



Noelani Elementary School

School Code: 140

Grades K-6

School Status and Improvement Report School Year 2007-08



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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.

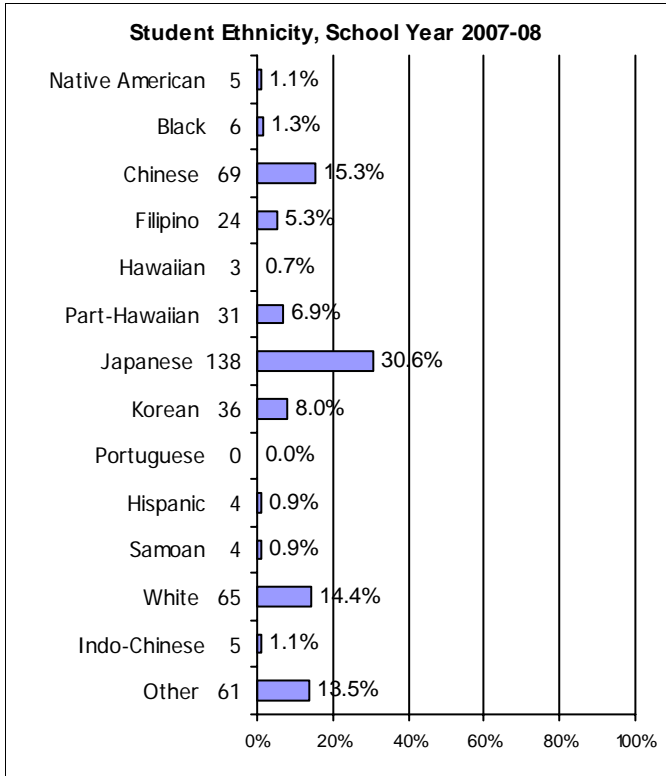
School Address:

Noelani Elementary School
2655 Woodlawn Drive
Honolulu, Hawaii 96822

School Setting

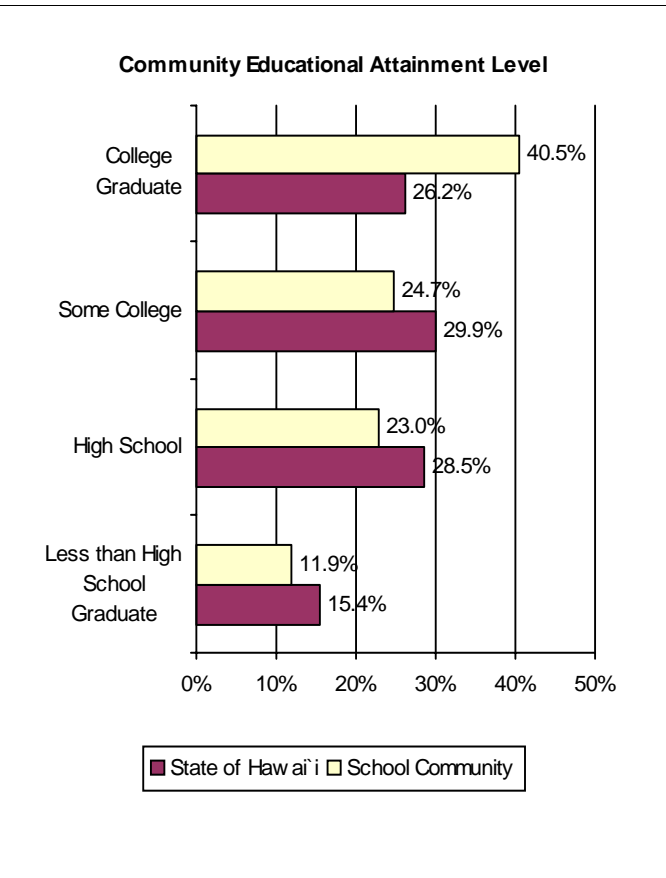
Student Profile

School year	2005-06	2006-07	2007-08
Fall enrollment	526	518	459
Number and percent of students enrolled for the entire school year	508 96.6%	476 91.9%	424 92.4%
Number and percent of students receiving free or reduced-cost lunch	61 11.6%	55 10.6%	47 10.2%
Number and percent of students in Special Education programs	26 4.9%	29 5.6%	21 4.6%
Number and percent of students with limited English proficiency	30 5.7%	33 6.4%	50 10.9%
Percent of Kindergartners who attended preschool	67%	81%	97%



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

Noelani Elementary School's faculty and staff developed and shared the school's academic and strategic plans with the School Community Council (SCC) for recommendations and affirmation, as it became a working document for school improvement. As a faculty-initiated document, and through focused articulation and accountability for all activities and outcomes, three goals were purposefully infused into the daily curriculum.

Goal 1 was to improve student achievement through standards-based education. To this end, efforts were made to provide teachers with opportunities to participate in professional development workshops to extend learning of content pedagogy with sharing of best practices through professional learning communities (PLC). While developing a school-wide reading curriculum framework was the main focus, mathematics and science curriculums were also examined for they will be concurrently worked on during the next two years. Monthly horizontal and vertical articulation provided time to align and update curriculum maps and continued work on developing school-wide agreements for response formats and scoring. These best practices in instruction and assessment strategies, along with technology integration provided the basis for student learning. General Learner Outcomes (GLO) were also targeted to provide students with opportunities for goal setting and self-improvement.

