

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12HI2

School Type (Public Schools):
(Check all that apply, if any)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Dr. Alan Ramos PhD

Official School Name: Hokulani Elementary School

School Mailing Address: 2940 Kamakini Street
Honolulu, HI 96816-1799

County: Oahu State School Code Number*: 109

Telephone: (808) 733-4789 E-mail: alan_ramos@notes.k12.hi.us

Fax: (808) 733-4792 Web site/URL:
lilinode.k12.hi.us/SCHOOLS/D1/Hokulani/HokulaniHome.nsf

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Kathryn Matayoshi Superintendent e-mail:
kathryn_matayoshi@notes.k12.hi.us

District Name: Honolulu District Phone: (808) 733-4952

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Don Horner

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge 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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12HI2

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. 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.
8. 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.
9. 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.
10. 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

12HI2

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 181 Elementary schools (includes K-8)
 (per district designation): 39 Middle/Junior high schools
43 High schools
23 K-12 schools
286 Total schools in district
2. District per-pupil expenditure: 11750

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	2	0	2		6	0	0	0
K	37	28	65		7	0	0	0
1	32	32	64		8	0	0	0
2	26	29	55		9	0	0	0
3	34	33	67		10	0	0	0
4	32	14	46		11	0	0	0
5	29	30	59		12	0	0	0
Total in Applying School:								358

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
74 % Asian
0 % Black or African American
0 % Hispanic or Latino
14 % Native Hawaiian or Other Pacific Islander
8 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 12%
 This rate is 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, 2010 until the end of the school year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	27
(3)	Total of all transferred students [sum of rows (1) and (2)].	43
(4)	Total number of students in the school as of October 1, 2010	368
(5)	Total transferred students in row (3) divided by total students in row (4).	0.12
(6)	Amount in row (5) multiplied by 100.	12

8. Percent of English Language Learners in the school: 14%
 Total number of ELL students in the school: 50
 Number of non-English languages represented: 12
 Specify non-English languages:

Bengali, Czech, Chinese (Mandarin, Cantonese, Taiwanese), Chuukese, Hindu, Japanese, Korean, Lao, Portuguese, Samoan

9. Percent of students eligible for free/reduced-priced meals: 19%

Total number of students who qualify: 70

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%

Total number of students served: 13

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>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

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>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>12</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>5</u>
Total number	<u>30</u>	<u>18</u>

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

21:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award? Before 2007

Hokulani Elementary (“heavenly star” in Hawaiian) serves approximately 360 students from preschool through grade 5 in the city of Honolulu on the island of Oahu. Besides serving its students within its neighborhood, Hokulani attracts approximately 62% of its student population from outside of its school boundary due to its outstanding school programs and the excellent reputation of a highly trained and effective faculty and staff. Over the past 3 years, our student demographics have changed dramatically in program areas with our special needs population decreasing from 13% to 5%, English Language Learners (ELL) increasing from 7% to 14%; Gifted & Talented students from 6% to 8% and those receiving free or reduced meals increasing from 13% to 14%.

Our school’s Hawaii State Assessment (HSA) results for the last three years indicate that the 3rd, 4th and 5th graders demonstrated marked progress in meeting proficiency in reading and, especially in mathematics over the previous two years. We experienced a 17% gain in math proficiency in our students’ 2011 HSA scores from 67% in 2010, to 84% in 2011. This increased performance is due to the high expectations held by students, parents, school staff, and community members, that all children can succeed and that all staff have the ability to adjust their instruction to address each learners’ needs. Reflected in our vision is our commitment that Hokulani School is a special 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, 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 staff is dedicated to making our school’s vision and mission the focal point of all actions dealing with students, families, community members and partners.

