



# Makalapa Elementary School

School Code: 215

Grades K-6

## School Status and Improvement Report School Year 2014-15



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### School Address:

Makalapa Elementary School  
 4435 Salt Lake Blvd.  
 Honolulu, Hawaii 96818

### 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

Makalapa Elementary School opened in 1971 and was designed in the open classroom arrangement popular at that time. Presently, about 60% of our students are military connected. The rest of our population comes from Foster Village, Alii Plantation, and Cross Pointe, which are housing developments in our community. These areas are primarily of Asian and Pacific Islander decent.

Makalapa utilizes its School Community Council (SCC) board members to assist in the decision-making at the school. In the Academic and Financial Plan, we have focused our attention in trying to determine clear quarterly goals in the areas of reading, writing and math. Teachers strive to integrate common assessments, writing activities in content areas and the GLOs into our curriculum.

Success for All, a school-wide comprehensive reform reading program, was adopted in 1999-00. The school went to a literature-based program for reading in 2006 and continues to use this for Language Arts. Everyday Math was adopted in 2005; however, the school is using Singapore Math strategies and other CCSS-based resources.

To increase the capacity of our teachers to serve the diverse language arts and math needs of our students, Makalapa utilizes several computer-assisted programs: Accelerated Reader, Math Fact in a Flash, It's All About Kids, and Math Whizz. We continue using Achieve 3000 in conjunction with our reading program.

In preparation for SY 2005-06, teachers were trained in Step Up To Writing, standards-based reporting, school-wide grading policy, portfolios, curriculum mapping, and 6 Traits + 1 writing program. In 2008-2009, the staff began mapping out grade-level expectations and using data to measure the student progress to these expectations. It was a way for teachers to see what was actually being learned by students versus what was being taught by teachers. This data collection process was a good start to the Data Teams process.

During the 2011-12 School Year, teachers were trained in Thinking Maps to help our students make learning understandable for themselves through the use of graphics that organize their thinking and learning. In 2012-13, all teachers were trained in Data Teams, specifically looking at student work and using the data to determine instructional strategies that would meet the needs of the learners. Today, more than 75% of the teachers will be trained in AVID, which is a complex initiative lead by Radford High School.

We have invested in the Edmentum, a computer-based program to help with formative assessments to assist instructional techniques and strategies and a universal screener (AIMSweb) administered three times a year to track the progress of our students.

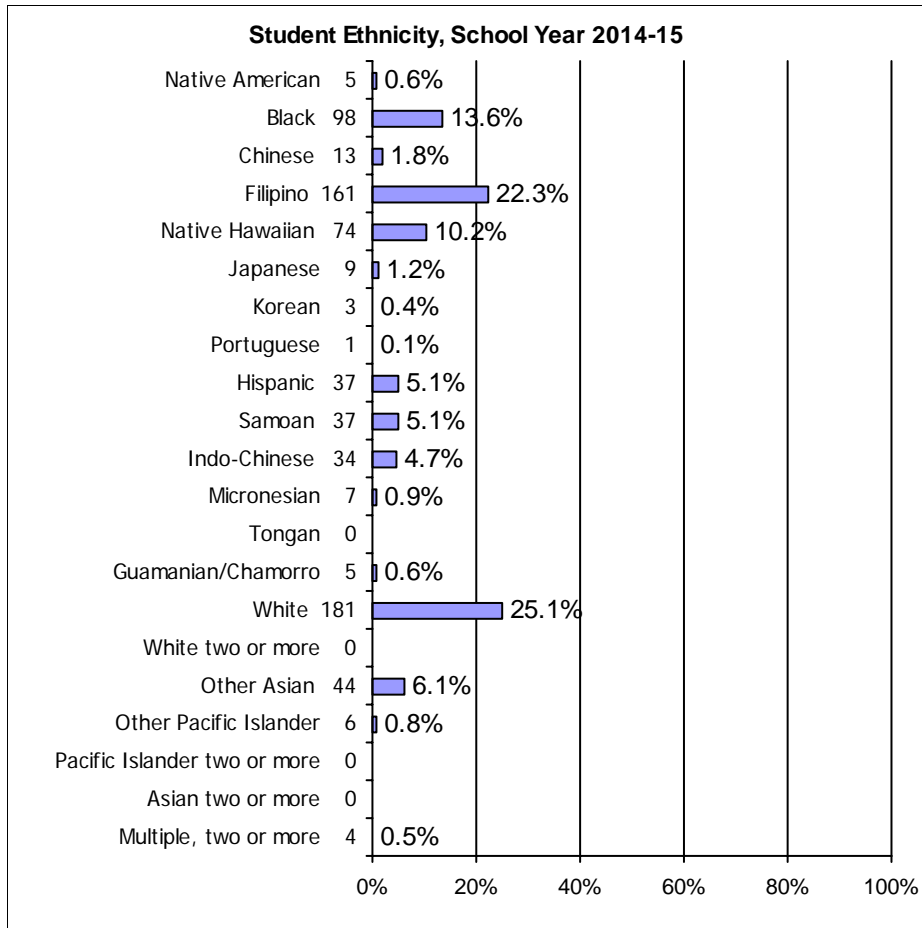
Makalapa offers a wide variety of programs to our students. Chorus, Strings, Robotics, Band, Student Council, JPO and Inter-murals are offered to our students in grades 4-6. We believe that educating the whole child makes our students well rounded.

