

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
Charter

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

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

School Mailing Address 3710 Leahi Avenue
(If address is P.O. Box, also include street address.)

Honolulu Hawaii 96815-4499
City State Zip Code+4 (9 digits total)

County Honolulu State School Code Number* 150

Telephone (808)971-6900 Fax (808)971-6902

Web site/URL www.Waikiki.k12.hi.us E-mail Bonnie Tabor@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 January 26, 2007

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 Mrs. Karen Knudsen
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
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

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

1. Number of schools in the district: 168 Elementary schools
 36 Middle schools
 NA Junior high schools
 33 High schools
 48 Other
- 285 TOTAL

2. District Per Pupil Expenditure: \$9,338
- Average State Per Pupil Expenditure: \$9,338

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. 5 years Number of years the principal has been in her/his position at this school.
 _____ 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:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			
K	34	26	60	8			
1	35	29	64	9			
2	23	23	46	10			
3	34	19	53	11			
4	27	21	48	12			
5	19	43	62	Other			
6	19	19	38				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							371*

* Enrollment count reflects total student count as of October 1st of school year 2006/2007.

6. Racial/ethnic composition of the school: 13 % White
2 % Black or African American
2 % Hispanic or Latino
83 % 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 %
 [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	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	28
(3)	Total of all transferred students [sum of rows (1) and (2)]	45
(4)	Total number of students in the school as of October 1 *	338
(5)	Total transferred students in row (3) divided by total students in row (4)	.13
(6)	Amount in row (5) multiplied by 100	13

* Enrollment count reflects total student count as of October 1st of school year 2005/2006.

8. Limited English Proficient students in the school: 26 % (Reflects school year 2006/2007)
98 Total Number Limited English Proficient

Number of languages represented: 15

Specify languages: German, French, Spanish, Portuguese, African, Japanese, Korean, Chinese, Vietnamese, Indonesian, Tagalog, Tongan, Samoan, Marshallese, Indian-Bangladesh

9. Students eligible for free/reduced-priced meals: 40 % (Reflects school year 2006/2007)

Total number students who qualify: 150

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: 8 % (Reflects school year 2006/2007)
31 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>8</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

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>6</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>9</u>
Support staff	<u>7</u>	<u>9</u>
Total number	<u>31</u>	<u>21</u>

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

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	99%	96%	99%	98%	96%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	0%	1% 1 transfer	0%	0%	0%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III - SUMMARY

Waikiki Elementary, “Our Mindful School”, is a small, caring, cohesive school with a special spirit of place. Located at the foot of Diamond Head, local legend attributes the school’s success to its location “under the protection” of this mighty crater. Opened in 1965, Waikiki School was one of the first to become a School Community Based Management (SCBM) school. The vision of Waikiki’s original SCBM proposal was for the school to evolve into a “mindful” institution, nurturing harmony of the heart and mind through collaboration, thoughtfulness, and direct instruction in the skills of thinking. This vision effectively aligns with the state’s directions and continues to guide us today.

Waikiki School serves 371 students from kindergarten through grade six. Over fifty percent of students live outside the school’s boundaries and attend by choice. Its draw may be our unique curriculum that couples instruction in the Hawaii State Content Standards with instruction in the “Habits of Mind”, a character education initiative developed by Dr. Art Costa. Using research to identify behaviors associated with effective adults, Dr. Costa’s model emphasizes the explicit teaching of these behaviors to students from K-6. The infusion of this model within standards-based instruction defines the strength of Waikiki School. The Habits of Mind align readily with the state’s General Learner Outcomes.

Student demographics reflect 40% qualify for the free/reduced lunch program, 26% for “English Language Learner” (ELL) assistance, and 8.4% for special education services; 40% live in single-parent homes. Despite the intensity of student needs, we proudly report our school continues to exceed all national and state standards, making consistent yearly gains. Indeed, Waikiki has been recognized as a Hawaii Distinguished School, attaining adequate yearly progress (AYP) each year since the inception of this award. We have consistently been rated in “Good Standing – Unconditional” under the No Child Left Behind Act and have consistently made the State’s Stanford Achievement Test Honor Roll. This past spring, Waikiki School was ranked sixth of 259 schools in Honolulu Magazine’s survey of Hawaii’s Best Schools.

