

Hawaiian Mission Academy WASC Self-Study Report 2006

Focus on Learning



March 12-15, 2006

Hawaiian Mission Academy WASC Self-Study 2006

Focus on Learning



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Submitted to the

Western Association of Schools and Colleges

and the

North American Division Office of Education

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March 12-15, 2006

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and the
Pacific Union Conference

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Hawaiian Mission Academy

Focus on Learning

WASC Self-Study 2006

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Preface

Introduction

Leadership Team 2004-05	
Josué Rosado	Administration/Resource Management
Vernon Hsu	Study Coordinator/Organization/Vice Principal
Linn Madsen	Curriculum and Instruction/Alumni/Registrar
Joyce Garrigus	Support for Student Spiritual Growth/Alumna
Peter Cheeseman	Personal and Academic Growth
Layla Ohara	Student (2005) / ASHMA President
Braiden Tabisula	Student (2006) / ASHMA Sgt. At Arms
Michelle Seibel	Parent/Alumna/Constituency Board Member
Lynne Waihe`e	Board Chair/Alumna
Lyle Arakaki	Pastor/Alumnus
Adelle Johiro	Alumna/VP Alumni Board of Governors
Naomi Yamashiro	Alumna/Constituency Board Member
Bob Koide	Alumnus/Board Member/Chair Bd. Finance Com.
Deloris Trujillo	Superintendent of Schools, HI Conf.

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Bob Koide	Alumnus/Board Member/Chair Bd. Finance Com.
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WASC Preparation Timeline

This document is the result of the collaboration of the entire Hawaiian Mission Academy faculty, with input and data collected from administrators, teachers, students, parents, church pastors and parishioners, alumni, and other constituent groups. All major stakeholders gave input to this document. The following timeline lists the major events that took place in preparing this WASC document. It should be noted, however, that regular faculty meeting times (7:30 – 7:50 a.m. daily and 4:00 – 6:00 p.m. Wednesdays) were also used as needed to work on the document.

09.20.04

The faculty met with Dr. Thambi Thomas who conducted a brief in-service for the faculty to give an overview of the WASC process and what the document should be composed of. The HMA Vice-Principal was designated as the WASC coordinator for the academy.

10.11.04 – 10.12.04

Two in-service days were set aside to review action plans from the WASC Interim 2003 visit and rewrite the ESLRs, which had been deemed too cumbersome and difficult to measure. Three committees were formed: one to rewrite the ESLRs and form a rubric to measure student progress in reaching the ESLRs; another to formulate an action plan for staff development; the third to review and revise previous actions plans. Afterwards, the staff met together and the committees reported on their progress. The ESLR committee revised the ESLRs from six to four. They made them congruent with the HMA Mission Statement.

12.04.05

Five focus group self-study committees were formed and contacted. Each committee was composed of three HMA staff members, two HMA students, and the remainder of the committee was a mixture of parents, board members, alumni, pastors, or Hawaii conference officials.

01.13.05, 01.20.05, 01.27.05

The self-study committees met in the evenings (dinner was provided) to answer questions pertaining to their particular area.

01.25.05

NSSE surveys distributed to students and collected.

03.10.05

All NSSE surveys were sent in for scoring

03.17.05

NSSE surveys returned

09.19.05

Dr. Thambi Thomas conducted a 2-hour in-service on WASC Assessment and Interpreting the Profile and Findings. In addition, he gave examples of templates we could use to guide in assessing growth of student outcomes and learning.

09.29.05

Principal Rosado and Vice-principal Hsu attended the WASC Phase III in-service presented by Dr. Marilyn George, Associate Director of WASC.

10.02.05

Principal Rosado and Vice-principal Hsu met with WASC Dr. Marilyn George to review and discuss the draft of the HMAWASC document and give input on how to proceed.

10.10.05

The entire HMA staff spent a full day working on preparing the WASC document. Chapter four of the HMA Focus on Learning (FOL) Self-Study was reviewed and sections B and C were updated with full faculty participation to ensure that all subject areas had given their input, with particular attention paid to the Curriculum and Instruction section. A second column was added to provide an evidence or documentation column in response to each question or statement given.

The previous actions plans were reviewed and updated.

10.19.05

(Minimum day)

The HMA staff spent the afternoon continuing updating chapter four of the FOL Self-Study (sections A and D).

10.26.05

A special staff meeting was held to finish updating chapter four of the FOL Self-Study.

11.02.05

All focus groups met to give a final review and editing of chapter four. The summary of strengths and growth needs for each section was completed.

11.19.05

(Minimum day)

The HMA staff spent the afternoon reviewing the strengths and growth needs of chapter four and decided upon three action plans based upon the growth needs specified. The action plan areas were: A Counseling Plan, A Technology Plan, and A Marketing Plan.

12.13.05

A special staff meeting was called to create the three actions plans. The staff split into three groups, one per plan, and drafted an outline of the action plan. The three groups then met to report to the entire faculty for input and modification.

1.16.06

Principal Rosado and Peter Cheeseman began to wordsmith the document.

1.19.06 (*Minimum day*)

The HMA staff spent the afternoon reviewing and editing the strengths and weaknesses section of Chapters 4 & 5, providing greater clarity to the evidence columns. They reviewed the entire document to edit final changes necessary.

1.29.06

The WASC document was shown to and reviewed by the HMA Board.

2.08.06

The WASC Report is sent to the WASC Spring of 2006 Visiting Committee. A CD version of the entire report is sent to WASC offices in Burlingame, California.

2.28.06

All of the Focus Groups and Committees met in the HMA Chapel for a special orientation to receive and review their copy of the WASC 2006 Focus on Learning Report. The administration pointed out some of the significant findings and gave emphasis to the strengths and growth needs as reported by all of the committee reports.

Chapter 1: School Profile

Introduction / History

Hawaiian Mission Academy (HMA) is a private high school located in downtown Honolulu on the island of Oahu. It is owned and operated by the Seventh-day Adventist Church, the largest Protestant educational system in the world. HMA is one of 1,386 high schools operated by the Seventh-day Adventist church around the globe [http://education.gc.adventist.org/Education_Stats.htm]. It is one of 33 high school campuses within the Pacific Union Conference of Seventh-day Adventists [<http://www.puconline.org/article.php?id=3>] that covers the geography of the five pacific states of California, Arizona, Nevada, Utah, and Hawaii.

Established in 1920, it is one of two college-prep high schools in Hawaii operated by the Seventh-day Adventist Church. The second high school, Kahili Adventist School, is an extension campus of HMA on the island of Kauai. Its graduates receive their diploma from Hawaiian Mission Academy.

Most of the students who attend HMA reside on Oahu. The HMA dormitory houses students who wish to attend HMA from the neighboring islands, students from the mainland, and international students. The ethnic breakdown of the students closely matches that of the ethnic population in Hawaii. A two-year English as a Second Language program is provided for international students allowing them time to learn the English language until they can be fully integrated into the regular program.

The educational work of the Seventh-day Adventists in the Hawaiian Islands started in 1895 with a boarding school for boys, under the leadership of H. H. Brand. This school was named the Anglo-Chinese Academy in 1897 when Professor and Mrs. W. E. Howell came to Honolulu to head the institution.

The school grew rapidly and prominent merchants and citizens enrolled their sons. To accommodate the expanding enrollment, several changes in location were made until Bethel Grammar, as it was known then, located on Keeaumoku Street, added secondary grades. Again, increased enrollment called for more adequate quarters. In 1920 several properties on Makiki Street were secured and a combined elementary and secondary school designed to accommodate the entire constituency of the Hawaiian Missions of Seventh-day Adventists was built. Thus, they incorporated under the name, Hawaiian Mission Academy. 1920 also marked the first year that the 9th grade was offered. The first graduating class was the Class of 1924.

Steady growth in enrollment reached a climax during World War II. In 1946, the former Princess Kawananakoa property on Pensacola Street became available as a site for a new secondary school. Construction was begun in the summer of 1949, and the secondary school and its administrative offices were moved to the campus in December, 1949. At the same time, the elementary school remained at the Makiki Street campus.

Many of Hawaiian Mission Academy's alumni have made and continue to be active members of the Hawaiian community. They have served and continue to serve with distinction at all levels of community life. Among its alumni are John Waihèe, former Governor of the state of Hawaii, and the former First Lady of Hawaii, Lynne Waihèe, who currently serves as Chair of the Hawaiian Mission Academy Board of Trustees.

Governance

Hawaiian Mission Academy is governed by the HMA School Board. The members of the HMA School Board are selected by the Hawaii Conference of Seventh-day Adventists Executive Committee. There are five members of the board who service as *ex-officio*, that is, because of their function and role in church or school leadership as specified by the Hawaiian Mission Academy Constitution and Bylaws. These *ex-officio* members are:

- The President of the Hawaii Conference,
- The Secretary/Treasurer of the Hawaii Conference,
- The Superintendent of Schools,
- Director of Education of the Pacific Union Conference or his designee, and
- The HMA Principal, who serves as the board's Executive Secretary.

The other ten members of the school board are delegates at large from a wide representation of laity and pastors from the state of Hawaii. Three of the ten members serve as representatives from the three major neighboring islands of Hawaii, Kauai, and Molokai. In addition, the president of the Parent Teacher Organization and a representative of the Alumni Association also serve as trustees on the HMA School Board.

According to the Hawaiian Mission Academy Bylaws (Revision of September 2, 2003), the President of the conference should serve as the chair of the board HMA. In the spring of 2000, the Executive Committee of the Hawaii Conference of Seventh-day Adventists voted to authorize the President of the Hawaii Conference to appoint as chair of the Hawaiian Mission Academy School Board, Lynne Waihe`e, Class of '64 and former First Lady of Hawaii. She continues as School Board Chair to the present time. The Hawaii Conference President serves as Vice Chair of the HMA School Board.

As defined in the Hawaiian Mission Academy Constitution and Bylaws, HMA's constituency is defined as the members of the Executive Committee. The Executive Committee of the Hawaii Conference of Seventh-day Adventists is the highest ranking administrative committee of the church in the state of Hawaii. It is composed of a broad representative group of lay persons, pastors, and church leaders from the entire state of Hawaii.

The HMA School Board meets six times a year. One of those meetings, generally held in the month of April, is designated as the annual board meeting. The annual board meeting also serves as the constituency meeting at which time the Executive Committee meets with the HMA School Board and hears reports from the administration and staff. It is at the annual board meeting that the local church subsidies are approved. The Conference President chairs the annual board meeting.

Demographic Data

HONOLULU COUNTY DEMOGRAPHICS

Total population 876,156

Race

White 35.2 %
 African American 3.4 %
 Asian 61.6 %
 Hispanic/Latino 6.7 %
 Hawaiian/Pacific Islander 21.6 %
 Other race 3.7 %

(approximately 20% of the population are more than one race)

Home language

English only 71.1 %
 Other than English 28.9 %
 Speak English less than "very well" 13.8 %

Ages

0 to 9 13.4 %
 10 to 19 13.1 %
 20 to 44 38.1 %
 45 to 64 22.1 %
 65 and over 13.5 %

Education

less than 9th grade 7.3 %
 high school, no diploma 7.9 %
 high school degree only 27.8 %
 college, no degree 21.3 %
 AS degree only 7.9 %
 Bachelor's degree only 18.9 %
 Graduate/Professional degree 9.0 %

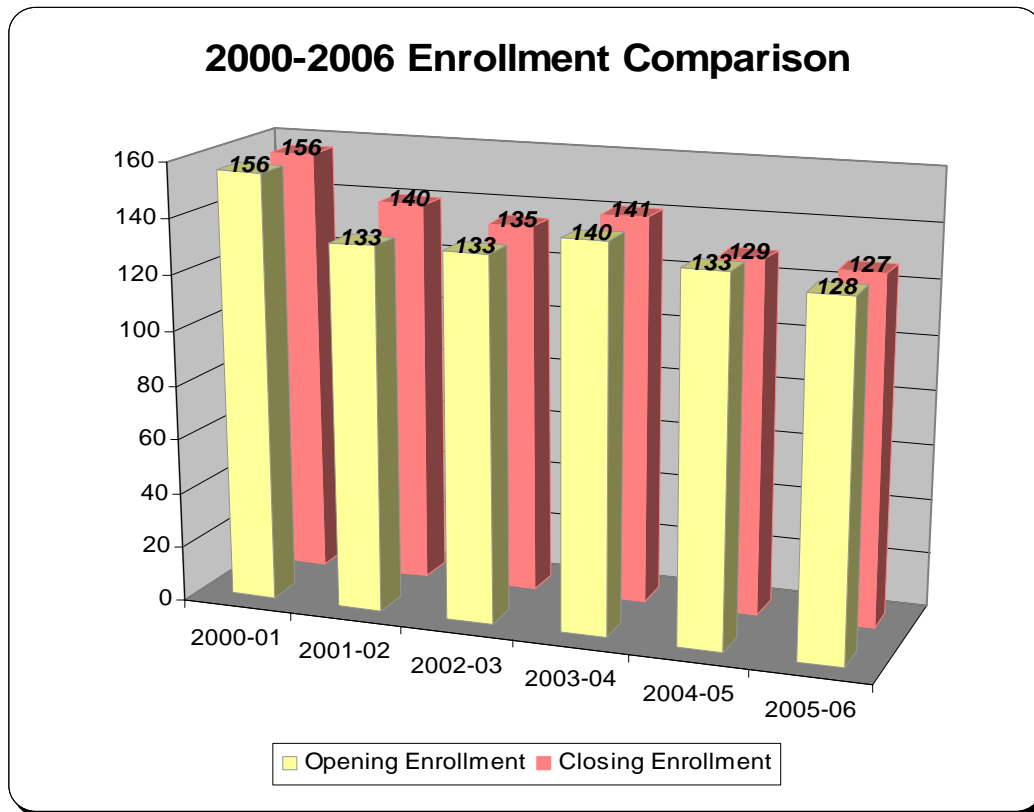
 High school degree or more 84.8 %
 Bachelor's degree or more 27.9 %

Source: U.S. Census Bureau, Census 2000

HMA Enrollment Breakdown 2005-06 School Year

Grade	Boys	Girls	Total
Senior	18	10	28
Junior	12	14	26
Sophomore	11	16	27
Freshman	14	22	36
ESL I	3	2	5
ESL II	3	3	6
Total:	61	67	128

HMA Enrollment over the past six years

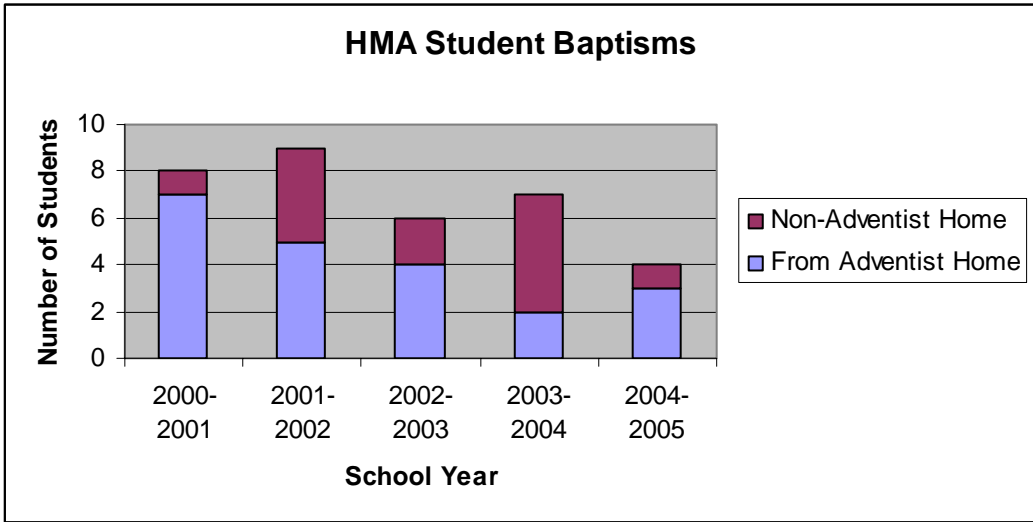
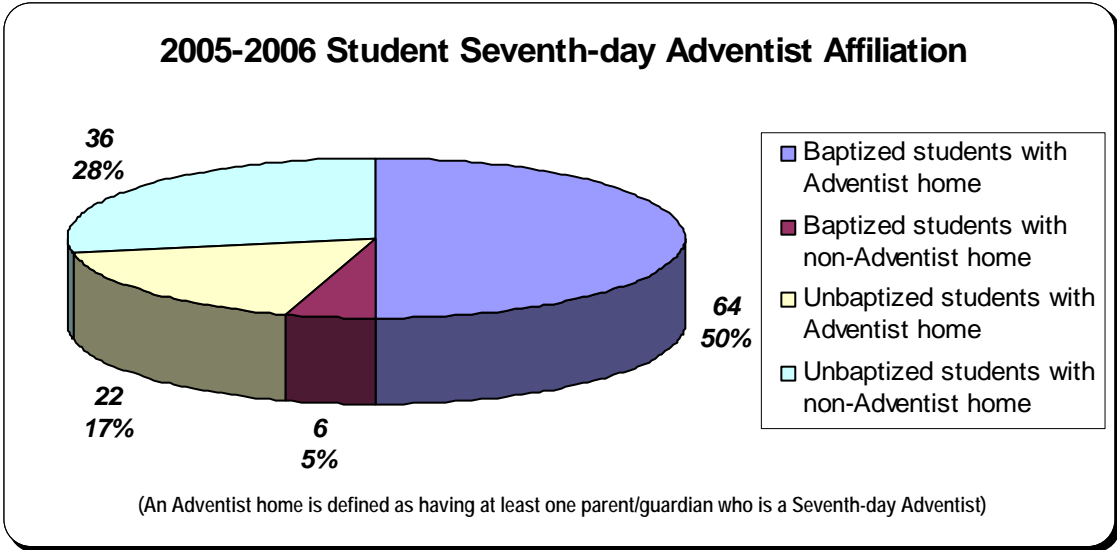


(NOTE: closing 2006 enrollment projected on current enrollment)

Enrollment Breakdown by International/Regular Status						
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
ESL I	18	15	12	10	3	5
ESL II	10	4	9	6	2	9
International Grade 11	2	5	5	9	8	2
International Grade 12	5	6	4	6	11	6
Total ESL/International	35	30	30	31	24	22
Regular	125	107	104	109	110	106
TOTAL Enrollment	160	137	134	140	134	128

The chart above serves to note an important trend about HMA’s enrollment: The number of international students has steadily been declining, thus, contributing to the overall decrease in enrollment at HMA. Since 2001, however, the number of “regular” (non-international students) has remained fairly constant.

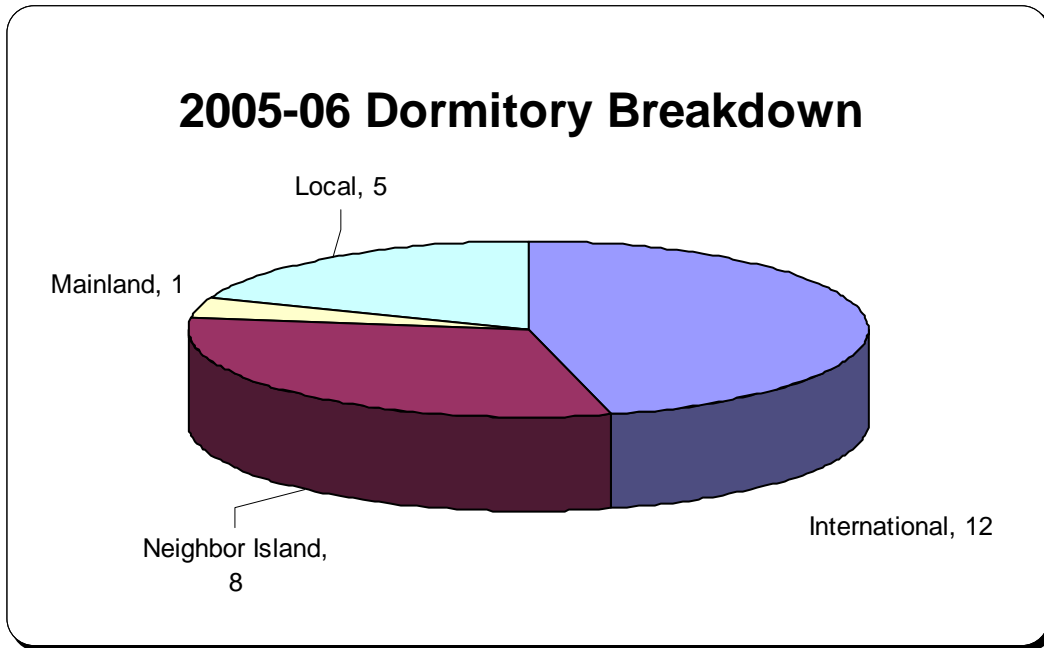
HMA Student Adventist Affiliation/Baptisms



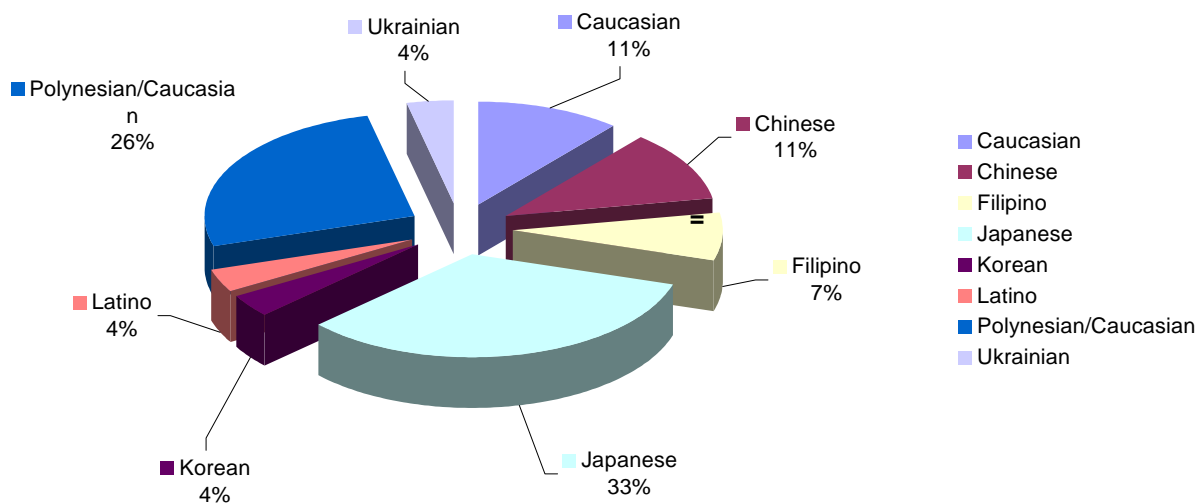
HMA Student Baptisms 2001-2005					
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
From Adventist Home	7	5	4	2	3
Non-Adventist Home	1	4	2	5	1

HMA Dormitory Demographics

Currently there are 14 girls and 12 boys living the dormitory



HMA Dorm Ethnic SUMMARY: 2005-06



HMA Feeder School Data

School Name	Number of students who graduated in 2005	Number of graduates attending HMA 2005-2006 school year
Adventist Malama Elementary School	4	0
Hawaiian Mission Elementary and Intermediate School	23	23**
Kohala Mission School*	0	0
Kona Adventist Christian School*	2	0
Leeward Adventist Mission School	5	4
Maui Adventist School*	4	2
Mauna Loa School*	5	0
Molokai Mission School*	0	0
Windward Adventist School	9	3

* Neighboring Island School

** 2 of the 23 which began at HMA are no longer attending HMA

The above chart shows that during the 2005-06 school year, from the Oahu schools, 30 of 41 graduating 8th graders attended HMA for their freshman year, while 2 of 11 attended HMA from the neighboring islands. This translates to a total of 62% of the feeder school 8th graders attending HMA, which is about the norm for a school year.

Parent Employment Demographics

Parent employment numbers (2005-06):

<i>Employment</i>	<i>Business</i>	<i>Labor</i>	<i>Health</i>	<i>Self-employed</i>	<i>Education</i>	<i>Clergy</i>
No. of Parents	28	27	26	20	23	4

<i>Employment</i>	<i>Military</i>	<i>Attorney</i>	<i>Sales</i>	<i>Retired</i>	<i>Homemaker</i>	<i>Office Admin.</i>
No. of Parents	4	4	7	2	14	8

HMA Student Demographics

Ethnicity Breakdown:

<i>Ethnicity</i>	<i>Polynesian</i>	<i>Asian</i>	<i>Caucasian</i>	<i>Latino</i>	<i>Black</i>	<i>Mix</i>
No. of Students	16	64	18	2	1	22

Twenty eight students (22%) are of Hawaiian descent (at least one parent has Hawaiian heritage).

Native Language Breakdown:

<i>Native Language</i>	<i>Japanese</i>	<i>Korean</i>	<i>Chinese</i>	<i>Micronesian</i>	<i>Ukrainian</i>	<i>Spanish</i>	<i>Filipino</i>
No. of Students	19	6	4	1	1	2	4

Student records show that 8 came from other Hawaiian islands, 1 from other states, and 22 from other countries.

<i>Neighbor Islands</i>	<i>Hawaii</i>	<i>Maui</i>	<i>Molokai</i>
No. of Students	3	4	1

<i>Other States</i>	<i>Arizona</i>
No. of Students	1

<i>Other Countries</i>	<i>Japan</i>	<i>Korea</i>	<i>Hong Kong</i>	<i>Taiwan</i>
No. of Students	15	4	2	1

About 18% of the students are not US citizens and have been in the country for less than 5 years. Thirty-three percent of the students said they had no job during the school year. Thirty-three percent said they worked on campus and 29% had off-campus jobs.

HMA Staff Demographics

Staff ethnic/gender breakdown (2005-06):

<i>Ethnicity</i>	<i>Asian</i>	<i>Caucasian</i>	<i>Polynesian</i>	<i>Latino</i>	<i>Gender</i>	<i>Male</i>	<i>Female</i>
No. of Staff	6	7	2	1	No. of Staff	8	8

Staff Certification/Experience

Name	Highest Degree	*FT/PT	Assignment Responsibility	Certification Status			Years of Educational Employment		
				Adventist **	Expire Date	State	Adventist	Non-Adventist	At HMA
Cheeseman, Jane	M.A.T.	FT	See Attached	Professional	8/31/2010		33		19
Cheeseman, Peter	M.A.	FT	See Attached	Professional	8/31/2008		38		19
Childers, Ron	M.Ed.	FT	See Attached	Professional	8/31/2009	AK	34		5
Czaja, Makiko		PT	See Attached						
Garrigus, Joyce	M.S.	FT	See Attached	Professional	8/31/2005	WA	27	10	26
Hsu, Vernon	B.S.	FT	See Attached	Professional	8/31/2008		13		5
Lewis, Kate	B.S.	FT	See Attached	Basic	8/31/2007	WA	2		2
Nylen, Cynthia	M.A.	FT	See Attached	Professional	8/31/2006		12		12
				Designated	8/31/2007	CA			
Rosado, Josué	Ed.S.	FT	See Attached	Professional	8/31/2005	CA	23.5	13.5	6
				Admin	8/31/2005				
Safotu, Schoen	B.S.	FT	See Attached	Standard			6.5		6
Woods, James	M.Music	PT	See Attached	Professional	8/31/2008	CA	35		2
Zanatta, Raúl	B.S./B.A	PT/FT	See Attached	Standard	8/31/2009		21	2	1.5

* FT - Full Time PT - Part Time

** Administrator, Designated Subject/Services, Basic, Professional, Conditional, Standard

HMA Senior Class Data Comparison: 2001-2005

	Class of 2001	Class of 2002	Class of 2003	Class of 2004	Class of 2005
Original freshman class size	45	39	32	30	39
Number of graduating seniors	45	32	29	32	41
Change in class size from freshman to senior year	0%	-18%	-9%	+7%	+5%
Number of four-year seniors	20	20	13	14	13
Percentage of original freshmen completing four years	44%	51%	41%	47%	33%
Number of graduates with college prep diploma	18	24	7	9	7
Percentage of graduates with college prep diploma	40%	75%	24%	28%	17%
Number of students attending college after graduation	29	30	28	32	39
Percentage of students attending college after grad.	65%	94%	96%	100%	95%
Number of international students	6	6	4	6	11
Percentage of international students	13%	19%	14%	19%	27%
Number that took SAT	26	23	17	26	26
Percentage that took SAT	58%	72%	59%	81%	63%
International students that took SAT	3	3	2	5	6
Percentage of international students that took SAT	50%	50%	50%	83%	55%

Even with a declining enrollment over the past several years, one positive that the chart indicates is that the last two graduating classes were both larger than their classes were during their freshman year.

The percentage of graduates who completed a college prep diploma has dropped significantly over the past three years, in large part to a more rigorous standard beginning with the 2003-04 school year which required students to not only take certain college prep classes, but to pass each class taken (whether college prep or not) with a C grade or better. That is, no student in the college prep program may get a grade of C- in any class. Whereas prior to Sept. 2003, the college prep diploma was based solely on which courses were taken.

The number of students choosing to attend college following graduation has increased sharply, from 54% in 2000 and 65% in 2001 to an average of 96% over the past four years.

Senior Class 2005 College Choices

<u>College/University</u>	<u>Students attending</u>
Hawaii Pacific University	2
Kapiolani Community College	4
La Sierra University	8
Leeward Community College	1
Michigan State University	1
Oakwood College	1
Pacific Union College	9
Riverside Community College	1
Southern Adventist University	1
Southwestern Adventist University	1
University of Hawaii Hilo	2
University of Hawaii Manoa	1
Japan schools	1
N/A or Undecided	6
TOTAL:	39

HMA Constituent Church Statistics

All Seventh-day Adventist churches on the Hawaiian Islands are constituent churches of Hawaiian Mission Academy. The Hawaii Conference is characterized by having many smaller churches as opposed to a few large ones, as well as having several ethnic-based churches to meet the needs of the community.

Church	Membership	High-school age students*	Students attending HMA**	Tithe (3-yr average 2002-2004)	Subsidy to HMA for 2005-2006
<u>Oahu</u>					
Aiea	343		8	359,350.00	1347.56
Diamond Head	162		12	131,163.00	491.86
Hauula	107		1	44,288.00	166.08

Honolulu Central	804		10	635,846.00	2384.42
Honolulu Fil-American	168		7	137,224.00	514.59
Japanese	459		15	500,814.00	1878.05
Kailua	279		3	212,384.00	796.44
Kaneohe	338		3	216,785.00	812.94
Kapolei	101		0	93,872.00	352.02
Korean	123		1	111,966.00	419.87
Oahu Hispanic Company	36		1	***	
Samoa-Tokelau	403		2	163,796.00	614.24
Wahiawa	217		3	187,468.00	703.01
Waianae	146		2	134,023.00	502.59
Waimanalo	145		3	92,280.00	346.05
Waiola Worship Center	38		1	25,604.00	
Waipahu	132		1	71,900.00	269.63
Waipahu Samoan	134		2	122,081.00	457.80
<u>Hawaii</u>					
Hilo	432		2	288,425.00	1081.59
Honoka`a	84		0	124,615.00	467.31
Kohala	69		0	97,555.00	365.83
Kona	214		2	153,969.00	577.38
Puna	138		0	91,505.00	343.14
<u>Maui</u>					
Kahului	230		4	175,414.00	657.80
Kihei	54		1	133,510.00	500.66
Lahaina	80		0	42,900.00	160.88
<u>Kauai</u>					
Kapa`a	189		0	156,125.00	325.26
Lawai Valley	178		0	133,334.00	277.78
<u>Lanai</u>	23		0	2,551.00	9.57
<u>Molokai</u>	54		0	45,314.00	169.93
Totals	5,880		84	4,686,061.00	203,931.36

* This column of data has currently not been obtained but the column has been left in to add data as it becomes available

** Not necessarily baptized members but at least regular attendees

*** Oahu Hispanic Company has only been in existence since 2003

The Hawaii Conference of Seventh-day Adventists subsidy for HMA was \$237,738.00 for the 2005-2006 school year.

New student survey

In September 2005 all new HMA students were given a survey to fill out. The survey was given to find how our new students found out about HMA and why they chose to attend HMA.

The largest number of students indicated that both their awareness of and reason for attending HMA was a result of parental influence. The second-greatest factor was that of friends' influence; religious values was tied with friends' influence for second among reasons students chose to attend HMA. The third-highest rank of how students heard of HMA was Academy Day, while the third-highest rank of why students chose to attend was due to the academic program and caring teachers. For international students, most found out about HMA through the website, and their reason for attending was that it gave them the best chance to student in the United States. For the full survey and results, see Appendix B.

