

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

[X] Public or [] Non-public

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

Name of Principal Mr. Gavin Akira Tsue

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

Official School Name Palisades Elementary School

(As it should appear in the official records)

School Mailing Address 2306 Auhuhu Street

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

City Pearl City State HI Zip Code+4 (9 digits total) 96782-1140

County Honolulu County State School Code Number* 264

Telephone 808-453-6550 Fax 808-453-5910

E-mail
Gavin Tsue/Highland/HIDOE@notes.k12.hi.us

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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 E-mail:
(Specify: Ms., Miss, Mrs., Dr., Mr., kathryn_matayoshi@notes.k12.hi.us
Other)

District Name Leeward Oahu Tel. 808-564-6066

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 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

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

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. 2 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	5	2	7
K	14	27	41
1	36	30	66
2	36	39	75
3	35	33	68
4	24	27	51
5	39	30	69
6	30	19	49
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	219	207	426

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 25 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 15 % Native Hawaiian or Other Pacific Islander
 - 6 % White
 - 52 % 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: 11%

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, 2013 until the end of the school year	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1	419
(5) Total transferred students in row (3) divided by total students in row (4)	0.112
(6) Amount in row (5) multiplied by 100	11

7. English Language Learners (ELL) in the school: 4 %
18 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Vietnamese, Chuukese, Ilokano
8. Students eligible for free/reduced-priced meals: 40 %
 Total number students who qualify: 176

Information for Public Schools Only - Data Provided by the State

The state has reported that 45 % 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: 10 %
42 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>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>18</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:

	Number of Staff
Administrators	2
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 25:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	96%
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

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

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

15. Please summarize your school mission in 25 words or less: Providing the best program to meet the needs of our students and empowering teachers to be effective educators.

PART III – SUMMARY

Celebrating our 50th anniversary in 2015, Palisades Elementary School continues to strive towards our vision of developing lifelong learners – students and staff working together to achieve their fullest potential and become positive contributors to our families, community and society.

Palisades Elementary is nestled on the west side slope of the beautiful Ko‘olau mountain range. We are the only public school in the geographically isolated community of Pacific Palisades in upper Pearl City, Hawai‘i, overlooking the panoramic view of historic Pearl Harbor. Pacific Palisades was developed in the early 1960s, currently has over 5,000 homes, and boasts diverse ethnic, economic, and religious backgrounds. The entrance to Pacific Palisades is a two-lane roadway that winds along the mountainside subdivision. Palisades Elementary is located about 213 feet above sea level and in the heart of the neighborhood. Palisades is one of eight elementary schools in the Pearl City Complex, serving over 440 students in Pre-K (special needs) through the sixth grade.

Our students represent the many ethnicities and socio-economic levels of our community. Twenty-six percent of our students are Japanese, 23 percent- Hawaiian, 20 percent- Filipino, 11 percent - White; with Micronesian, Samoan, Tongan, Black, Hispanic, and other Asian groups making up the remaining 20 percent. While our student profile has remained fairly consistent over the past five years, there has been a slight decrease in the number of Hawaiian students and an increase in Japanese students to the school. In addition, 40 percent of our students receive free or reduced-cost lunch, 8 percent- special education services, 7 percent in the Gifted and Talented Program (math enrichment), and 4 percent are emerging English Language Learners. Sixty-five percent of our kindergarteners attended preschool.

Our tight-knit community exemplifies our commitment: To provide the best program to meet the needs of our students, and to empower teachers to be effective educators. High student achievement cannot be sustained and enhanced without the efforts of our highly qualified staff, engaged families, and community supports and resources.

Our faculty and staff meet regularly to analyze student work, assess student needs, and develop and implement effective strategies that support continued student growth in all areas of our curriculum. We collect and chart data of formative and summative assessments from our Wonders Language Arts and Stepping Stones math programs, and Achieve 3000 and i-Ready data. Weekly grade-level meetings are held during the school day giving teachers the opportunity to determine instructional needs and strategies. Our discussions incorporate strategies for visual and critical thinking, using thinking maps, graphic organizers and two-column notes to scaffold student learning. Our faculty meets weekly, allowing teachers the time to articulate across grade levels and have whole-school conversations on strategies and next steps for continuous improvement. Identification and shaping of needed professional development opportunities are coordinated from these activities. For example, the teachers participate in ongoing training in Thinking Maps, Write Tools, i-Ready, Achieve 3000, multi-sensory learning, and AVID. These initiatives have proven effective in meeting the academic needs of our students and ensures that our school continues to move forward.

Palisades has consistently exceeded the State’s Adequate Yearly Progress benchmarks for reading and math proficiency. Our data reflects high achievement above state proficiency targets over the past five years. In 2010, reading proficiency was at 78 percent and math, 74. In 2014, reading was at 87 percent and math, 83. In addition, our disadvantaged subgroups also continued to achieve high proficiency, scoring 88 percent in reading and 83 in math. Although we have observed minor fluctuations of the achievement of our subgroups, through the systematic steadfast efforts of our faculty and staff, the achievement gap has remained low.

