



Olomana School

School Code: 475

Grades 7-12

School Status and Improvement Report School Year 2006-07



Contents

Focus on Standards	p. 1
School Description	p. 1
School Setting	p. 2
<ul style="list-style-type: none"> • Student Profile • Community Profile 	
School Improvement	p. 3
<ul style="list-style-type: none"> • Summary of Progress 	
School Resources	p. 4
<ul style="list-style-type: none"> • Certified Staff • Facilities 	
Vital Signs	pp. 5-7
<ul style="list-style-type: none"> • School Quality Survey • Student Conduct • School Retention or Completion • Hawaii State Assessment 	
Other School Information	p. 8

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, and reports student achievement results along with other vital signs.

School Description

Olomana School is Hawaii's largest alternative school servicing at-risk secondary youth at the Olomana Youth Center. The school's reach also extends statewide as it is charged with the education of students detained at the Detention Home and the Hawaii Youth Correctional Facility. Students enrolled at Olomana School meet criteria for Levels 3, 4, and 5 services in the continuum of Comprehensive Student Support.

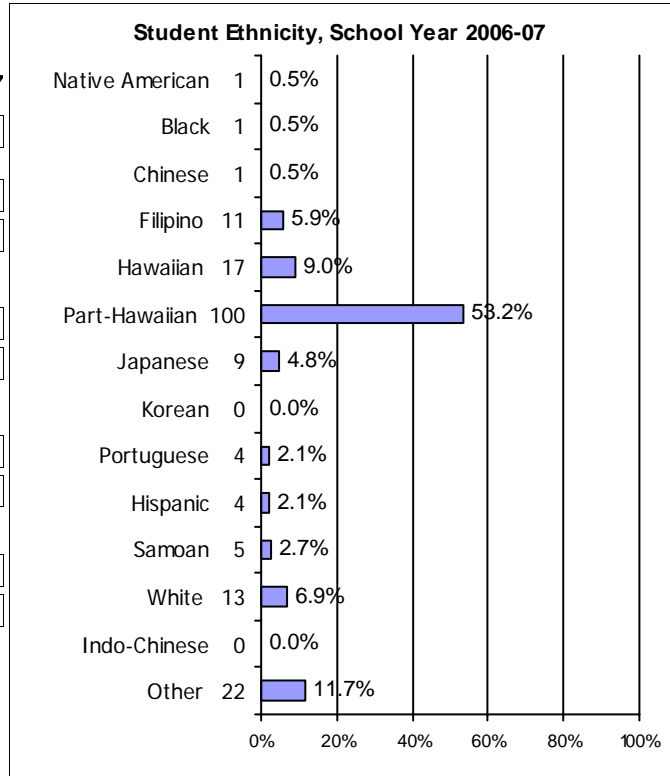
School Address:

Olomana School
42-522 Kalaniana'ole Highway
Kailua, Hawaii 96734

School Setting

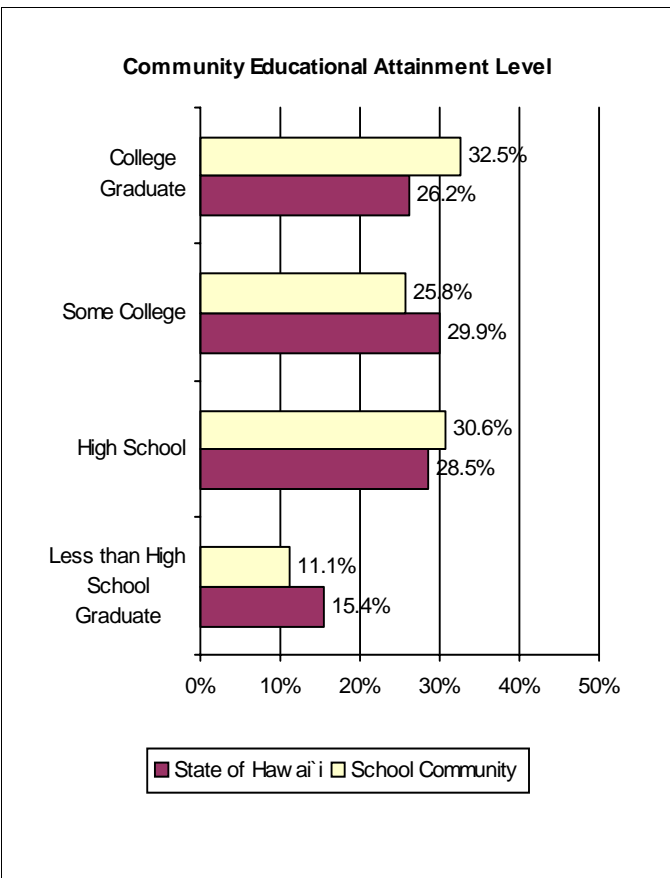
Student Profile

School year	2004-05	2005-06	2006-07
Fall enrollment	155	202	171
Number and percent of students enrolled for the entire school year	102 65.8%	93 46.0%	82 48.0%
Number and percent of students receiving free or reduced-cost lunch	119 76.8%	54 26.7%	134 78.4%
Number and percent of students in Special Education programs	84 54.2%	83 41.1%	86 50.3%
Number and percent of students with limited English proficiency	16 10.3%	4 2.0%	8 4.7%



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

Standards Based Education- Goal #1

During SY 2006-07 we were able to complete five out of the five enabling activities identified under Goal One. Teachers were able to create universal constructed response prompts across the curriculum. Our school's Educational Consultant was able to confer with Learning Community Chairs and create pathways for teachers to address student needs through multiple measures of research-based strategies. All teachers were observed in their classrooms delivering instruction by administrators and were provided with feedback on how they might improve their instruction to help students meet HCPS III targets. Lastly, in this area we were able to modify extended learning opportunities for all students at Olomana School. These modifications will be seen at the start of SY 2007-08.

Quality Student Support- Goal #2

In this area of school plan, all of our enabling activities identified will continue to be addressed in the 2007-08 SY. We will continue to align student interventions to support non-proficient students. We will start training to improve the Positive Behavior Support System of our school. We will review and revise our school-wide that focuses on the GLOs. We will create and implement provisions of targeted interventions to identify and monitor student transition services.

Continuous Improvement- Goal #3

We have made much progress this year in this area of our school plan. All our enabling activities targeting the continuous improvement of our school are on target. Throughout the year we had many professional development opportunities for teacher growth. This was especially significant for the development of a mentoring program for all teachers and counselors. We invested a large part of our school budget on technology that included curriculum to address increasing student performances in reading and math. Lastly, we created a vocational training program to address provisions in the Department of Justice Letter of Agreement Report which targets our incarcerated student population.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		40.5
Regular Instruction, FTE	75.3%	30.5
Special Instruction, FTE	22.2%	9.0
Supplemental Instruction, FTE	2.5%	1.0
Teacher headcount		41
Teachers with 5 or more years at this school		19
Teachers' average years of experience		10.9
Teachers with advanced degrees		11

Professional Teacher Credentials

Fully licensed	73.2%	30
Provisional credential	0.0%	0
Emergency credential	26.8%	11

