

He'eia Elementary

46-202 Haiku Road | Oahu | Castle-Kahuku 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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As a school community which includes parents, teachers, staff, students and community partners, the school has managed to collaboratively work towards successful improvement in all areas. Together our school has developed an infrastructure of systems to include Tier II Interventions, Data Teams, School Turnaround and Improvement Strategies to improve math and literacy proficiency rates, address the achievement gap and student growth rate. This year the school will continue to provide scaffolded opportunities for struggling students in all classes, differentiate instruction and address the achievement gap. Through the development of strong self-directed learners, the school seeks to provide more opportunities for student led learning.

It is the hope of all staff at He'eia that when the mission is realized we will be the stewards who were instrumental in the strong development of productive citizens who embody the ideals of the 5 R's of Respect, Responsibility, Resourcefulness, and most of all Resilient human beings who foster strong Relationships toward excellence in learning and achievement. Ku Ha'aheo – Stand Proud, Determined to Excel – Hawks Soar.

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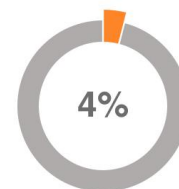
Learn more at
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About Our School

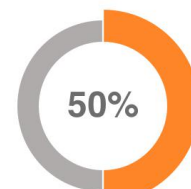
Principal | Joy Kuraoka
Grades | K-6
808-233-5677
heeiahawks.org

367

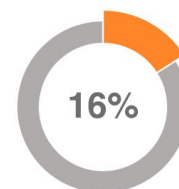
students enrolled



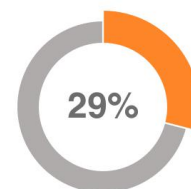
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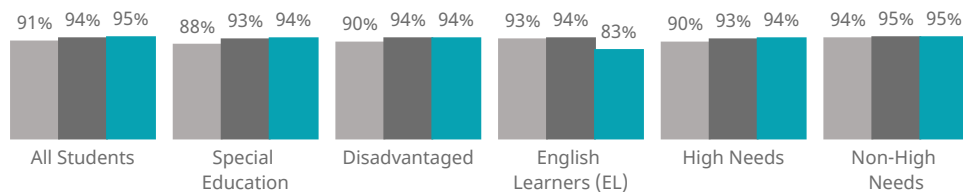
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How many students participated in testing?

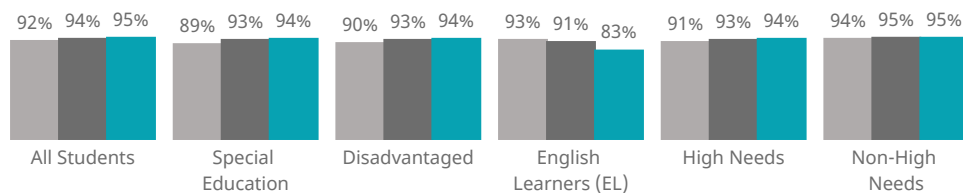
These bar charts display participation rates across language arts, math, and science for All Students and high-needs subgroups. School rates are accompanied by complex area and statewide rates allowing for side-by-side comparisons. Consideration should be given to the following: (A) Participation rates 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.

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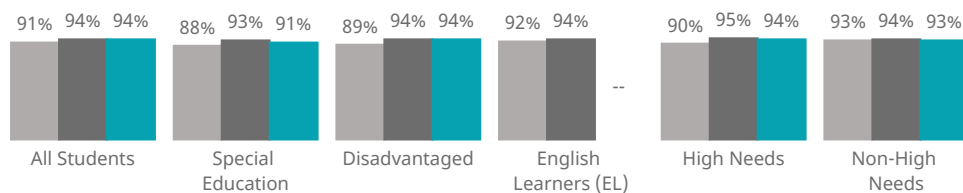
Language Arts Participation - By School, Complex Area, and State



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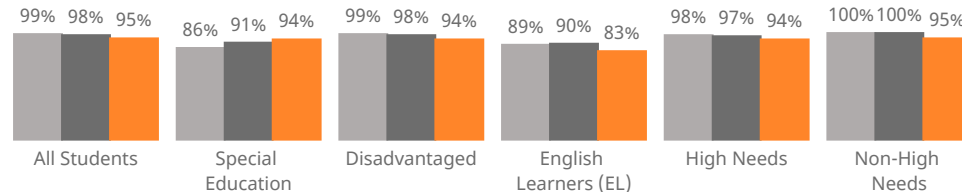