Vision Statement: *Hokulani School is a place where everyone reaches for the stars. We are a caring community of learners who promote peace and world citizenship.*

Mission Statement: *To establish a strong foundation for lifelong learning by nurturing, guiding, and challenging all of our students to achieve their maximum potential.*

We are a caring community of learners who promote world peace and world citizenship via our PEACE-based discipline of study to promote a foundation for strong values and character that aligns well with our rigorous standards-based core curriculum. These concepts center on People Everywhere, Environmental Awareness, Active Citizenship, Conflict Resolution, and Equality of Opportunity. The TRIBES Program is used to create a positive learning environment to support and promote the value of all students being motivated to be active participants in their own learning. Our 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, ethical and effective users of technology all embedded within our school’s instruction.

As prized as academic achievement is to our school community, we understood the importance of development of the whole child. Co-curricular enrichment programs include physical education-health, music, visual arts, and culture and language instruction in 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 visual arts (painting, drawing, and ceramics), performing arts (creative movement, dance and storytelling), poetry, yoga and robotics. These co-curricular activities complement our rigorous classroom instruction and learning activities, which support students in reaching their maximum potential.

In addition, the Primary School Adjustment Program (PSAP) and our Comprehensive Student Support Services (CSSS) provide assistance to students who are experiencing difficulty in adjusting to school. Resources such as counseling and an individual behavior plan, are also available to support the child's academic plan to developed and 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 tutoring sessions offering individual and small group instruction/practice time.

Since 2010, our administrator initiated the 21st Century Learning Community Centers which provide additional time and learning activities for students who need help in practicing the skills and acquiring additional knowledge in the content areas. 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 before, during and after school hours. Parents are active contributors and play a significant role in the accomplishments of their children. They actively participate in co-curricular activities, coffee hours, parent workshops, Make-A-Difference Day, Hokulani Family Picnic, Fall Bonanza, Spring Fling, Fun Run and fundraising events.

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

1. Assessment Results:

For the past eight years the Hawaii Department of Education has used the Hawaii State Assessment (HSA), 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, 4 and 5 readily accepted the academic challenge posed by the HSA. Hokulani's 3rd, 4th and 5th graders have proficiency scores which enabled the school to achieve Adequate Yearly Progress (AYP) in all eight years of No Child Left Behind (NCLB). Our teachers and students in grades 3, 4 and 5 readily accepted the academic challenge posed by the HSA that measures the progress of students based on their performance on the HCPS III for Reading and Mathematics. Student test results on the HSA are also used to evaluate student, school and state accomplishment of the Federal requirements of the NCLB. The NCLB accomplishments of Hokulani and other schools are presented on the website <http://arch.k12.hi.us/>. The HSA has four performance levels used to determine AYP for public schools:

Level 1: "Well Below Proficiency" means that the assessment results indicate that the 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 2010 the Hawaii state AYP benchmarks stood at 58% for reading and 46% for math. Hokulani has surpassed the State benchmarks for both areas with 72% in reading and 68% in math. In 2011 the Hawaii state AYP benchmarks increased to 72% for reading and 64% in math. Undeterred by the increase in the AYP proficiency goals, our grades 3-5 students performed exceptionally well on both the reading and math segments of the HSA. On the HSA Reading Test, grade 3 students met or exceeded proficiency at 94%; grade 4 students met or exceeded proficiency at 83%; and grade 5 students scored at an equally impressive 90%. 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. The highest gain was made by our students in math with an increase from 68% to 84% meeting or exceeding proficiency, an increase of **17%** from 2010 to 2011 HSA/AYP results. It is noteworthy that more students exceeded than merely met proficiency.

In our HSA data analysis for 2010-2011, we also detected the following patterns and trends in the HSA performances of our subgroups as compared with our "All Students" aggregate proficiency scores. The largest subgroup (74%) Asian and Pacific Islanders closely matched the "All Students" aggregate proficiency scores-89% proficiency in reading and 83% proficiency in math. The scores and proficiency levels of the recently exited ELL students matched or exceeded their native English-speaking peers in both reading and math HSA results.

