



Waimea Canyon

Elementary & Intermediate School Grades K-8

School Status and Improvement Report



Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2

- ❖ Student
- ❖ Community

Process: School p. 3

Process: School p. 4

- ❖ Certified
- ❖ Facilities

Outcomes: Vital Signs pp. 5-6

- ❖ Effective School
- ❖ Student Conduct
- ❖ Statewide
- ❖ School

School Address:

Waimea Canyon Elementary & Intermediate School
 P.O. Box 518
 Waimea, HI 96796

Focus On School

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** of education at the school for the 1999-2000 school year. **Context** information includes characteristics of the student population and the school community. **Process** information describes the school's priorities for improvement and indicates the school's staffing levels and the quality of its facilities. **Outcome** information includes survey data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements *The Superintendent's Annual Report on School Performance and Improvement in Hawai'i*, which analyzes our schools collectively and in comparison to those of other states.

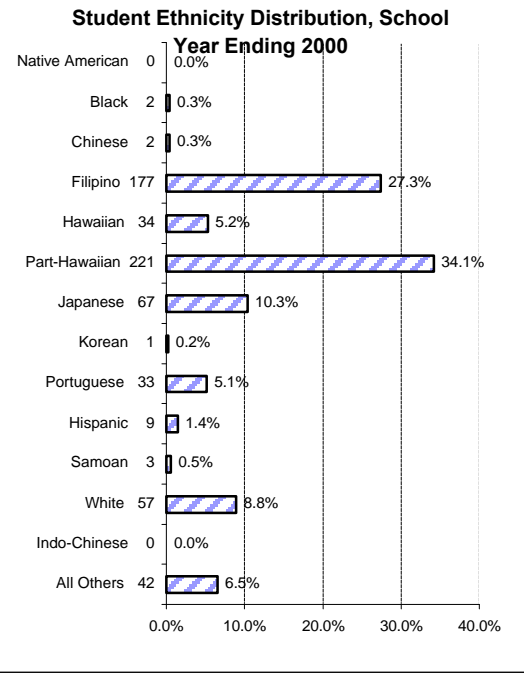
School Description

The staff and students make Waimea Canyon School 'The Best in the West.' The Elementary (K-6) and Intermediate (7-8) students share the 15.5 acre campus, having in common the library, cafeteria and administrative office. Located on the west side of Kauai, the school is geographically isolated from the major population centers of the island and its rural lifestyle promotes a feeling of togetherness among its community members. The school staff has made strong efforts in terms of funding, personnel, and time in meeting the school's goal of academic and emotional literacy and standard based performance. The school has embraced many new programs which address the needs of its school community.

Context: School Setting

Student Profile

School year ending	1998	1999	2000
Fall enrollment	680	668	655
Number and percent of students enrolled for the entire school year	674	641	629
	99.1%	96.0%	96.0%
Number and percent of students receiving free or reduced-cost lunch	368	354	346
	54.1%	53.0%	52.8%
Number and percent of students in Special Education programs	80	96	93
	11.8%	14.4%	14.2%
Number and percent of students with limited English proficiency	42	49	40
	6.2%	7.3%	6.1%

