

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**.

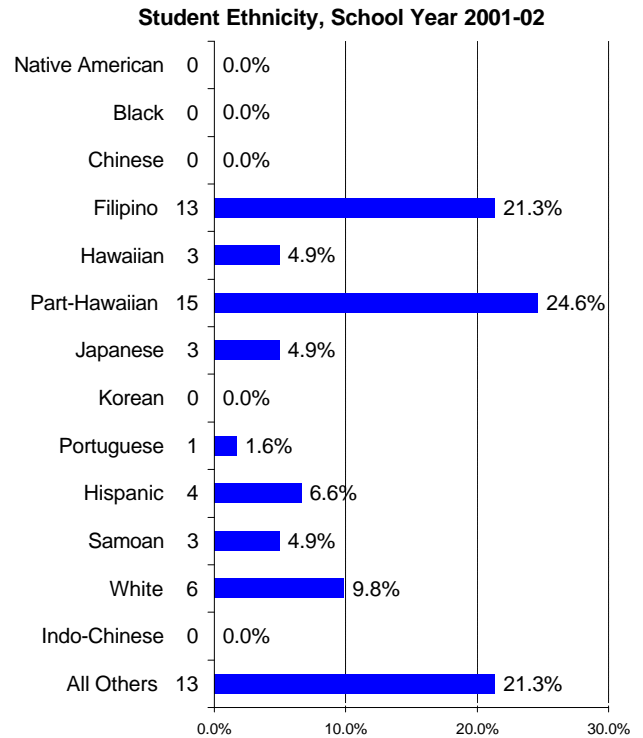
School Description

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	2000	2001	2002
Fall enrollment	64	72	74
Number and percent of students enrolled for the entire school year	63 98.4%	59 81.9%	58 78.4%
Number and percent of students receiving free or reduced-cost lunch	52 81.3%	56 77.8%	59 79.7%
Number and percent of students in Special Education programs	61 95.3%	68 94.4%	74 100.0%
Number and percent of students with limited English proficiency	11 17.2%	23 31.9%	16 21.6%

