



Admiral Arthur W. Radford High School

School Code: 224

Grades 9-12

School Status and Improvement Report School Year 2007-08



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School Address:

Admiral Arthur W. Radford High School
4361 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

Radford High School was established in Central Oahu in 1957 and was fully accredited for 6 years by the Western Association for Schools and Colleges in Spring, 2005. After its March, 2008 midterm visitation, the WASC visiting team commended Radford for its progress in addressing the Critical Areas of Follow-up, especially in its ongoing development of its data collection system. The schools in the Radford Complex are within a one-mile radius of Pearl Harbor, Hickam Air Force Base, Foster Village, Aliamanu Military Reservation, and Crosspointe. Radford serves a community of approximately 30,000 people; it has an ethnically diverse student body comprised of about 62% military dependents, resulting in a yearly transiency rate of about one third.

The Military Youth Advisory Council (MYAC) is the school's primary community group and is composed of school leaders, three military commands, Family Service Centers, business and civilian leaders, PTSO representatives, students, and the community college liaisons. Most of the issues of its transient population are addressed in this council which meets once a month on the Radford campus. It is a highly functional, comprehensive partnership which has resulted in many exemplary programs and improvements for Radford students and has solved many critical campus/community issues.

Measures to improve student achievement through standards based education have been the introduction of the Rigor, Relevance Framework, where teacher training stresses the improvement of lessons through the inclusion of Quadrant "D"—real world, hands on applications; the expansion of the schoolwide Advancement Via Individual Determination curriculum to provide student support in writing, inquiry, collaboration, and reading; and the continuation of reading and math workshops to address the needs of less than proficient students. The CTE department has taken the lead in the Rigor, Relevance Framework inservicing and has been instrumental in the expansion of career pathways

Radford provides a rigorous academic program: language arts courses 9 and 10 for the gifted and talented, two advanced placement courses in each core content area, the Multimedia Program under the Arts and Communications Career Pathway, an NJROTC program, a Culinary Arts Academy, a Building and Construction Academy, and many other electives.

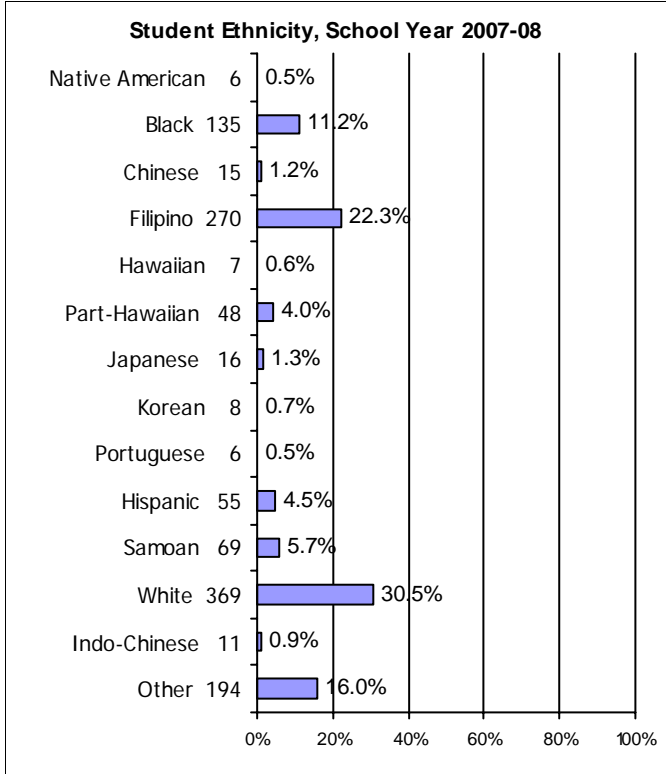
Radford also maintains several outstanding comprehensive student support programs. The year round Transition Center provides an orientation to a new school, a "lunch buddy" program, and a tutorial component for those students who need to "catch up". The Discovery Center assists students with job preparation and placement. The College/Career Resource Center helps students with college searches and applications. The pro-active Senior/Parent conferences informs seniors and their families of their graduation status early in the senior year.

Radford's principal of 13 years retired at the end of the 2007-08 school year.

School Setting

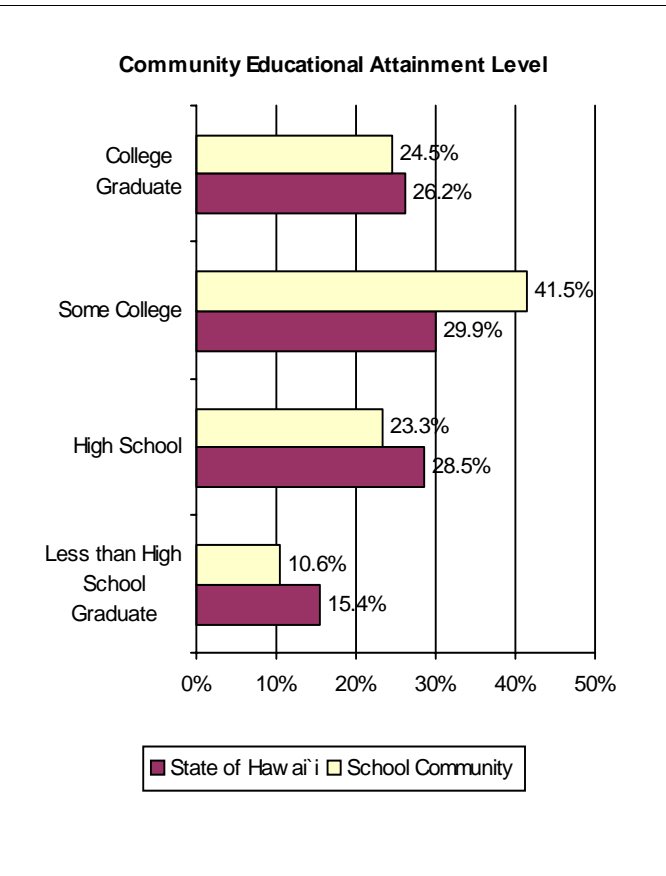
Student Profile

School year	2005-06	2006-07	2007-08
Fall enrollment	1343	1333	1225
Number and percent of students enrolled for the entire school year	1191 88.7%	1145 85.9%	1067 87.1%
Number and percent of students receiving free or reduced-cost lunch	287 21.4%	274 20.6%	254 20.7%
Number and percent of students in Special Education programs	166 12.4%	149 11.2%	122 10.0%
Number and percent of students with limited English proficiency	58 4.3%	68 5.1%	63 5.1%



Community Profile Based on the 2000 U.S. Census

Radford Complex	School Community	State of Hawai'i
Total population	29,543	1,211,537
Percentage of population aged 5-19	24.6%	20.6%
Median age of population	28.6	36.2
Number of families	7,203	287,068
Percentage of families with children under 18	64.8%	45.0%
Percentage of families with children headed by a single mother	7.1%	18.3%
Average family size	3.7	3.42
Median household income	\$49,327	\$49,820
Percent of households with Public Assistance income	3.4%	7.6%
Percent of families with children living in poverty	4.7%	11.2%



School Improvement

Summary of Progress

- Advisory, which is designed to support students academically, emotionally, and socially, continues to be a schoolwide program; under the direction of the Counseling Department, teacher advisors present weekly lessons on bullying, career and college exploration, and academic planning; the state graduation requirement Personal Transition Plan will be developed in Advisory.
- The AVID (Advancement Via Individual Determination) elective has been expanded from one to two grade levels (10th and 11th) to support mid level students, and AVID's Cornell Notetaking continues to be a schoolwide strategy, aimed at developing students' writing skills.
- Math teachers continue to implement interventions for all 10th grade students through Advisory.
- The Reading Workshop continues to assist the non-proficient reader gain skills to be successful in all other course endeavors.
- Common course syllabus and common course assessments have become teacher requirements to raise rigor in standards-based teaching and learning.
- Radford continues to focus on the improvement of its organized data collection system in order to provide appropriate information to improve student achievement.
- The sharing of reading and writing strategies each quarter is a practice to maintain collaboration for improving standards-based instructions.
- The partnership of the community college and the Building and Construction Program continues to be strengthened; earning dual credits—high school and college credits—is still a viable option.
- All members of the school community continue to be represented in the Quality Circle Focus Groups corresponding to the WASC/DOE Focus on Learning Schoolwide Criteria and also belong to a home group; collaboration via these two groups has been maintained throughout the school year.
- The Joint Venture Education Forum provided support to continually improve services of the nationally recognized Transition Center, AVID, and Robotics. The Transition Center continues to be an exemplary program for all schools—locally and nationally
- Staff development continues to be a high priority. A 3-credit PDERI was offered for Model Schools (RRR) participants in SY 2007-2008. Many faculty members have also been active participants in many state and school sponsored workshops.
- Radford's first involvement with FIRST Robotics and VEX Robotic was highly successful. The team qualified for national competitions in Georgia and California during the school year and completed a demonstration at the state capitol in June, 2008.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		70.0
Regular Instruction, FTE	77.1%	54.0
Special Instruction, FTE	17.1%	12.0
Supplemental Instruction, FTE	5.7%	4.0
Teacher headcount		73
Teachers with 5 or more years at this school		36
Teachers' average years of experience		9.1
Teachers with advanced degrees		21

