

Manoa Elementary School

School Code: 137

Grades K-6

School Status and Improvement Report School Year 2005-06



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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, and 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 50 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. Our students participate in enrichment programs such as math club, student government, technology, and a friendship exchange program with a private school in Osaka. We have formed community partnerships with Lyon Arboretum, Moanalua Gardens and Malama O Manoa.

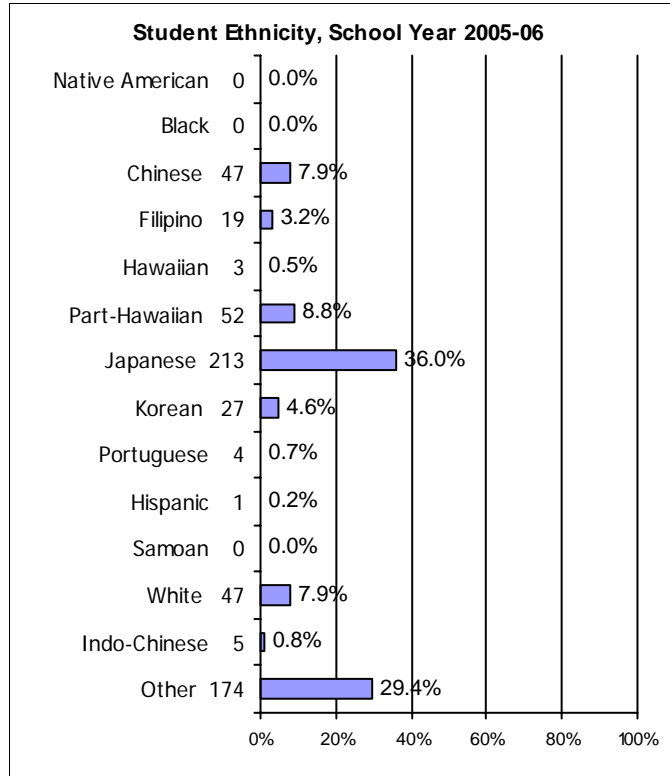
Our parents volunteer many hours in fundraising and supporting teachers as tutors, speakers, chaperones, creating teaching materials. Our APT (parent group) efforts have provided us with new computers, Music and PE classes, grade level projects, a science and math consultant.

Manoa Elementary School has established its School Community Council.

School Setting

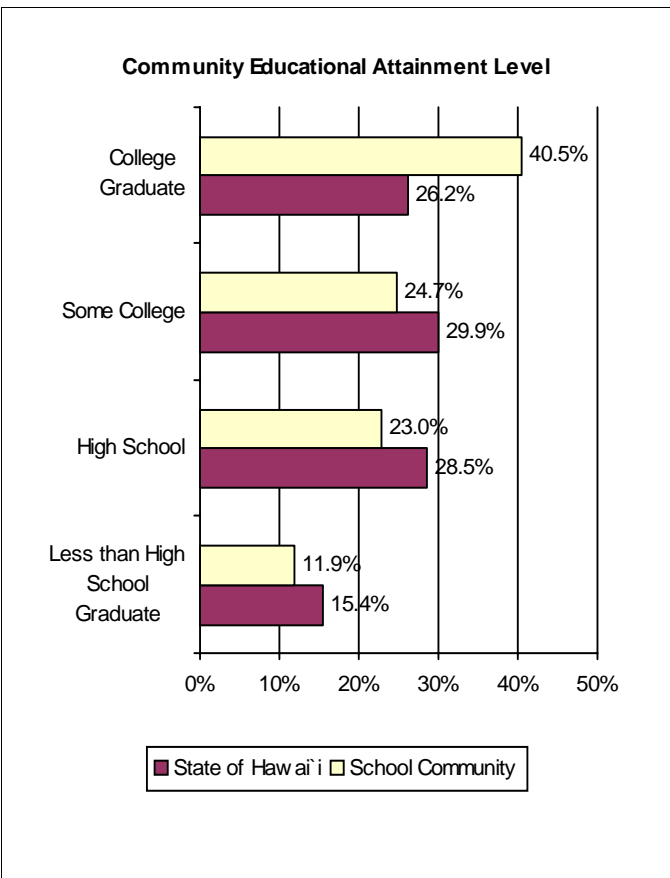
Student Profile

School year	2003-04	2004-05	2005-06
Fall enrollment	602	628	635
Number and percent of students enrolled for the entire school year	540 89.7%	585 93.2%	581 91.5%
Number and percent of students receiving free or reduced-cost lunch	62 10.3%	69 11.0%	75 11.8%
Number and percent of students in Special Education programs	39 6.5%	35 5.6%	41 6.5%
Number and percent of students with limited English proficiency	29 4.8%	28 4.5%	24 3.8%
Percent of Kindergartners who attended preschool	--	91%	85%



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 stakeholders in a collaborative process of school improvement and high student achievement. As the school transitions from the SID Action Plan to the Strategic, Academic and Financial Plan, school community members collaborate through various venues that include Leadership Team sub days, faculty meetings, team meetings, and waiver days. The School Community Council (SCC) is also involved through school data analysis, review and input of the plan, and also provides support to implementing enabling activities and reaching school targets. The Association of Parents and Teachers (APT) Board is additional source of assistance to student achievement.

