

Manoa Elementary School

School Code: 137

Grades K-6

School Status and Improvement Report School Year 2004-05



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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; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan, reports student achievement results along with other vital signs.

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.

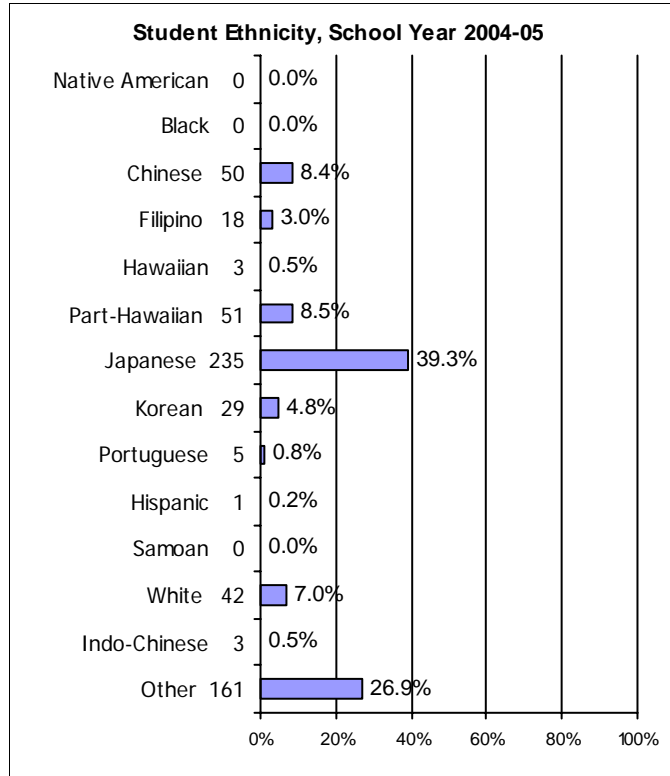
While about 49 percent of the students live outside our geographical area, most have family roots in the valley. Our students come from a varied socio-economic status, a multi-ethnic community, diverse family types and residences of single-family dwellings. We have formed community partnerships with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

Manoa Elementary School has established its School Community Council.

School Setting

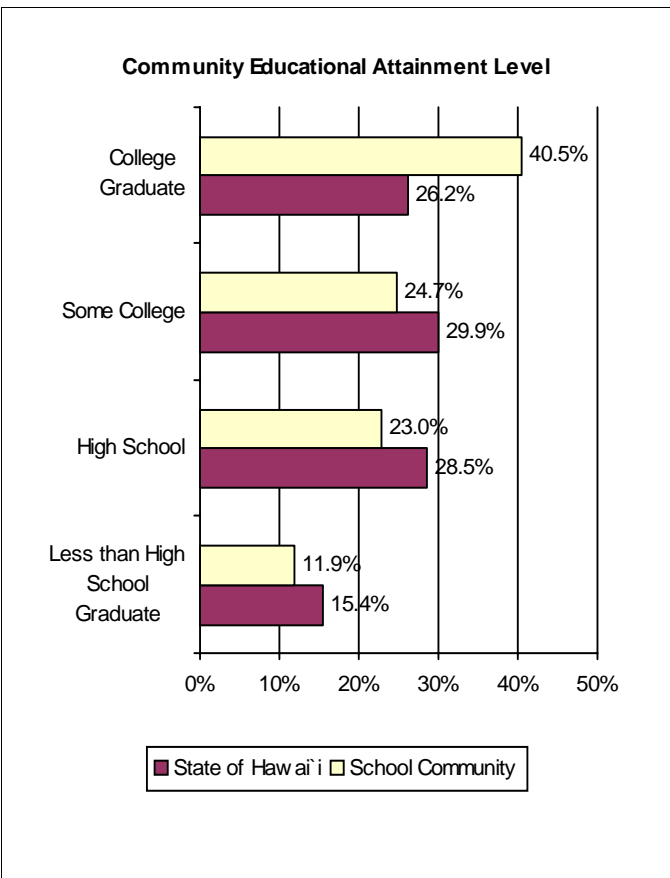
Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	605	602	628
Number and percent of students enrolled for the entire school year	550 90.9%	540 89.7%	585 93.2%
Number and percent of students receiving free or reduced-cost lunch	58 9.6%	62 10.3%	69 11.0%
Number and percent of students in Special Education programs	40 6.6%	39 6.5%	35 5.6%
Number and percent of students with limited English proficiency	20 3.3%	29 4.8%	28 4.5%
Percent of Kindergartners who attended preschool	--	--	91%



