

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 171 Elementary schools (includes K-8)
 - 38 Middle/Junior high schools
 - 39 High schools
 - 7 K-12 schools
- 255 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	4	2	6
K	24	10	34
1	24	12	36
2	16	11	27
3	18	11	29
4	12	10	22
5	15	8	23
6	12	8	20
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 Students	125	72	197

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 23 % Asian
 - 0 % Black or African American
 - 13 % Hispanic or Latino
 - 36 % Native Hawaiian or Other Pacific Islander
 - 14 % White
 - 13 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 20%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1	203
(5) Total transferred students in row (3) divided by total students in row (4)	0.202
(6) Amount in row (5) multiplied by 100	20

7. English Language Learners (ELL) in the school: 9 %
17 Total number ELL
 Number of non-English languages represented: 8
 Specify non-English languages: Chuukese, French, Ilokano, Japanese, Lao, Spanish, Tagalog, Norwegian
8. Students eligible for free/reduced-priced meals: 66 %
 Total number students who qualify: 130

If this method is not 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.

9. Students receiving special education services: 17 %
34 Total number of students served

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

- | | |
|-------------------------|---|
| 6 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 10 Other Health Impaired |
| 0 Deaf-Blindness | 7 Specific Learning Disability |
| 0 Emotional Disturbance | 3 Speech or Language Impairment |
| 1 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 7 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	93%	93%	94%	93%	93%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Ke aka o Hale`iwa...Kupono me ke aloha ... Live life to the fullest with honor, respect, kindness and love represents the essence of Hale`iwa Elementary School. It is a mantra that speaks to its history and legacy.

Located on the pristine north shore of Oahu and surrounded by one of the best surfing and rural residential areas on the island, is Hale`iwa Elementary School (HES). Established in 1871 as Waialua English School and formally renamed in 1965, HES services approximately 200 children from preschool through grade 6. In 1980, the original administration building was placed on the Hawaii and National Register of Historic Places. In 2011, Hale`iwa celebrated its 140th anniversary; representing generations of quality service to a dynamic and historic school community.

Once a vibrant agricultural community with a thriving sugar and pineapple industry, Hale`iwa has emerged as the gateway to a booming tourist industry and exclusive residential residences. Unfortunately, the closing of the Waialua Sugar Mill in 1996 caused financial chaos to the local community that has yet to fully recover.

Since the demise of the agricultural industry, HES has served as the sole stabilizing factor for many students and families. For generations, students and families have gravitated to a school that celebrates a rich history and pride in its place in the community.

The increasing numbers of individuals who have been attracted to north shore exclusive residential areas, entrepreneurship opportunities and the burgeoning tourist industry have influenced the Department of Education's School Status and Improvement Report (SSIR). Although the community income level is significantly higher than the state average, the data does confirm that over the last three years, 59-64% of the student population qualified for lunch subsidies. The school's population is largely from families who are unemployed or under-employed but do their best to support their children. The student body reflects the remnants of the agricultural era with the native Hawaiian group the largest group at 40% followed by the Filipino group at 27%; the white group is third at 17%.

In anticipation of its inaugural accreditation self-study, the school has recently revised its vision and mission statements. It is important to note that the school has also developed a statement of philosophy upon which the revised vision and mission statements were crafted.

We believe ALL students CAN and WANT to learn. Our school setting must be safe, secure, nurturing and inspiring. We must provide a professional, caring and supportive faculty and staff. Strong working relationships among the school's stakeholders are essential for the school's continuous improvement. Our instructional and support services must be student centered and result in improved student achievement and sound ethical behaviors. We believe the quality of our services directly impacts the success of our students.

Hale`iwa's vision is to serve as the educational hub of the community. We envision inspiring all students to dream of compelling possibilities and to develop the skills knowledge and strength of character to bring those dreams to reality. We will ensure that all students are humane, respectful, accepting and responsible.

Hale`iwa's mission is to provide an instructional program that enables all students with the capacity to use critical thinking and problem solving skills to successfully transition to the secondary school setting and beyond. We strive to provide dynamic, challenging and relevant instructional support services to maximize each student's potential to learn and grow.

A rural school of this size poses unique challenges in fiscal and personnel resources. Hale`iwa has however, proven to be amongst the elite of elementary schools in the state of Hawaii. There is a spirit and pride that is best illustrated in a Herculean effort by this school community to counter a consolidation attempt by the department. Still reeling from the effects of the nation's economic downturn, HIDOE faced a monumental budgetary crisis. Consolidation of a small rural school seemed to be a logical decision.

During school year 2009-10, the department initiated proceedings to begin the consolidation process. Against seemingly overwhelming odds, the entire community rallied in support for their school. At the apex of this counter movement was a deliberate and valiant effort by HES to dramatically shift its instructional program to improve student performance.

The school community overwhelmed the Board of Education with their voices and presence; student performance had improved considerably. After an exhausting community effort, in the spring of 2011, HES posted its highest HSA scores to that point: math 91% overall (amongst the highest in the state) and reading 86% overall.

HES represents the age old adage, “Winners don’t do extraordinary things, they do ordinary things extraordinarily well.” School personnel live the school philosophy through every action, behavior and decision. Students, no matter their circumstance, are cared for and provided the means to maximize their learning and growth. HES plays to win ... and every child wins.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Hawaii State Assessment (HSA) is a criterion-referenced assessment. Between SY 2010-11 and SY 2012-13, the HSA was administered to students three times via computer. Prior to that, HSA was administered once a year using paper and pencil. Because this is the last school year the HSA will be used, there are only two administrations of the assessment.

