



Pearl Ridge Elementary School

School Code: 243

Grades K-6

School Status and Improvement Report School Year 2008-09



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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; 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 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) continuation of My Access computer-based writing 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) continuation of the supplemental Destination Math and Reading computer-based program,
- 6) continuation of Harcourt Science Program,
- 7) implementation of Achieve 3000 non-fiction computer-based program,
- 8) pilot Academic Initial Line of Inquiry and Response to Intervention for grades K – 2,
- 9) continuation of Inclusion Program where all special needs students receive services in the general education setting
- 9) continuation of Tribes, a nationally recognized process for social development and cooperative learning,
- 10) curriculum fair, "A Celebration of the Arts," exhibiting and sharing every student's work with their families and community, and
- 11) speakers' showcase, an opportunity for students to address the Oral Communication Standards and the Effective Communicator General Learner Outcome.

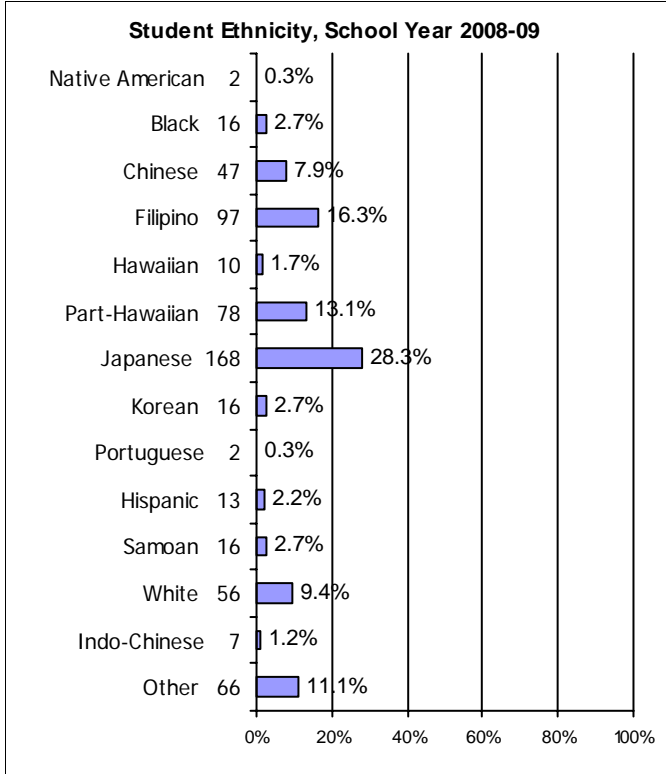
Our faculty and staff, participates in professional development trainings with the primary focus on student achievement through standards-based learning.

