



Moanalua

Elementary School

Grades K-6

School Status and Improvement Report



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School Address:

Moanalua Elementary School
 1337 Mahiole Street
 Honolulu, HI 96819

Focus On Standards

This *School Status and Improvement Report* has been prepared as part of the Department's educational accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

The report includes a description of the school and information on the **context, process, and outcomes** at the school for the 2000-2001 school year, including a summary of the school's Standards Implementation Design (SID) **process**.

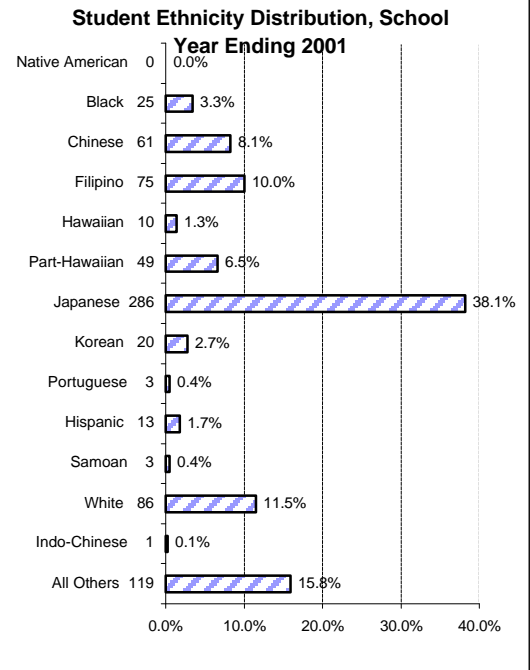
School Description

Moanalua can trace its origins to 1884 when it was a one-room building located nearby along the old Kamehameha Highway. It served as a recreational center for soldiers when World War II broke out in 1941. The present facility opened in 1961 adjacent to Moanalua Gardens between Fort Shafter and Tripler Army Medical Center. The attendance area includes Moanalua Gardens, Moanalua Valley, Tripler military housing, and certain portions of the Salt Lake subdivision. In February 1997, approval was received from the Department of Education to implement School/Community-Based Management (SCBM). The SCBM Council this year developed a year-round calendar for SY 2001-2002. The school also is strongly supported by a very active Parent Teachers Association (PTA) which, among other activities, traditionally sponsors a community-wide Fun Fair. Some of the school's special student projects include peer mediation, student council, sports managers, library club, chorus, and strings orchestra.

Context: School Setting

Student Profile

School year ending	1999	2000	2001
Fall enrollment	743	735	747
Number and percent of students enrolled for the entire school year	705	569	704
	94.9%	77.4%	94.2%
Number and percent of students receiving free or reduced-cost lunch	128	59	129
	17.2%	8.0%	17.3%
Number and percent of students in Special Education programs	20	45	44
	2.7%	6.1%	5.9%
Number and percent of students with limited English proficiency	37	17	19
	5.0%	2.3%	2.5%

