



Pearl Ridge

Elementary School

Grades K-6

School Status and Improvement Report



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School Address:
 Pearl Ridge Elementary School
 98-940 Moanalua Road
 Aiea, HI 96701

Focus On School

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

The report includes a description of the school and information on the **context**, **process**, and **outcomes** of education at the school for the 1999-2000 school year. **Context** information includes characteristics of the student population and the school community. **Process** information describes the school's priorities for improvement and indicates the school's staffing levels and the quality of its facilities. **Outcome** information includes survey data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements *The Superintendent's Annual Report on School Performance and Improvement in Hawai'i*, which analyzes our schools collectively and in comparison to those of other states.

School Description

We at Pearl Ridge Elementary School embrace lifelong learning and are committed to growing, together in mind, heart, and spirit. This shared vision drives our school efforts as together, each member of our school community is essential in creating the kind of nurturing environment that is necessary for 21st century citizens.

Highlights of the year included: 1) the expansion of our tutorial program and after-school homework club, 2) continuation of our grant-funded learning center, 3) the successful completion of year one of the CSRD funded performing arts and writing program for grades K-6, 4) the 3rd annual Curriculum Fair, "A Celebration of the Arts," which exhibited and shared every student's work with their families and community, and 5) the completion of our new administration building.

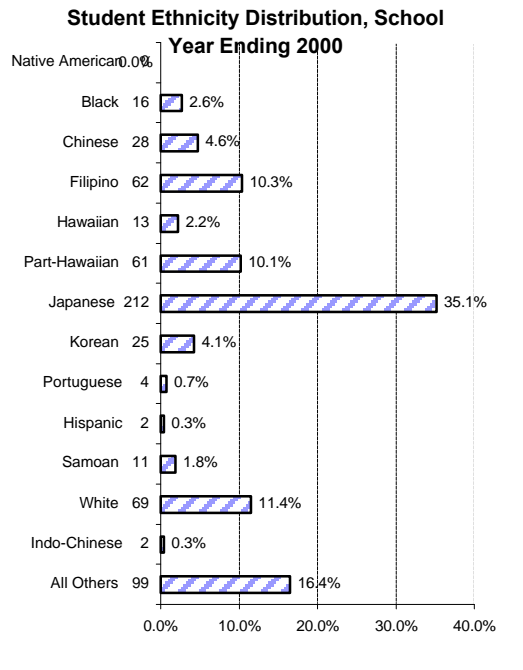
Our faculty and staff continued their participation in professional development activities with the primary focus on student achievement – achievement by **ALL** students – through standards-based reform.

Pearl Ridge Elementary continues to promote high academic standards with the support from the entire school community—SCBM Council, PRE Parent Teacher Guild, families, community members, business and military partners, Foster Grandparents, PSAP staff, and volunteer tutors and friends.

Context: School Setting

Student Profile

School year ending	1998	1999	2000
Fall enrollment	634	626	616
Number and percent of students enrolled for the entire school year	562	578	478
	88.6%	92.3%	77.6%
Number and percent of students receiving free or reduced-cost lunch	126	133	111
	19.9%	21.2%	18.0%
Number and percent of students in Special Education programs	18	22	28
	2.8%	3.5%	4.5%
Number and percent of students with limited English proficiency	28	38	21
	4.4%	6.1%	3.4%

