



Pearl Harbor Elementary School

School Code: 222

Grades K-6

School Status and Improvement Report School Year 2019-20



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School Address:

Pearl Harbor Elementary School
1 Moanalua Ridge
Honolulu, Hawaii 96818-3116

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

Founded in 1956, Pearl Harbor Elementary School is located within 2 miles of the Joint Base Pearl Harbor-Hickam and the Salt Lake and Aliamanu communities. More specifically, the school's campus is located between the Moanalua Shopping Center, the Navy Exchange, and the Moanalua Terrace military housing. Pearl Harbor Elementary is one of seven elementary schools in the Radford Complex of the Central Oahu school district on the island of O'ahu.

Approximately fifty-one percent of the student population is military connected, predominantly from the United States Army. Military dependents are also from the branches of the United States Navy, United States Coast Guard, Hawaii Air National Guard, United States Navy Reserves, United States Marines, and United States Air Force. These families live in the Aliamanu Military Reservation, Moanalua Terrace, and Little Makalapa Housing. Pearl Harbor Elementary's local student population resides in the Salt Lake and Aliamanu areas.

Recognizing the large proportion of military students that it serves, Pearl Harbor Elementary School has established a strong partnership with its military community. On campus, our Transition Center and Parent Community Networking Center provide services to our new families such as campus tours, parent workshops, and access to school resources and information. We also have a Military & Family Life Counselor (MFLC) on campus to provide additional support to these students.

The Navy and Army school liaisons have put in place a partnership between the two branches to support the various school activities and parent involvement opportunities. Some examples include school-wide beautification projects, quarterly Awards Assemblies, Principal Coffee Hour, Annual Fall Festival, AVID Parent Night, Book Fair, Career Day, May Day, and Sharks Learning Showcase.

Pearl Harbor Elementary School is an AVID (Advancement via Individual Determination) school, committed to closing the achievement gap and preparing all students for college, career, and citizenship. AVID facilitates the development of organizational skills, student success skills for lifelong learning, high academic rigor, and a college-going mentality in all students. In addition to AVID school-wide, the school offers a variety of programs, especially for our upper elementary students, such as Band, Ukulele, Chorus, Green Team, Library Club, Student Council, Shark Patrol Officers, Basketball, Volleyball, and Track.

Pearl Harbor Elementary School is fully accredited by the Western Association of Schools and Colleges (WASC). Our participation in the WASC accreditation process facilitates our continuous school improvement efforts.

School Setting

Student Profile

School year

2017-18 2018-19 2019-20

Fall enrollment

564	525	457
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Number and percent of students in Special Education programs

