



# Olomana School

School Code: 475

Grades 7-12

## School Status and Improvement Report School Year 2019-20



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### School Address:

Olomana School  
42-522 Kalanianaʻole 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 dates back to 1850 as a coeducational industrial reformatory school for the care and education of helpless and neglected children and for the reformation of juvenile offenders. The school went through two name changes, two relocations and from co-educational to single-sex schools from inception to present day. In 1974, the alternative day school, Olomana Youth Center (OYC), and Detention Home (DH) were added to the school.

Presently, Olomana School provides educational services to students at the Hawaii Youth Correctional Facility (HYCF), DH, Home Maluhia, and OYC. HYCF and DH students come from all over the State. At HYCF, students are incarcerated for a variety of reasons ranging from serious law violations to status offenses. Youth detained at DH are awaiting hearing/trial or alternative placement and those at Home Maluhia are also awaiting placement.

OYC students are referred by the secondary schools in the Windward District. The majority students who attend OYC enroll as a result of having difficulties in the educational mainstream because of disciplinary misconduct, chronic school alienation, failure and truancy. However, students can now be referred by student choice if they feel an alternative educational setting better meets their learning needs.

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).

At Olomana, the HYCF administrator is the parent for all incarcerated youth. HYCF administration and the Social Workers have been active participants in the educational efforts of the students. Our Parent Community Networking Coordinator has been tenacious in enlisting strategies to bring OYC parents into the school community; however, parent involvement remains a challenge. Olomana is currently partnered with the Hawaii Workforce Pipeline and together are developing community partnerships so our students can participate in real-world/work experiences.

Olomana offers a variety of innovative, future-focused programs and supports that engage and meet the needs of students in an alternative learning setting. OYC personalizes the learning and supports student interests through passion classes, a music program, tech center, Career and Technical Education classes, and project/problem-based learning opportunities. HYCF focuses on food preparation and food service, building and construction, and entrepreneurship opportunities that provide students with real world experiences.

## School Setting

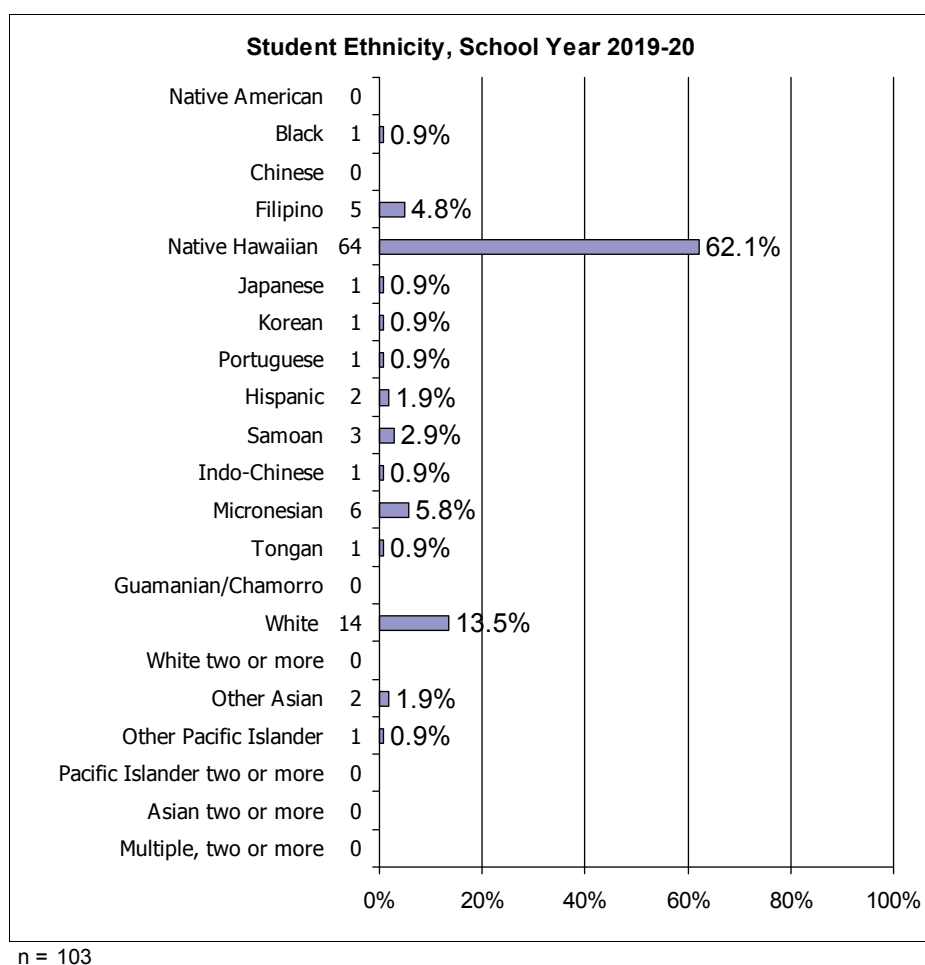
### Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	69	71	103	Number and percent of students in Special Education programs	22 31.8%	24 33.8%	26 25.2%
Number and percent of students enrolled for the entire school year	42 60.8%	-- --	78 75.7%	Number and percent of students with limited English proficiency	* *	* *	* *
Number and percent of students receiving free or reduced-cost lunch	** **	** **	** **				

Note. -- means missing data.

