



# Aiea High School

School Code: 202

Grades 9-12

## School Status and Improvement Report School Year 2019-20



### Contents

**Focus on Standards** p. 1

**School Description** p. 1

**School Setting** pp. 2-3

- Student Profile
- Community Profile

**School Improvement** p. 4

- Summary of Progress

**School Resources** p. 5

- Certified Staff
- Facilities

**Vital Signs** pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

### School Address:

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

### Focus On Standards

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

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

### School Description

Aiea High School (AHS) was founded in 1961, overlooking the historic Pearl Harbor. It lies within a suburban community that was originally a part of an ahupua'a, with homes built on former sugar cane fields. AHS is a relatively small high school that maintains a consistent focus on the academic achievements of a diverse student population. Students are afforded opportunities to build skills to prepare them for success as global citizens.

Faculty members are comprised of dedicated individuals who are National Board Certified, hold various advanced degrees, serve as advisors or coaches for clubs or sports, and include a Milken Award winner and a State Milken Teacher of Promise winner. Our teachers regularly collaborate, reflect on their practices, and pursue community opportunities to enrich students with a high-quality learning environment. In 2018, the Western Association of Schools and Colleges (WASC) accredited AHS with a six-year term, validating the quality of education being delivered.

Student growth and academic success are priorities for all of our stakeholders, with a particular emphasis on college, career, and citizenship readiness. Students are offered courses supporting a vision of educating the whole child. In addition to core classes, specialized classes include the arts, foreign languages, JROTC, automotive technology, building and construction, entrepreneurship, culinary, graphics, computer science, and health services. Through the collaborative efforts of the teachers, students, parents, and community partners, AHS offers undergraduate credit opportunities, post-high school certifications, and job training for high school students.

AHS aligns its curriculum with higher education partners. Included within this group are Honolulu Community College, Leeward Community College, Maui Community College, Kapi'olani Community College, U.H. West O'ahu, and U.H. Manoa. There are approximately 12 Advanced Placement (AP) courses being offered, providing the rigor of academics at an undergraduate level.

In SY 2020-21, new course offerings provide additional avenues of support to our students. A Freshman Seminar class has been added to ease the transition for ninth graders. This class will provide students with skills needed for college and career readiness as well as guide them as they select a career academy in their sophomore year. Careers in Education and Biotechnology have been added to increase the options available to students. The career academies continue to grow and move forward at AHS.

