



# Olomana School

School Code: 475

Grades 7-12

## School Status and Improvement Report School Year 2011-12



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### School Address:

Olomana School  
42-522 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, and reports student achievement results along with other vital signs.

### School Description

Olomana School began its legacy in 1850 when the Kingdom Of Hawaii passed its first legislation towards the care and training of Hawaii's delinquent youth. It was in 1864, that the legislature of the Kingdom of Hawaii passed an act authorizing the Board of Education to establish an industrial reformatory school for the care and education of helpless and neglected children and juvenile offenders.

Olomana School now services three main educational programs. The incarcerated youth are served at the Hawaii Youth Correctional Facility (HYCF, about 60 beds) in Kailua. Youth are sent by the court and come from every island. The Olomana Youth Center (OYC, 105 enrolled throughout the school year) serves the at-risk students from Windward Oahu's secondary schools and also students from HYCF who are in transit. The Detention Home (DH, 66 beds) in Kapolei is a Judiciary program for those needing detainment and includes a small runaway shelter (12 beds) in Honolulu.

In addition, Olomana works with the following primary government agencies: Department of Human Services and its Office of Youth Services, Department of Health, Department of Justice, Department of Defense, University of Hawaii, the Office of Hawaiian Affairs, and private providers (i.e., Alu Like, Hina Mauka, YMCA, and Queen Liliuokalani Children's Center). Students enrolled at OYC meet criteria for Levels 3 & 4, while those detained and incarcerated meet level 5 (multi-agency) services in the continuum of our Comprehensive Student Support Services (CSSS).

At Olomana the HYCF administrator is the parent for all youth incarcerated. Our PCNC has been tenacious in enlisting strategies to bring OYC parents into the school community. Parent involvement remains a challenge. Olomana's School Community Council (SCC) remains strong in part due to the stability of our chair that represents the community has been a partner since the inception of the SCC. The Windward Children's Community Council pays our incarcerated youth to provide scribe services at their meetings.

Enrichment activities are lunch-time intramural volleyball, basketball, and ping pong matches. Olomana continues to participate in the State Scholastic Art Competition, and for the past 10years has sponsored the Island wide Safe & Drug Free/Olomana High School Bench Press and Body Building Contest.

Our staff will always strive to provide a first-rate public education for all students, mindful that that youth will be served as if our own child or grandchild were to be placed at Olomana.

## School Setting

### Student Profile

**School year**

**2009-10 2010-11 2011-12**

**2009-10 2010-11 2011-12**

Fall enrollment

136	114	102
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Number and percent of students in Special Education programs

