



Waimea Canyon School



School Code: 464

Grades K-8

School Status and Improvement Report School Year 2004-05



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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; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan, reports student achievement results along with other vital signs.

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.

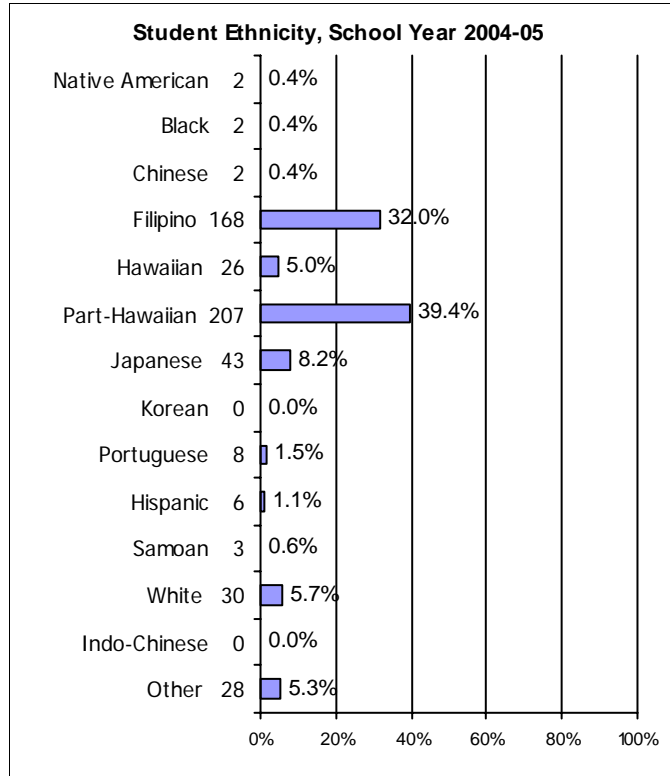
Ties to the community are through the Parent Community Networking Center (PCNC), SCBM Council, the Parent Teacher Student Organization (PTSO), the band booster group, parent conferences, "Family Night" activities and middle school team events.

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

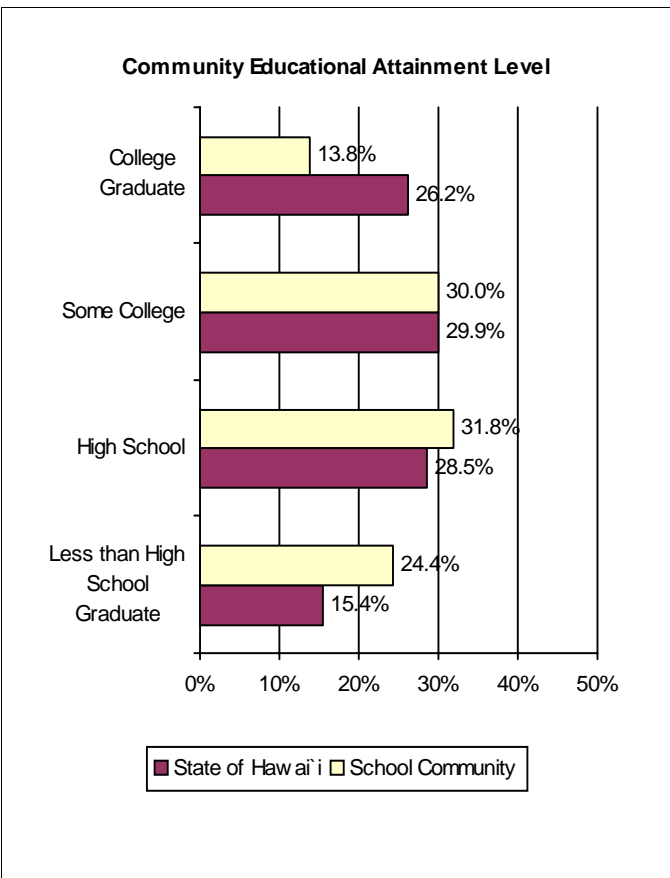
Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	566	562	522
Number and percent of students enrolled for the entire school year	545 96.3%	537 95.6%	501 96.0%
Number and percent of students receiving free or reduced-cost lunch	301 53.2%	276 49.1%	244 46.7%
Number and percent of students in Special Education programs	62 11.0%	42 7.5%	45 8.6%
Number and percent of students with limited English proficiency	21 3.7%	18 3.2%	20 3.8%
Percent of Kindergartners who attended preschool	--	--	85%



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%



School Improvement

Summary of Progress

Inclusiveness: Six focus groups have been meeting through out the school year to discuss, review, and edit sections of our Focus on Learning document. The FOL process now involves members of all stakeholder groups (parents, students, certified staff, classified staff).

