

the island school



Navigator

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Why our students do so well!

- **Loving Science**
- **Kudos to 2005 Graduates**
- **New Elementary Progress Reports**
- **Ground Broken for Campus Expansion**
- **Accreditation Coming Up in 2006**

What's Ahead?

| | |
|--------------------------|----------------------|
| Teachers Return | Monday, August 15 |
| High School Registration | Wednesday, August 17 |
| School Resumes | Monday, August 22 |
| High School Retreat | August 31 - Sept. 2 |
| Middle School Retreat | Friday, September 16 |
| Fall Round-Up | Friday, September 30 |
| Autumn Break | October 3-7 |

Science Alliance

At Island School, we believe that science is not simply a collection of facts, but a process and a way of knowing. Department Chair Kathy Jones explains, "Our goal is to produce lifelong, scientifically literate, learners - those who will not be at the mercy of the media, but who can be critical of the information they receive. We want students to ask questions and find answers scientifically in their everyday lives."

Middle School students were recently introduced to F.A.S.T., (Fundamental Approaches to Science Teaching), a program developed at the University of Hawai'i, Manoa. It is one of the very few programs labeled "exemplary" by the U.S. Department of Education. "F.A.S.T. is awesome because it engages middle school minds," says Jones. "Students are led to raise questions that lead to more questions, for which they must find answers. Students develop and conduct their own experiments. F.A.S.T.

is a hands-on, minds-on program."

In the spring, our high school physics class put on its first Physics Fair. This was for Mrs. Liesse's third grade class. The High School students worked in groups of three. There were six groups in all. Each group developed a ten minute lesson on forces and energy. Each lesson included an experiment for the elementary students to perform. Over a period of two days, the third graders rotated through each of these six lessons. The high school students took this very seriously and were quite impressed with the third graders. Overall it was a wonderful experience for both classes.

In college, many students will take one or two science courses and some will become science majors. Eight of our twenty 2005 graduates intend to major in an area of science. That's 40% of the class! "Our science department is committed to preparing students to succeed

ESLR #9: Observe and describe phenomena, make inferences, and develop and test hypotheses designed to explain observations.

in college level courses," says Jones.

Christopher Hoffman, Island School class of 2004, is currently majoring in aeronautical engineering at Massachusetts Institute of Technology. "Honors Physics made me excited about science in high school. I couldn't get enough of it," recalls Chris. "I'd go into Kathy's [Jones] classroom during lunch and play with whatever experiments were set up (and the ones that wouldn't get me into trouble). One week, I spent 40 hours building a bridge out of balsa wood. I never saw myself as an MIT student until Joan Shaw gently nudged me in that direction. I'm glad she did."

| Demonstrates knowledge of science concepts: | 1 ST TRIMESTER | | | | |
|---|---------------------------|---|---|---|---|
| | * | 1 | 2 | 3 | 4 |
| 1. Soil Erosion | * | | | | |
| 2. The Water Cycle | * | | | | |
| 3. Fossilization | * | | | | |
| 4. Plants and Animals | * | | | | |
| 5. The Sun, the Earth, and the Moon | * | | | | |
| Has beginning skills of . . . | * | | | | |
| 6. Observation | * | | | | |
| 7. Identification | * | | | | |
| 8. Classification | * | | | | |
| 9. Making a hypothesis | * | | | | |

New Elementary Report Cards

Reporting progress in the elementary grades has become cutting edge at Island School. Far too often, parents come away from reading their child's report card with nothing but questions, and students may not understand the reports either. "Report cards should be useful for both parents and students," says Elementary Department Chair and first grade teacher, Cristy Peeren. After hours of discussion, research, and hard work, the elementary faculty developed a new approach.

The new Progress Reports have several components. First, for each subject area specific skills have been

listed. Students are given a grade from 1 to 4 on these, indicating the level of mastery achieved that trimester. The meaning of each number is included in the package. For example, in 3rd grade writing, the skill "word choice" is listed. A student might receive a "1." This is explained in part as follows: *If you work very hard you can get a general understanding of what the piece is about, but it's not easy.* If a student's grade is a "4" in this area, the explanation includes: *It's easy to understand what the writer is communicating.*

Student progress is discussed at Parent/Student/Teacher conferences. Students lead these meetings by sharing their portfolios with their parents while teachers try to stay out of it. "I'm kind of a detail person," says Leolani Rosa, mother of 2nd grader Saige Akana. "The new progress reports break it all down for me. Now, when my daughter brings work home, I know what areas to help her with."



Congratulations, Class of 2005

Learn More
Retain it Longer
Apply it More Readily
Enjoy the Experience



Our seniors were accepted to these colleges & universities

100% of Island School's Class of 2005 were accepted to 4 year colleges or universities. They have received a total of 64 acceptance letters; not bad for a class of twenty students! Here's where they've been accepted:

*Bard College
California Polytechnic State
University
Chaminade University
Clark University
Concordia University
Concordia University of Montreal
Denison University
Drew University
Hawaii Pacific University*

*Kauai Community College
Lewis & Clark College
Linfield College
Loyola Marymount University
Loyola University of New Orleans
Michigan Technical Institute
Mt. Holyoke University
New College of Florida
Oberlin College
Rutgers State College of New
Jersey
Santa Clara University
Sarah Lawrence College
Scripps College
Seattle University
St. Norbert College
St. Olaf College*

*Stonehill College
University of British Columbia
University of Essex, England
University of Hawaii at Hilo
University of Hawaii at Manoa
University of Idaho
University of Massachusetts
University of Nevada at Reno
University of Puget Sound
University of Redlands
University of San Diego
University of the Pacific
University of Utah
Vassar College
Wesleyan University
Willamette University*

Ground Breaking

Campus Expansion Phase I Begins

May 19th marked an important milestone for Island School. Ground was broken for the construction of two new facilities for Island School – a Hawaiian cultural center (@ 4,300 sq. ft.) and a full-sized gymnasium (@ 16,500 sq. ft.). “If all goes according to plan, these should be in place by the end of the next school year,” states David Pratt, president of



the Board of Directors. The total cost is estimated at \$6 million.

