitors the effectiveness of the SIAP action plan to ensure its consistency with the vision and mission of Kahala Elementary School. Resources are then prioritized accordingly. Thus, a continuous cycle of school improvement is generated.

The Hawaii Content and Performance Standards-Based Assessment data assist the school in identifying students well-below or approaching proficiency who then receive additional instructional support to reach the proficiency level. Students who are exceeding are also identified and provided additional enrichment opportunities through a gifted and talented program. Students with special needs are also given alternative assessments to target areas of need.

In addition to the current Hawaii State Assessment requirements, the school community elects to assess all students annually with the SAT9 (reading, writing, and math subtests) to identify student needs, to guide curriculum and instruction, and to longitudinally track student progress from Grades K-6.

Our school also administers the Stanford Diagnostic Reading Test (SDRT) biannually. It is administered first as a formative assessment tool to assess student reading comprehension for differentiated instruction placement; secondly, as a diagnostic instrument for summative assessment for teachers to identify student needs and adjust instruction to ensure their success.

Electronic quiz data from the supplemental Accelerated Reader (AR) Program allow each teacher to challenge and sustain students in their independent reading. Each student is also able to assess his/her progress in reading comprehension.

Communication

Communication is vital in creating a sense of community, which is encouraged throughout the year. Improved technology provides closed-circuiting, internet capability, Lotus Notes, Sametime Instant Messaging, and the schoolwide phone system with intercom and voicemail for immediate communication. Classrooms are equipped with at least three networked computers.

Prior to the opening of the school year, the Parent Orientation is held to welcome all new families into the Kahala Elementary Ohana (family). An extensive student/parent handbook along with the schoolwide student directory is shared. During the school year, new parents are taken on campus tours and new students are welcomed at school assemblies. Toward the end of the school year, transition is provided for exiting students – Student Visitation to the middle school and an orientation is made available to parents.

The school year begins with an Open House. This event commences with a General Parent Meeting to highlight the state, complex, and school goals for the year. Parents are able to meet the teacher and learn classroom academic goals, expectations, and curriculum for the year. Friday Folders include notices such as school memos, classroom activities and progress reports. Mid-quarter interim reports alert parents of student progress. In addition to quarterly report cards, 95% of the parents participate in first-quarter Parent-Teacher Conferences to share student progress, discuss assessment data, student attitudes and achievement goals.

HSA data are disseminated via PTO meetings, SCBM meetings, complex newsletters, local newspapers, and the Kahala Elementary School and State of Hawaii Department of Education websites. A State Testing In-service specialist and the school counselor run annual parent workshops to discuss the Hawaii State Assessment and its data.

Monthly newsletters, produced by the PCNC, are distributed schoolwide as well as within the complex. These newsletters include reports from administration, library, PCNC, PTO, and grade levels K-6 as well as a calendar of events. Student works are displayed in the office, cafeteria and library. Notices posted on bulletin boards located on the exterior of the buildings inform the Kahala Ohana of upcoming events and activities.

Shared Successes

Actively pursuing workshops, accredited university courses and professional self improvement, Kahala teachers take a proactive approach in sharing their impact on student achievement through articulation at school, community, complex, state and national levels. Funding is provided for teachers to attend workshops and visit other schools to keep abreast of current trends in education. These teachers return to school and serve as a catalyst in facilitating school-wide changes to improve student achievement. Participation through community sponsored events has earned top recognition for many of our students. The community recognizes its students' achievement through the school's monthly newsletter, the SCBM council's monthly meetings and the media.

Curriculum workshops provide all teachers the opportunity to articulate with colleagues from other schools on topics focusing on student achievement. Kahala's resource teachers meet regularly with complex/district counterparts to exchange successes in their programs and in their school. Monthly complex principal meetings in the Kalani Complex (Kalani High School and its feeder schools) encourage school administrators to network and share current successful practices with each other and the area superintendent. Principals, then, are able to relay this information to create a seamless transition between complex schools while the area superintendent does the same across the state and with the Board of Education (BOE).

