

# Barbers Point Elementary School

School Code: 251

Grades K-5

## School Status and Improvement Report School Year 2019-20



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### School Address:

Barbers Point Elementary School  
3001 Boxer Road  
Kapolei, Hawaii 96707

### 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

Barbers Point Elementary has been accredited by the Western Association of Schools and Colleges (WASC) since 1987, and is proud to be the first public elementary school to have received WASC accreditation, including SY 19-20 when it received its six-year accreditation. As the oldest of the five elementary schools in the Kapolei complex, BPES is home to students who live in the small community of Kalaeloa, which includes those who reside in Onelau'ena and Onemalu, emergency and transitional homeless shelters that accommodate families. Additionally, students from Honokai Hale / Nanakai Gardens subdivisions, Kahe Point, Ko Olina, Barbers Point Industrial, Campbell Industrial, parts of Makakilo, and the Kroc Center subdivisions all make up our current population. Nestled in the back of Kapolei's bustling city, Barbers Point Elementary is a school filled with hope, love, and compassion.

With enrollment ranging between 485 and 500 students, BPES is not a large school, but it is one with a unique population and various learner needs. Over 60% of students come from low socioeconomic (SES) households; this includes students in homeless situations. The transiency rate was over 50% in 2018-2019, reflecting the comings and goings of families in the community and the school's need to ease the transition for these students with a sense of stability and compassion.

The dedication and passion of the BPES staff is truly as unique as its students. The majority of staff members assist with curriculum/family nights, held throughout the school year, and a dedicated few also submit write-ups for grant money used for classroom supplies and learning materials. The school is actively working on connecting with local businesses to obtain donations of clothing and basic essentials for our low SES students, as well as incentives and rewards for our positive behavior support systems. We acknowledge and appreciate the impact we have on our students and seek to make their experiences at BPES both academically rigorous and emotionally fulfilling.

## School Setting

### Student Profile

#### School year

**2017-18 2018-19 2019-20**

Fall enrollment

518	518	478
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Number and percent of students in Special Education programs

**2017-18 2018-19 2019-20**

45	59	49
8.6%	11.3%	10.2%

Number and percent of students enrolled for the entire school year

433	431	407
83.5%	83.2%	85.1%

Number and percent of students with limited English proficiency

47	44	46
9.0%	8.4%	9.6%

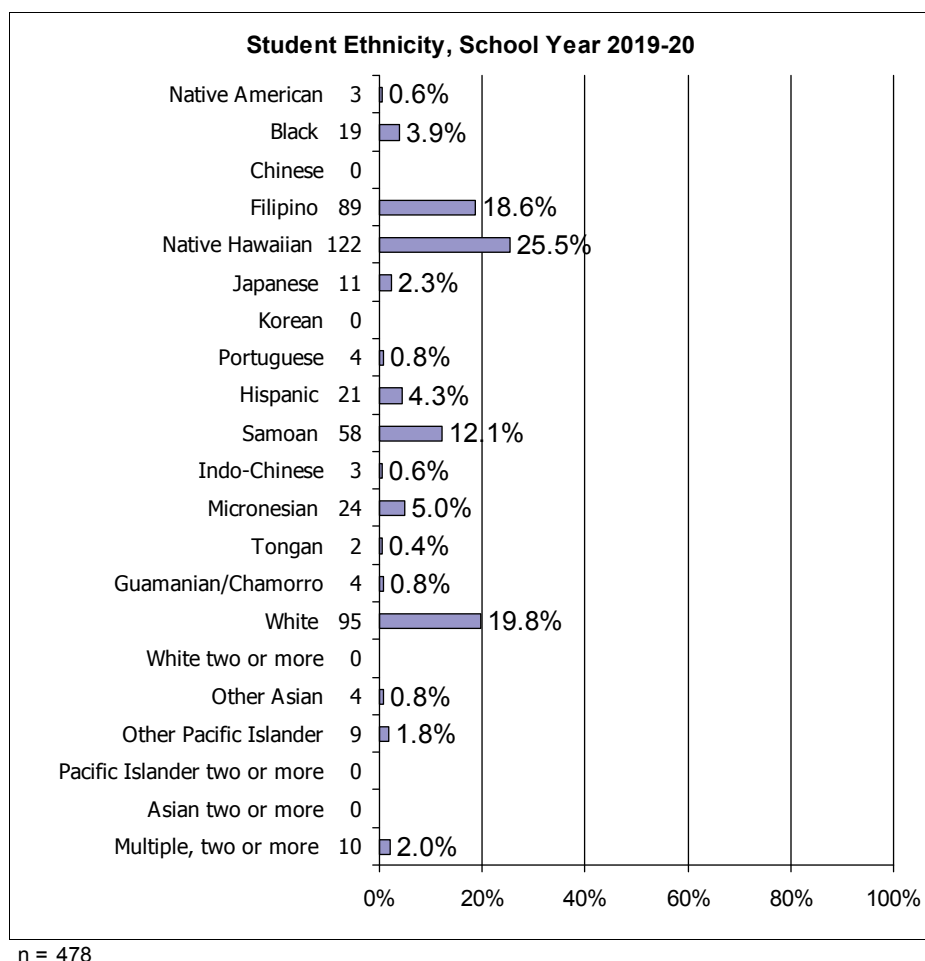
Number and percent of students receiving free or reduced-cost lunch

