



Pearl Ridge Elementary School

School Code: 243

Grades K-6

School Status and Improvement Report School Year 2007-08



Contents

Focus on Standards	p. 1
School Description	p. 1
School Setting	p. 2
<ul style="list-style-type: none"> • Student Profile • Community Profile 	
School Improvement	p. 3
<ul style="list-style-type: none"> • Summary of Progress 	
School Resources	p. 4
<ul style="list-style-type: none"> • Certified Staff • Facilities 	
Vital Signs	pp. 5-7
<ul style="list-style-type: none"> • School Quality Survey • Student Conduct • School Retention or Completion • Hawaii State Assessment 	
Other School Information	p. 8

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; 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 nurturing, collaborative community where everyone is valued and supported. We inspire high academic achievement and the development of the whole child. We challenge our students to be independent life-long learners who strive toward their fullest potential. This shared vision drives our school efforts. Each member of our school community exists to provide an inclusive environment that ensures student learning and develops compassionate and contributing members of 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 Houghton Mifflin 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 My Access computer-based tool in grades 4 – 6,
- 4) Continuation of the Investigations K-5 Math Program and the Connected Math Program in grade 6 that promotes learning through problem solving and hands-on investigations,
- 5) Implementation pilot of supplemental Destination Math computer-based program,
- 6) Continuation of individual and small group early intervention tutoring, in grades K - 2 for struggling readers,
- 7) Continuation of Tribes, a nationally recognized process for social development and cooperative learning,
- 8) Curriculum Fair, "A Celebration of the Arts," exhibiting and sharing every student's work with their families and community,
- 9) Speakers' Showcase, an opportunity for students to address the Oral Communication Standards and the Effective Communicator General Learner Outcome.

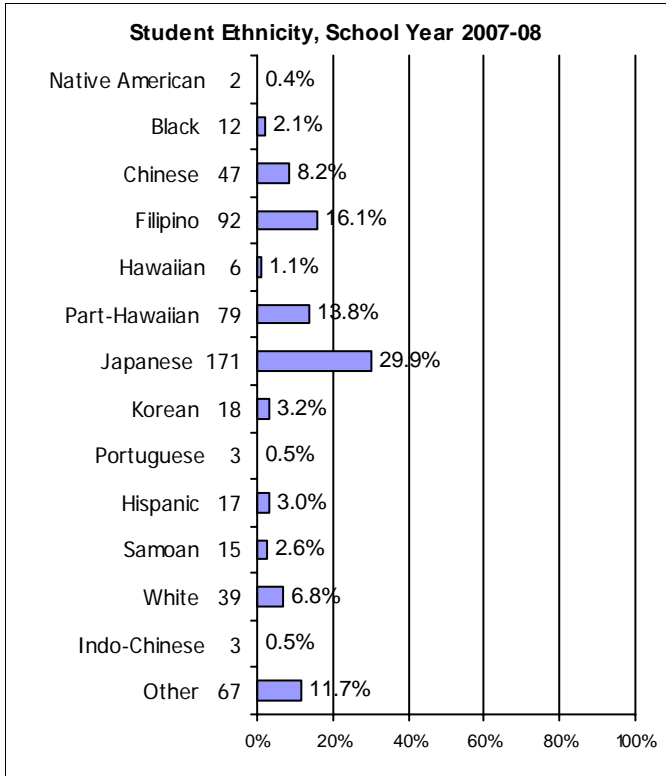
Our faculty and staff, participates in professional development trainings with the primary focus on student achievement through standards-based learning.

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, businesses and military partners, Parent Community Networking Center, Primary School Adjustment Program staff, Foster Grandparents, and volunteer tutors and friends.