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

\*\* means School is participating in the Community Eligibility Provision.



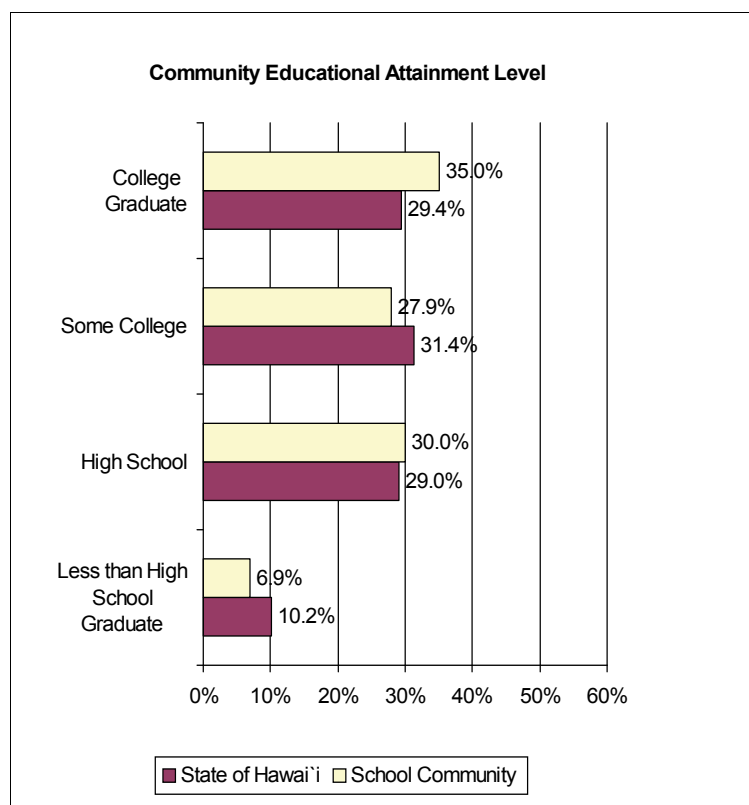
## School Setting

### 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 the 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

Kailua HSC	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 fosters a school culture that focuses and builds positive relationships to reinforce safety and belongingness. The school's primary goal is to improve student achievement through standards based education while keeping in mind our population's social emotional needs. All content teams have developed curriculum maps that are aligned to the CCSS and provide flexibility for our students.

Teachers continue to implement PBL in their content area or passion classes and use the PBL concepts to provide more student choice and authentic learning. Our CTE courses focus on building knowledge and skills that support real world experiences and personalizes the learning. At the SY 2018-19 Windward District CTE Performance Based Assessment our students took first place in the culinary, building and construction, and engineering challenges and second in the auto challenge.

The ILT members continue to lead our school improvement process. This year, Olomana focused on developing a culture of collegial support through the implementation of collaborative planning, observing, and reflective practices. ILT members met with squads to provide guidance and support with planning and completing observation documents. Each squad conducted two observation cycles which included team planning meetings, team members observing lessons, and debrief sessions. The ILT is working to improve the implementation of the Cycle of Professional Learning as well as reorganize the data teams and the refine the data team process.

We continue to improve our progress monitoring process which is used to identify and address the behavioral and academic needs of our students. Our School-Wide Positive Behavior Intervention and Support system is being implemented at each site. Teachers were provided with professional development on the Choose Love Curriculum that will be implemented at all sites next school year. We also continue our work with Dr. Peter Leone, an expert in the field of juvenile justice and special education.

To further meet the diverse needs of our students, Olomana utilizes technology-based curriculum supplements such as Achieve 3000, Reading Plus, Anywhere Learning Systems (A+LS) and Acellus. A+LS and Acellus have both been beneficial in assisting students with recovering credits. We continue to prepare our students to be college and career ready through the dual credit and work study programs. Olomana is currently developing an advisory period curriculum, an internship program, and externship opportunities to begin next school year.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b> <sup>1</sup>		37.0
Regular Instruction, FTE	27.0%	10.0
Special Instruction, FTE	72.9%	27.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		38
Teachers with 5 or more years at this school		17
Teachers' average years of experience		14.0
Teachers with advanced degrees		9

#### Professional Teacher Credentials

<sup>1</sup>

Fully licensed	92.1%	35
Emergency hires	7.8%	3

<sup>1</sup> Totals may not equal 100% due to rounding.  
Professional Teacher Credentials are based on teacher headcount number.

