

# Chester W. Nimitz Elementary School

School Code: 221 Grades K-6

## School Status and Improvement Report School Year 2019-20



Focus on Standards

p. 1

School Description

p. 1

**School Setting** 

pp. 2-3

- Student Profile
- Community Profile

School Improvement

p. 4

p. 5

 Summary of Progress

#### School Resources

- · Certified Staff
- Facilities

#### Vital Signs

pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

#### School Address:

Chester W. Nimitz Elementary School 520 Main Street Honolulu, Hawaii 96818

## **Focus On Standards**

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

## **School Description**

Admiral Chester W. Nimitz Elementary School is named in honor of Fleet Admiral Chester William Nimitz, who commanded America's Pacific Fleet in World War II. He represented the United States at the surrender ceremony in Tokyo Bay aboard the battleship Missouri on September 2, 1045.

The school is located on Main Street directly adjacent to Joint Base Pearl Harbor Hickam and was founded in 1954. Approximately, 99% of Nimitz's students are dependents of military personnel. Two-thirds of the student population live on Joint Base Pearl Harbor Hickam, while the remaining third lives on Caitlyn Park.

The school's alma mater, written in terms children can understand, expresses the meaning of the school's vision:

Nimitz Eagles stand tall together, Waving colors yellow and blue, We will strive to do our best, For we are proud of the Nimitz Way. From day to day we practice, Sharing, loving, and caring, too, Like soaring eagles, rise to the summit, We are proud of Nimitz School.

Nimitz Elementary School's administrators, teachers, staff, and parents work together to meet the challenges and needs of the student population. The faculty and staff are earnest in their endeavors to provide quality learning experiences for all students. By accepting one another as individuals "striving to do their best, sharing, loving, and caring", the school community is promoting the academic success and well-being of its students. This nurturing and supportive attitude is further expressed in a relevant and challenging curriculum that is based on Hawaii Common Core standards. Consistent, sequential, and developmentally-appropriate learning experiences invite students to take an active part in the learning process to become college- and career-ready in the 21<sup>st</sup> century.

Nimitz Elementary School is a learning environment shaped by all members of the school community who willingly devote their time and energy to promote and celebrate student achievement. The faculty, staff, parents, and community members care about students and each other and collaboratively strive to "Rise to the Summit" of achievement and excellence.

The school continues to make academic improvements while meeting the special challenges of a highly transient military population. A variety of school activities such as our Fall Festival, Winter Program, Jingle Bell Fun Run, Aloha Festival, and Curriculum Fair, etc. are planned throughout the school year to encourage parent involvement and to build a sense of "ohana" between Nimitz and our families.

During the 2015-2016 school year, Nimitz completed the accreditation process with the Accrediting Commission for Schools, Western Association of Schools and Colleges, where we received a Six-Year Accreditation Status through June 30, 2022 with a Mid-Cycle One-Day visit, which took place in February 2019.

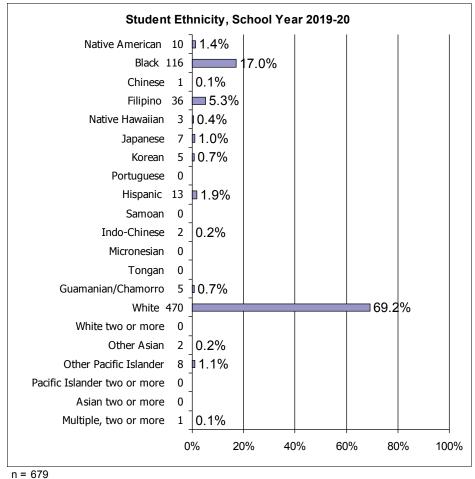
## **School Setting**

## **Student Profile**

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	688	671	679	Number and percent of students	67	75	85
				in Special Education programs	9.7%	11.1%	12.5%
Number and percent of students	513	580	561	Number and percent of students	28	22	18
enrolled for the entire school	74.5%	86.4%	82.6%	with limited English proficiency	4.0%	3.2%	2.6%
year							
Number and percent of students	203	182	181				
receiving free or reduced-cost	29.5%	27.1%	26.6%				
lunch							

- Note. -- means missing data.

  \* means data not reported to maintain student confidentiality (see FERPA).
  - \*\* means School is participating in the Community Eligibility Provision.



