

# Ho'okena Elementary

86-4355 Mamalahoa Highway | Hawai'i | Honokaa-Kealakehe-Kohala-Konawaena 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

At Ho'okena Elementary, students learn strategies they are expected to apply as critical readers, mathematical thinkers, and effective writers. Intervention programs in reading and math are also provided to support students in their learning. Students are introduced to a writing platform that teaches students research skills, organization of thoughts, and prompts them to write critical response to prompts in preparation for the end-of-year Smarter Balance Assessment. While our students continue to score below grade expectations, the moderate growth they have made in the last three years has been encouraging.

In striving to become proficient in the six state General Learner Outcomes (GLOs), students are expected to express and self-assess what it means to be self-directed learners, community contributors, complex thinkers, quality producers, effective communicators, and ethical users of technology.

Parents are valued as partners and are invited to play an active role in their children's learning by communicating through notebooks, supporting the value of reading by monitoring their child's progress in meeting reading goals, and attending various parent activities throughout the year such as PSAP, Open House, Parent-Teacher Conferences, School Community Council and Parent Literacy Nights.

The School Community Council collaborates with the administration and staff to further the vision and mission of Ho'okena Elementary.

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

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

## About Our School

Principal | Tammy Yoshimura-Furrer

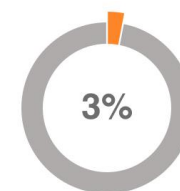
Grades | K-5

808-328-2710

[hookenael.k12.hi.us](http://hookenael.k12.hi.us)

# 121

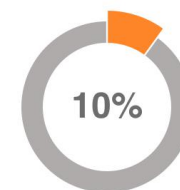
students enrolled



of students are  
English learners

--

of students are  
eligible for Free or  
Reduced Lunch



of students  
receive special  
education services

--

of special  
education  
students are in  
general education  
classes most of  
the day



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## Pandemic Related Considerations When Assessing Strive HI Results

