

Hawaii School for the Deaf & the Blind

School Code: 470

Grades K-12

School Status and Improvement Report School Year 2019-20



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School Address:

Hawaii School 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 Hawaii School for the Deaf and the Blind is a pre-K to 12th grade school that serves Deaf and Hard of Hearing students from across the state. HSDB is a bilingual-bicultural school where students learn and communicate in both American Sign Language (ASL) and English. All faculty are certified teachers of the Deaf and use American Sign Language (ASL) to teach a standards- and research-based curriculum.

Teachers use ASL as the learning focus to build students' first language proficiency, facilitating their access to the general curriculum of reading and writing in English.

Students are able to participate with Kalani High School for Oahu Interscholastic Association sports activities that are not offered at the Hawaii School for the Deaf and Blind. Other services include a Transition Program provided to help students prepare for post-secondary education and/or employment; a residential or dormitory program, which enables neighbor island students educational access; and ASL classes for families – on campus and online, to help parents better communicate with their child.

Our bilingual campus helps students grow up to be independent, proud, self-assured, and comfortable with both Deaf and hearing cultures.

School Setting

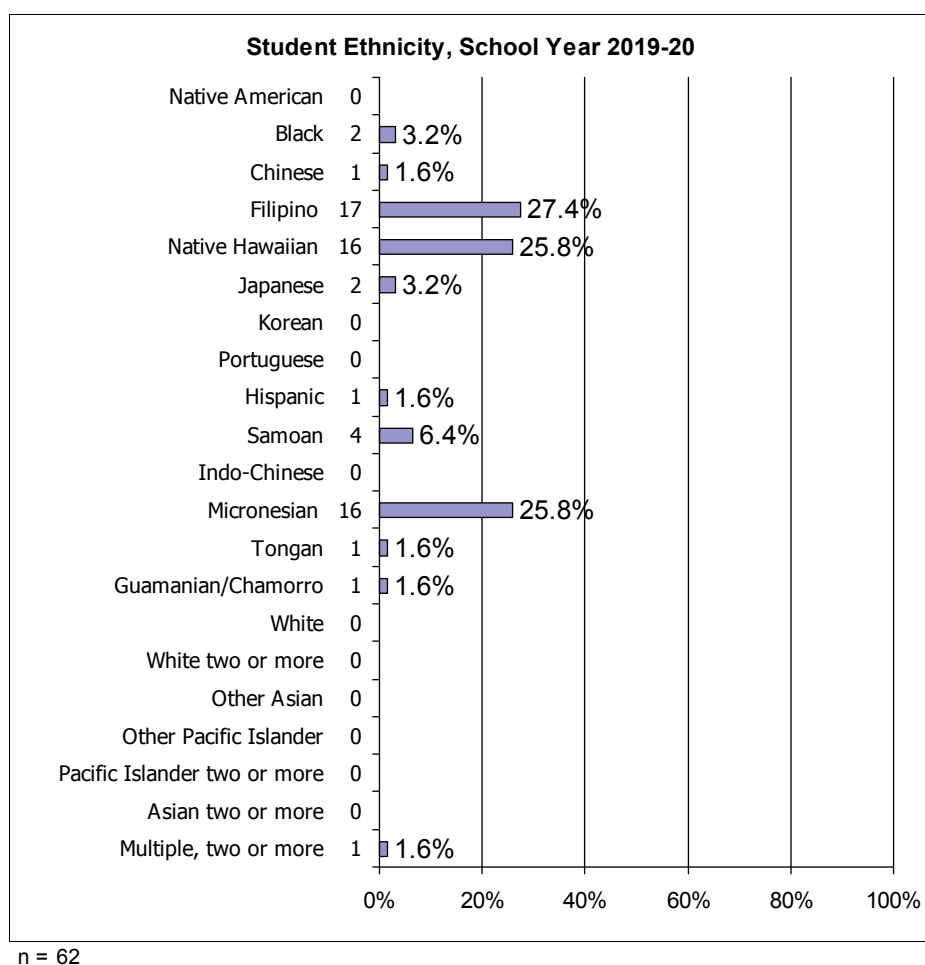
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	53	59	62	Number and percent of students in Special Education programs	*	*	*
					*	*	*
Number and percent of students enrolled for the entire school year	48 90.5%	58 98.3%	58 93.5%	Number and percent of students with limited English proficiency	19 35.8%	23 38.9%	22 35.4%
Number and percent of students receiving free or reduced-cost lunch	31 58.4%	31 52.5%	37 59.6%				

Note. -- means missing data.

