

Hawaii Center for the Deaf & the Blind

School Code: 470

Grades K-12

School Status and Improvement Report School Year 2008-09



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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. During school year 2008-2009 the Office of Curriculum, Instruction and Student Support (OCISS), that had jurisdiction over HCDB, was restructured. Effective July 1, 2009, the school and residential programs moved under the supervision of Honolulu District, Kalani Complex, while the diagnostic/resource component remained with OCISS. The school program returned to its previous name, the Hawai'i School for the Deaf and the Blind (HSDB).

The school 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 Kalani High School for athletics. 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.

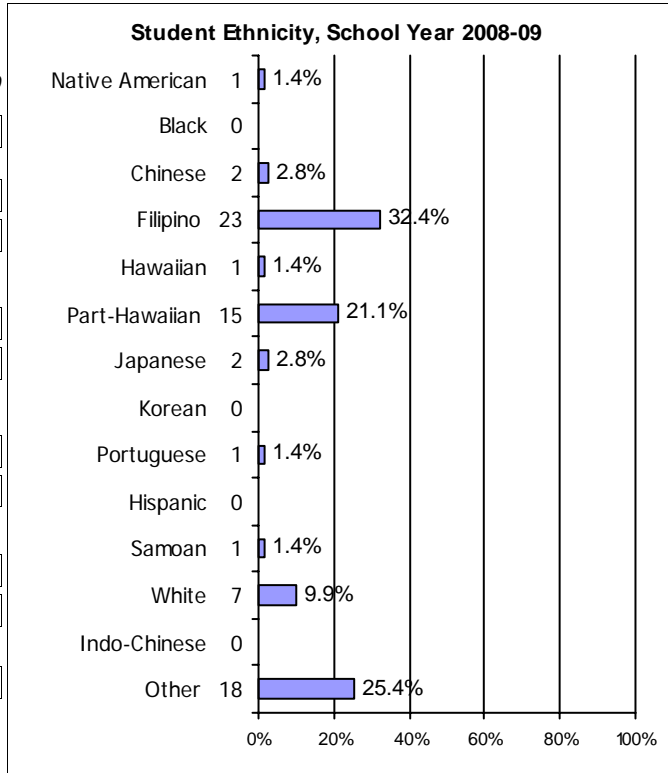
The diagnostic/resource component provides evaluations for students statewide who are deaf, blind, hard-of-hearing, deaf-blind or partially-sighted. These evaluations are completed by trained professionals in audiology, speech/language pathology, visual and/or hearing impairments. When needed, evaluations are conducted in ASL. Braille and large-type materials are disseminated to students who are blind or partially-sighted, and open-captioned, educational media for deaf and hard-of-hearing students is available for 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.

Parents are encouraged to be an active part of their child's education. HCDB has provided ASL classes to parents at three locations on Oahu and one site on Maui. The Shared Reading Project (SRP) has brought together deaf tutors and hearing parents in an effort to promote literacy. The tutors visit the home and teach the hearing parents how to read to their deaf child using ASL. Opportunities for volunteering on campus by parents are strongly promoted.

School Setting

Student Profile

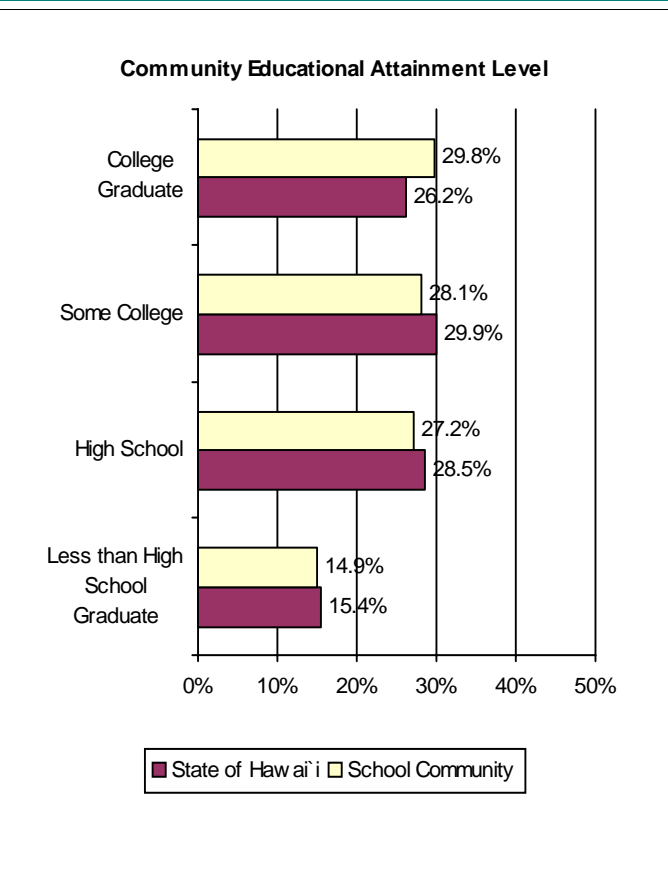
School year	2006-07	2007-08	2008-09
Fall enrollment	77	72	68
Number and percent of students enrolled for the entire school year	69 89.6%	65 90.3%	63 92.6%
Number and percent of students receiving free or reduced-cost lunch	13 16.9%	56 77.8%	57 83.8%
Number and percent of students in Special Education programs	77 100.0%	71 98.6%	68 100.0%
Number and percent of students with limited English proficiency	25 32.5%	23 31.9%	28 41.2%
Percent of Kindergartners who attended preschool	100%	100%	100%