In 2013, Palisades Elementary was recognized as a Hawai‘i Recognition School, the highest achievement under the ESEA Flexibility Waiver that was approved in 2013. We were the only school in the Pearl City Complex and Leeward District to receive this honor and awarded \$75,000 for high performance. This award has allowed us to purchase curriculum resources aligned with the Common Core State Standards – including

Origo's Stepping Stones math curriculum for kindergarten through grade 5, Harcourt's GoMath for grade 6, and McGraw Hill's Reading Wonders for all students – in preparation for the Smarter Balanced Assessment.

Over the past five years, our Parent Teacher Organization (PTO) has been instrumental in supporting technology and resources for our classrooms and teachers. These supports include the installation of interactive classroom whiteboards, sports equipment for our physical education classes, and upgrades to the media presentation system in the cafetorium. In addition, the PTO has helped supplement classroom supplies and resources, bus transportation for grade-level field trips, and volunteers for school activities such as Career Day, Sports Day, and May Day. As the PTO continues to grow, their support continues to expand to other needed areas, including the provision of awards and recognitions for student achievement and citizenship, coordinating donations for student activities, and sponsoring parent and student workshops. A unique aspect of the PTO is their ongoing goal of providing family-bonding activities for our Palisades families.

In 2014, Palisades Elementary won the Hawaiian Electric Company's Energy Conservation Challenge award of \$10,000, which was earmarked to enhance our school's science and technology curriculum, beginning with the purchase of robotic kits for grade 5 students.

Palisades Elementary recently had its initial visit for accreditation by the Western Association of Schools and Colleges (WASC) and was informed that we are clearly ready to begin the self-study process. "In many areas [Palisades] currently address the WASC/HIDOE criteria at a high level of effectiveness. High student proficiency levels is evidence of the effectiveness of the school leadership and staff in putting into place strategies that have made a difference on students' learning" (WASC Visiting Committee Report, February 2015).

Through these various awards and community supporters, we have been able to focus our resources on improving technology throughout the school, allowing teachers to utilize technology, and making it more readily available to both students and teachers throughout the school. In turn, students are more engaged in a rigorous learning environment that is supported by online learning, internet navigation, exploration, and fact finding. Technology provides an endless plain for our students to research and build knowledge. At the start of the 2014-15 school year, the computer-to-student ratio was increased to 1:1.

The faculty, staff, community and parents are committed in working together to ensure that all students reach their potential. The environment that we have created as a team at Palisades is one where students come away with the confidence, desire, and ability to be lifelong learners.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Palisades Elementary is a standards-based school utilizing curriculum and instructional strategies aligned to the Common Core State Standards (CCSS). In 2013, teachers began the transition from the Hawaii Content and Performance Standards III (HCPS III) to the CCSS for reading/English language arts and mathematics. The McGraw Hill Reading Wonders curriculum for language arts, Origo's Stepping Stones, and Harcourt's GoMath were adopted to support the alignment with the complex area goals in reading, writing, and mathematics.

English Language Arts

Our core language arts program for all grade levels is McGraw Hill's Reading Wonders. To supplement the Reading Wonders program, teachers utilize online resources, including Achieve 3000 and i-Ready. These help students to develop their vocabulary, close reading strategies such as citation of text evidence for deeper understanding, and writing. Together, they expose students to differentiated fiction and nonfiction texts that are closely tied to the CCSS. Reading fluency and mastery are monitored from kindergarten through the second grade using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments three times per year. Our upper-elementary students are monitored by the Achieve 3000 and i-Ready diagnostic assessments throughout the year. Our writing curriculum is strengthened by the adopted Write Tools writing strategy as well as participating in the complex-wide Write Core Project that monitors students' progress in writing. The Write Tools strategies are used in all core subject areas, including math, science, and social studies. In addition, our teachers utilize Thinking Maps to help our students organize their thoughts, think critically, and use the maps to develop their writing.

Mathematics

Palisades Elementary has adopted the state-recommended Stepping Stones math curriculum for kindergarten through grade five. Our sixth grade students use the GoMath Middle curriculum, which is aligned to our intermediate school's curriculum. i-Ready provides students with additional practice in developing their basic math skills at home and school. i-Ready provides diagnostic information on each student, including recommendations for differentiated instruction. Teachers continue to focus on the development of basic skills and strategies from Singapore and Multi Sensory Math that promote number sense and automaticity. These critical skills encourage the application of higher-level math concepts and facilitate problem solving.

Science

Scientific inquiry and methodology is the centerpiece of our science curriculum for all grades. We showcase students' explorations in science through our annual Celebration of Learning. Our families and community are invited to share and enjoy the display of our students' projects that reflect thoughtful investigations into real world topics. These topics include, aquaponics, environment sustainability, endangered species, space technology, and robotics. Our students also design and perform extensive scientific investigations in our hands-on aquaponics garden. On-site simulations and activities that promote collaborative investigations and teamwork are coordinated through the Challenger Center and Bishop Museum. Students utilize technology for research purposes as well as develop background knowledge. Online resources such as BrainPop and Discovery Education enhance concepts with the videos that offer real life visuals to students as well as tutorials on inquiry methods and procedures. Science extends into extracurricular activities, which includes our after school robotics club and the Palibots, who compete in district and state robotics competitions such as First Lego League. These components are allowing us to smoothly transition into the Next Generation Science Standards.