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%



School Improvement

Summary of Progress

INCLUSIVENESS

Manoa Elementary School involves all stakeholder groups in the SID process. School community members collaborate on the action plan through team meetings, waiver days, and/or Planning & Collaboration Days. Input is solicited from the SCBM/SCC Council and APT Board. Grade level teams have also created grade level plans that outline their actions in relation to the schoolwide plan. To help emphasize a more personalized impact, faculty members also brainstormed ways in which the enabling activities of the plan will affect teacher practices and student outcomes.

PURPOSEFULNESS

The six General Learner Outcomes are embraced by the school community and are addressed in all classrooms. Grade levels have created assessment tools to evaluate their students' progress on the GLOs. State GLO Progress Reports have been sent home quarterly with report cards.

STUDENT-FOCUSED EFFORTS & ACTION-ORIENTATION

- Gates-MacGinitie (Gr. 1-2) and Options (Gr. 3-6) reading data was collected and compiled by Manoa School's L.A. SID/SBE Coaches. With their guidance, the school faculty reviewed and analyzed the past two year's Pre-Test and Post-Test scores. SY 2004-05 Post-Test reading scores showed that in Gr. 1- 86% of the students met or exceeded; Gr. 2- 82%; Gr. 3- 81%; Gr. 4- 78%; Gr. 5- 66%; Gr. 6- 81%.
- Manoa School has been awarded monies from an Act 51 math grant. The school has begun its transition to the new math programs, Investigation (K-5) and MathThematics (6) through purchases, standards alignment, and training.
- Teachers created and implemented standards-based lessons in reading, math, and science that also included formative and summative assessment tools. As determined by HSA data analysis, the focus for math in Gr. K-3 was in Patterns, Functions, & Algebra; and Geometry and Spatial Sense in Gr. 4-6.
- Students respond to weekly math journal prompts or Problems of the Week to help improve communication process standards and constructed-response items on the HSA.
- Grade level teams have begun to develop report card guides to use in SY 2005-06 to support communication of student's progress toward standards.

ACCOUNTABILITY

There are five focus group teams that coordinate and monitor implementation of the schoolwide action plan: 1) Standards-Based Learning; 2) Quality Student Support; 3) Professionalism and Capacity of the System; 4) Responsiveness of the System; and 5) Coordinated Team Work. These five groups work together to *focus and sustain the action* (6th Image of Success) of the school. These same five focus group teams also concentrate and lead the school's actions in the curriculum areas of 1) Language Arts; 2) Social Studies; 3) Mathematics; 4) Science/Technology; 5) PE, Health, Art, & Music.

STRONG LEADERSHIP AND SUPPORT SYSTEMS

Leadership at Manoa School is assumed at different levels as appropriate. We adhere to three key concepts in our standards-based system of teaching: 1) Distributive Leadership: becoming a leader because of one's expertise rather than title; 2) Reciprocal Relationships: balancing high expectations with high levels of support; and 3) Internal Accountability: being responsible as a group for student achievement and motivating each other as teachers.

