



Waimea Canyon

School

Grades K-8

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

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, cafetorium and administrative office. The school has a cooperative spirit that prevails in solving problems and meeting the school goals of self-esteem and mastery of basic skill. Waimea Canyon Elementary School in operating under School/Community-Based Management.

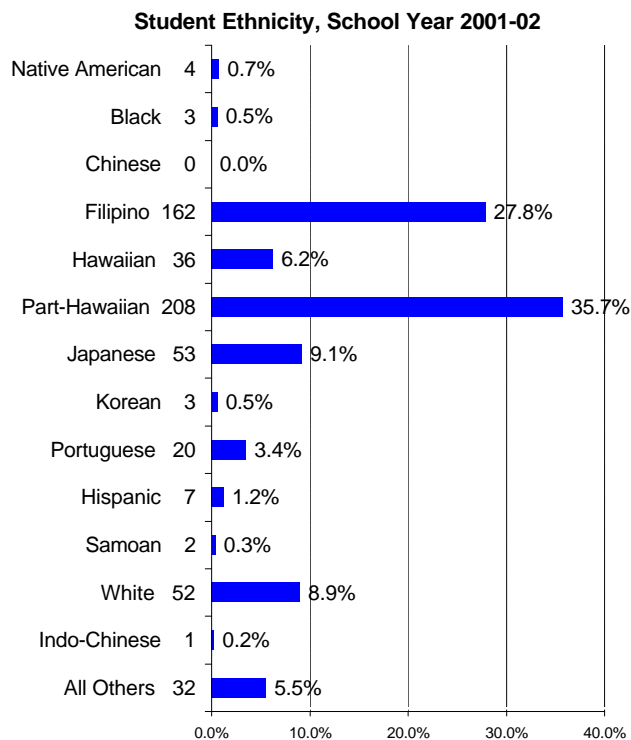
School Address:

Waimea Canyon School
 P.O. Box 518
 Waimea, HI 96796

Context: School Setting

Student Profile

School year ending	2000	2001	2002
Fall enrollment	655	666	578
Number and percent of students enrolled for the entire school year	629	628	569
	96.0%	94.3%	98.4%
Number and percent of students receiving free or reduced-cost lunch	346	349	313
	52.8%	52.4%	54.2%
Number and percent of students in Special Education programs	93	92	76
	14.2%	13.8%	13.1%
Number and percent of students with limited English proficiency	40	49	29
	6.1%	7.4%	5.0%

