



Olomana

School

Grades 7-12

School Status and Improvement Report



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School Address:

Olomana School
42-471 Kalanianaʻole Hwy
Kailua, HI 96734

Focus On School

This *School Status and Improvement Report* has been prepared as part of the Department's educational accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

The report includes a description of the school and information on the **context**, **process**, and **outcomes** of education at the school for the 1999-2000 school year. **Context** information includes characteristics of the student population and the school community. **Process** information describes the school's priorities for improvement and indicates the school's staffing levels and the quality of its facilities. **Outcome** information includes survey data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements *The Superintendent's Annual Report on School Performance and Improvement in Hawai'i*, which analyzes our schools collectively and in comparison to those of other states.

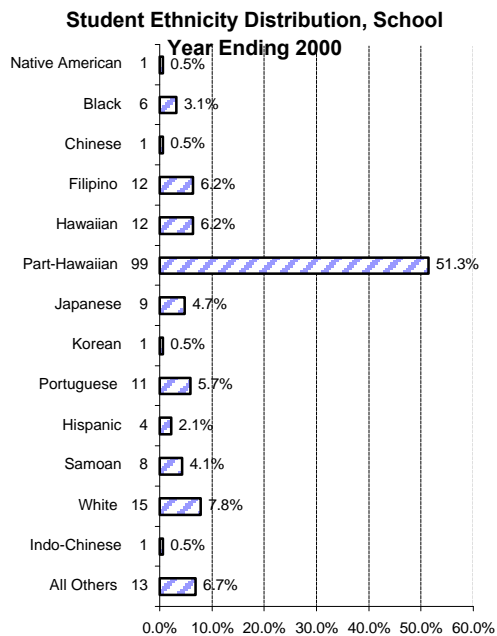
School Description

Olomana is a special school that provides educational programs to youngsters in five separate settings. The program is designed to support students in returning to regular schools, completing diploma requirements, entering post-secondary training programs, or obtaining employment. Credits earned while attending Olomana may be transferred to other schools and applied towards diploma requirements. Data here reflect the programs at the Olomana Youth Center, Detention Home-Hale Ho'omalu, Detention Home-Home Maluhia, Hawai'i Youth Correctional Facility-Kauhale Malama, and Hawai'i Youth Correctional Facility-Hookipa.

Context: School Setting

Student Profile

School year ending	1998	1999	2000
Fall enrollment	149	149	183
Number and percent of students enrolled for the entire school year	82	106	108
	55.0%	71.1%	59.0%
Number and percent of students receiving free or reduced-cost lunch	85	101	110
	57.0%	67.8%	60.1%
Number and percent of students in Special Education programs	55	58	87
	36.9%	38.9%	47.5%
Number and percent of students with limited English proficiency	5	7	5
	3.4%	4.7%	2.7%

