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

Mililani Uka Elementary School is poetically translated as: Nestled in the uplands- the beloved place (of the chiefs). Established in 1974, Mililani Uka Elementary School is located in a predominantly middle class suburban community. Approximately 650 students are serviced on an 8.2 acre campus. Mililani Uka's programs emphasize high academic standards and prepare our students for the challenges of the 21st Century. Our school is in good standing for No Child Left Behind and met all of the Adequate Yearly Progress targets.

"Character Counts" everywhere and all the time at our school. We provide a safe and positive learning environment and believe in the development of the "whole" child.

Our Systemic Intervention Support (SIS) program provides timely and targeted intervention for non proficient students and seeks to support all students in their learning. In addition, the SIS program provides teacher intervention and support as they continue to implement research based “best practices.”

Wellness and healthy activities, technology, fine arts, performing arts, are infused into the curriculum. Student activities include Student Council, Peer Mediation, Library Club, Junior Police Officers, cross country and track. Our Hui O Mililani Uka (parent, teacher organization), our School Community Council and our military partners, the 84th Army Engineers located on Schofield Army Military Base are very active and supportive of the goals of our school. Our “Hui” coordinates activities for the school and also financially supports various school and grade level activities. Our annual Fall Fest brings our community into the school for a fun filled evening with our families.

Mililani Uka joins with the other schools in Mililani to support complex joint initiatives. Our students regularly participate in annual events such as the Character Counts Fair, cross county and track meets with other students in our complex.

The area where Mililani Uka Elementary now stands has always been held in high esteem. The ‘aina or land that offered up so many blessings and the people who were noted for their gracious hospitality and love for the ‘aina/school are two lasting, cherished qualities of a school-community. Nestled between two prominent mountain ranges, Mililani Uka is truly the beloved place.
## School Setting

### Student Profile

<table>
<thead>
<tr>
<th>School year</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall enrollment</td>
<td>690</td>
<td>660</td>
<td>655</td>
</tr>
<tr>
<td>Number and percent of students enrolled for the entire school year</td>
<td>630 (91.3%)</td>
<td>614 (93.0%)</td>
<td>613 (93.6%)</td>
</tr>
<tr>
<td>Number and percent of students receiving free or reduced-cost lunch</td>
<td>147 (21.3%)</td>
<td>138 (20.9%)</td>
<td>153 (23.4%)</td>
</tr>
<tr>
<td>Number and percent of students in Special Education programs</td>
<td>50 (7.2%)</td>
<td>59 (8.9%)</td>
<td>62 (9.5%)</td>
</tr>
<tr>
<td>Number and percent of students with limited English proficiency</td>
<td>19 (2.8%)</td>
<td>20 (3.0%)</td>
<td>16 (2.4%)</td>
</tr>
<tr>
<td>Percent of Kindergartners who attended preschool</td>
<td>76%</td>
<td>63%</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Mililani Complex**

- **Total population**: 45,123
- **Percentage of population aged 5-19**: 22.9%
- **Median age of population**: 35.5
- **Number of families**: 12,079
- **Percentage of families with children under 18**: 53.7%
- **Percentage of families with children headed by a single mother**: 12.3%
- **Average family size**: 3.4
- **Median household income**: $68,933
- **Percent of households with Public Assistance income**: 3.3%
- **Percent of families with children living in poverty**: 4.2%

### Community Profile

**Based on the 2000 U.S. Census**

- **State of Hawai`i**
  - **Total population**: 1,211,537
  - **Percentage of population aged 5-19**: 20.6%
  - **Median age of population**: 35.2
  - **Median household income**: $49,820
  - **Percent of households with Public Assistance income**: 7.6%
  - **Percent of families with children living in poverty**: 11.2%

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Summary of Progress

Goal #1: Improve Student Achievement through Standards-Based Education
Mililani Uka Elementary school is in good standing for No Child Left Behind and has met all of the Adequate Yearly Progress targets.

