



Mokapu Elementary School

Elementary School

Grades K-6

School Status and Improvement Report School Year 2002-03



Contents

Focus on Standards	p. 1
School Description	p. 1
School Setting	p. 2
<ul style="list-style-type: none"> • Student Profile • Community Profile 	
Standards Implementation	p. 3
<ul style="list-style-type: none"> • Summary of Progress 	
School Resources	p. 4
<ul style="list-style-type: none"> • Certified Staff • Facilities 	
Vital Signs	pp. 5-7
<ul style="list-style-type: none"> • School Quality Survey • Student Conduct • School Retention or Completion • Statewide Testing 	
Other School Information	p. 8

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 as well as providing information about the school's administrators, teachers, students and facilities. It also includes a summary of the school's improvement plan, the Standards Implementation Design (SID), that focuses on implementing the Hawaii Content and Performance Standards.

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.

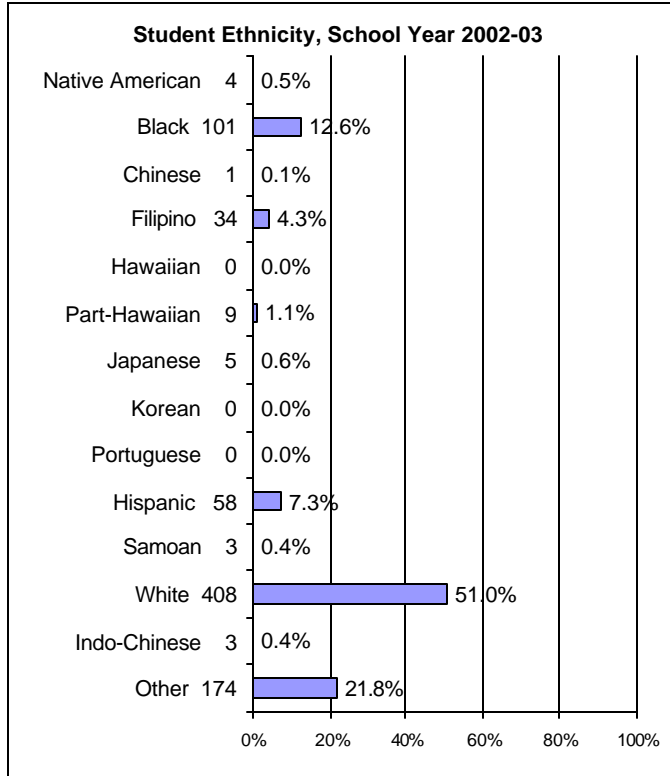
School Address:

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

School Setting

Student Profile

School year ending	2000-01	2001-02	2002-03
Fall enrollment	920	798	833
Number and percent of students enrolled for the entire school year	717	663	683
	77.9%	83.1%	82.0%
Number and percent of students receiving free or reduced-cost lunch	357	313	578
	38.8%	39.2%	69.4%
Number and percent of students in Special Education programs	60	74	84
	6.5%	9.3%	10.1%
Number and percent of students with limited English proficiency	22	24	39
	2.4%	3.0%	4.7%

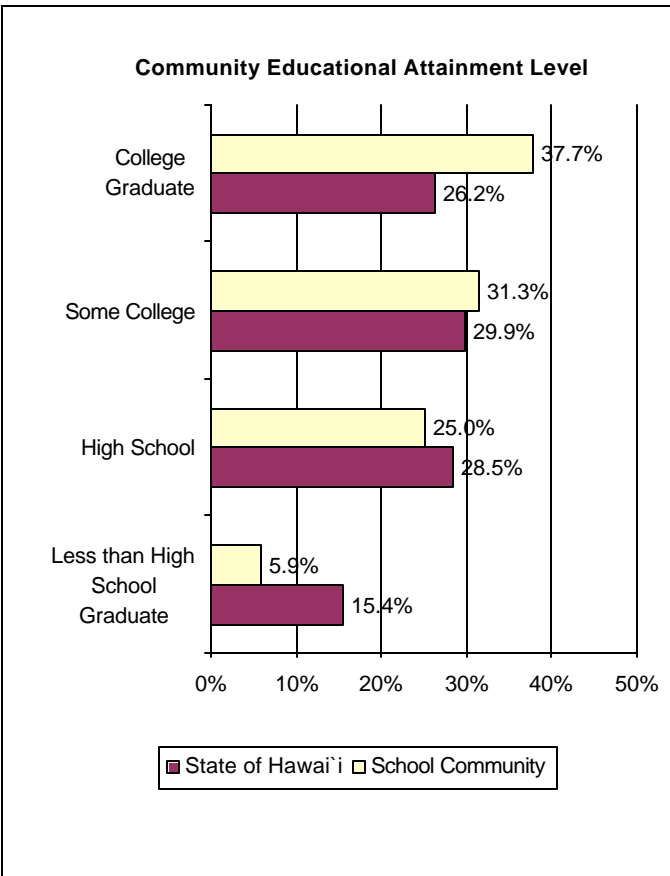


n = 800

Community Profile

Based on the 2000 U.S. Census

Kalaheo Complex	School Communit	State of Hawai'i
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
Percentage 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	3.42
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%



Standards Implementation

Summary of Progress

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 six 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. Fourth, ability to recognize and produce quality performances and products. Fifth, be an effective communicator. Finally, be an effective and ethical user of technology.

