

Hawaii Center for the Deaf & the Blind

School Code: 470

Grades K-12

School Status and Improvement Report School Year 2007-08



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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.

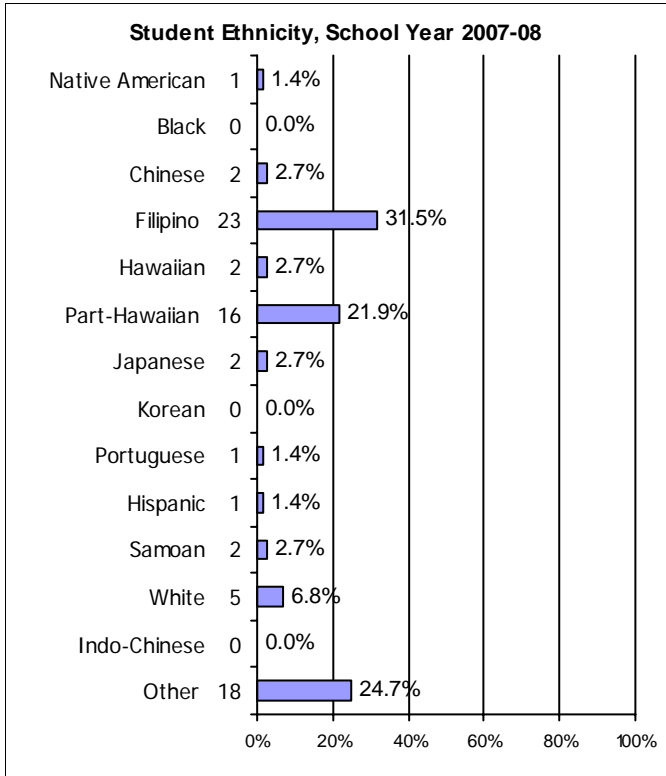
The residential (dormitory) program enables neighbor island students to access the school program on Oahu. Residential students are flown home every weekend to maintain close family ties. The cost of the home-going program, including airfare, ground transportation and adult supervision, is paid for by 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, support, consultation and training for teachers, schools, and families of children in the target groups are also provided upon request. This includes educational interpreters for deaf and hard-of-hearing students in mainstream settings.

School Setting

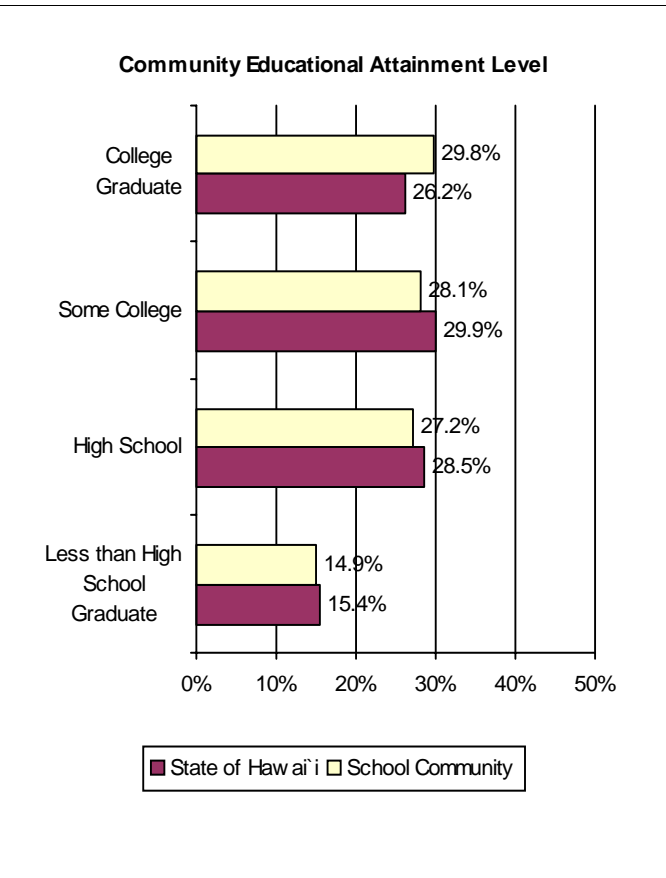
Student Profile

School year	2005-06	2006-07	2007-08
Fall enrollment	77	77	72
Number and percent of students enrolled for the entire school year	67 87.0%	69 89.6%	65 90.3%
Number and percent of students receiving free or reduced-cost lunch	21 27.3%	13 16.9%	56 77.8%
Number and percent of students in Special Education programs	76 98.7%	77 100.0%	71 98.6%
Number and percent of students with limited English proficiency	22 28.6%	25 32.5%	23 31.9%
Percent of Kindergartners who attended preschool	100%	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 2007-2008 identified actions and targeted specific areas of improvement.