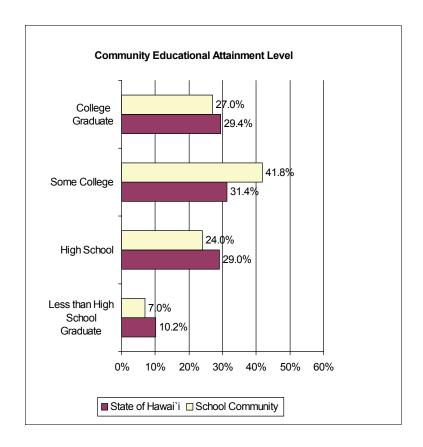
## **School Setting**

## **Community Profile**

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

#### Based on the 2010 U.S. Census

Radford HSC	School Community	State of Hawai`i
Total population	27,470	1,360,301
Percentage of population aged 5-19	21.5%	18.4%
Median age of population	27.5	38.6
Number of family households	6,331	313,907
Median household income	\$64,049	\$66,420



## **School Improvement**

## **Summary of Progress**

Admiral Chester W. Nimitz Elementary School continues to make significant academic improvements while meeting the special challenges of a highly transient military population. The vision and mission guide and direct the school's efforts to increase student achievement. On February 27, 2019, we had our WASC Mid-Cycle visit. The Mid-Cycle Visiting Committee Report indicated we are making progress in addressing the recommendations from our initial visit that took place on in April 2016 where we received our Western Association of Schools and Colleges (WASC) Six-Year Accreditation Status through June 30, 2022.

In order to implement the State and District's goals for literacy, the school community aligned the curriculum, instruction, and assessment with the Common Core State Standards. The results of this endeavor contributed to consistent student achievement as reflected in the Smarter Balanced Assessments test scores.

The school's educational goals, expressed in the school's vision and mission statements, are validated by the academic success of the students. For SY 2017-2018 Strive HI results, the state median for reading proficiency was 54% and the math proficiency was 48% on the Smarter Balanced Assessments. Overall, Nimitz Elementary School exceeded the state's median for both reading and math proficiency with the scores of 70% and 60%, respectively. The state's median for science proficiency was 57%, which the school exceeded with a score of 73%. For Chronic Absenteeism, Nimitz continues to have the lowest rate of 2% for 2015 and 2016, and 1% for 2017.

The school provides a challenging, coherent, and relevant curriculum that is based on current research and practices and is aligned with state initiatives and national standards. This year, we used research-based programs for Language Arts (Reading Wonders), Mathematics (Go Math!), Science (Scott Foresman), and Social Studies (Scott Foresman) along with supplementary resources (STAR Universal Screener, Achieve 3000, Smarty Ants, IXL, Thinking Maps, Graphic Organizers, etc.) in our classrooms. As an AVID school, we have incorporated school-wide AVID strategies as we work towards closing the achievement gap and preparing our students to be college and career ready.

In addition, the use of technological tools is incorporated as an integral part of the teaching and learning process and is coordinated to help students achieve the Common Core State Standards, and General Learner Outcomes. Students actively utilized technology and multi-media resources to increase their knowledge by searching out information and data, organizing and maintaining files, processing and communicating information, etc. so they may be successful in the 21st century where learning goes beyond the classroom.

We are continuing to implement the Data Team Process to analyze school, grade, and classroom level data. By collecting data on an ongoing basis to inform decision making and instruction, we can determine key areas of change to meet the diverse student needs. Through data teams, we engaged in conversations about assessment data to determine action steps needed to improve student achievement.

We started Response to Intervention this past school year, where part-time teachers/paraprofessional tutors worked with small groups of students in Tier 3 while teachers worked with students in Tiers 1 and 2. The Star Universal Screener helped us identify students that needed extra support in the area of reading. Students from Grades K-6 were monitored throughout the school year to track their progress.

Teacher planning time has also been provided during the school day and on Wednesdays after school, for teachers to meet, collaborate and articulate within and across grade levels. Teachers continue to focus on the areas of curriculum, instruction, and assessments as they discuss and reflect on "effective" instructional practices to implement in their classroom.

