

Internal Evaluation of the Education Laboratory School for School Year 2006–2007

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PREFACE

This is one of a series of annual reports meeting the requirements of the Hawai‘i Department of Education (HDOE) for public charter schools in Hawai‘i. University Laboratory School (ULS), which has a 76-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 the Curriculum Research & Development Group (CRDG), College of Education, University of Hawai‘i (UH) under a contract with the Laboratory School Local School Board (LSB). Each year since the school achieved charter status, CRDG’s Program Research and Evaluation (PRE) Office has conducted internal evaluations (i.e., evaluations of one unit within the organization by another unit). (Some portions of this report are provided by CRDG offices other than PRE.) The evaluation reports have addressed the evaluation requirements of the Hawai‘i Department of Education (HDOE) and provided an independent perspective on the Laboratory School. This year, the report addresses the HDOE Charter School Administrative Office’s (CSAO) new “Requirements for Annual Self-Evaluation Reports and Multi-Year Reports,” including sections on (a) the annual academic accountability plan, (b) a review of the school’s administrative compliance and organizational viability, (c) a review of the school’s faithfulness to terms of the charter, (d) plans for the future, (e) significant governance policies, and (f) a financial statement and records.

I. ANNUAL ACADEMIC 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 A, Table A1, 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 continually analyzed in the school's ongoing efforts 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. Since 2001, additional resources and personnel time have been directed to implementing the Accountability Plan for documentation, data collection and analysis, and reporting findings.

In addition to the Laboratory School Accountability Plan referenced above, we address the topics requested in the CSAO's "Requirements for Annual Self-Evaluation Reports and Multi-Year Reports,". The CSAO's annual academic accountability plan requests that charter schools report on nine elements: (a) a comprehensive needs assessment, (b) school-wide reform strategies using best practices, (c) teachers, (d) professional development, (e) parental involvement, (f) collaborative decision making, (g) help for low-achievers, (h) coordination of programs, and (I) transitions. We address these in the sections that follow.

A COMPREHENSIVE NEEDS ASSESSMENT

We collected and analyzed data from several sources to make inferences about the needs of Laboratory School students. In this section, we report the results of our Senior Exit Survey, Alumni Survey, and School Quality Survey; discuss the students' test and assessment scores, summarize college acceptance rates, describe foreign language placement exam results, and provide attendance rates and student awards, recognitions and honors. Findings from two previous evaluation reports (Brandon & Linke, 2005; Linke, Zimmer, & Brandon, 2006) are referenced when appropriate.

Senior Exit Survey

In School Year (SY) 2004–2005, we developed and administered the Senior Exit Survey (SES) to systematically collect information about graduating high school seniors’ perspectives on their Laboratory School experience. The survey has been a useful tool to learn the perspectives of students at the point when they have a minimum of several years’ experience at the Laboratory School and are likely to have developed firm opinions about the school. SY 2006–2007 is the third consecutive year of survey administration.

We revised the SES items slightly for the 2006–2007 survey. Items were answered with a 6-point Likert scale from 1 (*low quality*) to 6 (*high quality*) and addressed seniors’ perceptions of the overall quality of instruction in eight subjects, overall academic and social experiences, opportunities for extra-curricular and sports activities, and their overall confidence in their ability to succeed after high school. In addition, we asked two open-ended questions: “What did you like most about Laboratory School (please be specific)?” and “What, if anything, would you like to change about the Laboratory School (please be specific)?”

The survey was posted on the World Wide Web near the end of the school year. 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, for a 100% completion rate.

In Appendix A, Tables A2 and A3, results for the Likert-scale items are presented. In Table A4, we show the results of a content analysis of the written responses to the two open-ended questions. All students responded to both open-ended questions.

Item 1 requested that students, “Please indicate your perception of the overall quality of Laboratory School instruction in each of the subjects listed.” The subjects included English, science, mathematics, social studies, art, drama, music, and physical education. Across subjects students’ responses were high (See Appendix A, Table A2). The highest mean scores were for art (5.48), music (5.31) and English (5.23). Mathematics received the lowest mean score (3.94). This pattern of scores is similar to the results found in previous years’ surveys.

Of the items that asked about overall academic and social experiences and opportunities for extra-curricular and sports activities, the overall social experience at the Laboratory School (3.39) had the highest mean score (See Appendix A, Table A3). Responses to the question, “How would you rate your opportunities for extra-curricular activities at the Laboratory School?” showed the lowest mean score (2.82). Students have consistently rated the opportunities for extra-curricular activities lowest in relation to other categories over the past three years, with mean scores of 2.96 and 3.02 in SY 2004–2005 and SY 2005–2006, respectively.

Item 7 asked students to rate their confidence in their ability to be successful in whatever they select to do after high school on a 4-point Likert scale from 1 (*not at all confident*) to 4 (*completely confident*). The average response was 3.0. In SY 2005–2006, the mean response was 2.92, and in 2004–2005, the mean response on a 6-point Likert scale was 4.32. These mean scores are roughly comparable and reflect fairly high student confidence in their ability to be successful in their future endeavors.

Responses to the two open-ended questions were content-analyzed and categorized independently by two PRE staff. After the initial categorization, staff discussed disagreement among their categorizations until a consensus was reached. A total of 15 categories emerged from answers to the two questions (see Appendix A, Table A4). Small class sizes, teacher quality, and a feeling of ‘ohana were the most commonly reported thematic responses to the first question. When asked what they would change about the Laboratory School, the food quality, infrastructure, and miscellaneous aspects of the school were the most commonly reported themes.

In summary, exiting seniors reported high satisfaction with the art, music, and English instruction at the Laboratory School. In general, seniors rated their social experiences favorably. For the third consecutive year, opportunities for extra-curricular activities were rated lower than overall academic and social experiences and lower than opportunities for sports participation. Seniors consistently reported confidence in their ability to be successful in whatever they select to do after high school. According to students, the small class sizes that foster a feeling of ‘ohana and teacher quality are the school’s greatest strengths. Food quality and infrastructure could be seen as areas for future improvement.

Alumni Survey

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 SY 2003–2004 and administered twice (SY 2003–2004 and SY 2005–2006). . For this report, we reference findings from the most recent survey (SY 2005–2006) reported by Linke et al., (2006, pp. 3–5):

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 reasonably 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 response 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 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 scores 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.

Overall, Laboratory School alumni in SY 2005–2006 provided favorable reviews of their experiences at the school. Former students reported believing that the instruction in some of the school subjects prepared them for college better than others. Science and social studies received the lowest ratings by the alumni, although nearly all the mean ratings were above the scale midpoint (2.50), suggesting general satisfaction. It is of particular note that graduating seniors' somewhat negative perceptions of mathematics instruction at the Laboratory School that have been found in the SES for three years were not reflected in responses to the alumni survey.

School Quality Survey

Examining climate or overall quality is a common practice in school research and evaluation. To evaluate the Laboratory School quality, we developed a modified version of the HDOE's School Quality Survey (SQS) and administered it in SYs 2003–2004 and 2005–2006. 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 adaptation of the survey previously (Brandon & Linke, 2004). During the SY 2005–2006 administration of the survey, the numbers and percentages of respondents were 19 elementary students in Grade 4 and 5 (a 95% response rate), 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 from SY 2003–2004 and SY 2005–2006.

In general, item mean scores were very high, reflecting favorably upon the Laboratory School's quality. The parents' ratings of quality tended to be the highest, followed by elementary student's, teacher's, high-school students', and middle-school students'. Findings from the most recent SQS were reported by Linke et. al (2006, pp. 6-7):

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 score 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 2005–06 and 32.58 in 2003–04. The second subscale, "Satisfaction with Education," received a mean total score of 22.32 (out of a maximum possible score of 28.00) in 2005–06 and a mean total score of 21.60 in 2003–04. "School Environment," the third subscale, scored a mean total score of 18.69 (out of a maximum possible score of 28.00) in 2005–06 and 18.27 in 2003–04. 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 2005–06 and 3.88 in 2003–04.

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 31.10 (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 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.

The parent version of the survey was comprised of five subscales. Findings from the SY 2005–2006 survey regarding parent responses to the SQS are presented later in this report under the Parental Involvement subheading.

Comparing scores from SY 2003–2004 to SY 2005–2006 reveals the following trends in perceptions of school quality. The total mean subscale scores for the elementary school version of the survey dropped slightly, all total mean scores for the subscales in the middle school version increased, and high school mean total scores increased for two of the subscales and decreased for two of the subscales. Total mean scores for the teacher version across the two years reported were consistent. Despite the decreases in four of the ten student subscales, the mean scores for the School Quality Survey administered in SY 2005–2006 remain very high.

Results on Student Tests and Assessments

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

Test scores are reported in two ways. First, we analyzed test scores over time. The purpose of analyzing scores over time is to identify possible trends to learn the extent to which student performance has changed. Secondly, comparisons of ULS student scores to state or national scores are made wherever possible. The purpose of these analyses was to examine how well Laboratory students performed relative to their national and statewide peers.

In this section, we describe each instrument and the Laboratory School students’ results. Appendix A tables A5 through A13 include information about student performances on relevant tests and assessments.

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 seniors constituting the greatest proportion of students taking the test. An average of 36 students per year from the Laboratory School were administered the ACT between 2001–2002 and 2005–2006.

Trends in average ACT scores of Laboratory School graduates from SY 2001–2002 to SY 2005–2006 have been positive and impressive (see Appendix A, Table A5). Despite a drop in scores on three of four subjects in SY 2003–2004, mean scores for all subjects have increased over the five year period. Mean scores on all subjects improved during SY 2005–2006. Between SY 2004–2005 and SY 2005–2006 the average English, mathematics, reading and composite scores increased over one unit. The composite score for the ACT increased in SY 2005–2006.

On average, Laboratory School students achieved higher scores on all subjects and the composite score of the SY 2005–2006 ACT compared to other public and charter school students in Hawai‘i and the nation.

ACT developed a system of benchmark scores to estimate the college readiness of ACT-Tested students. A benchmark score is “the minimum score needed on a ACT subject-area test to indicate a 50% chance of obtaining a B or higher or a 75% change of obtaining a C or higher in the corresponding college-bearing college courses” (ACT, 2006, p. 1). Appendix A, Figure A1 shows that ACT-Tested Laboratory School students appear to be more likely to be college ready than their statewide counterparts. The widest disparity in college readiness between Laboratory School and other Hawai‘i students was observed for College English Composition (14%) followed by College Algebra (10%).

PLAN. As a “pre-ACT” aptitude test, PLAN is described by the test publisher as 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 A6. Average English, mathematics, and science reasoning scores for the PLAN were at 6-year lows in SY 2006–2007.

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.

Verbal and mathematics score results for Laboratory School students were the highest in SY 2006–2007 for the six years recorded (see Appendix A, Table A7). Mathematics and verbal

scores have increased in the past three years.

Results comparing Laboratory School students with their counterparts for the state and the nation show average verbal scores above the national average for three out of the past six years. Laboratory School students scored above the state average in verbal aptitude all six years. They also consistently scored considerably higher on the SAT mathematics section than their counterparts in both the state and the nation for each year reported.

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 A8. They show quite mixed trends. The average verbal PSAT score has gone up and down over the six years reported, reaching the highest average score in SY 2004–2005, but decreasing for the second year in a row in SY 2006–2007. The average mathematics score had consistently decreased over the initial three year span, peaked in SY 2004–2005, and then dropped in SY 2005–2006 and SY 2006–2007 to the lowest score in the six years reported. Mean writing skills scores increased from SY 2001–2002 to 2004–2005, but have fallen in the past two years. There was a notable drop during SY 2006–2007 to the lowest reported writing skills score in the past six years.

