

School Accountability Report

Kekaha Elementary

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About This Report

Each year, the Department will publish this Strive HI Accountability Report to provide Hawaii stakeholders with important statewide and school-by-school data.

More information about the Strive HI Performance System can be found at HawaiiPublicSchools.org.

Strive HI: Performance Index and Classification Summary

Hawaii Public Schools School Year 2013–2014 Strive HI School Performance Report

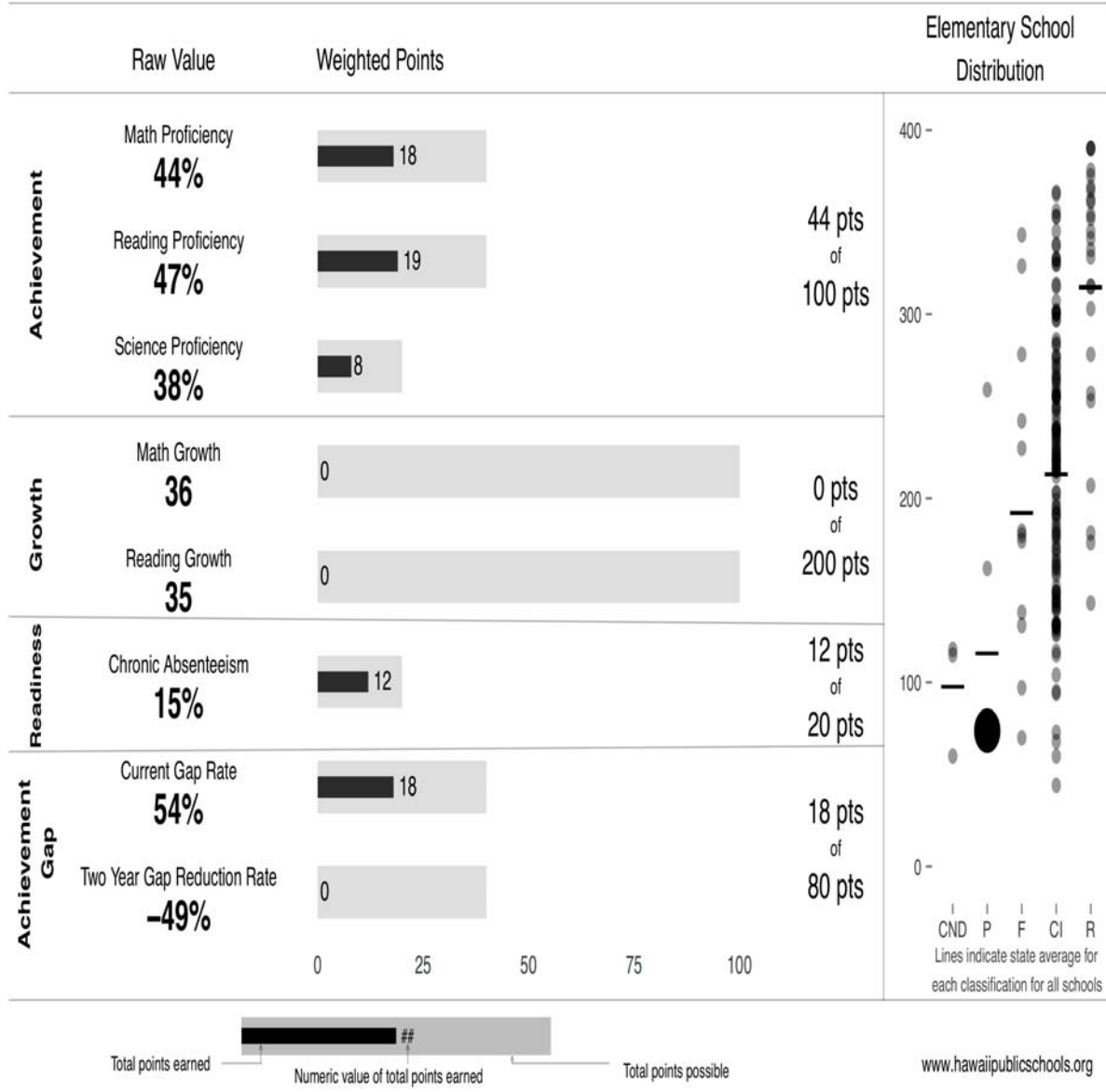
Kekaha Elementary

74 points of 400 points

School Year 2013–2014: Priority

Trigger: Carry Over

School Year 2012–2013: Priority



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Thursday, September 11, 2014 – Final Run

Strive HI: Student Group Performance Report

The Student Group Performance Report disaggregates key outcomes across student subgroups that include economically disadvantaged, disabled, English language learners, and five federally defined race and ethnic groups. In addition, Hawaii provides further breakdowns for Asian, Native Hawaiian, and Pacific Islander to more accurately reflect the State's population demographics.

