

PART I - ELIGIBILITY CERTIFICATION

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

1. The school configuration includes one or more of 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 (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 180 Elementary schools (includes K-8)
39 Middle/Junior high schools
43 High schools
24 K-12 schools
286 Total schools in district
2. District per-pupil expenditure: 11576

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	34	29	63
1	39	26	65
2	37	27	64
3	37	22	59
4	26	37	63
5	19	34	53
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			367

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
59 % Asian
1 % Black or African American
5 % Hispanic or Latino
14 % Native Hawaiian or Other Pacific Islander
8 % White
13 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1, 2011	371
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 2%

Total number of ELL students in the school: 7

Number of non-English languages represented: 4

Specify non-English languages:

Japanese, Mandarin, Vietnamese, other

9. Percent of students eligible for free/reduced-priced meals: 10%
 Total number of students who qualify: 36

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%
 Total number of students served: 21

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<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>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>9</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>4</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>3</u>
Total number	<u>34</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	98%	97%	97%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award? 2006

PART III - SUMMARY

Nuuanu Elementary School (NES) is one of 56 elementary schools in Honolulu, Hawaii on the island of Oahu. Located off the Pali Highway at the end of Puiwa Lane, the school sits on 7.7 acres of land and features a breathtaking panoramic view of the majestic Koolau mountain range, Honolulu Harbor, and the Pacific Ocean. One would find it unimaginable that the Battle of Nuuanu was fought here allowing King Kamehameha I to unite the Hawaiian Islands.

The single floor structure boasts 30 redwood classrooms designed to blend in with the natural beauty of the environment. It's appropriate that our school colors are green and white to represent the lush green mountains and the mists of rain that wisps about them.

NES first opened its doors to children in September 1960. In 2011, we celebrated our 50th birthday with commemorative speeches and reflections of yesteryear. Many successful adults proudly call NES their Alma Mater and credit their solid foundation of knowledge gained as a student in reading, writing, and math. Our mission statement communicates our commitment: To develop and nurture the knowledge, skills and capabilities of all so that we are able to use information wisely, adapt to change and pursue lifelong learning. Further, our mission is perpetuated through our vision statement: "At Nuuanu Elementary School, we are Learners for Life".

Our students represent many ethnicities and socio-economic levels. Fifty-nine percent of students are classified as Asian, 14% Native Hawaiian or Other Pacific Islander, 8% white, 5% Hispanic or Latino, 1% Black, and 13% with two or more racial mixture. Grades K –5 demographics have remained fairly consistent over the past five years. In addition, 10% of students receive free or reduced cost meals, 6% receive special needs services, 11% are in the Gifted and Talented program, and 2% are emerging in their English proficiency.

Our school community has many supporters for whom we are truly thankful. They provide the strength and support needed to propel projects and ideas to fruition. In Hawaii, kahiau is a term used to acknowledge a gesture that is given without the expectation of something in return. We, the school and staff have been supported by our parents and parent organization, Aikane O Nuuanu (Aikane) unconditionally since 1975. They organized the first early morning and after school programs in Hawaii. Soon after, child care service were replicated by the State of Hawaii in all elementary schools. Aikane coordinates many activities including annual fund raising events, campus beautification days, movie nights, a pumpkin carving, Bingo Night, and our annual Family Fun Nite. They also sponsor Cub Scout, Boy Scout, and Girl Scout troops. Through their generosity, iPads and desktop computers have been added to our computer lab; they have also funded grade-level events and provided money to classrooms at the start of the year. NES flourishes through the dedication of our parents and their deep sense of "kahiau" spirit.

Academic accolades, recognition, and awards are abundant and well-established, evidence of our high levels of academic standards and expectations. Summative results of the Hawaii State Assessment (HSA) over the past five years reflect steady growth. In school year 2011 – 12, our grade three class realized a historic and remarkable accomplishment: 100% of the 64 students met or exceeded the state's expected percentile goals in reading and 98% in math. Grades four and five also received high results with 86% and 85% respectively in reading and 88% and 87% in math.

Nuuanu School's strong emphasis on academic excellence is well known. All teachers at NES are classified as "Highly Qualified". More than 200 families living outside the school's neighborhood annually pursue an opportunity to be part of the NES ohana (family) by applying for one of 30 geographical exception slots. Chaminade University, Hawaii Pacific University, University of Phoenix,

and the University of Hawaii request placements for their student teachers and counselors each year.