Student performance levels are clustered into four different categories: exceeds, meets, approaching, and well-below. A student who scores 300 or better on either the Reading or Math HSA earns a “meets” proficiency in that content area. The actual “cut score” that delineates “meets” proficiency from “exceeds” proficiency varies depending on the content and grade level. Generally, “exceeds” proficiency is reserved for students who score above criterion-referenced expectations. Students who score in the “approaching” category are those students who are on the cusp of meeting proficiency. These students often “meet” proficiency by the final HSA administration with appropriate supports and interventions. Students who fall in the “well below” category are provided intensive support services.

Hale`iwa believes that all students can meet proficiency in both reading and math through targeted and focused instruction and intervention. Because the HSA has been administered multiple times a year since SY 2010-11, Hale`iwa uses each test administration as a formative progress indicator to determine where each child’s greatest needs are. Even students who “meet” or “exceed” proficiency on one of the first HSA administrations are expected to improve their score for each subsequent administration. As a result, all Hale`iwa students are targeted for intervention support.

During the last five years, Hale`iwa has consistently improved proficiency levels in reading and math for all students. At the beginning of the five-year period, math proficiency was at 46%, barely meeting the established NCLB standard of 46%. During SY 2012-13, math proficiency for all students rose to an all time HES high of 94%, far surpassing the established benchmark of 64%. The gains for reading, while consistent, were not as dramatic. Reading proficiency was 59% in SY 2008-09, barely above the 58% NCLB target. Reading scores improved to 91% by SY 2012-13, significantly above the required target of 72%. This reading proficiency achievement also marked HES’s highest percentage in the last five years.

There have been a number of notable trends during the last few years; especially significant was a “reverse gap” between all students and the scores of disadvantaged and special education certified students. In SY 2008-09, SY 2009-10, and SY 2012-13 or 3 out of 5 years, the disadvantaged group scored higher than all students in both reading and math. In SY 2010-11 the special education group scored higher than all students in reading. The special education group also scored higher in math than all students in 3 different years: SY 2008-09, SY 2009-10, and SY 2010-11. Both sets of data contradict conventional wisdom and research that indicates disadvantaged students or those receiving special education services are likely to score below their non-disadvantaged or non-special needs counterparts. During SY 2012-13, there was however, a significant gap between all students and the white group in both reading and math proficiency.

The success of Hale`iwa’s students on the HSA, whether it be for all students, or students within disaggregated groups, is a result of purposeful goal setting, focused instruction and a concerted effort by both students and teachers to attain that goal. The school specifically aspired to a goal much higher than the required targets for two reasons: 1) The school believes that our students can and should compete with students from the highest performing schools, and 2) Improved student performance would elevate the standing of the school in the community and reinforce the Hale`iwa pride.

In addition, between SY 2009-11, Hale`iwa “fortuitously” faced the very real possibility of being consolidated with two other area schools unless it could prove its worthiness as an educational institution. The choice was clear, significantly elevate student performance or HES would have its doors closed by HDOE.

HES has used assessment data to consistently inform and drive instruction. During SY 2010-11, when Hale`iwa first realized significant gains that brought proficiency levels to the 90's and 80's in Math and Reading, students had 3 opportunities to take the HSA. Each HSA opportunity was used as a formative assessment for the school to gauge a student's progress towards achievement of the standards, a practice that was paramount in the significant gains made by students. After each of the first two test opportunities, students received targeted interventions in small groups based on their areas of greatest need. All students participated in these targeted interventions. Students understood that their responsibility was to improve and give their best effort. Judging from the HSA results, students internalized this message.

It is important to note that HES never targets students based on any of the "subgroups". A designated intervention group for special education students or disadvantaged students does not exist. All students receive targeted interventions based on their academic needs. The gap between the white group and all students in SY 2012-13 will be addressed the same way. Hale`iwa will target all students based on their needs and will expect all students to achieve at high levels.

2. Using Assessment Results:

Analyzing data from assessment results is an important prerequisite for all instructional planning and decisions. HES uses a variety of assessment results to improve student performance.

DIBELS (Dynamic Indicators of Basic Literacy Skill) serves as the school's universal screener for foundational literacy data on each student. The DIBELS process is an example of how data is used systematically to improve instruction and student learning. DIBELS is administered at the beginning of each year to establish a baseline. This initial data is closely examined through the Reeves' 6 Step Data Team Process. Goals are established for each student and instructional strategies are planned according to student needs. Between the first and middle and end of year administration of DIBELS, all students participate in progress monitoring that provides numerous specifically targeted reading passages to each student's appropriate level to help the student improve. Data is collected after each progress monitoring session. The progress monitoring data is also reviewed through the Reeves' Data Team Process. Goals and strategies are constantly being examined and adjusted as necessary throughout this cyclical process: DIBELS, data teams, instructional adjustments, progress monitoring, data teams, instructional adjustments, etc.

Another powerful data analysis process ensues before and after each administration of the HSA. Beginning in SY 2010-11, the HSA has been administered online 3 times a year. During SY 2012-13, the HDOE is transitioning to the SBAC (Smarter Balanced Assessment Consortium), so the HSA Bridge assessment is only offered twice. While the HSA is a high stakes summative assessment used to measure students' proficiency in math and reading for NCLB or ESEA Flexibility Waiver purposes, the multiple opportunities afforded to all students has allowed HES to use the results for all students after each assessment to formatively assess how instruction needs to be adjusted. After each administration, each student's results are examined to determine their individual strengths and weaknesses. Students are then grouped into intervention classes based on their highest need areas. Students who have met proficiency in either or both of the categories still have their results analyzed. Proficient students are also placed in intervention classes because all students are expected to continuously improve.

