



KING DAVID KALĀKAUA MIDDLE SCHOOL

Comprehensive Needs Assessment

SY 2026-27

William Grindell, Principal

[\(Guiding questions to analyze data\)](#)

Last Draft: May, 2026

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Introduction

King David Kalākaua Middle School analyzes multiple sources of data to better understand the questions:

- * Where are we now?
- * Where do we want to be?
- * How are we going to get to where we want to be?

Vision and Mission

Vision (revised in 2016-2017)

Commit to Achieve

Mission Statement (revised in 2016-2017)

We empower students to be college and career ready, through rigorous instruction and positive relationships.

KMS 3

The General Learner Outcomes (GLOs) at Kalākaua Middle School are aligned with the GLOs from Hawaii Department of Education. In addition, we embrace KMS3 to guide school wide Behavior and Academic expectations:

Know How to Solve Problems

Make Good Choices

Show Respect



Demographic Data

A. Community (Source SSIR)

King David Kalākaua Middle School (KMS) is a public middle school serving the community of Kalihi since 1928. According to the 2020 U.S. Census, families in our community come from households with a median income of \$79,831 which is slightly below the State's median income at \$83,173. Many students come from the neighboring housing complexes and 45% of our student body qualifies as disadvantaged and receives free/reduced lunch.

Kalākaua Middle school is part of Farrington-Kaiser-Kalani Complex (FKK Complex) which is part of the larger Honolulu District. The feeder elementary schools include Fern Elementary, Kaiulani Elementary, Kalihi Kai Elementary, Kalihi Waena Elementary and Puuhale

Elementary. KMS is one of two middle schools in the Farrington Complex that feed into Governor Wallace Rider Farrington High School.

According to the 2023-24 School Status and Improvement Report (SSIR), based on the 2020 U.S. Census, 31.9% of the community graduated from high school, 16.9% have some college experience and 17.6% of the community graduated from college.

From SSIR 2024 - Community Profile

Population			Educational Attainment Level		
	Community	State		Community	State
Total Population	58,054	1,420,074	Bachelor's degree or higher	17.6%	33.5%
Percentage of population aged 5-19	17.0%	17.1%	Associate's degree	11.70%	10.80%
Median age of population	39	39.4	Some college, no degree	16.9%	20.7%
Number of family households	4,980	147,383	High school graduate	31.9%	27.3%
Median household income	\$79,831	\$83,173	Less than high school graduate	21.6%	7.5%
Source: 2020 U.S. Census Bureau, American Community Survey					

B. Parents and family

KMS reaches parents and families in multiple forms of contact including: Talking Points, **Monthly newsletters, virtual parent portal**, email mass messages, Infinite Campus, Open House, phone calls, and emails.

School Community Council (SCC)

Prior to SY 2023-24, Kalākaua 's SCC meets monthly in order to exchange ideas on how to improve student achievement and campus well-being. Beginning in SY 2023-24, SCC meets once per quarter, led by principal in a much smaller setting. Students, Teachers, Classified Staff, Administrators, Parents, and Community Members are represented in this meeting through election. They attend the meetings and participate by giving feedback and ideas on various school's practices including the making of and implementation of Academic Plan.

C. Faculty & Staff (Source SSIR)

- The School Administrator includes: (1) Principal (3) Vice Principals.
- In School Year 2025-2026, KMS has (2) Coaches : (1) Curriculum/Academic Coach, (1) Curriculum/Data Coach.
- There are eight non-classroom teacher positions, including a Registrar, a Student Services Coordinator (SSC), two Technology Coordinator and four counselors.
- Kalākaua Middle School's Full-Time Teacher headcount is 62. This includes 53 regular instruction positions, 6 Special Education instruction positions, and 3 EL support instructional positions.

- In SY 24-25, the average years of experience of KMS teachers is 11.1 and 33 teachers have five or more years at this school. In SY 23-24, there are 36 teachers who have five or more years of experience at this school, indicating a slightly higher the turnover rate
- Professional teacher credentials are as follows with 89% of KMS teachers are fully licensed and about 36% of teachers have advanced degrees.
- KMS classified staff includes (1) SASA, (2) office assistants, (1) account clerk, (5) custodians, (1) Cafeteria Manager (5) cafeteria staff members and (1) health aide.

Kalākaua Middle Teacher Demographics

	SY 21-22	SY 22-23*	SY 23-24	SY 24-25
Total Full-time Equivalent (FTE)	63	63	61	64
Teachers with 5 or more years at this school	48%	26	36	33
Teachers' average years of experience	10.3	11.4	12.1	11.1
Teachers with advanced degrees	41%	35%	31%	35.9%
Fully Licensed	90.48%	88.8%	91.8%	89%

D. Students (data source: LDS, Registrar)**Kalākaua Middle Students Enrollment**

In SY 24-25, our school serves **920** students. Four years ago, in SY 21-22, **971** students were served by the school then went down to 884 in SY 22-23. Afterward there is an increased trend in enrollment for the past 3 years.

KMS Enrollment - by Subgroup

By Low SES: Over this four year period, the number of students classified as low socio-economic status has decreased from 568 students (58.5%) in SY 21-22 to 455 students (59.46%) in SY 24-25.

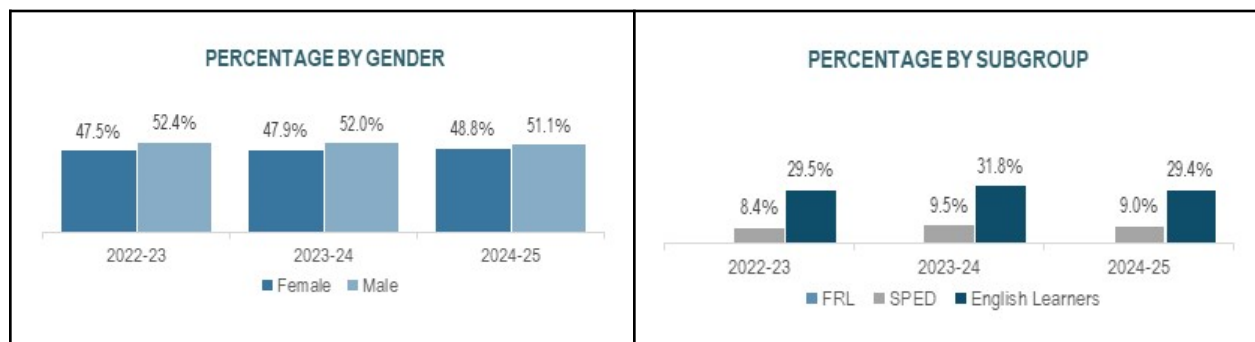
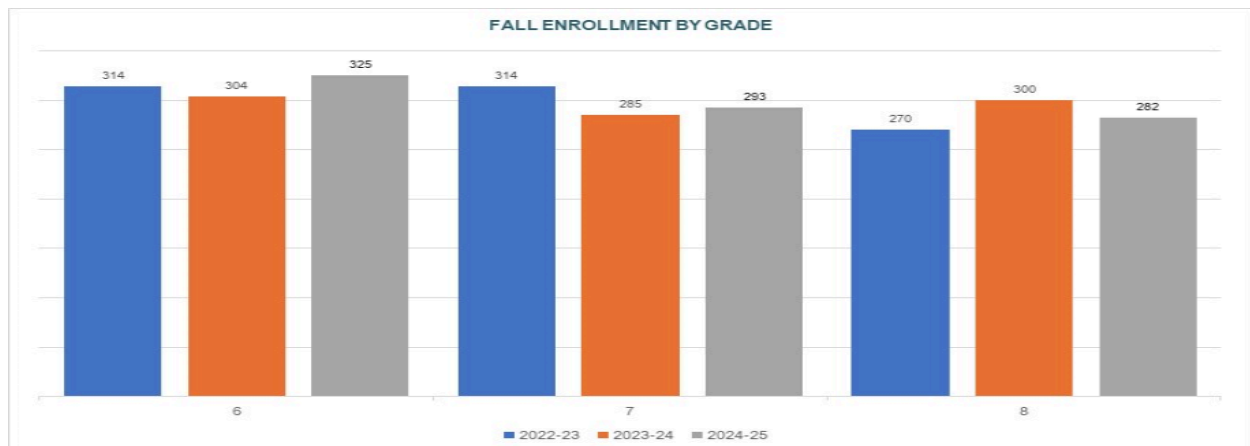
By ELL: Over this four year period, the number of students who received ELL services varied, but reached the lowest in SY 24-25: 261 students (28.37%).

By IDEA: Over this four year period, the number of students who received special education services fluctuated from the lowest: 62 students (6.39%) in SY 21-22 to the highest: 80 students (8.96%) in SY 23-24.

By Gender: Traditionally, there have been more males than females enrolled in school. In fact, for the past four years, the school enrollment has been 48% female and 52% male. For both genders, there has been a decrease in enrollment over the three years.

By Grade Level: One can see the grade level population of our school in the below figure. The amount of seventh grade enrollment has decreased the most by 83 students from 375 students (SY 2020-2021) to 292 students (SY 2021-2022). This fluctuation in seventh grade occurred as a result of COVID-related restrictions.

