

2016 KAUA`I YOUTH REPORT

Indicators of Achievement, Health and Well-Being

Coordination services for Keiki to Career Kaua`i provided by

KAUA`I PLANNING & ACTION ALLIANCE

Bringing people together to create a better future for Kaua`i

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Finally, a sincere acknowledgment is extended to all of our partners and supporters for their vision and commitment to creating an island community where all young people are healthy, competent, confident and caring. Without each and every one of you, this work would not be possible.

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Keiki to Career Kaua'i

Ready to Learn, Ready for Life

2016 Kaua`i Youth Report

Executive Summary

Launched in 2012, Keiki to Career Kaua`i is a network of education, youth programs, health and human services, families and businesses, working together to ensure our young people are "ready to learn and ready for life." Our goal is for every young person to be ready for each key transition point in their lives – such as entry to Kindergarten, middle school, high school, college or work. Our community partners strive to align their goals and services, where appropriate, to leverage our community resources for greater impact around our shared vision and mission for youth.

Our belief at Keiki to Career is that the foundation of a child's success begins in the home, with a loving and supportive family. That support must extend into the community. It is upon this foundation that our schools can be most successful. The Keiki to Career Leadership Council embraces the view that the Department of Education cannot do this important work alone. We must rally together to help create the environment for our young people to thrive, at home, in the community and in our schools.

Purpose of 2016 Kaua`i Youth Report

Keiki to Career uses data to guide our actions and inform our decision-making. The 2016 Kaua`i Youth Report is a snapshot of Kaua`i young people from birth to workforce entry. It is intended to offer guidance to our community and policymakers seeking to identify areas of common need and focus, and to spark collective action to help our young people succeed.



The 2016 Kaua`i Youth Report provides key indicators to measure youth progress, using available data that is timely and relevant. In all, twenty-seven indicators were selected for this report based on available county-level data that enable comparison with the state and the nation - as well as those that offer the ability to compare results over time. The full report is available on-line at http://keikitocareer.org/data-and-resources/kauai-youth-report/

Changes since the 2014 Kaua`i Youth Report

Since our last report, the Hawai`i Department of Education has moved to another assessment system, based on Common Core Standards, called the Smarter Balanced Assessment (SBA). Because the SBA is more comprehensive and rigorous, student academic scores dropped from 2014 to 2015. However, after the initial drop, the scores for 2016 showed significant gains over 2015. Unfortunately, since the standards changed, meaningful comparison to most of the 2014 indicators are not valid. For more information on the change in assessments, please see http://www.hawaiipublicschools.org/DOE%20Forms/SmarterBalancedbrochure.pdf

Good News to Celebrate

- After improvement over the last couple of years, school attendance is now comparable to the state and the U.S.
- On-time high school graduation rate is better than both the state and national averages.
- Kaua`i's eleventh-graders average reading proficiency increased 20 points from 2015 to 2016 and is now comparable to state and U.S. scores.
- Kaua`i's 10th grade science scores, though still trailing state scores, are catching up. Better still, Kauai's eighth-graders now score higher than the U.S. rate of proficiency.
- The sixteen-month college-going rate is also comparable to both the state and national averages.
- The rate of youth (16 - 24) that are either employed or enrolled in school is higher than both the state and national averages, and has been increasing for the last three years.

Opportunities

- The first step for our youth is readiness for Kindergarten. Hopefully, funding will allow the Hawai`i Department of Education to resume data collection for Kindergarten Readiness. This would help determine where additional pre-kindergarten focus may be needed, and provide an early benchmark for subsequent assessments of reading, math and science.
- The rate of pre-school attendance is lower than both the state and national averages and has remained relatively flat for the last 3 years.
- Less than 50% of Kaua`i 3rd graders read at the level of competency required by the new assessments and our students' rates are still below both state and national rates. Because this skill is a gateway to all further learning, efforts to improve this measure would be expected to increase scores in all learning categories.



- The rate of eighth-grade reading proficiency, though improving, remains below both the state and U.S. scores for those schools utilizing the Smarter Balanced Assessment (SBA).
- Eighth-grade math proficiency is below both the state and U.S. SBA averages.
- Eighth-grade science proficiency is below both the state and national scores.
- The ACT (American College Testing) exam is given to high school students to assess readiness for college. Kaua`i is 15% lower than the state average, and the state composite score still needs to catch up with similar schools (those that test all students).
- After a steady three-year decline in self-reported physical activity among students, Kaua`i rates are now below both the statewide and national rates.
- Although the rate of youth either employed or enrolled in school has been increasing, 12% of our young people are still not engaged and may need more assistance.

Keiki to Career in Action

Since 2014, the Keiki to Career partnership began working in key areas to improve the lives of our keiki, including:

- **Share Family Meals Campaign**: When families share meals 3-5 times per week, students get better grades, have a greater sense of well-being, reduce risky behaviors and are more resilient when faced with life's challenges.
- **Pre-natal to Kindergarten Strategies**: We are working on creating better access to preschool and parenting classes, so keiki are ready for Kindergarten. In addition, we are convening a pre-natal forum to connect providers to work collectively on better family nutrition and reducing low birth weight babies.
- **Reading for Life**: Keiki need to read well by third grade so they can succeed in school and life. Our partners are starting new literacy programs and beginning to align efforts to improve the reading ability of all our keiki.
- **Real World Relevance**: When students understand why they need to learn something, they perform better. We are working to connect more high school and community college students with businesses and organizations to make their learning more relevant. Our partners have successfully brought financial literacy and entrepreneurship training to our Kaua`i students.

Since its inception, Keiki to Career Kaua`i has been guided by the long-term vision of an island community where all young people from birth to career are healthy, competent, confident and caring.

Many dedicated organizations, service providers, businesses, families, parents, educators and community leaders have committed themselves to realizing this vision. Their efforts are reflected in the positive gains observed in this report. While the difficulties facing our youth and our community may seem challenging at times, the improvements we have made and will continue to make have set us on a course to create the future we envision for our children. We invite you to join us.

