Makalapa Elementary School

School Code: 215

Grades   K-6

School Status and Improvement Report   School Year 2019-20

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

Makalapa Elementary School opened in 1971 and was designed in the open classroom arrangement popular at that time. Presently, about 60% of our students are military connected. The rest of our population comes from Foster Village, Alii Plantation, and Cross Pointe, which are housing developments in our community. These areas are primarily of Asian and Pacific Islander decent.

Makalapa utilizes its School Community Council (SCC) board members to assist in the decision-making at the school. In the Academic and Financial Plan, we have focused our attention in trying to determine clear quarterly goals in the areas of ELA, Math and Science. Teachers strive to integrate common assessments, writing activities in content areas based on the Common Core State Standards and the GLOs into our curriculum.

Makalapa ELA instruction is based off of the Common Core State Standards. We utilize several strategies and instructional strategies to address this. Other program supports include Success for All, Multi-sensory Learning/Orton-Gillingham and CAFÉ/Daily 5. We implement the CCSS standards in math with support from Go Math, Steeping Stones, Singapore Math and Model Drawing. To increase the capacity of our teachers to serve the diverse language arts and math needs of our students, Makalapa utilizes several computer-assisted programs: i-Ready and Prodigy. We continue using Achieve 3000 to track student lexile growth.

Makalapa Elementary is a school that uses data to guide our instruction. Makalapa Elementary plots data throughout the year to predict year end student outcomes. Teachers use the data continually to predict year end outcomes and constantly revise goals for end of the year targets. Teachers plan for direct instruction regarding skills and content that students may lack.

Targeted student populations are monitored throughout the year and their data was collected through the fourth quarter. We look at student populations that may need to be monitored closely for next year at the end of the year. Plans are set and put into place during the summer for these targeted groups. Teachers are collaborative in planning the curriculum and tracking student progress. The importance of being an integral team member is evident as teachers work together on identifying the essential skills needed for success in school next year.

We invest in Edmentum, a computer-based, online assessment program to help with formative assessments to assist instructional techniques and strategies. The universal screener (STAR for ELA and iReady for math) is administered three times a year to track the progress of our students in reading fluency and math. This data is also used to measure student's growth in RTI groups.

Makalapa offers a wide variety of programs to our students. Library Club, Preschool Pals, Student Council, JPO and Intra-murals are offered to our students in grades 4-6. We believe that educating the whole child makes our students well rounded and prepared for their college, career, and citizenship responsibilities.

Makalapa is a recognized AVID Elementary School since 2013. We received our Accreditation from the Western Association of Schools and Colleges (WASC) in Spring of 2016.
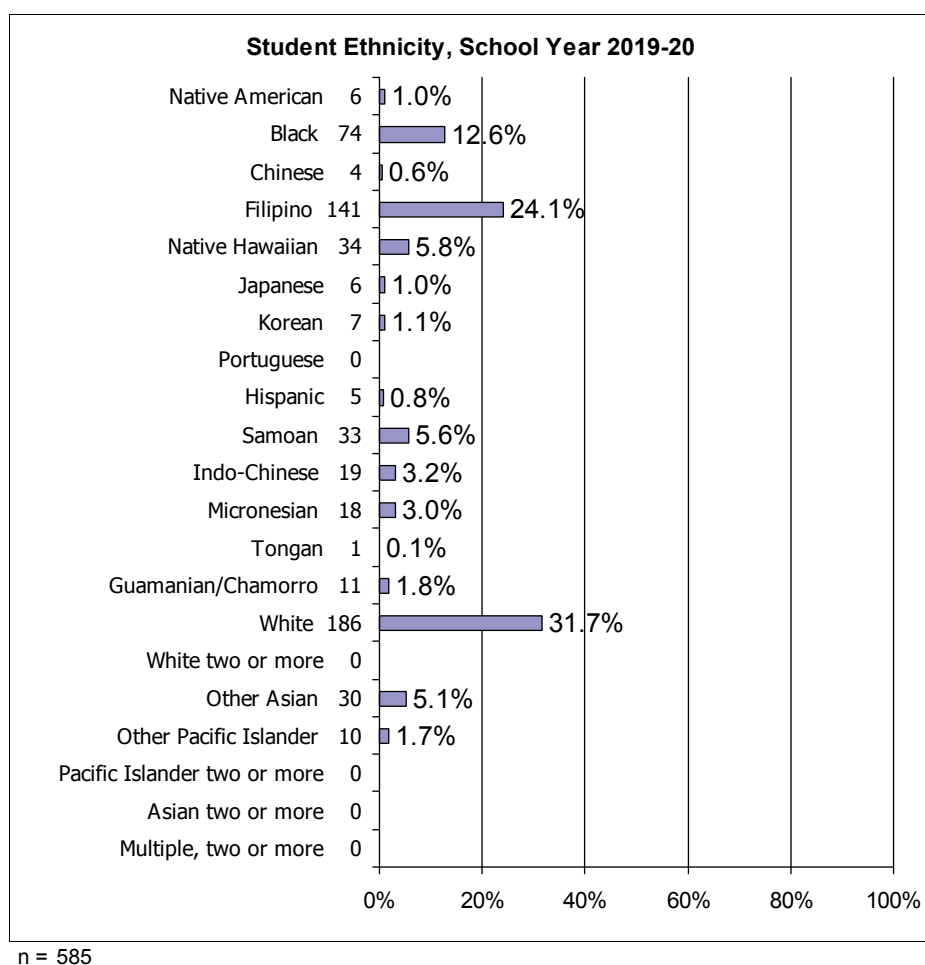
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School Address:

Makalapa Elementary School
4435 Salt Lake Blvd.
Honolulu, Hawaii 96818

School Setting

Student Profile

School year	2017-18	2018-19	2019-20
Fall enrollment	599	582	585
Number and percent of students enrolled for the entire school year	531	522	525
	88.6%	89.6%	89.7%
Number and percent of students receiving free or reduced-cost lunch	327	288	276
	54.5%	49.4%	47.1%

	2017-18	2018-19	2019-20
Number and percent of students in Special Education programs	47	41	49
	7.8%	7.0%	8.3%
Number and percent of students with limited English proficiency	49	57	50
	8.1%	9.7%	8.5%

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

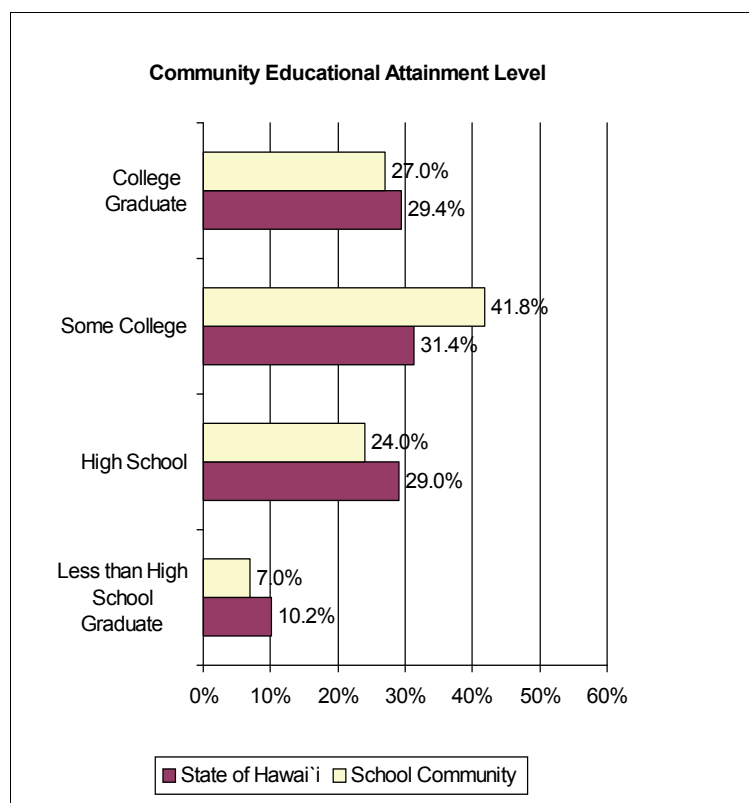| Ethnicity	Count	Percent
Native American	6	1.0%
Black	74	12.6%
Chinese	4	0.6%
Filipino	141	24.1%
Native Hawaiian	34	5.8%
Japanese	6	1.0%
Korean	7	1.1%
Portuguese	0	
Hispanic	5	0.8%
Samoan	33	5.6%
Indo-Chinese	19	3.2%
Micronesian	18	3.0%
Tongan	1	0.1%
Guamanian/Chamorro	11	1.8%
White	186	31.7%
White two or more	0	
Other Asian	30	5.1%
Other Pacific Islander	10	1.7%
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	0	