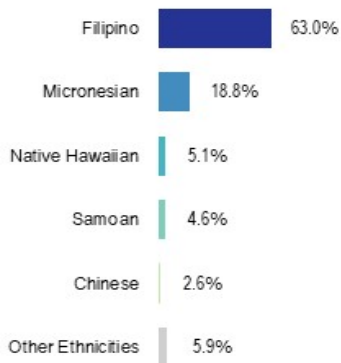
	SCHOOL YEAR								
	2022-23			2023-24			2024-25		
DISAGGREGATED ENROLLMENT	#		%	#		%	#		%
Fall enrollment	898			889			900		
Enrolled for the entire school year	849		94.5%	854		96.0%	868		96.4%
Female	427		47.5%	426		47.9%	440		48.8%
Male	471		52.4%	463		52.0%	460		51.1%
Eligible for free or reduced lunch (FRL)		**			**			**	
English Learners (EL)	265		29.5%	283		31.8%	265		29.4%
Received special education services (SPED)	76		8.4%	85		9.5%	81		9.0%
Inclusion Rate - SPED students in general ed classes most of the day	12		15.7%	23		27.7%	27		33.3%



Enrollment by Ethnicity

ETHNICITIES	SCHOOL YEAR					
	2022-23		2023-24		2024-25	
	#	%	#	%	#	%
Filipino	562	62.5%	572	64.3%	567	63.0%
Micronesian	159	17.7%	140	15.7%	170	18.8%
Native Hawaiian	62	6.9%	53	5.9%	46	5.1%
Samoan	50	5.5%	53	5.9%	42	4.6%
Chinese	15	1.6%	21	2.3%	24	2.6%
White	15	1.6%	14	1.5%	13	1.4%
Indo-Chinese	7	0.7%	10	1.1%	12	1.3%
Japanese	6	0.6%	6	0.6%	9	1.0%
Tongan	7	0.7%	5	0.5%	5	0.5%
Black	4	0.4%	6	0.6%	4	0.4%
Portuguese	3	0.3%	4	0.4%	2	0.2%
Other Asian	3	0.3%	3	0.3%	2	0.2%
Other Pacific Islander	1	0.1%	1	0.1%	2	0.2%
Hispanic	2	0.2%	0	0.0%	1	0.1%
Multiple, two or more	2	0.2%	0	0.0%	1	0.1%
Korean	0	0.0%	1	0.1%	0	0.0%
Native American	0	0.0%	0	0.0%	0	0.0%
Guamanian/Chamorro	0	0.0%	0	0.0%	0	0.0%
White two or more	0	0.0%	0	0.0%	0	0.0%
Pacific Islander two or more	0	0.0%	0	0.0%	0	0.0%
Asian two or more	0	0.0%	0	0.0%	0	0.0%

2024-25 TOP 5 STUDENT ETHNICITIES



The demographics of students have shifted slightly over the past three academic years. Filipinos remain the largest ethnic group, comprising 63% of the student body in the most recent academic year, followed

by Micronesians at 18.8% with an increase of almost 2 points from the year before. Native Hawaiians and Samoans have steadily decreased in the enrollment with both groups representing 5.1% and 4.6% respectively in SY 24-25. The Chinese population has increased from 1.6% in 2022-23 to 2.6% in 2024-25, reflecting a noticeable growth in this group.

SPED and EL

SPED Counts by Classifications

Classifications	2022-2023	2023-2024	2024-2025
Autism Spectrum Disorder	3	5	5
Emotional Disability	2	1	2
Hard of Hearing	2	1	1
Intellectual Disability	25	27	26
Multiple Disabilities	4	3	4
Orthopedic Disability	1	1	1
Other Health Disability	4	7	7
Specific Learning Disability	32	45	32
Speech or Language Disability			1
Visual Disability Including Blindness	1	1	1

WIDA EL Counts by Status

Status	2022-2023	2023-2024	2024-2025
Entering	18	18	18
Emerging	44	39	46
Developing	87	102	106
Expanding	81	96	48

Unknown		53	44
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Attendance

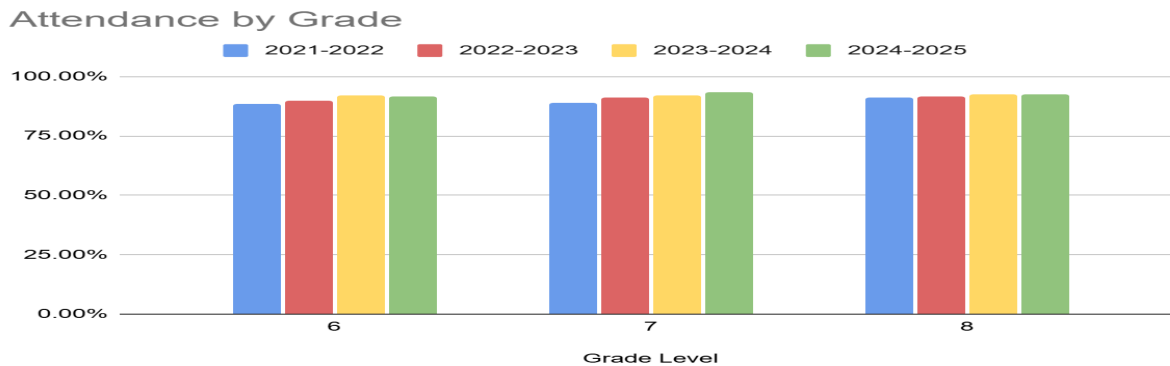
In the 2024-25 school year Kalākaua Middle school average daily attendance was at 92.5%. Since the onset of Covid 19, Kalakaua average daily attendance has shown an upright trend..

Student Attendance Rate

Group/Subgroup	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25
Attendance Kalākaua	89.61%	90.77%	92.4%	92.5%
Non-High Needs	93.84%	94.41%	95.24%	95.75%
High Needs	87.82%	88.82%	90.69%	90.54%
Low SES	87.56%	89.27%	90.33%	90.69%
IDEA	83.08%	87.44%	90.50%	90.75%
ELL	85.94%	87.18%	89.78%	87.97%

(Source: Lei Kulia; attendance rate is defined as Average percentage of days present for students).

Attendance by Grade Level

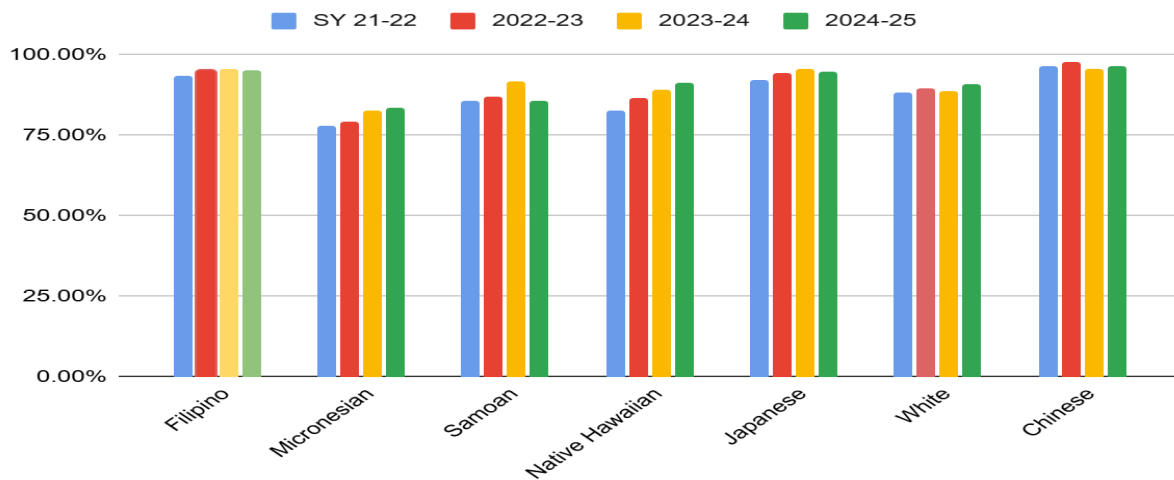


(source: Lei Kulia)

By Ethnicity: Over the past four years, as shown in the figure below, the percentage of students by ethnicity has remained constant. Our most prominent ethnicities are Filipino (~64.1%), Micronesian (~16.2%), and Native Hawaiian (~7%). The numbers of Chinese students have remained fairly steady. The number of Samoan students increased from 45 students (4.4%) to 58 students (6.5%). The number of Japanese students decreased from 15 students (1.5%) to 6 students (0.7%).

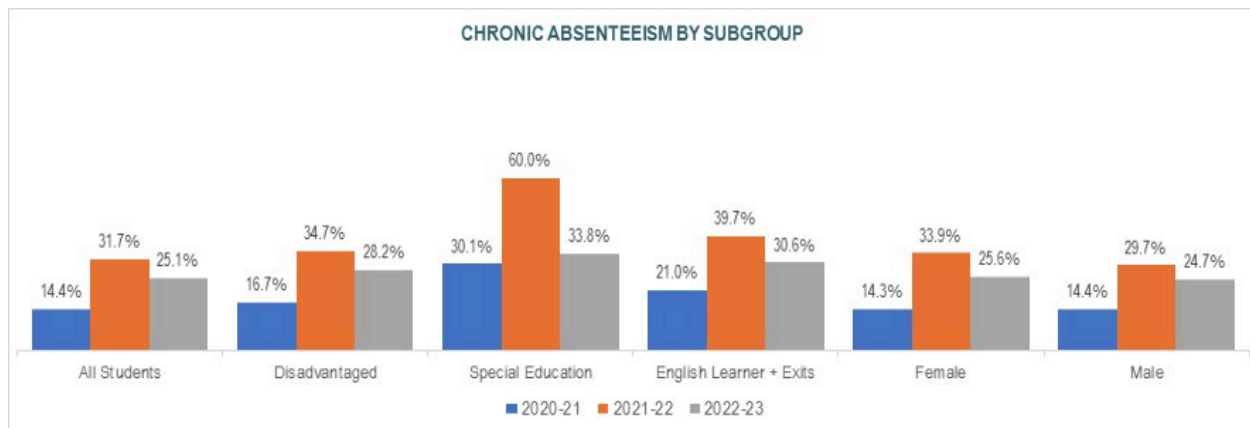
Attendance by the Top 5 Majority Ethnicity

