

## 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 Mrs. Susan Okano

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

Official School Name Aina Haina Elementary School

(As it should appear in the official records)

School Mailing Address 801 West Hind Drive

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

Honolulu

City

Hawaii

State

96821-1888

Zip Code+4(9 digits total)

County Honolulu

State School Code Number\* 100

Telephone (808) 377-2419

Fax (808) 377-2426

Web site/URL http://www.k12.hi.us/~ainahain

E-mail ainahain@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

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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 are  
 Rural
4. 2 Number of years the principal has been in her/his position at this school.  
3 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	6	0	6	7			0
K	45	49	94	8			0
1	35	57	92	9			0
2	44	54	98	10			0
3	34	36	70	11			0
4	39	33	72	12			0
5	32	30	62	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>494</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 84 | % Asian or Pacific Islander        |
| 1  | % Black or African American        |
| 2  | % Hispanic or Latino               |
| 13 | % 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 14 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	44
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	25
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	69
<b>( 4 )</b>	Total number of students in the school as of October 1	494
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.14
<b>( 6 )</b>	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 6 %
- |    |   |
|----|---|
| 31 | Total Number Limited English Proficient |
|----|---|
- Number of languages represented 7

Specify languages: Cantonese, Mandarin, Japanese, Korean, Vietnamese, Lao, Spanish

9. Students eligible for free/reduced-priced meals 10 %

Total number students who qualify: 48

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:  $\frac{9}{44}$  % Total Number of Students Serve

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

19	Autism	0	Orthopedic Impairment
0	Deafness	5	Other Health Impairment
0	Deaf-Blindnes	10	Specific Learning Disabilit
2	Emotional Disturbanc	2	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	1	Visual Impairment Including Blindness
2	Multiple Disabilities		

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

**Number of Staff**

	<b>Full-time</b>	<b>Part-time</b>
Administrator(s)	1	0
Classroom teachers	21	0
Special resource teachers/specialist	5	0
Paraprofessionals	8	15
Support Staff	16	10
Total number	51	25

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  $\frac{24}{1}$  : 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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	95 %	96 %
Daily teacher attendance	90 %	94 %	98 %	99 %	99 %
Teacher turnover rate	3 %	17 %	17 %	21 %	19 %
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

Teacher attendance rates for 2005-2007 were impacted by substitute days given to teachers for professional development.

## PART III - SUMMARY

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Aina Haina Elementary School, built in 1950, is located in a stable, upper middle class neighborhood in East Honolulu. Five one-story classroom wings surround grassy courtyards, while the library and administration buildings share a courtyard anchored by a huge banyan tree that supplies shade for assemblies on the outdoor stage. The student population of almost 500 is ethnically diverse, and many of our students have parents and/or grandparents who attended Aina Haina School.

Our vision states: 'Explore and Excel through Academics, Arts & Athletics.' Our Mission states: 'Aina Haina strives to be the Heart of our Community where ... Every child matters and has a gift to share ... Teachers and staff are dedicated, collaborative and caring ... Families and the community partnerships are supportive and involved so that the academic learning environment, enriched by the arts, athletics and altruism, enables each child to participate productively in our global society.' Aina Haina embraces the belief that high student achievement is the result of an enriched, engaging, and exciting curriculum for all students that emphasizes ALL the content areas. The parent organization fully supports the school's efforts through funding of music, dance, PE and art teachers to create meaning and make connections for students to the core academic areas.

Aina Haina utilizes project activities to successfully involve community partners, parents, staff, and students such as an annual 'Haunted House' for Halloween which is open to the community. This year's theme was SHAKE-speare, with students performing scenes from such plays as Macbeth, Hamlet, and Romeo & Juliet. Children designed/created epitaphs for characters and famous Elizabethans which were displayed on tombstones. Another project is our annual 'Opera,' done in collaboration with the Hawaii Opera Theater. Over the past 6 years we have performed Carmen, The Magic Flute, Fiddler on the Roof, The Curse of Lou-Ling, Pirates of Penzance and The Mikado. This year we will do the Barber of Seville. We have also provided Japanese Language classes to all grade levels since 1999, and our student-produced morning closed circuit TV program, Jaguar at 8, intersperses Japanese and English in the counting for our daily Brain Gym exercises.