PURPOSEFULNESS: The six General Learner Outcomes (GLOs) are an essential part of Manoa School's culture. The GLO Progress Report and Standards-based Report Card has become a regular practice and routine in classroom assessments. Criteria for the selection of the Manoa Super Kids Awards have been revised and are now based on performance of the GLOs.

STUDENT-FOCUSED & ACTION-ORIENTED

- The Manoa School Assessment Learning Team (SALT) attended training sessions, then met on a monthly basis to collaborate and share assessment practices, materials, and strategies used in the classroom. This professional dialogue supported teachers as they tried new ideas and strategies.
- Grade level teachers met as learning teams in Study Group sessions every other week to collaborate, streamline curriculum, and dialogue about effective instructional and assessment practices.
- Grade level teams examined student work together and sorted student samples to build common understanding of student work. Anchor papers for Reading Response were selected in each grade.
- Houghton Mifflin was selected as the core reading program for grades K, 1, and 2. Materials were purchased and training sessions have been scheduled to support implementation next school year.
- Professional development in inquiry-based science continued with Dr. Robert Landsman.
- Mike Wong provided additional support as teachers and students transitioned to the school's new math reform program Investigations (K-5) and Math Thematics (6).
- TechPaths was used to complete classroom curriculum maps.
- The schoolwide Behavior Matrix was posted in common areas and classrooms. Tiger Paws, the school's positive behavior reward system was implemented in all settings.

ACCOUNTABILITY: Implementation and evaluation of school progress is a shared responsibility throughout the school. There are five focus group teams that coordinate and monitor implementation of the different sections of the schoolwide action plan. These same five focus group teams also concentrate and lead the school's actions in various curriculum areas.

STRONG LEADERSHIP AND SUPPORT SYSTEMS: Leadership 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.
- Grade Level Chairs and AST members head curriculum committees and Focus Groups
- Standards-based Education Coaches guide and support teachers in Study Group sessions.
- The School Assessment Learning Team (SALT) cadre is an integral force in building the school's assessment capacity. SALT members attend training sessions, then meet together as a learning team where they share, collaborate, and learn from one another by engaging in collective inquiry and experimenting with new ideas & strategies. Strategies are then shared with the larger faculty body.
- Teachers were sent as school representatives to training sessions that followed a train-the-trainer type of format. Teachers then returned back to share information with the rest of the staff and further build capacity within the school.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		32.0
Regular Instruction, FTE	71.9%	23.0
Special Instruction, FTE	12.5%	4.0
Supplemental Instruction, FTE	15.6%	5.0
Teacher headcount		32
Teachers with 5 or more years at this school		17
Teachers' average years of experience		11.5
Teachers with advanced degrees		7

Professional Teacher Credentials

Fully licensed	96.9%	31
Provisional credential	3.1%	1
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	21.2
Special Instruction	10.3

