

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education REVISED MARCH 31, 2005

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name Hokulani Elementary School
(As it should appear in the official records)

School Mailing Address 2940 Kamakini Street
(If address is P.O. Box, also include street address)

<u>Honolulu</u>	<u>Hawaii</u>	<u>96816-1703</u>
City	State	Zip Code+4 (9 digits total)

County Honolulu School Code Number* 109

Telephone (808) 733-4789 Fax (808) 733-4792

Website/URL: www.hokulani.k12.hi.us E-mail: donna_lum/HOKULANI/HIDOE@notes.k12.hi.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent Mrs. Patricia Hamamoto
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hawaii Tel. (808) 586-3310

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Breene Harimoto
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|------------|--|
| <u>174</u> | Elementary schools |
| <u>38</u> | Middle schools |
| <u>NA</u> | Junior high schools |
| <u>45</u> | High schools |
| <u>26</u> | Other (24 Multi-level, 1 Correctional Facility &
1 State School for Deaf and Blind) |
| <u>283</u> | TOTAL |

2. District Per Pupil Expenditure: \$9,043.00 *

Average State Per Pupil Expenditure: \$9,043.00 *

(*The government and administrative structure of the Hawaii public school system is unique among the states. The Hawaii public school system is a single, unified, statewide K-12 system of schools headed by the State Superintendent and the State Board of Education. The Hawaii Department of Education is both the state education agency (SEA) and the District or local education agency (LEA).

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 1 Number of years the principal has been in her/his position at this school.
1 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only: 2004-2005

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	5	0	5	7			NA
K	29	34	63	8			NA
1	26	26	52	9			NA
2	40	26	66	10			NA
3	26	30	56	11			NA
4	28	32	60	12			NA
5	30	26	56	Other			NA
6	28	23	51				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							409

*PreK is a preschool serving students with special needs from 3 through 5 years of age.

6. Racial/ethnic composition of the students in the school:
- 8% White
 - 0% Black or African American
 - 1% Hispanic or Latino
 - 91% Asian/Pacific Islander
 - 0% American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 13%
(2003-2004)
(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	38
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	51
(4)	Total number of students in the school as of October 1	407
(5)	Subtotal in row (3) divided by total in row (4)	0.13
(6)	Amount in row (5) multiplied by 100	13%

8. Limited English Proficient students in the school: 7%
30 Total Number Limited English Proficient
Number of languages represented: 10
Specify languages: German, Japanese, Korean, Nepalese, Spanish, Tagalog, Vietnamese, Russian, Mandarin, Cantonese

9. Students eligible for free/reduced-priced meals: 13%

Total Number Students Who Qualify 52

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{4\%}{15}$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>1</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
	<u>0</u> Emotional Disturbance

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>6*</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff	<u>9</u>	<u>4</u>
Total number	<u>37</u>	<u>11</u>

*(3 Resource positions including Japanese Language, Music and Mandarin are funded by parent teacher organization; Hawaiian Studies provided by the District).

12. Average school student-“classroom teacher” ratio: 24:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	95%	*93%	*94%	*94%	97%
Teacher turnover rate	7% 2 retire	4% **1 left	4% 1 retire	0%	0%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

* 2002-2003 two teachers on maternity; 2001-2002 one teacher on maternity; 2000-2001 teacher strike and two teachers on maternity.

** One teacher left to begin administrative training program.

PART III - SUMMARY

Nestled in urban Honolulu, Hokulani Elementary (“heavenly star” in Hawaiian), serves approximately 400 students from preschool/Kindergarten through Grade 6. Besides serving its students within its neighborhood, Hokulani attracts approximately 45% of its student population from outside of its school boundary due to its outstanding school programs. Over the past 3 years, our student demographics remain stable with our special needs population at 13%, English for Second Language Learners (ESLL) at 7%; Gifted and Talented students at 6% and those receiving free or reduced meals at 13% .

