



Manoa Elementary School

"No Child Left Behind" Accountability Report



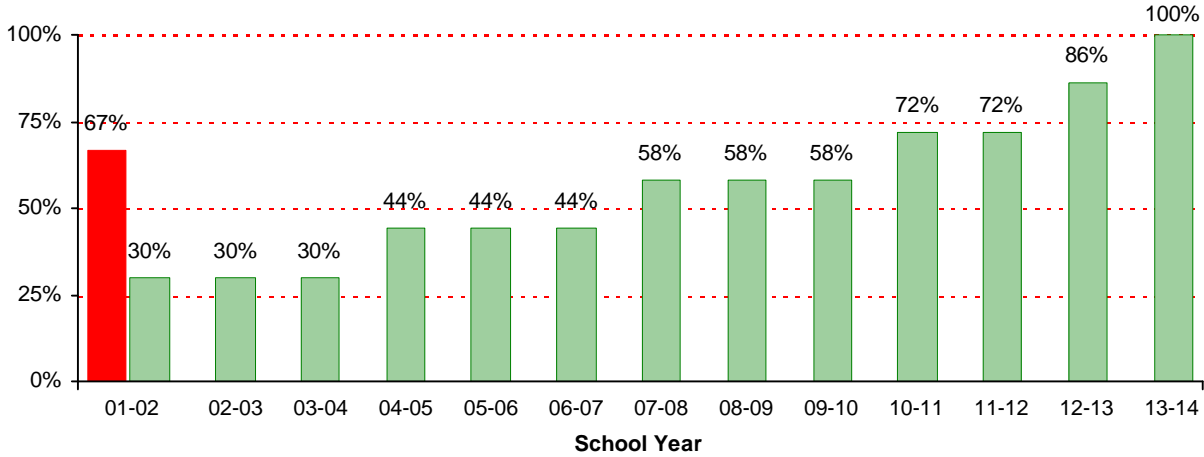
Content

		Focus on NCLB
Focus on NCLB	p. 1	The purpose of this accountability report is to present information annually that meets the requirements of the federal "No Child Left Behind Act of 2001" (NCLB), Public Law 107-110.
AYP and NCLB status	p. 1	This first accountability report for the 2001-2002 school year presents: <ul style="list-style-type: none"> • baseline performance for Hawaii Content and Performance Standards II (HCPS II) State test results in reading and mathematics; • baseline performance for graduation rates for high schools and retention rates for middle, intermediate, and elementary schools; • grade level HCPS II test results in reading and mathematics; • the professional qualification of teachers at a school; and • the number of classes not taught by "highly qualified" teachers. Future reports will have the school's yearly progress on the HCPS II tests in reading and mathematics and graduation or retention rates that are compared to statewide annual objectives. These comparisons will determine whether the school has made "Adequate Yearly Progress" as required by NCLB law.
School and State baselines	p. 2	
Proficiency levels for determining "Adequate Yearly Progress" by student groups	p. 3	
Most recent two-year trend by grade level	p. 4	
Retention rate	p. 4	
Professional qualifications of teachers	p. 4	
Proficiency levels by student groups and grade levels	p. 5	AYP and NCLB Status Prior to NCLB, "Adequate Yearly Progress" (AYP) was determined only for those schools receiving federal Title I funds. NCLB requires that Title I schools' existing AYP status be carried over into the current school year. Listed below are the school's AYP status for the 2001-2002 school year and its current NCLB status.
		AYP Status, School Year 2001-02 <div style="border: 1px solid black; padding: 5px; text-align: center;">N/A - Not Title I school</div>
		Current NCLB Status <div style="border: 1px solid black; padding: 5px; text-align: center;">N/A - Baseline data only</div>