Realizing that our high achievement cannot be sustained without effort and focus, 90-minute grade level articulation periods focus on student achievement and progress toward the Hawaii Content and Performances Standards III (HCPS III) and the Common Core State Standards (CCSS) are conducted bi-weekly. Adjustments in pacing, instruction, and groupings are made as data are compiled. A school support team is in place and prepared to assist children needing specific learning interventions to prevent them from falling behind academically or socially. A careful selection of professional development opportunities is offered to and attended by our teachers. All of these initiatives have been highly effective in meeting the learning needs of our students.

Our faculty, staff, community, and parents are committed in working together to ensure that all of our students reach their potential. The environment that we have created at Nuuanu is one where students come away with the confidence, desire, and ability to be Learners for Life.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The HCPS III defines the learning expectations for all students and Hawaii has been rated as one of five states to receive an “A” grade for its high level of academic rigor. In its design, the HCPS III serves to clarify learning targets, raise student expectations, and assure that all students are held to the same expectations and offered the same opportunities and experiences.

The HSA is currently the summative measure of achievement used at NES for student proficiency towards the HCPS III. Proficiency is measured in four levels:

Exceeds Proficiency: Assessment results indicate that the student has performed beyond the expectations of knowledge and skills in this content standards for this grade. The student is ready for more advanced work in this content area.

Meets Proficiency: Assessment results indicate that the student has demonstrated the knowledge and skills required to meet the content standards for this grade. The student is ready to work on higher levels in this content area.

Approaching Proficiency: Assessment results indicate that the student has demonstrated some knowledge and skills in the content standards for this grade level. With more support and effort, the student should be able to meet the proficient level in this content area.

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

Over the past five years, NES has consistently surpassed the Hawaii State Department of Education’s (Department) Annual Measurable Objectives (AMO) on the statewide assessment. The HSA, our state assessment, is administered to grades 3-5.

For school years 2008, 2009 and 2010, the AMO stood at 58% in reading and 46% in math. NES results for reading over three years showed incremental but steady increases: 2008-79.7%, 2009-82.8%, and 2010-84.1%.

Math scores also showed increases: 2008-66.8%, 2009-68.3%, and 2010-73.4%.

Proficiency targets were higher in school years 2011 and 2012, rising to 72% in reading and 64% in math. NES continued its trajectory towards proficiency in reading, 2011 – 87.3% and 2012 – 92% and in math, 2011 – 81.6% and 2012 – 92.6%.

A close analysis of the HSA data revealed that there was only one subgroup with a large enough sampling to be considered statistically significant. This was the Asian/Pacific Islander subgroup, representing the majority of the school population. For NCLB purposes no other subgroup was large enough to make it statistically valid. Growth in meeting the standards proficiently improved in grade three each year.

In reading, the subgroup growth was: 2008 – 79.8%, 2009 – 84.9%, 2010 – 83.6%, 2011 – 87.1% and 92.4% in 2012.

Math results reflected the same growth: 2008 – 66.1%, 2009 – 68.2%, 2010 – 73.4%, 2011 – 80.4% and 2012 – 93%.

Results for all schools are available at <http://arch.k12.hi.us/>.

Many factors have contributed to Nuuanu's exceptional academic success over the years, and while no one factor can be identified as being more important than the others, several have emerged consistently. NES teachers are motivated, focused, and well-trained in their profession. They are firm in their belief that every child is a learner and can meet high standards. Teachers collaborate and collect formative and summative data to plan and deliver appropriate instruction. Families are actively involved and earnestly concerned about their child's education. School and education is a priority they ensure that their child is in school and on time. School-sponsored events are appreciated and well-attended; many parents volunteer in classrooms. Students are aware of the high expectations placed upon them and encouraged to problem solve, work as team, and to be resilient when faced with challenges.

2. Using Assessment Results:

Grades 3-5 are measured annually by the HCPS III. For the past two years, the CCSS served as the learning expectations for grades K-2 and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was the reading assessment. These subtests, administered three times a year, assess early literacy skills that are critical to reading growth. The Gifted and Talented program is made available to students who have met the performance criteria of the HSA, writing sample, and SAGES (Screening Assessment for Gifted Elementary and Middle School Students), a gifted and talented identification tool.

Data analysis is part of the school culture at Nuuanu. Teachers plan, instruct, and assess learning at every stage and seek ways to promote student achievement by creating successful experiences for their students. They progress from introduction to application to the mastery of concepts and skills. In keeping with our steadfast belief of our school's mission and vision, NES is relentless in finding ways to improve and promote excellence in teaching and student learning. Our systems are in place to ensure that assessments are utilized and become the impetus for change and student growth.

