



Mililani Mauka

Elementary School

Grades K-5

School Status and Improvement Report



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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

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.

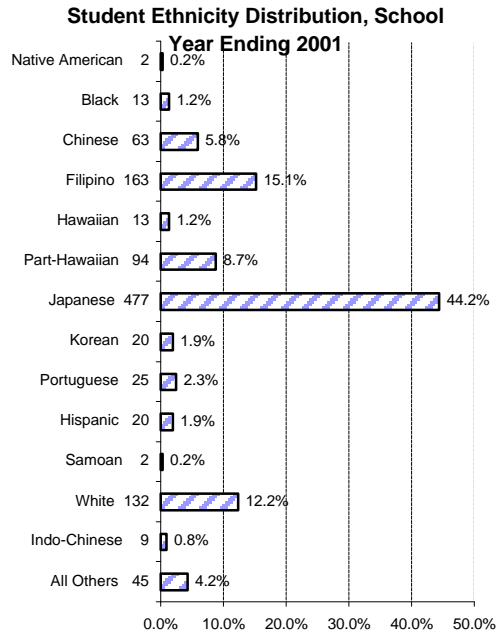
School Address:

Mililani Mauka Elementary School
95-1111 Makaikai Street
Mililani, HI 96789

Context: School Setting

Student Profile

School year ending	1999	2000	2001
Fall enrollment	934	1031	1076
Number and percent of students enrolled for the entire school year	894	963	994
	95.7%	93.4%	92.4%
Number and percent of students receiving free or reduced-cost lunch	36	38	48
	3.9%	3.7%	4.5%
Number and percent of students in Special Education programs	51	72	60
	5.5%	7.0%	5.6%
Number and percent of students with limited English proficiency	24	14	10
	2.6%	1.4%	0.9%

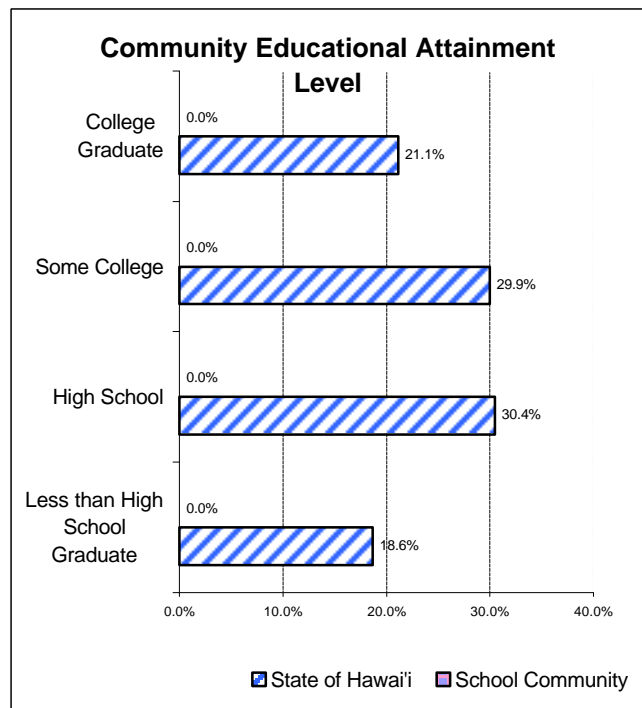


Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	n/a	3.6
Percent of households with school age children (4-19)	n/a	31.8%
Median household income	n/a	\$38,829
Per capita income	n/a	\$15,770
Percent of households with Public Assistance income	n/a	6.8%
Percent of children (3-19 years) below poverty level	n/a	11.6%
Percent of children (4-19 years) who are at-risk*	n/a	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.



Process: Standards Implementation Design

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

Our Vision

Mililani Mauka Elementary School challenges the mind and the body and nurtures the spirit through exploration, innovation and discovery. At Mililani Mauka, children are inspired to dream and to work to create their own future.

Our Mission

The mission of Mililani Mauka Elementary School is to develop each individual to be a thinking learner and an active user of knowledge.

Our Beliefs

At Mililani Mauka Elementary School we believe.

IN PEOPLE

- Everyone should be treated with respect and dignity.
- Every voice should be heard.
- Each person's integrity and self worth should be valued.
- Our actions should reflect our beliefs.

IN TEACHING AND LEARNING

- All children are able and willing to learn.
- All children should be challenged to their potentials.
- Each child needs to develop physically, intellectually, emotionally, socially, and artistically.
- All students and staff members should be critical thinkers and problem solvers.
- Curiosity and creativity are qualities that should be encouraged.
- Varied modes of assessment should be integrated into the learning process and applied consistently and continuously.
- Active learning extends beyond the classroom.
- Learning with others can expand each individual's understanding.
- Learning is a life-long process.

