



Moanalua Middle School

School Code: 219

Grades 7-8

School Status and Improvement Report School Year 2015-16



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School Address:

Moanalua Middle School
1289 Mahiole Street
Honolulu, Hawaii 96819

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

Moanalua Middle School (MMS) is located on the Island of Oahu, approximately eight miles west of Honolulu and within three miles of the Honolulu International Airport. The student population reflects the economic and ethnic diversity of the community, with approximately one-third of the students being military dependents. MMS fully implements middle school structures by providing a caring and supportive adult advocate for each student via its core team structure and individualization through advisory classes.

MMS continues to incorporate research-based practices school-wide to support learning success for early adolescents. Some of these practices include 1) TRIBES—creating a culture where everyone feels a sense of belonging, where differences are valued, and where we build a sense of ohana/family/community; 2) BERC's Powerful Teaching and Learning (PTL) STAR Protocol/Process to engage students and support analytical thinking through the use of effective instructional strategies (e.g., Thinking Maps, Marzano's Nine, etc.); 3) looping to keep teachers and student teams intact from 7th to 8th grade; 4) school uniforms for students to wear daily; and 5) integration of 21st-Century Technology.

MMS values and utilizes parent and community participation and input to maintain a balanced perspective. The School Community Council (SCC) and Parent-Teacher-Student Association (PTSA) are forums for exchanging ideas and/or points of views from all stakeholders on matters affecting student achievement and school improvement. Parent and community supports (e.g., Orchestra and Band Boosters, Military Partnership with the United States Armed Forces, parent volunteers, mentoring, etc.) are essential for successful program implementation, further development and continuity.

MMS believes in developing the whole child and, as a result, we provide for our students a variety of activities in which they can participate. They include Anime Club, Book Club, Chess Club, Dance Club, Drama Club, Energy Team, Robotics, and Spelling Bee. In addition, we also have the MMS Athletics Program, which consists of an active Central District Middle School Interscholar League engaging our students in cross country, volleyball, basketball, soccer, track, and cheerleading for those who are active in sports or for those who may be interested in trying sports that are new to them. Students feel that by participating in these activities, it will "help them to learn and strengthen their skills in managing their time, as well as provide opportunities to pursue and explore personal interests." Participation also helps them to "apply their knowledge and skills to real life situations, as well as develop socially." Moanalua and Salt Lake Community Centers, as well as community sports programs, offer activities for our students to get involved in after school. They include YMCA, Canoe Paddling Club, and Police Activity League (PAL).

Other information about the school, students, staff, curricular programs, etc. may be found at the school website:

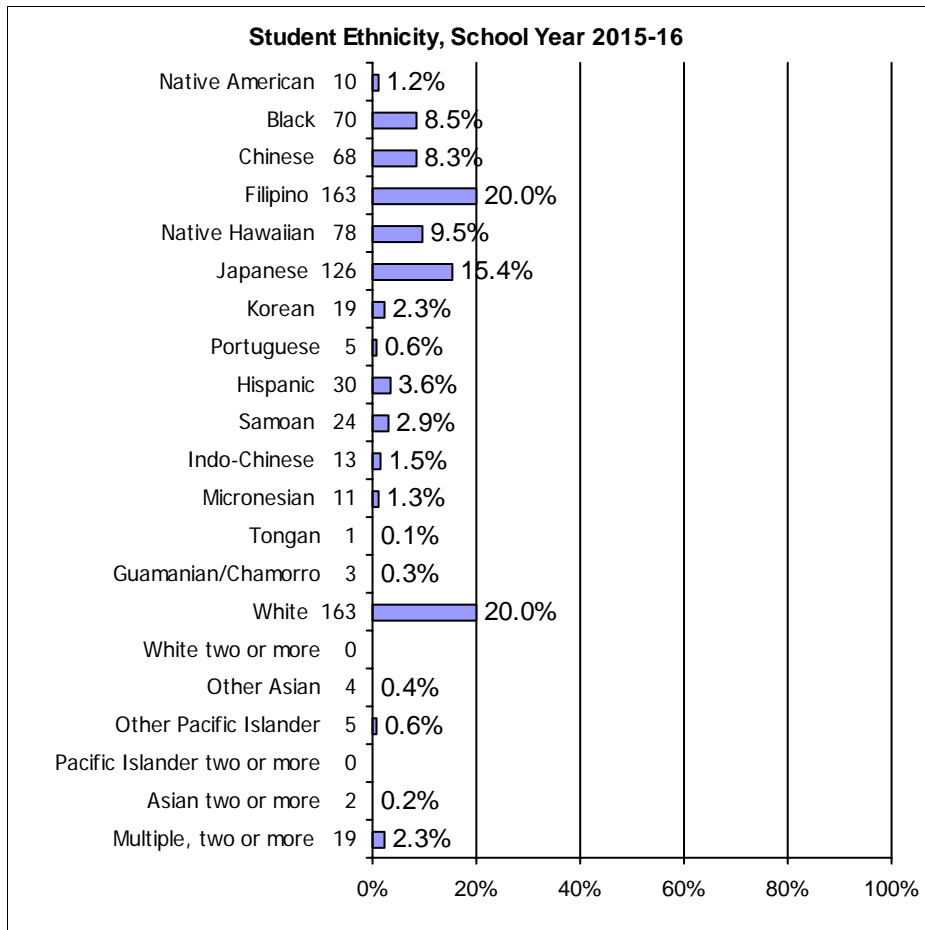
<http://moanaluumiddle.org>.

School Setting

Student Profile

School year	2013-14	2014-15	2015-16		2013-14	2014-15	2015-16
Fall enrollment	832	845	814	Number and percent of students in Special Education programs	73	67	80
					8.7%	7.9%	9.8%
Number and percent of students enrolled for the entire school year	762	782	758	Number and percent of students with limited English proficiency	29	27	25
	91.5%	92.5%	93.1%		3.4%	3.1%	3.0%
Number and percent of students receiving free or reduced-cost lunch	243	232	227				
	29.2%	27.4%	27.8%				

Note. -- means missing data.
 * means data not reported to maintain student confidentiality (see FERPA).
 ** means School is participating in the Community Eligibility Provision.