Stay informed - follow and "like" us on Facebook or subscribe to our newsletter. Visit our website at http://keikitocareer.org/, or email us at info@keikitocareer.org



KAUA`I YOUTH PHOTO CHALLENGE

2016 KAUA`I YOUTH REPORT
SNAPSHOT OF 2016 OUTCOMES & INDICATORS

1. KEIKI ARE KINDERGARTEN READY	
1a. Percent of keiki attending preschool	42%
1b. Percent of keiki cognitively ready	N/A
1c. Percent of keiki physically ready	N/A
1d. Percent of keiki socially/emotionally ready	N/A
1e. Percent of keiki language ready	N/A

2. STUDENTS ARE ACADEMICALLY SUCCESSFUL	
2a. Percent of 3rd graders proficient in reading	48%
2b1. Percent of 8th graders proficient in reading	46%
2b2. Percent of 8th graders proficient in math	33%
2b3. Percent of 8th graders proficient in science	28%
2c1. Percent of 11th graders proficient in reading	55%
2c2. Percent of 11th graders proficient in math	25%
2c3. Percent of 10th graders proficient in science	28%

3. YOUNG PEOPLE ARE COLLEGE AND CAREER READY	
3a. Percent of 11th graders who score 19 or higher on the ACT	35%
3b. Percent of students who graduate from high school on-time	86%
3c. Percent of HS graduates who enroll in college (2 and 4-year)	67%
3d. Percent of ages 16-24 that are employed and/or in school	88%
3e. Percent of ages 16-24 who are employed.	51%

4. YOUNG PEOPLE ARE HEALTHY AND THRIVING	
4a. Percent of ages 0-17 who experience child abuse or neglect	.67%
4b. Percent of young people who are physically active	35%
4c. Percent of young people with positive beliefs and hopes for the future	N/A
4d. Suicide rates among youth ages 15-24	**
4e. Bullying rate among students in K-12	19%

5. YOUNG PEOPLE ARE CONNECTED AND CONTRIBUTING	
5a. Percent of young people who regularly attend school	87%
5b. Percent of students who feel connected to their school	57%
5c. Percent of students reporting family involvement in their education	72%
5d. Percent of students reporting positive sustained adult relationships	81%
5e. Percent of Hawai`i youth ages 18-24 who voted in the previous election	8%

** small statistical sample - please see page 30 Youth Report

ABOUT THE 2016 KAUA`I YOUTH REPORT

A. PURPOSE

The *2016 Kaua`i Youth Report* is a snapshot of Kaua`i young people from birth to workforce entry.[1] The purpose of this report is to inform decision-making in the key areas of policy and program design and evaluate efforts to improve outcomes for Kaua`i youth. It is intended to offer guidance to Keiki to Career community partners and other service providers and policymakers looking to identify areas of common need and focus.

The *2016 Kaua`i Youth Report* provides key indicators to measure youth progress, using available data that is timely and relevant. In all, twenty-seven indicators were selected for this report based on available county-level data that enable comparison with the state and the nation, as well as those that offer the ability to compare results over time. To encourage further exploration, live web links have been provided to original data sources, where possible.

B. OUTCOMES AND INDICATORS

The Keiki to Career Kaua`i Leadership Council is responsible for guiding the initiative at a policy level, including the selection of outcomes and indicators. The recommendations were developed with the following considerations:

1. Are the outcomes *meaningful* and *understandable*?
2. Are the outcomes supported in *national research*?
3. Is the data *actionable*, i.e., can Keiki to Career influence the results?
4. Is data *currently available* for the target population?
5. If data is not currently available, should *action be taken* to begin collecting the data?

The following outcomes and indicators were approved by the Leadership Council to evaluate the initiative's effectiveness and inform continuous improvement.

Outcomes	Indicators
Kindergarten Ready Keiki	1a. Keiki attending preschool 1b. Keiki cognitively ready 1c. Keiki physically ready 1d. Keiki socially/emotionally ready 1e. Keiki language ready
Academically Successful Students	2a. 3rd graders proficient in reading 2b. 8th graders proficient in reading, math & science 2c. 10th/11th graders proficient in reading, math & science
College and Career Ready Young People	3a. 11th graders who score 19 or higher on the ACT 3b. Students who graduate from high school on time 3c. High school graduates who enroll in college (2 and 4 year) 3d. Young people ages (16-24 employed or in school 3e. Young people ages (16-24) employed
Healthy and Thriving Young People	4a. Youth ages (0-17) who experience abuse or neglect 4b. Young people who are physically active 4c. Young people with positive beliefs and hopes for the future 4d. Suicide rates among youth ages (15-24) 4e. Bullying rates among school age youth
Connected and Contributing Young People	5a. Young people who regularly attend school 5b. Students who feel connected to their school 5c. Young people reporting family involvement in their education 5d. Young people (12-18) reporting positive adult relationship 5e. Youth ages (18-24) voting in previous election

ABOUT KEIKI TO CAREER KAUA`I

Launched in 2012, Keiki to Career Kaua`i is a network of education, health, human service and youth programs, families, and businesses, working together to ensure our young people are "ready to learn and ready for life."

Our goal is for every young person to be ready for each key transition point in their life – such as entry to Kindergarten, middle school, high school, college or work. We use a collective impact model, encourage building leadership throughout the community, and strive to align goals, services and metrics around a shared vision and mission. Keiki to Career partners are a diverse group of community organizations, businesses, government agencies, and individuals. They are listed on our website http://keikitocareer.org/about/partners. Keiki to Career is guided by a Leadership Council, comprised of respected Kaua`i leaders in the public and private sectors, and includes:

Bill Arakaki	Hawai`i DOE, Complex Area Superintendent
Bridget Arume	East Kaua`i Drug Prevention Team
LaVerne Bishop	Hale O`pio Kaua`i Managing Director
Nancy Budd	Law Office of Nancy Budd
Regina Carvalho	Kaua`i's First Lady
Mason Chock	Kaua`i County Council Member
Mark Hubbard	Retired human resources professional
Phyllis Kunimura	Kaua`i Independent Day Care Services (KIDS)
Tad Miura	CEO, Deja Vu Surf, Hawai'i
Coty "Buffy" Ofisa	Kamehameha Schools
Mark Perriello	Kaua`i Chamber of Commerce
Char Rivero	Leadership Kaua`i Executive Director
JoAnn Yukimura	Kaua`i County Council Member

Kaua`i Planning & Action Alliance (KPAA) serves as the coordinating agency for Keiki to Career Kaua`i. Marion Paul is President and CEO, Tiana Kamen is Program Director, and Jason Iloreta is Communication Assistant of KPAA.

Data Considerations

In navigating the many sources of data that were available for this report, the Data Committee has identified the following as guiding considerations and priorities:

1. ***Kaua`i-level data is of highest priority.*** Special emphasis has been placed on obtaining data that is available at the county/island level

2. ***Data must be publicly available*.** All data used in this report comes from sources that are publicly available. Whenever possible, we have included links to the specific report or data source that is cited; in some cases the link is to the general website where updated reports can be found or generated.

3. ***Timeliness of results is important*.** Every attempt has been made to use the most current information. Most often results will be from 2015 or 2016, but in some cases data for previous years has been used.

4. ***Indicators must be of core importance.*** While there are many worthy indicators that could have been included in this report, a priority has been to identify those "core" indicators most closely aligned with the goals of Keiki to Career to allow for accountability and continuous improvement. This requires a paring down to a minimum the number of indicators that can be monitored from year to year. In future reports, "related" indicators will be added or substituted from the core indicators currently presented here.

