



# McKinley High

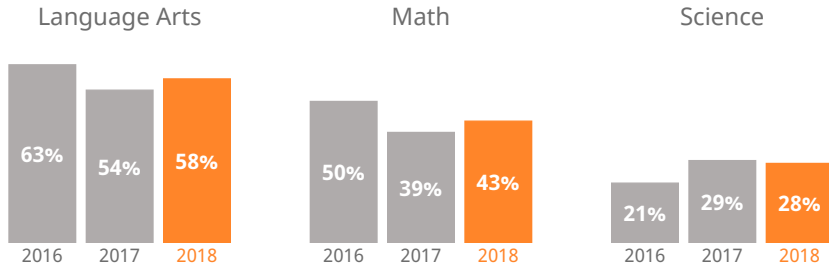
1039 South King Street, Honolulu, Hawaii | Oahu | Kaimuki-McKinley-Roosevelt Complex Area

**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.



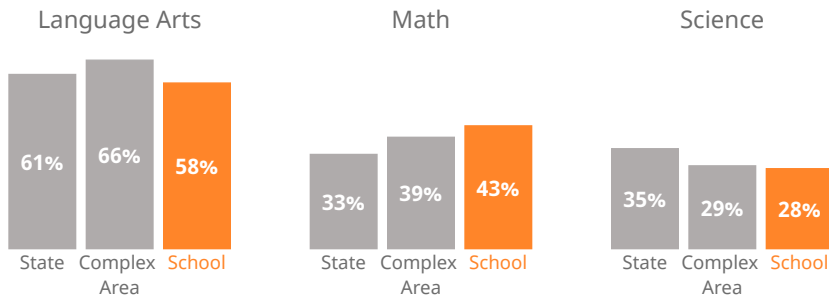
## How are students performing in each subject?

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



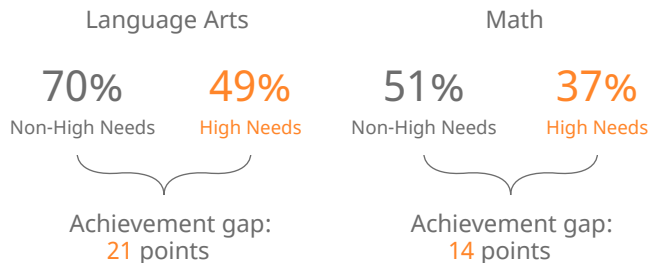
## How are students performing compared to others?

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.

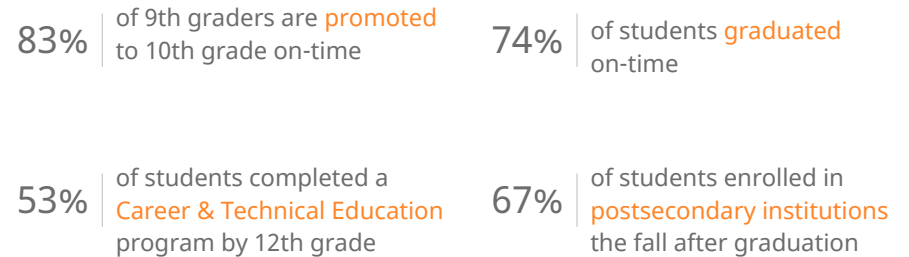


# 22%

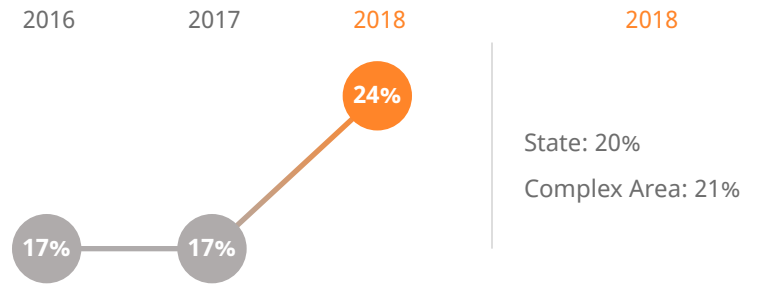
of students learning English are **on-track** to English language proficiency



## How many students are prepared for transition?



## 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.

# 71%

 of students **feel positively** about their school

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## Our Story

McKinley High has smaller learning communities to support students' transition to high school, strengthen teaching and learning practices and ensure students graduate ready for college and careers.

The school has established Freshman Houses where a team of teachers for different subjects share the same students. This places teachers in a stronger position to support their students' progress in all classes. In addition, all freshman have an upperclass mentor. Students also have a designated time to receive additional instruction and guided support to master key skills and concepts for their classes.

Work with teaching and learning strategies will continue with increased emphasis on the Common Core State Standards. Underlying all of the work at McKinley High has been an increased reliance on data.

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.