In addition to the tests they take at school, Waikiki School students are prepared to perform well on the tests of life. Teachers and staff don’t simply teach values; rather they seek to model the behaviors they want to see developed. This results in a dynamic learning community in which all participants are challenged to become ever more mindful, more thoughtful learners to support the collective efforts of the school. The synergy that results from this unification of purpose promotes an environment that both honors and challenges the intellect of all. By caring for and learning from one another, all members of the learning community (teachers, community, parents, students, staff alike) are encouraged to grow and to integrate learnings into daily practice. The adventure implicit in lifelong learning becomes our reality.

Focus on the whole child is key to the Waikiki School vision. Enrichment classes in physical education, Japanese, Hawaiian language and culture, and technology are provided weekly to all students. Grants provide residencies for artists. University of Hawaii partnerships provide weekly philosophy lessons and the assistance of student teachers. Enrichment academies provide extended-day opportunities in gymnastics, robotics, rocketry, French and more. Extended-day tutoring and homework assistance provide help for Title I, ELL, and others. An afterschool A+ program provides childcare for working parents. Adult education partnerships provide classes in English instruction for ELL parents. During lunch recess, student clubs in photography, drama, and watercolor are available. Community volunteers provide extra love and support as “lunch pals”. Student council, peer mediation, grade-wide and schoolwide community service projects extend learning beyond classroom walls. A Comprehensive Student Support System (CSSS) provides an additional array of services. A Primary School Adjustment Project (PSAP), a contracted psychiatrist, a school-based behavioral health specialist, a school counselor, and counseling interns provide individualized intervention services as needs arise.

It is evident that Waikiki School is deeply committed to doing whatever it takes to become an ever more effective “mindful” learning community where compassion, competence and harmony of the heart and mind are nurtured. We believe, and the data clearly show, our efforts are working. We intend to continue to provide the finest in cutting edge education for our community, producing graduates well prepared to become productive, ethical participants in the world of tomorrow.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Waikiki School uses formative and summative assessments to measure student attainment of the Hawaii Content and Performance Standards. Students in grades 3-6 participate in the spring Hawaii State Assessment Test, which measures student knowledge and skills in reading and math. Results indicate how well a child is meeting the state’s rigorous academic standards and also compares student performance in reading and math with students across the nation. The test has the following levels:

Level 1: “Well Below Proficiency” - student demonstrates little or no knowledge and skills in the content standards for this grade.

Level 2: “Approaches Proficiency” - student demonstrates some knowledge and skills in the content standards for the grade.

Level 3: “Meets Proficiency” - student demonstrates knowledge and skills required in the content standards for this grade.

Level 4: “Exceeds Proficiency” - student demonstrates knowledge and skills that exceed the content standards for the grade.

The State Department of Education established Adequate Yearly Progress as 44% in reading and 28% in math for the years 2005 through 2007. Waikiki students not only consistently met and exceeded these goals, but they showed consistent improvement over time. For example, over the 4-year period from 2003-2006, our school made outstanding gains, showing a 25% improvement in reading and a 26% improvement in math. These scores exceed state expectations by 22% in reading and 26% in math. Progress is noted longitudinally as well. Over the same 4-year span from 2003 to 2006, the student cohort tested originally in grade 3 and then again in grade 6, showed an improvement of 24% in reading, reaching 65% proficiency, and an improvement of 34% in math, attaining 62% proficiency. These gains are exceptional. Our highest grade tested is grade 6 and their grade level scores are equally as impressive. In the two years since they were added to the testing protocol, grade 6 reading scores improved 13% to reach 65% proficiency and math scores improved 31% to attain 62% proficiency! Such data indicates that performance both within and across grade levels shows a consistent trend of improvement. Waikiki School has also shown impressive results on the nationally normed Stanford Achievement Test (SAT 9). The school went from 86% average or above in reading and 88% in math in 2003 to 89% in reading and 95% in math in 2006. These gains are significant.

Disaggregated subgroups score on a par with the rest of the student population. This is a powerful statement about the success of our school and our efforts to differentiate instruction. Our gains are exceptional and compelling. Hawaii State Test data over the past 5 years provide a clear indication of the school’s steadfast movement toward attaining 100% proficiency by 2014. Improved test data is one clear indicator that systems are working in synergy to ensure all students attain proficiency. Waikiki’s test results can be found at the NCLB website: <http://165.248.6.166/data/tests.asp?schoolcode=150>

2. Using Assessment Results Waikiki School understands that in order for students to move to higher proficiency levels, the collection and analysis of student achievement data is essential for crafting effective, differentiated instruction. Student data, gathered from the criterion referenced Hawaii State Assessment (HSA), triangulated with results from the norm referenced Stanford Achievement Test (SAT9) and school designed formative assessments, provides information used to improve the rigor and relevance of our curriculum, instruction and assessments. Summative and formative assessments help us determine our priorities and inform our instruction.

