

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [X] Middle [] High [] K-12 [] Charter

Name of Principal: Ms. Sandra Ishihara-Shibata
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Prince David Kawananakoa Middle School
(As it should appear in the official records)

School Mailing Address: 49 Funchal Street
(If address is P.O. Box, also include street address.)

Honolulu Hawaii 96813-1549
City State Zip Code+4 (9 digits total)

County Honolulu State School Code Number* 126

Telephone (808) 587-4430 FAX: (808) 587-4443

Web site/URL http://kawananakoa.k12.hi.us E-mail Sandra Ishihara-Shibata@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
(Miss, Mrs., Dr., Mr., Other)

District Name Hawaii 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: Ms. Karen Knudsen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(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

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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: 168 Elementary schools
 36 Middle schools
 NA Junior high schools
 33 High schools
 48 Other
- 285 TOTAL
2. District Per Pupil Expenditure: \$9.338
- Average State Per Pupil Expenditure: \$9,338

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. 3yrs.6mon. Number of years the principal has been in her/his position at this school.
- _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 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				7	145	151	296
K				8	176	139	315
1				9			
2				10			
3				11			
4				12			
5				Other			
6	85	82	167				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							778

6. Racial/ethnic composition of the school: 4 % White
.3 % Black or African American
1 % Hispanic or Latino
94 % Asian/Pacific Islander
.2 % 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: 9.8 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	39
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	38
(3)	Total of all transferred students [sum of rows (1) and (2)]	77
(4)	Total number of students in the school as of October 1	785
(5)	Total transferred students in row (3) divided by total students in row (4)	.098
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 5 %
36 Total Number Limited English Proficient

Number of languages represented: 10

Specify languages: Cantonese, Mandarin, Ilocano, Tagalog, Chukese, Marshallese, Spanish, Kosraen, Samoan, Tongan

9. Students eligible for free/reduced-priced meals: 48 %

Total number students who qualify: 373

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: $\frac{7}{57}$ %
57 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>37</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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>3</u>	<u> </u>
Classroom teachers	<u>40</u>	<u>4</u>
Special resource teachers/specialists	<u>5</u>	<u> </u>
Paraprofessionals	<u>6</u>	<u>2</u>
Support staff	<u>9</u>	<u>7</u>
Total number	<u>60</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	92%	93%	96%	95%	97%
Teacher turnover rate	4%	2%	0%	0%	2%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

Teacher turn over rate in 2005 was due to retirement. One transferred to a school closer to home.

PART III - SUMMARY

Prince David Kawananakoa Middle School (KMS) opened its doors almost eighty years ago (1927), in the historic and culturally significant Nu'uaniu Valley on the island O'ahu, Hawai'i. The school mascot is the *Ali'i Warrior* in honor of the famous battle of Nu'uaniu Pali during which hundreds of warriors died and after which, Kamehameha the First became the first ruling monarch of all the islands of Hawai'i.

The school is located at the outskirts of the busy government, financial, and business district of downtown Honolulu. Part of the Honolulu District and Roosevelt Complex of schools, Kawananakoa Middle School is bordered on all four sides by heavily used traffic venues (Nu'uaniu Avenue, Pauoa Road, Kuakini Street and the Pali Highway.) The school district encompasses a wide variety of businesses, culturally significant properties such as burial grounds for the Hawaiian monarchy, several major hospitals, foreign consulates, and residential dwellings.

During last school year (2005-06), Kawananakoa Middle School underwent the Focus on Learning Self Study Process in preparation for the accreditation visit by the Western Association of Schools and Colleges. As part of the process, the school community reviewed the school mission, vision and philosophy. Vision: Ka Na'auao A Me Ke Aloha (Knowledge and Wisdom with Compassion)

Mission: The faculty, staff and families of Kawananakoa Middle School are committed to helping and guiding each student to develop his/her fullest potential, intellectually, physically, socially, and emotionally in a positive, caring, supportive, nurturing, attractive, and safe school environment, so that he/she can become a productive and contributing member of our society.