Social Studies

Aligned to the HCPS III, our students engage in the study of history, economics, geography, political science, and Hawaiian history. Social studies provide a foundation for our students to develop into positive contributors to society. Field trips to various areas of our island, including the Bishop Museum and the Polynesian Cultural Center, enhance our social studies program. Students also visit native Hawaiian farmlands to better understand and experience what life was like for Hawaii's indigenous people.

Preschool

A preschool for our community's special needs children is part of Palisades Elementary program. Many of our preschoolers have speech and early developmental delays. Our program provides supports for both children and families in developing communication and basic living skills such as toileting, eating, and socially interacting with other children. Preschool students benefit from being with peers of their own age and join the kindergarten classes for library and field trips. Our curriculum prepares them for kindergarten, by introducing counting, identifying letters of the alphabet, and developing gross and fine motor skills for writing and drawing. Many of our preschoolers transition into kindergarten with the continuation of specialized instruction.

2. Other Curriculum Areas:

Physical Education

Our students enjoy weekly instruction in physical education by a highly qualified teacher who has designed a program over the past twelve years that includes developing physical motor skills, basic sporting skills, and teamwork. Palisades physical education program is aligned with the HCPS III, and encompasses topics in health and wellness, team sports, movement, coordination, and flexibility. Our school's Parent Teacher Organization has been instrumental in funding new equipment each year such as rubber balls and sports equipment, as well as sponsoring the annual Sports Day, which encourages students and parents to live active lifestyles. Students participate in the Jump Rope for Heart program which encourages our students and families to take care of their bodies and that exercise is an important part in keeping our hearts and minds strong. We are proud that a number of our students exceed the physical fitness national standards each year.

Computer Technology

Palisades is fortunate to have a fully equipped computer lab that is used by all students. Each week, students attend a computer class taught by a highly qualified teacher in basic computing that comprises, keyboarding, navigating the Internet, creating presentations tied into classroom instruction and the ethical use of technology.

Hawaiian Studies

Hawaiian studies enhances our curriculum for all students at Palisades. A highly qualified makua (Hawaiian parent) part-time teacher, engages students in learning the Hawaiiana language, culture, and visual and performing arts. The sharing of cultural knowledge from an elder to our children is part of Hawaiiana tradition that we are honored to continue. Each year, students showcase what they have learned in Hawaiiana studies including traditional songs and dances at our annual Grandparents Luncheon.

Library

Our students go to the library each week for integrated learning experiences that enhance the instruction in the classrooms; our librarian collaborates with classroom teachers in the design of standards-based enrichment activities, which incorporate the learning strategies such as inquiry and research implemented in the classrooms. Students are encouraged to borrow books from multiple genres to expand their exposure to an array of texts.

3. Instructional Methods and Interventions:

Palisades Elementary is comprised of diverse groups of students, learning at different rates and capabilities; however, we hold the belief that every student can learn. Understanding the importance of early detection and intervention, our families, staff, and service providers work together to identify and provide the most appropriate interventions for our students.

In order to address the various needs of all students, we follow a three-tiered Response To Intervention (RTI) system. These preventive and proactive measures are provided to everyone. Our RTI goals are to have all students be college and career ready, to use data to inform instruction, increase communication with parents, early detection of at risk students, and to provide appropriate supports for students on a needs basis.

The first tier is structured around core instructional interventions provided by the classroom teacher. At this level, we are able to utilize our universal screener and school-wide systematic screening process to identify students that may be at risk for academic, behavioral, and/or social failure.

The second tier targets all students identified as “at risk.” Supports in this tier are structured around targeted goals and provided in a small group or individual setting. Student progress is monitored in order to determine if they are responding to the interventions being provided.

The third tier is focused on intensive instructional interventions for students. Individualized goals are set and progress is frequently monitored for students with severe emotional, behavioral, and/or social issues. If students have little to no positive response to tier three interventions, referrals for special education may be appropriate. At this level of intervention, we work closely with our parents, teachers, tutors, and service providers (e.g., counselor, school psychologist, school social worker) to create specific plans to address the student’s needs.

In addition, our lowest performing students receive tutorial services during and after school. Services are designed to supplement the classroom curriculum and not supplant it. Tutors are trained in the Sunday System, a program based on Orton Gillingham methodologies. Educational assistants and paraprofessional tutors service special needs, targeted students, and English Language Learners during and after school.

Teachers gather in Professional Learning Communities (PLC) to monitor student progress, both our advanced and lowest performing students. They research and implement new and best practices for learning to address student growth needs in all areas. Our focus is on the best practice of showing one’s thinking and reasoning through visual organizers such as Thinking Maps, model drawing, and two- and three-column note-taking. Teachers practice extending student thinking by posing higher level questions to encourage analysis and synthesis of ideas. Also, teachers engage students in collaborative conversations across the curriculum to develop understanding. Through consistently following these practices, we believe students will develop a greater depth of understanding. It is through this process of interventions and PLC that we have been able to reduce the achievement gap and show continuous growth for all of our students.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Palisades Elementary has consistently exceeded the State's Adequate Yearly Progress benchmarks for reading and math proficiency. Over the past five years, our data has consistently reflected high achievement scores above state proficiency targets. In addition, our disadvantaged subgroups have continued to be highly proficient. Although we have observed minor fluctuations in the achievement of our subgroups, through the systematic steadfast efforts of our faculty and staff, the achievement gap remains low.