## School Setting

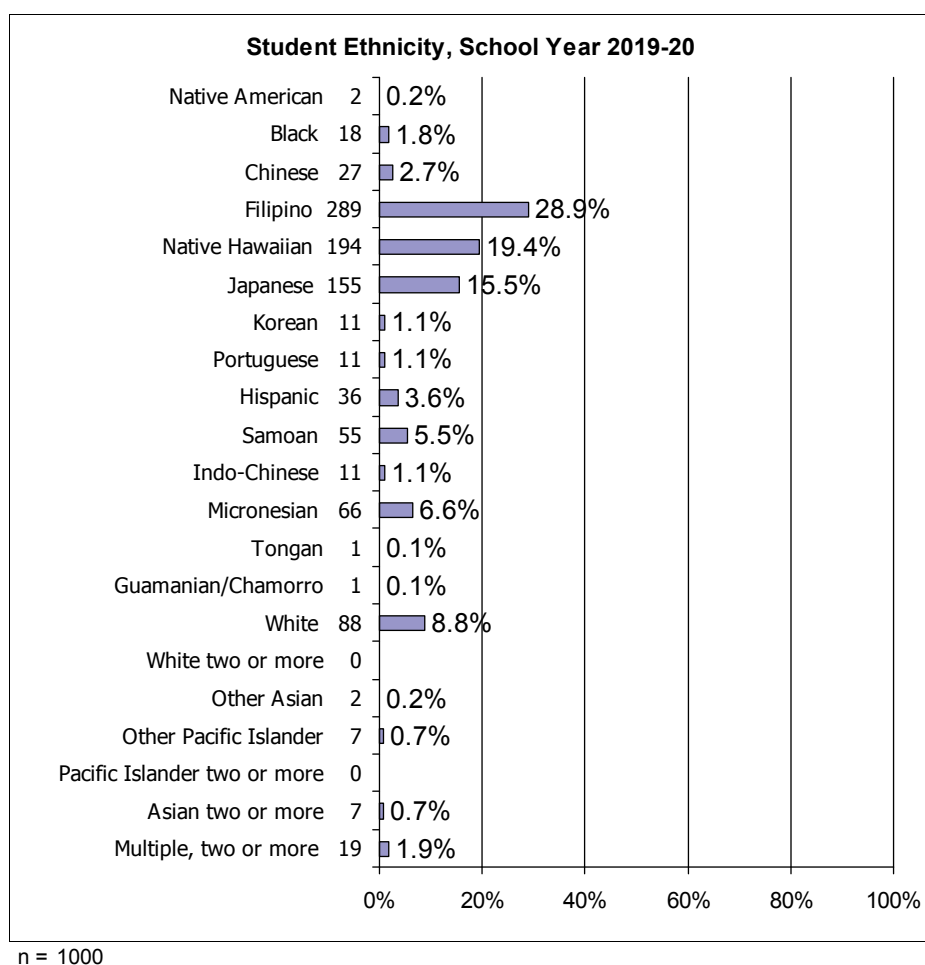
### Student Profile

<b>School year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Fall enrollment	997	971	1000	Number and percent of students in Special Education programs	119	120	129
					11.9%	12.3%	12.9%
Number and percent of students enrolled for the entire school year	950	927	958	Number and percent of students with limited English proficiency	68	56	73
	95.2%	95.4%	95.8%		6.8%	5.7%	7.3%
Number and percent of students receiving free or reduced-cost lunch	474	461	480				
	47.5%	47.4%	48.0%				

Note. -- means missing data.

