



Aliamanu Middle School

School Code: 204

Grades 7-8

School Status and Improvement Report School Year 2019-20



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School Address:

Aliamanu Middle School
3271 Salt Lake Blvd.
Honolulu, Hawaii 96818

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Aliamanu Middle School was founded in 1958 and is located on a 15-acre parcel of land in Honolulu, Hawaii. In 2019, the Western Association of Schools and Colleges accredited Aliamanu Middle for a full six-year term with a three-year midterm visit. The seventh and eighth-grade campus serves approximately 780 students and is part of the Radford Complex in the Central District of Oahu. Seven elementary schools feed into Aliamanu Middle, as it is the only middle school in the Radford Complex.

Most of our students are federally connected with 70% of our school population from military families. They come from Joint Pearl Harbor Hickam, Aliamanu Military Reservation Housing, and Ford Island, while our civilian students come from Foster Village and Salt Lake. The school experiences a high transient rate because of the sizable military population, leaving 30% of the students attending Aliamanu Middle for both seventh and eighth-grade years.

Parental involvement is seen in our Parent Community Network Corner (PCNC), School Community Council (SCC), and Parent Teacher Student Organization (PTSO). Parents are invited to coffee hours and presentations at feeder elementary schools to talk-story with the principal, and sit in on monthly conversations on student achievement and school improvement.

Aliamanu Middle School focuses on meeting the needs of our adolescent learners by offering co-curricular and extracurricular activities. They include Science Fair, National History Day, MathCounts, Scripps National Spelling Bee, National Junior Honor Society, Drama Club, and History Club. In addition, we also offer volleyball, cross country, basketball, soccer, and track.

Aliamanu Middle School supports our young adolescents by building systems to monitor and nurture them as they move from the elementary setting and address their academic, social, and emotional needs to prepare them with skills necessary for high school. Students are placed in one of six teams made up of teachers from their core subjects, and teams loop with their students for the two years students are at Aliamanu.

Aliamanu Middle aligns its curriculum to best support their students. Curricula are based on the Common Core State Standards (CCSS), College, Career, and Civic Life (C3) for social studies, and Next Generation Science Standards (NGSS). At Aliamanu, Principal Hetrick believes that "There's nothing stopping us from being great" so teachers continuously strive to improve their instruction through classroom walkthroughs using our Guide to Good Teaching framework, collaborative lesson planning between teachers and curriculum coordinators, and in-school professional development opportunities. Aliamanu also supports students in writing, inquiry, collaboration, organization, and reading with Advancement Via Individual Determination (AVID) strategies, provides a device for each student in every classroom, and offers Response to Intervention (RTI) courses for identified students' struggling in reading and math.

This past year built on local and international community partnerships. Our inaugural AMS Student Summit invited community members to the campus to engage our students in a multitude of hands-on learning sessions. An ongoing local partnership with Mele Murals created an afterschool art class with plans for students to paint a large-scale public art mural on campus. A newly minted partnership with Sakaimachi (a prefecture in Japan) organized teacher and student exchanges between their middle school and Aliamanu Middle with plans for intercontinental visits.

School Setting

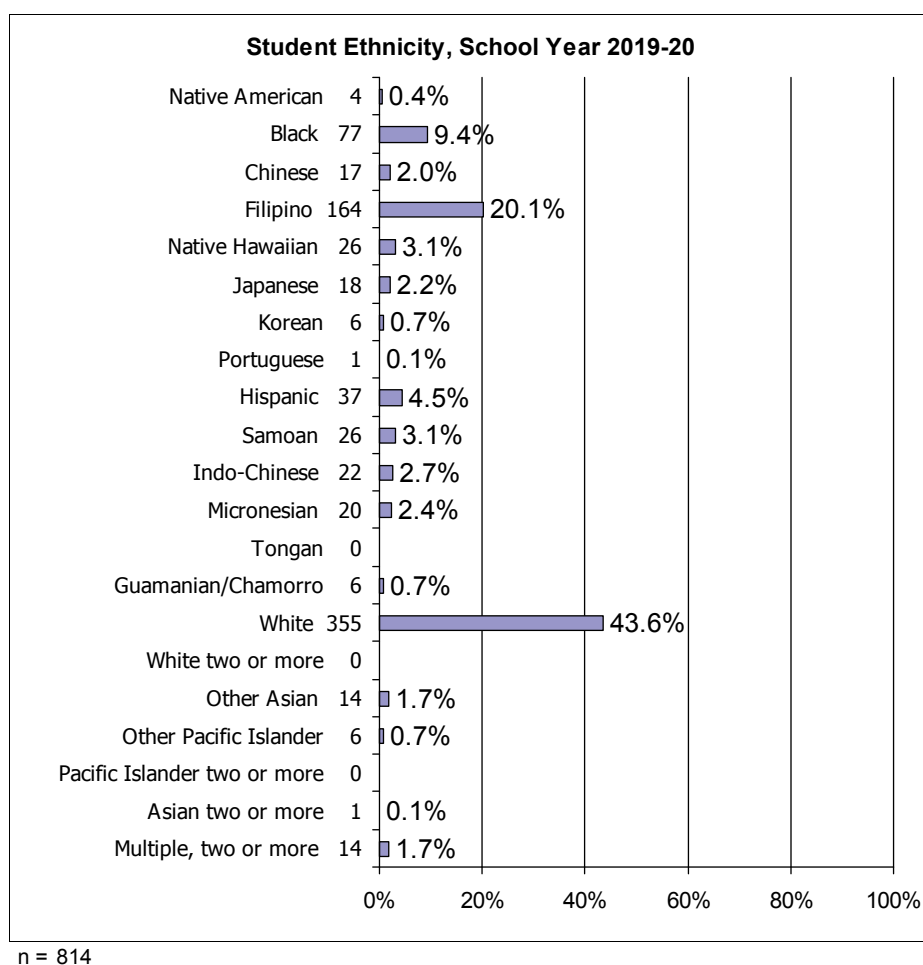
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	714	749	814	Number and percent of students in Special Education programs	68 9.5%	80 10.6%	102 12.5%
Number and percent of students enrolled for the entire school year	600 84.0%	646 86.2%	725 89.0%	Number and percent of students with limited English proficiency	29 4.0%	27 3.6%	37 4.5%
Number and percent of students receiving free or reduced-cost lunch	229 32.0%	212 28.3%	228 28.0%				