Goal 2 focused on providing comprehensive support for all students. It is our belief to recognize the individuality of each child and provide for a variety of learning styles. Everyone collaborated to provide students with timely and appropriate supports. School-wide implementation of the Positive Behavioral Supports (PBS) was evident in the behavioral expectations and demonstrations by students in all school settings. All students practiced the three B's – Be Safe, Be Respectful, and Be Responsible. Quarterly recognition of Noelani Notables, students from every class who consistently displayed these characteristics, provided inspiration for all students.

Goal 3 centered on actions leading to school improvement. The PLCs served to cultivate teachers as leaders who then addressed ways to improve the school by investigating curriculum (through the developing frameworks), assessment (both formative and summative), and reporting practices. Noelani teachers piloted Pinnacle, a web-based grade book in collaboration with Dr. Robert Marzano to validate student proficiency of standards. The use of technology, both web-based and using software provided on school computers, augmented student learning.

This shared process of developing the academic and strategic plans enabled stakeholders to understand what it is that students should know and do to improve their performance and productivity. Underlying all is what the school's vision, created by the school community, is about – "Noelani is a launching pad to the global community, a learning community that nurtures responsible world citizens."

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		26.0
Regular Instruction, FTE	88.5%	23.0
Special Instruction, FTE	11.5%	3.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		26
Teachers with 5 or more years at this school		12
Teachers' average years of experience		10.8
Teachers with advanced degrees		9

Professional Teacher Credentials

Fully licensed	100.0%	26
Provisional credential	0.0%	0
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	19.0
Special Instruction	7.0

* 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

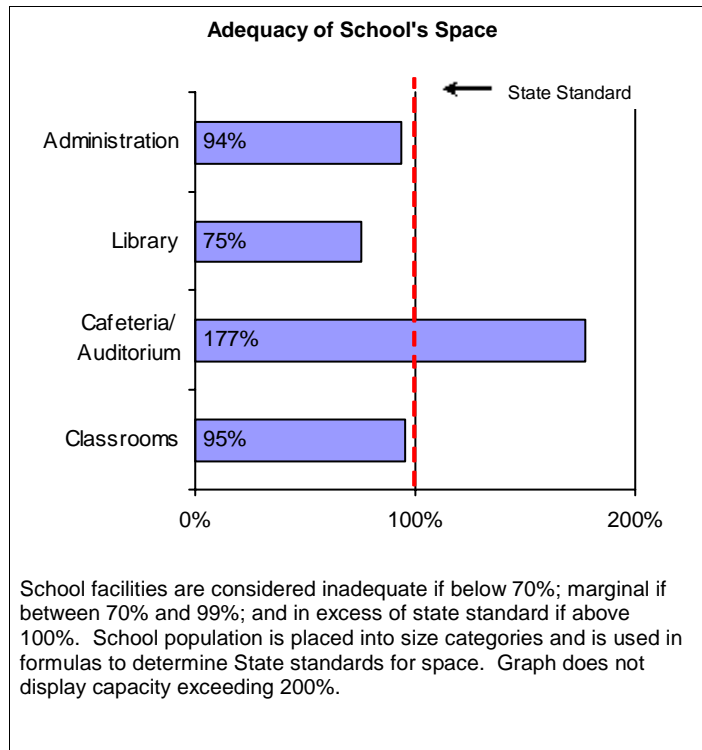
School Year Ending 2008

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

	Score		
	1	2	3
Grounds	<input type="text"/>	<input type="text"/>	3
Building exterior	<input type="text"/>	2	<input type="text"/>
Building interior	<input type="text"/>	2	<input type="text"/>
Equipment/Furnishings	<input type="text"/>	2	<input type="text"/>
Health/Safety	<input type="text"/>	<input type="text"/>	3
Sanitation	<input type="text"/>	<input type="text"/>	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), administered periodically by the System Evaluation and Reporting Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey *		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2007	92.8%	89.1%	78.6%	78.4%	78.4%	75.6%
	2008	95.1%	90.7%	83.3%	76.9%	74.8%	76.1%
Quality Student Support	2007	96.3%	79.6%	81.6%	74.4%	74.6%	66.3%
	2008	96.0%	77.6%	84.3%	75.9%	69.2%	69.9%
Professionalism & System Capacity	2007	94.6%	78.8%	83.6%	85.6%	88.9%	84.0%
	2008	97.8%	83.7%	86.7%	81.6%	85.7%	86.9%
Coordinated Team Work	2007	97.3%	77.7%	73.7%	59.7%	79.6%	64.1%
	2008	91.3%	71.6%	74.1%	66.5%	83.0%	76.6%
Responsiveness of the System	2007	97.3%	83.0%	76.4%	70.9%	There are no student items for this dimension	
	2008	93.5%	82.7%	80.0%	72.1%		
Focused & Sustained Action	2007	96.6%	79.9%	60.2%	61.3%	82.9%	75.2%
	2008	95.0%	81.8%	71.6%	65.0%	80.4%	81.1%
Involvement	2007	95.9%	85.7%	72.1%	69.0%	55.6%	59.5%
	2008	97.8%	75.7%	76.9%	72.4%	61.6%	69.4%
Satisfaction	2007	95.9%	68.0%	81.3%	71.1%	80.0%	71.2%
	2008	95.7%	71.2%	88.4%	76.6%	81.3%	79.1%
Student Safety & Well Being	2007	98.6%	84.9%	87.7%	76.7%	72.2%	64.7%
	2008	98.8%	82.2%	88.4%	77.3%	66.6%	68.7%
Survey Return Rate **	2007	80.6%	76.2%	35.8%	21.0%	96.0%	91.1%
	2008	95.8%	76.2%	56.4%	21.0%	95.3%	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.

