# *Makakilo Elementary School*

School Code: 259

Grades    K-5

## Contents

### *School Address:*

Makakilo Elementary School
92-675 Anipeahi 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

Makakilo Elementary School (MES) was founded in 1968.  It is located on seven acres of land in a residential area on the lower slopes of Makakilo.  It is one of five elementary schools in the Kapolei Complex.  The majority of the children reside in neighboring single-family homes or townhouses.

The faculty and staff continue to commit and provide a quality standards-based education and AVID strategies with the focus not only on reading, math, and writing but the whole child.

MES continues to use the state-approved Language Arts curriculum, Wonders, and Math curriculum, Stepping Stones. Singapore Math Strategies, Thinking Maps and the Pearson Workshop Model are also used to supplement math.  Our online instructional program, iReady, supplements and monitors student growth as well.

In an effort to ensure that every child is making academic growth, we consistently review student data (formative and summative) to see if students are making progress. While continuously utilizing the data,  we create interventions and/or adjustments are made to meet the needs of our students, through the Response To Intervention (RTI) process.  There are dedicated RTI blocks for reading twice a week and for math twice a week.

We believe that our students need to be able to apply their learning and make connections to real-life situations.  We provide students with opportunities to make sense of their learning.  We continue to incorporate Discovery Education and Project Lead the Way (PLTW).  PLTW modules provide a solid foundation for Science, Technology, Engineering and Math.  This will help to ensure that our students will be career- and college-ready in the future and both programs are aligned to the Next Generation Science Standards (NGSS) .

To address the social and emotional aspects of the student we are implementing the Choose Love program as well the school wide STAR and GLO program. In addition we offer a variety of afterschool programs students can participate in.

Effective community/business partnerships are essential and at MES we currently partner with the School Community Council (SCC), Parent Community Networking Coordinator (PCNC), James Campbell Estate, First Assembly of God, Rotary Club, DR Horton, Grace Pacific,Tutu and Me,  and Civil-Mechanical Contractor.  There are a variety of school and community activities throughout the school year.
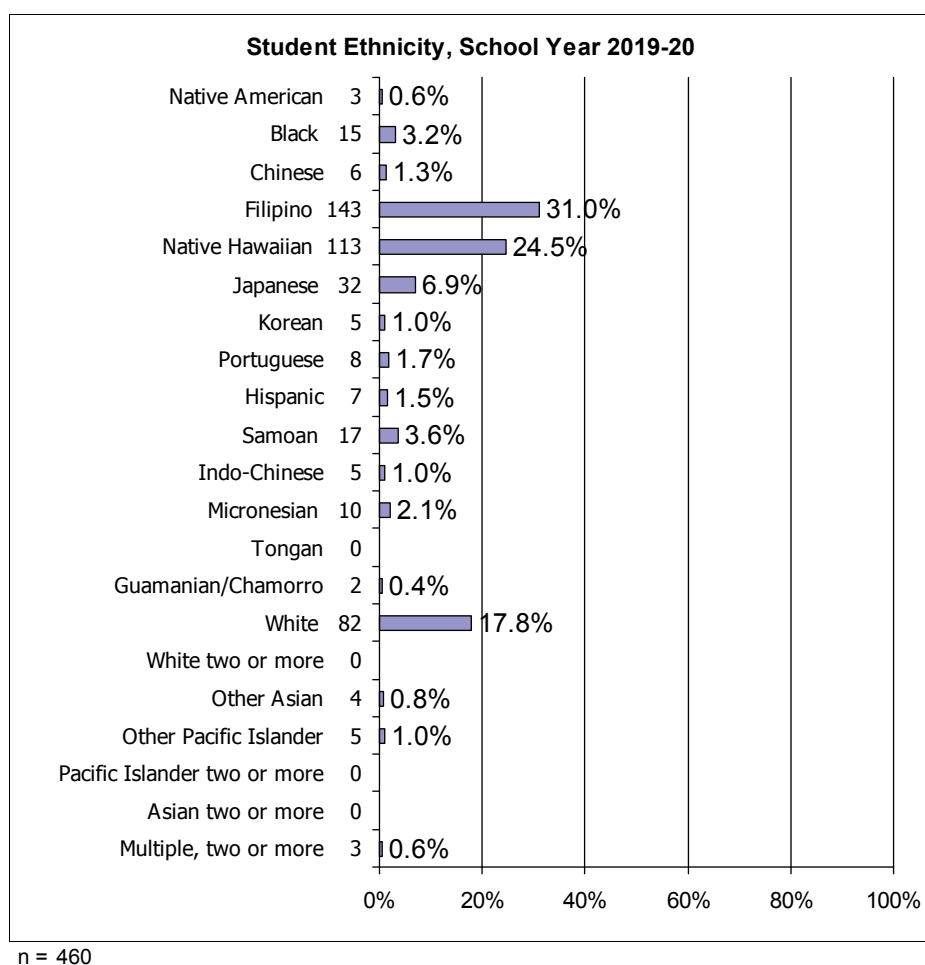
## School Setting

