



Makaha Elementary School

School Code: 258

Grades K-6

School Status and Improvement Report School Year 2019-20



Contents

Focus on Standards	p. 1
School Description	p. 1
School Setting	pp. 2-3
• Student Profile	
• Community Profile	
School Improvement	p. 4
• Summary of Progress	
School Resources	p. 5
• Certified Staff	
• Facilities	
Vital Signs	pp. 6-8
• School Quality Survey	
• Student Conduct	
• School Retention or Completion	
• Hawaii Statewide Assessment Program	
• Other School Information	

School Address:

Makaha Elementary School
84-200 Ala Naauao Place
Waianae, Hawaii 96792

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

Makaha Elementary School's mission is to create a school community and culture that supports learning through effective instruction, standards-based classrooms, and an array of learning opportunities that impact student achievement and the development of the whole child.

Makaha Elementary School opened in 1960 and has been a part of the Makaha Valley community for 58 years. The school is located on the leeward (western) side of the island of Oahu and is one of four public elementary schools along with Waianae Intermediate and Waianae H.S. that combine to form the Waianae Complex.

The entire Makaha Elementary School (MES) community works together to support the building of a positive, caring environment to ensure every child feels a sense of belonging. Makaha Elementary is committed to equity and access for all students and our curricular programs emphasize a variety of resources and instructional strategies to ensure all students receive differentiated support.

Makaha Elementary School shares a common border with the non-profit farm Hoa 'Aina O Makaha and the school and farm work in partnership to provide our children with learning opportunities that promote connection with the land and interaction with their community. Building a sense of place activates our students' voices and provides opportunities to discover, create, design, explore, take risks, collaborate, and connect and apply learning.

All Waianae Complex schools have received accreditation from the Western Association of Schools and Colleges (WASC). Makaha Elementary received a 6-year accreditation with a mid-term progress report. Additionally, the Waianae Complex (schools and complex support team) completed a WASC K-12 complex accreditation.

Makaha Elementary School and the Waianae Complex are utilizing the American School Counselor Association (ASCA) national model to support the design and implementation of a comprehensive school-wide support system. All Waianae Complex schools have been awarded the Recognized ASCA Model Program (RAMP) Certification for our work in designing and implementing Positive Behavior Interventions and Supports (PBIS). The PBIS umbrella is guiding MES's work to create, develop and implement multi-tiered systems of support (MTSS) to address the wide range of social-emotional, behavioral, and academic needs of our children.

Waianae Complex schools continue to align K-12 initiatives that include lesson development that emphasize the 5 E's of learning: engage, explore, explain, elaborate and evaluate. MES's teachers are implementing Project Based Learning (PBL) units and lessons that are increasing learning opportunities for students to choose and explore topics and issues that are meaningful to them.

Makaha Elementary School will continue to collaborate with Waianae Complex schools and align initiatives to support the creation and development of K-12 academic, instructional, social-emotional, and behavioral support systems to ensure all children will be able to navigate, thrive, and achieve success in an ever-changing world.

