



Mililani Uka

Elementary School

Grades K-5

School Status and Improvement Report



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School Address:

Mililani Uka Elementary School
 94-380 Kuahelani Avenue
 Mililani, HI 96789

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**.

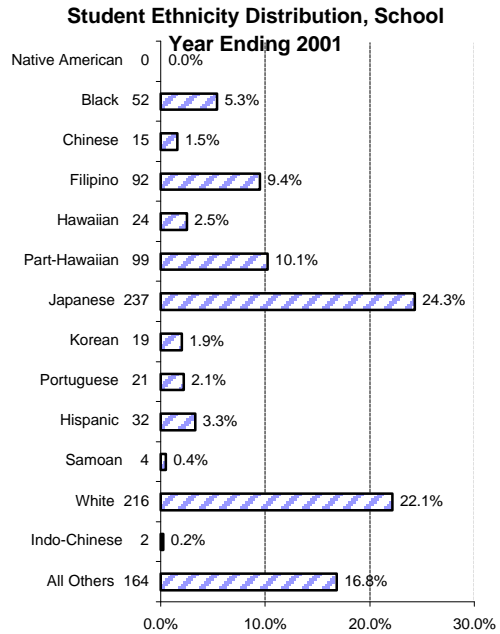
School Description

Established in 1974, Mililani Uka Elementary School is located in a predominantly middle class suburban community. Approximately 1,000 students are serviced on an 8.2-acre campus. Mililani Uka has a tradition of excellence (it was Hawaii's Blue Ribbon School in 1991-92), and its programs emphasize high academic standards, positive learning environment, and parental involvement. Fine arts, performing arts, and technology are infused into the curriculum. The Hui O' Mililani Uka (parent, teacher organization) is very active and provides funds to supplement the school budget. Mililani Uka Elementary School is operating under School/Community Based Management.

Context: School Setting

Student Profile

School year ending	1999	2000	2001
Fall enrollment	1032	1010	979
Number and percent of students enrolled for the entire school year	966	880	851
	93.6%	87.1%	86.9%
Number and percent of students receiving free or reduced-cost lunch	177	209	199
	17.2%	20.7%	20.3%
Number and percent of students in Special Education programs	61	65	67
	5.9%	6.4%	6.8%
Number and percent of students with limited English proficiency	26	13	15
	2.5%	1.3%	1.5%

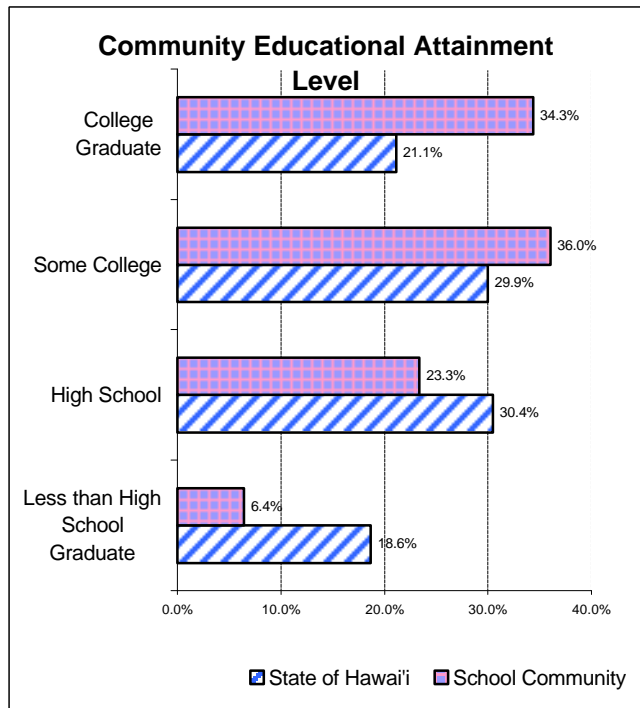


Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	3.1	3.6
Percent of households with school age children (4-19)	53.3%	31.8%
Median household income	\$59,162	\$38,829
Per capita income	\$18,341	\$15,770
Percent of households with Public Assistance income	1.6%	6.8%
Percent of children (3-19 years) below poverty level	0.6%	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.



Process: Standards Implementation Design

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

Vision:

Excellence at our school is everyone continually working together as lifelong learners.

Mission:

Our mission is to provide an environment that nurtures student potential for lifelong learning through effective guidance.

Purpose:

We* declare that our school's purpose is to ensure that each child reaches potential as a lifelong learner and responsible citizen in our global society.

*We includes: Teachers, Students, Parents, Administrators, School Support Staff & Community.

Major Goal:

General Learner Outcome #4: "The ability to recognize and produce quality performance and quality products".