IN AN ENVIRONMENT

- That allows the strengths and talents of each individual to flourish.
- Where everyone is successful.
- Which values trust and risk taking.

Our focus for the 2000-2001 school year was GLO #4: Recognize and produce quality performance and quality products. A curriculum fair was held at the end of the school year to display the quality products that the students produced. We continued with our implementation of the First Steps Reading process and took part in the Central District's Language Arts and Math Standards Consortiums. Our other focus for the year was to prepare for our WASC accreditation mid-term review. Our accreditation was reaffirmed through June 2004.

Our school is very effective in supporting student learning as can be seen by our test scores. Our instruction supports student learning. Our strengths include dedicated teachers, staff, and parents, and a facility designed for learning. We are adding portables to deal with our increasing enrollment until the new elementary opens in the fall of 2003.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	58.0
Regular Instruction, FTE	45.0
Special Education, FTE	7.0
Supplemental Instruction, FTE	6.0
Teacher headcount	58
Teachers with 5 or more years at this school	30
Teachers' average years of experience	12.1
Teachers with advanced degrees	11

Students per Teaching Staff Member

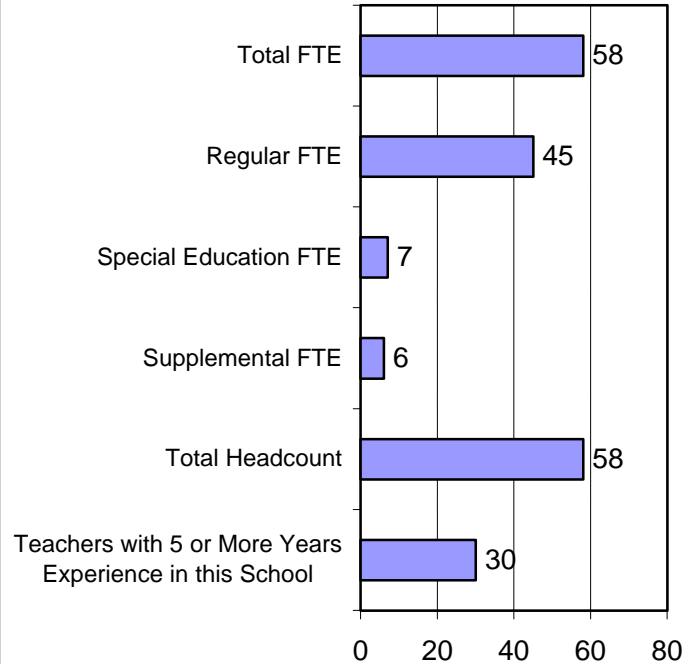
Regular Instruction	19.9
Special Education	8.6

Administrative and Student Services Staff

Administration*, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	3.0
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	51
Number of classrooms short (-) or over (+)	-3

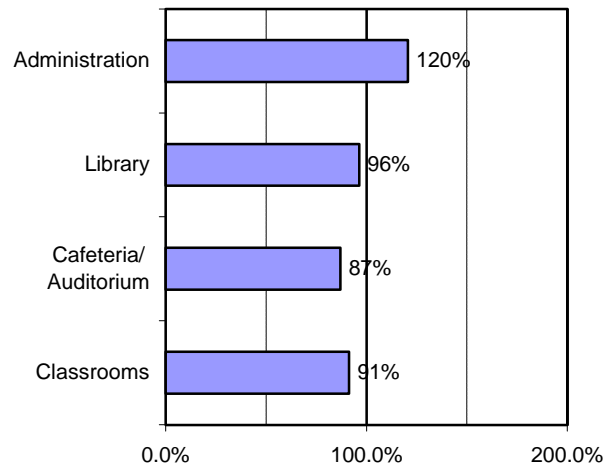
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	2	[]
Building exterior	[]	[]	3
Building interior	[]	[]	3
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	[]	3
Sanitation	[]	[]	3
Total	17		

