

PART I - ELIGIBILITY CERTIFICATION

12HI3

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

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: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 10
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	4	1	5		6	24	29	53
K	44	43	87		7	0	0	0
1	41	31	72		8	0	0	0
2	36	26	62		9	0	0	0
3	24	32	56		10	0	0	0
4	32	44	76		11	0	0	0
5	23	36	59		12	0	0	0
Total in Applying School:								470

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
16 % Asian
1 % Black or African American
3 % Hispanic or Latino
44 % Native Hawaiian or Other Pacific Islander
36 % White
0 % 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: 27%
 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.	56
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	61
(3)	Total of all transferred students [sum of rows (1) and (2)].	117
(4)	Total number of students in the school as of October 1, 2010	433
(5)	Total transferred students in row (3) divided by total students in row (4).	0.27
(6)	Amount in row (5) multiplied by 100.	27

8. Percent of English Language Learners in the school: 1%
 Total number of ELL students in the school: 7
 Number of non-English languages represented: 5
 Specify non-English languages:

Japanese, Lao, Spanish, Tagalog, and German

9. Percent of students eligible for free/reduced-priced meals: 36%

Total number of students who qualify: 171

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: 11%

Total number of students served: 53

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>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>14</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>7</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>26</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>0</u>
Total number	<u>45</u>	<u>3</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: 18:1

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	95%	95%	95%	95%	94%
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?

PART III - SUMMARY

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Enchanted Lake Elementary School is located in Kailua on the windward side on the island of Oahu in Hawaii. Our student population is about 462 students who reside in the Enchanted Lake subdivision, Kaelepulu and Keolu Hills communities. About 40% of our students live outside our home school boundary and attend our school on a Geographic Exception. Our school hosts a complement of a full-time school counselor, librarian, music teacher, part-time curriculum coordinator, part-time PE teacher, and both our English Language Learners (ELL) and Academic Gifted and Talented (AGT) programs are taught by a retired teacher from our school. Our Parent Teacher Association pays for a part-time art teacher. We also have a part-time technology coordinator. A highly qualified educational assistant under the guidance of our Student Services Coordinator works with qualified students in grades K - 3 in our PSAP-Primary School Adjustment Program.

We have five teachers in our Special Education Department in addition to a Student Services Coordinator, School Behavior Health Specialist, Speech Language Therapist including a Communication Aide and district support from a Kailua Complex Social Worker, a School Psychologist, and a Program Manager for Behavioral Health. Our teachers are highly qualified except in our Special Education department.

Enchanted Lake Elementary School's mission is, "To Ensure Learning at a High Level for Every Student". It embraces our vision that we are a learning community that recognizes and values the uniqueness of each student. The success of our students is dependent upon the collaborative work among the administration, faculty, staff, parents, and students, along with the support of the community. Our school provides a safe, caring environment in which students explore their full potential and engage in meaningful learning experiences.

We at Enchanted Lake Elementary School are committed to the success of every student, where high expectations are communicated to students and parents. Teachers and parents are recognized as partners in a working relationship to ensure student learning. Our faculty designs research based curriculum that inspires the love of learning. Students are taught to engage in learning with others which leads them to develop into productive, responsible citizens. Every teacher, parent, and student has a clear understanding of the curriculum goals and grade level essential knowledge and skills based on the Hawaii State Assessment (HSA) soon to transition to Common Core State Standards (CCSS) and General Learner Outcomes (GLO).

Our school staff works together to better meet the needs of the students. Data is analyzed in order to improve instruction strategies and promote student learning. Each student's learning is monitored on a timely basis. Through interventions and enrichment, additional time and support are provided to address individual needs. Ongoing communication on student progress is conducted to ensure that parents and teachers work collectively toward promoting student achievement.

A collaborative partnership of respect and open communication exists between the administrator and teaching staff. The principal's leadership guides the instructional staff to fulfill the mission of the school, which is to ensure learning at a high level for every student. Teachers play a significant role in the shared leadership of the school. There is a strong commitment to collective inquiry that improves learning and adapts to changes in the education system over time.

In school year 2010 - 2011 our school qualified for Title I federal funding because of 35.8% of our student population qualified for Free and Reduced lunch program. We did not qualify this school year 2011 - 2012. We will again meet the criteria 2012 - 2013 and plan to utilize the funds to provide Targeted Assist students with supplemental reading and math tutorial support in the classroom and a summer school tutorial program.

Our school partnership begins with the formation of our SCC-School Community Council, as a result of Act 51 that includes students, parents, teachers, staff, community and administrator stakeholders that assist with the school's Academic and Financial Plan and Principal's annual evaluation. Through the school's PCNC-Parent Community Networking Center facilitator and the PTA provide needed fund-raising opportunities that covers the cost of our part time art teacher, Kolea Klubs, an after-school program open to all students, family nights, annual Jog-a-thon, HSA-Hawaii State Assessment fun day, catalog sales, volunteer room parents, career and book fair volunteers, and reading and math tutors. Presently we have about 50 active duty military families on campus partnering with the 4th Force Reconnaissance from Marine Corp Base Hawaii who assist with career fair, campus beautification, HSA fun day, and serve as math tutors.