This goal is also aligned to our expected schoolwide learning results (ESLRs)

"Academic Achiever/Quality Producers & Performers":

1. Uses basic skills of all curriculum areas
2. Self-evaluates performance or work using rubrics or other assessment tools to produce quality work.

Our Focus on Learning Faculty Focus Groups, SCBM Council and Hui O' Mililani Uka used a self-study process to analyze instructional and organizational effectiveness. Because of full collaboration of all segments of our school community, our school is developing effective practices in these areas:

1. Standards-Based Learning
2. Quality Student Support
3. Professionalism and Capacity of the System
4. Coordinated Teamwork
5. Responsiveness of the System
6. Focused and Sustained Action.

We promote high student expectations and provide an effective learning environment. Our well-qualified staff continuously pursues professional development and self-improvement. Our standards-based learning has been strengthened by participation in the Standards Consortium for Language Arts and Mathematics. This standards-based staff development is then disseminated to every teacher through school-funded grade-level articulation days.

We are in the process of prioritizing our improvement areas and developing our Standards Implementation Action Plan. Our long-range plan is dedicated to increasing student achievement. Priorities include developing a coherent, long-range plan for staff development; and for selecting, funding and updating instructional materials and textbooks.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	51.0
Regular Instruction, FTE	41.0
Special Education, FTE	6.0
Supplemental Instruction, FTE	4.0
Teacher headcount	51
Teachers with 5 or more years at this school	48
Teachers' average years of experience	21.1
Teachers with advanced degrees	11

Students per Teaching Staff Member

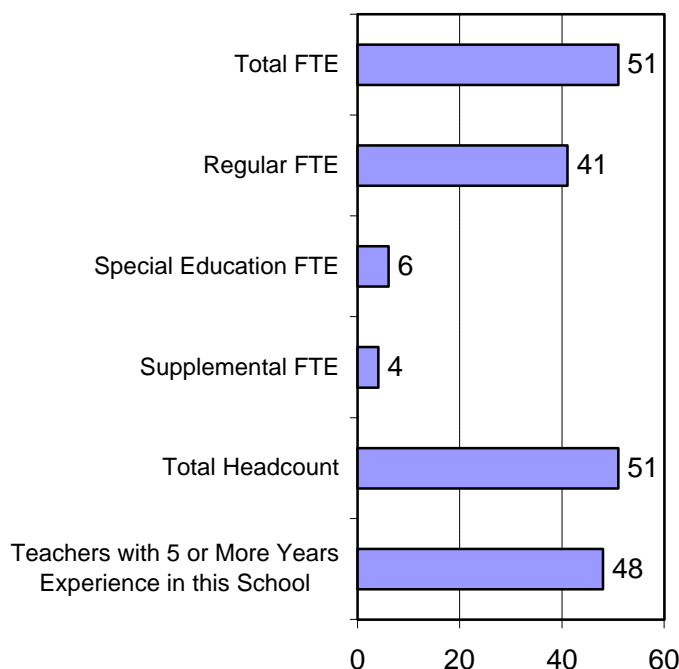
Regular Instruction	20.3
Special Education	11.2

Administrative and Student Services Staff

Administration*, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	2.5
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	52
Number of classrooms short (-) or over (+)	2

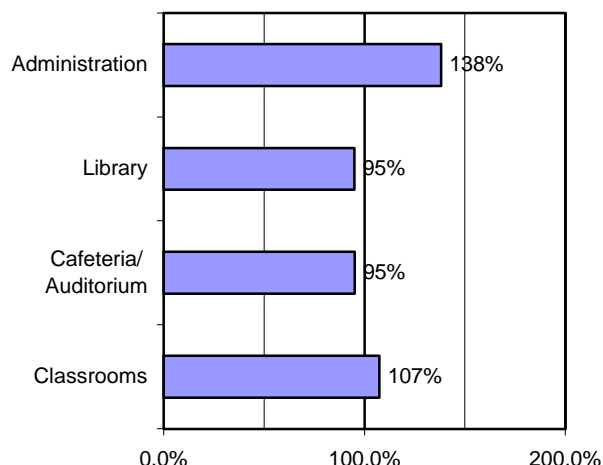
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	2	[]
Building interior	[]	[]	3
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	2	[]
Sanitation	[]	2	[]
Total	15		

