

# 'Aiea High School



**AIEA HIGH  
NĀ ALI'I**

## **Comprehensive Needs Assessment**

**Revised for SY 2018-2019**

## **Where Are We Now? Who Are We? (Demographic Data)**

### **Community Data**

‘Aiea is centrally located, on the island of O‘ahu near Pearl Harbor, approximately 9 miles from Honolulu. ‘Aiea, a cultural plant which grows up to 30 feet tall and has greenish, yellow flowers, once dominated the ahupua‘a (land division) now known as ‘Aiea. The flowers of the ‘Aiea were once used to make beautiful leis. The ‘Aiea ahupua‘a stretches from the area now known as Pearl Harbor to the mountains high above where the school now stands. At the end of the 19th century, the Honolulu Plantation Company opened a sugarcane plantation within the district. However, after World War II, the plantation shut down its operations and the mill was converted into a sugar refinery. In 1996, when C&H closed, so did the operations at the ‘Aiea sugar refinery mill. ‘Aiea has since become a thriving community with many small businesses, Aloha Stadium, home to the University of Hawai‘i Warrior Football team, Pearl Harbor, many shopping centers, and home to many residents.

Overlooking historic Pearl Harbor, ‘Aiea High School (AHS), home of the Nā ‘Ali‘i opened its doors in 1961. ‘Aiea is a community of approximately 10,000 residents. The school currently services approximately 1,000 students on 15 acres of land in a diverse community, including children representing many ethnic groups. ‘Aiea High is one of six high schools in the Central Oahu District of the Department of Education and a part of the ‘Aiea Complex. Five elementary schools and one intermediate school feed into AHS.

Students come from a range of housing options including several prosperous neighborhoods with multi-million dollar homes, to Pu‘u Wai Momi, a low income housing project owned and managed by the Hawai‘i Public Housing Authority. ‘Aiea High School is ethnically diverse. Filipino, Hawaiian or Part-Hawaiian, and Japanese students comprise about 62% of the school’s population. Approximately 50% of the students attending ‘Aiea High School participate in the Free and Reduced-Price Lunch Program. Additionally, 12% of students receive support through the Special Education program and 5% of students receive English Language Learner (ELL) support.

Formerly a thriving sugar plantation community, ‘Aiea has a rich history with Hawai‘i’s agriculture. Since the shutdown of the sugar mill in 1996, ‘Aiea has become a hub for many other opportunities, including small and family-run businesses. ‘Aiea is also home to Pali Momi Medical Center, the new Pali Momi Women’s Center, and many independent medical and dental offices. A topic of discussion at an October 2017 School Community Council meeting was jobs in the ‘Aiea community. Many in attendance voiced the growing need for professionals in the medical fields as an area of importance for the community’s future and sustainability.

Overall, ‘Aiea is not a transient community with many families remaining in the ‘Aiea area, with multiple generations living in the same house. There is also no new large scale property development going on in the community, so for now, the number of available new homes is limited. As a result, the median age of the community is higher at 42.4 years, than the 38.6 year median age of the state. Our school community also has only 15.8% of the community who are of school age as compared to 18.4% in the state.

It should also be noted that 50% of our students qualify for free or reduced lunch, which is higher than the state average; however, the median household income for our community is over \$88,700, compared to the state’s median household income of about \$66,400. This illustrates the diversity of our community, which includes a state low-income housing community, and at the other extreme, the multi-million dollar homes of Royal Summit. In conjunction when considering our student population, we need to be aware of the different situations our students may face at home.

Table 1.1: Population Based on the 2010 Census

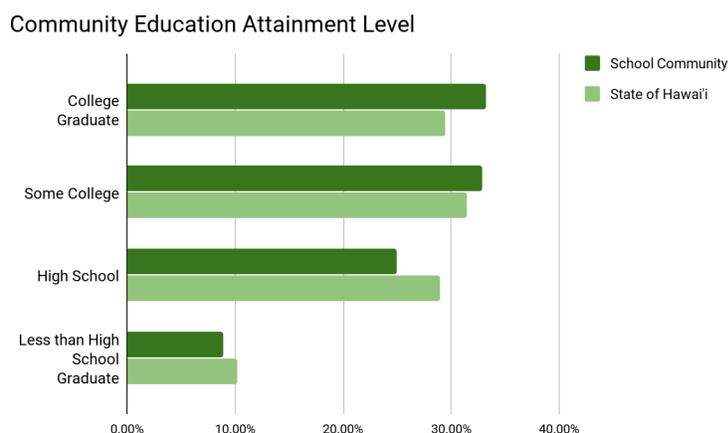
Community Profile	School Community	State of Hawai'i
Total Population	40,863	1,360,301
Percentage of Population aged 5-19	15.8%	18.4%
Median age of population	42.4	38.6
Number of family households	10,103	313,907
Median household income	\$80,712	\$66,420

SOURCE: School Status and Improvement Report

### Parent and community educational levels

In an era where post-secondary opportunities have become the norm, the data we gathered is encouraging. The number of adults with less than a high school education (8.9%) is slightly lower than the state average (10.2%); the number of adults with a college degree in the 'Aiea area (33.2%) is higher than the rest of the state (29.4%). This may not be surprising when you consider that the median household income in our community is higher than the rest of the state; however, our school has more low-SES students than the state. We also should consider that many of the children from the highest income households likely attend a private school so they may not be a part of our student demographics.

Table 1.2: Community Education Attainment Levels



SOURCE: School Status and Improvement Report

### General student population characteristics

'Aiea High School serves students in grades 9-12 from diverse social, ethnic, and economic backgrounds. Our student body population has been on a slow decline over the past few years. As seen in Table 1.5, approximately 50% of our students qualify for a free/reduced lunch. On average, 12% of our students receive services under IDEA and approximately 5% receive services in the English Language Learner program. About 93% of our students are enrolled for the entire school year. The student population has been predominantly Filipino, Native Hawaiian, and Japanese (see Table 1.6.)

Table 1.3: Number and Percent of Students Receiving Free-Reduced Lunch, Special Education, and ELL Services by Year

	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
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Fall Enrollment	1111	1048	1031	993*
# and % of students enrolled the entire school year	1028 (92.5%)	969 (92.4%)	966 (93.6%)	
# and % of students receiving free or reduced-cost lunch	547 (49.2%)	494 (47.1%)	520 (50.4%)	468 (47.54%)
# and % of students in Special Education programs	135 (12.1%)	130 (12.4%)	138 (13.3%)	114
# and % of students with limited English proficiency	46 (4.1%)	34 (3.2%)	50 (4.8%)	67 (6.75%)

SOURCE: School Status Improvement Report (SSIR) for SY 2016-2017, \* LDS Data

*Table 1.4: Percentage of Students in Each Ethnic Category, School Year 2016-17*

Ethnicities	SY 2014-15	SY 2015-16	SY 2016-17
Native American	0.2%	0.3%	0.5%
Black	4.2%	3.3%	3.4%
Chinese	3.6%	4.3%	3.6%
Filipino	28.7%	29.9%	29.8%
Native Hawaiian	17.4%	18.8%	17.8%
Japanese	14.1%	12.5%	12.4%
Korean	1.03%	1.3%	1.0%
Portuguese	0.5%	0.6%	0.9%
Hispanic	2.7%	2.9%	3.8%
Samoan	8.0%	6.8%	7.0%
Indo-Chinese	1.8%	1.6%	1.3%
Micronesian	7.0%	6.4%	6.9%
Tongan	0.1%	0.3%	0.4%
Guamanian/Chamorro	0.3%	0.3%	0.2%
White	7.6%	8.0%	7.9%
White, two or more	0	0	0
Other Asian	0.1%	0.0%	0.1%
Other Pacific Islander	0.0%	0.0%	0.2%
Pacific Islander, two or more	0	0	0
Asian, two or more	0.1%	0.0%	0.1%
Multiple, two or more	1.0%	1.5%	1.3%

SOURCE: School Status Improvement Report (SSIR)

## Enrollment

The steady decline in enrollment of students at AHS continues to be a concern for our school, especially since the Weighted Student Formula (WSF) monies allocated to the school are directly contingent upon our enrollment counts. Some of this enrollment drop can be attributed to the general aging of the ‘Aiea community, as well as a lack of new construction in the area. The end of year enrollment data has been just above or below 1000 students for several years now. For SY 2018-19, the projected enrollment count is 961. Enrollment also tends to fluctuate by grade level, with a steady decline of students enrolled from their freshmen to senior years.

