



Horace Meek Hickam Elementary School

School Code: 209

Grades K-6

School Status and Improvement Report School Year 2019-20



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School Address:

Horace Meek Hickam Elementary School
Manzelman Circle
Honolulu, Hawaii 96818

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

Horace Meek Hickam Elementary School (HES) was established in 1950; going on 70 years in educating students on Joint Base Pearl Harbor-Hickam. We are a military-impacted school with an enrollment of approximately 600 students with 99% being military-impacted.

The biggest challenge continues to be that our military children face integration into new communities and schools. With a highly transient population that comes from many school systems, about one-third of our student population leaves with as many joining us each school year. We've developed a high-quality transition center and student-led welcome program that helps create a sense of aloha and belonging into our school "ohana" or family when they arrive. This allows students to concentrate on academics, knowing they already have friends who can share in their stress and help in times of confusion with a warm and tender hand. Furthermore, this "Ohana" building stays with our students when they depart on the next phase of their life journey with an "A Hui Hou" or Until we meet again, take good care! send off by their teachers and peers. We believe in our transition mission that starts with "Malama I Na Haumana" or "Caring for our Students".

Furthermore, we believe in quick responses in knowing our students; we screen and frequently formative assess students to ensure we are discussing best instructional strategies to address, monitor and determine the next steps for academic and social-emotional needs. We know our students, and we act to ensure our students achieve our high expectations for college, career, and community-readiness. Simultaneously, when our students and community advocated for growing leadership skills, we intentionally established a culture of empowered leaders. We envision our students becoming the architects of the future and the leaders of tomorrow that we need. We also do rigorous co-curricular programs, like Music Enrichment, Physical Education/Spots, Technology/Multimedia, Hawaiiana, and Gifted and Talented programs. Our extracurricular activities also support our Vision of developing the whole child and have included the Student Leadership Council, Leader in Me Junior Lighthouse Team, Lego Robotics Club, Video Club, Rocket Club, Chorus, Drama, Basketball, Track, and Volleyball.

In 2020, Hickam Elementary School completed a mid-year WASC visitation with positive remarks and meeting the WASC Accreditation requirements. The school received full accreditation by the Western Association of Schools and Colleges (WASC) and is extended until the Spring of 2023.

