

Hawaii Center for the Deaf & the Blind

School Code: 470

Grades K-12

School Status and Improvement Report School Year 2003-04



Contents

Focus on Standards	p. 1
School Description	p. 1
School Setting	p. 2
• Student Profile	
• Community Profile	
Standards Implementation	p. 3
• Summary of Progress	
School Resources	p. 4
• Certified Staff	
• Facilities	
Vital Signs	pp. 5-7
• School Quality Survey	
• Student Conduct	
• School Retention or Completion	
• Statewide Testing	
Other School Information	p. 8

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.

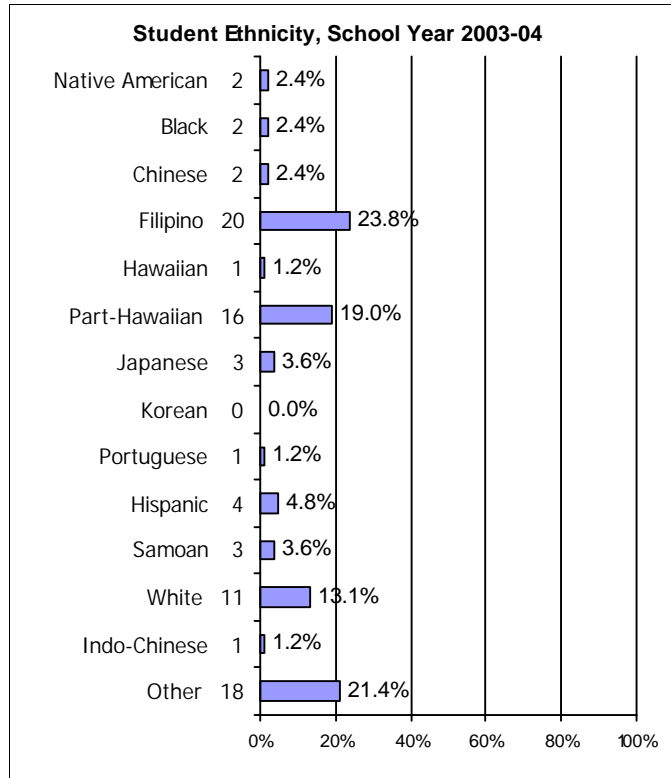
School Description

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

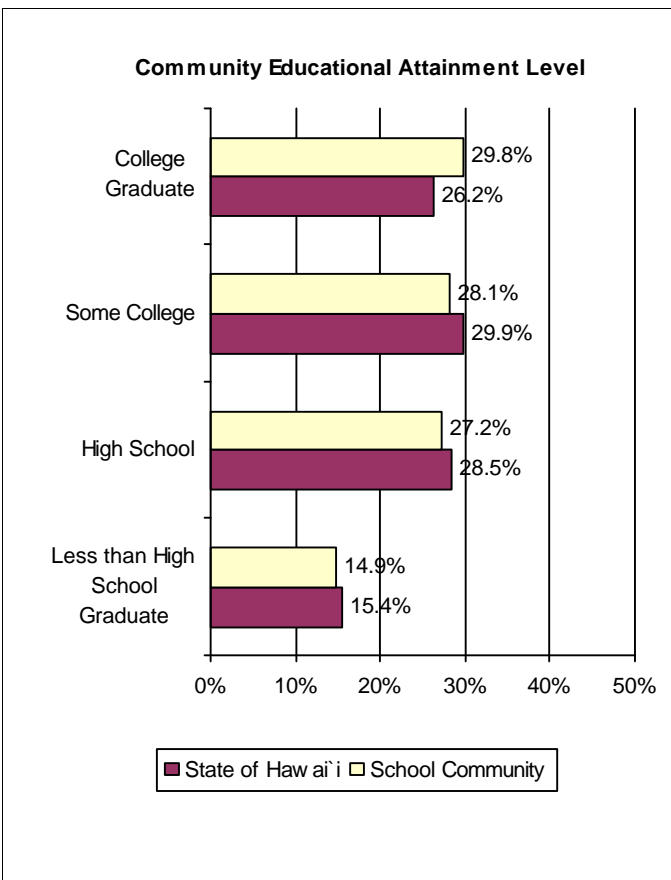
Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	74	76	76
Number and percent of students enrolled for the entire school year	58	67	69
	78.4%	88.2%	90.8%
Number and percent of students receiving free or reduced-cost lunch	59	68	61
	79.7%	89.5%	80.3%
Number and percent of students in Special Education programs	74	76	76
	100.0%	100.0%	100.0%
Number and percent of students with limited English proficiency	16	25	0
	21.6%	32.9%	0.0%



