Multi-Year Review of
University Laboratory School

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PREFACE

This is one of a series of annual reports that meet the requirements of the Hawai‘i Department of Education (HDOE) for public charter schools in Hawai‘i. University Laboratory School, which has a nearly 75-year history as an educational institution at the University of Hawai‘i at Mānoa, achieved charter school status in 2001. Since then it has been operated by Curriculum Research & Development Group (CRDG), College of Education, University of Hawai‘i at Mānoa under a contract with the Laboratory School Local School Board. Each year since the school achieved charter status, CRDG's Program Research and Evaluation Office has conducted internal evaluations (i.e., evaluations of one unit within the organization by another unit). The evaluation reports have addressed the self-evaluation requirements of the Hawai‘i Department of Education while providing an independent perspective on the Laboratory School. (Some portions of the report are provided by other CRDG offices.)

This year the HDOE Charter School Administrative Office (CSAO) is requiring all charter schools in their fifth year of existence to conduct and report a multi-year review. This report follows the outline that the CSAO provided for the review. The chapters address each of the major sections of that outline and provide the information required by the CSAO, supported by the results of analyses of the data that we have reported in previous annual internal evaluation reports or conducted solely in school year 2005–06. In addition, for each chapter in the multi-year review, we provide an appendix with tables and other supporting information for the chapter.

The authors extend their gratitude to the administrative staff of CRDG and of the Laboratory School for their extensive assistance in providing us with records and documentation during the past five years. We also are grateful to the Laboratory School students, parents, faculty, and staff for willingly completing questionnaires whenever requested. Mahalo!

SCHOOL MISSION STATEMENT

PURPOSE

The University Laboratory School serves dual purposes. First, it is committed to developing and delivering the best possible education to its enrolled students, with optimal participation by and support to its teachers, other staff, and parents. Second, in addition to serving this school community, it serves the educational research and development community as an inventing and testing ground for the quality curriculum and instruction that all educators and community members desire. Such service helps both the Laboratory School and other schools in reaching their goals of providing the best possible education for Hawai‘i’s children.

MISSION STATEMENT

The mission of the University Laboratory School is to provide the best possible education to its students while supporting the creation, evaluation, and dissemination of quality educational programs for all students and teachers, preschool through grade 12.

VISION

The University Laboratory School’s vision is that

- all students are taught in common classes, without segregation, using a curriculum emphasizing the ideals of a liberal education.
- all students are worthy of the best and are provided equal opportunity to participate in the life of the school.
- the school is a welcoming, supportive place for its students and their families, its teacher/researchers and staff.
- the school reflects the people of Hawai‘i, whom it serves as a laboratory for educational invention in partnership with the education and research and development communities.
- the state of Hawai‘i benefits from the work and products of the school.

I. Academic Program

In its outline for the multi-year charter school review, the Hawai‘i Department of Education’s (HDOE) Charter School Administration Office (CSAO) asked two questions about the school’s academic program:

1) Has the school made reasonable progress in meeting internally established Accountability Plan goals regarding the success of its academic program?

2) Has student performance significantly improved and/or been persistently strong on internal and external academic assessments?

To address these questions, in this section we report the results of our Senior Exit Survey, Alumni Survey, and School Quality Survey; report Laboratory School student awards and recognitions for SY 2005–06; discuss the students’ test and assessment scores; and summarize college acceptance rates over the past several years. Brief statements about the results from two previous evaluation reports (Brandon & Linke, 2004, 2005) are provided where appropriate.

Senior Exit Survey

We developed and administered the Senior Exit Survey for the purpose of monitoring graduating high school seniors’ perspectives on their experience at the Laboratory School. Administered annually, this survey provides a yearly assessment of graduating seniors’ perspectives. This is the second year the survey has been administered.

The survey’s questionnaire items were revised slightly from the version administered in 2005. The questions addressed student perceptions of the effort they put toward their education; their confidence in their ability to do well in each major subject area in college; their overall academic, social and extracurricular experiences; and their overall confidence in their ability to succeed after high school. The first 11 questions were in a Likert-scale format. We also included three open-ended items: “What did you like most about Laboratory School (please be specific)?”, “What, if anything, would you like to change about the Laboratory School (please be specific)?”, and “Please offer any additional comments that you would like to make about the Laboratory

School."

The survey was posted onto the World Wide Web so that it could be simultaneously accessed by all the students. The vice-principal of the Laboratory School administered the instrument in the school's computer laboratory to a total of 49 seniors in two groups. This represents a 94% completion rate by graduating Laboratory School seniors. In 2005, the completion rate was also 94%.

In Appendix A, Table A1, summary statistics for Likert scale questions 2–11 are presented. In Table A2, we show the results of a content analysis of the written responses to the two open-ended questions. The first open-ended question was answered by all of the subjects; 46 subjects answered the second open-ended question, and no students answered the third open-ended item ("Please offer any additional comments that you would like to make about the Laboratory School").

Items number 2–5 asked subjects to reflect on facets of their overall education using a 4-point Likert scale (*1* = poor, *2* = fair, *3* = good, *4* = excellent). Students' responses were relatively high across all of these four questions. The highest mean score for these four questions (3.33) was in response to the item, "How would you rate your opportunities for participation in sports activites at the Laboratory School?" The lowest mean (3.02) for these four items was for the question, "How would you rate your opportunities for extra-curricular activities at the Laboratory School?" In 2005, the highest mean (3.43) was in response to the item, "How would you rate your social experiences at the Laboratory School?", and the lowest mean (2.96) was in response to the item, "How would you rate your opportunities for extra-curricular activities at the Laboratory School?"

Item 6 in Table A1 asked students to rate their confidence in their ability to be successful in whatever they select to do after high school. This item used a 4-point Likert scale (ranging from *1* = not at all confident to *4* = completely confident). The average response to this item was 2.92. In 2005, the mean response, on a 6-point Likert scale, was 4.32. These two mean scores are roughly comparable and reflect fairly high confidence.

In items 7–11, students were asked to rate their level of confidence in their ability to do well in college in five core subject areas. As seen in Table A1, of the five school subjects, the highest average was shown for art (3.27 on 4-point scale, with *1* = not at all confident and *4* = completely

confident). All scores for the Laboratory School subjects except mathematics were above the mid-point (2.00). Mathematics scored the lowest at 1.88.

In 2005, we asked students to indicate their perception of the overall quality of Laboratory School instruction in each of the five core subjects on a 6-point Liket scale (ranging from *1* = low quality to *6* = high quality). English scored the highest (5.57) and mathematics scored the lowest (3.02).

The content of the responses to the first two open-ended items were analyzed and categorized independently by two reviewers. The reviewers discussed disagreement among their categorization until they reached consensus. A total of 17 categories were developed for answers to the two questions. Results of the content analysis are shown in Appendix A, Table A2.

In summary, Laboratory School exiting seniors indicated a high satisfaction with their overall education. Over the two years reported, students showed almost identical, strong confidence in their ability to be successful in whatever they select to do after high school. Over the two years, the students consistently identified art and English as core subjects in which they were most confident and reported confidence rating mean scores that were above the mid-point for all subjects, with the exception of mathematics in 2005.

PERCEPTIONS OF LABORATORY SCHOOL ALUMNI

The primary purpose of the Laboratory School is to adequately prepare all students for post secondary education, work, and responsible citizenship. We examined how well the school had achieved this goal by developing and administering an alumni survey about former students' academic preparation for post-secondary education. The survey was developed in 2003–04.

Instead of distributing the Alumni Survey to a sample of Laboratory School alumni from all the previous years (as was done in 2004), the 2006 survey was limited to only the 88 students who graduated in either 2001 or 2003. These years were chosen because the students could resonably be expected to have graduated from two-year and four-year institutions. We did extensive searches for the current contact information of these 88 alumni. We sent requests for current information by email and U.S. mail to the alumni or their parents. We received responses with current contact information for 59 of the 88 alumni. We then sent a Web version of the Alumni Survey via email to those for whom we had email addresses and paper versions to those

for whom we had only mailing addresses. Due to a low rate of response, a second round of survey mailings was conducted. The reponse rate was still low, with only 29 of the 88 students responding, representing 33% of the two graduating classes. In 2004, a slightly lower response rate (23%) was reported.

The survey results are shown in Appendix A, Tables A3–A11. Tables A3–A6 reflect information that was asked in the demographics section and employment section of the survey. Tables A7–A11 indicate alumni responses to department specific questions. The results are reported by item and are categorized by academic department. The results for 2004 are described in detail in the report for that year (Brandon & Linke, 2005).

The average (mean) responses to items about school subjects varied among ULS sections. These items addressed the extent to which alumni believed that ULS adequately prepared them for college. There were 17 items about English classes at the Laboratory School. The range of scores was 2.62–3.30 on a 1–4 scale. Out of the 17 items, 10 showed scores above 3.00. The average of all of the mean scores was 3.01, indicating relatively high overall alumni satisfaction with English preparation for secondary education. In 2004, the range of scores was from 2.64–3.55, with an overall average of 3.22.

There were nine items about mathematics. The range of scores was 2.66–3.10. Three of the nine mathematics items scored a mean at 3.00 or above. The average of all the score averages was 2.85. In 2004, the range of scores was from 2.54–2.97, with an overall average of 2.78.

The social studies section of the alumni survey included 11 items. The range of scores was 2.56–3.03. Of the 11 items, one item mean was above 3.00. The average of all of the question averages was 2.78. In 2004, the range of scores was from 2.60–3.20, with an overall average of 2.93.

There were 11 items about science. The range of scores was 2.11–2.65. None of the 11 items scored a mean above 3.00. The average of all of the item averages was 2.46. In 2004, the range of scores was from 2.47–3.02, with an overall average of 2.74.

There were 14 items about art on the survey. The range of scores was 2.50–3.38. Nine of the 14 items scored means that were above 3.00. The average of all of the score averages was 3.04. In 2004, the range of scores was from 2.82–3.55, with an overall average of 3.24. Less than a

third of all the respondents answered most of the items relating to art, reflecting the low number of art classes that they took in college.

In conclusion, Laboratory School alumni gave favorable reviews of their experiences at the school. As might be expected, there was some variation in the alumni results across school subjects. Former students reported that they believed that the instruction in some of the school subjects prepared them for college better than the instruction in some other subjects. Laboratory School faculty and administrators have made plans to address these differences. It should be noted, however, the ratings for all the subjects were high.

SCHOOL QUALITY SURVEY

Schools are commonly evaluated by examining their "climate" or overall quality. We evaluated overall quality by developing and administering a modified version of the Hawai‘i Department of Education's School Quality Survey (SQS) and by analyzing the data collected with the instrument for this report. The HDOE's Planning & Evaluation Office granted permission to adapt and use the survey for the Laboratory School. It has versions for teachers, high school students, middle school students, elementary school students, and parents. We described the adpatation of the survey previously (Brandon & Linke, 2004). The numbers and percentages of respondents were 19 elementary students in Grade 4 and 5 (95%), 136 middle school students (91%), 184 high school students (91%), 46 teachers (93%), and 218 parents (53%—notably high for a parent survey).

The HDOE has divided the SQS into subscales on the basis of content but provides no empirical basis for the subscales. We chose to develop subscales by conducting factor analyses of the high-school student results and the parent results. We analyzed the results on these two versions of the instrument because the *N*s of respondents were sufficiently large for doing factor analyses. The factor analyses were conducted using SAS (PROC FACTOR with varimax rotation). Items were assigned to the factor on which they were loaded the highest. Factors were used to define subscales. These factors were also used for presenting the results of the analyses of the middle and elementary school students results. Subscales were reported only if the reliability indexes (coefficient alpha) were sufficiently large. Because of the small number of responding teachers, and the incongruence of the parent or student subscales with the teacher items, the

teacher results are not categorized by subscale. Revisions were made in 2006 to the 2004 version of the survey, resulting in some different total scores between the two versions.

The subscales and the results on each are shown in Appendix A, Tables A12–A17. In Tables A12–A16, the results for the various respondent groups are given, and in Table A17, the results are compared across respondent groups. The results are reported by item and are categorized by relevant subscales. The coefficient alphas range from .61 to .89, which are not exceptionally high but are at acceptable levels.

In general, item mean scores were very high, reflecting favorably upon the Laboratory School. The parents' ratings of quality tended to be the highest, followed by elementary students, teachers, high-school students, and middle-school students.

Two subscales were defined for the elementary school version of the survey. The first subscale, "Instruction: Teacher/Student Interaction," scored a mean total score of 35.80 out of a maximum possible score of 44.00. In 2004, the total mean score for this subscale was 36.08. The second subscale for the elementary version was "School Environment." The mean total scale for this subscale was 21.00 (out of a maximum possible score of 28.00) in 2006 and 22.34 in 2004.

The middle school version of the survey had 4 distinct subscales. Mean total scores for the first subscale, "Instruction: Teacher/Student Interaction" were 34.25 (out of a maximum possible score of 44.00) in 2006 and 32.58 in 2004. The second subscale, "Satisfaction with Education," received a mean total score of 22.32 (out of a maximum possible score of 28.00) in 2006 and a mean total score of 21.60 in 2004. "School Environment," the third subscale, scored a mean total score of 18.69 (out of a maximum possible score of 28.00) in 2006 and 18.27 in 2004. The last subscale for the middle school version of the survey was "Computers;" it showed a mean total score of 4.58 (out of a maximum possible score of 8.00) in 2006 and 3.88 in 2004.

The high school version of the School Quality Survey also had the same four subscales as the middle school version. The first subscale, "Instruction: Teacher/Student Interaction" showed a mean total score of 28.37 (out of a maximum possible score of 40.00) in 2006 and scored 31.1 (out of a maximum possible score of 44.00) in 2004. The second subscale, "Satisfaction with Education," received a mean total score of 26.19 (out of a maximum possible score of 36.00) in 2006 and a mean total score of 25.96 in 2004. "School Environment," the third subscale, scored a

mean total score of 18.81 (out of a maximum possible score of 28.00) in 2006 and 20.90 in 2004. The final subscale for the high school version of the survey was "Computers"; it showed a mean total score of 5.48 (out of a maximum possible score of 8.00) in 2006 and 4.72 in 2004.

The parents version of the survey was comprised of five subscales. The first subscale, "Communication Between Parents and School," received a mean total score of 23.71 (out of a maximum possible score of 28.00) in 2006 and 20.31 (out of a maximum possible score of 24.00) in 2004. "Overall School Quality," the second subscale, had a mean total score of 19.48 (out of a maximum possible score of 24.00) in 2006 and 21.32 in 2004. The subscale "Safety and Student Behavior," received a mean total score of 13.63 (out of a maximum possible score of 16.00) in 2006 and 13.67 in 2004. Total mean scores for "Parental Involvement" were 13.35 (out of a maximum possible score of 16.00) in 2006 and 13.26 in 2004. The last subscale, "Parents' Work Schedules," showed a mean of 4.77 (out of a maximum possible score of 8.00) in 2006 and 4.79 in 2004.

The teacher version of the school quality survey was not divided into subscales. Total mean scores represent the instrument in its entirety.The total mean score was 143.47 (out of a maximum possible score of 172.00) in 2006 and 116.46 (out of a maximum possible score of 148.00) in 2004.

In conclusion, item mean scores for the School Quality Survey 2006 were generally very high, reflecting favorably upon the Laboratory School. The parents' ratings of quality tended to be the highest, followed by elementary students, teachers, high-school students, and middle-school students. Total mean subscale scores for the elementary school version of the survey dropped slightly in 2006 from 2004. All total mean scores for the subscales in the middle school version increased in 2006. High school mean total scores increased for two of the subscales and decreased for two of the subscales. One subscale for the parents version of the survey increased in 2006, one decreased, and three remained fairly consistent. Consistency was also shown in the total mean score for the teacher version across the two years reported.

STUDENT AWARDS, RECOGNITIONS, AND HONORS

Numerous Laboratory School students have been the recipients of prestigious national and community awards during SY 2005–06. These awards reflect many facets of academic and extra-

curricular student success. The awards are shown in Appendix A, Table A18. Awards for student athletic honors are presented in Appendix A, Table A19. The pattern of awards is similar to that presented in the two previous evaluation reports (Brandon & Linke, 2004, 2005).

Results on Student Tests and Assessments

For this report, we obtained Laboratory School student outcome data on several standardized tests, including the ACT, PLAN, SAT, PSAT, and the Hawai'i State Assessment. These measures of aptitude and achievement are administered to students annually.

We analyzed the data from these instruments in two ways. First, we examined trends over the years since becoming a charter school. The purpose of this analysis is to show the extent to which student performance has changed during this period. Second, when state or national results were available, we compared Laboratory School students' results with the results for their state or national counterparts. The purpose of this analysis was to examine how well the students performed relative to their peers.

In this section, we describe each instrument and the Laboratory School students' results. We give a summary of the results overall in Appendix A, Table A20.

ACT Assessment. The ACT Assessment (formerly the American College Testing program test) is an aptitude test designed to assess high school students' general educational development and to predict college performance. High school sophomores, juniors, and seniors typically complete the ACT Assessment, with a predominance of students representing the graduating class. An average of 37 students per year from the Laboratory School were administered the ACT over the four years reported here. The most recent year for which we have data is 2004–05.

As seen in Appendix A, Table A21, trends in average ACT scores from 2001–02 to 2004–05 are mixed. They show slight overall positive trends in the mathematics and science scores of Laboratory School students. Mathematics and science average scores decreased in 2003–04 and rebounded in 2004–05.

Scores for English and reading do not show consistently positive trends. English averages were the highest this year (22.2) for the four years reported. Reading scores fluctuated somewhat. Although the latest score shows a decrease in mean scores, there is no clear trend.

The composite score for the ACT increased in the 2004–05 school year to the second highest score reported for the four years.

Laboratory School students showed higher average scores than the state and national averages in 2004–05.

PLAN. As a "pre-ACT" aptitude test, PLAN is a strong predictor of success on the ACT Assessment. Typically, the PLAN is administered in the fall of the sophomore year. All Laboratory School students were administered the PLAN over the five years reported here.

The results for the PLAN are shown in Appendix A, Table A22. Average English, mathematics, and science reasoning scores for the PLAN were all at a 5-year low in 2005–06, while reading scores improved slightly from the previous two years. It should be noted, however, that ULS scores in 2005–06 are still above national averages reported for the PLAN test.

SAT. The SAT I: Reasoning Test (SAT) is a three-hour, standardized test that is intended to evaluate students' verbal and mathematical reasoning aptitude. Students usually take the SAT in the senior year of high school. All Laboratory School students took the SAT each year over the four years reported.

As seen in Appendix A, Table A23, verbal score results for Laboratory School students fluctuated since 2001 and were at a four-year low in 2004. In 2005, the verbal scores were the highest for the five years recorded. However, mathematics scores fluctuated over the five years, providing no discernable trend.

Results comparing Laboratory School students with their counterparts for the state and the nation show average verbal scores below the national average for three out of the five years. However, Laboratory School students scored above the state average in reading for every one of the five years reported. They also consistently scored considerably higher on the SAT mathematics section than their counterparts in both the state and the nation.

PSAT. The PSAT (Preliminary SAT) measures verbal reasoning skills, critical reading skills, mathematics problem-solving skills, and writing skills. Typically, students take the PSAT in their junior year of high school.

The PSAT results are shown in Appendix A, Table A24. They show quite mixed trends. The average verbal PSAT score has gone up and down over the five years reported, reaching the

highest average score in 2004–05. The average mathematics score had consistently decreased over the initial three year span, increased in 2004–05, and then dropped again in 2005–06 to the lowest score in the five years reported. Mean writing skills scores have increased overall, with the highest average score recorded for 2004–05.

Hawai'i State Assessment. The Hawai'i State Assessment (HSA) consists of tests in reading, mathematics and writing for Grades 3, 5, 8, and 10. HSA test results for 2002–05 are shown in Appendix A, Tables A25–A28. The results for Grades 3 and 5 should be interpreted with caution because of the low number of students (10) in each of the grades. Tables A25–A28 show the mean scores of the reading, mathematics and writing raw scores for each grade level.

Corresponding adjusted effect size scores are shown for ULS and the state in Figures A1–A4. The effect size is a measure of the practical significance of differences between years. Roughly speaking, effect sizes below .20 indicate no differences, effect sizes between .21 and .50 indicate small differences, effect sizes between .51 and .80 indicate moderate differences, and effect sizes greater than .80 indicate large differences. Effect sizes were used to compare test score statistics between the Laboratory School and the entire state.

Table A25 shows test score statistics for 2002. There is a consistent increase in effect size across grade levels, with larger effect sizes for higher grades. Effect sizes rise with grade level for reading, mathematics, and writing raw scores. This trend is also shown in Table A26, Table A27, and Table A28 which show results for 2003, 2004, and 2005, respectively. Except for Grade 3 writing scores in 2002 and 2003, the effect sizes tended to be moderate in Grades 3 and 5 in years 2002 through 2004. In 2005, effect sizes for Grades 3 and 5 generally decreased, with the exception of Grade 5 writing, which maintained a moderate effect size. The effect sizes for Grade 8 decreased in 2005. All effect sizes for Grade 10 are large.