Our library/computer lab is located in the center of campus, and functions as the heart of our learning community. Before and after school the library is swarming with parents and children checking out books, using the computer to do research and serving as a place for social and volunteer networking. Several teachers at our school also partner with the larger learning community by acting as mentors for student teachers from our local universities.

Expectations for student behavior are very clear and contribute to a distraction free learning environment. A Positive Behavior Support System has been in place since spring 1998. It is research based and works to maximize academic success by promoting positive behaviors through early intervention.

We have a significant population of students (28%), who attend on a Geographic Exception (GE) because of the programs we offer. These include NCLB (No Child Left Behind) students whose home schools did not meet AYP (Adequate Yearly Progress). Last year for the first time we needed to conduct a lottery for Kindergarten GE's as we had more than 100 out-of-district applicants for the limited available slots. Our parents and community have high expectations for the school, and the staff is extremely dedicated and hard-working. We pride ourselves on a vision that goes beyond the basics, and feel that the extras of arts and athletics are what make our school exceptional.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Hawaii State Assessments are used at Aina Haina Elementary School to determine whether our students are meeting the rigorous Hawaii Content and Performance Standards. Students in grades 3, 4, and 5 are tested on the Hawaii State Reading and Math Assessment in the spring of each school-year. Grade 4 students also take the Hawaii State Writing Assessment which provides data on how well they perform on the five dimensions of writing. Grade 5 students take the Hawaii State Science Assessment in the fall to measure mastery of grades 3 and 4 science benchmarks. The Hawaii State Assessments are accessible on the web at <http://arch.k12.hi.us/>.

The Hawaii State Assessment has four performance levels:

Level 1: 'Well Below Proficiency' ' Indicates that the student has demonstrated little or no knowledge and skills in the content standards for this grade.

Level 2: 'Approaching Proficiency' ' Indicates that the student has demonstrated some knowledge and skills on the content standards for this grade.

Level 3: 'Meets Proficiency' ' Indicates that the student demonstrates knowledge and skills required in the content standards for this grade.

Level 4: 'Exceeds Proficiency' ' Indicates that the student demonstrates knowledge and skills that exceed the content standards for this grade.

The assessment results in reading and math at Aina Haina Elementary School have consistently exceeded the State Adequate Yearly Progress (AYP) targets. In 2007 for grade 5 reading 86% met and exceeded state standards and for grade 5 math 79% met and exceeded state standards. Within the entire State of Hawaii, Aina Haina ranked first in reading and third in math for overall scores.

The State targets for 2003 and 2004 were 30% in reading and 10% in math. Aina Haina students exceeded both targets by more than 40% in those years. The State targets for 2005 through 2007 were 44% in reading and 28% in math. Aina Haina students made considerable gains in 2007. An average of grades 3-5 scores showed they exceeded the targets by more than 44 percentage points in reading and 49 percentage points in math.

When examining longitudinal data, the same cohort of grade 3 students showed improvement in grade 4 reading in 2006 and 2007 and grade 4 math in 2007. Similarly, the same cohort of grade 3 students improved in grade 5 reading in 2006 and 2007 and in grade 5 math in 2007.

The Asian/Pacific Islander subgroup in 2007 equaled the school proficiency percentage in reading (88%) and was 1 percentage point (76%) below the school percentage in math. In 2007 for the grade 4 Disadvantaged subgroup, 70% met or exceeded the reading standards and 50% met or exceeded the math standards. In 2007 for the grade 4 Special Education subgroup, 25% met or exceeded the reading standards. In 2007 for the grade 4 White subgroup, 79% met or exceeded the reading standards and 71% met or exceeded the math standards. That same year for the grade 5 White subgroup, 93% met and exceeded the reading standards and 87% met and exceeded the math standards.

### 2. Using Assessment Results:

Aina Haina Elementary School used our Hawaii State Assessment (HSA) data to make curriculum and instructional decisions. When math scores declined in 2006, faculty members researched and selected a math program to develop the critical thinking and problem solving skills of the students. Teachers also examined constructive response questions and scoring rubrics to help students articulate in writing their responses to reading and math questions. In addition, the school hired a Reading Development teacher, enlisted parent tutors, and began an after-school tutoring program to work with students who did not meet proficiency.

The HSA data was also used to determine the rationale that forms the basis for the 3-year school strategic plan and annual academic plan address. Analysis of results helped us determine that the staff needed

training in math instruction.