School year 2008 - 09, our school embarked on the development and establishment of Professional Learning Communities. To build our school capacity, we knew this would require fundamental change in the way our school did business. We wanted to change our school culture slowly, incrementally. We began by changing our school mission and vision by asking essential questions, identifying best teaching practices, utilizing school data, responding to interventions in the classroom and what do we do when students are not achieving at a high level. We learned to build a culture of collaboration based upon experiences and talents - collective inquiry of our teachers rather than on any one individual. In 2010 we received accreditation by the Western Association of Schools and Colleges for 6 years.

Presently we are included in the three year professional development plan to build systemic and sustainable skill sets in school leaders and teachers to significantly increase student achievement for all students. Our school team participates in ILT-Instructional Leadership Teams to study and articulate strategic planning for improvements in instruction. Along with the Kailua- Kalaheo complex initiatives for increasing accountability by utilizing school assessment data and implementing instructional strategies to systematically develop teacher effectiveness that will drive instructional improvements. Resources include the Seven Strategies of Assessment for Learning, Cycle of Professional Learning, and Targeted Learning Walks.

Part of the ILT process is to establish SMARTe – (specific, measurable, attainable, relevant, timely, every) goal is: All students will improve their reading comprehension:

- By 5% within one school year as measured by HSA-Hawaii State Assessment for grades 3-6;
- By at least one full grade level as measured by Fountas and Pinnell Reading Assessment for grades K-2;
- 85% of all students will be at or above proficiency at the end of the school year as measured by HSA (grades 3-6) and Fountas and Pinnell Reading Assessment (grades K-2).

1. Assessment Results:

The online Hawaii State Assessment and the Hawaii State Alternate Assessment (HSAA) is our standardized testing system for all of our students in grades 3 - 6. Students are allowed three opportunities in reading and math to measure how well they have learned the content specified in the Hawaii Content and Performance Standards III (HCPS III) for their particular grade and content area. Each student is presented with items that cover the full range of content and cognitive complexity for that grade and content area. Students must score 300 in both reading and math to meet proficiency. A major shift is the transition from the HCPS III to CCSS. To assist teachers in this transition from HCPS III to CCSS, professional development through direct training, hire consultants/contractors, webinars, faculty meeting, workshops, and the state's standards toolkit website.

To narrow the academic achievement gap for our special education needs population and to continue to show growth through inclusion settings alongside their peers, supplementary aids, services and a resource learning lab setting provides academic support for students.

All students being proficient or exceeding proficiency is our school's standard. Our vision is, no "achievement gap" for students who were not yet proficient. Enchanted Lake teachers continue to learn how to reach all students and how to modify their instruction by utilizing achievement data for close monitoring of student progress.

Performance trends we have noticed over the years:

The student population has changed dramatically over the last ten years. We now have a Free/Reduced Lunch population of approximately 35% of students, and students on Geographic Exceptions account for approximately 53% of the student body. Special education students comprise 11% of the student body. Although all these groups have increased over the years, students at Enchanted Lake have continued to score higher and higher on state testing.

Factors that contributed to significant gains can primarily be contributed to the implementation of Professional Learning Teams, which made us closely scrutinize student achievement data as students are learning.

In 2006-07 the Department of Education released grade level specific quarterly benchmark maps. This has provided us with a specific direction as to what to teach during each quarter. Linked to the quarterly benchmark maps were the quarterly assessments where the results were used to plan for further intervention or enrichment.

Special Education in the DOE provides a different type of education to meet the individual needs of a student with identified disabilities. If a student's disability negatively impacts their ability to be a successful learner, special education is a right given to students with disabilities based on federal law. When a student is found eligible for special education and/or related services, an Individual Education Plan (IEP) is created. This is a plan that describes what the school is going to do to assist the student learner and how and where the student will receive help. The IEP is a legal document between the school and the student's parents/guardians describing what the school is required to do. The IEP team consists of the parent/guardian, school administrator, regular education teacher, and special education teacher. Based on student needs other related services like Occupational and/or Physical Therapist and/or Speech/Language Pathologist are part of the student's team members.

The DOE through a statewide student data electronic system, Comprehensive Student Support System (eCSSS) framework provides the basic foundation, process and procedures to our school to address each student's needs and to improve academic achievement within and beyond the classroom instruction. This process includes a full range of interventions, programs, supports and/or services on a continuum of integrated and proactive supports utilizing team based data driven problem resolution. Parents, teachers, school staff and/or community agencies may report concerns about any student to the school Principal who will convene a student support team meeting to address concerns and begin the process of gathering and analyzing data. This data is then used to determine goals and target appropriate interventions to improve the student's learning and growth within and beyond the formal classroom setting across all environments. The student's team discussion will focus on the concerns for the student, available and relevant data, implemented interventions and the student's response to interventions (RTI) and the need for further educational and/or related services evaluation.

