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.

Language Arts | Math | Science
--- | --- | ---
2015: 67% | 2015: 50% | 2015: 68%
2016: 72% | 2016: 48% | 2016: 67%
2017: 73% | 2017: 52% | 2017: 83%

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

Language Arts | Math | Science
--- | --- | ---
State: 51% | -- | --
Complex Area: 73% | 43% | 46%
School: 73% | 52% | 83%

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 | Math
--- | ---
Non-High Needs: 73% | Non-High Needs: 54%
High Needs: 67% | High Needs: 42%

Achievement gap: 7 points
Achievement gap: 12 points

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
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

Our Story
The mission of Myron B. Thompson Academy is to provide a rigorous, engaging learning environment in which all learners accept responsibility for their learning, work together, are involved in complex problem solving, recognize and produce quality work and communicate effectively.

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About Our School
Principal | Diana Oshiro
Grades | K-12
808-441-8000
www.ethompson.org

685 students enrolled

- 11% 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
Myron B. Thompson Academy PCS
1040 Richards St. Ste. 220, Honolulu, Hawaii | Oahu | Charter Schools

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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>67%</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>Math</td>
<td>50%</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Science</td>
<td>68%</td>
<td>67%</td>
<td>83%</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>51%</td>
<td>--</td>
<td>73%</td>
</tr>
<tr>
<td>Math</td>
<td>43%</td>
<td>--</td>
<td>52%</td>
</tr>
<tr>
<td>Science</td>
<td>46%</td>
<td>--</td>
<td>83%</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>Subgroup</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-High Needs</td>
<td>73%</td>
<td>67%</td>
</tr>
<tr>
<td>High Needs</td>
<td>54%</td>
<td>42%</td>
</tr>
</tbody>
</table>

Achievement gap:
7 points
12 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>MGP 2015</th>
<th>MGP 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Math</td>
<td>42</td>
<td>42</td>
</tr>
</tbody>
</table>

How many students are prepared for transition?

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd graders read near, at, or above grade level</td>
<td>78%</td>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td>8th graders read near, at, or above grade level</td>
<td>100%</td>
<td>97%</td>
<td>36%</td>
</tr>
<tr>
<td>9th graders promoted to 10th grade on-time</td>
<td>90%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Students completed a Career &amp; Technical Education program by 12th grade</td>
<td>90%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Students graduated on-time</td>
<td>100%</td>
<td>97%</td>
<td>36%</td>
</tr>
<tr>
<td>Students enrolled in postsecondary institutions the fall after graduation</td>
<td>90%</td>
<td>3%</td>
<td>5%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>State: 15%</td>
<td>8%</td>
<td>5%</td>
<td>-</td>
</tr>
<tr>
<td>Complex Area: --</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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
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88%

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