

Keone'ula Elementary

91-970 Kaileolea Drive | Oahu | Campbell-Kapolei Complex Area

THE 2021-22 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

Keone'ula Elementary School is located in the Ocean Pointe subdivision in Ewa Beach, Hawaii. It is a young community that continues to grow and expand. Presently our enrollment is 975 students. School year 2019-2020 was our first year as a grade K-5 school, as our 6th graders relocated to Ewa Makai Middle School. The bronze kumu (teacher) statue that fronts Keone'ula Elementary School, represents the past fifteen years of students that have passed through our school since the school opened in 2006. As envisioned by Artist Karen Lucas in 2011, our students represent the coral rich grains of sand, which flow through the kumu's hands. For that reason, our school's mission continues to "inspire all students to become responsible, productive, caring citizens in a global society." Our faculty is committed to provide a standards based education; a curriculum that is clear, consistent and focused. As a result, Keoneula Elementary teachers continuously work to better align efforts to ensure that our curriculum, instruction, and assessment practices allow students to demonstrate proficiency on the Common Core standards in each grade level. KES incorporates a school-wide inclusion program for SpED and EL students and supports all students through a multi-tiered support system where the STAR universal screener is utilized to provide student data in reading and math. We also continue to promote college/career readiness through the implementation of the Advancement Via Individual Determination (AVID) Program for all grades. The school is also a member of the National Elementary Honor Society (NEHS). Co-curricular activities are also available to students through a Sustainable Living Club, Aquaponics Club, foreign language instruction in Japanese, a service learning club called Kids Initiating Change (KIC), a media production program called Cub News, and several other clubs in after school enrichment program called Cub Clubs. Parent involvement and community partnerships have a renewed focus at KES. We have Parent Coffee Hours quarterly to "talk story" with our parents, and each grade level also plans and offers a parent activity that showcases student work and informs them how to support and nurture student success at home. The workshops cover Language Arts, Science, Mathematics, technology, and health and wellness. Parents readily volunteer to support the school during Book Fairs, Family Fun Fair, Picture-Taking, and other school-wide functions. Significant community partnerships include Haseko Inc., Ewa Weed & Seed, Kamaaina Kids, UFC Gym Waikale, Seagull Pre-School, and Ewa Puuloa Outrigger Canoe Club. Finally, KES continues to find ways to support our military students and families. In 2018-19, as a result of our efforts, systems, and practices Keoneula Elementary School was honored to receive accreditation by the Western Association of Schools and Colleges (WASC) for the next 6 years.

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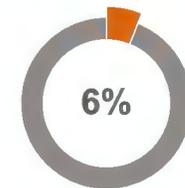
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About Our School

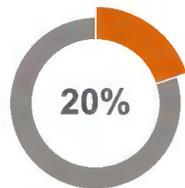
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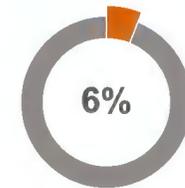
students enrolled



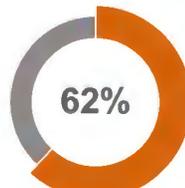
of students are English learners



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 2021-22 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.

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.
- Vaccinations for elementary age students were not readily available through the first half of the school year.
- Vaccine apprehension resulting in parents/guardians more likely to keep their child home knowing he/she is unvaccinated.
- Changes with COVID exposure/infection guidance caused confusion around when students should attend or not attend school.
- Exposure or infection of a single student impacting an entire household including multiple school aged siblings.
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Localized factors

The following are localized factors that were reported to increase absences. One was clustered in an individual complex area and the other disproportionately impacted a specific island:

- U.S. Navy emergency fuel storage leak coinciding with increases in absenteeism across one Central Oahu complex area.
- Bus driver shortages were already an issue pre-pandemic and exacerbated further by the pandemic. Approximately 15% of schools statewide were impacted to some degree. Big Island schools were most impacted with around 50% of schools across the island.



