



# August Ahrens Elementary School

School Code: 250

Grades K-6

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



### Contents

<b>Focus on Standards</b>	<b>p. 1</b>
<b>School Description</b>	<b>p. 1</b>
<b>School Setting</b>	<b>pp. 2-3</b>
• Student Profile	
• Community Profile	
<b>School Improvement</b>	<b>p. 4</b>
• Summary of Progress	
<b>School Resources</b>	<b>p. 5</b>
• Certified Staff	
• Facilities	
<b>Vital Signs</b>	<b>pp. 6-8</b>
• School Quality Survey	
• Student Conduct	
• School Retention or Completion	
• Hawaii Statewide Assessment Program	
• Other School Information	

### School Address:

August Ahrens Elementary School  
94-1170 Waipahu Street  
Waipahu, Hawaii 96797

### 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

August Ahrens Elementary School (AAES) was founded in 1924 to serve students from the surrounding sugar plantation area. AAES is the largest single-track elementary school in the state with approximately 1300 students, providing educational services for pre-kindergarten through sixth grade students on its 14-acre campus in Waipahu. Almost 80% of the population is of Filipino ancestry and about 27% of students have limited English proficiency.

August Ahrens believes providing a supportive physical learning environment is a priority. We continue to work to air condition classrooms and modifying environments as appropriate to keep our keiki safe.

Our School Design initiative centers on differentiating instruction. Teachers work to adjust the English and Math curriculums to meet student needs. Staff utilize a balanced literacy framework focusing on small group instruction. Teachers encourage students to utilize Thinking Maps and the Skills for Thinking framework to improve metacognitive processing. Students benefit from extra support with intervention services in the core instructional time and in a dedicated block. Teachers and support staff use a variety of programs including: Reading A-Z, Reading Wonders, i-Ready, Achieve 3000, Orton-Gillingham and the Sonday System to improve reading proficiency.

Students develop 21<sup>st</sup> Century skills through Project-based learning (PBL). All students complete PBL projects incorporating the Next Generation Science Standards. We are preparing to incorporate Computer Science and the C3 Social Studies standards into the PBL process and regular classroom instruction.

Teachers are dedicated to providing support to help students collaborate in a nurturing and rigorous environment. Special attention is given to enhancing the learning experiences of English Language learners and special education students. Inclusion classrooms are utilized at all grade levels, with additional support through resource or fully self-contained classrooms. English learners are supported in their regular classrooms with paraprofessionals.

Students explore new interests through a variety of enrichment opportunities. Each child chooses an elective to exercise his/her voice after being exposed to a variety of options. These classes were provided by a series of grants over the last several years. Advancement via Individual Determination (AVID) and College for Every Student (CFES) develop college and career readiness skills. Students take physical education, Hawaiian, music, and science and technology. Our students participate in after-school enrichment courses such as Judo, dance, drama, chorus and intramural sports through a 21<sup>st</sup> Century grant.

Helping students learn to collaborate and work with others is important. We support the General Learner Outcomes through our school-grown program, Be REAL- which emphasizes relationships, expectations, actions of our learners. Our counselors and teachers run the school store which provides incentives to students earning rewards- Bee Bucks. We introduced the Choose Love Social Emotional Learning program in 2019.

The Parent Teacher Organization connects AAES with parents and community stakeholders. Co-sponsored events such as movie nights, Fun Runs, and a Dr. Seuss Night to encourage an inclusive school culture. The PTO raises funds to enhance the learning environment by providing air conditioning and support school initiatives like teacher appreciation events and student activities. At August Ahrens we live our vision: "Aspire, Adapt, Excel and Serve."