Table 1.5: Year End Enrollment Counts

Grade	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
9th Grade	292	296	290	248
10th Grade	246	247	259	266
11th Grade	251	221	227	223
12th Grade	238	218	220	244
31-33 Grade	10	10	9	12
Total	1,037	992	1005	981

(Source: Longitudinal Data System)

### Enrollment by Gender

From 2014-18, the data indicates that our school used to have about 10% more male than female students, but Table 1.8 indicates that the gap has since decreased to the point where in SY 2017-18, there was only a difference of 0.1% between the genders. This is an important consideration as we may want to encourage gender equality in various courses leading to college majors and STEM careers where a disparity is still evident. We also may want to consider monitoring and collecting this data in the future as we bring in multiple pathways.

Table 1.6: Gender distribution

Gender	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
Male	55.74%	51.61%	50.55%	50.05%
Female	44.26%	48.39%	49.45%	49.95%

Source: Longitudinal Data System

### Free and Reduced Lunch

With the exception of SY 2015-16, ‘Aiea High School has consistently had almost 50% of our students qualify to receive free and reduced lunch; however, the percentage of students has slightly decreased over the past two years. Our school complex includes Pu‘uwai Momi, a state sponsored low-income housing community, and four out of the five of our feeder elementary schools and our intermediate feeder school all typically qualify for Title I status. This explains our percentage of low SES student population being significantly greater than the rest of the ‘Aiea-Moanalua-Radford complex. In SY 2016-17, the school did not qualify for federal funding through the Title I program, missing the qualifying cutoff by just one student based on a technicality. We are making an effort to ensure that our Title I status is maintained after losing the ability to fully fund initiatives, maintain personnel, and possibly provide extra supports that would have benefited our students that need it the most.

Table 1.7: Percentage of Students who Qualified for Free and Reduced Lunch

Organization	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
‘Aiea HS	49.47%	49.23%	49.15%	48.14%

‘Aiea Complex	49.22%	45.66%	47.25%	46.91%
‘Aiea-Moanalua-Radford Complex	37.65%	34.26%	34.09%	36.14
State	52.97%	47.47%	47.31%	47.29%

(Source: Longitudinal Data System/Hawai‘i Public Schools)

### Predominant primary languages other than English

The primary language of most students at AHS is English. Ilokano is the second most predominant primary language at our school, with 61 students in total who speak a dialect of Filipino as their primary language. The third largest subgroup is our Micronesian students with 38 students representing the Chuukese, Marshallese, and Pohnpeian languages. Overall, 15% of our students speak another primary language, and even though many of them can converse using English, we need to be cognizant of the fact that there may be processing concepts in their native language.

Table 1.8: Language Most Often Used by Student - 2017-2018

	Language Most Often Used by Student																			
	Total Enrollment	Arabic	Cantonese	Cebuano/Visayan	Chuukese	English	Ilokano	Indonesian	Japanese	Korean	Mandarin	Marshallese	Other	Pampango	Pohnpeian	Samoan	Tagalog	Thai	Tongan	Vietnamese
Total Enrollment	993	2	5	3	24	848	30	1	6	6	5	14	3	3	1	8	26	2	1	5
	100%	0%	1%	0%	2%	85%	3%	0%	1%	1%	1%	1%	0%	0%	0%	1%	3%	0%	0%	1%
Grade 9	248	0	2	0	10	213	4	0	3	1	1	3	2	0	0	0	8	0	0	1
Grade 10	266	0	0	1	8	228	6	1	1	2	1	5	1	2	1	2	3	1	1	2
Grade 11	223	0	0	2	1	192	9	0	1	2	1	4	0	1	0	3	7	0	0	0
Grade 12	244	2	3	0	5	203	11	0	1	1	2	2	0	0	0	3	8	1	0	2
Grade 31	4	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 32	3	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 33	4	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 34	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0

SOURCE: Electronic Comprehensive Student Support System (eCSSS))

### Attendance/Chronic Absenteeism

Over the past three years, our attendance rates have remained steady. While the average daily attendance is below the state standard of 95%, we are working on improving interventions and supports to encourage students to come to school on a regular basis. On average, students are absent for more than twelve days, which exceeds the state standard of nine days. There is also a consistent pattern of our high needs students having a lower attendance rate than our non-high needs students, with decreasing attendance rates in the following order: low SES, IDEA, and ELL. In an effort to continue to improve attendance rates and reduce the number of students who are chronically absent, the counselors and administrators are working on a system of support to monitor these students, while looking to provide targeted supports based on individual situations. In SY 2018-19, the Chronic Absenteeism Leadership Committee was created to track attendance data, provide interventions, and measure the impact of the interventions.

Table 1.11 Attendance and Absences

Organization	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
Average Daily Attendance %	92.4%	92.9%	93.2%	93.06%
Average Daily Absences (in days)	13.4	12.6	12.2	N/A
Non-High Need *	94.49%	94.06%	95.4%	95.26%
High Needs*	90.90%	91.52%	91.47%	91.05%
Low SES*	90.71%	92.18%	91.49%	90.61%
IDEA *	90.16%	90.04%	90.10%	88.80%
ELL*	87.73%	86.13%	89.42%	87.65%

SOURCE: School Status and Improvement Report (SSIR), \*Longitudinal Data System

### Mobility or transient rate

Enrollment counts fluctuate due to students entering and withdrawing throughout the school year. Students who transfer out of AHS leave for a multitude of reasons and the full table can be found in Appendices Table 1.1. Since SY 2014, there has been a significant decrease in the number of students leaving the school once the school year has started, from a total of 125 students in SY 2014-15 to 70 in SY 2017-18.

Categorically in SY 2014-15, the most common reason for students leaving our school mid-year was to move out of the state. For the most part, this group is comprised of students from military families whose parents have had a change of assignments. From SY 2014-17, there were consistently about 40-50 students moving out of state; however, in SY 2017-18, there were only 20 students who moved out of our state.

In SY 2014-15, the second highest reason for students leaving was to transfer to another HIDOE school or to be homeschooled, with 23 students leaving in each category. Both of these metrics decreased through SY 2016-17, but there was a slight increase in the SY 2017-18 with the counts being 15 leaving to be homeschooled and 6 leaving to another HIDOE school.

The total number of students who leave to an approved alternative educational setting was initially 16 in SY 2014-15. The numbers then increased to 21, decreased to 12, and increased once again to 24 students. We will look into the reasons behind these students leaving our school and determine ways to mitigate the factors that are creating situations that require our students to leave for alternative settings.

Table 1.9: Mobility or Transient Counts by Year, High 4

Reason	SY 2014-15		SY 2015-16		SY 2016-17		SY 2017-18	
<b>Approved Alternative Education</b>	<b>Total</b>	<b>16</b>	<b>Total</b>	<b>21</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>24</b>
	9th	2	9th	8	9th	3	9th	6
	10th	6	10th	9	10th	5	10th	11
	11th	6	11th	3	11th	2	11th	4
	12th	2	12th	1	12th	2	12th	3
<b>Homeschooled</b>	<b>Total</b>	<b>23</b>	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>15</b>
	9th	10	9th	6	9th	4	9th	6
	10th	7	10th	3	10th	1	10th	7

	11th	4	11th	1	11th	1	11th	2
	12th	2	12th	0	12th	4	12th	0
<b>Moved Out of State</b>	<b>Total</b>	<b>44</b>	<b>Total</b>	<b>54</b>	<b>Total</b>	<b>43</b>	<b>Total</b>	<b>20</b>
	9th	22	9th	28	9th	14	9th	9
	10th	12	10th	11	10th	15	10th	4
	11th	6	11th	12	11th	11	11th	6
	12th	4	12th	3	12th	3	12th	1
<b>Transfer to another HIDOE school</b>	<b>Total</b>	<b>23</b>	<b>Total</b>	<b>12</b>	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>6</b>
	9th	15	9th	6	9th	2	9th	3
	10th	3	10th	2	10th	0	10th	2
	11th	5	11th	3	11th	0	11th	1
	12th	0	12th	1	12th	0	12th	0
<b>Total for All reasons (complete table is in Appendix 1.1)</b>	<b>Total</b>	<b>125</b>	<b>Total</b>	<b>127</b>	<b>Total</b>	<b>81</b>	<b>Total</b>	<b>70</b>

SOURCE: Longitudinal Data System

### Truancy rate

In an effort to encourage students to come to school regularly and to monitor those who do not, the school tracks chronically absent students while the counselors work closely with them and offer support to their families, including trying to determine the cause(s) of the chronic absenteeism. Unfortunately, these attempts are not always successful, at which point the counselor will file Family Court petitions and attend hearings when necessary. There is no data for SY 2014-15 and SY 2016-17; however, in SY 2015-16, there were two truancy petitions filed, and in SY 2017-18, there were four truancy petitions filed. This slight increase reflects an increased emphasis on the part of the counselors to follow through with the process of filing a petition, with the hope of encouraging our chronically absent students to attend school.

