

Kohala High

54-3611 Akoni Pule Highway | Hawai'i | Honokaa-Kealakehe-Kohala-Konawaena 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

Kohala High is committed to providing an engaging, meaningful and rigorous program for students within a standards-based grading environment.

The school has a strong academic core program and offers a range of college courses within the daily schedule as well as after school and during the summer. Kohala High also has a base of Career and Technical Courses in Building and Construction, Arts and Communication, Culinary Arts, Business and Natural Resources. Music and Fine Arts also complement the elective program.

Kohala High hosts an extracurricular program that includes athletics, clubs, and activities that support student growth beyond the classroom. Partnerships with several grant programs and community organizations enrich students' extracurricular life through programs such as robotics, speech, fine arts, drama, sustainable farming and industrial arts.

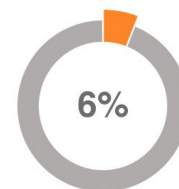
Tutorial supports are provided after school, evenings and during interim periods. A Summer Bridge program and Freshmen Seminar course assist in the transition for incoming 9th graders.

About Our School

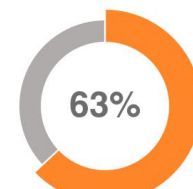
Principal | Amy Stafford
Grades | 9-12
808-889-7117
www.kohalahs.org

269

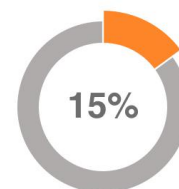
students enrolled



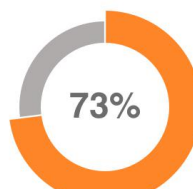
of students are
English learners



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>



Kohala High

54-3611 Akoni Pule Highway | Hawai'i | Honokaa-Kealahou-Kohala-Konawaena 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.

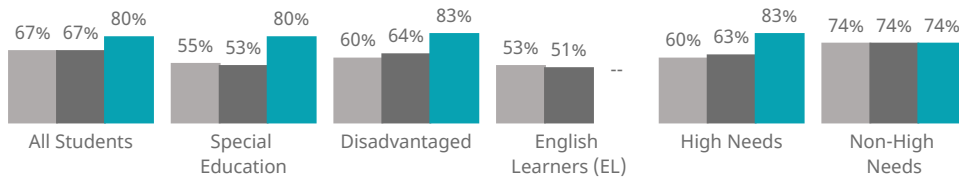
This section provides important contextual information that should be considered when assessing 2021 Strive HI results, and when comparing 2021 results to prior year results. To the extent data were available, several key metrics are presented to provide context to learning, instruction, and test-taking 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?

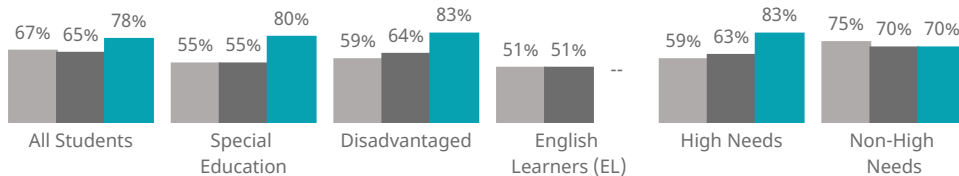
These bar charts display participation rates across language arts, math, and science for All Students and high-needs subgroups. School rates are accompanied by complex area and statewide rates allowing for side-by-side comparisons. Consideration should be given to the following: (A) Participation rates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

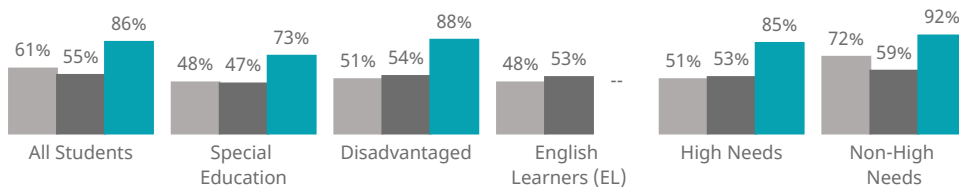
Language Arts Participation - By School, Complex Area, and State



