

Manoa Elementary School

School Code: 137

Grades K-5

School Status and Improvement Report School Year 2019-20



Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Manoa Elementary School
3155 Manoa Road
Honolulu, Hawaii 96822

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

Nestled in green Mānoa Valley, Mānoa School, established in 1854, is proud of its rich heritage, yet faces forward in its vision to give life to learning. With the strong support of its families and surrounding community, together we empower, nurture and inspire all students through a wide variety of programs that balances both rigorous and inclusive academics and the well-being needs of the whole child.

We encourage and provide participation in enrichment programs such as gifted and talented, student government, library club, robotics, Cub Clubs (variety of after-school enrichment programs), Ulu Kukui (summer enrichment program), and a friendship exchange program with Otemon Gakuin in Osaka, Japan. We also have community partnerships with Mānoa District Park, Blue Zones Project 4M, Hawaii State Art Museum, Mānoa Waioli Lions, Waikiki Aquarium, Mānoa Heritage Center, Lyon Arboretum, and Malama 'O Mānoa.

Here at Mānoa School, we believe:

- Everyone can learn
- Each person is a valued individual with physical, social, emotional and intellectual needs
- Learning is a lifelong process
- Family and community involvement are vital to the success of our students and school

In partnership with the Mānoa Association of Parents and Teachers (APT), Mānoa School provides meaningful resources that cultivates a positive and thriving learning environment. In addition to the core subject areas, students are offered enrichment opportunities in STEM, PE, Technology, Music, Hawaiian Studies, and Japanese. Laptops and tablets are found in every classroom and teachers have access to two modern computer labs. Additionally, our partnership with the adjacent Mānoa District Park gives the students of Mānoa access to swimming pool and indoor gym facilities during the school day.

Students at Mānoa School establish ownership in their own education through the schoolwide adoption of assessment for learning using co-construction of criteria. Students are engaged in defining learning goals and what success looks like through a collaborative process facilitated by classroom teachers. Student voice is prominently evident in our Caring Schools Community program that builds caring relationships with and amongst students in a warm, safe, and disciplined environment. Project-based learning (PBL) is one avenue for students at Mānoa to produce evidence of their learning. PBL is designed to drive topics based on student interest and is both highly rigorous and relevant to real-world experiences.

School Setting

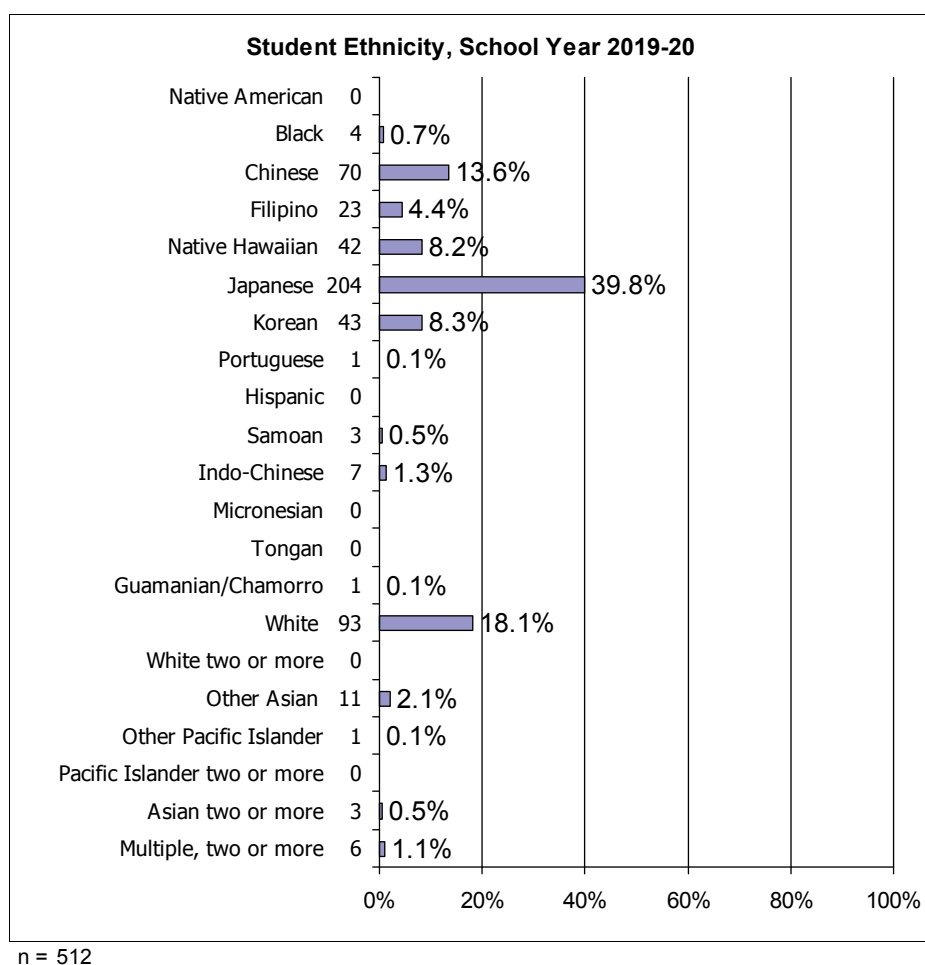
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	526	506	512	Number and percent of students in Special Education programs	36 6.8%	39 7.7%	32 6.2%
Number and percent of students enrolled for the entire school year	513 97.5%	496 98.0%	504 98.4%	Number and percent of students with limited English proficiency	34 6.4%	35 6.9%	39 7.6%
Number and percent of students receiving free or reduced-cost lunch	79 15.0%	75 14.8%	65 12.6%				

