

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Ms. Charlotte Unni

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

Official School Name Ala Wai Elementary School

(As it should appear in the official records)

School Mailing Address 503 Kamoku Street

(If address is P.O. Box, also include street address.)

Honolulu

City

Hawaii

State

96826-5297

Zip Code+4(9 digits total)

County Honolulu

State School Code Number* 101

Telephone (808) 973-0070

Fax (808) 973-0081

Web site/URL http://165.248.40.62/home.nsf

E-mail Charlotte_Unni@notes.k12.hi.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mrs. Patricia Hamamoto

(Specify: Ms., 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 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Donna Ikeda

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: 177 Elementary schools
 38 Middle schools
 0 Junior High Schools
 34 High schools
 37 Other
 286 TOTAL
2. District Per Pupil Expenditure: 10252
 Average State Per Pupil Expenditure: 10252

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 are
 Suburban
 Small city or town in a rural area
 Rural
4. 6 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
Pre K	7	3	10	7			0
K	43	32	75	8			0
1	36	35	71	9			0
2	37	46	83	10			0
3	38	35	73	11			0
4	33	36	69	12			0
5	34	38	72	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							453

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 87 | % Asian or Pacific Islander |
| 2 | % Black or African American |
| 2 | % Hispanic or Latino |
| 8 | % White |

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 35 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	79
(2)	Number of students who transferred from the school after October 1 until the end of the year	80
(3)	Total of all transferred students [sum of rows (1) and (2)]	159
(4)	Total number of students in the school as of October 1	453
(5)	Total transferred students in row (3) divided by total students in row (4)	0.35
(6)	Amount in row (5) multiplied by 100	35

8. Limited English Proficient students in the school: 35 %
- | | |
|-----|---|
| 159 | Total Number Limited English Proficient |
|-----|---|

Number of languages represented: 20

Specify languages: Cantonese, Mandarin, Ilocano, Tagalog, Visayan, Hawaiian, Japanese, Korean, Samoan, Vietnamese, Chuukese, Pohnpeian, Cambodian, Lao, Marshallese, Pangasinan, Spanish, Thai, Tongan, Urdu

9. Students eligible for free/reduced-priced meals: 61 %

Total number students who qualify: 274

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: $\frac{11}{49}$ %
 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>34</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>3</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>9</u>	Specific Learning Disability
<u>2</u>	Emotional Disturbance	<u>0</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u> </u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>1</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>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>6</u>
Paraprofessionals	<u>5</u>	<u>34</u>
Support Staff	<u>8</u>	<u>19</u>
Total number	<u>49</u>	<u>59</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 $\frac{17}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	94 %	95 %	94 %
Daily teacher attendance	95 %	94 %	95 %	96 %	95 %
Teacher turnover rate	9 %	21 %	11 %	15 %	23 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Staff is relatively stable; any teacher turnover is due to teachers moving into administration, getting married and moving off island, or to enrollment necessitated staff reduction.

PART III - SUMMARY

Believe, Achieve, Succeed! Dream Big and Make it Happen! Our school motto is the impetus for creating and maintaining a school that welcomes both hearts and minds of students and parents from all parts of the world. Our attractive, inviting environment and spirit can be felt the first time one sets foot on campus. We are a dynamic, compassionate, and supportive team that crosses cultural divides to meet the significant and varied needs of ALL of our children. In the classrooms, children are happily engaged in rigorous learning. They are supported to transcend their individual obstacles and to thrive in our very own Ala Wai School United Nations. Our Positive Action Program philosophy permeates the school and serves as a major catalyst for supporting student success. Students, staff and parents recognize and acknowledge the positive steps we make daily.

Ala Wai Elementary School serves a highly transient metropolitan area in Honolulu. Located at the crossroads of the University of Hawaii, Waikiki, and the surrounding residential neighborhood, Ala Wai School educates roughly 450 multi-ethnic students from preschool through grade five. Enrollment continually fluctuates with students returning to their home countries or to other neighborhoods. Most students live in the surrounding low-rise apartment dwellings, affordable to recent immigrants and low income families. With 21 different languages spoken in the homes of over 70% of our students, Ala Wai School has developed instruction for our English Language Learners (ELL) where a seamless learning of language and culture takes place.