Purposefulness: Posters of school's vision, mission, and GLO's have been placed in prominent locations around campus (library, cafeteria, office, classrooms). Student-friendly versions were distributed to all certified staff and shared with students. At the present time, teachers in grades K-6 are collecting evidence of student progress with respect to the GLO's, as an addendum is used to report quarterly progress to parents. As for continued communication with parents, the vision and mission statements are revisited at parent activities and highlighted in the school's monthly newsletter. The school focus this year addressed the area of constructed response in Language Arts and Math. Additional support and practice was provided across the other curriculum areas as well.

Student-Focused Efforts: H.S.A. data along with other longitudinal school-wide data is organized in a database to identify trends as well as students needing additional support. Based on this data, teachers identified Reading Response as an area for school-wide focus. Smart Goals were then developed to target and measure improvement, a key component being conversations regarding student samples and proficiency. Elementary teachers and Grades 6, 7 and 8 Language Arts and Math teachers have worked with consultants from Pulliam Group and utilized trend data to identify Targeted Standards to be addressed this year. These teachers were introduced to and practiced a process called "Structured Teacher Planning Time". Here their conversations are focused on data from assessments and student work and results in next step interventions in the classroom for students identified in the approaching proficiency and proficient groups, as well as, system interventions they need to be in place for those well below proficiency. Small teams meet to analyze student performance and determine next round of classroom interventions. Additional resources both human and financial have been allocated next school year for system intervention for identified "Box Car 1" students in mathematics and language arts for grades 6-8. Identified students will receive small class instruction in addition to their language arts and math heterogeneously grouped class.

In addition to a school-wide focus on response, a variety of support programs focus on reading and writing. On-going assessment is used to evaluate student progress: DIBELS (K-3), Accelerated Reading (K-1), Oral Reading Fluency (4-6), Flynt-Cooter (Read/Write 4-6), Running Records (7-8). Teachers discuss data during articulation time or team meetings. Changes are made to groups based on this data in order to support the needs of students.

Action-Orientation: The Action Plan focuses on needs in Task 4 with an emphasis on reading comprehension/response. Title 1, CSSS, GEAR-UP, KWP, Migrant Education Grant tutoring and Malama la Ka Makemakika are among some of the programs and initiatives supporting the school's effort to provide students with a standards-based education.

Accountability: H.S.A data allowed teachers to identify bubble students as well as the subgroups needing support in reaching proficiency. Teachers use this information to plan interventions. The collaborative conferencing piece built into Smart Goals also provides time for teachers to discuss student work and possible interventions.

Benchmark Tracker has been adopted as a means to measure school-wide proficiency in Reading and Math. After assessment is completed a "Structured Teacher Planning Time is calendared for teachers to articulate and plan their next intervention target and process.

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School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		35.0
Regular Instruction, FTE	48.6%	17.0
Special Instruction, FTE	8.6%	3.0
Supplemental Instruction, FTE	42.9%	15.0
Teacher headcount		36
Teachers with 5 or more years at this school		20
Teachers' average years of experience		14.2
Teachers with advanced degrees		5

Professional Teacher Credentials

Fully licensed	72.2%	26
Provisional credential	11.1%	4
Emergency credential	16.7%	6

Students per Teaching Staff *

Regular Instruction	14.9
Special Instruction	15.0

* 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	2.0
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

