

Kahuku High and Intermediate

56-490 Kamehameha Highway | 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

KHIS has provided generations of students with academic, artistic, and athletic excellence since 1897. Our Vision is "Learning today for lifelong success in College, Career, and Community" and our C3 Journey provides all students with customized grade level experiences that lend to cherished memories, a quality education, and a post high school plan. Our school wide behavior expectation is Respect and Responsibility for Self, School and Society (R2S3).

KHIS embodies the "Spirit of 'Ōhana" and recognizes the importance of all stakeholder engagement in the effort to provide all students with a safe social environment conducive to the delivery of high quality and equitable academic experiences. Our Ke Kula Kaiapuni Hawai'i 'o Kahuku Academy provides students the opportunity to learn in an environment immersed in the Hawaiian language and culture. We are also proud to have an Army Junior Reserves Officers' Training Corps Program.

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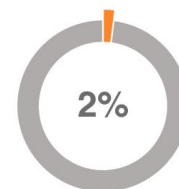
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About Our School

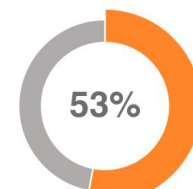
Principal | Donna Lindsey
Grades | 7-12
808-305-7300
www.kahukuhigh.org

1,399

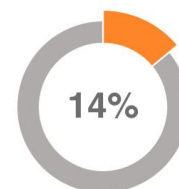
students enrolled



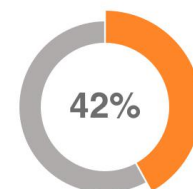
of students are English learners



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

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



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Pandemic Related Considerations When Assessing Strive HI Results

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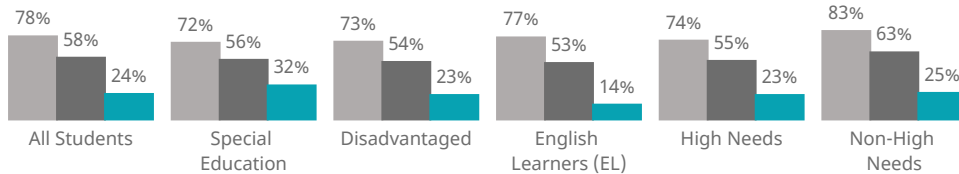
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How many students participated in testing?

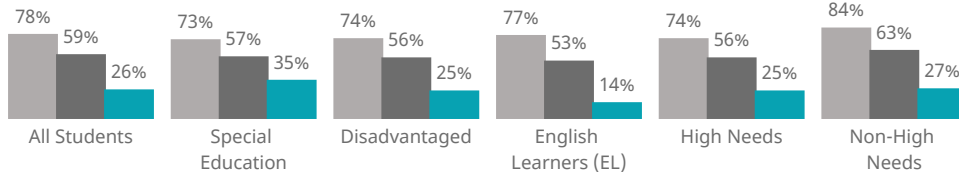
These bar charts display participation rates across language arts, math, and science for All Students and high-needs subgroups. School rates are accompanied by complex area and statewide rates allowing for side-by-side comparisons. Consideration should be given to the following: (A) Participation rates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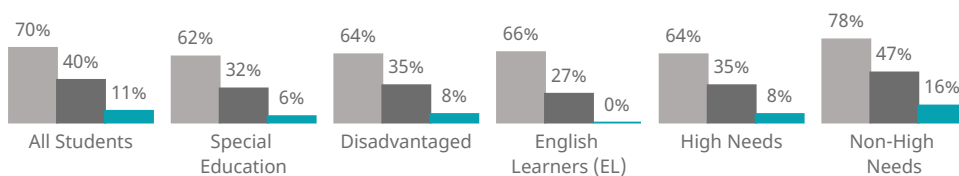
Language Arts Participation - By School, Complex Area, and State