School Philosophy: We, at Kawananakoa Middle School, believe that every child can learn and each student is a unique and valued individual. We, at Kawananakoa Middle School, believe that:

- Students of middle school age are experiencing changes which affect their physical, emotional, social, and intellectual development, and the school is responsive to these changes;
- Students will have educators who provide skills and knowledge, as well as counseling and guidance in character education;
- Students will be given the opportunity to explore subjects which foster their curiosity, creativity, and ability to excel in a changing world;
- Student learning will be enhanced when supported by home and community.

Consistent with prior years, Kawananakoa Middle School was granted a six year term with a three year follow up visit.

In the past four years, there have been many significant changes at Kawananakoa Middle School. The previous administrator, Mr. Richard Anbe, a school staff member for over 30 years, was replaced by Principal Sandra Ishihara-Shibata. Simultaneously, the school secretary and other "old time" teachers retired. One year later, the vice principal was replaced and another year later, two counselors left the school. An additional Vice Principal was added to the staff this school year.

Another significant change that impacted the school is the student demographics. With the "No Child Left Behind" guideline that delineates how the school will accept students who live outside of the school catchment area, the school has now become a Title I school with a 10% increase in students who are "economically disadvantaged." In addition, since first priority is given to students who do poorest in the previous school rather than the school using the lottery system where all students are considered equally, there is difference in entry level skills of students at the onset of the school year.

We are proud that despite these changes, Kawananakoa Middle School has continued to make “Adequate Yearly Progress” in the Hawaii State Testing program. It is through the commitment and dedication of the teachers and staff, along with the support from the school community that we have been able to meet the challenges of the ever increasing state testing targets.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Annual Hawaii State Assessment data measure student's knowledge and skills in reading and mathematics as well as indicates how well a child is meeting the state's rigorous academic standards. 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. 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.

Hawaii's Adequate Yearly Progress (AYP) benchmarks provide the targets to the No Child Left Behind requirements. The State of Hawaii Department of Education established AYP benchmarks as 30% for reading and 10% in math for the years 2001 through 2003. In the school years 2004 through 2006 AYP benchmarks increased to 44% in reading and 28% in mathematics. Student test results on the HSA are also used to evaluate student, school and state accomplishment of the Federal requirements of the No Child Left Behind Act (NCLB). Information regarding state assessment and NCLB results of Kawanakoa Middle and other schools may be found on the website http://arch.k12.hi.us/pdf/NCLB/2004/AllSch37Cell_110104.pdf.

Our students have exceeded the state's AYP proficiency benchmarks in reading and math since the inception of the No Child Left Behind Act (NCLB) and school staff have dedicated their time and energies to ensuring the students achieve high standards. Eighth grade students only were tested in 2003 and 2004 while 6th and 7th students were added beginning with the Spring 2005 administration of the Hawaii State Assessment. Thus, the discussion about the assessment results below includes 6th and 7th grade students in 2005 and 2006.

Over half (51%) of our students were proficient in reading in 2003. That proportion climbed to 59% in 2005 but dropped slightly to 56% in 2006. The achievement of our disadvantaged students was more remarkable. In 2003, just 28 percent of our disadvantaged students were proficient in reading. Three years later in 2006, that figure had climbed to 49%, a 21 percentage point gain in three years.

In 2003, just slightly over one-fourth (26%) of our students were proficient in mathematics. That proportion has grown steadily to 41% as of 2006 – 15 percentage points in four years. Disadvantaged students have also shown a significant gain in the same time period. In 2003, just 17% of the disadvantaged students were proficient in mathematics. In 2006, a total of 34% were proficient. This represents a doubling of the proportion of the disadvantaged students who are proficient in mathematics in three years. The achievement gap in mathematics is narrowing as well.

2. Using Assessment Results

Data results in 2004-05 indicated the following:

- Students did not score well in constructed response sections on the Hawaii State Assessment measures;
- While all students met the state proficiency target of 26% by 12 percentage points, the disaggregated data indicated that the disadvantaged students barely made the state proficiency targets;
- There were 60 students in grade 6 who scored “Above Average” on the Stanford Achievement Math Test but did not meet proficiency in the Hawaii State Assessment. One-third of these students were identified as disadvantaged.
- ELL students met proficiency in reading but did poorly in math.