The composition of our special needs population at Ala Wai has shifted and there has been a decrease in students identified with specific learning disabilities. We attribute this success to on-going schoolwide collaboration to improve students' reading ability. Yet, with transience, our overall percentage of special needs students remains at 11%. Importantly, collegial teamwork helps us respond to shifting academic and social growth needs with optimal organization and communication.

Currently, 61% of our students receive free/reduced lunch and roughly 25% live with a single parent. Our enrollment also includes children from a nearby domestic violence shelter. To address students' psycho-social needs and alleviate conflicts and stressors that may act as barriers to children's learning, our counseling department has increased its efforts in maintaining personal contact with parents. Our counselors most recently won the 2008 Ola Pono Award for making a meaningful and substantial contribution in promoting safe, healthy and drug-free lifestyles.

Consistently rated 'Good Standing-Unconditional' under the No Child Left Behind Act, Ala Wai Elementary School has been recognized as a Hawaii Distinguished School for attaining continuous adequate yearly progress (AYP). Ala Wai was also honored as Hawaii's 'Most Improved Elementary School' in the 2006 Honolulu Magazine article, 'Hawaii's Best Schools.'

With a low faculty turnover, we have been able to develop a strong collegial learning community. In recent years, staff participated in many professional trainings through the Masters in Education in Teaching program, Professional Learning Communities, Reading First, Positive Action, and the Artists in the Schools grants. Our work is augmented by our community partnerships with the Honolulu Academy of Arts, Big Brothers Big Sisters, Common Grace, the Lions Club, Rotary Club, and the 100th Infantry Battalion. As parents are expected to play a major role in supporting learning, monthly workshops are also offered for them. Our counselor, Dr. Steven Yim, reminds us all 'Love prepares the mind for learning.' At Ala Wai School, the love from our community ohana (family) enables children to become powerful learners in our own United Nations.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Hawaii State Assessment (HSA) is a standards-based criterion-referenced assessment to measure individual and aggregate student progress and achievement. Students in grades three through five take the HSA in reading and mathematics. Test results indicate how well students are meeting the state's academic standards. Student proficiency is reported in terms of the percentage of students that meet or exceed the state's proficiency benchmarks for reading and mathematics. Four levels are reported: well below proficiency, approaching proficiency, meets proficiency and exceeds proficiency.

Our school has consistently met or exceeded state benchmarks. Over the five-year period (2003-2007), the percentage of fifth grade students meeting or exceeding the state's proficiency benchmarks increased from 31% to 70% in reading and from 12% to 63% in math; this exceeded the state's proficiency benchmark expectations by 26% in reading and by 35% in math. Progress can be noted longitudinally as well. From 2005 to 2007, the student cohort tested originally in grade three and then again in grade five, showed a 19% increase in reading proficiency and a 26% increase in math proficiency.

Gains in reading and math performance for students in the subgroups were also significant. Asian and Pacific Islander fifth grade scores over this five-year period jumped from 29% to 68% in reading and from 11% to 62 % in math. Similarly, our English Language Learners increased from 6 % to 35% in Reading and from 21% to 39% in Math. Disadvantaged students' scores increased from 16% to 65% in reading and from 6% to 55% in math. These increases are impressive considering the many barriers faced, and are an affirmation of our commitment to powerful strategies that promote academic achievement for ALL students.

Ala Wai's test results can be found at the NCLB website:
<http://165.248.6.166/data/tests.asp?schoolcode=101>

2. Using Assessment Results:

At the beginning of each school year, teachers use the Hawaii State Assessment and other assessment data to determine areas of priority and to collaboratively plan for instructional improvement. The school leadership team (which consists of grade level and program heads, the curriculum coordinator, the student services coordinator and principal) meets monthly to review results from multiple measures including the HSA, the SAT9, Benchmark Tracker quarterly assessments, unit tests, student work, schoolwide writing assessments, and DIBELS assessments. In addition, teachers meet weekly to discuss data, align and modify curriculum, and discuss best practices. This sort of timely, collaborative decision-making based on student assessment helps us to improve student outcomes.