Math Participation - By School, Complex Area, and State

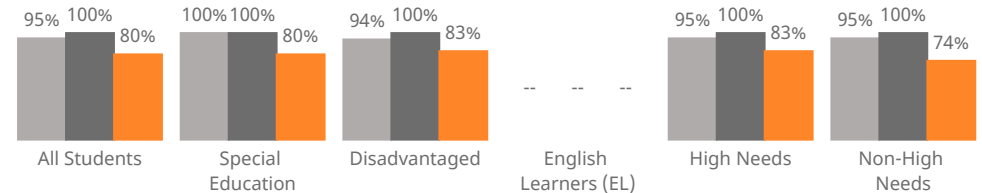


Science Participation - By School, Complex Area, and State

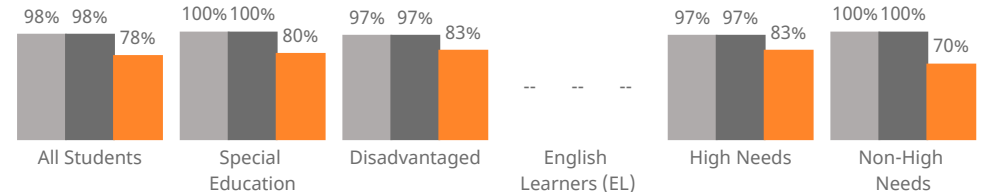


■ State ■ Complex Area ■ School

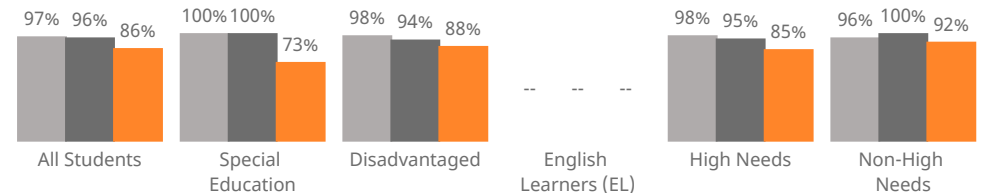
Language Arts Participation - Three-Year Comparison



Math Participation - Three-Year Comparison



Science Participation - Three-Year Comparison



■ 2018 ■ 2019 ■ 2021

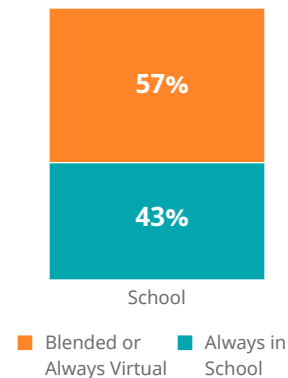
Kohala High

54-3611 Akoni Pule Highway | Hawai'i | Honokaa-Kealahou-Kohala-Konawaena Complex Area

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.

4 out of 270

1.4%

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

4 out of 270

1.4%

of students did not
have internet access
State: 2.8%

Source: Office of Information Technology Services (OITS)



Kohala High

54-3611 Akoni Pule Highway | Hawai'i | Honokaa-Kealahou-Kohala-Konawaena Complex Area

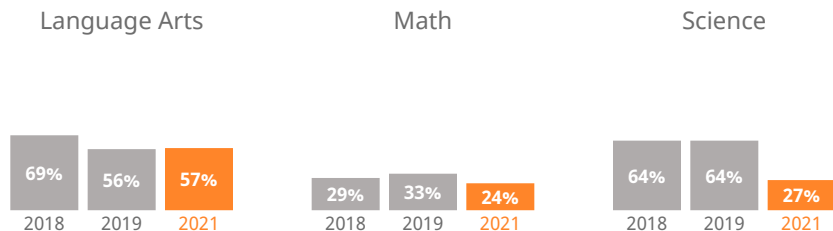
2020-21 Strive HI School Performance Results

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.



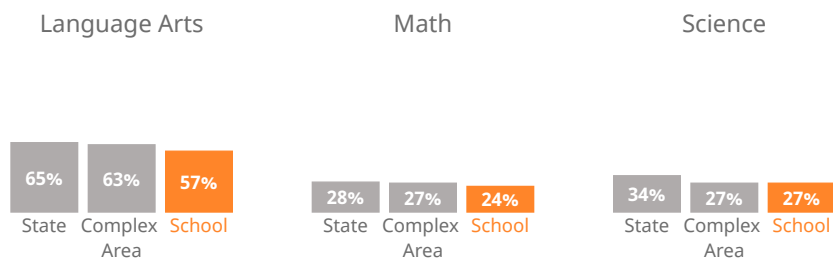
How are students performing in each subject?

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



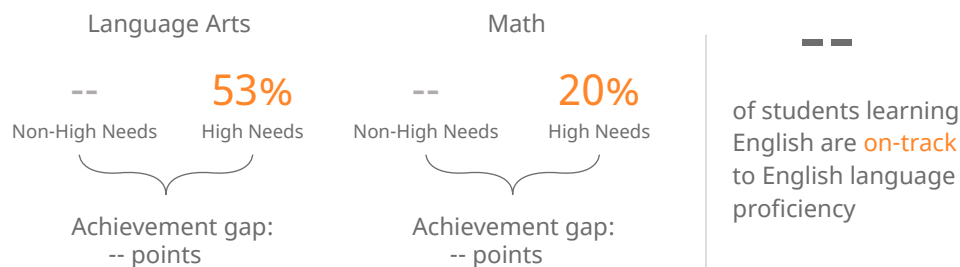
How are students performing compared to others?

