Kilauea Elementary
2440 Kolo Road | Kauai | Kapaa-Kauai-Waimea 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
Kilauea School provides a student-centered learning environment aimed at preparing students to become community and global citizens who embody the General Learner Outcomes. Our mission is: We light the way by SHINE (Supporting, Honoring, Inspiring, Nurturing and Encouraging) students for success. In order to support the social and emotional learning, a common conflict resolution process is utilized school wide to instill and apply valuable life long behaviors.

We understand teachers have the greatest impact on student achievement and school funding is dedicated to hiring highly qualified teachers who embrace research-based best practices in order to meet the needs of all students. Teachers meet on a weekly basis with an academic coach to focus on grade level expectations and standards, determine student learning needs, plan for classroom instruction and then reflect on student progress using the data team process.

We believe that quality instruction and partnerships with parents and the school community are essential to student success. Parent/family engagement activities help to build connections between what is happening in the classroom and the home. The school offers parental involvement activities through the assistance of the Parent Community Network Coordinator, Title I Coordinator and the Parent Teacher Student Association.

About Our School
Principal | Sherry Gonsalves
Grades | K-6
808-828-1212
kilaueaschool.com

277 students enrolled

9% of students are English learners
53% of students are eligible for Free or Reduced Lunch
11% of students receive special education services
24% 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
Kilauea Elementary
2440 Kolo Road | Kauai | Kapaa-Kauai-Waimea Complex Area

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

<table>
<thead>
<tr>
<th>Language Arts Participation - By School, Complex Area, and State</th>
<th>Language Arts Participation - Three-Year Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>91% 95% 99%</td>
</tr>
<tr>
<td>Special Education</td>
<td>88% 86% 95%</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>90% 96% 100%</td>
</tr>
<tr>
<td>English Learners (EL)</td>
<td>93% 97% 100%</td>
</tr>
<tr>
<td>High Needs</td>
<td>90% 95% 99%</td>
</tr>
<tr>
<td>Non-High Needs</td>
<td>94% 94% 100%</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Math Participation - By School, Complex Area, and State</th>
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<tr>
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<table>
<thead>
<tr>
<th>Science Participation - By School, Complex Area, and State</th>
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</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>91% 94% 97%</td>
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<tr>
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<td>90% 94% 97%</td>
</tr>
<tr>
<td>Non-High Needs</td>
<td>93% 93% 100%</td>
</tr>
</tbody>
</table>

| State | Complex Area | School |
|------------------|------------------|
| 2018 | 2019 | 2021 |

SY 2020-2021
Learn more at http://bit.ly/StriveHISystem
Run date: January 20, 2022
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.

- 2 out of 276, 0.7% of students did not have a device for connectivity
- 7 out of 276, 2.5% of students did not have internet access

Source: Office of Information Technology Services (OITS)
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.

Language Arts | Math | Science
--- | --- | ---
58% | 45% | 65%
51% | 43% | 67%
53% | 42% | 46%
2018 | 2019 | 2021

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
--- | --- | ---
47% | 42% | 36%
47% | 46% | 34%
53% | 42% | 46%
State | Complex School | School

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
--- | ---
79% | 68%
Non-High Needs | Non-High Needs

Achievement gap: 41 points

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

How many 3rd graders read on grade level?
85% of 3rd graders read near, at, or above grade level

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

2019 2020 2021 2021
15% 10% 11%
State: 16% Complex Area: 16%

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.

Upper Elementary (For grades 3-5) School State
79% 75%
Secondary (For grades 6-12) School State
64% 63%

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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State | Complex Area | School
--- | --- | ---
Language Arts Participation - By School, Complex Area, and State
All Students | 91% 95% 99% | 88% 86% 95% | 90% 96% 100%
Special Education | 93% 97% 100% | 90% 95% 99% | 94% 94% 100%
Disadvantaged | 92% 95% 99% | 89% 85% 95% | 90% 96% 100%
English Learners (EL) | 93% 98% 100% | 91% 95% 99% | 94% 94% 100%
High Needs | 98% 95% 97% | 88% 87% 100% | 89% 94% 96%
Non-High Needs | 92% 98% | 100% | 93% 93% 100%

Math Participation - By School, Complex Area, and State
All Students | 92% 95% 99% | 89% 85% 95% | 90% 96% 100%
Special Education | 93% 98% 100% | 91% 95% 99% | 94% 94% 100%
Disadvantaged | 92% 95% 99% | 89% 85% 95% | 90% 96% 100%
English Learners (EL) | 93% 98% 100% | 91% 95% 99% | 94% 94% 100%
High Needs | 98% 95% 97% | 88% 87% 100% | 89% 94% 96%
Non-High Needs | 92% 98% | 100% | 93% 93% 100%