School Setting

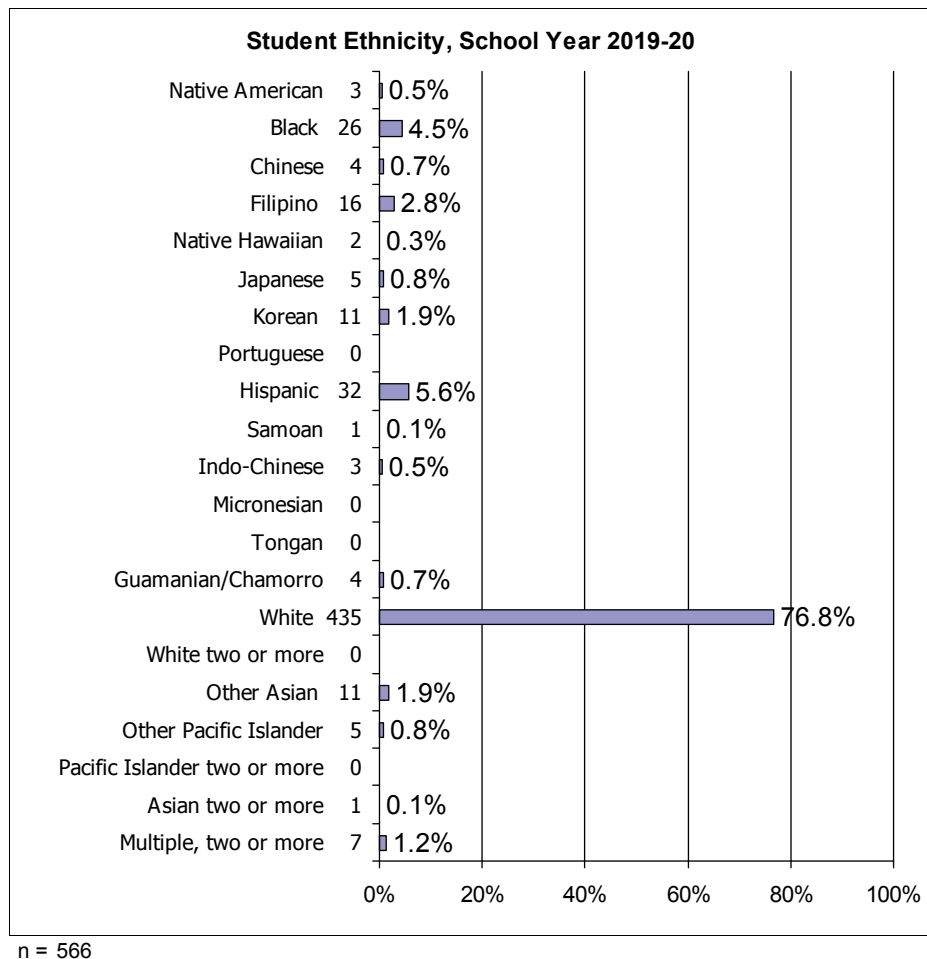
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	571	582	566	Number and percent of students in Special Education programs	55 9.6%	58 9.9%	53 9.3%
Number and percent of students enrolled for the entire school year	483 84.5%	484 83.1%	519 91.6%	Number and percent of students with limited English proficiency	* *	13 2.2%	14 2.4%
Number and percent of students receiving free or reduced-cost lunch	56 9.8%	40 6.8%	40 7.0%				

Note. -- means missing data.

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

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



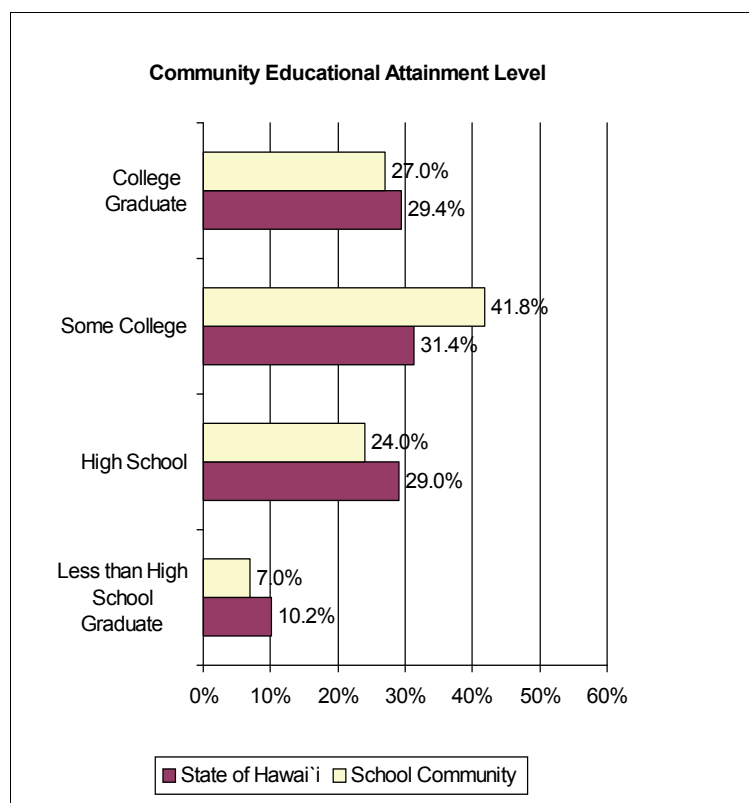
School Setting

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

Radford HSC	School Community	State of Hawai'i
Total population	27,470	1,360,301
Percentage of population aged 5-19	21.5%	18.4%
Median age of population	27.5	38.6
Number of family households	6,331	313,907
Median household income	\$64,049	\$66,420