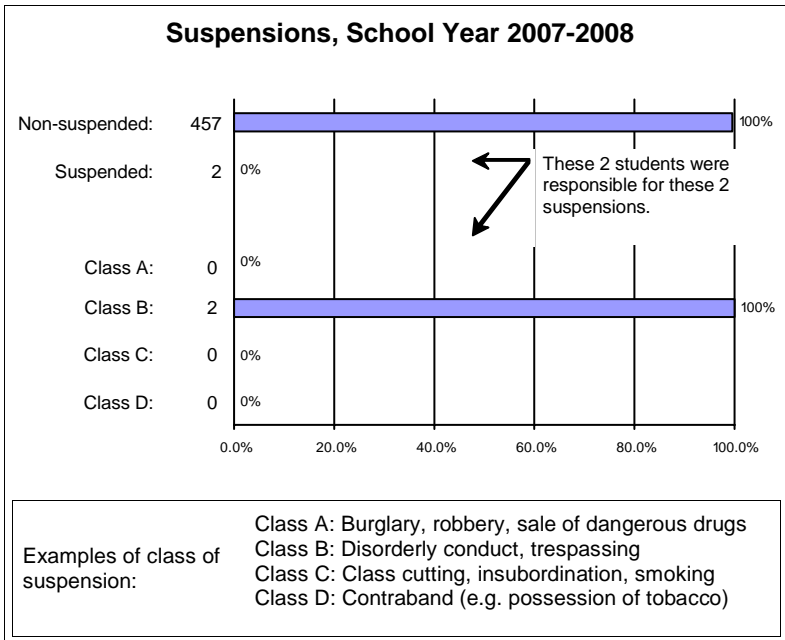
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2005-06	2006-07	2007-08	
Average Daily Attendance: % (higher is better)			95.0%
96.2%	96.8%	96.8%	
Average Daily Absences: in days (lower is better)			9
6.7	5.6	5.7	

Suspensions, School Year 2007-2008



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		
	2006	2007	2008
Total number of students	452	452	378
Percent retained in grade	0%	0%	0%

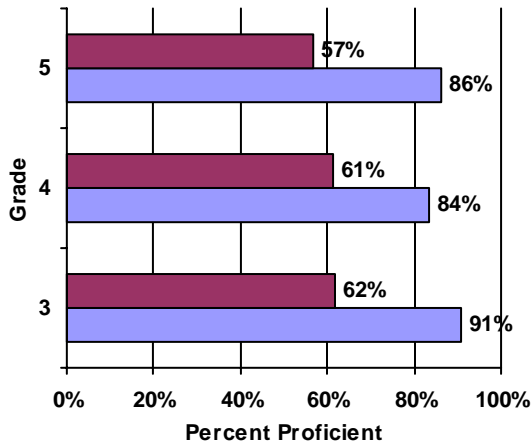
Note. "--" means missing data.

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

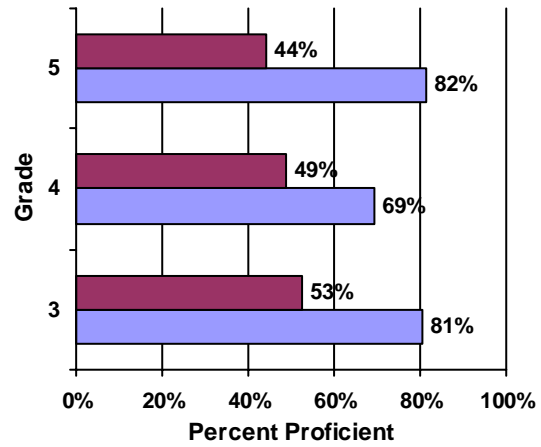
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



School
 State

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

HCPS Science

Grade	Percent Proficient	
	School	State
5	82%	49%

The HCPS Science assessment is given in grades 5, 7 and 11.

HCPS Writing

Grade	Average Score	
	School	State
4	2.4	2.2

Writing scores range from a low of 0 to a high of 4. The figures show the average score 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	95%	73%	91%	74%
4	93%	77%	89%	76%
5	98%	79%	95%	78%

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. From 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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System Evaluation and Reporting Section, Systems Accountability Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.