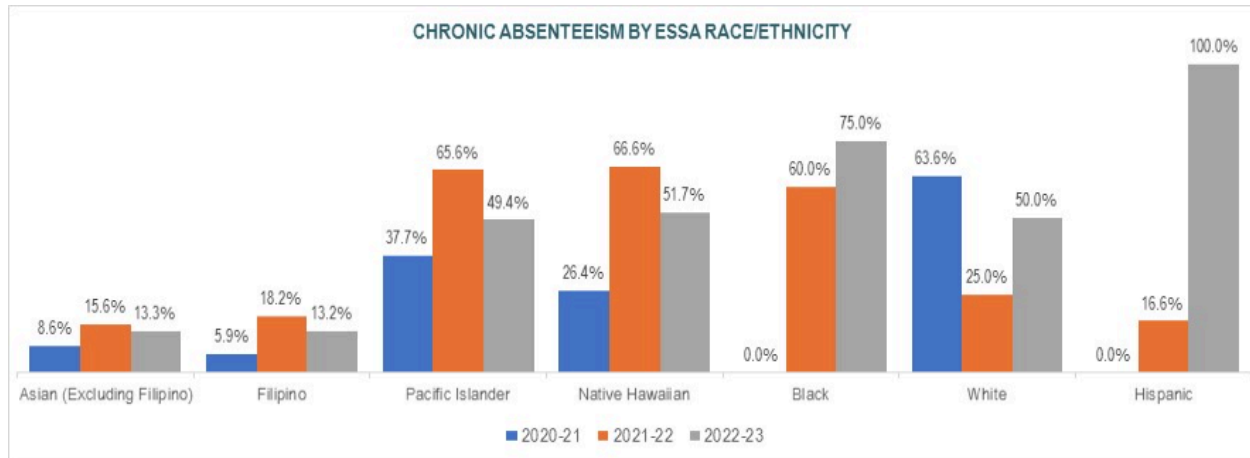
SUBGROUP	SCHOOL YEAR			
	2021-22	2022-23	2023-24	2024-25
Filipino	93.69%	95.05%	95.55%	95.43%
Micronesian	78.06%	79.36%	82.75%	83.37%
Samoan	85.88%	86.88%	91.84%	85.71%
Native Hawaiian	82.77%	86.76%	88.99%	91.44%
Japanese	92.09%	94.38%	95.54%	94.73%
White	88.43%	89.59%	88.57%	90.98%
Chinese	96.71%	97.64%	95.48%	96.37%



Source: Lei Kulia

Chronic Absenteeism





(note: As of July 2026, Data on Arch ADC is updated to year 2022-23)

Chronic absenteeism rates have fluctuated over the past three academic years. In the latest academic year, 2022-23, the overall chronic absenteeism rate for all students was 25.1%. This represents a slight decrease from the previous year's rate of 31.7% but a significant increase from the 2020-21 rate of 14.4%.

Behavior

Incidents Data

	SCHOOL YEAR					
	2022-23		2023-24		2024-25	
SUSPENSIONS	#	%	#	%	#	%
Non-Suspended	801	89.1%	839	94.3%	808	89.7%
Suspended	97	10.8%	50	5.6%	92	10.2%
Class A	41	30.1%	29	50.0%	61	47.6%
Class B	58	42.6%	25	43.1%	38	29.6%
Class C	25	18.3%	3	5.1%	27	21.0%
Class D	12	8.8%	1	1.7%	2	1.5%

The overall suspension rate has fluctuated from 10.8% in the 2022-23 academic year to just 5.6% in the SY 2022-23 to 10.2% in SY 2023-24 academic year. Class B suspension has decreased at a significant rate for the past 3 years. While the other categories of suspense show fluctuation of data for the past 3 years.

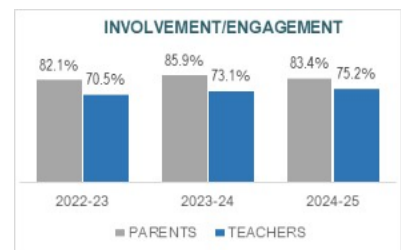
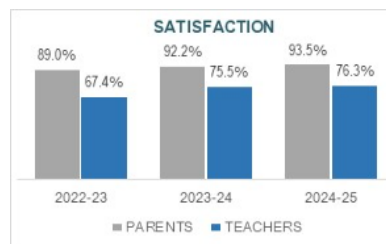
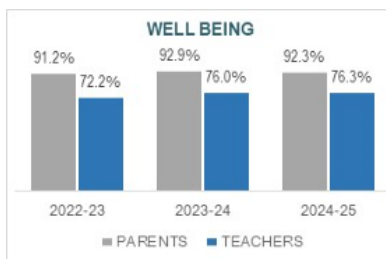
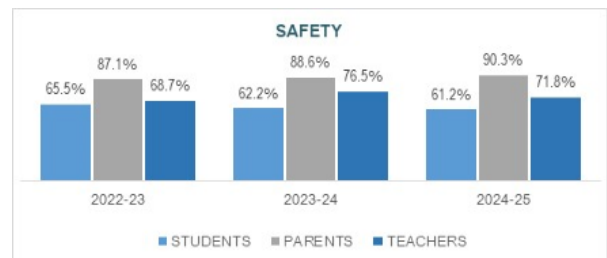
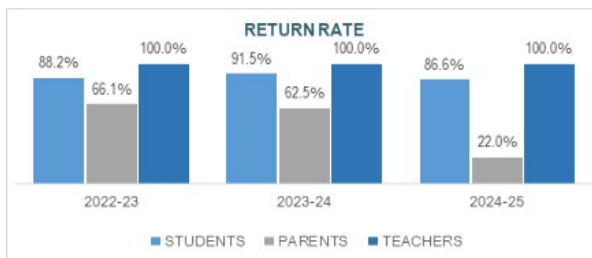
By Ethnicity: The number of verified incidents by students of various ethnicities is shown in the below

figure. Overall, students of Micronesian ethnicity have the highest rate of incidents while students of Filipino ethnicity have the highest number of incidents. Students of Micronesian ethnicity incidents have decreased by 27 incidents from SY 2021-2022 to SY 2022-2023. Students of Filipino ethnicity incidents have decreased by 45 incidents from SY 2021-2022 to SY 2022-2023.

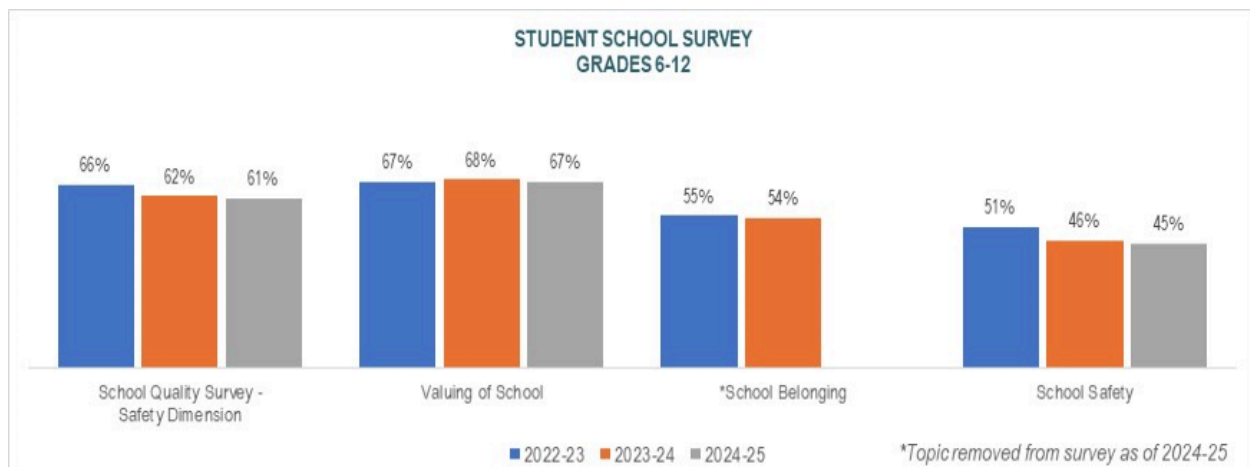
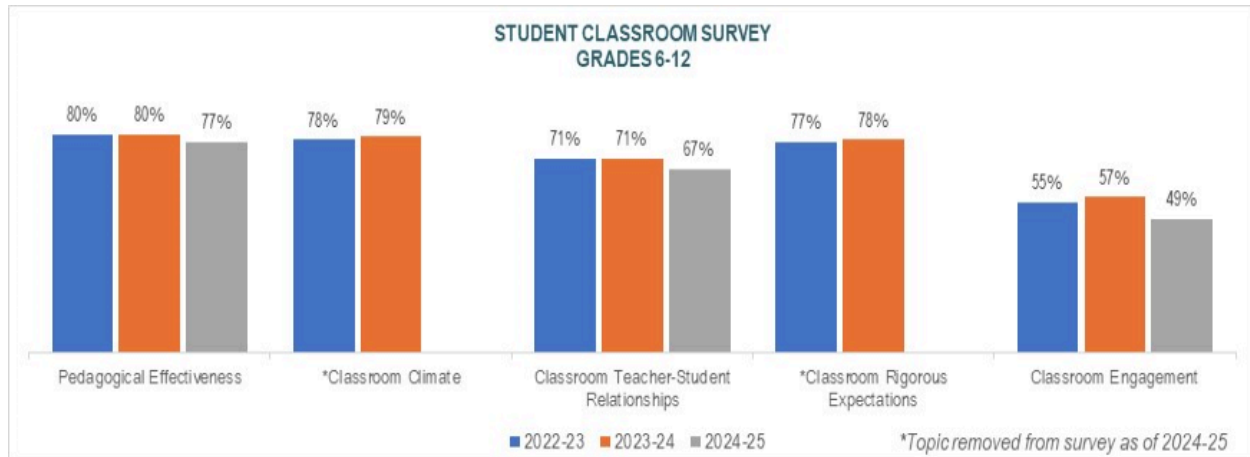
Perception