Math Participation - By School, Complex Area, and State

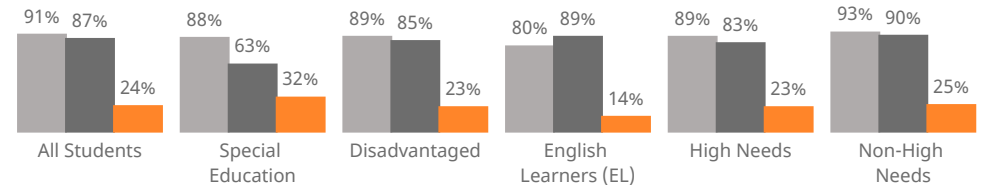


Science Participation - By School, Complex Area, and State

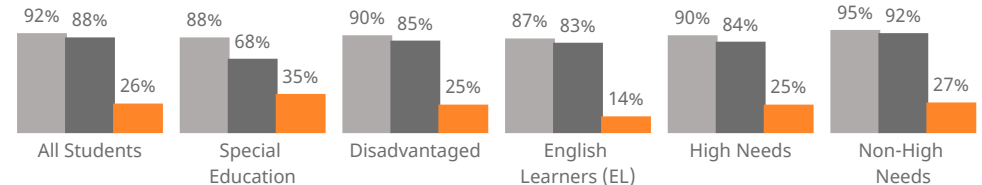


■ State ■ Complex Area ■ School

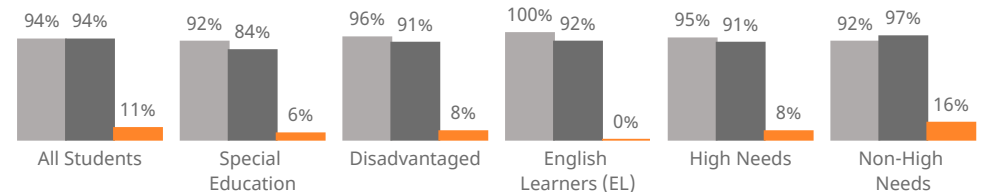
Language Arts Participation - Three-Year Comparison



Math Participation - Three-Year Comparison



Science Participation - Three-Year Comparison



■ 2018 ■ 2019 ■ 2021

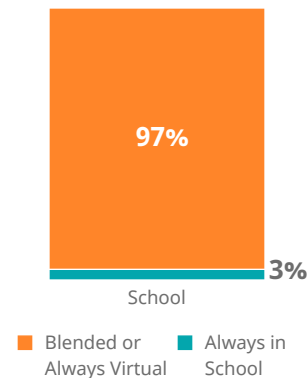
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In what learning environment did students receive instruction?

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.

22 out of 1341

1.6%

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

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of students did not
have internet access
State: 2.8%



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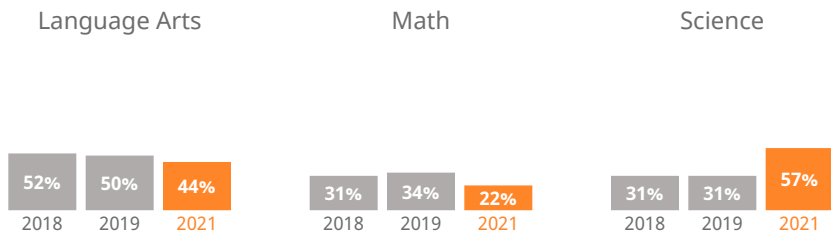
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IMPORTANT: Due to COVID-19, in SY 2020, no statewide tests were administered. In SY 2021, Hawai'i public schools administered a shortened version of the statewide assessment, a skip-year growth methodology was used, and participation rate penalties were waived as approved by the U.S. Department of Education.



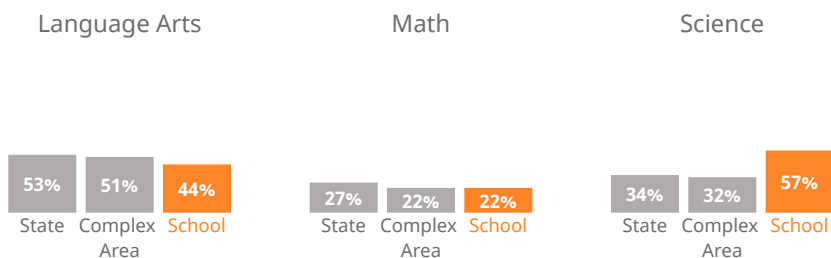
How are students performing in each subject?