Teachers collect and analyze multiple sources of assessment data, such as quarterly assessments and unit tests which are tied to state standards, in order to understand students and help them to achieve. Students who score below and those approaching proficiency levels receive targeted extra support in reading and mathematics during, before and after school from highly trained tutors. Also, during school vacation, special support is provided. Research-based intervention programs [e.g., Houghton Mifflin Extra Support, It's All About Kids (IAAK), Imagine Learning English, Reading Mastery, Corrective Reading] are used to support quality instruction. Students who meet or exceed proficiency receive differentiated instruction. They are challenged through enrichment programs in technology and writing.

3. Communicating Assessment Results:

Effective communication is vital to our school community and essential for creating a meaningful partnership between home and school. Our communication efforts focus on: 1) explaining standards-based education; 2) helping families to share responsibility for their children's education; and 3) developing resources. We consistently communicate academic assessment results and progress with faculty, parents, students, and visitors in a variety of ways. We

showcase student work in the classrooms, hallways, and newsletters. Information on student achievement is disseminated through newsletters, bulletins, student publications, e-mail, and our school website. Face-to-face communication is essential; it is conducted through one-to-one conferences with parents, larger group meetings, monthly School Community Council meetings, semi-annual community meetings, and our many community partnership meetings. In order to facilitate cross-cultural communication at meetings, we use language translators and appropriate text and visual materials.

Teachers share HSA results and other performance data with their parents and students at our annual parent-teacher conferences and at regular intervals throughout the school year. Standardized test results in reading and mathematics are discussed and explained along with other formative assessment data. Teachers explain how the data are used to identify and track student growth, and emphasize both student strengths and challenge areas. Regular and cordial communication is used to build powerful home-school collaboration.

4. Sharing Success:

We put a value on sharing with and learning from others. Our teachers collaborate with higher education pre-service teacher training programs, conduct in-service workshops, network with educators and visit other schools. Our school receives frequent inquiries from educators interested in learning how Ala Wai School with its high ELL and transient student population supports and maintains high student academic performance. We provide high quality learning opportunities for students who perform at a wide range of skill levels. Because of our successes with children from diverse cultures, languages and ethnicities, educators from the mainland US as well as schools and universities from Japan, Korea, and China regularly visit our school to study our programs and instructional methods and ask 'How does Ala Wai School support students who speak 21 different languages while instilling in them to both a love for learning and a desire to succeed academically?' Through our many partnership and family support activities, Ala Wai receives much media coverage, which in turn triggers interest from other schools about our activities and programs. We are committed to sharing successful strategies with others and equally committed to learning from others.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Ala Wai School's curriculum and instruction are driven by rigor, relevance and positive relationships in developing happy, well-rounded children. Students, staff, parents and community play significant roles in supporting our school's mission of students achieving high standards as outlined in our Hawaii Content and Performance Standards.

Language Arts: Our program goal is to develop life-long readers, quality writers, and excellent communicators. We use Houghton Mifflin as our core reading program and effective research-based instructional strategies and techniques to engage students in higher order thinking and improve their writing skills. Students are exposed to quality, relevant reading materials and are engaged in daily reading and writing projects. Daily literacy activities such as 'Read at Home' and schoolwide writing contests are integrated in all content areas throughout the year. As a culmination of these literacy efforts, top students are recognized for their sustained reading progress and quality writing.

Math: Our Everyday Math program is based on spiraling levels of math strands from simple explorations to advanced understanding of complex mathematical concepts and masterful performance of the benchmark skills. Students are not only asked to explain how they arrived at their answers, but also to describe how they explored alternate ways to arrive at the same answer. Students engage in discussions, daily routines with manipulatives, games/simulations, real-life project-based opportunities, and school-home activities to reinforce learning and apply math knowledge.

Science: Our new standards-based science curriculum created excitement that permeated every classroom. Teachers and students embrace scientific inquiry-based learning through the use of science kits and various resources which provide hands-on learning. Students practice the scientific process of observation, research, experimentation, and constructing hypotheses through data collection and organization. Teachers team-teach and invite scientists as partners to enhance learning.

Social Studies: Students investigate the 'social' aspects of the social studies curriculum using their unique 'lens' based on their multiethnic, multicultural, and multilingual perspectives to explore social studies content in U.S. and world history, Hawaiian Studies, geography, economics, cultural anthropology and government. During their participation in service projects, students apply their understanding of social studies concepts. By collecting funds for charity, writing letters to soldiers, conducting campus clean up campaigns, and acting as reading buddies and mentors, students learn to be community contributors.

