



Admiral Chester W.

Nimitz

Elementary School

Grades K-6

School Status and Improvement Report



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School Address:

Nimitz Elementary School
520 Main Street
Honolulu, HI 96818

Focus On Standards

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

The report includes a description of the school and information on the **context**, **process**, and **outcomes** at the school for the 2000-2001 school year, including a summary of the school's Standards Implementation Design (SID) **process**.

School Description

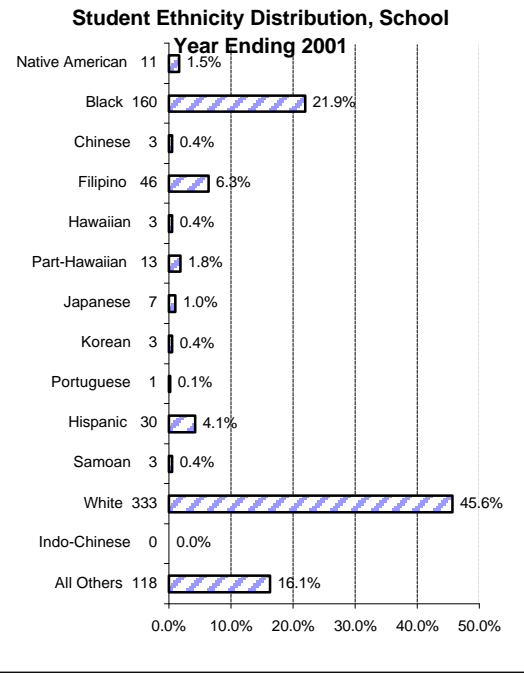
Welcome to Admiral Chester W. Nimitz Elementary School, "Home of the Eagles". The school was founded in 1954 and is named in honor of Fleet Admiral Chester Nimitz, commander of America's Pacific Fleet during World War II. Ninety-eight percent of Nimitz's students are dependents of military personnel. The school is located on Main Street adjacent to Hickam Air Force Base. Two-thirds of the student population live on the Air Force Base while the remaining third live on the Aliamanu Military Reservation, a military residential complex for all branches of the military. Mixed light industrial trades and businesses, the Honolulu International Airport and other military residential complexes are located within a five mile radius of the school. Nimitz Elementary School operates under School/Community-Based Management.

Nimitz Elementary School's administrators, teachers, staff and parents work together to meet the challenges and needs of the student population by providing quality learning experiences for all students through a relevant and challenging curriculum that is based on school, state and national educational standards. Consistent, sequential, and developmentally appropriate learning experiences invite students to take an active part in the learning process. In the 1998-1999 school year, Nimitz Elementary School was chosen as Hawaii's Blue Ribbon School.

Context: School Setting

Student Profile

School year ending	1999	2000	2001
Fall enrollment	773	740	693
Number and percent of students enrolled for the entire school year	616	650	545
	79.7%	87.8%	78.6%
Number and percent of students receiving free or reduced-cost lunch	275	313	330
	35.6%	42.3%	47.6%
Number and percent of students in Special Education programs	41	58	66
	5.3%	7.8%	9.5%
Number and percent of students with limited English proficiency	29	12	2
	3.8%	1.6%	0.3%

