



School Status and Improvement Report School Year 2015-16



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School Address:

Aiea High School
 98-1276 Ulune Street
 Aiea, Hawaii 96701

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

ʻAiea High School was established in 1961 and overlooks historic Pearl Harbor. As a smaller high school, we provide more leadership and character-building opportunities for our students. Our school motto is to "Breathe the Aiea AIR", AIR signifying the need for Achievement, Integrity, and Relationships in all we do throughout our lives.

Our teachers are hard-working professionals, dedicated to the success of every student. We have 5 National Board-Certified teachers, two more with Law Degrees, and 4 with Doctoral Degrees. They work in partnership with our outstanding support staff, sharing ideas and innovations that result in a challenging and motivating learning environment. Students are provided scaffold support through curriculum that is aligned to the Common Core State Standards. Quality instruction, throughout the day, engages students and builds upon student strengths. Through powerful reflective practice, ʻAiea High School earned a 6-year WASC accreditation term in 2012 with a positive mid-term review a year ago.

Student achievement is a high priority at ʻAiea High School. We analyze many sources of data and their implications for change in instruction through the Data Teams process. The schools' overall goal is to develop 21st-century skills in all of our students so they are college- and career-ready upon graduation.

Our school offers a variety of courses that meet the needs of every learner. Recently, AHS was featured as one of the top ten Hawaii High Schools by US News. Our Advanced Placement classes provide opportunities for students who wish to participate in the most rigorous courses our school has to offer. These include English Literature and Composition, English Language and Composition, Calculus, Statistics, Environmental Science, Biology, World History, Psychology, Japanese, and Government and Politics. Students are also able to enroll in other advanced courses like Japanese, Spanish, Hawaiian, French, Expository Writing, Trigonometry, Chemistry, Physics, STEM, Biomedical Science, and Debate. ʻAiea High School offers an array of courses in Physical Education, Leadership and Service, Robotics, Automotive, Woodshop, Health Services, Graphics, AFJROTC, Modern Dance and Ballet, Orchestra/Band and Visual Arts.

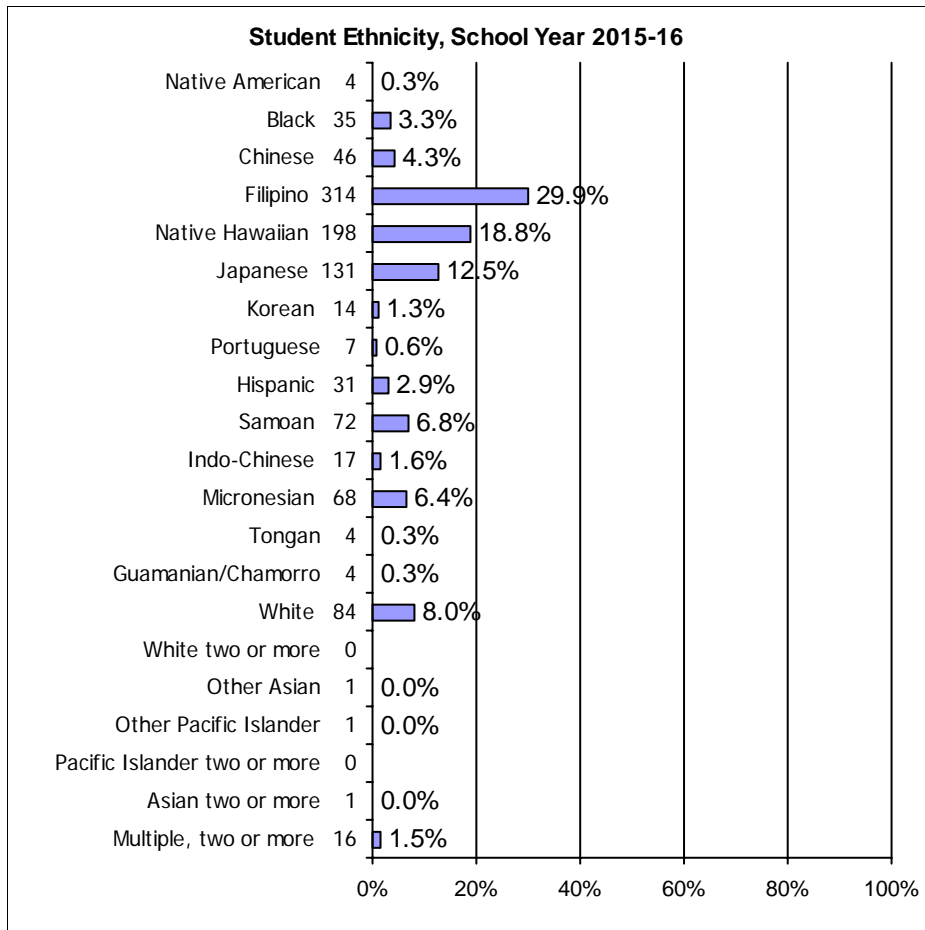
ʻAiea High School has formed partnerships with Pali Momi, Kaiser, Hickam AFB NCO Academy, Honolulu Community College, Bank of Hawaii, and the Rising Phoenix Jaycees. A partnership approach gives students, families, and community members more opportunities to participate in a wide range of involvement activities and to assume key roles and responsibilities in school-improvement efforts. Our commitment to continuous school improvement has compelled us to create strong partnerships that focus on rigor, relevance, and relationships. The synergy that results from these partnerships creates greater benefits for all of our stakeholders.