2. Using Assessment Results:

Since the 2008-09 school year Professional Learning Communities (PLC) were implemented at Enchanted Lake Elementary School. Grade level teams are the PLCs in our school, and they focus on the following four student based questions:

1. What is it we expect them to learn?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

Essential learning outcomes were identified and prioritized for reading and math based on the HCPS III. CCSS were implemented for grades K-2 at the beginning of the 2011-12 school year, PLCs have realigned the essential outcomes to the CCSS. For each learning goal the PLCs have created Common Formative Assessments (CFAs), and the student achievement results for each student determines whether intervention, additional practice, or enrichment activities is taught to the students.

The Data for School Improvement (DSI) system is the Hawaii Department of Education's formative assessment tool. The DSI system is an on-line tool with a bank of questions for all schools which will provide data to be used to inform instruction and make adjustments to address students' needs. Teachers can create their own CFAs and receive immediate feedback on their students' achievement. These results are used to determine if the student needs intervention, additional practice, or enrichment.

A variety of other assessment tools are used at the school.

Junior Kindergarten-2 administer the Fountas and Pinnell at the beginning of the school year, in the middle, and at the end. The assessment enables teachers to determine students' independent and instructional reading levels, group students for reading instruction, select texts that will be productive for a student's instruction, identify students who need intervention and extra help, document students' progress across a school year and across grade levels, and inform parents.

STAR Reading and Math assessments are administered at the beginning of the school year, and at the end of each quarter. Independent reading levels for silent reading are determined based on the zone of proximal development score in STAR reading. Students also take the Accelerated Reader quizzes after reading independently, and each student has specific goals to achieve.

The Achieve 3000 program allows students to read informational text at their own reading level. Every text has eight multiple choice questions, linked to the student's grade level standards. Based on the

student's responses, teachers can monitor which students master certain benchmarks, which students do okay but could use some more practice, and which students need aggressive intervention. Teachers can email selected texts to each student. The search tool provides opportunities to find texts about the topic or benchmark the students are learning, allowing the Achieve3000 text to be integrated with what is already being taught, instead of this being something extra on top of all the other things that need to be done. The Achieve3000 HSA forecast (whether students will be proficient or not on the state test) has been accurate when used at least twice a week.

In Hawaii students have three opportunities in taking the state test for No Child Left Behind, called the Hawaii State Assessment (HSA). Since the 2010-11 school year the HSA is administered online, and teachers and students are provided with immediate feedback on the students' scores. Teachers use this to adjust their teaching and instruction.

Since 2011-12, Enchanted Lake Elementary School has implemented a process of "Seven Strategies of Assessment for Learning" by Jan Chappuis. These strategies focus on improving formative assessment practices in the classroom and thereby improve student achievement through training, sustained learning team-based study and implementation over time with follow-up support. The strategies fall in the following categories:

Where Am I Going?

- Provide a clear and understandable vision of the learning target
- Use examples and models of strong and weak work

Where Am I Now?

- Offer regular descriptive feedback
- Teach students to self-assess and set goals

How Can I Close the Gap?

- Design lessons to focus on one aspect of quality at a time
- Teach students focused revision
- Engage students in self-reflection, and let them keep track of and share their learning.

3. Sharing Lessons Learned:

Presently the Kailua Kalaheo complexes initiated a three year professional development plan for our school to build systemic and sustainable skill sets in school leaders and teachers to significantly increase student achievement for all students. The three year project that started in 2010 to present include school teams that participate in Instructional Leadership Teams (ILT) which main focus is to study and articulate strategic planning for improvements in instruction.

To target intervention common formative assessment to measure the effectiveness of teaching and learning in every classroom is utilized. Resource materials to assist us in building school capacity include Seven Strategies of Assessment for Learning, Strategies that Work by Stephanie Harvey and Anne Goudvis, and Continuum of Literacy Learning, A Guide to the Teacher, Fountas and Pinnell. Furthermore we include targeted learning walks throughout our classrooms that began with a ghost walk, peer visits, peer coaching, and guided visits to other complex schools. Our targeted learning walks are organized visits through our school's share data, conversations about teaching and learning and evidence about how are students are achieving.

Our curriculum coordinator participates in monthly district meeting, has shared successful strategies and worked together on academic materials to be used district-wide. One example of the shared works is the development of lists of core academic vocabulary for reading and math by grade level, which were then implemented using Marzano's strategies of teaching academic vocabulary.

4. Engaging Families and Communities:

We have both formal and informal organizations. Formal would be our School Community Council (SCC) that provides input into the school's annual academic and financial plan process and principal's evaluation. The PTA is the fundraising arm of our school. We have a partnership with Kaneohe Marine Corp Base Hawaii, 4th Force Reconnaissance who assists us with HSA Fun Day, math tutoring, and campus beautification.