At the start of each school year, the Hawaii State Assessment data is analyzed to identify students who require targeted assistance to achieve proficiency. Students identified through this process receive additional instructional support through targeted interventions from our reading specialist, tutors, special education program, and/or afterschool homework clubs. In the classroom, the use of multiple assessments to measure student progress is regular practice. This year, data derived from quarterly benchmark testing provided teachers with an additional source of information. Such assessments help

teachers remain attuned to student performance at all times so that pacing, scope of content, and instruction can be adjusted just as soon as needs arise. In addition, student self-assessment is viewed as an important tool leading to student mastery. Believing that transparent expectations enhance progress, students are encouraged to lead parent conferences, to develop standards-based rubrics, to self assess work samples, and to take the initiative in identifying attributes of quality, standards-based products.

Learning, assessment, reflection, and refinement provide the mantra that guides our school toward increasingly effective educational practice. On a regular basis, teachers, both individually and in teams, actively use data to align curriculum with state standards and to design modifications. Data drives articulation to effect the spiraling of a cohesive curriculum. Data drives the selection of best practice. Data provides accountability to our various publics. There is a continuous cycle of improvement that is based on comprehensive, timely, results driven analysis, steadfastly focused on the enhancement of student achievement.

3. Communicating Assessment Results: Waikiki School believes that communication is the life's blood of a learning community. Our school has established a system of communication, whereby assessment results and student performance data are communicated to the faculty, parents, and students on a regular and timely basis.

The Hawaii State Assessment results are provided for teachers at the beginning of the school year. Teachers, with district assistance, analyze the data to derive information on student performance and areas of strengths and weaknesses. These results are then distributed to families at the school's annual parent-teacher conferences. The test scores are discussed to provide parents with information on their child's progress as it relates to grade level proficiency. Translators are used extensively during these conferences to ensure parents understand the way HSA test data drives the school's instructional program. Summary reports, translated when necessary, further assist parents in analysis and include strategies to support student learning at home. Faculty and grade level meetings, coffee hours with parents, evening community workshops, conferences, bulletins, website postings, surveys, and fliers are used to present, analyze, and explain data and its implications for improvement. Periodic progress reports to all our publics are frequently provided.

4. Sharing Successes : Having evolved ourselves as a "Mindful School" for the past 18 years, we have become a model for other schools seeking to develop in similar ways. The "Art Costa" model is practiced throughout the world. Requests to open our school to showcase our curricula, assessment tools, teaching strategies, and special programs are received frequently. Visitors from Australia, Japan, Singapore, Scotland, the mainland U.S. and other schools in Hawaii are a common sight on our campus. We welcome the opportunities to share, reflect and refine our practice that each visitation provides. In addition, we collaborate with representatives from the university and community colleges regularly. Waikiki School serves as a practicum site for the University's Masters in Education in Teaching program. Through this UH partnership, the effective practices we employ are modeled for those new to the profession. Additionally, Waikiki has partnered for professional development with complex schools on a regular basis. The school has led complex professional development days, and has presented at principal's academies and other statewide educational conferences. We have been asked to write chapters in educational journals and in educational texts. Our "mindful" school has been featured in instructional videos, has served as the subject of various scholarly dissertations and theses, and has been involved in action research to develop best practice. A video celebrating our mindful school has been recently completed.

To share our successful practices is a commitment we have made to the profession and we have formalized it by including it in our academic plan as a targeted action for school improvement. Waikiki will continue to increase its outreach to the greater community and will continue to provide a multi-faceted approach to networking and sharing. It is our hope that we will not only be able to assist other schools in developing cultures of success and excellence, but through this process, ensure our own continued development as well.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The student at Waikiki Elementary School is equipped to become a life-long learner through the acquisition of the skills and “Habits of Mind” necessary to navigate the complex global experience of the 21st century. Permeating all curricular areas are the frameworks from the Hawaii Content and Performance Standards and the State’s General Learner Outcomes. Essential concepts promoting critical and creative thinking are integrated throughout. Children are encouraged to question, to work collaboratively, to make connections. Through instruction that promotes both cultural and philosophical diversity, students are immersed in a context that provides them with multi-faceted problem-solving opportunities and a unique global perspective.