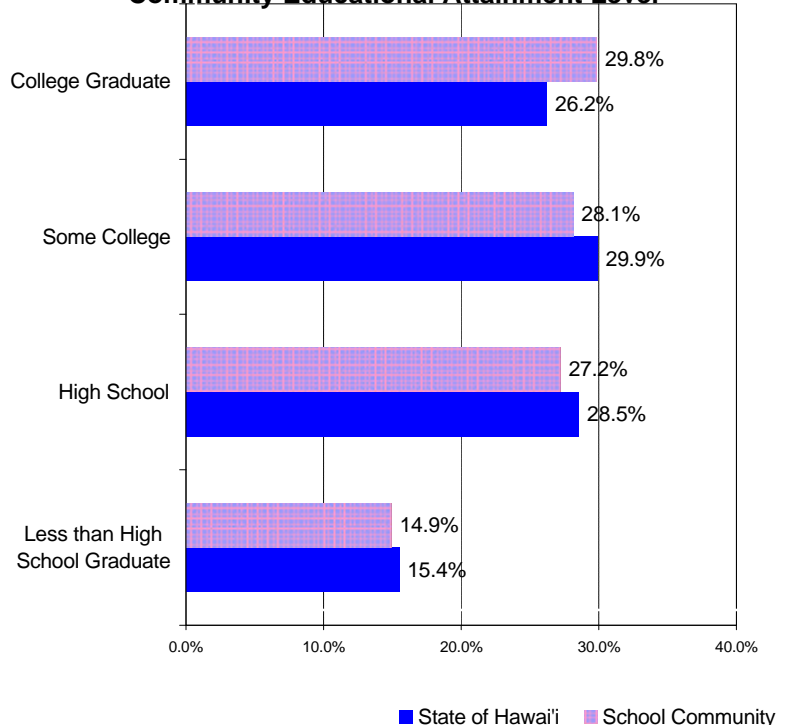


Community Profile

Based on the 2000 U.S. Census

	<u>School Community</u>	<u>State of Hawai'i</u>
Kaimuki Complex		
Total population	77,753	1,211,537
Percentage of population aged 5-19	13.4%	20.6%
Median age of population	40.6	36.2
Number of families	17,698	287,068
Percent of families with children under 18	33.3%	45.0%
Percentage of families with children headed by a single mother	24.6%	18.3%
Average family size	3.0	3.4
Median household income	\$40,122	\$49,820
Percent of households with Public Assistance income	5.0%	7.6%
Percent of families with children living in poverty	15.4%	11.2%

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.

HCDB is Hawaii's primary source statewide 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.

HCDB's mission is to provide:

- 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; 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 with appropriately qualified personnel that is designed to promote the independence of the students;
- a dormitory program for neighbor island students attending the HCDB school program;
- adapted media (e.g., braille, Captioned Media for the Deaf) dissemination to Hawaii's deaf, hard-of-hearing, blind, visually impaired or deaf-blind students.

We believe that 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.

2. Learner outcomes

HCDB is a special education school. Every student who is eligible for HCDB must have an Individualized Education Plan under state and federal laws. Learner outcomes are focused on ensuring each student meets individualized goals and objectives on his/her IEP, aligned to the maximum extent possible with HCPS II in accordance with the child's identified needs and abilities.

3. SID Process

Because HCDB is a special education school, it has a Strategic Plan rather than an SID (because Standards must be implemented in the framework of individualized needs determined by the IEP process for each child). The Strategic Plan during 2001-2002 called for IEP development for every child to include goals aligned with HCPS II as the major implementation focus, as noted previously.

4. Action Plan- Key elements

The HCDB Strategic Plan key elements support effective provision of the mission areas noted above. Special foci: ensuring all evaluations are completed in accordance with timelines and by qualified evaluators for each student's needs; ensuring every IEP goal reflects HCPS II standards for students in the school program; ensuring dormitory staff receive inservice training to support their work in implementing standards-based tutoring for students who board.

Process: School Resources

Certified Staff

School year ending 2002

Teaching Staff

Total Full-Time Equivalent (FTE)	14.0
Regular Instruction, FTE	0.0
Special Education, FTE	14.0
Supplemental Instruction, FTE	0.0
Teacher headcount	15
Teachers with 5 or more years at this school	5
Teachers' average years of experience	15.3
Teachers with advanced degrees	12