The school’s Hawaii State Assessment (HSA) results for the last three years indicate that the 3rd and 5th grade students demonstrate marked progress in meeting proficiency in reading and mathematics. This sustained performance is due to the high expectations held by school staff, parents and community members that all children can succeed. Reflected in our vision is our commitment that Hokulani School is a place where children reach for the stars. We are a caring community of lifelong learners who promote peace and world citizenship. Since 1993, a Japanese Cultural Exchange Program exemplifies this belief. Every other year, the Hokulani students and parents host students from Japan. Reciprocally, the students visit Japan to renew friendships and strengthen their global awareness, embodying the tenets of the school’s PEACE program.

Our school’s mission establishes a strong foundation for lifelong learning by nurturing, guiding and challenging all of our students to achieve their maximum potential. Hokulani has adopted a PEACE-based discipline of study to promote a foundation for strong values and character. These concepts center on People Everywhere, Environmental Awareness, Active Citizenship, Conflict Resolution, and Equality of Opportunity. To create a positive learning environment, Hokulani uses the TRIBES Program to support and promote the value of all students and motivate them to be active participants in their own learning. The school’s mission efficiently aligns to the State’s General Learner Outcomes (GLOs), which include attributes of quality work, self-directed learners, community contributors, collaborative workers, effective communicators, critical thinkers and use of technology all embedded within our school’s instruction.

As prized as academic achievement is to our school community, we equally understand the importance of developing the whole child. Co-curricular enrichment programs include physical education, music and culture and language instruction in Mandarin, Japanese and Hawaiian for all grades. Through a grant and the support of our parent teacher organization, various grade levels collaborate with artists and community resources to extend classroom instruction in the areas of art, ceramics, dance, storytelling, poetry, basketry, and creative movement. These co-curricular activities complement the rigorous classroom instruction, which supports students in reaching their maximum potential.

In addition, the Primary School Adjustment Program and our Comprehensive Student Support Services support students who are experiencing difficulty in adjusting to school. Resources, such as counseling and an individual plan are developed to address critical areas of need. The family is involved throughout the adjustment process and their input is recognized as an integral component to their child’s success. Academic help is also available through our after school homework club offering individual and small group instruction. Student accomplishments and achievements are celebrated quarterly in recognition assemblies honoring and recognizing students who demonstrate exemplary citizenship founded on the PEACE, TRIBES and GLO principles.

We value our vibrant community and university partnerships; they provide work-study tutors, student teachers and volunteers during and after school hours. Parents are active contributors and play a significant role in the accomplishments of the children. They actively participate in co-curricular activities, coffee hours, parent workshops, Make A Difference Day, Hokulani Family Picnic, Spring Fling, Fun Run and fundraising events.

Hokulani’s vision and mission allows for continual improvement and optimization of the learning and teaching environment for all in our school community. Hokulani embodies a lifelong commitment to serve in the finest tradition of public school education.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. State Standards Based Language Arts and Mathematics Assessment Results

In 2000, Hokulani Elementary staff and the school community welcomed the state's move from a norm-referenced test (SAT9) to a standards-based criterion referenced assessment to measure student performance and achievement in the content areas of Language Arts and Mathematics. Our teachers and students in grades 3 and 5 readily accepted the academic challenge posed by the Hawaii State Assessment (HSA) that measures the progress of students based on their performance on the Hawaii Content and Performance Standards for Language Arts and Mathematics. Student test results on the HSA are also used to evaluate student, school and state accomplishment of the Federal requirements of the No Child Left Behind Act (NCLB). The NCLB accomplishments of Hokulani and other schools are presented on the website http://arch.k12.hi.us/pdf/NCLB/2004/AllSch37Cell_110104.pdf. The Hawaii State Assessment (HSA) has four performance levels used to determine Adequate Yearly Progress (AYP) for public schools:

Level 1: “Well Below Proficiency” means that the assessment results indicate that this student has demonstrated little or no knowledge and skills for the content standard for his/her grade level.

Level 2: “Approaches Proficiency” means that the student has demonstrated some knowledge and skills in the content standards for his/her grade level. With more support and effort, the student should be able to reach the proficient level.

Level 3: “Meets Proficiency” means that the assessment results indicate that the student has demonstrated knowledge and skills of the required standards for his/her grade level. The student is ready to work on higher levels of this content area.