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

School Setting

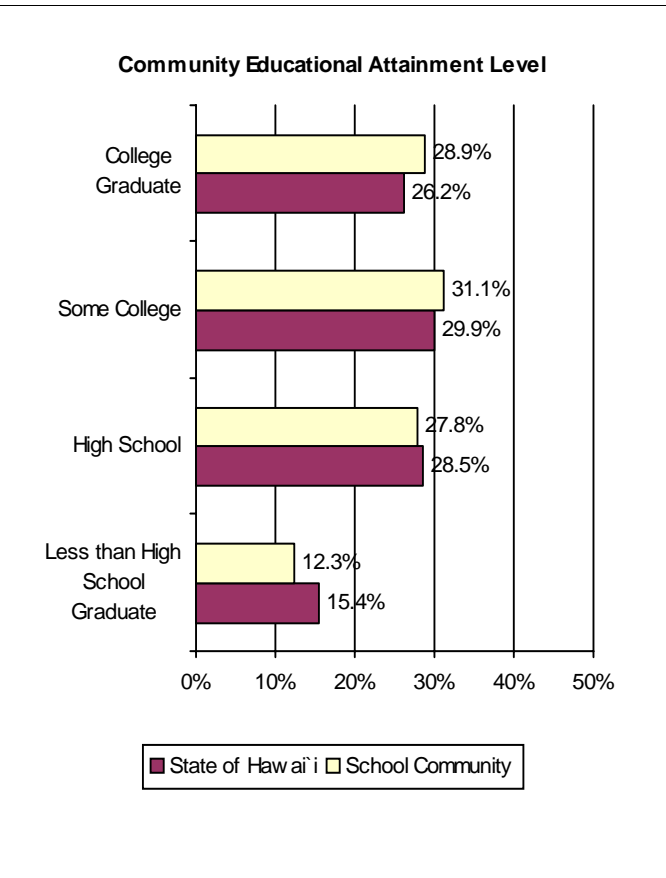
Student Profile

School year	2006-07	2007-08	2008-09
Fall enrollment	574	579	587
Number and percent of students enrolled for the entire school year	549 95.6%	530 91.5%	553 94.2%
Number and percent of students receiving free or reduced-cost lunch	108 18.8%	97 16.8%	109 18.6%
Number and percent of students in Special Education programs	29 5.1%	29 5.0%	40 6.8%
Number and percent of students with limited English proficiency	45 7.8%	48 8.3%	47 8.0%
Percent of Kindergartners who attended preschool	74%	74%	73%



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

- Analyze, refine and prioritize current practices (teaching and assessing) in Reading in relationship/comparison to the benchmarks.*
The language arts curriculum coach worked with every grade level PLC (K – 6) to ensure a consistent progression in the reading curriculum and assessments.
- Develop a K-6 Writing continuum of skills, strategies, and resources.*
Rather than developing our own K-6 Writing continuum, the school decided to use Vicki Spandel's Write Traits Writing Continuum.
- Consistently implement Investigations and address gap areas using other identified grade level math resources.*
The math curriculum coach worked with each grade level to identify the standards and benchmarks that were not sufficiently covered in the Investigations/Connected Math Programs. Other resources were used to address the gap areas.
- Consistently implement Harcourt Science and address gap areas using other identified grade level science resources.*
The science curriculum coach worked with each grade level to identify the standards and benchmarks that were not sufficiently covered in the Harcourt Science Program. Other resources such as DASH were used to address the gap areas.
- Provide an opportunity for students to participate in an interdisciplinary curriculum.*
The fifth grade students participated in an interdisciplinary robotics unit that addressed the scientific process.
- Ensure that all students are provided opportunities to demonstrate the six General Learner Outcomes (GLOs) through the implementation of school-wide and classroom activities.*
- Provide a variety of community service activities that foster civic responsibility.*
Each grade level developed a service learning project or participated in our school-wide service learning project that involved health lessons and a culminating service project of collecting "Pennies for Patients."

Goal #2: Provide Comprehensive Support for All Students

- Identify, demonstrate, and reinforce core ethical values of our school (such as: 8 Key Words, Positive Behavior Supports' behavioral expectations, Tribes Agreements).*
- Provide support services and programs to address student safety, health, and well-being.*
Students identified as at-risk were provided various services depending on their area of need such as tutoring, art self esteem building program, Big Brothers Big Sisters mentoring program, robotics, etc.
- Provide opportunities for parents to actively participate in standards-based activities at school.*
Each grade level planned an activity and invited parents to participate in a standards-based activity. Two school-wide standards-based activities involving parent participation were also done on Thinking Maps and the My Access computer-based writing tool.