On hand for the ceremony were students and staff of

Island School, along with members of the Board of Directors, various community officials, and others involved with getting this project underway. In his remarks, Pratt acknowledged the guests and `ohana of Island School and then briefly recounted the 28 year history of the institution, now about to enter a new phase.

The ceremony began with chants by Kumu Sabra Kauka, Hawaiian Studies teacher, and a group of students. This was followed by introductions of the dignitaries by Robert Springer, headmaster. After Mr. Pratt's talk, the reverends Lady Ipo Kahaunaele Ferreira and



Above, high school students signal the opening of the ceremony by sounding the pu (conch); at left, David Pratt, President of Island School's Board of Directors, acknowledges the significance of this milestone; below, members of the Board, faculty and Student Government dig shovelfuls of dirt with gold-painted shovels.

Sandy Keale, of Ke Akua Mana Church, offered a specially prepared blessing in Hawaiian. Gold-painted shovels were handed to Island School's Board members and representatives of the students and staff, who then turned the earth. This was followed by the

singing of the Island School Anthem by the students.

It was a grand occasion, involving some 400 individuals and lasting about 30 minutes. Light refreshments were served the guests as the students and staff returned to class.



Setting Educational Goals



by Robert Springer, Head of School

Next spring, our school is up for another accreditation review by the Western Association of Schools and Colleges. Such a review validates the work of the institution.

Six years ago, as part of our last accreditation, Island School's teachers and administrators established eleven Expected Schoolwide Learning Results (ESLRs). These define what an Island School student should know, be able to do, and value by the time he or she graduates. They give direction to the educational program.

Our ESLRs evolved from Island School's mission statement and from ideas of Harvard University professor, Howard Gardner. Our mission statement has several parts: 1) to have students become life-long learners and contributing members of society; 2) to express fully the talents of the administration and faculty; 3) to prepare students for higher education; 4) to foster creativity, critical thinking,

initiative, and respect for self and others.

The ideas of Howard Gardner focus on human potential – verbal communication and expression, numerical/logical thinking, spatial acuity and delight (the visual arts), musical experiences, a reflective sense of self, relating to others, and physical and mental health. To these we added familiarity with a second language, acceptance of responsibilities as citizens in a global society, proficiency in technology, and demonstration of qualities of leadership, perseverance, commitment, and loyalty.

The point is that Island School's curriculum has been carefully designed and is based on a clear statement of intended outcomes that can be measured. These outcomes are contained in our ESLRs. Both existing programs and new offerings – such as the Middle School science program and the portfolio assessments of the Elementary grades – must meet the test of consistency in relation to the ESLRs.

Development Update

Capital Campaign - \$3,424,407 has been raised toward our \$6,000,000 goal to build a gymnasium, locker room complex and Center for Hawaiian Culture and the Arts.

Annual Giving - \$63,322 has been given this academic year, which has been used for daily operations.

Auction - \$161,000, the largest amount netted, was raised last March. Of this amount, over \$40,000 is earmarked specifically for tuition aid.

Other Tuition Aid - \$82,000 was contributed by individual donors and the Dwight Stuart Youth Foundation, the Caruthers Family Foundation, G.N. Wilcox Trust, and the Mary D. and Walter F. Frear Eleemosynary Trust.



Our Development team, Fran McDonald and Joan Shaw, proudly display the \$350,000 check from Mary D. & Walter F. Frear Eleemosynary Trust. This will fund the building of the Hawaiian Center for Cultural and the Arts.

Up Close with

Jeff Brock Science Instructor



“Physics is how we answer the big questions - what is going on in the universe we live in, and how does it work? In college it was what we did all day and what we talked about all night,” says Jeff Brock, Middle School

science teacher. Jeff joined our science team last year.

Born and raised in Texas, Jeff spent the prior ten years in Cambridge and Boston at MIT getting his Masters degree in science and working hard. Marriage and fatherhood brought the Brocks to Kaua’i. A chance meeting with our 4th grade teacher, Dinah Chao, at a Washington DC conference led Jeff to Island School. “I guess it was meant to be,” he says.

Jeff has a hands-on approach to teaching science. “Middle School students learn best by doing,” he says. “If you want to effectively teach them, you must match their energy with your own. That’s not too hard if you really love what you’re teaching.”

Jeff obviously loves science. Besides his regular classes, he advises the high school SCUBA Club. He expanded it to include Middle School students. “We certified 19 new divers - 14

middle and 5 high school students. Jeff is also starting a long-term survey of Kaua’i’s reef. “We’ll be collecting local data as part of a global reef monitoring project. At the same time, I hope we’ll be fostering in our students a sense of awareness and stewardship for our environment.”

Another one of Jeff’s projects is the Middle School garden. “We learn the science behind agriculture and at the same time examine land use issues.” His students compared the results of their organic gardens with their non-organic ones. “Some of the results are surprising,” he admits.

Taking a look at Island School’s waste production was the focus of Jeff’s Zero Waste Club. Middle School students did a waste audit, composted their lunch waste, and recycled plastics and aluminum. He plans on expanding this project next year.

Jeff is an inspiration!



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