School Setting

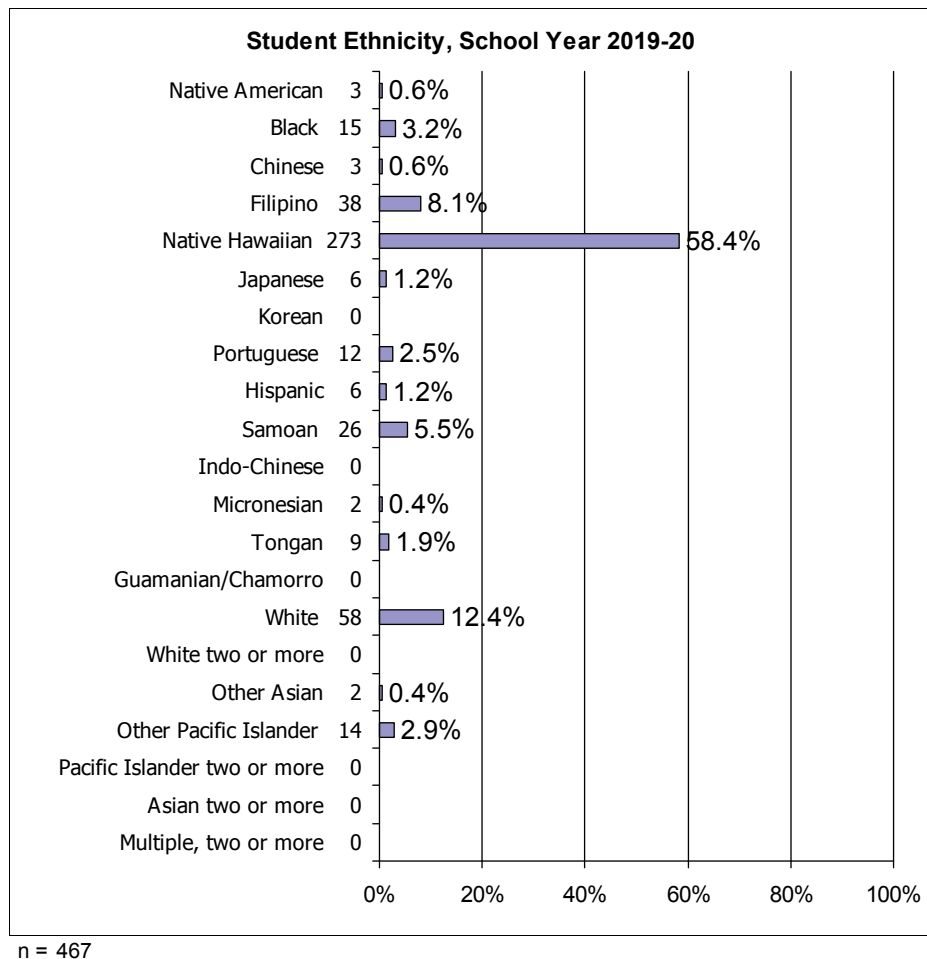
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	540	536	467	Number and percent of students in Special Education programs	93 17.2%	113 21.0%	118 25.2%
Number and percent of students enrolled for the entire school year	479 88.7%	469 87.5%	417 89.2%	Number and percent of students with limited English proficiency	17 3.1%	* *	18 3.8%
Number and percent of students receiving free or reduced-cost lunch	** **	** **	** **				

Note. -- means missing data.

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

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



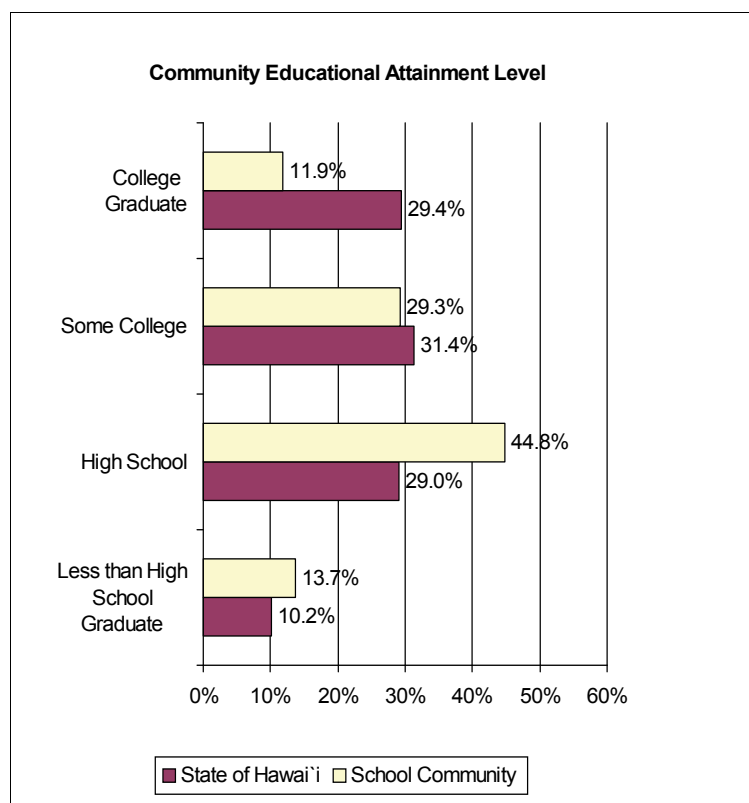
School Setting

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

Waianae HSC	School Community	State of Hawai'i
Total population	36,404	1,360,301
Percentage of population aged 5-19	24.9%	18.4%
Median age of population	31.2	38.6
Number of family households	7,136	313,907
Median household income	\$55,683	\$66,420