However, the review of our 2011 HSA data indicated achievement gaps for our currently-identified English Language Learners (ELL) and Special Education student populations. In the last 2 years we have seen an increase in the number of recently immigrated students from China, Japan and the Pacific Islands. Even with the change of student demographics, Hokulani's faculty and staff are committed to performing extraordinary instructional supportive actions to help each child be successful in the classroom. Teachers

and staff are constantly using a wide variety of research-based practices to improve student achievement in every learning setting. We will continue the implementation of our intervention programs, before, during and after school. The ELL students will continue to have before- and after-school assistance in academic areas and homework assistance. The Special Education population will continue to be serviced within the inclusion model where appropriate. The analysis of our data strongly suggests 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.

2. Using Assessment Results:

Hokulani's school culture is a big factor in promoting high achievement for our students. Staff members focus on data analysis and triangulation of diverse sets of data to determine root causes for areas of improvement. We use a methodical and systemic approach to identify areas of improvement and use a team problem-solving process with fidelity that allows the staff to strategically plan for addressing the identified areas for improvement. This systemic approach is the hallmark of Hokulani's culture of high expectations, high rigor, and high achievement. We are in the second year of implementing *Reeves' 6-step Instructional Data Team Process* with our grade-level data teams. The 6 steps are 1) collect and chart data; 2) analyze to prioritize; 3) create eSMART Goals--essential (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime bound); 4) select instructional strategies; 5) determine results indicators; and 6) monitoring for results. Through this data review process, we are identifying non-achieving students sooner and addressing the reasons why non-achievement occurs among certain students in a grade level. This data analysis helps us adjust and optimize our planning and creation of teaching and learning activities for our students. This is followed by the implementation of appropriate research based differentiated learning activities and strategies used to develop clear and attainable learning targets consistently for students.

Teachers are valued and given time to articulate and plan, use a data team review process to look at student work, and analyze students' needs as revealed by data analysis conducted weekly. Additionally, each grade-level data team provides topics relevant to their grade-level dialogues at their Professional Learning Community (PLC) meetings, the current implementation status of Response to Intervention (RTI), Primary School Adjustment Program (PSAP) and the incorporation of Advancement Via Individual Determination (AVID) strategies such as Writing, Inquiry, Collaboration, Organization and Readng (WICOR) in all of their classrooms.

The input of our colleagues is valued as we critically think about some of the factors which prevent our learners who are struggling from attaining success in the classroom. We consistently problem-solve as a team after analyzing student work products, performances and formative assessment results from common assignments. The work of our Data Teams will continue to be ongoing. Grade-level data teams will expand to include classroom teachers, the Special Education teacher, Part Time Temporary teachers and Educational Assistant who focus on the essential standards for their grade level. Their task is to gather relevant information and data from formative assessments, to analyze and develop lessons, and to enable more students to attain the learning targets. At the grade-level PLC meetings, staff discusses ways to fine-tune their teaching and formative assessment analysis by using the Plan, Do, Check and Act (PDCA) process. Teachers communicate between grade levels above and below to ensure that there is vertical alignment of the essential standards. The teachers in the same grade level share ownership of all the students in their grade level, not just the students in their homeroom class.

Weekly grade-level articulation sessions create opportunities for grade-level teachers to collaborate consistently about the learning needs of the students in their classes. Monthly vertical articulation sessions among kindergarten through 5th grade teachers continue to ensure that skills scaffold, spiral and reinforce those learned in the previous grade level, thus preparing students for the next school year. Faculty, steering, grade level meetings, coffee hours, and semester parent informational student success nights 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, parent teacher organization community, and our school community council. We have a continuous cycle of school improvement in place that is results-driven, strategic and measurable.

3. Sharing Lessons Learned:

Hokulani uses a variety of media to showcase its many student, school and staff achievements and successes. On a monthly rotational basis among the grade levels, students' works are exhibited throughout our school on bulletin boards and in the parent newsletters, as well as in the weekly student and staff bulletins. Best instructional and assessment 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, and community organizations. Meetings of the neighborhood board, faculty, school leadership, parent organizations and community councils provide forums to recognize special honors and activities with our shareholders. At the district level, the complex meetings comprised of 20 schools, provide principals with a venue for presentations and discussions about valuable and noteworthy events at Hokulani. Additionally, the good works and challenges unique to our school are shared at regular state leadership meetings by our Complex Area Superintendent (CAS).