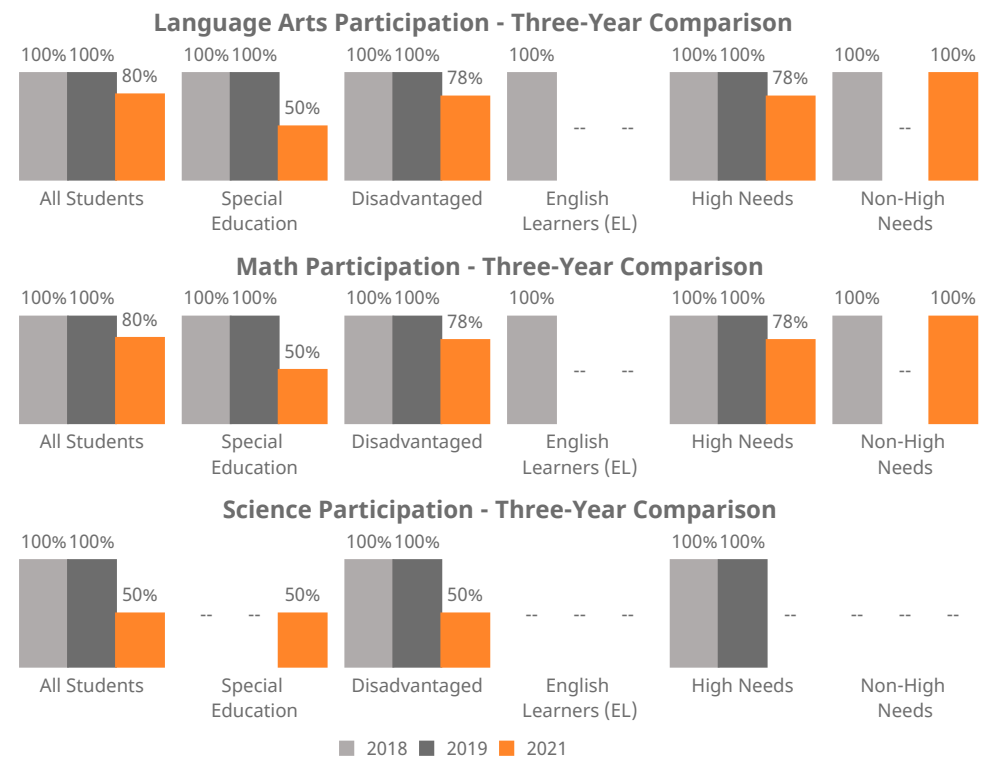
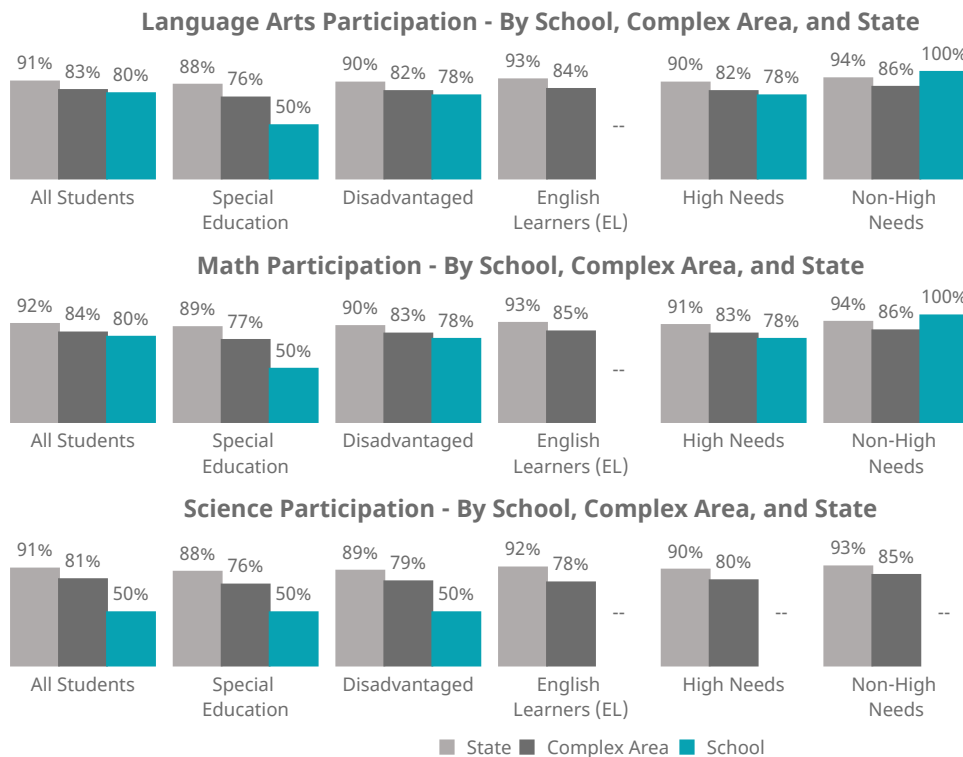
Throughout this 2020-21 school year (SY), numerous pandemic-related challenges arose across Hawai'i's public schools. Many challenges were common across schools, yet others were unique to a particular school or group of schools within a particular geographic area. The pandemic's impact on instruction 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>



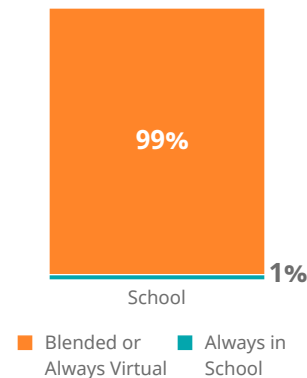
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## In what learning environment did students receive instruction?

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.

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.

3 out of 114

2.6%

of students did not  
have a device for  
connectivity  
State: 1.9%

39 out of 114

34.2%

of students did not  
have internet access  
State: 2.8%



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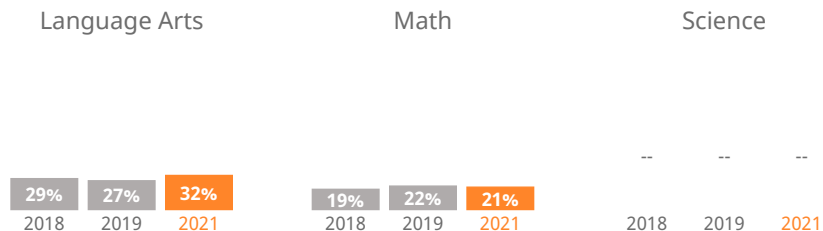
## 2020-21 Strive HI School Performance Results

IMPORTANT: 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.