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: Continuation of 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 three years in a row; 1st place for State Invention Convention (Grade 2& 5) 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. This year we have selected a new K-6 math series, and we will have a new mobil i-Book lab with 30 stations.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		49.0
Regular Instruction, FTE	65.3%	32.0
Special Instruction, FTE	18.4%	9.0
Supplemental Instruction, FTE	16.3%	8.0
Teacher headcount		50
Teachers with 5 or more years at this school		22
Teachers' average years of experience		10.2
Teachers with advanced degrees		12

Professional Teacher Credentials

Fully licensed	90.0%	45
Provisional credential	10.0%	5
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	19.3
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 *	3.0
Librarians, FTE	1.0
Counselors, FTE	2.0
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

Facilities

School Year Ending 2003

Classrooms available	50
Number of classrooms short (-) or over (+)	3

School facilities inspection results

	Score		
	1	2	3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		13	

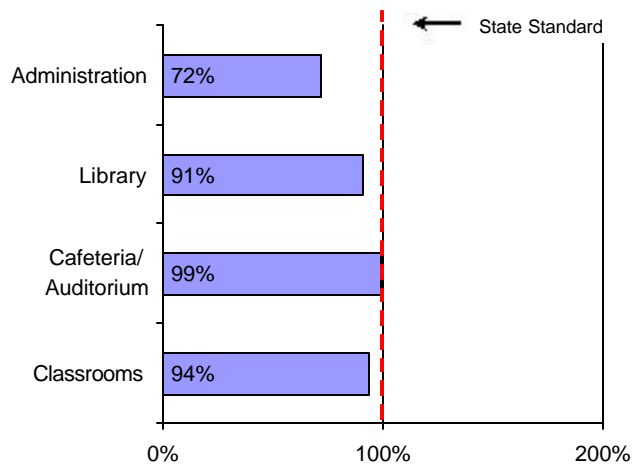
For each category:

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

For Total:

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

Adequacy of School's Space



School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

Vital Signs

School Quality Survey

The School Quality Survey is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

Percent of Positive Responses

School Quality Survey Dimensions		Teachers		Parents		Students	
		School	State ¹	School	State ¹	School	State ¹
Standards-Based Learning	2001	84%	n/a	71%	n/a	61%	n/a
	2003	83%	87%	50%	77%	62%	75%
Quality Student Support	2001	64%	n/a	63%	n/a	44%	n/a
	2003	57%	79%	50%	73%	45%	66%
Professionalism & System Capacity	2001	56%	n/a	80%	n/a	68%	n/a
	2003	53%	67%	63%	83%	70%	84%
Coordinated Team Work	2001	57%	n/a	39%	n/a	48%	n/a
	2003	47%	77%	27%	57%	49%	65%
Responsiveness of the System	2001	75%	n/a	65%	n/a	There are no student items for this dimension	
	2003	68%	82%	59%	74%		
Focused & Sustained Action	2001	62%	n/a	42%	n/a	49%	n/a
	2003	67%	77%	27%	57%	61%	64%
Involvement	2001	81%	n/a	66%	n/a	41%	n/a
	2003	79%	84%	60%	69%	34%	58%
Satisfaction	2001	39%	n/a	45%	n/a	43%	n/a
	2003	32%	63%	28%	70%	54%	72%
Student Safety & Well Being	2001	69%	n/a	70%	n/a	43%	n/a
	2003	63%	85%	53%	75%	44%	65%
Survey Return Rate	2001	73%	n/a	27%	n/a	87%	n/a
	2003	78%	74%	25%	23%	92%	85%

¹

State figures are summaries of comparable school level results.