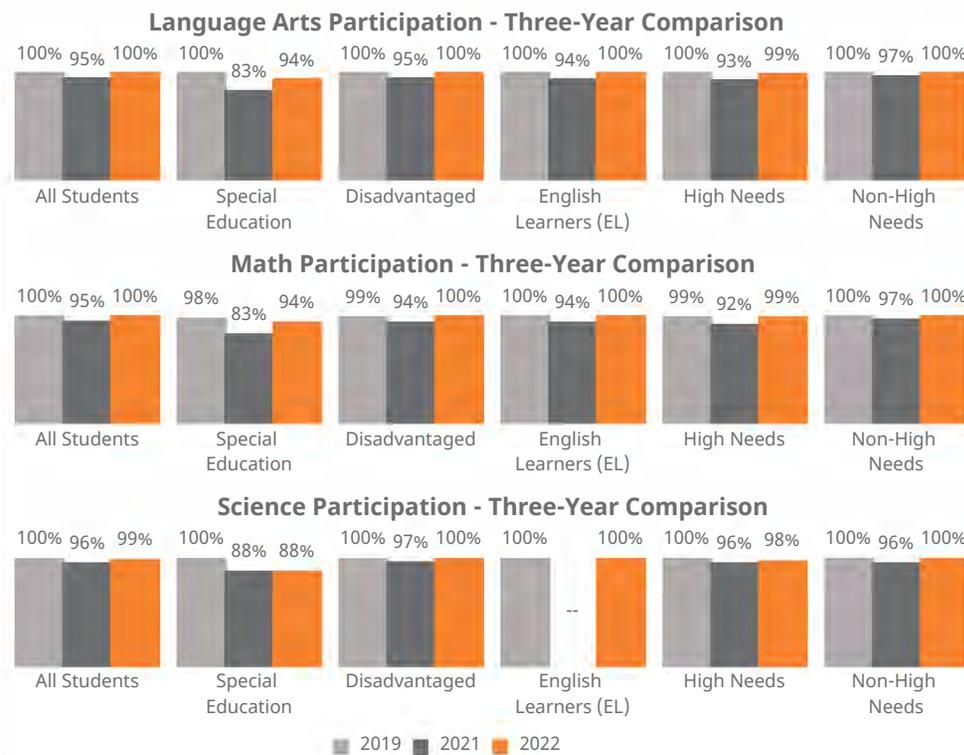
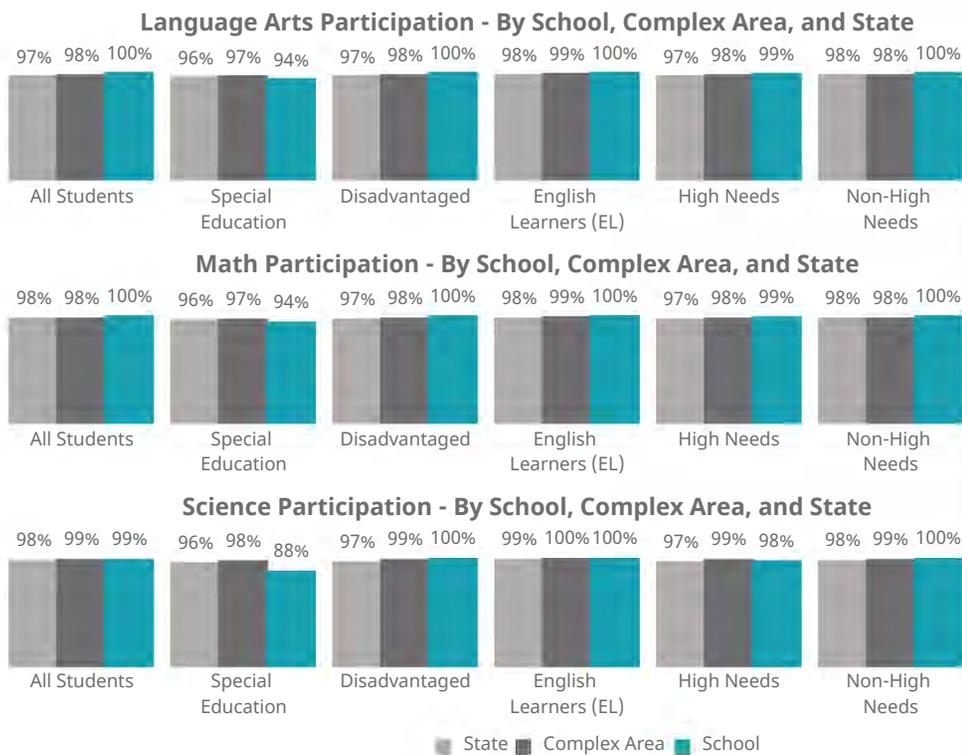
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How many students participated in testing?

