



Waimea Canyon School



Elementary-Middle School

Grades K-8

School Status and Improvement Report School Year 2002-03



Contents

Focus on Standards	p. 1
School Description	p. 1
School Setting	p. 2
<ul style="list-style-type: none"> • Student Profile • Community Profile 	
Standards Implementation	p. 3
<ul style="list-style-type: none"> • Summary of Progress 	
School Resources	p. 4
<ul style="list-style-type: none"> • Certified Staff • Facilities 	
Vital Signs	pp. 5-7
<ul style="list-style-type: none"> • School Quality Survey • Student Conduct • School Retention or Completion • Statewide Testing 	
Other School Information	p. 8

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 as well as providing information about the school's administrators, teachers, students and facilities. It also includes a summary of the school's improvement plan, the Standards Implementation Design (SID), that focuses on implementing the Hawaii Content and Performance Standards.

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. 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 School in operating under School/Community-Based Management.

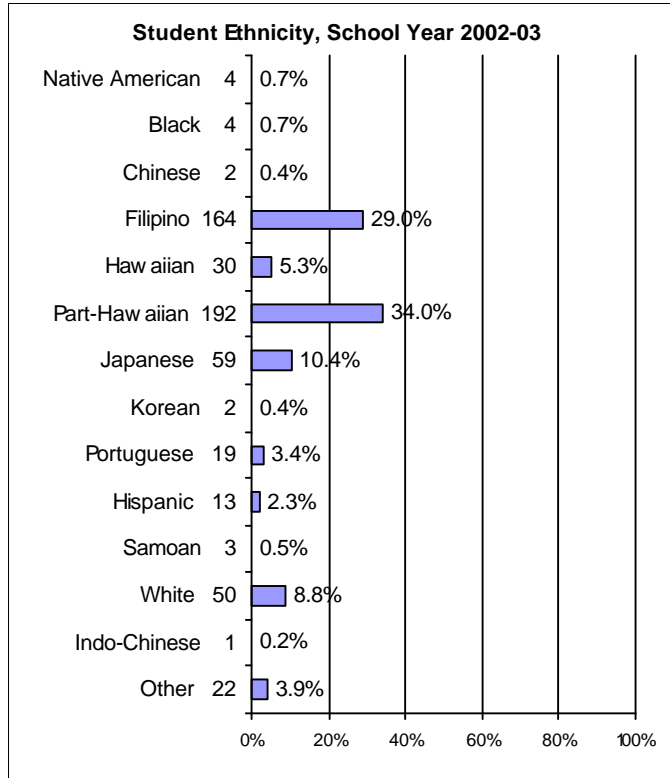
School Address:

Waimea Canyon School
9555 Huakai Road
Waimea, Hawaii 96796

School Setting

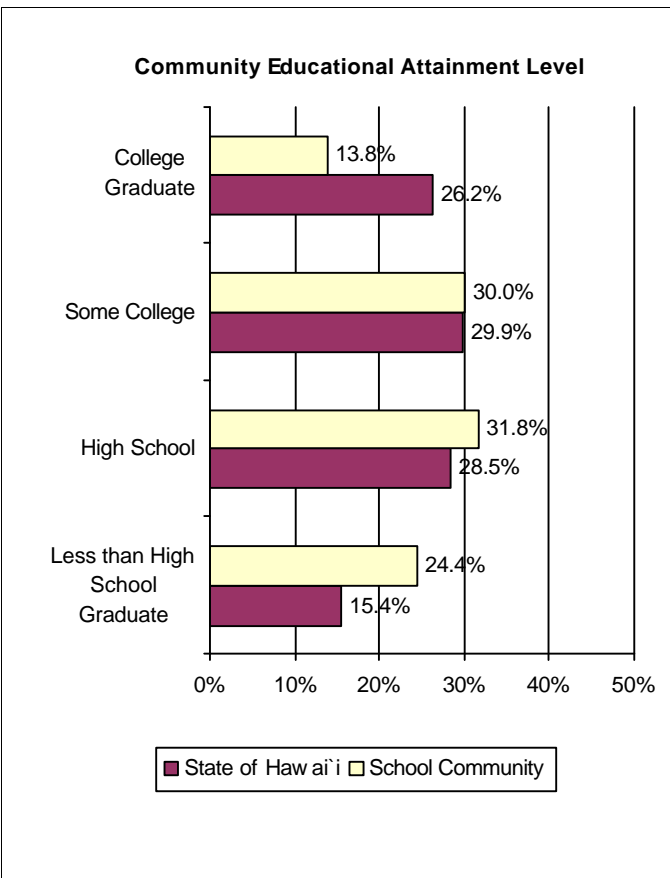
Student Profile

School year ending	2000-01	2001-02	2002-03
Fall enrollment	666	578	566
Number and percent of students enrolled for the entire school year	628	569	375
	94.3%	98.4%	66.3%
Number and percent of students receiving free or reduced-cost lunch	349	313	324
	52.4%	54.2%	57.2%
Number and percent of students in Special Education programs	92	76	59
	13.8%	13.1%	10.4%
Number and percent of students with limited English proficiency	49	29	25
	7.4%	5.0%	4.4%



