



Inouye Elementary

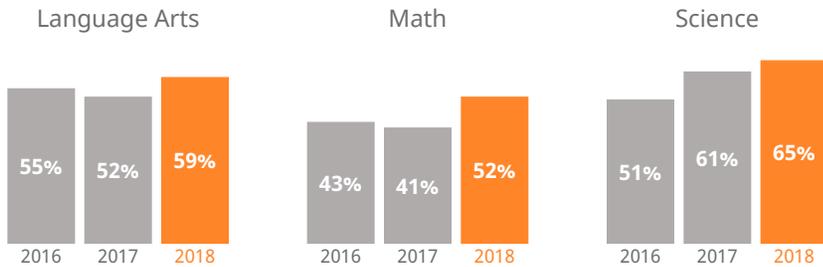
1 Ayres Avenue, Wahiawa, Hawaii | Oahu | Leilehua-Mililani-Waiialua Complex Area

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.



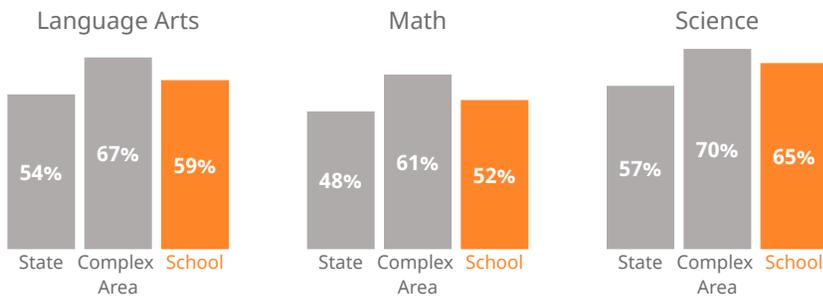
How are students performing in each subject?

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



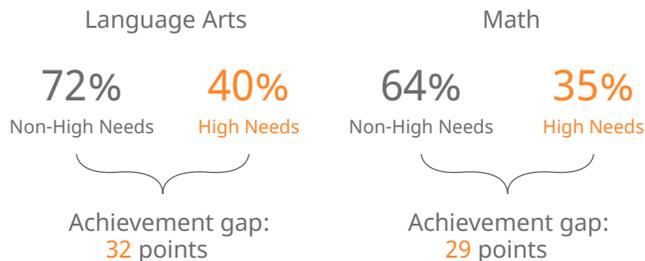
How are students performing compared to others?

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



How are student subgroups performing?

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



41%

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



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 & KĀ'EO tests show the percent of students making academic growth each year.

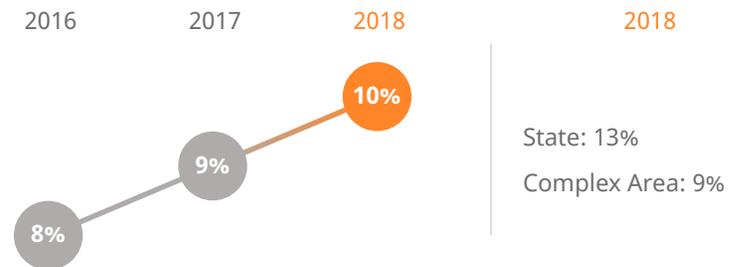


How many 3rd graders read on grade level?

79% of 3rd graders read **near, at, or above** grade level



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



How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

71% of students **feel positively** about their school

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Our Story

Daniel K. Inouye Elementary School “empowers learners to explore, discover, create, and share.” In today’s world, students need more than just academic knowledge and skills. A positive school culture focused on the whole child is an important component of an effective teaching and learning environment. A whole child approach promotes the development of all students to prepare them for long-term success. Students need to be safe, healthy, engaged, challenged, exposed to a variety of opportunities, and supported by the school community. Our students apply knowledge and skills to manage their emotions, develop empathy, and establish positive relationships with others. Social-emotional learning as well as project-based learning are important components of teaching and learning at Daniel K. Inouye Elementary School.

