



Hilo High

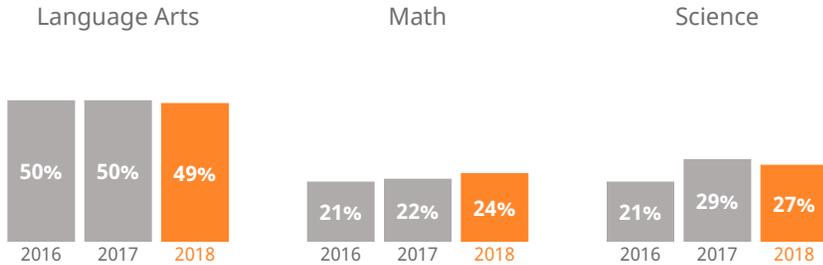
556 Waiuanue Avenue, Hilo, Hawaii | Hawaii | Hilo-Waiakea Complex Area

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.



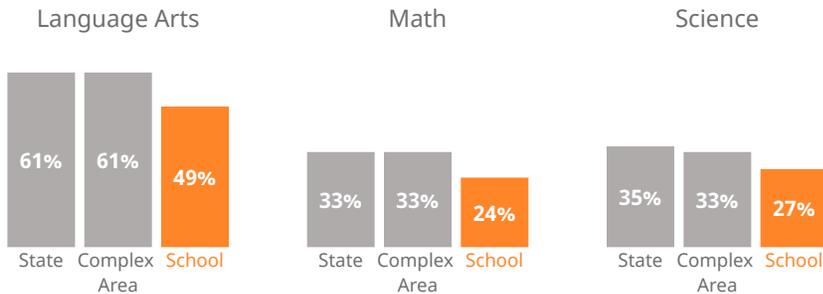
How are students performing in each subject?

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.

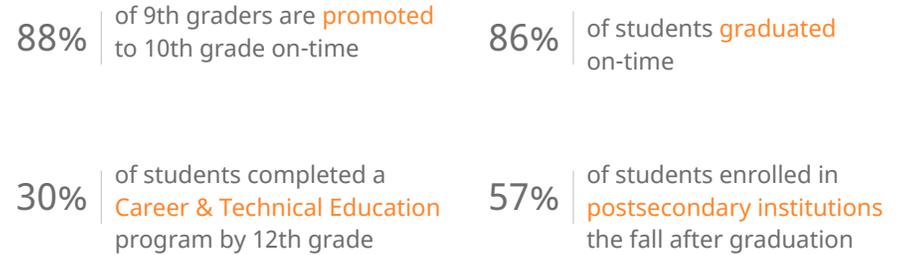


20%

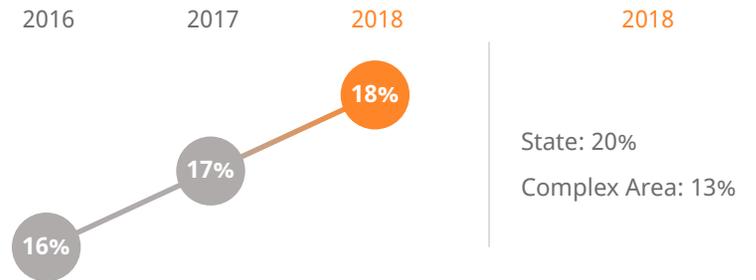
of students learning English are **on-track** to English language proficiency



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.

70%

 of students **feel positively** about their school

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Our Story

Hilo High School has a rich history of educating the community of Hilo's "finest" dating as far back as 1906. This proud tradition continues as exhibited by the large number of our alumni's children who continue to pass through those same, well-traveled (Viking) hallways. Hilo High School aims in continuing the necessary preparation and development of future leaders and successful citizens.

Hilo High School (HHS) develops student leadership through a focused exposure to student government, high academic standards, activities and clubs, as well as involvement in competitive athletics.

To ensure HHS maintains high academic standards, HHS offers students a college-going program, e.g., Early College (EC) Program allows for high school students to earn college credits while still in high school. Our on-campus EC program provides all Viking students, particularly disadvantaged students, with equitable access to college courses. Relative to career readiness, HHS's Career & Technical Program(s) offer hands on, skill-based courses & programs while maintaining partnerships with the business community.

In regards to staff-driven decision making, Hilo High's School Community Council (SSC) has taken an active role in developing the schools academic and financial planning process and provides a venue for the school's stakeholders - administrators, teachers, school staff, parents, students and community members - to exchange and discuss ideas and ultimately lead those stakeholders in the school improvement process. It should be noted here that student "voice" remains a consistent means by which student representation is heard, acknowledged and acted upon.

HHS is fortunate to have a well supported Parent Teacher Student Association (PTSA) which provides parental perspectives and suggestions on ways on how to improve student success. Likewise, the HHS Foundation also supports the school by funding teacher-initiated activities.