A Data Teams process has been adopted to improve student achievement. At the school-wide level, teachers examine information from multiple data sources such as the HSA (including the subgroups of Special Education (SPED), ELL, gender, and free and reduced cost meals), DIBELS, student attendance, and behavior trends. This substantive analysis is conducted during weekly, monthly or more frequent team meetings as well as at faculty meetings by the Leadership Team, Grade Level Chair, and Content Area Groups.

Ninety-minute articulation sessions are held twice a month for grade-level teams to meet with the curriculum coordinator and principal. The grade-level teams are tasked with the continuous monitoring of student learning. In these sessions, pre assessments are identified to measure students' current understanding of concepts. Strengths and obstacles are also cited and appropriate research-based strategies selected to best address the learning objectives. A SMART goal is established and common formative assessments are built. Teachers reconvene to discuss the compiled formative assessment results, determine the effectiveness of the instruction, and collaborate on next steps.

Data Teams have brought teachers together in collegial dialogue to discuss the latest educational trends and instruction. This methodical process guides future enabling activities and establishes the topic(s) for professional development.

NES organized a Comprehensive Student Support System (CSSS) referral protocol in SY 2011-12 to address the socio-emotional and academic needs of all students. Students receive timely assistance from campus-based intervention services based on assessment data, observation data, classroom performance, and student work samples. When students display difficulty in reading, math, or have social or emotional behaviors of concern, they are referred by the child's teacher for intervention services. The counselor, Student Services Coordinator (SSC) and Curriculum Coordinator (CC) comprise the intervention team

that meets with teachers to address student's needs. If they agree that the student would benefit from special services, parents are informed, permission secured, and services scheduled. Meetings generally occur five times per year: August, October, November, January, and March. This action plan follows the Response to Intervention model and the Plan, Do, Check, Act process adopted by the Roosevelt Complex of which we are a part.

Our intervention assistance has grown to include Na Hoku Ala (The Rising Stars), supplemental math and reading lessons and strategies which are provided to identified students. Currently, struggling K-2 beginning readers meet with teachers in small group settings or within their classrooms. Help for all students is available alongside delivery of the main instruction. Small group instruction is designed to help individual students with specific skills and concepts. Similar services are available to provide students with support in math with a full-time math teacher who works with small groups or introduces selected math topics. As data from formative assessments are secured, plans for remediation or enrichment are discussed collaboratively and the instructional delivery is determined. These additional teaching positions have made a great difference in students' achievement and in their confidence and attitude. We are fortunate to include these experts in their fields as part of our staff as they have the ability to work effectively with students and adults.

Parents are well-informed of their child's progress through report cards, parent teacher conferences, face-to-face meetings, phone calls, and student progress folios. The greater community can view school-wide assessment outcomes on the Department's sponsored website, Accountability Resource Center Hawaii (ARCH) found at <http://arch.k12.hi.us/>

3. Sharing Lessons Learned:

Nuuanu School uses an array of methods to share information with colleagues and the general public. One of the two most frequently accessed venues is the <http://doe.k12.hi.us> which is maintained by the Department. Here, one can find information about our statewide school system including the State Strategic Plan, national initiatives, college and career readiness plans, and assessment information.

We have also created a website at <http://www.nuuanu.k12.hi.us/> which is maintained by our technology coordinator. This website features the latest information about NES, its students, curriculum, programs, and events, as well as archived information of the school's past accomplishments, successes, and celebrations.

At the start of each school year, all teachers attend the Roosevelt Complex Professional Development Day, which focuses on the complex's priorities and provides teachers with information on the latest initiatives and goals. Teachers are able to engage in professional dialogue with their colleagues from other schools, sharing ideas and school endeavors.

Teachers attended a mix of content area conferences that support improvement in teaching and instructional delivery. Upon completion, teachers share best practices and current trends in academic pedagogy. Our teachers are also actively involved in work sessions focused on improving the state's development of assessments and the roll-out of the CCSS.

Students' achievement and successes are communicated through our monthly school newsletter that recognizes citizenship, model behavior, and academic achievement, and features messages from the principal, counselor, librarian, health aide, and technology coordinator. Student book reviews, weather reports, healthy habits, and special interest stories are showcased in the bi-monthly telecast of Nuuanu TV (NTV). Newsletters update parents on special assignments, student work, specific requests, and other useful topics of information. Quarterly student portfolios are sent home, providing parents with a first-hand view of how their child is progressing. Display boards of students excelling in science and art are shown in the school, complex, and district exhibition centers.

The SCC, a parent, teacher, and community organization, is the community platform used to present the annual NES academic and financial plans. The council assumes the responsibility of approving both plans. The principal then shares the approved plans at the Aikane O' Nuuanu monthly meeting. The Parent Community Network Center (PCNC) coordinator plays a vital role in sharing NES successes with other schools through their monthly coordinators meeting. Local newspapers and television networks are contacted by the coordinator to publicize school successes and innovative new programs.

