



Ilima Intermediate School

School Code: 279

Grades 7-8

School Status and Improvement Report School Year 2019-20



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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

Ilima Intermediate's school vision, *Pupukahi I Holomua*, is a school-wide commitment to unite as one school community in order to move forward. Home to approximately 830 students in Grades 7 & 8, Ilima Intermediate inspires students, parents and the community in the journey together to persevere through adversity while striving towards success. Our mission seeks to inspire lifelong learning and support the whole child by modeling compassion, collaboration and resilience. Students transition into Ilima from four Grades K-6 elementary schools including Holomua, Iroquois Point, Kaimiloa and Pohakea.

While Ilima remains committed to its continuous school improvement efforts to close the achievement gap, its current leadership team is also cognizant of the opportunity to create measures of success regarding the concept of School Design. After earning a six-year accreditation status from the WASC self-study visit in March of 2020, Ilima Intermediate also begins a new journey of creating School Design metrics in support of the whole child. School Year 2020-2021 presents new opportunities for Ilima Intermediate's multi-tiered system of supports to close the achievement gap and implement School Design. Our School Design is known as the Ilima Way!

School Address:

Ilima Intermediate School
91-884 Fort Weaver Road
Ewa Beach, Hawaii 96706

School Setting

Student Profile

School year

2017-18 2018-19 2019-20

Fall enrollment

| | | |
|-----|-----|-----|
| 870 | 875 | 855 |
|-----|-----|-----|

Number and percent of students in Special Education programs

2017-18 2018-19 2019-20

| | | |
|------|------|------|
| 66 | 71 | 79 |
| 7.5% | 8.1% | 9.2% |

Number and percent of students enrolled for the entire school year

| | | |
|-------|-------|-------|
| 805 | 814 | 792 |
| 92.5% | 93.0% | 92.6% |

Number and percent of students with limited English proficiency

| | | |
|------|------|------|
| 55 | 62 | 76 |
| 6.3% | 7.0% | 8.8% |

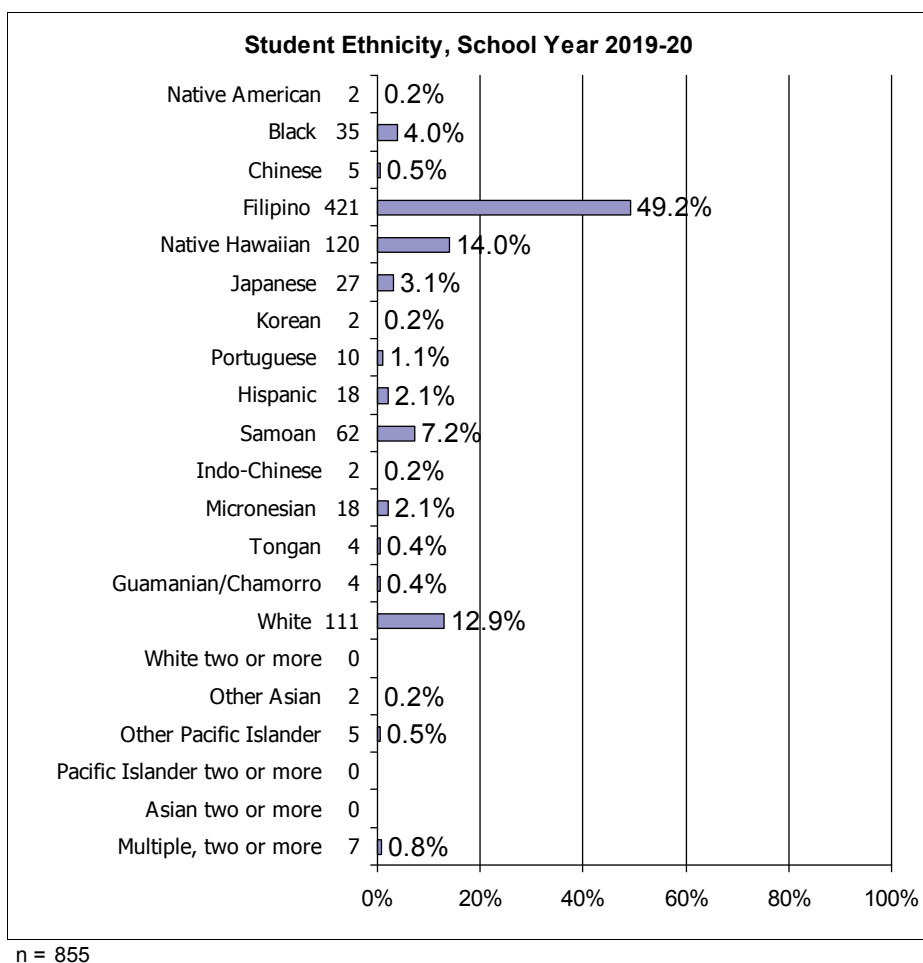
Number and percent of students receiving free or reduced-cost lunch

| | | |
|-------|-------|-------|
| 439 | 421 | 399 |
| 50.4% | 48.1% | 46.6% |

Note. -- means missing data.

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

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



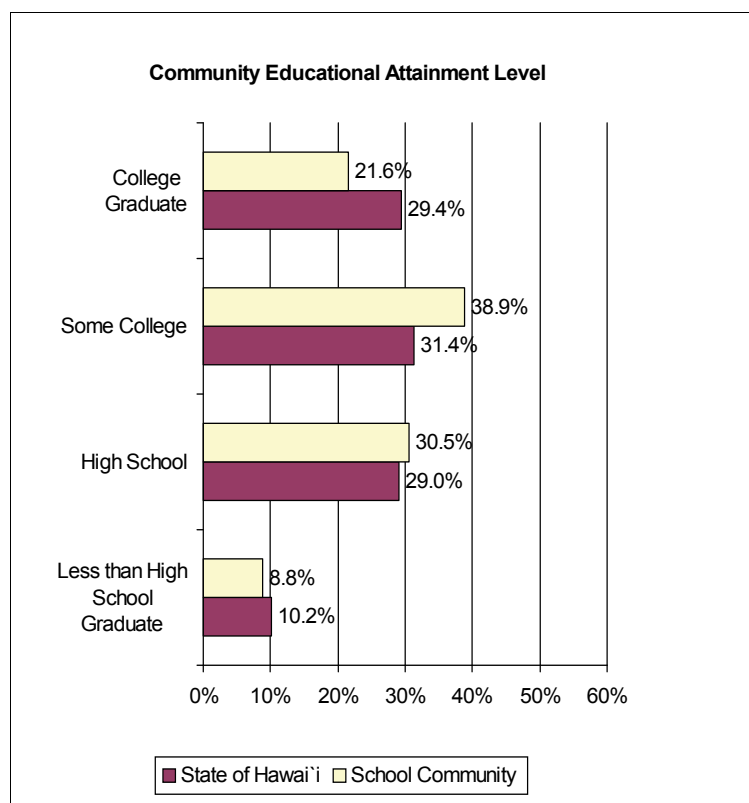
School Setting

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

| Campbell HSC | School Community | State of Hawai'i |
|------------------------------------|------------------|------------------|
| Total population | 62,735 | 1,360,301 |
| Percentage of population aged 5-19 | 23.2% | 18.4% |
| Median age of population | 32.9 | 38.6 |
| Number of family households | 14,271 | 313,907 |
| Median household income | \$70,223 | \$66,420 |



School Improvement

Summary of Progress

School Year 2018-2019 was an area of growth specifically in the area of our student's Math achievement. School-wide preliminary SBA Math results from June 2019 indicate that our students increased their overall Math proficiency by 5% from 33% to 38% as compared to School Year 2017-2018. According to our Academic Review Team analysis, our 7th graders attained 32% proficiency (132 students) and our 8th graders attained 37% proficiency (142 students).

From a school-wide process data standpoint, Ilima Intermediate's implementation of Visible Learning practices continues to be an area requiring refinement in order to improve student achievement. When surveyed in the first semester, 39% of teachers positively responded to using a Visible Learning Tool to gathering student feedback/student voice. During the 4th quarter of this school year, that percentage grew to 52.9%. Additionally, our Electives teachers pinpointed utilizing the Step Up To Writing CFA which all elective teachers went through the Learning Intentions and Success Criteria together. In Social Studies, teachers pinpointed the progress of focusing on learning progressions and incorporating Learning Intention and Success Criteria aligned to standards. In Language Arts, progress came in the form of clarity during the vertical articulation meeting held in the 4th quarter in which teachers from the elementary, middle and high schools decided that the area of Focus Skills would center around Determining the Central Idea and Details of a nonfiction text. In our Science content area, the progress came in the form of efforts to refine the pacing guides with dates. Science teachers worked on identifying power standards and went through the process of developing Learning Intentions and Success Criteria.

The Academic Review team analyzed school-wide available data and in terms of Ilima Intermediate's progress with its RTI Tiers 2 and 3 Math program, our Academic Review team acknowledges the importance and immediacy of refining the process for identifying students for Tier 2 and 3, including soliciting intervention teacher feedback and consistently utilizing Tier 1 differentiation strategies. In the core content area of Language Arts, the focus of School Year 2019-2020 entails having our Quality Student Support committee update the three pyramids involving the RTI goals which will be shared with the entire staff. A review again of the entrance and exit criteria for RTI Reading classes is a priority. Our curriculum coordinator will assist all teachers by adding the STAR data used by all content area teachers into the Pivot Table. Equally important is the progress in having all departments update their curriculum maps, especially with the vocabulary used to support students using Tier 1 instruction.

To support our Data Driven Instructional Cycle implementation, our Language Arts teachers continue to develop learning progression charts based on the DDIC model. In the area of instructional strategies, an area of progress is the continuous professional development by our dedicated teachers. Along with scheduled summer planning days, all Language Arts teachers will be taking the EL GLAD professional development in June. In Math, the progress accomplished in School Year 2018-2019 involved various factors. This includes vertical articulation between elementary and high school feeder schools to align dispositions/soft skills using a K-12 alignment (i.e. K-12 vertical alignment of standards). Furthermore, teachers in the Math department have tackled grade level concepts and instructional strategies as a whole. Teachers utilized the Interim Assessment Blocks as their quarterly summative assessments. Our Math teachers revised their curriculum maps to include learning progressions, success criteria and highlighted success criteria that the GO Math curriculum did not thoroughly address.

School Resources

Certified Staff

Teaching Staff

| | | |
|--|-------|------|
| Total Full-Time Equivalent (FTE) ¹ | | 50.0 |
| Regular Instruction, FTE | 82.0% | 41.0 |
| Special Instruction, FTE | 16.0% | 8.0 |
| Supplemental Instruction, FTE | 2.0% | 1.0 |

| | | |
|--|--|-----|
| Teacher headcount | | 50 |
| Teachers with 5 or more years at this school | | 23 |
| Teachers' average years of experience | | 9.7 |
| Teachers with advanced degrees | | 23 |

Professional Teacher Credentials

¹

| | | |
|-----------------|--------|----|
| Fully licensed | 100.0% | 50 |
| Emergency hires | 0.0% | 0 |

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

Students per Teaching Staff

²

| | |
|---------------------|------|
| Regular Instruction | 18.9 |
| Special Instruction | 9.8 |

² These figures do not indicate class size.