As a result, the school implemented the following to address needs in answering to the constructive response items:

- Teachers were provided with a book on writing strategies and a writing rubric to be used by all departments for consistency in writing skills across the school;
- Students who scored poorly on the HSA test reading section in the 7th grade were placed in a reading workshop semester class in the 8th grade;
- To address the overall writing needs (constructive responses), the school received a grant of \$36,000 to implement the MyAccess! Writing program to all 7th grade students and a target population of students who require additional assistance in writing.

To address the math needs of the students, the school implemented the following:

- Every department analyzed its curriculum and infused math application problems into the course;
- Students who scored “Above Average” on the Stanford Achievement test but did not meet proficiency were provided with an after school workshop to work on test taking and writing skills (priority given to disadvantaged students);
- The school was awarded \$20,000 in grant monies to purchase and implement the Accelerated Math program.
- Math Teachers reviewed HSA and Quarterly Formative Assessment data and strategized instruction.

To address the needs of the ELL and special education students who scored poorly on the state assessment, a modified summer school of four weeks was provided to students.

3. Communicating Assessment Results:

Upon receiving the individual student test scores from the scorers/publishers of the Hawaii State Assessment program, a parent inservice/meeting is scheduled to provide parents with the following:

- Individual student’s test results;
- Explanation of the test results;
- How they can assist their son/daughter to improve on the tests;
- Tutoring programs that will address their child’s needs as indicated on the tests.

If parents are unable to attend, counselors are available to meet and provide the information to parents.

In addition, a general meeting is scheduled in conjunction with the PTSA and the School Community Council to provide parents with information about the school. Information about student achievement is of great interest to the parents as the following data is shared:

- Hawaii State Assessment trend scores;
- School administered Gates McGinite Pre- and Post-test trend results;

- School Quality Survey results;
- Disciplinary reports; and
- Accolades and recognition of individual students and the school.

Results are also posted on the school website and a newsletter explaining test results is mailed home.

4. Sharing Success

For the past 20 years, Kawananakoa Middle School (KMS) has invited all feeder school students, teachers, and parents to the campus for a Career Fair in October and Orientation/Visitation in January. During both events, visitors are provided with the opportunity to learn about the school and its programs and be familiarized with the campus.

The school takes every opportunity to share its successes with other schools such as:

- Attending PTSA meetings and SCC meetings of all feeder schools to share information about the school and its successes and to answer concerns about the transitioning of the 6th grade students to the middle school;
- Band performances at all feeder schools and participation in two parades each year;
- Orchestra performances at all feeder schools prior to winter break and during the informational registration sessions (at feeder schools and during orientation);
- Feeder schools and the public are invited to our drama performances each year;
- Winning KMS Multi-media public services announcements are aired on TV statewide;
- The web page is current and will continue to be updated.
- “Reflections Night” during first semester, showcases over 700 student entries and students are recognized and awarded in a competition;
- “Excellence Night” during second semester when KMS parents, students and others from feeder schools are invited to see the excellent work that each student selected for display;
- On the last day of school, students are recognized and awarded for academic achievement, participation in activities; perfect attendance, good citizenship, etc. and winners are recognized in a newsletter sent to the feeder schools.

The school takes every opportunity to share its successes with other schools. The school was selected as a pilot school during the 2003 school year to implement the Weighted School Formula and the Academic and Financial plan. The plan was then shared with schools statewide as a training document the following year.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

At the onset of this school year, the State Department of Education posted the newest version of the Hawaii Content and Performance Standards (HCPS) for every content area and listed the standards by quarters. Kawanakoa School prepared for this curriculum change by scheduling a teacher work day prior to the students' first day, to review the new curricula and to revise the teachers' curriculum maps to be aligned with the newly established quarterly benchmarks. As a result, all instruction at KMS is based on what teachers need to teach as prescribed by the department.

Students are challenged by teachers to strive for excellence as they set high expectations and encourage students to participate in numerous competitions and contests. Students are provided with additional opportunities and support as teachers spend their after school hours opening their classrooms to coach and assist students throughout the year.