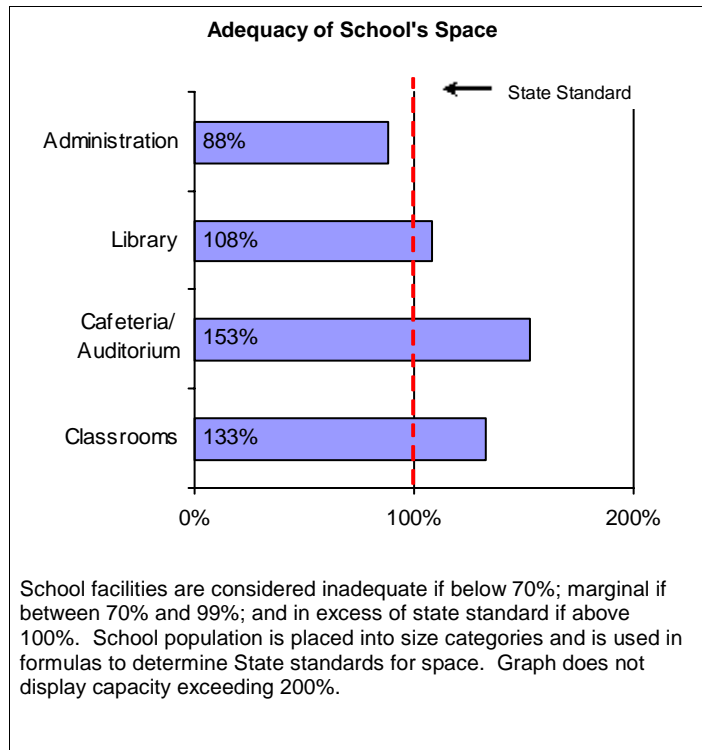
School Year Ending 2005

Classrooms available	37
Number of classrooms short (-) or over (+)	3

	Score		
	1	2	3
Grounds	2		
Building exterior			3
Building interior		2	
Equipment/Furnishings			3
Health/Safety		2	
Sanitation			3
Total		15	

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

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



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	Year	Teachers		Parents		Students	
		School	State	School	State	School	State
Standards-Based Learning	2003	77.4%	--	66.7%	--	45.5%	--
	2005	72.6%	81.3%	70.6%	65.6%	58.5%	56.9%
Quality Student Support	2003	56.4%	--	57.8%	--	35.7%	--
	2005	47.8%	70.1%	65.9%	62.9%	46.1%	44.6%
Professionalism & System Capacity	2003	45.1%	--	70.5%	--	44.7%	--
	2005	57.1%	63.3%	75.4%	64.3%	67.5%	58.2%
Coordinated Team Work	2003	58.8%	--	46.1%	--	38.1%	--
	2005	53.6%	70.2%	53.8%	50.3%	56.9%	50.0%
Responsiveness of the System	2003	68.0%	--	54.0%	--	There are no student items for this dimension	
	2005	54.3%	73.9%	64.3%	59.2%		
Focused & Sustained Action	2003	55.9%	--	39.5%	--	32.5%	--
	2005	58.6%	68.6%	51.5%	50.4%	49.5%	48.8%
Involvement	2003	68.0%	--	49.1%	--	39.0%	--
	2005	63.8%	77.5%	62.9%	59.2%	59.2%	53.4%
Satisfaction	2003	33.3%	--	53.6%	--	40.2%	--
	2005	35.3%	54.7%	57.1%	55.8%	52.7%	49.1%
Student Safety & Well Being	2003	62.0%	--	57.1%	--	36.9%	--
	2005	56.3%	74.5%	64.9%	62.8%	46.1%	44.8%
Survey Return Rate **	2003	54.8%	--	25.0%	--	95.6%	--
	2005	92.1%	76.5%	25.9%	21.5%	91.3%	87.9%

* State Teacher and Parent positive response figures are one of 4 grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

** State Return Rate for Teachers, Parents, and Students are for one of 6 grade spans (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.

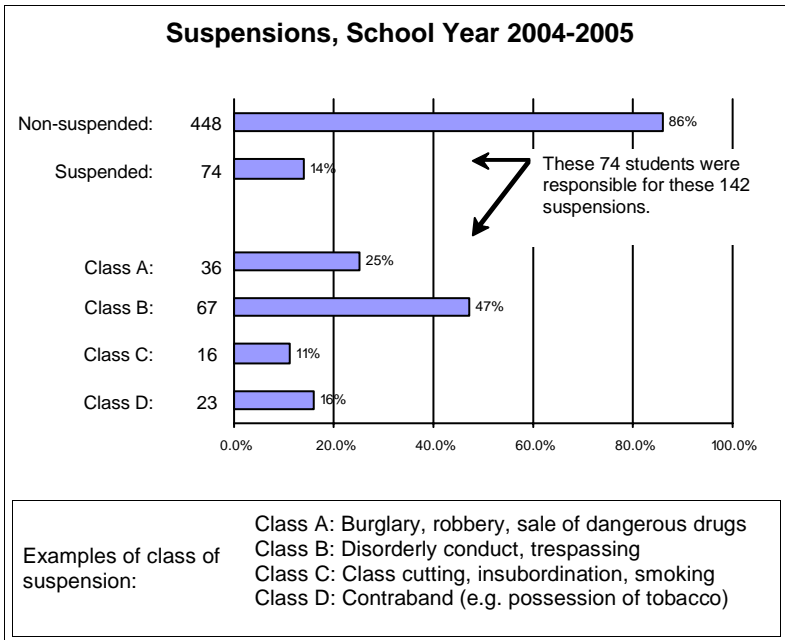
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2002-03	2003-04	2004-05	State Standard
Average Daily Attendance: % (higher is better)			
94.2%	95.4%	94.5%	95.0%
Average Daily Absences: in days (lower is better)			
10.2	8.3	9.8	9

