



School Status and Improvement Report School Year 2002-03



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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 as well as providing information about the school's administrators, teachers, students and facilities. It also includes a summary of the school's improvement plan, the Standards Implementation Design (SID), that focuses on implementing the Hawaii Content and Performance Standards.

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.

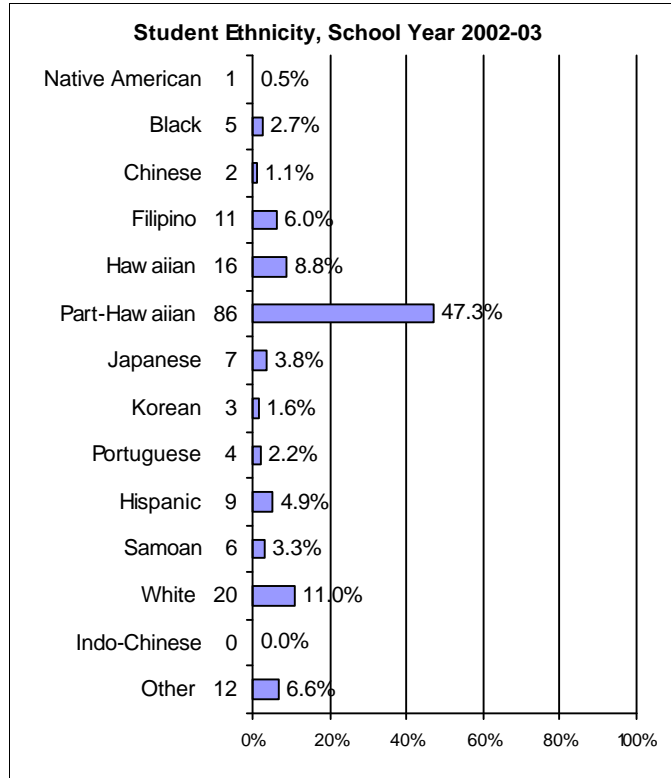
School Address:

Olomana
42-471 Kalaniana'ole Highway
Kailua, Hawaii 96734

School Setting

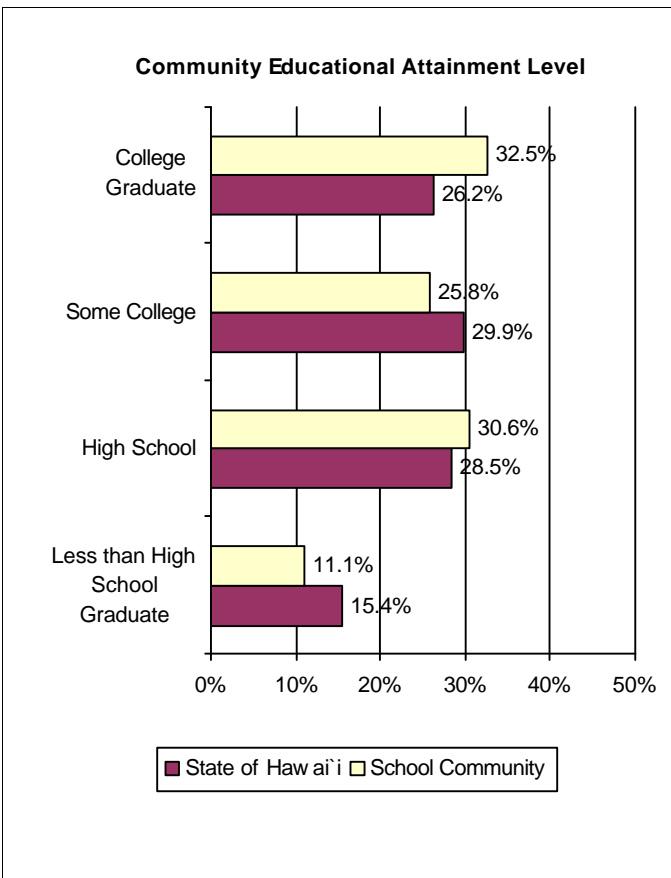
Student Profile

School year ending	2000-01	2001-02	2002-03
Fall enrollment	168	154	156
Number and percent of students enrolled for the entire school year	93 55.4%	68 44.2%	102 65.4%
Number and percent of students receiving free or reduced-cost lunch	166 98.8%	137 89.0%	156 100.0%
Number and percent of students in Special Education programs	97 57.7%	69 44.8%	78 50.0%
Number and percent of students with limited English proficiency	9 5.4%	7 4.5%	14 9.0%



