

SY 2010-2011 Quarterly B-Outcomes Report

1st Quarter Report

Name of School: Kahalu`u Elementary

Goal #1 #2 #3	Intermediate Student "B" Outcomes	Record	Reporting Quarter (s)	+/- Evidence of Outcomes (%)	If the outcome was not achieved, explain why. If there was no growths/minus growth, what interventions will occur?
1	During walkthroughs at least 85% of students are engaged in standards based, rigorous instruction as defined in the District's Teach for Success (T4S) Protocol.	T4S	First	Based on a summary of the T4S, 62% of the students are engaged in standards based rigorous instruction.	NOT MET - Teachers will be discussing and sharing engagement strategies during Professional Learning Team meetings.
1,3	On the reading assessment, at least 72% of the students achieve or exceed proficiency.	Common Assessment	First	Data Team assessment for reading shows that 75% of students achieve or exceed proficiency.	MET
1	On the AMAO1, at least 72% of the ELL students achieve or exceed proficiency.	AMAO1	First	Not available until the end of the school year.	A 10/21/10 notice stated that AMAO1 should not be used.
1	On a mathematics assessment, at least 64% of the students achieve or exceed proficiency.	Common Assessment	First	Data Team assessment for mathematics shows that 55% of students achieve or exceed proficiency.	NOT MET - Through the Data Team process, we will continue to identify, monitor and provide interventions for targeted students. Supplementary Math Program will be used for formative assessment and additional practice in targeted skill areas.
1	Seventy two percent of the RISE (Reading is Simply Essential) records show that parents are reading with/to their children in their homes.	Student Reading Logs	First	74% of students have met their RISE goal for the first quarter as evidenced by student reading logs.	MET

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1	On a formative assessment measuring the complex thinker general learner outcomes, 60% of students will achieve or exceed proficiency.	Common Assessment	First	87% of students achieve or exceed proficiency in an assessment measuring complex thinking.	MET
2	On the CSSS School-wide discipline profile, more than 90% of the students have no discipline referrals.	CSSS Data	First	94% of students have no referrals.	MET
2	Referral data shows that at least 90% of students in grades K and one do not require school adjustment intervention.	Referral Log	First	73% of kindergarten students did not require school adjustment intervention.	NOT MET – Kindergarten teachers, counselor and PSAP Educational Assistant will continue services for identified students.
2	More than 60% of students meet or exceed proficiency on a physical education assessment.	PE	First	79% of students are proficient or better on the PE assessment.	MET