Mokulele Elementary School

School Code: 220

Grades   K-6

School Status and Improvement Report   School Year 2019-20

School Address:

Mokulele Elementary School
250 Aupaka Street
Honolulu, Hawaii 96818

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

Mokulele Elementary School (MES) opened its doors to the community in 1961. Located on Joint Base Pearl Harbor-Hickam in Honolulu, MES provides educational services to students in pre-kindergarten through grade six. Student enrollment is approximately 250, with 93% of the population from military families employed in the US Armed Forces.

MES provides opportunities for technological advances via schoolwide programs that assist students in meeting Common Core State Standards and General Learner Outcomes. Professional development is provided to teachers that is focused on highly effective, student-centered practices. Wonders ELA, Stepping Stones Math (K-5), and Go Math (6) programs are implemented schoolwide, while resources and time are provided for teachers to continuously reflect on teaching and learning through collegial/collaborative conversations.

MES is fully accredited by the Western Association of Schools and Colleges (WASC). To support student's academic skills in writing, Inquiry, collaboration, organization and reading (WICOR), Advancement Via Individual Determination (AVID) strategies are embedded into the curriculum. As a Tribes Learning Community we integrate the Tribes agreements into every aspect of the school culture to support our mission to prepare every student with the skills, knowledge, and resiliency to be successful lifelong, adaptable learners.

A Response to Intervention (RTI) block is implemented schoolwide to address student needs in the areas of language arts and math, and an after school tutoring program supports identified students approaching proficiency in math. iReady is used as a universal screening tool to monitor student progress as well as deliver targeted asynchronous learning.

All students receive physical education, music, Hawaiian Studies and technology lessons. In addition, daily morning exercise is offered before school starts. Intramural sports programs are also available to students in grades four through six in volleyball, basketball and track.

Monthly coffee hour meetings, School Community Council meetings, and Principal VIP Luncheons help with building partnerships with families and the community. Events, such as Turkey Trot, Fall Festival, and Family Fun Night, welcome involvement from parents and community members to actively take part in developing the whole child.
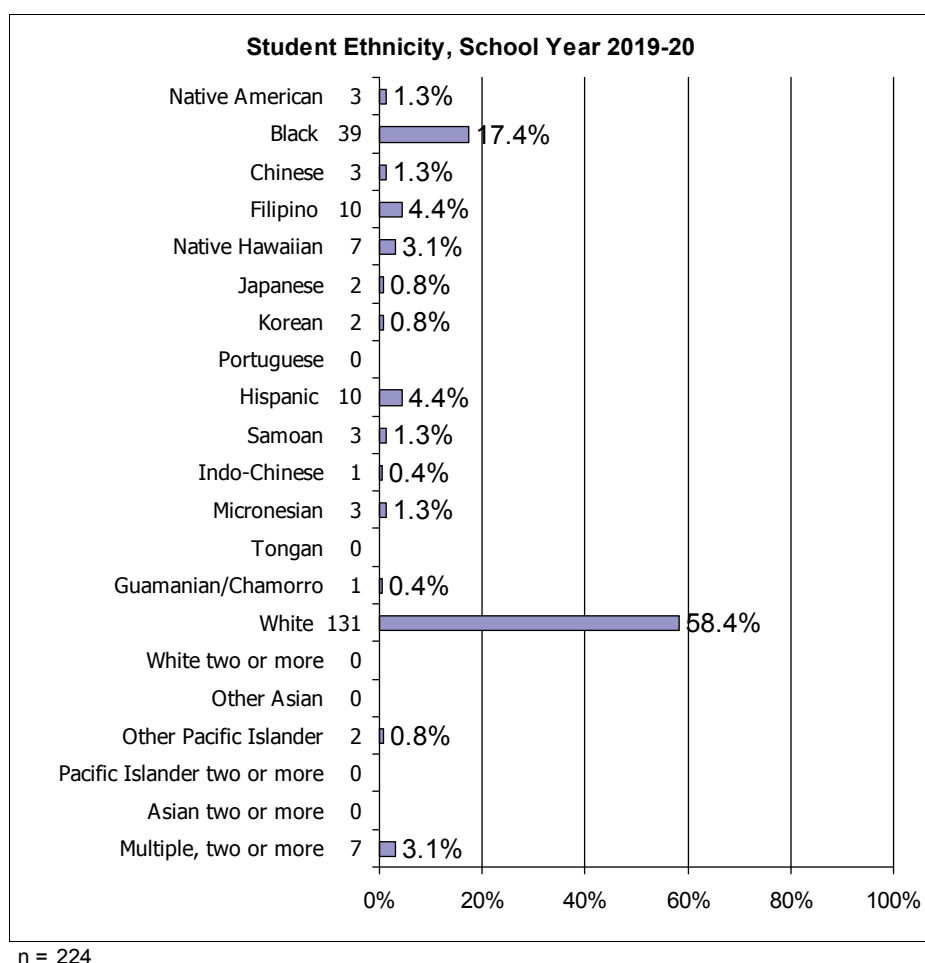
School Setting

