



Pearl Ridge Elementary School

School Code: 243

Grades K-6

School Status and Improvement Report School Year 2003-04



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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, body, and spirit. This shared vision drives our school efforts, and each member of our school community is 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 for **ALL** students, PRE provides several innovative programs to ensure that **every student** meets statewide standards. These programs include:

- 1) Implementation of a new Reading Program aligned to the Hawaii Content and Performance Standards
- 2) Continuation of school wide writing process to address writing standards across the curriculum,
- 3) Continuation of Tribes, a nationally recognized process for social development and cooperative learning,
- 4) Individual and small group early intervention tutoring, in grades K - 3 for struggling readers,
- 5) 7th 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 Standards-based Mathematics and Parenting Skills.

Our faculty and staff participates 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.

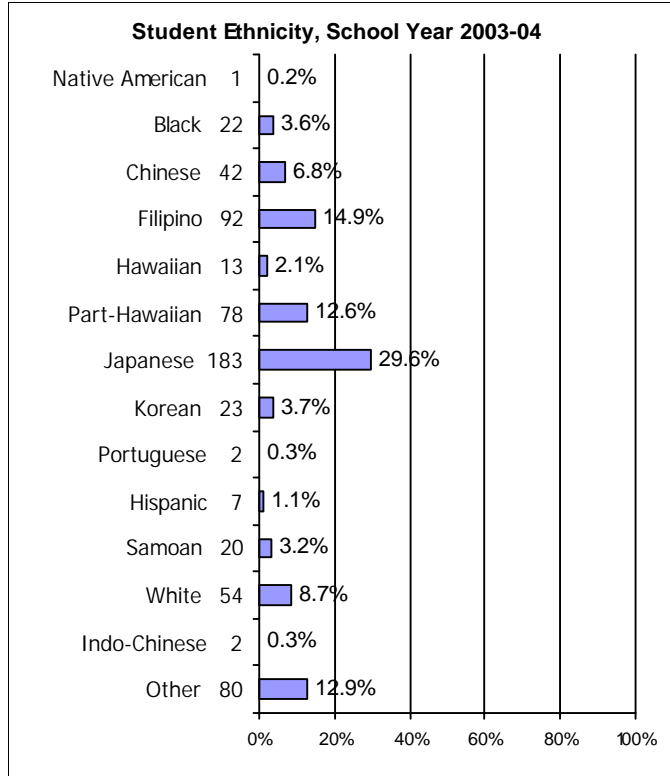
School Address:

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

School Setting

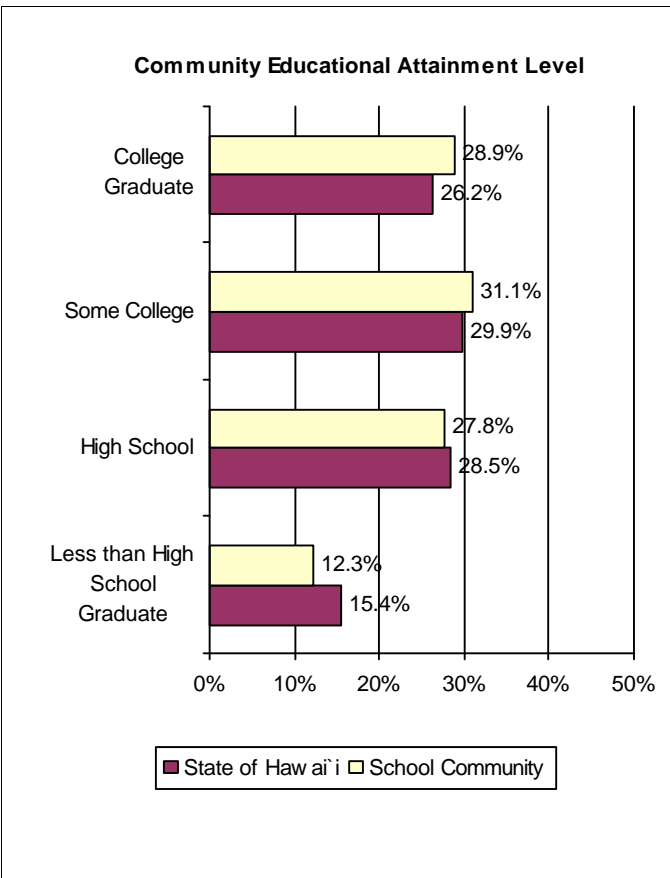
Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	641	615	606
Number and percent of students enrolled for the entire school year	590	550	545
	92.0%	89.4%	89.9%
Number and percent of students receiving free or reduced-cost lunch	126	150	146
	19.7%	24.4%	24.1%
Number and percent of students in Special Education programs	43	34	30
	6.7%	5.5%	5.0%
Number and percent of students with limited English proficiency	39	26	39
	6.1%	4.2%	6.4%



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 following assessment of the SID Parameters is a compilation of input from all stakeholders, as represented in the Pearl Ridge Elementary SCBM Council (students, parents, certificated personnel, classified personnel, and community). The rubric, Assessing the SID Parameters in *The Standards Implementation Design System* was used in this assessment.