Student Outcome Data / Testing

Hawaiian Mission Academy administers the full batter of Iowa Test of Educational Development (ITED) to all its students in the fall of each school year as an aid to both the students and the school to help determine academic progress. For the years 2000-2005, the average grade equivalents and national percentile ranks in the core subject (reading, written expression, and math) totals and composite scores show that for the most part, **the average of students in all grades for the four years were at or above the national averages.**

TAP/ITED Test Results

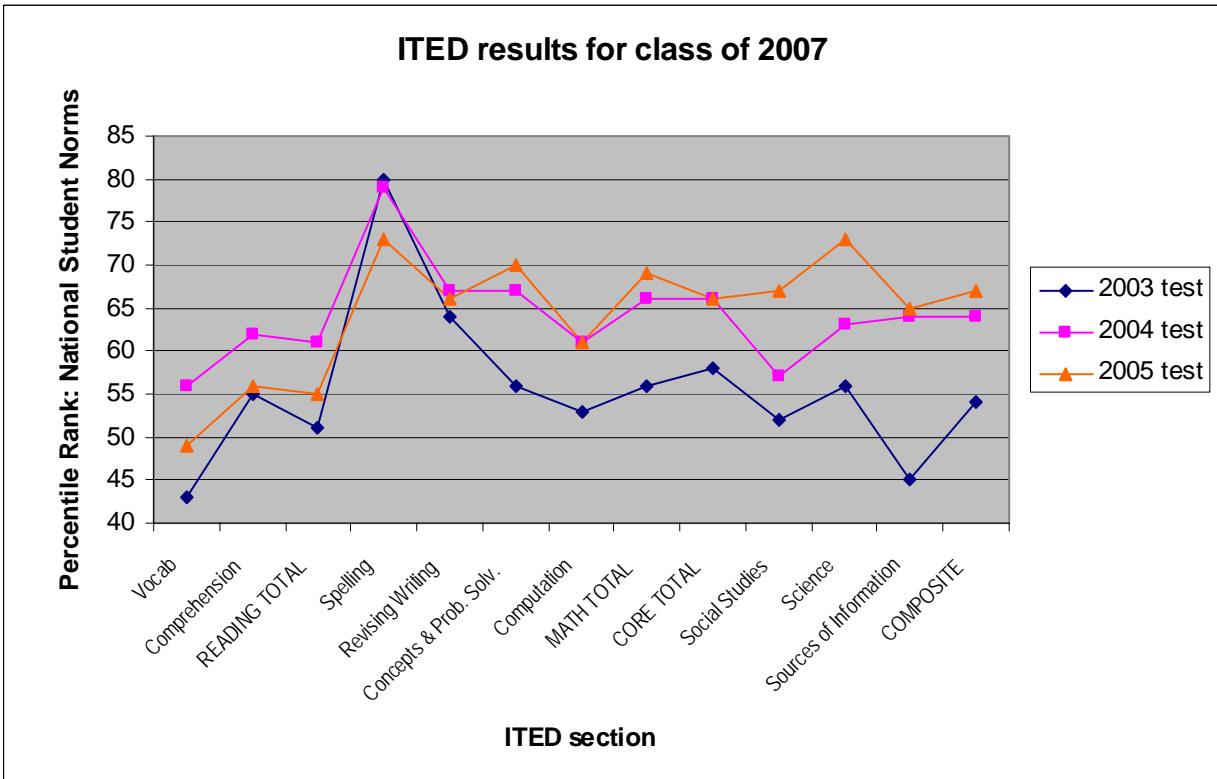
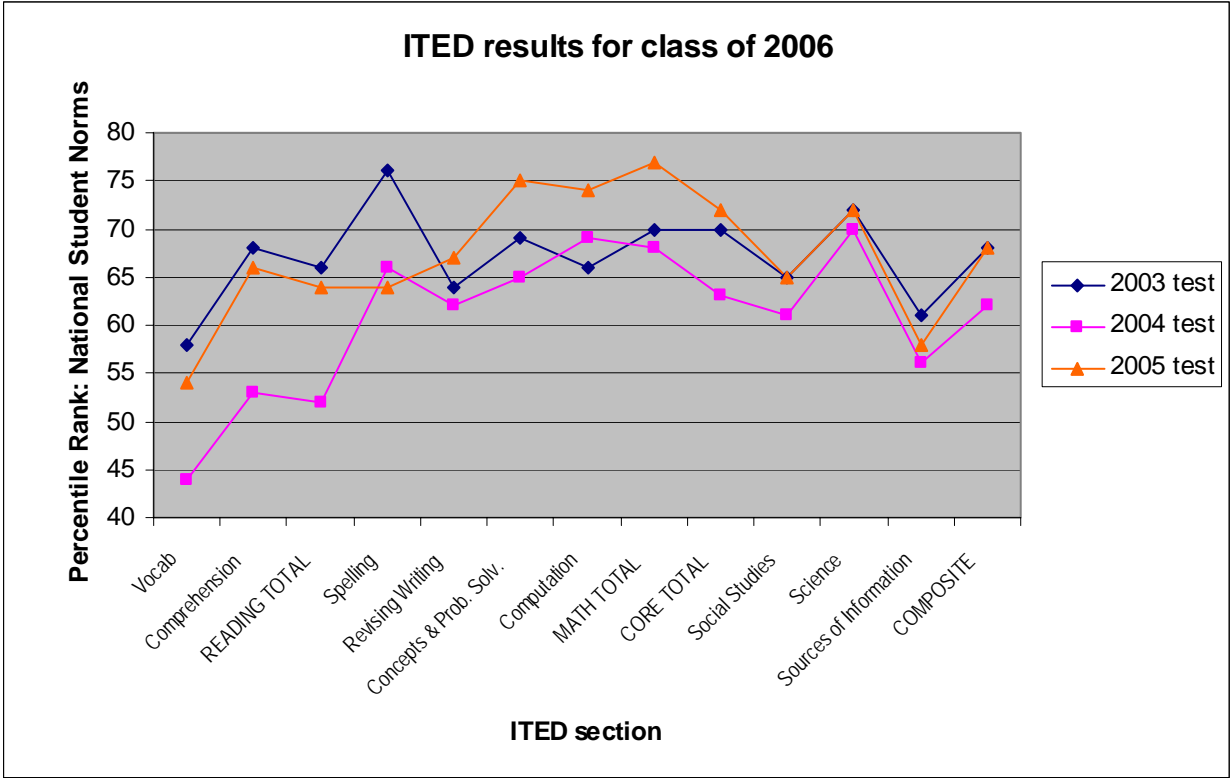
The Iowa Test of Educational Development (ITED) is a K-12 national standardized achievement test. The scope of nationwide participation allows schools such as Hawaiian Mission Academy to compare their students' achievement with national norms. *Prior to the spring of 2003*, the Tests of Achievement and Proficiency (TAP) were given instead of the ITED. While both tests are similar in scope and published by Riverside Publishing Company, the grade equivalent (GE) scores for the ITED only report as high as 13+ while the TAP grade equivalent scores report up to a high of 16.

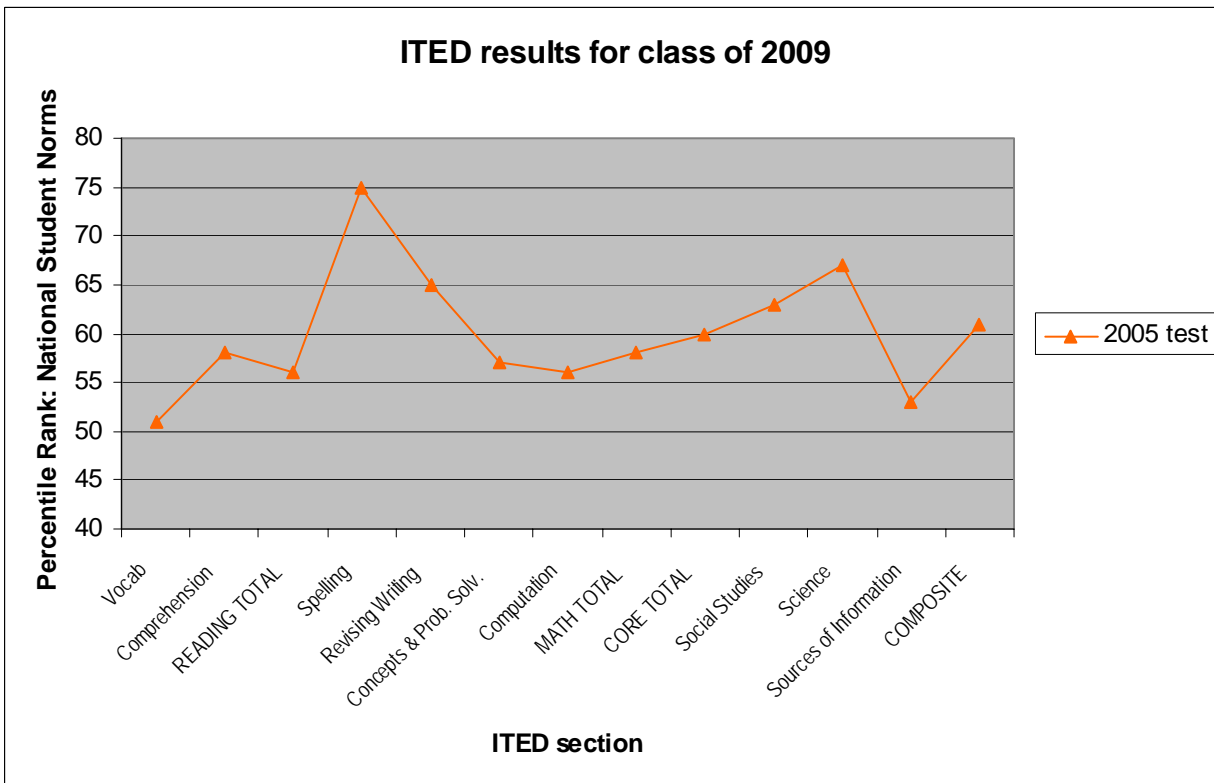
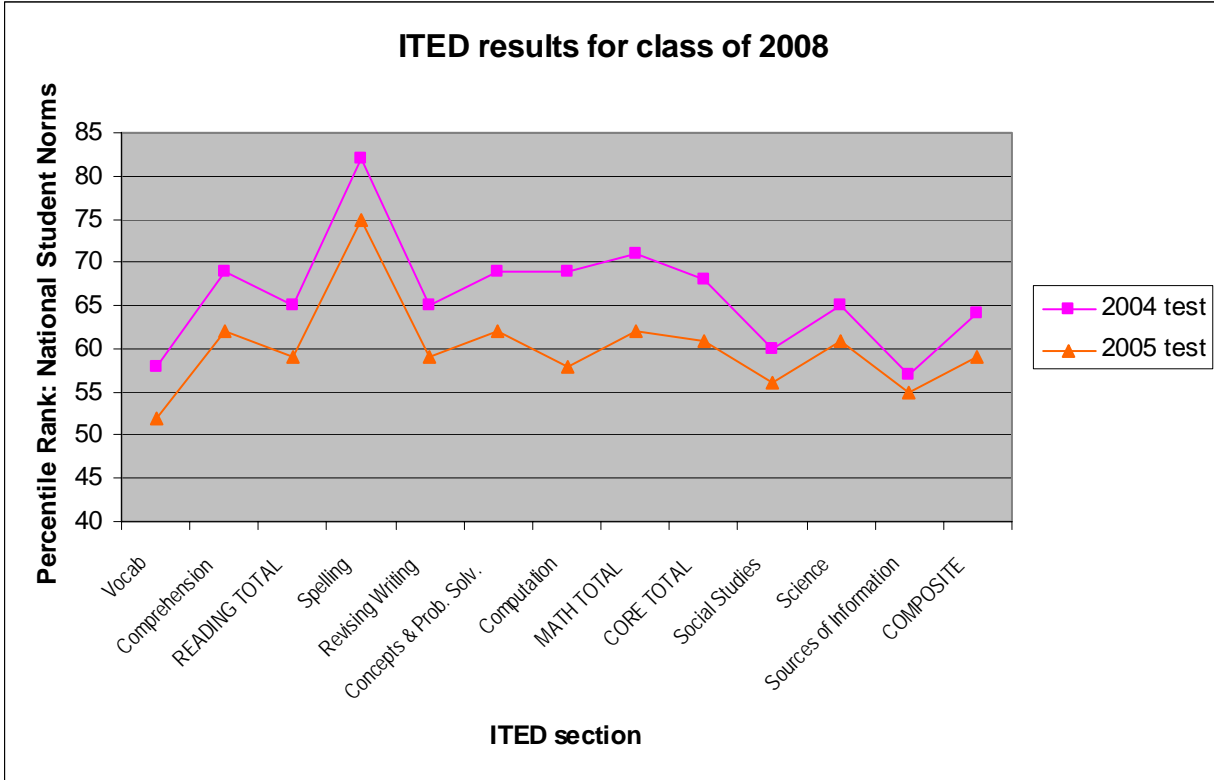
Year Tested <i>GRADE in '05-'06</i>	TAP & ITED Test / Grade Equivalent Scores For Class Of						
	2003	2004	2005	2006 <i>12th</i>	2007 <i>11th</i>	2008 <i>10th</i>	2009 <i>9th</i>
1999	10.4						
2000	12.1	10.6					
2001	10.8	11.9	9.7				
2002	13.1	12.9	10.7	9.4			
2003*		**	**	13+	9.5		
2004*			13+	13+	12.5	10.9	
2005*				13+	13+	11.6	10.5

* Denotes ITED instead of TAP tests

** The ITED Test was administered only to freshmen and sophomores in September 2003, the first year HMA switched from the TAP Test to the new ITED Exam. Also those who scored below 9th grade proficiency on the TAP Exam in previous years were required to take the ITED in September of 2003.

The following charts show the ITED results and percentile rankings compared to other students nationwide for the classes of 2006-2009 and their progress as a class from year to year. A score of 50 is the mean. As noted below, HMA students are consistently scoring well above the mean in their percentile ranks.

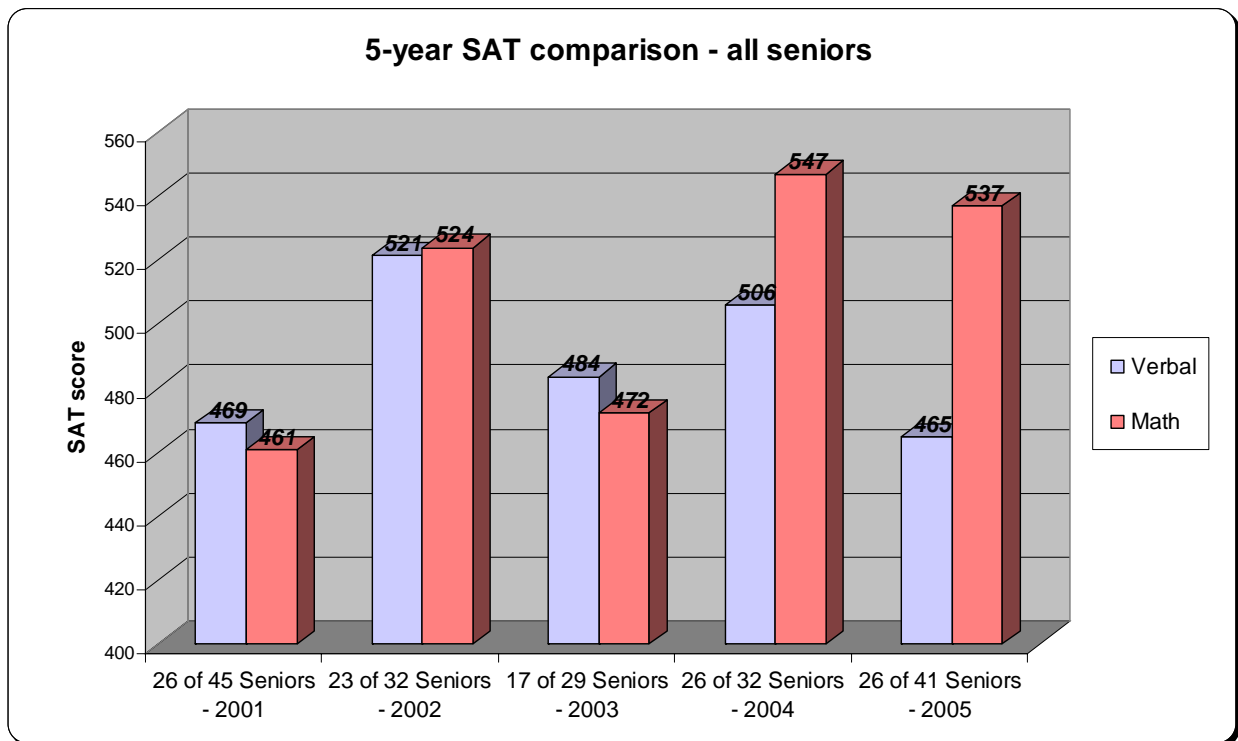




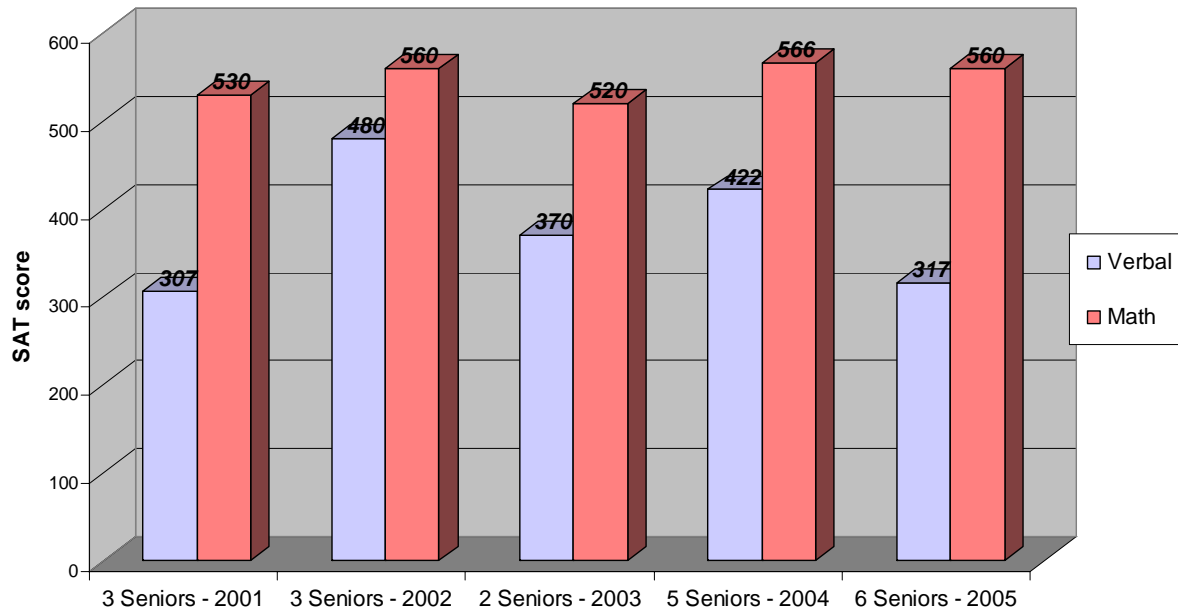
The class of 2008 graph indicates a decrease in percentile rank across the board from the year before. While this may appear disturbing, it is important to realize that a fairly significant turnover of students occurred for this class, with several high-achieving students moving to different schools, as well as an increase of incoming students who tend to score lower. The grade equivalent chart, in fact, still shows an increase in grade level from 10.9 to 11.6. Overall the table shows that HMA students are typically at or above grade level as a class, and the graphs indicate that Hawaiian Mission Academy students are above the average student on a national percentile basis, as the scores by class are usually well above the 50th percentile for each section.

SAT Results

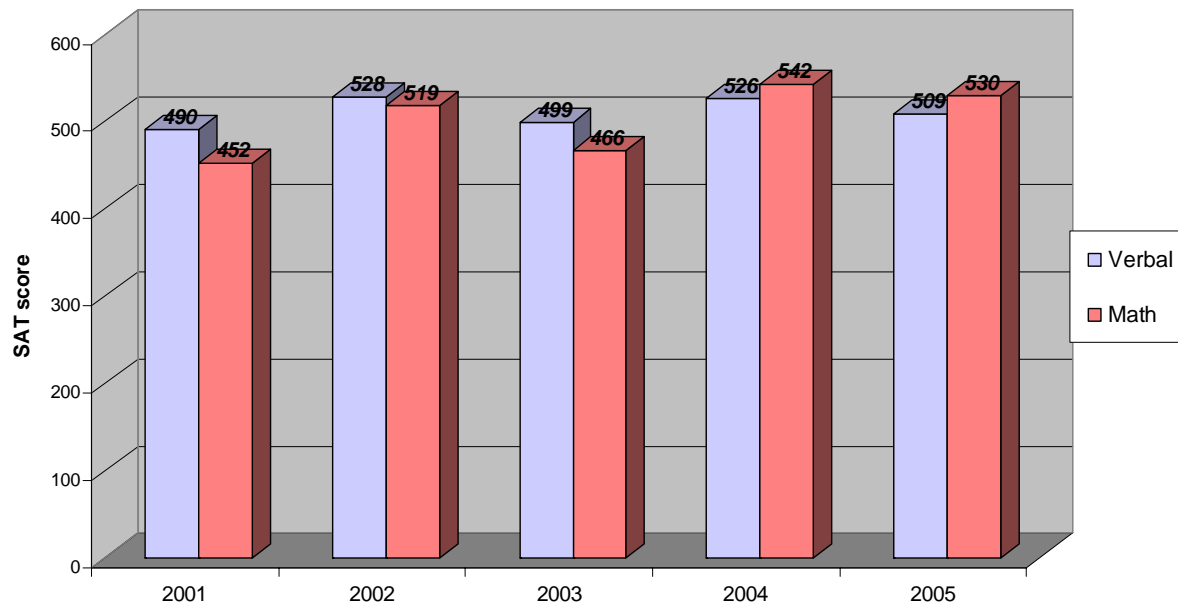
The Scholastic Aptitude Test (SAT) is a nationally recognized college entrance examination. Each test section (math and verbal) is out of a possible of 800 points. The following charts break down each score by year as well as separate the native English-speakers' scores from the international students.



5-year SAT comparison - International students



5-year SAT comparison - Non-International students



It is important to keep in mind that not every senior takes the SAT, so the SAT averages are simply the averages of those seniors who took the test. It is pretty obvious that the international students have a profound effect on the average scores, raising the average math scores from 5 to 9 points, while lowering the average verbal scores anywhere from 7 to 44 points.

Because of the fact that HMA has a large number of international students compared to the national average, the third chart which considers just non-international students is probably the more accurate reflection of students' achievement at HMA. The following data, disaggregated by school type, uses the third chart for HMA scores.

	2001		2002		2003		2004		2005	
	Verbal	Math	Verbal	Math	Verbal	Math	Verbal	Math	Verbal	Math
Hawaii composite* average	486	515	488	520	486	516	487	514	490	516
National composite* average	506	514	462	516	507	519	508	518	508	520
Hawaii religious schools	523	546	525	555	522	547	523	545	529	548
National religious schools	530	523	531	526	535	530	537	531	539	534
Hawaiian Mission Academy	490	452	528	519	499	466	526	542	509	530

*denotes combination of public, religious, and independent schools

While HMA's averages tend to fluctuate more than the Hawaii or national average due to a much smaller population, it is evident that there is an upward trend in scores since 2001, such that HMA in 2005 surpassed both the Hawaii and national composite scores, while steadily increasing toward the religious school averages.

Profile Indicators

- A steady decrease in enrollment needs to be rectified
- The relatively low enrollment of HMA means that a small change in population can often result in inconsistent data from year to year, making it more difficult to locate test score trends
- Students from HMA tend to score above the national average
- We need to use the constituent churches' number of high-school age youth to assist in bringing in more of our church youth to HMA
- We need to continue tracking reasons new students attend HMA and reasons former students don't return to help keep enrollment up

Chapter 2: Expected Schoolwide Learning Results (ESLRs)

Review and Examination Process

In the fall of 2004, the HMA faculty agreed that the ESLRs, which had been developed back in the 1999-2000 school year, needed to be revised. There were too many ESLRs and, more importantly, many of the ESLRs, the way they were written, made them difficult to be measured in terms of student achievement. The faculty subcommittee chose to effectively start from scratch in developing the new ESLRs, using other Seventh-day Adventist schools' ESLRs as a comparison. The HMA Mission Statement of "*Educating the Head, the Hand, and the Heart*" was the focal point in developing the ESLRs; a fourth, "*Educating for Human Relationships*" was added to complete them. The rubrics were developed by the same committee as a guide to help determine how far a student has come in meeting the ESLRs.

The committee brought back their draft to the rest of the faculty, where it was discussed and some modifications were made. The ESLRs were also presented to the HMA student council, the Parent-Teacher Organization officers, as well as the HMA school board for further review, and additional editing was done. The following is the final product which has been adopted as HMA's new ESLRs.

Hawaiian Mission Academy's ESLRs

Educating the Head

The student will:

- be able to think and communicate clearly
- acquire the tools needed to become a productive lifelong learner
- successfully complete a course of study to prepare for higher education or to enter the workplace

Educating the Hand

The student will:

- demonstrate the application of technical and practical skills learned
- practice behaviors that promote a healthy lifestyle
- experience the joys of service to others

Educating the Heart

The student will:

- learn more about God and Christianity
- develop a closer relationship with God
- incorporate principles of the Bible into personal daily living

Educating for Human Relationships

The student will:

- demonstrate active participation in social settings
- exercise responsibility for local, national, and global environments
- develop and manage interpersonal relationships

The ESLRs have been published on a 18" x 24" poster board to provide an attractive, easily readable format to be placed in each classroom as a reminder to all students and teachers. Also the ESLRs were listed in an outline form to make cross-referencing each ESLR very simple in the preparation of Course Outlines and Daily Lesson Plans.

The faculty has revised each of their course outlines to synchronize each course objective with the ESLRs taught. During the 2005-06 school year, each morning between 7:40-7:50 a.m. following the morning worship, the faculty have presented to administration and peers an ESLR Evidence Sheet indicating how they are teaching to integrate ESLRs in their daily lesson plans. Their report includes documentation of student achievement from a low, average, and high achievement of the ESLRs taught.

Hawaiian Mission Academy

Expected Schoolwide Learning Results

Educating the Head

A. The student will:

1. Be able to think and communicate clearly.
2. Acquire the tools needed to become a productive lifelong learner.
3. Successfully complete a course of study to prepare for higher education or to enter the workplace.

Educating the Hand

B. The student will:

1. Demonstrate the application of technical and practical skills learned.
2. Practice behaviors that promote a healthy lifestyle.
3. Experience the joy of service to others.



Educating the Heart

C. The student will:

1. Learn more about God and Christianity.
2. Develop a closer relationship with God.
3. Incorporate principles of the Bible into personal daily living.

Educating for Human Relationships

D. The student will:

1. Demonstrate active participation in social settings.
2. Exercise responsibility for local, national, and global environments.
3. Develop and manage interpersonal relationships.

ESLR: EDUCATING THE HEAD

Objective A1: *The student will be able to think and communicate clearly.*

Meets	Exceeds	Far Exceeds
<ul style="list-style-type: none"> • Participates in classroom discussions • Turns in all required written assignments 	<ul style="list-style-type: none"> • Works effectively in groups • Writes high-quality research papers, essays, and lab reports 	<ul style="list-style-type: none"> • Gives effective talks in front of the student body • Submits papers for publication

Objective A2: *The student will acquire the tools needed to become a productive life-long learner.*

Meets	Exceeds	Far Exceeds
<ul style="list-style-type: none"> • Finds and uses sources of information as needed for class • Attends classes well-prepared and on time 	<ul style="list-style-type: none"> • Uses skills for interdisciplinary learning • Demonstrates good time management skills 	<ul style="list-style-type: none"> • Subscribes to publications of interest or becomes a member of select organization • Pursues activities and venues for learning outside of class – reading, museums, concerts, plays, television, Internet

Objective A3: *The student will successfully complete a course of study to prepare for higher education or to enter the workforce.*

Meets	Exceeds	Far Exceeds
<ul style="list-style-type: none"> • Obtains a general diploma • Passes all classes • Attends a Career Day/College Orientation • Takes PSAT and ITED 	<ul style="list-style-type: none"> • Obtains a College Prep Diploma • Passes all classes with a minimum grade of C. • Visits other college campuses • Takes SAT and/or ACT 	<ul style="list-style-type: none"> • Takes preparatory class for SAT & ACT. Takes PSAT, SAT, SAT II, and ACT • Applies for and enrolls in college/university immediately upon graduating from HMA <i>or</i> • Applies for and receives employment prior to graduation

ESLR: EDUCATING THE HAND

Objective B1: *The student will demonstrate the application of practical and technical skills learned.*

Meets	Exceeds	Far Exceeds
<ul style="list-style-type: none"> Successfully completes the required courses that are aimed at developing technology and practical skills 	<ul style="list-style-type: none"> Uses technology and practical skills to complete assignments in other classes 	<ul style="list-style-type: none"> Assists others in using technology and practical skills Utilizes technology and practical skills outside of the school environment

Objective B2: *The student will practice behaviors that promote a healthy lifestyle.*

Meets	Exceeds	Far Exceeds
<ul style="list-style-type: none"> Participates and passes required PE, Health, and Creative Living classes 	<ul style="list-style-type: none"> Participates in extra-curricular sporting events Avoids unhealthy foods and harmful substances 	<ul style="list-style-type: none"> Maintains recommended weight, fat ratio, and heart rate Maintains consistent exercise program

Objective B3: *The student will experience the joys of service to others.*

Meets	Exceeds	Far Exceeds
<ul style="list-style-type: none"> Completes the required hours of community service each year 	<ul style="list-style-type: none"> Exceeds the required hours of community service and participates in other service activities 	<ul style="list-style-type: none"> Identifies and leads out in community service opportunities on his/her own time and volition.

ESLR: EDUCATING THE HEART

Objective C1: *The student will learn more about God and Christianity.*

Meets	Exceeds	Far Exceeds
<ul style="list-style-type: none"> Attends and passes Bible classes Demonstrates ability to find texts in the Bible 	<ul style="list-style-type: none"> Participates in Bible class discussions Memorizes Scripture texts 	<ul style="list-style-type: none"> Witnesses to fellow students Uses Bible texts to support beliefs

Objective C2: *The student will develop a closer relationship with God.*

Meets	Exceeds	Far Exceeds
<ul style="list-style-type: none"> Participates in devotional activities in class and/or homeroom 	<ul style="list-style-type: none"> Gives worship thought/personal testimony in front of other students 	<ul style="list-style-type: none"> Has regular personal devotional time

Objective C3: *The student will incorporate principles of the Bible into personal daily living.*

Meets	Exceeds	Far Exceeds
<ul style="list-style-type: none"> Identifies and complies with Adventist teachings and lifestyle as described in the HMA Handbook. 	<ul style="list-style-type: none"> Demonstrates acceptance of Adventist theology and lifestyle by baptism into the Seventh-day Adventist Church. 	<ul style="list-style-type: none"> Demonstrates growth in discipleship and leadership in his/her local church.

ESLR: EDUCATING FOR HUMAN RELATIONSHIPS

Objective D1: *The student will demonstrate active participation in social settings.*

Meets	Exceeds	Far Exceeds
<ul style="list-style-type: none"> Attends school and class social functions 	<ul style="list-style-type: none"> Participates in school and class social functions 	<ul style="list-style-type: none"> Organizes and leads out in school and class functions

Objective D2: *The student will exercise responsibility for local, national, and global environments.*

Meets	Exceeds	Far Exceeds
<ul style="list-style-type: none"> Passes required social studies courses Votes for ASHMA and class officers 	<ul style="list-style-type: none"> Participates actively in relevant political activities Supports ASHMA or class officers 	<ul style="list-style-type: none"> Becomes part of the political process by participating in a political campaign Serves as an ASHMA or class officer

Objective D3: *The student will develop and manage interpersonal relationships.*

Meets	Exceeds	Far Exceeds
<ul style="list-style-type: none"> Works well with peers in classroom and social settings 	<ul style="list-style-type: none"> Makes the effort to help others solve their interpersonal relationship problems Develops and maintains friendships with students from other cultures/ethnic backgrounds 	<ul style="list-style-type: none"> Develops and maintains friends with students from other Seventh-day Adventist schools

Chapter 3: Progress Report

Executive Summary

Events since the Spring 2000 WASC/Seventh-day Adventist visit and Spring 2003 Interim Visit.

When Hawaiian Mission Academy (HMA) began registration in August 2000, it did so with the promise of change. The new principal encouraged new and innovative approaches to education that would empower all students to reach their highest potential. For the past six years, the administration and staff have united around clear mission and vision statements that guide them in their focus and delivery of instruction: *“Educating the head, the hand, and the heart.”*

The road to excellence has not always been a smooth one. Although the overall enrollment has decreased, with a great effort by the staff and the principal, the current enrollment has stabilized and remains consistent between 130-140 students.