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 a special education school that has a Strategic Plan rather than an SID. Standards are implemented in the framework of individualized needs determined by the Individualized Education Program (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. The progress on each IEP and the subsequent Standards are shared with the parents on a quarterly basis, and revised annually.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		18.0
Regular Instruction, FTE	5.6%	1.0
Special Instruction, FTE	94.4%	17.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		19
Teachers with 5 or more years at this school		12
Teachers' average years of experience		12.9
Teachers with advanced degrees		16

Professional Teacher Credentials

Fully licensed	73.7%	14
Provisional credential	26.3%	5
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	0.0
Special Instruction	4.5

* 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	1

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

Facilities

School Year Ending 2004

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

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	n/a		

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

Data not available

School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

Vital Signs

School Quality Survey

The School Quality Survey (SQS) 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	School	State	School ¹	State
Standards-Based Learning	2001	81%	n/a	70%	n/a	69%	n/a
	2003	87%	n/a	82%	n/a	46%	n/a
Quality Student Support	2001	81%	n/a	74%	n/a	70%	n/a
	2003	75%	n/a	88%	n/a	41%	n/a
Professionalism & System Capacity	2001	50%	n/a	78%	n/a	63%	n/a
	2003	57%	n/a	93%	n/a	63%	n/a
Coordinated Team Work	2001	75%	n/a	65%	n/a	67%	n/a
	2003	82%	n/a	74%	n/a	47%	n/a
Responsiveness of the System	2001	69%	n/a	68%	n/a	There are no student items for this dimension	
	2003	78%	n/a	79%	n/a		
Focused & Sustained Action	2001	63%	n/a	59%	n/a	74%	n/a
	2003	62%	n/a	71%	n/a	53%	n/a
Involvement	2001	72%	n/a	59%	n/a	63%	n/a
	2003	80%	n/a	67%	n/a	47%	n/a
Satisfaction	2001	61%	n/a	69%	n/a	70%	n/a
	2003	57%	n/a	93%	n/a	37%	n/a
Student Safety & Well Being	2001	89%	n/a	73%	n/a	68%	n/a
	2003	73%	n/a	87%	n/a	42%	n/a
Survey Return Rate	2001	40%	n/a	32%	n/a	94%	n/a
	2003	100%	70%	25%	22%	25%	83%

¹

Student positive responses are for the highest grade level surveyed at this school.

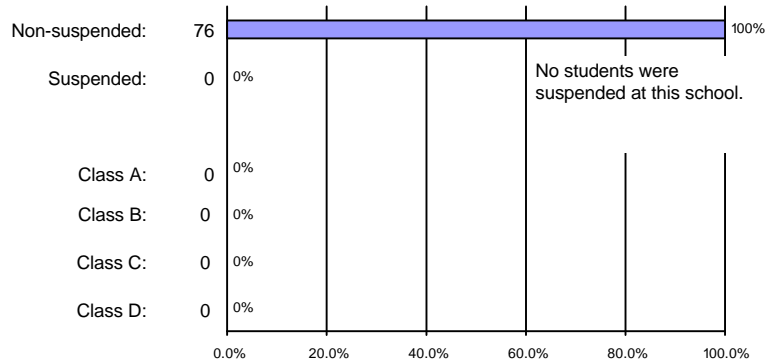
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2001-02	2002-03	2003-04	
Average Daily Attendance: % (higher is better)			
88.8%	89.1%	89.5%	95.0%
Average Daily Absences: in days (lower is better)			
20.0	19.3	18.9	9