n = 585

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

Radford HSC	School Community	State of Hawai`i
Total population	27,470	1,360,301
Percentage of population aged 5-19	21.5%	18.4%
Median age of population	27.5	38.6
Number of family households	6,331	313,907
Median household income	$64,049	$66,420

Community Educational Attainment Level

	State of Hawai`i	School Community
College Graduate	29.4%	27.0%
Some College	31.4%	41.8%
High School	29.0%	24.0%
Less than High School Graduate	10.2%	7.0%

Legend: ■ State of Hawai`i □ School Community

School Improvement

Summary of Progress

Data was the constant focus for the changes that were made this school year. We revisited pacing guides, and continued to adjust them as teachers moved through the year. We continued to track lexile data using the Achieve 3000 and the STAR Universal screener. We made use of data from classroom assessments, Edmentum, as well as the SBA IBAs and ICA to gather data on student performance.

Teachers predicted the student's outcome scores for the end of the year using data that was collected. Teachers proved that knew their students well as the year end student data and teacher predictions nearly mirrored each other.

For Language Arts, several of the teachers were able to attend the BFRS training in the Spring and began to implement upon their return to school. The data gathered for these teachers show impact of new professional learning for these teachers.

Makalapa initiated Anchor Tasks at the beginning of the school year. These tasks compiles pre-learned material, with a glimpse of upcoming material and presents students with a problem to solve. While most of the teachers were able to understand the method of teaching using Anchor Tasks, being able to see it in use solidified their understanding of why, how and when to use Anchor Tasks while attending training. Students' continued to log their thinking in the interactive journals for math. Math hosted a large group of teachers at the training by Dr. Yeap Ban Har in early spring. It was a revisit of strategies for some, but most of the attendees were new to the Singapore style of thinking and teaching.

We attended the NSTA conference in April. The team of teachers that attended were able to gather new information, ideas, and lessons, as well as find materials that would help them in the classroom as they use Story Lines and Phenomenon to present science lessons. Teachers have planned out lessons for their science curriculum and are beginning to locate materials needed to carry out investigations for the next year.

Articulations sessions continued this semester. While data was the focus of the articulations sessions, we really wanted the teachers to be able to accurately predict the proficiency levels of the students at the end of the year. If teachers know their students well, then we can begin to work on individualized instruction that will meet the needs of all students. While we are using an RTI system to monitor the students in level 2, we see that our efforts may not be individualized enough.

Makalapa continues to work on making AVID a living part of the students' school day. AVID is infused into all curriculum areas and throughout the day. During the walk-through, it was evident that all of the teachers were utilizing AVID strategies in the classrooms.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)[1] | 40.0

Regular Instruction, FTE	77.5%	31.0
Special Instruction, FTE	20.0%	8.0
Supplemental Instruction, FTE	2.5%	1.0

Teacher headcount	41
Teachers with 5 or more years at this school	21
Teachers' average years of experience	13.5
Teachers with advanced degrees	20

Professional Teacher Credentials[1]

Fully licensed	100.0%	41
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	17.2
Special Instruction	6.1

[2] These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE [3]	3.0
Librarians, FTE	1.0
Counselors, FTE	1.0
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.

