



Mokapu Elementary School

School Code: 322

Grades K-6

School Status and Improvement Report School Year 2006-07



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School Address:

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

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

Mokapu Elementary is a K-6 school of approximately 800 students centrally located on the Mokapu Peninsula that is home to Kaneohe Marine Corps Base Hawaii (KMCBH). Mokapu Elementary, the largest school on the Windward side on the island of Oahu, proudly services students of our Marine and Navy families. Typically families are assigned here for a two to three year tour of duty in the islands. Mokapu School's parents, either fathers and/or mothers who are active duty, may become deployed away from Hawaii and their families for six months or more. Mokapu has a very high student rate of transience due to frequent military rotations. The school's large support staff includes three counselors; a school based behavioral health specialist and a transition center to assist with student and family transition needs. As the home school to all families residing on the Marine Base, Mokapu Elementary is pleased to collaborate with the Exceptional Family Members Program (EFMP) and medical programs through Tripler AMC, for students with specialized medical needs.

Mokapu School provides standards based academic programs that emphasize motivation of the 'self-directed learner' and 'community contributor'. Our focus is to develop good citizens by reinforcing proper conduct traits, values and positive behavior expectations of *respect, responsibility and safety*. We can spell out M-O-K-A-P-U as follows: **M** = Mutual Respect, **O** = Outstanding Citizenship, **K**= Keep Safe, **A** = Aim for Excellence, **P** = Problem Solving and **U** = Using Resources.

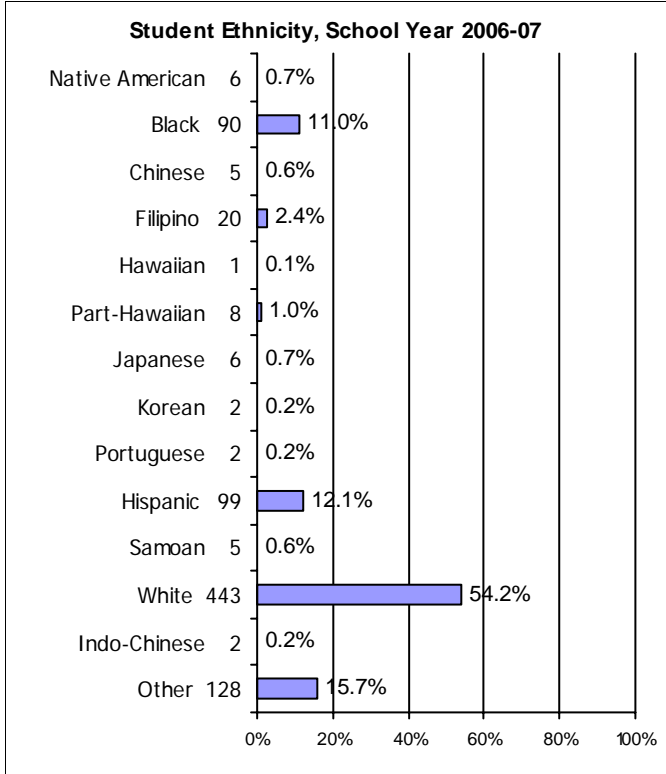
Our school receives strong support from an active Parent Teacher Association (PTA), a Parent Community Network Center (PCNC), a School Community Council (SCC) and Marine Corps Community Services (MCCS). Our military partnerships are an important component which strengthens our connection to families. Mokapu School values volunteer assistance within specialized programs which greatly contribute to realizing the importance of academic achievement, social success and increased sense of pride and belongingness. We encourage and rely heavily upon involvement of parents organized by our PCNC which contributes to the success of events and programs, such as Open House, Parent/Community Volunteer Tutoring Program, Classroom Parents Program, Running Club and Fitness Team, Math Family Nights, Math and Geography Super Stars Program, Parenting Solutions Workshops, Christmas Concerts, Talent Show, Community Fairs, Curriculum Fair, and the Fall and Spring Book Fairs.

Mokapu School's academic and co-curricular programs include: English Language Learners (ELL), Gifted and Talented (GT), Special Education, Student Council, Supplementary Reading and Math, Speech, Physical Education, Peer Mediation and Computer Technology.

