



# Mokapu

Elementary School

Grades K-6

## School Status and Improvement Report



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### 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

**M**okapu Elementary School is located on the Kane'one Marine Corps Base Hawai'i (MCBH). Mokapu serves Marine and Navy families who live on MCBH and serve in Hawai'i typically for a three year tour of duty. MCBH is a deployment base; fathers and mothers in the Marines or Navy may be deployed six months or more away from Hawai'i and their families, and one month on the island of Hawai'i for training.

Mokapu Elementary School has been the largest elementary school in Windward O'ahu, with a student enrollment ranging from 800 to over 950 in classes from preschool to grade six. The vision of the Mokapu School is to develop a community of life-long learners and responsible citizens.

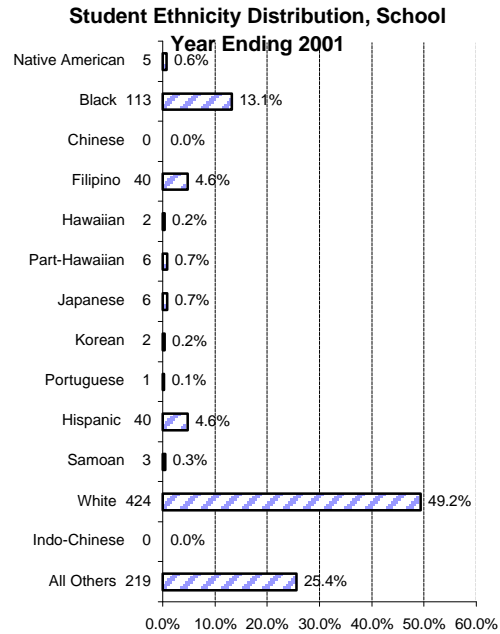
#### School Address:

Mokapu Elementary School  
1193 Mokapu Blvd. KMCB Bldg.  
Kailua, HI 96734

## Context: School Setting

### Student Profile

School year ending	1999	2000	2001
Fall enrollment	885	970	920
Number and percent of students enrolled for the entire school year	761	698	717
	86.0%	72.0%	77.9%
Number and percent of students receiving free or reduced-cost lunch	428	265	357
	48.4%	27.3%	38.8%
Number and percent of students in Special Education programs	54	67	60
	6.1%	6.9%	6.5%
Number and percent of students with limited English proficiency	36	17	22
	4.1%	1.8%	2.4%

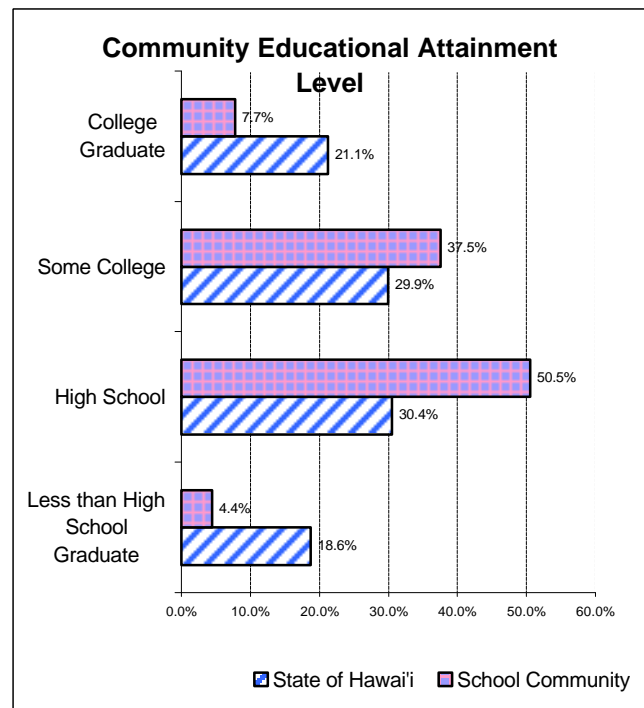


### Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	3.3	3.6
Percent of households with school age children (4-19)	56.3%	31.8%
Median household income	\$26,927	\$38,829
Per capita income	\$8,814	\$15,770
Percent of households with Public Assistance income	1.3%	6.8%
Percent of children (3-19 years) below poverty level	6.1%	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.*

Mokapu Elementary School's vision is to develop a community of life-long learners and responsible citizens. Our mission is: First, to provide a safe and collaborative environment, where students develop positive self-concepts, empathy, respect and problem-solving/risk taking skills. Second, to inspire students to produce quality performances and products incorporating technology and the arts, which empowers them to contribute positively within our changing global society.

Our vision and mission are based on our belief system which states: First, that all people can learn. Second, a positive school environment enhances self-esteem, risk-taking and achievement. Third, successful learning is the result of collaboration among all members of the community. Fourth, clear goals and high expectations for student achievement guide curriculum development and instructional strategies. Finally, technology plays an important role in each child's future.

The four general learner outcomes that we expect our students to know...do...and care about are: First, ability to be responsible for one's own learning. Second, ability to work together with others. Third, ability to do complex thinking and problem solving. Finally, ability to recognize and produce quality performances and products.