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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2021-22 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.



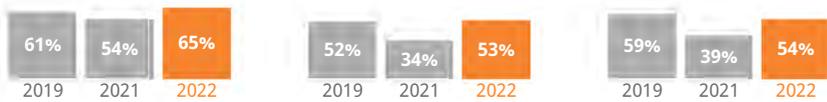
How are students performing in each subject?

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

Language Arts

Math

Science



How are students performing compared to others?

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

Language Arts

Math

Science



How are student subgroups performing?

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

Language Arts

Math

72% Non-High Needs
47% High Needs

59% Non-High Needs
38% High Needs

Achievement gap:
25 points

Achievement gap:
21 points

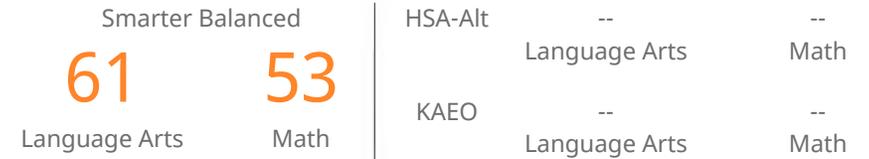
44%

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

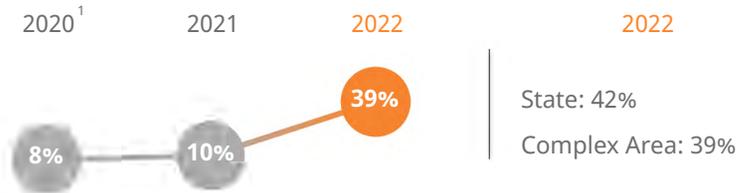


How many 3rd graders read on grade level?

89% 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.



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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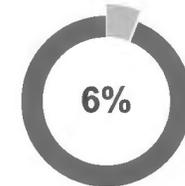
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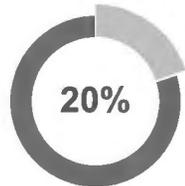
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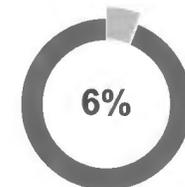
students enrolled