62	65	64
10.9%	12.3%	14.0%

Number and percent of students enrolled for the entire school year

463	431	387
82.0%	82.0%	84.6%

Number and percent of students with limited English proficiency

36	65	43
6.3%	12.3%	9.4%

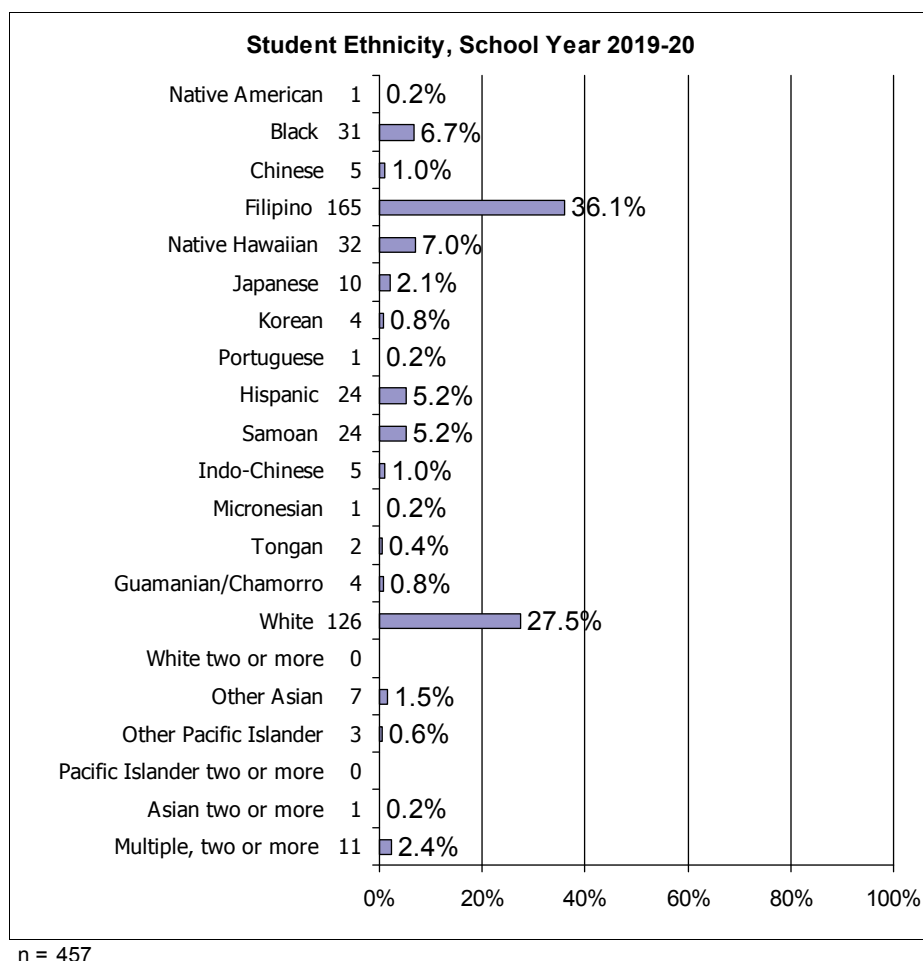
Number and percent of students receiving free or reduced-cost lunch

282	266	211
50.0%	50.6%	46.1%

Note. -- means missing data.

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

** means School is participating in the Community Eligibility Provision.



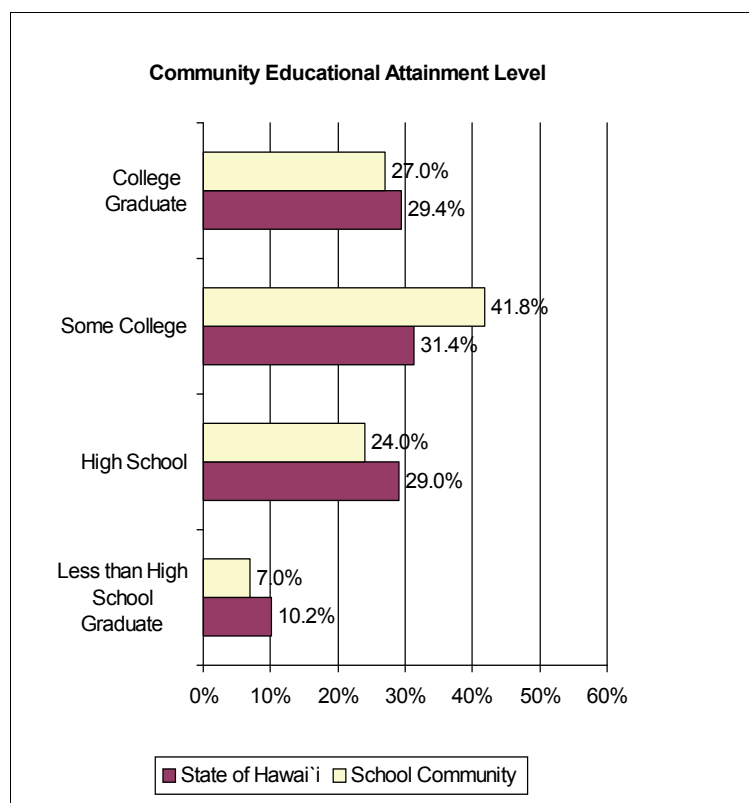
School Setting

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

Radford HSC	School Community	State of Hawai'i
Total population	27,470	1,360,301
Percentage of population aged 5-19	21.5%	18.4%
Median age of population	27.5	38.6
Number of family households	6,331	313,907
Median household income	\$64,049	\$66,420



