

Hawai`i Center for the Deaf and the Blind

Grades K-12

School Status and Improvement Report



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School Address:

the Deaf and the Blind
3440 Leahi Avenue
Honolulu, HI 96815

Focus On School

This *School Status and Improvement Report* has been prepared as part of the Department's educational accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

The report includes a description of the school and information on the **context**, **process**, and **outcomes** of education at the school for the 1999-2000 school year. **Context** information includes characteristics of the student population and the school community. **Process** information describes the school's priorities for improvement and indicates the school's staffing levels and the quality of its facilities. **Outcome** information includes survey data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements *The Superintendent's Annual Report on School Performance and Improvement in Hawai'i*, which analyzes our schools collectively and in comparison to those of other states.

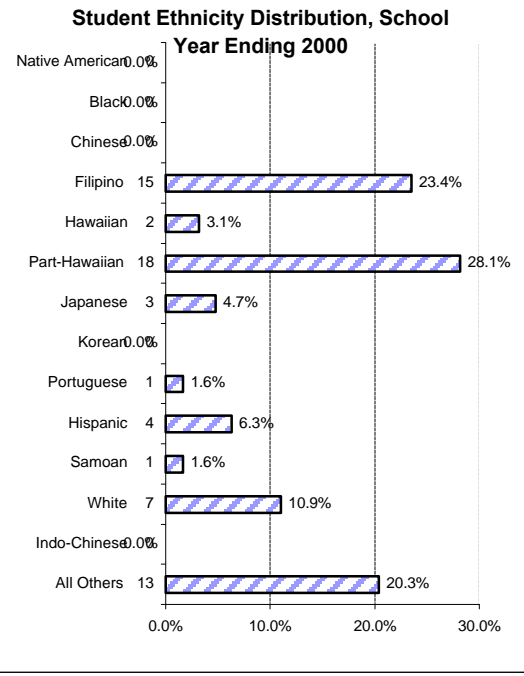
School Description

The Hawai'i Center for the Deaf and the Blind has a school component that serves the State's deaf students and deaf-blind students. The school program of the Center provides a full-immersion instructional program with an American Sign Language focus and the use of specialized teaching methodologies for deaf students. A residential (dormitory) program enables neighbor island students to access the school program. The other activities of the Center include: diagnostic evaluations for students statewide who are deaf, blind, hard-of-hearing, deaf-blind or partially-sighted; Braille and large type materials dissemination to students who are blind or partially-sighted; and technical assistance to teachers and families of children in the target groups statewide.

Context: School Setting

Student Profile

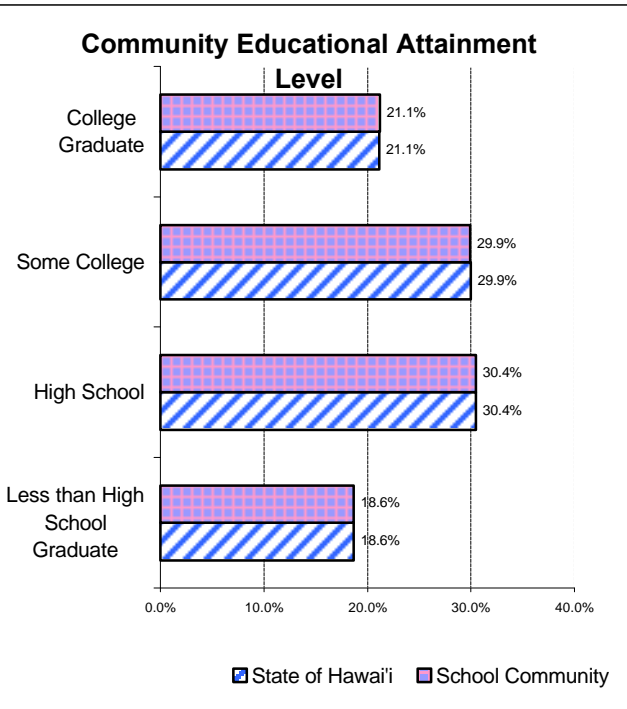
School year ending	1998	1999	2000
Fall enrollment	64	74	64
Number and percent of students enrolled for the entire school year	55	60	63
	85.9%	81.1%	98.4%
Number and percent of students receiving free or reduced-cost lunch	50	44	52
	78.1%	59.5%	81.3%
Number and percent of students in Special Education programs	64	72	61
	100.0%	97.3%	95.3%
Number and percent of students with limited English proficiency	13	12	11
	20.3%	16.2%	17.2%



