Maui Waena

Intermediate School Grades 6-8

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

Maui Waena Intermediate School opened its doors in 1989 to 280 students living in central Kahului. Experiencing a steady growth over the years, Maui Waena now boasts a burgeoning 1022 population in grades 6, 7, and 8 and is at this time filled to capacity. The learning community of Maui Waena has committed itself to the implementation of middle school practices as the vehicle by which to provide all students with a quality education.

Maui Waena Intermediate School is the home of the proud and majestic Falcon. Falcon Pride is evident in all Maui Waena Intermediate School does from wearing of the school colors of red, black, and white every Wednesday by students and faculty members alike to participation in various extra- and co-curricular activities ranging from athletic and academic competitions to community service projects.
## Student Profile

### School year ending

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall enrollment</td>
<td>935</td>
<td>960</td>
<td>1008</td>
</tr>
<tr>
<td>Number and percent of students enrolled for the entire school year</td>
<td>901</td>
<td>930</td>
<td>978</td>
</tr>
<tr>
<td>Number and percent of students receiving free or reduced-cost lunch</td>
<td>395</td>
<td>379</td>
<td>443</td>
</tr>
<tr>
<td>Number and percent of students in Special Education programs</td>
<td>154</td>
<td>177</td>
<td>143</td>
</tr>
<tr>
<td>Number and percent of students with limited English proficiency</td>
<td>71</td>
<td>78</td>
<td>110</td>
</tr>
</tbody>
</table>

## Community Profile

### Based on the 2000 U.S. Census

#### Maui Complex

| Total population | 41,634 | 1,211,537 |
| Percentage of population aged 5-19 | 19.7% | 20.6% |
| Median age of population | 37.5 | 36.2 |
| Number of families | 9,630 | 287,068 |
| Percent of families with children under 18 | 45.9% | 45.0% |
| Percentage of families with children headed by a single mother | 20.6% | 18.3% |
| Average family size | 3.4 | 3.4 |
| Median household income | $48,679 | $49,820 |
| Percent of households with Public Assistance income | 6.2% | 7.6% |
| Percent of families with children living in poverty | 9.2% | 11.2% |

### Community Educational Attainment Level

- **College Graduate**: State of Hawai‘i - 20.8%, School Community - 26.2%
- **Some College**: State of Hawai‘i - 32.6%, School Community - 29.9%
- **High School**: State of Hawai‘i - 28.2%, School Community - 28.5%
- **Less than High School Graduate**: State of Hawai‘i - 18.4%, School Community - 15.4%
**Our Mission:** Maui Waena Intermediate School is committed to providing diverse opportunities for physical, emotional, and intellectual growth for the early adolescent.

An essential element of systemic school improvement is a clear statement of its mission on the part of the stakeholders. Our mission expresses the ideals we all strive for together as a learning community at Maui Waena.

**Our Vision:** We are a caring community that challenges and strengthens the body, spirit, and mind.

Our vision was improved after taking into account four dimensions: hindsight (learning from lessons past), depth perception (understanding the different implications of major issues), peripheral vision (examining factors and conditions surrounding our school), and foresight (looking forward).

**Expected Schoolwide Learning Results:**

Falcon students strive to S.O.A.R., i.e., to become Self-Directed Learners, Outstanding Communicators, Able Problem Solvers, and Responsible Citizens in a caring community that challenges and strengthens the body, spirit, and mind. To help students achieve these Expected Schoolwide Learning Results, the teaching and learning community of Maui Waena has committed itself to providing diverse opportunities for physical, emotional, and intellectual growth for the early adolescent; therefore, Maui Waena recognizes the inherent value of the Focus On Learning/Standards Implementation Design process as a means by which to accomplish these goals. This process has helped to unify our school and renew our commitment to the achievement of the school’s motto: “SOAR to Excellence!”

Having received in June 2001, a six year accreditation with a mid-term review by the Western Association of Schools and Colleges, Maui Waena will continue to focus on school improvement through its three target areas of improving literacy, citizenship skills, and development of a master resource plan. The plan also focuses on improving our professional development programs by aligning them more directly with the ESLRs and by focusing on the need to support the effective use of research-based instructional strategies.

The goal of literacy has become the battle cry of our nation and state’s leaders. Maui Waena concurs that reading is essential and will be moving towards a uniform and all-encompassing program for the teaching of reading across the curriculum while concentrating on the individual learner.

