



Noelani Elementary School

School Code: 140

Grades K-6

School Status and Improvement Report School Year 2006-07



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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 pre-Kindergarten to grade 5 student population has become more diverse socially, economically, ethnically and culturally. To address Noelani's increasingly varied student population, the school embraces the state's 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 partnerships with the family, community, and business resources, Noelani is committed to providing all students with innovative, authentic, student-centered and student-driven learning opportunities. Curriculum is further enriched and differentiated by providing technology (desktops and iBook carts) and technological resources such as My Access, Destination Success, Help Me to Learn, NetTrekker, and other traditional software. Noelani's programs are accessible by all children, from special education to the gifted and talented and pre-school to 5th graders; at home as well as at school.

The Noelani PTA (parent group) actively supports school initiatives with three major fundraisers, Craft Fair, Jogathon, and May Fair. Noelani has established its School Community Council.

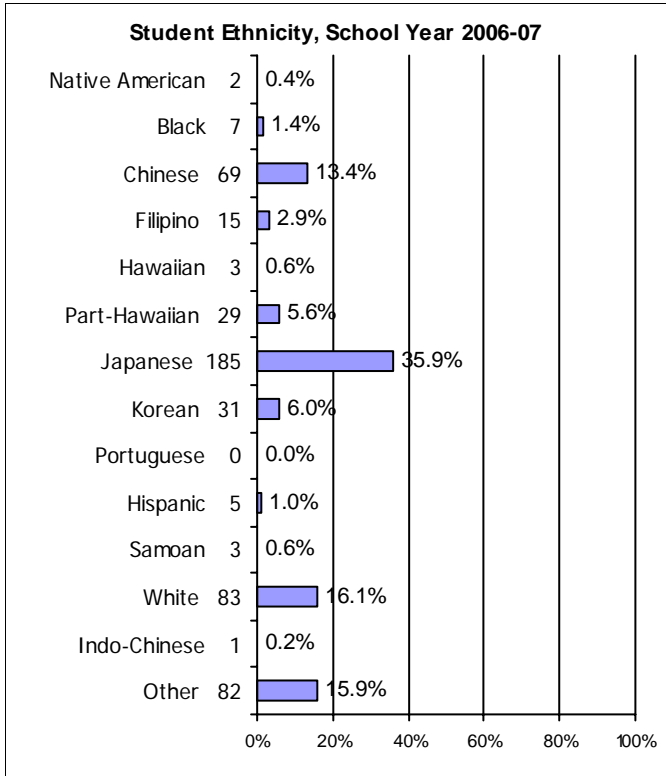
School Address:

Noelani Elementary School
2655 Woodlawn Drive
Honolulu, Hawaii 96822

School Setting

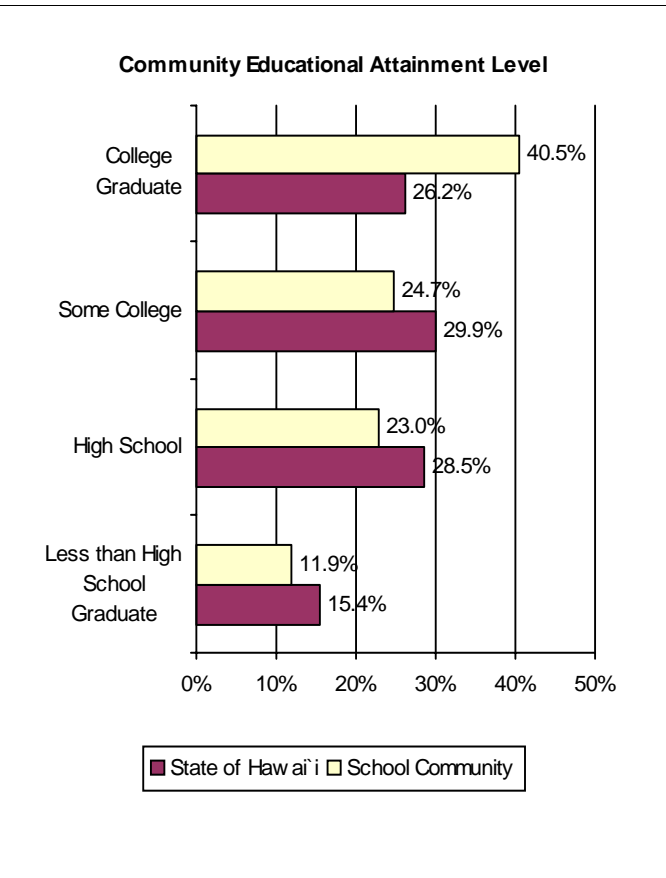
Student Profile

School year	2004-05	2005-06	2006-07
Fall enrollment	529	526	518
Number and percent of students enrolled for the entire school year	513 97.0%	508 96.6%	476 91.9%
Number and percent of students receiving free or reduced-cost lunch	42 7.9%	61 11.6%	55 10.6%
Number and percent of students in Special Education programs	24 4.5%	26 4.9%	29 5.6%
Number and percent of students with limited English proficiency	41 7.8%	30 5.7%	33 6.4%
Percent of Kindergartners who attended preschool	94%	67%	81%



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:

Faculty and staff provided input for the development of the school's academic, financial, and strategic plans. Additionally, plans were shared with the School Community Council for recommendations and affirmation. All stakeholders were involved with monitoring and reporting for the quarterly progress reports.

