

Hawaii Center for the Deaf & the Blind

School Code: 470

Grades K-12

School Status and Improvement Report School Year 2005-06



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School Address:

Hawaii Center for the Deaf & the Blind School
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; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan, and reports student achievement results along with other vital signs.

School Description

The Hawai'i Center for the Deaf and the Blind (HCDB) is at the foot of Diamond Head in Kapahulu, and was established in 1914. The Center is composed of a school, residential, and diagnostic/resource component.

The school component serves the State's deaf and deaf-blind students from pre-school through high school. The school provides an American Sign Language (ASL) immersion, instructional program with a bilingual approach that utilizes specialized teaching methodologies for deaf students. All faculty and staff are required to use ASL with the deaf students. HCDB students are able to participate with neighboring high schools for sports. Transition services are provided to students as they prepare for post-secondary education and/or employment.

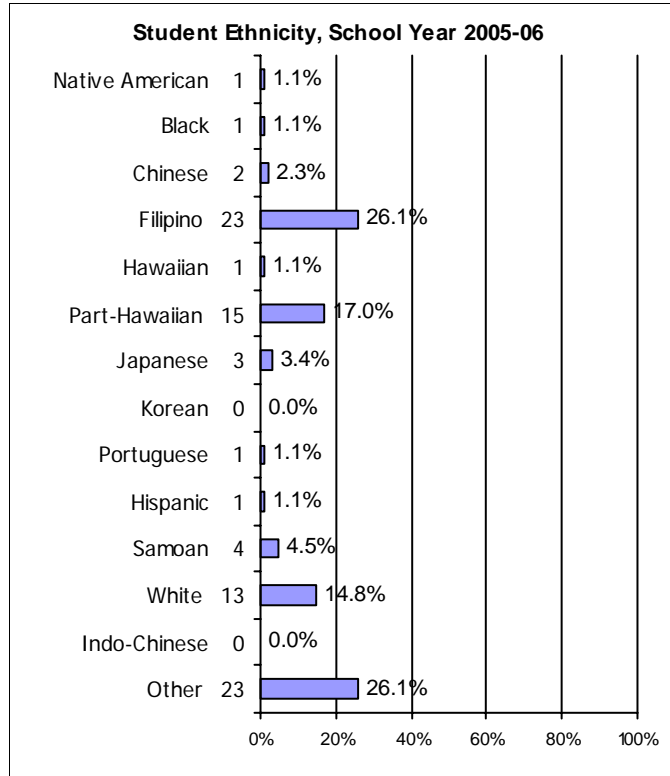
The residential (dormitory) program enables neighbor island students to access the school program on Oahu. Residential students are flown home every weekend to maintain close family ties. The cost of the home-going program, including airfare, ground transportation and adult supervision, is paid for by HCDB.

The diagnostic/resource component provides evaluations for students statewide who are deaf, blind, hard-of-hearing, deaf-blind or partially-sighted. These evaluations are completed by trained professionals in audiology, speech/language pathology, visual and/or hearing impairments. When needed, evaluations are conducted in ASL. Braille and large-type materials are disseminated to students who are blind or partially-sighted. Open-captioned, educational media for deaf and hard-of-hearing students is available for free-loan statewide. Technical assistance and consultation for teachers, schools, and families of children in the target groups is also provided upon request. This includes educational interpreters for deaf and hard-of-hearing students in mainstream settings.