We have a Parent Community Networking Center (PCNC) facilitator who works directly with parents and our community on student-related activities. Families feel comfortable on our school campus as they are invited to our many Family Fun Nights: Spaghetti dinners, Pumpkin Carvings, Pajama Readings, Movies, Science Nights, Music Ensemble Performances, etc. We also hold an orientation for our kindergarten families called Kolea K.A.M.P., to familiarize our kindergarteners and junior kindergarten families with our campus and staff before school begins. When the campus feels comfortable and familiar, families are more willing to volunteer when asked to help at our many activities where volunteers are much needed. Book Fairs, PTA, and School Community Council meetings, both school and PTA fundraisers, room parents for every classroom, May Day and HSA Fun Day, chaperoning field trips, library assistance, teacher assist center - TAC volunteers are some examples .

At the beginning of the school year, a Parent Volunteer Survey is sent home to all of our families, listing the activities where we will be needing volunteers throughout the year. About 100 surveys are returned and during the year when the event approaches, we will send out a reminder to the volunteers with choices of how and when they can help. Our families are wonderful and very supportive. We also have a good size core of hard working parents and community whom we can always rely on, and who do the majority of the leading and organizing. We also have a large group of parents who are always happy to help when we call on them. Without our strong core of leaders and willing parent and community volunteers we would not be able to accomplish the many activities where our goal is to always increase student success.

1. Curriculum:

Our school mission is "To Ensure Learning at a High Level for Every Student", and it epitomizes our success rate in meeting Adequate Yearly Progress (AYP). Although over 50% of our student population is based on Geographic Exceptions, 11% SPED population, and about 40% Hawaiian/native Hawaiian population, our students continue to meet or exceed proficiency in both reading and math.

Our state is now focusing on a major shift in teaching and learning expectations as our school transitions from the HCPS III to CCSS in reading and math. Our teachers participate in training sessions that focus on reading and math content to gain a better understanding of many of the learning expectations and how implementation occurs in both HCPS III and CCSS.

Harcourt Collections series is our school's language arts program that encompasses basic reading, phonemic awareness, and writing. Write Source, our writing program which showed concerns around students scoring significantly lower on the written component than on the multiple choice questions on the HSA. As evidenced by student data it became apparent to our teachers that more explicit instruction was required in teaching writing. As a result constructed response practice in language arts and math is now administered weekly. Teachers use writing rubrics so students may assess their own writing with teachers providing guidance and support to improve their writing process. In their PLCs, teachers through the collective inquiry approach, continue to survey essential learning for language arts with the purpose of continuity and opportunity to identify gaps in students' learning.

Everyday Math program has a spiraling approach to learning. The learning goals in each lesson is either: beginning, developing, or secure. If a learning goal is beginning teachers understand that instruction at that point is to aim at exposure of the skill or concept. Developing indicates that the curriculum has provided prior treatment of the skill or concept and further instruction will occur in subsequent lessons. If a learning goal is marked secure, the curriculum will provide additional opportunities to practice and apply the skill or concept and mastery is expected.

Our science program is eclectic based on scientifically based research. Teachers utilize multiple resource materials, hands on activities, field trips, and community based instruction to teach the science curriculum. Research component application of the Scientific Methodology is used to obtain reliable and relevant knowledge within our science program.

Our social studies program focuses on history, economics, geography, government, consumer education, and current events. Students are expected to choose their own learning goals and activities and work on individual projects of their choice. For example in grade 5 where US History is taught students have an opportunity to select a state by creating a suitcase as a travel guide filled with interesting aspects of that state including demographics information, history, economy, interesting sites, folklore and food. Grade 6 students create a picture board based on leading an active lifestyle that exhibits physical activities for personal enjoyment and highlight their various community engagements.

The philosophy that drives music education at our school is that music is presented as a fun and an integral part of the development of the whole child. In HCPS iii, Fine Arts Standard 2, music, is divided into three main areas: how the Arts are organized, how the Arts communicate and how the Arts shape and reflect culture. The comprehensive musicianship program developed by the Curriculum Research and Development Group of the College of Education at the University of Hawaii is the primary curriculum used as the basic guideline for our music education program. It provides a diverse variety of resources that reflect the wide array of multicultural backgrounds of our students. Using the Orff process, students engage in performing music by singing, moving, playing instruments and applying the elements of music,

i.e. rhythm, pitch, timbre, melody, harmony, form, and texture. Our instructor is Orff trained and equipped with a full Orff ensemble. Music is also integrated into language arts, visual arts, social studies and science. Students are nurtured and valued as performers and creators of music in addition to being knowledgeable consumers.

Students attend PE classes taught once a week by a part-time teacher. Our PE program is aligned with the state standard which focuses on basic skills and knowledge content areas of sports, coordination, movement forms, physical fitness, living healthy and active lifestyle. Students have opportunities to learn, practice and master diverse skills and activities appropriate for elementary students through our PE program based on Sports, Play and Active Recreation for Kids (SPARK).

