

Mokapu Elementary School

School Code: 322

Grades K-6

School Status and Improvement Report School Year 2015-16



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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 875 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, Music, Science Technology Engineering Art and Math (STEAM) 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 (PCNCs), 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 MCCA 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 Intervention Support (PBIS) 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 Live M-O-K-A-P-U, Spread A-L-O-H-A: **M**=Mutual Respect, **O**=Outstanding Citizenship, **K**=Keep Safe, **A**=Aim for Excellence, **P**=Problem Solving, **U**=Using Resources **A**=akahai (kindness), **L**= Lokahi (unity), **O**=Oluolu (agreeability), **H**= Ha'a ha'a (humility), **A**=Ahonui (patience).

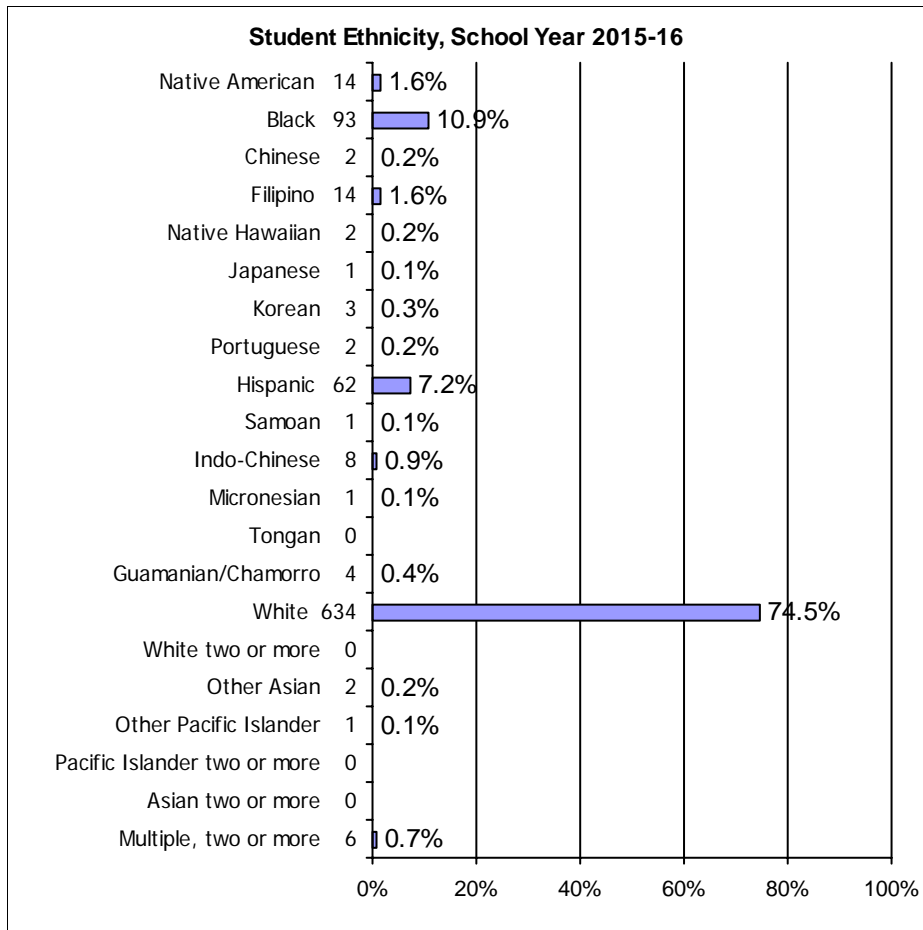
Active partners for Mokapu are PTA, a Parent Community Network Center (PCNC), a School Community Council (SCC), Youth Center, and the Joint Venture Educational Forum (JVEF). Mokapu has great support from MCBH and our Adopt-a-School partnership with the 3rd Marine Regiment. They, along with our teachers 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, Reflections and speech festival. We are very proud to have several state awards in Reflections writing and Lego Robotics.

