



Pearl City Highlands Elementary School

School Code: 267

Grades K-6

School Status and Improvement Report School Year 2019-20



Contents

Focus on Standards	p. 1
School Description	p. 1
School Setting	pp. 2-3
• Student Profile	
• Community Profile	
School Improvement	p. 4
• Summary of Progress	
School Resources	p. 5
• Certified Staff	
• Facilities	
Vital Signs	pp. 6-8
• School Quality Survey	
• Student Conduct	
• School Retention or Completion	
• Hawaii Statewide Assessment Program	
• Other School Information	

School Address:

Pearl City Highlands Elementary School
1419 Waimano Home Road
Pearl City, Hawaii 96782

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

Pearl City Highlands Elementary School (PCHES, affectionately pronounced "Peaches") is located in a well-established community on the Leeward side of Oahu. We are nestled between two parks with shopping and local business only blocks away.

PCHES is a community where all feel a sense of belonging cultivating **Perseverance**, **Humility**, the ability to **Embrace** challenges, and **Self-awareness**. Our mission is to provide students with a variety of rigorous learning opportunities in a safe, nurturing environment developing passionate, motivated learners.

We believe building loving, positive, and collaborative relationships are foundational to developing a thriving school community. We have ongoing support from Kokua Hui (parent organization), which sponsors events such as the craft fair, fun run, and various fundraisers. Additionally, we partner with local businesses, community members, retired educators, the Student Council, and the School Community Council. These partnerships enhance each student's experience while building our unique culture.

We believe all students deserve an environment of high expectations, where they are provided every opportunity to maximize their potential. Students engage in rigorous educational programming grounded in the Common Core State Standards, Next Generation Science Standards, and Hawaii Core Standards for Social Studies. Teachers utilize a variety of evidence-based instructional strategies to ensure all students are progressing toward and meeting the standards. Teacher collaboration time is dedicated to the data teams process, where teachers refine core instructional practices to meet the needs of all learners.

We believe in the importance of addressing the needs of the whole child. Students participate in Social-Emotional Learning, Music, Physical Education, Hawaiian Studies, and Computer Science. Students engage in Project-Based Learning affording them the opportunity to develop and refine characteristics and traits necessary to grow into successful citizens. Furthermore, students who qualify can participate in PCHES Production, which produce monthly broadcasts. Lastly, students have the opportunity to participate in a variety of after-school programs such as performing arts, drama, science club, basketball, track, robotics, and much more.

We believe strong partnerships with families are vital to each student's success. We provide opportunities for family involvement in a variety of ways. Each grade-level hosts a family event throughout the year. We have two school-wide musical events at the end of each semester- WinterFest and Ho'ike. We provide engagement opportunities through Principal Coffee Hours, movie nights, Fall Fest, Fun Run, Craft Fair, and other events. Approximately 45% of our student population resides outside of our geographical area so providing multiple opportunities to engage families is vital to our continued success.