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

** means School is participating in the Community Eligibility Provision.



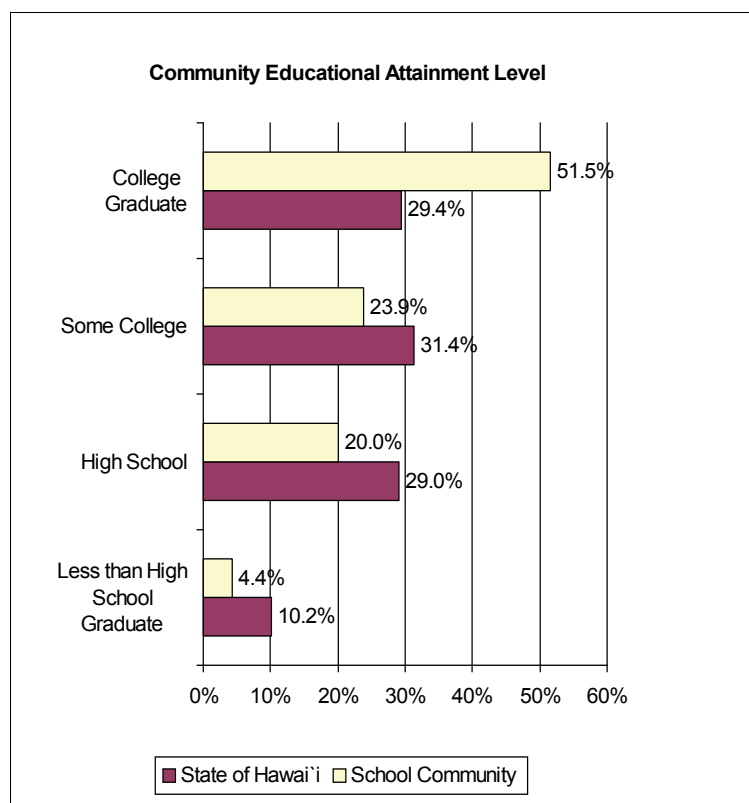
School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Kalani HSC	School Community	State of Hawai'i
Total population	38,374	1,360,301
Percentage of population aged 5-19	15.0%	18.4%
Median age of population	48.9	38.6
Number of family households	10,065	313,907
Median household income	\$102,844	\$66,420



School Improvement

Summary of Progress

HSDB students are tested using NWEA's Measures of Academic Progress (MAP) which tests students reading, language and math abilities. Scores for SY 2018-19 show that 50% of elementary students improved their reading scores and 75% improved their math scores. At the middle school level, 2/3 of students (66%) improved their reading, language and math scores. At the high school level, 60% of students improved their reading, language and math scores. The value of residing on campus during the week was evident as the improvement in scores of residential students was 25% greater than day students (students who reside at home and not in the dormitories).

HSDB also uses Achieve3000 to assess and improve students Lexile (reading) levels. Achieve3000 is used with students in middle school and high school. The average Lexile improvement of middle school students was 98L while the average Lexile improvement of high school students was 82L. Both scores are above the National Lexile Average Gain (100,000+ students throughout the U.S.) of 70L. An examination of those students whose Lexile levels improved showed that the average Lexile improvement was 132L. Most students who are college bound are approaching the Lexile level they need to be successful in their pursuit of a postsecondary degree. The average Lexile level of the seniors pursuing a postsecondary degree is 763L with a high of 970L. Again, the benefit of residing on campus was evident with Lexile improvements. Residential students improved their Lexile levels almost twice that of day students - 119L vs 62L.

100% of students, from pre-k to high school, improved their ASL skills. Almost 100% of newly enrolled elementary students had little, if any, communication skills in either English or ASL. At the elementary levels, the main focus has been to improve students fluency in their first language and use that fluency to improve their second language expertise - English. ASL improvement was closely related to MAP improvements. At the middle school and high school levels, ASL improvements were closely related to improvements in MAP and Lexile levels.

As mentioned previously, HSDB focuses on the WHOLE student. This means that besides academic skills, we also focus on social and emotional learning. During SY2018-19, the academic day schedule was re-design to give all middle school and high school students two 40-minute class periods per week of SEL (Social and Emotional Learning) instructions.

