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

<table>
<thead>
<tr>
<th>Subject</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>76%</td>
<td>79%</td>
<td>82%</td>
</tr>
<tr>
<td>Math</td>
<td>71%</td>
<td>71%</td>
<td>74%</td>
</tr>
<tr>
<td>Science</td>
<td>85%</td>
<td>88%</td>
<td>88%</td>
</tr>
</tbody>
</table>

How are students performing compared to others?
Compares the percent of students meeting the standard/who are proficient on state assessments.

<table>
<thead>
<tr>
<th>Subject</th>
<th>State</th>
<th>Complex Area</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>54%</td>
<td>63%</td>
<td>82%</td>
</tr>
<tr>
<td>Math</td>
<td>48%</td>
<td>54%</td>
<td>74%</td>
</tr>
<tr>
<td>Science</td>
<td>57%</td>
<td>63%</td>
<td>88%</td>
</tr>
</tbody>
</table>

How are student subgroups performing?
High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Non-High Needs</th>
<th>High Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>87%</td>
<td>60%</td>
</tr>
<tr>
<td>Math</td>
<td>80%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Achievement gap: English learners are 27 points on-track to English language proficiency.

How many 3rd graders read on grade level?
89% 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>Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>3%</td>
<td>3%</td>
<td></td>
</tr>
</tbody>
</table>

State: 13%
Complex Area: 8%

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

79% of students feel positively about their school.

Run date: December 13, 2018
Hickam Elementary
825 Manzelman Circle, Honolulu, Hawaii | Oahu | Aiea-Moanalua-Radford Complex Area

Our Story
Hickam Elementary School commits to providing a positive learning community that inspires leaders for tomorrow, which is the school’s vision. Named after Lt. Col. Horace Meek Hickam, the school has consistently performed at high levels of academic achievement, and we provide immediate interventions to support student success through Response to Intervention and Gifted and Talented programs.

The school also offers specialized programs for students with limited English skills and special education needs, and co-curricular, like chorus, and athletic programs, which includes volleyball, basketball, and track. The school has many after-school clubs which support our belief in addressing the Whole Child.

Hickam has an active School Community Council (SCC) and Parent Teacher Organization (PTO), which is comprised of school and community members who meet monthly to help guide the school's academic and financial plans and support the learning environment.

The school has decided to build a culture of Leadership. From students’ feedback and community input, the school includes direct instruction and embeds development of positive skills, attitudes and dispositions. The school will be working with the 7 Habits of Healthy Kids and The Leader in Me program.

Learn more at http://bit.ly/StriveHISystem
Hickam Elementary
825 Manzelman Circle, Honolulu, Hawaii | Oahu | Aiea-Moanalua-Radford 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.

1. **How are students performing in each subject?**
   Measures the percent of students meeting the standard/who are proficient on state assessments.
   - **Language Arts**
     - 2016: 76%
     - 2017: 79%
     - 2018: 82%
   - **Math**
     - 2016: 71%
     - 2017: 71%
     - 2018: 74%
   - **Science**
     - 2016: 85%
     - 2017: 88%
     - 2018: 88%

2. **How are students performing compared to others?**
   Compares the percent of students meeting the standard/who are proficient on state assessments.
   - **Language Arts**
     - State: 54%
     - Complex Area: 63%
     - School: 82%
   - **Math**
     - State: 48%
     - Complex Area: 54%
     - School: 74%
   - **Science**
     - State: 57%
     - Complex Area: 63%
     - School: 88%

3. **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: 87%
     - High Needs: 60%
   - **Math**
     - Non-High Needs: 80%
     - High Needs: 48%

   Achievement gap: 27 points

4. **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: 58%
     - Math: 67%
   - **HSA-Alt & KĀ‘EO**
     - Language Arts: --
     - Math: --

5. **How many 3rd graders read on grade level?**
   89% of 3rd graders read near, at, or above grade level

6. **How many students missed 15 or more days of school this year?**
   - 2016: 5%
   - 2017: 3%
   - 2018: 3%

7. **How many students missed 15 or more days of school this year?**
   - State: 13%
   - Complex Area: 8%

8. **How do students feel about their school?**
   Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.
   - 79% of students feel positively about their school

Run date: December 13, 2018
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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