The AFP prioritized targeted interventions included:

- Improve reading scores through implementing standards-based, bilingual education that incorporates reading throughout the content areas, and increases the amount of time students spend reading.
- Create a safe and positive learning environment that supports student, parent, staff and community involvement and communication, and provide opportunities for students to demonstrate civic responsibility and involvement in their community.
- Assess and provide comprehensive and connected professional development for all HCDB staff members.

During School Year 2007-2008 we worked on the goals and have accomplished the following:

- Provided training and implemented curriculum mapping of math using the Tech Paths program.
- Student scores on the Stanford Diagnostic Reading Test (SDRT) and STAR tests for reading and math continue to increase at least 10% over the course of the year.
- Two positions were dedicated for American Sign Language (ASL) Teachers. Neither position was filled. Next school year, one of the two positions will be converted to a Literacy Specialist, and is filled. An ASL Specialist still needs to be found.
- Established and filled a Parent Community Network Coordinator (PCNC) that assisted with the Family ASL courses. PCNC was trained to coordinate the Shared Reading Program (SRP), and will implement the program next school year. Has published two school newsletters, and has taken over the responsibility of coordinating volunteers.
- Family ASL courses were offered fall and spring semesters at three sites on Oahu, one on Maui and one on Hawaii. Classes are open to any family that has a deaf or hard-of-hearing child. Child care is provided.
- Psychological Examiner position was upgraded to a School Psychologist. We have not yet been able to find someone qualified to fill the position.
- Transition Teacher worked with approximately twenty students to provide them with job training and experiences. Several of these placements resulted in continued employment for students after the semester ended, and motivation for learning in students in a non-traditional setting, school placements.
- Technology Teacher position was filled second semester. The Technology Teacher has been working on a needs assessment that has been completed by students and staff.
- Widespread technology has been purchased that has increased students' access to their families and the community, as well as to showcase student achievements and work.
- Extensive professional development has been provided for teachers, educational assistants, and houseparents, resulting in improvement in services to students.
- Student participation in service learning projects, some in collaboration with our military partners from Hickam Air Force Base. These projects included school clean up, food and clothing drive and holiday baskets for a homeless shelter.

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)		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		21
Teachers with 5 or more years at this school		11
Teachers' average years of experience		10.9
Teachers with advanced degrees		18

Professional Teacher Credentials

Fully licensed	66.7%	14
Provisional credential	23.8%	5
Emergency credential	9.5%	2

Students per Teaching Staff *

Regular Instruction	0.0
Special Instruction	4.2

* 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	0

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

Facilities

School Year Ending 2008

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

	Score		
	1	2	3
Grounds	<input type="text"/>	<input type="text"/>	3
Building exterior	<input type="text"/>	<input type="text"/>	3
Building interior	<input type="text"/>	<input type="text"/>	3
Equipment/Furnishings	<input type="text"/>	<input type="text"/>	3
Health/Safety	<input type="text"/>	<input type="text"/>	3
Sanitation	<input type="text"/>	<input type="text"/>	3
Total	<input type="text" value="18"/>		

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), administered periodically by the System Evaluation and Reporting Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Standards-Based Learning	2007	84.3%	80.1%	27.8%	66.1%	78.7%	52.5%
	2008	73.0%	79.6%	79.2%	64.4%	68.4%	55.6%
Quality Student Support	2007	78.5%	65.3%	64.3%	63.5%	81.8%	44.9%
	2008	82.7%	65.8%	87.3%	64.1%	57.7%	44.9%
Professionalism & System Capacity	2007	67.4%	62.5%	50.0%	66.5%	75.0%	49.9%
	2008	83.3%	70.9%	77.8%	63.2%	75.0%	53.2%
Coordinated Team Work	2007	69.3%	62.4%	33.3%	52.9%	96.4%	50.9%
	2008	82.4%	59.2%	70.4%	54.7%	75.0%	55.6%
Responsiveness of the System	2007	66.7%	65.1%	44.4%	59.5%	There are no student items for this dimension	
	2008	78.3%	67.6%	69.4%	59.3%		
Focused & Sustained Action	2007	70.6%	63.3%	33.3%	55.8%	75.0%	44.7%
	2008	66.0%	65.2%	66.7%	52.4%	50.0%	55.3%
Involvement	2007	72.7%	71.3%	38.9%	60.1%	100.0%	52.7%
	2008	80.0%	63.0%	63.9%	61.5%	75.0%	46.9%
Satisfaction	2007	63.6%	49.1%	40.0%	56.8%	58.3%	44.7%
	2008	66.7%	56.6%	80.6%	62.2%	75.0%	52.5%
Student Safety & Well Being	2007	85.9%	71.1%	66.7%	63.5%	85.1%	44.1%
	2008	83.3%	69.8%	88.8%	64.2%	56.3%	43.9%
Survey Return Rate **	2007	93.8%	70.0%	8.0%	19.6%	100.0%	77.8%
	2008	42.1%	70.0%	28.1%	19.6%	90.6%	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.

