Kawaikini PCS
3-1821 J Kaumualii Hwy, Lihue, Hawaii | Kauai | Charter Schools

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>12%</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Math</td>
<td>9%</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>Science</td>
<td>11%</td>
<td>33%</td>
<td>--</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>2016:45</th>
<th>2017:80</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>33</td>
<td>54</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many students are prepared for transition?
- of 3rd graders read near, at, or above grade level
- of 8th graders read near, at, or above grade level
- of 9th graders are promoted to 10th grade on-time
- of students completed a Career & Technical Education program by 12th grade
- of students graduated on-time
- of students enrolled in postsecondary institutions the fall after graduation

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>2015:51</th>
<th>2016:18</th>
<th>2017:33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></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>21%</td>
<td>14%</td>
</tr>
<tr>
<td>Math</td>
<td>18%</td>
<td>9%</td>
</tr>
</tbody>
</table>

How many students missed 15 or more days of school this year?
|-- of 3rd graders read near, at, or above grade level
|-- of 8th graders read near, at, or above grade level
|-- of 9th graders are promoted to 10th grade on-time

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

Run date: September 10, 2017
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

Kawaikini PCS
3-1821 J Kaumualii Hwy, Lihue, Hawaii | Kauai | Charter Schools

Our Story

Nu’ukia / Vision: Ku kilakila b Kawaikini, ke blino nei, malamalama. Steadfastly stands Kawaikini, for the brightness of day is here. Kawaikini stands tall in an era of knowledge and enlightenment.

Kū ha’aheo mākou, ko Kawaikini, i kaiaulu kuano’o, na’auao, a hāheuola e kulumi ai ka ‘ōlelo, nā mana’o, a me nā hana a ka po’e ‘ōiwi o Hawai’i nei. We, Kawaikini (NCPCS), stand tall as a thoughtful, knowledgeable, and healthy community where the language, beliefs and practices of the indigenous people of Hawai’i are instinctive.

Ala Nu’ukia / Mission: Me ka pa’a ma ka ‘ike kū puna ma ka ‘ōlelo Hawai’i, e mālama ai ke kula ‘o Kawaikini (M-12) i kaiapuni kāko’o a i kaiapuni a’o, ma ka ‘ōlelo Hawai’i a me ka ‘ōlelo Pelekānia nō ho‘i, kahi e minamina, ho‘ohana, a ho‘omau ‘ia ai nō ho‘i ka ‘ike ku‘una ‘ōiwi. Grounded in the Hawaiian language, Kawaikini will create a productive community of bilingual and bi-literate citizens in a supportive K-12 learning environment where indigenous cultural knowledge is valued, applied, and perpetuated.

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 | Kaleimakamae Ka’auwai
Grades | K-12
808-632-2032
www.kawaikini.com

150 students enrolled

- -

of students are English language learners
of students are eligible for Free or Reduced Lunch

- -

of students receive Special Education services
of students receiving Special Education services are in general education classes most of the day
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>12%</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Math</td>
<td>9%</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>Science</td>
<td>11%</td>
<td>33%</td>
<td>--</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>51%</td>
<td>--</td>
<td>18%</td>
</tr>
<tr>
<td>Math</td>
<td>43%</td>
<td>--</td>
<td>14%</td>
</tr>
<tr>
<td>Science</td>
<td>46%</td>
<td>--</td>
<td>33%</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>21%</td>
<td>14%</td>
</tr>
<tr>
<td>Math</td>
<td>18%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Achievement gap: 6 points for Non-High Needs and 9 points for High Needs.

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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>2016: 45</th>
<th>2016: 80</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

How many students are prepared for transition?

- % of 3rd graders read near, at, or above grade level:
- % of 8th graders read near, at, or above grade level:
- % of 9th graders are promoted to 10th grade on-time:
- % of students completed a Career & Technical Education program by 12th grade:
- % of students graduated on-time:
- % of students enrolled in postsecondary institutions the fall after graduation:

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

- % of students enrolled in postsecondary institutions the fall after graduation:

- State: 15%
- Complex Area: --

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

- % of students learning English are on-track to English language proficiency:
- % of students feeling safe about their safety:


Run date: September 10, 2017
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

Kawaikini PCS
3-1821 J Kaumualii Hwy, Lihue, Hawaii | Kauai | Charter Schools

Our Story
Nu’ukia / Vision: Ku kilakila b Kawaikini, ke blino nei, malamalama. Steadfastly stands Kawaikini, for the brightness of day is here. Kawaikini stands tall in an era of knowledge and enlightenment.

Kū ha’aheo mākou, ko Kawaikini, i kaiaulu kuano’o, na’auao, a hāahuola e kuluma ai ka ‘ōlelo, nā mana’o, a me nā hana a ka po’e ‘ōiwi o Hawai’i nei. We, Kawaikini (NCPCS), stand tall as a thoughtful, knowledgeable, and healthy community where the language, beliefs and practices of the indigenous people of Hawai‘i are instinctive.

Ala Nu’ukia / Mission: Me ka pa’a ma ka ‘ike kūpu ma ka ‘ōlelo Hawai‘i, e mālama ai ke kula ‘o Kawaikini (M-12) i kaiapuni kāko’o a i kaiapuni a’o, ma ka ‘ōlelo Hawai‘i a me ka ‘ōlelo Pelekania nō ho’i, kahi e minamina, ho’ohana, a ho’omau ‘ia ai nō ho’i ka ‘ike ku’una ‘ōiwi. Grounded in the Hawaiian language, Kawaikini will create a productive community of bi-lingual and bi-literate citizens in a supportive K-12 learning environment where indigenous cultural knowledge is valued, applied, and perpetuated.

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 | Kaleimakamae Ka’auwai
Grades | K-12
808-632-2032
www.kawaikini.com

150 students enrolled

- 34% of students are English language learners
- 45% of students are eligible for Free or Reduced Lunch
- 15% of students receive Special Education services
- 15% of students receiving Special Education services are in general education classes most of the day