

FOOTBALL

1980

PALAMA SETTLEMENT
810 N. VINEYARD BOULEVARD
HONOLULU, HAWAII 96817

A BEHAVIOR MODIFICATION PROJECT

FOOTBALL 1980

MAI KA HOO'KAHI UHANE LOAA KA IKAIIKA O KE KINO
"From the one spirit, you receive the strength of the body"

A YOUTH DEVELOPMENT/JUVENILE DELINQUENCY PREVENTION PROJECT

TABLE OF CONTENTS

	<u>Page Number</u>
Staffing List.	1 - 3
Palama Settlement/Pakolea.	4
Pakolea Goals and Objectives	5 - 8
Participant's Description.	9 - 24
Testing Report	25 - 26
Learning Center Report	27 - 28
Direct Instruction	29
Academic Progress.	30 - 53
Cheerleader Report	54
Termite Student Coaches.	55
Termite Team Evaluation.	56
PeeWee Reward Monies	57
Football Evaluation 1980	58
Athletic Skills Progress	59 - 71
Physical Fitness Charts.	72 - 77
Star Chart Report.	78 - 79
Parents Participation.	80
1980 Pakolea Football Awards Banquet Report.	81

APPENDIX:

Pop Warner Project Agreement	i
Benefactor's	ii
Outline For Football/Basketball Reports.	iii

STAFFING LIST

Executive Director. Robert Higashino
Administrator Support Services. Russ St. Cook
Executive Secretary Naomi Okimoto
Accountant. Rosa Sandoval
Academic & Learning Center Coordinator. David Fujihara
	Sharleen Tokimura
	Lynn Yasutomi
Behavior Modification Consultants	
Training Table Coordinator. Dorothy Kim
Training Table Volunteers Marcia Nakamasu
	Martha Cornelio
	Miriam Maio
	Georgina Silva
	Peggy Collier
	Theresa Texiera
	Viola Kaluna
	Mina Lino
Academic Coaches. Susie Cooke
	Bob Ferguson
	Richard Frost
	Heather Hagaman
	Lorna Ige
	Patti Ishimoto
	Goton Kanehiwa
	Leanne Kanehiwa
	Juana Kealoha
	Dean Kawafuchi
	Velma Kekipi
	Roxanne Maddela
	Ray Lascon
	Janet Maeda
	Tom McKinley
	Judy Miyahira
	Foy Morita
	Bill Sinclair
	Aileen Soma
	Alexa Speen
	Nancy Szymczak
	Terri Wallace
	Pat Wilson
	Clarence Wong
Project Staff Mary Dias
	Duval Dutro
	David Fujihara
	Keith Inouye
	David Kam
	Dorothy Kim
	Karel Ling
	Miller Maioho

Staffing List (continued)

Project Staff.	Ed Nakamura Terry Ono Gina Perry John Sharp Dennis Tai Sharleen Tokimura Alfred Valeros Lynn Yasutomi
Head Coaches & Assistant Coaches	Terry Ono David Kam Bobby Nakagawa Ed Nakamura Dennis Tai Lawrence Keeno Frank Fernandez Francis Gora Conan Kodama Dean Okihira Alfred Valeros John Sharp James Kealoha Allan Keeno Jim Rodrigues Milton Tai
Clerical	Puanani Taylor Georgiana Chock Renee Sambueno Rosie Yano Leolani Valeros
Correctors	Jeri Adams Fran Bowman Laurie DeMello Tammy Perry Juana Kealoha Chris Heggland Jean Moku Debbie Morales
Team Mothers	Over-All-Patricia Sambueno Termite-Frances Hoopae PeeWee-Sinnie DeSoto Midget-Gwen Wallace
Benefactors.	M/M Thomas Noguchi (Pastries) Mr. Wendell Silva (Car) Ms. Winnie Thomas (McDonalds) International Savings & Loan Holsum Bakery U. Okata (Seafoods Inc.)

Staffing List (continued)

Board of Trustees. Gregorio Aczon
Angeline Among
Barbra Campbell
Gerald Gifford
Mark Hastert
Melvin Kaneshige
Elspeth Kerr
Kenneth Leong
Peggy Melim
Jack Nagoshi
Kenneth Odell
Kenneth Oyadomari
Gladys Park
Alvin Shim
Yoshiko Shimamoto
James Solidum
Elizabeth Stack
Jean Stevens
Jim Swenson
Manuel Sylvester
Jerome Tarutani
Laura Thompson
Roger Ulveling

PALAMA SETTLEMENT PAKOLEA

Pakolea means "to train to grow straight". It began in 1968 and was known as the "Academic Achievement Project".

The program is opened to boys and girls ranging from ages 7 to 14, a total of 200 youngsters for both projects.

It is an after-school program which uses the behavior modification technique. The athletic portion is used as a tool to the academic area. Meaning, if you want to play football or basketball, you need to earn the right to do so.

1. The learning area: completion of your weekly assignments (points earned).
2. After completion of assignments, eligible to practice and play at games.
3. Other areas are also covered like your attendance, on time, etc.
4. A built-in reward system that is earned.
5. Provide a nutritional meal 4 days a week.

Besides the staff, the program depends a lot on volunteers working together in all areas.

The ultimate goal of the Pakolea program is to help prepare youths for a responsible, gratifying, healthful, and productive adulthood.

PALAMA SETTLEMENT
PAKOLEA
(to train to grow straight)

THE PROJECT GOALS: To provide a structured means of increasing individual and group growth and decreasing delinquent and harmful acts for 200 children in the Palama-Kalihi area, ages 7-14.

OBJECTIVES:

1. To increase individual academic achievement skills by an average of one grade level during each project.
2. To increase and develop positive social skills (behavior) in each individual participant.
3. To teach and develop the philosophy, skills, and techniques of competitive football/basketball to the maximum level for each specific level.
4. To focus attention to and provide a basic program for good nutrition and physical well-being.
5. Facilitate a mutual effort by differing ethnic, social and economic groups within the community in a common cause.

METHOD:

- Objective 1. Learning Center
Individualized Programming
Target - Math and Reading
Measuring Device - CAT pre and post-test
- Objective 2. *Personalized
Social Behavior
Prescribed for each child after comprehensive
diagnosis of behavior patterns - conference
with child and pertinent adults
Measuring Device - pre and post-testing
- Objective 3. Performance on court or field - win/loss record
- Objective 4. Training Table
Physical Fitness Testing
Physical Examination
Pre and Post - Physical Fitness Measures
Strength
Stamina
Dexterity
Weight - gain/loss
Height Chart

Objective 5. Parent and booster. Coordination, volunteers, numbers and tasks accomplished.

OPERANT SCHEDULE

ADMISSION TO PROJECT

- Criteria - A. Live in league appropriate area
B. Meet league age and physical requirements
C. Agree to project contract

Admission/Pre-Testing-Learning Center
Social Behavior
Physical Examination
Physical Fitness

INDIVIDUAL PROGRAMMED SCHEDULE

Complete IWPS. Ninety percent or better and earn the right to practice (one week's work=week practice in advance). Practice regularly and earn the right to play in game.

NEW ITEMS

Each team will be measured as one unit. Three major classification will be measured and recorded. These areas are:

1. Learning Center
2. Personalized Social Behavior
3. Competitive Records

These three variables will be measured and rated as follows:

1. All members of each team will be pre and post-testeded in Learning Center. The increase of each player on the post-test will be added and thus a TEAM average increase will be found. Teams will be given a ranking to commensurate with these results.
2. Each member of each team will have weekly PSBD's to be measured objectively. A percentage of success will be kept weekly--these weekly individual records will be averaged and a team designation found.
3. Each team's win/loss record will be measured by the following scale:

Over 500 percent won/loss record

Qualifying for the big reward will be contingent upon a team average of one grade level increase academically, a team average of 95 percent or better behaviorally, and a season record of a better than 500 percent won/loss record.

Individual awards for academic growth, top scholar, and top athlete will be given to the individuals.

1. Who has the greatest grade level increase from pre to post achievement testing. (Most Improved Scholar - each team.)
2. Achieves the highest achievement test score. (Top Scholar - each team.)
3. Reflects objective scores of most improved athletic skills. (Most Improved Player - each team.)
4. Achieves top objective skills total for each. (Top Athlete.)
5. Mr. Fooball/Basketball award made to composite individual.

Tally the individual ratings in the categories mentioned. Person with aggregate lowest score is Mr. _____.

An annual awards banquet will be held where all who complete the project will receive team trophies and special awards will be made. Volunteers and significant adults will be recognized.

PERSONALIZED SOCIAL BEHAVIOR

Target - to be dynamic but need a starting catalog

Study Teams

- | | | | |
|-----|-------------------|-----------|------------|
| I | Ponytails (girls) | . . . | ages 8-12 |
| II | Termites | | ages 8-10 |
| III | Pee Wees | | ages 9-11 |
| IV | Midgets | | ages 11-14 |

Four team leaders and teams to collect and list.

Behavior known to workers (actual problem that workers had with kids last project).

Behaviors presented as problems by parents.

Behaviors presented as problems by schools or other significant adults.

Pakolea-Goals and Objectives (continued)

METHOD - Each team will have a Social Behavior Analyst and he/she will each week develop the "target list" for each child.

*Item - A well trained, highly motivated volunteer could be used to assist if needed. Behavior must be objectively measurable.

ASSIGNMENTS PAKOLEA 1977

Project Director - overall project coordination and direction and support.

Learning Center Chief - coordination planning, instruction, supervision of testing. Program materials and with helping supervisor of programming accuracy.

Social Behavior Analyst - each team/prepare weekly social behavior target for each child and monitor.
*Item re: help.

Team Coaches - general athletics and spiritual conditioning and education of team. The "godfather" concerned and involved in all pursuits of the team.

Weekly Team Meetings

Learning Center

Social Behavior Analyst

Coaches

Volunteers - Trainer/Head Supervisor

Recruiting and Training of all Volunteers (with help)

Staff Supervision of Volunteers

Academic Coaches

Nutrition (Training Table)

One Staff - no more than 4 Volunteers. Maybe use all personnel and match 1 & 1 or 1 & 2.

PAKOLEA 1980
PARTICIPANT'S DESCRIPTION

1

This eleven year old youngster resides with her parents in the Kailua district. She attends St. John's Vianney school and is a seventh grader there. She is of Japanese, Hawaiian, Chinese, Caucasian and Portuguese ancestry. Her father is a telephone installer, and her mother is a nurse. She is the second of four siblings. This is her first project with Palama.

2

A thirteen year old youngster is of Samoan extraction. She attends Central Intermediate as a seventh grader. She resides with her parents in the Mayor Wright Housing district. Her parents are both unemployed. She is the second youngest. This is her first project.

3

This seven year old youngster lives with her parents in the Kalihi-Palama area, and is a third grader at LikeLike Elementary. She is of Korean, Filipino, Hawaiian ancestry. Her father works as an accountant clerk, and her mother works as an operational supervisor. She is the eldest of two children. This is her second project.

4

This eleven year old youngster attends Central Intermediate as a seventh grader. She lives with her father and grandparents in the Palama area. She is of Puerto-Rican, Portuguese ancestry. Her father works for customer service. She is the second of four siblings. This is her third project at Palama.

5

This eight year old youngster attends Kalihi-Waena Elementary as a third grader. She resides with her mother in the Kalihi area. She is of Portuguese, Hawaiian, Chinese, Caucasian ancestry. Her mother is a homemaker. She is the fourth of five children. This is her first project.

6

This ten year old youngster attends Kalihi-Kai Elementary as a fifth grader. She lives in the Kam Housing area with her mother. She is of Hawaiian, Chinese ancestry. Her mother is a homemaker. She is the third of six children. This is her second project.

7

This twelve year old youngster lives in the Kalihi area with her grandmother, mother, aunt, and two uncles. She is of Hawaiian, Chinese ancestry. Her mother is a homemaker. She is the eldest of six siblings. This is her second project.

8

This eleven year old young lady attends LikeLike Elementary as a sixth grader. She resides with her parents in the Kalihi-Palama area. Her father works for MTL as a bus driver and her mother is a housewife. She is one of four siblings. This is her second project.

9

This eleven year old female attends Cathedral school as a sixth grader. She resides with her parents in the Piikea Street area. She is of Part-Hawaiian extraction. Father is an accountant, and mother is a travel agent. She is second of three siblings. This is her second project.

10

This ten year old attends Lanakila Elementary as a fifth grader. She lives in the Lanakila area with her mother. She is the youngest of five siblings. Her ethnic group is caucasian. This is her first project with Palama.

11

12

13

14

This nine year old attends Kaiulani Elementary as a fourth grader. She resides in the Mayor Wright Housing area. She is of Portuguese, Hawaiian, Korean ancestry. She is the second of three children. This is her first project.

15

This eight year old youngster attends Kaiulani Elementary school as a third grader. She resides with her parents in the Mayor Wright Housing area. She is of Samoan extraction. Her father is a truck driver and her mother is a housewife. She is one of five siblings. This is her first project.

16

17

This thirteen year old youngster attends St. John Vianney school as an eighth grader and resides with his parents in the Kailua area. He is of Portuguese, Hawaiian, Japanese, Chinese, Caucasian ancestry. Father is a telephone installer and his mother is a nurse. He is one of four siblings. This is his first project.

18

19

This ten year old youngster attends Lanakila Elementary as a fifth grader and lives with his parents in the Palama district. He is of Chinese, Portuguese, Spanish, Filipino extraction. His father works at Pearl Harbor as an equipment cleaner. He is the eldest of two siblings. This is his first project with Palama.

20

This eleven year old young man attends LikeLike Elementary as a sixth grader and resides with his parents in the Palama area. He is of Hawaiian, Chinese, Caucasian ancestry. Mother works at Chaminade College and father is unemployed. He is one of five siblings. This is his second project.

