



Noelani Elementary School

School Code: 140

Grades K-6

School Status and Improvement Report School Year 2004-05



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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; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan, reports student achievement results along with other vital signs.

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 K-6 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 and assessment practices. 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.

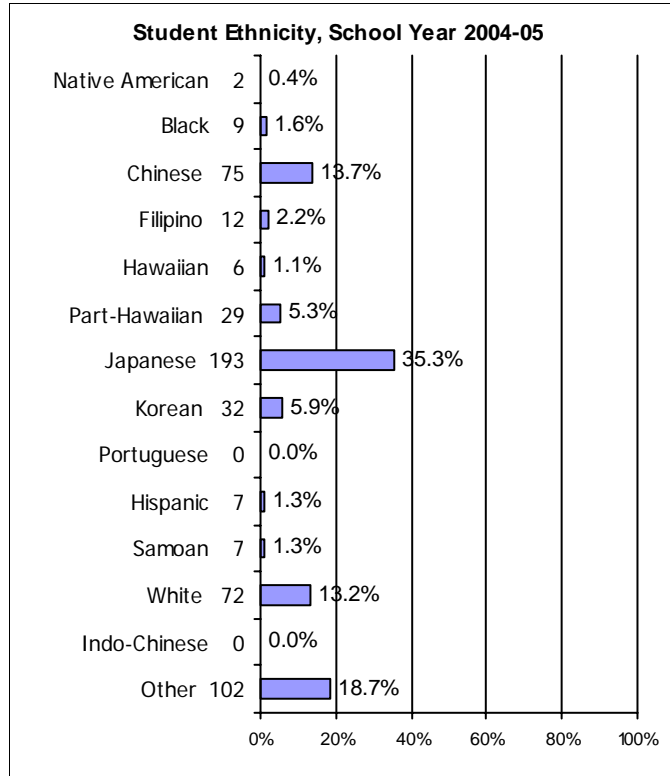
School Address:

Noelani Elementary School
2655 Woodlawn Drive
Honolulu, Hawaii 96822

School Setting

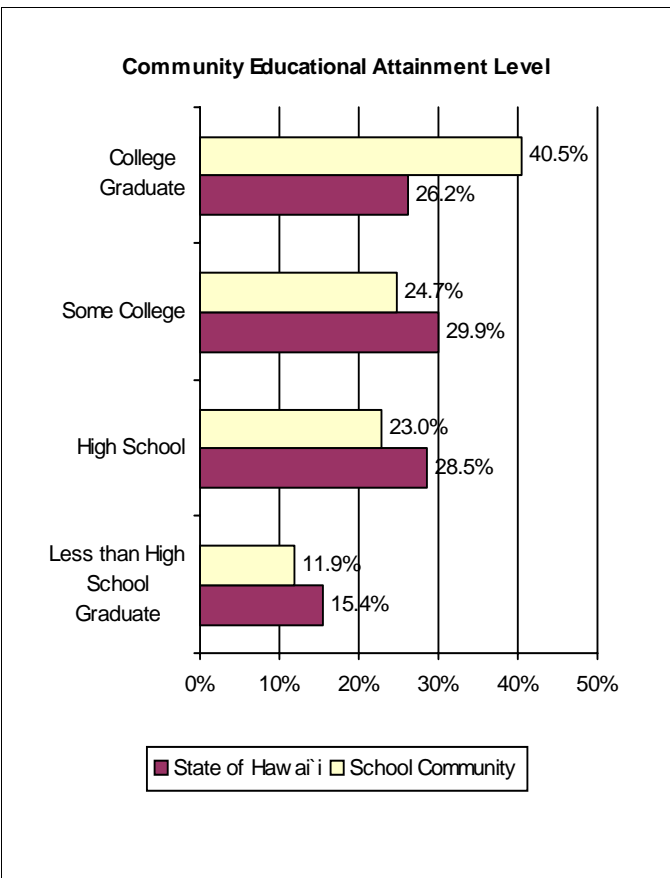
Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	534	543	529
Number and percent of students enrolled for the entire school year	499	518	513
	93.4%	95.4%	97.0%
Number and percent of students receiving free or reduced-cost lunch	52	39	42
	9.7%	7.2%	7.9%
Number and percent of students in Special Education programs	20	30	24
	3.7%	5.5%	4.5%
Number and percent of students with limited English proficiency	12	20	41
	2.2%	3.7%	7.8%
Percent of Kindergartners who attended preschool	--	--	94%



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

1. Inclusiveness (Rating: 3) Involvement and collaboration of school community members.

The faculty & the administration are primarily responsible for the implementation of the SID Action Plan. Noelani has provided its teachers with time to attend monthly committee meetings to provide additional opportunities for staff input in the review and monitoring of the SID Narrative and Action plan. The SID plan is shared electronically (email and shared file) for all faculty & staff members to review & revise.

2. Purposefulness (Rating: 3) Clarification of the school's purpose/mission & the school wide learner outcome.

The General Learner Outcomes (GLOs) were introduced into the Student Progress Report. The staff is continually embedding the GLOs with standards-based education & multiple classroom assessments.

