

# BASSETT

78

PALAMA SETTLEMENT  
810 N. VINEYARD BOULEVARD  
HONOLULU, HAWAII 96817

A BEHAVIOR MODIFICATION PROJECT

BASKETBALL 1978

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 NUMBERS</u>
STAFFING . . . . .	1-2
PAKOLEA GOALS & OBJECTIVES . . . . .	3-6
HOME VISIT REPORT. . . . .	7
PARTICIPANT'S DESCRIPTION. . . . .	8-24
TESTING REPORT . . . . .	25-28
LEARNING CENTER REPORT . . . . .	29
ACADEMIC PROGRESS. . . . .	30-53
CHEERLEADING TEAM REPORT	
(BANTAM "A"). . . . .	54
(BANTAM "B"). . . . .	55
MISS CHEERLEADER CHART . . . . .	56
BASKETBALL TEAM REPORT/EVALUATION	
(PEE WEE "A"). . . . .	57
(PEE WEE "B"). . . . .	58
(PEE WEE "C"). . . . .	59
(MIDGET "A"). . . . .	60-61
(MIDGET "B"). . . . .	62
(BANTAM "A"). . . . .	63
(BANTAM "B"). . . . .	64
SKILL PROGRESS . . . . .	65-80
BEHAVIOR ANALYST REPORTS	
(PEE WEE "A"). . . . .	81
(PEE WEE "B"). . . . .	82
(PEE WEE "C"). . . . .	83
(MIDGET "A"). . . . .	84
(MIDGET "B"). . . . .	85
(BANTAM "A"). . . . .	86
(BANTAM "B"). . . . .	87
REWARDS REPORT . . . . .	88
STAR CHART REPORT. . . . .	89-90
TRAINING TABLE REPORT. . . . .	91
PARENTAL INVOLVEMENT REPORT. . . . .	92
VOLUNTEER EVALUATION . . . . .	93
ACADEMIC COACHES EVALUATION. . . . .	94
BANQUET REPORT . . . . .	95

TABLE OF CONTENTS(Continued)

-2-

APPENDIX:

POP WARNER PROJECT AGREEMENT . . . . .	i
BENEFACTOR'S LIST . . . . .	ii
OUTLINE FOR FOOTBALL/BASKETBALL REPORTS . . . . .	iii



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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 9-15.

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 Exams  
Pre and Post - Physical Fitness Measures  
Strength  
Stamina  
Dexterity  
Weight - gain/loss  
Height Chart



## PAKOLEA-GOALS AND OBJECTIVES

-2-

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 games.

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-tested in the 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 athletics skills. (Most Improved player - each team.)
4. Achieves top objective skills total for each. (Top athlete.)
5. Mr. Football/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 completed 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 Pee Wees ages 9-11
- II Midgets ages 12-14
- III Bantams ages 14-16
- Jr. Bantams ages 13-15

Three team leaders and teams to collect and list.

Behavior known to works (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

-4-

METHODS: 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 measureable.

ASSIGNMENTS PAKOLEA 1977

PROJECT DIRECTOR - Overall project coordination and direction and supports.

LEARNING CENTER CHIEF - Coordination planning, instruction, supervision of testing. Program materials and with help supervisor of programming accuracy.

SOCIAL BEHAVIOR ANALYST/EACH TEAM - Prepare weekly social behavior target for each child and monitor. \*See 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

SBA

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.



HOME VISIT REPORT  
March 3, 1978

This year, I conducted twenty-five home visits with the parents of our clients. I was assigned follow-up reports on fourteen of those families and visited with another eleven families whose youngsters were new to the project. (Families whose youngsters were not participants in Pakolea football 1977.)

As expected, making contact with the families turned out to be an erratic experience for me. I tried my best to schedule appointments so that I wouldn't have to run all over the place.

As it turned out, certain families had their telephones disconnected making contact a hit and miss situation. A few of the parent's never seemed to be home during the holiday season. In addition to visiting with parents at their homes, I made appointments to meet with them at Palama Settlement or at their place of employment.

Overall, the families welcomed me and shared openly. A few hesitated when asked for a statement of their income, but an explanation on my part, eased their doubts.

I feel confident that our files are now up to date including insurance policy numbers, emergency releases, and emergency phone contacts, as well as other pertinent information.

PARTICIPANTS DESCRIPTION

1

This thirteen year old youngster who resides with her grandmother in the Kalihi area is currently attending Kalakaua Intermediate as an eighth grader. She is of Filipino ancestry and is the oldest in the family. Her grandmother is retired.

2

She is thirteen years old and an eighth grader at Kalakaua Intermediate. She is of Hawaiian ancestry and living at home with her parents in the Palama area. Her father is a musician and the mother is a teacher's aid.

3

She is twelve years old and a seventh grader at Central Intermediate. She is living at home with her mother, brother and sister. She is of Hawaiian, Chinese ancestry. The family are living in the Palama area and the mother works at H.C.A.P.

4

This twelve year old youngster who is of Hawaiian, Filipino, Caucasian extraction is currently attending Kaiulani Elementary School and is in the sixth grade. She resides with her parents in the Palama area and is the oldest child among five youngsters. The father is unemployed at the present time and her mother is a counter worker. She also has a younger brother in the program.

5

She is thirteen years old and an eighth grader at Kawananakoa Intermediate. She is of Caucasian background and living at home with her parents and brother. The home is situated in the Palama area. The mother is a housewife and the father is a labor foreman.

6

This youngster is an eleven year old fifth grader at Kaiulani Elementary, and is of Hawaiian, Irish, Filipino ancestry. She resides in Waipahu with her mother (a SCET worker at Lincoln School) and brother and sisters. She is the second child in a family of four.

7

This young lady is an eleven year old sixth grader at Liholiho Elementary. She is of Portuguese, Hawaiian, Caucasian ancestry and lives with her mother (a custodian) and younger brother in Kaimuki.

8

This young lady is a nine year old fourth grader at Kaiulani Elementary. She is the third child in a family of four, and lives in Mayor Wright Housing with their mother (a housewife).

10

This youngster is an eleven year old sixth grader at Kaiulani Elementary. She is Filipino, Hawaiian, Caucasian, and lives in Mayor Wright Housing with her mother (a housewife) and sisters and brothers. She is the third of eight children.

11

This young lady is a nine year old fourth grader at Likelike School. She is of Filipino, Hawaiian, Irish ancestry and lives with her adopted parents (her maternal grandparents both are retired) in the Palama area. She is an only child.

12

She is fourteen years old and a ninth grader at Kalaheo High School. She is of Japanese, Chinese, Caucasian background and living at home with her parents, brothers and one sister in the Kailua area. Both parents are social workers.

13

This youngster is a sixteen year old sophomore at Farrington High School. She is of Hawaiian, Chinese ancestry and resides in the Kalihi area in a foster-home with six foster brothers and sisters, of which she is the oldest. Her foster parents are in the field of social work.

14

This sixteen year old is of Puerto-Rican, Caucasian, Hawaiian ancestry. He is a tenth grader at McKinley High School. He lives with his auntie and four brothers and sister. His uncle is employed as a truck driver and his aunty is a housewife.

15

This young fifteen year old is of Samoan ancestry. He lives with his mother and one brother. His uncle works at Hawaii Regent.



16

This youngster's first year at Palama and he is of Filipino, Spanish and Portuguese ancestry. He is fifteen years of age and lives with his parents and one brother and one sister and a niece. His father works as a binder and finish worker and his mother is a housewife.

17

This twelve year old returnee is a seventh grader at St. Theresa's. He is the oldest of three children and lives with his father (an airline agent) and mother (a bank teller) in the Punchbowl area. He is Hawaiian, Chinese, Caucasian ancestry.

18

He is thirteen years old and an eighth grader at Central Intermediate. He is of Chinese, Hawaiian ancestry and living at home with his parents, sister, and brothers. The home is situated in the Kapalama area. The father is self employed as raising live stocks and the mother is a teller for Hawaiian Telephone Company.

19

This eleven year old youngster is a sixth grader at Likelike Elementary School. He resides in the lower Kalihi area with his parents and four brothers. He is of Filipino ancestry. His father is a carpenter and his mother is a housewife.

20

This eleven year old youngster is of cosmopolitan extraction. He is a sixth grader at Puuhala Elementary School and resides in the Kaneohe area with his parents, sister and brother. His father works as a newspaper pressman and his mother is a housewife.

21

This twelve year old youngster is a seventh grader at Central Intermediate School. He resides with his father, brother and sister in the Palama area. He is of Filipino ancestry. His father is a maintenance worker.

22

A twelve year old youngster of Filipino, Mexican extraction is currently attending Kalakaua Intermediate as a seventh grader. He resides in the Palama area with his parents and is the youngest in the family. Father is employed as a parts manager and mother is employed as a supervisor.

23

He is twelve years old and a seventh grader at Central Intermediate. He is Hawaiian, Filipino extraction. He is living at home with his mother, sister and brother in the Palama area.

24

This sixteen year old youngster is of Filipino ancestry and resides with his parents in the Ewa Beach area. He is the second of three brothers living at home. His father is employed as a janitor while his mother is employed as a food services personal at Pearl Harbor. This is his first project here at Palama and he is a tenth grader at Farrington High School.

25

He is fourteen years old and a ninth grader at Central Intermediate. He is of Black ancestry and living at home with his mother and brother. The home is situated in the Palama area.

26

This young man is a ninth grader at Central Intermediate and is of Filipino, Japanese ancestry. He lives in the Palama area with his father (a meat cutter) and mother (a maid) and is the youngest of three children.

27

This young man is a fourteen year old eighth grader at Central Intermediate. He is of Chinese ancestry and resides in Mayor Wright Housing with his parents (both restaurant workers) and is the third of five children.

28

This fourteen year old youngster was in a project here for two years, and is of Korean, Filipino ancestry. He is the third of six children residing with their mother (a housewife), in the Liliha area. He is a ninth grader at Central Intermediate.

29

This fifteen year old youngster is of Filipino ancestry and resides with his mother who is a homemaker and five brothers in the Liliha area. He is the eldest child in the family. This is his fourth project here at Palama. He is a tenth grader at McKinley High School.

30

This young man is a thirteen year old seventh grader at Kalakaua Intermediate. He resides in Mayor Wright Housing with his father (unemployed) and mother (a housewife). He is the second of three children and is of Hawaiian, Filipino ancestry.

31

He is eleven years old and a sixth grader at Likelike Elementary. He is of Cosmopolitan ancestry, living with his parents at home in the Palama area.

32

A fifth grader at St. Theresa's School, this ten year old resides in the Kapalama Heights area with his parents. Father is an electrician and his mother is employed as a bank teller.

33

This fifteen year old youngster is of Filipino ancestry and resides with his father in the Kalihi area. His father is employed at Schofield Barracks. This is his third project here at Palama. He is the fourth of six children and is a tenth grader at Farrington High School.

34

He is fourteen years old and a ninth grader at Central Intermediate. He is of Samoan, German ancestry and living at home with his mother, brother and sister. The home is situated in the Palama area. The mother is employed at Lani's World Travel Agency.

35

He is eleven years old and a fifth grader at Likelike Elementary. He is of Samoan ancestry and living at home with his auntie, uncle and cousins. The family's home is situated in the Palama area. The auntie works as a secretary at the state legislature.

36

This fifteen year old youngster lives with his parents and is of Filipino ancestry. This is his first year at Palama and resides with his five brothers and sister. His father works as a clerk.



37

An eleven year old youngster of Hawaiian, Chinese, Caucasian and Filipino extraction. He is currently attending St. Theresa's School and is in the sixth grade. He resides in the Liliha area with his parents. His father is employed as a dry wall taper and his mother is a food service worker. He is also the third oldest among four youngsters.

38

This fourteen year old youngster of part-Hawaiian ancestry resides with his foster-parents and five foster-brothers in the Kapahulu area. His foster-mother is employed as a social worker. This is his first project here at Palama.

39

This fourteen year old youngster is of Filipino ancestry and resides in the lower Kalihi area with his parents, a brother, a niece, and sister in-law. His father is retired and his mother is a housewife. He is a tenth grader at Farrington High School. This is his third project here at Palama.

40

This nine year old youngster is currently attending Kaiulani Elementary as a fourth grader. He resides in the Waianae area with his parents and is also the youngest in the family. Father is employed as a driver and mother is a teacher. He is also of Hawaiian, Chinese, extraction.

41

This fifteen year old youngster is of Filipino ancestry and resides with his mother who is a health care worker, a sister, a niece, and a brother in the Liliha area. This is his fourth project here at Palama. He is a ninth grader at Central Intermediate.

42

This fourteen year old youngster is a returnee for the second time in our Basketball project. He is of Filipino ancestry and is a ninth grader at Central Intermediate. He is the youngest of three children and they live in the Palama area with their mother ( a housewife).

43

This fifteen year old youngster of Japanese, Hawaiian ancestry resides with his parents, two sisters and two brothers in the Kuhio Park Terrace area. He is the oldest of the children. His father is unemployed and his mother is a homemaker. This is his second project here at Palama. He is a tenth grader at Farrington High School.

44

This fourteen year old youngster is of Chinese, Hawaiian ancestry. He lives with his parents in the Palama area and has one brother. His mother works as an adult supervisor at Likelike Elementary.

45

He is thirteen years old and a ninth grader at Central Intermediate. He is of Chinese, Hawaiian ancestry and living at home with his mother and step-father. The family lives in the Kalihi area.

46

This sixteen year old has been in this program three projects and lives with his parents, one brother and four foster-brothers. His mother works at Palama as a cook and his father is a houseparent.

47

This eleven year old youngster resides in the Kapahulu area with his parents, brother and four foster-brothers. He is of Caucasian ancestry and is a sixth grader at Likelike Elementary. His parents are employed as houseparents.

48

This ten year old youngster is of Hawaiian ancestry. He is a sixth grader at Kalihi Elementary and resides in the upper Kalihi area with his mother and two brothers. His mother works at the Navy Exchange.

49

This fourteen year old youngster is of Portuguese, Hawaiian ancestry and resides with his parents, three sisters, and a brother in the Palama area. His father is employed as a sanitation engineer and his mother is a homemaker. This is his fourth project here at Palama. He is a ninth grader at Kalakaua Intermediate.

50

This twelve year old youngster is a seventh grader at Kalakaua Intermediate. He resides with his parents, three sisters and a brother in the lower Kalihi area. He is of German, Hawaiian, Portuguese, extraction. His father is a refuse worker with the City and his mother is a housewife.