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 students and advisors implemented a *Lego League* robotics program and also utilize video and technology to create quarterly broadcast of school and community activities on closed circuit television. 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.

On many special occasions, we collaborate with representatives from higher education institutions (e.g., our university and community colleges as well as international universities from Japan and Taipei) and invite representatives of the news media to participate in and publicize new, innovative and exciting learning activities for members of the community in our local newspapers and television stations.

4. Engaging Families and Communities:

Meaningful and consistent family and community engagement with our school staff is a necessary component of our school's vision and mission to provide a safe and nurturing learning environment for all students. Our commitment to build partnerships with families and communities can be seen by support to our Parent-Community Networking Center (PCNC) staff member whose major focus is to assist parents, families and community members, school staff and students in engaging in activities which promotes our school's vision and mission and provides everyone with the opportunity to reach for the stars in a nurturing learning environment. Parents play a vital role as active school participants and are significant mentors role for their children at home, as their teachers are in school.

Currently, three partnerships which involve parents, families, community members, and community organizations combine to provide vital support to our students and our school staff. The first partnership is our Aikane O'Hokulani's Parent and Teacher Organization (PTO). They actively participate in co-curricular activities, run coffee hours, collaboratively plan parent workshops, campus beautification "*Make-A-Difference*" Day, Hokulani Family Picnics, and take leadership in our annual fundraising events: Fall Bonanza, Spring Fling and Fun Run. The second partnership is our Hokulani School Community Council (SCC) which has both parents and community members serving with school staff and student council representatives on the principal's advisory board which meets monthly. Our many SCC members bring a wealth of knowledge about successful business and educational practices which provide the principal and the school staff with broader perspectives of society and financial issues impacting our students, parents and the school. We highly encourage parents and community members to

attend both the Aikane O'Hokulani and SCC meetings. We also accept input by parents and community members via e-mail using our school's website.

The third partnership involves the University of Hawaii at Manoa and Chaminade University Colleges of Education. Due to our school's proximity to both higher education institutions, we have had an ongoing and enriching partnership in the training of future classroom teachers in Hawaii. Hokulani's highly qualified and well-trained teachers and staff serve as inspirational mentors to the pre-service teachers. This educational partnership provides work-study tutors, student teachers and volunteers before, during and after school hours.

1. Curriculum:

The *heart* of our school's standards-based curriculum, instruction and assessment has been based on the HCPS III for grades K-5. Since last year, our K-2 teachers and students have been exposed to our state-adopted Common Core State Standards (CCSS) for grades K-2. Our grades K-2 teachers have been embedding their grade's common core state standards in their current grade-level curriculum maps to guide their instruction and assessments. A helpful tool for the teachers is the State's HCPS III Crosswalk with the CCSS for grades K-2. The HCPS III/CCSS Crosswalk provides information about how well matched the HCPS III standards and benchmarks regarding the CCSS concept and aligned benchmark skills intended in both sets of standards ratings of 3 indicates both CCSS and HCPS III are similar or the same. Annual summative and classroom formative student assessment data aligned to the CCSS and/or HCPS III also continuously inform our instructional adjustments and future assessments as identified by our data teams as we address areas in need of improvement.

In the past two years, our curriculum has incorporated important shifts in thinking and doing instruction to promote acquisition of important skills and knowledge needed in the 21st Century. The CCSS and the major shifts in emphasis to our teaching and learning methodology helps in getting us closer to our learner's needs in the 21st Century. Teachers attend to the major skills that students must have as they navigate successfully in the school's curriculum to be college and career ready in the 21st Century. They reflect on seven "*shifts*" in thinking and action that are required to implement CCSS with fidelity at the classroom and school level. *First:* get the students to read a range of appropriately complex texts in each grade level. *Second:* require teachers to ask text-dependent questions because students should be reading closely to analyze, infer and give evidence for their responses to text-dependent questions. *Third:* encourage students to write about what they read. *Fourth:* promote the students' efforts in producing short-focused research projects. *Fifth:* enable students to give written and spoken argument with clear evidence supported in the text. *Sixth:* to teach students strategies to build and broaden their academic vocabularies. *Seventh:* to encourage shared responsibility for literacy development among teachers.