n = 71

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) reviewed and revised a Strategic Plan and Academic & Financial Plan (AFP) in December 2007. The Strategic Plan is for three years, from 2008-2011, and mirrors the goals of the DOE Strategic Plan. The AFP for School Year 2008-2009 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 2008-2009 we worked on the goals of the AFP and have accomplished the following:

- Continued implementation of curriculum mapping using the Tech Paths program.
- Student scores on the Stanford Diagnostic Reading Test (SDRT) increased 19%, and STAR tests for reading show an average increase of 2.3 grade levels.
- Math scores on the Hawaii State Assessment (HSA) were higher than the state benchmark for students with disabilities.
- The Literacy Specialist coordinated and supported the Writing All Day, Everyday training as well as the Academic ASL Approach (A3) workshop. He also mentored and supported classroom teachers with incorporating literacy into all content areas.
- The Parent Community Network Coordinator (PCNC) coordinated the Family ASL courses, the Shared Reading Program (SRP), school volunteers, and the publication of a bimonthly newsletter.
- Family ASL courses were offered fall and spring semesters at three sites on Oahu, and one on Maui. Classes are open to any family (statewide) that has a deaf or hard-of-hearing child. Child care was provided.
- The Shared Reading Program (SRP) brought together deaf tutors and hearing parents in an effort to promote literacy. The tutors visited the home and taught the hearing parents how to read to their deaf child using ASL.
- The Transition Teacher worked with approximately fifteen 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.
- The Technology Specialist has continued to support teachers and classrooms with their technology needs. This school year he has taken the lead in developing a media studio for video production.
- Extensive professional development has been provided for teachers, educational assistants, and houseparents, resulting in improvement in services to students.
- Student participation in extra-curricular activities including athletics (in collaboration with Kalani High School), Academic Bowl, Student Body Government, and community service projects.

Standards continue to be implemented using 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)		13.0
Regular Instruction, FTE	0.0%	0.0
Special Instruction, FTE	100.0%	13.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		18
Teachers with 5 or more years at this school		12
Teachers' average years of experience		11.3
Teachers with advanced degrees		16

Professional Teacher Credentials

Fully licensed	72.2%	13
Provisional credential	27.8%	5
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	0.0
Special Instruction	5.2

* 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	0.0
Counselors, FTE	1.0
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 2009

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

School facilities inspection results

	Score		
	1	2	3
Grounds	[]	2	[]
Building exterior	[]	2	[]
Building interior	[]	[]	3
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), 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 *		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2008	73.0%	79.6%	79.2%	64.4%	68.4%	55.6%
	2009	87.8%	85.4%	**	**	71.4%	56.1%
Quality Student Support	2008	82.7%	65.8%	87.3%	64.1%	57.7%	44.9%
	2009	83.2%	70.2%	**	**	65.1%	45.8%
Professionalism & System Capacity	2008	83.3%	70.9%	77.8%	63.2%	75.0%	53.2%
	2009	65.9%	75.2%	**	**	40.0%	53.7%
Coordinated Team Work	2008	82.4%	59.2%	70.4%	54.7%	75.0%	55.6%
	2009	80.3%	64.6%	**	**	52.4%	56.5%
Responsiveness of the System	2008	78.3%	67.6%	69.4%	59.3%	There are no student items for this dimension	
	2009	78.5%	74.6%	**	**		
Focused & Sustained Action	2008	66.0%	65.2%	66.7%	52.4%	50.0%	55.3%
	2009	77.3%	71.4%	**	**	60.3%	55.7%
Involvement	2008	80.0%	63.0%	63.9%	61.5%	75.0%	46.9%
	2009	71.4%	63.7%	**	**	53.4%	47.0%
Satisfaction	2008	66.7%	56.6%	80.6%	62.2%	75.0%	52.5%
	2009	72.7%	64.0%	**	**	49.4%	52.7%
Student Safety & Well Being	2008	83.3%	69.8%	88.8%	64.2%	56.3%	43.9%
	2009	85.1%	71.3%	**	**	59.4%	45.7%
Survey Return Rate ***	2008	42.1%	65.2%	28.1%	21.1%	90.6%	85.2%
	2009	73.3%	64.6%	**	**	95.2%	88.3%

