

Mililani Mauka Elementary School

School Code: 241

Grades K-5

School Status and Improvement Report School Year 2019-20



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School Address:

Mililani Mauka Elementary School
95-1111 Makaikai Street
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 Mauka Elementary School opened on September 1, 1993 with 280 students in grades K through 6. In 1998, we became a K-5 elementary school with the opening of Mililani Middle School. From 1993 to 2003, our enrollment grew to 1250 students. In 2003, a second elementary school opened in the Mililani Mauka community, allowing our enrollment to decrease to 650 students. Our enrollment over the past several years has been between 750 to 800 students.

Mililani Mauka Elementary was designed to be a "complete school of the future," being completely networked for voice, video, and data. As a participating school in the HDOE Future Ready Learning Program, every student is assigned a digital device (iPad or Macbook Air) to support learning. The use of technology to enhance teaching-learning processes is integral to the school's design and operation. During the design process, school members adopted Harvard's Project Zero Smart School concept as the school's philosophical base, developing the school's conceptual framework based on the principle that "learning is a consequence of thinking and should be reflective of deep understanding." The principle is manifested in the daily life of the school through the supportive elements of smart content, smart assessment, smart growth and change, smart thinking dispositions, smart culture, and smart technology.

Mililani Mauka Elementary cultivates partnerships with families and the community to develop well-rounded students both in and outside of the classroom.

We have an active School Community Council as well as a very supportive Parent Teacher Organization (PTO). The PTO has funded various initiatives for the students in the arts, technology, music, and physical education.

We also have an active Parent Community Networking Center where parents are encouraged to sign up to volunteer for a variety of activities ranging from single events to year-long assistance that support the classrooms.

Mililani Mauka was reaccredited by the Western Association of Schools and Colleges in February 2018 for a period of six years until June 30, 2024.

For more information about Mililani Mauka, please visit our school's website at <http://www.milmauka.k12.hi.us>.