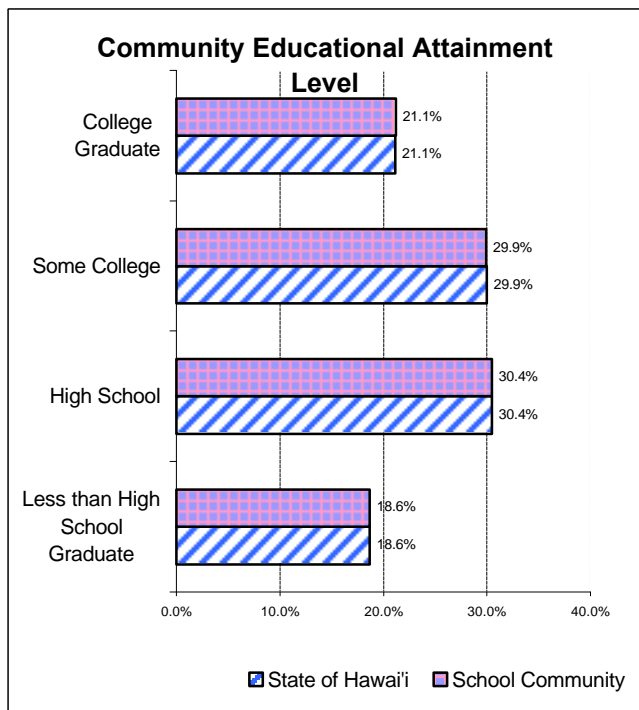


Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	3.6	3.6
Percent of households with school age children (4-19)	31.8%	31.8%
Median household income	\$38,829	\$38,829
Per capita income	\$15,770	\$15,770
Percent of households with Public Assistance income	6.8%	6.8%
Percent of children (3-19 years) below poverty level	11.6%	11.6%
Percent of children (4-19 years) who are at-risk*	2.1%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1998	#1	School Curriculum
	#2	Student Achievement
	#3	Educational Technology
School Year Ending 1999	#1	School Curriculum
	#2	Student Achievement
	#3	Educational Technology
School Year Ending 2000	#1	School Curriculum
	#2	Student Achievement
	#3	Educational Technology

Priority 1: School Curriculum

Current, engaging, and meaningful curricular content, materials, and learning activities continue as goals of all Olomana programs.

At Olomana School, teachers belong to curriculum action teams organized by subject area groups. They meet regularly throughout the school year to assist one another to develop and improve upon their course content and delivery. Exemplary programs are identified and visited. Guest speakers are also invited to dialogue with the curriculum action team members.

Curriculum action teams have been designing their own staff development workshops and inviting other curriculum teams to attend and participate. Teams have also collaborated on grant-writing efforts to secure additional funding to support their programs.

School-wide staff development inservice sessions are also provided by the school administrators.

Alignment of subject area curriculum to the Hawaii Content and Performance Standards II continues with technical support from the respective educational specialists from the Division of Learner, Teacher, and School Support. The Focus on Learning process has provided the framework for our standards implementation progress.

Priority 2: Student Achievement

Particularly with Olomana's academically challenged students, increased achievement is best accomplished by working to improve students' attitudes about school and students' behavior in school. Towards this end, students have been provided greater opportunities to participate in student/teacher school improvement task forces and student council planned and organized activities.

At the Olomana Youth Center, service-learning is central to the interdisciplinary program called *Mixed Plate with Extra Salad*. Students' attitudes and achievement levels have been positively impacted as they have learned to serve their community.

Student ownership and responsibility for their achievements is a central focus. Emphasis is placed upon increasing curricular relevance to students' current and long-term goals. Utilizing TRIBES strategies and Sean Covey's *The 7 Habits of Highly Effective Teens*, social skills training and personal responsibility have been incorporated into the school culture.

Absenteeism and tardiness have decreased while the number and types of recognition awards earned by the students have increased.

Priority 3: Educational Technology

We have been working to increase our teachers' comfort and competence levels regarding the use of computers as teaching and administrative tools. Our school technology coordinator continues to conduct workshops for all interested colleagues to encourage them to develop projects and assignments for students to complete using the computer, as well as to assist them to employ the computer for administrative tasks such as attendance, grading, and progress reports. In addition, individually and in small groups, teachers are electing to complete computer literacy classes in a variety of software applications offered through the university and community colleges. Support for further staff development will continue throughout the current school year.

The local area network at the Olomana Youth Center is installed and fully operational. Student access to the internet is according to our school's authorized use policies and intraschool communication via electronic mail is well established. Plans include expansion of the network to achieve connectivity with other Olomana School sites. The E-Rate Discount Program is contributing to the development of the wireless portion of our site-to-site connectivity.

Process: School Resources

Certified Staff

School year ending 2000

Teaching Staff

Total Full-Time Equivalent (FTE)	36.0
Regular Instruction, FTE	4.0
Special Education, FTE	9.0
Supplemental Instruction, FTE	23.0
Total number of persons assigned to teaching, headcount	36
Teachers with 5 or more years experience in this school	22
Teachers' average years of experience	12.4