We closely examined student performance by grade-level content standard to identify the areas in which to provide intense instruction through effective strategies. We also used the data to select students who were not meeting proficiency in reading and math for after-school tutoring. The data not only informed us which students were struggling to meet the standards, but also helped us identify which students needed support to advance into the 'exceeds' category.

Our school also administered quarterly benchmark assessments to assess the proficiency levels in relation to the benchmarks addressed during each quarter. The data helped our teachers identify the benchmarks that students did not perform well on.

In reading, each grade-level teacher administered informal reading assessments to track student progress and provide necessary interventions to improve reading fluency and comprehension.

### **3. Communicating Assessment Results:**

Aina Haina Elementary School communicates student performance, including assessment data to parents, students, and the community in the following ways:

The school test results are shared with the faculty at the beginning of the school year. Faculty members reflect on the successes and improvement areas and use this information to draft the academic and financial plans.

All parents in grades 3-5 are given their child's Hawaii State Assessment results based on the grade-level benchmarks.

Teachers share the quarterly assessment data with their students and parents.

The Hawaii State Assessment results are presented annually to our School Community Council's Community Meeting to generate ideas for improving the school.

Parents are informed of student performance on the Hawaii State Assessment through the parent newsletter and orientation nights.

### **4. Sharing Success:**

'Jaguar Pride' reflects the time and effort the school has devoted towards an excellent educational experience for all students. Aina Haina School has been highlighted in local and community newspapers for its noteworthy academic standing as well as enrichment programs and performances such as the chorus and annual opera performances.

As Aina Haina Elementary evolves into a Professional Learning Community, the school shares with as well as learns from other schools. Other schools have inquired about our reading and math programs because of our excellent test scores. Our school participates in a complex-wide Professional and Collaboration Day during which teachers and administrators discuss successes, challenges, and share student work related to our complex wide foci. In addition, the administrator, curriculum coordinator, counselor, librarian, and student services coordinator attend monthly meetings with their complex and district-wide cohort groups to plan and reflect upon successes. Other schools have often asked the librarian to share how she successfully promotes reading through the Accelerated Reader program.

## **PART V - CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Standards-based education, supported by enrichment programs, forms the basis of the curriculum at Aina Haina School. Students engage in rich and varied activities that tap their diverse interests and abilities.

**Language Arts:** Reading, writing and oral communication are addressed through Scott Foresman Reading, supplemented by class literature sets. Frequent informal assessments (Rigby, Burns and Roe, STAR Reading, Accelerated Reader and quarterly benchmark assessments) inform instruction. Support staff (Reading development, Enrichment/Gifted & Talented, Librarian) work closely with the classroom teachers to augment instruction. An annual district-wide speech festival provides an opportunity for grades 3-5 students to sharpen their oral skills. The G/T writing program produces an annual yearbook for all students.

**Math:** We are currently in transition, moving toward school-wide adoption of Scott Foresman Investigations, a research and activity based program that provides opportunities for rigorous and in depth learning. The program promotes seeking multiple ways to solve a problem and using extended constructive responses to explain the problem solving method.

**Science:** Grades K-5 use Harcourt Science, a basal program with a spiraling curriculum. The materials are aligned to the National Science Education Standards and include non-fiction text sets and differentiated strategies. Science & Technology for Children supplements the program with scientific inquiry. Field trips and guest speakers enrich the curriculum. Since Spring 2006 the 4th grade teachers administer the PASS (Partnership for the Assessment of Standards Based Science) assessment to provide data on how well our students understand science concepts and give students an opportunity to demonstrate their learning through a performance-based assessment.

**Social Studies:** Social Studies education follows the HCPS strands of history, political science, geography, cultural anthropology and economics. Each grade level addresses its benchmarks using appropriate resources, often including outside sources, such as the Waipahu Plantation Museum as part of Historical Inquiry and Cultural Systems and Practices in grade 2. The National Geographic Bee for grades 4-5 challenges students on geography knowledge.

**Health/Physical Education:** A part time instructor, funded by the PTA, provides 30-45 minutes of weekly PE instruction to each class. Activities are tied to the Hawaii Content and Performance Standards (HCPS III) for Physical Education. Jaguar Jog and Jump Rope for Heart fundraisers and Grade 4 Bike Education extend physical education. Grade 5 students participate in the National Guard Program, Counterdrug Support Office Drug Demand Reduction Program, which promotes critical thinking, problem-solving skills, teamwork and physical activities in a hands-on, practical and fun way.