Figure A1 shows effect sizes across four years for Grade 3 reading, mathematics, and writing raw scores. The mathematics effect size reached the lowest point in 2005 for the four years recorded. Reading and writing effect sizes both increased in 2004, but dropped in 2005 to below the 2002 levels.

Figure A2 shows the effect sizes across four years for Grade 5 reading, mathematics, and writing raw scores. Reading and mathematics scores for Grade 5 declined over the four years reported, with the biggest drop registering between 2004 and 2005 scores. Grade 5 writing score effect sizes between ULS and the state declined between 2002 and 2004, but increased in 2005 to the highest level for the four years reported.

Figure A3 shows effect sizes across four years for Grade 8 reading, mathematics, and writing raw scores. Effect sizes in all three subjects decreased from 2004 to 2005.

Figure A4 shows effect sizes across four years for Grade 10 reading, mathematics, and writing raw scores. The effect size in mathematics, though dropping in 2005, remained the larger than the effect sizes for reading and writing. Reading and writing both increased slightly between 2004 and 2005.

In summary, Laboratory School students have tended to score higher then the state average in all grades, particularly in the higher grades. The gap favoring the Laboratory School students has tended to diminish over the four years reported here.

Students' College Acceptance Rates

In Appendix A, Table A29, we show students' college acceptance results for the six school years from 2001–02 through 2005–06. Acceptance results are difficult to interpret clearly, because for two of the years, there was no information available about acceptance of some of the students. In one of the remaining two years (SY 2001–02), 96 percent of students indicated plans to attend college, and in SY 2004–05 and 2005–06 100% of ULS students reported plans to attend college.

Attendance Rates

Laboratory School student attendance rates, as given in Appendix A, Table A30, were high across the three years reported. The average daily attendance rate for all of SY 2005–06 was 96.7%. Average daily attendance in SY 2005–06 rates by month ranged from a high of 98.8% in August to a low of 95.4% for the month of January.

Alternative Authentic Assessment Instruments

The CSAO outline asks, "Has the school developed or utilized an Alternative Authentic Assessment instrument? If so what is that instrument, and what were the results?" The Laboratory School has not developed any alternative authentic assessment instruments at this time.

II. Organizational Viability

Progress In Meeting Accountability Plan Goals

In the multi-year review outline, the CSAO asked, "Has the school made reasonable progress in meeting internally established Accountability Plan goals regarding organizational viability?" Our answer is *yes*. ULS has a long history of organizational viability dating from 1931 when the school was transferred by the Territorial Legislature to the University of Hawai'i. Since 1966 it has been operated by CRDG. The school was and remains organizationally viable and stable as a laboratory in a research and development (R&D) environment operated by the University of Hawai'i at Mānoa. Employees are hired by the university. The university provides facilities and procurement and purchasing services. For more background information on CRDG, see "Educational Research at CRDG" in Appendix B.

School Financial Solvency and Stability

ULS, operated by CRDG, has been solvent each year since becoming a charter school. See Appendix F for the financial statement for 2005–2006. Financial statements for previous years will be provided on request.

Under UH policy, account expenditures cannot exceed funds allocated. CRDG has managed its charter school funds well each year. See Table 1. Unfortunately, under UH policy governing our charter school account, surplus funds cannot be carried over to the next year. We are currently working with UH to resolve this problem.

Table 1
Unexpended Balances Each Year Since 2002

Year Ending June 30	Unexpended Balance
2002	$5,387.46
2003	$11,171.37
2004	$28,439.46
2005	$5,461.13
2006	$0

Enrollment

The CSAO asked, "Is Enrollment Stable? Near Capacity? Growing?" Enrollment has been and remains stable at approximately 420 students in grades K–12. The school is at capacity for the facilities currently available to it. There are no plans for changing enrollment.

As seen in Appendix B, Table B1, the student body during SY 2005–06 consisted of 408 students. There were 9 to 10 students in each of the elementary grades (K–5), and 47 to 52 students in each of grades 6–12. The school had a total of 88 new students at the beginning of the school year. A total of nine students left the school during the year. More students were enrolled in 2005–06 in grade 7 than during any other year.

Students are selected to create a student body that is evenly distributed by gender, that reflects the ethnic distribution of Hawai‘i, and that includes a broad range of student academic achievement and family socioeconomic levels. To meet these requirements, students are selected from the applicant pool by lottery, using computer-generated random numbers. Further criteria are that parents must be willing to have their children participate in the research and development activities of CRDG-ULS and students must be willing participants.

As shown in Appendix B, Table B2, Laboratory School students represent diverse ethnicities. Of all the students in SY 2005–06, 22.3% reported their ethnicity as "other," perhaps indicating that they considered themselves to be of mixed ethnicities. Filipino and Japanese students each represented 16.7% of the student population. 15.2% reported themselves as part-Hawaiian, and 14% are Caucasian. All other groups are less than 10%. Ethnic representation in the Laboratory School across the last four years has been fairly consistent, reflecting the Laboratory School's goal to replicate the ethnic diversity present in Hawai‘i.

School Goverance and Management

ULS is governed by its Local School Board, which contracts with the CRDG to operate the school on its behalf. The school continues as a laboratory for curriculum research and development as it was before becoming a charter school. The school is managed by an administrative team consisting of the director of CRDG, a school principal, and two assistant administrators. The operation of CRDG and ULS is overseen by the dean of the College of Education.

Barriers to Success

Primary challenges have been political and have been, or are being, addressed:

1) While the COE dean supports the faculty in its need for a laboratory for education research and development, UH administrators and Board of Regents in the past have questioned the continued use of UH facilities by the charter school. At present this does not appear to be an issue.

2) Facilities are old and in need of repair and maintenance. This is a statewide issue. We are working on fundraising plans to address this issue.

3) A recent fire destroyed a 20,000 square foot building partially used by ULS for classrooms and offices. We are currently working with UH and an insurance company to provide temporary buildings to replace some of the space lost and on replacing the contents lost in the fire.

III. Faithfulness to Terms of the Charter

The CSAO asked two questions about the charter in its multi-year report outline:
1) "Has the school made reasonable progress in meeting internally established Accountability Plan for faithfulness to the terms of the charter?"
2) "Has the school's program and operation been consistent with the terms of its charter?"

We respond affirmatively. We have used the Detailed Implementation Plan, given in our charter application, as a guide to operating the ULS. There have been no significant changes in the operations proposed in the charter application and approved by the Board of Education.

Dissemination to Other Schools

The CSAO requested information about the extent to which the school has made efforts to disseminate models for replication and best practices to other schools and to the public. In keeping with the charge and expectation of all charter schools, the Laboratory School plays a vital role in developing innovations to improve learning, teaching, and assessment. Table C1 in Appendix C shows examples of work currently in progress in the Laboratory School. External funding sources are identified where appropriate.

An expectation of all charter schools is that they share successful innovations with other schools. The Laboratory School engaged in a number of dissemination activities in 2004–2006.

Partnership with Connections School

An example of close collaboration is Connections Public Charter School (CPCS). Since its inception CPCS has worked closely and formally with CRDG and the Laboratory School, providing an additional setting to further evaluate and revise CRDG-developed curricula and to develop new knowledge about learning, teaching, and assessment. The partnership has taken many forms, the combination of which results in the creation of a second laboratory in which to replicate the development and implementation of CRDG programs. In addition to using CRDG-developed programs in science, mathematics, English, and social studies, CPCS is an active partner in ongoing research and development of the Measure Up mathematics project. CPCS also supports the dissemination of CRDG curricula and provides follow-up support that helps newly trained teachers with effective implementation. In 2004, Connections School received a dissemination grant from the U.S. Department of Education to provide professional development to charter school and other teachers. CRDG was contracted to provide the professional development institutes using CRDG programs and Laboratory School teachers as instructors. A total of 113 teachers participated in institutes in Developmental Approaches in Science, Health

and Technology for elementary grades (83), Foundational Approaches in Science Teaching (30), Marine Science (7), mathematics (16), and Performance English (6).

HITS Science

Science faculty use the Hawai‘i Interactive Television System (HITS) to work with teachers throughout the state to upgrade science instruction in the elementary grades. Participants in the HITS programs have taken a professional development course to implement CRDG's award winning elementary science curriculum Developmental Approaches in Science, Health and Technology (DASH). The HITS programs, which are broadcast over cable television, provide field support to teachers on all the islands to help them implement the inquiry-based DASH program in their classrooms. The programs have been supporting elementary science education for over ten years and have served over 1,000 teachers. Recently, the program has helped teachers focus on action research in order to fulfill the DOE's new professional development requirements. The weekly sessions concentrate on grade level-specific science content, instructional and assessment strategies, sharing of classroom experiences, and guidance in preparing the required Learning Results Portfolio.

Graduate Fellows in K–12 Education

The Laboratory School continued its work with the National Science Foundation funded GK–12 project this year with 11 fellows working in 10 schools throughout the state. This partnership with the UH Ecology Evolution and Conservation Biology program works to upgrade fellows' communication skills, upgrade teachers' content knowledge about Hawai‘i's unique environment, and reduce the time between the generation of new scientific knowledge and its impact on student learning. CRDG provides the education component of the fellows' preparation, teaching them how to engage students and teachers in inquiry investigation related to their research. The Laboratory School serves as their training site.

Pacific Mathematics & Science Consortium

The Pacific Mathematics & Science Consortium is a joint project of Pacific Resources for Education and Learning and CRDG that has provided technical assistance to Hawai‘i and Pacific Island educators for past 12 years. CRDG/Laboratory School faculty provided mathematics and science curriculum and professional development, assessment, and other technical assistance services to Hawai‘i, American Samoa, the Republic of the Marshall Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), the Commonwealth of the Northern Marianas Islands, Guam, and the Republic of Palau.

Write Way: Journal Writing in Mathematics

The Laboratory School mathematics faculty frequently provide writing institutes for teachers focusing on the following goals:

1 Understanding at least three ways that writing tasks can be incorporated into their mathematics and science classes.
2 Learning how to implement writing in their classes.
3 Creating scoring methods to evaluate student writing.

Writing in mathematics is more than an instructional strategy. It is a technique that enhances student learning by a) creating opportunities for students to explain their thinking and processes; b) encouraging and motivating students to think beyond the rote procedures to the deeper level of understanding; and c) supporting communication strategies and social interaction in the classroom. This institute is offered to teachers in Grades 1–12 with supporting materials to use in the implementation phase of the institute

Phase-I Study of the Effects of Professional Development and Long-Term Support on Curriculum Implementation and Scaling-Up

This National Science Foundation research project is examining the impact of the professional development provided in CRDG's *Foundational Approaches in Science Teaching* (FAST) program. In collaboration with Stanford University and Sonoma State University, CRDG researchers are preparing alternative versions of *FAST* professional development and preparing the instruments for studying the implementation and outcomes of FAST. These will be used in a follow-up Phase-II randomized experimental national study to compare the current version of professional development with the alternatives. An interactive DVD is being developed using science classes at the Laboratory School to support teacher professional development.

Professional Development for Understanding

This project, funded by a $75,000 Improving Teacher Quality Higher Education grant, brings together a team consisting of ULS faculty, Connections PCS faculty, the Hawai‘i Department of Education, and Hawai‘i Community College to work with teachers in the Hilo/Laupāhoehoe/ Waiākea Complex. Calling on CRDG's long experience in working with students at ULS, this project uses an established teacher institute to deepen teachers' content knowledge and understanding of familiar mathematical concepts, broaden teachers' pedagogical skills, and provide support for the practical application of new knowledge to participants' mathematics curricula.

StarNet

StarNet: Casting a Broader Net Through Teaching and Technology began in 2005 with five schools in the Kaʻu/Keaʻau/Pāhoa Complex. The project builds on and extends work initially developed at ULS. In 2005–2006 StarNet developed earth science curricula based on CRDG's FAST 3 Change over Time program and extended it with distance learning technologies. The four cornerstones of the project are standards-based earth science content knowledge, research-based teaching and learning strategies, distance-learning enrichment, and parent and family involvement.

Mathematics Education Outreach

The CRDG/ULS mathematics faculty drawing on their experiences with diverse learners in ULS, are engaging teachers on Kauaʻi and Oʻahu in efforts to improve teaching and learning. On Kauaʻi faculty have been working with special education teachers focusing on algebraic content appropriate for all students, pedagogical strategies that support high student engagement and interaction, fundamental learning theories from which to build problem-solving abilities and algebraic understandings, and multi-dimensional assessment techniques.

In Waimānalo, faculty work with teachers in full-day institutes to support implementation of their mathematics program. Goals are to 1) enhance students' content knowledge in mathematics; 2) model the teaching of problem-solving within mathematics curricula; 3) develop and practice instructional strategies related to communication and other process standards; and 4) provide support and guidance as teachers implement new mathematics learning in their classrooms. The work in Waimanalo is supported by grants from the Harold K.L. Castle and Quadey Foundations.

Summer Programs for Students

CRDG continues to provide an active, experiential summer program at the Laboratory School with courses in science, mathematics, robotics, and computer technology for students in grades 4–12. The program is popular with students and teachers, some of whom are now in a second generation of participation.

APPLICABLE STATUTORY AND REGULATORY REQUIRMENTS

The CSAO asked, "Is the school within the bounds of the applicable statutory and regulatory requirements?" We respond affirmatively.

CHANGES TO THE CHARTER OR DETAILED IMPLEMENTATION PLAN

The CSAO also asked, "What significant changes have been made to charter/DIP? (Changes in school site, facilities, enrollments, grades, etc.)?" No significant changes have been made to the charter/DIP.

IV. Plans for the Future

School Accountability Plan

The Laboratory School Accountability Plan is part of the overall CRDG assessment plan of all its activities and projects. Beginning in 2001, CRDG formally established a new focus area for its R&D (design of school systems) and began focusing resources on the Laboratory School as an R&D project. While the school is widely recognized as successful with diverse learners, as substantiated by the high state test scores, graduation rates, and post-secondary enrollment, a plan was developed to systematically document what makes the school successful. In Appendix D Table D1, we show the types of data that are being collected from students, teachers, and parents that define the school's measurable objectives. These data are analyzed in the school's ongoing efforts to document results and successes. Additional resources and personnel time have now been directed to implementing the Accountability Plan for documentation, data collection and analysis, and reporting findings.

Forseen Changes

No significant changes to the charter/DIP are foreseen for the immediate future.

Plans for Facilities

As a result of the recent fire that destroyed University Elementary School building, we are currently re-evaluating and re-purposing use of existing space available to ULS. In addition, we expect, as part of the insurance settlement with the university, to have three temporary classrooms installed by mid November 2006 to accommodate classrooms and offices for which we do not have any other options. These immediate solutions will address the short-term crisis for space.

Looking to the longer term, we have been working with the university, the University of Hawai‘i Foundation, and parent volunteers to plan for raising private donations to renovate two existing buildings (University High School Building 3 built in 1957 and the Multipurpose Building built in 1963). Renovating these buildings will bring them up to modern standards for educational facilities. The second phase of the plan is to construct two additional wings on UHS 3 and build new classrooms and an auditorium adjacent to the MPB. The planning is currently in the feasibility study stage to determine whether the school can raise the required funding for the project. We plan to request financial assistance from state and federal charter school sources.

Appendix D provides the documentation of compliance requested.

V. Governance Policies

Local School Board Rules of Procedure

The current edition of Roberts Rules of Order as specified in the Local School Board bylaws governs the conduct of meetings.

Policies Adopted by the Local School Board

The CSAO asked that we "provide a list of policies adopted by the Local School Board, including conflict of interest, student discipline, personnel, procurement, health and safety, other significant policies." For these, please see Appendix E, Table E1.

Copies of Minutes of the Last Three Local School Board Meetings

Local School Board Minutes from meetings on 26 January 2006, 29 September 2005, and 16 June 2005 are provided in Appendix E, Items E1–E3.

REFERENCES

Brandon, P. R., & Linke, L. H. (2004). Internal Evaluation Of Education Laboratory School For School Year 2003–04 (Report No. 2003-04/1). Honolulu: University of Hawai‘i at Manoa, Curriculum Research & Development Group, Program Research and Evaluation Office.

Brandon, P. R., & Linke, L. H. (2005). Internal Evaluation Of Education Laboratory School For School Year 2004–05 (Report No. 2004-05/1). Honolulu: University of Hawai‘i at Manoa, Curriculum Research & Development Group, Program Research and Evaluation Office.

APPENDIX A: SUPPORTING INFORMATION FOR CHAPTER I

Senior Exit Survey 2005–06 Results (Tables A1–A2)

Alumni Survey 2006 Results (Tables A3–A11)

School Quality Survey 2006 Results (Tables A12–A17)

Student Awards, Recognitions, and Honors (Tables A18–A19)

Results on Student Tests and Assessments (Tables A20–A28, Figures A1–A4)

Students' College Acceptance Rates (Table A29)

Attendance Rates (Table A30)

Senior Exit Survey Results (Tables A1–A2)

Table A1. *Results on the 2006 ULS Senior Exit Survey*

(Items 2–5: 4-point Likert scale, *1* = poor, *2* = fair, *3* = good, *4* = excellent)

Item	Mean	St. dev.	S.e.$_M$	N
2. How would you rate your overall academic experiences at the Laboratory School?	3.14	0.68	0.10	49
3. How would you rate your social experiences at the Laboratory School?	3.31	0.77	0.11	49
4. How would you rate your opportunities for participation in sports activities at the Laboratory School?	3.33	0.83	0.12	49
5.How would you rate your opportunities for extra-curricular activities at the Laboratory School?	3.02	0.95	0.14	49
Total score (maximum possible = 16.00)	12.80	2.54	0.36	49

(Items 6–11: 4-point Likert scale, *1* = not at all confident, *2* = somewhat confident, *3* = mostly confident, *4* = completely confident)

Item	Mean	St. dev.	S.e.$_M$	N
6. Please rate your confidence about your ability to be successful in whatever you select to do after high school.	2.92	0.70	0.10	49
7. I feel confident that I will do well in my college English courses.	2.98	0.87	0.13	47
8.I feel confident that I will do well in my college mathematics courses.	1.88	0.82	0.12	48
9.I feel confident that I will do well in my college science courses.	2.77	0.76	0.11	47
10. I feel confident that I will do well in my college social studies courses.	2.77	0.72	0.10	48
11. I feel confident that I will do well in my college art courses.	3.27	0.92	0.14	44
Total score (maximum possible = 24.00)	16.35	2.78	0.42	43

Table A2. *Response Frequency Distribution for the Laboratory School Senior Exit Survey Qualitative Questions*

Categories of Comments	*N* and % of responses to the question, "What did you like most about the Laboratory School (please be specific)?"	*N* and % of responses to the question, "What, if anything, would you like to change about the Laboratory School (please be specific)?"
Ohana; friendly atmosphere	25 (30%)	—
Small size of school	18 (22%)	—
Teachers and staff	15 (18%)	3 (4%)
Performing and Visual Arts programs	7 (8%)	—
Diverse cultural atmosphere	5 (6%)	—
Quality education	3 (4%)	—
English program	2 (2%)	—
Social studies program	2 (2%)	—
Athletics program	2 (2%)	—
Mathematics program	—	19 (28%)
Physical environment	—	12 (17%)
Lunches/food	—	10 (14%)
Interviews/enrollment process	—	7 (10%)
Senior privileges	—	4 (6%)
AP courses	—	2 (3%)
Safety	—	1 (1%)
Miscellaneous	4 (5%)	11 (16%)
Total	83 (100%)	69 (100%)

Alumni Survey Results (Tables A3–A11)

Table A3. *Alumni Survey Respondents' Graduation Year, By Gender*

Graduation year	Gender				Total	
	Male		Female			
	N	%	*N*	%	N	%
2001	4	31%	8	50%	12	41%
2003	9	69%	8	50%	17	59%
Total	13	100%	16	100%	29	100%

Table A4. *Alumni Survey Respondents' Employment Status, By Gender*

Employment situation	Gender				Total	
	Male		Female			
	N	%	*N*	%	*N*	%
Part-time student; employed	3	23%	4	25%	7	24%
Part-time student; not employed	—	—	—	—	—	—
Full-time student; employed	5	38%	9	56%	14	48%
Full-time student; not employed	4	31%	1	6%	5	17%
Working part time	—	—	2	13%	2	7%
Working full time	1	8%	—	—	1	3%
Unemployed	—	—	—	—	—	—
Total	13	100%	16	100%	29	100%

Table A5. Alumni Survey Respondents' Highest Level of Education Completed, By Gender

