

Manoa

Elementary School

Grades K-6

School Status and Improvement Report



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School Address:

Manoa Elementary School
3155 Manoa Road
Honolulu, HI 96822

Focus On Standards

This *School Status and Improvement Report* has been prepared as part of the Department's educational accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

The report includes a description of the school and information on the **context**, **process**, and **outcomes** at the school for the 2000-2001 school year, including a summary of the school's Standards Implementation Design (SID) **process**.

School Description

Manoa Elementary School was established as one of the first English schools in Hawai'i. Eighteen students attended Manoa starting October 11, 1854. Located in majestic and historic Manoa Valley, it is part of Roosevelt Complex. The word "Manoa" is a contraction of "Moanoanoa" and means thick or solid, deep as a substance having breadth and depth, like the valley itself.

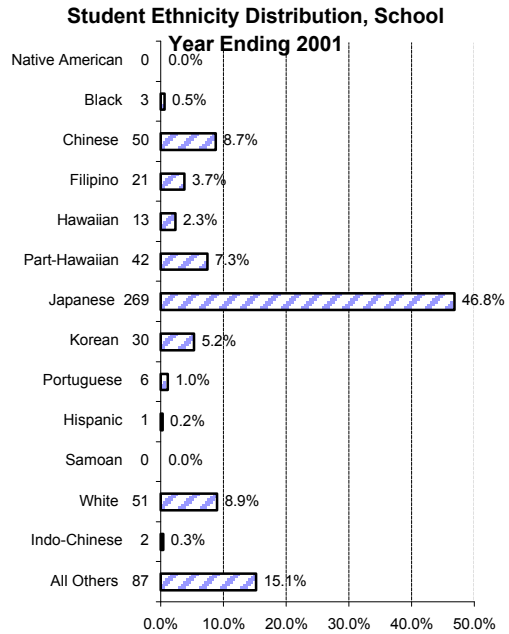
While about 20 percent of the students live outside our geographical area, most have family roots in the valley. Our students come from varied socio-economic status, a multi-ethnic community, diverse family types and residences. Our community partnerships include Lyon Arboretum, Manoa Gardens and Malama O Manoa.

Manoa Elementary School is working on the Proposal to Implement School/Community-Based Management.

Context: School Setting

Student Profile

School year ending	1999	2000	2001
Fall enrollment	592	602	600
Number and percent of students enrolled for the entire school year	552	478	548
	93.2%	79.4%	91.3%
Number and percent of students receiving free or reduced-cost lunch	47	55	65
	7.9%	9.1%	10.8%
Number and percent of students in Special Education programs	27	24	27
	4.6%	4.0%	4.5%
Number and percent of students with limited English proficiency	31	12	12
	5.2%	2.0%	2.0%



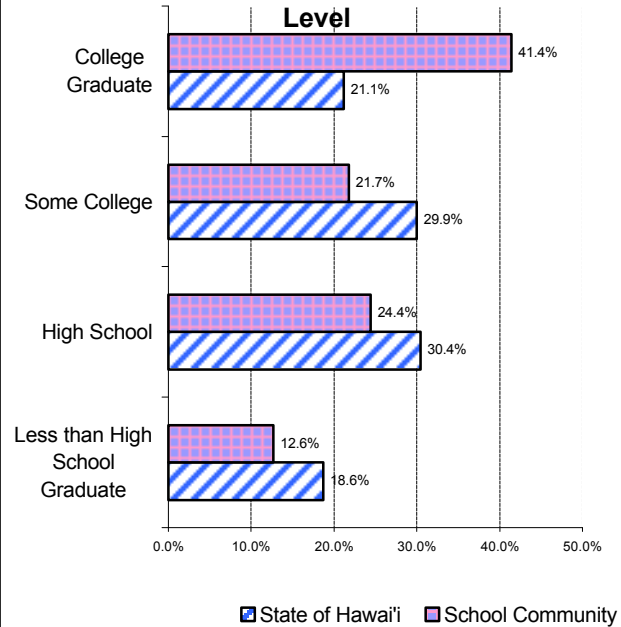
Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	2.8	3.6
Percent of households with school age children (4-19)	22.8%	31.8%
Median household income	\$60,952	\$38,829
Per capita income	\$25,120	\$15,770
Percent of households with Public Assistance income	2.9%	6.8%
Percent of children (3-19 years) below poverty level	0.7%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.