### Student Profile

| School year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Fall enrollment | 481 | 485 | 460 |

| | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Number and percent of students enrolled for the entire school year | 461 | 446 | 417 |
| | 95.8% | 91.9% | 90.6% |
| Number and percent of students receiving free or reduced-cost lunch | 224 | 221 | 186 |
| | 46.5% | 45.5% | 40.4% |

| | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Number and percent of students in Special Education programs | 42 | 46 | 53 |
| | 8.7% | 9.4% | 11.5% |
| Number and percent of students with limited English proficiency | 32 | 32 | 32 |
| | 6.6% | 6.5% | 6.9% |

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

**Student Ethnicity, School Year 2019-20**

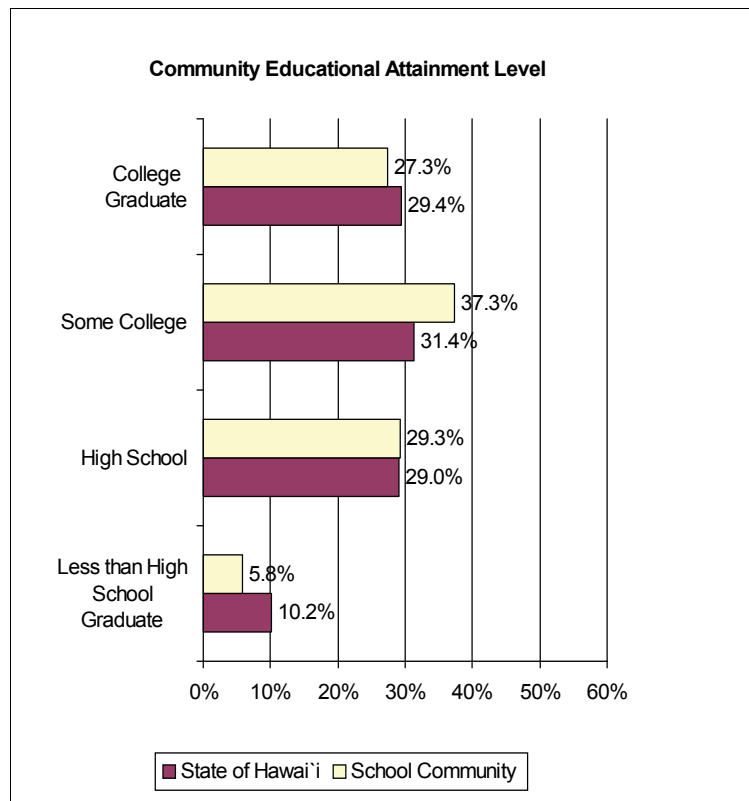| Ethnicity | Count | Percent |
|---|---|---|
| Native American | 3 | 0.6% |
| Black | 15 | 3.2% |
| Chinese | 6 | 1.3% |
| Filipino | 143 | 31.0% |
| Native Hawaiian | 113 | 24.5% |
| Japanese | 32 | 6.9% |
| Korean | 5 | 1.0% |
| Portuguese | 8 | 1.7% |
| Hispanic | 7 | 1.5% |
| Samoan | 17 | 3.6% |
| Indo-Chinese | 5 | 1.0% |
| Micronesian | 10 | 2.1% |
| Tongan | 0 | |
| Guamanian/Chamorro | 2 | 0.4% |
| White | 82 | 17.8% |
| White two or more | 0 | |
| Other Asian | 4 | 0.8% |
| Other Pacific Islander | 5 | 1.0% |
| Pacific Islander two or more | 0 | |
| Asian two or more | 0 | |
| Multiple, two or more | 3 | 0.6% |

n = 460

## 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 |

**Community Educational Attainment Level**

| | State of Hawai`i | School Community |
|---|---|---|
| College Graduate | 29.4% | 27.3% |
| Some College | 31.4% | 37.3% |
| High School | 29.0% | 29.3% |
| Less than High School Graduate | 10.2% | 5.8% |

Legend: ■ State of Hawai`i  □ School Community

## School Improvement

## Summary of Progress

Makakilo Elementary is fully accredited by the Western Association of Schools and Colleges.