HHS's tradition of student success truly aligns with the concept - that it "takes a village".

About Our School

Principal | Robert Dircks

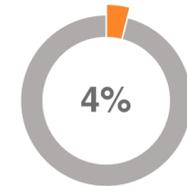
Grades | 9-12

808-313-5500

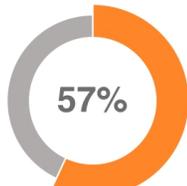
www.hilohs.k12.hi.us

1,136

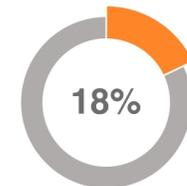
students enrolled



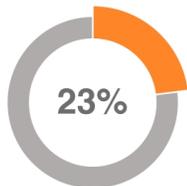
of students are English language learners



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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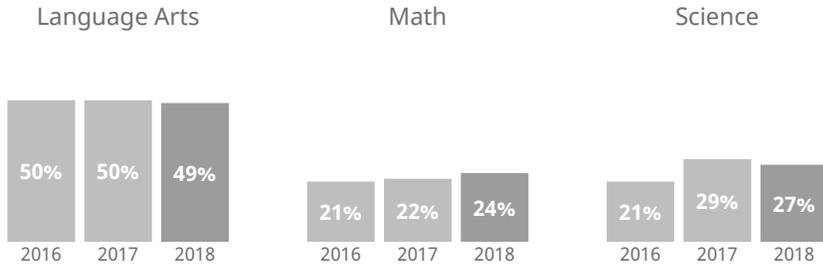
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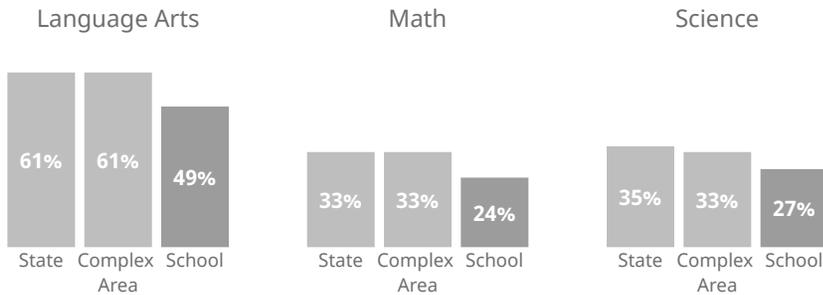
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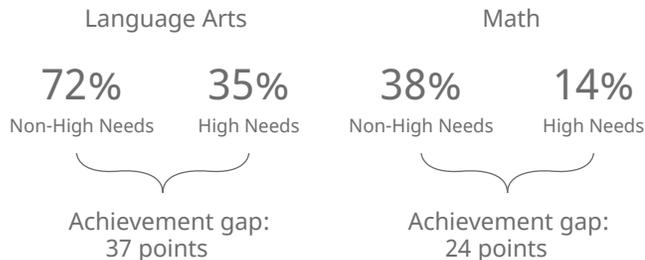
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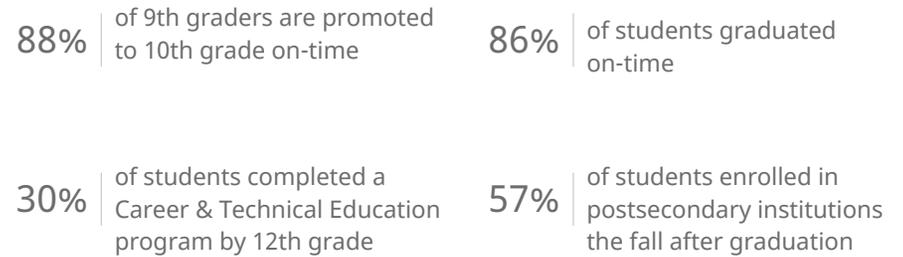


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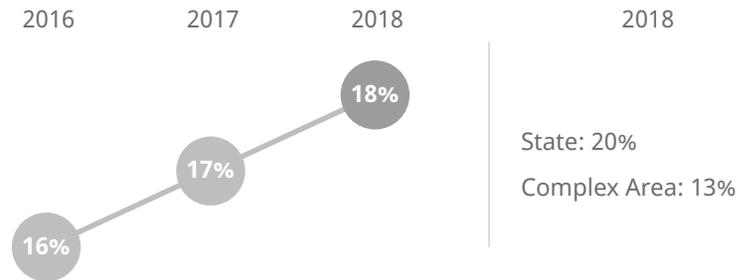
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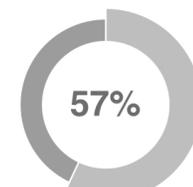
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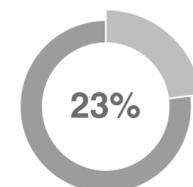
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