The school utilizes a variety of means to communicate data results with stakeholders. DIBELS and HSA results are regularly sent home to parents. The school's HSA data is reported in the newspaper and via school newsletter to all families. Students are considered to be the most important stakeholder, consequently each student is taught and expected to check for his score, track it and establish goals for improvement. Most importantly, all students are taught that they are expected to give their best effort and improve. Students learn that even if they achieve an established target, they must always strive to get better. For the aspiring student, significant improvements are acknowledged and celebrated. As the HDOE transitions to a new generation of assessments, the school's proven capacity to utilize data to improve student performance provides confidence that our students will continue to learn and achieve.

3. Sharing Lessons Learned:

Despite its recent academic improvements and success, HES has not been afforded many opportunities to share its best practices. The school's remote location and very modest resources have largely precluded its leadership team from venturing outside the community. Nonetheless, the school has had opportunities to showcase the quality work through a number of on-site visitations.

An AVID (Advancement Via Individual Determination) school since SY 2010-11, HES hosted a visiting school interested in observing AVID strategies integrated in the classroom setting. HES teachers demonstrated a variety of AVID column note taking and level of questioning techniques. Visiting teachers spoke to students about the different organizational strategies they have learned through AVID like the use of their AVID binders, planners and binder pouches with their classroom tools (pencils, pens, highlighters, erasers, etc). Time was also devoted to allow teacher dialogue. HES was pleased to learn that this visiting school has since become an AVID school in SY 2013-14.

During SY 2012-13, HES was a member of a consortium of north side schools who were members of the "Targeted Leadership Institute" cohort. As a member school, HES hosted a "guided visit" of 9 other elementary and secondary schools in August 2012. Hale`iwa Elementary again showcased its use of AVID because its foundational tenets like Writing, Inquiry, Collaboration, Organization and Reading to Learn permeate all grade levels of the school.

The visiting schools walked through classrooms and collected data on how AVID was being used. The data collected from the different classes was compiled, then shared with Hale`iwa Elementary and the visiting schools. The majority of the visiting schools were not AVID schools. However, their feedback was very positive and especially complimentary since HES had effectively integrated strategies more often considered tailored for the secondary setting.

Hale`iwa Elementary has worked diligently each year to develop a comprehensive school improvement plan through collaboration with all stakeholders. Over the past five years, a number of schools have requested for the HES leadership to share its school improvement plan and process.

In addition, the HES principal has been asked to share her leadership strategies and practices with numerous complex area principals. She has also hosted Ke Alaka`i Mau, a Limited Liability Corporation (LLC) providing accreditation consultative support for HIDOE schools to assist them with developing services tailored for the elementary setting.

4. Engaging Families and Community:

An essential theme of HES's vision is to be the educational hub of the community as a means of engaging families. There is no stronger evidence of community engagement than the school's successful effort to counter the attempt by the HIDOE to consolidate HES with a neighboring school. In 2009, in the midst of a dire economic crisis facing the nation and state, the HIDOE began the consolidation process to close Hale`iwa Elementary.

The HES community was fully cognizant that the economic viability of a small rural school would be questioned. The faculty and staff understood that the most effective strategy to "Save Hale`iwa Elementary" was to demonstrate that HES is an academically successful institution that community members would rally for and the HIDOE would determine worthy to sustain.

Faculty, staff, families and community members joined together in support of an unified effort to "Save Hale`iwa School". In October 2010, the HIDOE, facing overwhelming opposition from the school community and more importantly, performance data that definitively confirmed that Hale`iwa's students were scoring exceptionally well on the Hawaii State Assessment, decided to abandon the consolidation initiative.

As evidence of its resilience and commitment to student success, SY 2010-11 marked Hale`iwa Elementary's 140th anniversary of serving generations of families in the community. That same year, HES posted its highest HSA scores to that point with 91% proficiency in math and 86% proficiency in reading. These unprecedented and unparalleled accomplishments were made possible with the support and engagement of the families and community who fought to keep Hale`iwa Elementary open for the children of Hale`iwa.

The Parent Community Networking Center (PCNC) coordinator at HES has been and continues to be instrumental in forging powerful connections with parents and community members. Monthly newsletters and outreach activities have established a spirit of cooperation and collaboration that have encouraged greater involvement of stakeholder groups, which includes a military partnership with the U.S. Army. Parents in particular, for generations were silently supportive of the school. However, after victoriously saving Hale`iwa Elementary from consolidation, parents eagerly attend parenting and student activities. Happy memories have been created at family events like "Viva Hale`iwa", which showcases Hale`iwa's talented student body and other family nights centered around reading, math, college readiness, technology and the school's Positive Behavior Support program. Unlike most schools with a disadvantaged community, HES maintains its vibrant parent and military partnerships which definitely support student achievement.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Hale`iwa Elementary, despite its size, provides a full range of curricular offerings. The HIDOE’s General Learner Outcomes (GLOs) are broad, overarching learning expectations for all students at all levels. These include being a: self-directed learner, community contributor, complex thinker, quality producer, effective communicator, and effective and ethical user of technology. With the recent adoption of the Common Core State Standards (CCSS), Hale`iwa Elementary has aligned its reading and English Language Arts instruction, as well as math instruction to meet CCSS expectations. All other subject areas address the Hawaii Content and Performance Standards (HCPS) III.

Reading and math instruction serve as the major anchors of the instructional day – a remnant of Hale`iwa’s difficult but successful work to exit restructuring status under NCLB several years ago. For the past several years, the Reading Mastery Plus Program, a direct instruction mastery model that has students grouped into small homogeneous groups by ability level, was the primary venue for reading instruction. During the 4th quarter of SY 2013-14, the Hale`iwa faculty chose to transition to reading and English Language Arts instruction in heterogeneous groups by grade level. This transition was prompted by the HIDOE’s adoption of the McGraw Hill “Wonders” program in all HIDOE elementary schools and more importantly by the faculty’s desire to explore other instructional approaches in the hopes of meeting the needs of more students and to ensure alignment with CCSS.