School Improvement

Summary of Progress

In the school year 2018-2019, Pearl Harbor Elementary continued to implement a coherent K-6 curriculum aligned to the Common Core State Standards (CCSS) including Reading Wonders K-6 for English Language Arts, Stepping Stones K-5 for Math, and Go Math Middle School for Grade 6. As teachers and students strive to meet the rigorous expectations of the CCSS, the collaboration between our teachers, networking with other schools, and continued professional development has strengthened our implementation efforts. We have a dedicated time for Professional Learning Communities (PLC) multiple times per quarter which allows teachers time to collaborate with Curriculum Coordinators on curriculum, instruction, and assessment to improve student learning. While teachers take part in this important work, students participate in Specials or learning opportunities, such as Music, Physical Education, Library, Computer, and Hawaiian Studies. In an effort to provide a quality education for all students, Pearl Harbor Elementary School has focused on systematizing and implementing our Response to Intervention (RTI) process. All students are universally screened three times per year using Renaissance Learning's STAR Reading and Early Literacy. This year, we have piloted iReady as a universal screener as it included a math component as well as an intervention resource. During PLCs, grade-level teams analyze data to identify students needing intervention, plan targeted interventions, and monitor growth. As part of the RTI process, we focus on academics, behavior, and attendance. As a result, the teachers of Pearl Harbor Elementary revisited our Positive Behavior Support (PBS) Matrix for school-wide behavior expectations and focused on building positive relationships with students while implementing our Choose Love SEL program. We also implemented positive behavior incentives such as Shark Tank, Positive Behavioral Referrals, and AVID Student of the Month. During PLCs, teachers continued to utilize the Data Teams process, with a focus on Math and ELA, to unwrap standards, analyze student work, create common assessments, and determine common instructional strategies to meet the needs of all students. In addition, grade levels continued to use a variety of technology-based reading and math programs to differentiate instruction for all learners. Pearl Harbor Elementary is committed to becoming a Future Ready Learning school by engaging and empowering students through technology. Pearl Harbor Elementary School has a Future Ready Learning plan to continue increasing student access to technology with the goal of becoming a 1:1 school with all teachers integrating technology with strong pedagogy to impact student learning. As we engage in the continuous improvement cycle, Pearl Harbor Elementary's Academic Review Team (ART) meets regularly each month to monitor the implementation of our academic plan, collect and analyze data, monitor progress, and determine next steps to improve student achievement and overall school growth and success. Our ART members also serve as Focus on Learning leaders who guide our school through the accreditation process. Our participation in the Western Association of Schools and Colleges (WASC) accreditation process enables us to celebrate areas of strength and determine critical areas of follow-up for school improvement. Following a full-cycle WASC visit in March 2017, we were awarded a 6-year accreditation. We will sustain our positive efforts and continue working to improve teaching and learning for all students.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		42.5
Regular Instruction, FTE	71.7%	30.5
Special Instruction, FTE	25.8%	11.0
Supplemental Instruction, FTE	2.3%	1.0

Teacher headcount		43
Teachers with 5 or more years at this school		23
Teachers' average years of experience		10.6
Teachers with advanced degrees		11