Student Profile

School year	2017-18	2018-19	2019-20
Fall enrollment	295	273	224
Number and percent of students enrolled for the entire school year	231	192	184
	78.3%	70.3%	82.1%
Number and percent of students receiving free or reduced-cost lunch	99	89	85
	33.5%	32.6%	37.9%

	2017-18	2018-19	2019-20
Number and percent of students in Special Education programs	28	35	41
	9.4%	12.8%	18.3%
Number and percent of students with limited English proficiency	*	*	*
	*	*	*

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

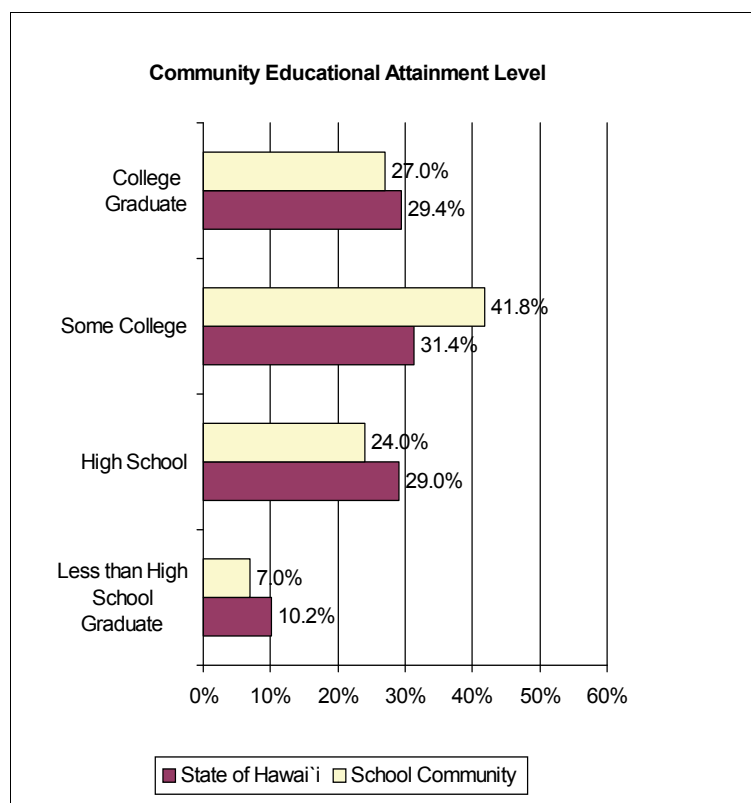| Ethnicity	Count	Percent
Native American	3	1.3%
Black	39	17.4%
Chinese	3	1.3%
Filipino	10	4.4%
Native Hawaiian	7	3.1%
Japanese	2	0.8%
Korean	2	0.8%
Portuguese	0	
Hispanic	10	4.4%
Samoan	3	1.3%
Indo-Chinese	1	0.4%
Micronesian	3	1.3%
Tongan	0	
Guamanian/Chamorro	1	0.4%
White	131	58.4%
White two or more	0	
Other Asian	0	
Other Pacific Islander	2	0.8%
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	7	3.1%

