



Olomana

School

Grades 7-12

School Status and Improvement Report



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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 what will eventually be seven separate satellites serving at-risk youth. 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 toward diploma requirements. Data here reflect the programs at Olomana Youth Center, Detention Home-Hale Hoomalu, Detention Home-Home Maluhia, Hawaii Youth Correctional Facility-Kauhale Malama, and Hawaii Youth Correctional Facility-Hookipa. Newest to the Olomana network will be the Valid Court Order Program, a 10-bed addition to the Detention Home system, initiated on July 1st, 2002. Youth ineligible for the Home Maluhia and Hale Hoomalu programs will be detained there. Also in July, the Office of Youth Services will install a 20-bed facility for male offenders called the Observation and Assessment Unit, expanding the resources of the Hawaii Youth Correctional Facility.

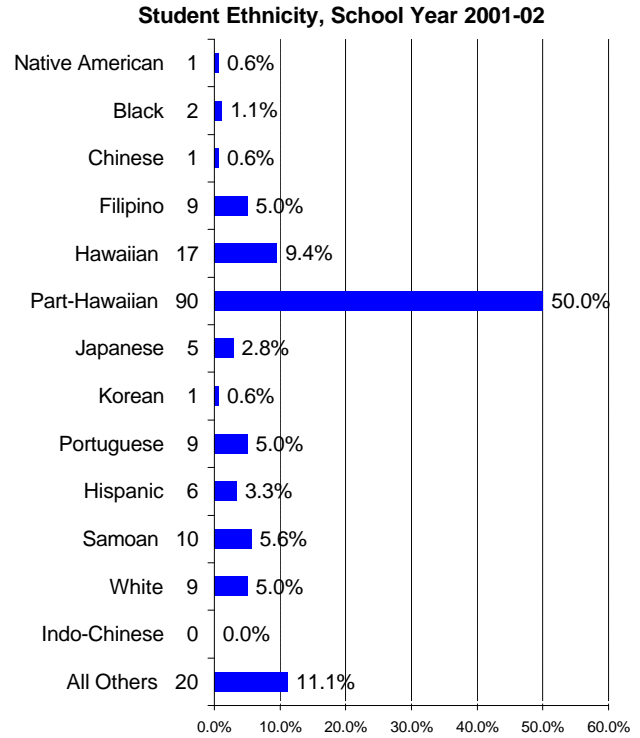
School Address:

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

Context: School Setting

Student Profile

| School year ending | 2000 | 2001 | 2002 |
|---|-------|-------|-------|
| Fall enrollment | 183 | 168 | 154 |
| Number and percent of students enrolled for the entire school year | 108 | 93 | 68 |
| | 59.0% | 55.4% | 44.2% |
| Number and percent of students receiving free or reduced-cost lunch | 110 | 166 | 137 |
| | 60.1% | 98.8% | 89.0% |
| Number and percent of students in Special Education programs | 87 | 97 | 69 |
| | 47.5% | 57.7% | 44.8% |
| Number and percent of students with limited English proficiency | 5 | 9 | 7 |
| | 2.7% | 5.4% | 4.5% |