Community Educational Attainment Level



Process: Standards Implementation Design

The following is a summary of the school's standards implementation design for the 2000-01 school year.

Beliefs: At Manoa Elementary School we believe: 1) Everyone can learn. 2) Each person is a valued individual with unique physical, social, emotional, and intellectual needs. 3) Learning is a life long process. 4) Family and community involvement are vital to the success of our students and school.

Mission: The mission of Manoa Elementary School is to: 1) Educate the whole child, promoting confidence and success in the following areas: academic skills, social skills, emotional development, and physical development. 2) Develop each child's potential in order to function effectively in our democratic society as a life long learner. 3) Meet the needs of each child, addressing different learning styles in a positive, cooperative and caring way. 4) Work in partnership with the child, family, school, and community. 5) Provide a safe, secure and nurturing environment.

Vision: Aloha Kokua Laulima Kuleana Lokahi; Manoa Elementary School; Giving life to learning

General/School-Wide Learner Outcomes: At Manoa Elementary School we expect that each child will take responsibility for: 1) the ability to be responsible for one's own learning; 2) the understanding that it is essential for human beings to work together; 3) the ability to be involved in complex thinking and problem solving; and 4) the ability to recognize and produce quality performance and quality products.

Summary of School's Self-Study Findings: The results of the data collection and analysis indicate that Professionalism and Capacity of the System: Staff and Coordinated Team Work: School Leadership and Shared Decision Making are the highest rated components of our school's instruction and organization. In particular, the outstanding areas indicated are as follow: 1) Assignment practices ensure maximum achievement of the HCPS and ESLRs. Equal opportunity policies and practices are routine, pervasive, and consistent. 2) All staff members are an integral part of the larger school community, support the school purpose, and promote the well-being of students. 3) The principal is the school leader who effectively organizes and facilitates the school leadership team, which works to implement policies, shape and promote the culture of the school, celebrate progress, and make sound decisions and resource allocations to support the attainment of the HCPS and GLOs. 4) The principal provides curriculum leadership by collaboratively developing and practicing the school's vision, mission, and focus for student learning, as well as empowering strong, committed curriculum leaders to realize the school purpose and is a positive role model (as a lifelong learner).

There are areas that require additional attention in the Standards-Based Learning component. However, as the needs in these areas were discussed, it appears that the common thread is the degree of implementation. That is, implementation is at a lower level. 1) Career readiness is very much a part of our curriculum; however, because it is totally integrated and elements such as workplace skills and career pathways are not directly addressed. Most of the SCANS competencies and qualities are included in the curriculum within the awareness and exploratory activities relating to the real world. 2) Technology was discussed earlier as part of the stakeholders' perceptions. While progress is being made, there continue to be limitations in availability and accessibility of technology within the classroom learning activities. 3) Multicultural education is often taken for granted. With most of our students and teachers classified as "minorities" the pervasiveness of multicultural education goals make them difficult to isolate. While some activities may be called multicultural, there are far more multicultural learning activities that occur as a normal, natural part of our efforts at Manoa Elementary School. 4) Personal learning plans are primarily developed for those students who are considered at-risk or high-risk and who require these individual plans as a result of their certification. Technology support may provide teachers with the backup they need for developing, documenting, and updating individual plans for each student. 5) Traditional practices that have stood the test of time and demonstrated effectiveness in meeting students' needs continue to be used. We will need to study and test some of the alternatives recommended by the State in place of our use of time and space, teacher-directed assessments toward determining progress, and other traditional assessment practices that are integral to instruction.

Major Areas of Strength: Based on the above, our areas of strength include: 1) Curriculum and instruction are consistent with standards-based learning. 2) Staff and school leadership are exceptional in level of certification, as well as commitment and cooperation. 3) The school environment is conducive to learning.

Major Areas in Need of Improvement: Based on the above, our areas in which we are in need of improvement include: 1) Assessment and reporting strategies are needed that are clearly linked with the standards, result in useful information for meeting students' needs, and user-friendly. 2) Complete the alignment and strategies development for Language Arts and Social Studies standards. 3) Expand the instructional strategies that relate to a range of contexts, varying learning styles and abilities, and differentiating opportunities.

