

Manoa Elementary School

School Code: 137

Grades K-6

School Status and Improvement Report School Year 2006-07



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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 48 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 Manoa District Park, Manoa Waioli Lions, Lyon Arboretum, Moanalua Gardens, and Malama O Manoa.

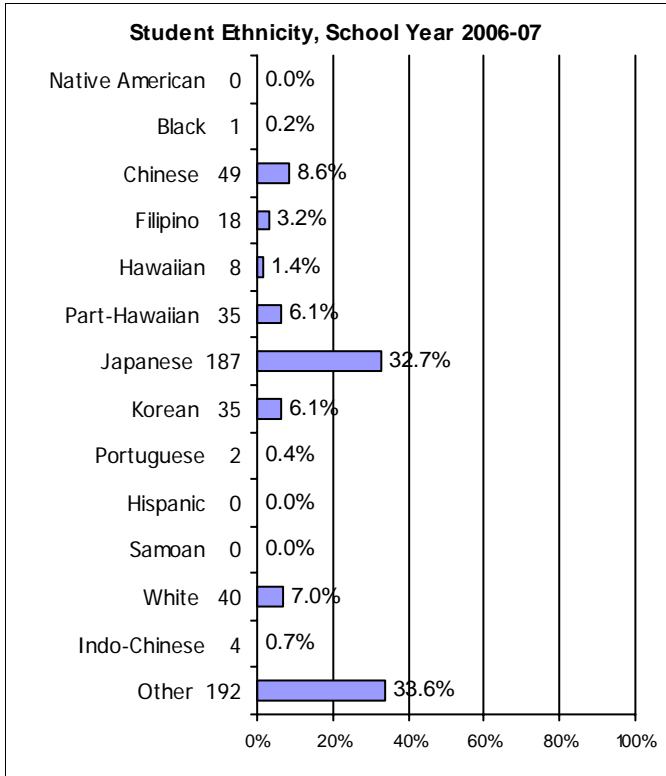
Our parents volunteer many hours in fundraising and supporting teachers as tutors, speakers, chaperones, creating teaching materials. Our APT (parent group) efforts have provided us with new computers, Music and PE classes, grade level projects, and a math consultant.

Manoa Elementary School has established its School Community Council.

