



Pearl Ridge Elementary School

Elementary School

Grades K-6

School Status and Improvement Report School Year 2002-03



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School Address:

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

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 as well as providing information about the school's administrators, teachers, students and facilities. It also includes a summary of the school's improvement plan, the Standards Implementation Design (SID), that focuses on implementing the Hawaii Content and Performance Standards.

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) New reading and math programs aligned to the Standards
- 2) Schoolwide writing process to address writing standards across the curriculum,
- 3) Tribes, a nationally recognized process for social development and cooperative learning,
- 4) "Building Foundations in Reading," funded by Title VI Grant, to provide one-to-one tutorial support for students not reading at grade level,
- 5) 6th Annual Curriculum Fair, "A Celebration of the Arts," exhibiting and sharing every student's work with their families and community, and
- 6) Parent workshops on various educational topics.

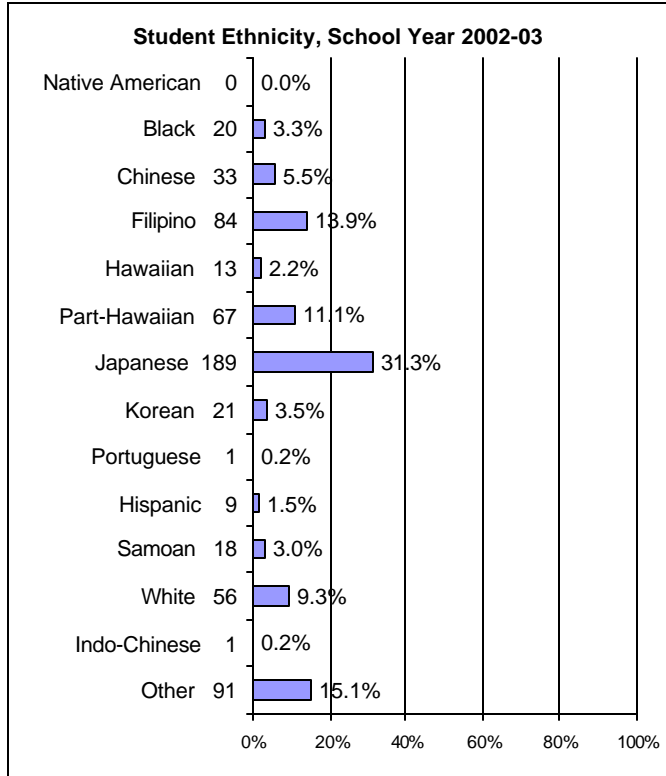
Our faculty and staff continued their participation in professional development inservices with the primary focus on student achievement through standards-based learning.

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 Setting

Student Profile

School year ending	2000-01	2001-02	2002-03
Fall enrollment	631	641	615
Number and percent of students enrolled for the entire school year	557	590	533
	88.3%	92.0%	86.7%
Number and percent of students receiving free or reduced-cost lunch	96	126	169
	15.2%	19.7%	27.5%
Number and percent of students in Special Education programs	42	43	44
	6.7%	6.7%	7.2%
Number and percent of students with limited English proficiency	24	39	37
	3.8%	6.1%	6.0%

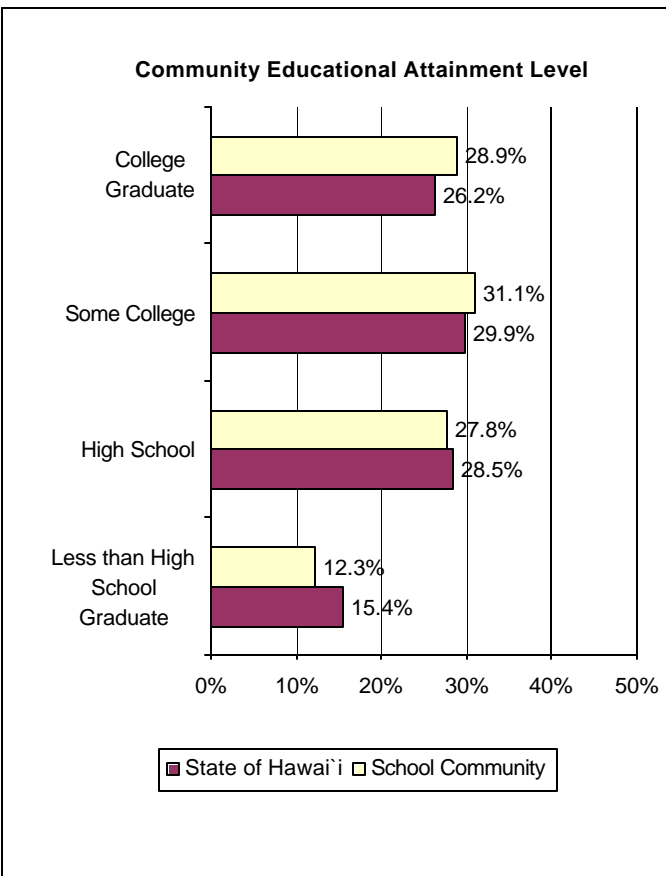


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Community Profile

Based on the 2000 U.S. Census

Aiea Complex	School Community	State of Hawai'i
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
Percentage 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	3.42
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%