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



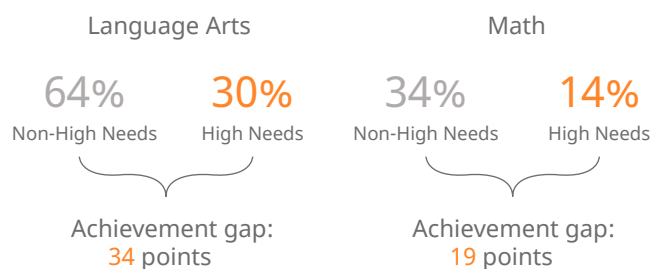
How are students performing compared to others?

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.

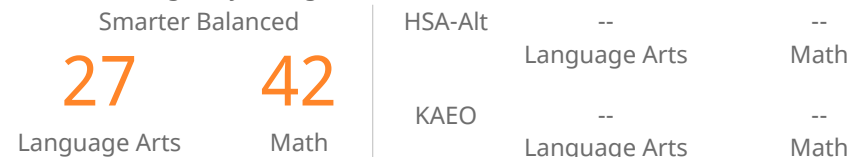


7%
of students learning English are **on-track** to English language proficiency

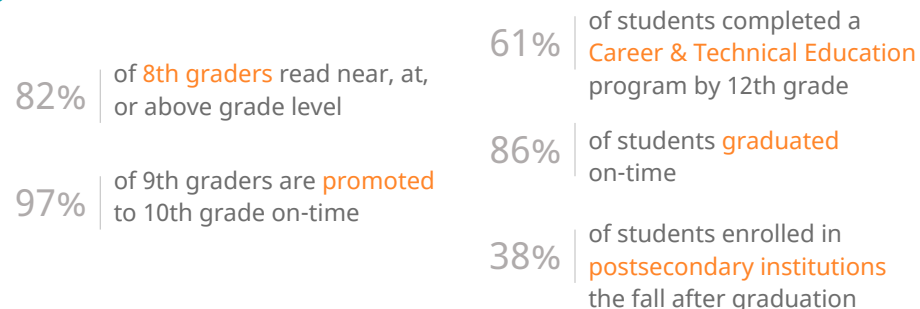


How are students' academic progress measured?

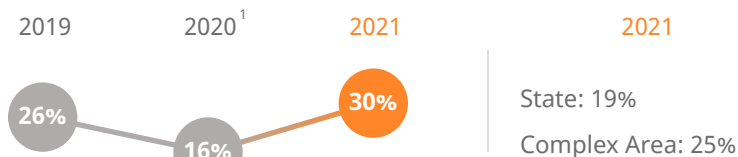
Schools' Smarter Balanced growth is represented by a Median Growth Percentile (MGP) which ranges from 1 - 99. HSA-Alt & KAE0 growth shows the percent of students making one year of growth.



How many students are prepared for transition?

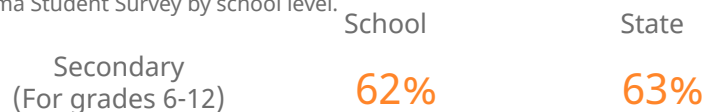


How many students missed 15 or more days of school this year?



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.



¹2020 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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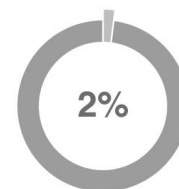
Grades | 7-12

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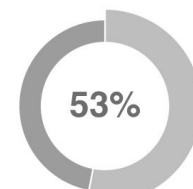
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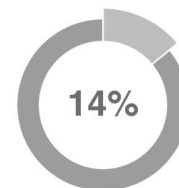
students enrolled