Level 4: “Exceeds Proficiency” means that the assessment results indicate that the student has demonstrated knowledge and skills that exceed the content standards for his/her grade level. The student is ready for more advanced work in the content area.

For 2002 and 2004, the Hawaii state AYP benchmarks stood at 30% for reading and 10% for math. Hokulani has surpassed the State benchmarks for both areas. In 2004, our school's 3rd and 5th graders performed exceptionally on both the reading and math segments of the HSA. On the HSA Reading Test, Grade 3 students met or exceeded proficiency at 82% and Grade 5 students scored at an equally impressive 83%. In math, again, our students exceeded the State AYP benchmarks by scoring high enough to enable 62% of our grade 3 students and 58% of our Grade 5 students to meet or exceed proficiency.

In the past three years, we conducted two research studies to identify significant factors and/or events that contributed to our students' successes. In the first longitudinal study, we tracked the progress of 64 of our Asian/Pacific Islander students (our largest ethnic group) for three years, as 3rd graders in 2002, and as 5th graders in 2004. The results indicated that they sustained high levels of academic performance for three years. Specifically, they showed excellent gains in reading from 75% meeting proficiency in 2002 as 3rd graders to 81% meeting proficiency in 2004 as 5th graders. Similarly in math, these students increased from 48% meeting proficiency in 2002 as 3rd graders to 54% meeting proficiency in 2004 as 5th graders.

A second cohort longitudinal study of 90 third graders also validated sustained academic performance. Students tested in 2002 in 3rd grade were tested again in 2004 as 5th graders. In 2002, results in reading indicated 76% of students meeting proficiency, compared to an increase to 83% in 2004 (demonstrating a gain of 7%). In addition, this same longitudinal study indicated a similar spectacular math result with 51% of our students meeting proficiency in 2002 as 3rd graders, and these same students as 5th graders raising their math performance level on the HSA so that 55% of them met or exceed proficiency in 2004. Both studies indicated that our students were capable of sustaining high academic performances in reading and math even when challenged with increasingly more complex content and standards over a three-year period.

Assessment Data and School Improvement

At Hokulani, we implement best practices school wide. The collection and analysis of our student data is used to improve our instructional planning and lesson delivery for our students. We gather, organize, and analyze a variety of data generated by our school and from the state databases. Earlier, we described how we use our student results on the criterion-referenced HSA to identify the areas we need to address; we triangulate those student results with the norm-referenced Stanford Achievement Test, 9th Edition to augment our analyses. In addition, we also analyze school qualitative data, such as our School Quality Survey, and other measures taken at the school level to identify teaching and learning gaps.

As a result of the analyses conducted by our staff, we improved the rigor and relevance of our curriculum, instructional activities, and assessments. We were also better able to address our goals of academic achievement, civic responsibility and safety and well-being in our school action plan.

Summative assessments from test scores, as well as formative assessments in the classroom, determine our priorities and targets. Students are trained to use rubrics for self-assessments, which are critical to their understanding of how well they are progressing. Student-led conferences with parents, teachers and community members showcase his/her progress portfolios. Our teachers, individually and in collaborative learning teams—by grade level, grade level clusters and school wide use student test results and other data to align the curriculum with the standards and design modifications/adaptations based on the learning needs revealed by the analysis of the students' test results.

Articulation among kindergarten through 6th grade teachers evolve to ensure that skills scaffold, spiral and reinforce those learned in the previous grade levels, to prepare students for the next year. Faculty, steering, grade level meetings, and coffee hours with the parents are used to present, analyze and explain data and its implications for school improvement. To be accountable, progress reports of how well we are meeting our academic goals are provided to our staff, community, parent teacher organization and our school community council. There is a continuous cycle of school improvement that is results-driven, strategic and measurable.

Communication

To continue our journey towards excellence, communication among all members of our school community is vital. Our collaborative efforts are enhanced by clear and consistent communication of our goals, which are 1) implement a standards-based school curriculum that differentiates instruction for all students; 2) sustain high student academic achievement; and 3) increase student civic responsibility, and citizenship.