51

He is currently eleven years old and a fifth grader at Kaiulani School. He is of Hawaiian, Caucasian and Filipino extraction and is the third oldest among five youngsters. He resides with his father, who is unemployed, and his mother is a counter worker in the Palama area.

52

This twelve year old veteran to our program is a seventh grader at Central Intermediate. He is of Portuguese, Hawaiian, German, Puerto-Rican ancestry and resides in the Palama area with his mother (a child care attendant) brother, sister, auntie and cousin. He is the youngest child.

53

This sixteen year old is of Hawaiian, Chinese ancestry and lives with his parents and sister and one brother. His father is a construction worker and his mother is a housewife.

54

This young man is a fourteen year old eighth grader at Kalakaua Intermediate. He is of Hawaiian, Chinese, Caucasian ancestry and resides in the Palama area with his father (a process operator for Standard Oil) and mother (an X-Ray assistant for Kuakini Hospital). He is the youngest of four children at home.

55

This fifteen year old youngster of Hawaiian ancestry resides with his mother, a brother and sister, in the Mayor Wright Housing area. He is the eldest child in the family. His mother is a homemaker. This is his second project here at Palama. He is a tenth grader at McKinley High School.

56

This twelve year old youngster resides in the Waimanalo area with his parents, three brothers and two sisters. He is a seventh grader at Cathedral School, and is of Hawaiian, Chinese, Caucasian ancestry. His father is a fireman and his mother is a housewife.

57

This eleven year old youngster is a sixth grader at Cathedral School. He resides with his parents, three brothers and two sisters in the Waimanalo area. He is of Hawaiian, Chinese, Caucasian extraction. His father is a fireman and his mother is a housewife.

58

This sixteen year old has played for Palama before and lives with his mother and one brother in the Palama area. His mother is unemployed and he has no father.

59

This eleven year old youngster is of Hawaiian ancestry. He is a sixth grader at Likelike Elementary and resides with his mother and two brothers in the Palama area. His mother is a housewife.

60

He is thirteen years old and an eighth grader at Central Intermediate. He is of part-Caucasian, Filipino ancestry and living at home with his parents. The home is situated in the Kalihi Kai area. The father is employed as a truck driver and the mother as a hotel maid.

61

This sixteen year old played at Palama one year and he lives with his auntie and two brothers and four cousins. He is of Samoan ancestry and lives in the Palama area. His uncle works as a construction worker.

62

This twelve year old youngster is of Caucasian, Chinese, Japanese extraction. He is a seventh grader at Kailua Intermediate and lives in the Kailua area with his parents, two brothers and two sisters. His parents are social workers.

63

A nine year old youngster of Caucasian and Filipino extraction. He is currently in the third grade at Kalihi-Kai Elementary and resides in the Kalihi area with his parents. He is also the youngest among a brother and a sister. His father has his own business and his mother is working in sales.

64

This eleven year old youngster is a sixth grader at Kaiulani Elementary. He resides in the Palama area with his parents, three brothers, sister and cousin. He is of Cosmopolitan extraction. His father is unemployed and his mother is a housewife.

65

This ten year old youngster resides in the Palama area with his parents and two sisters. He is of Hawaiian, Chinese, Portuguese extraction and is a sixth grader at Maryknoll School. His father is a fireman and his mother works part-time as a clerk-typist.

66

Of Chinese extraction, this twelve year old youngster is attending Central Intermediate as a seventh grader. He resides in the Palama area with his mother and is also the youngest in the family. His mother is employed as a waitress.

67

This fifteen year old is of Samoan ancestry and lives with his parents and four brothers and one sister, in the Palama area. His father is presently unemployed and his mother is a housewife.



68

He is fourteen years old and an eighth grader at Central Intermediate. He is of Samoan ancestry and living at home with his sisters, brothers and parents. The home is situated in Palama area. The mother is a housewife and the father is a dish washer at the Polynesian Palace.

69

This fifteen year old has played his second year at Palama. He is of Samoan ancestry and lives with his parents and three brothers and three sisters in the Palama area. His father works at Polynesian Palace and his mother is a housewife.

70

He is thirteen years old and an eighth grader at Central Intermediate. He is of Hawaiian ancestry and living at home with his parents. The home is situated in the Palama area. The mother is a housewife and the father is a bus driver.

71

This fifteen year old youngster is of Black, Hawaiian ancestry. This is his second year at Palama. He lives with his parents and sister in the Waianae area. His father is a labor foreman and his mother is a waitress.

72

This twelve year old youngster resides in the Palama area with his parents and two brothers. He is of Hawaiian, Filipino extraction and is a seventh grader at Central Intermediate. His father is a bus operator and his mother is a housewife.

73

This thirteen year old youngster is in the eighth grade at Kalakaua Intermediate. He is of Japanese ancestry and lives in the Aiea area with his father (a warehouse manager), his mother (a credit union manager), an older brother and younger sister.

74

Of Samoan extraction he is an eleven year old youngster attending Kaiulani Elementary as a sixth grader. He is in the middle between a brother and sister and resides with his mother in the Palama area. His mother is employed by Burger King.

75

This young man is a thirteen year old eighth grader at Central Intermediate. He is of Filipino ancestry and lives in the Palama area with his parents (both are custodians) and is the third of eight children.

76

This fourteen year old youngster is of Filipino ancestry and resides in the Aiea area with his parents and four older brothers. His father is employed as a cook and his mother is employed as a cashier. He is a tenth grader at Aiea High School.

77

This thirteen year old youngster has been in four previous projects. He is Hawaiian, Japanese and is an eighth grader at Kamehameha Schools. He is the oldest of three children and they live in Kaneohe area with their parents. The father is a fireman and his mother is a secretary.

78

This thirteen year old youngster is of Chinese, Hawaiian ancestry and resides with his mother and brother in the Mayor Wright Housing area. He is the eldest child in the family and is an eighth grader at Central Intermediate. His mother is a homemaker. This is his fifth project here at Palama.

79

He is twelve years old and a seventh grader at Central Intermediate. He is of Part-Hawaiian, Chinese ancestry, living at home with his uncle and auntie in the Palama area. Uncle is employed by a moving company.

80

A fourth grader at Maryknoll School, this nine year old youngster resides with his mother in the McCully area. He is the oldest and his mother is employed as a pantry worker. He is also of Japanese ancestry.

81

This fifteen year old youngster is of Samoan ancestry and lives in the Mayor Wright Housing area with his parents and two sisters. His father is employed as a counselor and his mother is working at Holiday Inn. This is his first year at Palama. He is a tenth grader at McKinley High School.

82

This eleven year old youngster resides with his mother and two brothers in the lower Kalihi area. He is of Cosmopolitan extraction and is a sixth grader at Kalihi Kai Elementary. His mother is employed as a business service representative.

83

This youngster is a thirteen year old eighth grader at Kawananaoka Intermediate. He is Filipino, Hawaiian, Caucasian ancestry and lives in the Kaneohe area with his father (a teacher), and mother (a personel manager), and is the second of three children.

84

He is thirteen years old and a ninth grader at Kawananaoka Intermediate. He is of Caucasian, Filipino, Hawaiian extraction and living at home with his parents. The home is situated in the Kapalama Heights area. His mother is a housewife and his father is a real estate salesman and a travel agent.

85

This fifteen year old is of Chinese, Spanish, Filipino, Hawaiian ancestry. He lives with his parents and has no other brother or sister. His father works as a painter and his mother is a housewife.

86

This fourteen year old youngster is of Samoan ancestry and resides with his parents in the Lanakila area. He is the fourth of five children. His parents are unemployed. He is a ninth grader at Kalakaua Intermediate.

87

He is the youngest boy in the family at nine years of age and also has an older brother in the project. He resides in the Palama area with his father and mother. His father is a laborer and his mother is employed as a clerk. He is of Hawaiian, Chinese ancestry and is a fourth grader at Likelike Elementary.

88

Of Hawaiian, Chinese extraction, this eleven year old youngster is attending Likelike Elementary as a sixth grader. He is the third oldest of four children. He resides with his parents in the Palama area. His father is a laborer and his mother is a clerk.

89

He is thirteen years old and an eighth grader at Central Intermediate. He is of Filipino ancestry and living at home with his parents. The mother is a janitress and the father is a merchant marine. The home is situated in the Palama area.

90

This twelve year old youngster is of Hawaiian, Filipino, Caucasian extraction and is currently attending Central Intermediate as a seventh grader. He resides in the Palama area with his mother and is the third oldest among four youngsters. Mother is a housewife.

91

This eleven year old youngster is of Samoan ancestry. He is a sixth grader at Kaiulani Elementary and resides in the Palama area with his parents, four brothers and two sisters. His father is an employee of Dohrmann and his mother is a housewife.

92

This fourteen year old is of Filipino ancestry and resides in the lower Kalihi area with his parents, two sisters and a brother. His father is employed by the Honolulu Police Department, while his mother works for the Chinese old folks home. This is his second project here at Palama. He is a ninth grader at Kalakaua Intermediate.

93

This young man is a fourteen year old eighth grader at Kalakaua Intermediate. He is the second of four children and is of Puerto-Rican, Hawaiian ancestry. He lives in the Kapalama area with his father who is unemployed and mother who is a housewife.

94

Of Hawaiian, Caucasian extraction, he is currently attending Kauluwela Elementary as a fifth grader. This ten year old youngster resides with his parents in the Palama area and is in the middle of a sister and brother. His father is employed as a labor foreman and his mother is a housewife. He also has an older sister in the project.

95

This twelve year old youngster is of Cosmopolitan extraction. He is a seventh grader at Kamehameha Schools, and resides in the Palama area with his parents, grandmother, aunty, cousin and brother. His father is a financial counselor and his mother works at Duty Free.

96

A ten year old youngster of Hawaiian, Chinese, Caucasian ancestry. He is a fifth grader at Kaiulani Elementary. He is in the middle of a brother and sister and resides with his parents in the Palama area. His father is a truck driver and his mother is employed as a clerk-typist. He also has an older brother in the program.

97

This eleven year old youngster is a sixth grader at Kaiulani Elementary. He is of Hawaiian, Caucasian, Chinese extraction. He resides in Palama area with his parents, a brother and a sister. His father is employed at Roller World and his mother is a clerk/typist.

98

This fifteen year old is of Hawaiian, Chinese, Filipino ancestry. He lives with his brother and mother. His mother works as a waitress.

99

This sixteen year old youngster is of Samoan ancestry and lives with his parents and three brothers and three sisters in the Palama area. His father is presently unemployed and his mother is a housewife.

100

He is thirteen years old and an eighth grader at Kalakaua Intermediate. He is of Samoan ancestry and living at home with his brothers, sister and parents. The home is situated in the Lanakila area.

101

This thirteen year old youngster is of Puerto-Rican ancestry and resides with his mother, a sister and a niece in the Mayor Wright Housing area. His mother is a homemaker. This is his fourth project at Palama, and he is now attending Central Intermediate in the ninth grade.



102

He is thirteen years old and an eighth grader at Waipahu Intermediate. He is of Samoan, Portuguese extraction and living at home with his parents, sisters and brother. The home is in the Waipahu area. Father is a manager for Pacific Laundry, while his mother is a housewife.

103

This fifteen year old who is of Japanese, Hawaiian, Spanish extraction, lives with his parents and one sister. His father is a seaman and his mother is a janitress.

104

This sixteen year old is of Hawaiian, Japanese ancestry and lives with his parents, two brothers and one sister. His father works at the State Labor Department and his mother works at Nishi Catering.

105

He is thirteen years old and an eighth grader at Dole Intermediate. He is of Samoan ancestry and living at home with his parents, sister and brother. The home is situated in the Kalihi Valley area.

106

This eleven year old youngster is in the sixth grade at Likelike Elementary. He resides with his mother, four sisters and brother in the Palama area. He is of Samoan ancestry. His mother is in maintenance work.

107

Of Filipino, Puerto-Rican extraction, this eleven year old youngster is currently attending Kaiulani Elementary and is in the sixth grade. He resides in the Palama area with his mother who is a legal secretary. He is also the youngest and has an older brother in the project.

108

This fifteen year old youngster is of Puerto-Rican, Filipino ancestry and resides with his mother and three brothers in the Palama area. His mother is employed as a legal secretary. This is his second year in the project and he is a tenth grader at McKinley High School.

109

This youngster is currently twelve years of age and is attending Central Intermediate as a seventh grader. He is of part-Hawaiian extraction and resides with his mother in the Palama area. His mother is employed at Lanakila Crafts. This youngster is an only child.

110

This fifteen year old youngster is of Filipino ancestry and resides with his mother and step-father in the Aiea area. His step-father is employed as a manifold operator and his mother is an instructor at a local community college. This is his second project at Palama. He is a tenth grader at Aiea High School.

111

This ten year old youngster is currently attending Likelike Elementary as a fifth grader. He is living in the Palama area with his parents and is the youngest in the family. Father is employed at the House of Chee and his mother is a cannery worker. This youngster is of Chinese ancestry.

112

This twelve year old youngster resides with his mother and four sisters in the Palama area. He is of Hawaiian, Chinese extraction and is a seventh grader at Central Intermediate. His mother is a housewife.

113

This young man is a thirteen year old eighth grader at Kalakaua Intermediate. He is Chinese, Hawaiian, Caucasian and resides in the Kalihi area with his step-father (a city refuse worker), and mother a housewife). He is the oldest of five children.

# TESTING REPORT

In this basketball project there were 113 youngsters involved. Their ages ranged between 9-16 and were composed of 100 boys and 13 girls. These youngsters were broken down into the following:

40 youngsters ages 9-12 divided among three pee wee teams.

27 youngsters ages 12-14 divided into two midget teams.

33 youngsters ages 14-16 divided between two bantam teams.

13 cheerleaders ages 9-15

The testing procedure involved administering the California Achievement Test levels 3, 4, and 5, to the youngsters. For the majority of pee wee players, level 3 tests were used, for the midgets level 4, and for the bantams level 5. The cheerleaders varied by age. In all cases a pre and post tests were administered to determine growth.