INCLUSIVENESS - Parameter Rubric: Level 3

The SID process involves the active participation of all teachers, and representatives of the other stakeholders (students, parents, classified personnel, and community). These participants develop, implement, and assess the effectiveness of the SID.

PURPOSEFULNESS - Parameter Rubric: Level 3.5

The General Learner Outcomes are identified and clearly defined by the entire certificated personnel and representatives of the other role groups in the SCBM Council. All role groups have been addressing these outcomes throughout the year. These efforts need to continue until the entire school community embraces the General Learner Outcomes.

STUDENT-FOCUSED EFFORTS - Parameter Rubric: Level 3

The total SID process is focused on students and student achievement. The year-end assessment of the effectiveness of the SID is based almost entirely on student data. Although there are considerable improvements in the data over the previous years, the data shows that student learning has not been maximized.

ACTION-ORIENTATION - Parameter Rubric: Level 3.5

The focus of the SID plan is student achievement of the standards and only the major school initiatives are addressed in this plan. All efforts are being made to develop a comprehensive plan that encompasses ALL areas that affect student learning.

ACCOUNTABILITY - Parameter Rubric: Level 3

Formative and summative assessments are used to evaluate student achievement of the standards and ultimately the effectiveness of the SID plan. Efforts are then made by the certificated personnel to modify the plan as needed. The SCBM / PTG Council, representing the various role groups, primarily focus on the implementation of the SID components that involve parents and community. They also examine formative and summative data to determine the effectiveness of their components and also modify the plan accordingly. All role groups are apprised of all aspects of the plan and monitor / evaluate its progress.

STRONG LEADERSHIP AND SUPPORT SYSTEMS - Parameter Rubric: Level 3.5

This is one of the strongest areas. All role groups agree that leadership is assumed at different levels and from different role groups. They also agree that the leaders in the various capacities have good leadership skills and involve others in the decision making process with the focus on what is good for the school and students. There are a few members, however, who need more encouragement to take leadership roles.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		33.5
Regular Instruction, FTE	68.7%	23.0
Special Instruction, FTE	10.4%	3.5
Supplemental Instruction, FTE	20.9%	7.0
Teacher headcount		34
Teachers with 5 or more years at this school		13
Teachers' average years of experience		12.4
Teachers with advanced degrees		12

Professional Teacher Credentials

Fully licensed	97.1%	33
Provisional credential	2.9%	1
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	19.2
Special Instruction	8.6

* 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 2004

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

School facilities inspection results

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	[]	3
Building interior	[]	[]	3
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	[]	3
Sanitation	[]	[]	3
Total	18		

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

Data not available

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 (SQS) 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	School	State	School ¹	State
Standards-Based Learning	2001	91%	n/a	90%	n/a	80%	n/a
	2003	94%	n/a	88%	n/a	84%	n/a
Quality Student Support	2001	93%	n/a	88%	n/a	68%	n/a
	2003	87%	n/a	87%	n/a	78%	n/a
Professionalism & System Capacity	2001	83%	n/a	91%	n/a	86%	n/a
	2003	89%	n/a	91%	n/a	92%	n/a
Coordinated Team Work	2001	87%	n/a	75%	n/a	71%	n/a
	2003	88%	n/a	72%	n/a	72%	n/a
Responsiveness of the System	2001	90%	n/a	86%	n/a	There are no student items for this dimension	
	2003	91%	n/a	85%	n/a		
Focused & Sustained Action	2001	94%	n/a	76%	n/a	71%	n/a
	2003	92%	n/a	70%	n/a	68%	n/a
Involvement	2001	86%	n/a	80%	n/a	68%	n/a
	2003	94%	n/a	75%	n/a	75%	n/a
Satisfaction	2001	82%	n/a	92%	n/a	71%	n/a
	2003	83%	n/a	89%	n/a	87%	n/a
Student Safety & Well Being	2001	98%	n/a	92%	n/a	67%	n/a
	2003	94%	n/a	92%	n/a	76%	n/a
Survey Return Rate	2001	92%	n/a	23%	n/a	98%	n/a
	2003	66%	70%	18%	22%	100%	83%

¹

Student positive responses are for the highest grade level surveyed at this school.

