Haha’ione Elementary
595 Pepeekeo Street | Oahu | Farrington-Kaiser-Kalani Complex Area

THE 2020-21 STRIVE HI SCHOOL PERFORMANCE REPORT is an annual snapshot of a school’s performance on key indicators of student success. This report shows schools’ progress on federally-required indicators under the Every Student Succeeds Act; in addition to state-adopted measures focused on student equity, achievement and success. These results help inform action for teachers, principals, and other stakeholders.

Our Story

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

About Our School
Principal | Shannon Goo
Grades | K-5
808-397-5822
www.hahaionees.org

544 students enrolled

- 10% of students are English learners
- 12% of students are eligible for Free or Reduced Lunch
- 7% of students receive special education services
- 28% of special education students are in general education classes most of the day

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Run date: January 20, 2022
Pandemic Related Considerations When Assessing Strive HI Results

Throughout this 2020-21 school year (SY), numerous pandemic-related challenges arose across Hawai‘i’s public schools. Many challenges were common across schools, yet others were unique to a particular school or group of schools within a particular geographic area. The pandemic’s impact on instruction and learning had an effect on teachers and students, and those conditions should be considered when examining student achievement and school performance results.

This section provides important contextual information that should be considered when assessing 2021 Strive HI results, and when comparing 2021 results to prior year results. To the extent data were available, several key metrics are presented to provide context to learning, instruction, and test-taking during the past school year, including participation rates, students learning modalities, and access to adequate digital devices and internet connectivity.

How many students participated in testing?

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.

https://drive.google.com/file/d/1mve1u1iXV6MQW3idks0mEd7la76YB4g2/view?usp=sharing
In what learning environment did students receive instruction?
This bar chart shows the percent of students receiving instruction completely in-person or in a blended or completely virtual setting. Consideration should be given to the following: (A) Students’ learning modality varied across schools; (B) Some students seemed to achieve better in-person, while blended or completely virtual settings may have been more conducive to learning for other students; (C) A student’s learning modality can serve as a useful comparison when examining individual student achievement based on their learning modality, however, caution should be given when drawing such conclusions; and (D) Certain students may be more likely to attend in-person compared to other types of students, that is, students with disabilities. Schools may look into these students to determine if that is the case before drawing conclusions about performance based on students’ learning modality.

How many students did not have adequate digital devices or internet access?
The following show the number and percent of students who did not have a digital device or internet access to adequately engage in distance learning.

178 out of 538 33% of students did not have a device for connectivity
State: 1.9%

6 out of 538 1.1% of students did not have internet access
State: 2.8%

Source: Office of Information Technology Services (OITS)
S comparatively: Due to COVID-19, in SY 2020, no statewide tests were administered. In SY 2021, Hawai’i public schools administered a shortened version of the statewide assessment, a skip-year growth methodology was used, and participation rate penalties were waived as approved by the U.S. Department of Education.

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**How are students performing in each subject?**

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>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>78%</td>
<td>71%</td>
<td>65%</td>
</tr>
<tr>
<td>Math</td>
<td>68%</td>
<td>65%</td>
<td>60%</td>
</tr>
<tr>
<td>Science</td>
<td>87%</td>
<td>77%</td>
<td>64%</td>
</tr>
</tbody>
</table>

**How are students performing compared to others?**

Compares the percent of students meeting the standard/who are proficient on state assessments.

<table>
<thead>
<tr>
<th>Subject</th>
<th>2018</th>
<th>2019</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
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<td>47%</td>
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<td>36%</td>
<td>44%</td>
<td>60%</td>
</tr>
<tr>
<td>Science</td>
<td>36%</td>
<td>45%</td>
<td>64%</td>
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</tbody>
</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>Subgroup</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-High Needs</td>
<td>73%</td>
<td>47%</td>
</tr>
<tr>
<td>High Needs</td>
<td>66%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Achievement gap: 21 points for English proficiency

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**How many 3rd graders read on grade level?**

90% of 3rd graders read near, at, or above grade level.

**How many students missed 15 or more days of school this year?**

<table>
<thead>
<tr>
<th>Year</th>
<th>2019</th>
<th>2020</th>
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</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>6%</td>
<td>6%</td>
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</tr>
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</table>

State: 16%
Complex Area: 13%

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**How do students feel about their school?**

Measures percent of students reporting positive school climate as measured by the Panorama Student Survey by school level.

<table>
<thead>
<tr>
<th>Level</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Elementary (For grades 3-5)</td>
<td>79%</td>
<td>75%</td>
</tr>
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Achievement gap: English are on-track to English language proficiency

55% of students learning English are on-track to English language proficiency

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