Math instruction uses several different resources and strategies. “Everyday Math”, Singapore math and multi-sensory lessons represent the core of the math curriculum that is supplemented by a variety of other strategies and sources. All math classes are fully aligned to the CCSS.

Science is another major area of instruction in all grade levels. The surrounding environment provides students wonderful opportunities to conduct experiments utilizing the scientific process. The alignment of the scientific process with the development of students’ writing skills is of paramount importance in grades 3-6.

Social Studies instruction is often integrated into English Language Arts instruction. Understanding different cultures, the history of the world, the United States and the state of Hawaii, along with current events and issues that affect our lives are just a few of the areas covered. Hawaiian Studies class or “Halau” as it is known at Hale`iwa, is a uniquely Hawaiian class. Halau incorporates learning about ancient Hawaiian rituals and legends, the cultural values of the Hawaiian people, songs and basic language lessons.

Art and Music are also incorporated into classroom instruction when possible since the lack of resources precludes the school from providing specialized teachers. Physical Education classes are taught by grade level homeroom teachers and are accompanied by health lessons that focus on developing and maintaining a healthy lifestyle.

With technology evolving so rapidly and a population that is largely disadvantaged, basic keyboarding has become a class offering for all grades. The use of technology has also become essential in all classrooms with the presence of computers and iPads. Interactive web-based programs like KidBiz, Math Whizz, Study Island, and Brain Pop provide supplemental instructional opportunities in reading, math, science and social studies.

Despite very modest resources, Hale`iwa offers a number of unique courses. French is offered to 1st graders and after school as an “elective” for 2nd graders because a native French speaker who is also a paraprofessional tutor works with those grade levels. Flexible Learning Opportunity Wednesday (FLOW) classes are Hale`iwa’s innovative instruction that provides learning beyond the traditional classroom offerings. Teachers are encouraged to offer courses that capitalize on their strengths. Students in grades 2 - 6 are allowed to choose a FLOW class. FLOW offerings have included: Chorus, Band, Room of Rock

(ukulele club), Paper Crafts, Tech Team, iPad apps, Fitness Club, Yearbook Club, Fun with Science, Sing-Along and Bullying Prevention and others.

The extensive variety of course offerings are a tribute to a determined and committed faculty and staff. They have extended their talents and interests to provide courses that students would otherwise not be exposed to. The variety of course offerings not only challenge and inspire students to learn; the classes also focus on working collaboratively, thinking and problem solving, and applying technology and creativity which are critical qualities to students' success in college and careers.

2. Reading/English:

Since 1998, HES has used "Reading Mastery", a direct instruction curriculum as its core reading program. Reading classes focus on mastery of sounds and concepts before moving on to the next level. Known as a "walk to learn" model, students are grouped homogeneously according to their ability.

Direct Instruction Reading models have been widely used among low-performing schools in high poverty areas. The primary goal of direct instruction is to increase student achievement through carefully focused instruction. This rationale was the basis for the school to adopt this model.

Several very specific instructional strategies are used in all reading classes. Teacher modeling is used consistently across all levels. Students are expected to "finger track" their reading so they don't lose their place and help increase fluency. At the lower levels, blending of sounds, sight words and phonemic awareness are emphasized. At the upper levels, reading fluency with few to no mistakes and mastery of different language and grammatical concepts are emphasized.

At the end of every 5 lessons there is a mini-assessment to test each student's oral reading fluency and accuracy. At the end of every 10 lessons there is a "mastery test" to assess students' comprehension of all the material covered.

During the 4th quarter of SY 2013-14, Hale`iwa will be undergoing a significant change in its reading program as it transitions from the direct instruction to a heterogeneous based group instruction. This change was prompted partially by HIDOE's adoption of a new reading and ELA curriculum to align with CCSS and it was also prompted by the Hale`iwa faculty's desire to make instructional adjustments to better serve the needs of all students.

Whether it is the direct instruction model or the soon to be implemented heterogeneous groups, one of the keys to Hale`iwa's students' success in reading is the careful monitoring by the Reading Coach (RC). Each teacher is required to submit a weekly Learning Progress Chart (LPC) to the RC to report each student's progress. The LPC identifies students who are having trouble or who are excelling. Through these reports, the RC makes adjustments to each student's reading program to better meet his needs.

Equally important is the diligence and discipline of faculty members to implement strategies consistently and with fidelity. Teachers prepare engaging lessons focused on reading and language arts and provide quality instruction to enable all students to master the content.

3. Mathematics:

Math instruction uses several different resources and strategies. "Everyday Math", Singapore Math and multi-sensory lessons represent the core of the math curriculum that is supplemented by a variety of other strategies and resources. All math classes are fully aligned to the CCSS. To ensure the alignment of the standards and the different resources, teachers created standards maps that serve as "pacing guides" for their instruction. The core of resources was selected because the different approaches benefit students with varied learning styles.

Students develop their mathematical thinking with learning opportunities grounded in a concrete to representational/pictorial to abstract sequence of instruction. Base ten concept develops the numerical understanding in the primary levels. Students are taught the foundation of the number system because without an understanding of the place value system and how it can be used, there can be no real understanding of the rest of mathematics. More importantly, the standards of mathematical processes that include problem solving, reasoning, communication, connections and representations are taught continuously and consistently each year to strengthen the rigor and sophistication of the math program. Students' capacity to successfully master these processes are the gateway to more complex curriculum at the secondary level and reinforces their confidence to pursue courses that better prepare them for college and careers.

