



Pearl City High School

School Code: 266

Grades 9-12

School Status and Improvement Report School Year 2019-20



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School Address:

Pearl City High School
2100 Hookiekie Street
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 High School (PCHS) is located above beautiful Pearl City with breathtaking views of historic Pearl Harbor and the Ko'olau Mountain Range. The campus covers more than seventy acres that includes ten buildings and four portables, a gym, tennis courts, a baseball field, a renovated athletic stadium; a weight room facility; a cafeteria; a library; a music building, and the Pearl City Cultural Center. The primary feeder school is Highlands Intermediate School, which receives its students from eight area elementary schools: Kanoelani, Lehua, Manana, Momilani, Palisades, Pearl City, Pearl City Highlands, and Waiau.

Parents, students, advisory board members, business partners, faculty, and staff work together to prepare all students to achieve and attain their future career, academic, and personal goals. College and career academy structures honor students' voices by providing them the opportunity to participate in rigorous, relevant, real-world learning environments with three different academies to choose: Culinary Arts, Health Sciences, and Leadership; Technology and Design; or International Business and Design. Much like college, students choose a program of study within their academy to follow as they learn standards-based knowledge, skills, and values necessary for success in the classroom, workplace, and life beyond high school.

Diverse programs, clubs, and organizations provide both academic and behavioral support to all learners in all settings, regardless of academy affiliation. Anime Club, Best Buddies, and Spanish Club, are just a few of the many organizations students participate in that celebrate the school's diverse student interests and population. The Pearl City High School band continues to impress with brilliant performances at home and also performs at various venues in the continental United States as well as in other countries.

The Athletic Department provides opportunities for students to compete in over twenty different interscholastic sports. PCHS students have won and continue to win a number of league, state, and individual championships. The goal of these opportunities is to develop teamwork, humility, leadership skills, self-confidence, respect, self-discipline, and perseverance.

PCHS provides parents and the community with opportunities for regular engagement with the school including Open House, various grade-level parent nights, the school website, and Infinite Campus. The School Community Council (SCC), Parent Teacher Student Association (PTSA) and advisory boards are important groups that provide opportunities for parents, students, community members, and school personnel to collaborate to support students and the school.

School Setting

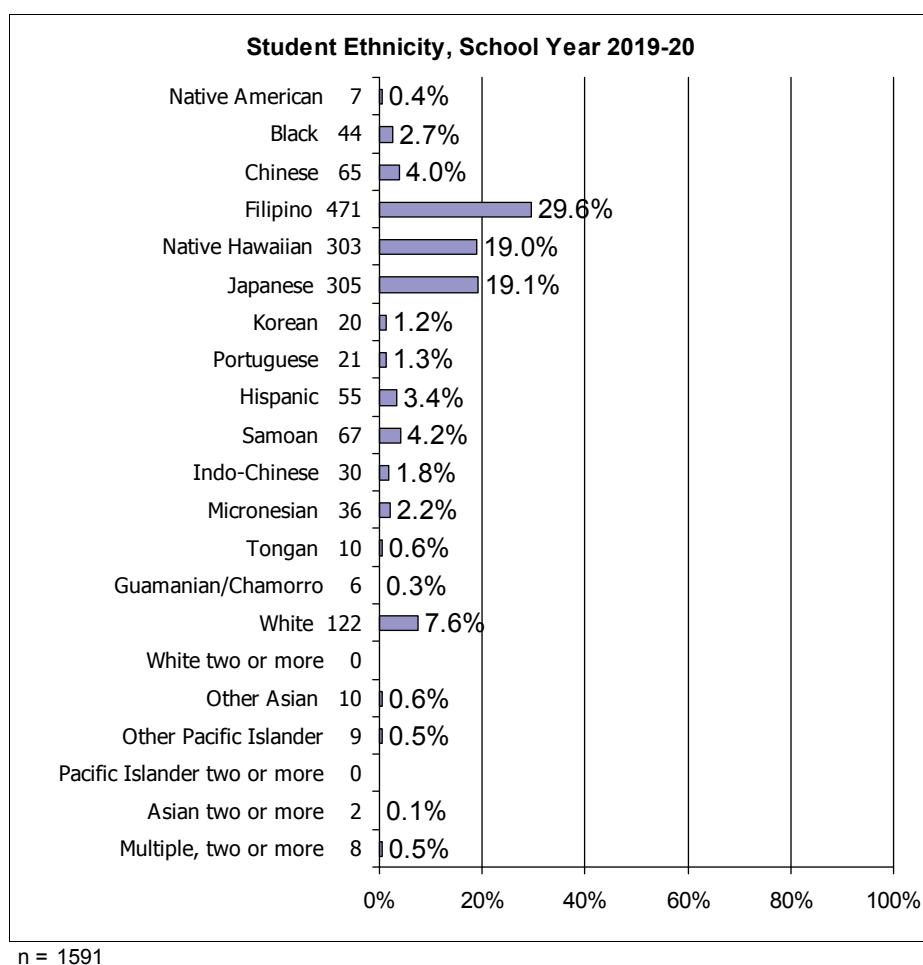
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	1568	1602	1591	Number and percent of students in Special Education programs	176	189	191
					11.2%	11.7%	12.0%
Number and percent of students enrolled for the entire school year	1508	1527	1547	Number and percent of students with limited English proficiency	62	70	89
	96.1%	95.3%	97.2%		3.9%	4.3%	5.5%
Number and percent of students receiving free or reduced-cost lunch	454	470	480				
	28.9%	29.3%	30.1%				