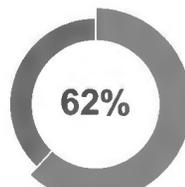
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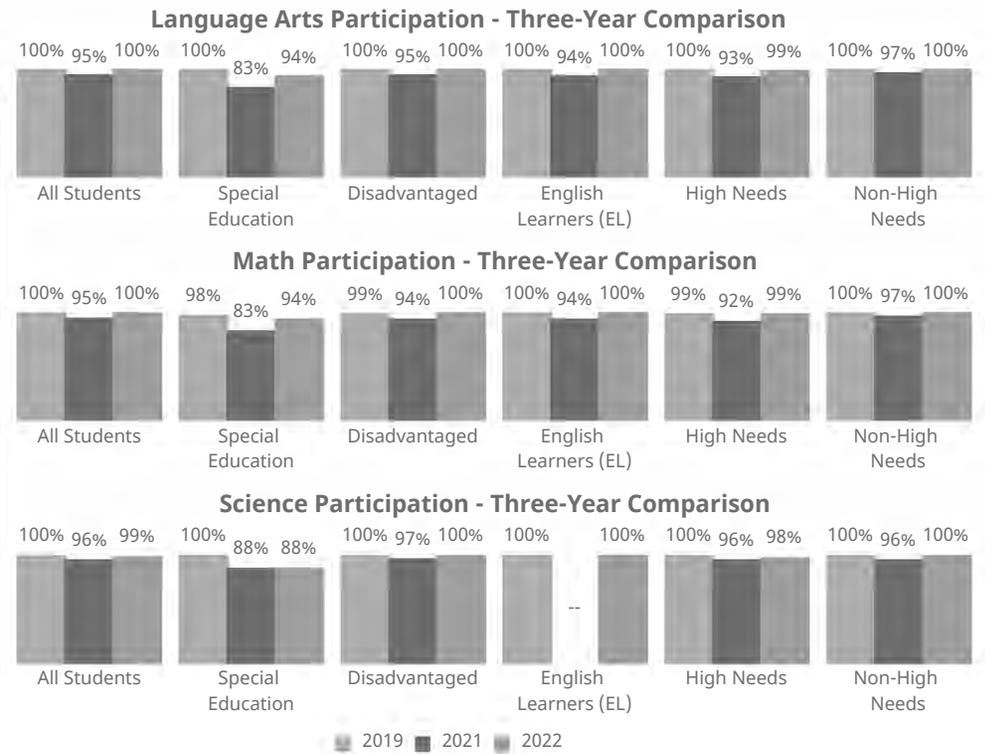
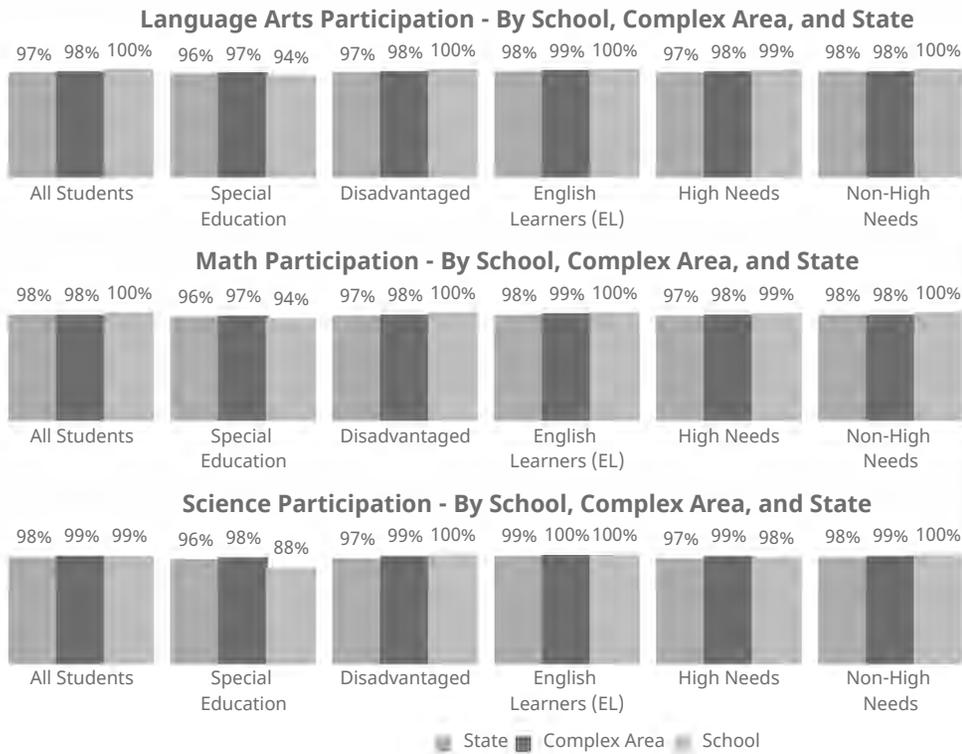
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2021-22 Strive HI School Performance Results

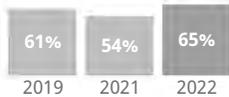
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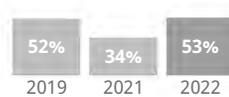
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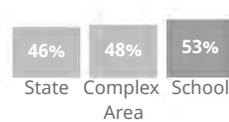
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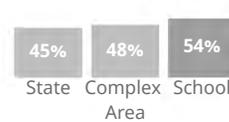
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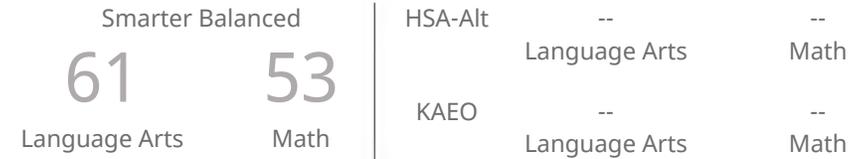
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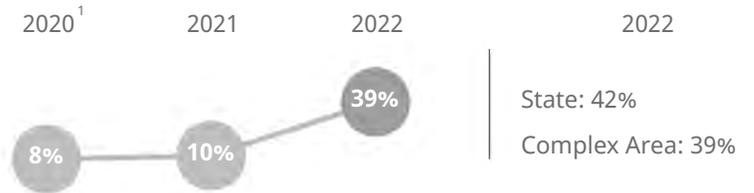


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