School Improvement

Summary of Progress

Makaha Elementary School (MES) continues to develop and improve the practices, activities and supports as delineated in our school's Academic and Financial Plan (AFP). MES's Leadership Team (administrators, student services coordinator, counselors, coaches) make up the Academic Review Team (ART) that monitors school-wide progress. The ART Team updates MES's comprehensive needs assessment (CNA) using input gathered from all school stakeholders through the Instructional Leadership Team (ILT), Behavioral Leadership Team (BLT), Relationships Leadership Team (RLT), Technology Leadership Team (TLT), WASC Focus Group committees, and the School Community Council (SCC).

MES's Instructional Leadership Team (ILT) utilizes school-wide data, research based best practices and meta-analysis studies to create, implement and monitor school initiated SMART (specific, measurable, attainable, realistic, timely) goals to impact student achievement. Teacher participation in the ILT is building ownership of instructional practices and increasing teacher voice.

MES aligns and utilizes available school resources to provide structured time for grade level teachers to work in data teams and participate in connected professional development. The data-driven continuous learning and response cycle will continue to be a school-wide emphasis to provide the necessary structure for teachers to engage in reflective conversations, consistent curriculum planning and the identification and sharing of instructional strategies to improve academic growth for all students.

MES is also aligning our multi-tiered systems of support (MTSS) that includes the implementation of consistent school-wide practices to address the social-emotional, behavioral, and academic needs of students. All MES classrooms are implementing a social-emotional learning (SEL) curriculum, a strategic school-wide response to intervention (RtI) block, and consistent Tier-1 (school-wide) and Tier-2 (individual) interventions. MES is also implementing PBL lessons and units to increase opportunities for student voice and choice. In May 2019, MES scored 100% on the (national) school-wide PBIS Tiered Fidelity Inventory (TFI) that is used to assess MTSS school-wide system effectiveness.

MES and the Waianae Complex use the American School Counselor Association (ASCA) standards to support the development of a comprehensive school-wide support system (CSSS). MES's school counseling program was nationally recognized in January 2018 and received Recognized ASCA Model Program (RAMP) school designation. In January 2019, the Nanakuli Waianae Complex became the first Hawaii DOE complex to have all schools meet RAMP certification requirements and attain national RAMP (complex) designation.

The Waianae Complex (schools and complex team) completed a K-12 Western Association of Schools and Colleges (WASC) accreditation. MES earned a six-year accreditation from the WASC commission in May 2018 and continues to build upon the strengths identified in the WASC Accreditation Report. The WASC Visiting Team identified the following strengths: a highly effective model of distributive leadership that fosters respect and responsibility; a professional staff that provides a nurturing culture of support; a collegial culture that fosters teacher collaboration on curriculum and instruction; multiple layers of leadership teams that analyze and evaluate instruction to create targeted interventions; a successful workshop model that makes success criteria and expectations clear and relevant for students; teams that promote horizontal and vertical alignment of instructional goals/assessment tools; a school-wide data team process that uses a wide range of results to target areas for improvement; a dedicated paraprofessional staff; and a highly effective system for academic/behavioral response-to-intervention.