2. Reading/English:

Hokulani's reading and language arts curriculum is aligned to the standards and the assessments used to determine acquisition of reading skills which systematically addresses the four language domains of listening skills, speaking, reading, and writing which are also needed to address the comprehension skills. The reading goal for all students after grade 2 is to read, to learn new concepts, and enhance knowledge. School-wide efforts help refine the curriculum alignment from kindergarten through grade 5 to ensure skills scaffold and build on the previous grade-level reading standards. Instruction is always aligned to standards dealing with the development of background knowledge and skills to *learn to read* in grades K-2. Learning activities target the building blocks for beginning reading which are phonemic awareness, phonics, and fluency. Teachers initially use demonstration or modeling of the skills the students receive instruction in guided practice sessions with an adult and peer before independent practice sessions are attempted for homework. The goal is for students to perform beginning reading skills with automaticity.

In grades 3-5, reading and writing instruction focuses on the student's reading and writing fluency and activating their decoding skills to learn new vocabulary words in the content areas while maintaining comprehension of the main ideas/themes in the text. Reading comprehension is also a major goal for students in grades 3-5 as they encounter more complex content concepts requiring higher order thinking skills of analyzing the author's intent in the text they read and making inferences from reading passages. Instruction in the upper elementary grades also emphasizes critical thinking in writing using the six traits of writing, the composing process, reader's response, and conventions and skills. Reading is the gateway

to learn new concepts, skills and knowledge to build on for future use. Speaking and listening skill building is integrated in activities designed to promote sharing of student writing at every grade level.

3. Mathematics:

We continuously work to have our mathematics curriculum efficiently and effectively incorporate the five mathematics standards of the HCPS III.

Additionally, our instructional staff concurrently uses both the content standards and the math process standards of problem solving, reasoning and proof, communication, connections and representations under each of the process standards. The instructional staff has found value in explicit lessons and activities which target both content and process standards. In each of the process standards, the students perform an action that demonstrates that they understand the content standard and are able to complete an action that demonstrates a mathematical process.

Our math curriculum enables teachers to create innovative lessons and activities based on both the math content and the math process standards. The students are able to do more complex thinking and problem solving as shown in the examples below.

- Apply and adapt a variety of appropriate strategies to solve problems;
- Select and use various types of reasoning and proofs in your math response;
- Use the language of mathematics to express mathematical ideas precisely;
- Recognize and apply mathematics in contexts outside of mathematics.
- Create and use representations to organize, record, and communicate mathematical ideas

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 as it is integrated across content areas.

Our instructional staff is adept at modeling or demonstrating both the content and process standards during the implementation of the math lessons and activities. They also use a variety of research-based strategies and technology to assist students in providing both guided practices sessions before having the students do independent practice. Teachers use a variety of math assistive technology and online websites to maximize the practice opportunities for students in different contexts, formats, and modalities.

4. Additional Curriculum Area:

Social Studies

To make informed and healthy choices in a diverse society each student must be equipped with the essential skills and knowledge for daily use. 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 ones' own community society at large. In addressing the standards with rigor and relevance, the study of government, history, interdependence, cultural diversity and political systems are embedded within each grade-level focal area: Hawaiian Studies, American History, and World History and Ancient Civilizations. The teachers provide displays and models of the period's civilization, economics, and society for examination by their 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 to the past. 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.

Learning of social studies and government came alive for the 4th and 5th grade students as teachers planned and implemented with them a successful trip to the East Coast with on-site visits of historical places (i.e., Boston Harbor, Gettysburg, Philadelphia-Independence Hall, Liberty Bell, Williamsburg in Virginia, Washington D.C.-Capitol District, Pentagon, and Mount Vernon) and the national parks surrounding Washington D.C. (Arlington). The social studies curriculum is consistent with our mission to personalize learning and establish a strong foundation for lifelong learning that maximizes the potential for all learners. A greater emphasis is placed 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 vision and mission along with our PEACE principles, State's General Learner Outcomes (GLOs), and our TRIBES agreements.