## School Setting

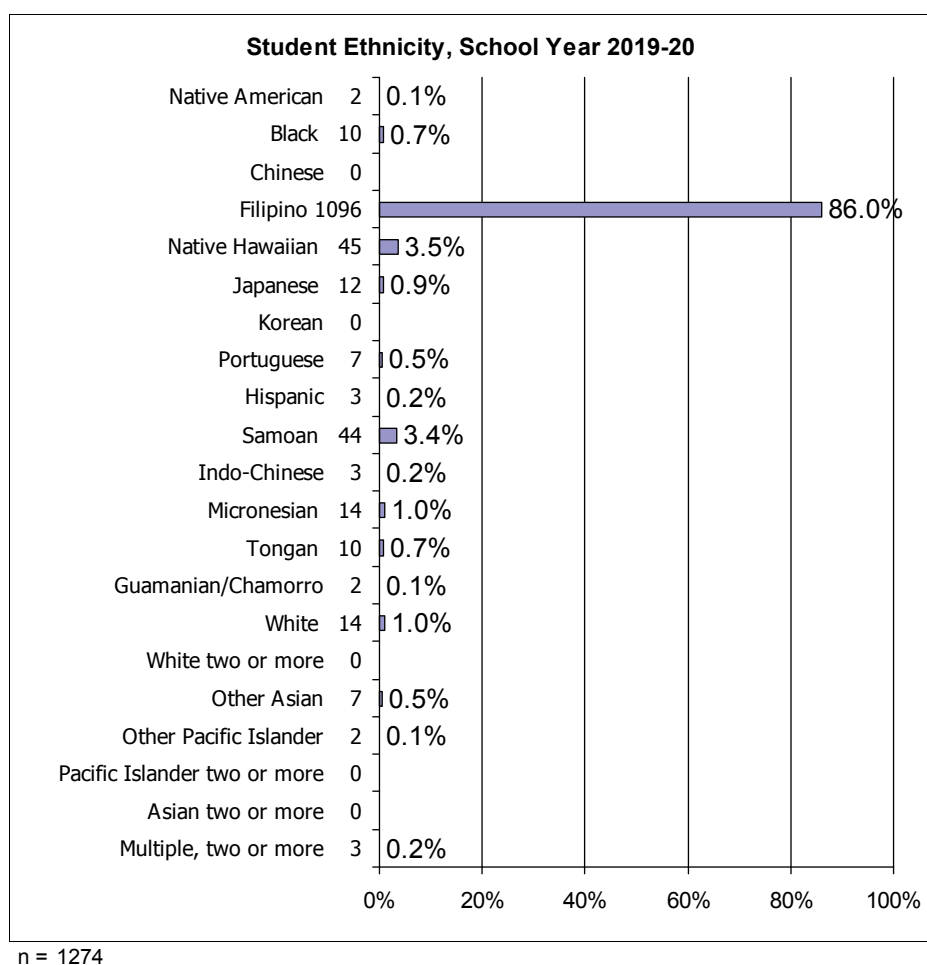
### Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	1249	1244	1274	Number and percent of students in Special Education programs	75 6.0%	67 5.3%	74 5.8%
Number and percent of students enrolled for the entire school year	1182 94.6%	1212 97.4%	1242 97.4%	Number and percent of students with limited English proficiency	279 22.3%	320 25.7%	328 25.7%
Number and percent of students receiving free or reduced-cost lunch	706 56.5%	644 51.7%	664 52.1%				

Note. -- means missing data.

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

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



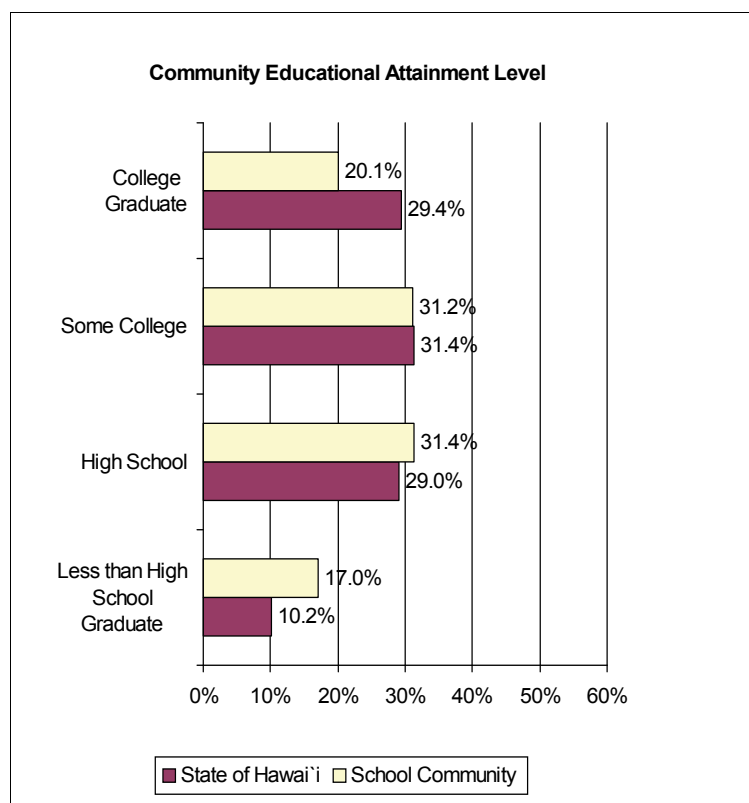
## School Setting

### 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

Waipahu HSC	School Community	State of Hawai'i
Total population	60,305	1,360,301
Percentage of population aged 5-19	20.4%	18.4%
Median age of population	36.7	38.6
Number of family households	12,372	313,907
Median household income	\$75,980	\$66,420



## School Improvement

### Summary of Progress

August Ahrens Elementary School continues to make progress in our efforts to improve student achievement. Our school staff is divided into 5 professional learning communities (PLCs). The overall goal for all PLCs continues to be reducing the school achievement gap through differentiated practices. School achievement goals are aligned with CNA/Title I, WASC and the three year Academic Plan. Although systems are established, staff must work to collect, monitor and utilize data for further improvements to instruction. Leadership is working with teachers to create more ownership among stakeholders to increase PLC effectiveness. We are improving tier I instruction and differentiating through small group practices.

In regards to Common Core Standards implementation, both reading and math PLCs reported few changes. In ELA and Math, the number of Tier 3 students continues to decrease based on the iReady data. Tier I progress is steady. Smarter Balanced Scores for ELA and Math are stable and slowly growing. In ELA, teachers are coordinating student writing efforts and prompts. Professional development efforts included training in Sonday System, Orton Gillingham, Thinking Maps and Small Group Instruction by Dr. Mary Howard. We will begin implementing the same small group practices in math classes in 2019-20. To support the students with curriculum, August Ahrens staff continued to develop and improve its Response to Intervention (RtI) system. All students participated in a dedicated intervention block four times a week for 45 minutes.

Student engagement is an important part of August Ahrens academic programming. To increase student voice and choice, we offer an elective course to all students. Grant money helped to launch the program during the school day in 2018-2019. The school was awarded a School Design Grant for 2019-20 to sustain the electives in year two.

Teachers reviewed the Next Generation Science Standards and problem-based learning criteria. The school will begin modifying curriculum and instruction to meet these more rigorous expectations in the new school year. August Ahrens is part of a complex grant for problem-based learning (PBL). Teachers were trained in the spring of 2019 and developed two PBL units. Grade levels have included a science or social studies experience and all students are required to complete two PBL projects with a public learning display each year.

We have an active RtI-B PLC who built the foundation for a revised school behavior system. The school will be using Choose Love to help students with social and emotional growth. The Bee Bucks store continued in its second year but may be changing to incorporate the values and ideas in the new Choose Love program.