5. ***Data should be actionable.*** Indicators should provide an opportunity for Keiki to Career and its partners to take collective action to improve future results.

6. ***Context is vital.*** To allow comparison with current Kaua`i rates, historical rates for Kaua`i, data for the state of Hawai`i are given where possible. In this edition of the 2016 Kaua`i Youth report we have also provided comparison data for the U.S. These various sources offer valuable context to better understand the information that is provided.

7. ***Further exploration is encouraged*.** The data presented here is designed to offer "food for thought" and to stimulate consideration of possible root causes affecting these indicators. Readers are encouraged to explore the original research in more detail using the web links provided in the report.

8. ***Statement of accuracy*.** All information is accurate as of the date received or retrieved. Any subsequent changes to the source data may result in discrepancies within this report.

If you are aware of source data that has changed, or of any errors in this report, please email info@keikitocareer.org

I. KINDERGARTEN READINESS

Outcome 1: Keiki are Kindergarten Ready

Early learning experiences set the stage for success in school, work and life by developing critical cognitive, social and emotional skills. In addition, studies confirm the relationship between high-quality early childhood education and long-term academic outcomes. Keiki to Career is committed to strengthening early childhood education through the initiative's Birth to Grade 3 Focus Area, including improving Kindergarten Readiness.

Five indicators were identified to measure Kindergarten Readiness:

A) **Preschool Attendance** - The percent of Kaua`i Kindergarteners who have attended preschool.

B) **Cognitive Readiness** - The proportion of entering Kindergarteners who "possess the attitudes and habits that facilitate learning."

C) **Physical Readiness** - The proportion of entering Kindergarteners who "display good muscle control, personal hygiene and alertness."

D) **Social-Emotional Readiness** - The proportion of entering Kindergarteners who "are independent, with skills to successfully participate in school routines."

E) **Language Readiness** - The proportion of entering Kindergarteners who demonstrate literacy skills and concepts.

A. PRESCHOOL ATTENDANCE

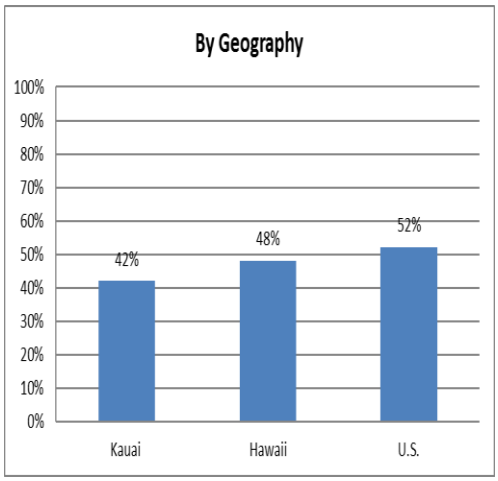
Overview

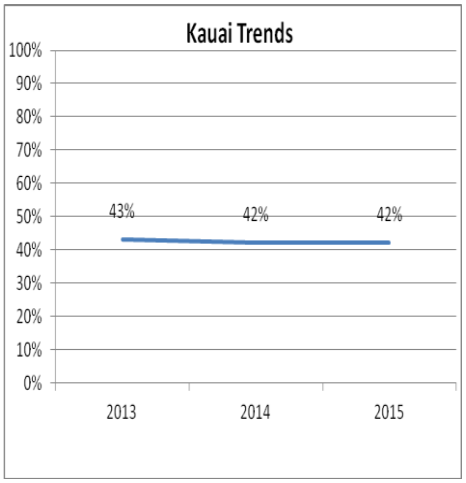
Research shows that children who participate in preschool often enter Kindergarten with a greater range of vocabulary and language proficiency than children who do not attend preschool. Preschool participants are more likely to exhibit proficiency in later grades, as well as higher graduation rates. The benefits of preschool attendance are valuable in many ways. In that regard, preschool attendance can be monitored as a precursor of future readiness and success. The Hawai`i Department of Education is no longer measuring pre-school attendance of entering kindergarten students. Nevertheless, with the help of People Attentive to Children (PATCH), we obtained the number of children aged 2.67 – 5 years old attending pre-school and compared it to the Census data to obtain pre-school enrollment rates.

Findings

Results show that 42% of Kaua`i's children in the Fall of 2015 had attended preschool. This is the same as 2014, but still below the state average of 47%. Nationally, 52% of kindergarteners attended pre-school.

1a. Percent of Kindergarteners who attended preschool [2]





Analysis

The data suggest that Kaua`i kindergarteners attend preschool at a slightly lesser rate than their statewide peers and trail the U.S. rate of 52%. More can be done in this area to provide Kaua`i children access to preschool, especially in Kaua`i's low-income areas.

B. COGNITIVE READINESS

C. PHYSICAL READINESS

D. SOCIO-EMOTIONAL READINESS

E. LANGUAGE READINESS

Until 2014, Hawai`i's Department of Education used the Hawai`i State School Readiness Assessment (HSSRA) to survey kindergarten teachers regarding the readiness of the students in their incoming classes. However, the survey was discontinued in 2014 and has not yet been replaced. Therefore, the kindergarten readiness data is not available this year for indicators B through E.

The Hawai`i's Department of Education is considering re-instituting an assessment to evaluate kindergarteners' readiness in the near future. Kindergarten readiness is essential data for a

community to have, so it can decide if any intervention or better access to preschool is needed. We encourage HIDOE to institute another kindergarten readiness assessment as funding permits.

II. ACADEMIC SUCCESS

Outcome 2: Students are Academically Successful

Measuring and tracking the academic achievement of Kaua`i keiki as they move from one grade to the next is vitally important to preparing intervention if the scores begin to fall, and conversely to search for best practices when increases are evident. As the state's public educational system, the Hawai`i State Department of Education (HIDOE) represents 256 schools and 34 charter schools and serves approximately 85% of the school-age children in Hawai`i. With such scale, its annually administered assessments cover the broad spectrum of Hawai`i children and can serve as an important indicator of overall academic success both statewide and on Kaua`i. Specifically, results from the milestone third, eighth and tenth grades offer opportunities to examine academic performance as well as gain insights into their academic readiness for the upcoming challenges.

In an effort to better assess students' academic abilities, Hawai`i, along with 14 other states (including California, North Carolina, Michigan, etc.), adopted the Smarter Balanced Assessment (SBA), for the subject areas of reading and math. The SBA offers a more nuanced, accurate and rigorous appraisal of students' abilities than the previous Hawai`i State Assessment (HSA). This caused the percent of students who are proficient to drop in comparison to the previous year's HSA testing. The state's decline in scores while moving from the HSA to the SBA is similar to the average decrease experienced by the other states that changed to the SBA in their first year (2015), and improved again in 2016.

