

**REVISED 3/1/06**

**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. Clayton K. Kaninau  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Nu'uaniu Elementary School  
(As it should appear in the official records)

School Mailing Address 3055 Puiwa Lane  
(If address is P.O. Box, also include street address)

Honolulu HI 96817-1198  
City State Zip Code+4 (9 digits total)

County Honolulu State School Code Number\* 141

Telephone (808)595-5422 Fax (808)595-5425

Website/URL <http://www.nuuanu.k12.hi.us/> E-mail: [Clayton\\_Kaninau@notes.k12.hi.us](mailto:Clayton_Kaninau@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\* Ms. Patricia Hamamoto  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hawaii State DOE 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.

\_\_\_\_\_  
Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II - DEMOGRAPHIC DATA**

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**All data are the most recent year available.**

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

1. Number of schools in the district:     176 Elementary schools  
   37 Middle schools  
   N/A Junior high schools  
   34 High schools  
   38 Other (Multi-level Schools)
- 285 TOTAL
2. District Per Pupil Expenditure:        \$9,337.87
- Average State Per Pupil Expenditure:   \$9,337.87

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 2 Number of years the principal has been in her/his position at this school.  
14 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			N/A	7			N/A
K	26	18	44	8			N/A
1	29	25	54	9			N/A
2	31	26	57	10			N/A
3	24	35	59	11			N/A
4	33	29	62	12			N/A
5	34	24	58	Other			N/A
6	25	16	41				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>375</b>

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>10</u>   | % White                          |
| <u>0</u>    | % Black or African American      |
| <u>1</u>    | % Hispanic or Latino             |
| <u>89</u>   | % Asian/Pacific Islander         |
| <u>0</u>    | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

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: 1 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	4
<b>(4)</b>	Total number of students in the school as of October 1	389
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	0.01
<b>(6)</b>	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: 3 %  
13 Total Number Limited English Proficient  
 Number of languages represented: 3  
 Specify languages: Chinese, Japanese, Filipino

9. Students eligible for free/reduced-priced meals: 8 %  
 Total number students who qualify: 31

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

10. Students receiving special education services:  $\frac{5}{17}$  %  
 \*Total Number of Students Served  
 \*Includes two students identified as Developmental Delay, a category not listed below.

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>3</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>    </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>5</u>
Paraprofessionals	<u>2</u>	<u>2</u>
Support staff	<u>8</u>	<u>2</u>
Total number	<u>34</u>	<u>9</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	97%	97%	96%	97%	97%
Daily teacher attendance	*94%	97%	97%	NA	NA
Teacher turnover rate	16%	0%	14%	10%	15%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

\*Reflects attendance of two teachers on maternity leave

## PART III - SUMMARY

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*Ua nani 'o Nu'uaniu i ka lau o ke kawelu  
Ua Halawai aku la me ka makani nui*

Beautiful is Nu'uaniu with the kawelu grass  
There one always meets with the strong wind.  
--traditional Hawaiian *mele*

Approximately two short miles out of downtown Honolulu, a turn off the busy Pali Highway, tucked in a side pocket of lower Nu'uaniu Valley, one will find a small learning community, Nu'uaniu Elementary School. Its multi-unit, one-story redwood buildings spread out onto a campus made lushly green by the frequent rainfalls of Nu'uaniu. The commanding views of the Pacific Ocean with Honolulu Harbor to the south, of the Ko'olau Mountain Range with the Pali summit to the north, serve as reminders of a historical Hawaiian setting. This near-idyllic setting lends itself to the school's work to achieve its vision, "At Nu'uaniu Elementary School, we are Learners for Life" through its mission: to develop and nurture the knowledge, skills and capabilities of all so that we are able to use information wisely, adapt to change and pursue lifelong learning.

The students at Nu'uaniu Elementary School give a sense of Hawai'i's ethnic diversity. The largest ethnic group is Japanese, making up 43% of the student body, with Hawaiian/part-Hawaiian children at 17%, Filipino at 10%, Chinese at 9%. Other ethnic groups making up more than 20% of the school's population are: Korean, Portuguese, Samoan, and White.

Nu'uaniu's tradition of excellence and high academic achievement has made it attractive to parents in search of a school for their children. Many of them return proud of their alma mater hoping to have their children educated at Nu'uaniu. The sense of community, the convenient location for parents working in the metropolitan Honolulu area, students' grandparents who live in the district and provide child care before and after school, the proximity of foreign language schools, and YMCA/YWCA programs also add to the appeal of Nu'uaniu Elementary School. Approximately half of the students live in this community comprised of single dwelling homes, extended family residences, townhouses, and rental units; the remaining students reside out of district. The yearly requests from parents residing out of the attendance area far exceed the student capacity of the school.

Nu'uaniu Elementary School is fortunate to have a strong partnership with parents. An example of this partnership is an organization named Aikane o Nu'uaniu. This group was founded in 1975 and is made up of parents and faculty. Its work in fundraising and volunteer services has proved invaluable to the school. Fifteen years before the state provided after school care services, the efforts of Aikane o Nu'uaniu brought both before and after school care for the children of Nu'uaniu Elementary School. Today it continues its work to ensure before school child care for children whose parents have early work hours and a summer program. The success of this partnership is also evidenced by the participation of families at events that Aikane o Nu'uaniu sponsors. Annual events include Campus Beautification at least two times a year, the fall fundraisers that have the family participation rate of over 90%, and Family Fun Nite that allows families to work and play together. An important additional, less formal structure of support comes from the reinforcement of the work in classrooms when children go home to families in which education is highly valued and where academic skills are nurtured out of school. This support assists the teachers as they work with each child to develop their strengths and diminish their needs.

The student population as a whole at Nu'uaniu Elementary School is one that is academically successful. Given the high levels of achievement of their students, the faculty and staff have engaged in professional development to not only maintain, but also to improve levels of learning at the school; they model their school vision by being learners for life.

# PART IV – INDICATORS OF ACADEMIC SUCCESS

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## 1. Assessment Results

As a part of the Hawai'i State Department of Education, Nu'uaniu Elementary School participates in the annual Hawai'i State Assessment (HSA). HSA currently assesses student performance in Reading, Mathematics, and Writing. The Writing portion yields achievement data on student ability with regard to five dimensions of writing. The Reading and Math assessments provide norm-referenced and criterion-referenced results. The criterion-referenced results for Reading and Math indicate standards-referenced proficiency attainment and are part of the state's determination for Adequate Yearly Progress. Additional details on the Hawaii State Assessment are available at <http://arch.k12.hi.us/>

The Hawai'i State Assessment has four performance levels:

- **Well Below Proficiency:** Assessment results indicate that the student has demonstrated little or no knowledge and skills in the content standards for this grade.
- **Approaching Proficiency:** Assessment results indicate that the student has demonstrated some knowledge and skills in the content standards for this grade. With more support and effort, the student should be able to reach the proficient level.
- **Meets Proficiency:** Assessment results indicate that the student has demonstrated the knowledge and skills required to meet the content standards for this grade. The student is ready to work on higher levels in the content area.
- **Exceeds Proficiency:** Assessment results indicate that the student has demonstrated the knowledge and skills that exceed the content standards for this grade. The student is ready for more advanced work in the content area.

The performance of Nu'uaniu Elementary School has consistently been higher than the state averages. When examining Adequate Yearly Progress data for 2005, 76% of Nu'uaniu students met/exceeded proficiency in reading compared to 47% of students statewide. In the area of math, 50% of Nu'uaniu students met/exceeded proficiency as compared to 24% of students statewide. Furthermore, 100% of Nu'uaniu Elementary School students participated in the HSA testing compared to 97% statewide participation.

Achievement levels at Nu'uaniu remain high and increase annually. In a longitudinal study of three different cohort groups, the student performance improves from Grade 3 each year. Data is evidenced in the following tables.

<b>Reading Proficiency</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
Cohort A	79% in 2001-02	(Not tested)	86% in 2003-04	88% in 2004-05
Cohort B	75% in 2002-03	(Not tested)	85% in 2004-05	
Cohort C	68% in 2003-04	80% in 2004-05		
<b>Math Proficiency</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
Cohort A	30% in 2001-02	(Not tested)	54% in 2003-04	65% in 2004-05
Cohort B	29% in 2002-03	(Not tested)	56% in 2004-05	
Cohort C	40% in 2003-04	55% in 2004-05		

The Asian/Pacific Islander subgroup is the only NCLB subgroup whose numbers are large enough that percentages of this subgroup who meet proficiency can be reported with validity. Due to the ethnic composition of the school, the majority of students fall into the Asian/Pacific Islander subgroup. Therefore the performance of the students in this subgroup closely mirrors the academic performance of the school. The 2005 scores for the Asian/Pacific Islander subgroup were 81% in reading (compared to 80% of all students tested) and 55% in math (compared to 54% of all students tested).

## **2. Using Assessment Results**

The faculty at Nu'uaniu Elementary School has used annual assessment data to inform decisions regarding curriculum and instruction. Data is used to craft the school improvement plan, outlining the actions to be taken to improve achievement of their students. One of the most specific examples of assessment data shaping instruction came from a close look at the math performance by the school's students. When the scores indicated what teachers perceived as a gap between performance and potential for performance in mathematics, a schoolwide initiative took the form of writing to facilitate mathematical problem-solving. The analysis of the data also led the school to examine and select a research based math program for implementation in the school year 2005-2006.

In the area of reading, Nu'uaniu students generally demonstrate proficiency. The faculty determined that in order to increase the reading achievement and the number of students exceeding the state standards, consistency in teaching strategies needed to be developed. The teachers also directed their attention to those students not meeting proficiency and an intervention program called Reader Uplift was developed. The goal of the program was to provide the students approaching proficiency with strategies in reading that would help them meet Hawai'i's NCLB targets. The students who performed well below and approaching proficiency on the Hawai'i State Assessment were identified; this also allowed the classroom teachers to differentiate their instruction for these students.

## **3. Communicating Assessment Results**

Nu'uaniu Elementary School is able to communicate information about student performance through a number of vehicles:

- As part of a statewide system, the school's results for statewide test data is part of the public press releases disseminated by the Department of Education.
- Parents are provided with their child's summary report for the Hawaii State Assessment. The reports inform the parents of their child's proficiency as compared to those of the state and the complex and his or her instructional needs in the areas of reading and mathematics. Useful parts of the Instructional Needs Report include strategies that parents can use to help their child.
- The School Community Based Management Council reviewed the statewide test data determining the strength and need areas as they reviewed the school's Standards Implementation Design Action Plan.
- As Nu'uaniu transitions its School Community Based Management Council to the School Community Council, a community forum will be organized to specifically share the school's data, including the performance of Nu'uaniu Elementary School's students on the Hawaii State Assessment.
- The school's parent newsletter has been used to communicate information about the student achievement and the school's progress towards higher levels of achievement.
- As is the practice of other elementary schools in the Department of Education, the first report card of the school year is given to parents at a parent conference at which parents are able to discuss their child's classroom progress with their child's teacher. Student work collected in Progress Folios or Evidence Folders are shared with parents and used to explain the student's progress.



## 4. Sharing Success

As Nu'uaniu works to develop a Professional Learning Community, the ability to share and learn from each other within the school and other professionals is a continuing endeavor. Various vehicles have afforded Nu'uaniu Elementary School's teachers opportunities for professional sharing. One of the school's four Planning/Collaboration Days is a complex-wide activity putting teachers in contact with teachers from other schools in the complex. The day is used to address the complex area focus and provide teachers from the complex area schools the opportunity to share and learn from each other. To continue enlarging the circle of professional dialogue, Nu'uaniu also began partnering with schools within the complex to provide staff development for teachers.

Nu'uaniu Elementary School also participates in the complex-wide SALT (School Assessment Learning Team) initiative. The first year of a three year complex-wide assessment plan provided the learning of assessment best practices from notable national and international consultants in the area of classroom assessment. The school's SALT cadre continues to share and network with colleagues from Kindergarten to High School. Together, the cadres engage in collective inquiry, experiment with new ideas, and learn from one another. This blend of horizontal and vertical articulation helps to build consistency of practices in the students' K-12 experience. SALT meetings are held for Nu'uaniu's cadre to increase the understanding of assessment practices through professional dialogue. The cadre also works together with the school's teachers to share assessment best practices like using criteria, student self assessment, and collecting evidence.

# PART V – CURRICULUM AND INSTRUCTION

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## 1. Curriculum

To achieve Nu'uaniu Elementary School's vision, to nurture the emergence of lifelong learners, is to equip its students with an accumulation of skills and attitudes to see them through adulthood. Permeating all curricular areas are frameworks from the Hawai'i Content and Performance Standards. These include: technological literacy; career and life skills; the General Learner Outcomes; and, the standards for the various content areas:

**Language Arts.** Language Arts instruction at Nu'uaniu Elementary School encompasses the three strands of standards in the State's Language Arts standards: reading, writing, and oral communication. The inherent interdependence of these three language skills areas in building literacy is reflected in the selection and use of instructional materials. A literature-based basal is used schoolwide, augmented by literature/text sets. In addition, supplemental instructional materials with an emphasis on integrated language arts skills help build literacy.

**Math.** Nu'uaniu Elementary School relies on a schoolwide math series to ensure its students can progress to higher and more sophisticated levels of math by building on previously acquired skills and knowledge. The school is in the process of moving to a new math series to adequately address all clusters of math standards in HCPS, covering Number and Operation; Measurement; Geometry and Spatial Sense; Patterns, Functions, and Algebra; Data Analysis, Statistics, and Probability and also enhance student attainment of math skills and concepts.

**Science:** The organization of the science standards in HCPS helps guide science education at Nu’uanu Elementary School. A schoolwide program is used to teach the content and process of the Science standards. Laboratory activities supplement the program to have students experience and learn the inquiry process.

**Social Studies.** Social Studies education at Nu’uanu Elementary School encompasses five disciplines in social studies: History, Political Science, Cultural Anthropology, Geography, and Economics. The appropriate grade levels set the foundation for the K-12 continuum for the study of history (Discovering Hawai’i and the Pacific in Grade 4; Creating our Nation in Grade 5; Building our World Culture in Grade 6).

**Health/Physical Education.** The emphasis on lifelong fitness as set forth in HCPS for Health and Physical Education underscores the school’s vision of lifelong learners. Activities for Nu’uanu Elementary School students encompass movement and coordination, while exploring issues of health and wellness as a way of life.

**World Language.** A K-6 Hawaiian Studies program with instruction by PTTs who are kupuna (Hawaiian elders) gives Nu’uanu’s students exposure to the language, history, culture, and music/dance of their Pacific Island state.

**Fine Arts.** Nu’uanu Elementary School offers its students an exploration into various aspects of Fine Arts. In addition to the music and dance of Hawai’i in Hawaiian Studies, all classrooms provide visual arts activities. Students also participate in programs coordinated by both the Hawai’i Youth Opera Chorus, featuring the music, history, songs and dances of opera, and also by the Alliance for Drama Education, with exercises in movement and voice.

## **2. Reading**

A literature-based basal series sets the foundation for reading instruction for a systematic acquisition of reading skills and strategies by Nu’uanu Elementary School readers. Students in lower grades receive instruction in phonemic awareness and phonetics until Grade 2, when the emphasis shifts from learning to read and decoding written text to oral language to reading to learn and constructing meaning from text. Reading selections from the basal and teacher-selected literature provide opportunities for reader interactions with text. The use of these literature/text sets increase in the upper grades as readers become more prolific. In addition to the literature that is read with direct instruction, outside reading is a schoolwide expectation, with teachers occasionally adding a stipulation on a topic or genre of literature to be read; this activity is useful to help students both to develop a range of reading experiences, as well as to build habits for lifelong recreational reading.

A Reader Uplift Program provided supplemental intervention for students identified as potentially at-risk in not meeting proficiency at their grade level benchmarks. This pullout program gave students intensive practice at developing reading skills and strategies in small learning groups.

### **3. Mathematics**

The early years of test results applied for Adequate Yearly Progress under NCLB saw math scores of Nu'uaniu Elementary School students that were sufficient for meeting AYP and were relatively good in comparison to other schools in the Department of Education. The school's faculty members, however, saw their students as more proficient in math than indicated by these scores. Conscious effort was given schoolwide to classroom activities to include cooperative learning groups in math. Another schoolwide activity in math took the form of frequent practice in written responses to open-ended mathematical problems to build problem-solving skills. The results were noticeable. In one year the two grade levels tested showed dramatic increase in students meeting proficiency in math: from 29% in 2003 to 40% in 2004 for grade 3; from 41% in 2003 to 54% in 2004 for grade 5.

In addition to adjustment in math instruction driven by test data, the school's work with curriculum alignment has also prompted further change. Comparison of what was taught with the state's Hawai'i Content and Performance Standards revealed some gaps in the then-current instruction students were receiving. As a result, for the 2005-06 school year, Nu'uaniu Elementary School has elected to implement a different math series, one that more readily lends itself to greater congruence in curriculum, instruction, and assessment to HCPS in math education, and with greater provision for the use of manipulatives to help make abstract concepts more concrete.

### **4. Instructional Methods**

Faculty at Nu'uaniu Elementary School has determined common experiences for all students through these instructional methods:

- Teachers use criteria-building prior to student completion of a task. This practice establishes descriptors of quality work and sets focused targets for learners. Student participation in setting criteria for their work helps prepare them for self-reflection and self-assessment/evaluation.
- Teachers are collecting student work that illustrates the different levels of quality based on the criteria. This practice provides students with examples of quality.
- Teachers use a variety of assessments to determine the student's proficiency of the standards.
- Students have opportunity to work in cooperative groups, particularly in math. This provides a setting to realize the benefits from the social aspects of learning and develop skills for the state General Learner Outcomes for community contributors and effective communicators.
- Students are expected to demonstrate their learning through a variety of assessment tasks/vehicles that encompass various grade level benchmarks.
- Students are involved in the assessment process. Student learning and progress is captured through the use of progress folio, evidence binders, or document boxes of some kind. Students and teachers collect, organize, and reflect upon accomplishment and areas of improvement.

## 5. Professional Development

Two elements help give professional development for Nu'uaniu Elementary School faculty coherence: 1) a common theme of assessment and 2) a philosophical approach that sees collegial dialogue as the most valuable vehicle for professional development. The school's professional learning community started with the creation of a climate for sharing to take place; this sharing is evolving into a vehicle for staff development and a means for instructional decision-making and eventually becoming an integral part of the school's culture.

Issues and topics related to assessment have served as impetus for staff development. (The school's work with criteria-building [see Part V, #4—Instructional Methods] has been helpful in including students in the assessment of their own work.) The state's move to a standards-based report card has necessitated professional sharing, the need to evaluate student performance differently, and to evaluate it consistently became crucial. Nu'uaniu Elementary School teachers are part of the complex-wide assessment initiative. Each school developed a SALT—School Assessment Learning Team—which attends staff development sessions together extending the circle for professional conversation to teachers from other schools in the complex.

To underscore the importance of teacher participation in a professional learning community, resource personnel have been organized to create a schedule for team meetings twice a month for one-and-one-half hour blocks of time. This provides the grade level teachers the opportunity to learn, plan, share and have conversations to further professional knowledge that will benefit each student. The time is used to refine curriculum and instruction to meet the rigor of Hawai'i's Content and Performance Standards, to design assessment tasks to measure student achievement, and to examine student work to determine quality. As the teachers work together, common understandings and consistent practices begin to develop. These agreements will lead to schoolwide consistency.

Professional development has also included using information from assessment. Decisions driven by analysis and discussion of statewide assessment data resulted in immediate and significant results in student learning (see Part V, #3—Mathematics).

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS: Nu'uaniu Elementary School

Subject Reading Grade 3

Test Hawaii State Assessment

Edition/Publication Year 1<sup>st</sup>/2001 Publisher Hawaii Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001*
Testing month	April	April	April	April	Teacher Strike
<b>SCHOOL SCORES</b>					NONE
% At or Above Meets State Standards	70	68	75	79	
% At Exceeds State Standards	4	7	2	2	
Number of students tested	57	57	52	55	
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	
<b>SUBGROUP SCORES</b>					NONE
1. Asian/Pacific Islander					
% At or Above Meets State Standards	70	69	73	75	
% At Exceeds State Standards	2	6	2	2	
Number of students tested	50	51	49	48	
<b>STATE SCORES</b>					NONE
% At or Above Meets State Standards	52	47	43	43	
% At Exceeds State Standards	2	3	1	2	

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

**STATE CRITERION-REFERENCED TESTS: Nu'uaniu Elementary School**

Subject Mathematics Grade 3

Test Hawaii State Assessment

Edition/Publication Year 1<sup>st</sup>/2001 Publisher Hawaii Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001*
Testing month	April	April	April	April	Teacher Strike
<b>SCHOOL SCORES</b>					NONE
% At or Above Meets State Standards	44	40	29	30	
% At Exceeds State Standards	5	5	2	2	
Number of students tested	57	57	52	55	
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	
<b>SUBGROUP SCORES</b>					NONE
1. Asian/Pacific Islander					
% At or Above Meets State Standards	44	39	31	29	
% At Exceeds State Standards	6	6	2	2	
Number of students tested	50	51	48	48	
<b>STATE SCORES</b>					NONE
% At or Above Meets State Standards	29	27	24	20	
% At Exceeds State Standards	3	4	2	2	

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

**STATE CRITERION-REFERENCED TESTS: Nu'uauu Elementary School**

Subject Reading Grade 5

Test Hawaii State Assessment

Edition/Publication Year 1<sup>st</sup>/2001 Publisher Hawaii Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001*
Testing month	April	April	April	April	Teacher Strike
<b>SCHOOL SCORES</b>					NONE
% At or Above Meets State Standards	85	86	84	88	
% At Exceeds State Standards	17	9	4	13	
Number of students tested	52	57	56	59	
Percent of total students tested	100	100	100	98	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					NONE
1. Asian/Pacific Islander					
% At or Above Meets State Standards	83	84	82	87	
% At Exceeds State Standards	19	6	4	11	
Number of students tested	47	50	50	53	
<b>STATE SCORES</b>					NONE
% At or Above Meets State Standards	56	50	42	42	
% At Exceeds State Standards	2	2	1	1	

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

**STATE CRITERION-REFERENCED TESTS: Nu'uau Elementary School**

Subject Mathematics Grade 5

Test Hawaii State Assessment

Edition/Publication Year 1<sup>st</sup>/2001 Publisher Hawaii Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001*
Testing month	April	April	April	April	Teacher Strike
<b>SCHOOL SCORES</b>					NONE
% At or Above Meets State Standards	56	54	41	48	
% At Exceeds State Standards	10	5	4	4	
Number of students tested	52	57	56	59	
Percent of total students tested	100	100	100	98	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					NONE
1. Asian/Pacific Islander					
% At or Above Meets State Standards	53	52	40	47	
% At Exceeds State Standards	11	6	2	4	
Number of students tested	47	50	50	53	
<b>STATE SCORES</b>					NONE
% At or Above Meets State Standards	25	23	20	21	
% At Exceeds State Standards	2	2	1	2	

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