School Setting

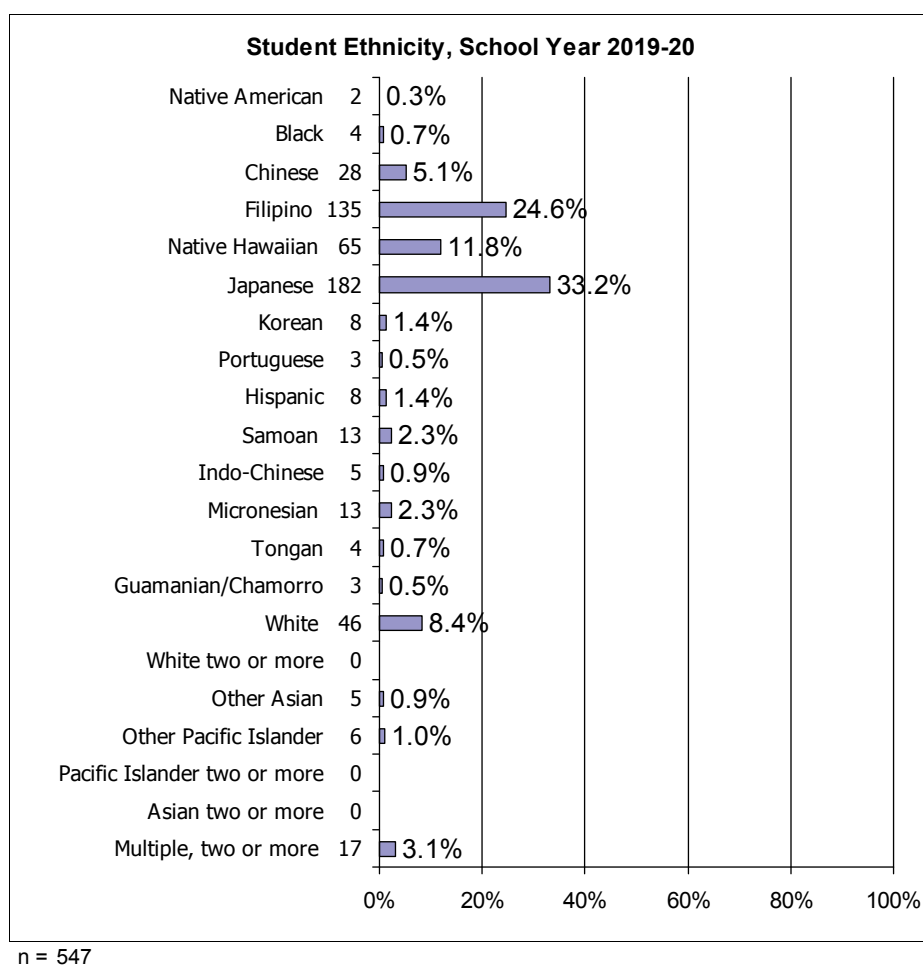
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	542	537	547	Number and percent of students in Special Education programs	37 6.8%	38 7.0%	30 5.4%
Number and percent of students enrolled for the entire school year	533 98.3%	525 97.7%	535 97.8%	Number and percent of students with limited English proficiency	25 4.6%	35 6.5%	36 6.5%
Number and percent of students receiving free or reduced-cost lunch	148 27.3%	127 23.6%	139 25.4%				

Note. -- means missing data.