School Setting

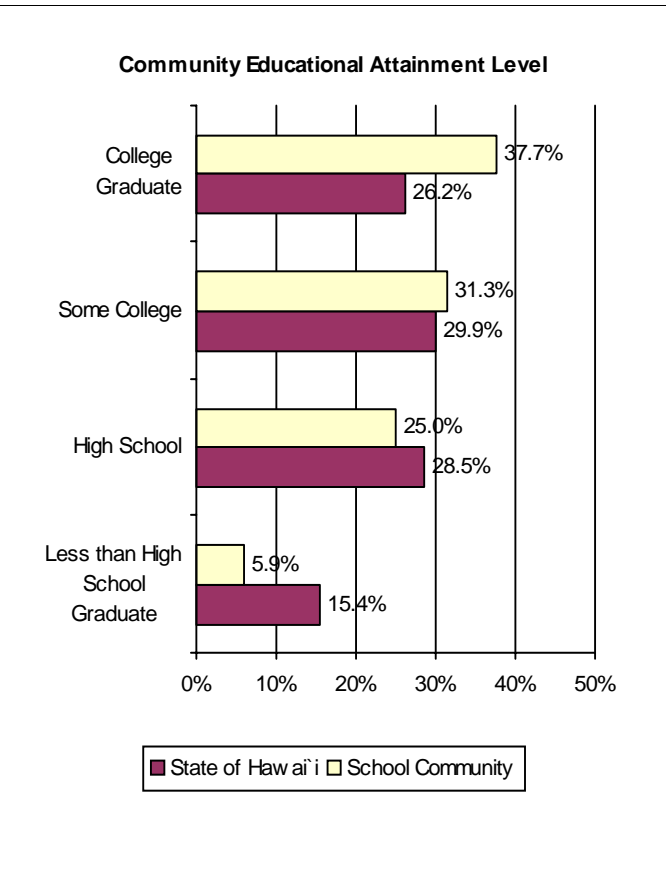
Student Profile

School year	2004-05	2005-06	2006-07
Fall enrollment	781	759	805
Number and percent of students enrolled for the entire school year	580 74.3%	574 75.6%	588 73.0%
Number and percent of students receiving free or reduced-cost lunch	350 44.8%	310 40.8%	304 37.8%
Number and percent of students in Special Education programs	84 10.8%	73 9.6%	80 9.9%
Number and percent of students with limited English proficiency	12 1.5%	15 2.0%	21 2.6%
Percent of Kindergartners who attended preschool	72%	59%	63%



Community Profile Based on the 2000 U.S. Census

Kalaheo Complex	School Community	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%



School Improvement

Summary of Progress

Mokapu Elementary is on the move to become one of the best schools in the Windward District. Mokapu is proud to have met Adequate Yearly Progress (AYP) under the NCLB requirement and is in good standing. The new principal is providing the leadership necessary to engage and connect the highly qualified teaching and support staff to meet the challenges and coordinate efforts to focus on our areas of need as reflected in the Academic Plan.

To improve student achievement through standards-based education, we provide professional development and time for teachers and support staff to review and refine their standards-based curriculum, looking at pacing and benchmark maps and students' instructional needs in core content areas, especially in math. Student focused efforts in math include:

- A Math Resource Teacher provides instruction to students on math constructed response.
- Math tutors providing individualized attention to understanding during class.
- A Math Computer Lab providing on-line remedial and enrichment opportunities.
- An After School Math Lab allowing students to strengthen their skills and knowledge using math strategies.

Beginning reading instructional and assessment services are provided by a Reading Resource Teacher. End of the 2006-07 school year data shows that 88% of grade 1 students have average to excellent understanding and use of major reading and language skills. Of the students tested in second grade 54% earned a rating of advanced and/or proficient in Reading Constructed Response.

To provide comprehensive support for all students, we address the social, emotional and physical environments that enhance student safety and well-being and nurture our children into becoming caring, contributing, and ethical practitioners of a democratic society.

Student focused efforts in comprehensive support include:

- Weekly staff meetings were initiated during the fourth quarter to allow staff the opportunity to collaborate on non-proficient students and monitor its effectiveness and revise as needed. A Plan of Action for each non-proficient student was then developed focusing on a combination of academic and behavioral interventions. Collected data is used in a variety of school improvement activities. Parental involvement supports the monitoring of their child's Plan of Action.
- Positive behavioral expectations of respect, responsibility and safety support the General Learner Outcomes (GLOs) which are embraced and taught school wide. In sixth grade 80 % of students received higher ratings of "consistently, or usually" as a reflection of their positive behavior, attitudes and efforts.
- There was an increase in the number of students participating in community service learning projects. The projects were: Canned Food Drive at Thanksgiving for Armed Service YMCA with 80% of students contributing, White Paper Recycling Challenge earned 100% of students grades K through 6 with involvement of the businesses on base, Jump Rope for Heart had 100\$ of students donating \$ 200 to American Heart Association, Hawaii Food Bank Drive had over 500 pounds of food donated to help feed the hungry, Junior Police Officers (JPO) volunteers from grades 5 and 6 provide enhanced safety both before and after school.
- Kids Voting Program included 58% of students in grades 3 to 6. Voting for state and county candidates increased student awareness in our electoral process.

