Pohakea Elementary
91-750 Fort Weaver Road | Oahu | Campbell-Kapolei 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.

* IMPORTANT: Due to COVID-19, Hawaii public schools were waived from statewide testing by the U.S. Department of Education. As a result, a number of test-derived results are not available for 2020. Therefore (1) school proficiency rates along with complex area and state proficiency averages, (2) achievement gaps, (3) academic growth, and (4) third and eighth grade literacy are not reported.

** 2020 chronic absenteeism is based on absences only through the end of the third quarter (3/13/20). As such, the rate is not directly comparable with 2019 or 2018 which was based on absences through May 1 of each school year.

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

- Language Arts: 51% (2018), 52% (2019), 45% (2020)
- Science: 45% (2018), 45% (2019), 45% (2020)

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.

- Language Arts: * (Non-High Needs), * (High Needs)
- Math: * (Non-High Needs), * (High Needs)

42% 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.

- Smarter Balanced
  - Language Arts: *
  - Math: *
- HSA-Alt
  - Language Arts: *
  - Math: *
- KĀ‘EO
  - Language Arts: *
  - Math: *

How many 3rd graders read on grade level?
* 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>2018</th>
<th>2019</th>
<th>2020**</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>State: 10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complex Area: 10%</td>
</tr>
</tbody>
</table>

How do students feel about their school?
Measures percent of students reporting positive school climate as measured by the Panorama Student Survey.

<table>
<thead>
<tr>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper Elementary (For grades 3-5)</td>
<td>69%</td>
</tr>
<tr>
<td>Secondary (For grades 6-12)</td>
<td>56%</td>
</tr>
</tbody>
</table>

Learn more at http://bit.ly/StriveHISystem
Run date: September 18, 2020
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.

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Our Story

Pohakea Elementary continues to explore, refine and embed the state's vision regarding School Design. The concept includes effective school structures and practices, which address the whole child by integrating multiple levels of innovative ideas that speak for equity for all children ensuring their social-emotional well-being and academic excellence allowing every child to be successful now and in their future.

Utilizing the Visible Learning research by John Hattie, teachers deliver high effect size strategies that increase student engagement. Teachers' instruction is targeted that demands higher level thinking and transferring of learned skills of all students in relevant and meaningful ways.

A standards-based curriculum in mathematics focuses on both mastery of basic mathematical skills and conceptual understandings. For writing, teachers provide integrated writing lessons and monitor student progress through reviewing, analyzing, and scoring student work. Data Analysis continues to drive instruction and decision making for programming purposes.

Continuous improvement is a major focus utilizing the Plan Do Check Act process in all classrooms with the support of skilled instructional coaches.

Our Core Beliefs:
"Take care of yourself, take care of others, take care of this place."

Our Vision: ENGAGE, EMPOWER, ENLIGHTEN

Our MISSION . . . STRIVE
S tudents first
T ake care of Ourselves, Others, and this Place
R each beyond what we think is possible
I nspire innovation and critical thinking
V alue and embrace learning, as we STRIVE toward
E ngagement, Empowerment, and Enlightenment; our VISION
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<th>2020</th>
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<tbody>
<tr>
<td>Language Arts</td>
<td>51%</td>
<td>52%</td>
<td>*</td>
</tr>
<tr>
<td>Math</td>
<td>45%</td>
<td>48%</td>
<td>*</td>
</tr>
<tr>
<td>Science</td>
<td>46%</td>
<td>45%</td>
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Run date: September 18, 2020

SY 2019-2020
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