Based on Strive HI Index scores and key graduation and achievement gap measures, a school is classified into one of five categories: Recognition, Continuous Improvement, Focus, Priority, or Superintendent's Zone. Schools classified as a High Performance Recognition School must meet all targets on its Student Group Performance Reports.

Each school's Student Group Performance Report can be found on the Strive HI section of the Accountability Resource Center of Hawaii (ARCH) webpage (<http://arch.k12.hi.us>).

State Target	Reading				Math				Science			
	Participation		Proficiency		Participation		Proficiency		Participation		Proficiency	
	95%		70%		95%		56%		95%		32%	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
State: All Students	99%		69%		99%		59%		97%		40%	
All Students	100%	Yes	47%	No	100%	Yes	44%	No	100%	Yes	38%	Yes
Disadvantaged	100%	Yes	33%	No	100%	Yes	33%	No	100%	Yes	28%	No
Disabled (SPED)		n/a		n/a		n/a		n/a		n/a		n/a
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a
Asian/Pacific Islander	100%	Yes	43%	No	100%	Yes	42%	No	100%	Yes	32%	Yes
Black		n/a		n/a		n/a		n/a		n/a		n/a
Hispanic		n/a		n/a		n/a		n/a		n/a		n/a
Native American		n/a		n/a		n/a		n/a		n/a		n/a
White		n/a		n/a		n/a		n/a		n/a		n/a
Asian		n/a		n/a		n/a		n/a		n/a		n/a
Native Hawaiian	100%	Yes	34%	No	100%	Yes	40%	No	100%	Yes	25%	No
Pacific Islander		n/a		n/a		n/a		n/a		n/a		n/a
High Needs	100%	Yes	34%	No	100%	Yes	34%	No	100%	Yes	29%	No
Non High Needs	100%	Yes	79%	Yes	100%	Yes	70%	Yes		n/a		n/a

Source of Displayed Percentage Value

- i ELL and ELL Exits Proficiency Rate
- ii SPED and SPED Exits Proficiency Rate

Notes: Reported proficiency rates are actual, unadjusted rates. Proficiency rates on this report may differ from the Strive HI Index and Classification Report due to a participation rate penalty applied to some low participation rate schools under Strive HI calculations.

If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

Cells with too few students (less than 40) are designated "n/a" due to reliability concerns.

Strive HI accountability proficiency results may differ from assessment proficiency results. Only students enrolled in the school for a full school year are included in Strive HI accountability results for proficiency.

Retention Rates

The elementary school retention rate are based on the percent of students, excluding kindergarteners, who are not promoted to the next grade level. Middle and Intermediate retention rates are based on the percent of 8th grade students who are not promoted to 9th grade the following year. A low retention rate is desired.

Performance Target	Retention	
	Elementary ≤ 2%	
	%	Met?
State: All Students	0%	
All Students	0%	Yes
Disadvantaged	0%	Yes
Disabled (SPED)	0%	Yes
Limited English (ELL)	4%	No
Asian/Pacific Islander	0%	Yes
Black	0%	Yes
Hispanic	0%	Yes
Native American	0%	Yes
White	0%	Yes
Asian	0%	Yes
Native Hawaiian	1%	Yes
Pacific Islander	0%	Yes
High Needs	0%	Yes
Non High Needs	0%	Yes

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

Student Group Assessment Results

Assessment Results

	Reading					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	100%	48%	20%	33%	23%	24%
Disadvantaged	100%	34%	27%	39%	22%	12%
Disabled (SPED)	100%	4%	52%	43%	*	4%
Limited English (ELL)	*	*	*	*	*	*
Asian/Pacific Islander	100%	44%	22%	35%	25%	19%
Black	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Native American	*	*	*	*	*	*
White	100%	64%	8%	28%	16%	48%
Asian	100%	64%	10%	26%	38%	26%
Native Hawaiian	100%	36%	26%	39%	19%	17%
Pacific Islander	*	*	*	*	*	*
Male	100%	47%	24%	29%	24%	24%
Female	100%	48%	16%	36%	23%	25%
Migrant	100%	8%	46%	46%	8%	*
AA Students	*	*	*	*	*	*
High Needs	100%	35%	28%	38%	23%	13%
Non High Needs	100%	79%	*	21%	25%	54%

Notes: The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.

