



# Pearl Ridge

Elementary School

Grades K-6

## School Status and Improvement Report



### Contents

<b>Focus on Standards</b>	p. 1
<b>School Description</b>	p. 1
<b>Context: School Setting</b>	p. 2
<ul style="list-style-type: none"> <li>❖ Student Profile</li> <li>❖ Community Profile</li> </ul>	
<b>Process: Standards Implementation</b>	p. 3
<b>Process: School Resources</b>	p. 4
<ul style="list-style-type: none"> <li>❖ Certified Staff</li> <li>❖ Facilities</li> </ul>	
<b>Outcomes: Vital Signs</b>	pp. 5-6
<ul style="list-style-type: none"> <li>❖ Effective School Practices</li> <li>❖ Student Conduct</li> <li>❖ Statewide Testing</li> <li>❖ School Completion</li> </ul>	

### 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 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 citizens 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) Reading 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) Year One of Title VI Grant, "Building Foundations in Reading," providing support of students not reading at grade level.
- 5) 5th annual Curriculum Fair, "A Celebration of the Arts," exhibiting and sharing 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, Parent Community Networking Center, Primary School Adjustment Program staff, Foster Grandparents, and volunteer tutors and friends.

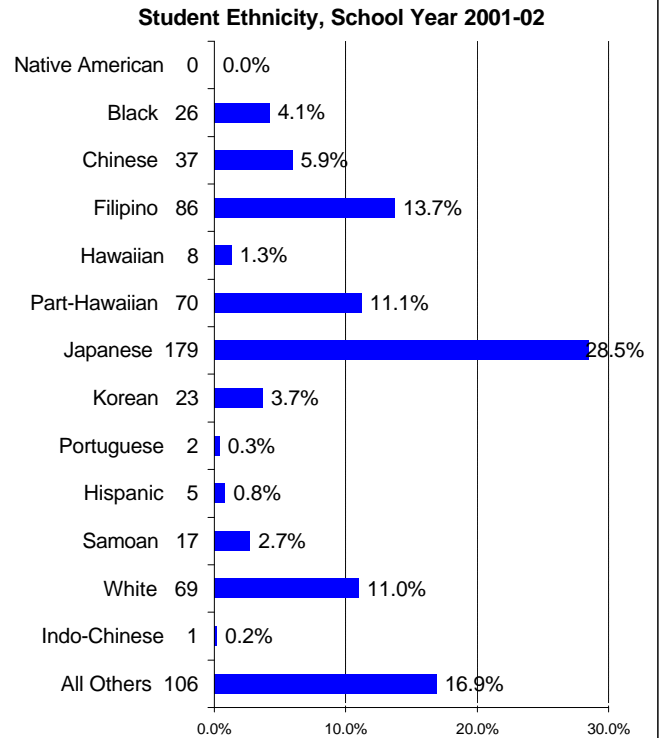
#### School Address:

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

## Context: School Setting

### Student Profile

<i>School year ending</i>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Fall enrollment	616	631	641
Number and percent of students enrolled for the entire school year	478 77.6%	557 88.3%	590 92.0%
Number and percent of students receiving free or reduced-cost lunch	111 18.0%	96 15.2%	126 19.7%
Number and percent of students in Special Education programs	28 4.5%	42 6.7%	43 6.7%
Number and percent of students with limited English proficiency	21 3.4%	24 3.8%	39 6.1%

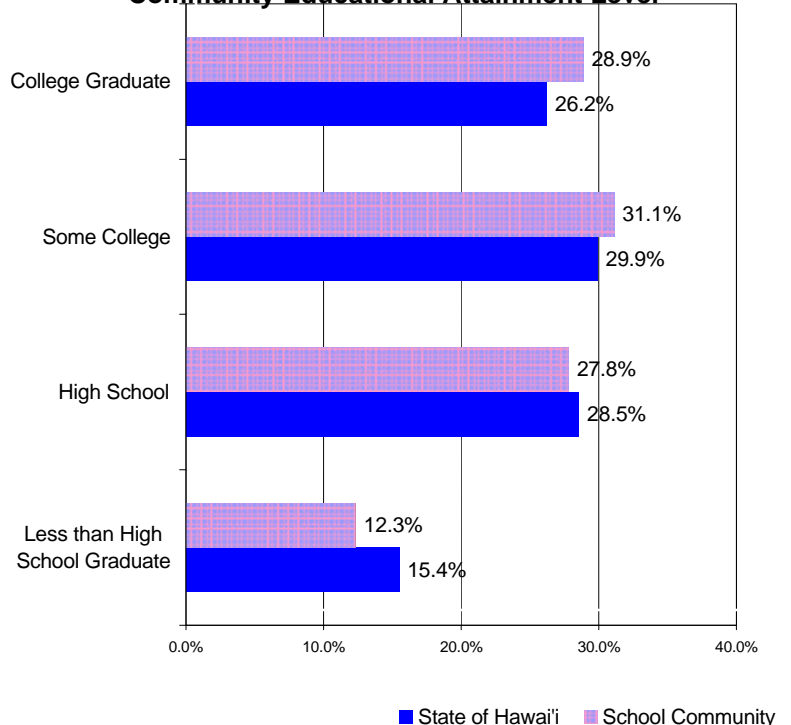


### Community Profile

*Based on the 2000 U.S. Census*

<b>Aiea Complex</b>	<u>School Community</u>	<u>State of Hawai'i</u>
Total population	41,276	1,211,537
Percentage of population aged 5-19	18.2%	20.6%
Median age of population	39.5	36.2
Number of families	10,366	287,068
Percent of families with children under 18	37.6%	45.0%
Percentage of families with children headed by a single mother	17.2%	18.3%
Average family size	3.4	3.4
Median household income	\$61,817	\$49,820
Percent of households with Public Assistance income	4.8%	7.6%
Percent of families with children living in poverty	8.1%	11.2%

#### 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-improvement 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 school's 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 become contributing and compassionate members of society.

Through ongoing and comprehensive examination of the school's profile, and analysis of data collected on the effectiveness of the current instructional practices and organizational framework of PRE, a primary Student Outcome Goal was identified: **Students will demonstrate effective use of critical thinking and problem solving skills.** School improvement teams (involving all role groups) developed and began implementing the Action Plan that reflected our commitment to standards-based learning in order to achieve our Student Outcome Goal:

- Implemented year one of reading curriculum aligned with HCPS II and administered schoolwide performance based assessments; identified students not meeting grade level standards and referred for on-to-one tutoring services.
- Continued CSRDP grant-funded First Steps writing process as a model in addressing standards-based learning across the curriculum.
- Implemented a new math program with use of grant-funded math manipulative to promote teaching of strategies and practices that foster application of higher level thinking.
- Continued monthly grade level and cross grade level articulation sessions to communicate and maintain a consistent, schoolwide curriculum.
- Continued schoolwide implementation of Tribes, a nationally recognized process for social development and cooperative learning, with emphasis on student problem solving and conflict resolution.
- Provided awareness sessions on PRE's comprehensive system of student support in order to coordinate and develop seamless support services within the school community, and to clarify identification and the referral process in order to meet the needs of every student.
- Developed a parent survey to determine parents' areas of interest for standards-based workshops and activities in order to increase family involvement and communication.

Our Action Plan for SY 2002-2003 were developed to continue to address the following prioritized needs:

- Standards-Based Learning: To implement year two of the HCPS II aligned reading curriculum, to continue schoolwide performance based assessments, and implement year two of HCPS II aligned math curriculum to promote critical thinking and problem solving skills.
- Quality Student Support: To improve the system of support to accommodate and challenge ALL students and to continue to improve the use of differentiated instruction and practices schoolwide.
- Coordinated Team Work: To coordinate staff schedules, time, and services to create opportunities for teachers to meet and plan student support services in order to help students meet the standards in critical thinking and problem solving.
- Responsiveness of the System: To continue to increase existing communication system and parent involvement in the school.