Highest level of education completed	Gender				Total	
	Male		Female			
	N	%	*N*	%	*N*	%
High school diploma	2	15%	1	6%	3	10%
Presently attending college or university–not yet completed	9	69%	11	69%	20	69%
Two-year or technical college	—	—	1	6%	1	3%
Bachelor of arts or sciences	2	15%	3	19%	5	17%
Total	13	100%	16	100%	29	100%

Table A6. *Alumni Survey Respondents' Major, Minor, and Graduate School Field of Study*

Field of study	Undergraduate				Graduate field of study	
	Major		Minor			
	N	%	*N*	%	*N*	%
English	—	—	4	14%	4	14%
Education	3	10%	—	—	1	3%
Humanities	1	3%	—	—	—	—
Foreign language	—	—	4	14%	—	—
Natural sciences	3	10%	—	—	1	3%
Social sciences	1	3%	2	7%	—	—
Business	4	14%	—	—	—	—
Engineering	3	10%	—	—	1	3%
Performing arts	1	3%	2	7%	—	—
Other	12	41%	7	24%	5	17%
Not yet decided	—	—	6	21%	11	38%
No answer given	1	3%	4	14%	6	21%
Total	29	100%	29	100%	29	100%

Table A7. *Alumni Survey Descriptive Statistics for English*

Item	*N*	Mean	St. dev.	S.e.$_M$
1. Lab School English classes prepared me to select, read, and discuss a diverse range of books and stories in college.	27	3.04	0.71	0.14
6. Lab School English classes prepared me to understand and discuss the relationships between the literature I read in college and its historical and/or cultural roots.	27	2.89	0.85	0.16
8. Lab School English classes helped me develop my own writing voice and style in college.	27	3.30	0.87	0.17
12. Lab School English classes had applications in subjects and fields other than just college English.	27	2.93	0.96	0.18
15. Lab School English classes taught me to use writing in college to communicate experiences, descriptions, emotions, and ideas.	28	3.11	0.96	0.18
17. Lab School English classes helped me feel that the reading I do in college can be a pleasurable activity in and of itself.	28	2.86	1.08	0.20
20. Lab School English classes taught me how to draft, edit, and revise my college writing.	27	3.11	1.01	0.19
22. Lab School English classes helped me comprehend the content of college reading.	29	2.86	0.83	0.15
25. Lab School English classes taught me to use concrete sensory detail to enhance my college writing.	26	3.12	0.91	0.18
27. Lab School English classes helped me manage the amount of college reading.	29	2.62	0.82	0.15
31. Lab School English classes taught me to apply the conventions of writing (such as punctuation, spelling, and grammar) in order to write well and correctly in college.	26	3.15	0.97	0.19
36. Lab School English classes helped me develop a writing voice and style that was adequate for my college classes.	27	3.15	0.99	0.19
38. Lab School English classes gave me the vocabulary to talk about the mechanical aspects of my college writing.	29	2.90	0.98	0.18
42. Lab School English classes helped me articulate my thoughts when writing college papers.	27	3.04	0.98	0.19
46. Lab School English classes helped me to analyze and evaluate my own writing in college.	28	3.18	1.02	0.19
49. Lab School English classes gave me a means to express and organize my thoughts quickly when taking college tests.	28	2.89	0.99	0.19
58. Overall, my Lab School English classes helped prepare me for college.	29	3.10	0.98	0.18

Table A8. *Alumni Survey Descriptive Statistics for Mathematics*

Item	*N*	Mean	St. dev.	S.e.$_M$
2. Lab School mathematics classes developed my confidence as a problem solver in college.	28	2.75	0.93	0.18
7. Lab School mathematics classes helped me to develop problem-solving and reasoning skills that were valuable in college.	28	2.68	0.90	0.17
11.Lab School mathematics classes helped prepare me to recognize, describe, and generalize geometric patterns in college courses.	27	2.85	0.82	0.16
16. Lab School mathematics classes helped prepare me to select and use various types of mathematical arguments and methods of proof in college mathematics.	27	2.67	0.92	0.18
21. Lab School mathematics classes helped prepare me to understand the relationships between equations and graphs in college mathematics.	29	3.00	0.93	0.17
26. Lab School mathematics classes helped prepare me to read and interpret data from a variety of sources such as tables, graphs, charts, and other numerical displays in college.	29	3.07	0.88	0.16
32. Lab School mathematics classes helped me in my college courses by teaching me the techniques to solve basic equations and inequalities.	29	3.10	0.90	0.17
37. Lab School mathematics classes helped prepare me to solve problems using formulas and symbols in college.	29	2.90	0.98	0.18
59. Overall, my Lab School mathematics classes helped prepare me for college.	29	2.66	0.86	0.16

Table A9. *Alumni Survey Descriptive Statistics for Science*

Item	*N*	Mean	St. dev.	S.e.$_M$
4. Lab School science classes provided me with a working knowledge of scientific methods that helped me in college science courses.	25	2.64	0.99	0.20
14. Lab School science classes provided me with a working knowledge of the importance of mathematics as a language of science, preparing me for college science courses.	26	2.50	0.95	0.19
19. The education I received in Lab School science classes about the influence of science and society on each other helped me in college courses.	27	2.59	0.84	0.16
24. Lab School science classes gave me knowledge of environmental science concepts that helped me in college science courses.	26	2.65	0.89	0.17
29. Lab School science classes gave me knowledge of chemistry concepts that helped me in college science courses.	26	2.46	0.99	0.19
34. Lab School science classes gave me knowledge of physics or astronomy concepts that helped me in college science courses.	27	2.11	1.05	0.20
40. Lab School science classes gave me knowledge of biology concepts that helped me in college science courses.	25	2.56	1.00	0.20
44. Lab School science classes cultivated my interest in science.	28	2.54	0.92	0.17
48. Lab School science classes provided me with knowledge of the history of science that helped me in college science courses.	27	2.30	0.95	0.18
55. Lab School science classes provided me with an understanding of the philosophy of science that helped me in college science courses.	25	2.32	0.95	0.19
61. Overall, my Lab School science classes helped prepare me for college.	28	2.43	1.03	0.20

Table A10. *Alumni Survey Descriptive Statistics for Social Studies*

Item	*N*	Mean	St. dev.	S.e.$_M$
3. Lab School social studies classes provided me with a basic knowledge of the significant periods and events in Hawaii, United States, and World history that was useful in college.	27	2.70	0.82	0.16
9. Writing Lab School social studies research papers prepared me to organize and write history-related research papers in college.	25	2.56	0.96	0.19
13. Oral presentations in Lab School social studies classes prepared me to organize information and speak with confidence in front of others in college.	28	2.89	0.96	0.18
18. Lab School social studies group activities prepared me for working productively and effectively with others in group assignments in college.	29	3.03	0.82	0.15
23. Class discussions and role playing activities in Lab School social studies classes helped me learn to think on my feet and to effectively organize and present my thoughts or point of view in college classes.	28	2.86	0.93	0.18
28. Lab School social studies classes current events projects and presentations made me want to learn more about international, national, and local issues in college.	28	2.93	0.94	0.18
33. Lab School social studies classes provided a basic knowledge of the types of governments and political systems that was useful in college.	28	2.75	0.93	0.18
39. Lab School social studies classes provided a basic knowledge of economic systems (subsistence, mercantilist, capitalist, communist and socialist) that was useful in college.	29	2.62	0.94	0.17
45. Lab School social studies classes taught me theories about ethics that were useful in college.	29	2.83	0.85	0.16
52. Lab School social studies research assignments taught me how to find a variety of sources and how to evaluate and use them properly when writing history-related research papers in college.	28	2.75	0.84	0.16
60. Overall, my Lab School social studies classes helped prepare me for college.	28	2.68	0.77	0.15

Table A11. *Alumni Survey Descriptive Statistics for the Arts*

Item	*N*	Mean	St. dev.	S.e.$_M$
5. Lab School art classes provided me with a working knowledge of visual arts techniques and processes in a variety of media that helped me in college art classes.	21	3.38	0.74	0.16
10. Lab School art classes prepared me to create cohesive artworks in my college art classes.	20	3.30	0.73	0.16
30. Lab School art classes prepared me for my college art classes by helping me understand how art reflects society, culture, and history.	20	2.50	0.95	0.21
35. Lab School art classes helped me learn how to critique visual artworks in my college art classes.	20	2.90	0.97	0.22
41. Lab School art classes helped me form and defend judgments about artistic concepts in my college art classes.	19	2.89	0.88	0.20
43. Lab School art classes taught me to use the visual arts in college to communicate experiences, emotions, and ideas.	23	3.09	0.90	0.19
47. The education I received in Lab School visual arts classes about the influence of art and society on each other helped me in my college courses.	24	2.96	0.81	0.16
50. My Lab School experiences in the ceramics helped prepare me for college art classes.	18	3.11	0.90	0.21
51. My Lab School experiences in the fiber arts helped prepare me for college art classes.	17	3.06	0.90	0.22
53. My Lab School experiences in drawing and painting helped prepare me for college art classes.	19	3.22	1.00	0.24
54. My Lab School experiences in sculpture helped prepare me for college art classes.	14	2.85	1.07	0.30
56. My Lab School experiences in drama helped me prepare for college theater classes.	16	3.06	1.18	0.30
57. My Lab School experiences in music helped me prepare for college music classes.	19	3.16	0.96	0.22
62. Overall, my Lab School art classes helped prepare me for college.	23	3.13	0.87	0.18

School Quality Survey Results (Tables A12–A17)

Table A12. *School Quality Survey Questionnaire Results for Elementary Students (N=19)*

Item	Mean	St. dev.	S.e.$_M$
A. Instruction: Teacher/student interaction (coefficient α = .715)			
2. If I am having trouble learning something, my teacher usually finds other ways to help me understand it.	3.47	0.51	0.12
4. I have learned to evaluate my own work and keep track of my progress.	3.12	0.70	0.17
5. My teachers tell me how I am doing and how I can do better.	3.58	0.51	0.12
13. My teachers care about me and treat me with respect.	3.44	0.51	0.12
16. My teachers explain to me what they want me to learn.	3.16	0.69	0.16
17. My teachers give me extra help when I need it.	3.26	0.56	0.13
23. My teachers know what they are doing.	3.47	0.51	0.12
25. My teachers make learning interesting in different ways.	3.26	0.73	0.17
26. My teacher teaches in a way that is clear and easy to understand.	3.28	0.46	0.11
27. I know how well I am doing in class.	3.06	0.64	0.15
28. My teachers talk with me regularly about how I am doing in my classes.	2.56	0.70	0.17
Total score (maximum possible = 44.00)	35.80	3.51	0.91
B. School environment (coefficient α = .637)			
6. I feel safe at school.	3.38	0.72	0.18
7. Our school is clean and taken care of.	2.47	0.77	0.18
8. Most students are well behaved.	2.63	0.76	0.17
9. When students do not behave, problems are handled quickly and fairly.	2.95	0.78	0.18
10. Our school is a good place for learning.	3.37	0.50	0.11

Item	Mean	St. dev.	S.e.$_M$
11. I can talk to my teachers about almost anything.	3.21	0.85	0.20
15. Students get along with each other pretty well.	2.74	0.81	0.18
Total score (maximum possible = 28.00)	21.00	3.06	0.76
C. Items not in subscales			
1. My homework assignments help me learn.	3.17	0.71	0.17
3. We learn by doing things, not just by sitting and listening.	3.21	0.85	0.20
12. I can talk to my teachers, counselors, or other adults at school when I need to.	3.16	0.60	0.14
14. Students get to help make decisions about school rules and student activities.	3.00	0.69	0.16
18. I am able to use computers for my learning when I need to.	3.21	0.71	0.16
19. My teachers expect me to do quality work.	3.95	0.23	0.05
20. I can do different kinds of things that I like at school (for example, sports, art, and music).	3.44	0.86	0.20
21. If I could, I would go to a different school. *(Item was reverse-scored.)*	3.47	0.72	0.17
22. The school staff takes care of me if I get hurt or sick at school.	3.39	0.61	0.14
24. We have enough supplies, materials, and books to help us with our learning.	3.21	0.54	0.12
29. I think I am being taught well.	3.39	0.50	0.12
30. I enjoy coming to school.	3.39	0.85	0.20
31. I am learning a lot from my teachers.	3.47	0.70	0.16
32. I like the kinds of things I am learning at school.	3.21	0.71	0.16
33. I know who my principal is.	3.58	0.61	0.14
34. We use computers to do our classwork.	3.16	0.76	0.18

Table A13. *School Quality Survey Questionnaire Results for Middle School Students (N=136)*

Item	Mean	St. dev.	S.e.$_M$
A. Instruction: Teacher/student interaction (coefficient α = .874)			
4. My teachers teach in ways that are clear and easy to understand.	3.05	0.72	0.06
5. My teachers make learning interesting by using a variety of activities and providing choices for students.	2.99	0.80	0.07
6. If I am having trouble learning something, my teacher usually finds other ways to help me understand it.	3.08	0.68	0.06
8. I have learned to evaluate my own work and keep track of my progress.	3.21	0.66	0.06
9. My teachers tell me how I am doing and how I can improve.	3.26	0.70	0.06
17. My teachers care about me and treat me with respect.	3.16	0.76	0.07
19. At the beginning of the semester, my teachers tell me what they expect me to learn.	3.22	0.74	0.07
20. My teachers give me extra help when I need it.	3.26	0.68	0.06
27. My teachers are well prepared and know what they are doing.	3.15	0.81	0.07
29. I am aware of how well I am doing in my classes.	3.15	0.71	0.06
30. My teachers discuss my progress in class with me regularly.	2.40	0.76	0.07
Total score (maximum possible = 44.00)	34.25	5.61	0.59
B. Satisfaction with education (coefficient α = .753)			
1. My classes are preparing me well for the next grade level.	3.30	0.54	0.05
2. Our school offers quality education.	3.35	0.58	0.05
25. If I could, I would go to a different school. *(Item was reverse-scored.)*	3.07	1.14	0.11
31. I am satisfied with the education I am receiving.	3.17	0.77	0.07

Item	Mean	St. dev.	S.e.$_M$
32. I enjoy coming to school.	2.83	0.95	0.08
33. I am learning a lot in my classes.	3.17	0.76	0.07
36. My school work is challenging.	3.19	0.82	0.07
Total score (maximum possible = 28.00)	22.32	3.46	0.36
C. School environment (coefficient α = .835)			
10. I feel safe at school.	2.98	0.87	0.08
11. Our school is clean and taken care of.	2.33	0.82	0.07
12. Most students are well behaved.	2.44	0.82	0.08
13. Behavior problems are handled quickly and fairly.	2.55	0.90	0.08
14. The school environment is good for learning.	3.04	0.66	0.06
15. I can freely express my opinions or concerns to my teachers.	2.69	0.97	0.09
18. Students get along with each other pretty well at school.	2.76	0.74	0.07
Total score (maximum possible = 28.00)	18.69	4.33	0.43
D. Computers (coefficient α = .685)			
21. I get to learn about and work with computers regularly.	1.96	0.85	0.07
35. We use computers to do our classwork and to do research.	2.64	0.99	0.09
Total score (maximum possible = 8.00)	4.58	1.61	0.15
E. Items not in subscales			
3. My homework helps me learn course concepts.	3.02	0.68	0.06
7. We learn by doing things, not just by sitting and listening.	3.12	0.83	0.07
16. I can talk to my teachers, counselors, or other adults at school when I need to.	3.20	0.74	0.07
22. Students have opportunities to explore different interests.	2.66	0.90	0.08

Item	Mean	St. dev.	S.e.$_M$
23. My teachers expect me to do high quality work.	3.38	0.72	0.06
24. Our school has activities that meet my interests and needs (for example, sports, clubs, and music).	3.27	0.76	0.07
26. I get appropriate care if I get hurt or sick at school.	2.97	0.87	0.08
28. We have enough supplies, materials, and textbooks to help us with our studies.	2.89	0.87	0.08
34. I know who my principal is.	3.46	0.70	0.06

Table A14. *School Quality Survey Questionnaire Results for High School Students (N=184)*

Item	Mean	St. dev.	S.e.$_M$
A. Instruction: Teacher/student interaction (coefficient α = .874)			
6. My teachers teach in ways that are clear and easy to understand.	2.78	0.77	0.06
7. My teachers make learning interesting by using a variety of activities and providing choices for students.	2.70	0.84	0.07
8. If I am having trouble learning something, my teacher usually finds other ways to help me understand it.	2.89	0.80	0.06
9. I have learned to evaluate my own work and keep track of my progress.	2.91	0.71	0.05
10. My teachers tell me how I am doing and how I can improve.	2.90	0.77	0.06
18. My teachers care about me and treat me with respect.	2.96	0.78	0.06
20. My teachers give me extra help when I need it.	3.06	0.65	0.05
27. My teachers are well prepared and know what they are doing.	2.82	0.66	0.05
29. I am aware of how well I am doing in my classes.	2.83	0.69	0.05
30. My teachers discuss my progress in class with me on a regular basis.	2.34	0.72	0.05
Total score (maximum possible = 40.00)	28.37	5.13	0.47
B. Satisfaction with education (coefficient α = .806)			
1. My classes are preparing me well for future education and work.	3.03	0.62	0.05
2. Our school offers quality education.	3.08	0.67	0.05
3. Classroom lessons and learning activities help me achieve course expectations.	3.03	0.59	0.04
5. My teachers teach me higher-level thinking and problem-solving skills.	2.94	0.70	0.05
25. If I could, I would go to a different school. *(Item was reverse-scored.)*	2.51	1.01	0.08

Item	Mean	St. dev.	S.e.$_M$
32. I am satisfied with the education I am receiving.	2.75	0.71	0.05
33. I enjoy coming to school.	2.57	0.87	0.07
34. I am learning a lot in my classes.	2.82	0.68	0.05
37. My school work is challenging.	2.94	0.71	0.05
Total score (maximum possible = 36.00)	26.19	4.29	0.42
C. School environment (coefficient α = .836)			
11. I feel safe at school.	2.94	0.79	0.06
12. Our school is clean and well maintained.	2.28	0.81	0.06
13. Most students are well behaved.	2.40	0.77	0.06
14. Discipline problems are handled quickly and fairly.	2.46	0.85	0.07
15. The environment is good for learning.	2.84	0.66	0.05
16. I can freely express my opinions or concerns to my teachers.	2.82	0.86	0.07
19. Students get along with each other pretty well.	2.87	0.69	0.05
Total score (maximum possible = 28.00)	18.81	3.91	0.34
D. Computers (coefficient α = .661)			
21. I get to learn about and work with computers regularly.	2.59	0.82	0.06
36. We use computers to do our classwork and to do research.	2.87	0.71	0.05
Total score (maximum possible = 8.00)	5.48	1.32	0.10
E. Items not in subscales			
4. My homework helps me learn course concepts.	2.83	0.72	0.06
17. I can talk to my teachers, counselors, or other adults at school when I need to.	3.02	0.79	0.06
22. I have adequate time for classroom learning.	2.91	0.59	0.05
23. My teachers expect me to do high quality work.	3.29	0.59	0.04

Item	Mean	St. dev.	S.e.$_M$
24. Our school has activities that meet my interests and needs (for example, sports, clubs, and music).	2.83	0.86	0.07
26. I get appropriate care if I get hurt or sick at school.	2.82	0.78	0.06
28. We have enough supplies, materials, and textbooks to help us with our studies.	2.57	0.82	0.06
31. I get help from my counselor when I need it.	2.82	0.78	0.06
35. I know who my principal is.	3.27	0.77	0.06

Table A15. *School Quality Survey Questionnaire Results for Parents (N=218)*

Item	Mean	St. dev.	$S.e._M$
A. Communication between parents and school (coefficient α = .886)			
5. Teachers tell me how well my child is doing in his or her classes.	3.24	0.72	0.05
6. Teachers provide suggestions for my child's improvement when needed or requested.	3.34	0.62	0.04
16. At the beginning of the school year, my child's teacher clearly tells me what he or she is expected to learn.	3.50	0.62	0.04
17. Teacher(s) provide extra help when my child needs it.	3.49	0.54	0.04
22. School staff keep me informed about what goes on at the school.	3.18	0.70	0.05
23. School staff clearly tell me what their goals are.	3.25	0.66	0.05
37. I am aware of the expectations each teacher has for my child.	3.42	0.60	0.04
Total score (maximum possible = 28.00)	23.71	3.45	0.27
B. Overall school quality (coefficient α = .869)			
1. The Lab School prepares students well for the next grade level.	3.56	0.53	0.04
2. The Lab School offers quality education.	3.64	0.50	0.03
3. My child has homework that enhances his or her classroom learning.	3.39	0.59	0.04
24. If I could, I would send my child to a different school. *(Item was reverse-scored.)*	3.43	0.69	0.05
25. I am satisfied with how much my child is learning at school.	3.39	0.65	0.04
35. I would recommend the Lab School to other parents.	3.76	0.45	0.03
Total score (maximum possible = 24.00)	19.48	1.78	0.13
C. Safety and student behavior (coefficient α = .848)			
7. My child feels safe at school.	3.56	0.59	0.04

