



# Pearl Ridge Elementary School

School Code: 243

Grades K-6

## School Status and Improvement Report School Year 2004-05



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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; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan, reports student achievement results along with other vital signs.

### 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) Continuation of current 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 - 2 for struggling readers,
- 5) Small group instruction in math problem solving for targeted students in grades 3 – 6,
- 6) 8th Annual Curriculum Fair, "A Celebration of the Arts," exhibiting and sharing every student's work with their families and community,
- 7) Purchase of new Math Program that promotes learning through problem solving and hands-on investigations, and
- 8) Parent Facilitator in every classroom.

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.

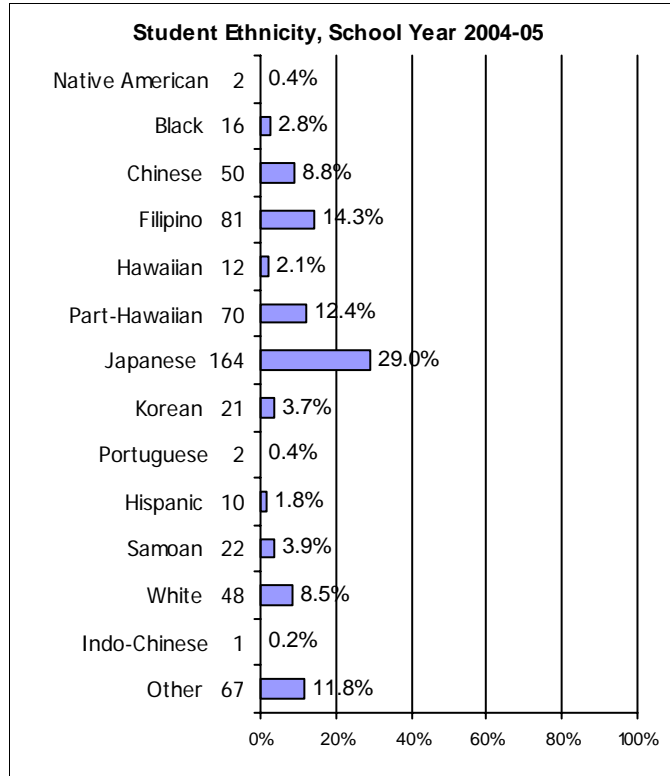
### School Address:

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

School Setting

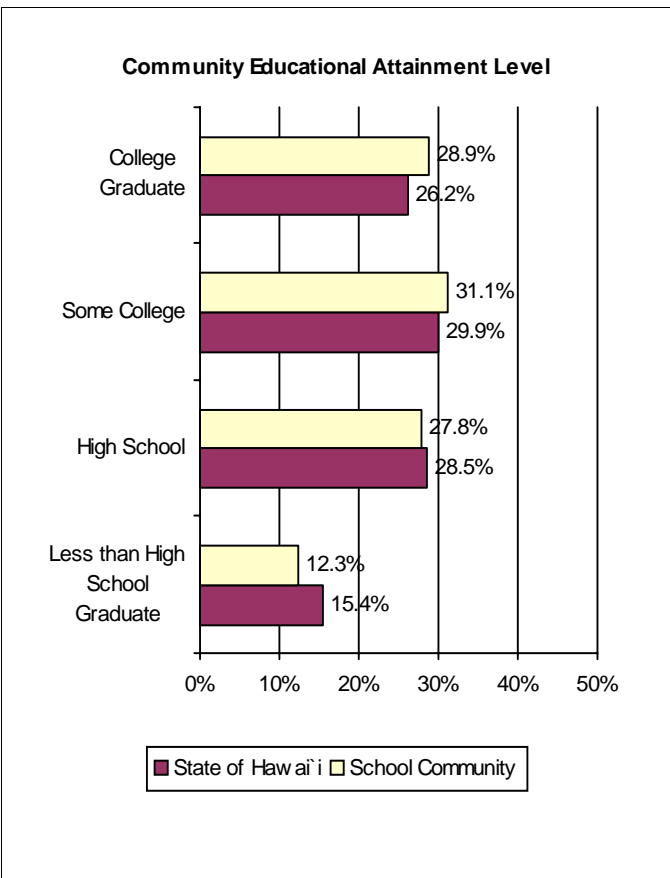
Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	615	606	591
Number and percent of students enrolled for the entire school year	550 89.4%	545 89.9%	530 89.7%
Number and percent of students receiving free or reduced-cost lunch	150 24.4%	146 24.1%	119 20.1%
Number and percent of students in Special Education programs	34 5.5%	30 5.0%	34 5.8%
Number and percent of students with limited English proficiency	26 4.2%	39 6.4%	25 4.2%
Percent of Kindergartners who attended preschool	--	--	63%