Formative assessments occur daily as teachers are constantly checking for their students' understanding and differentiating their instruction accordingly. Teacher created assessments based on the standard(s) that are being taught are administered appropriately after instruction and learning have taken place. In grades 3 – 6, students are also being assessed using mini performance tasks to help students develop even higher-level critical thinking skills.

Like the reading program, the pillar of success of the math program is the monitoring by the Math Coach (MC). Teachers must submit weekly Learning Progress Charts (LPCs) to the MC to report on progress for the week. Teachers reflect on what went well, what did not go as smoothly and make plans for next steps. Teachers also report on specific students and problems those students may have or if students are ready to go beyond their classmates. The MC is instrumental in providing additional resources for teachers' instructional adjustments to support their struggling and excelling students. The MC also provides small group instruction or co-teaches with classroom teachers when more intensive assistance is necessary.

4. Additional Curriculum Area:

HES' mission is to provide challenging and relevant instruction to maximize each student's potential to learn and grow. Helping students to acquire the capacity to use critical thinking and problem solving skills to successfully transition into any learning or work environment is an integral part of all instruction. The science curriculum fulfills the tenets of Hale`iwa's mission more succinctly than most other subject areas.

Teachers labor tirelessly to provide authentic problem-based science lessons that engage students with challenging and fun learning. Several different resources are used for science instruction: Brain Pop Videos, FOSS kits, Harcourt Science texts, internet and the most compelling, our community. The science curriculum is aligned with the Hawaii Content and Performance Standards III. The relevance of the science lessons provides a natural platform for instructional differentiation.

In the primary grades, science instruction begins with an understanding of and experiences in observation, the critical first step in the scientific inquiry process. Observations lead to questions that inevitably lead to additional observations. As students advance through the grade levels, the science curriculum focuses on thinking skills through predicting, observing, collecting data, drawing generalizations and checking predictions against their hypotheses. Teachers tactfully and strategically connect these skills to students' language development, a strategy that reinforces not only the mastery of the science content, but strengthens the acquisition of effective communication skills.

The Hale`iwa community provides a powerful science lab and natural classroom. The crown flower tree at the back of the school is an excellent source of caterpillars for the study of the life cycle of a butterfly. The natural atmospheric weather changes in Hawaii help students to learn about the water cycle, weather and climate. Some classes use the school's passion fruit vines and pill bugs (or affectionately known by the students as roly polies) to develop hypotheses, record data and test predictions in experiments.

HES is currently in the planning stages of more purposely integrating technology, engineering and math into our science curriculum. The natural habitat when fully integrated with STEM concepts will elevate our

students' capacity to more effectively utilize the scientific inquiry method to better prepare them for college and careers.

5. Instructional Methods:

It is the school's belief that differentiation is key to student success. HES has been especially cognizant that its diverse and challenged student population thrives when learning is tailored to their needs. Teachers have diligently and consistently differentiated their instructional strategies to engage students and elevate their performance.

Since SY 2010-2011, Hale`iwa has been an AVID (Advancement Via Individual Determination) school. Use of AVID's organizational, note-taking and questioning strategies serve as one of the unifying forces in the K-6 instruction at the school.

Another unifying set of instructional strategies is Thinking Maps. Teachers have found this strategy to be very effective in helping learners at different levels understand content through a visual representation of students' thinking. Thinking Maps allowed students to create concrete images of their thinking, an especially effective strategy for struggling learners.

Small group instruction is the most commonly used strategy to modify instruction to meet the diverse needs of students. Differentiated workstations allow students to work independently in small groups on different assignments that are designed for their specific learning needs while the teacher works with one of the groups. Collaborative learning groups allow teachers to purposefully ensure scaffolding is implemented within the group by placing high-achieving students in groups with low-achieving students so that they can learn from each other. Intervention groups are used extensively by the school to target students' specific needs in math and reading to ensure that students realize their optimum performance. HES meticulously determined each student's greatest need and selected the teacher best suited to student's personality to elicit the students' best effort.

The use of technology is also integral to differentiation. Each classroom has at least 5 iPads for students to use to practice at their own pace on apps that feature fundamental grammar or math skills. The school has 3 computer labs and all classes are scheduled to use one lab at least once a week. In the labs, a variety of web-based programs are available. "KidBiz" differentiates students' material based on their reading level. "Study Island" provides lessons in both ELA and Math at students' specific learning levels. "Math Whizz" is a program used by grades K-3 to practice math computational and problem solving skills.

HES discarded the one size fits all instructional model of days past by fully integrating differentiated instructional strategies. The school's students' extraordinary performance is a testament to this commitment.

6. Professional Development:

Student demographics have played an important role in shaping our professional development plan. The student population is comprised of 60% disadvantaged students, from working class families, whose parents have some college but very few who have college degrees. As a result, the school became an AVID (Advancement Via Individual Determination) school that emphasizes college and career ready skills and the belief that a college education is not only desired but also possible. By the end of SY 2012-13, all teachers were AVID trained and were consistently using these strategies.

Student demographics were also critical in the decision to have all teachers trained in Thinking Maps and Singapore Math. Thinking Maps provide students different ways to organize and represent their abstract thinking. Singapore Math provides teachers a range of strategies to differentiate their instruction.