Community Profile Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	3.6	3.6
Percent of households with school age children (4-19)	31.8%	31.8%
Median household income	\$38,829	\$38,829
Per capita income	\$15,770	\$15,770
Percent of households with Public Assistance income	6.8%	6.8%
Percent of children (3-19 years) below poverty level	11.6%	11.6%
Percent of children (4-19 years) who are at-risk*	2.1%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year	#1	No priority selected
Ending 1998	#2	No priority selected
	#3	No priority selected
School Year	#1	School Curriculum
Ending 1999	#2	Student Achievement
	#3	Student Attitude
School Year	#1	Student Achievement
Ending 2000	#2	School Curriculum
	#3	Staff Development

Priority 1: Student Achievement

Student achievement is the top priority for our school community for 2000-2001. The faculty have been implementing a "Bilingual-Bicultural" program for these students, which emphasizes American Sign Language as students' primary language with a bridge to reading and writing in English (speaking in English, however, not an emphasis of Bi-Bi programs) as well as living in hearing and deaf cultures. For 2000-01, students' Individualized Education Programs (IEPs) will be written by incorporating a Bi-Bi approach and using Hawaii Content and Performance Standards to develop measurable goals and objectives to address for improvement of student achievement. Improvements in reading achievement are expected to generate improvements in all subject areas. In the past year, a solid mathematics program has been established for the Upper School (grades 6-12), which has improved student performance in that subject. This year, a new science lab and program are anticipated to help improve achievement in science in those grades.

Priority 2: School Curriculum

School curriculum is the second priority for the HCDB community for 2000-01. The faculty Curriculum Committee is working to ensure that curricular needs are defined, and solid curricula are adopted from other sources or developed as needed at HCDB for each area. Curricula must be aligned with the Hawaii Content and Performance Standards and still meet the individualized needs of this highly unique population, whose programs fall entirely under the Individuals with Disabilities Education Act (IDEA). The school Curriculum Committee, with membership from the various levels of HCDB's instructional program, will work with the full faculty to ensure that we move toward a unified scope and sequence that still allows individualization as mandated in IDEA.

Priority 3: Staff Development

Staff development is the third priority of the HCDB community for 2000-01. Faculty and classified staff who need them will be offered opportunities to take continuing American Sign Language classes, to improve skill levels for communication with our primary population of students who are deaf. All staff will be offered opportunities to meet with two DOH contract mental health service providers in small, customized workshops (e.g., for dormitory workers, for teachers, for Educational Assistants) regarding how to manage student behavior effectively. Inservice on Chapter 56/IEPs and the ISPED will be delivered to faculty as mandated, to increase their knowledge and skills for program implementation. Content inservices will be implemented through collaboration with the Gailaudet University Regional Center at KCC. All such inservice opportunities have contributed in the past several years to improved school climate and service delivery that is more effective for our primary consumers, students who are deaf, hard-of-hearing, deaf-blind, blind, or visually impaired.

Process: School Resources

Certified Staff

School year ending 2000

Teaching Staff

Total Full-Time Equivalent (FTE)	20.0
Regular Instruction, FTE	1.0
Special Education, FTE	19.0
Supplemental Instruction, FTE	0.0
Total number of persons assigned to teaching, headcount	21
Teachers with 5 or more years experience in this school	9
Teachers' average years of experience	11.6

