



Waimea Canyon Elementary & Intermediate School

School Code: 464

Grades K-8

School Status and Improvement Report School Year 2006-07



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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 (WCS) is a public school located in the town of Waimea on the island of Kaua'i. In 1972, the elementary section was constructed and during 1977 the intermediate section was added. The school is on the west side of the island of Kauai and is two blocks from Waimea High School.

The school's 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'uaui'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.

WCS serves an economically disadvantaged community. WCS has been a Title I school for seven years. In spite of our efforts, we have had difficulty meeting Adequate Yearly Progress. To help our students attain mastery of the standards we have been able to identify possible barriers to learning and began to target specific interventions. Also, based on the Hawaii State Assessment data, the school focused on improving students' constructed responses.

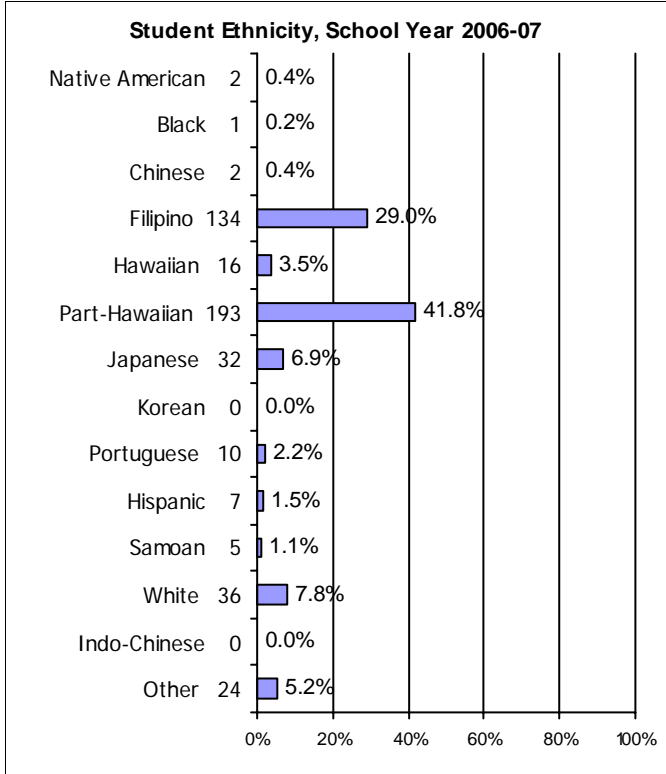
The School Community Council members continued to participate in workshops to improve their understanding of the roles and responsibilities they have in school improvement. Representatives from six component areas meet monthly to address the needs of the school. Topics of discussion have been the Hawaii State Assessment data, the school's academic and financial plans, feedback from the accreditation visiting team, 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, School Community Council, the Parent Teacher Student Organization, 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. 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