21

22

This twelve year old youngster attends Central Intermediate as an eighth grader. He lives in the Mayor Wright Housing area. He is of Samoan extraction. He is one of four children. This is his fourth project with Palama.

23

24

This nine year old youngster is a third grader attending Kaiulani Elementary. He resides with his parents, four brothers, and three sisters in the Mayor Wright Housing area. He is of Samoan ancestry. Both parents are unemployed. He is one of seven children. This is his second project.

25

This eight year old youngster attends Kauluwela Elementary as a third grader. He resides in the Kalihi area with his father. He is of Hawaiian, Filipino ancestry. His father is a truck driver. He is an only child. This is his first project.

26

This eleven year old young man attends St. Theresa school as a seventh grader. He lives with his parents in the Palama area, and is of Samoan extraction. His father is a high-lift operator and his mother is a housewife. He is one of six siblings. This is his second project.

27

28

This eleven year old youngster is a sixth grader at LikeLike Elementary. He lives with his mother in the Palama area. His mother is a clerk-typist. He is the oldest of two children. This is his second project with Palama.

29

This nine year old youngster is a fourth grader at Kauluwela Elementary. He resides with his grandmother in the Liliha area. He is of Hawaiian ancestry. His grandmother works as a maintenance forewoman at Hawaii State Library. He is an only child. This is his first project.

30

This ten year old youngster attends Kamehameha schools as a fourth grader. He lives with his mother in the upper-Kalihi area. He is of Hawaiian, Caucasian ancestry. His mother works for the State-Parking Attendant at the University. He is one of four children. This is his first project.

31

This eleven year youngster attends St. John the Baptist school, as a sixth grader. He resides with his parents in the Kalihi area. He is of Hawaiian, Chinese, Filipino ancestry. Father is a truck driver, and mother is a coder I and keypunch operator. He is one of two siblings. This is his first project.

32

This thirteen year old young man lives in the Kalihi area with his parents and attends Kalakaua Intermediate as an eighth grader. He is of Filipino extraction. Father is with maintenance, and mother is an accounting clerk. He is one of six children. This is his first project with Palama.

33

A newcomer to Palama, this eleven year old youngster attends Cathedral school as a seventh grader. He resides with his mother in the Kalihi Valley area. He is of Filipino, Portuguese ancestry. His mother works as a secretary. He is one of two children.

34

This eleven year old youngster attends Kalihi Elementary as a sixth grader. He lives with his mother in the Kalihi area. He is of Filipino extraction. Mother works for Hawaiian Trust. This is his second project.

35

This twelve year old youngster attends Central Intermediate as a seventh grader. He resides with his mother in the Mayor Wright Housing area. He is of Puerto-Rican, Black ancestry. He is the youngest and this is his first year with Palama.

36

This youngster is an eleven year old Lanakila Elementary sixth grader. He lives with his parents in the Liliha area. He is of part-Hawaiian ancestry. Both parents are present unemployed. He is the youngest of eight siblings. This is his first project.

37

38

This thirteen year old youngster resides with his mother in Ewa Beach. He is of Hawaiian, Chinese, Filipino, Caucasian, Japanese. He is the oldest of two children. This is his fourth year with Palama.

39

This nine year old young man attends LikeLike Elementary as a fourth grader. He resides with his parents in the Palama area. He is of Hawaiian, Filipino ancestry. His father is a stone mason, and his mother works at Kapiolani Childrens Hospital in the housekeeping department. There are three siblings in their family. This is his fourth project.

40

The eight year old youngster attends St. Theresa's as a third grader. He lives with his parents in the Kalihi area. He is of Hawaiian, Portuguese, Filipino, Spanish ancestry. His father is a truck driver. He is the eldest of three siblings. This is his first project.

41

42

This ten year old attends Kauluwela Elementary as a sixth grader. They reside in the Palama area and his mother works for Grayline Hawaii. He is of Samoan, Portuguese, Caucasian. He is an only child. This is his second project at Palama.

43

This ten year old youngster attends Fern Elementary as a fifth grader. He resides with his parents in the Kalihi area. He is of Hawaiian, Puerto-Rican extraction. His father works for Parks and Recreation, City and County. He is the eldest of five children. This is his first project.

44

This newcomer is an eight year old youngster who attends Fern Elementary as a third grader. He is the second of five siblings. His mother is a housewife and his father works for City and County. They are of Puerto-Rican, Hawaiian ancestry.

45

This nine year old youngster attends Aliamanu Elementary as a fourth grader. He resides with his parents in the Salt Lake area. He is of Hawaiian, Filipino, Chinese ancestry. His father works for Honolulu Datsun. He is the eldest of four children. This is his third project.

46

This ten year old youngster attends Kalihi Waena Elementary. This is his first project with Palama. Father is a truck driver and mother is a file clerk. He is of Filipino extraction.

47

This twelve year old youngster attends Kalakaua Intermediate as a eighth grader. He lives with his parents in the Kalihi area. He is of Hawaiian, Japanese, Chinese, Caucasian ancestry. Both parents are unemployed. He is the eldest of four siblings. This is his first project.

48

This ten year old youngster is a fifth grader at Kapalama Elementary. He lives with his parents in the Alewa Heights area. He is of Hawaiian, Chinese ancestry. His father is a fireman, and his mother is an accountant clerk. He is one of three children. This is his second project with Palama.

49

50

51

This eleven year old youngster attends Winslow Elementary as a sixth grader. He lives with his parents in the Kalihi Valley area. He is of Puerto-Rican, Black ancestry. His father is a marine and his mother a housewife. He is an only child. This is his first project.

52

This thirteen year old young man attends Central Intermediate as an eighth grader. He lives with his parents in the Palama area. He is of Hawaiian, Black ancestry. His father retired from the Army and his mother is a homemaker. He is the youngest of four siblings. This is his third project.

53

54

This thirteen year old youngster attends Kalakaua Intermediate as an eighth grader. He resides with his parents in the Palama area. Both parents are unemployed. He is of Filipino, Black ancestry. He is one of four children. This is his second project.

55

56

This eleven year old youngster attends Kalihi Kai Elementary as a sixth grader. He lives with his mother in the Mayor Wright Housing area. He is of Hawaiian, Chinese ancestry. He is one of six children. This is his second project.

57

58

This ten year old attends Kapalama Elementary. He lives with his parents in the Kalihi district. He is of Japanese, Chinese ancestry. His mother works as a secretary. He is one of four children. This is his first project.

59

This twelve year old youngster attends Cathedral school as an eighth grader. He resides with his parents in the Palama district. He is of Hawaiian, Caucasian ancestry. His father is a meter reader, and his mother works as a computer operator. He is the eldest of two siblings. This is his first project.

60

This eleven year old youngster attends St. John's as a sixth grader. He lives with his parents in the Aliamanu district. He is of Hawaiian, Chinese, Puerto-Rican, Caucasian ancestry. His father is a metal lather and his mother is a director for an elderly home. There are two siblings in the house. This is his first project.

61

This ten year old young man attends St. John's. He resides with both parents in the Aliamanu area. He is of Caucasian, Chinese, Hawaiian, Puerto-Rican ancestry. Both parents work. He is one of four children. This is his first project.

62

This eleven year old youngster attends Kalihi Waena Elementary. He lives with both parents. Both employed. He is of Hawaiian, Caucasian, Puerto-Rican, Chinese ancestry. This is his first project.

63

This ten year old youngster attends LikeLike Elementary school. He lives with his grandmother in the Palama district. He is of Hawaiian, Chinese ancestry. Father works as a labor-foreman and his mother is a homemaker. This is his fourth project.

64

This ten year youngster is a fifth grader at LikeLike Elementary. He lives with his parents in the Palama area. He is of Hawaiian, Caucasian ancestry. His father is a bus operator and his mother is a homemaker. He is one of six siblings. This is his second project with Palama.

65

This thirteen year old youngster attends Kalakaua Intermediate as an eighth grader. He resides with his parents in the Palama area. He is of Hawaiian, Caucasian ancestry. Father is a bus driver and mother a homemaker. He is the third of six children. This is his third project.

66

This twelve year old young man attends Kaiser High school as a tenth grader. He lives with his parents in Waimanalo. He is of Hawaiian, Chinese, Caucasian ancestry. His father is a fireman, and his mother is a homemaker. He is fourth of six siblings. This is his fifth project.

67

This eleven year old youngster attends Kalakaua Intermediate as a seventh grader. He lives with his parents in the Kalihi area. He is of Samoan extraction. His father is a brick layer and his mother is a typist. This is his first project.

68

69

This twelve year old youngster attends Cathedral school in the seventh grade. He resides with his parents in Foster Village. He is of Part-Hawaiian ancestry. Father is an accountant and mother works as a travel agent. He is one of three siblings. This is his fourth project.

70

This ten year old youngster is a fifth grader at Cathedral school. He is of Hawaiian, Chinese ancestry. He is the youngest of three children. Mother works for a travel agent and his father is an accountant. They reside in Foster Village.

71

This youngster is twelve years old and attends Kawananakoa Intermediate as a seventh grader. He is of Filipino, Chinese, Samoan, Irish, German extraction. Mother is a housewife and they reside in the Palama district. He is the sixth of seven siblings. This is his fourth project.

72

This thirteen year old youngster attends MaryKnoll school and is in the eighth grade. He resides with his parents in the Palama area. He is of Chinese, Hawaiian, Portuguese ancestry. His father is a fireman, and his mother works at a snack bar as a clerk. Youngest of three siblings. This is his sixth project.

73

This thirteen year old attends Kawananakoa Intermediate. He lives with his mother in the Lower Alewa area. He is of Hawaiian, German, Portuguese ancestry. His mother is a homemaker. He is the fourth of five children. This is his third project.

74

This ten year old youngster is a fifth grader at LikeLike Elementary. He lives with his parents in the Palama area. He is of Hawaiian, Filipino ancestry. His father is a bus driver and his mother is a homemaker. He is the youngest of three boys. This is his third project with Palama.

75

76

This nine year old youngster attends Kaewai Elementary. He lives with his parents in the Kalihi Valley area. He is of Samoan ancestry. Father is a janitor at the University and his mother works at the Tuna Packer factory. He is one of five siblings. This is his first project.

77

This twelve year old youngster attends Kalihi-Uka in the sixth grade. He resides with his parents, sister and niece. He is of Puerto-Rican, Italian ancestry. His foster-father is a sweeper operator and his mother is a homemaker. He is the only child. This is his second project.

78

This is a ten year old young man and attends Kapalama Elementary in the fifth grade. He resides with his parents in the Kula-Kolea Place. He is of Portuguese, German, Hawaiian, Mexican, Japanese, ancestry. His father is an installer, and his mother is a homemaker. This is his second project at Palama.

79

This ten year old youngster attends St. Theresa's in the fifth grade. He resides with his mother in the Pearl City area. He is of Japanese ancestry. His mother is a homemaker. He is one of three children. This is his fourth project.

80

This youngster attends St. Theresa's as a seventh grader. This twelve year old resides with his mother in the Pearl City area. He is of Japanese ancestry. This is his sixth project with Palama.

81

This twelve year old young man attends Central Intermediate and is a seventh grader. He lives with his parents in the Kukui Gardens area. He is of Japanese, Portuguese ancestry. His father is a truck driver and his mother is a waitress. He is one of three children. This is his fourth project.

82

This eleven year old youngster attends Kaewai Elementary as a fifth grader. He lives with his parents in the Kalihi Valley area. He is of Samoan ancestry. He is one of four siblings. This is his first project.

83

This twelve year old youngster attends Dole Intermediate in the seventh grade. He resides with his parents in the Kalihi area. He is of Chinese, Hawaiian, Japanese ancestry. His father is a maintenance mechanic and his mother is a cafeteria worker. He is one of five siblings. This is his first project at Palama.

84

This eight year old youngster attends Kalihi Elementary in the third grade. He lives with his parents in the Kalihi area. Mother is a cafeteria worker and his father is a mechanic maintenance. This is his second project.

85

This thirteen year old young man attends Kalakaua Intermediate and is in the eighth grade. He is of Part-Hawaiian ancestry. His father is a maintenance helper and his mother is a machine operator. He is one of two children. This is his seventh project.

86

This boy is thirteen years old and he attends Central Intermediate in the eighth grade. He resides with his mother in the Liliha area. He is of Samoan extraction. His mother is a housewife. He is an only child. This is his first project.

87

88

This twelve year old youngster attends Central Intermediate in the seventh grade. He resides with his parents in the Mayor Wright Housing area. He is of Samoan extraction. His father is a truck driver and his mother is a homemaker. He is the third of eight siblings. This is his sixth project.

89

This ten year old attends Kaiulani Elementary in the fifth grade. He resides with his family in the Mayor Wright Housing area. He is of Samoan ancestry. His father works for Dorman Company as a delivery man. This is his first project.

90

This thirteen year old youngster attends Central Intermediate in the ninth grade. His parents and family resides in the Mayor Wright Housing area. He is of Samoan ancestry. This is his seventh project. His father is a truck driver.

91

This ten year old youngster attends Waialae Elementary in the fifth grade. He resides with his parents and grandparents in the Palama district. He is of Filipino, Chinese, Japanese ancestry. His father is a meatcutter, and his mother is an accountant. He is one of three children. This is his third project with Palama.

92

This eleven year old youngster attends Kalakaua Intermediate as an eighth grader. He lives with his family in the Kalihi area. He is of Samoan, Filipino ancestry. Mother works for McDonald's and father is with maintenance. He is the youngest of three siblings. This is his fourth project with Palama.

93

This youngster attends Kaahumanu Elementary in the third grade. He is eight years old and resides with his family in the Ala Moana district. He is of Filipino ancestry. His father is a carpenter and his mother is a homemaker. This is his first project.