### Tardiness rate

Beginning in SY 2014-15, our school started to consider establishing a system to address student tardiness to class. It was eventually determined that tardy students would not be permitted to enter the classroom without first obtaining a tardy pass from the teacher who prevented them from being on time or from the main office. There is limited data for SY 2015-16 because of a transition from printed data to electronic data collection; however, data for SY 2016-18 was available and year-end results were compared in Table 1.13. Students with an exceptional number of tardies over the course of a year were highlighted. (A student could accrue up to five tardies per day if s/he was tardy to every class.) Although the numbers seem to be rather high, it actually illustrates that our teachers have become more diligent about reporting students as being tardy. These students are given detention as a consequence; this can be cleared by working in the cafeteria or by helping with campus beautification efforts. Administrators have noticed that students began moving a little faster between classes and there were not as many stragglers once the consequences were put into action.

The school continues to promote the importance of arriving at school on time and attending classes on time as we focus on our system to decrease the tardiness rate. There has been a noticeable increase in tardiness in SY 2017-2018 that needs to be addressed. Our security department was not initially fully-staffed, which may have had an impact on the increase. There was also a new detention system put

into place where the students could clear their detentions at a quicker rate. We are continuing to refine our tardiness policy and are anticipating adjustments in SY 2018-19.

*Table 1.10: End of Year Tardiness Counts in 2016-2018*

Number of Tardies	SY 2016-17	SY 2017-18
5 - 10	27	114
11-20	48	77
21-30	29	54
31-40	21	21
41-50	8	12
51 or more	7	14
Highest Number	69; 1 student	134; 1 student

SOURCE: 'Aiea High School

### **Discipline (e.g., referrals, suspensions, and expulsion rates)**

Over the past few years, there has been a significant decline in the number of suspensions handed down at AHS. The reduction can be attributed to the implementation of an In-School Suspension program started in SY 2015-16; however, all the data acquired was not accurately entered into the statewide electronic Comprehensive Student Support System (eCSSS). We need to continue to collect and analyze information over the next couple of years before we can identify any trends. As a school, we are working with our counseling department to find appropriate behavioral supports for our students. In SY 2017-18, the number of incidents reported into eCSSS went up significantly due to our administration inputting many more incidents into the system. Over time, we expect to see a decrease in the number of incidents school-wide due to counseling supports being put into place for Class C and D offenses and administration primarily working with Class A and B offenses.

*Table 1.11 Disciplinary Action by Year*

Disciplinary Action	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
<b>Total # of Incidents</b>	98	45	65	115
<b>Total # of Suspensions</b>	89	39	40	75
<b>Class A</b>	68	45	50	45
<b>Class B</b>	36	13	58	41
<b>Class C</b>	38	26	32	71
<b>Class D</b>	11	14	6	28

SOURCE: Longitudinal Data System

## School Staff

### Number of certificated staff and classified staff, include number of qualified personnel for counseling and other support services

The number of certificated staff at AHS has remained relatively stable. Although our student enrollment has decreased throughout the years, our teaching staff has not. According to the School Status & Improvement Report (SSIR) in SY 2014-15, we had 60.5 full time teachers, but in SY 2016-17, this had increased to a total of 65 full-time equivalent staff members. The increase in teachers has enabled our school to decrease class sizes and continue to offer a robust selection of elective options.

From SY 2014-15, there were no changes in the number of Special Education teachers with 12 positions each year; however, we have been struggling to fill these positions with teachers who have been trained in special education. We have also been challenged with a large turnover rate within this department. From SY 2014-15 to SY 2016-17, the counseling department has increased by one counselor each year due to the increased efforts that were placed on the 9th grade transition. This includes a new 9th grade transition counselor position as well as an outreach counselor to work with our at-risk population in addition to our four grade level counselors and one college and career counselor. In SY 2018-19, there will be a return to having only four grade level counselors and one college and career counselor.

There has been a slight fluctuation in the percentage of fully licensed teachers over the years, varying from 95.8% to 97.7% to 92.3% of our teachers being fully licensed. There was a similar fluctuation from 43.0% to 45.0% to 35.3% of teachers who hold advanced degrees. With the changes in faculty, we have seen a decline in the number of teachers who have five or more years of experience at our school, which means in SY 2016-17, a little less than half of our teachers had fewer than five years of experience at our school. This trend accompanies the decline in the staff's average years of experience, which points to an influx of teachers new to the profession.

AHS employs 40 classified staff including Education Assistants, Office Staff, Clerks, a Health Aide, Security, Cafeteria Workers, and Custodial Staff.

*Table 1.12 Certificated Staff by Year*

	SY 2014-15	SY 2015-16	SY 2016-17
Total # of Teachers	60.5	64.5	65
# Fully Licensed	58	63	60
Teachers with 5+ years at this school	43	37	35
Teachers' average years of experiences	14.5	12.5	13.1
Teachers with advanced degrees	26	29	23
# of National Board Certified Teachers	6	5	5
# of non-HQT Teachers (at start of year)	10*	7*	12*
# of Emergency Hires	3	2	5

SOURCE: School Status Improvement Report, \*eHR for HQ

*Table 1.13 Administration and Faculty Positions by Year*

	SY 2014-15	SY 2015-16	SY 2016-17
Principal	1	1	1

Athletic Director	1	1	1
Assistant Principal	3	3	2
Regular Education	45.5	48.5	49
Special Education	12	12	12
Supplemental Instruction	3	4	4
Counselors	5	6	7
Data/Instructional Coach	2	2	1
Librarian	1	1	1
Registrar	1	1	1
Student Activities Coordinator	1	1	1
Student Services Coordinator	1	1	1
Technology Coordinator	1	1	1
Testing Coordinator	1	1	1

SOURCE: School Status Improvement Report

### **Percent of teachers who have met the Highly Qualified Teachers' (HQT) requirements**

In SY 2017-18, 84% of our teachers are HQT and 12 teacher positions were filled by Emergency Hires, which were primarily in the Special Education Department (a few others in the General Education classrooms). For SY 2018-19, there has been an effort to increase the number of highly qualified teachers, including participating in the District Hiring Fair held at Waipahu High School in April of 2018.

### **Percent of teachers teaching outside credentialed areas and include an explanation**

In SY 2017-18, we had two licensed teachers who were teaching outside of their credentialed area. This was due to specific program and course needs for the school. This includes a science teacher who teaches Health classes for the CTE department and a math teacher teaching a Japanese class.

### **Number of National Board Certified Teachers**

We currently have three National Board Certified Teachers, one in each of the following departments: Math, Science and Social Studies.

### **Number of teachers with Advanced Degrees**

According to *Table 1.12: Certified Staff*, in 2016-17, 23 teachers held advanced degrees. In SY 2018-19, there are 28 teachers with a Post-Baccalaureate or Professional Certification in teaching, 26 teachers with a Master's Degree, and three teachers with a Doctoral Degree.

### **Awards, Recognition, and Professional Advancement of Staff**

Many of our teachers have been recognized at the district, state and national levels. Our teachers have received the following awards: Milken Educator Award, The Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST), NEA Excellence in Education Award (State of Hawai'i), HSTA STACY Award, and Central District Teacher of the Year.

We also have three teachers with dual certification in the following combinations: Physical Education-Science, Math-Social Studies, and English-Social Studies.

Teachers have earned certification or participated in district, state, or national level programs:

- 2 National SpringBoard ELA Trainers
- 2 AP Readers with the AP Central - College Board
- AP Computer Science Principles state curriculum standards alignment
- Universidad Complutense de Madrid Certificate for Foreign Students in Spain
- Teaching English as a Foreign Language Certificate

### **Stability of Administration and Staff**

Our long-serving Principal (SY 2000-12) retired after the last full WASC visit. Since then -we had two Acting Principals and one Principal who was with us for a little over three years. We began SY 2017-18 with a new Principal and two new Assistant Principals. Teacher leaders have provided stability and support to both the staff and the new administration. With 35 teachers remaining at AHS for five or more years, teacher stability within certain departments has continued; however, other departments like Special Education, have a high turnover rate due to the number of teachers that are not qualified. For SY 2018-19, our school is working with Teach for America (TFA) to help fill positions within this department. An immediate goal is to create stability by adding a more comprehensive support system for our new teachers and to encourage these TFA teachers to remain with our school beyond the fulfillment of their two-year commitments.

