

# Mokapu Elementary School

School Code: 322

Grades K-6

## School Status and Improvement Report School Year 2014-15



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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 PK-6 school of approximately 850 students located on the Mokapu Peninsula, home to Kaneohe Marine Corps Base Hawaii (MCBH). Mokapu proudly serves children of Marine and Navy families. Families typically are assigned to MCBH for a three-year tour of duty, resulting in a high rate of student transiency. On average, students are at Mokapu for around three years and nearly a third of the students turnover each year. Parents on active duty often deploy away from Hawaii and their families for six months or more.

Mokapu's academic program is focused on providing a rigorous Common Core State Standards education to all students. The school-wide language arts curriculum is named Wonders. For math, grades K-5 use the Stepping Stones curriculum and grade 6 uses the Go Math curriculum. Other co-curricular programs include Academically Gifted and Talented (AGT), Special Education, Physical Education, Computer Technology, English Language Learners (ELL), Student Council, Art/Music, Science Technology Engineering and Math Lab, Supplementary Reading, and Speech. The school's large support staff includes three counselors; a School-Based Behavioral Health Specialist, two Parent Community Network Coordinators (PCNC), and a Transition Center to assist families as they enter and exit Mokapu. As the home elementary school to all families residing on the Marine Base, Mokapu Elementary is fortunate to partner with MCCS Base Family Support and medical programs through Tripler Medical Center. Mokapu's Comprehensive Student Support System ensures that services are available to students who need additional academic or behavioral help.

Mokapu School is committed to providing a positive learning environment for all students. The school-wide Positive Behavioral Support (PBS) program teaches and reinforces important values such as respect, responsibility and compassion. Its focus is to develop 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.

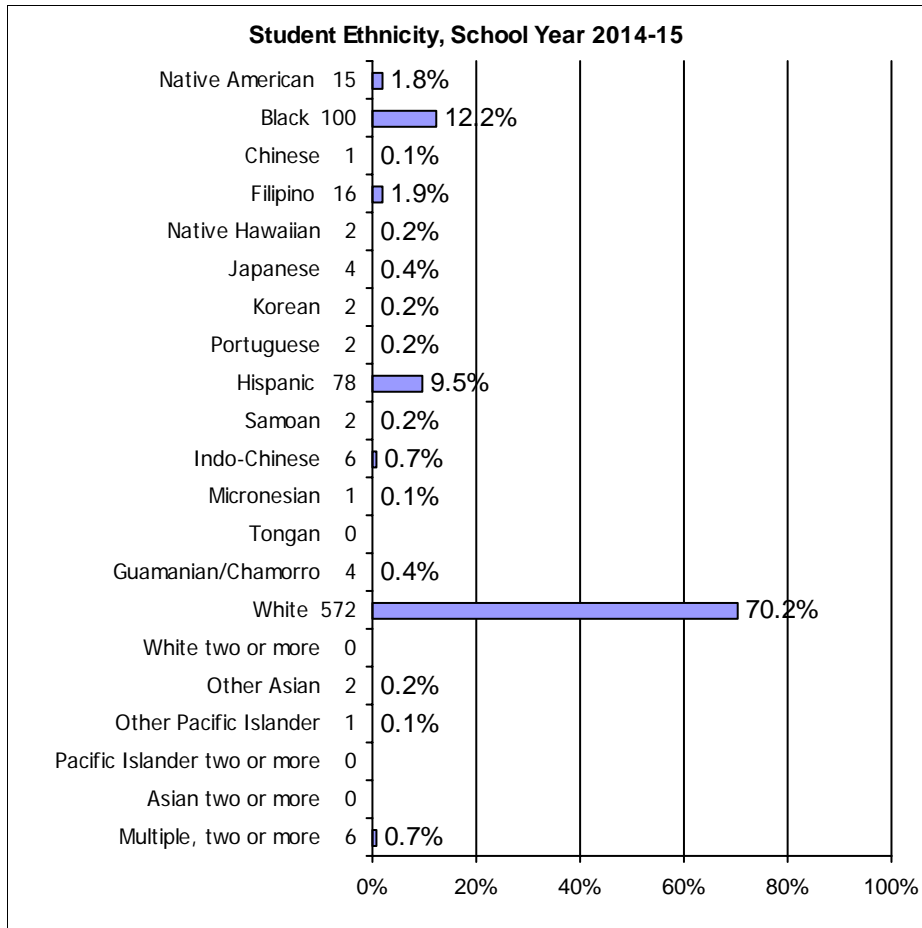
Active partners for Mokapu are PTA, a Parent Community Network Center (PCNC), a School Community Council (SCC), Youth Center, and the Joint Venture Educational Forum (JVEF). Mokapu has great support from MCBH and our Adopt-a-School partnership with the 3<sup>rd</sup> Marine Regiment. They, along with our teachers and volunteers, also provide other enrichment activities throughout the school year such as robotics, track, basketball, volleyball, family literacy and math nights, May Day, science fair, speech festival, and spelling bee. We are very proud to have several state awards in Lego Robotics and the Sea Perch competition.