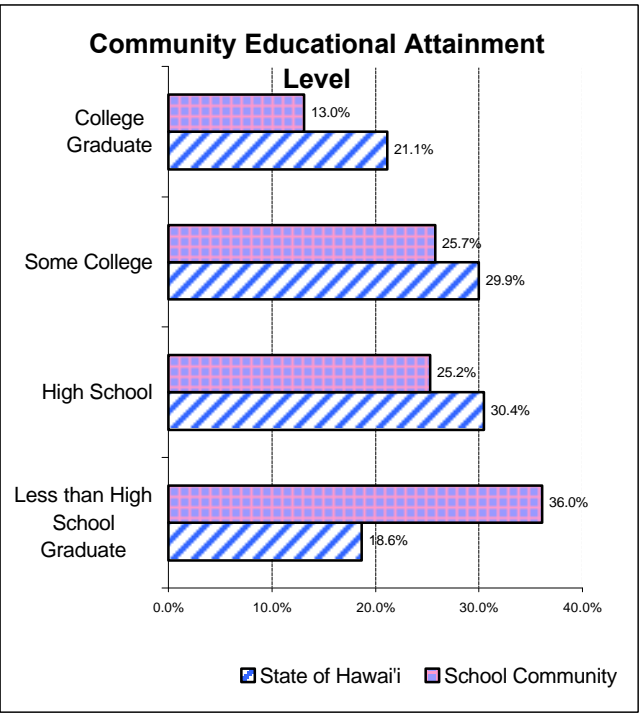


Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	3.4	3.6
Percent of households with school age children (4-19)	33.2%	31.8%
Median household income	\$32,917	\$38,829
Per capita income	\$12,535	\$15,770
Percent of households with Public Assistance income	6.2%	6.8%
Percent of children (3-19 years) below poverty level	5.9%	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: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1998	#1	Student Achievement
	#2	Staff Development
	#3	Parent Involvement/Community Relations
School Year Ending 1999	#1	Student Achievement
	#2	Staff Development
	#3	Parent Involvement/Community Relations
School Year Ending 2000	#1	Student Achievement
	#2	Staff Development
	#3	Parent Involvement/Community Relations

Priority 1: *Student Achievement*

Focus: Increase Student Achievement
There are two major areas of focus ACADEMIC and EMOTIONAL.

Academic - These efforts fall under the umbrella of our Schoolwide Title I Program. Major initiatives undertaken include: adoption of Work Sampling System in grades K-6 Accelerated Reading in grades K-2, School-to-Work for grades K-8, articulation and alignment of instruction with Hawaii Content and Performance Standards and assessment.

Emotional — Efforts include the following: Second Step for grades K-8, Effective Behavior Support system for grades K-8, the Pride Center for grades K-6, and the Comprehensive Student Support System Program for grades K-8.

Priority 2: *Staff Development*

Professional development activities continue throughout the year. Activities include: Effective Behavior Support, Accelerated Reading training and support, Work Sampling, school sponsored articulation days between and within grade levels. Keylinks, rubric development, and waiver days for planning and articulation. Developing a scope and sequence and emphasizing writing across the curriculum will be a focus.

Priority 3: *Parent Involvement/Community Relations*

Our plan focuses on providing school and family partnerships that are personal and meaningful for parents. Activities include the following: Welcome Back to School meeting, Special Occasion events i.e. Pumpkin Carving, Christmas Program, Valentines Day Parent Luncheon, Sock Hop, PJ Reading Party are some of the events held throughout the year, continuation of our Homework Hotline, classroom initiated activities which encourage parents and children to talk to each other, develop vocabulary, problem solving and thinking skills, classroom based Open House where a small group of parents are invited to visit classroom and personally engage in the dynamics of the classroom setting, continuation of our semi annual Parent-Teacher Conference, continuation of our monthly Newsletter, and an intermediate Field Day which invites parents to participate in activities with their child.

Process: School Resources

Certified Staff

School year ending 2000

Teaching Staff

Total Full-Time Equivalent (FTE)	42.5
Regular Instruction, FTE	25.0
Special Education, FTE	8.0
Supplemental Instruction, FTE	9.5
Total number of persons assigned to teaching, headcount	43
Teachers with 5 or more years experience in this school	28
Teachers' average years of experience	15.4

