



# Mauka Lani Elementary School

School Code: 286

Grades K-5

## School Status and Improvement Report School Year 2019-20



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### School Address:

Mauka Lani Elementary School  
92-1300 Panana Street  
Kapolei, Hawaii 96707

### 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

Mauka Lani Elementary School, home of the Mountain Lions, sits high on the slopes of Makakilo. The pre-kindergarten through fifth grade public school was established in 1973. Mauka Lani Elementary School is part of the Campbell-Kapolei (CK) Complex Area, which consists of 12 elementary schools, 4 middle schools and 2 high schools. The CK Complex Area is located in the Leeward District of O'ahu, Hawai'i. Mauka Lani Elementary is a fully accredited school through the Western Association of Schools and Colleges (WASC) and is an AVID-certified site as well as an early adopter of STEM education through Project Lead the Way (PLTW).

Mauka Lani Elementary School emphasizes the importance of literacy and numeracy with a strong focus on critical thinking and problem solving skills through the incorporation of visual models, questioning strategies, and dialogue/discussions that engage students in academic conversations about their learning. The school's committees designs and provides parent involvement activities that help parents/families reinforce student learning outside of school.

The active student 'Ohana Council and Junior Police Officer programs provide leadership opportunities for students to plan school-wide activities and be role models for their peers. Students are also afforded the opportunity to participate in before and after-school programs in the areas of Community Service, Gardening, Hula, Reading, Volleyball, Soccer, Track, Basketball, Dance, Cheerleading, Drama, Makerspace, iReady, and Homework.

The annual May Day program, which is maintained through the support of parents, business partners, and dedicated faculty and staff, gives students a venue to showcase their talents and educational experiences in the areas of culture, art, song, and dance. An active Parent Teacher 'Ohana (PTO) plans and sponsors fundraisers that support the school's grade levels and clubs as well as provides monthly family events such as Movie Nights, Trunk-or-Treat, and a Talent Show.

At Mauka Lani Elementary School all students are surrounded by the beliefs of Belonging, Purpose, and Pride.

## School Setting

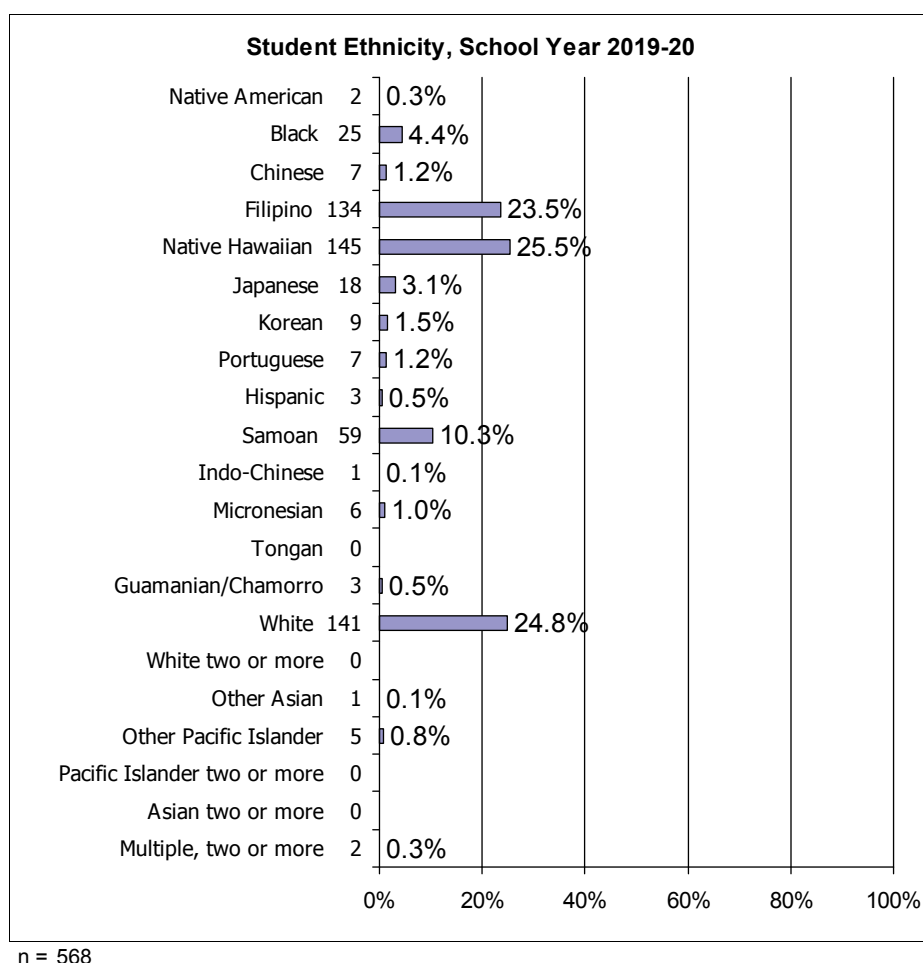
### Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	600	608	568	Number and percent of students in Special Education programs	64 10.6%	62 10.1%	38 6.6%
Number and percent of students enrolled for the entire school year	545 90.8%	554 91.1%	511 89.9%	Number and percent of students with limited English proficiency	32 5.3%	38 6.2%	38 6.6%
Number and percent of students receiving free or reduced-cost lunch	299 49.8%	294 48.3%	279 49.1%				