The two technology lab classrooms at our school are utilized to incorporate the use of Achieve 3000 (KidBiz and TeenBiz), a computerized program for grades 2 – 6 that address comprehension of informational text. After an initial assessment, students are provided with text at their respective reading level. Students respond to comprehension questions and obtain immediate feedback. Teachers are able to e-mail their students and students can access this program from their home computers.

2. Reading/English:

The reading program at Enchanted Lake Elementary School is primarily driven by the HCPS III and now shifting to the CCSS. We have a basal called Harcourt Collections, and appropriate parts are used from this program. In grade level PLCs teachers have identified and prioritized most essential outcomes, and have created Common Formative Assessments (CFAs) to measure student progress on attaining the benchmarks.

Junior Kindergarten-2 administer the Fountas and Pinnell at the beginning of the school year, in the middle, and at the end. The assessment enables teachers to determine students' independent and instructional reading levels, group students for reading instruction, select texts that will be productive for a student's instruction, identify students who need intervention and extra help, document students' progress across a school year and across grade levels, and to inform parents.

STAR Reading and Math assessments are administered at the beginning of the school year, and at the end of each quarter. Independent reading levels for silent reading are determined based on the zone of proximal development score in STAR reading. Students also take the Accelerated Reader quizzes after reading independently, and each student has specific goals to achieve.

The Achieve3000 program allows students to read informational text at their own reading level. Every text has eight multiple choice questions, linked to the student's grade level standards. Based on the student's responses, teachers can monitor which students master certain benchmarks, which students do okay, but could use some more practice, and which students need aggressive intervention. Teachers can email selected texts to each student. The search tool provides opportunities to find texts about the topic or benchmark the students are learning, allowing the Achieve3000 text to be integrated with what is already being taught, instead of being something added on top of all the other things that need to be done. The Achieve3000 HSA forecast (whether students will be proficient or not on the state test) has been accurate when used at least twice a week.

Since 2010 Enchanted Lake participates in ILT, who guide the school through a cycle of professional learning directly related to instructional decisions. Through this process our school has focused on "Think Alouds" as a strategy. The Think Aloud strategy allows the teacher to model how a good reader thinks about a text while reading. The teacher reads aloud from an appropriate book, and stops periodically to make predictions, clarify meaning, decode words, make personal connections, question the author, and summarize what has been read. This explicit modeling of the reading strategies will benefit all students as they strive for deeper understanding of what they read.

3. Mathematics:

The Everyday Mathematics program was implemented at Enchanted Lake Elementary School in the 2005-06 school year. The program incorporated hands-on activities and other strategies accounting for the various learning styles of students. Instead of teaching one topic for mastery, the Everyday Math program has a "spiraling approach." The learning goals in each lesson are either: Beginning, Developing, or Secure (= mastery). If a learning goal is marked as beginning, teachers understand that instruction is to aim at exposure of the skill or concept. Developing indicates that the curriculum has provided prior exposure, but further instruction will occur in subsequent lessons. Secure means that additional opportunities for practice of the skill or concept will lead to mastery. Teachers have reported that students have increased achievement and motivation, skill levels and thought processes exceeds previous math programs, students perform a variety of problem solving techniques/solutions which were not apparent in the past and higher level thinking skills are applied. With Everyday Mathematics, more student participation and engagement through manipulatives and games, increased HSA scores, better understanding of math concepts, improved depth of understanding of math conventions, and improved understanding of the importance of math in our daily life has been seen.

In Professional Learning Communities we have identified and prioritized the most essential outcomes. Common Formative Assessments (CFAs) were created by each grade level for all essential outcomes. Based on the student achievement on the CFAs, students are offered intervention, more practice, or enrichment opportunities.

One of the tools used for CFAs is the computerized DSI tool (Data for School Improvement), which is the Hawaii Department of Education's formative assessment tool. The DSI system is a common tool for all schools which provides data to be used to inform instruction and make adjustments to address student needs. Teachers are able to create their own CFAs with 5 to 10 questions as a quick check up on student achievement on any standard. Based on the results intervention, additional practice, or enrichment is offered.

Evidence that this process is working appeared in an article in the local newspaper, The Star Advertiser on August 27, 2011, about the recent HSA results. The very last paragraph of the article read, "Enchanted Lake Elementary takes top honors in math with 58 percent of third graders exceeding standards, and 39 percent meeting proficiency." This meant that 97% of the grade level was meeting or exceeding proficiency. School-wide HSA scores from the last three years went from 72% proficient, to 81%, to 88%.

In addition, Enchanted Lake Elementary School also offers an online private math tutoring program called "Math Whizz." Students who perform below or above grade level are given a license. A minimum of 30 minutes, 2x per week is spent on tutoring lessons. Many teachers have reported that students using the program exhibit changed attitudes towards math. Some students used to say that math was boring to them, or that they hated math, but now say that math is fun!