School Setting

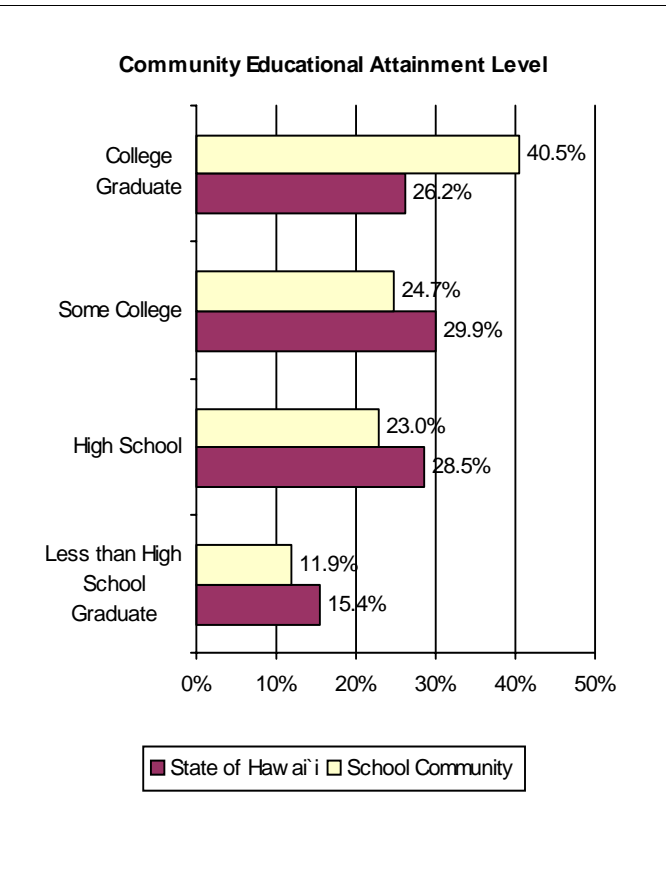
Student Profile

School year	2004-05	2005-06	2006-07
Fall enrollment	628	635	588
Number and percent of students enrolled for the entire school year	585 93.2%	581 91.5%	533 90.6%
Number and percent of students receiving free or reduced-cost lunch	69 11.0%	75 11.8%	65 11.1%
Number and percent of students in Special Education programs	35 5.6%	41 6.5%	33 5.6%
Number and percent of students with limited English proficiency	28 4.5%	24 3.8%	32 5.4%
Percent of Kindergartners who attended preschool	91%	85%	100%



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 through various venues that include sub days, faculty meetings, professional learning community meetings, committee meetings, and waiver days. The School Community Council (SCC) is also involved through school data analysis, review and input of the plan, and provides support of school initiatives. The Association of Parents and Teachers (APT) Board is an additional source of assistance to student achievement by providing funds to supplement the state budget.

PURPOSEFULNESS: The six General Learner Outcomes (GLOs) are an essential part of Manoa School's culture. Criteria for the selection of the Manoa Super Kids are based on performance of the GLOs.

STUDENT-FOCUSED & ACTION-ORIENTED

- The Manoa School Assessment Learning Team (SALT) attended training sessions, met on a monthly basis to collaborate and share assessment practices and strategies. This professional dialogue supported teachers as they tried new ideas and strategies. SALT cadre planned a vertical articulation to look at assessments and gaps in math.
- Grade level teachers met as learning teams in Study Group sessions every other week to:
 - Collaborate and dialogue about curriculum and effective instructional and assessment practices.
 - Examine student work together to build common understanding of student work. Anchor papers for a comprehension benchmark were selected in each grade.
- This was the first year of implementation of Houghton Mifflin as the core reading program for grades K, 1, and 2. Common reading assessments in Grades K-2 were agreed upon.
- Professional development in conceptual math by Mike Wong provided additional support as teachers and students continue to transition to the school's new math reform program Investigations (K-5) and MaTheMatics (6).
- TechPaths was used to complete science curriculum maps.
- Tiger Paws, the school's positive behavior reward system was implemented in all settings and students used the earned Tiger Paws to purchase items at the school store.
- New procedures for RFA's were instituted to provide interventions for students scoring at the approaching level in the HSA and for the students requiring tutoring.
- A 5 week after school review session was targeted for grades 3-5 students scoring in the approaching level in Measurement and Geometry.

ACCOUNTABILITY: Implementation and evaluation of school progress is a shared responsibility throughout the school. Four focus group teams coordinate and monitor implementation of the different sections of the school wide action plan. These same four 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 school wide programs, issues, and updates.
- Grade Level Chairs and AST members co-chair curriculum committees and Focus Groups
- Curriculum Coordinators facilitate 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, 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 and further build capacity within the school.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		32.0
Regular Instruction, FTE	87.5%	28.0
Special Instruction, FTE	12.5%	4.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		32
Teachers with 5 or more years at this school		16
Teachers' average years of experience		10.6
Teachers with advanced degrees		9

Professional Teacher Credentials

Fully licensed	93.8%	30
Provisional credential	3.1%	1
Emergency credential	3.1%	1