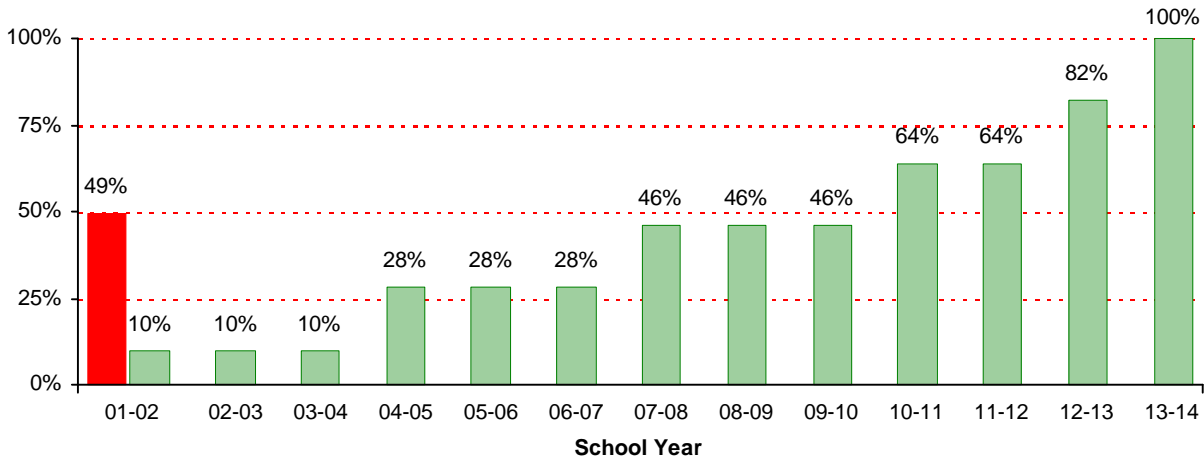


The school's initial achievement levels for reading, mathematics, and the retention rate are given below (red bars) along with the annual objectives (green bars). Under the provisions of the "No Child Left Behind" legislation, a school must meet the statewide annual objectives, both for the school as a whole and for each subgroup. "Percent Proficient" is the percent of students scoring in the "Meets Proficiency" plus "Exceeds Proficiency" performance levels on the State assessment.