We use a variety of ways to accomplish clear and meaningful communication among our shareholders. First, monthly school newsletters, student publications, weekly staff bulletins and special articles celebrate our accomplishments on a regular basis. Copies are mailed to legislators, university departments, district and state offices, and community/business partners. Our parent teacher organization and community council serve as a forum to regularly communicate student performance and progress. Coffee hours, open house, parent workshops and neighborhood board meetings create a multitude of mutually beneficial vehicles for parents and the community to give voice to matters of importance. Hokulani's parent liaison facilitates communication with our university and senior citizens' volunteer program. The liaison is a vital link who helps parents understand the impact of test results. As one parent of a 4th grader shared, "Teachers follow up with working together with parents. The communication between home and school is a partnership."

Second, our school website and the State Department of Education website which are constantly updated with the posting of new information, data reports, and school highlights are also valuable technological tools used to efficiently disseminate information. Parents and community members can access a wealth of information about the school's activities and achievements here.

Finally, during annual parent-teacher conferences, upper grade students prepare and take the lead to showcase their work contained in their portfolios. The students continue to do an excellent job of describing to their parents the standards they successfully achieved and the challenges ahead of them.

Sharing Successes

Hokulani consistently showcases its many achievements and successes through the use of a variety of media. On a monthly basis, students' work are exhibited throughout our classrooms, on bulletin boards and in parent, staff, and student newsletters. Best practices, special recognitions, employee awards and ongoing activities are publicized through our monthly newsletters. These publications are distributed to schools within our complex, state offices, legislators, community organizations, and to the home of each of our students. Monthly neighborhood board meetings, faculty meetings, parent organization and community council meetings provide a forum to recognize special honors and activities with our shareholders. At the district level, complex meetings comprised of 20 schools, and principal meetings provide a venue for presentations and discussions about valuable and noteworthy events at Hokulani. Additionally, our Complex Area Superintendent (CAS) shares the good works and challenges unique to our school at regular state leadership meetings.

Our school website, internal email system, and state publications and school reports multiply our ability to communicate our successes with other schools and all of Hawaii. Our Gifted and Talented Program uses video and technology to create quarterly broadcast of school and community activities on closed circuit television. On many special occasions, we collaborate with representatives from higher education institutions (e.g., our university and community colleges) and invite representatives of the news media to participate in and publicize new, innovative and exciting learning activities for members of the community in local newspapers and television stations.

Weekly staff bulletins recognize exemplary staff and parents, provide updates, new information and policies. Hokulani's state-recognized teachers are invited to share their expertise at district and complex sponsored conferences, workshops and in-services. During complex-wide professional development days, our staff shares classroom and school wide successful practices that are utilized and refined to better meet the academic and adjustment needs of our students and parents.

Hokulani will continue to increase its outreach to the greater community through *Olelo*, the Department of Education's local broadcasting station, which is located at the middle school in our complex. We recognize the need to utilize a variety of media to communicate with a variety of audiences about the excellent programs and learning activities that support Hokulani as a professional learning community for students and adults. We will continue to provide a multi-faceted approach to network and share information, news and best practices with other schools and communities. It is our hope that our sharing and networking efforts will assist other schools in our state in developing a culture of success and excellence.

PART V – CURRICULUM AND INSTRUCTION

The Hawaii Content and Performance Standards, which are based on national content standards, drives our curriculum, instruction and assessment. Annual summative and classroom formative student assessment data also continuously inform our instruction as we address areas in need of improvement.

Language Arts:

Hokulani's language arts curriculum systematically addresses reading, writing, speaking, and listening skills. School wide efforts help refine the curriculum alignment from Kindergarten through Grade 6 to ensure skills scaffold and build on the previous grade-level standards. Instruction targets letter recognition, phonemic awareness, whole language and comprehension skills. Instruction in the upper elementary grades focuses on critical thinking, the six traits of writing, the composing process, reader's response, and conventions and skills. Speaking and listening skill building is integrated in activities designed to promote sharing of student writing.

Mathematics:

We continuously work to have our mathematics curriculum efficiently and effectively incorporate the five mathematics standards in the Hawaii Content and Performance Standards (HCPS). Teachers also craft their standards-based instruction to increase problem solving mastery in geometry/spatial sense, identification of patterns, functions, and algebra, as well as, data analysis and probability. Lessons are tied to daily living situations to emphasize the importance and relevance of math concepts. Mathematics is further reinforced because it is integrated across content areas.

