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>37%</td>
<td>41%</td>
<td>33%</td>
</tr>
<tr>
<td>Math</td>
<td>27%</td>
<td>35%</td>
<td>31%</td>
</tr>
<tr>
<td>Science</td>
<td>28%</td>
<td>37%</td>
<td>40%</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>64%</td>
<td>33%</td>
</tr>
<tr>
<td>Math</td>
<td>48%</td>
<td>61%</td>
<td>31%</td>
</tr>
<tr>
<td>Science</td>
<td>58%</td>
<td>74%</td>
<td>40%</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>Subgroup</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-High Needs</td>
<td>53%</td>
<td>28%</td>
</tr>
<tr>
<td>High Needs</td>
<td>47%</td>
<td>27%</td>
</tr>
</tbody>
</table>

How many 3rd graders read on grade level? 49% 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>14%</td>
<td>18%</td>
<td>18%</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>Year</th>
<th>Positive</th>
<th>Neutral</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>67%</td>
<td>18%</td>
<td>15%</td>
</tr>
</tbody>
</table>


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

Wahiawa Elementary School (WES) is a Title I school committed to setting the academic and emotional foundation for all students in their educational journey. WES is a 1:1 technology device school and uses technology to meet the needs of all students’ learning styles. In the Spring of 2017, Wahiawa Elementary was awarded a 6-year accreditation term by the Western Association of Schools and Colleges (WASC).

Students are taught to be responsible, respectful, and safe as part of a comprehensive character education program that includes an anti-bullying curriculum. Our after-school enrichment program provides multiple opportunities for our students to be exposed to new ideas and experiences.

WES encourages parent involvement throughout the school year with numerous activities. The School Community Council strongly supports educational programs and activities. Our school enjoys an active Parent Teacher Association, Parent Community Network Center, and a partnership with the 325 BSB “Mustang Six” Unit at Schofield. Ike Pilialoha (WES, Tripler Medical Center, Queen’s Medical Center) provides social and emotional support to students, families, and our community. Our “Welcome Center” helps new students and families transition successfully to our school.

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

Our Story

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How are students performing in each subject?
Measures the percent of students meeting the standard/who are proficient on state assessments.

- Language Arts
  - 2015: 37%
  - 2016: 41%
  - 2017: 33%

- Math
  - 2015: 27%
  - 2016: 35%
  - 2017: 31%

- Science
  - 2015: 28%
  - 2016: 37%
  - 2017: 40%

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: 64%
  - School: 33%

- Math
  - State: 48%
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  - State: 58%
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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.

- Language Arts
  - Non-High Needs: 53%
  - High Needs: 28%

- Math
  - Non-High Needs: 47%
  - High Needs: 27%

- Science
  - Non-High Needs: 31%

Achievement gap:
- English Language Arts: 25 points
- Math: 20 points
- Science: 40 points

How many 3rd graders read on grade level?
49% of 3rd graders read near, at, or above grade level.

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

- 2015: 14%
- 2016: 18%
- 2017: 18%

State: 13%
Complex Area: 8%

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
  - 67% Positive
  - 18% Neutral
  - 15% Negative

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Our Story

Wahiawa Elementary
1402 Glen Avenue, Wahiawa, Hawaii | Oahu | Leilehua-Mililani-Waialua Complex Area

About Our School
Principal | Jamie Oshiro
Grades | K-5
808-622-6393
wes.k12.hi.us

540 students enrolled

- 16% of students are English language learners
- 72% of students are eligible for Free or Reduced Lunch
- 8% of students receive Special Education services
- 53% of students receiving Special Education services are in general education classes most of the day