



Noelani Elementary School

Elementary School

Grades K-6

School Status and Improvement Report School Year 2002-03



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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

Noelani Elementary School is nestled in Manoa Valley, a very old and established community. The school has grown from a one-building school in 1962 to its present design with over six buildings. Noelani School's student population has become more diverse socially, economically, ethnically and culturally. To address Noelani's increasingly diverse student population, the school has moved to a standards-based system, providing all learners with access to high expectations, challenging curricula, and effective teaching. Setting high standards, coupled with the belief that all students can learn, elevates the bar of achievement. Through a multitude of resources such as Noelani's PTA, grants, and community/business partnerships, Noelani is committed to providing all students with innovative, authentic, student-centered and student-driven learning opportunities. Noelani's programs provide for all children, from special education preschoolers to the gifted and talented.

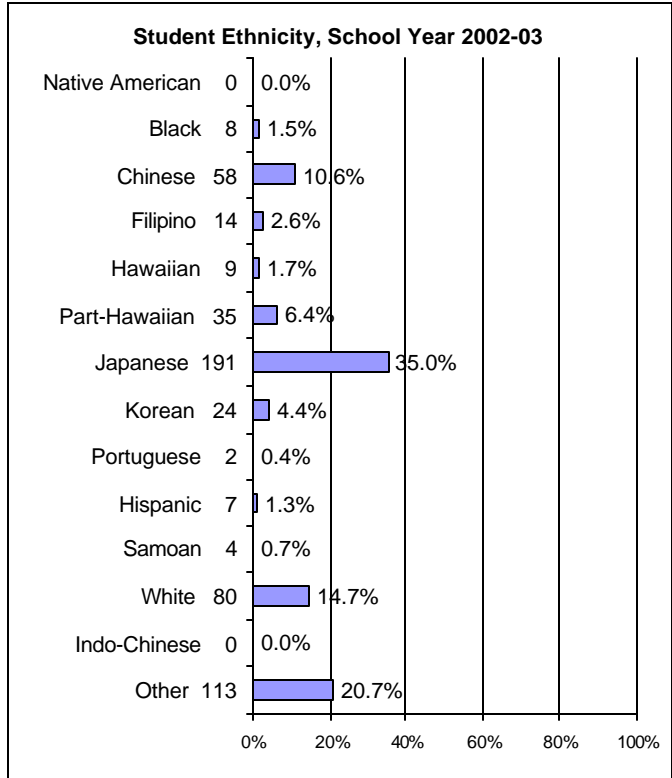
School Address:

Noelani Elementary School
2655 Woodlawn Drive
Honolulu, Hawaii 96822

School Setting

Student Profile

School year ending	2000-01	2001-02	2002-03
Fall enrollment	536	552	534
Number and percent of students enrolled for the entire school year	509	529	473
	95.0%	95.8%	88.6%
Number and percent of students receiving free or reduced-cost lunch	38	44	73
	7.1%	8.0%	13.7%
Number and percent of students in Special Education programs	25	24	26
	4.7%	4.3%	4.9%
Number and percent of students with limited English proficiency	16	50	43
	3.0%	9.1%	8.1%

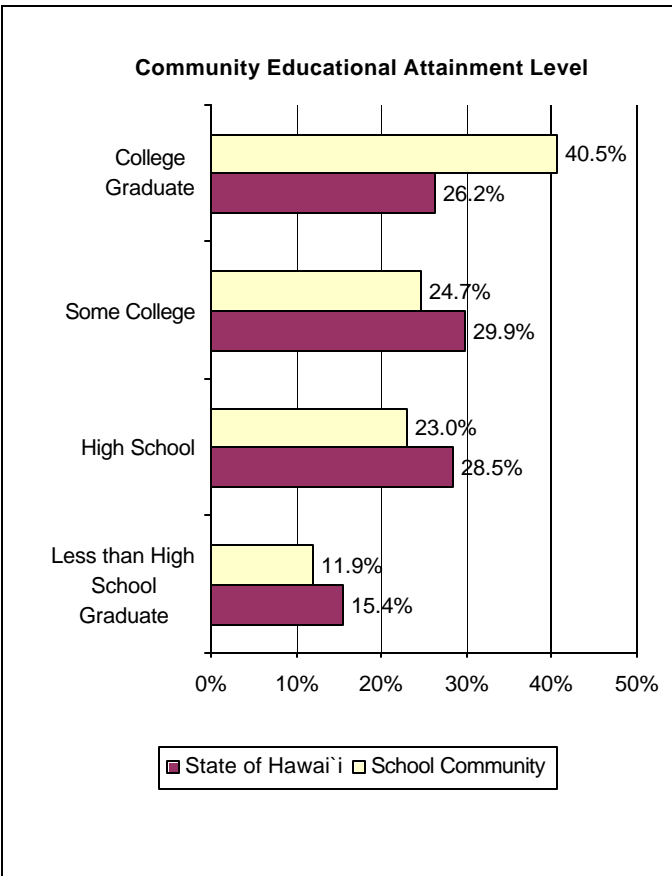


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Community Profile

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

Vision and Mission Statement: At the very heart of Noelani's vision and mission statement is a strong commitment to educational excellence for all students. Vision Statement: "Noelani, our launching pad to the global community," Mission Statement: "Noelani is a learning community that nurtures responsible world citizens." We have initiated and carried through several reforms: moving from traditional education to a standards-based system; from low technology to technology as a seamless tool for productivity, communication, research, problem-solving and decision-making; from teaching one way to all students to providing multiple approaches and views for diverse learners to learn in a variety of modes and rates, and from conservative schooling to a collaborative enterprise to ensure intellectual, social, moral, and physical growth for all students to succeed in a global community.