Community Profile Based on the 2000 U.S. Census

West Kauai Complex	School Community	State of Hawai'i
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
Percentage 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	3.42
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%



Standards Implementation

Summary of Progress

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.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		36.5
Regular Instruction, FTE	54.8%	20.0
Special Instruction, FTE	19.2%	7.0
Supplemental Instruction, FTE	26.0%	9.5
Teacher headcount		39
Teachers with 5 or more years at this school		24
Teachers' average years of experience		15.4
Teachers with advanced degrees		6

Professional Teacher Credentials

Fully licensed	76.3%	29
Provisional credential	13.2%	5
Emergency credential	10.5%	4

Students per Teaching Staff*

Regular Instruction	17.1
Special Instruction	8.9

* Regular instruction includes both regular and supplemental teaching staff and does not include mainstreamed special education students. Therefore, these figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	4.0
Librarians, FTE	1.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	2

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

Facilities

School Year Ending 2003

Classrooms available	37
Number of classrooms short (-) or over (+)	7

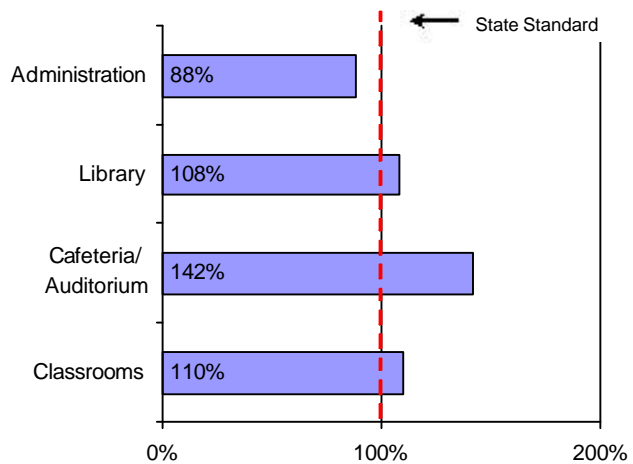
School facilities inspection results

	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



School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

Vital Signs

School Quality Survey

The School Quality Survey is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

Percent of Positive Responses

School Quality Survey Dimensions		Teachers		Parents		Students	
		School	State ¹	School	State ¹	School	State ¹
Standards-Based Learning	2001	76%	n/a	72%	n/a	63%	n/a
	2003	77%	78%	67%	61%	45%	55%
Quality Student Support	2001	60%	n/a	66%	n/a	50%	n/a
	2003	56%	66%	58%	60%	36%	44%
Professionalism & System Capacity	2001	53%	n/a	76%	n/a	58%	n/a
	2003	45%	50%	70%	61%	45%	54%
Coordinated Team Work	2001	55%	n/a	56%	n/a	49%	n/a
	2003	59%	66%	46%	45%	38%	47%
Responsiveness of the System	2001	61%	n/a	68%	n/a	There are no student items for this dimension	
	2003	68%	67%	54%	59%		
Focused & Sustained Action	2001	62%	n/a	49%	n/a	43%	n/a
	2003	56%	60%	39%	44%	33%	43%
Involvement	2001	62%	n/a	61%	n/a	52%	n/a
	2003	68%	71%	49%	56%	39%	49%
Satisfaction	2001	43%	n/a	56%	n/a	51%	n/a
	2003	33%	47%	54%	50%	40%	46%
Student Safety & Well Being	2001	74%	n/a	66%	n/a	51%	n/a
	2003	62%	70%	57%	59%	37%	44%
Survey Return Rate	2001	57%	n/a	25%	n/a	93%	n/a
	2003	72%	74%	23%	23%	90%	85%

¹ State figures are summaries of comparable school level results.

State figures for the 2001 SQS are not available.

