

Manoa Elementary School

School Code: 137

Grades K-6

School Status and Improvement Report School Year 2003-04



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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.

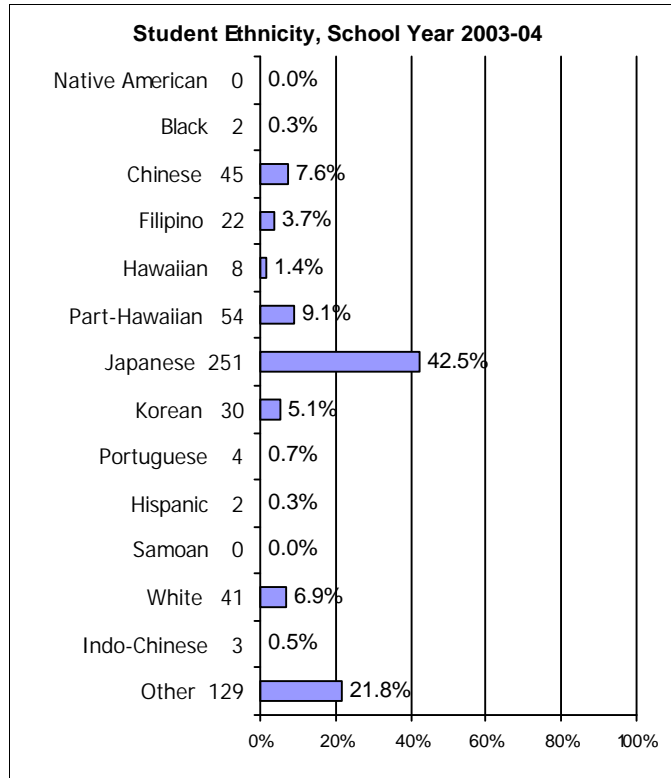
While about 49 percent of the students live outside our geographical area, most have family roots in the valley. Our students come from a varied socio-economic status, a multi-ethnic community, diverse family types and residences of single-family dwellings. We have formed community partnerships with Lyon Arboretum, Moanalua Gardens and Malama O Manoa.

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

School Setting

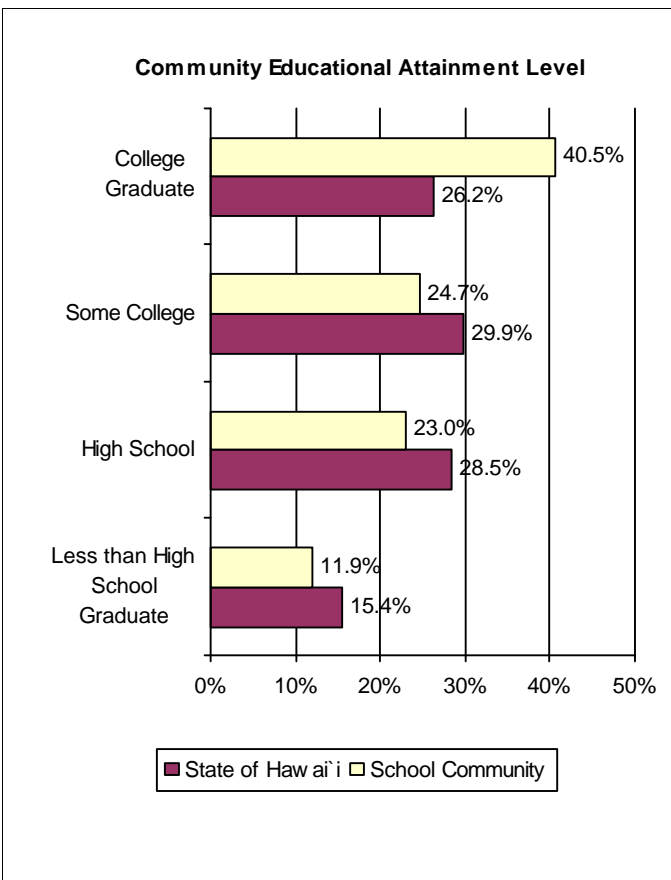
Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	597	605	602
Number and percent of students enrolled for the entire school year	544	550	540
	91.1%	90.9%	89.7%
Number and percent of students receiving free or reduced-cost lunch	59	58	62
	9.9%	9.6%	10.3%
Number and percent of students in Special Education programs	26	40	39
	4.4%	6.6%	6.5%
Number and percent of students with limited English proficiency	31	20	29
	5.2%	3.3%	4.8%



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

Inclusiveness: Manoa Elementary School's SID process involves all stakeholder groups through collaboration of school community members and input from our SCBM Council and APT Board.