A summary of the school's self-study process included surveys from faculty, staff, students and parents; effectiveness of the school in supporting student learning, effectiveness of instruction in supporting student learning, major areas of strengths and major areas needing improvement. Mokapu's three major areas of strength are: First, monthly recognition of students at assemblies. Second, high SAT 9 scores in reading and math. Finally, the high volume of volunteers in the classrooms and school.

After much discussion about the data in the school profile and areas needing the greatest improvement to support student learning and effectiveness of instruction, three major focus areas were evident and collaboratively agreed upon. The first obvious area is student behavior to address the high number of suspensions and discipline referrals. The second area is positive school climate which affects ways students, parents and faculty/staff are supported. Finally, the third area is upgrading school-wide technology and integrating technology into the curriculum.

After doing a self-assessment and collecting evidence to identify areas of strengths and areas that need improvement, Mokapu is developing action plans regarding: student behavior, positive school climate and technology. Effective Behavior Support (EBS) system and resources is being utilized. Systemic changes are being drafted to provide better utilization of resources and integration of Behavior Management, Guidance and Character Education into Career & Life Skills content Standards. Mokapu is designing character education that is more focused and intentional that will include parents and the community so that these values will be reinforced. Plans for a behavioral learning center with staff development to utilize best practices in reinforcing and increasing appropriate behavior will increase positive school climate. Action research hypothesis: if students spend more time in the classroom learning, student achievement will increase.

## Process: School Resources

### Certified Staff

School year ending 2001

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>	<b>51.0</b>
Regular Instruction, FTE	37.0
Special Education, FTE	10.0
Supplemental Instruction, FTE	4.0
Teacher headcount	51
Teachers with 5 or more years at this school	35
Teachers' average years of experience	9.1
Teachers with advanced degrees	11

#### Students per Teaching Staff Member

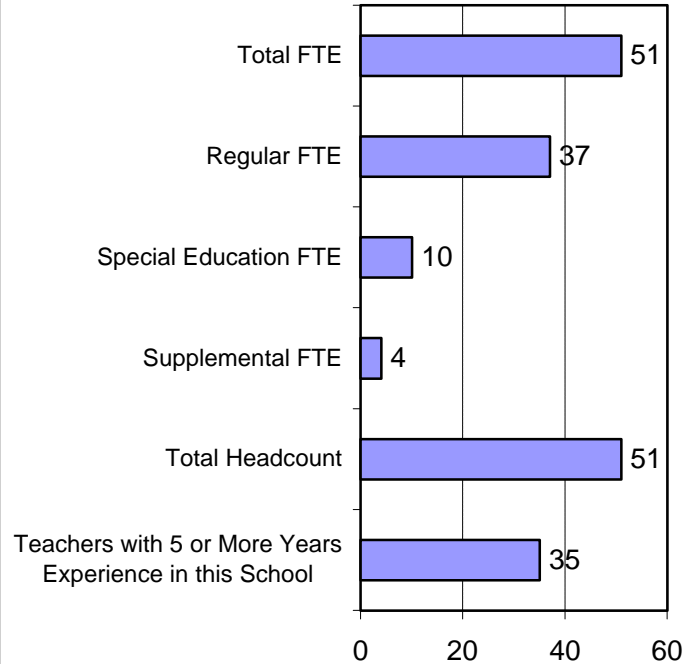
Regular Instruction	21.0
Special Education	6.0

#### Administrative and Student Services Staff

Administration*, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	2.5
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

### Teacher Counts



### Facilities

School year ending 2001

Classrooms available	48
Number of classrooms short (-) or over (+)	-1

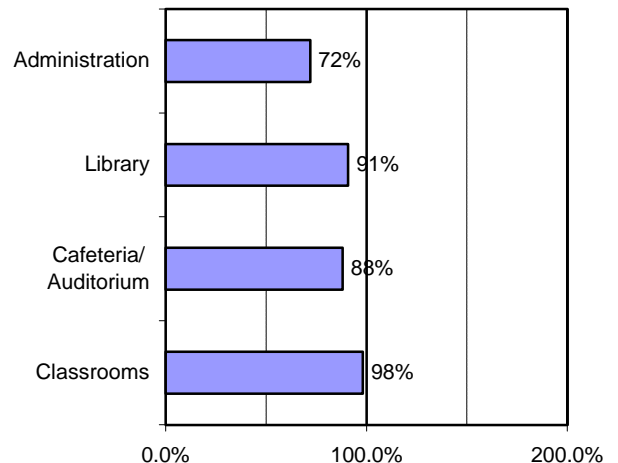
#### School facilities inspection results

	Score		
	1	2	3
Grounds	[ ]	[ ]	3
Building exterior	[ ]	2	[ ]
Building interior	[ ]	[ ]	3
Equipment/Furnishings	[ ]	[ ]	3
Health/Safety	[ ]	[ ]	3
Sanitation	[ ]	[ ]	3
<b>Total</b>	<b>17</b>		

