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.

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

How are student subgroups performing?
High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

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.

How many 3rd & 8th graders read on grade level?
83% of 3rd graders read near, at, or above grade level
85% of 8th graders read near, at, or above grade level

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

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

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**Innovations PCS**
75-5815 Queen Kaahumanu Highway, Kailua-Kona, Hawaii | Hawaii | Charter Schools

**Our Story**
The mission of Innovations Public Charter School is to provide the highest quality education to the children of West Hawaii through innovative teaching techniques that meet the needs of every learner.

Our vision is to educate the whole child – body, mind and spirit – through a team approach to child centered learning.

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**About Our School**
Principal | Jennifer Hiro
Grades | K-8
808-327-6205
www.ipcs.info

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239 students enrolled

- 1% of students are English language learners
- 56% of students are eligible for Free or Reduced Lunch
- 5% of students receive Special Education services
- 9% 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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>68%</td>
<td>57%</td>
<td>52%</td>
</tr>
<tr>
<td>2017</td>
<td>64%</td>
<td>49%</td>
<td>42%</td>
</tr>
<tr>
<td>2018</td>
<td>65%</td>
<td>54%</td>
<td>49%</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>Year</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>54%</td>
<td>44%</td>
<td>51%</td>
</tr>
<tr>
<td>Complex Area</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>School</td>
<td>65%</td>
<td>54%</td>
<td>49%</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>Year</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-High Needs</td>
<td>84%</td>
<td>74%</td>
</tr>
<tr>
<td>High Needs</td>
<td>54%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Achievement gap: 29 points
Achievement gap: 31 points

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

88% of students feel positively about their school

**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>Year</th>
<th>Smarter Balanced</th>
<th>HSA-Alt &amp; KĀ‘EO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>58</td>
<td>--</td>
</tr>
<tr>
<td>Math</td>
<td>55</td>
<td>--</td>
</tr>
</tbody>
</table>

**How many 3rd & 8th graders read on grade level?**

83% of 3rd graders read near, at, or above grade level
85% of 8th 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>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>3%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Complex Area</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

State: 13%
Complex Area: --


Run date: December 13, 2018
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?

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