3. Student-Focused Efforts (Rating: 4) SID process focuses on the quality of the work of students & the school. The impact of the school's plan, decisions, & actions on student achievement of standards are addressed. Data about students & student achievement are gathered and analyzed.

The Hawaii State Assessment (HSA) test results have impacted the focus of the school's plan, decisions, & actions. Generally, the HSA test data over a 3-year period indicate that there are an increasingly large percentage of Noelani students who are proficient in reading and mathematics; however, a smaller percentage of students were proficient in math. Improving achievement levels in mathematics has been a priority this year. School-wide efforts focused on the need to increase the percentages in the proficient range in both reading and mathematics. The Safe School Information System (SSIS) recorded a total of 125 discipline referrals for the period of 8/04-6/05. Problems were in the area of disrespect/non-compliance (42 referrals), physical contact (37 referrals), & other violation of school rules (21 referrals).

4. Action Orientation (Rating: 4) Assessment of the entire school's program & its impact on student learning in relation to the General Learner Outcomes (GLOs) & Hawaii State Assessment.

The school-wide action plan focuses on student achievement of the standards, the attainment of the GLOs, and the improvement of the HSA test results. The SID process was revised to increase the level of communication among shareholders. More opportunities have been given to the faculty and staff to increase their role and responsibility in facilitating the SID process. The curriculum and school committees have been restructured and redefined to allow faculty and staff ample opportunities for input and to facilitate the SID process of the school. We have added the Professionalism/Capacity (SID Process), School-Wide Reform (Assessment), and Quality Student Support to the list of curriculum committees. Additionally, we have a full representation of grade levels serving on the following school teams/committees: School Assessment Learning Teams (SALT) and Grade Level Chairs, HSTA, SCBM, PTA, PBS Cadre, Safety, Student Council Advisor, Craft Fair, Talent Show, Mayfair, and Songfest.

5. Accountability (Rating: 3) Implementation of an assessment & accountability system for evaluating school progress toward the GLOs.

Noelani continues to seek a more efficient and comprehensive system for collecting and analyzing useful data that will assist in the improvement of student learning and achievement. We have made progress as a school to work towards developing curriculum and instruction that is standards-based. Professional development and collaboration will continue to focus on curriculum mapping, reading and writing, classroom assessments, and the establishment of professional learning communities.

6. Strong Leadership and Support System (Rating: 3) Support of school leadership in facilitating the SID process.

The SID process should allow for more involvement by all shareholders. The school is moving towards the development of a professional learning community that will naturally empower teachers to be leaders. School administration must focus on the efforts to build capacity in the school while providing a clear understanding of school needs and the alignment of those needs to the academic and financial plan.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		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		29
Teachers with 5 or more years at this school		15
Teachers' average years of experience		12.1
Teachers with advanced degrees		5

Professional Teacher Credentials

Fully licensed	89.7%	26
Provisional credential	10.3%	3
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	20.6
Special Instruction	8.0

* 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	2.0
Number of principals at this school in the last five years	3

