



*Lt. Col. Horace Meek*

# Hickam

Elementary School

Grades K-6

## School Status and Improvement Report



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### Focus On Standards

This *School Status and Improvement Report* has been prepared as part of the Department's educational accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

The report includes a description of the school and information on the **context**, **process**, and **outcomes** at the school for the 2000-2001 school year, including a summary of the school's Standards Implementation Design (SID) **process**.

### School Description

Hickam Elementary School is situated at Manzelman Circle on Hickam Air Force Base in Honolulu. Adjacent to our school is the Pearl Harbor Naval Shipyard. The enrollment of nearly 800 includes students whose families are connected to the Air Force, Army, or Navy. The population of our school is predominantly Caucasian, with a scattering of students of Asian, Polynesian, Hispanic and African-American background, and also includes a number of students who have limited English proficiency. A highly transient population, students come from many school systems throughout the nation and from schools for U.S. dependents established in foreign countries. This results in significant differences in levels of achievement and maturity throughout the grade levels. To accommodate the wide diversity and establish a sense of stability for our students, our school provides strong academic and co-curricular programs (e.g., programs for Students of Limited English Proficiency, gifted and talented, and for specific learning disabilities). Other programs include student council, supplementary reading, speech and language, music, physical fitness, and computer technology. Hickam Elementary strives to provide a safe, disciplined, drug-free learning environment for all of its students. Horace Meek Hickam Elementary School is operating under School/Community-Based Management.

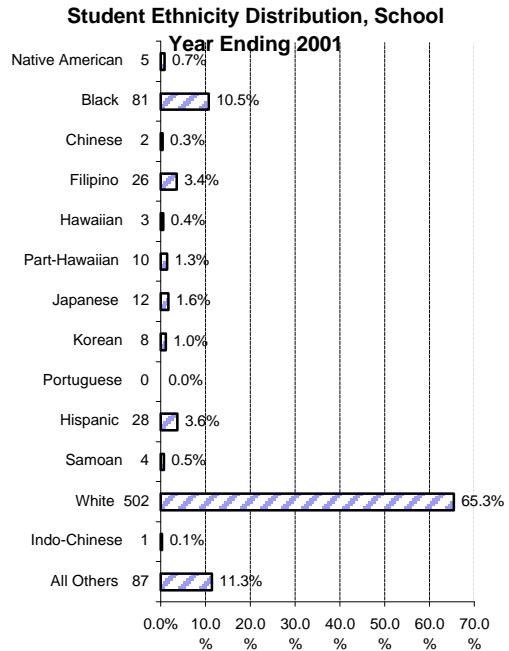
#### School Address:

Hickam Elementary School  
Manzelman Circle  
Honolulu, HI 96818

## Context: School Setting

### Student Profile

<i>School year ending</i>	<b>1999</b>	<b>2000</b>	<b>2001</b>
Fall enrollment	833	804	801
Number and percent of students enrolled for the entire school year	660	583	667
	79.2%	72.5%	83.3%
Number and percent of students receiving free or reduced-cost lunch	186	135	212
	22.3%	16.8%	26.5%
Number and percent of students in Special Education programs	38	45	46
	4.6%	5.6%	5.7%
Number and percent of students with limited English proficiency	12	4	9
	1.4%	0.5%	1.1%

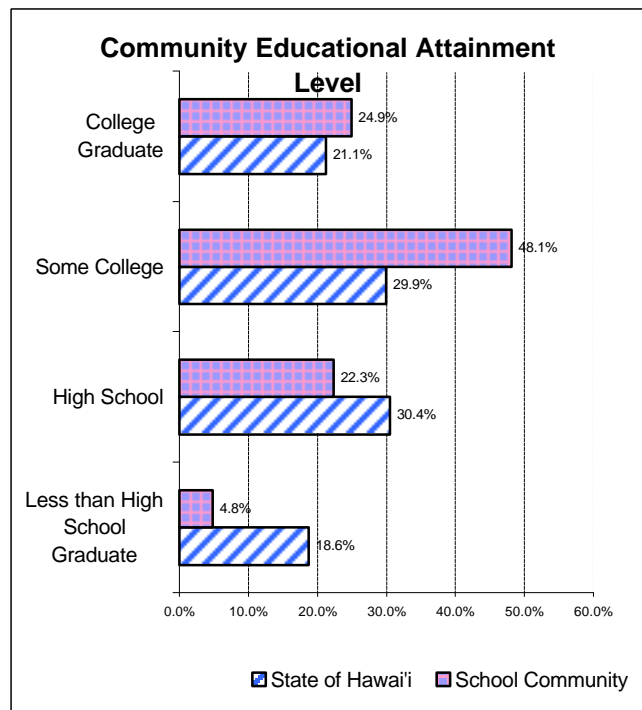


### Community Profile

*Based on the 1990 U.S. Census*

	<b>School Community</b>	<b>State of Hawai'i</b>
Average family size	3.3	3.6
Percent of households with school age children (4-19)	57.4%	31.8%
Median household income	\$31,171	\$38,829
Per capita income	\$9,940	\$15,770
Percent of households with Public Assistance income	0.8%	6.8%
Percent of children (3-19 years) below poverty level	3.5%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

\*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



## **Process: Standards Implementation Design**

*The following is a summary of the school's standards implementation design for the 2000-01 school year.*

Hickam Elementary School progressed steadily toward the development of its Standards Implementation Design (SID) Action Plan during the 2000-2001 school year. Under new leadership in January 2001 restructuring of the governing bodies and decision-making process took place. A Leadership Team made up of administrators, the Student Services Coordinator, counselors and resource teachers was created to focus and sustain Hickam Elementary's improvement efforts. The Leadership Team along with all grade level chairpersons now combine to form the Curriculum Council. Meeting monthly the Council was formed to engage all teachers in the decision-making process in an expedient and on-going manner. Finally, four Focus Groups were formed to address the six criteria of the SID. Each Focus Group is led by two members of the Leadership Team and is comprised of regular education and Special Education teachers from each of the eight grade levels (Preschool-Grade 6). The four Focus Groups are:

- (A) Standards Based Education & Professional Development.
- (B) Quality Student Support & Professional Development,
- (C) Coordinated Team Effort, and
- (D) Responsiveness of the System & Sustained/Focused Action.

Representatives from the other role groups--parents, classified, community--will be sought to join these four Focus Groups.

At the end of the school year and throughout the summer the Leadership Team focused on data collection to complete Task I of the SID process--development of a school profile. At the same time Focus Group D (Responsiveness of the System & Focused/Sustained Action) initiated Task 2 of the SID process--defining, re-defining and/or clarifying the school's vision and mission. As part of Task 3 the General Learner Outcomes were adopted by the faculty as the school's schoolwide learner outcomes General Learner Outcome #3 (students as quality producers and performers) was selected as the focus for our school action plan. We are currently working on measurable indicators of quality production and performance to complete Task 3 of the SID process. The data gathered for our school profile will be the basis for our work on Task 4--analysis of instructional and organizational effectiveness. All Focus Groups will be engaged in analysis and synthesis of data to determine the effectiveness of student learning and achievement of the Hawaii Content and Performance Standards. Effectiveness of our student support system will also be assessed to ensure that all children of Hickam Elementary School progress toward the General Learner Outcomes--students responsible for their own learning, cooperative/collaborative in their work with others, users of complex thinking and problem solving skills, and quality producers and performers. Two School-Community Based Management (SCBM) waiver days and four school improvement days will be used to facilitate the completion of Hickam Elementary School's Standards Implementation Design Action Plan by December 1, 2001.

## Process: School Resources

### Certified Staff

School year ending 2001

#### Teaching Staff

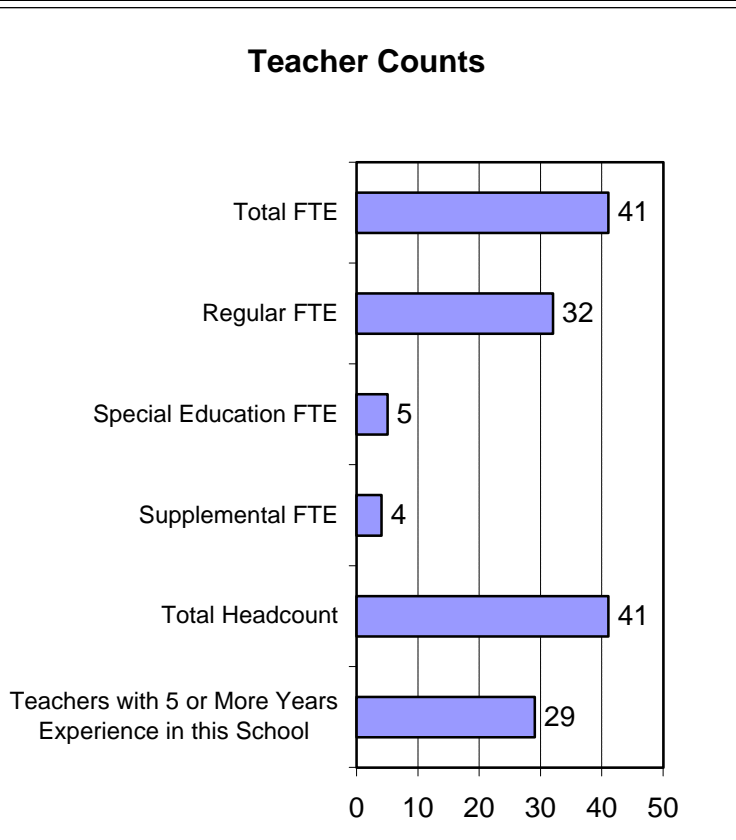
<b>Total Full-Time Equivalent (FTE)</b>	<b>41.0</b>
Regular Instruction, FTE	32.0
Special Education, FTE	5.0
Supplemental Instruction, FTE	4.0
Teacher headcount	41
Teachers with 5 or more years at this school	29
Teachers' average years of experience	10.8
Teachers with advanced degrees	5

#### Students per Teaching Staff Member

Regular Instruction	21.0
Special Education	9.2

#### Administrative and Student Services Staff

Administration*, FTE	4.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1



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

### Facilities

School year ending 2001

Classrooms available	38
Number of classrooms short (-) or over (+)	-1

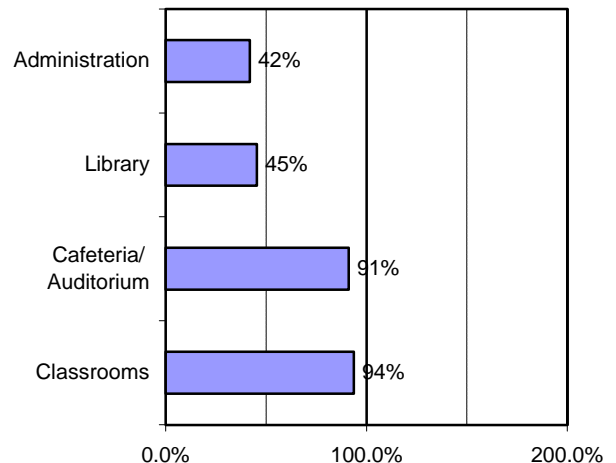
#### School facilities inspection results

	Score		
	1	2	3
Grounds	[ ]	2	[ ]
Building exterior	[ ]	[ ]	3
Building interior	[ ]	2	[ ]
Equipment/Furnishings	[ ]	[ ]	3
Health/Safety	[ ]	[ ]	3
Sanitation	[ ]	[ ]	3
<b>Total</b>	<b>16</b>		

For each category:  
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

**For Total:**  
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

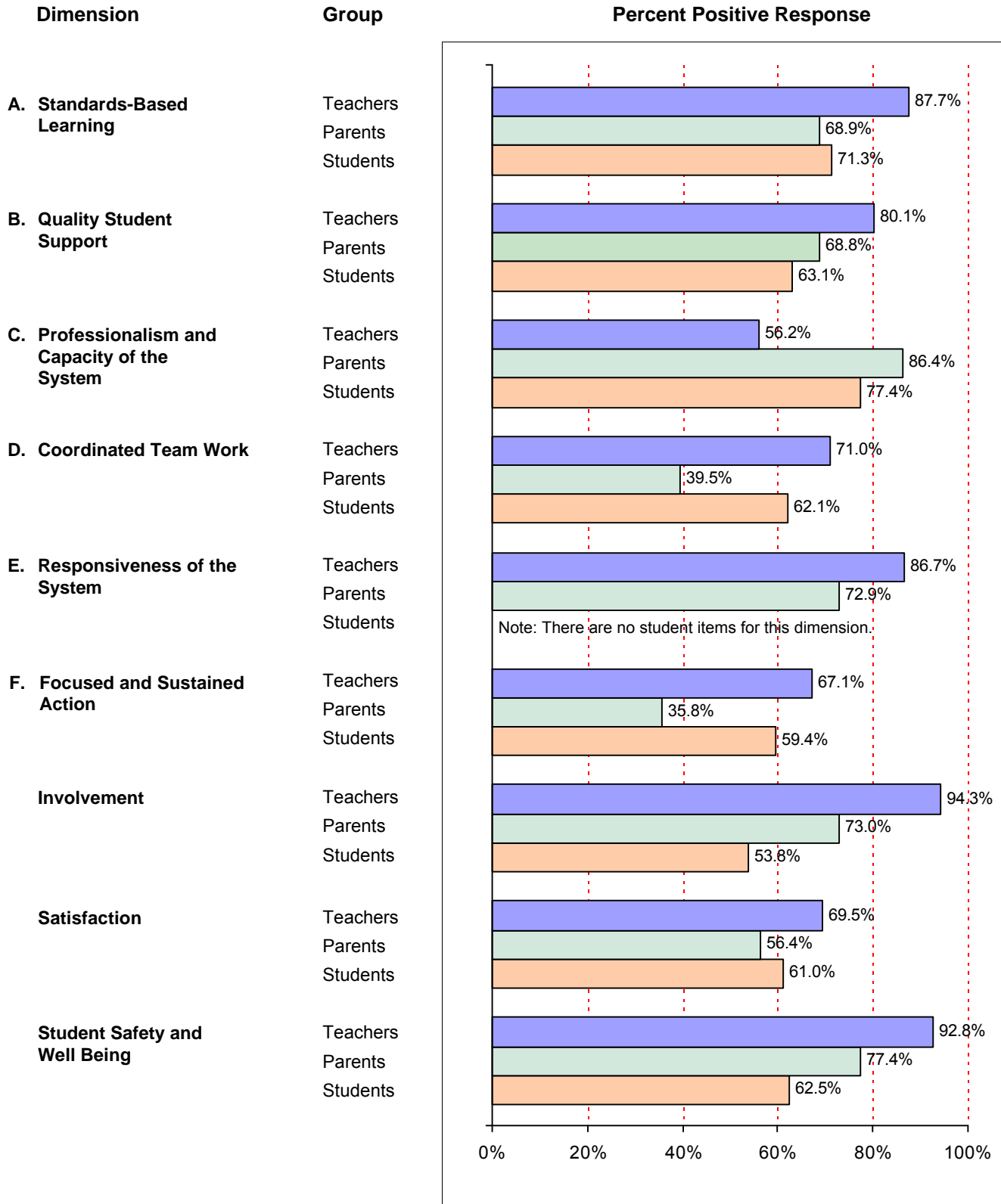
#### Adequacy of School's Space Compared with State Standards



School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

## Outcomes: Vital Signs

### School Quality Survey

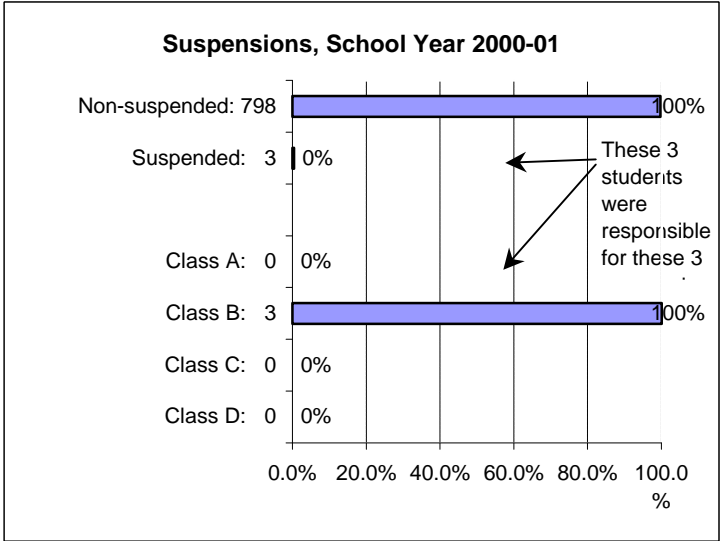


## Outcomes: Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
<b>Average Daily Attendance: %</b> (higher is better)			95.0%
96.4%	96.6%	96.2%	
<b>Average Daily Absences: in days</b> (lower is better)			9
6.5	6.2	6.3	



Class A: Burglary, robbery, sale of dangerous drugs  
 Examples of class of suspension: Class B: Disorderly conduct, trespassing  
 Class C: Class cutting, insubordination, smoking  
 Class D: Contraband (e.g. possession of tobacco)

### Statewide Testing

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at <http://arch.k12.hi.us>.