HES prefers to be at the forefront of initiatives where the school can set the pace, rather than following someone else's lead. When HIDOE was in its 2nd year of piloting the Educator Effectiveness System (EES), Hale`iwa volunteered to be a part of the pilot. EES professional development activities enabled

teachers to understand that the EES was not just “teacher evaluation tied to pay” but instead a system that was designed for teachers to become more effective and ultimately, to improve student learning. The Danielson Framework, an integral component of EES, provides a powerful opportunity for essential conversations to occur between the teacher and the administrator. These conversations help teachers to confirm what they did well and identify their next steps to improve their instruction.

The Student Learning Objective (SLO) process, another integral component to EES, requires teachers to choose a learning target for each of their students, measure and record each students’ baseline, provide differentiated instruction and assess each students’ learning against the expected target. Hale’iwa has used this process to improve writing instruction in all grade levels by requiring all teachers to use the appropriate CCSS narrative writing standard as our school-wide SLO.

The HIDOE recently mandated that all elementary schools engage in the Western Association of Schools and Colleges (WASC) accreditation process. The rigorous self-study process, a mandate for many, is for Hale’iwa, another opportunity to learn and improve. HES anticipates that this cyclical, data-driven school improvement process will validate its strengths and provide the school the means to identify ways to continuously improve.

7. School Leadership

Hale’iwa’s leadership team is key to sustaining a culture of learning that maintains a singular focus on students. Comprised of the principal, counselor, librarian, reading and math coaches, Student Services Coordinator (SSC) and Parent Community Networking Center (PCNC) coordinator; the Leadership Team advocates for and facilitates the school’s improvement process. Members understand that leadership starts with a moral purpose, that being the vision of the school. They consistently champion integrity of character to “walk the talk”, leading by example to insure they model what they expect of their colleagues. Team members fully understand that their leadership is born of service and their moral imperative is to insure their decisions advocate for and result in quality education for all students. The school’s extraordinary performance results are no doubt evidence of the impact of their leadership.

"None of us is as good as all of us" exemplifies the leadership style of HES. There is a spirit of collaboration and collective responsibility among all personnel to contribute to the greater good of the school. The principal maintains a high visibility profile both on campus and in the community. She is constantly modeling her expectations, reinforcing and recognizing quality performance by students and personnel, redirecting off task behaviors when appropriate and consistently acknowledging her appreciation for her personnel.

The school governance process is collaborative and decisions are rendered largely by consensus. The crafting of the Academic and Financial Plans are critical tasks that focus decisions, resources, time and effort on student achievement. The Leadership Team utilizes performance data to identify need areas and develop enabling activities that are intended to address student needs. The draft plans are shared with faculty, staff and the School Community Council (SCC) for input and improvement. The SCC is comprised of the principal and representatives from the faculty, staff, parent, community and student role groups. Suggestions are returned to the Leadership Team for consideration. A final document is developed for the school personnel to adopt. It is the responsibility of the SCC to formally approve the plans before submission to the Complex Area Superintendent.

The results of the most recent SY 2012-13 School Quality Survey are a powerful validation of the school leadership. Of particular note is 100% of both faculty and parent and 92.9% of student respondents were “satisfied” with the school, percentages that were significantly higher than state averages.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	95	86	92	80	63
% Exceeds	23	18	28	53	30
Number of students tested	22	22	25	15	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	0	0	2
% of students tested with alternative assessment	9	0	0	0	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	93	88	85	100	70
% Exceeds	20	24	31	33	40
Number of students tested	15	17	13	6	20
2. Students receiving Special Education					
% Meets plus % Exceeds	75	75	100	100	82
% Exceeds	0	0	60	67	36
Number of students tested	4	4	5	3	11
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	100	100		100	
% Exceeds	33	0		0	
Number of students tested	3	2	0	2	0
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds	100	100	100	100	38
% Exceeds	14	17	13	75	25
Number of students tested	7	6	8	4	8

7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	91	78	78	83	77
% Exceeds	18	11	33	67	31
Number of students tested	11	9	9	6	13
9. White Students					
% Meets plus % Exceeds		100	100		80
% Exceeds		50	50		40
Number of students tested	0	4	4	0	5
10. Two or More Races identified Students					
% Meets plus % Exceeds	100	0	100	33	0
% Exceeds	100	0	0	33	0
Number of students tested	1	1	2	3	1
11. Other 1: Native Hawaiian + part Hawaiian					
% Meets plus % Exceeds	90	78	78	83	77
% Exceeds	10	11	33	67	31
Number of students tested	10	9	9	6	13
12. Other 2: Disadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	94	84	88	100	67
% Exceeds	19	21	25	43	33
Number of students tested	16	19	16	7	24
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: The Hawaii DOE's test window extends from October through May.

The Hawaii State Alternate Assessment (HSAA) is a standards-based assessment for students with significant cognitive disabilities who are unable to take the HSA even with accommodations. Students in grades 3-8 and 10 are assessed in reading and mathematics. Students in grades 4, 8 and 10 are also assessed in science. The administration of the HSAA takes place throughout the school year. Hawaii has the only single SEA/LEA organizational structure. As such, the 2 percent cap on alternate assessments of students is applied at the SEA and not the school level. If the number of students who score at the “meets” or “exceeds” level on assessments based on the alternate academic achievement standards is greater than the 1.0% proficiency cap (at the SEA/LEA level), then the HDOE will include the “meets” and “exceeds” proficiency scores of students with the most significant cognitive disabilities in an order approved by USDE up to the 1.0% proficiency cap.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 4