School Setting

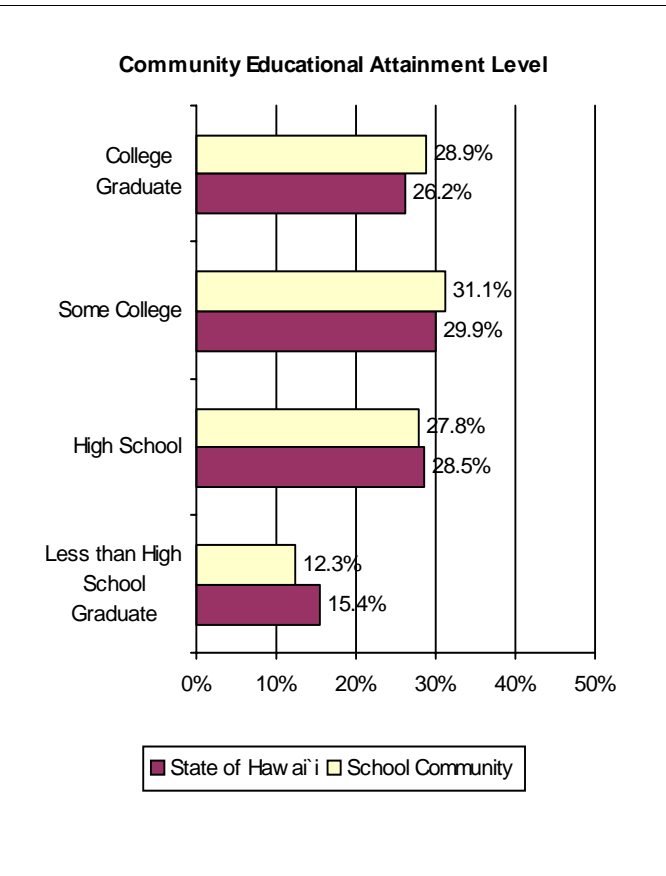
Student Profile

School year	2005-06	2006-07	2007-08
Fall enrollment	576	574	579
Number and percent of students enrolled for the entire school year	524	549	530
	91.0%	95.6%	91.5%
Number and percent of students receiving free or reduced-cost lunch	111	108	97
	19.3%	18.8%	16.8%
Number and percent of students in Special Education programs	34	29	29
	5.9%	5.1%	5.0%
Number and percent of students with limited English proficiency	34	45	48
	5.9%	7.8%	8.3%
Percent of Kindergartners who attended preschool	73%	74%	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

Goal #1: Improve Student Achievement through Standards-Based Education

1. *Refine aligned curriculum with HCPS III for language arts, mathematics, and science.*
With the implementation of a new edition of our Investigations Math Program and the new Harcourt Science Program, the teachers realigned their curriculum with HCPS III and update their grade level consensus maps.
2. *Provide professional development and resources to support the implementation of language arts and math programs.*
The teachers received two-day professional development in math this year by TERC, the writers of our Investigations math program. On the first day, the teachers visited classes where the TERC trainer modeled lessons followed by a whole school in-service the following day. The teachers also received a two-day workshop training by Vicki Spandel on Six Traits Writing.
3. *Supplement Math instruction with computer based math program.*
The teachers received an introduction of the Destination Math computer-based program in which they could use to supplement their math instruction. A pilot of the program was also done with the third graders during the school day and selected kindergarten and first graders. Selected fifth graders who needed additional help also used the program after school.
4. *Implement computer -based Writing Tool in grades 4 – 6.*
The teachers in grades 4 – 6 implemented the My Access computer-based writing tool. Through My Access, the students were able to receive automatic feedback and scoring in the six writing dimensions.
5. *Provide activities for students to demonstrate the six General Learner Outcomes (GLOs)*
The teachers provided activities for their students to ensure that the students had multiple opportunities to demonstrate all of the six General Learner Outcomes.
6. *Provide activities for parent involvement in standards-based education.*
Parent night workshops were held by TERC, the writers of our math Investigations program and on Six Traits Writing by Vicki Spandel. Both workshops gave the parents an opportunity to learn more about each program and how the parents could assist in their child's learning.

Goal #2: Provide Comprehensive Support for All Students

1. *Review and refine the Comprehensive Student Support System's referral process.*
The school collaboratively reviewed its CSSS referral process and made changes to improve and streamline the process.
2. *Provide professional development and resources to teachers for student participation in service learning.*
The teachers were introduced to the concept of service learning and implemented standards-based health lessons to support a school-wide service learning project

Goal #3: Continuously Improve Performance and Quality

1. *Provide scheduled collegial time for professional learning communities to develop, reflect, and revise curriculum/instructional practices to ensure student learning.*
The school implemented professional learning communities (PLC). The process of implementation took almost the entire school year. We began with what a professional learning community was and its three big ideas of a Focus on Learning, a Culture of Collaboration, and a Focus on Results. We also redid our vision, mission, values, and goals which are the four pillars of a PLC. Scheduled times were provided for the PLCs to meet. Agendas and minutes were submitted by each PLC for every meeting.
2. *Provide professional development in differentiated instruction to address student diversity.*
Resource, special education and at least one teacher from each grade level attended the Hawaii Conference on differentiated instruction. The teachers then shared the different sessions they attended at faculty meeting and imparted what they learned and implemented in the classroom with their PLC colleagues.
3. *Provide Classified Staff with professional development in building positive relationships.*
The classified staff attended in-services on fostering a positive school climate and culture.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		32.5
Regular Instruction, FTE	87.7%	28.5
Special Instruction, FTE	12.3%	4.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		33
Teachers with 5 or more years at this school		14
Teachers' average years of experience		10.6
Teachers with advanced degrees		12

