



Olomana

School

Grades 7-12

School Status and Improvement Report



Content

Focus on Standards	p. 1
School Description	p. 1
Context: School Setting	p. 2
❖ Student	
❖ Community	
Process: Standards Implementation	p. 3
Process: School	p. 4
❖ Certified	
❖ Facilities	
Outcomes: Vital Signs	pp. 5-6
❖ Effective School	
❖ Student Conduct	
❖ Statewide	
❖ School	

Focus On Standards

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** at the school for the 2000-2001 school year, including a summary of the school's Standards Implementation Design (SID) **process**.

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'omalua, Detention Home-Home Maluhia, Hawai'i Youth Correctional Facility-Kauhale Malama, and Hawai'i Youth Correctional Facility-Hookipa.

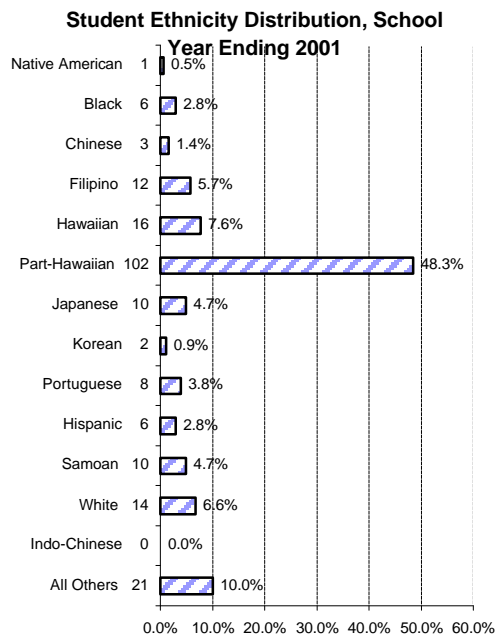
School Address:

Olomana School
42-471 Kalaniana'ole Hwy
Kailua, HI 96734

Context: School Setting

Student Profile

<i>School year ending</i>	1999	2000	2001
Fall enrollment	149	183	168
Number and percent of students enrolled for the entire school year	106	108	93
	71.1%	59.0%	55.4%
Number and percent of students receiving free or reduced-cost lunch	101	110	166
	67.8%	60.1%	98.8%
Number and percent of students in Special Education programs	58	87	97
	38.9%	47.5%	57.7%
Number and percent of students with limited English proficiency	7	5	9
	4.7%	2.7%	5.4%

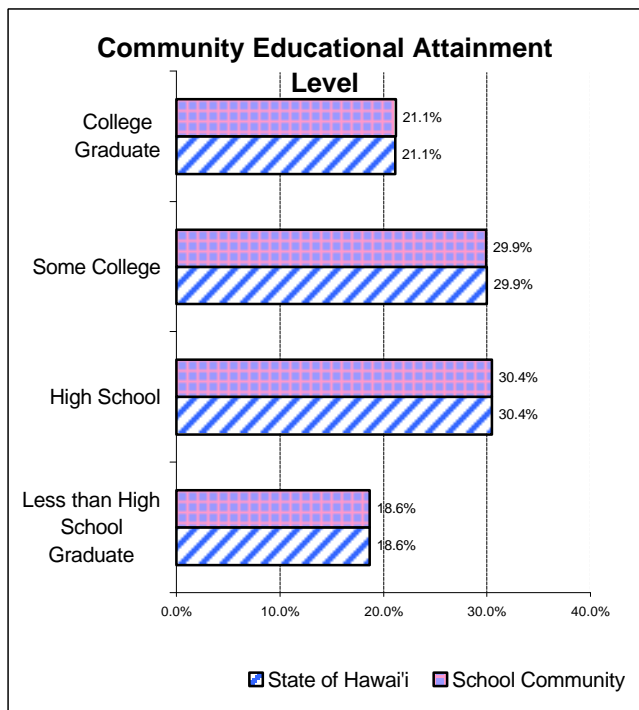


Community Profile

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: Standards Implementation Design

The following is a summary of the school's standards implementation design for the 2000-01 school year.

In addressing the needs of our diverse student population, the staff of Olomana School strives to fulfill the school's mission "to provide a supportive and nurturing climate for the education of our at-risk student population to facilitate their optimal development to become positive, responsible members of our community." Our vision is to optimize each learning activity by providing experiential and traditional track curricula that focus on present, impending, and future worlds of work. This vision is founded upon the beliefs that the school 1) functions as a broker in connecting each student to the community, 2) understands that late bloomers are a worthy reality of human nature, 3) values mentorship and apprenticeship as meaningful and equitable learning experiences in contrast to traditional learning, and 4) identifies workplace readiness as the overarching goal of all educational initiatives.

Within this context, the General Learner Outcomes capsulize the focus on learning at Olomana School. More than with any other population, our students need to learn to be responsible for their own learning, develop their ability to work as a member of a team, engage in the didactics of higher order thinking and problem solving, and be able to recognize and produce work of quality. These outcomes are key in the restoration and reintegration of our students back to their home schools. An underlying framework of character education is presently in place to support the attainment of these goals.