Students per Teaching Staff *

Regular Instruction	19.8
Special Instruction	8.3

* 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

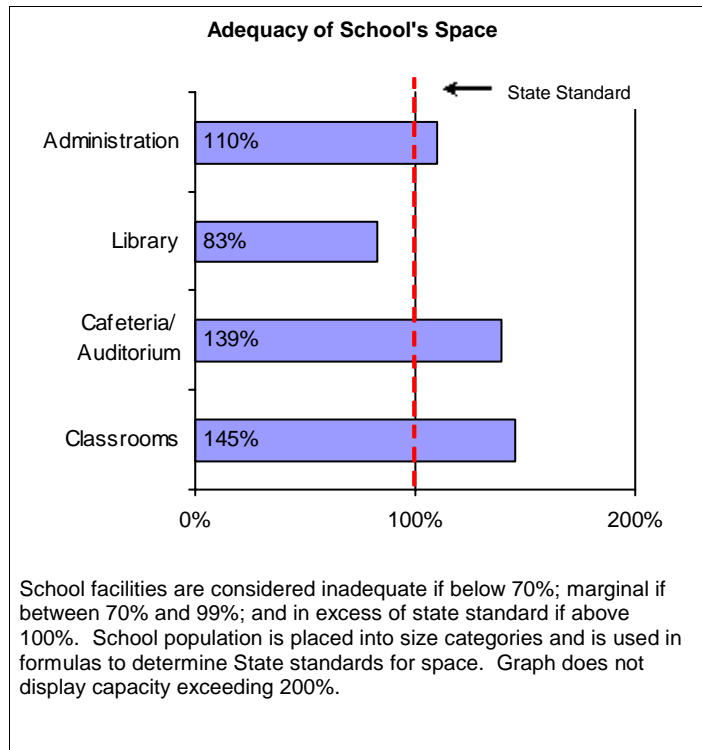
School Year Ending 2007

Classrooms available	41
Number of classrooms short (-) or over (+)	11

	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



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	2005	88.9%	87.4%	74.3%	77.1%	71.7%	76.5%
	2007	89.3%	89.1%	84.6%	78.4%	75.3%	75.6%
Quality Student Support	2005	83.1%	79.7%	72.2%	72.9%	66.4%	66.4%
	2007	80.4%	79.6%	80.1%	74.4%	70.5%	66.3%
Professionalism & System Capacity	2005	72.8%	77.6%	78.7%	83.7%	85.7%	84.4%
	2007	76.7%	78.8%	91.7%	85.6%	80.5%	84.0%
Coordinated Team Work	2005	79.0%	77.2%	53.8%	58.4%	59.5%	64.0%
	2007	70.8%	77.7%	61.9%	59.7%	67.9%	64.1%
Responsiveness of the System	2005	80.2%	82.9%	65.9%	70.3%	There are no student items for this dimension	
	2007	75.0%	83.0%	71.9%	70.9%		
Focused & Sustained Action	2005	75.9%	80.2%	55.2%	57.3%	65.9%	72.9%
	2007	67.5%	79.9%	61.6%	61.3%	76.0%	75.2%
Involvement	2005	82.7%	85.6%	67.4%	68.5%	52.4%	59.8%
	2007	80.0%	85.7%	70.4%	69.0%	63.4%	59.5%
Satisfaction	2005	69.1%	65.8%	74.7%	70.6%	75.8%	72.8%
	2007	72.9%	68.0%	78.9%	71.1%	70.0%	71.2%
Student Safety & Well Being	2005	92.5%	86.0%	77.4%	75.1%	64.9%	65.0%
	2007	87.5%	84.9%	84.1%	76.7%	67.3%	64.7%
Survey Return Rate ^{**}	2005	79.4%	78.6%	42.3%	23.8%	94.4%	91.1%
	2007	80.0%	76.2%	38.8%	21.0%	97.6%	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.