Note. -- means missing data.

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

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



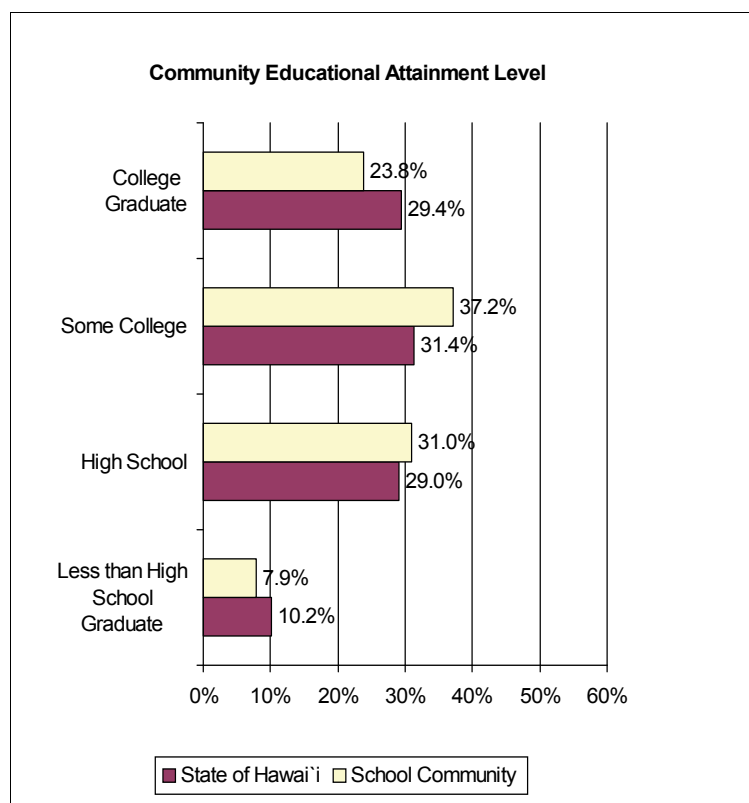
School Setting

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

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

It has been a busy, productive, and very productive school year at Pearl City High School! The school's academic plan has been instrumental in keeping the school focused on two priority initiatives: 1) Establishing wall-to-wall college and career academies and 2) Continuing the implementation of the Data-Driven Instructional Cycle (DDIC) to impact student achievement. In addition to these two priorities, the school completed a WASC Accreditation Full Visit in February 2019.

