

New Request

Renewal

**SCHOOL COMMUNITY COUNCIL
WAIVER/EXCEPTION REQUEST FORM**

(Please use one form for each request)

SCHOOL: Aiea Intermediate School DATE: March 7, 2014

DISTRICT: Central District COMPLEX: Aiea

School Strive HI Status:

Recognition

Continuous Improvement

Focus

Priority

Superintendent's Zone

*****Attach Trend Report and Strive HI Performance System School Report.**

- A. List the specific policy, regulation, rule, procedure or the specific article within the collective bargaining agreement from which the school is seeking relief.

CC. WORK TIME DISTRIBUTION, WEEKLY TOTALS WITHIN THE 7-HOUR DAY, 5-DAY WEEK

2. Departmental Classes

- a. Twelve hundred eighty-five (1285) minutes of instructional time per work week.
- b. Two hundred twenty-five (225) minutes of preparation time per work week in blocks of not less than forty-five (45) continuous minutes during the teachers' regular work day, except as provided for in Article VI, Section X.1-Preparation Period.

- B. Describe 1) the desired change, and 2) what the school hopes to accomplish as it relates to improving student learning and increasing student achievement. Include specific quantitative, qualitative and longitudinal data to support the need for the request.

1) Desired changes to CC. WORK TIME DISTRIBUTION, WEEK TOTALS WITHIN THE 7-HOUR DAY. 5 DAY WEEK.

2. Departmental Classes

- a. Change from twelve hundred eighty-five (1285) minutes of instructional time per week to twelve hundred seventy-two (1272) minutes of instructional time per week.
- b. Change from two hundred twenty-five (225) minutes of preparation time per week in blocks not less than forty-five (45) continuous minutes during the teachers' regular work day to two hundred thirty-eight (238) minutes of preparation time per week in blocks of not less than forty-five (45) continuous minutes during the

teachers' regular work day.

2) Changes are sought so the school will be in compliance with ACT 167/ACT 52 which mandate an increase in instructional time and to meet the DOE directive to provide secondary students with the opportunity to earn a minimum of seven credits per school year.

C. If a renewal, describe and evaluate the outcomes of the requested change. Explain what was achieved and the impact on student learning. (Include specific quantitative and/or qualitative data.)

N/A

D. Please provide additional information (data and narrative) for the following type of request applicable:

D1.) Parent-Teacher Conferences:

For a waiver from the DOE Regulation 4510.3 Released Time for Conferences to Report Student Progress, the Superintendent requires that a parent satisfaction survey be conducted and the survey results submitted.

Number of surveys distributed	
Number of surveys returned	
Number of parents in favor	
Number of parents not in favor	
Number of parents undecided	

Summary:

N/A

D2.) School Attendance Procedures:

For a waiver from the DOE School Attendance Procedures, Revised August 2001, a comparison of attendance data over a three (3) year period of time is required. Explain the

increase or decrease in attendance rates. Provide provisions for allowing students to make-up missed work.

School Year	% of average daily attendance

Rationale:

N/A

D3.) Reporting of Quarterly Grades:

For an exception from the collective bargaining contract for teachers for Reporting Quarterly Grades for Schools, an explanation of the interventions provided and the impact on student learning is required.

Number of students failing	
Number of students who received tutorial assistance/interventions	
Number of students whose grades improved after receiving tutorial assistance/interventions	

Explanation:

N/A

D4.) Modified Assessment Schedule:

For an exception from the collective bargaining contract for teachers for a Modified Assessment Schedule, an explanation of the interventions provided and the impact on student learning is required. Describe tutorial opportunities provided for students during the assessment week.

Number of students failing	
Number of students who received tutorial assistance/interventions	
Number of students whose grades improved after receiving tutorial assistance/interventions	

Explanation:

N/A

E. All Other Requests:

Provide information and explanation as indicated in Sections A, B, and C, and other additional information applicable.

Changes to the instructional minutes and the teachers' preparation minutes are requested to meet the mandates of Act 167/Act 52 that require additional instructional time for student and to be aligned to the DOE directive to provide secondary students the opportunity to earn a minimum of seven credits per school year. The teachers have all accepted the new bell schedule at faculty meeting held on February 19, 2014. The PTSC and the SCC have also reviewed and accepted the new bell schedule. All stakeholders understand that this change will require a submission for a waiver by the School Community Council.

F. Provide a chronology and summary of discussions and activities that document an inclusive, collaborative and consensus-building decision-making process.

Date	Type of Meeting	Summary of Outcome
Feb. 12, 2014	SCC Meeting	Acceptance of new bell schedule to meet both the ACT 167 mandate and the DOE directive for providing seven credits per year. SCC will submit a waiver after the teachers vote on the new schedule.
Feb. 19, 2014	Faculty Meeting	Discussions on new mandates and directives have been on-going for over a year. Consensus was reached on Feb, 19, 2014 with all teachers accepting the new proposed bell schedule.
March 5, 2014	PTSC Meeting	PTSC informed of new schedule. Many members already knew about the new proposed bell schedule because some PTSC members are also members of the SCC.
March 12, 2014	AIS Student Government Meeting	Students informed of submission of waiver to meet mandates and directives. Some students were already aware of the waiver because they are members of the SCC.