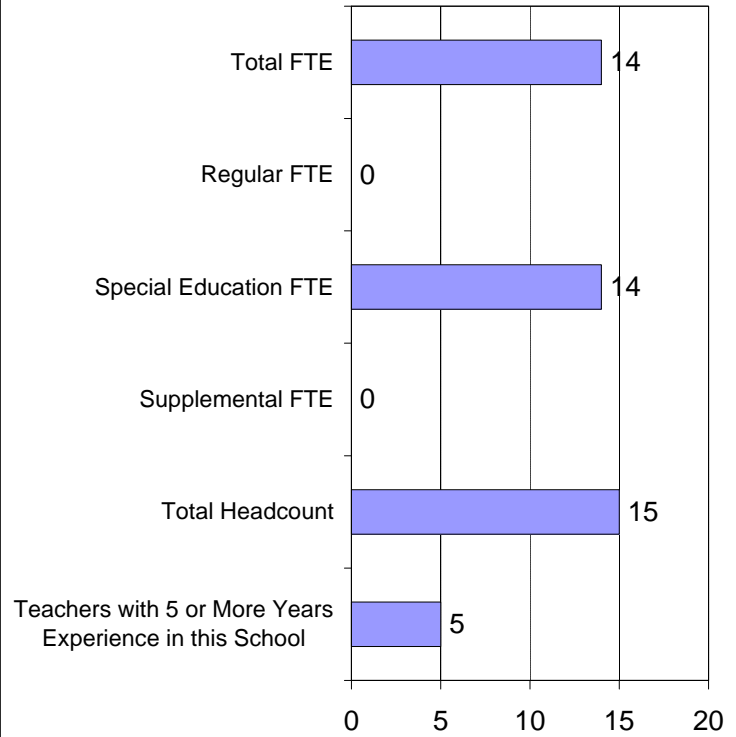
Students per Teaching Staff Member

Regular Instruction	#DIV/0!
Special Education	5.3

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

Teacher Counts



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

Facilities

School year ending 2002

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

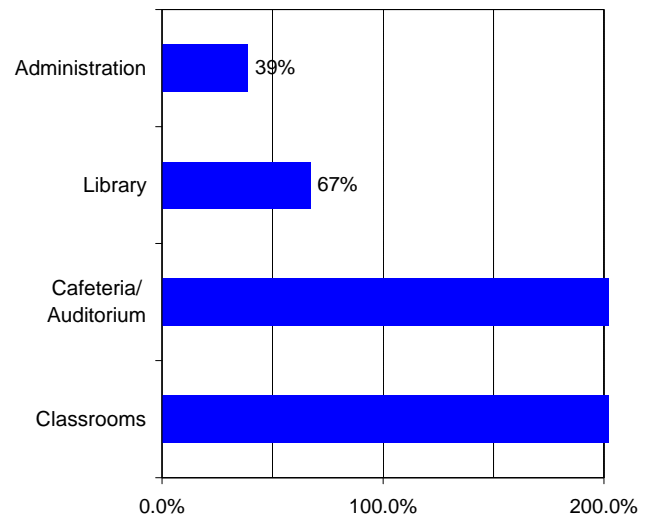
School facilities inspection results

	Score		
	1	2	3
Grounds	<input type="text"/>	<input type="text"/>	<input type="text"/>
Building exterior	<input type="text"/>	<input type="text"/>	<input type="text"/>
Building interior	<input type="text"/>	<input type="text"/>	<input type="text"/>
Equipment/Furnishings	<input type="text"/>	<input type="text"/>	<input type="text"/>
Health/Safety	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sanitation	<input type="text"/>	<input type="text"/>	<input type="text"/>
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