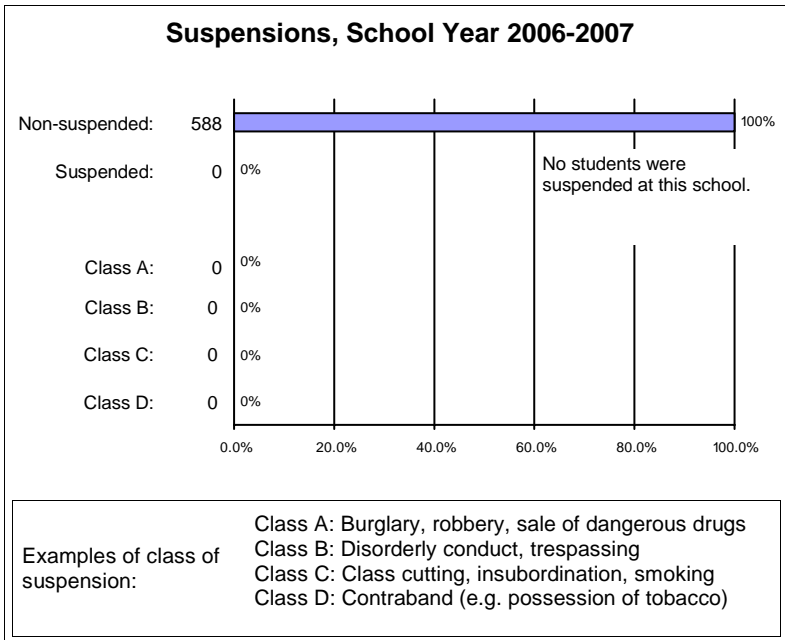
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2004-05	2005-06	2006-07	State Standard
Average Daily Attendance: % (higher is better)			
96.4%	96.3%	97.0%	95.0%
Average Daily Absences: in days (lower is better)			
6.4	6.5	5.3	9

Suspensions, School Year 2006-2007



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

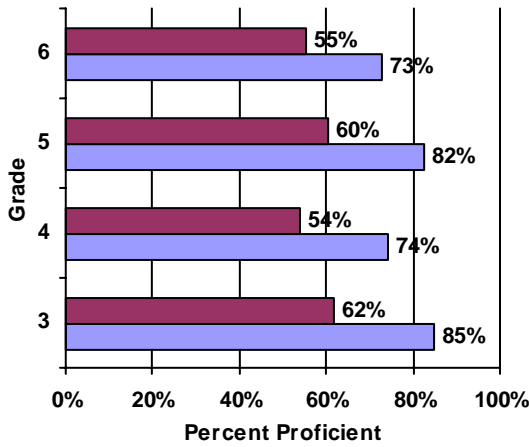
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2005	2006	2007
Total number of students	527	537	511
Percent retained in grade	0%	0%	0%

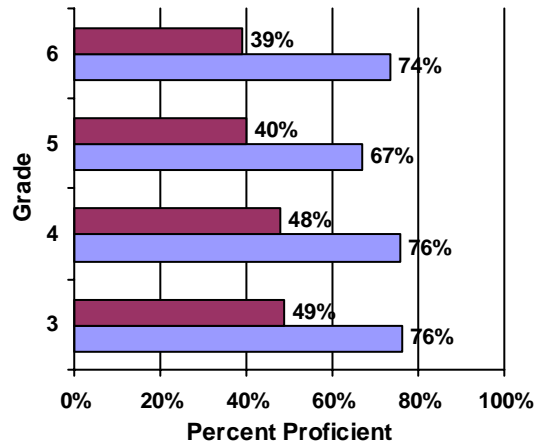
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



■ School ■ State

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

HCPS Writing

Grade	Meaning		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State
4	2.9	2.6	3.0	2.5	2.9	2.4	3.0	2.5	2.9	2.5
6	2.9	2.8	2.8	2.6	2.8	2.5	3.0	2.7	2.9	2.7

Writing is scored on 4 dimensions from a low of 1 to a high of 5. The figures show the average for each dimension for each grade level tested. The HCPS Writing assessment is given in grades 4, 6, 9, and 11.

TerraNova, 2nd Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	School	State	School	State
3	89%	74%	88%	75%
4	93%	77%	96%	77%
5	92%	78%	92%	77%
6	95%	78%	93%	73%

The TerraNova is a national norm-reference assessment with 9 stanine levels. Scores in stanines 1 to 3 represent "Below Average," and scores in stanines 4 to 9 represent "Average and Above."

Note. In 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.
 "--" means missing data.
 "*" means data not reported to maintain student confidentiality (see FERPA).

Other School Information

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