G. SCC Waiver/Exception Signature Page

WAIVER/EXCEPTION SIGNATURE PAGE

The signatures on this page acknowledge that the decision to request the attached waiver/exception was reached through a collaborative process. If this request is an exception to a collective bargaining agreement, the decision by members of the bargaining unit was achieved through consensus. (Because exceptions to collective bargaining agreements involve the rights of other employees, consensus, specifically by affected unit members, is necessary to waive those rights. It is possible for these unit members to agree on a fallback decision-making option provided that the agreement on the fallback option was reached through consensus.)

Administration Tom Zunske Date 3/12/14

Community Representative(s) [Signature] Date 3/12/14

Parent Representative(s) Alma Teague Date 3/12/14

Student Representative(s) Peter J. Sattler Date 3/12/14

Noncertificated Staff Representative(s) [Signature] Date 3/12/14

Teacher Representative(s) Cheryl K. Kuehn Date 3/12/14
[Signature] Date 3/12/14

Complex Area Superintendent (CAS): John Erickson (print name)

This waiver/exception request aligns with the goals and objectives of the school's strategic plan/academic and financial plan.

CAS Signature: [Signature] Date 3/12/14

HSTA PROCESS CHECK REQUIREMENT:

To ensure that the process to reach the decision for a contract exception request was followed, (the faculty either reached consensus or failing to reach consensus, the faculty held a secret ballot vote that resulted in active faculty members casting a ballot with 66-2/3% or higher affirmative vote), the Teacher Representative should email the UniServ Director with a cc to Raymond Camacho (rcamacho@hsta.org). Please attach a copy of the email sent to the UniServ Director.

RETURN FORM TO: OCISS, School Renewal and Redesign Section
475 22nd Avenue, Room 109
Honolulu, Hawaii 96816
OR FAX TO: 735-8379

FAILURE TO SUBMIT A COMPLETE AND TIMELY WAIVER/EXCEPTION REQUEST MAY RESULT IN THE REQUEST NOT BEING PROCESSED.

201

Aiea Intermediate**Trend Report:
Educational and Fiscal Accountability****School Report for School Year 2012-2013**

A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2012-13. The *Guide* is available on-line at <http://arch.k12.hi.us>.

Background

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
		#	%	#	%	#	%	
School Year	#	#	%	#	%	#	%	%
2010-2011	605	70	11.6%	42	6.9%	277	45.8%	na
2011-2012	597	84	14.1%	57	9.5%	286	47.9%	na
2012-2013	583	82	14.1%	54	9.3%	281	48.2%	na

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree	Early Childhood Endorsement (Gr. K teachers)
School Year	#	%	Average	%	%	%	#
2010-2011	39	82.1%	12.0	62%	86%	30.8%	na
2011-2012	38	78.9%	10.6	66%	86%	42.1%	na
2012-2013	38	78.9%	11.5	63%	97%	42.1%	na

Academic Achievement

Hawaii State Assessment Standards-Based	Reading % Proficient by Grade Level							Math % Proficient by Grade Level						
	3	4	5	6	7	8	10	3	4	5	6	7	8	10
School Year														
2010-2011	na	na	na	na	77.2	77.7	na	na	na	na	na	58.2	70.8	na
2011-2012	na	na	na	na	72.1	79.9	na	na	na	na	na	56.8	69.9	na
2012-2013	na	na	na	na	79.6	75.7	na	na	na	na	na	58.5	67.7	na

Hawaii State Assessment Standards-Based	Science % Proficient by Grade Level			
School Year	4	8	10	HS
2010-2011	na	13.0	na	na
2011-2012	na	29.6	na	na
2012-2013	na	30.5	na	na

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2010-2011	na	na	0%	na	na	na	
2011-2012	na	na	0%	na	na	na	
2012-2013	na	na	0%	na	na	na	

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Safety and Well-Being

Students	Average Daily Attendance %		Offenses by Type of Incident (number of citations per 1,000 students)					
			Violence		Property		Illicit Substances	
School Year	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2010-2011	na	95.3%	na	0	na	0	na	8
2011-2012	na	95.8%	na	5	na	0	na	2
2012-2013	na	95.9%	na	5	na	2	na	2

School	Persistently Dangerous Schools (NCLB)	Workers' Compensation Claims		Student and Teacher Perceptions on School Quality Survey		Transition from home/preschool to Kindergarten
School Year	Yes/No	Total # of claims	% of claims resulting in loss-time	Positive Responses		School mean (range 1-3)
				% of student	% of teacher	
2010-2011	No	2	0.0%	69.2%	95.9%	na
2011-2012	No	2	0.0%	82.9%	98.6%	na
2012-2013	No	3	33.3%	89.7%	100.0%	na