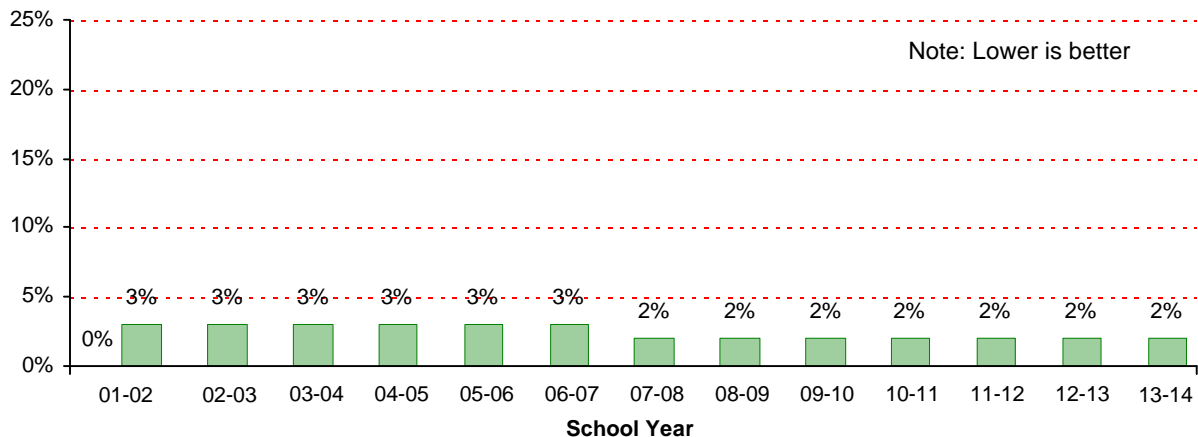
Reading - Percent Proficient



Mathematics - Percent Proficient

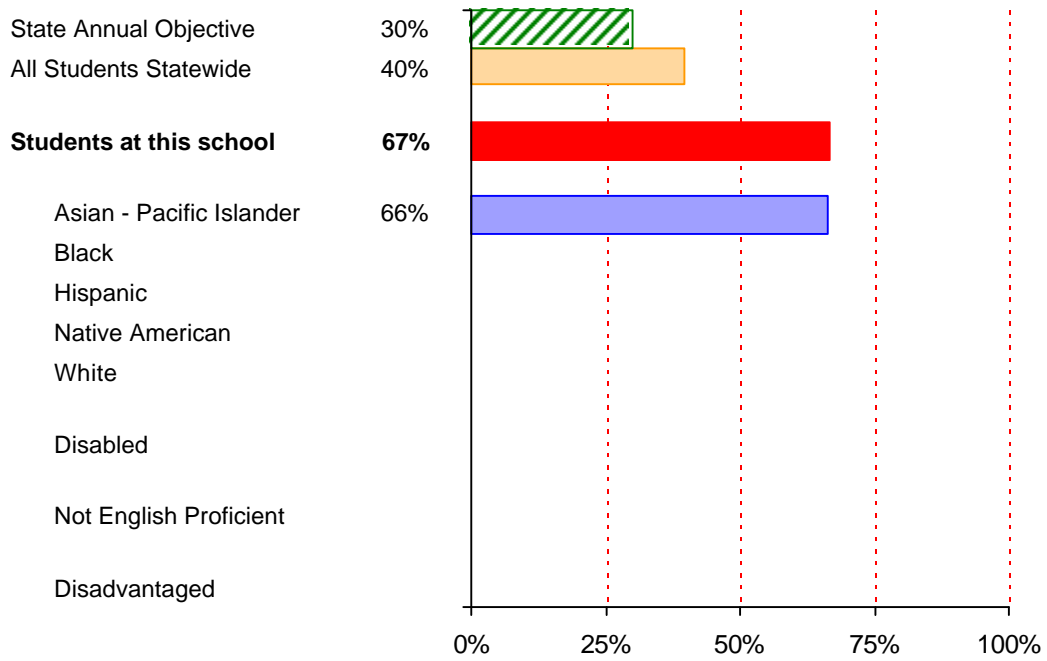


Retention Rate



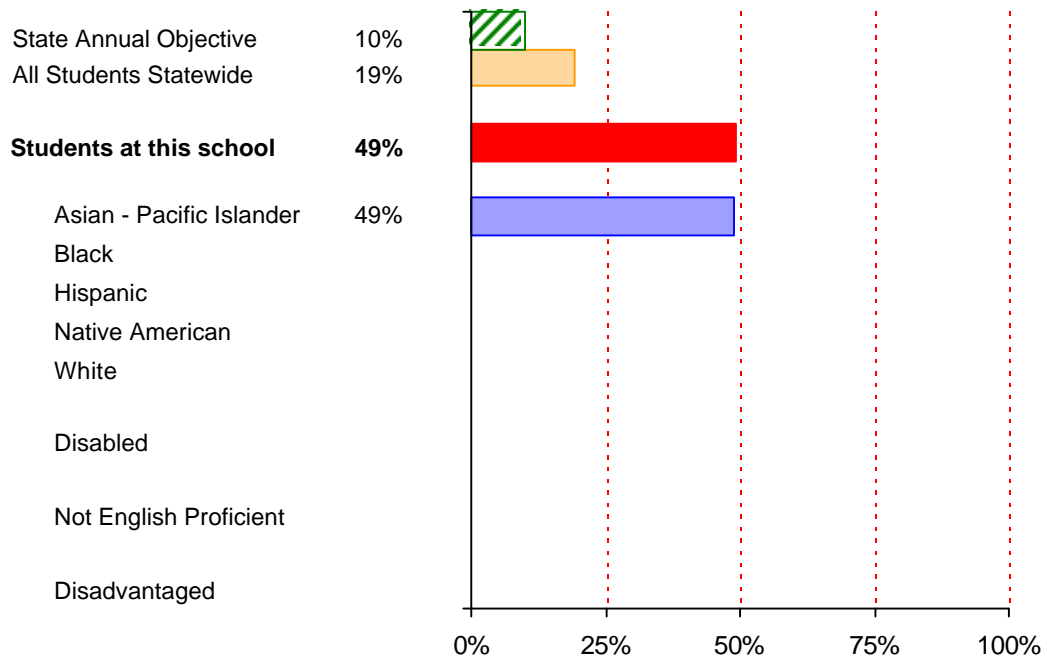
Reading Proficiency Levels

Percent "Meets Proficiency" and "Exceeds Proficiency" *



Mathematics Proficiency Levels

Percent "Meets Proficiency" and "Exceeds Proficiency" *



* Note: Due to small numbers of students, some bars may be "blanked" to protect student confidentiality and ensure statistical reliability.