310	312	300
59.8%	60.2%	62.7%

Note. -- means missing data.

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

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



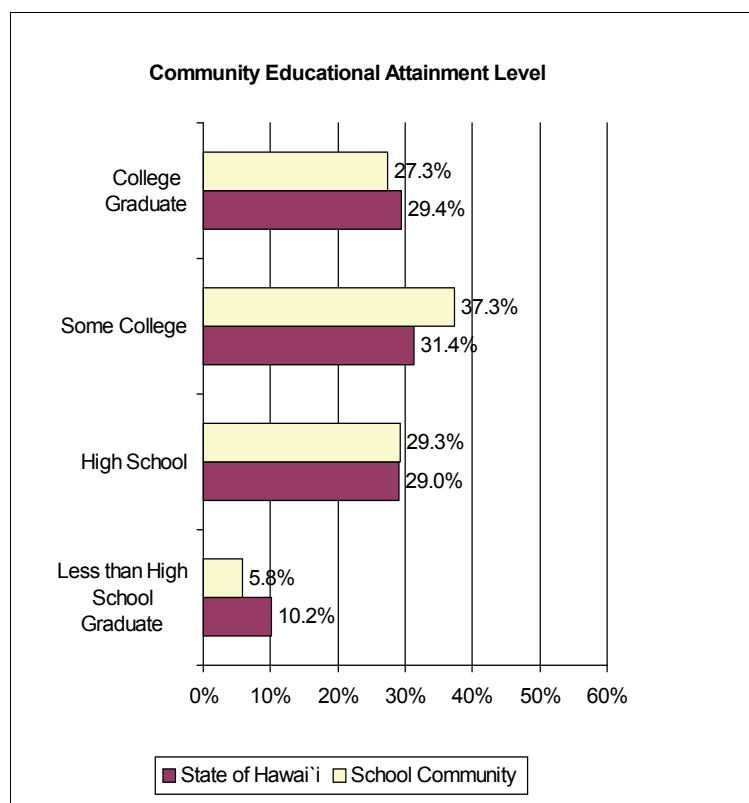
## School Setting

### 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

Kapolei HSC	School Community	State of Hawai'i
Total population	38,818	1,360,301
Percentage of population aged 5-19	23.8%	18.4%
Median age of population	32.9	38.6
Number of family households	9,249	313,907
Median household income	\$81,804	\$66,420



## School Improvement

### Summary of Progress

#### Common Core:

Throughout the 2018-2019 school year, Barbers Point Elementary continued to focus efforts on addressing state initiatives. Stepping Stones mathematics curriculum and Wonders ELA curriculum was implemented K-5 beginning 2015-2016 SY.

#### RTI:

STAR Math and STAR ELA online programs were purchased for SY 2017-2018. Students took the universal screeners three times a year to gain a baseline of learning as well as measure student progress. Small group tutoring played a critical role in working with various levels of students on identified areas of need. Teachers utilized online components of their ELA and Math curriculum to differentiate instruction through engaging lessons.

#### Data Teams/Formative Instruction:

SY 2018-19 Data teams (grades K-5) met regularly to analyze data, student work, identifying areas of strengths and misconceptions, identify standards, and discuss formative assessments (exit slips) to drive instructional practices. Grade level conversations were focused on Math and ELA. A student data wall was created SY 18-19 to assist with tracking each individual student's growth throughout the year and to guide professional discussion on instructional strategies.

#### Project Lead the Way (PLTW):

PLTW involves students with hands-on engaging lessons to explore Science. PLTW integrates multiple content areas while providing students hands-on learning to address real-world problems/situations. Grade levels worked on two modules that spanned over several weeks.