We strive to assure the quality of student performance, school quality and system quality by focusing efforts to improve performance and quality on:

- Routine Professional Development
- Monthly Committees review data and improve academic and social supports for students.
- Continuing to increase the percent highly qualified teachers
- Continuing to address student needs in enrichment/accelerated, technology and remedial programs.
- Increase the percentage of staff and parents that report their satisfaction with the school.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		57.0
Regular Instruction, FTE	71.9%	41.0
Special Instruction, FTE	26.3%	15.0
Supplemental Instruction, FTE	1.8%	1.0
Teacher headcount		58
Teachers with 5 or more years at this school		26
Teachers' average years of experience		8.9
Teachers with advanced degrees		17

Professional Teacher Credentials

Fully licensed	81.0%	47
Provisional credential	17.2%	10
Emergency credential	1.7%	1

Students per Teaching Staff *

Regular Instruction	17.3
Special Instruction	5.3

* 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	3.0
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 2007

Classrooms available	50
Number of classrooms short (-) or over (+)	-1

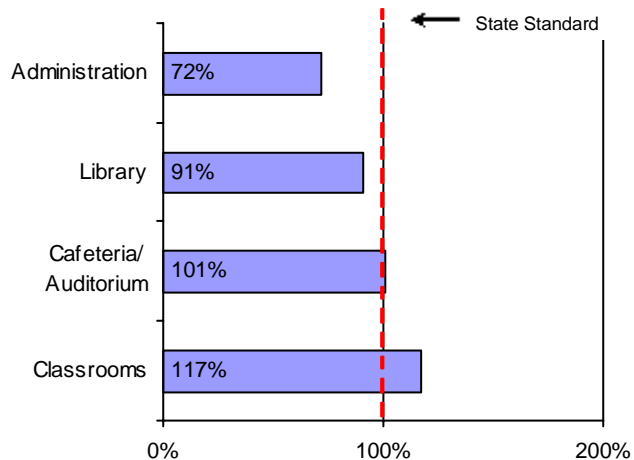
School facilities inspection results

	Score		
	1	2	3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation			3
Total		14	

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 (SQS) 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	School	State	School	State
Standards-Based Learning	2005	77.2%	87.4%	65.4%	77.1%	73.4%	76.5%
	2007	80.7%	89.1%	61.4%	78.4%		75.6%
Quality Student Support	2005	46.5%	79.7%	52.8%	72.9%	69.1%	66.4%
	2007	52.4%	79.6%	54.0%	74.4%		66.3%
Professionalism & System Capacity	2005	51.4%	77.6%	81.8%	83.7%	93.3%	84.4%
	2007	51.1%	78.8%	77.8%	85.6%		84.0%
Coordinated Team Work	2005	30.6%	77.2%	35.4%	58.4%	65.9%	64.0%
	2007	44.5%	77.7%	36.2%	59.7%		64.1%
Responsiveness of the System	2005	55.2%	82.9%	63.0%	70.3%	There are no student items for this dimension	
	2007	55.2%	83.0%	56.0%	70.9%		
Focused & Sustained Action	2005	54.2%	80.2%	40.7%	57.3%	69.7%	72.9%
	2007	56.2%	79.9%	38.9%	61.3%		75.2%
Involvement	2005	69.4%	85.6%	65.5%	68.5%	56.6%	59.8%
	2007	67.8%	85.7%	60.2%	69.0%		59.5%
Satisfaction	2005	25.0%	65.8%	34.1%	70.6%	69.3%	72.8%
	2007	34.8%	68.0%	44.8%	71.1%		71.2%
Student Safety & Well Being	2005	50.7%	86.0%	56.1%	75.1%	67.2%	65.0%
	2007	57.5%	84.9%	55.9%	76.7%		64.7%
Survey Return Rate **	2005	50.0%	78.6%	17.6%	23.8%	93.0%	91.1%
	2007	54.4%	76.2%	14.4%	21.0%	0.0%	91.1%

* State Teacher and Parent positive response figures are one of 4 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 6 grade spans (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.