* 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.

** The Parents survey for the school year 2008-09 was cancelled.

*** 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.

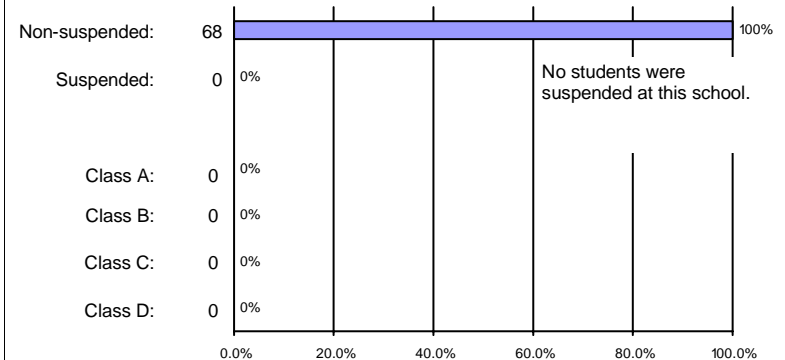
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2006-07	2007-08	2008-09	
Average Daily Attendance: % (higher is better)			
90.9%	91.6%	95.5%	95.0%
Average Daily Absences: in days (lower is better)			
16.4	15.0	8.0	9

Suspensions, School Year 2008-2009



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
2006-07	*	16.7%
2007-08	*	0.0%
2008-09	*	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

	2006-07	2007-08	2008-09
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	16.7%	100.0%	40.0%

Freshmen who began high school in school year 2005-06 and graduated in 2008-09.

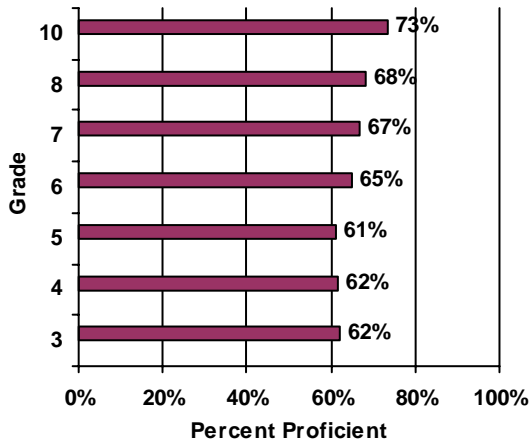
Note. "--" means missing data.

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

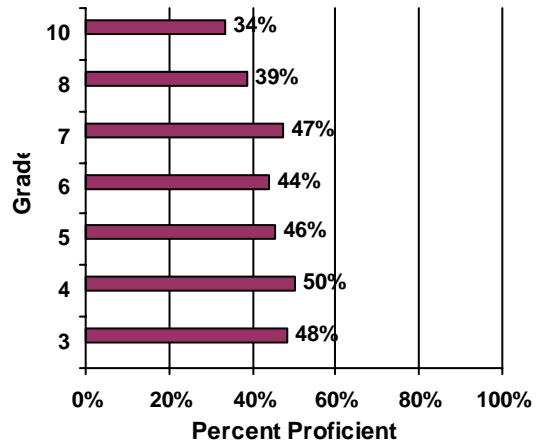
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



School
 State

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

HCPS Science

Grade	Percent Proficient	
	School	State
5	*	48%
7	*	37%
11	*	24%

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

HCPS Writing

Grade	Average Score	
	School	State
4	*	2.1
6	0.7	2.3
9	1.0	2.4
11	1.2	2.2

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	*	74%	*	75%
4	*	78%	*	76%
5	*	74%	*	77%
6	*	79%	*	74%
7	*	71%	*	72%
8	7%	81%	*	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. From 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

Published on November 13, 2009.
System Evaluation and Reporting Section, Systems Accountability Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.