



Iroquois Point Elementary School

School Code: 256

Grades K-6

School Status and Improvement Report School Year 2019-20



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School Address:

Iroquois Point Elementary School
5553 Cormorant Avenue
Ewa Beach, Hawaii 96706

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

Iroquois Point Elementary School (IPES) has been helping children discover the joy of learning since 1960. Located 2.5 miles from the Ewa Beach business district, we serve children and families living in Kapilina. Our student body is drawn from a combination of military and local families, which reflect the ethnic, cultural, and socioeconomic diversity of Hawai'i.

IPES has a Six-Year Accreditation Status accredited by the Western Association of Schools and Colleges in June 2017. The WASC Accreditation and self-study process has guided IPES toward significant changes. Our curriculum and learning design are evolving to ensure all students are provided rigorous, high quality core instruction.

We are a Visible Learning school where we focus on developing self-directed learners who are empowered, connected and inspired to make a difference. We aim to nurture our students to be lifelong learners who exhibit "Learner Powers": Courage, Cooperation, Self-Direction, Reflection, Perseverance

We believe learning is best done when it is authentic, relevant to the "real" world, and interdisciplinary – where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them. We emphasize an inquiry-based approach to learning.

All faculty regularly and systematically review needs of students through a data team's protocol that supports tiered lessons and assessments. Data Teams are in place to support a strong Response to Intervention program geared at ensuring students are reading at grade level, as research suggests.

IPES classrooms are equipped with computers, and we have mobile wireless labs along with the Project Lead the Way curriculum to support 21st century skills, creativity and innovation. Iroquois Point Elementary curriculum imbed practices that develop learning, social and emotional learning behaviors and habits that develop character – Learner Powers.

Recognizing the importance of developing the whole child, IPES offers a variety of programs such as Hawaiian Studies, music, and physical education. Athletic activities are designed to teach fundamental concepts like teamwork and fair play. Our intramural activities include basketball, track, and volleyball.

Because of our strong belief in building partnerships between the school and homes, IPES provides opportunities for families to gather in the celebration of and support for learning. Activities and meetings are held regularly throughout the year to keep our parents and community informed and involved in our school.

IPES embraces change in developing our school design, connecting and empowering our students and meeting their needs.

School Setting

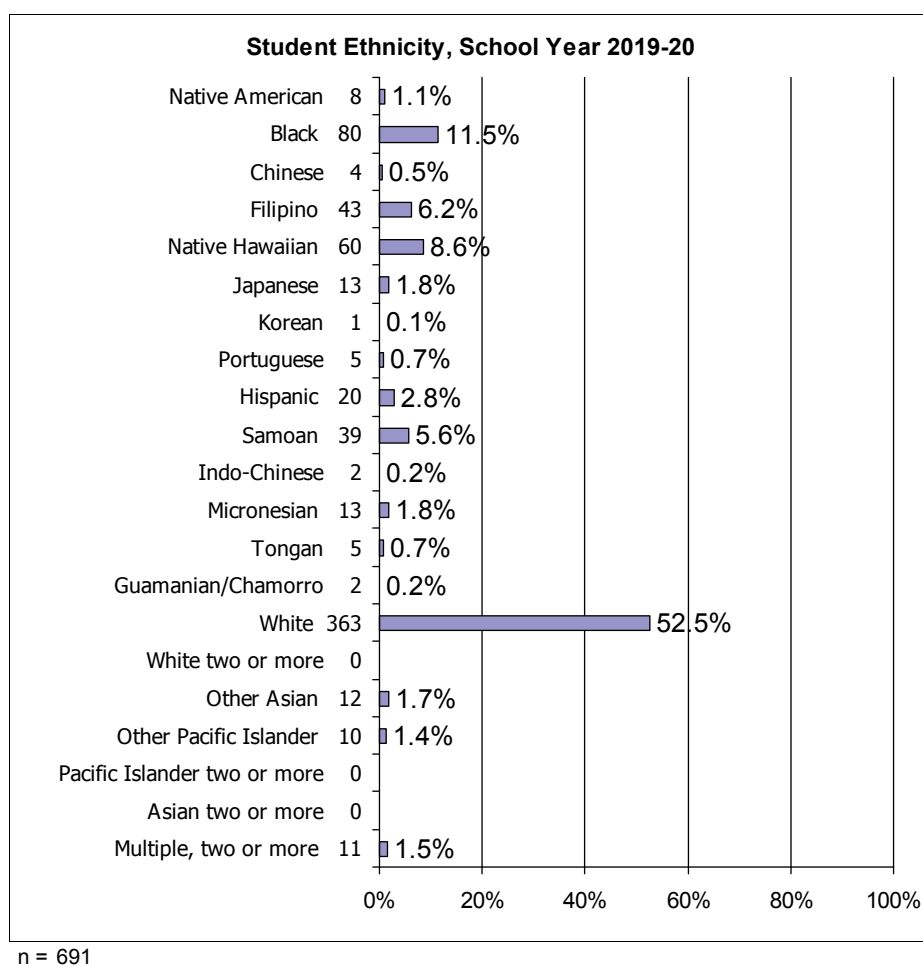
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	674	690	691	Number and percent of students in Special Education programs	57 8.4%	83 12.0%	80 11.5%
Number and percent of students enrolled for the entire school year	549 81.4%	546 79.1%	531 76.8%	Number and percent of students with limited English proficiency	38 5.6%	36 5.2%	36 5.2%
Number and percent of students receiving free or reduced-cost lunch	217 32.1%	217 31.4%	197 28.5%				

