



Pearl Ridge Elementary School

School Code: 243

Grades K-6

School Status and Improvement Report School Year 2006-07



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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, and 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) Implementation of new Math Programs in grades K - 6 that promotes learning through problem solving and hands-on investigations,
- 4) Implementation of the Junior Kindergarten Program
- 5) Continuation of Tribes, a nationally recognized process for social development and cooperative learning,
- 6) Continuation of individual and small group early intervention tutoring, in grades K - 2 for struggling readers,
- 7) Speakers' Showcase, an opportunity for students to address the Oral Communication Standards and the Effective Communicator General Learner Outcome, and
- 8) Parent Facilitator in every classroom.

Our faculty and staff, participates in professional development trainings 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 – School Community Council, PRE Parent Teacher Group, families, community members, business and military partners, Parent Community Networking Center, Primary School Adjustment Program staff, Foster Grandparents, and volunteer tutors and friends.

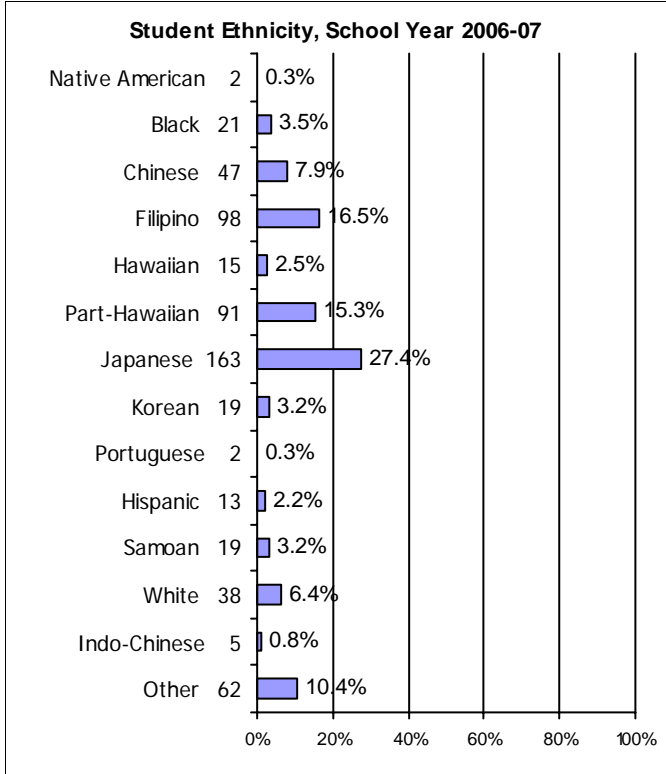
School Address:

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

School Setting

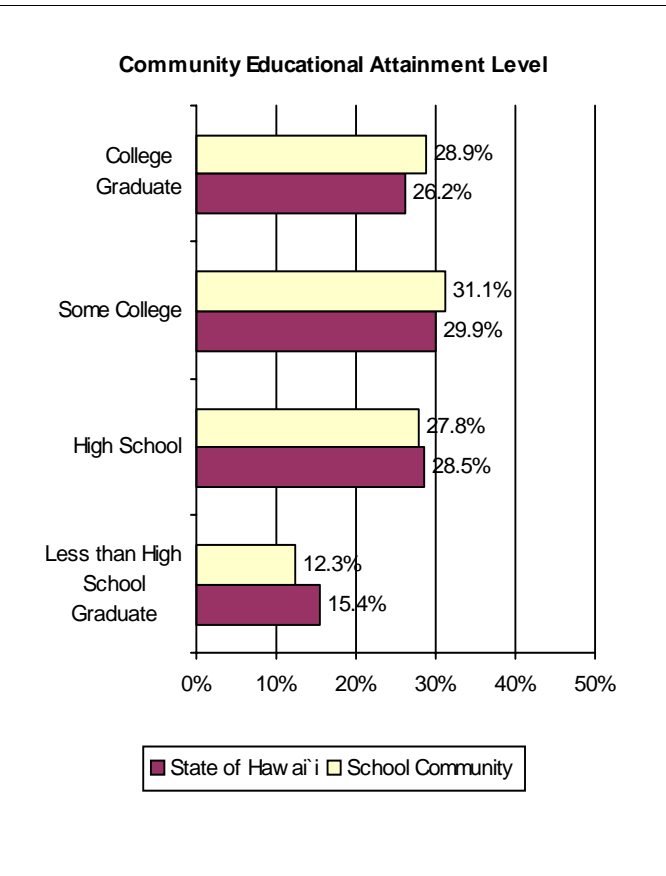
Student Profile

School year	2004-05	2005-06	2006-07
Fall enrollment	591	576	574
Number and percent of students enrolled for the entire school year	530 89.7%	524 91.0%	549 95.6%
Number and percent of students receiving free or reduced-cost lunch	119 20.1%	111 19.3%	108 18.8%
Number and percent of students in Special Education programs	34 5.8%	34 5.9%	29 5.1%
Number and percent of students with limited English proficiency	25 4.2%	34 5.9%	45 7.8%
Percent of Kindergartners who attended preschool	63%	73%	74%



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

INCLUSIVENESS

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

PURPOSEFULNESS

The General Learner Outcomes are identified and clearly defined by the entire school community and addressed throughout the school. The GLOs are integrated into classroom instruction. Student progress and status reports are sent home quarterly.