School Setting

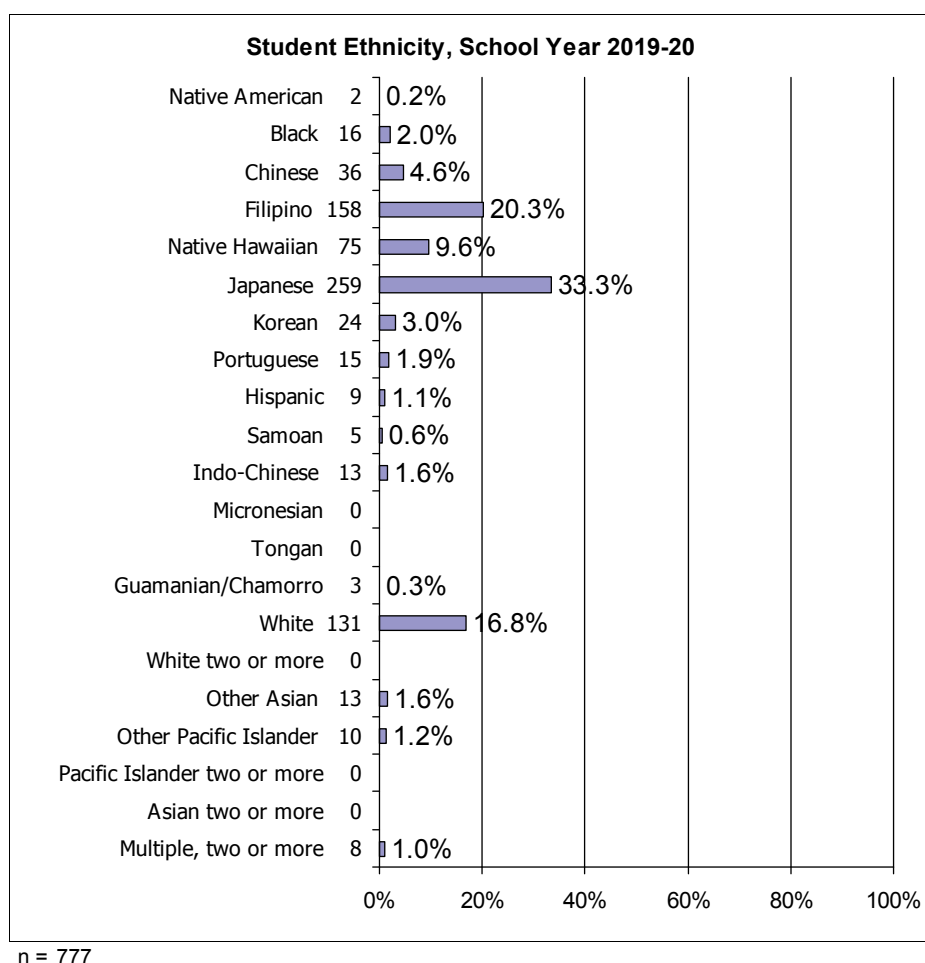
Student Profile

| School year | 2017-18 | 2018-19 | 2019-20 | | 2017-18 | 2018-19 | 2019-20 |
|---|--------------|--------------|--------------|---|------------|------------|------------|
| Fall enrollment | 813 | 777 | 777 | Number and percent of students in Special Education programs | 64 7.8% | 65 8.3% | 61 7.8% |
| Number and percent of students enrolled for the entire school year | 714 87.8% | 705 90.7% | 705 90.7% | Number and percent of students with limited English proficiency | 28 3.4% | 25 3.2% | 21 2.7% |
| Number and percent of students receiving free or reduced-cost lunch | 121 14.8% | 119 15.3% | 122 15.7% | | | | |

Note. -- means missing data.

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

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



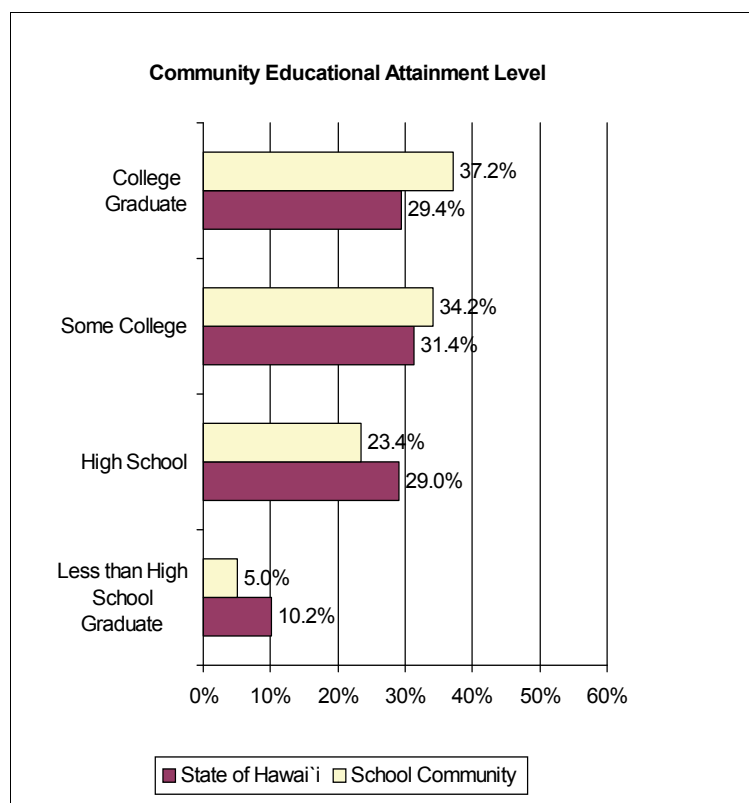
School Setting

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

Throughout the year, faculty and staff engaged in focus groups to address the Western Association of Schools and Colleges accreditation recommendations from the spring of 2018 visit. The recommendations focused on continuing to define and develop a shared understanding of inclusion and implement inclusionary practices in general education; providing additional professional development in the areas of differentiation and personalized learning to equip all teachers with instructional skills, strategies and formative assessments to address the needs of diverse students to help close the achievement gap; and revising curricular maps to address the instructional expectations of NGSS in order to increase student learning of the NGSS and demonstrations of understanding of key science concepts.