Students per Teaching Staff Member

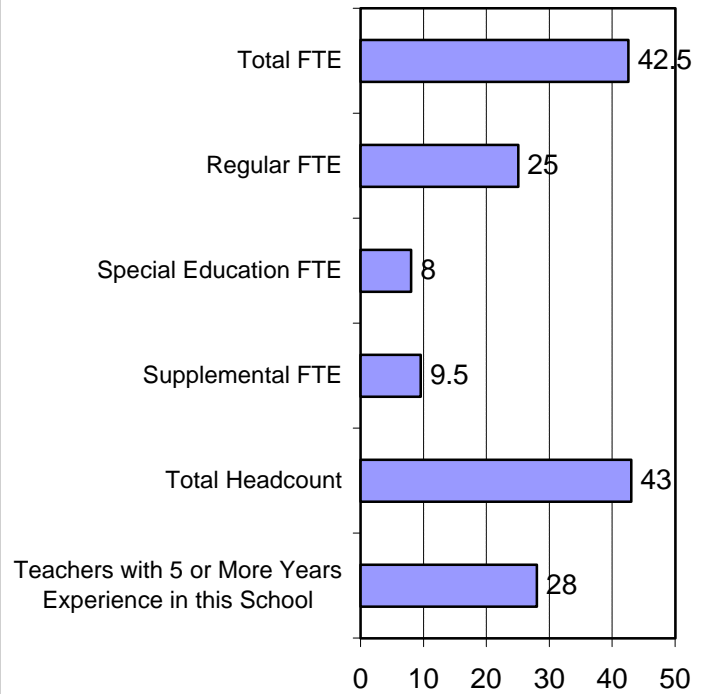
Regular Instruction	16.3
Special Education	11.6

Administrative and Student Services Staff

Administration*, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	1

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

Teacher Counts



Facilities

School year ending 2000

Classrooms available	37
Number of classrooms short (-) or over (+)	0

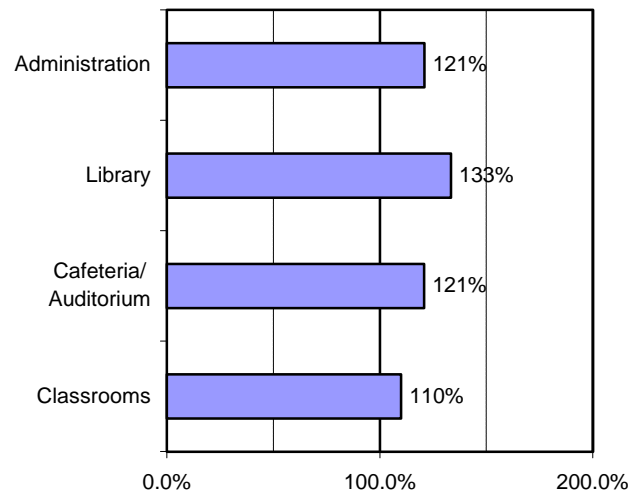
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	2	[]
Building exterior	[]	2	[]
Building interior	[]	2	[]
Equipment/Furnishings	[]	2	[]
Health/Safety	[]	2	[]
Sanitation	[]	[]	3
Total	13		