Language Arts Students at Waikiki School build skills in the three strands of the State’s Language Arts Standards: reading, writing, and oral communication. Language Arts instruction is integrated throughout subject areas and literacy is viewed as the foundation for all learning. Primary grades focus on skill building and instilling a general excitement for books and learning. A schoolwide Readers’ and Writers’ Workshop model that encourages student guided selection of literary text and emphasizes responsive writing, fosters growth in critical thinking and comprehension strategies. Unit instruction, projects, and theatrical presentations synthesize learning, and are shared schoolwide as celebrated accomplishments.

Math The schoolwide adoption of a new research based Math text ensures student progress by spiraling the acquisition of skills throughout the grade levels; this series covers all clusters of the state standards and builds toward ever more sophisticated understandings and mastery. A focus on concept attainment and real-world application drives instruction; students apply critical thinking to compute and solve problems and to analyze solutions. Parent links encourage home application of new knowledge and assist parents in helping their children with homework. Math instruction is lively and hands-on, and frequently integrated with science, social studies and art.

Social Studies Waikiki students apply thinking skills to project-based learning, which reflects interdisciplinary inquiry between subjects including History, Political Science, Cultural Anthropology, Geography and Economics. Social Studies incorporates Character Training through the Habits of Mind along with Language Arts content standards. Current events, social issues, school culture and technology drive student inquiry and interest as they internalize learning and begin to discover their place in society.

Science Waikiki students engage in project-based learning, using standards-based science kits and experimentation to enhance hands-on learning and promote student inquiry. Teachers cover all areas of the Science Standards and provide hands-on experience of concepts. Parent links and ‘Science Nights’ provide real-world application of scientific concepts. In addition, students use scientific methods across subject areas as a structure to organize and promote higher level thinking.

Physical Education Instruction in dance, yoga, and wellness concepts along with standards-based Physical Education skills promote Waikiki students’ movement abilities, physical competency and physical well being. An emphasis on individual progress and good sportsmanship prepares students to develop a positive self-image, a willingness to work together, and a life-long commitment to the pursuit of wellness and health.

World Language Waikiki students increase their cultural and historical awareness through the study of the Hawaiian and Japanese Languages. Stories, games, chants, songs and art enrich activity based language instruction, which integrates World Language, Science, and Social Studies content standards.

Fine Arts Art is integrated into every subject area at Waikiki School, including technology. Students have access to drama, poetry, music, dance, drawing, painting, mask making, ceramics, videography and video editing, Artist-in-the-Schools residencies, performance excursions and afterschool enrichment, as well as assemblies and performances, keep the students immersed in the arts as a vital part of their learning.

Ethics Dr. Art Costa's Habits of Mind training is taught in grades K-6 and integrated into every subject area to help students develop positive character traits, good work ethics and skills in meta-cognition. A common language of '*Mindfulness*' permeates every aspect of the school, and is a central focus and framework for the students' educational experience. 'Philosophy for Children' is taught across grade levels, and students are trained in communicating ideas, forming opinions, and listening to each other with empathy.

Educational Technology The school is committed to offering an education to the student that reflects the technological needs of the 21st Century. Students K-6 learn computer skills, to navigate the internet, and build word processing abilities by completing projects and reports in the computer lab. Class projects, student produced videos, closed circuit broadcasts, incorporate technology into our standards-based curriculum at every opportunity.

2a. Reading Curriculum: Waikiki understands the urgent importance of teaching reading skills to both English and non-English speaking students. Reading strategies are an integrated part of all learning and thus, in essence, reading is taught all day. Teachers in the lower grades focus on developing the students' interest in books, phonemic awareness, phonics, vocabulary and decoding skills. In third grade the focus shifts from 'learning to read' to 'reading to learn' and students learn strategies to construct meaning from text. A schoolwide application of a unified literary model sets a foundation for systematic acquisition of reading skills, and is centered in student interest, a variety of levels, and choice of literature. Students are taught strategies to increase understanding of main idea, cause and effect, prediction and inference. Visual structures and graphic organizers are utilized to enable students to organize and link ideas, and divergent thinking is encouraged. Lessons include all learning modalities. Ongoing self assessment by the students coupled with clear learning objectives develop self direction and the ability to self-monitor. Teachers share student work and collaborate regularly to develop performance indicators, expectations and rubrics. Teachers read aloud to students daily, and believe that nothing encourages life-long learning better than an authentic interest and appreciation for books. A computerized Accelerated Reading Program, housed in the school's library, tests students and lists appropriate, leveled reading texts to guide student selection of material. Workshops teach parents how to reinforce learning and cultivate the joys of reading at home.

