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The PTSA is a supportive entity of Wilcox Elementary School. Yearly fundraisers are conducted and the proceeds are available to support grade-level projects or school-wide needs.
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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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.

0 out of 767
0% of students did not have a device for connectivity
State: 1.9%

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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>52%</td>
<td>54%</td>
<td>50%</td>
</tr>
<tr>
<td>Math</td>
<td>45%</td>
<td>48%</td>
<td>40%</td>
</tr>
<tr>
<td>Science</td>
<td>57%</td>
<td>46%</td>
<td>40%</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>2018 State</th>
<th>2019 Complex</th>
<th>2021 School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
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<td>40%</td>
</tr>
<tr>
<td>Math</td>
<td>47%</td>
<td>38%</td>
<td>40%</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>Subject</th>
<th>2021 Non-High Needs</th>
<th>2021 High Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>70%</td>
<td>36%</td>
</tr>
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</tr>
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Achievement gap: 34 points

Achievement gap: 36 points

50% of students learning English are on-track to English language proficiency

How many 3rd graders read on grade level?

81% of 3rd 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>7%</td>
<td>6%</td>
<td>12%</td>
<td></td>
</tr>
</tbody>
</table>

State: 16%
Complex Area: 16%

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</th>
<th>2021 State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Elementary (For grades 3-5)</td>
<td>76%</td>
</tr>
</tbody>
</table>

Run date: January 20, 2022
Wilcox Elementary

4319 Hardy Street | Kauai | Kapaa-Kauai-Waimea 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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### Language Arts Participation - By School, Complex Area, and State

- All Students: 91% 95% 88%
- Special Education: 88% 86% 78%
- Disadvantaged: 90% 96% 91%
- English Learners (EL): 93% 97% 96%
- High Needs: 90% 95% 91%
- Non-High Needs: 94% 94% 85%

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

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- Special Education: 89% 85% 78%
- Disadvantaged: 90% 96% 93%
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### Science Participation - By School, Complex Area, and State

- All Students: 91% 94% 86%
- Special Education: 88% 87% 75%
- Disadvantaged: 89% 94% 85%
- English Learners (EL): 92% 98% 100%
- High Needs: 90% 94% 87%
- Non-High Needs: 93% 93% 84%

### Language Arts Participation - Three-Year Comparison

- All Students: 100% 98% 88%
- Special Education: 94% 84% 78%
- Disadvantaged: 100% 99% 91%
- English Learners (EL): 95% 97% 96%
- High Needs: 99% 97% 91%
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### Math Participation - Three-Year Comparison

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### Science Participation - Three-Year Comparison

- All Students: 100% 98% 86%
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<th>Math</th>
<th>Science</th>
</tr>
</thead>
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<tr>
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<td>70%</td>
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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.