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

- **Language Arts**
  - 2015: 68%
  - 2016: 69%
  - 2017: 63%

- **Math**
  - 2015: 68%
  - 2016: 63%
  - 2017: 61%

- **Science**
  - 2015: 77%
  - 2016: 69%
  - 2017: 71%

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

- **Language Arts**
  - State: 51%
  - Complex Area: 60%
  - School: 63%

- **Math**
  - State: 48%
  - Complex Area: 54%
  - School: 61%

- **Science**
  - State: 58%
  - Complex Area: 63%
  - School: 71%

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: 76%
  - High Needs: 41%
  - Achievement gap: 35 points

- **Math**
  - Non-High Needs: 73%
  - High Needs: 40%
  - Achievement gap: 32 points

How do students' progress compare to their peers’?
The Median Growth Percentile (MGP) shows the relative progress of the average student on state assessments. For example, an MGP of 60 means the average student performance was better than 60% of students that scored similarly on previous state assessments.

- **English Language Arts**
  - 2016: 67
- **Math**
  - 2016: 58

How many 3rd graders read on grade level?
72% of 3rd graders read near, at, or above grade level

How many students missed 15 or more days of school this year?

- 2015: 2%
- 2016: 2%
- 2017: 1%

State: 13%
Complex Area: 8%

Do students feel safe at this school?
Measures student responses on the Safety dimension of the School Quality Survey.

- How students feel about their safety


Run date: September 10, 2017
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. Our Strategic Plan provides a common foundation of expectations and supports for public education, centering on closing the achievement gap to ensure equity and excellence in our schools.

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

Nimitz Elementary
520 Main Street, Honolulu, Hawaii | Oahu | Aiea-Moanalua-Radford Complex Area

Our Story
Nimitz Elementary School is a learning community where administrators, educators, staff, and parents devote their time and energy to promote student achievement.

Nimitz provides a student-centered learning environment aimed at preparing students for college and careers while meeting the special challenges of a highly transient military population. Data teams monitor and analyze student performance, and teachers analyze assessment data to drive and improve classroom instruction.

As an AVID (Advancement Via Individual Determination) school, Nimitz incorporates school-wide AVID strategies to help close the achievement gap. The school offers specialized programs for students with special education needs, limited English skills, and those who need extra assistance transitioning to a new school.

The School Community Council, which is comprised of school and community members help to guide the school’s academic and financial plans. A variety of activities are provided throughout the year to encourage parent involvement and build a sense of connectedness for their military families.

The Strategic Plan
The Strategic Plan describes shared objectives for equity and excellence for every child. To measure progress on the Strategic Plan, we report on key statewide success indicators. These indicators represent the health of public education, focusing on those which have greatest impact on student success, as well as state and federal requirements. They do not comprehensively represent the diverse measures of success valued by our nearly 300 schools. Schools address their unique approach to indicators through their Academic and Financial Plans and charter school contracts. Learn more at http://bit.ly/1WggQrl

About Our School
Principal | Marcy Kagami
Grades | K-6
808-421-4165
www.nimitzelementary.com

685 students enrolled

2% of students are English language learners

28% of students are eligible for Free or Reduced Lunch

10% of students receive Special Education services

25% of students receiving Special Education services are in general education classes most of the day

685 students enrolled
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>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>68%</td>
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<td>63%</td>
</tr>
<tr>
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<th>Complex Area</th>
<th>School</th>
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</thead>
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High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

<table>
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<th>Subject</th>
<th>Non-High Needs</th>
<th>High Needs</th>
</tr>
</thead>
<tbody>
<tr>
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<td>76%</td>
<td>41%</td>
</tr>
<tr>
<td>Math</td>
<td>73%</td>
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</table>

Achievement gap: 35 points for Language Arts
Achievement gap: 32 points for Math

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<th>MGP 2017</th>
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</thead>
<tbody>
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How students feel about their safety

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

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