Waikiki School offers the struggling reader many options for assistance. Periodic formative reading assessments target students requiring extra help, and highlight specific areas for remediation. Title I funds provide individualized tutoring before, during and afterschool; a Reading Improvement Program provides intensive intervention during school, and lunchtime and recess "groups" further support struggling students. 'Whatever it takes' is a common Waikiki School theme and it is nowhere more evident than in the many services developed to address deficits in student literacy.

3. Additional Curriculum Area: Life Skills/Ethical Decision Making /Habits of Mind:

Waikiki School students are taught to be thinkers. As education shifts from its existing industrial model, problem-solving skills and cognitive processes become necessary skills for the student that must possess the ability to search continuously for creative solutions. Our school recognizes society's need for informed, skilled and compassionate citizens who value truth and interdependence, and who have respect for themselves and their global community. These values are systematically taught K-6 as an intrinsic part of the Habits of Mind training that is infused in every subject area and throughout the school day.

The Habits of Mind train the student to relax their certainties, entertain each other's points of view, and act with willingness to abide by and support the group's decisions. Students learn how to listen and reflect, and to develop the capacity to examine their own thoughts while they engage in them. Students learn how to generate thoughtful approaches and peaceful solutions. They learn about the value of human diversity, the effect their actions have in the world around them, and most importantly, they experience the process of participating in a

learning community permeated with common purpose and direction yet receptive and responsive to their contributions. Awards, assemblies, prizes and recognition support this learning and provide opportunities for all students to be recognized for their “mindful” achievements—valued as highly as their academic accomplishments.

4. Instructional Methods: Although individuality is celebrated at Waikiki School, uniformity of instructional methods provides a common experience for all students, and a solid continuum of learning. Research-based strategies are used across curricular areas to accommodate the learning styles of all students. Methods are constantly monitored for efficacy, and teachers articulate regularly about what is working and what is not.

Teachers are clear in their learning objectives, and use descriptors of quality work to provide guidelines for work products. Students are involved in the assessment process, participating in both setting and applying the criteria to evaluate work samples. Student work, at all levels of proficiency, is posted throughout the school to provide clear examples and provide exemplars for improvement.

Direct instruction, guided practice, modeling, visualization techniques, inquiry-based learning, self-questioning, and cooperative learning are some of the key instructional strategies used by Waikiki teachers. Divergent and inferential thinking, problem-solving and reflection, and the inherent interdependence of learning is valued and practiced. Integration between the disciplines is key. Language arts is taught through science, math through technology, writing through social studies. Unit teaching, projects and summative performances and presentations support student interest, and validate student effort and self-esteem within the learning community.

At Waikiki School concept attainment and character development (Habits of Mind) drive instruction. Relevant standards-based content, a positive learning environment, encouragement to take risks, clear expectations and uniform assessments provide students with a well balanced and joyful learning experience and promote life-long learning.

5. Professional Development: One of Waikiki School’s unique strengths is its closely knit faculty. A common language and climate of respect facilitate daily articulation between teachers. Professional development days are spent strengthening a shared vision of education and practice. Waikiki School believes success in the classroom begins with the teacher, and research shows that teacher effectiveness is directly enhanced by meaningful professional development.

The school views collegial reflection and dialogue as the most valuable of vehicles for professional development. The mindful school culture provides the context for professional inquiry and the quest for continued growth provides the impetus for continued refinement and change. Cognitive coaching, visiting each other’s classrooms to learn and to coach, provides a vehicle for self-motivated improvement. Professional conversation, exploring refinement of practice, is part of ongoing daily dialogue, often stimulated by the university professors whose students frequent our campus.