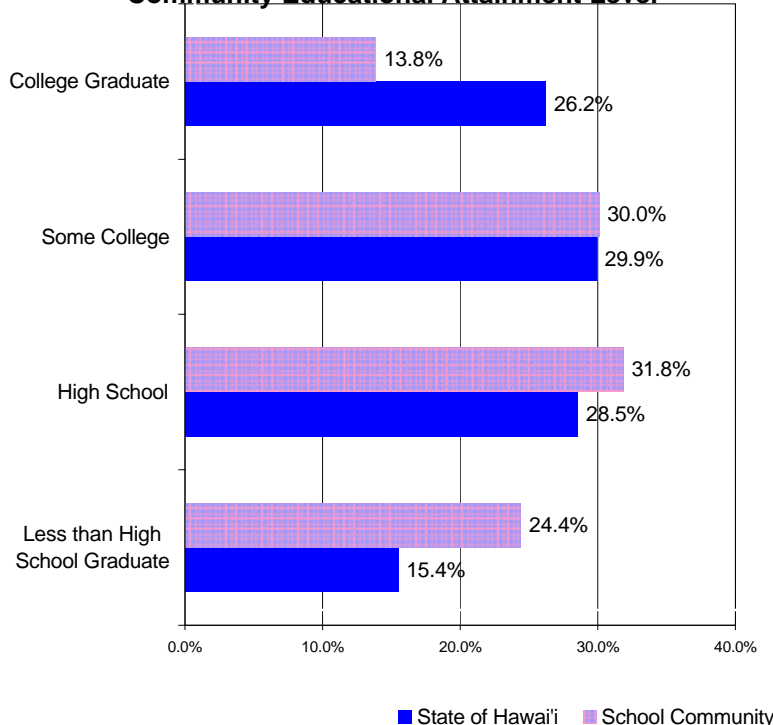


Community Profile

Based on the 2000 U.S. Census

	School Community	State of Hawai'i
West Kauai Complex		
Total population	10,683	1,211,537
Percentage of population aged 5-19	24.0%	20.6%
Median age of population	38.5	36.2
Number of families	2,683	287,068
Percent of families with children under 18	45.8%	45.0%
Percentage of families with children headed by a single mother	17.7%	18.3%
Average family size	3.3	3.4
Median household income	\$43,132	\$49,820
Percent of households with Public Assistance income	11.0%	7.6%
Percent of families with children living in poverty	12.5%	11.2%

Community Educational Attainment Level



Process: Standards Implementation Design

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

Vision: Waimea Canyon School students are competent, caring lifelong learners.

Mission: Our mission is to provide a standards-based education that will guide students towards becoming competent, caring, lifelong learners.

Beliefs: We believe that it is the shared responsibility of the school and the larger community to provide an educational environment that supports the unique individuals that we service. We believe that assessments inform instruction and that technology can enhance learning when integrated well into the curriculum.

Learner Outcomes: Waimea Canyon School has three learner outcomes. They are that students demonstrate effective reading and writing skills, demonstrate good problem solving skills and demonstrate good citizenship skills. We are focusing on students demonstrating proficiency in reading and writing across the curriculum.

Summary of School's findings (Task 4):

Through the SID process, we found the following areas of strength:

1. The school is committed to its vision and mission.
2. The school is committed to the FOL/SID accreditation process.
3. We have a stable teaching staff.
4. There are opportunities for staff development.
5. Data is used to make decisions on further services, programs, assessments needed to support student learning.

The following are major areas needing improvement:

1. The needs of specific subgroups in reading need to be addressed; low income, male and gifted/talented students.
2. Test results indicate possible needs for additional AR tutoring and other basic reading programs. It may also indicate a need for improved instruction in vocabulary, comprehension and higher order thinking skills.
3. Survey results and rubric ratings indicate a concern about adequate leadership.
4. Communication between administration and teachers, between teachers and between the school and the parents and community are a concern.

Key Elements of School's SID Action Plan:

1. Implement research-based reading and writing instructional strategies across the curriculum.
2. Use standards-based performance assessments to inform instruction.
3. Communicate effectively all services available for student support.
4. Implement a systematic evaluation process to assess the effectiveness of current programs that support student achievement in reading and writing.
5. Establish a governance system that will build leadership at all levels of the school community.
6. Focus parent involvement activities on literacy.
7. Integrate the SID into the operational framework.

Process: School Resources

Certified Staff

School year ending 2002

Teaching Staff

Total Full-Time Equivalent (FTE)	38.5
Regular Instruction, FTE	25.0
Special Education, FTE	5.0
Supplemental Instruction, FTE	8.5
Teacher headcount	39
Teachers with 5 or more years at this school	29
Teachers' average years of experience	15.3
Teachers with advanced degrees	6