School Improvement

Summary of Progress

English Language Arts

With a focus on teaching the whole child, students currently explore texts and develop their skills daily as readers, writers, speakers, and active listeners. Teachers strengthen skills, bolster learning, and encourage independence in concert with the vertically-articulated curriculum that they frequently re-visit to improve instruction. Teachers integrate their targeted or Wonder's curriculum resources with an intentional approach of workshop method, wide-variety of texts, and blended- and project-based learning. Teachers use Renaissance Flow 360 Early Literacy and Reading assessments and formative assessment cycles to adjust instruction and understand levels of learning. Hickam Elementary is an Advancement Via Individual Determination (AVID) certified school. We believe that all students have the right to be prepared for college and their careers. AVID provides students with research-based strategies in the areas of writing, inquiry, collaboration, organization, and reading, which includes note-taking, personal reflection, generating questions, organizational tools, and close reading. Students are also directly taught to use 21st-century skills such as collaboration and problem-solving using reading and writing across the curriculum. Our instructional approaches, interventions, and assessments are espoused through our Instructional Framework and collaborated in teachers' team time with a Curriculum Coach on a seven-day rotation schedule. They create curriculum maps and pacing guides, look at instructional data, and revise and adjust instruction to ensure that students are meeting the State standards and Learning Targets. We also have horizontal and vertical alignment across all grade levels. Since SY 2015-2016, our students have consistently scored higher than the complex area and state in meeting the proficiency rate for English Language Arts. Hickam Elementary's scores were 75.9%, 78.8% and 82%; as compared to the complex area scores of 60.5%, 61.8%, and 65.6%, and the state scores: 51.1%, 50.3%, and 54.1% during the same school years.

Math

Since SY 2014-2015, we have been using the State-mandated mathematics program. In SY 2016-2017, teachers focused on developing Curriculum Maps with priority standards and pacing guides. They collaborate on achievement data to guide instruction. Teachers work together to adjust and ensure students are meeting the Common Core State Standards (CCSS) and identified Learning Targets. In classrooms, teachers are providing students multiple strategies to solve complex math problems. To improve critical thinking, teachers guide students through multiple opportunities of problem-solving; they allow students to choose which strategy makes the most sense for the given task. Students learn that there is more than one way to solve a math problem. We have focused on the eight Standards of Mathematical Practices (SMPs). We have also had horizontal and vertical SMP articulation and alignment across all grade levels. Our teachers even collaborated with other schools to gain insight as to the needs of preschool through middle school level. Teachers continue to emphasize the SMPs in their lessons. In classrooms, teachers have used real-world problem-solving such as starting a "mini society" to help integrate mathematical practices. Students would get a job, pay rent, and keep track of a budget throughout the school year. This helps them to reason abstractly and think quantitatively about problems in life. Our intentional attack on solving complex problems and an emphasis on the eight Mathematical practices, our students have consistently scored in our state's top 10 elementary schools on the State math assessment. As with ELA, our students have consistently scored higher than the complex area and state in meeting the proficiency rate for Math. Starting with SY 2015-2016, our scores were: 70.9%, 70% and 74% in SY 2017-2018. In comparison, the Complex Areas and State scored lower.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		38.0
Regular Instruction, FTE	76.3%	29.0
Special Instruction, FTE	23.6%	9.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		38
Teachers with 5 or more years at this school		17
Teachers' average years of experience		11.0
Teachers with advanced degrees		18

Professional Teacher Credentials¹

Fully licensed	97.3%	37
Emergency hires	2.6%	1

¹ Totals may not equal 100% due to rounding.
Professional Teacher Credentials are based on teacher headcount number.