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

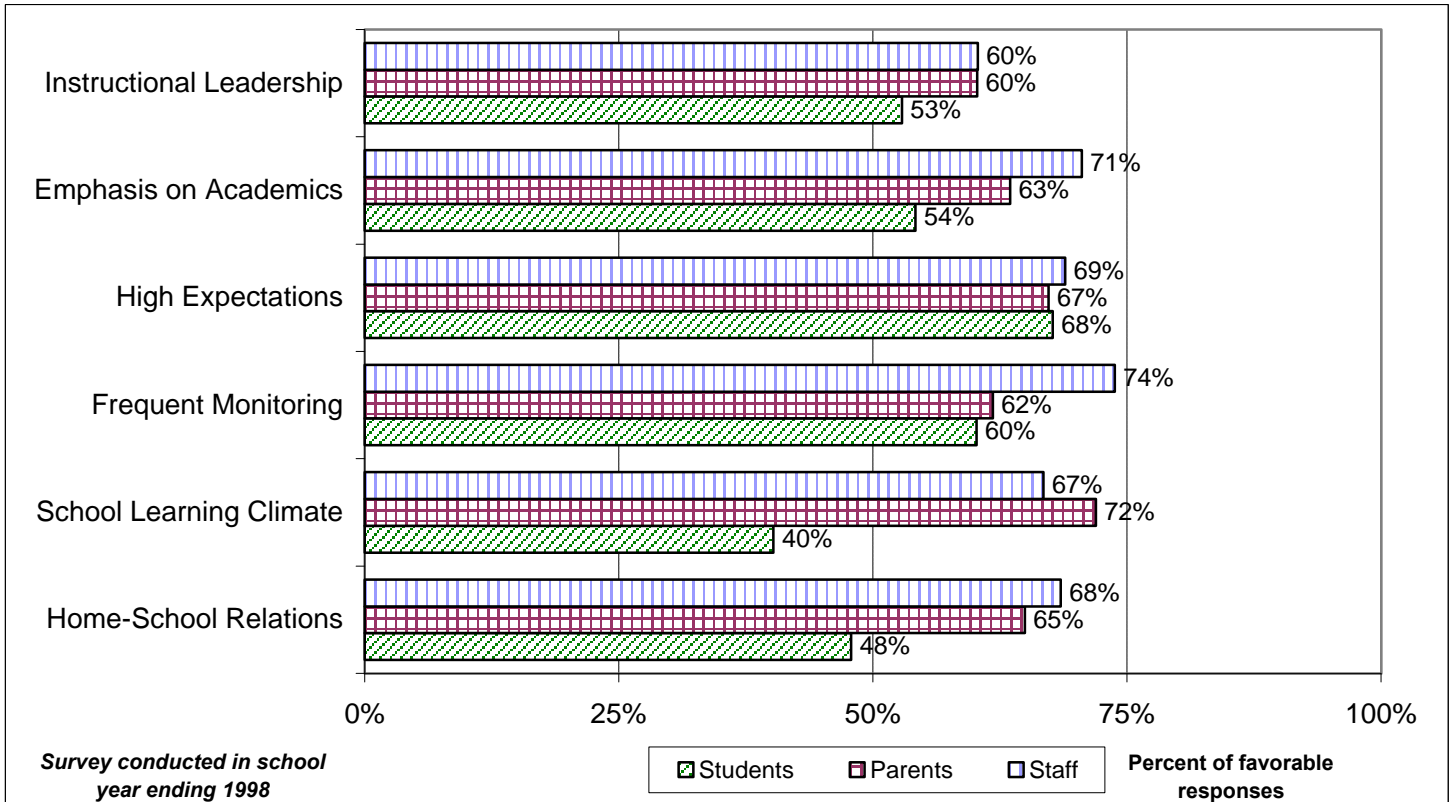


School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

Outcomes: Vital Signs

Effective School Practices

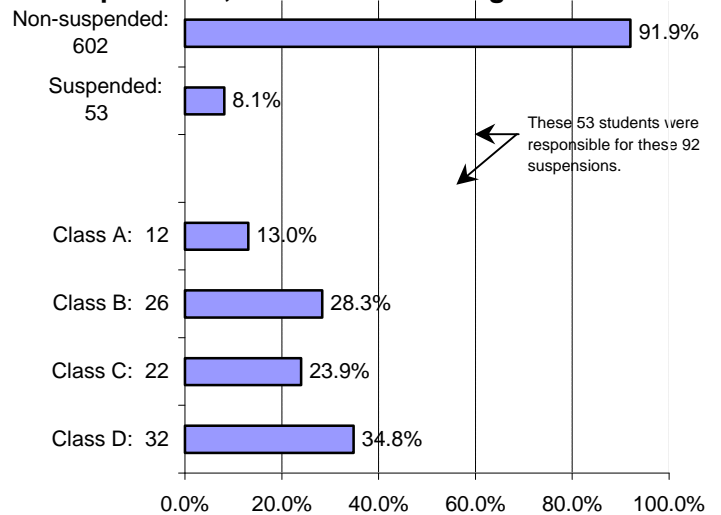
Effective Schools Survey



Student Conduct

Attendance and Absences			State Standard
<i>School Year</i>			
1997-98	1998-99	1999-2000	
Average Daily Attendance: % (higher is better)			
93.9%	94.1%	93.7%	95.0%
Average Daily Absences: in days (lower is better)			
10.8	10.6	11.4	9

School Suspensions, School Year Ending 2000



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)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 8