STUDENT –FOCUSED EFFORTS

The total school improvement process is focused on students and student achievement. The targeted areas are based on data from continuous monitoring of the system. The effectiveness of the plan is based almost entirely on student data.

ACTION-ORIENTATION

The focus of the school improvement plan is student achievement. All efforts were made to develop a comprehensive plan that encompasses ALL areas that affect student learning.

ACCOUNTABILITY

Formative and summative assessments are used to evaluate student achievement of the standards and ultimately the effectiveness of the our plan. Efforts are then made by the certificated personnel to modify the plan as needed. All role groups are appraised of the plan and monitors its progress. The School Community Council reviews and provides feedback on the school's academic and financial plan.

STRONG LEADERSHIP AND SUPPORT SYSTEMS

Leadership is assumed at different levels and role groups. Role groups include the leadership team, TRIBES (committees), grade level chairpersons, School Community Council, and the Parent Teacher Group. The leaders in the various capacities have good leadership skills and involve others in the decision making process with the focus on what is best for the school and students.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		31.0
Regular Instruction, FTE	90.3%	28.0
Special Instruction, FTE	9.7%	3.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		31
Teachers with 5 or more years at this school		15
Teachers' average years of experience		10.3
Teachers with advanced degrees		11

Professional Teacher Credentials

Fully licensed	96.8%	30
Provisional credential	3.2%	1
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	19.5
Special Instruction	9.7

* 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	3

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

Facilities

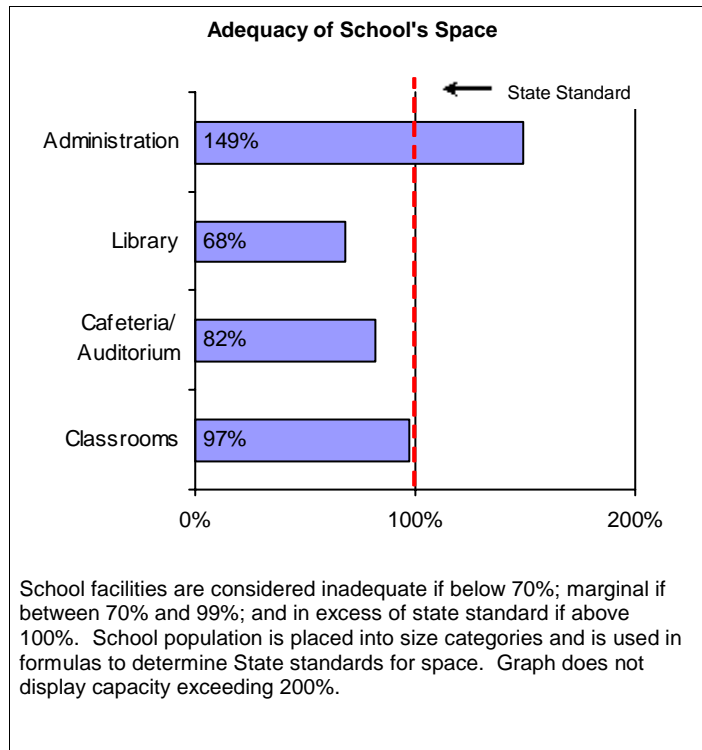
School Year Ending 2007

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

	Score		
	1	2	3
Grounds	2		
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety		2	
Sanitation			3
Total		16	

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

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



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	State
Standards-Based Learning	2005	96.0%	87.4%	86.4%	77.1%	84.0%	76.5%
	2007	93.8%	89.1%	85.3%	78.4%	76.3%	75.6%
Quality Student Support	2005	88.1%	79.7%	83.3%	72.9%	72.6%	66.4%
	2007	80.1%	79.6%	83.7%	74.4%	65.9%	66.3%
Professionalism & System Capacity	2005	93.9%	77.6%	82.5%	83.7%	93.2%	84.4%
	2007	80.5%	78.8%	89.7%	85.6%	84.4%	84.0%
Coordinated Team Work	2005	84.1%	77.2%	70.6%	58.4%	72.8%	64.0%
	2007	74.6%	77.7%	67.8%	59.7%	61.3%	64.1%
Responsiveness of the System	2005	93.9%	82.9%	82.6%	70.3%	There are no student items for this dimension	
	2007	75.9%	83.0%	79.2%	70.9%		
Focused & Sustained Action	2005	91.7%	80.2%	66.6%	57.3%	84.5%	72.9%
	2007	80.8%	79.9%	66.5%	61.3%	78.8%	75.2%
Involvement	2005	93.9%	85.6%	78.9%	68.5%	75.7%	59.8%
	2007	85.1%	85.7%	73.8%	69.0%	63.6%	59.5%
Satisfaction	2005	84.6%	65.8%	89.1%	70.6%	73.9%	72.8%
	2007	67.8%	68.0%	87.9%	71.1%	70.4%	71.2%
Student Safety & Well Being	2005	94.7%	86.0%	84.3%	75.1%	71.0%	65.0%
	2007	82.9%	84.9%	87.8%	76.7%	64.4%	64.7%
Survey Return Rate **	2005	81.5%	78.6%	25.8%	23.8%	88.1%	91.1%
	2007	90.6%	76.2%	32.8%	21.0%	98.7%	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.