Note. -- means missing data.

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

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



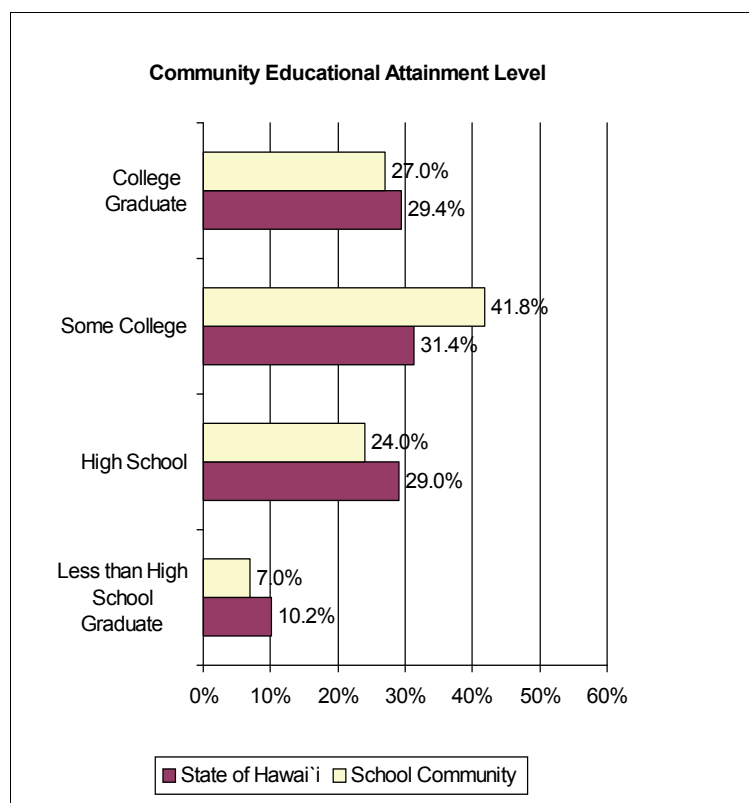
School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Radford HSC	School Community	State of Hawai'i
Total population	27,470	1,360,301
Percentage of population aged 5-19	21.5%	18.4%
Median age of population	27.5	38.6
Number of family households	6,331	313,907
Median household income	\$64,049	\$66,420



School Improvement

Summary of Progress

Aliamanu Middle School is building systems of support for our students as they transition socially and academically into the middle school years. Aliamanu Middle continues to strengthen instruction and relationships to support the needs of our adolescent learners. Using department planning time, and bringing back the teaming concept, teachers will collaborate to monitor progress, identify student needs and achievements. Aliamanu Middle continues with the Advancement Via Individual Determination (AVID) program, offering the elective classes to 7th and 8th grade students, and continues to implement the AVID strategies across all content areas. Aliamanu Middle intends to further promote a school-wide AVID culture through a weekly AVID lesson through our school closed-circuit television network (PantherVision).

Aliamanu Middle has expanded our Transition Center services in order to continue to support students who enter after the start of the school year or exit Aliamanu Middle during the school year. Student body government activities will include hillside activities during 7th- and 8th-grade lunch periods as well as a quarterly activity that promote positive school-wide culture and expectations. General Learner Outcomes and our school positive behavior expectations will continue to be embedded throughout instruction and Advisory lessons.