n = 814

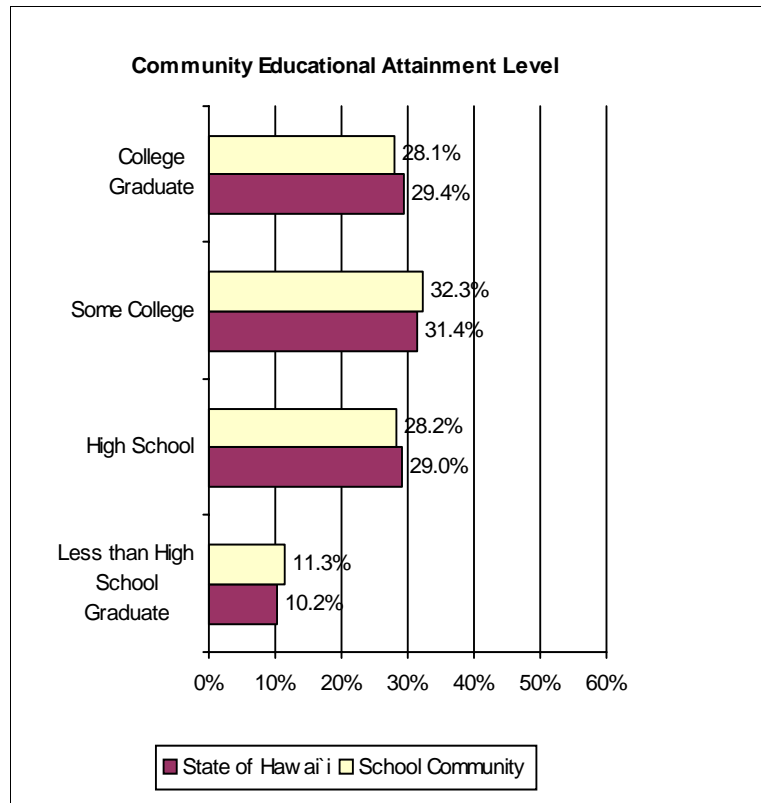
School Setting

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

Moanalua HSC Complex	School Community	State of Hawai'i
Total population	34,674	1,360,301
Percentage of population aged 5-19	18.0%	18.4%
Median age of population	37.3	38.6
Number of family households	8,523	313,907
Median household income	\$71,065	\$66,420



School Improvement

Summary of Progress

GOAL#1: Student Success

Preliminary 2015-16 SBA scores and HSA Science scores show that Moanalua Middle School (MMS) continued to score high in the state for the second year. Math, through their second year of refinements to GoMath, and ELA, through their third year of refinements to SpringBoard combined with ongoing schoolwide literacy efforts, improved our SBA scores over the previous year. Science also had big gains on the HSA 8th grade assessment.

Student success was at the heart of our hard-working, department/grade-level professional learning communities (PLCs). PLCs continued their efforts to collaboratively refine content learning targets, instructional strategies, and assessments through their Curriculum Maps. Weekly instruction was further modified to meet student needs through collaborative discussions using Curriculum, Instruction, and Assessment Maps (CIA Maps). Teachers also used Formative Instruction and Data Teams (FIDT) to look closely at student achievement to improve instruction.

Teaming, a middle school-level concept, also continued to be a big factor behind our student success. Every team had at least one new teacher this year in our efforts to optimize student success. Teaming not only provides teachers a collaborative venue to impact student achievement, but it also ensures that each student has a "home base" within the school to foster community through team advisories.

GOAL#2: Staff Success

MMS believes that each educator **MUST** focus on honing their art of teaching and continues for the sixth year to use BEREC to aid teachers in reflecting on their own classroom instruction. Under the direction of the Social Studies department and one CTE representative, all teams participated in school visitations and learning walks to further their discussion on the art of teaching and their individual commitments for the year.

Staff success was also evident in the school's focus groups that worked diligently throughout the year to surface the school's strength and challenge areas to prepare next year's accreditation report for WASC.

Finally, in our third year of 1:1 technology, teachers continue to drive success through their participation in technology and other conferences, both in and out of state. Design Thinking, a five-step design process from Stanford, was successfully implemented in all CTE classes. CTE also explored Project-Based Learning at High Tech High and the CTE DH guided the staff in the possibilities of the state-sponsored Designed Stem website.

GOAL #3: Successful Systems of Support

MMS continues to practice the middle school philosophies of teaming, looping, advisories, and Tribes Agreements in order to promote a safe school environment, smaller learning communities, personal adult relationships, engaged learning, positive role models, and foster academic, social, and emotional growth. In addition, a core planning period is utilized by the Team Teachers, Counselors, SSC, and Administration to discuss student concerns and develop next steps of intervention when needed.

In this digital age, MMS continues to make use of several online programs aimed at differentiating and supporting all learners such as Google classroom, Achieve 3000, Worldly Wise, Khan Academy, and Jupiter Grades.

Students that qualify under the ELL Program are offered equal access to all extra-curricular programs offered at MMS, as well as before/after school tutoring, ELL parent orientation, smaller class sizes, co-teaching in core content classes between the general education and ELL teacher, inclusionary support classes, and enrichment classes during the fall, winter, spring, and summer intercessions.