School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	671	680	700	Number and percent of students in Special Education programs	55 8.1%	53 7.7%	57 8.1%
Number and percent of students enrolled for the entire school year	579 86.2%	612 90.0%	595 85.0%	Number and percent of students with limited English proficiency	39 5.8%	48 7.0%	45 6.4%
Number and percent of students receiving free or reduced-cost lunch	344 51.2%	336 49.4%	349 49.8%	Percent of Kindergartners who attended preschool	52%	65%	--

Note: "--" means missing data.  
 "\*" means data not reported to maintain student confidentiality (see FERPA).



n = 719

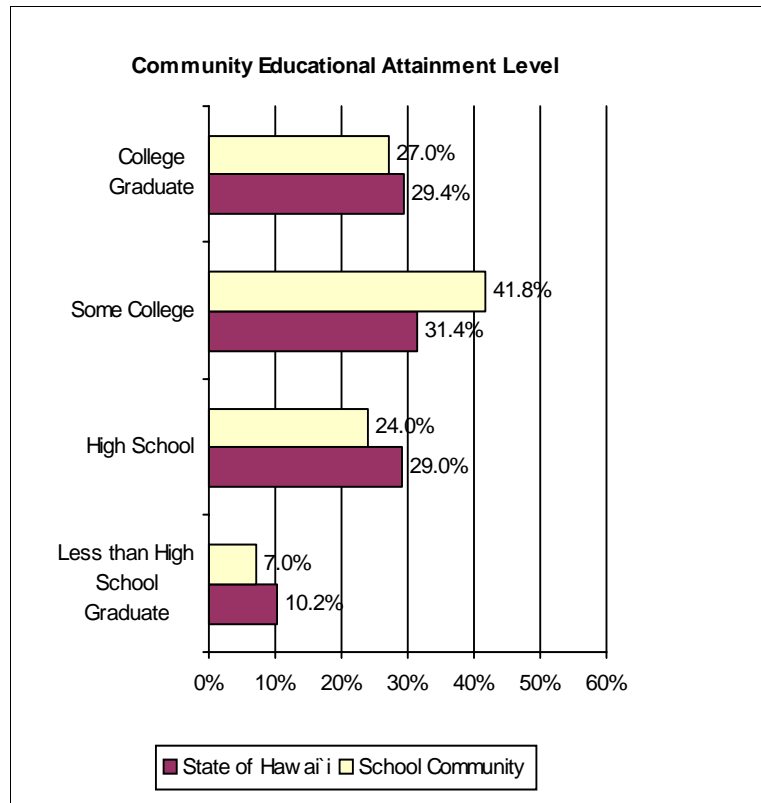
## School Setting

### Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii’s HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