Students per Teaching Staff Member

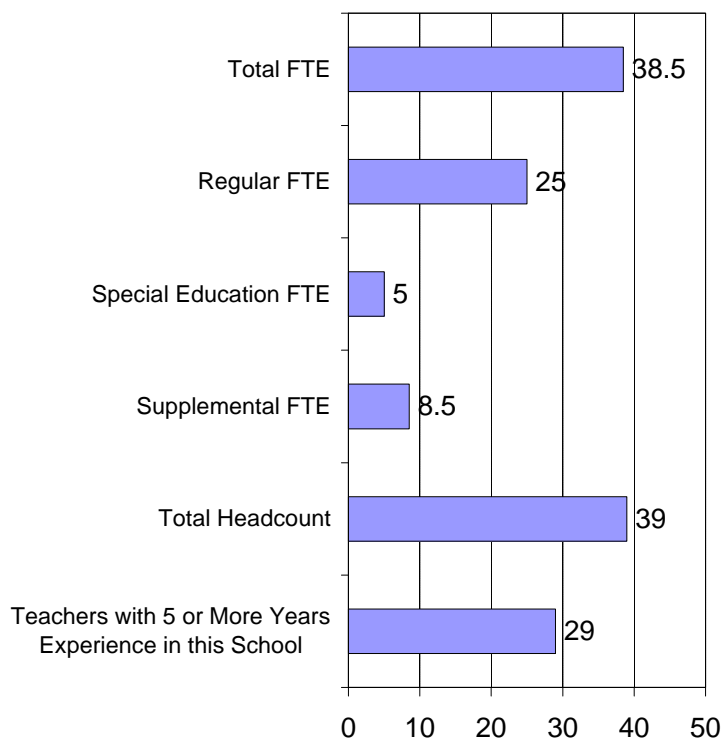
Regular Instruction	15.0
Special Education	15.2

Administrative and Student Services Staff

Administration*, FTE	5.0
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, Student Services Coordinators, Registrars, and Athletic Directors

Teacher Counts



Facilities

School year ending 2002

Classrooms available	37
Number of classrooms short (-) or over (+)	1

School facilities inspection results

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

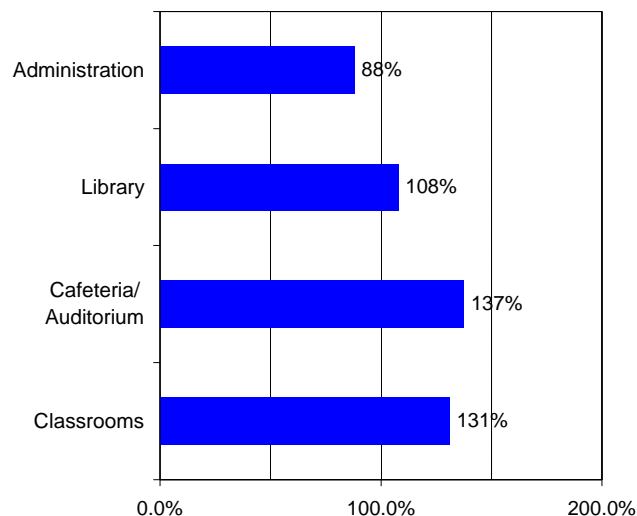
For each category:

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

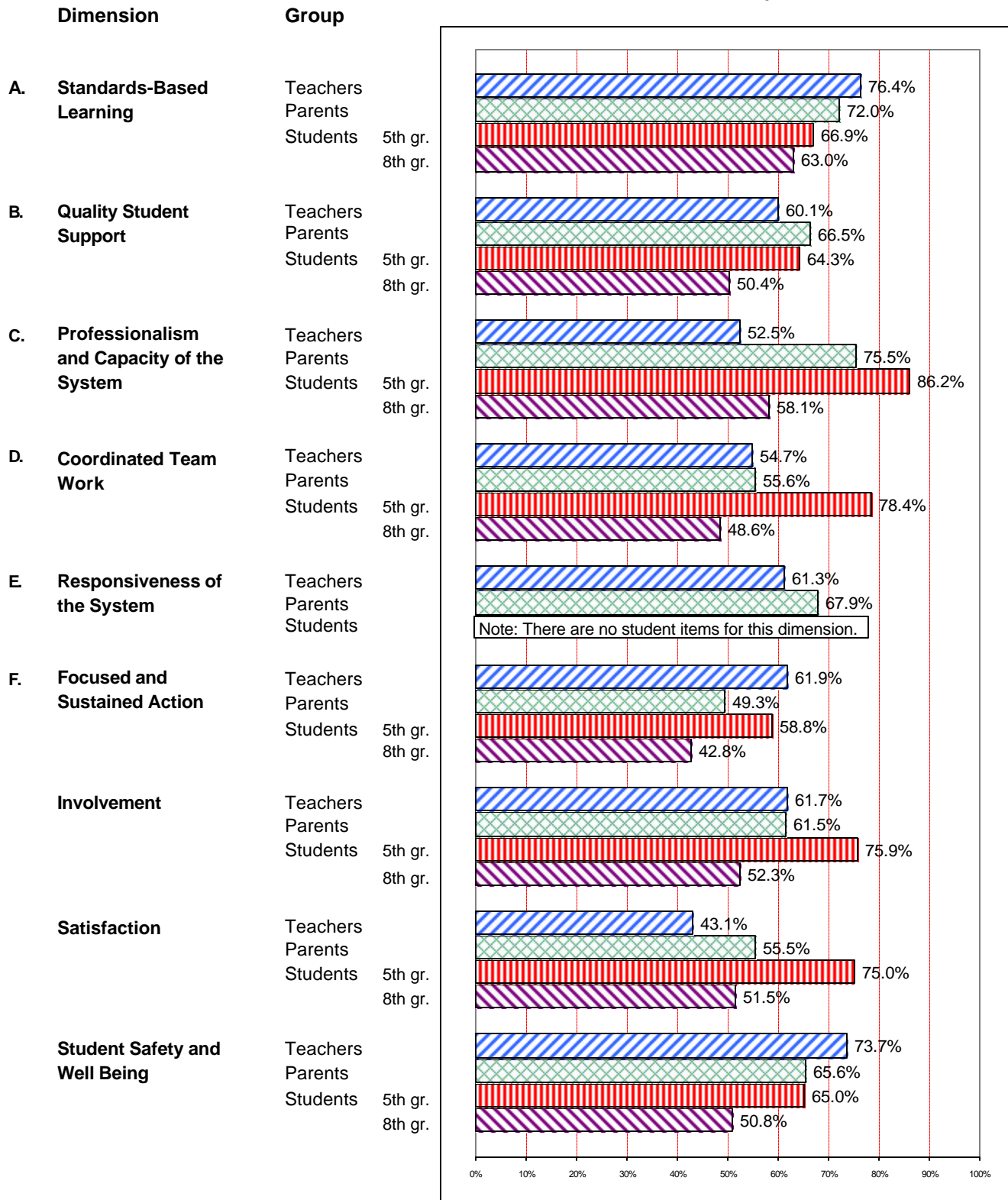


School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

Outcomes: Vital Signs

School Quality Survey

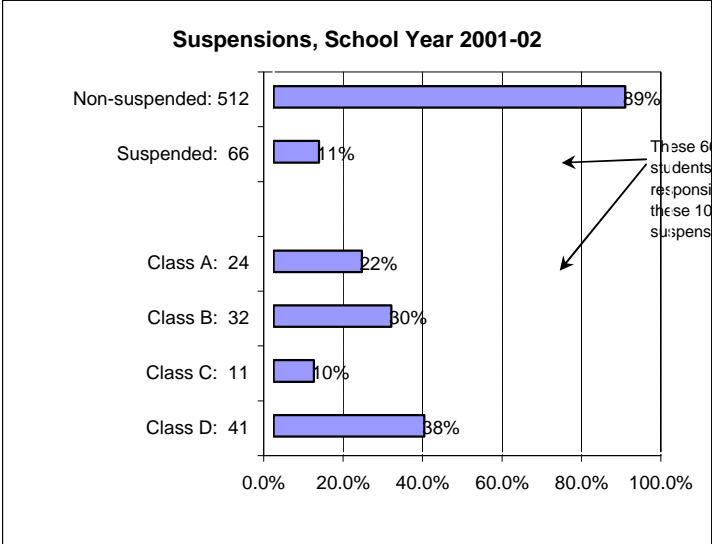
Percent Positive Response



Outcomes: Vital Signs

Student Conduct