Stakeholder-support of HMA has been strong. A supportive Hawaiian Mission Academy Board of Trustees has made funding available for major improvements in technology and safety. The community has been encouraged by the initiative for excellence. As a group, they have rallied around the mission and vision of the school. Staff, students, parents, community members, and members of the Board of Trustees have worked together towards the goal of spiritual and academic excellence. All stakeholders of Hawaiian Mission Academy have been involved in implementing many needed changes at HMA.

Student Demographics: Changes over the past six years

Student demographics have been studied over the last six years. The opening enrollment comparison from the August 2000 to the opening enrollment in August 2005, a 6-year comparison, shows an average of 137 students. The closing enrollment comparison from June 2001 to the closing enrollment in June 2005, a 5-year comparison, shows an average of 140 students.

During the past six years (2000-2006), the numbers of students living in the dormitory have ranged from a low of 25 students to a high of 33 students.

The number of students receiving some form of financial assistance or scholarships has changed over the course of the past three years. For past six years, the percentage of financial aid has varied from 17% to 29% for students receiving some form of financial assistance.

Changes in the international studies curriculum / ESL program

Hawaiian Mission Academy has historically provided consistent English-as-a-Second Language (ESL) curriculum for its students dating back to 1895 when it first opened its doors as the Chinese Bethel School. When it was incorporated as Hawaiian Mission Academy in 1920 it continued offering the ESL courses and continues to do so to the present time.

During the 2005-06 school year, there are eleven ESL students as compared to twenty-one in the 2001 school year.

Students have come from a number of countries—Germany, Mainland China, Hong Kong, Taiwan, Tahiti, Marshall Islands, Fiji, Korea, and Japan—adding to the rich mix of students who customarily attend Hawaiian Mission Academy. This rich tapestry of students makes Hawaiian Mission Academy a positive multicultural environment in which to study and understand multiple worldviews.

During the last six years, Hawaiian Mission Academy has made adjustments to the English-as-a-Second Language ESL Program. Upon the completion of two years of ESL instruction, students who have reached a Test of English as a Foreign Language (TOEFL) score of 480 or higher are transitioned to Special Designed Academic Instruction in English (SDAIE) classes. SDAIE classes serve as a bridge from the ESL curriculum to that of the regular academic instruction of the mainstream high school coursework. Exit criteria to leave the ESL program and take regular high school classes are:

1. TOEFL score of 480 or higher,
2. A reading level of 80 words per minute with an 80% reading comprehension level on a graded reading text approved by the ESL Dept.,
3. A writing sample demonstrating basic grammar and syntax competency, and
4. The student's grade point average.

ESL and SDAIE courses are taught by five faculty members who are credentialed teachers. Three of the ESL faculty members are full-time teachers who teach both ESL and regular high school courses; two are teaching ESL part-time. This exposure to a wide variety of qualified teachers is one of the strengths of HMA's International Studies Program. Additional courses such as General Science, Reading II & III, and Introduction to Literature have been added to the ESL curriculum to provide a planned scope and sequence of instruction. These courses aid students in the transition to SDAIE classes for international students.

Expanding the Curriculum

Math Realignment:

In response to student and parent requests for a strong math/science curriculum, the math curriculum has been reorganized to provide a five year math program with the following course sequence: Algebra I, Geometry, Algebra II, Pre-Calculus, and Calculus. The HMA

Academic Standards Committee has supported the Math Department decision to move the geometry class sequence to the sophomore year. Prior to 2001 it was taught during the junior year. The change provides a balanced math foundation for students taking the PSAT exam at the beginning of their junior year since the two levels of math tested on PSAT are Algebra I & Geometry. During the past three years, the HMA administration has persuaded the largest feeder elementary campus, Hawaiian Mission Elementary and Intermediate School (HMEI), to teach Algebra I at the eighth grade level. They have done so. This makes it possible now for a small core of students to begin their math instruction at HMA with Geometry. This also facilitates the ease whereby a student can continue to pursue the other higher levels of math and complete them within four years of high school instruction.

Reinstating and Adding New Classes:

During this evaluation period, the curriculum has expanded by adding digital media classes, strengthening the foreign language department with a credentialed native speaker in Spanish offering two years of Spanish, and adding a practical arts woodshop course to the curriculum. For the past six years of this accreditation period, HMA has offered two foreign languages: Spanish and Japanese. However, due to declining overall enrollment, beginning with the 2006-07 school year, the school board has decided to offer only Spanish. Academic changes in this period have placed a significant emphasis on preparing students for college and offering students a differentiated diploma (General Academic and College PREP diplomas). Also, ESL religion classes are taught in the students' native languages. Additional ESL class offerings have been added (see above).

Audit of Health Services and Student Needs

The principal's administrative assistant and registrar is a person with nurse's training and has facilitated a more thorough job of evaluating and assisting students with their health needs. She ensures accountability of student health records. Student health records are audited annually to be sure that enrolled students receive the proper immunizations required by the state of Hawaii Department of Health specifications. If immunizations are not current, parents or guardians are notified. Mandated health records are filed with the State of Hawaii Department of Health. They are kept in a confidential file according to the U. S. Health and Human Services Department Health Insurance Portability and Accountability Act of 1996 (HIPPA) policies and regulations.

Block Schedule Instituted

Consistent with its vision of innovation, Hawaiian Mission Academy changed to the block schedule in September 2000. It did so in order to better serve the students and further facilitate a student-centered learning environment. HMA began with a modified A/B block schedule with classes meeting every other day for 80-100 minutes versus the traditional 50-minute, seven-period daily schedule. During the 2001-2002 school year, the A/B block schedule was modified to reflect current educational research findings that some memory

intensive classes, like language and keyboarding, benefit by having students meet on a daily basis.

During the first three years, from August of 2000 to June of 2003, block scheduling allowed the administration more flexibility in offering more courses with the same teaching staff due to the modular structure of the block schedule. This is of special benefit to HMA since it operates two curricular tracks with the same staff: the regular instruction and the ESL program. That is, a wider number of teachers are able to teach in both programs. This enriches the ESL program and prevents one or two teachers from experiencing “burnout” from being assigned to cover only ESL courses.

The verdict is not out yet on the impact that the block schedule has on student achievement. Too many multiple variables exist to explain its effect. The principal has been sensitive to these professional issues and has responded by providing staff in-service on how to teach effectively in the block schedule.

The past three years from 2003-2006 we have settled on creating a composite schedule which is a blend of the traditional 50-minute period and larger A/B block schedule time periods of 75 to 100 minutes in length. According to some of the latest professional research, the composite schedule seems to balance the best of both scheduling structures.

STUDENT ACHIEVEMENT

Student achievement is measured in a variety of ways: authentic assessment of student homework and formal tests.

New Student Entrance Exam:

HMA is currently using a number of assessment tools such as Student Scholastic Admissions Test (SSAT) and the **Quick Uncomplicated Immediate results Competency-based interpretation (QUIC)** administered for all new students and incoming freshmen. The emphasis of the QUIC is to assess the functional level of proficiency in the areas of either mathematics or the communicative arts. It can be administered in 30 minutes or less and serves as an efficient screening tool, particularly in situations where one wishes to administer a conventional achievement battery but is uncertain which level would be most suitable for the student. It can be administered to a single student or an intact class. The SSAT gives scalable and percentile rank scores. It can also serve as a predictor of how a student will perform on a future PSAT and/or SAT exam. The SSAT is widely used both nationally and internationally as an entrance exam to many private schools.

In addition to these various assessment methods, teachers consistently require students to take the subject matter tests created by the publisher of the subject/course taught. The various class projects and assignments add to the authentic assessment which teachers use to provide a well-rounded synthesis of student progress and achievement. In addition, traditional and non-traditional methods such as student homework, technologically oriented

projects, portfolios, tests, grades, and the student's cumulative grade point average (GPA) are used to assess overall student achievement.

SSAT / PSAT

All students from grades 9-11 are given the Pre-Scholastic Achievement Test (PSAT) each year to prep them for their senior year when they take the SAT and the ACT as their college/university entrance tests.

Beginning with the 2002 school year, all incoming freshmen and transfer students are required to take the Secondary Scholastic Admission Test (SSAT); or, the TOEFL in the case of foreign students, to assist in placement in the appropriate high school courses. The SSAT also helps the administration assess areas of student academic need.

During the 2001-2002 school year, all students in grades 9 and 10 joined the juniors in taking the PSAT test. This was done to increase the students' test-taking skills and awareness of the importance of this exam.

TAP / ITED Scores: The Minimum Graduation Proficiency Standard

For three years, from September of 2000 to 2002, Hawaiian Mission Academy used Riverside Publishing's Test of Achievement and Proficiency (TAP) as a standard measure of student competency for its graduation requirement.

Beginning with September 2003 to present, Hawaiian Mission Academy adopted the recently revised test from Riverside Publishing, the Iowa Test of Educational Development, ITED.

Both the TAP and the ITED serve as baseline national norm-referenced tests. The Pacific Union EDUCATION CODE indicates that all students who graduate from Hawaiian Mission Academy must have a minimum 9th grade proficiency in three areas: Reading, Written Expression, and Math. A review of this test data is done annually to ensure academic accountability.

Reviewing two key areas of academic achievement, language and math, reveals some interesting trends. The analysis of the 3-year comparison of ITED test scores shows HMA students scoring well above the mean score of 50 in the percentile rank comparison in all subject areas. [See above for TAP/ITED score charts].

As noted above, we have monitored the Test of Achievement and Proficiency (TAP) results over the first three years, and the Iowa Test of Educational Development (ITED) from September 2003-05. This data has been useful in shaping curriculum alignment, counseling students and parents, and providing a focus for staff development (i.e., Writing Across the Curriculum, and an emphasis on Reading and Literacy units).

Emphasis on College / University Preparation

More students are accepting the challenge of the college-prep curriculum consistent with the high expectations set forth by the staff and administration of Hawaiian Mission Academy. The following are examples of a higher sensitivity and awareness of college opportunities for HMA students:

- Annual administrative/parent meetings interpreting test scores.
- Annual Financial Aid workshops for juniors and seniors.
- Annual College Fairs put on by recruiters from the mainland and state of Hawaii universities for junior and senior students.
- Special PSAT/SAT Training Sessions sponsored by the Parent Teacher Organization.
- One example of the academic emphasis is that during this time period, HMA was honored to graduate a PSAT Semi-Finalist in the very prestigious national scholarship review. (Kenny Grier graduated with the class of 2002 with high honors.)
- Faculty and administration also celebrate student achievement through publishing an honor roll in Ka' Elele, the school newspaper.
- Beginning with the Class of 2004, a special graduation diploma designating College Prep Achievement was given at the June 2004 Commencement Services.

Students with Special Learning Needs

Hawaiian Mission Academy will work as much as possible to help students that may have special needs to be successful in their academic program. However, the campus/school is not equipped, nor are the teachers trained to specifically handle special education needs students.

Students with special learning needs are reviewed by a Student Success Team (SST). The steps and procedure are carefully spelled out as a school policy in the HMA School Bulletin. Depending on the nature of the student's needs, referrals are then made to a professional counselor for testing and assessment. As student needs are identified, parents are referred to a professional counselor for assessment. A post assessment meeting between parents, student, faculty and a professional counselor reviews the recommendations for making adjustments and accommodations in instruction to meet the student's learning styles or needs.

If special accommodations can be made on behalf of the student, the staff makes a professional attempt to accommodate the student. Often the student has the responsibility to adjust and make self-accommodations as well. If the school is unable to meet the needs of the special student, the student is referred to other schools where those services can be provided.

The monitoring of our SST program has shown an increase of students referred, from 3 students in 2000 to 6 students in 2002 who have been provided with various learning

accommodations agreed upon by professional counselors, parents and teachers. The average number of students referred each year is about three to four students.

Student Leadership Training

Student leaders are supported and trained by having select Associated Students of Hawaiian Mission Academy (ASHMA) officers and the junior and senior class presidents and vice presidents attend the annual Pacific Union Student Leadership Conference on the mainland each September. Beginning with the 2002-03 school year, a special student leadership training event has been held on campus for all student leaders. This event is led by those student officers who attend the mainland leadership workshop and is scheduled within two weeks after the date of the mainland training..

On average, 45% to 62% of our students are involved in some form of leadership. This ranges from class office, 4-Year Club, Rotary Interact Club, and ASHMA (student association) office. This percentage range is significant for a small, private school.

During the school year, the Student Council meets to plan student events. Class functions, student government experience, and planning for student body activities give students a number of opportunities to apply their leadership skills.

Athletics

Hawaiian Mission Academy's varsity sports program is currently under the direction of a full-time Physical Education/Athletic Director. The Varsity program is built on the base of solid academics as spelled out in the HMA School Bulletin. The Varsity coaches were complimented by being encouraged by the Interscholastic League of Honolulu (ILH) to join a league. However, at present the HMA School Board has not allowed HMA to join the ILH. We play various ILH teams in pre-season scrimmage games. The varsity program has had basketball and volleyball for the last five years for both the men and women.

The athletic program provides a constructive outlet of physical development for our young people. Our coaches instill positive values in our students. The main value taught is not whether “we win or loose, but how we play the game.” Parents and students are pleased with our program and its philosophy. However, they wish that the school could participate in the ILH.

Significant Developments

Campus Safety

Safety & Facilities Needs

Safety became an issue in the summer of 2000, when it was discovered that there was no effective fire alarm system at Hawaiian Mission Academy. Over \$240,000 has been spent installing in a new fire alarm system with an additional \$85,000 spent in improving

electrical needs of the campus and dormitory. During this process, it was also discovered that there were significant portions of the campus that needed to be re-wired because of antiquated electrical wiring. In planning to install the new fire alarm system, provision was made to also install the conduit infrastructure for wiring the campus for Internet and data networking. The conduit infrastructure was completed in November 2002.

Technology Development

Planned Technological Improvements

During the past six years there has been an aggressive plan to be technologically advanced and improve our computer capability as prescribed by our Technology Action Plan. This emphasis was in response to one of the Key Issues recommended by the WASC 2000 Visiting Committee as reflected in Growth Need #5 (their recommendation for enhancing the teaching learning process through the implementation of technology) [See under “Key Issue/Growth Need #5 below. See also the School-wide Action Technology Plan for greater detail in progress towards completion].

Improvements to our computer technology program include:

- Purchase of new hardware and software in the Mac and PC labs
- Installation of conduit (electrical pipes) to carry the cabling and fiber optic links
- Installation of eleven miles CAT 5e and Fiber cable between buildings and classrooms to create a network during the summer of 2004.
- Installation of a two-way speaker PA and bell system for better communication and security of campus during the summer of 2004.
- Wireless networking in several “hotspots” on campus.
- Installation of LCD projectors in nine classrooms with large 7’ x 8’ screens. Together with Internet access in each classroom, this now allows both the student and the teacher to make multi-media presentations allowing a rich integration of media (CD, DVD, VHS, TV, and Internet).
- Integration of technology in the curriculum by meaningful assignments that require the student to do investigative critical research on the Internet.

In the past three years, Hawaiian Mission Academy has made progress toward its goal of becoming a digital high school and an *iHMA Campus*. Purchasing two new computer labs, a 15-station iMac Lab (2000-2001) and a 20-station DELL PC Lab (Spring of 2003), has enhanced the curriculum and provided a technology-rich environment in which to learn. A new DELL network server with Novell 6.1 system software allowing up to 500 registered accounts was also installed in the summer of 2002. During the 2004-2005 school year, the campus was fully networked and is now using Microsoft Administrator Plus server software. Each teacher is given a domain ID from which to log on to the network from any campus computer.

The entire campus is fully networked. In the spring of 2001, School Minder (<http://www.huntersystems.com>) an administrative integrative software was introduced. It facilitated a good user friendly database to track students, the scheduling of classes, and various administrative functions. Beginning with the spring of 2005, teachers were able to

send their daily attendance via the computer in their classroom. They also were able to upload their grades to Edline (see below) via their GradeQuick electronic software program. GradeQuick also integrates with School Minder allowing teachers to send their grades electronically making it more efficient in communicating with administration and minimizing the time needed for input of grades.

Hawaiian Mission Academy has made a commitment to implementing technology by distributing computers throughout the campus from those relocated from the PC Lab as well as those received from alumni donations. Aside from the two computer labs, the rest of the computers are available to students in classrooms throughout the school. Every student on campus has an account available on our system that also includes controlled e-mail access, word processing and desktop publishing software programs, and Internet research capability. An Internet access use policy (AUP) guides the responsible use of technology on the campus. [See HMA SCHOOL BULLETIN, 29-30.]

HMA Website & Edline

The school's website, <http://www.hma4u.org/>, was developed in the spring of 2003. It serves as the main gateway interface among all stakeholders, staff, students, parents and community. A parallel-password-secure website, Edline, <https://www.Edline.net> was implemented during the 2002-2003 school year. Edline is an effective means whereby teachers communicate student progress (assignments, grades, school events) to parents and students. This helps to raise student accountability and encourages teachers to communicate a timely manner with parents about student progress. Edline has been positively supported by both parents and students. It was been funded by the Parent Teacher Organization (PTO) since its inception. HMA is able to utilize both its main Home Page of its website, as well as, the Edline URL to make announcements and inform and communicate with parents. It is also an important means of marketing the school outside of its immediate school community.

In the spring of 2003, under the leadership of former Director of Technology, Jerrell Gilkeson, a team of students created our school website. This student empowerment and leadership is encouraged by the administration. At present, the HMA website is currently undergoing revision by a professional website design firm in Honolulu.

Staff Growth and Changes / Staff Development

Staff Growth and Changes

Significant staff growth and changes have taken place since 2000-01. In addition to the principal, during the 2000-01 school year there were nine (9) staff changes. During the 2001-02 school year there were six (6) staff changes. During the 2002-03 school no staff changes took place bringing a sense of balance and stability to the existing staff. The past two years, 2004-2006, the staff has not changed. Currently 6 of the 12 HMA staff hold a Master's Degree.

The Principal as Instructional Leader

The WASC 2000 Visiting Committee recommended that the role of the principal should be to provide strong instructional leadership on campus. In response to the Spring 2000 Visiting Committee Report, the principal has made staff development a major priority and invested both financial and human capital in implementing this goal, during the past six years.

Specific steps taken during the past two and a half years from August 2000 to present are outlined in the Staff Development ACTION PLAN below. Key areas identified by the principal as topics for staff development were accommodation to block-schedule teaching and an emphasis on campus safety. Some of the themes emphasized were as follows:

1. The “*Effective Teacher*” series by Dr. Harry Wong
2. Teaching Strategies in the Block Schedule by Louis Mangione, Educational Consultant
3. Brain Research and Learning by Dr. Linda Caviness, Educational Consultant
4. RED CROSS Training: Disaster Training; and, First Aid and CPR
5. A review of the book, RESULTS: Continuous School Improvement In-service (Mike Schmoker).

An average total of 34 hours per year has been logged in staff development during the first two years of the current administration. In addition, the principal requested that each faculty member shadow another teacher in one of the private schools that form part of the Hawaii Association of Independent Schools (HAIS), in February, 2002. This professional experience proved to be an enlightening validation of current teaching practice as well as a source of new teaching strategies and school procedures. It was well received by the faculty as evidenced by a number of innovative ideas being spawned.

During post-session in June, 2002, the staff established “*Writing Across the Curriculum*” as its emphasis for staff development for the 2002-03 school year. This decision was made in response to TAP scores to better prepare students for college. An in-service was held on February 3, 2003 by four different consultants from Hawaii Pacific University and Punahou School. A wider number of disciplines have included writing as a student outcome during the 2002-03 school year.

The principal also makes it a practice to visit classrooms on a systematic basis. His visits are both formal and informal in nature.

Standards-Based Education: Accountability and Technology

During the current school year, 2002-03, Hawaiian Mission Academy has begun the study of standards-based instruction. Its desire is to strike a balance for the need to have HMA’s curriculum integrate state standards into the curriculum while at the same time meeting the needs of low-achieving students. Differentiated instruction, addressing the student outcome-based instruction while understanding and utilizing a wide variety of teaching strategies to provide quality instruction to all of their students, is being studied.

Student accountability has been increased by establishing high student expectations, by instituting a balanced homework pattern, by using technology in instruction, and increased communication with parents.

The addition of a comprehensive registration software called School Minder and an integrated grade book called Grade Quick, along with the coupling of Edline, an online grade reporting service and website, have made possible the distribution of academic information to students and parents.

Monitoring & Implementation of the Comprehensive HMA Action Plan

The principal is the primary person responsible for ensuring that the implementation of the Comprehensive HMA Action Plan is carried out. The Leadership Team, however, guides the faculty in monitoring the Action Plan. For the Interim 3-Year visit, the HMA WASC/Seventh-day Adventist Leadership Team was composed of the following persons:

1. Ron Childers, *WASC/FOL Chair*
2. Josué Rosado, *Principal*
3. Jerrell Gilkeson, *Vice Principal*
4. Linn Madsen, *Registrar*

The WASC/Seventh-day Adventist Leadership Team plays a key role in assuring that all decisions address the key issues in the Action Plan. This leadership team coordinated the input received from departmental focus groups and addressed the needs of the school and the Comprehensive HMA Action Plan.

The Key Issues identified by the Spring 2000 Visiting Committee Report became the mandate or guiding force for all decisions made by the Leadership Team. Semi-annual review of the HMA Action Plan and ESLRs were also key documents that the WASC/Seventh-day Adventist Leadership Team used as a guide to direct the focus of school improvement at Hawaiian Mission Academy. The faculty, on a systematic basis as part of their weekly faculty committee agenda, met to research and address issues involving school culture, student support, teaching and learning, curricular paths, assessment and accountability.

Annual goals, in the context of the Action Plan and ESLRs, were suggested by issue-specific committees, and then evaluated by the Leadership Team and staff on the staff development days preceding the opening of school. Progress and revisions are usually recommended by the Leadership Team. They are then approved by the HMA staff and the Parent Teacher Organization (if deemed necessary). Annual school-wide goals, which necessarily encompass progress on the Action Plan, are communicated to the HMA Board of Trustees in the Principal's Report at its regular meetings.

As noted above, the WASC Leadership Team was organized in the fall of 2004. There were some changes in staff, parents, and students, thus the change in names of the 2005-06 WASC Leadership Team. Focus groups were formed to meet with key stakeholders and

work on curriculum, facilities, student services, and financial resources. All major stakeholders have participated with the WASC/Focus On Learning Report. In the spring of 2005, the administration contacted the National Society of School Evaluation, NSSE. Surveys were sent out to students, parents, and community (alumni, constituent pastors, and select constituent board members). In the fall of 2005 a second series of NSSE surveys were given. This second time it was sent only to parents and students. This is referenced with comment in Chapter 4 below.

During the past six years, the principal has kept the HMA Board of Trustees informed of progress made each year by the HMA staff in their response to the KEY ISSUES outlined by the Spring 2000 Visiting Committee Report received in the month of August 2000.

The HMA WASC/Seventh-day Adventist Leadership Team and the HMA staff have reviewed the report and made final editing changes after listening to various stakeholders before submitting it to the WASC Chair of the March 2006 Visiting Team.

School-wide Action Plan Progress:

KEY ISSUES from Spring 2000 visitation

The administration and faculty have read and taken the KEY ISSUES (“Supporting Critical Area(s) for Follow-up” from the August 2002 DOCUMENTATION AND JUSTIFICATION STATEMENT), recommended by the Spring 2000 Visiting Committee very seriously.

Careful reading was given to pages 30-32 in the August 2000 Visiting Committee Report since these pages provide a “*Synthesis of School-wide Areas of Strength and School-wide Critical Areas for Follow-up.*”

Thus, each of the nine (9) bullets, KEY ISSUES, cover the salient points described in pages one and two of the Executive Summary Report. Each KEY ISSUE is broken down into goals, specific steps to meet the goals, and a proposed timeline.

The four WASC/Seventh-day Adventist Criteria Categories are:

1. Organization for Student Learning
2. Curriculum and Instruction
3. Support for Student Personal and Academic Growth
4. Resource Management and Development

The interim visit report of 2003 addressed the Critical Area(s) identified by the 2000 Visiting Committee, describing progress and citing evidence, or reporting changes in focus and revision of the timeline and/or goals. We have called the critical improvement areas KEY ISSUES/ GROWTH NEED(S) because they represent current and future professional growth needs necessary for HMA to become a more effective school.

We have reviewed, updated, and revised the HMA SCHOOL-WIDE ACTION PLANS to correspond and provide linkage with each of these KEY ISSUES. The revised action plans below provide a succinct summary of actions taken by various stakeholders and staff of Hawaiian Mission Academy.

HMA's RESPONSE SINCE THE INTERIM WASC VISIT IN MARCH OF 2003:

In the 2003 Visiting Committee Final Report, the final sentence under the "CONFIDENTIAL ON-SITE REVIEW JUSTIFICATION STATEMENT" reads:

"Therefore, we recommend that Hawaiian Mission Academy not be subject to any additional visits during the remaining three years of their accreditation period and that **no new conditions be imposed.**"

Although no new conditions were imposed, the WASC Visiting Committee encouraged HMA staff and administration to proceed with the following:

- Continue to review and refine ESLRs.
- Continue to develop rubrics that are measurable.
- Seek student input in fine-tuning rubrics.
- Begin the process of data-collection to assess ESLRs.
- Continue to work on integrating technology into instruction.

ESLRs Revised: In the fall of the 2004-05 school year, the staff discussed and reviewed ESLRs. With a goal of making the ESLRs measurable and more concrete, they decided to reduce the number of ESLRs from a total of six to a total of four. The newly revised ESLRs were rewritten to parallel the Hawaiian Mission Academy Mission Statement of: *"Educating the Head, the Hand, and the Heart."* They added a fourth dimension: *"Educating for Human Relationships,"* which emphasizes the social dimension of student and human development. New rubrics were created.

In the spring of 2005, the faculty created an ESLR Evidence Label form to serve as a cover sheet placed over sample student work to demonstrate evidence that specific ESLRs were being taught or achieved. Beginning in the fall of the 2005-06 school year, time was set aside in their daily worship meeting and weekly faculty meetings for the HMA staff to present and have a peer review exchange of how they used the ESLR Evidence Label form with sample student work. By conducting this weekly exchange, faculty learned from one another and enhanced each faculty member's goal of ESLR implementation.

An enlarged ESLR chart was placed in each classroom on campus. Students became more aware of ESLR integration and it relates to student learning and improved student outcomes.

Key Issue / GROWTH NEED #1: Development and Assessment of ESLRs.

That the board, administration, and faculty establish a plan and procedures for assessing student progress toward achievement of the ESLRs and utilize the assessment results as a basis for a variety of decisions, especially the strengthening of the teaching/learning process and the allocation of resources.

Goal: To have all stakeholders review and evaluate the progress made towards implementation of the ESLRs.

Timeline: General review in 2000, quarterly review in 2001-02, monthly review in 2002-03 school year with several faculty in-services, board input, student, and parent teacher organization review.

Response: The Faculty has periodically reviewed the ESLRs. They have developed the rubrics for strengthening the teaching/learning process. A full day of the 2002 pre-session was devoted to studying ways to implement the ESLRs. The October 2002 teacher in-service was devoted to writing and modifying the ESLR rubric evaluation. The HMA staff considers the ESLR rubrics as a dynamic document. Thus, they will be reviewed annually and modified as needed. In the meantime, however, they will provide a framework from which to gauge accountability and assessment of meeting them. The PTO, HMA Board of Trustees, and HMA Student Council have had an opportunity to give input to this assessment tool.

Key Issue / GROWTH NEED #2: Expand the Curriculum & Scholarships

That the board and administration explore options for securing increased funding that would make it possible to expand course offerings, provide regular maintenance and enhancement of the facilities, and establish a scholarship fund to provide financial assistance for Seventh-day Adventist students to attend the academy regardless of financial ability.

Goal: To secure additional sources of income for scholarships from the Development Office.

Timeline: Increase Development Office 2000, Expand Development Office with Grant writing 2001, Adjust the need for Development Officer with needs of a Grant Writer 2002.

Response: A full-time Development Director was employed from August 1999 to June 2002. The Development Office has been able to add \$235,000 to assist students with financial needs, as well as to enhance the school's facilities. From July 1, 2002 to present, the Development Department has been restructured with the principal taking on this responsibility. The Board has contracted with a grant writing firm to procure additional funds for expanding the course

offerings and provide enhancement of school facilities. From December 2003 to present, the HMA School Board has sponsored an annual student scholarship fund raising Gala event in a major hotel in Waikiki. For example, in December, 2005, the administration invited the Kawanakoa royal Hawaiian family as honored guests. Approximately 185 persons were in attendance. The Gala event netted a total of \$7,585.38 for use in meeting the goal of student scholarships for the 2005-06 school year.

The Hawaii Conference of Seventh-day Adventists, specifically the Office of Education, has increased its support of Hawaiian Mission Academy by 28% during the 2002-03 school year as compared to the previous three years. They have also increased and contributed significantly to student scholarships and provided financial support to send students to the mainland for such events as prayer conferences during the first three years: 2000-2003.

The Hawaii Conference of Seventh-day Adventist's Executive Committee has authorized an increased and systematic yearly amount of local church subsidy from 28 constituent churches for Hawaiian Mission Academy. This has helped to correct the hiatus of no increase in local church subsidy which occurred for a period of three years prior to the 2002-03 school year. Each budget year the constituent church subsidy is adjusted and is based on 4.5% of the previous 3-years' tithe that the each churches pays to the Hawaii Conference of Seventh-day Adventists.

Key Issue / GROWTH NEED #3: Marketing and Recruitment

That the board, administration, and faculty adopt a marketing and recruitment plan that will increase the visibility of the academy within the constituency and the broader community, with the goal of increasing enrollment.

Goal: Develop a Marketing / Recruitment Plan to increase HMA's student enrollment

Timeline: Ongoing

Response: The HMA Board of Trustees has appointed a Marketing Committee who have met on a regular basis to review and monitor how to make HMA more visible to the community. Some of the areas that have been addressed are public advertising, a presence at public fairs and events, visitation with weeks of prayer and chapels in the feeder schools, and an expanded use of the school web site for information and applications. As the Marketing Action Plan below shows, the HMA staff and administration have been actively pursuing these goals. Some examples follow:

1. The honorary diplomas for the 60-year graduates of the Pearl Harbor year allowed HMA to receive statewide TV and newspaper coverage during commencement exercises June 2, 2002.
2. Dean Schoen Safotu sponsored a special weekend to spotlight the homeless. Students experienced a night of homelessness and then went to feed the truly homeless at several homeless feeding centers. Two TV stations covered the event that lasted two days.
3. The HMA music department is on a schedule to make tours to all the constituent churches on all the islands along with concerts at local churches.

4. The school has advertised in local and mainland newspaper and magazine ads along with the VERIZON Super Pages website ad.
5. The principal and his staff have been vigorous in visiting the constituent churches and reaching out to potential students.
6. The school's new website has resulted in recruiting several students, three of them being international studies students.
7. The HMA Rotary INTERACT Club has been active in the community the past two school years with various community service projects (i.e., running a face-painting booth for a foster kids Christmas banquet each December).

Key Issue / GROWTH NEED #4: Graduate Follow-up

That the board, administration, and faculty develop a plan for regular follow-up of graduates and non-returning students as a means of tracking to determine the extent to which the academy is meeting its mission and achieving the ESLRs.

Goal: To keep track of HMA graduates with the purpose of determining how many go on to college or receive technical training beyond high school in their pursuit of a career.

Timeline: Ongoing

Response: Everyone who leaves Hawaiian Mission Academy during the school year has an exit interview with either the principal or registrar to determine the cause of withdrawal from school. This interview informs the administration of ways to improve the school program and issues of concern to parents and students.

The senior class is given an exit survey before commencement exercises. The registrar does a follow up of graduates as part of the transcript process. Non-returning students are contacted to determine the level of interest in returning and/or if there are unresolved issues. Each school year the principal visits the two west coast university campuses where a majority of HMA's graduates attend. They conduct formal and informal interviews with HMA alumni to determine how they are adjusting to collegiate life and receive valuable input in regards to improving the curriculum at HMA.

The Superintendent of Schools visits various college and university campuses attended by our alumni on the mainland. She interviews HMA alumni inquiring of them ways in which HMA can best meet the needs of prospective college students. She encourages them to continue their educational pursuits at the university level.

Key Issue / GROWTH NEED #5: Staff Development & Technology

That the administration and faculty develop plans for enhancing the teaching/ learning process through a wide variety of instructional skills and techniques, use of a broad array of

assessment measures and the effective integration of technology into the curriculum.

Goal: To improve the quality of instruction by using meaningful learning strategies.

Timeline: Ongoing

Response: The Administration has made teacher in-service a major priority. Consultants (Louis Mangione, Linda Caviness, etc.) and multiple in-service activities have provided the HMA staff professional growth. A two-year in-service cycle has emphasized the implementation of the block schedule. Special emphasis has been focused in using a variety of teaching techniques and improvement of skills by observation of other teachers.

In June, 2002, the HMA faculty read and discussed the ASCD book, RESULTS, by Mike Schmocker, which addresses the use of assessment to enhance instruction and learning. Teachers continue to develop plans using alternative assessment to improve student results. During the 2000-2002 school years, technology was upgraded by the administration with additional equipment being made available to individual teachers. All teachers have been in-serviced in the use and development of a PowerPoint presentation for instruction.

The Hawaiian Mission Academy staff has supported the implementation of the use of computers systematically in their curriculum. Technology teachers have supported their colleagues by providing them with one-to-one in-service and training on an individual need basis.

During the 2002-03 school year, the faculty has embraced the effective use of an electronic grade book with linkage to the Edline software whereby both students and parents may access information regarding their daily assignments and grades via Internet access any time 24/7. This consistent feedback of academic results has improved communication between school and home. In the current year, teachers have voted to make "*Writing Across the Curriculum*" the focus of their of their staff development. On February 3, 2003, four professors from the University of Hawaii and Punahou School made presentations to the HMA staff in an all-day in-service.

Key Issue / GROWTH NEED #6: Counseling Services

That the board and administration provide for counseling/guidance services to students during the school day to ensure that the areas of academic guidance, career planning and personal counseling services are readily available to all students.

Goal: To add a Counselor to the HMA Staff

Timeline: Ongoing

Response: Our response to this key issue is broken down to three areas: academic guidance, career planning, and personal counseling services:

ACADEMIC GUIDANCE:

It has not been economically feasible to add an additional staff member as a school counselor per se. However, at the beginning of the 2001-2002 school year, the HMA Board of Trustees'

Personnel Committee approved the addition of a full-time registrar, a certificated teacher, who now provides academic direction, coordinates testing services in collaboration with faculty, and facilitates off-campus academic counselors from local and mainland colleges and universities in regards to prerequisites for college and scholarship opportunities for financing higher education.

PERSONAL COUNSELING:

The heart of HMA's counseling support program is its Homeroom Advisory. All students meet twice a week (on Tuesday and Thursday mornings) with self-selected faculty advisors in a homeroom of no more than twelve peers. The 15-minute homeroom session provides regular opportunities for assessment and communication regarding academic and career issues. Each faculty advisor is responsible for monitoring the academic needs and advising his or her core group of advisees.

Since HMA is a small school, every teacher is acquainted with and available to students who seek individual help with academic and career counseling. Such faculty-student interaction feeds into Student Concern Sessions during faculty meetings. After identification of specific needs, the principal, registrar, and homeroom advisor follow up by conferencing with parents or guardians. If a student is identified as possibly having special learning needs, he or she is referred to off-campus professional testing and counseling services. Wherever possible, HMA accommodates special needs by developing an individualized Student Success Team (SST) plan that works in collaboration with the student, his family, and off-campus professionals. However, HMA does not offer special education courses.

Personal counseling involving substance abuse and traumatizing human relationships is likewise done by off-campus professionals in harmony with the laws and ethics of confidentiality. With parental consent, HMA may additionally refer students and parents to seek pastoral support for a student.

In-service training on when and how to defer or refer to professional counselors is part of HMA's on-going professional development program. Included in this training is when and how to involve a student's local pastor in remedial support.

During the 2005-06 school year, our Week of Prayer Speaker, Michelle Seibel, has continued to come each Wednesday morning to counsel with students on personal and spiritual needs. In addition, one of our local youth pastors is on campus two afternoons a week to listen and counsel with students.

CAREER COUNSELING:

Career and college counseling is done by the registrar, the Bible teachers, and college/university counselors who visit from the mainland. Additionally, College Fairs, Career Days, and career shadowing assignments are scheduled each year on campus or in the community. The annual Senior Class Trip, which includes visits to several mainland colleges and universities, buttresses HMA's focus on producing college prep graduates who can matriculate successfully anywhere. The senior mainland trip is a major expansion of the students' awareness since for some students it is their first time traveling outside of Hawaii. This exposure to mainland colleges and universities provides students with first-hand knowledge of life on a university campus.

Each school year all students are supported by multiple parent/student workshops that explain the meaning of test scores, entrance requirements, as well as major calendar events of each school year. Senior students have several additional workshops to be informed about scholarship opportunities and hands-on assistance with their parents with how to fill out the federal financial aid forms.

Key Issue / GROWTH NEED #7: Principal as Instructional Leader

That the administration explore ways to budget a greater amount of time to provide instructional leadership, including classroom visitation.

Goal: The principal is to take a more active role in providing academic and instructional leadership to the HMA staff.

Timeline: Ongoing

Response: The Administration makes visits to individual classes and is available on a regular basis for teacher consultation. Administration is exploring ways to enhance the amount of time for academic/instructional leadership. Professional growth plans are requested of each teacher at the beginning of each school year. These professional plans outline key areas of personal professional growth by each teacher. They are reviewed twice per year: at a mid-year date (Jan-Feb) and again as an exit interview with the principal at the end of the school year.

The Dr. Wong videos on “*Effective Teaching*” have given teachers many ideas and teaching strategies to support good instruction.

Teachers were involved in shadowing another private school teacher during a shadowing in-service day in the month of February, 2002.

The administration invited Louis Mangione, an instructional process consultant, to instruct teachers in utilizing meaningful strategies to address the needs of diverse learners. During faculty meetings, it is not unusual for the principal to set aside a 30-minute in-service reviewing and discussing a recent article from a professional journal of interest to the faculty. Teachers receive a weekly copy of the MASTER TEACHER publication that focuses on a topic of effective professional improvement.

Key Issue / GROWTH NEED #8: Financial Stability

That the board, administration, and faculty effect plans to ensure long-range financial stability to the academy.

Goal: To provide sound fiscal control and a balanced operating budget.

Timeline: Ongoing.

Response:

Background:

Since June 2000, several critical areas of deferred maintenance were discovered that had not been addressed for a number of years. More importantly, they included items that were in critical areas of school safety:

- ◆ electrical problems throughout the campus,
- ◆ an inadequate number of fire extinguishers in classrooms,
- ◆ a defunct smoke detectors & fire alarm system in the dormitory,
- ◆ a nonfunctioning campus-wide fire alarm system.

These areas were addressed to avoid any potential liability exposure to the school, the board of trustees, and the corporate church body who operate the school. The net financial impact of addressing these issues came to more than \$245,000.

During the summer of 2001, a major water line feeding the classroom complex broke. This resulted in a \$36,000 expenditure to fix the problem.

Coupled with unprecedented maintenance and safety issues was a diminishing enrollment due to an important demographic shift in student population. There was a decreased number of students available from feeder schools. That is, more students were graduating from HMA than were being replaced by the incoming students in the freshman class.

In a survey of parents and constituency conducted by the administration, parents expressed a desire that high expectations be set for HMA to improve its quality of instruction. In filling personnel needs, the principal recommended that the HMA Board of Trustees hire highly qualified and experienced teachers from the mainland. This was done. This has improved the quality of instruction. The downside of this personnel equation is that experienced staff members are also at the top of the salary scale. Therefore the higher salaries result an increased expense in the operating budget.

Stricter guidelines imposed by the U. S. government in the post-9/11 era have made it more difficult for international students to obtain student visas. This fact, coupled with a downturn in the U.S. economy during 2002, has not permitted us to achieve our projected goal in the number of international students. This international student downturn impacted our budget drastically during the 2002-03 school year because we were budgeting on an additional ten students.

• Financial Strategy:

The Finance Committee of the HMA Board of Trustees has met on a regular monthly basis to discuss and keep abreast of financial concerns. They reviewed all potential sources of income and over the course of the past five years they have set into place the following steps to deal with the financial stability of Hawaiian Mission Academy:

- Reviewed and increased the facilities-use fees for all campus facilities.

- Increased tuition on a systematic basis each school year. During the school year, 2001-02, they established a 3-tier tuition schedule: an international student rate, a regular rate, and a Seventh-day Adventist student constituent rate.
- Revised the Financial Policies of the HMA SCHOOL BULLETIN to strengthen the administration's hand in dealing with past-due accounts and reduce the Accounts Receivables (ARs) in the operating budget of the school. For example, the administration was successful in reducing the ARs from \$205,000 to only \$7,000 in June 2002. Before a student takes his or her final exams each semester their account must be paid in full.
- Authorized a Tuition Refund Plan (TRP) student insurance program approved by the HMA Board of Trustees in August 2001 to safeguard against any operating budget loss due to students leaving school at any time during the school year in the event of any disciplinary matter, attendance problem, or medical disability by the student.
- Allowed the Finance Committee and administration to request an increase in local church subsidies to HMA. Upon a recommendation by HMA Board of Trustees, the HI Conference of Seventh-day Adventists Executive Committee approved the request. The Hawaii Conference administration was instrumental in obtaining increased support from constituent local churches in payment of subsidies to Hawaiian Mission Academy.
- In planning for the 2003-2004 operating budget, the administration has presented an approved balanced budget. To achieve a balanced budget, it was necessary to reduce the staff by two full time equivalent (FTE) positions. Again during the 2005-06 school year it was necessary to reduce staff by 3.5 FTE.

- **Recruitment Strategy:**

Sound financial stability is directly linked to increased positive student enrollment. The administration has been sensitive to engaging in active recruitment of students. The budget planning process begins at least 9 months before the beginning of the next fiscal year and is revised several times prior to the beginning of the school year by the HMA Board of Trustees.

- The administration has pursued a vigorous and systematic plan of visitation to all constituent churches throughout the state of Hawaii. By preaching in and visiting all constituent churches, the administration has increased trust and communicated a positive message about the school. Students often accompany the principal on neighbor-island trips.
- The administration has begun a plan of pre-enrollment of students well in advance of the coming school year, thereby developing more concrete numbers upon which to project the future year's operating budget.
- The administration works closely with the Marketing Committee to promote the school in a positive light in the community.

- The Development Office has worked hand-in-hand with the administration to increase funding for such areas as classroom improvements and student scholarships by contributing financially to these budgets.
- The principal made a trip to Japan in March of 2002 to promote Hawaiian Mission Academy and stimulate growth in the number of international students.
- The HMA dormitory dean has involved dormitory students in an active constituent church visitation program. There is nothing more effective than students talking with students positively about the school program.
- The Religion Department has taken student teams to lead out in Weeks of Spiritual Emphasis in feeder school campuses. This has had a two-fold purpose: leadership training; and, communicating the spiritual goals of HMA's mission statement ("*Educating the head, the hand, and the heart*").

• **Fund-raising Strategy:**

The administration has been diligent in trying to meet the financial needs of the school. The Board of Trustees has contracted with a private fundraising firm to initiate a million dollar capital improvement campaign to improve the campus facilities. It continues its efforts to bringing the operating budget into balance. The administration and faculty continue to recruit students to HMA as they visit constituent churches. The administration has encouraged the participation of the PTO in their fundraising efforts for student scholarships. Each year the PTO raises an average of \$5, 000 to \$6,000 for student scholarships.

The HMA Board of Trustees has also led out in putting on a fund-raising Gala event each school year. This event has been positive in raising funds for student scholarships, as well as, serving as a positive public relations event in the community.

The administration has been active in scheduling various development events such as the annual phonathon and direct-mail letters. A new newsletter, the **Ka Nu Hou O ka HMA** ("*Recent News from Hawaiian Mission Academy*"), keeps alumni and donors informed of events at HMA.

Key Issue / GROWTH NEED #9: Faculty Input in Financial Planning

That the administration provide opportunity for collaborative involvement of instructional faculty in the budgeting process especially as it affects departmental budgets, so as to facilitate the efforts of the faculty in achieving the ESLRs.

Goal: To keep faculty abreast of the instructional budget issues

Timeline: On-going

Response: The Administration has given each department an instructional budget. All staff members are fiscally responsible for their departmental funds. The administration meets with 2002 school year, the faculty met to give input on trimming the instructional budgets. School-wide goals were reviewed and budgets were changed where appropriate.

Chapter 4: Self-Study Findings

Introduction

Focus group teams were developed and met in January 2005 to answer the self-study questions. The focus groups were revised for the 2005-06 school year to replace the student team members who had graduated, to include new board members, and also to combine the two support focus groups. In October, 2005, the faculty met as a group and reviewed and updated the whole document. The new focus-group teams met in November, 2005, for a final review and revision.

Focus Group Teams 2004-05

Organization for Student Learning		Curriculum and Instruction	
Vernon Hsu - Chair	Faculty	Linn Madsen - Chair	Faculty
Ron Childers	Faculty	Cindy Nylen	Faculty
Kate Lewis	Faculty	Ivan Wentland	Faculty
Arvin Tanag	Student (2005)	Christal Nishikawa	Student (2005)
Alex Seibel	Student (2008)	Braiden Tabisula	Student (2006)
Eve Decoursey	Parent	Wena Tsai	Parent
Jack Huizingh	Parent	Ron Gallegos	Parent/Board
Adelle Johiro	Board/Alumni	David Madrid	Board/Pastor
Lyle Arakaki	Pastor/Alumni	Lloyd Munson	Pastor
Support for Personal and Academic Growth		Support for Student Spiritual Growth	
Jane Cheeseman - Chair	Faculty/Alumni	Joyce Garrigus - Chair	Faculty
Peter Cheeseman	Faculty	Schoen Safotu	Faculty
Raul Zanatta	Faculty	James Woods	Faculty
Sarah Teehee	Student (2005)	Ruth Reyes	Student (2005)
Ikaika Low	Student (2006)	Ben Bechard	Student (2006)
Carl Yazawa	Parent	Michelle Seibel	Parent/Alumni
Lynne Waihe`e	Board Chair/Alumni	Bill Payne	Parent/Hawaii Conference
Rob Lloyd	Pastor	Jocelyn Siologa	Board
Deloris Trujillo	Superintendent Hawaii Conference	Walter Nelson	Pastor
Resource Management and Development			
Josué Rosado - Chair		Administration	
Jean Granum		Administration	
Nenny Safotu		Staff	
Layla Ohara		Student (2005)	
Chad Yazawa		Student (2006)	
Ron Wolf		Parent/Board	
Roger Seibel		Parent/Board/Alumni	
Ron Lindsey		Board/ HI Conference	
Bob Koide		Board/Alumni	
Ellie Ka`ana`ana		Board	
Kurt Unglaub		Pastor	

Revised Focus Group Teams 2005-06

Organization for Student Learning	
Vernon Hsu - Chair	Faculty
Kate Lewis	Faculty
James Woods	Faculty
Joyce Ampon	Student (2006)
Alex Seibel	Student (2008)
Brenda Lee	Parent / Alumni
Jack Huizingh	Parent
Curtis Len	Board/Parent/Alumni
Adelle Johiro	Board/Alumni
Lyle Arakaki	Pastor/Alumni

Curriculum and Instruction	
Cindy Nylén - Chair	Faculty
Nenny Safotu	Registrar
Ron Childers	Faculty
Esther Tak	Student (2007)
Braiden Tabisula	Student (2006)
Wena Tsai	Parent / Alumni
Russell Kim	Board/Alumni
Ron Gallegos	Board
David Madrid	Board/Pastor
Lloyd Munson	Pastor

Support for Personal, Academic, and Spiritual Growth	
Peter Cheeseman - Chair	Faculty
Jane Cheeseman	Faculty/Alumni
Joyce Garrigus	Faculty
Ben Bechard	Student (2006)
Kristin Ko	Student (2006)
Ikaika Low	Student (2006)
Carl Yazawa	Parent
Michelle Seibel	Parent/Alumna
Bill Payne	HI Conference
Lynne Waihe`e	Board Chair/ Alumni
Rob Lloyd	Pastor
Walter Nelson	Pastor
Deloris Trujillo	Superintendent/ HI Conference

Resource Management and Development	
Josué Rosado - Chair	Administration
Jean Granum	Administration
Schoen Safotu	Faculty
Deirdre Madrid	Student (2006)
Chad Yazawa	Student (2007)
Curtis Len	Parent/Board/ Alumni
Roger Seibel	Parent/Board/ Alumni
Ron Lindsey	Board / HI Conference
Bob Koide	Board/Alumni
Ellie Ka`ana`ana	Board
Kurt Unglaub	Pastor

A: Organization for Student Learning

A1. School Philosophy, Goals and Mission Criterion

A1-1: To what extent has the school established a clear statement of purpose and expected school-wide learning results that reflect the beliefs and philosophy of the institution?

The Seventh-day Adventist church's educational philosophy states that *"True education means more than pursuing a certain course of study. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers."* The purpose of a mission statement should answer the question, "Why does an institution exist?" Thus, consistent with our educational philosophy, Hawaiian Mission Academy's mission statement is, *"Educating the Head, the Hand, and the Heart."* It forms the basis of our newly revised and improved expected school-wide learning results (ESLRs).

Education, p. 9, --
Ellen G. White

ESLR poster

After the faculty ESLR subcommittee developed these new ESLRs, all major stakeholders of the institution have been actively involved in the process of reviewing, revising and rewriting in order to more accurately represent the institution and its mission statement. The ESLRs are currently posted visibly in each classroom, included in the school bulletin and have been published in the school newspaper. HMA's mission, philosophy and goals are well-known and respected among the stakeholders and are also incorporated into the school bulletin and letterhead stationery. ESLRs are used by teachers and implemented in their curriculum. The ESLRs are also posted on the school website & Edline.

Board Minutes

HMA Bulletin

HMA Website -
<http://www.hma4u.org>

School newspaper

A1-2: To what extent are the philosophy, goals and mission defined further by adopted expected school-wide learning results that form the basis of the educational program for every student?

Hawaiian Mission Academy's expected school-wide learning results were developed as a reflection of the stakeholders of our school, including faculty, parents, students, alumni, and HMA board members. Teachers incorporate the education of the head, the hand, and the heart into everyday learning in classrooms, in chapels, and in our extra-curricular activities. Although not always directly referring to the ESLRs while instructing, teachers do teach according to the institution's goals and ESLRs.

Course Outlines

They have incorporated the ESLRs with the Pacific Union Curriculum Frameworks and have revised their course outlines so that all elements are congruent with one another.

ESLR Evidence Label

Teachers are taking a more active role in sharing the ESLRs and their significance with the students. As students become more aware of the ESLRs, they will have the opportunity to incorporate the goals into their academic and personal lives.

A2. Governance Criterion

A2-1: To what extent does the school board adopt policies that are consistent with the school philosophy, goals and mission, and support the achievement of the expected school-wide learning results for the school?

Hawaiian Mission Academy is based upon a historical framework of educational policies and standards from the Seventh-day Adventist church conference and union. In accordance, the school board, composed of parents, alumni, church pastors, conference and school administration, endeavors to monitor and maintain the school's mission statement of "*Educating the Head, the Hand, and the Heart.*" The HMA school board also ensures that the school is consistent with the philosophy, goals and mission statement by approving policies, major changes in personnel, the school bulletin, operating budget, and curriculum. The school board also facilitates the evaluation of any problems brought to them by the school administration and recommends solutions that are in harmony with the goals, philosophy, and mission of the school.

HMA Board minutes – Mar. '05 and Oct. '05

The HMA school board meets approximately every other month on the HMA campus. The agenda for each meeting is decided upon by the principal, board chair, and superintendent of schools. The appointed faculty member of HMA represents the faculty and staff to the school board and is responsible for communication between the school board and faculty as well. Just as policies flow from school faculty up to the board, policies also flow from the school board to the faculty through the principal. Faculty members attending a school board meeting have a tempered voice since they cannot vote. However, these meetings are held with the goal of keeping all the major stakeholders "on the same page."

HMA Calendar

HMA Board and Faculty meeting minutes

A2-2: To what extent does the school board delegate implementation of these policies to the professional staff?

HMA’s school board, along with the superintendent of schools, instructs the principal about implementation of new policies or changes in existing policies. The principal, along with the faculty board representative, communicates any pertinent board discussion and action to the faculty.

Board and Faculty meeting minutes

A2-3: To what extent does the school board monitor results?

The HMA school board members are invited to visit the HMA campus and are encouraged to attend any classes that are in session. At the beginning of the school year each board member receives a calendar of school events and is also informed of current activities in the different departments. The finance committee meets regularly to review the financial status of HMA and reports to the rest of the board.

Board minutes

Teacher portfolios

Although the school board’s personnel committee is given the authority to both hire and dismiss teachers, it is the responsibility of the superintendent of schools to monitor and evaluate the principal and teachers and their work here on campus. The superintendent of schools, along with the HMA administration, reviews the school curriculum each fall and spring at the regular curriculum review sessions with the associate director for secondary education of the Pacific Union Conference of Seventh-day Adventists.

Curriculum review minutes

A3. School Leadership Criterion

**School leadership denotes vice-principal, principal and/or educational superintendent.*

A3-1: To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected school-wide learning results?

The administration chooses school-wide educational goals that need attention. These are presented to the staff for evaluation on how best to implement them. They are chosen according to test scores and national trends based on action research as indicated in the professional literature (*ASCD – Educational Leadership, NASSP Bulletin, National School Board Association Journal, KAPPAN Journal, etc.*). The administration also stays current with the latest research trends in curriculum.

Faculty Minutes

Inservice minutes :

- ◆ Teaching in the Block Schedule
- ◆ Writing Across the Curriculum

Magazine subscriptions

A3-2: To what extent does the school leadership empower the staff?

The school leadership empowers the staff at HMA by not only assigning teaching responsibilities, but also duties outside the classroom, such as class sponsorship, extra-curricular activities, field trips, school committees, and supervision. These assignments give each teacher leadership positions and the ability to work both individually and as part of the team. A number of committees on campus, made up of teachers and administration, exist to oversee student learning, academic standards, and curriculum.

HMA Calendar
Additional Staff Duties List
Faculty Meeting minutes

A3-3: To what extent does the school leadership encourage commitment, participation and shared accountability for student learning?

Each teacher is expected to establish clear goals for the school year by turning in their personal, professional goals for the ensuing school year. The goals are established and voted upon by faculty and administration and incorporate three professional levels: the corporate church and its mission, the school and its academic goals consistent with its mission statement, and a personal professional goal for each year. Teachers meet with the school principal three times during the school year to review progress and accomplishment of these professional goals.

Faculty member Professional Growth Plans
Administration Evaluation Schedules and Memos

Teachers are asked to prepare, update, and review their course outlines & syllabi consistent with the North American Division Curriculum Guides and Journey to Excellence objectives whose goals and learning objectives are consistent with the approved ESLRs. They submit these to the principal during the first month of the school year.

Faculty member Course Outlines
Journey to Excellence document

Certificated teachers prepare a professional portfolio in which they provide evidence of fulfilling seven standards set forth in a professional document prepared by the superintendent of schools. Teachers meet with the school principal three times during the school year to review progress and fulfillment of their portfolio standards. Each teacher portfolio is also reviewed by the superintendent of schools.

Faculty member portfolios

At the end of each school year, the principal conducts an annual year end summative review and checkout procedure to evaluate and commend all faculty members for their contribution that school year. It provides the faculty members and principal an opportunity for affirmation and reflection of positive professional practice.

Annual checkout procedure documents

Teachers are required to maintain their certification by continuing hours of professional course work. This can be accomplished in two ways:

- Attending professional, in-service activities or workshops
- Taking graduate courses in specific content areas.

Year-end Professional Activity Credit Form

A3-4: To what extent does the school leadership provide direction to the spiritual activities/programs?

The school leadership of Hawaiian Mission Academy provides strong direction and guidance to the spiritual atmosphere on campus. The school leadership assigns a faculty sponsor for the Religious Activities Committee (RAC) to be in charge of planning monthly spiritual activities, such as vespers or weeks of prayer. RAC also includes student leaders such as class pastors and the religious vice-president of the Associated Students of Hawaiian Mission Academy (ASHMA).

There are three weeks of prayer per year on campus. The administration, with faculty input, selects and makes arrangements for speakers for two of the weeks of prayer, and also coordinates the times for the speaker to visit the Bible classes during that week. The other week of prayer is a Student Week of Prayer, facilitated entirely by the students and their class sponsors.

Teacher Additional Duties List

HMA Calendar

Week of Prayer Schedule

A4. Staff Criterion

A4-1: To what extent are the school leadership and staff qualified for their assigned responsibilities?

School leadership and staff are expected to be certified and qualified to teach in courses assigned. For those teaching assignments that fall outside their educational areas, emergency credentials are assigned for teaching a specific course on a temporary basis for a school year. In the event that a specific course is necessary in the curriculum or school schedule and the teacher is not certified in the given area, the teacher is given three years to obtain the necessary coursework in order to be certified in the content area where they are teaching without proper endorsement.

Conditional and/or designated subject certification is given until certification is met. Hawaiian Mission Academy’s school leadership challenges teachers to become fully credentialed for

Curriculum review minutes

Teacher Certification chart

all the classes they teach. However, due to the relatively small school size, teachers are sometimes needed to teach outside of their area of credentialing. In those cases, a teacher will not be certified for that class and is not making plans to become certified, but is simply teaching the class to the best of his or her ability until other staff are hired to meet those needs. The teacher is still responsible to submit lesson plans and to ensure that the class is being taught at a high level.

Asbestos, blood pathogens, bus driver, first aid and CPR training is provided each year to those teachers who need to become certified or re-certified from previous years. This allows teachers and faculty to be competent in all areas of work and be conscious of safety needs of students while carrying out their adjunct duties.

Signed training sheets
Fire drill log
Disaster plan

A4-2: To what extent are the school leadership and staff committed to the school's philosophy, goals and mission?

As a goal-oriented school, Hawaiian Mission Academy's ESLRs are strategically posted on campus and referenced in many meetings such as ASHMA, PTO, faculty, and board meetings. Teachers were responsible for reviewing and revising the ESLRs as well as creating the rubrics for measuring student achievement of the ESLRs. Teachers who continue to work at Hawaiian Mission Academy show their commitment to the school's philosophy, goals and mission by example through their lives, by spending time after school hours to help students with homework, or getting involved in extra-curricular activities with the students.

ESLR posters
NSSE Student surveys
Star Bulletin
School News
Gala Student Testimonials

A4-3: To what extent does the school leadership and staff engage in ongoing professional development that promotes student learning?

Hawaiian Mission Academy's school leadership is supportive of ongoing professional development. HMA has four in-service days available each year and has incorporated subjects in the past five years such as technology, writing across the curriculum, brain research, child evangelism, and the WASC process. Teachers suggest topics to be covered during those in-service days. There are limitations, however, since not all teachers are at the same level and do not embrace the topic with the same enthusiasm.

Each year, teachers write their professional goals and plans for administrative review. When those plans included conventions or classes, teachers were responsible for the expenses and often had to attend on their own time. Hawaii's location makes it

Professional Development Plan

much more expensive to attend national conventions for specific subject areas, although the impact on professional development would be tremendous. The school leadership and staff realize this and to these ends have created a committee to develop an action plan to make professional conferences attainable. The administration supports this and has made available a budget of \$3,000 to make this possible, and the professional development committee is continuing to develop an equitable process to make conferences available to all teachers.

Staff Development
Action Plan

Faculty meeting
minutes

HMA budget

A5. School Environment Criterion

A5-1: To what extent does the school have a safe, healthy, spiritually rich, nurturing environment that reflects the school's philosophy, goals and mission?

HMA parents and students alike respond positively to the school's safe, healthy, spiritually rich and nurturing environment. Parents have commented on the positive changes they have seen in their students as they have attended HMA, in regards to academics and personal life. Parents feel comfortable allowing their students to stay late after school and to attend school functions, both on and off campus.

NSSE Surveys

School rules at HMA indicate what is expected of students while at school, and also informs the students what they can expect from the campus environment. Although students often do not understand the relevance of the rules, there is a high level of understanding of the rules by the students, as evidenced by the small number of disciplinary reports turned in to administration over the last few years. It is important that students see that the rules are followed on campus and implemented correctly. In cases of major discipline the administration consults with staff and makes an effort to reflect the school's goals in dealing with those situations.

A5-2: To what extent is the school environment characterized by trust, caring, professionalism, support, respect for differences, and high expectations for each student?

HMA offers young people a unique educational experience where the student-to-teacher ratio is 12.8 to 1. Teachers demonstrate a strong commitment to the students by sponsoring numerous academic and social extra-curricular activities. Faculty interact with parents and families through HMA's active PTO and cooperates in planning field trips, fundraising projects, charity, and religious events. Students often speak of their

NSSE Surveys

appreciation of the teachers for giving their time outside regular classroom hours for additional instruction, encouragement, and involvement in their activities.

A6. Reporting Student Progress Criterion

A6-1: To what extent does the school leadership and staff regularly assess student progress toward accomplishing the school's expected school-wide learning results?

Teachers at HMA evaluate student progress toward accomplishing the ESLRs in a variety of ways in their classrooms. Homework, quizzes, tests, portfolios, projects, presentations, and debates are among the ways that teachers assess student learning.

Rubrics have been developed to measure student progress toward the ESLRs, although there is currently not a systematic way of assessing student progress for all criteria. Teachers use the ESLRs and the corresponding rubrics when developing course outlines and when assessing student progress.

School leadership is concerned with the entire school's progress toward the ESLRs. Testing scores are evaluated regularly in order to improve the school and its academics. All students are required to take the ITED. All freshmen, sophomores, and juniors are required to take the PSAT, while both juniors and seniors are encouraged to take the ACT and SAT exams. HMA assesses the results of the ITED by different grade levels and is also interested in state and national comparison for individual students, grade levels, and the entire school. School leadership also charts the school's/individual's progress on the PSAT/SAT as compared to other schools, the state of Hawaii, and national averages. **HMA's testing scores are regularly above average for Hawaii, and above the 50th percentile for the nation.**

By viewing the test results, individual teachers are able to assess the learning curve of their students for each subject, thereby ascertaining the progress that a student or a group of students have made after taking their class.

Community service hours are updated regularly. HMA provides two community service days during the school year to assist students in reaching the required number of hours, but other community service opportunities are posted or announced by the staff as available during the school year.

ESLR Rubrics
Document

ESLR Evidence
Forms

Student Outcome
Data

A6-2: To what extent does the school leadership and staff report student progress to the school constituency?

Student grades are posted on Edline regularly for parents and students and may be given individually to students. Quarter and semester grades are sent home to all parents at the end of each term. Furthermore, grades are sent home once or twice within each quarter for students who are receiving C- grades or below in any class.

The registrar keeps records for each graduating class, and also receives college grades for recent alumni. These graduates are interviewed by the administration regarding HMA's college preparation program. HMA uses this information to improve the school for current students. Alumni receive updates on our school through newsletters from HMA, the alumni association, and the school newspaper.

Communication between the school and the home, although quite regular, can be improved. Some parents have indicated a desire to receive information earlier regarding events, rules, policies and deadlines. Although teachers regularly update grades on Edline and grades are sent home up to three times a quarter, some parents still feel that the program could do more to reach its potential. Teachers are encouraged to use and update Edline more often. Likewise, the goal is for a higher percentage of parents to use it to monitor their student's academic progress.

Grade printouts from colleges

Edline grades

PTO Edline Survey

A7. School Improvement Process Criterion

A7-1: To what extent does the school leadership facilitate school improvement which is driven by plans of action that will enhance quality learning for all students?

A five-year capital improvement plan was devised by the staff, drafted by the principal and assistant business manager, and modified and prioritized based on needs. A new technology action plan was also developed and implemented to expand the technology program and increase its availability to students. Technology improvements/upgrades were made, including upgrading the connection to the Internet, making the Internet available campus-wide, increasing the number of computers, improving the computer facilities, and installing LCD projectors and screens in most of the classrooms.

5-Year Capital Improvement Plan

In the past few years, the campus of HMA has also been improved by recarpeting, painting, new desks, and air conditioning, as well as other capital improvements.

A7-2: To what extent does the school leadership have school constituency support and involvement?

HMA's Parent-Teacher Organization meets on a regular basis to support school functions, as well as to discuss and organize various events to help raise money for student scholarships. A PTO vespers is held twice a year to give parents, teachers, and students an opportunity to interact. The annual PTO Auction, a yearly event since 2001, provides funds for student scholarships. The PTO has also traditionally handed out end-of-year scholarships to select students from each class, as well as to international students, based upon a combination of academics, leadership, and school spirit. The PTO also sets aside funds to be used for capital improvements. This past year, these funds were used to purchase and install overhead LCD projectors in various classrooms.

The HMA Alumni Association is also active in financial support of the school and staying involved in different aspects of the school program. Capital improvements such as air-conditioning units for some of the lower classrooms have been purchased, and a program is being developed to assist teachers in purchasing needed equipment for their classrooms. An annual alumni weekend includes a banquet, vespers, and basketball/volleyball games between alumni and current HMA students. The Alumni Association takes care of the expenses involved such as paying for referees and purchasing refreshments. A quarterly newspaper (**Postscripts**) is published, keeping the alumni connected to Hawaiian Mission Academy. The Alumni Association also stays involved in the school program by giving a yearly scholarship to an HMA student.

The HMA School Board is composed of Hawaii Conference officials, representatives from the neighbor islands, the constituent churches, the Alumni Association, PTO, and HMA faculty. HMA has many constituent churches, each assisting HMA by providing a monthly subsidy.

In preparation for our WASC evaluation, members of the constituency, including parents, pastors, alumni, conference officials, and students, joined the faculty and administration in focus group meetings to discuss and give input into the content of this document.

HMA Calendar

PTO Minutes

Alumni Minutes

Postscripts

School Board
Member List

A7-3: To what extent does the school leadership provide effective guidance to the total program of the school?

The administration is responsible for the academic schedule, setting the capital plan and budget, assigning teacher class loads and other assignments for the school year. At the yearly post-and pre-session meetings, the administration and teachers create the upcoming school year’s calendar of events. A staff retreat is often part of a pre-session weekend to give time to become acquainted with new staff as well as to set the tone for the year and develop teamwork. During the school year, weekly staff meetings are held to review student progress, discuss teacher concerns, and plan upcoming events. The faculty begin the day with worship followed by a short meeting. The entire school family meets each morning either in chapel/assembly or homerooms to have worship and receive announcements.

A7-4: To what extent does the school leadership provide for accountability through monitoring of the school-wide action plan?

The principal continuously monitors the school-wide action plan. He involves the faculty in updating the plan several times during the school year. A significant portion of the agenda on teacher in-service days has been dedicated to reviewing WASC/FOL documents and updating them as needed.

Faculty Minutes

The principal informs the school board of updates made by the faculty. In addition, the school board reviews the documents and gives input on changes needed to ensure positive learning outcomes for all students.

Board Minutes

Strengths and Growth Needs

Strengths:

- HMA has caring and committed teachers.
- Staff has publicized new ESLRs
- Week of Prayer programs are systematically scheduled each year.
- Edline website is available for student and parent academic feedback.
- HMA has a low student-teacher ratio.
- HMA has an active Parent-Teacher Organization that is supportive.
- The sports program provides a positive venue for physical development.
- Small student body leads to closer friendships and sense of “ohana” among students.

Growth Needs:

- There is need for stronger involvement by faculty in developing their own professional development plans and goals so that it becomes faculty-led and continues to receive administrative support.
- Develop a plan for ESLR assessment on a systematic basis.
- Teachers often required to teach outside of credentialed area.
- Technology not available for maximum student use. There is a need for student use after school hours.
- Parent express a need for teachers to update their grades to Edline on a more frequent basis.
- There is a need for increased academic and career counseling for students.
- Communication to home often not received in a timely manner.
- There is a need for increased communication & feedback with alumni.

B: Curriculum and Instruction

B1. What Students Learn Criterion

B1-1: To what extent does the school provide a challenging, coherent and relevant, spiritually rich curriculum for each student that fulfills the school's philosophy, goals and mission and results in student achievement of the expected school-wide learning results through successful completion of any course of study offered?

HMA was one of the earliest private schools in Hawaii. Throughout its history it has been a school that tied curriculum and spirituality together. The curriculum is continually reviewed through the assessment of the Pacific Union Code requirements, Hawaii Department of Education requirements, and entrance requirements of both parochial and public colleges/universities.

HMA provides a challenging, coherent and relevant, spiritually rich curriculum for each student. Each teacher was presented with a questionnaire and requested to evaluate each area for their specific courses of instruction.

HMA gives a large degree of consideration to current educational research and trends. Teachers and administration are involved in various organizations, both state and national, which assist in creating a meaningful instructional program. Some of these include:

- Hawaii Association of Independent Schools (HAIS)
- *Master Teacher* publication
- *Adventist Education* – a monthly Seventh-day Adventist educational magazine
- Hawaii Conference Department of Education In-Service meetings
- Annual workers' meetings provide educational trends and input regarding current Seventh-day Adventist church standards
- Member of Hawaii Council of Private Schools (HCPS)
- Rotary INTERACT Club
- Hawaii Association of College Admissions Counselors
- National Science Teachers' Association
- Hawaii State Library Association
- Association of Seventh-day Adventist Librarians
- National Council for Teachers of Mathematics

Pacific Union
Conference
Education Code

University of
Hawaii and other
college entrance
requirements

Evidence Binder

- American Choral Directors Association

HMA modifies its curricular program to meet the current requirements for all of the Seventh-day Adventist church schools according to the Pacific Union Conference Education Code. Curricular offerings and class schedules are also determined by an annual evaluation of enrollment statistics for existing classes as well as student, teacher, and constituency requests. The committee then develops a schedule for the following year. As a result of this process, the following classes have been reinstated or revised in the past six years: Creative Living (full year), Woodshop I, advanced math to pre-calculus, speech (both semesters). New course offerings have included art, calculus, economics, ESL religion taught in the student's native language, and ukulele making. In addition, the ESL classes have been aligned to more specifically address the needs of our international students in the areas of reading and vocabulary, writing and grammar, and pronunciation. Within the classroom, teachers assess and revise their subject areas based upon updated curriculum guides and technological advancements when necessary. A continuing decline in enrollment, accompanied by a reduction in staff, has presented challenges to maintaining the diversity of curricular offerings.

Policies regarding course completion, credits, and grades are available in the student bulletin. Specific course policies are available in each teacher's course outlines/syllabus.

A major student issue has been admission to college. As a result of this, the registrar has joined the Hawaii chapter of National Association of College Admissions Counselors (NACAC) and attended meetings which provide valuable information regarding the college admissions process. HMA has verified that our minimum graduation requirements will allow graduates to enter the community college program effectively. HMA's College Prep curriculum fits well within the requirements for college admission as evidenced by recent graduates who have been accepted to the University of Hawaii, University of California system, University of Michigan, University of Pennsylvania, Johns Hopkins University, and our constituent Seventh-day Adventist colleges and universities. International student matriculation into college is facilitated by administering an unofficial version of the TOEFL test at least three times each year – at the time of admission, and at the end of each semester. International students are strongly encouraged and assisted in making arrangements to take the official TOEFL during their junior and senior years.

Pacific Union Conf.
Education Code

Class schedules
2000-2005

Enrollment data

2005-2006 Class
schedule

HMA Bulletin

Course Outlines

Profile data

College Entrance
Requirements

Transcript requests

Ka 'Elele article

TOEFL scores

Information from the University of Hawaii is distributed to the students to allow them to take college level classes during the summer after their sophomore and junior years as part of the university's "Summer Scholar Program." Students receive college credit for these classes and have also been the recipients of scholarships which have enabled them to take the classes at no cost.

Written competencies for each subject area and level are assessed through yearly administration of the ITED (Iowa Test of Educational Development). The compiled teacher curriculum assessment questionnaire indicates that written competencies are accomplished through assignments, quizzes, essays, tests, essay tests, research reports, projects, news articles, journals, presentations using technology, portfolios, peer teaching, etc....

Expected School-wide Learning Results (ESLRs) have been used to develop curricular goals, teaching methods, evaluation of learning, and instructional competencies. The compiled teacher curriculum assessment questionnaire indicates that each teacher uses the ESLRs as the basis for each of the above. Each teacher indicated that they used specific ESLRs in a variety of ways, some of which are exhibited below:

- **Head** – critical thinking assignments, essays, tests, problem solving, research projects, reading units
- **Hand** – community service projects, hands-on science labs, Creative Living cooking and sewing labs, projects
- **Heart** – Daily worship and prayer with students, hand of God in history,
- **Human Relationships** – Creative Living units on family and dating relationships, Christians in History, List ESLR and teacher citations

Spiritually-centered education takes place throughout the curriculum in the following ways:

- Homeroom worship twice a week
- School-wide chapel/assembly three times a week
- Dorm/ASHMA vespers weekly
- Dorm students are taken to a local church each Sabbath
- All students take a religion course as part of the curriculum

While a student exit survey has been administered since 2002, more practical use of the information needs to be implemented. There is a continuing need for follow-up studies on students

Teachers' ESLR binder

Student exit surveys

entering the work force and how they have met their personal and spiritual goals.

B2. How Students Learn Criterion

B2-1: To what extent does the professional staff use research-based knowledge about teaching and learning?

The extent to which the staff uses research-based knowledge about teaching and learning varies from teacher to teacher depending on his/her education and experience. They also incorporate knowledge they have obtained through workshops, seminars, and in-service professional development meetings in the development of their coursework. They have indicated in the compiled questionnaire the methods by which they design and implement such knowledge into their daily teaching. Some of the more commonly used methods are cooperative learning, music, videos, writing units, research papers using both printed and web resources; web quests; Internet assignments, including some that are linked to the textbooks; health projects; news and magazine reports; peer teaching which requires the student to learn about and teach a unit; PowerPoint presentations of specific data appropriate for the subject (Greek leaders, royalty, religions of the world, biological entities etc.; historical/scientific/religious fieldtrips to learn firsthand, as well as class discussions, lectures, tests, etc. All these lead to more effective understanding and learning.

Curriculum
questionnaires

B2-2: To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's philosophy, goals and mission and expected school-wide learning results?

The professional staff has indicated in the curriculum questionnaire the specific methods by which they design and implement learning experiences which are consistent with the school's philosophy, goals, mission, and ESLRs. They have actively sought to apply their own knowledge, technology, and outside sources to enhance the learning of their students in each curricular area.

Teacher Curriculum
Questionnaire # 4.

Each teacher has compiled a file of varying student work which demonstrates the types of assignments, projects, and reports in which the students have been actively engaged. The majority of the teachers use resources well beyond their textbooks for more effective instruction. Use of the computer lab and library with Internet connections encourages students to engage in the learning process. Textbooks include Internet assignments as well

Student work
evidence folder
WASC binder

as websites designed and implemented by the textbook companies to enhance learning through links to other sites. Also peer teaching, student-created multimedia presentations, guest speakers, field trips, essays, and research presentations are some of the more common types of opportunities that students are given that lead to more effective understanding and learning. In addition, many other learning experiences are course-specific, such as:

- Science
 - Making models of atoms/DNA
 - Biology/Chemistry/Physics labs
 - University of Hawaii Engineering Expo
 - Marine Biology trip
- English
 - The Crucible: watching a play, reading book watching movie
 - Comparing real history with Hollywood
 - Interviewing literary characters
 - Radio theater
 - Skits/plays
- Physical Education
 - Run a mile in P.E.
 - Presidential Fitness Test
 - Research workout, diet, how a particular person stays fit
 - How to keep bodies healthy without steroids and the harm of their usage tied to History Newsweek
 - Basketball, Volleyball varsity – Intramurals
 - Sports banquet
- Journalism and Yearbook
 - Creating own publications
 - Publications Workshop
 - Journalism banquet
- Music
 - Music tours off island
 - Bi-monthly performances in churches
- Social Studies
 - Involvement in the political campaign process
 - Civil War presentations on individual battles
 - Castle project
- Religion
 - Baby project
 - Homeless project
 - Supervised Student Group Class Instruction
- Home Economics
 - Cooking, sewing, healthy diet

- Math
 - Pi Day
 - American Mathematics Competition
- Economics
 - Stock market interactive Internet project

School-wide events also add to the total learning experience for HMA students, such as:

- Rotary Interact club – service to community
- Community service days
- May Day
- Outdoor education – Camp Erdman
- Alumni banquet interaction

A student’s expected level of performance can be found in both the HMA School BULLETIN and teacher course outlines. Teachers review their expectations in class early in the school year, and an orientation chapel for the entire student body is held each day during the first week of school to review policies and procedures. Parents receive the same information at the PTO Open House.

HMA has a very cosmopolitan student body. Learning is enhanced by the teachers’ drawing upon the diverse backgrounds of students. To facilitate the needs of students with varied abilities, many of the teachers’ textbooks provide remediation as well as enrichment activities within the same classroom. Because of HMA’s ESL program, students from other countries (mostly Asian) are a part of the student body. Even after becoming fully integrated at the academic level, social interaction continues to be a challenge. Whether in the dormitory or in a school setting, there is a tendency for most of these students to mingle with their own cultural group despite efforts to integrate them more fully into ASHMA and PTO events.

School calendar

Ka ‘Elele,

Honolulu Star Bulletin newspaper

May Day DVD

HMA School BULLETIN

Teacher Course Outlines

Schedules

B3. How Assessment Is Used Criterion

B3-1: To what extent do the teachers utilize a variety of strategies to assess student learning?

Students are assessed frequently with tests and quizzes, assignments, hands-on projects, labs, essays, skills tests, oral presentations, peer grading, group projects, PowerPoint presentations, simulations, and debates. (See Compilation of

Teacher Curriculum Questionnaire #5

Teacher Questionnaire, Question #5). Results are used for regular evaluation and modification of curriculum as deemed necessary. Teachers assess students through all the traditional methods of assignments, quizzes, tests, essays, reports, etc. However, the questionnaire reflects that they also use other means such as student or teacher-set rubrics for presentations, rubrics set by teachers for reports and writing units, hands-on projects, application of knowledge by doing in labs (science, cooking, sewing), performance, digital projects, personal observation, etc.

Academic
Standards minutes

B3-2: To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process?

Student results are used for regular evaluation and modification of the curriculum within a class where deemed necessary. The result of assessment is available to the students through Edline and through their teachers. Students receive tri-terms each quarter, so approximately every three weeks they know exactly where they stand in every class. This gives them the opportunity to assess what their grade is and lay further goals. Most teachers also speak one-on-one with each student. At these intervals of teacher feedback sessions, the teachers give printed reports to each student. In addition, many teachers hold after-school study/review sessions to assist those who feel they need additional help. Within the classroom, teachers adjust their process of teaching to facilitate better understanding. This may include retesting, reteaching a unit, changing the method of instruction to further facilitate understanding, etc.

Teacher Curriculum
Questionnaire #5 &
#6
Ed-line

B3-3: To what extent are the assessment results the basis for measurement of each student's progress toward the expected school-wide learning results?

HMA's teachers attempt to integrate faith-learning and service within their courses as much as possible to work toward the ESLRs. A committee was formed to revise the existing ESLRs. The resultant measurable ESLRs will enable teachers to more clearly align their objectives to the specific ESLRs in the coming years. The new ESLRs have been applied to the 2004-2006 school years as evidenced by the teacher course outlines.

ESLR evidence
sheets
Course outlines

B3-4: To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?

Each year during pre- and post-session meetings, the staff review all aspects of the previous, and upcoming, school year. HMA's schedule of classes is subject to that review in light of

Faculty meeting
minutes

current methods and trends in education. Student assessment results provide the basis for evaluation and improvement of curriculum and instruction. One such result was the decision to incorporate “Writing Across the Curriculum” in an effort to prepare students for the new SAT essay and the entrance essay required by many universities. During the 2004-2005 school year, Kaplan, a test prep center, tested all sophomores and juniors with the new SAT, providing those students with the opportunity to sample the new admissions test that will be part of their college entrance process.

In-service minutes

Academic standards minutes

B3-5: To what extent are the assessment results the basis for the allocation of resources?

While each department’s budget is set by the administration and finance committee, each teacher has relative freedom in choosing where the money will be spent. The extent to which each teacher uses assessment results varies (see curriculum questionnaire). In addition, funds are also available for staff development or teacher in-services based on assessment results or as the need arises.

Budgets

Curriculum questionnaire

Strengths and Growth Needs

Strengths:

- HMA has a low 12.8:1 student-teacher ratio.
- HMA provides a strong spiritual Christian environment for its students.
- HMA has made major technology improvements in six years with a fully integrated internet system and LCD projection system for delivery of instruction.
- There is a multicultural atmosphere on campus due to the diverse student population.
- HMA has supportive teachers giving extra time to students outside of class for academic support.

Growth needs:

- There is the challenge of maintaining curricular offerings due to reduction in staff.
- The administration needs to make more practical utilization of student exit surveys.
- Teachers are often required to teach outside of their credentialed area to cover the necessary curriculum and graduation requirements and/or electives.
- Technology needs to be more readily available to students outside of school hours.
- Technology facilities are not being used to their full potential. During the 2005-06 school year, HMA lacked adequate staff to teach relevant computer technology courses to enhance student skills in the market place (digital media, digital video production, web-design, computer programming, etc.).
- The school needs to increase course offerings in both practical and fine arts.
- The enrollment has not increased over the past several years.

C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion

C1-1: To what extent are students connected to a system of support services, activities and opportunities at the school and within the constituency that meet the challenges of the curricular/co-curricular program in order to achieve the expected school-wide learning results (ESLRs)?

Students are connected to a system of support services, activities and opportunities to achieve the ESLRs. The system of support services includes the Associated Students of Hawaiian Mission Academy (ASHMA), the PTO, the school, the dormitory, the HMA Alumni Association, the community, the Hawaii Conference of Seventh-day Adventists, the local churches, and the school board.

In *EDUCATING THE HEAD*, HMA provides:

- Academic Counseling—provided by the registrar, who oversees students’ graduation and college requirements.
- College prep diploma—a rigorous curriculum designed for students planning to attend college
- General academic diploma—the basic curriculum for students to graduate from HMA
- Certificate of Completion—provided for students for whom the rigor of academics is a challenge but who desire education in a Christian setting.
- Student Success Team (SST)—reviews all elements of school progress for struggling students and recommends testing and assessment as needed.
- Edline—provides parents with up-to-date grades and other information on student progress.
- Homerooms—provide students with their teacher of choice, who acts as a spiritual, academic, and social adviser

In *EDUCATING THE HEART*, HMA provides students opportunities for spiritual growth through:

- Spiritual/personal counseling
- Bible classes
- Student-led vespers
- Chapels, Weeks of Prayer, special guest speakers
- Religious Activities Committee programs, e.g., vespers and worships

Academic counseling plan

HMA Bulletin

- Spiritual/personal counseling plan
- Youth Pastor and Week of Prayer Speaker visitation on campus

- Choir, chorale, and handbell choir performances
- Participation in church services
- Attendance at prayer conferences

HMA calendar

In *EDUCATING THE HAND*, HMA students participate in school-wide community services, such as:

HMA calendar

- Zoo cleanup
- Mail outs for community service organizations
- Helping the elderly
- Rotary Interact service projects
- Fundraising for hurricane Katrina victims
- Canned-food drive
- REACH International ministry

For every year a student attends HMA, the school requires 25 hours of community service. This is in addition to the 25 hours of work experience hours required for each year of attendance at HMA.

HMA Bulletin

In addition, HMA offers courses and activities which prepare students for lifelong development and learning. They include, but are not limited to:

HMA class schedule

- Biology class Marine Biology expedition
- Creative living, which provides practical life skills such as cooking, sewing, stages of development, human relationships, etc.
- Woodshop, which teaches students to design and complete wood projects
- Computer courses, including digital art, digital video, and Microsoft Office
- Yearbook and newspaper, which teach students photographic, journalistic, and publication skills, and the opportunity to attend a publications workshop on the mainland
- Health education, which teaches optimum health practices, wellness, and lifestyle changes
- Physical education, which promotes good health, fitness and motor coordination
- Weight training and fitness, which promotes overall health and fitness
- Career counseling
- Economics, which teaches money and resource management through asset management and StockQuest.

In *EDUCATING FOR HUMAN RELATIONSHIPS*, HMA provides opportunities for social growth and civic responsibilities through:

- Homerooms, where students develop friendships and learn to get along in an intimate ohana (family) setting
- Involvement in global outreach through such organizations as Adventist Development and Relief Agency (ADRA), which supports disaster victims in third world countries; and REACH International, which supports students from third-world countries
- Socials, where students learn and practice interpersonal skills
- Banquets: students learn social skills
- MAY Day: students work with parents, community members, faculty, and other students in a major performance
- Fall Festival and other fundraising activities, where students learn organizational and social skills in fundraising, while bonding as a group
- Camp Erdman, where students learn to get along with each other as they engage in various class activities, including worships, sports, games, and talent shows
- Team sports (e.g., intramurals, varsity sports), where students learn good sportsmanship and working as a team
- Student Center, where students gather for socialization and recreation
- The HMA dormitory, where students learn to live together as an *ohana* as they develop spiritually, mentally, physically, and socially
- Student leadership and participating in class and student association elections. Students also participate in grass-roots campaigns
- Leadership Conference on the mainland which allows students to interact with other student leaders as well as attend workshops to become more effective leaders
- Mission trips
- Music tours and performances
- Marine Biology excursion

Homeroom list

HMA calendar

MAY Day videos

Erdman schedule

Election ballots

C2. Parent/Constituency Involvement Criterion

C2-1: To what extent does the school leadership employ a wide range of strategies to ensure that parental and constituency involvement is integral to the school's established support for students?

HMA employs a wide range of strategies to ensure parental and constituency involvement to support students. It provides and/or supports:

- Parent meetings early in the year for individual classes, where parents meet to learn financial, scholastic, and class-specific information Parent checklist
- The PTO, which supports school needs, including scholarships and Edline; and serves as a voice for student/parent concerns. Other PTO functions include PTO vespers, auction dinner, PTO-sponsored school socials, and teacher appreciation week PTO minutes
- A monthly parent letter and a quarterly newsletter for alumni Copies of letters
- Career Day, which brings community members and alumni to the campus to share career opportunities HMA Calendar
- Parent-Teacher Conferences, which inform parents of their students' progress. Schedule for conferences
- ESLR charts published in school bulletin and newsletters
- Events for students which involve parents and community support, e.g., MAY Day, Fall Festival, Four-Year Senior Breakfast
- College Fair, where local and Seventh-day Adventist colleges and universities provide financial, scholastic, and general information on their institutions. College representatives also visit with freshmen and sophomores in their classrooms.
- Alumni weekend banquets, basketball and volleyball games, and scholarships.
- SODEXHO Fundraiser

C3. Witnessing/Service Activities Criterion

C3-1: To what extent are the witnessing/service activities consistent with the school's philosophy, goals, mission, and the expected school-wide learning results?

The school's mission is "*Educating the head, the hand, and the heart,*" and its philosophy is embedded in its vision: "*Making a difference for time and eternity in service for humankind and God.*" The witnessing/service activities are consistent with the school's philosophy, goals, and mission as expressed through the institution's ESLRs.

HMA Bulletin

In *EDUCATING THE HEAD*, the school provides opportunities

HMA calendar

for students to think and communicate clearly by leading out and participating in such witnessing/service activities as:

- *He's Alive*, a conference-wide evangelistic campaign undertaken by students from the spring of 2000 to the spring of 2004.
- Vespers
- Student-led community projects

In *EDUCATING THE HEART*, students learn more about God and Christianity through engaging in witnessing/service activities such as:

- Planning and leading out in student-led Weeks of Prayer at the academy and local Seventh-day Adventist elementary schools
- He's Alive, where students plan their own sermons and supporting activities
- Vespers, where students sometimes share personal testimonies
- Participation in church activities, such as helping out with children in the lower divisions, singing in the church choir, participating in the church's outreach programs, and praise team leadership
- Homeroom worship/chapel services
- Dorm worships/vespers
- RAC Camp Erdman worship services
- Testimonies at school/alumni-sponsored programs
- Active Bible classes that initiate projects such as the junior class's "Is God Dead" survey in Waikiki and the overnight homeless project, where students experience homelessness firsthand
- Participating in ohana programs (cell churches)
- Leading out in lower divisions in church, e.g. primary division

In *EDUCATING THE HEART*, the school provides opportunities for students to incorporate principles of the Bible into personal daily living by teaching them the value of service. Students experience the joy of service to others by participating in witnessing/service activities such as:

- Food drives for the homeless and hungry
- Student-led community service project such as the Rotary Interact Club's feeding the homeless
- Fundraising for victims of disaster (raised nearly \$1,200 for ADRA for tsunami relief fund and hurricane Katrina)

- Project Philippines
- Providing music, talks, readings, prayers in church and serving as junior deacons and deaconesses
- Providing babysitting services
- Volunteering for church projects such as visiting nursing homes and visiting prisons
- Volunteering at the Hawaiian Mission Elementary/ Intermediate Fall Festival, Jogathon & other events.
- Volunteering at hospitals
- Volunteering at the local YMCA
- Volunteering at the local humane society
- Christmas gift project

In *EDUCATING THE HAND*, the students demonstrate the application of technical and practical skills learned by participating in witnessing/service activities such as:

- Choir and chorale performances at various churches
- Setting up for programs such as vespers, May Day, banquets, and socials
- Zoo, park, and graveyard cleanups
- Painting neighbor-island elementary schools
- Photographing members for church directory
- Designing and color printing church brochures
- Refurbishing cabins and landscaping during Camp Waianae Work Bee
- Community Service Day with local beach cleanups, as well as, landscaping and cleanup at local Seventh-day Adventist churches and schools in Oahu.

In *EDUCATING THE HAND*, students practice behaviors that promote a healthy lifestyle by participating in witnessing/service activities such as:

- Writing about health issues in the school newspaper
- Supporting feeder schools' Science Fair, which includes health projects
- Participating in Health Fairs
- The Rotary INTERACT Club involvement in community projects (eg., Face-painting booth for the annual Christmas dinner for 1,500 foster children on Oahu).

During January, 2005 and 2006

Ka Elele articles

In *EDUCATING FOR HUMAN RELATIONSHIPS*, students demonstrate active participation in social settings by participating in witnessing/service activities such as:

- Basketball/Football intramurals/tournaments, where students also share their faith
- Choir and chorale performances
- HMA Gala, where students give their personal testimonies about what the school means to them and learn to behave in a social setting with adults as well as with other students
- Grass-roots sign-waving and canvassing for political campaigns, where students interact with the community
- He's Alive, where students must interact with a local church congregation
- Worship programs in local churches by dorm students

In *EDUCATING FOR HUMAN RELATIONSHIPS*, students exercise responsibility for local, national, and global environments by participating in witnessing/service activities such as:

- Two school-sponsored community service days, which include zoo, park, graveyard cleanups
- Project Philippines
- Fundraising for tsunami relief fund and hurricane Katrina through ADRA
- Phonathon

In *EDUCATING FOR HUMAN RELATIONSHIPS*, students develop and manage interpersonal relationships by participating in all witnessing/service activities as noted above. Activities such as these foster interpersonal relationships as students learn to work together.

C3-2: To what extent do the school leadership and faculty facilitate witnessing/service activities?

School leadership and faculty facilitate witnessing/service activities to a high degree. They do so by:

- Being present for school functions
- Adjusting the school calendar and/or class schedules to accommodate Weeks of Prayer and preparations for events such as “He’s Alive”
- Accommodating the needs of students engaging in witnessing/service activities by providing necessary resources, and often providing transportation to and from such activities.
- Chaperoning students for witnessing/service activities, which may also include out-of-state travel for Leadership

Class schedule

- and Prayer Conferences, and sports events
- Each activity is sponsored by a faculty team. They determine what is necessary for their program and guide the students in an appropriate manner.

C3-3: To what extent do the school calendar and schedule provide opportunities for the involvement of students in witnessing/service activities?

The faculty meets at the beginning of each school year to discuss the calendar and schedule specific witnessing activities. Students are made aware early in the year of the activities that they may participate in, so they may plan accordingly. Students donate personal items and funds to various worthy causes, such as:

HMA calendar

- Hurricane Katrina victims
- *REACH Thursday* – students give money each Thursday to support needy students from other countries
- Shoe drive – A staff member collected shoes and took them to Honduras to a children’s orphanage
- 9-11 support
- Thanksgiving Can Drive
- Christmas Gift Project

Strengths and Growth Needs

Strengths:

- HMA provides a comprehensive program. There are many choices for a small school.
- There is a demonstration of high student involvement in school program.
- The dedication of teachers to provide support for activities is evident.
- There is an increased parent support and it is growing gradually.

Growth needs:

- There is a need for career counseling to begin during freshmen year.
- There is continued need for greater and larger number of parent giving support to events and involvement at HMA.
- The staff needs to give study on how to reach and involve parents of low-achieving students and encourage their participation at parent/teacher conferences.
- There is a need for an increased social interaction and integration of international students.

D: Resource Management and Development

D1. Resources Criterion

D1-1: To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's philosophy, goals, mission, and student spiritual development and the achievement of the expected school-wide learning results?

The philosophy of education of HMA as a Seventh-day Adventist school is as follows: *“True education means more than the pursuit of a certain course of study. It means more than preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers.”*

HMA’s Mission Statement is a reflection of this guiding philosophy: *“Educating the Head, the Hand, and the Heart.”* It is further expanded by our ESLRs with a fourth dimension covering *“Educating for Human Relationships.”*

All facilities and resources should be directed toward achieving the integration of this philosophy for the nurture of our student body in this holistic development of each student and staff member who studies and teaches at HMA.

One of the important values in education is to provide a safe learning environment for students. This concept of safety is not just in terms of the physical plant alone but also encompasses the emotional safety along with space for the student to grow and learn. Through its small student to teacher ratio: 12.8:1 and a student-centered staff, HMA continually strives to create a supportive “ohana” student culture.

It is also for this reason that the HMA school board has supported the administration in giving continued emphasis to the concept of a well-kept and maintained physical plant and facilities at Hawaiian Mission Academy during the past six years. This is exemplified by a dedicated Director of Plant Services who spends long hours manicuring the 3.7 acre campus as if it were his own garden in order to enhance the learning environment of students and staff.

More importantly, the HMA School Board, under the leadership of the HMA administration, has contracted with Belt Collins, a

Education, p. 13.
E. G. White

Interview,
Observation, and
Student
testimonials

HMA Board of
Trustees Minutes

well-respected planning firm in Honolulu to create a 5-Year Facilities Master Plan on how to improve Hawaiian Mission Academy and create a strategic plan for capital improvements for the future of the school.

Belt Collins Report:
Phases I-III

As part of the budget planning process, the HMA Finance Committee of the school board approves an operating budget to meet instructional and operational needs.

Finance Committee
Minutes

One component of the yearly operating budget is funds set aside for teacher discretion for use in their departments. This amount is an average of \$300 per teacher or department for instructional materials and is based on prior years' spending, perceived needs, and available resources. Some courses, those which have lab fees, for example, have a larger budget. Though teachers are expected to stay within their budget, there is provision for teachers to ask the administration for additional funds which are necessary for purchasing more expensive items.

Operating Budget

In addition, \$3,000 is set aside per year for staff to attend a professional development conference.

During the past five years, meeting the safety needs of the students has been a priority of the HMA School Board as well as funds for major capital improvements on the campus.

School Board
Minutes

Some examples of the major improvements in facilities are:

Financial
Statements

1. A new fire alarm system for the campus and dormitory (\$225,000).
2. Refinishing the gymnasium floor and making it a full regulation basketball court (\$35,000).
3. Rewiring and fixing electrical problems with grounded circuits around campus (\$55,000).
4. Repair of water main on campus (\$38,000).
5. Repair of cafeteria and classroom building sewer lines (\$24,000).
6. Remodeling of first floor of dormitory (\$85,000)
7. Cabling: Public Address system and fiber optic and Cat5e cabling for Internet and Voice over IP phone system (\$85,000).
8. Voice over IP Phone system with future teleconferencing potential (\$125,000 = 5-yr. Lease).
9. Removing asbestos tile in Admin. Bldg. and remodel (\$45,000).
10. New air conditioners for 2nd story classrooms and science department (\$35,000).
11. New desks for six classrooms (\$30,000).
12. New carpet and flooring for five classrooms (\$10,000).

Capital
Improvements
2003-2005
Spreadsheet

5-Yr.Capital
Improvements
Spreadsheet exhibit

13. Termite repair of 2nd floor lanai roof between Home Ec and 2nd floor classroom (\$30,000).
14. Nine classrooms outfitted with roof-mounted LCD projectors and motorized 7' x 7' screens during the summer of 2005 (\$38,000).

The grand total in campus improvements during the past six years was approximately \$925,000.

During the 2004-05 school year a 5-year capital improvements needs list was compiled by the HMA staff and then prioritized to fit within a \$35,000 amount per school year. This was done so that capital expenditures would stay within the goals of a balanced budget.

Financial resources were made available to improve the technology of the school. Starting with wise fore planning by the administration and the board when the fire alarm system was installed, the conduit for data and Internet was installed at the same time. Then, during the summer of 2004, the entire HMA campus was wired with eleven miles of fiber optic and Cat5e cabling in order for the school to be centrally networked.

Technology infrastructure/
Observation

During the summer of 2005, nine classrooms were outfitted with 7' x 7' motorized screens together with XGA LCD projectors through which both teachers and students could make PowerPoint presentations, view TV, watch video or CD presentations, and conduct virtual Internet searches and learning in these classrooms.

Observation

Each school year in October, the financial records of Hawaiian Mission Academy are audited. Recommendations are made to the Finance Committee and the HMA School Board.

GC Audit Report

D2. Resource Planning Criterion

D2-1: To what extent do the constituency, school board and administration execute responsible resource planning for the future?

The School Board took a vote in March of 2003 to retain Belt Collins to create a strategic Master Plan for capital improvement of the campus. Phase I has been completed. Phases II & III are currently in progress. Some of the recommended suggestions for improvements are:

Belt Collins Plan
Finance Committee
Minutes

- expanding the library (more books, reference materials, and electronic materials via internet, etc.).

