



School Status and Improvement Report School Year 2003-04



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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. We also address retention by helping students who are behind in grade levels and offer alternate programs not offered in their schools to earn their credits. Credits earned while attending Olomana may be transferred to other schools and applied toward diploma requirements. Data here reflects the programs at Olomana Youth Center, Detention Home-Hale Hoomalu, Detention Home-Home Maluhia, Hawaii Youth Correctional Facility, which serves three incarcerated populations; long-term male, short-term male and the female population. Newest to the Olomana network is 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. In Oct. 2004, the Office of Youth Services renovated a 20-bed facility for short term male offenders at the Ho'okipa Makai site, expanding the resources of the Hawaii Youth Correctional Facility.

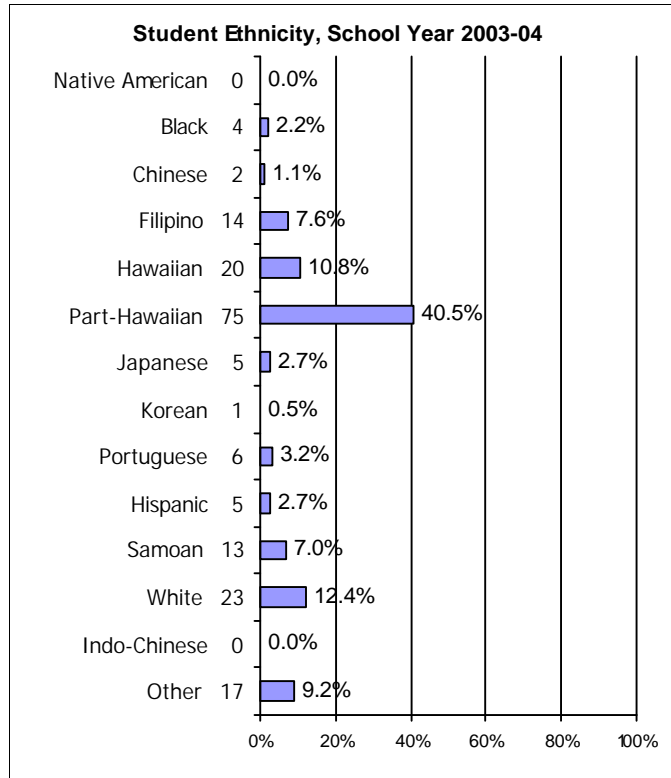
School Address:

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

School Setting

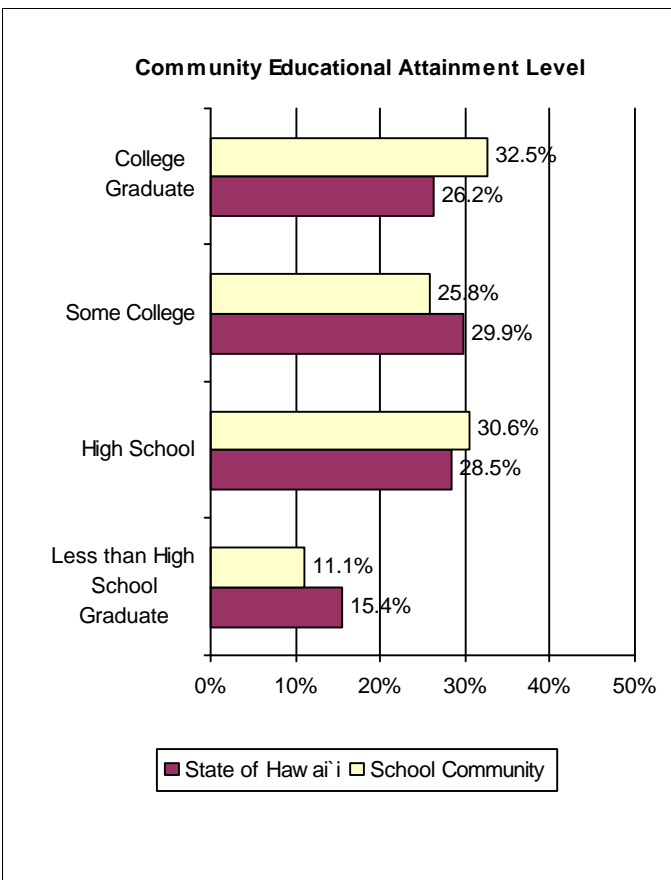
Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	154	156	161
Number and percent of students enrolled for the entire school year	68 44.2%	88 56.4%	81 50.3%
Number and percent of students receiving free or reduced-cost lunch	137 89.0%	145 92.9%	123 76.4%
Number and percent of students in Special Education programs	69 44.8%	75 48.1%	84 52.2%
Number and percent of students with limited English proficiency	7 4.5%	5 3.2%	7 4.3%