Attendance and Absences			
<i>School Year</i>			State Standard
1999-2000	2000-01	2001-02	95.0%
Average Daily Attendance: % (higher is better)			
93.7%	94.3%	93.6%	95.0%
Average Daily Absences: in days (lower is better)			
11.4	9.3	11.3	9



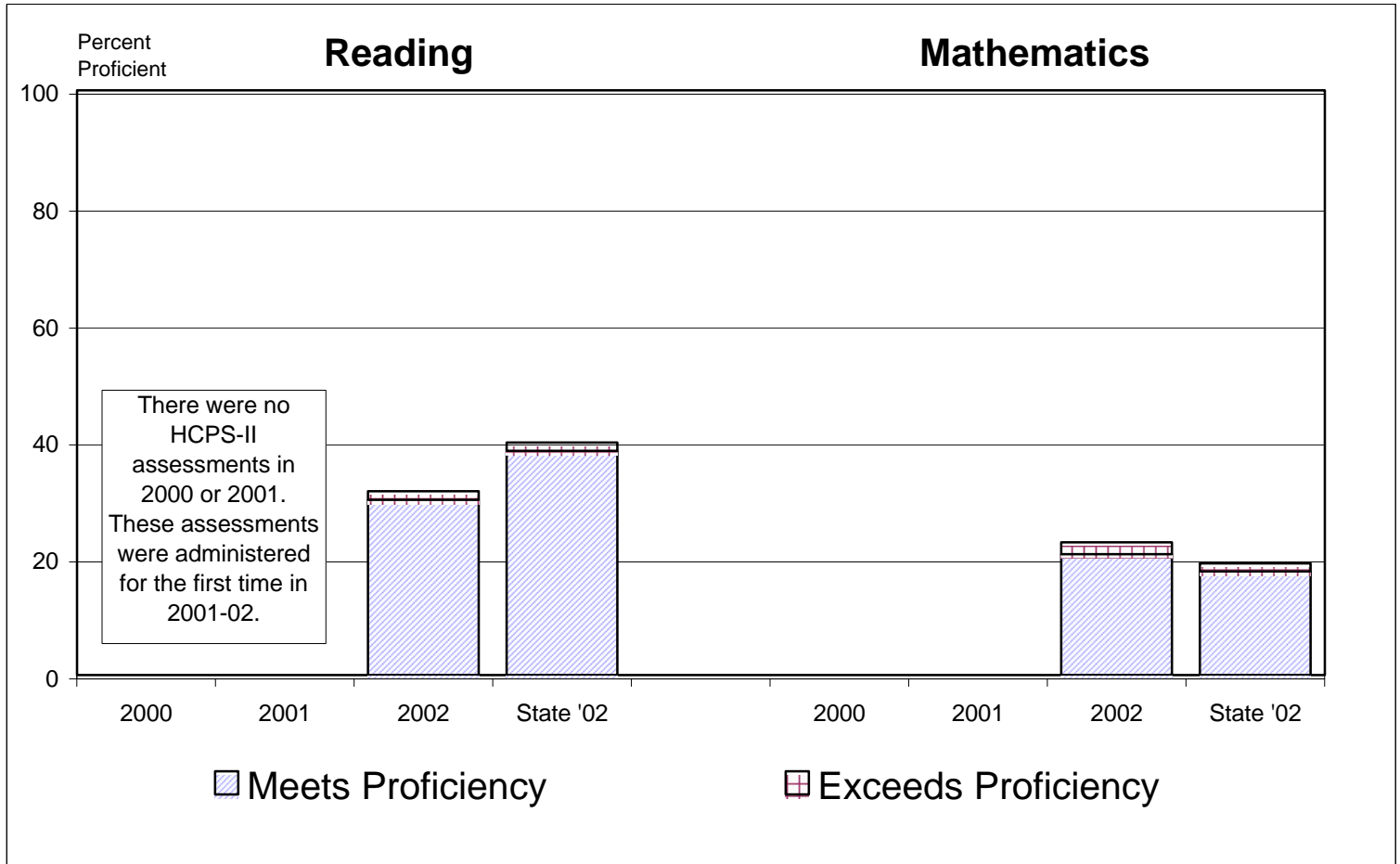
Examples of class of suspension:

- 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)

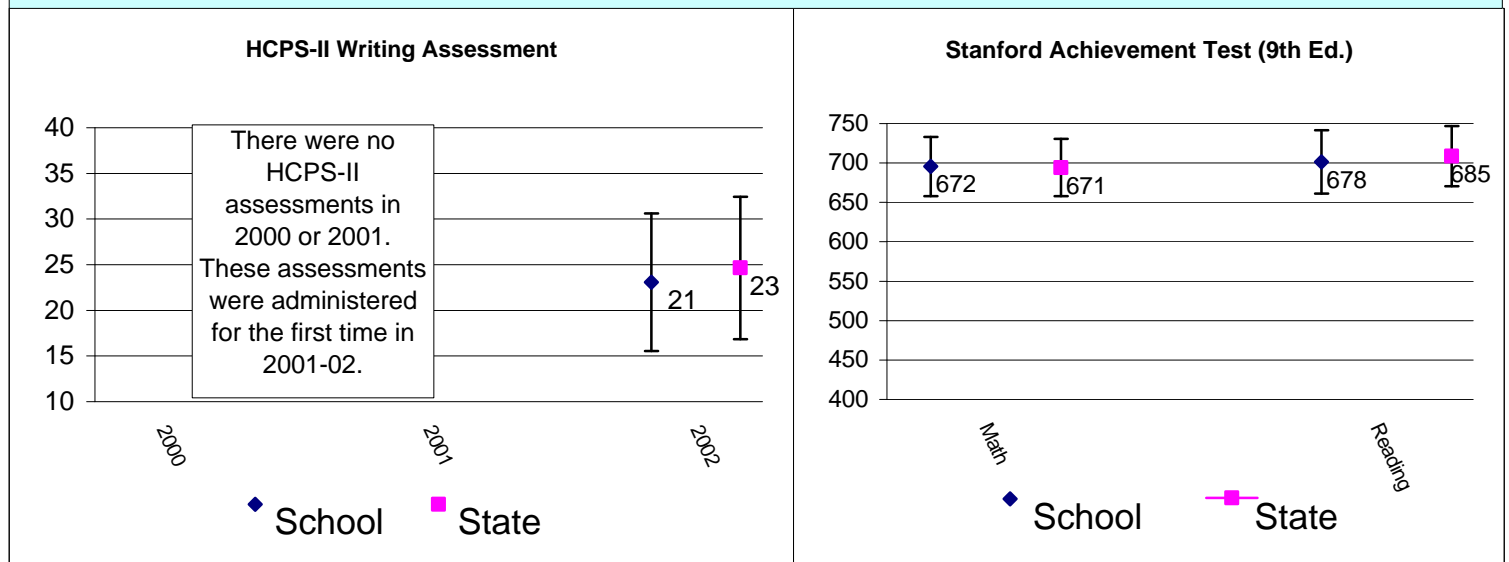
HCPS-II

HCPS-II Performance

Grade Tested: 8



The figures below show the average score in the center, with a bar around it representing about two-thirds of the scores. A school's score that differs from the state score will have little or no overlap between the two ranges. The writing scores are on a 50 point scale for all grades. Stanford scores are "scaled" scores, which vary from about 400 to 800 depending on the grade tested.



Other School Information