



Mokapu Elementary School

School Code: 322

Grades K-6

School Status and Improvement Report School Year 2007-08



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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 750 students located on the Mokapu Peninsula that is home to Kaneohe Marine Corps Base Hawaii (KMCBH). Mokapu Elementary School, on the Windward side of the island of Oahu, proudly serves students of our Marine and Navy Families. Families typically are assigned for a two to three year tour of duty, resulting in a high rate of student transiency. Parents on active duty may deploy away from Hawaii and their families for six months or more.

Mokapu's academic and co-curricular programs include: English Language Learners (ELL), Gifted and Talented (GT), Special Education, Physical Education, Computer Technology, Student Council, Supplementary Reading and Math, Speech, and Peer Mediation. 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 Base family support and medical programs through Tripler AMC, for students with specialized medical needs. Our Comprehensive Student Support System ensures all student needs are met in a timely and professional manner.

Mokapu School provides standards-based academic programs while its school-wide Vision Management discipline program supports appropriate student behavior, teacher and student goal setting, student self-motivation, and social skills. Professional Development needs for teachers are dedicated to bringing about rigorous instruction that leads to student engagement school wide. Our focus is to develop high achieving good citizens by reinforcing proper conduct, values, and the positive behavioral expectations of *respect, responsibility, and safety*. Our vision acronym is M-O-K-A-P-U: **M**=Mutual Respect, **O**=Outstanding Citizenship, **K**=Keep Safe, **A**=Aim for Excellence, **P**=Problem Solving, **U**=Using Resources.

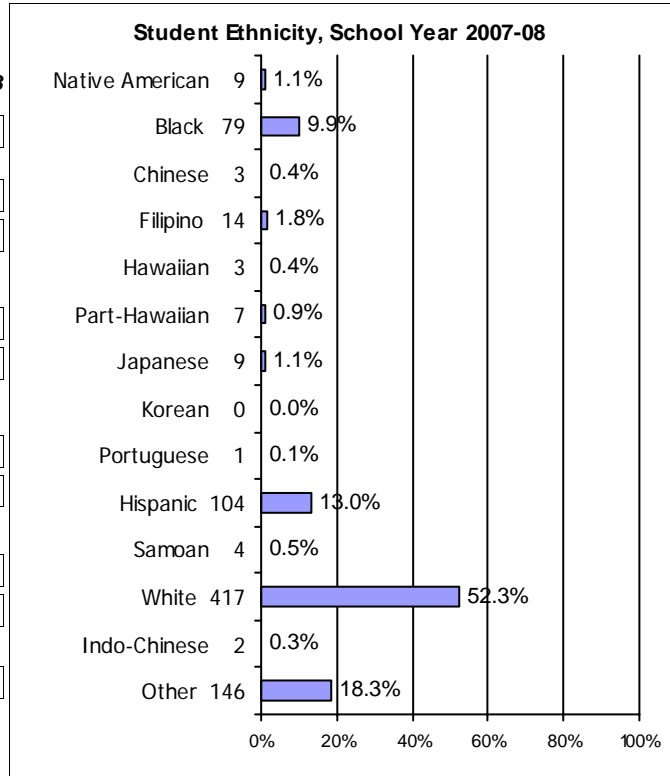
Active partners of Mokapu are: PTA, a Parent Community Network Center (PCNC), a School Community Council (SCC), Youth Center and the Joint Venture Educational Forum (JVEF). Our military partnerships are an important component that strengthens our connection to families. Parent involvement and volunteerism contribute to the success of student achievement. Classroom Drama Club, Arts and Craft Club, Running and Fitness Team, Math and Geography Super Stars program, Children's Chorus, Parenting Solutions Workshops, Math Family Nights, Christmas Concerts, Science Fairs, Speech Festival, and Spelling Bee.

Through promoting civic and self-responsibility, Mokapu students establish lifestyle beliefs and practices leading to contributing, and ethical practitioners of a democratic society that Mokapu parents can be proud of. This is reflected in each student's PRIDE folder.