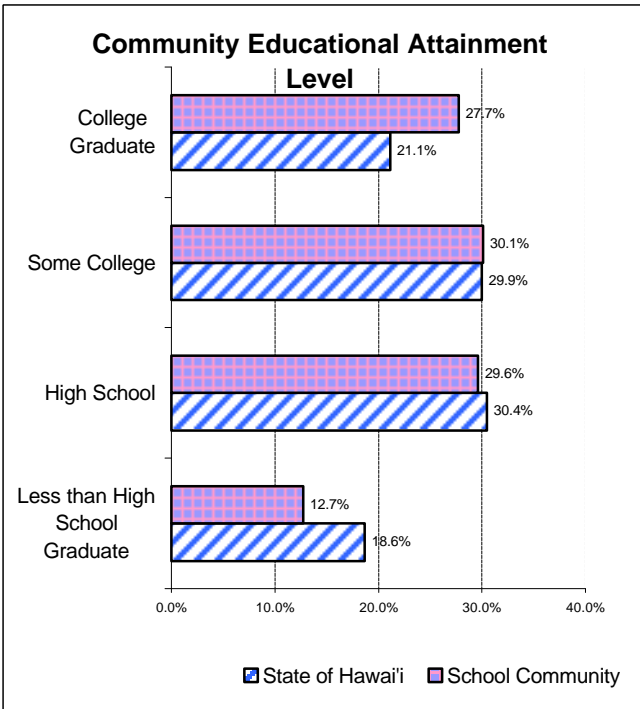


Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	2.9	3.6
Percent of households with school age children (4-19)	29.0%	31.8%
Median household income	\$58,333	\$38,829
Per capita income	\$21,261	\$15,770
Percent of households with Public Assistance income	2.5%	6.8%
Percent of children (3-19 years) below poverty level	0.9%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



Process: Standards Implementation Design

The following is a summary of the school's standards implementation design for the 2000-01 school year.

Curriculum. The school will continue to focus on Language Arts Standards examining strategies for students to meet Standards, examining student works using rubrics, and consequently determining whether students have met the Standards. Team 1 (Standards Based Learning) and Team 3 (Professionalism and Capacity of the system) will be the SID Focus Group that will be responsible to monitor this area of priority.

Language Arts. The faculty will work to clarify and develop grade level benchmarks in Reading, Writing, and mathematics. The faculty will be kept abreast of current trends in the implementing of Standards through participation in the Central Oahu District Language Arts Consortiums. Staff development activities will be facilitated by consultants to promote articulation between grade levels.

Mathematics. Teachers will continue to participate in the District's Mathematics consortiums and will share their knowledge with the faculty. Teachers will continue to assess student progress to Standards and consequently improve instruction.

Other content areas. The faculty will continue to examine and discuss the Standards of other content areas. There will also be faculty discussion and clarification through grade level meetings, participation in Standards Consortiums, SID Leadership Team Planning, staff development days for grade level clusters and/or Focus Group Teams, and teachers participating in state level Standards teams.

Student Support

SID Team 2: Quality Student Support will examine and improve the Array of Service to meet student needs.

The faculty and staff will continue to use strategies to support behavioral needs through the Effective Student Support program, faculty inservicing, district/state training sessions, SID Team 2 monitoring of CSSS Array of Services, SPED training, School-Based Behavioral Health services, participation in the Primary School Adjustment Project, Core Committees, Student Support Teams, Eligibility Conferences, and IEP/504 planning meetings.

The school will be working with the Central Oahu Moanalua Quality Assurance Team to ensure consistent student support services in all Moanalua area schools.

Parent Involvement

MES will continue to encourage parent participation through the Parent Teacher Association, Open House, Parent-Teacher Conferences, Reflections, Reading As Partners, PCNC literacy programs, and support programs for parents of children with special needs.

Other opportunities for parent involvement will be the subject of discussion and action through SID Team 4: Responsiveness of System. Specific activities will be implemented for SY 2002-2003.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	39.0
Regular Instruction, FTE	31.0
Special Education, FTE	4.0
Supplemental Instruction, FTE	4.0
Teacher headcount	39
Teachers with 5 or more years at this school	31
Teachers' average years of experience	20.1
Teachers with advanced degrees	9