Students per Teaching Staff Member

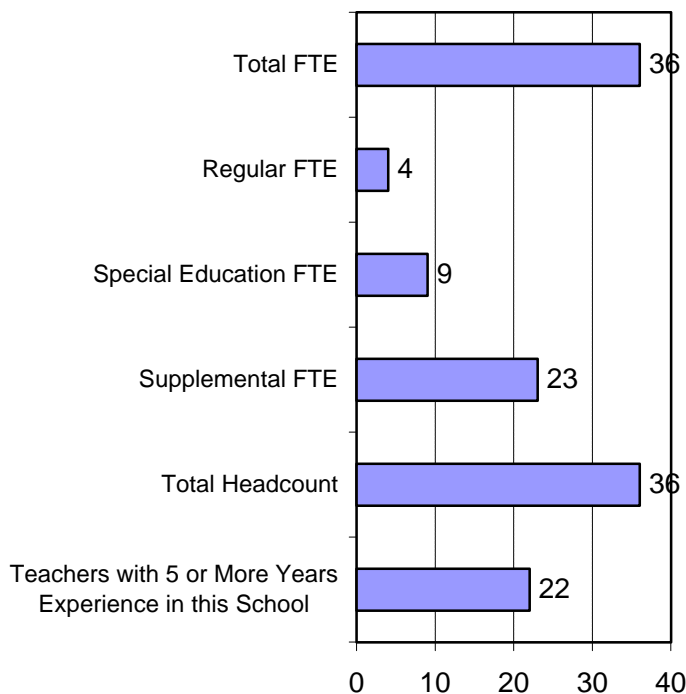
Regular Instruction	3.6
Special Education	9.7

Administrative and Student Services Staff

Administration*, FTE	4.0
Librarians, FTE	1.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	1

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Teacher Counts



Facilities

School year ending 2000

Classrooms available	7
Number of classrooms short (-) or over (+)	-5

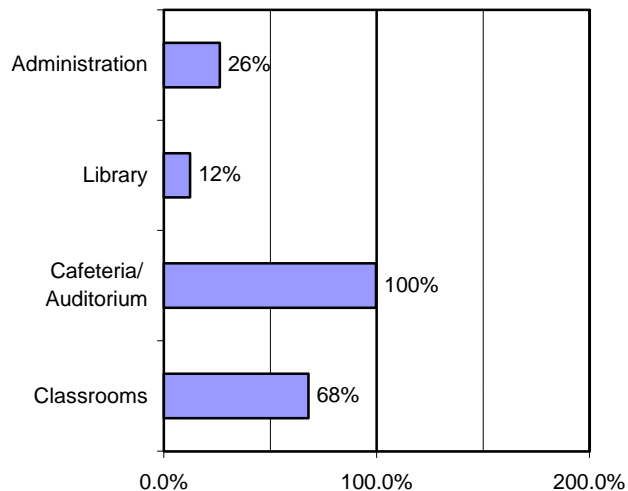
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	2	[]
Building interior	[]	2	[]
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	[]	3
Sanitation	[]	2	[]
Total	15		