n = 224

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

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

Legend: ■ State of Hawai`i □ School Community

School Improvement

Summary of Progress

In school year 2018-2019, Mokulele Elementary School (MES) utilized its Academic Review Team (ART) to track progress towards the goals of MES's academic plan. The ART members worked with Grade Level Chairs (GLCs), who served as conduits of communication between their respective grade levels and the ART, to follow-through on action items. Feedback was also solicited from the GLCs to improve school and student achievement efforts.

STAR universal screener data provided information necessary to implement Response to Intervention (RTI) blocks for English Language Arts (ELA) and math. All students at MES received focused instruction four times a week in 30-minute blocks. In addition, an after school tutoring program was established to support identified students approaching proficiency in math.

Grade level Professional Learning Communities (PLCs) met weekly to assess Common Core State Standards implementation. Teachers used the Data Teams process to identify student growth areas and monitor progress in ELA and math. Updating pacing guides and common formative assessments allowed for more cohesive and collaborative conversations among teacher teams. MES teachers continued to work on collecting, monitoring, analyzing, and utilizing data to inform instruction. Vertical articulation and alignment procedures have been expanded to build consistency and communication among grade levels.

MES teachers engaged in TRIBES implementation and technology integration professional development activities. MES is now a 1:1 computer school enabling all students to utilize the following programs: Google Apps for Education (GAFE), Freckle, Wonders and Stepping Stones online, Achieve3000/SmartyAnts, Accelerated Reader, and STAR Universal Screener.

MES continues to embrace the vision of an AVID and TRIBES school to create a culture of college and career ready learners in a safe, caring environment. Real-world experiences are provided to all students using tools/strategies/processes, such as Thinking Maps, AVID, Habits of Mind, and TRIBES to deepen critical thinking skills. In addition, students have been involved in Science, Technology, Engineering, Art, and Mathematics (STEAM) activities in which application of problem-solving and critical thinking offer opportunities for success through the acquisition of skills necessary for college, career, and citizenship.

Developing the whole child by building resiliency in students through change and transitions are inherent in the lives of military children. Consequently, a military mentoring program has been established to provide selected students with one-to-one role models they meet with on a weekly basis. Plans are to continue the military mentoring program next year.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)[1] | 21.0 |

Regular Instruction, FTE	76.1%	16.0
Special Instruction, FTE	23.8%	5.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount	21
Teachers with 5 or more years at this school	18
Teachers' average years of experience	22.0
Teachers with advanced degrees	5

Professional Teacher Credentials[1]

Fully licensed	95.2%	20
Emergency hires	4.7%	1

[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	11.4
Special Instruction	8.2

[2] These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE [3]	2.0
Librarians, FTE	0.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	3

[3] Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors.

