

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 Standards

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** at the school for the 2000-2001 school year, including a summary of the school's Standards Implementation Design (SID) **process**.

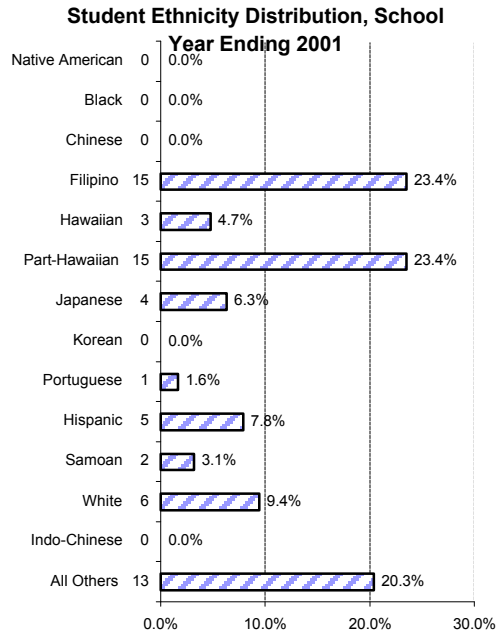
School Description

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 boarding (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	1999	2000	2001
Fall enrollment	74	64	72
Number and percent of students enrolled for the entire school year	60	63	59
	81.1%	98.4%	81.9%
Number and percent of students receiving free or reduced-cost lunch	44	52	56
	59.5%	81.3%	77.8%
Number and percent of students in Special Education programs	72	61	68
	97.3%	95.3%	94.4%
Number and percent of students with limited English proficiency	12	11	23
	16.2%	17.2%	31.9%



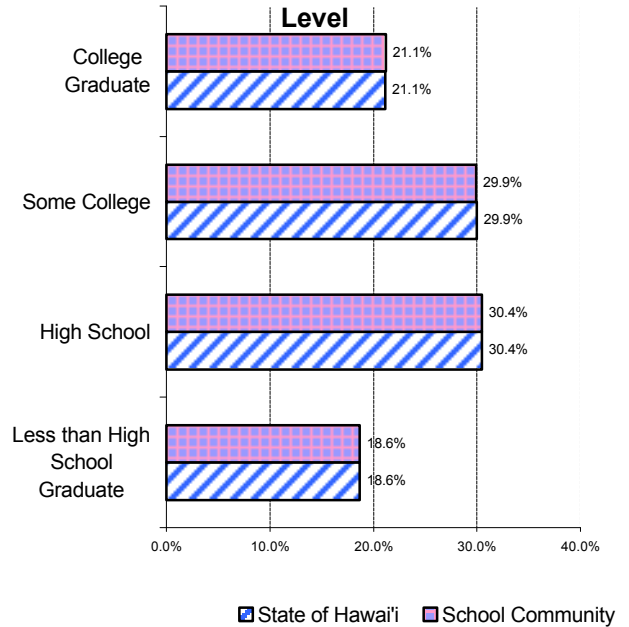
Community Profile

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.

Community Educational Attainment Level



Process: Standards Implementation Design

The following is a summary of the school's standards implementation design for the 2000-01 school year.

VISION

HCDB is Hawaii's primary source of specialized educational and family support services for preschool, elementary and secondary students who are deaf, hard-of-hearing, blind, partially sighted, or deaf-blind.

MISSION

HCDB serves students from all of Hawaii's school districts who may be placed at the Center or in mainstreamed settings. The diagnostic and technical assistance personnel evaluate and serve deaf, hard-of-hearing, blind, partially sighted and deaf-blind students who come from the various communities throughout the state. Parents and community members are invited to provide input regarding the programs, activities and services of the Center.

HCDB's array of services is designed to assist each student in the target populations to maximize his or her potential with high expectations of success and includes:

- educational, intellectual, speech/language, social work and audiological evaluations by uniquely qualified personnel;
- technical assistance and consultative expertise to Hawaii's teachers and districts serving these students, including: curricular support; computer technology support; educational interpreters; and behavior management support;
- technical assistance to Hawaii's families with children who are deaf, hard-of-hearing, blind, partially-sighted or deaf blind;
- transition services;
- an ASL immersion (Bilingual/Bicultural) instructional program and activities program with appropriately qualified personnel that is designed to promote the independence of the students, emphasizing Deaf culture and strong reading and written English skills for Hawaii's students who are deaf or hard-of-hearing;
- a dormitory program that allows neighbor island students access to the ASL immersion program with adequate instructional support, including tutoring and shared activities;
- adapted media (braille, enlarged type and audio taped materials) identification, location and dissemination to Hawaii's blind and partially-sighted students;
- adapted media (Captioned Films and Videos depository) for individuals who are deaf and hard-of-hearing.

Future Mission Goals:

- early intervention/home visit program that prepares children for successful entry into the educational system and provides adult role models including individuals who are deaf, hard-of-hearing, blind, partially-sighted and deaf-blind to promote the development of students' identity and independence as citizens.