4. Engaging Families and Communities:

Nuuanu Elementary School promotes ohana in a variety of ways. Parents of kindergarteners are encouraged to partake in an escorted tour of the campus with the principal prior to the beginning of school. Additional information on our school's policies and programs is shared at a two-hour orientation on the first day of school by the principal, kindergarten teachers, counselor, and PCNC. In the interest of our students, the Aikane O Nuuanu president attends to encourage parents' involvement and extend a personal invitation to help with planning of and participation in the years' events. Parents, new and returning, are invited to meet with the principal during the monthly grade-specific coffee hours.

An evening Open House for parents is held during the first month of the school year, providing the opportunity for parents to meet teachers and learn about their child's academic goals, the classroom procedures, student expectations, and the curriculum for the year. Parent-teacher conferences are held at the end of the first quarter to share student work samples, discuss academic progress, attitude, and future learning goals.

The students' fifth grade year at NES is bittersweet, filled with many first and last experiences and activities. Students are comfortable in the school environment and with the adults they have built relationships with during their NES years. To form closer friendships as a class, they attend a three days/two night camp together, experiencing what it takes to work as a team. Nuuanu also has a performing group, E Mele Kakou, which is a special music program especially for fifth graders as part of discovering the Hawaiian culture. As a natural path to advanced learning, all fifth graders visit the nearby middle school for a transitional orientation tour.

Community involvement is abundant at NES. Parents are regular visitors on our campus and can be seen in classrooms listening to students read, arranging materials, helping with art projects, planning holiday events, and more. Additionally, they support us as chaperones on excursions, including the fifth grade camp and the fourth grade overnighter at the Bishop Museum. Our local Lions Club coordinates and volunteers for the yearly student vision and hearing screening, Campus Beautification Day, Family Fun Nite, May Day, and our fifth grade graduation ceremony. Students are fortunate to have these exemplary role models surrounding them every year.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Nuuanu Elementary is a standards-based school where instruction in the content areas is aligned to the HCPS III. Grades K-2 began school year 2011-2012 with the implementation of the CCSS for reading and math. School year 2013-2014 will mark the kick-off for the full implementation CCSS in all grade levels for reading and math.

Instruction

Teachers carefully plan lessons using proven strategies to design and deliver their instruction. School-wide assessments or grade-level formative assessments drive instruction modifications. Common rubrics, SMART goals, and specific materials are applied to ensure continuity and consistency during bi-monthly grade-level articulation with the curriculum coordinator and principal.

Reading/English Language Arts

English Language Arts instruction supports the College and Career Readiness Anchor Standards, as well as the CCSS and HCPS III learning targets. The areas of reading (information and literature), writing (creative and research), oral communication, listening, vocabulary and language build literacy through the core reading program and supplemental materials. Phonemic awareness, phonics, and sight word recognition lay the foundation for reading, allowing for enhanced comprehension and an extensive vocabulary and promoting accurate, fluent readers. All teachers use a systematic writing process called Write Tools. Students are introduced to the 6 + 1 traits of writing and the writing process. NES uses the Write Tools strategies and the Data Teams structure to address the CCSS emphasis on opinion writing.

Mathematics

The CCSS guides the learning continuum of the Everyday Math program which begins in kindergarten with practice counting to a 100 by ones and tens using tangible objects. As students progress, their ability to solve problems mathematically becomes a learning target for all grades and a means of developing the Mathematical Practices specified in the CCSS. The need to persevere and reason logically through word problems resulted in the adoption of a school-wide problem solving process using common terminology and a consistent order of steps.

Science

Science education at NES follows the HCPS III topics and skills. The inquiry process supplies the structure for researching and interpreting data. Hands-on experiences are abundant and positively engage students in learning concepts.

Social Studies

Social studies content is aligned with the HCPS III and addresses history, political science, cultural anthropology, geography, and economics. These topics are grounded in developing a sense of the American community, its workers, rules, and authority as well as the great Americans who have made an impact on our country. The origins of the Hawaiian people and Hawaiian culture are the focal point for our fourth graders, with the introduction to the age of exploration and the impact of the Europeans on Native Americans.

Health/Physical Education

Health and physical education topics are aligned with the HCPS III. The physical well-being of all NES Students is of utmost importance as evidenced through school activities and the employment of a highly qualified part-time teacher. Along with instruction in the aligned curriculum in nutrition, movement, coordination, and flexibility, students participate in basic organized sports; exercising good sportsmanship skills and building a positive self-image are also key areas that are addressed.