Students per Teaching Staff Member

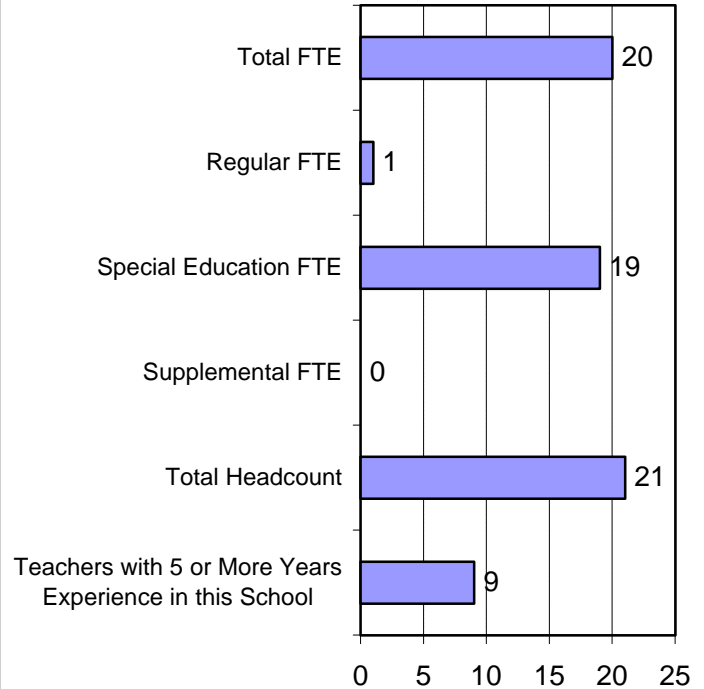
Regular Instruction	3.0
Special Education	3.2

Administrative and Student Services Staff

Administration*, FTE	1.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	2

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Teacher Counts



Facilities

School year ending 2000

Classrooms available	23
Number of classrooms short (-) or over (+)	3

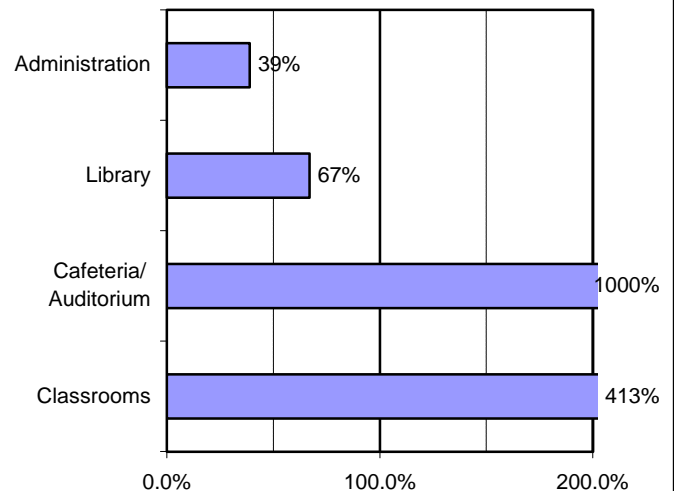
School facilities inspection results

	Score		
	1	2	3
Grounds			
Building exterior			
Building interior			
Equipment/Furnishings			
Health/Safety			
Sanitation			
Total	0		