Hawai‘i State Assessment. During SY 2005–2006 the Hawai‘i State Assessment (HSA) consisted of tests in reading and mathematics in the spring and writing in the fall. The content of the HSA is based on the Hawai‘i’s Content and Performance Standards (HCPS). The results for SY 2002–2003 through 2005–2006 reading and mathematics are shown in Appendix A, Tables A9–A12, and the results for HSA writing in Fall 2006, Grades 4, 6, 9, and 11 are provided in Appendix A, Table 12. (We do not discuss the results for SY 2006–2007 because the results were unavailable when this report was being prepared.) The results for Grades 3 through 5 should be interpreted with caution because of the low number of students (10) in each of the grades.

Corresponding adjusted effect size scores are shown for ULS and the state. The effect size is a measure of the degree to which the null hypothesis, or hypothesis of no difference, is false (Grissom & Kim, 2005). For HSA scores, we provide the effect size to measure the degree of difference between Laboratory School and statewide mean scores on a given subject. 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.

The 2006 HSA reading and mathematics scores were available for Grades 3, 5, 8 and 10. Grade 3 HSA scores are shown in Appendix A, Table A9. After dropping in SY 2004–2005, the Grade 3 reading effect size increased modestly in SY 2005–2006. The Grade 3 mathematics effect size decreased for the third consecutive year.

Grade 5 HSA scores are shown in Appendix A, Table A10. The SY 2005–2006 reading effect sizes increased from 0.17 to 0.74, which is the highest effect size of the five years reported. The Grade 5 mathematics effect size fell during three consecutive years (SY 2002–2003 to SY 2004–2005), but increased sizeably by 0.45 in SY 2005–2006.

Appendix A, Table A11 includes the Grade 8 HSA scores. Since the last school year, the Grade 8 reading effect sizes dropped minimally by 0.08, while the mathematics effect sizes increased modestly (0.20) since SY 2004–2005. The most recent effect sizes (SY 2005–2006) for Grade 8 reading and mathematics are considerably lower than the SY 2003–2004 scores.

Grade 10 reading and mathematics scores are shown in Appendix A, Table A12. SY 2006–2007 for both subjects were not sizably different than SY 2005–2006. Although the Grade 10 effect sizes for reading and mathematics are lower in SY 2005–2006 than they were in SY 2002–2003, it should be noted that the effect sizes over 1.00 are quite high.

Fall 2006 HSA writing scores were available for Grades 4, 6, 9, and 11 (see Appendix A, Table 13). There is an observed positive relationship between grade level and writing score effect size. The effect size increases greatly between 4th and 6th grade (from 0.09 to 0.47), rises somewhat at grade 9 (0.56), and nearly doubles for grade 11 (1.00).

In summary, Laboratory School students have tended to score higher than the state average in all grades, and the difference is especially apparent in the higher grades. For reading, mathematics and writing the degree of difference between Laboratory School and statewide HSA scores, as measured by effects sizes, increases with grade level. As reported in past reports (Linke et al., 2006) there is a consistent increase in effect size across grade levels, with larger effect sizes for higher grades.

Test score summary. Longitudinal trends in student performance on the four national tests are mixed (see Table 1). Analysis of these scores shows no clear trend. Scores are clearly decreasing for some instruments. For example, average scores for the PLAN English, mathematics, reading, science and composite scores are lower in SY 2006–2007 compared to 2001–2002. Conversely, SAT and ACT scores have increased since SY 2001–2002. PSAT scores are mixed; verbal scores have increased, mathematics and writing scores have decreased.

Table 1

Longitudinal trends in ACT, PLAN, SAT and PSAT test mean scores

Test	Change in mean score Between SY 2001–2002 and most recent data	Years with positive change
ACT English	+2.5	3
ACT math	+1.9	3
ACT reading	+1.1	2
ACT science	+0.3	3
ACT composite	+1.7	3
PLAN English	-2.5	2
PLAN math	-1.9	2
PLAN reading	-1.2	2
PLAN science	-1.4	2
PLAN composite	-1.7	2
SAT verbal	+20	4
SAT math	+16	3
PSAT verbal	+1.3	3
PSAT math	-3.9	1
PSAT writing	-1.7	3

As shown in Table 2 the trends in HSA effect sizes are mostly negative. While it is clear the relationship between effect size and grade level is positive, the longitudinal changes in effect sizes show decreases in every subject, except Grade 5 reading.

Table 2

Longitudinal trends in HSA effect sizes

Test	Total effect size change since SY 2001–2002	Years with positive change
Effect size HSA Grade 3 reading	-0.18	2
Effect size HSA Grade 3 math	-0.33	1
Effect size HSA Grade 5 reading	+0.17	1
Effect size HSA Grade 5 math	-0.22	1
Effect size HSA Grade 8 reading	-0.52	0
Effect size HSA Grade 8 math	-0.85	2
Effect size HSA Grade 10 reading	-0.05	1
Effect size HSA Grade 10 math	-0.18	2

Between SY 2001–2002 and SY 2005–2006, the largest reductions in effect sizes were apparent for Grade 8 reading and mathematics. Scores for all grades and subjects remain higher than state averages; however, the magnitude of the differences between the Laboratory School and statewide scores appears to have decreased over the past five years.

Students’ College Acceptance Rates

In SY 2006–2007, 96 % of the graduating seniors were accepted to a college or university (see Appendix A, Table A14). Of these, 90 % were accepted to four-year colleges or universities. Three students, or 6 % of the graduating class, were accepted to a two year community college. Post-secondary education plans are unknown or undecided for two students. The percentages of students with plans to attend college have been comparable over the past three years.

Foreign Language Placements

In Spring 2007, 34 ULS seniors took post secondary placement exams in Japanese, Spanish and French languages. Students placed in 100 and 200 levels for Spanish and French and in the 100, 200 and 300 levels for Japanese (see Appendix A, Table A15).

Attendance Rates

The attendance rates of Laboratory School students from SY 2003–2004 to SY 2006–2007 are provided in Appendix A, Table A16. Rates were high across all 4 years reported. Average daily attendance in SY 2006–2007 ranged from a high of 98.8 % in August to a low of 95.7 % in February.

Student Awards, Recognitions and Honors

Laboratory School students in various grades were awarded over 240 national and community awards. The awards reflect a variety of academic and extracurricular experiences. The list of National and Community Awards and numbers awarded for SY 2003–2004 to SY 2006–2007 are provided in Appendix A, Table A17. A summary of Athletic Honors earned from SY 2001–2002 through SY 2006–2007 is provided in Appendix A, Table A18.

SCHOOL-WIDE REFORM STRATEGIES USING BEST PRACTICES

The following section describes the school-wide reform strategies using best practices being implemented at the Laboratory School. The topics – opportunities for all children to meet proficiency targets, research-based methods and strategies, strategies to address low-achieving students, strategies to measure if needs are met, best practices for the core subjects, annual goals, assignment of responsibilities, and increase instructional time – were outlined in the CSAO’s “Requirements for Annual Self-Evaluation Reports and Multi-Year Reports.” Much of the content is excerpted from an overview of the Laboratory School's values, structures and programs written by King (2004).

Opportunities for All Children to Meet Proficiency Targets

The Laboratory School provides a common, high-quality liberal arts curriculum for all its students, without academic tracking. Elementary level classes are small and combine grades K-1, 2-3, and 4-5 classes of 20 students each. As students matriculate to middle and high school, they are collapsed into one unit with one curriculum and one set of teachers. The final intake to the school is made at Grade 6, where the class size increases to approximately 52 students. King (2004, p.3) stated, “The organized program establishes a grade 6 through 12 curriculum sequence, assures high quality teachers with strong content and pedagogical knowledge, eliminates transition problems, and takes advantage of positive examples by older students.” By the time of graduation, the program of extensive regular study and a longer school day provides students a strong academic repertoire that likely exceeds the graduation requirements of comparable public high schools.

Research-Based Methods and Strategies

By definition the Laboratory School is committed to implementing innovative and cutting edge curriculum in all subjects. Much of this curriculum is developed by CRDG and is theory and research based. In summary, As King (2004, p. 1) described it, the Laboratory School provides “a well-designed, high quality, and validated education to its students in addition to its role as a research and development laboratory.”

Although the the school is a research and development laboratory, the administration and CRDG staff are deliberate and cautious in designing, evaluating, and changing its program. To accomplish the mission of the Laboratory School, the school seeks a steady, long-term course of curriculum and program planning.

Strategies to Address Low-Achieving Students

The Diverse Learner Needs (DLN) section is designed to support school success for all children while ensuring that legally required services for students with special needs are delivered in an appropriate and timely manner (L. Mejia, personal communication, May 23, 2007). The DLN section is under the direct supervision of the Laboratory School principal. A student services coordinator (SSC) administers the DLN section and is refining a comprehensive student support services system. The system includes a multi-level series of responses to effectively meet the needs of students with diverse abilities.

The first level of response is initiated by the teacher who, after identifying a student with additional needs, tries classroom strategies to meet those needs. In the event a teacher feels their in-class attempts are not meeting the student’s needs, a referral is made to the DLN section. Upon receipt of the referral, DLN staff intervene by conducting classroom observations, consulting with all the student’s teachers, and completing a comprehensive evaluation of the student's records. Following the DLN assessment, a meeting is scheduled with the teachers and parents to discuss classroom-based strategies and further school-wide interventions to meet the child’s needs. Examples of DLN strategies include on-to-one tutoring, care coordination, the provision of communication books between teachers and parents, and training in organization and study skills.

Strategies to Measure if Needs are Met

Several strategies are employed to evaluate the extent to which Laboratory School students’ needs are met. The bulk of this responsibility falls upon teachers working directly with students. Those teachers who have students in common regularly meet as a team with school leaders in grade-level meetings to discuss student progress, coordinate programs, and plan

strategies to ensure students are learning. King (2004, p.6) described teachers' roles at the Laboratory School as follows:

Faculty members engage in constant inquiry and reflection focusing on such questions as "Are we reaching our highest and most suitable standards?" "What is working?" "What isn't?" "Why?" "How can we do better?" The test of all work is student learning, reflecting daily on how to better teach students to achieve their potential. Teachers, working as colleagues, are constantly learning and inventing new ways to help students succeed and grow. Often this learning is translated into new curricula or revisions of existing programs for use in other schools. The school strives to fulfill its promise as a "learning organization."

As an additional strategy to ensure students' needs are met, the PRE office assists the school's faculty and administration in evaluating various aspects of the students' experiences. Knowledge developed from a variety of sources – surveys, analysis of student test scores, and curriculum-specific small scale studies – help the Laboratory School administration identify current needs and plan future strategies to address those needs.

Best Practices for the Core Subjects

The Laboratory School provides a common liberal arts curriculum including English language and literature, history and social science, natural science, mathematics, foreign languages, music (including band, orchestra, and vocal groups), visual and performing arts, and physical education. In addition to the required program, students choose from a variety of elective courses and activities. Examples include speech, drama, computer technology, theater, hula and chant, kimono culture, select chorus, yearbook, Hawaiian language and culture, physical education, and weight training, as well as an extensive program of after-school sports.

Each core subject area has strong leadership. Faculty members with demonstrated experience and expertise are often designers and developers in the research and development activities. Junior faculty members work under this leadership structure.

The curriculum is built on multi-year sequences of learning in each curriculum field. Each field emphasizes creativity, inquiry, problem solving, basic knowledge, active learning, and participating continually in the authentic activities of the subjects (disciplines) of study. A carefully planned sequence of instruction from one grade level to the next enables students to build upon prior knowledge while encouraging the development of new ideas and skills.

Annual Goals

Goals are established and addressed by Laboratory School administration, senior staff at CRDG, and the charter school Local School Board. This governing structure ensures that school staff operate within the established policies and program directives.