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



How are student subgroups performing?

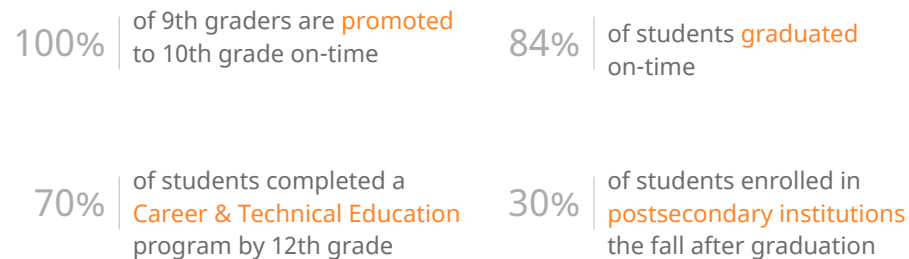
High Needs: English learners, economically disadvantaged, and students receiving special education services. Non-High Needs: All other students.



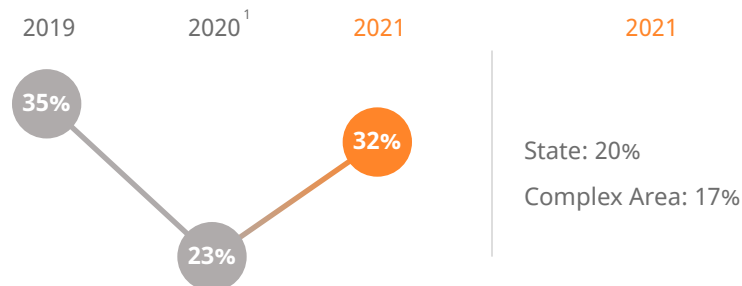
¹2020 chronic absenteeism is based on absences only through the end of the third quarter (3/13/20). As such, the rate is not directly comparable with years prior to or following 2020, which were based on absences through May 1 of each school year.



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.



Kohala High

54-3611 Akoni Pule Highway | Hawai'i | Honokaa-Kealakehe-Kohala-Konawaena 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

Kohala High is committed to providing an engaging, meaningful and rigorous program for students within a standards-based grading environment.

The school has a strong academic core program and offers a range of college courses within the daily schedule as well as after school and during the summer. Kohala High also has a base of Career and Technical Courses in Building and Construction, Arts and Communication, Culinary Arts, Business and Natural Resources. Music and Fine Arts also complement the elective program.

Kohala High hosts an extracurricular program that includes athletics, clubs, and activities that support student growth beyond the classroom. Partnerships with several grant programs and community organizations enrich students' extracurricular life through programs such as robotics, speech, fine arts, drama, sustainable farming and industrial arts.

Tutorial supports are provided after school, evenings and during interim periods. A Summer Bridge program and Freshmen Seminar course assist in the transition for incoming 9th graders.

About Our School

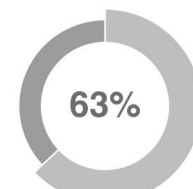
Principal | Amy Stafford
Grades | 9-12
808-889-7117
www.kohalahs.org

269

students enrolled



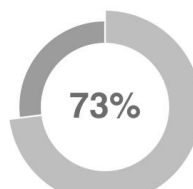
of students are
English learners



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



Kohala High

54-3611 Akoni Pule Highway | Hawai'i | Honokaa-Kealahou-Kohala-Konawaena 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.

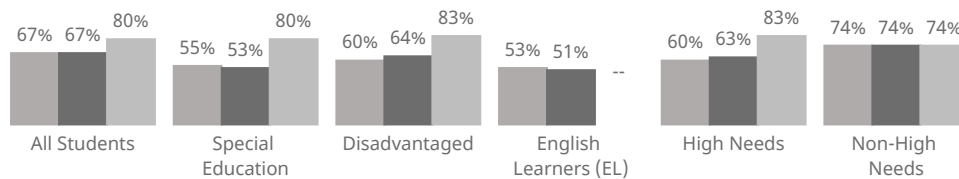
This section provides important contextual information that should be considered when assessing 2021 Strive HI results, and when comparing 2021 results to prior year results. To the extent data were available, several key metrics are presented to provide context to learning, instruction, and test-taking 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?