A true understanding of the governance process especially as it relates to budget and curriculum must be acquired by all. A thorough and specific master plan for the utilization of all resources must be clearly delineated and based on the premise that everything done at school are all done to improve student achievement.

With the identification and prioritization of three main goals, Maui Waena will pursue the Focus on Learning process in its journey toward school renewal and reform, i.e., a never-ending journey of reviewing, revisiting, and refining. Implementations of these action plans become the responsibility of the entire school community.
### Certified Staff

#### School year ending 2002

#### Teaching Staff

- **Total Full-Time Equivalent (FTE)**: 61.0
  - Regular Instruction, FTE: 41.0
  - Special Education, FTE: 11.0
  - Supplemental Instruction, FTE: 9.0
- **Teacher headcount**: 61
- **Teachers with 5 or more years at this school**: 37
- **Teachers' average years of experience**: 9.1
- **Teachers with advanced degrees**: 14

#### Students per Teaching Staff Member

- **Regular Instruction**: 17.3
- **Special Education**: 13.0

#### Administrative and Student Services Staff

- **Administration*, FTE**: 4.0
- **Librarians, FTE**: 1.0
- **Counselors, FTE**: 4.0

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

#### Facilities

#### School year ending 2002

- **Classrooms available**: 48
- **Number of classrooms short (-) or over (+)**: -10

#### Adequacy of School's Space Compared with State Standards

- **Administration**: 18%
- **Library**: 108%
- **Cafeteria/ Auditorium**: 129%
- **Classrooms**: 92%

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

### School Facilities Inspection Results

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grounds</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Building exterior</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Building interior</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Equipment/Furnishings</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Health/Safety</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Sanitation</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

For each category:
- 1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

**For Total:**
- 6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good
School Quality Survey

Outcomes: Vital Signs

% Positive Response

A. Standards-Based Learning
   - Teachers: 81.8%
   - Parents: 61.1%
   - Students: 57.9%

B. Quality Student Support
   - Teachers: 68.9%
   - Parents: 54.7%
   - Students: 50.9%

C. Professionalism and Capacity of the System
   - Teachers: 47.1%
   - Parents: 49.1%
   - Students: 55.7%

D. Coordinated Team Work
   - Teachers: 71.4%
   - Parents: 50.2%
   - Students: 53.3%

E. Responsiveness of the System
   - Teachers: 73.4%
   - Parents: 62.9%
   - Students: 57.5%
   - Note: No student items for this dimension

F. Focused and Sustained Action
   - Teachers: 68.3%
   - Parents: 50.2%
   - Students: 53.3%

   Involvement
   - Teachers: 68.3%
   - Parents: 58.7%
   - Students: 60.3%

   Satisfaction
   - Teachers: 72.3%
   - Parents: 62.3%
   - Students: 54.1%

   Student Safety and Well Being
   - Teachers: 68.5%
   - Parents: 55.0%
   - Students: 49.5%
Student Conduct

### Attendance and Absences

**School Year**

- 1999-2000
- 2000-01
- 2001-02

**Average Daily Attendance:**

- 93.6%
- 93.9%
- 93.3%
- 95.0% (higher is better)

**Average Daily Absences:** in days

- 11.7
- 10.2
- 12
- 9 (lower is better)

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### School Completion

- Graduates and Other Completers

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number</th>
<th>Percent</th>
<th>Number of Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>3</td>
<td>0.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2000-01</td>
<td>3</td>
<td>0.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>2001-02</td>
<td>1</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Total school completers**

0.0% 0.0% 0.0%

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### Certificate of Course

**Individually Prescribed Program**

### 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)

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### Outcomes: Vital Signs

#### Suspensions, School Year 2001-02

- Non-suspended: 912
- Suspended: 96 (8%)
- Class A: 43 (40%)
- Class B: 89 (32%)
- Class C: 10
- Class D: 2

- These 96 students were responsible for 144 suspensions.

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### Attendance and Absences

- **School Year**
  - 1999-2000
  - 2000-01
  - 2001-02
- **Average Daily Attendance:**
  - 93.6%
  - 93.9%
  - 93.3%
  - 95.0% (higher is better)
- **Average Daily Absences:** in days
  - 11.7
  - 10.2
  - 12
  - 9 (lower is better)
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.