Science:

Our science and health units are aligned with the HCPS standards, which promotes inquiry-based thinking. The scientific method is introduced in the early primary grades and becomes more complex as students move through the higher-grade levels. Experiments, data collection, discussions and hands-on experiences allow for discovery and teach students how to work collaboratively. Field studies in the community with university and community specialists are organized to make learning relevant and support content taught by the teachers in class.

Social Studies:

Research-based projects integrate social studies with language arts, math and science content, standards and skills. Tenets of our PEACE principles, General Learner Outcomes, and school mission are infused throughout the units. A Peace Garden reflects the promise to work towards global understanding and symbolizes the bond between Hokulani and our Exchange Program with a Japanese elementary school.

Performing and Fine Arts/Physical Education (P.E.):

Our students continue to excel in Fine Arts and Physical Education performances due to the importance our staff places on partnerships with the Academy of Arts and Artists in the Schools which enables all students to become well rounded in creative movement, dance, art, basketry, ceramics, poetry and storytelling.

World Languages:

Our students have opportunities to augment their linguistic repertoire by learning Mandarin, Japanese and Hawaiian language, culture, and history. A Hawaiian Garden serves as a living laboratory for students to learn about native or indigenous plants and an agrarian way of life experienced in old Hawaii. All instructors use hands-on activities and celebrate customs and traditions to perpetuate the past.

Computer Literacy:

Every student is provided instruction in the ethical use of computers and technology. Students use a variety of software to create individual and group projects (i.e., power point presentations). Our GT students broadcast their video/media productions on the school's closed-circuit television/media station.

Our Reading Curriculum

Aligned to Hawaii's standards for language arts, Hokulani's balanced reading program incorporates the most appropriate features of a combination of reading instructional approaches, allowing teachers to differentiate their instruction based on student needs. The articulation and collaborative assessment conferencing that teachers engage in within and across grade levels has been instrumental in the school's instructional effectiveness.

Early primary grades embrace a direct instructional approach which first emphasizes phonemic awareness, and phonics development. At the early stages, a solid foundation in word recognition and comprehension is also a goal as teachers work to meet the State's goal of all students becoming proficient readers by Grade 3. As students are able to decode and then read with fluency, the emphasis shifts more to vocabulary development and reading comprehension. In the upper primary grades, these students are exposed to whole language and literature-based units to build their ability to respond to text using personal, interpretive and critical stances. Read-alouds, a literature rich class environment, thematic and seasonal units and connections with daily living augment students' learning. Vocabulary building, reading fluency and checking for comprehension are part of daily instruction throughout content areas.

In the primary upper grades, skills scaffold to focus on responses to literature. Chapter books based on universal themes and integrated with science/social studies units are in use throughout the classrooms. Students are provided opportunities to read for enjoyment, functional and informational purposes. Research-based instructional strategies are used to build student's confidence to decode unfamiliar words, build vocabulary and fluency, interpret text, determine cause and effect, analyze and synthesize, and evaluate material. Visuals, graphic organizers, outlines and videos supplement instruction.

To enhance this, Hokulani teachers work to refine their curriculum maps to more clearly define targets, skills and assessments. This eclectic approach successfully addresses students' varied interests and ability levels as we persevere to ensure all students reach heights of academic achievement.

Our Social Studies Curriculum

To make informed and healthy choices in a diverse society each student must be equipped with the essential skills and knowledge to use every day. The content area of social studies is seen as the overarching program, which allows for the integration of universal concepts, essential skills and enduring understandings.

Each grade level explores a different focus ranging from making connections in one's own community, a mini-society, Hawaiian Studies, American History, and World History and Ancient Civilizations. In addressing the standards with rigor, government, history, interdependence, cultural diversity and political systems are embedded within each focal area. The teachers provide displays and models of the period's civilization, economics, and society for examination by the students. Students are encouraged to use higher level thinking as they engage in performances, debates and essay writing. Discussions help students see the impact of their actions on the present and the relevance of the past to the here and now. Change, causality and the human element of empathy are aligned within lessons. Field trips extend the walls of the classroom to reinforce concepts. Service learning projects enhance opportunities for students to make meaningful and valuable contributions in their community as well as witness firsthand the impact of their actions on society.