Purposefulness: The six state General Learner Outcomes are embraced by the entire school community and addressed in the classrooms.

Student-Focused Efforts and Action-Orientation: Data analysis of the Spring 2002 and 2003 HSA results suggested that we needed to: 1) refine the alignment of our curriculum to meet the reading standards; 2) continue the implementation of the writing project; and 3) develop math literacy strategies. Parents of grades 2-5 students were invited to a State presentation on the HSA and supporting the educational development of their child.

Standards-based education was presented at Parent Night. Our PBS cadre continues to implement the principles of the Positive Behavior Support System.

Accountability: The SID responsibility continues to be shared by two groups that works to coordinate and monitor implementation of the six images. Each group consists of subcommittees.

Strong Leadership and Support Systems: The two groups have support from administration in facilitating the SID process whereby leadership is assumed at different levels (committee chairpersons). Leaders coordinate efforts to work toward accomplishing the goals of the SID.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		33.0
Regular Instruction, FTE	72.7%	24.0
Special Instruction, FTE	12.1%	4.0
Supplemental Instruction, FTE	15.2%	5.0
Teacher headcount		33
Teachers with 5 or more years at this school		22
Teachers' average years of experience		14.3
Teachers with advanced degrees		5

Professional Teacher Credentials

Fully licensed	90.9%	30
Provisional credential	9.1%	3
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	19.4
Special Instruction	9.8

* 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 2004

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

School facilities inspection results

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	[]	3
Building interior	[]	2	[]
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	[]	3
Sanitation	[]	[]	3
Total	17		

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

Data not available

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 (SQS) 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	School	State	School ¹	State
Standards-Based Learning	2001	89%	n/a	76%	n/a	67%	n/a
	2003	89%	n/a	71%	n/a	77%	n/a
Quality Student Support	2001	78%	n/a	77%	n/a	59%	n/a
	2003	79%	n/a	75%	n/a	75%	n/a
Professionalism & System Capacity	2001	79%	n/a	86%	n/a	76%	n/a
	2003	85%	n/a	83%	n/a	79%	n/a
Coordinated Team Work	2001	69%	n/a	48%	n/a	56%	n/a
	2003	74%	n/a	50%	n/a	68%	n/a
Responsiveness of the System	2001	80%	n/a	68%	n/a	There are no student items for this dimension	
	2003	78%	n/a	67%	n/a		
Focused & Sustained Action	2001	90%	n/a	50%	n/a	58%	n/a
	2003	84%	n/a	47%	n/a	65%	n/a
Involvement	2001	80%	n/a	64%	n/a	49%	n/a
	2003	78%	n/a	61%	n/a	74%	n/a
Satisfaction	2001	78%	n/a	69%	n/a	62%	n/a
	2003	73%	n/a	70%	n/a	77%	n/a
Student Safety & Well Being	2001	92%	n/a	83%	n/a	57%	n/a
	2003	94%	n/a	82%	n/a	74%	n/a
Survey Return Rate	2001	71%	n/a	37%	n/a	100%	n/a
	2003	93%	70%	37%	22%	96%	83%

¹

Student positive responses are for the highest grade level surveyed at this school.

