



# Olomana School

School Code: 475

Grades 7-12

## School Status and Improvement Report School Year 2004-05



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### School Address:

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

### 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; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan, reports student achievement results along with other vital signs.

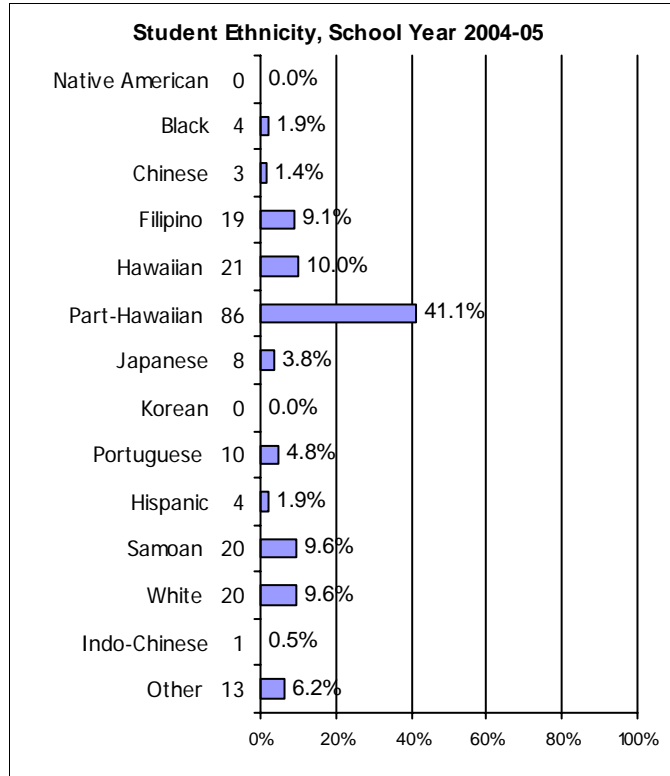
### School Description

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. We are community partners with Queen Lili'uokalani Children's Center.

## School Setting

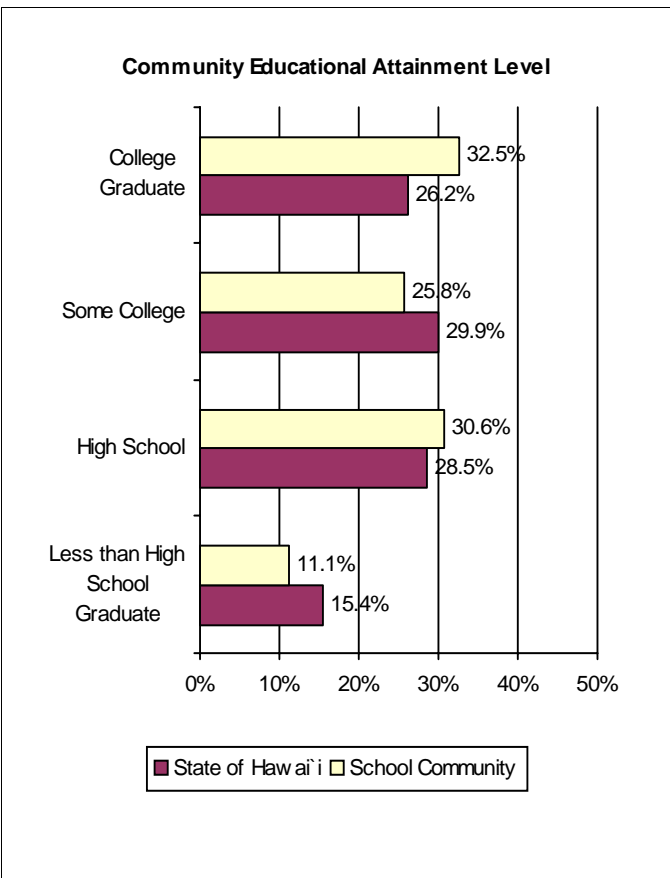
### Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	156	161	155
Number and percent of students enrolled for the entire school year	88	81	102
	56.4%	50.3%	65.8%
Number and percent of students receiving free or reduced-cost lunch	145	123	119
	92.9%	76.4%	76.8%
Number and percent of students in Special Education programs	75	84	84
	48.1%	52.2%	54.2%
Number and percent of students with limited English proficiency	5	7	16
	3.2%	4.3%	10.3%



### 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%



## School Improvement

### Summary of Progress

A. Describe the extent to which the SID Parameters were achieved.

Learning Communities developed Standards Based unit plans for the co-curricular areas in all school sites. Portfolios of unit plans to include evidence of standards based learning were shared and turned into administration to reflect student gains and achievements in reading and career life skills.

B. Evaluate the implementation of the Standards Implementation Action Plan

1. Describe the changes, adjustments, and/or modifications made to the Action Plan and the reasons.

To augment the various learning communities' portfolios, a concerted effort was made to collect and track data using the HEPS design developed by Mark Hunter.

