



Noelani Elementary School

School Code: 140

Grades K-6

School Status and Improvement Report School Year 2005-06



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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, and 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 eight 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, integrated technology programs, 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.

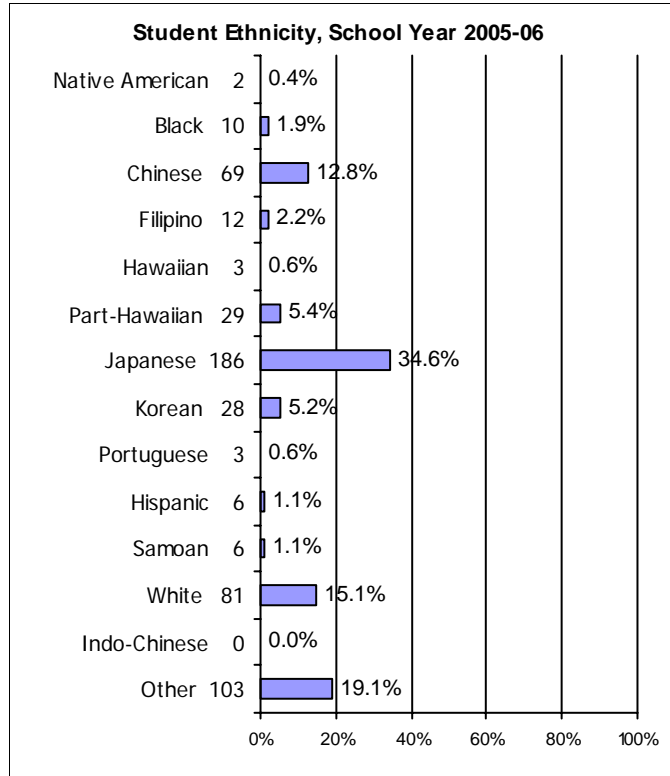
School Address:

Noelani Elementary School
2655 Woodlawn Drive
Honolulu, Hawaii 96822

School Setting

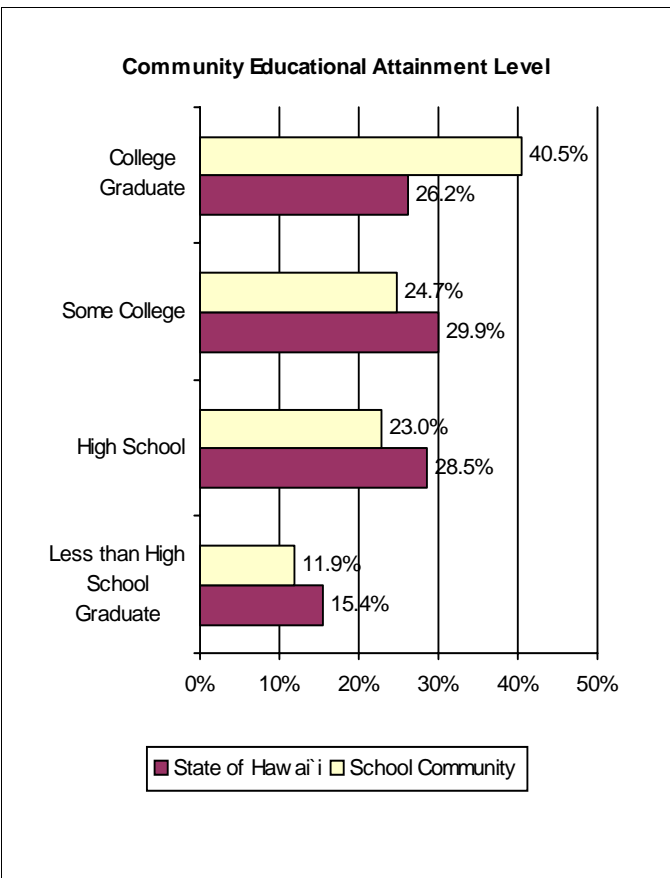
Student Profile

School year	2003-04	2004-05	2005-06
Fall enrollment	543	529	526
Number and percent of students enrolled for the entire school year	518	513	508
	95.4%	97.0%	96.6%
Number and percent of students receiving free or reduced-cost lunch	39	42	61
	7.2%	7.9%	11.6%
Number and percent of students in Special Education programs	30	24	26
	5.5%	4.5%	4.9%
Number and percent of students with limited English proficiency	20	41	30
	3.7%	7.8%	5.7%
Percent of Kindergartners who attended preschool	--	94%	67%



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: Involvement and collaboration of school community members:

The faculty and administration are primarily responsible for the implementation of the SID Action and Strategic Plans. Teachers are provided opportunities for input, review, revision, and monitoring of the plans through committee and faculty meetings as well as through electronic posting and sharing of files.

2. Purposefulness: Clarification of the school's purpose/mission and the school wide learner outcome.

The General Learner Outcomes [GLOs] are a part of the Standards Based Report Card. Faculty and staff continue to embed the GLOs with standards-based education, classroom assessments, and positive behavioral expectations.

3. Student-Focused Efforts: SID process focuses on the quality of the work of students and 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 plans, decisions, and actions. The three-year HSA data of grades 3 & 5 continues to reflect a larger percentage proficiency in reading (Gr. 3 - 78.8%, Gr. 5 - 82.6%) with a smaller proficiency percentage in math (Gr. 3 - 58.9%, Gr. 5 - 60.9%). Grades 4 & 6 initial tests also reflect this trend: Gr. 4 Reading - 81%; Math - 54%; Gr. 6 Reading - 88%, Math - 73% Improving achievement levels continues to be a priority addressed through HCPS aligned standards-based instruction and formative assessments. The Safe School Information System [SSIS] recorded a total of 74 discipline referrals for the period of 8/05-5/06. Problems were in the area of physical contact (42), Disrespect/Noncompliance (15), and Property Misuse (8).

