



Mokulele

Elementary School

Grades K-6

School Status and Improvement Report



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School Address:

Mokulele Elementary School
250 Aupaka Street
Honolulu, HI 96818

Focus On Standards

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** at the school for the 2000-2001 school year, including a summary of the school's Standards Implementation Design (SID) **process**.

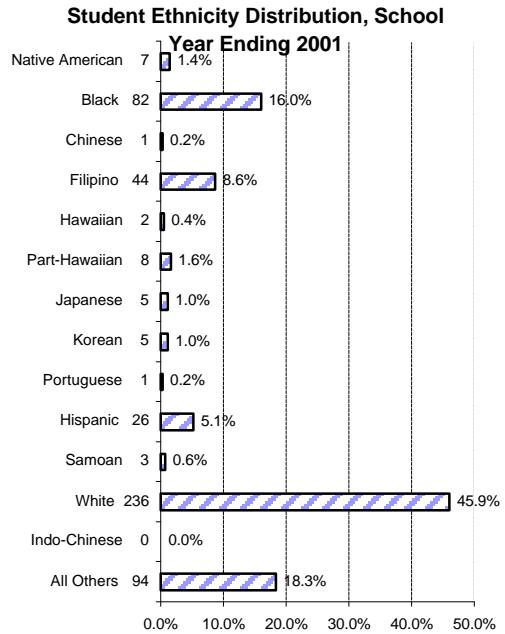
School Description

The students of Mokulele are predominantly military dependents who come from all parts of the globe. They have varied backgrounds and experiences and may have attended numerous schools. It is our mission to reach out with the "aloha spirit" to create a school community that embraces the teaching-learning process and effectively delivers a Comprehensive Student Support System. Mokulele Elementary is a School/Community-Based management school, and the faculty and staff are moving towards a standards-based curriculum. The faculty will be focusing upon the General Learner Outcome – the Ability to Recognize and Produce Quality Performance and quality Products through a schoolwide writing process.

Context: School Setting

Student Profile

School year ending	1999	2000	2001
Fall enrollment	577	592	525
Number and percent of students enrolled for the entire school year	474	375	420
	82.1%	63.3%	80.0%
Number and percent of students receiving free or reduced-cost lunch	246	277	203
	42.6%	46.8%	38.7%
Number and percent of students in Special Education programs	35	39	34
	6.1%	6.6%	6.5%
Number and percent of students with limited English proficiency	21	6	5
	3.6%	1.0%	1.0%



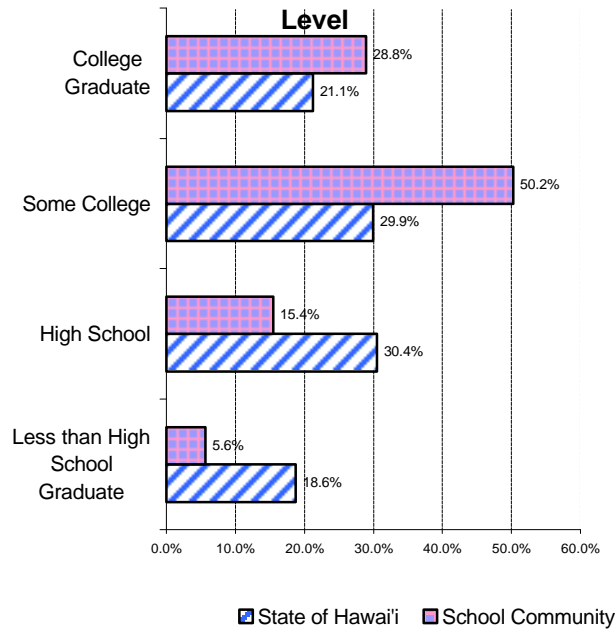
Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	3.4	3.6
Percent of households with school age children (4-19)	54.0%	31.8%
Median household income	\$35,266	\$38,829
Per capita income	\$11,579	\$15,770
Percent of households with Public Assistance income	2.5%	6.8%
Percent of children (3-19 years) below poverty level	3.6%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*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.