The State Strive HI system uses multiple measures of achievement, growth, readiness and achievement gaps to understand/measure our school's performance and progress. Based on our achievement level, we were found to be in the "Continuous Improvement" level of support. This means that we are making adequate progress and growth. Our goal is to continue to improve and help all of our students reach their full potential.

Our School Quality Survey continues to show that all groups (Students, Parents, and Teachers) have remained positive about the education and school learning environment that we are providing. Below you will find some of our enabling activities that we have focused our efforts on.

Comprehensive Student Support System
We truly believe that every child needs a strong support system. We also have a strong belief that not all students are the same. Our support system includes counseling, tutoring, family meetings, school team meetings and technological support.

General Learner Outcomes (GLO)
We continue to foster healthy/positive behaviors and attitudes within our students. Quarterly assemblies are held to recognize our students who had perfect attendance, displayed a strong sense of our monthly character traits, were "Caught Being Good", and displayed high levels of the GLOs.

Common Core State Standards
Our faculty has mapped out curriculum that fully aligns to the state standards. They have also created Success Criteria and matching assessments. The success criteria allows our students to know what their learning should "look and sound" like, why they are learning it, and if they aren't reaching the standard, what they need to add or adjust to attain it.

Data Driven Instruction Cycle
We continue to utilize this cycle to monitor student growth and make instructional adjustments as needed. We utilize STAR as a universal screener for math and reading. This data, along with student work, and classroom formative and summative assessments are examined through the cycle to come up with our next steps of RTI (Response To Intervention) to help our students grow to their full potential.

Project Lead the Way (PLTW)
In a continued effort to promote Science, Technology, Engineering, and Mathematics (STEM), we continue to utilize PLTW. We are moving to include Engineering, Computer Science, and Biomedical modules. Through these modules, students are exposed to hands on learning to address real world problems/situations through an engineering design process.

## School Resources

### Certified Staff

#### *Teaching Staff*

**Total Full-Time Equivalent (FTE)[1]**          | 31.5 |

| | | |
|---|---|---|
| Regular Instruction, FTE | 80.9% | 25.5 |
| Special Instruction, FTE | 19.0% | 6.0 |
| Supplemental Instruction, FTE | 0.0% | 0.0 |

| | |
|---|---|
| Teacher headcount | 32 |
| Teachers with 5 or more years at this school | 24 |
| Teachers' average years of experience | 13.7 |
| Teachers with advanced degrees | 11 |

#### **Professional Teacher Credentials[1]**

| | | |
|---|---|---|
| Fully licensed | 100.0% | 32 |
| Emergency hires | 0.0% | 0 |

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

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

#### *Students per Teaching Staff [2]*

| | |
|---|---|
| Regular Instruction | 15.9 |
| Special Instruction | 8.8 |

[2] These figures do not indicate class size.

#### *Administrative and Student Services Staff*

| | |
|---|---|
| Administration, FTE [3] | 3.0 |
| Librarians, FTE | 0.0 |
| Counselors, FTE | 1.0 |
| 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.

### Facilities

*School Year Ending 2020*
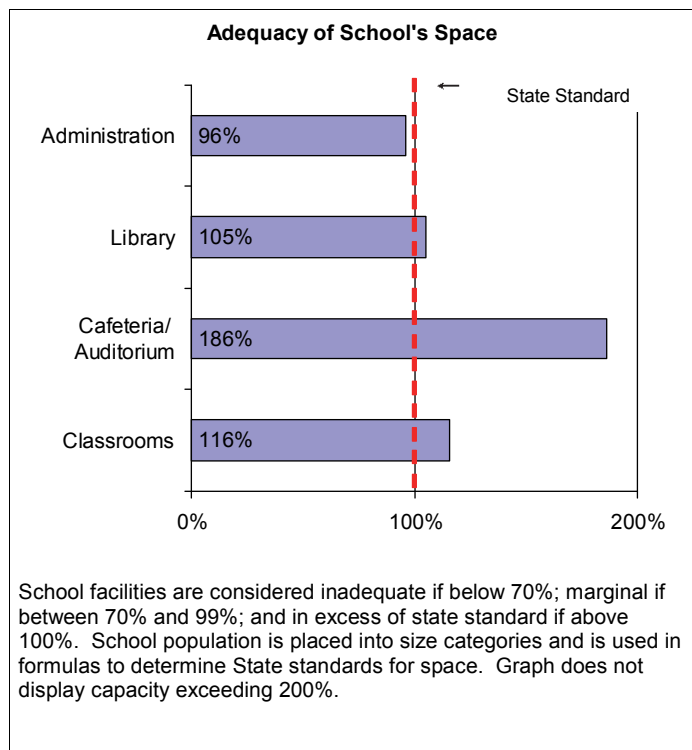
| | |
|---|---|
| Classrooms available | 30 |
| Number of classrooms short (-) or over (+) | 0 |

