



# Noelani Elementary School

School Code: 140

Grades K-6

## School Status and Improvement Report School Year 2003-04



### Contents

<b>Focus on Standards</b>	p. 1
<b>School Description</b>	p. 1
<b>School Setting</b>	p. 2
<ul style="list-style-type: none"> <li>• Student Profile</li> <li>• Community Profile</li> </ul>	
<b>Standards Implementation</b>	p. 3
<ul style="list-style-type: none"> <li>• Summary of Progress</li> </ul>	
<b>School Resources</b>	p. 4
<ul style="list-style-type: none"> <li>• Certified Staff</li> <li>• Facilities</li> </ul>	
<b>Vital Signs</b>	pp. 5-7
<ul style="list-style-type: none"> <li>• School Quality Survey</li> <li>• Student Conduct</li> <li>• School Retention or Completion</li> <li>• Statewide Testing</li> </ul>	
<b>Other School Information</b>	p. 8

### 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.

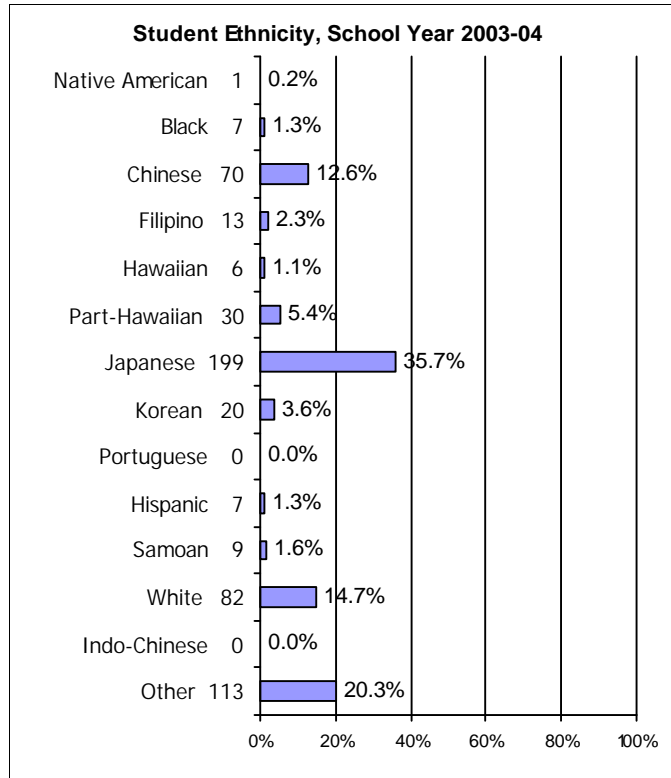
### School Address:

Noelani Elementary School  
2655 Woodlawn Drive  
Honolulu, Hawaii 96822

## School Setting

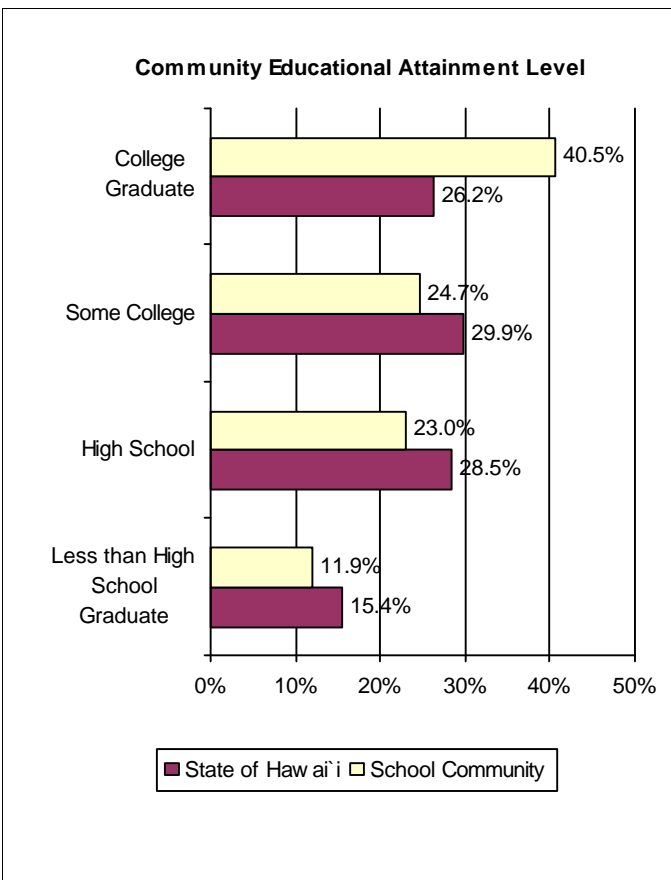
### Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	552	534	543
Number and percent of students enrolled for the entire school year	529	499	518
	95.8%	93.4%	95.4%
Number and percent of students receiving free or reduced-cost lunch	44	52	39
	8.0%	9.7%	7.2%
Number and percent of students in Special Education programs	24	20	30
	4.3%	3.7%	5.5%
Number and percent of students with limited English proficiency	50	12	20
	9.1%	2.2%	3.7%