94

This ten year old youngster attends Lanakila Elementary as a sixth grader. He resides with his parents in the Palama area. He is the youngest of eight children. His father is a carpenter and his mother works for Queen's Hospital in food service. This is his second project.

95

This ten year old youngster is a sixth grader at Kaahumanu Elementary. He resides with his parents in the Makiki area. He is of Filipino ancestry. His father is a carpenter and his mother is a homemaker. He is the eldest of three children. This is his second project with Palama.

96

This eleven year old youngster attends Kalihi Waena as a sixth grader. He resides with his family in the Kalihi area. He is of Filipino extraction. His mother works for South Seas and his father is disabled. This is his second project.

97

98

This ten year old youngster is a fifth grader at the Kamehameha Schools. He resides with his family in the Aiea area. He is of Hawaiian, Chinese ancestry. His father is a police officer with the CID department. His mother works at Twenty Century Furniture. He is the eldest of two children. This is his second project.

99

100

This ten year old youngster attends Kaewai Elementary in the fifth grade. He resides with his family in the Kalihi Valley area. He is of Samoan ancestry. His father is unemployed and his mother is a homemaker. This is his second project.

101

This twelve year old attends Central Intermediate in the seventh grade. He resides with his family in the Palama district. He is of Samoan ancestry. His father retired from the Navy and his mother is a clerk. He is one of five siblings. This is his first project.

102

This thirteen year old youngster attends Kalakaua Intermediate in the ninth grade. He resides with his family in the Liliha area. He is of Samoan extraction. Father is an assistant steward and his mother works as a maid. He is one of three children. This is his first project.

103

This eleven year old attends Kaiulani Elementary. His family resides in the Palama area. He is of Samoan ancestry. This is his first project.

104

This nine year old youngster is a fourth grader at Kaiulani Elementary. He lives with his uncle in the Mayor Wright Housing area. He is of Samoan, Caucasian ancestry. Both parents are unemployed. This is his second project with Palama.

105

106

107

This twelve year old attends Kalihi Elementary. He resides with his parents in the Kalihi district. He is of Samoan ancestry. His father is a pastor and his mother a tutor. He is one of six siblings. This is his third project.

108

109

110

This ten year old youngster attends Kalihi Waena Elementary as a fifth grader. He resides with his family in the Kalihi area. He is of Hawaiian, Caucasian ancestry. His father is a carpenter and his mother is a receptionist at Cablevision. This is his first project.

111

This nine year old youngster attends Kauluwela Elementary in the fifth grade. He resides with his family in the Liliha area. He is of Hawaiian, Chinese ancestry. His father is a cook, his mother a homemaker. This is his first project.

112

This twelve year old attends Kauluwela Elementary in the sixth grade. He resides with his parents in the Liliha area. He is of Hawaiian, Chinese, Filipino ancestry. His father is an embalmer and his mother is a homemaker. This is his third project with Palama.

113

This eleven year old youngster attends Waialae Elementary in the fifth grade. He resides with his family in the Makakilo area. He is of Japanese, Korean, Hawaiian ancestry. Father is a carpenter and mother is the manager for Patessire bakery. This is his second project.

114

This thirteen year old youngster attends Kaimuki Intermediate in the eighth grade. He lives with his parents in the Makakilo district. He is of Chinese, Hawaiian, Japanese, Korean ancestry. His father is a painter. This is his third project.

115

116

This nine year old youngster is a fifth grader at LikeLike Elementary. He resides with his parents and grandparents in the Kalihi area. He is of Japanese, Caucasian ancestry. His father is a front desk worker at Royal Hawaiian Hotel and his mother works as a matron at the prison. He is one of three boys. This is his second project with Palama.

117

This nine year old boy is a fifth grader at LikeLike Elementary. He lives with his parents in the Palama-Kalihi area. He is of Caucasian, Japanese ancestry. His mother works at the prison and his father works at the Royal Hawaiian Hotel. This is his second project.

118

This eight year old attends Kalihi Waena in the fourth grade. He lives with his family in the Kalihi area. He is of Hawaiian, Caucasian ancestry. His father is a carpenter and his mother is a receptionist. He is one of two siblings. This is his first project.

119

TESTING REPORT

For this project, the new California Achievement Test Forms C and D was employed. It differed from the previous edition in the increased number of forms available. The older test was comprised of forms 1 through 5. The new form has forms 10 through 19. This was twice the number of the older forms.

Due in fact to the introduction of the new tests, new continuums were used and the catalog partially adjusted to the skills tested in the new tests. The changes in the catalog remained uncompleted during this project.

The tests were administered in August of 1980, and the retest was given in early November 1980. The retest was given after approximately ten weeks of Learning Center work in the project.

In the case of the Termite football team, the total of 32 players and 5 Cheerleaders achieved an overall grade level increase of .62. Of the total of 37 youngsters, 29 youngsters showed some increase in the post-test score, while 8 or 21 percent did not register some form of increase. Of the 29 youngsters showing an increase, the average mean increase was .6; the median increase score was .6; and the mode score was .2. In examining the test results, it can be noted that the Termites showed a significantly higher average increase in the comprehension area than in the vocabulary area. The average increase in comprehension was 1.0 grade levels, while the average increase in vocabulary was .5. The average grade level score of the youngsters at the beginning of the project was 3.6, while at the end it was 4.2.

The 35 players and 5 Cheerleaders that made up the PeeWee football team achieved an average grade level increase of .53. Of the total team 23 youngsters achieved an increase, while 17 or 42 percent did not achieve any increase in test score. Of the 23 youngsters that showed an increase the median score was .6; and the mode score was .5. In looking at the results, it was noted that for the PeeWee's there was a larger increase in vocabulary than in comprehension. The average grade level increase in vocabulary was .7, while it was .5 in comprehension. The average pre-test grade level for the PeeWee team was 4.3 and the average post-test score was 4.7.

The Midget team was comprised of 32 boys and 6 girls that made up the Cheerleading squad. As a group, they registered a .56 grade level increase. Of the total number, only 10 youngsters or 27 percent failed to register some level of increase. Of those youngsters that did show a gain the median grade level increase was .5 and the mode increase was .3. The test results showed a larger increase in vocabulary of .7 as compared with the .6 grade level increase in comprehension. The average pre-test grade level was 5.02, while the post-test average was 5.47.

Testing Report (continued)

For the project as a whole, the test results indicated that the project goal of a .4 grade level increase had been achieved. The average grade level increase including losses came up to be approximately .43. The average without the losses came up to be .56.

This project did achieve it's stated goal, however, there was one figure that can be improved upon in the coming projects. This figure was the number of youngsters who failed to get any increase. In this football project this figure was 35 youngsters or approximately 30 percent of the total youngsters in the project.

LEARNING CENTER REPORT

This Learning Center for football saw the introduction of a new test and Direct Instructional activities. The test used was the California Achievement Test '79-'80. This new test had many more levels of test forms than the test previously employed. The new test has ten levels while the old test had five levels. The introduction of the new test necessitated the development of a new continuum for reading and math. The continuum were completed in time for project use. However, the catalog used to assign materials was not adjusted in line with the new continuum because of limited time.

The Direct Instructional activities were initiated in hopes of improving reading comprehension skills. As many youngsters as possible were assigned 20 minutes per week to be involved in direct instruction. The youngsters designated as needing special help because of reading levels below second grade level were assigned 60 minutes of instruction per week. Others between second and third grade were given 40 minutes per week. The material program used was the SRA decoding and comprehension series. Youngsters were divided into reading groups based on test scores. The groups varied in size from four to nine youngsters. The instruction was implemented by staff and volunteer academic coaches. The lowest ability youngsters were handled by staff, while the more able readers were handled by volunteers.

Each youngster was allotted approximated five hours per week to get his assignments completed. This broke down to two days of two and a half hours each.

The materials on hand were for the most part sufficient for the number of youngsters served. There was and is need to add more materials to some areas of our supply. Lost and damaged materials need to be replaced. Also needed are more materials in the skill areas of logical thinking and drawing conclusions.

In the area of improvement, more work is needed on our reading continuum and the catalog. As time permits, materials need to be realigned and more materials added to increase skill development. More materials are needed in logical thinking areas and drawing conclusion. The direct instructional program needs to be improved before further use of it is contemplated. The fact remains is that a ten week project with only 20 minutes per week allotted to direct instruction is at best of limited value. Direct Instruction should be limited only to those who are reading at less than second grade. This should give more time to develop a program that can be effective and would concentrate on those who need the instruction.

Learning Center Report
Page 2

There were many changes in this project and in the long run should prove beneficial to the youngsters in the project. Corrections and improvement will be made from the lessons learned in this football project and should result in further development and growth of learning capabilities.

DIRECT INSTRUCTION
PAKOLEA PROJECT

The Corrective Reading Program teaches specific elementary reading skills through small group instruction. The teaching of new skills demonstrates the discriminations to be learned and provides practice for application and retention. The skills that are taught are cumulative and are continually reviewed or becomes a component of more complex skills. The program is designed to emphasize improvement through positive verbal feed back.

SPECIFIC PROGRAMS

DECODING A - Word Attack Basics

Emphasize basic reading skills; sounds, rhyming, sounding out, word and sentence reading.

DECODING B - Decoding Strategies

Emphasize critical letter and word discriminations, letter combinations, story reading and questions.

DECODING C - Skill Applications

Emphasize word build-ups, affixes, vocabulary, story reading with comprehension questions, and outside reading applications.

1980 FOOTBALL
ACADEMIC PROGRESS

1	<u>Pre-Test</u>	<u>Post-Test</u>	<u>Test Increase</u>
	8.1	8.2	+ .2

Materials used for this youngster were Specific Skill Series, Be A Better Reader, SRA, Reading for Concepts and staff created materials. She averaged 640 bonus points per week. Reading proficiency above average. She made scholar of the week five times, two doubles, two triples and once a four time scholar.

2	<u>Pre-Test</u>	<u>Post-Test</u>	<u>Test Increase</u>
	2.4	2.5	+ .1

Materials used were Skill Series, Skill Booster, SRA, RFU, Target Reading, and Direct Instruction. She had a average of 245 bonus points per week for 10 weeks. She read to herself better than reading out loud. She can basically understand main ideas and drawing conclusions. She achieved scholar of the week seven times within a ten week period. She works quietly and has good concentration. She works diligently to complete her assignments.

3	<u>Pre-Test</u>	<u>Post-Test</u>	<u>Test Increase</u>
	2.3	3.7	+1.4

Materials came mainly from Vocabulary Worksheets, Skill Series, Skill Booster, Target Reading, SRA, RFU, and Direct Instruction. She earned an average of 380 points for a ten week period. Reads and understands very well. She also achieved scholar of the week nine times and double scholar four times. She made tremendous progress in her Learning Center programmed assignments.

4	<u>Pre-Test</u>	<u>Post-Test</u>	<u>Test Increase</u>
	4.1	4.3	+ .2

Materials consisted of Specific Skill Series, Reading for Concepts, SRA, and staff created materials. She averaged 290 bonus points per week. Her reading proficiency was below average. She earned scholar of the week six times and double scholar twice. She had difficulty concentrating on her work but managed to get her work done.

5	<u>Pre-Test</u>	<u>Post-Test</u>	<u>Test Increase</u>
	1.8	3.7	+1.9

Materials used focused on Specific Skill Series, Reading for Concepts, SRA and staff created materials. She earned an average of 260 bonus points per week. This youngster reads slowly and is in a special reading class at school. She made scholar of the week five times out of ten weeks. This youngster was in one of the lowest Direct Instruction class, but benefited greatly.

6

Pre-Test
3.9

Post-Test
4.0

Test Increase
+.1

Materials utilized were Vocabulary Worksheet, SRA, RFU, Skill Series, Skill Booster, World of Vocabulary, Be A Better Reader, Supportive Reading Skills. She earned an average of 295 bonus points per week for ten weeks. Her reading proficiency was adequate. She needed motivation in Learning Center. She did not lack the academic skills.

7

Pre-Test
6.4

Post-Test
6.8

Test Increase
+.4

Materials used were Specific Skill Series, Reading for Concepts, SRA and staff created materials. She did an average of 350 bonus points per week. Her reading proficiency was average. She made eight single scholars and one double scholar.

8

Pre-Test
2.6

Post-Test
3.3

Test Increase
+.7

Materials used for this youngster were Specific Skill Series, Reading for Concepts, SRA, and staff created materials. She averaged 410 bonus points per week. Her reading proficiency was below average. She made scholar of the week three times and double scholar three times. Her comprehension level was low but her attitude was good.

9

Pre-Test
6.1

Post-Test
7.8

Test Increase
+1.7

Materials used included Specific Skill Series, Be A Better Reader, SRA, Reading for Concepts, and staff created materials. She achieved an average of 510 bonus points per week. Her reading proficiency was average. She earned scholar of the week four times, double scholar twice, triple scholar once, and one four time scholar.

10

Pre-Test

Post-Test

Test Increase

11

Pre-Test
4.8

Post-Test
4.2

Test Increase
-.6

Materials for this youngster were Specific Skill Series, Reading for Concepts, SRA, and staff created materials. She did an average of 480 bonus points per week. Her reading proficiency was average. She made scholar of the week five times and double scholar three times. This youngster was turned on to the academic portion of the program.

12

Pre-Test
1.4

Post-Test
1.9

Test Increase
+.5

Materials used were Specific Skills Series, SRA, and Coronet Tape System. She had an average of 405 bonus points per week. She attends a special remedial reading group in school. Her reading and comprehension level was very low. She made scholar of the week twice out of ten weeks. This youngster showed the greatest improvement in her Direct Instruction reading class.

13

Pre-Test
2.4

Post-Test
2.1

Test Increase
-.3

Materials utilized by this youngster were Vocabulary Worksheets, Direct Instruction, Skill Series, Skill Booster, SRA, and Target Reading. She averaged 200 bonus points per week for a ten week period. Reading and comprehension average. Made scholar of the week three times during the entire season. Lacked motivation to work independently, but quite capable of producing when she wants too.

14

Pre-Test
2.4

Post-Test
2.3

Test Increase
-.1

Materials used were Skill Series, Skill Booster, Direct Instruction, SRA, and Vocabulary Worksheets. She averaged 120 bonus points per week for a ten week period. Reading proficiency slow. She achieved scholar of the week twice. Attendance had some affect on her studies, lacked concentration.

15

Pre-Test
1.8

Post-Test
3.2

Test Increase
+1.4

Materials utilized for this youngster were Specific Skill Series, Reading for Concepts, SRA, and staff created materials. She had an average of 250 bonus points per week. She achieved scholar of the week six times out of ten. Very energetic in Learning Center.

16

Pre-Test
6.3

Post-Test
5.8

Test Increase
-.5

Materials used for this youngster consisted of Vocabulary Worksheets, Skill Series, Reading for Concepts, Direct Instruction, RFU, SRA, and Target Reading. She averaged 195 bonus points per week for ten weeks. She achieved scholar of the week four times. She is bright and able to do required assignments.

17

Pre-Test
8.5

Post-Test
8.0

Test Increase
-.5

Materials utilized were Specific Skill Series, Be A Better Reader, Reading for Concepts, SRA and staff created materials. He did an average of 230 bonus points per week. Reading proficiency average. He made scholar of the week three times. One of them was a double scholar. He is a conscientious worker and does very well on his own.

18

Pre-Test
5.9

Post-Test
10.0

Test Increase
+4.1

Materials used were Vocabulary Worksheets, SRA, RFU, Skill Series, Skill Booster, World of Sports, World of Vocabulary, Be A Better Reader, DIR, and How America Began. He averaged 273 bonus points per week. Reads and understands well. He made scholar five times in the ten week period. Double scholar once. A proficient student and a hard worker both athletically and academically.

19

Pre-Test
2.1

Post-Test
2.6

Test Increase
+.5

This youngsters materials consisted of Specific Skill Series, Reading for Concepts, SRA, and staff created materials. He did an average of 80 bonus points per week. Didn't achieve scholar of the week because of an "I don't care" attitude.

20

Pre-Test
2.4

Post-Test
3.5

Test Increase
+1.1

Materials used for this youngster were Increasing Comprehension, Book F, Locating the Answer, Book D, Getting the Facts, Book D, SRA-1B-Violet, and RFU-Level 16. He averaged 246 bonus points per week. He earned eight gold stars. He is a very hard worker and very conscientious.

21

Pre-Test
4.6

Post-Test
5.0

Test Increase
+.4

Materials utilized by this youngster were Specific Skill Series, Be A Better Reader, SRA, Reading for Concepts and staff created materials. He averaged 500 bonus points per week. His reading proficiency was average. He achieved scholar of the week three times, three doubles and three triple scholars. He was always trying for a higher level of scholar.

22

Pre-Test
6.5

Post-Test
5.5.

Test Increase
-1.0

Materials used were Specific Skill Series, Be A Better Reader, SRA, Reading for Concepts and staff created materials. He earned an average of 415 bonus points per week. He achieved five single, two double and one triple scholar during the entire program.

23

Pre-Test
3.9

Post-Test
4.4

Test Increase
+.5

Materials consisted of Real Stories, Specific Skill Series, Target Reading, RFU, SRA, Skill Boosters, Stranger Than Fiction, VC, Reading for Concepts, and Be A Better Reader. He averaged 250 bonus points. He also achieved scholar of the week six times. Hard worker and takes initiative in everything he does.

24

Pre-Test
1.2

Post-Test
1.2

Test Increase
0

Specific Skill Series, Reading for Concepts, SRA, Coronet Tape System and staff created materials were used by this youngster. He had an average of 160 bonus points per week. He made three single scholars during the project. He's virtually a non-reader, due to Direct Instruction classes, his reading improved.

25

Pre-Test
2.5

Post-Test
3.3

Test Increase
+.8

This youngsters materials consisted of Skill Series, Skill Booster, Supportive Reading, RFU, Reading for Concepts, Ecology/Lab, SRA, Nature Magazines, Newspaper (sports section) and youngsters own books. He averaged 241 bonus points per week. Reading proficiency, good and improving.

26

Pre-Test
3.4

Post-Test
3.4

Test Increase
-0

Materials used for this youngster were SRA 2-B Gold Rate Builders. He achieved scholar five out of ten weeks. He is very capable of doing well at his regular grade level. Needs more self-discipline or self-motivation. This could be overcome by establishing ten week goals to accomplish and breaking down to what it means in weekly accomplishments and have weekly progress updating and adjustments as necessary.

27

Pre-Test
2.1

Post-Test
2.3

Test Increase
+.2

Word of Vocabulary, RFU, Skill Series, Target Reading (purple), As America Grew, SRA 1B, and staff created materials were used for this young man. He averaged 156 bonus points per week. Had trouble with new vocabulary words, pronouncing and sounding out words. He made scholar four times in the ten week period.

28

Pre-Test
5.4

Post-Test
6.1

Test Increase
+.7

Materials utilized by this youngster consisted of Reading for Concepts, Be A Better Reader, Skill Series VB, VA, VC, and work sheets. He averaged 209 bonus points. Reading proficiency average, comprehension average. He earned scholar twice and double scholar once. This youngster needs to excell in Learning Center the way he does on the field.

29

Pre-Test
3.2

Post-Test
2.9

Test Increase
-.3

Materials used by this youngster were Specific Skill Series, Skill Booster, SRA, Target Reading, RFV, CE, and VC. He had an average of 400 points per week. Achieved three single scholars and two double scholars. Effort and motivation was very high.

30

Pre-Test
5.1

Post-Test
6.5

Test Increase
+1.4

Materials consisted of Skill Series, Skill Boosters, Be A Better Reader, Reading for Concepts, Target Reading, VA, VB, VC and work sheets. He averaged 233 bonus points per week. Earned scholar twice and made double scholar once.

31

Pre-Test
3.7

Post-Test
4.4

Test Increase
+.7

Materials used for this youngster consisted of SRA 1B, 2B, RFU, Skill Boosters, Specific Skill Series, and World of Vocabulary. He averaged 400 points per week. He achieved scholar of the week seven times. Needs to improve on his comprehension and memory.

32

Pre-Test
4.1

Post-Test
4.9

Test Increase
+.8

SRA Reading Laboratory, Be A Better Reader, Skill Series, Reading for Concepts, World of Vocabulary, Skill Boosters, and Target Reading was used by this youngster. He earned scholar nine—times and double scholar once. Very cooperative and demonstrated sincere consideration for others.

33

Pre-Test

Post-Test

Test Increase

34

Pre-Test
6.3

Post-Test
6.0

Test Increase
-.3

Materials used for this youngster were Vocabulary Worksheets, Read for Concepts, RFU, SRA, Skill Series, Supportive Reading Skills, Target Reading, Skill Boosters. He averaged 425 bonus points per week. He also achieved scholar seven times. Enjoyed the challenge of reading difficult materials and struggling over new words and ideas.

35

Pre-Test
3.9

Post-Test
4.4

Test Increase
+.5

Materials used were Getting the Facts, Locating the Answer, Main Idea, Logical Thinking, Drawing Conclusions, Inference, and Vocabulary. He achieved scholar ten times. He's bright and really wants to do good for himself.

36

Pre-Test
4.9

Post-Test
4.6

Test Increase
-0.3

Vocabulary Worksheets, SRA, RFU, Supportive Reading Skills, Skill Series, Skill Booster, World of Sports, Read for Concepts, and Be A Better Reader was used for this youngster. He averaged 225 bonus points per week and his reading proficiency was adequate. He earned scholar four times in a ten week period.

37

Pre-Test
5.3

Post-Test
8.0

Test Increase
+2.7

Materials utilized by this youngster were Vocabulary Worksheets, Supportive Reading Skills, Skill Series, Skill Booster, Target Reading, SRA, RFU, World of Vocabulary. He achieved an average of 415 bonus points a week and no learning difficulties. He earned scholar of the week nine times and double scholar five times.

38

Pre-Test
4.8

Post-Test
4.9

Test Increase
+.1

Materials for this youngster consisted of Specific Skill Series, Reading for Concepts, SRA and staff created materials. He averaged 80 bonus points per week. He had low comprehension level and a short attention span. He made scholar of the week twice. He managed to get his regular work done with hardly any extra work.

39

Pre-Test
4.5

Post-Test
4.6

Test Increase
+.1

Materials utilized by this young man were Skill Series, Word of Vocabulary, Be A Better Reader, SRA, 1B, 2B, RFU, As America Grew, Ecology Lab, and staff created materials. He earned an average of 279 bonus points. He achieved scholar six times and double scholar once. A very pleasant and happy youngster. Has a positive attitude and is well disciplined.

40

Pre-Test
3.3

Post-Test
4.1

Test Increase
+.8

Materials used by this youngster were SRA Series, Skill Series, and RFU. He averaged 159 points per week. A quiet youngster who read at a slow but efficient pace. He made scholar three times out of a ten week period. He presented no problems.

41

Pre-Test
2.1

Post-Test
2.6

Test Increase
+.5

Materials used were Specific Skills Series, Reading for Concepts, SRA and staff created materials. He did an average of 110 bonus points per week. He achieved scholar of the week once and double scholar once. He had a short attention span. He had a pleasant personality.

42

Pre-Test
3.6

Post-Test
3.8

Test Increase
+.2

Materials for this youngster were 5V-Building Word Power, Book E, SRA 2B Gold Level, Working with Details Book E, Following Directions Book D, Understanding Questions Book D. Reads well needs to work on a little more fluency. He achieved scholar of the week eight times. Needs to do more reading for pleasure to expand his vocabulary and comprehension.

43

Pre-Test
2.2

Post-Test
2.7

Test Increase
+.5

Materials utilized by this youngster were Skill Series, SRA 1B, 2B, How America Began, RFU, and staff created materials. He had an average of 232 bonus points per week. Had trouble with new vocabulary. Read slow but at an efficient pace. He made scholar six times and double scholar once. He was a quiet and likable youngster.

44

Pre-Test
2.6

Post-Test
2.7

Test Increase
+.1

Materials used for this youngster were Skill Series, Supportive Reading, Skill Booster Ecology Lab., SRA, Newspaper(sports section), and Nature Magazines. He had an average of 10. bonus points. He earned scholar of the week once. He can be an excellent scholar. He reads well and comprehends good enough to form an opinion.

45

Pre-Test
4.6

Post-Test
4.8

Test Increase
+.2

Materials consisted of Skill Series, Word of Vocabulary, Be A Better Reader, SRA 1B, 2B; RFU and staff created materials. He achieved an average of 280 bonus points. Reads well but has a hard time understanding what he read. Made scholar twice and triple scholar once. Needs to have more confidence in himself.

46

Pre-Test
5.2

Post-Test
4.9

Test Increase
-.3

Materials utilized by this youngster were Skill Series, Skill Booster, RFU, SRA, and Vocabulary Worksheets. He earned an average of 330 bonus points per week. He reads and understands well. He achieved scholar six times in ten weeks. His attitude towards Learning Center was very enthusiastic.

47

Pre-Test
4.8

Post-Test
6.3

Test Increase
-1.5

Materials used by this youngster were Skill Series, SRA, Reading for Concepts, Be A Better Reader and staff created materials. He averaged 90 bonus points per week. Reading proficiency was on an average. He made scholar of the week two time out of ten weeks. He did well in Learning Center. Very independent.

48

Pre-Test
2.3

Post-Test
2.5

Test Increase
-.2

Materials for this youngster consisted of Skill Series, Skill Booster, Supportive Reading, RFU, Spectrum Math (problems), SRA, Be A Better Reader and newspapers and magazines. He earned an average of 182 bonus points per week. He achieved scholar of the week three times. He seem to like math, potential for leadership, with discipline and incentive he can do very well.

49

Pre-Test
5.2

Post-Test

Test Increase

Materials used by this youngster were Skill Series, Target Reader, SRA, Be A Better Reader, RFU, Ecology Lab, Skill Booster, and staff created materials. He did an average of 125 bonus points per week. He earned scholar of the week three times.

50

Pre-Test
4.5

Post-Test
5.4

Test Increase
+.9

Materials achieved by this youngster were RFU, Skill Series, Skill Booster, SRA, Be A Better Reader, Vocabular Worksheets, Supportive Reading Skills. He earned an average of 390 bonus points per week. Reads and understands well. He attained scholar of the week ten times for ten weeks, and double scholar once. This youngster performed well in Learning Center.

51

Pre-Test
5.7

Post-Test
4.2

Test Increase
-1.5

Getting the Facts, Locating the Answers, Logical Thinking, Reading Developers, and Drawing Conclusions were the materials used by this youngster. He lost interest in his work so at times he would have problems comprehending what he was reading. He made scholar five times.

52

Pre-Test
5.9

Post-Test
7.6

Test Increase
+1.7

Materials consisted of Skill Series, Target Reading, SRA, Be A Better Reader, RFU, World of Vocabulary, Skill Booster, and staff created materials. He did an average of 265 bonus points per week. He achieved scholar of the week six times. He lacked confidence in his own judgement.

53

Pre-Test
2.1

Post-Test
1.9

Test Increase
-.2

Materials used by this youngster were Specific Skills Series, Reading for Concepts, SRA, and staff created materials. He attained an average of 100 bonus points per week. His reading proficiency was below average. He achieved scholar of the week once and double scholar once.

54

Pre-Test

Post-Test

Test Increase

55

Pre-Test
4.0

Post-Test
4.1

Test Increase
+.1

Materials for this youngster consisted of Vocabulary Worksheets, Direct Instruction, Skill Series, Skill Booster, SRA, RFU, IN, VA, CE, and Supportive Skills (reading). He had an average of 315 bonus points per week. He achieved scholar six times. He was a very good youngster, very respectful and helpful.