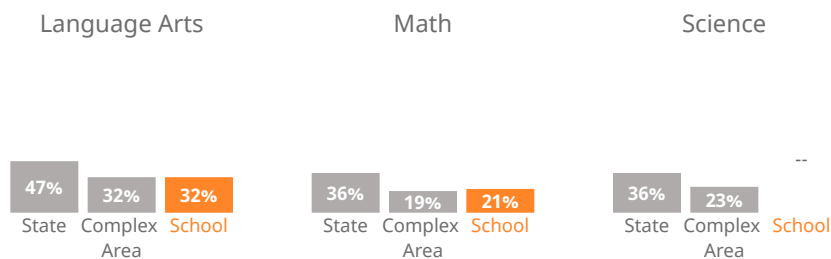
### How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments. No participation penalty was applied to 2021 proficiency results.



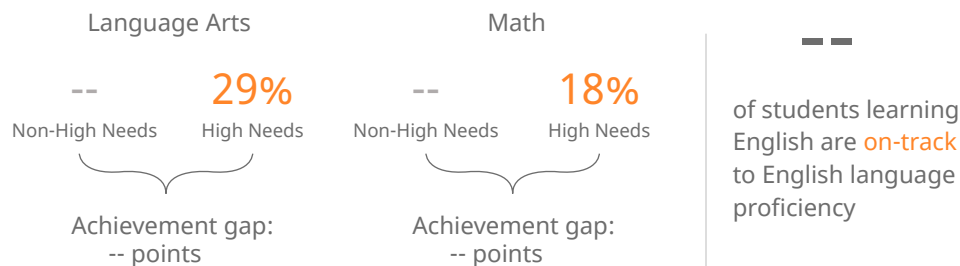
### How are students performing compared to others?

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



### How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving special education services. Non-High Needs: All other students.

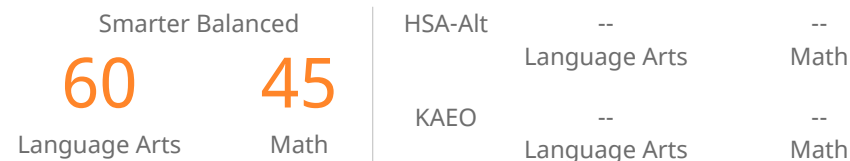


<sup>1</sup>2020 chronic absenteeism is based on absences only through the end of the third quarter (3/13/20). As such, the rate is not directly comparable with years prior to or following 2020, which were based on absences through May 1 of each school year.



### How are students' academic progress measured?

Schools' Smarter Balanced growth is represented by a Median Growth Percentile (MGP) which ranges from 1 - 99. HSA-Alt & KAE0 growth shows the percent of students making one year of growth.

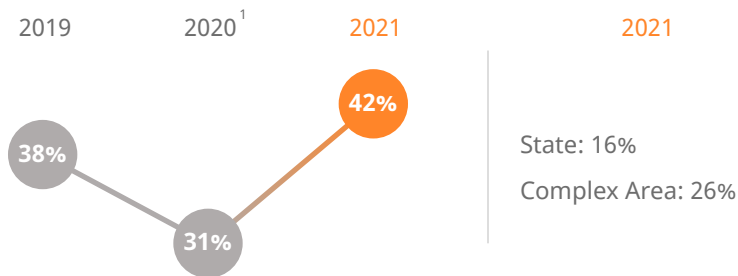


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-- of 3rd graders read near, at, or above grade level

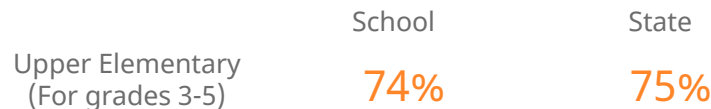


### How many students missed 15 or more days of school this year?



### 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.



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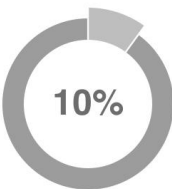
students enrolled



of students are English learners

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of students are eligible for Free or Reduced Lunch



of students receive special education services

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of special education students are in general education classes most of the day