Facilities
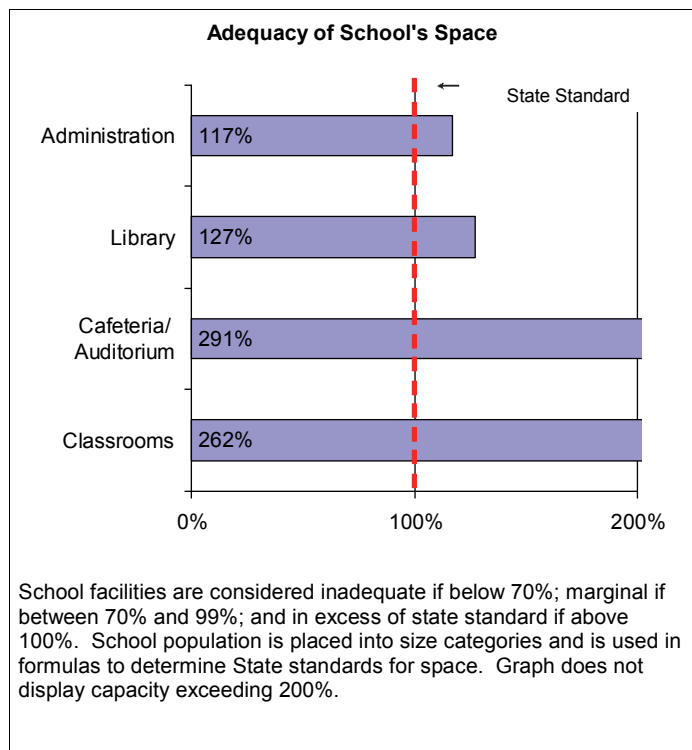
School Year Ending 2020

Classrooms available	34
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

Category	Percent
Administration	117%
Library	127%
Cafeteria/Auditorium	291%
Classrooms	262%

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	82.2%	77.9%	90.8%	86.0%	71.6%	71.4%
	2020	72.0%	76.7%	83.9%	86.3%	70.4%	68.2%
Well-Being	2019	86.4%	76.5%	91.9%	90.7%	--	--
	2020	66.1%	75.7%	84.5%	91.0%	--	--
Satisfaction	2019	62.1%	74.8%	80.5%	86.6%	--	--
	2020	65.5%	72.9%	70.4%	87.5%	--	--
Involvement/Engagement	2019	84.0%	74.6%	68.5%	74.9%	--	--
	2020	65.9%	73.2%	77.0%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	88.2%	79.9%	27.2%	34.9%	82.2%	86.0%
	2020	82.6%	84.5%	23.3%	37.7%	88.2%	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.
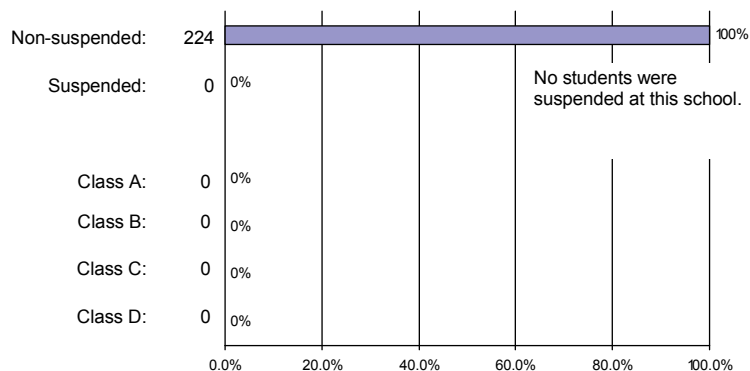
Vital Signs

Student Conduct

Attendance and Absences

School Year

	2017-18	2018-19	2019-20	**State Standard**

Average Daily Attendance: %
(higher is better)

95.9%	95.9%	94.9%	**95.0%**

Average Daily Absences: in days
(lower is better)