Note. -- means missing data.

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

\*\* means School is participating in the Community Eligibility Provision.



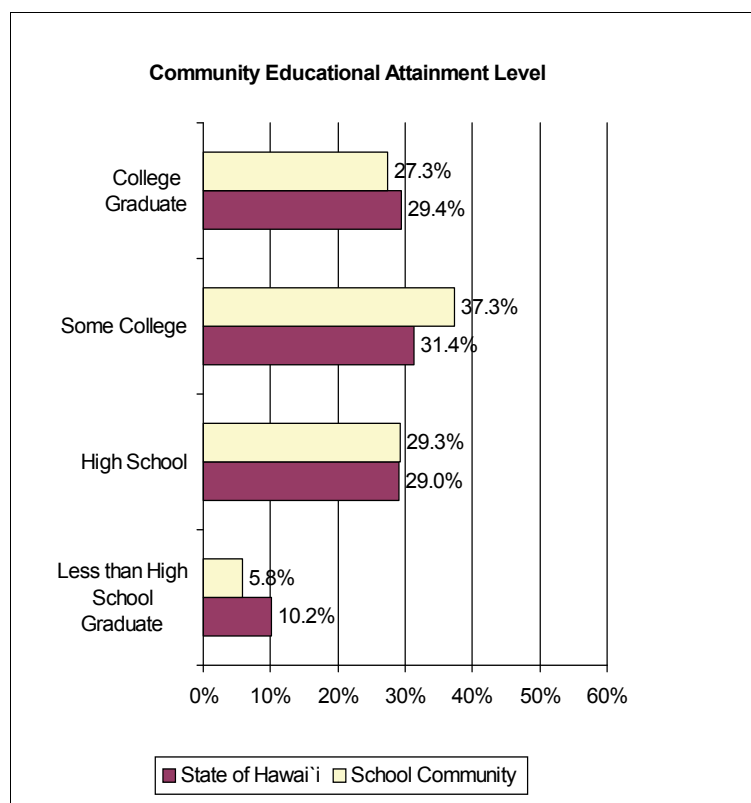
## School Setting

### 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

Kapolei HSC	School Community	State of Hawai'i
Total population	38,818	1,360,301
Percentage of population aged 5-19	23.8%	18.4%
Median age of population	32.9	38.6
Number of family households	9,249	313,907
Median household income	\$81,804	\$66,420



## School Improvement

### Summary of Progress

The Strive HI School Performance Report is an annual snapshot of a school's performance and progress on key indicators of student success. According to the SY 2017-2018 Strive HI School Performance Report, Mauka Lani Elementary School (MLES) had a median growth percentile (MGP) score of 55 in the area of English Language Arts (ELA) and 59 in the area of Math. These MGP scores indicate that MLES performed slightly above the median (middle) of all schools. In addition, 67 percent of MLES' 3<sup>rd</sup> Grade students demonstrated literacy/reading proficiency near, at, or above grade level. This was an increase of 15 percent as compared to the school's 3<sup>rd</sup> Grade Literacy score from the previous year.