Professional Teacher Credentials¹

Fully licensed	97.6%	42
Emergency hires	2.3%	1

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

Students per Teaching Staff²

Regular Instruction	12.8
Special Instruction	5.8

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	3

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

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

Facilities

School Year Ending 2020

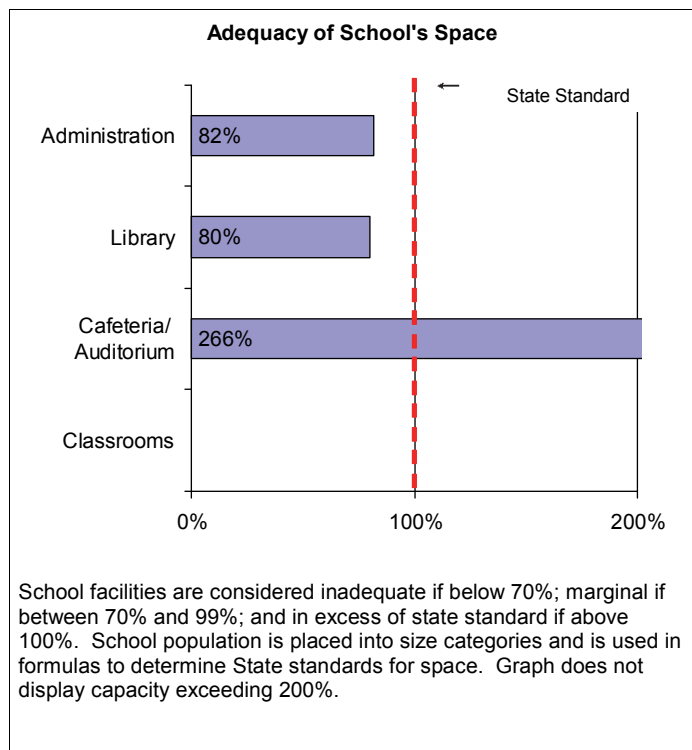
Classrooms available	--
Number of classrooms short (-) or over (+)	--

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.

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 *		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	79.1%	77.9%	86.8%	86.0%	68.1%	71.4%
	2020	84.7%	76.7%	87.7%	86.3%	63.6%	68.2%
Well-Being	2019	78.7%	76.5%	86.4%	90.7%	--	--
	2020	86.3%	75.7%	90.9%	91.0%	--	--
Satisfaction	2019	72.0%	74.8%	84.7%	86.6%	--	--
	2020	82.6%	72.9%	86.2%	87.5%	--	--
Involvement/Engagement	2019	78.0%	74.6%	71.0%	74.9%	--	--
	2020	89.0%	73.2%	72.1%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	40.0%	79.9%	39.2%	34.9%	86.9%	86.0%
	2020	91.3%	84.5%	48.1%	37.7%	87.5%	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.

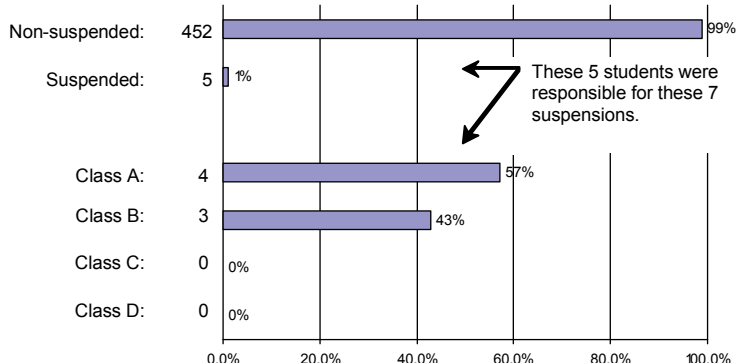
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
95.2%	95.2%	95.6%	95.0%
Average Daily Absences: in days (lower is better)			
8.5	8.4	5.9	9

Suspensions, School Year 2019-2020



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	480	446	379
Percent retained in grade	0%	0%	0%