World Languages

Having a highly qualified Kupuna (Hawaiian elder) part-time teacher for all grade levels enhances student learning of the Hawaiian words for colors, numbers, animals, directions, and other common items through songs and chants. Facts are shared about the royal monarchy, daily life, cultural knowledge, and traditions as well as the historical events leading to Hawai'i as we know it today.

Fine Arts

Students happily engage in a mixture of activities that allow them to explore music, dance and the visual arts within a variety of settings, modes and cultures. Participation in the local Hawaii Youth Opera Chorus, Alliance for Drama Education, and the annual May Day programs showcase our students' outstanding performances.

2. Reading/English:

Prior to 2007, NES used a variety of reading materials such as literature sets, a core reader, and supplemental reading aids. Following the adoption of the HCPS III, and with much dialogue and consideration, the Story Town reader was adopted and purchased. This program features a continuum of skills and scaffolded lessons, and addresses all language arts skills. Reading, writing, spelling, and grammar are taught through thematic content. Stories are engaging and represent a balance of narrative and expository text. In grades K-2, beginning reading skills are introduced through sequenced lessons in phonemic awareness, phonics, vocabulary, comprehension and fluency. Grades 3- 5 continue to build decoding skills with advanced phonics such as consonant digraphs and vowel diphthongs and apply these skills to multi-syllabic and unfamiliar words presented in isolation or within a sentence. Each Story Town lesson introduces Tier 2 and 3 terms as Robust Vocabulary and is reinforced in writing assignments. The school-wide implementation of the graphic organizer SEEI (State, Explain, Exemplify, Illustrate) helps students learn difficult concepts, new vocabulary terms, note important information, and draw connections between words and ideas. QAR (Question, Answer, Relationships) and Think-Alouds give students the thinking structure necessary to respond to higher-level question about story elements or factual information.

NES teachers are certain that differentiated classroom instruction will result in student proficiency. Eighty percent of our students respond favorably to the core reading program while the remaining 20% demand more from the content or find the content challenging. Students who perform beyond grade level expectations and meet the prerequisites of the Gifted and Talented program receive reading materials of greater text complexity. Text-based questions seek to access more abstract responses that can only be answered through critical thinking based on personal experiences and sound reasoning. A system of supplemental help is available for struggling students in the form of small-group instruction with a teacher specifically trained in this area. This model transforms learning into an "I do, We do, You do" instructional sequence.

KidBiz 3000, an online supplemental reading program, is a popular form of differentiated instruction for grades 2-5. This program adjusts reading passages to match students' lexile level with text-dependent questions aligned to the CCSS.

3. Mathematics:

NES has met all HSA proficiency benchmarks in math since the advent of the 2001 federal law of NCLB. However, when HCPS III was adopted by the Department in 2006, our faculty realized that the current math program and instructional delivery would not meet the demands of the new standards. Research indicated that students needed to think as mathematicians and be allowed to explore and interact with concrete objects. As a result, Everyday Math, a research-based program, was adopted in school year 2005-06. This program not only addressed the HCPS III, but featured instructional strategies supported by many math experts. Foundational skills in number sense, one-to-one correspondence, ordinal counting,

and basic computation are taught through concrete, pictorial, and finally abstract phases of learning. Students remember concepts longer when hands-on activities such as games are incorporated into lessons.

As teachers embraced the Everyday Math program, HSA scores began to rise: 2005-2006-54%, 2006-07-64%, 2007-08-67%, 2008-09-68%, 2009-10-73%

Although the gains were notable, students consistently still scored lower in three of the five strands: geometry, measurement, and probability. This prompted teachers to make several shifts in their instruction: adjusting pacing maps so that these topics were taught earlier in the year, adopting a school-wide problem-solving process and providing regular fluency practice with basic number facts. Teachers also taught math concepts through related content-area topic such as measurement, data collection, and analysis in science. Every opportunity to infuse a math concept or skill was applied throughout the day. Students who met proficiency were challenged to use their skills for higher-level complex assignments. In recent years a math specialist was added to the staff for grades 3-5 and works with large and small groups or individuals. Together with the classroom teacher the math specialist adjusted lesson plans based on formative assessment data and students are routinely asked to explain their thinking using common math terms taught by both teachers. HSA math scores increased in school year 2010-11 to 82% proficiency and with continued effort, rose to 93% the following school year.

Continuous data collection and analysis along with teacher collaboration has proven to be a powerful combination in raising the quality of math instruction at NES.