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

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



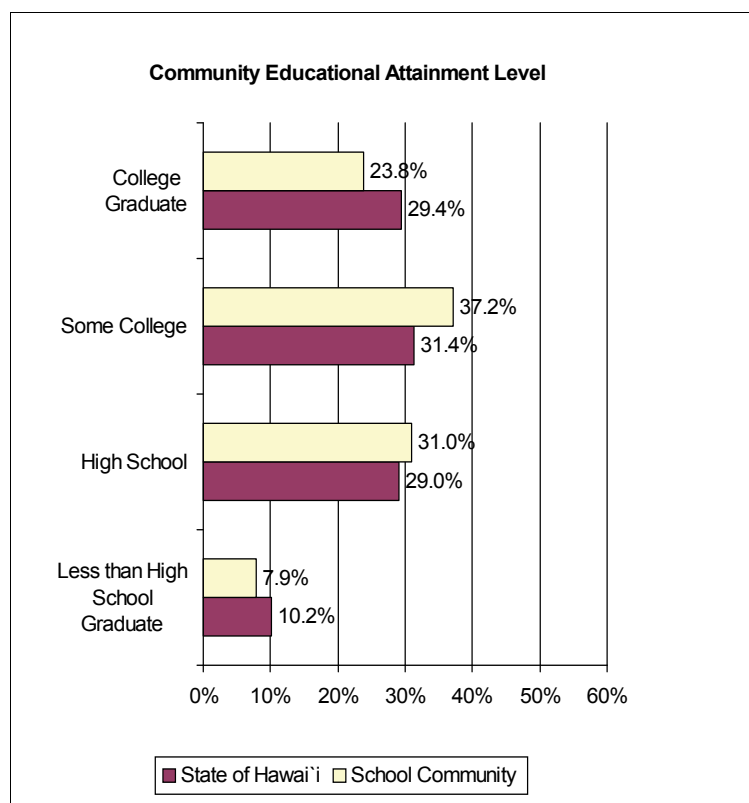
School Setting

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

Pearl City HSC	School Community	State of Hawai'i
Total population	51,078	1,360,301
Percentage of population aged 5-19	16.1%	18.4%
Median age of population	38.2	38.6
Number of family households	11,788	313,907
Median household income	\$77,316	\$66,420



School Improvement

Summary of Progress

Pearl City Highlands Elementary's ongoing school improvement efforts continue to focus upon the implementation of the our PCHES Mindsets, Learning Intentions & Success Criteria (LISC), Next Generation Science Standards (NGSS), Project-Based Learning (PBL), and ensuring academic achievement and growth of every student. In SY18-19, we developed our PCHES Mindsets of Perseverance, Curiosity, Humility, ability to Embrace Challenges, and Self-Awareness. We continued those efforts in SY19-20 by developing common language and indicators for teachers and students. Additionally, we continued our focus upon developing learning intentions and success criteria through the data teams process in order to provide focused instruction and feedback. Lastly, we implement two Project-Based Learning opportunities for each student throughout the school year integrated with NGSS so students are better able to apply content knowledge through real-world application.

Student Achievement through Standards-Based Education

- Teachers refined pacing guides for ELA and worked to align curriculum, instruction, and assessments through articulation and the data teams process
- Supports for student learning included: SPED, EL, 1 Physical Education teacher, 1 Music teacher, 1 Hawaiian Kupuna, 1 Social-Emotional Learning teacher, and 1 Computer Science teacher
- Student quarterly awards showed measured gains in the attainment of the GLO's
- Opportunities for parents to become partners in learning were evidenced through teacher communication with parents as well as with monthly school bulletins and grade-level parent activities
- Expansion of technology support for students: 1:1 Computer Devices in Grades K-6
- Project-Based Learning opportunities provided twice per year for all students

Comprehensive Support for all Students

- Inclusion implemented in K to 4th grades. Increased inclusion rate from 12% to 48%
- Exploring options to fully implement Hawaii Multi-Tiered System of Supports (HMTSS)
- Establishing an Intervention/EL Teacher position to implement HMTSS
- A+ program/morning care
- Weekly GLO progress report to parents
- Participation of robotics teams in VEX and First Lego League
- After-school programs include tutoring, basketball, track, robotics, performing arts club, drama, CPO
- Enrichment program for grades 3 through 6

Continuous Improvement in Performance and Quality

- 100% of the grade level teachers are considered Highly Qualified
- Grade-level articulation provided to analyze instructional practices and student needs
- Adopting school-wide parent communication application
- Worked with consultant Kara Vadas from Visible Learning to provide PD on LISC
- Professional development provided by school staff and complex area staff in various areas
- Kokua Hui jointly funded the purchase of flexible student seating for grade 4 to 6
- Participated in robotics league and state competition
- Intramural Track, Volleyball and Basketball program
- Placed 1st Overall in Complex Math Olympiad
- WASC Accreditation- Completed mid-cycle progress report in 2019, accredited through June 2022

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		30.0
Regular Instruction, FTE	86.6%	26.0
Special Instruction, FTE	13.3%	4.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		30
Teachers with 5 or more years at this school		14
Teachers' average years of experience		11.6
Teachers with advanced degrees		8

Professional Teacher Credentials

¹

Fully licensed	100.0%	30
Emergency hires	0.0%	0

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

Students per Teaching Staff

²

Regular Instruction	19.8
Special Instruction	7.5

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	1.0
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

