

Aiea High

98-1276 Ulune Street | Oahu | Aiea-Moanalua-Radford Complex Area

THE 2020-21 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 federally-required indicators under the Every Student Succeeds Act; in addition to state-adopted measures focused on student equity, achievement and success. These results help inform action for teachers, principals, and other stakeholders.

Our Story

Aiea High School was founded in 1961 in a sugar plantation town overlooking historic Pearl Harbor. From a modest beginning of eight buildings which included the cafeteria and the library, AHS has expanded to 15 buildings. The school's enrollment has flourished from about 200 students at its inception to more than 1,000.

Aiea High School maintains its strong commitment to improving education for all students through the collaborative efforts of all role groups — students, teachers, parents and members of the community. In 1999, Aiea High School was recognized as an outstanding State Blue Ribbon School. The Smaller Learning Community (SLC) was formed in 2004 to offer 9th graders a seamless transition to high school.

Aiea High School's standards-based curriculum meets the academic, vocational, and interest needs of its students. Students are encouraged to participate in co-curricular activities sponsored by student government and grade levels, service clubs, special interest groups, and inter-scholastic athletics. AHS continues to investigate and initiate programs that will challenge students.

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?

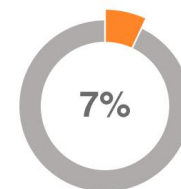
Learn more at
<http://bit.ly/StriveHISystem>

About Our School

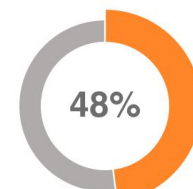
Principal | David Tanuvasa
Grades | 9-12
808-305-6500
www.aieahs.org

992

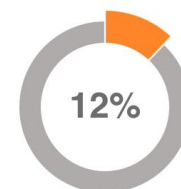
students enrolled



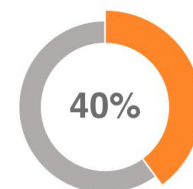
of students are
English learners



of students are
eligible for Free or
Reduced Lunch



of students
receive special
education services



of special
education
students are in
general education
classes most of
the day



Aiea High

98-1276 Ulune Street | Oahu | Aiea-Moanalua-Radford Complex Area

Pandemic Related Considerations When Assessing Strive HI Results

Throughout this 2020-21 school year (SY), numerous pandemic-related challenges arose across Hawai'i's public schools. Many challenges were common across schools, yet others were unique to a particular school or group of schools within a particular geographic area. The pandemic's impact on instruction and learning had an effect on teachers and students, and those conditions should be considered when examining student achievement and school performance results.

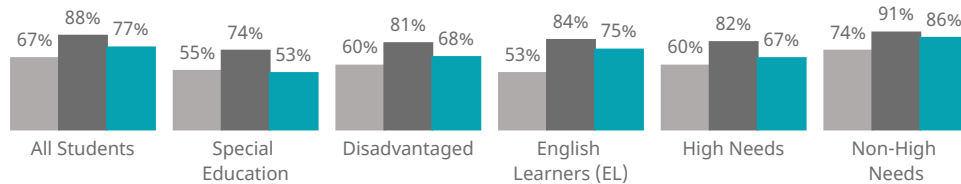
This section provides important contextual information that should be considered when assessing 2021 Strive HI results, and when comparing 2021 results to prior year results. To the extent data were available, several key metrics are presented to provide context to learning, instruction, and test-taking during the past school year, including participation rates, students learning modalities, and access to adequate digital devices and internet connectivity.

How many students participated in testing?

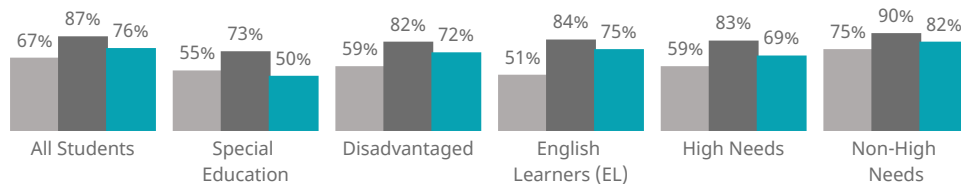
These bar charts display participation rates across language arts, math, and science for All Students and high-needs subgroups. School rates are accompanied by complex area and statewide rates allowing for side-by-side comparisons. Consideration should be given to the following: (A) Participation rates should always be taken into consideration when reviewing proficiency results, and especially so, when students' modes of learning, instruction, and test-taking options are disrupted or altered during the school year; (B) School participation rates should be compared across key subgroups as well as complex area and statewide rates; (C) Participation rates allow readers to judge the extent proficiency and other test derived results such as growth, achievement gap, and 3rd and 8th grade literacy rates, are representative of all students eligible to test; and (D) When participation rates drop below 95%, one should ask, "To what extent are these results reflective of all students eligible to test?" "Are certain student subgroups over- or under-represented?" "Do those differences skew achievement results?" The following link provides guidelines and considerations when examining achievement results derived from low-participation rates, as well as other important pandemic related considerations: Appropriate Use of SY 2020-21 Hawai'i Statewide Assessment Program (HSAP) Results.