In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflects the State's population demographics.

If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in reading.

Grade	Reading % Proficient	
	2012-13	2013-14
3	51%	49%
4	52%	47%
5	52%	47%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment Results

	Math					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	100%	45%	26%	29%	38%	7%
Disadvantaged	100%	33%	31%	36%	31%	2%
Disabled (SPED)	100%	4%	78%	17%	4%	*
Limited English (ELL)	*	*	*	*	*	*
Asian/Pacific Islander	100%	42%	29%	29%	36%	6%
Black	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Native American	*	*	*	*	*	*
White	100%	56%	8%	36%	44%	12%
Asian	100%	49%	18%	33%	38%	10%
Native Hawaiian	100%	41%	34%	24%	37%	4%
Pacific Islander	*	*	*	*	*	*
Male	100%	46%	27%	27%	36%	9%
Female	100%	43%	25%	31%	40%	4%
Migrant	100%	38%	31%	31%	38%	*
AA Students	*	*	*	*	*	*
High Needs	100%	34%	33%	33%	33%	2%
Non High Needs	100%	71%	10%	19%	52%	19%

Notes: The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.
 In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflect the State's population demographics.
 If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).
 If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in math.

Grade	Math % Proficient	
	2012-13	2013-14
3	44%	51%
4	38%	39%
5	38%	47%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).
 If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment Results

	Science					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	100%	40%	8%	51%	35%	6%
Disadvantaged	100%	31%	12%	57%	29%	2%
Disabled (SPED)	100%	10%	30%	60%	10%	*
Limited English (ELL)	*	*	*	*	*	*
Asian/Pacific Islander	100%	34%	10%	56%	27%	7%
Black	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Native American	n/a	n/a	n/a	n/a	n/a	n/a
White	*	*	*	*	*	*
Asian	100%	47%	*	53%	47%	*
Native Hawaiian	100%	28%	12%	60%	19%	9%
Pacific Islander	*	*	*	*	*	*
Male	100%	47%	11%	42%	42%	6%
Female	100%	33%	6%	61%	28%	6%
Migrant	*	*	*	*	*	*
AA Students	n/a	n/a	n/a	n/a	n/a	n/a
High Needs	100%	33%	11%	56%	31%	2%
Non High Needs	100%	65%	*	35%	47%	18%

Notes. The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.
 In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflects the State's population demographics.
 If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).
 If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in science.

Grade	Science % Proficient	
	2012-13	2013-14
4	42%	40%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).
 If the number of students is too small, the figure is not calculated and is noted with an "n/a."

College-Going and College Credit-Accumulation by Student Group

College-going and college credit-accumulation rates are report by: (a) all students, (b) economically disadvantaged, (c) students with disabilities, (d) English language learners, (e) seven federal race/ethnicity categories, and (f) gender.

College-Going: Counts are based on students who graduate from high school, who then enroll in an institution of higher education (IHE) within 16 months of receiving a regular high school diploma. Source data are compiled by the National Student Clearinghouse. The cohort represents the 2011-12 school year.

Credit-Accumulation: Counts are based on students who graduate from high school, who then enroll in the University of Hawaii system within 16 months of receiving a regular high school diploma and complete at least one year's worth of college credit (applicable toward a degree) within two years of enrollment. Source data are from the Hawaii P-20 Partnership for Education (Hawaii P-20) program. The cohort represents the 2009-10 school year.

College-Going and College Credit-Accumulation is not applicable for this school.

Teacher Qualifications

The percentages of all public elementary and secondary teachers in the State of Hawaii who have the following types of professional qualifications are reported below.

	Full License	Emergency Hire (CTE, Niihau & Emergency Hire Special Permits)
2011-12	92%	8%
2012-13	100%	0%
2013-14	100%	0%

Notes: Due to rounding, the percentages may not sum to 100%
CTE = Career Technical Education.