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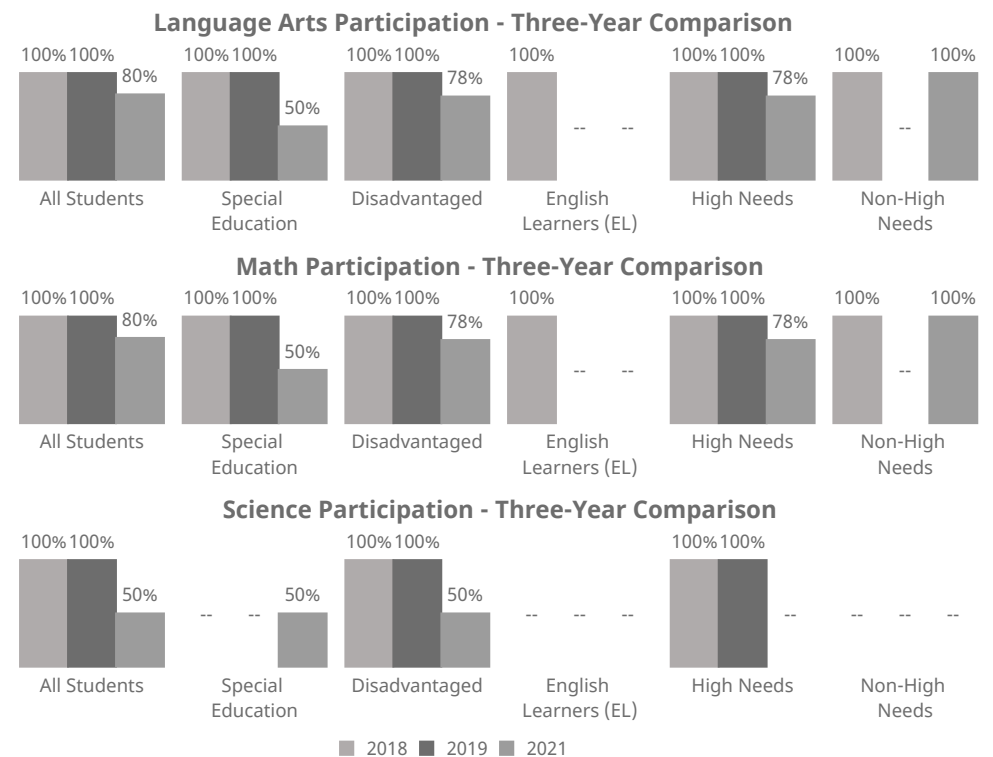
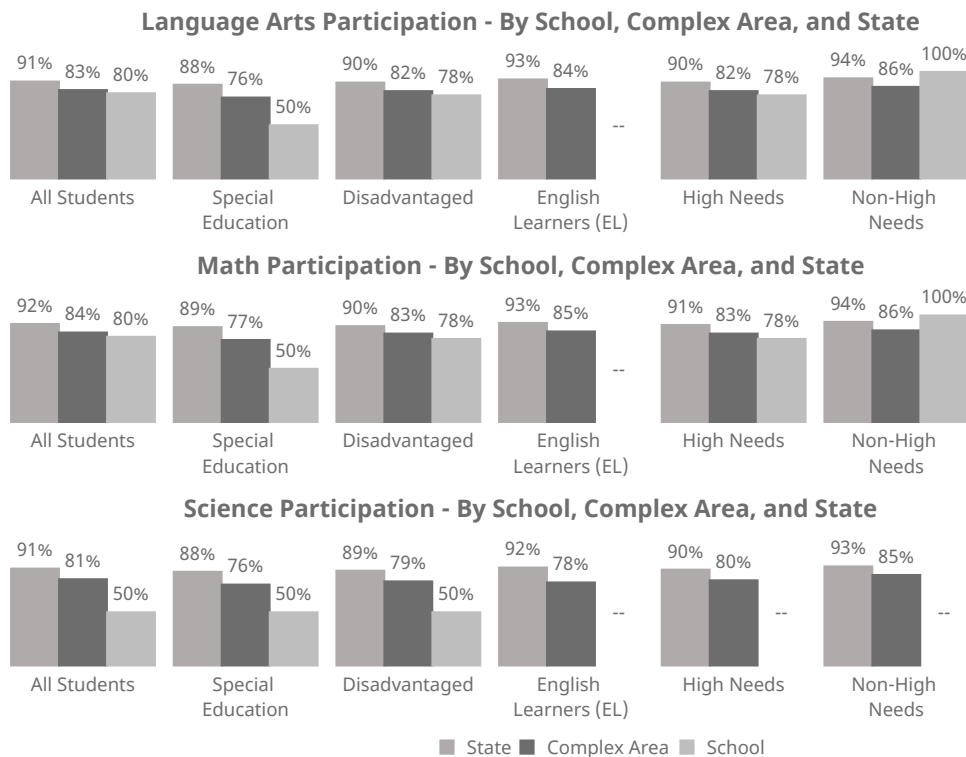
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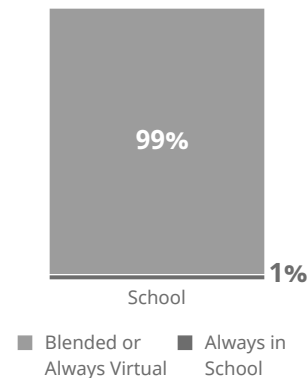
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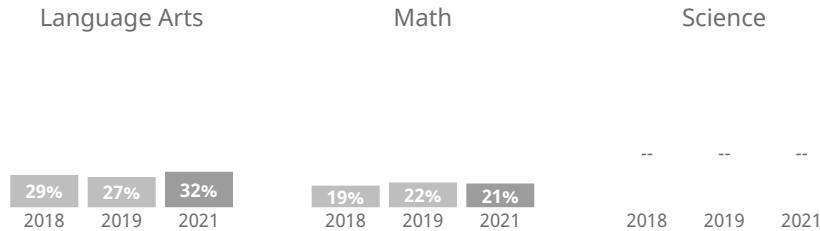
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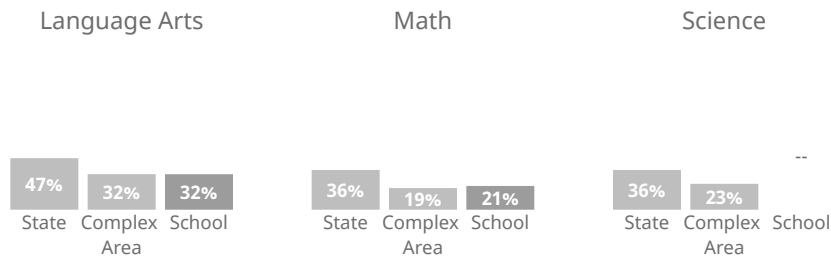