## How Do We Do Business? Perceptual Data

The Tripod Survey is given annually to students in the fall semester of the school year. The scores for Aiea High School have been fairly consistent over the years. As seen in Table 1.44, the scores in all categories increased in SY 2015-16. Two scores to note include “captivate” and “control” in SY 2016-17 because both decreased. The category “challenge” tends to be one of the higher scores indicating the level of rigor experienced by students. Since the main purpose of the survey is to encourage teacher reflection, our teachers continue to reflect on their individual scores as a part of their Individual Personal Development Plans (IPDP).

*Table 1.14 Tripod Survey Results*

7 C's	2013 Fall	2014 Spring	2014 Fall	2015 Fall	2016 Fall	2017 Fall
<b>Consolidate</b>	66%	64%	59%	62%	65%	67%
<b>Confer</b>	52%	54%	49%	52%	62%	64%
<b>Captivate</b>	64%	61%	57%	61%	59%	63%
<b>Clarity</b>	70%	66%	64%	67%	68%	69%
<b>Control</b>	69%	60%	59%	64%	59%	70%
<b>Challenge</b>	72%	70%	67%	71%	72%	72%
<b>Care</b>	61%	65%	60%	62%	62%	63%
<b>Total 7 C's</b>	65%	63%	59%	63%	64%	67%

SOURCE: Tripod Survey

### School Quality Survey Percentage of Positive Responses

*Table 1.15: Comparisons of % Positive Responses between SY 2015-16 and SY 2016-17*

Dimensions	Percent Positive Responses								
	Teachers			Students			Parents		
	SY 2015-16	SY 2016-17	SY 2017-18	SY 2015-16	SY 2016-17	SY 2017-18	SY 2015-16	SY 2016-17	SY 2017-18
<b>Safety</b>	64.7%	65%	68.8%	67.6%	71.6%	69.5%	65.7%	85.6%	75%
<b>Well-Being</b>	65.8%	70.5%	77.8%	64%	63.5%	-	80.8%	82%	77.2%
<b>Satisfaction</b>	57.8%	61.9%	65.8%	62%	67.6%	-	53.1%	75%	68.6%
<b>Involvement/ Engagement</b>	64.2%	57.4%	67.4%	57.7%	59.7%	-	57.1%	72.8%	51.1%
<b>Survey Return Rate</b>	76.9%	75.3%	100%	56%	73.6%	59.5%	4.4%	35.9%	12.6%

SOURCE: School Quality Survey

### School Generated Student Survey Percentage of Positive Responses

In an effort to collect more student feedback, the school is beginning to implement a process of surveying students about curriculum, instruction, assessment, and support. In August 2018, all students received the following survey through their school Gmail accounts and were given time to complete the survey during

their English classes. 659 out of 973 students, or about 68% of the student body, completed the survey. The complete survey results can be found in the Appendix. For data analysis, ratings of 4 and 5 were combined as “favorable responses” and a rating of 3 was interpreted as either “neutral or sometimes.”

*Table 1.51: AHS Student Feedback Results from Fall 2018*

Survey Question	% Favorable	% Neutral or Sometimes
Do you talk to your family about which courses to take in high school, and also about your post high-school options?	58.5%	24.8%
Has a faculty member (Teacher, Counselor, etc.) worked with you to choose which courses to take in high school?	36.0%	24%
Do you feel like the school offers support to help you transition from high school to your post high school plans?	56.4%	31.2%
Do you feel like you are aware of the learning targets (what you are expected to be able to do) in your classes?	69.2%	23.5%
Can you identify which parts of the learning targets you ARE able to do?	58.2%	32.8%
Can you identify which parts of the learning targets you have not reached yet? (Parts you still need help with)	55.3%	34.6%
Do your teachers talk to you or give you feedback on your work to help you improve?		23.9%
Are you AWARE that AHS offers the following support services? Please check ALL that you have heard about, you do not have to have used the service to be aware of it. (Below is a summary of the TOP 5 responses, for a full report, please refer to the table in the Appendix)		
<ul style="list-style-type: none"> <li>● Athletics</li> <li>● Clubs</li> <li>● Google Classroom</li> <li>● College and Career Counseling</li> <li>● my.hrw.com (online math support for AGA)</li> </ul>	91.2% 90.7% 90.3% 74.4% 70.5%	
Please select all the supports listed that you have USED or PARTICIPATED in between the start of last school year and now? (Below is a summary of the TOP 5 responses, for a full report, please refer to the table in the Appendix)		
<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● my.hrw.com (online math support for AGA)</li> <li>● Athletics</li> <li>● turnitin.com</li> <li>● Clubs</li> </ul>	74.7% 56.1% 47.3% 47.3% 46.5%	

SOURCE: Aiea High School

### **Student Forum Fall 2018**

In August 2018, grade level counselors invited 20 to 30 students from each grade level representing the broad range of our student body to participate in the first AHS Student Forum. There were eight 9th graders, three 11th graders, and three 12th graders. Unfortunately, despite the invitations being sent out to broad range of students, the participants were not as varied, as noted in Table 1.52.

Table 1.52: Student Participants of the Fall 2018 Student Forum, by Demographics

Grade	Gender		Total	ELL	IDEA	504	Low-SES
	M	F					
9th	2	6	8	0	0	0	1
10th	0	0	0	0	0	0	0
11th	2	1	3	0	0	0	1
12th	0	3	3	0	1	0	0
<b>Totals</b>	4	10	14	0	1	0	2

SOURCE: Aiea High School

### Student Perceptions:

In SY 2017-18, the state changed their SQS student survey to only include the “Safety” component, and all other measures were discontinued. From SY 2015-17, their well-being and involvement scores have remained fairly stable but lower than the parent scores. Student participation rates in the survey fluctuated so in order to obtain a clearer picture of how students see the school, in SY 2018-19, the school created the Student Feedback Survey and Student Forum.

The Student Feedback Survey indicates that students discuss their high school and post-high school plans with their families more frequently than they do with faculty members. Most students feel that the high school helps them in the transition to their post-high school plans. Students are aware of the learning targets in their classes most of the time, but about a fourth of them are aware only some of the time. Similar ratings were found for the likelihood that they are able to identify what they can do (a little over 50%) and what they still need help on (about 30%) in reference to the learning targets, but this may also be reflective of the fact that they are not always sure what the learning targets are in some of their classes. About 67% students felt that their teachers provide feedback to improve their work, and about 24% reported a rating of 3. Overall, the students are aware of many of the support services that are offered, and 75% of the students have used at least three different supports in the past year. 86 (13%) students indicated that they did not use least three different supports in the past year because they are either 9th graders or new to the school. There were 82 (12.5%) students who were with us in the past year who used fewer than 3 of the provided supports.

In the Student Forum, the students raised concerns, were enthusiastic to participate and have an opportunity to state their voice to improve the school, as noted in the [complete notes from the Student Forum](#). Some of the strengths were that the students felt safe on campus, there is a supportive staff, and a general feeling of mutual respect between students and teachers. The 9th grade academy students felt that they have stronger student-teacher relationships as a result of the academy. Some students felt that it was nice to have classes with students who had similar interests, while others felt it was difficult to maintain friendships with students in the other house. The primary concern of students lay with the availability of bathroom supplies, on which the school is working to improve.

### Parent Perceptions:

Parent perceptions have improved in all areas in SY 2016-17, which is positive considering the fact that parent participation also increased. Safety, satisfaction and involvement made significant increases. In SY 2017-18, with the change in administration, the measures in all categories decreased slightly, but in the areas of safety, well-being, and satisfaction, these results were still higher than in SY 2015-16. In the area of involvement and engagement, the SY 2017-18 was lower than any of the other years. The

percentage of parents who returned the survey was at its highest in 2016-17 at 36%, but the return rates dropped to 12.6% in SY 2017-18. This shows a need to increase this return rate to get a clear picture of how our parents view the school.

**Teacher Perceptions:**

Teacher perceptions have steadily increased in all areas except for involvement which decreased in SY 2016-17 but increased again in SY 2017-18. Teachers had lower percentages for safety than the parents or students in all three years. Satisfaction for teachers increased slightly in SY 2016-17. There was a 100% survey return rate in SY 2017-18, which is a marked improvement of about 25% from the previous years.