School Setting

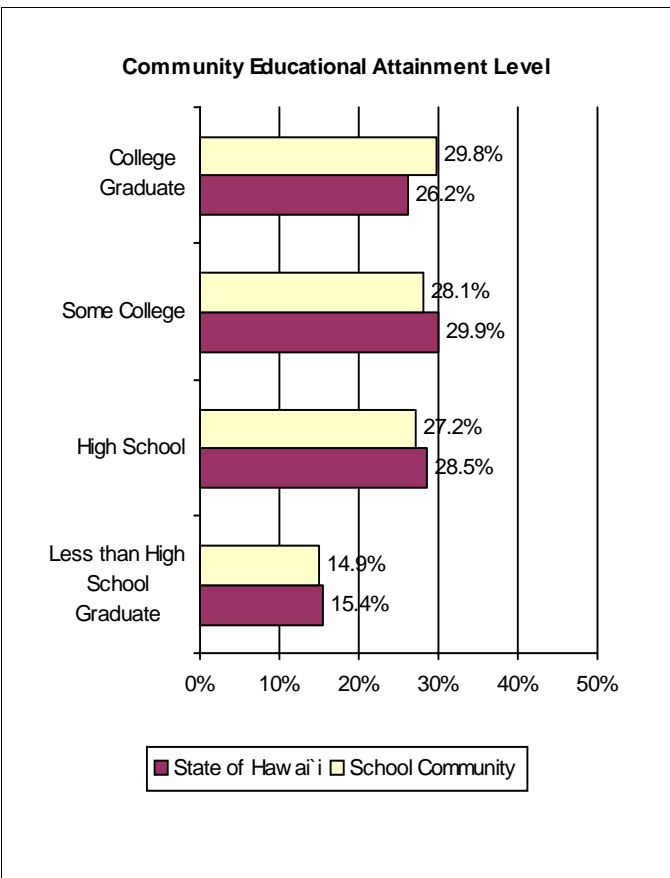
Student Profile

School year	2003-04	2004-05	2005-06
Fall enrollment	76	75	77
Number and percent of students enrolled for the entire school year	69	70	67
	90.8%	93.3%	87.0%
Number and percent of students receiving free or reduced-cost lunch	61	55	21
	80.3%	73.3%	27.3%
Number and percent of students in Special Education programs	76	75	77
	100.0%	100.0%	100.0%
Number and percent of students with limited English proficiency	0	0	22
	0.0%	0.0%	28.6%
Percent of Kindergartners who attended preschool	--	57%	100%



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%



School Improvement

Summary of Progress

The Hawaii Center for the Deaf and the Blind (HCDB) developed a Strategic Plan and Academic & Financial Plan (AFP) in December 2005. The Strategic Plan is for three years, from 2005-2008, and mirrors the goals of the DOE Strategic Plan. The AFP is for School Year 2006-2007, and identifies actions and targets specific areas of improvement.

Major goals in the Strategic Plan include:

- Increasing the percent of students attaining proficiency in reading and math on the Hawaii State Assessment
- Increasing student attendance, the percent of students feeling safe in school, and participation in service learning
- Increasing the percent of classes taught by highly qualified teachers
- Increasing the satisfaction of teachers and parents as measured by the School Quality Survey

The AFP prioritized targeted interventions include:

- Improving reading scores through implementing standards-based, bilingual education that incorporates reading throughout the content areas
- Creating a learning environment that invites student, parent and community involvement in order to support student learning, promote positive student behavior and an increased sense of community
- Develop and sustain a professional learning community that is technologically adept and promotes collaboration for student success.

During School Year 2005-2006 we began to work on the goals and have accomplished the following:

- Increased the amount of time students spent reading by incorporating a Drop Everything And Read (DEAR) time that utilized the Accelerated Reader (AR) program
- Student participation in six Service Learning Projects, compared to one the previous school year
- Placement of students in off-campus jobs (14 students) that resulted in continued employment for four students after the semester ended
- Installed videophones in the boys and girls dormitories, office, library and some classrooms so that the deaf students may be able to communicate with their families and other students.

Standards continue to be implemented in the framework of individualized needs determined by each student's Individualized Education Program (IEP). Each student's IEP aligns with HCPS II standards and benchmarks. Progress on those standards and benchmarks are reported to parents on at least a quarterly basis, and reviewed and revised annually.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		17.0
Regular Instruction, FTE	0.0%	0.0
Special Instruction, FTE	100.0%	17.0
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		10.4
Teachers with advanced degrees		12

Professional Teacher Credentials

Fully licensed	50.0%	9
Provisional credential	27.8%	5
Emergency credential	22.2%	4

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 *	3.0
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 2006

Classrooms available	0
Number of classrooms short (-) or over (+)	0

	Score		
	1	2	3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		16	

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	State
Standards-Based Learning	2003	87.2%	--	81.6%	--	46.1%	--
	2005	77.3%	81.3%	69.4%	65.6%	75.0%	53.5%
Quality Student Support	2003	74.6%	--	87.8%	--	41.0%	--
	2005	90.8%	70.1%	76.8%	62.9%	85.7%	48.5%
Professionalism & System Capacity	2003	56.7%	--	92.9%	--	62.5%	--
	2005	53.3%	63.3%	75.0%	64.3%	100.0%	51.4%
Coordinated Team Work	2003	81.7%	--	73.8%	--	47.2%	--
	2005	86.7%	70.2%	69.6%	50.3%	92.9%	52.1%
Responsiveness of the System	2003	78.3%	--	79.4%	--	There are no student items for this dimension	
	2005	80.0%	73.9%	74.3%	59.2%		
Focused & Sustained Action	2003	61.7%	--	71.1%	--	52.6%	--
	2005	60.0%	68.6%	50.0%	50.4%	60.0%	44.8%
Involvement	2003	80.0%	--	66.7%	--	47.1%	--
	2005	73.3%	77.5%	77.1%	59.2%	100.0%	53.7%
Satisfaction	2003	56.7%	--	92.5%	--	37.2%	--
	2005	60.0%	54.7%	70.0%	55.8%	75.0%	46.4%
Student Safety & Well Being	2003	73.3%	--	86.5%	--	42.0%	--
	2005	93.3%	74.5%	72.2%	62.8%	79.2%	47.4%
Survey Return Rate **	2003	100.0%	--	25.0%	--	25.0%	--
	2005	38.5%	61.5%	9.1%	20.5%	30.8%	78.9%

* State Teacher and Parent positive response figures are one of 4 grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

** State Return Rate for Teachers, Parents, and Students are for one of 6 grade spans (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.