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%



## School Improvement

### 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 provided in *The Standards Implementation Design* guide 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 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 Outcomes.

#### STUDENT-FOCUSED EFFORTS

Parameter Rubric: Level 3.5

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 3.0

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**

<b>Total Full-Time Equivalent (FTE)</b>		33.0
Regular Instruction, FTE	69.7%	23.0
Special Instruction, FTE	9.1%	3.0
Supplemental Instruction, FTE	21.2%	7.0
Teacher headcount		33
Teachers with 5 or more years at this school		14
Teachers' average years of experience		11.8
Teachers with advanced degrees		11

**Professional Teacher Credentials**

Fully licensed	100.0%	33
Provisional credential	0.0%	0
Emergency credential	0.0%	0

**Students per Teaching Staff \***

Regular Instruction	18.6
Special Instruction	11.3

\* 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	2

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

**Facilities**

School Year Ending 2005

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

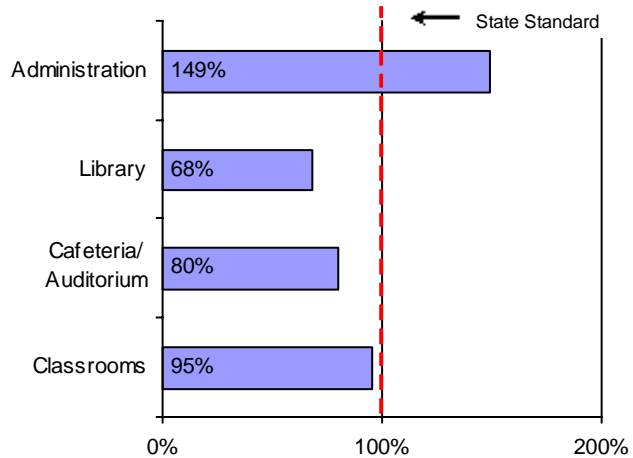
**School facilities inspection results**

	Score		
	1	2	3
Grounds			3
Building exterior		2	
Building interior			3
Equipment/Furnishings			3
Health/Safety		2	
Sanitation			3
<b>Total</b>		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 (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 *		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2003	93.6%	--	88.2%	--	84.4%	--
	2005	96.0%	87.4%	86.4%	77.1%	84.0%	76.5%
Quality Student Support	2003	87.2%	--	87.1%	--	78.3%	--
	2005	88.1%	79.7%	83.3%	72.9%	72.6%	66.4%
Professionalism & System Capacity	2003	88.9%	--	90.6%	--	92.2%	--
	2005	93.9%	77.6%	82.5%	83.7%	93.2%	84.4%
Coordinated Team Work	2003	88.1%	--	71.8%	--	72.3%	--
	2005	84.1%	77.2%	70.6%	58.4%	72.8%	64.0%
Responsiveness of the System	2003	91.3%	--	84.8%	--	There are no student items for this dimension	
	2005	93.9%	82.9%	82.6%	70.3%		
Focused & Sustained Action	2003	92.1%	--	69.8%	--	68.3%	--
	2005	91.7%	80.2%	66.6%	57.3%	84.5%	72.9%
Involvement	2003	93.7%	--	75.1%	--	75.3%	--
	2005	93.9%	85.6%	78.9%	68.5%	75.7%	59.8%
Satisfaction	2003	82.5%	--	89.4%	--	86.9%	--
	2005	84.6%	65.8%	89.1%	70.6%	73.9%	72.8%
Student Safety & Well Being	2003	94.4%	--	91.9%	--	76.3%	--
	2005	94.7%	86.0%	84.3%	75.1%	71.0%	65.0%
Survey Return Rate **	2003	65.6%	--	18.2%	--	100.0%	--
	2005	81.5%	78.6%	25.8%	23.8%	88.1%	91.1%

\* State Teacher and Parent positive response figures are one of 4 grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

\*\* State Return Rate for Teachers, Parents, and Students are for one of 6 grade spans (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.