## How Are Our Students Doing? Student Performance Data

### Student Achievement

#### Smarter Balanced Assessment (SBA)

The ELA scores for the general and lower SES populations have been steadily increasing over SY 2014-17 from 54% to 66%. We are concerned by the percentage gaps of 9.4%, 15%, and 10.2% between the overall score and the low SES student scores in the respective years. There has been no improvement in the scores for ELL student populations and minimal gains for the IDEA student population. In fact, there was a slight decline in the scores for the IDEA students but it is the low percentage that needs attention.

*Table 1.16: SBA English Results, Disaggregated by Subgroups by Year*

Statewide Testing Data	Subgroup	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18*
<b>SBA English Language Arts Percentage of Students Meeting Standards</b>	Overall	51%	65%	64%	75%
	Low SES*	44.55%	48.31%	55.56%	72.34%
	IDEA*	0%	8%	4.55%	7.14%
	ELL*	0%	0%	0%	0%
<b>Complex Area Percentage</b>	Overall	67%**	64%	71%	N/A
<b>State of HI Percentage</b>	Overall	53%**	56%	58%	N/A

SOURCE: STRIVE HI Report, \*Longitudinal Data System, and \*\*AlohaHSAP

From SY 2014-17, our math scores have remained relatively stable, with scores raising from 23% to 25%, and overall scores that are lower than we would like to see. The low SES population has fewer students scoring at a proficient level than the overall population. The IDEA subgroup shows that almost no students have met proficiency, the only exception being a 4.55% proficiency rate in SY 2016-17. The ELL population showed noticeable gains in SY 2016-17; however, it dropped by 8% in SY 2017-18.

*Table 1.17: SBA Math Results, Disaggregated by Subgroups by Year*

Statewide Testing Data	Subgroup	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
<b>SBA Math Percentage of Students Meeting Standards</b>	Overall	22%	24%	25.11%	25%
	Low SES	18.45%	14.77%	15.31%	18.75%
	IDEA	0%	0%	4.55%	0%
	ELL	0%	0%	22.22%	14.29%
<b>Complex Area Percentage</b>	Overall	33%*	38%	37%	N/A
<b>State of HI Percentage</b>	Overall	30%*	31%	32%	N/A

SOURCE: Longitudinal Data System and \*AlohaHSAP

**Schoolwide and/or grade level assessments (e.g., Aimsweb, DIBELS, STAR Reading and Math, ACHIEVE 3000, etc.)**

## STAR Math

In December of SY 2017-18, the Administration approached the Math Department regarding the need to have a Universal Screener to collect data about all of our students' performance toward meeting the standards as well as to identify the gaps in knowledge that our students have. The Math Department decided to purchase STAR Math as the Universal Screener due to the large test bank and the comprehensive nature of the program and reports it generates. One of the greatest added benefit is that 'Aiea Intermediate School, our only feeder intermediate school, uses STAR 360 (the full STAR suite of programs) so there is a continuum of data that will show our students' progression from 7th through 12th grade as well as the students having a sense of familiarity with the platform. In January, the Math Department completed PD training on how to create and read the reports that can be generated by STAR Math. In the summer of 2018, the Math Teachers had another PD training focusing on how to set goals and use STAR Math for progress monitoring of students' attainment of the standards. This data will be used regularly in Department and Data Team discussions particularly in the area of sharing effective teaching strategies and using data generated by STAR Math and the Data Teams to measure the impact of the strategies.

The screening data for SY 2017-18 was based on the STAR Math's measurement of "Proficient" based on the program's projection of the SBA Benchmarks. First, we noticed that the 9th grade students showed a 9% gain from the Winter of SY 2017 to the Fall of SY 2018, with this being the largest subgroup to have met their grade level SBA benchmarks. For 10th grade students, there was a gain of 1% of the students who were proficient during the same time period, while the 11th grade students showed a gain of 8%. One observation we note is the proficiency percentages for the 11th grade is significantly higher than the proficiency rate for the SBA. Since the SBA was taken in April and the spring STAR Math screening was conducted in May 2018 during the last two weeks of school, we hoped the SBA scores (25% proficiency) would have been closer to the spring STAR Math scores; however the scores were more closely related to the winter STAR Math scores done in January.

In the SY 2018-19 fall screening data, the scores are higher for all grade levels as compared to the data in SY 2017-18. The 10th grade students (9th graders in SY 2017-18) seem to continue to have a higher proficiency rate than their peers.

*Table 1.18: STAR Math Results, Disaggregated by Grade Level by Screening Period*

Schoolwide Achievement Data	Test Window	9th	10th	11th
<b>STAR Math SY 2017-18 Percentage of Students Rating of "Proficient" based on the SBA Benchmark</b>	Fall	N/A	N/A	N/A
	Winter	27%	22%	24%
	Spring	36%	23%	32%
<b>STAR Math SY 2018-19 Percentage of Students Rating of "Proficient" based on the SBA Benchmark</b>	Fall	43%	51%	43%

SOURCE: STAR Math Report

### **Common course assessments (e.g., end-of-course exams, formative curriculum-embedded assessments)**

The Biology EOC scores have been steadily increasing over the past three years. There was a noticeable increase in SY 2015-16 but the number of proficient students once again decreased in SY 2016-17. There

was an additional teaching line in SY 2015-16 that was eliminated the following year. Smaller class sizes may have supported the lower SES and IDEA populations. We have to implement supports to address the science achievement levels for our ELL population.

*Table 1.19: Biology End-of-Course Exam, Disaggregated by Subgroup by Year*

Statewide Testing Data	Subgroup	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
<b>Biology End-of-Course Exam Percentage of Students Meeting Standards</b>	Overall	22%	38%	25%	31%
	Low SES	18%	26%	16%	26%
	IDEA	0%	7%	0%	0%
	ELL	0%	0%	0%	0%
<b>Complex Area Percentage</b>	Overall	N/A	41%	40%	N/A
<b>State of HI Percentage</b>	Overall	N/A	33%	36%	N/A

SOURCE: aloha.hsap.org, Longitudinal Data System

### **Quarterly Grades (e.g., Well Below/Approaching or Ds and Fs)**

The overall grades for students decreased from Quarter 1 to Quarter 4 in ELA, Math and Social Studies. In ELA the percentage of students earning Ds and Fs peaked in the fourth quarter and appears to impact the students in the gap sub-groups a little more. In math, the increased numbers of Ds and Fs as the year progresses may be due to the linear nature of the content. It should be noted, however, that the ELL population had fewer Ds and Fs in Q4 as compared to Q3. In science, it is apparent that there is a need to better support the ELL population.

*Table 1.20: Quarterly Grades for Core Subjects SY 2017-18*

Quarterly Grades Ds and Fs	Subgroup	1st Q	2nd Q	3rd Q	4th Q
<b>English Language Arts</b>	Overall	19.58%	25.83%	23.47%	30.24%
	Low SES	26.75%	32.72%	31.33%	39.88%
	IDEA	21.62%	34.14%	26.19%	39.03%
	ELL	43.33%	47.06%	33.33%	38.71%
<b>Math</b>	Overall	16.49%	21.13%	24.64%	28.1%
	Low SES	23.85%	27.1%	32.45%	36.25%
	IDEA	22.22%	34.38%	37.51%	38.71%
	ELL	33.34%	34.62%	40.74%	32%
<b>Science</b>	Overall	39.25%	19.44%	25.84%	21.19%
	Low SES	50.78%	24.06%	35.44%	31.75%
	IDEA	36%	31.04%	39.29%	33.34%
	ELL	80.95%	43.47%	34.78%	40.91%
<b>Social Studies</b>	Overall	15.42%	18.7%	28.05%	23.55%
	Low SES	22.22%	26.31%	35.07%	30.53%
	IDEA	24%	27.59	37.93%	32.14%

	ELL	42.86%	45.83%	46.16%	40.92%
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SOURCE: Longitudinal Data System

### College Entrance Exams such as the SAT and ACT

The ACT English scores in both reading and writing have been steadily increasing over the past three years. The math and science scores have remained fairly consistent and lower than we would like to see.

