Pearl Ridge Elementary School

School Code: 243

Grades   K-6

Contents

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

Located in Aiea, Hawaii, Pearl Ridge Elementary School (PRE) opened its doors to the community in 1972. The school facilities include five classroom buildings, six portable classrooms, library, dining area, and administration building. The seven-acre school campus provides educational services to students in Pre-kindergarten to grade six. With student enrollment at 485, PRE is the largest elementary school in the Aiea complex.

Developing the whole child is PRE's focus. PRE's social emotional learning program, Choose Love Movement, provides children with knowledge, attitude, and skills needed in any situation. PRE is committed to supporting teachers by providing quality professional development focused on highly effective, student-centered practices to engage and broaden teaching/learning approaches. Teacher teams and administration continuously review performance data and reflect on student growth during regularly scheduled Professional Learning Communities (PLC).

Student opportunities are provided for technological advances in meeting Common Core State Standards, NGSS, HCSSS, HCPS III, and General Learner Outcomes. Resources and time allow teachers to participate in collegial/collaborative conversations centered around learning targets and common formative/summative assessments. Although Wonders, Stepping Stones, and Go Math programs are implemented school-wide, teachers continuously work to tailor these programs to their students' unique needs.

Visited by the Accrediting Commission for Schools of the Western Association and Colleges (ACS WASC) last school year, accreditation is now reaffirmed through the end of the six-year cycle ending in June 2022.

PRE continues to evaluate school improvement initiatives to improve student performance. Special attention is given to enhancing the learning experience of English Language Learners and special education. PRE uses iReady universal screener to identify/target student needs and track progress. Response to Intervention (RtI) instructional blocks for reading have been structured to provide targeted intervention for student growth areas.

PRE also provides a full array of student services to support all learners such as: inclusion, SBBH, GT program, Campus Police Officer, and Peer Mediators. PRE staff also provide opportunities for students to participate in a variety of co-curricular, interest/talent-based activities to complement the school's academic offerings.

Serving a diverse population, monthly coffee hour, SCC meetings, PTA events, and student-parent involvement activities are opportunities to build partnerships with families and the community at large. Events such as Parent Meet and Greet, Maika'i Awards, Spring Celebration, family fun nights, and student performances/exhibitions, welcome involvement from parents, community members, and business industries to actively take part in developing the whole child.
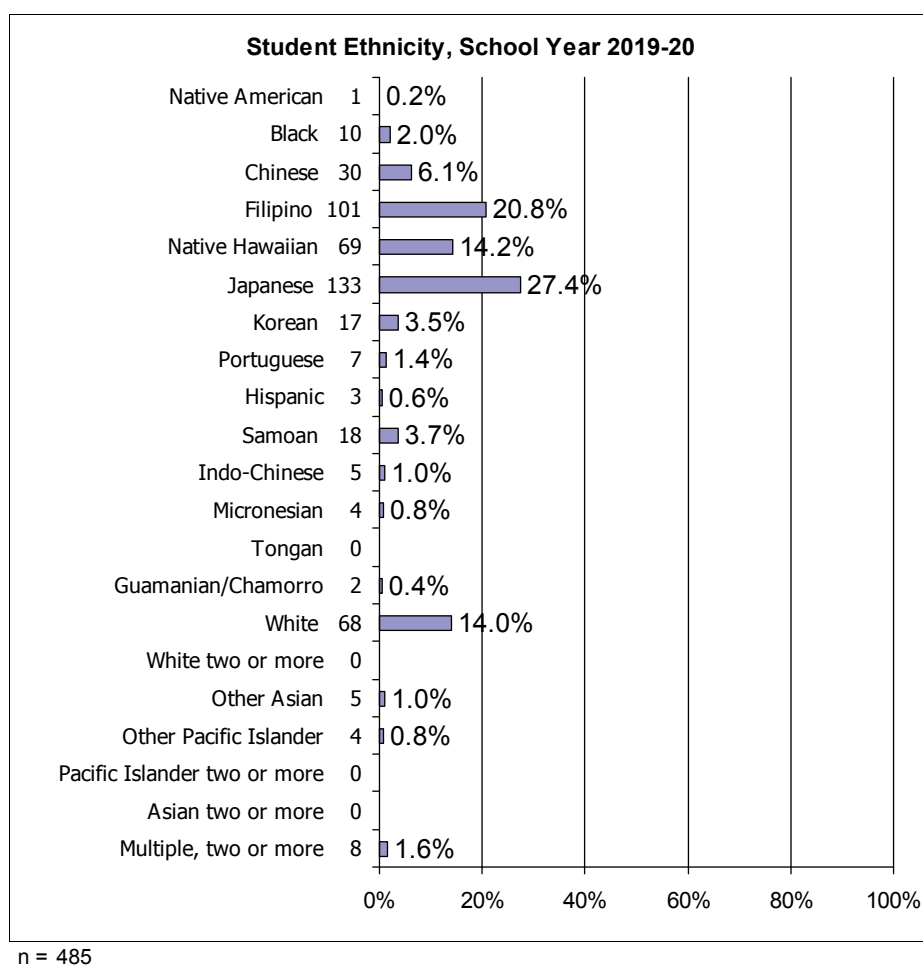
School Setting