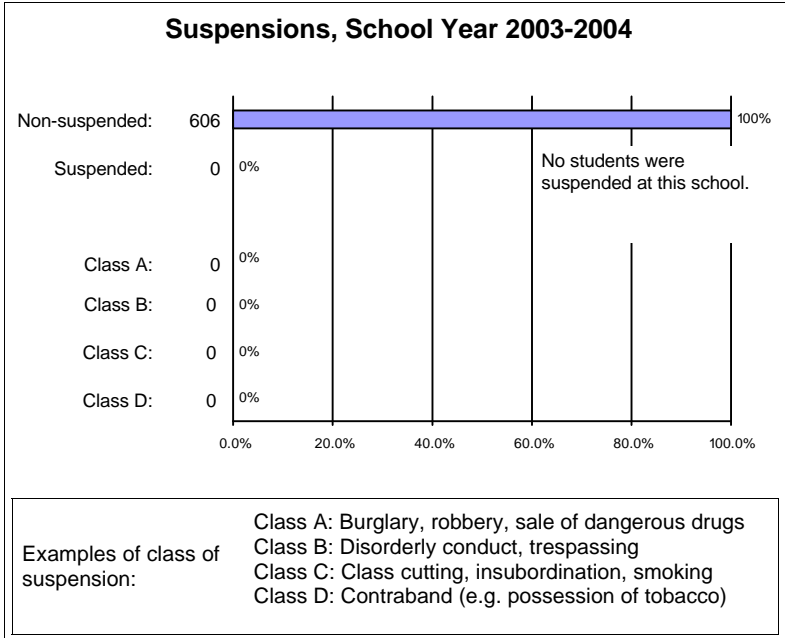
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			
2001-02	2002-03	2003-04	State Standard
Average Daily Attendance: % (higher is better)			
96.2%	96.0%	96.0%	95.0%
Average Daily Absences: in days (lower is better)			
6.8	7.1	7.1	9

Suspensions, School Year 2003-2004



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

Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, retention calculations that conform to NCLB requirements are used.

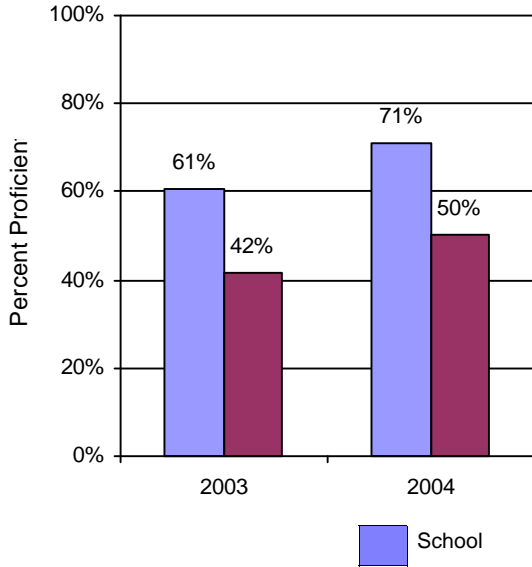
	Retention	
	2003	2004
Total number of students	539	522
Percent retained in grade	1%	0%

Vital Signs

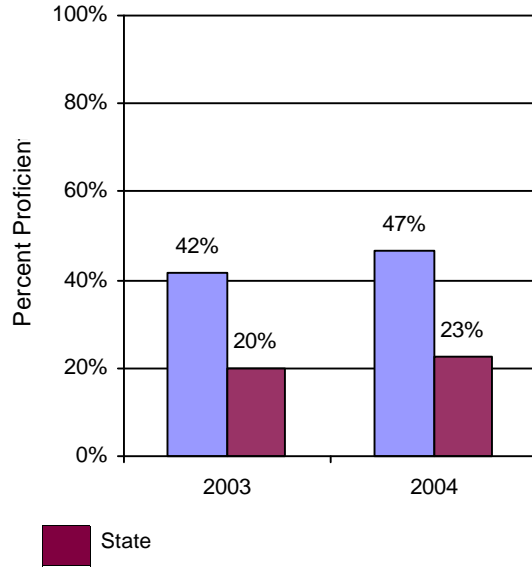
Statewide Testing

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	2002-03		2003-04	
	School	State	School	State
Meaning	2.9	2.7	3.2	3.0
Voice	3.0	2.7	3.2	3.1
Clarity	2.9	2.5	3.2	2.9
Design	2.8	2.5	3.2	2.9
Conventions	2.9	2.6	3.2	2.9
Overall	2.9	2.6	3.2	3.0

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	19%	81%
This School Highest Grade Tested: 5		
Reading	13%	87%
Mathematics	10%	90%

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

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