This School Status and Improvement Report has been prepared as part of the Department’s educational accountability system to provide regular, understandable accounts of our schools’ performance and progress, as required by §302A-1004, Hawai‘i Revised Statutes.

The report includes a description of the school and information on the context, process, and outcomes of education at the school for the 1999-2000 school year. Context information includes characteristics of the student population and the school community. Process information describes the school’s priorities for improvement and indicates the school’s staffing levels and the quality of its facilities. Outcome information includes survey data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements The Superintendent’s Annual Report on School Performance and Improvement in Hawai‘i, which analyzes our schools collectively and in comparison to those of other states.

Mililani Mauka Elementary School opened on September 1, 1993, with approximately 280 students in grades K through 6. The school is designed to be a ‘complete school of the future,’ being completely networked for voice, video, and data. The use of technology to enhance teaching-learning processes is integral to the school’s design and operation. The school office, cafeteria, library, and other administrative and instructional functions all use the latest in technology.

Mililani Mauka operates on a modified year-round calendar and was accredited in 1998 by the Western Association of Schools & Colleges for a period of six years with a mid-term review. Mililani Mauka is operating under School/Community-Based Management.
**Context: School Setting**

### Student Profile

<table>
<thead>
<tr>
<th>School year ending</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall enrollment</td>
<td>920</td>
<td>934</td>
<td>1031</td>
</tr>
<tr>
<td>Number and percent of students enrolled for the entire school year</td>
<td>873</td>
<td>894</td>
<td>963</td>
</tr>
<tr>
<td>94.9%</td>
<td>95.7%</td>
<td>93.4%</td>
<td></td>
</tr>
<tr>
<td>Number and percent of students receiving free or reduced-cost lunch</td>
<td>34</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>3.7%</td>
<td>3.9%</td>
<td>3.7%</td>
<td></td>
</tr>
<tr>
<td>Number and percent of students in Special Education programs</td>
<td>48</td>
<td>51</td>
<td>72</td>
</tr>
<tr>
<td>5.2%</td>
<td>5.5%</td>
<td>7.0%</td>
<td></td>
</tr>
<tr>
<td>Number and percent of students with limited English proficiency</td>
<td>7</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>0.8%</td>
<td>2.6%</td>
<td>1.4%</td>
<td></td>
</tr>
</tbody>
</table>

### Community Profile

Based on the 1990 U.S. Census

<table>
<thead>
<tr>
<th>Community Educational Attainment Level</th>
<th>State of Hawai‘i</th>
<th>School Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Graduate</td>
<td>21.1%</td>
<td>n/a</td>
</tr>
<tr>
<td>Some College</td>
<td>29.9%</td>
<td>n/a</td>
</tr>
<tr>
<td>High School</td>
<td>30.4%</td>
<td>n/a</td>
</tr>
<tr>
<td>Less than High School Graduate</td>
<td>19.6%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.
Priority 1: School Curriculum

Miilani Mauka was awarded a three-year Comprehensive School Reform Demonstration Project grant to focus on reading and writing. We adopted the First Steps Reading process and concentrated this year on placing our students on the Reading Developmental Continuum. Teachers participated in staff development to implement the First Steps process.

We also began aligning our school curriculum to the new Content Standards in the ten content areas. Committees met in math, science, social studies, language arts, tech, fine arts, physical education, and health to examine the content standards and develop units to address the new standards. A curriculum fair was held in May to showcase our students' work in language arts.

Priority 2: Accreditation

Focus on Learning committees continued to meet this year to address the recommendations of the WASC visiting committee in preparation of our mid-term review next year. We revised our action plan to incorporate our new initiatives in reading and the content standards. We also developed our array of services for students under the Comprehensive Student Support System (CSSS) and created a brochure of available services for the parents.

Priority 3: School Restructuring

To address our increasing enrollment, all segments of our school community met to examine our options and select the option that best meets our needs. The options that were explored included multi-track, redistricting, and adding portables. It was the consensus of our SCBM council to add portables over the next three years to meet the increasing enrollment until a second elementary school is built in Mililani Mauka.
Certified Staff

School year ending 2000

Teaching Staff

Total Full-Time Equivalent (FTE) 57.0
- Regular Instruction, FTE 45.0
- Special Education, FTE 6.0
- Supplemental Instruction, FTE 6.0

Total number of persons assigned to teaching, headcount 57
- Teachers with 5 or more years experience in this school 31
- Teachers' average years of experience 12.0

Students per Teaching Staff Member

- Regular Instruction 18.8
- Special Education 12.0

Administrative and Student Services Staff

- Administration*, FTE 3.0
- Librarians, FTE 1.0
- Counselors, FTE 3.0

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities

School year ending 2000

Classrooms available 49
Number of classrooms short (-) or over (+) -1

Adequacy of School's Space Compared with State Standards

- Administration 120%
- Library 96%
- Cafeteria/Auditorium 90%
- Classrooms 95%

School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

Comprehensive Assessment and Accountability System
### Effective School Practices

**Effective Schools Survey**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Students</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Leadership</td>
<td>95%</td>
<td>79%</td>
<td>55%</td>
</tr>
<tr>
<td>Emphasis on Academics</td>
<td>99%</td>
<td>82%</td>
<td>77%</td>
</tr>
<tr>
<td>High Expectations</td>
<td>96%</td>
<td>87%</td>
<td>82%</td>
</tr>
<tr>
<td>Frequent Monitoring</td>
<td>96%</td>
<td>83%</td>
<td>74%</td>
</tr>
<tr>
<td>School Learning Climate</td>
<td>92%</td>
<td>81%</td>
<td>71%</td>
</tr>
<tr>
<td>Home-School Relations</td>
<td>98%</td>
<td>81%</td>
<td>78%</td>
</tr>
</tbody>
</table>

*Survey conducted in school year ending 1997*

### Student Conduct

#### Attendance and Absences

**School Year**
- 1997-98: 96.4%
- 1998-99: 96.6%
- 1999-2000: 96.5%

*Higher is better*

**Average Daily Attendance: %**
- 1997-98: 95.0%

**Average Daily Absences: in days**
- 1997-98: 6.4
- 1998-99: 6.2
- 1999-2000: 6.4

*Lower is better*

#### School Suspensions, School Year Ending 2000

- **Non-suspended:** 1031 (100.0%)
- **Suspended:** 0 (0.0%)

- **Class A:** 0 (0.0%)
- **Class B:** 0 (0.0%)
- **Class C:** 0 (0.0%)
- **Class D:** 0 (0.0%)

*No students were suspended at this school.*

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)
In 1999-2000, an abbreviated version of the Stanford Achievement Test 9th edition was used; this test is not directly comparable to the versions used in 1997-98 or 1998-99. Therefore, only 1999-2000 test data are shown in this report.