Student Profile

School year	2017-18	2018-19	2019-20
Fall enrollment	529	518	485
Number and percent of students enrolled for the entire school year	508	489	455
	96.0%	94.4%	93.8%
Number and percent of students receiving free or reduced-cost lunch	138	127	121
	26.0%	24.5%	24.9%

	2017-18	2018-19	2019-20
Number and percent of students in Special Education programs	35	42	39
	6.6%	8.1%	8.0%
Number and percent of students with limited English proficiency	33	35	27
	6.2%	6.7%	5.5%

Note. -- means missing data.
  * means data not reported to maintain student confidentiality (see FERPA).
  ** means School is participating in the Community Eligibility Provision.

Student Ethnicity, School Year 2019-20

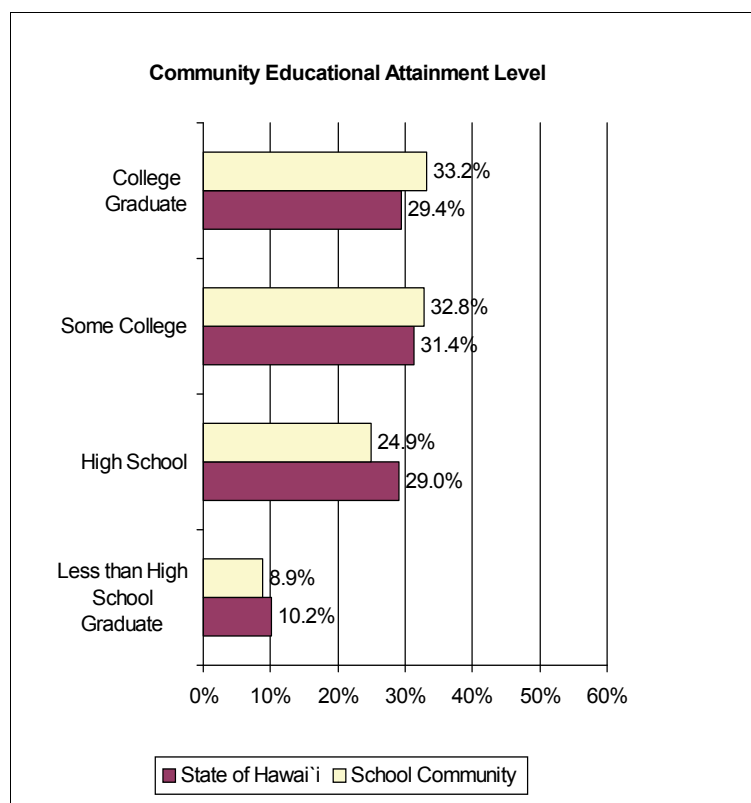| Ethnicity	Count	Percent
Native American	1	0.2%
Black	10	2.0%
Chinese	30	6.1%
Filipino	101	20.8%
Native Hawaiian	69	14.2%
Japanese	133	27.4%
Korean	17	3.5%
Portuguese	7	1.4%
Hispanic	3	0.6%
Samoan	18	3.7%
Indo-Chinese	5	1.0%
Micronesian	4	0.8%
Tongan	0	
Guamanian/Chamorro	2	0.4%
White	68	14.0%
White two or more	0	
Other Asian	5	1.0%
Other Pacific Islander	4	0.8%
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	8	1.6%

n = 485

School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Aiea HSC	School Community	State of Hawai`i
Total population	40,863	1,360,301
Percentage of population aged 5-19	15.8%	18.4%
Median age of population	42.4	38.6
Number of family households	10,103	313,907
Median household income	$80,712	$66,420