Students per Teaching Staff Member

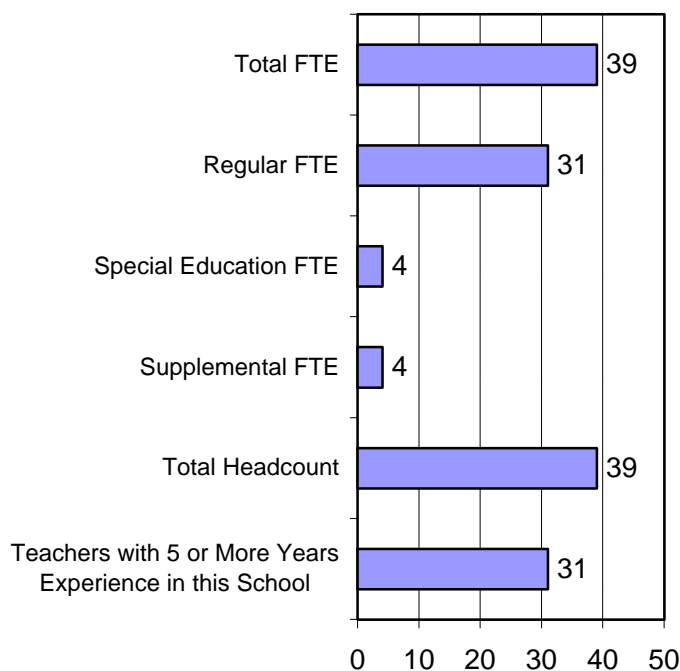
Regular Instruction	20.1
Special Education	11.0

