

# School Accountability Report Card

## Reported for School Year 2009-10

### Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

#### I. Data and Access

##### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

##### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

#### II. About This School

##### Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Pine Hill Elementary School	<b>District Name</b>	South Bay Union Elementary School District
<b>Street</b>	5230 Vance Ave	<b>Phone Number</b>	707-476-8549
<b>City, State, Zip</b>	Eureka, CA 95503-6351	<b>Web Site</b>	<a href="http://www.pinehillschool.org">www.pinehillschool.org</a>
<b>Phone Number</b>	707-443-4596	<b>Superintendent</b>	Paul Meyers
<b>Principal</b>	Kathy D'Or-Reid	<b>E-mail Address</b>	<a href="mailto:pmeyers@humboldt.k12.ca.us">pmeyers@humboldt.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:kdor@humboldt.k12.ca.us">kdor@humboldt.k12.ca.us</a>	<b>CDS Code</b>	12-63032-6008163

## School Description and Mission Statement (School Year 2009-10)

Perched on a bluff overlooking Humboldt Bay and the Pacific Ocean beyond, Pine Hill Elementary School serves 260 students ranging from kindergarten through sixth grade and is part of the South Bay Union Elementary School District. It is located on the coast about 280 miles north of San Francisco and just south of the city of Eureka, population 28,000. It is one of two K-6 schools in the South Bay Union School District. Students live in the Elk River Valley and Pine Hill neighborhoods that range from economically disadvantaged to upper middle class singly family dwellings.

We at Pine Hill believe in social as well as academic responsibility. We have a dedicated staff consisting of twelve regular education teachers, an administrator, a resource teacher, a music teacher, a counselor, a speech teacher and a staffed library. The staff strives to be exemplary role models of nurturing, caring and cooperation in addition to academic excellence. . We are very proud that Pine Hill is a 2003 California Distinguished School and the Title I Academic Achievement School in 2004 and 2010. We offer extended and enhanced educational opportunities until 6:00 pm daily through our EXPLORE after school program. This allows over 50% of our students to receive help with their homework, and participate in recreational and educational activities. This better prepares them to meet the demands of the State Academic Content Standards.

Our mission statement summarizes our goals for all of our children: Prepare today's students to succeed in tomorrow's world by doing the following::

- \* Provide a safe and nurturing school environment
- \* Instill the basic skills necessary to prepare students for secondary education
- \* Instill in students a sense of global awareness and civic responsibility
- \* Instill in students problem-solving skills in a technological world and desire to become life long learners

## Opportunities for Parental Involvement (School Year 2009-10)

The goal of Pine Hill School is to create partnerships and support for our parent body. Our PTO sponsors many activities throughout the year; two pancake breakfasts, Apples for Educators (staff appreciation), an Annual Carnival; a Family Dance Night, to name a few. The school offers numerous opportunities for parent involvement. Parents volunteer in the classroom, in the library and on field trips. There is an annual volunteer training to assure that parents have success in their experiences at school. The PTO supports student learning through annual grants to teachers and special projects.

## Student Enrollment by Grade Level (School Year 2009-10)

Grade Level	Number of Students
Kindergarten	43
Grade 1	40
Grade 2	41
Grade 3	44
Grade 4	36
Grade 5	31
Grade 6	29
<b>Total Enrollment</b>	<b>264</b>

### Student Enrollment by Group (School Year 2009-10)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2	White	57
American Indian or Alaska Native	10	Two or More Races	
Asian	7.2	Socioeconomically Disadvantaged	55
Filipino	1	English Learners	19
Hispanic or Latino	19	Students with Disabilities	13
Native Hawaiian/Pacific Islander	1.14		

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	2	0	0	18.5	2	0	0	**	**	**	**
1	19.0	2	0	0	19.0	2	0	0	**	**	**	**
2	20.0	1	0	0	20.0	2	0	0	**	**	**	**
3	20.0	1	0	0	20.0	1	0	0	**	**	**	**
4	0.0	0	0	0	0.0	0	0	0	**	**	**	**
5	27.0	0	1	0	0.0	0	0	0	**	**	**	**
6	22.0	0	1	0	30.0	0	1	0	**	**	**	**
K-3	18.0	1	0	0	20.0	1	0	0	**	**	**	**
3-4	20.0	1	0	0	19.0	1	0	0	**	**	**	**
4-8	25.0	0	1	0	28.0	0	2	0	**	**	**	**
Other	0.0	0	0	0	0.0	0	0	0	**	**	**	**

### III. School Climate

#### School Safety Plan (School Year 2009-10)

The school is continually updating the School Safety Plan. Staff has attended workshops at Humboldt County Office of Education.

#### Suspensions and Expulsions

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.0	0.0	.08	0.0	0.0	.31
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

#### IV. School Facilities

##### School Facility Conditions and Planned Improvements (School Year 2010-11)

Pine Hill School modernized eight classrooms and two student restrooms in 2002-03. We are proud of our facilities and strive to provide an orderly, safe and pleasant environment for all the Pine Hill School community. Safety inspections are performed on a regular basis and any problems are quickly addressed. If you are interested in any further information regarding Pine Hill School's facilities, you can call Mrs. Olson at (707) 443-4596.