To address Achievement, teachers in kindergarten through grade five utilized Reading Wonders (ELA) and Stepping Stones (Math) as resources to support their teaching of the Common Core State Standards (CCSS). Teachers incorporated the Standards of Mathematical Practices in their instruction and continued implementation of "A Language for Learning" through the use of Thinking Maps that help provide a common visual language/representation to support students' learning and critical thinking. MLES also continued implementation of Project Lead the Way (PLTW) with a focus on Computer Science and the Engineering Design modules as well as making the shift towards the incorporation and full implementation of the Next Generation Science Standards (NGSS).

To address Growth, teachers meet in Data Teams (PAWS Time) during the school's Rotational Pull-Out (RPO) days to identify and discuss the standards to be addressed during each instructional interval, create learning targets and success criteria, set SMART goals, identify the resources and instructional strategies to be used, create assessment and rubrics to be administered across the grade level, and analyze student work and/or assessment results to inform their instructional next steps and plans for intervention.

To address Readiness, chronic absenteeism data was analyzed and school-wide supports such as recognition, incentives, and other communication strategies were utilized throughout the school year to encourage regular daily attendance. Mentoring of students by Non-Classroom Teachers (NCT) was started during the second semester to build relationships with students as a means to support students with their needs and help these students to set and progress towards their self-determined goals. During the summer, MLES implements a Kindergarten Kick Start program for incoming kindergarten students to help support their readiness/transition to school.

To address the Achievement Gap, teachers supported students who were not yet proficient in ELA and Math through a variety of differentiated activities and tiers of interventions/supports. A universal screener (iReady) was utilized to help teachers identify the specific needs of students, gauge students' progress through the year, and support the alignment of school resources. Extended learning opportunities were also provided after school and during the summer to help increase student learning and close the achievement gaps between our High-Needs and Non-High Needs students.

Through a Comprehensive Needs Assessment (CNA) conducted by the MLES Leadership Team during the second semester of SY 2018-2019, it was determined that in order to increase student achievement and decrease the achievement gaps, MLES would continue to implement/refine the school's focus areas as well as implement the following activities/strategies during SY 2019-2020:

- Review, refine, and continue to implement a school-wide academic Response to Intervention (RTI) system/structure that includes Tiers 1, 2, and 3 supports for ELA and Math;
- Review, refine, and continue to implement a school-wide behavioral RTI system/structure that includes Tiers 1, 2, and 3 supports;
- Establish and implement a formal Professional Development (PD) and Professional Learning Community (PLC) structure to support the learning needs of the faculty and staff;
- Review, revise, and continue to implement a formal communication protocol for school-wide consistency and understanding.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)<sup>1</sup></b>		42.0
Regular Instruction, FTE	66.6%	28.0
Special Instruction, FTE	21.4%	9.0
Supplemental Instruction, FTE	11.9%	5.0

Teacher headcount		42
Teachers with 5 or more years at this school		21
Teachers' average years of experience		13.2
Teachers with advanced degrees		11

#### Professional Teacher Credentials<sup>1</sup>

Fully licensed	100.0%	42
Emergency hires	0.0%	0

<sup>1</sup> Totals may not equal 100% due to rounding.  
Professional Teacher Credentials are based on teacher headcount number.

