

Mililani Middle School

School Code: 238

Grades 6-8

School Status and Improvement Report School Year 2019-20



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School Address:

Mililani Middle School
95-1140 Lehiwa Drive
Mililani, Hawaii 96789

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

Mililani Middle School welcomed our first students in school year 1998-1999 as the state's first year-round multi-track school. While operation on a multi-track calendar continues in order to accommodate an enrollment capacity that exceeds the school's facilities, plans are in the process of transitioning the school to a single-track calendar in SY 2022-2023. Located in a large suburban community, Mililani Middle services students from 5 feeder schools: Kipapa, Mililani 'Ike, Mililani Mauka, Mililani Uka, and Mililani Waena. Our school's vision and mission are centered on the needs of adolescents, making connections to the outside world while providing a safe, nurturing and challenging academic environment. Core teaching teams provide opportunities for student-centered learning, integrated curricula, varied instructional strategies, flexible scheduling, and a rich exploratory program. Our High Interest Program (HIP) provides students with an array of after-school enrichment opportunities with faculty, parents, and others in the community volunteering their time to cultivate student interests.

Mililani Middle continues to implement a consistent curriculum across all tracks within each grade level built upon the Common Core State Standards (CCSS) in English Language Arts and Mathematics and the Hawaii Content and Performance Standards (HCPS) in Wheel, and Elective courses. We are also in the process of re-aligning our current curriculum with the Next Generation Science Standards (NGSS) and Hawaii Core Standards for Social Studies (HCSSS). In coordination with the CCSS and Smarter Balanced Summative Assessments, the state-selected curricula of *SpringBoard* and *Go Math* serve as the framework for the English Language Arts and Math curriculum. Our faculty continuously engages in articulation within and between the school's many Professional Learning Communities. In an effort to create engaging, active learning environments, teachers continue to implement project-based instruction built upon the integration of higher-level questioning and thinking. Coupling such instruction with an emphasis to embed service learning opportunities across all grade levels and content areas has helped to increase both the rigor and relevance of the students' experiences and attaining our vision of making connections to the outside world.

In 2018, Mililani Middle School completed a week-long visitation by the Western Association of Schools and Colleges (WASC) committee and was granted a six-year term of accreditation through 2024. In order to continuously make improvements, our school community dedicates time and effort to embrace the WASC Focus on Learning and Academic Financial planning processes.

School Setting

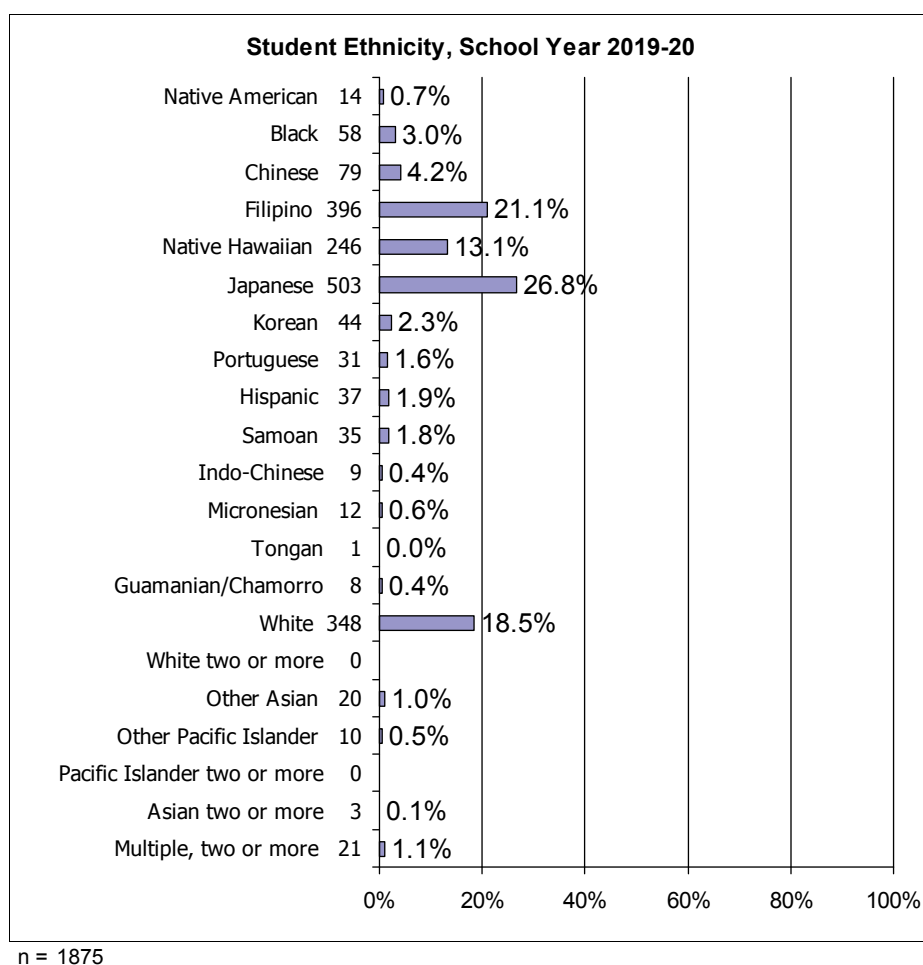
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	1873	1886	1875	Number and percent of students in Special Education programs	167 8.9%	170 9.0%	182 9.7%
Number and percent of students enrolled for the entire school year	1817 97.0%	1817 96.3%	1823 97.2%	Number and percent of students with limited English proficiency	22 1.1%	30 1.5%	42 2.2%
Number and percent of students receiving free or reduced-cost lunch	384 20.5%	363 19.2%	394 21.0%				