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

Adequacy of School's Space Compared with State Standards

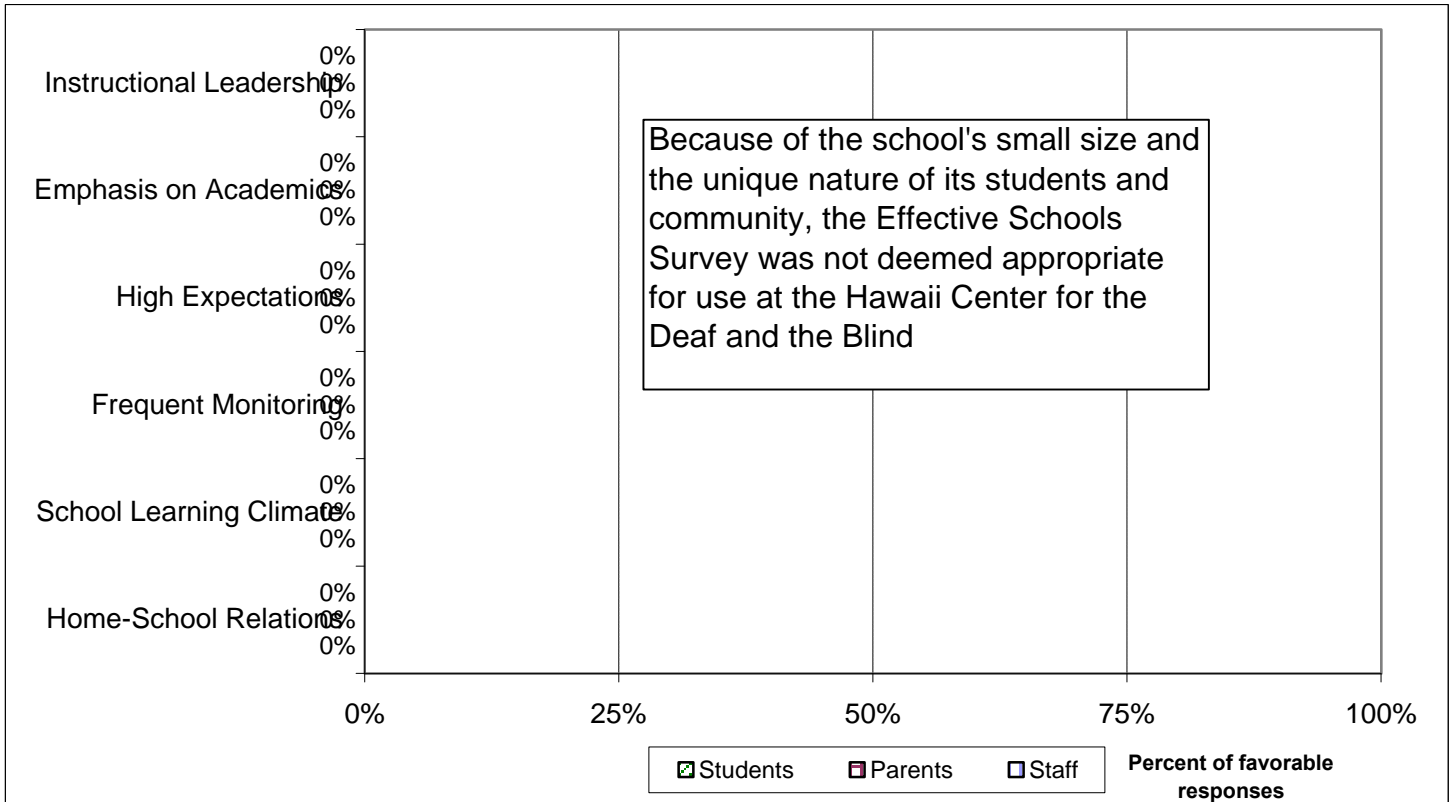


School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



Student Conduct

Attendance and Absences

School Year

State Standard

1997-98 1998-99 1999-2000

Average Daily Attendance: %

(higher is better)

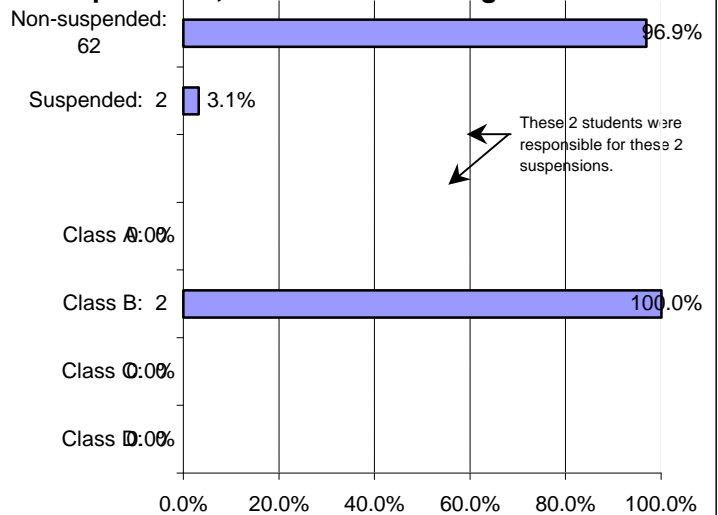
94.3% 93.0% 93.2% 95.0%

Average Daily Absences: in days

(lower is better)

10.1 12.8 12.5 9

School Suspensions, School Year Ending 2000



Examples of class of suspension:

- Class A: Burglary, robbery, sale of dangerous drugs
- Class B: Disorderly conduct, trespassing
- Class C: Class cutting, insubordination, smoking
- Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 0