56

Pre-Test
7.0

Post-Test
6.0

Test Increase
+1.0

Materials utilized by this youngster were Vocabulary Worksheets, Reading for Concepts, SRA, RFU, Skill Series, World of Vocabulary, Be A Better Reader, and Target Reading. He averaged 350 bonus points per week. He reads and understands very well. He attained scholar of the week nine times and double scholar three times. This youngster is very adept for his age in reading skills. Tries hard but tends to become bored if work takes too long.

57

Pre-Test
4.0

Post-Test
4.8

Test Increase
+.8

Materials consisted of SRA Reading Laboratory, Be A Better Reader, Skill Series, Reading for Concepts, World of Vocabulary, Skill Boosters, and Target Reading. He earned a total of twelve scholars during the session and double scholar on three of those weeks. He worked hard in Learning Center and did his assignments without complaints.

58

Pre-Test
4.5

Post-Test
4.1

Test Increase
-.4

Materials used for this youngster were Skill Series, World of Vocubular, RFU, SRA 2B, Be A Better Reader, Dimensions In Reading and staff created materials. He attained an average of 401 bonus points per week. Made scholar six times and double scholar three times. His attitude towards work is very good.

59

Pre-Test
5.4

Post-Test
6.4

Test Increase
+1.0

Materials utilized by this young man were Specific Skill Series, Reading for Concepts, SRA and staff created materials. He did an average of 225 bonus points per week. Reading proficiency average. He made scholar of the week three times. He worked very well in Learning Center.

60

Pre-Test
5.7

Post-Test
5.7

Test Increase
0

Materials used were Skill Booster, Specific Skill Series, Target Reading, RFU, Be A Better Reader, SRA, and Getting the Facts. He made scholar seven times out of ten weeks. He had difficulty in reading comprehension.

61

Pre-Test
4.2

Post-Test
4.1

Test Increase
-.1

Materials for this youngster consisted of Skill Series, SRA 2B, Be a Better Reader, RFU, and staff created materials. He had an average of 207 bonus points per week. This youngster has trouble in understanding new vocabulary words. He achieved scholar of the week twice.

62

Pre-Test
2.0

Post-Test
2.5

Test Increase
+.5

Materials for this young man were Skill Series, SRA 1B, 2B; As America Grew, RFU, word of Vocabulary and staff created materials. He attained an average of 393 bonus points per week. Reads slow, has trouble with new vocabulary words. He earned scholar of the week six times, double scholar once. Always willing to try harder, positive attitude, and well disciplined.

63

Pre-Test
4.7

Post-Test
6.4

Test Increase
+1.7

Materials utilized by this youngster were Skill Series, RFU, SRA 2B, and staff created materials. He earned an average of 224 bonus points per week. Tends to have difficulties in new vocabulary words. Made scholar five times. Tries his best in his academic work.

64

Pre-Test
3.7

Post-Test
4.3

Test Increase
+.6

Materials used for this youngster were Skill Series, SRA Series, Target Reading and Be A Better Reader. He averaged 337 points of bonus points per week. He achieved nine scholar of the week and one double scholar.

65

Pre-Test
4.0

Post-Test
4.3

Test Increase
+.3

Materials consisted of Specific Skill Series, Reading for Concepts, SRA and staff created materials. He did an average of 435 bonus points per week. He made scholar of the week eight times and one double scholar. He worked well in Learning Center.

66

Pre-Test
8.0

Post-Test
8.0

Test Increase
0

Materials utilized by this youngster were Specific Skill Series, Reading for Concepts, SRA, Be A Better Reader and staff created materials. He achieved an average of 355 bonus points per week. He attained scholar of the week four times and one double scholar.

67

Pre-Test
9.3

Post-Test
9.2

Test Increase
+.1

Materials used were Skill Series, Skill Boosters, SRA, Be A Better Reader, RFU, and Vocabulary Worksheets. He attained an average of 380 bonus points. He reads and understands well. He achieved scholar of the week eight times, and double scholar on the sixth week.

68

Pre-Test
2.3

Post-Test
2.9

Test Increase
+.6

Materials for this youngster consisted of Detecting the Sequence Book E, Book F; Drawing Conclusions Book D, Working with Facts and Details Book F, Increasing Comprehension Book F, and Locating the Answer Book D. He read well, needs to work on fluency and pronunciation. He was a very hard worker and very conscientious.

69

Pre-Test
6.0

Post-Test
5.0

Test Increase
-1.0

Materials for this youngster consisted of Specific Skill Series, Be A Better Reader, SRA, Reading for Concepts and staff created materials. He did an average of 145 bonus points per week. He made scholar twice in ten weeks. Most of his work consisted of homework.

70

Pre-Test
7.6

Post-Test
8.2

Test Increase
+.6

This youngster is an ideal scholar. He is a hard worker, youngster of his caliber do not have enough resources in the catalogue, therefore must do work which has no interest to him and no relevance at all. He achieved scholar of the week six times.

71

Pre-TestPost-TestTest Increase

72

Pre-Test
6.0Post-Test
6.5Test Increase
+.5

Materials used for this youngster were Specific Skill Series, Reading for Concepts, SRA, and staff created materials. He did an average of 190 bonus points per week. Reading proficiency average. He made scholar of the week twice. He did very well in Learning Center.

73

Pre-Test
3.3Post-Test
4.0Test Increase
+.7

Materials for this youngster consisted of Specific Skill Series, Reading for Concepts, SRA, and staff created materials. He attained an average of 415 bonus points. He also achieved scholar of the week seven times, two of them were double scholars.

74

Pre-Test
4.2Post-Test
4.9Test Increase
+.7

Materials utilized by this youngster were Skill Series, Be A Better Reader "A", RFU, Target Reading "Red", World of Vocabulary, and staff created materials. He attained an average of 207 bonus points. He also made scholar of the week five times. He respects and get along with his fellow teammates.

75

Pre-Test
4.0Post-Test
4.0Test Increase
0

Materials used by this youngster were Vocabulary Worksheets, RFU, SRA, Skill Series, Skill Booster, Be A Better Reader, Direct Instruction, Supportive Reading, Skills, and Target Reading. He achieved scholar of the week seven times. Enjoys working in Learning Center and aggressive when he feels he can obtain a certain goal.

76

Pre-Test
3.6

Post-Test
4.3

Test Increase
+.7

Materials consisted of Vocabulary Worksheets, SRA, RFU, Skill Series, Reading for Concepts, Target Reading Skill Booster, and Supportive Reading Skills. He averaged 385 bonus points per week. This youngster achieved scholar of the week nine times, also double scholar during the fifth and sixth week. He has improved a lot academically.

77

Pre-Test
4.2

Post-Test
5.2

Test Increase
+1.0

Materials for this youngster were SRA 1B, 2B; RFU, Skill Boosters, Specific Skill Series, and World of Vocabulary. He attained an average of 400 bonus points per week. He earned scholar of the week seven times.

78

Pre-Test
5.8

Post-Test
6.0

Test Increase
+.2

Materials utilized by this young man consisted of Specific Skill Series, Skill Boosters, SRA, Target Reading and staff created materials. He attained an average of 450 bonus points per week. He earned five scholar of the week reward and two double scholar. Hyper at times and very easily distracted.

79

Pre-Test
4.9

Post-Test
5.9

Test Increase
+1.0

Materials for this youngster consisted of Specific Skill Series, Be A Better Reader, SRA, Reading for Concepts, RFU, Target Reading, Real Stories, and World of Vocabulary. He achieved scholar of the week nine times. He did not need much incentive to do work, he did it whole heartedly.

80

Pre-Test
8.2

Post-Test
8.5

Test Increase
+.3

This youngsters materials consisted of Be A Better Reader, RFU, Specific Skill Series, Target Reading and staff created materials. Attention span for this project was not consistent. He made scholar of the week four times. He had good values and sincerity.

81

Pre-Test
3.9

Post-Test
4.0

Test Increase
+.1

Materials used by this young man were Specific Skill Series, SRA, Reading for Concepts and staff created materials. He attained an average of 260 bonus points per week. He also made scholar of the week three times. This youngster worked very well in Learning Center. Had problems with vocabulary and had to use the dictionary a lot.

82

Pre-Test
4.3

Post-Test
3.8

Test Increase
-.2

Materials consisted of SRA 1B, 2B; RFU, Skill Boosters, Specific Skill Series, and World of Vocabulary. He earned an average of 375 bonus points per week. He completed most of the sixth grade level. He achieved scholar of the week four times. A very enjoyable person, responding in a positive and friendly manner.

83

Pre-Test
6.4

Post-Test
8.6

Test Increase
+2.2

Materials utilized by this youngster were Specific Skill Series, SRA, Reading for Concepts, Be A Better Reader and staff created materials. He averaged 245 bonus points per week. He also earned scholar of the week three times.

84

Pre-Test
4.0

Post-Test
4.4

Test Increase
+.4

This youngsters materials consisted of Reading for Concept, SRA, Specific Skill Series, and staff created materials. He achieved an average of 265 bonus points per week. He also made scholar of the week five times. This youngster did extremely well and worked independently.

85

Pre-Test
5.9

Post-Test
6.3

Test Increase
+.4

Materials for this young man consisted of Skill Booster, World of Vocabulary, RFU, Be A Better Reader, Skill Series, Target Reading and staff created materials. He earned an average of 135 bonus points per week. He achieved scholar of the week three times during the entire project.

86

Pre-Test
6.7

Post-Test
7.0

Test Increase
+.3

This youngsters materials consisted of Be A Better Reader, Reading for Concepts, Specific Skill Series, SRA, and staff created materials. He did an average of 415 bonus points per week. He also made scholar of the week four times and double scholar three times. He works well on his own and will go far if he continues his studies.

87

Pre-Test
4.0

Post-Test
3.8

Test Increase
-.2

Materials utilized by this young man were Specific Skill Series, Reading for Concepts, SRA, and staff created materials. He attained an average of 420 bonus points per week. He earned scholar of the week seven times and double scholar four times. He is a bright scholar and works very hard.

88

Pre-Test
4.2

Post-Test
4.3

Test Increase
+.1

Reading Laboratory, Skill Boosters, Be A Better Reader, Target Reading, Reading for Concepts and World of Vocabulary was some of the materials used by this youngster. He earned a total of fifteen scholars during the session and seven of them were double scholars. His efforts paid off with good progress.

89

Pre-Test
4.0

Post-Test
4.0

Test Increase
0

Materials utilized by this youngster were Specific Skill Series, Skill Boosters, Target Reading, RFU, SRA, Stranger than Fiction and many staff created materials. He averaged 300 points per week. He also earned scholar of the week seven times. Needs more positive attitude about the things he did.

90

Pre-Test
6.5

Post-Test
5.3

Test Increase
-1.2

Materials used by this young man were Be A Better Reader, SRA, Specific Skill Series, Reading for Concepts and staff created materials. He did an average of 380 bonus points per week. He also achieved scholar of the week six times with two double scholar. He needs a lot of personal encouragement.

91

Pre-Test
4.8

Post-Test
5.4

Test Increase
+.6

This youngsters materials consisted of Skill Series, Be A Better Reader Book A, Target Reading and SRA 2B, and 3B. He attained an average of 203 bonus points per week. He made scholar twice in the ten week period. This youngster tends to get bored if work is too hard.

92

Pre-Test
4.0

Post-Test
4.0

Test Increase
0

Materials used for this young man were Specific Skill Series, Reading for Concepts, SRA, and staff created materials. He did an average of 210 bonus points per week. He also made scholar of the week five times. He knew what was expected of him and followed through well.

93

Pre-Test
2.4

Post-Test
3.3

Test Increase
+.9

Materials utilized were Skill Series, Skill Booster, SRA, Supportive Reading, and staff created materials. He averaged 235 bonus points per week. He also achieved scholar of the week four times. He was a good student and eager to learn.

94

Pre-Test
4.8

Post-Test
6.5

Test Increase
+1.7

This youngsters materials consisted of Skill Series, SRA 2B, and Be A Better Reader "A". He attained an average of 302 bonus points per week. He made scholar five times, one is double scholar. This youngster has a very good attitude towards his learning.

95

Pre-Test
5.9

Post-Test
8.3

Test Increase
+2.4

Materials consisted of RFU, SRA, Skill Series, Be A Better Reader, and Vocabulary Worksheets. He earned an average of 344 bonus points per week. Reading proficiency average. He achieved scholar of the week seven times, with two double scholar. He displayed a desire to learn and good motivation towards his academics.

96

Pre-Test
5.1

Post-Test
5.0

Test Increase
-.1

Materials used by this young man were Vocabulary Worksheets, SRA, RFU, Skill Series, Skill Booster, Reading for Concepts, and Be A Better Reader. He averaged 450 bonus points per week. He attained scholar of the week eight times, double scholar twice.

97

Pre-Test
5.6

Post-Test
8.0

Test Increase
+2.4

This youngsters materials consisted of Vocabulary Worksheets, Skill Series, Skill Booster, SRA, and RFU's. He had a average of 440 bonus points per week. He achieved eleven scholars, two of which were double scholar. He was a very deligent worker.

98

Pre-Test
6.1

Post-Test
6.5

Test Increase
+.4

Materials utilized by this youngster were Specific Skill Series, Skill Booster, SRA, Target Reading, RFU and staff created materials. He achieved an average of 300 points per week. He made scholar of the week four times. Problems that did arise were basically due to his attitudinal difficulties.

99

Pre-Test
3.9

Post-Test
4.0

Test Increase
+.1

This youngsters materials were from Specific Skill Series, Be A Better Reader, SRA's, Reading for Concepts, and staff created materials. He did an average of 160 bonus points per week. He also achieved scholar twice during the project.