School Setting

Student Profile

School year	2013-14	2014-15	2015-16		2013-14	2014-15	2015-16
Fall enrollment	1083	1111	1048	Number and percent of students in Special Education programs	127	135	130
					11.7%	12.1%	12.4%
Number and percent of students enrolled for the entire school year	1029	1028	969	Number and percent of students with limited English proficiency	35	46	34
	95.0%	92.5%	92.4%		3.2%	4.1%	3.2%
Number and percent of students receiving free or reduced-cost lunch	522	547	494				
	48.1%	49.2%	47.1%				

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



n = 1048

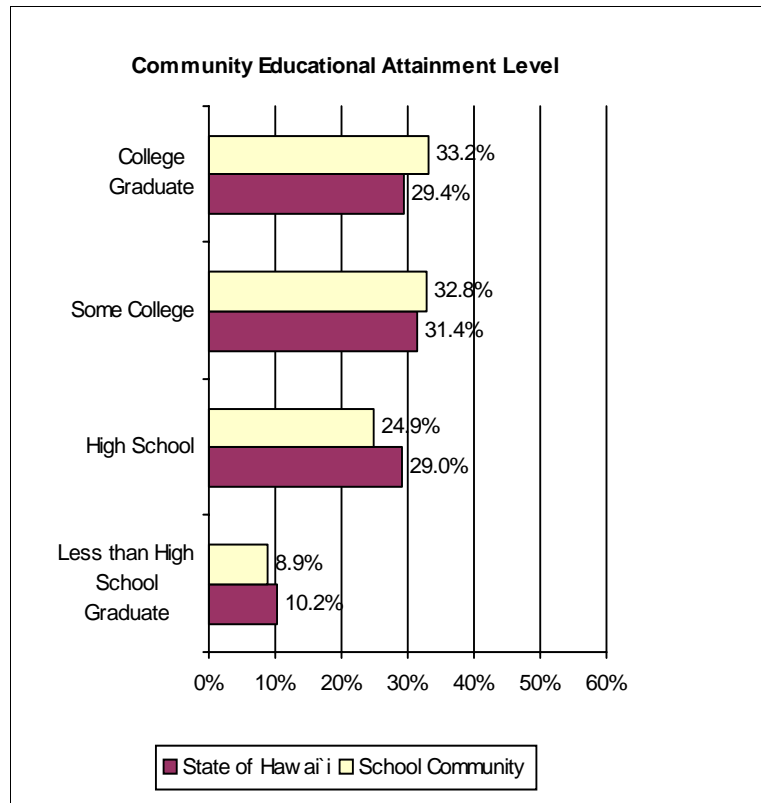
School Setting

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

Aiea HSC Complex	School Community	State of Hawai'i
Total population	40,863	1,360,301
Percentage of population aged 5-19	15.8%	18.4%
Median age of population	42.4	38.6
Number of family households	10,103	313,907
Median household income	\$80,712	\$66,420



