

***U.S. Department of Education***  
***2015 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I      [ ] Charter      [ ] Magnet      [X] Choice

Name of Principal Mr. Jamie M Dela Cruz

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

Official School Name Ka`elepulu Elementary School

(As it should appear in the official records)

School Mailing Address 530 Keolu Drive

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

City Kailua State HI Zip Code+4 (9 digits total) 96734-3938

County Honolulu County State School Code Number\* 330

Telephone 808-266-7811 Fax 808-266-7813

Web site/URL http://www.kaelepul.k12.hi.us E-mail Jamie M Dela Cruz@notes.k12.hi.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Ms. Kathryn Matayoshi

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

E-mail:

kathryn\_matayoshi@notes.k12.hi.us

Other)

District Name Windward Oahu Tel. 808-233-5700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Donald G. Horner

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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

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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. 3 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	2	3	5
K	16	11	27
1	17	12	29
2	14	14	28
3	17	14	31
4	17	15	32
5	14	16	30
6	9	12	21
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	106	97	203

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 27 % Asian
  - 1 % Black or African American
  - 3 % Hispanic or Latino
  - 26 % Native Hawaiian or Other Pacific Islander
  - 41 % White
  - 1 % 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 2013 - 2014 year: 7%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1	194
(5) Total transferred students in row (3) divided by total students in row (4)	0.072
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 3 %  
6 Total number ELL  
 Number of non-English languages represented: 3  
 Specify non-English languages: Spanish, Korean, Tagalog

8. Students eligible for free/reduced-priced meals: 15 %  
 Total number students who qualify: 29

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 21 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %  
15 Total number of students served

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

- |                                |  |
|--------------------------------|--|
| <u>4</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>5</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>3</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>2</u> 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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	1
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 18:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	97%	97%
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 2014

<b>Post-Secondary Status</b>	
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

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

15. Please summarize your school mission in 25 words or less: Establish a safe and educational environment for every student to be a successful 21st century learner in order to be career and college ready.

## **PART III – SUMMARY**

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Ka`elepulu Elementary School, home of the Ladybugs, is located in Kailua on the windward side of Oahu. In Hawaiian, ka`elepulu means “moist blackness,” which refers to the dark moss that grew in what was once an important freshwater pond on its site. At the groundbreaking for the school, when the earth was moved with a ceremonial shovel the air filled with a flight of ladybugs and, thus, the mascot of the school made itself known. Like its mascot, our school continues to soar.

Ka`elepulu School opened its doors in 1973 and has maintained its original structure as a single two-story classroom building. The school is part of the Kailua Complex and is one of three public schools encircling Enchanted Lake. We provide a caring, nurturing, and positive learning environment for approximately 197 students. Our school community is diverse and extends over its geographic boundaries including Waimanalo, Kailua and as far as the Leeward coast. Thirty-seven percent of our students live outside our geographic area and attend by choice. At our school, all school community members play a critical role in helping our students achieve and are recognized as valued members of the school `ohana (family).

Ka`elepulu School embeds the 16 Habits of Mind across all content and curriculum. We emphasize that everyone, no matter their size or age, is expected to show respect and caring for each other. Every day, at the start of school our students recite our school pledge: “I will pursue excellence. I will work as a team with my classmates and teachers. I am a lifelong learner. Success begins with me.” All school community members collaborate to support each other in learning, developing, and striving for excellence through mindfulness. The vision of our school is to provide an educational program that is student-focused with high expectations to create well-rounded students; to develop individuals’ interdependence by helping students collaborate and become responsible individuals; to have faculty and staff who are student-focused with high expectations while communicating open-mindedly and non-judgmentally to create well-rounded students; and to foster a learning environment that is focused, open-minded, relaxed and professional.

In 2010, the Kailua-Kalaheo Complex Area began its journey with Targeted Leadership Consultants (TLC) to develop Instructional Leadership Teams (ILT) at the school level to guide the research-based instructional practices. The initiative is a process that focuses on instructional strategies to increase student achievement. Monthly team training meetings at the complex level followed the contextual framework for powerful learning which included data analysis, selection of powerful instructional practices (PIP), using data teams to ensure safe practice, peer visits and looking at student work to improve instruction. Ka`elepulu’s ILT has been instrumental in leading our school to implement the contextual framework for powerful learning practices.

The complex initiative included training and implementation of the Seven Strategies for Assessment for Learning (AFL) which aligned to the implementation of the PIP and formative assessment practices. Our ILT oversees the process to ensure that our school staff stays current through quarterly walkthroughs and complex training sessions for all its curricular initiatives.

Ka`elepulu is also part of the K-12 complex initiative to implement inquiry-based learning, bringing Philosophy for Children and supporting the Habits of Mind on our campus, for both the developing and application of critical thinking skills.

Our school continues to develop and implement a balanced literacy program that integrates various modalities of literacy instruction. Our math program comprises real-life applications and the use of manipulatives to enhance learning. The Habits of Mind are incorporated as the basis for fostering creativity and higher level critical thinking skills in the classroom. We are in the beginning stages of developing our inquiry-based science program which includes explorations in the school garden and aquaponics. Participation in community service projects is encouraged at all grade levels. Moreover, our Junior Police Officers (JPO) and Student Council programs provide meaningful leadership opportunities for students.

Ka`elepulu values our strong partnerships with and support received from the Parent Teacher Student Association (PTSA), the Parent Community Network Coordinator (PCNC), School Community Council (SCC), Kaneohe Marines, and the Pali Lions Club. Various opportunities are available for parents and

community members to participate in the classroom and school events. Our PTSA supports the continuation of our Fine Arts and Physical Education programs by sponsoring various school fundraisers throughout the school year.

Hawaii's public schools strive to prepare all students for success in college, careers and citizenship in the 21st century. To meet this ambitious goal, the Hawaii DOE set high expectations for schools to regularly review progress and provide customized support to every student and school. The department regularly provides additional information to parents, communities, educators and policy makers to help them understand school performance.