**World Language:** K-5 students at Aina Haina are exposed to two foreign language. The Kupunas (teachers) introduce Hawaiian words and phrases as part of the Hawaiiiana program. All classes also have between 30 and 45 minutes of Japanese Language instruction weekly. The Japanese Language program is a model for World Language instruction in the elementary school setting, and the instructor, Akena-sensei, collaborates with state specialists on immersion language strategies for elementary and middle school.

**Fine Arts:** A PTA-funded part time teacher provides art to each class weekly. Art standards are integrated with core subjects. For example, through a grade 3 social studies unit on quilting in different countries, students created patchwork patterns and sashiko (Japanese quilting) projects. The librarian uses drama exercises from the Alliance for Arts Education Toolkit to enhance literature appreciation and support the oral communication standards. A half-time music teacher presents standards-based music instruction to all students. Grade 3 students will be performing with the Honolulu Symphony as part of the Carnegie Hall Link-Up recorder program.

### **2a. (Elementary Schools) Reading:**

Scott Foresman was chosen in 1999 for grades K-5 because of its spiraling curriculum that is aligned with both the reading and writing State standards. It provides selections from award winning children's literature and a rich variety of genres. Kindergarten teachers use the research-based Beginning Reading (Teacher Reading Academy) to address decoding, vocabulary, fluency and comprehension. Grades 1 and 2 utilize

parts of the TRA (Teacher Reading Academy) program, Grade 5 engages students in word study and book talks, and all grades supplement Scott Foresman with the new science leveled readers, and library books.

Grades 2-5 also require students to read outside literature in many different genres. The library reading program, Jaguar Jaunt, supports this reading practice and assessment with Star Reading and Accelerated Reader. Students from grades 2-5 work toward grade level appropriate goals and earn points for end of the year rewards. Because the teachers and parents encourage and monitor the students on the library reading program, all grades 2-5 students participate in this.

The English Language Learner program works daily with students for whom English is not their first language. Special Education teachers use a variety of reading programs such as Open Court and a modified Orton-Gillingham to develop reading skills. Students who are not meeting proficiency might be assigned to work with the literacy teacher, parent tutors, or after-school tutors who are certified teachers.

Teachers have high expectations for their students and closely monitor student work. They also communicate regularly with parents on student progress. The school and family partnership contributes to the academic excellence at this school.

### **3. Additional Curriculum Area:**

Aina Haina maintains a strong academic foundation and the curriculum areas most unique to this school's vision are the enrichment programs. Teachers in these enrichment areas (art, music, dance, Japanese language and PE) integrate the HCPS standards in their area with the core content subjects whenever possible, and this allows students to excel and shine outside the core areas. For example, one-third of the student body is involved in the annual opera production, in areas as diverse as costume and set design, public relations, and performance.

The music curriculum focus is choral singing, supporting the opera project and other community performances. Approximately 70 students participate in the after school chorus. This year the chorus auditioned and was selected to perform at Disneyland during spring break.

The art teacher introduces students to a broad spectrum of art techniques and media. Excellent student work is displayed at an art show for all grade levels at the end of the year.

The dance teacher works with classroom teachers and the Hawaiiana teachers to choreograph and produce the annual May Day program, in which all grade levels perform cultural dances tied to the May Day theme.

Japanese language and PE round out the enrichment opportunities all students are engaged in weekly.

Aina Haina can truly say we address the education of the whole child. This school supports the multiple intelligences by offering a variety of opportunities in which students can demonstrate competence.

### **4. Instructional Methods:**

Grade level departmentalization and/or grade level wide unit planning insure uniformity of instruction and content in different curriculum areas. It also allows the support teachers (library, art, music, etc.) to integrate their content areas with relevant classroom content. Collegial planning and common meeting time enable teachers to share ideas and strategies. Some of the instructional methods frequently used are: direct and small group instruction, cooperative learning and peer modeling. Field trips, inquiry-based experiments, and research projects are also used across the grade levels. This year the school funded a curriculum coordinator to analyze and disaggregate student assessment data, increase teacher repertoire of strategies, mentor new teachers, and assist with curriculum planning.

All grade levels use oral reports/sharing/performance on a regular basis as a way to strengthen both communication skills and develop student self-confidence.

Grade levels are refining their language arts curriculum plan to prepare for planning across grade levels next year.