The results of the testing by teams are the following:

## PEE WEE "A" (13 youngsters)

Average grade level increase- - - 1.43  
 Average grade level (post-test) - 8.47  
 Median increase - - - - - 1.2  
 Median grade level (post-test)- - 7.7  
 Range of change- - - - + .2 to +4.1  
 Number showing increase- - - - 13  
 Number showing no gain - - - - 0

## PEE WEE "B" (15 youngsters)

Average grade level increase- - - 1.26  
 Average grade level (post-test) - 6.46  
 Median increase - - - - - 1.0  
 Median grade level (post-test)- - 6.3  
 Range of change- - - - + .3 to +4.4  
 Number showing increase- - - - 13  
 Number showing no gain - - - - 2

## PEE WEE "C" (12 youngsters)

Average grade level increase- - - .41  
 Average grade level (post-test) - 4.65  
 Median increase - - - - - +.2  
 Median grade level (post-test)- - 5.0  
 Range of change- - - - -1.7 to +1.1  
 Number showing increase- - - - 8  
 Number showing no gain - - - - 4

## MIDGET "A" (12 youngsters)

Average grade level increase- - - 1.5  
 Average grade level (post-test) - 8.81  
 Median increase - - - - - 1.1  
 Median grade level (post-test)- - 8.9  
 Range of change- - - - - +.4 to+3.6  
 Number showing increase- - - - - 13  
 Number showing no gain - - - - - 0

## MIDGET "B" (14 youngsters)

Average grade level increase- - - 1.0  
 Average grade level (post-test) - 8.37  
 Median increase - - - - - .9  
 Median grade level (post-test)- - 7.4  
 Range of change- - - - - -.5 to+3.0  
 Number showing increase- - - - - 11  
 Number showing no gain - - - - - 3

## BANTAM "A" (17 boys and 6 cheerleaders)

Average grade level increase (boys) - 1.65  
 Average grade level increase (cheerleaders) - 1.55  
 Average grade level increase (total) - 1.62  
 Average grade level (boys) - 10.3  
 Average grade level (cheerleaders) - 9.9  
 Average grade level (total) - 10.2  
 Median increase - 1.2  
 Median grade level - 9.8  
 Range of change - -.2 to +3.8  
 Number showing increase - 22  
 Number showing no gain - 1

## BANTAM "B" (16 boys and 7 cheerleaders)

Average grade level increase (boys) - 1.3  
 Average grade level increase (cheerleaders) - 1.08  
 Average grade level increase (total) - 1.24  
 Average grade level (boys) - 9.82  
 Average grade level (cheerleaders) - 5.9  
 Average grade level (total) - 8.6  
 Median increase - .9  
 Median grade level - 8.5  
 Range of change - -1.2 to + 3.8  
 Number showing increase - 15  
 Number showing no gain - 8

The test results indicate a higher degree of increase were attained by the three "A" teams. Of the total of 49 youngsters on the "A" teams, only one youngster failed to achieve some level of increase. This is a 97 percent level of success. This level of success is partially due to the higher level of motivation on the "A" teams with their greater probability of going on to the mainland. Conversely the lack of a high level of increase and the larger number of no gains among the "B" teams can to some extent be attributed to the lack of motivation in regards to earning an opportunity to travel.

For the project as a whole, 95 youngsters registered some level of increase over the 8 week period that work was done. Eighteen youngsters failed to show any gain in the final test. This represents 84 percent success in attaining some level of increase.

For the project as a whole, the average grade level of increase totaled out to be 1.25. This is line with the goal of one grade level set for the program. In specific terms 66 of the 113 youngsters in the program, achieved the personal goal of getting a one grade level increase or better. This represents 58.4 percent of the youngsters in the project. This all indicates that the project is succeeding in attaining its goals.

In looking over the test results, a brief examination is being made here in looking at youngsters who are returness and those that are new to this project. Returnees are defined as those youngsters who participated in the math program in the 1977 football season and returned to play basketball. New are those youngsters who have not been involved in the math project from the 1977 football season. There were 60 new youngsters in the program and of these 54 registered a gain, while 6 showed no gain. Taken as a whole this group by itself averaged a 1.5 grade level increase. If you examine only the gainers this average increased to 1.6. Of this group 90 percent attained some level of increase.

In contrast to the new youngsters are the returnees. There were 53 returnees. Of these, 41 or 77 percent showed some level of increase while 12 or 23 percent showed no gain. The average increase averaged out to be .97. In averaging only the gainers, this average rose to 1.2.



This lack of increase can partially be attributed to the fact that the previous exposure in the program, increase the youngsters level of math proficiency to where it is more difficult to attain dramatic levels of increase. The easier errors having already been covered in the previous project, the material now involves a greater degree difficulty. This required more time and work so that given the same amount of time, less material was covered.

In summarizing the testing results, I conclude that this project has done what it has set out to do. That given a certain amount of time with the proper motivation, a one grade level increase can be attained by the youngsters in the program.

Summary: Total project (113 youngsters)

Average overall increase - 1.25

Number showing increase - 95 or 84 percent

Number showing no gain - 18 or 16 percent

Number showing one grade level increase or better -  
66 or 58 percent

### LEARNING CENTER REPORT

This project saw the establishment of two Learning Centers to accomodate the youngsters in the program. The primary Learning Center was set up in Rath Auditorium with the addition of new lights, carpentry, desk and chairs. The Center served the needs of the pee wee's, midget's, and cheerleaders, during the afternoon hours of 3 to 6 p.m. In the evenings, this Center served the midgets and bantams. This meant that the primary Center serviced 70 youngsters in the afternoons and 60 youngsters in the evenings. The secondary Learning Center was set up in the second floor of the Community Services building. This Center was used by the bantams during the afternoon hours so as not to over tax the primary Center. This secondary Center serviced 33 youngsters between 3 to 6 p.m.

The establishment of two Centers made it necessary to split the material resources available. While there were some materials in short supply, overall, the quantity of materials were adequate and there were no major problems with sufficiency of materials. This I believe is due to the fact of the daily staggered practice schedule which placed the youngsters in the Learning Center at different times and not all at any given time.

For the most part the materials were on target and suitable for our need. The only two areas that could be improved upon are the created materials in which revisions would make the materials more effective. These revisions should take the form of more explanations and examples as to how to do the problems instead of strictly giving problems. A short section on how to would improve efficiency. The other area of improvement is in the expansion of materials in the area of algebra. Right now we are limited to two tests. More variety and a programmed approach to giving work in developing algebra skills would prove immensely helpful to programmers and youngsters who are beyond one continuum.

The programming for the most part was very well done. We have now achieved a level of efficiency with our catalog and continuum that makes it possible for our programs to be effective with minimum supervision. Once the concept is taught in regards to how to program, the program for the youngsters should follow a pattern that will afford him the optimum opportunity to increase his math skills.

ACADEMIC PROGRESS

1

Pre-Test	Post-Test	Test Increase
9.0	9.4	+ .4

Materials used were Skills and Patterns, Discovery and Structure, Success with Math, I, S, M, Spectrum Series, and Patterns and Discovery. This youngster averaged 723 points per week doing bonus work. This individual had problems in computation, angles and measurements. She made scholar every week during the entire project. A returnee to Palama, this young lady showed her ability as a hard worker. In learning center, she was a conscientious worker and never hesitated about learning new concept areas.

2

Pre-Test	Post-Test	Test Increase
8.2	10.6	+2.4

She mainly used the Spectrum Series, Success with Math, Essentials of Arithmetic, Skills and Patterns and originally created staff materials. During the eight weeks project, she averaged 684 points a week. She worked very hard and deserves every bit of praise. She was a very calm and excellent person.

3

Pre-Test	Post-Test	Test Increase
7.7	9.1	+1.4

She used the Spectrum Series, Essentials of Arithmetic, I, S, M, Discovery and Structure, and originally created staff materials. During the eight weeks project, she averaged 590 points per week. She made scholar seven out of eight weeks. As the project progressed, she worked on bettering herself both academically and behavior wise.

4

Pre-Test	Post-Test	Test Increase
6.1	7.9	+1.8

Materials used were Lennes, Success with Math, Skills and Patterns, Discovery and Structure and originally created staff materials. This youngster averaged 452 points per week doing bonus work. This youngster made scholar four times throughout the project. She showed great interest in her academic work and had a good grasp on most concept areas.

5

Pre-Test	Post-Test	Test Increase
8.4	9.0	+ .6

She used the Spectrum Series, Essentials of Arithmetic, I, S, M, Skills and Patterns and originally created staff materials. She also averaged 429 bonus points per week during the project. She put in a lot of bonus work, as a result she became one of the top scholars.

6

Pre-Test	Post-Test	Test Increase
4.8	7.1	+2.3

Materials used were Spectrum Math Series, Essentials of Arithmetic, ISM, and "compiled staff materials". She averaged about 710 points a week doing bonus work. This youngster made scholar six weeks out of the entire eight week program. She put in a lot of time in the learning center and did well most of the time.

7

Pre-Test	Post-Test	Test Increase
4.6	3.4	-1.2

Essentials of Arithmetic, Spectrum Math Series, ISM Series, and compiled staff material were the materials this youngster used. She averaged about 441 points a week doing bonus work. She also made scholar six weeks out of the entire program. This youngster tried very hard and was no quitter. Because of her being such a slow worker, she couldn't cover many areas.

8

Pre-Test	Post-Test	Test Increase
4.7	5.8	+1.1

Materials used were Essentials of Arithmetic, Spectrum Math Series, ISM Series, and compiled staff materials. This young lady averaged about 875 points a week doing bonus work. She made scholar seven weeks out of the entire eight weeks. Because she wanted to make scholar of the week and cheerleader of the week, this youngster put in a lot of time and worked hard in the learning center.

9

Pre-Test	Post-Test	Test Increase
6.1	5.8	-.3

Materials used were Essentials of Arithmetic, Spectrum Math Series, ISM Series, and compiled staff materials. She averaged about 629 points a week doing bonus work. She also made scholar seven weeks out of the eight week program. Spent a lot of time in the learning center, her attitude towards doing harder work has really been for the better.

10

Pre-Test	Post-Test	Test Increase
5.1	5.7	+.6

Materials used for this youngster were Essentials of Arithmetic, Spectrum Math Series, ISM Series, and compiled staff materials. This young lady averaged about 821 points a week doing bonus work. This youngster made scholar seven weeks out of the entire eight week program. She put in a lot of work in the learning center.

11

Pre-Test	Post-Test	Test Increase
3.2	3.5	-.3

Essentials of Arithmetic, Spectrum Math Series, Sullivan Math Series, and compiled staff materials were the materials used. She averaged 711 points a week doing bonus work. Made scholar six weeks out of the eight week program. She tried very hard and now knows most of her times table.

12

Pre-Test	Post-Test	Test Increase
10.9	13.6	+2.7

She mainly used the Spectrum Series, Essentials of Arithmetic, Modern Algebra, Discovery and Structure and originally created staff materials. During the eight weeks, she averaged 410 points per week. She was one of the youngsters who made scholar throughout the entire eight weeks. She is very smart, a good student and a good leader.

13

Pre-Test	Post-Test	Test Increase
6.7	10.0	+3.3

Materials used were Essentials of Arithmetic, Spectrum Series, ISM Series and compiled staff materials. She averaged 423 a week. Made scholar seven out of eight weeks. She did well most of the time and rushed to make scholar at the last moment because she knew she could do the work.



14

Pre-Test	Post-Test	Test Increase
8.9	11.3	+2.4

Using Skills and Patterns, Spectrum Series, Essentials of Arithmetic and other staff made materials. His weekly average was 390 points. This young man worked hard as indicated in his test results. He made scholar every week during this project. He has worked hard and had to learn more about how to study. He learned fast and likes to be praised about his performance.

15

Pre-Test	Post-Test	Test Increase
6.7	8.0	+1.3

Used ISM Series, Spectrum Series, Lennes, and staff made materials. He had a bonus average of 531 points per week. This lad made scholar eight out of eight times. This young man has good work habits. He likes to learn and is very helpful towards others. One thing to watch for is a drop in his self confidence. He needs to be encouraged and supported right away.

16

Pre-Test	Post-Test	Test Increase
12.7	13.6	+1.1

Spectrum Series, Skills and Patterns, Modern Algebra I, was the materials used for this youngster. He did an average of 435 bonus points per week. He made scholar six out of eight weeks. This lad is very good to work with and very dependable.

17

Pre-Test	Post-Test	Test Increase
7.8	7.3	-.5

Used Lennes, Spectrum Series and ISM Series for this young man. He did not do any bonus work at all. This youngster was very difficult to motivate which resulted in his inability to complete his work on three occasions. This was due to the fact that he was in the project to please his parents rather than for himself.

18

Pre-Test	Post-Test	Test Increase
8.4	10.3	+1.9

He used Spectrum Series, ISM Series, Essentials of Arithmetic, Skills and Patterns, Discovery and Structure, and originally created staff materials. He averaged 314 points per week during the eight week project. Out of eight possible scholars, he made scholar five times in the row. The test results proved that he put his heart and his head in his work.

19

Pre-Test	Post-Test	Test Increase
6.9	8.2	+1.3

His assignments came primarily from the Spectrum Series, Lennes, ISM, and staff created materials. This youngster averaged 545 points per week. He earned scholar of the week honors a perfect eight out of eight times. He is bright, hard working youngster who produced a lot of work this project. He carry with him a feeling of confidence in his ability to do academic work.

20

Pre-Test	Post-Test	Test Increase
7.1	9.3	+2.2

He worked primarily with the Spectrum Series, Essentials of Arithmetic and staff created materials. This youngster did an average of 346 bonus points per week. He earned scholar of the week honors five times. He is a bright young man who is capable of learning on his own. He is independent, well mannered and the future looks good for this academically oriented youngster.

21

Pre-Test	Post-Test	Test Increase
3.9	4.7	+0.8

He worked with the Spectrum Series, Essentials of Arithmetic, ISM, and staff created materials. He did an average of 219 bonus points per week. He earned scholar of the week honors two out of eight weeks. He has the ability to sit for a period of time and work on his own.

22

Pre-Test	Post-Test	Test Increase
3.9	4.7	+.8

Materials used were Spectrum Series, Success with Math, ISM, Essentials of Arithmetic, and Skills and Patterns. This youngster averaged 277 points per week on bonus work. This youngster achieved scholar of the week six out of eight times. This youngster has shown the ability to think clearly and was a fairly hard worker.

23

Pre-Test	Post-Test	Test Increase
4.4	4.7	+.3

He used the Spectrum Series, Essentials of Arithmetic, Success with Math, ISM, and originally created staff materials. During the eight week project, he averaged 388 points a week. He made scholar seven times. He worked really hard in the learning center. He made scholar seven times, a true indication of his hard work.

24

Pre-Test	Post-Test	Test Increase
10.0	13.0	+3.0

The majority of assignments for this youngster was from the Spectrum, Lennes and ISM Series. He averaged 150 points per week. He achieved the level of scholar three times during the project. His production was erratic depending on how he felt. Contented to complete the bare minimum.

