

# HUNTINGTON BEACH CITY SCHOOL DISTRICT

## REPORT TO THE COMMUNITY

### JOSEPH R. PERRY SCHOOL

19231 Harding Lane • Huntington Beach, CA 92646 • (714) 962-3348 • <http://www.hbcasd.k12.ca.us>

Elaine Keeley, Principal

1999-00 School Year

### MESSAGE FROM THE PRINCIPAL

This is Joseph Perry School's eleventh report to the community. It will give you a look at the program available to students as well as a look at the progress our students are making. Our school is committed to high expectations and a quality learning environment for every child. Teachers use many strategies and teaching techniques to ensure the learning of every individual child. The staff believes that the parents are an integral part of the team. Perry School has an active PTA and School Site Council. Parent Involvement and volunteerism are valued and appreciated at our school. We try to make all parents feel welcomed and valued as part of our school community.

The basic academic program includes the Harcourt Brace Signatures reading series. To supplement this language arts program, we also use Project Read, Writing to Read Technology, and Quality Literature Circles; and to support our English Language Learners, we use the Hampton Brown "Into English" series. Other specialized programs that enrich the learning experience at Perry are, Meet The Masters art program, Best Foot Forward reading incentive program, Sparks PE program and Reading is Fundamental book program. Students also attend assemblies, field trips and outdoor education programs.

I encourage parents to become involved in the program at Perry. I see the elementary school as the heart of a neighborhood. Together parents, teachers and the community are a team to ensure that each child has the opportunity for a successful school career. You are always welcome to visit Perry and see our program. Just give us a call.

### SCHOOL PROFILE

Joseph R. Perry School is located in the northern section of Huntington Beach, and is one of nine schools in the Huntington Beach City School District. Perry School provides a stimulating, quality educational program for 583 students in grades kindergarten through five. A co-op preschool is offered at Perry School during the year that provides developmentally appropriate activities for 3-5 year old children. This program is sponsored by Huntington Beach Union High School District's Adults Education Department.

Our dedicated staff includes 31 certificated teachers, 15 classroom aides, 8 classified members, a resource specialist, a speech and language specialist, and a part-time psychologist and nurse. Staff members are committed to maintaining an environment where students can grow physically, emotionally and intellectually into healthy, contributing citizens.

Perry School has a diverse student population, offering many multi-cultural opportunities to our students. The *1998 Orange County Racial and Ethnic Survey* reported the composition of Perry School to be 57.8% White, 31.3% Hispanic, 9.9% Asian, and 1% Black students. We offer a comprehensive, research-based bilingual program that meets the needs of our limited-English speaking students. This program is staffed with bilingual teachers and classroom aides. In our English-only classrooms, we continue to teach and stress an awareness and respect for the cultural diversity at Perry.

Community involvement is very important. Thousands of volunteer hours are recorded each year. During the 1995-96 school year our PTA supported important programs such as vocal music and field trips, and many fund-raising events. The Huntington Beach Educational Foundation, a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers and supplemental materials.

### STUDENT ACHIEVEMENT

The table that follows displays the data from the formal assessment program used at Perry School. Performance results for the last three years are provided for each grade level. The **California Achievement Test** (1996-97) and the Stanford Achievement Test (1998), Ninth Edition, are individual student achievement tests that measure student performance in the areas of reading, language, and mathematics. The results are reported in national percentiles (NP), and represent the percentage of students whose scores fall below a given group's scale score. For example, a grade level NP of 65 means that group scored higher than 65% of the students in the norm group. The 50th percentile represents the "national average" at the time the test was normed; half of the norming sample scored above this point, and half scored below.

**PERRY SCHOOL**  
Norm-Referenced Test Results • National Percentile Scores

	READING			LANGUAGE			MATHEMATICS		
	1997	1998	1999	1997	1998	1999	1997	1998	1999
Grade 2	41	47	42	42	45	51	41	49	51
Grade 3	35	37	45	28	43	52	33	39	50
Grade 4	40	39	44	45	51	47	42	35	33
Grade 5	31	41	51	49	45	50	29	44	42

To attain accurate and valid measures of educational progress, students really need multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum. In the Huntington Beach City School District, multiple measures are analyzed to determine whether a student is meeting, exceeding, or falling below rigorous grade level expectations. In language arts, student results on the Stanford Achievement Test (SAT/9) are combined with report card grades and performance on the District's Articulated Writing Program to determine the level of performance. Student achievement in mathematics is analyzed through examination of SAT/9 results, report card grades, and performance on a district-developed test administered at the end of the year. Since students in kindergarten and first grade do not take the SAT/9, other measures are in place to determine student performance.

Perry is a comprehensive multi-cultural school with a wide range in individual student achievement. Teachers assess each student's progress by keeping a portfolio collection of student classroom work.

## EXPENDITURES PER STUDENT AND SERVICES OFFERED

In 1998-99, the Huntington Beach City School District spent \$5,075 per student for all educational services including classroom instruction, health and psychological services, administration, maintenance, transportation and categorical programs. Perry School spent a total of \$155,233 in categorical funding from SIP, EIA/LEP, Title I and SCE monies for instructional program improvement.

Before and after school child care programs are available at all elementary school sites. The Burke School Step-by-Step Early Learning Center provides child care for infants starting at six weeks of age.

## CLASS SIZE

The average student/teacher ratio in Huntington Beach City School District is 24:1. An analysis of Perry School for the current year reflects a 22:1 ratio. The following is a distribution of class sizes by grade level at the Perry School.

	<u>Student/Teacher Ratio</u>
Kindergarten	20:1
First	18:1
Second	20:1
Third	19:1
Fourth	32:1
Fifth	29:1

The District reduced the class size to 20 in first grade for the 1996-97 school year, in second and third grades for the 1997-98 school year, and in kindergarten for the 1998-99 school year. At the present time all classes in kindergarten and grades 1, 2, and 3 are at 20 or below. School Improvement Programs allow the District to further reduce class size by hiring instructional aides to reduce the adult-student ratio. Parent volunteers help to further reduce this ratio. Categorical funding allows us to employ classroom aides for every teacher, purchase educational materials and computer software, and provide training for staff members.

Perry School serves as a teacher training site for many local colleges and universities. This tribute and honor provides us with quality student teachers who, as they are trained, assist their master teachers with their demanding daily teaching tasks.

## TEACHER ASSIGNMENT

Under California law, teaching credentials for the elementary grades permit instruction across all subject matter areas in self-contained classrooms. Perry Elementary School has experienced success with the assignment of teachers within their authorized areas. On many occasions, teachers with an expertise in a specific area team with other teachers to include their classes in lessons to provide new understanding and skills. Forty-seven percent of Perry's teachers hold Master's degrees.

<b>CREDENTIALLED TEACHERS</b>		
1997-98	31	(100%)
1998-99	34	(100%)
1999-00	29	(97%)
1 emergency credential for special education		

When a member of the regular staff is away from school, a credentialed substitute is provided. We have been fortunate to have the services of energetic and competent substitutes.

## TEXTBOOKS AND INSTRUCTIONAL MATERIALS

The instructional materials in each subject area are under continuous review. Once every seven years each subject area is formally reviewed by a curriculum committee composed of teachers, parents, and administrators. This review cycle is aligned with the State textbook adoption cycle and insures that instructional materials are current. Each school in the District is equally represented on the curriculum committee.

The District curriculum committee recommends new textbooks in curricular areas to be purchased for all students in the District. Selection criteria are developed to insure that recommended textbooks are of high quality and aligned with the California State Frameworks, State Model Curriculum Guides and the District Student Outcome Statements. New textbooks are piloted in representative classrooms at each grade level and school in the District before a final recommendation is taken to the Board of Trustees for approval.

The Perry School library has a media technician who works cooperatively with classroom teachers to support the instructional program. Students in kindergarten through fifth grades visit the library weekly. Students also receive computer instruction weekly in our fully equipped lab.

## **COUNSELING AND STUDENT SUPPORT SERVICES**

Perry staff members see themselves as an essential part of the support system for students. The teachers, classified staff and principal join with the school psychologist, nurse, speech and language specialist, resource specialist, and librarian to ensure the well-being of students. Our school psychologist is on campus two days a week. The school nurse and health aide attend to student care, health counseling and record keeping.

The Student Study Team meets at least once each week to discuss referred students. Strategies are discussed and plans are implemented to assist students to achieve success at school.

The PTA supports students by funding field trips, purchasing supplemental materials and equipment and assisting teachers both in and out of the classroom.

## **SUBSTITUTE TEACHERS**

Our District maintains a list of more than 120 qualified substitute teachers including part-time teachers, retired teachers and aspiring full-time teachers. The District maintains competitive pay rates to provide an outstanding substitute staff. Recruiting efforts throughout the school year help maintain an adequate pool. In addition, substitute teachers are invited to participate in the District's staff development program for professional growth.

When a full-time teacher is absent from work for more than one day, every effort is made to maintain the continuity of the program, by keeping the same substitute in the classroom whenever possible.

## **SCHOOL FACILITY AND SAFETY**

Perry School was built in 1965 and contains 35 classrooms. The facility supports Student classes, a Computer Lab, one Writing-to-Read Labs, YMCA day care, the school library, and special education. Concerts and student programs are presented in the cafetorium.

Cleanliness of the school campus and the safety of students are high priorities at Perry. During the current school year, \$7,401 has been allocated to provide for custodial supplies. All students receive instruction in home, school, and personal safety. Bike safety receives particular emphasis in grades 3 through 5. Our school wide discipline plan provides for a safe and orderly environment for all students.

Perry's comprehensive emergency plan is ready for immediate use in the event of a disaster. Emergency medical supplies, food, search and rescue equipment, water, and a portable communication system are stored on campus. Students participate in fire, duck and cover, and other evacuation drills on a regular basis.

## **TEACHER EVALUATION AND PROFESSIONAL IMPROVEMENT**

The teacher evaluation process was adopted by the governing board in agreement with the Huntington Beach Elementary

Teachers' Association. Probationary teachers are evaluated yearly, while tenured teachers are evaluated once every two years. Each evaluation takes place in three phases: (1) in the Planning Phase, a pre-evaluation conference is held between the teacher and the administrator to develop educational objectives for the year; (2) in the Monitoring Phase, teachers are observed in the classroom and given a comprehensive review by the evaluator; and (3) in the Evaluation Phase, the administrator provides the teacher with a final evaluation. Each year, by policy, designated administrators are certified to the Board of Trustees by the Superintendent as sufficiently competent in instructional methodologies to evaluate teachers.

The District provides grade level, subject area, and special training opportunities for professional improvement. Teachers' professional growth is recognized through District newsletters and the School Board public recognition program. Three days are set aside annually for staff development. These days fall outside of the student calendar, ensuring that each student receives a minimum of 180 instructional days each year.

In addition, the "Beginning Teacher Support and Assessment" (BTSA) program provides support to teachers who are new to the teaching profession.

## **CLASSROOM DISCIPLINE AND CLIMATE FOR LEARNING**

Academic success is promoted by a positive climate for learning. There are several school-wide programs that promote positive self-esteem. Our Student of the Month award in each classroom honors high academic and citizenship standards. The "Super You" program recognizes individuals for positive activities on the playground or for giving extra help to a teacher or fellow student. Each quarter students who have been outstanding citizens for 9 weeks receive a special Principal's award.

These programs are supported by our school PTA and are an integral part of our School Improvement Plan (SIP). Also in the SIP plan, are activities designed to reduce tardiness and classroom interruption.

The Board of Trustees views students' homework as a valid learning time and a planned part of the curriculum. A policy was adopted to assist parents in helping their children carry out homework responsibilities. Total homework assignments in grades 4 and 5 should not exceed 45 minutes per day, nor exceed 4 days per week. In grade 3, homework should not exceed 25 minutes per day, nor exceed 4 days per week. Homework in grades 1 and 2 should not exceed 15 minutes per day, nor exceed 3 days per week.