As we continued to build and strengthen our response to intervention process, we fully implemented i-Ready as a school-wide universal screener in math and reading. Utilizing the data from the diagnostic assessments throughout the year, teachers were able to identify gaps as well as supports that their students needed. Students' progress was monitored and collected to determine their growth throughout the year. Students are also utilizing the online instruction component of iReady to address their areas of need.

Our school-wide focus for school year 2018-2019 was the ELA Reading Informational Text Standards. Focus was on responding to questions using text evidence to support students' thinking. Our faculty engaged in professional development targeting our focused learning areas including data analysis, looking at student work, goal setting, and differentiated strategies to increase participation and engagement for all learners. Through the efforts of the school Planning Cadre and grade-level data teams, professional development was facilitated throughout the year to support continuous improvement towards the school-wide focus.

As the state transitions to the Next Generation Science Standards (NGSS), the school also prioritized professional development to support gaining a better understanding of the new science standards. During this time, grade levels were refining their curriculum to align with the standards and also worked on developing units of study to develop the skill of all students to become critical thinkers.

As the school strives to provide more opportunities in STEM, Mililani Mauka's two VEX IQ robotics teams qualified for the State and World Championships. At the World Championship, Robotics Team 241E won the STEM award in their division for their research project on pedestrian safety.

Students identified as at-risk are supported with additional tutoring in reading and/or math. Our school continued to implement an intervention block four days a week to further support differentiation for all students. An after school science club was also held to support targeted students.

As we continue to address the needs of the whole child, the school continues to implement the Mind Up curriculum. Through social emotional learning, the school hopes to equip students with skills that help them to self-regulate their behavior.'

Our emphasis on the six pillars of character — Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship — continued this year and was highlighted at our Mililani Complex Character Education Fair. For civic responsibility, our students participated in a collection of a canned food drive to provide food for need families, donated supplies to the homeless, and participated in recycling drives throughout the school year. During the month of January, the students also participated in an anti-bullying campaign that recognized random acts of kindness.

School Resources

Certified Staff

Teaching Staff

| | | |
|---|-------|------|
| Total Full-Time Equivalent (FTE)¹ | | 50.0 |
| Regular Instruction, FTE | 82.0% | 41.0 |
| Special Instruction, FTE | 18.0% | 9.0 |
| Supplemental Instruction, FTE | 0.0% | 0.0 |

| | | |
|--|--|------|
| Teacher headcount | | 50 |
| Teachers with 5 or more years at this school | | 37 |
| Teachers' average years of experience | | 22.9 |
| Teachers with advanced degrees | | 14 |

Professional Teacher Credentials¹

| | | |
|-----------------|--------|----|
| Fully licensed | 100.0% | 50 |
| Emergency hires | 0.0% | 0 |

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

Students per Teaching Staff²

| | |
|---------------------|------|
| Regular Instruction | 17.4 |
| Special Instruction | 6.7 |

² These figures do not indicate class size.

Administrative and Student Services Staff

| | |
|--|-----|
| Administration, FTE ³ | 3.0 |
| Librarians, FTE | 0.0 |
| Counselors, FTE | 3.0 |
| Number of principals at this school in the last five years | 2 |