School Setting

Student Profile

School year	2013-14	2014-15	2015-16		2013-14	2014-15	2015-16
Fall enrollment	921	837	850	Number and percent of students in Special Education programs	80 8.6%	79 9.4%	62 7.2%
Number and percent of students enrolled for the entire school year	714 77.5%	593 70.8%	570 67.0%	Number and percent of students with limited English proficiency	26 2.8%	19 2.2%	15 1.7%
Number and percent of students receiving free or reduced-cost lunch	304 33.0%	284 33.9%	247 29.0%	Percent of Kindergartners who attended preschool	--	--	--

Note. -- means missing data.
 * means data not reported to maintain student confidentiality (see FERPA).
 ** means School is participating in the Community Eligibility Provision.



n = 850

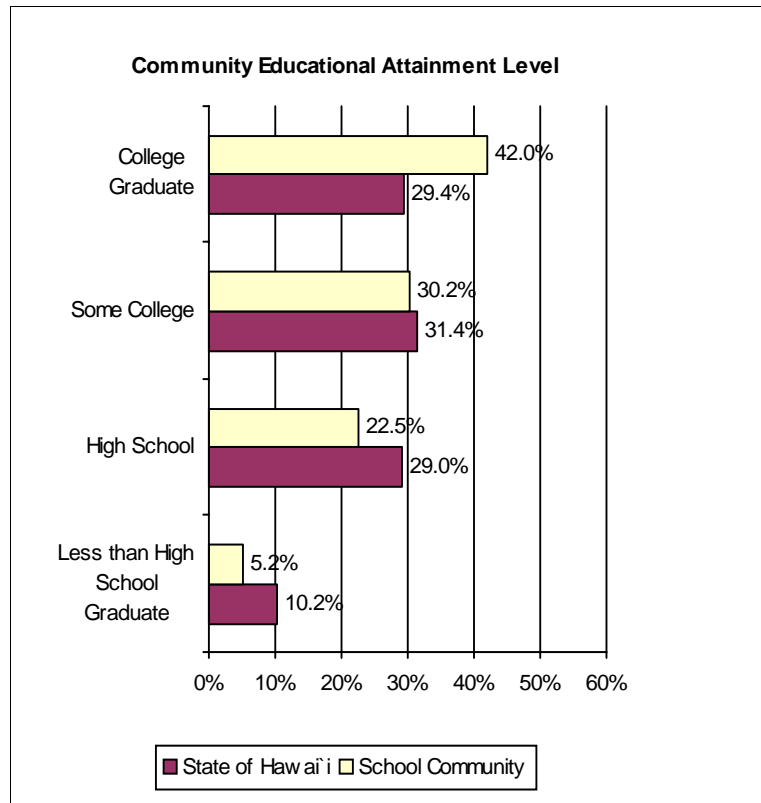
School Setting

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

Kalaheo HSC Complex	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 evidence-based 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 2015-2016 school year was for all students to show growth in evidence-based writing as measured by common grade-level assessments. Through our Language Arts and Math cadres, the teams provided all the grade levels with strategies in teaching all students. After analyzing the writing data at the end of the year, Mokapu was proud to see that it reached its goal by having 88% of the students show growth. This past school year, Mokapu also focused on its school-wide implementation of the Wonders curriculum, Stepping Stones and Go Math. Teachers were provided with professional development in summer and at the beginning of 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. 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. Mokapu's overarching focus has been on the whole child. With the stress of students in academics, we wanted all students to thrive and the implementation of a STEM (Science, Technology, Engineering and Math) Program and Music Program was added. All students from K-6 received instruction in STEM and Music through full-time teachers. Mokapu also made tremendous progress with the support of our Response to Intervention (RTI). This program provides additional support to students who have academic needs. 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. With the implementation of RTI Progress Meetings, data for all students were reviewed and student needs were met through tier 1 differentiation in the classroom and tier 2 and tier 3 RTI support. The hard work, dedication and collaboration amongst the teachers enabled Mokapu students to be as prepared as possible for the second year of Smarter Balanced Assessment (SBA).