#### **School Resources**

#### **Certified Staff**

#### Teaching Staff

Total Full-Time Equivalent (FTE) <sup>1</sup>	41.5					
Regular Instruction, FTE 80.7%	33.5					
Special Instruction, FTE 19.2%	8.0					
Supplemental Instruction, FTE 0.0%	0.0					
Teacher headcount	42					
Teachers with 5 or more years at this school	28					
Teachers' average years of experience	12.9					
Teachers with advanced degrees	21					
Professional Teacher Credentials						

## rofessional Teacher Credentials

Fully licensed	100.0%	42
Emergency hires	0.0%	0

<sup>&</sup>lt;sup>1</sup> Totals may not equal 100% due to rounding. Professional Teacher Credentials are based on teacher headcount number.

## Students per Teaching Staff <sup>2</sup>

Regular Instruction	17.7
Special Instruction	10.6

#### Administrative and Student Services Staff

Administration, FTE <sup>3</sup>	3.0
Librarians, FTE	0.0
Counselors, FTE	2.0
Number of principals at this school	1
in the last five years	

<sup>&</sup>lt;sup>3</sup>Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

#### **Facilities**

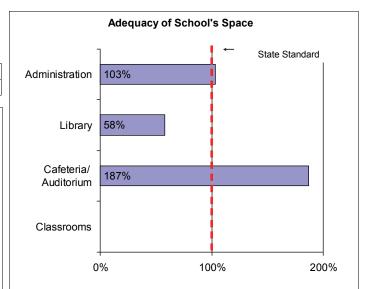
School Year Ending 2020

·	•
Classrooms available	
Number of classrooms short (-) or over (+)	

#### School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.



School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

Note. -- means missing data.

<sup>&</sup>lt;sup>2</sup> These figures do not indicate class size.

## **Vital Signs**

## **School Quality Survey**

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

## **Percent of Positive Responses**

School Quality Survey *		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Safety	2019	85.3%	77.9%	86.2%	86.0%	70.0%	71.4%
	2020	74.1%	76.7%	86.1%	86.3%	67.9%	68.2%
Well-Being	2019	80.9%	76.5%	88.3%	90.7%		
	2020	76.3%	75.7%	84.7%	91.0%		
Satisfaction	2019	76.1%	74.8%	78.4%	86.6%		
	2020	75.7%	72.9%	74.8%	87.5%		
Involvement/Engagement	2019	84.3%	74.6%	67.1%	74.9%		
	2020	73.6%	73.2%	64.8%	75.5%		

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	100.0%	79.9%	32.4%	34.9%	85.4%	86.0%
	2020	90.4%	84.5%	18.7%	37.7%	86.1%	85.2%

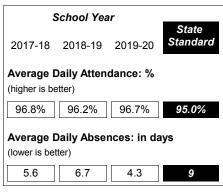
The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

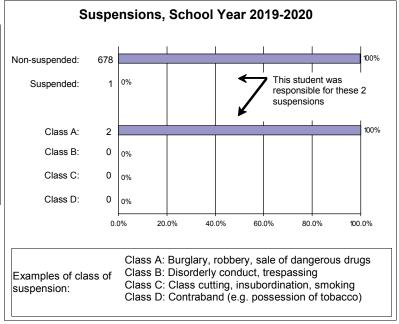
<sup>\*\*</sup> State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

## **Vital Signs**

#### **Student Conduct**

#### Attendance and Absences





## **School Retention**

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

## Retention

	2018	2019	2020
Total number of students	583	568	583
Percent retained in grade	0%	0%	0%

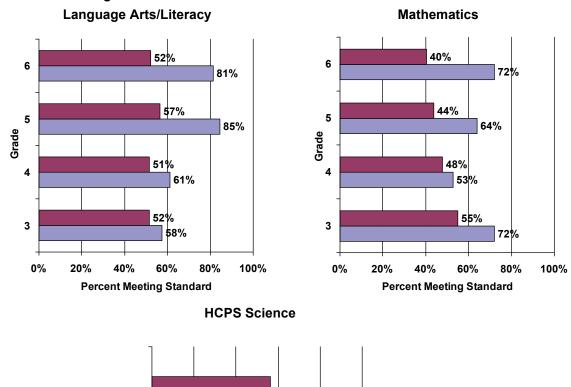
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## **Vital Signs**

## **Hawaii Statewide Assessment Program**

NOTE: The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



0% 20% 40% 60% 80% 100%

Percent Proficient

The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



A school's bar may not be shown to maintain student confidentiality (see FERPA).

## **Other School Information**

Chester W. Nimitz Elementary School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2022.

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Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI: Hawaii State Department of Education.