Noelani Elementary

School Year 2003-04 "No Child Left Behind" School Report

This School's NCLB Results At A Glance

Did this school make "Adequately Yearly Progress" (AYP) by meeting required NCLB performance targets? If not, how many performance targets did this school meet? What is this school's "NCLB Status"? Are the students at this school eligible for transfer to another public school (public school choice)? For educational services?

This School's NCLB Results

	2002-03	2003-04
Number of Targets Met	9 Out of 9*	9 Out of 9*
Number of Targets Not Met	0 Out of 9*	0 Out of 9*
Adequate Yearly Progress	Met	Met
NCLB Status	In Good Standing, Unconditional	In Good Standing, Unconditional
Students Eligible for School Choice?	No	No
Students Eligible for Educational Services?	No	No

* If the number of students is too small in any one or more of the 37 possible categories, the performance target is not calculated and is not counted as Met or Not Met.

Description of "No Child Left Behind" (NCLB) Accountability

This "No Child Left Behind" (NCLB) School Accountability report is a federal and state effort to inform parents and the community about the academic performance of a school. The state has set NCLB academic performance targets in four areas:

(1) Reading as measured by Hawaii state tests
(2) Mathematics as measured by Hawaii state tests
(3) Test participation in reading and mathematics
(4) Graduation or retention[1]

More details about NCLB performance targets are given on page 2 of this report.

All of the following groups of students at a school are expected to meet the same targets:

- Students in five ethnic groups
- Economically disadvantaged students
- Students with disabilities (Special Education)
- Students with Limited English Proficiency
- Total group of students tested[2]

There are a total of 37 possible performance targets. All applicable targets must be met each year for a school to make Adequate Yearly Progress (AYP). Failure of any of these groups to meet a performance target results in specific consequences for the school as required by NCLB.

Teacher qualifications as defined under NCLB are also included in this report.

For a more complete picture of this school such as attendance rates, suspensions and plans for improving student learning, refer to this school's School Status and Improvement Report (SSIR) available on http://arch.k12.hi.us.

[1] Graduation rates apply to schools with grade 12 and retention rates apply to elementary and intermediate/middle schools.

[2] In 2003 and 2004, the state tested students in grades 3, 5, 8 and 10 in reading and math.

Student Performance Targets

For school years 2002-03 and 2003-04, the NCLB performance targets are listed below:

Reading

- 30% of the students in each group must score proficient or exceeds proficiency on the state reading test
- 95% of the students in each group must take the state reading test

Mathematics

- 10% of the students in each group must score proficient or exceeds proficiency on the state mathematics test
- 95% of the students in each group must take the state mathematics test

Graduation

- 70% of all students must graduate on time from a secondary school

Retention

- No more than 3% of elementary school students or 6% of middle/intermediate school students may be kept back a grade (retained in grade). Lower is better.

The NCLB targets will be increased in 2005. By 2014, all students (100%) are expected to reach the targets in the subjects tested.

Student Performance At This School

The table on the following page shows:

- The percentage of students proficient or better in this school in all tested grades
- The percentage of students who participated in the state testing based on federal requirements
- Graduation or retention figures are given for the whole school

To meet AYP for the year, all applicable targets must be met.

When there are too few students in a group, the results are not calculated. This is noted with an "n/a" for "not applicable."

How well did the students at this school do? Compare students' results with the statewide results and to the NCLB performance targets. Which student groups met the targets? Which did not?

Student Performance At This School

	Reading				Math				Retention	
	2002-03		2003-04		2002-03		2003-04		2002-03	2003-04
	Percent Proficient	Percent Tested	Percent Proficient	Percent Tested	Percent Proficient	Percent Tested	Percent Proficient	Percent Tested	Percent	Percent
NCLB Targets	30%	95%	30%	95%	10%	95%	10%	95%	3%	3%
All Students Statewide	39%	96%	45%	98%[P1]	19%	96%	23%	98%[P1]	1%	1%
All Students	78%	98%	86%	98%[P1]	65%	99%	63%	98%[P1]	0%	0%
Disadvantaged	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Disabled (SPED)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Limited English (ESL)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Asian/Pacific Islander	79%	97%	85%	98%[P1]	67%	99%	64%	98%[P1]		
Black	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

* Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Notes: If the number of students is too small, the percentage is not calculated and is noted as "n/a".