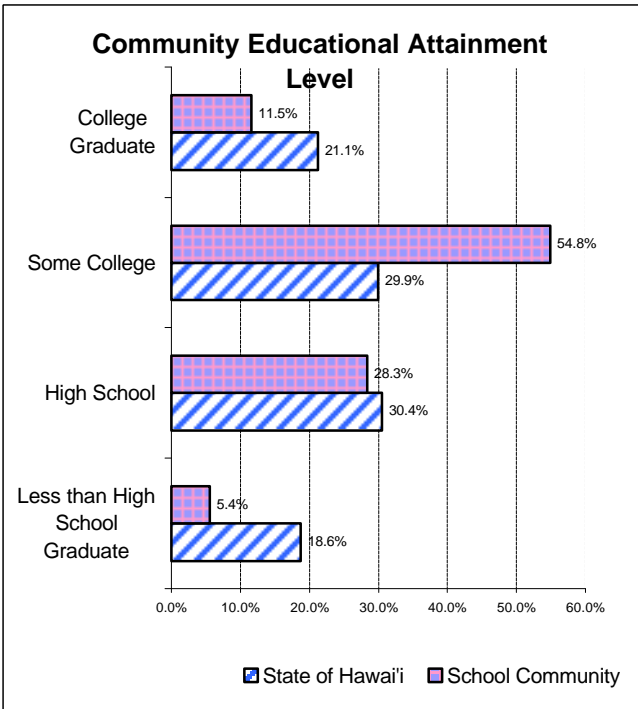


Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	3.3	3.6
Percent of households with school age children (4-19)	65.1%	31.8%
Median household income	\$29,912	\$38,829
Per capita income	\$8,280	\$15,770
Percent of households with Public Assistance income	0.9%	6.8%
Percent of children (3-19 years) below poverty level	6.0%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



Process: Standards Implementation Design

The following is a summary of the school's standards implementation design for the 2000-01 school year.

The vision of Nimitz Elementary School is to provide "a safe, nurturing environment which challenges students to attain the highest levels of achievement and excellence." The school's mission, philosophy, and the Nimitz Creed, developed collaboratively by all stakeholders, are guideposts to that vision. The mission of Nimitz Elementary School is "to provide an environment where all students and teachers are active participants in learning that is relevant to present and future needs." The staff functions in accordance with the school's philosophy that, "as public educators, students are accepted as individuals who are entitled to an education which challenges and nurtures them to achieve their full potential as lifelong learners and to live as caring, productive citizens of our democratic society."

The vision, mission, and philosophical beliefs guide and direct the school reform efforts to increase student learning and achievement. In implementing the State's and District's goal for literacy, articulated in the Hawaii Content and Performance Standards, the school community embarked on aligning the curriculum, instruction, and assessment with state and national standards. The results of this endeavor contributed to significant increase in student achievement as reflected in the Stanford Achievement reading and math test scores.

With attention to the Standards Implementation Design System school improvement process, the school wide learner outcomes were developed through a collaborative process. The school wide learner outcomes that students are expected to achieve before leaving Nimitz Elementary School are to develop the skills to become:

- Literate Students;
- Problem Solvers;
- Effective Communicators;
- Independent Learners;
- Team Players;
- Involved Citizens;
- Healthy Individual.

In addition, all teachers, in all grade levels, will contribute to the development of the four General Learner Outcomes that serve as the essential, overarching goals for all of the content and performance standards. The school community also agreed to emphasize GLO #3, "the ability to be involved in complex thinking and problem solving" for the next few years.

This past school year, the school staff comprehensively analyzed Nimitz Elementary School's instructional and organizational effectiveness in supporting student learning using the Standards Implementation Design school improvement process. The staff looked at the school's strengths and weaknesses and prioritized growth/improvement areas that the school will work on for the next three years:

- Curriculum
 - align the Mathematics and Reading Series to the Standards and GLOs
 - continue to develop and implement integrated units
- Instruction
 - adapt and adopt instructional strategies to promote the use and application of higher level thinking skills in all curriculum areas
 - implement integrated units
- Assessment
 - understand how classroom assessment supports learning and how it is related to achieving the Standards and General Learner Outcomes
 - use effective and appropriate assessment
 - involve students in the assessment process

Nimitz Elementary School is realizing its vision, as it becomes a safe and nurturing place. Faculty, staff, parents, community members, and volunteers care about students and each other and collaboratively strive to "Rise to the Summit" of achievement and excellence.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	39.0
Regular Instruction, FTE	29.0
Special Education, FTE	7.0
Supplemental Instruction, FTE	3.0
Teacher headcount	39
Teachers with 5 or more years at this school	30
Teachers' average years of experience	14.9
Teachers with advanced degrees	5

