



Samuel Enoka Kalama Intermediate School

School Code: 420

Grades 6-8

School Status and Improvement Report School Year 2018-19



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School Address:

Samuel Enoka Kalama Intermediate School
120 Makani Road
Makawao, Hawaii 96768

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

Samuel Enoka Kalama Intermediate School serves five distinct Upcountry Maui communities. Known as the 50 Mile Bridge School, the boundary for Kalama spans 50 linear miles from border to border receiving students from Paia, Makawao, Kula, Pukalani and Haiku elementary schools. It also holds the Kaiapuni Program (Hawaiian Immersion), where many students come from Central Maui. Located in the heart of Upcountry in Makawao, the school is grounded on the traditions and heritage of its surrounding community.

This past school year, the majority of focus for the school had been placed on implementing an inclusion model. With the help of Stetson consultants and Hawaii DOE staff, the school developed a master schedule to increase opportunities for students with learning disabilities to be appropriately placed in general education classes and settings. Many core classes implemented a co-teaching model to allow for multiple teachers and educational assistants in classrooms in order to support all students in the classroom environment.

Through the Resources for Enrichment, Athletics, Culture, and Health (REACH) Grant and STEMworks (via Maui Economic Development Board and Kamehameha Region Office), student extra-curricular activities have offered students opportunities to play interscholastic sports, enrich in art, dance, and music, and develop STEM-related skills. The school has also forged a strong partnership with UH-Maui in the form of two different grants that support all of the students to realistically view college as a future option.

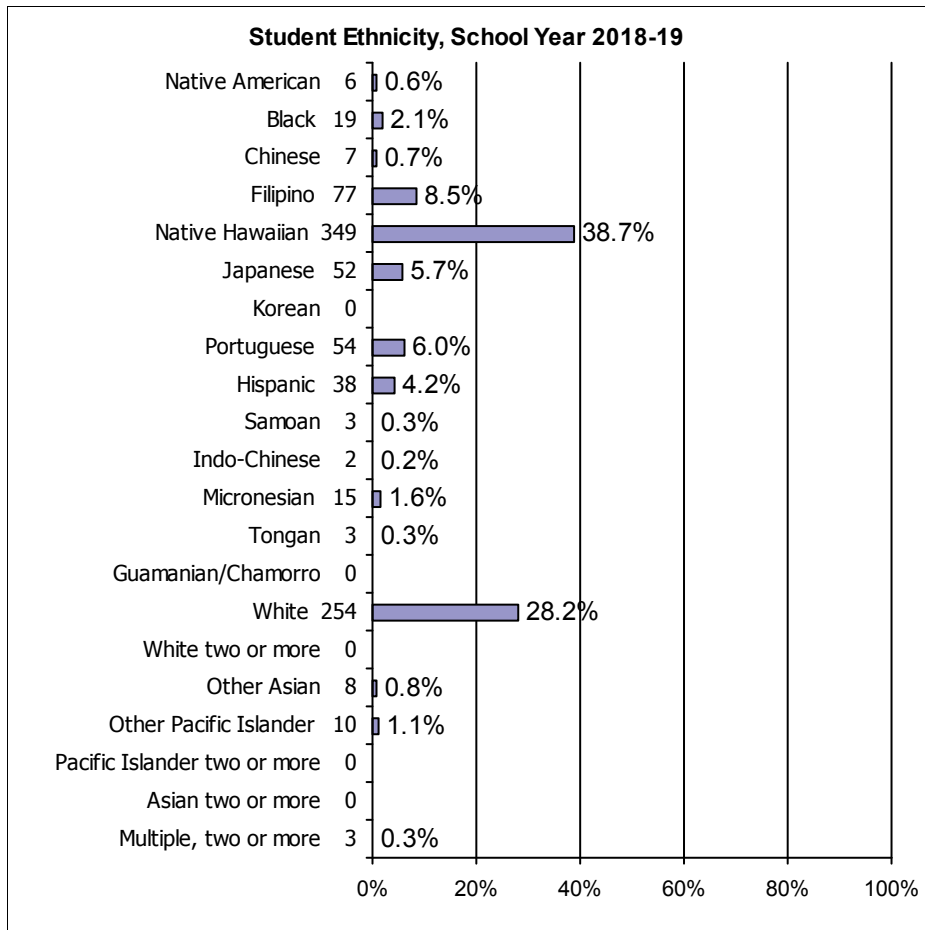
With a greater emphasis placed on project-based learning, relativity of learning, and expansion of community partnerships, the school has increased the number of learning excursions (field trips) for the year. The school's belief is that the more that students can be connected to their community, the more engaged they will be in their learning. The adoption of a new bell schedule has increased time for flexible learning activities called Interichment (a mix of Intervention and Enrichment). Focus was placed on strengthening Math and Reading literacy for academic intervention and school-wide time for clubs for enrichment.