Fine Arts: Opportunities to create and express visual and performing arts are integrated in all subject areas. Beautiful student artwork, songs, choral readings and creative dance are inspired by themes found in science, social studies, math, language arts and health. Our Artist in the School Grant, 'Dramathematics,' trains teachers to integrate the arts standards and kinesthetics with mathematics instruction. Our award winning music program inspires children to sing, play instruments and gain teamwork and leadership skills in chorus. After-school fine arts activities in music, dance, and art augment our curriculum.

P.E. and Health: All students are taught sports and exercises to promote wellness. Guidance/Health education covers disease prevention, nutrition, understanding external factors, non-violence, safety, Drug Awareness and Resistance Education (DARE) and bike safety. Our Positive Action character education program fosters resiliency, ethical behavior, and wholesome living habits.

Technology: Technology use is evident in all curriculum areas as a learning tool and to enhance student research and presentation skills. Students create public service videos, produce daily closed-circuit morning broadcasts, and use computer-based programs (Kid Pix, Imagine Learning English, It's All About Kids) in both reading and math to learn and track their progress. Computer-based assessments, Benchmark Tracker, Star Reading, and Accelerated Reader provide teachers data on student learning to inform their instruction. Through our school website, students and parents access a host of online

learning activities that support and enrich in-class learning.

2a. (Elementary Schools) Reading:

Reading is our top priority for all students because it is the foundation for learning and academic achievement. Our staff selected and implemented a scientifically-based reading program that differentiates instruction and aligns well with Hawaii's reading standards. Our 90-minute reading block is considered 'sacred' and even minimal distractions are discouraged. Our reading framework successfully incorporates the five major components of effective reading: phonemic awareness, phonics, vocabulary, fluency and comprehension. The early grades begin with direct instruction focusing on phonemes, phonics, decoding skills, and word recognition reinforced with music and movement. Students enjoy read-alouds, big books and paired reading. A desired outcome for each grade level is to increase comprehension, fluency and robust vocabulary from the previous grade level.

Teachers are adept at using the major reading and brain-based instructional strategies which include summarizing, monitoring, evaluating, clarifying along with discussions, think-pair-share, using visuals, and graphic organizers. Reading enrichment activities are embedded in daily lessons across the subject areas. Students capably respond to texts from personal, interpretive and critical stances. Besides the enrichment activities, a variety of genres, silent reading, informational and narrative texts, chapter books, and literature circles abound in the upper grades. Books are everywhere in the classrooms, library, backpacks and homes. Approximately 80% of the entire student body reads every day at home for enjoyment.

We have been fortunate to have a vibrant Reading First Grant which provided a reading coach, tutors and a CORE consultant to help ensure all students become proficient readers by grade three. Students, including our ELL and Special Education students, are grouped homogeneously for tutoring by trained teachers and tutors. These reading improvement efforts for students are informed by staff analyses of a variety of ongoing assessments: DIBELS, theme/skills tests, Star Reading and Benchmark Tracker; these assessments are collaboratively conducted to identify student progress, strengths and needs. As a result, teachers differentiate by adjusting instruction and re-teach, as needed for struggling students in small groups.

Spring and summer classes are offered for English as a Second Language Learners and less proficient students in Reading and Math. Interactive computer programs used are: It's All About Kids (IAAK), and Imagine Learning for ELL students; these online programs enhance reading skills. Parent workshops on vocabulary, reading strategies, read-alouds and appropriate TV programs were held with positive feedback. Guest readers and two book fairs are held annually to promote reading.

3. Additional Curriculum Area:

Math: Ala Wai School recently implemented an exciting and challenging reform model, EveryDay Math, which is aligned to the Hawaii Math Standards. This math curriculum spirals content concepts in increasing complexity and mastery of student performance in numbers and operations, measurement, algebra, data and probability, and geometry.

Students explore with concrete, hands-on activities like counting objects before working on abstract concepts such as algebraic expressions, geometry and data representations. Children build skills over time by looping back to revisit skills previously taught (beginning level), exploring new skills (developing level), and then mastering the skills (secure level). The curriculum emphasizes conceptual understanding while building mastery of basic skills in a wide variety of contexts. A wealth of activities motivates students through daily practical routines such as data gathering and using visuals, math boxes, calculators, and mental math. In small groups or with partners, children work on problems and draw conclusions. Students especially enjoy playing games that augment math skills.

Supplementary materials strengthen basic math operations and fill gaps. Math vocabulary,

formulas, and thinking verbs are showcased around campus on bulletin boards and are announced during our daily student broadcasts. Tutors teach small groups of students during the day and additional math classes are offered during the spring intersession. With the computerized program, 'It's All About Kids', students complete pre and post-tests before undertaking learning and problem solving tasks. Interactive child-parent standards-based math workshops are held with meaningful and fun hands-on activities.

Teachers augment their math instruction by using standards-based math constructed response prompts to check individual student performance. Peer walkthroughs conducted during math instruction promote the sharing of best practices and help teachers to refine their electronic math curriculum maps and input pacing plans, skills, and content assessments. These maps serve as springboards for vertical and horizontal teacher collaboration to improve student achievement in math.

4. Instructional Methods:

Ala Wai Elementary School is a rich multicultural, transitional community with the philosophy that ALL children can succeed. With a broad range of cultures, backgrounds, abilities and learning styles converging in various classrooms, it is both a challenge and a blessing to meet individual student needs. Thus, we use a myriad of effective instructional strategies in a nurturing environment.

Flexible and homogenous student groups are formed to enhance the learning opportunities. Tutors provide support in reading and math to students in small group or one-to-one settings. Classroom walkthroughs and other observations, teacher self reports, and student comments indicate that there is a high level of inquiry-based student-teacher interaction taking place in the classrooms.

The school uses consistent and common language as the reading and math programs spiral from grade to grade. Various reading decoding strategies are taught: blending, using picture/context clues, identifying root words and sounding out. Teachers model, 'I do', guide 'we do' and practice 'you do.' Comprehension strategies stressed are re-reading, monitoring, making judgments, evaluating, applying and synthesizing. Newly-arrived immigrant English language learners are taught with lots of clear visuals, hands-on activities and physical response techniques. ELL support materials are used to build language and vocabulary. In addition, the computer-based Imagine Learning English intervention keeps students focused and eagerly learning. Other computer programs are used to meet individual needs and boost student learning.

A variety of student groupings are used. Whole group instruction, team teaching, differentiation, cooperative learning, peer teaching and reciprocal teaching are evident. Teachers facilitate lessons using inquiry approaches to stimulate higher ordering thinking. Other strategies are: visually depicting concepts through use of graphic organizers for comparing, contrasting, synthesizing, and building vocabulary, or dramatizing. Acronyms, such as RAPS that stands for Restate, Answer, Proof and Supporting details, are used as valuable writing guides for students.

5. Professional Development:

Our close knit school ohana (family) forms the basis for our ongoing staff development. Professional development activities aligned to the school's vision, mission and goals, are decided upon using data from a multitude of sources. Further, our Professional Learning Communities are designed to raise the skill level of all of our role groups: teachers, parents, and the school leadership team. Staff development addresses three levels with differentiated training for school leaders, teachers, and parents. The administrative leadership team concentrates on staff development on leading the school change process, assessment, and curriculum mapping. The teachers and support teams work in Professional Learning Communities focusing on standards-based teaching, curriculum mapping, and standards-based assessment and reporting. Parent education focuses on strategies to help children in reading and mathematics, understanding standards-based grading and assessment, and understanding child development. Throughout all of these trainings, our overarching focus for our professional development is reading and mathematics improvement.

Teachers meet weekly in Professional Learning Communities to discuss and share their perspectives and 'best' practices that enhance student learning. Time is used for collaboration in developing lessons and curriculum maps; sharing best strategies, professional readings; and making decisions. Student results from formative and summative assessments and student profiles are analyzed. Strengths and areas for improvement are pinpointed and instructional modifications are planned. Wherever indicated, workshops, and trainings are planned into the school year.