57	46	42
41.9%	40.4%	41.2%

Number and percent of students enrolled for the entire school year

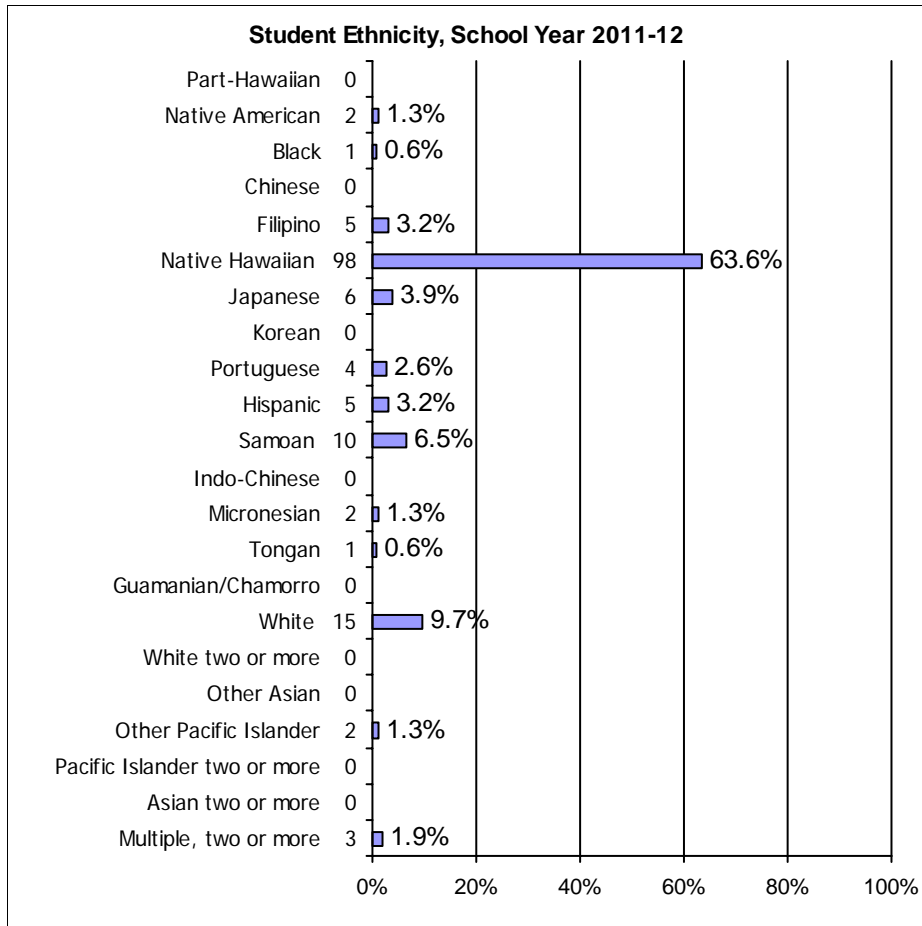
72	50	61
52.9%	43.9%	59.8%

Number and percent of students with limited English proficiency

12	8	5
8.8%	7.0%	4.9%

Number and percent of students receiving free or reduced-cost lunch

53	56	53
39.0%	49.1%	52.0%



n = 154

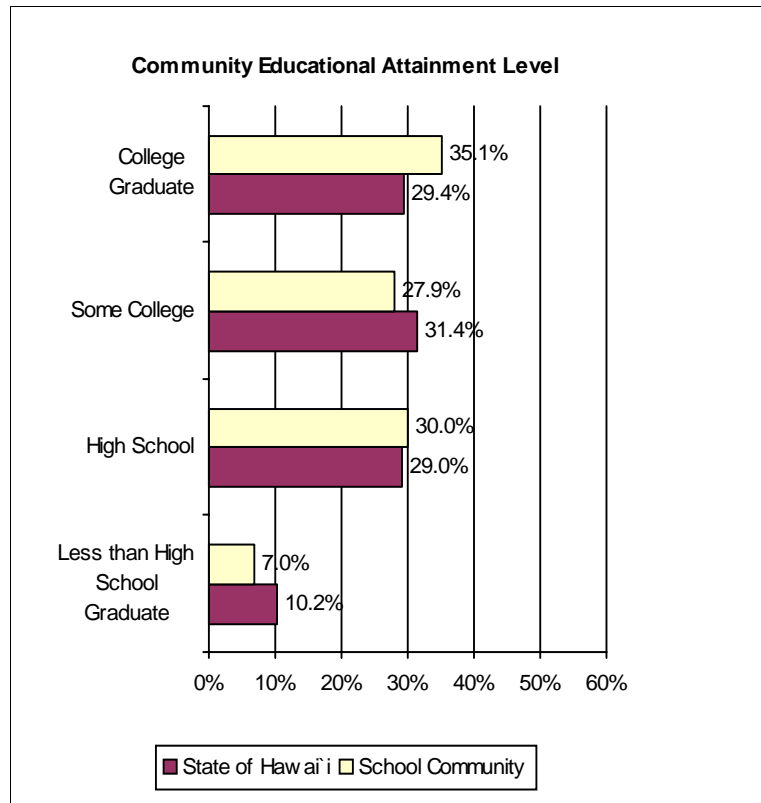
School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and incorporation of Hawaii’s HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census and American Community Survey (ACS)

Kailua HSC Complex	School Community	State of Hawai'i
Total population	28,776	1,360,301
Percentage of population aged 5-19	19.7%	18.4%
Median age of population	41.4	38.6
Number of family households	6,677	313,907
Median household income	\$92,347	\$66,420



## School Improvement

### Summary of Progress

Olomana School has been able to re-focus our standards based implementation process by putting our efforts into formative instruction. The Instructional Leadership Team, who attended monthly staff development training, has and will continue to lead our efforts. The school's primary goal is to improve student achievement through standards based education. We are also preparing for the Common Core State Standards (CCSS) and the eventual assessment that goes along with CCSS.

