



SCHOOL ACCOUNTABILITY REPORT CARD

Short Version, Issued Spring 2007 for Academic Year 2005–06



Dr. Carl A. Cohn, Superintendent

4100 Normal Street

San Diego, CA 92103

www.sandi.net

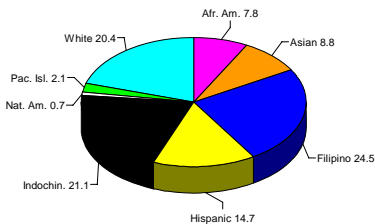
10850 Montongo St.
 San Diego, CA 92126
 Phone: (858) 271-5210
 Fax: (858) 566-9010
hickelm@sandi.net
www.sandi.net/comm/schools/elem/hickman.htm
 Dr. Dianette Mitchell Ricks,
 Principal

Hickman Elementary School

At A Glance: 2005–06

School type: Elementary
Schedule: Traditional
Grade level: K–5
Total enrollment: 707
Total teachers: 36
Per pupil expenditure: \$4,664

Enrollment Breakdown



Attendance

Year	Percent Attendance Over the Course of the Year
01–02	96.95
02–03	96.73
03–04	96.63
04–05	96.82
05–06	96.12

Business and Community Partners

- McDonald's
- California Coast Credit Union
- Kinko's
- Mervyn's
- Applebee's

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Principal's Statement

Welcome to Hickman Elementary, an award-winning California Distinguished School. We are located in the community of Mira Mesa. Our belief is that all students can learn and will do so with the high-quality teaching of integrated programs. Staff, parents, and the community have high expectations for all of our children, and we work together to provide a challenging and positive learning environment.

We are pleased that Hickman met its state Academic Performance Index (API) growth targets again this year. As we look at our testing data, we notice that our math scores are high in computation skills, but we need to continue our emphasis in the applied areas. Our English learners made significant gains this past year, but continue to need additional support. In order to continue academic growth, we will continue to focus and provide support to students who are performing below grade level.

Highlights from the 2005–06 school year include a very successful schoolwide spelling bee, Science Invention Convention, and fifth-grade Star of India sleepover. Highlights also include the publishing of our school newspaper, our fifth-grade book club, our annual principal's Sea World field trip for the best reader from each class, and Hickman student performances in the honor choir and honor band.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted California State Board of Education-approved academic standards and curriculum frameworks for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

We continue to look closely at student data and recognize the need to put special emphasis on the areas of writing, algebraic thinking, and higher-level student thinking about text through discourse. Some of our professional development time this year has been devoted to improving instructional strategies in those areas. There continues to be a need to push student success even further.

Opportunities for Parent Involvement

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

We at Hickman Elementary are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

We have a very active Parent Teacher Association (PTA) and a foundation (Friends of Hickman) that support the goals of our school. Parents and community members volunteer in classrooms, assist with our extracurricular activities, and serve on various committees.

If you want to get involved, please contact Dr. Dianette Mitchell-Ricks at (858) 271-5210.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2004	2005	2006	2006
Full credential and teaching in subject area	37	38	36	5,351
Full credential but teaching outside subject area	0	0	0	516
Without full credential	0	0	0	625
Total	37	38	36	6,492

Academic Performance Index (API)

The 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 API performance target of 800. Detailed information about the API can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/.

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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	9	9	9
Similar Schools	6	4	4

Standardized Testing and Reporting (STAR) Program

Through the California STAR Program, students in Grades 2–11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 10, and 11). Prior to 2005, the norm-referenced test (NRT) tested reading/language arts and mathematics (Grades 2–11), spelling (Grades 2–8), and science (Grades 9–11). Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in Grades 3 and 7 only, and no longer test science in any grade. To protect student privacy, "–" is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	ENGLISH LANGUAGE ARTS									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006		2004	2005	2006	2004	2005	2006	2004	2005	2006
2	54.9	64.5	68.3	39.2	45.3	49.1	35	42	47	2	66.4	77.4	84.0	52.1	61.2	62.4	51	56	59
3	48.8	52.6	50.4	33.5	34.5	38.8	30	31	36	3	56.1	70.2	72.8	51.0	57.2	61.1	48	54	58
4	65.5	74.3	72.0	41.2	51.0	52.3	39	47	49	4	69.1	75.2	77.8	43.5	51.6	54.9	45	50	54
5	56.7	74.2	54.4	41.5	45.0	45.3	40	43	43	5	46.7	67.4	58.4	32.8	44.9	50.9	38	44	48

Norm-Referenced Test (NRT): Reading and Mathematics

Percentage of students scoring at or above the 50th percentile (the national average):

Gr	READING									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006		2004	2005	2006	2004	2005	2006	2004	2005	2006
3	48.8	50.9	45.6	36.4	37.5	39.1	35	36	37	3	62.6	73.7	68.0	56.8	58.1	58.9	53	54	55

The complete **SCHOOL ACCOUNTABILITY REPORT CARD (SARC)** may be obtained from the school or from the Internet (studata.sandi.net/research/sarcs/). The complete SARC is roughly 16 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finance. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement or International Baccalaureate programs; SAT scores; college test-preparation courses; and the degree to which students are prepared to enter the workforce).