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

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



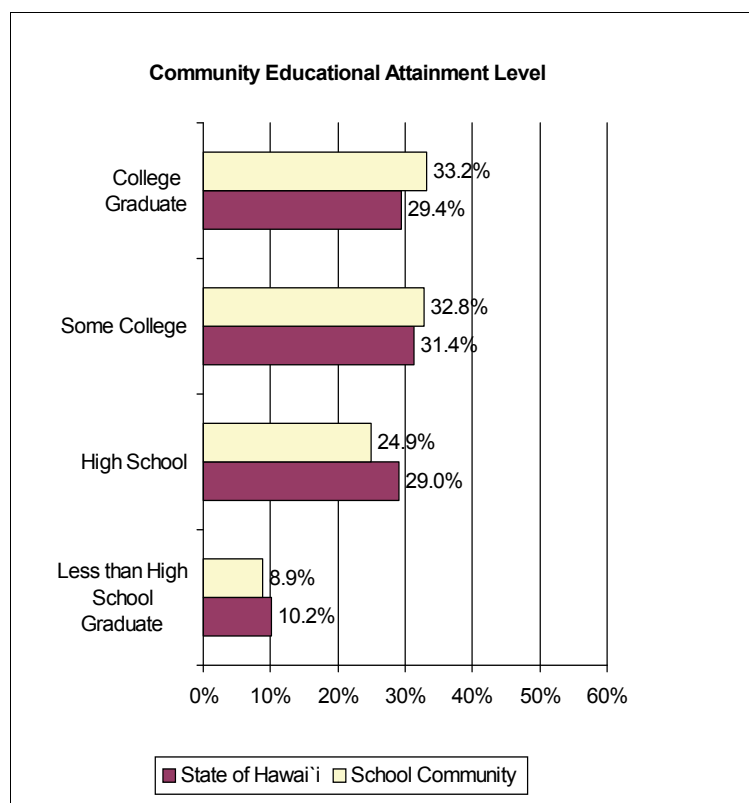
## School Setting

### 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

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



## School Improvement

### Summary of Progress

Aiea High School has begun its transformation into a school that provides students with College and Career Opportunities through the structure of Career Academies. The initial implementation began in SY 2018-19 with the freshmen class being divided into the Academy of Hospitality or the Academy of Health and Sciences. The formation of smaller learning communities comprised of freshmen core teachers supports the transition of the students to a high school environment. This aligns with the State's Strategic Plan. The teachers within the freshmen academies were given a common prep period to collaborate on integrated lessons, student-focused goals, and the implementation of strategies to support student promotion to the 10th grade. The progression of the Career Academy Structure will incorporate the freshmen and sophomore classes in SY 2019-20. Advisory boards are being formed in conjunction with industry leaders while the pathway structures are leveraging student needs with the needs of the community.

Early college was introduced to our campus in conjunction with Leeward Community College. Students were offered the option of earning credits in Speech in SY 2018-19 and the course offerings will increase as we move forward. In the summer prior to SY 2019-20, students are given the opportunity to enroll in a class to attain their certification in a Pharmacy Technician program with Leeward Community College, CVS, and Walgreens. We are also looking for ways to partner with Kapi'olani Community College to offer other certification programs to our students.

Aiea High School has implemented changes to increase student achievement on standardized tests. In SY 2018-19, all math teachers were invited to attend the annual meeting of the National Council of Teachers of Mathematics to encourage reflection on equity and access in mathematics, to add to the arsenal of instructional strategies that engage students, and to generate conversations on decreasing our gap rate in mathematics. The STAR universal screener is being used to gather data in both English Language Arts and Mathematics classes. Science teachers have been provided access to the Stemsopes curriculum to transition to designing lessons that align with the Next Generation Science Standards (NGSS). In SY 2019-20, all science courses will be aligned with the NGSS.

Increasing student achievement is also being supported through the Data Team Process. Course-alike teachers were provided with weekly meeting times to collaborate on aligning curricula, engaging in conversations on effective instructional strategies, and designing common assessments. Common curriculum maps and pacing guides were developed to improve the horizontal alignment of common courses. This work will continue in SY 2019-20 and will be used to inform changes to instruction based on an analysis of data obtained from student work. Our teachers are becoming more adept at strategically determining specific data points to evaluate.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b> <sup>1</sup>		61.5
Regular Instruction, FTE	78.8%	48.5
Special Instruction, FTE	19.5%	12.0
Supplemental Instruction, FTE	1.6%	1.0

Teacher headcount		62
Teachers with 5 or more years at this school		37
Teachers' average years of experience		13.5
Teachers with advanced degrees		22

#### Professional Teacher Credentials

<sup>1</sup>

Fully licensed	87.0%	54
Emergency hires	12.9%	8

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

#### Students per Teaching Staff

<sup>2</sup>

Regular Instruction	17.9
Special Instruction	10.7

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE	9.0
Librarians, FTE	1.0
Counselors, FTE	6.0
Number of principals at this school in the last five years	2