We believe in providing our students with an education that focuses not only on grade level standards but also allows them to work collaboratively as problem-solvers to meet the challenges of their world. Through project-based learning, students take responsibility and build their confidence to make a difference. Students work collaboratively to discuss and propose solutions to problems, communicate ideas, and manage their responsibilities more effectively in order to deepen their understanding of their world. Exploring the driving question, “How can we make a difference?” students focus on themes such as change, community, and sustainability and use technology as an integral tool for learning, creating, and sharing new information. 98% of our students are military dependents, and at least a third of them transition in and/or out of our school during the school year; therefore, we believe it is imperative to equip our students with lifelong skills that will positively impact them throughout their lives not just now, but in the future.

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.

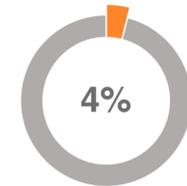
Learn more at
<http://bit.ly/StriveHISystem>

About Our School

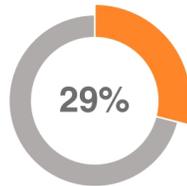
Principal | Yuuko Arikawa
Grades | K-5
808-305-3400
www.inouye.k12.hi.us

735

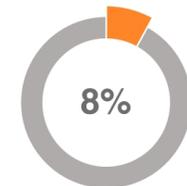
students enrolled



of students are English language learners



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



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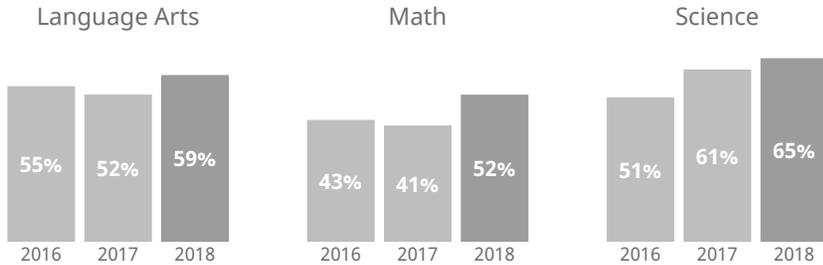
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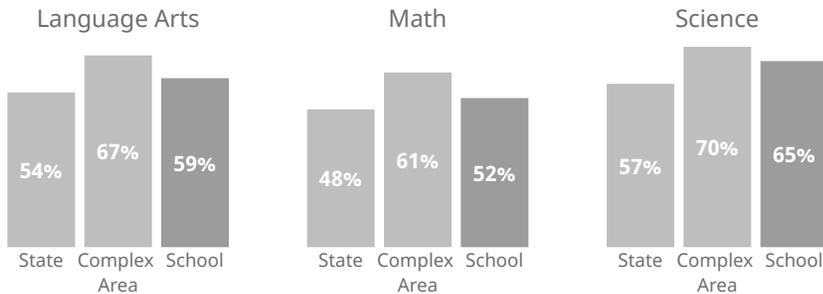
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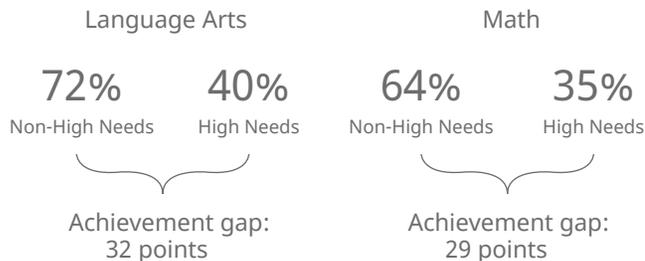
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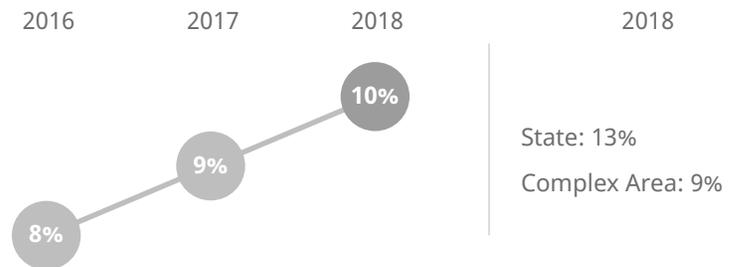


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735

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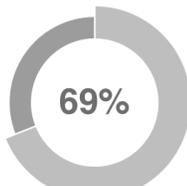
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