Students per Teaching Staff²

Regular Instruction	17.6
Special Instruction	5.8

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	2.0
Librarians, FTE	0.0
Counselors, FTE	2.5
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

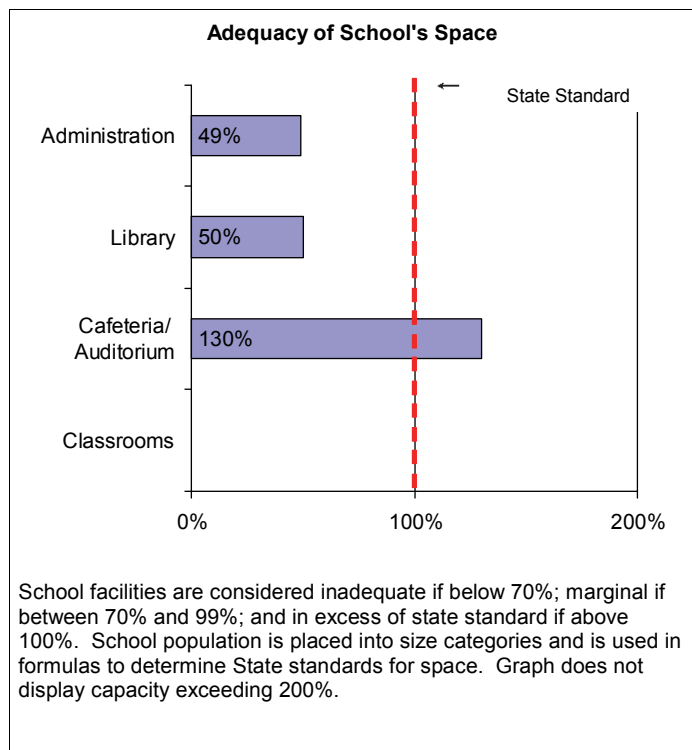
Classrooms available	--
Number of classrooms short (-) or over (+)	--

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	83.8%	77.9%	84.3%	86.0%	75.7%	71.4%
	2020	67.8%	76.7%	86.8%	86.3%	71.4%	68.2%
Well-Being	2019	85.9%	76.5%	88.6%	90.7%	--	--
	2020	67.8%	75.7%	90.7%	91.0%	--	--
Satisfaction	2019	77.0%	74.8%	72.5%	86.6%	--	--
	2020	67.8%	72.9%	83.4%	87.5%	--	--
Involvement/Engagement	2019	84.1%	74.6%	74.9%	74.9%	--	--
	2020	69.2%	73.2%	76.8%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	100.0%	79.9%	29.8%	34.9%	91.5%	86.0%
	2020	82.3%	84.5%	48.2%	37.7%	89.5%	85.2%

* 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.

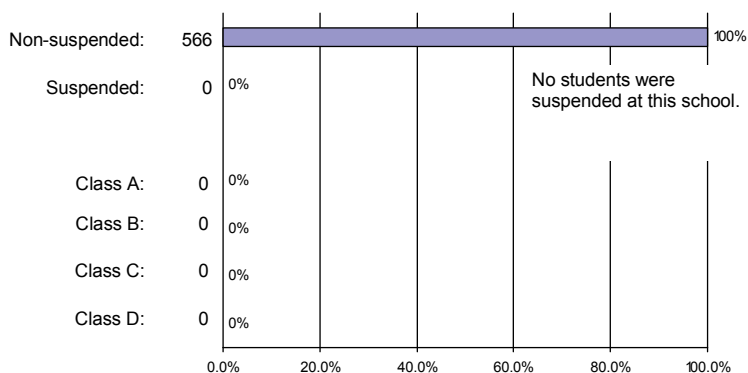
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
96.3%	96.3%	96.1%	95.0%
Average Daily Absences: in days (lower is better)			
6.6	6.4	5.1	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 Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

	Retention		
	2018	2019	2020
Total number of students	474	498	479
Percent retained in grade	0%	0%	0%