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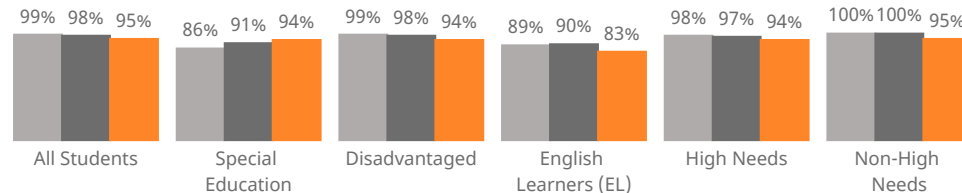


■ State ■ Complex Area ■ School

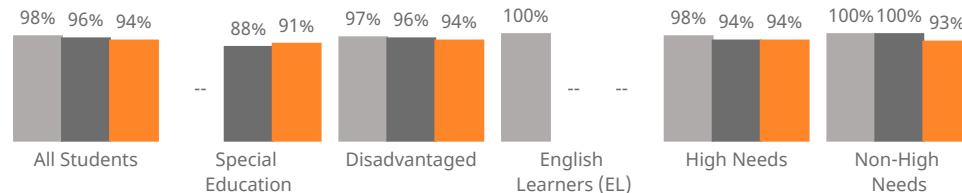
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■ 2018 ■ 2019 ■ 2021

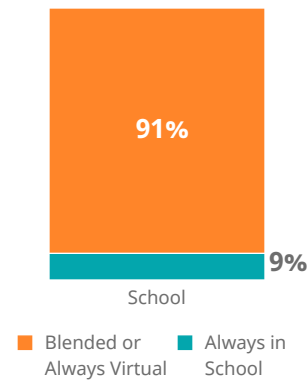
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Source: Office of Information Technology Services (OITS)



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.

19 out of 385

4.9%

of students did not
have a device for
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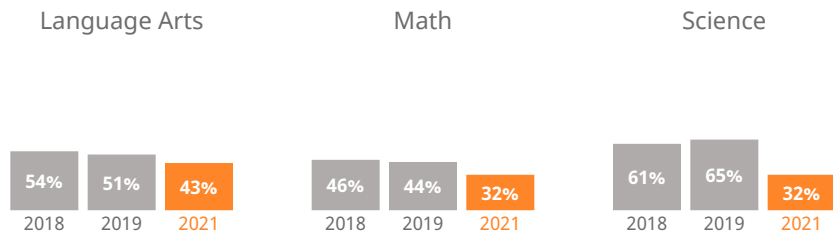
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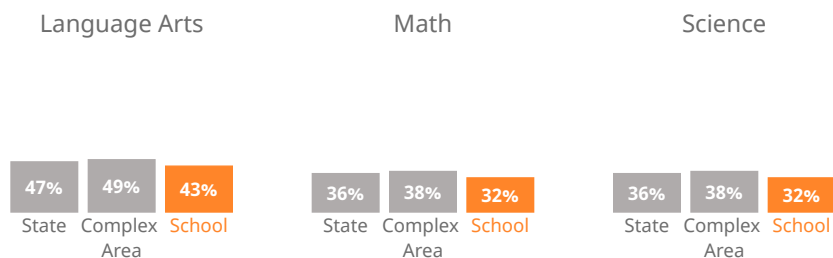
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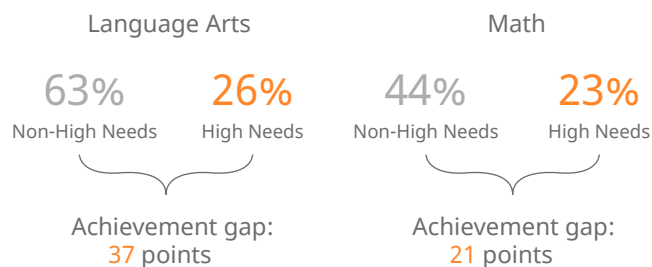
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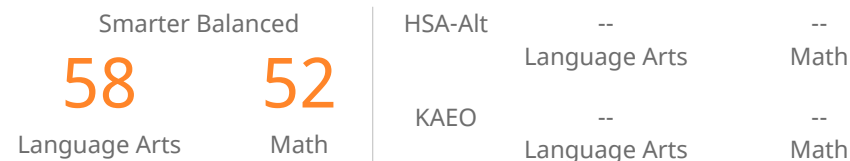


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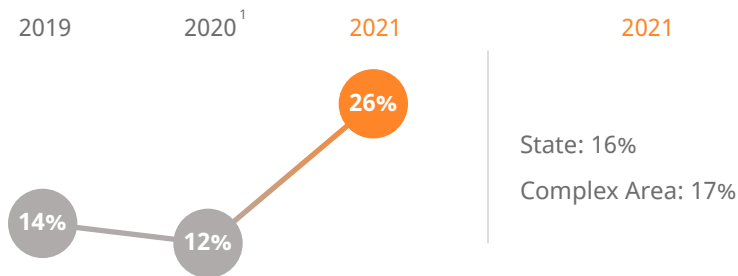


How many 3rd graders read on grade level?