Administrative and Student Services Staff

| | |
|--|-----|
| Administration, FTE | 5.0 |
| Librarians, FTE | 0.0 |
| Counselors, FTE | 3.0 |
| Number of principals at this school in the last five years | 1 |

³ 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

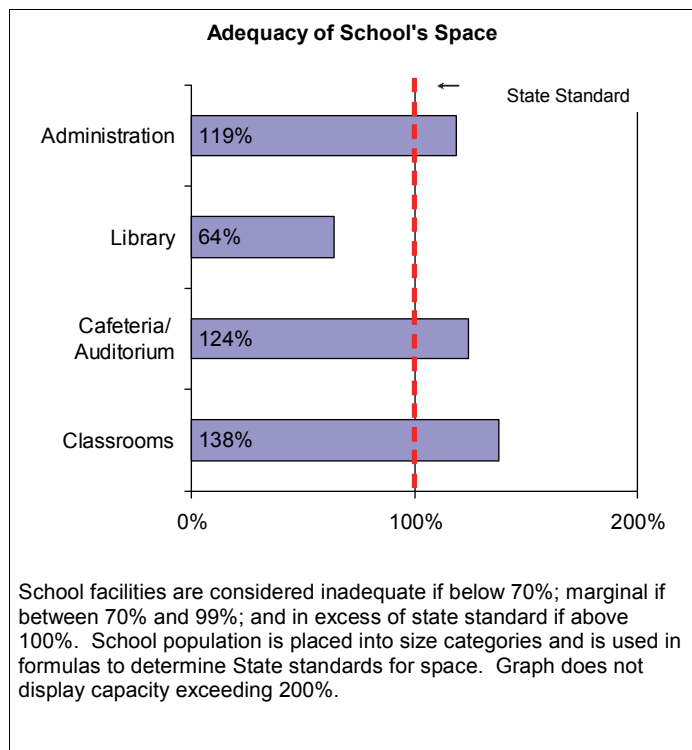
| | |
|--|----|
| Classrooms available | 63 |
| Number of classrooms short (-) or over (+) | 5 |

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 | 79.0% | 69.2% | 73.5% | 74.6% | 61.7% | 64.4% |
| | 2020 | 86.7% | 65.8% | 71.0% | 73.8% | 56.9% | 58.7% |
| Well-Being | 2019 | 81.0% | 70.1% | 82.7% | 83.0% | -- | -- |
| | 2020 | 83.3% | 68.1% | 81.8% | 82.5% | -- | -- |
| Satisfaction | 2019 | 76.2% | 65.0% | 78.4% | 78.5% | -- | -- |
| | 2020 | 77.7% | 63.8% | 77.0% | 77.7% | -- | -- |
| Involvement/Engagement | 2019 | 81.1% | 66.2% | 55.8% | 57.8% | -- | -- |
| | 2020 | 82.1% | 64.7% | 55.6% | 57.7% | -- | -- |

| Survey Return Rate ** | | Teachers | | Parents | | Students | |
|-----------------------|------|----------|-------|---------|-------|----------|-------|
| | | School | State | School | State | School | State |
| | 2019 | 96.0% | 76.6% | 28.4% | 24.1% | 85.8% | 84.2% |
| | 2020 | 84.6% | 86.2% | 57.7% | 27.7% | 77.8% | 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.

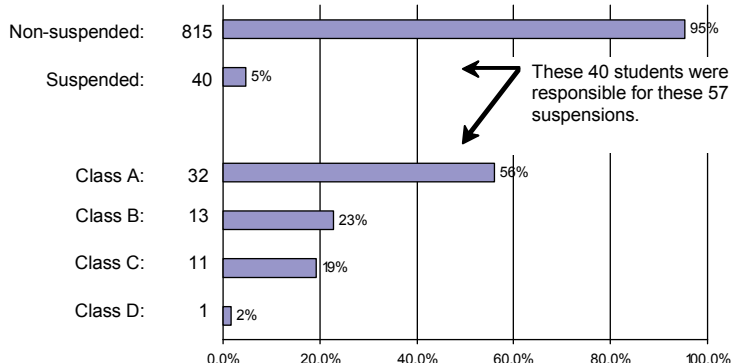
Vital Signs

Student Conduct

Attendance and Absences

| School Year | | | State Standard |
|--|---------|---------|-------------------|
| 2017-18 | 2018-19 | 2019-20 | |
| Average Daily Attendance: % (higher is better) | | | |
| 94.7% | 94.7% | 95.0% | 95.0% |
| Average Daily Absences: in days (lower is better) | | | |
| 9.5 | 9.4 | 6.5 | 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 | 389 | 376 | 392 |
| Percent retained in grade | 1% | 0% | 1% |

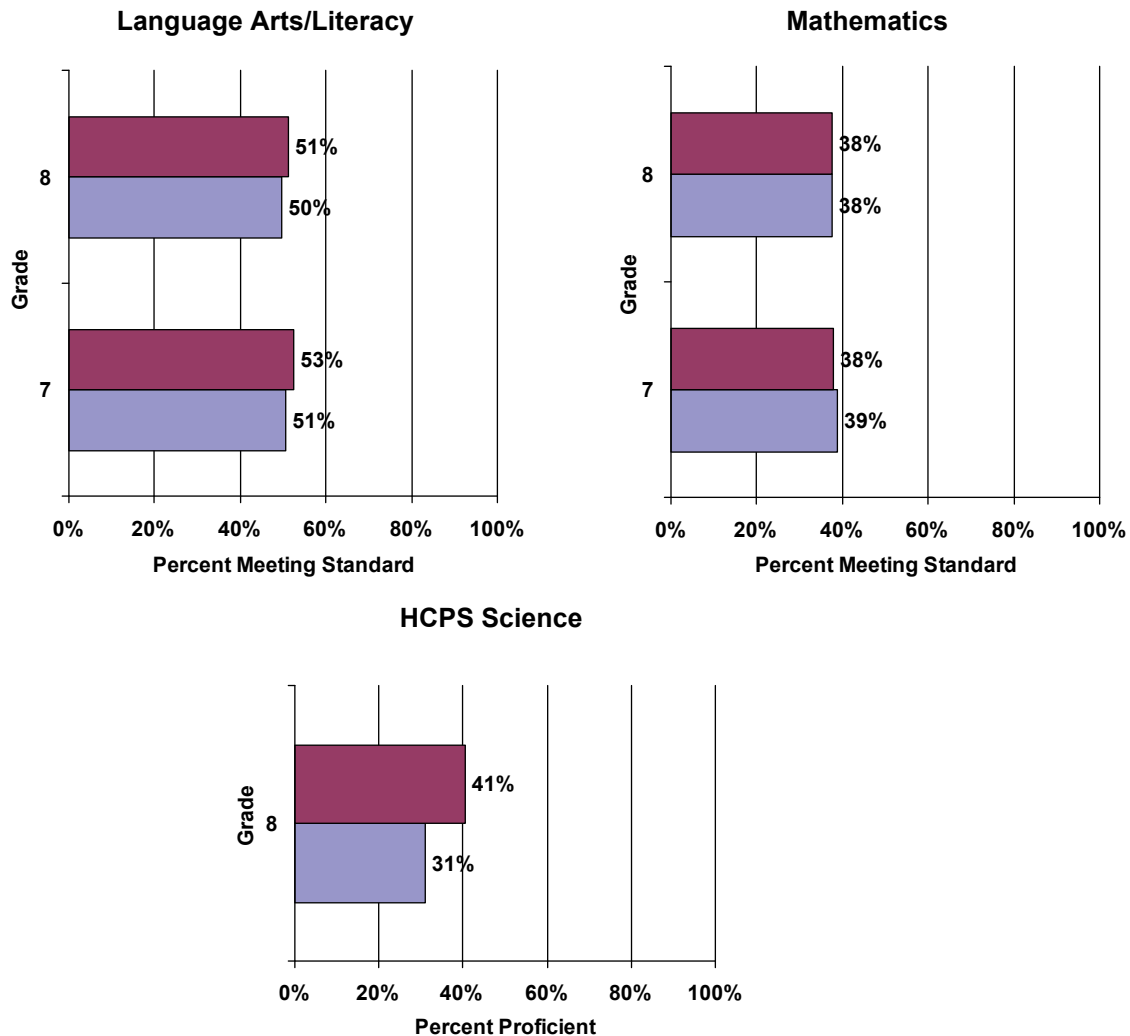
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Vital Signs

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

Ilima 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 2026.

Published on June 7, 2021.

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Hawaii State Department of Education.