"Percent proficient" is based on the number of students at this school for a full academic year.

"Percent tested" is based on the number of students enrolled at this school.

Retention rate - lower is better

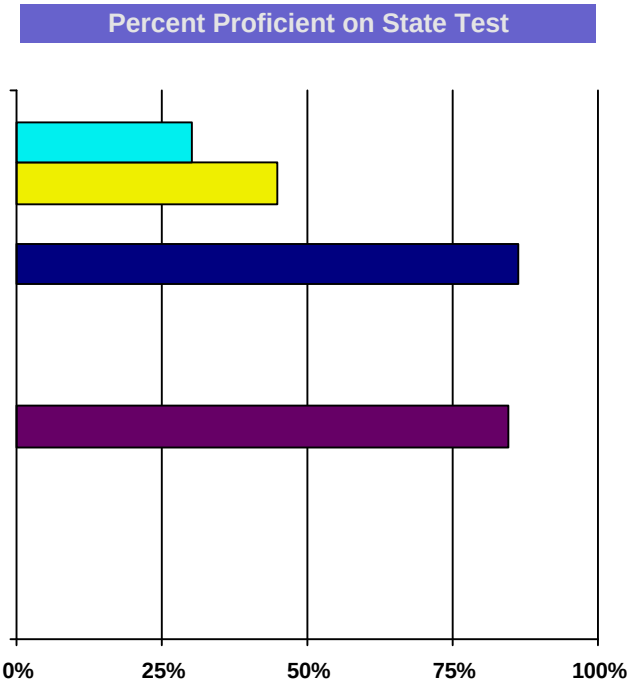
The figures in the table above are displayed in graphs on the following pages to give a visual picture of this school's NCLB performance.

Please note: The bars that are in the graphs show the actual percentage, while the figures show the rounded percent.

See the codes below to determine how the percentages with superscripts in the chart above are calculated:

- 3A 3 Year Proficiency Rate
- EP Proficiency Rate using Recent ESL Exits
- P1 1 Year Participation Rate
- P2 2 Year Participation Rate
- P3 3 Year Participation Rate
- PE Participation Rate using Recent ESL Exits
- SH Safe Harbor
- UA Uniform Averaging - 2 Year Proficiency Rate

Reading Performance



NCLB Performance Target	30%
All Students Statewide	45%
Students at this School	
All Students	86%
Disadvantaged	n/a
Disability (SPED)	n/a
Limited English (ESL)	n/a
Asian - Pacific Islander	85%
Black	n/a
Hispanic	n/a
Native American	n/a
White	n/a

Note: If the number of students is too small, the percentage is not calculated and the bar is not shown.

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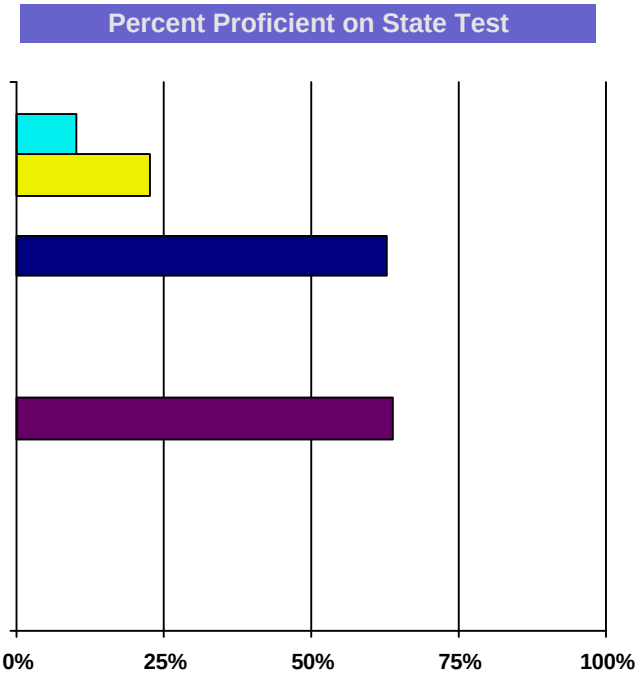
Mathematics Performance



NCLB Performance Target	10%
All Students Statewide	23%
Students at this School	
All Students	63%
Disadvantaged	n/a
Disability (SPED)	n/a
Limited English (ESL)	n/a
Asian - Pacific Islander	64%
Black	n/a
Hispanic	n/a
Native American	n/a
White	n/a

Note: If the number of students is too small, the percentage is not calculated and the bar is not shown.