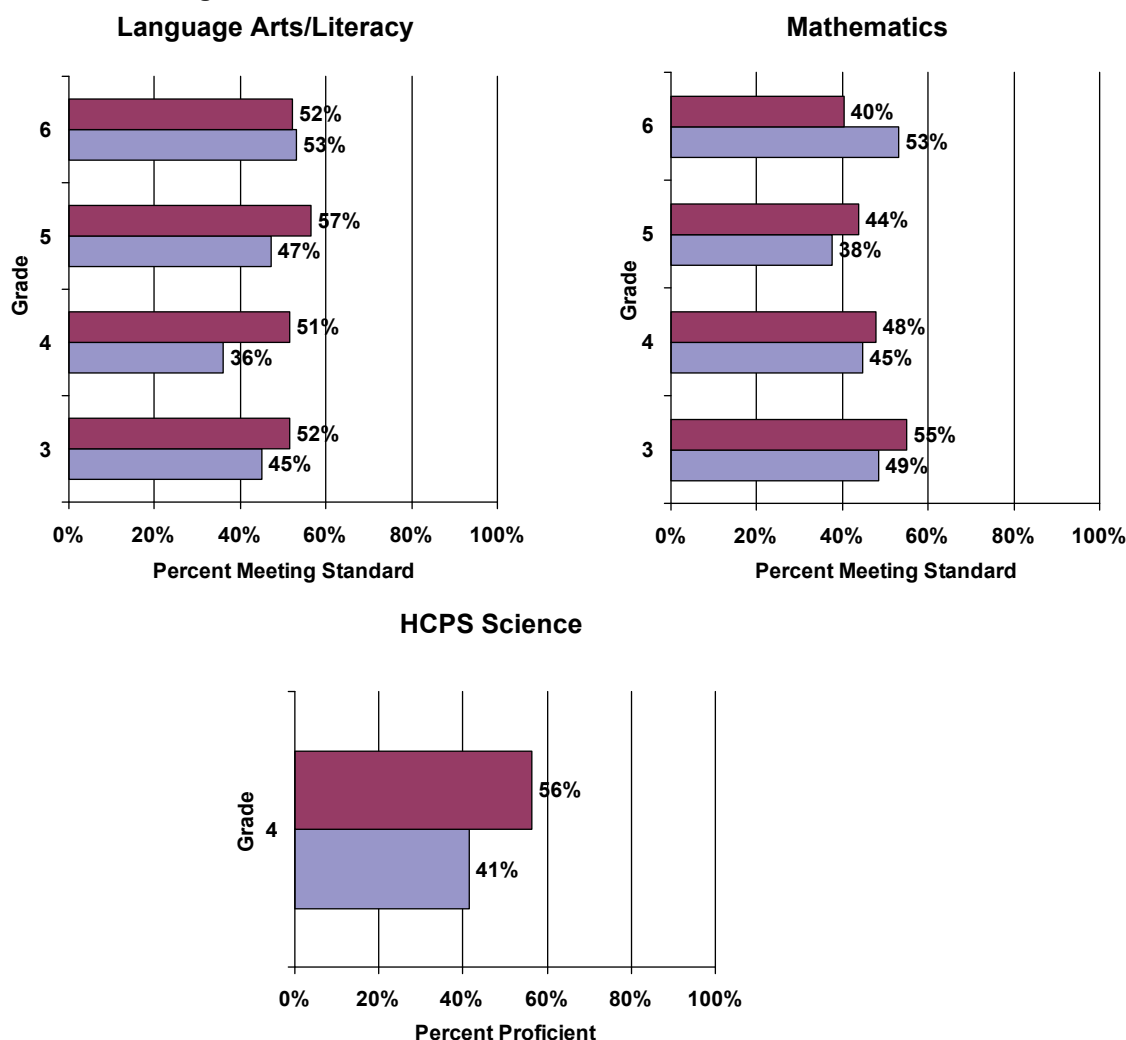
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Vital Signs

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.



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.



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

Other School Information

Pearl Harbor 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 2023.

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Hawaii State Department of Education.