THE 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 the Department and Board of Education’s Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.

### How are students performing in each subject?
Measure the percent of students meeting the standard/who are proficient on state assessments.

<table>
<thead>
<tr>
<th>Subject</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>44%</td>
<td>38%</td>
<td>41%</td>
</tr>
<tr>
<td>Math</td>
<td>14%</td>
<td>13%</td>
<td>18%</td>
</tr>
<tr>
<td>Science</td>
<td>32%</td>
<td>15%</td>
<td>20%</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>State</th>
<th>Complex Area</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>54%</td>
<td>--</td>
<td>41%</td>
</tr>
<tr>
<td>Math</td>
<td>43%</td>
<td>--</td>
<td>18%</td>
</tr>
<tr>
<td>Science</td>
<td>44%</td>
<td>--</td>
<td>50%</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>Non-High Needs</th>
<th>High Needs</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>47%</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Math</td>
<td>20%</td>
<td>13%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Achievement gap: 22 points (English) to English language proficiency

### How are students’ academic progress measured?
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ‘EO tests show the percent of students making academic growth each year.

<table>
<thead>
<tr>
<th>Source</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced</td>
<td>38%</td>
<td>43%</td>
</tr>
<tr>
<td>HSA-Alt</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>KĀ‘EO</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### How many students are prepared for transition?

- Of 8th graders reading near, at, or above grade level: 84% of students graduated on-time
- Of 9th graders promoted to 10th grade on-time: --
- Of students enrolled in postsecondary institutions the fall after graduation: --

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

- 2017: 17%
- 2018: 14%
- 2019: 20%
- State: 15%
- Complex Area: --

### How do students feel about their school?
Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

- Of students feel positively about their school: --
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?

The Strive HI Performance System was designed to account for these factors in student success. Initially created in 2013 by a U.S. Department of Education waiver from certain aspects of the former No Child Left Behind Act, Strive HI has been refocused by the goals and priorities of the 2017-2020 Department of Education and Board of Education Strategic Plan, the governing document for the public education system.

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

Hālau Kū Māna PCS
2101 Makiki Heights Drive, Honolulu, Hawaii | Oahu | Charter Schools

Our Story

Hālau Ku Mana's (HKM) vision is to facilitate individual and community healing and empowerment by fostering lifelong learners who think, feel and act in ways that are pono for recognizing strengths and addressing challenges as they seek positive, systemic change in their local, regional and global communities. Our educational program seeks integrate Hawaiian cultural perspectives, practices and values with academic content and skills to best equip our graduates to have post secondary choices. Our school strives to accomplish this through our tri-fold mission:

1) Ho'okumu – Foster a sense of esteem, stewardship and kuleana to the 'āina, our communities and ourselves, through grounding in the ancestral knowledges and practices of Hawai‘i and the academic skills necessary to excel in the 21st century.

2) Ho'okele – Explore and inquire in ways that build upon our ancestral wisdom and bridge to other communities and cultures in a harmonious manner, thus moving toward our highest personal and community goals.

3) Ho’omanā – Provide sustenance and empowerment for ourselves and our communities by striving for high academic, cultural, social, environmental, and economic standards, thus nourishing all piko (centers) – cognitive, emotional, spiritual, and physical.

About Our School

Principal | Keoni Brandon Bunag
Grades | 4-12
808-945-1600
www.halaukumana.org

140 students enrolled

- - 

19% of students are English language learners

14% of students are eligible for Free or Reduced Lunch

90% of students receive Special Education services

of students receiving Special Education services are in general education classes most of the day
How are students performing in each subject?
Measures the percent of students meeting the standard/who are proficient on state assessments.

- **Language Arts**
  - 2017: 44%
  - 2018: 38%
  - 2019: 41%

- **Math**
  - 2017: 14%
  - 2018: 13%
  - 2019: 18%

- **Science**
  - 2017: 32%
  - 2018: 15%
  - 2019: 50%

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

- **Language Arts**
  - State: 54%
  - Complex Area: --
  - School: 41%

- **Math**
  - State: 43%
  - Complex Area: --
  - School: 18%

- **Science**
  - State: 44%
  - Complex Area: --
  - School: 50%

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: 47%
  - High Needs: 25%

- **Math**
  - Non-High Needs: 20%
  - High Needs: 13%

Achievement gap: 22 points
Achievement gap: 8 points

How are students’ academic progress measured?
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ’EO tests show the percent of students making academic growth each year.

- **Language Arts**
  - Smarter Balanced: 38%
  - HSA-Alt: 32%
  - KĀ’EO: 50%

- **Math**
  - Smarter Balanced: 43%
  - HSA-Alt: --
  - KĀ’EO: --

How many students are prepared for transition?

- **3rd graders read near, at, or above grade level**
  - State: --
  - Complex Area: --
  - School: --

- **8th graders read near, at, or above grade level**
  - State: --
  - Complex Area: --
  - School: 84%

- **9th graders are promoted to 10th grade on-time**
  - State: --
  - Complex Area: --
  - School: --

- **Students enrolled in postsecondary institutions the fall after graduation**
  - State: 84%
  - Complex Area: --
  - School: --

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

<table>
<thead>
<tr>
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<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
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<tbody>
<tr>
<td>State: 15%</td>
<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 Tripod Student Perception Survey.

- **Students feel positively about their school**
  - State: 15%
  - Complex Area: --
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