Ka'elepulu has been recognized as a high-performing and high-achieving school. Our status has consistently shown high performance with state assessment scores above the state benchmarks. Although there was not a significant achievement gap documented in the Strive HI data, we identified all high needs students and provided targeted support including intervention and progress monitoring. Our school used the specific data to develop school improvement focus and efforts. Chronic attendance, the academic gap between high-needs students and the non-high-needs students, and ensuring academic growth are key for the data that is collected for the state Strive HI report and rating. Ka'elepulu is one of 15 schools ranked by the Strive HI rating system as a Recognition School. Moreover, our school is recognized as both a High Achieving and High Performing school.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

The academic standards for the coursework at Ka‘elepulu follow the Common Core State Standards (CCSS) for English / Language Arts and Math and the Hawaii Content and Performance Standards (HCPS) for all other subject areas. For K-5 ELA, our teachers are using the Wonders program while incorporating balanced literacy practices. The Stepping Stones program is used by our K-5 teachers for math. The state recommended curriculum, Spring Board for ELA and Go Math for math are in place for grade 6. To support implementation of the state recommended Wonders curriculum, balanced literacy trainings (i.e., Reading Conferences, Oral Reading Records, Retellings and Discussions, Guided Reading Strategies, Word Study Groups, and Reading Responses) were provided to our teachers by the Windward complex area staff. In addition, teachers in grades K, 1, 3, and 5 participated in additional professional development courses to expand their understanding of the Wonders curriculum and balanced literacy.

Our classroom teachers post learning targets, primarily for ELA and Math, to help our students understand the expectations. The learning targets display the level of rigor, instruction and critical thinking skills to be addressed during that lesson. Formative and summative assessments (from the ELA/Math curriculum) also provide indicators of congruence between what is being taught, what standards are being addressed and the GLOs being embedded in the lessons and classroom conversation. Our units of study include formative and summative assessments along with effective instructional practices. Most valuable is the specific feedback to our students and the re-teaching opportunities to support our non-proficient students as they work towards attaining the learning targets. Pacing guides are implemented and adjusted to ensure the appropriate delivery of learning within the school year.

Curriculum maps submitted by our grade-level teachers along with their pacing guides provide the congruence between the actual concepts and skills taught, the academic standards and the GLOs. The curriculum maps developed by our grade-level teachers are designed to utilize critical thinking skills as identified in the school-wide Powerful Instructional Practice (PIP), which is “non-linguistic representation” and the use of thinking maps/graphic organizers. The PIP is incorporated into our units and assessments and contribute towards the mastery of the standards. We are leveraging a partnership with our neighboring elementary school and working with Kamehameha Schools Bishop Estate (KSBE) Literacy Division to build our capacity and deepen our understanding to use non-linguistic representation (Thinking Maps/graphic organizers) to develop critical thinking skills in our students.

Our students use the inquiry-based method to conduct research, create visual boards for their science showcase and district science fair projects with opportunities to explain and share their projects with an audience of peers and school community members. Our classroom teachers are primarily responsible for selection and evaluation of the other grade-level curriculum (HCPS III) which includes social studies, health, music, PE, guidance and art. The latter four content area curricula are collaborated with our teacher specialists. Our teachers use hands-on learning, field trips, project-based learning, technology, and much more to engage our students in these content areas. Curriculum integration occurs within the grade levels. The common curriculum integration occurs in science and STEAM projects as our students participate in the science fair and research projects for social studies. Grade-level culminating projects or problem-based learning projects often require integration among the disciplines as time or resources may be limited.

Ka‘elepulu incorporates arts along with other standards in our May Day and Winter Program using music and dance integrated with curriculum. Our students have performed well on these types of projects that provide them opportunities to demonstrate creativity, problem solving and collaborative teaming. Examples include the 6th grade Ancient History Play (integrating social studies, language arts, performing arts, art); the 5th grade mummification project (science, social studies, writing) and the author study (language arts, technology). American History Game (social studies, language arts, art), Explorer poster (social studies, art, language arts), and Walking Classroom (PE, language arts, social studies) are some of the projects upper grade students engage in to demonstrate learning in integrated lessons. Other projects include STEM Bird Beaks, STEM bird house projects, and the nationally-presented “Where the Mountain Meets the Moon” unit.

All students, including Special Education and ELL students, access a rigorous, relevant and coherent curriculum across all programs as evidenced by various student work products.

## **2. Other Curriculum Areas:**

The spring curriculum fair showcases our student work that emphasizes the use of multimedia, integrated arts and programs, and creativity. Student projects on display demonstrate the process of learning and the various materials and resources used to develop their final projects. Robotics (grades 3-6) engage our students in collaboration, critical thinking, and the engineering process. The First Lego League competition prepares our students for real-world scenarios and incorporates service learning and oral presentation skill sets.

Special programs at Ka'elepulu include the daily morning broadcast to develop communication skills and use of broadcast technology. Our student talent is responsible for creating and performing relevant topics such as GLO, Habits of Mind (HoM), appropriate behavior in social situations, and anti-bullying, as well as student interviews, entertainment and school news. Our 6th grade community service group, Kokua Crew, models the GLO, HoM, and encourages student leadership and responsibility for the smooth and safe transition for our younger students during lunch. Twice a week, our students experience and create art using the Philosophy for Children framework which embeds critical thinking through essential questions supported by the guidance of an artist in residence from the Honolulu Museum of Art's Art to Go program.

Students in our after school Japanese Language program (grades 2-6), learn basic Japanese and have opportunities to experience cultural arts and crafts to promote a greater understanding of our local and multicultural heritage. Our Hawaiian Studies (grades K-6) program enhances our students knowledge of the indigenous people of Hawai'i as well as builds a stronger cultural awareness for students new to the islands. Our Kupuna (Hawaiian elder/teacher) engages our students through cultural stories, original artifacts, and performance.

All students participate in standard-based physical education classes which culminate in the annual fitness day challenge. Other ways Ka'elepulu supports student health and wellness is through the participation in physical activities such as the Running Club (grades K-6) and Girls on the Run (grades 3-6) which teach life skills through dynamic interactive lessons and running games. Good nutrition and healthy lifestyles are supported through our Garden Club (grades K-6) where our students plant, grow, harvest, and enjoy sharing the produce with their classmates and families through engaging activities like salad competitions. Kalo (taro) harvesting, pounding, cooking, and production of pa'i ai--an important part of the Hawaiian diet are a part of our interactive program. All students participate in a standard-based curriculum that incorporates song, dance, and musical instruments. Student learning is showcased twice a year in our fall and spring programs.