Community Educational Attainment Level



Process: Standards Implementation Design

The following is a summary of the school's standards implementation design for the 2000-01 school year.

At Mokulele, we believe that each person wants to learn and can learn optimally in a safe environment in which risk-taking and initiative are encouraged; in which mutual respect is expected; in which the joy of lifelong learning is evident; in which education is an important factor in student achievement. Our philosophy is based on our total commitment to excellence in education in which all personnel work together as a united, competent, caring team.

We envision that, all students at Mokulele will learn to cooperate with others and respect their rights and feelings. Mokulele students will effectively communicate with peers, faculty, and other community members as they participate in school and community activities. We envision our students to be drug free as well as emotionally and physically healthy. They will be self-motivated lifelong learners who possess the academic and interpersonal skill to be contributing members of society today and in the future.

Our mission while incorporating the policies of the Department of Education and meeting the curricula goals of the Department of Education, Mokulele Elementary School will strive to provide excellence in educational opportunities; to work in partnership with our school community to meet the unique educational needs of each students; to provide a safe, positive environment in which each member of our school community can maximize his/her potential for personal, social, educational, and career development.

The faculty selected the General Learner Outcome—the Ability to Recognize and Produce Quality Performance and Quality Products as their main area of focus. A Writing Cadre was established and developed a school-wide writing process, which mirrors our Houghton Mifflin reading series and utilizes the benchmark writing assessment. All classrooms have implemented this process and Waiver Days will assist the faculty in continuing cross grade level articulation to improve the process.

Mokulele teachers participated in the Central District Language Arts Consortium. As a faculty, they honed in on formative assessment skills in the classroom and worked together to formulate a clear picture of what a standards based classroom would look like and how it would drive instruction in their classrooms.

Our mathematics curriculum has also been a major area of focus. We recently selected and purchased a new school-wide math series—Harcourt Brace. This series will further challenge our students to a higher level of performance and incorporate reading and writing as an integral part of the math curriculum.

The Comprehensive Student Support System has helped us better understand the need for functional classroom assessments and the need for more effective teaching strategies to address all student needs at Mokulele. The faculty will further pursue the implementation of standards in their classroom to support student learning.

Mokulele has been on the Superintendent's Honor for SAT testing during the past two years and will continue to make reading priority one with formal reading instruction and activities as Read- A- Thons. The families of Mokulele value education and are very supportive of the school's efforts to increase student learning and raise the performance bar. Volunteers are valued and Hickam Air Force Base is a terrific partner, as well as, all branches of the military.

Mokulele Elementary's student population is nearly 100% military, which means that we have a high rate of transiency and that our students come in from and travel to all parts of the world. This makes it increasingly more important for us to be able assess and implement effective student learning strategies.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	31.0
Regular Instruction, FTE	23.0
Special Education, FTE	5.0
Supplemental Instruction, FTE	3.0
Teacher headcount	32
Teachers with 5 or more years at this school	23
Teachers' average years of experience	13.1
Teachers with advanced degrees	6