Over the last three years, Olomana School Curriculum Action Teams have engaged in studies of the Hawaii Content and Performance Standards II and the alignment of course content with these standards. Teachers have also begun to build student awareness and understanding of the standards through conscious focus upon classroom implementation activities. While we have been particularly challenged in standards implementation design by the fact that a great majority of our students function far below chronological grade levels, efforts continue.

Reading has been identified as the fundamental skill that is key to school success, life-long learning, self-efficacy, and occupational knowledge. Last year, Olomana staff unanimously agreed that reading should be the instructional focus for the school. Through the leadership of the school librarian, a cadre was formed to explore developmental reading interventions. By the end of the school year, teachers endorsed the adoption and school-wide implementation of the Accelerated Reader Program. This implementation has begun and continues to take shape.

A related staff development goal is to strengthen the basic reading instruction skills of all teachers. This is prerequisite to the growth of stronger student readers and will require another paradigm shift for our secondary-trained teachers. However, the staff recognizes that until "every teacher becomes a reading teacher," we will fall short of realizing our vision. Therefore, our next steps will focus upon the process of learning systematic and comprehensive interventions to address reading remediation.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	31.0
Regular Instruction, FTE	4.0
Special Education, FTE	9.0
Supplemental Instruction, FTE	18.0
Teacher headcount	31
Teachers with 5 or more years at this school	22
Teachers' average years of experience	11.5
Teachers with advanced degrees	6

Students per Teaching Staff Member

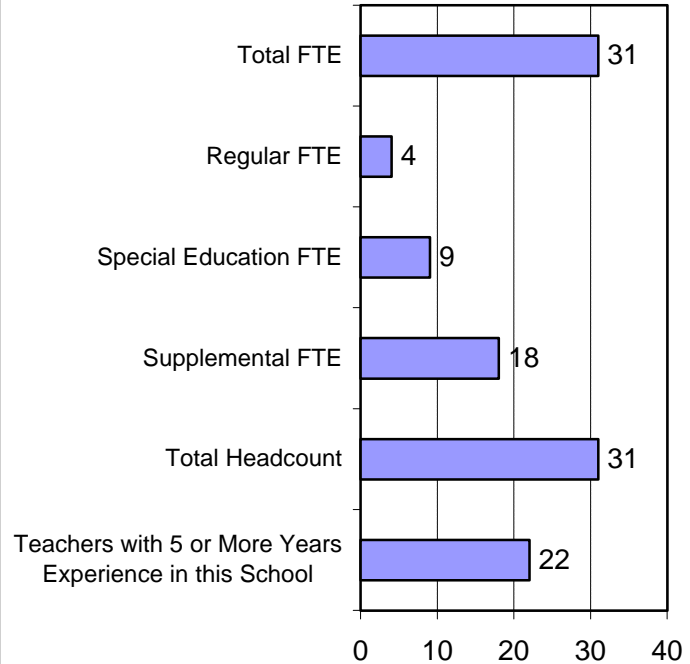
Regular Instruction	3.2
Special Education	10.8

Administrative and Student Services Staff

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

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

Teacher Counts



Facilities

School year ending 2001

Classrooms available	9
Number of classrooms short (-) or over (+)	-6

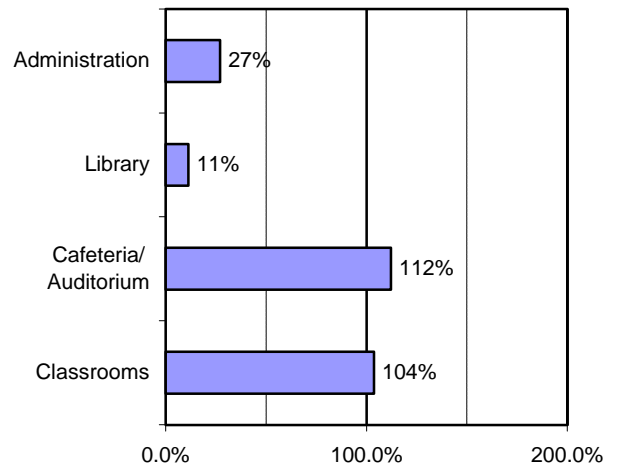
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	2	[]
Building interior	[]	2	[]
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	[]	3
Sanitation	[]	[]	3
Total	16		