- archive registrar’s files and alumni cum folders.
- have the athletic program join the ILH (Interscholastic League of Honolulu).
- access of student e-mail for electronic communication
- a stronger and deliberate student leadership program.

The faculty has compiled a 5-year facilities capital improvement plan. The HMA School Board is committed to providing \$35,000 annually over the next four years for capital improvements.

Operating Budget

Each year the Finance Committee of the HMA School Board approves an operating budget to meet the instructional and operational needs of Hawaiian Mission Academy. The HMA School Board has had an active part in meeting the safety and technology needs of the campus. It has voted funds for a new fire alarm and public address system to meet the safety needs. It has voted funds to improve the computer labs and fully integrate Internet access in developing the *iHMA Campus Project*. As part of the *iHMA Campus Project*, the school dormitory was wired to have two Internet drops in each student room.

Board Minutes

Technology Plan

HMA greatly benefits by local constituent churches that support the school by regularly paying their church subsidies. Altogether, the total church subsidies make up one-fourth of the annual HMA budget.

Church Subsidy chart

Strengths and Growth Needs

Strengths:

- The HMA School Board has put in place effective financial policies to assist the administration in financial stewardship.
- The HMA School Board has demonstrated strong leadership in supporting the administration in a continual plan of capital improvements.
- The HMA School Board has authorized the administration to develop a 5-Year Strategic Facilities Plan via Belt Collins planning firm to renovate the entire campus for better efficiency and use of campus facilities.
- Constituent churches are prompt in paying their monthly school subsidy.

Growth needs:

- HMA has become more sophisticated and complex in the level of its technology. There is a need to hire qualified technology support to administer not only its network, but also provide leadership in training staff and expanding the technology curriculum.
- Additional staffing is needed to teach more core and elective classes. In addition, there is a need to hire someone for counseling and spiritual support on the campus.
- More faculty input is desirable in the budget process regarding instructional needs.

Chapter 5: School-wide Action Plans

Introduction

After reviewing the chapter 4 self-study, the HMA faculty chose to create three action plans to be put into effect beginning with the 2006-07 school year. Two of the plans were adapted from previous action plans which were developed immediately following the Spring 2000 WASC visit. The third action plan developed was the Counseling/Guidance Action Plan to give focus to the counseling needs of the campus as evidenced by the student, parent, and staff surveys.

In summary, the following three action plans have evolved from the WASC Focus groups and their discussions in preparation for this 2006 WASC/FOL Report. These are:

1. Action Plan #1: **The Counseling/Guidance Plan**
2. Action Plan #2: **The Technology Plan**
3. Action Plan #3: **The Marketing Plan**

Action Plan #1: The Counseling/Guidance Plan

Description: Develop a comprehensive counseling program (personal, academic, college, and career) for students

Rationale:

- To inform students about college and university requirements as well as to make them aware of the various career opportunities available to them
- To assist students academically by directing them to the proper classes and giving advice on improving grades and study skills
- To provide a professional counselor on campus because of the complexities and socio-economic pressures of today's world
- To provide a spiritual counselor since HMA is a Seventh-day Adventist-affiliated school

ESLRs Addressed:

- Academy, college and career counseling covers ESLRs A&B
- Spiritual/Personal Counseling covers ESLRs C&D

Growth Target:

This action plan has resulted in the staff creating a guidance plan descriptive of the current philosophy and guidance services currently offered at Hawaiian Mission Academy. (See Appendix D). Together with the action plan below, it will provide a compass for meeting future student counseling needs at HMA.

Action Steps	Person(s) Responsible/ Involved	Resources (human, money, time, facilities)	Timeline	Ways to Assess Progress	Methods to Report Progress
1. Provide a one semester Guidance 101 class for all freshmen.	<ul style="list-style-type: none"> ▪ Principal ▪ Registrar 	<ul style="list-style-type: none"> ▪ Teacher ▪ Study Skills Curriculum 	Begin Fall 2006	<ul style="list-style-type: none"> ▪ Teachers monitor student skills as adapted to their classes. ▪ Student grades and progress. ▪ Student survey 	<ul style="list-style-type: none"> ▪ Student grades ▪ End of class survey by students ▪ Student self-assessment

Action Steps	Person(s) Responsible/ Involved	Resources (human, money, time, facilities)	Timeline	Ways to Assess Progress	Methods to Report Progress
2. Schedule an annual career day	<ul style="list-style-type: none"> ▪ Registrar ▪ Librarian 	<ul style="list-style-type: none"> ▪ Alumni ▪ Volunteer Professionals 	Ongoing	<ul style="list-style-type: none"> ▪ Staff monitors student progress through hands-on projects, visual displays, and grades. ▪ Student self-assessment, verbal or written. 	Student survey and/or personal assessment
3. Schedule a college fair for all students.	Registrar	<ul style="list-style-type: none"> ▪ Booths set up in gymnasium ▪ Staff and students for setup 	Each Fall	<ul style="list-style-type: none"> ▪ Pre-college fair questionnaire ▪ Evaluate effectiveness of college recruiters 	<ul style="list-style-type: none"> ▪ Follow-up self-assessment
4. Provide a campus chaplain for spiritual counseling	Principal	<p>Budget</p> <p>Currently the Hawaii Conference Prayer Coordinator conducts spiritual mentorship and counseling on a weekly basis</p>	Begin Fall 2006	<ul style="list-style-type: none"> ▪ Chaplain involvement with students ▪ Frequency of student visits to chaplain ▪ Assess student reactions to chaplain 	<ul style="list-style-type: none"> ▪ Parental feedback through PTO ▪ Student feedback ▪ Staff feedback
5. Identify and contact outside educational/ psychological counseling services	<ul style="list-style-type: none"> ▪ Principal ▪ Parents 	Administration to identify and contact a counseling service to accept HMA referrals	Begin Fall 2006	<ul style="list-style-type: none"> ▪ Reports from counseling service to principal ▪ Student and parents recommendations 	<ul style="list-style-type: none"> ▪ Student and parent recommendations ▪ Staff assessment of student behavior

Action Steps	Person(s) Responsible/ Involved	Resources (human, money, time, facilities)	Timeline	Ways to Assess Progress	Methods to Report Progress
6. Increase homeroom effectiveness for personal advising	Teachers	Time	Ongoing	Student and staff assessment	<ul style="list-style-type: none"> ▪ Student survey ▪ Staff survey
7. Set up Rotary Club mentoring program	<ul style="list-style-type: none"> ▪ HMA Principal or Rotary representative ▪ Rotary Club of Honolulu ▪ HMA Rotary Interact Club members 	<ul style="list-style-type: none"> ▪ Transportation to Rotary activities ▪ Mentors from Rotary Club ▪ Shadow Day ▪ Student/peer mentors 	Begin Fall 2006	<ul style="list-style-type: none"> ▪ Rotary mentor assesses his/her student ▪ Student assessment of program ▪ Staff assessment of peer counseling effectiveness 	<ul style="list-style-type: none"> ▪ Rotarian member survey ▪ Student report to student body

Action Plan #2: The Technology Plan

Description: Create a technology plan designed to:

- make technology more available for student use
- assist students and staff in becoming more versed in the use of software and hardware
- provide more technology courses for students
- keep technology (software and hardware) working and up-to-date

Rationale: Many students rely on school computers to access information and/or carry out school assignments but often are unable to because the computer lab is not available after school. Because we are in a continually evolving Digital Age, we want our students and faculty to stay abreast of and become adept at using the latest software and hardware. Students preparing to enter college have an advantage if they have a higher level of technical skills. Those entering the workplace have an advantage if they have more marketable skills. Teachers can be more productive with increased skills in technology, and communication with parents can be made more efficient through proper utilization of current technology.

ESLRs Addressed: A-1, A-2, A-3, B-1

Action Steps	Person(s) Responsible/ Involved	Resources (human, money, time, facilities)	Timeline	Ways to Assess Progress	Methods to Report Progress
1. Make the computer lab available to students after school hours, <i>and/or</i>	Administration	Manpower for supervision and technical assistance	Begin Fall 2006	<ul style="list-style-type: none"> ▪ Creation of computer lab schedule ▪ Student usage log 	<ul style="list-style-type: none"> ▪ Computer lab schedule ▪ Students report satisfaction via ASHMA council
2. Increase number of computers available in library for student use	<ul style="list-style-type: none"> ▪ Administration ▪ Teachers 	Budget	Begin Fall 2006	Inventory	Inventory

3. Provide adequate school-wide technical assistance	Administration	Budget	Begin fall 2006	Schedule of times that technical assistance is available	Teachers report at faculty meeting
4. Improve electronic communication between the school and the home	<ul style="list-style-type: none"> ▪ Administration ▪ Teachers 	In-service	Begin fall 2006	<ul style="list-style-type: none"> ▪ Survey parents to identify percentage of active Internet users ▪ E-mail directory of all parents 	<ul style="list-style-type: none"> ▪ PTO report on parent satisfaction ▪ Faculty report on satisfaction with electronic communication with parents
5. Provide qualified staff to teach advanced technology courses	<ul style="list-style-type: none"> ▪ Administration 	Budget	Begin fall 2006	Class Schedule	<ul style="list-style-type: none"> ▪ Class Schedule, ▪ Class Rosters
6. Integrate technology across the curriculum	<ul style="list-style-type: none"> ▪ Administration ▪ Teachers 	<ul style="list-style-type: none"> ▪ In-service ▪ More planning time for teachers 	Begin fall 2006	Teachers submit a plan in their course outlines which includes integrating technology	Teachers produce portfolio examples of technology
7. Continue to update software as needed	<ul style="list-style-type: none"> ▪ Administration ▪ Technology Coordinator 	Budget	As needed	Current software version being used	Log of software updates
8. Systematically replace hardware as needed	<ul style="list-style-type: none"> ▪ Administration ▪ Technology Coordinator 	Budget	As needed	Working computers which are able to keep up with latest software	<ul style="list-style-type: none"> ▪ Log of hardware improvements ▪ Satisfied students and teachers
9. Research the latest classroom technological innovations and applications	<ul style="list-style-type: none"> ▪ Administration ▪ Teachers 	<ul style="list-style-type: none"> ▪ Time ▪ Computer education periodicals 	Ongoing	Technology info brought to faculty meeting and compiled	Faculty meeting minutes of technology discussions

Action Plan #3: The Marketing Plan

Description: Develop a marketing plan to increase student enrollment and retain current students

Rationale: The marketing of a school is not an event. It is a continual on-going process. It requires the active involvement of all stakeholders of an educational institution. There are a series of complex variables that must all integrate harmoniously to create trust and credibility to maintain a quality educational program. In light of these factors, it was felt best to revise and create an action plan that provided a better systemic flow of events and one that created clear lines of responsibility as well. The chart is color-coded to help visualize recurring patterns and entities responsible for specific events.

ESLRs Addressed: A-2, A-3, B-1, B-3, C-1, D-1, and D-3

Growth Target: Increase enrollment to 165 students over a period of three years.

- Increase the number of ESL international students from the existing six to 20 or more students.
- Increase the number of regular students from 15 to 30 students.
- Increase the number of neighboring island students.

No.	Event	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J	Timeline
			U	U	E	E	O	E	A	E	A	P	A	U	
	MARKETING:														
1	Adventist Periodicals: INSIGHT, RECORDER, Adventist REVIEW.	Admin	X			X			X			X			Quarterly
2	WEBSITE advertisement: http://www.hma4u.org .	Admin	X	X	X	X	X	X	X	X	X	X	X	X	Ongoing
3	Church Bulletin insert quarterly of HMA events.	Admin	X			X			X			X			Quarterly
4	Copies of newspapers & yearbook to feeder schools.	Admin/Journalism Teacher			X			X			X			X	Quarterly & End of year
5	Publish Test Scores / Create PR Brochures of Test Data.	Registrar							X	X	X	X			When Test Scores Available

No.	Event	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J	Timeline
			U	U	E	E	O	E	A	E	A	P	A	U	
			L	G	P	T	V	C	N	B	R	R	Y	N	
<u>RECRUITMENT: Programs for Feeder Schools:</u>															
6	Invite feeder schools for special chapel/assembly/Wk.of Prayer.	Admin				X						X			Fall and Spring Week of Prayer
7	Written invitations by ASHMA officers for students not attending HMA.	Registrar							X		X				December
8	Meetings w/7 th & 8 th grade parents and students in the community.	Admin							X	X	X				2nd Semester
9	Pizza Feed with feeder schools.	Principal, Dean, & Registrar							X	X	X	X	X		2nd Semester
10	Send invitations to socials, vespers, and ASHMA programs.	Admin/ASHMA				X			X			X			Quarterly Basis
11	Sports clinic for feeders schools/6-8 grades sports program & prep program.	Athletic Dept	X	X										X	Summer
12	Community Service Day at local churches and feeder schools.	Registrar & ASHMA Sponsors						X			X				Biannual
13	Take applications to feeder schools personally.	Registrar							X	X					Early January
14	Student recruitment – visiting schools (Week of Prayer).	Schoen Safotu & Taskforce Deans							X	X	X				January to March
15	Attend Fall Festivals and/or MAY Day at Feeder Schools.	HMA staff & students				X						X			According to calendar
16	Teach a lesson from HMA into the feeder schools (i.e.) science class.	Science Dept. teachers				X			X						Annually
17	HMA ACADEMY DAY	Registrar & Principal					X								Annually
<u>SCHOLARSHIPS & REWARDS:</u>															
18	Rewarding HMA students for recruitment / \$250 Tuition Scholarship.	Admin/Finance Committee											X		2nd Semester
19	Offer a \$250 tuition scholarship for the outstanding 8th grade student of Feeder School as selected by their respective teachers.	Admin/Finance Committee											X		May-Graduation

No.	Event	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J	Timeline
			U	U	E	C	O	E	A	E	A	P	A	U	
			L	G	P	T	V	C	N	B	R	R	Y	N	
COMMUNITY OUTREACH:															
20	Community barbecue	ASHMA									X		X		Spring
21	Community involvement (i.e.) – Christmas party for the needy children in the community.	ASHMA						X							Christmas
22	Community Service Day.	ASHMA					X				X				November
23	Media exposure – participate in community events.	ASHMA					X				X				Christmas
24	Have community gym night.	Athletic Dept.				X			X			X			Quarterly
25	Sharing a meal with opposing varsity teams.	Athletic/Parents					X	X	X	X					Varsity Season
26	Dorm community service (i.e.) feeding the homeless.	Dean's			X										Quarterly
27	Dorm weekend church services.	Dean's				X	X	X	X	X	X	X	X		Monthly
28	Decorate front of school for community to enjoy at Christmas tree lighting ceremony.	Administration						X							Christmas
29	Music Dept. to Sunday churches.	Music Dept.					X		X		X	X			Quarterly
30	Youth rally – in conjunction with Fall & Spring Wk. of Prayer.	RAC & Sponsor				X							X		Quarterly
31	Network w/non-Seventh-day Adventist pastors.	Religion Teachers				X			X			X			Quarterly
32	Use our website to feature special events and community outreach.	All staff				X	X	X	X	X	X	X	X	X	Ongoing
33	Build relations w/church members by regularly visiting churches (i.e.) when Music Dept. performs at local church.	All staff			X	X	X	X	X	X	X	X	X	X	Ongoing
34	Teacher visiting homes (teacher go in teams to outer island to visit prospective students).	Mrs. Garrigus	X	X										X	Post session/Summer
35	Have booths at different community fairs (Keiki & HAIS).	Registrar			X	X	X				X				1st & 2nd Semester HAIS Events
36	Send students to HIM (Hawaii Island Ministries) Youth conference (orient in January how PR HMA).	Principal & Registrar									X				March @ Year
37	Neighbor island visitation by the Principal and Dean.	Principal & Dean							X	X	X		X		Second Semester

No.	Event	Person(s) Responsible	J	A	S	O	N	D	J	F	M	A	M	J	Timeline
			U	U	E	E	O	E	A	E	A	P	A	U	
			L	G	P	T	V	C	N	B	R	R	Y	N	
	MISC.:														
38	Ask ESL or mainland students one name each of someone that they may know and send info to them.	ESL/Dorm										X	X		April & May
39	Dorm students call and/or write a personal letter to a neighbor island students about life in the dorm and sending them a copy of the KA ELELE.	Registrar & Schoen & Taskforce Deans							X	X	X	X			January to April
40	Personal follow-up with those that have requested an application.	Registrar	X	X	X	X	X	X	X	X	X	X	X	X	Ongoing
41	Get names of students not attending from pastors so that they can be invited to Academy Day.	Registrar		X	X							X	X		August/September
42	Provide a supportive environment in which to learn and quality teaching for the retention of students.	All faculty		X	X	X	X	X	X	X	X	X	X		Ongoing
43	HMA-website: Post interesting student testimonials.	Admin	X	X	X	X	X	X	X	X	X	X	X	X	Ongoing

Appendices

A - NSSE Surveys

In the Spring of 2005, the HMA administration contracted with the National Study of School Evaluation (NSSE) to administer surveys to students, parents, community members, and HMA staff. NSSE is a national web-based service which assists the school in the evaluation of curriculum, school climate, and school effectiveness. The surveys give insights to the school in the overall school improvement process. NSSE is commonly used to assist schools in the WASC evaluation.

A second survey was conducted in the Fall of 2005 to students and parents only. The administration chose to survey only the students and parents to determine validity and provide a comparison between the last two school years.

Each item in the survey was given a score from 1 to 5 according to the following scale. A score of NA is not counted in calculating the average score.

SA – Strongly Agree – 5
A – Agree – 4
N – Neutral – 3
D – Disagree – 2
SD – Strongly Disagree – 1
NA – Do Not Know/Does Not Apply – NA

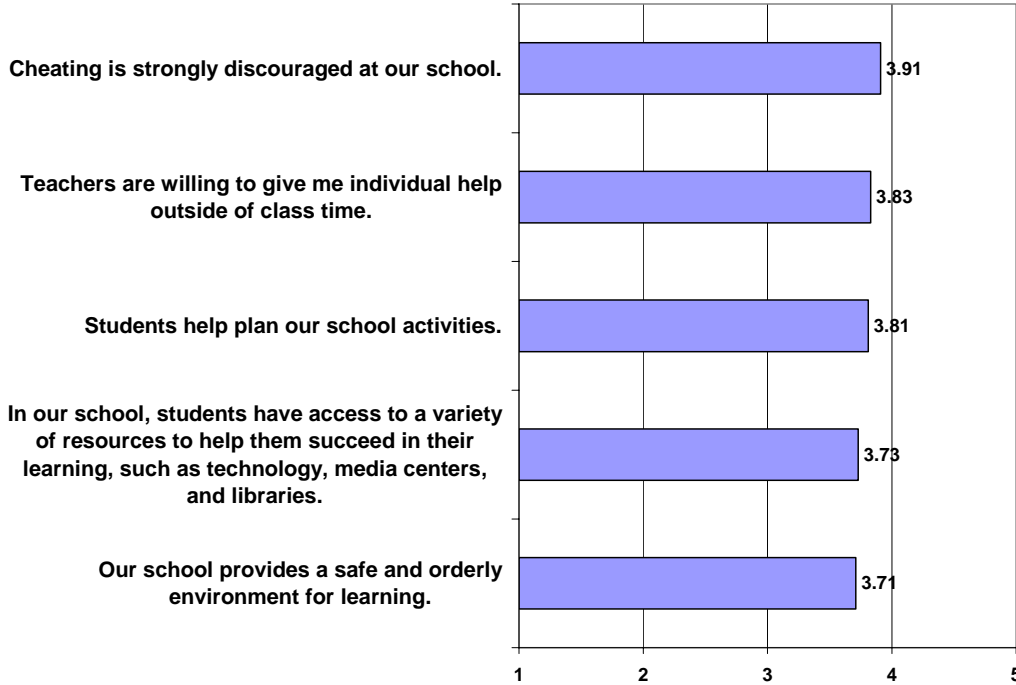
The following charts show the top five and bottom five ranked items from each survey given. The surveys indicate consistency from last year to this year in both top and bottom ranked items. In most cases while the order of the rankings may have differed, there was a general agreement in the tone of the issues that were chosen.

The surveys will serve as a basis for continued dialogue for school improvement in the ensuing years.

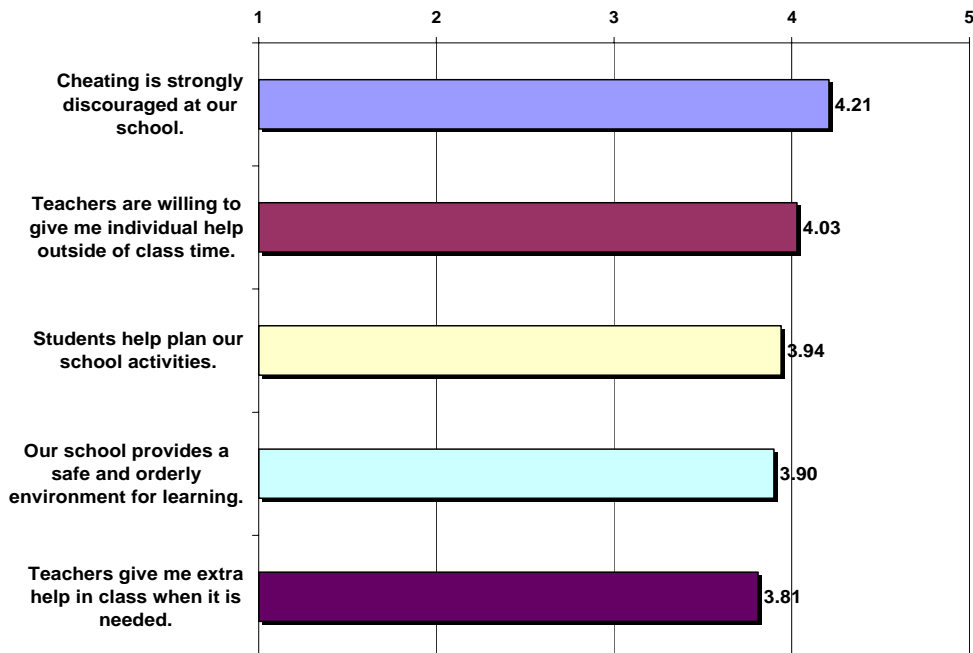
For a complete list of survey questions and results, see the Evidence Binder.