**Based on the 2010 U.S. Census**

<b>Radford HSC Complex</b>	School Community	State of Hawai'i
Total population	27,470	1,360,301
Percentage of population aged 5-19	21.5%	18.4%
Median age of population	27.5	38.6
Number of family households	6,331	313,907
Median household income	\$64,049	\$66,420



## School Improvement

### Summary of Progress

During the Fall of 2014, Makalapa Elementary underwent the task of rewriting our Vision and Mission statement. Our vision was determined to be *We are a dedicated staff who inspires our students to be college, career and citizenship ready.* This vision and mission statement fits right into the AVID philosophy. During the spring of 2015, Makalapa began the self-study for the accreditation process for our school as we prepare for the WASC accreditation visit in Spring 2016. We have begun to look at all aspects of the school, having all invested parties partake in the process. Staff members began to draft the WASC report. We will continue this review through the SY 2015-2016.

Makalapa Elementary focused on the implementation of the new English/Language Arts program, Wonders, that was selected by the state. Teachers participated in training that began last June and continued with additional hands-on professional development in October and complex-wide articulation in March. Implementation occurred school-wide this year in all grade levels from K-6. Our staff has offered mixed reviews of this program, but we are working to infuse the “best practices” that we have gained through the years. After much discussion, the staff recognizes that there are areas that need to be filled which are not addressed in the Wonders program.

We completed our Comprehensive Self Study (CSS) for AVID certification in May 2015. An initial self-study was completed in November 2014 that helped us to gauge our level of implementation at the school. In May 2015, Makalapa was recognized as a Showcase school by AVID Center. While we are proud of this recognition, we know that we have much to learn and practice with our students as we prepare them to be college, career and citizenship ready. All of the grade levels are using an organizational system for homework and parent communication, whether it is a folder or binder. Some of the teachers created a class website so that parents always had a place to keep up-to-date on classroom happenings.

Data Teams continued to assist grade levels and bring them together, fostering collaborative conversations. Articulation time held during the school day was set aside to help the grade levels address some Data Team priorities. We continued vertical articulation during staff meetings that encouraged grade levels to share with grade levels that were above and below to share the work being done. The school was able to focus our efforts in the same directions when we were able to share the work done on each grade level.

Professional development in technology was another area that staff members participated in this year. Teachers were given the opportunity to get trained in Google Apps For Education (GAPE). The technology committee attended the School of the Future Conference and the Google Summit this year. As we begin to move with GAPE, the students were assigned Chromebooks as we enter the one-to-one era of teaching and learning. At the present, three grade levels are One-to-One with two more grade levels being added next year.

Students were able to express their talents in the various programs that we offered this year. Our orchestra and chorus continued to represent the school in the community with their many presentations and community participation events. Robotics and athletics allowed for the students to use their strengths as they participated in Lego League and the Radford Complex Intra-murals.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		40.0
Regular Instruction, FTE	82.5%	33.0
Special Instruction, FTE	15.0%	6.0
Supplemental Instruction, FTE	2.5%	1.0
Teacher headcount		40
Teachers with 5 or more years at this school		20
Teachers' average years of experience		14.6
Teachers with advanced degrees		11

#### Professional Teacher Credentials

Fully licensed	100.0%	40
Emergency hires	0.0%	0

#### Students per Teaching Staff

Regular Instruction	19.4
Special Instruction	9.5

#### Administrative and Student Services Staff

Administration, FTE *	3.0
Librarians, FTE	1.0
Counselors, FTE	2.0
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