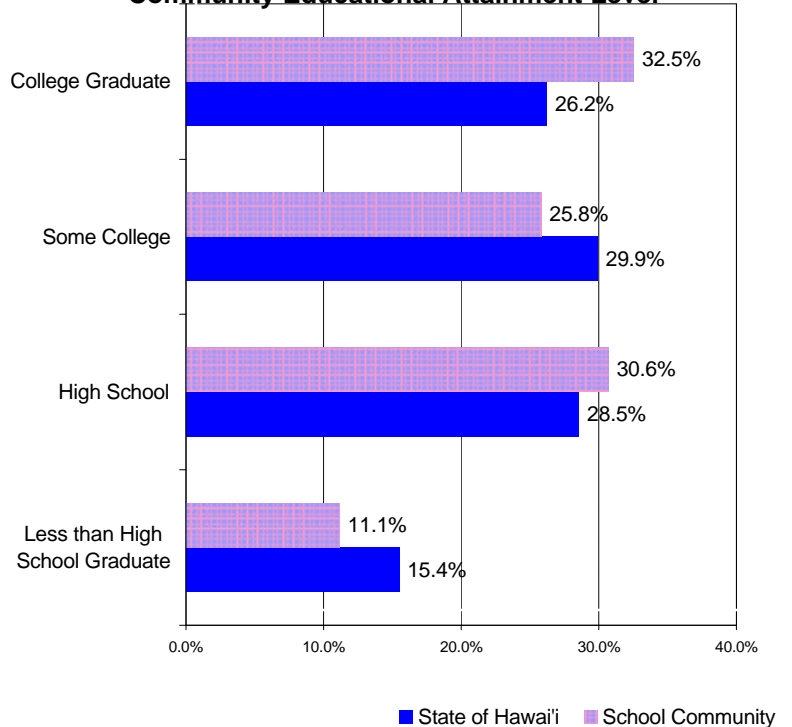


Community Profile

Based on the 2000 U.S. Census

| | School Community | State of Hawai'i |
|--|------------------|------------------|
| Kailua Complex | | |
| Total population | 28,396 | 1,211,537 |
| Percentage of population aged 5-19 | 22.2% | 20.6% |
| Median age of population | 37.8 | 36.2 |
| Number of families | 6,777 | 287,068 |
| Percent of families with children under 18 | 38.8% | 45.0% |
| Percentage of families with children headed by a single mother | 14.2% | 18.3% |
| Average family size | 3.6 | 3.4 |
| Median household income | \$75,211 | \$49,820 |
| Percent of households with Public Assistance income | 5.4% | 7.6% |
| Percent of families with children living in poverty | 5.5% | 11.2% |

Community Educational Attainment Level



Process: Standards Implementation Design

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

Olomana School is committed to its vision "to optimize each learning activity by providing experiential and traditional curricula that focus on present, impending, and future worlds of work." To this end, the staff believes that it is a key agent in accelerating the process to rehabilitate and reintegrate these youth to the community. They are "brokers" in connecting each student to the community, and they understand that late bloomers are a worthy reality of human nature. Therefore, the staff acknowledges this group of diverse learners by providing a supportive and nurturing climate to facilitate their optimum development to become positive, responsible members of the community.

Within the four General Learner Outcomes, the school deduced two goals that will enhance the attainment of the GLOs and facilitate student self-actualization. These are: 1) the comprehensive focus on reading improvement, and 2) the integration of life skills and career preparation content across the existing curricula. The self-study process provided the school with data that indicated that school improvement and student self-efficacy will accelerate if consistent, collaborative, and comprehensive school-wide implementation of reading and career preparation is practiced with integrity. The staff acknowledges that Olomana students come with histories replete with school alienation and truancy. That these youth have not have the benefit of consistent instruction is a confounding factor in their renewal. The school's strongest resource is its cadre of caring and committed individuals who continually seek innovation and training to support student learning. With these newly identified foci, a growing body of leaders is emerging to learn and develop school-wide interventions to address reading improvement career development for the fragile youngsters entrusted to their care. Among the new elements of Olomana School's Standards Implementation Design are the adoption of the comprehensive reading program, the initiation of a school-wide guidance program that will focus on life skills, the development of the community-based career center, and the inclusion of cooperative, experiential learning across the curriculum.

Process: School Resources

Certified Staff

School year ending 2002

Teaching Staff

| | |
|--|-------------|
| Total Full-Time Equivalent (FTE) | 34.5 |
| Regular Instruction, FTE | 8.0 |
| Special Education, FTE | 8.0 |
| Supplemental Instruction, FTE | 18.5 |
| Teacher headcount | 35 |
| Teachers with 5 or more years at this school | 27 |
| Teachers' average years of experience | 12.5 |
| Teachers with advanced degrees | 7 |