## School Setting

### Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	932	921	837	Number and percent of students in Special Education programs	81	80	79
					8.6%	8.6%	9.4%
Number and percent of students enrolled for the entire school year	657	714	593	Number and percent of students with limited English proficiency	25	26	19
	70.4%	77.5%	70.8%		2.6%	2.8%	2.2%
Number and percent of students receiving free or reduced-cost lunch	377	304	284	Percent of Kindergartners who attended preschool	47%	--	--
	40.4%	33.0%	33.9%				

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



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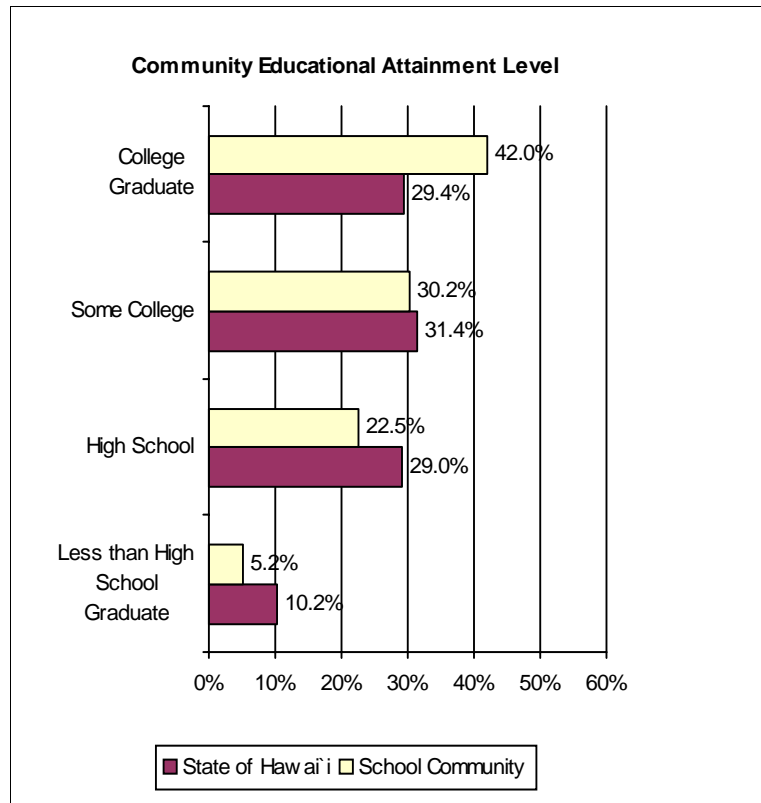
## School Setting

### Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii’s HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