College and Career Academies

This was the first year all PCHS students belonged to one of three college and career academies of their choice: Culinary Arts, Health Sciences, and Leadership; International Business and Design; or Technology and Design. The former Freshman Academy transitioned into Freshman teams; each team is aligned with one of the three academies.

All teachers now belong to one of three academies and are physically located in classrooms according to academies to foster the supportive structure of smaller learning communities and encourage integrated project based learning activities. To prepare teachers for academy collaboration, teachers received professional development on highly effective teaming at the start of the school year. Academy teachers meet weekly to solidify the academy vision and mission, identify, and pathways of study. Career Technical Education, Special Education, Social Studies, Science, English Language Arts, Health and Physical Education, and Visual Arts teachers also received Project Based Learning (PBL 101) training as an instructional approach to an integrated standards-based curriculum that is rigorous, relevant, and real-world.

Advisory boards for each meet quarterly to engage in academy development. Board members provide industry advice on the professional skills, knowledge, and certifications students need in order to be ready for college or career after high school. This year two advisory board members accompanied an academy school visit with a PCHS team to Texas to better understand the goals and possibilities of academy schools and how businesses fit into the academy structure.

PCHS is committed to ensuring students have opportunities to complete industry certifications to jump start their careers immediately after graduation. This year, forty-four Health Sciences students successfully completed the nurse aide certification training course taught by RN instructor provided by business partner Hawaii Pacific Health (HPH). These students are now eligible to work as clinical assistants at HPH and qualify to sit for the certification test at 18 years old. With the nurse aide certification, students may be employed as a nurse aide in care homes. In addition to the Nurse Aide certification, four Medical Assist students are participating in a summer externship until August when they will sit for their certification test. These four Class of 2019 graduates may be hired through their externships and may consider furthering their education in medical assistance.

Data-Driven Instructional Cycle (DDIC)

Throughout the school year, teachers continued to implement the DDIC in their professional learning communities (PLCs) by refining their standards-based unit plans and curriculum pacing calendars. PLCs continued to create common formative assessments and revise student success criteria as needed. Teachers uploaded student work as evidence of the success criteria and data from quarterly classroom walkthroughs was used to measure the impact of success criteria in the classroom. Analysis of walkthrough data was used to determine teacher supports needed to impact effectiveness of teacher clarity and the use of success criteria.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		102.0
Regular Instruction, FTE	76.4%	78.0
Special Instruction, FTE	22.5%	23.0
Supplemental Instruction, FTE	0.9%	1.0

Teacher headcount		102
Teachers with 5 or more years at this school		71
Teachers' average years of experience		14.9
Teachers with advanced degrees		35

Professional Teacher Credentials

¹

Fully licensed	95.0%	97
Emergency hires	4.9%	5

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	17.9
Special Instruction	8.3

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	10.0
Librarians, FTE	2.0
Counselors, FTE	7.0
Number of principals at this school in the last five years	1

