



Daniel K. Inouye Elementary School

School Code: 207

Grades K-5

School Status and Improvement Report School Year 2019-20



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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

Our school consists of two distinct populations. One portion of our community calls Hawai'i their long-term home and about 78% of our population is military connected and world traveled. All students have the opportunity to learn from each other, positively influence their communities, and impact our world.

We value critical thinking, communication, collaboration, and creativity which students can take with them wherever they go. Students explore, discover, create, and share through hands-on experiences and project-based learning. Students have opportunities to participate in Eagle Council, JPO, Greeters Club, Robotics, complex intramural activities, and specials like ukulele, coding, and game creation.

We recognize that transitions can be challenging. We have an active Transition Center which provides daily tours for new students and parents as well as periodic checks for new students. We receive support from our partnerships with the Headquarters and Headquarters Battalion 25th ID, the Army School Liaison Team, Military Family Life Consultants, and Tripler AMC School Mental Health Team. Many opportunities are available for parents and the community to become involved in school activities. The Parent Community Networking Center coordinator regularly recruits volunteers for classroom and school activities. Parent education workshops, called the Brood Patch, are offered, and the Parent Teacher Organization supports the school through its many family-based activities.

All faculty and staff members have opportunities to develop their leadership and participate in new learning to improve their craft.

Go Eagles! Soar High!

School Address:

Daniel K. Inouye Elementary School
Waianae & Ayres Avenues
Wahiawa, Hawaii 96786

School Setting

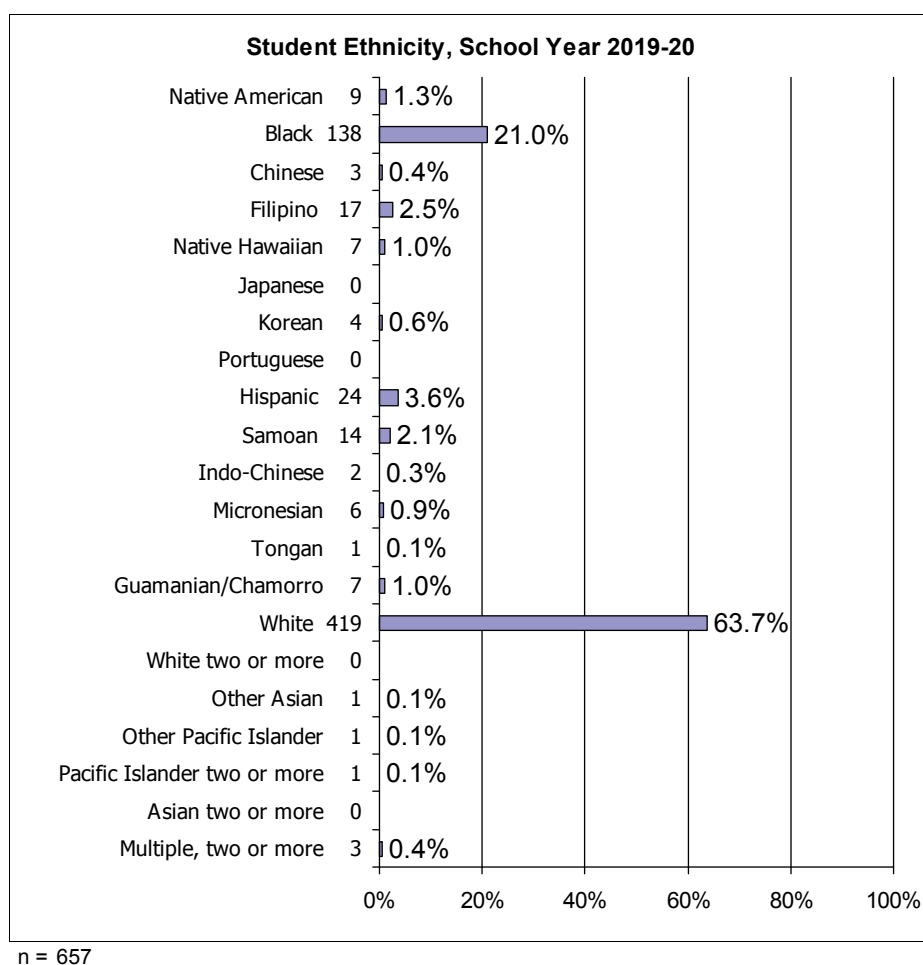
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	735	707	657	Number and percent of students in Special Education programs	61 8.2%	65 9.1%	75 11.4%
Number and percent of students enrolled for the entire school year	528 71.8%	500 70.7%	508 77.3%	Number and percent of students with limited English proficiency	32 4.3%	42 5.9%	29 4.4%
Number and percent of students receiving free or reduced-cost lunch	213 28.9%	195 27.5%	169 25.7%				

Note. -- means missing data.