Aliamanu Middle continued to practice the use of data to drive instruction. Common formative and summative assessments were established and revised in order to identify areas of strengths and challenges as well as best practice instructional strategies by teachers through Data Teams, in order to promote student success as evidence in the Smarter Balanced Assessments (SBA).

Aliamanu Middle continues to look into the middle school concepts to best support our specific adolescent population. The teaming concept has been established to support our students' academic and social needs. Team teachers collaborate on common instructional strategies, monitoring students of concerns, and providing team bonding activities.

Aliamanu Middle has expanded their RTI, or response to intervention, system focused on increasing reading achievement. Through the implementation of a universal screener, the STAR reading test, and a variety of other data points, students' needs and strengths students were identified so that appropriate reading instructional interventions can be made. This school year, three RTI classes were implemented to provide reading support to the select students in Tier 2 or Tier 3 along with small group and individual tutoring.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		45.0
Regular Instruction, FTE	77.7%	35.0
Special Instruction, FTE	20.0%	9.0
Supplemental Instruction, FTE	2.2%	1.0

Teacher headcount	45
Teachers with 5 or more years at this school	26
Teachers' average years of experience	11.3
Teachers with advanced degrees	12

Professional Teacher Credentials¹

Fully licensed	88.8%	40
Emergency hires	11.1%	5

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

Students per Teaching Staff²

Regular Instruction	20.3
Special Instruction	11.3

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	5.0
Librarians, FTE	0.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	2

³ Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

Facilities

School Year Ending 2020

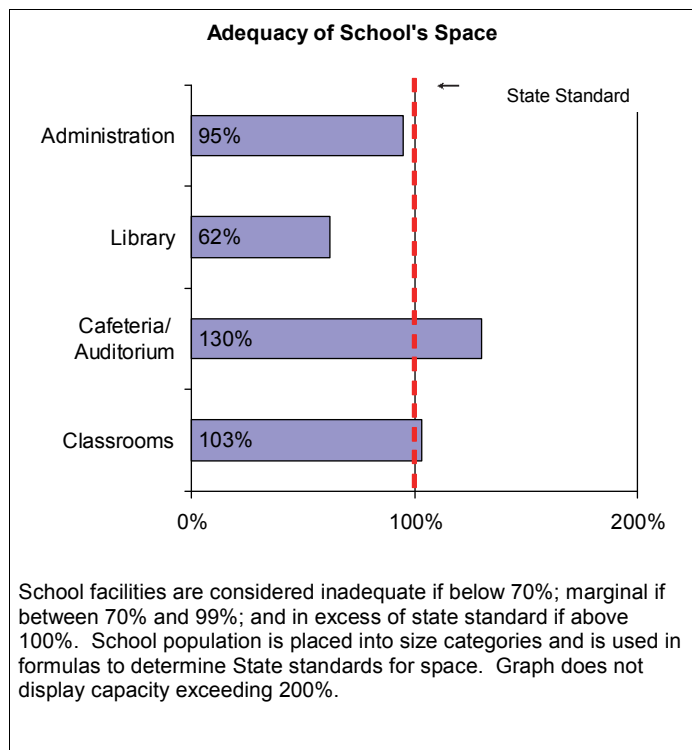
Classrooms available	49
Number of classrooms short (-) or over (+)	0

School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. -- means missing data.



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	95.3%	69.2%	82.4%	74.6%	58.5%	64.4%
	2020	81.6%	65.8%	80.7%	73.8%	53.2%	58.7%
Well-Being	2019	94.5%	70.1%	85.8%	83.0%	--	--
	2020	77.9%	68.1%	90.3%	82.5%	--	--
Satisfaction	2019	96.1%	65.0%	79.1%	78.5%	--	--
	2020	89.6%	63.8%	81.4%	77.7%	--	--
Involvement/Engagement	2019	94.8%	66.2%	59.0%	57.8%	--	--
	2020	82.9%	64.7%	63.0%	57.7%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	100.0%	76.6%	23.3%	24.1%	86.2%	84.2%
	2020	82.0%	86.2%	24.3%	27.7%	69.0%	77.0%

* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

** State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

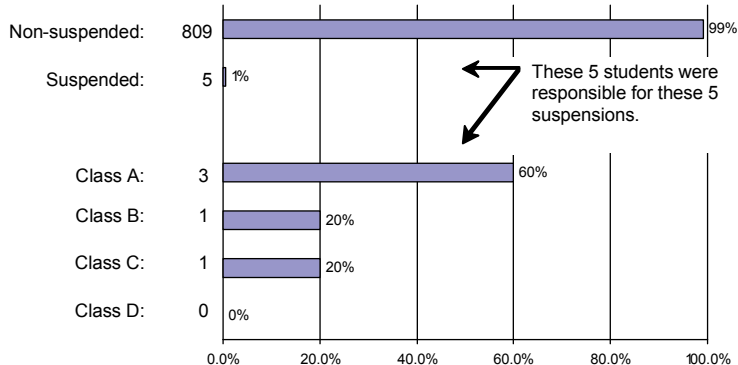
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
96.2%	96.1%	96.2%	95.0%
Average Daily Absences: in days (lower is better)			
6.7	7.0	5.0	9