Olomana utilizes technology based curriculum supplements such as Achieve 3000, Discovery Education and Anywhere Learning Systems (A+LS). A+LS has been beneficial for our students looking to recover credits. Our math department has chosen to supplement their curriculum with the ALEKS computer program. In SY 2011-12 our math proficiency on HSA was 18% after being at 0% since SY 2003-04. Our Language Arts department has no supplement to their curriculum at this time. Our HSA proficiency rate for reading was 29% in 2011-12. While at first glance this may look like a decrease, we have to consider the number of full academic year students we are comparing.

This past year, Olomana has adopted as our Powerful Instructional Practice (PIP) the use of graphic organizers and summarizing/note taking. We decided to abandon "Read and Re Read" as a strategy as we felt we needed to focus on one or two strategies to increase reading rather than have everyone be accountable for all the reading strategies. Our teachers have participated in peer visits, and provided feedback to each other on what was observed according to our walkthrough protocol. This allowed teachers to see what others were doing, how they were doing it, etc. Teachers found this to be a powerful practice a form of personal professional development. We were using our PIP to attempt to reach our SMARTe goal of an increase in STAR testing results in reading and math. (For more specific goal please see ACFIN).

This year we concentrated and worked hard on the first strategy of the Seven Strategies of Assessment for Learning (Chappuis, 2009) of having clear learning targets (CLT) in every class. Our first data collection (December) showed 50% (12/24) of our teachers were working off of CLTs. After much work the school came up with a common understanding and on the final data collection of the year (April) 87% 20/23 of our teachers were working off of CLTs. We hope to continue the progress next year and move through the remaining strategies.

Olomana also started looking at student work and data in Learning Teams (LT). Currently, all students at Olomana take the STAR reading and math regardless of what campus he/she attends. This information assists teachers in making informed decisions regarding both curriculum and instructional practices for individual students. We hope to expand this practice and begin to look at various data pieces.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		39.5
Regular Instruction, FTE	65.8%	26.0
Special Instruction, FTE	30.4%	12.0
Supplemental Instruction, FTE	3.8%	1.5
Teacher headcount		41
Teachers with 5 or more years at this school		24
Teachers' average years of experience		11.5
Teachers with advanced degrees		13

#### Professional Teacher Credentials

Fully licensed	87.8%	36
Provisional credential	0.0%	0
Emergency credential	12.2%	5

#### Students per Teaching Staff \*

Regular Instruction	2.3
Special Instruction	3.5

\* 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 *	4.0
Librarians, FTE	1.0
Counselors, FTE	6.0
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

