



Pearl Ridge

Elementary School

Grades K-6

School Status and Improvement Report



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Focus On Standards

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** at the school for the 2000-2001 school year, including a summary of the school's Standards Implementation Design (SID) **process**.

School Description

We at Pearl Ridge Elementary School are a community of lifelong learners committed to growing, together in mind, heart, and spirit. This shared vision drives our school efforts, and each member of our school community is deemed essential in creating a nurturing environment within which our students will acquire the knowledge, skills, and attitudes to be contributing and compassionate members of our society.

Committed to high academic achievement by **ALL** students, PRE provides several innovative programs to ensure that **every student** meets statewide standards. These programs include: 1) Tutorial Program, providing one-to-one services before, during, and after school, 2) Learning Center, providing extended learning time and access to technology resources, 3) year three of our CSRDP grant-funded writing program for grades K-6, and 4) the 4th annual Curriculum Fair, "A Celebration of the Arts," which exhibited and shared every student's work with their families and community

Our faculty and staff continued their participation in professional development inservices with the primary focus on student achievement through standards-based learning.

Supporting our school in the implementation of these innovative programs is the entire school community - SCBM Council, PRE Parent Teacher Guild, families, community members, business and military partners, Foster Grandparents, PCNC, PSAP staff, and volunteer tutors and friends.

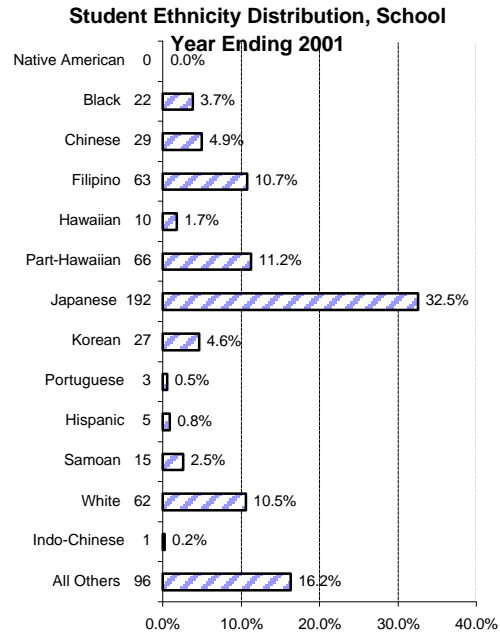
School Address:

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

Context: School Setting

Student Profile

School year ending	1999	2000	2001
Fall enrollment	626	616	631
Number and percent of students enrolled for the entire school year	578	478	557
	92.3%	77.6%	88.3%
Number and percent of students receiving free or reduced-cost lunch	133	111	96
	21.2%	18.0%	15.2%
Number and percent of students in Special Education programs	22	28	42
	3.5%	4.5%	6.7%
Number and percent of students with limited English proficiency	38	21	24
	6.1%	3.4%	3.8%



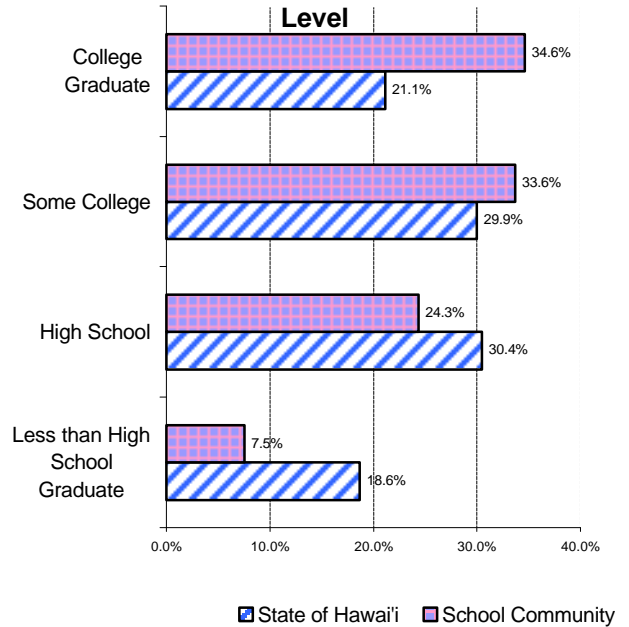
Community Profile

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.

Community Educational Attainment Level



Process: Standards Implementation Design

The following is a summary of the school's standards implementation design for the 2000-01 school year.

The members of the school community participated in numerous consensus-building meetings as we journeyed through the Standards Implementation Design self-study process. Realizing that our beliefs determine the effectiveness of our instructional and organizational practices, our stakeholders revised our vision and mission statements to reflect the schools core beliefs that Learning is our Priority.

Vision: We are a community of lifelong learners committed to growing in mind, heart, and spirit.

Mission: Within a nurturing environment, our students will acquire the knowledge, skills, and attitudes to be a contributing and compassionate member of society.

After careful and comprehensive examination of the school's profile and data of the effectiveness of our instructional practices and organizational framework, the Student Outcome Goal was identified: **Students will demonstrate effective use of critical thinking and problem solving skills.** The school improvement teams (involving all role groups) developed Action Plans based on our strengths:

- CSRDP grant-funded program and the process used in its implementation serve as a model in addressing standard-based learning.
- The monthly articulation sessions, by grade levels and cross grade levels, serve as the conduit through which a consistent, schoolwide curriculum can be articulated.
- Innovative programs have been developed to meet the needs of students.
- Coordinated Student Support Services are in place to identify students who require additional support.
- There is open communication among all role groups, who are also active participants in the decision making process.

Our Action Plans were developed to address the following prioritized needs:

- Standards-Based Learning: To implement a reading and math curriculum which are aligned to HCPS II, to implement performance based assessments, and to create instructional strategies to promote use and application of higher level thinking skills.
- Quality Student Support: To improve the system of support to accommodate and challenge ALL students, and to create an "Ideal Learning Culture" to maximize learning.
- Coordinated Team Work: To coordinate schedules, time and services to create opportunities for teachers to plan student support services.
- Responsiveness of the System: To improve existing communication system, and to increase parents' involvement in the school.

The school improvement teams will implement the action plans and closely assess their effectiveness. The feedback on the extent to which the enabling activities impact student learning is important. Built into the action plans will be the continuous improvement and alignment of the plans with the school's vision and mission, as we work toward the attainment of high standards by ALL students.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	34.0
Regular Instruction, FTE	25.0
Special Education, FTE	4.0
Supplemental Instruction, FTE	5.0
Teacher headcount	35
Teachers with 5 or more years at this school	26
Teachers' average years of experience	14.9
Teachers with advanced degrees	12

Students per Teaching Staff Member

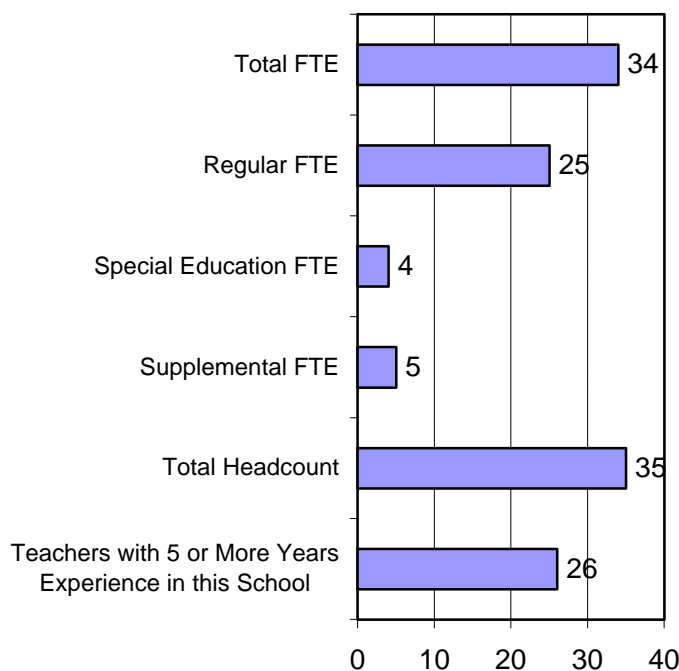
Regular Instruction	19.6
Special Education	10.5

Administrative and Student Services Staff

Administration*, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	2

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

Teacher Counts



Facilities

School year ending 2001

Classrooms available	28
Number of classrooms short (-) or over (+)	-2

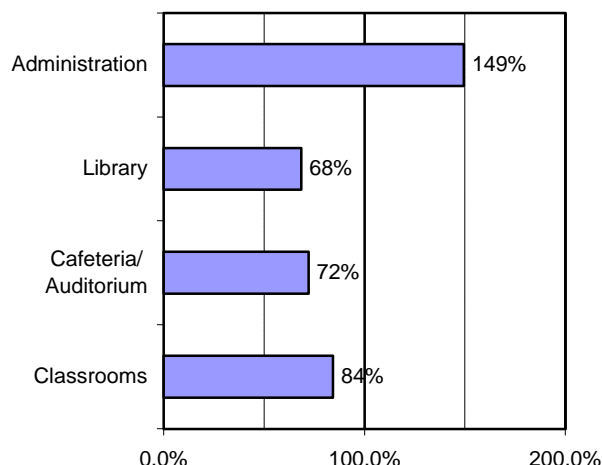
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	2	[]
Building exterior	[]	2	[]
Building interior	[]	2	[]
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	2	[]
Sanitation	[]	[]	3
Total	14		

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

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

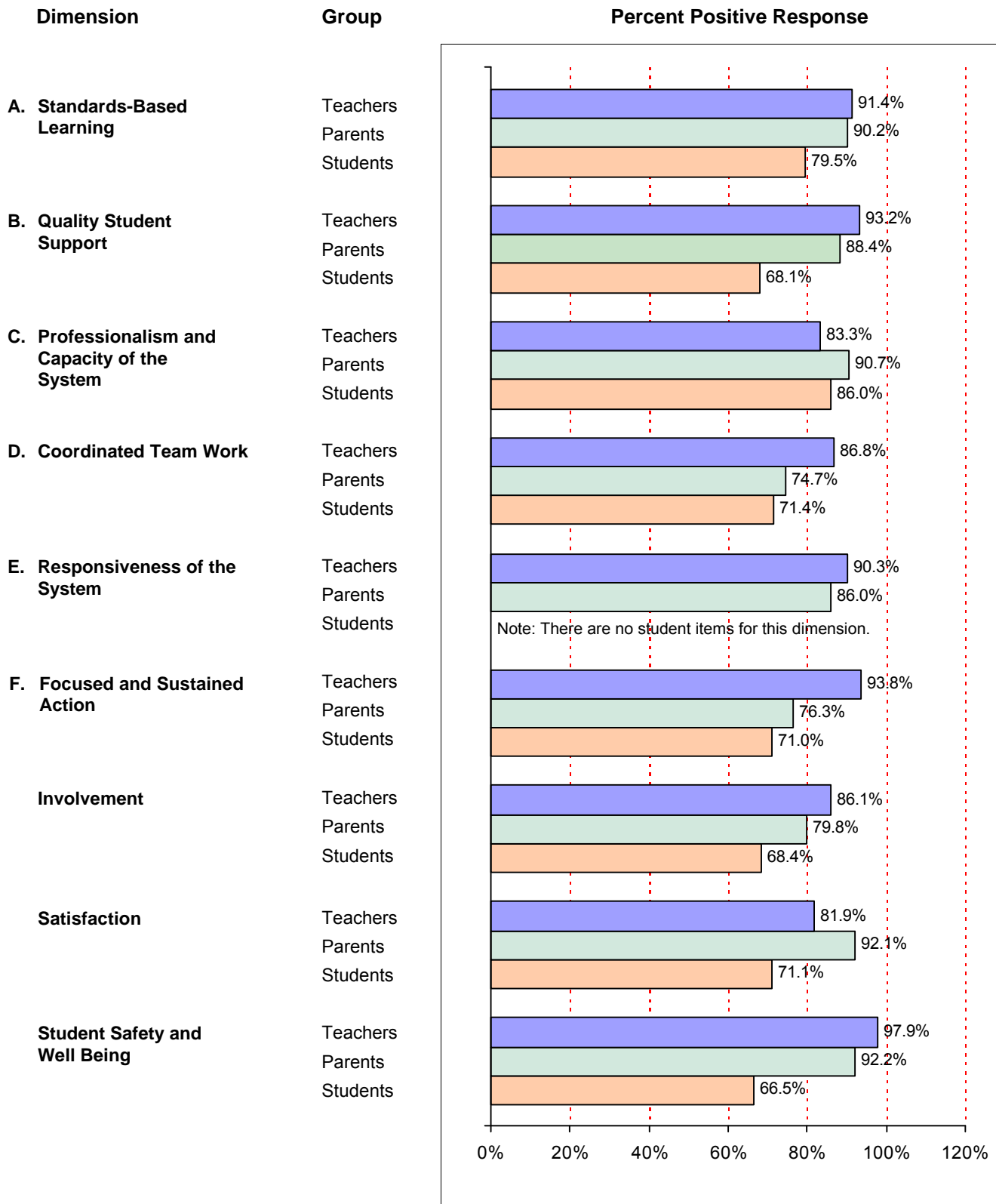
Adequacy of School's Space Compared with State Standards



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

School Quality Survey

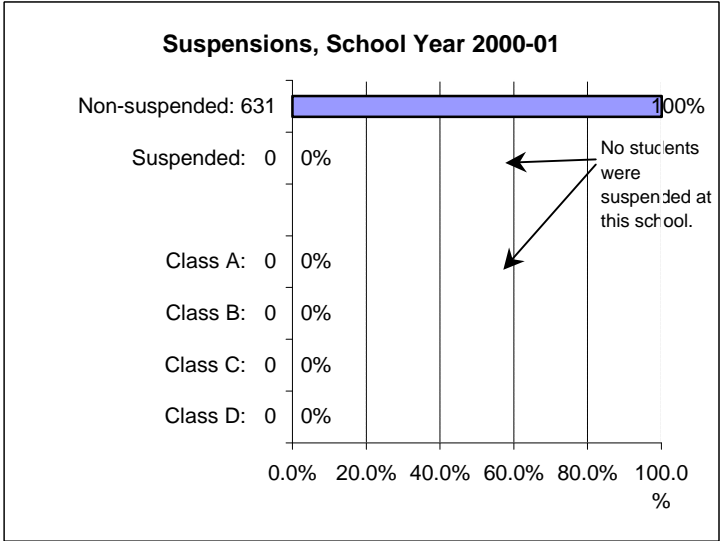


Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
Average Daily Attendance: % (higher is better)			
96.4%	96.1%	96.2%	95.0%
Average Daily Absences: in days (lower is better)			
6.4	7.1	6.2	9



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)

Statewide Testing

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at <http://arch.k12.hi.us>.