- The Administration Support Team (AST) discusses schoolwide programs, issues, and updates on a weekly basis. AST members are also team leaders of their Focus Group/Committee.
- Grade level and special education teachers meet as Professional Development Learning Teams (PDLT) on a bi-monthly basis. PDLT Facilitators lead and support teachers with standards-based education in language arts, math, and science.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		34.0
Regular Instruction, FTE	73.5%	25.0
Special Instruction, FTE	11.8%	4.0
Supplemental Instruction, FTE	14.7%	5.0
Teacher headcount		34
Teachers with 5 or more years at this school		20
Teachers' average years of experience		13.4
Teachers with advanced degrees		6

Professional Teacher Credentials

Fully licensed	100.0%	34
Provisional credential	0.0%	0
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	19.8
Special Instruction	8.8

* 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	2.0
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

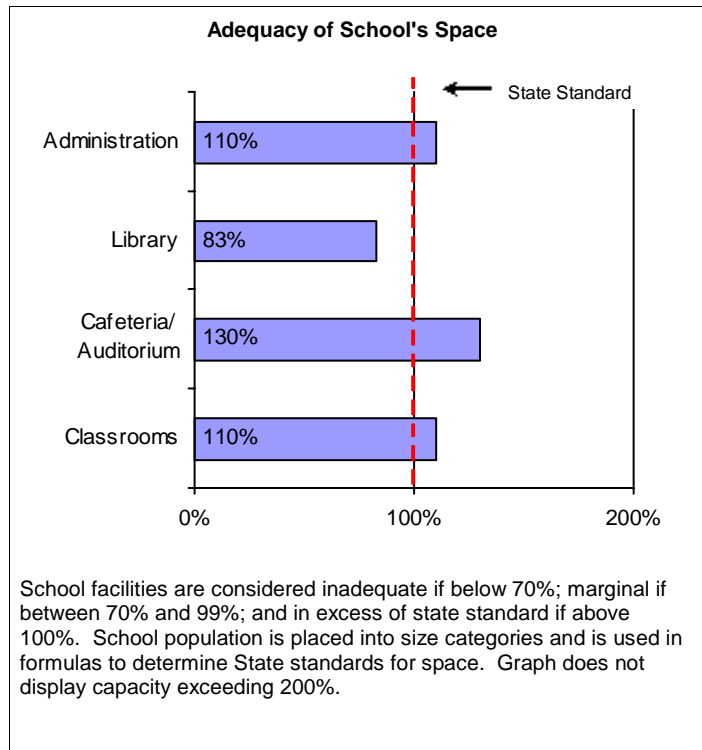
School Year Ending 2005

Classrooms available	39
Number of classrooms short (-) or over (+)	3

	Score		
	1	2	3
Grounds	3		
Building exterior			3
Building interior			3
Equipment/Furnishings		2	
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



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 [*]		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2003	88.9%	--	71.4%	--	76.9%	--
	2005	88.9%	87.4%	74.3%	77.1%	71.7%	76.5%
Quality Student Support	2003	79.2%	--	75.3%	--	75.2%	--
	2005	83.1%	79.7%	72.2%	72.9%	66.4%	66.4%
Professionalism & System Capacity	2003	85.2%	--	83.1%	--	79.5%	--
	2005	72.8%	77.6%	78.7%	83.7%	85.7%	84.4%
Coordinated Team Work	2003	74.1%	--	49.9%	--	68.0%	--
	2005	79.0%	77.2%	53.8%	58.4%	59.5%	64.0%
Responsiveness of the System	2003	77.8%	--	67.1%	--	There are no student items for this dimension	
	2005	80.2%	82.9%	65.9%	70.3%		
Focused & Sustained Action	2003	83.8%	--	47.4%	--	65.2%	--
	2005	75.9%	80.2%	55.2%	57.3%	65.9%	72.9%
Involvement	2003	77.8%	--	61.3%	--	74.0%	--
	2005	82.7%	85.6%	67.4%	68.5%	52.4%	59.8%
Satisfaction	2003	72.5%	--	70.1%	--	77.0%	--
	2005	69.1%	65.8%	74.7%	70.6%	75.8%	72.8%
Student Safety & Well Being	2003	93.8%	--	81.8%	--	73.6%	--
	2005	92.5%	86.0%	77.4%	75.1%	64.9%	65.0%
Survey Return Rate ^{**}	2003	93.1%	--	37.1%	--	96.2%	--
	2005	79.4%	78.6%	42.3%	23.8%	94.4%	91.1%

^{*} State Teacher and Parent positive response figures are one of 4 grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

^{**} State Return Rate for Teachers, Parents, and Students are for one of 6 grade spans (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.

