



Waimea Canyon Elementary & Intermediate School

School Code: 464

Grades K-8

School Status and Improvement Report School Year 2005-06



Contents

Focus on Standards	p. 1
School Description	p. 1
School Setting	p. 2
<ul style="list-style-type: none"> • Student Profile • Community Profile 	
School Improvement	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

School Address:

Waimea Canyon Elementary & Intermediate 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, and 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. In 1972, the elementary section was constructed and during 1977 the intermediate section was added to the campus. 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.

The School Community Council began this school year and members participated in workshops in preparation for the responsibilities they have in supporting school improvement and academic achievement of students. Representatives from six component areas meet monthly to address the needs of the school. Some topics of discussion have been the results of the Hawaii State Assessment data, the approval of the school's academic and financial plans, feedback from the accreditation visiting team, supporting intervention programs for students, more parent involvement opportunities, implementing school-wide behavioral expectations, and, the conversion of Waimea Canyon School into a middle school.

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

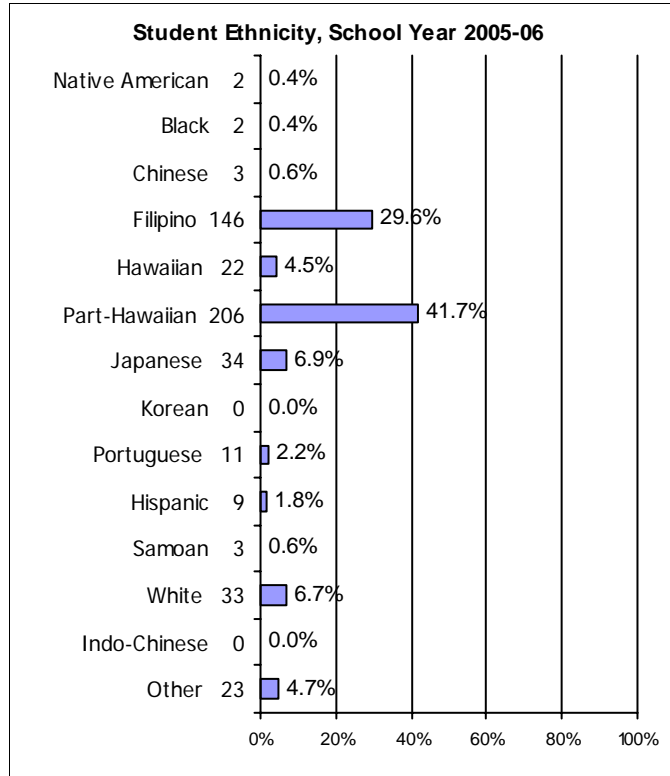
Adopt-A-School, an initiative introduced during SY 2003-04 by Senator Daniel Inouye, is an effort to prepare Kaua'i's youth for the future by matching schools with High tech companies on Kaua'i. This year our community partner is Science Applications International Corporation (SAIC). To promote career awareness, community members in different occupations are invited to participate in our school wide Career Day.

Because Waimea Canyon School understands the important influence families have in their children's learning, the Family Focus Team has initiated programs such as Parent Project, Parent Literacy Nights, Family Summit.

School Setting

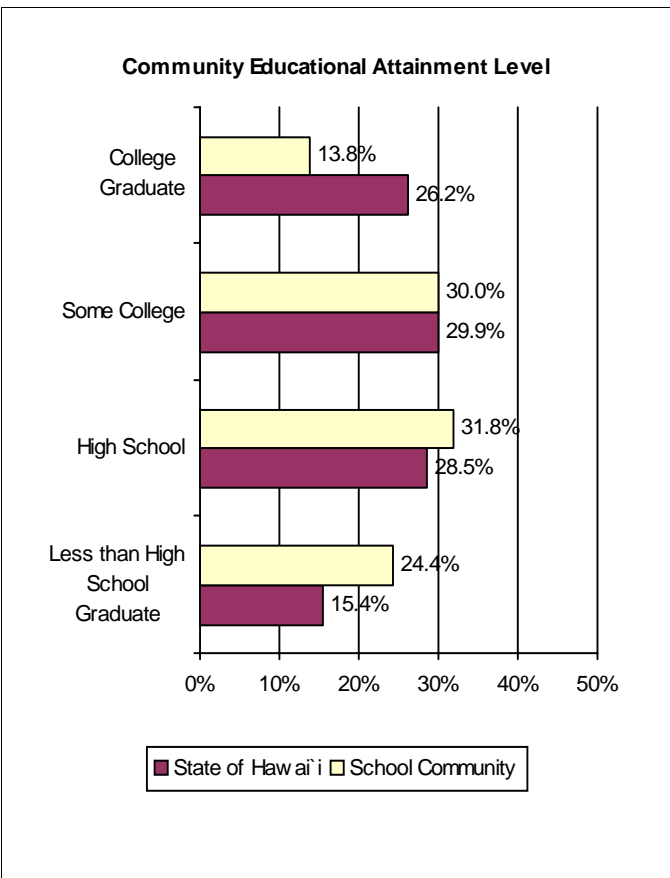
Student Profile

School year	2003-04	2004-05	2005-06
Fall enrollment	562	522	486
Number and percent of students enrolled for the entire school year	537 95.6%	501 96.0%	468 96.3%
Number and percent of students receiving free or reduced-cost lunch	276 49.1%	244 46.7%	224 46.1%
Number and percent of students in Special Education programs	42 7.5%	45 8.6%	46 9.5%
Number and percent of students with limited English proficiency	18 3.2%	20 3.8%	20 4.1%
Percent of Kindergartners who attended preschool	--	85%	80%



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 met through out the school year to discuss, review, edit and finalize sections of our Focus on Learning document for the school's accreditation. The FOL process involves members of all stakeholder groups (parents, students, certified staff, classified staff).