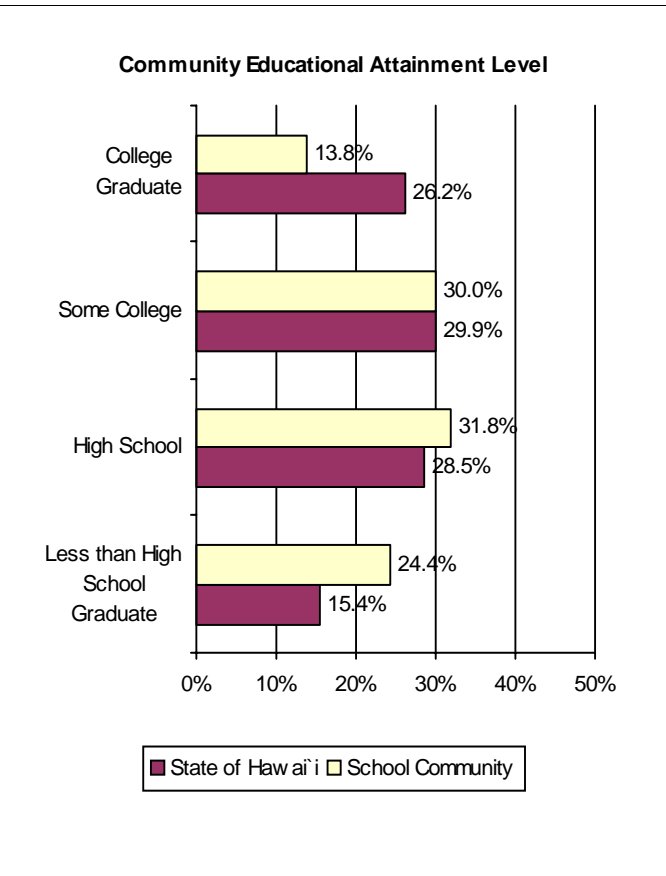
Student Profile

School year	2004-05	2005-06	2006-07
Fall enrollment	522	486	460
Number and percent of students enrolled for the entire school year	501 96.0%	468 96.3%	441 95.9%
Number and percent of students receiving free or reduced-cost lunch	244 46.7%	224 46.1%	214 46.5%
Number and percent of students in Special Education programs	45 8.6%	46 9.5%	37 8.0%
Number and percent of students with limited English proficiency	20 3.8%	20 4.1%	18 3.9%
Percent of Kindergartners who attended preschool	85%	80%	44%



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 throughout the school year to discuss and review the goals set in our Academic/Financial Plans. The FOL process now involves members of all stakeholder groups. Through our School Community Council, the Academic/Financial Plan is also discussed and information is shared with the general school community.

Purposefulness: Posters of our school's vision, mission, and GLO's have been placed in prominent locations around campus. To instill its importance, the school's vision and mission statements will be emphasized at school functions and highlighted in the school's monthly newsletter. At the present time, our Quality Student Support Focus Group is revising our Positive Behavior Plan to ensure that our plan is appropriate in addressing the needs of our students and that supports are in place for students who need additional assistance.

Student-Focused Efforts: The Hawaii State Assessment 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. All content teachers worked with Academic Coaches this year to develop strategies in their classroom to improve students' constructed responses. Teachers met by departments to analyze students' writings through the use of a rubric. Additional support was provided for students based on teachers' recommendation through the use of reading interventions and after school tutoring.

Action-Orientation: Ongoing support is provided by Title I, KWP (Kauai Writing Program), Migrant Education Grant and CSSS so all students have a standards-based education. An external provider through Quality Education Solutions works with the school to ensure the attainment of targeted H.S.A. goals and Dr. Pascarelli works with the school to assist in learning about effective Middle School practices.

Accountability: Hawaii State Assessment data provided teachers the information needed to identify students as well as subgroups needing support to reach proficiency. Teachers and support staff used this information to plan interventions. The collaborative piece (STPT) also provided time for teachers to discuss student work and possible interventions.

Benchmark Tracker/Learnia was also used as a means to measure school-wide proficiency in meeting the benchmarks for each quarter. The results provided the teachers opportunity to articulate and to formulate a plan to support student learning.

Leadership: The school receives continued support from the Critical Ally Team (CAT) that is composed of the School Renewal Specialist and Resource Teachers in implementing standards-based practices and in the facilitation of the FOL process. Representatives of the school's Leadership Team facilitated discussions with their focus groups. It is the school's intent that Teacher-Leaders are nurtured and developed.

Evaluate the implementation of the Academic Financial Plan. The majority of the goals in the Academic Financial Plan were met. Meeting in focus groups ensured that goals were assessed and modified as needed. As a school, we plan to continue working on the goals to ensure depth and sustainability.

Describe changes, adjustments, and/or modification to the plan.

We continued to focus on constructed response as a school-wide effort through the assistance of Academic Coaches, complex area support personnel and external providers. This year, the coaches met with the departments to offer effective strategies and suggestions to improve students' responses. Next year, the Academic Coaches will be assisting teachers individually in the classroom. As we examine the learning needs of students who are below proficiency, we plan to provide support to ensure that our middle schoolers emotional and social needs are also addressed. Our challenge will be that of providing extra academic assistance without taking away students' opportunity to enroll in exploratory courses.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		33.0
Regular Instruction, FTE	80.3%	26.5
Special Instruction, FTE	15.2%	5.0
Supplemental Instruction, FTE	4.5%	1.5
Teacher headcount		34
Teachers with 5 or more years at this school		17
Teachers' average years of experience		11.2
Teachers with advanced degrees		8

Professional Teacher Credentials

Fully licensed	76.5%	26
Provisional credential	20.6%	7
Emergency credential	2.9%	1

Students per Teaching Staff *

Regular Instruction	15.1
Special Instruction	7.4

* 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 *	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

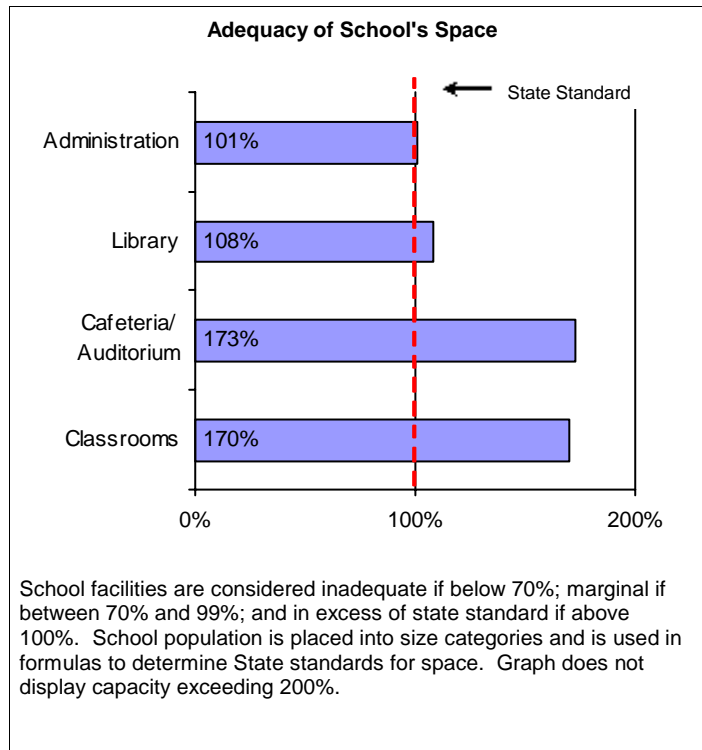
School Year Ending 2007

Classrooms available	38
Number of classrooms short (-) or over (+)	2

	Score		
	1	2	3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings			3
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



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	State
Standards-Based Learning	2005	72.6%	81.3%	70.6%	65.6%	58.5%	56.9%
	2007	83.4%	80.1%	74.9%	66.1%	53.6%	56.9%
Quality Student Support	2005	47.8%	70.1%	65.9%	62.9%	46.1%	44.6%
	2007	60.9%	65.3%	64.2%	63.5%	39.6%	43.3%
Professionalism & System Capacity	2005	57.1%	63.3%	75.4%	64.3%	67.5%	58.2%
	2007	50.0%	62.5%	74.1%	66.5%	55.1%	60.3%
Coordinated Team Work	2005	53.6%	70.2%	53.8%	50.3%	56.9%	50.0%
	2007	58.5%	62.4%	64.5%	52.9%	54.0%	50.1%
Responsiveness of the System	2005	54.3%	73.9%	64.3%	59.2%	There are no student items for this dimension	
	2007	55.6%	65.1%	61.3%	59.5%		
Focused & Sustained Action	2005	58.6%	68.6%	51.5%	50.4%	49.5%	48.8%
	2007	56.7%	63.3%	63.2%	55.8%	48.7%	48.8%
Involvement	2005	63.8%	77.5%	62.9%	59.2%	59.2%	53.4%
	2007	54.8%	71.3%	58.9%	60.1%	54.6%	53.5%
Satisfaction	2005	35.3%	54.7%	57.1%	55.8%	52.7%	49.1%
	2007	30.0%	49.1%	62.4%	56.8%	45.8%	49.0%
Student Safety & Well Being	2005	56.3%	74.5%	64.9%	62.8%	46.1%	44.8%
	2007	65.6%	71.1%	60.4%	63.5%	41.2%	43.1%
Survey Return Rate **	2005	92.1%	76.5%	25.9%	21.5%	91.3%	87.9%
	2007	40.0%	60.2%	20.4%	17.9%	87.4%	87.4%

* 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.

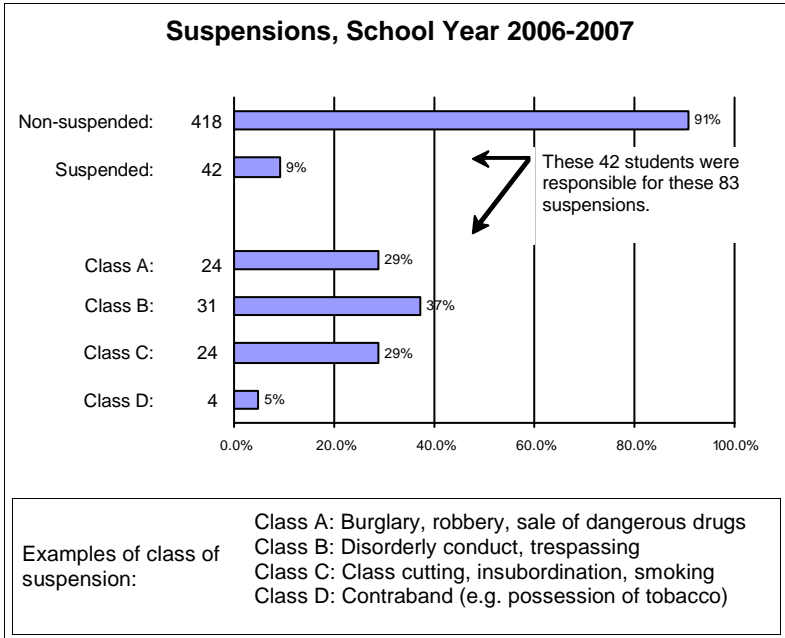
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2004-05	2005-06	2006-07	
Average Daily Attendance: % (higher is better)			
94.5%	95.1%	94.8%	95.0%
Average Daily Absences: in days (lower is better)			
9.8	8.6	9.2	9