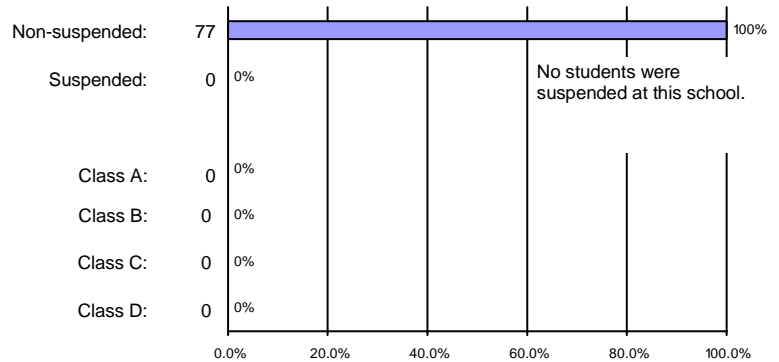
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2003-04	2004-05	2005-06	
Average Daily Attendance: % (higher is better)			
89.5%	90.8%	89.3%	95.0%
Average Daily Absences: in days (lower is better)			
18.9	16.4	19.2	9

Suspensions, School Year 2005-2006



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
2003-04	0	0.0%
2004-05	0	0.0%
2005-06	1	33.3%

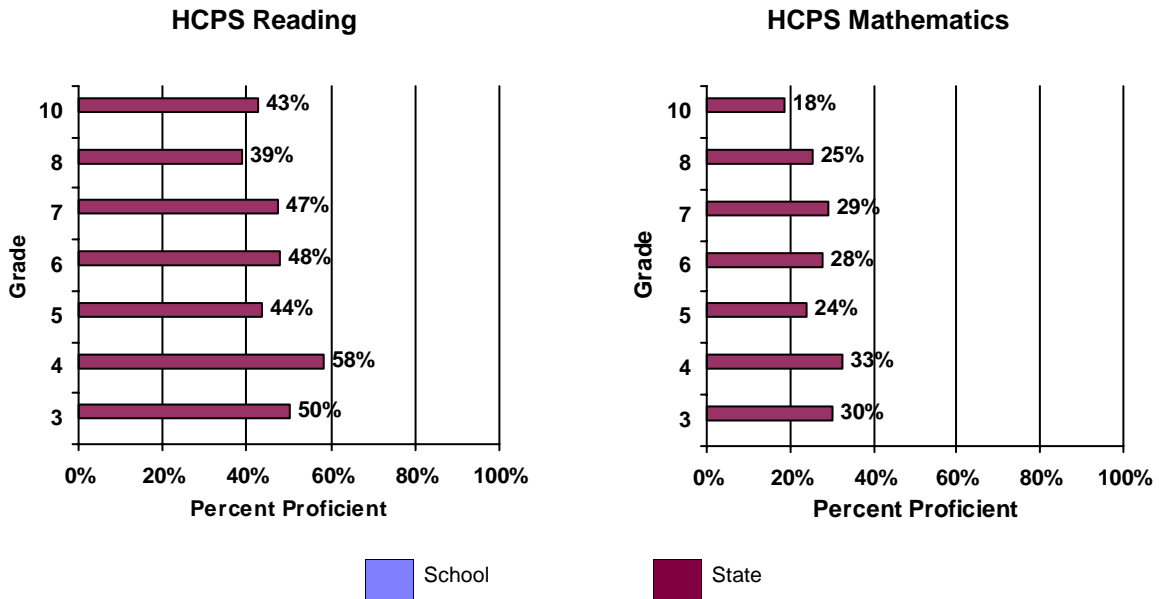
The dropout figures are based on the cohort of first-time 9th graders who dropped out prior to graduating.

Graduates and Other Completers

	2003-04	2004-05	2005-06
Total number of Seniors	--	--	--
Percent of Diploma graduates	--	--	--
Percent of Certificate of Course Completion	--	--	--
Percent of Individually Prescribed Program	--	--	--
Percent of school completers	--	--	--
<hr/>			
Total number of Freshmen	4	1	1
Percent graduated on time	66.7%	20.0%	33.3%
Freshmen who began high school in school year 2002-03 and graduated in 2005-06.			

Vital Signs

Statewide Testing



A bar may not be shown to maintain student confidentiality (see FERPA).

HCPS Writing Test

Grade	Meaning		Voice		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State	School	State

State writing test was not given in Spring 2006.

Stanford Achievement Test, 9th Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	This School	State	This School	State
10	*	63%	25%	67%
8	*	73%	33%	75%
7	25%	72%	50%	77%
6	*	80%	17%	84%
5	*	77%	*	82%
4	*	75%	100%	85%
3	*	82%	*	87%

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.

-- means "missing data"

* means data not reported to maintain student confidentiality (see FERPA).

Other School Information

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