

Manoa Elementary School

Elementary School

Grades K-6

School Status and Improvement Report School Year 2002-03



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School Address:

Manoa Elementary School
3155 Manoa Road
Honolulu, Hawaii 96822

Focus On Standards

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

This report describes the school and its setting as well as providing information about the school's administrators, teachers, students and facilities. It also includes a summary of the school's improvement plan, the Standards Implementation Design (SID), that focuses on implementing the Hawaii Content and Performance Standards.

School Description

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

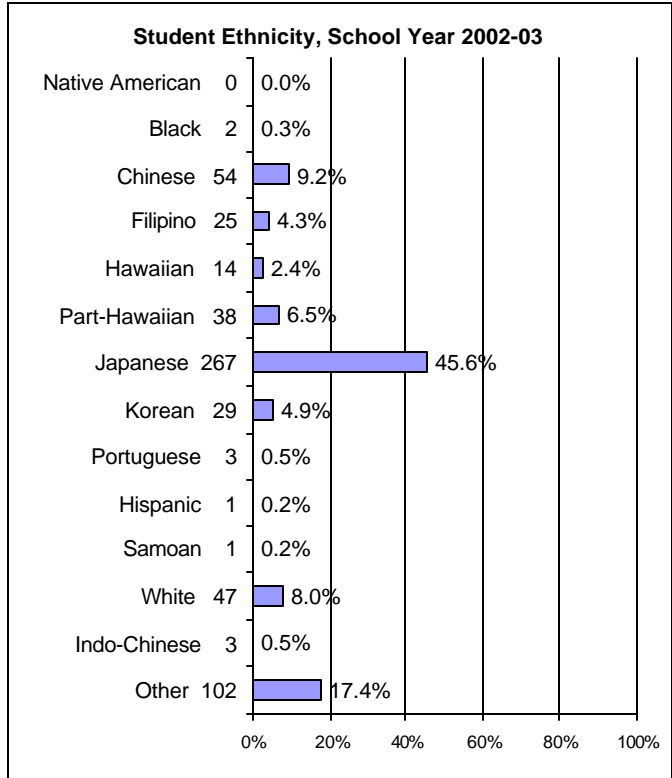
While about 20 percent of the students live outside our geographical area, most have family roots in the valley. Our students come from a varied socio-economic status, a multi-ethnic community, diverse family types and residences of single-family dwellings. We have formed community partnerships with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

Manoa Elementary School is operating under School/Community-Based Management.

School Setting

Student Profile

School year ending	2000-01	2001-02	2002-03
Fall enrollment	600	597	605
Number and percent of students enrolled for the entire school year	548	544	528
	91.3%	91.1%	87.3%
Number and percent of students receiving free or reduced-cost lunch	65	59	61
	10.8%	9.9%	10.1%
Number and percent of students in Special Education programs	27	26	42
	4.5%	4.4%	6.9%
Number and percent of students with limited English proficiency	12	31	24
	2.0%	5.2%	4.0%

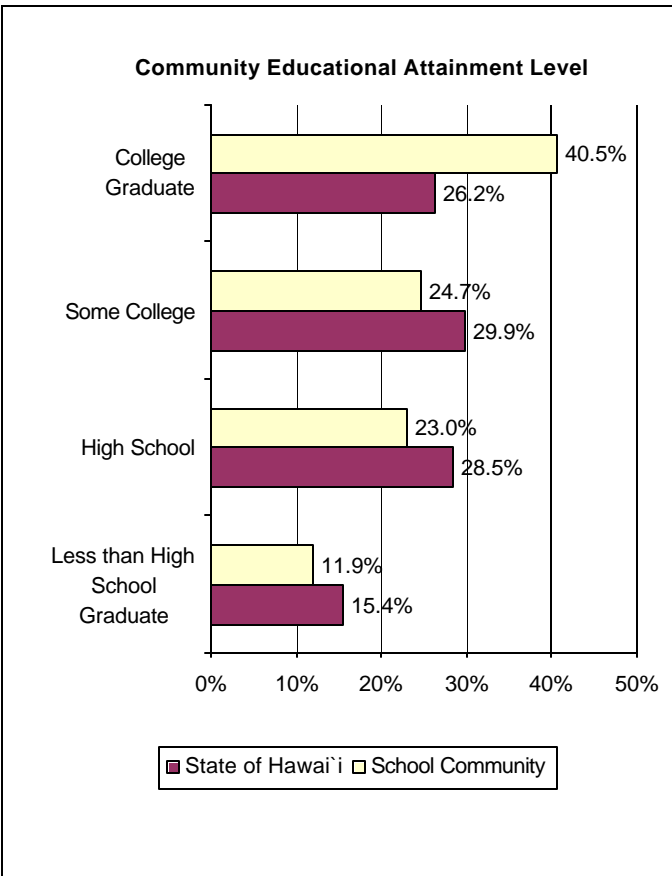


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Community Profile

Based on the 2000 U.S. Census

Roosevelt Complex	School Community	State of Hawai'i
Total population	60,707	1,211,537
Percentage of population aged 5-19	14.7%	20.6%
Median age of population	42.2	36.2
Number of families	14,338	287,068
Percentage of families with children under 18	34.0%	45.0%
Percentage of families with children headed by a single mother	22.1%	18.3%
Average family size	3.1	3.42
Median household income	\$52,797	\$49,820
Percent of households with Public Assistance income	4.5%	7.6%
Percent of families with children living in poverty	11.7%	11.2%



Standards Implementation

Summary of Progress

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.