Community Profile Based on the 2000 U.S. Census

Kailua Complex	School Community	State of Hawai'i
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
Percentage 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	3.42
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%



Standards Implementation

Summary of Progress

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.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		36.0
Regular Instruction, FTE	8.3%	3.0
Special Instruction, FTE	25.0%	9.0
Supplemental Instruction, FTE	66.7%	24.0
Teacher headcount		36
Teachers with 5 or more years at this school		20
Teachers' average years of experience		12.5
Teachers with advanced degrees		9

Professional Teacher Credentials

Fully licensed	86.1%	31
Provisional credential	11.1%	4
Emergency credential	2.8%	1

Students per Teaching Staff*

Regular Instruction	3.0
Special Instruction	8.3

* Regular instruction includes both regular and supplemental teaching staff and does not include mainstreamed special education students. Therefore, these figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	4.0
Librarians, FTE	1.0
Counselors, FTE	4.0
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 2003

Classrooms available	12
Number of classrooms short (-) or over (+)	-6

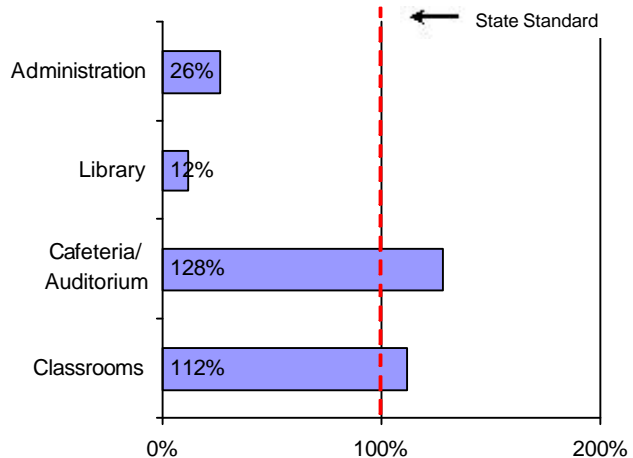
School facilities inspection results

	Score		
	1	2	3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		18	

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



School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

Vital Signs

School Quality Survey

The School Quality Survey is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

Percent of Positive Responses

School Quality Survey Dimensions		Teachers		Parents		Students	
		School	State ¹	School	State ¹	School	State ¹
Standards-Based Learning	2001	68%	n/a	53%	n/a	81%	n/a
	2003	83%	78%	60%	61%	59%	50%
Quality Student Support	2001	65%	n/a	63%	n/a	89%	n/a
	2003	80%	66%	65%	60%	66%	47%
Professionalism & System Capacity	2001	43%	n/a	78%	n/a	100%	n/a
	2003	71%	50%	83%	61%	65%	45%
Coordinated Team Work	2001	58%	n/a	45%	n/a	74%	n/a
	2003	76%	66%	47%	45%	64%	49%
Responsiveness of the System	2001	47%	n/a	47%	n/a	There are no student items for this dimension	
	2003	63%	67%	54%	59%		
Focused & Sustained Action	2001	41%	n/a	40%	n/a	74%	n/a
	2003	71%	60%	44%	44%	50%	40%
Involvement	2001	37%	n/a	33%	n/a	75%	n/a
	2003	47%	71%	37%	56%	52%	49%
Satisfaction	2001	33%	n/a	56%	n/a	90%	n/a
	2003	57%	47%	66%	50%	65%	43%
Student Safety & Well Being	2001	62%	n/a	62%	n/a	92%	n/a
	2003	79%	70%	63%	59%	66%	47%
Survey Return Rate	2001	70%	n/a	8%	n/a	100%	n/a
	2003	80%	74%	17%	23%	79%	85%

¹ State figures are summaries of comparable school level results.

State figures for the 2001 SQS are not available.