On the state level, several faculty members are active participants in sharing their successes with others in the educational community. Research-based methods provide opportunities for others to learn and further enhance their own abilities in their classrooms. With expertise in areas ranging from technology and library studies to effective teaching strategies in the classroom, they are often called upon to make presentations at state-level conferences and to serve as a resource to those needing additional support. Furthermore, teachers continue to mentor students from various higher learning institutions such as the University of Hawaii and Chaminade University who choose education as their career. Presently, two faculty members are working on individual manuscripts for future publication in national journals. Educators, locally, nationally and internationally, continue to visit the school and maintain an ongoing partnership. Kahala Elementary School takes pride in sustaining meaningful relationships with these individuals.

As the primary voice of Hawaii's public schools, the Department of Education (DOE), communicates the accolades of its educational institutions. Through its periodic newsletters, Na Lono Kula and the Superintendent's UPDATE and the DOE's website, <http://doe.k12.hi.us>, Kahala School was showcased for receiving the 2004 Distinguished School award and the 2004 Blue Ribbon Award. Communication such as these sources allows access to all including our U.S. Pacific Command, Joint Venture Education Forum (JVEF), which recognized Kahala for its excellence in "creating a school environment that fosters success."

PART V – CURRICULUM AND INSTRUCTION

Kahala Elementary School uses the Hawaii Content and Performance Standards, the State Standards Toolkit, and the State General Learner Outcomes (GLO) to drive the school's curriculum. The GLOs are the overarching goals of standards-based learning. These goals permeate all aspects of teaching and learning to help students become productive citizens and achieve the rigor of the content standards. School and state assessment data guide the teachers to develop meaningful instructional activities and materials.

Language Arts: Kahala Elementary School's Language Arts curriculum is based on Hawaii's Language Arts Content Standards emphasizing reading, writing and oral communication to develop students who can use language to communicate, learn, and fulfill personal and social needs, and to meet the demands of society and the workplace. In 2002, the school implemented a research-based Language Arts program providing effective strategies to be applied in all content areas, engaging students in higher-level thinking skills. As a result, all grade levels have a 90-minute block of Language Arts for reading, literature, phonics/spelling, English grammar, and writing. The writing component focuses on writing as a process and emphasizes ideas, organization, and mechanics. Students demonstrate confidence as writers and find value and satisfaction in writing and sharing their work through presentations.

Mathematics: A schoolwide math series is used to provide a comprehensive, spiraling math curriculum. Students are engaged in relevant and useful activities that strengthen their problem-solving skills. As a result, they are better equipped to apply their knowledge to all aspects of their daily lives.

Science: The science content standards are classified into two domains: the scientific inquiry and the accumulation of knowledge. Kahala's standards-based curriculum is taught through hands-on, inquiry-based activities with recently purchased kits and materials to enhance their investigation processes.

Social Studies / World Languages: The goal of Kahala's Social Studies curriculum is to develop active and responsible citizens of the community, nation and world while maintaining the unique lifestyle that is Hawai'i. A schoolwide series aligned to the HCPS II was adopted in 2004. The Hawaiian Studies Program, designed to educate all K-6 students in the Hawaiian culture, augments Grade 4's focus on the State of Hawai'i. The Kupuna, or elders, teach language, music, dance, history, social life and customs.

Fine Arts: The Fine Arts (visual arts, music, drama, and dance) cultivate the whole child, building literacy while developing intuition, reasoning, and imagination into unique forms of expression and communication. Special areas include PTO-funded Part-Time Teachers (PTT); Grade 5 & 6 band; "MuzART," a grant integrating visual art with music; 5th grade chorus and its annual spring musical; a Good Ideas grant to create a mosaic marine-life mural; and a schoolwide Spring Festival.

Physical Education (PE): Kahala builds a foundation of appropriate instructional practices to promote and facilitate the attainment of movement skills, physical fitness, and the development and improvement of physical activity to be maintained throughout life. Special areas include a PTO-funded PE PTT; in-school competitive volleyball; bowling with math skills; and participation in a basketball league.