Note. -- means missing data.

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

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



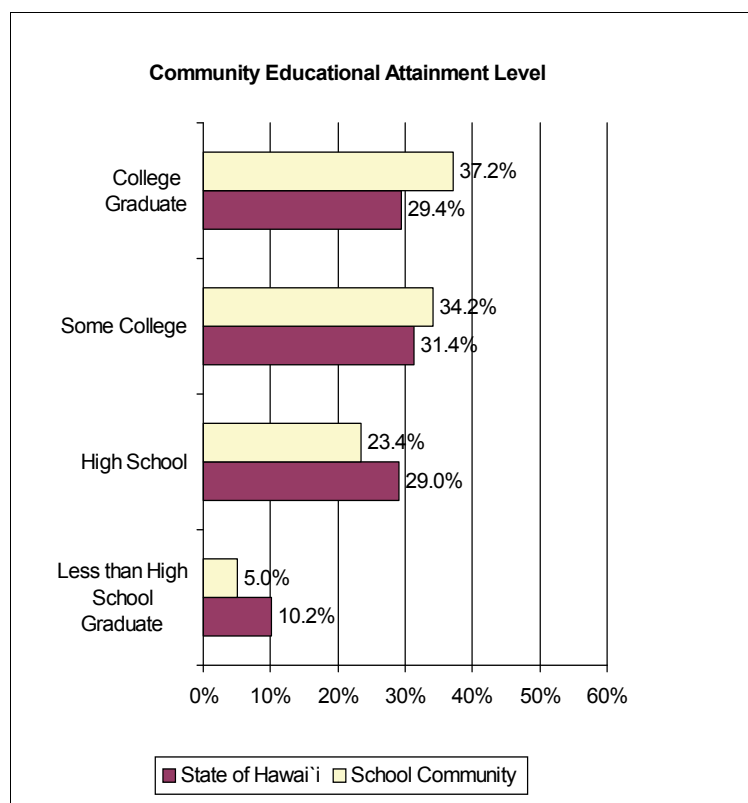
School Setting

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

Mililani HSC	School Community	State of Hawai'i
Total population	53,951	1,360,301
Percentage of population aged 5-19	21.1%	18.4%
Median age of population	37.2	38.6
Number of family households	14,309	313,907
Median household income	\$96,528	\$66,420



School Improvement

Summary of Progress

At Mililani Middle School, implementation of *SpringBoard*, published by College Board, in English Language Arts and *Go Math*, published by Houghton Mifflin Harcourt, in Mathematics has ensured curricular alignment with the Common Core State Standards and the claims measured by the Smarter Balanced Summative Assessments. Language Arts teachers are implementing *SpringBoard* across all grade levels and all tracks. The school-wide focus of literacy is an integral element of the shifts within the Common Core State Standards, where reading, writing, and speaking are grounded in evidence from both literary and informational texts. All content area departments are continuously articulating on how they can support students in discipline-specific literacy within their content areas as each discipline demonstrates their understanding through varying modes. The Mathematics teachers are implementing *Go Math* across all grade levels and all tracks. A school-wide SMARTe goal of “100% of MMS students will demonstrate literacy in all academic disciplines” has been adopted as all faculty and staff promote understanding, critical thinking, and reasoning so students can communicate across all disciplines and in every class.

In an effort to integrate STEM practices and activities into all grade levels, wheel teachers work together to develop and implement curriculum that will expose all students to the engineering processes and be vertically-aligned so as to provide new experiences each year. Elective teachers articulate to integrate STEM-based units into their curriculum that are more specialized and tailored to student interests and 21st century learning.

Assessment processes are in place to collect, analyze and report formative and summative data. Teacher teams utilize a variety of formative assessment strategies, accompanied by descriptive feedback that provides students with the opportunity to improve. Teachers review assessment data and continuously make modifications to their instructional practices. They engage in the data team process to collectively analyze data that results in improving instruction.

