

Hawaii Center for the Deaf & the Blind

School Code: 470

Grades K-12

School Status and Improvement Report School Year 2006-07



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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.

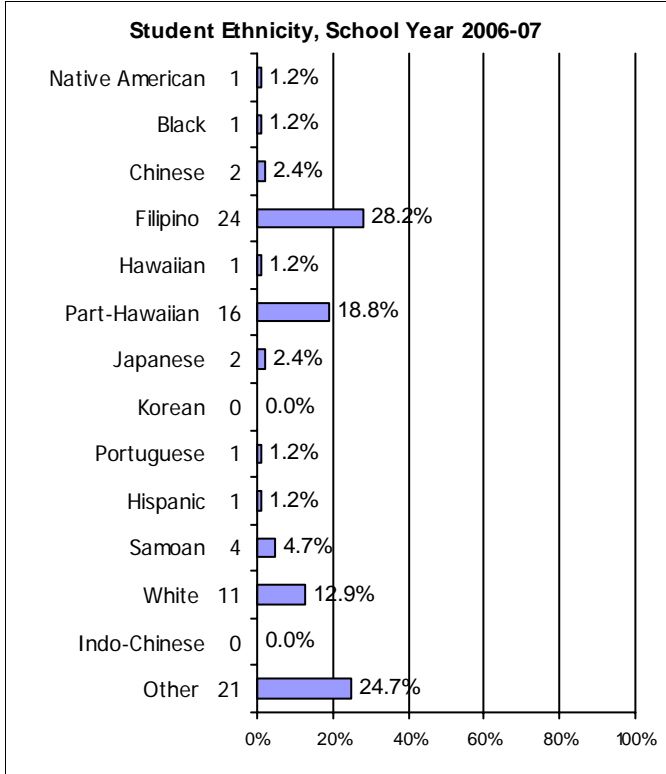
The residential (dormitory) program enables neighbor island students to access the school program on Oahu. Residential students are flown home every weekend to maintain close family ties. The cost of the home-going program, including airfare, ground transportation and adult supervision, is paid for by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

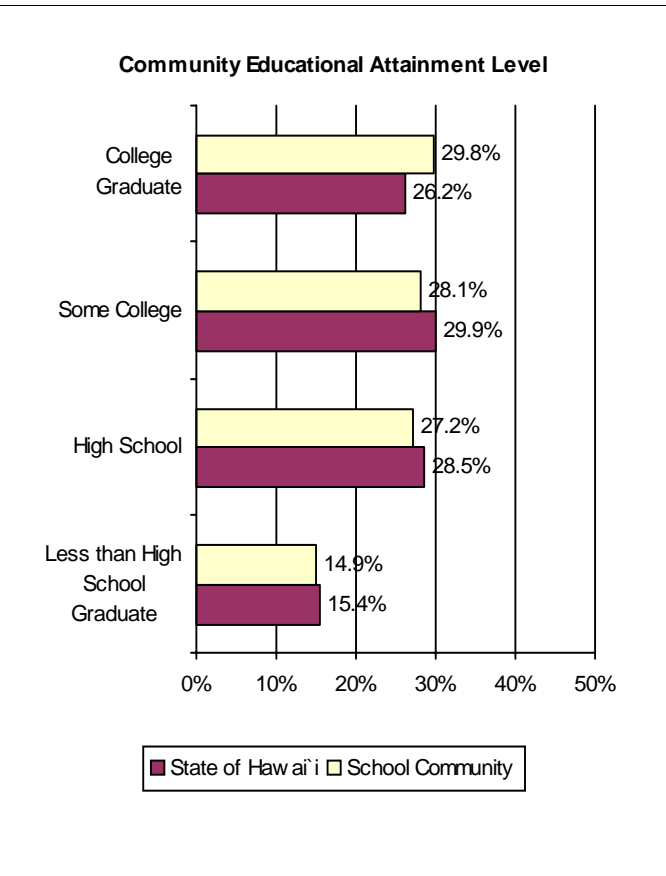
Student Profile

School year	2004-05	2005-06	2006-07
Fall enrollment	75	77	77
Number and percent of students enrolled for the entire school year	70 93.3%	67 87.0%	69 89.6%
Number and percent of students receiving free or reduced-cost lunch	55 73.3%	21 27.3%	13 16.9%
Number and percent of students in Special Education programs	75 100.0%	76 98.7%	77 100.0%
Number and percent of students with limited English proficiency	0 0.0%	22 28.6%	25 32.5%
Percent of Kindergartners who attended preschool	57%	100%	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 for School Year 2006-2007 identified actions and targeted specific areas of improvement.

