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>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>72%</td>
<td>68%</td>
<td>59%</td>
</tr>
<tr>
<td>Math</td>
<td>60%</td>
<td>58%</td>
<td>60%</td>
</tr>
<tr>
<td>Science</td>
<td>70%</td>
<td>76%</td>
<td>54%</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>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>51%</td>
<td>52%</td>
<td>59%</td>
</tr>
<tr>
<td>Math</td>
<td>48%</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>Science</td>
<td>58%</td>
<td>61%</td>
<td>54%</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>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>70%</td>
<td>39%</td>
</tr>
<tr>
<td>Math</td>
<td>70%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Achievement gap: 30 points

Achievement gap: 30 points

How many 3rd graders read on grade level?
69% of 3rd 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>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>State: 13%</td>
<td>9%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Complex Area: 13%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do students feel safe at this school?
Measures student responses on the Safety dimension of the School Quality Survey.

<table>
<thead>
<tr>
<th>How students feel about their safety</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>Neutral</td>
</tr>
<tr>
<td>75%</td>
<td>17%</td>
</tr>
</tbody>
</table>

SY 2016-2017
Run date: September 10, 2017
Kaneohe Elementary
45-495 Kamehameha Highway, Kaneohe, Hawaii | Oahu | Castle-Kahuku Complex Area

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 Strategic Plan provides a common foundation of expectations and supports for public education, centering on closing the achievement gap to ensure equity and excellence in our schools.

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

Our Story
Kāne‘ohe Elementary School inspires students to embrace learning and discover their passions.

Founded in 1956, Kāne‘ohe Elementary enjoys a long tradition of providing our students with a well-rounded education, thus providing an impetus for learning. For example, we offer a variety of enrichment activities including Castle Speech Festival, Castle Performing Arts Program, VEX Robotics, fine arts, world languages, violin, chorus, hula, inter school athletics, Navy Partners Physical Education classes, student council and Junior Patrol Officer program.

On the heels of celebrating our school’s 60th anniversary, our staff enhanced this tradition by making a commitment to helping all students learn at high levels by any means necessary. This is manifested in our efforts to personalize learning via differentiating the curricula, providing small group instruction, and conducting individual assessments.

We also engage partners in realizing our commitment to students. Along with King Intermediate, Castle High School, the University of Hawaii, the Castle Foundation and the Pacific American Foundation, we are developing an Engineering Pipeline. The aim of this pipeline is to inspire students to consider a career in the engineering field while learning to utilize the Engineering Design Process to rigorously solve everyday problems.

The Strategic Plan
The Strategic Plan describes shared objectives for equity and excellence for every child. To measure progress on the Strategic Plan, we report on key statewide success indicators. These indicators represent the health of public education, focusing on those which have greatest impact on student success, as well as state and federal requirements. They do not comprehensively represent the diverse measures of success valued by our nearly 300 schools. Schools address their unique approach to indicators through their Academic and Financial Plans and charter school contracts. Learn more at http://bit.ly/1WggQrl

About Our School
Principal | Derek Minakami
Grades | K-6
808-233-5633
www.kaneohe.hidoe.us

640 students enrolled

- 1% of students are English language learners
- 30% of students are eligible for Free or Reduced Lunch
- 7% of students receive Special Education services
- 59% 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**
  - 2015: 72%
  - 2016: 68%
  - 2017: 59%

- **Math**
  - 2015: 60%
  - 2016: 58%
  - 2017: 60%

- **Science**
  - 2015: 70%
  - 2016: 76%
  - 2017: 54%

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

- **Language Arts**
  - State: 51%
  - Complex Area: 52%
  - School: 59%

- **Math**
  - State: 48%
  - Complex Area: 50%
  - School: 60%

- **Science**
  - State: 58%
  - Complex Area: 61%
  - School: 54%

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: 70%
  - High Needs: 39%

- **Math**
  - Non-High Needs: 70%
  - High Needs: 40%

Achievement gap: 30 points of students learning English are on-track to English language proficiency.

How do students' progress compare to their peers’?
The Median Growth Percentile (MGP) shows the relative progress of the average student on state assessments. For example, an MGP of 60 means the average student performance was better than 60% of students that scored similarly on previous state assessments.

- **English Language Arts**
  - 2016: 54
  - 2017: 51

- **Math**
  - 2016: 60
  - 2017: 59

How many 3rd graders read on grade level?
69% of 3rd graders read near, at, or above grade level.

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

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<tbody>
<tr>
<td></td>
<td>8%</td>
<td>9%</td>
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State: 13%
Complex Area: 13%

Do students feel safe at this school?
Measures student responses on the Safety dimension of the School Quality Survey.

- How students feel about their safety
  - Positive: 75%
  - Neutral: 17%
  - Negative: 8%

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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