25

Pre-Test	Post-Test	Test Increase
5.3	6.0	+.7

He used the Essentials of Arithmetic, Success with Math, Patterns and Discovery, ISM, and Skills and Patterns. He averaged 203 points per week. He made scholar twice. His behavior has changed a great deal since previous projects. He can improve with his academics if he puts his mind to it.

26

Pre-Test	Post-Test	Test Increase
6.5	7.2	+.7

Spectrum Math Series, ISM, Lennes, Essentials of Arithmetic, Individualizing Mathematics Series and the staffs original materials were the materials used. This young man averaged about 313 points per week. He also made scholar four weeks during the project. His work was always neat and thorough.

27

Pre-Test	Post-Test	Test Increase
11.0	13.6	+2.6

Materials used were Spectrum Math, ISM, Lennes, Essentials of Arithmetic, Individualizing Mathematics Series and the staff's original materials. This young man averaged about 685 bonus points per week. He also made scholar throughout the entire eight week program. He was a go-getter, with little explanation he completed his work.

28

Pre-Test	Post-Test	Test Increase
7.2	7.4	+.2

Materials like Spectrum Math, ISM, Lennes, Essentials of Arithmetic, Individualizing Mathematics Series and staff original materials were used for this youngster. He averaged 499 points per week and made scholar seven weeks out of the entire eight week program. With encouragement and attention, this youngster really worked hard in the learning center.

29

Pre-Test	Post-Test	Test Increase
9.2	9.1	-.1

The majority of assignments for this youngster came from the Lennes and Spectrum Series. He averaged over 225 bonus points per week. He achieved scholar four times during the project. Performance was very erratic. He would really apply himself to his assignments, while at times he would just sit around and disturb others.

30

Pre-Test	Post-Test	Test Increase
5.6	6.3	+.7

Materials used were Spectrum Math, ISM, Lennes, Essentials of Arithmetic, Individualizing Mathematics and staff original materials. This young man averaged 157 points a week doing bonus work. He made scholar one time out of eight weeks. The help and encouragement was there, he continued trying hard in learning center.

31

Pre-Test	Post-Test	Test Increase
5.0	6.3	+1.3

He used the Essentials of Arithmetic, Spectrum Series, Success with Math and ISM. He averaged 653 points per week. He made scholar five times. He was assigned very difficult work and he tired his best to do it.

32

Pre-Test	Post-Test	Test Increase
5.6	6.3	+0.7

Spectrum Series, Essentials of Arithmetic, Skills and Patterns and originally created staff materials were used. This youngster did very well Averaging 180 points a week. During the project he achieved scholar twice. He displayed a lack of interest in the area of bonus work.

33

Pre-Test	Post-Test	Test Increase
6.7	7.9	+1.2

Assignments for this youngster came from the Lennes, Spectrum and ISM Series. He did a very minimal amount of bonus work averaging 100 points per week. He was able to achieve the level of scholar twice. He seemed interested in playing basketball more than doing his academic work.

34

Pre-Test	Post-Test	Test Increase
8.3	11.9	+3.6

He practically used all of the materials available. Essential of Arithmetic, Spectrum Series, ISM, Success with Math, and staff created materials. He averaged 661 points per week, and made eight straight scholars for the entire project. He proven himself as an ideal student, by being very conscientious.

35

Pre-Test	Post-Test	Test Increase
2.5	3.5	+1.0

He used Spectrum Series, Lennes, Skills and Patterns, ISM, and originally created staff materials. He averaged 366 points per week. He made scholar of the week four times. The academic work he was doing were definitely there. He showed great promise for the future.

36

Pre-Test	Post-Test	Test Increase
7.2	8.5	+1.3

Spectrum Series, Lennes, ISM, and staff made materials were used for this youngster. He averaged 226 points per week. He made scholar seven out of eight weeks. Very well mannered and good natured.



37

Pre-Test	Post-Test	Test Increase
6.2	6.4	+2

Materials used were Spectrum Series, Lennes and originally created staff materials. This youngster did very little bonus work and averaged only 216 points per week. He made scholar of the week honors twice during the project. He is capable of doing a lot more work but spends his time socializing with others.

38

Pre-Test	Post-Test	Test Increase
6.3	8.6	+2.3

Almost all of the things this youngster did came from the Lennes and Spectrum Series. He averaged about 220 points per week. He achieved the level of scholar twice. He started out slowly, but settled down toward the end achieving scholar the last two weeks of the project.

39

Pre-Test	Post-Test	Test Increase
9.8	10.4	+6

The materials assigned to this youngster was from the Lennes, and Spectrum Series, averaging over 400 bonus points. He also achieved the level of scholar seven times out of eight weeks. He was eager to learn and was quick to learn.

40

Pre-Test	Post-Test	Test Increase
4.8	4.8	0

Materials used were Essentials of Arithmetic, Spectrum Series, ISM, Success with Math and originally created staff materials. He attained scholar of the week honors three times out of eight weeks. He averaged 202 points doing bonus materials. Had some problems in the areas of problem solving, length and weight measurements.

41

Pre-Test	Post-Test	Test Increase
10.1	13.6	+3.5

The majority of assignments for this youngster came from the ISM and Lennes Series. He didn't do much bonus, averaged 40 points throughout the project. He did not make scholar during the whole season. Showed little motivation in doing his academic work, but was one of the stars on the team.

42

Pre-Test	Post-Test	Test Increase
10.1	11.2	+1.1

Materials used for this youngster were Spectrum Math, ISM, Lennes, Essentials of Arithmetic, Individualizing Mathematics Series, and the original staff materials. This young man averaged 138 points. Made scholar once out of eight weeks. Was a quiet worker and had no difficulty in completing his assignments.

43

Pre-Test	Post-Test	Test Increase
8.5	10.5	+2.0

The majority of work assigned to this youngster was from the Lennes, Spectrum and ISM material. He averaged 175 bonus points and achieved the level of scholar three times. Was quite erratic in doing his work.

44

Pre-Test	Post-Test	Test Increase
9.8	13.6	+3.8

Assignments were from Modern Algebra I, Lennes and Spectrum Series. Did a lot of bonus work averaging 300 points per week. Made scholar six time out of eight weeks. Very intelligent youngster, a hard worker and very pleasant to work with.

45

Pre-Test	Post-Test	Test Increase
6.3	8.9	+2.6

He used the Lennes, ISM, Spectrum Series, Skills and Patterns and original staff materials. During the whole project, he averaged 418 points. He made scholar five time out of eight weeks. He never neglected his learning center assignments.

46

Pre-Test	Post-Test	Test Increase
6.3	6.1	-.2

Spectrum Series, Lennes, ISM, and other staff made materials were used for this youngster. He did an average of 338 points per week and made scholar seven times out of eight weeks. Needs to build more confidence in himself.

47

Pre-Test	Post-Test	Test Increase
6.2	7.1	+.9

He worked with materials from the Spectrum Series, Lennes, ISM, and staff created materials. He produced an average of 556 bonus points. He earned scholar of the week honors a perfect eight out of eight times. Had a tremendous concern for his academic work.

48

Pre-Test	Post-Test	Test Increase
5.8	7.0	+1.2

He worked with the Spectrum Series, Lennes, Skills and Patterns and staff created materials. This youngster produced an average of 620 bonus points and earned scholar of the week six times out of eight weeks. He was an extremely hard worker in learning center.

49

Pre-Test	Post-Test	Test Increase
8.5	10.6	+2.1

The materials utilized came from a wide assortment including the Spectrum, Lennes and ISM Series. He did a lot of bonus work averaging 430 points. He achieved the level of scholar eight times throughout the season. Motivation to do his academic work really increased at a high proficiency level.

50

Pre-Test	Post-Test	Test Increase
8.4	9.5	+1.1

He was programmed work primarily from the Spectrum Series, Lennes, ISM, and created staff materials. He produced an average of 484 points and earned scholar of the week a perfect eight out of eight weeks. Needs to deal with his nuisance and energies properly.

51

Pre-Test	Post-Test	Test Increase
2.8	3.7	+.9

Materials used were Spectrum Series, Lennes, Success with Math, and staff created materials and school homework. Did very little bonus work, averaging 68 points per week, and achieved scholar twice in eight weeks. School homework took the place of his regular work which would have been programmed.

52

Pre-Test	Post-Test	Test Increase
7.1	8.1	+1.0

Materials used for this youngster was Lennes, Essentials of Arithmetic, Spectrum Math and compiled staff materials. Averaged 283 points per week. Made scholar three times out of eight weeks. Attitude was good and did a lot of work in learning center.

53

Pre-Test	Post-Test	Test Increase
8.5	8.0	-.5

Using Skills and Patterns along with Spectrum, Lennes and ISM. Did not do very much work, averaged 139 points per week. He also made scholar two times out of eight weeks. Needs to be motivated to do his work.

54

Pre-Test	Post-Test	Test Increase
8.9	11.9	+3.0

Spectrum Math, Lennes, Essentials of Arithmetic, ISM, and compiled staff materials were used for this young man. He averaged 564 points and made scholar six weeks out of eight weeks. He was super bright and caught on with his academic work fast.

55

Pre-Test	Post-Test	Test Increase
6.3	8.6	+2.3

Work assigned to this youngster came from the Spectrum and Lennes Series. Averaged approximately 270 points per week and achieved the level of scholar four times during the project. This youngster made up for his learning difficulties with a tremendous amount of effort.

56

Pre-Test	Post-Test	Test Increase
8.8	9.3	+.5

He worked with the Spectrum Series, Essentials of Arithmetic, ISM, and created materials. This youngster averaged 541 points and earned scholar eight times for the entire season. Well mannered young man who was a consistent performer in the learning center.

57

Pre-Test	Post-Test	Test Increase
5.5	5.7	+ .2

He worked with the Spectrum Series, Essentials of Arithmetic and created materials. Did an average of 313 points per week and achieved scholar three times out of eight. Had the ability to progress further, but did not have the patience.

58

Pre-Test	Post-Test	Test Increase
6.8	8.1	+1.3

Spectrum, Lennes, Investigating School Math and staff made materials were the materials used for this young man. He did an average of 295 points per week and made scholar six times out of eight weeks. He needs to learn how to use his time for studying.

59

Pre-Test	Post-Test	Test Increase
5.6	7.1	+1.5

He worked primarily with the Spectrum Series, Essentials of Arithmetic, and created materials. Averaged 471 points per week and he earned scholar of the week eight weeks during the entire project. He was able to work independently and was very conscious about doing 100 percent on his work.

60

Pre-Test	Post-Test	Test Increase
8.5	9.5	+1.0

He used the Spectrum Series, Essentials of Arithmetic, Discovery and Structure, Success with Math. He did an average of 636 points per week and achieved scholar six times out of the eight week program. Tried his best in learning center and had a good test score.

61

Pre-Test	Post-Test	Test Increase
6.8	7.8	+1.0

Lennes, Spectrum, Investigating School Math and other staff materials were used for this young man. He did an average of 265 points and made scholar five out of eight weeks. Needs to work on his attitude and learn to control his temper.



62

Pre-Test	Post-Test	Test Increase
13.6	13.6	+2.0

His assignments came primarily from the Spectrum Series, Lennes, Modern Algebra and created materials. He produced an average of 769 bonus points. He also earned scholar of the week eight times out of eight weeks. Showed a test increase of two grade levels. Increased the equivalent of two grade levels in algebra.

63

Pre-Test	Post-Test	Test Increase
2.3	2.9	+0.6

Materials used for this youngster were ISM, Spectrum Series and created staff materials. Averaged 105 bonus points, and made scholar twice during the eight weeks. Is capable of doing a lot more work if he came to the learning center more.

64

Pre-Test	Post-Test	Test Increase
6.1	7.7	+1.6

He did work from the Spectrum Series, Lennes, ISM, and created materials. He did an average of 539 bonus points. He made scholar of the week seven out of eight weeks. Capable of working independently, and is a hard worker and well behaved youngster.

65

Pre-Test	Post-Test	Test Increase
5.6	5.8	+0.2

He worked primarily with the Spectrum Series, ISM and created staff materials. Did an average of 184 bonus points and earned scholar of the week twice out of eight weeks. Showed very little motivation to excel in academics.

66

Pre-Test	Post-Test	Test Increase
6.3	7.3	+1.0

Materials used were Skills & Patterns, Spectrum Series, ISM, Success with Math, Essentials of Arithmetic. He did a lot of bonus work averaging 381 points. This youngster made scholar every week during the project. Had a good grasp on concept areas, Learned quickly and showed a strong interest in his work

67

Pre-Test	Post-Test	Test Increase
6.8	7.9	+1.1

Lennies, Spectrum, Investigating School Math, Skill & Patterns and other staff made materials were used for this young man. He did an average of 266 points per week. He made scholar six out of eight times. Needs to work more on temper, while playing.

68

Pre-Test	Post-Test	Test Increase
5.0	5.8	+0.8

He used the Essential of Arithmetic, Investigating School Math, Spectrum Series, ISM, and Multiplication Table. He averaged 419 points, and made scholar three times out of eight weeks. He tried his best. He had a lot of problems with the basic arithmetic.

69

Pre-Test	Post-Test	Test Increase
9.1	12.4	+3.3

This young man used Lennes, Spectrum and other staff related materials. He did a lot of bonus work averaging 393 points per week. He also made scholar of the week eight times. Very good youngster and easy to get a long with.

70

Pre-Test	Post-Test	Test Increase
8.6	9.9	+1.3

He used Patterns & Discovery, Spectrum Series, Essentials of Arithmetic, ISM, and Success with Math. He averaged 741 points and made scholar seven times. Consistent youngster and always did his learning center work, and went to practice on time.

71

Pre-Test	Post-Test	Test Increase
13.6	13.6	+1.5

Materials used were Spectrum, Lennes, and Modern Algebra I. His bonus work averaged 179 points. He made scholar three times out the eight weeks. A very smart and good natured young man.

72

Pre-Test	Post-Test	Test Increase
5.9	6.8	+.9

Work for this youngster came from the Spectrum Series, Lennes, ISM, and created materials. He produced an average of 498 bonus points and earned scholar of the week a perfect eight. He worked with problems in fractions. A very hard working youngster.

73

Pre-Test	Post-Test	Test Increase
10.9	13.6	+2.7

The majority of assignments came from the Modern Algebra and Spectrum Series. Always did a lot of bonus work and made scholar seven times during the project. A very hard worker. Intelligence and easy going nature, made it easy to work with this youngster.