Assignment of Responsibilities

The Laboratory School has benefitted from long-term, consistent leadership at both the policy level and the school administration level. The result of this consistent leadership has been the smooth assignment of responsibilities from administration and leadership to faculty and staff.

Increase Instructional Time

Laboratory School students have longer-than-standard school days. The purpose of longer days is to provide regular courses that are normally considered electives in many secondary schools. With longer school days teachers have more time in classrooms with students.

Curriculum Research and Development and Dissemination of Innovations

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. The school serves dual purposes. It is committed to developing and delivering the best possible education to its enrolled students while also serving the educational research and development community as an inventing and testing ground, as well as a demonstration site, for quality curriculum and instruction. The Laboratory School is integral to the work of the Curriculum Research & Development Group, 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 that serve students, teachers, parents, and other educators in Grades preK–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. The University Laboratory School is a vital part of this work.

TEACHERS

Teachers at the Laboratory School are highly competent in their fields, and many have or are pursuing graduate degrees. They often serve in a dual role as teacher/researchers. Many are also practicing professionals in their fields. For instance, the art teachers are artists whose work is regularly exhibited; the drama teacher acts in New York productions during the summer; the English teachers are writers whose creative work has won local awards; and the mathematics, science, and social studies teachers are regularly published in peer-reviewed journals. Over the past several years, Laboratory School teachers have also served as adjunct faculty with the College of Education, teaching methods courses in pre-service education programs. Many also

teach in-service workshops as part of their workload within CRDG, and they regularly test and develop curricula.

PROFESSIONAL DEVELOPMENT

Because of the location of the Laboratory School on the University of Hawai'i campus and the provision of tuition waivers or assistance for employees, many of the faculty of ULS have or are pursuing graduate degrees. This is encouraged and accommodated by CRDG and the Laboratory School administration. The school staff have also made use of the opportunities for professional development provided by the CSAO and the HDOE, especially in the area of education for special needs students. An expanded program of school-wide professional development is being planned for the next school year.

PARENTAL INVOLVEMENT

The Laboratory School has a very active boosters' club that invites parents to participate in programs that support the school. They were particularly helpful during the 2006–2007 school year in the aftermath of the devastating June 2006 fire that destroyed one of the school buildings, which housed orchestra, athletics, drama, and other classes and offices of the school and the College of Education. The school regularly holds open house and “meet-and-greet” events to encourage parent involvement in their children's education. There is also parent representation on the LSB.

Please refer to the earlier section on the School Quality Survey that describes the assessment instrument and analysis procedures used to gauge parent satisfaction and involvement. Parent responses to the 2004 and 2006 surveys were reported by Linke et. al (2006, p. 7) as follows:

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.

COLLABORATIVE DECISION MAKING

The Laboratory School has the advantage of being a part of CRDG and being served by the PRE Office's specialists in assessment and evaluation. At least one faculty meeting during the year is devoted to presentation and discussion of the academic assessments used in the school. The various sections of CRDG, which include non-teaching, research faculty as well as teacher/researchers, have their own discussions regarding academic assessments. The DLN section has had input regarding assessment of all incoming sixth graders. As a result of such collaborations, baseline norm referenced academic achievement (CTB McGraw-Hill's TerraNova was administered in fall 2006) assessments are conducted during the first two weeks of school for all sixth graders.

HELP FOR LOW ACHIEVERS

The school regularly holds grade-level meetings as part of its School Success program. In these meetings those teachers who have students in common work as a team with school leaders to monitor student progress, coordinate programs, and plan strategies to ensure the academic progress of all students.

Teachers regularly hold office hours before school, during lunch, and after school to provide extra help. In addition, at key grade levels all students take classes designed to support academic achievement by providing monitoring, support, and skills training as needed. This class is called the Learning Laboratory for Grades 6 and 7, and was provided as a guidance class in Grade 9.

During SY 2006–2007 a working group was formed to pursue the improvement of the School Success program, to research what others are doing in academic support programs nationwide, to better articulate the needs and program activities grade to grade at ULS, to integrate the DLN section's work, and to revise and redesign our program as needed over the next several years to provide help for all achievers.

COORDINATION OF PROGRAMS

For the University Laboratory School, the coordination and integration of federal, state, and local services and programs would deal mainly with special needs services and programs. Under new leadership in school year 2006–2007, the DLN section worked to refine a comprehensive student support system at ULS that ensured that legally required services for students with special needs were delivered in an appropriate and timely manner and that the school utilized all services and programs available to it for this purpose.

TRANSITIONS

Periods of most concern for transitions at the Laboratory School are kindergarten and Grade 6, the school's intake grades when students new to the school arrive, and Grade 9, the transition to high school. Plans were made at the end of the 2006–2007 school year to hold a week of early kindergarten for the new school year to better transition our newest students to the elementary school, where they are part of a K–1 combination class. Also, discussion began about reviving an orientation program for sixth graders that the school used to conduct in summer, before the formal school year began. Because of the fire in summer 2006, there was no time to do so for the 2006–2007 school year. Subsequently, the first week of school was used for transition and orientation. The idea of the summer program will be revisited. Also discussed during the school year was the need to better design and formalize the transition support for ninth graders that was provided as a guidance class in 2006–2007. Thus was born the newest addition to the curriculum, the Grade 9 Seminar.

II. ADMINISTRATIVE COMPLIANCE AND ORGANIZATIONAL VIABILITY

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.

The University Laboratory School has been duly constituted in accordance with its charter, and the Local School Board has been established in accordance with law and its charter. CRDG, which operates the Laboratory School, employs sufficient faculty and staff to provide the necessary educational program and support services to operate the facility in accordance with its charter. ULS maintains accurate and comprehensive records regarding students and as determined by CSAO. The school meets appropriate standards of achievement and cooperates with Board requirements in conducting its function as charter authorizer. There is compliance with applicable federal, state, and county laws and requirements.

ULS, operated by CRDG, has been solvent each year since becoming a charter school. Under UH policy, account expenditures cannot exceed funds allocated. CRDG has managed its charter school funds well each year.

The Laboratory School operates within the scope of its charter and fulfills obligations and commitments of its charter, complies with all health and safety laws and requirements, and complies with all CSAO directives, policies, and procedures. The SY 2006–2007 Fire Inspection Report were satisfactory, but documentation was not available. The SY 2005–2006 Fire Inspection Report is provided in Appendix B, Figure 1B.

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.

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 2006–2007.

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.

Write Way: Journal Writing in Mathematics

The Laboratory School mathematics faculty frequently provide writing institutes for teachers focusing on the following goals: (a) understanding at least three ways that writing tasks can be incorporated into their mathematics and science classes, (b) Learning how to implement writing in their classes, and (c) 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.

StarNet

StarNet: Casting a Broader Net Through Teaching and Technology began in 2005 with five schools in the Ka'u/Kea'au/P~HSA Complex. The project builds on and extends work initially developed at ULS. In 2005–2006 Starlet 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 Kaua'i and O'ahu in efforts to improve teaching and learning. On Kaua'i 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 Waimanalo, faculty work with teachers in full-day institutes to support implementation of their mathematics program. Goals of the program are to accomplish the following: (a) enhance students' content knowledge in mathematics, (b) model the teaching of problem-solving within mathematics curricula, (c) develop and practice instructional strategies related to communication and other process standards, and (d) 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 Summer Programs is an inquiry-based and enrichment learning program for students in grades 3–12. Students were able to enroll in thematic courses that explored both the natural world, as well as the virtual one. Course subjects included environmental science, performing arts, robotics, engineering, physics, and multi-media production. In 2007, Summer Programs was host to 44 University Laboratory School students, as well as employed nine ULS teachers.

APPLICABLE STATUTORY AND REGULATORY REQUIREMENTS

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

LONG RANGE PLAN

The University Laboratory School long range plan is part of the overall CRDG long range plan for all of its activities and projects. CRDG focuses on five interrelated fields of educational endeavor: (a) mathematics and science education; (b) Hawai'i, Asia, and the Pacific; (c) relating special education to regular classrooms; (d) educational technology development; and (e) designing educational systems. ULS plays an integral part in CRDG's work in all of these focus areas. The next academic year, 2007–2008, will be a very significant one in the planning cycle for the university, CRDG, and the Laboratory School: development of new long range plans will begin.

FORESEEN CHANGES

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

PLANS FOR FACILITIES

As a result of the June 2006 fire that destroyed University Elementary School building, we are still re-evaluating and re-purposing use of existing space available to ULS. As part of the insurance settlement with the university, we have three temporary classrooms, which have been in use since second semester of school year 2006–2007. These immediate solutions have addressed 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.

V. GOVERNANCE POLICIES

LOCAL SCHOOL BOARD MEMBERS AND OFFICERS

A list of the members and officers of the Local School Board and contact information is contained in Appendix C, Table C1.

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 following policies were adopted in SY 2006–2007 by the LSB: Emergency Response Plan.

COPIES OF MINUTES

Minutes from the last three Local School Board meetings, held on 26 August 2006, 3 January 2007, and 31 May 2007, are provided in Appendix C, Items C1-C3.

FINANCIAL REPORTS

See section VI of this report.

VI. FINANCIAL STATEMENT AND RECORDS

The CSAO requested a variety of additional information, attachments, or documents as listed below. The list is annotated with statements about where we provide the requested information.

- 1) The Laboratory School's most recent annual financial report, using CSAO form. See Appendix D, Figure D1.
- 2) If a Title I school, the most recent Title I *budget plan* submitted to the DOE. The Laboratory School is not a Title I school.
- 3) A "data snapshot" of the school, in a format prescribed by the CSAO. See Appendix D, Table D1.
- 4) A list of the ULS administrative staff and contact information. See Appendix D, Table D2.
- 5) Brief summary of important features of most recent collective bargaining agreement(s). ULS employees are covered by the University of Hawai'i collective bargaining agreements with the following: (a) University of Hawai'i Professional Assembly Unit 7, (b) Hawai'i Government Employees Association Units 2, 3, and 8, and (c) United Public Workers Unit 1.
- 6) A list of all outstanding debts, liens, loans. The Laboratory School has none.
- 7) A full inventory of all school property. All property and inventory are owned by the University of Hawai'i.

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APPENDIX A: SUPPORTING INFORMATION FOR CHAPTER I

Data Collection Addressed in the Laboratory School Assessment Plan (Table A1)

Senior Exit Survey 2006–07 Results (Tables A2–A4)

Results on Student Tests and Assessments (Tables A5 –A13; Figure A1)

Students’ College Acceptance Rates (Table A14)

Attendance Rates (Table A15)

Students’ Awards, Recognitions and Honors (Table A16-A17)

Foreign Language Placement Results (Table A18)

Data Collection Addressed in the Laboratory School Assessment Plan (Table A1)

Table A1

Data Collection Addressed in the Laboratory School Assessment Plan

ULS data collected	Type	Grade Levels												
		K	1	2	3	4	5	6	7	8	9	10	11	12
HSA - HCPS III and TerraNova	Norm & criterion-referenced				✓	✓	✓	✓		✓	✓	✓	✓	
Grade 6 Assessment - TerraNova	Norm-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													✓
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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Senior exit survey	Survey	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teacher evaluation	Artifact	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teacher qualifications	Artifact	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Budget analysis	External validation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Senior Exit Survey Results (Tables A2–A4)

Table A2

Perceptions of the Quality of Instruction by Subject from the School Year 2006–07 ULS Senior Exit Survey

Item	Mean	St. dev.	S.e. _M	N
a. English	5.23	0.89	0.13	47
b. science	4.92	0.90	0.13	48
c. mathematics	3.94	1.33	0.19	49
d. social studies	4.90	0.82	0.12	49
e. art	5.48	0.95	0.14	48
f. drama	4.02	1.25	0.20	41
g. music	5.31	0.77	0.11	49
h. physical education	4.19	1.12	0.19	36

Note: 6-point Likert scale, 1 = low quality, 6 = high quality.