## **3. Instructional Methods and Interventions:**

All our students have access to a rigorous, relevant and coherent curriculum across all programs as evidenced by various student work products. To ensure student learning, our teachers differentiate their classroom instruction in four ways: content, product, process and learning environment. Our teachers modify lessons as needed, using various texts, media and resources to help all our students attain the learning targets. Student assessments may also be modified to show growth from where they are to where they are expected over a period of time. These students may receive more specific instruction prior to the final assessment. Students have opportunities to choose to work in various formats – paper/pencil, kinesthetic, presentation (audio/visual), or any combination. Teachers observe and formatively assess their students to determine the best way to deliver the instruction and for students to achieve the standards. This process is inherently flexible to allow for varying ability in different contexts as students may excel in achieving in one area and find challenge in another. This ensures that instruction supports every student who may need practice, students who need re-teaching, and students who may need more intensive intervention.

Within the classroom, our teachers may rearrange the grouping of our students to better focus on monitoring student progress and their needs. Based on the observations and formative assessments, our teachers make their adjustments in instruction, groupings and assignments; the resource program teachers follow the same process. Our teachers group the students based on quick formative assessments which include strategies such as thumbs up/down, quick write, quick draws, white boards (slates), quizzes, class discussions, STAR assessments and the like as well as summative assessments to facilitate instruction and learning.

Our RtI process allows teachers, parents, students and staff to collaborate in developing and monitoring students' personal learning plans to ensure their success. There are three levels of interventions that are progressive and targeted. Level 1 interventions include school wide programs for majority of students (80% study skills/ guidance program); Level 2 supports targeted interventions (15% of students) which may be more specific to helping students with skill building or concept clarifications (bridge classes, remedial classes); and Level 3 interventions (one-to-one targeted support) account for approximately 5% of the student population.

Students who are not successful with Level 1 interventions are reviewed in weekly Core team meetings and teachers follow the RtI process to develop and implement an action plan for the student. The Core team meets to discuss options and intervention strategies (Level 2) which are scheduled for an implementation period of at least two weeks. Parents are invited to meet and discuss the proposed plan which includes them in the intervention process. Student progress is monitored and communicated between the school and home on a regular basis. A review of a student's plan will determine if additional interventions may be considered or if the student will be assessed to establish if there are academic or behavioral concerns. The process to determine additional interventions may be considered at Peer review using IDEA guidelines. Student 504 plans are monitored by the school counselor and implemented by the classroom teachers.

Our data teams ensure that all students who are in supplemental or alternative programs are monitored for progress and that there is fluid movement in and out of the programs to meet the individual needs. Student learning is monitored monthly and teaching is adjusted to address student achievement. In the classroom the learning target sets the expectation for all students with the understanding that there may be different ways to demonstrate achievement. We embed focused student engagement strategies that are intentional and meaningful. This fidelity of practice has created true formative assessments that inform us that our students are learning and directs our instruction to areas of individual need.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

The longitudinal cohort data from 2009 through 2014 indicate a strong upward trend in achievement. Currently, our 3rd grade cohort boasts 97% achievement in Reading/ELA and 100% achievement in Math.

Our 4th grade cohort shows a strong upward trend with duplicate scores in both Reading/ELA and Math of 92% in 2012-2013 to 100% in 2013-2014.

Fifth grade Math showed strong achievement of 83% in 2011-2012, a slight drop to 69% in 2012-2013 and back up to 81% achievement in 2013-2014.

Students in the current 6th grade cohort showed the greatest change over time. In 2009-2010, Math achievement was 77% then dropped in 2011-2012 to 52%; continued the downward trend to 43% in 2012-2013, and leaped up in 2013-2014 to 68% (a substantial gain of 25%).

For Reading/ELA, 5th grade cohort achieved 79% in both 2011-2012 and 2012-2013 then jumped to 84% in 2013-2014.

Again, 6th grade cohort showed the most change over time moving from 92% in 2009-2010; dropping to 56% in 2011-2012; rising 9% to 65% in 2012-2013; then increasing 17% to 82% percent in 2013-2014.

The changes in the data correlate to the introduction of new school administrators. There has been a different principal in the school every year from 2009 to 2012. Our data tells us that we are making gains. We are seeing an increase in proficiency as measured by state assessments and our quarterly universal screener and continue to be high performing with high student growth. We are continuously meeting the needs of all students in our school and challenging them to exceed expectations. Teachers intentionally embed focused student engagement strategies and utilize authentic formative assessments to direct our instruction to areas of individual need.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Ka‘elepulu’s leadership team and school improvement process engages the faculty and staff to make data-based decisions to initiate activities that focus on every student's achievement of the academic standards. Data is reviewed at the beginning of the school year to assess the previous year’s progress and set appropriate targets for our current academic year. The school SMART-e goal (created based on the data reviewed in the comprehensive needs assessment) determine the Powerful Instructional Practice (PIP) that will be used to increase student achievement. The Academic Review Team (ART) process is responsible for regular oversight and actuation of enabling activities of the school academic plan .

Teachers employ a variety of appropriate assessment strategies to evaluate student learning including teacher-designed assessments, quizzes, tests, projects, presentations and demonstrations. Student work samples may include written responses, oral presentations, student products and performances and also are assessed for quality work, complex thinking and effective communication. Standards--based rubrics provide the criterion and opportunity for descriptive feedback to our students. Our teachers recognize that providing effective feedback in a timely manner increases our student success.

Our teachers meet regularly in data teams to examine assessment data and make changes in curricular and instructional approaches that ensure the same high expectations are held for all students. As Ka‘elepulu has only one class per grade level, our data teams meet as a grade cluster. Our teachers effectively utilize a system to identify students at different levels of achievement to monitor their progress. Constant and careful attention to student performance informs instruction and leads to solid, data-driven programming decisions. Continuous communication within our data teams also enables current and ongoing vertical alignment. This school year our data teams focused on problem solving and Standards of Mathematical Practice 4. The data

identified an area of need and allowed us to develop a plan to guide students to meet proficiency in problem solving skills. Each week the data team met to review and assess progress; if there were students who were struggling with concepts we adjusted our teaching practices based on collaborative discussion and recommended teaching practices from Visible Learning by John Hattie. Through the data team process we have been able to meet most all of our projected student goals.