4. Additional Curriculum Area:

At Nuuanu Elementary School, visual and performance arts are flexibly integrated into all core content areas, granting students an alternate way to express themselves. Unlike the academic curriculum, the arts allow children to share their thoughts based on perception rather than rules. It teaches them that there truly is more than one means and one answer, which has been extremely valuable for struggling or unmotivated students, as they began to feel successful. Our mission, to develop and nurture the knowledge, skills and capabilities of all is best delivered by an array of opportunities including the visual and performing arts. Teachers teach essential skills to students by tapping into their interests and creativity.

Every grade level at NES focuses on a different aspect of the visual arts. Kindergartners begin their journey by learning about primary and secondary colors, and progress to learning about shapes, forms, and textures in grade one. Second graders explore how one's emotions and feelings are affected by the arts. Grades three and above are dedicated to techniques and principles. Teachers integrate visual arts into the content areas, to illustrate how a story character feels or to build understanding of how colors and patterns can capture the mood of a culture at a particular moment in history. The CCSS has explicitly included the visual arts in the English Language Arts standards as a way to closely observe details where vivid images enhance a child's comprehension of text.

Performing Arts is yet another way that we achieve our mission. Realizing the importance of drama education, teachers annually apply for and receive grants that support a highly qualified, effective part-time teacher whose instruction allows students to explore the arts through dramatic movement. Students relax knowing it's okay to act silly, communicate anger, show happiness, or imitate the movement of a favorite animal or character. The reinforcing benefit of practicing what is taught and internalizing lessons remains longer with students as they use their bodies, minds, and voices to concentrate on what is being taught.

Every chance to observe and participate in an art production is an opportunity to inspire students. Through annual field trips to the Honolulu Youth Symphony and the Honolulu Symphony, introduction to the families of instruments, their individual and combined sounds, and their splendor when played

together in full orchestration increase students' awareness. Older students develop the skills and confidence needed to perform for various events. E Mele Ka Kou is an active partner in the music education of our fourth and fifth graders. Students learn the rich history of the mele (songs) and how it originated during the monarchy. Respect and dignity emanate from students as they perform for the Hawaii Youth Chorus, graduation, and May Day.

5. Instructional Methods:

At Nuuanu School we believe that every child is a learner and that learning is individual, revealing itself in different ways and rates. As dedicated educators, we are committed in providing the best instruction possible based on what a child knows and is able to do.

Learning centers provide real-time opportunities to re-teach concepts that are misinterpreted, confusing, or just need to be practiced. Similarly, advanced students use the time for creative exploration such as researching topics that require complex responses through critical thinking and analysis. Through this instructional design, learner needs are addressed in a timely, organized manner. When learning is impeded by more critical deficits, the expertise of a math or reading specialists is arranged. Further, our ELL program ensures that students with limited English proficiency have access to educational opportunities with a dedicated instructor.

Technology is used to its maximum capacity at NES as we prepare students for the increasingly complex environment of the 21st century. Online reading and math resources are tailored to meet a child's current academic ability. Struggling and capable students alike participate in NTV broadcasts as weather reporters, news anchors, and book reporters or to share the day's lunch menu. Ability gaps fade as students work side by side to edit video segments, create questions for games, or rehearse a script as part of a broadcaster's responsibilities. The school's Technology Club for grades 3-5 is yet another avenue for student collaboration as they learn about video production, telecommunications, and creating a web page. Instructionally, graphic organizers such as Know, Want to Know, Learned, T-charts, and Socratic seminars assist challenged students in developing a working schema for unfamiliar content. Vocabulary terms and key words are pre-taught to ensure success in comprehending information. Descriptive feedback based on rubrics enables students to rethink and revise their work to reflect learning expectations.

At NES, the General Learner Outcomes (GLO) define acceptable behaviors and conduct, which in turn set the foundation for high-level student learning and achievement. Assistance is available for an individual or small group to receive the help needed to develop these traits. Counselors and the Behavior Health Specialists discuss model behaviors and create behavioral goals through "Lunch Bunch" dates.

6. Professional Development:

Teachers and other education personnel are supported and encouraged to take advantage of ongoing professional development opportunities that promote the acquisition of new knowledge, skills, qualifications and experiences. Effective professional development is crucial to the revitalization of instruction and teachers' overall growth as they seek to increase their ability to elevate our students' educational achievement and help to prepare them for college, career, and being productive citizens.

Teachers are continually faced with complex challenges ranging from a diverse student population to the integration of new state and complex initiatives. Keeping current with best practices, strategies and programs would require extended time away from the classroom; therefore, NES relies on its teacher learning teams. These teams of teachers attend state, complex, or commercially sponsored training and professional development sessions, and then share detailed feedback and instruction with the faculty on how the needs of our students can be met. This collaborative process on teaching strategies and setting common instructional policies helps promote school-wide implementation. NES teacher learning teams

attended the initial introduction of the CCSS conducted by state content-area specialists and then introduced the CCSS to faculty members and facilitated the discussions that followed.

