



Waimea Canyon School



School Code: 464

Grades K-8

School Status and Improvement Report School Year 2003-04



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School Address:

Waimea Canyon School
9555 Huakai Road
Waimea, Hawaii 96796

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

Waimea Canyon School is a public K-8 school located on a 15.5-acre campus where the elementary section was constructed in 1972 then the middle school was added during 1977. This school is found on the west side of the island of Kauai and is only two blocks from Waimea High School. Bordering the school are Faye County Park, a subdivision, Kauai Veterans Memorial Hospital, and agricultural land.

Kindergarten through fifth grade serves the communities of Waimea, Pakala, and Makaweli. Students from Kalaheo may join WCS as sixth graders while students from Kekaha and Ele'ele enroll for grades seven and eight.

The community includes historical sites such as Russian Fort, Captain Cook's Landing and Menehune Ditch. Recently completed facilities on Kau'muali'i Highway before turning onto the road that leads to school, Huakai Road, are West Kaua'i Technology and Visitor Center and Kawaiola Medical Building.

School Community-based Management (SCBM) has been discussing and initiating programs at Waimea Canyon School since 1994. Representatives from six component areas meet monthly to address the needs of students, teachers, classified staff, parents, community and administrators. Some topics of discussion have been: more writing in the elementary curriculum, support for teaming in the seventh and eighth grades, additional reading programs, more parent involvement opportunities, school-wide behavioral expectations, gifted/talented math program, dress standards, playground equipment, mid-quarter reports, uniforms and testing data.

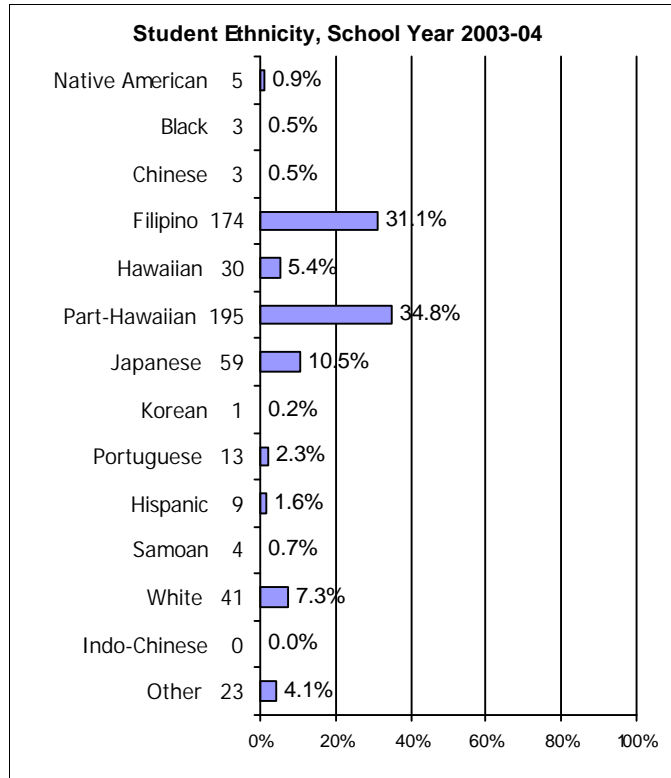
Ties to the community are through the Parent Community Networking Center (PCNC), SCBM Council, the Parent Teacher Student Organization (PTSO), the band booster group, parent conferences, "Family Night" activities and middle school team events.

Adopt-A-School, an initiative introduced during SY 2003-04 by Senator Daniel Inouye, is an effort to prepare Kaua'i's youth for the future by matching schools with High tech companies on Kaua'i. On October 29, 2003, Boeing International and Science Application International Corporation (SAIC) adopted Waimea Canyon School. SAIC will again adopt Waimea Canyon School for SY 2004-05.