Regular monitoring and sharing of progress occurs with the ART and the School Community Council (SCC) where all stakeholders have opportunities for input and to provide feedback on the progress. The school improvement process has enabled the school to meet the state's criteria for success as indicated in the Strive HI reports. Our leadership team has kept the focus on the needs of the students when making decisions. Regular monitoring and data analysis have contributed to the successful implementation of our academic plan.

Ka`elepulu has an open door policy for all of our communities. We regularly share assessment data to better our instruction as well as to inform our stakeholders of performance and growth. Assessment results are shared with parents through teacher to parents emails, teacher websites, report cards, student and teacher led conferences (which can be both formal and informal), our Take-Home-Thursday Folder, PTSA and SCC meetings, literal 'curb talk' with the principal at student drop off/pick up, and also through letters home which include contact requests for assistance, interventions, or enrichment opportunities. Assessment results are also shared within our community in multiple forums through our school website links, public forum sharing of our Strive HI data, sharing of public accolades (for example, the recent Honolulu Magazine article rating our school as an A+), social media posts involving school-wide public assessment data and ratings (by teachers and parents), and in school achievement assemblies.

## Part VI School Support

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### 1. School Climate/Culture

Ka`elepulu is a physically, emotionally, and intellectually safe learning environment. Our students and families have strong bonds to the school which may span generations. We hold our students to high expectations, supported by strong relationships and positive peer connections. Everyone is family and is accountable to each other and the community which supports them to be socially capable, emotionally intelligent and culturally competent. School culture and climate is enhanced by implementing Habits of Mind, P4C, and positive behavioral support strategies. The school involves the community and other stakeholders through multiple opportunities to support student learning by providing real-world experiences. Through the Habits of Mind, our school has developed a culture of being mindful. Students and staff are more aware of their thinking and what it means to be mindful using the Habits of Mind. This mindfulness has helped us to attain the qualities it takes to be a person that is aware of their thinking (metacognition) and why it is important to monitor one's thoughts.

Ka`elepulu used a strategic implementation plan to introduce the Habits of Mind to the school. In the initial year the plan included introducing and reviewing each of the sixteen habits. Our teachers incorporated the traits and ways of thinking into their daily lessons and conversations. The following year we identified four thematic Habits of Mind that were most valuable for students to learn and addressed each one quarter at a time. We continue this process in order to develop a deep understanding of what each Habit of Mind means and give students the opportunity to not only learn about the habit but practice and apply the mindful thinking. Each quarter teachers report on how they have use the Habit of Mind in their classroom. An awards ceremony is also held to honor the students that have excelled in learning/using the Habit of Mind for that quarter. Through the roll out of Habits of Mind in our school we have seen changes in the mindfulness of our staff and students. Ka`elepulu has developed the culture of being aware of thinking which has been a positive attribute to the growth in our school. Philosophy for Children (P4C) has also been rolled out similar to the Habits of Mind. We have been trained on P4C, we have observed P4C in action, and we are currently engrossing our school and practices using the P4C model with the help and guidance of our Philosophers in Residence from the University of Hawaii. The P4C ideals have reinforced and further developed a culture of listening, thinking and talking in our school. The students are self-directed learners and have the opportunity to have open discussions on topics they choose. The students and teachers take the time to focus on the value of collaborative discussion in community circle wherein critical thinking, self-directed learning, and an intellectually safe environment allow for depth of knowledge levels to move from skills and concepts to strategic and extended thinking.

Teachers at Ka`elepulu feel very valued and supported. The Educator Effectiveness System (EES) provides a framework for teachers on many levels. Validation of professional practice, student management and engagement, and deep critical thinking is supported via EES. It also affords us specific time for collaboration to maintain and grow excellence in our teachers. Our school uses the Tripod Survey to support teacher's growth in the classroom by seeking to understand areas of strength and areas of need from the perspective our students. The EES also supports teachers through Danielson observations. These observations give teachers an opportunity to choose an area of focus, be observed, and receive specific feedback on their progress toward their goal as well as reflecting on their instructional practice. Through this feedback and collaboration teachers are able to gain insight to grow as educators and improve/perfect their instructional practices. Teachers at Ka`elepulu honor and support each other. Not only do they use their sanctioned collaboration time but they also seek opportunities to learn from one another on their own. With our open door policy/climate, teachers feel comfortable seeking out the principal, going to other teachers to ask for advice, share ideas, observe, and much more. Our teacher collaboration time builds a sense of community and understanding among the staff. Ka`elepulu has many systems and clubs in place that help show how our staff are valued members of our community. One opportunity to celebrate/honor teachers is through our Aloha Club. This group makes the time to gather the staff in order to celebrate personal and professional milestones, holidays, retirements, staff appreciation days/weeks and any other opportunities for recognition or just fun. These opportunities help teachers feel valued and build a strong sense of community and 'ohana (family).

## 2. Engaging Families and Community

The uniqueness of a small school such as ours always includes active participation of all members of the faculty and staff in the school improvement process. The community is also closely involved in this through input and planning opportunities. It is because of our families and the community that our school continues to excel. Our principal holds quarterly morning coffee sessions for parents and community members. Discussion topics such as Strive HI, common core, assessment, attendance, and complex and state initiatives are explored and placed in context of our school. Communication about the teaching and learning process is shared in the weekly parent bulletins, email blast and the school website, the Take Home Thursday folders which include fliers, articles and newsletters. The parent bulletin is the most current on events occurring at the school as well as informing the community about school improvement progress and student achievement.

Ka‘elepulu’s SCC, which consists of the principal and representatives of the faculty, school classified staff, parents, students, and community members, meet regularly to discuss matters that affect student achievement and school improvement. The SCC’s primary role is to participate in the process that ensures that the needs of all students are addressed in the school’s academic plan. The meetings are open discussion and problem- solving forums focused on increasing student achievement to involve the community in the discussion of educational issues and help the school identify and respond to the educational needs of all students.