A. School Quality Survey

RATE/DIMENSION	SCHOOL YEAR								
	2022-23			2023-24			2024-25		
	STUDENTS	PARENTS	TEACHERS	STUDENTS	PARENTS	TEACHERS	STUDENTS	PARENTS	TEACHERS
Return Rate	88.2%	66.1%	100.0%	91.5%	62.5%	100.0%	86.6%	22.0%	100.0%
Safety	65.5%	87.1%	68.7%	62.2%	88.6%	76.5%	61.2%	90.3%	71.8%
Well Being	n/a	91.2%	72.2%	n/a	92.9%	76.0%	n/a	92.3%	76.3%
Satisfaction	n/a	89.0%	67.4%	n/a	92.2%	75.5%	n/a	93.5%	76.3%
Involvement/ Engagement	n/a	82.1%	70.5%	n/a	85.9%	73.1%	n/a	83.4%	75.2%



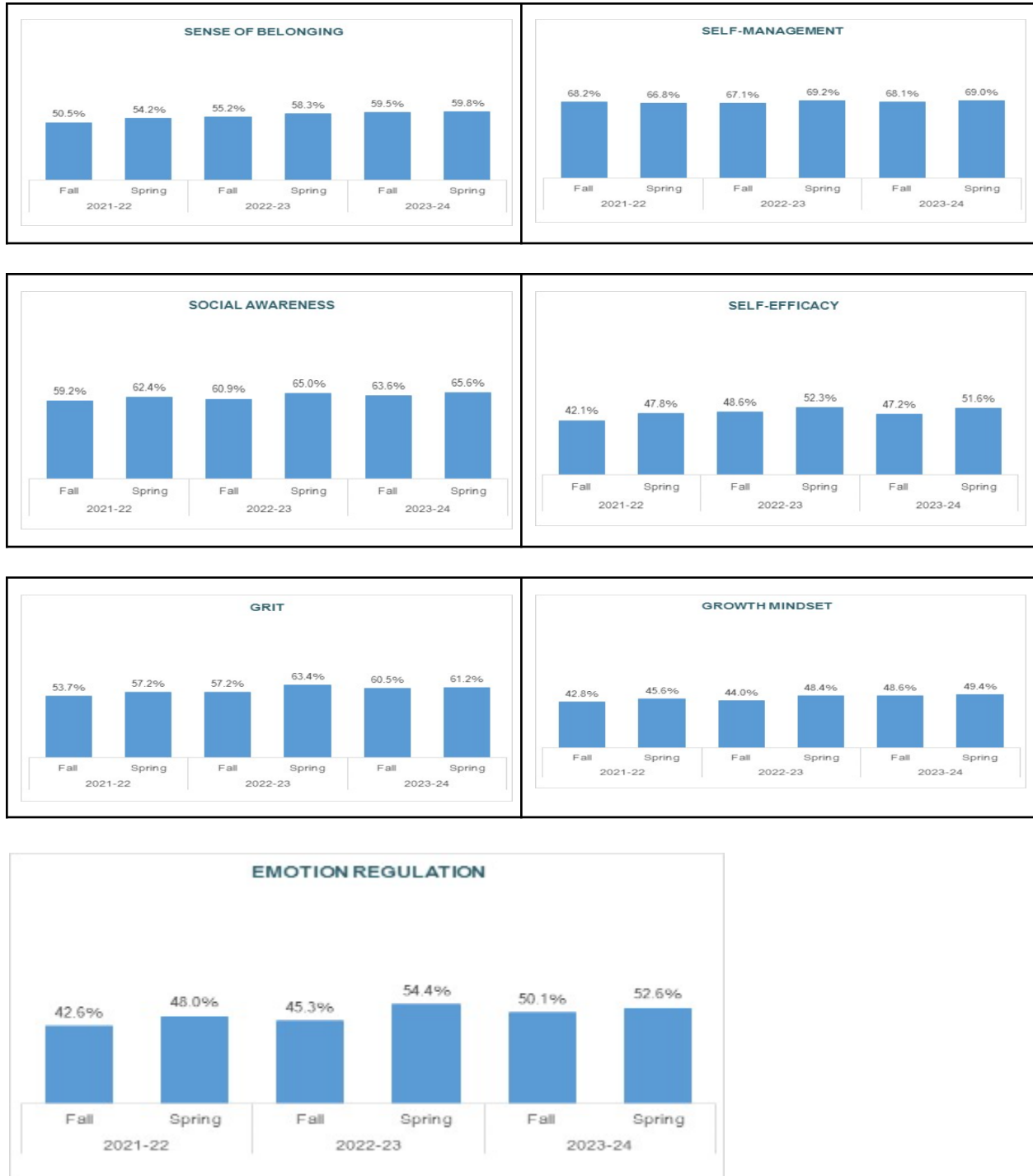
Student Result



The School Quality Survey shows some interesting trends over the academic years. Looking at the return rate, teachers have consistently achieved a 100% return rate across all years. Student return rates saw an increase from 88.2% in 2022-23 to 91.5% in 2023-24, but then dipped to 86.6% in the most recent year, 2024-25. Parent return rates have fluctuated, starting at 66.1% in 2022-23, rising to 62.5% in 2023-24, and then significantly dropping to 22% in 2024-25.

In terms of safety, student perceptions have slightly declined year over year, from 65.5% in 2022-23 to 61.2% in 2024-25. Parent perceptions of safety have steadily improved, reaching 90.3% in 2024-25. Teacher perceptions of safety also saw an increase from 68.7% in 2022-23 to 76.5% in 2023-24, before settling at 71.8% in 2024-25.

B. Panorama SEL - Percent of Favorable Responses



The data shows a positive trend in Social and Emotional Learning (SEL) across all topics over the three academic years. Overall, students showed increased positivity in their responses, especially during the Spring semester.

In the most recent academic year (2023-24), students demonstrated the highest positivity in Self-Management, with 68.1% reporting positive feelings in the Fall and 69.0% in the Spring. This was closely followed by Sense of Belonging, where 59.5% and 59.8% respectively, reported positive feelings during Fall and Spring. Social Awareness also saw a significant increase with 63.6% and 65.6% respectively, reporting positive feelings in Fall and Spring.

While other topics like Grit, Emotion Regulation, and Growth Mindset also showed an increasing trend, their positivity rates were slightly lower in the latest year. For example, in Growth Mindset, 48.6% students reported positive feelings in the Fall and 49.4% in Spring, while Self-Efficacy saw 47.2% and 51.6% respectively. These results highlight the importance of continued focus on these areas to ensure holistic student development.

Student Learning and Performance

A. Grades

The passing rate for the 4 core subjects at KMS for the last year was 95%.

In general, implementing sheltered instruction strategies and tracking our students over time helps our high population of English language learners.

Passing Rate for each ELA, Math, Science and Social Studies

	ELA			Mathematics			Science			Social Studies		
Grd 8	85.06%	95.13%	94.99%	97.24%	99.12%	90.91%	98.47%	97.94%	96.36%	97.85%	97.65%	97.09%
Grd 7	82.50%	90.12%	93.80%	90.91%	96.22%	98.67%	95.89%	95.90%	95.03%	95.65%	97.26%	95.74%
Grd 6	90.03%	94.36%	95.63%	86.01%	92.01%	95.11%	89.38%	92.31%	94.92%	85.76%	93.84%	94.10%
	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023

B. Proficiency in State Assessment

SBA English Language Arts (ELA)

State (grey) : 52%

School (light blue) : 44%,

School Grade level proficiency (light blue)
compared to State (grey)

SCHOOL YEAR	Grade	6	7	8	ALL GRADES
2022-23	Proficiency	37.5%	49.8%	53.4%	46.6%
	Growth	52.4%	73.7%	64.2%	
2023-24	Proficiency	37.1%	46.1%	48.5%	43.9%
	Growth	45.3%	60.6%	68.9%	
2024-25	Proficiency	44.8%	49.6%	54.0%	49.2%
	Growth	42.2%	66.9%	70.0%	

Academic Growth: Percent of students making “typical” or better student growth from prior year (based on pre-pandemic growth on the SBA).

Proficiency in Language Arts has been relatively consistent over the last three years, hovering around 43% for all grades combined. In the latest academic year, 6th grade proficiency was 37.1%, 7th grade was 46.1%, and 8th grade was 48.5%, resulting in an overall proficiency of 43.9% for all grades.

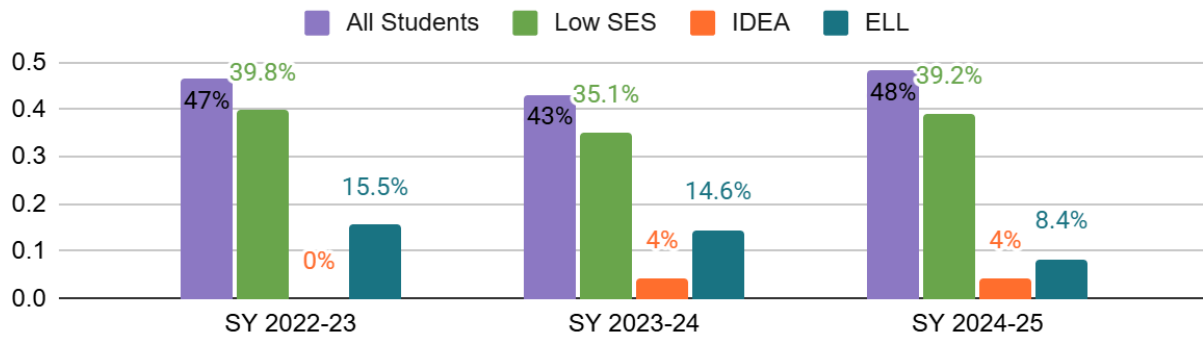
In **Language Arts**, overall student proficiency remained relatively stable with a slight decrease from 47% in 2022-23 to 44.2% in 2023-24. The most recent academic year showed a decrease in proficiency for all subgroups, with the exception of female students who maintained a high proficiency rate of 48.4%. Examining the **achievement gap** between high needs and non-high needs students in Language Arts, the data shows a widening gap in 2022-23, with non-high needs students demonstrating a 28.3% higher proficiency rate compared to 18.6% in 2021-22. However, this gap narrowed slightly in 2023-24 to 25.5%. This indicates a potential need for targeted support for high needs students in Language Arts to improve their performance and reduce the gap.