Professional Teacher Credentials

Fully licensed	93.9%	31
Provisional credential	6.1%	2
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	19.3
Special Instruction	7.3

* 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	3

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

Facilities

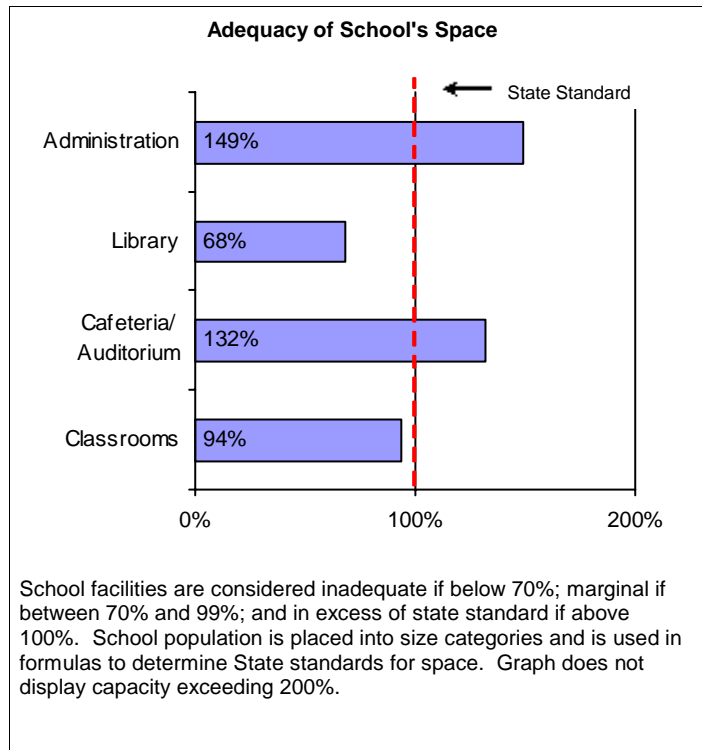
School Year Ending 2008

Classrooms available	28
Number of classrooms short (-) or over (+)	-3

	Score		
	1	2	3
Grounds	<input type="text"/>	<input type="text"/>	3
Building exterior	<input type="text"/>	<input type="text"/>	3
Building interior	<input type="text"/>	<input type="text"/>	3
Equipment/Furnishings	<input type="text"/>	2	<input type="text"/>
Health/Safety	<input type="text"/>	2	<input type="text"/>
Sanitation	<input type="text"/>	<input type="text"/>	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), administered periodically by the System Evaluation and Reporting Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey [*]		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2007	93.8%	89.1%	85.3%	78.4%	76.3%	75.6%
	2008	92.6%	90.7%	85.5%	76.9%	78.0%	76.1%
Quality Student Support	2007	80.1%	79.6%	83.7%	74.4%	65.9%	66.3%
	2008	80.7%	77.6%	84.2%	75.9%	75.9%	69.9%
Professionalism & System Capacity	2007	80.5%	78.8%	89.7%	85.6%	84.4%	84.0%
	2008	89.1%	83.7%	87.7%	81.6%	93.9%	86.9%
Coordinated Team Work	2007	74.6%	77.7%	67.8%	59.7%	61.3%	64.1%
	2008	74.4%	71.6%	73.4%	66.5%	81.8%	76.6%
Responsiveness of the System	2007	75.9%	83.0%	79.2%	70.9%	There are no student items for this dimension	
	2008	81.9%	82.7%	77.2%	72.1%		
Focused & Sustained Action	2007	80.8%	79.9%	66.5%	61.3%	78.8%	75.2%
	2008	91.8%	81.8%	75.6%	65.0%	81.0%	81.1%
Involvement	2007	85.1%	85.7%	73.8%	69.0%	63.6%	59.5%
	2008	82.6%	75.7%	76.5%	72.4%	73.9%	69.4%
Satisfaction	2007	67.8%	68.0%	87.9%	71.1%	70.4%	71.2%
	2008	83.8%	71.2%	82.3%	76.6%	84.5%	79.1%
Student Safety & Well Being	2007	82.9%	84.9%	87.8%	76.7%	64.4%	64.7%
	2008	86.3%	82.2%	87.6%	77.3%	74.6%	68.7%
Survey Return Rate ^{**}	2007	90.6%	76.2%	32.8%	21.0%	98.7%	91.1%
	2008	82.1%	76.2%	38.7%	21.0%	96.8%	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.