Our Ka‘elepulu Parent Community Networking Center Coordinator (PCNC) is the “hostess” of our school and ensures that our ohana (family) works well together by being visible and available to parents, community members and the staff. Her unique role as the A+ coordinator allows us a bridge from school to afterschool care which is focused on the values and initiatives of the school. This ensures insight on communications, unique needs and concerns of our parents, and reinforcement of expectations of the school and classroom teachers.

Our PCNC makes it her mission to develop a community learning network, strengthening our families, neighborhood, and school to support every student’s well-being and achievement. The interaction and interactive events with parents and families help to promote responsible parenting and student learning. This is accomplished through regular, two way and meaningful communication between the school and homes via Take Home Thursday Folders.

The Ka‘elepulu volunteers participate on average 10 to 15 hours a week with positive expectations, energy and willingness to help the school. Our volunteers help with Take Home Thursday folders, Book Fairs, Fun Fair, Craft Fairs, BBQ Chicken Fundraiser, Annual Silent Auction, and by working in the classrooms and the library. Many parents are happy to escort students on educational field trips as well. Although our volunteers are usually a core group of parents, when large scale events are scheduled parent and community participation increases to ensure that all events are successful and supportive of student achievement. Opportunities for parents to volunteer as a chaperone for field trips and classroom projects also involve them in sharing the learning process during those activities. Parents offer their services as classroom tutors and readers to help strengthen students’ skills.

Parents are informed as to how they can be a part of their child’s success and ways to work together with the school.

Parent- teacher conferences are held in late fall to inform parents about their child’s progress. Individual conferences are also scheduled throughout the year as needed.

The Parent Teacher Student Association (PTSA) is instrumental in providing funding for part-time teachers, such as our teachers in Art, Music and PE who have been critical to student achievement; planning numerous activities for the families; and raising funds for the school. PTSA activities include Fun Fair, Fall Craft Fair, Pumpkin Carving Family Night, Turkey Trot, Gingerbread House Family Night, Spring Craft Fair, BBQ Chicken fundraiser, and the Silent Auction. The Fire Up Your Feet program encourages our families and students to work together to create active lifestyles to inspire children to be healthy and physically active. In 2014, Ka‘elepulu placed first in the state for Fire Up Your Feet by having the highest recorded active hours and activities and was awarded \$1,700. These funds were used to

purchase an Automated External Defibrillator for our multipurpose room as part of a service project that also included students teaching students life-saving skills.

Ka'elepulu leverages community resources such as guest speakers and partnerships to link college and career awareness with the learning in the classroom. Classroom guest speakers have included various members of the community such as representatives from the Attorney General's Office, parents who have expertise in a field, and former students. Habits of Mind professionals include Jennifer Robbins of Hawaii News Now, Doctors Chad Miller and Benjamin Lukey of University of Hawaii who work with us in our complex Philosophy for Children project.

The Kailua Lions Club annually repaints the world map located on the campus courtyard. The Honolulu Police Department continues to sponsor the Junior Police Officer program. Various businesses from the local community support PTSA fundraisers. Target recently opened its store in Kailua and Ka'elepulu has initiated conversations for possible partnership opportunities.

Through our commitment to parent and community partnerships Ka'elepulu has developed into a multifaceted, collaborative learning environment. This unfaltering support provides a solid foundation for us to continue to grow and have successful students.

### **3. Professional Development**

Ka'elepulu provides professional development opportunities for our faculty and staff. Professional development to keep all teachers current on significant programs such as Habits of Mind, Thinking Maps, RtI, and writing process models, have been mapped out and communicated to faculty and staff. The school focus for the professional development this school year is on thinking maps and the writing process with Kamehameha Literacy Division. All classroom teachers and resources personnel attend these sessions so that implementation in the classrooms is consistent.

Ka'elepulu implements the Danielson observation tool and is following the state's Educator Effectiveness System protocols for supervision and evaluation of staff. Our leadership team also conducts walkthroughs quarterly. The data from these processes help to determine the professional development focus; to provide for individual trainings and teacher support, as well as the academic needs of the students.

Data teams are a huge driving force in our decision making at Ka'elepulu. The data teams are whole school, teacher led and 100% student based. Our data teams review student progress regularly to identify areas of growth to improve student achievement. Data teams start off with finding and setting a common goal by looking at areas of need in our school. This year we focused on problem solving and SMP 4. Teachers then gather and chart raw data, look for common areas of misunderstanding, set a goal and chose an instructional practice to meet their goal. Each week data teams meet to discuss progress made and/or areas of need. Teachers continually use formative data to check on the progress of their teaching and to adjust their teaching practices in order to meet the needs of their students. If needed, teaching practices are then adjusted based on the growth or need for growth with certain groups of students. Teachers take their data team collaboration time to reflect on their teaching and share success and challenges in their classroom. This time is valuable because it gives teachers the time to dialogue on practices they can use in their classroom that may have worked for other teachers. Once the expected growth is met for teachers, the process begins again in a new area of need. The data teams provide current information for the monitoring of the academic plan and reports to the Academic Review Team (ART). Our ART and Instructional Leadership Team (ILT) also help to facilitate the process of gathering data, analysis and sharing the results of student and school data. The School Community Council reviews the information shared and also provides input into the process.

As a school, we explored ways to record and retain instructional practices that surfaced from the analysis of student performance data by the lower and upper grade level data teams. Part of our school improvement plan includes a catalogue of effective instructional practices that will serve as a valuable resource database for new teachers to Ka'elepulu, as well as support existing staff to implement high quality effective

instructional practices in the classroom. This resource bank will include a variety of formative assessments developed by individual teachers at the lower and upper grades. We are currently working on setting up this resource in Google Apps For Education (GAFE) on our Google Schools Domain, the implementation plan will include professional development to ensure teachers have access and can regularly utilize and contribute to it.

#### **4. School Leadership**

The principal believes one of the most important tasks is to apply the appropriate levers to nurture and enhance the school's rich culture; a culture which is based on mindfulness which invites deep thought in mind and action. Facilitative instructional leadership invites our teachers to explore, collaborate, and encourage each other to build and sustain creative, inspiring learning environments. As such, it is the principal's responsibility to provide the resources and supports the faculty and staff needs to sustain and implement instructional best practices. The architecture of our building literally frames the Habits of Mind by inscribing the sixteen habits on the cross beams to remind us all to be reflective and flexible thinkers, manage impulsivity, and to be a persistent self-directed learner every school day. This support engenders social capital which keeps us all accountable, encourages collaboration to ensure we are professional and caring, and builds relationships which can handle any challenge.