Students per Teaching Staff Member

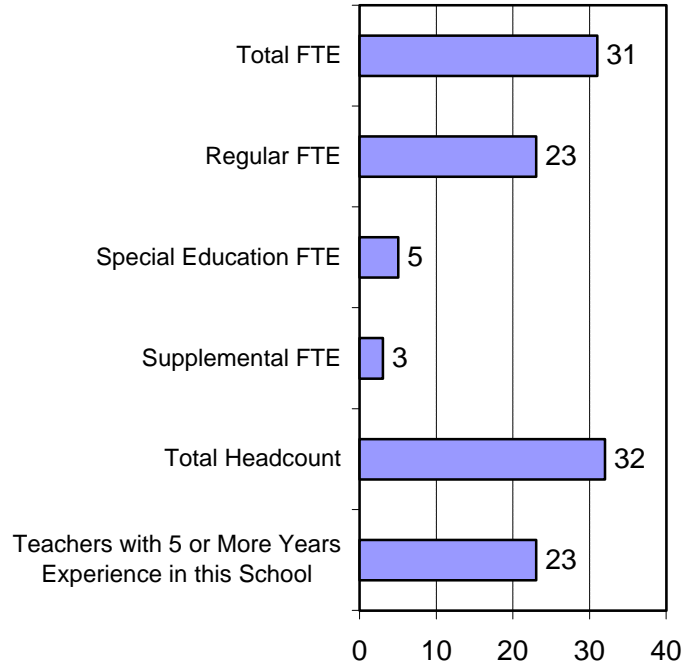
Regular Instruction	18.9
Special Education	6.8

Administrative and Student Services Staff

Administration*, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	2

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

Teacher Counts



Facilities

School year ending 2001

Classrooms available	34
Number of classrooms short (-) or over (+)	3

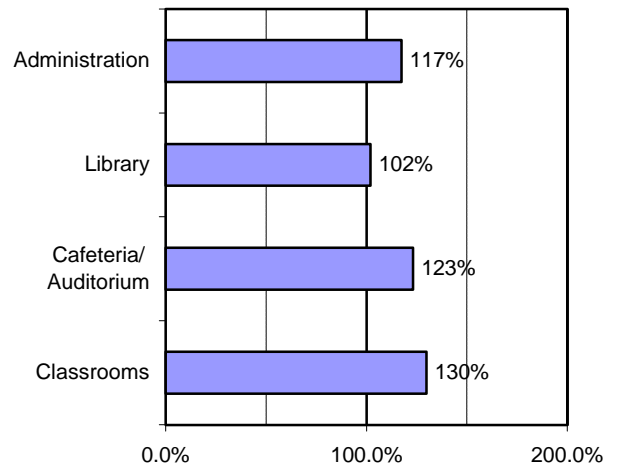
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	2	[]
Building exterior	[]	[]	3
Building interior	[]	[]	3
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	[]	3
Sanitation	[]	2	[]
Total	16		

