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**Our Story**

Iroquois Point Elementary (IPES) believes learning is best done when it is authentic, relevant to the “real” world; and transdisciplinary – where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them. Continuing the foundation of the International Baccalaureate (IB) program, IPES has enhanced student learning through the Project Based Learning (PBL) units. The integration of IB and PBL helps to ensure learning is engaging, relevant, challenging and significant. The curriculum framework emphasizes an inquiry-based approach to learning, and computers are available in all classrooms.

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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.

It is important to reiterate that the purpose of the Strive HI Chronic Absenteeism Measure is to identify schools where a substantial proportion of students did not receive the full year of instructional time. The measure is not intended to place fault with schools and is based on all student absences, both unexcused and excused absences. The following is a summary of key pandemic related factors that contributed to the large increase in chronic absenteeism rates across schools.

Statewide factors
The single most influential factor attributable to 2021-22 absences was due to COVID infections and quarantines due to potential exposure. Increases in absences and peaks in infection rates were consistently mirrored during September – November 2021 (Delta variant) and January – May 2022 (Omicron variant). Key factors observed included the following:

- Elementary students were disproportionately negatively impacted, accounting for over half of 2021-22 chronically absent students.
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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. https://drive.google.com/file/d/1mve1u1IXV6MQW3idks0mEd7la76YB4g2/view?usp=sharing
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>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>54%</td>
<td>50%</td>
<td>46%</td>
<td>49%</td>
</tr>
<tr>
<td>Math</td>
<td>39%</td>
<td>32%</td>
<td>32%</td>
<td>26%</td>
</tr>
<tr>
<td>Science</td>
<td>46%</td>
<td>32%</td>
<td>32%</td>
<td>54%</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>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>52%</td>
<td>54%</td>
<td>46%</td>
<td>45%</td>
</tr>
<tr>
<td>Math</td>
<td>46%</td>
<td>48%</td>
<td>32%</td>
<td>45%</td>
</tr>
<tr>
<td>Science</td>
<td>46%</td>
<td>48%</td>
<td>54%</td>
<td>46%</td>
</tr>
</tbody>
</table>

How many 3rd graders read on grade level?
77% of 3rd graders read near, at, or above grade level

How many students missed 15 or more days of school this year?
2020: 12%, 2021: 18%, 2022: 42%

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 & KAEO growth shows the percent of students making one year of growth.

<table>
<thead>
<tr>
<th>Measure</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced</td>
<td>50%</td>
<td>53%</td>
</tr>
<tr>
<td>HSA-Alt Language Arts</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>KAEO Language Arts</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Math</td>
<td>53%</td>
<td>53%</td>
</tr>
<tr>
<td>HSA-Alt Math</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>KAEO Math</td>
<td>--</td>
<td>--</td>
</tr>
</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>Subject</th>
<th>Non-High Needs</th>
<th>High Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>56%</td>
<td>33%</td>
</tr>
<tr>
<td>Math</td>
<td>42%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Achievement gap: 23 points for English language proficiency

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>School Level</th>
<th>State</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Elementary</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>Secondary</td>
<td>68%</td>
<td>59%</td>
</tr>
</tbody>
</table>

1. 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.
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About Our School
Principal | Ofelia Reed
Grades | K-6
808-499-6500
iroquois.k12.hi.us

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<table>
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<tr>
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<th>State</th>
<th>Complex Area</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
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<td>52%</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>Math</td>
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<td>48%</td>
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<th>Smarter Balanced</th>
<th>HSA-Alt</th>
<th>KAEO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>50</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Math</td>
<td>53</td>
<td>Language Arts</td>
<td>--</td>
</tr>
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<table>
<thead>
<tr>
<th>Year</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>State: 42%</th>
<th>Complex Area: 39%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>1</td>
<td>12%</td>
<td>2021</td>
<td>18%</td>
<td>42%</td>
</tr>
<tr>
<td>2022</td>
<td>42%</td>
<td>18%</td>
<td></td>
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<th>2022</th>
<th>State</th>
<th>Complex Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Elementary (For grades 3-5)</td>
<td>67%</td>
<td>68%</td>
<td>67%</td>
<td>73%</td>
<td>59%</td>
</tr>
<tr>
<td>Secondary (For grades 6-12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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