



# Samuel Enoka Kalama Intermediate School

School Code: 420

Grades 6-8

## School Status and Improvement Report School Year 2015-16



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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, 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, like many schools in the complex area, shifted its focus to Positive Behavior Instructional Support (PBIS) 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 chosen 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.

Our band and ukulele program continue to perform and impress audiences all over Maui. This past year, both the band and ukulele group traveled to California to perform at Disneyland (two separate trips). 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. Our Arts in Public Places Grant came to fruition this year as former Upcountry resident Matthew Salenger was able to install his sculpture "Culmination" on the wall fronting the parking lot, just in time as we celebrated our 30<sup>th</sup> year anniversary at a dedication ceremony in April.

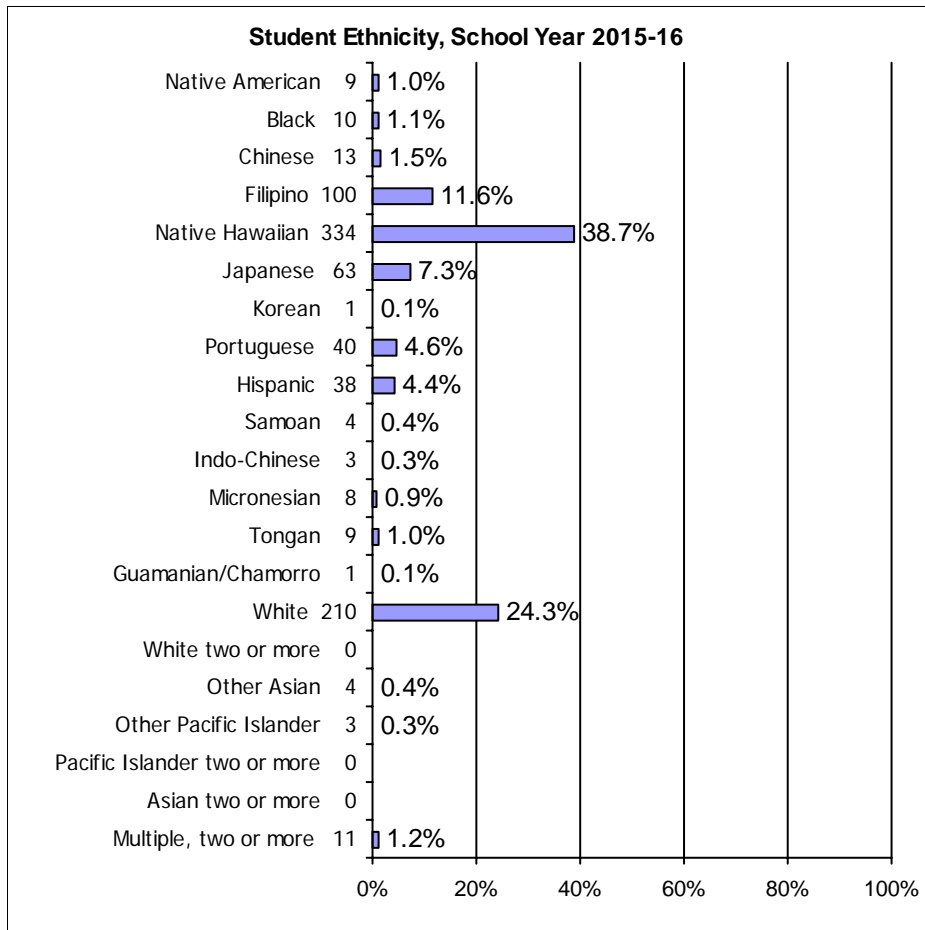
Finally, a grant from Digital Promise and Verizon provided each student and teacher an iPad Air2 to use along with 5 gigs of cellular data per month. With the first year of the two-year grant complete, it was quite a learning curve for teachers and students when reflecting on the impact that the grant made on the campus. Teachers and students embraced the integration of technology into everyday life and learning. This grant is helping us break down the digital divide, giving access to the Internet to every student regardless of socioeconomic status. Project Lead the Way (PLTW), another grant through Verizon, gave our 7<sup>th</sup> graders an opportunity to learn coding and computer science. Two other technology courses focusing on supporting students through transitions were created this year, one for 6<sup>th</sup> grade and another for 8<sup>th</sup> grade. We are excited about our accomplishments this past year and look forward to what is in store for Kalama's students this coming year.

## School Setting

### Student Profile

School year	2013-14	2014-15	2015-16		2013-14	2014-15	2015-16
Fall enrollment	788	822	861	Number and percent of students in Special Education programs	106	103	114
					13.4%	12.5%	13.2%
Number and percent of students enrolled for the entire school year	755	782	823	Number and percent of students with limited English proficiency	10	14	14
	95.8%	95.1%	95.5%		1.2%	1.7%	1.6%
Number and percent of students receiving free or reduced-cost lunch	474	455	495				
	60.1%	55.3%	57.4%				

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



n = 861

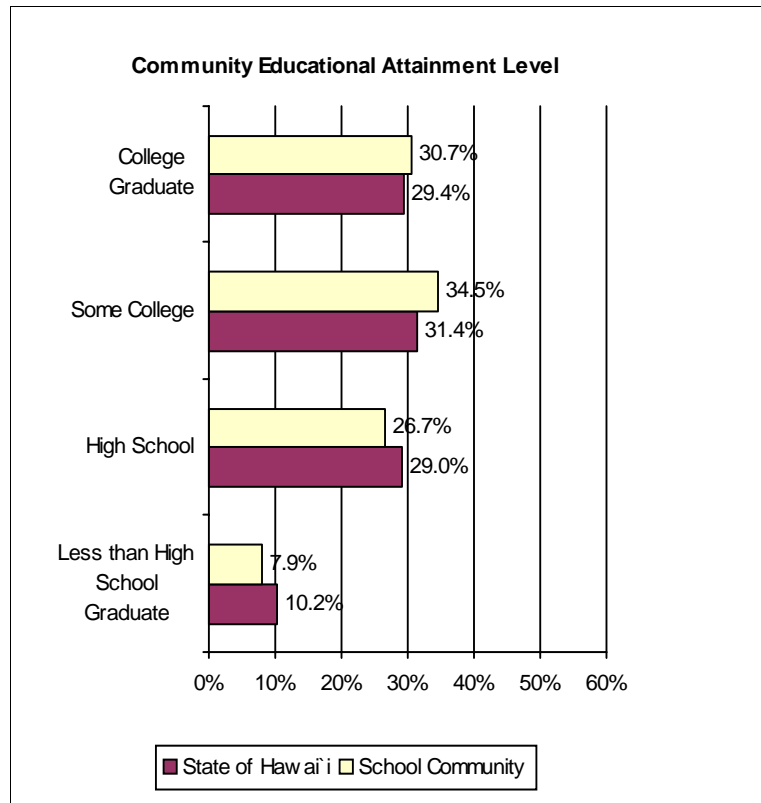
## School Setting

### 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**

<b>King Kekaulike HSC Complex</b>	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 curricula 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. 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.

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 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) team has been created composed of an eclectic group of staff members to help implement the Pono Panthers system that addresses the social, emotional, and behavior needs of identified students. 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 the Social Studies Department to prepare for the upcoming adoption 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.

Digital Citizenship became a necessity with Kalama becoming a Digital Promise Verizon Innovative Learning School. Through a grant funded by Verizon, each student and staff member was issued an iPad Air2 along with a monthly data plan. CommonSenseMedia.org has been a key resource to help Kalama teach students the importance of ethical use of technology through a series of lessons about copyright law, cyberbullying, and internet safety. Instructionally, a large amount of professional development for teachers has focused on digital literacy, a theory of effectively integrating technology into teaching and learning.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		59.5
Regular Instruction, FTE	81.5%	48.5
Special Instruction, FTE	18.4%	11.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		60
Teachers with 5 or more years at this school		36
Teachers' average years of experience		14.3
Teachers with advanced degrees		23

#### Professional Teacher Credentials

Fully licensed	93.3%	56
Emergency hires	6.6%	4

#### Students per Teaching Staff \*

Regular Instruction	15.4
Special Instruction	10.3

\* These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE *	5.0
Librarians, FTE	1.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	1