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

In the last two years, the restructuring of our SID workforce has brought much clarity to the action plan . We were able to achieve our goals and went beyond to improve on them. We also studied our action plan and agreed that it needs improvement as to how each goal was to be addressed. We are still working on improving our data collection.

Unlike other schools, Olomana is a school within a school. It is a monumental task to collect data from all sites. This will be our focus next school year. Our vision and mission changed so students can both identify and relate to the mission of our school . Olomana will continue to work on literacy through reading and writing and career planning.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		19.5
Regular Instruction, FTE	17.9%	3.5
Special Instruction, FTE	41.0%	8.0
Supplemental Instruction, FTE	41.0%	8.0
Teacher headcount		36
Teachers with 5 or more years at this school		20
Teachers' average years of experience		13.1
Teachers with advanced degrees		11

Professional Teacher Credentials

Fully licensed	88.9%	32
Provisional credential	5.6%	2
Emergency credential	5.6%	2

Students per Teaching Staff *

Regular Instruction	6.7
Special Instruction	10.5

* 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 *	6.0
Librarians, FTE	0.0
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 2004

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

School facilities inspection results

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

Data not available

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 (SQS) 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	School	State	School ¹	State
Standards-Based Learning	2001	68%	n/a	53%	n/a	81%	n/a
	2003	83%	n/a	60%	n/a	59%	n/a
Quality Student Support	2001	65%	n/a	63%	n/a	89%	n/a
	2003	80%	n/a	65%	n/a	66%	n/a
Professionalism & System Capacity	2001	43%	n/a	78%	n/a	100%	n/a
	2003	71%	n/a	83%	n/a	65%	n/a
Coordinated Team Work	2001	58%	n/a	45%	n/a	74%	n/a
	2003	76%	n/a	47%	n/a	64%	n/a
Responsiveness of the System	2001	47%	n/a	47%	n/a	There are no student items for this dimension	
	2003	63%	n/a	54%	n/a		
Focused & Sustained Action	2001	41%	n/a	40%	n/a	74%	n/a
	2003	71%	n/a	44%	n/a	50%	n/a
Involvement	2001	37%	n/a	33%	n/a	75%	n/a
	2003	47%	n/a	37%	n/a	52%	n/a
Satisfaction	2001	33%	n/a	56%	n/a	90%	n/a
	2003	57%	n/a	66%	n/a	65%	n/a
Student Safety & Well Being	2001	62%	n/a	62%	n/a	92%	n/a
	2003	79%	n/a	63%	n/a	66%	n/a
Survey Return Rate	2001	70%	n/a	8%	n/a	100%	n/a
	2003	87%	70%	5%	22%	70%	83%

¹

Student positive responses are for the highest grade level surveyed at this school.

