



# Hickam Elementary

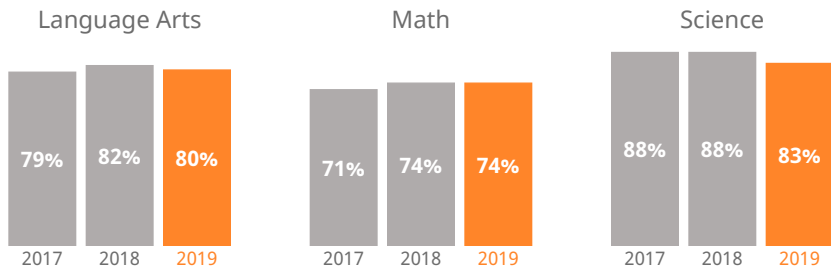
825 Manzelman Circle, Honolulu, Hawaii | Oahu | Aiea-Moanalua-Radford Complex Area

**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.



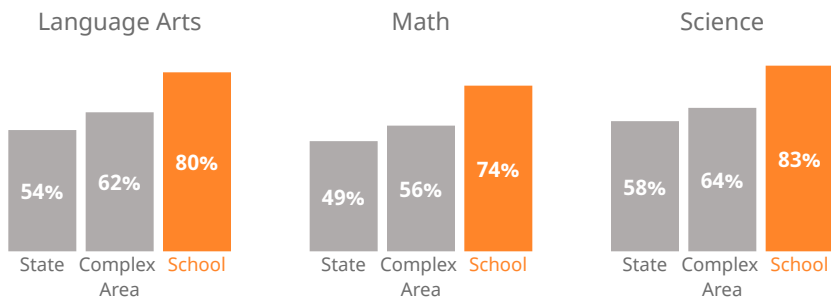
## How are students performing in each subject?

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



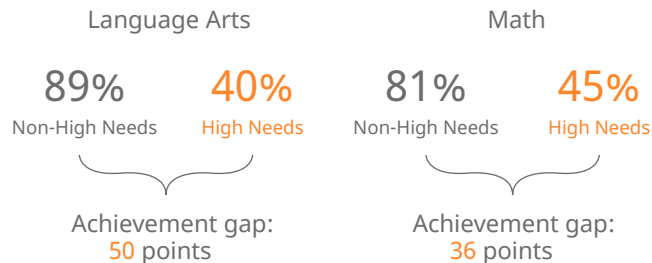
## How are students performing compared to others?

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.



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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.

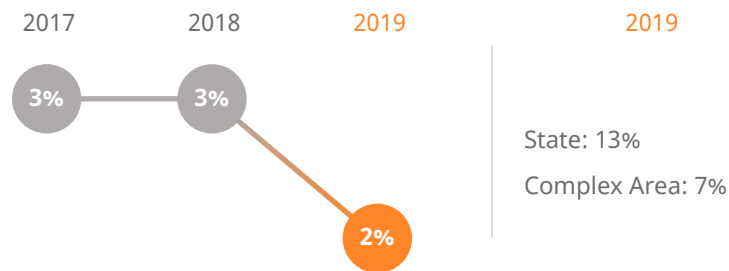


## How many 3rd graders read on grade level?

**97%** of 3rd graders read **near, at, or above** grade level



## 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.

**78%** of students **feel positively** about their school

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## Our Story

Hickam Elementary School students and learning successes happen - not only from being values-driven - because of the heart of our school design: our values-infused leadership.

With a 99 percent military-impacted enrollment, we strive to know, love and inspire all of our students. We know that one of the biggest challenges our military children face is integration into new communities and schools. In addition, we welcome roughly 200 students and say good bye to another 200 students in any given school year. We've developed a high-quality transition center and student-led welcome program. We quickly establish a sense of aloha and belonging into our school "ohana" or family. Then, students can concentrate on academics, knowing they already have friends who can share in their stress and help in times of confusion with a warm and tender hand. We believe in our transition mission that starts with "Malama I Na Haumana" or "Caring for our Students".

Furthermore, we believe in quick responses in knowing our students; we screen and frequently formative assess students to ensure we are discussing best instructional strategies to address, monitor and determine next steps for academic and social-emotional needs. We know our students, and we act to ensure our students achieve our high expectations for college, career and community-readiness.

Simultaneously, when our students and community advocated for growing leadership skills, we intentionally established a culture of empowered leaders. We envision our students becoming the architects of the future and the leaders of tomorrow that we need. With our strong and courageous values, we have modeled and developed leaders by knowing, loving and inspiring them.