### 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

1. Inclusive: A collaborative process, which involved all stakeholders, was used. The SID Narrative and Action Plan were primarily based on the school's Blue Ribbon application process in which all stakeholders were involved. The final outcome was shared with the school's faculty and staff, SCBM Council, and PTA for input, review, and approval prior to submission in December 2001. The SID Narrative and Action plan has been shared electronically (email and shared file) for all staff members to review and add/delete. We have continued to employ technology to get input from various shareholders and post these results on a shared folder. Our progress is further shared through our PTA Board and SCBM Council.
2. Purposefulness: School wide learner outcomes were identified (adoption of the State's General Learner's Outcomes) and clearly described with performance indicators/descriptors. Staff is working towards embedding the GLO's in their teaching and learning. The GLO's are incorporated in the NCLB consortium grant that Noelani successfully applied for with Washington Middle School and Roosevelt High School.
3. Student-Focused Efforts: The school has reviewed the statewide HAP test to analyze Noelani student achievement of reading and math standards. Test results indicate that a sizable number of Noelani students are proficient in reading standards, however, a smaller number of students were proficient in the math standards. The data provided to the schools has impacted the focus of the school's plan, decisions, and actions. All aspects of Noelani schooling are supportive of the school wide learner outcomes and HCPs. We continue to review and monitor all aspects of the school's system to ensure that support for student learning is maximized. The NCLB grant "Journey to Excellence" hired a Math Consultant, Dr. Anthony Picard to work with the staff over time (5 sessions) addressing student proficiency to Math Standards. The focus of each session: 1st Geometry, 2<sup>nd</sup> Measurement Standards, 3<sup>rd</sup> Data Analysis and Probability, 4<sup>th</sup> Algebra, 5<sup>th</sup> Number and Operation Standard.
4. Action Orientation: The school's plan focuses on student achievement of the standards encompassing the requirements of various programs and initiatives. (Provide support for students needing extra help in math by creating a pullout program with a resource position. The support program works with students in grades 3-6 furthest from proficiency. The NCLB consortium grant, "Journey to Excellence" addresses teacher quality, technology integration, and innovative reform programs to work towards student achievement of standards. The school successfully applied for an Artist in the School grant to address student diversity. This initiative fosters student achievement of standards by providing all students with the opportunity to learn and express their learning in a variety of ways through the arts. The school successfully applied for nine Good Idea Grants funded by Hawaii Public School Foundation. The grants will provide essential resources to support classroom-initiated projects. Noelani School was the recipient of an prestigious art award and received \$3,000.00. The money will be used to support art-based projects in the classroom. Cadre of teachers will be participating in a variety of professional development/training opportunities offered by the Complex Area Resource Teams (Science and Math)
5. Accountability: All stakeholders were given the opportunity to participate in developing the plan. Formative and summative evaluation data is being used to determine appropriate follow-up actions. (Assessment, evaluation, reflection, discussion/charting, minutes of professional development days/waiver days.)
6. Strong Leadership and Support System- Leadership come in different forms and have been successful in facilitating the SID process. (Writing cadre, Math cadre, Assessment cadre I & II, Grade Level Chairs, PBS Cadre, SID peer review team, Curriculum Committees).

**School Resources**

**Certified Staff**

**Teaching Staff**

<b>Total Full-Time Equivalent (FTE)</b>		27.5
Regular Instruction, FTE	78.2%	21.5
Special Instruction, FTE	10.9%	3.0
Supplemental Instruction, FTE	10.9%	3.0
Teacher headcount		28
Teachers with 5 or more years at this school		21
Teachers' average years of experience		18.8
Teachers with advanced degrees		3

**Professional Teacher Credentials**

Fully licensed	96.4%	27
Provisional credential	3.6%	1
Emergency credential	0.0%	0

**Students per Teaching Staff \***

Regular Instruction	20.9
Special Instruction	10.0

\* 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	1.0
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 2004

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

**School facilities inspection results**

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior			3
Equipment/Furnishings			3
Health/Safety		2	
Sanitation			3
<b>Total</b>		15	