<https://drive.google.com/file/d/1mve1u1iXV6MQW3idks0mEd7la76YB4g2/view?usp=sharing>

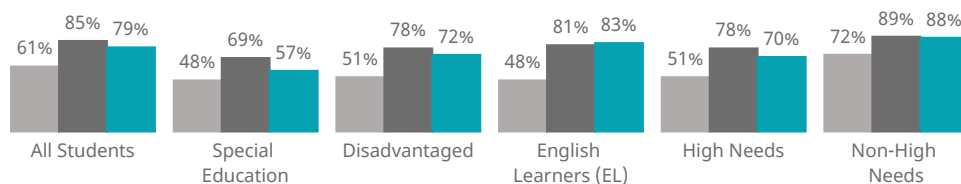
Language Arts Participation - By School, Complex Area, and State



Math Participation - By School, Complex Area, and State

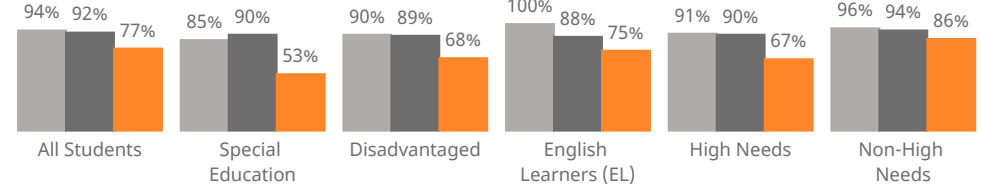


Science Participation - By School, Complex Area, and State

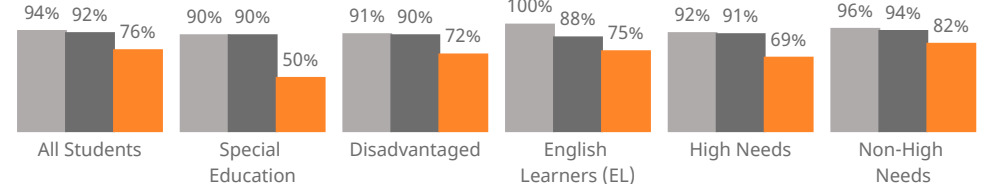


■ State ■ Complex Area ■ School

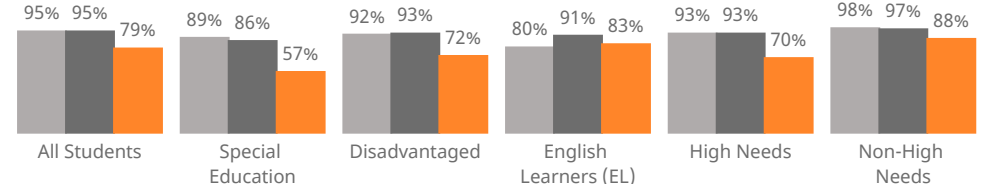
Language Arts Participation - Three-Year Comparison



Math Participation - Three-Year Comparison



Science Participation - Three-Year Comparison



■ 2018 ■ 2019 ■ 2021

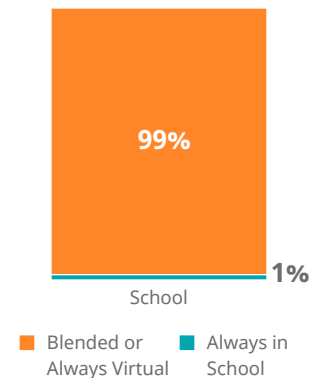
Aiea High

98-1276 Ulune Street | Oahu | Aiea-Moanalua-Radford Complex Area

In what learning environment did students receive instruction?