74

Pre-Test	Post-Test	Test Increase
5.0	3.7	-1.3

Spectrum Series, ISM, Lennes Series, Success with Math, and the multiplication charts were used for this young man. He averaged 170 points and made scholar only once. This sensitive youngster was capable of doing a lot more but was too shy to ask for help.

75

Pre-Test	Post-Test	Test Increase
4.2	5.3	+1.1

Materials used were Spectrum Math, ISM, Lennes, Essentials of Arithmetic, Individualizing Mathematics Series and original staff materials. Averaged 301 points per week and made scholar twice out of the entire eight weeks. He did good in production and attitude.

76

Pre-Test	Post-Test	Test Increase
12.0	13.6	+1.6

The majority of assignments for this youngster came from the Lennes and Spectrum Series. He did a lot of bonus work averaging 430 points. He attained the level of scholar eight times during the project. He was a hard worker and was very helpful to teammates who had problems in doing their work.

77

Pre-Test	Post-Test	Test Increase
9.8	11.4	+1.6

Materials used came from Spectrum Math, ISM, Lennes Essentials of Arithmetic, Individualizing Mathematics Series, and the staff's original materials. He averaged about 74 points a week, and made scholar only once during the entire season. Because of injuries, he didn't do much in learning center.

78

Pre-Test	Post-Test	Test Increase
6.8	6.6	-.2

Spectrum Math, ISM, Lennes Essentials of Arithmetic, Individualizing Mathematics and staff's original materials were used for this youngster. This young man averaged 253 points a week and produced scholar three times during the eight week period. Comprehension was at a low, but he had a lot of encouragement from his academic coach and did well.

79

Pre-Test	Post-Test	Test Increase
5.8	7.0	+1.2

He used the Spectrum Series, Success with Math, Investigating School Math and NO's. The whole project, he did an average of 466 points and made scholar five times. He tried hard in learning center and never hesitated to ask questions.

80

Pre-Test	Post-Test	Test Increase
5.8	6.9	+1.1

Materials used were Spectrum Series, ISM, Success with Math, Lennes, and created staff materials. He averaged 478 points a week and attained scholar of the week five times. Was highly motivated in learning center and was a conscientious worker.

81

Pre-Test	Post-Test	Test Increase
4.9	5.8	+.9

Spent a lot of time trying to master the multiplication tables coupled with assignments from the Spectrum Series. He averaged approximately 160 bonus points and achieved the level of scholar twice. He had difficulty in learning, due to his feeling shame in doing very low level work.

82

Pre-Test	Post-Test	Test Increase
8.3	9.8	+1.5

He used materials from the Spectrum Series, ISM, Lennes, Success with Math and those which was created. This youngster did an average of 514 bonus points and earned scholar of the week five times out of eight. Highly motivated in learning center.

83

Pre-Test	Post-Test	Test Increase
8.5	9.3	+.8

Materials used were Spectrum Math, ISM, Lennes Essentials of Arithmetic, Individualizing Mathematics Series, and the staff's original materials. He averaged 307 bonus points. This youngster made scholar two weeks out of the entire eight week period. He was very easy to work with.

84

Pre-Test	Post-Test	Test Increase
7.0	7.9	+.9

He mainly used the Essential of Arithmetic, Success with Math, Spectrum Series, ISM, and Investigating School Math. He averaged 216 points and managed to make scholar of the week three times. He didn't really have any problems at all with the materials.

85

Pre-Test	Post-Test	Test Increase
9.5	10.3	+.8

Spectrum, Lennes, Skills and Patterns, and staff made materials were the materials used for this young man. He averaged 536 points a week and achieved scholar eight times out of eight weeks. Very good mannered with no problems.

86

Pre-Test	Post-Test	Test Increase
7.4	7.3	-.1

The majority of assignments for this youngster came from the Lennes and Spectrum Series. He did very little bonus work, averaging 80 points per week. He did not achieve the level of scholar during the entire season. He showed no motivation in doing his academic work. He failed to complete his required work in learning center.



87

Pre-Test	Post-Test	Test Increase
2.0	1.7	-.3

Materials used were Essentials of Arithmetic, Spectrum Series, ISM, and Multiplication Charts. He averaged 121 bonus points and made scholar only once. This individual needs more individualized attention in learning center.

88

Pre-Test	Post-Test	Test Increase
5.4	6.9	+1.5

Lennes Series, Spectrum Series, ISM, and other staff created materials, were used by this youngster. Did bonus work averaging 149 points a week. Took scholar of the week four times. Reading and comprehension levels seemed to be up to par.

89

Pre-Test	Post-Test	Test Increase
8.0	9.3	+1.3

He used Spectrum Series, Essential of Math, Patterns & Discovery, Skills & Patterns and ISM. During the project he averaged 568 points. He also produced scholar six times out of eight weeks. A true leader on the court and in learning center.

90

Pre-Test	Post-Test	Test Increase
3.8	3.5	-.3

Used materials from Essentials of Arithmetic, Spectrum Series, ISM, Times Table Chart and original staff created materials. Did a fair amount of bonus work averaging 264 points a week. He attained scholar six times. The area of word problem solving gave this individual difficulty.

91

Pre-Test	Post-Test	Test Increase
4.9	5.6	+.7

He worked with the Spectrum Series, ISM and created materials. He also averaged 201 points and earned scholar of the week six times. Had no motivation to do academic work

92

Lewin Sanza

Pre-Test  
9.3

Post-Test  
8.9

Test Increase  
-.4

The majority of assignments came from the Lennes, Spectrum, and ISM Series. He did bonus work averaging 180 points and achieved scholar twice during the project. He was an erratic youngster and had to be urged to complete his regular work.

93

Lank Santiago

Pre-Test  
5.3

Post-Test  
5.3

Test Increase  
0

Materials used were Spectrum Math, ISM, Lennes Essentials of Arithmetic, Individualizing Mathematics Series, and original staff materials. He averaged 469 points and made scholar of the week five times. He was a very enjoyable person to work with.

94

Robert Snyder

Pre-Test  
4.6

Post-Test  
5.0

Test Increase  
+.4

He used Lennes Series, Spectrum Series, Success with Math, ISM, and classwork from school. He had an average of 398 points a week and attained the level of scholar three times out of eight weeks. His reading level was up to par.

95

Michael Spencer

Pre-Test  
9.1

Post-Test  
13.2

Test Increase  
+4.1

Work was programmed from the Spectrum Series, Lennes, ISM and created staff materials. This youngster produced an average of 607 points a week. He earned scholar of the week seven times. He used his time in learning center to the fullest. He had the ability to work independently and was not afraid to ask for help.

96

Garth Stone

Pre-Test  
4.6

Post-Test  
2.9

Test Increase  
-1.7

Materials used were Lennes, Spectrum Series, ISM, and created materials. He averaged only 78 points per week, and failed to make scholar during the whole season. His main difficulty was in reading and spelling and this affected his progress.

97

Pre-Test	Post-Test	Test Increase
4.5	8.9	+4.4

In addition to doing homework, he worked with Spectrum, Lennes, Success with Math, and created staff materials. This youngster produced an average of 440 points per week and he earned scholar of the week seven times out of eight weeks. He was highly motivated and had a good attitude about learning center.

98

Pre-Test	Post-Test	Test Increase
9.0	9.8	+0.8

Using Spectrum and Essentials of Arithmetic, and Investigating School Math, along with staff made materials. He did not do very much work, but averaged 195 points per week. He attained scholar of the week four times. His comprehension was a problem while working with word problems.

99

Pre-Test	Post-Test	Test Increase
4.7	7.3	+2.6

He used materials from Lennes, Spectrum, Investigating School Math and staff made materials. He averaged 183 points doing bonus work. He achieved scholar of the week three times during the eight week period. Needs to spend more time studying.

100

Pre-Test	Post-Test	Test Increase
3.6	4.8	+1.2

He used mainly the Spectrum Series, Investigating School Math, Skills and Patterns, Patterns and Discovery and multiplication table. He averaged 155 points and earned scholar of the week only once. He had problems with his division and multiplications.

101

Pre-Test	Post-Test	Test Increase
9.8	9.8	0

This young man's assignments was from a variety of materials, including Lennes, Spectrum, ISM, Patterns and Discovery and Discover and Structure Series. He did bonus work averaging 350 points and achieved the level of scholar seven times. He had no problems in doing his work.

102

Pre-Test	Post-Test	Test Increase
8.3	8.7	+ .4

He used the Investigating School Math, ISM, Spectrum Series, Success with Math, Multiplications, and Skills and Patterns. Overall he averaged 349 points and made scholar honors three times. He is one of the most well behaved youngsters in the learning center.

103

Pre-Test	Post-Test	Test Increase
13.6	13.6	+1.5

Spectrum, and Modern Algebra was this youngsters materials. His bonus work averaged 149 points and made scholar twice within eight weeks in the project. Needs to work on behavior in terms of studying.

104

Pre-Test	Post-Test	Test Increase
10.0	13.4	+3.8

Using Modern Algebra I, Skill and Patterns, Spectrum Series for this young man. His bonus work averaged 398 per week. Made scholar of the week six out of eight times. Very good to work with, has great talent and need to learn to take leadership.

105

Pre-Test	Post-Test	Test Increase
6.9	8.0	+1.1

Materials used were Success with Math, Spectrum Series, Essentials of Arithmetic, Investigating School Math, and Skills and Patterns. Overall, he averaged 401 points and made scholar of the week five times. He comprehends and understands the materials given to him very well.

106

Pre-Test	Post-Test	Test Increase
5.5	7.0	+1.5

He was assigned work from the Spectrum Series, Lennes and created materials. He produced an average of 378 points and earned scholar of the week seven out of eight week period. Well behaved youngster who made every effort in learning center.

107

Pre-Test	Post-Test	Test Increase
5.4	7.9	+2.5

Materials used were Essentials of Arithmetic, Spectrum Series, ISM, Success with Math, and other created materials. Did a fairly good job on bonus materials averaging 444 points per week. He attained scholar of the week five times. He learned quickly and showed an interest in his academic work.

108

Pre-Test	Post-Test	Test Increase
9.1	11.3	+2.2

The majority of work assigned to this youngster was from the Lennes, Spectrum, Investigating School Math and Patterns and Discovery Series. His production resulted in an average of 150 points per week. He also achieved scholar of the week twice. He was functioning at a very high level, doing more than what was required.

109

Pre-Test	Post-Test	Test Increase
4.2	4.1	-.1

Materials used were Spectrum Series, Lennes, ISM, Success with Math, and Multiplication Charts. Did a fair amount of work averaging 287 points, and made scholar of the week honors four times. Hard worker, needs more consistency especially in the concept areas. Individualized help is needed for this youngster.

110

Pre-Test	Post-Test	Test Increase
8.8	8.5	-.3

The majority of assignments for this youngster was from the Lennes, Spectrum and ISM Series. He averaged 350 points a week, and achieved the level of scholar six times. He was easy to work with, very eager and fast to learn.

111

Pre-Test	Post-Test	Test Increase
5.8	5.9	+.1

Materials like Spectrum Series, ISM, Essentials of Arithmetic, and Success with Math was used for this young man. This individual averaged 210 points per week, and he was able to achieve scholar of the week four times. Showed a strong concern about his academic work and was sincere in his efforts to learn new concept areas.



112

Pre-Test	Post-Test	Test Increase
6.2	8.0	+1.8

He worked with the Spectrum Series, Lennes, ISM, and created staff materials. He produced an average of 612 points per week and earned scholar of the week honors seven times out of an eight week period. He was well behaved and did not hesitate to ask questions.

113

Pre-Test	Post-Test	Test Increase
5.1	6.0	+0.9

Materials used were Lennes, Spectrum Series and other created materials. Did very little bonus work averaging at nothing. Did not make scholar for the whole season. Completed just enough work to be able to play.

CHEERLEADING TEAM REPORT-BANTAM "A"

This year the bantam "A" cheerleading team was handled mainly by our student coaches during the first weeks training of our project. The next few weeks brought on a little problem in the area of clarification as to who was the coach, and who you must listen to for instructions. Since the student coaches was very close to the older girls age they were a little resistant in the beginning. This matter was pretty easy to clear up in a matter of a few weeks, after which there were no further complaints to deal with.

This group of young ladies were very congenial together. They worked very hard at helping each other out and keeping the total team together off the field and on the field, which made for very few disagreements to deal with during the total project.

According to the statistics the total team average increase showed eleven points per girl for the season. The lowest rate of increase was five points, mainly due to the fact that the young lady came in with a high degree of skills and only needed the five points to hit maximum. The highest increase was a twenty point increase which also placed this young lady at maximum production.

The team worked hard in the area of creativity and made a good improvement in this area. All attitude and behavior problems that were worked on showed good improvement. Three team members came out with a 100 percent total in the behavior area for the project and two girls came out with a 97.5 percent, giving the team a total of 99 percent for behaviors for the total project.

As for the learning center work, four out of five girls made scholar of the week every week for the total project. The team increase was over 1.0 grade level.

As the statistics show, this turned out to be a very successful cheerleading project. For the most part everything ran very smoothly. The student coaches worked out very well this project. They were asked to participate in the academic and behavior parts of the program, and also showed improvement in all areas. This made the workers job much easier for this cheerleading project.

CHEERLEADING TEAM REPORT-BANTAM "B"

This team was comprised of six girls between the ages of nine and twelve years old. Half of them were returnees and half were brand new with little if any skills. The "oldies" were pretty good about helping the new ones to learn the cheers. But as girls their age usually do, they argued, bickered and choose sides against one another. It was usually smoothed over easily enough but a big part of the problem was that three girls were related (two sisters and one cousin). Sometimes their "beefs" were extensions of things that occurred at home. Because of the behavior portion of the program, these problems were easier to deal with. We had some really good games though (majority of them were really good), the girls performed super-good, and although they belonged to a team that won only one game, they always did their best to encourage the boys on towards their next game.

