

REVISED-March 1, 2006
2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

Official School Name King William C. Lunalilo Elementary School
(As it should appear in the official records)

School Mailing Address 810 Pumehana Street
(If address is P.O. Box, also include street address)

Honolulu Hawaii 96826-3842
City State Zip Code+4 (9 digits total)

County Honolulu State School Code Number* 135

Telephone (808) 973-0270 Fax (808) 973-0276

Website/URL http://lunalilo.k12.hi.us/ E-mail Dean Nakamoto@notes.k12.hi.us

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

(Principal's Signature) Date _____

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

District Name Hawaii Tel. (808) 586-3310

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

(Superintendent's Signature) Date _____

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

- Number of schools in the district:
 - 176 Elementary schools
 - 37 Middle schools
 - N/A Junior high schools
 - 34 High schools
 - 38 Other (24 Multi-level, 1-Correctional Facility and 1-State School for Deaf and Blind)
 - 285 TOTAL
- District Per Pupil Expenditure: \$9,337.87
 Average State Per Pupil Expenditure: \$9,337.87

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
- 1 year 5 months Number of years the principal has been in her/his position at this school.
1 year 5 months If fewer than three years, how long was the previous principal at this school?
- Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	3	1	4	7			
K	40	75	115	8			
1	50	39	89	9			
2	49	41	90	10			
3	46	48	94	11			
4	64	47	111	12			
5	37	48	85	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							*588

Enrollment figure as of Oct. 1, 2005

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| 4 | % White |
| 1 | % Black or African American |
| 4 | % Hispanic or Latino |
| 91 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 16%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

*Data based on school year 2004-2005.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	34
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	61
(3)	Total of all transferred students [sum of rows (1) and (2)]	95
(4)	Total number of students in the school as of October 1	588
(5)	Total transferred students in row (3) divided by total students in row (4)	.16
(6)	Amount in row (5) multiplied by 100	16%

8. Limited English Proficient students in the school: 36%
209 Total Number Limited English Proficient
 Number of languages represented: 23

Specify languages: Arabic, Cantonese, Cebuano/Visayan, Chuukese, Hakka, Ilokano, Japanese, Korean, Kosrean, Lao, Mandarin, Marshallese, Palauan, Pohnpeian, Portuguese, Russian, Samoan, Spanish, Tagalog, Telugu, Thai, Tongan, Vietnamese

9. Students eligible for free/reduced-priced meals: 51%

Total number students who qualify: 298

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

10. Students receiving special education services: 7%
41 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>6</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>6</u> Developmental Delay

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>2</u>	<u> </u>
Classroom teachers	<u>29</u>	<u>16</u>
Special resource teachers/specialists	<u>7</u>	<u> </u>
Paraprofessionals	<u>2</u>	<u>9</u>
Support staff	<u>15</u>	<u>20</u>
Total number	<u>55</u>	<u>45</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 23:1

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	95.9%	95.8%	96.0%	96.3%
Daily teacher attendance*	98%	98%	98%	NA	NA
Teacher turnover rate**	22%	8%	4%	NA	NA
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	0%	0%	0%	0%

*Teacher absences for the 2004-2005 school year is an estimate only.

** Teacher turnovers are primarily due to teacher retirement or staff reduction.

NA- Not Available

PART III - SUMMARY

King William C. Lunalilo Elementary School is a school with deep-rooted traditions of promoting high student achievement. This tradition is founded on the values and beliefs of its namesake, King William C. Lunalilo, the first elected monarch in the Kingdom of Hawaii. King Lunalilo was known as a forerunner of democracy and for his commitment to education. He demonstrated this commitment through his love for the islands and his love for his people. Today, King William C. Lunalilo Elementary School has established itself as a “school of the community” by providing students and their families with educational programs that support the needs of a culturally and economically diverse community.

As of October 1, 2005, our enrollment is 588 students from preschool through grade five. Of the 588 students, 36% are identified as English for Second Language Learners (ESLL). In addition, 51% of our students come from low-income families and participate in the free/reduced lunch program. Our school also provides special education instruction for 7% of the student population. We have established a School Community Council (SCC) that enables shared decision-making with the principal, teachers, parents, students, and community to support and enhance student achievement. It is a forum for the community to engage in open dialogue on issues that are relevant to student learning. Our school also has an active parent group, the Lunalilo Community School Association (LCSA), which provides opportunities for parent participation in activities and events that support a positive learning environment and contribute to a continuous school improvement process. The School Community Council and the Lunalilo Community School Association are founded on the belief that teachers, parents, students, and community are partners in the decision-making process as it affects their children now and in the future.

Academically strong, our school has been recognized as a Hawaii Distinguished School for the past three years, having attained adequate yearly progress. We have received a rating in “Good Standing-Unconditional” under the No Child Left Behind (NCLB) Act and has been placed on the state’s SAT9 Honor Roll. We strive to meet the NCLB target of 100% proficiency in language arts and mathematics by the year 2014. Our school’s goal is to increase proficiency in language arts and mathematics by 15% each year.

King William C. Lunalilo Elementary School places heavy emphasis on data to drive our curricula. The implementation of a continuous school improvement process has resulted in a Comprehensive Needs Assessment that is conducted yearly during the month of March by the school’s leadership team to review and assess student performance data, as well as identify schoolwide instructional targets. In addition, each teacher is allocated three substitute days for the school year to participate in grade level articulation meetings to discuss their students’ daily work performance. Test data is used to assess whether their curriculum and instruction are aligned to their students’ needs. All adjustments that are made to the curriculum and instruction are based on data and are decided upon collaboratively.

While the school believes all students can learn and be successful, if data indicates that a student is having difficulty learning or adjusting to school, our Comprehensive Student Support System’s (CSSS) array of services are implemented to provide individualized intervention and support. King William C. Lunalilo Elementary School’s CSSS services include: Title I supplemental instruction and after school tutorial, English for Second Language Learner’s after school and summer school program, English for Second Language Learners kindergarten summer transition program, Section 504 Modification Plans, Special Education programs, Primary School Adjustment Program (PSAP), school-level counseling, and school-based behavioral health services.

We believe that every student that comes through our doors is our future. It is this belief that drives our school to work toward the development of the “whole child,” an approach that balances opportunities to develop leadership and citizenship skills as part of the school’s comprehensive curricula. These include programs such as: student council, peer mediators, Junior Library Assistants, Junior Police Officers, Jump Rope for Heart Demo Team, and grade level and school wide community service projects.

As reflected in our vision, our school is committed to academic excellence through standards-

based education and we are a community that fosters leadership, citizenship, and positive life-long learners. Through collaboration with our parents and our community partners, we will continue our tradition of being the “school of the community.” Our school’s vision and mission defines who we are, what we do, and what we will do, together as a team, making King William C. Lunalilo Elementary School a place like no other.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results

King William C. Lunalilo Elementary School uses formative and summative assessments to measure students' attainment of the Hawaii Content and Performance Standards. During the spring semester, students in grades three, four, and five participate in the Hawaii State Assessment Test. This test measures student's knowledge and skills in reading and mathematics. It also indicates how well a child is meeting the state's rigorous academic standards and compares student performance in reading and math to other students across the country. The Hawaii State Assessment has four proficiency levels:

Level 1: "*Well Below Proficiency*" - assessment results indicate that the student has demonstrated little or no knowledge and skills in the content standards for this grade.

Level 2: "*Approaches Proficiency*" - assessment indicates that the student has demonstrated some knowledge and skills in the content standards for the grade. With more support and effort, the student should be able to reach proficient level.

Level 3: "*Meets Proficiency*" - assessment results indicate that this student has demonstrated knowledge and skills required in the content standards for this grade. The student is ready to work on higher levels in the content area.

Level 4: "*Exceeds Proficiency*" - assessment results indicate that the student has demonstrated knowledge and skills that exceed the content standards for the grade. The student is ready to do more advanced work in the content area.

The State of Hawaii Department of Education has established Adequate Yearly Progress (AYP) as 30% for reading and 10% in math for the years 2001 through 2003. In the school years 2004 through 2006 AYP increased to 44% in reading and 28% in mathematics. Our third grade students in the school year 2002-2003 achieved 60% proficiency in reading and 39% in mathematics. As a cohort group, these same students achieved 76% in reading and 71% in mathematics at grade five. This indicates a 16% increase in reading proficiency and 32% increase in mathematics proficiency over two years. These longitudinal gains are significant, impressive, and remarkable considering the multitude of barriers that beset our school community.

Consistently over time, our efforts to overcome obstacles such as high percentage of English as Second Language Learners, students from low socio-economic levels, and students from single parent homes, have demonstrated improved scores in reading and mathematics. Our students are resilient. Our teachers are persistent and focused. Our school community cares!

Disaggregated data indicates Asian Pacific Island students in third grade in the school year 2002-2003 achieved 59% proficiency in reading and 41% in mathematics. As a cohort group, these same students achieved 78% in reading and 73% in mathematics in grade five. These scores indicate a 14% increase in reading proficiency and 32% increase in mathematics proficiency over two years. In addition, disadvantaged students in the third grade achieved 52% proficiency in reading and 32% proficiency in mathematics during the school year 2002-2003. As a cohort group, these same students achieved 67% in reading and 68% in mathematics by grade five, a 15% increase in reading proficiency and a 36% increase in mathematics proficiency over two years. These gains are exceptional, prominent, and compelling. We are extremely proud of our students, our teachers, and our school community.

King William C. Lunalilo Elementary School's test data over the past three years are a clear indication of the school's steadfast movement toward attaining 100% proficiency in language arts and mathematics by the year 2014. Improved test data is a clear, strong, and convincing indication that all systems within the school are working in synergy to ensure that all students are learning and experiencing academic success.

The website for the state assessment system and NCLB requirements may be found at:
<http://165.248.6.166/data/tests.asp?schoolcode=135>

Using Assessment Results

Analysis of student achievement data and data from our comprehensive needs assessment identifies areas of need and serves as the foundation for the development of schoolwide instructional targets. The school's leadership team meets annually during the third quarter to conduct a comprehensive needs assessment to review student work, unit test scores, SAT9 results, and the Benchmark Tracker Assessment results.

The Hawaii State Content and Performance assessment data is used in the identification of students who are "well-below" or "approaching" proficiency levels. Students that are identified as either "well-below" or "approaching" receive additional instructional support through targeted instruction and the after school tutorial program. Special education students are given an "Alternate Assessment" when deemed appropriate, based on the state standards and their Individual Education Program (IEP).

Students who perform in the "Exceeds Proficiency" level are provided enrichment activities and participate in extended challenging activities. In addition to testing in grades three, four, and five as required, the school has chosen to administer the SAT9 to all students as a means to identify and monitor student progress from kindergarten through grade five.

Research-based programs such as: Accelerated Reader, STAR Reading and Math, and Leap Track (Leap Frog Tool House), and NearStar are used as supplemental programs to support attainment of the Hawaii State Content and Performance Standards in reading and mathematics. Accelerated Reader and STAR Reading assess students' reading comprehension. The Leap Track program (Leap Frog Tool House) is used by the English for Second Language Learners program to assess students' reading comprehension, vocabulary development, and mathematics computation. The NearStar program used by students in the English for Second Language Learners program provides formative data for reading comprehension and vocabulary development. The program also enables students to engage in independent learning in reading and vocabulary development based on identified areas of weakness.

The use of multiple assessments to measure student progress is a regular practice in our classrooms. On-going assessments allow our teachers to know their students' performance level at all times and provide opportunities to modify the pace, the scope of content, and the direction of instruction.

Communicating Assessment Results

Clear and effective communication is a vital component to our school community. Our school has established a system of communication, whereby assessment results and student performance data are communicated to the faculty, parents, and students on a regular and timely basis.

The Hawaii State Assessment results are given to teachers at the beginning of the school year. Guided by the school's testing coordinator and the school administration, teachers are grouped by grade level and are charged with the task of analyzing the data for information on overall student performance and areas of strengths and weaknesses. This serves as the starting point for our teachers to share their data with students and their parents.

Parents and students are given the Hawaii State Assessment results at the school's parent-teacher conferences that are held annually in the month of November. The test scores are discussed with the intent of providing parents with information on students' overall performance and areas of strengths and weaknesses in language arts and mathematics. This review of the data with parents and students serve as a foundation for our teachers to tailor their curriculum to the needs of their students.

In addition to the Hawaii State Assessment results, formative assessments are communicated and shared with individual students and parents as a means of tracking growth, progress, and identify areas for improvement. These results relay current and varied data that enable children to strive to do their best throughout the school year--a trait that strengthens learning at Lunalilo.

School assessment results are shared with the community through the quarterly Principal's Night, Principal's Coffee Hour, School Community Council meetings, and at the Parent-Teacher Association meetings. All meetings are open to students, teachers, parents and the general community and are intended to provide information that impacts the education of our students.

Sharing Successes

Sharing successes mirrors the vision of our school's vision statement, "Growing, Caring, Learning... We are a Team." It is our belief that everyone has a role to play in teaching our children and that it takes a team effort to ensure that every child succeeds. We are a school where individual successes are regarded as a reflection of the efforts of the entire school community and are celebrated together.

Our students and their work are the pride of our school. Their work products are proudly displayed in their classroom bulletin boards, in the library, in the cafeteria dining room, and in the administration offices. Every painting, every creative writing story, and every art piece is a reflection of our students' individual achievement, creativity, and expression of themselves. Each product has a story to tell about what teachers have taught and what students have successfully learned.

The *Lunalilo Elementary School Parent Newsletter* is another source of how our school shares its successes with parents, students, and the community. Our school newsletter has evolved over the years from a one page school bulletin to a ten page parent and community newsletter. Today, the newsletter contains the principal's message, up-coming school and community events, faculty and staff achievements, and a special student recognition section. Students express, time and again, their excitement in seeing their names in the newsletters, knowing that the entire school community of teachers, administration, and fellow students will join them in celebrating their achievement.

King William C. Lunalilo Elementary School has been recognized as a school with exemplary students, teachers, and co-curricular programs—all of which are proudly celebrated as a team. Due to the accomplishments of our school, our teachers are invited to share their curriculum and instructional methods with other schools at conferences and staff development trainings. Our school also participates in the Kaimuki Complex Staff Development Day, where teachers share standards implementation and best practices with other schools in the complex. We open our school to showcase our grade level curricula, assessment tools, teaching strategies, and special programs to educational professionals, including teachers from Korea, who visit annually through the center for Asia and Pacific Exchange (CAPE). The school web page is continually updated and conveys the heartbeat of our school through technology.

PART V – CURRICULUM AND INSTRUCTION

Language Arts: Our language arts program is based on the belief that literacy is the foundation for learning and for living, now and in the future. Our program emphasizes reading, writing, oral communication, and listening skills to develop students who can use language to communicate, learn to fulfill personal and social needs, and to meet the demands of society and the workplace. The school has examined research-based writing programs and will begin a schoolwide implementation of the “6-Traits Writing Program” in the school year 2006-2007.

Mathematics: Mathematics enables children to examine patterns, calculate accurately, justify answers, communicate findings, arrange data in meaningful ways, make estimations, and experiment with logic. At Lunalilo, children learn that mathematics can be challenging because all five content strands are addressed at each grade level. Our mathematics textbooks have been updated, teachers were trained, and the paradigm shift energized our test scores. Mathematics is no longer rote learning but it is practical and integrated with other content areas with emphasis on thinking and reasoning at a higher level.

Social Studies: Our Social Studies curriculum is standards based using themes for each grade level. These themes are Myself, My Family, Community Helpers, Our Community, our State History (Hawaiian Studies, up to the arrival of Captain Cook), and American History (up to the Civil War). These units are often extended and integrated with other content areas. History, cultural anthropology, geography, economics, and political science are highlighted through the use of related literature, art, music, and developmentally appropriate themes. Real life experiences in citizenship are practiced through student council, Kids Vote, and grade level community service projects. Teachers teach children to predict, analyze, hypothesize, compare and contrast, summarize, make inquiries, and “think outside the box” to develop higher order thinking skills while teaching social studies.

Physical Education: To promote the physical well-being of our students, children in kindergarten through grade five participate in a standards based physical education program. Our program covers movement forms, motor skills, good sportsmanship, and promotes a physically active lifestyle and healthy levels of fitness. Our school prides itself on the integration of world geography, language, culture and mathematics with physical education. The district’s adaptive physical education model is utilized to meet the needs of students with disabilities.

World Languages: Students participate in a weekly Japanese Language Program designed to introduce and sustain students in Japanese conversation. Students learn culture and traditions through stories, art, and song and dance. All students participate in a Hawaiian Studies program which teaches students to recognize traditional Hawaiian values and how to incorporate these values and traditions into everyday life through language, dance, and traditional chant. Students learn Hawaiian concepts such as, “lokahi” or harmony among themselves, with others and the environment. Hawaiian Studies gives students the opportunity to learn to appreciate and understand the uniqueness of our land and its enduring culture.

Educational Technology: Our computer program is dedicated to providing students with the experiences necessary to meet state and national technology standards. All students have access to multimedia technology in the classroom, computer lab, and library. Basic computer skills are taught and integrated into the curriculum in the areas of reading writing, math, science, and social studies. All students have access to “Accelerated Reader” and Star reading and math online tests. Our school is equipped with a video technology lab where students work on special projects to develop oral communication and thinking skills. Student produced tapes and quarterly news productions are shown on closed circuit television.

Fine Arts: Our fine arts program goal is to cultivate the creative senses of every child. Students learn about production and performance in the world through visual arts, music, band, drama, and dance. These are integrated and aligned with other content areas.

Health and Guidance: Our health and guidance program teaches students positive behaviors that promote healthy beliefs, attitudes, and habits. The program also introduces the elements of positive character traits and ethical values, such as trust, patience, courage, and empathy. Students, in partnership with parents, complete activities in character education themes for monthly goals.

Our Reading Curriculum

The ability to read and comprehend what is read unlocks all other doors to learning. Our reading program develops basic skills in reading processes to construct meaning, gain information, and read for various purposes. Teachers integrate reading skills and the reading standards to address all other content areas. Therefore, in essence, they teach reading all day. In some grades, attention to phonics, sight vocabulary, and exposure to a variety of literary forms are detailed. Teachers use strategies such as, round robin reading, individualized reading, silent reading, group reading, reading logs, journal writing, and direct instruction. Students apply reading skills to include reading for recreational purposes, respond to rhetoric, conduct research, and use cognitive thinking and academic skills.

Basal texts are one means of teaching reading. However, teachers have become eclectic in their repertoire of teaching skills, thus enabling them to reach diverse learners and provide differentiated learning. Teaching reading in an eclectic manner is a strategy that evolved at our school. This has enabled teachers to best meet the needs of our diverse student population. Formative reading assessments are conducted monthly through STAR reading and enable teachers to prescribe learning for each child. The Accelerated Reading Program has provided an incentive for students to read. Students who accrue 25 or more points a quarter in the Accelerated Reading Program are invited to a “Lunch with the Principal” as recognition for their quarterly accomplishments. The top readers are also recognized monthly and at a schoolwide assembly at the end of the school year.

Listening to role models reading aloud have also supported our students to become better readers. Through a partnership with the United States Coast Guard, our librarian, and other guest readers, our school has developed a large core of reading volunteers. Our teachers also read aloud to the children on a daily basis. Silent, uninterrupted, and sustained reading time is set aside daily in the classrooms. Weekly book borrowing for each class is scheduled at the library. The lending library that was created by our English for Second Language Learners program has encouraged children to borrow books to read at home. Supplementary reading assistance is provided by the Title 1 Program, After School Tutoring, Peer tutoring, and the Reading Buddies. Summative assessments indicate that our children are exceeding the standards for reading. Parent workshops have been held to teach reading strategies to enable parents to reinforce learning at home and extend their abilities to help their children. The thrust to continue to improve reading skills for our children is an on-going, schoolwide effort.

Our Science Curriculum

In early Hawaii, scientific phenomenon was explained through myths and legends. At Lunalilo, science lessons are tailored to address the content standards in two domains. The first domain is understanding that science is based on the inquiring mind, which then translates to the use of the scientific method. Students are made keenly aware of the “habits of mind,” practicing safety, and engaging in ethical problem-solving, arriving at solutions and making logical conclusions. The second domain is applying what we know of the world today through historical perspectives using unit plans and the scientific method which enables children to understand, analyze, inquire and preserve our physical environment (matter, energy, forces of motion), our Universe (Earth in the Solar System, forces of the Universe), organisms, and the cycle of matter and life (knowing ourselves and our behaviors). Grade levels determine unit themes, their scope and sequence, and ensuring that our standards are being met. Hands-on activities and experiments generate lessons that are aligned and integrated with mathematics, language arts and technology. Some of the science units covered in our classrooms include sinkers and floaters, sorting and classifying, simple machines, decomposition, growing plants, erupting volcanoes, weather experiments, creating wetland habitats, water, conservation, erosion, our Universe, Earth Day, recycling, life cycles, electricity, analyzing owl droppings, and dissecting squids. Our students use mathematical data to hypothesize, analyze, reflect, and make conclusions. Science opens windows to encourage children to think at a higher level by enabling them to make inferences and predictions based on supporting data. Students weigh options and consider possibilities. They are actively involved in problem-solving. Through the wonderment of science, learning is made exciting at our school.

Instructional Methodology

At Lunalilo School, classroom instruction is tailored to the students' individual needs. Teamwork flows seamlessly throughout the grades. Cooperative learning strategies enable diverse learners to learn from their peers. Think-pair-share, inquiry-based learning, hands-on discoveries, and learning centers are used to develop critical thinking and problem solving skills. Differentiated instruction, individualized instruction, and direct instruction methods are successfully orchestrated by our teachers to foster academic growth. Accommodations and modifications to the instruction are implemented regularly by classroom teachers to enable all students to achieve in an environment where they are challenged and experience success. When possible, guest speakers are invited to extend learning for our children.

Part time teachers and paraprofessional tutors provide targeted instruction in reading and mathematics for students who are not meeting proficiency of the state standards. Small group instruction, the after school tutorial that is provided by our Title I program, and our English for Second Language Learners Homework program were established to provide more direct and individualized instruction for our students. Effective instructional methodologies and best practices are shared at faculty, grade level, and committee meetings. Teachers attend professional development and training to keep current with changing educational trends.

Professional Development

King William C. Lunalilo Elementary School provides opportunities for all faculty and staff to participate in professional development activities as part of its continuous improvement process. Professional development provides a bridge for positive change and is intended to strengthen teachers' abilities to teach in a community of diverse learners. Content knowledge, instructional competencies, and best practices have evolved through these professional development opportunities. State and district resource personnel and contracted consultants assist and expand on the teachers' prior knowledge and to reflect on our current practices. On-going professional and personal development training has filtered into our classrooms, thus impacting learning for our children.

Professional development activities are planned and implemented based upon our school's curricula and instructional needs that have been identified through the school's Comprehensive Needs Assessment. With the implementation of No Child Left Behind and the state's standards-based instruction initiative, the school provided all teachers with training on Standards-Based Instruction— "What is Standards-Based Instruction?" "What does a standards-based /classroom look like and feel like?," and "Standards-Based Assessment." Another series of trainings focused on differentiated instruction, gifted and talented learners, and reading strategies. In March of 2006, all teachers will participate in a two day workshop led by a contracted consultant, Vicki Spandel, to develop a schoolwide writing program based on the 6- Traits of Writing.

To supplement the schools written assessments, all teachers have been trained to administer the "Benchmark Tracker Assessment," a standards-based assessment program. In addition, teachers have begun training on "TechPaths," a computer-based curriculum mapping system.

As part of the school's academic and strategic plan, the school has allocated funds to support continued professional development activities and articulation time so teachers can share what they have learned and what they will implement. At our school, our teachers are role models for life-long learning.

PART VII - ASSESSMENT RESULTS

Subject Reading Grade 3 Test Hawaii State Assessment
 Edition/Publication Year Spring 2005 Publisher Harcourt for the Hawaii Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	No Test
SCHOOL SCORES*	Reading	Reading	Reading	Reading	*Strike
% At or Above Meets State Standards*	57	59	60	67	
% At Exceeds State Standards*	4	5	3	6	
Number of students tested	111	82	109	108	
Percent of total students tested	100 %	100 %	100 %	100 %	
Number of students alternatively assessed	1	2	0	0	
Percent of students alternatively assessed	1 %	2 %	0 %	0 %	
SUBGROUP SCORES					
1. <u>Asian/Pacific Islander</u> (specify subgroup)					
% At or Above Meets State Standards	59	59	59	66	
% At Exceeds State Standards	4	6	3	7	
Number of students tested	98	70	100	100	
2. <u>Disadvantaged</u> (specify subgroup)					
% At or Above Meets State Standards	52	53	52	34	
% At Exceeds State Standards	5	4	0	4	
Number of students tested	60	45	45	52	

*No test given due to state-wide teacher strike.