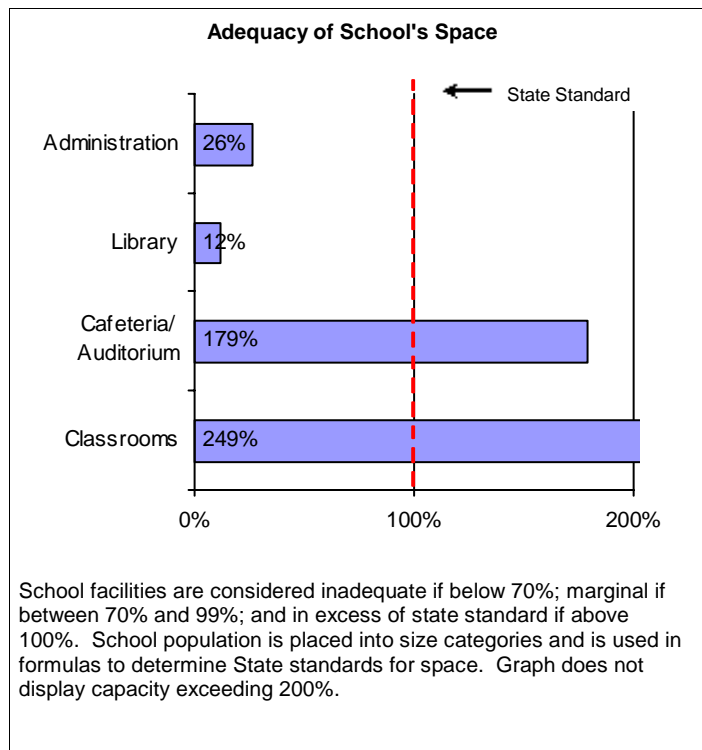
School Year Ending 2012

Classrooms available	14
Number of classrooms short (-) or over (+)	0

#### School facilities inspection results

From the 2011 school year school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically the majority of the department schools attained inspection assessment points in the following ranges, 9-15 earning a "Satisfactory" rating and 16-18 points earning the highest "Very Good" rating.



**Vital Signs**

**School Quality Survey**

The School Quality Survey (SQS), administered periodically by the System Evaluation and Reporting Section, is used for strategic planning and to comply with state accountability requirements.

**Percent of Positive Responses**

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Standards-Based Learning	2011	--	--	--	--	--	--
	2012	92.2%	94.9%	94.8%	78.7%	73.6%	81.4%
Quality Student Support	2011	--	--	--	--	--	--
	2012	93.4%	85.2%	94.7%	78.4%	79.2%	75.1%
Professionalism & System Capacity	2011	--	--	There are no parent items for this dimension		--	--
	2012	94.9%	87.4%			75.0%	84.2%
Coordinated Team Work	2011	--	--	--	--	--	--
	2012	90.9%	82.7%	87.9%	71.4%	71.0%	71.2%
Responsiveness of the System	2011	--	--	--	--	--	--
	2012	87.4%	90.9%	90.9%	80.7%	70.0%	79.7%
Focused & Sustained Action	2011	--	--	--	--	--	--
	2012	95.5%	88.4%	93.9%	74.4%	49.3%	85.6%
Involvement	2011	--	--	--	--	--	--
	2012	82.8%	90.3%	86.9%	80.7%	4.2%	71.5%
Satisfaction	2011	--	--	--	--	--	--
	2012	90.9%	81.5%	97.0%	77.2%	4.5%	73.5%
Student Safety & Well Being	2011	--	--	--	--	--	--
	2012	94.8%	85.6%	96.1%	78.9%	72.8%	73.2%
Survey Return Rate **	2011	--	--	--	--	--	--
	2012	110.0%	52.4%	11.8%	14.1%	61.3%	72.4%

Note: Items and scales that make up the 2012 School Quality Survey dimensions were revised to reflect recent recommendations from internal and external reviewers. As a result the 2011 SQS percentages are intentionally blank (- -) since they are not comparable to the 2012 percentages.

\* 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 (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

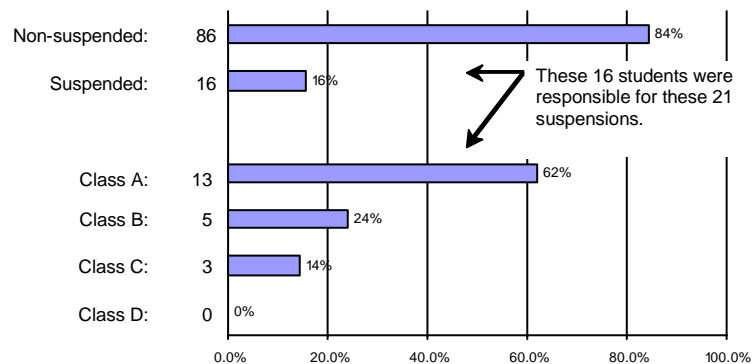
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2009-10	2010-11	2011-12	
89.1%	82.7%	81.8%	<b>95.0%</b>
Average Daily Attendance: % (higher is better)			
Average Daily Absences: in days (lower is better)			
17.7	30.6	32.8	<b>9</b>