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**

Data not available

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 (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 Dimensions		Teachers		Parents		Students	
		School	State	School	State	School <sup>1</sup>	State
Standards-Based Learning	2001	96%	n/a	81%	n/a	83%	n/a
	2003	91%	n/a	76%	n/a	80%	n/a
Quality Student Support	2001	97%	n/a	86%	n/a	82%	n/a
	2003	88%	n/a	82%	n/a	74%	n/a
Professionalism & System Capacity	2001	89%	n/a	93%	n/a	90%	n/a
	2003	79%	n/a	93%	n/a	91%	n/a
Coordinated Team Work	2001	96%	n/a	75%	n/a	81%	n/a
	2003	90%	n/a	70%	n/a	73%	n/a
Responsiveness of the System	2001	95%	n/a	85%	n/a	There are no student items for this dimension	
	2003	87%	n/a	80%	n/a		
Focused & Sustained Action	2001	93%	n/a	63%	n/a	66%	n/a
	2003	80%	n/a	57%	n/a	64%	n/a
Involvement	2001	95%	n/a	77%	n/a	78%	n/a
	2003	93%	n/a	73%	n/a	57%	n/a
Satisfaction	2001	95%	n/a	90%	n/a	87%	n/a
	2003	67%	n/a	84%	n/a	77%	n/a
Student Safety & Well Being	2001	99%	n/a	91%	n/a	80%	n/a
	2003	91%	n/a	86%	n/a	73%	n/a
Survey Return Rate	2001	93%	n/a	40%	n/a	84%	n/a
	2003	93%	70%	34%	22%	97%	83%

<sup>1</sup>

Student positive responses are for the highest grade level surveyed at this school.

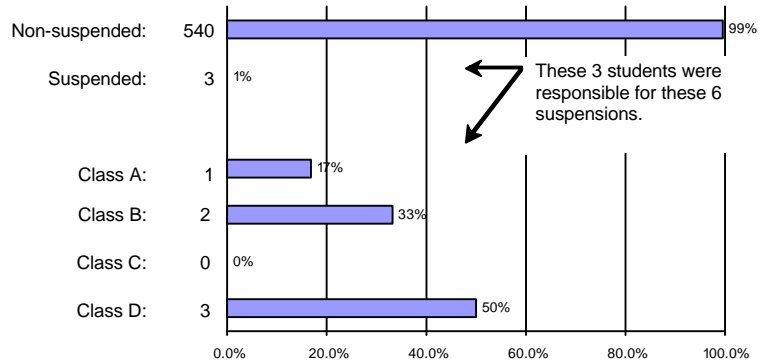
**School Retention or Completion**

**Student Conduct**

**Attendance and Absences**

School Year			
2001-02	2002-03	2003-04	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
96.9%	96.4%	96.7%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
5.5	6.3	5.8	<b>9</b>

**Suspensions, School Year 2003-2004**



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, retention calculations that conform to NCLB requirements are used.

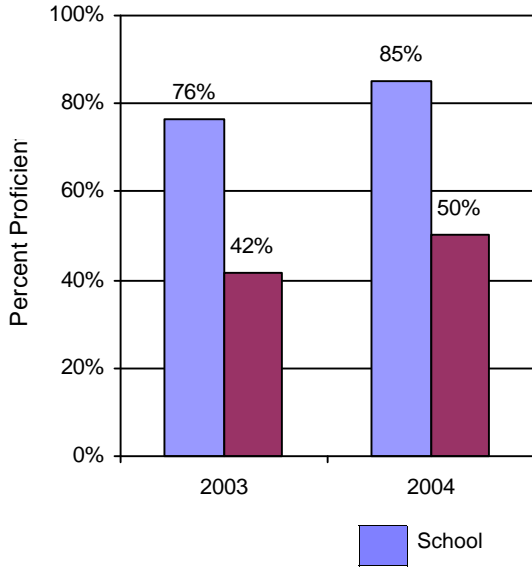
	Retention	
	2003	2004
Total number of students	470	459
Percent retained in grade	0%	0%

**Vital Signs**

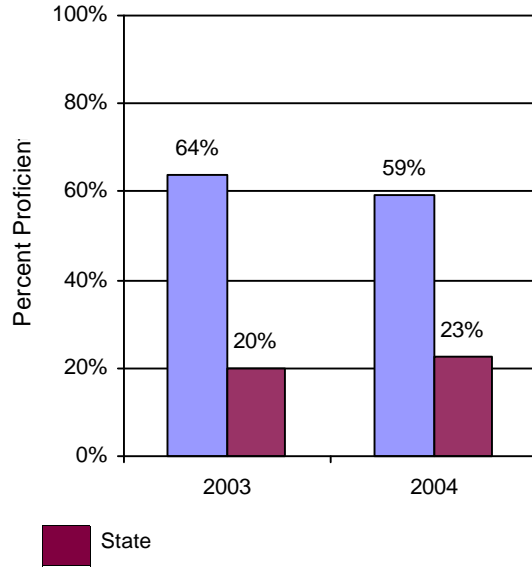
**Statewide Testing**

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	2002-03		2003-04	
	School	State	School	State
Meaning	3.1	2.7	3.5	3.0
Voice	3.0	2.7	3.6	3.1
Clarity	2.9	2.5	3.5	2.9
Design	2.8	2.5	3.5	2.9
Conventions	3.1	2.6	3.5	2.9
Overall	3.0	2.6	3.5	3.0

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
<b>National Norm Group</b>	23%	77%
<b>State</b>		
Reading	24%	76%
Mathematics	19%	81%
<b>This School</b> Highest Grade Tested: 5		
Reading	4%	96%
Mathematics	4%	96%

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

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