In 2011 and 2012, our disadvantaged population increased, qualifying us as a Title I Targeted Assist School. To address the greater needs of closing our achievement gap, we employed tutors to closely monitor and support our struggling readers, with students being tutored by our educational staff before and after school. Progress monitoring was increased to track and assess the targeted instruction.

Additionally, we began to establish a systematic approach to exam our data. School-wide data for trends in student performance was reviewed using the data teams process; professional learning communities to research best practices in addressing students' learning was formed; professional development workshops in reading and math were made available and attended by teachers, and academic data to inform instructional practices were studied. Over this course, an Academic Review Team was established to review school-wide data and projections that continue to improve the grade-level data teams' approach to data-driven instruction.

We have implemented a school-wide cohesive curriculum for both reading and math. Working together as a school with the same main curricula helps to foster vertical and horizontal articulation. This spiraling of similar strategies and sequencing of concepts, and the ability to review consistent data across all grade levels, has been imperative to our ongoing success.

Implementing a vertical and horizontal articulation system to review our student data along with a K-6 curriculum for reading and math has strengthened our student's success. Additionally, using effective visual learning, collaboration, and inquiry strategies with fidelity has supported the continuation of our journey in striving for the success of our students.

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

Data is valuable if it is used to drive instruction. Although grades 3-6 have historically been assessed in math and reading for achievement standards, it is essential for us to see the entire picture via school-wide assessments, thus, schoolwide pre-, mid-, and post-testing was established. This enables us to examine academic trends and identify gaps in learning among students.

The primary sets of assessment data that we use are: 1) Hawaii State Assessment for grades three through six; 2) Dynamic Indicators of Basic Literacy Skills for kindergarten through grade two; 3) Achieve 3000 for grades two through six, and i-Ready, our universal screener, for grades kindergarten through six; 4) Reading/Math basal unit and end of year assessments. Progress reports of these assessments are made available to parents through their classroom teachers and online.

Our Academic Review Team (ART) meets regularly to track schoolwide diagnostic performance. Priority standards identified by the disaggregated data of schoolwide programs guide our areas of focus. Most recently, the ART moved forward with implementing the state recommended CCSS aligned math and reading programs that provide the most updated instructional strategies for our students.

The data team is our catalyst in ensuring that all students are provided the opportunity to gain the skills and concepts needed to be lifelong learners. Data team meetings are held in seven-day cycles throughout the year. We follow the six-step data team process, which employs collecting and charting data; analyzing and prioritizing needs; setting, reviewing, and revising goals; selecting strategies; and determining, monitoring,

and evaluating results. Based on our data-driven process, students' growth is monitored through targeted instruction. We thrive as a professional learning community by researching and implementing best practices that improve students' success across the curriculum. Some of these best practices that we have implemented include "turn and talk" to promote collaboration and visual learning through the use of Thinking Maps and graphic organizers.

We celebrate and share our school data and academic achievements with our parents and community at the School Community Council meetings, PTO Super Suns Nights, monthly parent bulletins, parent/teacher conferences, student focus team meetings, and the principal's coffee hours. At these events, we provide an open forum for parents and community members to voice concerns and to learn about our curriculum and how it impacts our assessment data. It is through the feedback from all our stakeholders that we are able to develop and grow lifelong learners.

Part VI School Support

1. School Climate/Culture

At Palisades Elementary we are all lifelong learners who work to achieve our fullest potential and become positive contributors to society. Our mission is to provide the best program to meet the needs of our students and to empower our teachers to be effective educators.

We provide a positive learning environment that supports academic, social, behavioral and emotional growth through the promotion of our school-wide 3 Be's: Be responsible, be respectful, and be safe. Students are encouraged to demonstrate these character values in all environments such as the classroom, cafeteria, playground, and in the community.

Our students are engaged and motivated in a nurturing and safe environment that allows them to grow. Teachers develop trusting relationships with students and foster respect in the classroom. The teachers create classroom environments that encourage students to take risks, celebrate their achievements, and learn from mistakes. Support staff such as the counselor, SSC, and tutors assist students that have been identified as having academic, social and/or emotional needs. Each quarter, students are recognized for their academic achievements, perfect attendance, and citizenship within the classroom and school. The PTO provides recognition awards for students during an evening event where parents and families are invited to celebrate their child's growth and achievement.

Our staff feels valued and supported through the open communication provided through the use of Professional Learning Community (PLC) and faculty meetings. Teachers are encouraged to voice and bring concerns to the attention of the administration and leadership team. PLC's and faculty meetings are amongst the venues in which teachers receive support and share concerns. Mentors are assigned to new teachers and help support their transition to a full time teacher.

2. Engaging Families and Community

Engaging families and the community begins when our students enter kindergarten. Parents attend our Kindergarten Camp at the beginning of the year when they receive a full tour of the school facilities, information about the school's curriculum, and how they can access our school's supports for their child's journey of lifelong learning.

Also at the beginning of each school year, parents are invited to a meet-and-greet evening at school. Parents are introduced to their child's teacher for the first time and are able to drop off their school supplies. Our Parent Teacher Organization (PTO) leadership team encourages parental involvement in the planning and execution of the year's events.