Suspensions, School Year 2011-2012



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
2009-10	*	0.0%
2010-11	41	64.1%
2011-12	35	53.8%

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

The 2010-11 and 2011-12 School Dropout data are based on a new four year Adjusted Cohort Graduation Rate methodology required by the USDOE. The cohort of this new method differs from previous cohorts in that it includes students who transferred into the school or state during the four year period.

Graduates and Other Completers

	2009-10	2010-11	2011-12
Total number of Seniors	13	11	10
Percent of Diploma graduates	61.5%	81.8%	60.0%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	0.0%	0.0%	20.0%
Percent of school completers	61.5%	81.8%	80.0%

	2009-10	2010-11	2011-12
Total number of Freshmen	*	14	13
Percent graduated on time	100.0%	21.9%	20.0%

Freshmen who began high school in school year 2008-09 and graduated in 2011-12.

The 2010-11 and 2011-12 on time graduation data are based on a new four year Adjusted Cohort Graduation Rate methodology required by the USDOE. The cohort of this new method differs from previous cohorts in that it includes students who transferred into the school or state during the four year period.

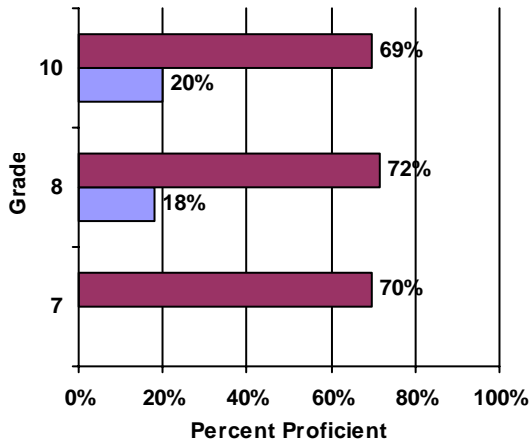
Note. " -- " means missing data.

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

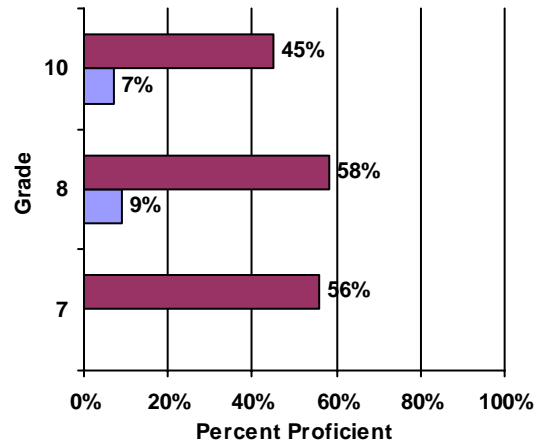
**Vital Signs**

**Hawaii State Assessment Program**

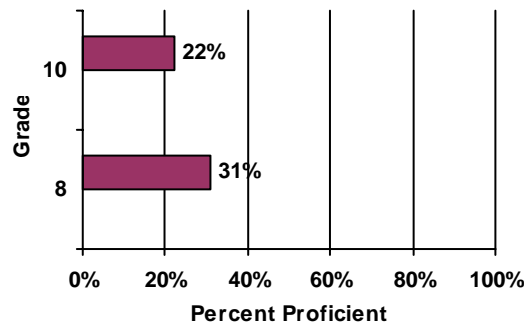
**HCPS Reading**



**HCPS Mathematics**



**HCPS Science**



The HCPS Science assessment is given in grades 4, 8 and 10.

■ School                      ■ State

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

**Other School Information**

Olomana School was accredited by the Western Association of Schools and Colleges for a period of three years with a mid-term review. This school's accreditation status expires in 2015.