5. Instructional Methods:

Standards-based instruction is conducted in all of our classrooms, and are personalized and tailored to the individual needs of our students. Teachers skillfully and routinely provide accommodations, modifications and adaptations to make learning successful for students requiring additional supports. A variety of modalities and learning settings range from paired, small and large group are used depending on the desired outcome of the lesson and the needs of the students. Our teachers use a variety of instructional approaches and methodologies such as direct instruction, student centers, inquiry-based projects, guided practice and independent learning. Instructional staff expertly use 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. Part time teachers, paid tutors and volunteers supplement classroom instruction by assisting students who will benefit from more individualized instruction on targeted skills.

Technology enhancement such as document cameras, beams and MOBIs help student skills be integrated, hands-on and personal, across content areas. Some of classrooms also use student response "clickers" to indicate their responses during classroom instruction and assessment periods. The students' use of on-line web-based applications for learning math, reading and science are used more readily during the school day and the after school tutoring and enrichment classes.

Teachers engage students in discussions in classrooms and web-based settings to encourage critical thinking, exploration of alternatives, generation of solutions and Socratic seminars. Classroom learning activities, guided practice sessions and independent practice (e.g. homework assignments) provided during and after school to reinforce the day's lessons and practice skills taught occur daily. In a standards-based instructional and learning environment, teachers ensure that students are aware of the learning target for the day, week, or month and the type of assessment outcome which should be met. To ensure continuous improvement and school wide success, time is set aside for teachers to reflect on current instructional practices. Weekly dialogue with colleagues allows the sharing of research-based best practices. Together, staff articulate and implement the most effective strategies to achieve the highest results for all students.

6. Professional Development:

Excellence is never an accident. It is no coincidence that Hokulani Elementary has been designated a distinguished school and one of three nominees for The National Blue Ribbon recognition. On the contrary, these accolades are a direct result of a highly qualified and nurturing faculty and support staff who desire to raise the level of educational achievement for every student.

A striking attribute of this faculty and support staff is their desire to improve by all means at their disposal: seeking out literature to read about new approaches to deliver effective and efficient reading, math, and science instruction. Teachers attend lectures, seminars, workshops, and webinars; taking enrichment classes on-site or via teleconferences to hone their professional educator skills. They are mindful of their accountability to be data-driven decision makers and effective teacher-leaders in their classrooms implementing a data review process leading to more effective instruction for all students.

Our teachers seek meaningful and relevant staff development opportunities, which build their content knowledge, instructional competencies, and efficacy in the use of technology that better addresses the assessed learning needs of our students. Since our State's accountability system is based concurrently on the Federal NCLB mandate and our State's *Race To The Top Grant*, our teachers wanted and received staff development in 1) effective implementation of the core content state standards (CCSS), 2) creating classroom formative standards-based assessments, 3) a school-wide data review process (Reeve's 6-step process, 4) differentiated instructional strategies and approaches, and 5) technology and web-based instructional and learner-paced practice applications.

Data generated through a multitude of assessments informed our teachers and allowed them 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. Expertise and resources of our consultants, complex specialists and resource teachers to assist teachers in refining language arts and mathematics standards based lessons are used. Our teachers received training in using technology (*Smartboards* and *eBeams*, *MOBIs* and hand-held student response clickers) to personalize student learning and enhance the teachers' opportunity to provide meaningful and relevant learning activities using internet-based and web-based applications (*ExtraMath*, *CompassLearning*, and *Achieve 3000 Kidbiz*). Through the financial support of our PTO, teachers have and take the opportunity to attend state and national conferences. As part of their accountability, teachers put 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 and staff. 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 K-5.

7. School Leadership:

Much effort has been expended over the past two years to develop a school leadership team that supports the principal in making data-driven decisions over a wide range of issues that address our students, teachers, support staff, parents and school community needs. Our school values the "unity of effort" that all members of our school-community commit to address the complex issues of the learning needs of our diverse student population. A Hokulani Elementary hallmark is a highly-trained, highly-qualified and nurturing school faculty and support staff. We value the input of our colleagues as we consistently do team problem-solving dealing with critical issues impacting our students' academic progress and personal growth.