Overall, August Ahrens School has the systems in place to provide additional student gains. The school is pleased with the success of multiple new initiatives within our School Design structure.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b> <sup>1</sup>		82.5
Regular Instruction, FTE	86.6%	71.5
Special Instruction, FTE	13.3%	11.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		83
Teachers with 5 or more years at this school		52
Teachers' average years of experience		12.4
Teachers with advanced degrees		16

#### Professional Teacher Credentials

<sup>1</sup>

Fully licensed	95.1%	79
Emergency hires	4.8%	4

<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	16.7
Special Instruction	6.7

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

#### Administrative and Student Services Staff

Administration, FTE	5.0
Librarians, FTE	1.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	1

<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

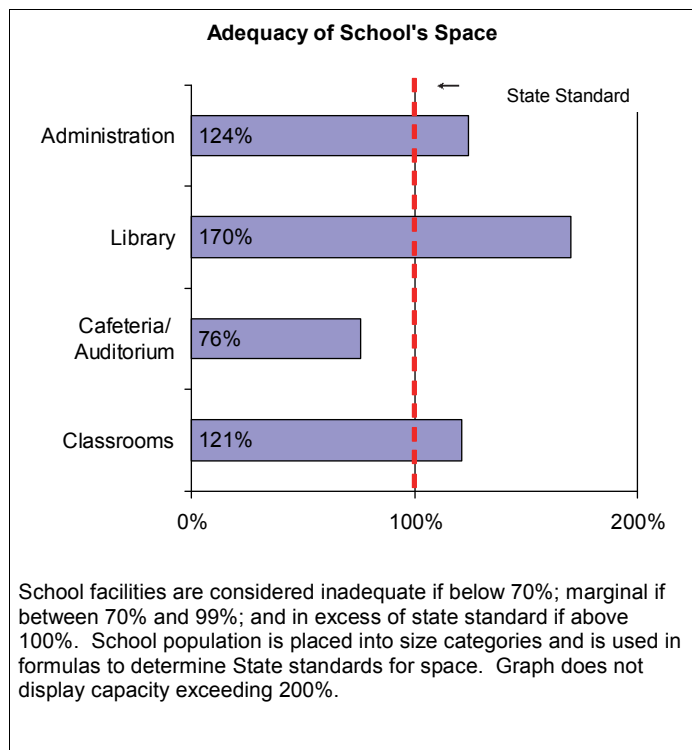
Classrooms available	81
Number of classrooms short (-) or over (+)	-18

#### 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	80.3%	77.9%	91.3%	86.0%	70.8%	71.4%
	2020	86.5%	76.7%	88.9%	86.3%	69.5%	68.2%
Well-Being	2019	75.8%	76.5%	92.9%	90.7%	--	--
	2020	86.0%	75.7%	91.6%	91.0%	--	--
Satisfaction	2019	75.7%	74.8%	93.2%	86.6%	--	--
	2020	85.8%	72.9%	92.4%	87.5%	--	--
Involvement/Engagement	2019	73.4%	74.6%	82.0%	74.9%	--	--
	2020	83.4%	73.2%	80.1%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	76.7%	79.9%	29.4%	34.9%	92.3%	86.0%
	2020	88.3%	84.5%	36.8%	37.7%	85.0%	85.2%

\* 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.

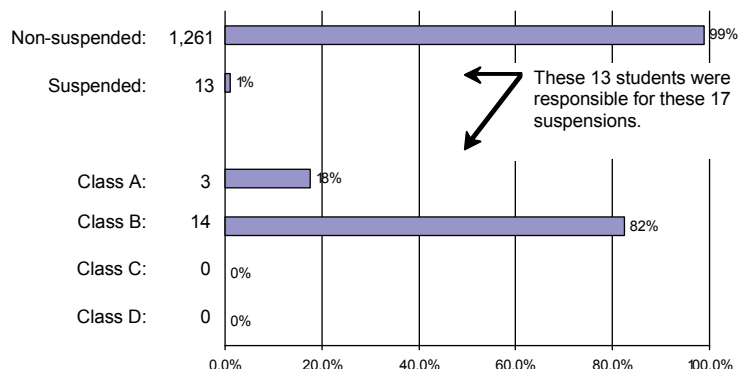
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
95.7%	95.2%	95.4%	95.0%
Average Daily Absences: in days (lower is better)			
7.6	8.4	6.0	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	1085	1067	1075
Percent retained in grade	0%	0%	0%

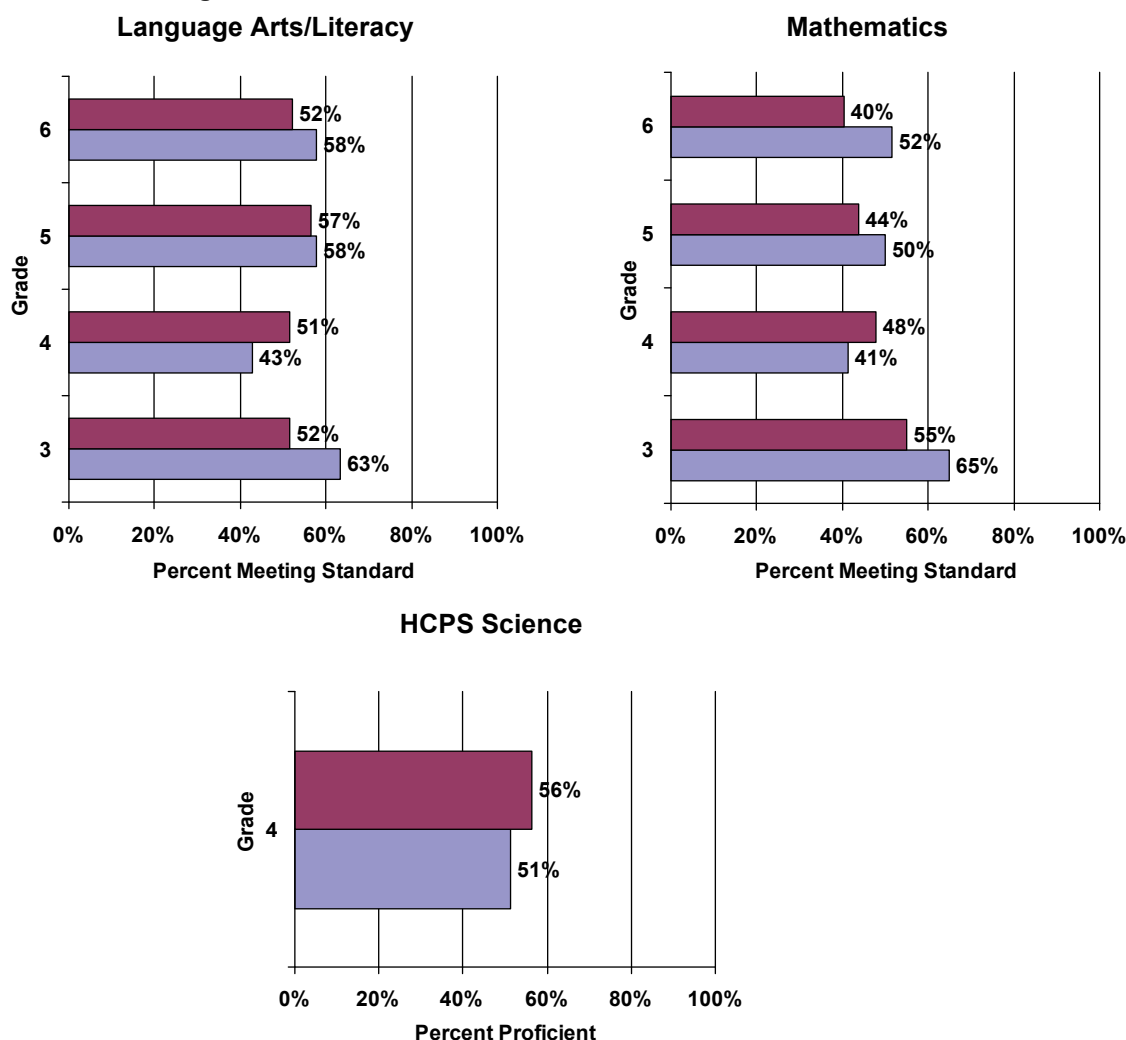
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## Vital Signs

### 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

August Ahrens Elementary 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 2022.

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