## TOTAL POINTS

## MISS CHEERLEADER

Project CHEERLEADINGYear BASKETBALL 1978

FIELD SKILLS						LEARNING CENTER SKILLS						
CODE NO.	WEEKLY SKILL TOTAL	ON TIME AND ATTEND.	GAME SIDE-LINES	GAME REG. CHEERS	SMILE, VOICE, GAME ON TIME IN UNIFORM	FIRST TEST SCORE	SECOND TEST SCORE	INCREASE ON TESTS	L.C. BONUS	VITAMINS	TOTAL PTS.	
1	890	9	5	4	15	9.1	9.4	.4	15,680	97.5%	91	
2	862	10	6	6	17	8.2	10.6	2.4	14,170	100%	101	
3	857	9	5	3	14	7.7	9.1	1.4	13,320	97.5%	83	
4	638	9	6	6	16	6.1	7.9	1.8	8,615	100%	76	
5	877	9	6	5	16	8.4	9.0	.6	10,230	100%	87	
6	801	12	4	6	15	4.8	7.1	2.3	11,980	100%	83	
7	760	11	5	6	15	4.6	3.4	-1.2	8,825	97%	63	
8	754	10	2	5	10	4.7	5.8	1.1	16,100	93%	70	
9	738	11	4	6	14	6.1	5.8	-.3	16,230	95%	70	
10	704	9	3	5	18	5.1	5.7	.6	14,170	98%	75	
11	677	12	4	5	18	3.2	3.5	.3	12,185	77%	63	
COACHES												
12	595	6	5	6	6	10.9	13.6	2.1	10,380	97.5%		
13	595	4	5	5	6	6.7	10.0	3.3	9,625	89%		

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PEE WEE-A TEAM REPORT

At the beginning of the season 60 kids turned out for the pee wee team. This was really different and so it was decided to make three teams--A, B, & C.

The first cut left 16 players on the "A" team. During the season, 3 dropped out, 2 before the season began and the last in the first week of play. One because of home problems and the other two (football starts) because they didn't care about basketball that much.

The team had several natural leaders and came together pretty fast. There was great desire and the boys worked hard. They were determined to be examples of excellence in the total project.

They attacked the learning center and social behaviors as part of basketball. Soon a first five emerged--a strong second unit and three reserves. The leadership on and off the court came from the older players. Our first games were against easy teams and this caused a problem of making it difficult to keep the competitive edge for big games. The league turned out to be a dog fight between 3-way tie for first place, Palama, KRC, and Pearl City. In the round robin we lasted 2 games. The only team to defeat us in the regular season, Pearl City, grabbed the championship.

It was hard to lose the big one but the team completed the Pakolea project with a 2 on the court, 1 in academics and 1 in social behaviors. A very good year from a team of exceptional kids.

This team was unique in that all players were functioning at academic age level or above. This team was a team of smart kids who also are super players.



PEE WEE-B TEAM REPORT

This year's pee wee "B" team was made up of 15 players. These included one 9 year old, one 10 year old, seven 11 year olds, and six 12 year olds. Of this group, 3 had played on previous Palama teams, while 12 were newcomers.

The skill ability varied for the team but in general they all needed work in basic skills. For most of the youngsters, this learning came slowly and needed to be reviewed many times. By the end of the season the majority had developed adequate skills in defense and offense.

Overall this team has been the best pee wee "B" team to date. The quality of players enabled it to compile a 3-4 record with losses only to strong "A" teams and even in those, the team played hard.

For me as coach, this was a learning experience since it was my first season long, head coaching assignment. It was a challenging experience and I learned quite a lot about coaching. The only regret about this season was not being able to work longer with these youngsters on their individual skills.

PEE WEE-C TEAM REPORT

This year we added one more basketball team to the pee wee level due to the enormous turnout of kids and in which gave us three pee wee teams. The "C" team consisted of mostly nine and ten year olds and a few eleven and twelve year olds. The team also consisted of seven newcomers to the fifteen man roster.

The "C" team at the start of the season worked on the very basic skills due to the lack of coordination in their muscles at this age. Such skills as running, jumping, passing, handling the ball, and dribbling for conditioning and coordination.

As the season progressed, skills and fundamentals advanced and so did the team's emotional maturity.

At the season's end, it can be summarized as a successful learning experience for these youngsters. They learned the concepts of teamwork, basketball skills, reaching weekly goals, responsibilities, and leadership. From this, individual leaders emerged, however, a wireless season.

TEAM EVALUATION-MIDGET "A"

As the fifteen players were chosen for this year's team, the outlook was very bright. Potentially, the team had good height and hustle, and it seem that there were enough capable players to form two strong units.

Unfortunately my feeling was that the units were never really able to jell to the point that they were consistently playing well together. One of the reasons for this was that there were numerous absences by team members early in the season and this slowed down their playing and working together. Though many of these absences were excused such as illness, injury, school meetings, etc., the absence of these players still hurt the team as far as a unit. I don't think we had a full team practicing (14 players) until sometime in January, when the season started. Two crippling injuries to players early in the season were a broken hand and rheumatic heart, which forced one player to become a manager. Another reason the team had difficulty coming together was the attitude and disagreements between players over their performance. They had a difficult time giving up the ball to the man with the better shot and also were quick to criticize each other when they missed a shot or had a turnover. This lead to the constant need to meet with the team and also to do AHP exercises which mainly involved hand-shaking, to help bring them together.

As the season started, we were really struggling in our first two games. Though we lost the next two, I felt then that we played much better as a team. We played good defense, trying to help each other, and did not lose our own game, but rather were beaten by better teams. The fifth game of the season was our best, as we played mentally and physically tough against a team of equal caliber. The last two games of the season were not that challenging since we played teams with losing records, but this helped us play together more and try to work together better.

In the playoffs, we achieved the same results as in the regular season. We were mentally better prepared this time around and really eliminated many of our earlier mistakes, but we still could not

match the quickness of one and the height of the other teams that we played. The boys in these last games really gave it their all and hustled to the end. In the last game, I was also very pleased with the playing of the second unit who played extremely hard and brought us close at the end.

In conclusion, my feeling is that the potential of the team was always present but we were never able to perform as consistently and comfortably as possibly like they should have. But maybe in the mainland.

TEAM EVALUATION-MIDGET "B"

As a first year coach on the midget "B" team, I felt very comfortable with my kids. Through the year, the team has shown a vast improvement in all skills. Their abilities seem to flow smoother, coordination improved 100 percent, and most important the team hustle showed tremendous progress. The attitude of the team toward the game of basketball proved to be the biggest factor. They showed me that basketball was a part of their life and that when they played their game, they played to have fun.

The teams skills in shooting, rebounding, team play, and hustle was one aspect that showed improvement throughout the season. The last game was proof enough. Even though we lost, we put together what I call a perfect game. Everything jelled together and they all had fun.



### TEAM EVALUATION-BANTAM "A"

The dynasty has ended with 40 youngmen trying out for the team, we started the 1978 season. Talented youngmen from the Palama-Kalihi area began tryouts the last week of November. By the middle of December, the team was cut to seventeen members. Although seventeen was a large number to have on the team, the boys were of equal caliber and with the new emphasis on behavior, it was felt that a few boys may drop.

The season began with pre-season games against the junior varsity teams as well as older boys in different leagues. Because of the talented boys on the team, finding the right combination was a task. All the boys wanted to play, teaching them to subject their own glory for the team benefit was an ever ending chore.

The teams playing in league competition was great. They averaged 70 points per game and led the league throughout the year. They ended their season with a perfect 9-0 record and qualified for consideration for a tournament on the mainland.

The leaders of the team took charge during the round-robin and this helped the team in the race for the 8th championship in nine years.

Teaching discipline on and off the court was the job of the coaches. Having the help of assistant coaches helped in relating to the boys on areas that were not just teaching skills.

This year's team is full of potentials that have not been fully exercised. They were able to perform their task with relative ease and also able to maintain their behavior and academics at a high level.

TEAM EVALUATION-BANTAM "B"

For the first year as head coach, it was a decision for me to pick at least 15 boys out of a total of 26, to be on the squad. However, as the weeks went on kids began to drop themselves from the team. We also lost four kids because of their ineligibility to play, they were too old. This left us with 17 players to start off the season.

With the talents of this years team, we were able to teach them several types of defense and offense. With the amount of boys we had, we were able to make a three platoon system of attack. The first unit would consist of a full court diamond press and their rebounding ability played a key role on that unit. This unit was also the best percentage shooting team. Our second unit played the "kamakaze" type of defense. They lacked in height but much of it would be made up by their speed in getting back the ball. The third unit was made up of first year players and they played a 1-3-1 type of defense. This unit at times showed some difficulties in following directions.

Our season opener against the Falcon's proved to show that this team would go a long way. However, we lost the next two games which I felt we could have won, but inexperience in tight situations proved to be a handicap. Our first win came when we played against Kalihi, which seemed to be a long winter. Several switches in the starting personnel and development of several players helped us to give our opponents a tough game, but it was unfortunate that we ended up on the short end of the stick. The season ended with a one win and five loss record.

To summarize this year's team, they were unlucky but never say die type of team. The greatest goal that they achieved was that they were never wiped out off the court before the fourth quarter.

SKILL PROGRESS

1

Fourth cheerleading project for this youngster, also her last. At the beginning of this project, she came in with a high degree of skills so her ability for improvement was at a minimum. She began with a total of 195 points and increased five points to reach the maximum of 200 points before the project was over. She put her energies into being creative and also in the leadership areas to help support the student coaches.

2

This was her second project with Palama's cheerleading program. She came into the project with some skills totaling out at 180 points at the beginning of the project. She showed the highest improvement in skills, with an increase of twenty points by the end of the season, hitting the maximum of 200 points.

3

This youngster's second project with Palama. She is one of the youngest team member and came in with a fair degree of skills. She scored out at 188 points at the beginning and improved her skills to 196 points, showing an eight point during the project.

4

Second cheerleading project with Palama. She entered this project with a fair number of skills, scoring out at 178 points. She increased her skills by thirteen points, to end the project with 191 points out of a possible 200.

5

This youngster's last cheerleading project with Palama. She entered the project with a number of skills, scoring out at 189 points. She showed an increase of eleven points, ending with a total of 200 points the maximum.

6

This young girl began with the necessary skills. She was an asset to the team with her skills but lacked the patience in helping to teach her fellow teammates. The front flip ending in a split was her specialty and she executed them well. She worked hard in trying to perfect her skills in all areas.

7

This young lady came to us with no experience and very little in the way of skills. Once she learned to control herself, more she did incredible kicks and jumps with her legs. She still needs more work on controlling her arms and is still a little afraid of falling over. She tries hard though and in the future should become one of our best cheerleaders.

8

This youngster has improved somewhat since the last project. Her attitude was still pretty bad and she tended to get lazy which didn't help. She was very creative in helping to make up cheers. She needs help on her front flip and to make a perfect split both left and right side.

9

This youngster was in our previous project and showed great improvement in her skills, mainly because of the improvement in her attitude. She could accept constructive criticism and showed great results at the end of the season.

10

This youngster came to us with very little skills but a lot of enthusiasm. She developed somewhat in her skills and her best was the side jump. She contributed a lot towards making up cheers and motions to go along with them. She had a strong voice which helped to add a lot of volume to the cheers.

11

This young lady came to us with absolutely no skills. She could not maintain her balance and was not to coordinated. At the end of the season, she could do a perfect split, cartwheel, and jumps. Her strong voice helped to add volume to the team. She was obedient and her behavior was good.

12

13

14

A second year player. Tried to be a leader, was appointed the captain. Improved in his playing, made an sincere effort to control his off the court behavior.

15

First year player, had problems in coordination. Tried to learn the game, should improve next year.

16

Quite, conscientious. Gave 100 percent. Did a good job. Good team player.

17

He has improved a lot since he first started. His skills started off in a clumsy way. He also was lazy and had a very bad attitude. He picked up slowly and toward the end of the season, his skills improved 100 percent. His attitude must improve or else he won't make it.

18

During the tryouts, youngster did a fantastic job. He hustled well, had good shot selection and constantly achieved good inside position for rebounding. Unfortunately medical instruction forced him to withdraw as a player and became a manager. He performed his chores here very punctually, efficiently and without reminding.

19

This youngster is a very good basketball player who need to build his confidence and tell himself that he is a good player. At the start he was not sure of himself but as the season went on he became better and more sure of himself. He did a syper job in the round robin.



20

This youngster played basketball for the first time on a Palama team. Being his first time, he began playing with little skills. During the course of the season, he developed good defensive and rebounding skills which made him an asset to the team. His one area of weakness was in offensive play.

21

This youngster was a returnee to the program. Playing out of a good position, he did a good job of ball handling and showed consistent hustle. His best area of improvement was in his ability to set up plays and score. His one weakness was his size limited his ability playing against taller opponents.

22

For this youngster, this was his first experience playing for Palama's team. He showed good hustle and shooting skills. He did however, not play well in a physical game and therefore failed to play well consistently. Towards the end of the season he did improve in defense and offense by playing more aggressively.

23

This first year player came into the program with limited basketball skills. Playing out of a guard position, he showed good progress ball handling and scoring. He started on the third unit but showed improvement to alternate in the second unit.

24

For a first year player at Palama, he adjusted to our system very easily. His jumping ability played a key role to the type of defense we played.

25

Youngster did not show the "starting" potential in the beginning of the season but learned to eliminate his turnovers, take good shots, hustled for rebounds, and played good defense to develop into a capable substitute.

26

This youngster although being small showed a lot of hustle and desire throughout the season. He was a starter throughout the season and did a good job.

27

He improved 100 percent from when we started, his abilities also helped him. His attitude and his skills put together created a great player. He has a good future ahead of him. Good shooter, dribbler, and hustles to make up for his height.

28

His skills remained the same through the whole year except for his shooting. He started out as a poor shooter but as weeks went on slowly he began to absorb what I taught him. At the ending of the season he improved 100 percent. He became the best on the free throw line. His lay ups under the basket still needed more work. His attitude and hustle, will be a great accomplishment for this young man.

29

As a second year player, leadership was expected of him, but he showed some problems in his attitude towards the game and team members. The ability was there but it always seed like he had a chip on his shoulders.

30

His skills seem to have remained the same throughout the season. His attitude also hindered his skills. If he felt good, he would play good, if he goofed he would be as lazy as could be.

31

Being the first time playing organized basketball, this youngster started out with few basketball skills. He showed good hustle but his actions were uncontrolled which caused him to loose the ball and foul. At the end of the season, he was better controlled and with his quickness proved to be a good defensive player.

32

Playing basketball for Palama was the first time this youngster played the game. He came into the program with little skills, but showing good attitude. He improved in his skills but lacked the ability to think quickly in game situations.

33

He played a key role on our team because of his great intensity to this game. He was also the co-captain of the team.

34

Youngster was injured during first half of the season. The offensive skills of this youngster were very good. He had an accurate shot from about twenty feet, was developing a hook shot, was excellent in lay-ups, was a good free throw shooter and was quite accurate around the key area. Youngsters height made him a high rebounder. Defensively he sometimes got confused in his assignments, but played a good one-to-one.