* means data not reported to maintain student confidentiality (see FERPA).

** means School is participating in the Community Eligibility Provision.



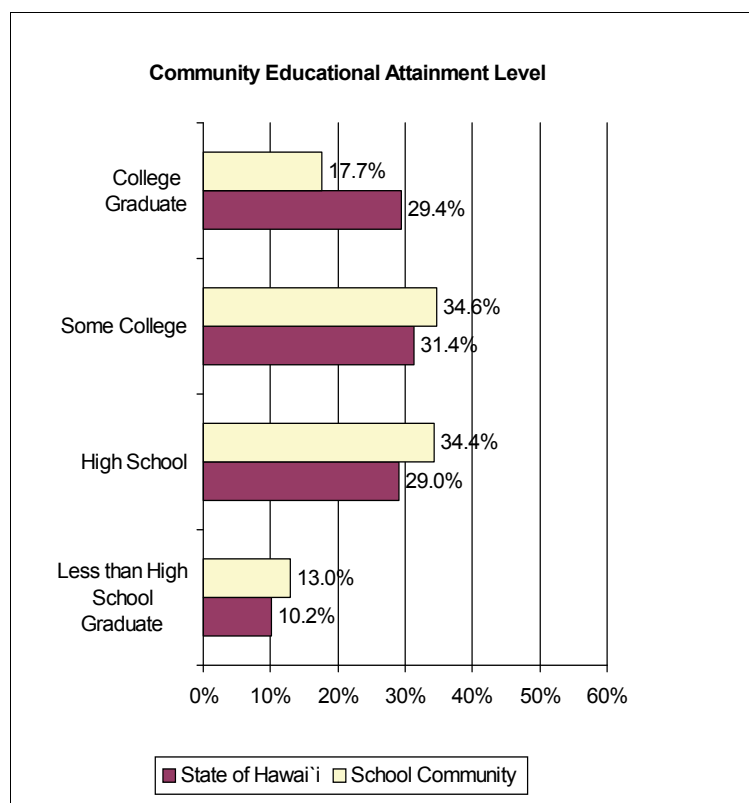
School Setting

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

Leilehua HSC	School Community	State of Hawai'i
Total population	44,040	1,360,301
Percentage of population aged 5-19	21.8%	18.4%
Median age of population	26.0	38.6
Number of family households	9,844	313,907
Median household income	\$50,592	\$66,420



School Improvement

Summary of Progress

Our world needs our empathetic, skilled, and confident students. We receive families into our 'ohana and offer diversified learning and support services which benefits and enhances lives. We value place, project, and service based learning which empowers our students to explore, discover, create, and share.

With this in mind, the overarching question for SY18-19 was, "How do we know?" in a truly inquisitive and curious spirit. Here was an opportunity for self-examination into our opportunities for student voice, teacher collaboration, and school design.

Student growth is the main focus of teaching and learning at our school. Our school continued to utilize AIMSWebb as a universal screener and interim assessment of growth and progress. Grade level teams meet regularly in facilitated articulation sessions to examine student work, determine instructional strategies, and plan out the best learning moving forward.

We are working towards seamlessly embedding inquiry, problem-solving, critical and creative thinking, and technology throughout the school day. Teachers were gifted with science and math professional development which enhanced their implementation of the Next Generation Science Standards and Common Core State Standards.

Our school continued its priority of relevant learning and application of skills through project based learning (PBL). New teachers to the school were empowered to explore and discover PBL while teachers who have been at the school for many years moved on to creating and sharing their projects with the school and greater community through our showcase.

We recognize the need for students to be emotionally competent as well and continued lessons and supports around Social Emotional Learning for our students, utilizing the Second Step curriculum and Panorama assessments.

The school community was involved in various processes of reviewing data and providing feedback and input during Leadership Team, Faculty, Grade Level / Department, and School Community Council meetings. All relevant participants have access to meeting agreements and notes through shared slides, folders, and links on the school's website and Facebook page. We continue to have successful School Community virtual meetings through Facebook. Any member of the school community is able to join the meeting, respond to questions, and share concerns or suggestions.

