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>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>69%</td>
<td>74%</td>
<td>77%</td>
</tr>
<tr>
<td>Math</td>
<td>64%</td>
<td>67%</td>
<td>76%</td>
</tr>
<tr>
<td>Science</td>
<td>70%</td>
<td>75%</td>
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</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>
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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>
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<tbody>
<tr>
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Achievement gap: 28 points for English, 16 points for 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>
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<tr>
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<tr>
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<tr>
<td>HSA-Alt</td>
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<td>KĀ‘EO</td>
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How many 3rd graders read on grade level?
95% 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>2017</th>
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<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>5%</td>
<td>4%</td>
<td>4%</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.

71% 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

---

**Liholiho Elementary**

3430 Maunaloa Avenue, Honolulu, Hawaii | Oahu | Farrington-Kaiser-Kalani Complex Area

**Our Story**

Liholiho Elementary provides a nurturing and positive environment for students. The school teaches students to be critical thinkers and problem solvers.

School Community Council representatives, which includes staff, students, parents, and community members, work collaboratively to address school issues and policies. The school constantly reviews data to adjust instruction and provide interventions for students.

---

**About Our School**

Principal | Christina Small
Grades | K-5
808-733-4850
www.liholiho.org

473 students enrolled

17% of students are English language learners
31% of students are eligible for Free or Reduced Lunch
4% of students receive Special Education services
50% 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.

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Achievement gap: 28 points
Achievement gap: 16 points

54% of students learning English are on-track to English language proficiency

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