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Facilities

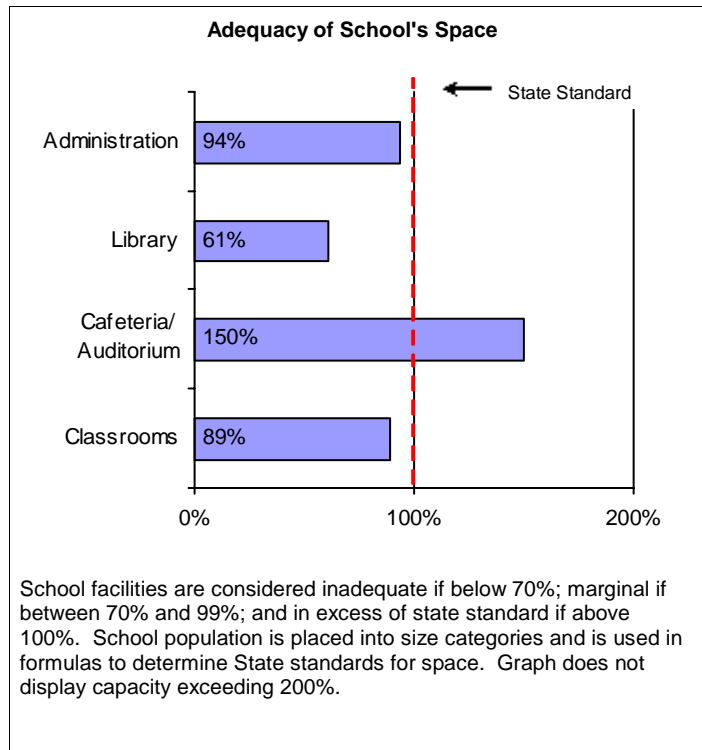
School Year Ending 2005

Classrooms available	23
Number of classrooms short (-) or over (+)	-2

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		16	

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	90.9%	--	76.0%	--	80.4%	--
	2005	92.0%	87.4%	84.0%	77.1%	81.0%	76.5%
Quality Student Support	2003	87.8%	--	81.9%	--	74.4%	--
	2005	94.2%	79.7%	84.4%	72.9%	75.8%	66.4%
Professionalism & System Capacity	2003	79.3%	--	93.3%	--	91.3%	--
	2005	91.4%	77.6%	86.4%	83.7%	87.5%	84.4%
Coordinated Team Work	2003	89.8%	--	70.2%	--	73.0%	--
	2005	92.7%	77.2%	67.5%	58.4%	80.3%	64.0%
Responsiveness of the System	2003	86.7%	--	80.1%	--	There are no student items for this dimension	
	2005	94.6%	82.9%	79.6%	70.3%		
Focused & Sustained Action	2003	80.5%	--	57.5%	--	63.9%	--
	2005	90.7%	80.2%	64.8%	57.3%	82.9%	72.9%
Involvement	2003	92.7%	--	72.8%	--	57.1%	--
	2005	94.0%	85.6%	77.2%	68.5%	74.6%	59.8%
Satisfaction	2003	67.5%	--	83.8%	--	77.0%	--
	2005	93.8%	65.8%	87.6%	70.6%	78.3%	72.8%
Student Safety & Well Being	2003	91.0%	--	86.5%	--	72.5%	--
	2005	98.8%	86.0%	89.6%	75.1%	73.8%	65.0%
Survey Return Rate ^{**}	2003	93.3%	--	34.5%	--	97.3%	--
	2005	90.3%	78.6%	28.0%	23.8%	92.3%	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.

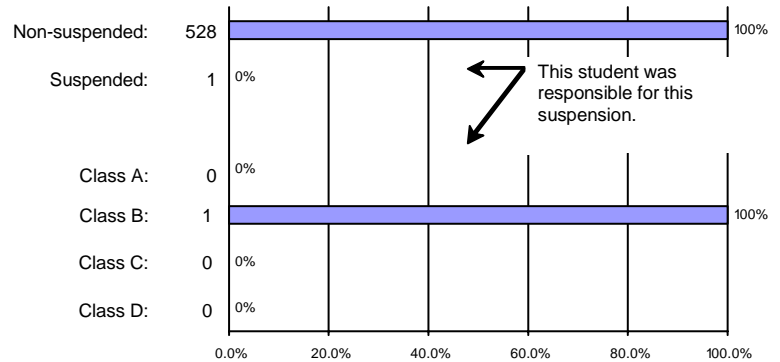
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2002-03	2003-04	2004-05	
Average Daily Attendance: % (higher is better)			
96.4%	96.7%	96.7%	95.0%
Average Daily Absences: in days (lower is better)			
6.3	5.8	5.8	9

Suspensions, School Year 2004-2005



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

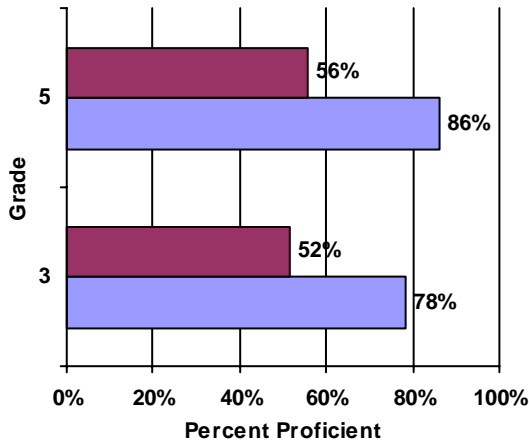
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2003	2004	2005
Total number of students	470	459	465
Percent retained in grade	0%	0%	0%

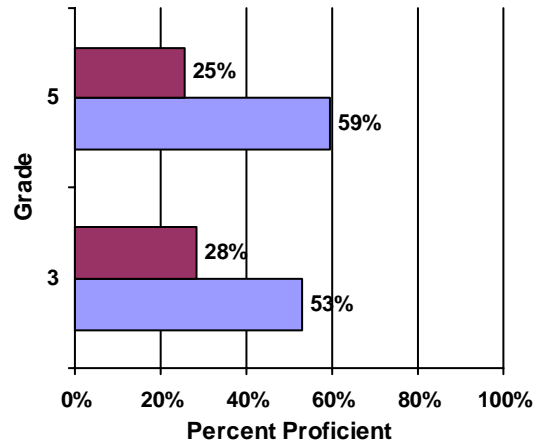
Vital Signs

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
5	3.2	3.1	3.2	3.0	3.2	3.0	3.1	3.0	3.4	3.2	3.2	3.1
3	3.1	2.8	3.2	2.8	3.0	2.6	3.0	2.6	3.2	2.9	3.1	2.7

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for each dimension for each grade level tested.

-- means "missing data"

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

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	94%	80%	100%	83%
5	91%	78%	96%	83%
4	94%	74%	96%	84%
3	92%	82%	95%	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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Evaluation Section, Planning and Evaluation Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.