School Improvement

Summary of Progress

Under the STRIVE HI system, 'Aiea High School is ranked as a "Continuous Improvement" school. Our school's improvement plan is aligned to the State's 3 Goals – student success, staff success, and successful systems of support – and to the State's 6 Priority Strategies below. We use a continuum to determine our level of implementation for each of these strategies. Establishing (1) is the installation phase; Applying (2) is the initial implementation phase; Integrating (3) is the full operation phase; and Systematizing (4) is the sustainability phase.

Academic Review Team – ART is at the integrating phase. ART meets twice a month and uses the Plan-Do-Check-Act process to plan, monitor, determine and take next steps for all strategic projects and initiatives that are designed to improve student success. They structure routines to ensure there is an understanding of evidence of progress on student outcomes aligned with our Academic Plan. They facilitate dialogue, learning, and action based on evidence, documenting growth over time. Our leadership committee is part of the ART team.

Formative Instruction/Data Teams – FI/DT is at the integrating phase. All teachers are members of a Data Team. The school has effectively used the Reeves' 5+1-step collaborative process for four years. Data Team meetings are held at least twice a month, where teachers engage in conversations around improving student performance and teaching practice. Teachers display data through a Data Fair twice a year so that ideas and best practices are shared across curriculums.

Educator Effectiveness System – EES is at the systematizing stage. We have gone through the process for the past three years. All teachers have been trained, support systems are in place, a training schedule has been developed for new teachers, and mentors support all core curriculum areas. We have added two new initiatives to help our teachers and provide more professional development. Teacher Enrichment and Mentoring (T.E.A.M.) will be used to in-service new teachers on EES, classroom management, and other teacher improvements for the classroom. Inspired, Motivated, Professional, and Collegial Teachers (I.M.P.A.C.T.) will be used for in-service for all teachers on professional development (PD) that is needed throughout the year. This PD will be developed and driven by the faculty for classroom improvement needs.

Common Core State Standards – CCSS is at the integrating phase. All grade levels have implemented CCSS in English Language Arts and Math. Teachers continue to unwrap the CCSS to deepen their understanding of rigor. Our next steps are to ensure that all teachers are aware of student Lexile levels; that they are having students write in response to sources; and that writing tasks reflect the recommended Common Core balance between genres. Math is working to provide a more comprehensive and supportive program through a pilot program from last year that differentiates and helps English Language Learner with supports. The Naviance program is being established in all grade levels to help students and families plan goals for the future. A junior elective Self-Directed Opportunities for Uplifting Leaders (S.O.U.L.) will provide curricula on college selection and the college application process, study techniques, preparing to go to work, obtaining and holding on to a job, finding and applying for financial aid, making adult decisions, and developing human relations and communications skills. Freshmen have an opportunity to take a Biomedical Course through Project Lead The Way (PLTW) starting this year.

Comprehensive Student Support System – CSSS is at the integrating phase. Progress is monitored in data teams, using common formative assessments (CFAs). Changes to our counselors will have counselors on grade level with a College/Career Counselor, as well as an Outreach Counselor. This year, a Freshman Transition Counselor will support our freshman class and teachers. We have implemented an attendance monitor that will work with student absenteeism.