Note. -- means missing data.

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

** means School is participating in the Community Eligibility Provision.



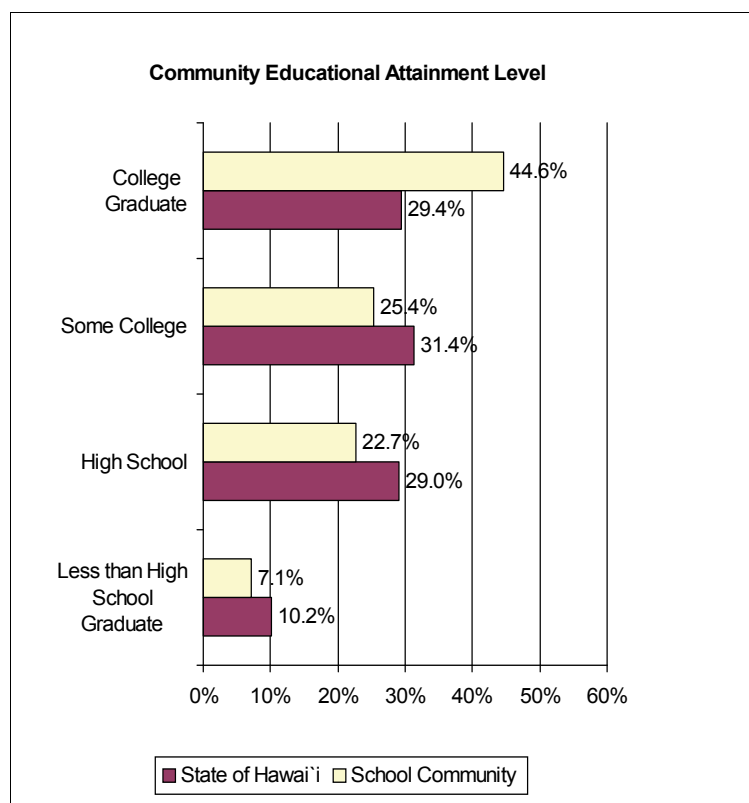
School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Roosevelt HSC	School Community	State of Hawai'i
Total population	61,209	1,360,301
Percentage of population aged 5-19	13.2%	18.4%
Median age of population	44.3	38.6
Number of family households	14,214	313,907
Median household income	\$78,049	\$66,420



School Improvement

Summary of Progress

After reviewing school wide data, Mānoa School's leadership team identified needs falling into the categories of math achievement and closing the gap between high needs and non-high needs students. With this in mind, the school faculty divided into committees: Instructional Leadership Team (ILT), the Arts & Literacy, and Positive Behavior Support (PBS). The Academic Review Team (ART), composed of administration, counselors, and resource teachers, became team leads for the different committees. Committees met monthly, with the exception of the ART, which meet weekly to discuss school needs and create action plans to address them. Grade level teachers spread themselves equally among the committees to ensure smooth communication. The structure for communication became tiered from ART to committee to grade level and back up if necessary. Pertinent school progress was shared with the Association of Parents and Teachers (APT) and School Community Council (SCC).

The WASC accreditation process during the 2018-19 school year prompted Mānoa School's stakeholders to revisit and reflect upon its vision and mission statements. Mānoa School's vision and mission are centered around the development its students and provides them tools for growth and success as future contributing members of society. The diverse programs and opportunities for exploration and independence are evidence of Mānoa School's commitment to create well-rounded students and nurture them in all aspects - academically, physically, mentally, emotionally and socially.