The AFP prioritized targeted interventions included:

- 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 2006-2007 we worked on the goals and have accomplished the following:

- Increased the amount of time students spent reading by utilizing the Accelerated Reader (AR) program. Upper school students (grades 6-12) read twice a day for thirty (30) minutes, and the elementary students read, or are read to, twice a day for twenty (20) minutes. The students have read, and passed the comprehension tests, for over 3,000 books this school year.
- An increase in reading scores on the STAR Assessment from fall 2006 to spring 2007 of 13% for sixty-six students that participated.
- Beginning implementation of the Accelerated Math (AM) program with an increase in scores on the STAR Assessment from fall 2006 to spring 2007 of 17% for forty-eight students that participated.
- Dedicated position for an American Sign Language (ASL) Teacher. Position was filled by a half-time person that focused on mentoring and providing feedback and professional development to teachers.
- Student participation in seventeen Service Learning Projects, compared to six the previous school year. In addition, the students participated in several community service projects. These projects included school clean up, food and clothing drive for a homeless shelter, and care packages for deployed airmen overseas.
- Dedicated position for a Transition Teacher that focused on student interest and skill assessments that aided in the placement of students in off-campus jobs and alternative school placements. These placements resulted in continued employment for students after the semester ended, and motivation for learning in students in a non-traditional setting.
- 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.
- Use of technology to showcase student achievements and work.

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 III 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)		18.0
Regular Instruction, FTE	0.0%	0.0
Special Instruction, FTE	100.0%	18.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		19
Teachers with 5 or more years at this school		10
Teachers' average years of experience		11.4
Teachers with advanced degrees		15

Professional Teacher Credentials

Fully licensed	68.4%	13
Provisional credential	21.1%	4
Emergency credential	10.5%	2

Students per Teaching Staff *

Regular Instruction	0.0
Special Instruction	4.3

* 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 2007

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

	Score		
	1	2	3
Grounds	2		
Building exterior	2		
Building interior	2		
Equipment/Furnishings			3
Health/Safety	2		
Sanitation			3
Total		14	

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	2005	77.3%	81.3%	69.4%	65.6%	75.0%	53.5%
	2007	84.3%	80.1%	27.8%	66.1%	78.7%	52.5%
Quality Student Support	2005	90.8%	70.1%	76.8%	62.9%	85.7%	48.5%
	2007	78.5%	65.3%	64.3%	63.5%	81.8%	44.9%
Professionalism & System Capacity	2005	53.3%	63.3%	75.0%	64.3%	100.0%	51.4%
	2007	67.4%	62.5%	50.0%	66.5%	75.0%	49.9%
Coordinated Team Work	2005	86.7%	70.2%	69.6%	50.3%	92.9%	52.1%
	2007	69.3%	62.4%	33.3%	52.9%	96.4%	50.9%
Responsiveness of the System	2005	80.0%	73.9%	74.3%	59.2%	There are no student items for this dimension	
	2007	66.7%	65.1%	44.4%	59.5%		
Focused & Sustained Action	2005	60.0%	68.6%	50.0%	50.4%	60.0%	44.8%
	2007	70.6%	63.3%	33.3%	55.8%	75.0%	44.7%
Involvement	2005	73.3%	77.5%	77.1%	59.2%	100.0%	53.7%
	2007	72.7%	71.3%	38.9%	60.1%	100.0%	52.7%
Satisfaction	2005	60.0%	54.7%	70.0%	55.8%	75.0%	46.4%
	2007	63.6%	49.1%	40.0%	56.8%	58.3%	44.7%
Student Safety & Well Being	2005	93.3%	74.5%	72.2%	62.8%	79.2%	47.4%
	2007	85.9%	71.1%	66.7%	63.5%	85.1%	44.1%
Survey Return Rate **	2005	38.5%	61.5%	9.1%	20.5%	30.8%	78.9%
	2007	93.8%	70.0%	8.0%	19.6%	100.0%	77.8%

* 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.