Science Participation - By School, Complex Area, and State
All Students | 91% 94% 97% | 88% 87% 100% | 89% 94% 96%
Special Education | 92% 98% | 100% | 93% 93% 100%
Disadvantaged | 92% 98% | 100% | 93% 93% 100%
English Learners (EL) | 90% 94% 97% | 93% 93% 100%
High Needs | 98% 95% 97% | 88% 87% 100% | 89% 94% 96%
Non-High Needs | 92% 98% | 100% | 93% 93% 100%

Language Arts Participation - Three-Year Comparison
All Students | 99% 96% 99% | 100% 100% 95% | 99% 95% 99%
Special Education | 99% 96% 99% | 100% 100% 95% | 99% 95% 99%
Disadvantaged | 99% 96% 99% | 100% 100% 95% | 99% 95% 99%
English Learners (EL) | 99% 96% 99% | 100% 100% 95% | 99% 95% 99%
High Needs | 99% 96% 99% | 100% 100% 95% | 99% 95% 99%
Non-High Needs | 99% 96% 99% | 100% 100% 95% | 99% 95% 99%

Math Participation - Three-Year Comparison
All Students | 99% 98% 99% | 100% 100% 95% | 99% 97% 100%
Special Education | 99% 98% 99% | 100% 100% 95% | 99% 97% 100%
Disadvantaged | 99% 98% 99% | 100% 100% 95% | 99% 97% 100%
English Learners (EL) | 99% 98% 99% | 100% 100% 95% | 99% 97% 100%
High Needs | 99% 98% 99% | 100% 100% 95% | 99% 97% 100%
Non-High Needs | 99% 98% 99% | 100% 100% 95% | 99% 97% 100%

Science Participation - Three-Year Comparison
All Students | 98% 95% 97% | 83% 100% 100% | 97% 96% 97%
Special Education | 98% 95% 97% | 83% 100% 100% | 97% 96% 97%
Disadvantaged | 98% 95% 97% | 83% 100% 100% | 97% 96% 97%
English Learners (EL) | 98% 95% 97% | 83% 100% 100% | 97% 96% 97%
High Needs | 98% 95% 97% | 83% 100% 100% | 97% 96% 97%
Non-High Needs | 98% 95% 97% | 83% 100% 100% | 97% 96% 97%
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)

<table>
<thead>
<tr>
<th></th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blended or Always Virtual</td>
<td>80%</td>
</tr>
<tr>
<td>Always in School</td>
<td>20%</td>
</tr>
</tbody>
</table>

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.

2 out of 276
0.7% of students did not have a device for connectivity
State: 1.9%

7 out of 276
2.5% of students did not have internet access
State: 2.8%

Source: Office of Information Technology Services (OITS)

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

Run date: January 20, 2022
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>2018</th>
<th>2019</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>58%</td>
<td>51%</td>
<td>53%</td>
</tr>
<tr>
<td>Math</td>
<td>45%</td>
<td>43%</td>
<td>42%</td>
</tr>
<tr>
<td>Science</td>
<td>65%</td>
<td>67%</td>
<td>46%</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>State</th>
<th>Complex Area</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>47%</td>
<td>53%</td>
<td>42%</td>
</tr>
<tr>
<td>Math</td>
<td>36%</td>
<td>38%</td>
<td>42%</td>
</tr>
<tr>
<td>Science</td>
<td>36%</td>
<td>34%</td>
<td>46%</td>
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</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>79%</td>
<td>38%</td>
</tr>
<tr>
<td>Math</td>
<td>68%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Achievement gap: 41 points
Achievement gap: 40 points

30% 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.

<table>
<thead>
<tr>
<th>Component</th>
<th>2018</th>
<th>2019</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced</td>
<td>48</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>HSA-Alt</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

Language Arts
Math

KAEO

Language Arts
Math

How many 3rd graders read on grade level?
85% 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>Year</th>
<th>2019</th>
<th>2020 ¹</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>10%</td>
<td>11%</td>
<td></td>
</tr>
</tbody>
</table>

State: 16%
Complex Area: 16%

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>Level</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Elementary (For grades 3-5)</td>
<td>79%</td>
<td>75%</td>
</tr>
<tr>
<td>Secondary (For grades 6-12)</td>
<td>64%</td>
<td>63%</td>
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</table>

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.