Student discipline procedures on rules and standards are outlined in the Perry handbook and are available in each classroom. Flagrant and continued abuse of school rules can result in more severe forms of discipline including suspension from school. California Education Code and Board Policy specify reasons for which students may be suspended from school. During the past three years, there has been the following number of suspensions at Perry School: 25 (96/97), 22 (97/98), and 20 (98/99).

## STAFF TRAINING AND CURRICULUM IMPROVEMENT

The teaching/learning interaction is the cornerstone of a good instructional program. To improve the quality of the program, Perry School engages in staff development. Teaching is an ongoing art and requires training throughout a teacher's career. Just as we hope for Perry students, Perry teachers are lifelong learners.

On a yearly basis, the Perry staff looks at the District and state assessment data, classroom portfolios and work samples to determine the needs of students. Each grade level makes recommendations for new additional strategies, training, or supplemental materials that may help students in the learning process. Articulation between grade levels helps to give consistency to the school program. Staff development is provided by:

- HBCSD Mentor Teacher Program
- West Orange County Professional Development Center
- District Curriculum Meetings
- West Orange County Consortium for Special Education
- State and National Professional Conferences.

## QUALITY OF INSTRUCTION AND LEADERSHIP

The Master Plan for the school guides the principal, staff, School Site Council and advisory groups to make wise decisions in the use of our budgets. We all maintain that all students can learn and meet grade level expectancies. We want to see that all students reach their highest possible potential. The Master Plan is adapted every year to meet the needs of our changing population. Every four years, the school is involved with a Program Quality Review. At that time, the staff and community can look in-depth at a subject area for refinement and alignment to our goals and expectations. Perry school is taking a lead in the curriculum reform. Many teachers have been trained in hands-on inquiry based science and are helping to inform others about the district Beckman Science plan. This approach to science helps all students gain the thinking skills necessary to be successful in school.

## ATTENDANCE

Students who attend school on a regular basis and are on time are more likely to be academically successful. Therefore, the staff at Perry monitors student attendance daily and offers assistance when necessary. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Students with habitual attendance problems are referred to the School Attendance Review Board (SARB) for assistance.

State funding is provided to school districts based upon attendance rates. Calculated on an annual basis, the Huntington Beach City School District maintains a more than 99% average daily attendance rate. District-wide, less than one percent fail to meet the minimum day requirements for attendance due to unexcused absences.

The district's dropout rate (zero in 1996-97; zero in 1997-98; and one in 1998-99) is very low.

## MINIMUM DAYS

All students are provided a minimum of 180 instructional days each year. Whenever students are given an early dismissal, shortened instructional minutes are made up during the course of regular school days.

## AVERAGE SALARY COMPARISON

State law requires that comparative salary and budget information, contained in public documents, be reflected in each school report. The following daily rates are compiled on a basis of 183 workdays per year for teachers; 200 workdays per year for principals; and 222 workdays per year for superintendents.

SALARY CATEGORY 1997-98	HBCSD Average		Comparison State Average		Comparison State Range
	Annual	Daily	Annual	Daily	Annual
<b>TEACHERS</b>					
Beginning	\$27,882	\$152	\$30,090	\$164	\$21,257-34,370
Mid-range	47,709	260	49,245	269	42,505-58,672
Highest	64,014	349	58,539	319	51,565-65,773
<b>PRINCIPALS</b>					
(Average)	79,457	397	75,503	354	61,626-88,555
<b>SUPERINTENDENT</b>					
	105,251	426	106,170	466	86,361-132,888
<b>BUDGET PERCENTAGES 1997-98</b>					
<b>TEACHERS</b>	50.9%		45.58%		
<b>ADMINISTRATORS</b>	5.0%		5.54%		

## INSTRUCTIONAL MINUTES

The following is the schedule of instructional time for students in the Huntington Beach City School District for the year ending June 30, 1999:

Grade Level	1998-99	1998-99	Status
	Minutes Offered Requirement	Actual Minutes Offered	
Kindergarten	36,000	42,000	In Compliance
Grades 1 - 3	50,400	50,520	In Compliance
Grades 4 - 6	54,000	54,080	In Compliance
Grades 7 - 8	54,000	55,840	In Compliance

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