Our school vision applies to staff as well as students. Our leadership, faculty, and professional development sessions were purposefully structured to provide opportunities for inclusion and community building, teacher choice for meaningful professional development, skills and strategies, health and safety, as well as spaces for teachers to grow in their leadership roles.

Students were given opportunities to provide feedback on our no cupcake policy and also highlight gifts and talents on campus through our Eagles Got Talent shows, drama plays, robotics, ukulele, hula, and coding.

We remain committed and continue to work hard and soar!

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		53.0
Regular Instruction, FTE	73.5%	39.0
Special Instruction, FTE	24.5%	13.0
Supplemental Instruction, FTE	1.8%	1.0

Teacher headcount		53
Teachers with 5 or more years at this school		23
Teachers' average years of experience		8.8
Teachers with advanced degrees		25

Professional Teacher Credentials

¹

Fully licensed	98.1%	52
Emergency hires	1.8%	1

¹ Totals may not equal 100% due to rounding.
Professional Teacher Credentials are based on teacher headcount number.

Students per Teaching Staff

²

Regular Instruction	14.9
Special Instruction	5.7

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	4.0
Librarians, FTE	1.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	2

³ 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

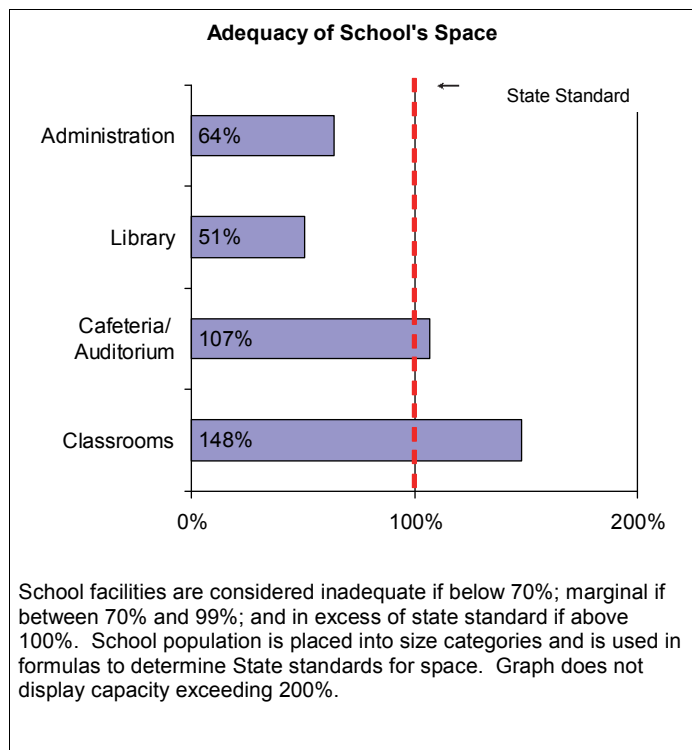
Classrooms available	54
Number of classrooms short (-) or over (+)	0

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.

Note. -- means missing data.



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	
		School	State	School	State	School	State
Safety	2019	74.1%	77.9%	82.9%	86.0%	68.7%	71.4%
	2020	74.3%	76.7%	--	86.3%	67.0%	68.2%
Well-Being	2019	75.0%	76.5%	93.1%	90.7%	--	--
	2020	64.5%	75.7%	--	91.0%	--	--
Satisfaction	2019	69.7%	74.8%	81.6%	86.6%	--	--
	2020	60.0%	72.9%	--	87.5%	--	--
Involvement/Engagement	2019	75.5%	74.6%	72.9%	74.9%	--	--
	2020	68.6%	73.2%	--	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	67.7%	79.9%	24.2%	34.9%	81.4%	86.0%
	2020	92.0%	84.5%	0.0%	37.7%	86.4%	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.

** 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.

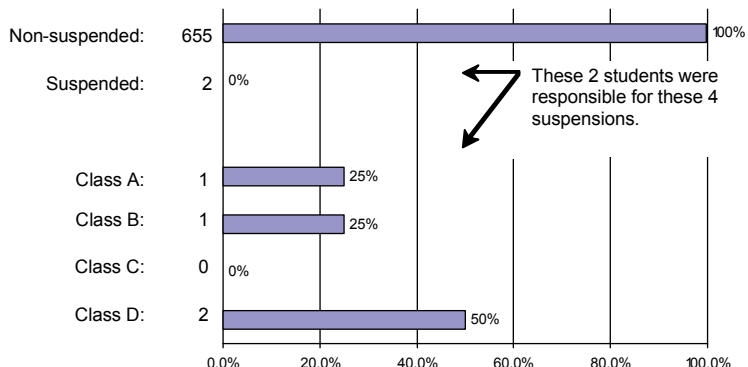
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
95.6%	95.5%	95.4%	95.0%
Average Daily Absences: in days (lower is better)			
7.7	7.9	6.1	9