Suspensions, School Year 2019-2020



Examples of class of suspension:

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

School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

	Retention		
	2018	2019	2020
Total number of students	271	281	296
Percent retained in grade	0%	0%	0%

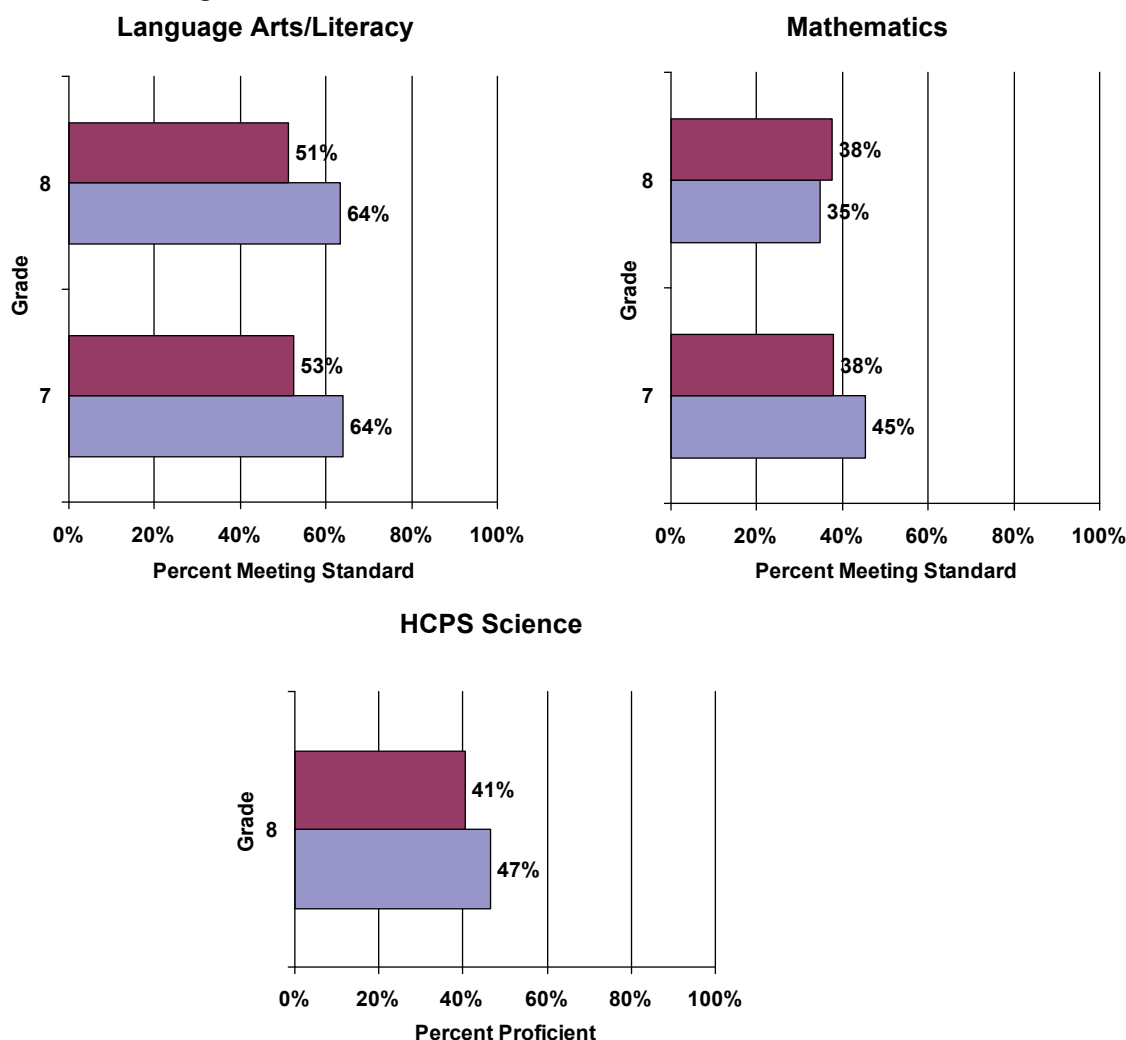
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Vital Signs

Hawaii Statewide Assessment Program

NOTE: The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



A school's bar may not be shown to maintain student confidentiality (see FERPA).

Other School Information

Aliamanu Middle School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2025.

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 Hawaii State Department of Education.