7.2	7.2	6.8	**9**

Suspensions, School Year 2019-2020

Non-suspended:	224	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

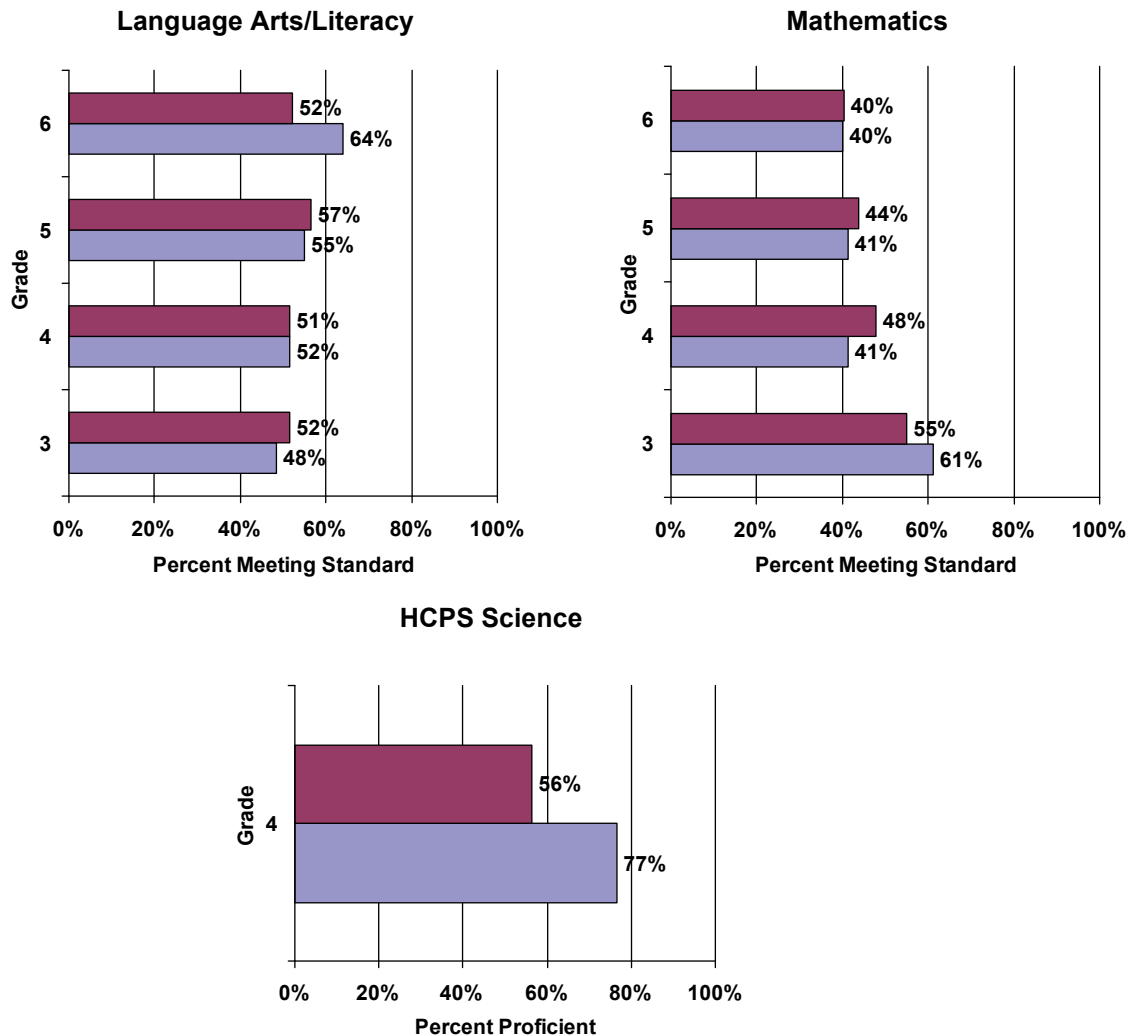|	2018	2019	2020
Total number of students	246	217	178
Percent retained in grade	0%	0%	0%

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

Grade 6: 52% (State), 64% (School)
Grade 5: 57% (State), 55% (School)
Grade 4: 51% (State), 52% (School)
Grade 3: 52% (State), 48% (School)

Percent Meeting Standard

Mathematics

Grade 6: 40% (State), 40% (School)
Grade 5: 44% (State), 41% (School)
Grade 4: 48% (State), 41% (School)
Grade 3: 55% (State), 61% (School)

Percent Meeting Standard

HCPS Science

Grade 4: 56% (State), 77% (School)

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

Mokulele 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.

Published on June 7, 2021.

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