



Hawai'i Technology Academy PCS

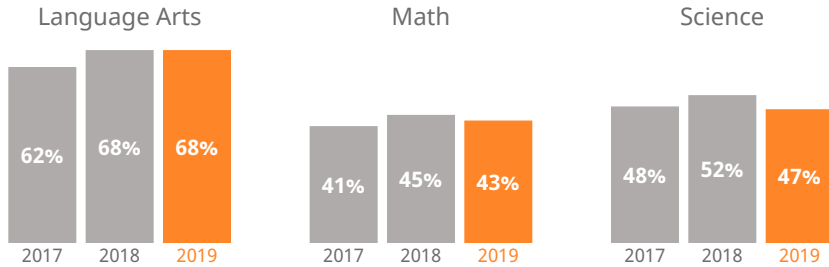
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THE STRIVE HI SCHOOL PERFORMANCE REPORT is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' progress on the Department and Board of Education's Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.



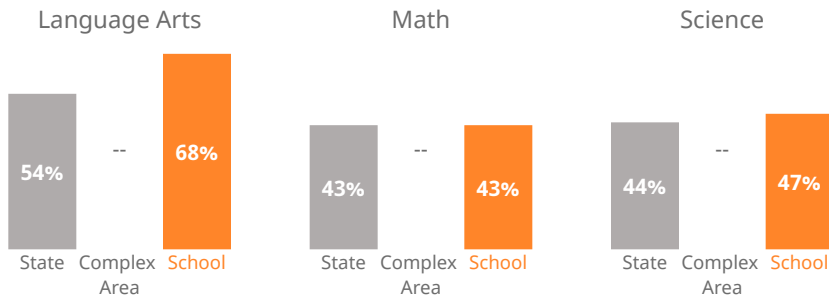
How are students performing in each subject?

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



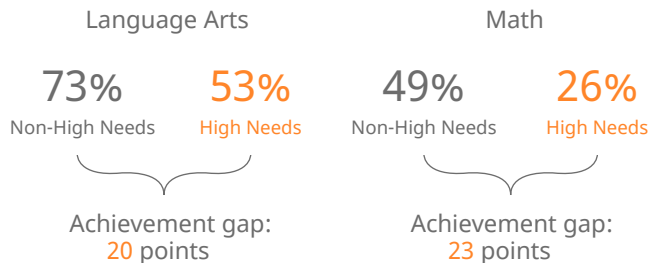
How are students performing compared to others?

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.



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

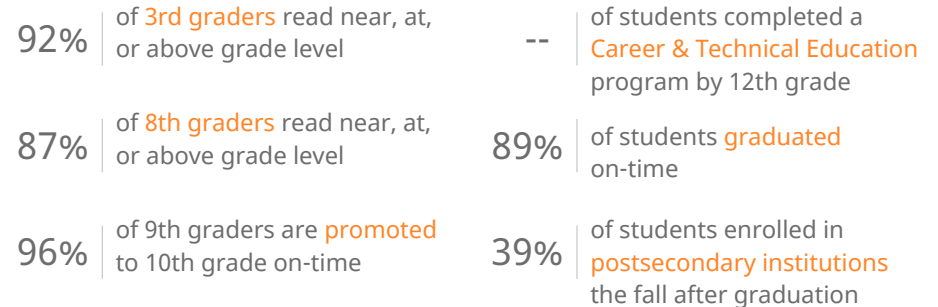


How are students' academic progress measured?

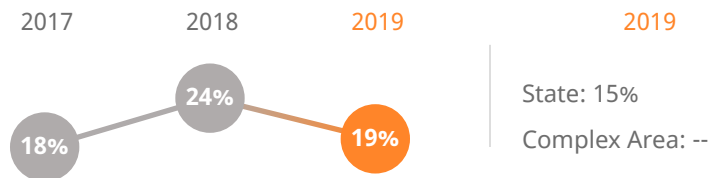
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.



How many 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.



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Our Story

Hawaii Technology Academy (HTA) is a tuition-free, WASC accredited, public charter school. Serving more than 1,200 students in campuses across four islands (Hawaii Island, Kauai, Maui, and Oahu), HTA is Hawaii's largest statewide public charter school.

A five-day-a-week program, HTA's innovative blended learning model provides students with a combination of face-to-face instruction, virtual instruction, and independent learning each week. As a result, students gain technical skills used in the professional world by working within Google platforms and enterprise web conferencing software; they learn experientially through consistent field studies; and they have the flexibility to develop desirable employability skills through HTA's work-based learning programs with community partners, enhancing college and career readiness.

HTA's school culture lives and breathes its five Core Values: Collaboration, Critical Thinking, Communication, Creativity, and Character. The school's highly-qualified, certified teachers design and deliver project-based, Common Core-aligned curriculum that also connects to the five Cores, educating the whole child.



Teachers choose to work at HTA because the school's model nurtures the very reason many are called to the profession: for the joy of positively impacting the lives of students as learners, but more importantly as people. Teachers at HTA have the freedom to educate students more personally, giving them the attention they need to be successful.

HTA's blended learning model also allows for a true parent-teacher partnership in the education of children. Parents play a more hands-on role in their student's learning. Communication between the school and family is fully transparent as parents have online access to their student's entire school profile, including coursework, grades, attendance, and more.

The future of learning is here, in the present, at HTA: "We are a community embracing the challenges of today and the opportunities of tomorrow."

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.

