



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

Mokapu Elementary School is located on the Kaneohe Marine Corps Base Hawaii (MCBH). Mokapu serves Marine and Navy families who live on MCBH and serve in Hawaii 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 Hawaii and their families, and one month on the island of Hawaii for training.

Mokapu Elementary School has been the largest elementary school in Windward Oahu, 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 learners. The mission is to motivate, educate, and develop responsible citizens.

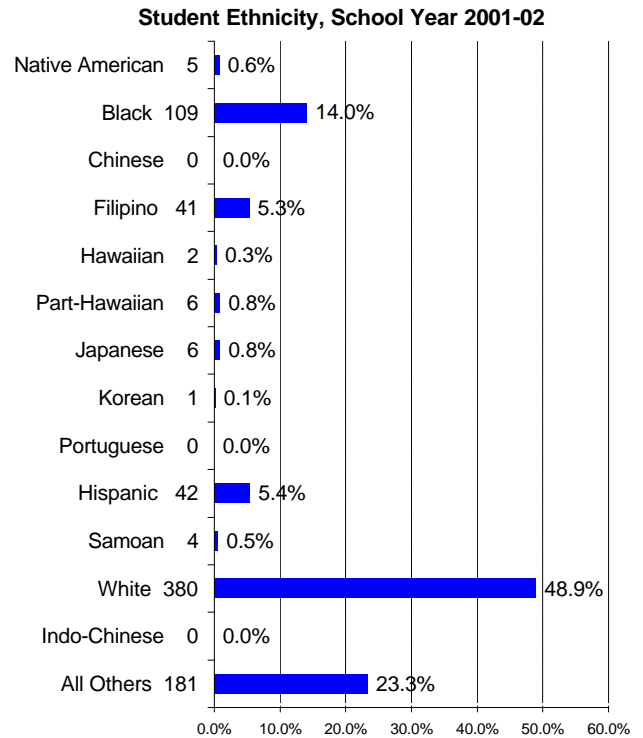
School Address:

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

Context: School Setting

Student Profile

<i>School year ending</i>	2000	2001	2002
Fall enrollment	970	920	798
Number and percent of students enrolled for the entire school year	698 72.0%	717 77.9%	663 83.1%
Number and percent of students receiving free or reduced-cost lunch	265 27.3%	357 38.8%	313 39.2%
Number and percent of students in Special Education programs	67 6.9%	60 6.5%	74 9.3%
Number and percent of students with limited English proficiency	17 1.8%	22 2.4%	24 3.0%

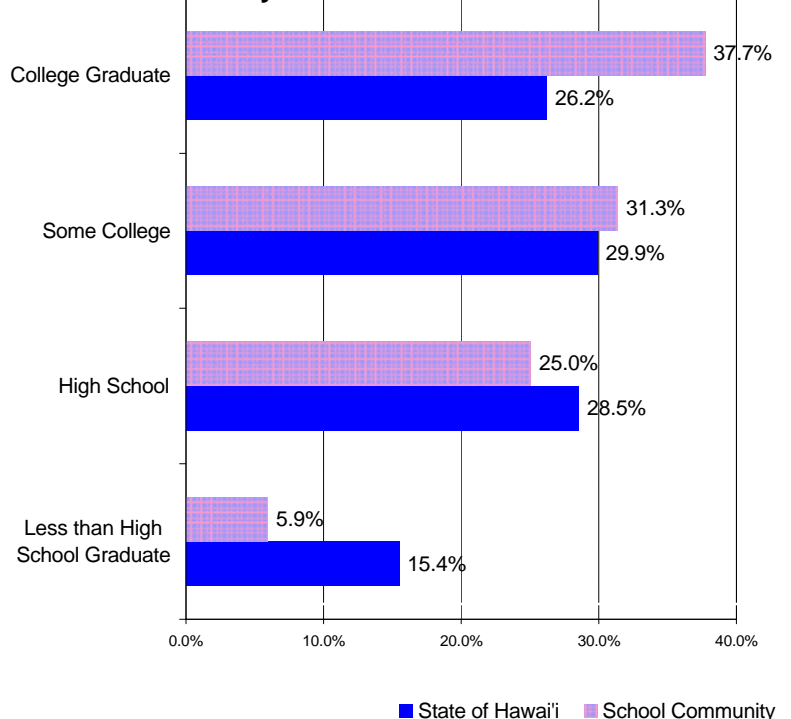


Community Profile

Based on the 2000 U.S. Census

Kalaheo Complex	<u>School Community</u>	<u>State of Hawai'i</u>
Total population	37,450	1,211,537
Percentage of population aged 5-19	20.9%	20.6%
Median age of population	33.8	36.2
Number of families	8,769	287,068
Percent of families with children under 18	50.4%	45.0%
Percentage of families with children headed by a single mother	13.2%	18.3%
Average family size	3.3	3.4
Median household income	\$61,261	\$49,820
Percent of households with Public Assistance income	4.4%	7.6%
Percent of families with children living in poverty	6.7%	11.2%

Community Educational Attainment 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 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.