The quarterly Principal's Coffee Hour promotes parental involvement and provides a venue for the administration to share the school's mission and goals as well as a platform for parents to share their ideas and concerns. At these coffee hours, parents are given a comfortable atmosphere to have open conversations about school matters.

With the implementation of a new curriculum aligned to the CCSS, we needed to find ways to help and advise parents on how best to support their children at home. Through parent workshops and principal coffee hours, we have been able to reach groups of parents addressing best practices when working with their children on homework, and navigating and using our online tools. This includes hands-on activities for Achieve 3000 and i-Ready Math and Reading. In addition, monthly parent newsletters provide tips for 21st Century learning such as computer technology skills and web resources. Organized events and the newsletters are coordinated by our Parent Community Networking Center facilitator (PCNC) who dedicates her time throughout the week to ensure its success. The PCNC also provides ongoing communication between home, school, community organizations, and businesses that support our school programs and initiatives.

3. Professional Development

As stated in our Palisades mission, we aspire "to meet the needs of our students and to empower our teachers to be effective educators." This attitude is reflected in our efforts to build capacity through professional development. The ART reviews schoolwide data and identifies our strengths and needs. Based on that data, recommendations are provided by the faculty as a whole on how to improve or enhance our instructional strategies to move students forward. Faculty and staff regularly participate in professional development sessions that are provided in house and coordinated with the district or private professional companies.

As we analyze our data, we conclude that our students' critical thinking skills need strengthening. Critical thinking strategies are difficult to implement and inconsistent. Our focus turned to higher levels of thinking and application of concepts. With the center being on literary response and analysis, and reading comprehension, our students' proficiency in convention and skills, and vocabulary decreased. Basic math skills also decreased with the spotlight on application of math concepts. With this knowledge, we set out to find a vehicle for bridging the use of knowledge of basic skills and application. We invested in professional development for critical thinking skills via the visual learning method of Thinking Maps graphic organizers. Thinking Maps help students make their thinking visible through eight ways of thinking: sequencing, cause and effect, seeing analogies, comparing and contrasting, defining in context, describing, classifying, and whole to part relationships. Thinking Maps implementation training for staff began in 2010. Each year, we continue to develop and integrate this method across the curriculum to develop critical thinkers. This strategy facilitates the implementation of the CCSS, which requires students to not only understand but to apply concepts.

Our Professional Learning Community/Data team meetings set the stage for collegial collaboration and communication that is paramount to promoting student achievement. These meetings are regularly scheduled and consist of grade level and resource teachers. The curriculum coordinator facilitates the six-step data team process which includes: collecting data, determining student strengths and needs, setting a goal, using specific instructional strategies, and monitoring and evaluating the results to promote student achievement. Our agenda includes language arts and math topics. Each meeting is captured via an ongoing memory using the Google Docs application. The Google Docs application, which was introduced within the past year, has been a boon to increasing the breadth of access to all teachers and administrators for enhancing our communication. This application allows teachers and administrators to review, revise and add commentary to the data team memory.

Most importantly, sharing best practice strategies and discussing successes and challenges allow our teams to stretch our learning and become effective educators. As we have invested in new language arts and math CCSS aligned curricula this year, the key to moving forward rests in our ability to articulate successes and challenges for improving our practice through collaboration and professional development. In addition, since both curricula incorporate an emphasis of computer skills, our professional learning communities support each other in building the capacity of computer navigation skills.

We articulate our CCSS best practices across grade levels during our faculty meetings. Our efforts continue to focus on aligning effective instruction school-wide and to ensure professional development. We believe this is our path toward continuous improvement.

4. School Leadership

He moku, he wa'a, (one island, one canoe) is the Hawaii Department of Education's theme that is echoed and seen throughout Palisades Elementary School. Embracing this theme and our school's vision and mission, the Palisades staff can best be seen working together like in a voyaging canoe, persevering during challenging times and continuously supporting one another with a clear end in mind: to provide the best program to meet the needs of our students, and to empower teachers to be effective educators.

"We are all in this together," is the consistent message voiced by our principal, which permeates

throughout the school culture and climate. Collaboration, communication, good working relationships, and transparency are key words to describe his leadership style in working with the entire school community.

Through this leadership style, our faculty and staff, PTO, and School Community Council (SCC) have been increasingly supportive in addressing our school's needs. Our strong PTO membership has tripled since last school year and works closely with school leadership in procuring technological, education devices, and classroom resources. Likewise, our SCC provides input and recommendations for the school's academic and financial plans by approving of the school's two new ELA and Math curriculum(Reading Wonders and Stepping Stones/Go Math), support RTI programs(iReady and ACHIEVE 3000), and our 1:1 digital device initiative.

The leadership team consists of our principal, vice principal, curriculum coordinator, student services coordinator, counselor, technology teacher, and grade-level chairs. Together, we analyze and review school policies and procedures, programs, and initiatives through the Plan-Do-Check-Act (PDCA) process. The leadership team also monitors implementation of the State's six priority strategies (CCSS, Formative Instruction/Data Teams, Comprehensive Student Support System, Educator Effectiveness System, Induction and Mentoring, and the ART). As a leadership team, we work with our staff in determining and conducting ongoing professional development in our focus areas of reading, writing, math, and science. Through the PDCA process, our team ensures that school-wide decisions promote student achievement, continuous improvement, and growth.