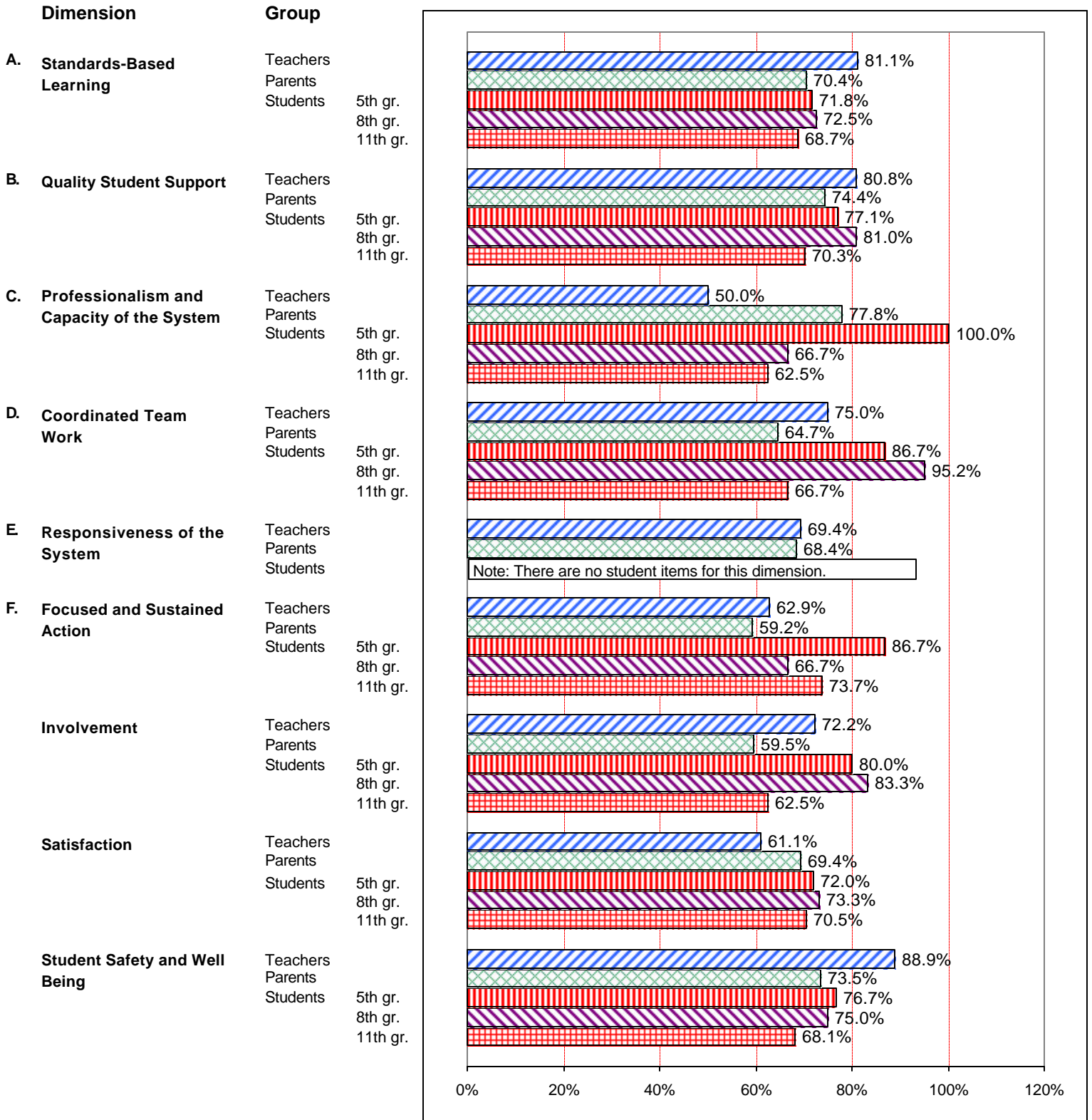


School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

Outcomes: Vital Signs

School Quality Survey

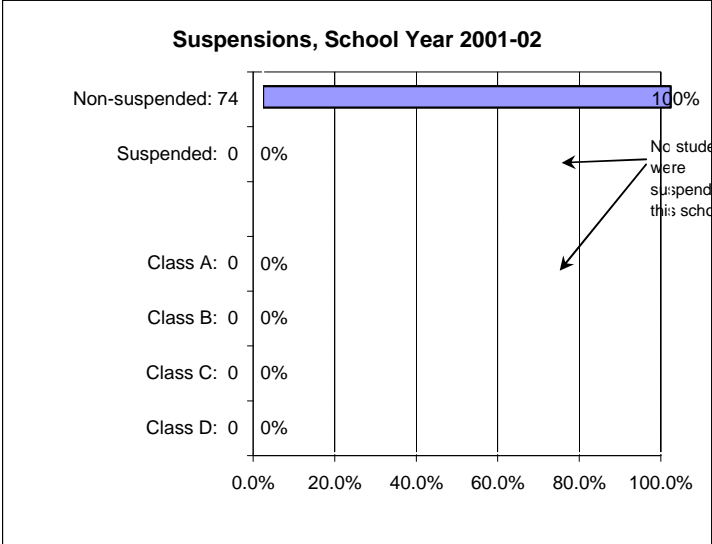
Percent Positive Response



Outcomes: Vital Signs

Student Conduct

Attendance and Absences			
<i>School Year</i>			State Standard
1999-2000	2000-01	2001-02	
Average Daily Attendance: % (higher is better)			
93.2%	92.5%	88.8%	95.0%
Average Daily Absences: in days (lower is better)			
12.5	12.5	20	9