<sup>3</sup> 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

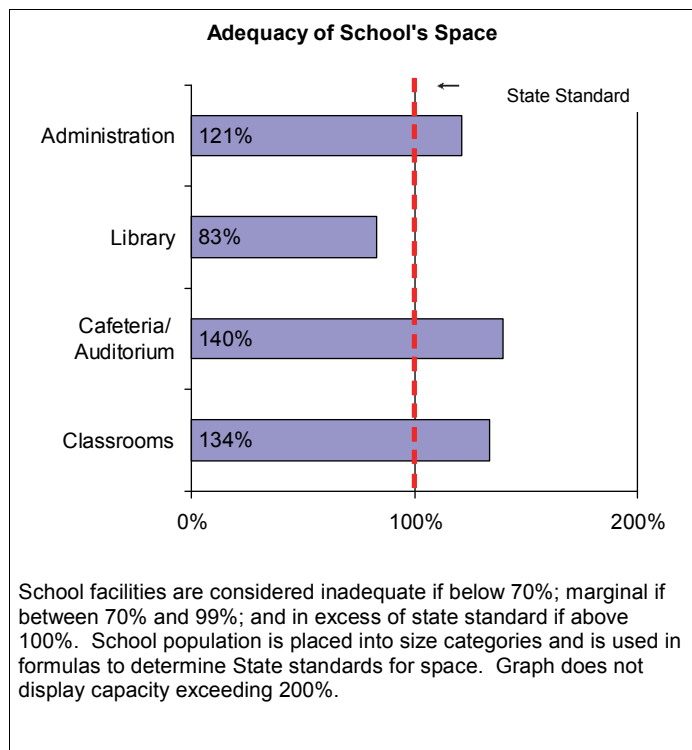
Classrooms available	71
Number of classrooms short (-) or over (+)	1

#### School facilities inspection results

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

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

Note. -- means missing data.



## Vital Signs

### School Quality Survey

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

#### Percent of Positive Responses

School Quality Survey *		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Safety	2019	68.8%	72.7%	73.7%	73.8%	71.6%	64%
	2020	60.5%	69.9%	78.5%	73.7%	65.7%	59.2%
Well-Being	2019	74.1%	73.1%	81.1%	80.2%	--	--
	2020	60.5%	71.4%	82.8%	79.9%	--	--
Satisfaction	2019	65.9%	67.6%	71.0%	74.4%	--	--
	2020	56.0%	64.8%	77.4%	75.3%	--	--
Involvement/Engagement	2019	69.1%	70.9%	54.0%	54.5%	--	--
	2020	60.2%	68.1%	56.9%	54.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
2019		100.0%	81.9%	23.1%	18.7%	84.8%	81.2%
2020		88.1%	82.8%	34.6%	18.7%	74.0%	70.0%

\* 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.

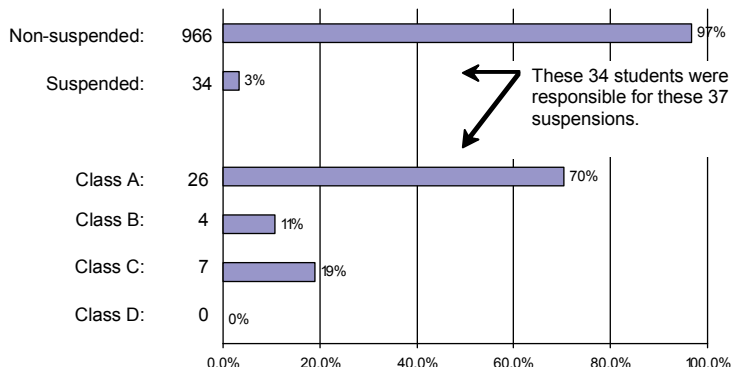
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
92.9%	94.1%	93.7%	95.0%
Average Daily Absences: in days (lower is better)			
12.6	10.4	8.3	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 Completion

#### School Dropouts

School Year	Number	Percent
2017-18	22	8.5%
2018-19	28	10.9%
2019-20	16	5.8%

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

#### Graduates and Other Completers

	2017-18	2018-19	2019-20
Total number of Seniors	244	233	256
Percent of Diploma graduates	97.5%	96.9%	98.8%
Percent of Individually Prescribed Program	0.4%	2.1%	1.1%
Percent of school completers <sup>1</sup>	97.9%	99.1%	100.0%

Total number of Freshmen	234	221	253
Percent graduated on time	91.0%	87.3%	92.6%

Freshmen who began high school in school year 2016-17 and graduated in 2019-20.

<sup>1</sup> Slight variances are due to rounding.