Percent of students who took alternate assessments: 0%

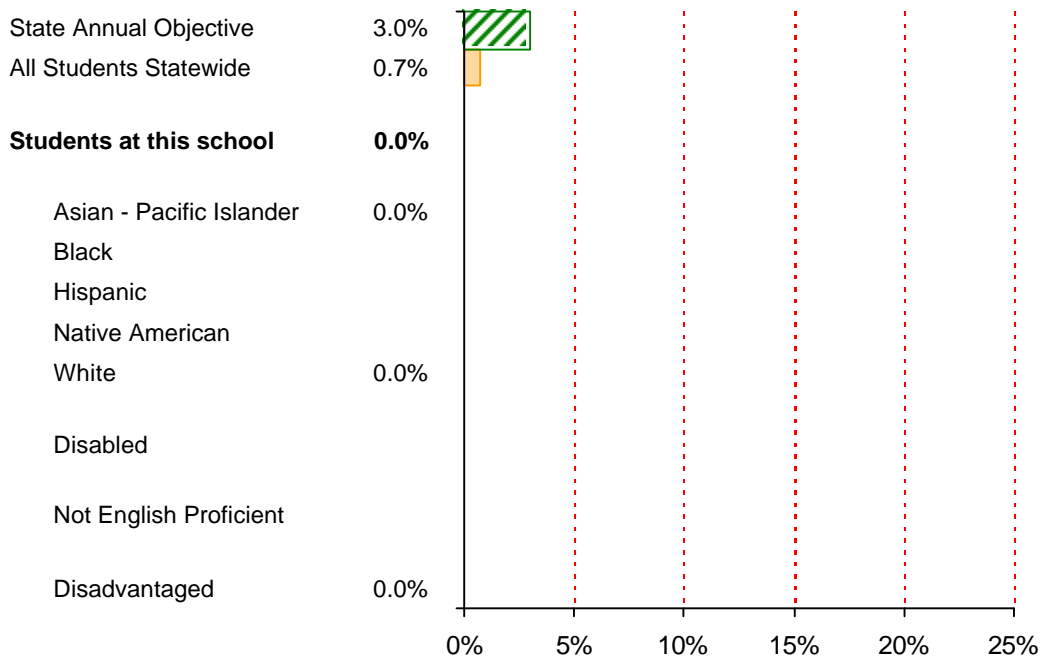


Most Recent Two-Year Trend

Percent "Meets Proficiency" and "Exceeds Proficiency"

Grade		School Year		2-Year Trend
		2001-02	2002-03	
3rd	Reading	65%	NA	NA
	Mathematics	38%	NA	NA
5th	Reading	68%	NA	NA
	Mathematics	59%	NA	NA

Retention Rate *



* Note: For elementary schools, "retention in grade" refers to students in the non-kindergarten, elementary grades (typically grades 1-5 or 1-6) who repeat a grade level.

Due to small numbers of students, some bars may be "blanked" to protect student confidentiality and to ensure statistical reliability.

Professional Qualifications of Teachers	Fully Licensed	Provisional Credential	Emergency Credential
	100%	0%	0%

Classes NOT Taught by Qualified Teachers	No classes 0%
---	------------------



Combined Grades	Reading Proficiency Levels *				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
Students at this School	2%	31%	61%	5%	100%
Asian - Pacific Islander	2%	31%	62%	4%	100%
Black					
Hispanic					
Native American					
White					
Male	4%	38%	52%	5%	100%
Female	0%	25%	70%	5%	100%
Disabled					
Migrant					
Not English Proficient					
Disadvantaged					

Combined Grades	Mathematics Proficiency Levels *				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
Students at this School	5%	46%	43%	7%	100%
Asian - Pacific Islander	5%	46%	42%	7%	100%
Black					
Hispanic					
Native American					
White					
Male	5%	44%	42%	8%	100%
Female	4%	48%	43%	5%	100%
Disabled					
Migrant					
Not English Proficient					
Disadvantaged					

* Note: Due to small numbers of students, some percents may be "blanked" to protect student confidentiality and ensure statistical reliability.



Third Grade	Reading Proficiency Levels *				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
Students at this School	1%	34%	55%	10%	100%
Asian - Pacific Islander	2%	33%	56%	9%	100%
Black					
Hispanic					
Native American					
White					
Male	3%	41%	44%	13%	100%
Female	0%	28%	64%	8%	100%
Disabled					
Migrant					
Not English Proficient					
Disadvantaged					

Third Grade	Mathematics Proficiency Levels *				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
Students at this School	6%	56%	32%	6%	100%
Asian - Pacific Islander	6%	58%	30%	6%	100%
Black					
Hispanic					
Native American					
White					
Male	6%	53%	38%	3%	100%
Female	5%	59%	28%	8%	100%
Disabled					
Migrant					
Not English Proficient					
Disadvantaged					

* Note: Due to small numbers of students, some percents may be "blanked" to protect student confidentiality and ensure statistical reliability.



Fifth Grade	Reading Proficiency Levels *				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
Students at this School	3%	29%	67%	1%	100%
Asian - Pacific Islander	3%	30%	68%	0%	100%
Black					
Hispanic					
Native American					
White					
Male	5%	37%	59%	0%	100%
Female	0%	21%	76%	3%	100%
Disabled					
Migrant					
Not English Proficient					
Disadvantaged					

Fifth Grade	Mathematics Proficiency Levels *				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
Students at this School	4%	37%	52%	8%	100%
Asian - Pacific Islander	4%	35%	52%	8%	100%
Black					
Hispanic					
Native American					
White					
Male	5%	37%	46%	12%	100%
Female	3%	37%	58%	3%	100%
Disabled					
Migrant					
Not English Proficient					
Disadvantaged					

* Note: Due to small numbers of students, some percents may be "blanked" to protect student confidentiality and ensure statistical reliability.