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

Facilities

School Year Ending 2020

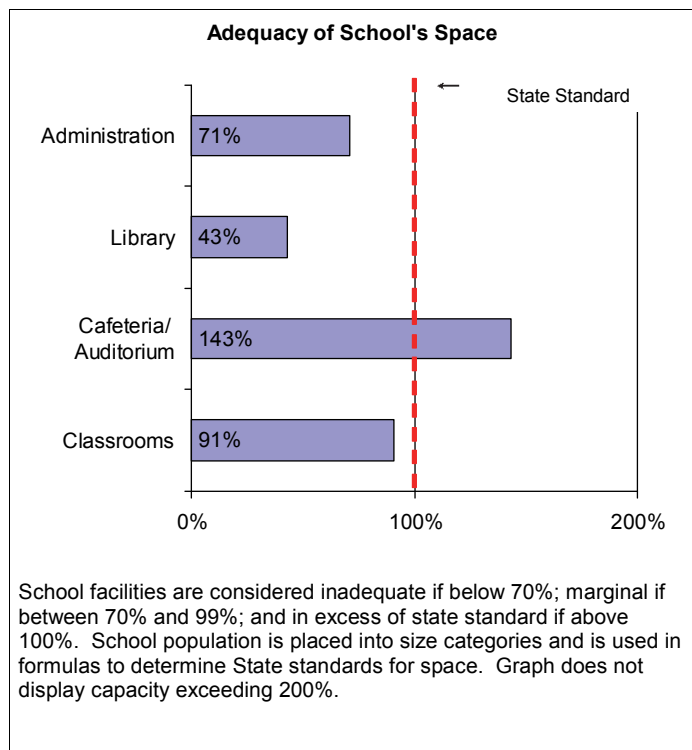
Classrooms available	30
Number of classrooms short (-) or over (+)	0

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.

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	91.6%	77.9%	91.6%	86.0%	76.1%	71.4%
	2020	86.2%	76.7%	93.3%	86.3%	74.9%	68.2%
Well-Being	2019	94.1%	76.5%	92.6%	90.7%	--	--
	2020	89.3%	75.7%	96.6%	91.0%	--	--
Satisfaction	2019	89.3%	74.8%	86.7%	86.6%	--	--
	2020	87.1%	72.9%	93.5%	87.5%	--	--
Involvement/Engagement	2019	92.6%	74.6%	76.0%	74.9%	--	--
	2020	87.1%	73.2%	81.2%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	100.0%	79.9%	43.7%	34.9%	94.0%	86.0%
	2020	100.0%	84.5%	40.9%	37.7%	91.6%	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.

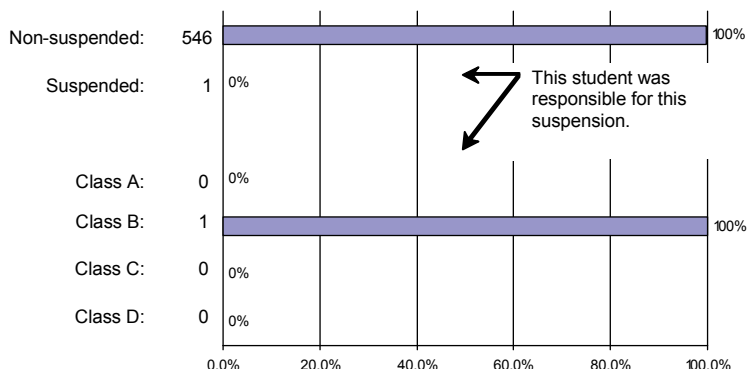
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
96.3%	96.3%	96.4%	95.0%
Average Daily Absences: in days (lower is better)			
6.4	6.5	4.8	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	474	470	484
Percent retained in grade	0%	0%	0%

