



About Strive HI

The Hawai'i State Department of Education releases an annual report on the performance of the state's public schools, known as Strive HI. This report informs educators, parents, community members, and policymakers, of progress on the student learning goals outlined in the Board-approved Strategic Plan.

For Strive HI reports about statewide performance, other schools and technical information, visit <https://hawaiipublicschools.org/about/organization/strive-hi-dashboard/>.

For more information about the 2023-29 Strategic Plan, visit <https://go.hidoe.us/2023-29-Strategic-Plan>.

Additional reports about schools are available at <https://arch.k12.hi.us> or at school's websites.

This report is produced by the Hawai'i State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

2024-25 Strive HI School Performance Report

Ka'ala Elementary School

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	309	84%
Special Education	56	15%
English Learners	58	16%

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	24	7%
Black	6	2%
Filipino	88	24%
Hispanic	8	2%
Native Hawaiian	112	31%
Pacific Islander	96	26%
White	28	8%

Our Story

Ka'ala Elementary School (KES), named after the highest peak on O'ahu, is a fully accredited school serving a rural community with a strong sense of school pride. Despite socioeconomic challenges, KES strives to provide its diverse student body with a safe and supportive learning environment, fostering a love of learning and opportunities to thrive. The school is guided by the Western Association of Schools and Colleges (WASC), utilizing the Hawaii General Learner Outcomes and Common Core standards to prioritize student achievement. KES addresses attendance challenges stemming from the COVID-19 pandemic by offering programs like A+ tutoring, gardening club, and Zspace exploration, all while utilizing data analysis, community input, and the accreditation process to focus on student achievement, multi-tiered systems of support, special education, English learners, and technology/innovation.

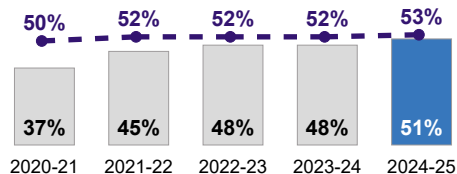
Our School

Grades	K-5
Enrollment	367
Principal	Leighton Nakamoto
Phone	808-305-3900

Website: <https://www.kaalajrmules.org>

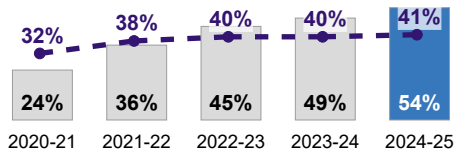
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



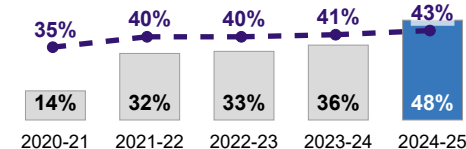
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

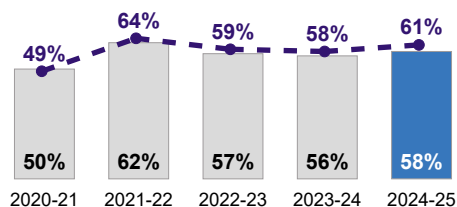
Percent of students demonstrating proficiency on statewide science assessments.



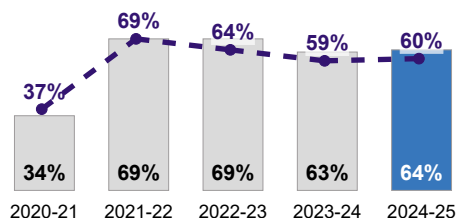
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

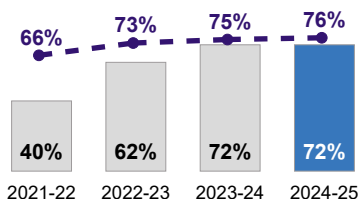


Math



Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available




Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

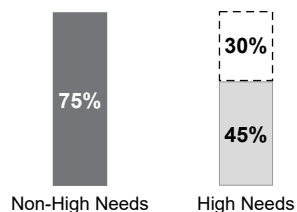
-- Data Not Available

-- Data is unavailable, not applicable, or suppressed. [#] Percentages may not be exact due to rounding.

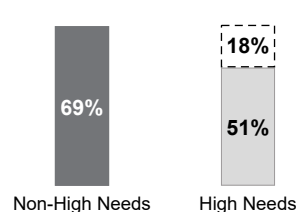
Equity in Student Learning[#]

-  **Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
-  **High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
-  **Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.

Language Arts



Math



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>