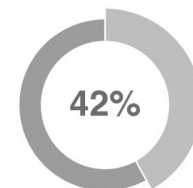
of students are
English learners



of students are
eligible for Free or
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of students
receive special
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of special
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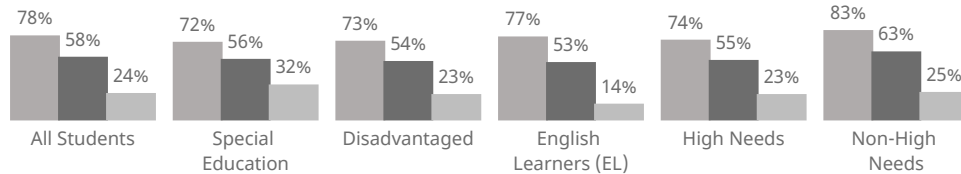
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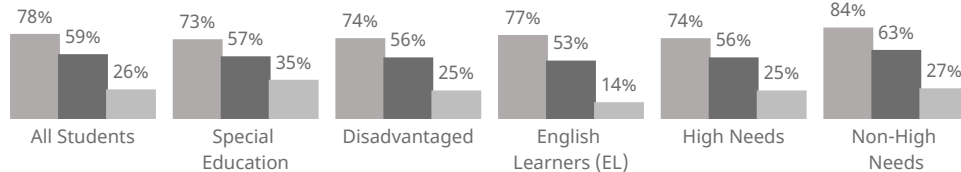
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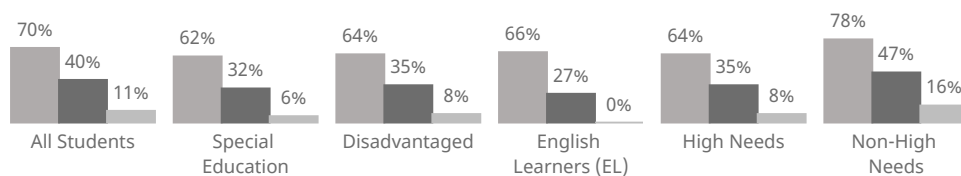
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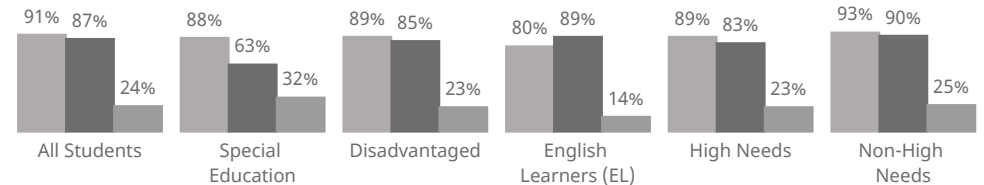


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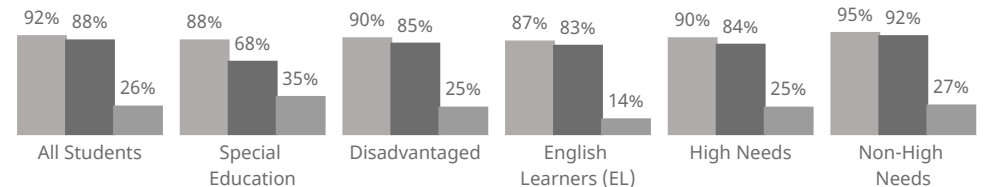