### Facilities

School Year Ending 2015

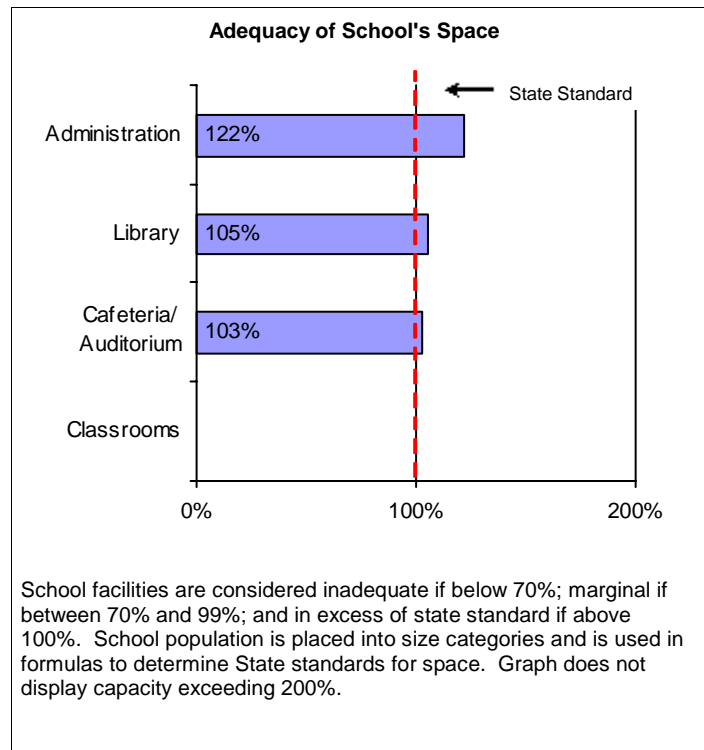
Classrooms available	--
Number of classrooms short (-) or over (+)	--

#### School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. "--" means missing data.



**Vital Signs**

**School Quality Survey**

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

**Percent of Positive Responses**

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2014	--	--	--	--	--	--
	2015	80.3%	82.6%	81.7%	86.6%	76.3%	77.1%
Well-Being	2014	--	--	--	--	--	--
	2015	73.9%	80.3%	90.6%	91.9%	76.6%	78.7%
Satisfaction	2014	--	--	--	--	--	--
	2015	75.3%	69.7%	83.9%	83.1%	85.6%	88.6%
Involvement/Engagement	2014	--	--	--	--	--	--
	2015	70.4%	77.3%	86.1%	86.8%	78.6%	80.7%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2014	--	--	--	--	--	--
	2015	100.0%	87.4%	50.0%	34.6%	91.2%	84.9%

\* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four 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.

\*\* State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

Note: In 2015, a revised School Quality Survey (SQS) was administered statewide to students, school staff, and parents. The dimensions, questions, and rating scale differ from the SQS administered in previous years; thus, the 2014 SQS percentages are intentionally left blank (--).

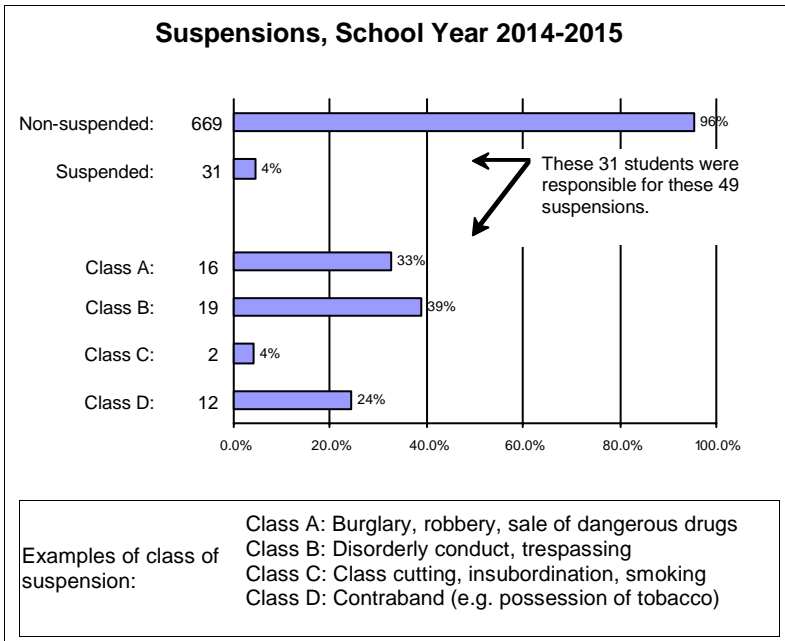
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
2012-13	2013-14	2014-15	
<b>Average Daily Attendance: %</b> (higher is better)			
95.2%	95.6%	96.1%	95.0%
<b>Average Daily Absences: in days</b> (lower is better)			
8.5	7.7	6.9	9