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

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

Adequacy of School's Space Compared with State Standards

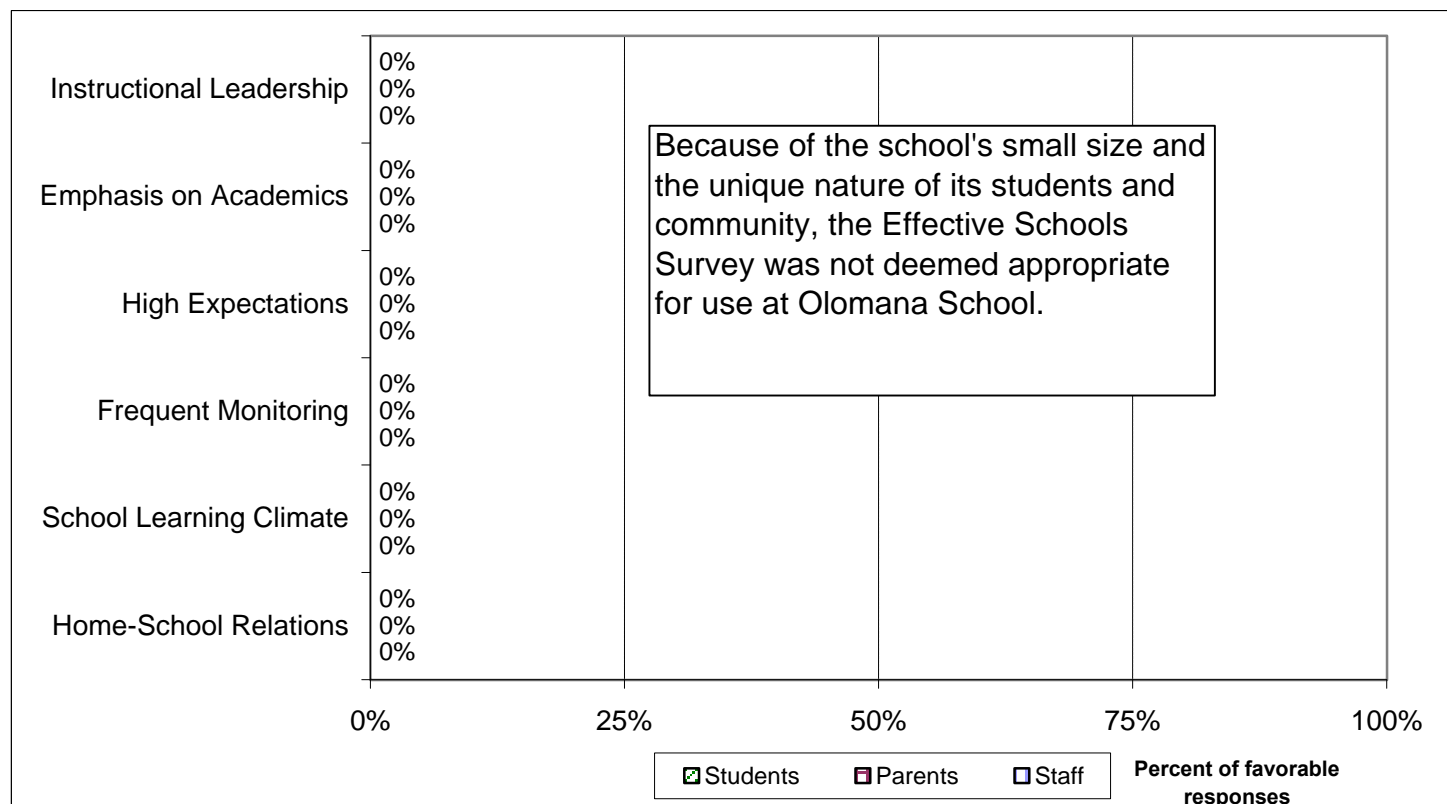


School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

Outcomes: Vital Signs

Effective School Practices

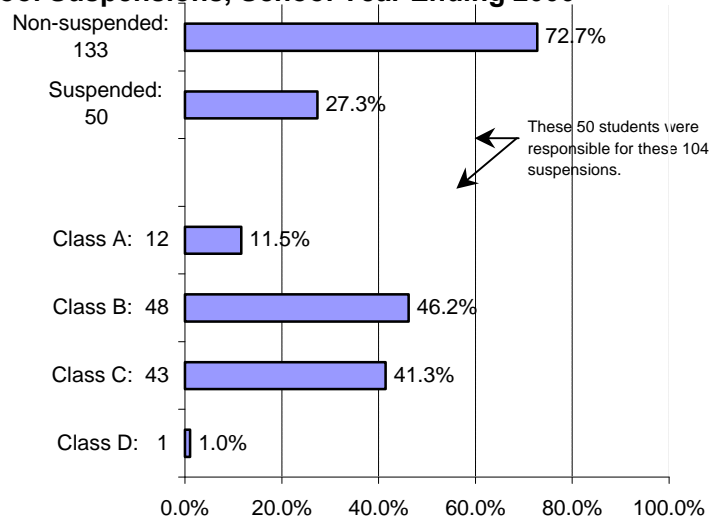
Effective Schools Survey



Student Conduct

Attendance and Absences			State Standard
School Year			
1997-98	1998-99	1999-2000	
Average Daily Attendance: % (higher is better)			
77.4%	78.4%	75.9%	95.0%
Average Daily Absences: in days (lower is better)			
40	39.5	44.3	9

