



Samuel Enoka Kalama Intermediate School

School Code: 420

Grades 6-8

School Status and Improvement Report School Year 2004-05



Contents

Focus on Standards	p. 1
School Description	p. 1
School Setting	p. 2
<ul style="list-style-type: none"> • Student Profile • Community Profile 	
School Improvement	p. 3
<ul style="list-style-type: none"> • Summary of Progress 	
School Resources	p. 4
<ul style="list-style-type: none"> • Certified Staff • Facilities 	
Vital Signs	pp. 5-7
<ul style="list-style-type: none"> • School Quality Survey • Student Conduct • School Retention or Completion • Statewide Testing 	
Other School Information	p. 8

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, 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 a well-designed facility consisting of an exceptionally well-kept campus and buildings.

Kalama Intermediate School was accredited in 2002 by the Western Association of Schools & Colleges (WASC) for a period of three years. A three year re-visit was done by WASC in April of 2005. The overall feeling of the faculty was that the visit went very well. Comments from the visiting team were very positive and the school is hopeful that we will be granted an additional three years. Kalama Intermediate School has made the transition from an SCBM school to the new School Community Councils. Elections were held in April. Parents and other community members can also participate through the Parents on Campus program and various activities sponsored by the PTSA and PCNC facilitator.

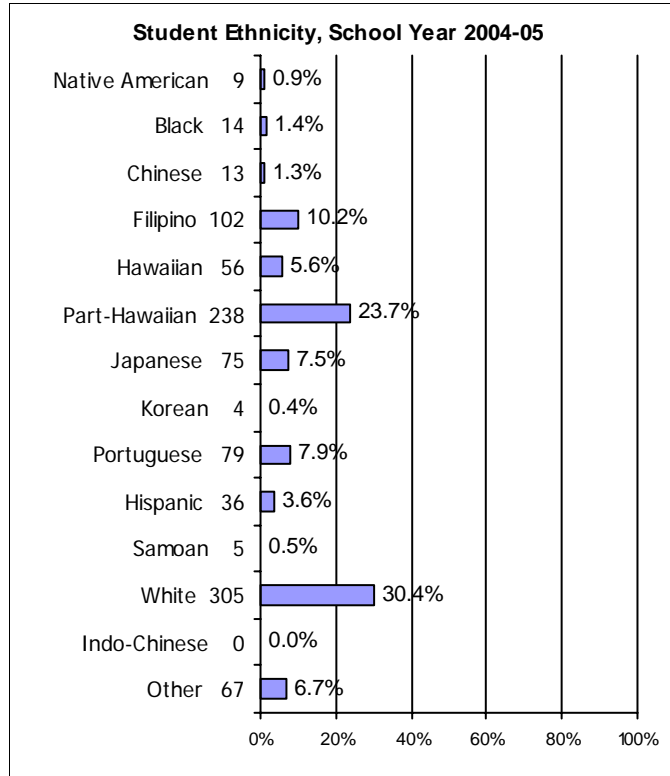
Kalama is the intermediate level site for the Hawaiian Language Immersion Program. It is the pilot school for use of the Polar Heart monitors in the PE program and the use of pedometers in their "Dance, Dance, Revolution Program". The school provides students with various elective choices including Band, Bells, Polynesian Music, Chorus, Weight Training, Team Sports, Media Productions, Art and Yearbook.

85% of the faculty is trained in TRIBES, a process to build a caring environment in the school and community. Kalama Intermediate strives to provide the orderly and supportive environment essential for students to become academic achievers, contributing citizens, and effective communicators. All intermediate schools on Maui currently have a School Resource Officer (SRO). This position along with the TRIBES Program helped to reduce calls for police assistance by 49%.

School Setting

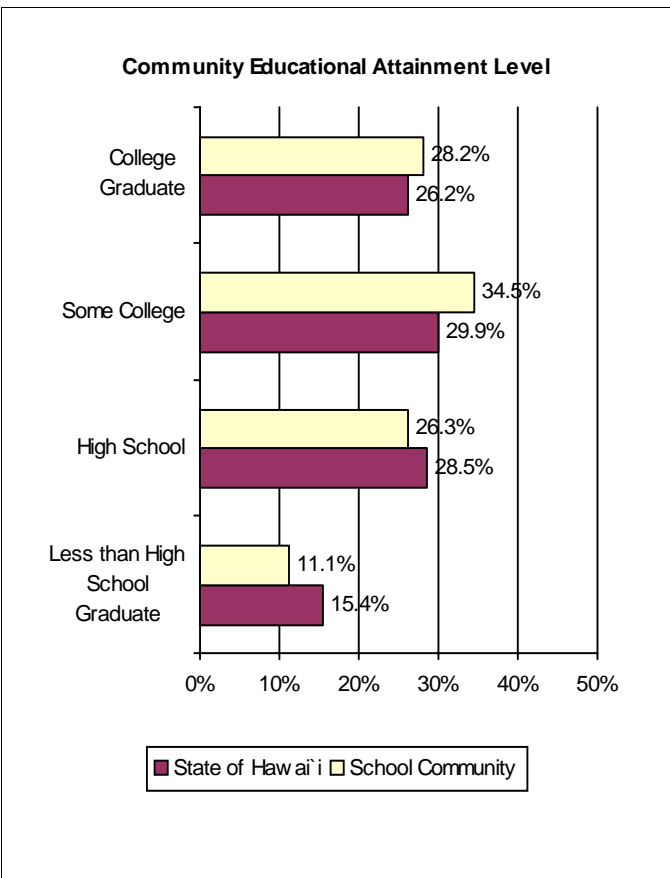
Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	1132	1066	1014
Number and percent of students enrolled for the entire school year	1090	1024	958
	96.3%	96.1%	94.5%
Number and percent of students receiving free or reduced-cost lunch	503	402	373
	44.4%	37.7%	36.8%
Number and percent of students in Special Education programs	220	172	147
	19.4%	16.1%	14.5%
Number and percent of students with limited English proficiency	18	25	18
	1.6%	2.3%	1.8%



Community Profile Based on the 2000 U.S. Census

King Kekaulike Complex	School Community	State of Hawai'i
Total population	33,406	1,211,537
Percentage of population aged 5-19	22.1%	20.6%
Median age of population	37.6	36.2
Number of families	8,200	287,068
Percentage of families with children under 18	51.6%	45.0%
Percentage of families with children headed by a single mother	19.9%	18.3%
Average family size	3.2	3.42
Median household income	\$52,638	\$49,820
Percent of households with Public Assistance income	5.3%	7.6%
Percent of families with children living in poverty	8.8%	11.2%



School Improvement

Summary of Progress

Inclusive

The Kalama School Community Council (KSCC) met regularly and at the February 9, 2005 meeting, the majority of the board voted to proceed with the t-shirt uniforms for SY 2005-2006. In accordance with the Act 51 mandates, the KSCC held elections and reviewed the revised KSCC by-laws.

Purposeful

The SID teams worked hard in preparation for the Western Association of Schools and Colleges (WASC) accreditation Three-Year Revisit to Kalama. The seven areas of growth that the previous accreditation team identified as critical areas for follow-up were addressed. Progress was made in addressing the three areas focused on in the Action Plan: improvement of reading scores, improvement of math scores, and providing an orderly and supportive environment. In particular, the accreditation team noted progress in K-12 math articulation, curriculum mapping, deconstruction and assessment of benchmarks, and in meeting the needs of all students through the Learning Center.

Student Focused

The Comprehensive Student Support Cadre met regularly and among other activities did SSC team in-servicing on the Request for Assistance (RFA) process and a Kalama Connections anti-bullying program. The Learning Center teacher worked cooperatively with the counseling department to meet the needs of students requiring temporary academic or behavioral interventions outside of traditional classrooms.

Action-Oriented

Specific accomplishments included a school-wide writing rubric for the student planner for SY 2005-2006, the first General Learner Outcomes (GLO) assessment, continuation of school-wide teacher observation, creation of a Kalama website by a parent, a transition breakfast for incoming 6th graders and their parents, and the adoption of school uniforms for SY 2005-2006.

Accountable

After the WASC Three-Year Term Revisit, the SID Leadership team discussed the pros and cons of keeping the present SID teams intact. It was decided that due to the necessity of having a strong cross-section of teachers representing different content areas, grade levels, and homeroom teams, the present SID teams would stay intact. Most of the faculty have the knowledge and experience in a particular area and can commit to being accountable for changes in that area.

Strong leadership and Support Systems

SID Leadership meetings continue to play a strong role in developing more cohesion in the school's vision and commitment to find ways to improve student learning.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		62.5
Regular Instruction, FTE	56.0%	35.0
Special Instruction, FTE	19.2%	12.0
Supplemental Instruction, FTE	24.8%	15.5
Teacher headcount		63
Teachers with 5 or more years at this school		43
Teachers' average years of experience		14.2
Teachers with advanced degrees		24

Professional Teacher Credentials

Fully licensed	92.1%	58
Provisional credential	7.9%	5
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	17.2
Special Instruction	12.3

* Regular instruction includes both regular and supplemental teaching staff and does not include mainstreamed special education students. Therefore, these figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	6.0
Librarians, FTE	1.0
Counselors, FTE	5.0
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

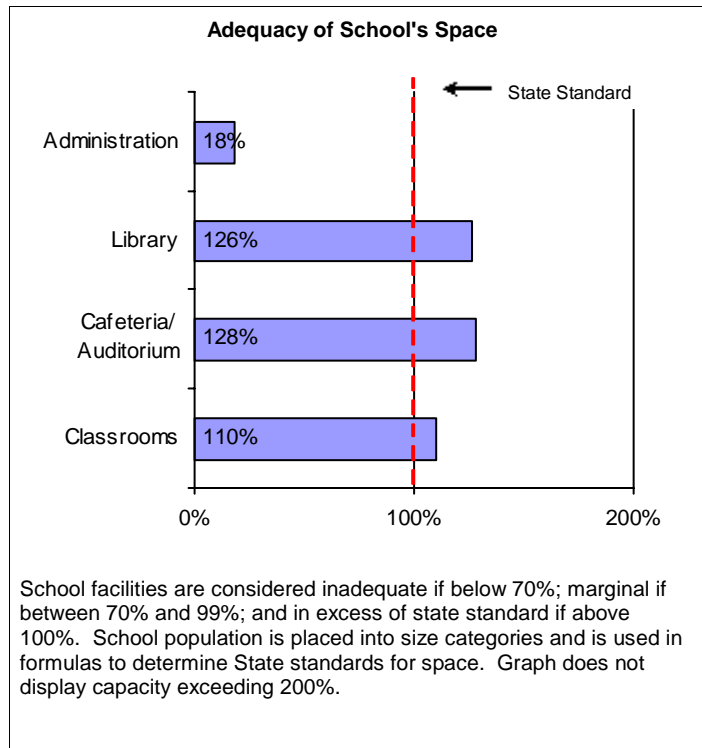
School Year Ending 2005

Classrooms available	60
Number of classrooms short (-) or over (+)	1

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		12	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory;
16-18 = Very Good



Vital Signs

School Quality Survey

The School Quality Survey (SQS) is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

Percent of Positive Responses

School Quality Survey [*]		Teachers		Parents		Students	
		School	State	School	State	School	State
Dimensions							
Standards-Based Learning	2003	89.2%	--	65.1%	--	45.0%	--
	2005	88.8%	83.9%	59.9%	64.5%	51.0%	56.9%
Quality Student Support	2003	78.9%	--	48.0%	--	34.0%	--
	2005	74.0%	71.3%	54.3%	56.7%	40.1%	44.6%
Professionalism & System Capacity	2003	64.1%	--	66.7%	--	43.7%	--
	2005	61.8%	63.8%	63.8%	64.6%	54.7%	58.2%
Coordinated Team Work	2003	83.1%	--	42.9%	--	37.5%	--
	2005	81.4%	71.0%	44.8%	48.0%	44.0%	50.0%
Responsiveness of the System	2003	87.1%	--	60.5%	--	There are no student items for this dimension	
	2005	85.6%	74.8%	52.6%	54.6%		
Focused & Sustained Action	2003	77.5%	--	38.1%	--	32.9%	--
	2005	84.7%	68.7%	45.5%	44.8%	38.4%	48.8%
Involvement	2003	82.7%	--	56.9%	--	37.3%	--
	2005	91.9%	75.9%	53.3%	53.7%	47.1%	53.4%
Satisfaction	2003	77.0%	--	47.9%	--	40.2%	--
	2005	69.4%	56.0%	59.2%	56.2%	47.8%	49.1%
Student Safety & Well Being	2003	74.6%	--	45.5%	--	33.9%	--
	2005	70.7%	73.7%	51.3%	55.2%	40.3%	44.8%
Survey Return Rate ^{**}	2003	58.9%	--	25.9%	--	90.6%	--
	2005	61.7%	74.0%	18.5%	21.2%	90.5%	82.5%

^{*} State Teacher and Parent positive response figures are one of 4 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 6 grade spans (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.