Assessment data are analyzed by grade level and school-wide Data Teams to identify issues and topics directly impacting students who are struggling or progressing. Teachers learn and/or develop their skills by attending workshops, training sessions, and seek professional insight through webinars, seminars, and conferences. School, grade level, and classroom data determine the types of assistance that are needed. Any and all sessions that they attend are based on data and are serve to inform the design of effective instruction on a regular basis.

Professional development cadre meetings are attended by special content-area resource teachers where they engage in collegial interchange and harness insights to improve services for both teachers and students. As gatekeepers for specific programs and services, they are necessary to the advancement in technology, literacy, and delivering the Department's goals and initiatives.

With funds provided by a federal Race to the Top grant, NES is implementing an initiative for teacher effectiveness evaluation that ensures that all classrooms are led with highly qualified instructors. In response to and anticipation of professional development needs, the state sponsored a PDE3 website that features a full menu of learning opportunities from classroom management to Science, Technology, Engineering, and Math education. Further, first year teachers to the Department are now supported by complex area mentors. These mentors, successful certified teachers, help new teachers adjust to their school culture, teaching and instructional practice, and expectations. To provide continued and added support, second year teachers are met and mentored by school level staff.

NES teachers look forward to professional development opportunities that continue to help expand and enhance their content knowledge, instructional practices, and pedagogy. Ongoing articulation sessions, faculty meetings, and professional development days help build capacity and promote common understandings which lead to the development of consistent best practices and perpetuate our legacy of sustained excellence.

7. School Leadership:

Our leadership structure began with the principal and six Grade Level Chairs (GLC). With increased academic accountability at the school, state, and federal levels and a decreasing budget, change was essential. Our current leadership team includes a CC, SSC, counselor and content-area committees in English Language Arts, math, science, social studies, physical education, technology, health, world languages, and fine arts. These leadership teams are facilitated by a GLC. NES sponsors attendance for professional development to improve and enhance personal knowledge and instructional skills in ELA and math. These teachers in turn share what is learned at their next grade level, content area, or faculty meeting.

The principal plans the agenda for faculty meetings while longer collaboration days are planned with input from the leadership teams. Although the process is extended, the results are dynamic and include everyone's ideas, suggestions, or insights, developing a sense of unity. The process of creating the Academic Plan for each school year is an example of this. Proposals for purchasing supplemental online computer programs were made through a voting process, resulting in purchases based on shared decision making. Decisions for additional personnel followed the same process and were exemplified when teachers determined how an additional teaching position would be used. Many decisions are made by the teachers with guidance from the principal.

The principal's leadership style can best be described as circular and fluid. The authority to overturn decisions is based on years of experience and the knowledge of department protocols and mandates. The power of positive relationships is key and of utmost importance in teachers' decision-making with the best interests and knowledge of the students at heart. Leading with compassion and respect has fostered a

sense of purpose and commitment to learning.