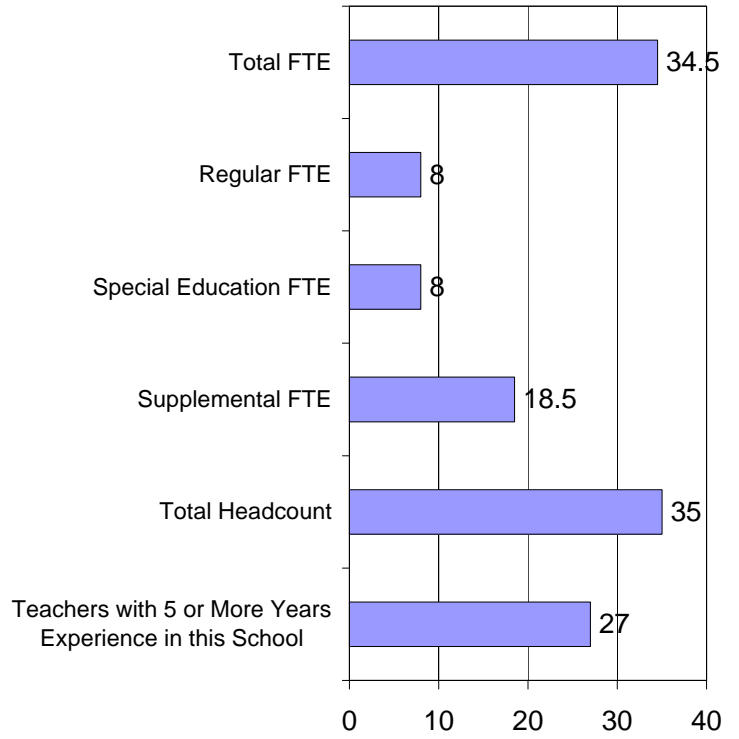
Students per Teaching Staff Member

| | |
|---------------------|-----|
| Regular Instruction | 3.2 |
| Special Education | 8.6 |

Administrative and Student Services Staff

| | |
|--|-----|
| Administration*, FTE | 2.0 |
| Librarians, FTE | 1.0 |
| Counselors, FTE | 4.0 |
| Number of principals at this school in the last five years | 3 |

Teacher Counts



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

Facilities

School year ending 2002

| | |
|--|----|
| Classrooms available | 9 |
| Number of classrooms short (-) or over (+) | -7 |

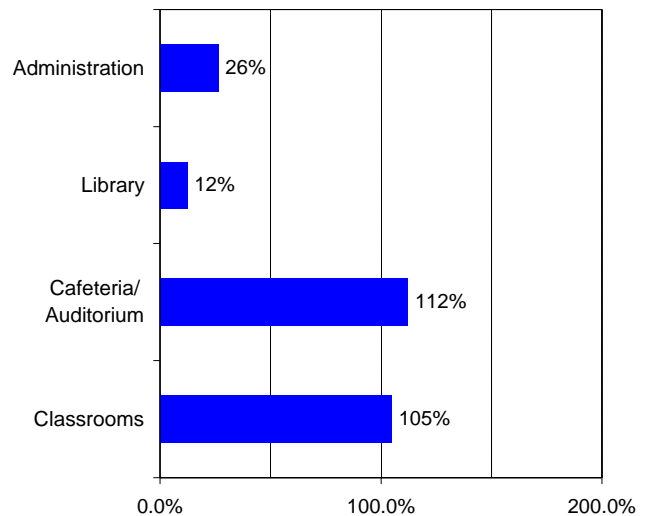
School facilities inspection results

| | Score | | |
|-----------------------|----------------------|----------------------|----------------------|
| | 1 | 2 | 3 |
| Grounds | <input type="text"/> | <input type="text"/> | 3 |
| Building exterior | <input type="text"/> | <input type="text"/> | 3 |
| Building interior | <input type="text"/> | 2 | <input type="text"/> |
| Equipment/Furnishings | <input type="text"/> | <input type="text"/> | 3 |
| Health/Safety | <input type="text"/> | <input type="text"/> | 3 |
| Sanitation | <input type="text"/> | <input type="text"/> | 3 |
| Total | 17 | | |