35

This first year player showed good physical abilities. His strongest points are his quickness and defensive play. His weakness was in his offensive play and his inability to score. His attitude and hustle was very good.

36

First year player. Good speed but lacked the experience. Size was a factor. Tried hard.

37

First year player. Tried hard to do well but has difficulty remembering plays. He also has the opportunity to return next year. Also could develop into a good athlete if he takes sports more seriously.

38

As a first year player, he lacked in experience, but he showed a lot of interest to learn the game. His attitude was at times a problem.

39

His experience to the game helped him to play a key role on our first unit. His strongest points was his hustle and desire.

40

Having returned for the third year, this youngster showed good hustle and attitude. His one weakness was his small size, being the smallest on the team. Otherwise, he showed good offense skills and adequate defensive skills.

41

As a second year player, he carried out his leadership. Being the other team captain, he helped guide and control the tempo of the game.

42

He is the only person I feel that kept his steady improvement through-out the whole year. He worked hard at all his skills and proved it during game time. Even if he didn't play much he showed what he could do. He will be a great player someday. His shooting was probably the only weak spot. Steady practice can help him a lot.

43

His desire to learn helped him to improve his ability in the game. It also gave him an opportunity to earn a starting position on our big squad.

44

As a first year player, he lacked experience in the game. He started off by learning the fundamentals, then experienced some game situations. His attitude was easy for us to work with.

45

Returnee from previous project. The outstanding thing about this youngster was his attempt to try and be a leader and bring the team together. He was continuously trying to encourage the team members to play together and to do their best. When motivated he was outstanding at hustling for position and rebounding.

46

Second year player. Improved in his defense. Unselfish and willing to take responsibility. Was appointed one of the tri-captains.

47

This youngster showed a lot of guts on the court. He has a disadvantage when it comes to height, but shows a lot of other skills that can be of use to him. He tries hard in learning center as on the courts.

48

This is his first time at basketball and has a lot to give if we can just keep him in the project. He has super coordination, good reflexes, and should return to Palama next year. His skills will have to be taught to him, and some of his skills is real good. He tries hard in learning center.

49

Came up from the midget, had difficult time adjusting to bantam plays. Improved at the end. Has natural ability, can be a great player.

50

This youngster is a good basketball player. He needs to build his confidence in himself and he needs to practice a lot more and try to be more aggressive. He has done a real good job for this year, and is number two big man on the team. He gave us 100 percent this year.

51

Young in body and mind will often play around during practice. However, has good speed and has the opportunity to return next year.

52

His skills was sort of up and down. Somedays he was on and some not. The field he improved on the most was with his shooting from the free throw line, and under the basket. His attitude did improve a lot, but at times it was very skeptical. He played the game as a good player in all aspects of the game.

53

His speech and attitude helped him to earn a starting position. He learned to adjust easily as the season went on.

54

He had a very slow start but the climb uphill was very good. He improved in all aspects except shooting. He had a problem shooting from the outside. He needs more confidence in himself. If he get it, he will be able to shoot and play better ball.

55

As a first year player, he earned a starting role as center. His willingness to learn has given him a great advantage to control the boards for us.

56

This youngster is the other captain. He is the best big man on the team and a very good hearted boy, and always tries to help his teammates. He also gave 100 percent at each game. He is a very smart boy and he will be a help to any team his on. He is super in learning center.

57

This youngster is very emotional with himself when he makes mistakes. But as the season grew to the end, he became more sure of himself and next year he will be a better sportsman.



Had natural talent, was not able to work or cooperate with fellow players. Problems outside of court hindered his performance.

59

This youngster is a very young, good basketball player, who needs to build confidence in himself, in a game he knows very well. At the start of the season he was the best guard on the team. Pressure started to get to him. But his improvement is that he has been going to school everyday and that is a great job on his part. He always tried to give all he got. As he get older he will mature and then he will be a super star.

60

Youngster was very shy and quiet on the court. He had good offensive skills with an accurate baseline jump and an excellent baseline drive to the basket. His tall frame gave him good height for rebounding. However, his lankiness didn't allow him to screen out and "muscle" under the boards too well. One-on-one the youngster was on his man. He did a good job of knowing where to be on the presses, but needs more aggressiveness to be outstanding. Was a good free throw shooter.

61

Natural ability, however, was not able to play as a team member. Tried to work on his attitude at season end, began to contribute.

62

This youngster has been captain from the start of the season. He is a very smart youngster and can be a very good basketball player. This is his first time playing basketball and he is going to be a very good athlete. He gave 100 percent at each game and was super in learning center.

63

One of the smallest players who was able to complete the basketball season. Showed determination, quickness, and aggressiveness in the games. Hopefully he will be back next year.

64

This youngster is young and we hope to have him return. He does not have that much confidence and skills but if he works hard he can be a very good player. In learning center, he tried very hard to make scholar every week.

65

A likeable young man who was a first year player in basketball. Had troubles because of inexperience but skills improved at season's end. Hopefully will return next year.

66

This first year youngster showed himself to be a real hustler. His intelligence and good attitude made him a quick learner. He was a starter that played a good aggressive game. As the season progressed, so did his defense and rebounding. The only area he remained weak in was in his shooting.

67

Good rebounding ability, need to improve on team work next year. Could be a good athlete.

68

Youngster looked impressive in try-outs, but seemed to go downhill over possible family difficulties early in the season. Showed a good set shot which unfortunately never seem to connect during the game. Was a very good hustler, and this often got him good steals and position for rebounding. He seemed to develop a knack for finding the open spot around the basket and coming up with the rebound.

69

Good size, need to work on coordination, has good attitude, willing to learn.

70

Youngster was probably the most intelligent basketball wise of any of the team. He had the instinctive ability to pass the ball at the right moment, be in the open spot under the basket, and when to take the open shot. He was a good ball handler with good control over the team whenever he handled the ball. His lack of size put him at a disadvantage in rebounding and shooting, but he more than compensated with hustle and thefts during the game. He also needed work on free throw shooting.

71

Excellent talents, works hard--had trouble adjusting to aggressive style of play in the bantam league.

72

This is a youngster who is young and he will return next year. He has skills that needs to be developed and I hope he will go out and work very hard on his skills. He has done very well in learning center.

73

At the start of the season this youngster seemed very confused about my style of play as he continuously committed mistakes. He never stopped hustling though and had really developed his skills in rebounding and shot selection from just within the free throw line. He still needs a lot of work in thinking quick and adjusting from offense to defense, as his inability to do this often was when he committed turnovers.

74

A shy youngster who showed a lot of hustle on the court. Displayed quickness, and aggressiveness in games. Attitude was good, will become a good athlete.

75

He had good talent from the start and remained the same throughout the season. He had a good attitude for the game, but needs more confidence in himself. Good jumper, but needed work in shooting.

76

An example of a good team hustler and a good team player. He has the potentials to be a great player. Has a great outside shot if given the time to set it up.

77

This youngster showed adequate skills which brought about an offer to be on the "A" team which he refused because he wanted to play more. Unfortunately he got into an accident and broke his arm which kept him out for over half of the season.

78

He really started off with a bang. He had talent and skills. His only problem was that he was lazy at times. He could shoot, dribble, jump, but his laziness kept him from improving on his skills. Toward the end of the season, he really looked bad. He seem to have lost all his skills, I feel if he listens, he'll improve one-hundred percent.

79

After a year lay off, this player returned for his second season in the program. Throughout the season, he showed consistency in his skills. He played a good offensive game, but was weak in his defense. He was a key member of the second unit.

80

Learning what basketball was all about. Tried his best, however, size was his problem. Showed determination, hustle, and quickness. Hopefully will return next season.

81

As a first year player, he played on our third unit throughout the season. His attitude towards the game and team members was his biggest drawback.

82

For this first year player, this season saw him develop good skills. He was a real hustler and throughout the season improved in his defense, shooting, and rebounding skills. At times his play caused him to foul as he made contact, being unable to control his body movements. His attitude was generally good but at times did loose his temper.

83

He has been a tremendous help to our team. He improved a lot since the start of the year. His skills improved 100 percent, but his attitude toward the end of the season seem to change and it affected his play. He became a "know it all" and "I'm the best" type. So he's skills dropped real low. Played clumsy, lots of complaining, and he seem to have gone downhill.

84

Youngster was a good dribbler, but early in the season he had a difficult time adjusting to the fast pace of our basketball. Upon rebounding or inbounding, he would often slow the ball down and look around rather than passing off quickly. Within the season this youngster started gaining confidence in his shooting and began taking and making good set shots.

85

A coaches delight. Gave 100 percent effort. Was willing to learn.

86

This player has a great outside shot which earned him a starting position. His total concentration on the game at times proved to be his downfall.

87

One of the smallest and youngest players in the project. Need to work on coordination skills, quickness, and to be more aggressive. Hopefully will be back next season.

88

A first year player in basketball. Showed determination, hustle, and aggressiveness in games. Needs more work in dribbling, passing, and shooting. Hopefully will return next season.

89

Youngster had excellent speed and very quick hands. This made him one of the best "stealers" on our team. Was a real good hustler and gave me no problems on the court. Youngster played good one-on-one defensive basketball, and also had good sense when to double up and go for the steal. Was close to perfect on break away lay-ups.

90

Explosive is the word to describe this player. His play was explosive in that he moved the ball quickly to the basket, stole the ball on defense, and constantly moving on the court. His attitude was also explosive, he lost his temper easily and this hindered his performance on the court and off. He has skills but as yet lacks the self discipline to complete his development.

91

Playing basketball for the first time, this season was basically a learning period for this youngster. He entered with very little in the way of skills. He could have learned more had he taken a better attitude towards learning. This was his weakness which prevented him from progressing beyond the third unit.



92

As a first year player, he was a member of the third unit. He was a good rebounder and showed some good moves under the basket. His weakness was being unable to keep up because of lack of speed. His attitude showed some effect towards his playing.

93

He really tried hard to hustle from the start. He had poor skills from the beginning. His attitude toward the game was good. He has a good future ahead and he'll make it.

94

An aggressive youngster who improved during the season. Showed hustle, speed, and quickness on the court. Needs work in dribbling and shooting. Hopefully will return next year.

95

This youngster has played two seasons with Palama and has shown a lot of improvement from last year. He should try hard to work on confidence, skills, and to work on his body movement or in coordination. He can become a good athlete.

96

A youngster who can return next year, who improved during the season. Showed quickness and hustle. Needs more work on passing, dribbling, and driving towards the basket. Should see more action next year.

97

Improvement was the watch word for this player. He started out unsure of himself, and his skills. During the season he progressed in learning skills in defense, rebounding, and offense. He learned quickly and by the end of the season was a starter.

98

Had difficulty adjusting to bantam players. Came in the end, can be a big help next year.

99

Good basketball player. Tried hard, gave good effort. Should be a varsity player next year.

100

Youngster had a hard time adjusting to playing with a team. He would get very annoyed and disgusted with other players who made mistakes. He would often verbally scold them which produced tension and disunity within the unit. He did not play a "real tight" one-to-one defense and had a hard time remembering his assignments. Although proficient in lay-ups, he would invariably choose to jump shot even when he had a clear lane to the basket.

101

As one of the smallest palyers on the team, he was one of the more skilled players. He had a good shot from the outside and he was a good ball handler.

102

Was a started all season. Was a tremendous hustler also. He really had good court sense on our "trap defense" to either intercept or knock balls out of bounds. Had an excellent baseline jump, which unfortunately he seemed to lose confidence in after halfway through the season. Developed into a ferocious rebounder with good position and hard-nose aggressive player. He was easy to coach and would listen.

103

Second year player. Was not as talented as other players. Smart, knew his limits, however, had not produced as he could have.

104

The best leaper on the team, pound for pound he was a bundle of energy.

105

Youngster entered the season with good skills, but an inability to perform under pressure. He was an excellent free throw shooter, a good set shooter, adequate in his lay-ups and slow in his one-to-one defense. Midway through the season his confidence under pressure improved and he started especially making lay-ups that he had missed. Youngster kept hustling on defense but needs more work on developing quickness for a man-to-man defense. He learned to screen out well for rebounding.

106

This youngster never played basketball, but came out this year and really surprised everyone with his ball handling and his coordination. He need to learn more skills and need to practice more. He has given 100 percent when he is in the game. He is a very good prospect for the midget team next year.

107

This youngster played for Palama for the first time. He came into the program with great offensive skills in ball handling and shooting. His quickness make him a strong defensive player. His attitude and hustle was very good. He demonstrated excellent skills throughout the season.

108

Pure shooter. Learned to play defense. Could be great next year.

109

First year in basketball project. He was able to learn the game and its skills. Need to work on defensive movements, rebounding, and passing. He should seem ore action next year.

110

As a first year player, he played on pur determination. His hustle and desire proved to be his greatest asset.

111

A first year player but learned the game and its skills. Showed determination, quickness, speed, and desire. Should see a lot of action next year.

112

A talented youngster who's talents has not come out to full form. When he does bring it out, he will bring out the confidence he needs to have a super season. Gave 100 percent effort and did well in learning center.

113

He started the year with a bad attitude. He began the year slow with no skills. Worked with him, one skill at a time. He became a great player toward the end of the season. He played hard, carried out what he was taught, and most important hustled.

BEHAVIOR ANALYST REPORT  
Pee Wee "A"

The behavior chart for the Pee Wee "A" team showed an overall score of 98 percent level of accomplishment. The chart showed that they were fairly consistent through out the project, scoring at a 100 percent level for the first period, a 90 percent level for the second period, and 100 percent for the third period and 100 percent during the last period.

The types of behaviors prescribed for this group of youngsters were mainly on court type behaviors which included showing that they had class, being helpful to teammates and developing a better relationship with the coaches and staff. Another very important behavior was that they showed class by always saying please and thank you for everything.

BEHAVIOR ANALYST REPORT  
Pee Wee "B"

The Pee Wee "B" team worked on a wide range of behaviors. Each youngster was identified and assessed an appropriate behavior which was monitorable. That the behavior be monitorable and monitored closely, was a determining factor of the youngsters success.

Four members of the team worked on school behaviors for different reasons. One youngster worked on an attendance problem. Another worked on completing his homework assignments while another two worked on classroom behaviors. They were given school checklist which had to be returned daily. The signature of each teacher signified that the youngster performed the behavior being monitored.

In a capsule, Pee Wee "B" behaviors included: getting to know staff and volunteers; showing court, learning center, and training table leadership; learning to get along with fellow players by being positive and encouraging; taking responsibility for self and actions.