Professional Teacher Credentials

Fully licensed	75.3%	55
Provisional credential	15.1%	11
Emergency credential	9.6%	7

Students per Teaching Staff *

Regular Instruction	19.0
Special Instruction	10.2

* Regular instruction includes both regular and supplemental teaching staff and does not include mainstreamed special education students. Therefore, these figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	6.0
Librarians, FTE	2.0
Counselors, FTE	5.0
Number of principals at this school in the last five years	1

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

Facilities

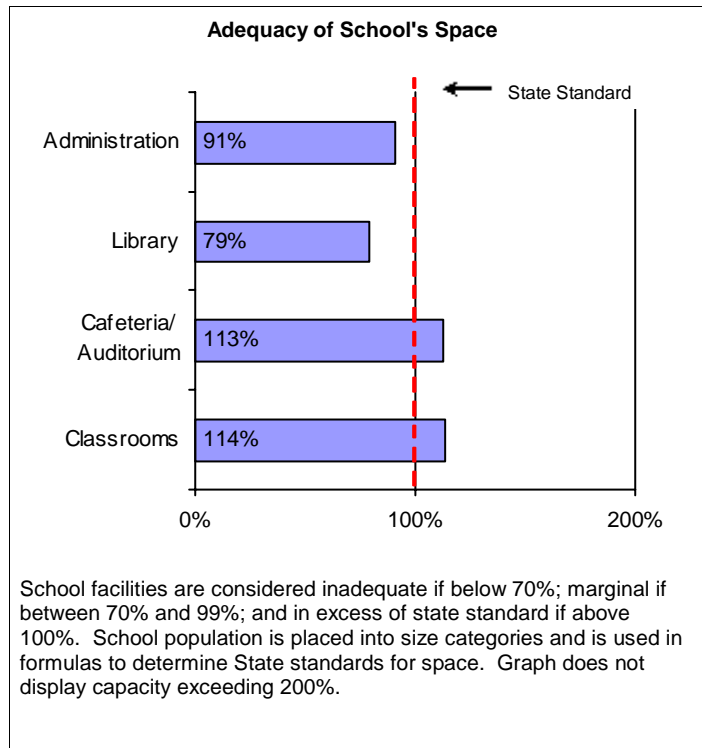
School Year Ending 2008

Classrooms available	81
Number of classrooms short (-) or over (+)	-10

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		12	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory;
16-18 = Very Good



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered periodically by the System Evaluation and Reporting 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
Standards-Based Learning	2007	91.9%	82.1%	68.7%	61.4%	46.0%	52.5%
	2008	85.0%	83.2%	55.1%	59.6%	49.2%	55.6%
Quality Student Support	2007	89.3%	68.7%	61.9%	55.3%	43.6%	44.9%
	2008	78.5%	66.2%	59.1%	55.8%	42.6%	44.9%
Professionalism & System Capacity	2007	87.3%	65.2%	55.4%	53.6%	42.9%	49.9%
	2008	78.5%	71.5%	58.0%	51.5%	44.1%	53.2%
Coordinated Team Work	2007	84.9%	65.5%	47.1%	44.8%	46.4%	50.9%
	2008	65.4%	60.4%	48.1%	47.5%	47.9%	55.6%
Responsiveness of the System	2007	87.8%	68.0%	56.4%	50.7%	There are no student items for this dimension	
	2008	73.3%	69.5%	52.8%	50.6%		
Focused & Sustained Action	2007	91.7%	65.5%	45.1%	42.7%	38.8%	44.7%
	2008	73.0%	65.0%	42.8%	43.4%	48.0%	55.3%
Involvement	2007	83.2%	70.5%	55.6%	49.4%	51.0%	52.7%
	2008	61.5%	58.1%	58.3%	51.8%	44.3%	46.9%
Satisfaction	2007	87.1%	57.5%	57.4%	53.3%	37.4%	44.7%
	2008	70.1%	57.5%	60.4%	60.1%	43.6%	52.5%
Student Safety & Well Being	2007	91.8%	69.8%	60.1%	52.9%	42.8%	44.1%
	2008	81.2%	66.8%	59.7%	54.4%	41.5%	43.9%
Survey Return Rate **	2007	45.5%	75.8%	13.6%	15.8%	73.8%	76.4%
	2008	72.2%	75.8%	21.2%	15.8%	97.2%	76.4%

* State Teacher and Parent positive response figures are one of 4 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 6 grade spans (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.

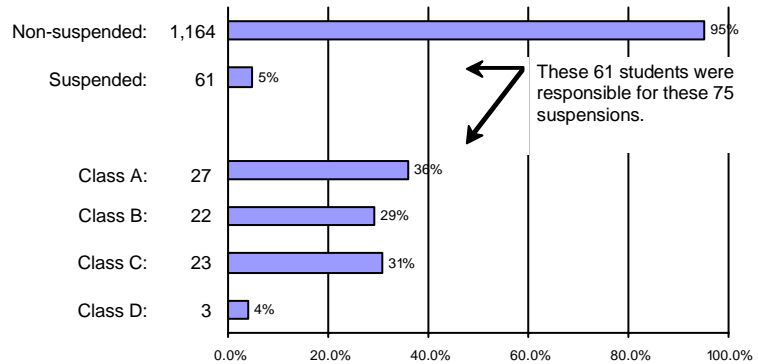
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2005-06	2006-07	2007-08	
Average Daily Attendance: % (higher is better)			95.0%
92.5%	92.4%	93.9%	
Average Daily Absences: in days (lower is better)			9
13.4	13.4	10.9	

Suspensions, School Year 2007-2008



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
2005-06	14	8.6%
2006-07	13	8.2%
2007-08	16	8.9%

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

Graduates and Other Completers

	2005-06	2006-07	2007-08
Total number of Seniors	277	276	277
Percent of Diploma graduates	97.1%	98.2%	98.6%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	0.7%	0.4%	0.4%
Percent of school completers	97.8%	98.6%	98.9%
Total number of Freshmen	147	144	162
Percent graduated on time	90.7%	90.6%	90.0%

Freshmen who began high school in school year 2004-05 and graduated in 2007-08.

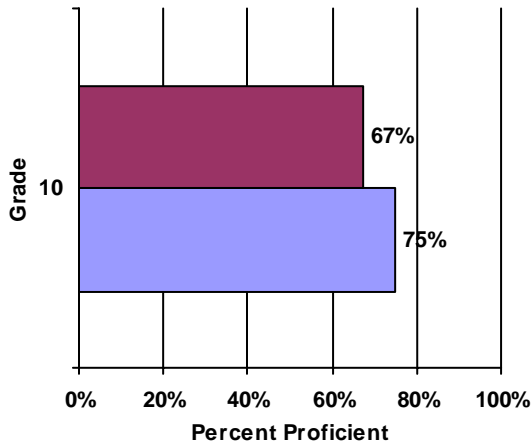
Note. "--" means missing data.

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

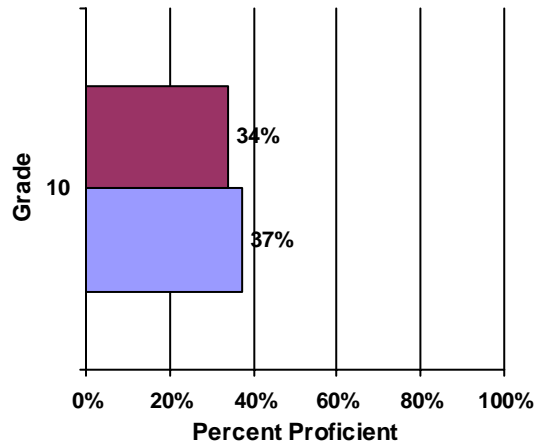
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



School
 State

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

HCPS Science

Grade	Percent Proficient	
	School	State
11	31%	27%

The HCPS Science assessment is given in grades 5, 7 and 11.

HCPS Writing

Grade	Average Score	
	School	State
9	2.4	2.3
11	2.5	2.4

Writing scores range from a low of 0 to a high of 4. The figures show the average score for each grade level tested. The HCPS Writing assessment is given in grades 4, 6, 9, and 11.

TerraNova, 2nd Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	School	State	School	State
10	80%	77%	80%	75%

The TerraNova is a national norm-reference assessment with 9 stanine levels. Scores in stanines 1 to 3 represent "Below Average," and scores in stanines 4 to 9 represent "Average and Above."

Note. From 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.

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Other School Information

Admiral Arthur W. Radford High School was accredited in 2005 by the Western Association of Schools and Colleges for a period of six years with a mid-term review.

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