Community Educational Attainment Level

	State of Hawai`i	School Community
College Graduate	29.4%	33.2%
Some College	31.4%	32.8%
High School	29.0%	24.9%
Less than High School Graduate	10.2%	8.9%

Legend: ■ State of Hawai`i □ School Community

School Improvement

Summary of Progress

In SY 2018-19, Pearl Ridge Elementary (PRE) School revisited its Vision, Mission, and Core Values as part of the accreditation process. Focus on Learning groups reviewed school data and completed PRE's mid-cycle progress report. The Academic Review Team (ART) further aligned with goals from the State Strategic Plan, WASC Progress Report, Comprehensive Needs Assessment and Academic Plan to improve student achievement. Use of HIDOE Longitudinal Data System (LDS) enhanced transparency and built capacity by sharing information, monitoring data, and ensuring follow-through actions.

In addition, data from STAR universal screener provided information necessary to provide targeted intervention for students during Response to Intervention (RtI) blocks for ELA. All students at PRE received focused instruction 3-4 four times a week. After school and summer tutoring opportunities were also offered to all English Language Learners (ELL). Imagine Language & Literacy software program supplemented classroom instruction to help develop academic vocabulary.

Grade level PLCs met weekly to identify student growth areas and monitor progress in ELA. Revisiting CCSS priority standards allowed for more cohesive and collaborative conversations among teacher teams. PRE teachers continue work on deconstructing ELA priority standards. Plans are to revisit formative/summative assessments and expand vertical articulation and alignment procedures in order to build consistency and communication among grade levels.

PRE teachers engaged in the following professional development activities: Thinking Maps, Total Participation Techniques, technology integration and in-service training for STEMscopes to address NGSS and support student learning.

Our UH Psychology Center for Cognitive Behavior partnership helped lay the foundation for RtI-B. A school-wide positive behavior reinforcement program was started and students demonstrating the 3 BEs (responsible, respectful, safe) were recognized. Refinement of PRE's multi-tiered system of supports was identified as a need. Redesigning PRE's master schedule to accommodate regular collaboration for stakeholders (leadership, support team, and teacher teams) to identify and respond to student needs were necessary changes.

Pearl Ridge Elementary continues to embrace the vision of the whole child. Choose Love was selected as PRE's social emotional learning program. Through its four themes, PRE builds resiliency in students and cultivates a culture of College and Career Ready learners in a safe, caring environment.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)[1] | 32.0

Regular Instruction, FTE	81.2%	26.0
Special Instruction, FTE	18.7%	6.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount	32
Teachers with 5 or more years at this school	21
Teachers' average years of experience	14.1
Teachers with advanced degrees	14

Professional Teacher Credentials[1]

Fully licensed	96.8%	31
Emergency hires	3.1%	1

[1] Totals may not equal 100% due to rounding.
Professional Teacher Credentials are based on teacher headcount number.

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

Students per Teaching Staff [2]

Regular Instruction	17.1
Special Instruction	6.5

[2] These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE [3]	3.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	2

[3] Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors.

