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>52%</td>
<td>56%</td>
<td>46%</td>
</tr>
<tr>
<td>Math</td>
<td>43%</td>
<td>41%</td>
<td>36%</td>
</tr>
<tr>
<td>Science</td>
<td>43%</td>
<td>39%</td>
<td>29%</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>49%</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>Math</td>
<td>38%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>Science</td>
<td>43%</td>
<td>33%</td>
<td>29%</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>66%</td>
<td>55%</td>
</tr>
<tr>
<td>High Needs</td>
<td>29%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Achievement gap:
- Language Arts: 37 points
- Math: 35 points

How many 8th graders read on grade level?
65% of 8th graders read near, at, or above grade level.

How many students missed 15 or more days of school this year?
- 2015: 14%
- 2016: 10%
- 2017: 2017 State: 14%
- Complex Area: 12%

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: 64%
  - Neutral: 26%
  - Negative: 10%
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

Waiakea Intermediate
200 West Puainako Street, Hilo, Hawaii | Hawaii | Hilo-Waiakea Complex Area

Our Story
Waiakea Intermediate vision is to prepare every student with the character and skills necessary to thrive in modern society. With the adoption of the Common Core State Standards our teachers strive to embed Literacy in all content areas including electives. Waiakea Intermediate utilizes Core Instructional Routines to ensure that all students have an opportunity to engage in rigorous grade level standards through instruction that integrates Speaking, Writing, Reading and Listening.

The school utilizes Positive Behavior Intervention and Support (PBIS) to cultivate and encourage the whole child. PBIS is a schoolwide system of support that include proactive strategies for defining, teaching and supporting appropriate student behavior to create positive school environments.

Teaming is a school organizational structure that utilizes to create smaller learning communities. It is used to subdivide large school populations into smaller, autonomous groups of students and teachers to create a more personalized learning environment to better meet the needs of students. Students share the same core teachers and work together in teams. Some of the co-curricular activities offered by the faculty and staff are concert band, ukulele band, VEX Robotics, Chess Club, track and field, AVID elective, Titans Writer’s club, Newswriting and Hi Pal basketball.

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

Learn more at

Our Story
Waiakea Intermediate vision is to prepare every student with the character and skills necessary to thrive in modern society. With the adoption of the Common Core State Standards our teachers strive to embed Literacy in all content areas including electives. Waiakea Intermediate utilizes Core Instructional Routines to ensure that all students have an opportunity to engage in rigorous grade level standards through instruction that integrates Speaking, Writing, Reading and Listening.

The school utilizes Positive Behavior Intervention and Support (PBIS) to cultivate and encourage the whole child. PBIS is a schoolwide system of support that include proactive strategies for defining, teaching and supporting appropriate student behavior to create positive school environments.

Teaming is a school organizational structure that utilizes to create smaller learning communities. It is used to subdivide large school populations into smaller, autonomous groups of students and teachers to create a more personalized learning environment to better meet the needs of students. Students share the same core teachers and work together in teams. Some of the co-curricular activities offered by the faculty and staff are concert band, ukulele band, VEX Robotics, Chess Club, track and field, AVID elective, Titans Writer’s club, Newswriting and Hi Pal basketball.

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

Learn more at

About Our School
Principal | Lisa Souza
Grades | 6-8
808-981-7231
www.waiakeatitans.org

About Our School
Principal | Lisa Souza
Grades | 6-8
808-981-7231
www.waiakeatitans.org

848
students enrolled

2%

of students are
English language
learners

49%

of students are
eligible for Free or
Reduced Lunch

10%

of students receive Special
Education services

69%

of students receiving Special
Education services
are in general
education classes
most of the day
**Waiakea Intermediate**

200 West Puainako Street, Hilo, Hawaii | Hawaii | Hilo-Waiakea Complex Area

**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>52%</td>
<td>56%</td>
<td>46%</td>
</tr>
<tr>
<td>Math</td>
<td>43%</td>
<td>41%</td>
<td>36%</td>
</tr>
<tr>
<td>Science</td>
<td>43%</td>
<td>39%</td>
<td>29%</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>49%</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>Math</td>
<td>38%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>Science</td>
<td>43%</td>
<td>33%</td>
<td>29%</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>66%</td>
<td>29%</td>
</tr>
<tr>
<td>Math</td>
<td>55%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Achievement gap: 37 points English learners, 35 points economically disadvantaged, and 32 points Special Education services compared to other students.

---

**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</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>Math</td>
<td>48</td>
<td>48</td>
</tr>
</tbody>
</table>

---

**How many 8th graders read on grade level?**

65% of 8th 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</td>
<td>14%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Complex Area</td>
<td>14%</td>
<td>10%</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>Positive</th>
<th>Neutral</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016: 64%</td>
<td>26%</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

---


Run date: September 10, 2017
Waiakea Intermediate

200 West Puainako Street, Hilo, Hawaii | Hawaii | Hilo-Waiakea Complex Area

Our Story

Waiakea Intermediate vision is to prepare every student with the character and skills necessary to thrive in modern society. With the adoption of the Common Core State Standards our teachers strive to embed Literacy in all content areas including electives. Waiakea Intermediate utilizes Core Instructional Routines to ensure that all students have an opportunity to engage in rigorous grade level standards through instruction that integrates Speaking, Writing, Reading and Listening.

The school utilizes Positive Behavior Intervention and Support (PBIS) to cultivate and encourage the whole child. PBIS is a schoolwide system of support that include proactive strategies for defining, teaching and supporting appropriate student behavior to create positive school environments.

Teaming is a school organizational structure that utilizes to create smaller learning communities. It is used to subdivide large school populations into smaller, autonomous groups of students and teachers to create a more personalized learning environment to better meet the needs of students. Students share the same core teachers and work together in teams. Some of the co-curricular activities offered by the faculty and staff are concert band, ukulele band, VEX Robotics, Chess Club, track and field, AVID elective, Titans Writer’s club, Newwriting and Hi Pal basketball.

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.