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		51.0
Regular Instruction, FTE	80.3%	41.0
Special Instruction, FTE	19.6%	10.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		51
Teachers with 5 or more years at this school		27
Teachers' average years of experience		10.9
Teachers with advanced degrees		21

Professional Teacher Credentials

Fully licensed	98.0%	50
Emergency hires	1.9%	1

Students per Teaching Staff *

Regular Instruction	19.2
Special Instruction	6.2

* These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	4.0
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

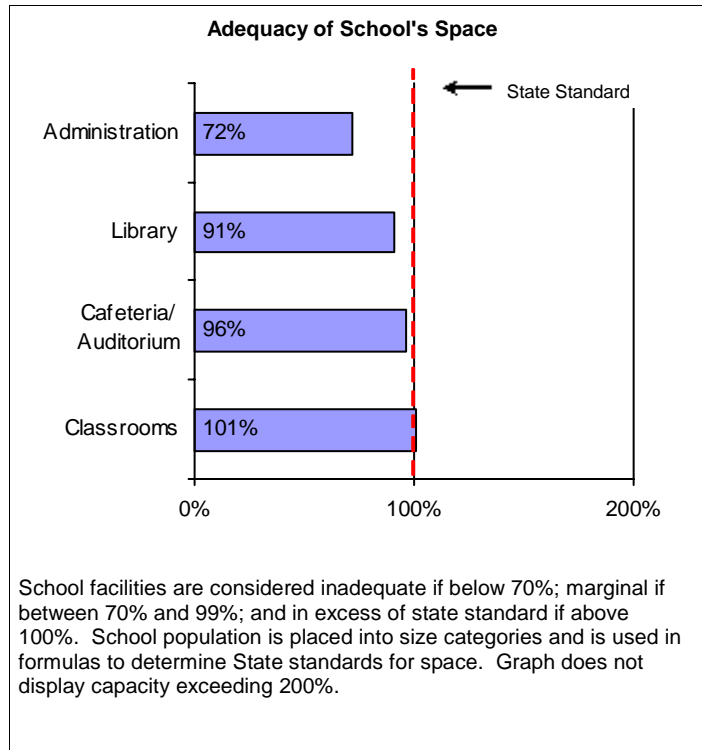
School Year Ending 2016

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.



Note. -- means missing data.

Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered 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	2015	96.4%	82.6%	89.4%	86.6%	80.5%	77.1%
	2016	82.6%	78.9%	89.0%	86.6%	76.8%	76.5%
Well-Being	2015	94.7%	80.3%	93.3%	91.9%	81.8%	78.7%
	2016	83.1%	77.0%	94.4%	92.6%	77.8%	77.9%
Satisfaction	2015	77.4%	69.7%	59.8%	83.1%	86.9%	88.6%
	2016	74.7%	67.7%	71.8%	83.6%	82.6%	88.1%
Involvement/Engagement	2015	92.6%	77.3%	76.7%	86.8%	76.2%	80.7%
	2016	78.9%	74.0%	80.1%	87.3%	73.6%	79.5%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2015	36.5%	87.4%	22.6%	34.6%	83.6%	84.9%
	2016	51.0%	77.8%	25.8%	35.2%	93.0%	85.4%

* 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.