■ State ■ Complex Area ■ School

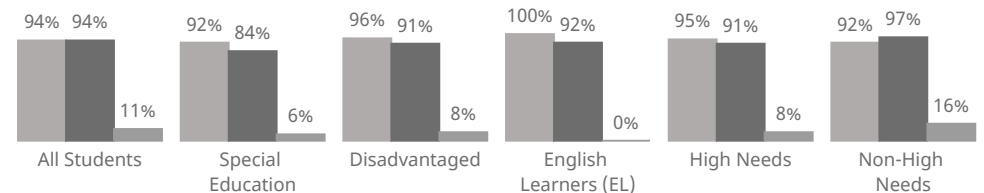
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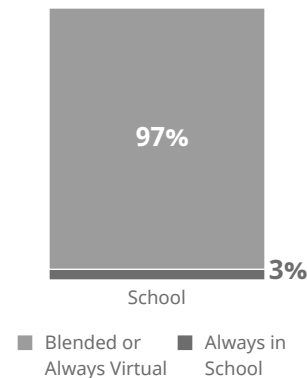
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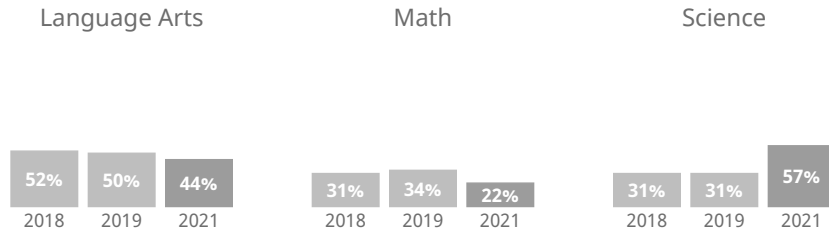
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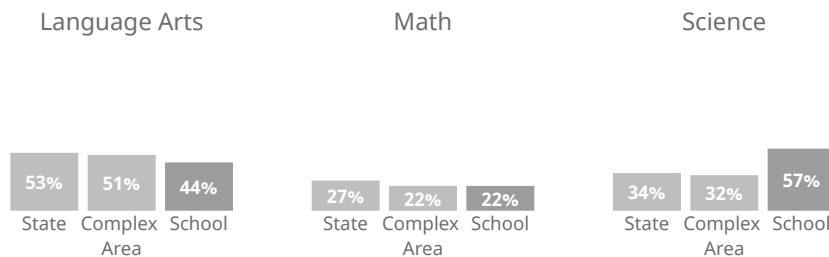
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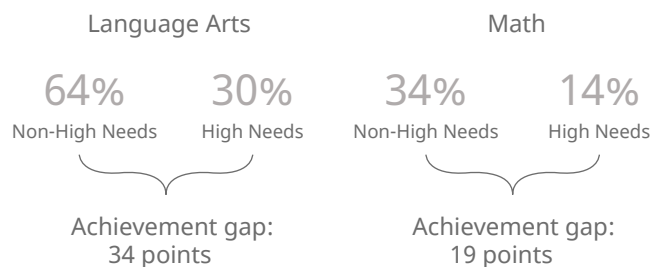
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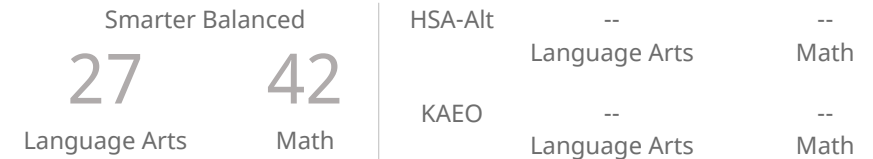


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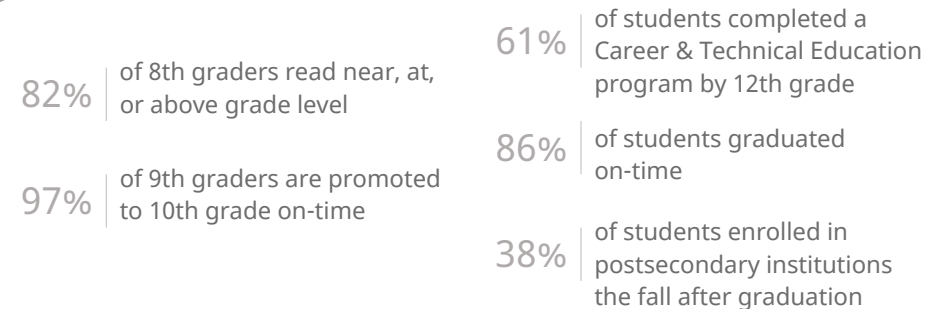


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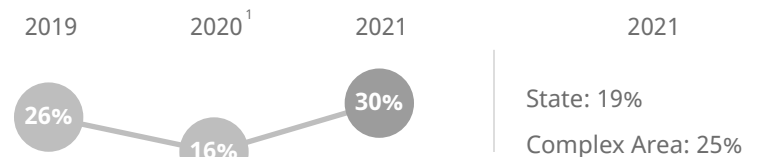
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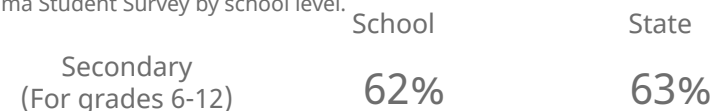


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