Suspensions, School Year 2004-2005



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

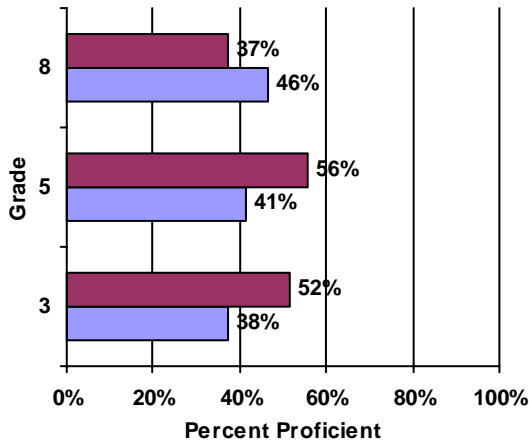
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2003	2004	2005
Total number of students	172	186	176
Percent retained in grade	3%	1%	0%

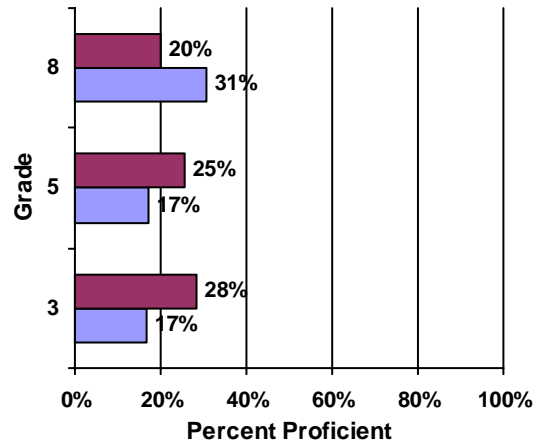
Vital Signs

Statewide Testing

HCPS Reading



HCPS Mathematics



School
 State

A bar may not be shown to maintain student confidentiality (see FERPA).

HCPS Writing Test

Grade	Meaning		Voice		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State	School	State
8	2.6	2.4	2.6	2.4	2.5	2.3	2.4	2.3	2.4	2.4	2.5	2.4
5	2.4	3.1	2.4	3.0	2.3	3.0	2.3	3.0	2.6	3.2	2.4	3.1
3	2.6	2.8	2.6	2.8	2.7	2.6	2.4	2.6	2.6	2.9	2.6	2.7

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for each dimension for each grade level tested.

-- means "missing data"

* means data not reported to maintain student confidentiality (see FERPA).

Stanford Achievement Test, 9th Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	This School	State	This School	State
8	68%	74%	82%	73%
7	69%	73%	81%	75%
6	88%	80%	96%	83%
5	83%	78%	83%	83%
4	63%	74%	79%	84%
3	88%	82%	75%	87%

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.

-- means "missing data"

* means data not reported to maintain student confidentiality (see FERPA).

Other School Information

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

Continued from page 3

Leadership: The school receives continued support from the SRS, RT's and Title I Linker in implementing standards-based practices and the SID/FOL process. The representatives from the staff on the Leadership Team have facilitated the FOL discussions with their focus groups with support from the District Office Resource personnel.

B-1 Evaluate the implementation of the Standards Implementation Action Plan.

The school-wide action plan created in SY 2003-04 was not embraced by Leadership and staff, as it was not developed collaboratively. The Focus Groups met monthly to look at the data and information about the school relative to their group's area. They will present their findings to the Leadership Team who will finalize the School-wide action plan for next school year. For the SY 2004-05 the Action Plan focused on the targeted standards identified for Language Arts and Math and the written response across all curriculum areas. Teams of teachers identified their "Bump Up" to proficiency candidates and developed SMART goals to address improvement in written responses.

B-2 Describe changes, adjustments, and/or modifications made to the plan.

We continued to focus on response as a school-wide effort. This ultimately evolved into the Smart Goal process. Being a "Planning for Restructuring" school, ETS Pulliam has been contracted to assist us in our efforts to bring all students to proficiency. With their help targeted standards were identified from focus standards. Structured Teacher Planning Time was facilitated to give instruction a focus on those standards where assessments showed a need. In order to report student progress on standards Benchmark Tracker was adopted as an assessment tool for grades K-8 in Reading and Math.

Dr. George prompted us to think about the feasibility of addressing three separate goals on the action plan. With continued conversation amongst staff and leadership the goals will be refined.

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