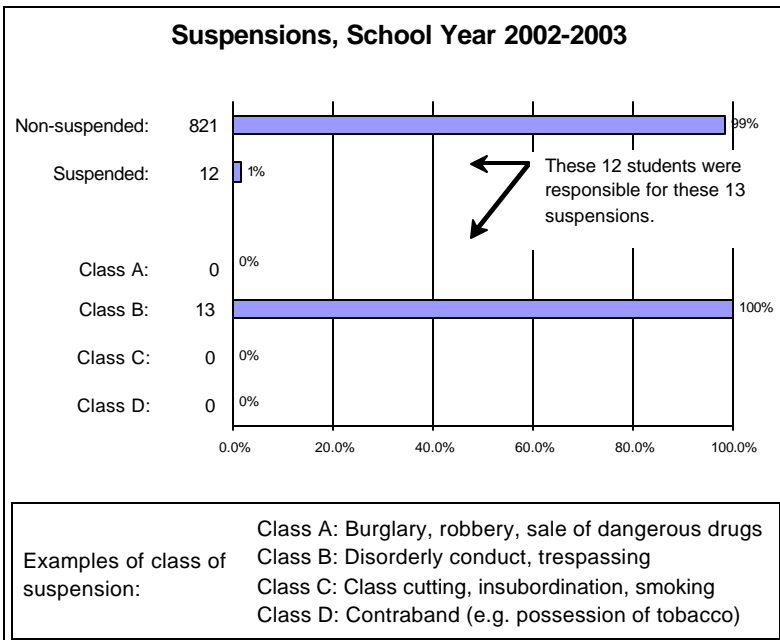
State figures for the 2001 SQS are not available.

School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2000-01	2001-02	2002-03	
Average Daily Attendance: % (higher is better)			
96.1%	95.7%	95.9%	95.0%
Average Daily Absences: in days (lower is better)			
6.5	7.7	7.0	9



School Retention

The retention figures for elementary schools include students in all grades except kindergarten who were retained (kept back a grade) and for middle and intermediate schools the retention figures are only for eighth grade students who were not promoted to ninth grade.

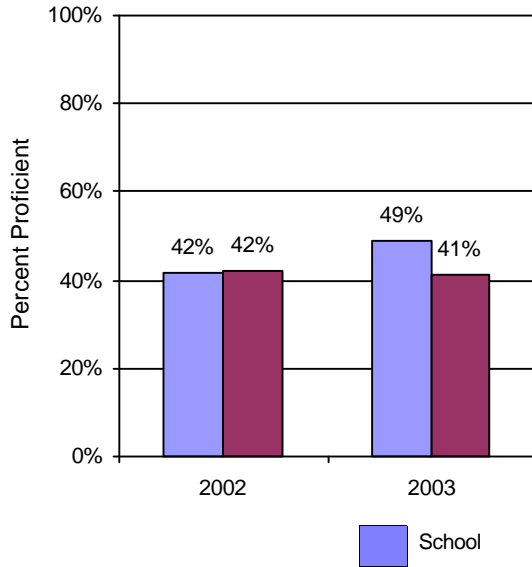
	Retention	
	2002	2003
Total number of students	434	676
Percent retained in grade	3%	1%

Vital Signs

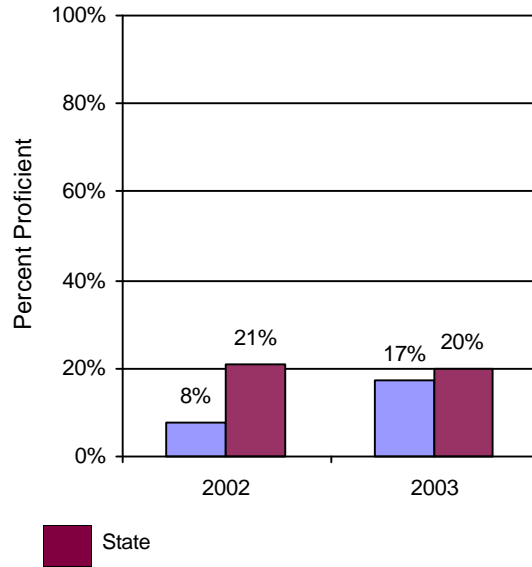
Statewide Testing

Highest Grade Tested: 5

HCPS II Reading



HCPS II Mathematics



Figures are based on total number of students in the highest grade tested at this school. State figures are summaries of comparable school level results.

HCPS II Writing Test

Writing Dimension	2001-02		2002-03	
	School	State	School	State
Meaning	2.6	2.6	2.4	2.6
Voice	2.4	2.6	2.4	2.6
Clarity	2.5	2.5	2.3	2.5
Design	2.5	2.5	2.2	2.5
Conventions	2.8	2.7	2.3	2.6
Overall	2.6	2.6	2.3	2.6

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for the highest grade level tested. State figures are summaries of comparable school level results.

Stanford Tests, 9th Edition

	Below Average	Average and Above
National Norm Group	23%	77%
State		
Reading	24%	76%
Mathematics	20%	80%
This School Highest Grade Tested: 5		
Reading	8%	92%
Mathematics	11%	89%

The Stanford Achievement Test is a national norm-referenced test with a range of 9 stanine levels. Scores in stanines 1 to 3 represent the Below Average category, and scores in stanines 4 to 9 represent Average and Above Average categories.

Other School Information