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

- **Language Arts**
  - 2017: 69%
  - 2018: 73%
  - 2019: 77%

- **Math**
  - 2017: 64%
  - 2018: 68%
  - 2019: 70%

- **Science**
  - 2017: 85%
  - 2018: 73%
  - 2019: 83%

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: 59%
  - School: 77%

- **Math**
  - State: 49%
  - Complex Area: 57%
  - School: 70%

- **Science**
  - State: 58%
  - Complex Area: 63%
  - School: 83%

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: 88%
  - High Needs: 53%
  - Achievement gap: 34 points

- **Math**
  - Non-High Needs: 79%
  - High Needs: 50%
  - Achievement gap: 29 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.

- **Smarter Balanced**
  - Language Arts: 45%
  - Math: 61%

- **HSA-Alt & KĀ‘EO**
  - Language Arts: --
  - Math: --

How many 3rd graders read on grade level?
91% of 3rd graders read near, at, or above grade level.

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

- 2017: 3%
- 2018: 2%
- 2019: 2%

State: 13%
Complex Area: 11%

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

52% of students learning English are on-track to English language proficiency.

78% 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.

Our Story

Hokulani Elementary provides whole-child, integrated learning opportunities for our students. We believe that art, music, and movement all help children learn and seek out partnerships that will support this vision. An inclusive community has been created where all learners are welcomed into the general education setting. We do this because ALL means ALL.

We are an art integration school, incorporating art in instructional methods, student assessment choice, and to increase literacy. Building a community in which we all feel physically, emotionally, socially, and intellectually safety is important to us. We do this by practicing inquiry and understanding through a blended approach of Philosophy for Children, Choose Love curriculum, and being explicit about expectations. Our objective is to raise kind, creative thinkers through the practice of life-enhancing habits such as being curious, listening carefully, using input from others, problem solving, and caring for and about others.

Hokulani also offers a range of learning opportunities for all children that incorporate physical education, music, art, drama, Hawaiian, digital literacy, Spanish, and Guidance/Choose Love. We do this to honor the various strengths of our students and to provide a balanced approach to education. While some of these enhancements are integrated in the classroom, others are offered during "Specials" (Music, Hawaiian/Digital Literacy, Spanish) time. We also offer co-curricular opportunities for students based on their interests. Some of the after school programs we have are art, violin, robotics, choir, yearbook, math club, and speech club.

Finally, we are all working to empower students to be involved in their learning by engaging them in co-constructing criteria, data analysis, problem-based learning, and regularly using reflective practices and goal setting. We strongly believe that students should learn to articulate their thinking and encourage them to engage in civic action, serve their community, and become stewards of the environment.

Learn more at http://bit.ly/StriveHISystem
Hōkūlani Elementary
2940 Kamakini Street, Honolulu, Hawaii | Oahu | Kaimuki-McKinley-Roosevelt Complex Area

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?
Measures the percent of students meeting the standard/who are proficient on state assessments.

<table>
<thead>
<tr>
<th>Subject</th>
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<th>2018</th>
<th>2019</th>
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<tbody>
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Run date: September 11, 2019
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