School Setting

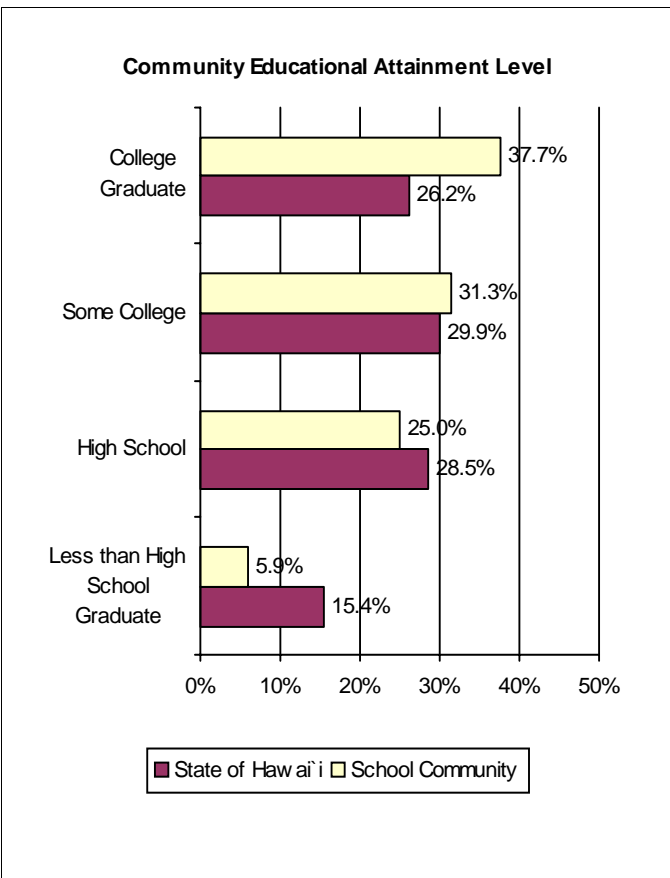
Student Profile

School year	2005-06	2006-07	2007-08
Fall enrollment	759	805	750
Number and percent of students enrolled for the entire school year	574 75.6%	588 73.0%	542 72.3%
Number and percent of students receiving free or reduced-cost lunch	310 40.8%	304 37.8%	271 36.1%
Number and percent of students in Special Education programs	73 9.6%	80 9.9%	70 9.3%
Number and percent of students with limited English proficiency	15 2.0%	21 2.6%	32 4.3%
Percent of Kindergartners who attended preschool	59%	63%	59%



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 is proud to have exceeded the NCLB requirements for Adequate Yearly Progress (AYP) and remains in "Good Standing-Unconditional" status over three years. The school administration provides leadership and support necessary to engage the staff in meeting the challenges of Mokapu's Academic Plan, including maintaining students strong reading proficiency and improving math proficiency by 11%.

To improve student achievement through standards-based education we provide professional development, time, and resources, for teachers and support staff to analyze data to modify instruction to meet student needs. Student focused efforts in math also included: a Math Resource Teacher/Coach, math tutors providing small group and individualized math instruction during and after school, and instruction in test-taking strategies grades 2-6.

Reading instruction and assessment services are provided by a Reading Resource Teacher/Coach. At the end of the 2007-08 school year data shows that 92% of grade 1 students are proficient in reading and language skills. Supplementary reading services in grade 3-6 contributed to 67% of all students in these grades scoring proficient and above on the Hawaii State Assessment.

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 citizens. Student focused efforts in the area of comprehensive support for all students resulted in: an increase in the number of all students scoring "Usually" and "Consistently" on the General Learner Outcomes (our behavior ratings), an increase of 11% in the number of students receiving Comprehensive Student Support Services (CSSS) assuring services are timely, 94% of all non-proficient students receive services for reading and math (grades 3-6), a 40% improvement in student safety related to the implementation of a Peaceful Playground curriculum & activities and the implementation of a seamless, consistent school wide discipline program, 95.9% parent participation in Parent-Teacher conferences, and expansion of Co-Teaching or Collaborative classrooms in K to 4th grades, continue student community service learning projects: the Canned Food Drive at Thanksgiving for the Armed Service YMCA, Christmas gift making for the deployed Kaneohe servicemen and women, Jump Rope for Heart donations to the American Heart Association, Hawaii Food Bank Drive to feed the hungry, and Junior Police Officers (JPO) volunteers from grades 5 and 6 providing enhanced safety both before and after school.

