



# Ahrens Elementary

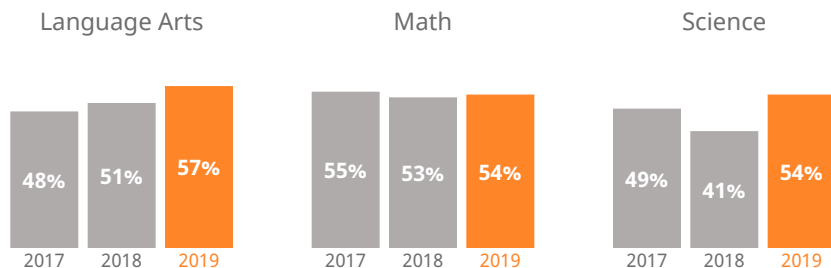
94-1170 Waipahu Street, Waipahu, Hawaii | Oahu | Pearl City-Waipahu Complex Area

**THE STRIVE HI SCHOOL PERFORMANCE REPORT** is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' progress on the Department and Board of Education's Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.



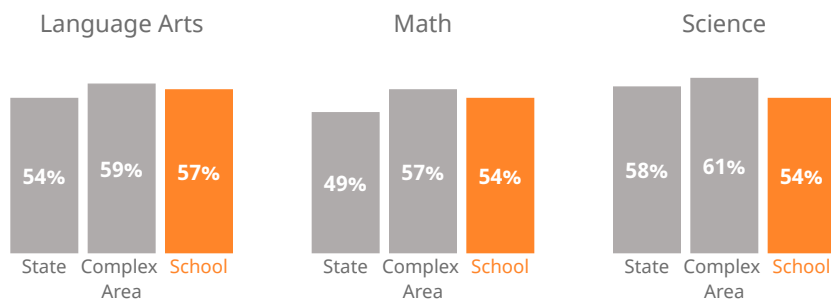
## How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



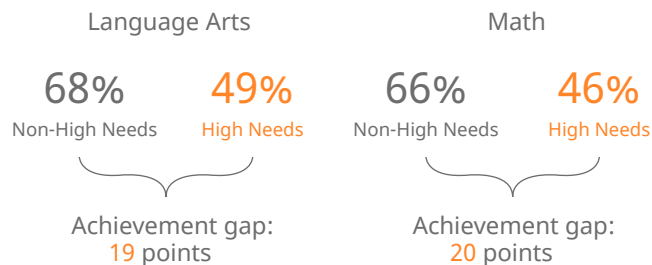
## How are students performing compared to others?

Compares the percent of students meeting the standard/who are proficient on state assessments.



## How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.



**39%**  
of students learning English are **on-track** to English language proficiency



## How are students' academic progress measured?

The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

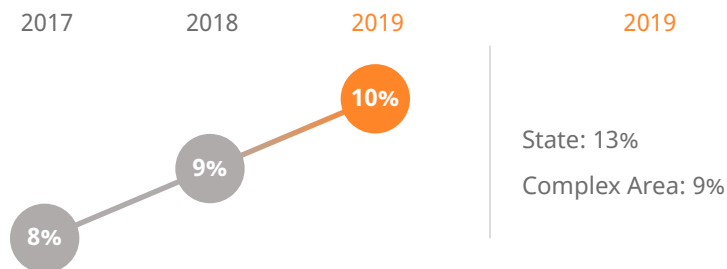


## How many 3rd graders read on grade level?

**81%** of 3rd graders read **near, at, or above** grade level



## How many students missed 15 or more days of school this year?



## How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

**73%** of students **feel positively** about their school

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## Our Story

### Our Story

August Ahrens Elementary believes all students should Aspire, Adapt, Excel and Serve. In service to our students, we dedicate our instructional resources to improving literacy through differentiation.

Staff works to provide small group instruction in reading, intervention and math. School instructional strategies emphasize reading fluency through Orton-Gillingham and Sonday, Skills for Thinking and Thinking Maps.

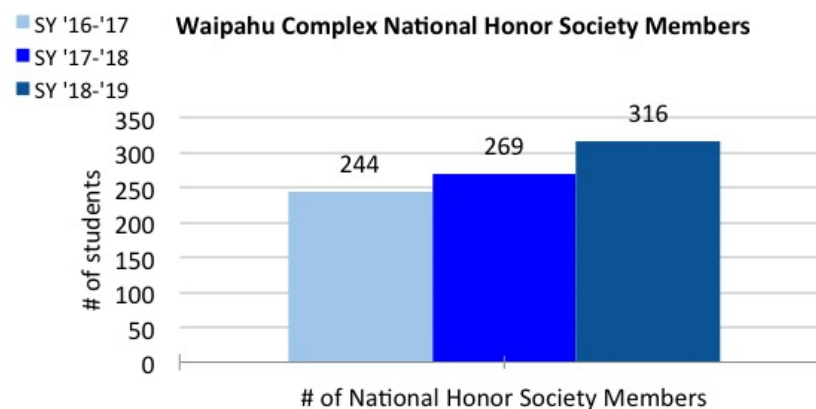
Learners will benefit from authentic learning through Problem-based Learning activities and introductory coding programs. Students in all grade levels participate in an elective program where they can explore activities of their choice and develop individual interests.

The combined in-school elective and extracurricular focus allows students to try a variety of options which may include robotics, judo, chorus, arts and crafts, dance and journaling.

### National Honor Society Participation

Our Local Measure measures student participation in the National Honor Society.

Our complex continues to work towards increasing the number of students meeting the requirements to participate, as well as their involvement in NHS activities to prepare students to be college, career and citizenship ready.



The number of Waipahu Complex students participating in the National Honor Society increased by 25 students from SY '16-'17 to SY '17-'18 and 47 students from SY '17-'18 to SY '18-'19.

## About Our School

Principal | Hanh Nguyen

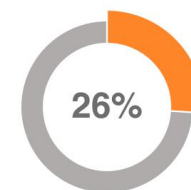
Grades | K-6

808-307-7200

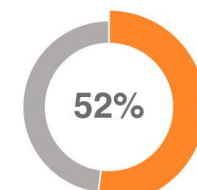
[www.augustahrens.org](http://www.augustahrens.org)

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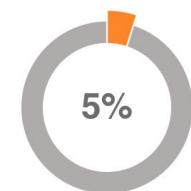
students enrolled



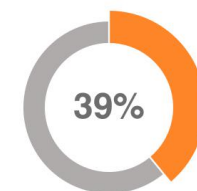
of students are English language learners



of students are eligible for Free or Reduced Lunch



of students receive Special Education services



of students receiving Special Education services are in general education classes most of the day

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

The Strive HI Performance System was designed to account for these factors in student success. Initially created in 2013 by a U.S. Department of Education waiver from certain aspects of the former No Child Left Behind Act, Strive HI has been refocused by the goals and priorities of the 2017-2020 Department of Education and Board of Education Strategic Plan, the governing document for the public education system.

Learn more at  
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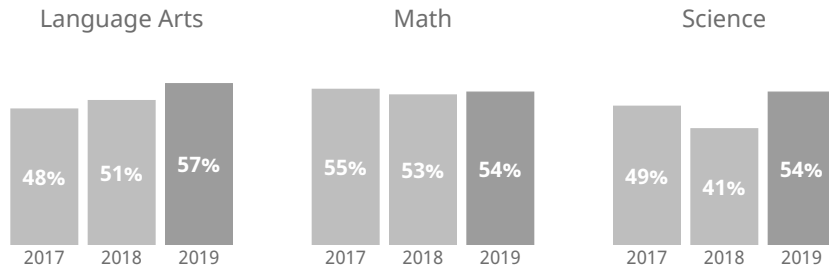
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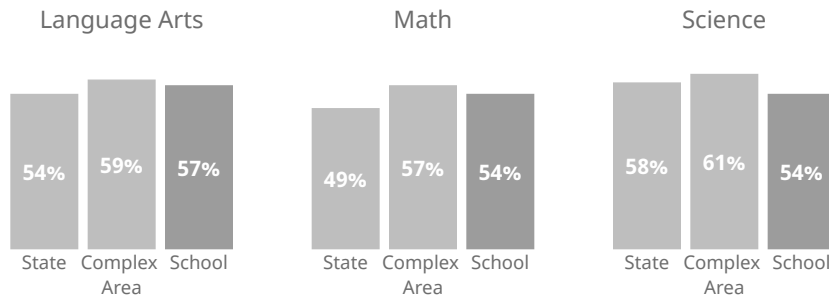
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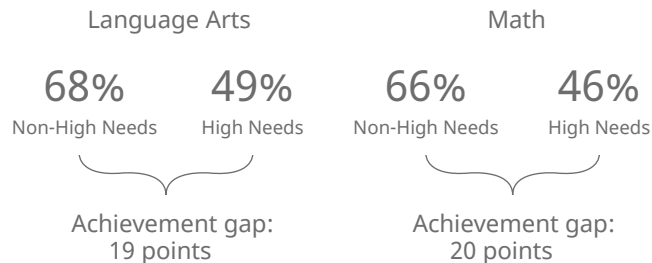
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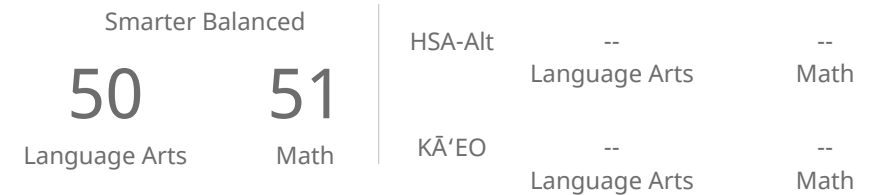
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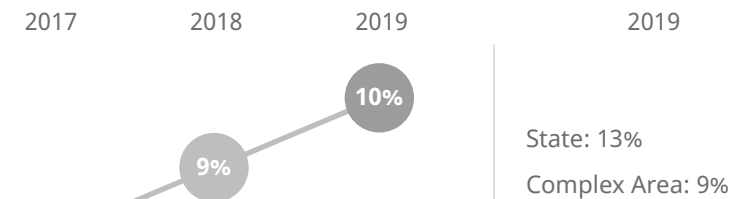


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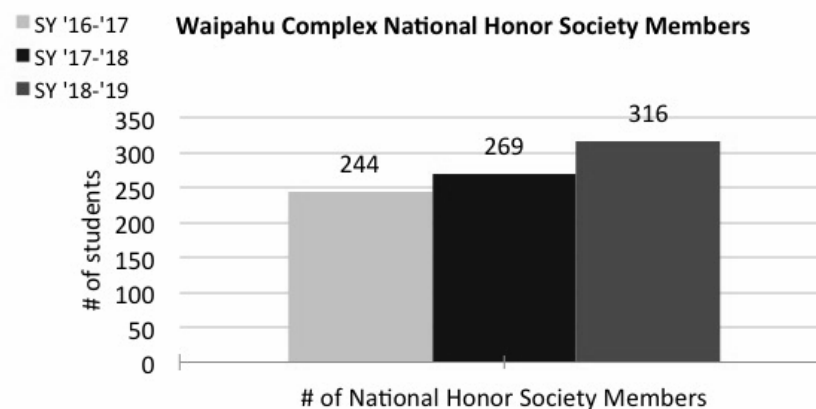
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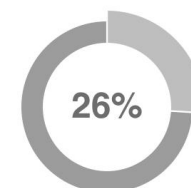
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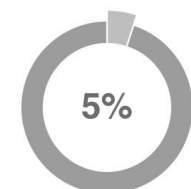
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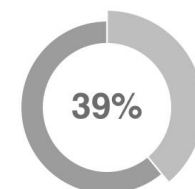
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