Purposefulness: Posters of the school's vision, mission and General Learner Outcomes (GLOs) are 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: Hawaii State Assessment 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 Constructed Response as an area for school-wide focus. 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 which were addressed this school year. These teachers were introduced to Structured Teacher Planning Time (STPT). Conversations focused on data from assessments and student work. The findings are used to plan next step interventions in the classroom for students identified in the approaching proficiency and proficient groups, as well as, system interventions that need to be in place for students well below proficiency. Small teams met to analyze student performance and to determine next round of classroom interventions. Additional resources both personnel and financial have been allocated for system interventions. Identified students in mathematics and language arts received 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 focused on reading and writing. On-going assessments (DIBELS (K-3), Accelerated Reading (K-1), Oral Reading Fluency (4-6), Flynt-Cooter (Read/Write 4-6), Running Records (7-8) were used to evaluate student progress. Teachers also used this data for discussion during articulation or team meetings. Changes were made to instruction based on this data in order to support the needs of students.

Action-Orientation: The Academic and Financial Plan focused on needs stated in Task 4 of the FOL document with an emphasis on constructed response. Title I, CSSS, KWP, tutoring through Migrant Education Grant and our homework centers were among some of the programs and initiatives supporting the school's effort to provide students with a standards-based education.

Accountability: Hawaii School Assessment data allowed teachers to identify the 'approaches' students as well as subgroups needing support in reaching proficiency. Teachers used this information to plan interventions. The collaborative conferencing piece provided time for teachers to discuss student work and possible interventions.

Benchmark Tracker was 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.

Continued on page 8

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		33.5
Regular Instruction, FTE	49.3%	16.5
Special Instruction, FTE	9.0%	3.0
Supplemental Instruction, FTE	41.8%	14.0
Teacher headcount		35
Teachers with 5 or more years at this school		19
Teachers' average years of experience		11.9
Teachers with advanced degrees		7

Professional Teacher Credentials

Fully licensed	85.7%	30
Provisional credential	5.7%	2
Emergency credential	8.6%	3

Students per Teaching Staff *

Regular Instruction	14.4
Special Instruction	15.3

* 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	3

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

Facilities

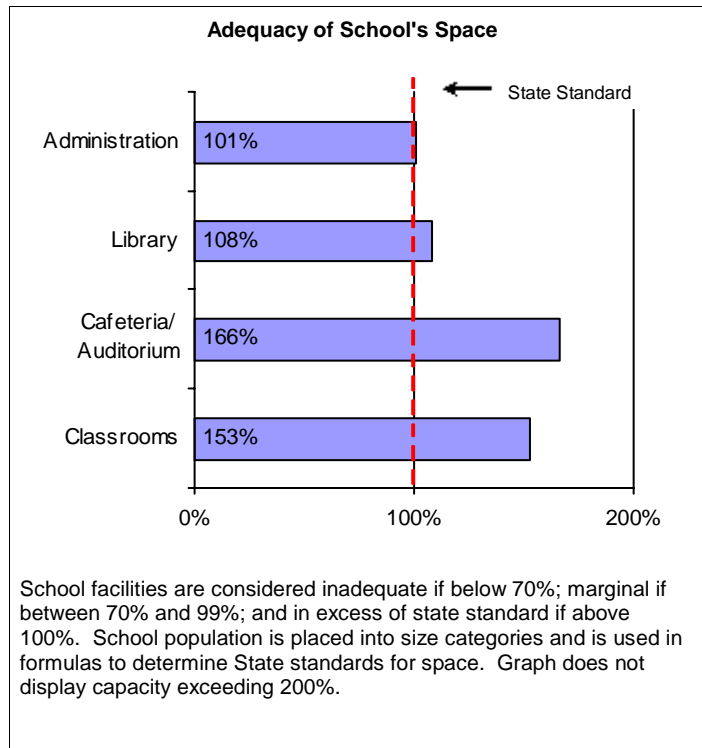
School Year Ending 2006

Classrooms available	37
Number of classrooms short (-) or over (+)	4

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

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 *		Teachers		Parents		Students	
Dimensions		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.