SBA ELA Percent Proficient by Gender and Sub Group

	LANGUAGE ARTS		LANGUAGE ARTS
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SUBGROUP	2022-23	2023-24	2024-25	Proficiency by Ethnicity	2022-23	2023-24	2024-25
All Students	46.5%	43.2%	48.3%	All Students	46.5%	43.2%	48.3%
Low SES	39.8%	35.1%	39.2%	Asian (Excluding Filipino)	65.5%	52.1%	60.3%
Special Education	0%	4.3%	4.3%	Black	50%	33.3%	50%
English Learner + Exits	15.5%	14.6%	8.41%	Filipino	56.6%	5%	52.6%
Male	44.8%	39.6%	46%	Hispanic	0%	0.0%	0%
Female	48.3%	47.2%	50.8%	Native Hawaiian	33.9	27.7%	31.8%
High Needs	34.9%	31.1%	33.9%	Pacific Islander	19%	16.7%	13.6%
Non-High Needs	67.2%	62.6%	70.1%	White	53.9%	50%	53.9%
Achievement Gap	32.3%	31.5%	36.2%				

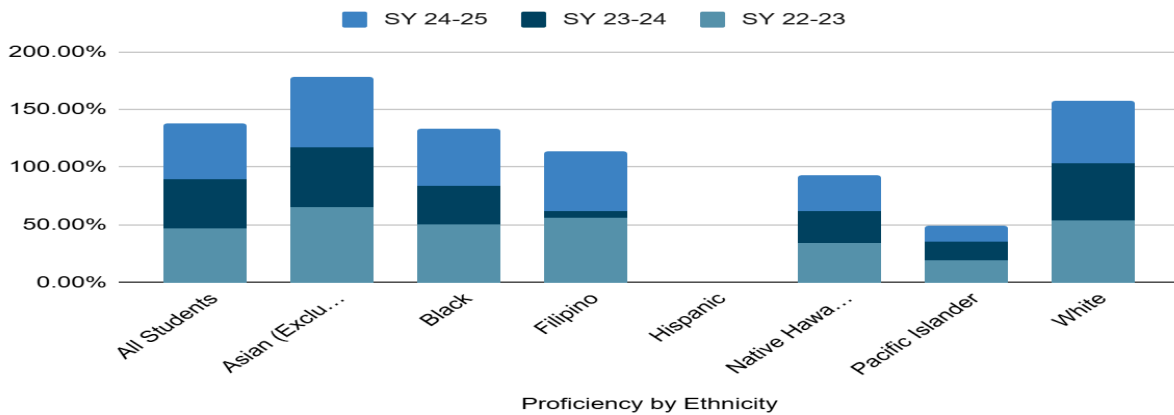
ELA Proficiency Levels by Subgroups - chart



SBA ELA by Subgroups

ELA Proficiency by Ethnicity

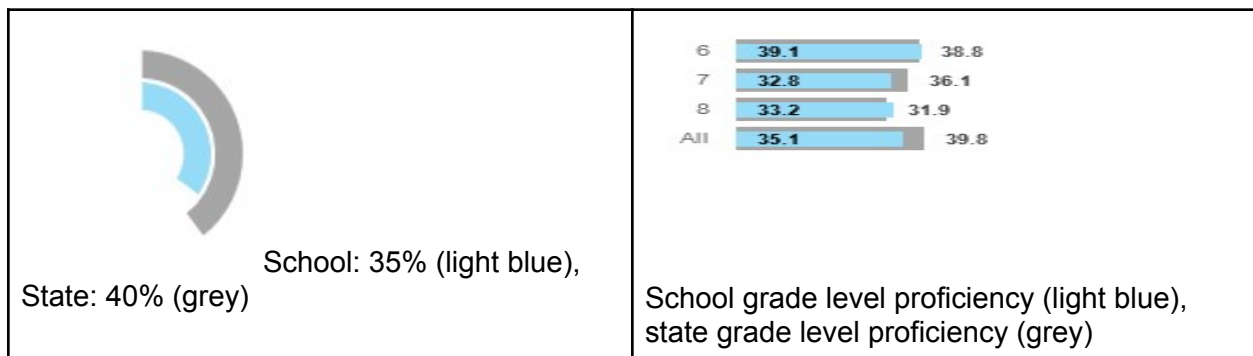
SBA ELA Proficiency by Ethnicity



SBA Mathematics Percent Proficient by Gender and Grade Level - Lei Kulia

The Smarter Balanced Assessment (SBA) assesses student mastery of the Common Core State Standards (CCSS). Over the past 3 years, results for all students have increased positively on the SBA.

The below figure shows the percentage of high-needs (Low SES, IDEA, and/or ELL) students who score in the proficient levels (exceeded or met standard) on the SBA. Over the past 3 years, the percentage of High-Needs students scoring proficient has decreased with 24.96% students proficient in SY 2021-2022 to 24.39% students proficient in SY 2022-2023.



SCHOOL YEAR	Grades	6	7	8	ALL GRADES
2022-23	Proficiency	33.9%	36.9%	28.5%	33.2%
	Growth	65.0%	72.8%	53.1%	
2023-24	Proficiency	39.1%	32.8%	33.2%	35.1%
	Growth	64.7%	50.4%	57.5%	
2024-25	Proficiency	38.7%	41.2%	36.2%	38.8%

	<i>Growth</i>	63.8%	61.1%	63.4%	
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Academic Growth: Percent of students making “typical” or better student growth from prior year (based on pre-pandemic growth on the SBA).

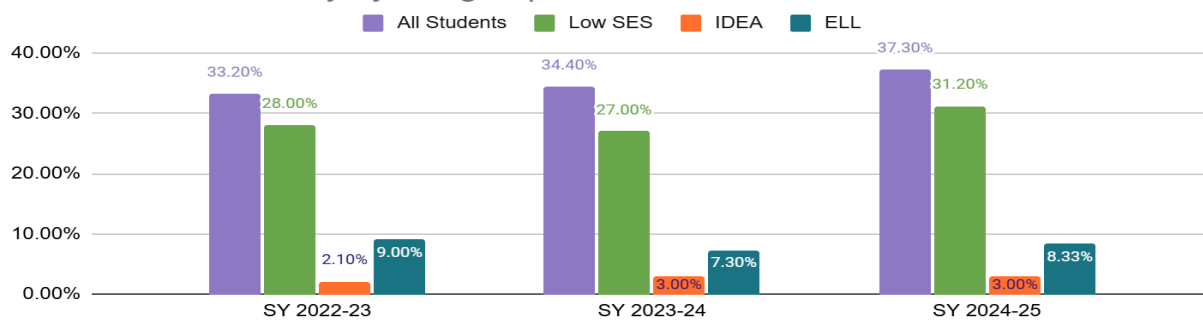
Smarter Balanced Mathematics Proficiency Levels by Subgroups

	MATH				MATH		
SUBGROUP	2022-23	2023-24	2024-25	ESSA RACE ETHNICITY	2022-23	2023-24	2024-25
All Students	33.2%	34.4%	37.3%	All Students	33.2%	34.4%	
Low SES	28%	27%	31.2%	Asian (Excluding Filipino)	58.6%	50%	
Special Education	2.13%	2.94%	2.94%	Black	50.0%	33.3%	
English Learner + Exits	9.01	7.28	8.33	Filipino	40.5%	44.3%	
Male	34.1%	34.5%	38.55%	Hispanic	0%		
Female	32.24%	34.32%	35.93%	Native Hawaiian Pacific Islander	24.0%	13.3%	
High Needs	24.4%	21.7%	26.2%	Islander	8.8%	7.2%	
Non-High Needs	48.5%	55.6%	54.8%	White	25.0%	26.6%	
Achievement Gap	24.1%	33.9%	28.6%				

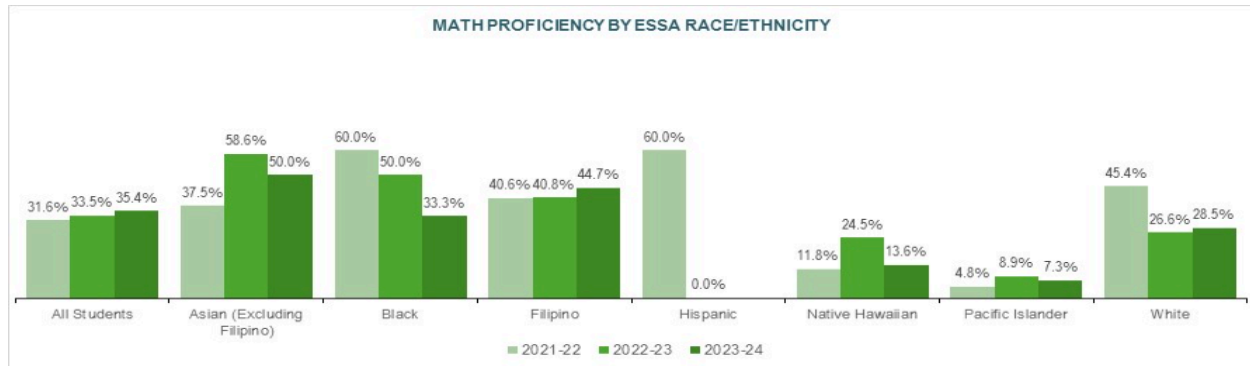
(Source: Lei Kulia)

Smarter Balanced Mathematics Proficiency Levels by Subgroups - Chart

SBA Math Proficiency by Subgroup



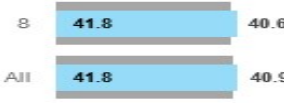
Math Proficiency by Ethnicity



NGSS - Science

The Hawaii State Assessment (HSA) assesses student mastery of the Science State Standards. Over the past 3 years, the student results have improved among all proficiency levels.