Since the introduction of the new assessment invalidates comparing 2014 with 2015 and 2016, only two year comparisons (instead of three) are shown in the 2016 Kaua`i Youth Report, (except measures 2d and 2g the science measures, which still employ the HSA).

This report looks at seven core indicators that measure and track academic success:

A) **Third-Grade Reading Proficiency** - The percent of Kaua`i third-graders achieving proficiency in reading on the Smarter Balanced Assessment (SBA).[3]

B) **Eighth-Grade Proficiency in 1) Reading, 2) Math, and 3) Science** - The percent of Kaua`i eighth-graders achieving proficiency in reading and math on the SBA and in science on the HSA.

C) **Tenth-Grade Proficiency in 1) Reading; 2) Math; and 3) Science** - The percent of Kaua`i tenth-graders achieving proficiency in reading and math on the SBA and in science on the HSA.

We have included as a reference point, the U.S. scores for the 2016 reading and math assessments which represent the approximate midpoint score for 8 of the states (including California) that also use the SBA. The U.S. scores for science are from National Center for Education Statistics (NCES).

A. THIRD GRADE READING PROFICIENCY

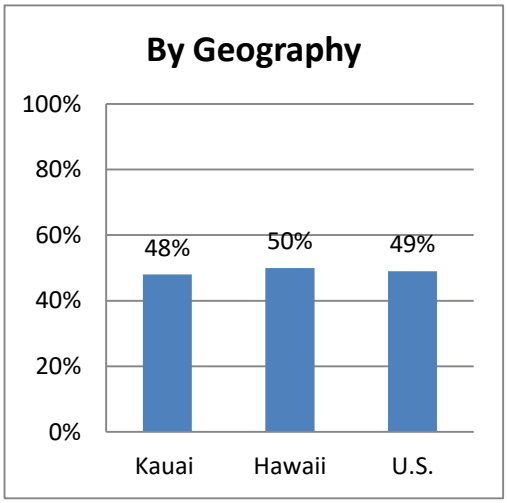
Overview

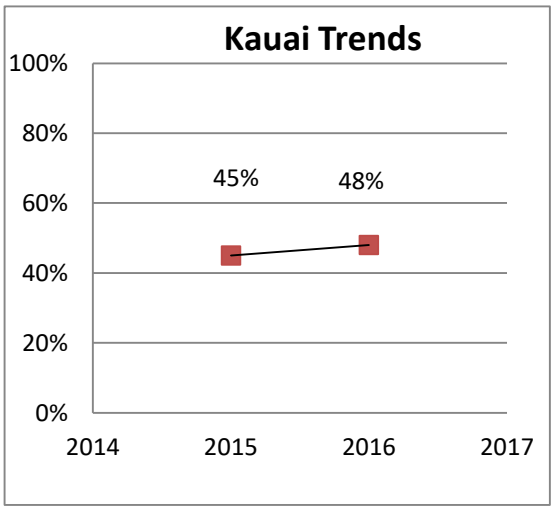
Early reading proficiency has been shown to positively influence later success in all areas of academic performance. Hawai`i students take their first statewide assessments in the third grade, which makes these results especially meaningful as they are the first indication of early academic proficiency. These results can also be used to inform intervention efforts at the early grade levels to support students who are at risk of falling behind their peers. Some consider this the most important indicator for overall academic success throughout K-12, because until the end of 3rd grade a student is "learning to read", while after 3rd grade a student begins "reading to learn". If a student doesn't master reading by the end of 3rd grade, his or her ability to learn all other academic subjects (math, science, etc.) is greatly impeded.

Findings

Assessment results for the 2015-16 school year show that 48% of Kaua`i third-graders were proficient in reading. This is only slightly lower than the statewide average of 50%. For reference, individual SBA states' scores range from 43%-54%, and the adjusted median score is 49%. Kaua`i's student scores increased from 2014-2015 to 2015-2016 by 3 points, the same as the state, while U.S. scores increased 2 points.

2a. Percent of Third-Graders Proficient in Reading





Analysis

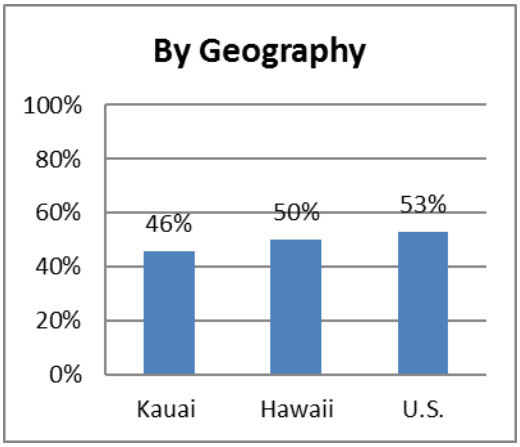
Kaua`i students are close to parity with both other students in the state and more broadly in the nation. This is such a foundational skill that efforts to continue to improve this indicator would be beneficial. Greater proficiency here increases efficacy in math and science as well.

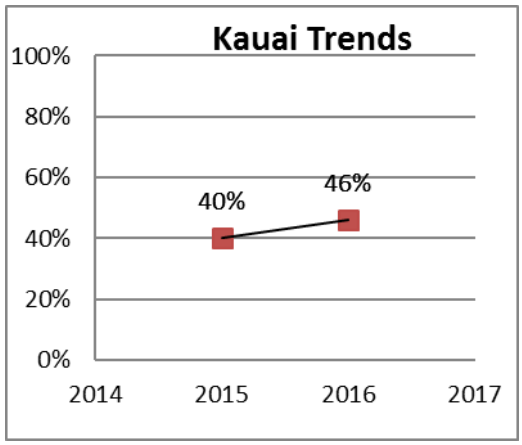
B. EIGHTH GRADE READING PROFICIENCY

Overview

By the eighth grade, students have formed many of the habits, and gained many of the literacy skills, that will either support or hinder them in their future learning. Reading scores at the eighth-grade level are important for assessing academic readiness for the upcoming rigors of high school curricula.

2b. Percent of Eighth-Graders Proficient in Reading [4]





Findings

For the school year 2015-16, 46% of Kaua`i's eighth-graders met the new proficiency standards in reading. Our island's scores are lower than the state rate of 50%. For reference, individual SBA states' scores range from 47%-60%, and the adjusted median score is 53%. Kauai's student scores increased from 2014-2015 to 2015-2016 by 6 points; showing steady improvement, while the state scores went up 3 points and the U.S. scores increased by 4 points.

Analysis

The data show that Kaua`i eighth-graders are behind both their statewide and national peers in reading. The positive is that they gained ground on both the state and U.S. students.

