** Importance: Due to COVID-19, Hawaii public schools were waived from statewide testing by the U.S. Department of Education. As a result, a number of test-derived results are not available for 2020. Therefore (1) school proficiency rates along with complex area and state proficiency averages, (2) achievement gaps, (3) academic growth, and (4) third and eighth grade literacy are not reported.

** 2020 chronic absenteeism is based on absences only through the end of the third quarter (3/13/20). As such, the rate is not directly comparable with 2019 or 2018 which was based on absences through May 1 of each school year.

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>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>78%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>66%</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>69%</td>
<td>77%</td>
<td></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>2018</th>
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<td></td>
<td></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>Subject</th>
<th>Non-High Needs</th>
<th>High Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Math</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

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 & KʻEO tests show the percent of students making academic growth each year.

<table>
<thead>
<tr>
<th>Test</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>HSA-Alt</td>
<td>Language Arts</td>
<td>Math</td>
</tr>
<tr>
<td>KʻEO</td>
<td>Language Arts</td>
<td>Math</td>
</tr>
</tbody>
</table>

How many 8th graders read on grade level?
* 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>2018</th>
<th>2019</th>
<th>2020**</th>
</tr>
</thead>
<tbody>
<tr>
<td>State:</td>
<td>11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area:</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How do students feel about their school?
Measures percent of students reporting positive school climate as measured by the Panorama Student Survey.

<table>
<thead>
<tr>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>58%</td>
<td>59%</td>
</tr>
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</table>
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

Moanalua Middle
1289 Mahiole Street | Oahu | Aiea-Moanalua-Radford Complex Area

Our Story

Moanalua Middle School (MMS) is located on the island of Oahu, approximately eight miles west of Honolulu and within three miles of the airport. The school opened in 1967 as a traditional junior high school. The student population reflects the economic and ethnic diversity of the community, with about thirty percent of the students being dependents from military Armed Forces families. The year 2017 marks the 50th anniversary of our school.

Moanalua Middle provides a caring and supportive adult advocate for each student via its core team structure and individualization through advisory class. The school incorporates research-based practices to support learning success.

The School Community Council and Parent Teacher Organization are forums for exchanging ideas and/or points of views from all stakeholders on matters affecting student achievement and school improvement.

The athletics program consists of an active Central District Interschool League engaging middle school students in cross country, volleyball, basketball, track, wrestling and cheerleading. Several co-curricular programs and clubs are also offered.

About Our School
Principal | Wayne Guevara
Grades | 7-8
808-305-1289
www.moanaluamiddle.org

852 students enrolled

4% of students are English language learners
25% of students are eligible for Free or Reduced Lunch
9% of students receive Special Education services
41% of students receiving Special Education services are in general education classes most of the day
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.

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

- **Language Arts**
  - 2018: 78%
  - 2019: 79%
  - 2020: *

- **Math**
  - 2018: 66%
  - 2019: 63%
  - 2020: *

- **Science**
  - 2018: 69%
  - 2019: 77%
  - 2020: *

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

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  - 2019: *
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- **Math**
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High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

- **Language Arts**
  - Non-High Needs: *
  - High Needs: *

- **Math**
  - Non-High Needs: *
  - High Needs: *

- **Science**
  - Non-High Needs: *
  - High Needs: *

- **41%** of students learning English are on-track to English language proficiency

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  - Math: *

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<td>5%</td>
<td>4%</td>
<td></td>
</tr>
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Measures percent of students reporting positive school climate as measured by the Panorama Student Survey.

- **Secondary (For grades 6-12)**
  - School: 58%
  - State: 59%

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