We improved the quality of student performance and school and system quality by focusing our efforts on: Obtaining an outside consultant to conduct a comprehensive school wide assessment with emphasis on math, reorganization of our school wide committee and decision making structures, implementing "non-negotiable" instructional standards, Professional Development with emphasis on student engagement, academic vocabulary, rigor and relevance, improving the quality of our quarterly formative assessment tools, updating our school-wide communication system, continuing to address student needs for enrichment, technology, and remedial programs, increasing the percent of highly qualified teachers.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		61.0
Regular Instruction, FTE	70.5%	43.0
Special Instruction, FTE	27.9%	17.0
Supplemental Instruction, FTE	1.6%	1.0
Teacher headcount		61
Teachers with 5 or more years at this school		22
Teachers' average years of experience		8.2
Teachers with advanced degrees		19

Professional Teacher Credentials

Fully licensed	82.0%	50
Provisional credential	14.8%	9
Emergency credential	3.3%	2

Students per Teaching Staff *

Regular Instruction	15.5
Special Instruction	4.1

* 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

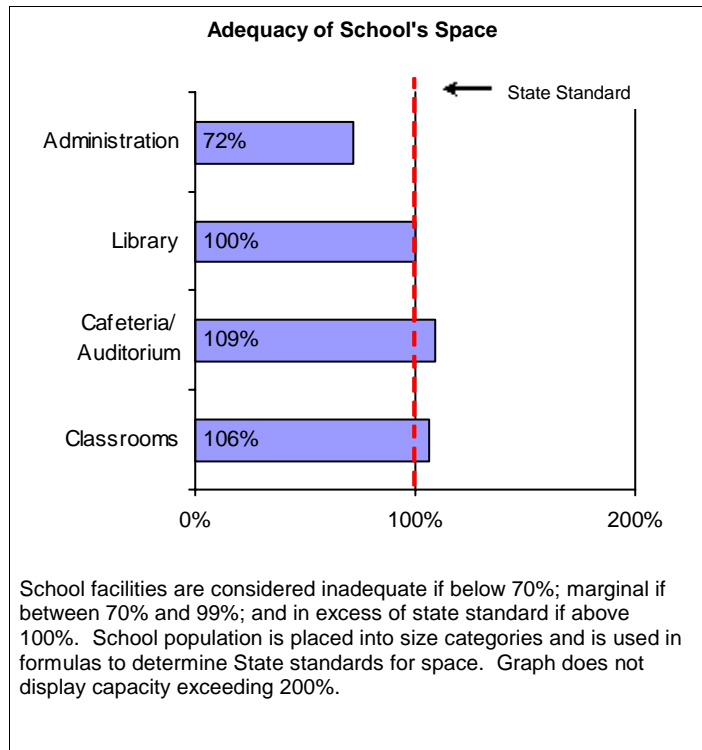
School Year Ending 2008

Classrooms available	48
Number of classrooms short (-) or over (+)	-10

	Score		
	1	2	3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings		2	
Health/Safety			3
Sanitation			3
Total		17	

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

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



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered periodically by the System Evaluation and Reporting Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey *		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2007	80.7%	89.1%	61.4%	78.4%		75.6%
	2008	89.7%	90.7%	56.4%	76.9%	69.6%	76.1%
Quality Student Support	2007	52.4%	79.6%	54.0%	74.4%		66.3%
	2008	69.8%	77.6%	52.6%	75.9%	58.2%	69.9%
Professionalism & System Capacity	2007	51.1%	78.8%	77.8%	85.6%		84.0%
	2008	72.3%	83.7%	70.4%	81.6%	80.8%	86.9%
Coordinated Team Work	2007	44.5%	77.7%	36.2%	59.7%		64.1%
	2008	55.1%	71.6%	40.6%	66.5%	64.3%	76.6%
Responsiveness of the System	2007	55.2%	83.0%	56.0%	70.9%	There are no student items for this dimension	
	2008	81.1%	82.7%	56.9%	72.1%		
Focused & Sustained Action	2007	56.2%	79.9%	38.9%	61.3%		75.2%
	2008	76.5%	81.8%	34.8%	65.0%	79.3%	81.1%
Involvement	2007	67.8%	85.7%	60.2%	69.0%		59.5%
	2008	77.7%	75.7%	67.6%	72.4%	68.2%	69.4%
Satisfaction	2007	34.8%	68.0%	44.8%	71.1%		71.2%
	2008	73.6%	71.2%	47.2%	76.6%	63.3%	79.1%
Student Safety & Well Being	2007	57.5%	84.9%	55.9%	76.7%		64.7%
	2008	73.8%	82.2%	55.4%	77.3%	57.8%	68.7%
Survey Return Rate **	2007	54.4%	76.2%	14.4%	21.0%	0.0%	91.1%
	2008	84.7%	76.2%	31.4%	21.0%	84.0%	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.

