

Pahoa High and Intermediate

15-3038 Pahoa Village Road | Hawai'i | Kau-Keaau-Pahoa 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

Pahoa High and Intermediate provides rigorous standards-based education and tailors interventions to meet students' needs.

Data is shared weekly through professional learning communities, where professional development for educators is also planned.

Through the various electives offered at PHIS, high school students are able to engage with various careers and explore what their future may hold. Through agriculture, digital media, fine arts, culinary arts, construction and Hawaiian studies, students at Pahoa High and Intermediate school receive a well-rounded education that will give them a broader sense of the world at large. We offer dual credit courses, allowing students to earn both high school and college credits and our intermediate school students receive free afterschool online tutoring and a variety of character building activities through Pahoa's ASAS/UPLINK Programs.

As a school, PHIS engages in Multi-tiered Systems of Support (MTSS) that work to fulfill students' behavioral and academic needs. Through these programs, we work with the whole child, focusing on what each student needs in order to be successful inside and outside of the school setting.

To support continued positive strides, the school engages in weekly professional learning communities, academic coaching, mentoring, and on-site school reviews by outside teams made up of teachers and administrators. Classroom teachers are also involved in completing peer observations each month to glean methods and strategies from others while also providing insight to the teachers being informally observed. Finally, all staff members contribute to various committees and student clubs to offer students additional opportunities to connect with each other and the community at large.

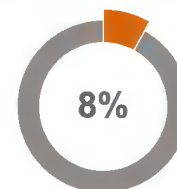
The Pahoa Ohana (faculty/staff, students and community) work collaboratively together through ongoing natural disasters (hurricane, lava, etc.) with resilience and commitment to excellence.

About Our School

Principal | Kim Williamson
Grades | 7-12
808-313-4300
pahoahis.org

713

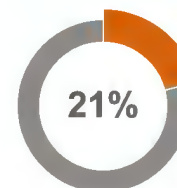
students enrolled



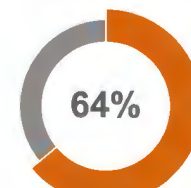
of students are
English learners

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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>



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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.
- Convenient and abundant access to home tests increased identification of positive results (including non-symptomatic cases) resulting in isolation and quarantines within the household.

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.



Pahoa High and Intermediate

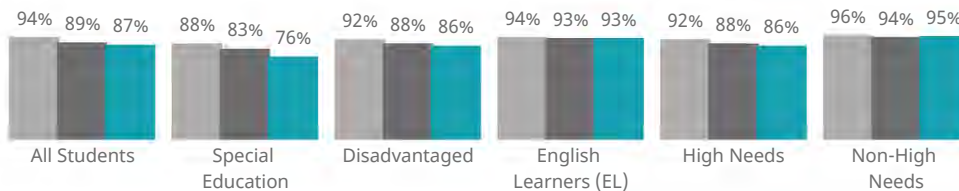
15-3038 Pahoa Village Road | Hawai'i | Kau-Keaau-Pahoa Complex Area

How many students participated in testing?

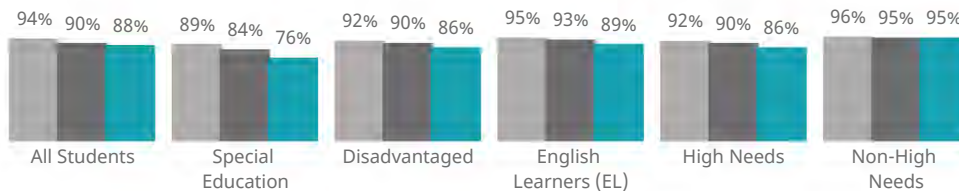
These bar charts display participation rates across language arts, math, and science for All Students and high-needs subgroups. School rates are accompanied by complex area and statewide rates allowing for side-by-side comparisons. Consideration should be given to the following: (A) Participation rates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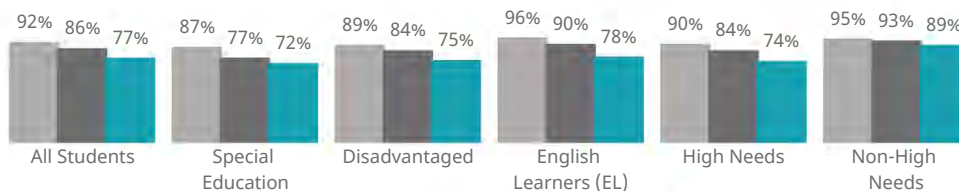
Language Arts Participation - By School, Complex Area, and State