Mānoa School has been refining its Instructional Leadership Team (ILT) and data team process to ensure purposeful and effective instructional decision making and implementation. Teachers explored powerful instructional practices (PIP) such as math talk, journaling, and small group instruction. Teachers used data team meetings to review effectiveness of these strategies and to discuss student achievement, misconceptions and next steps for instruction. During this year, Mānoa School embedded time within bi-weekly data team/study group meetings to discuss progress and next steps of selected instructional strategies or design new units to support project-based learning and NGSS.

Mānoa School continues its efforts to create a more inclusive campus for all of its diverse learners. This included the thoughtful examination of student accommodations and modifications, a focus of differentiating instruction through small groups, co-teaching where appropriate and scheduling of support personnel. As a result, Mānoa School's percentage of students who receive special education services in the general education setting increased tremendously. The school also anticipates a reduction of the achievement gap between its high and non-high needs population due to its focus on inclusive practices.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		33.0
Regular Instruction, FTE	84.8%	28.0
Special Instruction, FTE	15.1%	5.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		33
Teachers with 5 or more years at this school		26
Teachers' average years of experience		13.3
Teachers with advanced degrees		12

Professional Teacher Credentials

¹

Fully licensed	100.0%	33
Emergency hires	0.0%	0

¹ Totals may not equal 100% due to rounding.
Professional Teacher Credentials are based on teacher headcount number.

Students per Teaching Staff

²

Regular Instruction	17.1
Special Instruction	6.4

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	3.0
Librarians, FTE	0.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	2

³ Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

Facilities

School Year Ending 2020

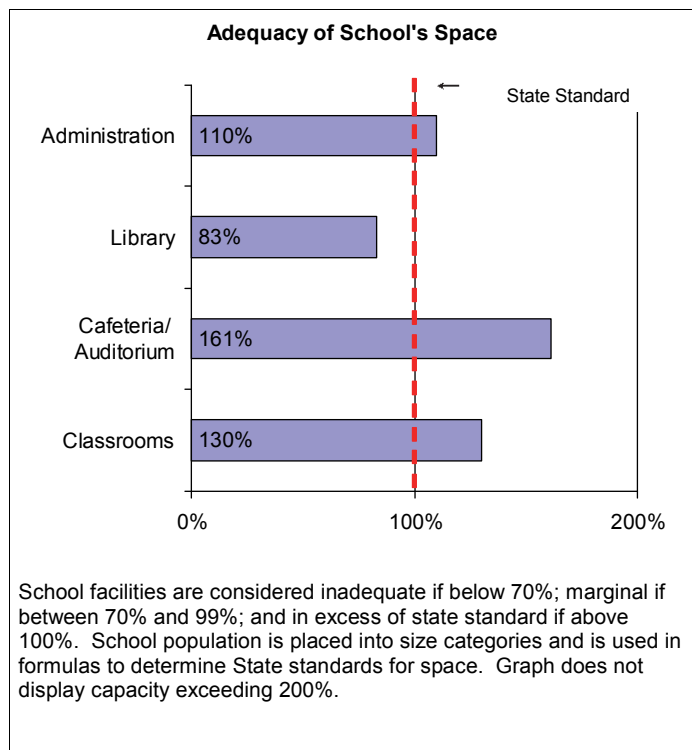
Classrooms available	40
Number of classrooms short (-) or over (+)	0

School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. -- means missing data.



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	87.5%	77.9%	93.0%	86.0%	77.0%	71.4%
	2020	84.8%	76.7%	91.6%	86.3%	72.4%	68.2%
Well-Being	2019	78.0%	76.5%	93.7%	90.7%	--	--
	2020	71.6%	75.7%	93.1%	91.0%	--	--
Satisfaction	2019	73.5%	74.8%	88.8%	86.6%	--	--
	2020	67.0%	72.9%	89.6%	87.5%	--	--
Involvement/Engagement	2019	70.1%	74.6%	80.5%	74.9%	--	--
	2020	72.9%	73.2%	82.3%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	96.8%	79.9%	46.6%	34.9%	95.6%	86.0%
	2020	100.0%	84.5%	47.2%	37.7%	89.5%	85.2%

* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four 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 six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

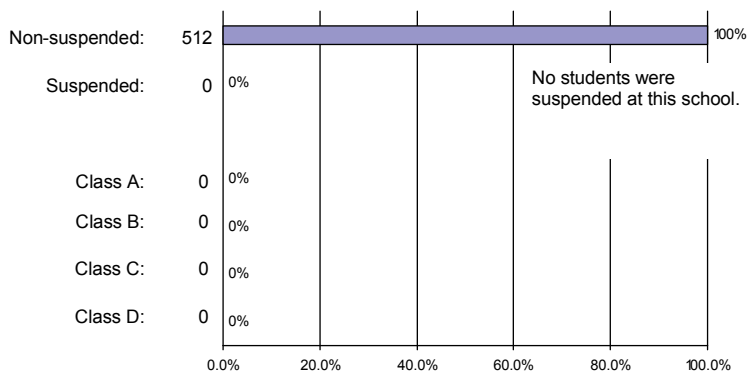
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2017-18	2018-19	2019-20	State Standard
Average Daily Attendance: % (higher is better)			
97.0%	96.9%	96.4%	95.0%
Average Daily Absences: in days (lower is better)			
5.3	5.4	4.8	9