We operate as a unified, purposeful community who are committed to do whatever is necessary to accomplish our school's vision and mission to optimize learning opportunities and assist every student to reach his/her potential. In this regard, our review of literature pointed to the publication titled *School Leadership that Works from Research to Results* by R. Maranon, T. Waters and R McNulty as framework for developing our school's perspective on leadership. Consistent with the authors, we believe that by creating our school into a purposeful community we can have the unity of effort to design a strong leadership team based on a common desire to improve our teaching and learning approaches which foster high student academic achievement and personal skill development.

The school leadership team was initially the grade-level chairpersons, counselor, curriculum coordinator, student services coordinator and the principal. This was the original “purposeful community” which started us on a set of coordinated actions have help us in our journey to fulfill our vision and mission.

We used our staff’s desire and inclination to improve and hone their knowledge of new strategies and approaches to use with our students who have had difficulty in reading fluency/comprehension and math problem solving. We approached these learning needs as a common issue in our faculty meetings, grade-level meetings which slowly included reviewing student assessment data for these struggling students. Struggling readers and math problem solvers were found in all grade levels based on the standards and benchmark skills. We instituted the distribution of responsibilities among the grade-levels based on the training they received on problem areas revealed by the student data review. Programs (i.e., *ExtraMath* and *Kidbiz* for grades 2-5 and *ImagineLearning* for grades K-2), strategies and approaches were selected to determine if they would yield better student formative assessment data after receiving learning activities in these formats. Finally, if these were successful at one grade-level, we tried to determine the factors for success so we could replicate factors in another grade-level with struggling readers or math computation/problem solvers. These coordinated actions were taken as a purposeful community to help every non-achieving youngster in as consistent a manner as possible.

School leadership that is situational and done in this manner of coordinated actions of a unified and purposeful community of educators has proven successful for Hokulani and its students. The management style that best fits is a flexible one which allows for the input of the highly trained and highly qualified teachers, staff members, and administrator.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Hawaii State Assessment Program

Edition/Publication Year: yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	90	71	62	85	61
Exceeds	49	29	26	52	45
Number of students tested	51	59	61	60	49
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds		83			
Exceeds		25			
Number of students tested	7	12	8	5	6
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1		6		
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	2	4	5	3	2
6. Asian					
Meets, Exceeds	88	76	68	87	58
Exceeds	50	32	35	57	38
Number of students tested	34	37	31	23	26
NOTES:					

12HI2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	94	81	80	87	73
Exceeds	76	19	20	7	22
Number of students tested	51	59	61	60	49
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds		83			
Exceeds		8			
Number of students tested	7	12	8	5	6
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1		6		
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	2	4	5	3	2
6. Asian					
Meets, Exceeds	91	81	81	87	73
Exceeds	76	14	23	4	19
Number of students tested	34	37	31	23	26
NOTES:					

12HI2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Hawaii State Assessment Program
Edition/Publication Year: yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	81	74	75	65	67
Exceeds	29	45	38	41	33
Number of students tested	59	65	60	51	63
Percent of total students tested	98	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds					
Exceeds					
Number of students tested	9	9	7	9	8
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1		1		
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets, Exceeds					
Exceeds					
Number of students tested	5	7			4
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	4	2	3	2	3
6. Asian					
Meets, Exceeds	84	79	80	65	73
Exceeds	33	53	44	31	32
Number of students tested	43	34	25	26	41
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	83	83	83	82	71
Exceeds	51	25	12	18	8
Number of students tested	59	65	60	51	63
Percent of total students tested	98	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds					
Exceeds					
Number of students tested	9	9	7	9	8
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1		1		
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets, Exceeds					
Exceeds					
Number of students tested	5	7			4
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	4	2	3	2	3
6. Asian					
Meets, Exceeds	77	85	92	77	78
Exceeds	51	26	8	12	12
Number of students tested	43	34	25	26	41
NOTES:					