4. Additional Curriculum Area:

The philosophy that drives music education at our school is that music is presented as a fun and an integral part of the development of the whole child. In HCPS III, Fine Arts Standard 2, music, is divided into three main areas: how the Arts are organized, how the Arts communicate and how the Arts shape and reflect culture. The comprehensive musicianship program developed by the Curriculum Research and Development Group of the College of Education at the University of Hawaii is the primary curriculum used as the basic guideline for our music education program. It provides a diverse variety of resources that reflect the wide array of multicultural backgrounds of our students. Our instructor trained in the Carl Orff methodology of teaching music process engages students in performing music by singing, moving, playing instruments and applying the elements of music, i.e. rhythm, pitch, timbre, melody, harmony, form, and texture. With our instructor, students have access to a full Orff ensemble. Music is also integrated into language arts, visual arts, social studies and science. Music Ensemble offers an afterschool music enrichment program that performs musical drama with a message. They have performed at shopping malls, Kailua, Oahu, the July 4th parade and at state and district functions. Students are nurtured and valued as performers and creators of music in addition to being knowledgeable consumers.

5. Instructional Methods:

We are presently in our third year of PLCs. Our primary tasks include collaboratively defining essential learning, developing Common Formative Assessments (CFA), analyzing student assessment results in order to plan intervention and enrichment teaching and learning, sharing instructional practices, engaging in collective inquiry and promoting mutual accountability.

To enhance the PLC process, the Kailua-Kalaheo complex area initiated a three year professional development plan to build leadership skills among principals and school leader teachers to increase achievement for all students. School teams participate in monthly complex area trainings. The Instructional Leadership Team (ILT) is made up of teachers from grades K-6 (except grade 5) whose main focus is to increase academic achievement for all students. The ILT guides the school in examining our teaching practices and student learning. Presently, the ILT's focus on planning, providing, monitoring professional learning is based on students' needs.

Reading comprehension was identified as an area of need. Consequently, our school's current SMARTe goal is: All students will improve their reading comprehension by 5% within one school year as measured by HSA for grades 3 - 6; by at least one full grade level as measured by Fountas & Pinnell reading assessment for grades K-2; and that 85% of all students will be at or above proficiency at the end of the school year as measured by HSA (grades 3-6 and Fountas & Pinnell reading assessment (grades K-2).

Our powerful instructional practice is Think-Alouds of the reading comprehension strategies to monitor comprehension, activating and connecting to background knowledge, questioning, inferring, visualizing, determining importance, summarizing and synthesizing. Our ILT shares our successes and challenges with other schools in our complex.

We participate in school visitations called guided visits. The guided visits help the host schools reflect on their practices using the evidence gathered by visiting schools during observations. The visiting schools learn new teaching strategies and practices that they can use at their own school and classrooms. Our school has been asked to provide opportunities for other schools to observe us implement our current powerful instructional practice. To develop a climate of collaboration and openness in our school, we have quarterly learning walks. Teachers visit each other and gather evidence of how the powerful instructional practice is being implemented. Observed teachers receive feedback as a means of improving their practice. In addition, we are currently implementing the training of Jan Chappuis' Seven Strategies of Assessment for Learning. Students are provided with a clear and understandable vision of the learning target, using examples and models of strong and weak work, offer regular and descriptive feedback, teach students to self-assess and set goals, design lessons to focus on one learning target or aspect of quality at a time, teach students focused revision, engage students in self-reflection, and allow students to keep track of and share their learning.

Two-thirds of the teachers at Enchanted Lake Elementary School have been trained in differentiated instruction during school years 2007-08 and 2008-09. Specific strategies were subsequently shared at faculty meetings with the remaining one-third of teachers, and have been implemented school-wide.

Since the 2008-09 school year Professional Learning Communities (PLC) were implemented at Enchanted Lake Elementary School. Grade level teams are the PLCs in our school, and they focus on the following four questions:

1. What is it we expect them to learn?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

Essential learning outcomes were identified and prioritized for reading and math based on the HCPS III and Common Core State Standards (CCSS). Since the CCSS were implemented for grades K- 2 at the beginning of the 2011-12 school year, grade level PLCs have realigned the essential outcomes to the CCSS. For each learning goal the PLCs have created Common Formative Assessments (CFA)s, and the student achievement results for each student determine whether he/she is offered intervention, additional practice, and/or enrichment activities.

With the implementation of the ILTs in the Kailua-Kalaheo complexes, a SMARTe goal was established for our school. The powerful instructional practice to address comprehension across all content areas was adopted and implemented. This process strategy of talking explicitly about what a student is reading and involved questioning, accessing prior knowledge, and making predictions so that students understand what they are reading has proven to be positive to both students and teachers.