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

## Process: School Resources

### Certified Staff

School year ending 2002

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>	<b>35.0</b>
Regular Instruction, FTE	26.0
Special Education, FTE	4.0
Supplemental Instruction, FTE	5.0
Teacher headcount	36
Teachers with 5 or more years at this school	24
Teachers' average years of experience	14.1
Teachers with advanced degrees	10

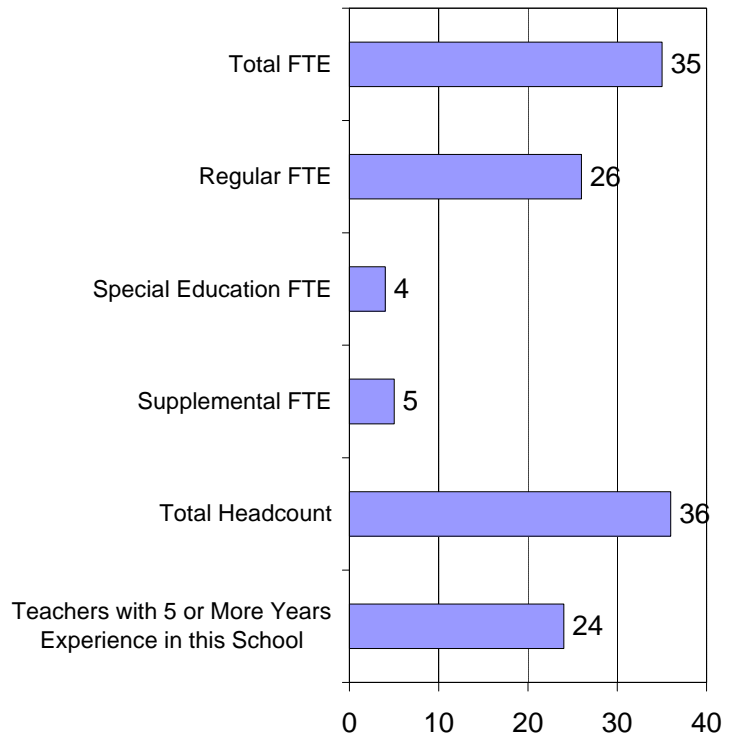
#### Students per Teaching Staff Member

Regular Instruction	19.3
Special Education	10.8

#### 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	1

### Teacher Counts



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

### Facilities

School year ending 2002

Classrooms available	28
Number of classrooms short (-) or over (+)	-4

#### School facilities inspection results

	Score		
	1	2	3
Grounds	<input type="checkbox"/>	<input type="checkbox"/>	3
Building exterior	<input type="checkbox"/>	<input type="checkbox"/>	3
Building interior	<input type="checkbox"/>	<input type="checkbox"/>	3
Equipment/Furnishings	<input type="checkbox"/>	<input type="checkbox"/>	3
Health/Safety	<input type="checkbox"/>	<input type="checkbox"/>	3
Sanitation	<input type="checkbox"/>	2	<input type="checkbox"/>
<b>Total</b>	<b>17</b>		

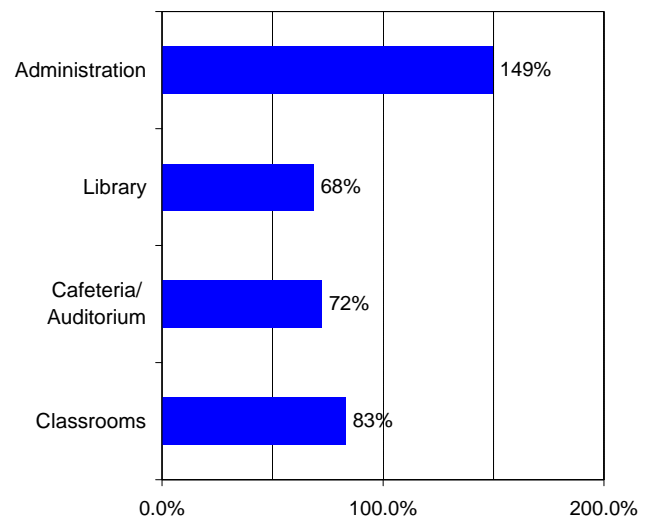
For each category:

1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

**For Total:**

**6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good**

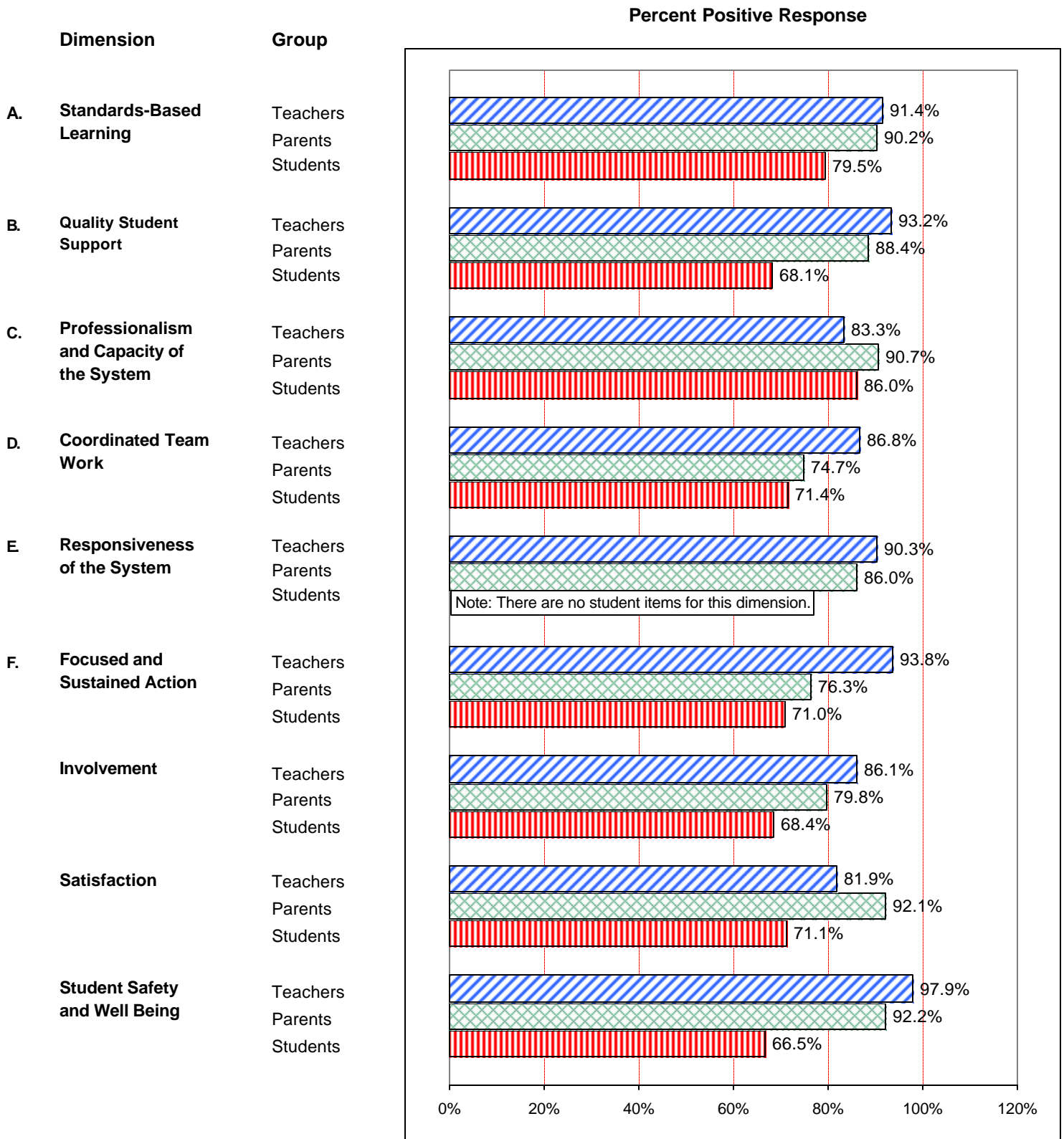
### Adequacy of School's Space Compared with State Standards



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

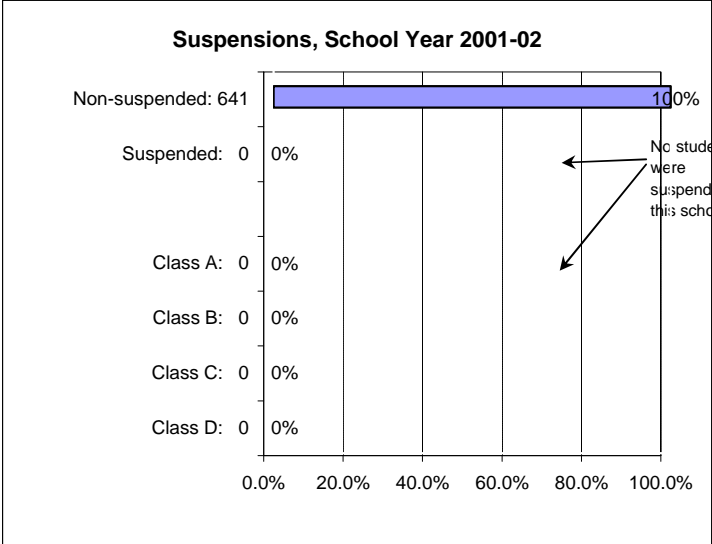


# Outcomes: Vital Signs

## Student Conduct

### Attendance and Absences

School Year			State Standard
1999-2000	2000-01	2001-02	95.0%
<b>Average Daily Attendance: %</b> (higher is better)			
96.1%	96.2%	96.2%	95.0%
<b>Average Daily Absences: in days</b> (lower is better)			
7.1	6.2	6.8	9



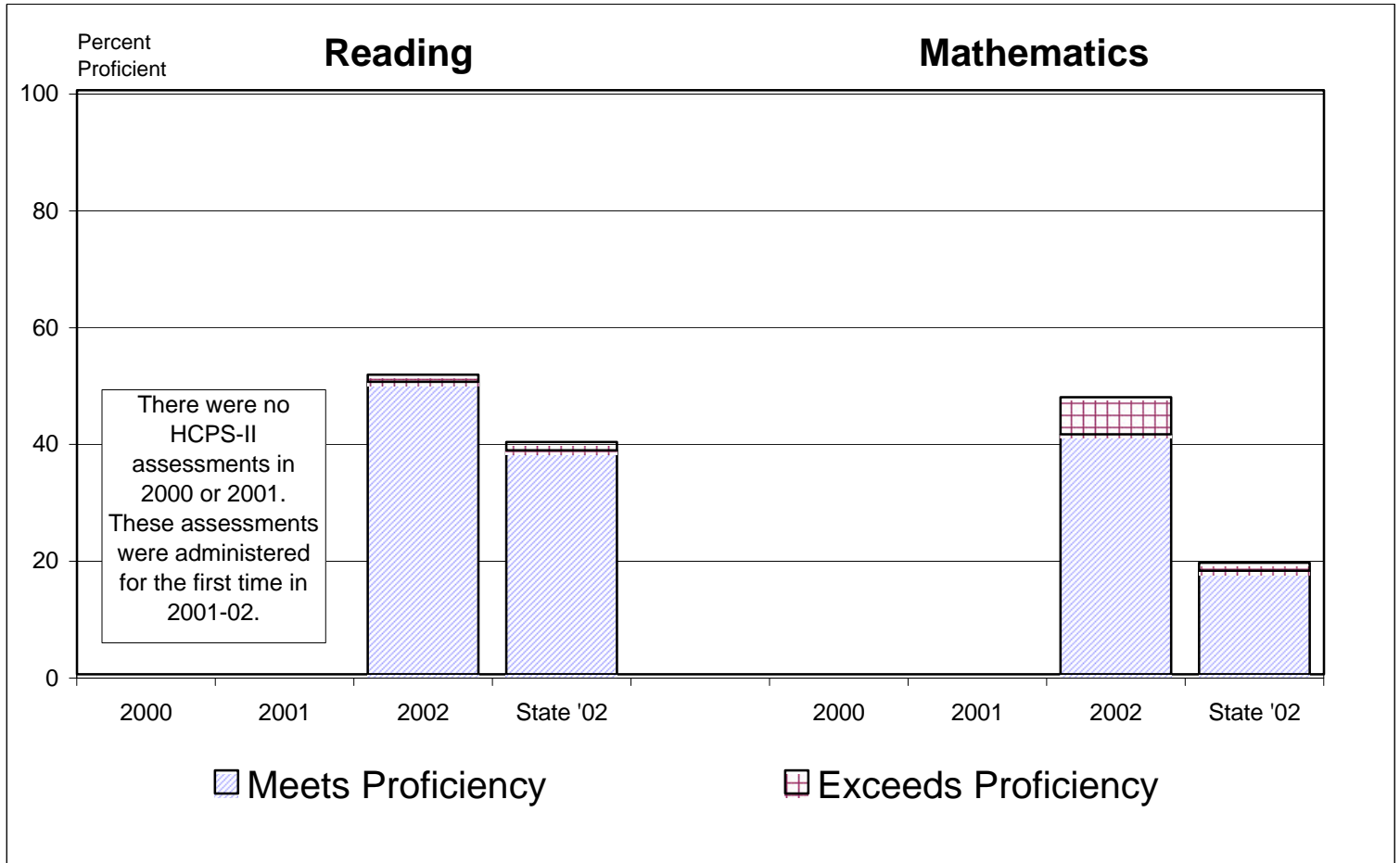
Examples of class of suspension:

- 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)

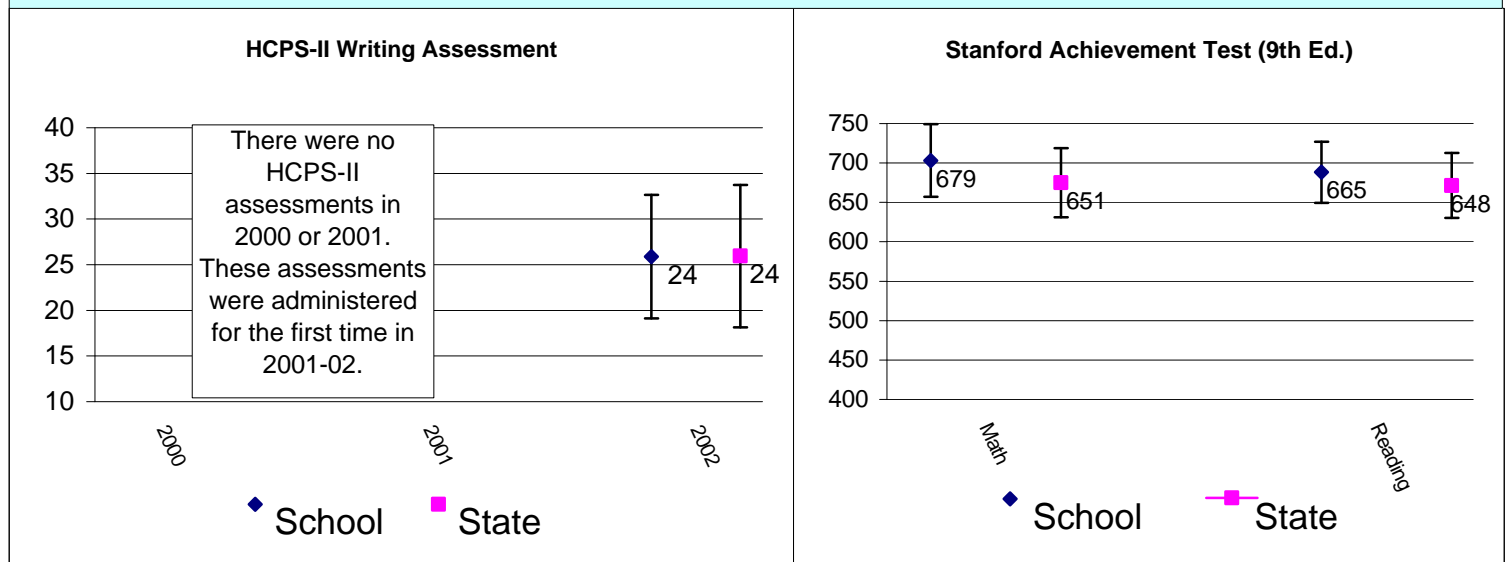
# HCPS-II

## HCPS-II Performance

Grade Tested: 5



The figures below show the average score in the center, with a bar around it representing about two-thirds of the scores. A school's score that differs from the state score will have little or no overlap between the two ranges. The writing scores are on a 50 point scale for all grades. Stanford scores are "scaled" scores, which vary from about 400 to 800 depending on the grade tested.



## *Other School Information*