Note. -- means missing data.

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

** means School is participating in the Community Eligibility Provision.



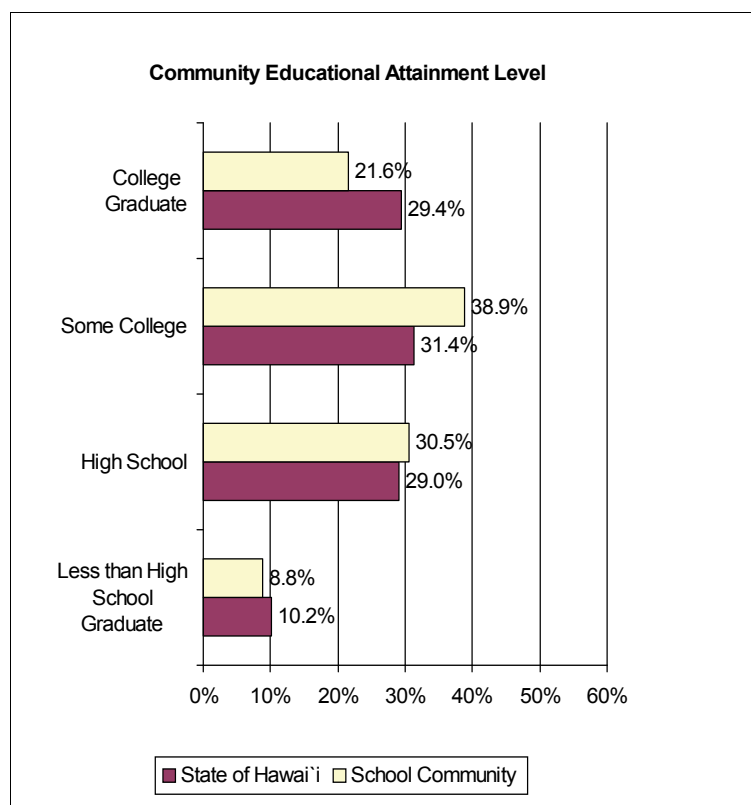
School Setting

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

Campbell HSC	School Community	State of Hawai'i
Total population	62,735	1,360,301
Percentage of population aged 5-19	23.2%	18.4%
Median age of population	32.9	38.6
Number of family households	14,271	313,907
Median household income	\$70,223	\$66,420



School Improvement

Summary of Progress

Iroquois Point Elementary School...An innovative and caring community of learners who are empowered to meet the challenges of an ever changing world.

2016-2017

The accomplishments:

- Successfully completed our WASC self-study report and WASC on-site accreditation visit. IPES is recognized as a fully accredited school.
- IPES is one of three schools in the Campbell Complex receiving a DoDEA grant, which focuses on increasing student achievement in ELA (English Language Arts) through teacher professional development and intervention programs for students (Achieve 3000).
- Participation and training completed with complex area schools to strengthen K-12 construct with a focus on PLTW (Project Lead the Way) and AVID (Advancement Via Individual Determination)
- School-wide implementation of PLTW and Second Step character education program

During the school year, IPES continued to work on language arts and math, with a focus on LISC (Learning Intentions and Success Criteria). This provides clarity to what students need to know, understand, and be able to do as a result of the learning and teaching activities.

Throughout the school year, professional development opportunities were provided for the faculty. Teachers continued to participate in DDIC (Data Driven Instructional Cycle) meetings, Grade Level meetings and vertical articulation. These opportunities provided teachers a safe and enriching learning environment to collaborate and work collectively to promote high student achievement.