Continuously improving communication between school and home is a priority for Palisades' leadership team. A new school website was established to provide an additional source of information for parents and the community in our digital age. The website also serves as a portal for all of our web-based curriculum and materials that allows families to access from home.

Pono Kakou e koho pololei no na keiki/haumana (We must choose rightly for the kids/students).

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets and above	88	89	69	81	76
Exceeds	42	38	19	23	43
Number of students tested	52	64	54	52	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets and above	80	81	67	87	65
Exceeds	40	31	19	27	18
Number of students tested	15	26	21	15	17
2. Students receiving Special Education					
Meets and above	100	80	11	57	0
Exceeds	50	0	0	14	0
Number of students tested	2	5	9	7	3
3. English Language Learner Students					
Meets and above	100		0	20	50
Exceeds	0		0	20	0
Number of students tested	1	0	1	5	2
4. Hispanic or Latino Students					
Meets and above	80	67	100	0	
Exceeds	20	67	0	0	
Number of students tested	5	3	2	1	0
5. African- American Students					
Meets and above	0				
Exceeds	0				
Number of students tested	1	0	0	0	0
6. Asian Students					
Meets and above	95	94	80	75	82
Exceeds	55	50	20	13	47

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	20	32	20	16	17
7. American Indian or Alaska Native Students					
Meets and above				100	
Exceeds				0	
Number of students tested	0	0	0	2	0
8. Native Hawaiian or other Pacific Islander Students					
Meets and above	80	81	42	81	68
Exceeds	27	19	16	19	36
Number of students tested	15	21	19	26	22
9. White Students					
Meets and above	100	100	100	100	100
Exceeds	50	33	14	60	75
Number of students tested	4	6	7	5	4
10. Two or More Races identified Students					
Meets and above	100	100	67	100	67
Exceeds	57	0	33	100	33
Number of students tested	7	2	6	2	6
11. Other 1: Hawaiian Students					
Meets and above	77	82	33	83	71
Exceeds	23	18	7	17	38
Number of students tested	13	17	15	24	21
12. Other 2: Disadvantaged Students					
Meets and above	82	80	60	68	58
Exceeds	41	27	16	20	16
Number of students tested	17	30	25	25	19
13. Other 3: Other 3					
Meets and above					
Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets and above	86	81	85	84	73
Exceeds	34	19	12	34	44
Number of students tested	70	53	52	50	52
Percent of total students tested	100	98	100	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets and above	79	79	75	81	53
Exceeds	18	13	8	6	26
Number of students tested	28	24	24	16	19
2. Students receiving Special Education					
Meets and above	40	50	50	67	0
Exceeds	0	13	0	0	0
Number of students tested	5	8	6	3	5
3. English Language Learner Students					
Meets and above		0	0	67	100
Exceeds		0	0	33	100
Number of students tested	0	1	1	3	1
4. Hispanic or Latino Students					
Meets and above	100	100	50	50	100
Exceeds	67	50	0	0	100
Number of students tested	3	4	2	2	2
5. African- American Students					
Meets and above			100		100
Exceeds			0		0
Number of students tested	0	0	1	0	1
6. Asian Students					
Meets and above	88	86	86	94	78
Exceeds	53	18	14	39	44
Number of students tested	34	22	14	18	18
7. American Indian or Alaska Native Students					
Meets and above			100		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds			0		
Number of students tested	0	0	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
Meets and above	77	65	84	77	61
Exceeds	14	12	4	23	35
Number of students tested	22	17	25	22	23
9. White Students					
Meets and above	86	100	100	83	83
Exceeds	14	25	25	67	50
Number of students tested	7	4	4	6	6
10. Two or More Races identified Students					
Meets and above	100	83	80	100	100
Exceeds	0	17	40	50	100
Number of students tested	4	6	5	2	2
11. Other 1: Hawaiian Students					
Meets and above	78	57	86	80	57
Exceeds	17	7	5	25	33
Number of students tested	18	14	22	20	21
12. Other 2: Disadvantaged Students					
Meets and above	74	79	70	76	50
Exceeds	16	14	7	6	25
Number of students tested	31	28	27	17	20
13. Other 3: Other 3					
Meets and above					
Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets and above	73	85	82	80	77
Exceeds	39	50	41	39	41
Number of students tested	51	46	51	59	44
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets and above	74	64	72	68	79
Exceeds	26	36	22	32	43
Number of students tested	19	14	18	19	14
2. Students receiving Special Education					
Meets and above	50	50	50	17	33
Exceeds	0	0	0	0	0
Number of students tested	8	2	4	6	6
3. English Language Learner Students					
Meets and above	0	0	0	50	50
Exceeds	0	0	0	0	50
Number of students tested	2	1	1	2	2
4. Hispanic or Latino Students					
Meets and above	100	67	50	100	
Exceeds	100	67	25	100	
Number of students tested	3	3	4	2	0
5. African- American Students					
Meets and above		100			
Exceeds		100			
Number of students tested	0	1	0	0	0
6. Asian Students					
Meets and above	78	92	89	79	83
Exceeds	43	75	67	58	44
Number of students tested	23	12	18	19	18