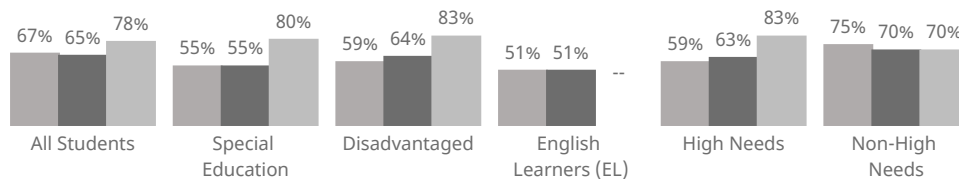
These bar charts display participation rates across language arts, math, and science for All Students and high-needs subgroups. School rates are accompanied by complex area and statewide rates allowing for side-by-side comparisons. Consideration should be given to the following: (A) Participation rates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

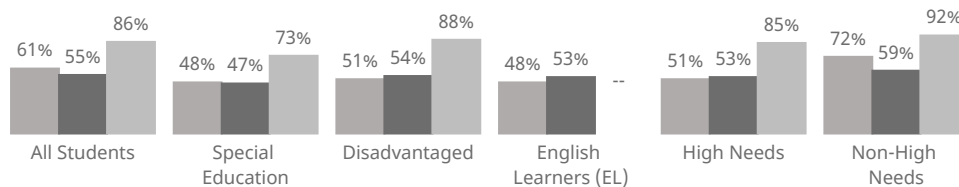
Language Arts Participation - By School, Complex Area, and State



Math Participation - By School, Complex Area, and State

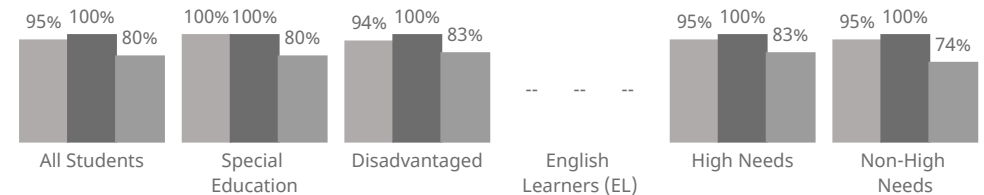


Science Participation - By School, Complex Area, and State

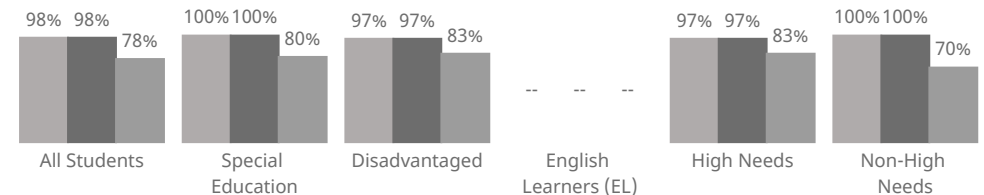


■ State ■ Complex Area ■ School

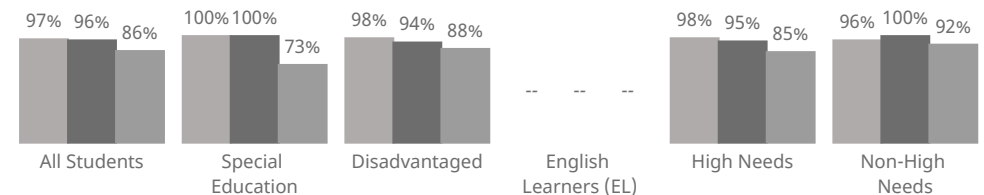
Language Arts Participation - Three-Year Comparison



Math Participation - Three-Year Comparison



Science Participation - Three-Year Comparison



■ 2018 ■ 2019 ■ 2021

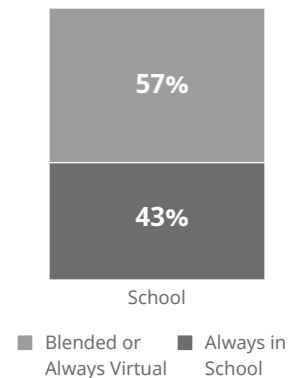
Kohala High

54-3611 Akoni Pule Highway | Hawai'i | Honokaa-Kealahou-Kohala-Konawaena Complex Area

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.