Facilities

School Year Ending 2020
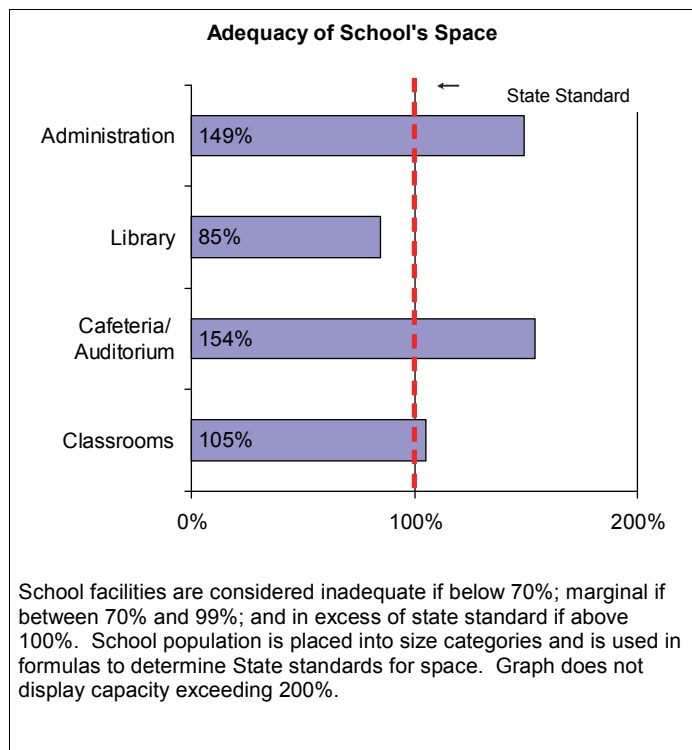
Classrooms available	28
Number of classrooms short (-) or over (+)	0

School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Adequacy of School's Space

- Administration: 149%
- Library: 85%
- Cafeteria/Auditorium: 154%
- Classrooms: 105%

(← State Standard)

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%.

Note. -- means missing data.

Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey * Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	61.0%	77.9%	87.4%	86.0%	73.3%	71.4%
	2020	78.3%	76.7%	87.7%	86.3%	69.9%	68.2%
Well-Being	2019	72.5%	76.5%	91.2%	90.7%	--	--
	2020	75.6%	75.7%	92.3%	91.0%	--	--
Satisfaction	2019	67.5%	74.8%	88.1%	86.6%	--	--
	2020	69.5%	72.9%	89.1%	87.5%	--	--
Involvement/Engagement	2019	72.7%	74.6%	71.4%	74.9%	--	--
	2020	72.4%	73.2%	74.1%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	96.8%	79.9%	41.5%	34.9%	83.2%	86.0%
	2020	100.0%	84.5%	52.0%	37.7%	87.9%	85.2%

* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four 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 six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.
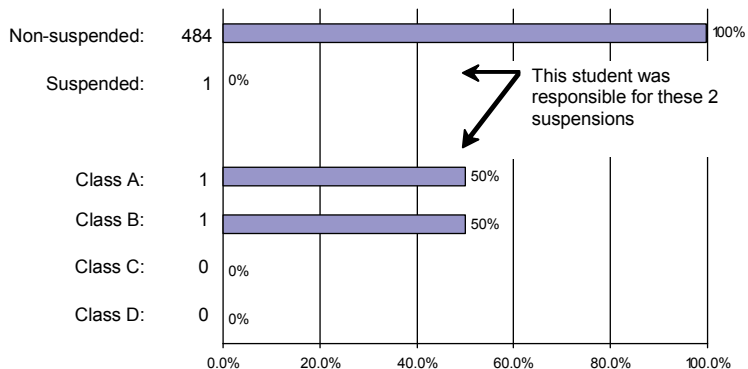
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2017-18	2018-19	2019-20	**State Standard**

Average Daily Attendance: %
(higher is better)

95.9%	96.1%	96.0%	**95.0%**

Average Daily Absences: in days
(lower is better)

7.2	6.8	5.3	**9**

Suspensions, School Year 2019-2020

Non-suspended:	484	100%
Suspended:	1	0%
Class A:	1	50%
Class B:	1	50%
Class C:	0	0%
Class D:	0	0%

This student was responsible for these 2 suspensions

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 who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

