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Chronic Absenteeism and the Pandemic
(For 2022 results, see Page 4)
In school year 2021-22, there was a substantial, statewide increase in the chronic absenteeism rate. These increases were largely pandemic related and schools had very little control over such absences. While schools continued to implement follow-up procedures for absent students, the impact was minimal given the large number of students kept home due to several pandemic related factors. A number of factors described below were also seen nationally and are not unique to Hawaii only.

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Statewide factors
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These bar charts display participation rates across language arts, math, and science for All Students and high-needs subgroups. School rates are accompanied by complex area and statewide rates allowing for side-by-side comparisons. Consideration should be given to the following: (A) Participation rates should always be taken into consideration when reviewing proficiency results, and especially so, when students’ modes of learning, instruction, and test-taking options are disrupted or altered during the school year; (B) School participation rates should be compared across key subgroups as well as complex area and statewide rates; (C) Participation rates allow readers to judge the extent proficiency and other test derived results such as growth, achievement gap, and 3rd and 8th grade literacy rates, are representative of all students eligible to test; and (D) When participation rates drop below 95%, one should ask, “To what extent are these results reflective of all students eligible to test?” “Are certain student subgroups over- or under-represented?” “Do those differences skew achievement results?” The following link provides guidelines and considerations when examining achievement results derived from low-participation rates, as well as other important pandemic related considerations: Appropriate Use of SY 2020-21 Hawai‘i Statewide Assessment Program (HSAP) Results. [Link](https://drive.google.com/file/d/1mve1u1IXv6MQW3idsks0mEd7la76YB4g2/view?usp=sharing)
Aina Haina Elementary
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Measures the percent of students meeting the standard/who are proficient on state assessments. No participation penalty was applied to 2021 proficiency results.

<table>
<thead>
<tr>
<th>Subject</th>
<th>2019</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
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<td>72%</td>
</tr>
<tr>
<td>Math</td>
<td>63%</td>
<td>59%</td>
<td>63%</td>
</tr>
<tr>
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<td>75%</td>
<td>60%</td>
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</table>

How are students performing compared to others?
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<tr>
<th>Subject</th>
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<th>School</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

How are student subgroups performing?
High Needs: English learners, economically disadvantaged, and students receiving special education services. Non-High Needs: All other students.

<table>
<thead>
<tr>
<th>Group</th>
<th>Non-High Needs</th>
<th>High Needs</th>
</tr>
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Achievement gap: 37 points to English language proficiency

How many 3rd graders read on grade level?
96% of 3rd graders read near, at, or above grade level

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Learn more at http://bit.ly/StriveHISystem
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