4 out of 270

1.4%

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

4 out of 270

1.4%

of students did not
have internet access
State: 2.8%

Source: Office of Information Technology Services (OITS)



Kohala High

54-3611 Akoni Pule Highway | Hawai'i | Honokaa-Kealahou-Kohala-Konawaena Complex Area

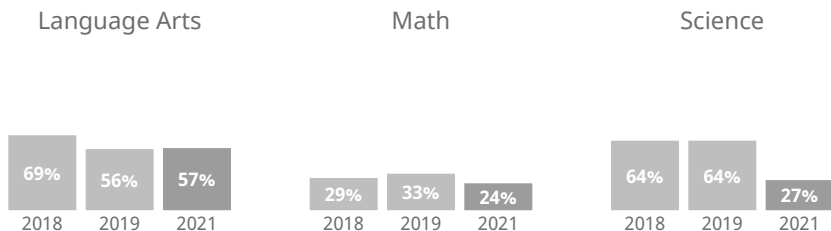
2020-21 Strive HI School Performance Results

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.



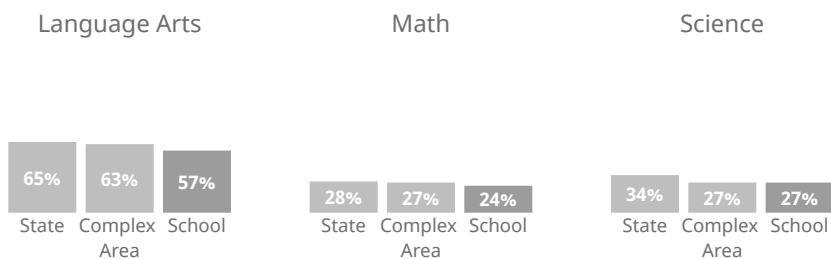
How are students performing in each subject?

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



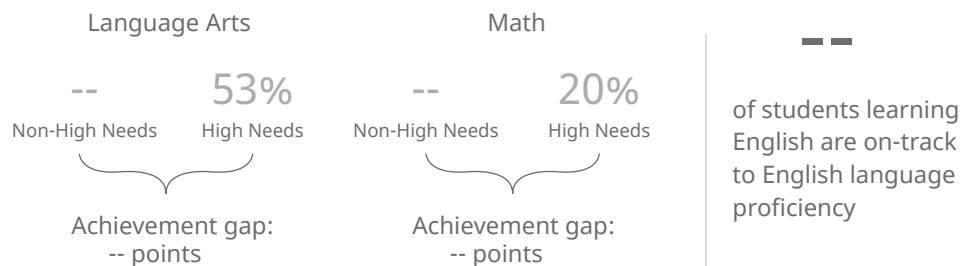
How are students performing compared to others?

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

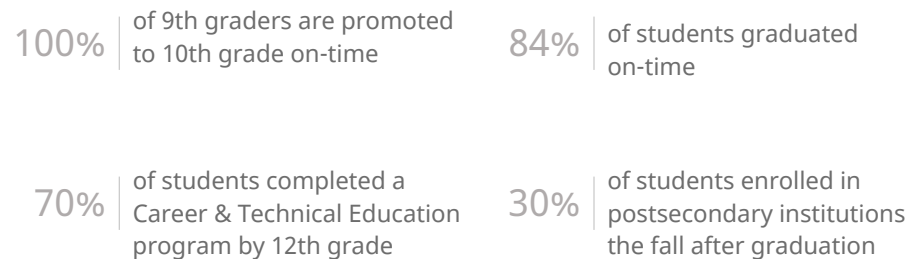


How are student subgroups performing?

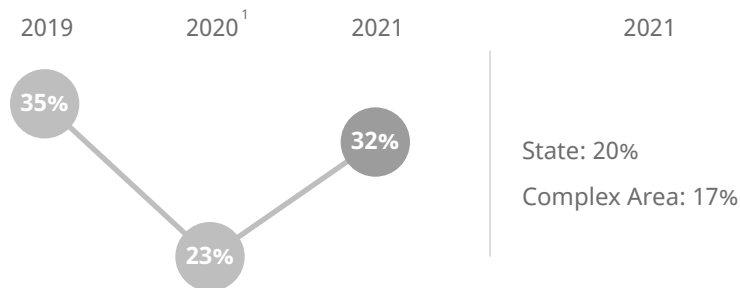
High Needs: English learners, economically disadvantaged, and students receiving special education services. Non-High Needs: All other students.



How many students are prepared for transition?

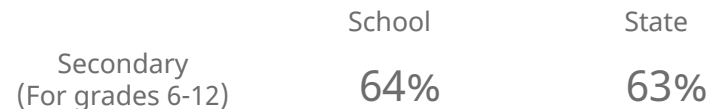


How many students missed 15 or more days of school this year?



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.