#### Students per Teaching Staff<sup>2</sup>

Regular Instruction	18.9
Special Instruction	4.2

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE <sup>3</sup>	5.0
Librarians, FTE	0.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	3

<sup>3</sup> Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

### Facilities

School Year Ending 2020

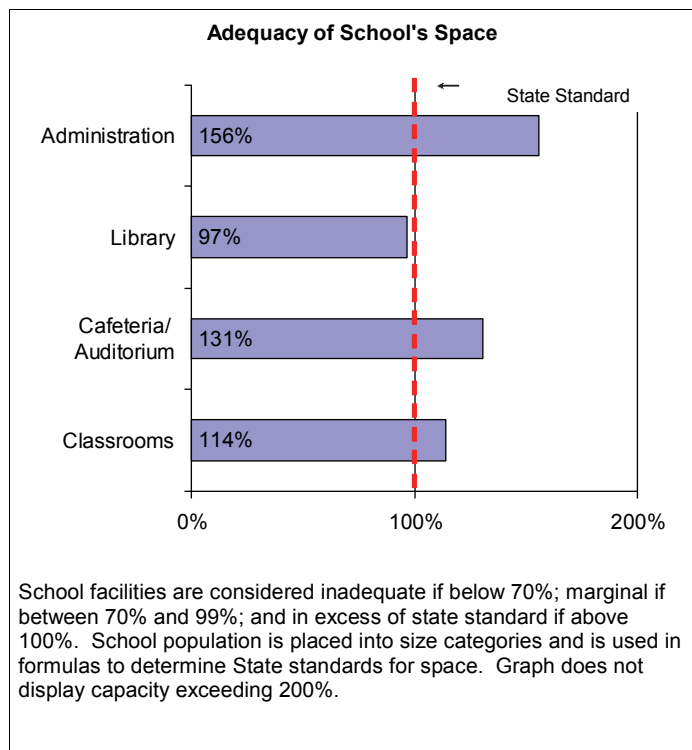
Classrooms available	38
Number of classrooms short (-) or over (+)	0

#### 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	
Dimensions		School	State	School	State	School	State
Safety	2019	82.9%	77.9%	84.1%	86.0%	71.1%	71.4%
	2020	70.9%	76.7%	81.0%	86.3%	71.1%	68.2%
Well-Being	2019	79.8%	76.5%	90.0%	90.7%	--	--
	2020	63.0%	75.7%	88.7%	91.0%	--	--
Satisfaction	2019	70.5%	74.8%	82.8%	86.6%	--	--
	2020	52.3%	72.9%	81.5%	87.5%	--	--
Involvement/Engagement	2019	75.6%	74.6%	70.6%	74.9%	--	--
	2020	51.4%	73.2%	66.1%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
2019		93.1%	79.9%	23.2%	34.9%	84.9%	86.0%
2020		44.6%	84.5%	29.8%	37.7%	88.3%	85.2%

\* 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.

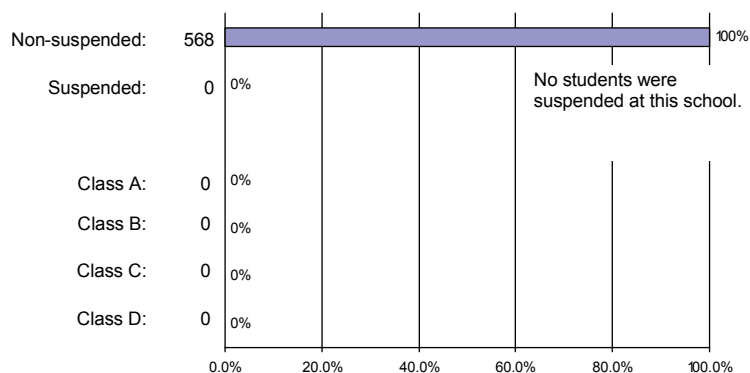
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			
2017-18	2018-19	2019-20	<b>State Standard</b>
<b>Average Daily Attendance: %</b>			
(higher is better)			
93.6%	92.8%	93.1%	<b>95.0%</b>
<b>Average Daily Absences: in days</b>			
(lower is better)			
11.3	12.5	9.0	<b>9</b>

#### Suspensions, School Year 2019-2020



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 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		
	2018	2019	2020
Total number of students	495	505	467
Percent retained in grade	0%	0%	0%