Language Arts/Reading Department: Students must take and pass English at every grade level. In addition, all 6th and 7th grade students are required to take a year of reading. Targeted students (students scoring below stanine 2 or "not met" the HSA) are required to take an extra semester of reading in the 8th grade. Seventy percent of students enrolled in the required reading classes (grades 6 and 7) show improvement on the Gates McGinite Reading from pre (administered at the onset of the school year) to the post test (administered at the end of the school year). The Language Arts Department provides teachers with a school-wide writing and oral presentation rubrics to use.

Math: The Math Department was awarded a grant during the 2005-06 school year to implement the Accelerated Math program for targeted students who need individualized assistance and reinforcement in computational skills. Through the ACT 51 grant, the school was also awarded \$51,000 to purchase new textbooks for all students. Teachers participated in inservice and training to teach this new series. Students excelling in math take advanced courses in preparation for high school. The math team enters competitions and during the 2005-06 school year won the following awards: Iolani Math Meet-3rd place Individual, 1st place team; Highlands Math meet-1st and 3rd place Individuals, 1st place team; Math Counts (Chapter)-4th place Individual, 5th place team; Math Counts (State)-9th place Individual, 6th place team; St. Louis Papahana-2nd Place Individual, 4th place team, McKinley Math Meet-1st and 3rd place Individual, 2nd place team.

Social Studies Program: The Social Studies Department provides instruction as prescribed by the state. Thought provoking, integrated assignments are presented to students that are designed for higher level thinking as students work in collaborative groups on projects. In the 2005 school year, the school received a "Good Ideas Grant" for its interdisciplinary standards-based unit on Hawaii's Sugar Industry and Plantation Life.

Science Program: The Science Department uses the outdoors as the classroom. On many occasions, the teachers and students can be found outside of their classrooms, conducting observations and investigations about the environment. Field trips opportunities are provided to students: 6th grade Mokuleia Camp to learn about land and sea environments; 7th grade Kauai trip to learn about the Native Hawaiian plant environment; 8th grade Big Island trip to learn about geology and the Hawaiian volcano. Additional field trip opportunities are planned for students to go to Washington DC (Smithsonian), to Florida (NASA and Disney World) and a Maui sea adventure (to learn about the ocean and sea life). The Science Department has an on-going partnership with the University of Hawaii and was awarded a \$20,000 grant for a wireless system

Japanese: Japanese is offered to most students in the 6th grade as part of the Exploratory Wheel. Students take one quarter of Japanese and learn how to speak, read and write basic words and phrases. Students also learn about the country and customs. Students in the 7th and 8th grade are able to select Japanese as an elective. Currently, there are 3 Japanese I year classes and an Advanced one year Japanese class totaling over 130 students. Semester Japanese conversation classes are also offered as an elective. Through a grant with Japan-America Society, a sister-school alliance was established with Uwajima South Middle School in Japan. The purpose of this alliance was to build a positive relationship with the Uwajima community because of the tragic incident that took place in Hawaii when the Greenville submarine collided with the Ehime Maru boat vessel, a vessel from the Suisan School in Uwajima. During school-year 2005-2006, 20 students from Japan visited KMS from March 15-21, and from June 13-21, 20 students from KMS reciprocated the visit to Uwajima. Continuous communications are being fostered and plans are underway for another exchange during the 2007-08 school year.

Art: Art is offered to all 6th grade students participating in the Exploratory Wheel. Students in Grades 7 and 8 can select art, ceramics, metal crafts, and soft crafts. These classes are offered as either semester or year classes. Students participating in these activities create “once in a lifetime” type of projects. During 2005-06 school year, students entered the Hawaii Technology Education Fair and won the following: Framed Etched Mirror- 1st place and best in the division, 2nd and 3rd places and two Honorable Mentions; Silver Plated Copper- 1st, 2nd and 3rd places; Nickel Plated Copper-1st, 2nd, 3rd places; Silver Casted Mon-1st place and best in the division; Lathe Turned Koa Pocket-1st place; Wrought Iron Skate Rail-1st place and best in the division. Students also won the 1st, 2nd and 3rd places in the Lion’s Club Sight is Beautiful Contest.

2. (Secondary Schools) English:

Prior to the development of the newest edition of the Hawaii Content and Performance Standards, the teachers in the Reading and Language Arts departments met to break down the standards by departments for each grade level. There is a clear delineation of the responsibilities of the English and Reading teachers.