Priorities For Improvement: Based on the analyses and discussions of findings, Manoa Elementary School's priorities for improvement were agreed upon as follows: 1) Completing HCPS alignment / articulation for Language Arts, continuing the current improvement efforts in writing, followed by reading and finishing with oral communication. 2a) The need for support to students will be addressed through a school-wide guidance / counseling effort. 2b) We need a school-wide assessment plan and strategies applied within each classroom. 3) Our other developments and areas to work on include thinking skills, revising the technology / instructional literacy plans; and providing a differentiated curriculum in each classroom.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	33.0
Regular Instruction, FTE	25.0
Special Education, FTE	4.0
Supplemental Instruction, FTE	4.0
Teacher headcount	33
Teachers with 5 or more years at this school	32
Teachers' average years of experience	17.6
Teachers with advanced degrees	6

Students per Teaching Staff Member

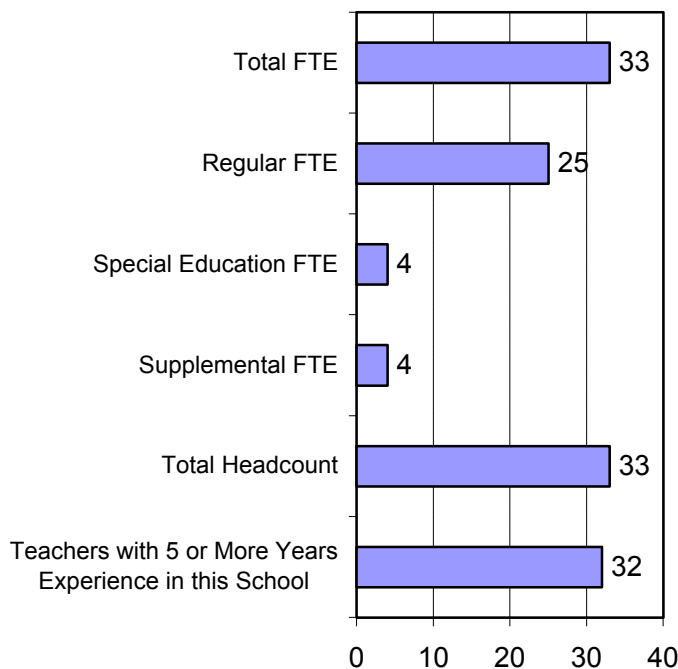
Regular Instruction	19.8
Special Education	6.8

Administrative and Student Services Staff

Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Teacher Counts



Facilities

School year ending 2001

Classrooms available	43
Number of classrooms short (-) or over (+)	10

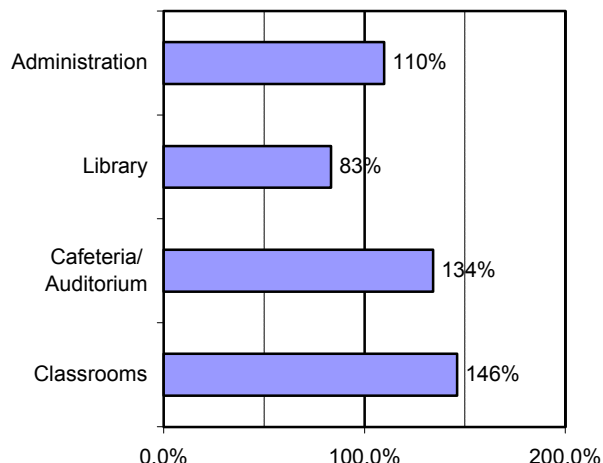
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	2	[]
Building interior	[]	2	[]
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	[]	3
Sanitation	[]	[]	3
Total	16		