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

### Facilities

School Year Ending 2016

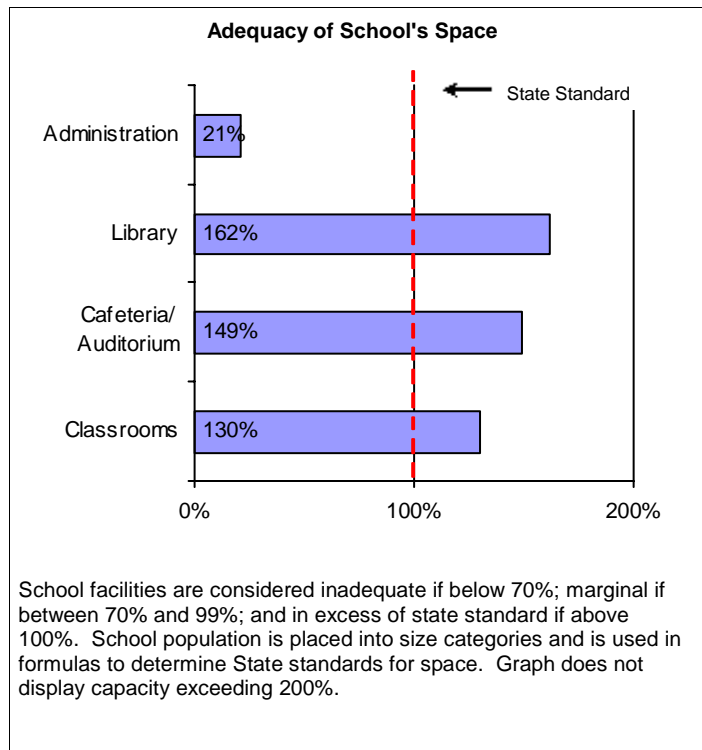
Classrooms available	60
Number of classrooms short (-) or over (+)	0

#### 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 Dimensions	School Quality Survey *	Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2015	78.4%	76.6%	62.8%	77.0%	63.8%	71.1%
	2016	71.0%	72.0%	75.0%	76.7%	65.6%	69.7%
Well-Being	2015	82.9%	74.8%	77.4%	85.6%	63.2%	68.3%
	2016	71.0%	72.3%	100.0%	86.2%	62.2%	67.9%
Satisfaction	2015	67.6%	60.9%	53.0%	75.6%	66.1%	76.2%
	2016	67.3%	60.2%	75.0%	76.9%	65.2%	74.7%
Involvement/Engagement	2015	84.3%	70.9%	64.2%	74.2%	53.1%	59.3%
	2016	75.7%	69.5%	100.0%	74.7%	47.9%	57.5%

Survey Return Rate **	Year	Teachers		Parents		Students	
		School	State	School	State	School	State
	2015	82.0%	93.3%	17.4%	23.4%	91.8%	80.3%
	2016	31.6%	77.6%	0.3%	25.0%	22.0%	74.9%

\* 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.

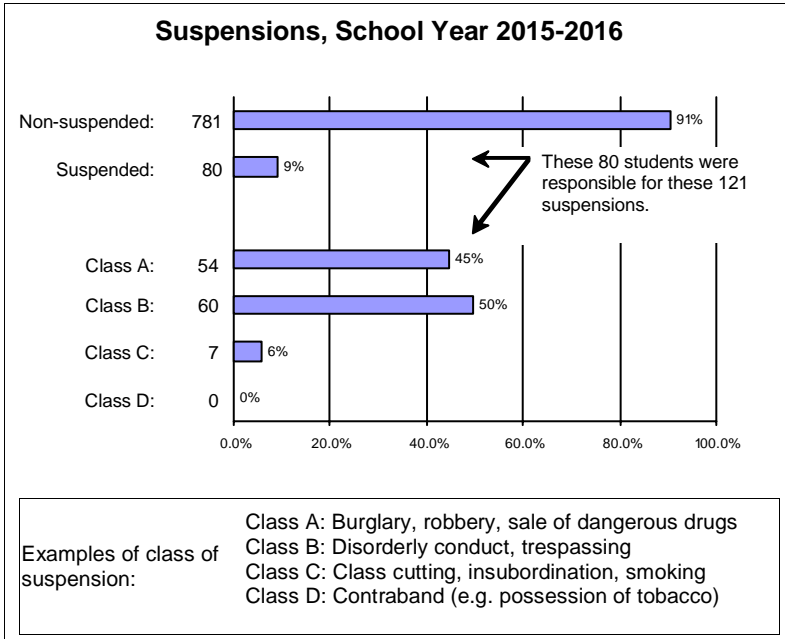
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
2013-14	2014-15	2015-16	
Average Daily Attendance: % (higher is better)			95.0%
94.2%	94.0%	93.5%	
Average Daily Absences: in days (lower is better)			9
10.3	10.6	11.6	

#### Suspensions, School Year 2015-2016



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

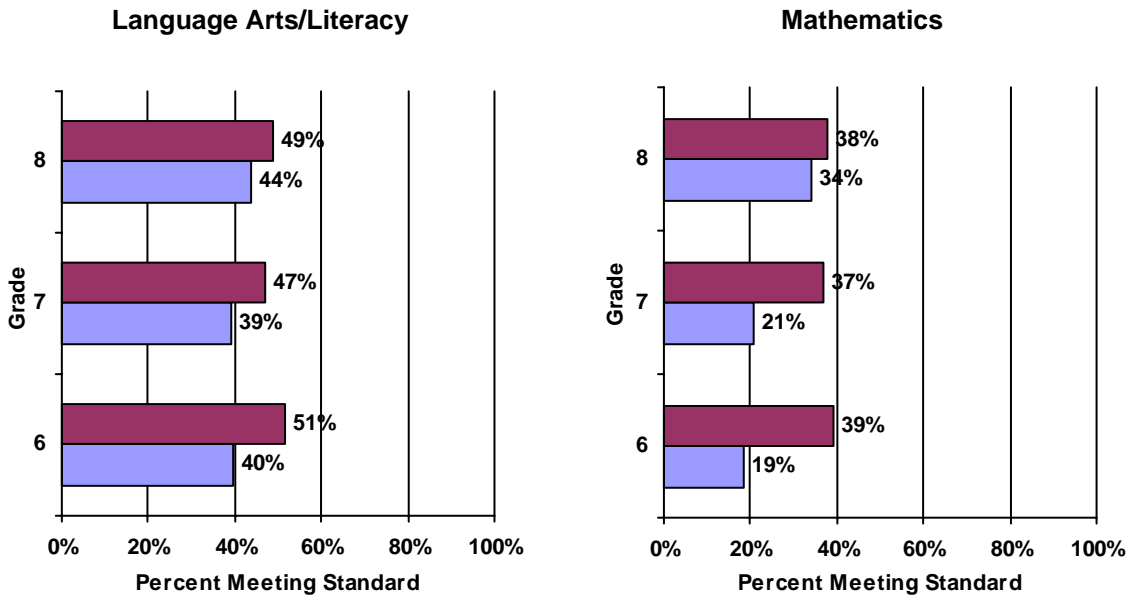
Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

	Retention		
	2014	2015	2016
Total number of students	266	228	261
Percent retained in grade	0%	1%	0%

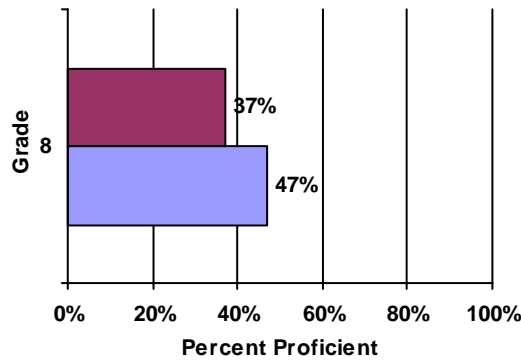
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## Vital Signs

### Hawaii Statewide Assessment Program



### 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).

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### Other School Information

Samuel Enoka Kalama Intermediate School was accredited by the Western Association of Schools and Colleges for a period of six years with a two-day mid-cycle visit. This school's accreditation status 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.