The results of the Spring 2002 HCPSII Test in math indicate that 38% of grade 3 students and 60% of grade 5 students met or exceeded proficiency levels. For reading, 64% of grade 3 and grade 5 students met or exceeded proficiency levels. The results of informal assessments based on HCPSII released items indicate that fewer than 10% of all students schoolwide scored at the proficient level. HCPSII Test scores as well as informal assessments show a need for improving special education students achievement in reading and math. Writing assessments show a need for continuing the school writing project.

The school will continue to:

- develop math literacy strategies
- continue to implement the writing project
- identify and provide support to students needing assistance in achieving Language Arts and Math standards
- identify services and practices that exist in the school to help students move from home to school, level to level, school to school, grade to grade, and program to program.
- continue implementation of Positive Behavior Supports (PBS)
- provide instruction by highly qualified teachers with professional development to support the identified areas for standards-based learning
- increase communication between support programs and regular education teachers
- provide time for collaboration/articulation between regular and support teachers to evaluate student work and to develop standards-based lessons
- develop a tutoring program with parents and volunteers during non-school hours

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		32.0
Regular Instruction, FTE	75.0%	24.0
Special Instruction, FTE	12.5%	4.0
Supplemental Instruction, FTE	12.5%	4.0
Teacher headcount		33
Teachers with 5 or more years at this school		24
Teachers' average years of experience		16.1
Teachers with advanced degrees		7

Professional Teacher Credentials

Fully licensed	93.9%	31
Provisional credential	6.1%	2
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	20.2
Special Instruction	10.0

* Regular instruction includes both regular and supplemental teaching staff and does not include mainstreamed special education students. Therefore, these figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	3.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	2

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

Facilities

School Year Ending 2003

Classrooms available	41
Number of classrooms short (-) or over (+)	0

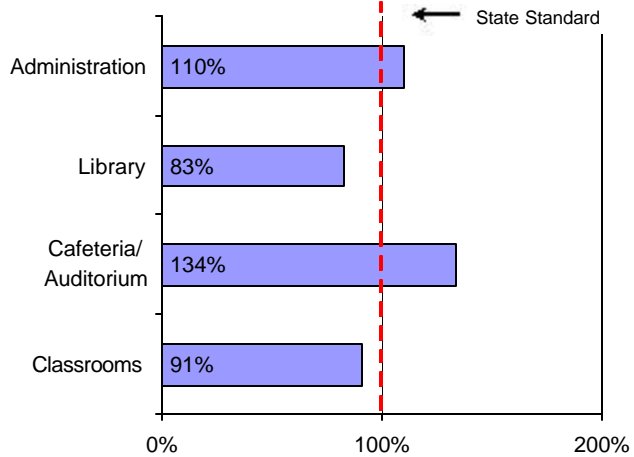
School facilities inspection results

	Score		
	1	2	3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		18	

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



School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

Vital Signs

School Quality Survey

The School Quality Survey is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

Percent of Positive Responses

School Quality Survey Dimensions		Teachers		Parents		Students	
		School	State ¹	School	State ¹	School	State ¹
Standards-Based Learning	2001	89%	n/a	76%	n/a	67%	n/a
	2003	89%	87%	71%	77%	77%	75%
Quality Student Support	2001	78%	n/a	77%	n/a	59%	n/a
	2003	79%	79%	75%	73%	75%	66%
Professionalism & System Capacity	2001	79%	n/a	86%	n/a	76%	n/a
	2003	85%	67%	83%	83%	79%	84%
Coordinated Team Work	2001	69%	n/a	48%	n/a	56%	n/a
	2003	74%	77%	50%	57%	68%	65%
Responsiveness of the System	2001	80%	n/a	68%	n/a	There are no student items for this dimension	
	2003	78%	82%	67%	74%		
Focused & Sustained Action	2001	90%	n/a	50%	n/a	58%	n/a
	2003	84%	77%	47%	57%	65%	64%
Involvement	2001	80%	n/a	64%	n/a	49%	n/a
	2003	78%	84%	61%	69%	74%	58%
Satisfaction	2001	78%	n/a	69%	n/a	62%	n/a
	2003	73%	63%	70%	70%	77%	72%
Student Safety & Well Being	2001	92%	n/a	83%	n/a	57%	n/a
	2003	94%	85%	82%	75%	74%	65%
Survey Return Rate	2001	71%	n/a	37%	n/a	100%	n/a
	2003	78%	74%	25%	23%	92%	85%

¹

State figures are summaries of comparable school level results.