Goal #3: Continuously Improve Performance and Quality

- Provide additional support using computer-based reading and math programs to address student needs.*
Students were provided supplementary lessons on the computer based on the standards and benchmarks the students were having difficulties with.
- Provide professional development on Assessment, Writing (Six Traits & Step Up to Writing), Science Inquiry, Investigations, and Thinking Maps.*
The faculty was provided professional development on the above topics during the four planning and collaboration days and the two waiver days. The faculty also received additional professional development during Wednesday faculty meetings.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		32.0
Regular Instruction, FTE	87.5%	28.0
Special Instruction, FTE	12.5%	4.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		32
Teachers with 5 or more years at this school		14
Teachers' average years of experience		12.3
Teachers with advanced degrees		12

Professional Teacher Credentials

Fully licensed	100.0%	32
Provisional credential	0.0%	0
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	19.5
Special Instruction	10.0

* 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 2009

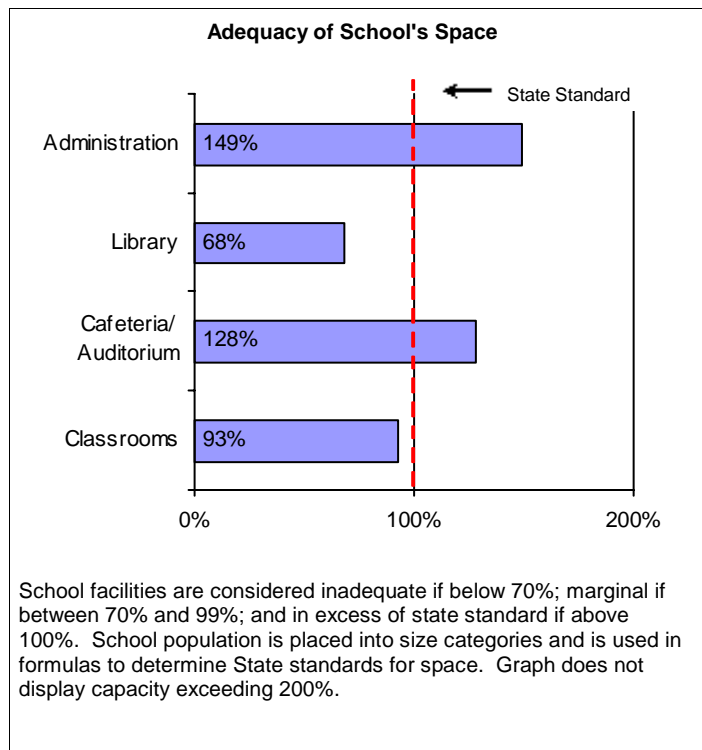
Classrooms available	28
Number of classrooms short (-) or over (+)	-3

School facilities inspection results

	Score		
	1	2	3
Grounds	<input type="text"/>	<input type="text"/>	3
Building exterior	<input type="text"/>	2	<input type="text"/>
Building interior	<input type="text"/>	<input type="text"/>	3
Equipment/Furnishings	<input type="text"/>	2	<input type="text"/>
Health/Safety	<input type="text"/>	<input type="text"/>	3
Sanitation	<input type="text"/>	2	<input type="text"/>
Total	15		

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	
		School	State	School	State	School	State
Standards-Based Learning	2008	92.6%	90.7%	85.5%	76.9%	78.0%	76.1%
	2009	93.0%	91.2%	**	**	79.8%	76.4%
Quality Student Support	2008	80.7%	77.6%	84.2%	75.9%	75.9%	69.9%
	2009	86.1%	80.0%	**	**	81.4%	70.3%
Professionalism & System Capacity	2008	89.1%	83.7%	87.7%	81.6%	93.9%	86.9%
	2009	92.6%	84.8%	**	**	96.1%	87.5%
Coordinated Team Work	2008	74.4%	71.6%	73.4%	66.5%	81.8%	76.6%
	2009	74.8%	73.7%	**	**	83.8%	77.6%
Responsiveness of the System	2008	81.9%	82.7%	77.2%	72.1%	There are no student items for this dimension	
	2009	88.2%	83.3%	**	**		
Focused & Sustained Action	2008	91.8%	81.8%	75.6%	65.0%	81.0%	81.1%
	2009	87.3%	82.3%	**	**	87.3%	81.4%
Involvement	2008	82.6%	75.7%	76.5%	72.4%	73.9%	69.4%
	2009	83.8%	76.6%	**	**	74.1%	69.6%
Satisfaction	2008	83.8%	71.2%	82.3%	76.6%	84.5%	79.1%
	2009	92.0%	74.4%	**	**	87.4%	79.7%
Student Safety & Well Being	2008	86.3%	82.2%	87.6%	77.3%	74.6%	68.7%
	2009	93.3%	83.7%	**	**	81.1%	69.3%
Survey Return Rate ***	2008	82.1%	78.9%	38.7%	35.5%	96.8%	94.3%
	2009	53.1%	76.8%	**	**	95.7%	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.

