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.

Language Arts
- 2015: 57%
- 2016: 66%
- 2017: 64%

Math
- 2015: 58%
- 2016: 72%
- 2017: 70%

Science
- 2015: 74%
- 2016: 76%
- 2017: 91%

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: 54%
- School: 64%

Math
- State: 48%
- Complex Area: 56%
- School: 70%

Science
- State: 58%
- Complex Area: 60%
- School: 91%

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: 76%
- High Needs: 55%
- Achievement gap: 21 points

Math
- Non-High Needs: 79%
- High Needs: 63%
- Achievement gap: 16 points

73% 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: 68
- 2017: 75

Math
- 2016: 80
- 2017: 75

How many 3rd graders read on grade level?
67% of 3rd graders read near, at, or above grade level.

How many students missed 15 or more days of school this year?
- 2015: 6%
- 2016: 9%
- 2017: 7%

State: 13%
Complex Area: 9%

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: 76%
- Neutral: 16%
- Negative: 8%

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

Pearl City Elementary’s mission is to provide a safe, encouraging environment so our students will feel academically, socially, and emotionally connected to school.

Students learn through project-based technology resources so they can integrate critical thinking with practical application in all core subjects. The school’s academic and financial plan is aligned with the Common Core State Standards. Students have access to afterschool, intersession (fall, winter and spring) as well as summer reading and math tutorials.

As a NASA Explorer Alumni School, the curriculum focuses on STEM-G (Science, Technology, Engineering, Math, and Geography) instruction. Resource teachers in music, computer technology and gifted and talented program provide a wide array of enrichment lessons.

Student organizations such as Book Club, Math League Club, Chorus, Student Council, Positive Action Club, Junior Police Officer, Library Club and Robotics Club provide enrichment instruction. Afterschool programs include violin, art media, music and reading.

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
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Pearl City Elementary
1090 Waimano Home Road, Pearl City, Hawaii | Oahu | Pearl City-Waipahu Complex Area

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About Our School
Principal | Susan Kay Hirokane
Grades | K-6
808-453-6455
www.pearlcity-es.org

411 students enrolled

8% of students are English language learners
54% of students are eligible for Free or Reduced Lunch
9% of students receive Special Education services
33% of students receiving Special Education services are in general education classes most of the day