Suspensions, School Year 2003-2004



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
2001-02	1	2.1%
2002-03	0	0.0%
2003-04	3	7.5%

Graduates and Other Completers

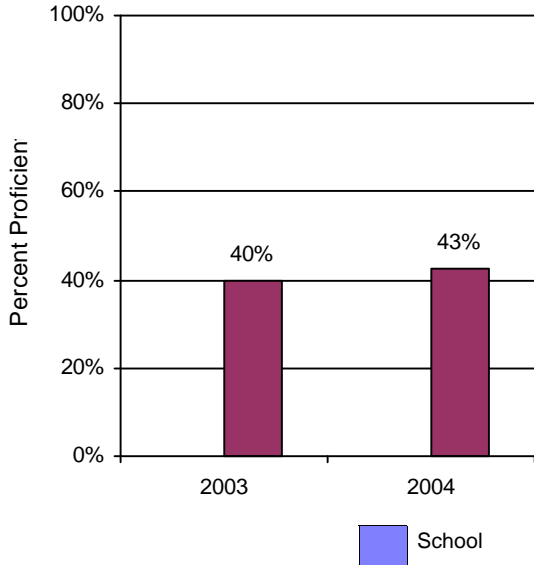
	2001-02	2002-03	2003-04
Total number of Seniors	5	n/a	n/a
Percent of Diploma graduates	100.0%	n/a	n/a
Percent of Certificate of Course Completion	0.0%	n/a	n/a
Percent of Individually Prescribed Program	0.0%	n/a	n/a
Percent of school completers	100.0%	n/a	n/a
<hr/>			
Total number of Freshmen	1	0	4
Percent graduated on time	12.5%	0.0%	66.7%
Freshmen who began high school in school year 2000-01 and graduated in 2003-04.			

Vital Signs

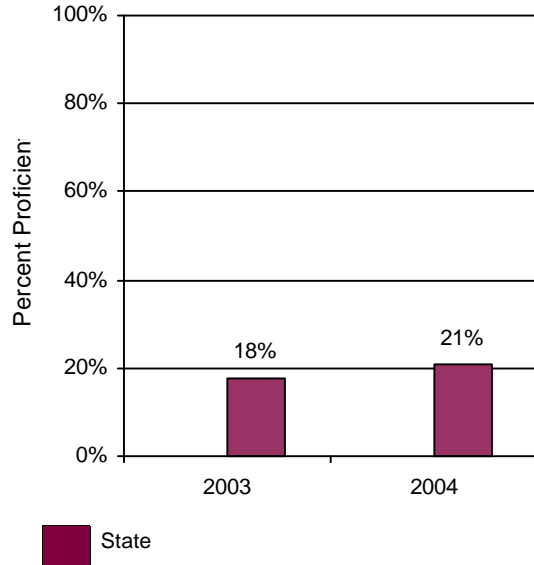
Statewide Testing

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	2002-03		2003-04	
	School	State	School	State
Meaning	1.0	2.8	1.5	2.8
Voice	3.0	2.9	2.0	2.8
Clarity	2.0	2.8	2.0	2.8
Design	2.0	2.8	2.0	2.7
Conventions	2.0	2.8	2.5	2.9
Overall	2.0	2.8	2.0	2.8

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	36%	64%
Mathematics	31%	69%
This School Highest Grade Tested: 10		
Reading	100%	
Mathematics	50%	50%

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

Published on March 21, 2005. Updated as of November 1, 2005.

Evaluation Section, Planning and Evaluation Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.