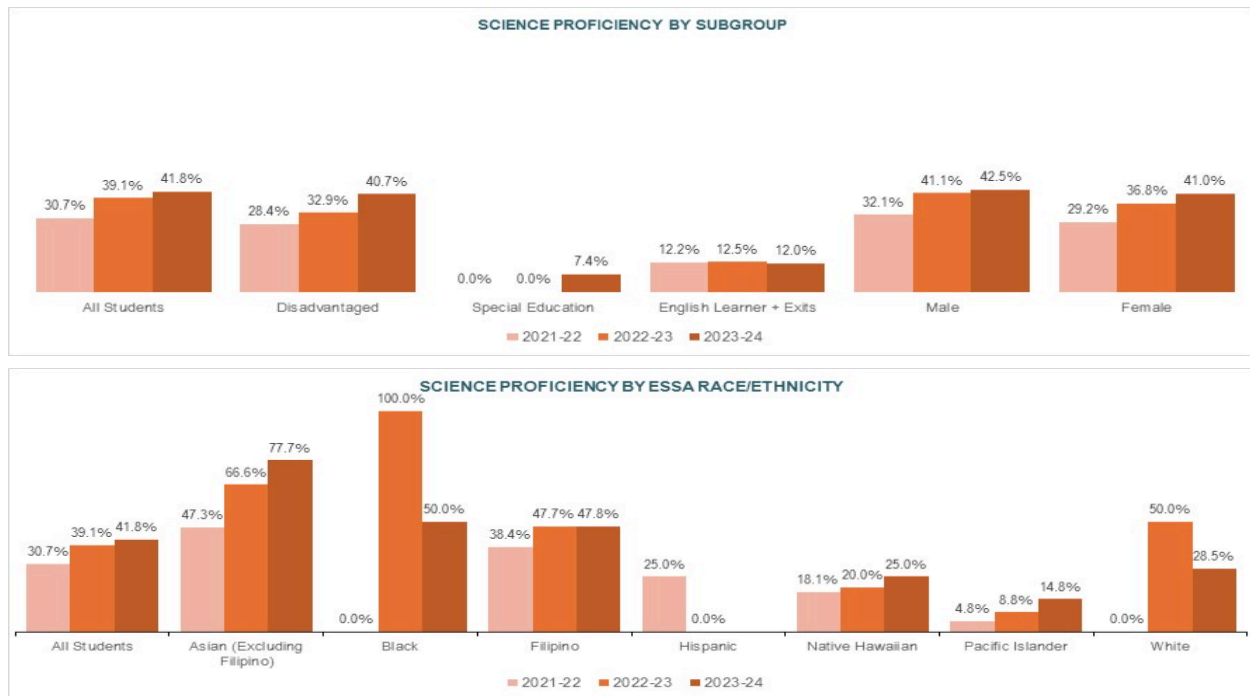
Overall Proficiency

 School Proficiency 42%, State: 41%	 Grade 8 NGSS School proficiency (light blue), State average: grey color	<table><tr><th>SCHOOL YEAR</th><th>8</th><th>ALL GRADES</th></tr><tr><td>2021-22</td><td>30.7%</td><td>30.7%</td></tr><tr><td>2022-23</td><td>39.1%</td><td>39.1%</td></tr><tr><td>2023-24</td><td>41.8%</td><td>41.8%</td></tr><tr><td>2024-25</td><td>40.0%</td><td>40.0%</td></tr></table>	SCHOOL YEAR	8	ALL GRADES	2021-22	30.7%	30.7%	2022-23	39.1%	39.1%	2023-24	41.8%	41.8%	2024-25	40.0%	40.0%
SCHOOL YEAR	8	ALL GRADES															
2021-22	30.7%	30.7%															
2022-23	39.1%	39.1%															
2023-24	41.8%	41.8%															
2024-25	40.0%	40.0%															

NGSS Science Proficiency Levels by Gender & Subgroups

	SCIENCE				SCIENCE		
SUBGROUP	2022-23	2023-24	2024-25	ESSA RACE /ETHNICITY	2021-22	2022-23	2023-24
All Students	38.2%	42%	38%	All Students	30.7%	39.1%	41.8%
Non-High Needs	51%	60.5%	62.6%	Asian (Excluding Filipino)	47.3%	66.6%	77.7%
High Needs	29%	28%	21.2%	Black	0.0%	100.0%	50.0%
Low SES	31.5%	35%	27.3%	Filipino	38.4%	47.7%	47.8%
IDEA	0%	8.7%	4%	Hispanic	25.0%	0.0%	

ELL	12.5%	10.8%	1.4%	Native Hawaiian	18.1%	20.0%	25.0%
Achievement Gap	22%	32.5%	41.4%	Pacific Islander	4.8%	8.8%	14.8%
				White	0.0%	50.0%	28.5%



EOC Algebra 1

The End of Course (EOC) Algebra 1 assesses student mastery of the Algebra 1 State Standards. Over the past three years, the student proficiency rate increased 24%.

In SY 2018-2019, Pre-COVID, there were a total of 151 Algebra students who took the state assessment and 88% were found to be proficient. Post pandemic, the number of students that participated in the Algebra EOC testing decreased from 172 to 113 with a proficiency increase from 30% to 54%.

	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23
Number of Students Tested	151	*	172	103	113
Percent Proficient	88%	*	30%	53%	54%

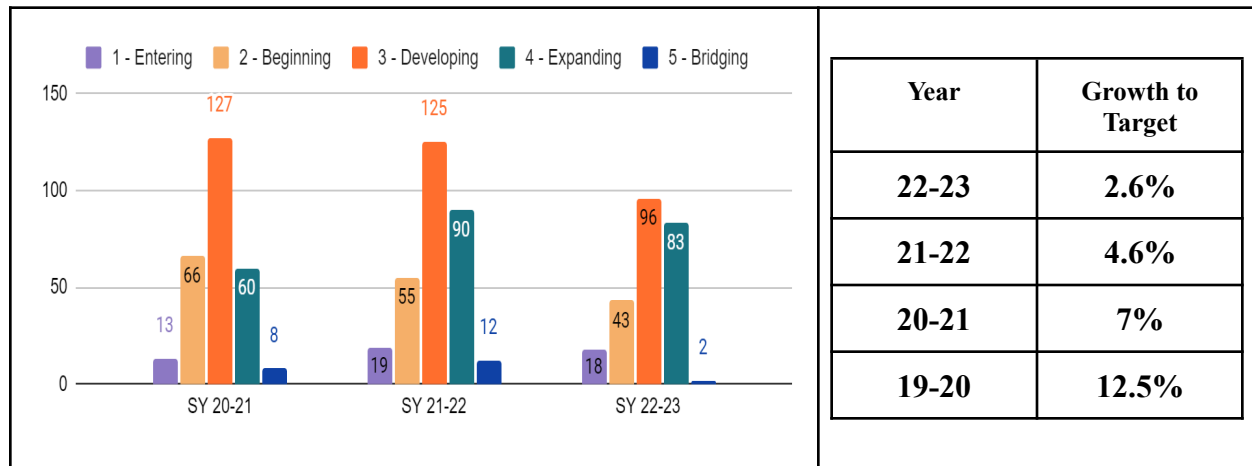
*There is no State Assessment in SY 2019-202

ACCESS/WIDA Assessment for English Learners

The ACCESS/WIDA assesses students' mastery of English Proficiency. Over the past years, Proficiency Level 4 significantly increased and the other four levels have insignificant differences.

EL Students Meeting Standard on Overall ACCESS Assessment

	SY 2020-21	SY 2021-22	SY 2022-23
Proficiency Level 5	3%	4%	0.8%
Proficiency Level 4	22%	29.9%	34.3%
Proficiency Level 3	46%	41.5%	39.7%
Proficiency Level 2	24%	18.3%	17.8%
Proficiency Level 1	4.7%	6.3%	7.4%

**Strive Hi Data****Achievement Gap - ELA**

Year	Non-High Needs Students	High Needs Students	Achievement Gap
2020-21	64%	40%	24
2021-22	59%	40%	19
2022-23	68%	39%	29

Achievement Gap - Math

Year	Non-High Needs Students	High Needs Students	Achievement Gap
2020-21	30%	20%	10
2021-22	46%	29%	17
2022-23	49%	28%	21