**Based on the 2010 U.S. Census**

<b>Kalaheo HSC Complex</b>	School Community	State of Hawai'i
Total population	34,449	1,360,301
Percentage of population aged 5-19	17.3%	18.4%
Median age of population	31.0	38.6
Number of family households	8,171	313,907
Median household income	\$79,267	\$66,420



## School Improvement

### Summary of Progress

Mokapu Elementary School strives for continuous improvement in all areas to ensure that each student receives the best education possible. The primary means to drive instructional improvement is the Instructional Leadership Team (ILT) process that Mokapu participates in with the rest of the Kalaheo Complex schools. The ILT process is focused on developing leadership capacity in teachers and empowering them to help lead instructional improvement. The teachers work hand in hand with administration to identify professional development needs and to monitor instruction.

The ILT also specifically focuses on addressing school-wide needs in terms of student achievement. This year, the focus was on opinion and argumentative writing in all grade levels. To support teachers in their focus on this writing, the ILT identified professional development for teachers and helped to develop goals for the school-year.

The specific SMARTe Goal for the 2014-2015 school year was to have 100% of students show growth as opinion/argumentative writers and to have at least 80% of the students achieve proficiency as evidenced by grade-level common assessments. Teachers met collaboratively to develop lessons and to discuss progress throughout the year. After analyzing the writing data at the end of the year, Mokapu was proud to see that it reached its goal by having 81% of the students attain at least proficiency.

This past school year, Mokapu also focused on its school-wide implementation of the Wonders curriculum. Teachers were provided with professional development in summer and throughout the school year. Teachers became familiar with the program components and were able to have on-going discussions to better understand how to use the program to support their students. The curriculum is fully aligned to the rigorous Common Core State Standards and challenged students unlike before. Students were writing more and also reading stories that were at a higher level than the previous curriculum Mokapu used.

Teacher collaboration within grade-level teams was an area of focus this school year. Teachers routinely sat down to develop lessons and assessments and to analyze student work. Doing so allowed for more effective instruction as teachers were able to share best practices with one another. Teachers also were able to change their instructional plans as needed based on student achievement.

Mokapu also made tremendous progress with the support of our Response to Intervention (RTI) and English Language Learners (ELL) programs. These programs provide additional support to students who have academic, behavioral or language difficulties. The RTI program provided research-based tutoring support to over 200 students. The tutoring which was done in either a small group or individualized setting depending on need helped students to master basic concepts needed for success in either reading or math. The ELL program provided support services both in the classroom and outside of the classroom when students were pulled to receive intervention support. The ELL coordinator provided support plans for teachers to better support ELL students in the classroom.

Additional professional development in differentiated instruction was provided throughout the year. Teachers identified support in this area as a need because of the transition of students. As students come in, teachers needed support in how to identify their needs and support them accordingly.

The hard work, dedication and collaboration amongst the teachers enabled Mokapu students to be as prepared as possible for the new Smarter Balance Assessment (SBA). The SBA assessment took place in the spring and was a much more rigorous assessment than the Hawaii State Assessment that students have been taking for the past decade.

Preparation began for the implementation of Mokapu's new math curriculums Stepping Stones and Go Math. Teachers began piloting some lessons in the latter part of the year and are being trained so they can deepen their understanding of these new programs. A focus for the upcoming school year will be the implementation of these programs. These new curricula will continue to raise the bar for students and teachers alike and will help Mokapu continue its journey to ensure that all students are on track for college and career readiness.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		51.0
Regular Instruction, FTE	78.4%	40.0
Special Instruction, FTE	21.5%	11.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		51
Teachers with 5 or more years at this school		32
Teachers' average years of experience		13.4
Teachers with advanced degrees		26

