



# Samuel Enoka Kalama Intermediate School

School Code: 420

Grades 6-8

## School Status and Improvement Report School Year 2019-20



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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.

Diverse is a great way to describe Kalama and its Upcountry community. Not only is the student population of Kalama diverse but all of its programs are as well. Kalama offers a multitude of electives to supplement its core program. Students can sign up to take Fine Art, Ukulele, Robotics, Band, Choir, Dance, Foreign Language, and Media, just to name a few. Students can also elect to join a club during the Advisory period for ½ of the school year. These clubs are aligned to student interest and teacher passion.

Kalama is a progressive school and has continually changed to meet the needs of its community. Technology has taken a forefront, however, traditional learning opportunities like music, art, and Hawaiiana are available as well. Throughout the years, Kalama has continually improved its Special Education programs by emphasizing the need for students with IEPs to learn with their General Education peers. The programs and settings offered have increased and improved to provide learning spaces that accept learning preferences, differences, and abilities of all sorts. It is truly becoming an Inclusive school.

With the support of the State's REACH grant, students are able to participate in extracurricular sports such as volleyball, basketball, cross-country, wrestling, soccer, and soon flag football. Partnerships with UH-Maui and Educational Talent Search (ETS) provide supports for students of low-income or "first to go to college" status to make college and career a relevant goal.

Middle School Philosophy provides a whole-child learning approach for Kalama students. Adolescence is a challenging time in a child's life and the school makes efforts to create learning environments that support this delicate age. As with the children of this age, there is some unpredictability, so the school does its best to adjust to the latest trends (be it positive or negative). Kalama supports students to develop and grow through this age in order to become resilient and productive teenagers. The school envisions its success around the ability to help students identify and pursue their passions.

## School Setting

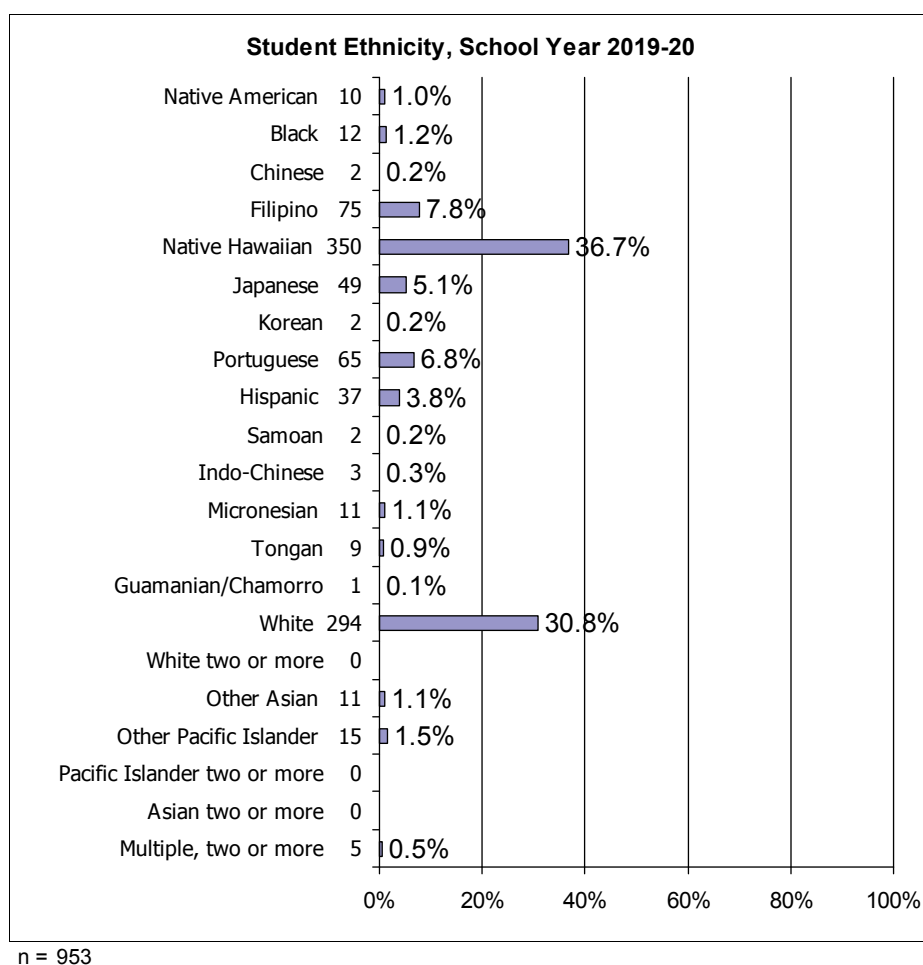
### Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	856	900	953	Number and percent of students in Special Education programs	130	136	150
					15.1%	15.1%	15.7%
Number and percent of students enrolled for the entire school year	816	844	922	Number and percent of students with limited English proficiency	11	12	16
	95.3%	93.7%	96.7%		1.2%	1.3%	1.6%
Number and percent of students receiving free or reduced-cost lunch	472	458	505				
	55.1%	50.8%	52.9%				

Note. -- means missing data.

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

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



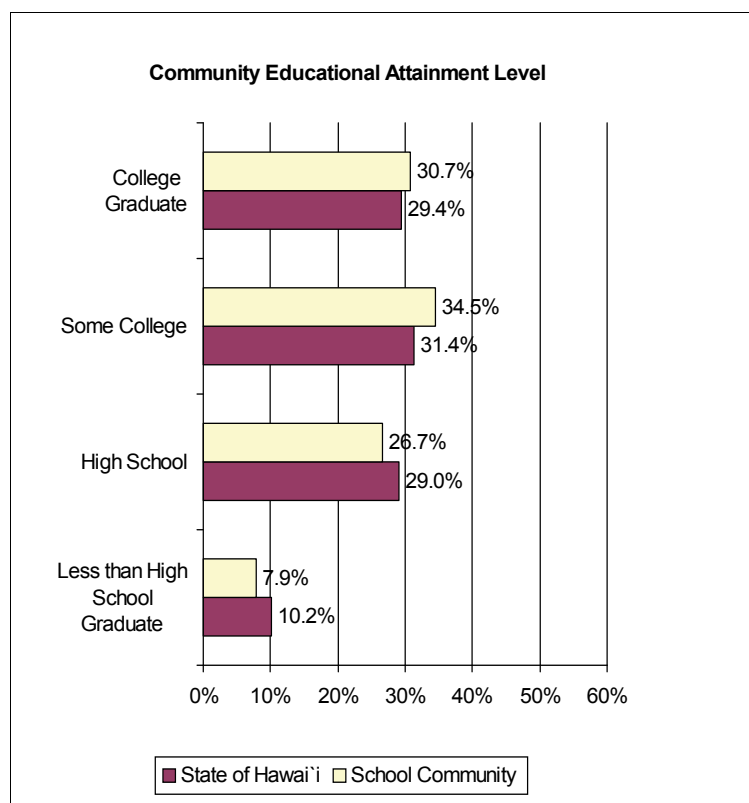
## School Setting

### 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

<b>King Kekaulike HSC</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 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

<b>Total Full-Time Equivalent (FTE)</b> <sup>1</sup>		67.0
Regular Instruction, FTE	80.5%	54.0
Special Instruction, FTE	19.4%	13.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount	67
Teachers with 5 or more years at this school	32
Teachers' average years of experience	11.7
Teachers with advanced degrees	26

#### Professional Teacher Credentials

<sup>1</sup>

Fully licensed	95.5%	64
Emergency hires	4.4%	3

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

#### Students per Teaching Staff

<sup>2</sup>

Regular Instruction	14.8
Special Instruction	11.5

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE	5.0
Librarians, FTE	0.0
Counselors, FTE	4.0
Number of principals at this school in the last five years	2

<sup>3</sup> Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

### Facilities

School Year Ending 2020

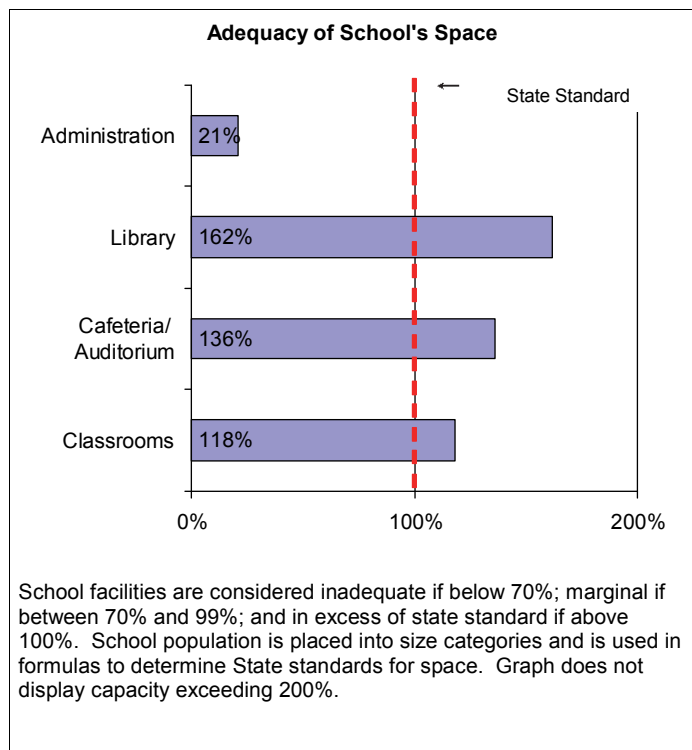
Classrooms available	60
Number of classrooms short (-) or over (+)	0

#### 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	2019	53.2%	69.2%	64.1%	74.6%	57.4%	64.4%
	2020	39.9%	65.8%	63.2%	73.8%	54.2%	58.7%
Well-Being	2019	61.0%	70.1%	79.1%	83.0%	--	--
	2020	50.6%	68.1%	75.9%	82.5%	--	--
Satisfaction	2019	58.3%	65.0%	67.1%	78.5%	--	--
	2020	46.0%	63.8%	65.9%	77.7%	--	--
Involvement/Engagement	2019	61.9%	66.2%	53.5%	57.8%	--	--
	2020	51.7%	64.7%	55.1%	57.7%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	96.7%	76.6%	30.0%	24.1%	76.4%	84.2%
	2020	100.0%	86.2%	40.4%	27.7%	62.3%	77.0%

\* 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.

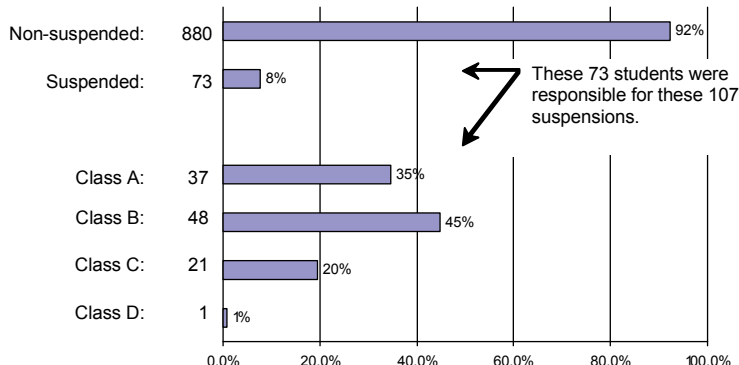
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
93.6%	93.9%	94.4%	95.0%
Average Daily Absences: in days (lower is better)			
11.2	10.7	7.3	9

#### Suspensions, School Year 2019-2020



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		
	2018	2019	2020
Total number of students	274	274	270
Percent retained in grade	0%	1%	0%

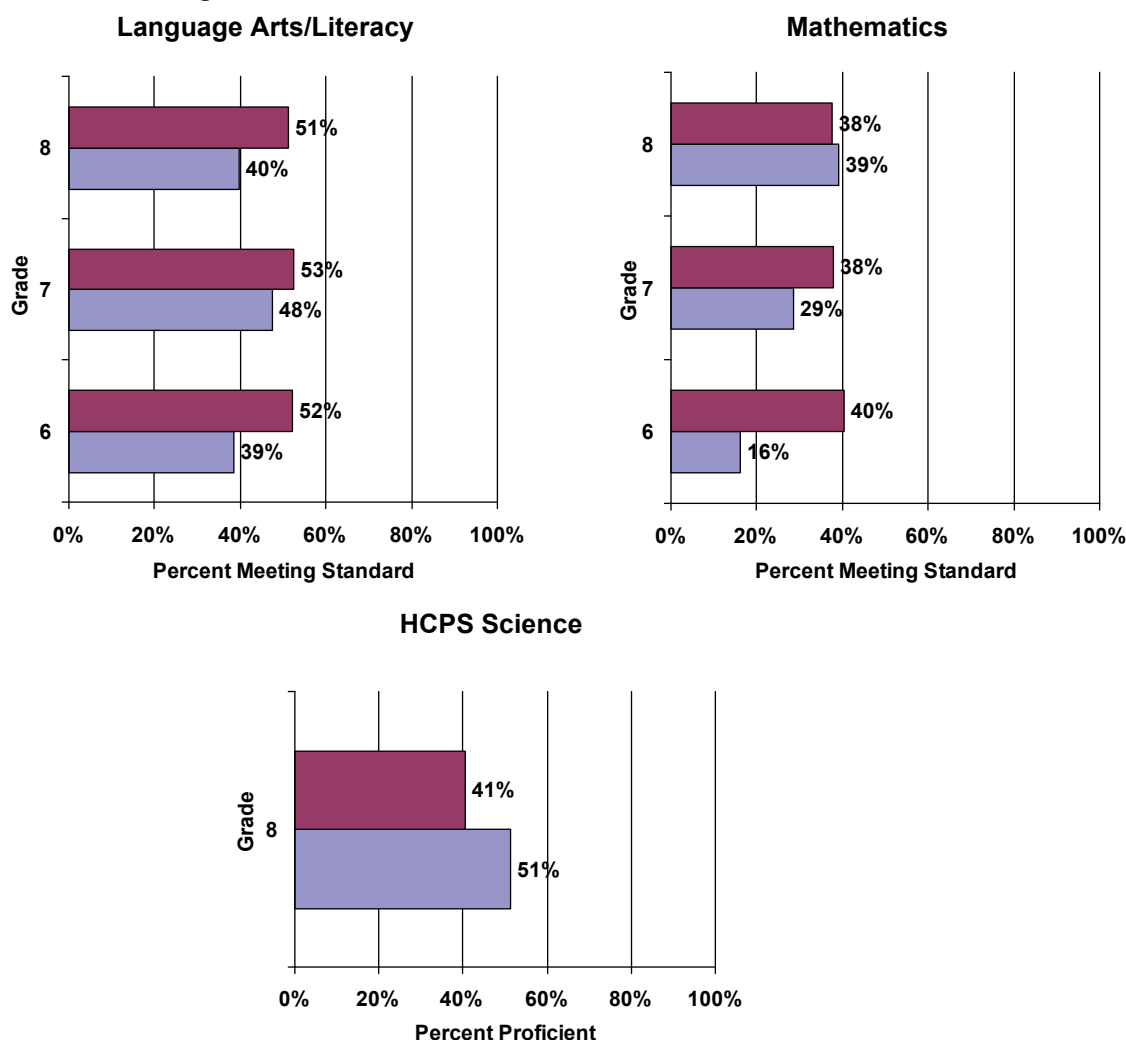
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## Vital Signs

### Hawaii Statewide Assessment Program

**NOTE:** The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



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 2021.

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