IPES continues to use iReady as the universal screener for grades K through 6 and utilized it as an intervention component to address the achievement gap. Along with this, grade 3 used Achieve 3000 as an intervention program to address student needs in language arts. IPES also offered after school tutoring sessions to give students opportunities to receive extra support.

IPES provided opportunities for parents to be involved in their child's education. Parent and family activities included Open House, STEM Night, Grade 6 Exhibition night, movie night, monthly Principal Talk Story on a variety of topics. Also, parents are encouraged to volunteer for various school activities and events.

Next Steps:

- Refine the Comprehensive Student Support System to include RTI-A (Response To Intervention-Academic) tiered intervention to support student needs.
- Continue to refine DDIC process in order to more effectively analyze student outcome data.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		45.5
Regular Instruction, FTE	81.3%	37.0
Special Instruction, FTE	18.6%	8.5
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		46
Teachers with 5 or more years at this school		22
Teachers' average years of experience		10.7
Teachers with advanced degrees		15

Professional Teacher Credentials¹

Fully licensed	93.4%	43
Emergency hires	6.5%	3

¹ Totals may not equal 100% due to rounding.
Professional Teacher Credentials are based on teacher headcount number.

Students per Teaching Staff²

Regular Instruction	16.5
Special Instruction	9.4

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	3.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

³ Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

Facilities

School Year Ending 2020

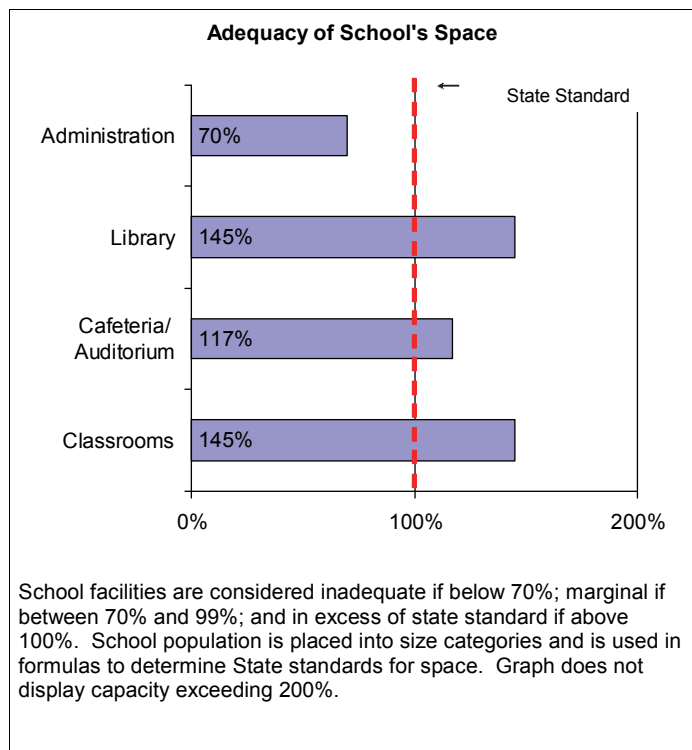
Classrooms available	55
Number of classrooms short (-) or over (+)	0

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

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	68.5%	77.9%	76.0%	86.0%	66.0%	71.4%
	2020	75.0%	76.7%	73.4%	86.3%	60.5%	68.2%
Well-Being	2019	66.4%	76.5%	86.2%	90.7%	--	--
	2020	71.0%	75.7%	84.5%	91.0%	--	--
Satisfaction	2019	62.4%	74.8%	72.0%	86.6%	--	--
	2020	60.2%	72.9%	71.7%	87.5%	--	--
Involvement/Engagement	2019	54.1%	74.6%	65.7%	74.9%	--	--
	2020	57.5%	73.2%	62.4%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	80.3%	79.9%	23.9%	34.9%	87.2%	86.0%
	2020	100.0%	84.5%	23.8%	37.7%	83.3%	85.2%

* 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.