This bar chart shows the percent of students receiving instruction completely in-person or in a blended or completely virtual setting. Consideration should be given to the following: (A) Students' learning modality varied across schools; (B) Some students seemed to achieve better in-person, while blended or completely virtual settings may have been more conducive to learning for other students; (C) A student's learning modality can serve as a useful comparison when examining individual student achievement based on their learning modality, however, caution should be given when drawing such conclusions; and (D) Certain students may be more likely to attend in-person compared to other types of students, that is, students with disabilities. Schools may look into these students to determine if that is the case before drawing conclusions about performance based on students' learning modality.

Source: Office of Information Technology Services (OITS)



How many students did not have adequate digital devices or internet access?

The following show the number and percent of students who did not have a digital device or internet access to adequately engage in distance learning.

0 out of 989

0%

of students did not
have a device for
connectivity
State: 1.9%

0 out of 989

0%

of students did not
have internet access
State: 2.8%



Aiea High

98-1276 Ulune Street | Oahu | Aiea-Moanalua-Radford Complex Area

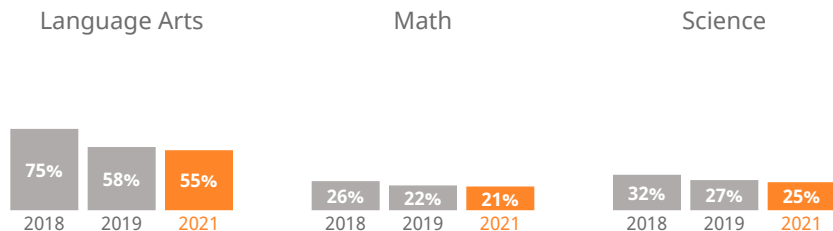
2020-21 Strive HI School Performance Results

IMPORTANT: Due to COVID-19, in SY 2020, no statewide tests were administered. In SY 2021, Hawai'i public schools administered a shortened version of the statewide assessment, a skip-year growth methodology was used, and participation rate penalties were waived as approved by the U.S. Department of Education.



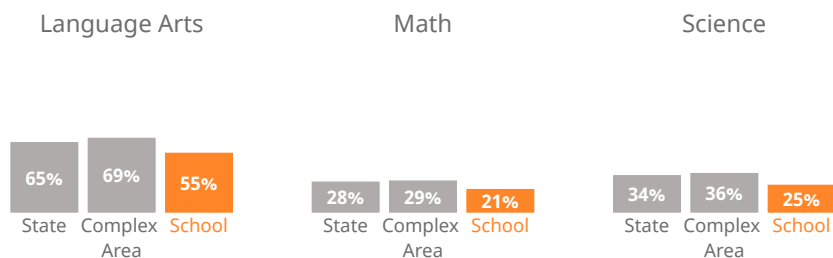
How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments. No participation penalty was applied to 2021 proficiency results.



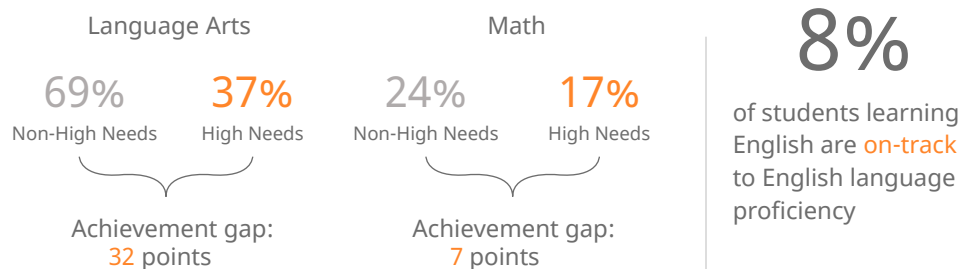
How are students performing compared to others?

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



How are student subgroups performing?

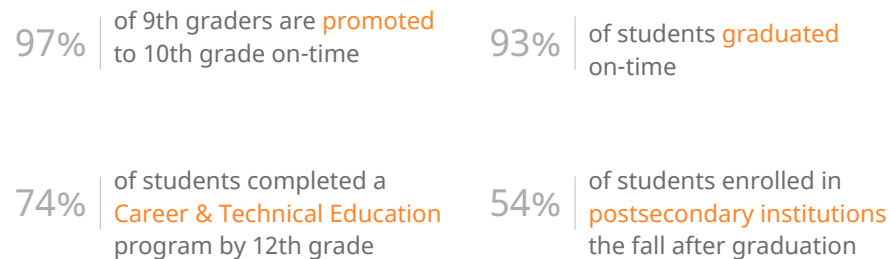
High Needs: English learners, economically disadvantaged, and students receiving special education services. Non-High Needs: All other students.