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

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

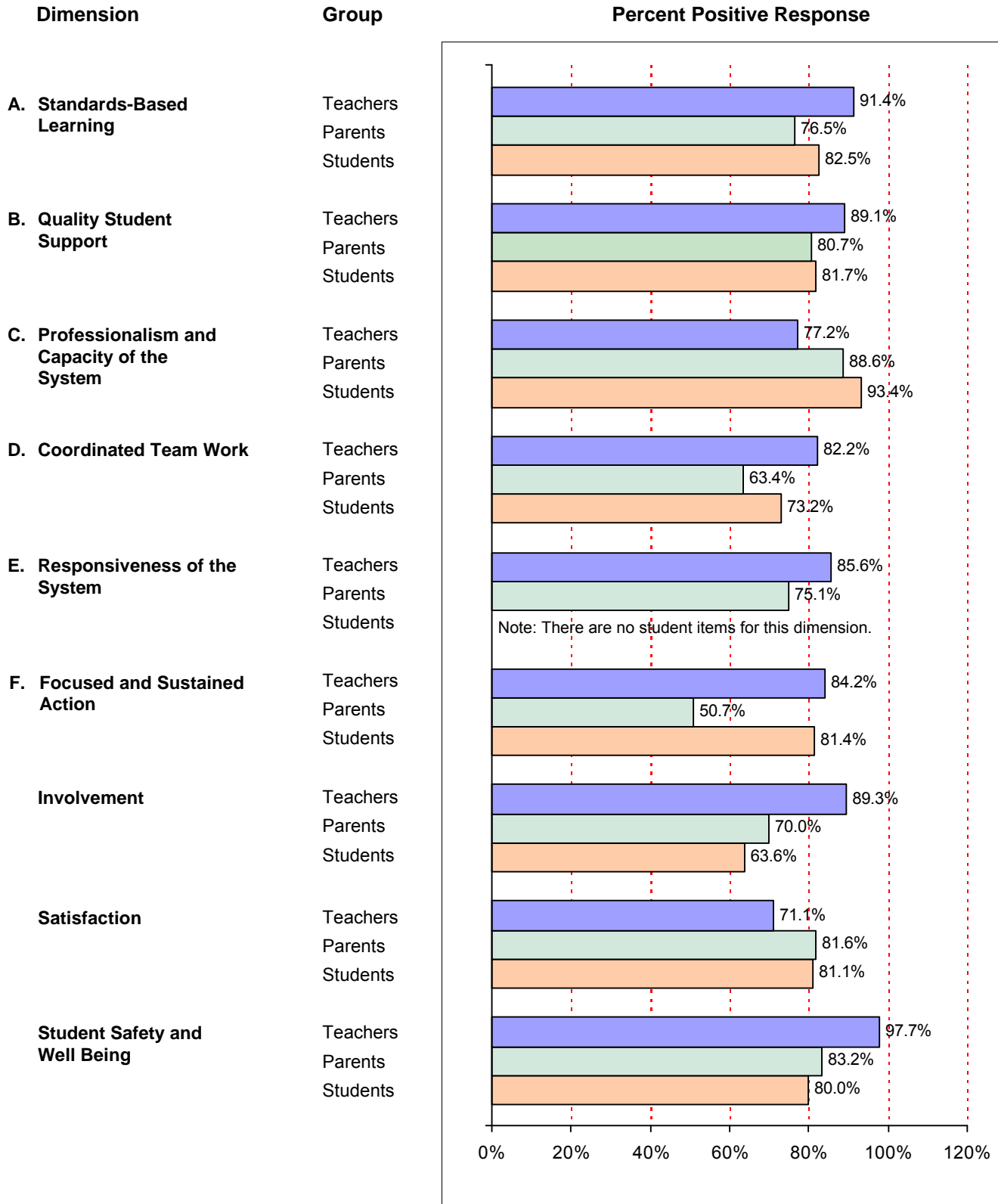
Adequacy of School's Space Compared with State Standards



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

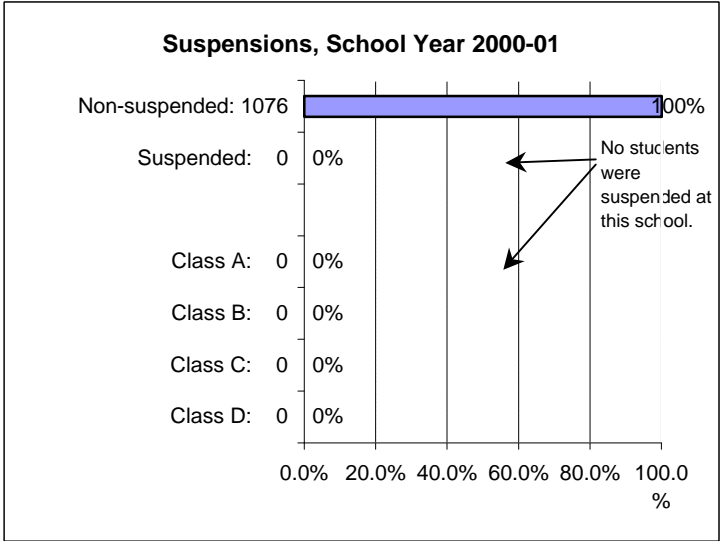


Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
Average Daily Attendance: % (higher is better)			
96.6%	96.5%	97.0%	95.0%
Average Daily Absences: in days (lower is better)			
6.2	6.4	5	9



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)

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>.