Waialua Elementary

67-020 Waialua Beach Road | Oahu | Leilehua-Mililani-Waialua 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

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An afterschool Tech Club and the Library Club provide students community service opportunities.

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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.

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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.

1 out of 476 (0.2%) of students did not have a device for connectivity
State: 1.9%

1 out of 476 (0.2%) of students did not have internet access
State: 2.8%

Source: Office of Information Technology Services (OITS)
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>77%</td>
<td>74%</td>
<td>64%</td>
</tr>
<tr>
<td>Math</td>
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How are students performing compared to others?
Compares the percent of students meeting the standard/who are proficient on state assessments.

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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>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>70%</td>
<td>60%</td>
<td>26%</td>
</tr>
<tr>
<td>Math</td>
<td>70%</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>Achievement gap:</td>
<td>10 points</td>
<td>19 points</td>
<td></td>
</tr>
</tbody>
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How many 3rd graders read on grade level?
89% of 3rd graders read near, at, or above grade level

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

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<td></td>
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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>School Level</th>
<th>Upper Elementary (For grades 3-5)</th>
<th>Secondary (For grades 6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>76%</td>
<td>67%</td>
</tr>
<tr>
<td>State</td>
<td>76%</td>
<td>63%</td>
</tr>
</tbody>
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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.

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

About Our School

Principal | Varissa Pata
Grades | K-6
808-307-2600
www.waialuae.k12.hi.us

465 students enrolled

- 6% of students are English learners
- 50% of students are eligible for Free or Reduced Lunch
- 9% of students receive special education services
- 15% of special education students are in general education classes most of the day

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

- All Students: 91% 94% 99%
- Special Education: 88% 90% 100%
- Disadvantaged: 90% 93% 99%
- English Learners (EL): 93% 94% 100%
- High Needs: 90% 93% 99%
- Non-High Needs: 94% 96% 99%

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

- All Students: 97% 99% 99%
- Special Education: 85% 100% 100%
- Disadvantaged: 97% 99% 99%
- English Learners (EL): 100% 100% 100%
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**Math Participation - By School, Complex Area, and State**

- All Students: 92% 94% 99%
- Special Education: 89% 91% 100%
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**Science Participation - By School, Complex Area, and State**

- All Students: 91% 94% 93%
- Special Education: 88% 88% 100%
- Disadvantaged: 89% 92% 95%
- English Learners (EL): 92% 93% --
- High Needs: 90% 92% 96%
- Non-High Needs: 93% 95% 88%

**Science Participation - Three-Year Comparison**

- All Students: 95% 98% 93%
- Special Education: 88% 100% 96%
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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>Smarter Balanced</th>
<th>HSA-Alt</th>
<th>KAEO</th>
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<tbody>
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<td>--</td>
</tr>
<tr>
<td>Math</td>
<td>51</td>
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State: 16%
Complex Area: 10%

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