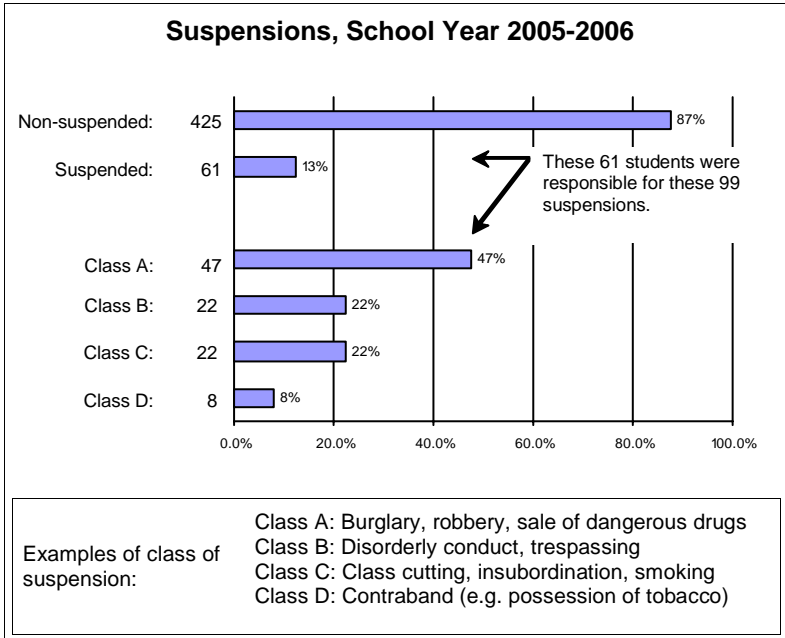
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2003-04	2004-05	2005-06	
Average Daily Attendance: % (higher is better)			
95.4%	94.5%	95.1%	95.0%
Average Daily Absences: in days (lower is better)			
8.3	9.8	8.6	9

Suspensions, School Year 2005-2006



School Retention

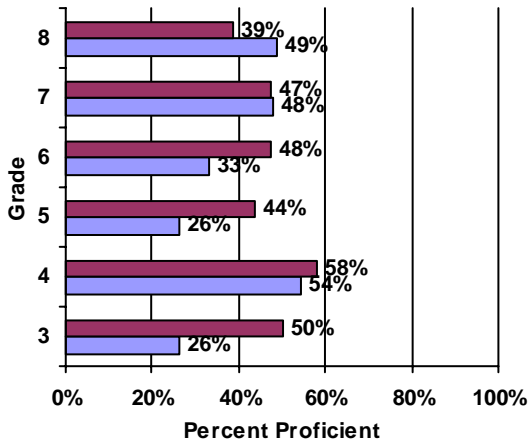
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2004	2005	2006
Total number of students	186	176	154
Percent retained in grade	1%	0%	0%

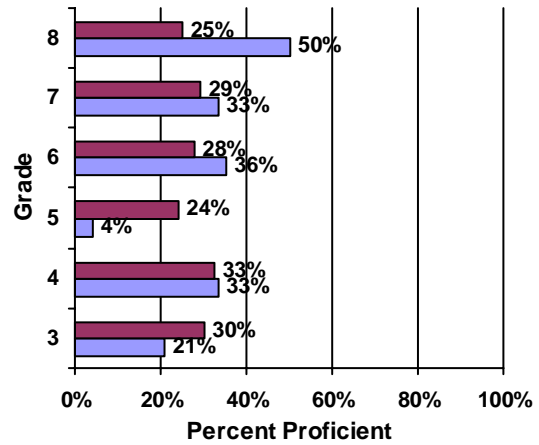
Vital Signs

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

State writing test was not given in Spring 2006.

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	75%	73%	84%	75%
7	76%	72%	80%	77%
6	76%	80%	84%	84%
5	61%	77%	61%	82%
4	63%	75%	92%	85%
3	68%	82%	74%	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 Elementary & Intermediate 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 School Renewal Specialist, District Resource Teachers and Title I Linker in implementing standards-based practices and the FOL process. The representatives from the staff on the Leadership Team facilitated the discussions with their focus groups with support from District Office Resource personnel.

Evaluate the implementation of the Academic and Financial Plan

Waimea Canyon School was able to implement most of the enabling activities stated for 2005-2006. The school focused on targeted standards needed to improve student learning in the areas of Language Arts and Math and on constructed responses. Other content areas reinforced the selected standards with activities that addressed the targeted standards within their content areas. Articulation time provided throughout the school year allowed teachers the opportunity to examine data and to make adjustments in instruction to improve student learning. Kindergarten to grades 6 completed curriculum maps in Language Arts and Math and grades 7 and 8 created curriculum maps in their content areas.

The Family Focus Team was created as part of the school's efforts to have parent/family involvement and activities were generated from that Team's effort to encourage the family's role in the children's education.

The Academic plan has been monitored by the school's Leadership Team to assure implementation and accountability.

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

When school began in August, the Intervention Plan developed by Pullium and the SID were both referred to. When the Academic Plan was put into action state wide, Waimea Canyon School incorporated goals and activities from both the Intervention Plan and the SID to develop its Academic Plan. In May, the plan was revised to reflect the recommendations made by, the visiting Accreditation team. Waimea Canyon School views the Academic Plan as a document that needs to be looked at throughout the year to ensure that the goals are pertinent and relevant in promoting student achievement.