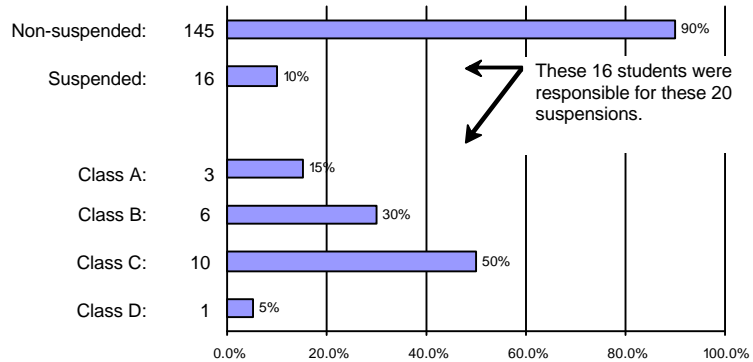
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2001-02	2002-03	2003-04	
Average Daily Attendance: % (higher is better)			
81.9%	75.9%	76.7%	95.0%
Average Daily Absences: in days (lower is better)			
33.2	43.4	42.2	9

Suspensions, School Year 2003-2004



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
2001-02	51	33.1%
2002-03	39	25.0%
2003-04	53	34.9%

Graduates and Other Completers

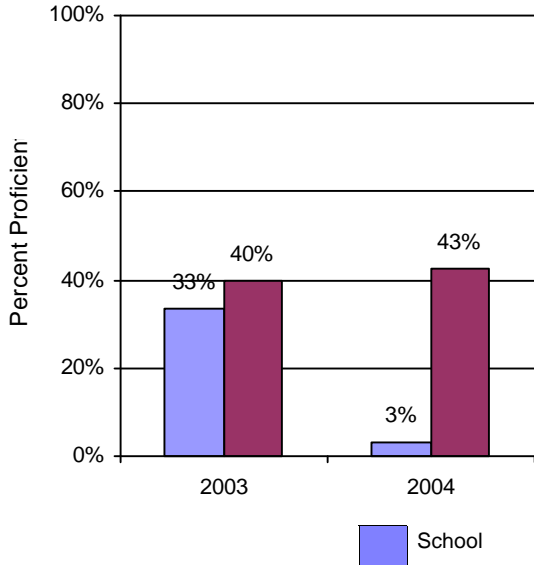
	2001-02	2002-03	2003-04
Total number of Seniors	6	4	n/a
Percent of Diploma graduates	100.0%	25.0%	n/a
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	0.0%	0.0%	n/a
Percent of school completers	100.0%	25.0%	n/a
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Total number of Freshmen	2	3	0
Percent graduated on time	13.3%	27.3%	0.0%
Freshmen who began high school in school year 2000-01 and graduated in 2003-04.			

Vital Signs

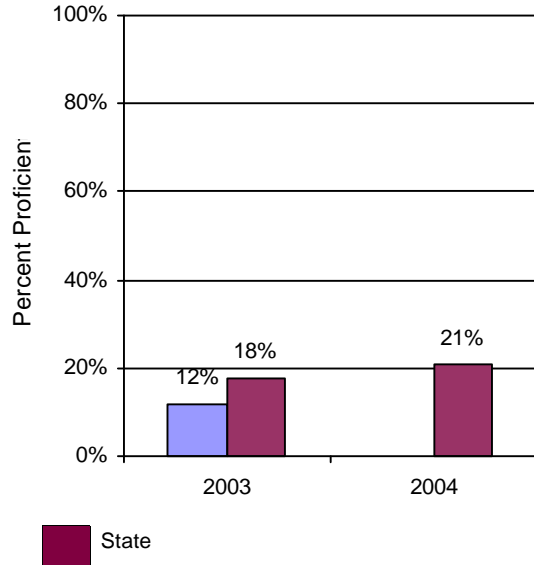
Statewide Testing

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	2002-03		2003-04	
	School	State	School	State
Meaning	2.0	2.8	2.3	2.8
Voice	1.8	2.9	2.5	2.8
Clarity	1.8	2.8	2.2	2.8
Design	1.5	2.8	2.2	2.7
Conventions	2.0	2.8	2.5	2.9
Overall	1.8	2.8	2.3	2.8

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	36%	64%
Mathematics	31%	69%
This School Highest Grade Tested: 10		
Reading	40%	60%
Mathematics	70%	30%

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

Published on March 21, 2005. Updated as of November 1, 2005.

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