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

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

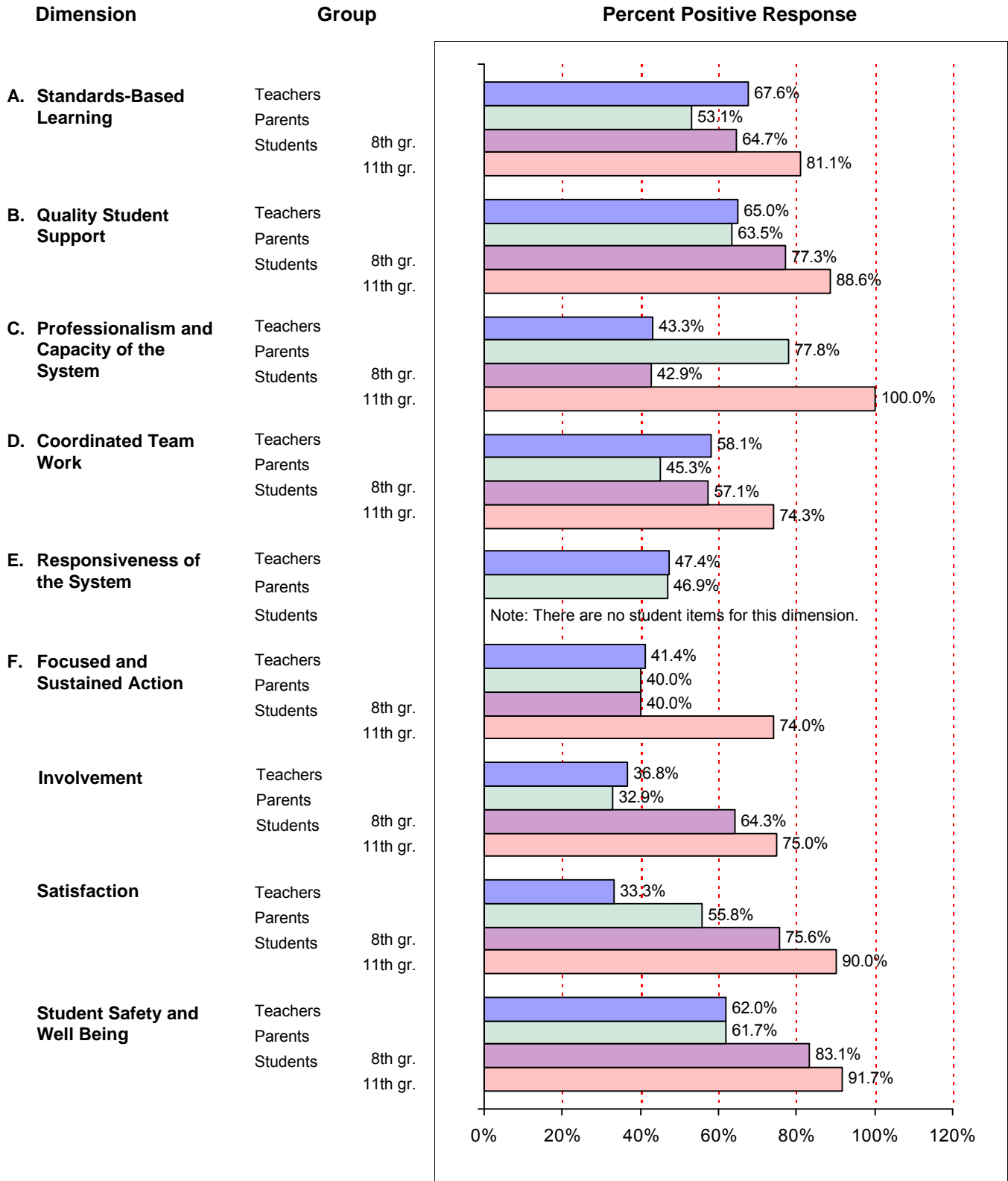
Adequacy of School's Space Compared with State Standards



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

School Quality Survey



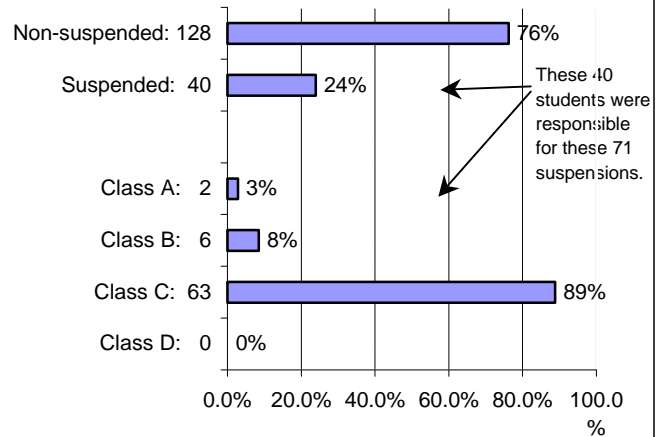
Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
78.4%	75.9%	77.2%	95.0%
Average Daily Attendance: % (higher is better)			
Average Daily Absences: in days (lower is better)			
39.5	44.3	38.1	9

Suspensions, School Year 2000-01



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)

Statewide Testing

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at <http://arch.k12.hi.us>.

School Completion

Graduates and Other Completers

	1998-99	1999-2000	2000-01
Number of Seniors	8	2	3
Diploma graduates	12.5%	100.0%	100.0%
Certificate of Course Completion	0.0%	0.0%	0.0%
Individually Prescribed Program	0.0%	0.0%	0.0%
Total school completers	12.5%	100.0%	100.0%