**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.

**Adequacy of School's Space**

| | State Standard ← |
|---|---|
| Administration | 96% |
| Library | 105% |
| Cafeteria/Auditorium | 186% |
| Classrooms | 116% |

(0% — 100% — 200%)

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 by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

## Percent of Positive Responses

| School Quality Survey [*] Dimensions | | Teachers | | Parents | | Students | |
|---|---|---|---|---|---|---|---|
| | | School | State | School | State | School | State |
| Safety | 2019 | 85.3% | 77.9% | 86.1% | 86.0% | 69.3% | 71.4% |
| | 2020 | 82.6% | 76.7% | 87.8% | 86.3% | 69.9% | 68.2% |
| Well-Being | 2019 | 78.0% | 76.5% | 89.4% | 90.7% | -- | -- |
| | 2020 | 80.7% | 75.7% | 92.9% | 91.0% | -- | -- |
| Satisfaction | 2019 | 74.4% | 74.8% | 87.4% | 86.6% | -- | -- |
| | 2020 | 83.8% | 72.9% | 87.4% | 87.5% | -- | -- |
| Involvement/Engagement | 2019 | 82.4% | 74.6% | 74.2% | 74.9% | -- | -- |
| | 2020 | 83.0% | 73.2% | 77.1% | 75.5% | -- | -- |

| Survey Return Rate [**] | | Teachers | | Parents | | Students | |
|---|---|---|---|---|---|---|---|
| | | School | State | School | State | School | State |
| | 2019 | 69.4% | 79.9% | 32.9% | 34.9% | 87.4% | 86.0% |
| | 2020 | 76.4% | 84.5% | 36.1% | 37.7% | 91.6% | 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.
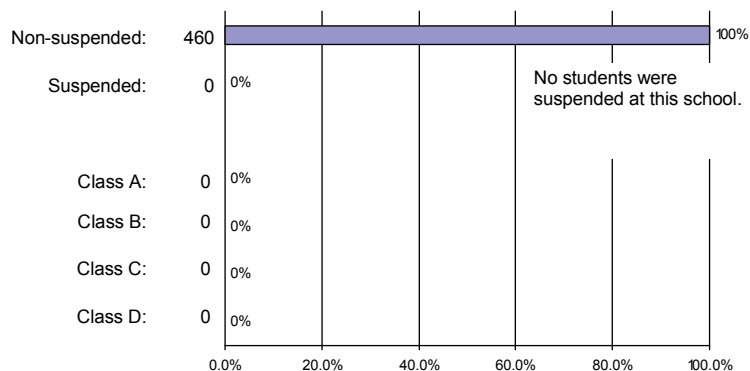
## Vital Signs

## Student Conduct

### Attendance and Absences

| School Year | | | State Standard |
|---|---|---|---|
| 2017-18 | 2018-19 | 2019-20 | |

**Average Daily Attendance: %**
(higher is better)

| | | | |
|---|---|---|---|
| 94.6% | 94.2% | 93.7% | **95.0%** |

**Average Daily Absences: in days**
(lower is better)

| | | | |
|---|---|---|---|
| 9.5 | 10.1 | 8.3 | **9** |

### Suspensions, School Year 2019-2020

| | | |
|---|---|---|
| Non-suspended: | 460 | 100% |
| Suspended: | 0 | 0% |
| | | No students were suspended at this school. |
| Class A: | 0 | 0% |
| Class B: | 0 | 0% |
| Class C: | 0 | 0% |
| Class D: | 0 | 0% |