Facilities
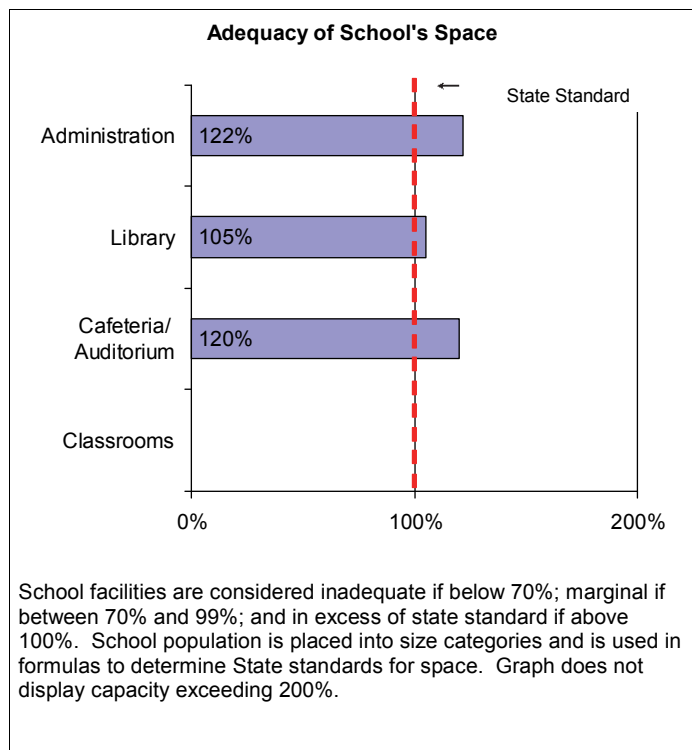
School Year Ending 2020

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

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

Administration 122%
Library 105%
Cafeteria/Auditorium 120%
Classrooms

← State Standard

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	71.9%	77.9%	80.2%	86.0%	68.0%	71.4%
	2020	84.4%	76.7%	85.4%	86.3%	64.1%	68.2%
Well-Being	2019	69.2%	76.5%	88.1%	90.7%	--	--
	2020	85.3%	75.7%	89.0%	91.0%	--	--
Satisfaction	2019	74.2%	74.8%	82.1%	86.6%	--	--
	2020	82.5%	72.9%	83.4%	87.5%	--	--
Involvement/Engagement	2019	60.6%	74.6%	68.1%	74.9%	--	--
	2020	81.2%	73.2%	69.3%	75.5%	--	--

Survey Return Rate [**]		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	74.4%	79.9%	46.6%	34.9%	86.2%	86.0%
	2020	75.6%	84.5%	70.3%	37.7%	84.2%	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.
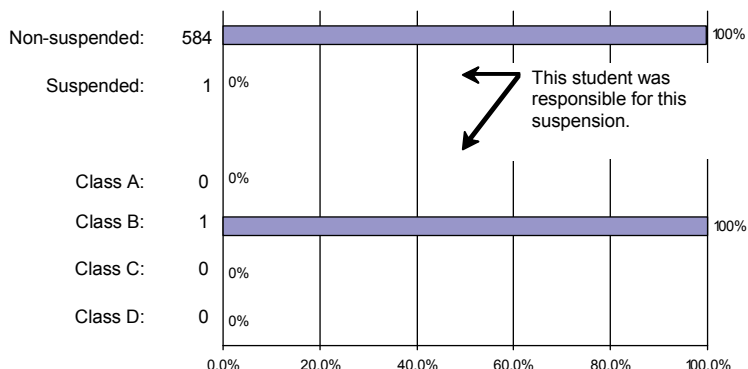
Vital Signs

Student Conduct

Attendance and Absences

School Year

			State Standard
2017-18	2018-19	2019-20	

Average Daily Attendance: %
(higher is better)

95.7%	95.8%	95.4%	**95.0%**

Average Daily Absences: in days
(lower is better)

7.7	7.5	6.1	**9**

Suspensions, School Year 2019-2020

Non-suspended:	584	100%
Suspended:	1	0%
Class A:	0	0%
Class B:	1	100%
Class C:	0	0%
Class D:	0	0%

This student was responsible for this suspension.