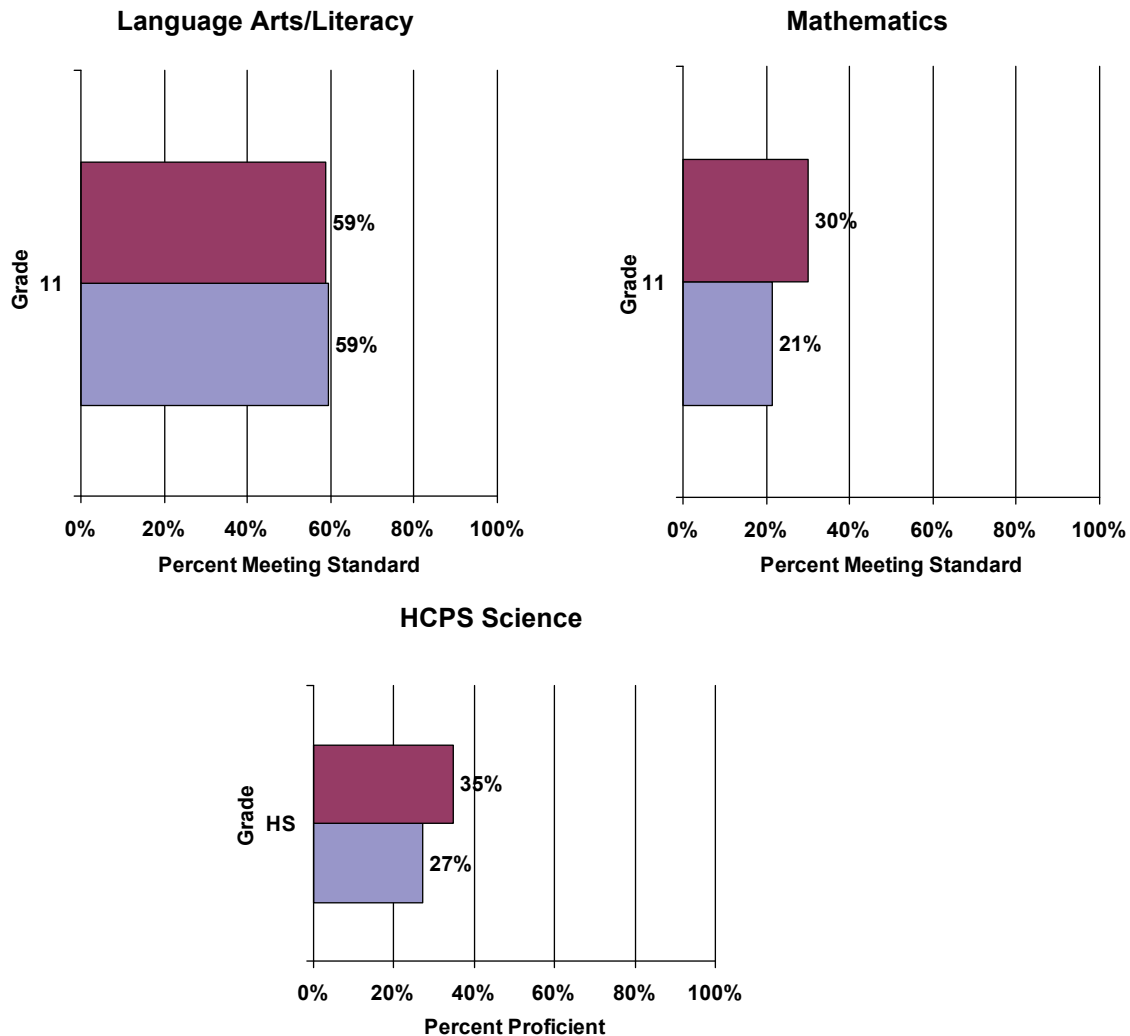
Note. -- means missing data.

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

## 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

Aiea High 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.

Published on June 7, 2021.

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