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

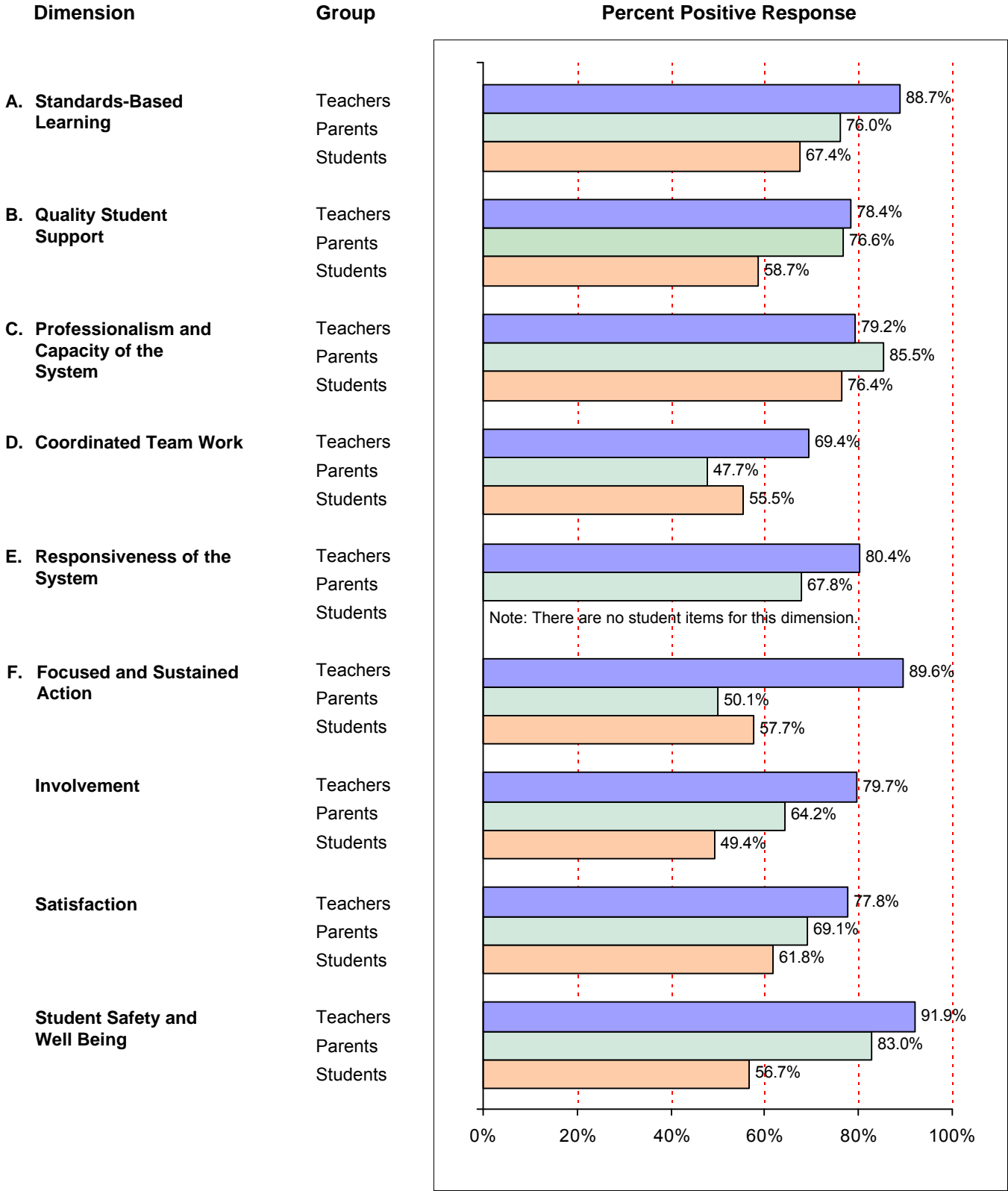
Adequacy of School's Space Compared with State Standards



School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

Outcomes: Vital Signs

School Quality Survey



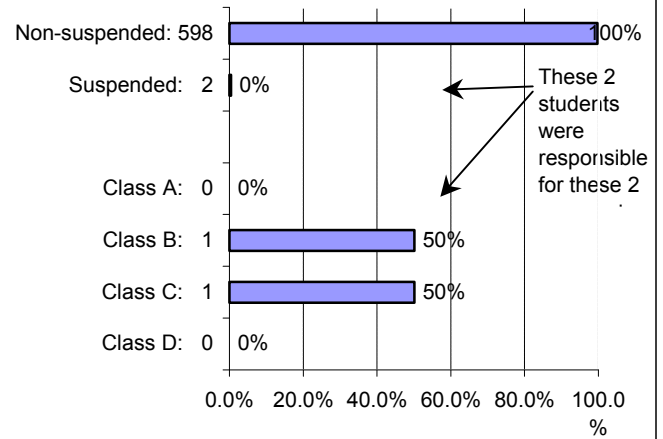
Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
Average Daily Attendance: % (higher is better)			
96.5%	97.0%	96.9%	95.0%
Average Daily Absences: in days (lower is better)			
6.4	5.5	5.1	9

Suspensions, School Year 2000-01



Class A: Burglary, robbery, sale of dangerous drugs
 Examples of class of suspension: Class B: Disorderly conduct, trespassing
 Class C: Class cutting, insubordination, smoking
 Class D: Contraband (e.g. possession of tobacco)

Statewide Testing

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at <http://arch.k12.hi.us>.