State figures for the 2001 SQS are not available.

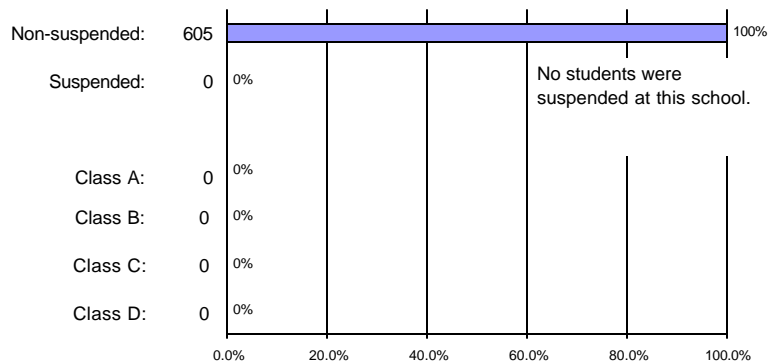
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2000-01	2001-02	2002-03	
Average Daily Attendance: % (higher is better)			95.0%
96.9%	96.9%	96.5%	
Average Daily Absences: in days (lower is better)			9
5.1	5.5	6.2	

Suspensions, School Year 2002-2003



Examples of class of suspension:

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

School Retention

The retention figures for elementary schools include students in all grades except kindergarten who were retained (kept back a grade) and for middle and intermediate schools the retention figures are only for eighth grade students who were not promoted to ninth grade.

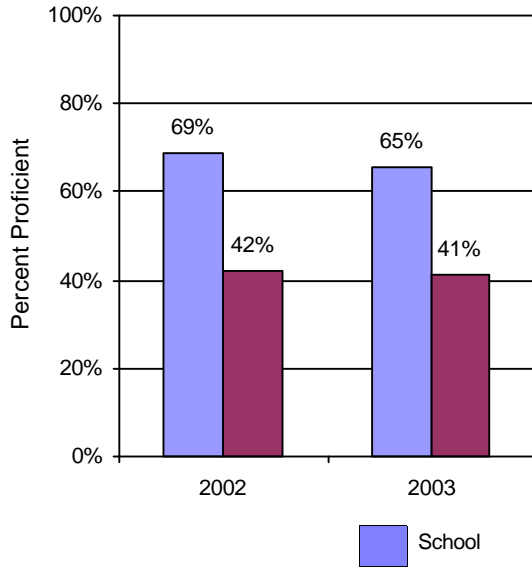
	Retention	
	2002	2003
Total number of students	447	519
Percent retained in grade	0%	0%

Vital Signs

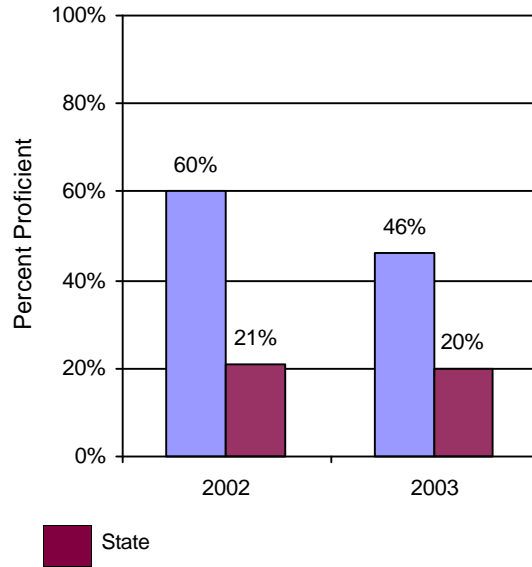
Statewide Testing

Highest Grade Tested: 5

HCPS II Reading



HCPS II Mathematics



Figures are based on total number of students in the highest grade tested at this school. State figures are summaries of comparable school level results.

HCPS II Writing Test

Writing Dimension	2001-02		2002-03	
	School	State	School	State
Meaning	2.8	2.6	3.2	2.6
Voice	2.8	2.6	3.2	2.6
Clarity	2.8	2.5	2.9	2.5
Design	2.7	2.5	2.9	2.5
Conventions	3.1	2.7	3.1	2.6
Overall	2.9	2.6	3.1	2.6

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for the highest grade level tested. State figures are summaries of comparable school level results.

Stanford Tests, 9th Edition

	Below Average	Average and Above
National Norm Group	23%	77%
State		
Reading	24%	76%
Mathematics	20%	80%
This School Highest Grade Tested: 5		
Reading	5%	95%
Mathematics	1%	99%

The Stanford Achievement Test is a national norm-referenced test with a range of 9 stanine levels. Scores in stanines 1 to 3 represent the Below Average category, and scores in stanines 4 to 9 represent Average and Above Average categories.

Other School Information

Continued from page 3

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.