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)

School Completion

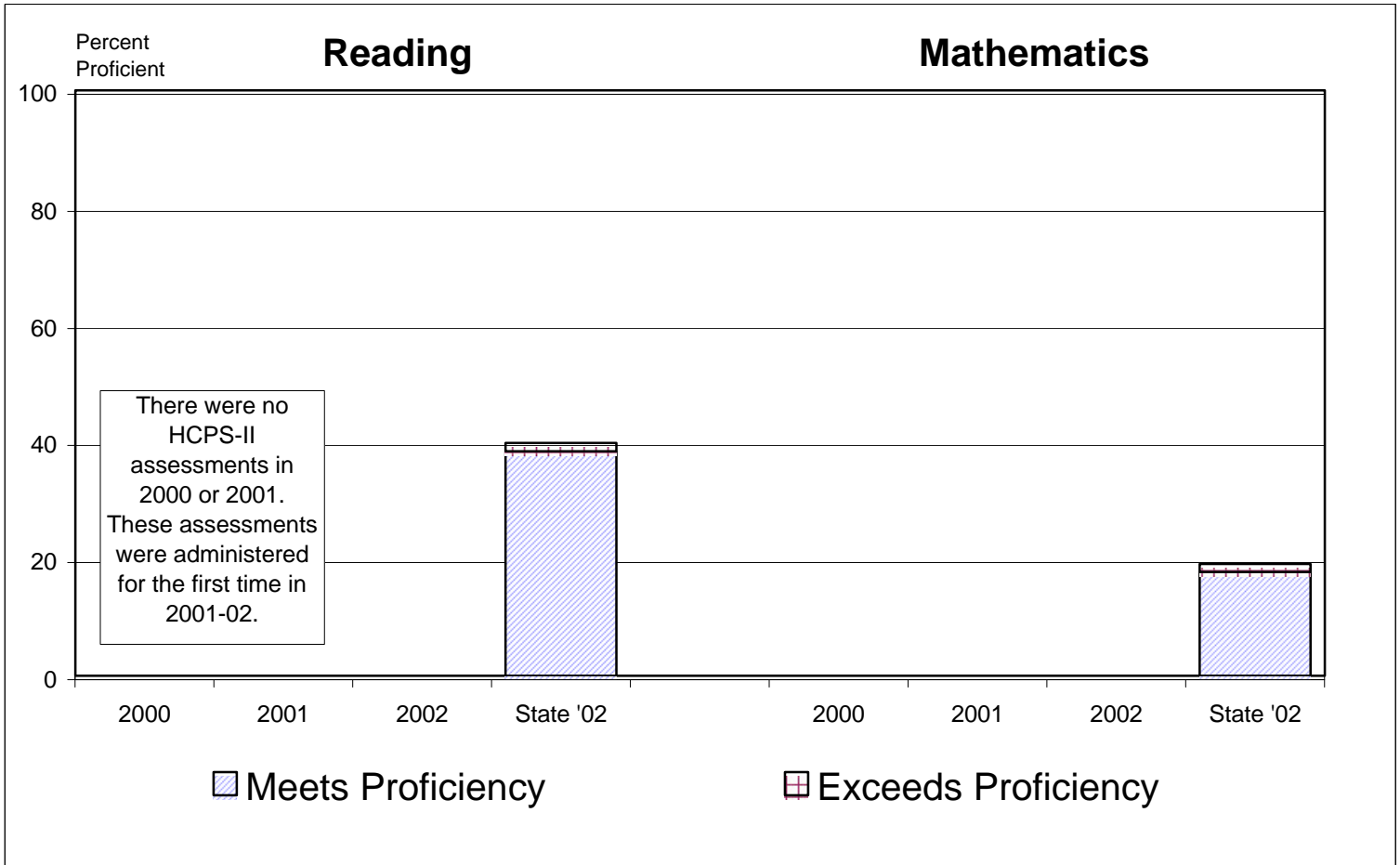
School Dropouts		
School Year	Number	Percent
1999-2000	0	0.0%
2000-01	0	0.0%
2001-02	1	2.1%