#### Students per Teaching Staff

<sup>2</sup>

Regular Instruction	7.7
Special Instruction	0.9

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	5.0
Number of principals at this school in the last five years	1

<sup>3</sup> Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

### Facilities

School Year Ending 2020

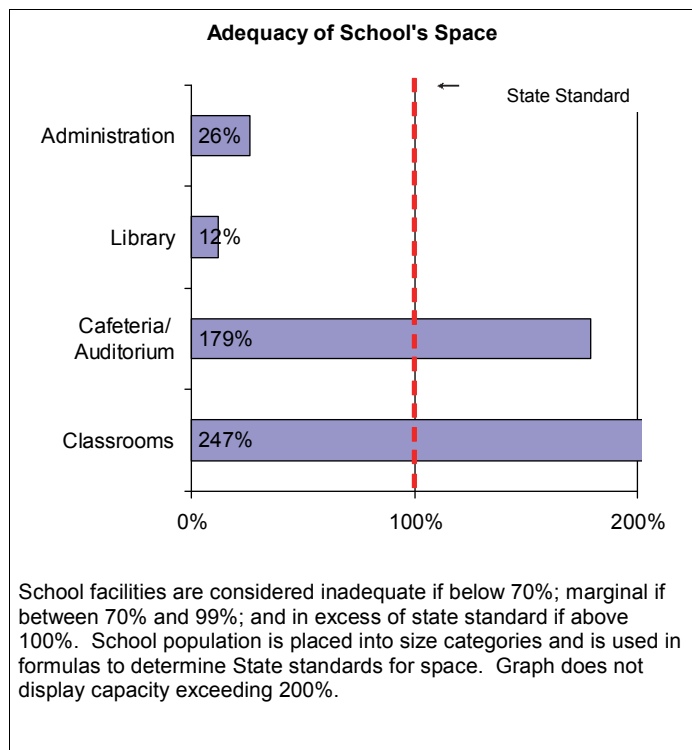
Classrooms available	14
Number of classrooms short (-) or over (+)	0

#### 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.

Note. -- means missing data.



## Vital Signs

### School Quality Survey

The School Quality Survey (SQS), administered by the Accountability 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
Safety	2019	91.1%	68.4%	86.1%	80.6%	73.5%	64%
	2020	90.5%	66.4%	77.7%	81.1%	73.6%	59.2%
Well-Being	2019	94.0%	69.6%	86.3%	85.5%	--	--
	2020	92.8%	68.1%	87.2%	86.4%	--	--
Satisfaction	2019	89.2%	61.7%	84.7%	78.1%	--	--
	2020	91.2%	63.2%	85.4%	80.2%	--	--
Involvement/Engagement	2019	92.3%	66.7%	69.0%	67.2%	--	--
	2020	92.2%	66.4%	65.8%	68.0%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	82.9%	73.0%	12.7%	11.1%	77.9%	77.7%
	2020	100.0%	73.1%	12.2%	9.8%	45.9%	66.2%

\* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four 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 six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

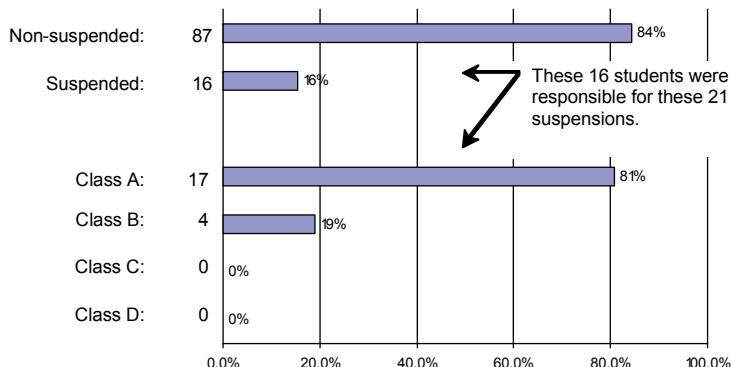
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			
2017-18	2018-19	2019-20	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
77.7%	74.5%	72.1%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
40.1	45.3	36.7	<b>9</b>

#### Suspensions, School Year 2019-2020



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
2017-18	23	63.8%
2018-19	22	61.1%
2019-20	23	56.0%

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

#### Graduates and Other Completers

	2017-18	2018-19	2019-20
Total number of Seniors	*	15	19
Percent of Diploma graduates	*	86.6%	94.7%
Percent of Individually Prescribed Program	*	0.0%	0.0%
Percent of school completers <sup>1</sup>	*	86.6%	94.7%

Total number of Freshmen	*	*	15
Percent graduated on time	*	*	36.5%

Freshmen who began high school in school year 2016-17 and graduated in 2019-20.