100

Pre-Test
3.9

Post-Test
4.5

Test Increase
+.6

Materials consisted of How America Began, Skill Booster, Target Reading, SRA's, Vocabulary Worksheets, Supportive Reading Skills, and Skill Series. He achieved an average of 270 bonus points per week. He also earned scholar of the week eight times. He improved a lot academically.

101

Pre-Test
5.2

Post-Test
6.1

Test Increase
+.9

This youngsters materials consisted of Be A Better Reader, SRA Reading Laboratory, Reading for Concepts, World of Vocabulary and Target Reading. He earned scholar seven times during this session and double scholar once. He got along well with his teammates.

102

Pre-Test
4.8

Post-Test
5.1

Test Increase
+.3

Materials used by this youngster were Reading for Concepts, SRA, Specific Skill Series, and staff created materials. He did an average of 225 bonus points per week. He made scholar of the week six times out of ten weeks. He worked hard and never hesitated to ask for work.

103

Pre-Test
1.9

Post-Test
3.6

Test Increase
+1.7

Materials utilized by this youngster were SRA, Specific Skills Series, Reading for Concepts and staff created materials. He did an average of 300 bonus points per week. He also made scholar of the week five times. He was a very industrious worker.

104

Pre-Test
1.8

Post-Test
2.0

Test Increase
+.2

Materials used were Specific Skill Series, SRA, Reading for Concepts and staff created materials. He did an average of 180 bonus points per week. He achieved scholar of the week three times. Did tremendously on his reading continuum.

105

Pre-Test
3.7

Post-Test

Test Increase

Materials for this youngster consisted of Specific Skill Series, Reading for Concepts, SRA, and staff created materials. He averaged 225 points per week. Low comprehension level. Made scholar three times. He worked well by himself.

106

Pre-Test
2.7

Post-Test
3.9

Test Increase
+1.2

Materials consisted of SRA Reading Laboratory, Target Reading, Reading for Concepts, Be A Better Reading and World of Vocabulary. He earned a total of eleven scholars including one double scholar and one triple scholar. He had very good attitude, work habits and progressed very well.

107

Pre-Test
4.4

Post-Test
4.8

Test Increase
+.4

Materials utilized by this youngster were SRA Reading Laboratory, Skill Series, Be A Better Reader, Reading for Concepts, World of Vocabulary, Skill Boosters, and Target Reading. He earned seven scholars and one of those where a double scholar. He always did his required work accurately.

108

Pre-Test
2.6

Post-Test
3.7

Test Increase
+1.1

Materials used were Locating the Answer Book D, Getting the Facts Book D, Detecting the Sequence Book D, Increasing Comprehension Book E, and staff created materials. He averaged 65 bonus points per week. He earned scholar of the week five times. He was a very independent youngster.

109

Pre-Test
6.3

Post-Test
5.9

Test Increase
-.4

Specific Skill Series, Be A Better Reader, SRA, Reading for Concepts and staff created materials were used for this youngster. He did an average of 180 bonus points per week. His reading proficiency was average. He made scholar of the week two times during the project.

110

Pre-Test
5.5

Post-Test
5.3

Test Increase
-.2

Materials for this youngster consisted of Skill Series, Be A Better Reader, RFU and Vocabulary Worksheets. He averaged 143 points per week. He also achieved scholar of the week twice in a ten week period.

111

Pre-Test
5.5

Post-Test
6.5

Test Increase
+1.0

Materials used were SRA, Skill Series, and Vocabulary Worksheets. He had an average of 85 points per week. He also made scholar of the week once during the project. Lacked concentration when the academic materials appeared to be difficult.

112

Pre-Test
4.8

Post-Test
4.6

Test Increase
-.2

Materials utilized by this youngster were Vocabulary Worksheets, Target Reading, Skill Series, Supportive Reading Skills, SRA, RFU, and World of Vocabulary. He had an average of 335 bonus points per week. He made scholar of the week nine times.

113

Pre-Test
3.0

Post-Test
4.3

Test Increase
+1.3

Locating the Answer, Skill Booster Series, Drawing Conclusions, and Reading Laboratory are the materials used by this youngster. He had an average of 153 points per week. He achieved scholar of the week three times during the project. He was quick and perceptive.

114

Pre-Test
6.8

Post-Test
6.0

Test Increase
-.8

This youngsters materials consisted of Vocabulary Worksheets, Skill Series, As American Grew, and How America Began. He had an average of 280 bonus points per week. He made scholar of the week three times one being a double scholar.

115

Pre-Test
2.8

Post-Test
3.2

Test Increase
+.4

Materials used by this young man were Getting the Facts Book E, Locating the Answer Book E, Getting the Main Idea Book E, SRA 2B Green Level, Working with Facts, Drawing Conclusions Book D. This youngster is a hyperactive person and gets bored very easily.

116

Pre-Test
4.0

Post-Test
4.4

Test Increase
+.4

Materials utilized by this youngster were Skill Series, Target Reading "purple", RFU, SRA 2B, and Be A Better Reader. He earned an average of 132 bonus points. He also made scholar twice in the ten week period. This youngster has a bad attitude towards his academic work.

117

Pre-Test
4.6

Post-Test
5.2

Test Increase
+.6

Skill Series, RFU, SRA 1B, 2B; Be A Better Reader, As America Grew, Word of Vocabulary and staff created materials were used by this youngster. He had an average of 257 bonus points per week. He achieved scholar five times. He has a positive attitude about his academic work.

118

Pre-Test
4.8

Post-Test
4.6

Test Increase
-.2

This youngsters materials consisted of Skill Series, World of Vocabulary, Be A Better Reader "A", and staff created materials. He achieved an average of 186 bonus points per week. He also made scholar three times during the project. Sometimes he showed great concern for his work, other times he was lazy which affected his work.

119

Pre-Test
1.3

Post-Test
1.7

Test Increase
+.4

Materials used by this youngster were Following Directions Book A, Understanding Questions Book A. He also achieved an average of 234 bonus points per week. Need lots of individual help. He made eight gold stars during the project. He was a real challenge which called for being very creative.

CHEERLEADER REPORT-FOOTBALL 1980

If I had to summarize my entire season with the Palama cheerleaders, I would say that overall, we worked out pretty well together. I know that I had a learning experience; one that took me from almost nowhere to a chance in competition for one of my squads. I enjoyed the whole four months that the girls and I worked together. I got to know and enjoy them as individual personalities as well as to direct and guide their academic and physical achievement.

At the start of the season, we had 19 tryouts. However, three of these dropped off on their own, leaving us with 16. For the midgets, the 6th girl could be carried off as a mascot.

My fellow cheerleader coaches were easy and enjoyable to work with (for the permanent ones who chose to stay with Palama). They offered guidance as far as how standard Palama cheers and procedures operated, which I appreciated a lot.

There was one major incident which occurred during the season. The midget cheerleaders felt short changed because the younger cheerleaders were "copying" their hard-learned cheers. After some spirit of understanding and sharing was implanted, hard feelings slowly dissolved.

Overall, I think that we had a successful season with the cheerleaders and am looking forward to next year.

TERMITE STUDENT COACHES

Two previous cheerleaders were selected to work with the Termite Cheerleaders. From the beginning, problems started to pop up. We tried to remedy it by expressing how they felt, no help.

The older one was immature and could not follow directions. She was released from her services. The other, began to work intensively with the young ladies with direction and completed the project.

Hopefully, at the next project a much older person 18, and above could be selected. A person who has some skills, lots of patients and don't mind driving them to the games. A responsible adult who would be an asset to the program.

TERMITE TEAM EVALUATION

In August, the number of turn out was overwhelming. Returnee's having the first preference, therefore, the approximate numbers cut from the squad was ten. Returnee's were kept on the basis of their athletic experience, ability and other contributing factor that benefited the team.

Because of the team depth, it gave the coaches more time working on their special units, and those that needed the basics were worked with as time went on.

Overall, the teams attitude and behavior was good and there were elected captains that oversaw the entire team behavior.

The Termites enjoyed a winning season with a ten won, and two lost record including two bowl games.

The only complaint expressed is that of the officiating. The officials were very inconsistent in the type of ball used in the game as well as seeming to be very pro-military in their judging the games.

1980 PEEWEE REWARD MONIES

The 1980 PeeWee team was able to utilize the reward money of \$500 in three ways.

First of all, we purchased two tickets for each youngster for the Mele Kalikimaka Bowl. This was to give back to their parents some of what they gave each kid during the season; 2) to alleviate some of the parental expenses and 3) because we wanted their support and their seeing their youngster play in the stadium. The cost here was \$100.

Their second activity was a weekend camp at Kualoa. Some 22 youngsters were able to enjoy this camp on January 2-4. Full time supervision was provided for by cheerleading coach Sharleen Tokumura and myself. Coach Alfred and Francis were able to provide part-time help as their work schedules permitted. The DeSoto family spent the entire weekend with us, helping and enjoying. Brandon's two uncles, Sonny and Clarence and aunty Sally were especially helpful as they camped with us and did all the cooking. Two other mothers who helped in the menu preparation, shopping and cooking were Peggy Collier and Teresa Texiera. We also received help from George Kim and maintenance (camp equipment), Uncle Billy (cooking utensils) and Dot Kim (paper goods).

This was a "relax" type camp and few activities were planned. The kids did amuse themselves with a walk down the menehune trail, a football game, crab races at night, a campfire and lots of swimming. The finale came Sunday afternoon as the kids banded together to "toothpaste" all they could catch, especially the coaches. The only activity that we unfortunately were not able to accommodate the youngsters with was the canoe rides as no Kualoa staff showed up.

Most youngsters spent the first night playing until very late and this took its toll the second night, as all were sleeping by midnight.

This was I beleive a good experience for them as they had no pressures of football to think about, but were able to relax and enjoy as they could. This camp cost approximately \$220 for food.

The final choice was to purchase trophies to recognize them as Oahu Champs. This was done by the DeSoto's who got 40 trophies for \$208. Presentation will be done some night at Palama. We will at the same time present the Pop Warner Championship medals and show game films of the championship game.

This should be a fitting conclusion, to a fitting year for the CHAMPS, 1980 PALAMA PEEWEES.

FOOTBALL EVALUATION 1980

The Midget season started August 1, 1980. It was not an outstanding season but a good one. The team won five games and lost three. We had a lot of good talent on the team although, we lost two starters to University High. We lost three other starters throughout the season. One broke his leg, another his arm and the third got sick and never returned for practices.

The team this year had more disciplinary problems than any other team I have coached at Palama. One of the reasons was the lack of support. Some of my coaches could not be at every practice because of work or school. If there is to be an outstanding season on and off the field the coaches must be there every day. This is something I learned this year as a head-coach. Also, there was more support needed from the Palama staff.

The season was good overall. The boys learned a lot this year. They learned their positions well. There was a lot of good running, tackling and blocking. There was a lot of good spirit on the team. We won the first four games with big scores. But after losing key players we lost three and won one the last part of the season.

These are some of the things that will help improve our football program next season.

1. Statistics - Assign at the beginning of the season someone to take statistics. One of the problems I had this season was not having a person assigned to take stats. I feel that football stats are one of the most important parts of the program. The boys must know what they did on the field so that they can be rewarded for that game. There were several times I had no one to take stats. A few of the parents tried but did not know how. We must set up a class to teach how to take football statistics.
2. First aid and first aid kits. To have a group of kids on a football field we must have a first aid kit present at all times. It must be complete and on the field every practice and of course at every game. The staff administering first aid must be well trained.
3. The players must be fitted with proper equipment. Some of the boys' helmets gave them trouble all season but had to use them because there was nothing else to use.
4. Staff must work as a team. Teamwork is what winning is all about.

We learned a lot this season both from the positive and negative areas. This group of boys have so much potential and if they learn to put them to use they are going to be winners.

ATHLETIC SKILL PROGRESS

1

This youngsters pre and post physical ability was good. She was a midget cheerleader with excellent skills in cart-wheel, round-off, forward and back roll, and split. She needed improvement in paying attention when people are talking. Her attendance was good. Field attitude was poor and behavior fair. Has good leadership.

2

Pre-physical ability good, post-physical ability excellent. As a cheerleader her voice projection was excellent. She improved by having cooperation with entire squad. Missed one practice due to illness, attended all games. Positive attitude with willingness to make squad and team look good.

3

Pre and post ability good. This cheerleader did good in forward roll, cross-jump and cartwheels. She did improve in her forward roll split. Attendance was good, and her attitude with her peers showed growth of maturity. She excelled very well.

4

A midget cheerleader, she had excellent skills in everything she did. Her pre and post physical ability was good. She improved in her behavior towards others. Attendance fair and missed three practices. Field attitude and behavior was perfect.

5

This cheerleaders physical ability went from poor to good. Her skills were excellent in forward roll split. She improved in her cartwheels, round off and all the jump exercises. Attendance was excellent. She had the loudest voice, and shared her talents with her peers.

6

This youngsters physical ability was good. She was excellent in her cartwheels and kicks. As a cheerleader, she improved in her smile and positive attitude. She missed two practices due to illness, but attended all games.

7

This cheerleader's physical ability was good. She did very well in her round-off, forward and back roll, split, jumps and kicks. She learned to improve in her behavior at home and at practice. Field attitude was excellent and so was her behavior.

8

This midget cheerleader's physical ability was good. She was excellent in round-off, forward and back roll, jumps, kicks, and a projected voice. Her attendance was excellent also her field attitude and behavior was excellent. Always volunteered to be a leader.

9

This youngsters physical ability was good. As a cheerleader, her skills were excellent. Attendance was good. Both attitude and behavior fair. Always volunteering to be a leader and to teach new cheers.

10

This cheerleaders physical ability went from poor to good. Her skills were excellent in forward roll, split and cartwheels. She improved in her jumps and hand motions. Her attendance was sporadic, she missed four games. She was sick quit often and did not have the motivation to excel in the cheerleading squad.