PHILOSOPHY

All individuals, including those who are deaf, hard-of-hearing, blind, partially sighted, or deaf-blind, can and do learn. Our democratic society grants each student the right to a free, appropriate public education. Public education's primary responsibility is to provide educational experiences and opportunities that allow students to develop their unique abilities and skills with high expectations of success, according to their communication, Intellectual, emotional, psychological, social, cultural and physical needs as individuals. Ideally, students should leave school with a broad base of knowledge and effective skills for daily living, including those for decision-making, problem-solving, and lifelong learning as contributing adult citizens.

At HCDB, we respect and value the communication needs and diversity of the individuals in our unique community. We offer multicultural educational experiences and services that promote the students' participation in the wider society. We offer these experiences so that the students we serve can achieve success as independent adults through optimal development of their unique abilities and skills.

HCDB's work on its Standards Implementation Design is just beginning. Because HCDB is a special education school, and each student has an Individualized Education Program, implementing the Standards will require much consideration to be effective and still satisfy the IEP requirements under the Individuals with Disabilities Education Act. During the 2001-2002 school year, HCDB staff and Advisory Council members will address the SID tasks.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	19.0
Regular Instruction, FTE	1.0
Special Education, FTE	18.0
Supplemental Instruction, FTE	0.0
Teacher headcount	20
Teachers with 5 or more years at this school	9
Teachers' average years of experience	11.9
Teachers with advanced degrees	12

Students per Teaching Staff Member

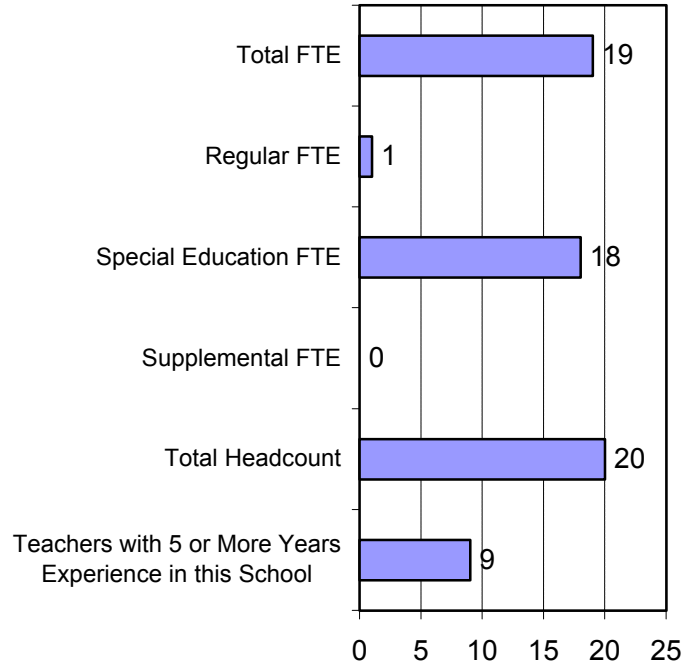
Regular Instruction	4.0
Special Education	3.8

