Waialua High and Intermediate School's Vision:
Waialua graduates aspire to be well rounded, community minded, and high achieving lifelong learners.

Waialua High and Intermediate School's Mission:
Waialua High and Intermediate School will cultivate partnerships with families and communities to develop well-rounded scholars by promoting high academic achievement, character education and leadership aspirations for all students.

Our School Motto: Dream Big-Work Hard-Make it Happen

We offer Advancement Via Individual Determination (AVID) which promotes a college-going culture and emphasizes school wide strategies such as Focused Note Taking and WICOR.

Our distinguished Robotics program with an emphasis on STEM and application of real world connections is world renowned.

The WHIS exemplary Band program comprises of 50% of our population.

We are a small combination school with individualized instruction that promotes opportunities for success through rigorous academics, extra-curricular activities, and educational partnerships that focus on the whole child.

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?
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)
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.

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.

52 out of 623
8.3%
of students did not have a device for connectivity
State: 1.9%

9 out of 623
1.4%
of students did not have internet access
State: 2.8%
**Waialua High and Intermediate**

67-160 Farrington Highway | Oahu | Leilehua-Mililani-Waialua 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.

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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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>2018</th>
<th>2019</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>50%</td>
<td>55%</td>
<td>62%</td>
</tr>
<tr>
<td>Math</td>
<td>30%</td>
<td>35%</td>
<td>33%</td>
</tr>
<tr>
<td>Science</td>
<td>43%</td>
<td>43%</td>
<td>33%</td>
</tr>
</tbody>
</table>

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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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>State</th>
<th>Complex Area</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>53%</td>
<td>64%</td>
<td>62%</td>
</tr>
<tr>
<td>Math</td>
<td>27%</td>
<td>36%</td>
<td>30%</td>
</tr>
<tr>
<td>Science</td>
<td>34%</td>
<td>45%</td>
<td>33%</td>
</tr>
</tbody>
</table>

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**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>73%</td>
<td>51%</td>
</tr>
<tr>
<td>Math</td>
<td>39%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Achievement gap:
- Language Arts: 22 points
- Math: 17 points

18% of students learning English are on-track to English language proficiency

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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>Subject</th>
<th>Smarter Balanced</th>
<th>HSA-Alt</th>
<th>KAEO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>43</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Math</td>
<td>44</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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**How many students are prepared for transition?**

- 86% of 8th graders read near, at, or above grade level
- 92% of students graduated on-time
- 47% of students enrolled in postsecondary institutions the fall after graduation

- 95% of 9th graders are promoted to 10th grade on-time
- 38% of students completed a Career & Technical Education program by 12th grade

- 47% of students enrolled in postsecondary institutions the fall after graduation

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**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>12%</td>
<td>16%</td>
<td>11%</td>
<td>17%</td>
</tr>
</tbody>
</table>

- State: 19%
- Complex Area: 12%

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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.

- Secondary School (For grades 6-12)
  - School: 65%
  - State: 63%

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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.

Our Students • Our Future • Our Promise

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About Our School
Principal | Christine Alexander
Grades | 7-12
808-307-2400
www.whis.k12.hi.us

635 students enrolled

3% of students are English learners
40% of students are eligible for Free or Reduced Lunch
10% of students receive special education services
33% of special education students are in general education classes most of the day

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

Language Arts Participation - Three-Year Comparison

Math Participation - Three-Year Comparison

Science Participation - Three-Year Comparison

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Run date: January 20, 2022
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- Language Arts: 50% (2018), 55% (2019), 62% (2021)
- Math: 30% (2018), 35% (2019), 30% (2021)
- Science: 43% (2018), 43% (2019), 33% (2021)

How are students performing compared to others?
Compares the percent of students meeting the standard/who are proficient on state assessments.

- Language Arts: 53% (State), 64% (Complex School), 62% (School)
- Math: 27% (State), 36% (Complex School), 30% (School)
- Science: 34% (State), 45% (Complex School), 33% (School)

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:
  - Non-High Needs: 73% (2019), 39% (2021)
  - High Needs: 51% (2019), 22% (2021)
  - Achievement gap: 22 points

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