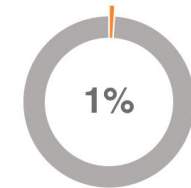
Learn more at <http://bit.ly/StriveHISystem>

About Our School

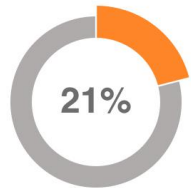
Principal | Leigh Fitzgerald
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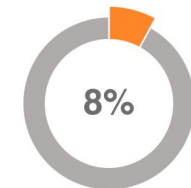
students enrolled



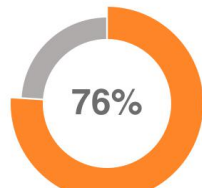
1%
of students are English language learners



21%
of students are eligible for Free or Reduced Lunch



8%
of students receive Special Education services



76%
of students receiving Special Education services are in general education classes most of the day



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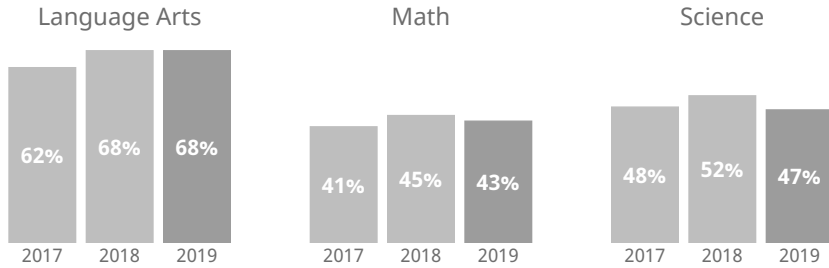
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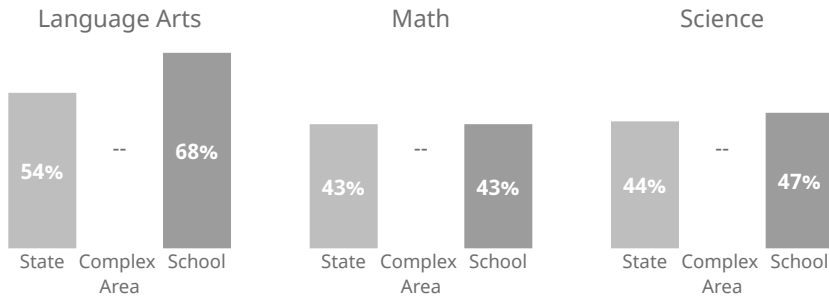
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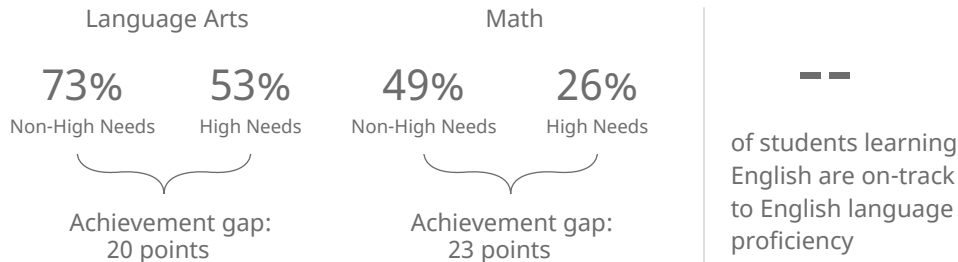
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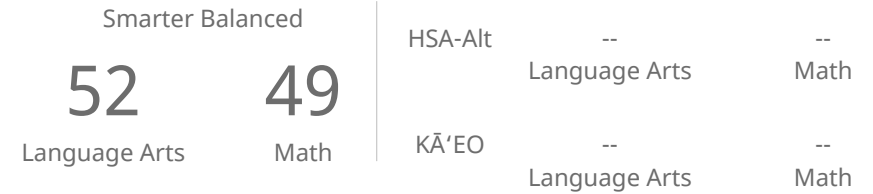
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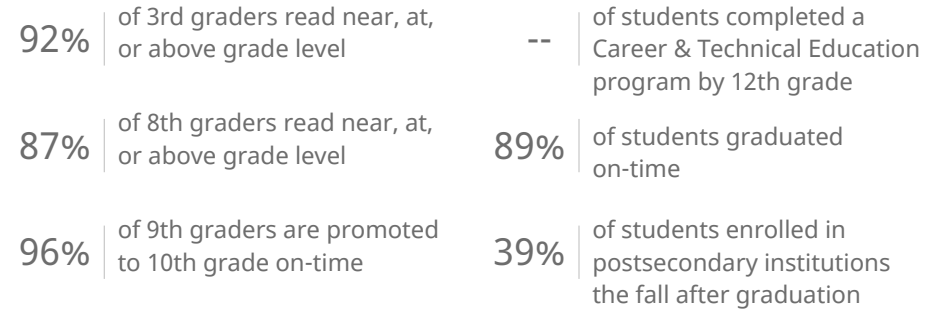


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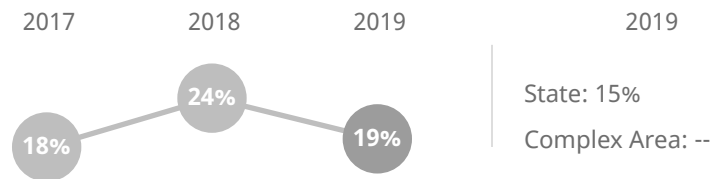
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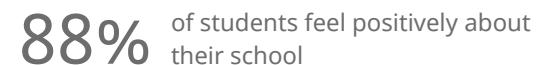


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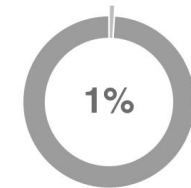
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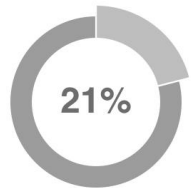
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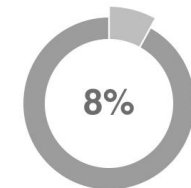
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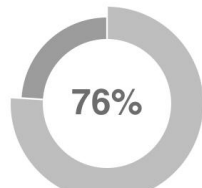
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