School Suspensions, School Year Ending 2000



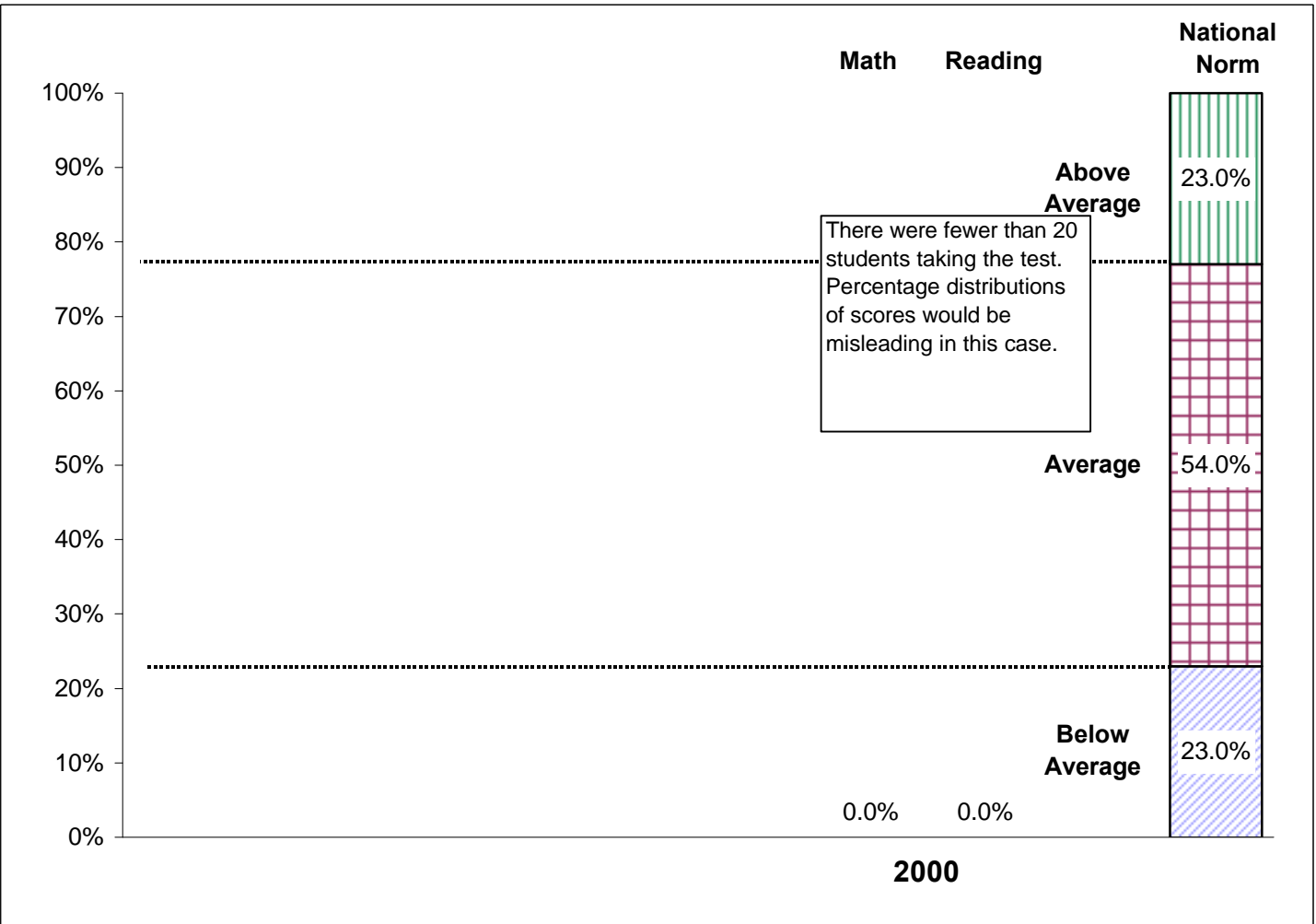
Examples of class of suspension:

- 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)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 10



School Completion

Prior to 1996, graduation from Hawai'i public schools required successful completion of course and credit requirements and demonstration of mastery of 15 competencies through certification on the Hawai'i State Test of Essential Competencies (HSTEC). The number of competencies tested on HSTEC was increased to 16 beginning with the Class of 1997. The HSTEC requirement was suspended beginning with the Class of 2000, pending development of standards-based assessments of competency.

Graduates and Completers	1997-98	1998-99	1999-2000
Number of Seniors	2	8	2
Diploma graduates	50.0%	12.5%	100.0%
Certificate of Course Completion	0.0%	0.0%	0.0%
Individually Prescribed Program	0.0%	0.0%	0.0%
Total school completers	50.0%	12.5%	100.0%

School Year	Seniors Passing HSTEC	
	Number	Percent
1997-98	1	50.0%
1998-99	2	25.0%
1999-2000	n/a	n/a