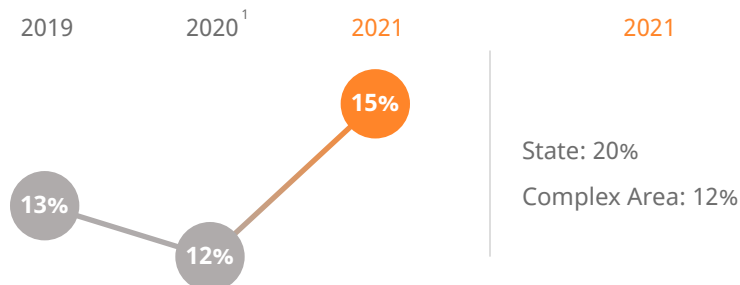
¹2020 chronic absenteeism is based on absences only through the end of the third quarter (3/13/20). As such, the rate is not directly comparable with years prior to or following 2020, which were based on absences through May 1 of each school year.



How many students are prepared for transition?



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 Panorama Student Survey by school level.



Aiea High

98-1276 Ulune Street | Oahu | Aiea-Moanalua-Radford Complex Area

THE 2020-21 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 federally-required indicators under the Every Student Succeeds Act; in addition to state-adopted measures focused on student equity, achievement and success. These results help inform action for teachers, principals, and other stakeholders.

Our Story

Aiea High School was founded in 1961 in a sugar plantation town overlooking historic Pearl Harbor. From a modest beginning of eight buildings which included the cafeteria and the library, AHS has expanded to 15 buildings. The school's enrollment has flourished from about 200 students at its inception to more than 1,000.

Aiea High School maintains its strong commitment to improving education for all students through the collaborative efforts of all role groups — students, teachers, parents and members of the community. In 1999, Aiea High School was recognized as an outstanding State Blue Ribbon School. The Smaller Learning Community (SLC) was formed in 2004 to offer 9th graders a seamless transition to high school.

Aiea High School's standards-based curriculum meets the academic, vocational, and interest needs of its students. Students are encouraged to participate in co-curricular activities sponsored by student government and grade levels, service clubs, special interest groups, and inter-scholastic athletics. AHS continues to investigate and initiate programs that will challenge students.

About Our School

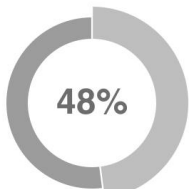
Principal | David Tanuvasa
Grades | 9-12
808-305-6500
www.aieahs.org

992

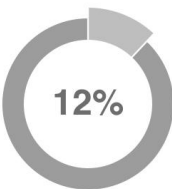
students enrolled



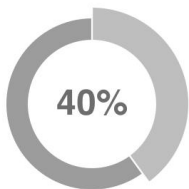
of students are
English learners



of students are
eligible for Free or
Reduced Lunch



of students
receive special
education services



of special
education
students are in
general education
classes most of
the day



Aiea High

98-1276 Ulune Street | Oahu | Aiea-Moanalua-Radford Complex Area

Pandemic Related Considerations When Assessing Strive HI Results

Throughout this 2020-21 school year (SY), numerous pandemic-related challenges arose across Hawai'i's public schools. Many challenges were common across schools, yet others were unique to a particular school or group of schools within a particular geographic area. The pandemic's impact on instruction and learning had an effect on teachers and students, and those conditions should be considered when examining student achievement and school performance results.

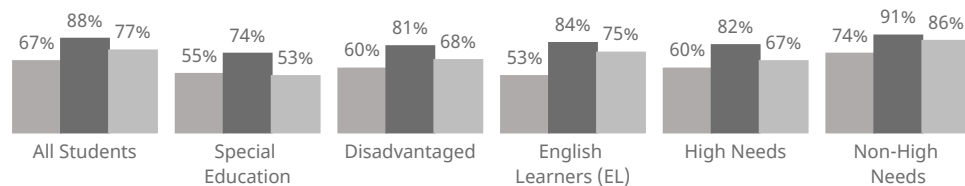
This section provides important contextual information that should be considered when assessing 2021 Strive HI results, and when comparing 2021 results to prior year results. To the extent data were available, several key metrics are presented to provide context to learning, instruction, and test-taking during the past school year, including participation rates, students learning modalities, and access to adequate digital devices and internet connectivity.

How many students participated in testing?

