Ma’ili Elementary
87-360 Kulaaupuni Street | Oahu | Nanakuli-Waianae Complex Area

THE 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 the Department and Board of Education’s Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.

* IMPORTANT: Due to COVID-19, Hawaii public schools were waived from statewide testing by the U.S. Department of Education. As a result, a number of test-derived results are not available for 2020. Therefore (1) school proficiency rates along with complex area and state proficiency averages, (2) achievement gaps, (3) academic growth, and (4) third and eighth grade literacy are not reported.

** 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 2019 or 2018 which was based on absences through May 1 of each school year.

How are students performing in each subject? Measures the percent of students meeting the standard/who are proficient on state assessments.

Language Arts | Math | Science
---|---|---
29% | 33% | *
27% | 33% | *
21% | 34% | *

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
---|---
* | *
Non-High Needs | High Needs

20% of students learning English are on-track to English language proficiency.

How are students’ academic progress measured? The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ’EO tests show the percent of students making academic growth each year.

<table>
<thead>
<tr>
<th>Smarter Balanced</th>
<th>HSA-Alt</th>
<th>KĀ’EO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Math</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

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

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

2018 | 2019 | 2020** | 2020
---|---|---|---
28% | 22% | ** | 31%
State: 10% | Complex Area: 20%

How do students feel about their school? Measures percent of students reporting positive school climate as measured by the Panorama Student Survey.

<table>
<thead>
<tr>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Elementary (For grades 3-5)</td>
<td>61%</td>
</tr>
<tr>
<td>Secondary (For grades 6-12)</td>
<td>64%</td>
</tr>
</tbody>
</table>

Run date: September 18, 2020
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?

The Strive HI Performance System was designed to account for these factors in student success. Initially created in 2013 by a U.S. Department of Education waiver from certain aspects of the former No Child Left Behind Act, Strive HI has been refocused by the goals and priorities of the 2017-2020 Department of Education and Board of Education Strategic Plan, the governing document for the public education system.

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

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Our Story

At Maʻili Elementary School, we strive to provide our students with a safe and rigorous learning environment that will foster a sense of self-determination and confidence. This will enable them to be literate, understanding, problem-solving members of a global society through technology, social skills, and critical thinking strategies.

Our school's curriculum is Reading Wonders and Stepping Stones Math. Both programs are state-approved, research-based and aligned to the Common Core State Standards. The use of RTI-a and RTI-b ensures that our students receive the necessary academic and behavior supports needed for academic success. 21st century skills are developed and fostered through the use of 1:1 devices as well as project-based learning activities, and extra-curricular opportunities. Professional development and trainings are provided to the teachers and academic support staff on a regular basis by educational consultants and academic coaches. Additionally, we continually seek parent and community involvement through workshops, family nights, and our annual fun fair and May Day celebration.

In March 2015, Maʻili Elementary School received a 6-year accreditation term from the Western Association of Schools and Colleges (WASC) for our on-going commitment to providing a quality education for all students.

About Our School

Principal | Suzie Lee
Grades | K-6
808-697-7150
maili.nwcomplex.org

728 students enrolled

6% of students are English language learners
89% of students are eligible for Free or Reduced Lunch
12% of students receive Special Education services
32% of students receiving Special Education services are in general education classes most of the day
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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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>29%</td>
<td>33%</td>
<td>*</td>
</tr>
<tr>
<td>Math</td>
<td>27%</td>
<td>33%</td>
<td>*</td>
</tr>
<tr>
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<td>34%</td>
<td>*</td>
</tr>
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How are students performing compared to others?
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<th>2019</th>
<th>2020</th>
</tr>
</thead>
</table>
| 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Non-High Needs</th>
<th>High Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>*</td>
<td>*</td>
</tr>
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<th>2019</th>
<th>2020**</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>State: 10%</td>
<td>31%</td>
<td>28%</td>
<td>22%</td>
<td></td>
</tr>
<tr>
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How do students feel about their school?
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<tr>
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<td>61%</td>
<td>70%</td>
</tr>
<tr>
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<td>64%</td>
<td>59%</td>
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