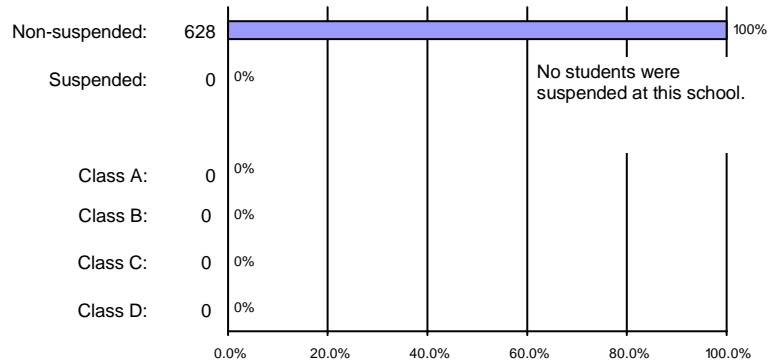
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2002-03	2003-04	2004-05	State Standard
Average Daily Attendance: % (higher is better)			
96.5%	96.9%	96.4%	95.0%
Average Daily Absences: in days (lower is better)			
6.2	5.6	6.4	9

Suspensions, School Year 2004-2005



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

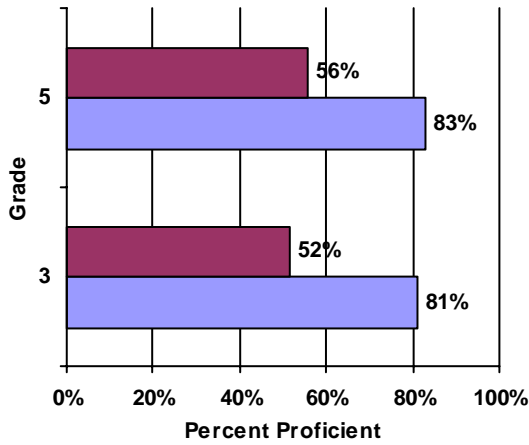
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2003	2004	2005
Total number of students	519	511	527
Percent retained in grade	0%	0%	0%

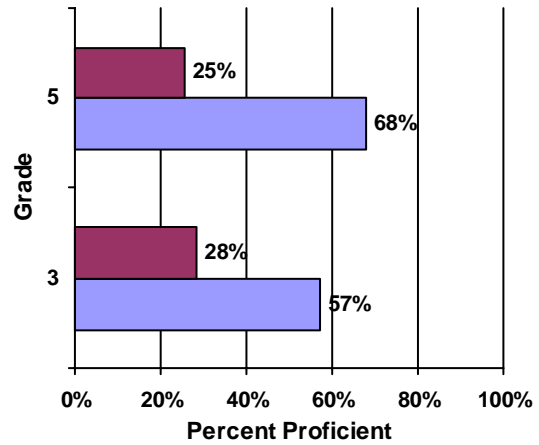
Vital Signs

Statewide Testing

HCPS Reading



HCPS Mathematics



School
 State

A bar may not be shown to maintain student confidentiality (see FERPA).

HCPS Writing Test

Grade	Meaning		Voice		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State	School	State
5	3.3	3.1	3.2	3.0	3.2	3.0	3.2	3.0	3.5	3.2	3.3	3.1
3	3.1	2.8	3.0	2.8	3.1	2.6	2.9	2.6	3.3	2.9	3.1	2.7

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for each dimension for each grade level tested.

-- means "missing data"

* means data not reported to maintain student confidentiality (see FERPA).

Stanford Achievement Test, 9th Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	This School	State	This School	State
6	96%	80%	98%	83%
5	99%	78%	95%	83%
4	91%	74%	96%	84%
3	92%	82%	95%	87%

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.

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Other School Information

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