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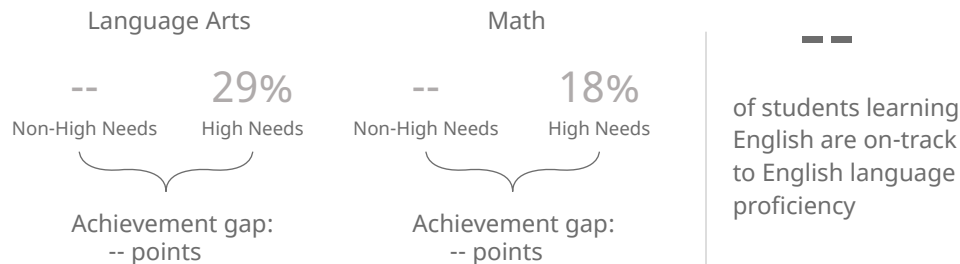
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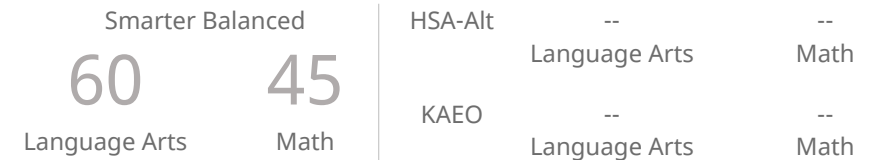


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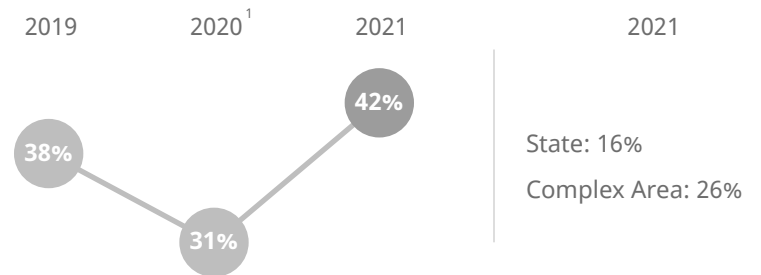


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