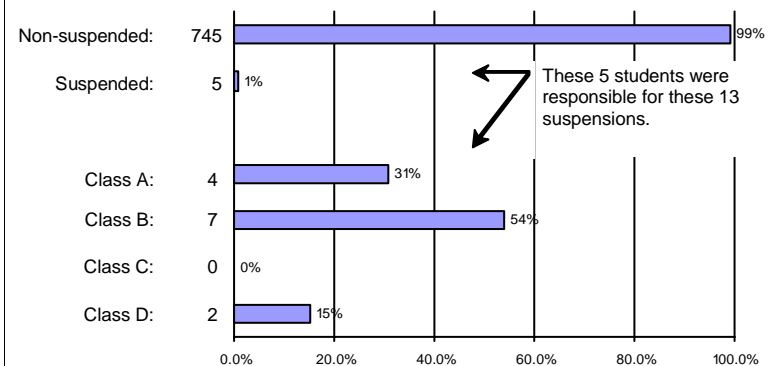
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2005-06	2006-07	2007-08	
Average Daily Attendance: % (higher is better)			
95.9%	96.0%	96.2%	95.0%
Average Daily Absences: in days (lower is better)			
7.4	7.2	6.9	9

Suspensions, School Year 2007-2008



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)

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.

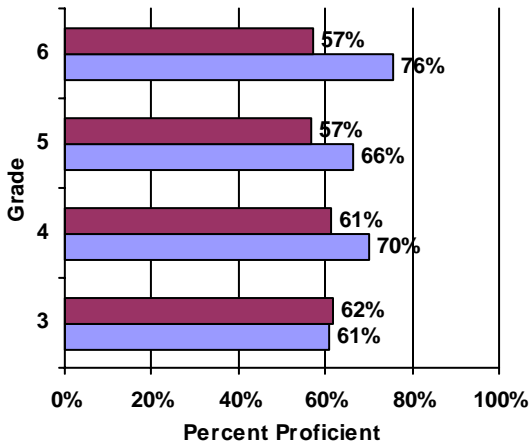
	Retention		
	2006	2007	2008
Total number of students	605	624	589
Percent retained in grade	0%	1%	1%

Note. "--" means missing data.
 "*" means data not reported to maintain student confidentiality (see FERPA).

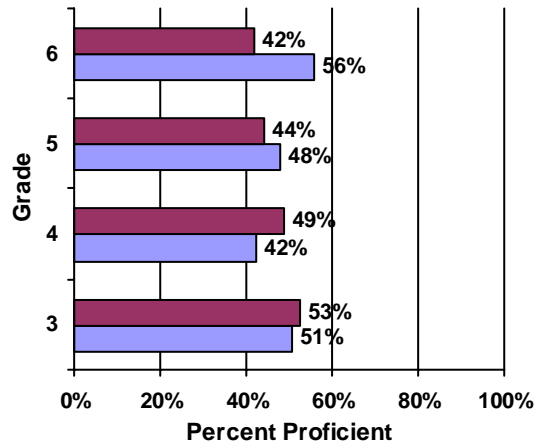
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



School
 State

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

HCPS Science

Grade	Percent Proficient	
	School	State
5	63%	49%

The HCPS Science assessment is given in grades 5, 7 and 11.

HCPS Writing

Grade	Average Score	
	School	State
4	2.4	2.2
6	2.2	2.3

Writing scores range from a low of 0 to a high of 4. The figures show the average score 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	82%	73%	74%	74%
4	83%	77%	86%	76%
5	88%	79%	87%	78%
6	90%	77%	87%	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. From 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.

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"*" means data not reported to maintain student confidentiality (see FERPA).

Other School Information

Published on November 21, 2008.

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