7. American Indian or Alaska Native Students					
Meets and above		100			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds		0			
Number of students tested	0	1	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Meets and above	56	78	79	74	80
Exceeds	13	26	25	19	40
Number of students tested	16	23	24	27	20
9. White Students					
Meets and above	100	100	100	90	100
Exceeds	67	67	50	40	67
Number of students tested	3	3	2	10	3
10. Two or More Races identified Students					
Meets and above	67	100	100	100	0
Exceeds	50	100	33	100	0
Number of students tested	6	3	3	1	3
11. Other 1: Hawaiian Students					
Meets and above	58	81	77	73	79
Exceeds	8	24	23	18	37
Number of students tested	12	21	22	22	19
12. Other 2: Disadvantaged Students					
Meets and above	71	56	71	64	68
Exceeds	21	31	19	27	32
Number of students tested	24	16	21	22	19
13. Other 3: Other 3					
Meets and above					
Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets and above	87	85	68	79	67
Exceeds	59	31	22	30	38
Number of students tested	46	52	59	47	52
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
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets and above	86	71	55	81	50
Exceeds	43	14	5	13	25
Number of students tested	14	14	22	16	20
2. Students receiving Special Education					
Meets and above	50	50	0	25	20
Exceeds	50	0	0	0	0
Number of students tested	2	2	6	4	5
3. English Language Learner Students					
Meets and above	100	0	0	100	0
Exceeds	0	0	0	0	0
Number of students tested	1	1	1	3	1
4. Hispanic or Latino Students					
Meets and above	75	67	100		100
Exceeds	75	0	50		100
Number of students tested	4	6	2	0	1
5. African- American Students					
Meets and above	100				50
Exceeds	100				50
Number of students tested	1	0	0	0	2
6. Asian Students					
Meets and above	91	95	75	80	58
Exceeds	73	58	30	25	33
Number of students tested	11	19	20	20	12
7. American Indian or Alaska Native Students					
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
8. Native Hawaiian or other Pacific Islander Students					
Meets and above	83	80	59	76	73
Exceeds	42	15	11	29	27
Number of students tested	24	20	27	21	26
9. White Students					
Meets and above	100	100	78	50	75
Exceeds	67	50	33	50	75
Number of students tested	3	2	9	2	4
10. Two or More Races identified Students					
Meets and above	100	80	0	100	57
Exceeds	100	20	0	50	57
Number of students tested	3	5	1	4	7
11. Other 1: Hawaiian Students					
Meets and above	81	80	59	74	72
Exceeds	43	15	9	32	28
Number of students tested	21	20	22	19	25
12. Other 2: Disadvantaged Students					
Meets and above	81	69	50	71	48
Exceeds	38	13	4	10	22
Number of students tested	16	16	24	21	23
13. Other 3: Other 3					
Meets and above					
Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets and above	88	98	69	75	82
Exceeds	60	67	43	50	35
Number of students tested	52	64	54	52	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets and above	87	96	52	80	82
Exceeds	47	73	24	40	18
Number of students tested	15	26	21	15	17
2. Students receiving Special Education					
Meets and above	50	100	11	43	33
Exceeds	0	20	0	14	0
Number of students tested	2	5	9	7	3
3. English Language Learner Students					
Meets and above	0		0	60	50
Exceeds	0		0	20	0
Number of students tested	1	0	1	5	2
4. Hispanic or Latino Students					
Meets and above	80	67	100	0	
Exceeds	20	67	100	0	
Number of students tested	5	3	2	1	0
5. African- American Students					
Meets and above	0				
Exceeds	0				
Number of students tested	1	0	0	0	0
6. Asian Students					
Meets and above	95	100	80	75	88
Exceeds	80	78	45	56	24
Number of students tested	20	32	20	16	17
7. American Indian or Alaska Native Students					
Meets and above				100	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds				50	
Number of students tested	0	0	0	2	0
8. Native Hawaiian or other Pacific Islander Students					
Meets and above	87	100	53	69	77
Exceeds	40	43	16	46	36
Number of students tested	15	21	19	26	22
9. White Students					
Meets and above	100	100	86	100	100
Exceeds	75	83	86	40	75
Number of students tested	4	6	7	5	4
10. Two or More Races identified Students					
Meets and above	86	100	50	100	67
Exceeds	71	100	50	100	33
Number of students tested	7	2	6	2	6
11. Other 1: Hawaiian Students					
Meets and above	77	100	47	71	81
Exceeds	38	35	7	46	38
Number of students tested	13	17	15	24	21
12. Other 2: Disadvantaged Students					
Meets and above	82	97	48	68	74
Exceeds	41	63	20	32	16
Number of students tested	17	30	25	25	19
13. Other 3: Other 3					
Meets and above					
Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets and above	91	94	83	90	81
Exceeds	59	53	56	58	36
Number of students tested	70	53	52	50	53
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets and above	93	96	75	88	74
Exceeds	57	50	46	56	21
Number of students tested	28	24	24	16	19
2. Students receiving Special Education					
Meets and above	60	75	17	100	20
Exceeds	0	25	0	100	0
Number of students tested	5	8	6	3	5
3. English Language Learner Students					
Meets and above		0	0	67	100
Exceeds		0	0	0	50
