

Hawaii Center for the Deaf & the Blind

Elementary-Middle-High School

Grades K-12

School Status and Improvement Report School Year 2002-03



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School Address:

Hawaii Center for the Deaf & the Blind
3440 Leahi Avenue
Honolulu, Hawaii 96815

Focus On Standards

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

This report describes the school and its setting as well as providing information about the school's administrators, teachers, students and facilities. It also includes a summary of the school's improvement plan, the Standards Implementation Design (SID), that focuses on implementing the Hawaii Content and Performance Standards.

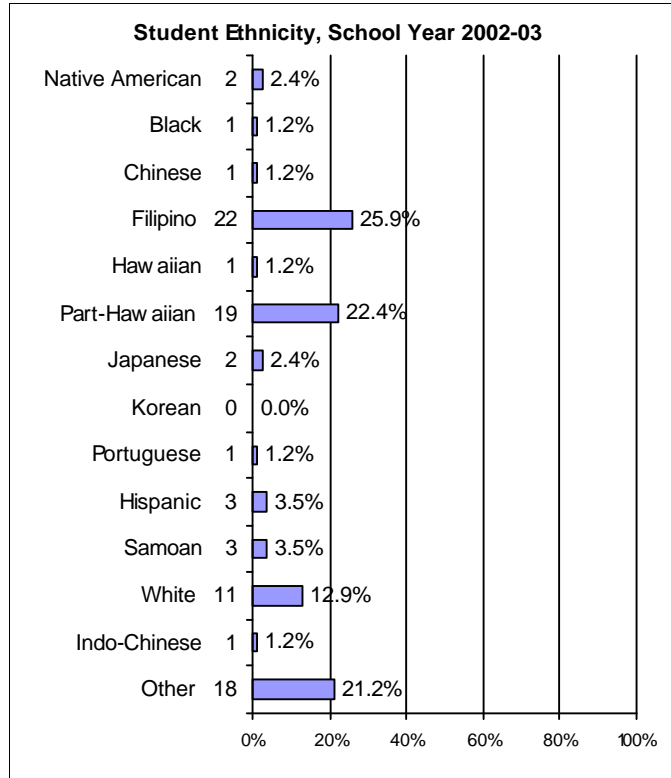
School Description

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.