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

Teacher Counts



Facilities

School year ending 2001

Classrooms available	36
Number of classrooms short (-) or over (+)	-31

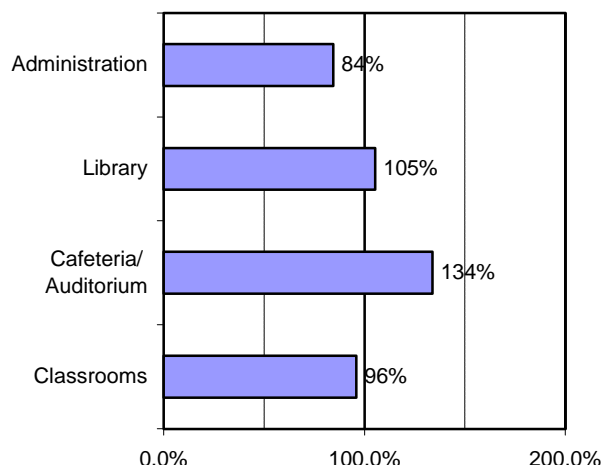
School facilities inspection results

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

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

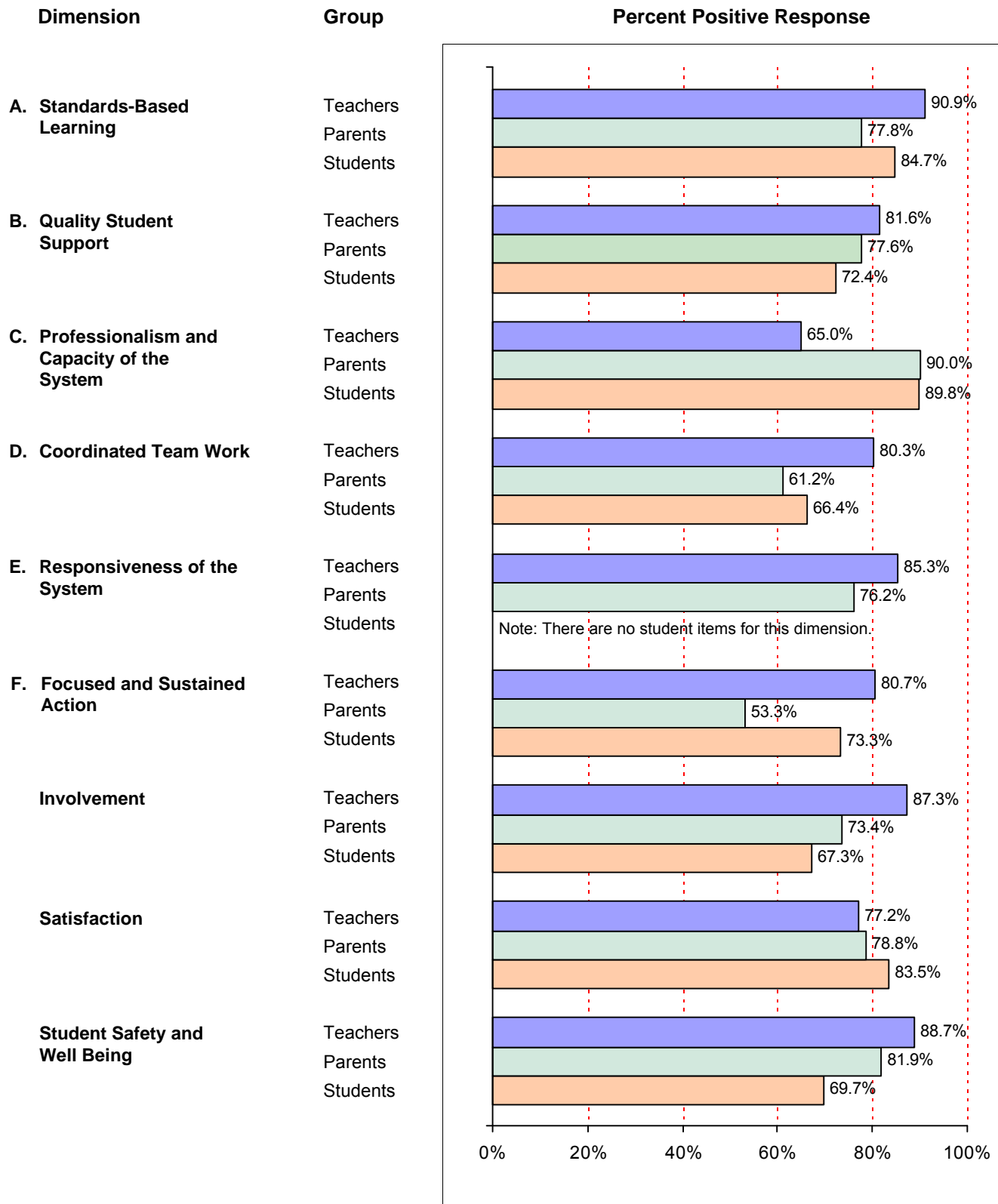
Adequacy of School's Space Compared with State Standards



School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

Outcomes: Vital Signs

School Quality Survey

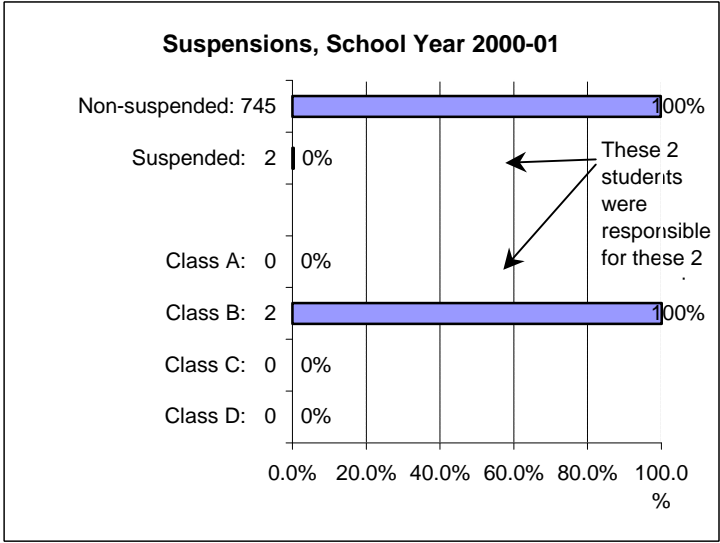


Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	95.0%
Average Daily Attendance: % (higher is better)			
96.6%	96.9%	96.6%	95.0%
Average Daily Absences: in days (lower is better)			
6.2	5.7	5.6	9



Class A: Burglary, robbery, sale of dangerous drugs
 Examples of class of suspension: Class B: Disorderly conduct, trespassing
 Class C: Class cutting, insubordination, smoking
 Class D: Contraband (e.g. possession of tobacco)

Statewide Testing

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at <http://arch.k12.hi.us>.