The reading curriculum has been developed by the department teachers over the past 15 years and continues to be revisited and revised to always address the needs of the students especially with the change of student demographics. Students who are furthest away from the benchmarks in reading are placed in a smaller classroom setting for focused and targeted instruction. Students who need additional help in test-taking skills are provided with after-school instruction. The Reading Teachers use an array of strategies and materials/resources to work with students to increase reading achievement. Skills targeted by the reading department include: the reading process, literary elements and devices, vocabulary development, reading comprehension skills, research skills, critical thinking skills, study skills, test-taking preparation skills, and organizational skills.

In addition, to the specific grade level benchmarks on literature, the English Department focuses on writing skills (meaning and ideas, voice and audience, clarity, design and conventions) and writing for different purposes (research, essays, poetry, writing responses). Teachers also have students go through the writing process (diagramming, drafting, proofing) using teacher and peer coaching and self-assessment. Teachers use assessment results to make decisions about pacing, reteaching, providing individualized assistance, tutoring, and applying alternative teaching methods to address different learning styles.

3. Additional Curriculum Area:

Multimedia: Multimedia is offered as part of the Exploratory Wheel for the 6th grade students. It is offered as an elective to students in 7th and 8th grade. Currently, KMS offers 4 Introductory Multi Media

classes and one advanced class. Students also produce the Closed-Circuit Broadcast which is aired throughout the school every Tuesday and Thursday. During this broadcast students and faculty share school news, announcements, commendations, citizenship and reminders about school rules. As the broadcast opens, the school's mission is displayed. Oftentimes, video pieces that deal with the Ali'i Warrior Behavior Expectations or Public Services Announcements on topics about drugs, stealing, fighting, study habits and tobacco use that are created by the Multimedia classes are aired.

Students in the Multimedia classes learn to use different software and technology, and they must tap into skills learned from different disciplines to create their storyboard, coordinate and videotape the scenes, weave in music with audio and fit the production into the time allotted. Students also learn responsibility and time management as they voluntarily remain after school and return on weekends and holidays to complete their projects. Multimedia teacher, Mrs. Ego, advises the Technology club and plans activities with other feeder schools. She also provides an after-school Web page class that upkeep our school web site. Mrs. Ego and 5 students will be attending the Student Television Network Conference in Anaheim, California, this March. During the 2005-06 school year, the school won the following competitions: Scholastic Art Award-2 gold medals, 1 silver; Olelo Youth Exchange- 1st place winner for Music Video and 2 finalists for Music and Short Story; Student Television Network Spring Contest-2nd place Middle School Category and 2nd place for Public Service Announcement.

During the 2004-05 school year, contests winners were: Scholastic Art Award-1 Silver Medal; Olelo Youth Exchange-Winners in the Middle School Short Category and Music Video and finals in the Narrative and Mini Document categories; Island Movie Contest-Winner for Middle School, 1st place in competition with the High School Division; HiTech Quest-1st place in competition with High School Division, 1st place and 3rd places in Junior Web Page; HMSA Video Award-Finalist in Anti-Drug Category.

4. Instructional Methods:

KMS schedules classes according to the needs of the individual student. Class grouping is varied according to the students' needs, i.e. small group setting or a class with a more challenging fast-paced instruction, extra math/reading remedial assistance etc.

The Uplinks program (funded through the Dept. of Health) provides opportunities to the school to offer various after school programs to the students. KMS improves student learning by providing additional opportunities:

- Tutoring for students who need extra help by a team teacher;
- Mandatory tutoring for students who participate in extramural sports activities (basketball, cross-country, volleyball) who have difficulty maintaining a 2.0 grade point average;
- Various incentive classes for students (weight-lifting, fix-it program, modeling, physical fitness, bowling, art) with mandatory tutoring for students failing CORE classes.