Induction and Mentoring – IM is at the systematizing phase. The program is run through our district Resource Teachers (RTs) and is supported by our T.E.A.M. and I.M.P.A.C.T.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)	64.5
Regular Instruction, FTE	75.1% 48.5
Special Instruction, FTE	18.6% 12.0
Supplemental Instruction, FTE	6.2% 4.0
Teacher headcount	65
Teachers with 5 or more years at this school	37
Teachers' average years of experience	12.5
Teachers with advanced degrees	29

Professional Teacher Credentials

Fully licensed	96.9%	63
Emergency hires	3.0%	2

Students per Teaching Staff *

Regular Instruction	18.9
Special Instruction	10.8

* These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	8.0
Librarians, FTE	1.0
Counselors, FTE	6.0
Number of principals at this school in the last five years	2

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

Facilities

School Year Ending 2016

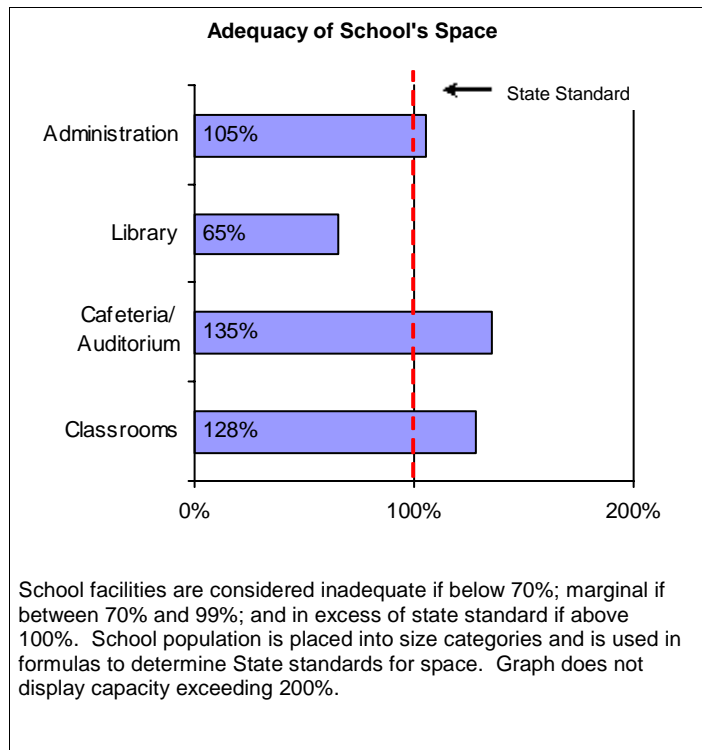
Classrooms available	71
Number of classrooms short (-) or over (+)	1

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 Dimensions	School Quality Survey *	Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2015	69.0%	76.0%	65.9%	74.3%	69.4%	69.4%
	2016	64.7%	74.1%	65.7%	73.6%	67.6%	70.5%
Well-Being	2015	68.5%	75.0%	71.7%	81.6%	61.3%	64.4%
	2016	65.8%	72.9%	80.8%	82.2%	64.0%	65.5%
Satisfaction	2015	59.5%	60.2%	58.1%	71.5%	63.8%	69.7%
	2016	57.8%	59.4%	53.1%	71.0%	62.0%	70.6%
Involvement/Engagement	2015	64.7%	70.4%	59.9%	69.3%	58.7%	58.2%
	2016	64.2%	70.3%	57.1%	67.5%	57.7%	58.7%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2015	100.0%	83.4%	7.7%	15.7%	69.8%	70.8%
	2016	76.9%	66.7%	4.4%	15.8%	56.0%	68.0%

* 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.

Note: In 2015, a revised School Quality Survey (SQS) was administered statewide to students, school staff, and parents. The dimensions, questions, and rating scale differ from the SQS administered in previous years.

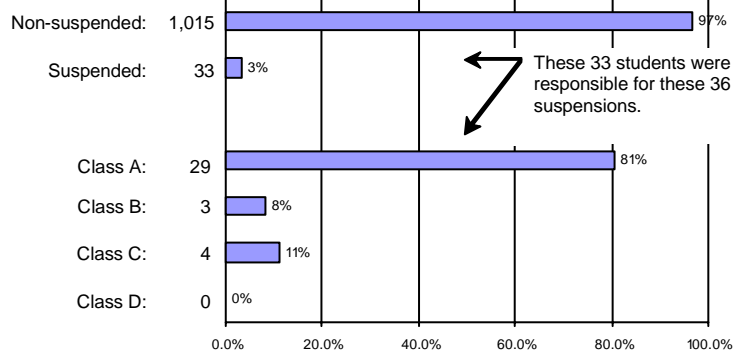
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2013-14	2014-15	2015-16	
Average Daily Attendance: % (higher is better)			
93.6%	92.4%	92.9%	95.0%
Average Daily Absences: in days (lower is better)			
11.3	13.4	12.6	9