Nationally recognized trainers, most consistently Dr. Art Costa and Mrs. Nancy Skerritt, work with faculty in areas of reading, writing, curriculum alignment and concept attainment; our teachers visit other schools to view effective instructional models. Waikiki teachers serve on curriculum committees, attend workshops in standards-based education, and report back to the faculty. Research journals are reviewed periodically to identify strategies to improve practice.

Waikiki School is a learning community committed to continual growth, both individually and collectively. The steady increase in academic achievement can be attributed to a collective understanding of who our students are, what they need, and how we can best meet these needs. Professional development is used at Waikiki School to provide information, data, and implementation of cutting edge practices that reflect and address the complex and accelerating demands of education in the 21st century.

PART VII - ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Mathematics Grade 3 Test Hawaii State Assessment

Edition/Publication Year HCPS II edition Publisher Harcourt Assessment, Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month - April					
SCHOOL SCORES*					
% Level 3 plus Level 4	57	52	53	28	
% Level 4	11	5	18	4	
Number of students tested	46	59	40	49	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. <u>Disadvantaged</u> (specify subgroup)					
% Level 3 plus Level 4	52	39	37	21	
% Level 4	17	6	6	5	
Number of students tested	23	18	16	19	
2. <u>A/P Islander</u> (specify subgroup)					
% Level 3 plus Level 4	53	56	56	28	
% Level 4	6	6	17	4	
Number of students tested	36	48	36	45	

The Hawaii State Alternate Assessment (HSAA) is a standards-based comprehensive rating scale assessment utilizing teachers' judgments about classroom-generated evidence that reveals the educational progress of students with significant cognitive disabilities based on alternate achievement standards.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 3 Test Hawaii State Assessment

Edition/Publication Year HCPS II edition Publisher Harcourt Assessment, Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month - <u>April</u>					
SCHOOL SCORES*					
% Level 3 plus Level 4	59	81	58	44	
% Level 4	6	5	3	2	
Number of students tested	47	59	40	50	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. <u>Disadvantaged</u> (specify subgroup)					
% Level 3 plus Level 4	48	73	44	26	
% Level 4	9	6	0	0	
Number of students tested	23	18	16	19	
2. <u>A/P Islander</u> (specify subgroup)					
% Level 3 plus Level 4	59	83	56	40	
% Level 4	6	6	3	2	
Number of students tested	36	48	36	45	

The Hawaii State Alternate Assessment (HSAA) is a standards-based comprehensive rating scale assessment utilizing teachers' judgments about classroom-generated evidence that reveals the educational progress of students with significant cognitive disabilities based on alternate achievement standards.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Mathematics Grade 5 Test Hawaii State Assessment

Edition/Publication Year HCPS II edition Publisher Harcourt Assessment, Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month -April					
SCHOOL SCORES*					
% Level 3 plus Level 4	37	50	28	27	
% Level 4	2	5	2	2	
Number of students tested	43	42	62	44	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. <u>Disadvantaged</u> (specify subgroup)					
% Level 3 plus Level 4	38	47	37	17	
% Level 4	0	7	0	0	
Number of students tested	16	15	19	12	
2. <u>A/P Islander</u> (specify subgroup)					
% Level 3 plus Level 4	33	52	25	32	
% Level 4	0	3	2	3	
Number of students tested	36	37	52	35	

The Hawaii State Alternate Assessment (HSAA) is a standards-based comprehensive rating scale assessment utilizing teachers' judgments about classroom-generated evidence that reveals the educational progress of students with significant cognitive disabilities based on alternate achievement standards.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 5 Test Hawaii State Assessment

Edition/Publication Year HCPS II edition Publisher Harcourt Assessment, Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month - <u>April</u>					
SCHOOL SCORES*					
% Level 3 plus Level 4	55	69	58	40	
% Level 4	2	5	0	0	
Number of students tested	43	42	62	45	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. <u>Disadvantaged</u> (specify subgroup)					
% Level 3 plus Level 4	50	80	74	25	
% Level 4	0	13	0	0	
Number of students tested	16	15	19	12	
2. <u>A/P Islander</u> (specify subgroup)					
% Level 3 plus Level 4	53	73	58	43	
% Level 4	3	3	0	0	
Number of students tested	36	37	52	35	

The Hawaii State Alternate Assessment (HSAA) is a standards-based comprehensive rating scale assessment utilizing teachers' judgments about classroom-generated evidence that reveals the educational progress of students with significant cognitive disabilities based on alternate achievement standards.