Students per Teaching Staff *

Regular Instruction	2.7
Special Instruction	9.6

* 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	1

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

Facilities

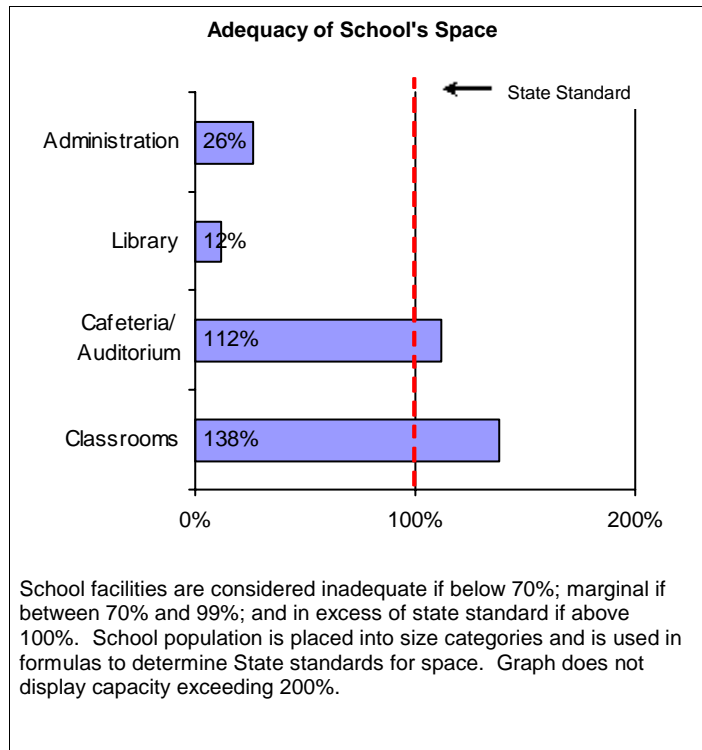
School Year Ending 2007

Classrooms available	12
Number of classrooms short (-) or over (+)	-5

	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



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	State
Standards-Based Learning	2005	72.3%	81.3%	59.3%	65.6%	83.8%	53.5%
	2007	79.0%	80.1%	100.0%	66.1%	58.5%	52.5%
Quality Student Support	2005	59.5%	70.1%	59.2%	62.9%	85.5%	48.5%
	2007	75.2%	65.3%	92.9%	63.5%	63.8%	44.9%
Professionalism & System Capacity	2005	59.0%	63.3%	44.4%	64.3%	100.0%	51.4%
	2007	66.7%	62.5%	100.0%	66.5%	61.5%	49.9%
Coordinated Team Work	2005	61.8%	70.2%	40.7%	50.3%	70.4%	52.1%
	2007	84.4%	62.4%	100.0%	52.9%	64.5%	50.9%
Responsiveness of the System	2005	62.7%	73.9%	43.8%	59.2%	There are no student items for this dimension	
	2007	84.1%	65.1%	77.8%	59.5%		
Focused & Sustained Action	2005	59.7%	68.6%	37.0%	50.4%	57.9%	44.8%
	2007	60.3%	63.3%	83.3%	55.8%	47.8%	44.7%
Involvement	2005	56.3%	77.5%	33.8%	59.2%	87.5%	53.7%
	2007	84.4%	71.3%	66.7%	60.1%	69.2%	52.7%
Satisfaction	2005	35.1%	54.7%	57.8%	55.8%	87.5%	46.4%
	2007	43.8%	49.1%	100.0%	56.8%	65.4%	44.7%
Student Safety & Well Being	2005	57.7%	74.5%	56.3%	62.8%	85.1%	47.4%
	2007	78.7%	71.1%	88.9%	63.5%	64.0%	44.1%
Survey Return Rate **	2005	100.0%	65.9%	7.0%	15.5%	100.0%	75.6%
	2007	64.7%	73.9%	1.8%	14.1%	82.6%	78.5%

* 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.