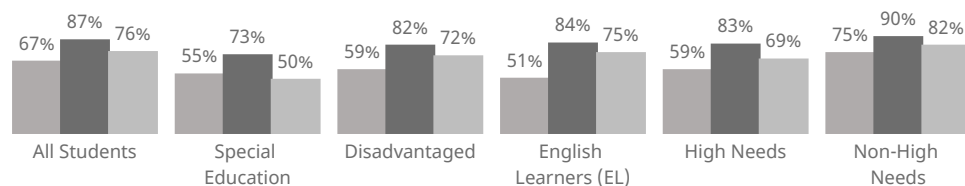
These bar charts display participation rates across language arts, math, and science for All Students and high-needs subgroups. School rates are accompanied by complex area and statewide rates allowing for side-by-side comparisons. Consideration should be given to the following: (A) Participation rates should always be taken into consideration when reviewing proficiency results, and especially so, when students' modes of learning, instruction, and test-taking options are disrupted or altered during the school year; (B) School participation rates should be compared across key subgroups as well as complex area and statewide rates; (C) Participation rates allow readers to judge the extent proficiency and other test derived results such as growth, achievement gap, and 3rd and 8th grade literacy rates, are representative of all students eligible to test; and (D) When participation rates drop below 95%, one should ask, "To what extent are these results reflective of all students eligible to test?" "Are certain student subgroups over- or under-represented?" "Do those differences skew achievement results?" The following link provides guidelines and considerations when examining achievement results derived from low-participation rates, as well as other important pandemic related considerations: Appropriate Use of SY 2020-21 Hawai'i Statewide Assessment Program (HSAP) Results.

<https://drive.google.com/file/d/1mve1u1iXV6MQW3idks0mEd7la76YB4g2/view?usp=sharing>

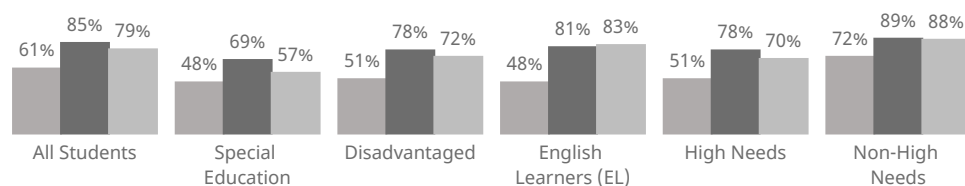
Language Arts Participation - By School, Complex Area, and State



Math Participation - By School, Complex Area, and State

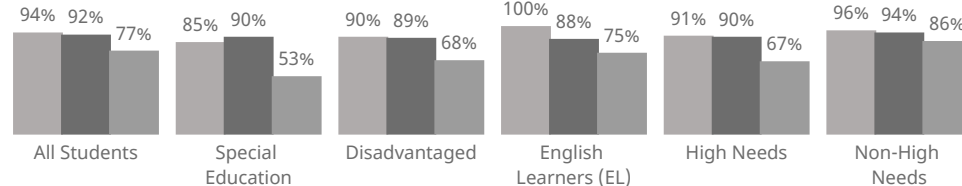


Science Participation - By School, Complex Area, and State

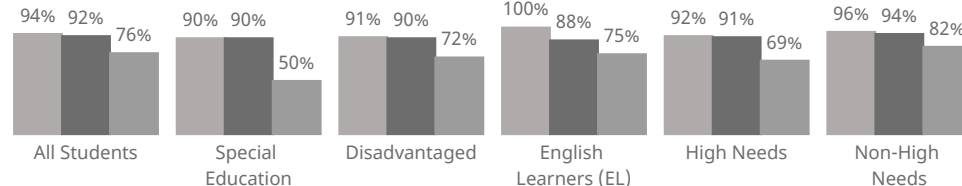


■ State ■ Complex Area ■ School

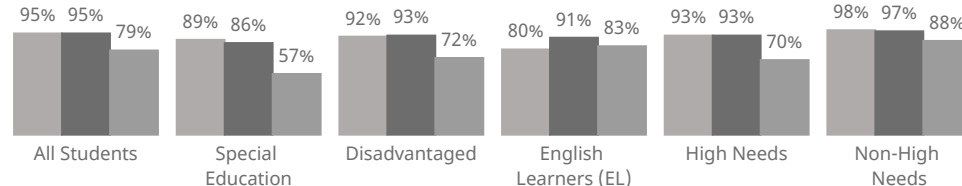
Language Arts Participation - Three-Year Comparison