11

This youngsters physical ability was good. As a midget cheerleader, she had excellent skills in cartwheels, kicks, jumps, and a projected voice. Attitude and behavior was very good. She showed interest and leadership.

12

This young cheerleader's physical ability was good. She did very good in cartwheels, forward and backward roll. She sat out three quarters during a game. Her attendance was good. She needed to work on her moods and pouting behavior.

13

Physical ability good, this cheerleader projected her voice during practice and games. Missed three days due to illness. Had the willingness to learn cheers and performed better with praise and coaxing.

14

This cheerleaders physical ability went from poor to good. Her attendance was poor and she missed half of the games. She did not try to excel on her skills. She had problems with her skin due to her allergy.

15

Physical ability went from good to excellent for this cheerleader. She missed one practice due to illness. Had excellent voice projection, a winning smile, did her cartwheels, splits and hand stands well. Will make a good cheerleader anywhere because she learns quickly and is an active listener.

16

This youngsters physical ability was good. This cheerleader's skills were excellent in everything she did. Missed three practice, but attended all games. Positive attitude with a willingness to cooperate and improve in her cheers. Has much potential with her overall appearance and cheer performance.

17

This youngsters physical ability went from poor to good. He played an offensive right halfback, running the ball and blocking. Attendance was excellent, field attitude and behavior very good.

18

This youngster played offensive end. Physical ability went from poor to excellent. He was absent several days. He had excellent attitude and behavior. Listened well and tried to learn. Outstanding concentration in pass receiving.

19

Physical ability was good. Played defensive end. Showed good speed and strength. Missed one game due to illness. Needs to learn to control his temper due to it reflects on his performances and attitude on the field.

20

Played offensive tackle. Physical ability good. Attendance, field attitude and behavior good. Was one of the youngest players on the team but improved during the season.

21

This youngster played linebacker. His physical ability was good. He had good attendance. His attitude on the field and behavior was good also. Showed a lot of leadership ability on and off the field.

22

Physical ability was good. He played defensive halfback and did an excellent job. Very good attendance. Field attitude and behavior good. He was always a leader in game situations.

23

This youngsters physical ability went from good to excellent. He played fullback and linebacker. His skills were excellent. Regular attendance and no missed quarters. This youngster listens to instructions very well and showed good leadership.

24

His physical ability was excellent. Played outside line-backer and sometimes middle guard on the defensive unit. His attitude for the game is very good. He got over aggressive at times and pick-up unnecessary penalties.

25

This youngsters physical ability went from poor to fair. He played cornerback, also played on the kick-off team. This youngster complied a good attendance record and missed one game for four quarters. He presented no problems and his behavior was excellent.

26

This youngsters played offensive guard with excellent physical ability. He was absent for several days, but missed no quarters. A very quiet youngster that needed to be pushed to perform.

27

Played offensive tackle and defensive tackle. Physical ability went from poor to good. Had excellent skills. His attendance was good. Needed work in motivation and leadership.

28

This youngsters physical ability went from good to excellent. He played offensive end and did a wonderful job. He had good attendance and missed four quarters due to injury. Very good behavior and field attitude, very eager to learn.

29

This youngster played cornerback, safety, and offensive end. His physical ability was excellent. Had good attendance record, missed one game due to illness. Has a good attitude and behaved well.

30

Played running back, this youngsters physical ability went from good to excellent. He had a good throwing arm. He had poor attitude on the field when he was tackled for a loss and therefore, his behavior became a revengeful type.

31

This youngsters physical ability went from poor to good. He played offensive line. Attendance was good and he missed no quarters. Field attitude and behavior was good also.

32

Physical ability good. Played offensive end. Good attendance, and field attitude and behavior good also. This youngster is a super athlete

33

34

This youngster played offensive guard and had good physical ability. He had no absences, and no missing quarters. Excellent attitude and behavior, very serious about practice.

35

Pre-physical poor, post-physical ability excellent. He played defensive tackle. Missed half of Kalaheo's game for a punching penalty, and half a game with Mililani for fighting. His field attitude is great, except for his behavior.

36

Physical ability was poor. Played defensive guard. Listens well, willing to learn, but slow to execute. Good behavior.

37

Physical ability went from good to excellent. This young man played running back and safety. He is a quiet youngster, but as a leader he works hard on and off the field.

38

This youngster played offensive tackle. His physical ability was good. Field attitude was good also, but his behavior fair. Need to work harder to be a better athlete.

39

Physical ability good. Played offensive tackle, also filled in at offensive guard. Missed a few practices due to illness. Very little self motivation, tended to be lazy and let his mind wander.

40

Played cornerback, also was on the kick-off team. Physical ability went from poor to good. This youngster achieved an excellent attendance record. He is a very quiet young man and presented no problems.

41

This youngster played inside linebacker and was a defensive captain on the defensive unit. He had excellent physical ability. Good attitude and behavior.

42

This young man had excellent physical ability. He played center, sometimes inconsistent on long snaps. Perfect attendance. Excellent behavior and attitude. He had good leadership ability.

43

This young man played running back and had good physical ability. Good youngster to work with on and off the field.

44

This youngsters position was second unit running back. He had excellent physical abilities. Attendance good, also behavior and attitude, despite his small size, courage and determination has been very positive.

45

Physical ability good. Played offensive tackle and defensive lineman. He has developed a serious attitude towards football. A very strong, aggressive ball player who has a good overall sense of the game.

46

Good physical ability, this youngster played defensive line. Field and behavior good. Great youngster to work with.

47

This young man played defensive tackle. Attendance was fair, missed five quarters. Field attitude fair, came to practice late most of the time.

48

Physical ability good. Played offensive center, also offensive guard. Playful, but serious when it was time to work out. Had good sense in playing offensive football.

49

This youngster played on the offensive team. Attendance was poor, missed eight quarters, Field attitude and behavior fair. This youngster quite the team the middle of the season.

50

Physical ability good. Played offensive end and defensive end. No days absent, lots of tardies, no missed quarters. Gets moody when makes mistakes.

51

Excellent physical ability. He played defensive end. Very good player. Complains sometimes, otherwise great athlete.

52

This youngster played offensive end and good physical ability. Field attitude and behavior good. Has a good pair of hands for catching the football.

53

Physical ability good. Played offensive tackle. Good attitude and field behavior. Improved from last years performance. More aggressive and eager to participate.

54

Played defensive end. He had good physical ability. Good attendance, but broke his leg middle of the season. Field attitude and behavior good. A natural leader.

55

Excellent physical ability, this youngster played defensive end. Regular attendance, no missed quarters. Field attitude and behavior was great.

56

Physical ability went from poor to good. Played defensive back. Great youngster to work with.

57

This youngster had good physical ability. He played fullback and did very well in running and blocking. Field attitude and behavior very good. Showed a lot of leadership on the field.

58

Played safety, cornerback, offensive running back and was on the kick-off team. Excellent speed with good pass coverage skills. He had good attendance record, missing four quarters of one game due to illness. Good attitude on the field.

59

This youngster played defensive tackle with good speed. His physical ability was good. Did a good job of improving at his tackle position.

60

This youngster played defensive safety. He would get very emotional at times when he doesn't do things right. He is a very likeable youngster.

61

Excellent physical ability, he started every game as an offensive end. Excellent behavior and field attitude, always eager to learn.

62

Played defensive line. Attendance good, and missed no quarters. Great youngster to work with.

63

Good physical ability. Played offensive guard, but did not finish the season because of weight problem. He did develop a good sense of the game in the first half of the season.

64

This youngster had excellent physical ability. He was a starting running back. Excellent runner, no problems with his attendance. Field attitude and behavior was excellent also.

65

Played quarterback at the beginning, but was switched to defensive coverback. Tackling was his best skill. Attendance excellent, no quarters missed. Field attitude and behavior good.

66

This youngsters position was quarterback and halfback. His field and self attitude and behavior was good. He was the team leader on offense. At quarterback, he showed a lot of leadership ability.

67

His physical ability went from poor to excellent. He played linebacker. Excellent in tackling and blocking. Up and coming athlete.

68

Played defensive linebacker, not afraid to hit and tackle. Concentration span is very short. Did very well in several games. Good attendance.

69

This youngsters physical ability was good. Played offensive center and tackle. Excellent blocking. Good attendance. Has a lot of leadership abilities, but he must learn to express himself more.

70

Played defensive linebacker and corner-back. His physical ability went from poor to excellent. He was excellent in tackling, reading offensive formations and fighting off blockers. Showed good sportsmanship on and off the field.

71

This youngster played defensive tackle. Physical ability good. Attendance fair, missed eight quarters. Field attitude and behavior fair also. Got sick about the middle of the season, was not able to finish the season.

72

Physical ability good. Played defensive tackle. He was good in blocking and tackling. Must work on his speed in getting off the line on the movement of the ball.

73

Played defensive end. He played fairly well. He must believe in himself and his ability to play football.

74

This youngsters physical ability was excellent. He played on the defensive unit as an outside linebacker and cornerback. He did well in all aspects of the game. Good attitude and behavior.

75

This youngster played defensive tackle. Very consistent and aggressive. His physical ability went from poor to excellent. He can perform well under any condition.

76

This young man played defensive end. He had some absences, but he didn't miss no quarters. Willing to learn, plays around with others if not supervised.

77

Played defensive end. Good attendance. Field attitude and behavior good. Great youngster to work with.

78

This youngster was the starting quarterback. His attitude and behavior on the field has been good overall. Ability to learn new plays, formation, has been tremendous.

79

This youngsters physical ability went from poor to excellent. He played middle guard. He plays well under any situation or condition. Very aggressive.

80

Played offensive guard. He did well in blocking and running. Did not complete the season due to his school work, but remained on the team as manager.

81

This youngster played offensive guard. Physical ability was good. Started out slow but made a lot of improvement near the end of the season. Attendance good. Field attitude and behavior good.

82

This youngster played defensive outside lineback and corner back. He did well with tackling and pass coverage. Excellent attitude and behavior. Most consistent of defensive backs.

83

Played offensive right halfback. Attendance good, missed four quarters due to illness. Has a lot of speed. Field attitude and behavior good.

84

Physical ability excellent. He was a reserve running back. Good overall field attitude and behavior.

85

This youngster played offensive guard. Was excellent in blocking and pulling. Physical ability good. Field attitude and behavior good. Learned his position and other positions well.

86

Played offensive end. Physical ability good. Attendance good. Field attitude and behavior good. Has a lot of football abilities. He must work harder at being the best.

87

Physical ability went from poor to good. He played running back and defensive back. Excellent in tackling and one-on-one blocking. Good attendance record. Missed four games due to injury.

88

This youngster played center. Good physical ability. His attendance was fair. Missed two quarters. Needed to be more aggressive in learning the game of football.

89

This youngster played offensive right tackle. Excellent in his blocking. Good player will get better. Needs work in learning skills, leadership, and self-motivation.

90

Physical ability good. He played offensive guard and defensive tackle. Excellent in blocking and pulling as an offensive guard. Good attendance. Field attitude and behavior good. Has a lot of leadership abilities.

91

Played defensive end with good physical ability. Showed good tackling skills on the inside running plays. Field attitude was good and was a cooperative and motivated player.

92

This youngster played defensive halfback. Fair in pass defensive tackling. Attendance, field attitude and behavior good. Must build confidence in his abilities to play the game of football.

93

Played defensive tackle. Was a good listener and always tried to do his best. He presented no problems and his behavior was good.

94

This youngster had good physical ability. He played offensive guard, defensive end, linebacker, and center. He had excellent skills with pulling and downfield blocking. Short attention span during practice; very aggressive during games.

95

Physical ability excellent. Starting running back. He had good attendance record, and excellent field attitude and behavior. Very coachable young man that enjoys the game and always gives his 100 percent.

96

This youngsters physical ability went from good to excellent. He played lineback and running back as a starter. Excellent in blocking, ball carrying, tackling and fighting off blockers. He was team captain with a lot of good leadership.

97

Played offensive line. Physical ability good. Attendance record good. Field attitude and behavior good.

98

Excellent physical ability. Played on the defensive unit as an in-side linebacker. Has good lateral movement. Started as a defensive captain, but because of mischievious behavior, he was replaced.

99

This youngster played defensive tackle. Attendance record fair, missed six quarters. Field attitude and behavior fair. Must build confidence in himself.

100

Played defensive line. Great youngster to work with. His physical ability went from poor to good.

101

Played offensive tackle. Attendance fair. Field attitude and behavior fair. He has a lot of abilities, but was not willing to work to improve himself.

102

Physical ability good. Played defensive end. Excellent in his tackling. Attendance record good. Field attitude and behavior good. A good athlete and lots of leadership abilities.

103

This youngster played offensive lt. tackle. Regular attendance, missed no quarters. Field attitude and behavior good. Quiet on the field, but not shy.

104

Played defensive tackle with good physical ability. Showed good skill in tackling, especially on running plays. Attendance was poor due to his tardies to practice. This youngster would forget his plays, his uniform and be late for practice. His attitude would hamper his performance.

105

Physical ability went from poor to good. Played defensive end. Fair in getting off the ball. Good attendance. Field attitude and behavior fair. Must build more confidence in his ability.

106

This youngster played defensive end. Excellent in tackling. Good attendance. Good field attitude and behavior. He was one of the smallest players on the team. He did an outstanding job at defensive tackle.

107

Played fullback and then switched to defensive linebacker. He had good attendance record, but missed four quarters. Field attitude and behavior was good but needed improvement on both.

108

Physical ability good. Played defensive halfback. His attendance record was fair due to illness. Field attitude and behavior fair.

109

This youngster played offensive halfback and quarterback. Attendance was excellent. Field attitude and behavior very good. He was a team leader. Showed leadership on and off the field.