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

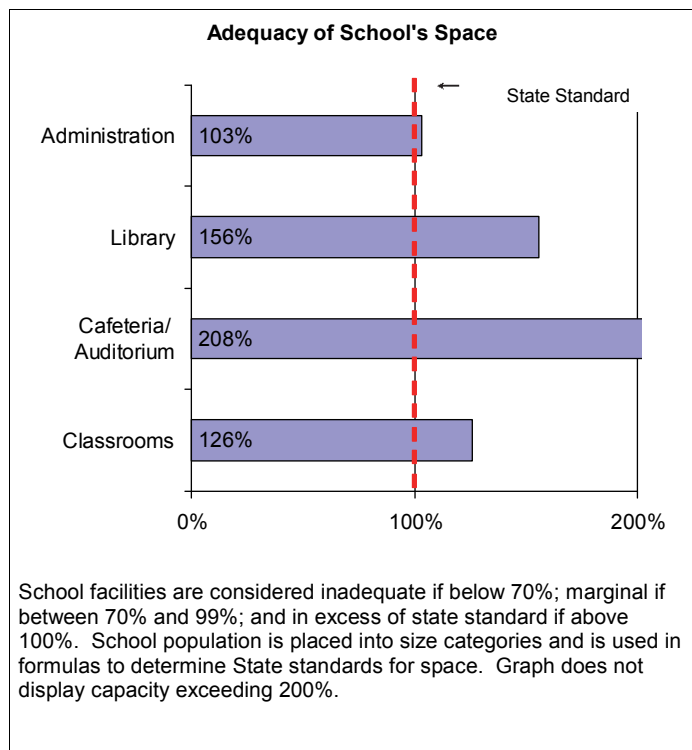
Classrooms available	109
Number of classrooms short (-) or over (+)	0

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	63.7%	72.7%	77.1%	73.8%	64.1%	64%
	2020	63.0%	69.9%	75.6%	73.7%	60.8%	59.2%
Well-Being	2019	59.7%	73.1%	81.0%	80.2%	--	--
	2020	59.2%	71.4%	80.9%	79.9%	--	--
Satisfaction	2019	48.4%	67.6%	75.1%	74.4%	--	--
	2020	49.0%	64.8%	75.7%	75.3%	--	--
Involvement/Engagement	2019	57.3%	70.9%	52.6%	54.5%	--	--
	2020	54.9%	68.1%	54.8%	54.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	87.0%	81.9%	37.9%	18.7%	82.2%	81.2%
	2020	100.0%	82.8%	38.5%	18.7%	72.8%	70.0%

* 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.

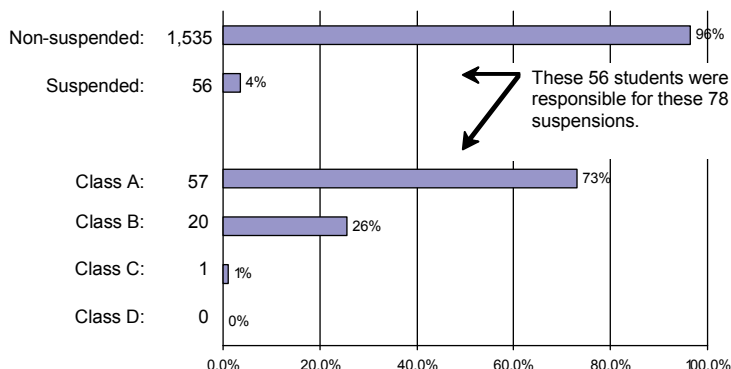
Vital Signs

Student Conduct

Attendance and Absences

School Year				State Standard
2017-18	2018-19	2019-20		
Average Daily Attendance: % (higher is better)				
94.5%	94.4%	94.2%	95.0%	
Average Daily Absences: in days (lower is better)				
9.7	9.7	7.5	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 Completion

School Dropouts

School Year	Number	Percent
2017-18	43	10.3%
2018-19	39	9.9%
2019-20	28	6.8%

The dropout figures are based on the cohort of first-time 9th graders who dropped out prior to graduating.

Graduates and Other Completers

	2017-18	2018-19	2019-20
Total number of Seniors	381	339	370
Percent of Diploma graduates	94.4%	96.7%	97.5%
Percent of Individually Prescribed Program	1.8%	0.8%	1.3%
Percent of school completers ¹	96.3%	97.6%	98.9%

Total number of Freshmen	365	351	369
Percent graduated on time	87.5%	88.8%	90.8%

Freshmen who began high school in school year 2016-17 and graduated in 2019-20.

¹ Slight variances are due to rounding.