Administrative and Student Services Staff

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

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

Teacher Counts



Facilities

School year ending 2001

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

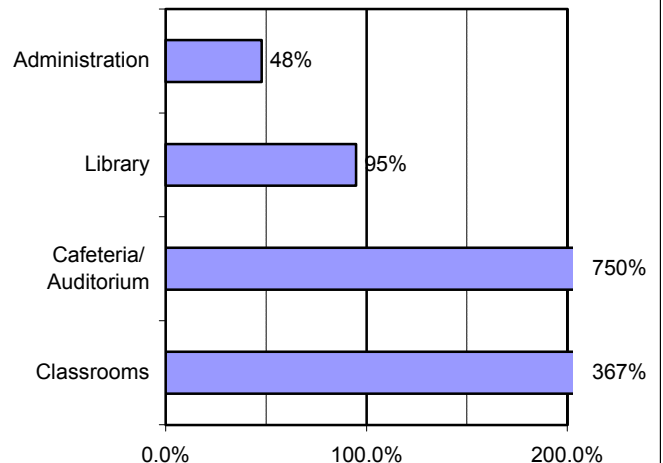
School facilities inspection results

	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

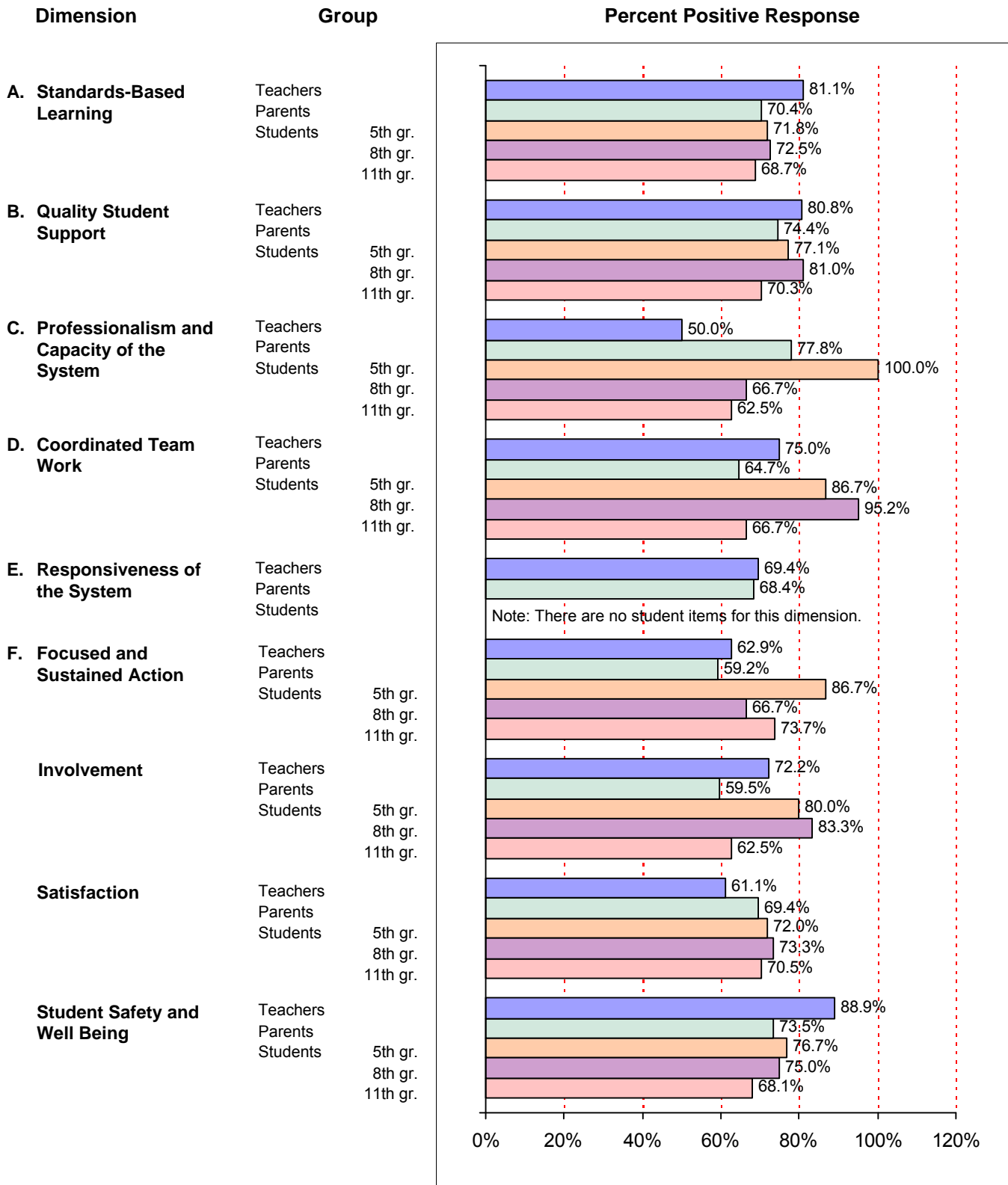
Adequacy of School's Space Compared with State Standards



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

School Quality Survey

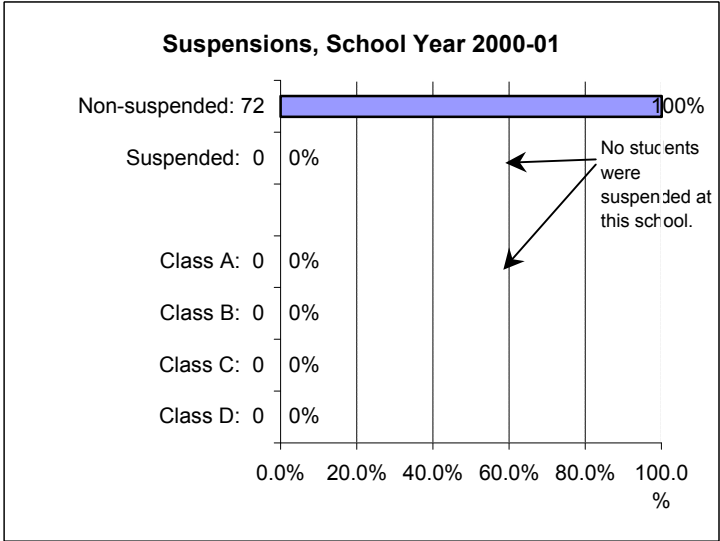


Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
Average Daily Attendance: % (higher is better)			
93.0%	93.2%	92.5%	95.0%
Average Daily Absences: in days (lower is better)			
12.8	12.5	12.5	9



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

Statewide Testing

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at <http://arch.k12.hi.us>.