C. EIGHTH GRADE MATH PROFICIENCY

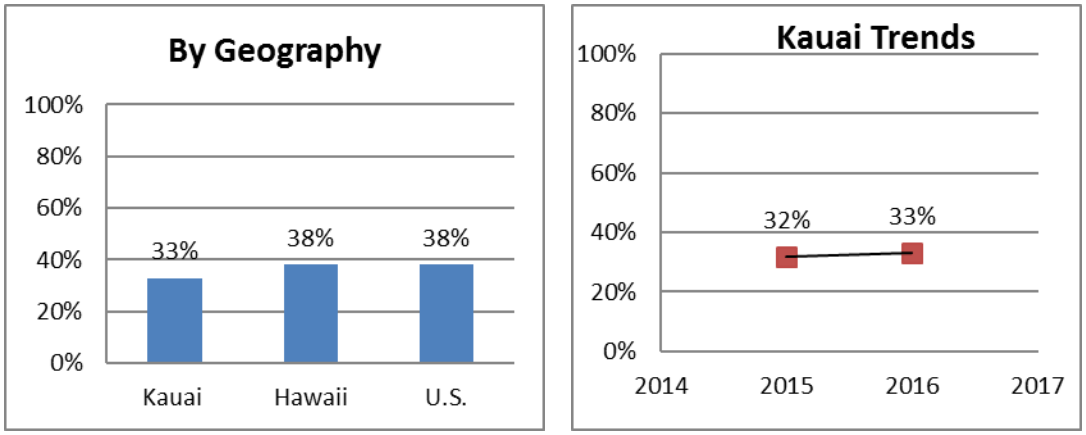
Overview

By eighth grade, math concepts have grown more complex and expectations for students have increased considerably compared to those for elementary school. The SBA tests in math present an opportunity to evaluate how Kaua`i students fare compared to their peers across the state and nation and whether they are being prepared for the increasing demands of high school mathematics curricula.

Findings

Results show that only 33% of Kaua`i's eighth-graders are meeting math proficiency standards. This is significantly lower than the state average of 38%. For reference, individual SBA states' scores range from 27%-48%, and the adjusted median score is 38%. Kaua`i's student scores increased from 2014-2015 to 2015-2016 by 1 point while the state declined by 2 points and the US rose 3 points.

2.c Percent of eighth-graders proficient in Math[5]



Analysis

The data show that Kaua`i eighth-graders trail both their peers at the state level and the national. This area may present an opportunity for targeted collective effort to support increased math proficiency of our island's middle school students. It is recommended to start tracking math scores at the 3rd grade level (since data is available both at the state and national level), and to understand if Kaua`i students start out behind or fall behind.

D. EIGHTH GRADE SCIENCE PROFICIENCY

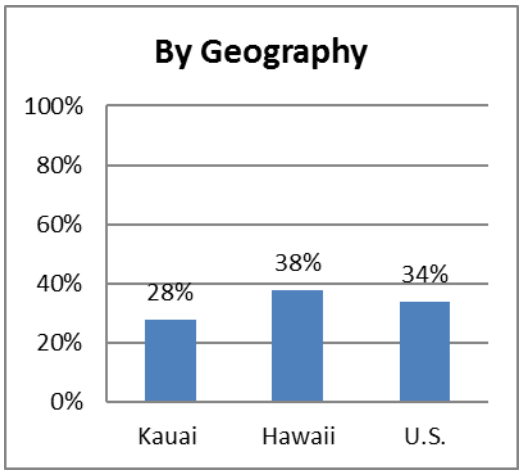
Overview

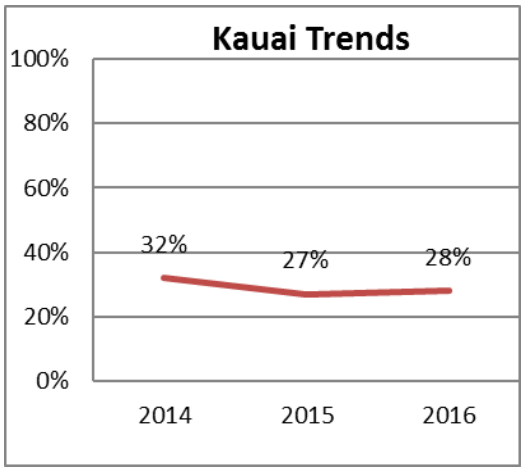
Because Hawai`i continued to use the Hawai`i State Assessment (HSA) for science, a year over year comparison for this indicator ***is*** valid.

Findings

Results show that only 28% of Kaua`i eighth-graders met the proficiency requirement in science. This is a slight increase from the previous year, but still trail the high score (32%) attained in 2014. The Kaua`i score is significantly (10 points) below the state average**.** Kaua`i's student scores increased from 2014-2015 to 2015-2016 by 1 point; the state was unchanged, while the 2015 U.S. scores increased by 2 points.

2.d Percent of eighth-graders proficient in Science[6]





Analysis

The low rate of eight-grade proficiency in science on Kaua`i is more than 25% less than the state average and serves as an opportunity for intervention and improvement.

[7]

E. ELEVENTH GRADE READING PROFICIENCY

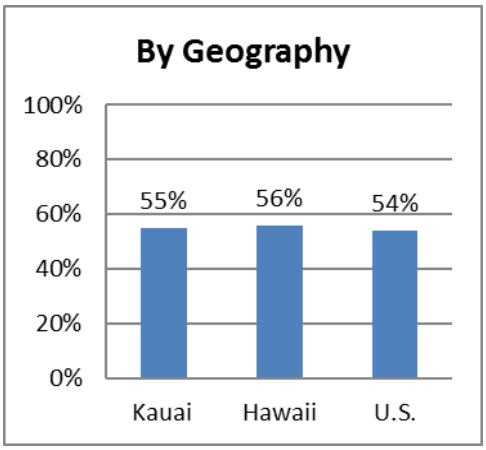
Overview

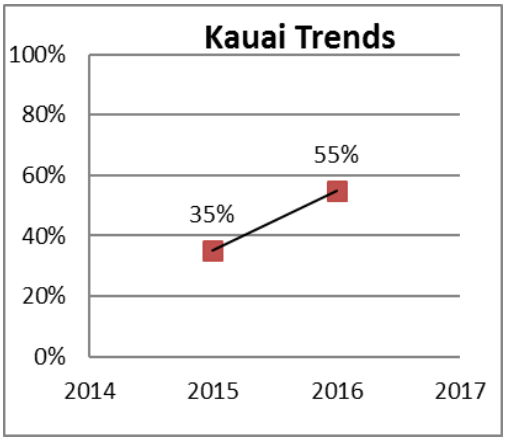
Eleventh-graders are essentially halfway through their high school career. By this point, students have gained most of the benefits of their K-12 education, and thus, in many ways, indicators for this level offer a snapshot of the cumulative results of their early education as well as their trajectory toward graduation and postsecondary opportunities.