Item	Mean	St. dev.	S.e.$_M$
9. Most students are well behaved.	3.29	0.56	0.04
10. The administration handles behavior problems quickly and fairly.	3.40	0.64	0.05
27. I feel my child is free from threats, bullying, and harassment at school.	3.29	0.68	0.05
Total score (maximum possible = 16.00)	13.63	2.01	0.16
D. Parental involvement (coefficient α = .606)			
13. Parents and staff can talk with one another openly and with respect.	3.49	0.55	0.04
28. I check my child's homework regularly.	3.09	0.79	0.05
29. I talk to my child about school regularly.	3.61	0.53	0.04
32. I take part in and support school activities.	3.12	0.62	0.04
Total score (maximum possible = 16.00)	13.35	1.62	0.12
E. Parents' work schedules (coefficient α = .749)			
33. My work schedule makes it hard for me to attend school activities outside of school hours. *(Item was reverse-scored.)*	2.43	0.84	0.06
34. My work schedule makes it hard for me to attend classroom activities. *(Item was reverse-scored.)*	2.80	0.87	0.06
Total score (maximum possible = 8.00)	4.77	1.52	0.11
F. Items not in subscales			
4. Teachers emphasize student thinking and problem-solving, not just memory work.	3.68	0.47	0.03
8. The Lab School is clean and well maintained.	2.84	0.77	0.05
11. The environment is orderly and supports learning.	3.41	0.56	0.04
12. I can freely express my opinions or concerns to the staff.	3.46	0.58	0.04
14. The staff responds to parent concerns in a timely manner.	3.39	0.63	0.05
15. My child's teachers really care about and respect the students.	3.49	0.56	0.04

Item	Mean	St. dev.	S.e.$_M$
18. Students have regular access to computers for their school work.	3.05	0.74	0.06
19. The school staff expects all students to learn at a high level.	3.50	0.57	0.04
20. ULS provides sufficient activities to meet my child's interests and talents (for example, sports, clubs, and music).	3.36	0.66	0.05
21. Programs meet the special needs of children.	3.25	0.65	0.06
26. If my child became ill or injured at school, he or she would get the care needed.	3.43	0.52	0.04
30. My child's teachers are well prepared and know what they are doing.	3.49	0.58	0.04
31. ULS welcomes parents and encourages them to be involved in all kinds of ways.	3.41	0.67	0.05
36. There are enough resources available in the Lab School to sustain the educational programs.	3.17	0.80	0.06

Table A16. *School Quality Survey Questionnaire Results for Teachers (N=46)*

Item	Mean	St. dev.	$S.e._M$
1. ULS prepares students well for the next grade level.	3.42	0.70	0.11
2. ULS offers quality education.	3.69	0.63	0.09
3. My teaching and learning activities help students become academically successful.	3.67	0.60	0.09
4. My curriculum and instructional strategies emphasize higher-level thinking and problem solving skills.	3.67	0.63	0.09
5. I use a variety of teaching strategies and learning activities to help students learn.	3.65	0.71	0.10
6. My instruction includes the active participation of students.	3.87	0.50	0.07
7. I teach students how to assess their own progress and how to set their own learning goals so they may become independent learners.	3.39	0.68	0.10
8. In most ways being a teacher at the Lab School is close to ideal.	3.09	0.87	0.13
9. I give students a variety of ways to show how well they have learned (for example, projects, portfolios, or presentations).	3.42	0.75	0.11
10. I give students and parents feedback on student progress.	3.41	0.65	0.10
11. I provide suggestions for student improvement when requested.	3.70	0.59	0.09
12. I use the results of tests and other assessments to plan and adjust my instruction.	3.52	0.78	0.12
13. I feel safe at school.	3.57	0.69	0.10
14. ULS is clean and well maintained.	2.31	0.87	0.13
15. Most of the students in our school are well behaved.	2.98	0.72	0.11
16. Behavior problems are handled quickly and fairly.	2.93	0.82	0.13
17. The conditions under which I teach at the Lab School are excellent.	2.61	0.86	0.13

Item	Mean	St. dev.	S.e.$_M$
18. The environment is orderly and supports learning.	2.87	0.75	0.11
19. I can freely express my opinions or concerns to the administrators.	3.34	0.78	0.12
20. There is open communication among administrators, teachers, other staff, and parents.	2.93	0.84	0.13
21. Teachers and administrators respond to students' and parents' concerns or suggestions in a timely manner.	3.30	0.69	0.11
22. School staff shows that they care about and respect students.	3.48	0.72	0.11
23. Teachers are involved in planning and decision-making about matters that affect them.	2.58	0.96	0.15
24. Administrators, teachers, and other staff treat each other with respect.	3.45	0.63	0.09
25. I encourage parents to come to my classroom and welcome them when they come.	3.24	0.73	0.11
26. I am satisfied with my being a teacher at the Lab School.	3.25	0.49	0.07
27. Expectations for student learning in my class are clearly articulated to parents and students early in the school year.	3.69	0.47	0.07
28. I have the time and resources to give students extra help when they need it.	3.40	0.69	0.10
29. I have access to computers that I need to teach effectively.	3.00	0.89	0.13
30. Instructional time is flexible and organized to support student learning.	3.02	0.83	0.13
31. ULS faculty and staff have high academic standards and high performance expectations for all students.	3.59	0.50	0.08
32. So far at the Lab School I have gotten the important things I want in being a teacher.	3.16	0.68	0.10

Item	Mean	St. dev.	S.e.$_M$
33. School activities meet students' interests and needs (for example, sports, clubs, and music).	3.35	0.59	0.10
34. Programs meet the special needs of students.	2.94	0.90	0.16
35. ULS provides ongoing professional development opportunities.	2.60	1.01	0.16
36. Administrators, teachers, and staff work together effectively to achieve ULS goals.	3.00	0.77	0.12
37. School staff keep parents informed of what goes on at the school.	3.37	0.56	0.10
38. School staff clearly communicate their goals to staff, parents, and students.	3.31	0.54	0.09
39. I would send my own child to ULS.	3.37	0.77	0.12
40. I am satisfied with how well my students are achieving.	3.22	0.47	0.07
41. If I could choose my job over again, I would change almost nothing.	2.75	0.97	0.15
42. I am satisfied with the school leadership.	2.93	0.78	0.12
43. I know what the schoolwide learner outcomes are.	2.91	0.82	0.14
Total score (maximum possible =172 .00)	143.47	16.55	4.01

Table A17. *Comparison of School Quality Survey Mean Scores Among Respondent Groups* (Standard deviations are shown in parentheses. *N* elementary=19; *N* middle = 136; *N* high = 184; *N* teacher = 46; *N* parent = 218)

Item (E=elementary school; M=middle school; H=high school; T=teacher; P=parent)	Elementary	Middle	High	Teacher	Parent
1. My classes are preparing me well for the next grade level. (M) 1. My classes are preparing me well for future education and work. (H) 1. ULS prepares students well for the next grade level.(T) 1. The Lab School prepares students well for the next grade level. (P)	—	3.30 (.54)	3.03 (.62)	3.42 (.70)	3.56 (.53)
2. Our school offers quality education. (M) 2. Our school offers quality education. (H) 2. ULS offers quality education. (T) 2. The Lab School offers quality education. (P)	—	3.35 (.58)	3.08 (.67)	3.69 (.63	3.64 (.50)
3. Classroom lessons and learning activities help me achieve course expectations. (H) 3. My teaching and learning activities help students become academically successful. (T)	—	—	3.03 (.59)	3.67 (.60)	—
1. My homework assignments help me learn.(E) 3. My homework helps me learn course concepts. (M) 4. My homework helps me learn course concepts. (H) 3. My child has homework that enhances his or her classroom learning. (P)	3.17 (.71)	3.02 (.68)	2.83 (.72)	—	3.39 (.59)
5. My teachers teach me higher-level thinking and problem-solving skills. (H) 4. My curriculum and instructional strategies emphasize higher-level thinking and problem solving skills. (T) 4. Teachers emphasize student thinking and problem-solving, not just memory work. (P)	—	—	2.94 (.70)	3.67 (.63)	3.68 (.47)
26. My teacher teaches in a way that is clear and easy to understand.(E) 4. My teachers teach in ways that are clear and easy to understand.(M) 6. My teachers teach in ways that are clear and easy to understand. (H)	3.28 (.46)	3.05 (.72)	2.78 (.77)	—	—
25. My teachers make learning interesting in different ways.(E) 5. My teachers make learning interesting by using a variety of activities and providing choices for students. (M) 7. My teachers make learning interesting by using a variety of activities and providing choices for students. (H) 5. I use a variety of teaching strategies and learning activities to help students learn. (T)	3.26 (.73)	2.99 (.80)	2.70 (.84)	3.65 (.71)	—

Item (E=elementary school; M=middle school; H=high school; T=teacher; P=parent)	Elementary	Middle	High	Teacher	Parent
2. If I am having trouble learning something, my teacher usually finds other ways to help me understand it.(E) 6. If I am having trouble learning something, my teacher usually finds other ways to help me understand it. (M) 8. If I am having trouble learning something, my teacher usually finds other ways to help me understand it. (H)	3.47 (.51)	3.08 (.68)	2.89 (.80)	—	—
3. We learn by doing things, not just by sitting and listening. (E) 7. We learn by doing things, not just by sitting and listening. (M) 6. My instruction includes the active participation of students. (T)	3.21 (.85)	3.12 (.83)	—	3.87 (.50)	—
4. I have learned to evaluate my own work and keep track of my progress.(E) 8. I have learned to evaluate my own work and keep track of my progress.(M) 9. I have learned to evaluate my own work and keep track of my progress.(H) 7. I teach students how to assess their own progress and how to set their own learning goals so they may become independent learners. (T)	3.12 (.70)	3.21 (.66)	2.91 (.71)	3.39 (.68)	—
5. My teachers tell me how I am doing and how I can do better.(E) 9. My teachers tell me how I am doing and how I can improve. (M) 10. My teachers tell me how I am doing and how I can improve. (H) 10. I give students and parents feedback on student progress. (T) 5. Teachers tell me how well my child is doing in his or her classes. (P)	3.58 (.51)	3.26 (.70)	2.90 (.77)	3.41 (.65)	3.24 (.72)
11. I provide suggestions for student improvement when requested. (T) 6. Teachers provide suggestions for my child's improvement when needed or requested. (P)	—	—	—	3.70 (.59)	3.34 (.62)
6. I feel safe at school.(E) 10. I feel safe at school. (M) 11. I feel safe at school. (H) 13. I feel safe at school. (T) 7. My child feels safe at school. (P)	3.38 (.72)	2.98 (.87)	2.94 (.79)	3.57 (.69)	3.56 (.59)
7. Our school is clean and taken care of. (E) 11. Our school is clean and taken care of. (M) 12. Our school is clean and well maintained. (H) 14. ULS is clean and well maintained. (T) 8. The Lab School is clean and well maintained. (P)	2.47 (.77)	2.33 (.82)	2.28 (.81)	2.31 (.87)	2.84 (.77)

Item (E=elementary school; M=middle school; H=high school; T=teacher; P=parent)	Elementary	Middle	High	Teacher	Parent
8. Most students are well behaved. (E) 12. Most students are well behaved.(M) 13. Most students are well behaved. (H) 15. Most of the students in our school are well behaved.(T) 9. Most students are well behaved.(P)	2.63 (.76)	2.44 (.82)	2.40 (.77)	2.98 (.72)	3.29 (.56)
9. When students do not behave, problems are handled quickly and fairly.(E) 13. Behavior problems are handled quickly and fairly.(M) 14. Discipline problems are handled quickly and fairly.(H) 16. Behavior problems are handled quickly and fairly. (T) 10. The administration handles behavior problems quickly and fairly. (P)	2.95 (.78)	2.55 (.90)	2.46 (.85)	2.93 (.82)	3.40 (.64)
10. Our school is a good place for learning. (E) 14. The school environment is good for learning. (M) 15. The environment is good for learning. (H) 18. The environment is orderly and supports learning. (T) 11. The environment is orderly and supports learning. (P)	3.37 (.50)	3.04 (.66)	2.84 (.66)	2.87 (.75)	3.41 (.56)
11. I can talk to my teachers about almost anything.(E) 15. I can freely express my opinions or concerns to my teachers.(M) 16. I can freely express my opinions or concerns to my teachers.(H) 19. I can freely express my opinions or concerns to the administrators. (T) 12. I can freely express my opinions or concerns to the staff. (P)	3.21 (.85)	2.69 (.97)	2.82 (.86)	3.34 (.78)	3.46 (.58)
12. I can talk to my teachers, counselors, or other adults at school when I need to.(E) 16. I can talk to my teachers, counselors, or other adults at school when I need to.(M) 17. I can talk to my teachers, counselors, or other adults at school when I need to.(H) 20. There is open communication among administrators, teachers, other staff, and parents. (T) 13. Parents and staff can talk with one another openly and with respect.(P)	3.16 (.60)	3.20 (.74)	3.02 (.79)	2.93 (.84)	3.49 (.55)
21. Teachers and administrators respond to students' and parents' concerns or suggestions in a timely manner. (T) 14. The staff responds to parent concerns in a timely manner. (P)	—	—	—	3.30 (.69)	3.39 (.63)

Item (E=elementary school; M=middle school; H=high school; T=teacher; P=parent)	Elementary	Middle	High	Teacher	Parent
13. My teachers care about me and treat me with respect.(E) 17. My teachers care about me and treat me with respect.(M) 18. My teachers care about me and treat me with respect.(H) 22. School staff shows that they care about and respect students.(T) 15. My child's teachers really care about and respect the students.(P)	3.44 (.51)	3.16 (.76)	2.96 (.78)	3.48 (.72)	3.49 (.56)
14. Students get to help make decisions about school rules and student activities. (E) 23. Teachers are involved in planning and decision-making about matters that affect them. (T)	3.00 (.69)	—	—	2.58 (.96)	—
15. Students get along with each other pretty well.(E) 18. Students get along with each other pretty well at school.(M) 19. Students get along with each other pretty well.(H) 24. Administrators, teachers, and other staff treat each other with respect.(T)	2.74 (.81)	2.76 (.74)	2.87 (.71)	3.45 (.63)	—
16. My teachers explain to me what they want me to learn. (E) 19. At the beginning of the semester, my teachers tell me what they expect me to learn. (M) 27. Expectations for student learning in my class are clearly articulated to parents and students early in the school year. (T) 16. At the beginning of the school year, my child's teacher clearly tells me what he or she is expected to learn. (P)	3.16 (.69)	3.22 (.74)	—	3.69 (.47)	3.50 (.62)
17. My teachers give me extra help when I need it. (E) 20. My teachers give me extra help when I need it. (M) 20. My teachers give me extra help when I need it. (H) 28. I have the time and resources to give students extra help when they need it. (T) 17. Teacher(s) provide extra help when my child needs it. (P)	3.26 (.56)	3.26 (.68)	3.06 (.65)	3.40 (.69)	3.49 (.54)
18. I am able to use computers for my learning when I need to. (E) 21. I get to learn about and work with computers regularly. (M) 21. I get to learn about and work with computers regularly. (H) 29. I have access to computers that I need to teach effectively. (T) 18. Students have regular access to computers for their school work. (P)	3.21 (.71)	1.96 (.85)	2.59 (.82)	3.00 (.89)	3.05 (.74)

Item (E=elementary school; M=middle school; H=high school; T=teacher; P=parent)	Elementary	Middle	High	Teacher	Parent
19. My teachers expect me to do quality work. (E) 23. My teachers expect me to do high quality work. (M) 23. My teachers expect me to do high quality work. (H) 31. ULS faculty and staff have high academic standards and high performance expectations for all students. (T) 19. The school staff expects all students to learn at a high level. (P)	3.95 (.23)	3.38 (.72)	3.29 (.59)	3.59 (.59)	3.50 (.57)
20. I can do different kinds of things that I like at school (for example, sports, art, and music). (E) 24. Our school has activities that meet my interests and needs (for example, sports, clubs, and music). (M) 24. Our school has activities that meet my interests and needs (for example, sports, clubs, and music). (H) 33. School activities meet students' interests and needs (for example, sports, clubs, and music). (T) 20. ULS provides sufficient activities to meet my child's interests and talents (for example, sports, clubs, and music). (P)	3.44 (.86)	3.27 (.76)	2.83 (.86)	3.35 (.59)	3.36 (.66)
34. Programs meet the special needs of students. (T) 21. Programs meet the special needs of children. (P)	—	—	—	2.94 (.90)	3.25 (.65)
37. School staff keep parents informed of what goes on at the school. (T) 22. School staff keep me informed about what goes on at the school.(P)	—	—	—	3.37 (.56)	3.18 (.70)
38. School staff clearly communicate their goals to staff, parents, and students. (T) 23. School staff clearly tell me what their goals are. (P)	—	—	—	3.31 (.54)	3.25 (.66)
(this item is reverse scored) 21. If I could, I would go to a different school. (E) 25. If I could, I would go to a different school. (M) 25. If I could, I would go to a different school. (H) 39. I would send my own child to ULS. (T) 24. If I could, I would send my child to a different school.(P)	3.47 (.72)	3.07 (1.14)	2.51 (1.01)	3.37 (.77)	3.43 (.69)
40. I am satisfied with how well my students are achieving. (T) 25. I am satisfied with how much my child is learning at school. (P)	—	—	—	3.22 (.47)	3.39 (.65)
22. The school staff takes care of me if I get hurt or sick at school.(E) 26. I get appropriate care if I get hurt or sick at school.(M) 26. I get appropriate care if I get hurt or sick at school. (H) 26. If my child became ill or injured at school, he or she would get the care needed. (P)	3.39 (.61)	2.97 (.87)	2.82 (.78)	—	3.43 (.52)

Item (E=elementary school; M=middle school; H=high school; T=teacher; P=parent)	Elementary	Middle	High	Teacher	Parent
23. My teachers know what they are doing. (E) 27. My teachers are well prepared and know what they are doing. (M) 27. My teachers are well prepared and know what they are doing. (H) 30. My child's teachers are well prepared and know what they are doing. (P)	3.47 (.51)	3.15 (.81)	2.82 (.66)	—	3.49 (.58)
24. We have enough supplies, materials, and books to help us with our learning. (E) 28. We have enough supplies, materials, and textbooks to help us with our studies. (M) 28. We have enough supplies, materials, and textbooks to help us with our studies. (H) 36. There are enough resources available in the Lab School to sustain the educational programs. (P)	3.21 (.54)	2.89 (.87)	2.57 (.82)	—	3.17 (.80)
27. I know how well I am doing in class. (E) 29. I am aware of how well I am doing in my classes. (M) 29. I am aware of how well I am doing in my classes. (H)	3.06 (.64)	3.15 (.71)	2.83 (.69)	—	—
28. My teachers talk with me regularly about how I am doing in my classes. (E) 30. My teachers discuss my progress in class with me regularly. (M) 30. My teachers discuss my progress in class with me on a regular basis. (H)	2.56 (.70)	2.40 (.76)	2.34 (.72)	—	—
29. I think I am being taught well. (E) 31. I am satisfied with the education I am receiving. (M) 32. I am satisfied with the education I am receiving. (H)	3.39 (.50)	3.17 (.77)	2.75 (.71)	—	—
30. I enjoy coming to school. (E) 32. I enjoy coming to school. (M) 33. I enjoy coming to school. (H)	3.39 (.85)	2.83 (.95)	2.57 (.87)	—	—
31. I am learning a lot from my teachers. (E) 33. I am learning a lot in my classes. (M) 34. I am learning a lot in my classes. (H)	3.47 (.70)	3.17 (.76)	2.82 (.68)	—	—
33. I know who my principal is. (E) 34. I know who my principal is. (M) 35. I know who my principal is. (H)	3.58 (.61)	3.46 (.70)	3.27 (.77)	—	—
34. We use computers to do our classwork. (E) 35. We use computers to do our classwork and to do research. (M) 36. We use computers to do our classwork and to do research. (H)	3.16 (.76)	2.64 (.99)	2.87 (.71)	—	—
36. My school work is challenging. (M) 37. My school work is challenging. (H)	—	3.19 (.82)	2.94 (.71)	—	—

Student Awards, Recognitions, and Honors (Tables A18–A19)

Table A18. *National and Community Awards for School Years 2003–04 Through 2005–06*

