



Wai'anae Intermediate

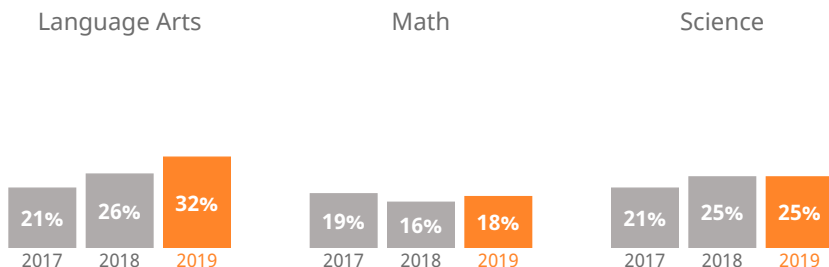
85-626 Farrington Highway, Waianae, Hawaii | Oahu | Nanakuli-Waianae Complex Area

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.



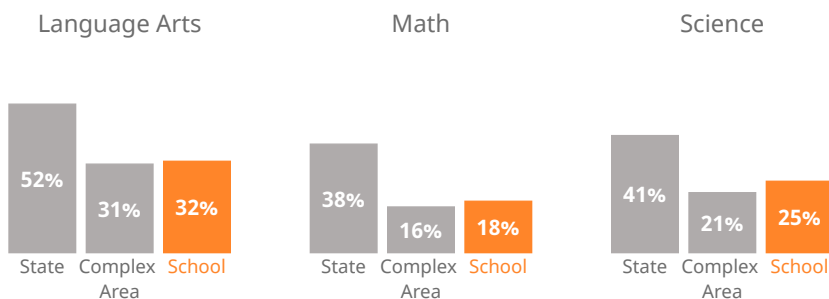
How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



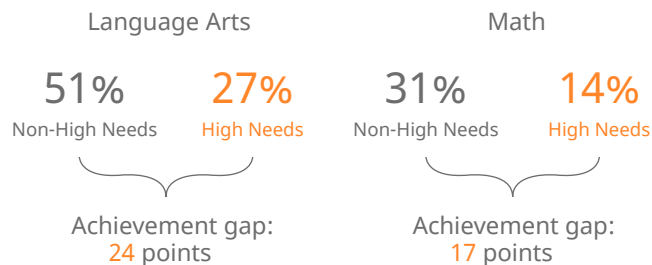
How are students performing compared to others?

Compares the percent of students meeting the standard/who are proficient on state assessments.



How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

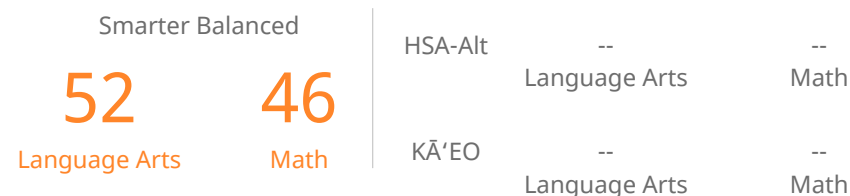


3%
of students learning English are **on-track** to English language proficiency



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.

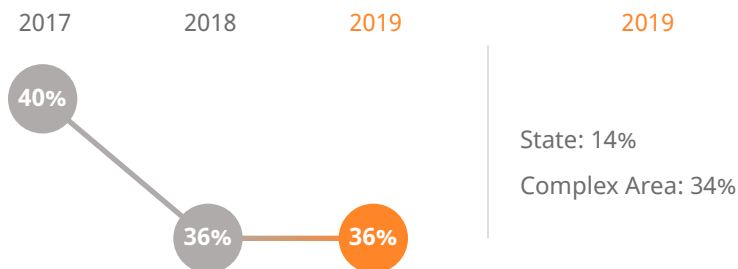


How many 8th graders read on grade level?

48% of 8th graders read **near, at, or above** grade level



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



How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

70% 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>

Wai'anāe Intermediate

85-626 Farrington Highway, Waianae, Hawaii | Oahu | Nanakuli-Waianae Complex Area

Our Story

Waianae Intermediate provides rigor and relevance in a curriculum aligned with the Common Core State Standards to increase student achievement.

The school aims to increase the percentage of on-time graduation rates, and utilize formative assessments and data analysis to drive instruction. Education is personalized with appropriate and timely supports. Educators received quality professional development to become highly qualified and highly effective.