Project wise, the Pee Wee "B" team functioned at 98 percent accuracy. Individually, 11 youngster's earned 100 percent of their behavior points. The other 4 functioned at 90 percent or better.

The Pee Wee "B" team can be proud of their behavior record this project. Team work was the goal, that they recognized a responsibility for each other. There were a few intra-team and inter-team conflicts involving the team, but these were resolved through the individuals involved and in the daily team meetings before dinner.

Analyst: Bobby Nakagawa



BEHAVIOR ANALYST REPORT  
Pee Wee "C"

The Pee Wee "C" has a wide range of behaviors. Behaviors such as giving support to fellow teammates, be serious with learning center work, be serious on the basketball court, get along with fellow players, express feeling or talk to either staff members or academic coaches, be on time to practice, have complete attention to coach while talking, be responsible for school work at school and at home, be nice and supportive with younger brother on the same team and praise members of your team. Aside from the general behaviors, the above mentioned behavior were the behavior that the team worked with.

After one week of the project, a decision was reached to put up a behavior chart. This chart was created for the benefit of the youngsters, in that they can actually see their behavior points. If a youngster had behaved well on a day while at Palama, he received ten points. These points were added up and a team average was produced in every two weeks. After four weeks, since this chart was put up the Pee Wee "C" came up to an average of 93 percent total. The remaining last four weeks the Pee Wee "C" came up to an average of 89 percent total. The overall total for the whole project came up to 91 percent.

Although they had few problems in the beginning trying to adjust, they finally worked things out smoothly. The behavior chart was a great help for the youngsters.

BEHAVIOR ANALYST REPORT  
Midget "A"

An essential part of the project was the utilization of the behavior component. Each team consisted of one behavior analyst who was responsible for general and individual behaviors of the team. The behaviors were recorded and past out to staff, coaches and players. These behaviors were assigned to the players every two weeks and if they were accomplished, they were recorded on a star chart daily. Each star was worth ten points toward the individual, so in a two week period, an individual could earn 100 points if he accomplished his behaviors.

The Midget "A"s consisted of fiteen players at the start of the season and it dwindled down to thirteen toward the end of the season. The behaviors that the midget players worked on were: talk to staff members or academic coaches for five minutes daily, controlling talking level in learning center, being responsible for team materials during practice, giving positive encouragement on the practice court, getting along with fellow players, school checklist, etc... Also during this project, youngsters who worked and helped beyond their time were given individual bonus stars for the chicken sale. The Midget "A" had seven individuals who received their bonus stars and could use them to help the team on their behavior records.

Project wise, the Midget "A" scored 100 percent for the first two weeks. The third and fourth periods, the team scored a 98.6 percent however, were minus ten points for a general team behavior and the final total was 88.6 percent. The fifth and sixth weeks, the team scored at a 96.8 percent and the final period they scored at a 96.1 percent. The final average of the total periods came out to be 94.5 percent without the bonus chicken stars. With the bonus chicken stars included, the final average came out 95.6 percent.

As a result of the behavior component, the Midget "A" had their ups and downs and progressed steadily. From this the team matured and individual leaders emerged.

BEHAVIOR ANALYST REPORT  
Midget "B"

From the start, the Midget "B" team was very "Behavior Conscience". About half of them were in the last project we had, and helped to explain and remind their teammates about their behaviors. There was no deduction of points for a "team behavior" being broken, so their averages came out quite well. They are as follows:

1st and 2nd week - 99.3%  
3rd and 4th week - 98.6%  
5th and 6th week - 100%  
7th and 8th week - 100%

They really did a fantastic job because in the last few weeks, they already knew they were not in contention to travel. They continued to encourage each other on the court etc... and thus ended up with a total project average of 99.4%.

BEHAVIOR ANALYST REPORT  
Bantam "A"

The behavior chart for the Bantam "A" team showed that they functioned at a 99 percent level for the first period, a 90 percent level for the second period, a 96 percent level for the third period and a 100 percent level for the fourth period for an overall score of 96 percent throughout the project.

The type of behaviors which were prescribed for the youngsters were mainly of the relational type which involved helping teammates to do better academically and socially, such as tutoring those who were having academic difficulties and those who had a hard time relating to teammates, the coaches and staff members.

BEHAVIOR ANALYST REPORT  
Bantam "B"

The behavior portion of the program was designed to help youngsters to be better able to handle the social aspects of their lives. A majority of the bantam "B" team dealt with relationship developing activities which involved meeting with staff members and volunteers to find out about them and also to share information about themselves. Other behaviors worked on involved school attendance, listening to and following directions, and also attitudes such as showing sportsmanship, and taking on leadership roles such as being more encouraging and helpful to others. The bantam "B" team as a whole averaged 74 percent throughout the project. Their record was average, showing 89 percent for the first period, 99 percent for the second period, 80 percent during the third period, and 26 percent for the last period. The big drop in the level of performance during the last period was probably due to the fact that the team had no chance of attaining the big rewards for the season due to their won-loss record on the court. The team performance as a whole declined towards the end of the season.

Problem and Suggestions:

1. It was difficult to keep a really close check on the clients to accurately monitor the specific behaviors.
2. All behavior analysts should read all home visit reports which yields information which would greatly enhance aspects of the client which could make his/her job easier.
3. All behavior analyst should talk to coaches and behavior analyst who worked with youngsters who have returned from a past project to get more insight into the youngster.
4. Must get more into the youngsters. No one should be able to get a 100% level of performance if the specific behavior is truly a maladaptive one. This refers only to maladaptive type behaviors. It is very possible for specific behaviors which involve positive behavior.



1978 PAKOLEA BASKETBALL REWARDS REPORT

This project, a total of 2,511 stars were spent on 201 reward items of different star values. As expected, the overall big reward was the Palama jacket. Five youngsters chose to cash in their stars for jackets. The most popular sizes were junior extra-large, junior large, and junior medium.

Shorts, winged P's and socks were the other big reward items (27, 38 and 36 sold respectively). It should be noted that socks are a very popular item, especially during the basketball season. This project, out stock of 36 pairs of socks sold out, and many youngsters had to be turned down for this item.

Another popular reward for the youngsters were their pictures. They all seemed to show a feeling of pride and accomplishment when they received their pictures.

The "rewards store" lacked "basketball " items. Headbands were the only basketball item in stock. In the course of the season, the youngsters asked for items such as knee pads, wristbands and tank tops.

### STAR CHART REPORT

The star chart is an incentive device utilized to provide the youngsters with a first hand look at how they were doing. The star chart involves each individuals overall performance including academics and athletics. Hash marks were taken for each youngster in the learning center based on the number of 100 percents and bonus work completed. Hash marks were also given for performance on the ball court, such as rebounding, steals, assist, points scored, etc.... The hash marks from each area were kept separately to which a ratio scale of 3 hash marks from the field and 2 hash marks from the learning center and vise versa were utilized to equal one star earned. Another ratio of 4 hash marks from the learning center and 1 hash mark from the field was utilized for the youngsters who weren't as talented athletically as they were academically. This was mainly to place more emphasis on the academic portion of the program. These stars were the medium of exchange for the youngsters to purchase rewards which included jackets, tee-shirts, shorts, sox, etc.... These stars were put up for all the youngsters to see on the first day they returned to the learning center after each game.

Overall the 113 youngsters in the program earned a total of 3,140 stars with a range from 48 to 9 and a mean of 28 stars earned.

A team by team evaluation showed:

PEE WEE "A" - Range 39 to 22  
Mean 33

PEE WEE "B" - Range 35 to 11  
Mean 26

PEE WEE "C" - Range 27 to 9  
Mean 19

MIDGET "A" - Range 45 to 20  
Mean 30

MIDGET "B" - Range 37 to 11  
Mean 22

BANTAM "A" - Range 48 to 24  
Mean 35

BANTAM "B" - Range 34 to 14  
Mean 26

### TRAINING TABLE REPORT

The training table portion of the program is a very important one in that it enabled each youngster in the program to have a hot well balanced meal four nights a week.

The variety of meals included a hot entree, starch, salad, fruits, milk and juice nightly. The entrees was varied---spaghetti, fried chicken, beef stew, curry stew, pork and cabbage, beef and vegetables, short ribs, etc.....

Throughout the project there was an average of one-hundred seventy-five meals served per night. This included second servings which averaged approximately forty per night, with academic coaches, training table volunteers, and project staff.

Serving of the nightly meals was handled by a small core of volunteers who came almost every night to help. Their duty was to serve the meals to the youngsters as they passed through the line. Although the number of volunteers was very small it was sufficient to fulfill the requirements. It would have been better to have more parents to volunteer their time.

The most important factor for the training table was that the food preparation was handled by a staff member instead of a volunteer as in the past two projects. This removed any doubts as to whether meals would be ready or if there would be enough food available and primarily the amount of volunteer time which had to be donated by any person which was a problem in the past.

PARENTAL INVOLVEMENT REPORT

An essential part of the project was the utilization of the parents to help out on benefits and fund raising. Without their help, these benefits and fund raising could not run successfully, because the parents provided extra man-power.

On February 11, 1978, a huli-huli chicken benefit was held to raise funds in the project. Some staff members were assigned to contact parents of different teams if they could kokua their time.

The Pee Wee "C" team and some of the Midget "A" were contacted about the fund raising. The response were pretty good. Some parents replied that they could make it but only in the afternoon. Other's said "most times they could make it". On the day of the chicken sale, only two or three parents showed from these teams for work. It was quite a disappointment, luckily there were other parents who showed up to make this event a successfull one.



### VOLUNTEER EVALUATION

Volunteers are very crucial to the operation of the Pakolea program. Recruitment for volunteers began during the first week of December 1977. Press releases were sent out to newspapers and radio stations to be used as public service announcements to get new volunteers. Veteran volunteers were contacted by phone and letters regarding our orientation which was held on December 27th and 28th.

A total of twenty-seven volunteers were involved in the project but five were forced to withdraw due to personal reasons. Of the twenty-two who completed the project, eleven were returnees from past projects and eleven were newcomers.

Overall, although they were small in number, they did a beautiful job, in assigning work to the youngsters and motivating them to learn. The returning volunteers were very helpful in that they took the new volunteers under their wing and helped them whenever a staff member was unavailable. All in all they did a beautiful job and must be commended for their services.

Although the number was small but good, it is still a concern that we must get more volunteers to have a more effective program. Volunteer recruitment and training must be started much earlier and be more widespread for the up coming Pakolea project.

The focus is still on the working class people as they have proved to be very realiable and effective.

### ACADEMIC COACHE'S EVALUATION

Recruitment for volunteers began during the first week of December 1977. Press releases were sent out to the newspapers and radio stations to be used as public service announcements. (PSA's) veteran volunteers were contacted by phone and letters were sent out regarding the orientation meeting which was held on December 27th and 28th, 1977. The University of Hawaii campus was satuated with posters and word of mouth memo's were sent out to all staff.

A total of twenty-two volunteer academic coaches and correctors completed the project. Eleven were returnees and eleven were newcomers to the project. In the course of the project, five academic coaches withdrew from the project. Four of them were students from Punahou Schools Community Service Club. The other was a returnee who found her schedule to be in conflict with the project.

Our academic volunteers play a very important role in the project. They were a source of motivation for the youngsters and were a determined bunch. The split Learning Center made it difficult for the staff to become acquainted with the volunteers. However, the focus of attention was on the youngsters and everything worked out well.

### BANQUET REPORT

The basketball banquet award was held at Haiku Gardens on April 1, 1978. There were many places available for Palama to hold their banquet, but the staff chose Haiku Gardens. At the time, it was the best and ideal place for our banquet.

Haiku Gardens agreed with us that they were willing to accept a capacity of three-hundred and twenty-five people. When the banquet day arrived, we had a total count of three-hundred and five. There were twenty-six children under the age of ten and two-hundred and seventy-nine adults.

The menu was very good. Everyone at the banquet had enough to eat. As a matter of fact the food was plentiful. The menu consisted of.... beef curry, beef stroganoff, mahimahi, chicken and tripe stew. For dessert we had haupia cake, coffee, tea, punch and ice tea.

The price for each person were as follows: \$5.20 for adults and \$2.90 for children under ten years old. However, Palama added their own price of \$5.25 for adults and \$3.00 for children under ten years.

I felt the banquet was a success because the parents and youngsters enjoyed and showed a great deal of appreciation. The youngsters especially expressed to me their good feeling about the event. At first, I thought Palama was going to loose money. There were only few parents and youngsters who put in their reservations. However, this was not the case, the parents turned out to join their children to share and enjoy this happy event. It was so successful that the total count came up to three-hundred and five people that attended the banquet.

APPENDIX

POP WARNER PROJECT AGREEMENT

As a member of the Pop Warner Football/Basketball \_\_\_\_\_  
Bantam/Midget/PeeWee/Cheerleading

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 a home visit in order to obtain statistical data for this project.
4. I will participate in the training table 4 nights weekly.
5. I will have a dental examination (Strong-Carter Clinic\*), 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

\*No Cost



## BENEFACITOR'S LIST

Mahalo Nui to the following Benefactor's without whom this project could not have existed.

Ms. Mary McDougal . . . . .	McDonalds
Mr. Al Shimabukuro. . . . .	Taco Bell
Mr. John Weber. . . . .	Burger King
Mr. & Mrs. Richard Higa . . . . .	Richard Higa Farms
Mr. Paul Durham . . . . .	
Mr. Joseph Lyons. . . . .	Duty Free Shoppers

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  
(MAI KA HOO'KAHI UHANE LOAA KA IKAIKA O KE KINO)
3. TABLE OF CONTENTS
4. STAFFING LIST
5. PROJECT GOALS & OBJECTIVES
6. HOME VISIT
7. PARTICIPANT'S DESCRIPTION
8. TESTING REPORT
9. LEARNING CENTER COORDINATOR'S REPORT
10. ACADEMIC PROGRESS
11. PEE WEE/MIDGET/JUNIOR BANTAM CHEERLEADING TEAM EVALUATION
12. MISS CHEERLEADER CHART - STUDENT COACHES CHART
13. PEE WEE/MIDGET/JUNIOR BANTAM TEAM EVALUATION
14. SKILL PROGRESS
15. PEE WEE/MIDGET/JUNIOR BANTAM BEHAVIOR ANALYST REPORTS
16. REWARDS REPORT
17. PEE WEE/MIDGET/JUNIOR BANTAM STAR CHART REPORTS
18. TRAINING TABLE REPORT
19. PARENTAL INVOLVEMENT REPORT
20. VOLUNTEER RECRUITMENT REPORT
21. TRIP REPORT
22. BANQUET REPORT