Math Participation - By School, Complex Area, and State

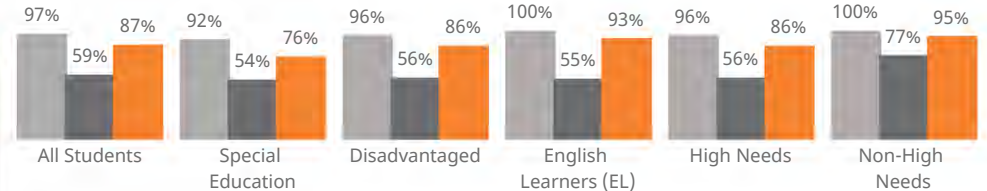


Science Participation - By School, Complex Area, and State

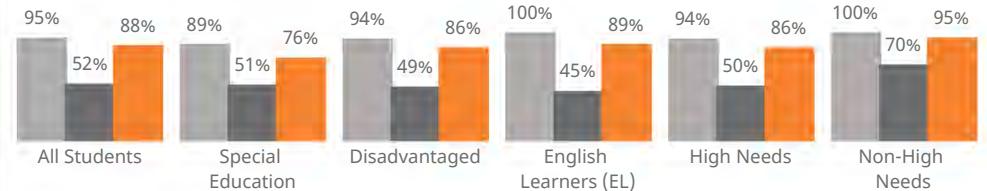


State Complex Area School

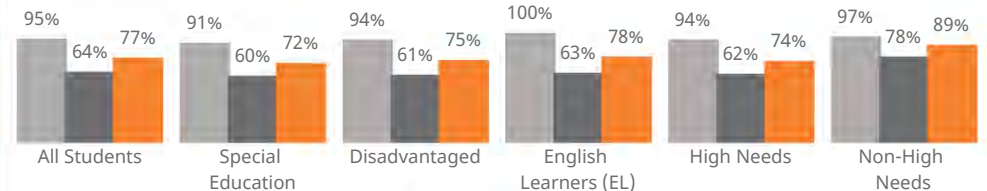
Language Arts Participation - Three-Year Comparison



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Science Participation - Three-Year Comparison



2019 2021 2022



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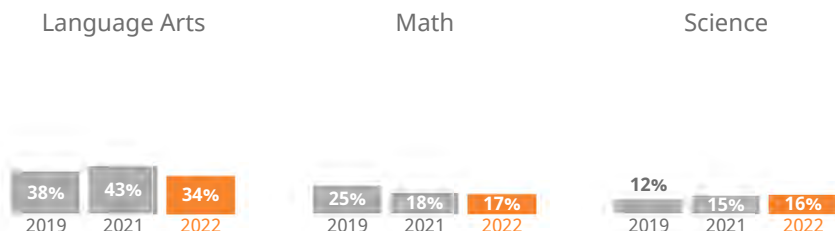
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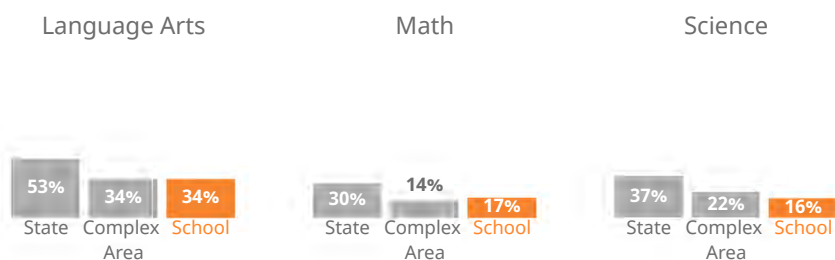
How are students performing in each subject?

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



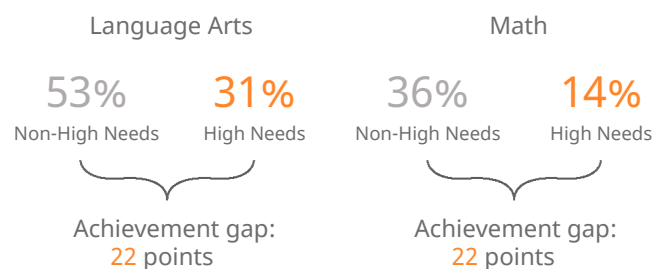
How are students performing compared to others?

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.