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

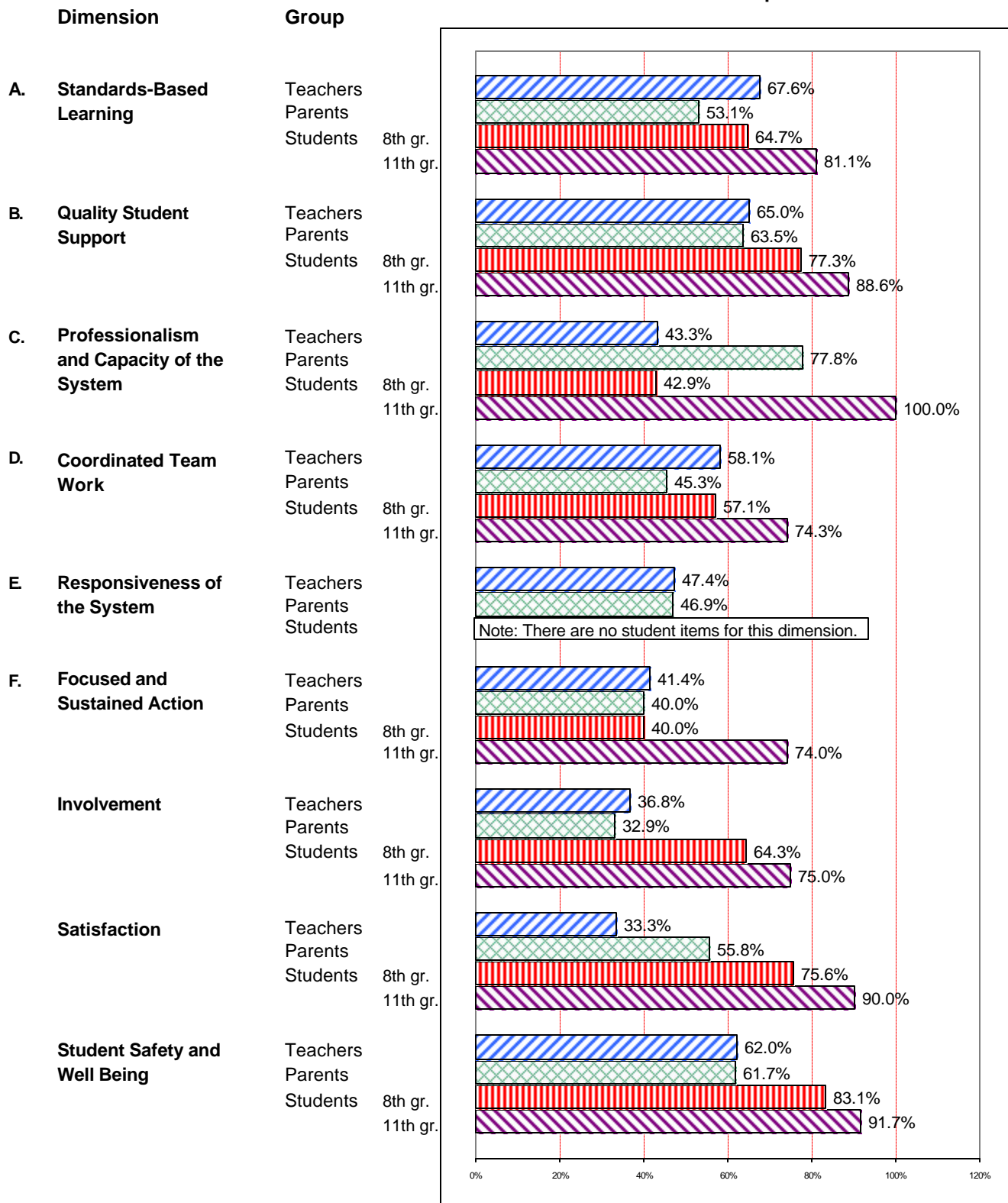


School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

Outcomes: Vital Signs

School Quality Survey

Percent Positive Response

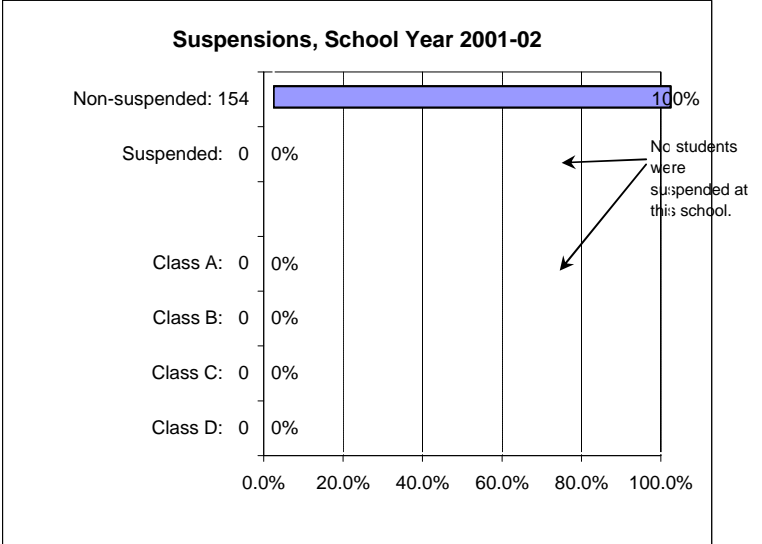


Outcomes: Vital Signs

Student Conduct

Attendance and Absences

| School Year | | | State Standard |
|---|---------|---------|-----------------------|
| 1999-2000 | 2000-01 | 2001-02 | |
| Average Daily Attendance: % (higher is better) | | | |
| 75.9% | 77.2% | 81.9% | 95.0% |
| Average Daily Absences: in days (lower is better) | | | |
| 44.3 | 38.1 | 33.1 | 9 |



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 Completion

School Dropouts

| School Year | Number | Percent |
|-------------|--------|---------|
| 1999-2000 | 0 | 0.0% |
| 2000-01 | 0 | 0.0% |
| 2001-02 | 51 | 33.1% |