Civic Responsibility

	Young Voter Registration	Kids Voting Hawaii		Students Who Are Not Suspended	Volunteer Hours
School Year	# of students participating	# of students participating	% of students participating	% of Enrollment	# of PCNC volunteer hours per 100 students
2010-2011	na	467	77.2%	99.2%	--
2011-2012	na	--	--	99.3%	--
2012-2013	na	506	86.8%	99.1%	--

Fiscal Accountability

School Year	State General Funds				Significant Budget Changes*
	School Salaried Payroll	* Allocation Excluding School Salaried Payroll	Expended	Carryover	
2010-2011	\$3,610,417	\$542,952	\$389,718	\$153,234	none
2011-2012	\$3,526,399	\$314,946	\$282,890	\$32,056	none
2012-2013	\$3,530,822	\$346,820	\$326,350	\$20,470	none

*Explanation of Significant Budget Changes

School Accountability Report
Aiea Intermediate

Contents

	Page
Performance Index and Classification Summary	2
Student Group Performance Report	3
Retention Rates	4
Student Group Assessment Results	
• Reading	5
• Math	6
• Science	7
College-Going and College Credit-Accumulation	8
Teachers Credentials	9
NAEP	10

Hawaii's public schools are striving to prepare all students for success in college, careers, and citizenship in the 21st century. To meet this ambitious goal we must set high expectations, regularly review our progress, and provide customized support to every student, educator, and school.

This year, the Hawaii Department of Education launched the Strive HI Performance System -- Hawaii's new, federally approved school accountability and improvement system. It is designed to provide better information to parents, communities, educators and policymakers to help them better understand school performance. It also helps system leaders tailor rewards, support and interventions for schools based on their individual needs.

The first annual results of the Strive HI Performance System are promising. The state is on-track to graduate more college- and career-ready students. We made significant progress on one of our most important priorities: closing achievement gaps between student groups. And a majority of the state's lowest-performing schools made tremendous growth after receiving targeted supports in the "Zones of School Innovation.". For more information go to <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/RaceToTheTop/Pages/ZSI.aspx>.

About This Report

Each year, the Department will publish this Strive HI Accountability Report to provide Hawaii stakeholders with important statewide and school-by-school data. Over the next year, the Department will engage stakeholders (including educators, parents and community members) to gain feedback on how to improve the design of these reports to make them more user-friendly and meaningful. More information to come about how to participate in this process.

More information about the Strive HI Performance System can be found at HawaiiPublicSchools.org.

Strive HI: Performance Index and Classification Summary

Aiea Intermediate Strive HI 2012-13 Step: Continuous Improvement Index Score: 293

Indicator	Definition	Middle School Distribution by Strive HI Classification
<p>Achievement</p> <p>Math Proficiency School: 64% State: 60%</p> <p>Reading Proficiency School: 78% State: 72%</p> <p>Science Proficiency School: 31% State: 34%</p>	<p>The proportion of students who scored proficient or higher on the state assessment. For mathematics and reading, students were tested on the Hawaii State Assessment in grades 3-8 and 10. For science, exams occur in grades 4, 8, and as a high school end-of-course Biology exam.</p>	
<p>Growth</p> <p>Math Median SGP School: 71</p> <p>Reading Median SGP School: 61</p>	<p>An individual student's growth percentile compares her learning gains to all Hawaii students with a comparable test history. (Similar to a pediatrician's height and weight chart, a student with an 87 Student Growth Percentile gained more than 87 percent of her academic peers). A school's Median Student Growth Percentile (SGP) summarizes the individual learning gains of all of its students.</p>	
<p>Readiness</p> <p>Median 8th Grade ACT School: 14 State: 14</p>	<p>The 8th grade version of the ACT, called EXPLORE, measures readiness on a scale of 1 to 25.</p>	
<p>Achievement Gap</p> <p>Non High-Needs Proficiency School: 87% State: 83%</p> <p>High-Needs Proficiency School: 58% State: 55%</p> <p>Current-Year Gap Rate School: 33% State: 33%</p> <p>2-Year Gap Reduction Rate School: 3% State: 12%</p>	<p>Achievement gaps are calculated between high-needs students (English language learners, economically disadvantaged, or students with disabilities) and non high-needs students. These proficiency rates combine math and reading proficiency.</p> <p>The Current Gap Rate measures the most recent gap on the Hawaii State Assessment. A larger Gap Rate means a more severe gap.</p> <p>The 2-Year Gap Reduction Rate measures how well the school has closed the gap over the past two years. A larger Gap Reduction Rate means the gap closed more.</p>	

Based on the indicators on the left, schools receive a total index score out of 400. Based on that score and other factors, schools are grouped into five categories: Recognition, Continuous Improvement, Focus, Priority and Superintendent's Zone. The highest performing schools are in the Recognition category, and the lowest would be in Superintendent's Zone, although no schools were classified there this year.

Use this chart to help understand how your school performed relative to other middle schools in the state.

Each circle is a school, and the highlighted circle is this particular school. Schools are plotted on the vertical axis according to how many points they earned on the Strive HI Index, and are grouped by Strive HI Classification along the horizontal axis. An interactive version of this chart is available here: tinyurl.com/interactivestrivehi.

To access additional resources explaining the Strive HI Index, the Strive HI Classification System and answers to other frequently asked questions go to hawaiipublicschools.org.

Numbers may be rounded for presentation purposes.

293 pts of 400 pts

Strive HI: Student Group Performance Report

The Student Group Performance Report disaggregates key outcomes across student subgroups that include economically disadvantaged, disabled, English language learners, and five federally defined race and ethnic groups. In addition, Hawaii provides further breakdowns for Asian, Native Hawaiian, and Pacific Islander to more accurately reflect the State's population demographics.

Based on Strive HI Index scores and key graduation and achievement gap measures, a school is classified into one of five categories: Recognition, Continuous Improvement, Focus, Priority, or Superintendent's Zone. Schools classified as a High Performance Recognition School must meet all targets on its Student Group Performance Reports.

Each school's Student Group Performance Report can be found on the school's webpage on the Department's website at HawaiiPublicSchools.org

State Target	Reading				Math				Science			
	Participation		Proficiency		Participation		Proficiency		Participation		Proficiency	
	95%		72%		95%		64%		95%		34%	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
State: All Students	99%		72%		99%		60%		98%		34%	
All Students	100%	Yes	78%	Yes	100%	Yes	64%	Yes	99%	Yes	31%	No
Disadvantaged	100%	Yes	69%	No	100%	Yes	52%	No	99%	Yes	21%	No
Disabled (SPED)	99%	Yes	27%	No	99%	Yes	20%	No		n/a		n/a
Limited English (ELL)	100%	Yes	49%	No	100%	Yes	36%	No		n/a		n/a
Asian/Pacific Islander	100%	Yes	78%	Yes	100%	Yes	65%	Yes	98%	Yes	32%	No
Black		n/a		n/a		n/a		n/a		n/a		n/a
Hispanic		n/a		n/a		n/a		n/a		n/a		n/a
Native American		n/a		n/a		n/a		n/a		n/a		n/a
White	98%	Yes	85%	Yes	98%	Yes	68%	Yes		n/a		n/a
Asian	100%	Yes	83%	Yes	100%	Yes	72%	Yes	98%	Yes	41%	Yes
Native Hawaiian	100%	Yes	79%	Yes	100%	Yes	61%	No	96%	Yes	36%	Yes
Pacific Islander	99%	Yes	59%	No	99%	Yes	44%	No	100%	Yes	4%	No

Source of Displayed Percentage Value

- i ELL and ELL Exits Proficiency Rate
- ii SPED and SPED Exits Proficiency Rate

Notes: Reported proficiency rates are actual, unadjusted rates. Proficiency rates on this report may differ from the Strive HI Index and Classification Report due to a participation rate penalty applied to some low participation rate schools under Strive HI calculations.

If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

Cells with too few students (less than 40) are designated "n/a" due to reliability concerns.

Strive HI accountability proficiency results may differ from assessment proficiency results. Only students enrolled in the school for a full school year are included in Strive HI accountability results for proficiency.

Retention Rates

The elementary school retention rate are based on the percent of students, excluding kindergarteners, who are not promoted to the next grade level. Middle and Intermediate retention rates are based on the percent of 8th grade students who are not promoted to 9th grade the following year. A low retention rate is desired.

Performance Target	Retention	
	Middle/Intermediate	
	<= 5%	
	%	Met?
State: All Students	1%	
All Students	0%	Yes

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

Cells with too few students (less than 40) are designated "n/a".

Student Group Assessment Results

Assessment Results

	Reading					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	100%	78%	5%	17%	43%	35%
Disadvantaged	100%	69%	7%	25%	42%	26%
Disabled (SPED)	99%	23%	33%	44%	19%	4%
Limited English (ELL)	100%	29%	19%	52%	27%	2%
Asian/Pacific Islander	100%	77%	5%	18%	43%	34%
Black	100%	76%	10%	14%	29%	48%
Hispanic	100%	80%	3%	17%	51%	29%
Native American	*	*	*	*	*	*
White	98%	83%		17%	39%	43%
Asian	100%	83%	4%	14%	45%	38%
Native Hawaiian	100%	77%	7%	16%	42%	35%
Pacific Islander	99%	61%	7%	32%	47%	14%
Male	99%	72%	7%	21%	44%	28%
Female	100%	84%	2%	14%	42%	42%
Migrant	n/a	n/a	n/a	n/a	n/a	n/a
AA Students	*	*	*	*	*	*

Notes. The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.

In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflects the State's population demographics.

If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in reading.

Grade	Reading Percent Proficient	
	2011-12	2012-13
7	72%	79%
8	80%	76%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment Results

	Math					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	100%	63%	13%	24%	43%	20%
Disadvantaged	100%	52%	19%	29%	41%	11%
Disabled (SPED)	99%	16%	63%	21%	15%	1%
Limited English (ELL)	100%	21%	33%	46%	19%	2%
Asian/Pacific Islander	100%	64%	13%	23%	44%	20%
Black	100%	52%	19%	29%	29%	24%
Hispanic	100%	54%	14%	31%	46%	9%
Native American	*	*	*	*	*	*
White	98%	67%	7%	26%	39%	28%
Asian	100%	71%	9%	20%	44%	28%
Native Hawaiian	100%	58%	19%	23%	47%	11%
Pacific Islander	99%	46%	19%	36%	39%	7%
Male	99%	56%	17%	27%	39%	17%
Female	100%	70%	9%	21%	47%	24%
Migrant	n/a	n/a	n/a	n/a	n/a	n/a
AA Students	*	*	*	*	*	*

Notes. The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.

In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discreet subgroups to more accurately reflects the State's population demographics.

If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in math.

Grade	Math Percent Proficient	
	2011-12	2012-13
7	58%	59%
8	70%	68%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment Results

	Science					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	99%	31%	28%	41%	26%	5%
Disadvantaged	99%	20%	40%	40%	18%	2%
Disabled (SPED)	100%	8%	70%	22%	3%	5%
Limited English (ELL)	100%	7%	70%	22%	7%	*
Asian/Pacific Islander	98%	30%	28%	42%	26%	4%
Black	100%	33%	33%	33%	27%	7%
Hispanic	100%	30%	25%	45%	25%	5%
Native American	*	*	*	*	*	*
White	100%	35%	26%	39%	26%	9%
Asian	98%	39%	16%	44%	33%	7%
Native Hawaiian	96%	33%	31%	35%	30%	4%
Pacific Islander	100%	4%	52%	44%	4%	*
Male	97%	32%	32%	37%	26%	5%
Female	100%	30%	24%	46%	25%	5%
Migrant	n/a	n/a	n/a	n/a	n/a	n/a
AA Students	*	*	*	*	*	*

Notes. The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.

In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflect the State's population demographics.

If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in science.

Grade	Science Percent Proficient	
	2011-12	2012-13
8	30%	31%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

College-Going and College Credit-Accumulation by Student Group

College-going and college credit-accumulation rates are report by: (a) all students, (b) economically disadvantaged, (c) students with disabilities, (d) English language learners, (e) seven federal race/ethnicity categories, and (f) gender.

College-Going: Counts are based on students who graduate from high school, who then enroll in an institution of higher education (IHE) within 16 months of receiving a regular high school diploma. Source data are compiled by the National Student Clearinghouse. The cohort represents the 2010-11 school year.

Credit-Accumulation: Counts are based on students who graduate from high school, who then enroll in the University of Hawaii system within 16 months of receiving a regular high school diploma and complete at least one year's worth of college credit (applicable toward a degree) within two years of enrollment. Source data are from the Hawaii P-20 Partnership for Education (Hawaii P-20) program. The cohort represents the 2009-10 school year.

College-Going and College Credit-Accumulation is not applicable for this school.

Teacher Qualifications

The percentages of all public elementary and secondary teachers in the State of Hawaii who have the following types of professional qualifications are reported below.

	Full License	Emergency Hire (CTE, Niihau & Emergency Hire Special Permits)
2010-11	82%	18%
2011-12	79%	21%
2012-13	79%	21%

Notes: Due to rounding, the percentages may not sum to 100%
CTE = Career Technical Education.

Full License

A fully licensed teacher has at least a baccalaureate degree; has completed a State Approved Teacher Education Program (SATEP); has passed Praxis tests (or equivalent) and has a teacher licensure issued by the Hawaii Teacher Standards Board.

Emergency Hire

Teachers with at least a baccalaureate degree may be hired on an emergency basis when there is a position for which fully licensed teachers are not available. A teacher on emergency hire status must annually demonstrate active pursuit of obtaining a Hawaii teacher license. Emergency hires are teachers who have not met the full requirements of licensure.

Classes Not Taught By Highly Qualified Teachers

Below is the percentage of core academic content classes at the school not taught by "highly qualified" teachers as defined under ESEA (Elementary and Secondary Education Act).

	Percent	
Classes Not Taught by Highly Qualified Teachers	2010-11	14%
	2011-12	14%
	2012-13	3%

Note. The procedures and decision rules regarding the collection and summarizing of this type of data have been revised from year-to-year. Thus, comparisons between years should not be made at this time.

To comply with ESEA requirements, a teacher who is highly qualified is defined as a teacher who:

- 1) Holds at least a baccalaureate degree; and
- 2) Is fully licensed by the Hawaii Teacher Standards Board; and
- 3a) Has passed a state required test of subject matter knowledge in each core academic subject taught; or
- 3b) Has a major (or the equivalent of a major which is 30 semester hours) in each core academic subject area taught; and
- 4) Is properly assigned at the grade levels for which the teacher is licensed.

There is an exception in ESEA that recognizes teachers participating in certain alternative routes to licensure.

National Assessment of Educational Progress (NAEP) Mathematics and Reading Results for Hawaii

The NAEP or National Assessment of Educational Progress is a state-by-state assessment of students in grades 4 and 8. It is the only test in the United States that provides comparison of the performance of students in Hawaii with the performance of students nationally. All states, the District of Columbia, and the Department of Defense Schools participate in mathematics and reading assessments every two years, with 2012-13 being the most recent year for the NAEP.

NAEP differs from the Hawaii State Assessment (HSA). NAEP remains a paper-and-pencil assessment. NAEP standards may or may not align with the standards assessed on the HSA. NAEP results are based on samples of students across Hawaii public and public charter schools rather than including all grade 4 and grade 8 students.

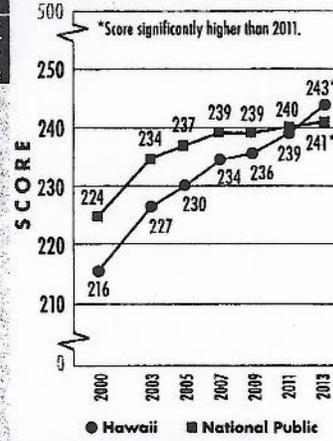
The tables on the following pages provide data on NAEP achievement levels by student group. The NAEP organizes results along the following "achievement levels:" Advanced (A), at and above Proficient (P+), at and above Basic (B+), and Below Basic (BB). NAEP defines Advanced as "superior performance. Proficient represents "...solid academic performance [in which] students have demonstrated competency over challenging subject matter." NAEP defines Basic as "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade."

The graphs on the right side of the next pages illustrate Hawaii and national trends. These trend graphs mostly indicate gains, in which gaps between Hawaii scores or percentages and those of public schools nationally have narrowed. For mathematics, Hawaii's fourth-graders not only bridged the gaps, but soared above the national averages in scale score, percent of students achieving at or above Proficient, and percent of students achieving at or above Basic. In regard to average scale score, in 2011, Hawaii was the only state to make statistically significant gains in all four subjects. In 2013, Hawaii was one of four states plus the Department of Defense Schools and the District of Columbia to make significant gains in three or more of the four assessments.

In addition to data pertaining to All Students, there are student subgroups that include economically disadvantaged as measured by eligibility for free or reduced-price lunch, disabled or students with an Individual Education Plan, English-language learners, and students grouped by placement in one of the federal ethnicity/race categories. This year's report also includes exclusion rates.

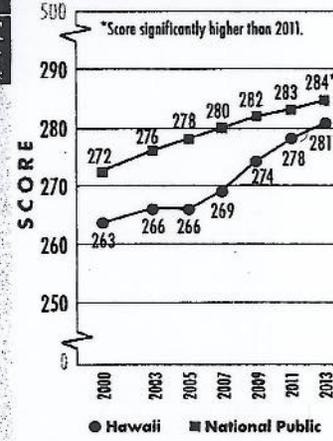
2013 GRADE 4 MATHEMATICS

Grade 4 Student Group	HAWAII							NATIONAL PUBLIC						
	Avg Scale Score	% of Tested	% of Students at Each Achievement Level				Exclusion %	Avg Scale Score	% of Tested	% of Students at Each Achievement Level				Exclusion %
			A	P+	B+	BB				A	P+	B+	BB	
All Students	243	100	9	46	83	17	1	241	100	8	41	82	18	2
Econ Disadvantaged	234	52	4	33	76	24		230	54	2	26	73	27	
Disabled (IEP Only)	202	9	#	7	34	66	8	216	11	2	16	53	47	10
Eng-Lang Learners	209	8	1	8	45	55	7	219	11	1	14	59	41	4
Asian/Pacific Islander	241	69	7	42	81	19		258	5	23	64	91	9	
Black	232	2	1	34	76	24		224	16	1	18	66	34	
Hispanic	241	6	8	43	83	17		230	25	2	26	73	27	
Native American	+	#	+	+	+	+		228	1	2	24	70	30	
White	253	16	15	60	91	9		250	51	10	54	91	9	
A/PI includes 2+	242	76	8	44	82	18		254	8	19	58	90	10	
Two or More Races	249	7	12	56	87	13		244	3	9	45	86	14	
Asian	249	36	12	54	88	12		260	5	24	67	93	7	
Hawaii/Pacific Islander	232	33	3	30	74	26		235	#	4	32	77	23	