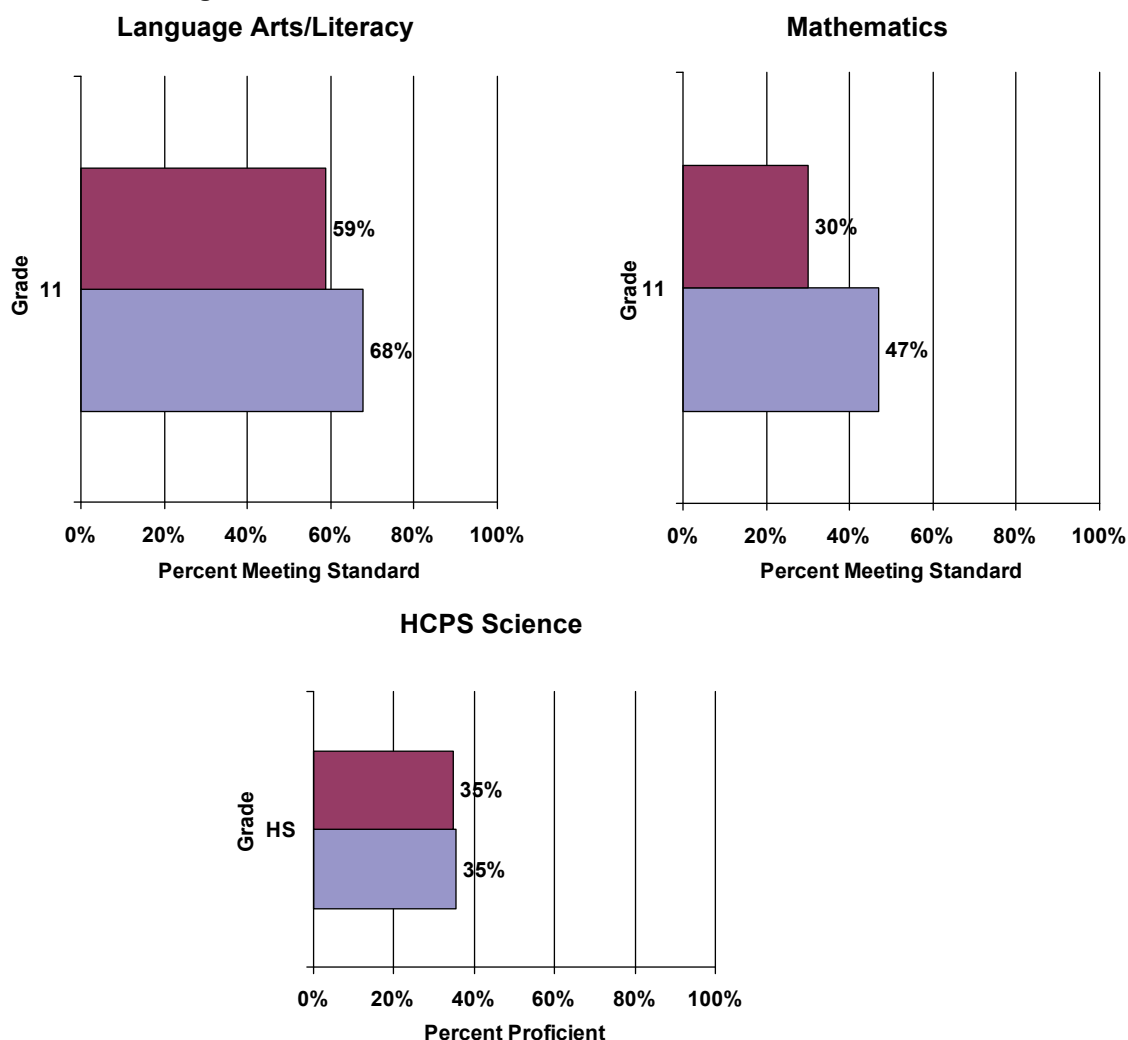
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Vital Signs

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 City High 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 2019.

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