Table A3

Perceptions of Experiences and Opportunities from the School Year 2006–07 ULS Senior Exit Survey

Item	Mean	St. dev.	S.e. _M	N
3. How would you rate your overall academic experience at the Laboratory School?	3.16	0.55	0.08	49
4. How would you rate your social experiences at the Laboratory School?	3.39	0.79	0.11	49
5. How would you rate your opportunities for extra-curricular activities at the Laboratory School?	2.82	0.86	0.12	49
6. How would you rate your opportunities for participation in sports activities at the Laboratory School?	3.20	0.74	0.11	49
<i>Total score (maximum possible = 16.00)</i>	12.57	1.87	0.27	49

Note: Items # 3-6: 4-point Likert scale, 1 = poor, 2 = fair, 3 = good, 4 = excellent.

Table A4
Response Frequency Distribution School Year 2006–07 Senior Exit Survey Qualitative Questions

Categories of comments	<i>N</i> and % of responses to the question, “What did you like most about the Laboratory School (please be specific)?”	<i>N</i> and % of responses to the question, “What, if anything, would you like to change about the Laboratory School (please be specific)?”
Small class sizes	28 (32%)	—
Ohana; friendly atmosphere	18 (21%)	—
Teachers and staff	18 (21%)	—
Curriculum	7 (8%)	—
Misc	6 (7%)	15 (21%)
Art/music	5 (6%)	—
English program	4 (5%)	—
Cafeteria and food	—	14 (20%)
Infrastructure	—	11 (15%)
Mathematics program	—	7 (10%)
Scheduling	—	6 (9%)
Safety	—	6 (9%)
Extracurricular activities	—	5 (7%)
Admittance policy	—	4 (5%)
AP courses	—	3 (4%)
Total	86 (100%)	71 (100%)

Results on Student Tests and Assessments (Tables A5 - A13, Figure A1)

Table A5

Comparison of University Laboratory School ACT Average (Mean) Scores With State and National Average Scores, School Years 2001–02 Through 2005–06

Year	N	English	Math	Reading	Science	Composite
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
2005–06	31	23.5	24.4	23.5	22.8	23.8
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
2005–06	2,260	21.2	22.7	21.9	21.5	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
2005–06	1,206,455	20.6	20.8	21.4	20.9	21.1

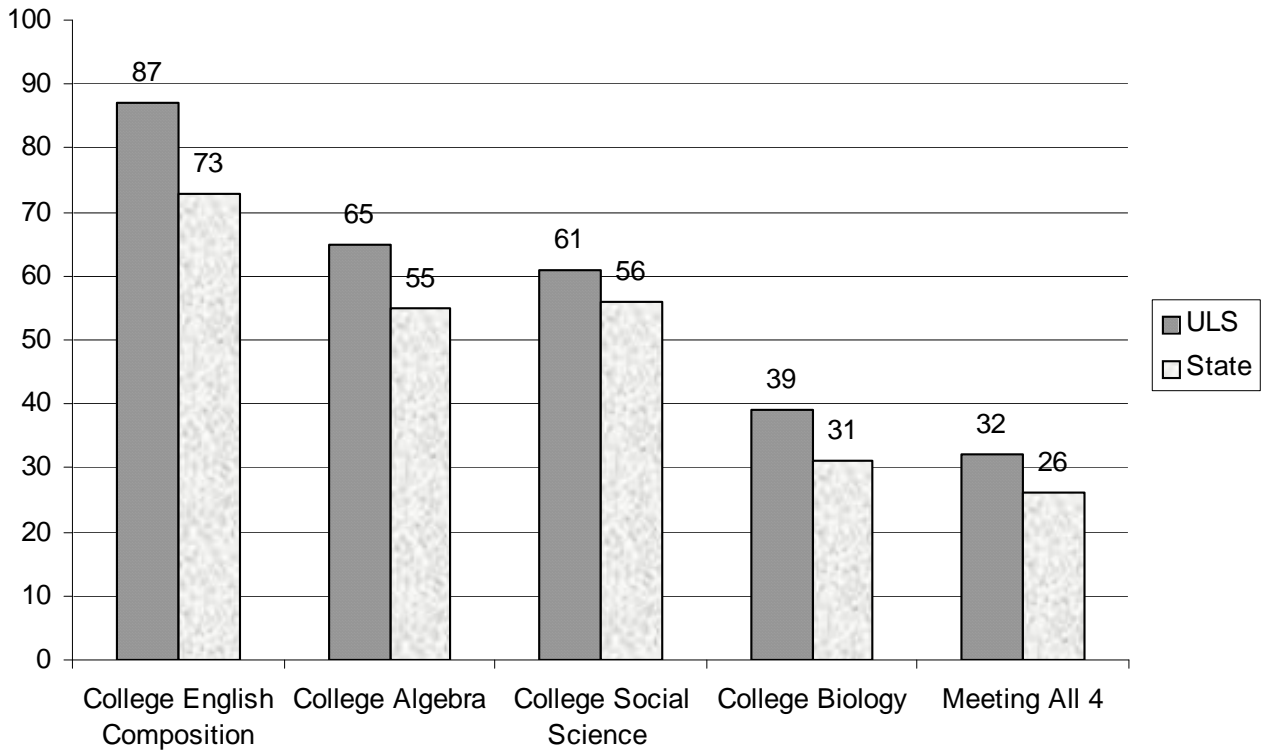


Figure A1. Comparison of University Laboratory School ACT (2006) College Readiness Scores With State Scores, SY 2005–06.

Table A6
University Laboratory School PLAN Average (Mean) Scores, School Years 2001–02 Through 2006–07

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
2006–07	51	16.7	17.8	17.0	18.4	17.7

Table A7
University Laboratory School SAT Average (Mean) Scores, School Years 2001–02 Through 2006–07

Year	Lab School			Hawai'i			National		
	<i>N</i>	Verbal score	Math score	<i>N</i>	Verbal score	Math score	<i>N</i>	Verbal score	Math score
2001–02	48	495	551	7,332	486	515	1,276,320	506	514
2002–03	47	501	540	7,410	488	520	1,327,831	504	516
2003–04	39	509	551	7,438	486	516	1,406,324	507	519
2004–05	46	494	544	7,575	487	514	1,419,007	508	518
2005–06	47	510	562	7,878	490	516	1,475,623	508	520
2006–07	53	515	567	7,821	482	509	1,465,744	503	518

Table A8
University Laboratory School PSAT Average (Mean) Scores, School Years 2001–02 Through 2006–07

Year	<i>N</i>	Verbal	Mathematics	Writing skills
2001–02	46	46.5	53.2	47.8
2002–03	48	47.9	53.0	46.8
2003–04	51	46.9	51.9	50.3
2004–05	51	48.4	54.1	51.1
2005–06	47	48.2	50.1	50.4
2006–07	50	47.8	49.3	46.1

Table A9

Hawaii State Assessment Test Score Statistics for University Laboratory School for the State, Grade 3, School Years School Years 2001–02 Through 2005–06

	Total reading raw score, 2001–02				Total reading raw score, 2002–03				Total reading raw score, 2003–04				Total reading raw score, 2004–05				Total reading raw score, 2005–06			
	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>
ULS	10	41.6	7.8	2.5	10	40.1	11.3	3.6	10	41.4	7.7	2.4	10	40.2	8.65	2.74	10	36	11.53	3.8
State	14,346	35.0	13.1	0.1	13,962	35.0	11.5	0.0	13,946	34.5	12.4	0.1	14,074	37.2	11.8	0.1	13,819	32.3	11.9	0.1
Effect size	0.50				0.44				0.56				0.25				0.32			
	Total mathematics raw score, 2001–02				Total mathematics raw score, 2002–03				Total mathematics raw score, 2003–04				Total mathematics raw score, 2004–05				Total mathematics raw score, 2005–06			
	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>
ULS	10	42.6	9.9	3.1	10	49.7	10.3	3.3	10	48.5	9.4	3.0	10	29.1	5.8	1.8	10	44.8	10.4	3.3
State	14,346	37.2	14.5	0.1	14,022	40.3	14.2	0.1	13,949	43.8	14.4	0.1	14,048	27.3	8.9	0.1	13,819	44.2	16.3	0.1
Effect size	0.37				0.66				0.33				0.21				0.04			

Table A10

Hawaii State Assessment Test Score Statistics for University Laboratory School for the State, Grade 5, School Years School Years 2001–02 Through 2005–06

	Total reading raw score, 2001–02				Total reading raw score, 2002–03				Total reading raw score, 2003–04				Total reading raw score, 2004–05				Total reading raw score, 2005–06			
	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>
ULS	10	39.8	7.9	2.5	10	41.9	8.7	2.8	10	39.1	6.6	2.1	10	41	6.4	2.02	10	40.5	5.5	1.7
State	14,901	32.9	12.1	0.1	14,291	35.7	11.3	0.0	14,349	33.6	12.1	0.1	14,437	38.9	12.2	0.1	14,076	31.9	11.7	0.1
Effect size	0.57				0.55				0.46				0.17				0.74			
	Total mathematics raw score, 2001–02				Total mathematics raw score, 2002–03				Total mathematics raw score, 2003–04				Total mathematics raw score, 2004–05				Total mathematics raw score, 2005–06			
	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>
ULS	10	47.4	10.7	3.4	10	47.0	11.7	3.7	10	47.1	8.7	2.8	10	25.1	7.4	2.3	10	46.2	8.6	2.7
State	14,901	38.4	14.8	0.1	14,354	39.0	14.3	0.1	14,349	40.8	14.0	0.1	14,420	25.7	10.2	0.1	14,076	40.5	14.7	0.1
Effect size	0.61				0.56				0.45				-0.06				0.39			

Table A11

Hawaii State Assessment Test Score Statistics for University Laboratory School for the State, Grade 8, School Years School Years 2001–02 Through 2005–06

	Total reading raw score, 2001–02				Total reading raw score, 2002–03				Total reading raw score, 2003–04				Total reading raw score, 2004–05				Total reading raw score, 2005–06			
	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}
ULS	52	46.4	6.4	0.9	54	43.5	7.7	1.1	52	46.4	9.0	1.2	51	42.1	7.8	1.1	51	40.6	9.0	1.3
State	13,321	33.4	13.0	0.1	12,967	33.8	10.5	0.1	14,244	36.0	11.3	0.1	13,137	35.6	11.6	0.1	13,498	35.0	11.7	0.1
Effect size	1.00				0.93				0.92				0.56				0.48			
	Total mathematics raw score, 2001–02				Total mathematics raw score, 2002–03				Total mathematics raw score, 2003–04				Total mathematics raw score, 2004–05				Total mathematics raw score, 2005–06			
	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}
ULS	52	47.4	11.0	1.5	54	36.8	11.2	1.5	52	41.7	13.3	1.8	51	28.7	10.5	1.5	51	37.2	11.7	1.7
State	13,321	27.7	14.1	0.1	12,914	26.0	11.5	0.1	14,244	28.1	13.6	0.1	13,131	24.5	12.0	0.1	13,498	29.1	14.9	0.1
Effect size	1.40				0.94				1.00				0.35				0.55			

Table A12

Hawaii State Assessment Test Score Statistics for University Laboratory School for the State, Grade 10, School Years 2001–02 Through 2005–06