* 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

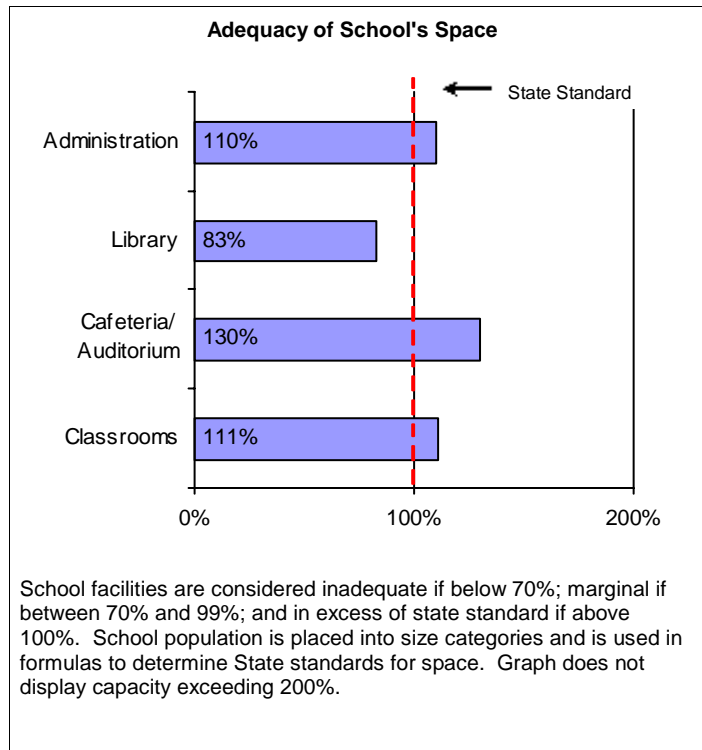
School Year Ending 2006

Classrooms available	34
Number of classrooms short (-) or over (+)	4

	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



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	
		School	State	School	State	School	State
Dimensions							
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.

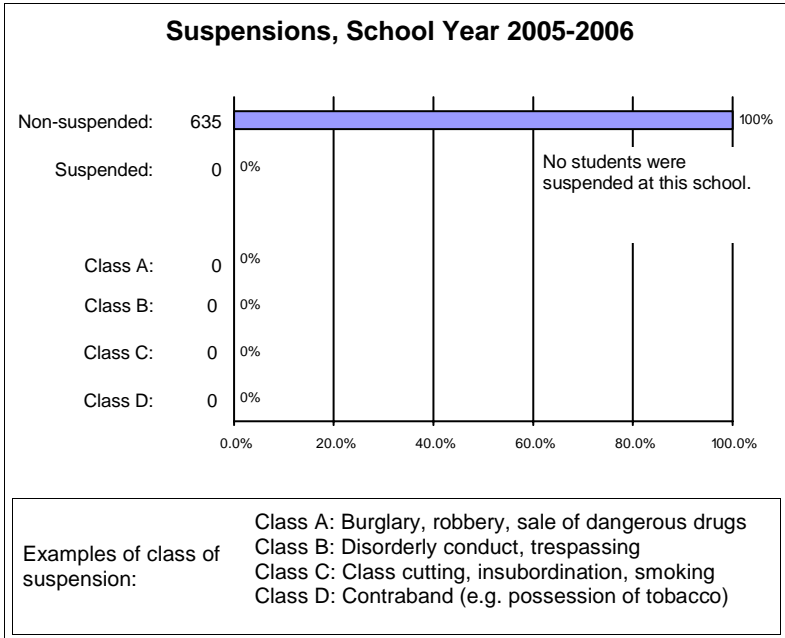
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2003-04	2004-05	2005-06	State Standard
Average Daily Attendance: % (higher is better)			
96.9%	96.4%	96.3%	95.0%
Average Daily Absences: in days (lower is better)			
5.6	6.4	6.5	9

Suspensions, School Year 2005-2006



School Retention

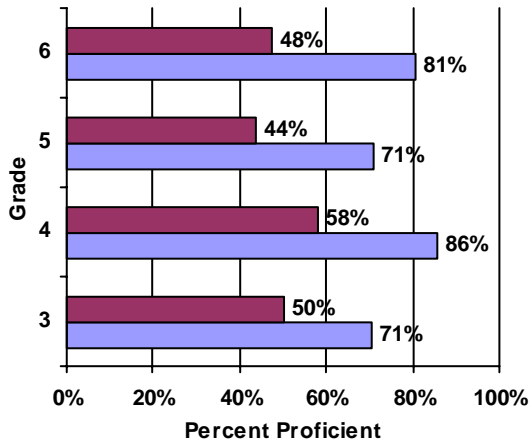
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2004	2005	2006
Total number of students	511	527	537
Percent retained in grade	0%	0%	0%

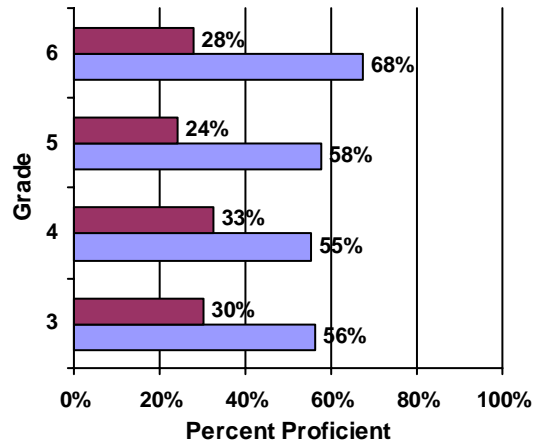
Vital Signs

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

State writing test was not given in Spring 2006.

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	97%	80%	99%	84%
5	88%	77%	96%	82%
4	90%	75%	96%	85%
3	95%	82%	92%	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.

-- means "missing data"

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

Other School Information

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