75% of 3rd graders read **near, at, or above** grade level

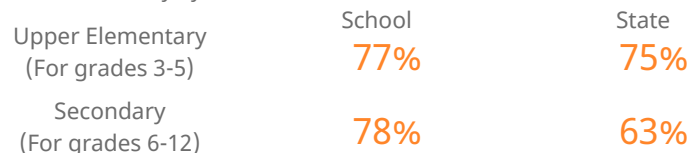


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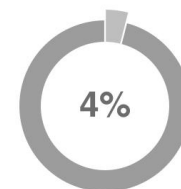
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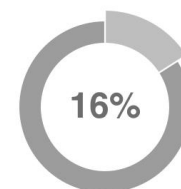
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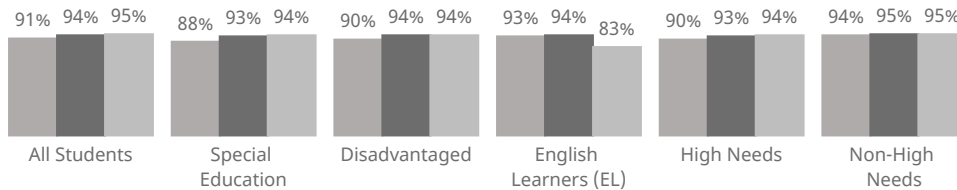
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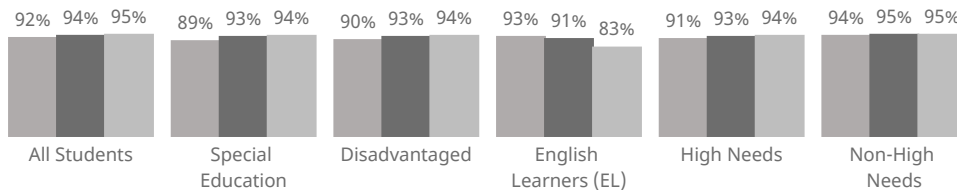
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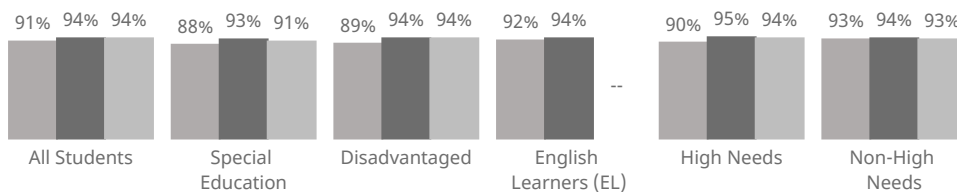
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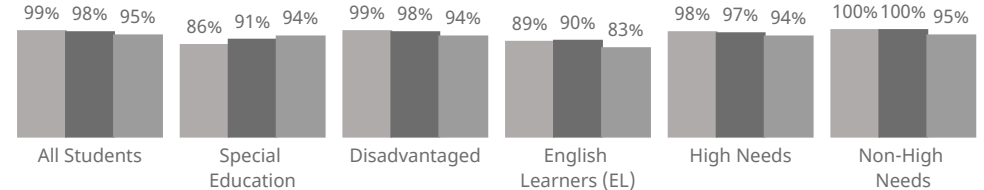


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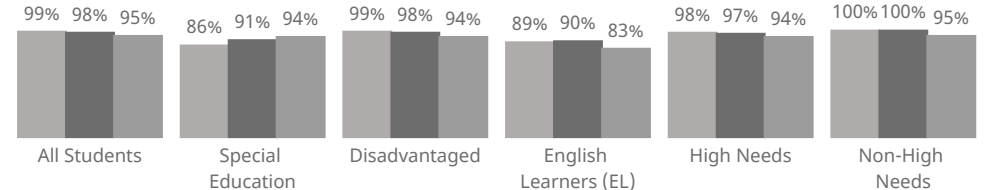