Seven (7) students graduated this year. Of those 7 students, three received a high school diploma and will pursue a post-secondary degree. One student received a certificate of attendance and will enter the work force. The remaining three students will return for another school year to earn enough credits to obtain a high school diploma. They will also continue to improve their reading skills to successfully pursue a postsecondary education or gainful employment.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		18.0
Regular Instruction, FTE	0.0%	0.0
Special Instruction, FTE	94.4%	17.0
Supplemental Instruction, FTE	5.5%	1.0

Teacher headcount		18
Teachers with 5 or more years at this school		3
Teachers' average years of experience		7.7
Teachers with advanced degrees		14

Professional Teacher Credentials¹

Fully licensed	83.3%	15
Emergency hires	16.6%	3

¹ Totals may not equal 100% due to rounding.
Professional Teacher Credentials are based on teacher headcount number.

Students per Teaching Staff²

Regular Instruction	0.0
Special Instruction	3.6

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	2.0
Librarians, FTE	0.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	2

³ Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

Facilities

School Year Ending 2020

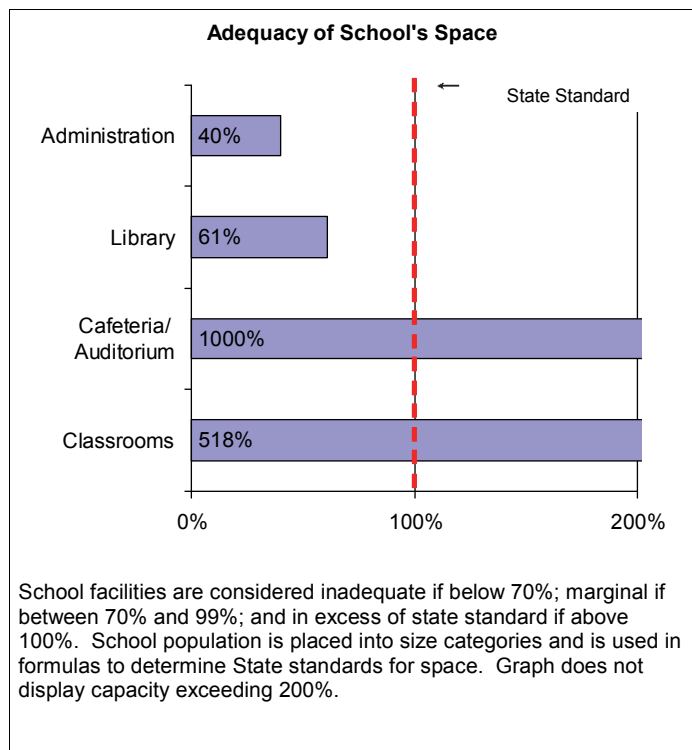
Classrooms available	22
Number of classrooms short (-) or over (+)	0

School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. -- means missing data.



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	68.8%	68.4%	77.5%	80.6%	75.3%	64%
	2020	95.0%	66.4%	89.2%	81.1%	--	59.2%
Well-Being	2019	71.6%	69.6%	89.0%	85.5%	--	--
	2020	97.5%	68.1%	92.8%	86.4%	--	--
Satisfaction	2019	62.1%	61.7%	90.8%	78.1%	--	--
	2020	90.0%	63.2%	82.1%	80.2%	--	--
Involvement/Engagement	2019	68.0%	66.7%	67.7%	67.2%	--	--
	2020	89.8%	66.4%	66.1%	68.0%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	83.3%	77.9%	50.0%	27.9%	95.7%	67.0%
	2020	100.0%	71.9%	20.8%	30.0%	0.0%	71.7%

* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four 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 six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

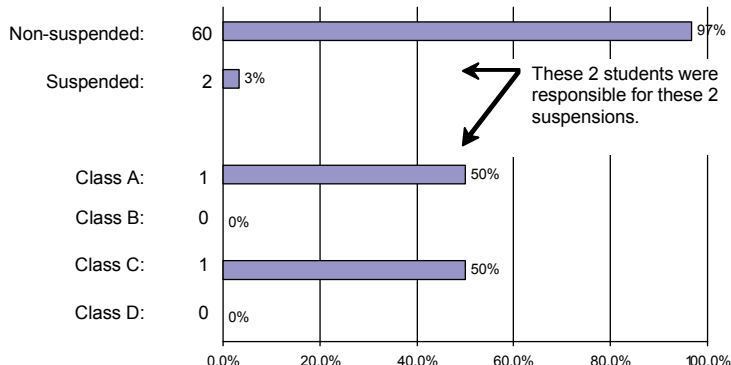
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
91.9%	89.9%	91.0%	95.0%
Average Daily Absences: in days (lower is better)			
14.4	17.9	12.0	9

Suspensions, School Year 2019-2020



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
2017-18	*	*
2018-19	*	*
2019-20	*	*

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

Graduates and Other Completers

	2017-18	2018-19	2019-20
Total number of Seniors	*	*	*
Percent of Diploma graduates	*	*	*
Percent of Individually Prescribed Program	*	*	*
Percent of school completers ¹	*	*	*

Total number of Freshmen	*	*	*
Percent graduated on time	*	*	*

Freshmen who began high school in school year 2016-17 and graduated in 2019-20.