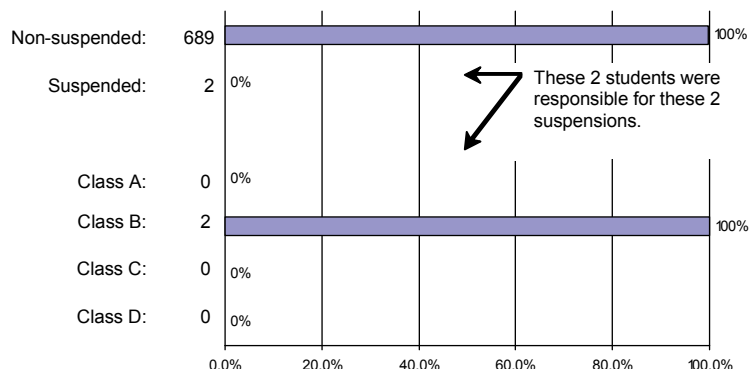
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
94.7%	94.3%	94.0%	95.0%
Average Daily Absences: in days (lower is better)			
9.4	10.1	8.0	9

Suspensions, School Year 2019-2020



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		
	2018	2019	2020
Total number of students	566	586	599
Percent retained in grade	0%	0%	0%

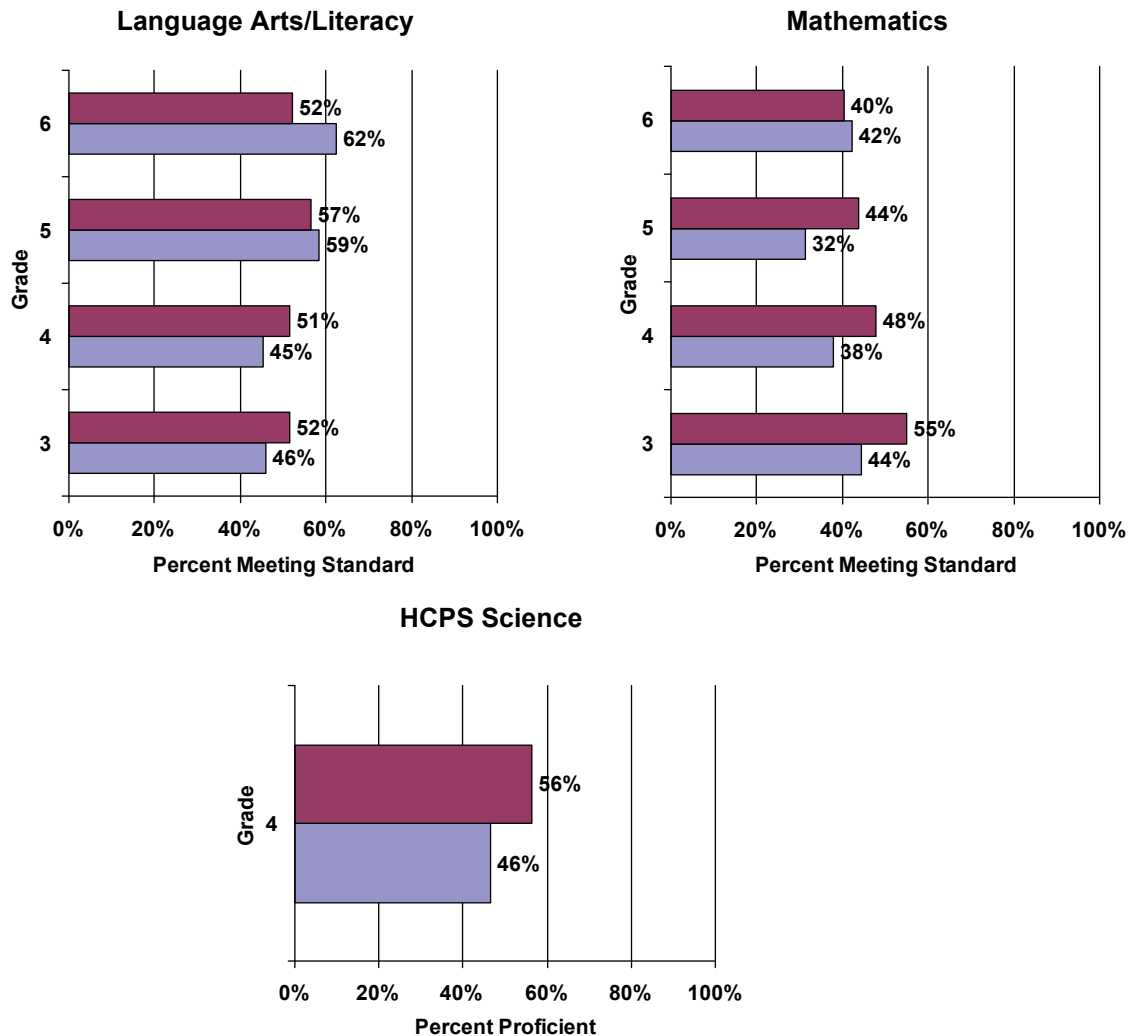
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Vital Signs

Hawaii Statewide Assessment Program

NOTE: The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



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

Iroquois Point Elementary School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2023.

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