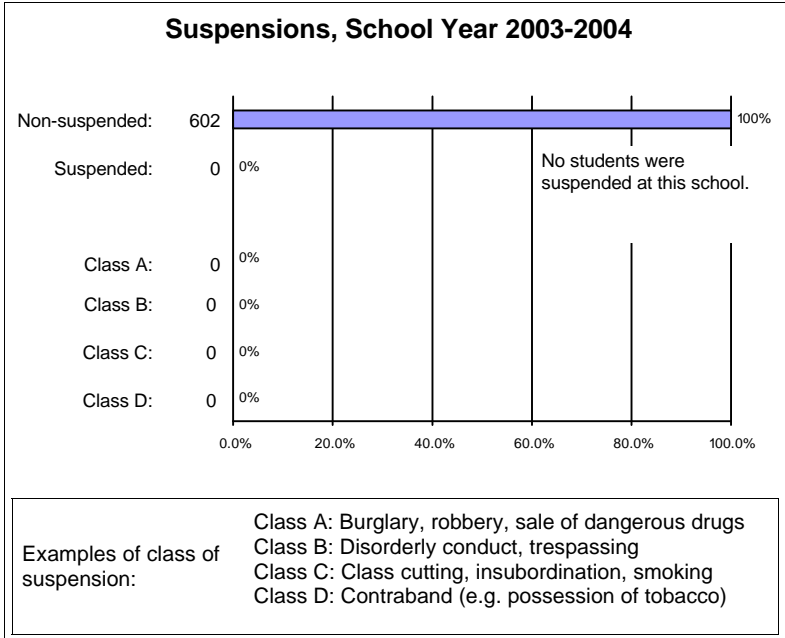
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			
2001-02	2002-03	2003-04	State Standard
Average Daily Attendance: % (higher is better)			
96.9%	96.5%	96.9%	95.0%
Average Daily Absences: in days (lower is better)			
5.5	6.2	5.6	9

Suspensions, School Year 2003-2004



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

Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, retention calculations that conform to NCLB requirements are used.

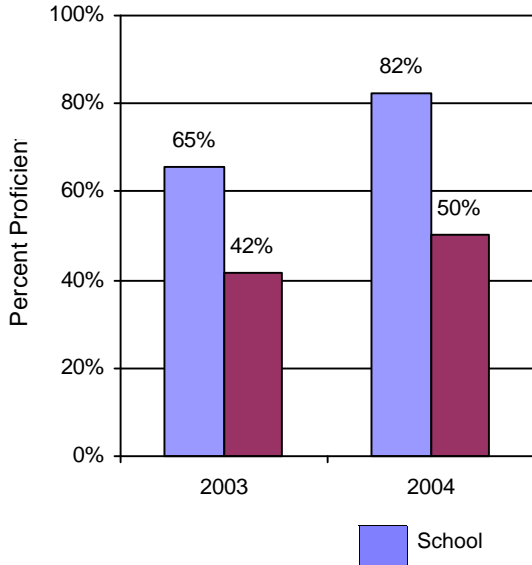
	Retention	
	2003	2004
Total number of students	519	511
Percent retained in grade	0%	0%

Vital Signs

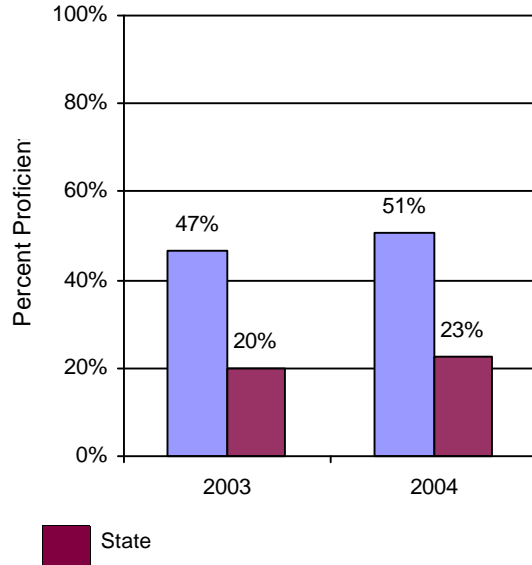
Statewide Testing

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	2002-03		2003-04	
	School	State	School	State
Meaning	3.2	2.7	3.6	3.0
Voice	3.2	2.7	3.5	3.1
Clarity	2.9	2.5	3.4	2.9
Design	2.9	2.5	3.4	2.9
Conventions	3.1	2.6	3.4	2.9
Overall	3.1	2.6	3.5	3.0

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	19%	81%
This School Highest Grade Tested: 5		
Reading	5%	95%
Mathematics	2%	98%

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

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Evaluation Section, Planning and Evaluation Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.