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

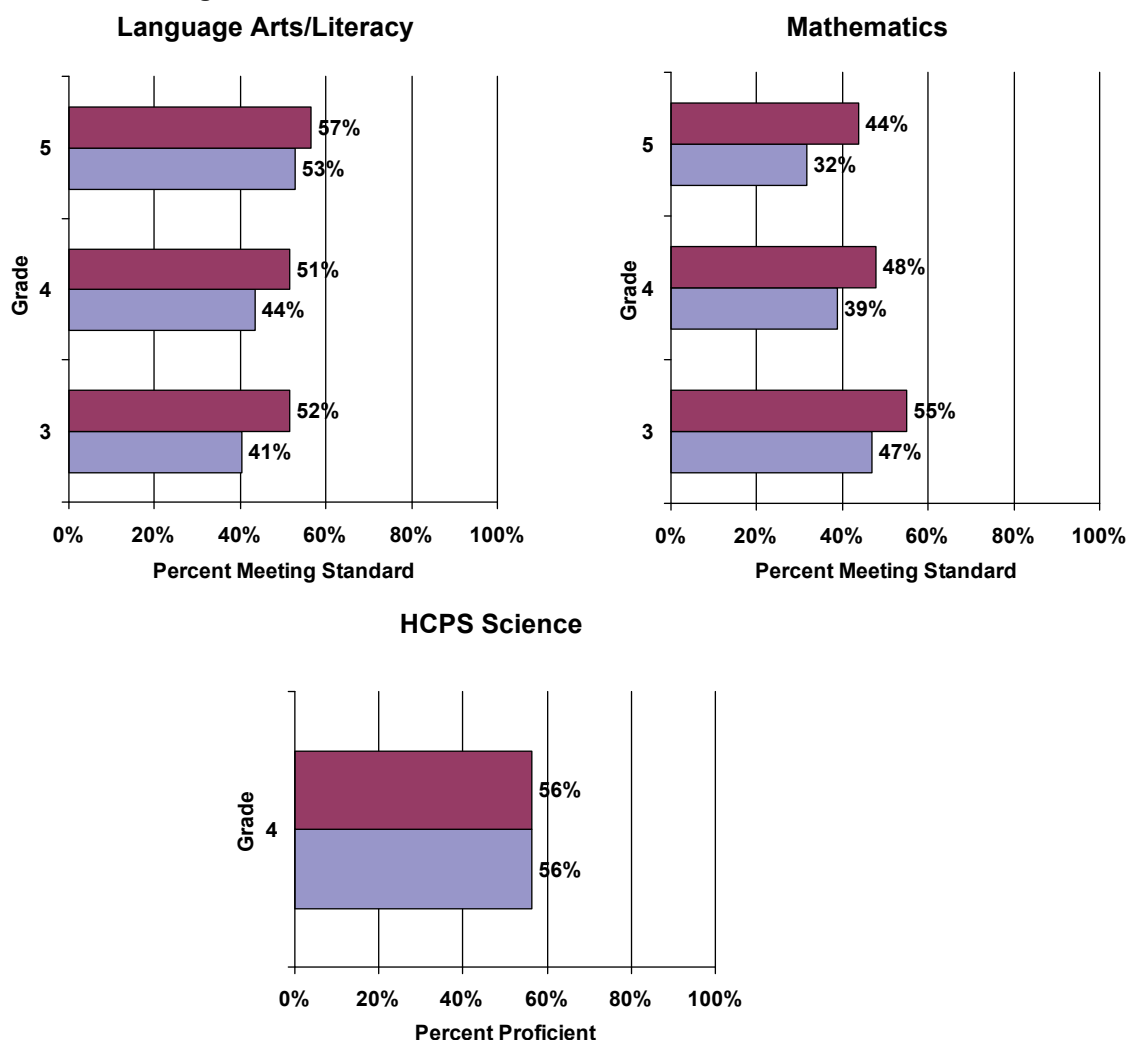| | 2018 | 2019 | 2020 |
|---|---|---|---|
| Total number of students | 402 | 404 | 385 |
| Percent retained in grade | 0% | 0% | 1% |

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

## 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.**

**Language Arts/Literacy**

| Grade | State | School |
|-------|-------|--------|
| 5 | 57% | 53% |
| 4 | 51% | 44% |
| 3 | 52% | 41% |

Percent Meeting Standard

**Mathematics**

| Grade | State | School |
|-------|-------|--------|
| 5 | 44% | 32% |
| 4 | 48% | 39% |
| 3 | 55% | 47% |

Percent Meeting Standard

**HCPS Science**

| Grade | State | School |
|-------|-------|--------|
| 4 | 56% | 56% |

Percent Proficient

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.

School        State

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

### Other School Information

Makakilo 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 2023.