Consistent with our mission to establish a strong foundation for lifelong learning to maximize the potential for all learners, we place a greater emphasis on our teachers' ability to model and impart the values and attitudes students will need to become responsible citizens. Our social studies curriculum is aligned with our PEACE principles, our State's General Learner Outcomes (GLOs), and our TRIBES agreements.

Instructional Methodology

Instruction in all of our classrooms are customized and tailored to the individual needs of our youngsters. Teachers skillfully provide accommodations, modifications and adaptations to make learning successful for students requiring additional supports. A range of paired, small and large group strategies are used depending on the desired outcome of the lesson. Our teachers use a variety of instructional approaches and methodologies such as direct instruction, student centers, inquiry-based projects, guided practice and independent learning. Part time teachers, paid tutors and volunteers supplement classroom instruction by assisting students who benefit from more individualized instruction on targeted skills. Our instructional staff expertly uses multi-media, multi-modal, and multi-sensory lesson delivery approaches and methods. Teachers utilize graphic organizers, T-charts, KWL (Know, Want to Know, Learn) process, and math problem solving strategies to develop higher order thinking skills such as prediction, inference, analysis, and evaluation. Students identify short and long term goals, set and develop criteria for performance, and self assess. Skills are integrated across content areas.

Teachers engage students in discussion to encourage critical thinking, exploration of alternatives and generation of solutions. Classroom activities and homework assignments provide an opportunity to reinforce the day's lessons and practice skills taught. As standards-based instruction takes the forefront, teachers ensure that students understand the outcome of the lesson and the standard to be met. To ensure continuous improvement and school wide success, time is set aside for teachers to reflect on current instructional practices. Dialogue with colleagues twice a month allows sharing of best practices. Together, staff articulates and implements the most effective strategies to achieve the highest results for all students.

Professional Development

Our teachers seek meaningful and relevant staff development opportunities, which build their content knowledge and instructional competencies to better address the assessed learning needs of our students. Since our State's accountability system is based on the Federal *No Child Left Behind* (NCLB) mandate, our teachers wanted and received staff development in 1) standards implementation, 2) rubrics development, 3) curriculum mapping, 4) differentiated instructional strategies and approaches, and 4) standards-based grading and reporting.

Data generated through a multitude of assessments inform our professional development program allowing teachers to address our students' learning needs more effectively. For the past three years, we have been engaged in the challenging process of implementing standards-based language arts and mathematics curriculum, instruction and assessment. We have used the expertise and resources of our consultants, complex specialists and resource teachers to assist teachers in refining language arts and mathematics standards based lessons. Our teachers received training in the dimensions of writing, rubrics development and curriculum mapping. Through the financial support of our parent teacher organization, teachers have the opportunity to attend state and national conferences. As part of their accountability, teachers put it into practice what they learn and craft it to meet the unique needs of our school community. The wealth of research based practices, strategies, and programs are then shared with the faculty to promote school wide implementation. The administrator validates the effective use of instructional models and strategies by walkthroughs, during collaborative assessment conferences, and in meetings with teachers. All of these factors culminate to strengthen learning in the classroom and build capacity among staff to align our curriculum to the standards within and between grades kindergarten through six.

PART VII- ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS: Hokulani

Subject Reading Grade 3

Test Hawaii State Assessment

Edition/publication year 1st/2001

Publisher Hawaii Department of Education

	2003-2004	2002-2003	2001-2002	2000-2001**	1999-2000*
Testing month	March	March	April	Teacher Strike	May
SCHOOL SCORES	Reading	Reading	Reading	NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	99	96	98		
% At or above Meets Proficiency	82	78	78		
% At or above Exceeds Proficiency	17	4	7		
Number of students tested	60	57	56		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
<u>1. Asian/Pacific Islander</u>				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	97	98	100		
% At or above Meets Proficiency	73	76	82		
% At or above Exceeds Proficiency	15	3	8		
Number of students tested	33	37	38		
STATE SCORES				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	92	90	91		
% At or above Meets Proficiency	48	43	43		
% At or above Exceeds Proficiency	3	1	2		

* The State used the Stanford Achievement Test 9th Edition (1997) during school year 1999-2000 for the large-scale assessment. The SAT9 is not a criterion-referenced test and we cannot psychometrically compare the SAT9 to the current Standards-based Hawaii State Assessment (HSA).