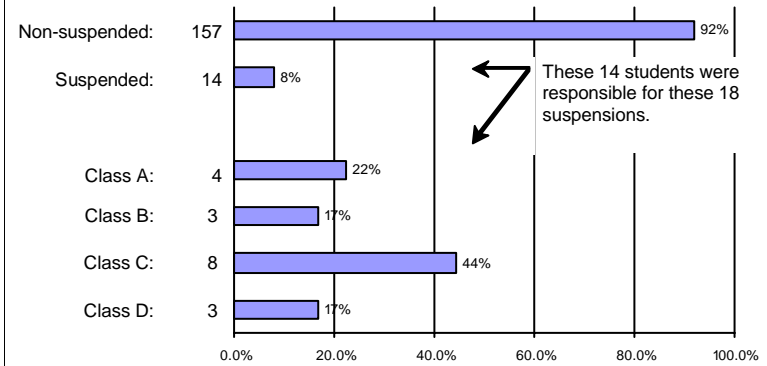
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2004-05	2005-06	2006-07	
Average Daily Attendance: % (higher is better)			
72.0%	79.9%	85.3%	95.0%
Average Daily Absences: in days (lower is better)			
50.1	36.8	26.4	9

Suspensions, School Year 2006-2007



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
2004-05	8	80.0%
2005-06	10	76.9%
2006-07	10	83.3%

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

Graduates and Other Completers

	2004-05	2005-06	2006-07
Total number of Seniors	7	17	22
Percent of Diploma graduates	0.0%	94.1%	59.1%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	0.0%	0.0%	4.5%
Percent of school completers	0.0%	94.1%	63.6%

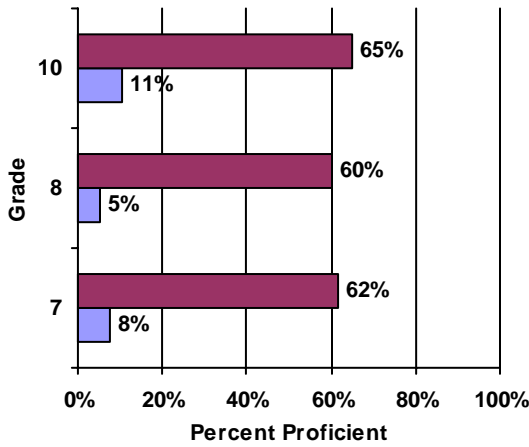
Total number of Freshmen	1	2	2
Percent graduated on time	50.0%	15.4%	16.7%

Freshmen who began high school in school year 2003-04 and graduated in 2006-07.

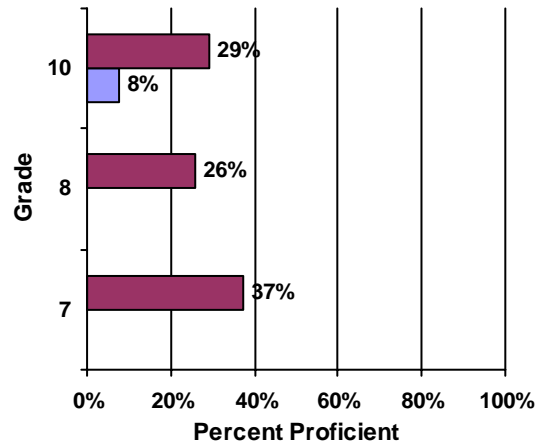
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



School
 State

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

HCPS Writing

Grade	Meaning		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State
9	1.8	2.6	1.8	2.4	1.6	2.3	1.9	2.5	1.8	2.5
11	2.4	2.8	2.5	2.7	1.9	2.7	2.3	2.7	2.3	2.7

Writing is scored on 4 dimensions from a low of 1 to a high of 5. The figures show the average for each dimension for each grade level tested. The HCPS Writing assessment is given in grades 4, 6, 9, and 11.

TerraNova, 2nd Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	School	State	School	State
7	44%	71%	33%	74%
8	36%	79%	17%	76%
10	37%	78%	25%	75%

The TerraNova is a national norm-reference assessment with 9 stanine levels. Scores in stanines 1 to 3 represent "Below Average," and scores in stanines 4 to 9 represent "Average and Above."

Note. In 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.
 "--" means missing data.
 "*" means data not reported to maintain student confidentiality (see FERPA).

Other School Information

Published on November 20, 2007. Updated on March 6, 2008.

System Evaluation and Reporting Section, Systems Accountability Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.