The school offers assistance for 'tipping point' students (those approaching proficiency) with after school tutoring provided by regular classroom teachers. A half-time literacy teacher who provides small group, focused instruction to targeted students, supports grade levels with large enrollments.

#### **5. Professional Development:**

Faculty-wide professional development at Aina Haina over the past 5 years has focused on standards based curriculum and assessment strategies. A particularly effective training with University of Hawaii faculty member Dr. Kathy Au, resulted in grade levels presenting their mini-action research involving pre- and post-assessment of writing samples using assessment rubrics. This enhanced faculty understanding of the writing process as it progresses through the grade levels.

Substitute days are provided to allow teachers time to work collaboratively on curriculum mapping and refinement, both within and across the grade levels. Some of this time has been used to develop rubrics to assess the General Learner Outcomes, the overarching goals of standards based education.

Support staff (technology coordinator and librarian) also provides in-house training for interested teachers. Training has been offered on web page development, PowerPoint, and iMovie.

Over the past four years, four faculty members have been involved in the National Board Certification process. They are actively recruiting and mentoring others to begin this process.

The selection of a new Math program has meant a focus on training for its use and eventual K-5 adoption. This program is also implemented throughout our complex. Some of these staff development activities have involved the larger learning community, enabling Aina Haina teachers to network with those at other schools.

During the past five years, nine teachers have mentored Student Teachers. This relationship benefits both student and mentor as university students share new methods and research while learning instructional strategies and standards-based curriculum from the seasoned teachers.

# PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Hawaii State Assessment

Edition/Publication Year HCPS III editio Publisher American Institutes for Research

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	97	75	76	77	71
% "Exceeding" State Standards	32	5	6	15	3
Number of students tested	69	57	54	62	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard	97	73	72	73	71
% "Exceeding" State Standards	31	8	5	12	0
Number of students tested	61	40	43	51	31
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	87	45	82	65	53
% "Exceeding" State Standards	61	7	22	27	0
Number of students tested	69	56	54	62	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard	85	38	79	61	52
% "Exceeding" State Standards	61	10	21	29	0
Number of students tested	61	40	43	51	31
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	78	80			
% "Exceeding" State Standards	31	7			
Number of students tested	58	60			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	2			
Percent of students alternatively assessed	0	3			
<b>SUBGROUP SCORES</b>					
1. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	70				
% "Exceeding" State Standards	20				
Number of students tested	10				
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard	25				
% "Exceeding" State Standards	0				
Number of students tested	12				
3. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard	80	75			
% "Exceeding" State Standards	35	7			
Number of students tested	40	44			
4. White					
% "Meeting" plus % "Exceeding" State Standard	79	94			
% "Exceeding" State Standards	29	6			
Number of students tested	14	16			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	66	62			
% "Exceeding" State Standards	48	8			
Number of students tested	58	60			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	2			
Percent of students alternatively assessed	0	3			
<b>SUBGROUP SCORES</b>					
1. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	50				
% "Exceeding" State Standards	10				
Number of students tested	10				
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard	0				
% "Exceeding" State Standards	0				
Number of students tested	12				
3. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard	68	57			
% "Exceeding" State Standards	50	9			
Number of students tested	40	44			
4. White					
% "Meeting" plus % "Exceeding" State Standard	71	75			
% "Exceeding" State Standards	50	6			
Number of students tested	14	16			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	86	74	81	75	64
% "Exceeding" State Standards	11	3	2	9	4
Number of students tested	57	65	58	57	52
Percent of total students tested	95	99	100	100	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard	83	71	78	74	68
% "Exceeding" State Standards	10	4	2	10	5
Number of students tested	42	49	41	49	38
2. White					
% "Meeting" plus % "Exceeding" State Standard	93	81	86		60
% "Exceeding" State Standards	13	0	0		0
Number of students tested	15	16	14		10
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					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	79	48	50	46	43
% "Exceeding" State Standards	51	6	4	7	9
Number of students tested	57	65	58	57	53
Percent of total students tested	95	99	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Asian Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard	74	45	78	51	51
% "Exceeding" State Standards	44	6	2	8	13
Number of students tested	43	49	41	49	39
2. White					
% "Meeting" plus % "Exceeding" State Standard	87	56	86		30
% "Exceeding" State Standards	67	6	0		0
Number of students tested	15	16	14		10
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					