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

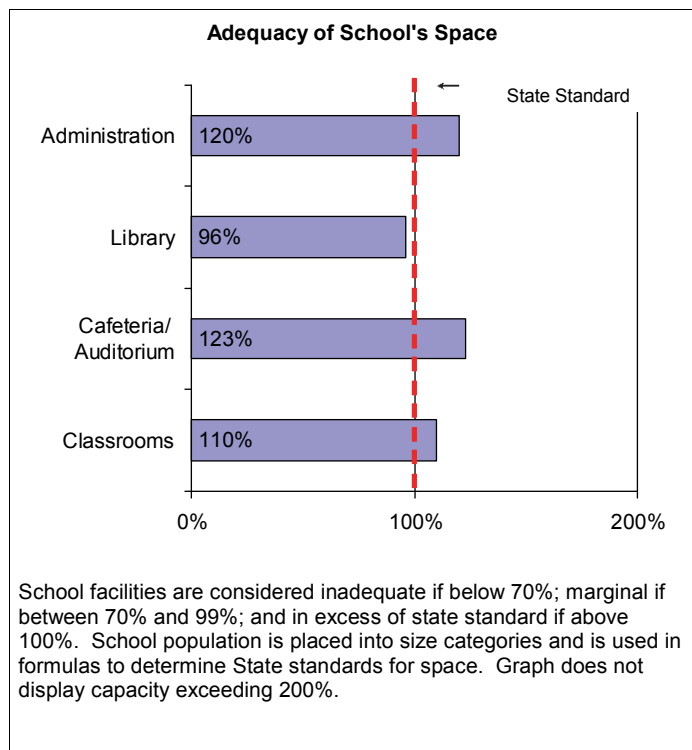
| | |
|--|----|
| Classrooms available | 49 |
| Number of classrooms short (-) or over (+) | 0 |

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 | 89.6% | 77.9% | 89.3% | 86.0% | 73.1% | 71.4% |
| | 2020 | 78.5% | 76.7% | 88.7% | 86.3% | 71.0% | 68.2% |
| Well-Being | 2019 | 85.0% | 76.5% | 93.0% | 90.7% | -- | -- |
| | 2020 | 72.0% | 75.7% | 92.4% | 91.0% | -- | -- |
| Satisfaction | 2019 | 91.4% | 74.8% | 92.7% | 86.6% | -- | -- |
| | 2020 | 75.1% | 72.9% | 90.8% | 87.5% | -- | -- |
| Involvement/Engagement | 2019 | 77.6% | 74.6% | 70.3% | 74.9% | -- | -- |
| | 2020 | 63.1% | 73.2% | 71.2% | 75.5% | -- | -- |

| Survey Return Rate ** | | Teachers | | Parents | | Students | |
|-----------------------|------|----------|-------|---------|-------|----------|-------|
| | | School | State | School | State | School | State |
| | 2019 | 98.0% | 79.9% | 41.3% | 34.9% | 87.2% | 86.0% |
| | 2020 | 93.1% | 84.5% | 43.3% | 37.7% | 87.3% | 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.

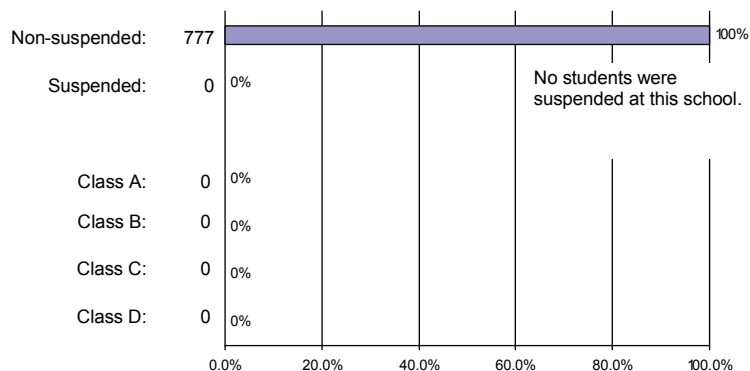
Vital Signs

Student Conduct

Attendance and Absences

| School Year | | | |
|---|---------|---------|-----------------------|
| 2017-18 | 2018-19 | 2019-20 | State Standard |
| Average Daily Attendance: % (higher is better) | | | |
| 96.2% | 96.2% | 96.0% | 95.0% |
| Average Daily Absences: in days (lower is better) | | | |
| 6.6 | 6.6 | 5.3 | 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 | 681 | 660 | 655 |
| Percent retained in grade | 0% | 0% | 0% |