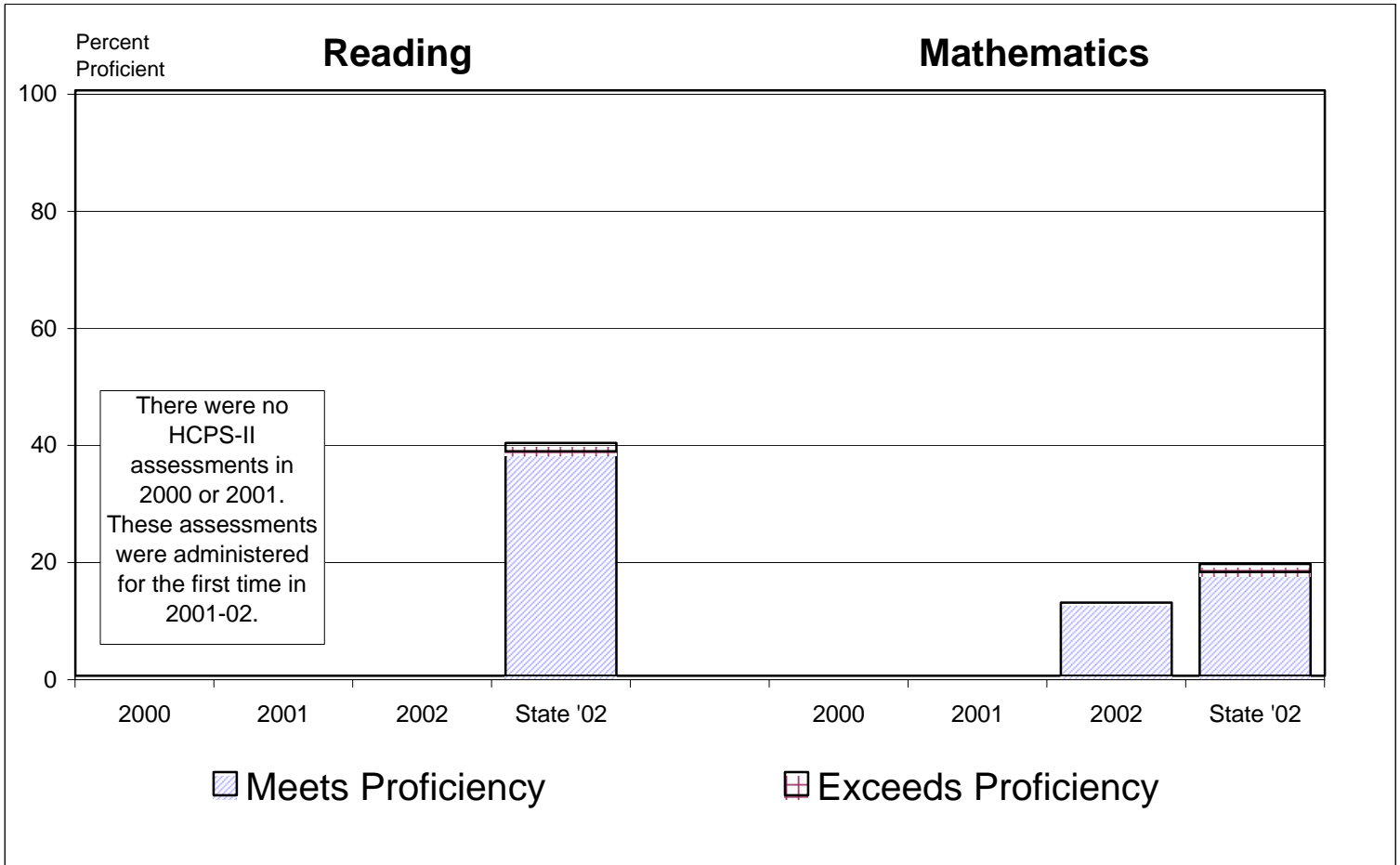
Graduates and Other Completers

| | 1999-2000 | 2000-01 | 2001-02 |
|----------------------------------|-----------|---------|---------|
| Number of Seniors | 2 | 3 | 6 |
| Diploma graduates | 100.0% | 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 | 100.0% | 100.0% | 100.0% |

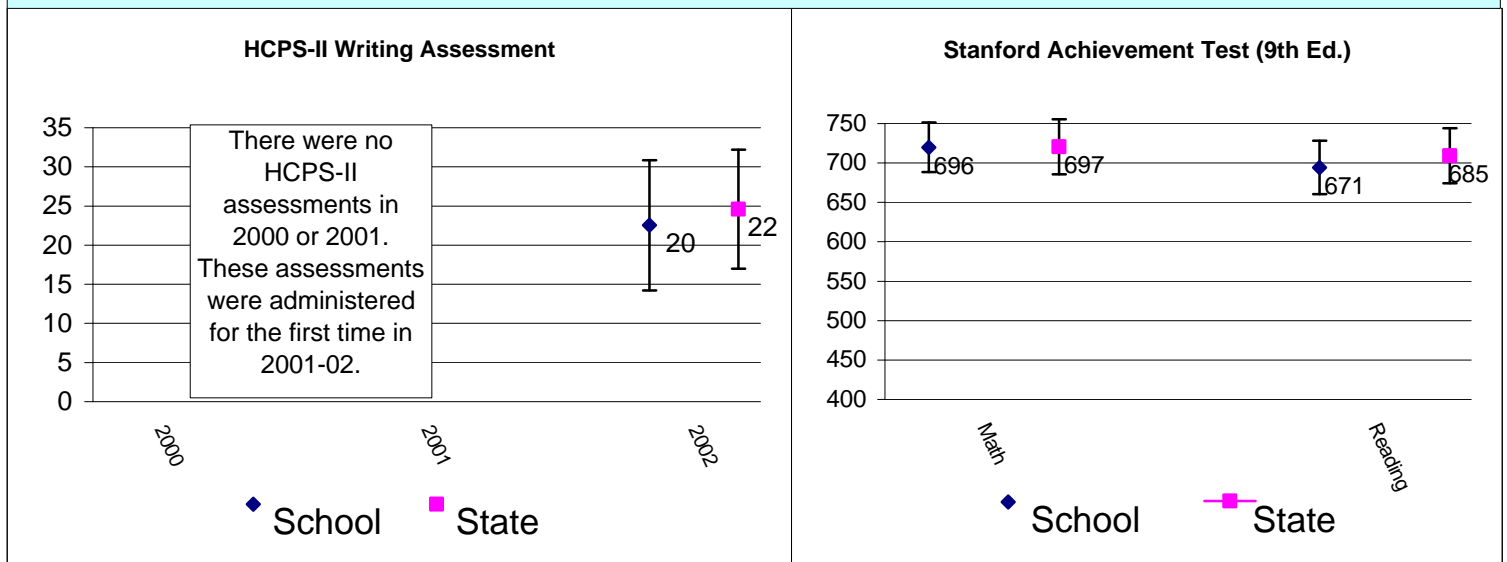
HCPS-II

HCPS-II Performance

Grade Tested: 10



The figures below show the average score in the center, with a bar around it representing about two-thirds of the scores. A school's score that differs from the state score will have little or no overlap between the two ranges. The writing scores are on a 50 point scale for all grades. Stanford scores are "scaled" scores, which vary from about 400 to 800 depending on the grade tested.



Other School Information