National and Community Awards	SY 2003–04	SY 2004–05	SY 2005–06
City and County of Honolulu Award of Excellence	10	—	—
David S. Ishii Foundation Scholarship	—	—	1
Department of Education High School Citizenship Award	—	—	1
Educational Communications Scholarship Foundation Award	—	—	1
Edwin and Cobey Black Scholarship (PAAC)	—	—	1
Fukunaga Foundation Scholarship	—	—	1
Mercedes Benz Drive Your Future Scholarship	—	—	1
National Merit Scholarship Program			
Semi-Finalist	—	1	—
Finalist	2	—	1
Robert C. Byrd Honors Scholarship	—	—	1
University of Hawaii at Manoa Summer Scholars Program	34	34	24
Hawaii Educational Association (HEA) Statewide Essay, Poetry, and Short Story Writing Contest			
First Place	2	1	2
Second Place	1	1	2
Third Place	1	—	2
Special Merit	2	2	—
Honorable Mention	5	7	7
School Nominees	68	95	82
"Write in the Middle" Essay Contest District Finalist	1	—	—
Starbucks Star Poets Contest	—	3	3
Hawaii State Journalism Contest	—	2	—
Hawaii Speech League and Debate State Championship Tournament			
Qualifiers	7	16	12
First Place	1	—	—
Second Place	2	—	2
Third Place	—	2	—
Fourth Place	3	3	1
Fifth Place	1	2	1
Sixth Place	3	2	1
National Tournament Qualifiers	1	1	2
American Mathematics Invitation Examination Qualifier	—	1	3
American Mathematics Competition			
First Place	2	3	3
Second Place	1	—	—
Third Place	1	—	—
Gold Certificates	3	2	1
Silver Certificates	5	2	1
Bronze Certificates	5	2	5
Math Counts School Participants	24	4	9
Oahu Mathematics League Team	19	16	8
Senior Merit Award	—	—	1
State Math Bowl School Representatives	3	—	6
Hawaii All-State High School Honor Choir	—	—	1
Hawaii Youth Symphony I	7	1	2
Hawaii Youth Symphony II	3	2	1
Hawaii Youth Symphony Concert Orchestra	5	—	—

National and Community Awards	SY 2003–04	SY 2004–05	SY 2005–06
Oahu Band Directors Association High School Select Band	4	5	2
Oahu Band Directors Association High School Select Jazz Band	3	2	1
Oahu Band Directors Association Ninth Grade Select Band	2	—	—
Oahu Band Directors Association Eighth Grade Select Band	3	6	3
Oahu Band Directors Association Intermediate Solo & Ensemble Competition			
Red Gold	—	3	—
Red Silver	1	2	—
Blue Bronze	2	—	—
Red Bronze	2	—	1
Oahu Band Directors Association High School Solo & Ensemble Competition			
Blue Gold	4	5	6
Red Gold	1	2	2
Blue Silver	3	2	—
Red Silver	1	1	1
John Philip Sousa Outstanding Musician Award	4	—	—
Hawaii Regional of the National Ocean Sciences Bowl	10	15	—
Japan Wizard Competition, Japan-American Society of Hawaii	—	6	3
United Japanese Society Language Outstanding Japanese Language High School Student Honoree	—	1	1
Japan-US Senate Exchange of Youth for Understanding USA Scholarship	—	1	1
First Annual State Spanish Poetry Contest	4	—	—
Hawaii Association of Teachers of Japanese Nengajoo Statewide Contest	—	—	1
Japan-America Friendship Scholarship Program	—	—	1
Concours Francophonie “Dessine une BD”	—	—	2
Hawaii State Student Council	1	—	—
Hawaii Stock Market Simulation Winners	—	—	3
Hawaii History Day	2	—	—
Pacific and Asia Affairs Council Summer Study Trip Scholarship	4	7	4
World Quest Competition Winners	12	8	4
Model United Nations Participants	2	10	6
People to People Student Ambassador Program	—	—	1
MangaBento Art Award	—	1	—
The Contemporary Museum Student Art Award	2	2	—
National Scholastic Art Exhibition (NSAE)Awards			
National Gold Medal	1	—	2
National Silver Medal	1	—	4
Hawaii Regional Gold Key	12	9	10
Hawaii Regional Silver Key	8	9	20
National American Visions Award	1	—	—
Kaha Kiʻi Congressional Art Exhibition Participants	12	9	11
Third Place	—	—	1
Quarter-finalist	—	—	1
Hawaii Department of Education Student Art Exhibition	—	—	5

Table A19. *Athletic Honors from School Years 2001–02 Through 2005–06*

Athletic Honors	SY 2001–02	SY 2002–03	SY 2003–04	SY 2004–05	SY 2005–06
National Championship				Wresting *2nd Place*	
HHSAA State Meet/Tournament	Wrestling *5th Place*	Wrestling *3rd Place*	Varsity Softball *Division II* *State Champions* Bowling *6th Place* Golf *5th Place*	Judo *3rd Place* Track *6th Place Long Jump* Wrestling *2nd Place*	Bowling *12th Place* Varsity Softball *Division II* *State Champions* Wrestling *1st Place* *5th Place*
HHSAA State Meet/Tournament Qualifiers	Bowling (2) Golf (1) Swimming(1) Track (2) Wrestling (2)	Bowling (1) Cross Country (1) Golf (2) Swimming (4) Wrestling (1)	Bowling (3) Cross Country (3) Golf (1) Swimming (1) Track (2) Wrestling (1)	Bowling (3) Cross Country (3) Golf (3) Judo (1) Swimming (1) Track (3) Wrestling (1)	Bowling (3) Cross Country (1) Golf (3) Swimming (1) Track (2) Wrestling (3)
HHSAA All State Team Players		Softball *2nd Team (1)* *Honorable Mention (1)*	Boys Basketball *Honorable Mention (1)* Softball *2nd Team (2)*	Softball *Honorable Mention (1)*	Soccer *1st Team (1)* Softball *Honorable Mention (2)*
ILH Meet/Tournament	Boys Intermediate Soccer (Pac-5 Brown) *ILH Champions* Intermediate Softball *Class "A" Champions* Varsity Softball *Class "A" Champions* Varsity Track *Champion*, *Long Jump* Intermediate Track *2nd Place, 200m* Wrestling *2nd Place*	Golf *ILH Champion* Boys Intermediate Soccer (Pac-5 Brown) *ILH Champions* Boys Varsity Soccer (Pac-5) *2nd Place* Softball *Class "A" Champions* JV Track *4th Place 100m & 200m* Intermediate Track *2nd Place Triple Jump* Intermediate Wrestling *1st Place* *2nd Place*	Bowling *3rd Place* *4th Place* *5th Place* Golf *ILH Champion* *2nd Place* *Class "A" Champions* Softball *Class "A" Champions*	Golf *4th Place* Judo *3rd Place* Intermediate Soccer (Pac-5) *Class "A" Champions* Track *Sprint Relay Record* Wrestling *ILH Champion*	Boys JV Basketball *Division II* *ILH Champions* Girls Intermediate Basketball *Division II* *ILH Champions* Varsity Softball *Division II* *ILH Champions* Wrestling *ILH Champion (1)* *2nd Place (2)*

Athletic Honors	SY 2001–02	SY 2002–03	SY 2003–04	SY 2004–05	SY 2005–06
ILH All Stars	Boys Basketball *Honorable Mention (5)* Cross Country *2nd Team (1)* Football *Honorable Mention (1)* Golf *2nd Team (1)* Girls Soccer *2nd Team (1)* Softball *1st Team (2)* *Honorable Mention (4)* Boys Volleyball *Honorable Mention (1)* Girls Volleyball *Honorable Mention (2)* Wrestling *2nd Team (1)*	Boys Basketball *Honorable Mention (5)* Football *2nd Team (1)* Girls Soccer *2nd Team (1)* Softball *1st Team (1)* *2nd Team (2)* *Honorable Mention (7)* Boys Volley ball *Honorable Mention (5)* Girls Volleyball *1st Team (1)* *2nd Team (1)* *Honorable Mention (3)* Wrestling *2nd Team (1)*	Baseball *Honorable Mention (4)* Boys Basketball *2nd Team (1)* *Honorable Mention (2)* Girls Basketball *Honorable Mention (3)* Football *Honorable Mention (1)* Golf *Player of the Year (1)* *2nd Team (1)* *Honorable Mention (2)* Softball *1st Team (1)* *2nd Team (2)* *Honorable Mention (9)* Boys Volleyball *Honorable Mention (3)* Girls Volleyball *Honorable Mention (4)* Wrestling *2nd Team (1)*	Baseball *2nd Team (1)* Boys Basketball *2nd Team (2)* *Honorable Mention (2)* Girls Basketball *Honorable Mention (3)* Bowling *2nd Team (1)* Canoe Paddling *Division II (1)* Football *Honorable Mention (1)* Golf *1st Team (1)* *Honorable Mention (1)* Soccer *1st Team (1)* *2nd Team (2)* Softball *1st Team (1)* *2nd Team (1)* *Honorable Mention (5)* Track *1st Team 200m Dash (1)* *2nd Team Long Jump (1)* Boys Volleyball *2nd Team (1)* *Honorable Mention (1)* Girls Volleyball *Honorable Mention (5)* Wrestling *1st Team (1)*	Baseball *Honorable Mention (2)* Boys Basketball *Honorable Mention (3)* Girls Basketball *Honorable Mention (3)* Bowling *2nd Team (2)* Canoe Paddling *Division I (1)* *Division II (1)* Football *Honorable Mention (1)* Golf *Top Forty Tournament Participant (2)* Boys Soccer *1st Team (1)* *2nd Team (1)* *Honorable Mention (1)* Softball *1st Team (1)* *2nd Team (1)* *Honorable Mention (3)* Volleyball *Honorable Mention (2)* Water Polo *1st Team (1)* Wrestling *1st Team (1)* *2nd Team (1)*
Nissan Hawaii Hall of Honor		Girls Basketball Nominee	Golf Nominee Softball Nominee Girls Volleyball Nominee Girls Basketball Nominee		
Gatorade Circle of Champions		Girls Soccer Nominee			

Results on Student Tests and Assessments (Tables A20–A28, Figures A1–A4)

Table A20. *Overall Aptitude and Achievement Trends for ULS Students*

Instrument	Overall achievement trend
ACT	2004–2005 ACT scores in all subjects improved from the previous year except for reading. Reading was the only subject where the Lab School average was slightly below the state average. English scores reached a four-year high in 2004–2005.
PLAN	PLAN scores in 2005–2006 were at a five-year low for all subjects except reading, which showed a slight overall improvement since 2001–2002.
SAT I	SAT scores were higher in 2005 than in any of the five years reported. ULS seniors continue to score significantly higher than State and National averages on the math section.
PSAT	No clear trends emerge.
Hawai‘i State Assessment Test	There is a consistent increase in effect size across grade levels, with larger effect sizes for higher grades. Except for Grade 3 writing scores in 2002 and 2003, the effect sizes tended to be moderate in Grades 3 and 5 in years 2002 through 2004. In 2005, effect sizes for Grades 3 and 5 generally decreased, with the exception of Grade 5 writing, which maintained a moderate effect size. The effect sizes for Grade 8 decreased in 2005. All effect sizes for Grade 10 are large.

Table A21. *Comparison of University Laboratory School ACT Average (Mean) Scores With State and National Average Scores, 2001–02 Through 2004–05*

Year	*N*	English	Math	Reading	Science	Compo-site
			University Laboratory School			
2001–02	35	21.0	22.5	22.4	22.5	22.1
2002–03	32	21.9	23.8	21.7	22.8	22.8
2003–04	40	21.5	22.8	22.8	22.0	22.4
2004–05	42	22.2	23.3	21.8	22.7	22.7
			Hawai'i			
2001–02	2,511	20.8	23.1	21.9	21.6	22.0
2002–03	2,194	20.9	22.7	21.8	21.5	21.8
2003–04	2,266	20.8	22.5	21.7	21.4	21.7
2004–05	2,109	21.0	22.7	21.9	21.6	21.9
			Nation			
2001–02	1,116,082	20.2	20.6	21.1	20.8	20.8
2002–03	1,175,059	20.3	20.6	21.2	20.8	20.8
2003–04	1,171,460	20.4	20.7	21.3	20.9	20.9
2004–05	1,186,251	20.4	20.7	21.3	20.9	20.9

Table A22. *University Laboratory School PLAN Average (Mean) Scores, 2001–02 Through 2005–06*

Year	*N*	English	Math	Reading	Science Reasoning	Composite
2001–02	49	19.2	19.7	18.2	19.8	19.4
2002–03	53	18.7	20.0	18.9	20.5	19.6
2003–04	54	18.8	20.8	18.4	21.2	20.0
2004–05	51	18.9	19.4	18.4	20.4	19.5
2005–06	51	18.2	18.3	18.5	19.6	18.8

Table A23. *University Laboratory School SAT Average (Mean) Scores, 2001 Through 2005*

	Lab School			Hawai‘i			National		
Year	*N*	Verbal score	Math score	*N*	Verbal score	Math score	*N*	Verbal score	Math score
2001	48	495	551	7,332	486	515	1,276,320	506	514
2002	47	501	540	7,410	488	520	1,327,831	504	516
2003	39	509	551	7,438	486	516	1,406,324	507	519
2004	46	494	544	7,575	487	514	1,419,007	508	518
2005	47	510	562	7,878	490	516	1,475,623	508	520

Table A24. *University Laboratory School PSAT Average (Mean) Scores, 2001–02 Through 2005–06*

Year	*N*	Verbal	Mathematics	Writing skills
2001–02	46	46.46	53.15	47.80
2002–03	48	47.92	52.96	46.83
2003–04	51	46.92	51.86	50.33
2004–05	51	48.43	54.08	51.14
2005–06	47	48.2	50.8	50.4

Table A25. *Hawai'i State Assessment Test Score Statistics for University Laboratory School and for the Entire State, Spring 2002*

Group	Total Reading raw score, Grade 3				Total Mathematics raw score, Grade 3				Total Writing raw score, Grade 3			
	N	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$
ULS	10	41.6	7.8	2.5	10	42.6	9.9	3.1	10	21.2	8.5	2.7
State	14,346	35.0	13.1	0.1	14,346	37.2	14.5	0.1	14,346	20.6	8.3	0.0
Effect size	0.504				0.372				0.072			
	Total Reading raw score, Grade 5				Total Mathematics raw score, Grade 5				Total Writing raw score, Grade 5			
	N	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$
ULS	10	39.8	7.9	2.5	10	47.4	10.7	3.4	10	27.8	5.0	1.6
State	14,901	32.9	12.1	0.1	14,901	38.4	14.8	0.1	14,901	22.8	7.9	0.0
Effect size	0.570				0.608				0.633			
	Total Reading raw score, Grade 8				Total Mathematics raw score, Grade 8				Total Writing raw score, Grade 8			
	N	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$
ULS	52	46.4	6.4	0.9	52	47.4	11.0	1.5	52	31.5	8.4	1.2
State	13,321	33.4	13.0	0.1	13,321	27.7	14.1	0.1	13,321	21.4	9.0	0.0
Effect size	1.001				1.398				1.123			
	Total Reading raw score, Grade 10				Total Mathematics raw score, Grade 10				Total Writing raw score, Grade 10			
	N	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$
ULS	54	46.3	8.0	1.1	54	42.6	13.2	1.9	54	33.3	8.8	1.2
State	11,947	30.7	14.8	0.1	11,947	20.5	14.8	0.1	11,947	19.5	10.2	0.0
Effect size	1.056				1.494				1.354			

Table A26. *Hawai'i State Assessment Test Score Statistics for University Laboratory School and for the Entire State, Spring 2003*

Group	Total Reading raw score, Grade 3				Total Mathematics raw score, Grade 3				Total Writing raw score, Grade 3			
	N	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$
ULS	10	40.1	11.3	3.6	10	49.7	10.3	3.3	10	12.7	2.9	0.9
State	13,962	35.0	11.5	0.0	14,022	40.3	14.2	0.1	13,742	12.9	3.9	0.0
Effect size	0.443				0.662				-0.051			
	Total Reading raw score, Grade 5				Total Mathematics raw score, Grade 5				Total Writing raw score, Grade 5			
	N	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$
ULS	10	41.9	8.7	2.8	10	47.0	11.7	3.7	10	14.3	2.4	0.7
State	14,291	35.7	11.3	0.0	14,354	39.0	14.3	0.1	14,192	13.0	3.8	0.0
Effect size	0.549				0.560				0.342			
	Total Reading raw score, Grade 8				Total Mathematics raw score, Grade 8				Total Writing raw score, Grade 8			
	N	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$
ULS	54	43.5	7.7	1.1	54	36.8	11.2	1.5	54	15.5	3.9	0.5
State	12,967	33.8	10.5	0.1	12,914	26.0	11.5	0.1	12,824	11.8	3.7	0.0
Effect size	0.925				0.939				1.000			
	Total Reading raw score, Grade 10				Total Mathematics raw score, Grade 10				Total Writing raw score, Grade 10			
	N	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$
ULS	52	48.7	8.2	1.1	52	44.8	12.2	1.7	52	19.3	3.2	0.4
State	10,898	35.9	12.4	0.1	10,799	24.4	12.8	0.1	10,732	14.0	3.9	0.0
Effect size	1.034				1.594				1.360			

Table A27. *Hawai'i State Assessment Test Score Statistics for University Laboratory School and for the Entire State, Spring* 2004

Group	Total Reading raw score, Grade 3				Total Mathematics raw score, Grade 3				Total Writing raw score, Grade 3			
	N	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$
ULS	10	41.4	7.7	2.4	10	48.5	9.4	3.0	10	17.6	3.3	1.0
State	13,946	34.5	12.4	0.1	13,949	43.8	14.4	0.1	13,586	15.3	3.9	0.0
Effect size	0.557				0.326				0.590			
	Total Reading raw score, Grade 5				Total Mathematics raw score, Grade 5				Total Writing raw score, Grade 5			
	N	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$
ULS	10	39.1	6.6	2.1	10	47.1	8.7	2.8	10	16.3	3.0	1.0
State	14,349	33.6	12.1	0.1	14,349	40.8	14.0	0.1	13,985	14.9	4.0	0.0
Effect size	0.455				0.450				0.350			
	Total Reading raw score, Grade 8				Total Mathematics raw score, Grade 8				Total Writing raw score, Grade 8			
	N	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$
ULS	52	46.4	9.0	1.2	52	41.7	13.3	1.8	52	15.7	3.3	0.5
State	14,244	36.0	11.3	0.1	14,244	28.1	13.6	0.1	13,704	11.6	3.6	0.0
Effect size	0.921				1.000				1.139			
	Total Reading raw score, Grade 10				Total Mathematics raw score, Grade 10				Total Writing raw score, Grade 10			
	N	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$
ULS	54	49.6	8.2	1.1	54	43.2	13.3	1.8	54	17.7	2.9	0.4
State	12,124	35.4	14.2	0.1	12,124	22.0	13.6	0.1	10,799	14.0	3.7	0.0
Effect size	1.001				1.559				1.001			

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Table A28. *Hawai'i State Assessment Test Score Statistics for University Laboratory School and for the Entire State, Spring 2005*

Group	Total Reading raw score, Grade 3				Total Mathematics raw score, Grade 3				Total Writing raw score, Grade 3			
	N	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$
ULS	10	40.2	8.65	2.74	10	29.1	5.8	1.83	10	13.4	3.34	1.6
State	14,074	37.22	11.83	0.1	14,048	27.27	8.87	0.07	13,564	13.66	3.77	0.03
Effect size	0.252				0.206				-0.069			
	Total Reading raw score, Grade 5				Total Mathematics raw score, Grade 5				Total Writing raw score, Grade 5			
	N	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$
ULS	10	41	6.39	2.02	10	25.1	7.42	2.34	10	17.9	4.07	1.29
State	14,437	38.92	12.19	0.1	14,420	25.67	10.2	0.08	14,197	15.27	3.48	0.03
Effect size	0.171				-0.056				0.756			
	Total Reading raw score, Grade 8				Total Mathematics raw score, Grade 8				Total Writing raw score, Grade 8			
ULS	51	42.1	7.83	1.1	51	28.71	10.47	1.47	51	13.98	3.71	0.52
State	13,137	35.64	11.63	0.1	13,131	24.5	12.03	0.11	12,515	11.94	4.00	0.04
Effect size	0.556				0.35				0.51			
	Total Reading raw score, Grade 10				Total Mathematics raw score, Grade 10				Total Writing raw score, Grade 10			
	N	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$	*N*	*M*	SD	S.e.$_M$
ULS	50	52.72	7.87	1.11	50	41.30	12.13	1.72	50	17.64	3.28	0.46
State	12,408	37.76	14.2	0.13	12,394	23.35	13.82	0.12	11,120	13.85	3.44	0.03
Effect size	1.055				1.299				1.102			

Figure A1. *Effect Sizes for ULS and State Grade 3 Total Reading, Total Mathematics, and Total Writing Raw Scores*