<sup>1</sup> Slight variances are due to rounding.

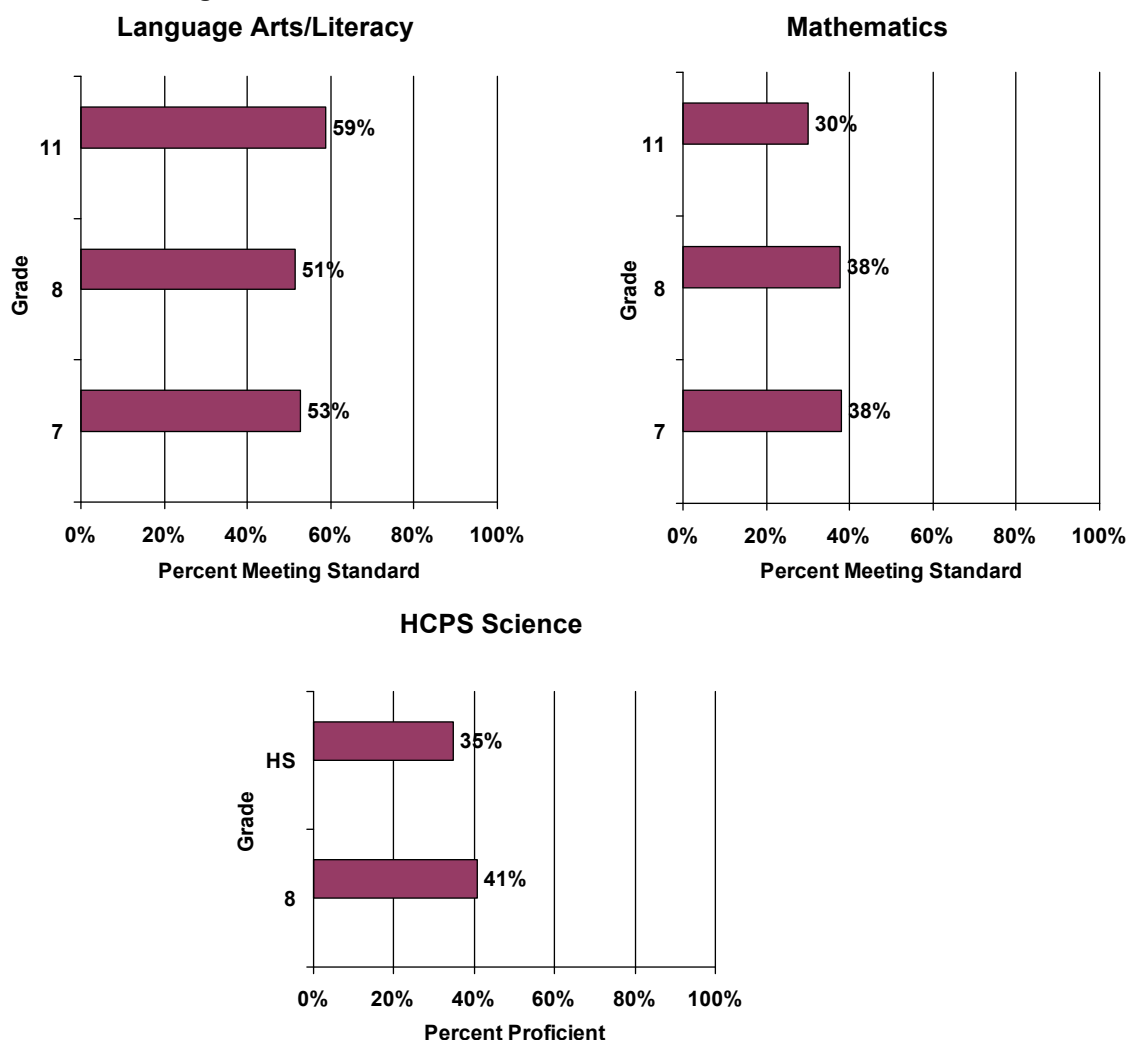
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## Vital Signs

### Hawaii Statewide Assessment Program

**NOTE:** The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



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

### Other School Information

Olomana School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2024.

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Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:  
Hawaii State Department of Education.