#### Professional Teacher Credentials

Fully licensed	98.0%	50
Emergency hires	1.9%	1

#### Students per Teaching Staff

Regular Instruction	18.9
Special Instruction	7.1

#### 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

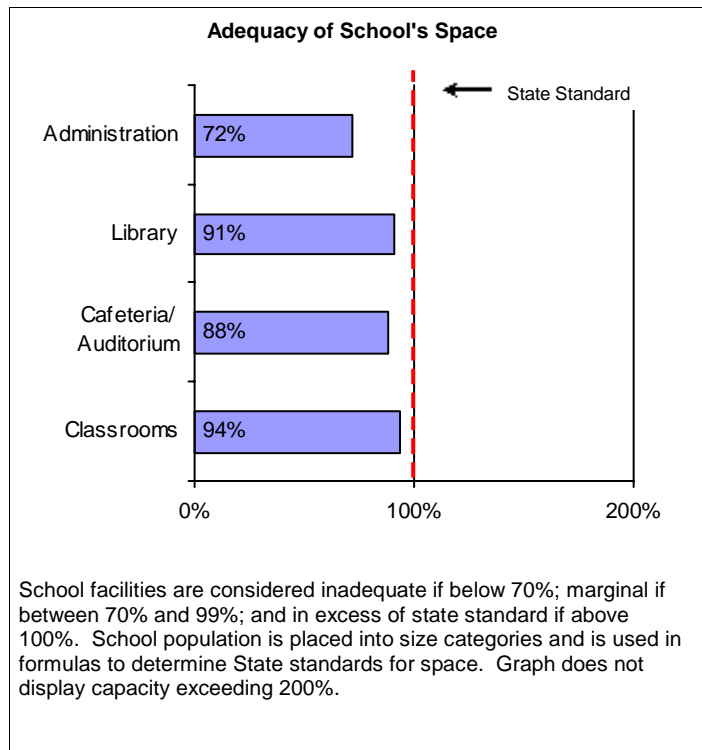
School Year Ending 2015

Classrooms available	50
Number of classrooms short (-) or over (+)	0

#### School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.



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%.

Note. "--" means missing data.

**Vital Signs**

**School Quality Survey**

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

**Percent of Positive Responses**

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2014	--	--	--	--	--	--
	2015	96.4%	82.6%	89.4%	86.6%	80.5%	77.1%
Well-Being	2014	--	--	--	--	--	--
	2015	94.7%	80.3%	93.3%	91.9%	81.8%	78.7%
Satisfaction	2014	--	--	--	--	--	--
	2015	77.4%	69.7%	59.8%	83.1%	86.9%	88.6%
Involvement/Engagement	2014	--	--	--	--	--	--
	2015	92.6%	77.3%	76.7%	86.8%	76.2%	80.7%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2014	--	--	--	--	--	--
	2015	36.5%	87.4%	22.6%	34.6%	83.6%	84.9%

\* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four 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 six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

Note: In 2015, a revised School Quality Survey (SQS) was administered statewide to students, school staff, and parents. The dimensions, questions, and rating scale differ from the SQS administered in previous years; thus, the 2014 SQS percentages are intentionally left blank (--).

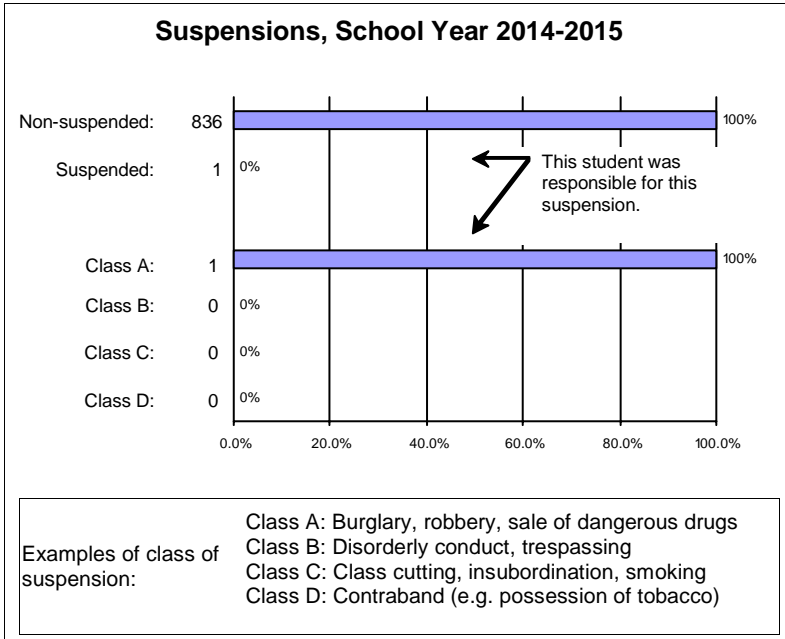
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
2012-13	2013-14	2014-15	
<b>Average Daily Attendance: %</b> (higher is better)			
95.4%	95.6%	95.5%	95.0%
<b>Average Daily Absences: in days</b> (lower is better)			
8.2	7.8	8.0	9