Standards Implementation

Summary of Progress

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 the 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:

- Selected a new reading program, aligned to standards, and administered schoolwide performance based assessments;
- Continued implementation of First Steps writing process to address writing standards 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 2003-2004 continues to address the following prioritized needs:

- Standards-Based Learning: To implement year one of a new reading program aligned to standards, to continue schoolwide performance based assessments, and to continue year three of math curriculum with emphasis on critical thinking and problem solving skills;
- Quality Student Support: To improve the system of support and to differentiate instruction in order to challenge ALL students;
- Coordinated Team Work: 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 by coordinating staff schedules and services.
- Responsiveness of the System: To continue to improve the exiting communication system and increase 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.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		33.5
Regular Instruction, FTE	68.7%	23.0
Special Instruction, FTE	7.5%	2.5
Supplemental Instruction, FTE	23.9%	8.0
Teacher headcount		36
Teachers with 5 or more years at this school		17
Teachers' average years of experience		14.3
Teachers with advanced degrees		14

Professional Teacher Credentials

Fully licensed	100.0%	34
Provisional credential	0.0%	0
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	18.7
Special Instruction	13.6

* Regular instruction includes both regular and supplemental teaching staff and does not include mainstreamed special education students. Therefore, these figures do not indicate class size.

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

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

Facilities

School Year Ending 2003

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

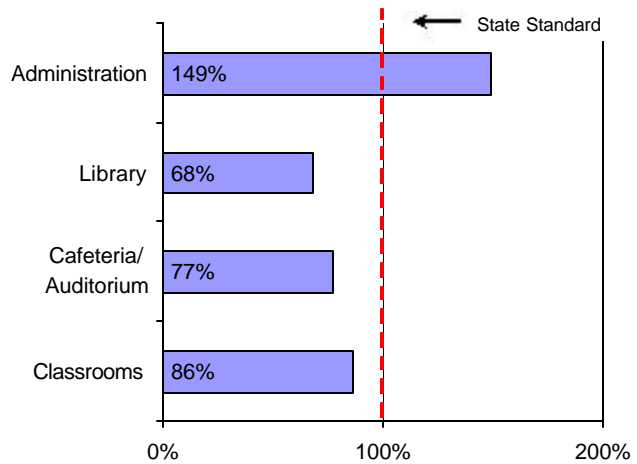
School facilities inspection results

	Score		
	1	2	3
Grounds	3		
Building exterior			3
Building interior		2	
Equipment/Furnishings			3
Health/Safety			3
Sanitation		2	
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



School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

Vital Signs

School Quality Survey

The School Quality Survey is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

Percent of Positive Responses

School Quality Survey Dimensions		Teachers		Parents		Students	
		School	State ¹	School	State ¹	School	State ¹
Standards-Based Learning	2001	91%	n/a	90%	n/a	80%	n/a
	2003	94%	87%	88%	77%	84%	75%
Quality Student Support	2001	93%	n/a	88%	n/a	68%	n/a
	2003	87%	79%	87%	73%	78%	66%
Professionalism & System Capacity	2001	83%	n/a	91%	n/a	86%	n/a
	2003	89%	67%	91%	83%	92%	84%
Coordinated Team Work	2001	87%	n/a	75%	n/a	71%	n/a
	2003	88%	77%	72%	57%	72%	65%
Responsiveness of the System	2001	90%	n/a	86%	n/a	There are no student items for this dimension	
	2003	91%	82%	85%	74%		
Focused & Sustained Action	2001	94%	n/a	76%	n/a	71%	n/a
	2003	92%	77%	70%	57%	68%	64%
Involvement	2001	86%	n/a	80%	n/a	68%	n/a
	2003	94%	84%	75%	69%	75%	58%
Satisfaction	2001	82%	n/a	92%	n/a	71%	n/a
	2003	83%	63%	89%	70%	87%	72%
Student Safety & Well Being	2001	98%	n/a	92%	n/a	67%	n/a
	2003	94%	85%	92%	75%	76%	65%
Survey Return Rate	2001	92%	n/a	23%	n/a	98%	n/a
	2003	78%	74%	25%	23%	92%	85%

¹

State figures are summaries of comparable school level results.

State figures for the 2001 SQS are not available.

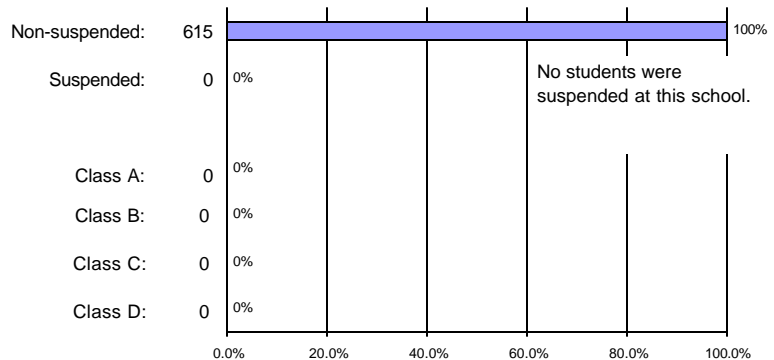
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2000-01	2001-02	2002-03	
Average Daily Attendance: % (higher is better)			95.0%
96.2%	96.2%	96.0%	
Average Daily Absences: in days (lower is better)			9
6.2	6.8	7.1	

Suspensions, School Year 2002-2003



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

The retention figures for elementary schools include students in all grades except kindergarten who were retained (kept back a grade) and for middle and intermediate schools the retention figures are only for eighth grade students who were not promoted to ninth grade.

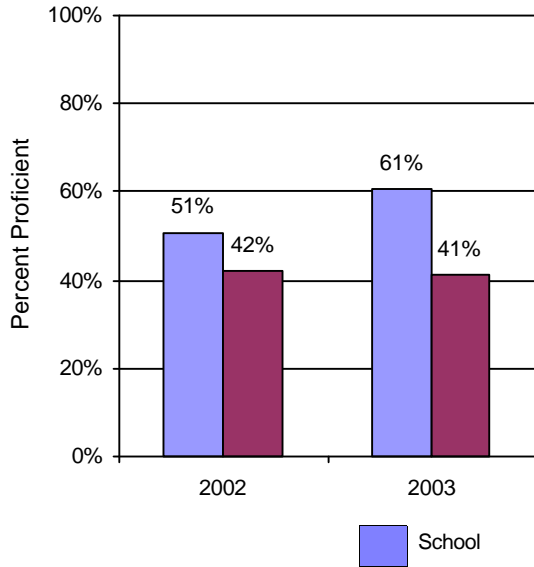
	Retention	
	2002	2003
Total number of students	500	539
Percent retained in grade	0%	0%

Vital Signs

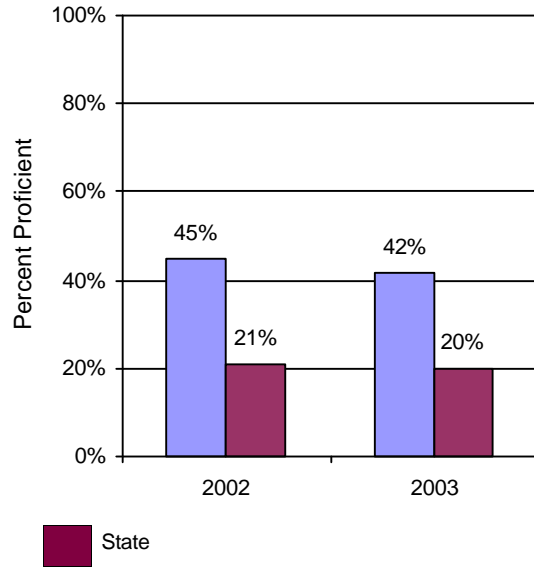
Statewide Testing

Highest Grade Tested: 5

HCPS II Reading



HCPS II Mathematics



Figures are based on total number of students in the highest grade tested at this school. State figures are summaries of comparable school level results.

HCPS II Writing Test

Writing Dimension	2001-02		2002-03	
	School	State	School	State
Meaning	2.6	2.6	2.9	2.6
Voice	2.5	2.6	3.0	2.6
Clarity	2.6	2.5	2.9	2.5
Design	2.5	2.5	2.8	2.5
Conventions	2.8	2.7	2.9	2.6
Overall	2.6	2.6	2.9	2.6

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for the highest grade level tested. State figures are summaries of comparable school level results.

Stanford Tests, 9th Edition

	Below Average	Average and Above
National Norm Group	23%	77%
State		
Reading	24%	76%
Mathematics	20%	80%
This School Highest Grade Tested: 5		
Reading	18%	82%
Mathematics	6%	94%

The Stanford Achievement Test is a national norm-referenced test with a range of 9 stanine levels. Scores in stanines 1 to 3 represent the Below Average category, and scores in stanines 4 to 9 represent Average and Above Average categories.

Other School Information