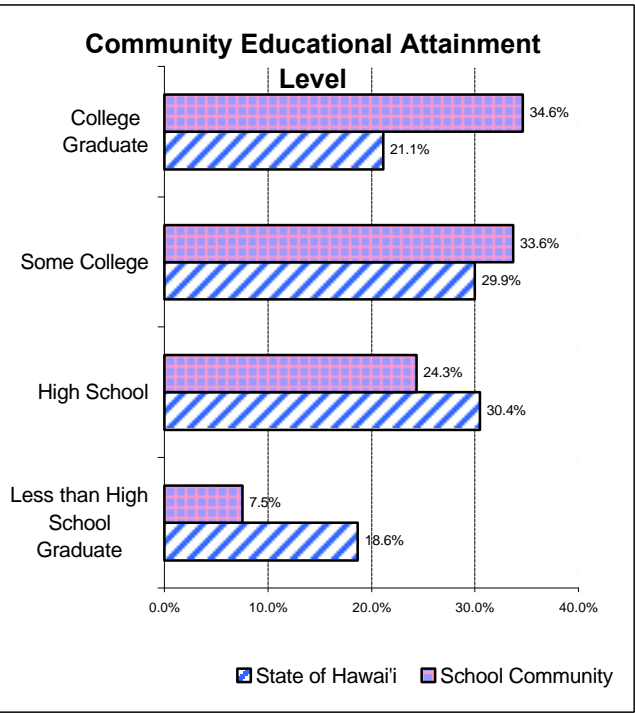


Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	2.9	3.6
Percent of households with school age children (4-19)	27.1%	31.8%
Median household income	\$53,215	\$38,829
Per capita income	\$23,090	\$15,770
Percent of households with Public Assistance income	2.0%	6.8%
Percent of children (3-19 years) below poverty level	2.3%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1998	#1	Student Achievement
	#2	Staff Development
	#3	Student Attitude
School Year Ending 1999	#1	Student Achievement
	#2	Staff Development
	#3	Student Attitude
School Year Ending 2000	#1	Student Achievement
	#2	Student Attitude
	#3	School Renewal

Priority 1: Student Achievement

Literacy—through reading, writing, speaking, and thinking—continues to be our main emphasis. The teachers will continue to implement integrated unit plans, which focus on interweaving the Hawai'i Content and Performance Standards and assessment with differentiated reading strategies in a content rich learning environment. Programs that support the learning styles and needs of ALL students include: CSRD grant funded performing arts and writing program and an array of Student Support Services, which include Full inclusion for special needs students, Gifted and Talented program for students in grades 3-6, ESLL for limited English speaking students, ACTS reading tutorial for students referred by teachers, grades 2-3 and 4-5 "looping" program, after-school homework assistance, and PSAP. Classroom instruction continues to be supported by our Curriculum Coordinator, Counselors, Technology Resource Teacher, Librarian, Hawaiian Studies Teachers, Physical Education Teachers, state resource personnel, and a pool of volunteer tutors. All staff development efforts will focus on student achievement in regularly scheduled articulation sessions.

Priority 2: Student Attitude

With focus on the General Learner Outcome of "being responsible for one's own learning," teachers begin by having our students learn, understand, and demonstrate our "8 key words – Honesty, Respect, Safety, Cooperation, Responsibility, Pride, Fairness and Kindness." Through the TRIBES process and by honoring our TRIBES Agreements, students in every classroom learn the importance of team building, cooperative learning, sharing and working effectively with others. The entire staff is also TRIBES trained. Valuing each other's differences is also very much a part of our curriculum, as teaching strategies recognize and nurture the multiple intelligences and talents of our students. Our philosophy of full inclusion is evidenced by the full participation of ALL students in curricular and co-curricular programs and activities appropriate for their age. Recognition programs identify special efforts and accomplishment of our students. We believe that creating a sense of community where all students feel safe, loved, and have a sense of belonging is the foundation necessary for learning to take place. Through these actions, we strive to develop and nurture positive attitudes and behaviors in our students.

Priority 3: School Renewal

Committed to lifelong learning at Pearl Ridge Elementary, school renewal is an on-going process which is guided by our School Improvement Plan (SIP). Within this process, we annually review the Vision, Mission, Philosophy, goals and Objectives, which "drive" our school's actions, activities, budget and resources. The new statewide process, Standards Implementation Design (SID), will continue to involve teachers, parents, community, and administration in revising our school's plan with *an examination of our beliefs*, ongoing data assessment and input from all role members. This comprehensive, self-assessment process will strengthen the teaching process, specifically in the Language Arts and Math areas this year.

Process: School Resources

Certified Staff

School year ending 2000

Teaching Staff

Total Full-Time Equivalent (FTE)	34.0
Regular Instruction, FTE	27.0
Special Education, FTE	3.0
Supplemental Instruction, FTE	4.0
Total number of persons assigned to teaching, headcount	35
Teachers with 5 or more years experience in this school	29
Teachers' average years of experience	15.2

Students per Teaching Staff Member

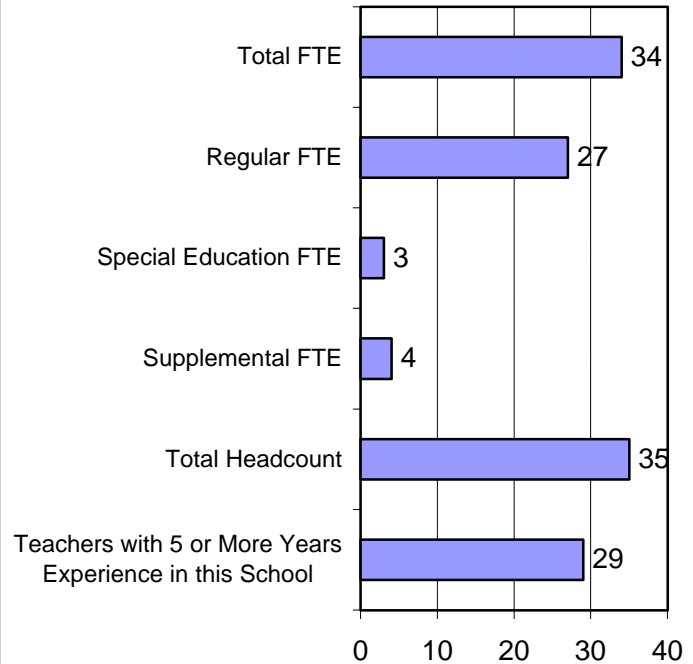
Regular Instruction	19.0
Special Education	9.3

Administrative and Student Services Staff

Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	1

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

Teacher Counts



Facilities

School year ending 2000

Classrooms available	28
Number of classrooms short (-) or over (+)	-1

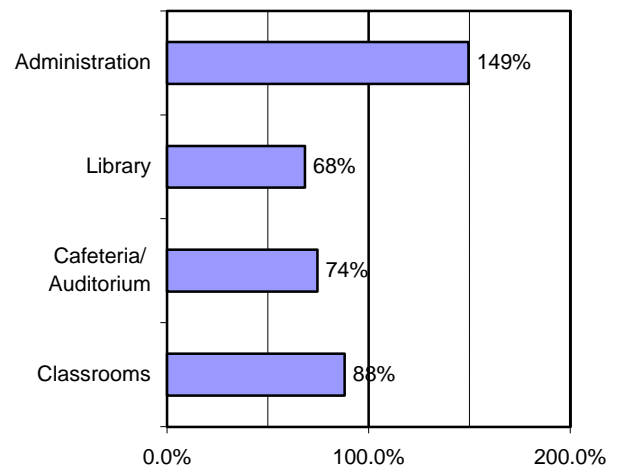
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	[]	3
Building interior	[]	2	[]
Equipment/Furnishings	[]	2	[]
Health/Safety	[]	[]	3
Sanitation	[]	[]	3
Total	16		