The Special Education program focuses on meeting the needs of students with an IEP in their least restrictive environments. A variety of educational arrangements make it possible to place students in the Inclusion, Resource, or Fully Self-Contained classroom settings to address their learning needs.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		51.5
Regular Instruction, FTE	70.8%	36.5
Special Instruction, FTE	13.5%	7.0
Supplemental Instruction, FTE	15.5%	8.0
Teacher headcount		53
Teachers with 5 or more years at this school		33
Teachers' average years of experience		14.5
Teachers with advanced degrees		22

Professional Teacher Credentials

Fully licensed	100.0%	53
Emergency hires	0.0%	0

Students per Teaching Staff *

Regular Instruction	20.1
Special Instruction	11.4

* These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	4.0
Librarians, FTE	0.5
Counselors, FTE	2.0
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 2016

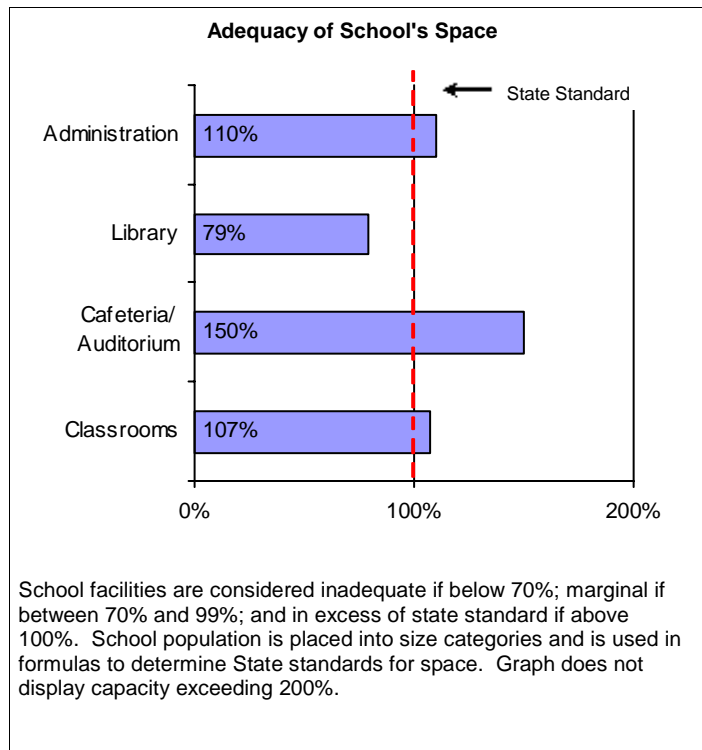
Classrooms available	43
Number of classrooms short (-) or over (+)	0

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 by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

Table with columns: School Quality Survey Dimensions, Teachers (School, State), Parents (School, State), Students (School, State). Rows include Safety, Well-Being, Satisfaction, and Involvement/Engagement for years 2015 and 2016.

Table with columns: Survey Return Rate, Teachers (School, State), Parents (School, State), Students (School, State). Rows show return rates for 2015 and 2016.

* 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.

** 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.

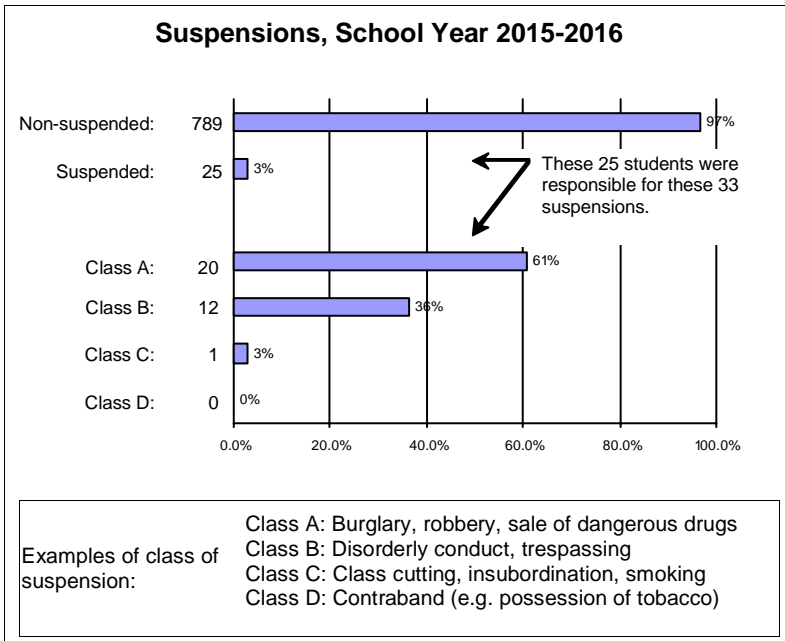
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2013-14	2014-15	2015-16	State Standard
Average Daily Attendance: % (higher is better)			
96.6%	96.3%	96.4%	95.0%
Average Daily Absences: in days (lower is better)			
6.1	6.5	6.3	9