¹ Slight variances are due to rounding.

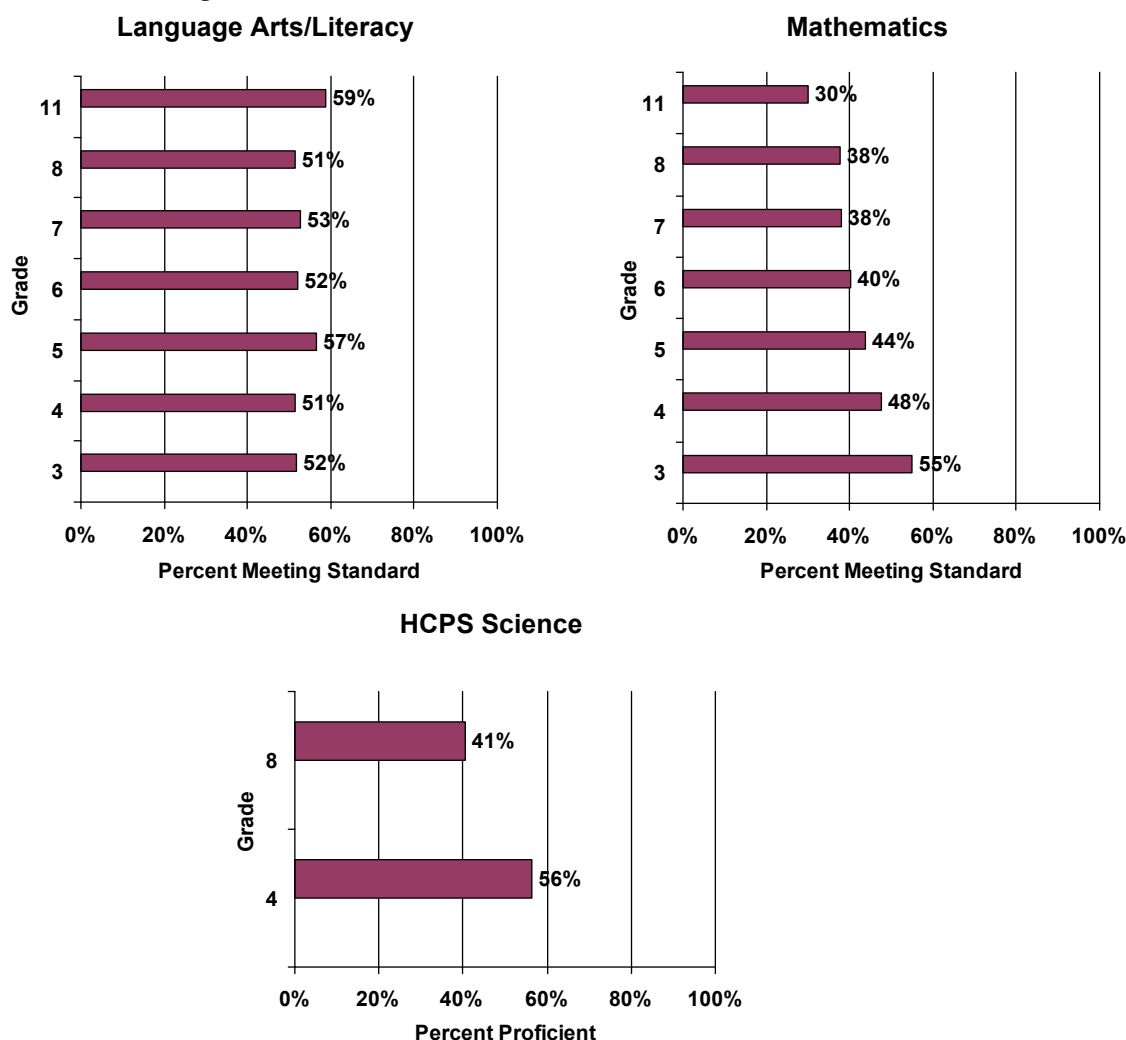
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Vital Signs

Hawaii Statewide Assessment Program

NOTE: The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



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

Other School Information

Hawaii School for the Deaf & the Blind is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2025.

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Hawaii State Department of Education.