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

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

Adequacy of School's Space Compared with State Standards

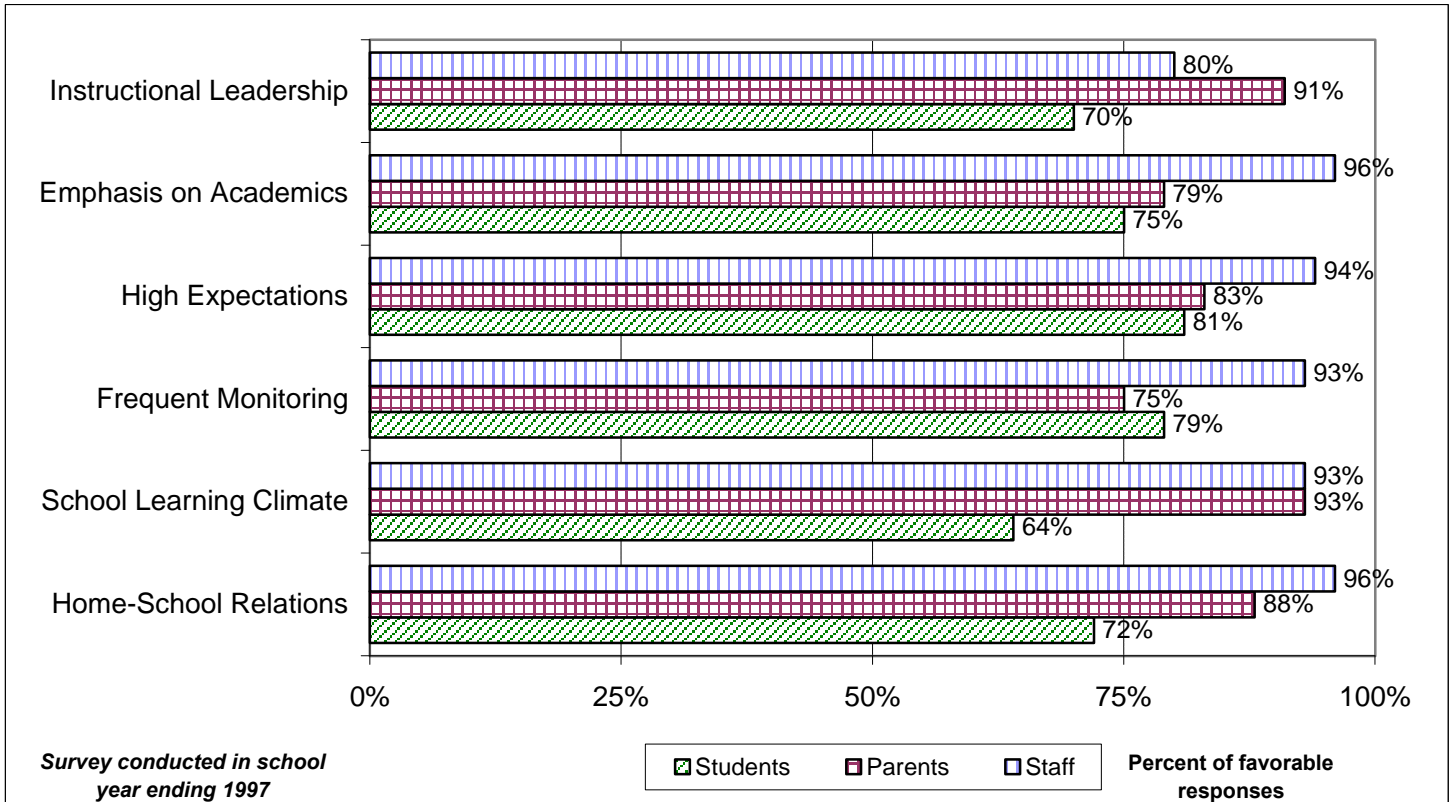


School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



Student Conduct

Attendance and Absences

School Year

State Standard

1997-98 1998-99 1999-2000

Average Daily Attendance: %

(higher is better)

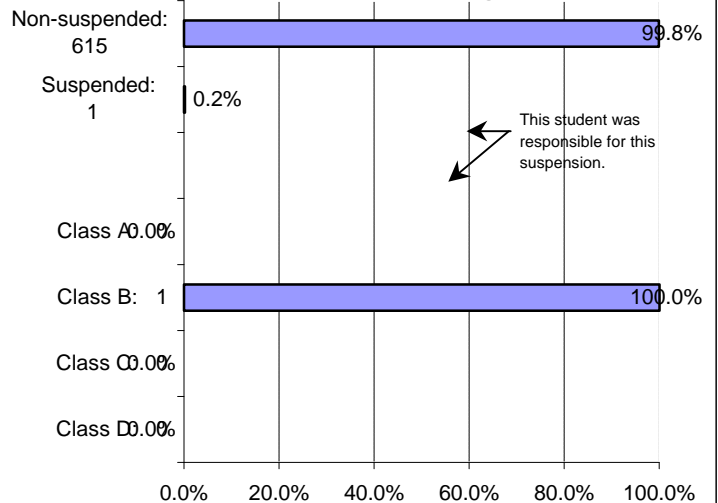
96.5% 96.4% 96.1% 95.0%

Average Daily Absences: in days

(lower is better)

6.2 6.4 7.1 9

School Suspensions, School Year Ending 2000



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)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 5