7%

of students learning English are **on-track** to English language proficiency

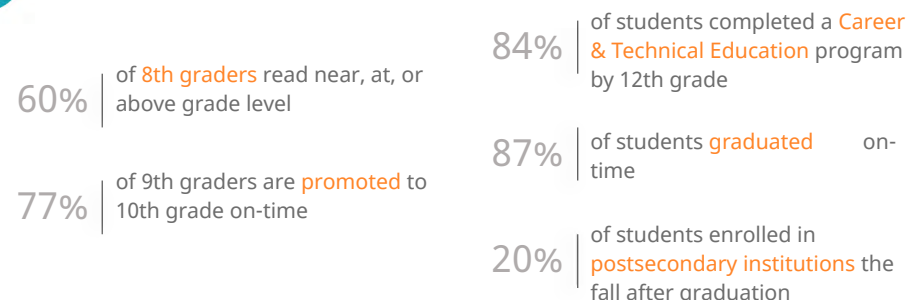


How are students' academic progress measured?

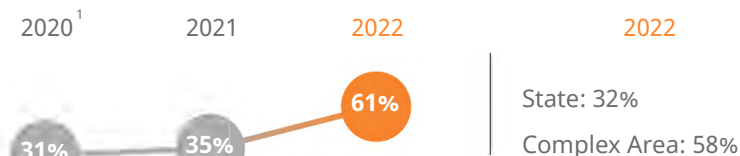
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How many students are prepared for transition?



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.



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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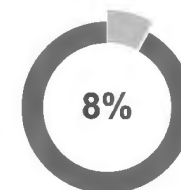
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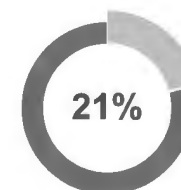
students enrolled



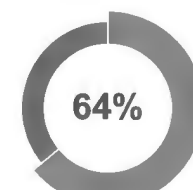
of students are English learners

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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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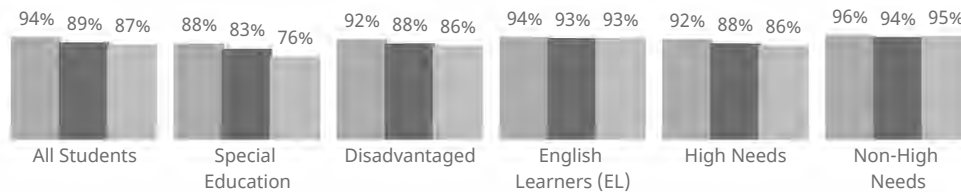
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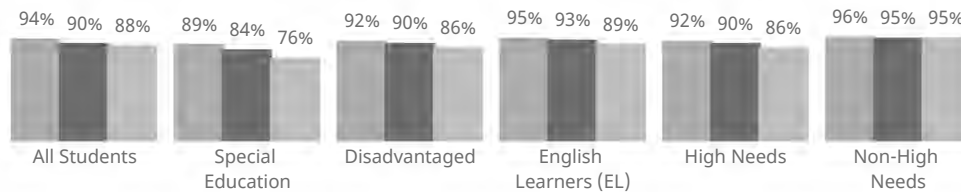
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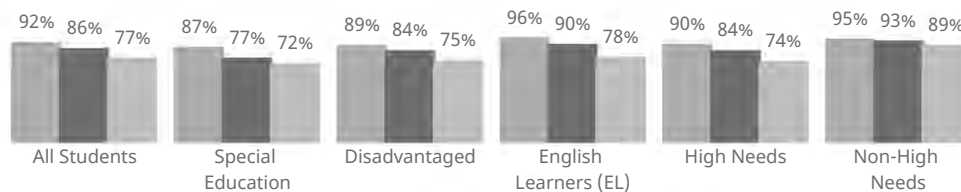
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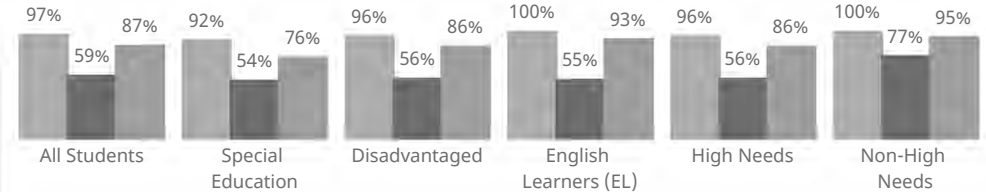


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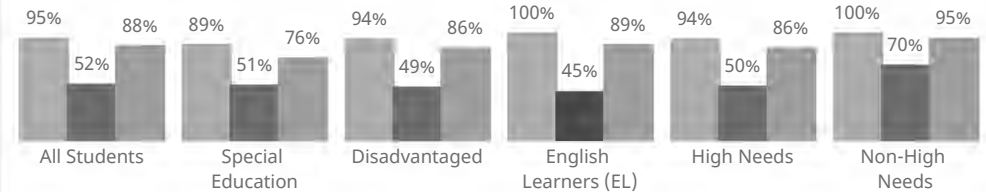