Suspensions, School Year 2019-2020



Examples of class of suspension:

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

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	577	571	515
Percent retained in grade	0%	0%	0%

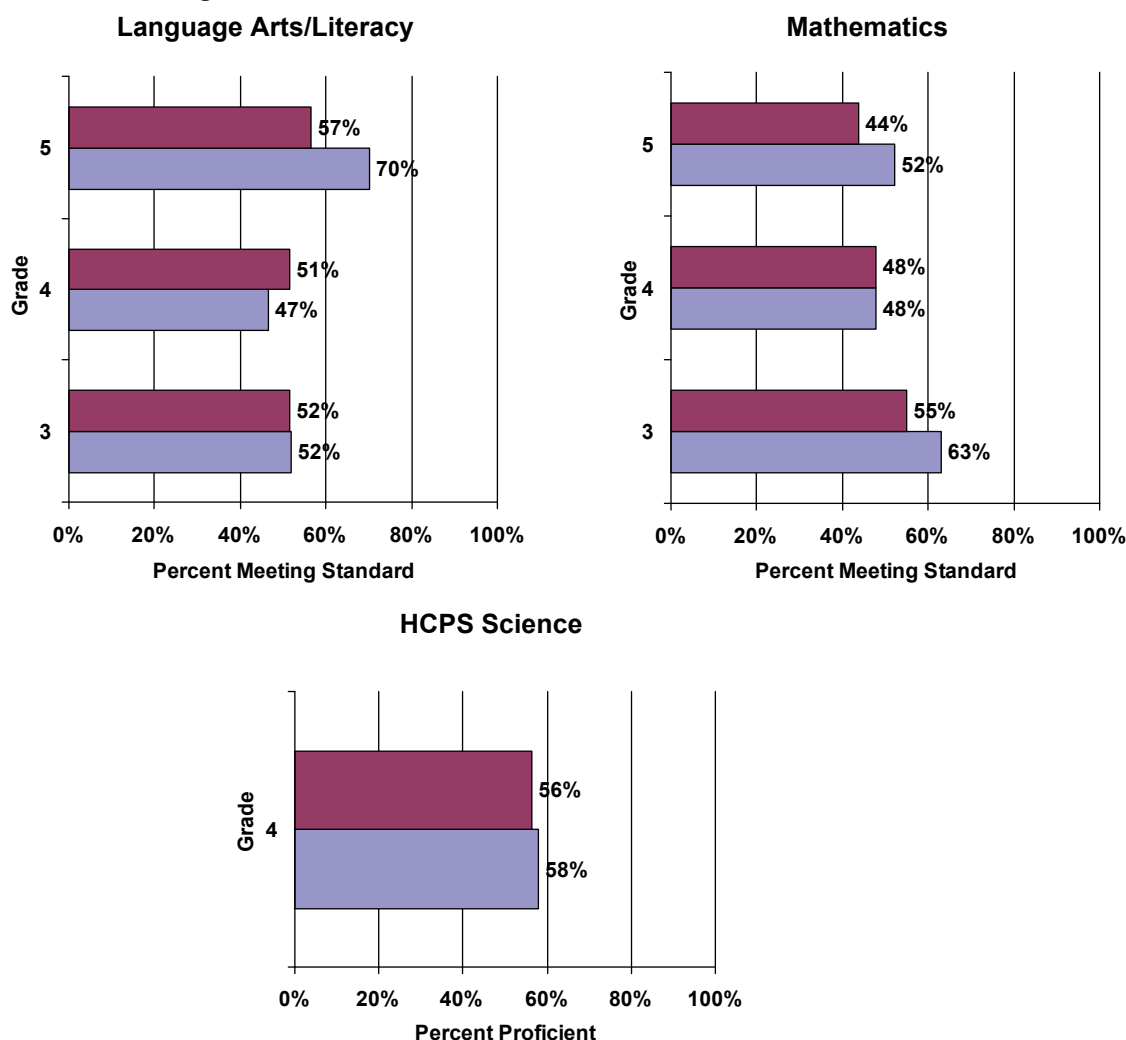
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Vital Signs

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.



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

Daniel K. Inouye 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.