Number of students tested	0	1	1	3	2
4. Hispanic or Latino Students					
Meets and above	67	100	50	50	100
Exceeds	67	100	50	0	50
Number of students tested	3	4	2	2	2
5. African- American Students					
Meets and above			100		100
Exceeds			100		0
Number of students tested	0	0	1	0	1
6. Asian Students					
Meets and above	94	86	86	94	78
Exceeds	68	68	64	61	39
Number of students tested	34	22	14	18	18
7. American Indian or Alaska Native Students					
Meets and above			100		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds			100		
Number of students tested	0	0	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
Meets and above	91	100	88	91	78
Exceeds	50	24	52	59	22
Number of students tested	22	17	25	22	23
9. White Students					
Meets and above	100	100	50	83	83
Exceeds	57	75	50	67	50
Number of students tested	7	4	4	6	6
10. Two or More Races identified Students					
Meets and above	75	100	80	100	100
Exceeds	25	33	40	50	100
Number of students tested	4	6	5	2	3
11. Other 1: Hawaiian Students					
Meets and above	89	100	91	95	76
Exceeds	44	21	50	65	19
Number of students tested	18	14	22	20	21
12. Other 2: Disadvantaged Students					
Meets and above	90	93	67	88	71
Exceeds	52	50	41	59	24
Number of students tested	31	28	27	17	21
13. Other 3: Other 3					
Meets and above					
Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets and above	82	93	84	85	75
Exceeds	52	57	41	51	30
Number of students tested	50	46	51	59	44
Percent of total students tested	98	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets and above	89	86	83	79	79
Exceeds	39	29	28	42	21
Number of students tested	18	14	18	19	14
2. Students receiving Special Education					
Meets and above	57	0	75	33	0
Exceeds	14	0	0	0	0
Number of students tested	7	2	4	6	6
3. English Language Learner Students					
Meets and above	0	100	0	50	100
Exceeds	0	0	0	0	0
Number of students tested	2	1	1	2	2
4. Hispanic or Latino Students					
Meets and above	100	67	50	100	
Exceeds	100	67	0	50	
Number of students tested	3	3	4	2	0
5. African- American Students					
Meets and above		100			
Exceeds		100			
Number of students tested	0	1	0	0	0
6. Asian Students					
Meets and above	78	92	94	95	72
Exceeds	61	83	56	53	33
Number of students tested	23	12	18	19	18
7. American Indian or Alaska Native Students					
Meets and above		100			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Exceeds		0			
Number of students tested	0	1	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Meets and above	80	100	79	74	75
Exceeds	27	35	38	37	30
Number of students tested	15	23	24	27	20
9. White Students					
Meets and above	100	67	100	90	67
Exceeds	100	67	50	80	33
Number of students tested	3	3	2	10	3
10. Two or More Races identified Students					
Meets and above	83	100	100	100	100
Exceeds	33	100	33	100	0
Number of students tested	6	3	3	1	3
11. Other 1: Hawaiian Students					
Meets and above	82	100	77	73	74
Exceeds	27	33	41	36	32
Number of students tested	11	21	22	22	19
12. Other 2: Disadvantaged Students					
Meets and above	78	81	81	73	58
Exceeds	35	25	24	36	16
Number of students tested	23	16	21	22	19
13. Other 3: Other 3					
Meets and above					
Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Meets and above	87	90	85	91	69
Exceeds	46	50	46	36	25
Number of students tested	46	52	59	47	52
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
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets and above	79	79	77	94	50
Exceeds	29	43	32	19	10
Number of students tested	14	14	22	16	20
2. Students receiving Special Education					
Meets and above	0	100	33	75	40
Exceeds	0	0	0	25	0
Number of students tested	2	2	6	4	5
3. English Language Learner Students					
Meets and above	0	100	0	100	0
Exceeds	0	0	0	0	0
Number of students tested	1	1	1	3	1
4. Hispanic or Latino Students					
Meets and above	75	83	100		100
Exceeds	75	33	100		100
Number of students tested	4	6	2	0	1
5. African- American Students					
Meets and above	100				50
Exceeds	100				0
Number of students tested	1	0	0	0	2
6. Asian Students					
Meets and above	91	84	90	95	58
Exceeds	45	63	55	45	33
Number of students tested	11	19	20	20	12
7. American Indian or Alaska Native Students					
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
8. Native Hawaiian or other Pacific Islander Students					
Meets and above	88	95	74	90	73
Exceeds	38	45	26	24	12
Number of students tested	24	20	27	21	26
9. White Students					
Meets and above	67	100	100	100	75
Exceeds	33	50	78	50	50
Number of students tested	3	2	9	2	4
10. Two or More Races identified Students					
Meets and above	100	100	100	75	71
Exceeds	67	40	0	50	43
Number of students tested	3	5	1	4	7
11. Other 1: Hawaiian Students					
Meets and above	90	90	73	89	76
Exceeds	33	45	27	26	12
Number of students tested	21	20	22	19	25
12. Other 2: Disadvantaged Students					
Meets and above	69	81	71	90	52
Exceeds	25	38	29	19	9
Number of students tested	16	16	24	21	23
13. Other 3: Other 3					
Meets and above					
Exceeds					
Number of students tested					

NOTES: