

SCHOOL ACCOUNTABILITY REPORT CARD

ALBERT JOSEPH HICKMAN ELEMENTARY SCHOOL

Kathleen A. Phillips
Principal

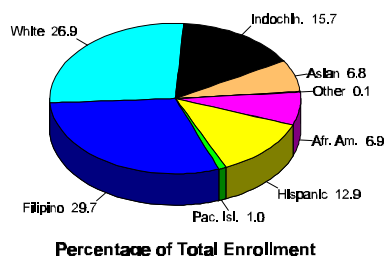
10850 Montongo Street
San Diego, CA 92126
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MARCH 2001
San Diego City Schools

SCHOOL PROFILE

Hickman Elementary School is a large elementary school in the rapidly growing community of Mira Mesa in northern San Diego. The extension of Mira Mesa Boulevard to Highway 805 has opened the western part of Mira Mesa to new housing, which has increased the total school population, particularly in kindergarten. The total enrollment in September 2000 was 816.

**Student Racial/Ethnic Composition
2000-01**



Hickman, an ethnically balanced school, is distinguished by a large number of parent and community volunteers, a veteran teaching staff, and a cooperative group of students.

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students doing?

Standardized tests are one of many ways to measure student progress. Teachers and the administrators monitor each student's progress in all areas of performance, including standardized tests. Parents should talk with their child's teacher to see how their child is doing.

MISSION AND GOALS

The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.

San Diego City Schools' Institute for Learning focuses on instruction and learning. The Institute helps schools improve student achievement by improving instruction. Teachers and administrators engage in ongoing professional development in literacy and mathematics instruction.

In Spring 2000, the district introduced the *Blueprint for Student Success in a Standards-Based System*, a comprehensive plan focusing the entire district on teaching and learning for all students.

The *Blueprint* established districtwide assessments and performance expectations in literacy and mathematics to ensure that district students are held to the same standards and receive support if they fall below grade level. *Blueprint for Student Success* strategies of prevention, intervention, and retention/acceleration are directed toward providing all students with the best teaching, the richest learning environment, and time and support to meet high standards.

Hickman School staff believes that all students can learn through high-quality, integrated programs. Students, teachers, staff, and community members have high

REPORT CARD MEETING INFORMATION

Date: May 3, 2001

Time: 6:30 p.m.

Place: Multi-Purpose Room

All public schools in California must provide information about themselves to the public through a School Accountability Report Card. This report card examines Hickman Elementary's policies, programs, and progress. At Open House on May 3 at 6:30 p.m. parents can discuss the report card and ask questions.

More information about all areas covered in this report card is available at Hickman Elementary School. We invite parents to come to Hickman Elementary to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

academic expectations. We believe in providing a balanced curriculum that promotes academic excellence, physical health, and the development of the creative arts through music, art, and drama activities. We are working towards meeting the district's standards for all students.

San Diego City Schools students in grades 2-11 take the Stanford Achievement Test, Ninth Edition (SAT 9), to measure their academic progress in basic skills as part of the state Standardized Testing and Reporting (STAR) Program. Spanish-speaking English learners enrolled in a California school less than 12 months or enrolled in a California school for more than 12 months and receiving

language arts instruction in Spanish are also tested on the Spanish Assessment of Basic Education, Second Edition (SABE/2), a Spanish Language Achievement Test measuring the same skill areas.

We hope to reduce the gap between lower and higher-scoring students.

If you haven't seen your child's test scores, ask the teacher.

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

Hickman teachers teach the skills (reading, writing, speaking, and interpersonal) required in tomorrow's work force.

ATTENDANCE/DROPOUTS

Do students attend and stay in school?

Faithful attendance is essential to success in education. We encourage daily attendance. We request that parents call the

Attendance		
Year	Number of Absences	% Actual Attendance
1995-96	5,842	96.3
1996-97	4,583	96.5
1997-98	4,909	96.7
1998-99	4,513	97.0
1999-00	4,911	96.7

school on the first day of absence. We have issued refrigerator magnets with a special attendance phone number. Parents should obtain independent study contracts when taking their children out of town during school session. We acknowledge perfect attendance.

DISCIPLINE AND CLIMATE FOR LEARNING

Is this school a good place to learn?

At Hickman we believe that all students have the right and responsibility to learn, and all staff have the right and responsibility to teach, in the most positive learning environment possible. All students are aware of the behavior expected of them and are rewarded for following school rules. We have a reward that we distribute to students when they are "caught being good." Students are taught that they have a choice as to how they respond to a situation and must accept the

consequences of their actions. Our Code of Conduct is reviewed once a year. Copies of the school rules are sent to all parents at the beginning of the school year. Students experiencing difficulty with academics or behavior may be referred to the consultation team, which includes the teacher, counselor, nurse, psychologist, administrator, speech and hearing specialist, and resource specialist. Parents are invited to attend these meetings.

An awards assembly at the end of the school year honors students who have served the school.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1995-96	0.0	0
1996-97	0.7	0
1997-98	0.1	0
1998-99	0.1	0
1999-00	2.9	0

* Suspensions per 100 Students.

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

This year Hickman has 43 classroom teachers and one halftime resource specialist. The average experience of our teachers is 15 years, with 80 percent having attained a master's degree. Most of the teachers have been on site ten years or more.

TEACHER/ADMINISTRATOR EVALUATION

How are teachers and administrators evaluated?

The principal and vice principal formally evaluate tenured teachers every two years. Temporary and probationary teachers are evaluated yearly. All teachers are observed frequently. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a program for improvement with the teacher.

The principal and vice principal are evaluated every year: the principal by a central office supervisor and the vice principal by the principal.

If you are concerned about a teacher, administrator, or other staff member, there are steps that you can take. You should discuss your concerns with the principal. You may call the district Support Systems office for assistance after you have talked to the principal.

SUBSTITUTES

Do we have qualified substitutes?

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent.

By state law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise. All classrooms are staffed by qualified substitute teachers when necessary.

INSTRUCTIONAL TIME

How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. Hickman Elementary has scheduled four minimum days to use for parent conferences. Hickman will have 42 minimum days this school year. These days are used by staff for professional development, working with colleagues, planning instruction and contacting parents.

Instructional Minutes, 2000-01		
Grade	Annual Instructional Minutes	
	School	State Requirement
K	58,530	36,000
1-6	54,930	54,000

INSTRUCTIONAL AND LEADERSHIP QUALITY

How good is it?

Hickman Elementary offers a well-balanced curriculum for all students. Our classroom instruction is aligned with the state-adopted framework and guidelines. Teachers are involved in implementing the new language arts and social studies curricula, and the Principles of Learning.

Children with limited English abilities are assessed and provided with the appropriate level of English-as-a-Second-Language (ESL) instruction. Our resource specialist provides additional support to special education students through a pull-out program.

Children who are identified as gifted or high achieving are given the option of enrolling in Gifted and Talented Education (GATE) classes in grades 3-5.

Having a full-time music teacher and two additional music teachers allows each teacher a one hour prep time every week and provides a variety of musical enrichment activities for the students. Instrumental music instruction is also available to interested students.

Instructional leadership at the school is provided by the principal, vice principal, and peer coach/staff developer.

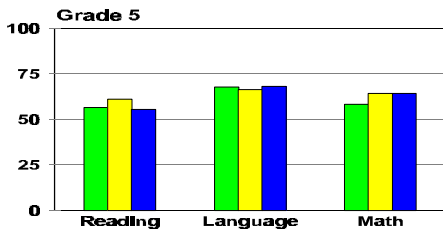
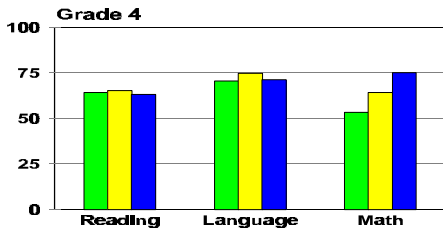
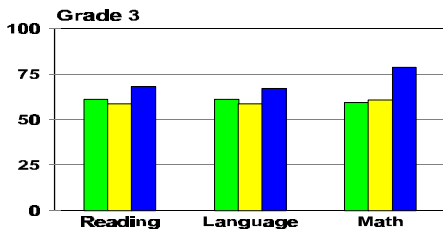
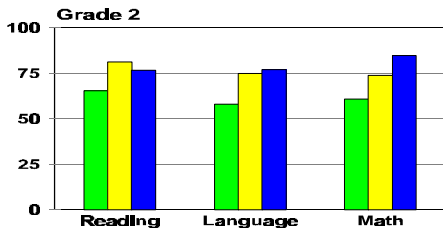
A physical education program has been designed by a Grade 3 teacher, Mrs. Grabel, and is currently being imple-

SAT 9 Results

Pct. scoring at or above 50th percentile

No Mandated Testing at Kindergarten

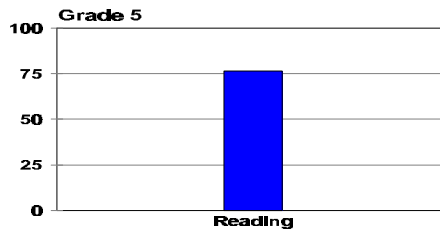
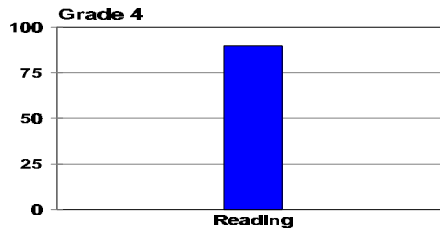
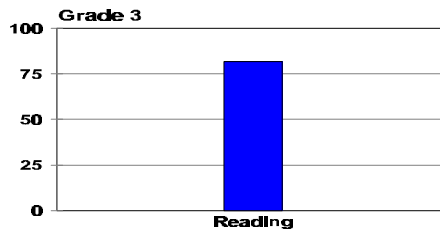
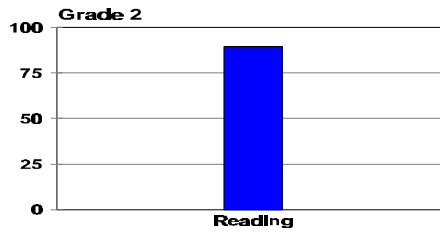
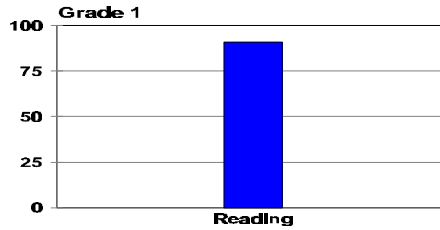
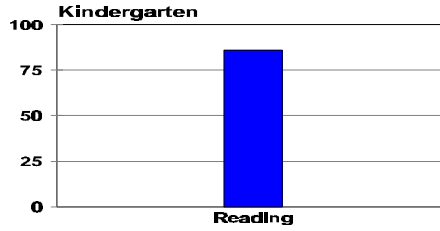
No Mandated Testing at Grade 1



* N < 10 1998 1999 2000

District Assessments

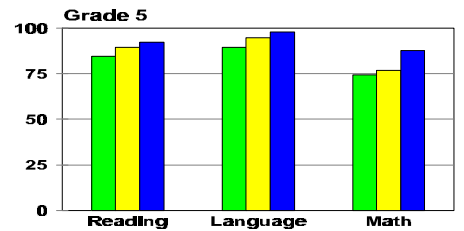
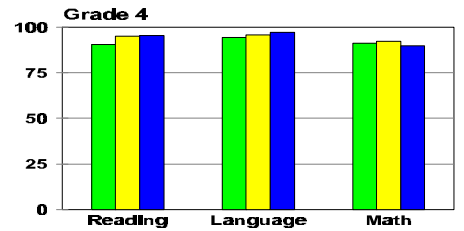
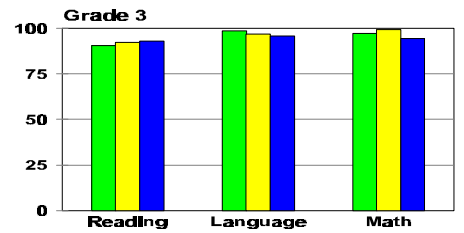
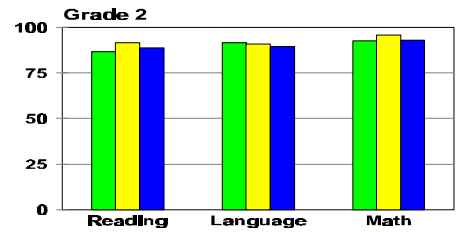
Pct. scoring near, at, or above grade level



* N < 10 2000

Grade Results

Pct. achieving at or above Satisfactory



* N < 10 1998 1999 2000

Class Size Distribution, 1998–99						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K		4	2			
K–1, 1		7	1			
2		6	1			
3		7				
4				5		
5					3	1

Class Size Distribution, 1999–2000						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K		1	5			
1		7				
2		5	2			
2–3, 3		7	1			
4, 4–5				3	2	
5				1	3	

Class Size Distribution, 2000–01						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K		7				
1		5	2			
2		7				
3		4	3			
4			2	2	1	
5				1	3	

State Class Size Reduction Program Participation	
Year	Percent of Grade K–3 Students Participating
1997–98	77.5
1998–99	100.0
1999–00	100.0

Teacher Credentialing Data					
Year	Number of Classroom Teachers				
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	Working Outside Subject Area of Credential
1998–99	42	41	0	0	1
1999–00	43	42	0	0	1
2000–01	33	33	0	0	0

ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API), the cornerstone of California’s accountability system, measures the academic performance and growth of schools. The index, ranging from 200 to 1000, indicates a school’s performance level. The statewide API goal for all schools is 800. Annual interim targets are set for each school. API scores are calculated on the basis of SAT 9 test performance for each school and for the school’s numerically significant subgroups

2000 API Summary	
Category	Result
Schoolwide API	801
Growth from Prior Year	39
State Decile Rank	9
African American API	—
Asian API (incl. Indochinese)	819
Filipino API	829
Hispanic API	—
White API	802
Economically Disadvantaged API	753
Met All Targets?	Yes

mented in some classrooms.

Homework is given in all classes to supplement and enhance classroom achievement and develop good study habits.

All elementary schools have implemented a three-hour literacy block. Students spend three hours a day actively engaged in literacy activities and lessons that are guided by the San Diego Literacy Framework.

■ TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to improve staff?

Staff development is ongoing and takes place on minimum day or after school hours, and two days prior to the start of school. The principal supports opportunities for teachers to attend conferences, workshops, and mentor teacher demonstrations. Teachers are trained in the implementation of the districts accountability plan, the use of K-5 portfolios, the Principles of Learning, and literacy strategies.

Our school administrators attend monthly instructional conferences to receive training on specific areas of the San Diego Literacy Framework. They use the information learned to help guide staff development for teachers at Hickman. Teachers are provided opportunities to study and improve instructional practice through grade level/department meetings, visitations to other classrooms to observe instruction, participation in study groups, and direct training on specific instructional strategies.

No staff development days are held on school days. For the last two years there have been three staff development days held before the school year began. Two years ago there were two such staff development days.

Instructional aides receive training through workshops and meetings.

Teachers at Hickman are teaching the district-adopted language arts curricu-

REPORT CARD COMMITTEE

The following parents and staff contributed in developing this report card:

Heidi Doyle, *parent*
Lynn Dykes, *teacher*
Steve McDowell, *teacher*
Kathy Phillips, *principal*
Janet Ranshous, *parent*
Sharon Therieau, *teacher*

lum. This exposes students to a literature-based as well as word study program, stressing the interaction of listening, speaking, reading, and writing, rather than teaching these as separate skills.

■ COUNSELING AND SUPPORT SERVICES

What support do we offer students?

Students receive a variety of additional support services from the following staff: part-time counselor, nurse, adaptive physical education teacher, music teachers, speech and hearing specialist, psychologist, and a half time resource specialist.

The counseling center was a logical first step in meeting the mandates of the district dropout prevention and recovery policy. Our district counselor is enthusiastic about the counseling center. Traditional counseling strategies used in the center include time-out, problem-solving, and individual and group counseling.

We have a group of upper grade games leaders who provide instruction and guidance for primary students during their recess period.

We have assistants to run the media center and computer lab. We also have four assistants to provide primary language instruction to our English language learners.

Over the years we have seen a decrease in many of our support services owing to cuts in funding. However, we have Rolling Readers, parent and community volunteers and Challenger and Mira Mesa High students assisting children.

■ TEXTBOOKS AND INSTRUCTIONAL MATERIALS

How current are our materials?

The district adopts textbooks and instructional materials each year based on a six- to eight-year cycle implemented by the state. This year teachers and students in elementary schools will use newly adopted textbooks and materials in social studies.

State funds specifically designated for library materials and equipment were provided again this year to update our library media collections. We have been able to renew our library collection with current, appealing, and challenging materials, including fiction, non-fiction, multimedia, and reference materials, to meet the curriculum and literacy needs of our students.

Our instructional programs use a variety of materials in addition to textbooks, including workbooks, encyclopedias,

dictionaries, maps, charts, computers, calculators, audiovisual equipment, and resource materials. Every student is provided with textbooks and sufficient support materials, such as workbooks and instructional materials. The school is trying to purchase more high-interest reading materials and increase student access to those materials. We will also if possible, purchase more computer technology and increase student access to it.

All students have access to the school media center through regularly scheduled weekly visits and on their own at recess. The media center is well stocked with approximately 12,204 fiction, non-fiction, and reference books. Art prints, computer software, filmstrips, media sets, recordings, and study prints are also available. The library is staffed by one instructional aide, 25 hours a week, and six parent volunteers.

We currently have a computer aide 17 hours per week, who works with classes in the lab and assists staff members.

■ SCHOOL FACILITIES AND SAFETY

How clean, safe, and orderly is our school?

The school site is over 22 years old. The facility has four classroom buildings, one multipurpose building, one office building, and ten single bungalows. A new roof and air/heating units were installed in 1995.

The school is in excellent physical condition. Students have a positive attitude toward our school and leadership is provided by our student council members, games leaders, school safety patrol, and cross-age tutors.

All district schools have developed a comprehensive school safety plan that meets state requirements. The safety plan includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, any school dress codes, and school discipline policies.

To provide safety, we review emergency procedures with all staff and students. A disaster preparedness plan and procedures for emergencies are reviewed with the staff, students, and parents. Fire and earthquake drills are held throughout the year.

Adult supervision is provided before school, beginning at 7:45 a.m., during recess and lunch, and when students are released for the day.

■ CLASS SIZE

Are classes too large?

Hickman Elementary's class sizes for the last three years and its participation in

the state's Class Size Reduction Program are shown on page 4.

We would like to reduce class sizes in the future. Research indicates higher achievement for students in smaller

classes. We augment our credentialed staff with seven classroom and one special education instructional assistant to increase opportunities for students to work with adults.

INTEGRATION AND DIVERSITY

■ RACE AND HUMAN RELATIONS

Do students get along with each other?

An important factor in our students becoming contributing members of a global society is their ability to understand and appreciate the diverse backgrounds of others. We are pleased with our strong

program in race and human relations. Students have a variety of activities to improve human relations skills and appreciate other's cultures.

We have staff who speak Spanish, Vietnamese, and Tagalog. We provide interpreters at parent meetings whenever possible to encourage all parents to attend. Flyers and important information

sent home with students are translated into the various languages whenever possible. Limited resources make it hard for the school to translate all materials.

Our efforts to improve race and human relations are paying off with lower numbers of reported incidents of racial conflict. This encourages us to strive for greater progress each year.

SHARED DECISION-MAKING

■ COMMUNITY INVOLVEMENT

Does Hickman welcome parent and community involvement?

Many parents are committed to the school through our Parent Teacher Association (PTA), bilingual committee, and school site governance team. Our PTA provides volunteer helpers for the class-

room and the media/computer center. The PTA, Friends of Hickman, Inc., Marine Air Wing Support Unit, and WritingTree.com raise funds through a variety of activities, providing money for student programs such as field trips, cultural events, library books, science and computer equipment, and special physical education equipment. Funds are also pro-

vided to teachers for computer inservice, software, and networking supplies through the Friends of Hickman.

Our partnerships with the California Coast Credit Union, Who's Smart, and McDonald's provide support for students in the areas of attendance and positive self esteem, tutoring, additional computer assistance and a writing contest.

FINANCES

■ EXPENDITURES AND SERVICES OFFERED

Where does it all go?

The adjoining budget chart shows the major areas of district funding for Hickman Elementary and other district schools. It includes all monies budgeted from the general fund except those for transportation, maintenance and operations, and district administration.

Each school receives an instructional budget based on enrollment and programs and on formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies. Hickman receives its only additional funding from the School Improvement and state bilingual programs, along with a library grant and state grant.

School Budget, 1999–2000		
Budget Category	Dollars per Pupil*	
	School	Elem. Avg.
General Operations	3,818	3,433
Special Education	94	466
Integration	0	237
Gifted and Talented	3	22
Special Projects	193	544
Total	4,108	4,703

General Operations—services, materials, and support to the general education program

Special Education—programs offering students with special needs appropriate, individualized education

Integration—the district's voluntary integration effort to counter the racial/ethnic isolation of pupils

Gifted and Talented—specialized learning assistance for students with great ability, achievement, or potential

Special Projects—monies from agencies (e.g., federal, state) earmarked for specific services
* Based on total student enrollment.

Salary and Budget Data, Teachers and Administrators, 1998–99		
Position	Unified Districts (20,000+ ADA)	San Diego (129,630 ADA)
	Annual Salary (\$)	
Beginning Teacher	31,680	29,663
Midrange Teacher	49,481	45,074
Highest Teacher	59,895	60,311
School Principal Avg.	78,145	81,184
Superintendent	137,350	185,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	4.8	4.0
Teacher	43.7	41.4

† Percentage of general fund expenditures. Does not include benefits.