##### School Facility Good Repair Status (School Year 2010-11)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	12	13	**	**
<b>Without Full Credential</b>	0	0	**	**
<b>Teaching Outside Subject Area of Competence</b>				---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
<b>This School</b>	**	**
<b>All Schools in District</b>	**	**
<b>High-Poverty Schools in District</b>	**	**
<b>Low-Poverty Schools in District</b>	**	**

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	**	**
Counselor (Social/Behavioral or Career Development)	**	---
Library Media Teacher (Librarian)	**	---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist	HCOE	---
Social Worker	.4	---
Nurse	HCOE	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist (non-teaching)	1.0	---
Other	**	---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	We have available sufficient materials for all students.	0	Yes
Mathematics	We have available sufficient materials for all students.	0	Yes
Science	We have available sufficient materials for all students.	0	Yes
History-Social Science	We have available sufficient materials for all students.	0	Yes
Foreign Language			Yes
Health	We have available sufficient materials for all students.	n/a	Yes
Visual and Performing Arts			Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

Level	Total	Expenditures	Expenditures	Average
	Expenditures	Per Pupil	Per Pupil	Teacher
	Per Pupil	(Supplemental)	(Basic)	Salary
School Site	13,408	1,550	3,138	54,492
District	---	---		\$57,463
Percent Difference: School Site and District	---	---		
State	---	---	\$5,681	\$57,352
Percent Difference: School Site and State	---	---		

### Types of Services Funded (Fiscal Year 2009-10)

Pine Hill School provides high quality standards-based instruction to all students, K-6th grades. Administration and staff meet throughout the year to identify individual student needs and to provide targeted interventions. Administration, parents, teachers, students, and classified staff have a strong commitment to educating the “whole child” and collaborate at regularly scheduled “family support meetings” to ensure that student success is supported. Pine Hill School is a California Distinguished School, as well as a Title I Academic Achievement Award winner, that prides itself on providing a nurturing, challenging learning environment. Reading Intervention Program: identified students are provided with targeted reading instruction by reading tutors either individually or in small groups. English Language Learner Program: individual or small group targeted English instruction is given to identified students based on CELDT testing results. Friendship Groups and Second Step Instructions: given by school counselor; classroom teachers incorporated Second Step into their curriculum plans and school day. After School Program: assists students with homework and provides recreational and enrichment activities. Healthy Start Program: provides students and families additional support including dental exams and dental services. Math Intervention for 4th-6th graders: tutor works with small groups.

### Teacher and Administrative Salaries (Fiscal Year 2008-09)

Category	District	State Average For
	Amount	Districts In Same Category
Beginning Teacher Salary	\$39,303	\$38,905
Mid-Range Teacher Salary	\$51,605	\$56,504
Highest Teacher Salary	\$63,749	\$71,750
Average Principal Salary (Elementary)	\$74,000	\$92,053
Average Principal Salary (Middle)	\$0	\$95,666
Average Principal Salary (High)	\$0	\$94,401
Superintendent Salary	\$90,200	\$111,055
Percent of Budget for Teacher Salaries	38.0	37.9
Percent of Budget for Administrative Salaries	6.3	6.8

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	47	59	59	41	47	47	46	50	52
Mathematics	51	60	60	37	37	37	43	46	48
Science	56	79	79	50	57	57	46	50	54
History-Social Science	0	0	0	24	31	31	36	41	44

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	54	62	80	
Female	64	58	77	
Black or African American	*	*	*	
American Indian or Alaska Native	48	43	*	
Asian	*	*	*	
Filipino	*	*		
Hispanic or Latino	52	62	*	
Native Hawaiian/Pacific Islander	*	*		
White	64	61	76	
Two or More Races	*	*		
Socioeconomically Disadvantaged	52	57	92	
English Learners	48	58	*	
Students with Disabilities	18	18	*	
Students Receiving Migrant Education Services				

## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.2	14.8	11.1

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	5	5	6
Similar Schools	1	3	6

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	27	22	16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	30	20	18
Two or More Races			
Socioeconomically Disadvantaged	20	20	23
English Learners			
Students with Disabilities			

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	813	756	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino			715
Native Hawaiian/Pacific Islander			753
White	814	765	838
Two or More Races			808
Socioeconomically Disadvantaged	791	727	712
English Learners			692
Students with Disabilities		572	580

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

## Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	
Percent of Schools Currently in Program Improvement	---	

## XI. Instructional Planning and Scheduling

### Professional Development

Professional development for all staff is traditionally done during the 3 pre-service days in the fall. The district provides support and consideration for staff development requests by all staff. The PAR Committee plans for professional staff development that meets the identified needs of the district and individual teachers. We have been focused on writing and improving instructional strategies in this area.