School Setting

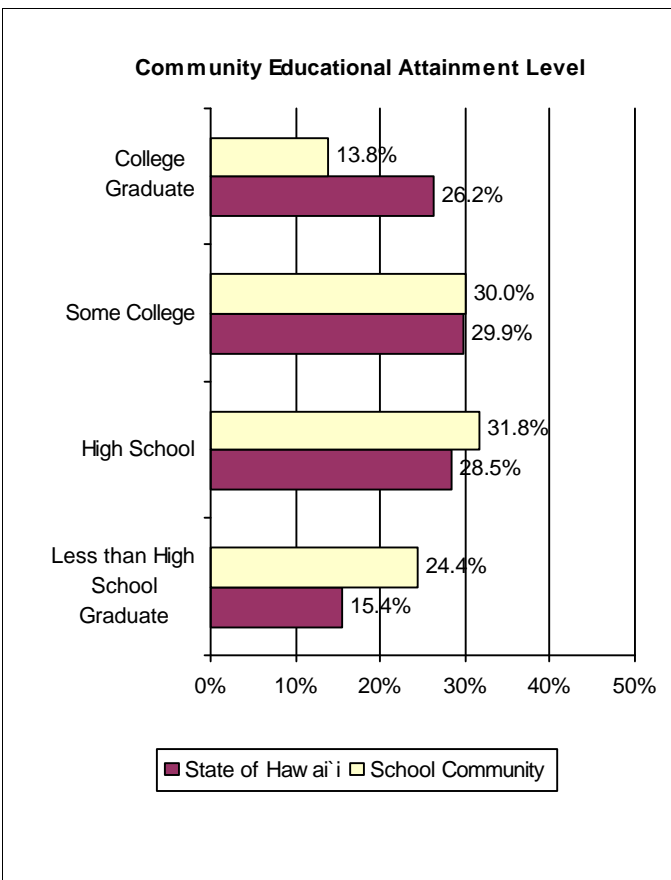
Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	578	566	562
Number and percent of students enrolled for the entire school year	569 98.4%	545 96.3%	537 95.6%
Number and percent of students receiving free or reduced-cost lunch	313 54.2%	301 53.2%	276 49.1%
Number and percent of students in Special Education programs	76 13.1%	62 11.0%	42 7.5%
Number and percent of students with limited English proficiency	29 5.0%	21 3.7%	18 3.2%



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

Achievement of SID Parameters

Inclusiveness (2.2)

SID is developed by a leadership team, however not all stakeholders (i.e. parents, students, community) are involved in the process directly. Information to all groups is shared through the parent newsletter, and at monthly SCBM and PTSO meetings when applicable.

Purposefulness (2.8)

School-wide General Learner Outcomes have been identified. A school wide plan, as well as, Grade level and Subject area plans have been developed and updated.

Student Focused Efforts (2.7)

The SID process focuses on students and student achievement. Teachers have utilized achievement data spreadsheets and identified students for targeted interventions. The staff continues to develop "Writing across the curriculum" to allow students more opportunity to create written responses. The responses are rated by teachers utilizing a rubric.

Action Oriented (3.5)

We have a SID that focuses on student achievement of the standards. Summative assessment data is available and utilized by the staff in identifying areas of need. Formative assessment needs to be developed to ensure students receive the descriptive feedback needed for benchmark achievement.

Accountability (1.5)

In looking at the schoolwide action plan with regards to standards implementation there are opportunities for teachers to articulate over student work and review the data. The goal then is to insure that students are able to achieve. In the area of improving student behavior the school has been utilizing the Positive Behavior Support philosophy. A committee meets and reviews the data and plans positive interventions. A web site data base is used for recording of and reporting on discipline. The Comprehensive Student Support Cadre provides interventions and assistance when appropriate for the higher need students.

Strong Leadership (2.7)

Leadership is assumed at different levels with representation from grade levels and teams. Leaders are delegated the authority to lead.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		38.0
Regular Instruction, FTE	52.6%	20.0
Special Instruction, FTE	13.2%	5.0
Supplemental Instruction, FTE	34.2%	13.0
Teacher headcount		39
Teachers with 5 or more years at this school		24
Teachers' average years of experience		14.9
Teachers with advanced degrees		8

Professional Teacher Credentials

Fully licensed	79.5%	31
Provisional credential	10.3%	4
Emergency credential	10.3%	4

Students per Teaching Staff *

Regular Instruction	15.8
Special Instruction	8.4

* 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 *	5.0
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 2004

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

School facilities inspection results

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior			3
Equipment/Furnishings			3
Health/Safety		2	
Sanitation		2	
Total		14	

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

Data not available

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 (SQS) 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	School	State	School ¹	State
Standards-Based Learning	2001	76%	n/a	72%	n/a	63%	n/a
	2003	77%	n/a	67%	n/a	45%	n/a
Quality Student Support	2001	60%	n/a	66%	n/a	50%	n/a
	2003	56%	n/a	58%	n/a	36%	n/a
Professionalism & System Capacity	2001	53%	n/a	76%	n/a	58%	n/a
	2003	45%	n/a	70%	n/a	45%	n/a
Coordinated Team Work	2001	55%	n/a	56%	n/a	49%	n/a
	2003	59%	n/a	46%	n/a	38%	n/a
Responsiveness of the System	2001	61%	n/a	68%	n/a	There are no student items for this dimension	
	2003	68%	n/a	54%	n/a		
Focused & Sustained Action	2001	62%	n/a	49%	n/a	43%	n/a
	2003	56%	n/a	39%	n/a	33%	n/a
Involvement	2001	62%	n/a	61%	n/a	52%	n/a
	2003	68%	n/a	49%	n/a	39%	n/a
Satisfaction	2001	43%	n/a	56%	n/a	51%	n/a
	2003	33%	n/a	54%	n/a	40%	n/a
Student Safety & Well Being	2001	74%	n/a	66%	n/a	51%	n/a
	2003	62%	n/a	57%	n/a	37%	n/a
Survey Return Rate	2001	57%	n/a	25%	n/a	93%	n/a
	2003	55%	70%	25%	22%	96%	83%

¹

Student positive responses are for the highest grade level surveyed at this school.