With Every Student Succeeds Act (ESSA), the shift focuses on the whole child and social emotional learning. Mililani Middle School teachers work hard to meet the needs of all students. Teachers serve as the first line responsible for the students under their charge as well as working with the school counselors who counsel the students in their care. The team structure provides for smaller learning communities and more personalized environments for learning. Book studies and professional development on *7 Habits of Highly Effective Teens* by Sean Covey and *The MindUP Curriculum* by The Hawn Foundation have been provided to teachers which addresses the students' need for belonging and for group identity.

Teachers utilize the Response to Intervention and data team processes to identify appropriate strategies and interventions for all learners. Teacher teams review individual student performance as well as school-wide data to address the needs of all students. Our Academic and Financial Plan seeks to ensure that students are provided with rich and diverse curricular and co-curricular experiences that allow for maximum exposure to rigorous career and technical education programs of study.

All new and beginning teachers are provided support by school-level mentors. School-level mentors attend district-sponsored meetings and professional development on mentoring and instructional coaching. The goal of providing a school-level mentor is to improve and ensure that all beginning teachers have positive working conditions and the support system to improve upon instructional practice that ultimately impacts student achievement. The school-level mentors are trusted colleagues with whom the beginning teachers can work with to develop a professional growth plan as well as reflect upon their practice and growth throughout the year.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		103.0
Regular Instruction, FTE	82.5%	85.0
Special Instruction, FTE	16.5%	17.0
Supplemental Instruction, FTE	0.9%	1.0

Teacher headcount		103
Teachers with 5 or more years at this school		66
Teachers' average years of experience		14.8
Teachers with advanced degrees		46

Professional Teacher Credentials

¹

Fully licensed	98.0%	101
Emergency hires	1.9%	2

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

Students per Teaching Staff

²

Regular Instruction	19.9
Special Instruction	10.7

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	9.0
Librarians, FTE	1.0
Counselors, FTE	4.0
Number of principals at this school in the last five years	1

³ 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

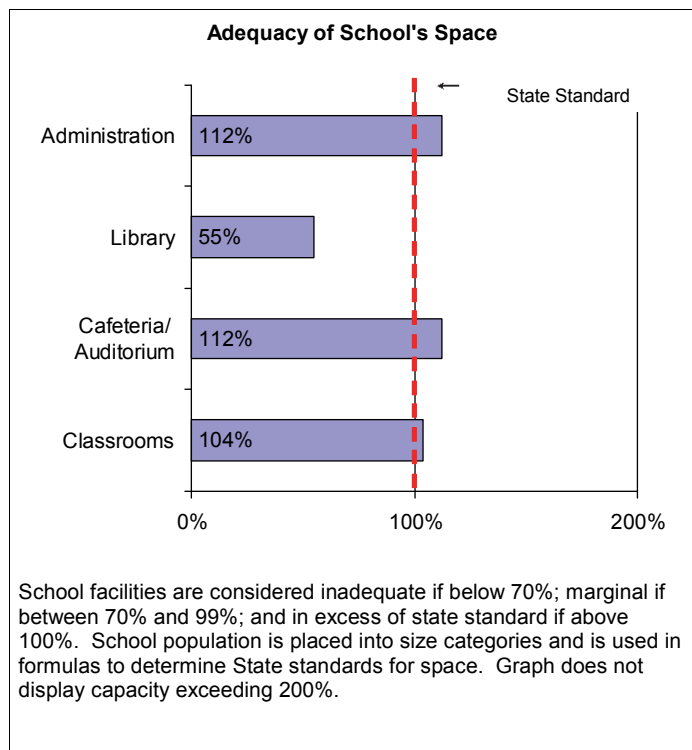
Classrooms available	74
Number of classrooms short (-) or over (+)	0

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	2019	71.8%	69.2%	79.7%	74.6%	72.0%	64.4%
	2020	67.2%	65.8%	77.9%	73.8%	63.1%	58.7%
Well-Being	2019	65.0%	70.1%	87.3%	83.0%	--	--
	2020	67.6%	68.1%	84.7%	82.5%	--	--
Satisfaction	2019	61.4%	65.0%	81.1%	78.5%	--	--
	2020	66.0%	63.8%	80.4%	77.7%	--	--
Involvement/Engagement	2019	56.0%	66.2%	57.0%	57.8%	--	--
	2020	60.6%	64.7%	52.6%	57.7%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	24.4%	76.6%	30.1%	24.1%	88.9%	84.2%
	2020	67.5%	86.2%	31.7%	27.7%	82.7%	77.0%

* 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.