MES believes in life-long learning and provides a continuum of professional development for teachers that includes active coaching and mentoring support for teachers at all stages of professional growth. MES is dedicated to deepening the powerful practices that support student learning that aligns with our school's vision: MES is a community of learners who inquire, reflect, and apply knowledge to become responsible, well-rounded individuals.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		46.0
Regular Instruction, FTE	65.2%	30.0
Special Instruction, FTE	28.2%	13.0
Supplemental Instruction, FTE	6.5%	3.0

Teacher headcount		46
Teachers with 5 or more years at this school		28
Teachers' average years of experience		9.1
Teachers with advanced degrees		19

Professional Teacher Credentials

¹

Fully licensed	100.0%	46
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 Staff

²

Regular Instruction	11.6
Special Instruction	9.0

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	4.0
Librarians, FTE	1.0
Counselors, FTE	2.0
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

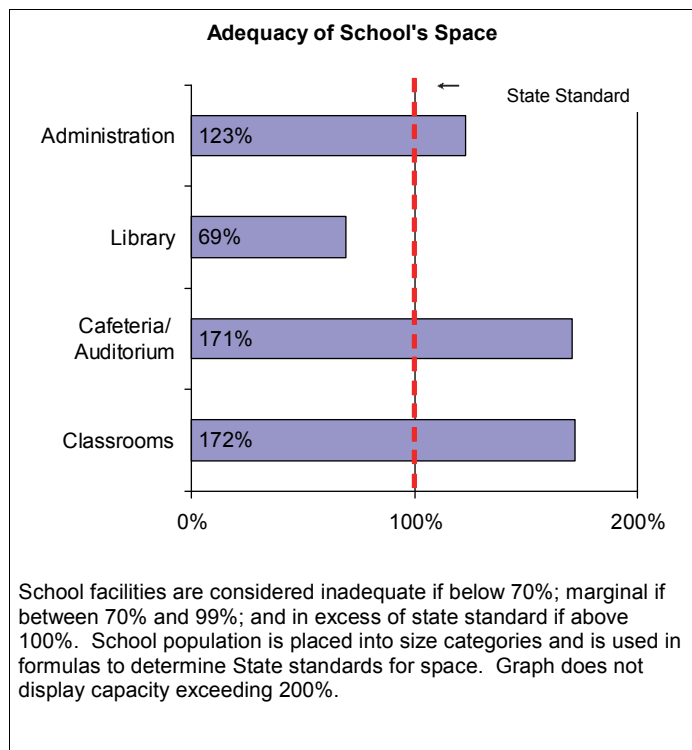
Classrooms available	44
Number of classrooms short (-) or over (+)	0

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 [*] Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	69.3%	77.9%	75.3%	86.0%	68.2%	71.4%
	2020	72.3%	76.7%	73.7%	86.3%	61.5%	68.2%
Well-Being	2019	77.7%	76.5%	83.1%	90.7%	--	--
	2020	78.6%	75.7%	83.3%	91.0%	--	--
Satisfaction	2019	61.5%	74.8%	76.1%	86.6%	--	--
	2020	62.1%	72.9%	78.2%	87.5%	--	--
Involvement/Engagement	2019	71.9%	74.6%	67.4%	74.9%	--	--
	2020	62.1%	73.2%	65.9%	75.5%	--	--

Survey Return Rate ^{**}		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	97.7%	79.9%	25.8%	34.9%	81.0%	86.0%
	2020	88.0%	84.5%	23.4%	37.7%	82.1%	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.

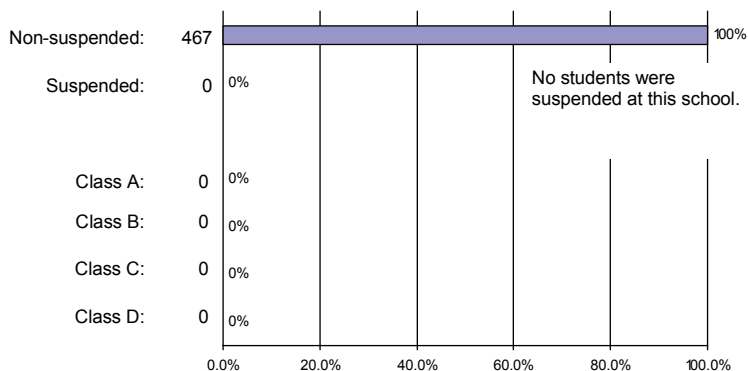
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2017-18	2018-19	2019-20	State Standard
Average Daily Attendance: % (higher is better)			
91.7%	91.4%	92.1%	95.0%
Average Daily Absences: in days (lower is better)			
14.9	15.2	10.3	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	467	456	415
Percent retained in grade	0%	0%	0%

