



Kapalama Elementary

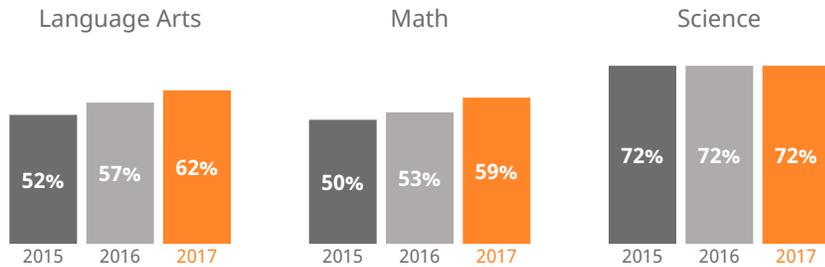
1601 North School Street, Honolulu, Hawaii | Oahu | Farrington-Kaiser-Kalani Complex Area

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.



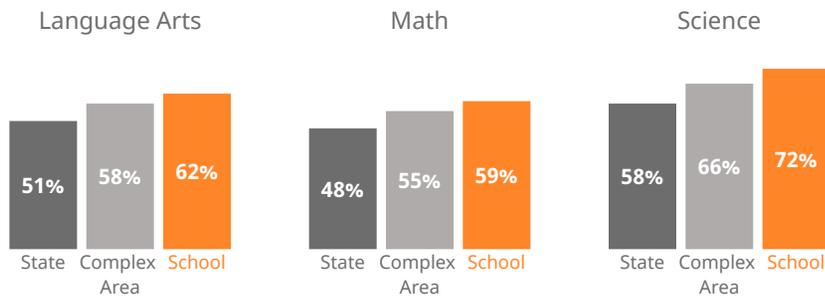
How are students performing in each subject?

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



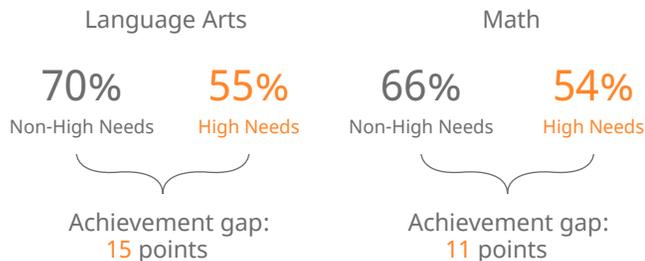
How are students performing compared to others?

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.



65%

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.



How many 3rd graders read on grade level?

69% of 3rd graders read **near, at, or above** grade level

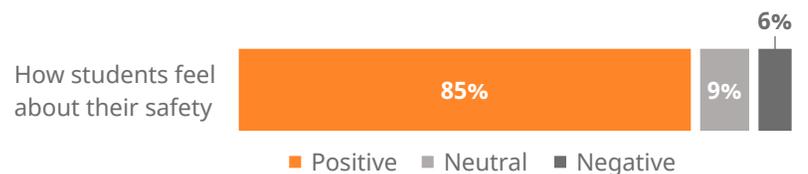


How many students missed 15 or more days of school this year?



Do students feel safe at this school?

Measures student responses on the Safety dimension of the School Quality Survey.



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1601 North School Street, Honolulu, Hawaii | Oahu | Farrington-Kaiser-Kalani Complex Area

Our Story

Kapalama School is located in the Kalihi suburb of Honolulu. The school community is multi-ethnic, and a substantial number of our students come from outside the school's normal attendance area.

5.7 % of our students enrolled are English Language Learners and 57% of our students are receiving financial assistance through the Free and Reduced Lunch Program.

83% of our teachers have been at Kapalama for 5 or more years and the average teaching experience is 16.2 years. Kapalama's teacher retention rate allows the staff to work towards consistent and cohesive standards and evidence-based instructional practices to support higher student learning.