Health: Health Education offers a coherent vision of what it means to be health literate. Using what students learn about thinking critically, they obtain, interpret, and understand concepts related to health promotion and disease prevention and gain knowledge of resources and community agencies that provide health services. Topics include safety, nutrition, drug and alcohol prevention, and physical activity. Special programs include: Bike Safety and the Drug Awareness and Resistance Education (D.A.R.E.) sponsored by the Honolulu Police Department.

Educational Technology: Based on classroom curriculum, instruction of skills originates in the Computer Lab and those skills are further applied in each classroom. Students use technology to access, process, manage, and communicate information globally.

Career and Life Skills: To prepare students for success in the adult world, they should understand how that world is structured and how the world functions. Students develop self-knowledge, interpersonal skills, thinking and reasoning skills, effective leadership skills, and explore different educational, career, and life options.

Reading Curriculum

“The first thing you notice about the kids at Kahala Elementary School is that they’re all carrying storybooks at lunch and recess. The second thing you notice is that the students are really reading their books.” (The Honolulu Advertiser, March 11, 2004)

To achieve and sustain this level of personal investment, reading is encouraged in the classroom by providing opportunities during class time to pursue recreational reading. In addition, a supplementary, electronic reading program, Accelerated Reader (AR) has been established to develop a lifelong love for reading. Promotion to read is supported by the Librarian’s books talks; Recycle Reading, a Library Service Club project to offer used books for purchase at a nominal cost; and the Library’s annual Book Fair. Lastly, parent, peer, and community tutors continually support the students in this area.

To foster student interest in reading, the Kahala Literature Program offers quality literature in various genres. Guided instruction through the grade levels increase student capacity to analyze and appreciate literary elements such as characterization, plot structure, symbolism, and figurative language with increasing sophistication.

In addition, the current reading series provides the scope and sequence, which are aligned to the HCPS II. Providing effective reading strategies that can be applied in all content areas, this series complements the school’s emphasis of interdisciplinary units of study. A further strength of this program is its incorporation of questioning techniques that elicit initial, personal, interpretive, and critical responses.

Coordinated by the Reading Resource teacher, a scripted program called Direct Instruction, offers remediation to students of HSA Levels 1 & 2 and Special Education to achieve proficiency. Students requiring instruction in a small group setting, receive assistance from two PTO-funded PTTs.

Curriculum Area – Mathematics

Kahala’s current series, aligned with the HCPS II, focuses on critical thinking and problem solving. The curriculum is grouped into five content strands: number and operations; measurement; geometry and spatial sense; pattern, functions, and algebra; data analysis, statistics, and probability. The process standards of Communication, Connections, Problem Solving, Representation, and Reasoning and Proof are incorporated throughout the curriculum. From studying the globe (concepts of longitude/latitude and time zones) to computing grams of fat in nutrition class to locating information using the Dewey Decimal System, integration of reading, writing, math, and higher-level thinking skills is evident throughout the curriculum.

Reinforcing reading and writing skills has a direct impact on the student’s math achievement. Teachers recognize the importance of higher level thinking skills. Hence, we provide instructional methods and strategies to insure all students acquire a strong mathematical foundation. This common understanding throughout the school builds upon their knowledge from the previous years of instruction. Additional personnel provide individual support in the 3rd grade as they transition to a higher-class ratio.

Teachers are able to recognize their individual strengths and use that knowledge to work together to be consistent in their method of instruction. Instructional emphasis focuses on the student’s ability to justify the solution and use an Art Costa’s “habit of mind” metacognition, to communicate how that solution was determined. As a result, the students develop mathematical literacy and fluency while becoming confident problem solvers. Instructional practices involve students in exploring, analyzing, and applying math concepts to real-world situations.

Kahala School is constantly seeking to improve student achievement. Evidence of this quest to further refine our students’ math skills is documented by the school’s participation in a complex-wide grant (\$140,000). This grant will provide a more rigorous and relevant program which focuses on everyday problems and solutions.

Instructional Methods

Students are treasured as individuals and consequently instructional techniques to nurture, strengthen, and enrich are desired. Teachers' use of various instructional methods provide opportunities to meet student needs at different levels. Belief that a high correlation exists between optimal student learning and a positive learning environment, Kahala's character education program builds community and inclusion of all students within the classroom, as well as schoolwide, as it recognizes positive behavior to create a safe and nurturing learning environment.

