Samuel Enoka Kalama Intermediate School

School Code: 420

Grades 6-8

Contents

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 year, Kalama Intermediate continued to maintain 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.

To better support students in academics and social emotional learning, a new bell schedule has been created. This bell schedule will provide flexibility for the school to implement academic intervention and enrichment based on students' performances on their iReady diagnostic scores. All teachers (classroom and non-classroom) will be providing targeted instruction to help our students make growth towards grade level proficiency in Math and Reading. Furthermore, the school has joined the Hui Pū, a cohort of schools that is focusing on increasing access for students with disabilities to be mainstreamed in general education classes. This is an effort to become a more inclusive school, taking ownership of ensuring equal access and equity for all students of all learning levels.

Year 3 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. All students participated in our 3rd 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. Kalama reinstated Career Day this past year and 50+ community members volunteered to present to the students about their profession and career paths.

School Setting

Student Profile

School year	2015-16	2016-17	2017-18		2015-16	2016-17	2017-18
Fall enrollment	861	883	856	Number and percent of students in Special Education programs	114	123	130
					13.2%	13.9%	15.1%
Number and percent of students enrolled for the entire school year	823	836	816	Number and percent of students with limited English proficiency	14	13	11
	95.5%	94.6%	95.3%		1.6%	1.4%	1.2%
Number and percent of students receiving free or reduced-cost lunch	495	483	472				
	57.4%	54.6%	55.1%				

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

Student Ethnicity, School Year 2017-18

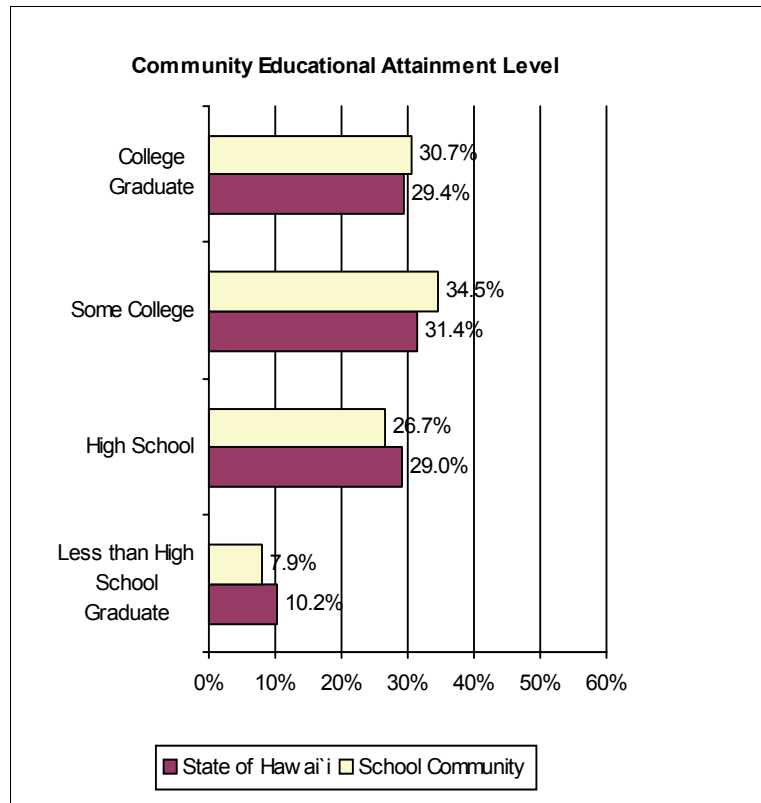| Ethnicity	Count	Percent
Native American	7	0.8%
Black	12	1.4%
Chinese	7	0.8%
Filipino	79	9.2%
Native Hawaiian	341	39.8%
Japanese	55	6.4%
Korean	1	0.1%
Portuguese	38	4.4%
Hispanic	42	4.9%
Samoan	4	0.4%
Indo-Chinese	6	0.7%
Micronesian	12	1.4%
Tongan	8	0.9%
Guamanian/Chamorro	0	
White	224	26.1%
White two or more	0	
Other Asian	6	0.7%
Other Pacific Islander	7	0.8%
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	7	0.8%

n = 856

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

Community Educational Attainment Level

	State of Hawai`i	School Community
College Graduate	29.4%	30.7%
Some College	31.4%	34.5%
High School	29.0%	26.7%
Less than High School Graduate	10.2%	7.9%

Legend: ■ State of Hawai`i □ School Community

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 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 three times 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 3 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. Lesson studies were initiated in both departments to focus on lesson development for high student engagement while implementing the new set of standards.

An extension of another year with the Digital Promise Grant created an opportunity for a cohort of teachers to develop skills in teaching the engineer design thinking process. This approach to teaching and learning lends itself to support students in acquiring problem solving skills and strategies through critical thinking challenges. All students participate in the annual Engineer's Day, which promotes this process of learning.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) | 65.0

Regular Instruction, FTE	81.5%	53.0
Special Instruction, FTE	18.4%	12.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount	65
Teachers with 5 or more years at this school	32
Teachers' average years of experience	12.5
Teachers with advanced degrees	28

Professional Teacher Credentials

Fully licensed	95.3%	62
Emergency hires	4.6%	3

Students per Teaching Staff [*]

Regular Instruction	13.6
Special Instruction	10.8

[*] 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.
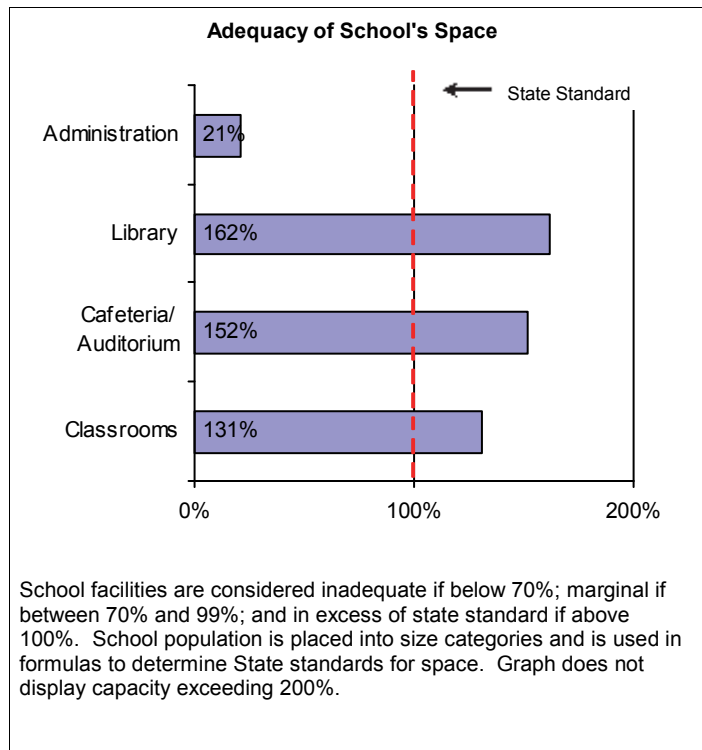
Facilities

School Year Ending 2018

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.

Adequacy of School's Space

Category	Percent
Administration	21%
Library	162%
Cafeteria/Auditorium	152%
Classrooms	131%

← State Standard

School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

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 * Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2017	73.8%	74.4%	68.5%	78.2%	62.7%	68.9%
	2018	53.4%	69.0%	69.0%	73.7%	63.1%	64.2%
Well-Being	2017	78.1%	73.3%	83.7%	86.7%	60.8%	66.9%
	2018	57.4%	70.4%	80.6%	82.2%	--	--
Satisfaction	2017	73.5%	65.9%	66.0%	78.9%	60.8%	73.5%
	2018	55.6%	66.2%	69.6%	76.9%	--	--
Involvement/Engagement	2017	80.4%	70.1%	69.8%	76.5%	51.5%	56.6%
	2018	56.6%	66.7%	55.6%	56.3%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2017	80.0%	84.6%	25.3%	26.5%	73.1%	68.3%
	2018	85.0%	75.9%	20.9%	24.4%	82.3%	85.7%

* 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.
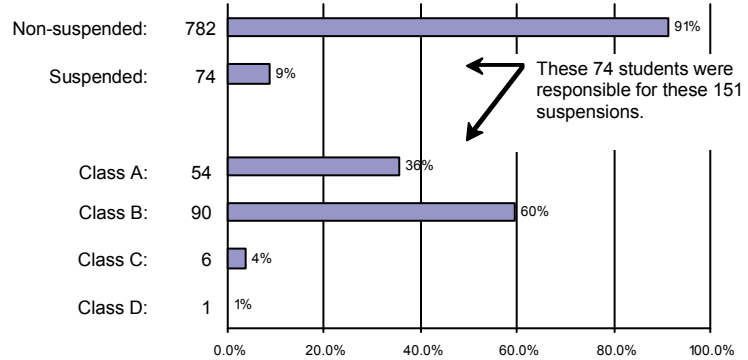
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2015-16	2016-17	2017-18	

Average Daily Attendance: %
(higher is better)

| 93.5% | 93.2% | 93.6% | **95.0%** |

Average Daily Absences: in days
(lower is better)

| 11.6 | 12.1 | 11.2 | **9** |

Suspensions, School Year 2017-2018

Non-suspended:	782 — 91%
Suspended:	74 — 9%
Class A:	54 — 36%
Class B:	90 — 60%
Class C:	6 — 4%
Class D:	1 — 1%

These 74 students were responsible for these 151 suspensions.

