Waiakea Intermediate

200 West Puainako Street | Hawai’i | Hilo-Waiakea 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

Waiakea Intermediate vision is to prepare every student with the character and skills necessary to thrive in a modern society. With the adoption of the Common Core State Standards our teachers strive to embed Literacy in all content areas including electives. Waiakea Intermediate utilizes Core Instructional Routines to ensure that all students have an opportunity to engage in rigorous grade level standards through instruction that integrates Speaking, Writing, Reading and Listening.

The school utilizes Positive Behavior Intervention and Support (PBIS) to cultivate and encourage the whole child. PBIS is a schoolwide system of support that include proactive strategies for defining, teaching and supporting appropriate student behavior to create positive school environments.

Teaming is a school organizational structure that we utilizes to create smaller learning communities. It is used to subdivide a large school populations into smaller, autonomous groups of students and teachers to create a more personalized learning environment to better meet the needs of students. Students share the same core teachers and work together in teams.

Some of the co-curricular activities offered by the faculty and staff are concert band, ukulele band, VEX Robotics, Chess Club, track and field, AVID elective, Art Club, Newswriting and Hi Pal basketball.

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?

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

805 students enrolled

6% of students are English learners

54% of students are eligible for Free or Reduced Lunch

13% of students receive special education services

75% of special education students are in general education classes most of the day

Run date: January 20, 2022

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](https://drive.google.com/file/d/1mve1u1iXV6MQW3idks0mEd7la76YB4g2/view?usp=sharing)

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

- All Students: 82%, 84%, 80%
- Special Education: 77%, 78%, 81%
- Disadvantaged: 77%, 78%, 82%
- English Learners (EL): 82%, 83%, 88%
- High Needs: 82%, 79%, 87%
- Non-High Needs: 82%, 87%, 85%

#### Math Participation - By School, Complex Area, and State

- All Students: 82%, 87%, 80%
- Special Education: 78%, 76%, 82%
- Disadvantaged: 78%, 76%, 82%
- English Learners (EL): 83%, 74%, 94%
- High Needs: 79%, 63%, 81%
- Non-High Needs: 87%, 75%, 88%

#### Science Participation - By School, Complex Area, and State

- All Students: 80%, 62%, 82%
- Special Education: 75%, 58%, 79%
- Disadvantaged: 75%, 57%, 81%
- English Learners (EL): 81%, 72%, 86%
- High Needs: 76%, 59%, 80%
- Non-High Needs: 85%, 67%, 85%

#### Language Arts Participation - Three-Year Comparison

- All Students: 99%, 98%, 80%
- Special Education: 96%, 94%, 71%
- Disadvantaged: 96%, 97%, 76%
- English Learners (EL): 99%, 99%, 85%
- High Needs: 98%, 98%, 87%
- Non-High Needs: 99%, 99%, 85%

#### Math Participation - Three-Year Comparison

- All Students: 99%, 98%, 84%
- Special Education: 96%, 92%, 81%
- Disadvantaged: 99%, 98%, 82%
- English Learners (EL): 92%, 96%, 94%
- High Needs: 99%, 98%, 81%
- Non-High Needs: 99%, 99%, 88%

#### Science Participation - Three-Year Comparison

- All Students: 100%, 99%, 82%
- Special Education: 97%, 88%, 78%
- Disadvantaged: 99%, 98%, 79%
- English Learners (EL): 80%, 86%, 80%
- High Needs: 99%, 97%, 80%
- Non-High Needs: 100%, 100%, 85%
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.

3 out of 800
0.3% of students did not have a device for connectivity
State: 1.9%

29 out of 800
3.6% of students did not have internet access
State: 2.8%
## 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>56%</td>
<td>51%</td>
<td>46%</td>
</tr>
<tr>
<td>Math</td>
<td>40%</td>
<td>40%</td>
<td>24%</td>
</tr>
<tr>
<td>Science</td>
<td>37%</td>
<td>31%</td>
<td>25%</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</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>50%</td>
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</tr>
<tr>
<td>Science</td>
<td>33%</td>
<td>24%</td>
<td>25%</td>
</tr>
</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>Group</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-High Needs</td>
<td>64%</td>
<td>32%</td>
</tr>
<tr>
<td>High Needs</td>
<td>36%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Achievement gap: 32 points

## How many 8th graders read on grade level?
75% of 8th 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</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>13%</td>
<td>11%</td>
<td>3%</td>
<td></td>
</tr>
</tbody>
</table>

State: 17%
Complex Area: 6%

## 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>2020</th>
<th>State</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary (6-12)</td>
<td>64%</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></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.
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How many students participated in testing?

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

All Students | Special Education | Disadvantaged | English Learners (EL) | High Needs | Non-High Needs
---|---|---|---|---|---
82% | 64% | 77% | 71% | 77% | 76%
82% | 69% | 87% | 82% | 69% | 78%
87% | 73% | 85% | 87% | 73% | 85%

**Math Participation - By School, Complex Area, and State**

All Students | Special Education | Disadvantaged | English Learners (EL) | High Needs | Non-High Needs
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82% | 67% | 78% | 81% | 78% | 82%
83% | 74% | 94% | 83% | 74% | 94%
87% | 75% | 88% | 87% | 75% | 88%

**Science Participation - By School, Complex Area, and State**

All Students | Special Education | Disadvantaged | English Learners (EL) | High Needs | Non-High Needs
---|---|---|---|---|---
80% | 62% | 75% | 78% | 75% | 79%
81% | 72% | 86% | 81% | 72% | 86%
85% | 67% | 85% | 85% | 67% | 85%

**Language Arts Participation - Three-Year Comparison**

All Students | Special Education | Disadvantaged | English Learners (EL) | High Needs | Non-High Needs
---|---|---|---|---|---
99% | 98% | 80% | 99% | 96% | 74%
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99% | 98% | 80% | 99% | 96% | 74%

**Math Participation - Three-Year Comparison**

All Students | Special Education | Disadvantaged | English Learners (EL) | High Needs | Non-High Needs
---|---|---|---|---|---
99% | 98% | 84% | 99% | 96% | 82%
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**Science Participation - Three-Year Comparison**

All Students | Special Education | Disadvantaged | English Learners (EL) | High Needs | Non-High Needs
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100% | 99% | 82% | 100% | 99% | 82%
97% | 88% | 78% | 97% | 88% | 78%
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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.

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Achievement gap:
32 points for Language Arts
22 points for Math

Achievement gap gap: 2 points to English language proficiency

How many 8th graders read on grade level?
75% of 8th graders read near, at, or above grade level

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

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