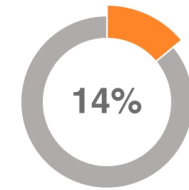
Learn more at <http://bit.ly/StriveHISystem>

## About Our School

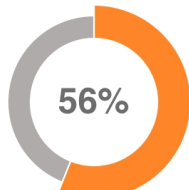
Principal | Ron Okamura  
Grades | 9-12  
808-594-0400  
[www.mckinley.k12.hi.us](http://www.mckinley.k12.hi.us)

1,583

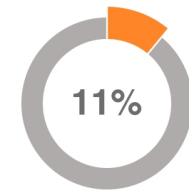
students enrolled



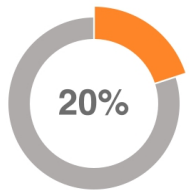
of students are English language learners



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



# McKinley High

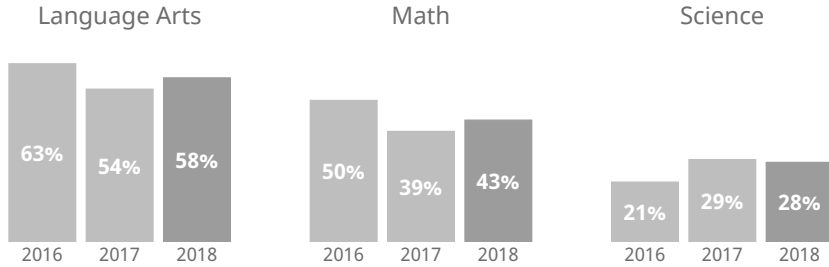
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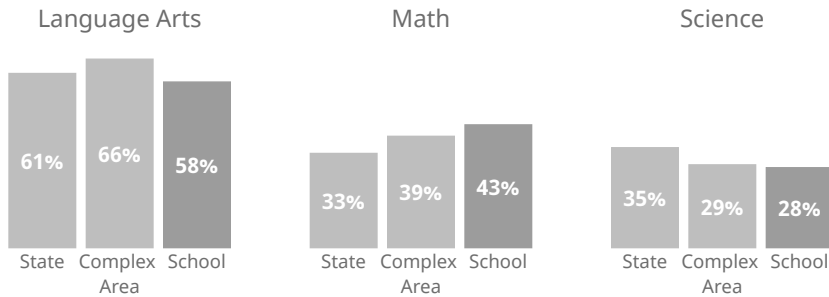
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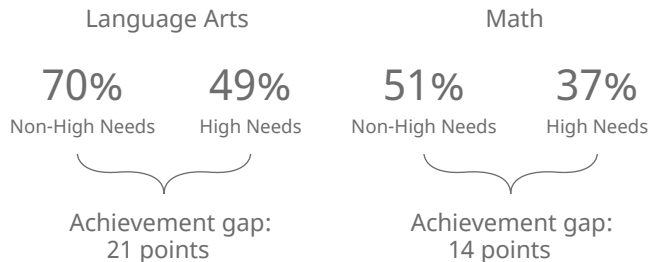
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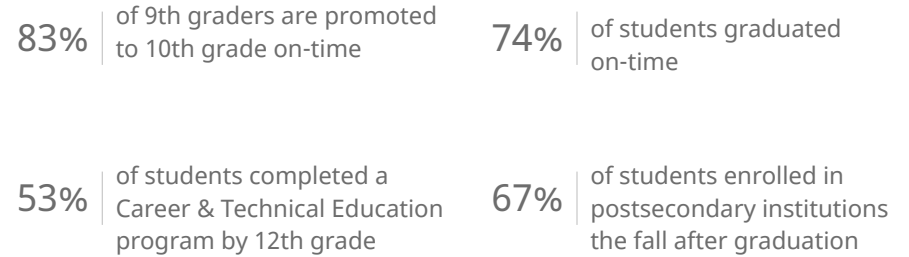


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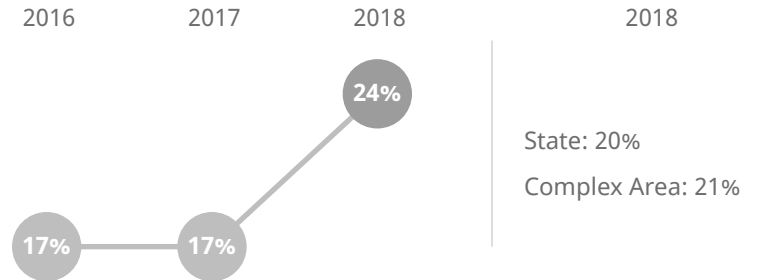
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Principal | Ron Okamura

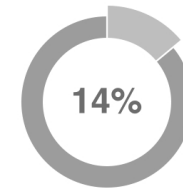
Grades | 9-12

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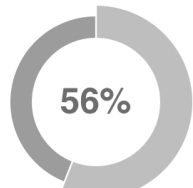
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# 1,583

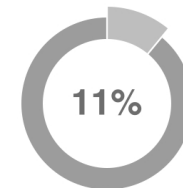
students enrolled



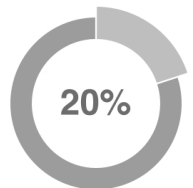
14%  
of students are English language learners



56%  
of students are eligible for Free or Reduced Lunch



11%  
of students receive Special Education services



20%  
of students receiving Special Education services are in general education classes most of the day