

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

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

School Mailing Address 76-5957 Mamaloahoa Hwy.
(If address is P.O. Box, also include street address.)

Holualoa Hawaii 96725-9717
City State Zip Code+4(9 digits total)

County Hawaii State School Code Number* 358

Telephone (808) 322-4800 Fax (808) 322-4801

Web site/URL http://165.248.6.166/data/school.asp?s E-mail lauren_oleary@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 Ms. 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 Ms. 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. 3 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			0	7			0
K	60	45	105	8			0
1	36	42	78	9			0
2	41	37	78	10			0
3	35	33	68	11			0
4	36	34	70	12			0
5	32	36	68	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							467

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 57 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 10 | % Hispanic or Latino |
| 31 | % 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 7 %

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	15
(2)	Number of students who transferred from the school after October 1 until the end of the year	17
(3)	Total of all transferred students [sum of rows (1) and (2)]	32
(4)	Total number of students in the school as of October 1	467
(5)	Total transferred students in row (3) divided by total students in row (4)	0.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 13 %
- | | |
|----|---|
| 61 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 13

Specify languages:

- Spanish
- Japanese
- Vietnamese
- Ilokano
- Korean
- Thai
- Estonian
- Tagalog
- Tongan
- Visayan
- Dutch
- Farsi
- Cebuano

9. Students eligible for free/reduced-priced meals: 36 %

Total number students who qualify: 168

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.

Based on the unduplicated count of students eligible for free/reduced-priced meals, limited English proficient students, migrant students, and students receiving Title 1

services, 43% of students are from disadvantaged backgrounds.

10. Students receiving special education services: $\frac{5}{25}$ %
 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>7</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>4</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>7</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>1</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>4</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>1</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>5</u>
Paraprofessionals	<u>8</u>	<u>2</u>
Support Staff	<u>14</u>	<u>6</u>
Total number	<u>52</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of 21 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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	94 %	93 %	94 %	94 %	94 %
Daily teacher attendance	88 %	91 %	99 %	97 %	99 %
Teacher turnover rate	19 %	8 %	12 %	4 %	7 %
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

We had a number of teachers retire or relocate to other parts of the island or country while also experiencing an increase in enrollment.

PART III - SUMMARY

The founding of Holualoa School in 1897 was a natural result of the growth of the Holualoa Village and the diverse background of immigrants wishing to carry on the Hawaiian love of learning. Situated on the upper slopes of Mt. Hualalai in the North Kona district of the island of Hawaii, this area is optimum for growing world-renowned coffee, flowers, and macadamia nuts. This artistic community is situated above the booming tourist center of Kailua-Kona. Old 'coffee shack' dwellings intermingle with more modern homes. The diversity is evidenced by the ethnic heritages, interests, and socio-economic backgrounds which all interact and are represented at Holualoa School.

Holualoa School is steeped in a rich history, committed to close fellowship with parents and community, and is noted for its constant drive for academic excellence. Over the past few years, there have been significant changes at Holualoa School. There had been 6 different principals serving for just a semester to at the most, a year and a half from 1999 to 2005 until the present principal came to Holualoa in 2005. Teachers have retired or relocated while new faculty and staff have been added with the increase in enrollment bringing new ideas and diverse experiences in education.

Student performance data is well above state targets in reading and mathematics. Each year, Holualoa School has retained the NCLB Status of In Good Standing, Unconditional. The staff has worked collaboratively through the process of aligning the language arts, writing, science and mathematics curricula with HCPS (Hawaii Content and Performance Standards) III to ensure gaps and redundancies are addressed.

Clearly defined policies for attendance and promotion have been refined and shared for greater understanding and consistency by all staff and school community. A character education program has been formalized school-wide. This provides a shared focus and measurable outcomes of many school-wide initiatives and our General Learner Outcomes in order to better support and celebrate positive, ethical behavior, facilitate learning, and nurture the strong sense of community. Service-learning opportunities in all grades and as school-wide projects have increased. Students enhance their learning through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated in collaboration with our school and community.

We recognize that parents and family members are a child's first teachers and we strive to make them welcome as we share in their child's education. On any given day, at least ten volunteers are visible in the classrooms, reading with students, supervising recess, teaching afterschool programs, or chaperoning field trips. Our count ranges from fifty to seventy five volunteers each month. Volunteers are appreciated and respected by all the staff members, who treat them like fellow employees. Parental and community involvement is one of the cornerstones of our success.

Our Shared Vision, 'Kulia I Ka Nu'u', 'Strive for the Summit', is the Hawaiian value of achievement that has a simple message and serves as our vision as each of us, students, staff, parents and our community, constantly strive for personal excellence and the pursuit of quality.