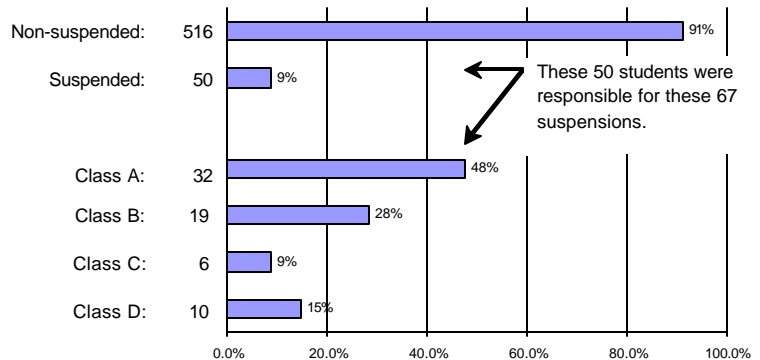
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			
2000-01	2001-02	2002-03	State Standard
Average Daily Attendance: % (higher is better)			
94.3%	93.6%	94.2%	95.0%
Average Daily Absences: in days (lower is better)			
9.3	11.3	10.2	9

Suspensions, School Year 2002-2003



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

The retention figures for elementary schools include students in all grades except kindergarten who were retained (kept back a grade) and for middle and intermediate schools the retention figures are only for eighth grade students who were not promoted to ninth grade.

Retention

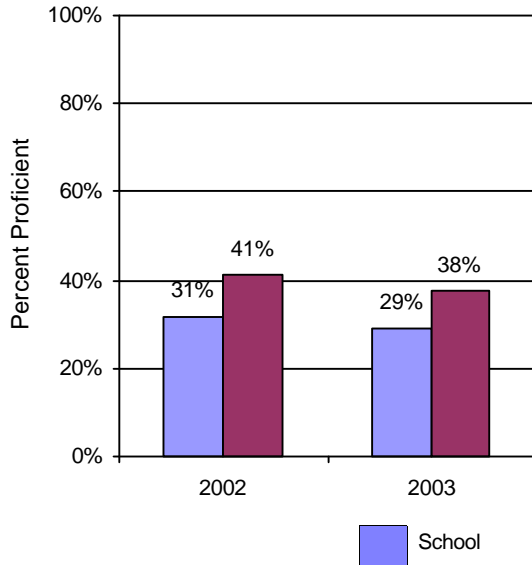
	2002	2003
Total number of students	193	172
Percent retained in grade	2%	2%

Vital Signs

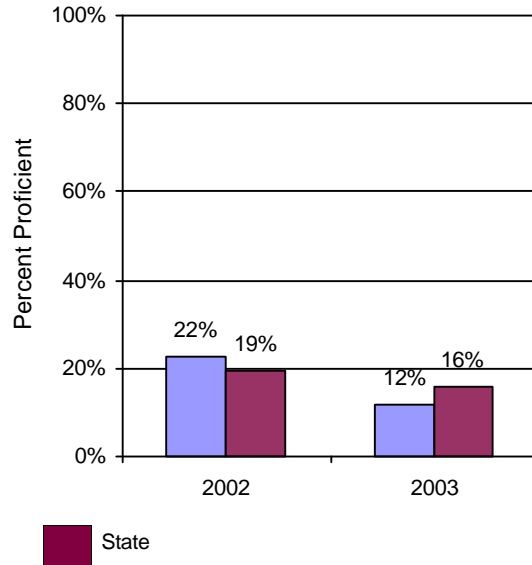
Statewide Testing

Highest Grade Tested: 8

HCPS II Reading



HCPS II Mathematics



Figures are based on total number of students in the highest grade tested at this school. State figures are summaries of comparable school level results.

HCPS II Writing Test

Writing Dimension	2001-02		2002-03	
	School	State	School	State
Meaning	2.4	2.5	2.0	2.3
Voice	2.5	2.6	2.0	2.3
Clarity	2.3	2.5	2.0	2.2
Design	2.3	2.4	2.0	2.2
Conventions	2.3	2.5	2.1	2.3
Overall	2.3	2.5	2.0	2.3

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for the highest grade level tested. State figures are summaries of comparable school level results.

Stanford Tests, 9th Edition

	Below Average	Average and Above
National Norm Group	23%	77%
State		
Reading	26%	74%
Mathematics	27%	73%
This School Highest Grade Tested: 8		
Reading	26%	74%
Mathematics	25%	75%

The Stanford Achievement Test is a national norm-referenced test with a range of 9 stanine levels. Scores in stanines 1 to 3 represent the Below Average category, and scores in stanines 4 to 9 represent Average and Above Average categories.

Other School Information

Waimea Canyon School was accredited in 2003 by the Western Association of Schools and Colleges for a period of two years.