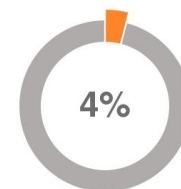
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About Our School

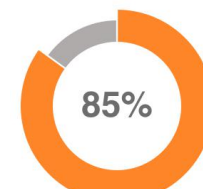
Principal | John Wataoka
Grades | 7-8
808-697-7121
wis.nwcomplex.org

974

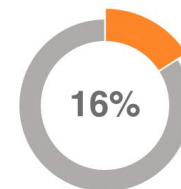
students enrolled



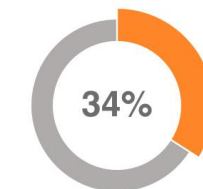
of students are
English language
learners



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



Wai'anae Intermediate

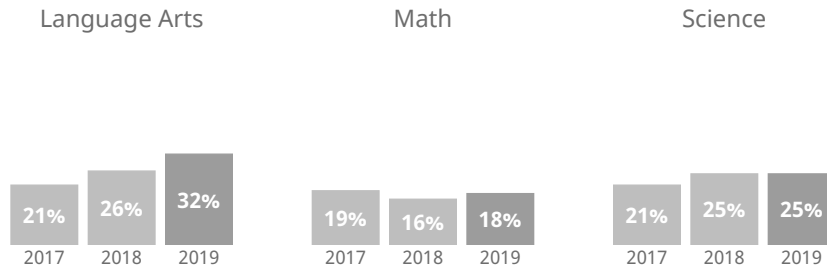
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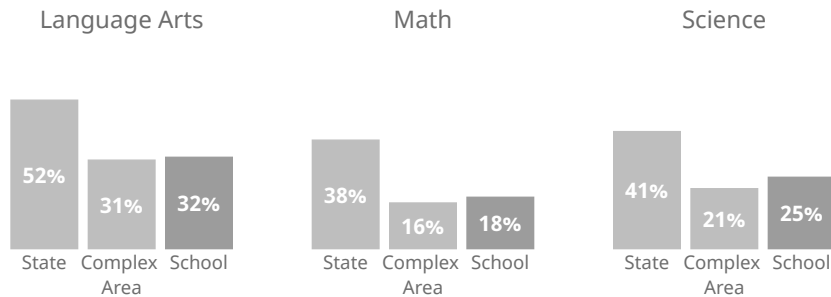
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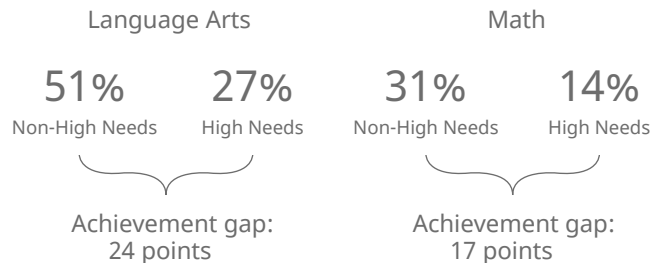
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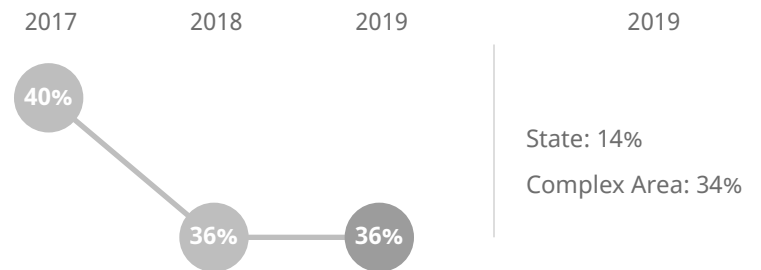


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Principal | John Wataoka

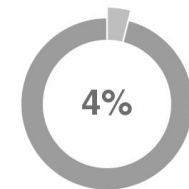
Grades | 7-8

808-697-7121

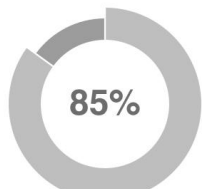
wis.nwcomplex.org

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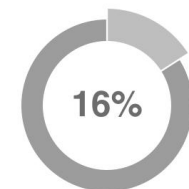
students enrolled



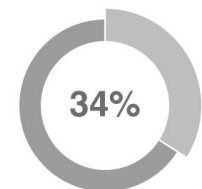
of students are
English language
learners



of students are
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Reduced Lunch



of students
receive Special
Education services



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