*Table 1.21: ACT Testing Results, Disaggregated by Subgroup by Year*

ACT Testing Data	Subgroup	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
<b>ACT English</b> Percentage of students who were proficient	Overall	37.82%	36.63%	40.36%	44.29%
	Low SES	24.78%	26.37%	33.67%	39.39%
	IDEA	0%	0%	4.76%	0%
	ELL	0%	0%	0%	0%
<b>ACT Math</b> Percentage of students who were proficient	Overall	16.81%	15.84%	17.94%	20.55%
	Low SES	11.50%	10.99%	12.24%	15.15%
	IDEA	0%	0%	0%	0%
	ELL	0%	0%	9.09%	0%
<b>ACT Reading</b> Percentage of students who were proficient	Overall	21.43%	25.25%	27.80%	33.79%
	Low SES	17.70%	29.67%	25.51%	29.67%
	IDEA	11.11%	0%	0%	0%
	ELL	0%	0%	0%	0%
<b>ACT Science</b> Percentage of students who were proficient	Overall	13.45%	21.29%	17.49%	20.55%
	Low SES	7.96%	7.14%	9.18%	7.07%
	IDEA	0%	4%	0%	0%
	ELL	0%	0%	0%	0%

SOURCE: Longitudinal Data System

### Retention rates

In SY 2016-17, the administration created a special counseling position called the “9th Grade Transition Coordinator” to begin addressing the unacceptably high 9th grade retention rate of 12%. The coordinator worked closely with the 9th grade counselor and teachers to track the students’ academic progress and to do classroom presentations to the students about the importance of staying on track. The efforts proved to be effective since at the end of SY 2016-17, there were only 8 students (3%) who were not promoted to 10th grade. In SY 2017-18, the coordinator at the time left our school, and the position remained unfilled for the remainder of the year. Moving forward, the position was discontinued for SY 2018-19 since the new 9th grade academies will provide the smaller learning community to support the 9th grade transition to high school.

Also in SY 2017-18, the “On Track for ALL Grade Levels” Leadership Committee will be collecting data throughout the year to monitor student performance using the state’s Longitudinal Data System. They will identify struggling students and to provide additional supports before students fail a course.

*Table 1.22: Retention Rates by Grade Level, by Year*

Retention Data	Subgroup	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
<b>9th Grade</b> % of students with fewer than 5 credits after 1st yr.	Overall	32/251 12.8%	33/270 12%	8/251 3%	21/226 9%
<b>10th Grade</b> % of students with fewer than 11 credits after 2nd yr.	Overall	N/A	27/256 10.5%	30/229 13%	2/240 0.8%
<b>11th Grade</b> % of students with fewer than 17 credits after 3rd yr.	Overall	N/A	N/A	17/224 7.5%	15/215 6.9%

SOURCE: Aiea High School

### **Dropout rates (high school)**

The dropout rate percentages are steadily declining in small increments from SY 2014-15 to SY 2016-17; however it is still close to 1 in 10 of our 9th grade students who are dropping out prior to graduation. In SY 2016-17, with the increased emphasis on supporting our students’ transition to high school, it is hoped that we might see a decline in these numbers starting with the graduating class of 2020 and beyond. It is also hoped the work that will be done by the Chronic Absenteeism and On Track for All Grade Levels Leadership Committees may impact the dropout rates starting with this year’s graduating class of 2019.

*Table 1.23: Dropout Rates by Year*

Dropout Rates	Subgroup	SY 2014-15	SY 2015-16	SY 2016-17
<b>Percentage of Students Who Dropped Out of School</b>	Overall	9.6%	9.1%	8.1%

SOURCE: School Status and Improvement Report

### **j. Graduation rates (high school)**

The data shows school completer data only for the seniors who started their 12th grade year during that time period. This means that in SY 2014-15, 97.1% of the students who started that school year as a senior, graduated or completed an individually prescribed program with the class of 2015. In SY 2015-16, there was a 100% completion rate for the class of 2016, then it decreased again to 97.7% with the class of 2017. There is consistently less than 2% of each graduating class that completes an individually prescribed program, all others earn a diploma.

*Table 1.24: Graduation and Completion Rates, Disaggregated by Program by Year*

Graduation and Completion Rates	Subgroup	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
<b>Percentage of Students Who Graduated or Completed an Individually Prescribed Program On-Time</b>	Diploma	96.0%	97.4%	95.9%	97.2%
	Individually Prescribed Program	1%	2.5%	1.8%	0.4%
	School	97.1%	100%	97.7%	97.6%

	Completers				
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SOURCE: School Status Improvement Report

### Number of entering freshmen compared to exiting seniors (high school)

From the summer of 2015 to 2017, the number of incoming freshmen had been declining by a little over 20 each successive year. In the summer of 2018, there was an increase of about 15 freshmen from the previous year; however, the graduating class of 2018 was the largest group in over four years. The difference between the number of incoming freshmen and the number of graduating seniors has been on a constant decline, to the point that there was a deficit in the changeover count. The trend shows that our counts may continue to decline.

Table 1.25: Comparison of Entering Freshman Compared to Exiting Seniors by Year

Graduation and Completion Rates	Grade	Summer 2015	Summer 2016	Summer 2017	Summer 2018
Comparison of Number of Freshman and Exiting Seniors in the Summer Between School Years	9th graders	277	255	227	242
	12th graders	238	218	220	244
	Difference	+39	+37	+7	-2

SOURCE: Longitudinal Data System

### Post-enrollment data: admission/entrance to and performance in post-secondary education, armed forces, and workforce (high school).

The data in the table below is obtained from students in their Senior Exit Survey. Students report their intended plan following graduation. This data is reported into Naviance and is presented in the [Naviance \(Students Self-Report\) Outcome Data file](#). The additional data presented in the College/University section is from Hawai'i P-20, where enrollment in post-secondary institutions is gathered during the Fall semester of that school year. This report can be found online for all high schools in the state at <http://www.p20hawaii.org/resources/college-and-career-readiness-indicators-reports/2017-ccri-data/#report>.

Table 1.26: Post-Enrollment Data by Year

Post-enrollment Data	SY 2014-15	SY 2015-16	SY 2016-17
<b>College/University</b> Percentage of Graduates who were admitted to a 2- or 4-year college/university upon graduation	49%* (data not available**)	53%* (43.22%**)	49%* (39.29%**)
<b>Armed Forces</b> Percent of Graduates who entered the armed forces upon graduation	data not available**	7.63%**	10.71%**
<b>Work Force</b> Percent of Graduates who entered the workforce upon graduation	data not available**	7.63%**	10.71%**

SOURCE: \* [Hawai'i P-20 CCRI Data report \(data is from enrollment in post-secondary institution\)](#), \*\* [Student Self-Report data from Senior Exit Survey](#)

### Free- and Reduced-Lunch Program

There is consistently approximately 50% of the student population who qualify for the free and reduced lunch program. In SY 2015-16, our school did not qualify for Title I status due to errors in filling out the application form. An appeal was filed but was denied.

*Table 1.27: Free-and Reduced-Lunch Program*

Free- and Reduced-Lunch Program	Subgroup	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
Percentage of students who qualified for free- and reduced-lunch program	Overall	49.2%	47.1%	50.4%	N/A

SOURCE: [oec.k12.hi.us/LunchBySchool.aspx](http://oec.k12.hi.us/LunchBySchool.aspx)

### **Support for Homeless Students**

For all of our students who complete the McKinney-Vento Act form, the counselors help support them with setting up transportation to and from school including providing monthly city bus passes, completing the free- and reduced-lunch application form. The school also provides each student with a backpack and school supplies. These initiatives have been funded by Title I (dependent on Title I status and the amount of money the school receives) and the school’s Academic and Financial Plan. The supports provided for each student is individualized based on the students’ conversations with their counselor. From SY 2015-19, there were 9, 11, 15, and 11 students, respectively, each year.

### **Additional Student Achievement Data:**

There are a number of pertinent, specialized programs at AHS for our varied levels of student needs and interests, including supports for English Language Learners, Special Education, Advanced Placement, College Placement options, and Career and Technical Education.

### **English Language Learners**

The ELL program at ‘Aiea High School falls under the ELL coordinator who teaches English to all of the non-mainstreamed ELL students. In SY 2017-18, there was a part-time teacher (PTT) assigned to provide one-on-one supports in class. He teaches all four grade-levels to provide English language support and the students are mainstreamed in all of their other courses. The ELL coordinator uses Wordly wise vocabulary books, State reading assessment workbooks, quizlet.com, vocabulary.com, six traits of writing, daily oral language (grammar and conventions), englishforeveryone.org.

Table 1.36 documents the proficiency levels of our ELL student population. The number of students who are being serviced has been increasing over the past four years. As the chart indicates, many of the students continue to have limited English proficiency (LEP). In SY 2017-18, there was a slight increase in the number of students who were categorized as non-English proficient (NEP). This data highlights the need to integrate language standards and language acquisition skills concurrently with the instruction of content.