Full License

A fully licensed teacher has at least a baccalaureate degree; has completed a State Approved Teacher Education Program (SATEP); has passed Praxis tests (or equivalent) and has a teacher licensure issued by the Hawaii Teacher Standards Board.

Emergency Hire

Teachers with at least a baccalaureate degree may be hired on an emergency basis when there is a position for which fully licensed teachers are not available. A teacher on emergency hire status must annually demonstrate active pursuit of obtaining a Hawaii teacher license. Emergency hires are teachers who have not met the full requirements of licensure.

Classes Not Taught By Highly Qualified Teachers

Below is the percentage of core academic content classes at the school not taught by "highly qualified" teachers as defined under ESEA (Elementary and Secondary Education Act).

	Percent	
Classes Not Taught by Highly Qualified Teachers	2011-12	5%
	2012-13	1%
	2013-14	0%

Note. The procedures and decision rules regarding the collection and summarizing of this type of data have been revised from year-to-year. Thus, comparisons between years should not be made at this time.

To comply with ESEA requirements, a teacher who is highly qualified is defined as a teacher who:

- 1) Holds at least a baccalaureate degree; and
- 2) Is fully licensed by the Hawaii Teacher Standards Board; and
- 3a) Has passed a state required test of subject matter knowledge in each core academic subject taught;
or
- 3b) Has a major (or the equivalent of a major which is 30 semester hours) in each core academic subject area taught; and
- 4) Is properly assigned at the grade levels for which the teacher is licensed.

There is an exception in ESEA that recognizes teachers participating in certain alternative routes to licensure.

National Assessment of Educational Progress (NAEP) Mathematics and Reading Results for Hawaii

The NAEP or National Assessment of Educational Progress is a state-by-state assessment of students in grades 4 and 8. It is the only test in the United States that provides comparison of the performance of students in Hawaii with the performance of students nationally. All states, the District of Columbia, and the Department of Defense Schools participate in mathematics and reading assessments every two years, with 2012-13 being the most recent year for the NAEP.

NAEP differs from the Hawaii State Assessment (HSA). NAEP remains a paper-and-pencil assessment. NAEP standards may or may not align with the standards assessed on the HSA. NAEP results are based on samples of students across Hawaii public and public charter schools rather than including all grade 4 and grade 8 students.

The tables on the following pages provide data on NAEP achievement levels by student group. The NAEP organizes results along the following "achievement levels:" Advanced (A), at and above Proficient (P+), at and above Basic (B+), and Below Basic (BB). NAEP defines Advanced as "superior performance. Proficient represents "...solid academic performance [in which] students have demonstrated competency over challenging subject matter." NAEP defines Basic as "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade."

The graphs on the right side of the next pages illustrate Hawaii and national trends. These trend graphs mostly indicate gains, in which gaps between Hawaii scores or percentages and those of public schools nationally have narrowed. For mathematics, Hawaii's fourth-graders not only bridged the gaps, but soared above the national averages in scale score, percent of students achieving at or above Proficient, and percent of students achieving at or above Basic. In regard to average scale score, in 2011, Hawaii was the only state to make statistically significant gains in all four subjects. In 2013, Hawaii was one of four states plus the Department of Defense Schools and the District of Columbia to make significant gains in three or more of the four assessments.

In addition to data pertaining to All Students, there are student subgroups that include economically disadvantaged as measured by eligibility for free or reduced-price lunch, disabled or students with an Individual Education Plan, English-language learners, and students grouped by placement in one of the federal ethnicity/race categories. This year's report also includes exclusion rates.



Notes. (A) # = Rounds to Zero. (B) Percentages reported under achievement levels P+ and B+ are cumulative. P+ reflects those students who are Advanced or Proficient. B+ reflects those students who are Advanced, Proficient, or Basic (See prior page for specific definitions of NAEP achievement levels). (C) + = Too few to allow release of data.



Notes. (A) # = Rounds to Zero. (B) Percentages reported under achievement levels **P+** and **B+** are cumulative. **P+** reflects those students who are Advanced or Proficient. **B+** reflects those students who are Advanced, Proficient, or Basic (See prior page for specific definitions of NAEP achievement levels). (C) + = Too few to allow release of data.