	Total reading raw score, 2001–02				Total reading raw score, 2002–03				Total reading raw score, 2003–04				Total reading raw score, 2004–05				Total reading raw score, 2005–06			
	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}
ULS	54	46.3	8.0	1.1	52	48.7	8.2	1.1	54	49.6	8.2	1.1	50	52.7	7.9	1.1	49	50.5	8.9	1.3
State	11,947	30.7	14.8	0.1	10,898	35.9	12.4	0.1	12,124	35.4	14.2	0.1	12,408	37.8	14.2	0.1	12,916	35.7	14.6	0.1
Effect size	1.06				1.03				1.00				1.06				1.01			
	Total mathematics raw score, 2001–02				Total mathematics raw score, 2002–03				Total mathematics raw score, 2003–04				Total mathematics raw score, 2004–05				Total mathematics raw score, 2005–06			
	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}	<i>N</i>	<i>M</i>	SD	S.e. _{<i>M</i>}
ULS	54	42.6	13.2	1.9	52	44.8	12.2	1.7	54	43.2	13.3	1.8	50	41.3	12.13	1.7	49	40.2	15.0	2.2
State	11,947	20.5	14.8	0.1	10,799	24.4	12.8	0.1	12,124	22.0	13.6	0.1	12,394	23.4	13.8	0.1	12,916	22.4	13.7	0.1
Effect size	1.49				1.59				1.56				1.30				1.31			

Table A13

Hawaii State Assessment Writing Test Score Results for University Laboratory School and for the State, School Year 2006–07

Grade 4 Total Writing raw score, 2006–07				
	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>
ULS	10	2.59	0.73	0.230
State	12,273	2.52	0.79	0.01
Effect Size	0.09			
Grade 6 Total Writing raw score, 2006–07				
	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>
ULS	51	3.01	0.69	0.10
State	12,486	2.68	0.70	0.01
Effect Size	0.47			
Grade 9 Total Writing raw score, 2006–07				
	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>
ULS	52	2.94	0.81	0.11
State	13,458	2.49	0.81	0.07
Effect Size	0.56			
Grade 11 Total Writing raw score, 2006–07				
	<i>N</i>	<i>M</i>	SD	<i>S.e._M</i>
ULS	50	3.70	0.99	0.14
State	10,906	2.75	.95	0.01
Effect Size	1.00			

Students' College Acceptance Rates (Table A14)

Table A14

Laboratory School College Acceptance Results, School Years 2001–02 Through 2006–07

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
2006–07	49	44	3	1	0	1

Foreign Language Placement (Table A15)

Table A15

ULS Seniors Foreign Language Placement Results for School Year 2006–07

Language	Number of Students
Japanese 100	1
Japanese 102	3
Japanese 201	1
Japanese 202	2
Japanese 301	1
Spanish 101	9
Spanish 102	2
Spanish 201	2
French 102	1
French 201	10
French 202	2

Attendance Rates (Table A16)

Table A16
*ULS Student Average (Mean) Daily Attendance Rate Percentages for
 School Years 2003–04 Through 2006–07 by Month*

Month and year	2003–04 average daily attendance rate	2004–05 average daily attendance rate	2005–06 average daily attendance rate	2006–07 average daily attendance rate
August	99.3	98.5	98.8	98.8
September	98.1	97.4	97.8	97.6
October	98.9	96.7	97.4	97.4
November	96.7	95.5	96.6	96.6
December	97.2	96.5	96.4	97.1
January	96.8	96.2	95.4	96.4
February	96.8	95.4	96.1	95.7
March	97.0	95.4	95.6	96.4
April	97.4	96.4	95.6	96.9
May	97.7	97.4	97.1	97.1
Total	97.6	96.5	96.7	97.0

Student Awards, Recognitions, and Honors (Tables A17–A18)

Table A17

National and Community Awards for School Years 2003–04 Through 2006–07

National and Community Awards	SY 2003–04	SY 2004–05	SY 2005–06	SY 2006–07
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	1
Mercedes Benz Drive Your Future Scholarship	—	—	1	—
American Field Service (AFS) Intercultural Programs Awards for Excellence Scholarship Nominee	—	—	—	1
Associated Chinese University Women’s Scholarship	—	—	—	1
Evergreen State College Scholastic Achievement Award	—	—	—	1
Gannett Foundation Scholarship	—	—	—	1
Honolulu Chapter Executive Women International Scholarship Nominee	—	—	—	1
Hugh O'Brian Youth Leadership Forum School Nominee	—	—	—	1
Mamoru and Aiko Takitani Foundation Scholarship School Nominee	—	—	—	1
University of Rochester Kodak Young Leaders Award	—	—	—	2
The President’s Award of Educational Excellence	—	—	—	50
The President’s Award for Educational Achievement	—	—	—	16
National Merit Scholarship Program				
Semi-Finalist	—	1	—	—
Finalist	2	—	1	1
Robert C. Byrd Honors Scholarship	—	—	1	—
University of Hawaii at Mānoa Summer Scholars Program	34	34	24	11
Hawaii Educational Association (HEA) Statewide Essay, Poetry, and Short Story Writing Contest				
First Place	2	1	2	4
Second Place	1	1	2	3
Third Place	1	—	2	1
Special Merit	2	2	—	—
Honorable Mention	5	7	7	6
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	—

National and Community Awards	SY 2003-04	SY 2004-05	SY 2005-06	SY 2006-07
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	3
Second Place	1	—	—	1
Third Place	1	—	—	1
Gold Certificates	3	2	1	4
Silver Certificates	5	2	1	3
Bronze Certificates	5	2	5	8
Math Counts School Participants	24	4	9	8
Oahu Mathematics League Team	19	16	8	22
Senior Merit Award	—	—	1	—
State Math Bowl School Representatives	3	—	6	—
Hawaii All-State High School Honor Choir	—	—	1	3
Hawaii Youth Symphony I	7	1	2	2
Hawaii Youth Symphony II	3	2	1	—
Hawaii Youth Symphony Concert Orchestra	5	—	—	—
Oahu Band Directors Association High School Select Band	4	5	2	2
Oahu Band Directors Association High School Select Jazz Band	3	2	1	1
Oahu Band Directors Association Ninth Grade Select Band	2	—	—	1
Oahu Band Directors Association Eighth Grade Select Band	3	6	3	7
Oahu Band Directors Association Intermediate Solo & Ensemble Competition				
Red Gold	—	3	—	—
Red Silver	1	2	—	—
Blue Bronze	2	—	—	3
Red Bronze	2	—	1	1
Oahu Band Directors Association High School Solo & Ensemble Competition				
Blue Gold	4	5	6	—
Red Gold	1	2	2	3
Blue Silver	3	2	—	1
Red Silver	1	1	1	—
John Philip Sousa Outstanding Musician Award	4	—	—	—
Hawaii Regional of the National Ocean Sciences Bowl	10	15	—	5
The Young Galileo Awards: Excellence in Scientific Inquiry	—	—	—	3
Japan Wizard Competition, Japan-American Society of Hawaii	—	6	3	3
United Japanese Society's 30th Annual Japanese Language Achievement and Speech Award	—	1	1	1
Japan-US Senate Exchange of Youth for Understanding USA Scholarship	—	1	1	—

National and Community Awards	SY 2003-04	SY 2004-05	SY 2005-06	SY 2006-07
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	1
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	1
National Silver Medal	1	—	4	1
Hawaii Regional Gold Key	12	9	10	21
Hawaii Regional Silver Key	8	9	20	8
National American Visions Award	1	—	—	—
Kaha Ki’I Congressional Art Exhibition Participants	12	9	11	17
Third Place	—	—	1	—
Quarter-finalist	—	—	1	—
Hawaii Department of Education Student Art Exhibition	—	—	5	—
2007 Hawai’i Art Education Association Exhibition	—	—	—	6

Table A18

Athletic Honors from School Years 2001–02 Through 2006–07

Athletic Honors	SY 2001–02	SY 2002–03	SY 2003–04	SY 2004–05	SY 2005–06	SY 2006–07
National Championship				Wrestling <i>2nd Place</i>		
HHSAA State Meet/Tournament	Wrestling <i>5th Place</i>	Wrestling <i>3rd Place</i>	Varsity Softball <i>Division II State Champions</i> Bowling <i>6th Place</i> Golf <i>5th Place</i>	Judo <i>3rd Place</i> Track <i>6th Place Long Jump</i> Wrestling <i>2nd Place</i>	Bowling <i>12th Place</i> Varsity Softball <i>Division II State Champions</i> Wrestling <i>1st Place</i> <i>5th Place</i>	Varsity Women's Soccer <i>Division II State Champions</i>
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)	Bowling (2) Track (2)
HHSAA All State Team Players		Softball <i>2nd Team (1)</i> <i>Honorable Mention (1)</i>	Boys Basketball <i>Honorable Mention (1)</i> Softball <i>2nd Team (2)</i>	Softball <i>Honorable Mention (1)</i>	Soccer <i>1st Team (1)</i> Softball <i>Honorable Mention (2)</i>	

Athletic Honors	SY 2001-02	SY 2002-03	SY 2003-04	SY 2004-05	SY 2005-06	SY 2006-07
ILH Meet/Tournament	Boys Intermediate Soccer (Pac-5 Brown) <i>ILH Champions</i> Intermediate Softball <i>Class "A" Champions</i> Varsity Softball <i>Class "A" Champions</i> Varsity Track <i>Champion, Long Jump</i> Intermediate Track <i>2nd Place, 200m</i> Wrestling <i>2nd Place</i>	Golf <i>ILH Champion</i> Boys Intermediate Soccer (Pac-5 Brown) <i>ILH Champions</i> Boys Varsity Soccer (Pac-5) <i>2nd Place</i> Softball <i>Class "A" Champions</i> JV Track <i>4th Place 100m & 200m</i> Intermediate Track <i>2nd Place Triple Jump</i> Intermediate Wrestling <i>1st Place 2nd Place</i>	Bowling <i>3rd Place 4th Place 5th Place</i> Golf <i>ILH Champion 2nd Place</i> <i>Class "A" Champions</i> Softball <i>Class "A" Champions</i>	Golf <i>4th Place</i> Judo <i>3rd Place</i> Intermediate Soccer (Pac-5) <i>Class "A" Champions</i> Track <i>Sprint Relay Record</i> Wrestling <i>ILH Champion</i>	Boys JV Basketball <i>Division II ILH Champions</i> Girls Intermediate Basketball <i>Division II ILH Champions</i> Varsity Softball <i>Division II ILH Champions</i> Wrestling <i>ILH Champion (1) 2nd Place (2)</i>	Varsity Women's Soccer <i>ILH Champions</i>