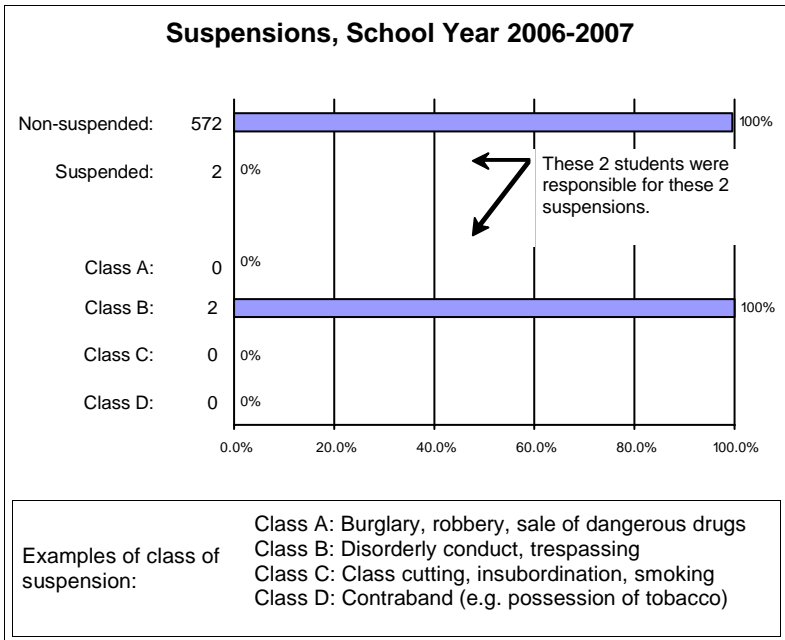
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2004-05	2005-06	2006-07	
Average Daily Attendance: % (higher is better)			
95.7%	95.2%	96.0%	95.0%
Average Daily Absences: in days (lower is better)			
7.6	8.6	7.1	9

Suspensions, School Year 2006-2007



School Retention

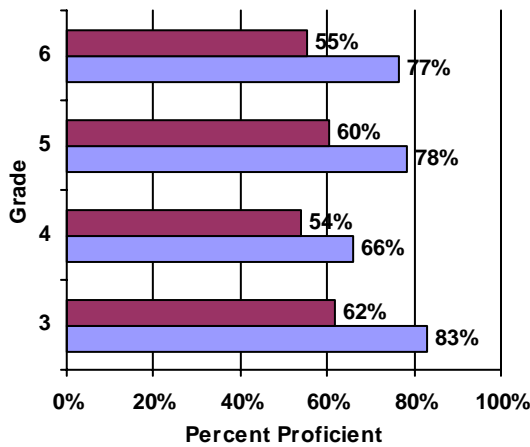
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2005	2006	2007
Total number of students	515	476	490
Percent retained in grade	0%	0%	1%

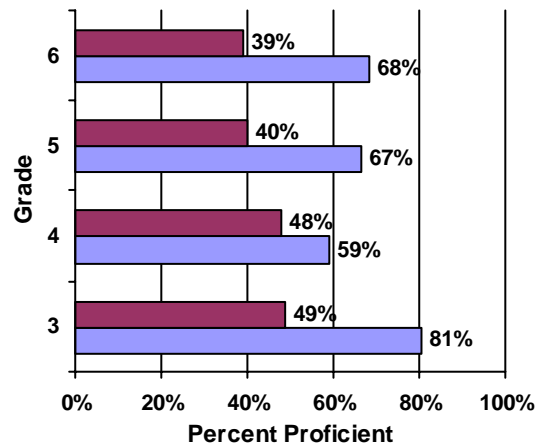
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



School
 State

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

HCPS Writing

Grade	Meaning		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State
4	3.0	2.6	2.9	2.5	2.8	2.4	3.0	2.5	3.0	2.5
6	3.2	2.8	3.0	2.6	3.1	2.5	3.3	2.7	3.1	2.7

Writing is scored on 4 dimensions from a low of 1 to a high of 5. The figures show the average for each dimension for each grade level tested. The HCPS Writing assessment is given in grades 4, 6, 9, and 11.

TerraNova, 2nd Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	School	State	School	State
3	94%	74%	91%	75%
4	86%	77%	86%	77%
5	92%	78%	91%	77%
6	96%	78%	93%	73%

The TerraNova is a national norm-reference assessment with 9 stanine levels. Scores in stanines 1 to 3 represent "Below Average," and scores in stanines 4 to 9 represent "Average and Above."

Note. In 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.
 "--" means missing data.
 "*" means data not reported to maintain student confidentiality (see FERPA).

Other School Information

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