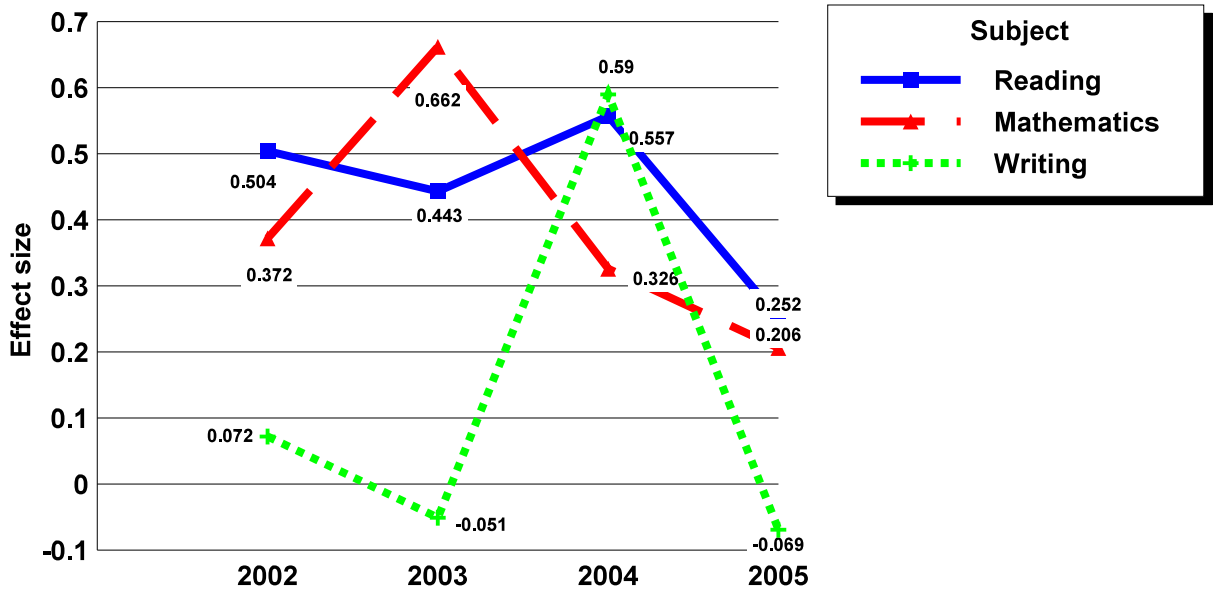


Figure A2. *Effect Sizes for ULS and State Grade 5 Total Reading, Total Mathematics, and Total Writing Raw Scores*

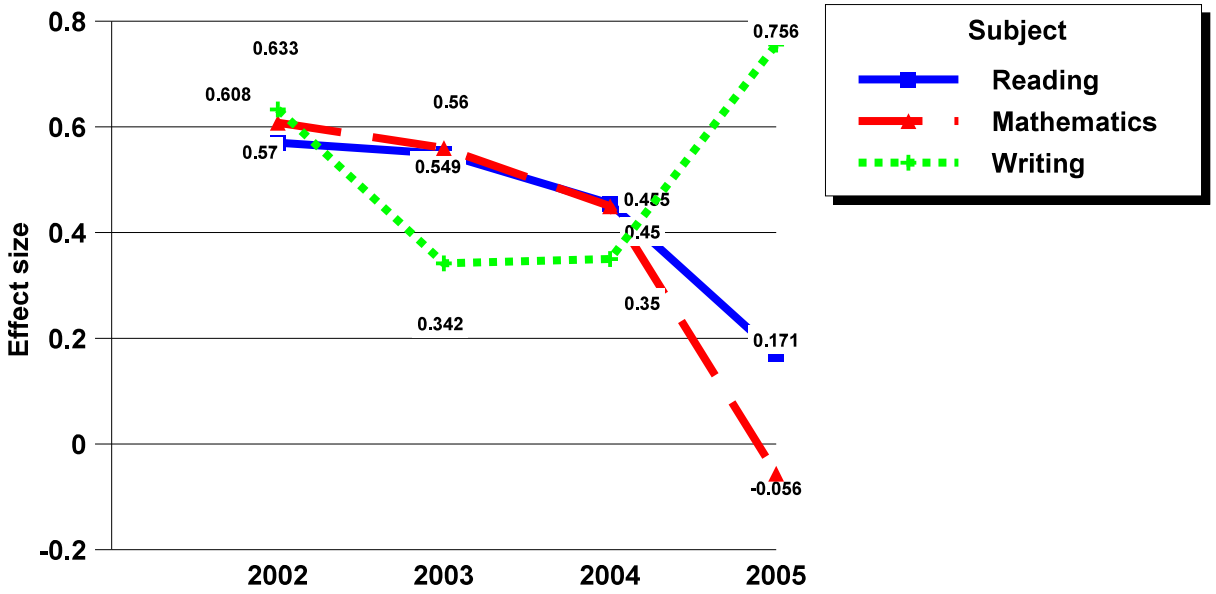


Figure A3. *Effect Sizes for ULS and State Grade 8 Total Reading, Total Mathematics, and Total Writing Raw Scores*

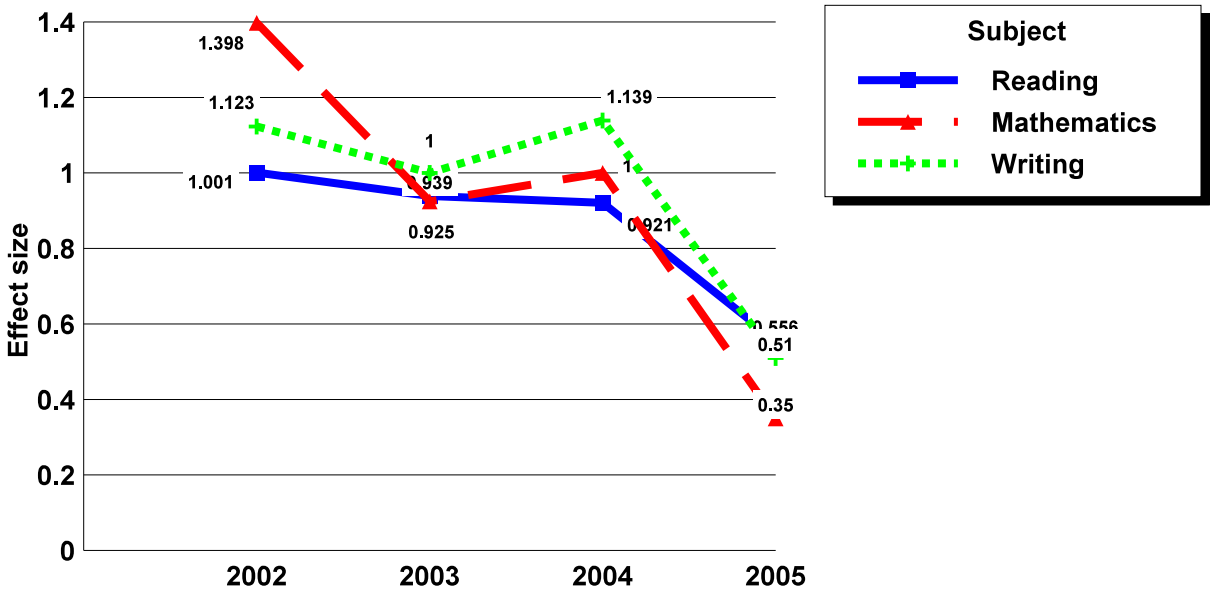
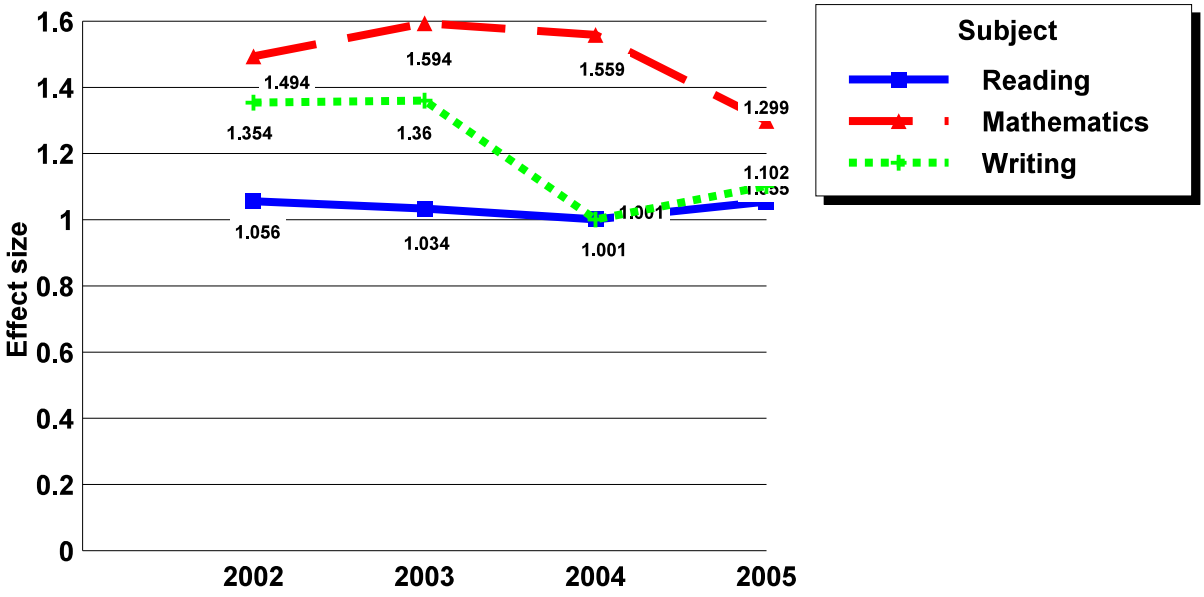


Figure A4. *Effect Sizes for ULS and State Grade 10 Total Reading, Total Mathematics, and Total Writing Raw Scores*



Students' College Acceptance Rates (Table A29)

Table A29. *Laboratory School College Acceptance Results*

Year	Number of students	Four-year college or university	Community college	Undecided or no information available	Not accepted	Other
2001–02	46	41	3	0	0	2
2002–03	40	33	3	3	1	0
2003–04	49	36	2	11	0	0
2004–05	50	44	6	0	0	0
2005–06	52	49	3	0	0	0

Attendance Rates (Table A30)

Table A30. *ULS Student Average (Mean) Daily Attendance Rate Percentages for School Years 2003–04 Through 2005–06, by Month*

Month and Year	SY 2003–04 average daily attendance rate	SY 2004–05 average daily attendance rate	SY 2005–06 average daily attendance rate
August	99.3	98.5	98.8
September	98.1	97.4	97.8
October	98.9	96.7	97.4
November	96.7	95.5	96.6
December	97.2	96.5	96.4
January	96.8	96.2	95.4
February	96.8	95.4	96.1
March	97.0	95.4	95.6
April	97.4	96.4	95.6
May	97.7	97.4	97.1

APPENDIX B: SUPPORTING INFORMATION FOR CHAPTER II

Educational Research at CRDG

Student Count and Ethnic Distribution (Tables B1–B2)

Educational Research at CRDG

Provided By CRDG Administrators for This Report

The Curriculum Research & Development Group (CRDG), including the Education Laboratory School, conducts systematic research, design, development, publication, staff development, and related services for elementary and secondary schools. The CRDG has curriculum development projects in science, mathematics, English, Pacific and Asian studies, marine studies, environmental studies, Hawaiian and Polynesian studies, Japanese language and culture, music, nutrition, art, drama, technology, health, and computer education. Research and school service projects focus on educational evaluation, teacher development, reduction of in-school segregation of students, and programs for students educationally at risk.

CRDG-developed programs are being used experimentally in Hawai‘i, the U.S. mainland, and experimentally other countries. The CRDG provides professional development institutes and support services for all its projects. CRDG publishes and distributes its materials nationally and internationally.

CRDG Vision

CRDG, a learner-centered community of educators, recognized locally, nationally, and globally for quality research, design, and curricula that inspires dynamic teaching and learning.

CRDG Mission

The Curriculum Research & Development Group (CRDG), with its Laboratory School, is an organized research unit in the College of Education at the University of Hawai‘i that conducts research and creates, evaluates, disseminates, and supports educational programs serving students, teachers, parents, and other educators in grades pre-K–12. CRDG contributes to the body of professional knowledge and practice in teaching and learning, curriculum development, program dissemination and implementation, evaluation and assessment, and school improvement.

How Does CRDG Conduct Research and Develop Curricula?

There are two interrelated parts to this question. The first addresses how CRDG carries out its mission of researching and developing new approaches to teaching, learning, and assessment. The second part addresses how the generalizability of the products of CRDG is tested in a variety of educational contexts. In education, as in other fields, successful research and development work require two working environments. The first is the laboratory environment needed for inventing, designing, and early testing of ideas. The Laboratory School serves this vital function. It is the university’s specially designed environment for these R&D processes. The secondary working environment for larger-scale testing and validating consists of other public and private schools in Hawai‘i and elsewhere.

Guiding principles. CRDG work shares the guiding principles of scientific study of education as described by the National Research Council (NRC, 2002), which include

1. posing significant questions that can be investigated empirically,
2. linking research to relevant theory,
3. using methods that permit direct investigation of the questions,
4. providing a coherent and explicit chain of reasoning,
5. yielding findings that replicate and generalize across studies, and
6. disclosing research data and methods to enable and encourage professional scrutiny and critique.

Research. Initial research and exploration begins with questions such as, What is happening? Is there a systematic effect? Why or how is it happening? When a problem is not well understood and plausible hypotheses are absent or competing, qualitative research methods are appropriate to better understand contextual factors to clarify conditions under which learning can better take place, and to gain insight into causal connections. At this early research stage at CRDG, teams consisting of teachers, curriculum developers, content experts, and evaluators are formed to develop baseline understanding of learning, teaching, and assessment processes and the contexts within which they operate. During this formative evaluation stage the Laboratory School environment, whose student body reflects the demographics of Hawai‘i’s population, serves the crucial function of enabling the research-and-development team to create research designs and protocols, investigate the impact of new approaches on learning and teaching, and work directly with students to determine their optimal levels of learning. The research designs and protocols enable the team to find what knowledge and skills students have or lack, assess the impact of new approaches, and modify methods and/or materials as necessary. During this stage, the team also works closely with teachers to find out what knowledge and skills they would need to use new approaches/strategies.

In this early or “alpha” stage, teacher-researcher teams may work with groups of students, trying out ideas on how to organize and present instruction. By using small groups of students that represent “real-world” classes, the team shortens the time and cost for developing and testing their ideas with whole classes. Frequent conferences help team members build knowledge about what works and what does not. Researchers regularly interview individual students to appraise their progress in improving knowledge and skills and to evaluate the effectiveness of the instructional design and of the layout, reading levels, and illustrations in the materials. When appropriate and feasible, other data-collection methods such as talk-aloud procedures, focus groups, or questionnaires are also used. The team uses this information to revise the program design and instructional materials. The Laboratory School also enables researchers to carry out longitudinal studies on the larger questions relating to learning, teaching, and assessment.

Development. Once the efficacy of the approach is evident and well-specified causal hypotheses can be formulated a project may enter a full-scale developmental stage, lasting from months to years depending on the complexities, grade span, and subject area of the new intervention. At this stage the teacher-researcher teams learn about the effectiveness of sequencing instruction to enhance learning. Whole-class and small group instruction are used, with team members often observing the learning/teaching process. Teachers and research-and-development team members consistently share data on the effectiveness of the instructional tasks,

associated teaching strategies, and assessment opportunities. A second Laboratory School class, or a class from a cooperating school, may be used to "shadow" the first, enabling the team to promptly test and compare revisions, thereby reducing the total development time and cost. The Laboratory School provides a "beta" or second-level test of the program's sequencing of instruction. Interviews with students yield detailed information on their learning of content knowledge and skills and on the usefulness of the program in supporting teachers' ability to deliver sound instruction.

An example of close collaboration is Connections Public Charter School (CPCS). Since its inception CPCS has worked closely and formally with CRDG and the Laboratory School, providing an additional setting to further evaluate and revise CRDG-developed curricula and to develop new knowledge about learning, teaching, and assessment. The partnership has taken many forms, the combination of which results in the creation of a second laboratory in which to replicate the development and implementation of CRDG programs. In addition to using CRDG-developed programs in science, mathematics, English, and social studies, CPCS is an active partner in ongoing research and development of the Measure Up mathematics project. CPCS also supports the dissemination of CRDG curricula and provides follow-up support that helps newly trained teachers with effective implementation.

Larger-scale testing and evaluation. Complicating research in education (as opposed to the natural sciences) are sometimes conflicting values and democratic ideals for schools, the volition and diversity of people (teachers, students, parents, administrators), and the variability of curriculum, instruction, and governance in educational settings. Evaluating the implementation and effects of curricula and testing for generalizability across educational settings requires careful designing and executing of large-scale field tests. In some cases CRDG-developed products are designed to expand learning opportunities in areas where no competing instructional programs are available; other times the target population is small and comparison groups do not exist. In such cases, qualitative, quasi-experimental, or further qualitative studies may be employed. Where appropriate, as with interventions such as CRDG's science and mathematics programs that are intended to have regional and national impact on improving learning and teaching and to change paradigms of instructional practice, experimental and quasi-experimental designs are appropriate. Such studies have been conducted across multiple schools in multiple states as part of the validation process for *Foundational Approaches in Science Teaching* (FAST), *Developmental Approaches in Science, Health and Technology* (DASH), *Algebra I: A Process Approach* (HALP), and others, and are planned for current projects in physics and elementary mathematics. Follow-up studies of the implementation of programs are also conducted, such as a recent study of the Hawai‘i Marine Science Studies (HMSS) program, in which teachers using the texts and materials nationwide were surveyed about their use of the program.

CRDG employs two general-funded program evaluators who conduct studies of CRDG curricula and of external programs. The breadth of their experience with programs in a variety of settings provides many opportunities to stay abreast of developments in evaluation methods and to try out new approaches. These opportunities enhance the evaluation services provided to CRDG in its internal curriculum and program evaluations.

Peer review. External peer review is an essential part of the R&D process at CRDG. During development each major project engages advisory groups composed of content experts, educators, and policy makers who provide guidance and review of the programs. Additional external reviewers are often invited or commissioned to review resulting materials for accuracy and validity. For products co-published with others, additional reviewers are commissioned to review the respective works for accuracy and marketability.

CRDG-developed programs have been externally reviewed for quality of research design and validity of evidence of impact by expert panels including the following.

U.S. Department of Education's Expert Panel on Mathematics and Science Education
U.S. Department of Education's Program Effectiveness Panel
U.S. Department of Education's Comprehensive School Reform Demonstration Review Panel
U.S. Department of Education's National Laboratory Network
U.S. Department of Education's Eisenhower National Clearinghouse for Science and Mathematics
National Staff Development Council
American Historical Association
American Association for State and Local History
Association for Asian Studies
Eye on Education: Best Practices in Education
Building Engineering and Science Talent (BEST): *What it Takes: Pre-K-12 Design Principles to Broaden Participation in Science, Technology, Engineering and Mathematics*

External reviews are also conducted by national and international refereed journal editors and reviewers. The lead developers at CRDG are all university faculty who publish research documenting their curriculum development and curriculum or evaluation theory and methods.

How Does the Charter School Serve CRDG and the College of Education?

The University Laboratory School: A Hawai'i New Century Public Charter School serves the same functions within CRDG as did the previous University Laboratory School—an educational laboratory for experimentation on learning, teaching, and assessment leading to innovations in curriculum design, development, and dissemination. The school is CRDG's laboratory. All features of the school are geared to the R&D functions of CRDG: selection and training of teachers, full support of administrators, willingness of teachers to serve in this function, control of the content of the curriculum and instructional methods, length of classes and the school day, and other features.

The Laboratory School provides a seed bed for educational ideas and educational improvement possibilities. It is the dedicated place where curriculum developers work out and hone their ideas and new educational practices. Almost all of CRDG's successful curricula started as explorations of ideas in Laboratory School classes. As a result of such initial exploring and documenting learning outcomes, promising ideas are generally developed into funding

proposals for full development. This has been the case with CRDG's highly acclaimed mathematics, science, and social studies programs and the basis for current external funding of curriculum development projects.

In addition to its curriculum development role, the school is itself a bold experiment in what a school can do. The Laboratory School educates all secondary level students regardless of background or previously recognized ability in common classes, in a common curriculum in the liberal arts and sciences. All students take all subjects every year including such subjects as high school physics, precalculus, music, and art. They are supported and helped to succeed and achieve high standards.

As a part of the College of Education, the school directly serves as CRDG's education laboratory. Classes are also used to demonstrate to pre-service and in-service teachers the curricula and teaching practices that have not yet become common in other schools. It provides a research environment available to faculty and graduate students in furthering their own education and professional commitments.

What Is Being Developed Now?

CRDG continues its focus on better understanding learning, teaching, and assessment, and on crafting the new knowledge generated into effective programs that work with diverse students and teachers. Following is a list of the research, development, evaluation, and R&D-related school service efforts being conducted at the Laboratory School during the 2003–04 academic year. Brief descriptions are provided in three categories: A. New research, development, and evaluation; B. Major revisions of existing programs; and C. School service/support activities. External funding sources, if applicable, are shown in parentheses.