Suspensions, School Year 2006-2007



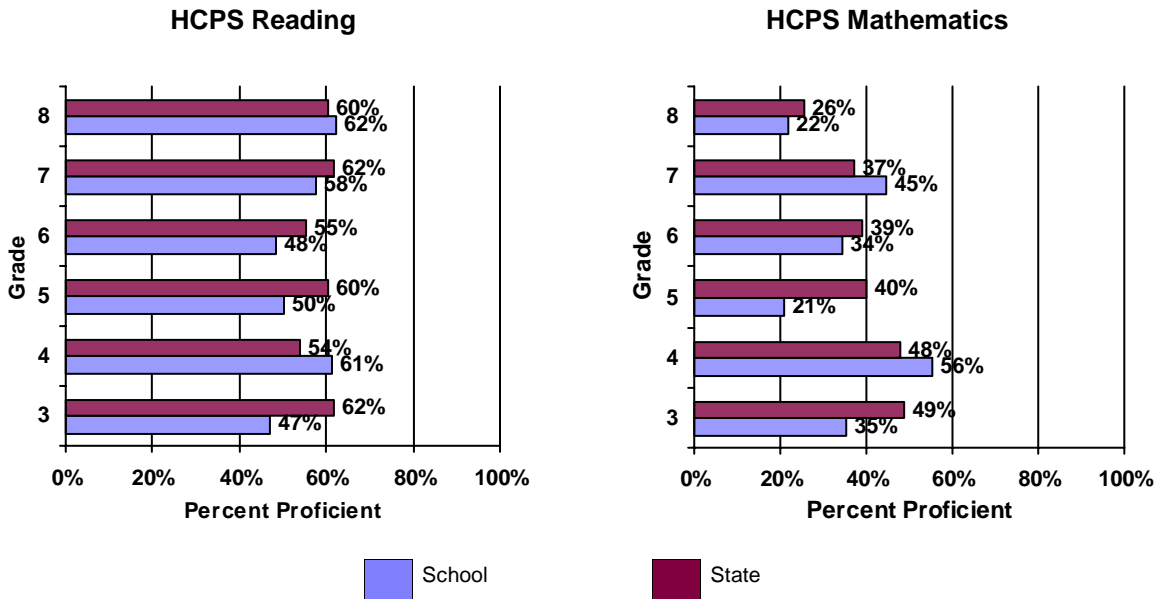
School Retention

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		
	2005	2006	2007
Total number of students	176	154	155
Percent retained in grade	0%	0%	1%

Vital Signs

Hawaii State Assessment



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

HCPS Writing

Grade	Meaning		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State
4	2.6	2.6	2.4	2.5	2.3	2.4	2.4	2.5	2.4	2.5
6	2.6	2.8	2.2	2.6	2.2	2.5	2.3	2.7	2.3	2.7

Writing is scored on 4 dimensions from a low of 1 to a high of 5. The figures show the average for each dimension for each grade level tested. The HCPS Writing assessment is given in grades 4, 6, 9, and 11.

TerraNova, 2nd Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	School	State	School	State
3	65%	74%	65%	75%
4	78%	77%	78%	77%
5	75%	78%	67%	77%
6	72%	78%	69%	73%
7	69%	71%	76%	74%
8	81%	79%	78%	76%

The TerraNova is a national norm-reference assessment with 9 stanine levels. Scores in stanines 1 to 3 represent "Below Average," and scores in stanines 4 to 9 represent "Average and Above."

Note. In 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.
 "--" means missing data.
 "*" means data not reported to maintain student confidentiality (see FERPA).

Other School Information

Waimea Canyon Elementary & Intermediate School was accredited in 2006 by the Western Association of Schools and Colleges for a period of three years with a mid-term review.

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System Evaluation and Reporting Section, Systems Accountability Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.