Students per Teaching Staff Member

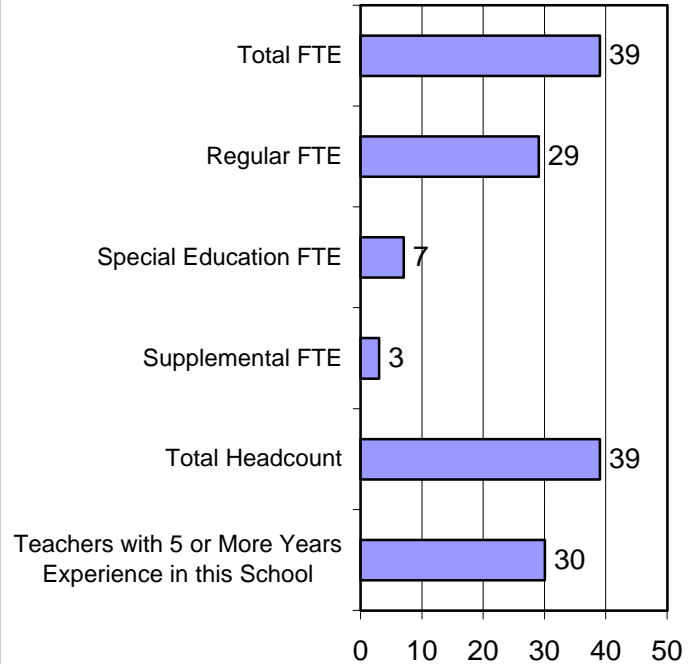
Regular Instruction	19.6
Special Education	9.4

Administrative and Student Services Staff

Administration*, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Teacher Counts



Facilities

School year ending 2001

Classrooms available	39
Number of classrooms short (-) or over (+)	0

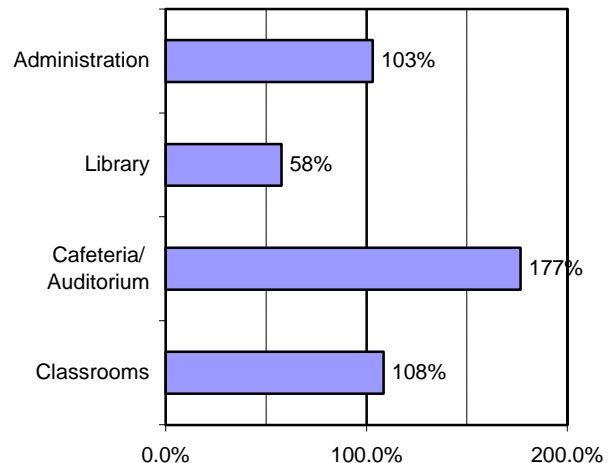
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	2	[]
Building exterior	[]	2	[]
Building interior	[]	2	[]
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	[]	3
Sanitation	[]	[]	3
Total	15		