#### AVID:

BPES AVID site team met on a regular basis to discuss implementation of AVID strategies in our classes. New teachers to grades 3, 4, 5, and special education received AVID training. The school remains AVID certified for the 2018-2019 school year and will maintain this status by continuing to implement AVID strategies in all 3rd to 5th grade classrooms. All teachers will continue to implement 3rd to 5th grade AVID strategies including WICOR strategies within lesson plans as well as using school planner, organizational system (binder), 2 and 3 column note-taking, reading strategies and levels of questioning.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b> <sup>1</sup>		36.0
Regular Instruction, FTE	75.0%	27.0
Special Instruction, FTE	19.4%	7.0
Supplemental Instruction, FTE	5.5%	2.0

Teacher headcount		36
Teachers with 5 or more years at this school		15
Teachers' average years of experience		11.3
Teachers with advanced degrees		10

#### Professional Teacher Credentials

<sup>1</sup>

Fully licensed	100.0%	36
Emergency hires	0.0%	0

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

#### Students per Teaching Staff

<sup>2</sup>

Regular Instruction	15.8
Special Instruction	7.0

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE	2.0
Librarians, FTE	0.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	2

<sup>3</sup> 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

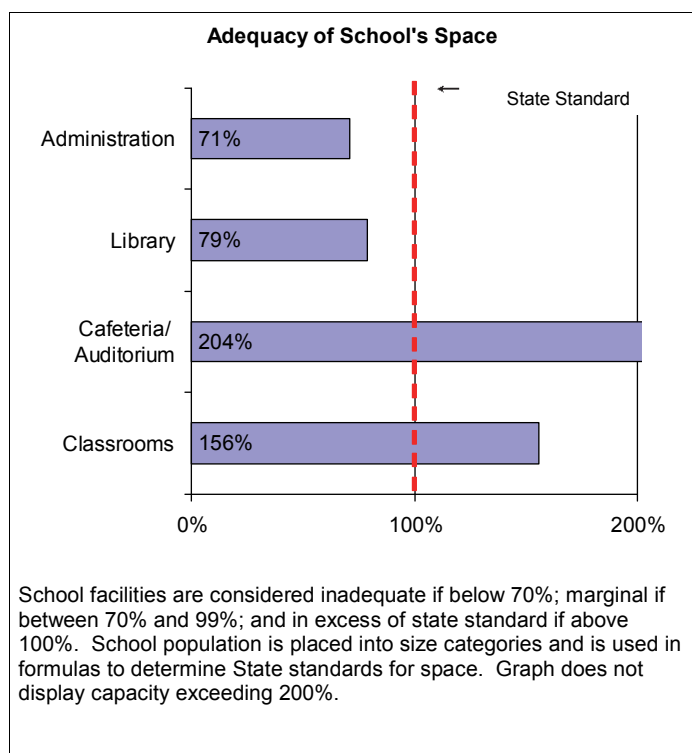
Classrooms available	42
Number of classrooms short (-) or over (+)	0

#### 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	80.8%	77.9%	79.6%	86.0%	69.9%	71.4%
	2020	57.4%	76.7%	87.1%	86.3%	68.8%	68.2%
Well-Being	2019	92.0%	76.5%	89.1%	90.7%	--	--
	2020	55.7%	75.7%	91.8%	91.0%	--	--
Satisfaction	2019	81.0%	74.8%	86.6%	86.6%	--	--
	2020	42.1%	72.9%	86.7%	87.5%	--	--
Involvement/Engagement	2019	85.8%	74.6%	69.1%	74.9%	--	--
	2020	51.4%	73.2%	70.0%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	95.0%	79.9%	22.7%	34.9%	82.5%	86.0%
	2020	100.0%	84.5%	47.5%	37.7%	76.8%	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.

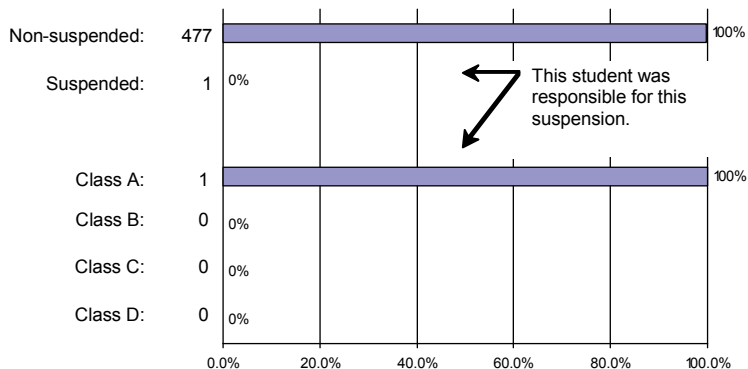
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			
2017-18	2018-19	2019-20	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
92.0%	92.2%	91.4%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
14.3	14.0	11.6	<b>9</b>