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	93	92	94	65	44
% Exceeds	26	25	25	48	22
Number of students tested	27	24	16	23	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	2	0
% of students tested with alternative assessment	0	0	0	9	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	100	89	100	68	36
% Exceeds	24	26	14	58	7
Number of students tested	17	19	7	19	14
2. Students receiving Special Education					
% Meets plus % Exceeds	100	100	100	100	33
% Exceeds	0	25	0	50	0
Number of students tested	5	4	3	8	3
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	100	100	100	0	50
% Exceeds	0	0	33	0	0
Number of students tested	2		3	1	2
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds	100	82	100	57	17
% Exceeds	50	9	25	29	17
Number of students tested	6	11	4	7	6
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	100	100	100	69	42
% Exceeds	11	56	14	54	17
Number of students tested	9	9	7	13	12
9. White Students					
% Meets plus % Exceeds	80	100	0	100	100
% Exceeds	30	0	0	100	50
Number of students tested	10	2	1	2	4
10. Two or More Races identified Students					
% Meets plus % Exceeds			100		0
% Exceeds			100		0
Number of students tested	0	0	1	0	2
11. Other 1: Native Hawaiian + part Hawaiian					
% Meets plus % Exceeds	100	100	100	69	42
% Exceeds	11	56	14	54	17
Number of students tested	9	9	7	13	12
12. Other 2: Disadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	90	89	89	71	40
% Exceeds	11	56	14	54	17
Number of students tested	21	19	9	21	15
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: The Hawaii DOE's test window extends from October through May

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 5

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	100	77	85	44	26
% Exceeds	24	14	19	12	4
Number of students tested	21	22	27	25	27
Percent of total students tested	100	100	100	96	100
Number of students tested with alternative assessment	0	0	2	0	0
% of students tested with alternative assessment	0	0	7	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	100	71	87	55	35
% Exceeds	15	14	22	0	6
Number of students tested	13	14	23	11	17
2. Students receiving Special Education					
% Meets plus % Exceeds	100	60	100	50	0
% Exceeds	25	0	0	0	0
Number of students tested	4	5	8	6	6
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	100	100		0	0
% Exceeds	0	33		0	0
Number of students tested	1	3	0	2	1
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds	100	100	80	33	43
% Exceeds	11	40	10	0	7
Number of students tested	9	5	10	6	14
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	100	64	93	62	14
% Exceeds	50	0	20	15	0
Number of students tested	8	11	15	13	7
9. White Students					
% Meets plus % Exceeds	100		0	33	0
% Exceeds	0		0	33	0
Number of students tested	2	0	1	3	3
10. Two or More Races identified Students					
% Meets plus % Exceeds		67	100	0	0
% Exceeds		0	100	0	0
Number of students tested	0	3	1	1	2
11. Other 1: Hawaiian + part Hawaiian					
% Meets plus % Exceeds	100	64	93	62	20
% Exceeds	50	0	20	15	0
Number of students tested	8	11	15	13	5
12. Other 2: Disadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	100	71	84	47	32
% Exceeds	21	14	20	0	5
Number of students tested	14	14	25	15	22
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: The Hawaii DOE's test window extends from October through May.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 6

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	88	86	96	62	53
% Exceeds	8	25	23	34	21
Number of students tested	25	28	26	29	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	0	0	0
% of students tested with alternative assessment	0	4	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	93	87	94	58	78
% Exceeds	14	30	24	37	44
Number of students tested	14	23	17	19	9
2. Students receiving Special Education					
% Meets plus % Exceeds	75	100	83	29	57
% Exceeds	0	43	17	0	0
Number of students tested	4	7	6	7	7
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	100		100	0	50
% Exceeds	0		20	0	0
Number of students tested	4	0	5	1	2
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds	83	91	100	64	60
% Exceeds	17	18	17	50	40
Number of students tested	6	11	6	14	5
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	90	81	91	63	29
% Exceeds	10	31	27	25	29
Number of students tested	10	16	11	8	7
9. White Students					
% Meets plus % Exceeds	67		100	75	100
% Exceeds	0		25	25	0
Number of students tested	3	0	4	4	1
10. Two or More Races identified Students					
% Meets plus % Exceeds	100	100		50	100
% Exceeds	0	0		0	0
Number of students tested	2	1	0	2	3
11. Other 1: Native Hawaiian + part Hawaiian					
% Meets plus % Exceeds	90	81	93	50	50
% Exceeds	10	31	29	17	50
Number of students tested	10	16	14	6	4
12. Other 2: Disadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	82	88	95	55	64
% Exceeds	12	28	21	32	29
Number of students tested	17	25	19	22	14
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: The Hawaii DOE's test window extends from October through May.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	91	91	88	73	56
% Exceeds	23	55	56	0	7
Number of students tested	22	22	25	15	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	0	0	2
% of students tested with alternative assessment	9	0	0	0	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	87	94	92	67	70
% Exceeds	20	53	38	0	10
Number of students tested	15	17	13	6	20
2. Students receiving Special Education					
% Meets plus % Exceeds	75	50	100	100	55
% Exceeds	0	0	40	0	9
Number of students tested	4	4	5	3	11
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	100	100		50	
% Exceeds	33	50		0	
Number of students tested	3	2	0	2	0
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds	86	83	75	100	38
% Exceeds	14	50	50	0	0
Number of students tested	7	6	8	4	8
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	91	89	89	83	69
% Exceeds	18	67	33	0	8
Number of students tested	11	9	9	6	13
9. White Students					
% Meets plus % Exceeds		100	100		60
% Exceeds		50	100		20
Number of students tested	0	4	4	0	5
10. Two or More Races identified Students					
% Meets plus % Exceeds	100	100	100	33	0
% Exceeds	100	0	100	0	0
Number of students tested	1	1	2	3	1
11. Other 1: Native Hawaiian + part Hawaiian					
% Meets plus % Exceeds	90	89	89	83	69
% Exceeds	20	67	33	0	8
Number of students tested	10	9	9	6	13
12. Other 2: Disadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	88	89	88	71	63
% Exceeds	19	47	38	0	8
Number of students tested	16	19	16	7	24
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: The Hawaii DOE's test window extends from October through May.