Athletic Honors	SY 2001-02	SY 2002-03	SY 2003-04	SY 2004-05	SY 2005-06	SY 2006-07
ILH All Stars	Boys Basketball <i>Honorable Mention (5)</i> Cross Country <i>2nd Team (1)</i> Football <i>Honorable Mention (1)</i> Golf <i>2nd Team (1)</i> Girls Soccer <i>2nd Team (1)</i> Softball <i>1st Team (2) Honorable Mention (4)</i> Boys Volleyball <i>Honorable Mention (1)</i> Girls Volleyball <i>Honorable Mention (2)</i> Wrestling <i>2nd Team (1)</i>	Boys Basketball <i>Honorable Mention (5)</i> Football <i>2nd Team (1)</i> Girls Soccer <i>2nd Team (1)</i> Softball <i>1st Team (1) 2nd Team (1)</i> <i>Honorable Mention (7)</i> Boys Volley ball <i>Honorable Mention (5)</i> Girls Volleyball <i>1st Team (1) 2nd Team (1) Honorable Mention (3)</i> Wrestling <i>2nd Team (1)</i>	Baseball <i>Honorable Mention (4)</i> Boys Basketball <i>2nd Team (1) Honorable Mention (2)</i> Girls Basketball <i>Honorable Mention (3)</i> Football <i>Honorable Mention (1)</i> Golf <i>Player of the Year (1) 2nd Team (1) Honorable Mention (2)</i> Softball <i>1st Team (1) 2nd Team (2) Honorable Mention (9)</i> Boys Volleyball <i>Honorable Mention (3)</i> Girls Volleyball <i>Honorable Mention (4)</i> Wrestling <i>2nd Team (1)</i>	Baseball <i>2nd Team (1)</i> Boys Basketball <i>2nd Team (1) Honorable Mention (2)</i> Girls Basketball <i>Honorable Mention (3)</i> Bowling <i>2nd Team (1)</i> Canoe Paddling <i>Division II (1)</i> Football <i>Honorable Mention (1)</i> Golf <i>1st Team (1) Honorable Mention (1)</i> Soccer <i>1st Team (1) 2nd Team (2)</i> Softball <i>1st Team (1) 2nd Team (1) Honorable Mention (5)</i> Track <i>1st Team 200m Dash (1) 2nd Team Long Jump (1)</i> Boys Volleyball <i>2nd Team (1) Honorable Mention (1)</i>	Baseball <i>Honorable Mention (2)</i> Boys Basketball <i>Honorable Mention (3)</i> Girls Basketball <i>Honorable Mention (3)</i> Bowling <i>2nd Team (2)</i> Canoe Paddling <i>Division I (1) Division II (1)</i> Football <i>Honorable Mention (1)</i> Golf <i>Top Forty Tournament Participant (2)</i> Boys Soccer <i>1st Team (1) 2nd Team (1) Honorable Mention (1)</i> Softball <i>1st Team (1) 2nd Team (1) Honorable Mention (3)</i> Volleyball <i>Honorable Mention (2)</i> Water Polo <i>1st Team (1)</i> Wrestling	Boys Basketball <i>Honorable mention (2)</i> Football <i>2nd Team (1)</i> Soccer <i>Division I (1)</i> Volleyball <i>Division II (1)</i>

Athletic Honors	SY 2001-02	SY 2002-03	SY 2003-04	SY 2004-05	SY 2005-06	SY 2006-07
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				

APPENDIX B: SUPPORTING INFORMATION FOR CHAPTER IV.

**Documentation that the School Remains in Compliance with All Building, Health, Safety,
and Insurance Requirements (Figure B1)**

Figure B1. Results of the SY 2005–2006 Fire Inspection Report.

C (1)-99

STATE OF HAWAII
FIRE INSPECTION REPORT

TMK: 2-8-015-001 DATE: 12/1/05 TIME: 12:30 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 No
 Person in Charge: Peter Estomago Title: Administrator

B. EXITS

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

Describe: _____

C. FIRE ALARM SYSTEM (FAS)

	SAT	UNSAT	N/A
1. Is the FAS installed as required by the Fire Code and operational?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are FAS signs provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are employees adequately trained in emergency procedures?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are emergency evacuation procedure/notification and evacuation diagram available to each staff member?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are all fire exit drills logged and available for review?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

D. FIRE PROTECTION APPLIANCES

	SAT	UNSAT	N/A
1. Are Class I: _____ Class II: <input checked="" type="checkbox"/> Class III: _____ ASS: <input checked="" type="checkbox"/> Combined: _____ or other fire fighting equipment(s) properly maintained in the building(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date last tested: <u>Jan-05</u> By whom: <u>National</u>			
Date checked: <u>May-05</u> By whom: <u>University of Hawaii</u>			
2. Are extinguisher signs provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are there adequate extinguisher(s) of proper type, suitably located, and mounted?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly tagged:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
By whom: <u>University of Hawaii, 5/05</u>			

E. ELECTRICAL		<u>SAT</u>	<u>UNSAT</u>	<u>N/A</u>
1.	What is the general condition of the electrical wiring, equipment, or appliances?	[X]	[]	[]
	If unsatisfactory, describe: _____			
2.	Location of main electrical disconnect: <u>Principal's Office</u>			
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		<u>SAT</u>	<u>UNSAT</u>	<u>N/A</u>
1.	Are fuel supply lines equipped with shutoff valves outside of buildings? Location of main gas shutoff: <u>Near Cafeteria</u>	[X]	[]	[]
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		<u>SAT</u>	<u>UNSAT</u>	<u>N/A</u>
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	<u>Kevin Young</u> (PRINT)	<u>Kevin Young</u> (SIGNATURE)		
ACCOMPANIED BY:	<u>Kevin Teremial</u> (PRINT)	<u>Kevin Teremial</u> (SIGNATURE)		
REVIEWED BY	<u>Ricky Muramoto</u> (PRINT)	<u>Ricky Muramoto</u> (SIGNATURE)		

APPENDIX C: SUPPORTING INFORMATION FOR CHAPTER V.

List of School Board Members and Contact Information (Table C1)

Copies of Minutes of Last Three Local School Board Meetings

Local School Board Members (Table C1)

Table C1

ULS 2006–07 Local School Board Members and Contact Information

Legal Name (last, first)	Telephone	Fax	Address	Community Segment	Installation Date	Expiration Date
Coppa, Bruce	521-5391 (W) Sec- Maile Lum @ 543-3527	537-6836		Community	Jan. 2007	Jan. 2009
Doi, Douglas (Chair)	956-9486 (W)	539-4108	2542 Date St., #1404 Honolulu, HI 96826	Community At Large	Jan. 2007	Jan. 2008
Estomago, Pete	262-9567 (H) 956-8846 (W)	956-7260	509 Halela Street Kailua, HI 96734	Administrator	N/A	N/A
Gualano, Sianha	239-8667 (H) 286-6767 (W)		2652B Waolani Ave., Honolulu, HI 96822	Student	Aug. 2006	June 2008
Jeremiah, Keoni	780-5155 © 956-7833 (W)	956-7260	ULS, 1776 University Ave., Honolulu, HI 96813	Support Staff	Jan. 2007	Jan. 20078
Khim, Charles K.Y. (Chair)	537-5305 (W)	599-6218	819 S. Beretania St., Ste 207 Honolulu, HI 96813	Community At Large	Jan. 2006	Jan. 2008
King, Arthur R., Jr.	956-4951 (W)			Community At Large	Jan. 2006	Jan. 2008
Malina-Wright, Verlie Ann Leimomi	261-3714 (H)733- 8465 (W)	733-8467	Anunue School	Community At Large	Jan. 2007	Jan. 2009
Menton, Linda	956-6719 (W)	956-4933	ULS	Community At Large	Jan. 2007	Jan. 2008
Nishimoto, Warren	956-6260 (W)	956-9794	Center for Oral History, SSRI, George Hall 309	Community At Large	May 2007	Jan. 2009
Oride, David K.	683-0707 (H) 956-2327 (W)	956-2336	91-842 Puhikani Street Ewa Beach, HI 96706	Community At Large	Jan. 2007	Jan. 2009
Parker, Alvin	620-9030 (W)	620-9036	Ka Waihona o ka Na'auao PCS 89- 195 Farrington Highway, Waianae, HI 96706	Community At Large	Jan. 2007	Jan. 2009
Pi'ikea Mahoe (grad)	395-2172 (H)	n/a	7283 Mokuone St. Honolulu, HI 96825	Student	Aug. 2006	June 2008
Pottenger, Francis M.	395-3589 (H) 956-6918 (W)	956-4933	426 Portlock Road Honolulu, HI 96825	Community At Large	Jan. 2006	Jan. 2008
Robotham, Michael	545-1531 (H) 956-8149 (W)	956-6539	1251 Heulu St. #407 Honolulu, HI, 96822	Parent	Jan. 2006	Jan. 2008
Teter, William	393-9502 (H) 956-4925 (W)	956-4933	2159 Atherton Road Honolulu, HI 96822	Instructional Staff	Jan. 2007	Jan. 2009

MINUTES

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

Local School Board Special Meeting May 31, 2007 1:30 p.m. Castle Memorial Hall 103

PRESENT: Bruce Coppa; Doug Doi; Sianha Gualano; Valerie Hashimoto; Art King; Linda Menton; David Oride; Alvin Parker; Frank Pottenger; Mike Robotham; Bill Teter

ABSENT: Estomago, Peter; Jeremiah, Keoni; Khim, Charles; Malina-Wright, Verlie Ann

GUEST: Donald Young (Acting Dean, College of Education)

CALL TO ORDER: Meeting called to order at 1:35pm by Frank Pottenger, Acting Chair.

ORDER OF BUSINESS

1. Introductions of New Members

- a. Bruce Coppa (Community Representative): employed by Communications Pacific; developer; extensive experience doing contract/consulting work with DOE Alvin Parker (Community Representative): principal, Ka Waihona 'o ka Na'auao Charter School (and, on a personal note, a classmate of Doug Doi's at Lunalilo Elementary)

2. Elections

a. Board Positions

i.	Position	<u>Nominees</u>	<u>Votes</u> (<i>Winner in italics</i>)
	Chair	<i>Doug Doi</i>	6
		Art King	4
	Vice-Chair	Mike Robotham	4
		<i>Art King</i>	6
	Secretary	<i>Bill Teter</i>	* by acclamation

Treasurer *David Oride* * by acclamation

Note: At this point, Acting Chair Pottenger relinquished the Chair to Doi.

b. Vacant Community Representative Seat

- i. This seat was vacated by Elizabeth Lee, who submitted a resignation letter to Frank Pottenger April 16, 2007 (copy of letter attached).

Nominees Votes (*Winner in italics*)

Warren Nishimoto

Tom Speitel

Eileen Tamura

Cliff Tanabe

- (1) Notes: Speitel, Tamura and Tanabe were candidates for a community seat in January; Pottenger told the board they were still available and willing to serve. Nishimoto was nominated by Teter.

- (2) Secretary did not record the vote count.

c. Vacant Community Representative Seat (Back-up)

- i. Pottenger suggested that we should select an individual to fill the open seat if Nishimoto should decline to serve. The board conducted a follow-up vote among the remaining candidates:

Nominees Votes (*Winner in italics*)

Tom Speitel

Eileen Tamura

Cliff Tanabe

- (1) Notes: Secretary did not record the vote count.

3. Committee Reports

- a. Two observations noted:

- i. The board needs a nominating committee
ii. The board members need training for their roles in various committees
iii. Action on these two matters tabled until next meeting.

4. Dr. Pottenger requested the dissolution of his committee looking into the operation of the Local Board, saying it was no longer a necessary committee. By acclamation vote, the committee was dissolved.

5. Report from Dr. King

- a. Copies of draft report were passed out.
b. King presented background and initiated discussion of focus of his report, namely three areas of ambiguity regarding the role of the Local Board and its use of funds.
c. Parker noted that Senate Bill 603 addresses some of the ambiguities discussed in King paper.

- d. The bill, he said, offers a different vision of what the Local Board might be in a charter school.
 - e. Dr. Young discusses SB603. The bill was crafted largely by James Shon with contributions and support from Sens. Takumi and Sakamoto. Parker noted that Sen. Sakamoto, after initial reservations, has become a strong supporter of charter schools. Dr. Young expressed his hope that, after the questions regarding the role of the Local Board have been settled (perhaps after passage of SB603), there will be action on the CRDG Spring 06 review.
 - f. Parker reported that it appeared next year's per-student allotment for Charter School would be \$8100.
 - g. Areas in King paper requiring further discussion:
 - i. Auditing
 - ii. Responsibility/Liability (Dr. Young said he had some information on this matter that he would get to the Board)
6. Report from Dr. Young on Laboratory School/COE/CRDG Matters
- a. Dr. Young reported that the university did not receive legislative approval for a new building, nor did it receive funding for planning such a building
 - b. Financial Report.
 - i. ELS has no arrangement for carry-over funds from one year to the next. Whatever funds are not used by the end of the fiscal year are returned to the state.
 - ii. CRDG can request an internal audit of the charter school account at any time.
 - iii. The Board requested Oride to talk to the UH Budget Office regarding the limitations on the use of the Charter School Account, including the possibility of allowing carry-over of funds.
7. Announcements/New Business
- a. Fred Birkett will join CRDG August 1 as principal of the Laboratory School. (Parker noted that he currently serves as co-chair of the state Charter School Advisory Panel.)
 - b. Dr. Young requested that the Board publicly thank Peter Estomago for his "outstanding job under trying circumstances" as interim principal. Teter will draft a letter and circulate it among the Board members for their comments.
8. Minutes of the Previous Meeting
- a. Minutes of the previous meeting were approved with no additions or corrections.