Suspensions, School Year 2015-2016



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 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.

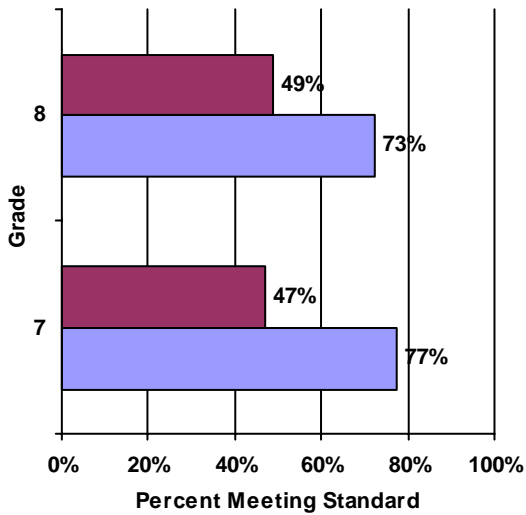
	Retention		
	2014	2015	2016
Total number of students	374	374	406
Percent retained in grade	0%	0%	0%

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

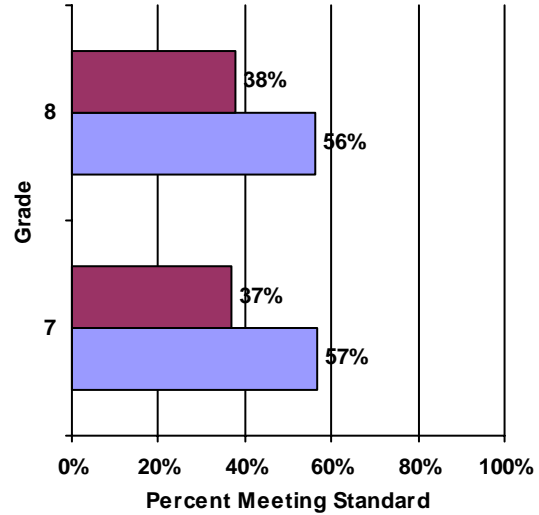
Vital Signs

Hawaii Statewide Assessment Program

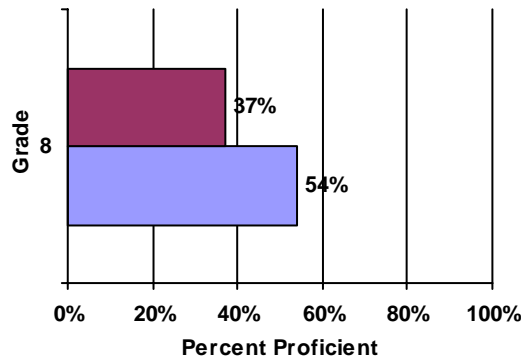
Language Arts/Literacy



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

Moanalua Middle School was accredited by the Western Association of Schools and Colleges for a period of six years with a mid-term review. This school's accreditation status expires in 2017.

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