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

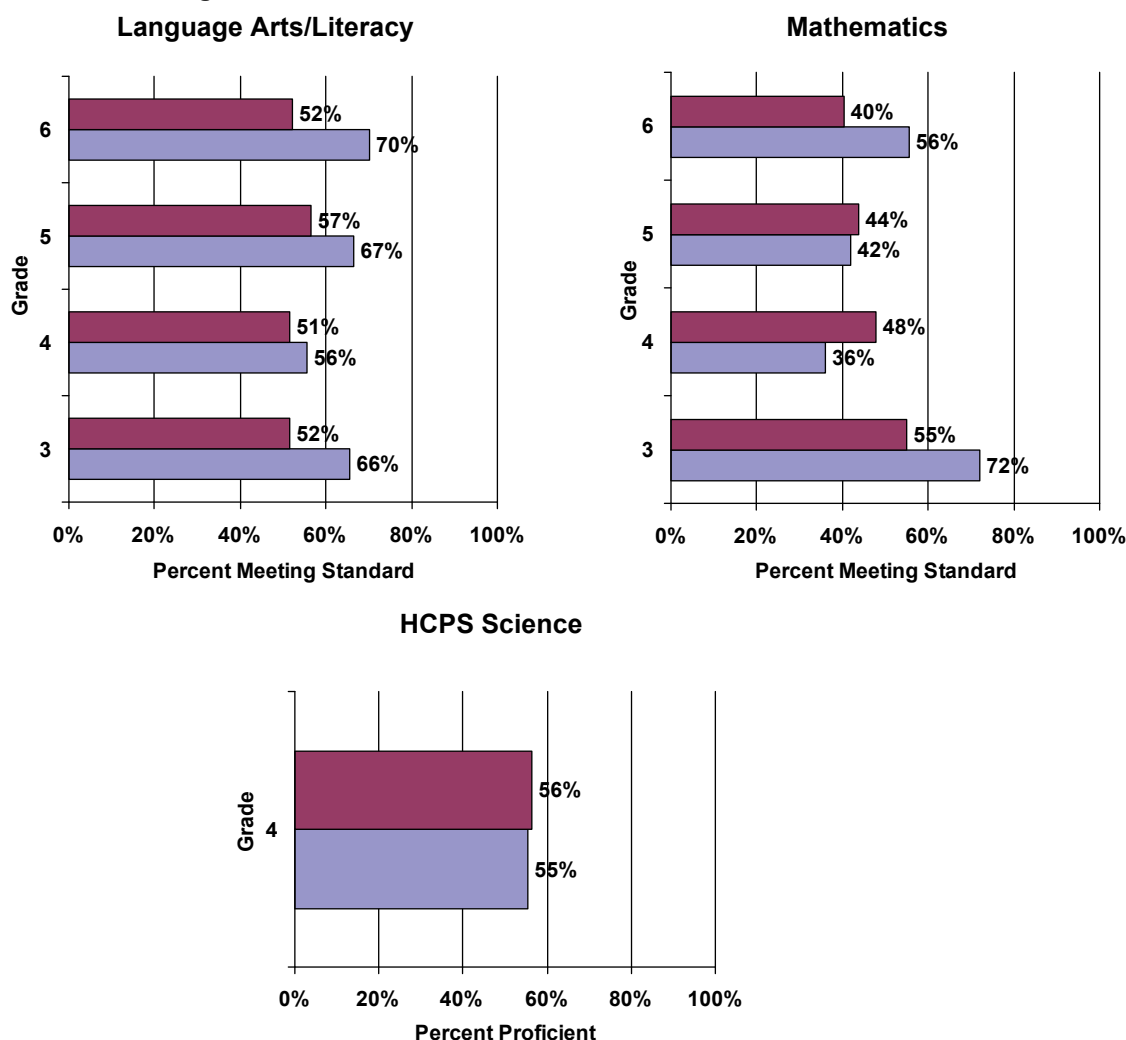|	2018	2019	2020
Total number of students	510	497	509
Percent retained in grade	0%	0%	0%

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

Percent Meeting Standard

Mathematics

Percent Meeting Standard

HCPS Science

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

Makalapa 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.