School Setting

Student Profile

School year	2016-17	2017-18	2018-19		2016-17	2017-18	2018-19
Fall enrollment	883	856	900	Number and percent of students in Special Education programs	123	130	136
					13.9%	15.1%	15.1%
Number and percent of students enrolled for the entire school year	836	816	844	Number and percent of students with limited English proficiency	13	11	12
	94.6%	95.3%	93.7%		1.4%	1.2%	1.3%
Number and percent of students receiving free or reduced-cost lunch	483	472	458				
	54.6%	55.1%	50.8%				

Note. -- means missing data.
 * means data not reported to maintain student confidentiality (see FERPA).
 ** means School is participating in the Community Eligibility Provision.



n = 900

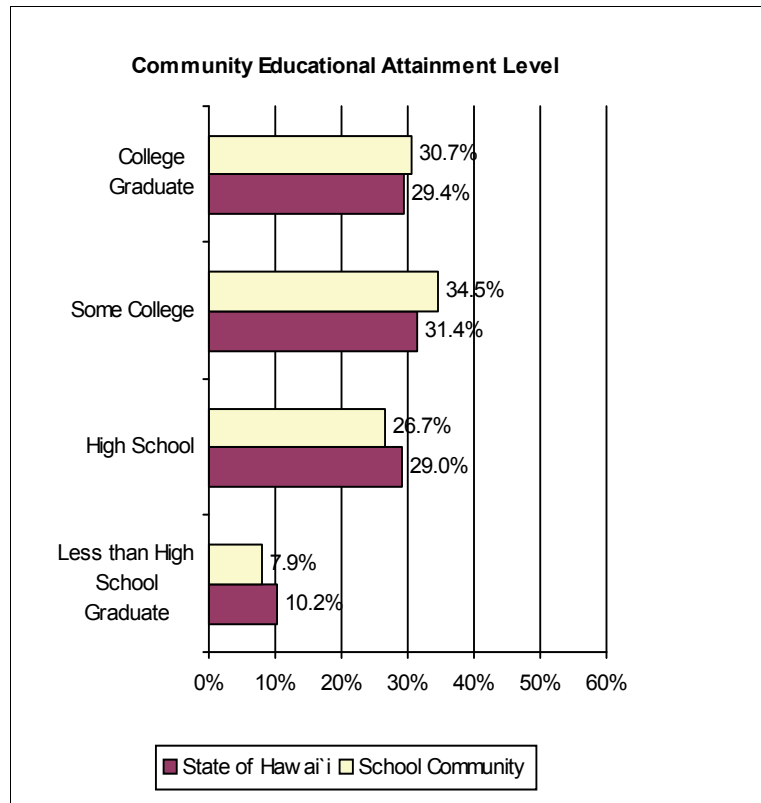
School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii’s HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

King Kekaulike HSC Complex	School Community	State of Hawai'i
Total population	38,220	1,360,301
Percentage of population aged 5-19	18.6%	18.4%
Median age of population	41.0	38.6
Number of family households	9,388	313,907
Median household income	\$68,744	\$66,420



School Improvement

Summary of Progress

Kalama Intermediate remains a school in "Continuous Improvement." Implementation of Hawaii Common Core continues through the curriculums of Springboard for Language Arts and GO Math! for Math in every grade level. Supplementary materials such as Achieve 3000, iReady, ReadingPlus and iXL are supporting students to meet the rigor necessary to achieve the Common Core Standards. Teachers meet weekly in professional learning communities (PLC) to share best practices and strategies to better meet the needs of all students. In these meetings, teachers create curriculum maps in order to prioritize and align standards to ensure that every child leaving Kalama has received an appropriate education focused on the Hawaii Common Core. Exploration into Open Educational Resources (OER) has commenced, helping to find online curriculum that will support the implementation of the Hawaii Common Core. Emphasis has been placed on building school autonomy through curriculum development. Departments are encouraged to research, analyze, and select curriculum through published textbooks, teacher-created activities and assessments, OER, and other supplemental resources.

The development of a Response to Intervention (RTI) program has been taking place on both the academic and behavioral side of learning. Through the use of an iReady screener, students are tested twice a year in reading and math. Results are analyzed at both a classroom level and school level to determine which students need more support academically. Although not fully defined yet, programs are being developed to help meet the needs of these students through supportive classes, computer programs, and supplementary material. A Positive Behavior Instructional Support (PBIS) system has been developed over the course of 4 years. This is a multi-tiered system of supports that provides students intervention at the level of need that exists. As both of these programs are still in development, the importance of differentiating support for students has taken a front-seat focus at the school.

Time, money, and resources had been allocated this year to the Social Studies Department to prepare for the upcoming implementation of the C3 Framework, a new set of standards for Social Studies. The same can be said for the Science Department, who is preparing itself for the recent adoption of Next Generation Science Standards. Both departments are dedicating time to collaboratively bridge the adoption of these new standards with the current Hawaii Content and Performance Standards to allow for a fluid transition between the old and the new.

The most significant change this year has been the increase in Special Education students in general education classes. With the support of Stetson Consultancy and Hawaii DOE representatives, the school has more than doubled the percentage of students with learning disabilities placed in general education classrooms. A new mission and vision statement was accomplished as the school prepared for a WASC accreditation visit for SY 19-20.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹	64.0
Regular Instruction, FTE	79.6% 51.0
Special Instruction, FTE	18.7% 12.0
Supplemental Instruction, FTE	1.5% 1.0
Teacher headcount	64
Teachers with 5 or more years at this school	32
Teachers' average years of experience	12.4
Teachers with advanced degrees	24

Professional Teacher Credentials¹

Fully licensed	92.1%	59
Emergency hires	7.8%	5

¹ Totals may not equal 100% due to rounding. Professional Teacher Credentials are based on teacher headcount number.

Students per Teaching Staff²

Regular Instruction	14.9
Special Instruction	11.3

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	6.0
Librarians, FTE	1.0
Counselors, FTE	4.0
Number of principals at this school in the last five years	2

³ Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Facilities

School Year Ending 2019

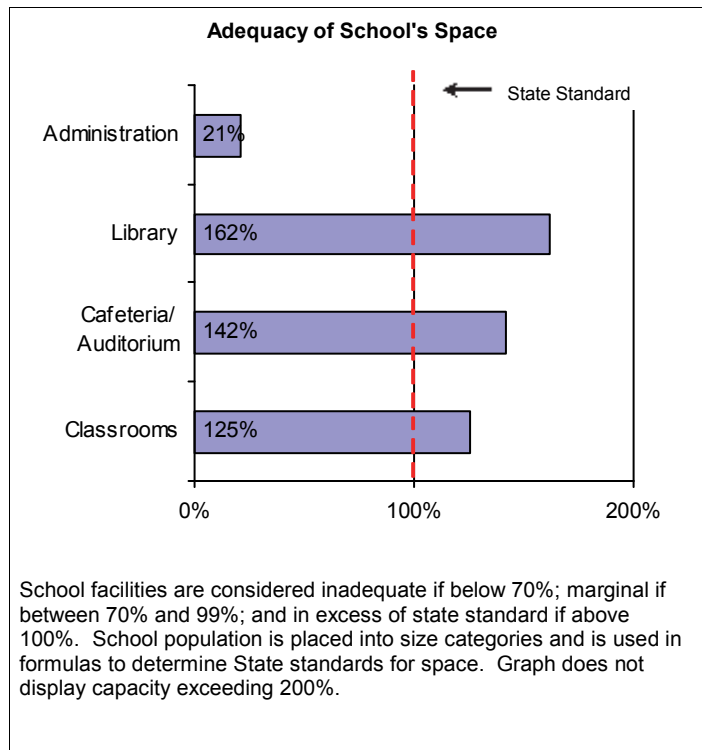
Classrooms available	60
Number of classrooms short (-) or over (+)	0

School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. -- means missing data.



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2018	53.4%	69.0%	69.0%	73.7%	63.1%	64.2%
	2019	53.2%	69.2%	64.1%	74.6%	57.4%	64.4%
Well-Being	2018	57.4%	70.4%	80.6%	82.2%	--	--
	2019	61.0%	70.1%	79.1%	83.0%	--	--
Satisfaction	2018	55.6%	66.2%	69.6%	76.9%	--	--
	2019	58.3%	65.0%	67.1%	78.5%	--	--
Involvement/Engagement	2018	56.6%	66.7%	55.6%	56.3%	--	--
	2019	61.9%	66.2%	53.5%	57.8%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2018	85.0%	75.9%	20.9%	24.4%	82.3%	85.7%
	2019	96.7%	76.6%	30.0%	24.1%	76.4%	84.2%

* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four 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 six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

Note: In 2015, a revised School Quality Survey (SQS) was administered statewide to students, school staff, and parents. The dimensions, questions, and rating scale differ from the SQS administered in previous years.

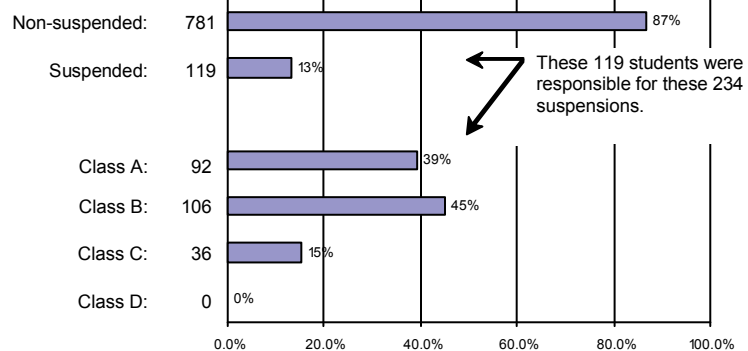
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2016-17	2017-18	2018-19	
Average Daily Attendance: % (higher is better)			95.0%
93.2%	93.6%	93.9%	
Average Daily Absences: in days (lower is better)			9
12.1	11.2	10.7	

Suspensions, School Year 2018-2019



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 who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

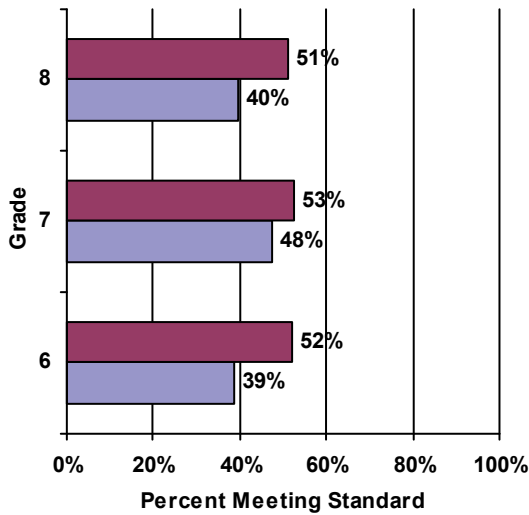
	Retention		
	2017	2018	2019
Total number of students	260	274	274
Percent retained in grade	0%	0%	1%

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

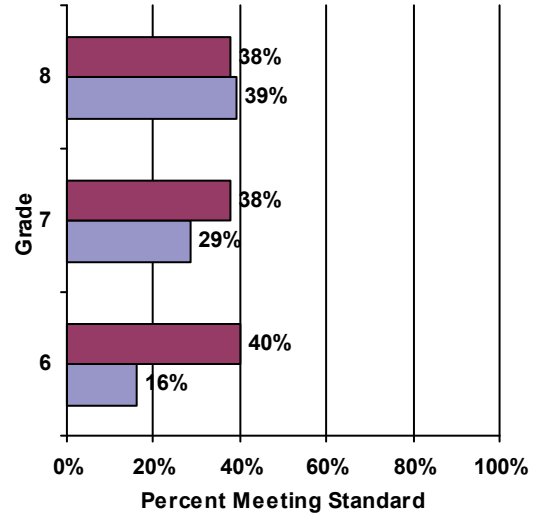
Vital Signs

Hawaii Statewide Assessment Program

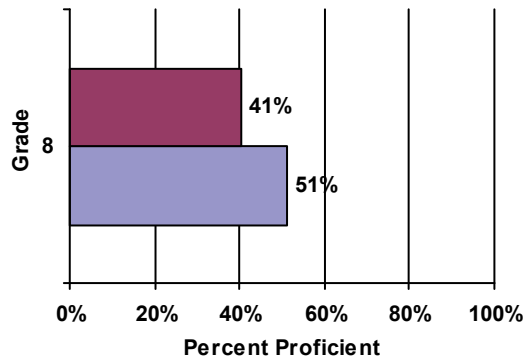
Language Arts/Literacy



Mathematics



HCPS Science



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



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

Other School Information

Samuel Enoka Kalama Intermediate School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2020.

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Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:
Hawaii State Department of Education.