We are in the second year of implementing the 2008 Scott Foresman, “Reading Street” as our Language Arts program. Our teachers incorporated leveled readers and other program components to differentiate their reading instruction this year. We have been using the KidBiz program from Achieve3000 for students in grades 2-5 to differentiate their non-fiction reading.

Our students participated in a canned food drive for the Food Bank at Thanksgiving; they also participated in our school community fundraiser, “We Love to Read” garage sale which benefited the Mililani Public Library and participated in recycling drives throughout the school year. The Student Council joined with other students from the Mililani Complex to provide a dance for the senior citizens of Olaloa.

Goal #2: Provide Comprehensive Support for All Students.
We expanded our school-wide intervention system for students who are not proficient on the Hawaii State Assessment in reading and mathematics as part of our Systemic Intervention Support System. Three times during the school year, we assessed students in Kindergarten through grade 3 using the AimsWeb Reading assessment to identify at risk students and provided individual reading tutorial for struggling students. In addition we expanded our Math Whizz program to assist students in need of math tutorial from grades 3-5.

We continue to increase parent and community understanding of standards-based education through parent-child curriculum sharing activities. The School Community Council held two community meetings to share performance data and to share and receive input on the Academic and Financial Plans.

Goal #3: Continuously Improve Performance and Quality
The faculty continued to sustain a school-wide professional learning community to explore and implement differentiation strategies school-wide. Teachers also received training on Thinking Maps and the Rigor and Relevance framework. Training was provided for teachers to utilize KidBiz, Math Whizz and Safari Montage as curriculum resources.
Certified Staff

Teaching Staff

<table>
<thead>
<tr>
<th>Total Full-Time Equivalent (FTE)</th>
<th>41.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Instruction, FTE</td>
<td>32.0</td>
</tr>
<tr>
<td>Special Instruction, FTE</td>
<td>9.0</td>
</tr>
<tr>
<td>Supplemental Instruction, FTE</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Teacher headcount: 41

Teachers with 5 or more years at this school: 20

Teachers’ average years of experience: 12.0

Teachers with advanced degrees: 15

Professional Teacher Credentials

<table>
<thead>
<tr>
<th>Fully licensed</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provisional credential</td>
<td>7</td>
</tr>
<tr>
<td>Emergency credential</td>
<td>2</td>
</tr>
</tbody>
</table>

Students per Teaching Staff

Regular Instruction: 18.5

Special Instruction: 6.9

* Regular instruction includes both regular and supplemental teaching staff and does not include mainstreamed special education students. Therefore, these figures do not indicate class size.

Administrative and Student Services Staff

<table>
<thead>
<tr>
<th>Administration, FTE *</th>
<th>3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians, FTE</td>
<td>1.0</td>
</tr>
<tr>
<td>Counselors, FTE</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Number of principals at this school in the last five years: 1

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

Facilities

School Year Ending 2010

Classrooms available: 52

Number of classrooms short (-) or over (+): 6

School facilities inspection results

<table>
<thead>
<tr>
<th>Score</th>
<th>Grounds</th>
<th>Building exterior</th>
<th>Building interior</th>
<th>Equipment/Furnishings</th>
<th>Health/Safety</th>
<th>Sanitation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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%.

Mililani Uka Elementary School

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School Quality Survey

The School Quality Survey (SQS), administered periodically by the System Evaluation and Reporting Section, is used for strategic planning and to comply with state accountability requirements.