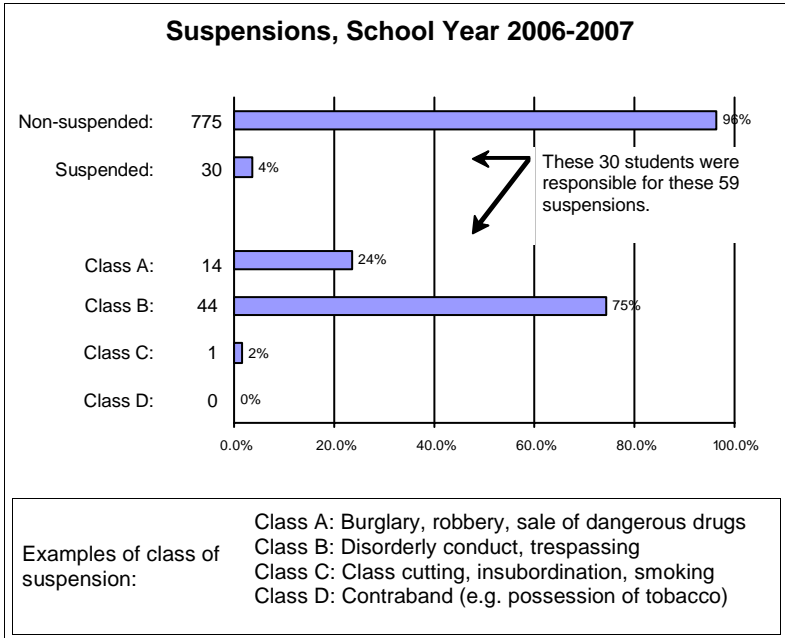
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2004-05	2005-06	2006-07	
Average Daily Attendance: % (higher is better)			
96.2%	95.9%	96.0%	95.0%
Average Daily Absences: in days (lower is better)			
6.9	7.4	7.2	9

Suspensions, School Year 2006-2007



School Retention

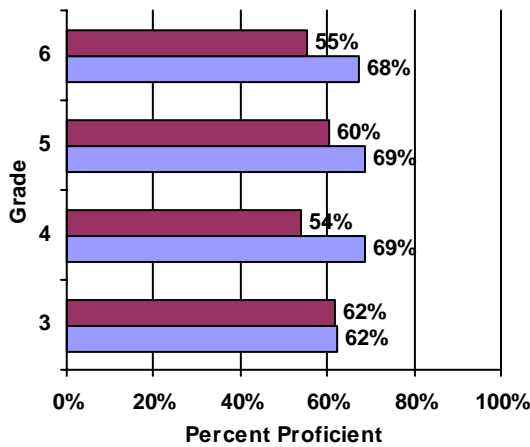
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to NCLB requirements are used.

	Retention		
	2005	2006	2007
Total number of students	632	605	624
Percent retained in grade	1%	0%	1%

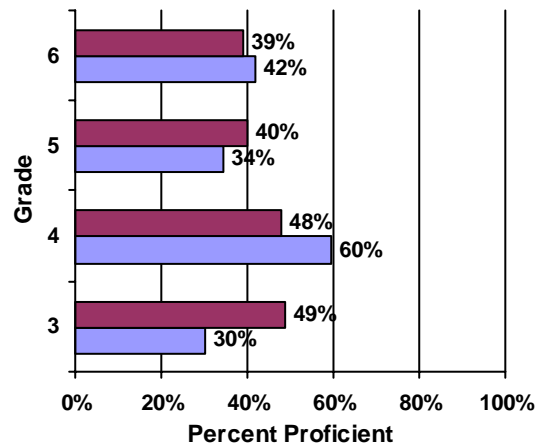
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



School
 State

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

HCPS Writing

Grade	Meaning		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State
4	2.5	2.6	2.4	2.5	2.3	2.4	2.4	2.5	2.4	2.5
6	2.9	2.8	2.8	2.6	2.6	2.5	2.8	2.7	2.8	2.7

Writing is scored on 4 dimensions from a low of 1 to a high of 5. The figures show the average for each dimension for each grade level tested. The HCPS Writing assessment is given in grades 4, 6, 9, and 11.

TerraNova, 2nd Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	School	State	School	State
3	79%	74%	73%	75%
4	86%	77%	88%	77%
5	87%	78%	85%	77%
6	92%	78%	82%	73%

The TerraNova is a national norm-reference assessment with 9 stanine levels. Scores in stanines 1 to 3 represent "Below Average," and scores in stanines 4 to 9 represent "Average and Above."

Note. In 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.
 "--" means missing data.
 "*" means data not reported to maintain student confidentiality (see FERPA).

Other School Information

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System Evaluation and Reporting Section, Systems Accountability Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.