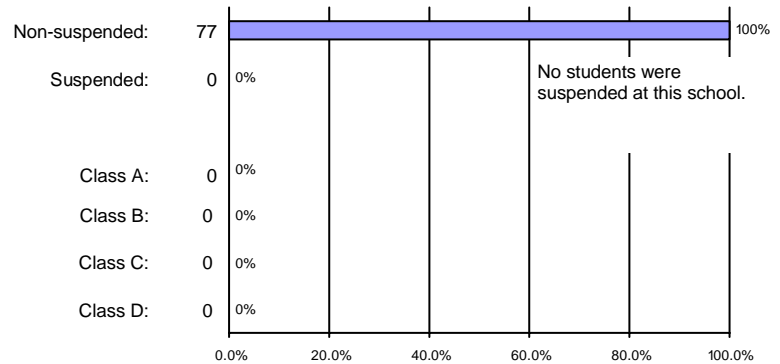
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2004-05	2005-06	2006-07	
Average Daily Attendance: % (higher is better)			
90.8%	89.3%	90.9%	95.0%
Average Daily Absences: in days (lower is better)			
16.4	19.2	16.4	9

Suspensions, School Year 2006-2007



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
2004-05	0	0.0%
2005-06	1	33.3%
2006-07	1	16.7%

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

Graduates and Other Completers

	2004-05	2005-06	2006-07
Total number of Seniors	--	--	--
Percent of Diploma graduates	--	--	--
Percent of Certificate of Course Completion	--	--	--
Percent of Individually Prescribed Program	--	--	--
Percent of school completers	--	--	--

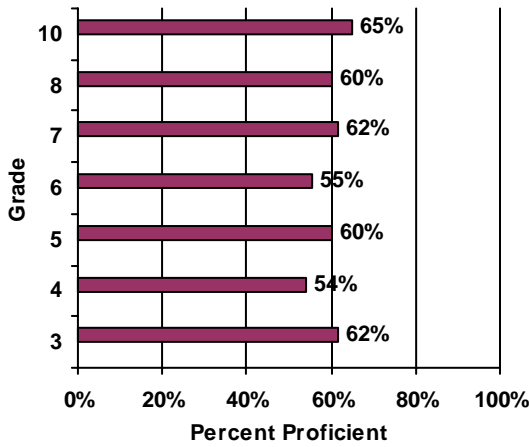
Total number of Freshmen	1	1	1
Percent graduated on time	20.0%	33.3%	16.7%

Freshmen who began high school in school year 2003-04 and graduated in 2006-07.

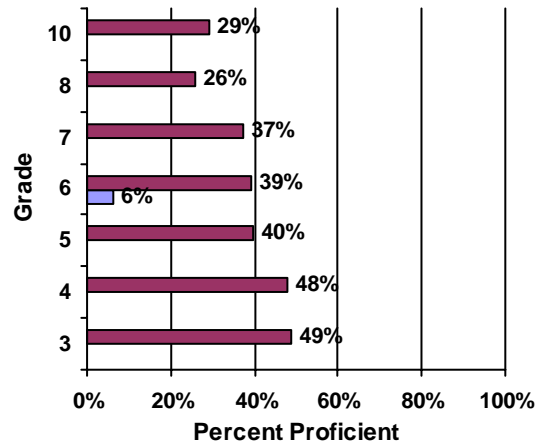
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



School
 State

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

HCPS Writing

Grade	Meaning		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State
4	1.0	2.6	1.0	2.5	1.0	2.4	1.0	2.5	1.0	2.5
6	1.1	2.8	1.0	2.6	1.0	2.5	1.0	2.7	1.0	2.7
9	1.3	2.6	1.0	2.4	1.0	2.3	1.0	2.5	1.1	2.5
11	2.0	2.8	1.0	2.7	1.0	2.7	1.0	2.7	1.3	2.7

Writing is scored on 4 dimensions from a low of 1 to a high of 5. The figures show the average for each dimension for each grade level tested. The HCPS Writing assessment is given in grades 4, 6, 9, and 11.

TerraNova, 2nd Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	School	State	School	State
3	*	74%	*	75%
4	*	77%	*	77%
5	*	78%	*	77%
6	*	78%	*	73%
7	*	71%	*	74%
8	20%	79%	20%	76%
10	*	78%	*	75%

The TerraNova is a national norm-reference assessment with 9 stanine levels. Scores in stanines 1 to 3 represent "Below Average," and scores in stanines 4 to 9 represent "Average and Above."

Note. In 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.

"--" means missing data.

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

Other School Information

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