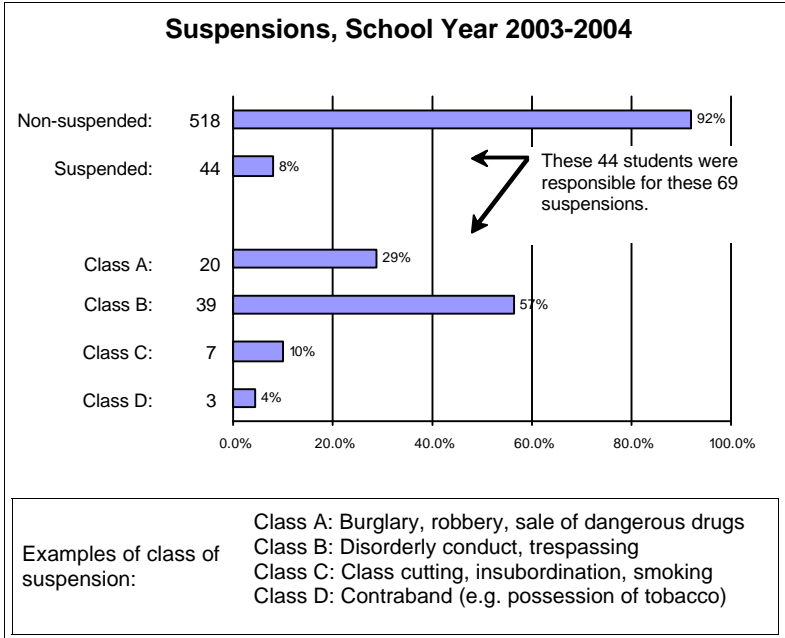
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			
2001-02	2002-03	2003-04	State Standard
Average Daily Attendance: % (higher is better)			
93.6%	94.2%	95.4%	95.0%
Average Daily Absences: in days (lower is better)			
11.3	10.2	8.3	9

Suspensions, School Year 2003-2004



School Retention

Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, retention calculations that conform to NCLB requirements are used.

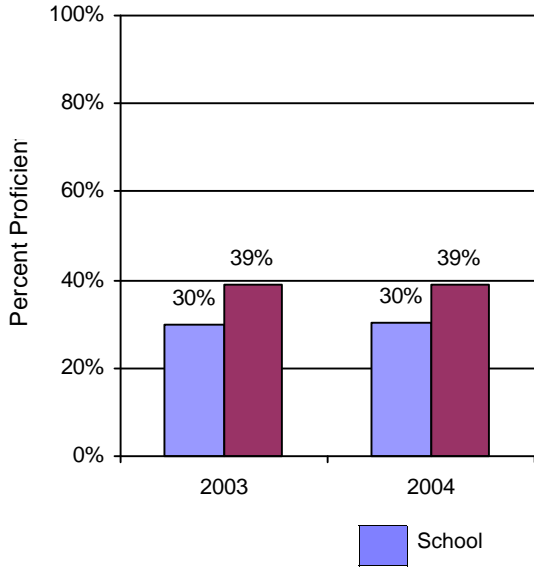
	Retention	
	2003	2004
Total number of students	172	186
Percent retained in grade	3%	1%

Vital Signs

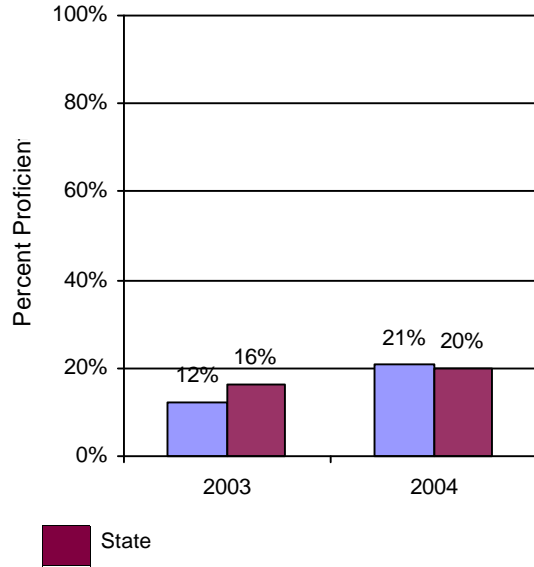
Statewide Testing

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	2002-03		2003-04	
	School	State	School	State
Meaning	2.1	2.4	2.4	2.4
Voice	2.1	2.4	2.4	2.4
Clarity	2.1	2.3	2.4	2.3
Design	2.0	2.3	2.2	2.2
Conventions	2.2	2.4	2.5	2.4
Overall	2.1	2.4	2.4	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	27%	73%
Mathematics	26%	74%
This School Highest Grade Tested: 8		
Reading	40%	60%
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.

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