2. Purposefulness: Clarification of the school's purpose/mission & 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 & 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 & analyzed.

Focused standards-based curriculum, effective teaching best practices, and quality assessments guide the school's plans, decisions, and actions with regard to student achievement.

- HCPS III aligned curriculum maps implemented in all classrooms
- Writing response in-service conducted in Nov., Jan., Feb., March, and May. Teachers continue to examine student work to identify exemplars and anchors.
- Monthly horizontal as well as various vertical articulation opportunities afforded for professional dialogue with minutes documented on Lotus Notes.
- School Assessment Learning Teams (SALT) continued to share curriculum and assessment strategies as evidenced in student work produced in all classrooms
- School-wide initiative on scientific inquiry using (RIP) implemented.

4. Action Orientation: 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's programs focused on student achievement of HCPS III standards, the attainment of the six GLOs, and the improvement of HSA test results. To this end, professional learning communities (PLC) with representation from all grade and faculty groups worked to support all school-wide action plans and initiatives.

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

An assessment and accountability system for evaluating the school's progress towards the GLOs is a shared responsibility by all shareholders of Noelani Elementary School. Posting of minutes/agenda of articulation, PLC, and other focus groups allowed for easy access by all. Continued professional development & curricular in-service provided to assist attainment of GLOs.

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

Sustaining the professional learning communities with supportive and shared leadership empowered all to build school capacity to meet the goals of the academic and strategic plan.

- Use of student data to inform instruction using a variety of strategies
- Commitment by faculty to shared values and vision
- Resources aligned with school goals for improvement
- Collective responsibility by all for student learning

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		29.0
Regular Instruction, FTE	86.2%	25.0
Special Instruction, FTE	13.8%	4.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		29
Teachers with 5 or more years at this school		12
Teachers' average years of experience		9.8
Teachers with advanced degrees		8