Findings

Results show that 55% of Kaua`i's eleventh-graders are proficient in reading. State results are slightly higher (56%). For reference, individual SBA states' 11th grade scores range from 49%-76%, and the adjusted median score is 62%. Kauai's student ***scores increased*** from 2014-2015 to 2015-2016 ***by 20 points***, while the state went up by almost 3 points and the US rose 19 points. This is GREAT progress.

2e. Percent of Eleventh-Graders Proficient in Reading[8]





Analysis

For comparison, the range of U.S. students that are proficient in reading on the SBA exam is 49%-76%, with a midpoint of 61 (on a small sample). Given that this year's number for Kaua`i is below the middle, it is important to closely monitor this measure, to ensure the big jump this year is sustained, and continues to improve.

F. ELEVENTH GRADE MATH PROFICIENCY

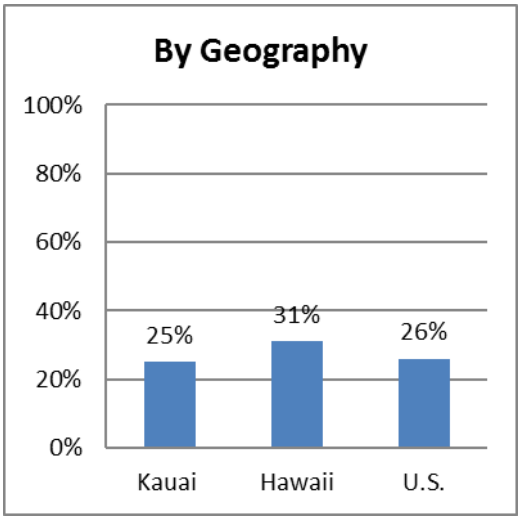
Overview

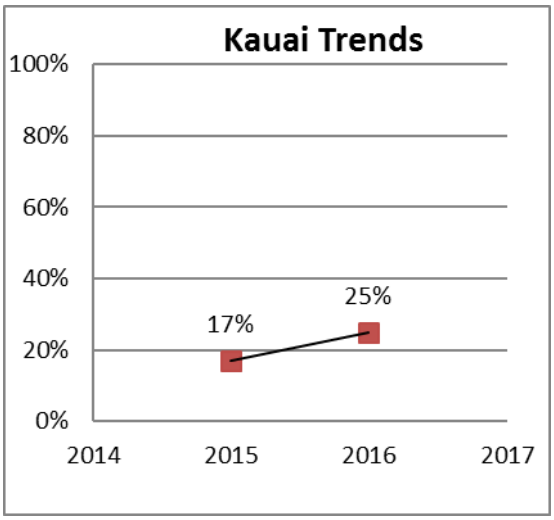
The assessment for 11th grade math is even more challenging than for 8th grade, which explains why math scores declined for Kaua`i, Hawai`i and the U.S. All show declines in 2015 in the percentage of students that score at or above competency. (Kaua`i scores declined from 33% in 8th grade to 25% in 11th grade, Hawai`i from 38% to 31% and U.S. 38% to 26%).

Findings

Kaua`i's student scores increased from 2014-2015 to 2015-2016 by 8 points, while the state went up only 1 point and the US rose 5 points. Kaua`i students still score lower than the corresponding results for the state. For reference, individual SBA states' 11th grade scores range from 21%-33%, and the adjusted median score is 26%.

2f. Percent of Tenth-Graders proficient in Math[9]





Analysis

Though comparable to the U.S., Kaua`i students are below the other students in Hawai`i. Kaua`i did increase year over year by an impressive 8 points, while the state increased only by 1. If the same progress is achieved in 2017, Kauai's youth will have reached parity with the rest of Hawai`i's students. In addition, since the Information Technology sector is expected to provide a large number of jobs in the future, continued focus on math proficiency should provide increased future employment at relatively high paying jobs.

G. TENTH GRADE SCIENCE PROFICIENCY

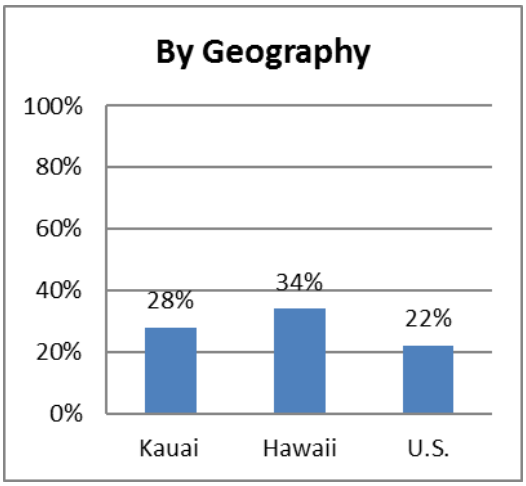
Overview

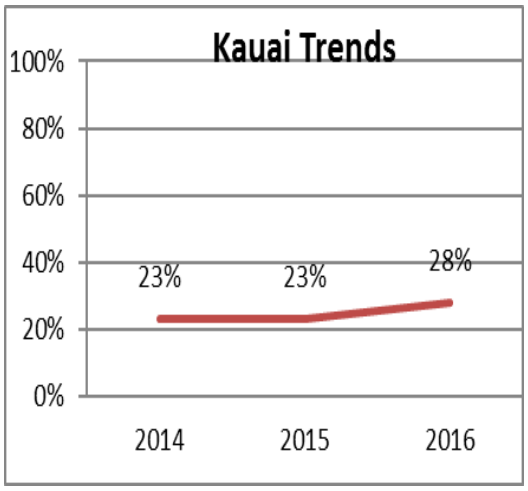
The assessment results for 10th grade science proficiency can be compared to the state average and to historical rates for Kaua`i tenth-graders. Year over year comparison is valid, because the state continued to use the Hawai`i State Assessment (HSA) for science.

Findings

Results show that only 28% of Kaua`i eleventh-graders meet proficiency in science. The increase from 2015 to 2016 came close to matching the previous high of 29% in set in 2013. Kaua`i's student scores increased from 2014-2015 to 2015-2016 by 5 points; the state increased by almost 2 points, while the 2016 U.S. scores (which is only available for 12th graders) remained constant.

2g. Percent of Tenth-Graders proficient in Science[10]





Analysis

The data show that Kaua`i tenth-graders struggle in science proficiency, as do students across the state and the nation. Kaua`i did see a 5-point increase over last year, so if the state and Kauai continue their progress at the same rate as last year, Kaua`i students should be comparable to other Hawai'ian students within two years. On the bright side, both Kaua`i and Hawai`i are higher than the U.S. scores.