The Holualoa School's mission is to provide quality education for every student. We strive to offer a curriculum that emphasizes high achievement in alignment with national and state standards. We foster a positive school climate and a nurturing environment in which students, school personnel, parents and community members are partners striving for excellence. Our mission is to establish a strong foundation for life-long learning so that all of our students can achieve their maximum potential.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Hawaii Content and Performance Standards III (HCPS III) Reading and Mathematics Achievement tests are the required components of our statewide annual testing program for the State of Hawaii. Assessments that measure student proficiency in reading and mathematics are held in the spring. Grade 4 was included as a testing grade in 2005-06. In the 2006-2007 school year, writing and science achievement tests were initiated in the fall. The areas tested have been selected because they contain key concepts and skills that students must master to succeed in school. The results are important measures of a student's progress in meeting the challenging academic standards.

The Hawaii State Assessment (HSA) has four proficiency levels:

Exceeds Proficiency- Assessment results indicate that the student has demonstrated the knowledge and skills that exceed the content standards for this grade level.

Meets Proficiency- Assessment results indicate that the student has demonstrated the knowledge and skills that meets the required content standards for this grade level.

Approaches Proficiency- Assessment results indicate that the student has demonstrated some of knowledge and skills in the content standards for this grade level.

Well Below Proficiency- Assessment results indicate that the student has demonstrated little or no knowledge and skills in the content standards for this grade level.

The Hawaii State Department of Education benchmarks for Adequate Yearly Progress were 44% in reading and 28% in mathematics for the 2005-06 and 2006-07 school years. Results of the Hawaii State Assessment are used to evaluate student, school, complex and state achievement of the federal requirements under the No Child Left Behind Act. The benchmarks have been raised to 58% proficiency in reading and 46 % proficiency in mathematics in the 2007-08 school year, creating a even greater urgency to ensure students are performing successfully.

Information on the Hawaii State Assessment can be found on:
<http://arch.k12.hi.us/school/nclb/hsa.html> Holualoa.

The school has been able to exceed the state's AYP benchmarks in reading and mathematics, attaining annual yearly progress and has retained the NCLB Status of 'In Good Standing, Unconditional' since the inception of the No Child Left Behind Act. All faculty and staff have been engaged in concerted efforts to support every student in meeting and exceeding the rigorous state standards. In 2006-07, 80% of our students in grades 3, 4 and 5 were able to demonstrate the skills and knowledge in reading to meet and exceed proficiency on the HSA. This trend has remained fairly steady over the past three years. The achievement in reading of our Asian and Pacific Islander students was slightly higher at 81% in 2007. The achievement of our disadvantaged students was also well above the benchmark at 67%.

There was a significant gain in Mathematics scores to from 33% to 58% of our students demonstrating proficiency. Disaggregated scores show that our Asian-Pacific Islander population showed an even higher percentage of students demonstrating proficiency at 62%. Disadvantaged students met and exceeded proficiency at 44%, well above the 28% benchmark. We have dedicated additional supports to provide appropriate instructional interventions and differentiation to narrow the gap.

2. Using Assessment Results

Data analysis of school-wide student performance in reading, writing and mathematics, behavior, attendance, safety, and sub-group performance data are reviewed on a recurring basis. Using the Hawaii State Assessment results, STAR reading and math scores, Quarterly Assessment data, as well as grade level benchmark assessments, articulation and discussions during grade

level meetings, class consultations and faculty meetings are ongoing. We note areas of growth, identify students who might benefit from additional support and share successful strategies that increase student and school performance. Class consultations are scheduled twice a year where the principal, student support staff and teachers take time and effort to review and analyze the student achievement data of each student in their class. We celebrate student success and if indicated, additional academic, behavioral and social supports are incorporated to provide a focused learning environment with instructional strategies conducive to students being able to do their best work.

Each grade level has at least one part time teacher on staff which provides more personalized and intensive instruction in smaller learning communities to those students whose assessments indicate they might need additional time and instruction to grasp essential skills and knowledge. The part time teacher is included in the assessment and data review and grade level articulation and discussion to provide appropriate interventions tailored to meet the students' needs and make accelerative progress.

The summary of the our data reviews are shared and discussed by our leadership cadre, grade level teams, faculty and staff, as well as the School Community Council. We believe that we can work diligently together to provide a school environment where achieving success is possible for every child.

3. Communicating Assessment Results

Holualoa School has increased the efforts to communicate student performance with our students, their parents and the community. We review the HSA data and quarterly assessment results with our School Community Council at each monthly meeting. Parents are provided with assessment results through lengthy parent conferences that allow time to review and explain the HSA Parent Reports of their child's state assessment scores. Explanations are given of what is being measured, the student's current progress and how they might provide additional support for their child at home. Our school relies heavily on our school planners as a means of daily communication between parent, child and teacher. Student successes are shared via the planner and parents receive frequent calls to keep them abreast of their child's progress. Events such as our Principal coffee hours and family math, science and literacy nights are held to provide additional resources and opportunities to explain the content standards that each grade level is required to attain and the important role parents play in student achievement. The parents and teachers of those students enrolled in our after school tutorial program are kept informed on the gains and strides that each has made during each 16 week session. Our annual Open House, scheduled in mid-September, allows teachers to share their expectations and assessment goals and school-wide assessment results and our goals to increase the student achievement scores and success are shared with all attendees at a school sponsored dinner. Our HSA and Quarterly Assessment scores are also posted on the Department of Education website for our school.

4. Sharing Success:

Holualoa Elementary School has forged strong relationships with the other four schools in the North Kona Complex through administration participation with the Harvard and Hawaii Change Leadership faculty. We have a shared focus to increase student success with efforts to identify indicators and measures for engaging, rigorous learning by all students. Ideas, strategies and collegial support on problems of practice are frequent and on-going. We are in the process of improving the successful transition of our students from elementary to middle to high school by articulating areas of concern and gathering focus group feedback from all stakeholders. We have also had several opportunities to meet and learn together with other complexes across the state as a professional learning community. We exchange ideas to improve student success and discuss problems of practice. This dialogue allows us to give and receive feedback which provides incredible insight and professional support to improve our instructional leadership practice in ways we would not be able to do in isolation. We also share two grants as a K-12 complex of schools. The NCLB Math & Science Grant has allowed teachers in our complex schools to work together on the integration of mathematics and science. The grant offers hands-on, place-based learning opportunities, benchmark projects and assists in developing a consistent continuum of math and science instruction and measures of learning from Kindergarten through grade 12.

We also share a 21st Century Community Learning Center Grant and have each developed extended learning opportunities through tutorial and enrichment experiences for our students that

meet the unique needs of our schools. Sharing successful partnerships, resources, and planning community events highlighting the accomplishments of our students through the grant activities enables us to share what has worked well and changes we have made that have resulted in academic and social growth for our children.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Holualoa Elementary School delivers a standards-based curriculum that follows the specific goals and grade level benchmarks outlined by the Hawaii Content and Performance Standards III. While there is an emphasis on our language arts and math standards, we also consider science, social studies, technology, the arts, character education and physical education integral in providing a 'whole child' approach to our students' educational experiences.

Our language arts program consists of several key elements. We implement a Houghton Mifflin reading program in all grades. As a supplement to the primary reading instruction, our school participates in the Accelerated Reader program. Teachers also augment their instruction with a variety of resources that provide students with issues-based learning and current events. Because reading is inextricably tied to writing, much of the assessment of our students' reading comprehension and progress is determined through constructed reading responses as well as other writing activities. Holualoa School has made constructed response and inquiry based learning a means to increase critical thinking skills as an integral part of teaching and learning in all content areas. Teachers supplement the language arts curriculum with grammar and conventions lessons as well as using the Six Traits of Writing. Teaching the writing process is a shared focus of our language arts curriculum in all grades.

Mathematics instruction has been refined so that student expectations extend beyond the more traditional understanding and application of mathematical concepts. Students are taught to be able to justify their knowledge using logical, clearly written explanations, detailing each step of the process. Unit lessons provide a hands on, conceptual approach to move student understanding from the concrete to more abstract math learning. In order to differentiate and reinforce the direct math instruction, several computerized math skills programs are used. These programs are also made available to students for home use. This allows students the opportunity to better learn their math at their own pace.

At Holualoa School, we have made science one of our concerted areas of focus. Integrating math and science, using a model of inquiry-based science, is being implemented in the upper elementary classes. Funds have been dedicated to purchase quality equipment that has enhanced the teaching and learning of science. Family Science Nights are held each year to allow students and their families to explore a variety of hands-on learning experiences that encourage inquiry and critical thinking experiences together.

The Holualoa technology program provides the means to empower children to be safe, ethical, responsible and efficient users of technology. Our children are provided instruction using various software programs and technology devices to create culminating cross-curricular projects in which the software (Powerpoint, I-Movie or Windows Movie Maker) becomes a tool with which they can share their voice whether in a slideshow, published book or short film. Students practice skills that are integrated with the lessons being taught by the classroom teacher. By the fifth grade students are masters at saving and retrieving their work off the network. They are comfortable with word processing skills (formatting, inserting, editing), online research by collecting a variety of pertinent information and using software to produce creative works.

Each teacher delivers art instruction using a variety of mediums and projects are often tied to literacy or social studies standards. Students also participate in music and dance performances several times during the school year.

Character Education is woven into all content areas and learning experiences in order to expand knowledge, dispositions and skills of responsible civic engagement and to help students to internalize what this means to our daily lives and choices.

2a. (Elementary Schools) Reading:

Reading instruction is the driving force that influences all curriculum delivery at Holualoa. Our rationale is that when a student has a solid foundation in literacy, the other content areas will be more readily understood.

While several techniques are used to guide reading instruction, a comprehensive reading program is used in all grades. The program combines the crucial steps of phonemic awareness with a strong literature base. School wide implementation builds a continuity of understanding that allows our students to transition smoothly from grade to grade. The selected literature pieces often use science, history, or character education as the focus. This provides a natural segue into the other content areas.

As comprehension and reading levels increase, students in grades three through five are also immersed in language rich novels which cover a variety of genres. These opportunities provide a meaningful context to their reading, allowing students to relate to the written word as a relevant learning experience. Novels are taught in whole and small group settings with students able to benefit from the collective experience of reading together and transfer that same sense of excitement and appreciation into their individual reading experiences.

A powerful tool for strengthening independent reading is Accelerated Reader (AR), an individualized computerized reading program. AR provides a framework of accountability, yet allows students to read books at their individual reading level, at their pace and interest. The first half hour of each day is dedicated to AR reading in all classrooms. Parents play an important role in the process and know that there is AR reading to do each night. Reports are sent home regularly to keep parents apprised of student progress. We believe that when a school has high expectations for every child, we have set the foundation for success.

3. Additional Curriculum Area:

Through various grants and with strong community partners, we have been able to expand art instruction with the inclusion of professional artists who work directly with students in the classroom for an hour each week. In partnership with the Holualoa Foundation for Arts and Culture, our art program encompasses instruction in a variety of art media such as drawing, painting, printmaking, fiber art, creative writing, and ceramics that is aligned with our Hawaii State Fine Arts Standards. In addition to providing professional art instruction geared to the needs of the developing student, the program is a means to deliver the content standards through the art educational experience in a more powerful and relevant way.

Our faculty and staff have also spent a part of their professional development focus working with local artists and broadening their own understanding of art as a means of visual expression of student voice. Our students and faculty have been provided incredible learning opportunities through art education that enhance the academic and social success for each participant.

Extended day learning opportunities are also available through our 21st Century Community Learning Center. Interested students in Kindergarten through grade five are bused to the Donkey Mill Art Center in the afternoon for two hours of hands-on art education and for students to more closely interact with the artists in a studio environment.

Our community embraces art. Artists' galleries dot the highway throughout Holualoa town. It is a part of the heritage of the Holualoa community and is aligned with our mission of a providing a quality education for every child and builds a strong foundation for life-long learning.

4. Instructional Methods:

Instruction is aligned and guided by our state's core curriculum content standards. We ensure that what every student is expected to know is being taught and assessment data is reviewed to determine if students are indeed learning. Students are assessed each quarter to measure student progress as well as to the effectiveness of teacher instruction.

Appropriate supports are put into place if a student shows signs indicating a struggle

understanding new concepts and skills. Tutoring during the school day is available to provide a smaller, more focused learning community for students to have additional instruction in key areas of need. Extended day tutorial support, taught by certified teachers, is provided three days each week for students in grades 1 through 5 who are struggling in reading and mathematics. Supplemental reading and mathematics computerized programs are included in every classroom for students to have additional skill building or can move ahead if they demonstrate mastery of specific skills.

Our teachers are encouraged to teach their students a wide variety of strategies in learning essential content skills and knowledge throughout the school year. Teachers incorporate direct instruction, teaming, project-based learning, cross age tutoring as well as other instructional strategies throughout the day. Skill building continues through the development and use of self-assessment tools that include easily understood rubrics, exemplars of quality work and ample opportunities for meaningful practice of what is being taught in the classroom with reinforcement through assigned homework. There are high expectations held for every child integrated with personalized system of academic and behavioral supports.

5. Professional Development:

The professional development program is focused on student learning in an engaging, relevant and meaningful manner with rigorous instruction. Holualoa School, striving to improve through professional development, reflects a common vision shared by all. Each teacher is committed to articulate and collaborate to identify shared goals and measures for success. Work is ongoing to build capacity towards total school curricular alignment in reading, writing, mathematics and science.

Several of our faculty have participated in the Kealakehe Complex Math and Science Cadre for the past two years bringing new knowledge, teaching strategies and educational resources to strengthen school-wide efforts to improve student achievement in mathematics and inquiry based science instruction. Teachers have also been able to attend PD opportunities from the University of Hawaii in science and the integration of art in the language arts curriculum and instruction.

Each of the professional development agendas include the assessment of student work together to increase shared understanding, articulation and collaboration to address strengths, gaps and instructional goal setting to address areas of concern for appropriate interventions for the struggling learners as well as to challenge every child. We spend time reading and discussing selected educational resources together to expand our collective knowledge and understanding of successful instructional practice and delivery, as well as student support strategies and interventions for rigorous and relevant learning for all students. Grade level teams meet for extended periods of time throughout the year to articulate and develop common understanding of quarterly academic goals with common assessments to provide formative and summative data.

The growth and increased success in our scores, especially in mathematics and by our special populations are indicators that we are on the right path. We believe that success is not an event. It is an ongoing process we engage in, time and time again. Aristotle said it in a profound way. 'What we must focus on is the habit of excellence; practicing success repeatedly, day by day.'

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Hawaii State Assessment

Edition/Publication Year 2007 Publisher American Institute for Research

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets and Exceeds	79	67	79	74	67
% "Exceeding" State Standards					
Exceeds	19	0	8	6	1
Number of students tested	68	67	62	73	70
Percent of total students tested	100	100	98	100	100
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 and Exceeds	64	57	63	62	50
% "Exceeding" State Standards					
Exceeds	12	0	6	7	0
Number of students tested	25	23	16	29	20
2. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	64				
% "Exceeding" State Standards					
Exceeds	0				
Number of students tested	11				
3. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	79	66	83	73	68
% "Exceeding" State Standards					
Exceeds	19	0	10	5	2
Number of students tested	52	53	52	64	65
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 and Exceeds	65	44	41	31	34
% "Exceeding" State Standards					
Exceeds	38	5	7	3	3
Number of students tested	68	66	61	72	70
Percent of total students tested	100	99	97	99	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	52	27	20	24	25
% "Exceeding" State Standards					
Exceeds	24	0	0	4	0
Number of students tested	25	22	15	29	20
2. English Language Learners					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	46				
% "Exceeding" State Standards					
Exceeds	27				
Number of students tested	11				
3. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	65	47	42	30	35
% "Exceeding" State Standards					
Exceeds	39	4	8	3	3
Number of students tested	52	53	51	63	65
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 and Exceeds	68	78			
% "Exceeding" State Standards					
Exceeds	15	6			
Number of students tested	62	68			
Percent of total students tested	97	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 and Exceeds	57	50			
% "Exceeding" State Standards					
Exceeds	10	0			
Number of students tested	21	18			
2. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	73	83			
% "Exceeding" State Standards					
Exceeds	15	8			
Number of students tested	48	52			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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 and Exceeds	49	54			
% "Exceeding" State Standards					
Exceeds	25	9			
Number of students tested	63	68			
Percent of total students tested	98	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 and Exceeds	46	33			
% "Exceeding" State Standards					
Exceeds	14	11			
Number of students tested	22	18			
2. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	55	60			
% "Exceeding" State Standards					
Exceeds	31	10			
Number of students tested	49	52			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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 and Exceeds	82	64	63	72	55
% "Exceeding" State Standards					
Exceeds	18	3	4	1	4
Number of students tested	66	69	83	72	73
Percent of total students tested	100	100	100	99	99
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 and Exceeds	77	45	64	65	48
% "Exceeding" State Standards					
Exceeds	24	4	0	0	0
Number of students tested	17	29	25	23	21
2. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	85	64	61	71	54
% "Exceeding" State Standards					
Exceeds	21	4	3	0	5
Number of students tested	53	52	74	61	65
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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 and Exceeds	46	24	22	25	25
% "Exceeding" State Standards					
Exceeds	18	1	1	1	1
Number of students tested	66	70	82	72	73
Percent of total students tested	100	100	99	99	99
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 and Exceeds	18	14	17	22	5
% "Exceeding" State Standards					
Exceeds	12	0	0	0	5
Number of students tested	17	29	24	23	21
2. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	49	23	22	26	25
% "Exceeding" State Standards					
Exceeds	19	2	1	2	2
Number of students tested	53	52	73	61	65
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					