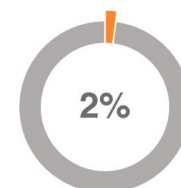


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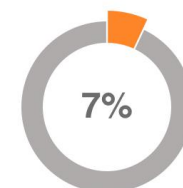
Principal | Alisa Bender  
Grades | K-6  
808-421-4148  
[www.hickam.k12.hi.us](http://www.hickam.k12.hi.us)

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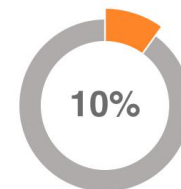
students enrolled



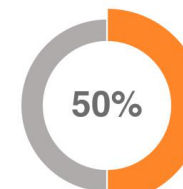
of students are  
English language  
learners



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

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>



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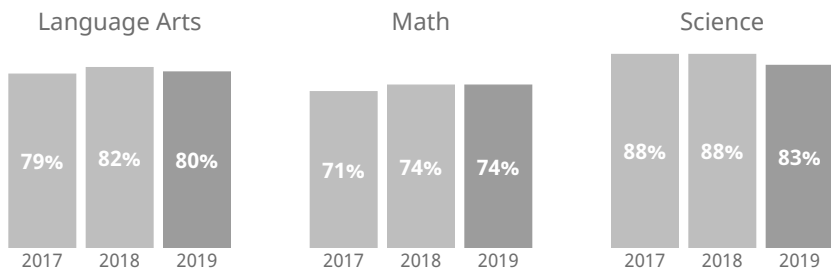
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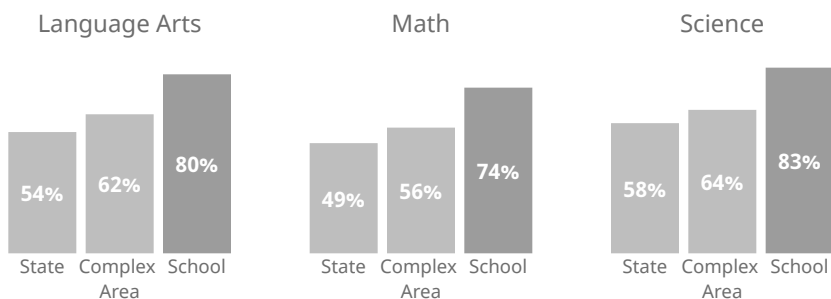
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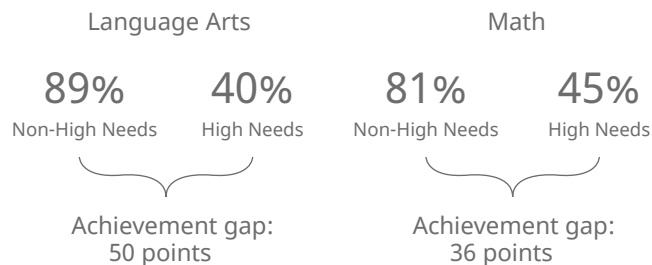
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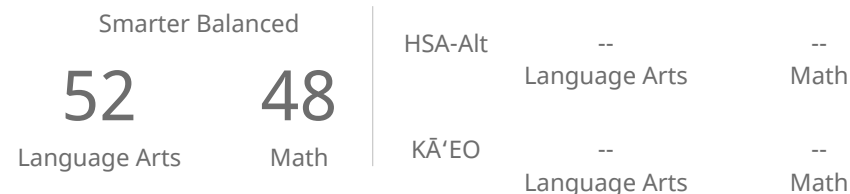


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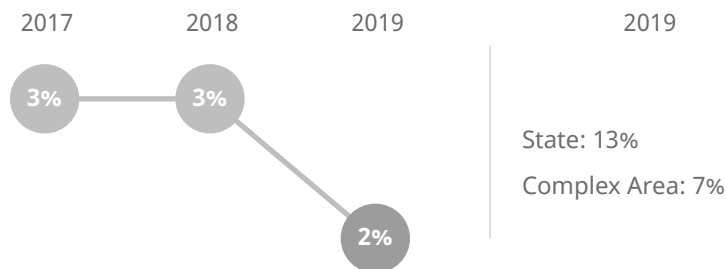


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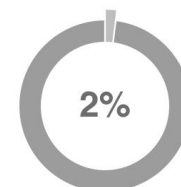


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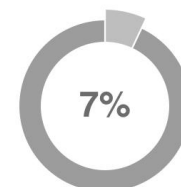
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