Suspensions, School Year 2019-2020



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 who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

	Retention		
	2018	2019	2020
Total number of students	458	412	406
Percent retained in grade	0%	0%	0%

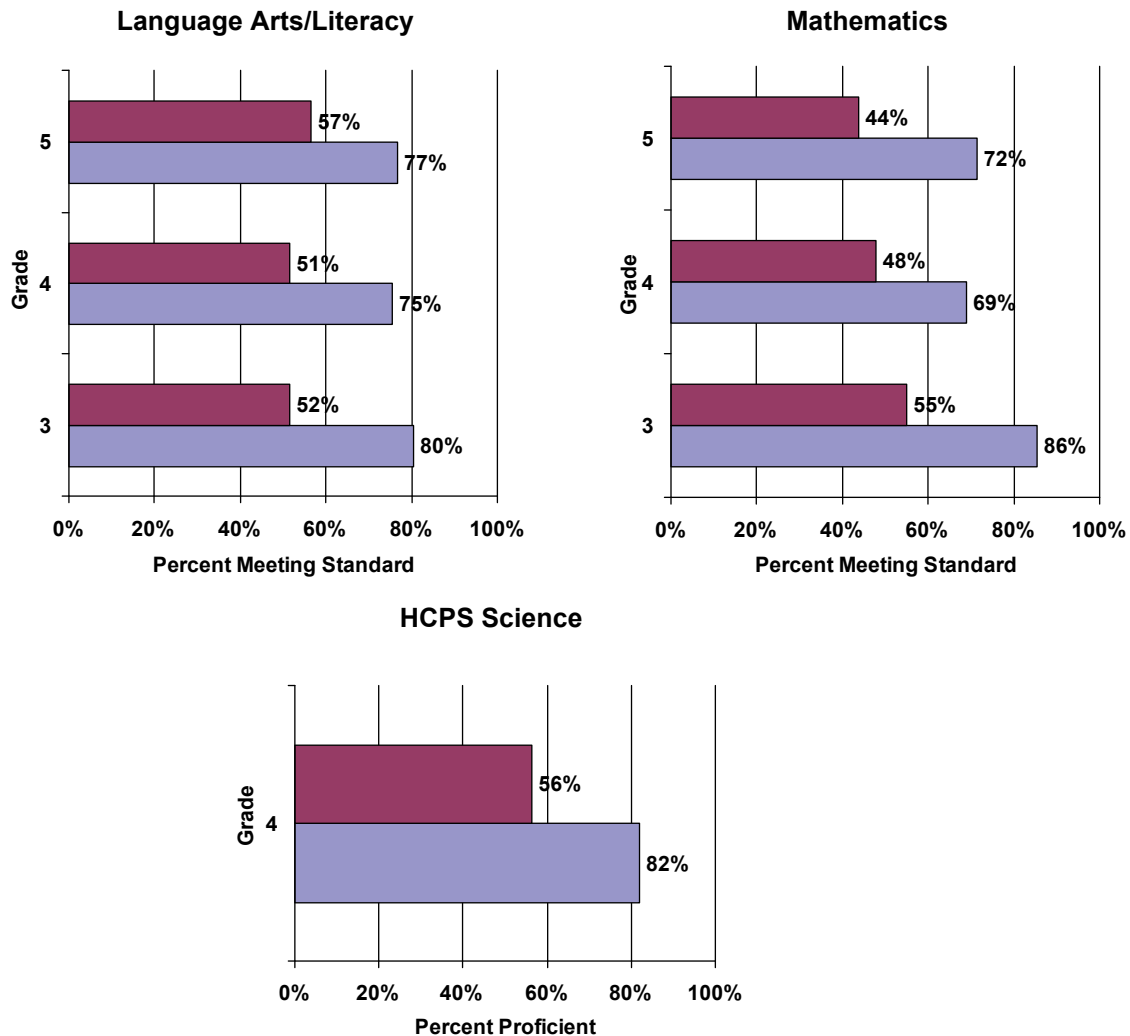
Note. -- means missing data.

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

Vital Signs

Hawaii Statewide Assessment Program

NOTE: The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



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

Other School Information

Manoa Elementary School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2025.

Published on June 7, 2021.

Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:
Hawaii State Department of Education.