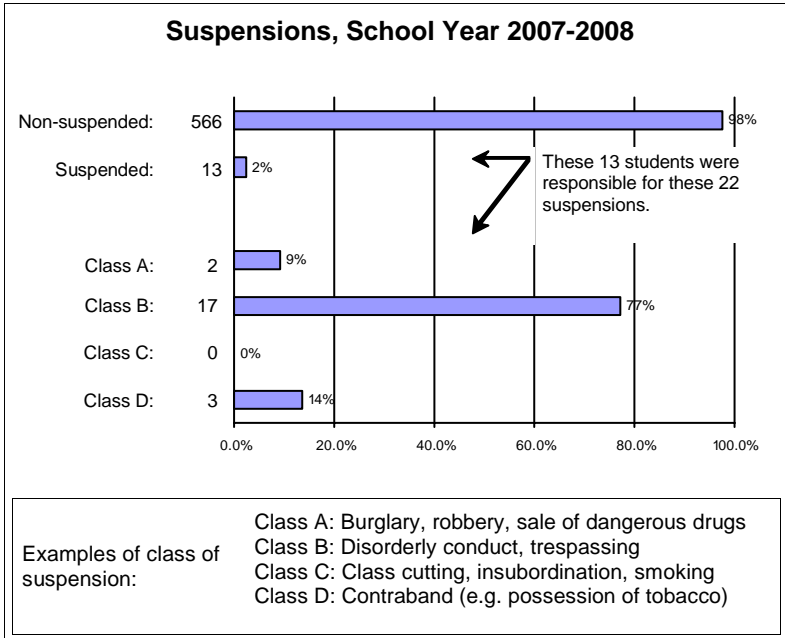
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2005-06	2006-07	2007-08	
Average Daily Attendance: % (higher is better)			
95.2%	96.0%	96.4%	95.0%
Average Daily Absences: in days (lower is better)			
8.6	7.1	6.5	9

Suspensions, School Year 2007-2008



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		
	2006	2007	2008
Total number of students	476	490	491
Percent retained in grade	0%	1%	0%

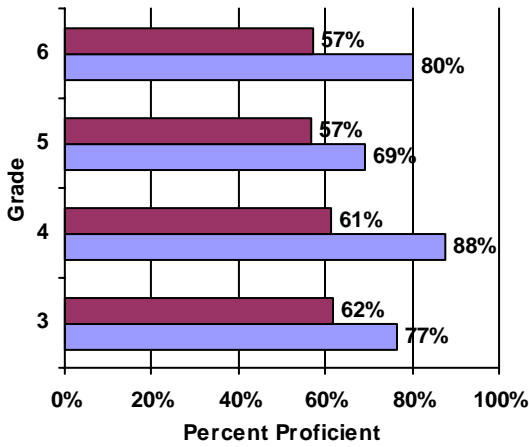
Note. "--" means missing data.

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

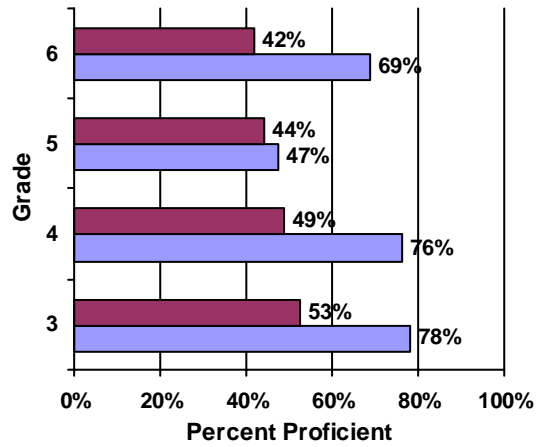
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



School
 State

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

HCPS Science

Grade	Percent Proficient	
	School	State
5	63%	49%

The HCPS Science assessment is given in grades 5, 7 and 11.

HCPS Writing

Grade	Average Score	
	School	State
4	2.5	2.2
6	2.5	2.3

Writing scores range from a low of 0 to a high of 4. The figures show the average score 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	89%	73%	93%	74%
4	94%	77%	95%	76%
5	89%	79%	93%	78%
6	96%	77%	86%	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. From 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

Published on November 21, 2008.
System Evaluation and Reporting Section, Systems Accountability Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.