As a result of the Standards Implementation Design process and action planning to affect school improvement, here are some highlights: A new School wide Guidance and Discipline Program with a Behavioral Learning Center created by Mokapu's faculty resulted in 50% decrease in referrals and suspensions; Gold Award for the International Cyber Fair Contest two years in a row; 1st place for State Invention Convention (Grade 4) and University of Hawaii's recognition of Mokapu as one of two schools statewide as a DASH (Developmental Approaches in Science, Health, Math and Technology) School.

Process: School Resources

Certified Staff

School year ending 2002

Teaching Staff

Total Full-Time Equivalent (FTE)	48.0
Regular Instruction, FTE	35.0
Special Education, FTE	9.0
Supplemental Instruction, FTE	4.0
Teacher headcount	49
Teachers with 5 or more years at this school	28
Teachers' average years of experience	10.3
Teachers with advanced degrees	11

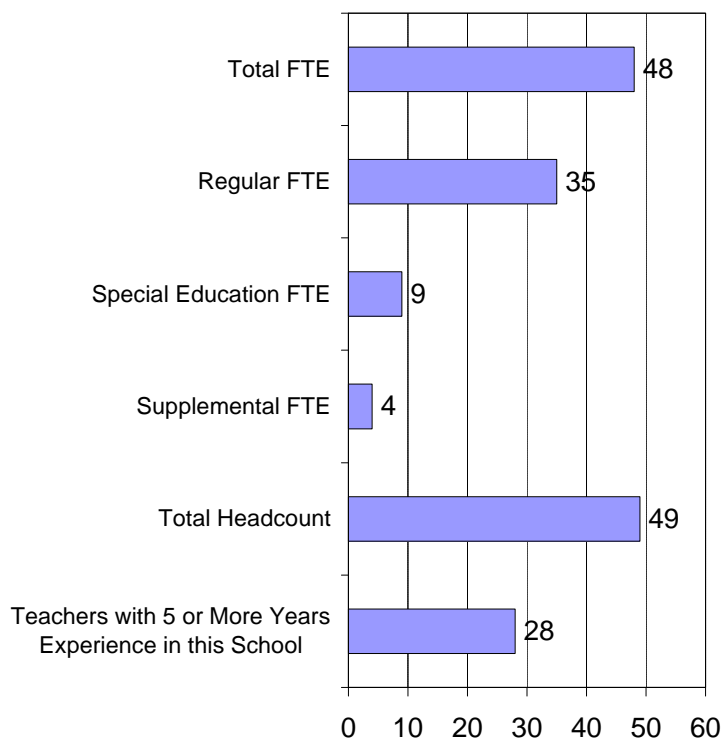
Students per Teaching Staff Member

Regular Instruction	18.6
Special Education	8.2

Administrative and Student Services Staff

Administration*, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	2

Teacher Counts



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

Facilities

School year ending 2002

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

School facilities inspection results

	Score		
	1	2	3
Grounds	<input type="text"/>	2	<input type="text"/>
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"/>	2	<input type="text"/>
Sanitation	<input type="text"/>	2	<input type="text"/>
Total	12		

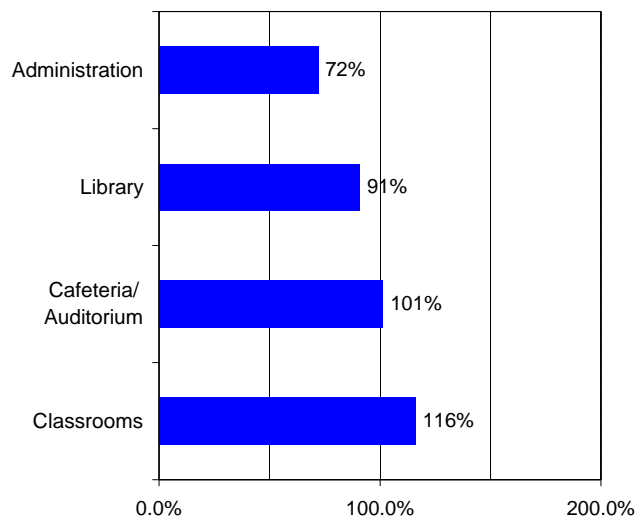
For each category:

1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:

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

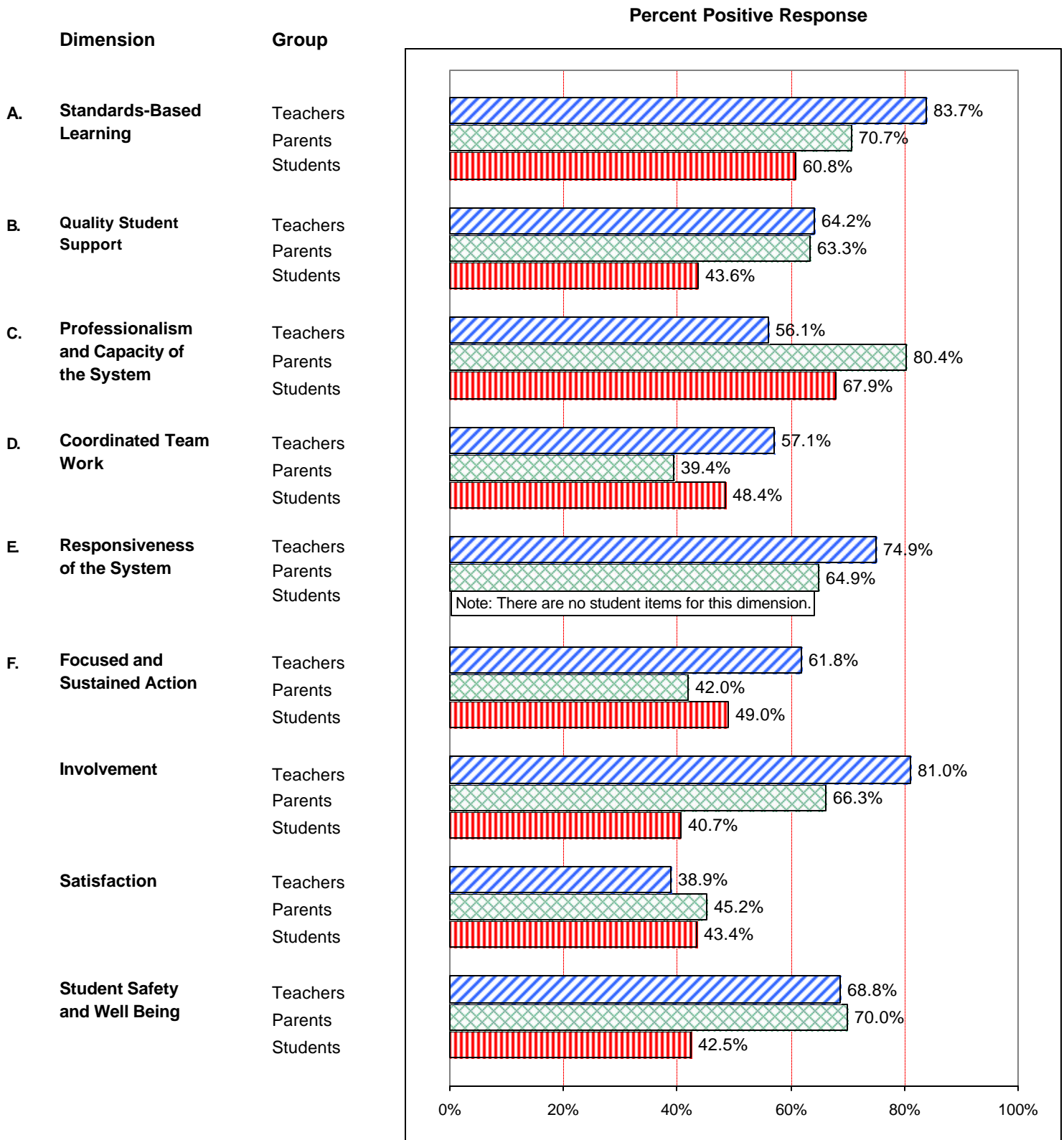
Adequacy of School's Space Compared with State Standards