4. Action Orientation: Assessment of the entire school's program & it's 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 on going evolution of professional learning communities [PLC] with shareholders from all grades and faculty groups work to support student learning through articulation opportunities. Collaborative engagement of professional learning communities that assist the school include: Professionalism/Capacity [SID], Grade Level Chairs, Curricular Committees, School Assessment Learning Team [SALT], HSTA, SCC, PTA, PBS cadre, Safety, Student Council, Craft Fair, Talent Show, Songfest, and Mayfair.

5. Accountability: 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 through the implementation of research-based strategies as well as best practices shared by the SALT initiative through the development and use of curriculum/benchmark maps addressing HSCPS III. Professional development will continue to focus on curriculum instruction and assessment through professional learning communities.

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

The SID process allows for involvement by all shareholders. Sustaining the professional learning communities with supportive and shared leadership empowers all to build capacity in the school to meet the goals of the academic and strategic plan.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		28.5
Regular Instruction, FTE	73.7%	21.0
Special Instruction, FTE	10.5%	3.0
Supplemental Instruction, FTE	15.8%	4.5
Teacher headcount		29
Teachers with 5 or more years at this school		13
Teachers' average years of experience		13.6
Teachers with advanced degrees		7

Professional Teacher Credentials

Fully licensed	96.6%	28
Provisional credential	3.4%	1
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	19.6
Special Instruction	8.7

* 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	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 2006

Classrooms available	23
Number of classrooms short (-) or over (+)	-5

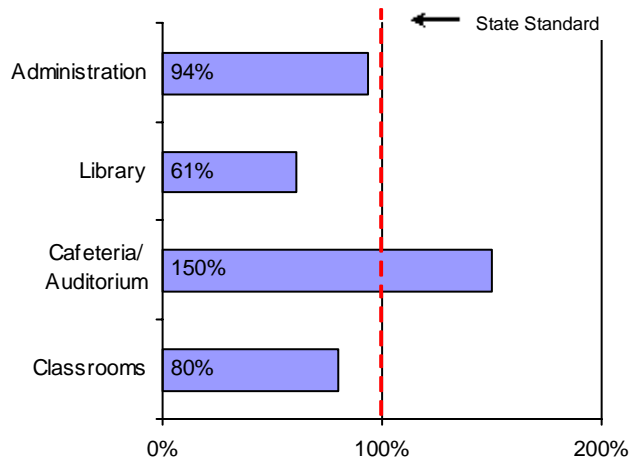
School facilities inspection results

	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 (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	State
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.

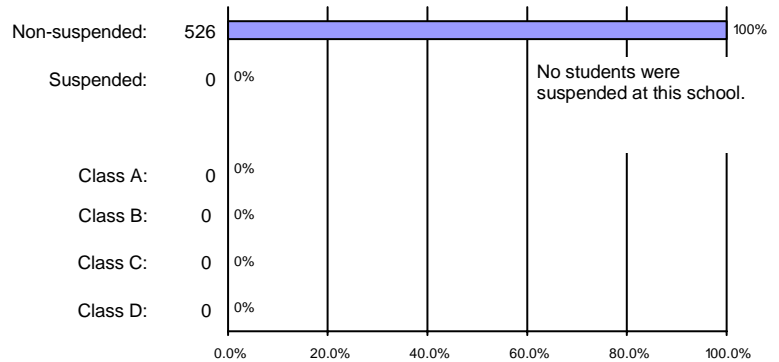
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2003-04	2004-05	2005-06	State Standard
96.7%	96.7%	96.2%	95.0%
Average Daily Attendance: % (higher is better)			
Average Daily Absences: in days (lower is better)			
5.8	5.8	6.7	9

Suspensions, School Year 2005-2006



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

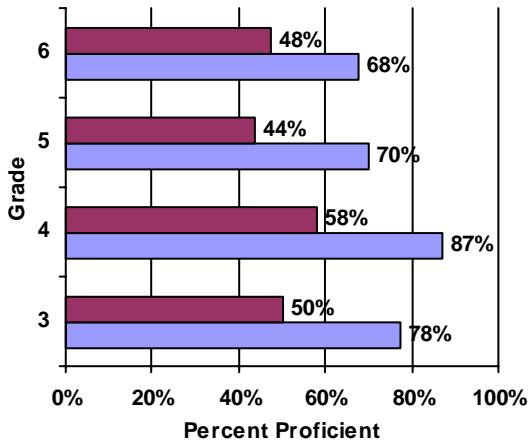
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2004	2005	2006
Total number of students	459	465	452
Percent retained in grade	0%	0%	0%

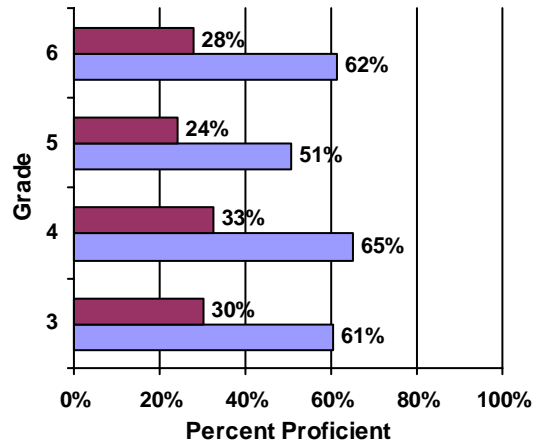
Vital Signs

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

State writing test was not given in Spring 2006.

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	91%	80%	95%	84%
5	95%	77%	93%	82%
4	93%	75%	94%	85%
3	93%	82%	93%	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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