### Percent of Positive Responses

<table>
<thead>
<tr>
<th>School Quality Survey*</th>
<th>Teachers</th>
<th>Parents</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimensions</strong></td>
<td>School</td>
<td>State</td>
<td>School</td>
</tr>
<tr>
<td>Standards-Based Learning</td>
<td>2009</td>
<td>89.3%</td>
<td>91.2%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>89.9%</td>
<td>92.0%</td>
</tr>
<tr>
<td>Quality Student Support</td>
<td>2009</td>
<td>82.8%</td>
<td>80.0%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>80.0%</td>
<td>81.9%</td>
</tr>
<tr>
<td>Professionalism &amp; System Capacity</td>
<td>2009</td>
<td>86.2%</td>
<td>84.8%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>80.1%</td>
<td>85.9%</td>
</tr>
<tr>
<td>Coordinated Team Work</td>
<td>2009</td>
<td>69.9%</td>
<td>73.7%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>60.4%</td>
<td>75.4%</td>
</tr>
<tr>
<td>Responsiveness of the System</td>
<td>2009</td>
<td>81.1%</td>
<td>83.3%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>77.4%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Focused &amp; Sustained Action</td>
<td>2009</td>
<td>85.0%</td>
<td>82.3%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>80.6%</td>
<td>84.5%</td>
</tr>
<tr>
<td>Involvement</td>
<td>2009</td>
<td>83.6%</td>
<td>76.6%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>76.3%</td>
<td>78.6%</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>2009</td>
<td>70.5%</td>
<td>74.4%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>64.1%</td>
<td>78.3%</td>
</tr>
<tr>
<td>Student Safety &amp; Well Being</td>
<td>2009</td>
<td>89.4%</td>
<td>83.7%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>86.1%</td>
<td>85.6%</td>
</tr>
<tr>
<td>Survey Return Rate***</td>
<td>2009</td>
<td>100.0%</td>
<td>76.8%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>100.0%</td>
<td>70.1%</td>
</tr>
</tbody>
</table>

* State Teacher and Parent positive response figures are one of 4 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.

** The Parents survey for the school year 2008-09 was cancelled.

*** State Return Rate for Teachers, Parents, and Students are for one of 6 grade spans (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.
Student Conduct

<table>
<thead>
<tr>
<th>Attendance and Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Year</strong></td>
</tr>
<tr>
<td>2007-08 2008-09 2009-10</td>
</tr>
<tr>
<td><strong>Average Daily Attendance:</strong> %</td>
</tr>
<tr>
<td>(higher is better)</td>
</tr>
<tr>
<td>95.4% 95.2% 95.7% 95.0%</td>
</tr>
<tr>
<td><strong>Average Daily Absences:</strong> in days</td>
</tr>
<tr>
<td>(lower is better)</td>
</tr>
<tr>
<td>8.2 8.5 7.0 9</td>
</tr>
</tbody>
</table>

Suspensions, School Year 2009-2010

- Non-suspended: 655
- Suspended: 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)

School Retention

Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to NCLB requirements are used.

<table>
<thead>
<tr>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 2009 2010</td>
</tr>
<tr>
<td>Total number of students 563 533 532</td>
</tr>
<tr>
<td>Percent retained in grade 0% 0% 0%</td>
</tr>
</tbody>
</table>

Note. "--" means missing data.

**"** means data not reported to maintain student confidentiality (see FERPA).
Hawaii State Assessment Program

HCPS Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>64%</td>
<td>72%</td>
</tr>
<tr>
<td>4</td>
<td>63%</td>
<td>78%</td>
</tr>
<tr>
<td>5</td>
<td>69%</td>
<td>81%</td>
</tr>
</tbody>
</table>

HCPS Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>47%</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>50%</td>
<td>62%</td>
</tr>
<tr>
<td>5</td>
<td>58%</td>
<td>59%</td>
</tr>
</tbody>
</table>

HCPS Science

<table>
<thead>
<tr>
<th>Grade</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>49%</td>
<td>59%</td>
</tr>
</tbody>
</table>

The HCPS Science assessment is given in grades 4, 6 and 10.

TerraNova, 2nd Edition

<table>
<thead>
<tr>
<th>Grade</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>86%</td>
<td>76%</td>
</tr>
<tr>
<td>4</td>
<td>84%</td>
<td>77%</td>
</tr>
<tr>
<td>5</td>
<td>88%</td>
<td>76%</td>
</tr>
</tbody>
</table>

The TerraNova is a national norm-reference assessment with 9 stanine levels. Scores in stanines 1 to 3 represent "Below Average," and scores in stanines 4 to 9 represent "Average and Above."

Note. From 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.

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