III. COLLEGE AND CAREER READINESS

Outcome 3: Young People are College and Career Ready

As young people transition to postsecondary opportunities, such as college, technical training or employment, their level of readiness directly affects their ability to succeed. Five core indicators have been identified to measure the readiness of Kaua`i students for college and career:

A) **Eleventh-Grade ACT Test Achievement** - The percent of eleventh-graders that scored a 19 or above (out of 36) on the ACT exam.

B) **On-time Graduation Rate** - Percent of students who graduate with a regular high school diploma in four years or less**.**

C) **College-Going Rate** - Percent of graduates who enrolled in any college within 16 months after they graduate.

D) **Youth Employed and/or in School** - Percent of youth ages 16-24 employed and/or in school.

E) **Youth Employment** - Percent of 16-24 year old who are employed.

The data comes from multiple sources, including: the Hawai`i Department of Education's Strive HI Index[11]; the Opportunity Index[12] produced by Measure of America and Opportunity Nation; and employment data estimates available from the American Community Survey[13].

A. ELEVENTH GRADE ACT TEST ACHIEVEMENT

Overview

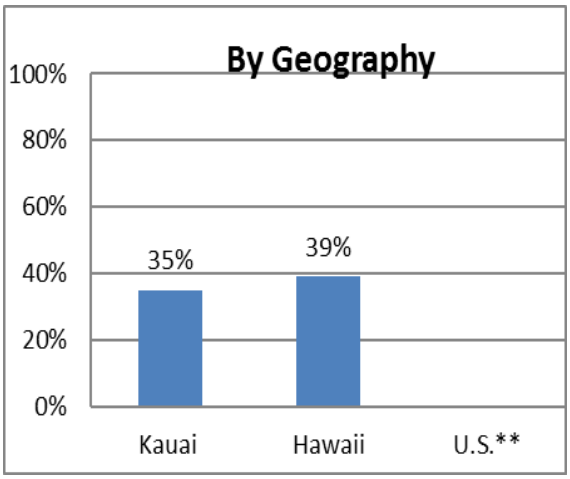
The ACT[14] is a test commonly used to assess college readiness. Specifically, the HIDOE's Strive HI Index[15] uses as its benchmark the "Percent of eleventh-graders scoring 19 or higher on the ACT." This is based on University of Hawai`i research indicating that a score of 19 or higher predicts future college success in local college classes. ACT data may also be a proxy for career readiness.

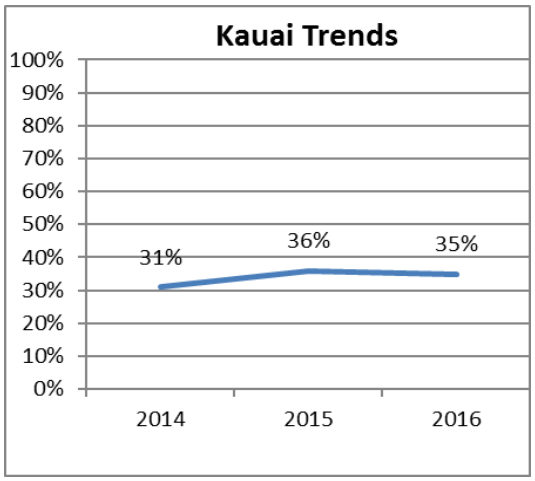
Findings

Results for 2015-16 show that Kaua`i students on the ACT, decreased slightly from 36% who scored higher than 19 on the ACT in 2014-2015 to 35%. This rate is less than the 39% for their peers across the state and much less than the national rate of 54%. Though the rates reported for the U.S. are much higher, there are two reasons for this: 1) the percentage of high school students in each state that take

the ACT varies widely (from 10% to 100%); the percentage of students taking the test is inversely correlated with their average composite score. (By testing a low percentage of students, states are presumably testing those who are most likely to attend college, while those testing a higher percentage are including a huge number of students who are not likely to attend college thus dragging down the overall score). In addition, many schools are testing 12th graders, rather than 11th graders. Hawaii tested 94% of all students. Therefore, a more accurate sense of Hawai`i's students' relative performance is gained when we compare those states (20) that had more than 90% of students taking the exam. Even so, in this comparison, Hawai`i ranks 17th out of 20; just above Mississippi, but below Alabama. The average raw ACT score for these 20 schools was 19.8 vs 18.7 for Hawai`i.

3a. Percent of 11th Graders who score 19 or above on the ACT[16]





** No comparable data

Analysis

Nearly two-thirds of Kaua`i eleventh-graders do not have satisfactory scores on this indicator. As students improve on the basics of reading, arithmetic and science throughout their years in school, their scores on the ACT would be expected to see corresponding improvement.

B. ON-TIME GRADUATION

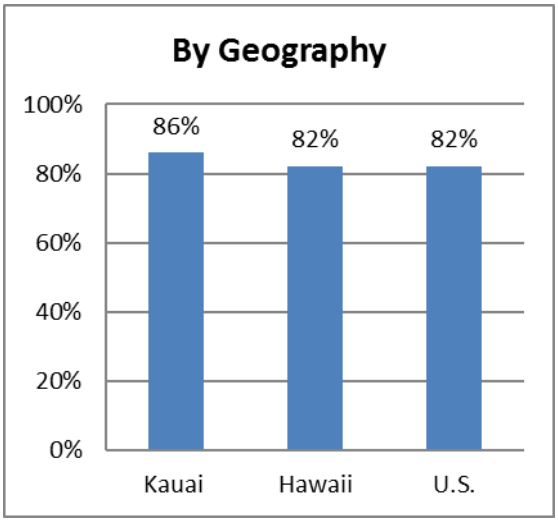
Overview

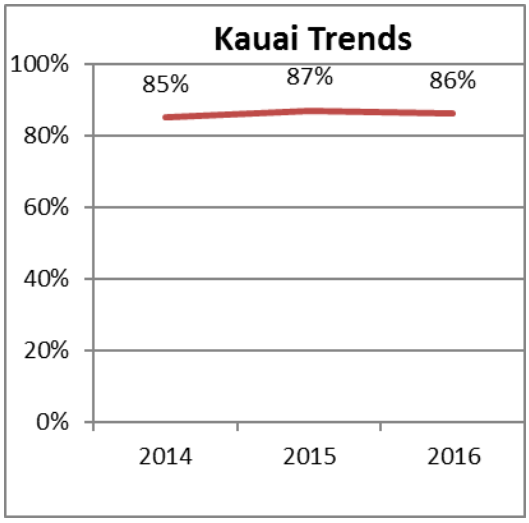
The on-time graduation rate measures the rate at which students graduate with a regular diploma within four years. This is an important indicator both for academic achievement and college and career readiness.