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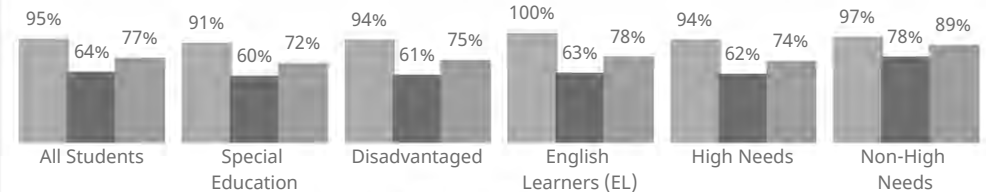
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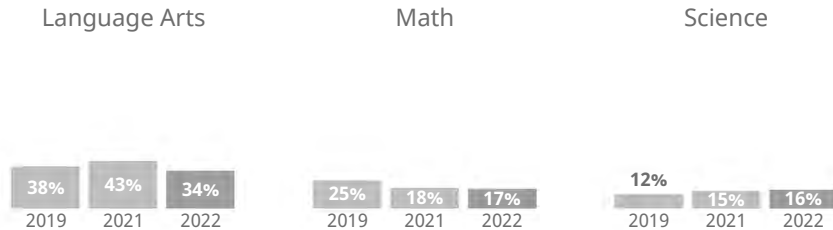
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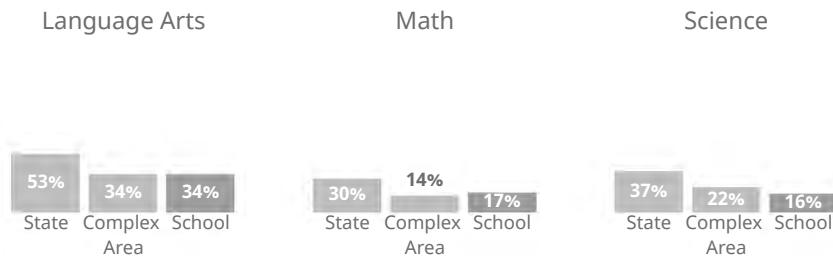
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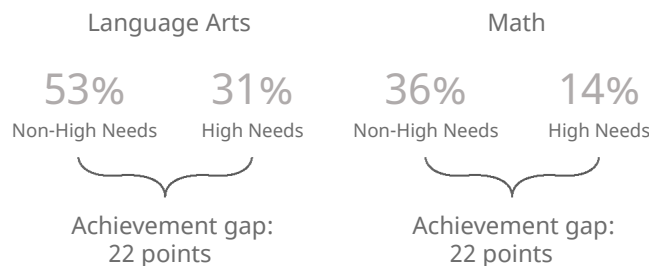
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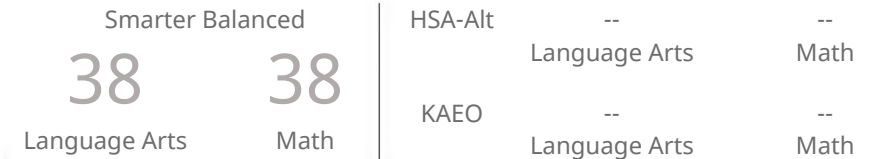
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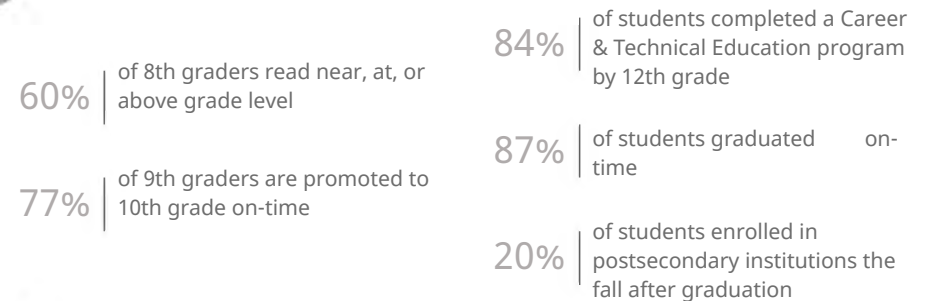


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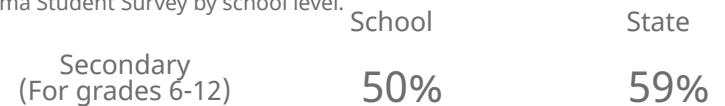


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