The Hawaii State Alternate Assessment (HSAA) is a standards-based assessment for students with significant cognitive disabilities who are unable to take the HSA even with accommodations. Students in grades 3-8 and 10 are assessed in reading and mathematics. Students in grades 4, 8 and 10 are also assessed in science. The administration of the HSAA takes place throughout the school year. Hawaii has the only single SEA/LEA organizational structure. As such, the 2 percent cap on alternate assessments of students is applied at the SEA and not the school level. If the number of students who score at the “meets” or “exceeds” level on assessments based on the alternate academic achievement standards is greater than the 1.0% proficiency cap (at the SEA/LEA level), then the HDOE will include the “meets” and “exceeds” proficiency scores of students with the most significant cognitive disabilities in an order approved by USDE up to the 1.0% proficiency cap.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 4

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	93	83	94	83	59
% Exceeds	44	38	56	26	7
Number of students tested	27	24	16	23	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	2	0
% of students tested with alternative assessment	0	0	0	9	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	100	84	100	84	57
% Exceeds	41	37	29	32	0
Number of students tested	17	19	7	19	14
2. Students receiving Special Education					
% Meets plus % Exceeds	100	100	100	88	67
% Exceeds	20	25	33	13	0
Number of students tested	5	4	3	8	3
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	100	100	100	0	0
% Exceeds	100	0	0	0	0
Number of students tested	2	1	3	1	2
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds	100	73	100	86	33
% Exceeds	33	36	75	29	0
Number of students tested	6	11	4	7	6
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	100	89	100	85	75
% Exceeds	22	33	71	15	8
Number of students tested	9	9	7	13	12
9. White Students					
% Meets plus % Exceeds	80	100	0	100	75
% Exceeds	60	50	0	100	25
Number of students tested	10	2	1	2	4
10. Two or More Races identified Students					
% Meets plus % Exceeds			100		50
% Exceeds			100		0
Number of students tested	0	0	1	0	2
11. Other 1: Native Hawaiian + part Hawaiian					
% Meets plus % Exceeds	100	89	100	85	75
% Exceeds	22	33	71	15	8
Number of students tested	9	9	7	13	12
12. Other 2: isadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	90	84	89	86	60
% Exceeds	33	37	33	29	0
Number of students tested	21	19	9	21	15
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: The Hawaii DOE's testing window extends from October through May.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 5

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	90	86	81	64	52
% Exceeds	38	27	33	12	11
Number of students tested	21	22	27	25	27
Percent of total students tested	100	100	100	96	100
Number of students tested with alternative assessment	0	0	2	0	0
% of students tested with alternative assessment	0	0	7	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	85	79	83	82	53
% Exceeds	38	21	39	0	18
Number of students tested	13	14	23	11	17
2. Students receiving Special Education					
% Meets plus % Exceeds	100	80	100	67	17
% Exceeds	25	0	13	0	0
Number of students tested	4	5	8	6	6
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	100	100		100	100
% Exceeds	100	33		0	0
Number of students tested	1	3	0	2	1
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds	78	80	80	67	50
% Exceeds	22	40	30	0	14
Number of students tested	9	5	10	6	14
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	100	100	87	69	57
% Exceeds	50	18	33	15	0
Number of students tested	8	11	15	13	7
9. White Students					
% Meets plus % Exceeds	100		0	33	67
% Exceeds	50		0	33	33
Number of students tested	2	0	1	3	3
10. Two or More Races identified Students					
% Meets plus % Exceeds		33	100	0	0
% Exceeds		33	100	0	0
Number of students tested	0	3	1	1	2
11. Other 1: Native Hawaiian + part Hawaiian					
% Meets plus % Exceeds	100	100	87	69	60
% Exceeds	50	18	33	15	0
Number of students tested	8	11	15	13	5
12. Other 2: Disadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	86	79	80	73	55
% Exceeds	43	21	36	0	14
Number of students tested	14	14	25	15	22
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: The Hawaii DOE's testing window extends from October through May.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 6

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	88	86	85	69	74
% Exceeds	28	32	27	14	32
Number of students tested	25	28	26	29	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	0	0	0
% of students tested with alternative assessment	0	4	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	93	83	76	63	67
% Exceeds	21	39	24	5	44
Number of students tested	14	23	17	19	9
2. Students receiving Special Education					
% Meets plus % Exceeds	75	100	83	29	71
% Exceeds	50	14	17	0	0
Number of students tested	4	7	6	7	7
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	100		80	100	50
% Exceeds	50		40	0	0
Number of students tested	4	0	5	1	2
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds	83	82	67	71	100
% Exceeds	17	36	0	29	60
Number of students tested	6	11	6	14	5
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	90	94	91	50	57
% Exceeds	30	31	36	0	29
Number of students tested	10	16	11	8	7
9. White Students					
% Meets plus % Exceeds	67		100	100	100
% Exceeds	0		25	0	0
Number of students tested	3	0	4	4	1
10. Two or More Races identified Students					
% Meets plus % Exceeds	100	0		50	67
% Exceeds	50	0		0	33
Number of students tested	2	1	0	2	3
11. Other 1: Native Hawaiian + part Hawaiian					
% Meets plus % Exceeds	90	94	86	50	75
% Exceeds	30	31	36	0	25
Number of students tested	10	16	14	6	4
12. Other 2: Disadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	82	84	79	59	79
% Exceeds	24	36	21	5	29
Number of students tested	17	25	19	22	14
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: The Hawaii DOE's testing window extends from October through May.