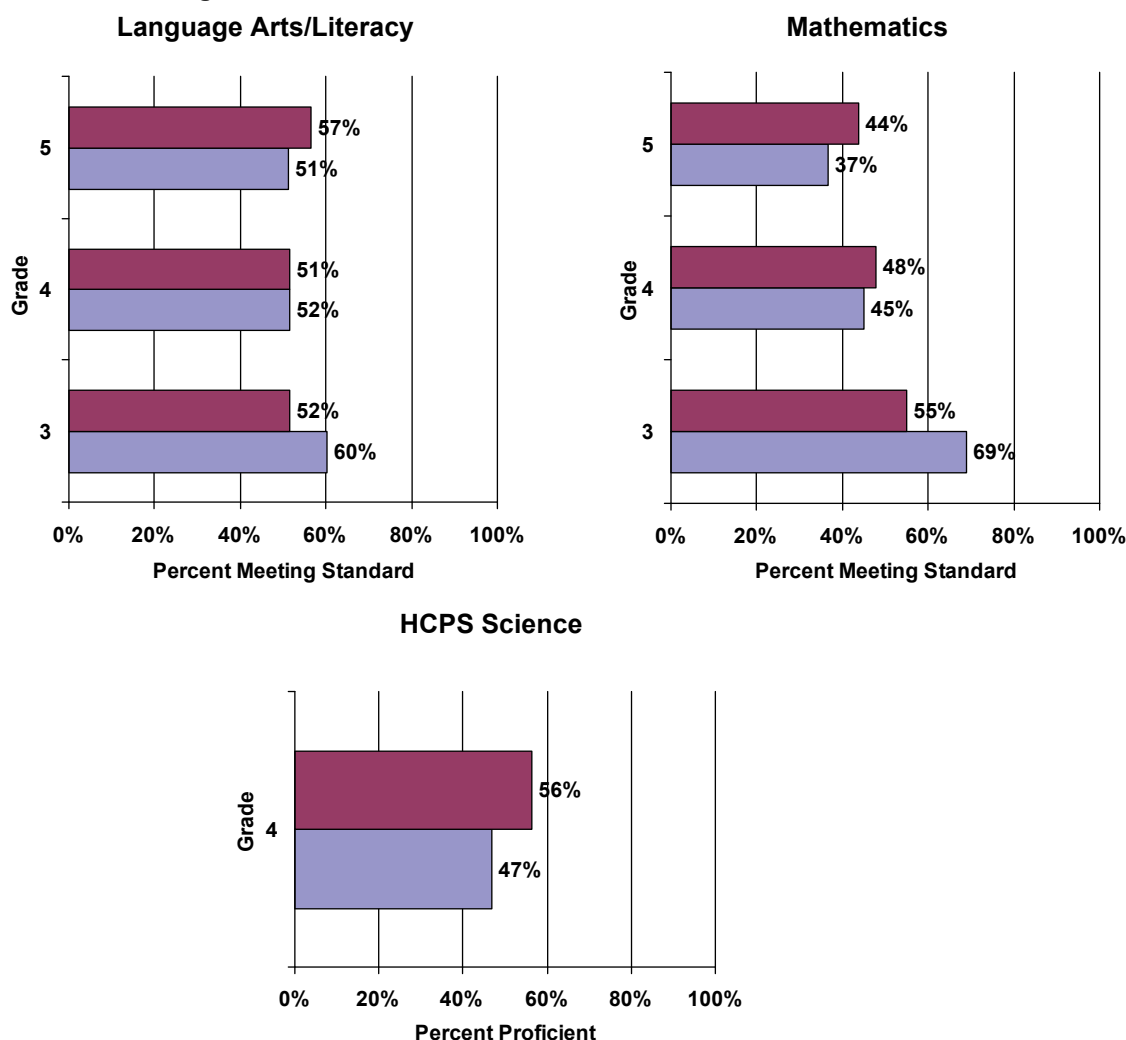
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## Vital Signs

### Hawaii Statewide Assessment Program

**NOTE:** The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



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

Mauka Lani Elementary School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2022.

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