Professional Teacher Credentials

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

Students per Teaching Staff *

Regular Instruction	19.6
Special Instruction	7.3

* 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

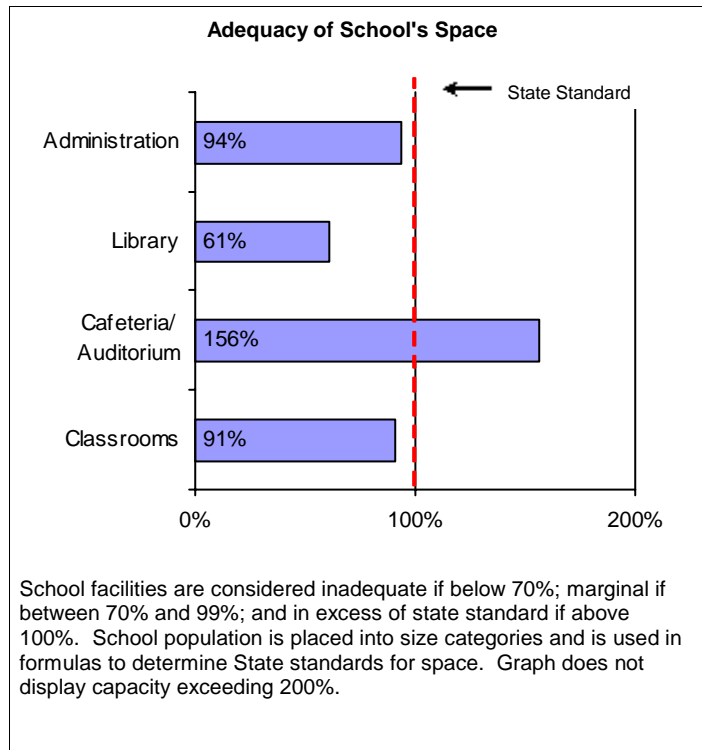
School Year Ending 2007

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

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

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 Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Standards-Based Learning	2005	92.0%	87.4%	84.0%	77.1%	81.0%	76.5%
	2007	92.8%	89.1%	78.6%	78.4%	78.4%	75.6%
Quality Student Support	2005	94.2%	79.7%	84.4%	72.9%	75.8%	66.4%
	2007	96.3%	79.6%	81.6%	74.4%	74.6%	66.3%
Professionalism & System Capacity	2005	91.4%	77.6%	86.4%	83.7%	87.5%	84.4%
	2007	94.6%	78.8%	83.6%	85.6%	88.9%	84.0%
Coordinated Team Work	2005	92.7%	77.2%	67.5%	58.4%	80.3%	64.0%
	2007	97.3%	77.7%	73.7%	59.7%	79.6%	64.1%
Responsiveness of the System	2005	94.6%	82.9%	79.6%	70.3%	There are no student items for this dimension	
	2007	97.3%	83.0%	76.4%	70.9%		
Focused & Sustained Action	2005	90.7%	80.2%	64.8%	57.3%	82.9%	72.9%
	2007	96.6%	79.9%	60.2%	61.3%	82.9%	75.2%
Involvement	2005	94.0%	85.6%	77.2%	68.5%	74.6%	59.8%
	2007	95.9%	85.7%	72.1%	69.0%	55.6%	59.5%
Satisfaction	2005	93.8%	65.8%	87.6%	70.6%	78.3%	72.8%
	2007	95.9%	68.0%	81.3%	71.1%	80.0%	71.2%
Student Safety & Well Being	2005	98.8%	86.0%	89.6%	75.1%	73.8%	65.0%
	2007	98.6%	84.9%	87.7%	76.7%	72.2%	64.7%
Survey Return Rate **	2005	90.3%	78.6%	28.0%	23.8%	92.3%	91.1%
	2007	80.6%	76.2%	35.8%	21.0%	96.0%	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.

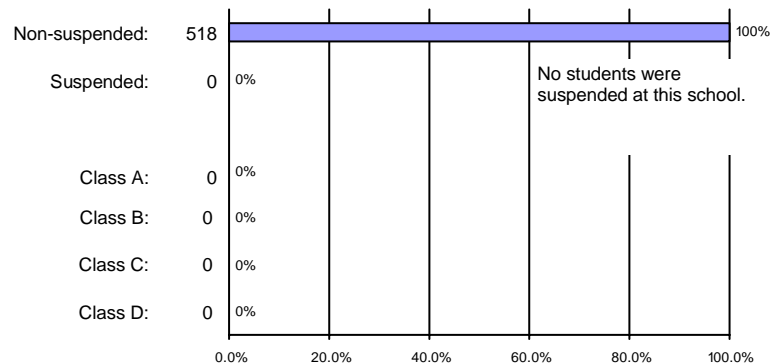
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2004-05	2005-06	2006-07	
Average Daily Attendance: % (higher is better)			
96.7%	96.2%	96.8%	95.0%
Average Daily Absences: in days (lower is better)			
5.8	6.7	5.6	9

Suspensions, School Year 2006-2007



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

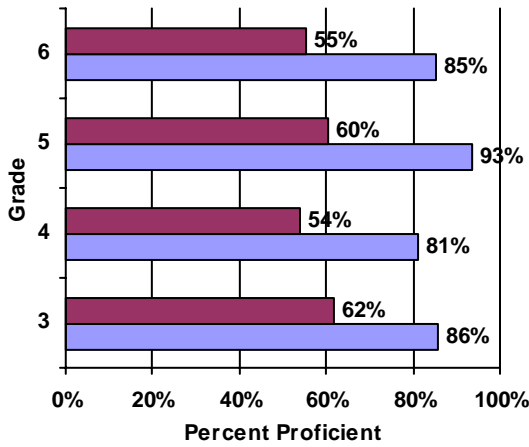
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2005	2006	2007
Total number of students	465	452	452
Percent retained in grade	0%	0%	0%

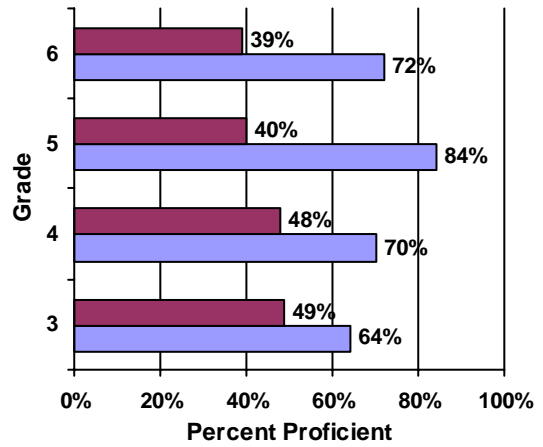
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



School
 State

A bar may not be shown to maintain student confidentiality (see FERPA).

HCPS Writing

Grade	Meaning		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State
4	3.1	2.6	2.7	2.5	2.8	2.4	2.4	2.5	2.7	2.5
6	3.4	2.8	3.3	2.6	3.0	2.5	3.2	2.7	3.2	2.7

Writing is scored on 4 dimensions from a low of 1 to a high of 5. The figures show the average for each dimension for each grade level tested. The HCPS Writing assessment is given in grades 4, 6, 9, and 11.

TerraNova, 2nd Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	School	State	School	State
3	90%	74%	85%	75%
4	91%	77%	89%	77%
5	96%	78%	96%	77%
6	90%	78%	97%	73%

The TerraNova is a national norm-reference assessment with 9 stanine levels. Scores in stanines 1 to 3 represent "Below Average," and scores in stanines 4 to 9 represent "Average and Above."

Note. In 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.
 "--" means missing data.
 "*" means data not reported to maintain student confidentiality (see FERPA).

Other School Information

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