Kapalama's faculty believe all students can learn and feel that our school is committed to providing students a nurturing educational environment of mutual respect while inspiring them to achieve their full potential to be contributing caring citizens and successful stewards in an ever changing global community.

This statement reflects who we are, what we do, and what results we want to achieve.

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/1WqgQrL>

About Our School

Principal | Patricia Dang
Grades | K-5
808-832-3290
kapalamael.k12.hi.us

562

students enrolled



10%
of students are English language learners



55%
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

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>



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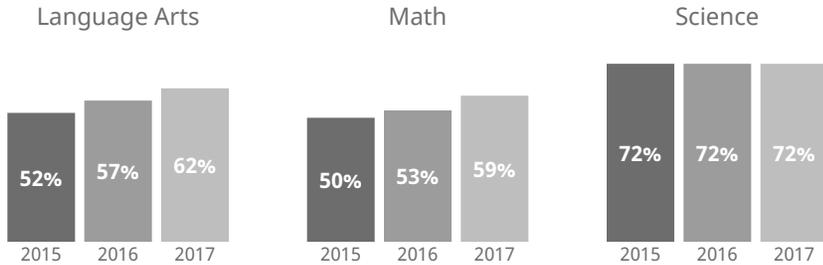
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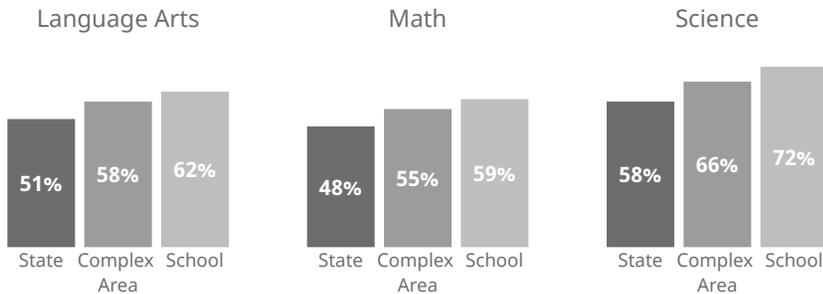
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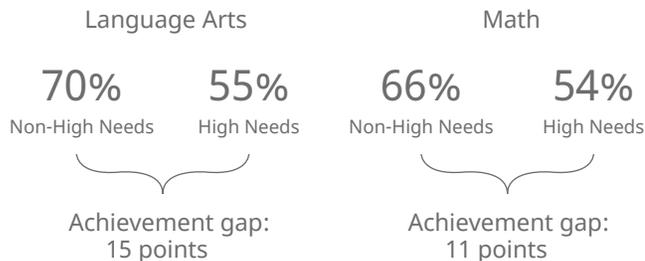
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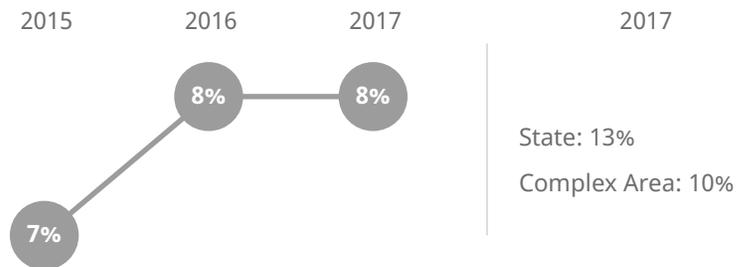


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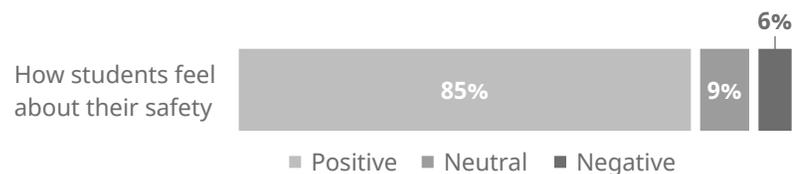


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