As delineated in the SIAP Action Plan, the school's focus is to expand and refine teachers' repertoire of effective instructional methods to incorporate questioning techniques and product expectations in core courses that reflect student achievement of higher-level thinking. Team-teaching within and across grade levels offer students opportunities to experience various teaching styles in various content areas. Increase in student achievement is also attributed to the use of the following strategies: differentiated instruction, Diana Day's classroom management techniques, hands-on activities, Cooperative Learning, assessment meetings between student and teacher, building experiential background via field trips, and Direct Instruction for remedial reading and Special Education.

Two PTO-funded PTTs and tutors (parents, peers, community members) allow the school to meet the needs of students who need individual or small group instruction in Language Arts and Math.

Professional Development

Professional development is an essential part of the SIAP. The content of the teacher and staff workshops reflect our SIAP goals. Professional growth of the teachers is a high priority. To ensure student achievement, teachers continually explore and implement current pedagogical methods through professional development, which is strongly supported by the school community. The school has dedicated a weekly grade level articulation period for teachers to collaborate within and across the grade levels. Professional development days (6) have been utilized in the following ways:

1. To analyze Hawaii State Assessment data and school level data.
2. To develop and modify our SIAP and to evaluate the plan.
3. To align our curriculum with the Hawaii Performance and Content Standards.
4. To learn effective research-based strategies to address our diverse student needs.
5. To develop performance expectations and rubrics which address standards.
6. To identify and select curricular materials aligned to the standards.
7. To provide articulation and collaboration time between grade levels to develop coherent and challenging curricular units.

Department of Education specialists and the school complex resource team assist the teachers with planning and organizing the standards-based curriculum and helping to meet the SIAP goals and objectives. Nationally recognized trainers are contracted to work with teachers in the areas of reading, writing, integrated curriculum, higher level thinking skills, and classroom management. The school provides funding for teachers to visit other schools to view effective instructional models. These trained teachers return to school to share their experiences and apply newly-acquired knowledge and skills to help the school meet the increasing challenges of an ever-changing society. Currently, a cadre of teachers is scheduled to visit Tahoma County schools during March, 2005 Spring Break.

Teachers are also encouraged to further their own career goals by attending institutions of higher learning. Presently, all teachers are NCLB professionally certificated teachers.

School data reinforces the impact of these efforts on the students. HSA schoolwide scores reflect consistent improvement (see Part VII-ASSESSMENT RESULTS) in academic success. From 2002 to 2004, students in grade 3 who meet/exceed proficiency increased from 68% to 72% in reading and 52% to 61% in math. Students in grade 5 who meet/exceed proficiency increased from 71% to 89% in reading and 52% to 63% in math. In addition, current data indicates a consistently high attendance rate, fewer referrals and suspensions, and a retention rate of less than 1%.

PART VI - PRIVATE SCHOOL ADDENDUM

N/A

PART VII- ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS: Kahala

Subject Reading Grade 3

Test Hawaii State Assessment

Edition/publication year 1st/2001

Publisher Hawaii Department of Education

	2003-2004	2002-2003	2001-2002	2000-2001**	1999-2000*
Testing month	March	March	April	Tchr Strike	May
SCHOOL SCORES	Reading	Reading	Reading	NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	98	97	98		
% At or above Meets Proficiency	72	73	68		
% At or above Exceeds Proficiency	6	3	4		
Number of students tested	83	74	78		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. <u>Asian/Pacific Islander</u>				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	100	99	99		
% At or above Meets Proficiency	72	71	67		
% At or above Exceeds Proficiency	7	4	4		
Number of students tested	57	54	56		
STATE SCORES				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	92	90	91		
% At or above Meets Proficiency	48	43	43		
% At or above Exceeds Proficiency	3	1	2		

* The State used the Stanford Achievement Test 9th Edition (1997) during school year 1999-2000 for the large scale assessment. The SAT9 is not a criterion-referenced test and we cannot psychometrically compare the SAT9 to the current Standards-based Hawaii State Assessment (HSA).