6. Professional Development:

The Kailua - Kalaheo complex area has adopted a three year professional development plan to build systemic and sustainable skill sets in school leaders and teachers to significantly increase student achievement for all students. Our school team participates in ILT to study and articulate strategic planning for improvement in instruction. Kailua complex provided training to our School Community Council on team building as well as Adaptive School Training for School Cadres to establish protocols for professional learning beginning last school year (2010). The training continued with the Seven Strategies of Assessment for Learning where each school sent a team of teachers for training with the author, Jan Chappuis. We continue to be trained with Targeted Learning Consultants about the Instructional Leadership Team (ILT) training process.

As a result of our professional development training our school established our school's SMARTe (specific, measurable, attainable, relevant, timely, everyone) goal that states exactly what our school would accomplish to improve their reading comprehension: by 5% within one school year as measured by HSA for grades 3 - 6; by at least one full grade level as measured by Fountas and Pinell reading assessment for grades K - 2; and 85% of all students will be at or above proficiency at the end of the school year as measured by HSA (grades 3 - 6) and Fountas and Pinnell reading assessment (grades K - 2).

7. School Leadership:

Our school was visited in March 2010 by the Western Association of Schools and Colleges as part of the accreditation process. At that time our school embraced the Focus on Learning process that included establishing Professional Learning Communities - PLCs by implementing grade level norms, identify essential curriculum questions, and develop common assessments in the Language Arts, Math, and Science core areas and implementation of General Learning Outcomes (GLOs) rubrics.

As of 2010 and part of the Kailua - Kalaheo initiative Great Teachers, Great Leaders we have established an Instructional Leadership Team-ILT for our school. This team is composed of teachers from each grade level except grade 5 and the principal. The focus of the ILT is to improve student achievement. The ILT primary role is to lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of instruction. We have had guided visits to other schools in the complex and other schools have visited our school. During second quarter of this academic year we have established peer coaching, gallery walks, guided visits, which allow our teachers to practice their teaching craft by having their colleagues visit with each other to observe their teaching followed by immediate feedback, discussion, and reflection.

The principal's role in the ILT process is to provide leadership, inspiration, resources and support to the entire school. The development of PLCs and eventual evolution of the ILT process allows for a more structure with the inclusion of learning walks throughout classrooms to observe, ask questions, and interact with teachers and students to ensure teaching and learning is taking place in all classrooms. The non-negotiables of establishing clear learning targets and 85% student engagement demonstrates the principal's instructional leadership to promote a teaching approach school-wide.

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	97	95	71	73	69
Exceeds	58	77	43	53	42
Number of students tested	72	56	63	60	48
Percent of total students tested	100	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	96	95	67	55	58
Exceeds	33	65	46	35	26
Number of students tested	24	20	24	20	19
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	3	2	2	4	2
4. Special Education Students					
Meets, Exceeds					
Exceeds					
Number of students tested	5	4	5	4	5
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1		1	5	
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	100	94	63	65	57
Exceeds	48	63	33	50	17
Number of students tested	33	16	27	20	23
NOTES:					

12HI3

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	96	93	81	78	69
Exceeds	75	46	19	15	13
Number of students tested	72	56	63	60	48
Percent of total students tested	100	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	92	90	71	60	58
Exceeds	46	30	8	10	5
Number of students tested	24	20	24	20	19
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	3	2	2	4	2
4. Special Education Students					
Meets, Exceeds					
Exceeds					
Number of students tested	5	4	5	4	5
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1		1	5	1
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	94	94	74	80	65
Exceeds	61	38	15	10	0
Number of students tested	33	16	27	20	23
NOTES:					

12HI3

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	72	70	64	46	66
Exceeds	15	40	31	22	28
Number of students tested	54	57	59	46	50
Percent of total students tested	98	100	100	96	100
Number of students alternatively assessed	0	0	0	0	3
Percent of students alternatively assessed	0	0	0	0	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	52	65	45	20	57
Exceeds	5	35	15	10	14
Number of students tested	21	23	20	20	14
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested			1		
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	3	2	3	1	2
4. Special Education Students					
Meets, Exceeds					30
Exceeds					20
Number of students tested	6	9	6	9	10
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested			4	1	2
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	59	63	52	38	47
Exceeds	6	33	26	8	16
Number of students tested	17	27	23	24	19
NOTES:					

12HI3

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	80	75	59	63	62
Exceeds	57	25	5	9	2
Number of students tested	54	57	59	46	50
Percent of total students tested	98	100	100	96	100
Number of students alternatively assessed	0	0	0	0	3
Percent of students alternatively assessed	0	0	0	0	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	67	65	45	50	36
Exceeds	33	17	5	5	0
Number of students tested	21	23	20	20	14
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested			1		
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	3	2	3	1	2
4. Special Education Students					
Meets, Exceeds					20
Exceeds					0
Number of students tested	6	9	6	9	10
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested			4	1	2
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	65	70	43	58	58
Exceeds	35	22	4	0	0
Number of students tested	17	27	23	24	19
NOTES:					