** The Parents survey for the school year 2008-09 was cancelled.

*** 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.

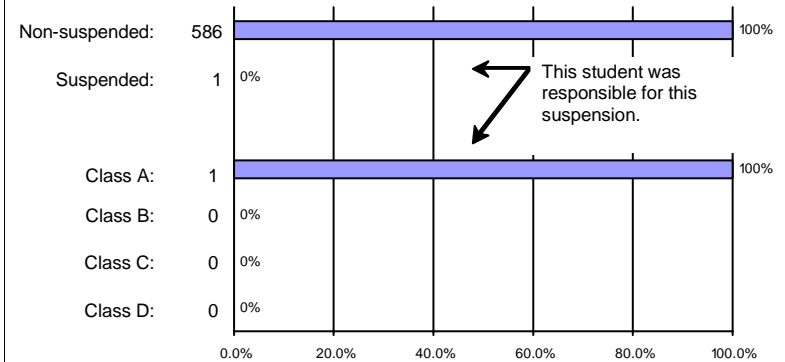
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2006-07	2007-08	2008-09	
Average Daily Attendance: % (higher is better)			
96.0%	96.4%	96.5%	95.0%
Average Daily Absences: in days (lower is better)			
7.1	6.5	6.2	9

Suspensions, School Year 2008-2009



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		
	2007	2008	2009
Total number of students	490	491	506
Percent retained in grade	1%	0%	0%

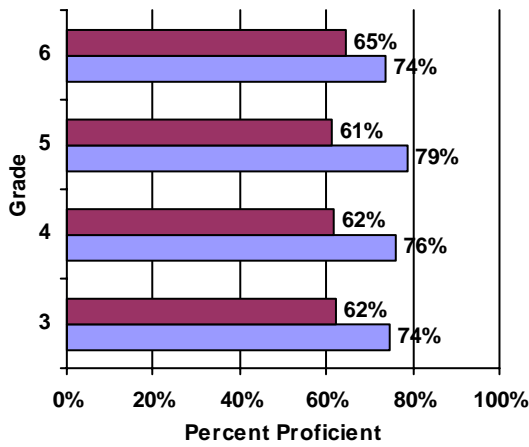
Note. " -- " means missing data.

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

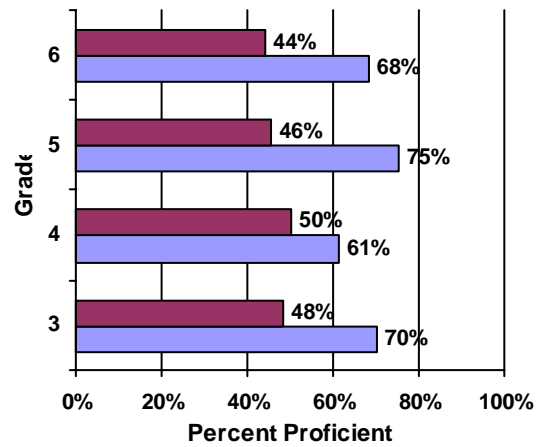
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



Legend: School (blue bar), State (maroon bar)

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

HCPS Science

Grade	Percent Proficient	
	School	State
5	80%	48%

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

HCPS Writing

Grade	Average Score	
	School	State
4	2.3	2.1
6	2.6	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	85%	74%	94%	75%
4	94%	78%	89%	76%
5	93%	74%	96%	77%
6	87%	79%	91%	74%

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.

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Other School Information

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