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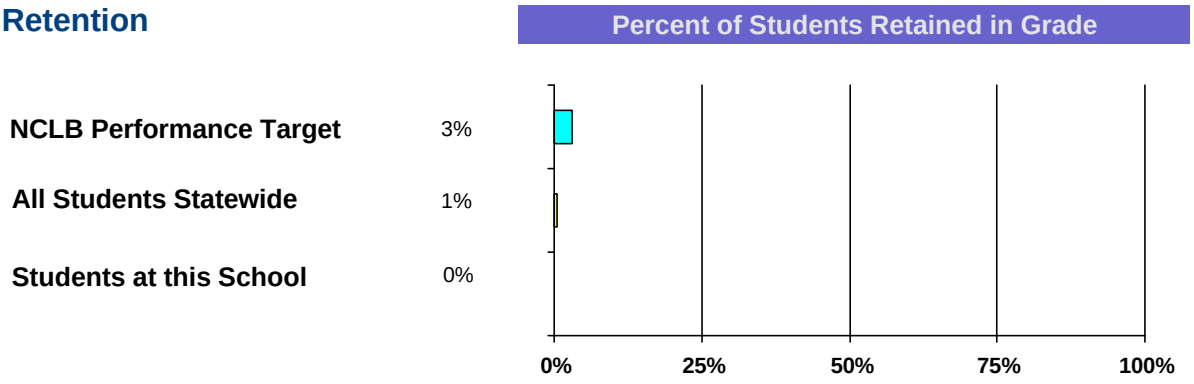
Retention



Note: If the number of students is too small, the percentage is not calculated and the bar is not shown. All Students Statewide percent is based on the appropriate school level: Elementary, Middle/Intermediate, or High School/Schools with grades 9 to 12.

Lower is better.

This School's Results Over Time

This table shows your school's performance over a two-year time period for all grade levels tested in each subject area. Is your school improving over time?

	Reading Percent Proficient		Mathematics Percent Proficient	
Grade	2002-03	2003-04	2002-03	2003-04
3	74%	85%	62%	67%
5	82%	85%	68%	59%

Note: If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Teacher Qualifications

The percentages of teachers at this school who have three types of professional credentials are reported below.

Professional Credentials	Fully Licensed	Provisional Credential	Emergency Credential
2002-03	100%	0%	0%
2003-04	96%	4%	0%

Due to rounding, the percentages may not sum to 100%

The three types of teaching credentials are:

(1) A fully licensed teacher has at least a bachelor's degree; has completed an approved teacher training program; and has a teacher license issued by the Hawaii Teachers Standards Board.

(2) A teacher with provisional credentials has at least a bachelor's degree; has completed an approved teacher training program; and has completed requirements for a teacher license which is pending approval.

(3) A teacher issued an emergency credential must be enrolled in a program leading to a full teacher license. An emergency credential is given when there is a position for which fully licensed or provisional credentialed teachers are not available.

Below is the percentage of classes at the school not taught by “highly qualified” teachers, as defined under NCLB.

		Percent
Classes Not Taught by Highly Qualified Teachers	2003	0%
	2004	4%

Note 1. “Highly qualified” for NCLB means that every class or period in a core subject area is taught by a teacher licensed in that core subject. Although fully licensed, a teacher may be required to teach a class in a core subject not covered in that licensure area. For NCLB purposes, that particular class is not taught by a “highly qualified” teacher.

Note 2. The procedures and decision rules regarding the collection and summarizing of this type of data in 2002-03 were different from those in 2003-04. Thus, comparisons between years should not be made at this time.

To comply with NCLB requirements, a "highly qualified" teacher is defined as a teacher who:

(1) Holds at least a bachelor's degree and

(2) In each core academic subject taught:

- Has a Hawaii license for teaching, or
- Has successfully completed a state approved teacher education program, or
- Has successfully completed an undergraduate major, a graduate degree, course work equivalent to an undergraduate major, or advanced certification or credential

There is an exception in NCLB that recognizes teachers participating in an alternative route to licensur

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