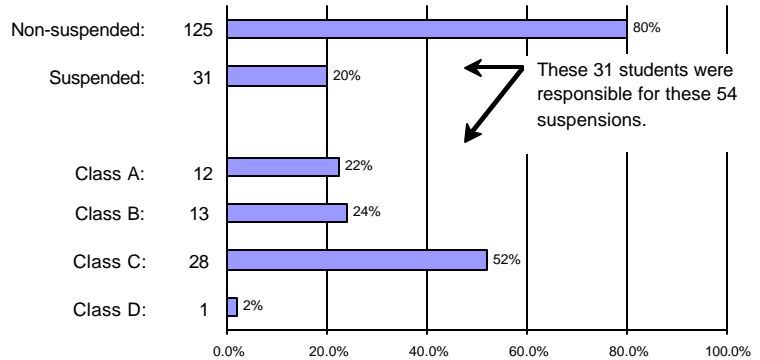
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2000-01	2001-02	2002-03	
Average Daily Attendance: % (higher is better)			
77.2%	81.9%	75.9%	95.0%
Average Daily Absences: in days (lower is better)			
38.1	33.1	43.4	9

Suspensions, School Year 2002-2003



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
2000-01	[]	[]
2001-02	51	33.1%
2002-03	39	25.0%

Graduates and Other Completers

	2000-01	2001-02	2002-03
Total number of Seniors	3	6	4
Percent of Diploma graduates	100.0%	100.0%	25.0%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	0.0%	0.0%	0.0%
Percent of school completers	100.0%	100.0%	25.0%

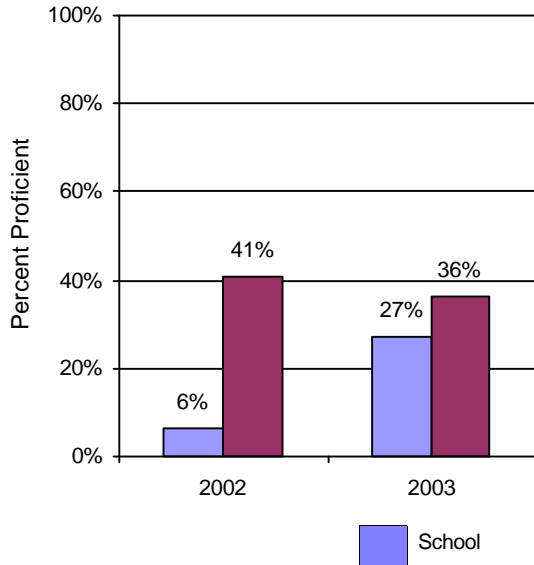
Total number of Freshmen	na	2	3
Percent graduated on time	na	13.3%	27.3%
Freshmen who began high school in school year 1999-00 and graduated in 2002-03.			

Vital Signs

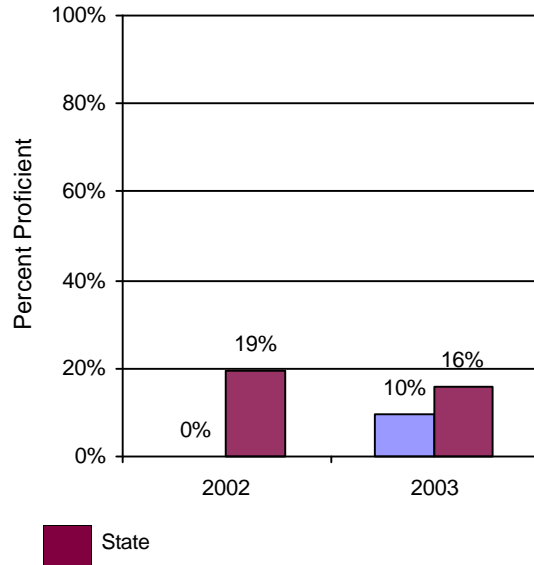
Statewide Testing

Highest Grade Tested: 10

HCPS II Reading



HCPS II Mathematics



Figures are based on total number of students in the highest grade tested at this school. State figures are summaries of comparable school level results.

HCPS II Writing Test

Writing Dimension	2001-02		2002-03	
	School	State	School	State
Meaning	1.9	2.5	1.0	2.4
Voice	2.1	2.5	0.9	2.5
Clarity	2.1	2.4	0.9	2.4
Design	1.6	2.4	0.7	2.4
Conventions	2.3	2.5	1.0	2.4
Overall	2.0	2.5	0.9	2.5

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for the highest grade level tested. State figures are summaries of comparable school level results.

Stanford Tests, 9th Edition

	Below Average	Average and Above
National Norm Group	23%	77%
State		
Reading	34%	66%
Mathematics	31%	69%
This School Highest Grade Tested: 10		
Reading	43%	57%
Mathematics	30%	70%

The Stanford Achievement Test is a national norm-referenced test with a range of 9 stanine levels. Scores in stanines 1 to 3 represent the Below Average category, and scores in stanines 4 to 9 represent Average and Above Average categories.

Other School Information