12HI3

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	69	67	48	61	64
Exceeds	15	38	18	14	26
Number of students tested	54	52	50	51	39
Percent of total students tested	98	100	98	100	100
Number of students alternatively assessed	0	0	0	3	1
Percent of students alternatively assessed	0	0	0	6	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	71	53	11	53	57
Exceeds	8	29	0	11	21
Number of students tested	24	17	18	19	14
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested		1			
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	2	3	1	3	
4. Special Education Students					
Meets, Exceeds	29	30			
Exceeds	0	20			
Number of students tested	14	10	9	7	3
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested		1	1	3	1
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	70	53	35	47	50
Exceeds	15	24	9	6	14
Number of students tested	27	17	23	17	14
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	82	79	66	73	85
Exceeds	38	25	20	20	5
Number of students tested	55	52	50	51	39
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	3	1
Percent of students alternatively assessed	0	0	0	6	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	71	65	39	68	79
Exceeds	29	18	0	16	0
Number of students tested	24	17	18	19	14
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested		1			
3. Hispanic or Latino Students					
Meets, Exceeds					
Exceeds					
Number of students tested	2	3	1	3	
4. Special Education Students					
Meets, Exceeds	57	50			
Exceeds	14	0			
Number of students tested	14	10	9	7	3
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested		1	1	3	1
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	81	59	52	59	86
Exceeds	37	24	0	0	0
Number of students tested	27	17	23	17	14
NOTES:					

12HI3

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	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	93	81	64	78	57
Exceeds	50	50	26	35	12
Number of students tested	54	42	50	40	49
Percent of total students tested	100	98	98	95	98
Number of students alternatively assessed	0	0	3	0	2
Percent of students alternatively assessed	0	0	6	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	89	72	53	75	33
Exceeds	42	17	11	38	0
Number of students tested	19	18	19	16	12
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	6	1	4		
4. Special Education Students					
Meets, Exceeds	82	60			
Exceeds	0	20			
Number of students tested	11	10	9	3	5
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1	1	1	1	
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	89	78	50	64	40
Exceeds	42	43	11	21	5
Number of students tested	19	23	18	14	20
NOTES:					

12HI3

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	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets, Exceeds	94	79	86	85	80
Exceeds	69	36	32	35	35
Number of students tested	54	42	50	40	49
Percent of total students tested	100	98	98	95	98
Number of students alternatively assessed	0	0	3	0	2
Percent of students alternatively assessed	0	0	6	0	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	84	67	79	81	67
Exceeds	58	17	32	50	17
Number of students tested	19	18	19	16	12
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	6	1	4		
4. Special Education Students					
Meets, Exceeds	82	50			
Exceeds	27	20			
Number of students tested	11	10	9	3	5
5. English Language Learner Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1	1	1	1	
6. Native Hawaiian or Other Pacific Islander					
Meets, Exceeds	95	74	72	71	65
Exceeds	58	30	28	21	20
Number of students tested	19	23	18	14	20
NOTES:					

12HI3

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	83	78	62	64	63
Exceeds	36	51	30	32	26
Number of students tested	234	207	222	197	186
Percent of total students tested	99	99	99	97	99
Number of students alternatively assessed	0	0	3	3	6
Percent of students alternatively assessed	0	0	1	1	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	77	71	45	49	52
Exceeds	21	37	19	22	16
Number of students tested	88	78	81	75	59
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1	1	2	1	1
3. Hispanic or Latino Students					
Meets, Exceeds	78		39		
Exceeds	14		10		
Number of students tested	14	8	10	8	4
4. Special Education Students					
Meets, Exceeds	47	42	17	21	30
Exceeds	2	18	3	12	8
Number of students tested	36	33	29	23	23
5. English Language Learner Students					
Meets, Exceeds				59	
Exceeds				30	
Number of students tested	2	2	7	10	3
6.					
Meets, Exceeds	82	71	50	52	48
Exceeds	30	39	20	21	13
Number of students tested	96	83	91	75	76
NOTES:					

12HI3

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	81	72	74	73
Exceeds	60	32	18	18	14
Number of students tested	235	207	222	197	186
Percent of total students tested	99	99	99	97	99
Number of students alternatively assessed	0	0	3	3	6
Percent of students alternatively assessed	0	0	1	1	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets, Exceeds	78	71	59	63	59
Exceeds	40	20	11	18	5
Number of students tested	88	78	81	75	59
2. African American Students					
Meets, Exceeds					
Exceeds					
Number of students tested	1	1	2	1	1
3. Hispanic or Latino Students					
Meets, Exceeds	92		80		
Exceeds	50		10		
Number of students tested	14	8	10	8	4
4. Special Education Students					
Meets, Exceeds	61	45	30	17	30
Exceeds	16	9	3	0	0
Number of students tested	36	33	29	23	23
5. English Language Learner Students					
Meets, Exceeds				59	
Exceeds				10	
Number of students tested	2	2	7	10	4
6.					
Meets, Exceeds	85	73	60	66	67
Exceeds	49	27	11	6	5
Number of students tested	96	83	91	75	76
NOTES:					

12HI3