Kalākaua Strive HI Summary

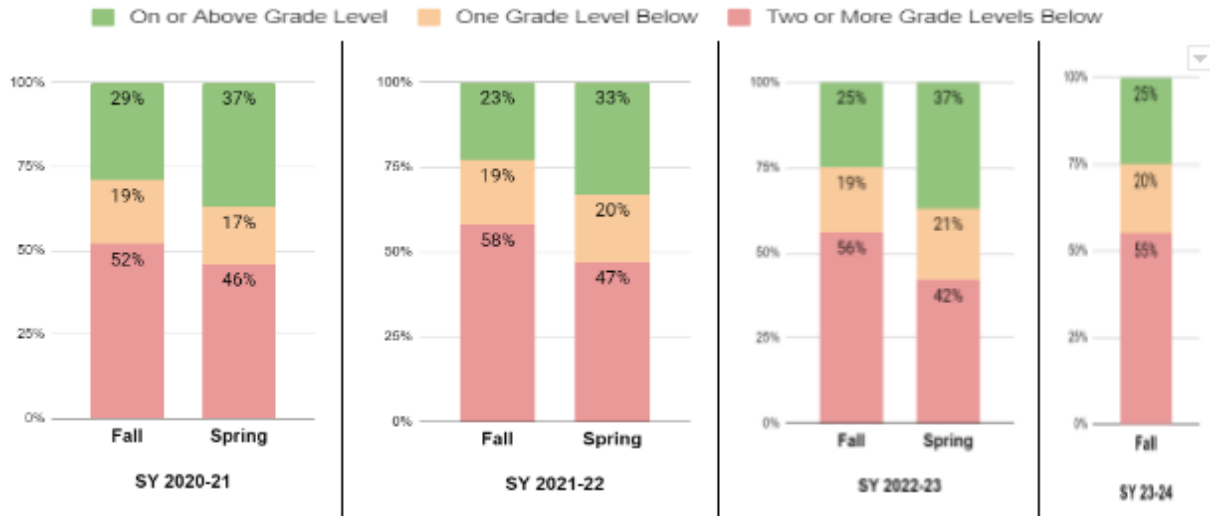
Measures	Categories	2020-21	2021-22	2022-23
Achievement	Language Arts Proficiency	45%	44%	45%
	Math Proficiency	22%	32%	34%
	Science Proficiency	32%	31%	38%
Achievement Gap	Language Arts Achievement Gap	24 points	19 points	29 points
	Math Achievement Gap	10 points	17 points	21 points
Growth	SBA Median Growth Percentile ELA	50	47	55
	SBA Median Growth Percentile Math	48	50	53
Readiness	% of 8th Graders reading on grade level	72%	71%	71%
	% of Students Chronically Absent	14%	32%	25%
Perception	% of Students who feel safe at school	64%	64%	65%
Other	% of EL students on-track	7%	7%	3%

Universal Screening**Reading**

The iReady assesses students' proficiency level in the State Standards. Over the past 3 years, data shows that there is a consistent increase in proficiency from Fall to Spring diagnostics. According to the iReady data of students who tested with 2 or more grade levels below, it consistently shows an insignificant amount of improvement over three years, which tells us that we would need more classes to support those students. There is no evidence of consistent strategies utilized schoolwide.

	2020-21		2021-22		SY 2022-23		2023-24	
Placement	Spring	+/-	Spring	+/-	Spring	+/-	Spr	+/-
Two or More Grade Levels Below	46%	-6	47%	-11	42%	-14	55%	-12

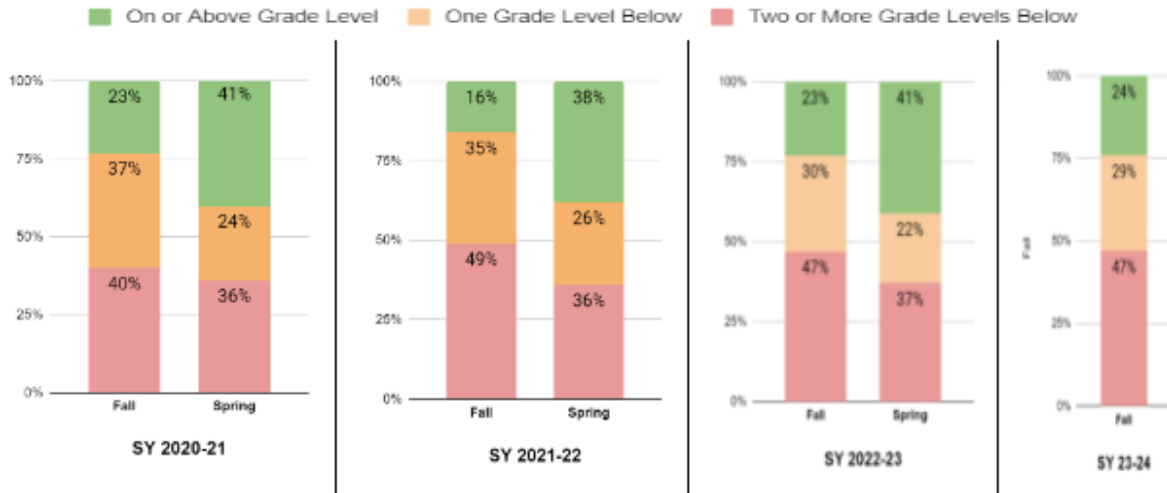
One Grade Level Below	17%	-2	20%	+1	21%	+2	20%	-1
On or Above Grade Level	37%	+8	33%	+10	37%	+12	25%	+13



Math

The iReady assesses students' proficiency level in the State Standards. Over the past 3 years, data shows that there is a consistent increase in proficiency from Fall to Spring diagnostics. According to the iReady data of students who tested with 2 or more grade levels below, it consistently shows an insignificant amount of improvement over three years, which tells us that we would need more classes to support those students. There is no evidence of consistent strategies utilized schoolwide.

	2020-21		2021-22		SY 2022-23		2023-24	
Placement	Spring	+/-	Spring	+/-	Spring	+/-	Spr	+/-
Two or More Grade Levels Below	36%	-4	38%	-11	37%	-10	35%	-1
One Grade Level Below	24%	-13	26%	-9	22%	-8	25%	-4
On or Above Grade Level	41%	+18	36%	+20	41%	+18	41%	+17



Programs and Processes

Programs

1. ELD Classes for English Language Learners

Active English Learners at Kalākaua fall into two categories: (a) Newcomers; (b) Sheltered English Instruction (SEI). Newcomers are recently arrived students with an overall proficiency score of 2.5 or lower. All teachers are required to pursue Sheltered Instruction Qualification in order to support ELL students in their classrooms.

EL Students Meeting Standard on Overall ACCESS Assessment

	SY 2020-21	SY 2021-22	SY 2022-23
Proficiency Level 4	35.52%	32.24%	39%
Proficiency Level 3	33.45%	35.87%	36.29%
Proficiency Level 2	15.86%	10.20%	13.13%
Proficiency Level 1	6.9%	4.61%	5.79%

- Growth to Target measures the percentage of students who are on track to English Language Proficiency (WIDA ACCESS Overall score 5.0 or higher).
- Certain percentage of our English Learners are considered Long-Term English Learners (LTELs), having taken the annual WIDA ACCESS five or more times.
- While the number of students exiting is relatively consistent with 7-9 students earning a Level 5 or higher on the WIDA ACCESS each year, the overall EL enrollment has been increasing each year.

Predominant Primary Languages other than English

Language	SY 2020-21	SY 2021-22	SY 2022-23
Cantonese	2	4	4
Cebuano/Visayan	39	37	28
Chuukese	126	116	105
Ilokano	182	156	131
Lao	3	2	1
Mandarin	9	8	8
Marshallese	16	17	14
Other	8	7	7
Pohnpeian	0	1	2
Samoa	10	13	14
Spanish	0	0	0
Tagalog	106	97	74
Vietnamese	11	8	4

Advanced Classes at Kalākaua

Kalākaua offers various classes to accommodate higher level students to pursue their related interests. The advanced classes are: Advanced ELA/Literacy, History Day PBL in Advanced Social Studies, PreAlgebra and Algebra 1 classes.

Advanced ELA Classes

- Offered in 7th and 8th grade classes. Students work on specific and differentiated literacy curriculum that are aligned with Common Core.

PreAlgebra and Algebra I Courses

- Algebra I is offered to select students in Grade 8 only. Algebra 1 follows a specific curriculum from HI DOE.
- PreAlgebra is offered to select students in 7th grade. These classes follow PreAlgebra curriculum from Ready Math. Students from PreAlgebra will go to Algebra 1 class in 8th grade

History Day - Project Based Learning (PBL)

- History day for Social Study classes are offered in 7th and 8th grade. Students in these classes will focus on doing a History Day project for the school and for the district or state History Day in the 2nd semester.

Advanced Science

- Starting in SY 24-25, Advanced Science classes are offered in 7th and 8th grade classes. Prior to that, only 8th grade students can join an Advanced Science class. Students in these programs are required to complete a scientific project that is featured in the Science Fair program at the school level. The top 10 projects on the school level are advancing to the district level.
- Students in the 8th grade Advanced science have an opportunity to be placed in the Advanced (AP) Biology in High School.