Various learning community chairs developed and facilitated all Staff Planning and Collaboration days around the comprehensive compilation of the portfolios.

Teams within the learning communities were developed to assist teachers with the planning and implementation of these standards based units. These teams scheduled times for classroom walkthroughs and collaboration time with teachers.

2. Describe the extent to which student achievement targets were met.

Learning Communities completed their first year portfolios and showed evidence of standards based learning in the classroom. HYCF showcased their evidence of student quality projects and portfolios as well as open classrooms before the HYCF graduation held on 6/3/2005.

Improved reading scores for the ARP reading program. Over 600 books were read in the 4<sup>th</sup> quarter for HYCF. 62% of students in two sites earned up to one full elective credit for reading.

100% participation rate for the Hawaii State Assessment testing for Olomana Youth Center.

A total of 42 students graduated in the year 2005, earning their diploma through Olomana School.

3. Describe the extent to which other targets (cross-cutting issues) were met, if applicable.

To develop a stronger parent and community network, two successful parent teacher conferences were held during this school year, in October 2004 and March 2005. Parents participation showed improvement of 43% over any other year.

Two Ohana nights were scheduled for parents in which the students spoke about what and how they were learning in the OYC Mixed Plate program and gave "mahalo" or thank you gifts to parents and family members.

OYC's Mixed Plate developed a partnership with Keolu Elementary by planting native Hawaiian plants on Keolu's campus as a service learning project for Olomana School,

The students of Home Maluhia at the Detention Home, performed community Service by volunteering to help with campus supervision during Keolu Elementary's Field Day on May 27, 2005

**School Resources**

**Certified Staff**

**Teaching Staff**

<b>Total Full-Time Equivalent (FTE)</b>		18.5
Regular Instruction, FTE	13.5%	2.5
Special Instruction, FTE	43.2%	8.0
Supplemental Instruction, FTE	43.2%	8.0
Teacher headcount		36
Teachers with 5 or more years at this school		22
Teachers' average years of experience		13.6
Teachers with advanced degrees		9

**Professional Teacher Credentials**

Fully licensed	86.1%	31
Provisional credential	5.6%	2
Emergency credential	8.3%	3

**Students per Teaching Staff \***

Regular Instruction	6.8
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 *	5.0
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 2005

Classrooms available	12
Number of classrooms short (-) or over (+)	-8

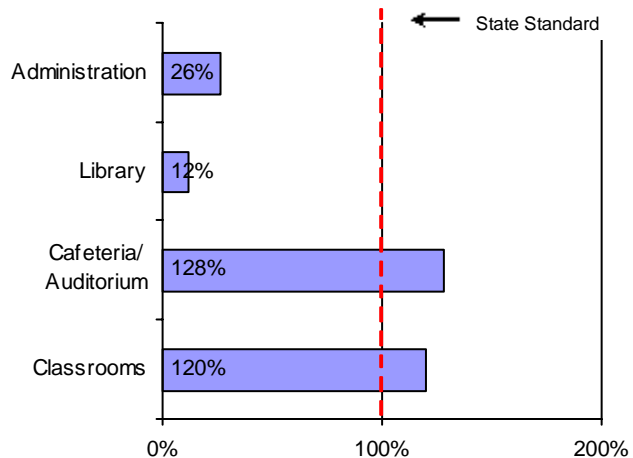
**School facilities inspection results**

	Score		
	1	2	3
Grounds			3
Building exterior		2	
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
<b>Total</b>		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**



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 *		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2003	83.0%	--	60.4%	--	58.8%	--
	2005	72.3%	81.3%	59.3%	65.6%	83.8%	53.5%
Quality Student Support	2003	80.2%	--	65.5%	--	65.6%	--
	2005	59.5%	70.1%	59.2%	62.9%	85.5%	48.5%
Professionalism & System Capacity	2003	70.8%	--	83.3%	--	65.0%	--
	2005	59.0%	63.3%	44.4%	64.3%	100.0%	51.4%
Coordinated Team Work	2003	75.8%	--	47.2%	--	63.9%	--
	2005	61.8%	70.2%	40.7%	50.3%	70.4%	52.1%
Responsiveness of the System	2003	62.6%	--	53.7%	--	There are no student items for this dimension	
	2005	62.7%	73.9%	43.8%	59.2%		
Focused & Sustained Action	2003	71.3%	--	44.4%	--	50.5%	--
	2005	59.7%	68.6%	37.0%	50.4%	57.9%	44.8%
Involvement	2003	46.7%	--	37.0%	--	52.4%	--
	2005	56.3%	77.5%	33.8%	59.2%	87.5%	53.7%
Satisfaction	2003	56.5%	--	65.5%	--	64.8%	--
	2005	35.1%	54.7%	57.8%	55.8%	87.5%	46.4%
Student Safety & Well Being	2003	79.2%	--	63.0%	--	66.0%	--
	2005	57.7%	74.5%	56.3%	62.8%	85.1%	47.4%
Survey Return Rate **	2003	86.7%	--	5.1%	--	70.0%	--
	2005	100.0%	65.9%	7.0%	15.5%	100.0%	75.6%

\* State Teacher and Parent positive response figures are one of 4 grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

\*\* State Return Rate for Teachers, Parents, and Students are for one of 6 grade spans (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.