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)
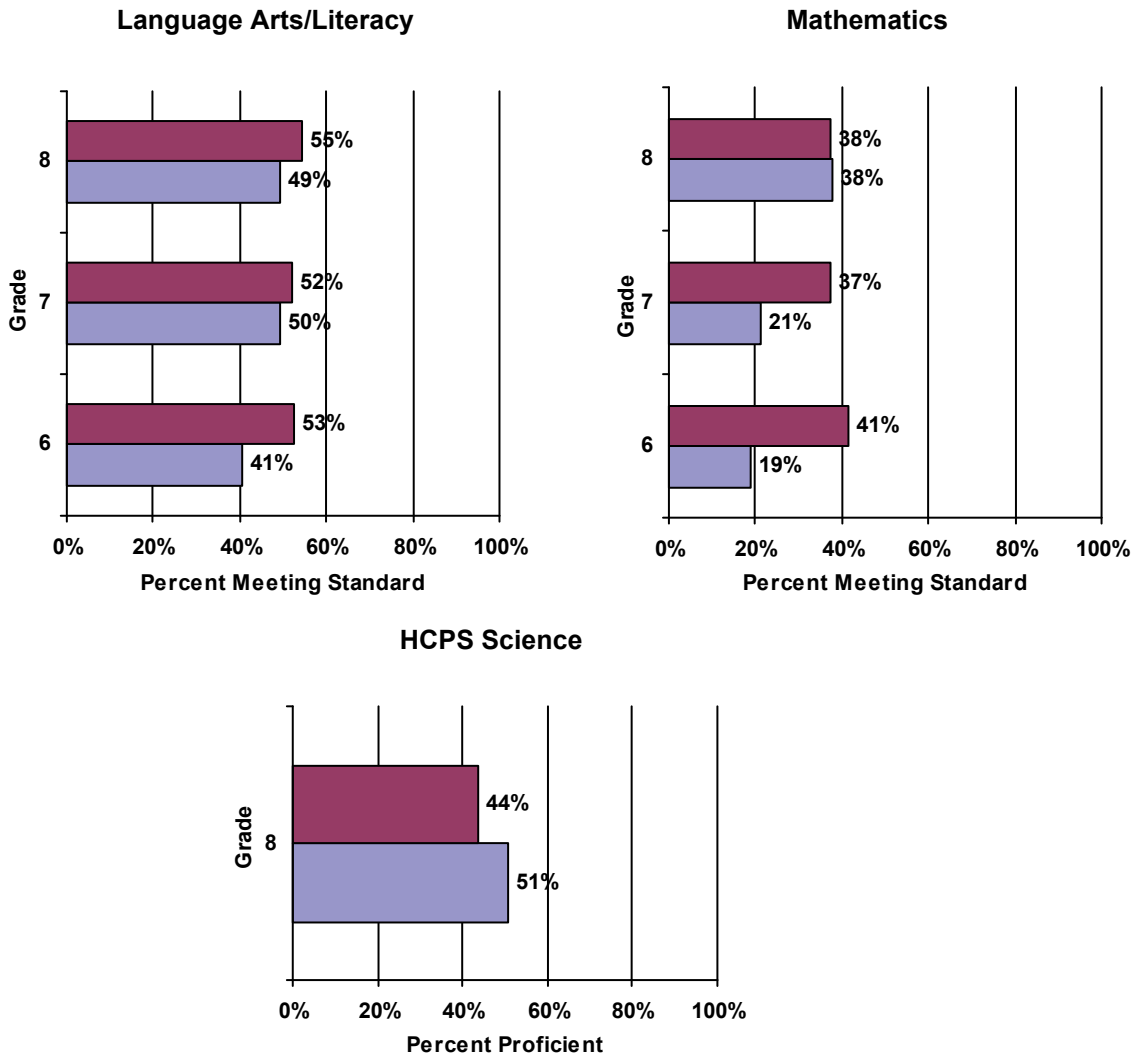
School Retention

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

	2016	2017	2018
Total number of students	261	260	274
Percent retained in grade	0%	0%	0%

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

Vital Signs

Hawaii Statewide Assessment Program

Language Arts/Literacy

Grade 8: State 55%, School 49%
Grade 7: State 52%, School 50%
Grade 6: State 53%, School 41%

Percent Meeting Standard (0% to 100%)

Mathematics

Grade 8: State 38%, School 38%
Grade 7: State 37%, School 21%
Grade 6: State 41%, School 19%

Percent Meeting Standard (0% to 100%)

HCPS Science

Grade 8: State 44%, School 51%

Percent Proficient (0% to 100%)

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.

School | State

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 23, 2018.

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