*Table 1.28: ELL Student Counts by English Proficiency Category by Year*

English Language Learners	Subgroup	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
<b>ELL Student Proficiency</b> Number of ELL students at each level of English proficiency based on the WIDA Test	Overall	48	47	43	61
	Mainstreamed	10	23	0	2
	LEP	29	24	38	52

	NEP	9	0	5	7
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SOURCE: eCSSS

To measure growth, AMAO 1 are ELL students who show a 0.5 gain in their overall score from previous school year. AMAO 2-ELL students that have exited the ELL program with a passing overall score of 5.0 on the WIDA test. Once students have exited the ELL program, they are mainstreamed into the general education English courses and monitored for two years thereafter. There was a significant decrease in the percentage of students who met the AMAO 1 and AMAO 2 ratings between SY 2015-16 and SY 2016-17. We believe the decrease was most likely due to changes in state-mandated cut-off scores and test administration procedures. During SY 2016-17, the overall proficiency score for annual WIDA test increased in rigor from 4.8 to 5.0 statewide. With the increase in the overall score, ELL students struggle to pass the WIDA test though they showed gains from the previous year. Twenty of the forty-five students tested showed gains of 0.1 to 0.7. Also in SY 2016-17, a new pilot program began with the use of speaking headsets to listen and respond to questions as well as converting the WIDA test from paper-based to an online version. Given that Aiea High decided not to participate in the pilot program based on the recommendation of the testing coordinator at the time, we didn't experience statewide complications that other schools faced. When students participated in the WIDA Online testing for the first time and found some difficulty with operating the speaking headset. Students mentioned that once a spoken response was made, they were unable to correct their response which led to lower scores in the speaking section thus affecting their overall composite score. As for the listening, reading, and writing sections, students found it fairly easy to manipulate the keyboard and mouse and were comfortable with the user interface.

Table 1.29: ELL AMAO 1 Scores by Year

English Language Learners	Subgroup	SY 2015-16	SY 2016-17	SY 2017-18
<b>ELL Student Growth</b> *Note: the district/state no longer collects this data as of SY 2016-17	Overall	47	43	61
	AMAO 1	74%	16%	16%
	AMAO 2	49%	0%	3%

SOURCE: WIDA Test Score Report

Table 1.41 analyzes the SBA results for our ELL students. The students consistently do not meet proficiency in the English SBA or the Biology EOC exam. From SY 2014-2016, our ELL students also did not meet proficiency in the Math SBA; however, there was a notable gain of 22% in SY 2016-17, with a drop to 14.29% proficiency rate in SY 2017-18. The Math Department implemented Data Teams and the new math curriculum by Houghton-Mifflin Harcourt (HMH); however, it is not evident what might have attributed directly to these gains.

Table 1.30: SBA Data for ELL Students by Year

Statewide Testing Data	Subgroup	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
<b>SBA Percentage of ELL Students Meeting Standards per Content Area; Science Biology EOC</b>	English	0%	0%	0%	0%
	Math	0%	0%	22.22%	14.29%
	Science	0%	0%	0%	0%

SOURCE: Longitudinal Data System

## Special Education

Table 1.31: Breakdown of SPED Services Provided by Year

Special Education	Subgroup	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
<b>Special Education Students</b> Percentage of students participating in the different learning environments	Overall	121	121	111	
	Mainstreamed	%	%	%	%
	Resource	%	%	%	%
	Fully Self Contained	%	%	%	%

SOURCE: eCSSS database

On the English SBA, there has been a slight gain since SY 2014-15 when there were no students who achieved proficiency on the exam. Starting in SY 2015-16, there were fewer than 10% of the students who reached proficiency. For the Math SBA, there is consistently no students who achieved proficiency on the exam with the exception of SY 2016-17 during which 4.55% of the students achieved proficiency. The Biology EOC results also indicated 0% proficiency rates with the exception of SY 2015-16 with 7% of the students achieving proficiency.

Table 1.32: SBA Data for SPED Students by Year

Statewide Testing Data	Subgroup	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
<b>SBA Percentage of SPED Students Meeting Standards per Content Area; Science Biology EOC</b>	English	0%	8%	4.55%	7.14%
	Math	0%	0%	4.55%	0%
	Science	0%	7%	0%	0%

SOURCE: Longitudinal Data System

## STRIVE HI Results for Two Years

Key points: The gap rate grew significantly between 2014-2015 in both math and ELA. Science proficiency grew during this time.

	SY 2014-15	SY 2015-16	SY 2016-17
<b>Achievement (SBA, Biology EOC)</b>	Math Meeting Standard- 23% ELA Meeting Standard- 54% Science Proficiency- 22%	Math Meeting Standard- 24% ELA Meeting Standard- 65% Science Proficiency - 38%	Math Meeting Standard - 25% ELA Meeting Standard - 64% Science Proficiency - 25%
<b>Growth</b>	Math Growth MGP- 46 ELA Growth MGP- 51	Math Growth MGP- 47 ELA Growth MGP- 68	Math Growth MGP - NA ELA Growth MGP -NA
<b>Readiness</b>	11th Grade ACT-38% 4 Year Graduation Rate- 90% College-Going Rate- 61% 5 Year Graduation Rate- 0%	11th Grade ACT-40% 4 Year Graduation Rate- 88% College-Going Rate- 57% 5 Year Graduation Rate- 90%	9th graders promoted to 10th grade on time - 95% 11th Grade ACT - NA 4 Year Graduation Rate - 87% College-Going Rate - 53% 5 Year Graduation Rate - NA CTE program by 12th grade - 36%
<b>Achievement Gap</b>	Math Gap Rate- 33% ELA Gap Rate- 29%	Math Gap Rate- 67% ELA Gap Rate- 47%	Math Gap Rate - 22% ELA Gap Rate - 39%
<b>Other</b>	Chronic Absenteeism-NA Advanced coursework- NA	Chronic Absenteeism-19% Advanced coursework- 44%	Chronic Absenteeism - 18% Advanced coursework - See below

(Source: Strive HI document)

## Technology Devices on the school campus for Student Access

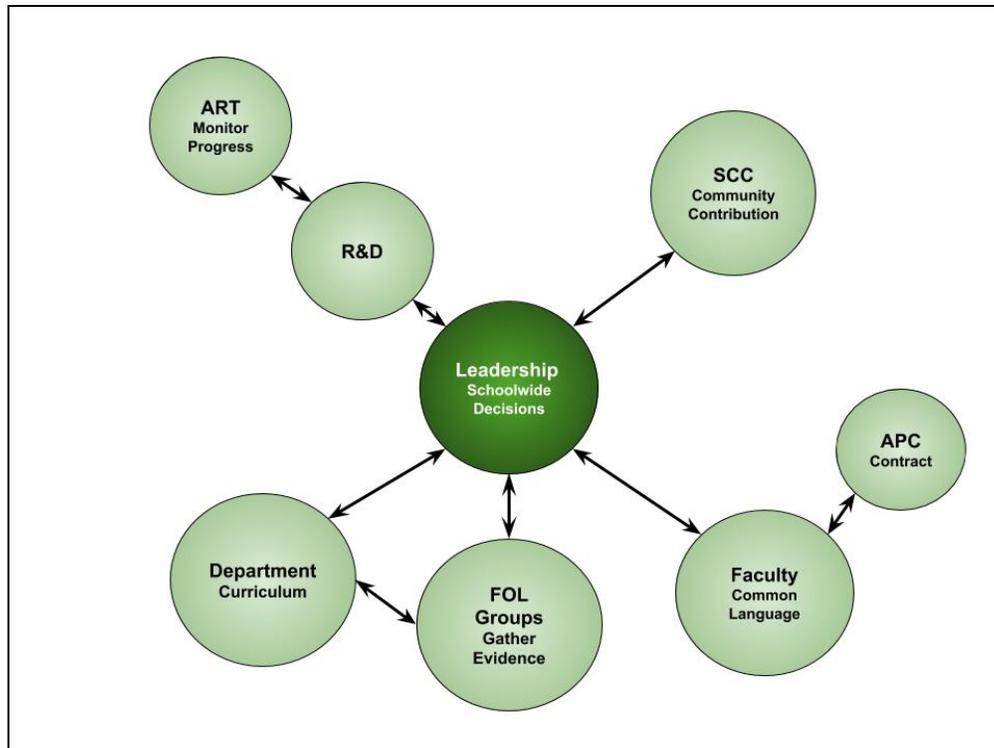
<b>Devices on campus</b>	<ul style="list-style-type: none"> <li>● 475 Chromebase around Campus/Dept</li> <li>● 10 Surface RT in R Building</li> <li>● 30 iPods for Pod Casting in H01</li> <li>● 60 Windows Laptops in MPB02</li> <li>● 3 Computer Labs</li> <li>● Library               <ul style="list-style-type: none"> <li>○ 40 Chromebase</li> <li>○ 10 Windows PC</li> <li>○ Color and Monochrome Printer</li> </ul> </li> <li>● J03               <ul style="list-style-type: none"> <li>○ 40 Chromebase</li> <li>○ 7 Windows PC</li> </ul> </li> <li>● MPB3               <ul style="list-style-type: none"> <li>○ 35 Chromebase</li> </ul> </li> <li>● Printers in all rooms</li> </ul>
<b>Software Support for Students on Campus</b>	<ul style="list-style-type: none"> <li>● Read 180</li> <li>● Edgenuity</li> <li>● Naviance</li> <li>● ACHIEVE 3000</li> <li>● AP Exams</li> <li>● SBA Exams</li> <li>● Houghton Mifflin Harcourt Math Curriculum</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>● Google Classroom</li><li>● Google Docs</li><li>● Internet Access</li><li>● Infinite Campus</li><li>● Proprietary Graphics Programs<ul style="list-style-type: none"><li>○ Adobe CS5 Suite</li></ul></li><li>● Turnitin</li><li>● STAR Renaissance</li><li>● Project Lead the Way</li></ul> |
|--|--|