#### 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	423	424	401
Percent retained in grade	0%	0%	0%

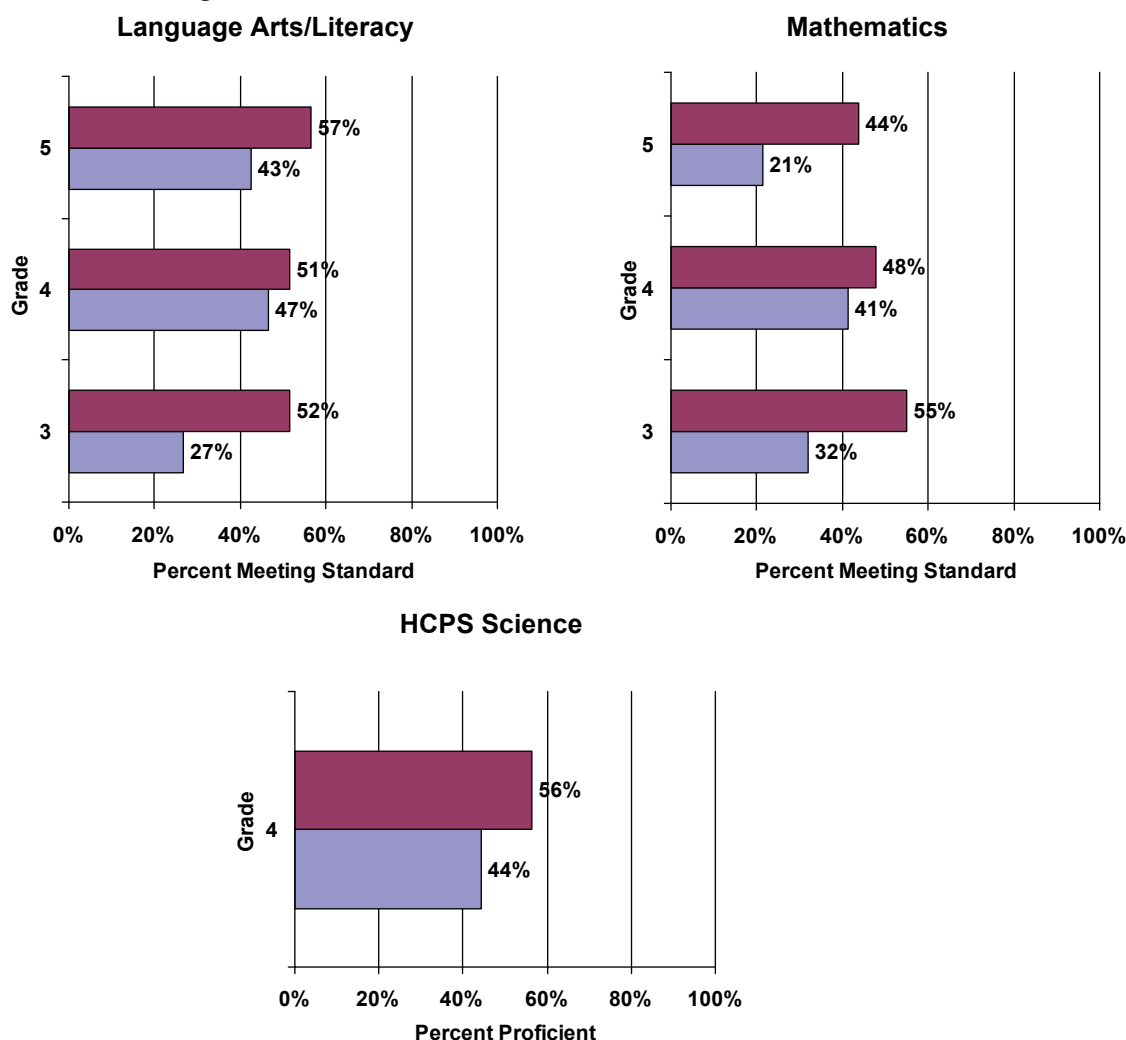
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## Vital Signs

### 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

Barbers Point Elementary School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. The school has received a special progress status. 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.