MINUTES

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

Local School Board Special Meeting January 23, 2007 Time and place undocumented

PRESENT: D. Doi; P. Estomago; S. Gualano; C. Khim; A. King; P. Mahoe; F. Pottenger; M. Robotham; W. Teter

ABSENT: undocumented

1. King chair of the Nomination Committee for Board Membership gave his report. Nomination committee members were D. Doi, C. Khim, A. King, L. Krause, F. Pottenger
 - a. Six positions were open, five 2-year positions and one 1-year position.
 - i. Nominations for the 2-year positions were Thomas Speitel, Eileen Tamura, Verlie Ann Leimomi Malina-Wright, David Oride, Alvin Parker
 - ii. Nomination for the 1-year position was Linda Menton
 - iii. Committee members present gave short biographical sketches of candidates.
 - iv. C. Khim opened the floor for additional nominations to which he made two nominations: Bruce Coppa and Elizabeth Lee
 - v. An additional nomination was made by A. King: Clifford Tanabe
 - vi. A vote was taken. Elected to serve the four 2-year term position were Bruce Coppa, Elizabeth Lee, David Oride, Alvin Parke, Verlie Ann Leimomi Malina-Wright
 - vii. Elected to serve the 1-year term was Linda Menton
 - viii. C. Khim will communicate with candidates concerning the results of Boards Elections of new members.
2. It was agreed, without formal Board action, to seek an audit of the Educational Laboratory School's (ELS) past and present finances in order meet the requirement of the DIP.

3. It was moved by D. Doi and seconded by W. Teter to request of the ELS Director an annual statement setting forth all financial transactions involving expenditures of moneys under contract with the ELS Board starting with 2005-2006.
 - a. The motion passes unanimously.
4. Fixed meeting dates were set for 2007 as outlined in earlier ELS minutes. Other meetings will be called as needed.
5. Secretarial service will be sought from CRDG.
6. Minutes of the November meeting of the ELS Board were accepted as written.
7. P. Estomago gave his progress report.
 - a. Student are now moved into the temporary portables replacing the fire gutted elementary building.
 - b. New equipment is in place and in use.
 - c. Thirty-one art pieces were recently placed in competition; 21 receive national awards.
 - d. The boy's basketball team is in the top ten in the state.
8. P. Mahoe enthusiastically reported on her experience in submitting model legislation at the legislature seeking new funding for the Laboratory School.
9. W. Teter reported on success of the ELS competition speech team and social studies teams.
 - a. At Sixth California's national competition the 12 person ELS Speech Team competing with a field of 950 contestant placed in the top 50.
 - b. Five teams of ELS social studies students competed against 39 schools in the State and won 3 of the top 5 awards.
10. Request was made that P. Estomago send out a monthly report to the Board and parents concerning the status of the school.

MINUTES

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

Local School Board
Special Meeting
August 26, 2006
10:00 a.m.
Castle Memorial Hall 103

PRESENT: Douglas Doi, David Ericson, Peter Estomago, Chair Charles Khim, Arthur King, Vice-Chair & Recorder Loretta Krause, Frank Pottenger, Thomas Speitel, Eileen Tamura, Tracy Teixeira
ABSENT: Suzanne Acord

Special Meeting called under Bylaws: Section 5, Meetings, per August 17, 2006

CALL TO ORDER: The meeting was called to order at 10:05 a.m. by Chair, Charles Khim, noting the presence of a quorum. The Chair informed the Local School Board members present that he was audio taping the session to preserve the exact language of each individual.

MINUTES OF PREVIOUS MEETING:

No minutes of the last meeting were distributed or approved at this special meeting. Therefore, item 2 on the Agenda dated August 26, 2006 was deleted by consensus.

ORDER OF BUSINESS

1. The Chair accepted the written resignations of Local School Board members, Colleen Hirai and Steven Alm via letters sent to the Education Laboratory School and delivered in hand by Peter Estomago to the board meeting.
2. Motion #1. A motion made by Loretta Krause and seconded by Arthur King to request that the 2005-06 final expenditure report be forwarded, in writing, to the next Local School Board meeting, providing this motion does not hold up the vote today, Saturday, August 26, 2006, on the Memorandum of Agreement item.
 - a. Motion carried unanimously.

3. Motion #2. A motion made by Arthur King and seconded by David Ericson was to reserve the LSB checking account balance of \$52,755.42 for LSB training. Each request will be approved on a case by case basis by the LSB.
 - a. Motion carried unanimously.

4. Motion #3. A motion made by David Ericson and seconded by Arthur King instructed the Chair to sign the Memorandum of Agreement for required services from the DOE by August 28, 2006, and transmit to the Charter School Association Office in care of Charles Higgins, at the address listed on the MOA.
 - a. Motion passed with eight (8) ayes. Abstained: 1 (Charles Khim)
 - i. Charles Khim, stated verbally, upon completion of the vote on motion #3 that he would comply with the Board action by signing and transmitting the MOA to the Charter School office.

5. Adjournment Motion #4. A motion was made to adjourn the meeting at 11:05 a.m. by Thomas Speitel and seconded by David Ericson. The following LSB members left the meeting without voting on the adjournment motions: David Ericson, Peter Estomago, Frank Pottenger, Thomas Speitel, and Eileen Tamura. The following members remained: Douglas Doi, Art King, Loretta Krause, Charles Khim, and Tracy Teixeira. The meeting was adjourned, by the chair, for lack of a quorum.

APPENDIX D: SUPPORTING INFORMATION FOR CHAPTER VI.

Annual Financial Report (Figure D1)

CSAO Data Snapshot (Table D1)

List of ULS administrative staff and contact information (Table D2)

Figure D 1: SY 2006–2007 Financial Report for the University Laboratory School.

UNIVERSITY OF HAWAII - MANOA		ACCOUNT SUMMARY & TRANS LISTING BY FO CODE AS OF 06/30/2007			PAGE: 48		
FY 2007 CC MA					07/06/2007 18:04		
FMIS Acct: 1-53577	Acct Title: EDUCATION LABORATORY	Exec: 42 VICE CHANCELLOR FOR R	FO : CHUN, RUSSELL	00064			
UH Appn: G 07 026	Resp Person: DIRECTOR CRDG	Schl: 20 CURR RESEARCH & DEVEL	Func: 134 OBB				
Map Code: 01627	Title: DIRECTOR	Dept: 00190 CURRICULUM RSRCH &	DAGS: G 020				
SUB CODE	DESCRIPTION	----- BUDGETS -----	----- ACTUAL EXPENSES -----	OPEN COMMITMENTS	BALANCE AVAILABLE	PERC USED	
		ORIGINAL	REVISED	CURRENT MONTH	FISCAL YEAR		
1020	PERSONAL SERVICE COST POOL		727,373.30			727,373.30	
1040	OTHER EXPENDITURES POOL		419,371.53-			419,371.53-	
****	BUD POOL BAL		308,001.77			308,001.77	
2001	REG EMP-PAYROLL	1608,397.52		142,806.92	1572,443.89	35,953.63	100
****	P/R, REG	1608,397.52		142,806.92	1572,443.89	35,953.63	100
2002	REG EMP-OVERTIME, ORDINARY		33,211.19	2,108.70	33,211.19		100
2003	REG EMP-OVERTIME, HOLIDAY		172.92		172.92		100
2006	REG EMP-DIFFERT'L, NIGHT SHIFT		48.89		48.89		100
2008	REG EMP-OVERLOAD		40,646.98	9,261.49	34,785.49	5,861.49	100
2009	REG EMP-PAYROLL, RETROACTIVE		16,532.52		16,532.52		100
2019	REG EMP-STIPEND		14,057.14	1,200.00	14,057.14		100
2030	REG EMP-VACATION PAY, TERM		3,360.94	2,323.54	3,360.94		100
****	P/R, REG-OTHERS	108,030.58		14,893.73	102,169.09	5,861.49	100
2087	KCUH-WAGES		57,890.10	12,114.52	57,890.10		100
2089	P/R REIMB-STATE AGENCIES		3167,268.14-		3167,268.14-		100
2097	KCUH-FRINGE BENEFITS		7,678.62	1,443.77	7,678.62		100
****	P/R, REG-FRNGE	3101,699.42-		13,558.29	3101,699.42-		100
2101	CASUAL-PAYROLL		103,724.31	10,055.28	98,178.21	5,546.10	100
****	P/R, CASUAL		103,724.31	10,055.28	98,178.21	5,546.10	100
2201	STUD HELP-PAYROLL		29,313.30	3,483.63	28,574.27	739.03	100
****	P/R, STUDENT		29,313.30	3,483.63	28,574.27	739.03	100
2301	LECT REG-PAYROLL		512,592.47	2,415.96	512,592.47		100
2309	LECT REG-RETROACTIVE PAY		8,254.69		8,254.69		100
2401	LECT CASUAL-PAYROLL		3,653.25			3,653.25	100
2508	LECT OVERLD-PAYROLL		360.00		360.00		100
****	P/R, LECTURERS	524,860.41		2,415.96	521,207.16	3,653.25	100
****	PERS SVC (A)	727,373.30-		187,213.81	779,126.80-	51,753.50	100
2900	SVC, ST EMP-OTHERS		74,096.31		74,096.31		100
****	SVC, OTH EMP		74,096.31		74,096.31		100

FBMR090
 FY 2007 CC MA

UNIVERSITY OF HAWAII - MANOA
 ACCOUNT SUMMARY & TRANS LISTING BY FO CODE AS OF 06/30/2007

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FMIS Acct: 1-53577 Acct Title: EDUCATION LABORATORY Exec: 42 VICE CHANCELLOR FOR R FO : CHUN, RUSSELL 00064
 UH Apprn: G 07 028 Resp Person: DIRECTOR CRDG Schl: 20 CURR RESEARCH & DEVEL Func: 134 OBB
 Map Code: 01627 Title: DIRECTOR Dept: 00190 CURRICULUM RSRCH & DAGS: G 020