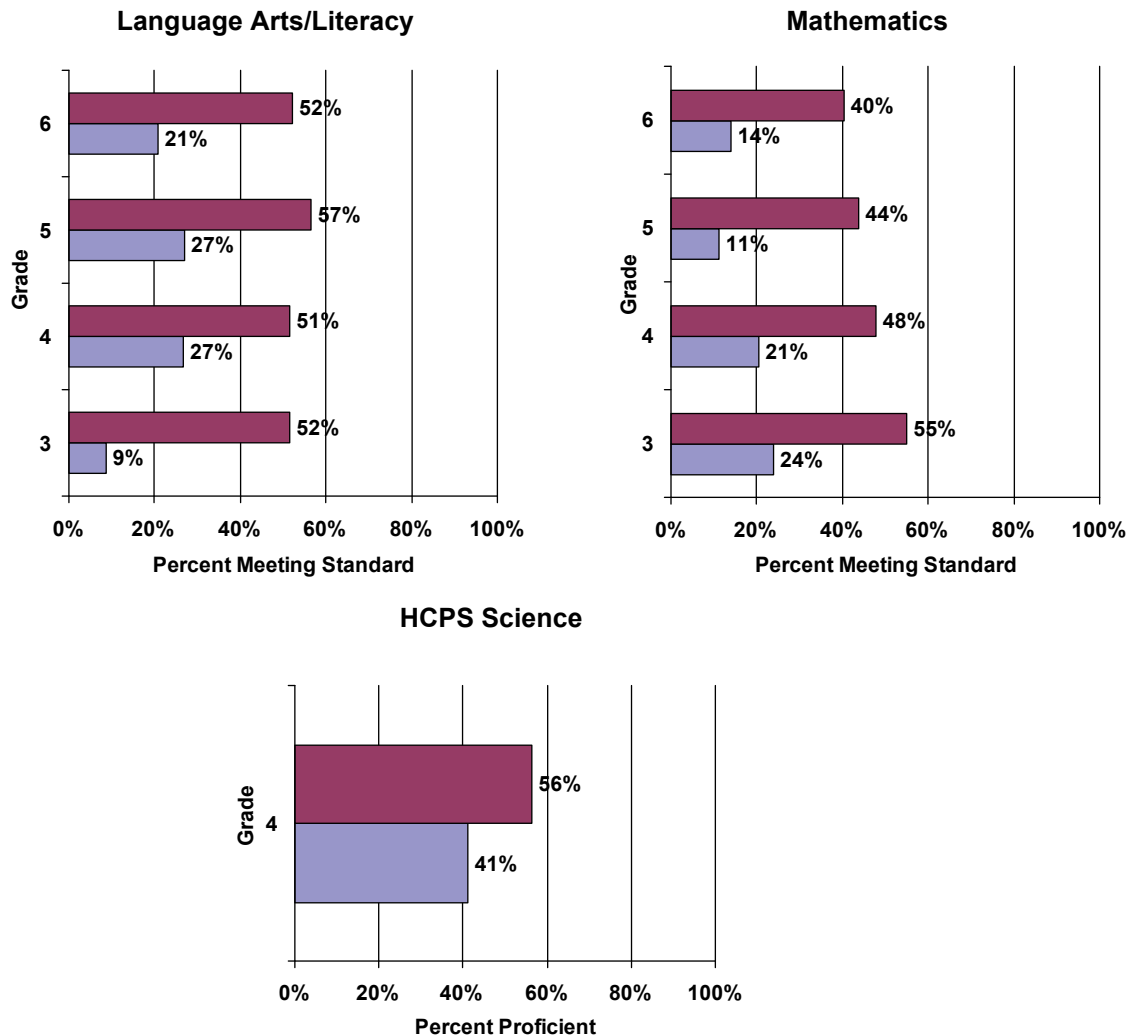
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Vital Signs

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

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