**School Process Data**  
**What Are Our Processes?**

Curriculum	Instruction	Assessment	Support
<p>ELA: Springboard, CCSS, Expository Writing Curriculum (California State University CSU)</p> <p>Math: Houghton Mifflin, CCSS</p> <p>Social Studies: HCPS III, CCSS Literacy, C3 Framework, department created</p> <p>Science: HCPS III, CCSS Literacy, NGSS, department created</p> <p>Electives: HCPS III, CCSS Literacy, ASCA National Standards, department/teacher created</p>	<p>Various Research Based Instructional Strategies</p>	<p>Smarter Balanced Assessment</p> <p>CSU curriculum assessments</p> <p>Advanced Placement (AP<sup>®</sup>)</p> <p>Preliminary Scholastic Aptitude Test/ National Merit Qualifying Test (PSAT/NMSQT<sup>®</sup>)</p> <p>Scholastic Assessment Test (SAT<sup>®</sup>)</p> <p>Data Teams           <ul style="list-style-type: none"> <li>● Formative</li> <li>● Summative</li> </ul> </p> <p>WIDA (ELL)</p> <p>Grade (SPED)</p> <p>Read 180 (ELA Workshop)</p> <p>ACHIEVE 3000</p> <p>STAR Math</p>	<p>Peer Review</p> <p>YMCA</p> <p>Non-Classroom Coaches           <ul style="list-style-type: none"> <li>● Instructional</li> <li>● Testing</li> <li>● SPED</li> <li>● CTE</li> </ul> </p> <p>Professional Development Opportunities</p> <p>English Language Learner Course</p> <p>Special Education Classes</p>

## Organizational Process



- Rotating 7 period schedule

### Administrative Process

- Academic Review Team
- Leadership Team
- School Community Council

## Implications of Data Strengths and Weaknesses

Demographic Data Who are we?	Perceptual Data How do we do business?	Student Achievement Data How are our students doing?	School Processes Data What are our Processes?
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Diverse student population</li> <li>• Our community has nearly 65% with some form of college education</li> <li>• 92% of our teachers are licensed</li> <li>• 54% of our teachers have been at AHS for 5+ years</li> <li>• 35% of our teachers have advanced degrees</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Enrollment has been on a slow decline</li> <li>• Next steps to move forward with the academy structure</li> <li>• Approximately 50% of students are free/reduced</li> <li>• Daily attendance percentages are lower than state average and target</li> <li>• Chronic Absenteeism is high at 23%</li> <li>• Increasing ELL population</li> <li>• Reduce the amount of teachers being hired as emergency hires</li> </ul>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Tripod scores are increasing across all components</li> <li>• Tripod Highest: Challenge 72%</li> <li>• Tripod Improvement: Classroom Management (formerly "Control") 70%, up from 59%</li> <li>• Many opportunities for parents to engage in parent/student activities (athletics, SCC mtgs, parent nights)</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• SQS scores are declining</li> <li>• Minimal parent involvement when it comes to academics and not extra-curricular activities</li> <li>• In the 2017 Tripod, the lowest rating was in the Care &amp; Captivate components at 63%</li> </ul>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• AP® numbers are increasing (enrollment and pass rate)</li> <li>• ELA in line with 2020 Strategic Plan goal</li> <li>• Closing the Achievement Gap</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Continue our work on closing the achievement gap</li> <li>• Math scores are significantly low (25%)</li> <li>• Science scores are also at 31%</li> <li>• Need to increase college going rate (53%) for our students</li> <li>• Decreasing our 5 year graduation rate</li> <li>• Need to increase support for ELL students based on recent grades in core classes: ELL students overall have a high percentage of students receiving a D or F grade.</li> </ul>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Curriculum has been aligned to HCPS III and CCSS</li> <li>• Statewide assessments are conducted and are available</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Data Teams; lack of understanding and common formative and summative assessments</li> <li>• Reorganize the organization process and roles and responsibilities for individuals</li> <li>• Continue to find school-wide instructional strategies</li> <li>• Process for vetting of curricular/assessment programs</li> </ul>

### Gaps, Root Causes, and Critical Needs

Gap #1	Gap #2	Gap #3	Gap #4	Gap #5
Decrease student gap rates and increase student achievement scores in ELA, Math, and Science	Increase college and career readiness for students (Academy structure)	Increase parent engagement	Improve our SPED and ELL services to students	Increase engagement with technology usage on campus
Root Causes	Root Causes	Root Causes	Root Causes	Root Causes
<ul style="list-style-type: none"> <li>• No formal RtI structure in place</li> <li>• Limited use of Data Teams to use and analyze results from common formative and summative assessment.</li> <li>• Lack of rigor and DoK level activities</li> <li>• Limited training for inclusion/co-teaching classes for teachers</li> <li>• Lack of school-wide effective instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Limited vertical /horizontal alignment within programs</li> <li>• Limited exposure to project/problem based learning and work based learning opportunities</li> <li>• Limited opportunities to synthesize information from multiple sources</li> <li>• Limited exposure and use of mathematical modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Parents work multiple jobs or in the evening</li> <li>• Students are part of multiple families (step family, multiple parents, living situations)</li> <li>• No support for parents through a parent liaison</li> <li>• Lack of social media exposure from the school to home</li> </ul>	<ul style="list-style-type: none"> <li>• Large teacher turnover in our SPED department</li> <li>• SPED positions are filled by emergency hires who are unqualified</li> <li>• Large # of students who are ELL or limited English proficiency, but not all students are identified as needing ELL supports</li> <li>• A large number of students need more 1:1 supports</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of technology resources on and off campus</li> <li>• Limited instruction on the use of technology and technology skills. Programs are needed to support instruction, but students are unaware they are available to them. (student conversations)</li> <li>• Limited technology use by students in the classroom</li> </ul>

			<p>in all core academic areas</p> <ul style="list-style-type: none"> <li>• Limited training for inclusion /co-teaching classes for teachers</li> <li>• Limited articulation and training</li> </ul>	
<b>Critical Needs</b>	<b>Critical Needs</b>	<b>Critical Needs</b>	<b>Critical Needs</b>	<b>Critical Needs</b>
<ul style="list-style-type: none"> <li>• Implement an Rtl structure including utilizing a Universal Screener to screen and monitor progress</li> <li>• Purchase a curriculum to support interventions in Math and ELA</li> <li>• Purchase curriculum and technology to support implementation and the rigor with the use of NGSS</li> <li>• Part-time teachers to provide additional supports for small group instruction</li> <li>• Substitute days and PD to support teachers implementing critical needs in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Implement an academy setting for college and career readiness</li> <li>• Provide travel funds for teams of educators to travel in and out of state to receive trainings</li> <li>• Substitute days and PD to support teachers in implementing and planning the academy structure</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer a variety of parent involvement activities</li> <li>• Promote ongoing communication to parents through an array of services (mail, school website, etc.)</li> <li>• Provide PD and support for teachers and parents school programs, initiatives, and supports at home regarding curriculum, instruction, and assessment</li> <li>• Purchase a position for a PCNC person to help to support parents and school with ongoing communication</li> </ul>	<ul style="list-style-type: none"> <li>• Part-time teachers to provide additional supports for small group instruction</li> <li>• Substitute days and PD to support teachers with inclusion, resource setting, instructional strategies, and understanding and developing IEP's</li> <li>• Purchase curriculum to support students in SPED and ELL</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase technology to be used by students</li> <li>• Substitute days and PD to support teachers in implementing technology into their classrooms</li> </ul>