A. New Research, Development, and Evaluation

- Conduct research and develop assessments in middle-school science that enable teachers to provide concrete feedback on student learning to improve achievement; a collaborative project with Stanford University's Science Education Assessment Laboratory. (National Science Foundation)
- Develop instructional materials to support the Improving Bone Health in Adolescence Project, a collaborative project with Purdue University and the UHM College of Tropical Agriculture and Human Resources. (U.S. Department of Health)
- Develop instructional materials to support the Healthy Weight Project, a collaborative venture with Purdue University; a second program for grade 6 designed for Web-based delivery to modify multiple negative behaviors that portend obesity. (U.S. Department of Agriculture)
- Develop Web-based electronic supports for the middle school science course *Foundational Approaches in Science Teaching: The Local Environment,* FAST 1, grade 6–7.
- Design, develop, and evaluate new approaches to teaching elementary mathematics based on research by Russian mathematicians*,* grades 1–5; a cooperative project with the Institute for Developmental Psychology and Pedagogy, Krasnoyarsk, Russia. (Best Practices in Education

Foundation; Open Society Institute; Harold K.L. Castle Foundation; Quadey Foundation; David and Cecilia Lee Foundation; National Science Foundation)
- Design, develop, and test a new course in high school physics that integrates physiology, mathematics, and related technologies; based on previous work that indicates that higher achievement is possible by a more diverse group of students; grade 10.
- Test and evaluate a new experimental National Science Foundation funded reform curriculum, *Contextualized Mathematics: Core Plus*, for grades 9–12, in collaboration with the Hawai‘i Department of Education.
- Develop and test a new handbook for teaching of grammar and mechanics, grades 9–12.
- Contribute to the Cross Currents Project designed to prepare multimedia resources on the U.S.–Japan educational and cultural relationship over the past 50 years in collaboration with the UHM departments of sociology and communication, grades 9–12. (Japan–U.S. Friendship Commission)
- Develop and test *Values for a Democratic Society* DVD–ROM for use in character education classes in Hawai‘i public schools. Initiated by the Go For Broke Educational Foundation, the project also involved the University of Hawai‘i Colleges of Arts and Science and the Nisei Veterans Endowed Forum Series. (Go For Broke Foundation)
- Explore adaptations of the middle-school Performance English program for upper elementary grades aimed at improving reading, writing, and achievement test scores.
- Document student supports and systemic approaches that improve opportunities to learn, increase chances of success, and generally enable all middle-school students to succeed in a highly demanding, comprehensive curriculum preparing them to graduate ready for post-secondary education.
- Develop and test mathematics Problem Solving Cards for Grades K–12 including problems in algebra, geometry, statistics for dissemination.
- Develop and test Modern History of Asia for high-school world history classes. (U.S. Department of Education)

B. Major Revisions of Existing Programs
- Revise, test, and re-publish the national award-winning middle science curriculum, *Foundational Approaches in Science Teaching: The Local Environment,* FAST 1, grade 6.
- Revise, test, and re-publish the two texts and supportive teacher materials for the *Fluid Earth/Living Ocean marine science program* for grades 9–12.
- Redesign and test the *Reshaping Mathematics for Understanding Program* for grades 6 and 7, including educational materials for students and teachers.
- Revise, test, and re-publish *Algebra I: A Process Approach*, grade 8.
- Revise, test, and re-publish *Developmental Approaches in Science, Health and Technology, grades K–6.*
- Design and test new materials for a fiber arts course for middle-school art teachers.

C. School Service/Support Activities

The following school service/support activities currently underway at CRDG occasionally use Laboratory School classes to demonstrate/test new ideas and approaches.

- Provide an environment where visitors can observe innovations in approaches to learning, teaching, and assessment. The Laboratory School classes are used frequently for demonstration of curricula in art, social studies, science, mathematics, and the English language arts. Classes are also used as the basis for professional development experiences for visiting teachers and administrators.
- Design and test support components for teachers of sculpture and ceramics in elementary, middle, and high schools.
- Continue to provide observation and training for graduate students in the UHM Ecology, Evolution, and Conservation Biology (EECB) program. Selected fellows are provided stipends to work with K–12 teachers. CRDG/Laboratory School provides training in teaching science through inquiry. (National Science Foundation)

Student Count and Ethnic Distribution (Tables B1–B2)

Table B1. *Total Number of University Laboratory School Students Enrolled in School Years 2001–02 Through 2005–06 and the Numbers Newly Enrolled or Departed During the Years*

	Year														
	2001-02			2002-03			2003-04			2004-05			2005-06		
Grade	Total *N* enrolled	*N* newly enrolled	*N* departed	Total *N* enrolled	*N* newly enrolled	*N* departed	Total *N* enrolled	*N* newly enrolled	*N* departed	Total *N* enrolled	*N* newly enrolled	*N* departed	Total *N* enrolled	*N* newly enrolled	*N* departed
Kindergarten	10	10	0	10	10	0	10	10	0	10	10	0	10	10	0
Grade 1	10	00		10	0	0	10	0 0		10	1	09		11	
Grade 2	10	00		10	0	0	10	0 0		10	1	0	10	2 0	
Grade 3	10	00		10	0	0	10	1 1		10	0	0	10	1 0	
Grade 4	10	00		10	0	0	10	0 0		10	0	0	10	0 0	
Grade 5	10	00		10	0	0	10	0 0		10	0	0	10	0 0	
Grade 6	28	17	0	27	17	0	28	19	2	50	42	2	47	41	3
Grade 7	24	00		27	0	0	27	1 0		27	0	0	51	4 1	
Grade 8	52	26	1	54	26	0	50	27	2	51	24	1	50	24	1
Grade 9	54	01		54	0	1	50	1 4		50	3	1	51	5 1	
Grade 10	50	00		53	0	0	54	1 0		50	2	2	49	0 2	
Grade 11	45	00		49	0	0	50	0 1		53	0	0	49	0 0	
Grade 12	47	00		40	0	0	49	1 0		50	0	0	52	0 0	
Totals	360	53	2	364	53	1	369	61	10	391	83	6	408	88	9

Table B2. *Number and Percent of University Laboratory School Students for School Years 2001–02 Through 2005–06, by Gender and Ethnicity*

Ethnicity	2001–02			2002–03			2003–04			2004–05			2005-06		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
African-American	4 (2.2%)	1 (0.6%)	5 (1.4%)	0 (0.0%)	1 (0.5%)	1 (0.3%)	1 (0.5%)	1 (0.5%)	2 (0.5%)	2 (1.0%)	0 (0%)	2 (0.5%)	2 (0.5%)	0 (0.0%)	2 (0.5%)
Caucasian	20 (10.9%)	20 (11.4%)	40 (11.1%)	16 (8.3%)	21 (11.4%)	37 (9.8%)	23 (11.8%)	24 (13.4%)	48 (12.7%)	26 (13.1%)	28 (14.5%)	54 (13.8%)	25 (6.1%)	32 (7.8%)	57 (14.0%)
Chinese	11 (6.0%)	6 (3.4%)	17 (4.7%)	11 (5.7%)	6 (3.3%)	17 (4.5%)	11 (5.6%)	5 (2.7%)	17 (4.5%)	12 (6.0%)	7 (3.6%)	19 (4.9%)	14 (3.4%)	8 (2.0%)	22 (5.4%)
Filipino	23 (12.5%)	25 (14.2%)	48 (13.3%)	26 (13.5%)	27 (14.7%)	53 (14.1%)	31 (15.9%)	27 (14.7%)	58 (15.3%)	37 (18.7%)	32 (16.6%)	69 (17.6%)	32 (7.8%)	36 (8.8%)	68 (16.7%)
Hawaiian	0 (0.0%)	0 (0.0%)	0 (0.0%)	4 (2.1%)	3 (1.6%)	7 (1.9%)	5 (2.5%)	5 (2.7%)	10 (2.6%)	2 (1.0%)	6 (3.1%)	8 (2.0%)	4 (1.0%)	7 (1.7%)	11 (2.7%)
Indo-chinese	3 (1.6%)	1 (0.6%)	4 (1.1%)	2 (1.0%)	2 (1.1%)	4 (1.1%)	2 (1.0%)	2 (1.1%)	4 (1.0%)	1 (0.5%)	2 (1.0%)	3 (0.8%)	0 (0.0%)	2 (0.5%)	2 (0.5%)
Japanese	48 (26.1%)	27 (15.3%)	75 (20.8%)	44 (22.9%)	25 (13.6%)	69 (18.4%)	41 (21.1%)	26 (14.1%)	67 (17.7%)	36 (18.2%)	29 (15.0%)	65 (16.6%)	34 (8.3%)	34 (8.3%)	68 (16.7%)
Korean	6 (3.3%)	9 (5.1%)	15 (4.2%)	5 (2.6%)	8 (4.3%)	13 (3.5%)	6 (3.1%)	7 (3.8%)	13 (3.4%)	4 (2.0%)	7 (3.6%)	11 (2.8%)	5 (1.2%)	7 (1.7%)	12 (2.9%)
Latino	2 (1.1%)	1 (0.6%)	3 (0.8%)	2 (0.1%)	3 (1.6%)	5 (1.3%)	1 (0.5%)	3 (1.6%)	4 (1.0%)	3 (1.5%)	3 (1.6%)	6 (1.5%)	2 (0.5%)	3 (0.7%)	5 (1.2%)
Native American	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.5%)	0 (0.0%)	1 (0.3%)	1 (0.5%)	0 (0%)	1 (0.3%)	1 (0.5%)	0 (0%)	1 (0.5%)	1 (0.2%)	1 (0.2%)	2 (0.5%)
Part-Hawaiian	31 (16.8%)	44 (25.0%)	75 (20.8%)	22 (11.5%)	33 (17.9%)	55 (14.6%)	16 (8.2%)	32 (17.4%)	48 (12.7%)	25 (12.6%)	29 (15.0%)	54 (13.8%)	32 (7.8%)	30 (7.4%)	62 (15.2%)
Portugese	0 (0.0%)	1 (0.6%)	1 (0.3%)	0 (0.0%)	1 (0.5%)	1 (0.3%)	0 (0%)	1 (0.5%)	1 (0.3%)	1 (0.5%)	1 (0.5%)	2 (0.5%)	1 (0.2%)	1 (0.2%)	2 (0.5%)
Samoan	2 (1.1%)	2 (1.1%)	4 (1.1%)	2 (1.0%)	4 (2.2%)	6 (1.6%)	1 (0.5%)	2 (1.1%)	3 (0.8%)	1 (0.5%)	2 (1.0%)	3 (0.8%)	1 (0.2%)	3 (0.7%)	4 (1.0%)
Other	34 (18.5%)	39 (22.2%)	73 (20.3%)	57 (29.7%)	50 (27.2%)	107 (28.5%)	55 (28.4%)	49 (26.6%)	104 (27.5%)	47 (23.7%)	47 (24.4%)	94 (24.0%)	48 (11.8%)	43 (10.5%)	91 (22.3%)
Total	184 (100%)	176 (100%)	360 (100%)	192 (100%)	184 (100%)	376 (100%)	194 (100%)	184 (100%)	378 (100%)	198 (100%)	193 (100%)	391 (100%)	201 (100%)	207 (100%)	408 (100%)

APPENDIX C: SUPPORTING INFORMATION FOR CHAPTER III

Work Currently in Progress at the Laboratory School

Table C1. *Work Currently in Progress at the Laboratory School*

Subject Area	Grade	Innovation
Art	K–12	Design and test support components for teachers of sculpture and ceramics in elementary, middle, and high schools.
	6–8	Design and test new materials for a fiber arts course for middle-school art teachers.
English	3–5	Explore adaptations of the middle-school Performance English program for upper elementary grades aimed at improving reading, writing, and achievement test scores.
	9–12	Develop and test a new handbook for teaching of grammar and mechanics.
Health	6	Develop instructional materials to support the Improving Bone Health in Adolescence Project, a collaborative project with Purdue University and the UHM College of Tropical Agriculture and Human Resources. (U.S. DOH).
	6	Develop instructional materials to support the Healthy Weight Project, a collaborative venture with Purdue University; designed for Web-based delivery to modify multiple negative behaviors that portend obesity. (U.S. Department of Agriculture).
Mathematics	1–5	Design, develop, and evaluate new approaches to teaching elementary mathematics based on research by Russian mathematicians; a cooperative project with the Institute for Developmental Psychology and Pedagogy, Krasnoyarsk, Russia. (Best Practices in Education Foundation; Open Society Institute; Harold K.L. Castle Foundation; Quadey Foundation, David and Cecilia Lee Foundation; National Science Foundation).
	6–7	Redesign and test the *Reshaping Mathematics for Understanding Program*, including educational materials for students and teachers.
	8	Revise, test, and re-publish *Algebra I: A Process Approach*, grade 8.
	9–12	Test and evaluate a new experimental National Science Foundation funded reform curriculum, *Contextualized Mathematics: Core Plus*, , in collaboration with the Hawai‘i Department of Education.
	K–12	Develop and test mathematics Problem Solving Cards for grades K–12 including problems in algebra, geometry, statistics for dissemination.

Subject Area	Grade	Innovation
Science	6	Conduct research and develop assessments in middle-school science that enable teachers to provide concrete feedback on student learning to improve achievement; a collaborative project with Stanford University's Science Education Assessment Laboratory. (National Science Foundation).
	6–7	Develop Web-based electronic supports for the middle school science course *Foundational Approaches in Science Teaching: The Local Environment,* FAST 1.
	10	Design, develop, and test a new course in high school physics that integrates physiology, mathematics, and related technologies; based on previous work that indicates that higher achievement is possible by a more diverse group of students.
	K–6	Revise, test, and re-publish *Developmental Approaches in Science, Health and Technology.*
	6–7	Revise, test, and re-publish the national award-winning middle science curriculum, *Foundational Approaches in Science Teaching: The Local Environment,* FAST 1.
	9–12	Revise, test, and re-publish the two texts and supportive teacher materials for the *Fluid Earth/Living Ocean marine science program.*

APPENDIX D: SUPPORTING INFORMATION FOR CHAPTER IV

Laboratory School Accountability Plan

Documentation That the School Remains in Compliance with All Building, Health, Safety, and Insurance Requirements

Table D1. *Data Collection Addressed in the Laboratory School Accountability Plan*

ULS data collected	Type	Grade Levels												
		K	1	2	3	4	5	6	7	8	9	10	11	12
HCPS/SAT 9	Norm & criterion-referenced				✓		✓			✓		✓		
PSAT	Norm-referenced												✓	
SAT	Norm-referenced; self selected												✓	✓
PLAN	Norm-referenced											✓		
ACT	Norm-referenced; self selected												✓	✓
Graduation rate	Survey						✓			✓				✓
Measure UP	Artifact		✓	✓										
College entrance	Survey													✓
American Math Exam	Norm-referenced												✓	✓
NAEP	Norm-referenced									✓				
Attendance rate	Survey	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Intake	Survey	✓						✓						
Grades	Artifact	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student writing, art, science projects, etc.	Artifact	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Awards & recognitions	Artifact							✓	✓	✓	✓	✓	✓	✓
Extra-curricular events &activities	Artifact							✓	✓	✓	✓	✓	✓	✓
School climate	External validation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Post-Secondary success	Survey													✓
Disciplinary records	Artifact	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Exit survey	Survey	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teacher evaluation	Artifact	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teacher qualifications	Artifact	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Budget analysis	External validation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Documentation That the School Remains in Compliance with All Building, Health, Safety, and Insurance Requirements

Item D1. *The Laboratory School's most Recent Fire Inpection Report*

C (1)-99

STATE OF HAWAII
FIRE INSPECTION REPORT

TMK: 2-8-015-001 DATE: 10/21/05 TIME: 1230 PM

A. GENERAL INFORMATION

Name of Facility: UH Lab School Address: 1776 University Ave

Legal Owner: State of Hawaii Address:

Type Occupancy: E1 No. of Stories: 2 No. of Bldgs.: ____ Basement: Yes [X] No [ ]

Person in Charge: Peter Estomago Title: Administrator

B. EXITS	SAT	UNSAT	N/A
1. Are there adequate exits conforming to the Fire Code?	[X]	[ ]	[ ]
2. Are all stairwells, corridors, and exits clear and unobstructed?	[X]	[ ]	[ ]
3. Do exit doors open out in direction of exit travel as required by the Fire Code?	[X]	[ ]	[ ]
4. Are there at least two exits on every floor and located remote from each other?	[X]	[ ]	[ ]
5. Are there any dead-end corridors or passageways?	[X]	[ ]	[ ]
6. Are interior stairways, elevator shafts, chutes, dumb waiters, and other openings properly enclosed or protected?	[X]	[ ]	[ ]
7. Are exit doors provided with panic-hardware and self-closing devices where required?	[X]	[ ]	[ ]
8. Are required exit signs provided and illuminated? (external or internal)	[X]	[ ]	[ ]
9. Where required, are capacity (occupant load) signs posted?	[X]	[ ]	[ ]
10. Are there other deficiencies of the Fire Code regarding exit requirements?	Yes [ ]	No [X]	

Describe: ____

C. FIRE ALARM SYSTEM (FAS)	SAT	UNSAT	N/A
1. Is the FAS installed as required by the Fire Code and operational?	[X]	[ ]	[ ]
2. Are FAS signs provided?	[X]	[ ]	[ ]
3. Are employees adequately trained in emergency procedures?	[X]	[ ]	[ ]
4. Are emergency evacuation procedure/notification and evacuation diagram available to each staff member?	[X]	[ ]	[ ]
5. Are all fire exit drills logged and available for review?	[X]	[ ]	[ ]

Date/time of last fire exit drill held: October 25, 2005

6. When FAS last tested and location of control panel: October 25, 2005 (DATE) / Principal's Office (LOCATION)

D. FIRE PROTECTION APPLIANCES	SAT	UNSAT	N/A
1. Are Class I: ___ Class II: X Class III: ___ ASS: X Combined: ___ or other fire fighting equipment(s) properly maintained in the building(s)	[X]	[ ]	[ ]
Date last tested: Jan-05 By whom: National			
Date checked: May-05 By whom: University of Hawaii			
2. Are extinguisher signs provided?	[X]	[ ]	[ ]
3. Are there adequate extinguisher(s) of proper type, suitably located, and mounted?	[X]	[ ]	[ ]
Properly tagged:	Yes [X]	No [ ]	
By whom: University of Hawaii, 5/05			

E. ELECTRICAL	SAT	UNSAT	N/A
1. What is the general condition of the electrical wiring, equipment, or appliances?	[X]	[ ]	[ ]
If unsatisfactory, describe: _____			
2. Location of main electrical disconnect: Principal's Office			
3. Extension cords shall not be used in place of permanent wiring?	[X]	[ ]	[ ]
4. Are cover plates secured on all outlets, switches, junction boxes, and electrical panels?	[X]	[ ]	[ ]
5. Should inspection of electrical wiring and equipment be referred to county electrical inspectors?	Yes [ ]	No [X]	

F. FUEL STORAGE	SAT	UNSAT	N/A
1. Are fuel supply lines equipped with shutoff valves outside of buildings?	[X]	[ ]	[ ]
Location of main gas shutoff: Near Cafeteria			
2. Are staff members familiar with their locations?	[X]	[ ]	[ ]
3. Are LP gas cylinders and/or tanks, if any, rigidly mounted on suitable base and securely fastened to prevent tipping?	[X]	[ ]	[ ]
4. The storage of flammable or combustible liquids shall not be stored in attics, basements, and under stairways?	[ ]	[ ]	[X]
5. Type of fuel: Lp gas ___ gals Gasoline ___ gals Diesel ___ gals Other ___ How stored: Aboveground ___ Underground ___ Other ___			
6. Are the storage and use of flammable liquids, gases, or other volatile substances in accordance with the Fire Code?	[ ]	[ ]	[X]
Describe: _____			
7. Are flammable and combustible liquids in excess of 10 gallons stored in an approved storage cabinet?	[ ]	[ ]	[X]

G. OTHER HAZARDOUS LOCATIONS AND CONDITIONS	SAT	UNSAT	N/A
1. Do storage of combustible materials and housekeeping practices meet the requirements of the Fire Code?	[X]	[ ]	[ ]
2. Are kitchen stoves, hoods, ducts, and ventilating equipment free from dirt, grease, and dust?	[X]	[ ]	[ ]
3. Are boilers, flues, and heating equipment properly maintained?	[X]	[ ]	[ ]
4. If H-occupancy work is done, does it conform to the Fire Code? (spray painting, metal work, woodworking, lab, etc.)	[ ]	[ ]	[X]
5. Are cellulose nitrate motion picture film storage maintained in accordance with the Fire Code?	[ ]	[ ]	[X]
6. Are curtains and decorative materials flame treated in accordance with the Fire Code?	[ ]	[ ]	[X]
7. MSDS information on site where required by Article 80.	[X]	[ ]	[ ]
8. NFPA 704 placards provided per the Fire Code.	[X]	[ ]	[ ]
9. Storage of hazardous materials provided per the Fire Code.	[ ]	[ ]	[X]
10. Hazardous materials are dispensed, used, and handled per the Fire Code.	[ ]	[ ]	[X]

Remarks:

FIRE INSPECTOR Kevin Hows (PRINT) / Kevin Hows (SIGNATURE)

ACCOMPANIED BY: Keoni Jeremiah (PRINT) / Keoni Jeremiah (SIGNATURE)

REVIEWED BY Ricky Muramoto (PRINT) / Ricky Muramoto (SIGNATURE)

APPENDIX E: SUPPORTING INFORMATION FOR CHAPTER V

Policies Adopted by the Local School Board (Table E1)

Minutes of the Last Three Local School Board Meetings (Items E1–E3)

Policies Adopted by the Local School Board (Table E1)

Table E1. *Policies Adopted by the Local School Board*

LSB Meeting Date	Policy
January 29, 2003	Decline ULS participation in OIA athletic league
June 12, 2003	Authorize LSB chair to negotiate with UH Board of Regents regarding ULS
August 28, 2003	Grant authority to principal to conduct school business
August 26, 2004	1. Approved student/parent handbook 2. Approved crisis management plan 3. Established joint ULS, College of Education Building Planning Committee
June 16, 2005	1. Approved school policy on student selection 2. Approved building renovation design plans 3. Approved fundraising plans for renovations and new buildings 4. Approved selecting an architect consultant
September 19, 2005	1. Amended by laws to designate the director of CRDG and the Chief Executive Officer with authority to conduct regular business of ULS 2. Postponed outside audit pending guidelines and requirements from CSAO.
January 26, 2006	1. Second and final reading of by law changes 2. Established a governance committee to ensure compliance with charter school laws 3. Established advisory committee to advise on school operations between regularly scheduled meetings

Minutes of the Last Three Local School Board Meetings (Items E1–E3)

Item E1. *Minutes of the January 26, 2006 Local School Board Meeting*

MINUTES

The Education Laboratory
A Hawai‘i New Century Public Charter School

Regular Local School Board Meeting
January 26, 2006

PRESENT: Chair, Charles Khim; Vice chair, Loretta Krause; Faculty Suzanne Acord; Support Staff Tracy Teixeira; Interim Principal Peter Estomago; Student representative Sianha Gualano

Community-at-large: Steven Alm, Douglas Doi, David Ericson, Colleen Hirai, Francis Pottenger, Eileen Tamura

EXCUSED: Arthur King, Jr.; Thomas Speitel (medical); Parent Benedicto Guira, Jr.