Student Opinion Inventory

Top 5 items – 2005

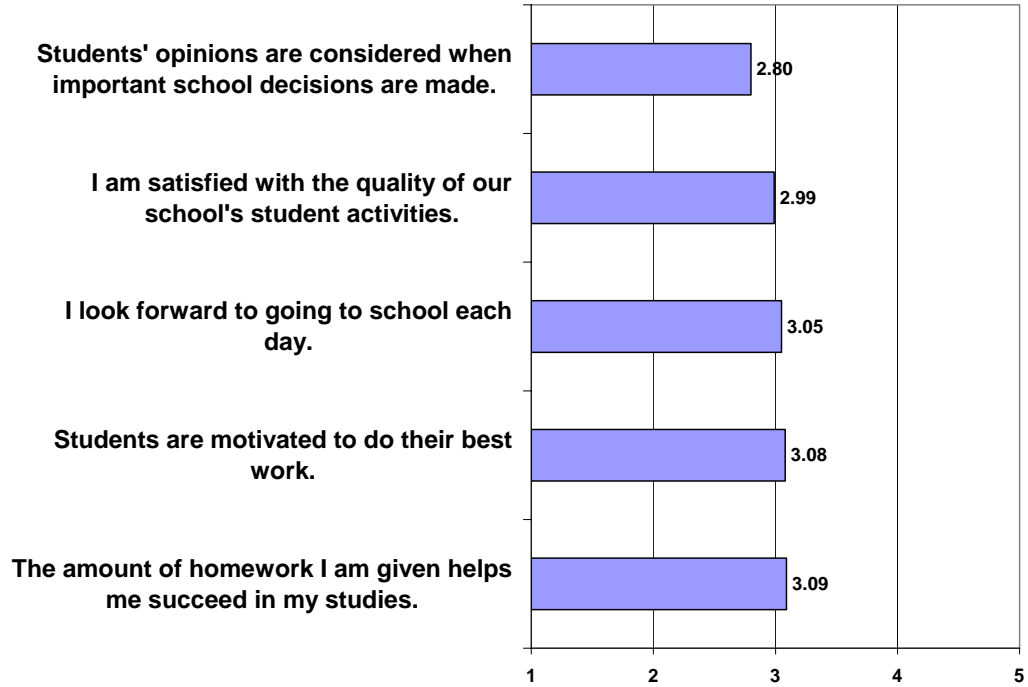


Top 5 items – 2006

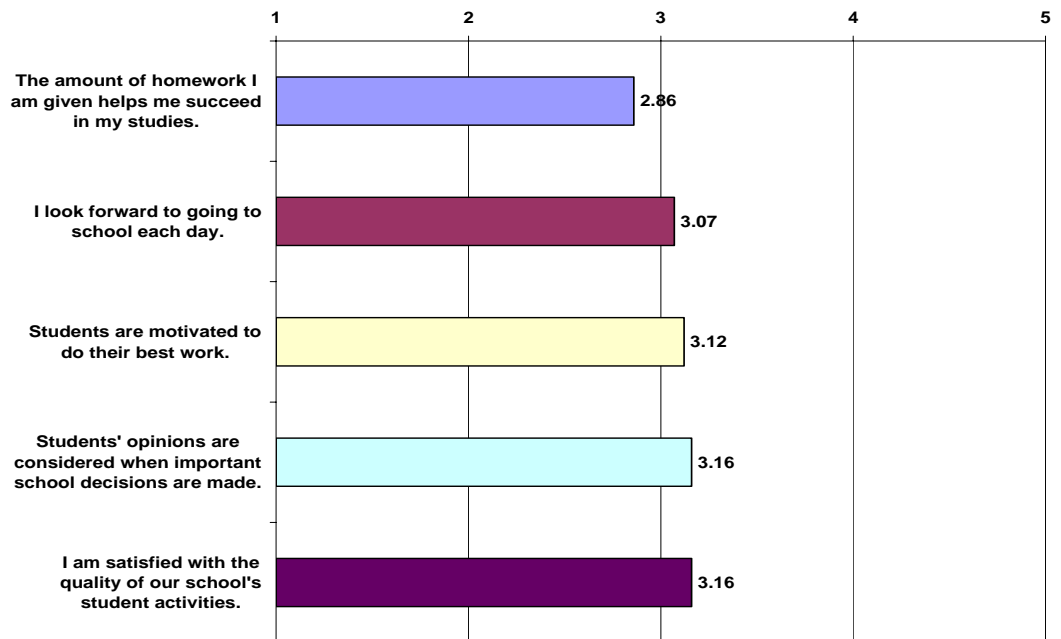


Student Opinion Inventory

Bottom 5 items – 2005

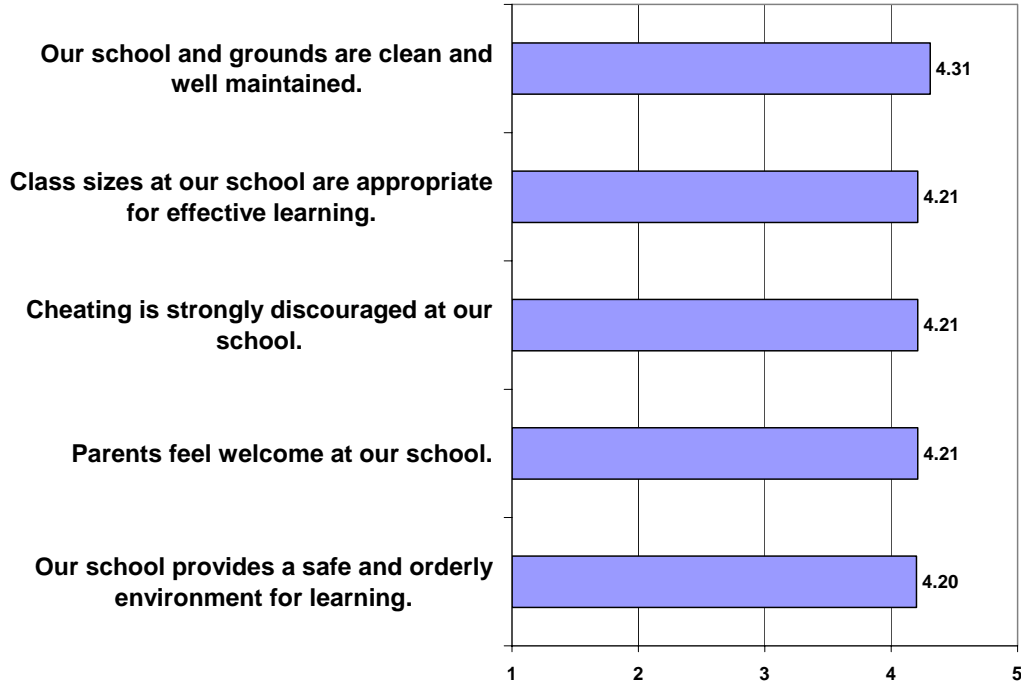


Bottom 5 items – 2006

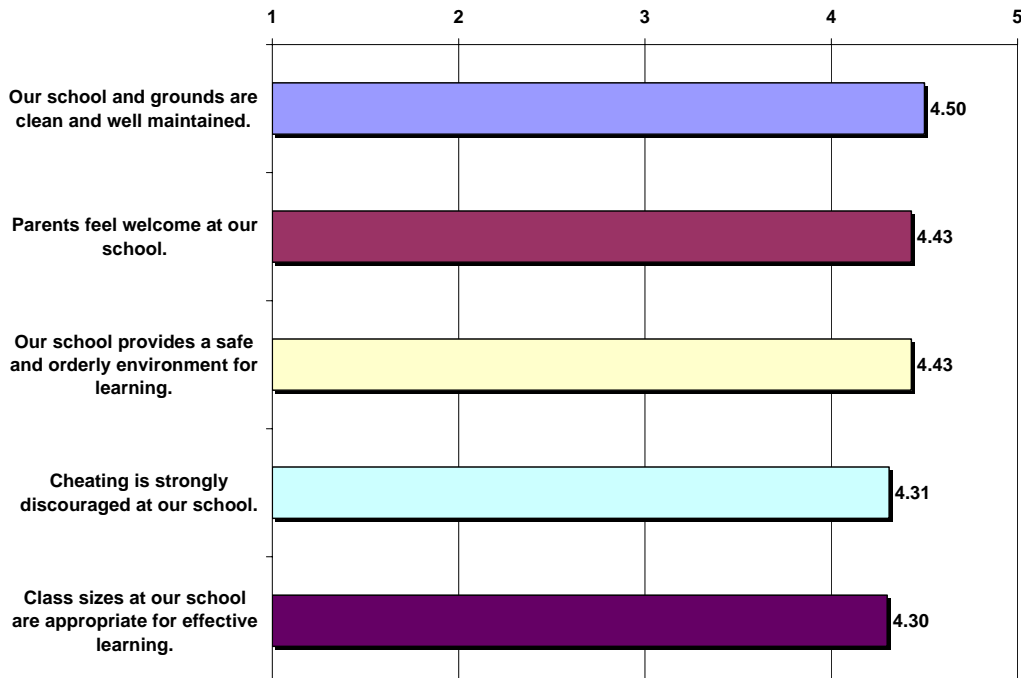


Parent Opinion Inventory

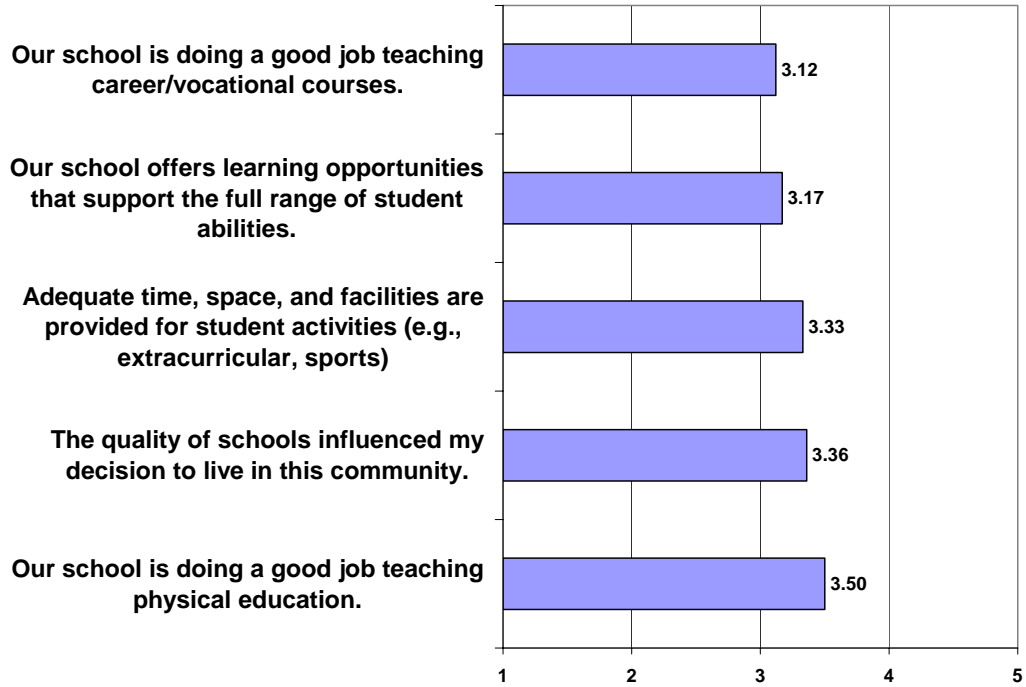
Top 5 items – 2005



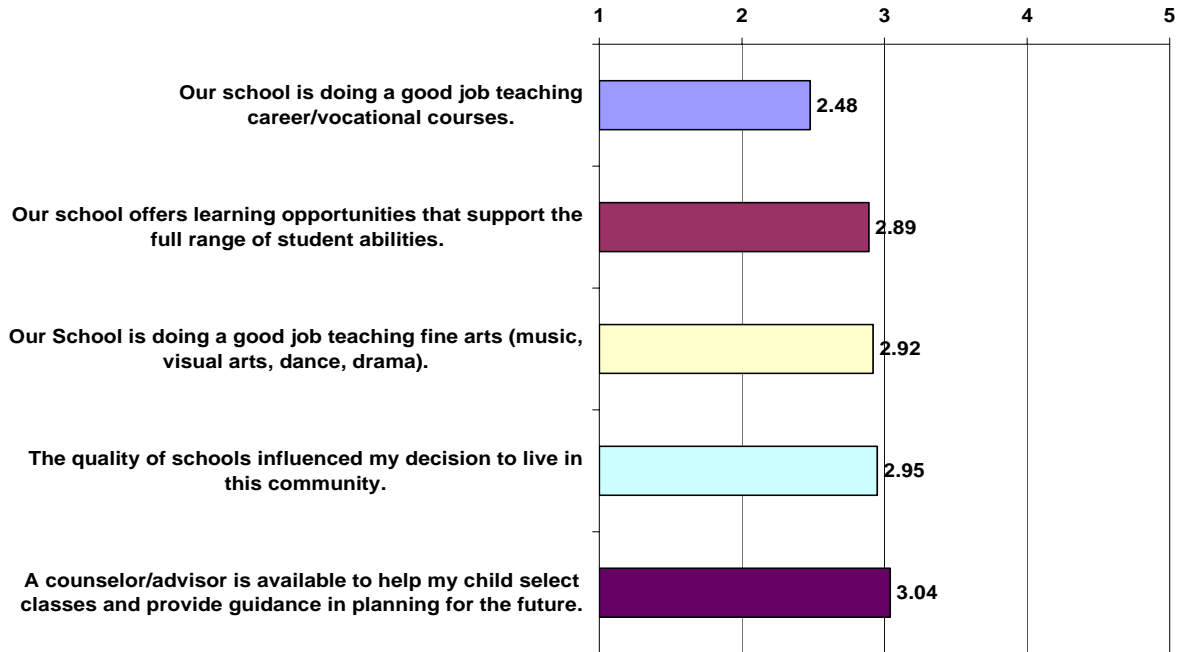
Top 5 items – 2006



Bottom 5 items – 2005

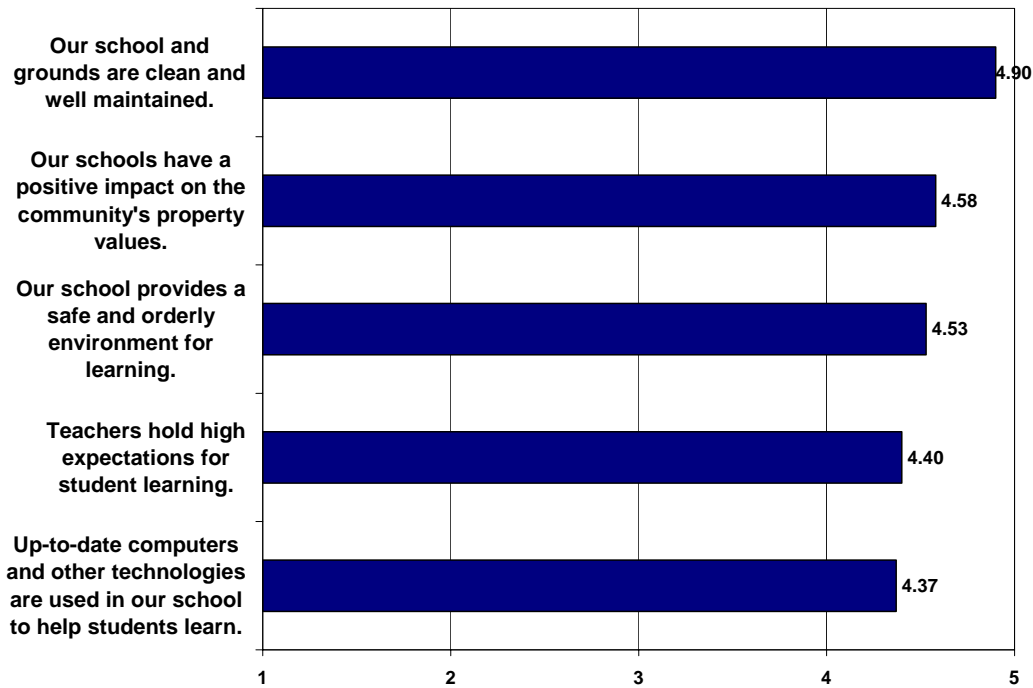


Bottom 5 items – 2006

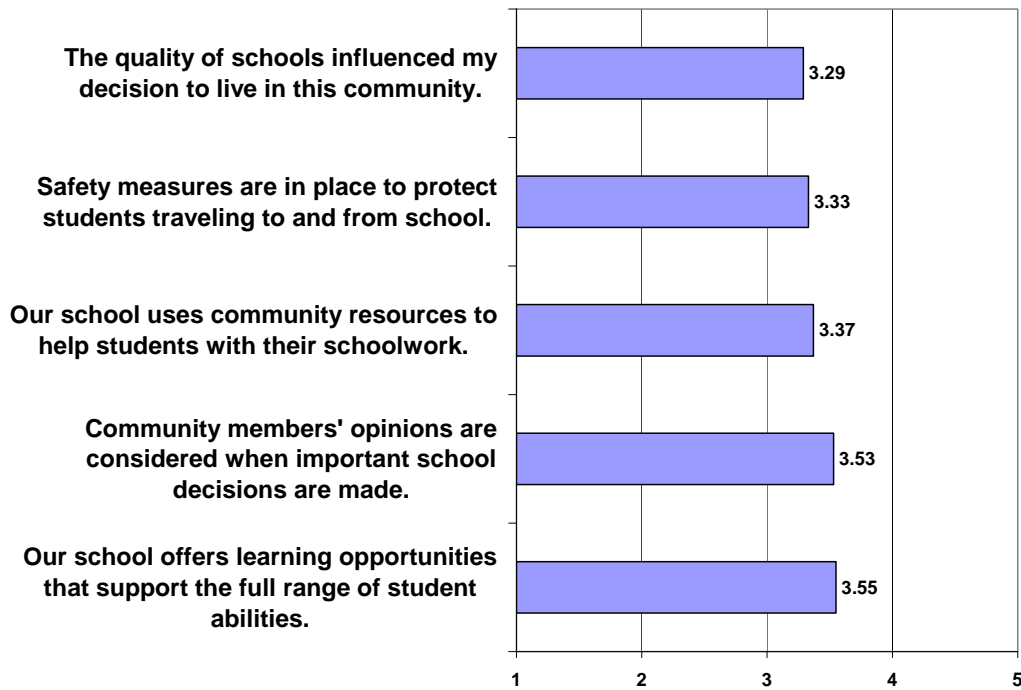


Community Opinion Inventory

Top 5 items - 2005

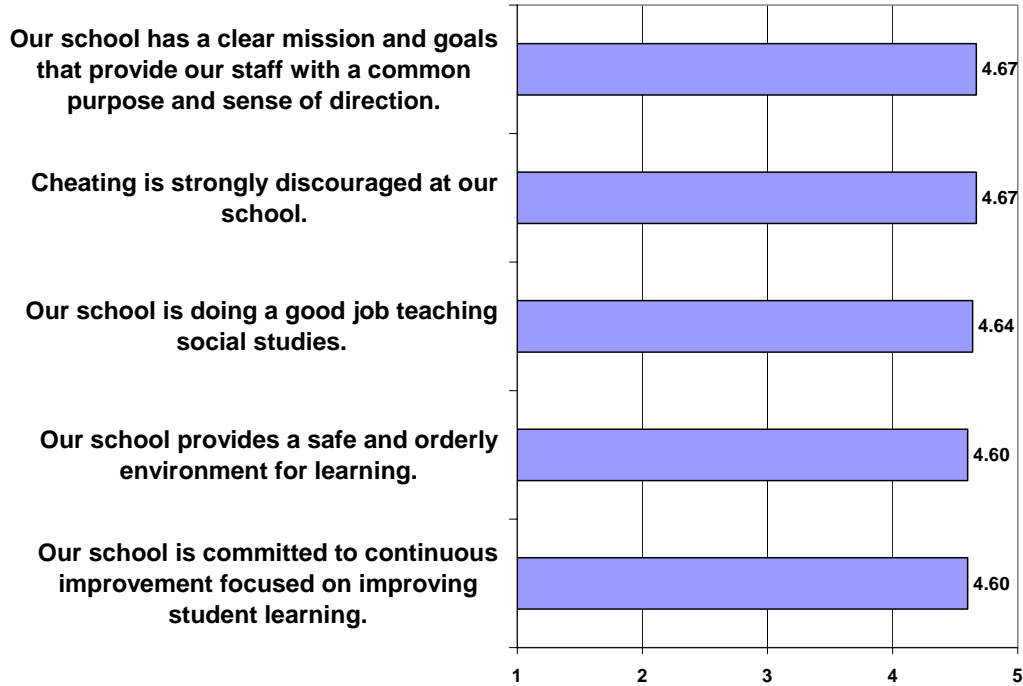


Bottom 5 items - 2005

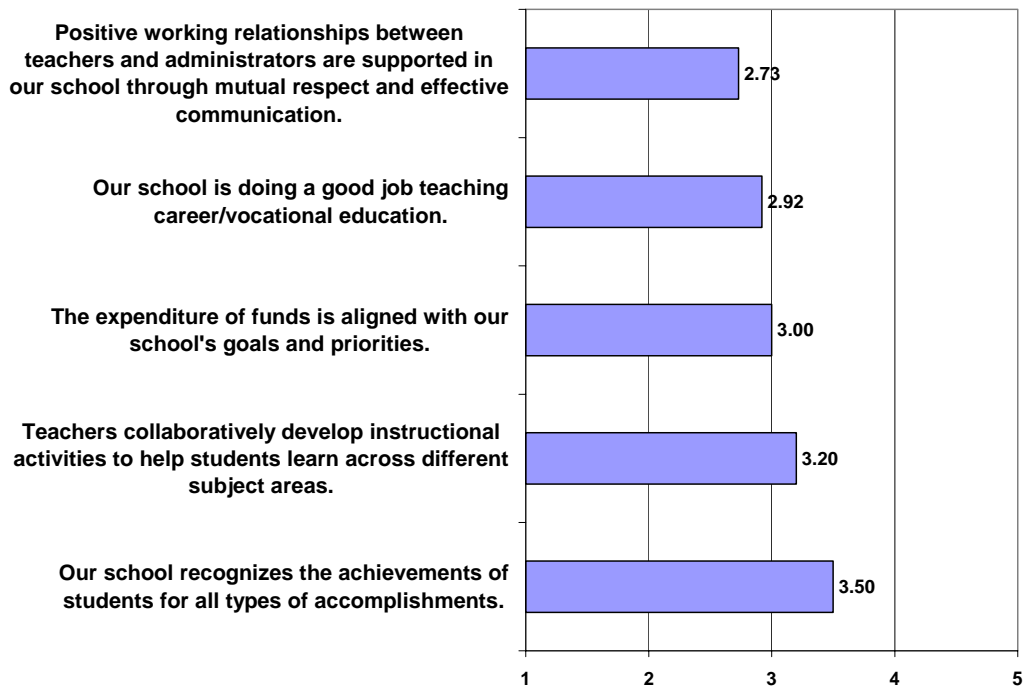


Teacher Opinion Inventory

Top 5 items - 2005



Bottom 5 items - 2005



B – New Student Survey



H M A New Student Survey (summary)

Student: _____ Grade: 9 10 11 12 Date: 19 SEP 2005

School attended last year: _____ [] Private [] Public [] Home School

How did you hear about Hawaiian Mission Academy?

[16] Friends [28] Parents [3] Alumni [9] Pastor [6] HMA [2] Radio Ad [3] Website/Internet
[] Magazine/Newspaper Ad [13] Academy Day [12] I've always known about HMA & wanted to attend.

OTHER: Church, Mother worked at HMA, Parents' friends know the Principal, International Studies Sponsor,
Other relatives, Guardian was an international student

Why did you choose to come to Hawaiian Mission Academy for the 2005-06 school year?

DIRECTIONS:

1. Please place a check mark in all items that you feel contribute to your decision to attend Hawaiian Mission Academy.
2. Rank in order of importance with number one (1) being the highest which of these criteria is most important in your decision to attend HMA.

- 1 My parents wanted me to attend.
- 2 My friends were coming and I want to attend with them.
- 6 I was familiar with the campus via (Academy Day, attending Week of Prayer, MAY Day, Science Fair, and other social or athletic events).
- 3 The solid academic program and caring teachers.
- 2 The religious values, the opportunity to express my religious views, and openness to grow spiritually is an important value to me.
- I was looking for a school with a low student to teacher ratio (13:1), small school, and sense of school ohana that makes me feel cared for and special.
- The student association (ASHMA) activities & events.
- The athletic program of HMA motivates me to attend.
- 4 The music program (choir, handbells, and chorale) motivates me to attend.
- The technology program and iHMA campus (T-1 speed Internet access line, PC & Macintosh computer labs, LCD projectors) motivates me to attend.
- 5 The location of the school is centrally located and this is helpful in my decision to attend HMA.
- O T H E R: _____

For International Students:

- The school is located in Hawaii and I enjoy the climate.
- It has a dormitory and I can board there.
- 1 It has a good English instruction program.
- 3 This is my best chance to study in the United States.
- I came because a former HMA student referred me to Hawaiian Mission Academy.

HMA SCHOOL-WIDE ACTION PLANS: Preparation for the Interim 2003 Visit and The Spring 2006 Visit

BACKGROUND / Preparation for the Spring 2003 Interim Visit:

During the Weller Administration, the following five action plans grew from a discussion of the findings of the four focus groups and from recommendations from the Spring 2000 WASC Visiting Committee. The all-group discussion was held on November 18, 1999, and all FOL participants were invited. After much discussion and several multi-votes, top concerns were selected. Each one has received more study, discussion and revision from focus groups, faculty, board, and the Leadership Team. Further revisions were based on suggestions from the WASC Visiting Committee on March 1, 2000.

FOCUS GROUPS/Spring 2003 Interim Visit:

While these five were selected for school-wide attention, it should be noted that each focus group identified key issues for their area and there is work to be done in addressing those area-specific issues. In addition, there were several strong interests which were not placed in the top five, but which also deserve attention and action over the next few years. They were:

1. Integration of faith learning throughout the curriculum
2. Providing a counselor with adequate release time and with appropriate training in each counseling function
3. Developing a system for pre- and post-testing of students and for getting follow-up information on HMA graduates

REVISIONS & UPDATES OF HMA's SCHOOL-WIDE PLAN: Rosado Administration

In the fall of 2000, Josué Rosado, HMA's new principal reviewed the HMA School-wide Plan with the entire staff. Also, after a careful reading of the Spring 2000 WASC Visiting Report received on August 23, 2000, the administration and staff began a careful assessment of the KEY ISSUES of concern that were found in the Executive Summary at the beginning of the report.

The HMA staff responded to the KEY ISSUES as follows to ensure that actions were taken:

1. The Leadership Team met on a quarterly basis to monitor the deadlines and hear progress reports from the various home groups named in the action plans.
2. Time was allotted in faculty meetings for focus groups to review and monitor progress. At mid-year, in January of 2001, the staff spent several hours in preparing a written report that principal Rosado presented to the HMA Board of Trustees on Sunday, January 19, 2001.
3. In the fall of 2001, several focus groups met and were restructured due to the change over with the addition of new faculty. The HMA Board of Trustees' Marketing Committee met several times and updated the Marketing Strategies [See Marketing Action Plan Below]. These served to guide the faculty and administration during the 2001-02 school year onward.

4. Administration has kept the HMA Board of Trustees updated on changes taking place via the Principal's Report time at board meetings. The reports highlighted what had been accomplished and what was in progress.

The KEY ISSUES to which HMA is responding to for the 3-Year Interim Visit Report are the ones entitled, *“Supporting Critical Area(s) for Follow-up:”* found in the DOCUMENTATION AND JUSTIFICATION STATEMENT of the Spring 2000 Visiting Committees Recommendation For Term of Accreditation document received on August 23, 2000.

The following HMA School-wide Action Plan revisions support the KEY ISSUES addressed above in Chapter Three for the written Executive Summary prepared for the March 31, 2003 Mid-term Visitation. There is a special column in each Action Plan designated, KEY ISSUE. These refer to the specific recommendations of the Spring 2000 Visiting Committee Report and the school has addressed each one during the past six years.

The School-wide Action Plans have been updated to reflect actual practice during the ensuing years since the Spring 2003 Interim Visit by the WASC Visiting Committee.

–Josué Rosado, *Principal*
January 31, 2006

Marketing, Promotion and Recruitment for Increased Enrollment

Mission: To position and promote the Academy so that it may operate at full capacity for its intended purpose.

Rationale: One of the best ways to maintain an effective, mission-driven program is to increase income is by increasing student numbers. Higher enrollment and higher visibility also increase morale among students, staff, and constituents. *Price is only an issue in the absence of value.* Thus, the focus of the current staff thrust is improving the quality of instruction so that satisfied students and parents will become the best spokespersons for the integrity of HMA’s program.

Objectives:

Marketing: To identify the current and emerging needs of the Academy’s students and constituents in order to position the Academy in the most advantageous way.

Promotion: To frequently and positively portray the Academy’s mission and its personnel and programs. Each of the Academy’s various constituencies will be touched using as many communication vehicles as possible, and through personal contact.

Recruitment: To develop and maintain a system of contacts and appeals with prospective students and their families so that an increasing number of decisions are made in favor of the Academy.

Marketing	To identify the current and emerging needs of the Academy’s students and constituents in order to position the Academy in the most advantageous way.					
Steps To Get There	Resources	Respon- sible Party	Deadline/ Frequency	Evaluation	Done [Evidence of Progress]	KEY Issue REF #
1. Track current scholastic and job market trends so administration/faculty will be able to meet future needs of students in education and careers.	<ul style="list-style-type: none"> • Feedback from the field • Professional Journals currently at HMA: <ul style="list-style-type: none"> ➢ ASCD: Educational Leadership ➢ NASSP Bulletin ➢ Adventist Journal of Education • Professional growth 	<ul style="list-style-type: none"> • Administ ration • All staff 	Ongoing	By the Academic Standards Committee, and: <ul style="list-style-type: none"> • 3 Bible instructors • 2 Math instructors • 2 Science instructors 	<ul style="list-style-type: none"> • Revision of Math classes for better scope and sequence to meet college requirements. • Broadened the number of Bible teachers, one teaching each level of Religion classes. • Revised Creative Living to a full year course. • Added additional advanced 	3 4

	<ul style="list-style-type: none"> reading • Attendance to Professional seminars and workshops 				computer classes.	
2. Continue offering “Non-Saturday” testing for SSAT, SAT, ACT.	Testing service	Registrar and faculty	Dates scheduled with Testing Services	• Ongoing	All major tests are offered and scheduled on Sundays.	6
3. Select potential new courses based on college and job market trends and on student and parent interest surveys, and recommend ways to fit courses into the program.	<ul style="list-style-type: none"> • Principal • Registrar • Surveys • College Fairs with mainland and Hawaii colleges and universities. • Offer elective courses on alternate years (e.g., Calculus, College History). 	<ul style="list-style-type: none"> • Academic Standards Committee • Faculty 	<ul style="list-style-type: none"> • Monitor annually • Survey parents and students 	<ul style="list-style-type: none"> • Anatomy & Physiology • Calculus • AP classes in Math & Science • Web Design & Video Art Production • Applied Arts courses 	<ul style="list-style-type: none"> • An Art class • 2 surveys were given parents and students on classes students want to take • Senior exit survey • Modified block schedule • Digital Art & Photography. (Not during 2005-06 school year). • Technology courses • Woodworking (Not during 2005-06 school year). 	5 6
4. Find ways to staff new courses.	<ul style="list-style-type: none"> • Shift of faculty assignments • Use of current staff • Use of task force / volunteers 	The Personnel Committee of HMA Board of Trustees	Began March 23, 2000, and continued to the present time	Revised staffing plan	<p>The modified block schedule allows greater flexibility in time during the week allowing for more flexible assignment of teaching staff since they are not limited to teaching the same course each day in a specific period. The block schedule has evolved as follows:</p> <ul style="list-style-type: none"> • Moved to A/B block schedule in August, 2000 • A Modified A/B block schedule began in Aug. 2001. • Currently have a composite schedule that combines both block and traditional periods. • Ethnic Pastors are teaching ESL Religion classes • Expanded Creative Living 	5 7

Promotion						
To frequently and positively portray the Academy’s mission and its personnel and programs. Each of the Academy’s various constituencies – including internal ones – will be affected using as many communication vehicles as possible, and through personal contact.						
Steps To Get There	Resources	Responsible Party	Deadline/Frequency	Evaluation	Done [Evidence of Progress]	KEY Issue REF #
5. Identify/develop a unique selling point and a slogan.	<ul style="list-style-type: none"> • Faculty • Students • Administration • HMA Board of Trustees 	<ul style="list-style-type: none"> • Marketing Committee • Faculty • Administration 	Ongoing review	Printed brochures	<ul style="list-style-type: none"> • A new Mission and Vision statement was adopted in August 2000. <ul style="list-style-type: none"> ➤ MISSION: (The why we exist-question?): “<i>Educating the hand, the head and the heart.</i>” ➤ VISION: (The Where we’re going question?): “<i>Making a difference for time and eternity in service for humankind and God.</i>” • The Mission Statement has been incorporated in the revised ESLRs. • An “<i>HMA A School with a Mission</i>” banner created in October 2002. This slogan has been incorporated into the school stationery and several public relations brochures created since October 2002. 	3 8
6. Create attractive, effective Web site for HMA.	Admin. Obtained domain for an HMA website	<ul style="list-style-type: none"> • Administration • Technology Committee 	<ul style="list-style-type: none"> • March 2001 • Oct-Nov 2002 • In Dec. of 2005 a revised website was launched. 	<ul style="list-style-type: none"> • Website is being revised by a student tech team with consultation of HMA alumnus. • HMA contracted with Empowered Internet Solutions to revise its website. 	<ul style="list-style-type: none"> • http://www.hma4u.org website was created in 2002 and revised in Dec. 2005. • Various brochures that were created to promote the school and placed in church bulletins and promotional mailings. • New website • Edline 	3
7. A new publication,	Campus	Administration	Bi-annually	• HMA has	New publication “ <i>Ka Nu Hou O’ka HMA</i> ”	3

<p><i>Ka Nu Hou O'ka HMA</i> ("Recent News about Hawaiian Mission Academy") was launched in December of 2002 to communicate with alumni and constituent churches about news from Hawaiian Mission Academy.</p>	<p>information Staff</p>			<p>systematically included notification of special school events in constituent churches as well as feeder schools.</p> <ul style="list-style-type: none"> • Beginning a new publication to replace the Alumni Postscript, w/new Hawaiian name 	<p>(Recent news from HMA) sent out to parent/students, alumni's and friends of HMA. First publication was sent out on 12/20/2002.</p>	<p>8</p>
<p>8. Send press releases on Academy events, activities, achievements to churches via Church Bulletin Announcements, local media, and the <i>Recorder</i>, the official Seventh-day Adventist church PR journal. HMA Administration also notifies parents of events via EDline website.</p>	<ul style="list-style-type: none"> • ASHMA events • Special school events • Chapel Speakers • Dormitory events 	<p>Administration</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • School events listed on http://www.Edline.net. • TV coverage press release sent out for major school events, (i.e. – Homeless Project, special guest speaker for Assembly.) • Constituent Feedback. 	<ul style="list-style-type: none"> • Two <i>Recorder</i> articles were printed in November 2000 and September 2002. • A Review and Herald article was also published in Nov. 2000. • The January 2001 NAD Youth Dept. issue featured HMA students. • In May of 2003, the ADVENTIST REVIEW published an article regarding HMA's Mission Trip to Santo Domingo. • Periodic church bulletin inserts before major campus events (e.g.: Academy Day, Christmas Program, P.T.O. and MAY Day events). 	<p>3 8</p>
<p>9. Plan teachers' regular visitation of, and preaching in, constituent churches in order to create healthy contacts</p>	<ul style="list-style-type: none"> • Teachers • Staff • Dormitory Staff 	<p>Administration</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Schedule/Log of visits • The Dormitory has a planned visitation program with students for O'ahu churches. 	<ul style="list-style-type: none"> • By the Principal has preached in all but of the constituent churches in the HI conference and in some cases multiple times at some of the larger churches. • The HMA staff preached in churches on April 21, 2001 <i>Education Day</i> in HI Conf. 	<p>3 8</p>
<p>10. Conduct HMA student-led religious</p>	<ul style="list-style-type: none"> • ASHMA 	<ul style="list-style-type: none"> • Administration 	<p>Bimonthly Semi-annually</p>	<p>Pastoral and constituent feedback</p>	<ul style="list-style-type: none"> • In April 2000, 2001, 2002, 2003 HMA 	<p>3</p>

services at all Oahu churches.	<ul style="list-style-type: none"> • Dorm Staff • HMA Chaplain / Pastors 	<ul style="list-style-type: none"> • Dorm Staff • Chaplain 			<p>students led out in 28 simultaneous youth evangelism events in churches throughout the HI Conf. A video of the “<i>He’s Alive</i>” Youth Evangelism series was made. This video has been shown throughout the Pacific Union Conf. and the North American Division (United States and Canada).</p> <ul style="list-style-type: none"> • In 2000-01 & 2001-02, four different student teams visited 4 feeder schools in Oahu and led out in Week of Prayer. • The Principal has taken students with him on off-island visits during beginning with the 2000-01 & subsequent school years. 	8
11. Get the HMA choir and bells into area churches quarterly and to churches on a neighbor island annually	Music Dept.	Music Dept.	Quarterly	Calendar – Music Dept. Tour. (<i>see attached sample schedule</i>)	<ul style="list-style-type: none"> • Each school year the HMA Music Department plans a tour and performance schedule to visit the major churches in the island of Oahu with several of its choirs: school choir, chorale, and hand-bells. • The have performed at non-Seventh-day Adventist churches and various public venues: Ala Moana shopping center, Windward Mall, Aloha Towers, Honolulu Kawaiaha`o Church, Central Union Church, and Oahu Rotary International Clubs. 	3 8
12. Regularly communicate challenges and accomplishments with pastors	Staff, Chaplain	Administration	<ul style="list-style-type: none"> • Quarterly • Monthly 	<ul style="list-style-type: none"> • Pastoral support • At annual Worker’s Meeting Principal speaks with all clergy. • Local Christian clergy meetings. • Quarterly letters to pastors by the administration 	<ul style="list-style-type: none"> • The Administration has a special “Brunch” for O’ahu pastors following their introduction to the entire student body in a special assembly program in the beginning of each school year. • The Principal periodically sends pastors a copy of upcoming Calendar events for inclusion in their church bulletins. • The active visitation of constituent churches by the Principal has increased communication and positive relations between HMA and pastors as well as constituent members and parents. • The administration hosted a special luncheon 	3 8

					for Makiki area Christian pastors on campus on April 8, 2003 to inform them of HMA's program. <ul style="list-style-type: none"> • Pastors serve on WASC Committee. • Several pastors have served on HMA School Board. 	
13. Continue advertising in Sun Press, Midweek, and Yellow Pages with display print in White Pages.	Faculty/Staff, list dates for SSAT/PSAT/SAT	Administration	Ongoing	<ul style="list-style-type: none"> • Chart of publication dates • Scrapbook of articles in Admin. office. 	Copies of Ads submitted and printed are on file	3 8
14. Continue with HAIS Academy Fair in October.	Registrar	Administration	October of @ yr.	Annual school calendar	HMA has participated annually at the HAIS private school October Fair.	3 8
15. Facility enhancements: A new school sign in the front of the school as well as on the facade outside of Library Bldg.	ASHMA, Alumni	Administration	August 15, 2003	This was installed during summer of 2003.	Project completed	3 8
Internal Promotion & Retention						
16. Maintain spirit-building programs such as Camp Erdman, vespers, Bible studies, banquets, picnics, Fall Festival, clubs, three college credit courses, varsity sports, extended senior trip and college tour.	Faculty/Staff	Administration	Ongoing	Calendar and schedule of events	<ul style="list-style-type: none"> • A school-wide series of student body (ASHMA) events are placed on the school calendar to insure that these school traditions are maintained. • Students lead out in planning banquets and ASHMA events. • An annual mainland tour to several colleges and universities is planned each year. • History courses offered through PUC-taught by Cindy Nysten, from 2001-2003. • Summer 2001-2 Religion classes offered through La Sierra University faculty at HMA • Summer 2001 and 2002, Religion classes offered through Pacific Union College faculty at HMA 	3 5
17. Design exit survey	• Faculty/	• Administration	June, 2001	• Exit questionnaire	• Before each senior graduates from HMA,	4

to identify issues that might need attention so that retention can be increased.	Staff • Registrar	• Superintendent of Schools	Ongoing	was begun in June 2001 with all graduating Seniors • Superintendent & Administration visit college campuses each yr.	they fill out an Exit questionnaire. This information is reviewed by the administration and serves as a means of improving the academic program of HMA. • The principal visits two mainland colleges and universities 1-2 times per year. Alumni give the principal specific input as to how to improve the curriculum at HMA.	
18. Plan peer to peer contact with new students to help make the transition into HMA easier.	Students	Administration Registrar	Each school year	Speed of assimilation of new students	<ul style="list-style-type: none"> • ASHMA Handshake event first day of school • ASHMA officers are available 1st day of school to help and guide new students. • Faculty sponsored social on 1st weekend of school. • New transfer students are paired with an HMA classmate to serve as guide and friend for first days of school. • Academy Day tour guides sent letters to 8th grade visitors after Academy Day visit. 	3

Recruitment	To develop and maintain a system of contacts and appeals with prospective students and their families so that an increasing number of decisions are made in favor of the Academy					
Steps To Get There	Resources	Responsible Party	Deadline/Frequency	Evaluation	Done [Evidence of Progress]	KEY Issue REF #
Enhance the annual recruitment cycle.						
19. Obtain annual list of high-school-aged students in constituent churches	Pastors	<ul style="list-style-type: none"> • Administration • Hawaii Conference Office of Education 	Spring of 2002	<ul style="list-style-type: none"> • A comprehensive list and census of potential high school age students was done during the 2001-02 school year. 	<ul style="list-style-type: none"> • In constituent churches this data was valuable in identifying potential students for the '02-'03 school year. • HMA staff phoned students and families • Scholarships were offered to attract students 	3 8
20. Develop Academy Day timeline for all	Office, Staff, Students,	Administration	<ul style="list-style-type: none"> • Begun in Novembe 	Check-off sheet of students contacted	<ul style="list-style-type: none"> • For the past six school years, Academy Day has been held the Monday just before 	3 8

<p>related events. Including follow-up within two weeks after Academy Day and move the event to October.</p>	<p>Teachers</p>		<p>r 2000</p> <ul style="list-style-type: none"> Each year thereafter Academy Day has been held in the month of November. 	<p>Beginning with the 2000 school year, Academy Day was moved up into first semester in November. In order to get prospective feeder schools attention early before other schools attract our students from our feeder schools. They are given a full tour of campus and classes. They receive prizes and scholarships for the following school year.</p> <p>Evaluation tallies of who did not attend and why.</p>	<p>Thanksgiving Vacation.</p> <ul style="list-style-type: none"> Approx. 72% of the visitors returned application forms back to HMA. The Principal wrote a personal “Mahalo” letter to each student that attended Academy Day. The Registrar sends a “Letter of Acceptance” to any student who has been accepted for the following school year. The Academy Day student guides wrote special “thank you” cards to those students who attended HMA. Student Leaders wrote a special “thank you for coming to Academy” letter to all prospective students. 	
<p>21. Create Innovative ways to recruit new students</p>	<ul style="list-style-type: none"> Feeder School Principals Faculty/staff Constituent Church pastors 	<p>Administration Music Dept.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> Conduct Spiritual Weeks of Emphasis at Feeder School campuses Invite prospective 7th & 8th grades students to visit the HMA campus and participate in school activities Musical tours to neighboring islands churches and community 	<ul style="list-style-type: none"> Each Spring a team of HMA students who are alumnus of the respective elementary feeder schools conduct a week of spiritual emphasis at the elementary campus. A special Pizza lunch is given to prospective 8th graders. The Freshmen class sponsors are planning to have a special social for 7th & 8th graders on April 5, 2003 for fellowship and fun at HMA. Eighth grade students from feeder schools are invited periodically to special campus events (MAY Day, ASHMA Socials, etc.) The HMA Music Dept. visits a different neighboring island each year with the Choir, Chorale, or Bell Choir. This contact makes a positive impression in those communities. 	<p>3 8</p>

