



Olomana

42-522 Kalanianaʻole Highway, Kailua, Hawaii | Oahu | Kailua-Kalaheo Complex Area

THE STRIVE HI SCHOOL PERFORMANCE REPORT is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' progress on the Department and Board of Education's Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.



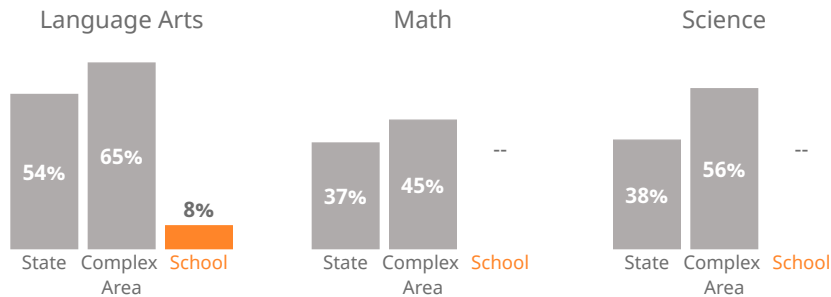
How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



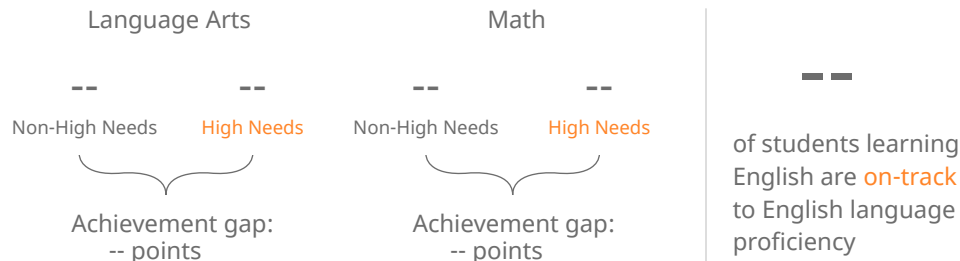
How are students performing compared to others?

Compares the percent of students meeting the standard/who are proficient on state assessments.



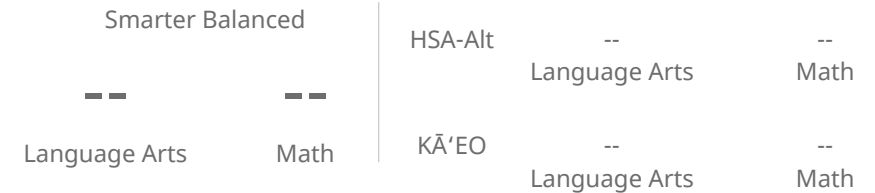
How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

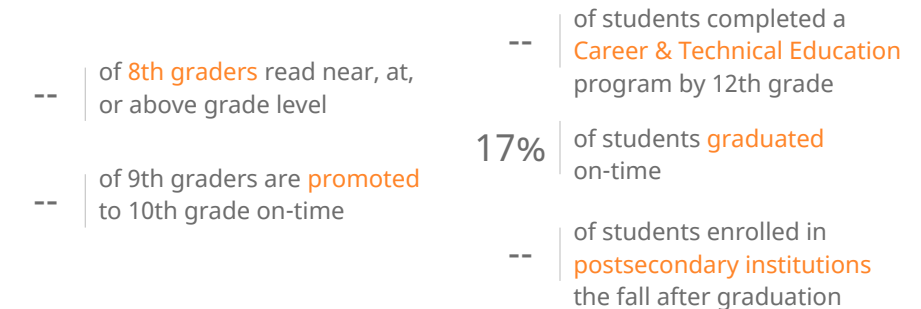


How are students' academic progress measured?

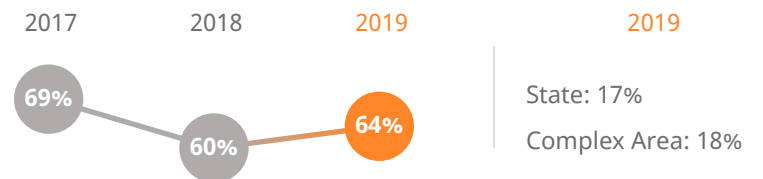
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.



How many students are prepared for transition?



How many students missed 15 or more days of school this year?



How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.



How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

The Strive HI Performance System was designed to account for these factors in student success. Initially created in 2013 by a U.S. Department of Education waiver from certain aspects of the former No Child Left Behind Act, Strive HI has been refocused by the goals and priorities of the 2017-2020 Department of Education and Board of Education Strategic Plan, the governing document for the public education system.

Learn more at
<http://bit.ly/StriveHISystem>

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Our Story

Olomana School dates back to 1850, since 1974 the school has provided educational services to students at the Hawaii Youth Correctional Facility (HYCF), Detention Home (DH), Home Maluhia, and OYC. The HYCF students are incarcerated and DH/Home Maluhia students are awaiting hearing/trial or alternative placement these students come from all over the state. OYC students are from the Windward District on the island of Oahu and enroll as a result of having difficulties in the educational mainstream because of disciplinary misconduct, chronic school alienation, failure and truancy.

To reduce recidivism and support the long-term success of its students Olomana must work with many other state agencies and outside entities.

Olomana School is a public school so the Common Core State Standards and the Hawaii Content and Performance Standards III are used to design and create curriculum. The majority of students are behind in credits and are below grade level in reading and math. Most classes are multi-level, multi-grade, and at some sites, multi-content, addressing the individual needs of the students. Response to Intervention (Rtl) and Positive Behavior Interventions and Supports (PBIS) are implemented school-wide and Project/Problem Based Learning (PBL) is being used as the primary means to engage students and accelerate their learning.

