



# Samuel Enoka Kalama Intermediate School

School Code: 420

Grades 6-8

## School Status and Improvement Report School Year 2016-17



### Contents

**Focus on Standards** p. 1

**School Description** p. 1

**School Setting** pp. 2-3

- Student Profile
- Community Profile

**School Improvement** p. 4

- Summary of Progress

**School Resources** p. 5

- Certified Staff
- Facilities

**Vital Signs** pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

### 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, receiving students from Paia, Makawao, Kula, Pukalani and Haiku elementary schools. Located in cool, verdant Makawao, the school is grounded on the traditions and heritage of its surrounding community.

This past school year, Kalama Intermediate maintained its focus on the Positive Behavior Instructional Support (PBIS) system called Pono Panthers. The philosophy behind PBIS is to focus on and teach positive behaviors, making sure to address the social, emotional, and behavioral needs of students within their education. Four core values – honesty, cooperation, respect, and responsibility – were emphasized as the center of PBIS. PBIS is a large initiative that will take time to fully implement with effectiveness. However, the influence of PBIS and focusing on the “positive” has already made a great impact on the school's climate and culture. Kalama will continue to implement the next phase of PBIS by supporting students who have higher levels of behavioral needs through evidenced-based interventions. There will also be a focus placed on school wide initiatives to increase awareness of trauma, improve attendance of at-risk students, and employ strategies to support inclusive classrooms.

Our band and ukulele program continue to perform and impress audiences all over Maui. This past year, the ukulele band performed for the opening of the NCAA Maui Invitational Basketball Tournament. Our band program performed for many elementary schools both here on Maui and on Oahu. Kula Kaiapuni 'o Kalama (Hawaiian Immersion Program) continues to grow in numbers and plays an integral part in keeping the traditions of Native Hawaiians alive and well. Over the course of the year, 3 new murals have been painted on building walls with the help of students and artists. These murals represent the cultures of values of the school and its community.

Year 2 of the Digital Promise iPad Grant supported teachers to continue integrating technology into teaching and learning using the latest apps and programs to assess and enrich learning opportunities. An extension of 1 year has been given to Kalama to continue to partner with Digital Promise. All students participated in our 2<sup>nd</sup> Annual Engineering Day, which highlights the engineering design processing approach to project-based learning and almost every student participated in the national Hour of Code. With a change to iReady, students will be academically screened 3 times a year in Language Arts and Math. Teachers will be able to use the diagnostic data to adjust instruction, provide interventions, and celebrate academic growth.

## School Setting

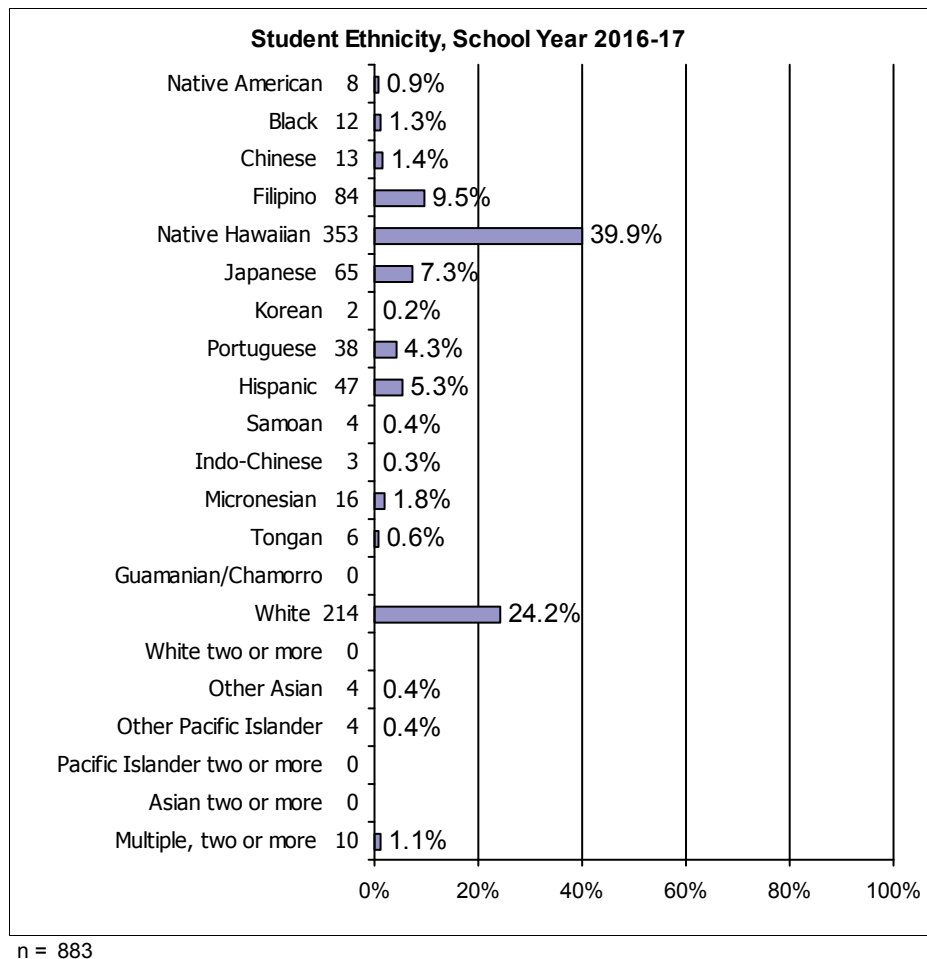
### Student Profile

School year	2014-15	2015-16	2016-17		2014-15	2015-16	2016-17
Fall enrollment	822	861	883	Number and percent of students in Special Education programs	103	114	123
					12.5%	13.2%	13.9%
Number and percent of students enrolled for the entire school year	782	823	836	Number and percent of students with limited English proficiency	14	14	13
	95.1%	95.5%	94.6%		1.7%	1.6%	1.4%
Number and percent of students receiving free or reduced-cost lunch	455	495	483				
	55.3%	57.4%	54.6%				

Note. -- means missing data.

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

\*\* means School is participating in the Community Eligibility Provision.



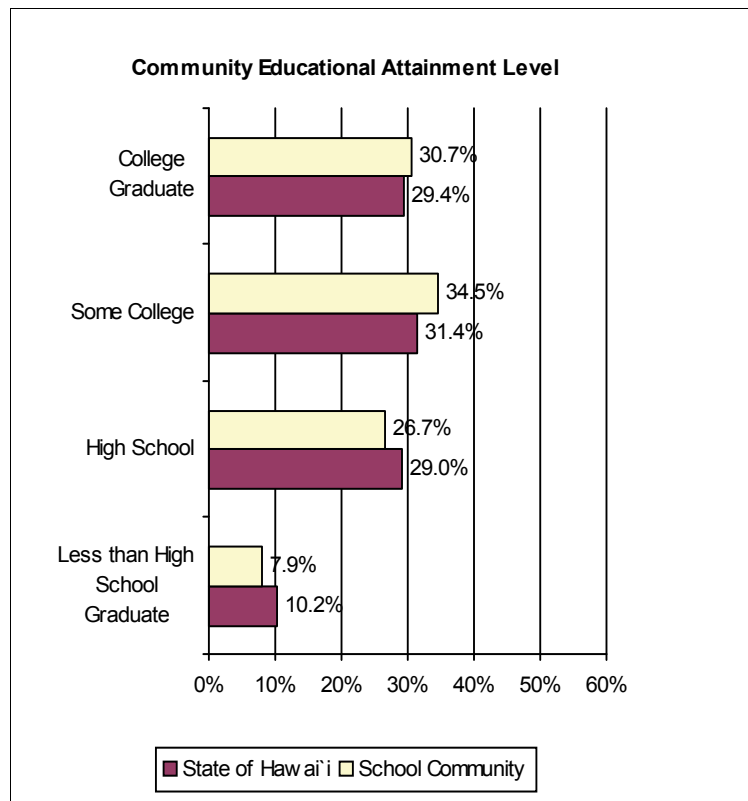
## School Setting

### 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 Common Core Coach, Achieve 3000, eSpark, 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.

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 a STAR screener, students are tested three times a year in reading and math. Results are analyzed at both a classroom 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 change will be made from STAR to iReady as the universal screener in order to access wrap-around curriculum and resources to support students' academic growth. Specialized classes have been created to support students who need additional help in reading and writing. These classes will begin in SY 17-18. The Positive Behavior Instructional Support (PBIS) team, composed of counselors and support staff, meets weekly to address identified students' social, emotional, and behavior needs. 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 has been allocated this coming year to support Special Education inclusion. New structures will be in place to provide these classes with co-teaching models. A heavy emphasis will be placed on data teams as recommended by the visiting WASC team this past March. Teachers will be selecting and administering common performance task assessments in order to help increase the number of students to meet state standards in ELA and Math.

A re-birth of student leadership has started to make its way back to Kalama's campus. A student leadership class has been created and students are charged with planning out school wide events as well as provide input for decision-making to the Principal. The 8th Grade Transitions class requires 8th graders to put together a culminating event each semester. These events stem from a challenged-based approach to solving issues that affect our students' families and community. A Teacher Tech Team (T3) has been created to support teachers and students with using technology in learning. Teachers can request their presence to help support lessons involving technology.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		64.0
Regular Instruction, FTE	79.6%	51.0
Special Instruction, FTE	20.3%	13.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount	64
Teachers with 5 or more years at this school	33
Teachers' average years of experience	12.2
Teachers with advanced degrees	29

#### Professional Teacher Credentials

Fully licensed	95.3%	61
Emergency hires	4.6%	3

#### Students per Teaching Staff \*

Regular Instruction	14.9
Special Instruction	9.4

\* These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE *	5.0
Librarians, FTE	1.0
Counselors, FTE	4.0
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 2017

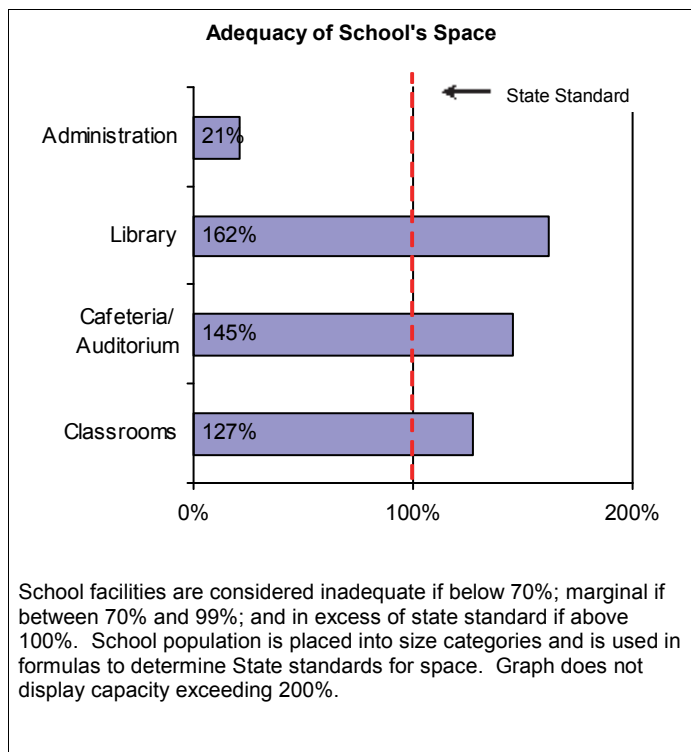
Classrooms available	60
Number of classrooms short (-) or over (+)	0

#### 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	2016	71.0%	72.0%	75.0%	76.7%	65.6%	69.7%
	2017	73.8%	74.4%	68.5%	78.2%	62.7%	68.9%
Well-Being	2016	71.0%	72.3%	100.0%	86.2%	62.2%	67.9%
	2017	78.1%	73.3%	83.7%	86.7%	60.8%	66.9%
Satisfaction	2016	67.3%	60.2%	75.0%	76.9%	65.2%	74.7%
	2017	73.5%	65.9%	66.0%	78.9%	60.8%	73.5%
Involvement/Engagement	2016	75.7%	69.5%	100.0%	74.7%	47.9%	57.5%
	2017	80.4%	70.1%	69.8%	76.5%	51.5%	56.6%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2016	31.6%	77.6%	0.3%	25.0%	22.0%	74.9%
	2017	80.0%	84.6%	25.3%	26.5%	73.1%	68.3%

\* 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.

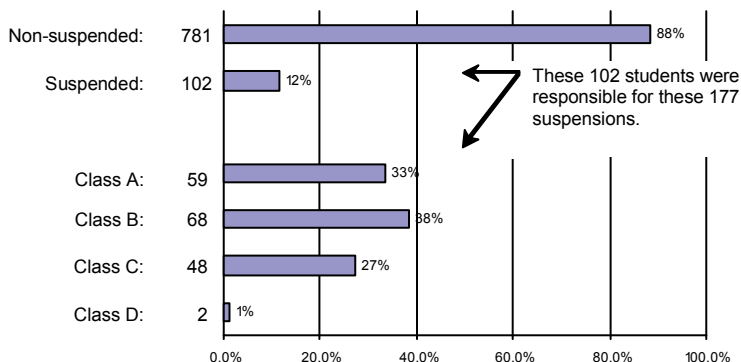
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			
2014-15	2015-16	2016-17	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
94.0%	93.5%	93.2%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
10.6	11.6	12.1	<b>9</b>

#### Suspensions, School Year 2016-2017



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

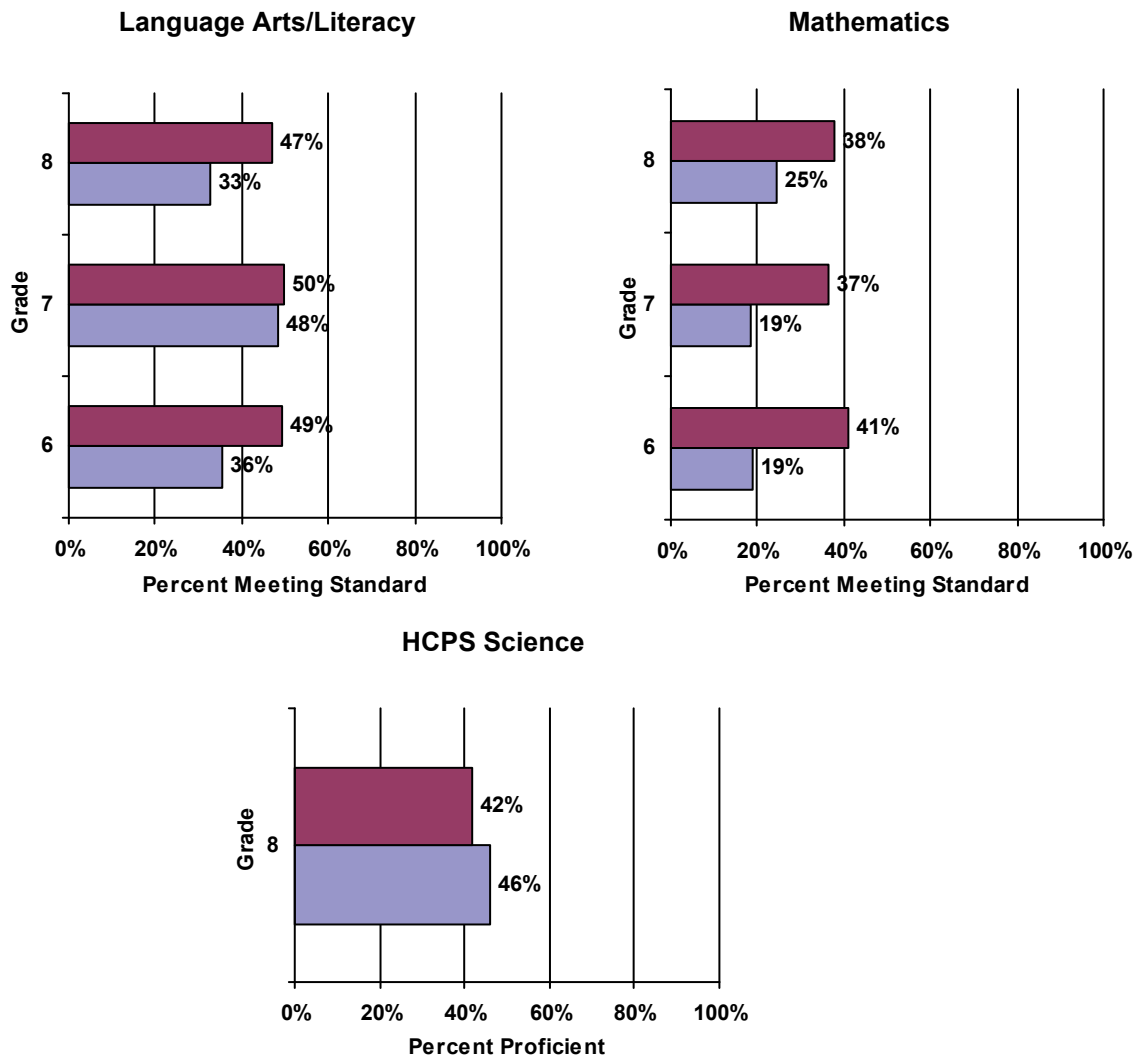
	2015	2016	2017
Total number of students	228	261	260
Percent retained in grade	1%	0%	0%

Note. -- means missing data.

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

## Vital Signs

### Hawaii Statewide Assessment Program



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.

Published on November 7, 2017.

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