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

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

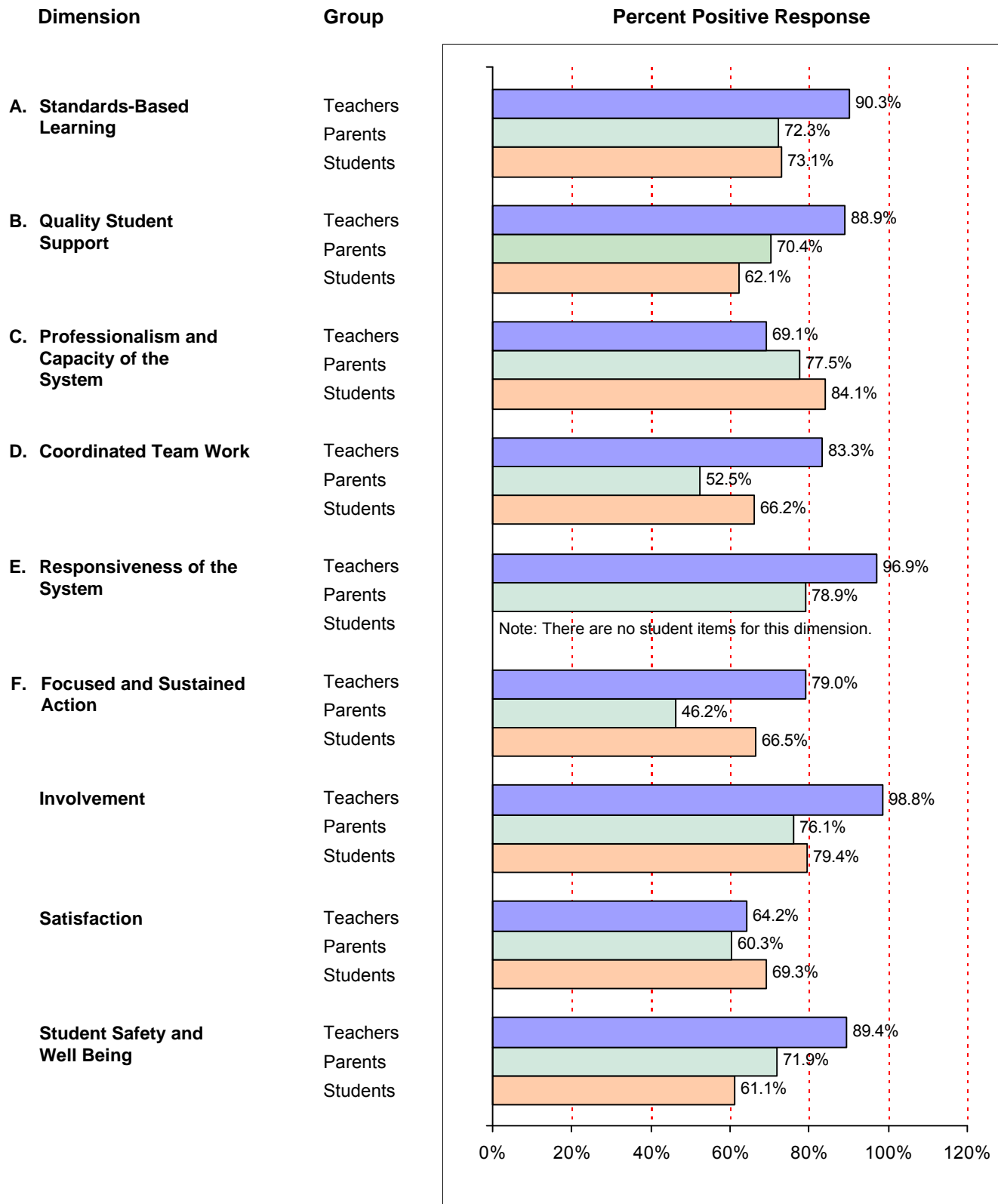
Adequacy of School's Space Compared with State Standards



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

Outcomes: Vital Signs

School Quality Survey



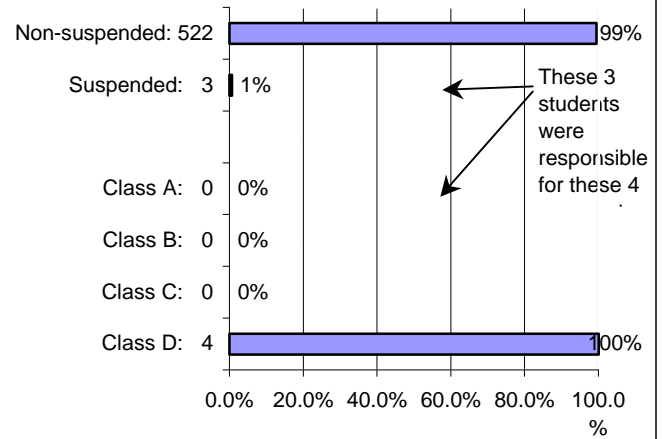
Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
Average Daily Attendance: % (higher is better)			
95.8%	95.6%	95.3%	95.0%
Average Daily Absences: in days (lower is better)			
7.5	7.9	7.7	9

Suspensions, School Year 2000-01



Class A: Burglary, robbery, sale of dangerous drugs
 Examples of class of suspension: Class B: Disorderly conduct, trespassing
 Class C: Class cutting, insubordination, smoking
 Class D: Contraband (e.g. possession of tobacco)

Statewide Testing

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at <http://arch.k12.hi.us>.