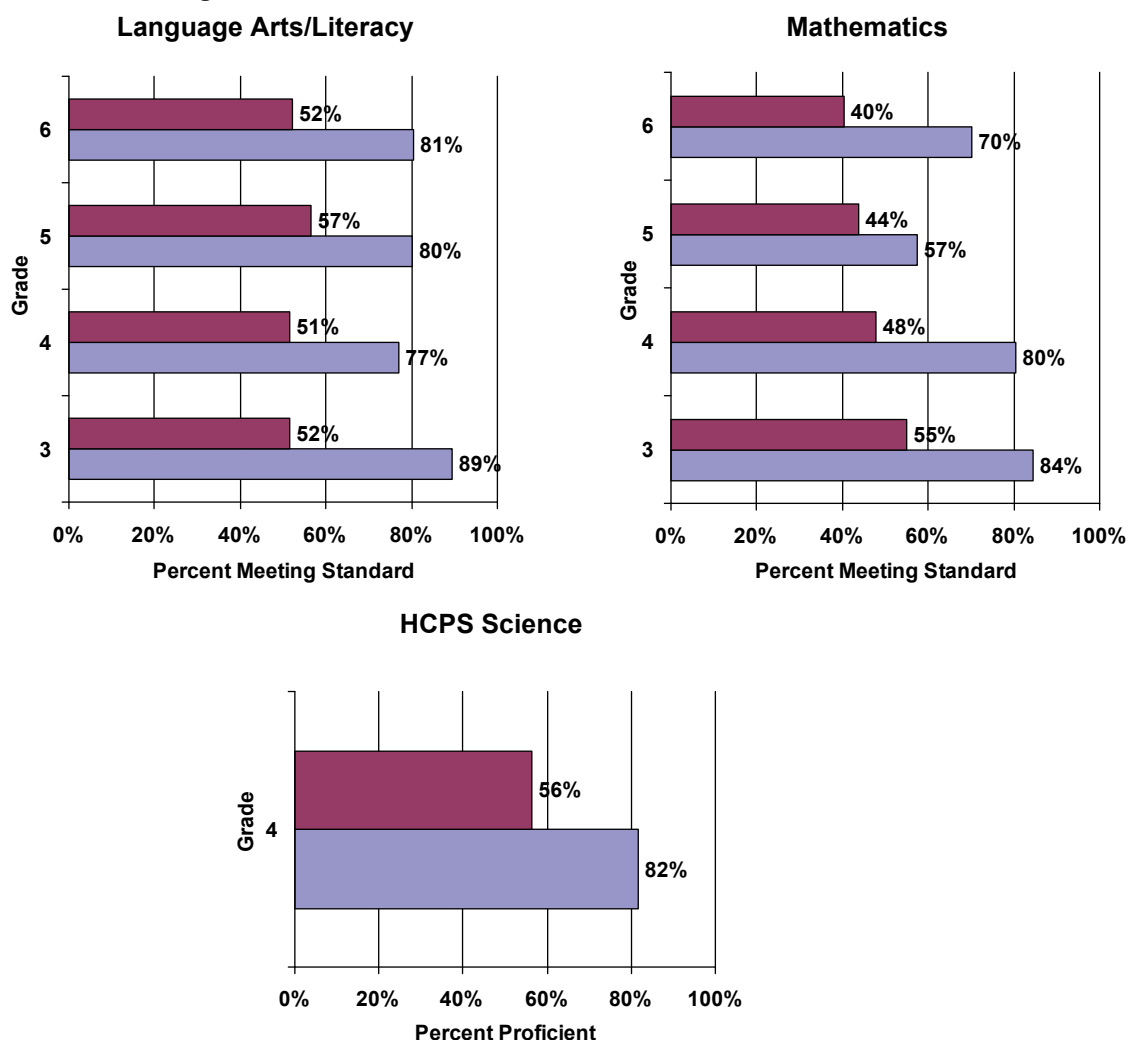
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Vital Signs

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

Horace Meek Hickam Elementary 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 2023.

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Hawaii State Department of Education.