Math Participation - Three-Year Comparison



Science Participation - Three-Year Comparison



■ 2018 ■ 2019 ■ 2021

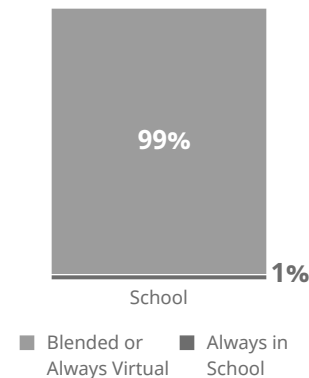
Aiea High

98-1276 Ulune Street | Oahu | Aiea-Moanalua-Radford Complex Area

In what learning environment did students receive instruction?

This bar chart shows the percent of students receiving instruction completely in-person or in a blended or completely virtual setting. Consideration should be given to the following: (A) Students' learning modality varied across schools; (B) Some students seemed to achieve better in-person, while blended or completely virtual settings may have been more conducive to learning for other students; (C) A student's learning modality can serve as a useful comparison when examining individual student achievement based on their learning modality, however, caution should be given when drawing such conclusions; and (D) Certain students may be more likely to attend in-person compared to other types of students, that is, students with disabilities. Schools may look into these students to determine if that is the case before drawing conclusions about performance based on students' learning modality.

Source: Office of Information Technology Services (OITS)



How many students did not have adequate digital devices or internet access?

The following show the number and percent of students who did not have a digital device or internet access to adequately engage in distance learning.

0 out of 989

0%

of students did not
have a device for
connectivity
State: 1.9%

0 out of 989

0%

of students did not
have internet access
State: 2.8%

Source: Office of Information Technology Services (OITS)



Aiea High

98-1276 Ulune Street | Oahu | Aiea-Moanalua-Radford Complex Area

2020-21 Strive HI School Performance Results

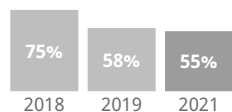
IMPORTANT: Due to COVID-19, in SY 2020, no statewide tests were administered. In SY 2021, Hawai'i public schools administered a shortened version of the statewide assessment, a skip-year growth methodology was used, and participation rate penalties were waived as approved by the U.S. Department of Education.



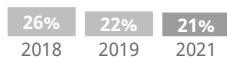
How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments. No participation penalty was applied to 2021 proficiency results.

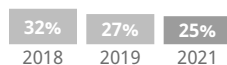
Language Arts



Math



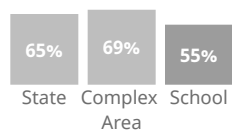
Science



How are students performing compared to others?

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

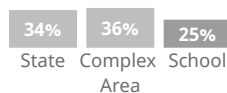
Language Arts



Math



Science



How are student subgroups performing?

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

Language Arts

Math



Achievement gap:
32 points

Achievement gap:
7 points

8%

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



How many students are prepared for transition?

97% of 9th graders are promoted to 10th grade on-time

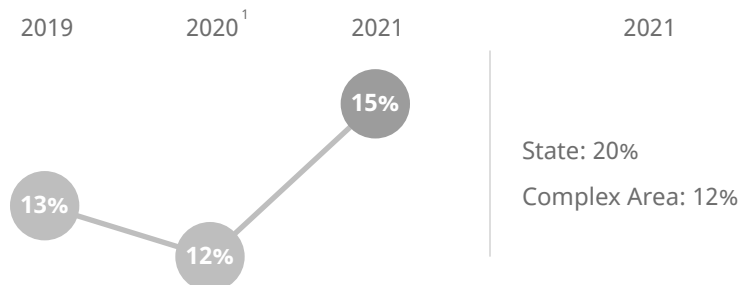
93% of students graduated on-time

74% of students completed a Career & Technical Education program by 12th grade

54% of students enrolled in postsecondary institutions the fall after graduation

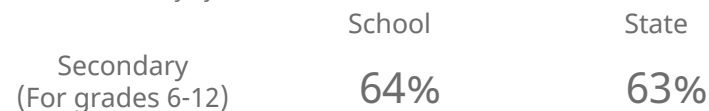


How many students missed 15 or more days of school this year?



How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Panorama Student Survey by school level.



¹2020 chronic absenteeism is based on absences only through the end of the third quarter (3/13/20). As such, the rate is not directly comparable with years prior to or following 2020, which were based on absences through May 1 of each school year.