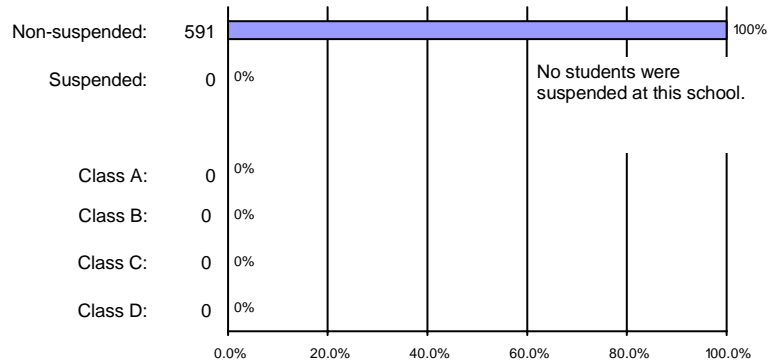
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			
2002-03	2003-04	2004-05	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
96.0%	96.0%	95.7%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
7.1	7.1	7.6	<b>9</b>

#### Suspensions, School Year 2004-2005



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

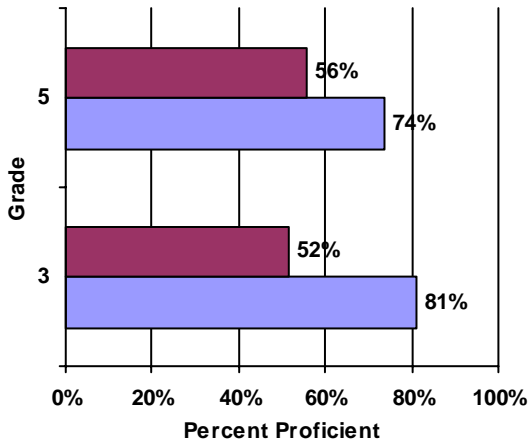
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2003	2004	2005
Total number of students	539	522	515
Percent retained in grade	1%	0%	0%

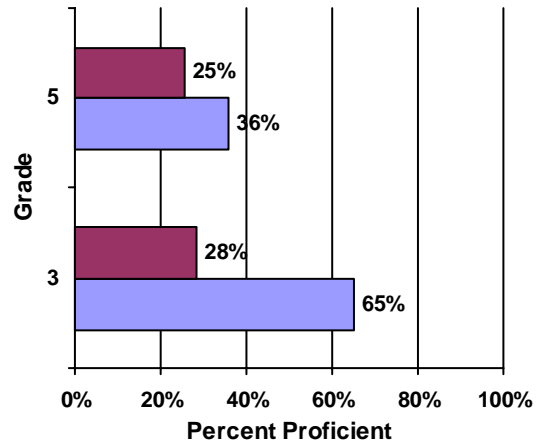
**Vital Signs**

**Statewide Testing**

**HCPS Reading**



**HCPS Mathematics**



School
  State

A bar may not be shown to maintain student confidentiality (see FERPA).

**HCPS Writing Test**

Grade	Meaning		Voice		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State	School	State
5	3.4	3.1	3.4	3.0	3.3	3.0	3.2	3.0	3.5	3.2	3.4	3.1
3	3.0	2.8	3.1	2.8	2.9	2.6	2.9	2.6	3.4	2.9	3.1	2.7

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for each dimension for each grade level tested.

-- means "missing data"

\* means data not reported to maintain student confidentiality (see FERPA).

**Stanford Achievement Test, 9th Edition**

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	This School	State	This School	State
6	91%	80%	95%	83%
5	87%	78%	92%	83%
4	83%	74%	93%	84%
3	92%	82%	100%	87%

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.

-- means "missing data"

\* means data not reported to maintain student confidentiality (see FERPA).

**Other School Information**

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