Parents and community volunteers are an integral part of our School Community Council which reviews our Academic and Financial Plan, makes recommendations, and monitors progress. As parents are partners in educating their children, evening and school-day workshops, seminars, and one-on-one trainings are held throughout the year. Exciting parent nights honor our multi-ethnic ohana by blending cultural activities and food with training and hands-on practice in reading and mathematics. Translators and childcare are also provided.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test HCPSIII

Edition/Publication Year 2007 Publisher American Institutes for Research

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Meets plus % Exceeds	70	55	51	48	41
% "Exceeding" State Standards					
% Exceeds	8	5	0	4	0
Number of students tested	67	67	83	86	83
Percent of total students tested	100	100	100	100	90
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
5 Meets plus % Exceeds	71	49	43	40	25
% "Exceeding" State Standards					
% Exceeds	7	5	0	4	0
Number of students tested	42	37	47	52	44
2. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard					
% Meets plus % Exceeds	52	20	11	15	14
% "Exceeding" State Standards					
% Exceeds	0	0	0	0	0
Number of students tested	21	15	28	13	14
3. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
% Meets plus % Exceeds	71	57	50	48	46
% "Exceeding" State Standards					
% Exceeds	8	5	0	4	0
Number of students tested	63	56	78	73	66
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	63	36	37	31	28
% "Exceeding" State Standards	36	8	4	5	4
Number of students tested	67	67	84	86	82
Percent of total students tested	100	100	100	100	89
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	60	27	29	23	14
% "Exceeding" State Standards	33	8	0	6	5
Number of students tested	42	37	48	52	44
2. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard	57	20	11	0	14
% "Exceeding" State Standards	24	0	0	0	0
Number of students tested	21	15	28	13	14
3. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard	62	34	35	34	32
% "Exceeding" State Standards	35	9	4	6	5
Number of students tested	63	56	79	73	66
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Meets plus % Exceeds	59	54			
% "Exceeding" State Standards					
% Exceeds	12	2			
Number of students tested	69	82			
Percent of total students tested	99	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Meets plus % Exceeds	50	44			
% "Exceeding" State Standards					
% Exceeds	12	2			
Number of students tested	34	43			
2. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard					
% Meets plus % Exceeds	13	15			
% "Exceeding" State Standards					
% Exceeds	0	0			
Number of students tested	15	27			
3. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
% Meets plus % Exceeds	60	54			
% "Exceeding" State Standards					
% Exceeds	12	3			
Number of students tested	60	76			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	Not given	Not given	Not given
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Meets plus % Exceeds	44	37			
% "Exceeding" State Standards					
	19	6			
Number of students tested	69	82			
Percent of total students tested	99	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Meets plus % Exceeds	29	26			
% "Exceeding" State Standards					
	12	2			
Number of students tested	34	43			
2. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard					
% Meets plus % Exceeds	13	11			
% "Exceeding" State Standards					
	0	4			
Number of students tested	15	27			
3. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
% Meets plus % Exceeds	43	37			
% "Exceeding" State Standards					
	18	7			
Number of students tested	60	76			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	70	52	60	46	31
% "Exceeding" State Standards	14	7	4	2	0
Number of students tested	81	87	90	89	82
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	65	48	57	30	16
% "Exceeding" State Standards	0	10	2	2	0
Number of students tested	49	42	53	57	50
2. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard	35	10		7	6
% "Exceeding" State Standards	0	0		0	0
Number of students tested	26	10		15	18
3. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard	68	54	61	41	29
% "Exceeding" State Standards	15	6	6	3	0
Number of students tested	76	70	70	75	72
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Meets plus % Exceeds	63	41	31	23	12
% "Exceeding" State Standards					
% Exceeds	52	9	4	1	0
Number of students tested	81	87	91	89	82
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Meets plus % Exceeds	55	43	30	18	6
% "Exceeding" State Standards					
% Exceeds	43	7	4	0	0
Number of students tested	49	42	54	57	51
2. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard					
% Meets plus % Exceeds	39	10		7	21
% "Exceeding" State Standards					
% Exceeds	31	0		0	0
Number of students tested	26	10		15	19
3. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
% Meets plus % Exceeds	62	46	35	23	11
% "Exceeding" State Standards					
% Exceeds	51	10	6	1	0
Number of students tested	76	70	71	75	72
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					