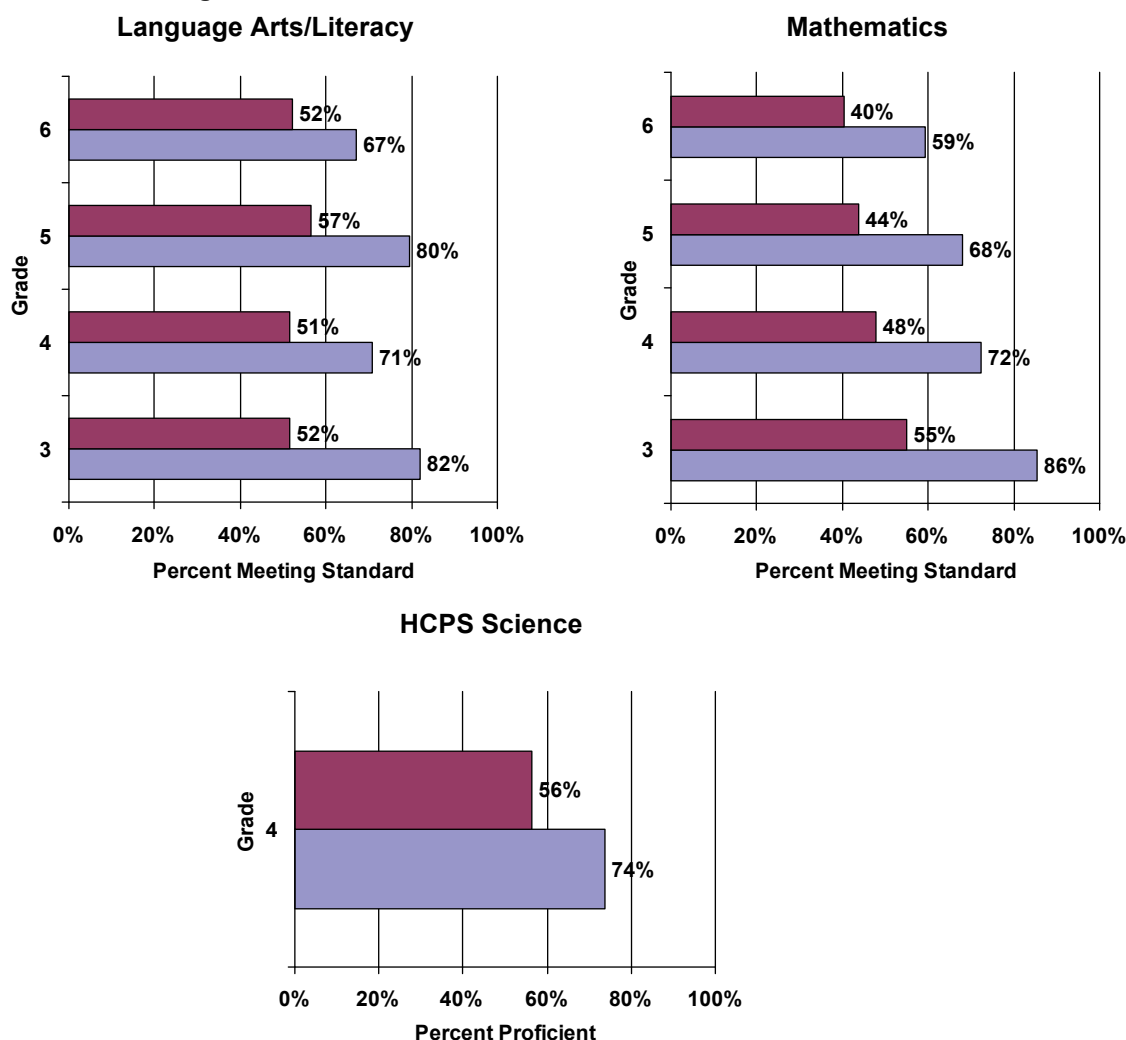
Note. -- means missing data.

* 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.



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 City Highlands 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.

Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:
Hawaii State Department of Education.