12HI2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Hawaii State Assessment Program
Edition/Publication Year: yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	78	56	60	67	73
Exceeds	35	12	24	38	56
Number of students tested	60	59	50	61	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds					
Exceeds					
Number of students tested	8	6	8	6	2
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1	1			
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1				2
4. Special Education Students					
Meets, Exceeds					
Exceeds					
Number of students tested	5		1	4	4
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1		3	4	4
6. Asian					
Meets, Exceeds	82	60	67	78	80
Exceeds	34	12	26	43	65
Number of students tested	38	25	27	40	40
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	90	85	82	79	82
Exceeds	68	27	18	23	24
Number of students tested	60	59	50	61	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds					
Exceeds					
Number of students tested	8	6	8	6	2
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1	1			
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1				2
4. Special Education Students					
Meets, Exceeds					
Exceeds					
Number of students tested	5		1	4	4
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1		3	4	4
6. Asian					
Meets, Exceeds	89	92	85	78	83
Exceeds	61	24	19	30	25
Number of students tested	38	25	27	40	40
NOTES:					

12HI2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Hawaii State Assessment Program

Edition/Publication Year: yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					Apr
SCHOOL SCORES					
Meets, Exceeds					82
Exceeds					58
Number of students tested					45
Percent of total students tested					100
Number of students alternatively assessed					0
Percent of students alternatively assessed					0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	0	0	0	0	
Exceeds	0	0	0	0	
Number of students tested					6
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets, Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested					1
6. Asian					
Meets, Exceeds					78
Exceeds					65
Number of students tested					23
NOTES:					
2006-2007 was the last year for grade 6. 2007-2008 to present grades 3-5 tested.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: HIDOE

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					Apr
SCHOOL SCORES					
Meets, Exceeds					89
Exceeds					47
Number of students tested					45
Percent of total students tested					100
Number of students alternatively assessed					0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	0	0	0	0	
Exceeds	0	0	0	0	
Number of students tested					6
2. African American Students					
Meets, Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Meets, Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Meets, Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Meets, Exceeds	0	0	0	0	
Exceeds	0	0	0	0	
Number of students tested					1
6. Asian					
Meets, Exceeds	0	0	0	0	83
Exceeds	0	0	0	0	48
Number of students tested					23
NOTES:					
2006-2007 was the last year for grade 6. 2007-2008 to present grades 3-5 tested.					

12HI2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets, Exceeds	82	67	65	72	70
Exceeds	37	29	29	43	47
Number of students tested	170	183	171	172	212
Percent of total students tested	98	99	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	79	59	61	70	63
Exceeds	37	22	22	39	45
Number of students tested	24	27	23	20	22
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested	2	1	1	0	0
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1	0	0	0	2
4. Special Education Students					
Meets, Exceeds	18				
Exceeds	0				
Number of students tested	11	7	7	4	8
5. English Language Learner Students					
Meets, Exceeds			45		50
Exceeds			27		40
Number of students tested	7	6	11	9	10
6.					
Meets, Exceeds	84	72	71	76	73
Exceeds	38	34	34	43	49
Number of students tested	115	96	83	89	130
NOTES:					

12HI2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets, Exceeds	88	83	81	82	78
Exceeds	64	23	16	15	23
Number of students tested	170	183	171	172	212
Percent of total students tested	98	99	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	83	70	87	80	86
Exceeds	66	7	4	15	13
Number of students tested	24	27	23	20	22
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested	2	1	1	0	0
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1	0	0	0	2
4. Special Education Students					
Meets, Exceeds	36				
Exceeds	9				
Number of students tested	11	7	7	4	8
5. English Language Learner Students					
Meets, Exceeds			45		20
Exceeds			0		10
Number of students tested	7	6	11	9	10
6.					
Meets, Exceeds	85	85	85	80	79
Exceeds	61	20	17	18	23
Number of students tested	115	96	83	89	130
NOTES:					

12HI2