Belief Statements: The Noelani School community, through shared decision making, collaborative efforts, and unity of purpose, adopted the following beliefs:

1. Recognize the individuality of each child and provide a variety of choices and opportunities for every child to experience different learning styles.
2. Nurture a community of learners, in which positive role models are an integral part, helping each other through cooperation and collaboration.
3. Provide positive reinforcement, allow for mistakes, accept and respect differences, and foster collaboration.
4. Develop a learner-centered curriculum that focuses on the connecting of prior knowledge to new knowledge in integrated subject areas, respecting individual learning styles.
5. Foster the teaching-learning process which recognizes that learning means connecting to something practical and meaningful; construct knowledge through hands-on exploration of the environment; promote discovery and invention; and encourage risk-taking.

General Learner Outcomes: Noelani School has adopted the State of Hawaii General Learner Outcomes (GLOs) which we believe are embedded in every subject area of the new Hawaii Content and Performance Standards.

Standards Implementation Design Summary: Noelani is a recipient of a No Child Left Behind consortium grant for School Year 2003-2004. The members of the consortium include Washington Middle School and Roosevelt High School. The objective of the grant is to design and implement a professional development system that can be delivered in an easily accessed, user-friendly, cost effective method. Consortium members from the three schools will develop and implement standards-based, student-driven projects that will be produced into modules by students to be shared with educators statewide. The standards-based modules will align with Hawaii Content and Performance Standards II, glean best practices that reflect scientifically-based research, and address student diversity.

Developed an Action Plan that is standards-driven based on faculty survey results: The data collected was used to plan the four professional development days for the staff and faculty and two waiver days.

A strong sense of commitment toward improvement through its staff development plans: Noelani's staff is committed to all students' achievement of standards. This was indicative when all teachers opted to be an active participant of the No Child Left Behind grant, "Journey to Excellence" and agreed to request for two "Waiver Days" to work on the SID Action Plan for 2003-2004.

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School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)	27.0	
Regular Instruction, FTE	74.1%	20.0
Special Instruction, FTE	11.1%	3.0
Supplemental Instruction, FTE	14.8%	4.0
Teacher headcount	27	
Teachers with 5 or more years at this school	18	
Teachers' average years of experience	19.6	
Teachers with advanced degrees	4	

Professional Teacher Credentials

Fully licensed	100.0%	27
Provisional credential	0.0%	0
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	21.4
Special Instruction	6.7

* 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 *	2.0
Librarians, FTE	2.0
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	23
Number of classrooms short (-) or over (+)	-11

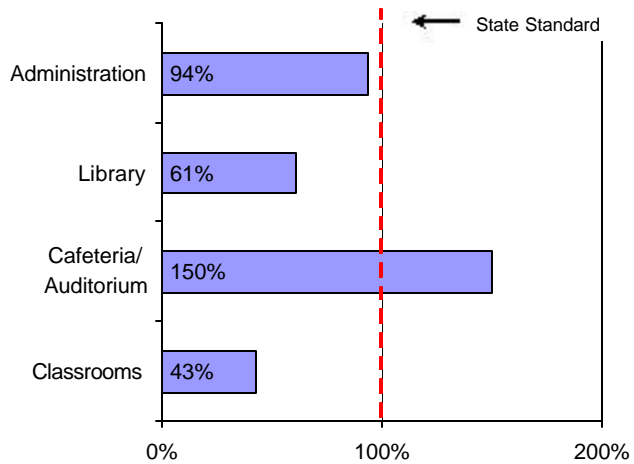
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	2	[]
Building interior	[]	[]	3
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



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	96%	n/a	81%	n/a	83%	n/a
	2003	91%	87%	76%	77%	80%	75%
Quality Student Support	2001	97%	n/a	86%	n/a	82%	n/a
	2003	88%	79%	82%	73%	74%	66%
Professionalism & System Capacity	2001	89%	n/a	93%	n/a	90%	n/a
	2003	79%	67%	93%	83%	91%	84%
Coordinated Team Work	2001	96%	n/a	75%	n/a	81%	n/a
	2003	90%	77%	70%	57%	73%	65%
Responsiveness of the System	2001	95%	n/a	85%	n/a	There are no student items for this dimension	
	2003	87%	82%	80%	74%		
Focused & Sustained Action	2001	93%	n/a	63%	n/a	66%	n/a
	2003	80%	77%	57%	57%	64%	64%
Involvement	2001	95%	n/a	77%	n/a	78%	n/a
	2003	93%	84%	73%	69%	57%	58%
Satisfaction	2001	95%	n/a	90%	n/a	87%	n/a
	2003	67%	63%	84%	70%	77%	72%
Student Safety & Well Being	2001	99%	n/a	91%	n/a	80%	n/a
	2003	91%	85%	86%	75%	73%	65%
Survey Return Rate	2001	93%	n/a	40%	n/a	84%	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.