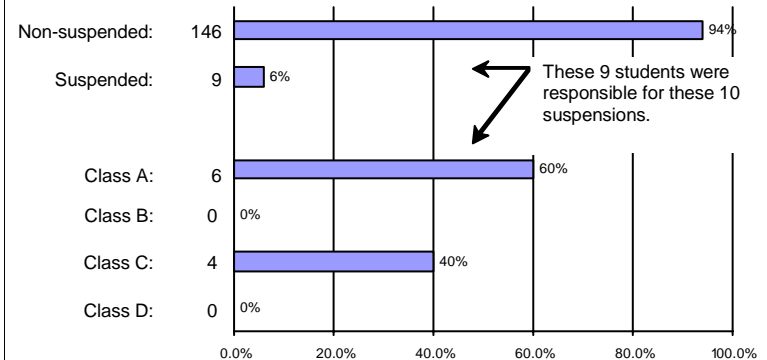
**Vital Signs**

**Student Conduct**

**Attendance and Absences**

School Year			State Standard
2002-03	2003-04	2004-05	
Average Daily Attendance: % (higher is better)			
75.9%	76.7%	72.0%	<b>95.0%</b>
Average Daily Absences: in days (lower is better)			
43.4	42.2	50.1	<b>9</b>

**Suspensions, School Year 2004-2005**



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
2002-03	8	72.7%
2003-04	3	100.0%
2004-05	8	80.0%

The dropout figures are based on the cohort of first-time 9th graders who dropped out prior to graduating.

**Graduates and Other Completers**

	2002-03	2003-04	2004-05
Total number of Seniors	4	5	7
Percent of Diploma graduates	25.0%	60.0%	0.0%
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	25.0%	60.0%	0.0%

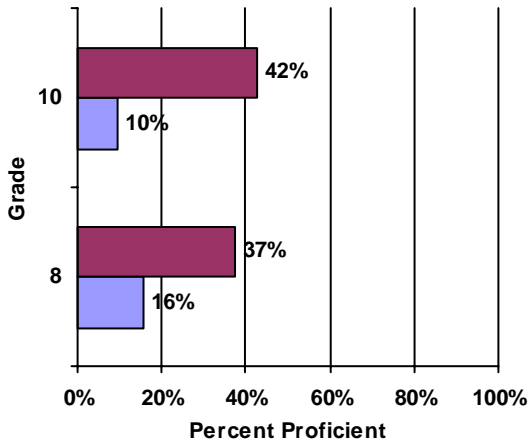
Total number of Freshmen	3	0	1
Percent graduated on time	27.3%	0.0%	10.0%

Freshmen who began high school in school year 2001-02 and graduated in 2004-05.

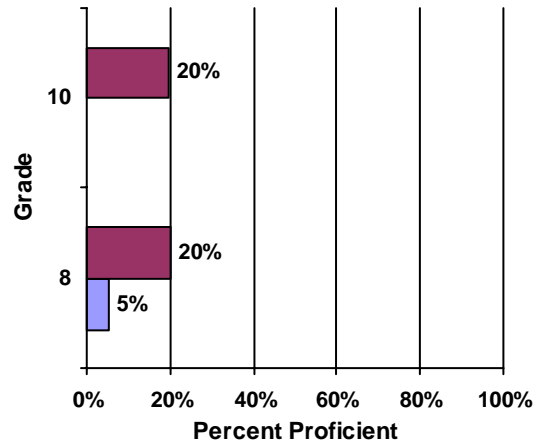
**Vital Signs**

**Statewide Testing**

**HCPS Reading**



**HCPS Mathematics**



■ School      ■ State

A bar may not be shown to maintain student confidentiality (see FERPA).

**HCPS Writing Test**

Grade	Meaning		Voice		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State	School	State
10	1.6	2.8	1.9	2.8	1.7	2.7	1.5	2.7	1.7	2.8	1.7	2.8
8	2.7	2.4	2.6	2.4	2.3	2.3	2.4	2.3	2.3	2.4	2.5	2.4

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for each dimension for each grade level tested.

-- means "missing data"

\* means data not reported to maintain student confidentiality (see FERPA).

**Stanford Achievement Test, 9th Edition**

Percent Average and Above

Grade	Reading		Mathematics	
	This School	State	This School	State
10	33%	64%	52%	68%
8	68%	74%	67%	73%

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.

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## Other School Information

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