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

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

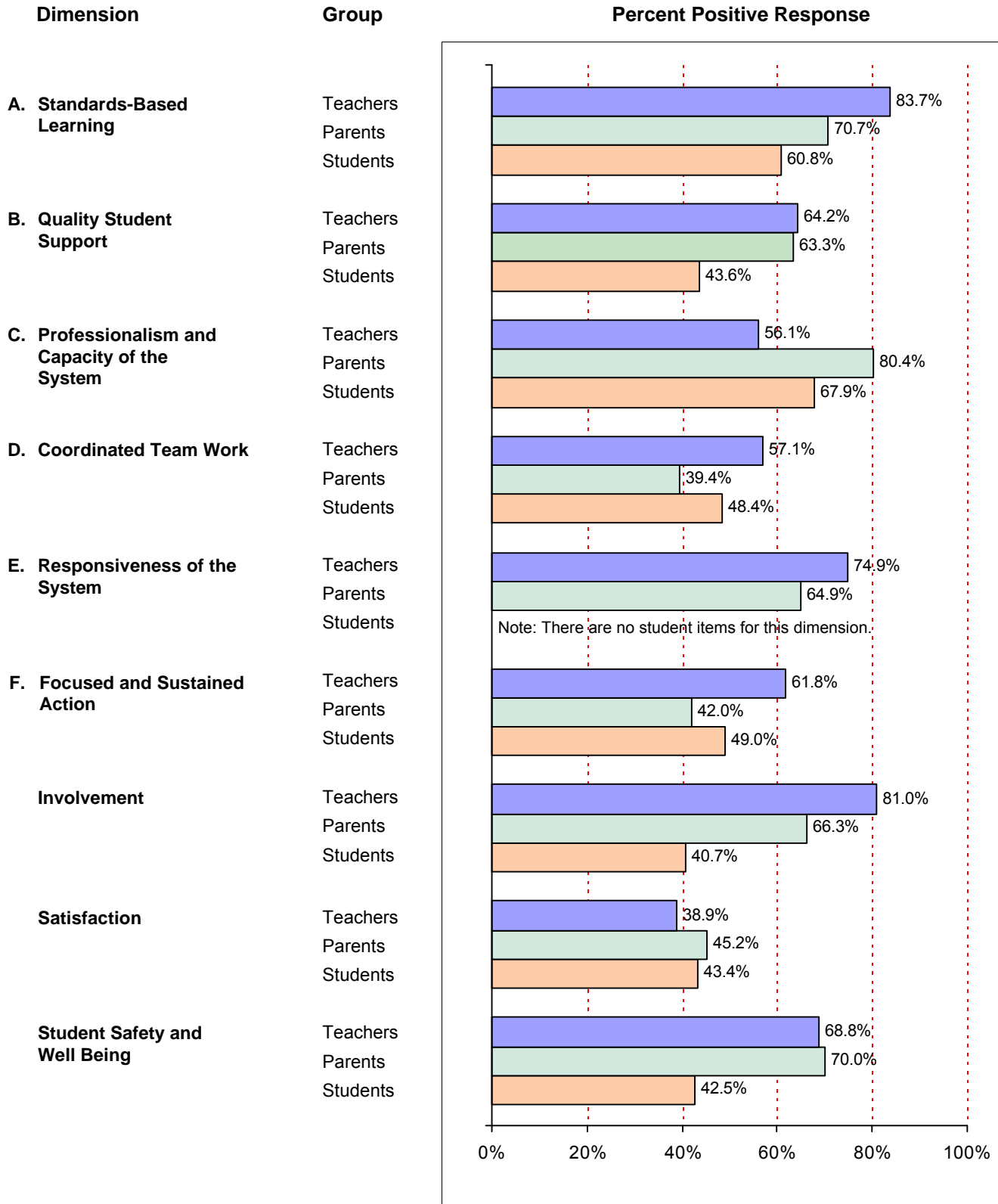
### Adequacy of School's Space Compared with State Standards



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



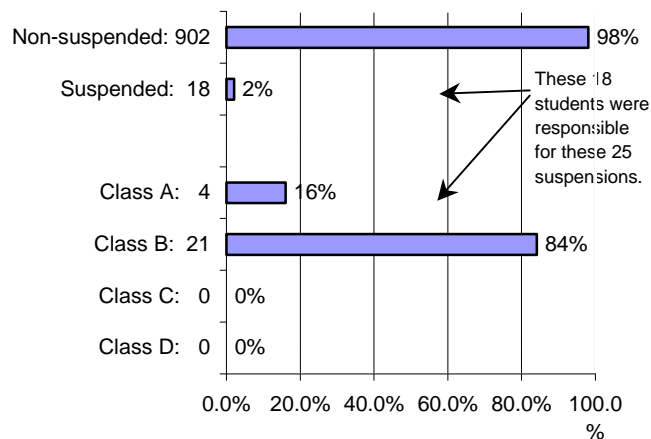
## Outcomes: Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
<b>Average Daily Attendance: %</b> (higher is better)			<b>95.0%</b>
96.5%	95.8%	96.1%	
<b>Average Daily Absences: in days</b> (lower is better)			<b>9</b>
6.4	7.7	6.5	

#### Suspensions, School Year 2000-01



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>.