Graduates and Other Completers			
	1999-2000	2000-01	2001-02
Number of Seniors	0	0	5
Diploma graduates	0.0%	0.0%	100.0%
Certificate of Course Completion	0.0%	0.0%	0.0%
Individually Prescribed Program	0.0%	0.0%	0.0%
Total school completers	0.0%	0.0%	100.0%

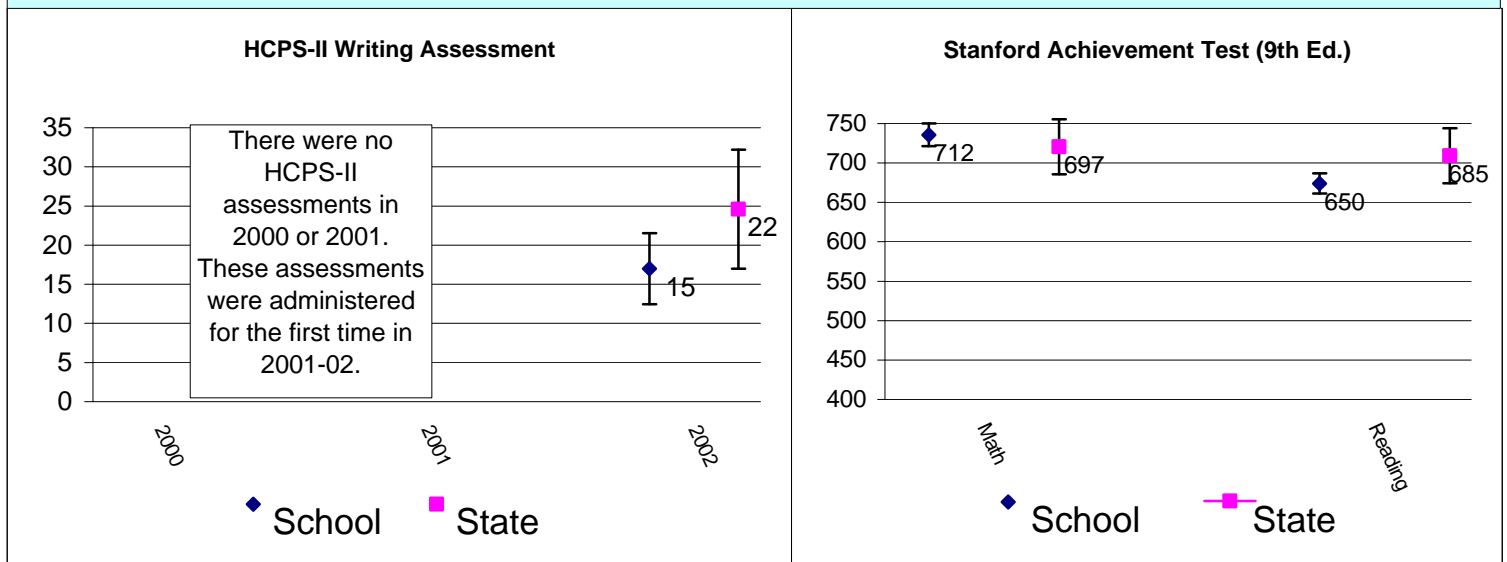
HCPS-II

HCPS-II Performance

Grade Tested: 10



The figures below show the average score in the center, with a bar around it representing about two-thirds of the scores. A school's score that differs from the state score will have little or no overlap between the two ranges. The writing scores are on a 50 point scale for all grades. Stanford scores are "scaled" scores, which vary from about 400 to 800 depending on the grade tested.



Other School Information