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

- **Language Arts**
  - 2015: 43%
  - 2016: 45%
  - 2017: 43%

- **Math**
  - 2015: 38%
  - 2016: 38%
  - 2017: 36%

- **Science**
  - 2015: 33%
  - 2016: 34%
  - 2017: 42%

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

- **Language Arts**
  - State 2015: 49%
  - Complex Area 2015: 43%
  - School 2015: 38%

- **Math**
  - State 2015: 38%
  - Complex Area 2015: 36%
  - School 2015: 43%

- **Science**
  - State 2015: 43%
  - Complex Area 2015: 39%
  - School 2015: 42%

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 2015: 59%
  - High Needs 2015: 34%

- **Math**
  - Non-High Needs 2015: 51%
  - High Needs 2015: 29%

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: 45
  - 2016: 38

- **Math**
  - 2016: 52

How many 8th graders read on grade level?
61% of 8th 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>State</th>
<th>Complex Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>6%</td>
<td>--</td>
</tr>
<tr>
<td>2016</td>
<td>4%</td>
<td>--</td>
</tr>
<tr>
<td>2017</td>
<td>6%</td>
<td>4%</td>
</tr>
</tbody>
</table>

State: 14%
Complex Area: 9%

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
  - Positive: 61%
  - Neutral: 26%
  - Negative: 13%
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.

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

Our Story

Washington Middle offers a variety of relevant and rigorous educational opportunities to meet the needs of its diverse population.

Support programs provide services to disadvantaged, second language, special needs, at-risk and academically gifted and talented students. Community service remains an integral part of the educational experience, with teachers planning service-learning opportunities for their students.

The school is a state MATHCOUNTS champion, and a national champion in chess. Students compete in science fairs, botball and first lego league robotics, spelling bee, video production, art and music competitions and chess. Athletically, the school offers canoe paddling, wrestling, grade 6 track, cross country, an intramural and extramural program and special olympics.

Washington Middle is fortunate to have an active parent organization, the WMS Ohana, as well as the School Community Council to assist in school improvement initiatives.

Learn more at http://bit.ly/StriveHISystem
How are students performing in each subject?
Measures the percent of students meeting the standard/who are proficient on state assessments.

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<th>2016</th>
<th>2017</th>
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<tr>
<td>Language Arts</td>
<td>43%</td>
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<td>38%</td>
<td>38%</td>
<td>36%</td>
</tr>
<tr>
<td>Science</td>
<td>33%</td>
<td>34%</td>
<td>42%</td>
</tr>
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</table>

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<th>School</th>
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High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

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<td>29%</td>
<td>51%</td>
<td>29%</td>
</tr>
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Achievement gap:
English learners are on-track to English language proficiency.

13% of students learning English are on-track to English language proficiency.

How do students' progress compare to their peers’?
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Run date: September 10, 2017
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