#### Suspensions, School Year 2014-2015



### School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

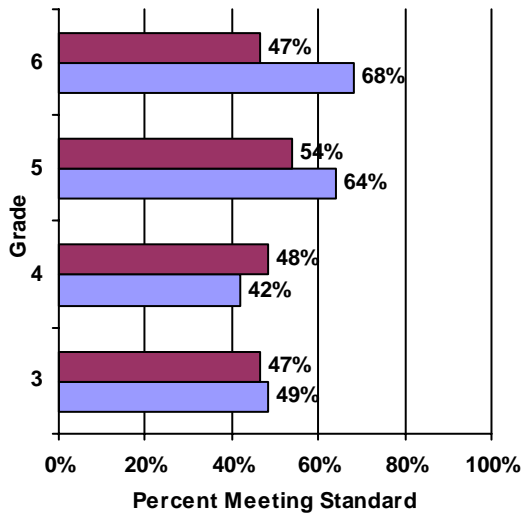
	Retention		
	2013	2014	2015
Total number of students	568	582	620
Percent retained in grade	0%	1%	0%

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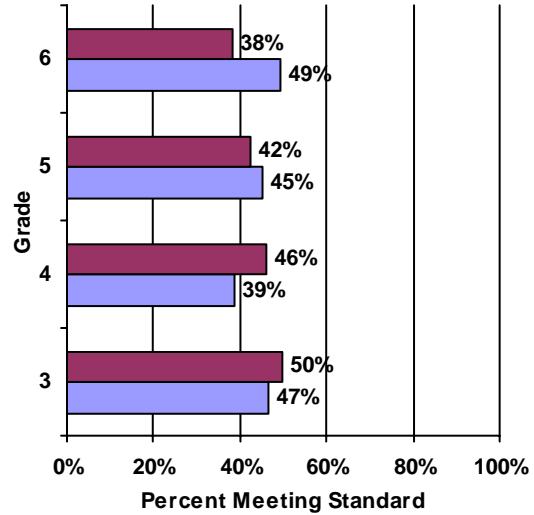
## Vital Signs

### Hawaii Statewide Assessment Program

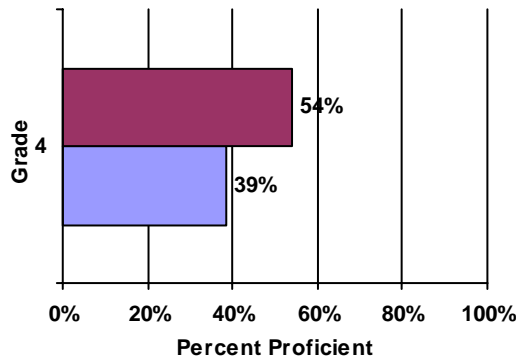
**Hawaii Common Core Standards  
English Language Arts/Literacy**



**Hawaii Common Core Standards  
Mathematics**



**HCPS Science**



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



A school's bar may not be shown to maintain student confidentiality (see FERPA).

### Other School Information

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Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI: Hawaii State Department of Education.