School Setting

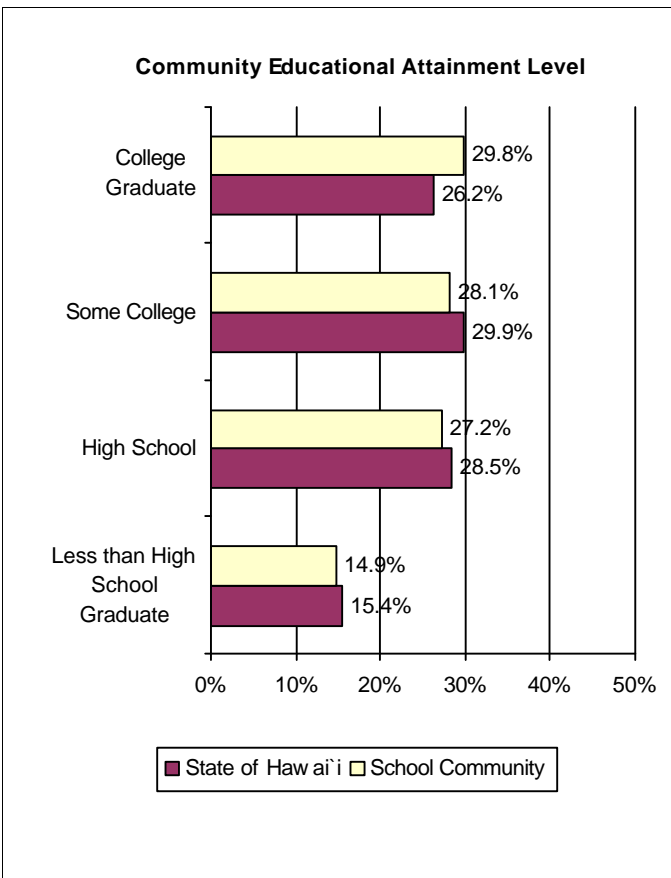
Student Profile

School year ending	2000-01	2001-02	2002-03
Fall enrollment	72	74	76
Number and percent of students enrolled for the entire school year	59	58	57
	81.9%	78.4%	75.0%
Number and percent of students receiving free or reduced-cost lunch	56	59	76
	77.8%	79.7%	100.0%
Number and percent of students in Special Education programs	68	74	74
	94.4%	100.0%	97.4%
Number and percent of students with limited English proficiency	23	16	34
	31.9%	21.6%	44.7%



Community Profile Based on the 2000 U.S. Census

Kaimuki Complex	School Community	State of Hawai'i
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
Percentage 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	3.42
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%



Standards Implementation

Summary of Progress

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.

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.

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School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		17.0
Regular Instruction, FTE	5.9%	1.0
Special Instruction, FTE	94.1%	16.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		18
Teachers with 5 or more years at this school		9
Teachers' average years of experience		14.2
Teachers with advanced degrees		15

Professional Teacher Credentials

Fully licensed	83.3%	15
Provisional credential	11.1%	2
Emergency credential	5.6%	1

Students per Teaching Staff^{*}

Regular Instruction	0.0
Special Instruction	4.8

^{*} Regular instruction includes both regular and supplemental teaching staff and does not include mainstreamed special education students. Therefore, these figures do not indicate class size.

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	

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

Vital Signs

School Quality Survey

The School Quality Survey is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

Percent of Positive Responses

School Quality Survey Dimensions		Teachers		Parents		Students	
		School	State ¹	School	State ¹	School	State ¹
Standards-Based Learning	2001	81%	n/a	70%	n/a	69%	n/a
	2003	87%	78%	82%	61%	46%	50%
Quality Student Support	2001	81%	n/a	74%	n/a	70%	n/a
	2003	75%	66%	88%	60%	41%	47%
Professionalism & System Capacity	2001	50%	n/a	78%	n/a	63%	n/a
	2003	57%	50%	93%	61%	63%	45%
Coordinated Team Work	2001	75%	n/a	65%	n/a	67%	n/a
	2003	82%	66%	74%	45%	47%	49%
Responsiveness of the System	2001	69%	n/a	68%	n/a	There are no student items for this dimension	
	2003	78%	67%	79%	59%		
Focused & Sustained Action	2001	63%	n/a	59%	n/a	74%	n/a
	2003	62%	60%	71%	44%	53%	40%
Involvement	2001	72%	n/a	59%	n/a	63%	n/a
	2003	80%	71%	67%	56%	47%	49%
Satisfaction	2001	61%	n/a	69%	n/a	70%	n/a
	2003	57%	47%	93%	50%	37%	43%
Student Safety & Well Being	2001	89%	n/a	73%	n/a	68%	n/a
	2003	73%	70%	87%	59%	42%	47%
Survey Return Rate	2001	40%	n/a	32%	n/a	94%	n/a
	2003	53%	74%	22%	23%	76%	85%

¹ State figures are summaries of comparable school level results.

State figures for the 2001 SQS are not available.

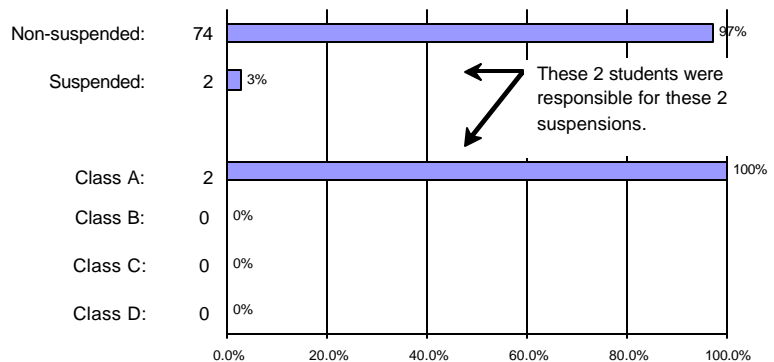
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2000-01	2001-02	2002-03	
Average Daily Attendance: % (higher is better)			
92.5%	88.8%	89.1%	95.0%
Average Daily Absences: in days (lower is better)			
12.5	20.0	19.3	9

Suspensions, School Year 2002-2003



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
2000-01	[]	[]
2001-02	1	2.1%
2002-03	0	0.0%

Graduates and Other Completers

	2000-01	2001-02	2002-03
Total number of Seniors	[]	5	[]
Percent of Diploma graduates	[]	100.0%	[]
Percent of Certificate of Course Completion	[]	0.0%	[]
Percent of Individually Prescribed Program	[]	0.0%	[]
Percent of school completers	[]	100.0%	[]

Total number of Freshmen	na	1	0
Percent graduated on time	na	12.5%	0.0%

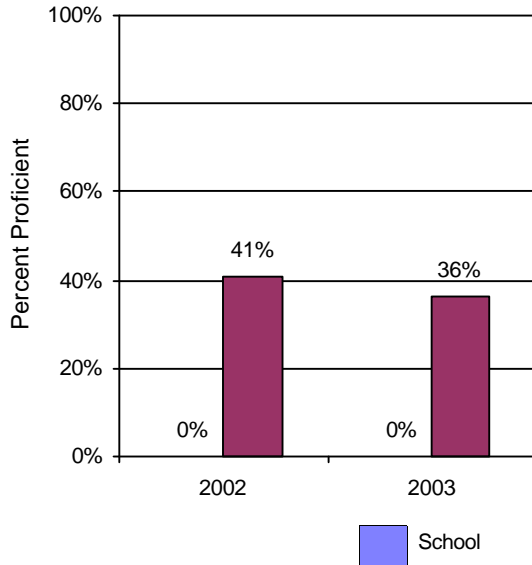
Freshmen who began high school in school year 1999-00 and graduated in 2002-03.

Vital Signs

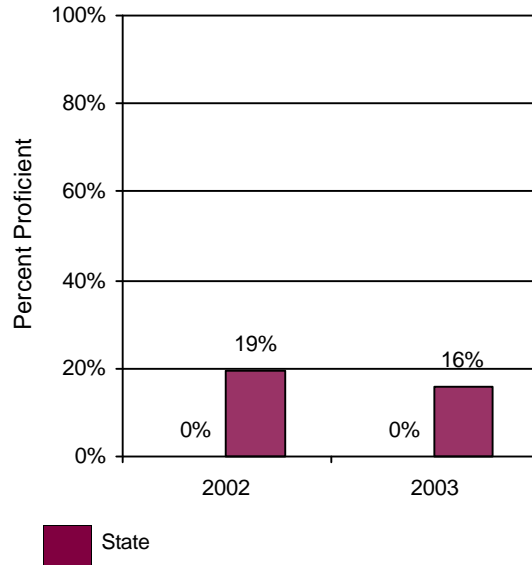
Statewide Testing

Highest Grade Tested: 10

HCPS II Reading



HCPS II Mathematics



Figures are based on total number of students in the highest grade tested at this school. State figures are summaries of comparable school level results.

HCPS II Writing Test

Writing Dimension	2001-02		2002-03	
	School	State	School	State
Meaning	1.8	2.5	0.5	2.4
Voice	1.6	2.5	1.5	2.5
Clarity	1.4	2.4	1.0	2.4
Design	1.6	2.4	1.0	2.4
Conventions	1.4	2.5	1.0	2.4
Overall	1.6	2.5	1.0	2.5

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for the highest grade level tested. State figures are summaries of comparable school level results.

Stanford Tests, 9th Edition

	Below Average	Average and Above
National Norm Group	23%	77%
State		
Reading	34%	66%
Mathematics	31%	69%
This School Highest Grade Tested: 10		
Reading	100%	
Mathematics		100%

The Stanford Achievement Test is a national norm-referenced test with a range of 9 stanine levels. Scores in stanines 1 to 3 represent the Below Average category, and scores in stanines 4 to 9 represent Average and Above Average categories.

Other School Information

Continued from page 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.

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.