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

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

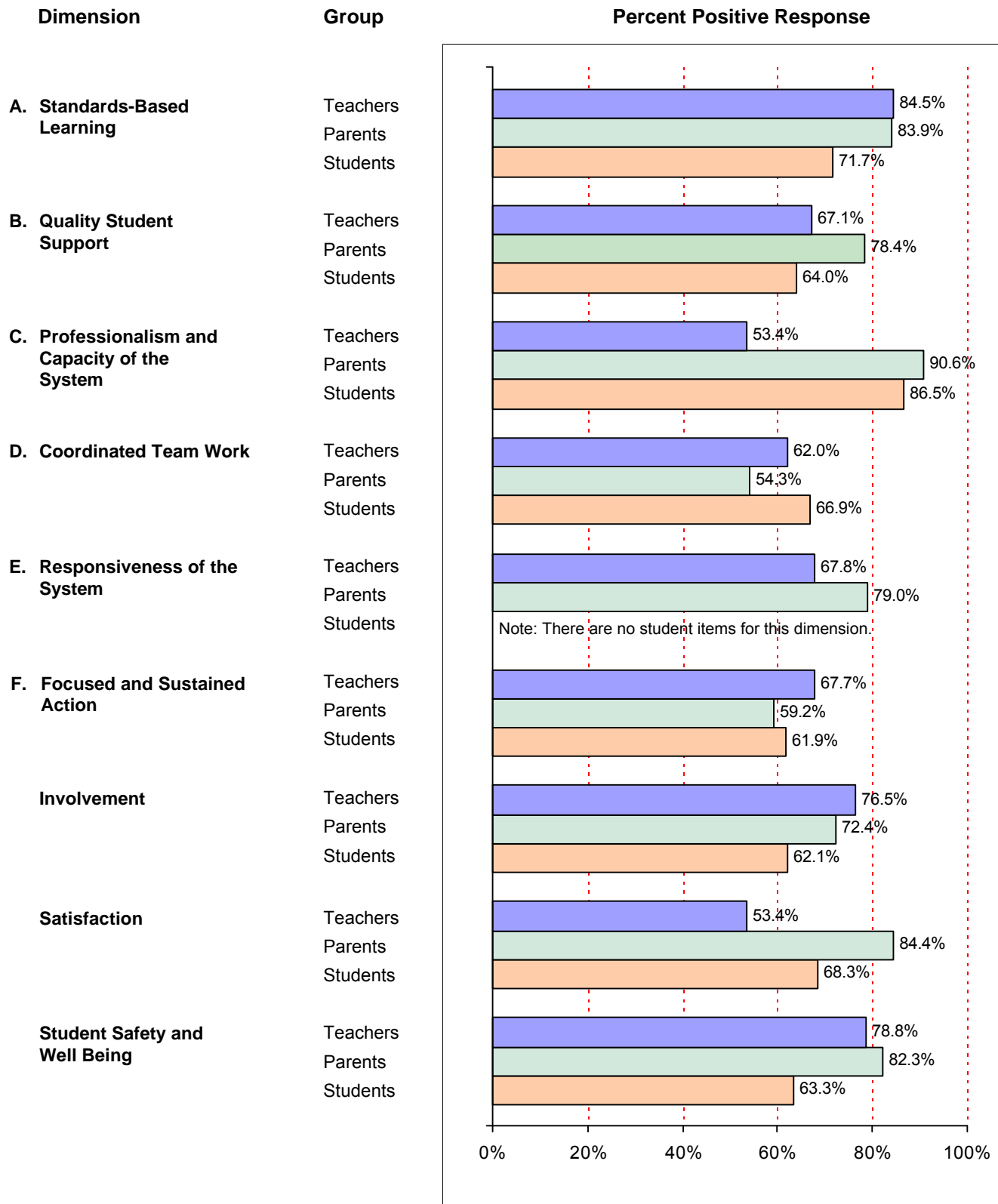
Adequacy of School's Space Compared with State Standards



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



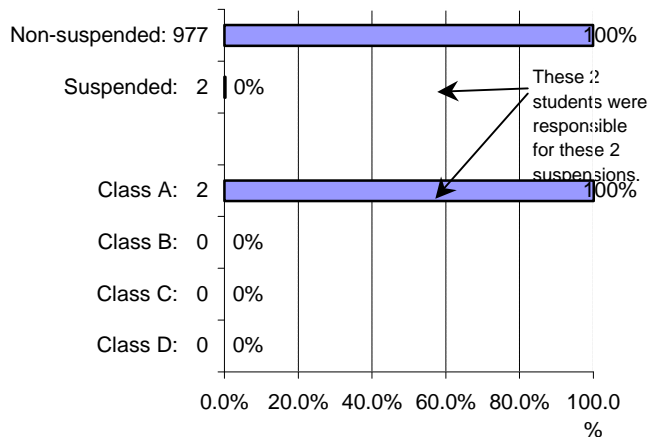
Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
Average Daily Attendance: % (higher is better)			
95.9%	95.8%	96.1%	95.0%
Average Daily Absences: in days (lower is better)			
7.5	7.7	6.5	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>.