The African adage, “It takes a village to raise a child,” is embraced by the entire school and its partners. All role groups contribute to the management of the school as we strive for success and educational excellence for all of our students. NES takes pride in our purposeful focus for excellence that is fostered in a culture of collaboration, congeniality and trust as we continue to make sound day to day and long term decisions that positively affect the academic, physical and social well-being of our students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	98	87	77	79	72
Exceeds	48	38	41	44	54
Number of students tested	64	61	66	52	54
Percent of total students tested	98	100	100	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	Masked	Masked	Masked	55	Masked
Exceeds	Masked	Masked	Masked	36	Masked
Number of students tested	6	4	9	11	5
2. African American Students					
Meets		Masked		Masked	Masked
Exceeds		Masked		Masked	Masked
Number of students tested		1		1	1
3. Hispanic or Latino Students					
Meets		Masked		Masked	Masked
Exceeds		Masked		Masked	Masked
Number of students tested		1		1	1
4. Special Education Students					
Meets		Masked	Masked	Masked	Masked
Exceeds		Masked	Masked	Masked	Masked
Number of students tested		3	9	2	3
5. English Language Learner Students					
Meets		Masked		Masked	
Exceeds		Masked		Masked	
Number of students tested		2		3	
6. Asian					
Meets	98	89	79	83	84
Exceeds	54	41	50	51	59
Number of students tested	41	44	28	35	32
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	100	87	83	88	85
Exceeds	84	64	29	21	28
Number of students tested	64	61	66	52	54
Percent of total students tested	98	100	100	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	Masked	Masked	Masked	73	Masked
Exceeds	Masked	Masked	Masked	18	Masked
Number of students tested	6	4	9	11	5
2. African American Students					
Meets		Masked		Masked	Masked
Exceeds		Masked		Masked	Masked
Number of students tested		1		1	1
3. Hispanic or Latino Students					
Meets		Masked		Masked	Masked
Exceeds		Masked		Masked	Masked
Number of students tested		1		1	1
4. Special Education Students					
Meets		Masked	Masked	Masked	Masked
Exceeds		Masked	Masked	Masked	Masked
Number of students tested		3	9	2	3
5. English Language Learner Students					
Meets		Masked		Masked	
Exceeds		Masked		Masked	
Number of students tested		2		3	
6. Asian					
Meets	100	89	86	91	88
Exceeds	90	66	39	17	22
Number of students tested	41	44	28	35	32
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	88	76	75	70	50
Exceeds	34	19	50	50	26
Number of students tested	58	63	52	50	54
Percent of total students tested	98	100	100	98	93
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	Masked	Masked	77	Masked	Masked
Exceeds	Masked	Masked	46	Masked	Masked
Number of students tested	6	8	13	4	7
2. African American Students					
Meets	Masked			Masked	
Exceeds	Masked			Masked	
Number of students tested	1			1	
3. Hispanic or Latino Students					
Meets	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	1	1	1		1
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	8	3	3	4
5. English Language Learner Students					
Meets			Masked		Masked
Exceeds			Masked		Masked
Number of students tested			1		2
6. Asian					
Meets	93	82	77	80	53
Exceeds	33	32	46	63	28
Number of students tested	43	34	35	30	40
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
MEETS	86	81	87	84	70
EXCEEDS	69	60	40	24	13
Number of students tested	58	63	52	50	54
Percent of total students tested	98	100	100	98	93
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
MEETS	Masked	Masked	77	Masked	Masked
EXCEEDS	Masked	Masked	38	Masked	Masked
Number of students tested	6	8	13	4	7
2. African American Students					
MEETS	Masked			Masked	
EXCEEDS	Masked			Masked	
Number of students tested	1			1	
3. Hispanic or Latino Students					
MEETS	Masked	Masked	Masked		Masked
EXCEEDS	Masked	Masked	Masked		Masked
Number of students tested	1	1	1		1
4. Special Education Students					
MEETS	Masked	Masked	Masked	Masked	Masked
EXCEEDS	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	8	3	3	4
5. English Language Learner Students					
MEETS			Masked		Masked
EXCEEDS			Masked		Masked
Number of students tested			1		2
6. Asian					
MEETS	91	88	89	83	70
EXCEEDS	72	68	43	37	13
Number of students tested	43	34	35	30	40
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13H11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	87	75	64	59	71
Exceeds	33	19	40	29	37
Number of students tested	61	52	53	59	51
Percent of total students tested	100	100	100	100	91
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	Masked	73	Masked	Masked	Masked
Exceeds	Masked	18	Masked	Masked	Masked
Number of students tested	9	11	6	9	2
2. African American Students					
Meets			Masked	Masked	
Exceeds			Masked	Masked	
Number of students tested			1	1	
3. Hispanic or Latino Students					
Meets	Masked	Masked		Masked	
Exceeds	Masked	Masked		Masked	
Number of students tested	1	1		1	
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	6	3	4	5	
5. English Language Learner Students					
Meets		Masked		Masked	
Exceeds		Masked		Masked	
Number of students tested		1		1	
6. Asian					
Meets	97	78	74	63	74
Exceeds	50	25	48	33	42
Number of students tested	34	36	31	40	38
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	85	92	81	78	84
Exceeds	59	62	47	37	33
Number of students tested	61	52	53	59	51
Percent of total students tested	100	100	100	100	91
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	Masked	91	Masked	Masked	Masked
Exceeds	Masked	45	Masked	Masked	Masked
Number of students tested	9	11	6	9	2
2. African American Students					
Meets			Masked	Masked	
Exceeds			Masked	Masked	
Number of students tested			1	1	
3. Hispanic or Latino Students					
Meets	Masked	Masked		Masked	
Exceeds	Masked	Masked		Masked	
Number of students tested	1	1		1	
4. Special Education Students					
Meets	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	6	3	4	5	
5. English Language Learner Students					
Meets		Masked		Masked	
Exceeds		Masked		Masked	
Number of students tested		1		1	
6. Asian					
Meets	88	94	81	80	84
Exceeds	74	67	48	40	34
Number of students tested	34	36	31	40	38
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13H11