110

This youngster played defensive tackle. A hard hitter and a disciplined player. He missed four quarters due to illness. Good field attitude in which he was cooperative and motivated.

111

Good physical ability. Played offensive lineman, filled in at center and guard. His attendance fair. Missed six quarters, four due to illness and two for disciplinary action.

112

Excellent physical ability. Starting quarterback. Regular attendance and missed no quarters. This youngster showed great leadership quality on and off the field as a team captain.

113

This youngster was a manager in charge of attendance on the field and Learning Center. Had an outstanding attitude.

114

Good youngster to work with as a manager for the team. He began on time, opening and closing locker rooms, getting the equipment out on the field and putting it back.

115

This youngster was very playful and sometimes got into an argument with his team members. He was a manager, able to do things without being told.

116

This youngster was a manager, making sure balls for practice was out on the field. Had a good attendance, missing one game. Good attitude, a little playful at the wrong time.

117

This youngster had good field attitude and behavior. He did a fairly good job as a manager. Attendance average and missed three games. He had good physical ability.

118

Very good attitude and excellent behavior. He presented no problems and was a very good manager. He was responsible in opening and closing locker room and keeping track of equipment.

119

Did a good job as manager. Must learn more about his responsibility. Had good attendance. Good field attitude and behavior.

PHYSICAL FITNESS CHART

PROJECT: Football

NAME	PHYSICAL FITNESS		+ OR -	HEIGHT		+ OR -	WEIGHT		+ OR -
	Pre	Post		Pre	Post		Pre	Post	
TERMITES									
24	2:42	1:52½			4'6½"			74 ¾	
25	2:10	1:58			4'3"			53½	
28	2:43				4'9½"			76	
29	2:41	1:55							
30	2:12	1:50			4'8½"			77½	
39	2:33	1:58			4'9½"			85½	
40	3:18	2:54			4'4½"			55½	
45	2:47	1:57							
53	2:29	2:03							
58	2:08	1:52							
61	2:18	1:44			4'8½"			72	
63	2:24	1:50			4'5 ¾			63 ¾	
64	2:21	1:41							
74	2:04	2:02			4'5 ¾			63 ¾	
78	2:24	1:57			4'6 ¾			72½	
113	2:33				4'7 ¾			66	
84	2:20	1:45			4'3"			60½	
91	2:32	2:00			4'5 ¾			81	
93	3:03	1:57			4'2"			76½	
94	2:16	1:42			4'6"			67	
98	2:05	1:53			4'6"			66	
117	2:24	1:48			4'7"			71	
116	2:30	2:07			4'2 ¾			62	
118	3:10	2:09			4'7 ¾			92½	
110	2:31	1:55							
111	2:21								

PHYSICAL FITNESS CHART

PROJECT: Football

[illegible]

PHYSICAL FITNESS CHART

PROJECT: Football

NAME	PHYSICAL FITNESS		+ OR -	HEIGHT		+ OR -	WEIGHT		+ OR -
	Pre	Post		Pre	Post		Pre	Post	
PEEWEEES									
20	2:21								
23	2:11				4'11"			100	
26	2:22	2:04			5'2 ³ / ₄			100 ¹ / ₂	
27	2:24				4'11"			103 ¹ / ₂	
31	2:23	2:15			4'10 ¹ / ₂			89 ¹ / ₂	
34	2:04	2:00			4'9"			91 ¹ / ₂	
35	2:27	2:20			5'1 ¹ / ₂			92	
37	2:00	1:33			4'11 ¹ / ₂ "			86 ¹ / ₂	
43	2:17	2:06			4'6"			84 ³ / ₄	
51	2:35	2:01			5'3 ¹ / ₂ "			100	
56	2:47	1:59			4'7"			68 ¹ / ₂	
60	2:09	1:53			5'			87 ¹ / ₂	
62	2:24	2:09			4'11"			84	
67	2:17	2:03			4'8"			85 ¹ / ₂	
68	2:22	2:20			4'9 ³ / ₄			86 ¹ / ₂	
70	2:10	2:02			4'10 ¹ / ₂ "			95 ¹ / ₂	
75	2:11	2:14			4'10 ¹ / ₂ "			98	
76	2:20	2:14			4'10"			81	
79	2:58	2:18			4'6 ¹ / ₂ "			100 ¹ / ₂	
82	2:19	1:38			4'7 ¹ / ₂ "			79 ¹ / ₂	
87	2:23	1:48			4'7 ¹ / ₂ "			81	
89	2:34	2:15			5' ³ / ₄			103 ¹ / ₂	
55	2:19	2:02			4'10"			85 ¹ / ₂	
96	2:47	2:15			5' ¹ / ₂ "			98	
97	2:06	2:15							
100	2:42	2:23			4'8"			86 ³ / ₄	

PROJECT: Football 0

75

PHYSICAL FITNESS CHART

PROJECT: Football 0

NAME	PHYSICAL FITNESS		+ OR -	WEIGHT		+ OR -	HEIGHT		+ OR -
	Pre	Post		Pre	Post		Pre	Post	
MIDGETS									
17	2:05	1:39			117			5'3 ³ / ₄	
22	2:55	2:46			125½			5'3 ³ / ₄	
21	1:58	1:37.5			114½			5'2 ³ / ₄	
32	1:58				118			5'3 ³ / ₄	
38	1:57	1:34							
49	2:17								
52	2:42	1:50							
54	1:59								
65	1:57	1:35							
66	2:23	1:36			135½			5'5 ³ / ₄	
69	2:20	1:57			132 ³ / ₄			5'6 ³ / ₄	
71	3:00								
72	2:22	2:02			132			5'1 ³ / ₄	
80	2:22								
81	2:42	2:05							
57	1:58	1:44.5							
83	2:36	1:43			112½			5'3 ³ / ₄	
85	2:28	1:41			126 ³ / ₄			5'5 ³ / ₄	
86	2:07	1:47			136½			5'6 ³ / ₄	
92	2:22	1:44			100½			5'4 ³ / ₄	
101	2:48	1:52			114½			5'3 ³ / ₄	
102	2:12	1:42							
106	2:32	1:56			100			5'1 ³ / ₄	
107	2:05	1:56			116			5'2 ³ / ₄	
108	2:33	1:36			123½			5'6	
109	2:05	1:32			137½			5'6 ³ / ₄	

PHYSICAL FITNESS CHART

PROJECT: Football 30

[illegible]

STAR CHART REPORT

The star chart is a system to motivate the youngsters and to see how each individual is functioning in the areas of academics, athletics and behaviors.

The chart worked on a weekly basis whereby youngsters earned stars from academics, their athletic skills and behaviors. They earned their field hash-marks by game and practice accomplishments, such as attendance, scoring, and carrying out their assignments. In the Learning Center, hash-marks were earned by having their work done on time, counting the 100 percent on their assigned materials and by doing their extra-bonus work. They are also given a star or a colored in block for their daily behaviors.

The star chart also indicates the youngsters who earned the honor of being scholar or player of the week. One of the first things that the youngsters did on Monday's was to check to see how many stars they earned, also to see who earned scholar or player of the week.

The youngsters of the Termite team each earned an average of 64 stars; the PeeWee team earned 58 stars; and the Midget team earned an average of 34 stars over a period of ten weeks. The stars were used to purchase rewards such as caps, jackets, T-shirts, shorts, socks, wing "P's", and other items.

The handling of individual rewards went extremely well this past football project. The rewards consisted of Palama caps and jackets for 80 stars; T-shirt shorts for 50 stars; small wing "P" and class B prizes for 15 stars each. These individual rewards were bought by the youngsters with the stars that they earned in fulfilling their academic and field work.

Throughout the project 5,715 stars were cashed in for rewards. The Termite team cashed in 1,675 stars, the PeeWees 2,075 stars and the Midgets cashed in 1,965 stars.

Throughout the project 14 jackets, 15 T-shirts, 12 shorts, 56 wing "P's", 27 chain and pendent, 8 socks, 8 bull-necks, 9 class "A" prizes and 29 class "B" prizes were given out for rewards.

Another reward given out this project was "scholar of the week", it was based on earning hash-marks in the Learning Center, by doing assignments on time, 100 percent correct work on your first try, and doing bonus materials. Every ten hash-marks equal a scholar. The youngster's who earned this were rewarded with McDonald's coupon.

Star Chart Report (continued)
Page 2

The overall Big Reward throughout the project for participating youngsters and staff was a banquet which was held in the Akala Room at Queen Kapiolani Hotel, on December 7, 1980. At the banquet, individual awards were given out to the youngsters completing the project and outstanding individuals performances on the field and in the Learning Center.

PARENTS PARTICIPATION

During football 1980, a total of five overall meetings and one ethnic group meeting was held. In attendance at each overall meetings the least was 30 people.

During these meetings many things were discussed about the program and what events was to take place.

Parents also participated in these areas:

1. Training Table--where the meals were prepared and served totally by parents.
2. After-game meals.
3. On the playing field, during games as satisticians, field commissioners, part of the chain gaing.
4. Parents calling other parents in-regards to the after game meals.
5. Being correctors, or tutors in the Learning Center.
6. Finally working at the big event of the year-- the carnival.

Without the parents being envolved, all the above things could not have happened.

I take great pride in saying "THANK YOU PARENTS" for your time, your support and KOKUA, in making this program work for our young people. MAHALO.

1980 PAKOLEA FOOTBALL AWARDS BANQUET

The Pakolea Football Awards Banquet for the 1980 season was held on December 7, 1980, at the Queen Kapiolani Hotel, Akala Room. No-host cocktails began at 5:30 p.m. and the dinner buffet at 6:30 p.m. This year's banquet was held on the evening of the Mele-Kalikimaka Bowl, in which the PeeWee's won the Oahu Pop Warner PeeWee Division CHAMPIONSHIP, by defeating the Hawaii Kai Dolphins, 13-0.

The total attendance at the banquet amounted to 396 people, 41 more than the original head count given prior to the banquet. Queen Kapiolani Hotel charged Palama Settlement \$7.50 each for 316 adults (11 and up), and \$5.00 each for 80 children (5-10 years), children 4 years of age and younger were not charged. Palama made a deposit of \$1,400, prior to the banquet and is being billed for the remaining \$1,370.

The menu, all-you-can-eat, consisted of Teriyaki steak, oriental, fried chicken and fried noodles for the entree, fluffy white rice and buttered dinner rolls for the starches, along with a choice of salads, including vegetable slaw, potatoe salad, three-bean salad, and fruit salad. Dessert consisted of chocolate cake and beverages were fruit punch, hot tea, and coffee.

A few problems, none of which were serious arose and was quickly settled. For one thing, more people showed up than were expected. Extra tables were set up to accomodate them but this also caused the food to run out sooner than expected (which is usual at buffets). But hot food was soon brought out after a five minute wait. So it seems that everyone was accomodated for the evening.

Banquet reservations are always a hassle because most parents don't understand that tickets have to be paid for and picked up in-advance. This can be explained at parents meetings and welfare receiving dates taken into consideration as well. Follow-up phone calls to families of the players are desirable to insure an accurate head count.

The awards ceremony commenced at 7:30 p.m. and the banquet concluded before 9:00 p.m.

A P P E N D I X

POP WARNER PROJECT AGREEMENT

As a member of the Pop Warner Football/Basketball Ponytails,Termite,
PeeWee,Midget

team, I _____, hereby understand and agree with the conditions set forth below:

1. In order to attend practice session, I must accumulate a specific number of points set by the staff at Palama Settlement. These points can be obtained by doing my assigned academic work from Palama Settlement.
2. Practice sessions must be attended in order to participate in the scheduled games.
3. I am informed that there will be an office visit in order to obtain statistical data for this project.
4. I will participate in Training Table 4 nights weekly.
5. I will have a dental examination as well as my pre-season physical.
6. I will participate in a weekly group meeting.

DATE

CHILD'S SIGNATURE

PARENT'S OR GUARDIAN'S SIGNATURE

B E N E F A C T O R ' S

Mr. & Mrs. Thomas Noguchi. Pastries

Mr. Wendell Silva. Car

Ms. Winnie Thomas. McDonalds

International Savings & Loan

Holsum Bakery

U. Okata Seafoods Inc.

OUTLINE FOR FOOTBALL/BASKETBALL REPORTS

1. COVER - FOOTBALL OR BASKETBALL AND REPORT YEAR
 PALAMA SETTLEMENT
 810 N. VINEYARD BOULEVARD
 HONOLULU, HAWAII 96817
 A BEHAVIOR MODIFICATION PROJECT
2. INSIDE TITLE PAGE
 FOOTBALL OR BASKETBALL & REPORT YEAR
 "FROM THE ONE SPIRIT, YOU RECEIVE THE STRENGTH OF THE BODY"
 (MAI KA HOO'KAHI UHANE LOAA KA IKAICA O KE KINO)
3. TABLE OF CONTENTS
4. STAFFING LIST
5. PAKOLEA PROJECT GOALS AND OBJECTIVES
6. HOME VISIT REPORT
7. PARTICIPANT'S DESCRIPTION
8. TESTING REPORT
9. LEARNING CENTER COORDINATOR'S REPORT
10. ACADEMIC PROGRESS
11. SCHOLAR CHARTS
12. PONYTAIL/TERMITE/PEEWEE A&B/MIDGET A&B TEAM REPORTS
13. ATHLETIC SKILL PROGRESS REPORTS
14. PHYSICAL FITNESS CHART
15. BEHAVIOR EVALUATION
16. BEHAVIOR PROGRESS
17. STAR CHART REPORT
18. REWARDS REPORT
19. TRAINING TABLE REPORT
20. POST-GAME MEAL REPORT
21. ACADEMIC COACHES REPORT
22. TRIP REPORT
23. BANQUET REPORT
24. PROJECT DIRECTOR'S REPORT

APPENDIX

Pop Warner Project Agreement
 Benefactor's
 Outline-Football/Basketball
 Reports