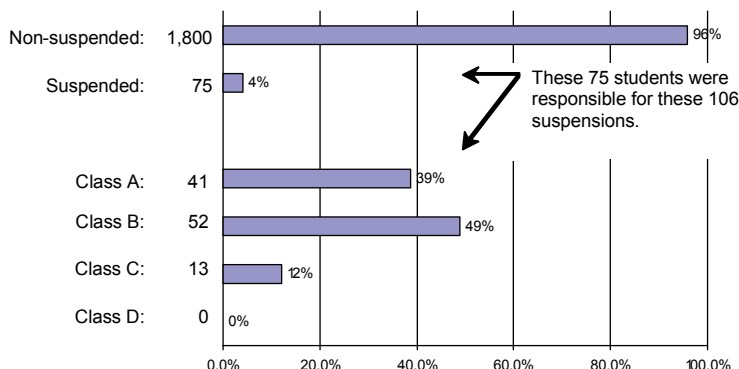
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
95.6%	95.4%	96.5%	95.0%
Average Daily Absences: in days (lower is better)			
7.3	7.8	4.1	9

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	594	567	607
Percent retained in grade	0%	1%	0%

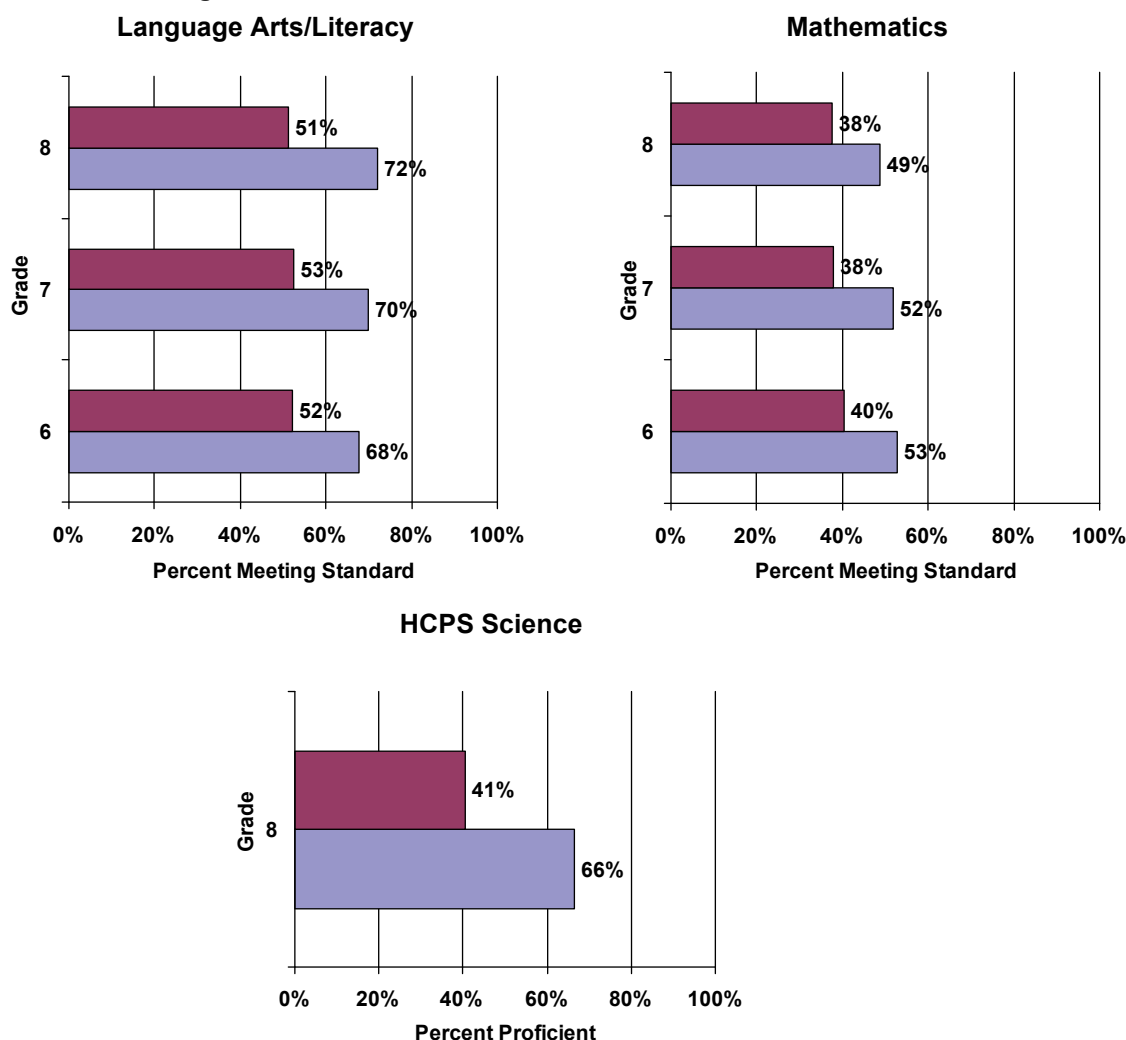
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Vital Signs

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

Mililani Middle 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 2024.

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