About Our School

Principal | Stacey Oshio

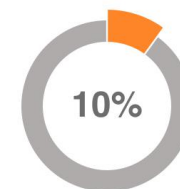
Grades | 7-12

808-266-7866

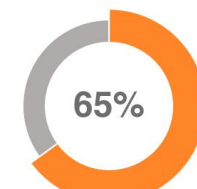
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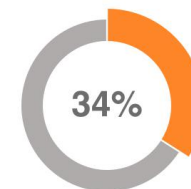
students enrolled



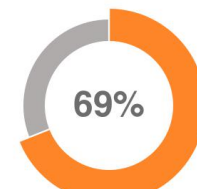
of students are
English language
learners



of students are
eligible for Free or
Reduced Lunch



of students
receive Special
Education services



of students
receiving Special
Education services
are in general
education classes
most of the day



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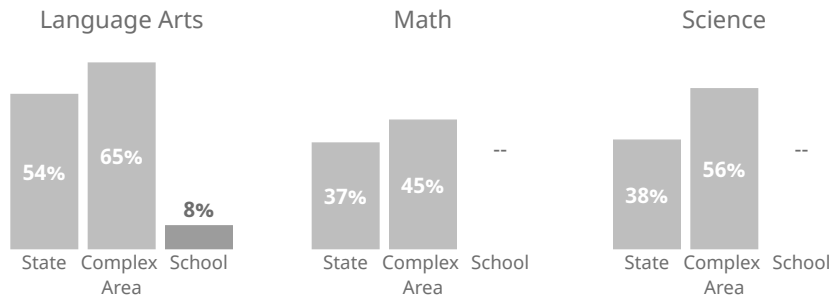
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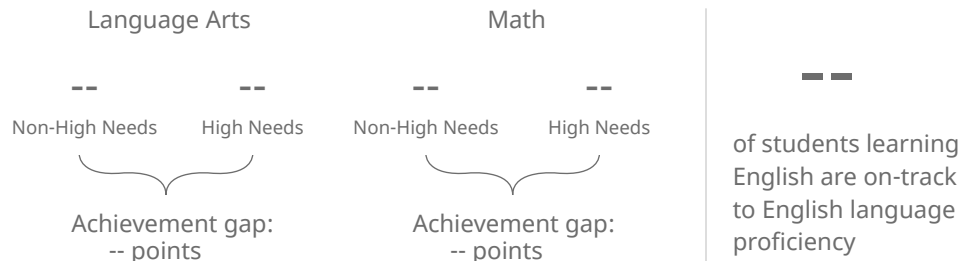
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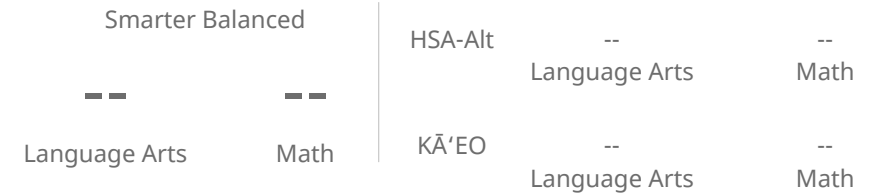
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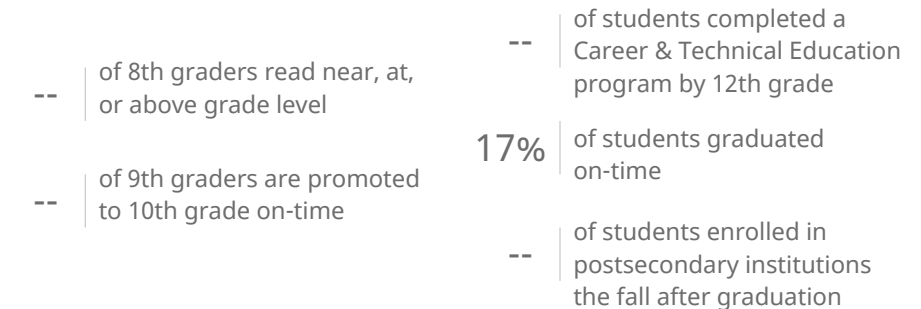


How are students' academic progress measured?

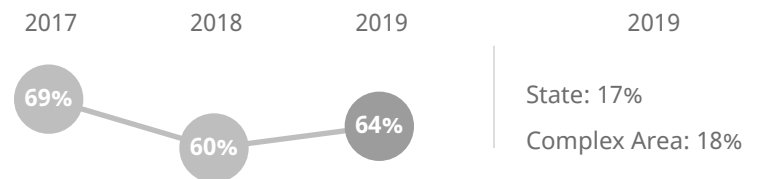
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How many students are prepared for transition?



How many students missed 15 or more days of school this year?



How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

67% of students feel positively about their school

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

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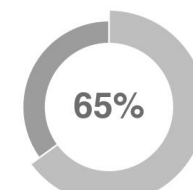
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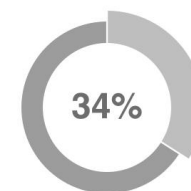
students enrolled



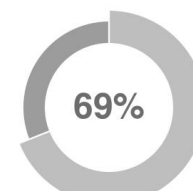
of students are
English language
learners



of students are
eligible for Free or
Reduced Lunch



of students
receive Special
Education services



of students
receiving Special
Education services
are in general
education classes
most of the day