Subject Reading Grade 4 Test Hawaii State Assessment
 Edition/Publication Year Spring 2005 Publisher Harcourt for the Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April				
SCHOOL SCORES*	Reading				
% At or Above Meets State Standards*	63				
% At Exceeds State Standards*	6				
Number of students tested	89				
Percent of total students tested	100 %				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0 %				
SUBGROUP SCORES					
1. <u>Asian/Pacific Islander</u> (specify subgroup)					
% At or Above Meets State Standards	62				
% At Exceeds State Standards	5				
Number of students tested	78				
2. <u>Disadvantaged</u> (specify subgroup)					
% At or Above Meets State Standards	67				
% At Exceeds State Standards	7				
Number of students tested	46				

* The 2004-2005 school year was initial year of testing for grade four

Subject Reading Grade 5 Test Hawaii State Assessment
 Edition/Publication Year Spring 2005 Publisher Harcourt for the Hawaii Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	No Test
SCHOOL SCORES*	Reading	Reading	Reading	Reading	*Strike
% At or Above Meets State Standards*	76	76	69	53	
% At Exceeds State Standards*	12	6	6	3	
Number of students tested	97	109	95	98	
Percent of total students tested	100 %	100 %	100 %	100 %	
Number of students alternatively assessed	1	2	0	0%	
Percent of students alternatively assessed	1 %	2 %	0 %	0 %	
SUBGROUP SCORES					
1. <u>Asian/Pacific Islander</u> (specify subgroup)					
% At or Above Meets State Standards	78	77	69	46	
% At Exceeds State Standards	11	5	5	3	
Number of students tested	89	99	91	87	
2. <u>Disadvantaged</u> (specify subgroup)					
% At or Above Meets State Standards	67	70	67	46	
% At Exceeds State Standards	14	4	9	0	
Number of students tested	36	54	33	37	

*No test given due to state-wide teacher strike

Subject Math Grade 3 Test Hawaii State Assessment
 Edition/Publication Year Spring 2005 Publisher Harcourt for the Hawaii Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	No Test
SCHOOL SCORES*	Math	Math	Math	Math	*Strike
% At or Above Meets State Standards*	43	35	39	33	
% At Exceeds State Standards*	7	5	6	2	
Number of students tested	111	82	112	110	
Percent of total students tested	100 %	100 %	100 %	100 %	
Number of students alternatively assessed	1	2	0 %	0 %	
Percent of students alternatively assessed	1 %	2 %	0 %	0 %	
SUBGROUP SCORES					
1. <u>Asian/Pacific Islander</u> (specify subgroup)					
% At or Above Meets State Standards	46	26	41	31	
% At Exceeds State Standards	7	6	6	2	
Number of students tested	98	70	103	102	
2. <u>Disadvantaged</u> (specify subgroup)					
% At or Above Meets State Standards	45	32	32	17	
% At Exceeds State Standards	5	5	2	0	
Number of students tested	55	41	44	52	

*No test given due to state-wide teacher strike

Subject Math Grade 4 Test Hawaii State Assessment
 Edition/Publication Year Spring 2005 Publisher Harcourt for the Hawaii Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	N/A	N/A	N/A	No Test
SCHOOL SCORES**	Math				*Strike
% At or Above Meets State Standards*	5				
% At Exceeds State Standards*	4				
Number of students tested	89				
Percent of total students tested	100 %				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0 %				
SUBGROUP SCORES					
1. <u>Asian/Pacific Islander</u> (specify subgroup)					
% At or Above Meets State Standards	35				
% At Exceeds State Standards	5				
Number of students tested	78				
2. <u>Disadvantaged</u> (specify subgroup)					
% At or Above Meets State Standards	32				
% At Exceeds State Standards	5				
Number of students tested	41				

*No test given due to state-wide teacher strike

** The 2004-2005 school year was initial year of testing for grade four

Subject Math Grade 5 Test Hawaii State Assessment
 Edition/Publication Year Spring 2005 Publisher Harcourt for the Hawaii Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	No Test
SCHOOL SCORES*	Math	Math	Math	Math	*Strike
% At or Above Meets State Standards*	71	62	52	44	
% At Exceeds State Standards*	26	13	6	6	
Number of students tested	97	109	96	101	
Percent of total students tested	100 %	100 %	100 %	100 %	
Number of students alternatively assessed	0	0	0 %	0 %	
Percent of students alternatively assessed	0 %	0 %	0 %	0 %	
SUBGROUP SCORES					
1. <u>Asian/Pacific Islander</u> (specify subgroup)					
% At or Above Meets State Standards	73	63	52	46	
% At Exceeds State Standards	24	14	7	7	
Number of students tested	89	99	92	90	
2. <u>Disadvantaged</u> (specify subgroup)					
% At or Above Meets State Standards	68	57	32	25	
% At Exceeds State Standards	26	8	6	3	
Number of students tested	34	49	31	32	

*No test given due to state-wide teacher strike