SUB CODE	DESCRIPTION	----- BUDGETS -----		----- ACTUAL EXPENSES -----		OPEN COMMITMENTS	BALANCE AVAILABLE	PERC USED
		ORIGINAL	REVISED	CURRENT MONTH	FISCAL YEAR			
3000	OPER SUPP, OTHER		269,579.65-	717.98	271,930.19-	2,350.54		100
3015	OPER SUPP, SCIENTIFIC		844.18	26.70	844.18			100
3020	OPER SUPP, EDUCATIONAL		131,934.26	23,218.12	52,029.70	79,904.56		100
3025	OPER SUPP, MTR VEH GAS & OIL		1,838.31		1,838.31			100
****	SUPP, OPER		134,962.90-	23,962.80	217,218.00-	82,255.10		100
3105	R&M UPKEEP SUPP, MATERIALS		48.33		48.33			100
****	SUPP, R & M		48.33		48.33			100
3200	SUPPLIES, OFFICE		50,217.35	11,694.65	15,332.22	34,885.13		100
****	SUPP, OFFICE		50,217.35	11,694.65	15,332.22	34,885.13		100
3400	OTHER SUPPLIES		7,463.40	2,585.95	3,938.44	3,524.96		100
3401	SUPPLIES, ELECTRONIC		559.70		559.70			100
3405	SUPPLIES, DATA PROCESSING		41,183.16	11,441.77	35,717.40	5,465.76		100
****	SUPP, OTHERS		49,206.26	14,027.72	40,215.54	8,990.72		100
3500	DUES & SUB, OTHER		2,625.24	1,104.29	2,162.24	463.00		100
****	DUES & SUB		2,625.24	1,104.29	2,162.24	463.00		100
3700	POSTAGE		5,394.84	385.72	5,394.84			100
3805	T&T, TELEPHONE EQUIP RENTAL		18,608.00		18,608.00			100
3810	T&T, LONG DISTANCE CHARGES		69.72		69.72			100
3815	T&T, TELEPHONE SVC CHARGES		654.14		654.14			100
****	TEL & TELEG		19,331.86		19,331.86			100
3900	PRINTING & BINDING, OTHER		9.25		9.25			100
****	PRINT/BIND		9.25		9.25			100
4000	ADVERTISING, OTHER		8,158.54	1,829.83	8,158.54			100
****	ADVERTISING		8,158.54	1,829.83	8,158.54			100
4150	CAR MILEAGE (E,NR)		644.50		644.50			100
****	CAR MILEAGE		644.50		644.50			100
4250	TRANSP, IN ST (E,NR)		2,519.51		2,519.51			100

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SUB CODE	DESCRIPTION	BUDGETS		ACTUAL EXPENSES		OPEN COMMITMENTS	BALANCE AVAILABLE	PERC USED
		ORIGINAL	REVISED	CURRENT MONTH	FISCAL YEAR			
****	TRANSP. INTRA-ST		2,519.51		2,519.51			100
4350	PER DIEM, IN ST (E,NR)		1,315.52		1,315.52			100
4352	PER DIEM, IN ST (E,T)		40.00	20.00	40.00			100
****	SUB, INTRA-ST		1,355.52	20.00	1,355.52			100
4440	TRANSP. US&TERR (NE,FNE,NR)		1,884.90	1,397.60	1,884.90			100
4450	TRANSP. US&TERR (E,NR)		4,401.23		4,401.23			100
****	TRANSP. OUT-ST		6,286.13	1,397.60	6,286.13			100
4501	PER DIEM, OUT ST, ADV (E,NE,FNE,NR)							
4540	PER DIEM, US&TERR (NE,FNE,NR)		1,056.00	528.00	528.00	528.00		100
4550	PER DIEM, US&TERR (E,NR)		4,010.05		4,010.05			100
****	SUBSIST, OUT-ST		5,066.05	528.00	4,538.05	528.00		100
4850	OTH TRAVEL, IN ST (E,NR)		5,000.00-		5,000.00-			100
4851	OTH TRAVEL, US&TERR (E,NR)		1,075.79		1,075.79			100
****	OTHER TRAVEL		3,924.21-		3,924.21-			100
5600	RENT-EQUIPMENT, OTHER		194.74	194.74	194.74			100
5610	RENT-EQUIP, OTHER OFF		2,663.88	131.75	2,663.88			100
5705	RENT-MOTOR VEHICLE		315.00		315.00			100
****	RENTALS		3,173.62	326.49	3,173.62			100
5800	R&M, OTHER		480.51	193.03	480.51			100
5805	R&M, OFF FURN & EQUIP		959.10	548.63	959.10			100
5810	R&M, MACH & EQ, SPEC		3,699.95	190.57	3,087.38	612.57		100
5815	R&M, MACH & EQ, ROUT		1,175.72		1,175.72			100
5820	R&M, BLDGS & STRUC, SPEC		41,370.50		41,370.50			100
5825	R&M, BLDGS & STRUC, ROUT		7,769.51		7,769.51			100
5835	R&M, GROUNDS, ROUT		2,472.00			2,472.00		100
5840	R&M, MOTOR VEH		5,878.38	357.17	5,878.38			100
****	REPAIR & MAINT		63,805.67	1,289.40	60,721.10	3,084.57		100
5900	INSURANCE, OTHER		250.00		250.00			100
****	INSURANCE		250.00		250.00			100
6510	G-IN-AID, TUITION (NR)		630.00	630.00	630.00			100

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SUB CODE	DESCRIPTION	----- BUDGETS -----		----- ACTUAL EXPENSES -----		OPEN COMMITMENTS	BALANCE AVAILABLE	PERC USED
		ORIGINAL	REVISED	CURRENT MONTH	FISCAL YEAR			
****	GRANTS-IN-AID		630.00	630.00	630.00			100
7100	SVC, NON-ST EMP-OTHER		1,905.75	393.19	1,905.75			100
7125	SVC, NON-ST EMP-ENG ARCH		1,953.00		1,953.00			100
****	SVC, NON-ST EMP		3,858.75	393.19	3,858.75			100
7200	OTHER CURRENT EXPENDITURES		10,251.96	996.00	8,924.96	1,327.00		100
7215	COMPUTER SVC		10,272.00	839.82	5,673.30	4,598.70		100
7216	COMPUTER SOFTWARE		12,092.13	460.80	11,493.13	599.00		100
7217	COMPUTER SOFTWARE LICENSE FEES		12,230.68	48.84	5,496.18	6,734.50		100
7220	PHOTOCOPY SVC		41,558.60		41,558.60			100
7225	TRAINING & TRAINING MATERIALS		14,145.00		160.00	13,985.00		100
7230	REGISTRATION FEE-STAFF		15,694.98	8,190.00	15,184.98	510.00		100
7240	SCHOOL EXCURSION		1,457.50	365.50	1,457.50			100
7245	FEES OTHER THAN PERSONAL SVC		40,565.48		37,262.38	3,303.10		100
****	OTHER CURR EXP		158,268.33	10,900.96	127,211.03	31,057.30		100
****	OTHERS (O)		316,058.95	68,490.65	154,795.13	161,263.82		100
7710	EQUIP, OFFICE		14,151.66	14,151.66	14,151.66			100
7719	EQUIP, OFF-CONTROLLED PROP		61,431.71	4,628.73	53,845.38	7,586.33		100
7720	EQUIP, EDUCATIONAL		5,418.84			5,418.84		100
7729	EQUIP, EDUC-CONTROLLED PROP		22,310.37		10,148.00	12,162.37		100
****	EQUIPMENT		103,312.58	18,780.39	78,145.04	25,167.54		100
****	FIXED ASSETS		103,312.58	18,780.39	78,145.04	25,167.54		100
****	TOTAL EXP/TRANS			274,484.85	546,186.63-	238,184.86	308,001.77	
****	NET FD BAL CHG			274,484.85	546,186.63-	238,184.86	308,001.77	

THIS IS A SUMMARY OF YOUR ACCOUNT SUPPORTING CURRENT MONTH
 TRANSACTIONS.

Table D1

CSAO Data Snapshot

CSAO Data Snapshot, School Year (SY) 2006 to 2007

School

<i>Name</i> University Laboratory School	<i>Address</i> 1776 University Ave. Honolulu, HI 96822	<i>Current Grades</i> K-12	<i>Date Chartered</i> August 21, 2001	<i>Type (Conversion, Start-up)</i> Conversion
<i>Phone</i> 956-7833	<i>Fax</i> 956-7260	<i>E-mail</i>	<i>Web Site</i> www.hawaii.edu/crdg/labschool	<i>Island</i> Oahu

Administration

<i>Board Chair</i> Douglas Doi	<i>Date Term Ends</i> 1/08	<i>Direct Phone</i> 956-7893	<i>Fax</i> 956-9486	<i>E-mail</i> ddoi@hawaii.edu
<i>Director</i> Kathleen Berg	<i>Date of Appointment</i>	<i>Direct Phone</i> 956-7961	<i>Fax</i> 956-9486	<i>E-mail</i> kberg@hawaii.edu
<i>Principal</i> Pete Estomago	<i>Date of Appointment</i> 10/05	<i>Direct Phone</i> 956-7833	<i>Fax</i> 956-7260	<i>E-mail:</i> estomago@hawaii.edu
<i>Business Manager</i> Russell Chun	<i>Date of Appointment</i> 11/05	<i>Direct Phone</i> 956-7706	<i>Fax</i> 956-9486	<i>E-mail</i> russell@hawaii.edu
<i>SASA</i> Audrey Maedo	<i>Date of Appointment</i> 02/03	<i>Direct Phone</i> 956-7833	<i>Fax</i> 956-7260	<i>E-mail</i> amaedo@hawaii.edu
<i>SSC/SPED Coordinator</i> Leilani Mejia	<i>Date of Appointment</i> 11/06	<i>Direct Phone</i> 956-3698	<i>Fax</i> 956-7620	<i>E-mail</i> klmejia@hawaii.edu

Staff

	Administration ¹	Instructional ²	Support ³	SPED EAs
Total No.	5	55	11	5
FTE Count	3.4	39.9	8.4	3.75
No. of Licensed Teachers		25		
No. of DOE Funded				1
No. of Civil Service ⁴			1	
No. Represented by HGEA	4	35	5	1
No. Represented by HSTA				1
No. Represented by UPW			4	
No. Represented by UHPA	1	20	3	2
No. of Non-Union				1

¹Administration: Director, Principal, Vice Principal, Business Manager

²Instructional: Teacher (full or part-time), Educational Assistant

³Support: SASA, Secretary, Clerk, Librarian, Counselor, Health Room Coordinator, SPED Coordinator, Student Services Coordinator, Student Activities Coordinator, Athletic Director, PCNC, Technology Coordinator, Food Service Staff, Custodial Staff

⁴Grandfathered with rights.

Employees with Benefits

	EUTF	RCUH	UH	DHRD
Health Insurance			All	All
Retirement			All	All
Worker's Compensation			All	All
Unemployment Insurance			All	All

Independent contract workers are never provided benefits by the school. Health insurance and retirement benefits are generally not offered to part-time (less than 50% FTE), temporary, student, or seasonal workers. Workers' compensation and unemployment insurance is provided to most workers.

Student Enrollment

	10/15/06	10/15/05	10/15/04	10/15/03	10/15/02
Total No. & Grades ¹	413	417	401	378	364
No. from DOE	unknown	unknown	unknown	unknown	unknown
No. of SPED		11	9	0	0
No. of ESL	N/A	N/A	N/A	N/A	N/A
No. of Hawaiian/Part Hawaiian	74	74	62	58	62
No. of Males	203	207	204	195	187
No. of Females	210	210	197	183	177

¹Provide range of grades only, i.e. K-12.

Student Participation in School Meal Program

	SY 2005-2006	SY 2005-2006	SY 2004-2005
No. of Free	13	22	18
No. of Reduced	22	19	25
No. Not Eligible	4	376	358

Financial

Monthly Payroll	Monthly Fringe	Payroll Processing Organization
\$199,012	N/A	(DOE, UH, RCUH, Ceridian, Other-specify) UH
Monthly Facilities Cost (rent/lease)	Monthly Utilities Cost (total of telephone, electricity, water, gas, sewer)	Monthly Maintenance Cost (contracted services)
N/A	N/A	N/A

Table D2
List of ULS administrative staff and contact information

University Laboratory School Administrative Staff and Contacts

Position	Staff Member	Phone	Fax	Email
Acting Director of CRDG	Kathleen Berg	956-7961	956-9406	kberg@hawaii.edu
Interim Principal	Peter Estomago	956-7833	956-7260	estomago@hawaii.edu
Assistant Administrator	Keoni Jeremiah	956-7833	956-7260	keonij@hawaii.edu
Assistant Administrator	Tracy Teixeira	956-7833	956-7260	teixeira@hawaii.edu
Secretary	Audrey Maedo	956-7833	956-7260	amaedo@hawaii.edu