Kapolei Elementary
91-1119 Kamaaha Loop | Oahu | Campbell-Kapolei 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 Kapolei Elementary School, we have identified three areas of focus: Safety, Learning, and Character.

Researched based teaching practices, learning goals, and student achievement aligned to the Common Core State Standards give our students opportunities to acquire skills to think, reason, and understand. The school community supports and encourages students in their education to be safe, lifelong learners using clearly defined learning targets and success criteria to monitor progress.

As a school, teachers, parents, and the community partner together to continuously strive to make Kapolei Elementary School a Place of Excellence. Through collaboration with all stakeholders, we are always working to improve achievement as we prepare our students to be successful in a global society.

About Our School
Principal | Cindy Otsu
Grades | K-5
808-305-8700
www.kapoleielementary.org

759 students enrolled

- 6% of students are English learners
- 9% of students receive special education services
- 42% of students are eligible for Free or Reduced Lunch
- 17% of special education students are in general education classes most of the day

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

- 0 out of 764 students did not have a device for connectivity
- 0 out of 764 students did not have internet access

Source: Office of Information Technology Services (OITS)
# 2020-21 Strive HI School Performance Results

**Kapolei Elementary**  
91-1119 Kamaaha Loop | Oahu | Campbell-Kapolei Complex Area

**IMPORTANT:** Due to COVID-19, in SY 2020, no statewide tests were administered. In SY 2021, Hawaiʻi 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></th>
<th>2018</th>
<th>2019</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>60%</td>
<td>63%</td>
<td>50%</td>
</tr>
<tr>
<td>Math</td>
<td>57%</td>
<td>61%</td>
<td>33%</td>
</tr>
<tr>
<td>Science</td>
<td>72%</td>
<td>68%</td>
<td>41%</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></th>
<th>State</th>
<th>Complex School</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>47%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Math</td>
<td>36%</td>
<td>32%</td>
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</tr>
<tr>
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<td>36%</td>
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</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></th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-High Needs</td>
<td>65%</td>
<td>34%</td>
</tr>
<tr>
<td>High Needs</td>
<td>42%</td>
<td>24%</td>
</tr>
</tbody>
</table>

**Achievement gap:**

- English learners: 31 points
- English proficiency: 18 points

### 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></th>
<th>Smarter Balanced</th>
<th>HSA-Alt</th>
<th>KAEO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>51</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

79% 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></th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>State: 16%</td>
<td>15%</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>Complex Area: 14%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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></th>
<th>Upper Elementary (For Grades 3-5)</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>77%</td>
<td></td>
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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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Research based teaching practices, learning goals, and student achievement aligned to the Common Core State Standards give our students opportunities to acquire skills to think, reason, and understand. The school community supports and encourages students in their education to be safe, lifelong learners using clearly defined learning targets and success criteria to monitor progress.

As a school, teachers, parents, and the community partner together to continuously strive to make Kapolei Elementary School a Place of Excellence. Through collaboration with all stakeholders, we are always working to improve achievement as we prepare our students to be successful in a global society.

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?
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https://drive.google.com/file/d/1mve1u1iXV6MQW3idks0mEd7la76YB4g2/view?usp=sharing

| Language Arts Participation - By School, Complex Area, and State |
| All Students | Special Education | Disadvantaged | English Learners (EL) | High Needs | Non-High Needs |
| 91% 100% 95% | 93% 94% 94% | 94% 93% 95% | 94% 93% 95% | 94% 93% 95% |

| Language Arts Participation - Three-Year Comparison |
| All Students | Special Education | Disadvantaged | English Learners (EL) | High Needs | Non-High Needs |
| 99% 100% 95% | 99% 100% 95% | 99% 100% 95% | 99% 100% 95% | 99% 100% 95% |

| Math Participation - By School, Complex Area, and State |
| All Students | Special Education | Disadvantaged | English Learners (EL) | High Needs | Non-High Needs |
| 92% 99% 95% | 93% 94% 94% | 94% 93% 95% | 94% 93% 95% | 94% 93% 95% |

| Math Participation - Three-Year Comparison |
| All Students | Special Education | Disadvantaged | English Learners (EL) | High Needs | Non-High Needs |
| 99% 100% 96% | 99% 100% 96% | 99% 100% 96% | 99% 100% 96% | 99% 100% 96% |

| Science Participation - By School, Complex Area, and State |
| All Students | Special Education | Disadvantaged | English Learners (EL) | High Needs | Non-High Needs |
| 91% 94% 94% | 92% 93% 98% | 93% 94% 94% | 93% 94% 94% | 93% 94% 94% |

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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.

0 out of 764
0% of students did not have a device for connectivity
State: 1.9%

0 out of 764
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State: 2.8%

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Achievement gap:
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- Economically disadvantaged: 18 points

30% of students learning English are on-track to English language proficiency

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How do students feel about their school?
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