** There was a statewide teacher strike during the school year 2000-2001 which precluded any administration of the state large-scale assessment to our students

STATE CRITERION-REFERENCED TESTS: Hokulani

Subject Mathematics

Grade 3

Test Hawaii State Assessment

Edition/publication year 1st/2001

Publisher Hawaii Department of Education

	2003-2004	2002-2003	2001-2002	2000-2001**	1999-2000*
Testing month	March	March	April	Teacher Strike	May
SCHOOL SCORES	Math	Math	Math	NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	98	97	95		
% At or above Meets Proficiency	62	52	50		
% At or above Exceeds Proficiency	22	9	5		
Number of students tested	60	58	56		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.Asian/Pacific Islander				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	96	94	97		
% At or above Meets Proficiency	60	52	54		
% At or above Exceeds Proficiency	21	5	5		
Number of students tested	33	38	37		
STATE SCORES				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	82	81	78		
% At or above Meets Proficiency	27	24	20		
% At or above Exceeds Proficiency	4	2	2		

* The State used the Stanford Achievement Test 9th Edition (1997) during school year 1999-2000 for the large-scale assessment. The SAT9 is not a criterion-referenced test and we cannot psychometrically compare the SAT9 to the current Standards-based Hawaii State Assessment (HSA).

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STATE CRITERION-REFERENCED TESTS: HOKULANI

Subject Reading Grade 5

Test Hawaii State Assessment

Edition/publication year 1st/2001 Publisher Hawaii Department of Education

	2003-2004	2002-2003	2001-2002	2000-2001**	1999-2000*
Testing month	March	March	April	Teacher Strike	May
SCHOOL SCORES	Reading	Reading	Reading	NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	98	92	88		
% At or above Meets Proficiency	83	67	59		
% At or above Exceeds Proficiency	6	2	4		
Number of students tested	52	60	55		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
<u>1. Asian/Pacific Islander</u>				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	97	84	86		
% At or above Meets Proficiency	80	61	53		
% At or above Exceeds Proficiency	3	0	5		
Number of students tested	35	32	40		
STATE SCORES				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	90	85	88		
% At or above Meets Proficiency	50	42	42		
% At or above Exceeds Proficiency	2	1	1		

* The State used the Stanford Achievement Test 9th Edition (1997) during school year 1999-2000 for the large-scale assessment. The SAT9 is not a criterion-referenced test and we cannot psychometrically compare the SAT9 to the current Standards-based Hawaii State Assessment (HSA).

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STATE CRITERION-REFERENCED TEST: Hokulani

Subject Mathematics

Grade 5

Test Hawaii State Assessment

Edition/publication year 1st/2001

Publisher Hawaii Department of Education

	2003-2004	2002-2003	2001-2002	2000-2001**	1999-2000*
Testing month	March	March	April	Teacher Strike	May
SCHOOL SCORES	Math	Math	Math	NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	96	90	87		
% At or above Meets Proficiency	57	37	45		
% At or above Exceeds Proficiency	15	3	7		
Number of students tested	52	61	55		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Asian/Pacific Islander				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	94	84	86		
% At or above Meets Proficiency	54	34	38		
% At or above Exceeds Proficiency	17	0	8		
Number of students tested	35	32	40		
STATE SCORES				NONE	N/A
% At or above Well Below Proficiency	100	100	100		
% At or above Approaches Proficiency	76	76	73		
% At or above Meets Proficiency	21	20	21		
% At or above Exceeds Proficiency	2	1	2		

* The State used the Stanford Achievement Test 9th Edition (1997) during school year 1999-2000 for the large-scale assessment. The SAT9 is not a criterion-referenced test and we cannot psychometrically compare the SAT9 to the current Standards-based Hawaii State Assessment (HSA).

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