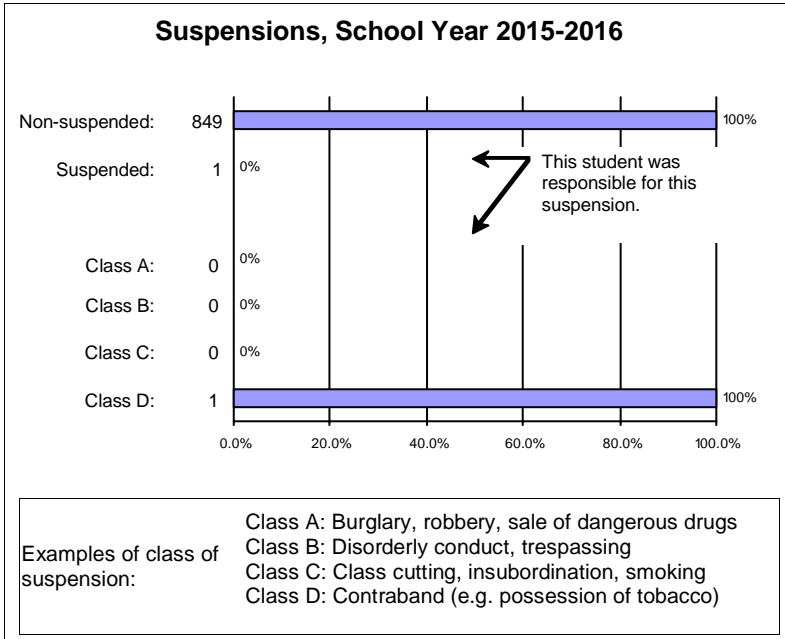
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2013-14	2014-15	2015-16	
Average Daily Attendance: % (higher is better)			
95.6%	95.5%	96.2%	95.0%
Average Daily Absences: in days (lower is better)			
7.8	8.0	6.8	9

Suspensions, School Year 2015-2016



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.

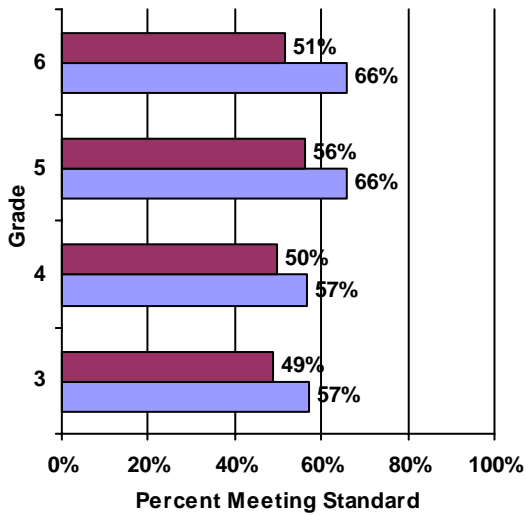
	Retention		
	2014	2015	2016
Total number of students	695	690	692
Percent retained in grade	0%	0%	0%

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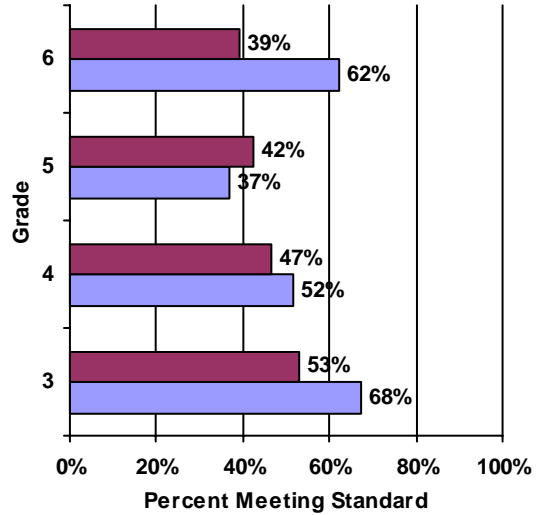
Vital Signs

Hawaii Statewide Assessment Program

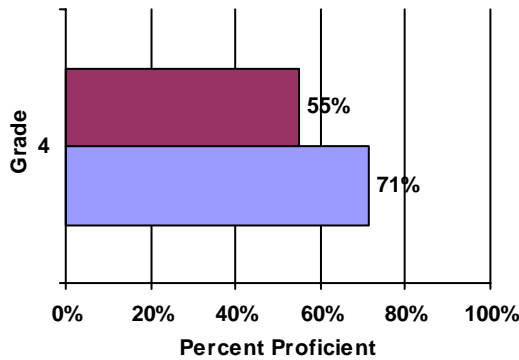
Language Arts/Literacy



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 November 2, 2016.

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