Our school is inclusive and encourages all staff in shared responsibilities, actions and accountability, due to the intimate size of our faculty, individuals are often required to take on multiple roles. Their willingness to do so reflects their dedication to their students and school community. Members of the faculty also serve as representatives for the PTSA and SCC.

The Instructional Leadership Team is purposefully designed to be representative of the grade-level clusters and the resource/support personnel. This team focuses and guides the instructional practices at the school. There is a sharing of resources between teachers, open invitation to observe any classroom at any time, and informal collaboration outside of the sanctioned meeting times.

The data teams are grade level clusters with a bridge representative who provides continuity and vertical alignment during articulation periods to review student progress and teaching practices. Ka'elepulu's school planning process is broad based and collaborative.

Stakeholders are included in the planning process to help collect, analyze, and prioritize the data. The process is ongoing and cyclical and reflects the Plan-Do-Check-Act improvement process as used by the Hawaii Department of Education. Multiple sources of data (Trend Report, School Status and Improvement Report, School Quality Survey, Strive HI report, parent surveys, student achievement data) are reviewed and prioritized to set the goals and objectives of the school improvement plan which is reviewed by stakeholders before submitting for approval. Through this shared leadership framework decision-making is transparent and facilitates the progress monitoring of the academic plan to ensure involvement of all staff enables the school to focus on student achievement together.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Hawaii State Assessment/Hawaii State Alternate Assessment</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>American Intitutes for Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Meets and above	100	92	83	60	77
Exceeds	57	38	34	12	42
Number of students tested	30	26	29	25	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets and above	100	80	71	25	50
Exceeds	40	0	29	0	25
Number of students tested	5	5	7	4	4
<b>2. Students receiving Special Education</b>					
Meets and above	100	67	100	0	0
Exceeds	100	33	0	0	0
Number of students tested	1	3	2	2	1
<b>3. English Language Learner Students</b>					
Meets and above	100	0		50	
Exceeds	0	0		0	1
Number of students tested	1	1	0	2	0
<b>4. Hispanic or Latino Students</b>					
Meets and above	100	50		75	
Exceeds	0	0		25	
Number of students tested	2	2	0	4	0
<b>5. African- American Students</b>					
Meets and above		100			0
Exceeds		0			0
Number of students tested	0	1	0	0	1
<b>6. Asian Students</b>					
Meets and above	100	100	100	38	80
Exceeds	44	29	25	13	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	9	7	4	8	5
<b>7. American Indian or Alaska Native Students</b>					
Meets and above		100			
Exceeds		100			
Number of students tested	0	1	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets and above	100	100	83	33	91
Exceeds	29	44	33	0	55
Number of students tested	7	9	18	6	11
<b>9. White Students</b>					
Meets and above	100	100	83	100	33
Exceeds	91	50	50	0	0
Number of students tested	11	4	6	5	3
<b>10. Two or More Races identified Students</b>					
Meets and above	100	50	0	100	83
Exceeds	100	50	0	50	83
Number of students tested	1	2	1	2	6
<b>11. Other 1: Hawaiian Students</b>					
Meets and above	100	100	88	33	91
Exceeds	29	44	35	0	55
Number of students tested	7	9	17	6	11
<b>12. Other 2: Disadvantaged Students</b>					
Meets and above	100	75	71	29	50
Exceeds	43	13	29	0	25
Number of students tested	7	8	7	7	4
<b>13. Other 3: Other 3</b>					
Meets and above					
Exceeds					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Hawaii State Assessment/Hawaii State Alternate Assessment</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>American Intitutes for Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Meets and above	100	69	52	90	70
Exceeds	66	28	12	25	44
Number of students tested	32	29	25	20	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets and above	100	50	20	100	71
Exceeds	50	25	0	0	14
Number of students tested	4	12	5	3	7
<b>2. Students receiving Special Education</b>					
Meets and above	100	50	0		0
Exceeds	100	0	0		0
Number of students tested	1	2	6	0	2
<b>3. English Language Learner Students</b>					
Meets and above	100		0		
Exceeds	0		0		
Number of students tested	1	0	1	0	0
<b>4. Hispanic or Latino Students</b>					
Meets and above	100	0	67	100	0
Exceeds	33	0	0	0	0
Number of students tested	3	1	3	1	1
<b>5. African- American Students</b>					
Meets and above	100			100	0
Exceeds	0			0	0
Number of students tested	1	0	0	1	2
<b>6. Asian Students</b>					
Meets and above	100	100	29	75	90
Exceeds	86	0	0	25	70
Number of students tested	7	4	7	4	10
<b>7. American Indian or Alaska Native Students</b>					
Meets and above	100				

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds	100				
Number of students tested	1	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets and above	100	71	33	100	67
Exceeds	60	35	0	22	33
Number of students tested	10	17	6	9	6
<b>9. White Students</b>					
Meets and above	100	67	71	50	71
Exceeds	57	33	29	0	43
Number of students tested	7	6	7	2	7
<b>10. Two or More Races identified Students</b>					
Meets and above	100	0	100	100	100
Exceeds	100	0	50	67	0
Number of students tested	3	1	2	3	1
<b>11. Other 1: Hawaiian Students</b>					
Meets and above	100	75	33	100	67
Exceeds	60	38	0	22	33
Number of students tested	10	16	6	9	6
<b>12. Other 2: Disadvantaged Students</b>					
Meets and above	100	50	10	100	63
Exceeds	50	25	0	0	13
Number of students tested	6	12	10	3	8
<b>13. Other 3: Other 3</b>					
Meets and above					
Exceeds					
Number of students tested					

NOTES:

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Hawaii State Assessment/Hawaii State Alternate Assessment</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>American Intitutes for Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Meets and above	81	43	86	79	61
Exceeds	26	13	33	46	30
Number of students tested	31	23	21	24	23
Percent of total students tested	100	100	100	100	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets and above	75	0	50	60	50
Exceeds	38	0	0	20	25
Number of students tested	8	4	4	5	4
<b>2. Students receiving Special Education</b>					
Meets and above	80	0		0	20
Exceeds	0	0		0	0
Number of students tested	5	6	0	3	5
<b>3. English Language Learner Students</b>					
Meets and above		0			
Exceeds		0			
Number of students tested	0	1	0	0	0
<b>4. Hispanic or Latino Students</b>					
Meets and above		0	100	0	
Exceeds		0	0	0	
Number of students tested	0	1	1	1	0
<b>5. African- American Students</b>					
Meets and above			100	50	
Exceeds			0	0	
Number of students tested	0	0	1	2	0
<b>6. Asian Students</b>					
Meets and above	80	29	75	91	60
Exceeds	0	0	25	73	60
Number of students tested	5	7	4	11	5
<b>7. American Indian or Alaska Native Students</b>					
Meets and above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets and above	93	17	80	80	25
Exceeds	33	17	30	0	0
Number of students tested	15	6	10	5	4
<b>9. White Students</b>					
Meets and above	71	67	100	80	56
Exceeds	29	17	50	60	11
Number of students tested	7	6	2	5	9
<b>10. Two or More Races identified Students</b>					
Meets and above	50	100	100		100
Exceeds	25	33	67		60
Number of students tested	4	3	3	0	5
<b>11. Other 1: Hawaiian Students</b>					
Meets and above	100	17	80	80	25
Exceeds	36	17	30	0	0
Number of students tested	14	6	10	5	4
<b>12. Other 2: Disadvantaged Students</b>					
Meets and above	73	0	50	50	33
Exceeds	27	0	0	17	17
Number of students tested	11	9	4	6	6
<b>13. Other 3: Other 3</b>					
Meets and above					
Exceeds					
Number of students tested					

NOTES:

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Hawaii State Assessment/Hawaii State Alternate Assessment</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>American Intitutes for Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Meets and above	68	100	89	53	57
Exceeds	32	45	41	37	32
Number of students tested	22	20	27	19	28
Percent of total students tested	100	100	100	95	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets and above	33	100	67	20	0
Exceeds	0	0	0	20	0
Number of students tested	3	3	6	5	1
<b>2. Students receiving Special Education</b>					
Meets and above	0		50	0	0
Exceeds	0		0	0	0
Number of students tested	4	0	2	5	4
<b>3. English Language Learner Students</b>					
Meets and above	0			0	0
Exceeds	0			0	0
Number of students tested	1	0	0	1	2
<b>4. Hispanic or Latino Students</b>					
Meets and above	0	100	100	100	
Exceeds	0	0	0	100	
Number of students tested	1	1	2	1	0
<b>5. African- American Students</b>					
Meets and above		100	50		
Exceeds		0	0		
Number of students tested	0	1	2	0	0
<b>6. Asian Students</b>					
Meets and above	60	100	100	50	57
Exceeds	20	50	60	33	29
Number of students tested	5	4	10	6	7
<b>7. American Indian or Alaska Native Students</b>					
Meets and above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets and above	50	100	83	0	50
Exceeds	17	50	33	0	25
Number of students tested	6	8	6	4	4
<b>9. White Students</b>					
Meets and above	86	100	86	67	50
Exceeds	43	0	43	33	29
Number of students tested	7	2	7	6	14
<b>10. Two or More Races identified Students</b>					
Meets and above	100	100		100	100
Exceeds	67	75		100	67
Number of students tested	3	4	0	2	3
<b>11. Other 1: Hawaiian Students</b>					
Meets and above	50	100	86	0	50
Exceeds	17	50	29	0	25
Number of students tested	6	8	7	4	4
<b>12. Other 2: Disadvantaged Students</b>					
Meets and above	14	100	71	11	0
Exceeds	0	0	0	11	0
Number of students tested	7	3	7	9	6
<b>13. Other 3: Other 3</b>					
Meets and above					
Exceeds					
Number of students tested					

NOTES:

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Hawaii State Assessment/Hawaii State Alternate Assessment</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>American Intitutes for Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Meets and above	97	92	79	56	92
Exceeds	77	69	59	28	31
Number of students tested	30	26	29	25	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets and above	80	80	43	25	75
Exceeds	60	60	29	0	0
Number of students tested	5	5	7	4	4
<b>2. Students receiving Special Education</b>					
Meets and above	100	67	50	0	0
Exceeds	100	0	0	0	0
Number of students tested	1	3	2	2	1
<b>3. English Language Learner Students</b>					
Meets and above	100	0		50	
Exceeds	100	0		50	
Number of students tested	1	1	0	2	0
<b>4. Hispanic or Latino Students</b>					
Meets and above	100	50		75	
Exceeds	50	0		25	
Number of students tested	2	2	0	4	0
<b>5. African- American Students</b>					
Meets and above		100			100
Exceeds		100			0
Number of students tested	0	1	0	0	1
<b>6. Asian Students</b>					
Meets and above	100	100	100	50	100
Exceeds	78	71	75	25	0
Number of students tested	9	7	4	8	5
<b>7. American Indian or Alaska Native Students</b>					
Meets and above		100			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds		100			
Number of students tested	0	1	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets and above	86	100	72	17	91
Exceeds	57	78	56	17	55
Number of students tested	7	9	18	6	11
<b>9. White Students</b>					
Meets and above	100	100	100	80	67
Exceeds	91	75	67	40	0
Number of students tested	11	4	6	5	3
<b>10. Two or More Races identified Students</b>					
Meets and above	100	50	0	100	100
Exceeds	100	50	0	50	33
Number of students tested	1	2	1	2	6
<b>11. Other 1: Hawaiian Students</b>					
Meets and above	86	100	76	17	91
Exceeds	57	78	59	17	55
Number of students tested	7	9	17	6	11
<b>12. Other 2: Disadvantaged Students</b>					
Meets and above	86	75	43	29	75
Exceeds	71	38	29	14	0
Number of students tested	7	8	7	7	4
<b>13. Other 3: Other 3</b>					
Meets and above					
Exceeds					
Number of students tested					

NOTES:

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Hawaii State Assessment/Hawaii State Alternate Assessment</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>American Intitutes for Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Meets and above	100	79	56	95	85
Exceeds	91	55	20	70	33
Number of students tested	32	29	25	20	27
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets and above	100	67	40	100	71
Exceeds	100	33	0	33	14
Number of students tested	4	12	5	3	7
<b>2. Students receiving Special Education</b>					
Meets and above	100	50	0		0
Exceeds	100	50	0		0
Number of students tested	1	2	6	0	2
<b>3. English Language Learner Students</b>					
Meets and above	100		0		
Exceeds	0		0		
Number of students tested	1	0	1	0	0
<b>4. Hispanic or Latino Students</b>					
Meets and above	100	100	67	100	0
Exceeds	67	0	33	100	0
Number of students tested	3	1	3	1	1
<b>5. African- American Students</b>					
Meets and above	100			100	0
Exceeds	100			0	0
Number of students tested	1	0	0	1	2
<b>6. Asian Students</b>					
Meets and above	100	75	43	100	90
Exceeds	100	75	0	25	50
Number of students tested	7	4	7	4	10
<b>7. American Indian or Alaska Native Students</b>					
Meets and above	100				

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds	100				
Number of students tested	1	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets and above	100	76	33	100	100
Exceeds	90	53	17	89	0
Number of students tested	10	17	6	9	6
<b>9. White Students</b>					
Meets and above	100	83	71	50	100
Exceeds	86	67	29	50	43
Number of students tested	7	6	7	2	7
<b>10. Two or More Races identified Students</b>					
Meets and above	100	100	100	100	100
Exceeds	100	0	50	100	100
Number of students tested	3	1	2	3	1
<b>11. Other 1: Hawaiian Students</b>					
Meets and above	100	81	33	100	100
Exceeds	90	56	17	89	0
Number of students tested	10	16	6	9	6
<b>12. Other 2: Disadvantaged Students</b>					
Meets and above	100	67	20	100	63
Exceeds	83	33	0	33	13
Number of students tested	6	12	10	3	8
<b>13. Other 3: Other 3</b>					
Meets and above					
Exceeds					
Number of students tested					

NOTES:

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Hawaii State Assessment/Hawaii State Alternate Assessment</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>American Intitutes for Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Meets and above	84	65	95	83	83
Exceeds	58	35	81	63	22
Number of students tested	31	23	21	24	23
Percent of total students tested	100	100	100	100	96
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets and above	75	25	75	80	50
Exceeds	50	0	75	20	0
Number of students tested	8	4	4	5	4
<b>2. Students receiving Special Education</b>					
Meets and above	60	17		33	60
Exceeds	20	0		0	0
Number of students tested	5	6	0	3	5
<b>3. English Language Learner Students</b>					
Meets and above		0			
Exceeds		0			
Number of students tested	0	1	0	0	0
<b>4. Hispanic or Latino Students</b>					
Meets and above		0	100	0	
Exceeds		0	100	0	
Number of students tested	0	1	1	1	0
<b>5. African- American Students</b>					
Meets and above			100	0	
Exceeds			100	0	
Number of students tested	0	0	1	2	0
<b>6. Asian Students</b>					
Meets and above	100	57	100	100	80
Exceeds	40	14	75	82	20
Number of students tested	5	7	4	11	5
<b>7. American Indian or Alaska Native Students</b>					
Meets and above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets and above	80	50	90	80	50
Exceeds	53	0	70	40	0
Number of students tested	15	6	10	5	4
<b>9. White Students</b>					
Meets and above	86	83	100	100	89
Exceeds	71	67	100	80	11
Number of students tested	7	6	2	5	9
<b>10. Two or More Races identified Students</b>					
Meets and above	75	100	100	0	100
Exceeds	75	100	100	0	60
Number of students tested	4	3	3	0	5
<b>11. Other 1: Hawaiian Students</b>					
Meets and above	86	50	90	80	50
Exceeds	57	0	70	40	0
Number of students tested	14	6	10	5	4
<b>12. Other 2: Disadvantaged Students</b>					
Meets and above	73	22	75	67	67
Exceeds	36	0	75	17	0
Number of students tested	11	9	4	6	6
<b>13. Other 3: Other 3</b>					
Meets and above					
Exceeds					
Number of students tested					

NOTES:

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Hawaii State Assessment/Hawaii State Alternate Assessment</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>American Intitutes for Research</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Meets and above	82	100	89	79	61
Exceeds	36	80	63	42	18
Number of students tested	22	20	27	19	28
Percent of total students tested	100	100	100	95	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets and above	67	100	67	40	0
Exceeds	33	100	17	20	0
Number of students tested	3	3	6	5	1
<b>2. Students receiving Special Education</b>					
Meets and above	50		0	40	0
Exceeds	0		0	0	0
Number of students tested	4	0	2	5	4
<b>3. English Language Learner Students</b>					
Meets and above	0			100	0
Exceeds	0			0	0
Number of students tested	1	0	0	1	2
<b>4. Hispanic or Latino Students</b>					
Meets and above	0	100	50	100	
Exceeds	0	0	50	100	
Number of students tested	1	1	2	1	0
<b>5. African- American Students</b>					
Meets and above		100	50		
Exceeds		100	50		
Number of students tested	0	1	2	0	0
<b>6. Asian Students</b>					
Meets and above	80	100	90	83	71
Exceeds	40	75	90	33	29
Number of students tested	5	4	10	6	7
<b>7. American Indian or Alaska Native Students</b>					
Meets and above	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets and above	83	100	100	25	50
Exceeds	33	100	17	0	0
Number of students tested	6	8	6	4	4
<b>9. White Students</b>					
Meets and above	86	100	100	100	50
Exceeds	29	50	71	50	14
Number of students tested	7	2	7	6	14
<b>10. Two or More Races identified Students</b>					
Meets and above	100	100		100	100
Exceeds	67	75		100	33
Number of students tested	3	4	0	2	3
<b>11. Other 1: Hawaiian Students</b>					
Meets and above	83	100	100	25	50
Exceeds	33	100	29	0	0
Number of students tested	6	8	7	4	4
<b>12. Other 2: Disadvantaged Students</b>					
Meets and above	43	100	57	56	0
Exceeds	14	100	14	11	0
Number of students tested	7	3	7	9	6
<b>13. Other 3: Other 3</b>					
Meets and above					
Exceeds					
Number of students tested					

NOTES: