



# Ilima Intermediate School

School Code: 279

Grades 7-8

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



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### School Address:

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

### 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 School, located in Ewa Beach, O'ahu, Hawai'i, is approximately 20 miles from downtown Honolulu. Originally, the school served both intermediate and high school students. In 1969, it became an independent public intermediate school serving the Ewa area. Currently, it is one of two intermediate/middle schools that feed into James Campbell High School. Out of the seven elementary schools in the Campbell Complex area, five of them (Kaimiloa, Pohakea, Holomua, Iroquois Point, and Ewa Beach) are considered feeder schools to Ilima Intermediate.

Starting in the 7<sup>th</sup> grade, students are placed into teams that are supported by a group of teachers representing the core subject areas (English, Math, Science and Social Studies) who loop with them through the 8<sup>th</sup> grade year. The benefits of looping include building stronger teacher-student relationships and refining teaching practices that result in increased student learning. The teacher is able to understand the learning styles of their students, thus, adjusting and improving their instructional strategies more efficiently and effectively.

Each student has an assigned homeroom teacher who serves as his/her advisor. Through advisory, the teacher builds a relationship with the students necessary for successful academic, emotional, personal, and social growth. Other staff members including principal, counselors, vice-principals, and the behavioral health specialist collaborate together to address student concerns using the Comprehensive Student Support System (CSSS) process.

Over the course of the school year, various events are offered to increase parental and community involvement in the learning process. These events include Open House, AVID Orientation and Recognition Night, NJHS (National Junior Honor Society) Induction Ceremony, Student Recognition Night, Awards Night, Career Day, and many other events that involve Band and Electives are held to promote parent and community involvement and awareness. Students also have the opportunity to participate in the After-school ACE/UpLinks program, which offers Dance, Cheerleading, Brain Games and More, Archery, Basketball, Track, Wrestling, and Volleyball. Club activities include Hiking Club, Civic Club, and NJHS.

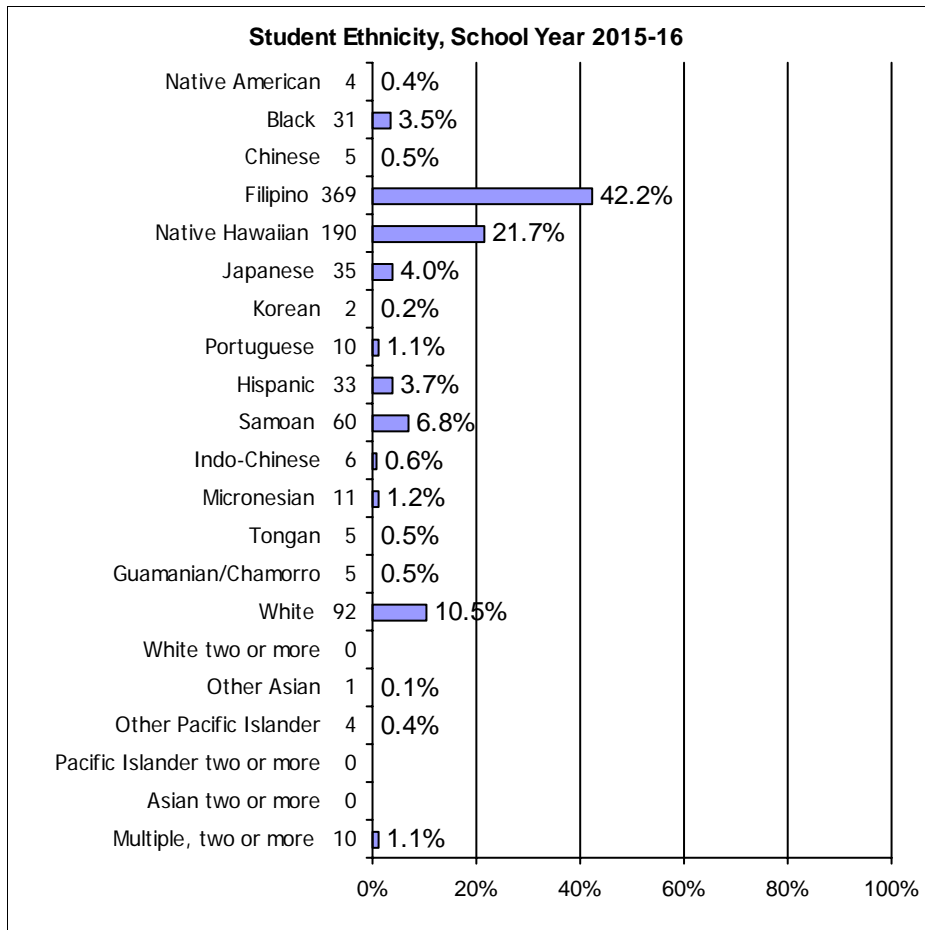
There has also been an expansion of interest-based electives, particularly in the area of Science. Project Lead the Way has been added as a project-based elective for higher-achieving students in search of a challenging class that broadens their perspectives and forces them to think critically. Participation in STEM (Science, Technology, Engineering, and Math) has also significantly increased.

School Setting

Student Profile

School year	2013-14	2014-15	2015-16		2013-14	2014-15	2015-16
Fall enrollment	887	815	873	Number and percent of students in Special Education programs	79	74	93
					8.9%	9.0%	10.6%
Number and percent of students enrolled for the entire school year	809	754	807	Number and percent of students with limited English proficiency	60	39	37
	91.2%	92.5%	92.4%		6.7%	4.7%	4.2%
Number and percent of students receiving free or reduced-cost lunch	449	422	445				
	50.6%	51.7%	50.9%				

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



n = 873

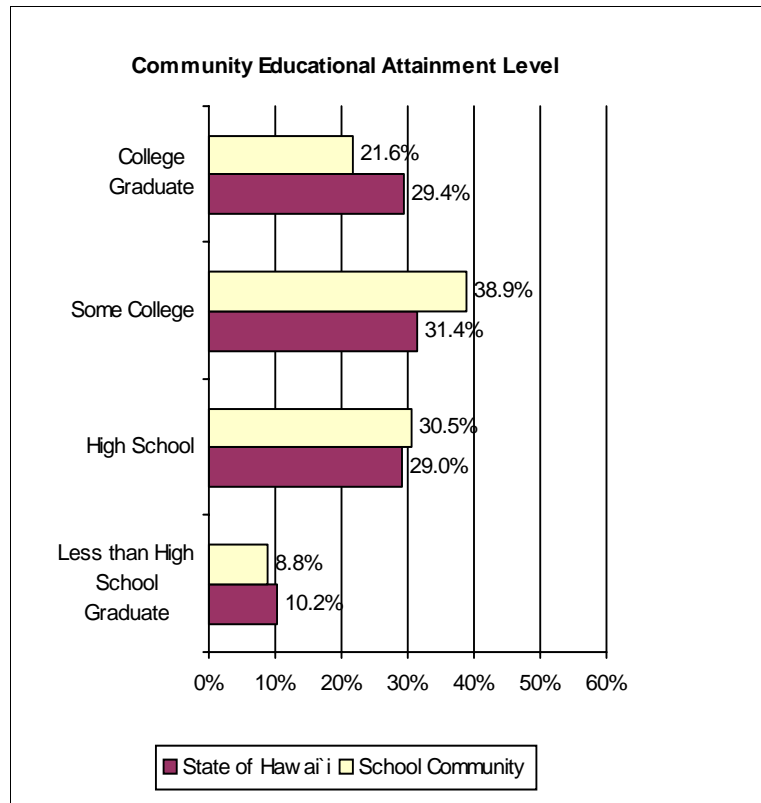
## School Setting

### 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>Campbell HSC Complex</b>	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

In the spring of 2015, a new principal was hired at Ilima Intermediate. The first year with the new principal had created new changes to the initiatives of the departments. The principal is making every effort to vertically align the complex area schools with the use of the statewide-mandated curricula in SpringBoard (English) and GoMath (Math).

Currently, there are eight FOL (Focused On Learning) Committees that are aligned with the programs, initiatives, and/or strategies offered at Ilima. These committees are Assessment, AVID, Community Outreach, PBS (Positive Behavior Support), School Climate, School Policy, Student Success, and Technology. The FOL Committees are committed to the school improvement process through the various data that is collected, monitored, evaluated, and analyzed by committee members. The data will help to determine and identify changes to be made and the next steps to take in order to achieve successful growth and achievement.

An ART (Academic Review Team) is made up of Ilima staff members representing six of the State Priority Strategies. These strategies include Induction and Mentoring, EES (Educator Effectiveness System), CCSS (Common Core State Standards), Data Teams/ Formative Instruction, RTI (Response To Intervention), and CSSS (Comprehensive Student Support System). The team meets two to three times per quarter to analyze and review the extent of whether the school is successful in meeting the measures in the academic plan.

The Induction and Mentoring program provides mentoring services to first- and second-year teachers at Ilima. The new teachers are paired with a mentor to meet regularly over the course of the school year. Mentors receive training from the New Teacher Center and support from the Complex Area Mentor Resource Teachers.

The EES (Educator Effectiveness System) requires both classroom and non-classroom teachers to participate and get involved. Participants of EES are assigned to an administrator who monitors their progress and growth in areas of core professionalism and professional development over the course of the year. Evidence of progress and growth are provided through the PDE3 website.

The Math and English teachers are using SBA (Smarter Balanced Assessment) as their standardized assessment to determine student academic growth and achievement to be reflected on the Strive HI Performance Report. The Science teachers continue to use HSA (Hawaii State Standards) as their standardized assessment.

Data Teams are in the third year of full implementation. Data Teams are organized through departments and follow the Reeves Model. All members in each department actively participate in determining the CFAs (Common Formative Assessments) to be administered each quarter and throughout the school year. The data collected from the CFAs are scored, evaluated, and analyzed to determine more effective common instructional strategies to use in order to increase student academic growth and achievement.

RTI (Response to Intervention) is an initiative where every student at Ilima is being supported. The students in Tier 1 are provided with school-wide initiatives and programs. Students in Tier 2 are being provided with small group pull-outs in areas of Math and English. Students in Tier 3 are provided with Intervention classes specific to subject areas in Math and English.

Ilima offers a STEM and PLTW (Project Lead The Way) elective classes to both 7th and 8th graders. Students go through an application and interview process in order to be selected for these classes. The STEM curriculum has expanded into the Science department and has been embedded into the Science curriculum map, thereby allowing all students exposure to STEM.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>	53.0
Regular Instruction, FTE	83.0% 44.0
Special Instruction, FTE	13.2% 7.0
Supplemental Instruction, FTE	3.7% 2.0
Teacher headcount	53
Teachers with 5 or more years at this school	27
Teachers' average years of experience	10.8
Teachers with advanced degrees	23

#### Professional Teacher Credentials

Fully licensed	92.4%	49
Emergency hires	7.5%	4

#### Students per Teaching Staff \*

Regular Instruction	17.7
Special Instruction	13.2

\* These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE *	5.0
Librarians, FTE	0.0
Counselors, FTE	2.0
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 2016

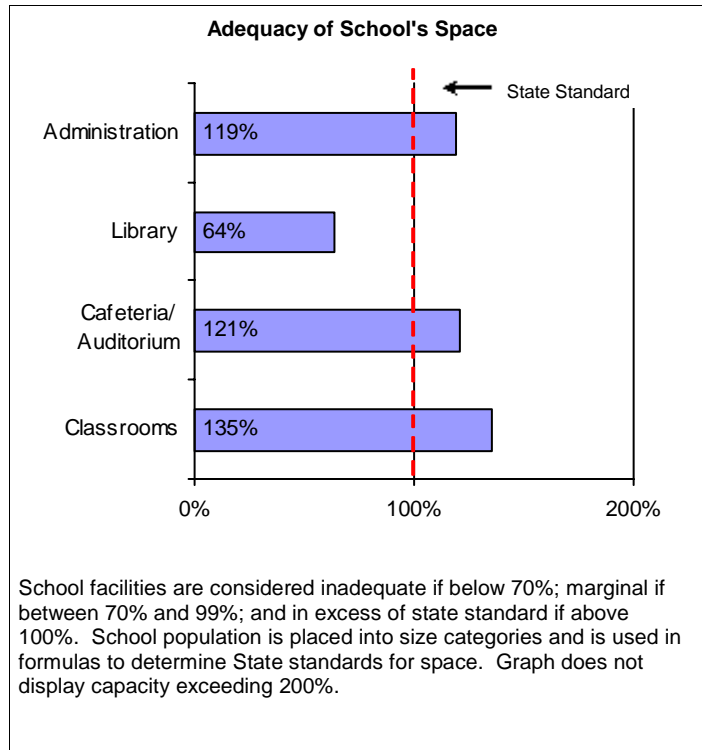
Classrooms available	63
Number of classrooms short (-) or over (+)	5

#### 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	2015	79.3%	76.6%	76.9%	77.0%	74.3%	71.1%
	2016	74.0%	72.0%	74.5%	76.7%	69.6%	69.7%
Well-Being	2015	78.5%	74.8%	86.9%	85.6%	69.9%	68.3%
	2016	80.7%	72.3%	85.4%	86.2%	70.1%	67.9%
Satisfaction	2015	61.2%	60.9%	76.3%	75.6%	83.3%	76.2%
	2016	64.2%	60.2%	79.0%	76.9%	79.0%	74.7%
Involvement/Engagement	2015	77.9%	70.9%	75.8%	74.2%	64.7%	59.3%
	2016	78.8%	69.5%	77.2%	74.7%	64.0%	57.5%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2015	95.4%	93.3%	21.2%	23.4%	91.3%	80.3%
	2016	70.8%	77.6%	49.8%	25.0%	86.2%	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.

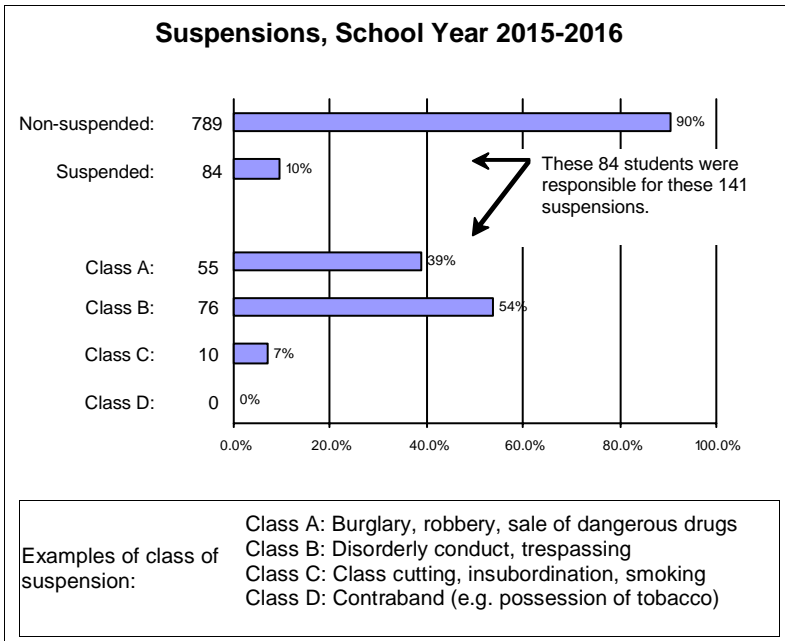
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			
2013-14	2014-15	2015-16	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
93.8%	93.6%	94.3%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
11.0	11.4	10.2	<b>9</b>

#### 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

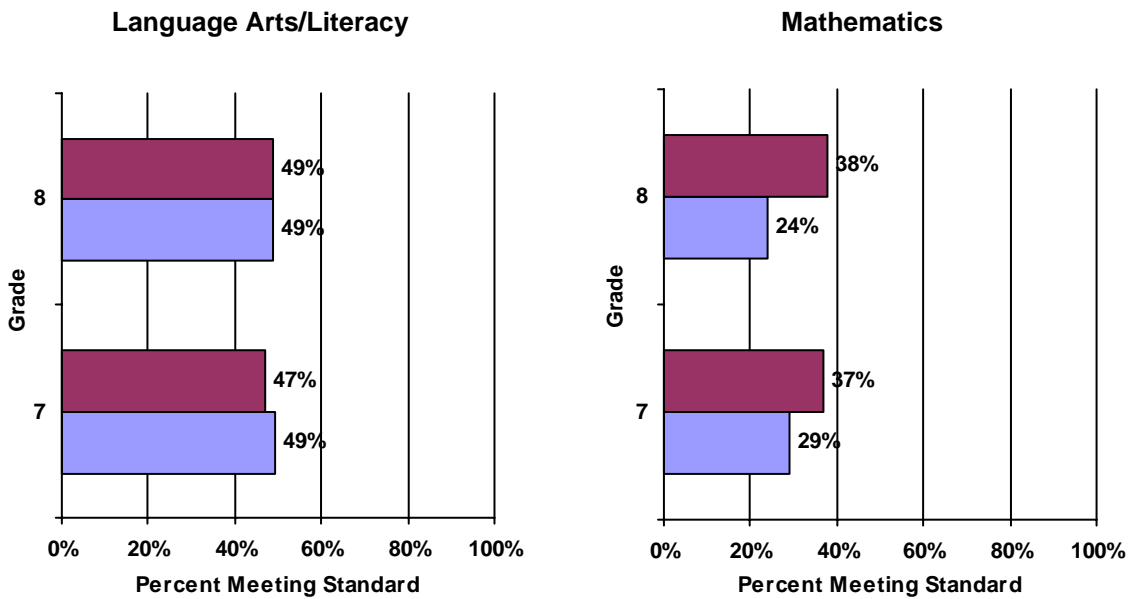
Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

	Retention		
	2014	2015	2016
Total number of students	437	385	376
Percent retained in grade	0%	0%	1%

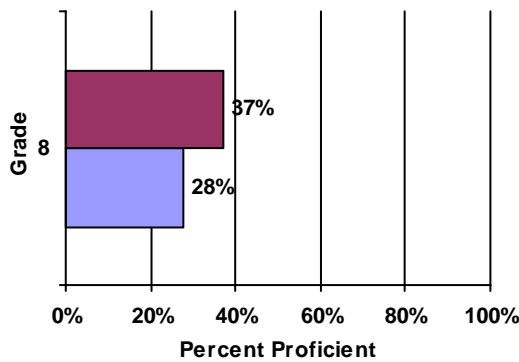
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## Vital Signs

### 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

Ilima Intermediate School was accredited by the Western Association of Schools and Colleges for a period of six years with a one-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.