Retention

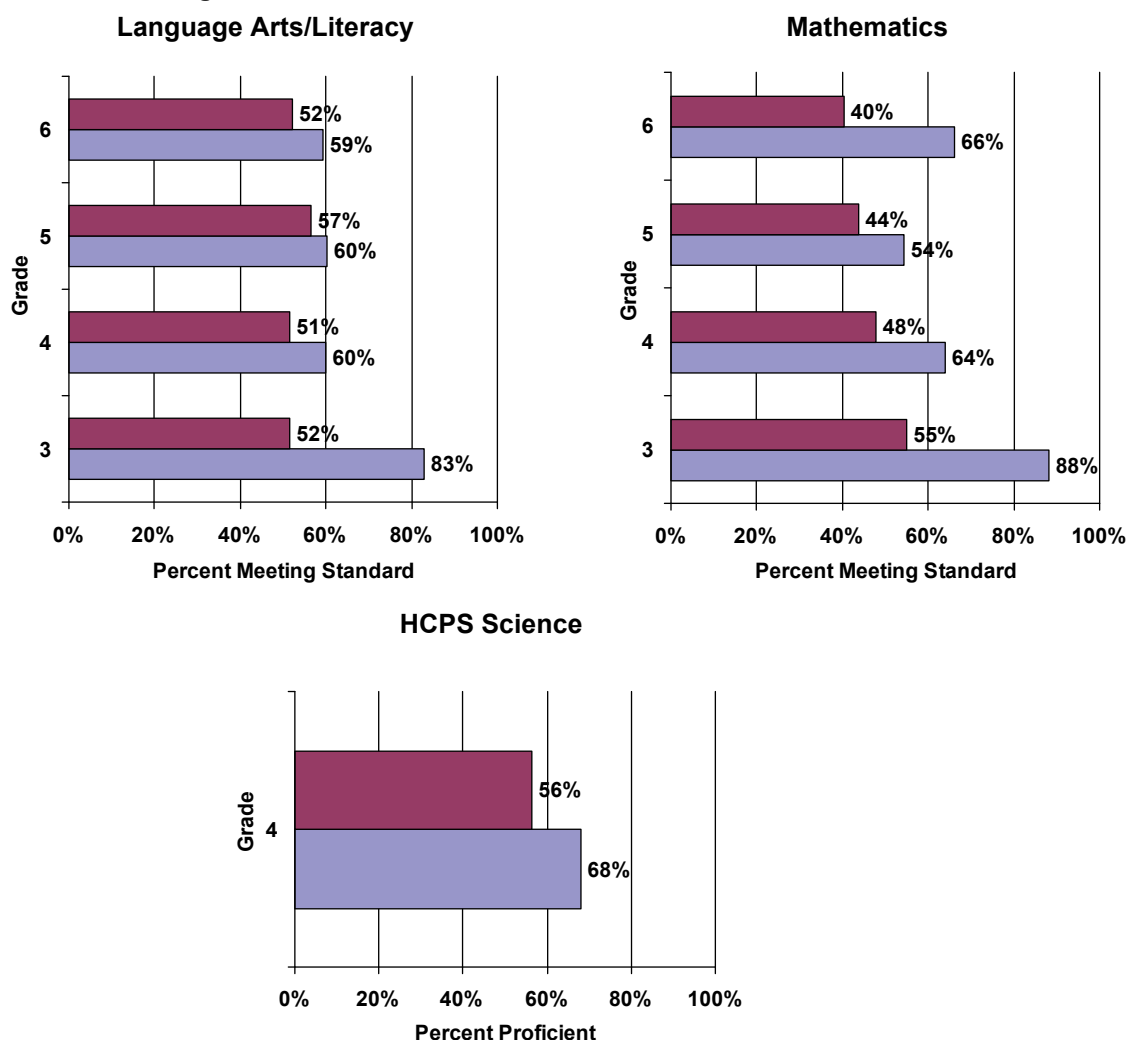|	2018	2019	2020
Total number of students	463	443	431
Percent retained in grade	0%	0%	0%

Note. -- means missing data.
  * means data not reported to maintain student confidentiality (see FERPA).

Vital Signs

Hawaii Statewide Assessment Program

NOTE: The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.

Language Arts/Literacy

Grade	State	School
6	52%	59%
5	57%	60%
4	51%	60%
3	52%	83%

Percent Meeting Standard

Mathematics

Grade	State	School
6	40%	66%
5	44%	54%
4	48%	64%
3	55%	88%

Percent Meeting Standard

HCPS Science

Grade	State	School
4	56%	68%

Percent Proficient

The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.

School   State

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

Other School Information

Pearl Ridge Elementary School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2022.

Published on June 7, 2021.