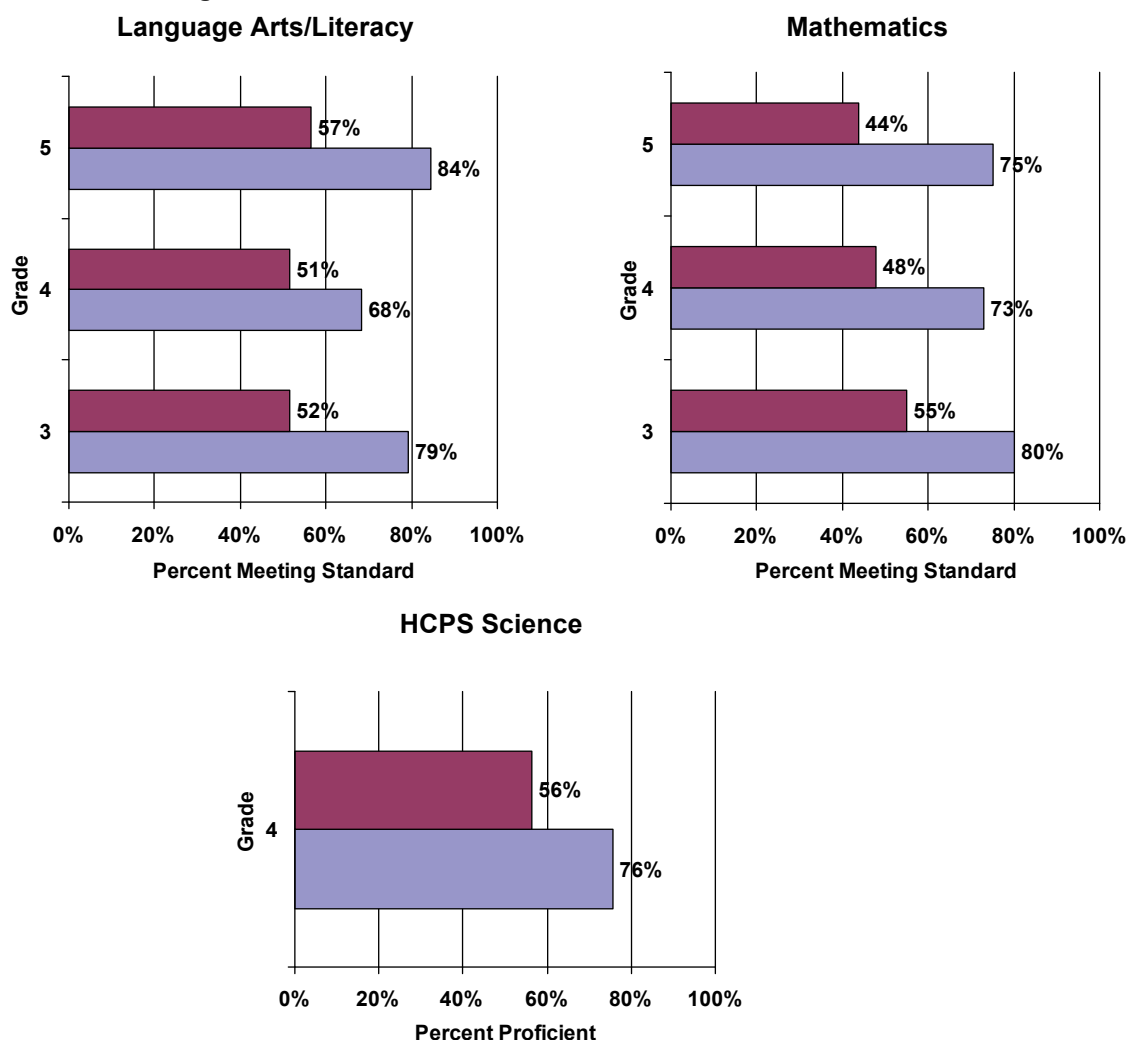
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Vital Signs

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

Mililani Mauka 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 2024.

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Hawaii State Department of Education.