Enrollment in Advanced Placement Programs

	2020-21				2021-22				2022-23				2023-24			
	ELA	Alg. 1	Hist. Day	Pre. Alg	ELA	Alg. 1	Hist. Day	Pre. Alg	ELA	Alg. 1	Hist. Day	Pre. Alg	ELA	Alg. 1	Hist. Day	Pre. Alg
Grade 8	85	87	85	n/a	58	88	53	n/a	58	88	58	n/a	50	120	57	n/a
Grade 7	62	n/a	62	*	43	n/a	38	*	53	n/a	41	*	41	n/a	38	120
Total	147	87	147	0	101	88	91	0	111	88	99	0	91	120	95	120

Processes**1. Student learning Process at Kalākaua Middle School**

Curriculum (What we teach)	Instruction (How do we teach)	Assessment (How do we know students learned it)	Student Support (What do we do to support students learning)
<u>ELA</u> Common Core ELA Standards RCD with Amplify <u>Math</u> Common Core Math Standards with Ready Math Curriculum <u>Science</u> NGSS standards Stemscopes <u>Social Study</u> Hawaii Core Standards for Social Studies (HCSSS), PBL <u>Electives</u> Teacher Created	*Tier 1 instruction *BTC Instructional Strategies *RAFT/RACER *I do, We do, You do *Cornell Notes *DOK Costa's level of questioning *Focus on Literacy * Google classroom, meet, words, sheets, extensions. * Project Based Learning * Hands-on Activities and Projects * Avid Strategies * Algebra 1 course * Honors ELA course * Honors Science course *Leadership class	<u>Formative Assessment</u> Data analysis by PLT grade level iXL data iReady data Checkpoint from alohahsap.org <u>Summative Assessment</u> Common Grade Level Assessment iReady assessment	* Implementation of Team in SY 24-25 * MTSS - SEL lessons during advisory * Hero Points * PBIS - KMS 3, School ID and uniform, Honor Roll * Advisory twice a week * EL After School Tutoring * Saturday School for failing students * After school tutoring with UPLINK * AVID program and fieldtrip *Special Motivation Program *ELD classes *Math and Reading Workshop * Behavior Health Specialist

RCD-Curriculum *Robotics *STEM class *Cooking *Health *Art *Music *AVID class *PE *CTE	* History Day class * Technology in the classrooms: smartboard, video projector		(SBBH) * Every student is provided students planner and basic supplies * Career Fair * Student' Activities during Advisory * iXL * Online Programs to support instruction and learning: Edulastic, Peardeck * Open House * EL Parent Night * College and Career Readiness * 1:1 Student to chromebook ratio
<u>Findings on Curriculum</u> * Inconsistency in the level of fidelity in the implementation of agreed upon curriculum and the mapping of curriculum. * Need better alignments between the curriculum implemented in the Math core classes and the Math Workshop for Tier 2 and Tier 3. * SS Dept. has started to implement and use the more updated curriculum and PBL * Science teachers have greater consistency in implementing STEMSCOPE curriculum in the classroom.	<u>Findings on Instruction</u> * Need to have better accountability in using instructional strategies and differentiation in the classroom. * Workshop classes, both RTI and RW, need to have a better structure and consistency between teachers. * At the beginning level of co-teaching between SPED and Gen Ed Teacher in the inclusion classes. * Need to have consistent alignment between Tier 3 teachers (in Math and Reading) with grade level teachers - at the very least, a discussion.	<u>Findings on Assessment</u> * Need to have a better process/structure in analyzing grade level assessment. * Need to explore standard-based assessment - possibly have consistent training for the faculty	<u>Findings on Support System</u> * A lot of support systems. Need to have a system/structure to monitor and assess the effectiveness of all of these programs. * New SCC person was added to KMS Ohana (PTT). * Parents' involvement are still relatively low. Need to think about ways to involve more parents at school.

How did we get to where we are?

Kalākaua Middle’s administration, staff and stakeholders continuously review students’ achievement data and make a commitment to ensuring that all stakeholders are involved in the process for school improvement. The Leadership Committee facilitates the data analysis process for School Improvement. Academic Review Team, Data Team, WASC Focus Groups, Teacher Leaders and Professional Learning Teams analyze demographic, perceptions, programs and processes, and student learning data from multiple sources. Staff and Teacher collaboration on identifying strengths, challenges, and implications are recorded and shared. Input provided from the different role groups are used to craft Kalākaua Middle School’s Comprehensive Needs Assessment and Academic Plan.

Besides looking at student achievement data, students themselves are the recipients of the actions promoted in the school’s plans and must implement those actions on a daily basis.

In essence, simply reviewing achievement data is not enough; Kalākaua Middle’s stakeholders commit to improving student achievement by reflecting on how or why students achieved the results, creating specific actions that will be done, following through on their plans, and reflecting again. Focused Professional Development, especially for new teachers, is provided to increase student learning. In short, school improvement is our continuous goal.

Where do we want to be?

We will continue to work on the above goals for Kalakaua Middle for the next few years. This is aligned with Kalakaua’s Mission and Vision. For the next three years, we will review the Mission and Vision statements to make sure that they are relevant and aligned with the changes in our demographic and clientele.

Our mission at Kalākaua Middle School is that *we empower students to be college and career ready through rigorous instruction and positive relationships*. We strive to create a learning environment that recognizes, challenges, and fulfills the unique academic, social, and emotional needs of adolescents to help them achieve their highest potential. We value high expectations and aim to develop the whole student.

Focus on School's Needs and DOE's Priorities

From KMART Meeting held in December 2025, we identified several areas to focus on:

Identified concerns from the meeting :

1. Panorama scores that relatively going down significantly (students' engagement for the school and self management; 'self efficacy' and 'emotion regulation' being very low for the school)
2. Consistency in implementing SEL Curriculum
3. Keeping up the attendance rate
4. Chronic absenteeism
5. SPED department inclusion concern and proposed next steps

FKK EL Success Plan (Strategic Goals)

- #1. Establish/create an inclusive culture that embraces an asset/based mindset, provides equitable access to grade-level standards, and takes collective ownership of the learning for all students.
- #2. Improve equity/access to quality instruction for all English Learners.
- #3. Build capacity of all schools, leaders, and educators to provide high quality learning experiences for all EL students.
- #4. Engage families and communities in a variety of ways that build connections between home and school.
- #5. Enhance data and assessment use to ensure student learning and language development.

How are we going to get to where we want to be?

Kalākaua Middle’s administration, staff and stakeholders continuously review students’ achievement data and make a commitment to ensuring that all stakeholders are involved in the process for school improvement. Admin, Data Coach facilitates the data analysis process for the school improvement process starting from the Teacher Leaders level followed by the whole faculty. KMART, WASC Focus Groups, Teacher Leaders and Professional Learning Teams analyze demographic, perceptions, programs and processes, and student learning data from multiple sources. Staff and Teacher collaboration on identifying strengths, challenges, and implications are recorded and shared. Input provided from the different role groups are used to craft Kalākaua Middle School’s Comprehensive Needs Assessment and Academic Plan.

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In essence, simply reviewing achievement data is not enough; Kalākaua Middle’s stakeholders commit to improving student achievement by reflecting on how or why students achieved the results, creating specific actions that will be done, following through on their plans, and reflecting again. Focused Professional Development, especially for new teachers, is provided to increase student learning. In short, school improvement is our continuous goal.

Strengths	Challenges - Need Area - Identified by Leadership Teams in February 2026
• Positive Parents’ perception of Kalākaua School in general as shown on SQS. • Abundant resources at Kalākaua to support students' learning, i.e. student to computer 1:1 ratio, technology and subscription to online instruction and assessment resources. • Various elective programs offered for students to accommodate students’ interest and to support the academy system at FHS. • Professional Development training and courses offered to teachers (expenses covered by the school) throughout the school year; i.e. PRIME workshop for Math Teachers, EL training, Literacy training, NCTM for Math teachers to name a few.	• To increase academic achievement of KMS students in ELA, Math and Science this includes the increase of proficiency level of the high-needs students: low SES, IDEA and ELL students.. • To provide MTSS that increase positive relationship and perception of safety of KMS Students • To provide program for students to explore and develop College and Career readiness of KMS students • To create a system and structure that address students’ behavior and and chronic attendance In regards to process: • Prepare teachers and students for teaming that will start in SY 24-25 • Having protocols for general school rules and consistently and effectively reinforce them in school

	on a daily basis. • Internalizing school process and initiatives; Compliance vs commitment. • Implementing Tier 1 Instructional approach consistently. • Creating tools to review the effectiveness of the programs implemented at school. • Having HQT teachers in most of the classroom. • Increase Social Emotional support for students and staff.
Implications - Related to the Schools' Focus To increase students' proficiency in Mathematics, ELA/Literacy and Science • Provide PD for teachers, especially new teachers to gain instructional and assessment strategies for teachers. • Support training & implementation of curriculum and instructional strategies to support all learners through tier 1, tier 2 and tier 3 effective practices and programs. • Provide time for Professional Learning Team for each department to collaborate for creating rigorous curriculum, to have consistent and effective formative and summative assessment, and do data-driven decision making for instruction • Support the learning process of high needs students - ELL and SPED students to close achievement gaps in Math and ELA through Newcomer program, RTI and Reading Workshop. • Apply Focus on Literacy on all subject matter, working through the Literacy Grant project. • Apply Focus on Math skills, working through the Math PRIME training. To foster positive relationships and safety in the school environment and to focus on Social Emotional Learning of students • Continue to use the MTSS process to effectively provide support for a safe learning environment for students in the classroom to include physical, emotional, social and academic development. • Recognize positive behavior through PBIS and HERO programs. • Create a strong KMS 3 culture in school. • Listen to and honor students' and parents' voices, and also teachers' voices. To increase students attendance rate • Immediate intervention when possible attendance issues starts in the lower grade level. • Engage students in innovative and interesting programs within or after school (eSports). • Maintain good communication link with parents • Work together with community leaders from various cultural backgrounds to provide necessary support that promotes a positive attitude toward schools. (added to SY 24-25)	

To address general recommendation from 2024 WASC visit - All of these recommendations aligned with the above 3 focuses.

1. Increase academic achievement of KMS students in ELA, Math, and Science
2. Provide MTSS that increase positive relationship and perception of safety of KMS students
3. Provide a program for students to explore and develop College and Career readiness
4. Create a system and structure that address students' behavior and chronic attendance

In addition, the mid cycle WASC committee also included the following additional areas as focus for improvement:

5. Consistently administer common formative assessments and differentiate instructional practices with monitored fidelity based upon data-driven decision-making process during Professional Learning Team meetings. (School Need #1)
6. Strengthen the elective courses by developing curriculum and instructional practices aligned to Farrington High School's academics. (School Need #3)
7. Work collaboratively to strengthen the school's culture to support the safety, wellbeing, and engagement of all school community stakeholders. (School Need #4)
8. Provide professional development and practices to ensure the consistency and connection of rigorous curriculum and instructional practices. This would include the continued use of the school wide technology gains to supplement their current instructional practices. (School Need #1)
9. Strengthen the MTSS process in order to provide targeted academic and behavior support and interventions for all students through a data-driven decision-making process. (School Need #2)