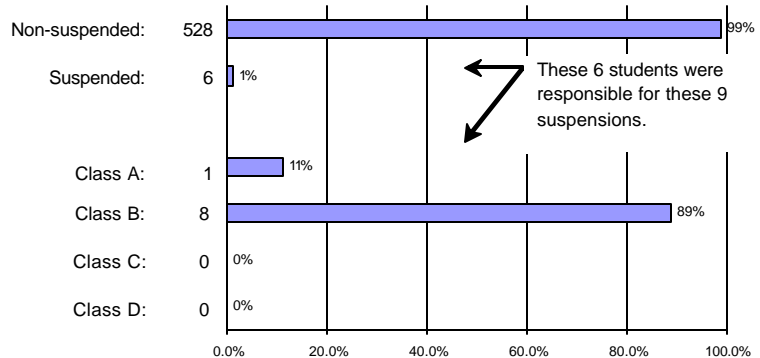
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2000-01	2001-02	2002-03	
Average Daily Attendance: % (higher is better)			
96.5%	96.9%	96.4%	95.0%
Average Daily Absences: in days (lower is better)			
5.8	5.5	6.3	9

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

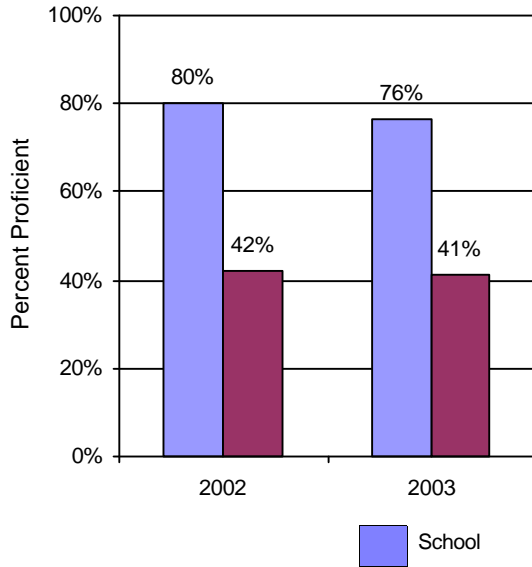
	2002	2003
Total number of students	381	470
Percent retained in grade	0%	0%

Vital Signs

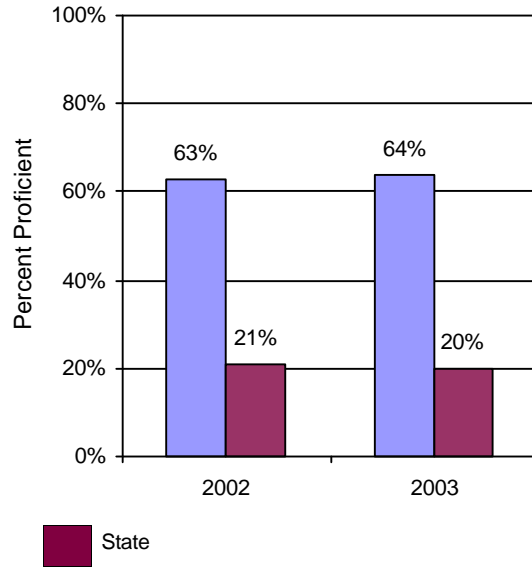
Statewide Testing

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	3.0	2.6	3.0	2.6
Voice	3.1	2.6	3.0	2.6
Clarity	2.9	2.5	2.9	2.5
Design	3.0	2.5	2.8	2.5
Conventions	3.2	2.7	3.0	2.6
Overall	3.0	2.6	2.9	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	3%	97%
Mathematics	3%	97%

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

Noelani has developed a range of mechanisms (surveys, school-wide test etc.) to collect a broader range of student data to drive the school's action plan. Cadres (SID Action Plan cadre, Math cadre, Positive Behavior Support cadre) have been formed to move the school in the direction it needs to go.

Evidence of resourcefulness in involving parents and community in their projects: We have employed a wide range of strategies to ensure that parent and community involvement continues to be integral to the school's established support system. Well developed involvement activities and events include: Kindergarten Coffee Hour, T-shirt sales, Open House, Grandparents' Luncheon, Parent/Teacher Conference, Craft Fair, Songfest, Keiki ID, Camp Erdman, Turtle Bay, Big Island Trip, Jogathon, May fair, Talent Show, and Promotion Day.

A consistent and strong sense of leadership and high expectation for students and teachers: Teacher leadership teams were developed to lead inquiry study sessions and workshops in their respective areas to address standards and impact student learning.