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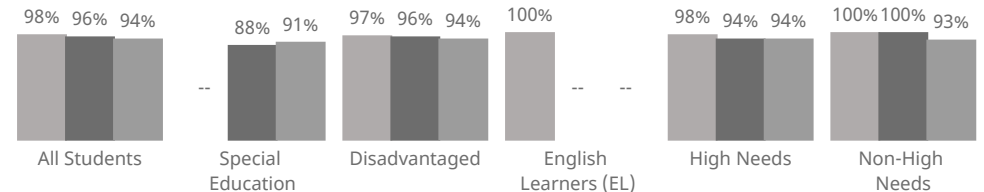
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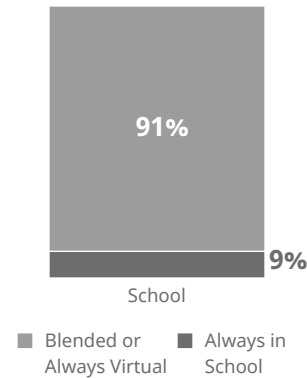
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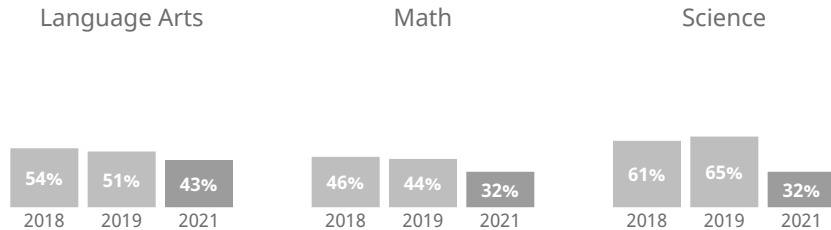
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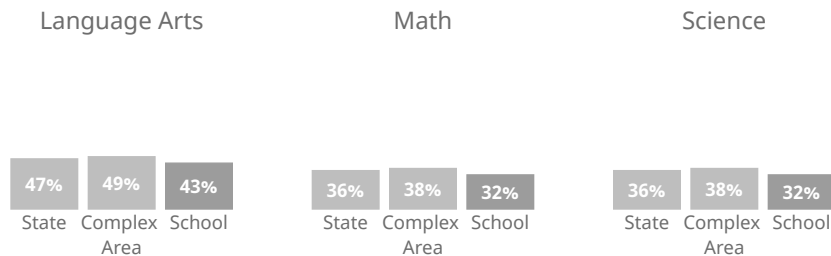
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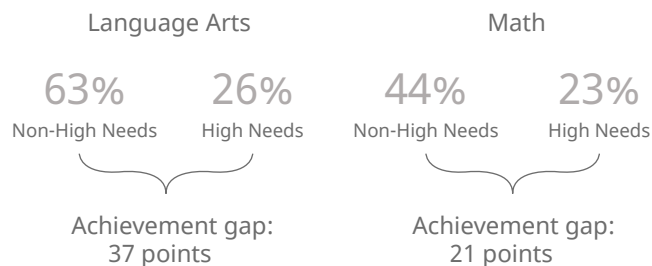
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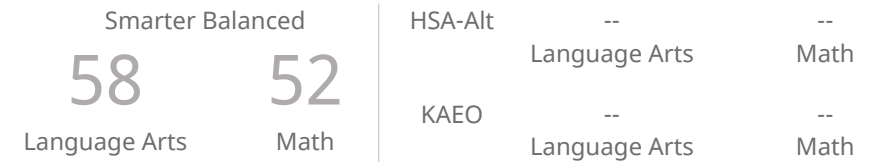
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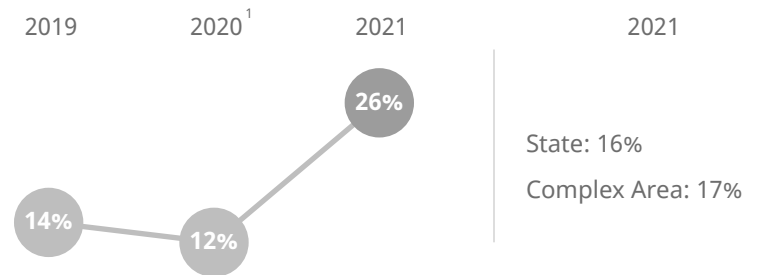


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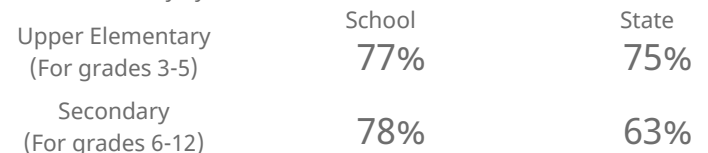


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