Suspensions, School Year 2015-2016



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 Completion

School Dropouts

School Year	Number	Percent
2013-14	28	9.2%
2014-15	29	9.6%
2015-16	24	9.1%

The dropout figures are based on the cohort of first-time 9th graders who dropped out prior to graduating.

Graduates and Other Completers

	2013-14	2014-15	2015-16
Total number of Seniors	238	278	239
Percent of Diploma graduates	100.0%	96.0%	97.4%
Percent of Individually Prescribed Program	0.0%	1.0%	2.5%
Percent of school completers	100.0%	97.1%	100.0%

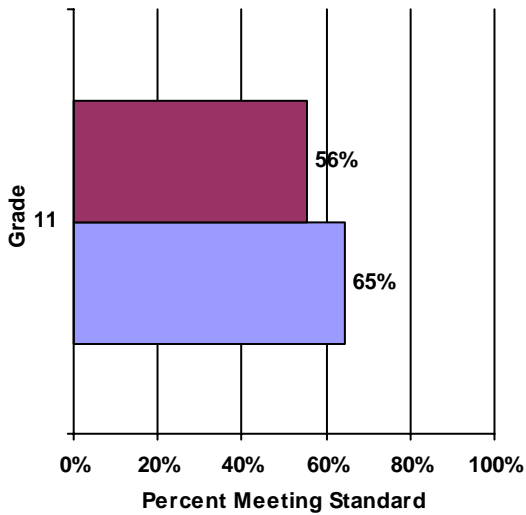
Total number of Freshmen	272	264	227
Percent graduated on time	89.7%	88.0%	86.9%
Freshmen who began high school in school year 2012-13 and graduated in 2015-16.			

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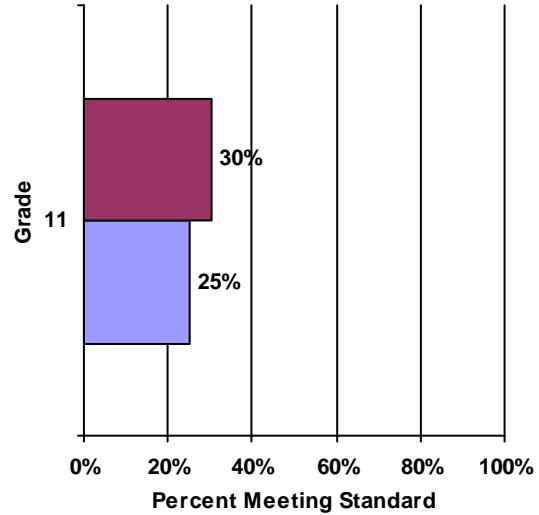
Vital Signs

Hawaii Statewide Assessment Program

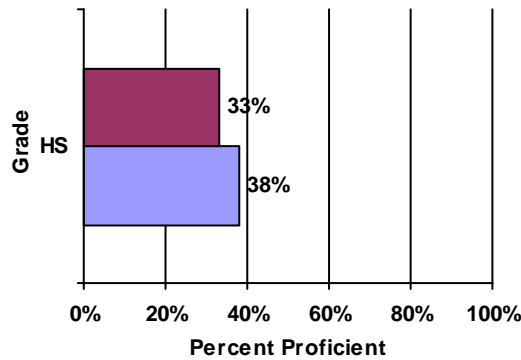
Language Arts/Literacy



Mathematics



HCPS Science



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

Aiea High School was accredited by the Western Association of Schools and Colleges for a period of six years with a mid-term review. This school's accreditation status expires in 2018.

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