22. Send school newspaper to all Seventh-day Adventist elementary schools for students in grades 6-8.	Budget	Journalism Sponsor	As published	Begun Spring, 2003.	Selected copies are sent to different schools and to alumni.	3 8
23. Send school yearbook to all Seventh-day Adventist elementary schools.	Budget	Yearbook Sponsor	May, annually	Begun Spring 2004	Feeder schools receive a copy of the KA LAMAKU	3 8
24. Continue to give away scholarships at Seventh-day Adventist elementary graduations and Academy Day.	Budget	Administration	May, Oct	<ul style="list-style-type: none"> At both Academy Day & 8th grade Commencement exercises Principal Rosado gives out a \$250 scholarship to outstanding students from each feeder school. Record of scholarships given 	Each year on Academy Day (November) and at the graduation ceremonies for feeder schools (in June).	2 3 8
25. Require entrance testing. Get included in the HAIS testing schedule published in the Honolulu Advertiser. HMA is interested in academics. ID learning problem.	Registrar HAIS	Administration	October 15, 2000	<ul style="list-style-type: none"> SSAT exam required for incoming Freshmen's. TOEFL exam required for incoming ESL students. We monitor test results & the number of students who take the test. 	<ul style="list-style-type: none"> These tests are administered each year. Parent meetings are held each year to review test results with parents and make them aware of future academic options. 	3 5 6 8
Use a variety of people for recruitment						
26. Ensure that every church school is	ASHMA, Teachers	Administration	Semi-Yearly	<ul style="list-style-type: none"> Increased enrollment Dorm visitation 	<ul style="list-style-type: none"> Principal and his wife have visited all of the constituent churches several times from 	3 8

visited twice a year by HMA students or staff.				<p>schedule</p> <ul style="list-style-type: none"> • Music Dept. schedule 	<p>2000-2006.</p> <ul style="list-style-type: none"> • The dorm students & staff visit local churches once a month and lead out in the Worship Services. • The Choir & Hand bells perform at local churches at least once a month. Plus one off-island tour annually. • Schoen Safotu, Dorm Dean, has visited feeder schools and neighboring island churches as one of his recruitment tasks. 	
27. Develop peer recruitment strategies e.g. thank you and gift certificate to anyone who recruits a new student.	Students	Marketing Committee	Ongoing	<ul style="list-style-type: none"> • Need a written plan • Evaluate impact on recruitment • Keep a list of student's awarded \$100 for bringing in new student. • In October, 2002 we had a special Visitor's Day and a special Assembly speaker. • Visitor's day attendance list 	<ul style="list-style-type: none"> • Academy Day student guides were given a special orientation prior to the event setting the stage for clear expectations. This resulted in a very smooth well-planned event. • New Student VISITOR Assembly: A special guest speaker assembly with Mr. Makia Malo, resident of Kalapaupa, where it was declared an HMA Visitor's Day. • The administration sends out a special thank you letter to all who attend Academy Day each year. • In the spring of 2005, the administration advertised in the Honolulu ADVERTSER and also sent out a 4500 postcard direct mailing inviting local residents with high school-age children to come to an Open House. This netted two new students. • The PTO set aside \$2,500 in June 2005 for ten \$250 recruitment scholarships for any student who recruited a new student to attend HMA. No one accepted the challenge. • Student Christmas cards were sent to Academy Day students. 	3 8
Follow-up on inquiries.						
28. Create recruitment system of contacts	Faculty Graphic	Marketing Committee	Ongoing	<ul style="list-style-type: none"> • Increased percentage 	<ul style="list-style-type: none"> • Four international students enrolled at HMA as 	3

and materials including a full-color brochure and personal contact. Expand use of media (radio) and Internet to recruit new students. Also increase advertisement in local Yellow pages of phonebooks.	Designer			of inquiries turning into applications. (Being developed by the Principal) <ul style="list-style-type: none"> Through Verizon's Super Pages & HMA website the administration is tracking the number of hits on school website. Radio spot ads in FM radio stations. Yellow page announcements 	a result of finding information about the school on the HMA website between the years 2003-2005. <ul style="list-style-type: none"> In the Spring of 2005, the administration placed several radio spot ads in local FM stations. One student attended HMA as a result of those radio spot ads. The administration has placed a banner ad in the Paradise YELLOW pages to enhance name brand recognition of HMA. In April of 2005, the administration purchased three sponsored webpages on the Verizon SuperPages website. This guarantees HMA visibility on the Internet. 	4 8
29. Prepare school calendar early that includes HMA pictures.	Board, Faculty	Administration	April 18, 2006	If finished by March.	This will be implemented during the Spring of 2006.	3 7
Begin active advertising of dormitory						
30. Recruit mainland students through ads in Seventh-day Adventist periodicals.	Administration	<ul style="list-style-type: none"> Marketing Committee Administration 	March 20, 2002	Log of interested calls or Web Hits is kept by Registrar.	Four mainland regional Seventh-day Adventist church Union periodicals advertisements were placed in July, 2002	3 8
31. Market dorm room rentals: <i>"The Hawaii Experience"</i>	Administration & Dormitory Dean	Administration	<ul style="list-style-type: none"> March 20, 2000 On-going marketing of school program 	Increased rental income	<ul style="list-style-type: none"> The HMA Finance Committee has approved an increased fee schedule for all facilities on campus. The Principal and Dean have made provision for the rental of dorm rooms when needed by outside groups and guests. (e. g. – Micronesian Mission Student Missionary Orientation.) The HMA dorms are rented to Adventist visitors from the mainland. 	2 8

HMA TECHNOLOGY ACTION PLAN 2000-2006

Integrate Technology throughout the Curriculum

Goal: To enable all students and teachers to become adept at using technological tools in their study and communication.

Rationale: We are in the Information Age. Whether a student is college bound or headed for the work place, he or she needs the skills to use current and emerging technologies. To facilitate student ability, teachers themselves need every advantage of training and equipment. All need increased access to useful and relevant technological tools. Virtual education is on the horizon. HMA wishes to be on the cutting edge. Its goal is to become a digital high school, or an *iHMA Campus*, that helps to foster a lifetime learning community. Full Internet access will help the Academy provide additional course offerings to its own students, faculty, parents, as well as service to community. The internet/data infrastructure was achieved during the summer of 2004, making HMA an Internet-ready or *iHMA Campus*.

Steps To Get There	Resources	Responsible Party	Deadline/ Frequency	Evaluation	DONE [Evidence of Progress]	KEY Issue REF #
1. Revise and implement the Technology Plan (include timelines and sources of funding).	Administration Board of Trustees	Technology Committee	<ul style="list-style-type: none"> ▪ May 30, 2001 ▪ Oct. 2000 = new iMac Lab ▪ Feb. 2002 = new PC Lab. ▪ Ongoing through 2006 	<ul style="list-style-type: none"> ▪ Plan was revised in October 2002. ▪ Campus conduit infrastructure was installed and completed in December 2002. ▪ Summer of 2004 eleven miles of fiber optic and Cat5e cabling was installed. ▪ Summer of 2005 nine classrooms received LCD projectors + motorized 7' x8' screens. 	<ul style="list-style-type: none"> ▪ A new iMac Lab was installed in Oct. 2000. ▪ The PC Lab was upgraded in Feb. 2002. ▪ Summer 2002 & 2003 completed installation of conduit infrastructure for DATA ▪ Summer of 2004 saw the completion of all fiber-optic and Cat5e cabling, Three separate 3-COM router stations (Admin. Bldg., Music Dept., Dormitory) to provide Internet access to the entire campus including two Internet drops in each dorm room. ▪ An Internet-Protocol (IP) phone system was installed in the summer of 2004. ▪ A two-way SIMPLEX Public Address system with campus wide paging and bell system was also installed in the summer of 2004. ▪ Cat5e wiring for future Internet capable security cameras was installed in Aug. 2004 for nine strategic campus locations for future campus security. 	<p>2 5</p>

					<ul style="list-style-type: none"> ▪ The Network Operating Center (NOC) was established in the summer of 2004 with the capability of enhancing video conferencing with the current IP and 3-COM switches installed. ▪ During the summer of 2005, nine classrooms were outfitted with LCD projectors and 7' x 8' motorized screens making possible for teachers to connect to the Internet, present PowerPoint, TV, VHS and DVD presentations to their students. ▪ 	
2. Provide Internet access in every classroom.	<ul style="list-style-type: none"> • Money, Development Office • Time for teacher planning & training • Professional Growth 	<ul style="list-style-type: none"> • Technology Committee • Alumni Tech Council 	Dec. 2003	<ul style="list-style-type: none"> ▪ Administration has provided tech in-service for tech teachers. ▪ Faculty took a course on web-request curriculum design from Prof. Bali from Pacific Union College during the summer of 2003. ▪ Some faculty also took a publication design course during the summer of 2004. ▪ As a result of installing a new fire alarm additional conduits were placed throughout the campus facilitating the future installation of Internet data for HMA. 	<ul style="list-style-type: none"> ▪ Internet access was provided via Cable Modem and both computer labs were networked ▪ HMA Library was networked. ▪ Conduits for Internet were completed in January of 2003. ▪ Internet access in each classroom and dorm rooms was completed in the summer of 2004. ▪ Wireless “hotspots” are provided for teachers only on campus. 	5

<p>3. Produce cross-curricular projects.</p>	<ul style="list-style-type: none"> • In-service/ Training for teachers • Time for teachers to plan projects 	<ul style="list-style-type: none"> • Professional Growth 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • From 2002 and ongoing, the staff has utilized the computer labs for doing research in their respective classes in various class projects. 	<ul style="list-style-type: none"> ▪ Student projects and presentations are the evidence of completion. ▪ Students present both PowerPoint and iMovie projects in class. 	<p>2 5</p>
<p>4. The principal has provided school wide technical assistance for teachers.</p>	<ul style="list-style-type: none"> • Administration has provided funding for this area. 	<ul style="list-style-type: none"> • Board of Trustees • Admin. 	<ul style="list-style-type: none"> • From Sept. 2001 onward, there has been either a full-time instructor or network tech support provided the staff. 	<ul style="list-style-type: none"> ▪ The computer instructors continually give support to their colleagues assisting them with technical knowledge. ▪ During the 2005-06 school year, the administration provided tech support by contracting with a network consulting firm. 	<ul style="list-style-type: none"> ▪ Technology instructors have assisted faculty by training them on better use of their computers and provided software training (GradeQuick, Edline, etc.). ▪ Beginning in Dec. 2004, the administration contracted with a networking consulting firm to fully network its administrative software and configure its computer labs to be backed up on two DELL servers. 	<p>5</p>
<p>5. Develop an electronic means of communicating grades to students via GradeQuick software and Edline website.</p>	<ul style="list-style-type: none"> • Admin & P.T.O. funded EDLine website 	<ul style="list-style-type: none"> • Admin • Technology Committee 	<ul style="list-style-type: none"> • Sept. 2002 	<ul style="list-style-type: none"> • http://www.edline.net was setup to provide parents with teacher gradebooks and school wide data. 	<p>EdLine has been in full use by faculty since October of 2002. Parents and students appreciate having access to grades and assignments 24/7.</p>	<p>3 5 8</p>

HMA STUDENT ACHIEVEMENT ACTION PLAN 2000-06

Assess Student Achievement of ESLRs

Goal: To establish a workable, on-going system for assessing student progress towards achievement of the ESLRs in order to determine whether the Academy is fulfilling its mission.

Rationale: Since the ESLRs reveal the Academy's hopes for each student, and since student achievement of the ESLRs is to drive a variety of Academy decisions – especially resource allocation, there must be a way to demonstrate and report that achievement. The system needs to be manageable for the Academy and sensitive to student needs for authenticity and for accommodation of a variety of intelligences.

Steps To Get There	Resources	Responsible Party	Deadline/ Frequency	Evaluation	Done [Evidence of Progress]	KEY Issue REF #
1. Determine which ESLRs are objectively measurable and find ways to measure them.	Faculty	Administration	October, 2002 Ongoing review and updates	<ul style="list-style-type: none"> During June 2002 Post-Session and October 2002 teacher in-service, ESLRs were reviewed; rubrics were written and developed an objective measure to assess ESLRs. 	<ul style="list-style-type: none"> ESLR Rubrics were developed in Oct. 2002. ESLRs have been reviewed annually by the faculty. In Oct. of 2004, the HMA faculty totally revised the HMA ESLRs reducing the ESLRs from six to four and created a new set of rubrics. 	1 4
2. For subjective areas use surveys, anecdotal records, portfolios.	Faculty, staff, (coaches)	Administration	Fall, 2002	<ul style="list-style-type: none"> ESLR Evidence Binder Computer files 	Individual teachers have begun to do so.	1 4 5
3. Develop a system for keeping portfolios to document the achievements which are recorded in the books. A brief description of the system will be included in the booklet.	Technology consultants	Curriculum Committee	Fall, 2002	<ul style="list-style-type: none"> Target date: October 2005. 	<ul style="list-style-type: none"> During the 2005-06 school year the faculty created an ESLR Evidence Sheet that serves to document how ESLRs are being measured on a regular basis in their respective disciplines. Each day after morning 	1 4 5

					worship, the faculty share how they are implementing the ESLRs in their daily lesson plans. This oral report is turned in to the principal with an ESLR Evidence Sheet .	
4. Teachers keep sample of work from their students that demonstrate achievement of ESLRs	Work from faculty and staff	Curriculum Committee	May 16, 2000	• See # 3	All course outlines are rewritten yearly that link the ESLRs to Learning Objectives in sync with the Curriculum Guides set forth by the North American Division Seventh-day Adventist Office of Education.	1 4 5

HMA INSTRUCTIONAL LEADERSHIP ACTION PLAN

Promote the Instructional Leadership of the Principal

Goal: To enhance the role of principal as educational leader.

Rational: By increasing visibility on campus, the principal can further improve and lead the academics of the school. He will be able to see the needs, operations, and material used in each classroom.

Steps To Get There	Resources	Responsible Party	Deadline/ Frequency	Evaluation	Done [Evidence of Progress]	KEY Issue REF #
1. Increase classroom visits.	Time & schedule	Principal	Begun in April 5, 2000	<ul style="list-style-type: none"> Chart of visits 	<ul style="list-style-type: none"> Substituted for C. Nysten Taught Spanish Class Regularly visits classrooms on an informal and formal basis. 	7
2. Hold departmental breakout sessions.	Teachers Faculty meetings	Principal	October 15, 2000, ongoing	<ul style="list-style-type: none"> Minutes of meetings 	As needed when issues arise (e.g., Religion, Technology, ESL, and Science Depts.)	7
3. Engage in curriculum development.	<ul style="list-style-type: none"> Academic Standards Curriculum Committee Professional Journals 	Professional Growth Committee	Ongoing	<ul style="list-style-type: none"> Monthly Professional Focus is given at faculty meetings. 	<ul style="list-style-type: none"> Weekly Professional Literature, “Master Teacher” is distributed in faculty boxes. Professional Journal articles are discussed and given as handouts at faculty meeting. 	5 7
4. Develop master teachers and set professional goals for them.	<ul style="list-style-type: none"> Professional Growth Committee Appropriating funds Implement professional goals of the Office of Education. 	Principal	Ongoing	<ul style="list-style-type: none"> Seminars Emerging teacher expertise Minutes of meetings The Principal encourages motivates and reminds staff of credential renewal as a professional responsibility and 	<ul style="list-style-type: none"> Request that each faculty member write a professional plan at the beginning of the school year. Conducts bi-yearly summative evaluation and review of each teacher’s professional plan. Beginning with the 2004-05 school year, all certificated teachers create a teacher portfolio that is evaluated by both the principal and Superintendent. 	3 7

				<p>resources offered.</p> <ul style="list-style-type: none"> • Credential renewal classes are offered on campus by mainland university professor. • The Principal has teachers write out a professional plan that is reviewed mid-year and at end of each year. 	<ul style="list-style-type: none"> ▪ Staff Development Inservices: <ul style="list-style-type: none"> ◆ Louis Mangione seminar ◆ Dr. Wong Videos ◆ Health Seminar ◆ Professional growth literature and articles ◆ Teacher Shadow Day-February 2002. ◆ Writing across the curriculum inservice provided by HPU staff. ◆ Various HI Conference inservices (e.g.: "Brain Research.") ▪ During the 2005-06 school year (November onward) asked each staff member to report daily on how they were achieving their ESLR implementation by reporting to the staff after morning worship. 	
5. Recognize teacher and student achievement.	Publications, recognition ceremonies and awards	Marketing Committee	Ongoing	<ul style="list-style-type: none"> • Published articles • Awards are given to students 	<ul style="list-style-type: none"> ▪ Make public announcement in student assembly whenever a teacher does a meritorious act or achievement. ▪ Student Awards chapel at end of year ▪ Sports Awards Banquet 	7
6. Delegate clerical and instructional tasks.	Those with responsibilities	Principal	Begun August 15, 2000	<ul style="list-style-type: none"> • More release time for principal • Increased visibility 	Hired an Administrative Assistant	7

HMA FISCAL ACCOUNTABILITY ACTION PLAN

Improve Financial Stability

Goal: To secure funding at a level that allows the Academy to prosper through increased program offerings to students, that provides for regular maintenance and enhancement to the facility, and that makes the Academy’s program available to all Adventist students regardless of financial ability.

Rationale: Funding is a major roadblock to a number of things the Academy would like to do. There are a limited number of revenue streams that the Academy can cultivate, so careful work must go into maximizing income while ensuring the most effective use of available resources.

Steps To Get There	Resources	Responsible Party	Deadline/ Frequency	Evaluation	Done [Evidence of Progress]	KEY Issue REF #
1. Increase income from charitable gifts, grants, and money-making events.	Development Office Alumni, Businesses, All stakeholders	Development Office	Refer to the Development Office calendar of deadlines	<ul style="list-style-type: none"> • Annual report of income due to Development efforts. 	<ul style="list-style-type: none"> ▪ Hired grant writer in June 2002. ▪ The principal has taken on the responsibility for Development after previous Development Director returned to her previous assignment as school Librarian 	2 3 8
2. Decrease the amount of accounts receivable and actively pursue collections.	Finance reports Asst. Business Manager	Administration	monthly	Actually lowered Accounts Receivable both current and non-current student accounts.	<ul style="list-style-type: none"> ▪ Decreased student accounts receivable from \$200,000 to \$7,500 by June 2002. The past three school years from 2002-2005 the student accounts receivable has been under \$3,500 per school year. 	8
3. Critically analyze the financial status of the school on a regular basis and make appropriate adjustments.	Financial statement	Finance Committee	monthly	<ul style="list-style-type: none"> ▪ Finance Committee minutes and improved financial condition ▪ The Principal meets bi-monthly to review AR's and student accounts. 	<ul style="list-style-type: none"> ▪ Monthly statements are reviewed by the Principal and Assistant Manager. ▪ The HMA Finance Committee meets monthly to go over budget and monthly Financial Statements. 	8 9

4. Engage in collaborative budgeting with faculty and staff.	<ul style="list-style-type: none"> ▪ Faculty, Administration ▪ Finance Committee 	Finance Committee	Jan.-Feb. annually	<ul style="list-style-type: none"> • Faculty meeting minutes • The Principal on a periodic basis informs faculty of where school stands financially. 	Special budget sessions during faculty meeting.	9
5. Determine optimal rates of tuition, meals, dorm; that fit the nature of the school and the current economic situation, so that recruitment and sales will be maximized.	<ul style="list-style-type: none"> ▪ Finance Committee ▪ HAIS Directory 	Finance Committee	By January 30 of each school year this is reviewed annually	<ul style="list-style-type: none"> ▪ Finance Committee minutes ▪ There has been a substantial tuition increase for regular and ESL students. ▪ Meal prices were increased. 	<ul style="list-style-type: none"> ▪ A new facilities use fee schedule has been implemented for entities that use the campus facilities. ▪ Tuition increases have been approved by the HMA Board of Trustees. 	8
6. Develop ways to find off-campus work for students (as part of a work-study program that mentors new workers.)	<ul style="list-style-type: none"> ▪ Administration ▪ Neighborhood businesses ▪ Seventh-day Adventist businesses ▪ Parents 	Administration	Beginning July 31, 2000	<ul style="list-style-type: none"> • Kama`aina Educational Youth Scholarship, K.E.Y.S. Program • Survey students working off campus. 	For two years 2001-2003, approximately fourteen students are currently participating in the sale of books door-to-door earning their way through school. 40% of the gross sales goes directly on their account to pay for the tuition. Due to change in adult leadership this program is no longer sponsored by the school. However, substitute program is offered by a separate entity during the past two summers (2004 & 2005).	2 8
7. Identify and develop other income potentials e.g. revenue-producing industries which could employ students, and merchandising, (Christmas trees, orange sales, etc.)	<ul style="list-style-type: none"> ▪ Cafeteria ▪ Shops ▪ Computer Ed. Dept. ▪ PTO ▪ Students/ASH MA ▪ Alumni & Local businesses ▪ 	Finance Committee	As opportunities arise, but discuss monthly	<ul style="list-style-type: none"> ▪ Only through K.E.Y.S. Program. ▪ The school bakery facilities. ▪ 	<ul style="list-style-type: none"> ▪ The Finance Committee of the Board is giving study other industry options. ▪ The school bakery was leased by an HMA alumnus. She hopes to hire students in her new business as it becomes profitable. ▪ 	2 8



Hawaiian Mission Academy

GUIDANCE AND COUNSELING SERVICES

1438 Pensacola St.
Honolulu, HI 96822-3899
808.536.2207
<http://www.hma4u.org>

GRADES NINE THROUGH TWELVE

MISSION STATEMENT

The intent of Hawaiian Mission Academy is to become the school of choice to students of high school, middle school, and elementary education and families of diverse socio-economic means and provide a serene, Christian, moral environment. The school educates students to become Christian people and upright citizens who contribute to the community as academic scholars, thinking and acting according to the teachings and examples of Jesus Christ. The school collaborates with the community such as parents, sponsors, alumni and PTO to support Seventh-day Adventist educational programs and structures, which may serve academically and socio-economically diverse student needs of the future.

Consistent with the HMA Mission Statement of *“Educating the Head, the Hand, and the Heart”* Hawaiian Mission Academy also provides Christian counseling with the support of local Seventh-day Adventist church pastors and spiritual counselors in our community. It also utilizes other community resources to widen the safety net of nurture and support of our students whose well-being is of utmost concern and preoccupation to all of the HMA staff.

ACADEMIC COUNSELING

Academic counseling is available to all students to help them understand their individual strengths, to set goals, and to assist them in planning an appropriate program of studies. Counselors, teachers and parents will work together to support and encourage all students in reaching their full potential.

Areas in which a counselor can work with students and parents are:

- Planning a high school program relevant to student's interests, abilities and post high school plans
- Assisting students in selecting appropriate courses each year
- Checking each student's progress through a review of quarterly report cards and interim progress reports
- Consult with faculty regarding student performance
- Counseling students experiencing academic difficulty and developing strategies for improvement, including referrals to various academic resources at the high school
- Being available to meet with parents of all students
- Reviewing credit status leading to graduation
- Being available to meet with students and parents to review standardized test results

COLLEGE/CAREER CENTER

College counseling is offered to all students seeking post high school education. Designed to help students identify and clarify their abilities, interests and goals, college counseling assists students in making appropriate educational decisions. The formal college planning process begins with individual and group sessions in the junior year conducted by the school counselors. These sessions continue through the senior year.

In order to assist students fully, the following activities take place:

- Students will be encouraged to take appropriate standardized tests
- Students will be encouraged to utilize the facilities of the College and Career center(s) which includes computer based college search programs, college catalogs, video and CD-ROM tours of college campuses
- In the junior and senior year students are encouraged to schedule appointments with their counselor
- Parents are encouraged to attend the college planning sessions in junior year
- Students and parents are encouraged to attend Freshmen, Sophomore, Junior and Senior nights for next year expectations in class functions, trips, academics, tests and financial planning for class projects such as Junior/Senior banquet, fundraising, Senior Trip and college information
- Starting in the junior year, students will be encouraged to prepare drafts of their resume and college essay(s) to assist in preparing for the college process
- Counselors will write letters of recommendation for students when asked

- Counselors will direct students to a variety of available resources about colleges
- Counselors will maintain a current state of knowledge about colleges by attending conferences, visiting college and meeting with college representatives

PERSONAL COUNSELING

School counselors, social workers and school psychologist are made available to all students to assist them in managing the normal developmental issues that arise during adolescence upon request. The counselor will help students to enhance self-understanding and to learn effective problem solving skills so that they are better equipped to deal with the variety of concerns that high school students encounter. Students, staff or parents may initiate individual counseling sessions. When warranted, referrals may be made to appropriate community resources.

Some of the issues and concerns that may be addressed include:

- Academic Performance
- Peer Relationships
- Transition/Adjustment Problems
- Social Pressures
- Emotional Concerns
- Family Conflicts
- Community Influences
- Spiritual Counseling- set up with Aunty Michelle Seibel who comes to campus every Wednesday morning to counsel with our students on a voluntary basis.

GRADES NINE and TEN PARENTS' CHECKLIST

To help parents and students keep track of all of the various deeds, actions, and required expectations of the school; Pupil Services has created grade specific checklists. These lists cover the essentials for each grade.

If you have questions or concerns, please contact your student's counselor/Homeroom Teacher.

Grade 9

- _____ It is critical to be aware of the school calendar. Pay particular attention to: (1) the dates each quarter ends for report cards, (2) progress report distribution at 3-week intervals and exam dates. Report cards and progress reports are mailed home or posted online through EDLine.
- _____ Read and review the school rules and regulations as listed in the students handbook distributed at the beginning of the school year.
- _____ Read the attendance policy found in the student handbook.

- _____ Read and discuss interim progress reports and report cards with your child.
- _____ Check students class schedule. Note any corrections or question and forward them to the registrar. Call your student's counselor with any concerns or questions and communicate relevant information ASAP.
- _____ Attend the orientation meeting for the freshmen parents. (Q&A on school policies, grades, etc. Highly recommended for all freshmen and parents)
- _____ Discuss selection of freshmen grade courses with your student, reading course descriptions carefully and noting levels of difficulty.
- _____ Attend parental meetings set in the future for fundraising, class event planning, parent/teacher conferences, etc.

Grade 10

- _____ Check your student's class schedule.
- _____ It is critical to be aware of the school calendar. Pay particular attention to: (1) the dates each quarter ends for report cards, (2) progress report distribution at 3-week intervals and exam dates. Report cards and progress reports are mailed home or posted online through EDLine.
- _____ Read and discuss progress reports and reports cards with your student
- _____ Communicate with registrar if you have any questions or concerns.
- _____ Attend sophomore parent/teacher orientation meeting usually set in the beginning of the year.
- _____ Discuss selection of tenth grade courses with your student, checking graduation requirements carefully.
- _____ If your student is in Advanced Placement or Honors course, consult with his/her teacher regarding the AP Exam and/or the SAT Subject Exam.
- _____ Attend parental meetings set in the future for fundraising, class event planning, parent/teacher conferences, etc.

GRADES ELEVEN and TWELVE PARENTS' CHECKLIST

Grade 11

- _____ Check your student's class schedule
- _____ It is critical to be aware of the school calendar. Pay particular attention to: (1) the dates each quarter ends for report cards, (2) progress report distribution at 3-week intervals and exam dates. Report cards and progress reports are mailed home or posted online through EDLine
- _____ Encourage students to register for appropriate College Board tests (PSAT in October, SAT I and/or SAT Subject Exam in the spring)
- _____ Attend parent/teacher orientation meeting set in the beginning of the year.
- _____ Read and review the Junior class requirements.
- _____ In the spring, schedule an appointment with your student's counselor to discuss post high school planning.
- _____ Encourage your student to work closely with the concerning college planning. Plan college/career visits and interviews where recommended.
- _____ Students of Hawaiian descent need to see the registrar to research which scholarships are available and there requirements.
- _____ If your student is taking College Prep or honors course, consult with his/her teacher regarding taking the SAT Subject Exam, as appropriate.
- _____ Discuss twelfth grade course selections with your student, carefully noting graduation and college admission requirements.
- _____ Attend parental meetings set in the future for fundraising, class event planning, parent/teacher conferences, etc.

Grade 12

- _____ Review your student's class schedule, carefully noting graduation and college admission requirements.
- _____ It is critical to be aware of the school calendar. Pay particular attention to: (1) the dates each quarter ends for report cards, (2) progress report distribution at 3-week intervals and exam dates. Report cards and progress reports are mailed home or posted online through EDLine.

- _____ Attend a senior parent/teacher orientation for Q&A on fundraising, Senior Trip, Graduation, etc.
- _____ Remind your student to make an appointment with the registrar to solidify post high school plans as soon as possible.
- _____ Begin the financial aid process.
- _____ Attend area college fairs.
- _____ Attend a financial aid meetings with Pacific Union College and La Sierra University. Students must make individual appointments with the financial representative with each school.
- _____ Be sure your student checks college application procedures, deadlines, testing requirements and scholarship deadlines.
- _____ Visit colleges/vocational schools as necessary
- _____ Complete and file all necessary documents for financial aid noting deadlines, which may differ from college application deadlines.
- _____ If your student is in an Advanced Placement or honors course, consult with his/her teacher regarding taking the AP Exam and/or the SAT II Subject exam, as appropriate.

CALENDAR OF EVENTS

- PUC & La Sierra University College Recruiters on Campus 05-06 School Year (Students responsible for making appointment with each recruiter).
 - ☐ Dec 5 College Day (Recruiters from local colleges and universities with Seventh-day Adventist colleges and universities from U.S. and Canada).
 - ☐ Feb 6 Only PUC and La Sierra University.
 - ☐ June 5-7 Only PUC and La Sierra University

- First Day of School Friday, 19 August
- Alumni Weekend Fri-Sat, 2-3 September
- Tri Term Grades Wed, 14 September
- Tri Term Grades Wed, 5 October
- SAT Testing Sun, 9 October
- PSAT Testing Wed, 12 October
- End of 1st Quarter Fri, 21 October
- ACT Testing Sun, 23 October
- 1st Quarter Grades Wed, 26 October
- Senior Class Trip Fri, 4 Nov-Mon, 14 Nov
- SAT Testing Sun, 6 November
- Tri Term Grades Wed, 16 November
- Parent/Teacher Conference Mon, 21 November
- Thanksgiving Break Wed, 23-Sun, 27, November
- ACT Testing Sun, 11 December
- 1st Semester Finals Tue, 13-Fri, 16 December
- Christmas Break Fri, 16 Dec-Mon, 2 January 2006
- 1st Semester Grades Thu, 5 January 2006
- SAT Testing Sun, 29 January
- ACT Testing Sun, 12 February
- PTO Fundraising Auction Dinner Sun, 5 March
- End of 3rd Quarter Fri, 10 March
- 3rd Quarter Grades Due Fri, 17 March
- Parent/Teacher Conference Thu, 23 March
- Spring Break Fri, 24-Sun, 2 April
- SAT Testing Sun, 2 April
- ACT Testing Sun, 9 April
- Tri Term Wed, 3 May
- SAT Testing Sun, 7 May
- Alumni Weekend Fri, 26-Sun, 28 May
- 2nd Semester Final Exams Tue, 30-Fri, 2 June
- Graduation Ceremonies Fri, 2-Sun, 4 June

Useful Telephone Numbers for Emergencies
Honolulu, Hawaii

AGENCY	PHONE
American Red Cross	734-2101
CFS Domestic Violence Hotline & Shelters	841-0822
Child Welfare Services Intake Unit Hotline	832-5300
Hawaiian Humane Society	946-2187
Hazard Evaluation & Emergency Response	586-4249
Missing Child Center	753-9797
National Center for Mission & Exploited Children	1-800-843-5678
Poison Center	1-800-222-1222
Sex Abuse Treatment Center	524-7273
Suicide & Crisis Center	832-3100
The Windward Spouse Abuse Shelter 24 Hour Hotline	528-0606
Crime Stoppers	955-8300
Search/Rescue Center	1-800-552-6458
Drug Enforcement Agency, DEA	541-1930