#### Suspensions, School Year 2014-2015



### School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

	Retention		
	2013	2014	2015
Total number of students	674	695	690
Percent retained in grade	0%	0%	0%

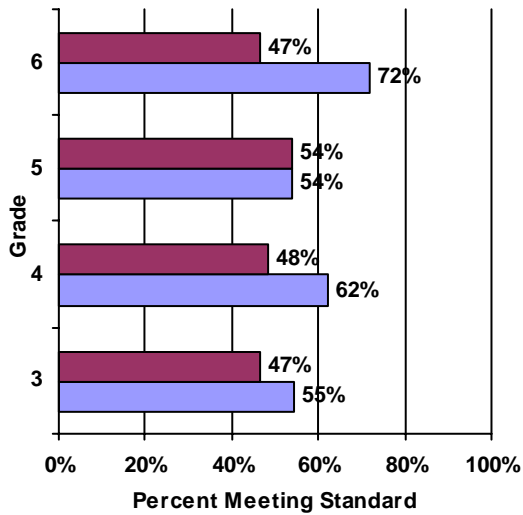
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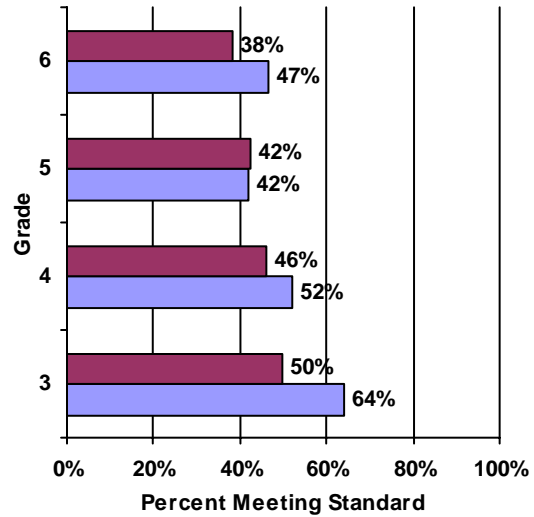
## Vital Signs

### Hawaii Statewide Assessment Program

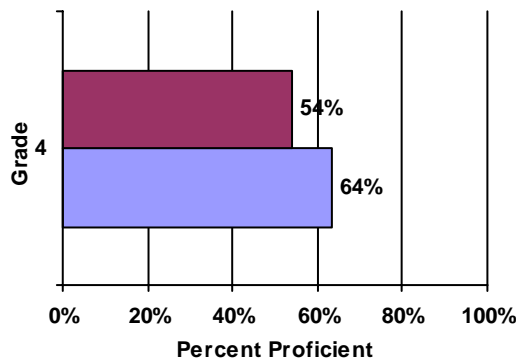
**Hawaii Common Core Standards  
English Language Arts/Literacy**



**Hawaii Common Core Standards  
Mathematics**



**HCPS Science**



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



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

### Other School Information

Published on June 30, 2016.

Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI: Hawaii State Department of Education.