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

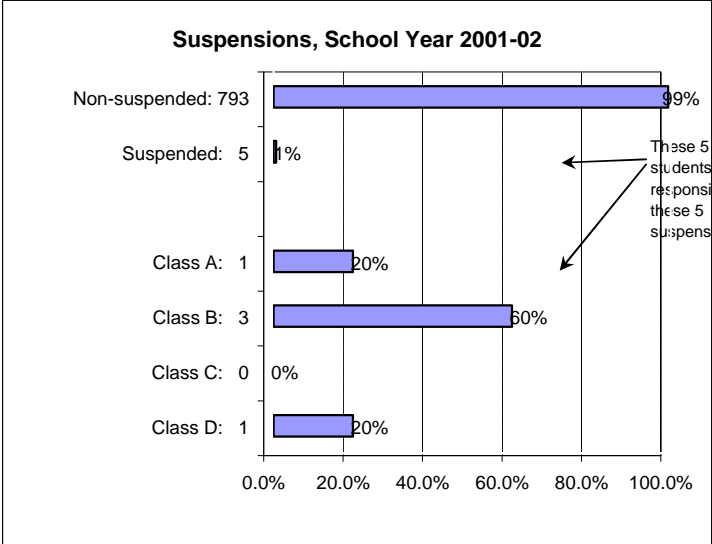
School Quality Survey



Outcomes: Vital Signs

Student Conduct

Attendance and Absences			
<i>School Year</i>			State Standard
1999-2000	2000-01	2001-02	
Average Daily Attendance: % (higher is better)			
95.8%	96.1%	95.7%	95.0%
Average Daily Absences: in days (lower is better)			
7.7	6.5	7.7	9



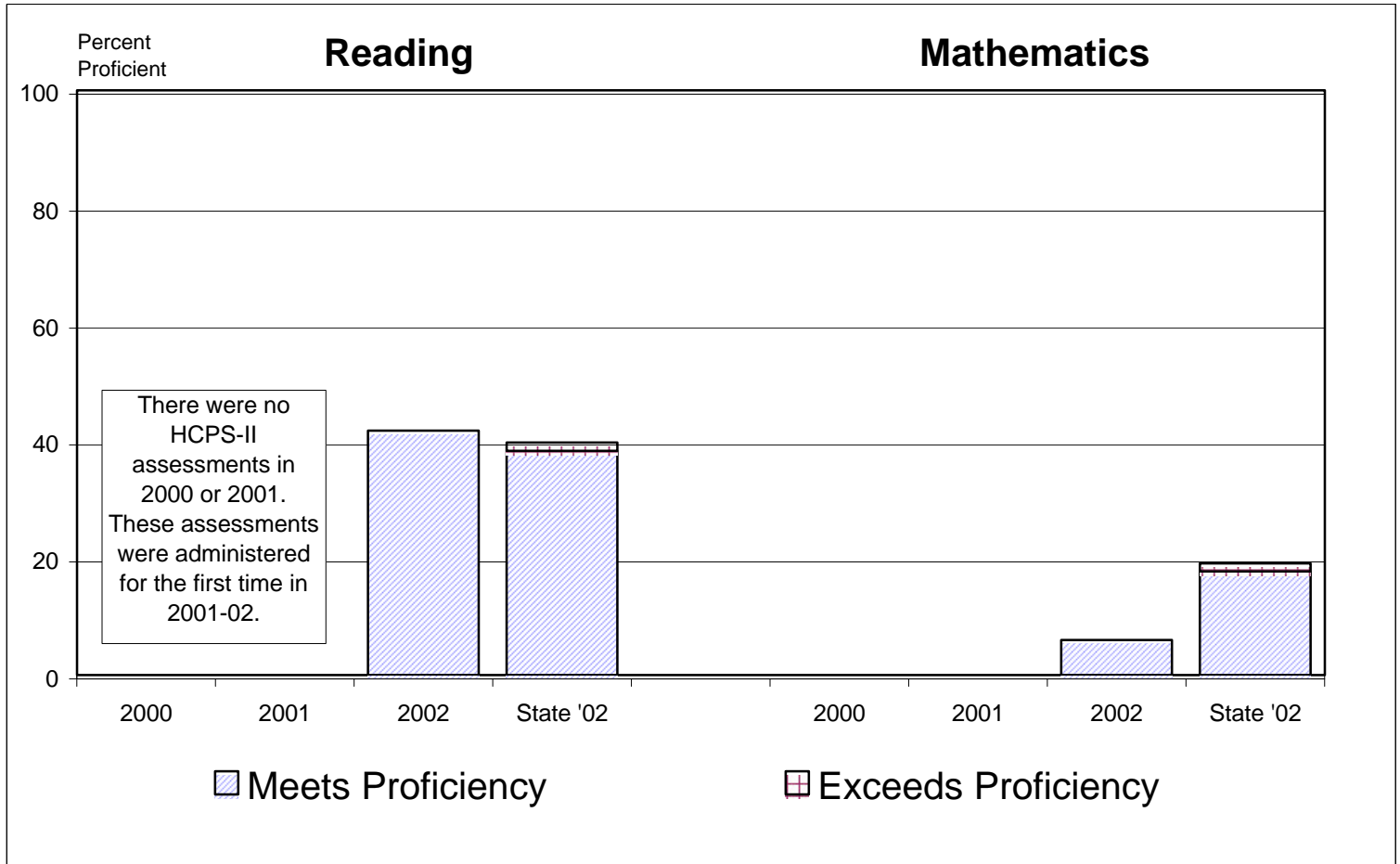
Examples of class of suspension:

- 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)

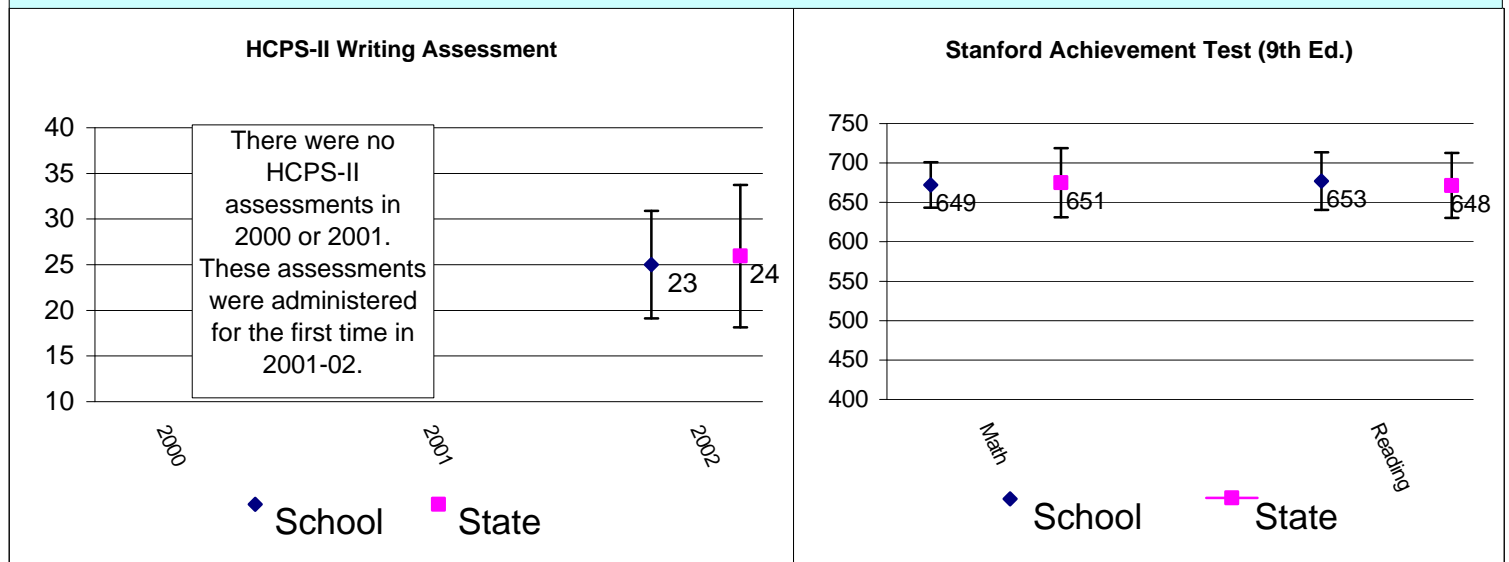
HCPS-II

HCPS-II Performance

Grade Tested: 5



The figures below show the average score in the center, with a bar around it representing about two-thirds of the scores. A school's score that differs from the state score will have little or no overlap between the two ranges. The writing scores are on a 50 point scale for all grades. Stanford scores are "scaled" scores, which vary from about 400 to 800 depending on the grade tested.



Other School Information