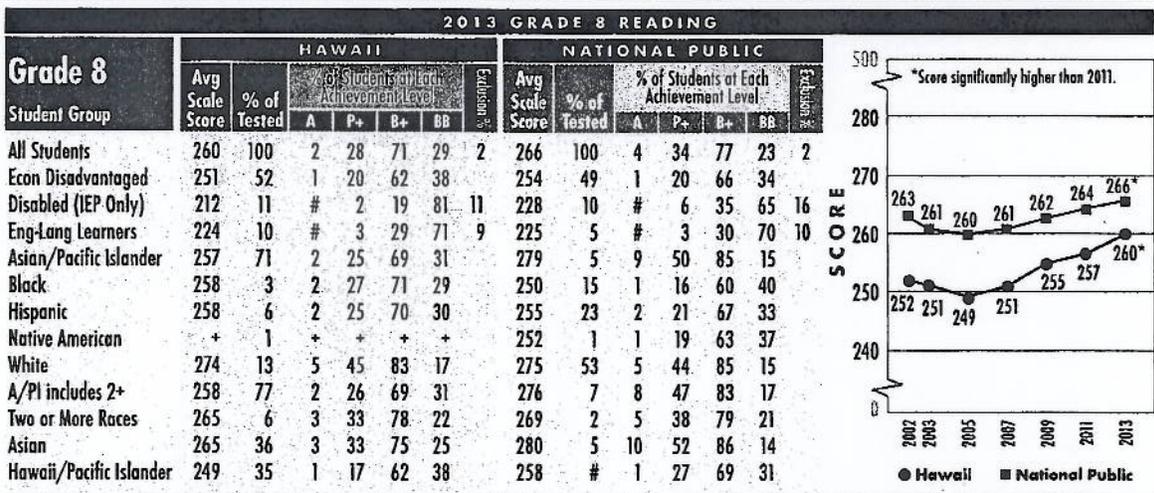
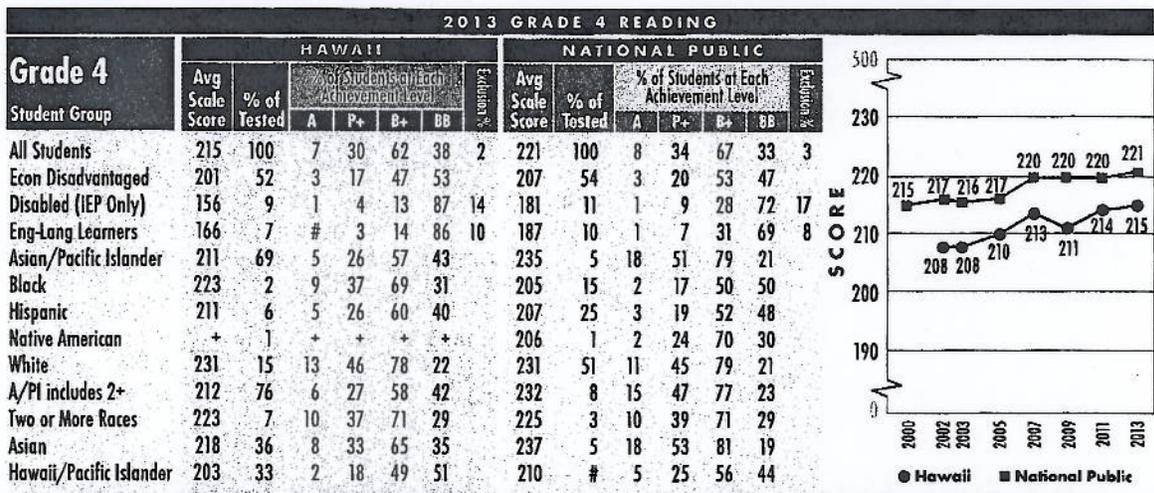


2013 GRADE 8 MATHEMATICS

Grade 8 Student Group	HAWAII							NATIONAL PUBLIC						
	Avg Scale Score	% of Tested	% of Students at Each Achievement Level				Exclusion %	Avg Scale Score	% of Tested	% of Students at Each Achievement Level				Exclusion %
			A	P+	B+	BB				A	P+	B+	BB	
All Students	281	100	7	32	72	28	2	284	100	8	34	73	27	2
Econ Disadvantaged	273	52	4	24	63	37		270	50	3	20	61	39	
Disabled (IEP Only)	231	11	#	2	16	84	8	245	11	2	7	31	69	11
Eng-Lang Learners	251	10	1	7	38	62	8	245	5	1	5	31	69	7
Asian/Pacific Islander	280	71	7	31	70	30		306	5	25	61	87	13	
Black	+	2	+	+	+	+		263	15	2	14	51	49	
Hispanic	280	6	7	28	70	30		271	23	3	21	62	38	
Native American	+	1	+	+	+	+		270	1	3	21	60	40	
White	290	13	9	41	81	19		293	53	11	44	83	17	
A/PI includes 2+	280	78	7	31	70	30		300	7	21	53	83	17	
Two or More Races	285	6	9	38	73	27		286	2	10	37	76	24	
Asian	291	36	11	43	80	20		308	5	27	62	88	12	
Hawaii/Pacific Islander	267	35	2	18	59	41		274	#	4	24	66	34	



Notes. (A) # = Rounds to Zero. (B) Percentages reported under achievement levels P+ and B+ are cumulative. P+ reflects those students who are Advanced or Proficient. B+ reflects those students who are Advanced, Proficient, or Basic (See prior page for specific definitions of NAEP achievement levels). (C) + = Too few to allow release of data.