In addition to increasing instructional time and direct teaching of skills, methods used by the school include:

- Provision of students of test taking strategies to students who are capable but do not do well on the Hawaii State Assessment program;
- Utilization of computer-assisted instruction program, i.e. Accelerated Math, Accelerated Reading and MyAccess! Writing program;
- Soliday Reading Program used by special education program;
- Understanding by Design process used by the new science teachers;

- Conducting of Student-led conferences (by one team and by counselors for non-motivated students);
- Cooperative learning and teaching of interdisciplinary units by teams.

5. Professional Development:

To improve student achievement with focus on the Hawaii State Assessment, the following was provided this school year:

- Teachers were provided with inservice on the curriculum map electronic templates and time to align their curriculum to the Hawaii State Standards which is the basis of the Hawaii State Assessment;
- Teachers were provided with inservice training on the use of rubrics in scoring of constructive response items and practiced scoring items to have a better understanding of how to teach students to answer questions;
- Math teachers were provided with a consultant to analyze the state assessment results and the recently administered Quarterly Formative tests. Instructional strategies were planned throughout the math department to address the needs of the students with emphasis on constructive responses;
- Reading and English teachers have collaborated and analyzed state assessment and Quarterly formative results to determine interventions needed prior to the next state assessment in April;
- Selected teachers will be trained in the MyAccess! Writing program that will provide students with more opportunities to write with immediate feedback;

Teachers are currently meeting as professional teams to develop long range plans that will address:

- ways students can be made more accountable for themselves and for their learning
- possible revision of the bell schedule to better meet the needs of the students;
- electronic grading system which is web accessible to parents and students;
- addressing the needs of all students to meet state standards.

Currently, much of the professional development has been on compliance issues and on improving student achievement. Compliance issues centered on provision of a Comprehensive Student Support System (CSSS) for all students, with assurances that students had a trusted adult on campus ensuring that all support services (i.e. modification and individualized educational programs) are in place.

PART VII - ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Data Display Table for Reading (language arts or English) and Mathematics]

Subject Reading Grade 8 Test Hawaii State Assessment

Edition/Publication Year HCPS II Edition Harcourt Assessment, Inc. _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	53	57	47	51	
% "Exceeding" State Standards	6	4	4	1	
Number of students tested	308	300	342	332	
Percent of total students tested	100%	100%	99%	99%	
Number of students alternatively assessed	2	0	0	0	
Percent of students alternatively assessed	2	0	0	0	
SUBGROUP SCORES					
1. <u>Disadvantaged</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	37	46	44	28	
% "Exceeding" State Standards	2	1	2	1	
Number of students tested	124	122	113	94	
2. <u>Pacific Islander</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	53	57	47	52	
% "Exceeding" State Standards	6	4	4	1	
Number of students tested	285	277	307	311	
3. <u>Caucasian</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	85	60	46	56	
% "Exceeding" State Standards	14	0	0	0	
Number of students tested	14	15	24	18	
4. <u>ESL</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	63	72	68	80	
% "Exceeding" State Standards	16	43	8	0	
Number of students tested	19	14	25	25	
2. <u>Special Education</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	56	71	47		
% "Exceeding" State Standards	19	4	11		
Number of students tested	27	24	28		

Subject Math Grade 8 Test Hawaii State Assessment

Edition/Publication Year HCPS II Edition Harcourt Assessment, Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	35	40	34	26	
% "Exceeding" State Standards	7	5	5	1	
Number of students tested	307	301	342	335	
Percent of total students tested	100%	100%	99%	99%	
Number of students alternatively assessed	2	0	0	0	
Percent of students alternatively assessed	2	0	0	0	
SUBGROUP SCORES					
1. <u>Disadvantaged</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	20	26	30	17	
% "Exceeding" State Standards	2	2	4	1	
Number of students tested	124	122	113	95	
2. <u>Pacific Islander</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	33	39	36	27	
% "Exceeding" State Standards	7	5	5	1	
Number of students tested	285	277	307	311	
3. <u>Caucasian</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	71	40	25	22	
% "Exceeding" State Standards	7	0	4	0	
Number of students tested	14	15	23	18	
4. <u>ELL</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	11	21	8	11	
% "Exceeding" State Standards	0	7	0	0	
Number of students tested	19	14	25	28	
5. <u>Special Education</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	30	17	29		
% "Exceeding" State Standards	11	0	0		
Number of students tested	24	24	28		