



Linapuni Elementary

1434 Linapuni Street, Honolulu, Hawaii | Oahu | Farrington-Kaiser-Kalani 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.



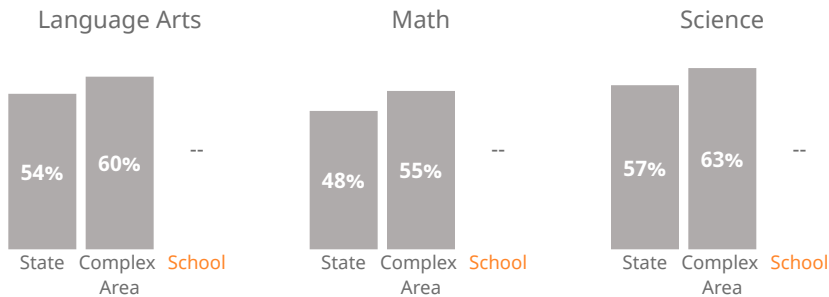
How are students performing in each subject?

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



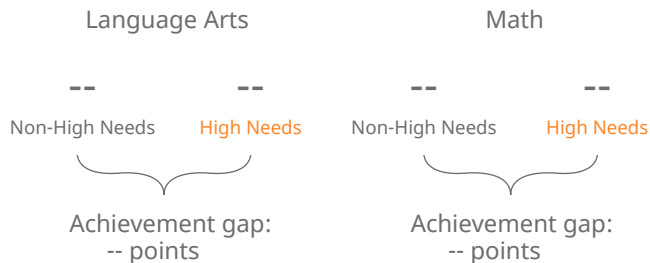
How are students performing compared to others?

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.



61%

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.

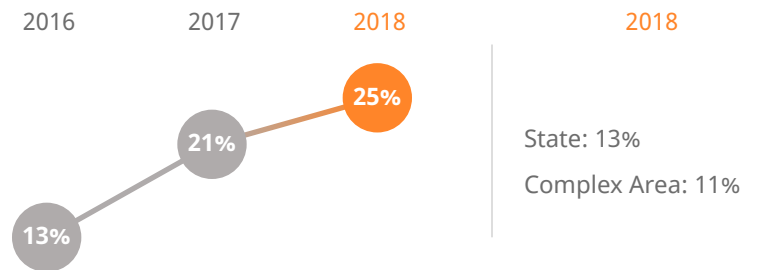


How many 3rd graders read on grade level?

-- 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.

-- of students **feel positively** about their school

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Our Story

Linapuni Elementary School completed its sixth year of transformation to an Early Learning Center. Through continued funding from the Governor's Executive Office of Early Learning, we maintained 2 pre-K classes. Fortunately, this year, a third pre-K SPED inclusion class was established in partnership with PACT, one of our community partners, increasing our total to 3 pre-K classes. Additionally, there were 4 classes for each of the other grade levels (i.e. grades K, 1).

Once again, chronic absenteeism continued to be a major focus. In addition to implementing the positive deviance model which encourages parent engagement by acknowledging/owning the problem of absenteeism and finding grass roots solutions, Linapuni faculty made a commitment to adopt the Multi Tiered Systems of Support with training provided by Honolulu District Office. The plan is full implementation in 3 years.

Lastly, we received official notification of our WASC accreditation status, 6 years with a one day mid cycle visit. The Academic Reflection Team (ART) has taken the lead to address identified major growth areas (i.e. close achievement gap, develop written assessment plan/staff development plan/process to maximize communication, create feeling of shared decision-making among all stakeholders).

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.

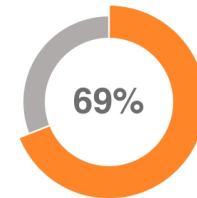
Learn more at
<http://bit.ly/StriveHISystem>

About Our School

Principal | Cindy Sunahara
Grades | K-1
808-305-2150
www.linapunischool.org

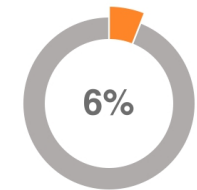
144

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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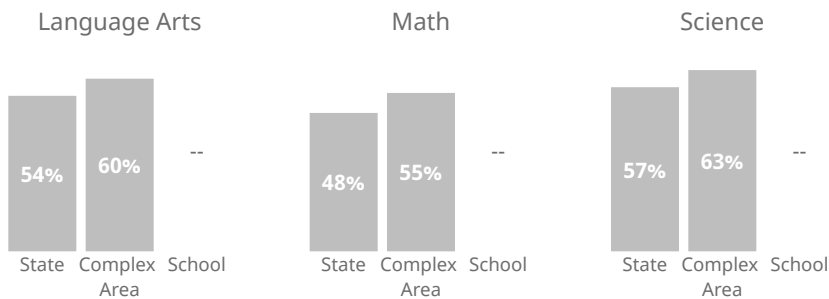
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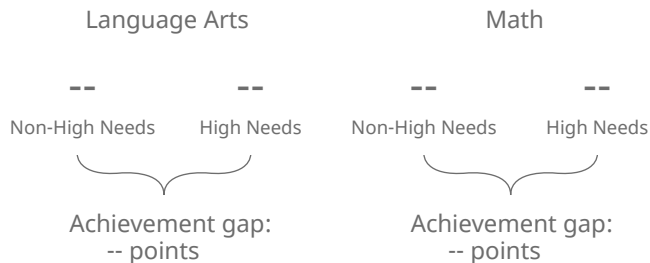
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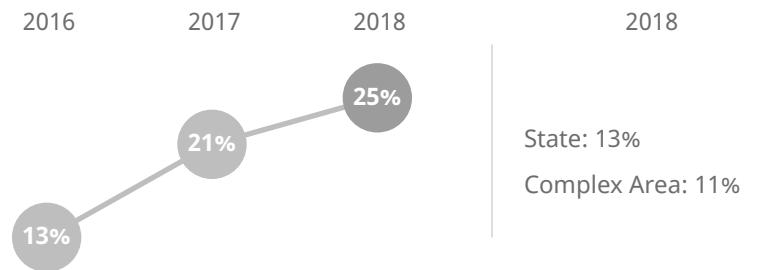


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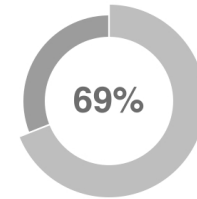
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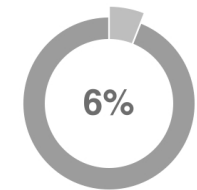
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