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

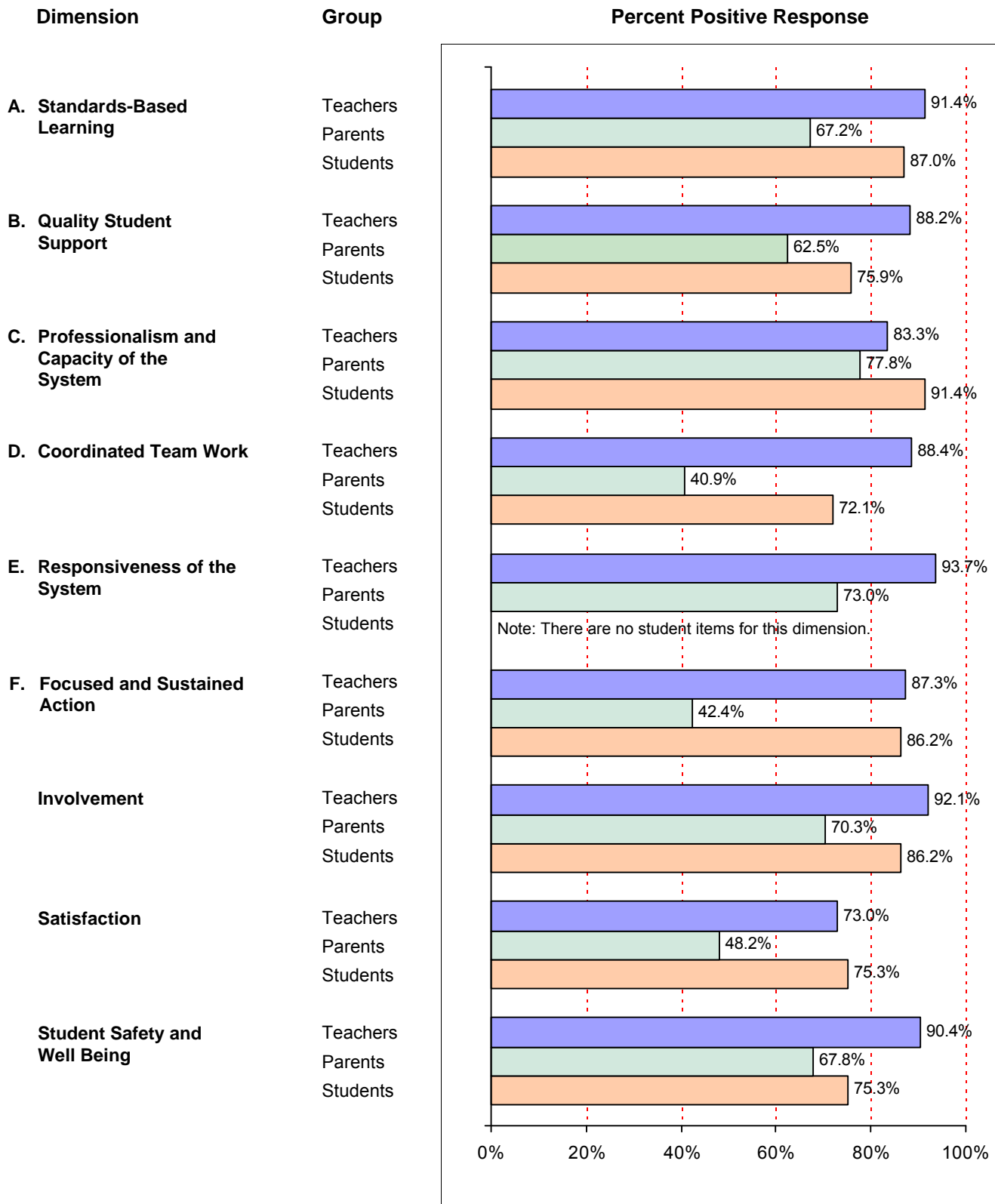
Adequacy of School's Space Compared with State Standards



School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

Outcomes: Vital Signs

School Quality Survey

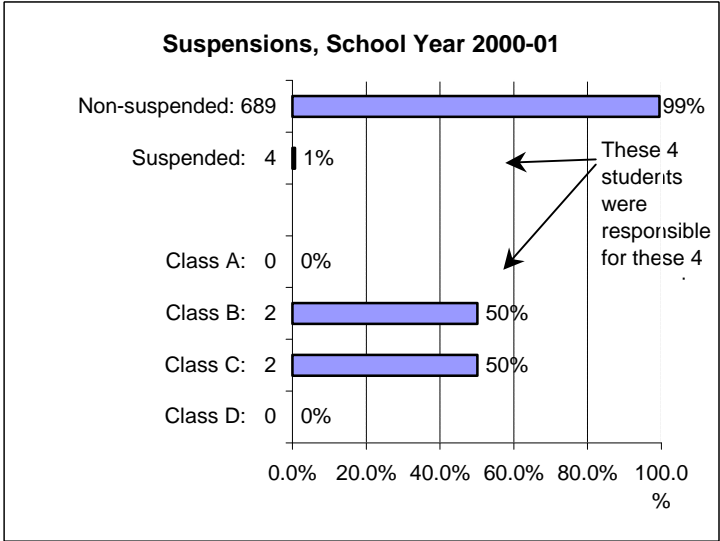


Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
Average Daily Attendance: % (higher is better)			
96.2%	96.3%	96.4%	95.0%
Average Daily Absences: in days (lower is better)			
6.8	6.7	5.9	9



Class A: Burglary, robbery, sale of dangerous drugs
 Examples of class of suspension: Class B: Disorderly conduct, trespassing
 Class C: Class cutting, insubordination, smoking
 Class D: Contraband (e.g. possession of tobacco)

Statewide Testing

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at <http://arch.k12.hi.us>.