GUESTS: Donald Young, CRDG Director
Erin Baumgartner, Science Teacher

CALL TO ORDER: There being a quorum present, the meeting was called to order by Chair Charles Khim at 1:00 p.m. in the Conference Room of Castle Memorial Hall.

MINUTES OF PREVIOUS MEETING:

> The minutes of September 29, 2005 were unanimously approved with one correction. That was to insert the word “requested” under Old Business, Section A, line 1, second sentence to read: “. . . The school has requested a letter of commitment from UH . . . .” on a motion made by Loretta Krause and seconded by Frank Pottenger.

ORDER OF BUSINESS – REPORTS

I. Reports

Interim Principal Pete Estomago reported that Tracy Teixeira was elected by the school support staff to fill the current vacancy.

It was moved by David Ericson and seconded by Frank Pottenger to seat Tracy Teixeira on the board to fill the school support vacancy, term ending January 2007. Motion carried unanimously.

Pete Estomago reported that student and parent elections will take place in the Spring of 2006.

A. Academic Report

1. Dr. Erin Baumgartner presented a visual report on the 9th grade four-year ocean science class project regarding their research on the tidal areas around Oahu. Other schools have taken an interest and are now participating with us on this student research project. The board was most impressed by the original science research being produced by the 9th graders. Dr. Baumgartner was given a round of applause and a thank you for a job well done.

   Suzanne Acord reported that 16 Lab school students participated in four teams in the World Quest state competition. This competition tests student knowledge of current events, geography, and world leaders. There were a total of 39 participating teams. The Lab School teams placed 3rd, 5th, 12th and 14th. The third place winners received trophies and Borders gift certificates. Congratulations!

   A winter Lokahi community program was sponsored by the school faculty. The family that the school gave so generously to was most grateful for the assistance. Suzanne Acord was recognized for her leadership efforts with World Quest and the Lokahi project.

2. Mr. Estomago presented a written report (attached) of student achievements and awards. Douglas Doi gave the art award report. Art students received a record-breaking 32 state and national awards. Congratulations to the students and teachers from the Art Department.

3. The revised Spring 2006 School Calendar was distributed.

It was moved to accept Pete Estomago's report by Frank Pottenger and seconded by Steven Alm. Motion carried unanimously.

B. CRDG Report by Donald Young was presented in writing (report attached).

1. Building renovation plan is moving through channels at UH.

2. A new hire is creating a school computer up-grade and replacement plan

which is almost finished.

3. The position advertisement for School Administrator was posted in November, 2005. Posting of the advertisement for school principal is to be revised, at the request of the Chair, to include wording under DUTIES section; that reflect that the K-12 ELS charter school under HRS §302A-1182 must be in compliance with all charter school laws. Further that the CRDG Director review the type of positions that can be used to hire for this position, particularly funding and tenure. (Current position description and expanded job description are attached.) Three applications have been received as of January 26, 2006.

4. The Principal's Search Committee consisting of Kathleen Berg, Pete Estomago, Suzanne Acord, David Ericson, and Frank Pottenger recommended by Donald Young was carried unanimously with one addition, Chair Khim, and will be forwarded to the Dean on a motion made by Frank Potttenger and seconded by David Ericson.

5. Other informal items were: a visit by Senator Suzanne Chun Oakland to the school, 40 visitors to the science section and summer program progress.

The CRDG Director's report, Section B. 1–5 was unanimously accepted on a motion by Eileen Tamura and seconded by Frank Pottenger.

C. The budget report for fiscal 2004–2005 and 2005–2006 along with funds received from the UH Foundation was accepted unanimously on a motion made by Frank Pottenger and seconded by David Ericson (report attached).

II. Unfinished Business

A. Nominating Committee of Loretta Krause and David Ericson recommended Colleen Hirai, Charles Khim, Douglas Doi and Arthur King be nominated for community-at-large vacancies on the LSB whose term of office will run from January 2006 – January 2008.

On a motion made by Loretta Krause and seconded by Frank Pottenger, the motion carried unanimously.

A letter of special thanks will be sent to David Wilson and Donna Estomago with a parting gift (ceramic piece by Douglas Doi) for their long and faithful service to the LSB. A letter of appreciation will be sent to Benedicto Guira (parent representative) for his two-year term on the board. Motion made by Loretta Krause and seconded by Frank Pottenger. Motion carried unanimously.

B. LSB meeting dates were changed from Thursdays to Tuesdays on a motion made by David Ericson and seconded by Colleen Hirai. Motion carried unanimously. New schedule is attached to minutes.

C. The December 30, 2005 LSB bank account balance statement of $52,651.28 (attached) was unanimously approved subject to audit on a motion by Steven Alm and seconded by David Ericson.

D. The second and final reading of the LSB revised by-laws (attached) were accepted on a motion by Douglas Doi and seconded by Steven Alm. Motion carried unanimously.

III. New Business

A. The Chair requested that a governance committee be established to make sure the LSB is in compliance with state charter school law. (New Century Charter School laws were distributed to LSB members and is attached.) On a motion made by Frank Pottenger, seconded by Steven Alm, the motion was unanimously carried to appoint Loretta Krause, Frank Pottenger, Douglas Doi, Charles Khim, Tracy Teixeira, Eileen Tamura and David Ericson to review the governance of the school as required by HRS §302A-1182(c)(6). This committee shall be called the LSB Governance Committee.

B. Personnel discussions deferred to last item on agenda.

IV. Other Items

A. It was moved by Steven Alm and seconded by F. Pottenger to retain the present Chair; Charles Khim and Vice-chair/Recorder; Loretta Krause for another one-year term. Motion carried unanimously.

B. It was moved by Loretta Krause and seconded by David Ericson to elect Eileen Tamura as Treasurer for the LSB. Motion carried unanimously.

C. The 2006 directory update was passed around for review. The new directory will be distributed at the next board meeting.

D. It was moved by Frank Pottenger to establish an advisory committee to give advice on the operation of school business between regularly scheduled board meetings. This committee will advise the LSB and CRDG, and shall be called the LSB Advisory Committee.

The committee members recommended are David Ericson, Tracy Teixeira, Frank Pottenger, and Suzanne Acord. This motion was seconded by David Ericson. Motion carried unanimously.

The personnel discussion was deferred to the new advisory committee on a motion made by Steven Alm and seconded by Colleen Hirai. Motion carried unanimously.

ADJOURNMENT:

There being no further business the meeting was adjourned at 3:40 p.m.

NEXT MEETING:

Date:	Regular Meeting Tuesday, May 23, 2006
Time:	1:30 to 3:30 p.m.
Place:	Castle Memorial Hall Conference Room

Respectfully submitted,

Loretta Krause
Recorder

Item E2. *Minutes of the September 29, 2005 Local School Board Meeting*

MINUTES

The Education Laboratory
A Hawai‘i New Century Public Charter School

Regular Local School Board Meeting
September 29, 2005

PRESENT: Chair, Charles Khim; Vice chair, Loretta Krause; Faculty Suzanne Acord; Support Staff Pete Estomago; Parent Benedicto Guira, Jr.; Principal Jane Burke; Student representative Sianha Gualano; Community-at-large: Steven Alm, David Ericson, Donna Estomago, Colleen Hirai, Francis Pottenger, Thomas Speitel

EXCUSED: Eileen Tamura (sabbatical), David Wilson

GUESTS: Donald Young, CRDG Director, Paul Brandon, Program Research and Evaluation Section, CRDG

CALL TO ORDER: There being a quorum present, the meeting was called to order by Chair Charles Khim at 1:30 p.m. in the Conference Room of Castle Memorial Hall.

MINUTES OF PREVIOUS MEETING:

The minutes of June 16, 2005 were unanimously approved with no corrections or additions on a motion made by Frank Pottenger and seconded by David Ericson.

ORDER OF BUSINESS – REPORTS

I. Reports

A. Donald Young, CRDG Director, reported that Principal Burke resigned and her last day of work is October 7, 2005. Pete Estomago has been named Interim Administrator. A nationwide search will take some time. The search must begin as soon as possible. Pete Estomago will be acting administrator until June 2006.

Further, three (3) teachers have left since school started and one is out ill. Sixteen new personnel have been hired for this school year.

A handout was distributed on new grants received by CRDG, Charter Renewal draft annual evaluation report, Laboratory School allocation for FY 06 (per pupil allocation $5,604) based on 425 students attending the school. Parent donations for the school this year will be handled by Mark Fukeda, College of Education Development Office. Between 7/1/05 to 9/29/05, $55,785 had been donated to the school. Audit of charter school funding is open to further discussion and action at this meeting.

It was moved to accept Donald Young's report by Frank Pottenger and seconded by David Ericson. Motion carried unanimously.

B. Jane Burke reported school opened well. She passed out a list of the new personnel and a summary of the May 2005 graduates. The open house and meet and greet sessions were well attended by parents. Suzanne Acord reported two (2) school awards for the French cartoon contest – third and fourth place prizes for French I from the French Embassy in San Francisco.

It was moved to accept Jane Burke's report by Colleen Hirai, seconded by Frank Pottenger. Motion carried unanimously.

C. The preliminary findings of the internal student evaluation report of the ELS for 2004–2005 was reported by Paul Brandon. The purpose, topics addressed, number of students, attendance, graduation rates, college placement exam results and state and national school test scores were reported. The final report will be published in January 2006.

Motion to accept the evaluation report was made by Benedicto Guira and seconded by Suzanne Acord, to authorize the board to forward the Charter School report to the Charter School Office and the Board of Education. Motion carried unanimously.

D. One expenditure for iBook computers was requested by the school for approximately $17,500. On a motion made by Benedicto Guira, seconded by Colleen Hirai, the expenditure was approved unanimously.

The written financial report presented by Loretta Krause on LSB expenditures was approved unanimously on a motion made by Steven Alm and seconded by Frank Pottenger.

II. Old Business

A. School renovation plans are moving forward. The school has a letter of commitment from UH. The ELS renovation plans are included with the University master plan and UH architects have reviewed the concept. To renovate High School Building 3, the estimate is approximately $2.4 million. Total renovations will be about $14 million.

It was moved by David Ericson and seconded by Frank Pottenger to accept the report and select an architect with appropriate payment for services. Motion carried unanimously.

B. Loretta Krause requested that the use of professional assistance be explored to help raise the funding needed for school renovations. Motion to investigate the use of professional fundraisers was made by Tom Speitel and seconded by Frank Pottenger. The motion was approved with a vote of 12 in favor and 2 abstentions, one by Colleen Hirai and the other by Steven Alm. Their occupation prohibits them from participating in any fundraising activities.

C. The Alumni Hall of Fame plans, forms and nomination procedures were approved in principle by the LSB. Suggestions were given for improving the nomination forms. The forms will be revised and presented for final approval at a future board meeting.

Motion made by David Ericson to move forward on Hall of Fame, seconded by Frank Pottenger. Motion carried unanimously.

D. The minutes of two Summer 2005 Oversight Committee meetings with recommendations were forwarded to the LSB for review (attached). On a motion made by Frank Pottenger and seconded by David Ericson, the motion to accept the minutes of the committee was unanimously approved.

E. The LSB original By-laws were amended on page 3 under, Responsibilities: item #6 for clarification. The By-laws will be amended and forwarded when appropriate to the CSO and BOE on a motion made by Tom Speitel and seconded by Frank Pottenger. Motion carried unanimously. Amended copy attached.

III. New Business

A. Donald Young discussed the Attorney General's opinion regarding charter school contracts, leases, and land purchase agreements. More information will be forthcoming.

B. Charles Khim responded to a request by the Charter School Resource Center to send a representative to a meetng on October 15, 2005 regarding Board training.

Loretta Krause was assigned to attend, if possible.

C. Loretta Krause passed out an informational memorandum from the Superintendent of Education (with flow chart) on the authority for special education procedures now in effect in public schools (including charter schools) in Hawai‘i.

IV. Other Items

A. The outside audit of the ELS as requested by Donald Young at the last LSB meeting should be put on hold until procedures for auditing accounts for the charter school are established. This request was approved unanimously on a motion made by Benedicto Guira and seconded by Frank Pottenger.

ADJOURNMENT:

There being no further business the meeting was adjourned at 3:40 p.m.

NEXT MEETING:

Date:	Regular Meeting January 26, 2006
Time:	1:00 to 3:30 p.m.
Place:	Castle Memorial Hall Conference Room

Respectfully submitted,

Loretta Krause
Recorder

Item E3. *Minutes of the June 16, 2005 Local School Board Meeting*

MINUTES

The Education Laboratory
A Hawai‘i New Century Public Charter School

Regular Local School Board Meeting
June 16, 2005

PRESENT: Chair, Charles Khim; Vice chair, Loretta Krause; Faculty representative Suzanne Acord; Parent representative Benedicto Guira, Jr.; Principal Jane Burke; Student representative Sianha Gualano

Community-at-large members: Steven Alm, Colleen Hirai, Francis Pottenger, Thomas Speitel

EXCUSED: David Ericson, Donna Estomago, Pete Estomago, Eileen Tamura, David Wilson

GUESTS: Donald Young, CRDG Director

CALL TO ORDER: There being a quorum present, the meeting was called to order by Chair Charles Khim at 1:30 p.m. in the Conference Room of Castle Memorial Hall.

MINUTES OF PREVIOUS MEETING:

The minutes of January 27, 2005 were unanimously approved with no corrections or additions on a motion made by Thomas Speitel and seconded by Frank Pottenger.

ORDER OF BUSINESS – REPORTS

Donald Young, CRDG Director, gave a PowerPoint report on the Student Selection committee, Admissions and Characteristics of Students 2005–2006. The report was unanimously approved on a motion made by Colleen Hirai and seconded by Thomas Speitel.

The second report made by Donald Young was on the annual Evaluation Report, the Charter Renewal Request and the Charter Renewal Report.

4. The Local School Board unanimously accepted the annual school evaluation report on a motion made by Steven Alm and seconded by Colleen Hirai.

5. The Charter Renewal Committee plan was unanimously approved on a motion made by Frank Pottenger and seconded by Benedicto Guira.

6. The charter renewal anticipated changes to the report were unanimously approved on a motion made by Frank Pottenger and seconded by Thomas Speitel.

An end-of-the-year financial audit for the charter school was requested by Donald Young. The motion made by Frank Pottenger requested a CPA to perform the audit. The CPA is to be selected by a subcommittee of C. Khim, B. Guira, and J. Burke. The motion was seconded by Steven Alm. The motion was carried unanimously.

Vice chair Loretta Krause handed out the financial reports that included: the American Savings account that had a total cash balance of $134,588.25; the Charter School Revenue and Projected Expenditures as reported by the administrative officer Sheryl Nohara; and a copy of the charter school administrative office Title II Budget and Expenditures. For informational purposes the charter school fiscal year 05-06 budget Projection was discussed. At this time, the FY06 allocation is $5,600 per child in school. Approximately 425 students are expected for the fall semester.

Lastly, the parent contributions of $219,699 was reported by the University Foundation.

It was moved to accept the financial reports by Steven Alm and seconded by Frank Pottenger. The motion carried unanimously.

After reviewing the budget it was moved by Thomas Speitel and seconded by Frank Pottenger to approve a purchase of iBooks, related computer materials, service contracts and physical education equipment for about $54,000. Motion carried unanimously.

Chair Khim questioned a possibility of a deficit in the school budget next year. Donald Young, Director of CRDG, stated there would be no deficit in the 05-06 budget.

Donald Young gave a status report on the school building committee meetings and plans for school renovations proposal and ideas on where to proceed from here.

Six motions were made and unanimously accepted to move forward the school building concept and renovation plans. They are:

1. Colleen Hirai moved to accept the overall report, seconded by Thomas Speitel.

2. Loretta Krause moved to go forward with the renovation design which was seconded by Suzanne Acord.

3. Jane Burke moved to explore fundraising with professional assistance; seconded by Suzanne Acord.

4. Thomas Speitel moved to approve fundraising on behalf of the school, seconded by Benedicto Guira.

5. Steven Alm moved to retain an architect for the school that would represent the school in meetings, seconded by Loretta Krause.

6. It was further moved by Steven Alm that the Building Committee select the architect and decide on pay for his services, seconded by Thomas Speitel.

II. New Business

A. It was moved that a committee be formed to review the degree of oversight that the Local School Board should have over school procedures, policies and operations. Chair Khim moved and Frank Pottenger seconded. The motion carried unanimously.

The chair requested volunteers from the board for the committee. Frank Pottenger, Thomas Speitel, Colleen Hirai, and Suzanne Acord responded. To enlarge the committee, the chair requested department chairs Hannah Slovin (Math) and Linda Menton (Social Studies), teachers James Harstad (English) and Douglas Doi (Art), and finally LSB members Eileen Tamura and Sianha Gualano the student LSB member to round out the committee.

Two meetings were planned to begin the process: Tuesday, July 5 from 2:00 – 4:30 p.m. and Thursday, July 28 from 1:30 – 4:30 p.m. in the Castle Memorial Hall Conference Room.

B. An Alumni Hall of Fame was suggested by Chair Khim to honor deserving alumni. It was moved by Frank Pottenger and seconded by Jane Burke that a committee should be appointed to move forward with the Lab School Hall of Fame. Loretta Krause was requested by Chair Khim to explore options.

The chair asked each LSB member to submit five or more names of deserving graduates by the next meeting for discussions.

C. In the above discussions a committee to do fundraising for the school was discussed as part of the Hall of Fame. However, it was felt that this should be a separate committee. Therefore, Frank Pottenger moved and Steven Alm seconded to have a fundraising committee only. Motion carried unanimously. Loretta Krause was requested by Chair Khim to explore options.

The distribution of all materials listed on the agenda are attached to the minutes on record.

III. Other Items

Donald Young requested an evaluation of the PowerPoint presentation. The board was very positive about the presentation and requested PowerPoint presentations when possible at future board meetings.

ADJOURNMENT:

There being no further business the meeting was adjourned at 4:00 p.m.

NEXT MEETING:

Date:	Regular Meeting September 29, 2005
Time:	1:30 to 3:30 p.m.
Place:	Castle Memorial Hall Conference Room

Respectfully submitted,

Loretta Krause
Recorder