Notes. (A) # = Rounds to Zero. (B) Percentages reported under achievement levels P+ and B+ are cumulative. P+ reflects those students who are Advanced or Proficient. B+ reflects those students who are Advanced, Proficient, or Basic (See prior page for specific definitions of NAEP achievement levels). (C) + = Too few to allow release of data.

PROPOSED BELL SCHEDULE SY 14-15

MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY					
7:45-7:50	Opening	5	7:45-7:50	Opening	5	7:45-7:50	Opening	5	7:45-7:50	Opening	5	7:45-7:50	Opening	5			
7:50-8:05	Homeroom	15	7:50-7:58	Homeroom	8	7:50-8:08	Homeroom	18	7:50-8:05	Homeroom	15	7:50-8:05	Homeroom	15			
8:05-8:09	passing	4	7:58-8:02	passing	4	8:08-8:12	passing	4	8:05-8:09	passing	4	8:05-8:09	passing	4			
8:09-9:02	Period 1	53	8:02-8:55	Period 7	53	8:12-9:05	Period 5	53	8:09-9:02	Period 3	53	8:09-9:02	Period 2	53			
9:02-9:06	passing	4	8:55-8:59	passing	4	9:05-9:15	Study Hall	10	9:02-9:06	passing	4	9:02-9:06	passing	4			
9:06-9:59	Period 2	53	8:59-9:52	Period 1	53	9:15-9:19	passing	4	9:06-9:59	Period 4	53	9:06-9:59	Period 3	53			
9:59-10:14	Wiki	15	9:52-10:02	Study Hall	10	9:19-10:12	Period 6	53	9:59-10:14	Wiki	15	9:59-10:14	Wiki	15			
10:14-10:18	passing	4	10:02-10:17	Wiki	15	10:12-10:22	Study Hall	10	10:14-10:18	passing	4	10:14-10:18	passing	4			
10:18-11:11	Period 3	53	10:17-10:21	passing	4	10:22-10:37	Wiki	15	10:18-11:11	Period 5	53	10:18-11:11	Period 4	53			
11:11-11:15	passing	4	10:21-11:14	Period 2	53	10:37-10:41	passing	4	11:11-11:15	passing	4	11:11-11:15	passing	4			
11:15-12:08	Period 4	53	11:14-11:24	Study Hall	10	10:41-11:34	Period 7	53	11:15-12:08	Period 6	53	11:15-12:08	Period 5	53			
12:08-12:38	Lunch	30	11:24-11:28	passing	4	11:34-11:44	Study Hall	10	12:08-12:38	Lunch	30	12:08-12:38	Lunch	30			
12:38-12:42	passing	4	11:28-12:21	Period 3	53	11:44-11:48	passing	4	12:38-12:42	passing	4	12:38-12:42	passing	4			
12:42-1:35	Period 5	53	12:21-12:31	Study Hall	10	11:48-12:41	Period 1	53	12:42-1:35	Period 7	53	12:42-1:35	Period 6	53			
1:35-1:39	passing	4	12:31-1:01	Lunch	30	12:41-1:11	Lunch	30	1:35-1:39	passing	4	1:35-1:39	passing	4			
1:39-2:32	Period 6	53	1:01-1:05	passing	4	1:11-1:15	passing	4	1:39-2:32	Period 1	53	1:39-2:32	Period 7	53			
			1:05-1:58	Period 4	53	1:15-2:08	Period 2	53									
			1:58-2:08	Study Hall	10												
Student learning time			1650			Credit classes			1484			Teacher instructional time			1272		
						Homeroom/Opening			96			Teacher prep			238		
						Study Hall			70								



Consensus of faculty voting
Carlyn Kauwalu

to:

jparis@hsta.org, rcamacho@hsta.org, tom_kurashige@notes.k12.hi.us

03/10/2014 01:21 PM

Hide Details

From: Carlyn Kauwalu <ckauwalu@hotmail.com>

To: "jparis@hsta.org" <jparis@hsta.org>, "rcamacho@hsta.org" <rcamacho@hsta.org>, "tom_kurashige@notes.k12.hi.us" <tom_kurashige@notes.k12.hi.us>,

This is to inform you that 100% of Aiea Intermediate Faculty voted on the schedule. This email is the HSTA process check requirement. If you have any other questions, please feel free to contact me.

Thank you.

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