** There was a state-wide teacher strike during the school year 2000-2001 which precluded any administration of the state large scale assessment to our students

STATE CRITERION-REFERENCED TESTS: Kahala

Subject Mathematics

Grade 3

Test Hawaii State Assessment

Edition/publication year 1st/2001

Publisher Hawaii Department of Education

	2003-2004	2002-2003	2001-2002	2000-2001**	1999-2000*
Testing month	March	March	April	Tchr Strike	May
SCHOOL SCORES	Math	Math	Math	NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	91	97	94		
% At or above Meets Proficiency	61	60	52		
% At or above Exceeds Proficiency	10	7	9		
Number of students tested	83	74	78		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
<u>1. Asian/Pacific Islander</u>				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	97	96	95		
% At or above Meets Proficiency	62	60	58		
% At or above Exceeds Proficiency	11	9	11		
Number of students tested	57	53	57		
STATE SCORES				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	82	81	78		
% At or above Meets Proficiency	27	24	20		
% At or above Exceeds Proficiency	4	2	2		

* The State used the Stanford Achievement Test 9th Edition (1997) during school year 1999-2000 for the large-scale assessment. The SAT9 is not a criterion-referenced test and we cannot psychometrically compare the SAT9 to the current Standards-based Hawaii State Assessment (HSA).

** There was a statewide teacher strike during the school year 2000-2001, which precluded any administration of the state large-scale assessment to our students

STATE CRITERION-REFERENCED TESTS: Kahala

Subject Reading Grade 5

Test Hawaii State Assessment

Edition/publication year 1st/2001 Publisher Hawaii Department of Education

	2003-2004	2002-2003	2001-2002	2000-2001**	1999-2000*
Testing month	March	March	April	Tchr Strike	May
SCHOOL SCORES	Reading	Reading	Reading	NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	96	98	99		
% At or above Meets Proficiency	89	78	71		
% At or above Exceeds Proficiency	12	3	5		
Number of students tested	65	64	82		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
<u>1. Asian/Pacific Islander</u>				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	98	98	100		
% At or above Meets Proficiency	88	73	72		
% At or above Exceeds Proficiency	12	2	4		
Number of students tested	42	42	53		
STATE SCORES				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	90	85	88		
% At or above Meets Proficiency	50	42	42		
% At or above Exceeds Proficiency	2	1	1		

* The State used the Stanford Achievement Test 9th Edition (1997) during school year 1999-2000 for the large-scale assessment. The SAT9 is not a criterion-referenced test and we cannot psychometrically compare the SAT9 to the current Standards-based Hawaii State Assessment (HSA).

** There was a state-wide teacher strike during the school year 2000-2001, which precluded any administration of the state large-scale assessment to our students

STATE CRITERION-REFERENCED TEST: Kahala

Subject Mathematics

Grade 5

Test Hawaii State Assessment

Edition/publication year 1st/2001

Publisher Hawaii Department of Education

	2003-2004	2002-2003	2001-2002	2000-2001**	1999-2000*
Testing month	March	March	April	Tchr Strike	May
SCHOOL SCORES	Math	Math	Math	NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	94	97	97		
% At or above Meets Proficiency	63	69	52		
% At or above Exceeds Proficiency	9	14	7		
Number of students tested	65	64	84		
Percent of total students tested	100%	100%	100%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
<u>1. Asian/Pacific Islander</u>				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	95	96	100		
% At or above Meets Proficiency	64	67	53		
% At or above Exceeds Proficiency	12	12	6		
Number of students tested	42	42	55		
STATE SCORES				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	76	76	73		
% At or above Meets Proficiency	21	20	21		
% At or above Exceeds Proficiency	2	1	2		

* The State used the Stanford Achievement Test 9th Edition (1997) during school year 1999-2000 for the large-scale assessment. The SAT9 is not a criterion-referenced test and we cannot psychometrically compare the SAT9 to the current Standards-based Hawaii State Assessment (HSA).

** There was a statewide teacher strike during the school year 2000-2001 which precluded any administration of the state large-scale assessment to our students