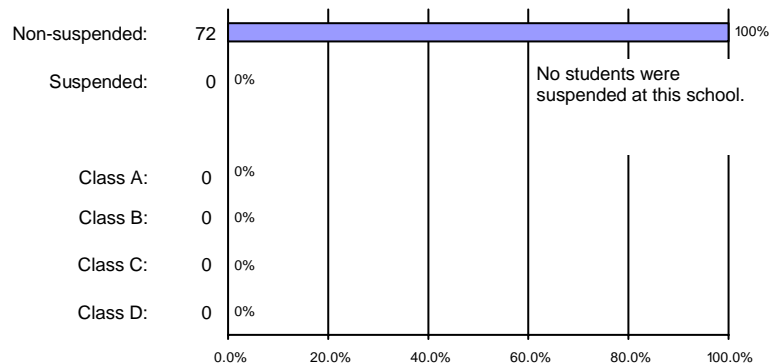
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2005-06	2006-07	2007-08	
Average Daily Attendance: % (higher is better)			
89.3%	90.9%	91.6%	95.0%
Average Daily Absences: in days (lower is better)			
19.2	16.4	15.0	9

Suspensions, School Year 2007-2008



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
2005-06	*	33.3%
2006-07	*	16.7%
2007-08	*	0.0%

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

Graduates and Other Completers

	2005-06	2006-07	2007-08
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	*	*	*
Percent graduated on time	33.3%	16.7%	100.0%

Freshmen who began high school in school year 2004-05 and graduated in 2007-08.

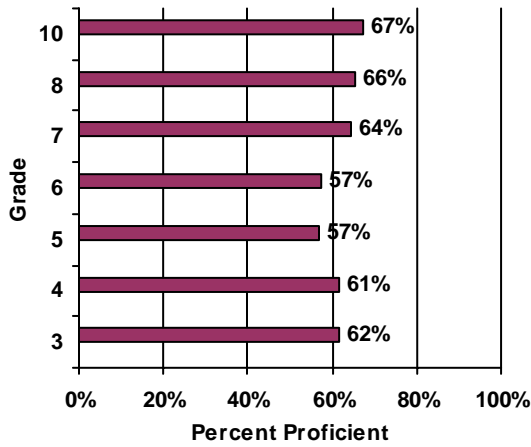
Note. "--" means missing data.

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

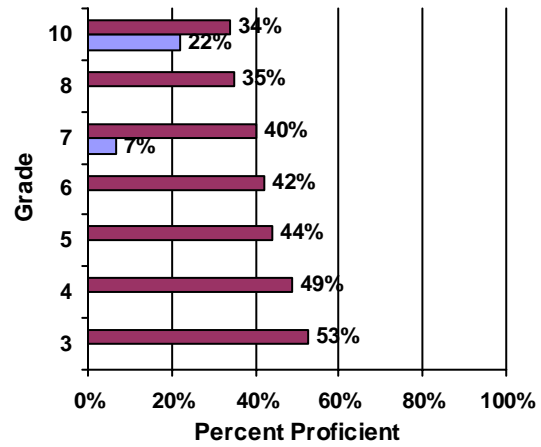
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



School
 State

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

HCPS Science

Grade	Percent Proficient	
	School	State
5	*	49%
7	*	37%
11	*	27%

The HCPS Science assessment is given in grades 5, 7 and 11.

HCPS Writing

Grade	Average Score	
	School	State
4	*	2.2
6	0.8	2.3
9	0.7	2.3
11	0.5	2.4

Writing scores range from a low of 0 to a high of 4. The figures show the average score 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	*	73%	*	74%
4	*	77%	*	76%
5	*	79%	*	78%
6	*	77%	*	73%
7	*	70%	*	72%
8	*	80%	25%	76%
10	*	77%	25%	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. From 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.

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

Other School Information

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System Evaluation and Reporting Section, Systems Accountability Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.