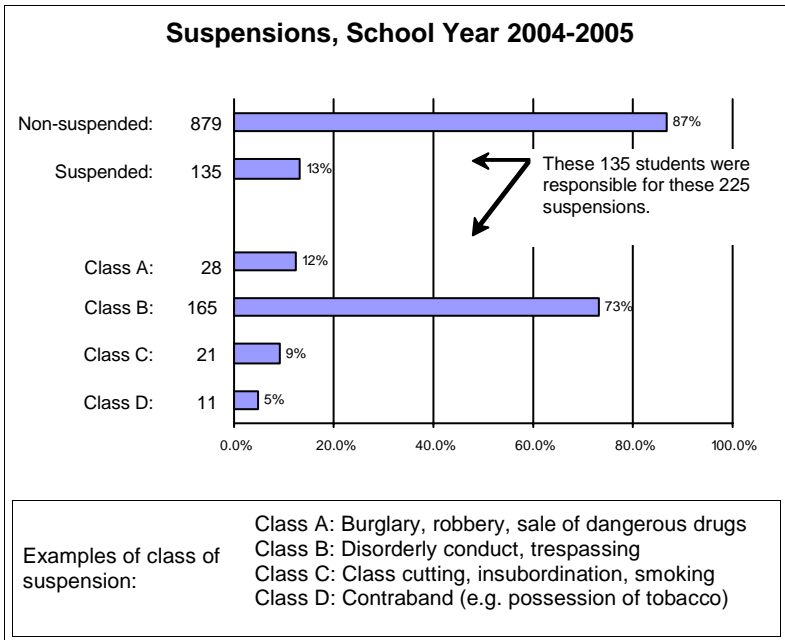
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2002-03	2003-04	2004-05	
Average Daily Attendance: % (higher is better)			95.0%
93.8%	93.4%	93.5%	
Average Daily Absences: in days (lower is better)			9
11.1	12.2	11.6	

Suspensions, School Year 2004-2005



School Retention

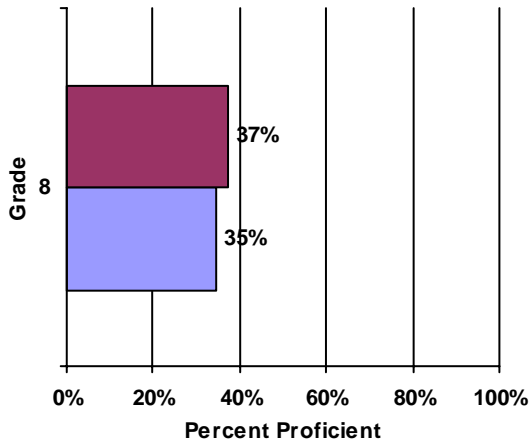
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to NCLB requirements are used.

	Retention		
	2003	2004	2005
Total number of students	355	353	336
Percent retained in grade	1%	1%	0%

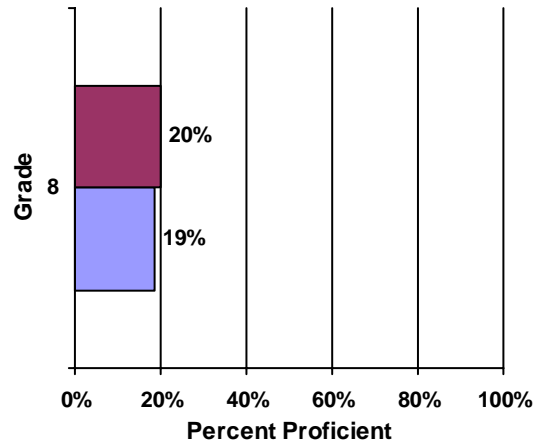
Vital Signs

Statewide Testing

HCPS Reading



HCPS Mathematics



School
 State

A bar may not be shown to maintain student confidentiality (see FERPA).

HCPS Writing Test

Grade	Meaning		Voice		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State	School	State
8	2.6	2.4	2.6	2.4	2.5	2.3	2.5	2.3	2.5	2.4	2.5	2.4

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for each dimension for each grade level tested.

-- means "missing data"

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

Stanford Achievement Test, 9th Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	This School	State	This School	State
8	78%	74%	77%	73%
7	77%	73%	69%	75%
6	82%	80%	83%	83%

The Stanford Achievement Test is a national norm-referenced test with a range of 9 stanine levels. Scores in stanines 1 to 3 represent the Below Average category, and scores in stanines 4 to 9 represent Average and Above Average categories.

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Other School Information

Samuel Enoka Kalama Intermediate School was accredited in 2005 by the Western Association of Schools and Colleges for a period of three years.

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