Findings

Graduation rates show that 86% of Kaua`i students graduate with a regular diploma within four years, which has remained virtually unchanged over the past three years. This rate is higher than both the statewide and U.S. rates of 82%.

3b. Percent of students who graduate with a regular diploma in four years or less [17]





Analysis

The data suggest that Kaua`i high school students are graduating within four years at a rate better than that of their peers across the state. This is an area of strength for Kaua`i since it is better than both the state and the national average.

C. COLLEGE-GOING RATE

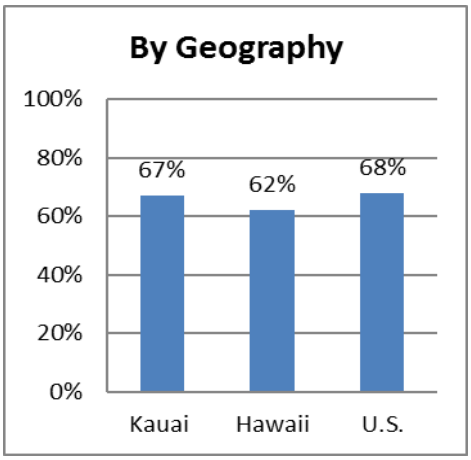
Overview

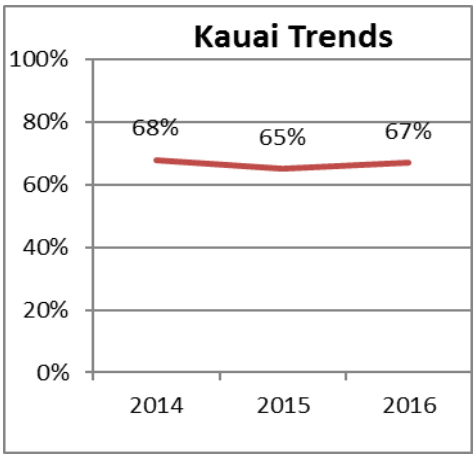
The Strive HI Index tracks the 16-month college-going rate for high school graduates. The current year's figure measures the percent of graduating seniors from the class of 2013 who enrolled at any college in the nation either in Fall 2014 or Fall 2015.

Findings

Results show that 67% of the Kaua`i class of 2015 attended college within 16 months, and this rate has been virtually unchanged since 2014. Kaua`i's rate of 67% compares favorably to the state rate of 62% and the U.S. rate of 68%.

3c. Proportion of graduates who enrolled in any college nationwide within 16 months of graduation [18]





Analysis

The data suggest that Kaua`i high school graduates attend college within 16 months of graduation at a higher rate than their peers across the state. This is a healthy indicator that should be encouraged and supported into the future.

D. YOUTH EMPLOYED AND/OR IN SCHOOL

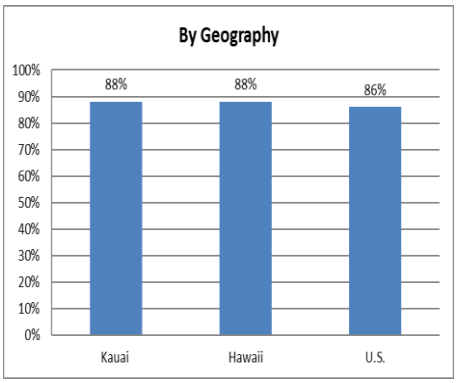
Overview

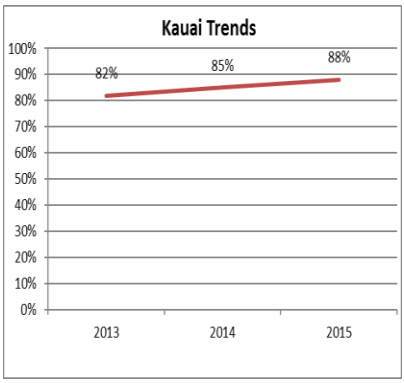
The Opportunity Index is a relatively new tool that measures a series of community-level indicators, including the percent of students who are "not in school and not working."[19] In this report the definition has been reversed to provide the percent of youth who ***are*** employed and/or in school.

Findings

The indicator shows that 88.0% of Kaua`i 16-24 year olds are in school and/or employed. This rate is the same as the statewide average, and slightly higher than the U.S. rate.

3d. Percent of youth ages 16-24 who are either employed or in school [20]





Analysis

The overwhelming majority of Kaua`i youth aged 16-24 are either employed or in school. This rate is similar to statewide numbers and better than the U.S, and is another success for Kaua`i. The slight year-over-year increases for the last 2 years, may partly reflect the tightening employment market. Although the steady gains are moving in the right direction, as a community we need to pay attention to the 12% of youth who are neither in school nor working.

E. YOUTH EMPLOYMENT (AGES 16-24)

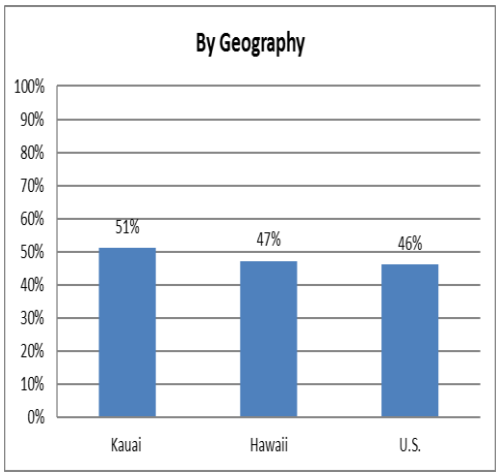
Overview

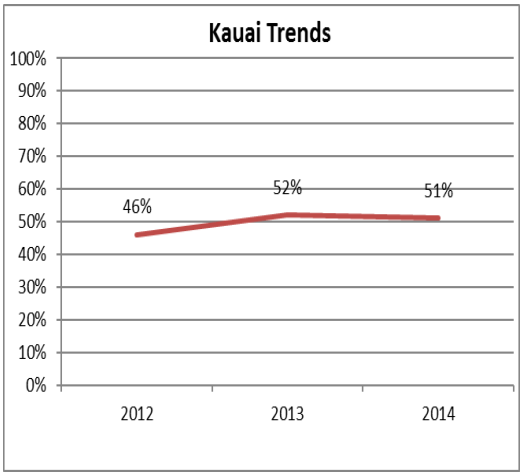
The youth employment rate reflects how many youth ages 16-24 are employed before, during, and immediately after graduation from high school and/or college.

Findings

This indicator for youth employment estimates that 51% of Kaua`i's young people ages 16-24 are employed in 2014 (latest numbers available). This is higher than both the state rate of 47% and the U.S. rate of 49%.

3e. Percent of 16-24 year-olds who are employed [21]





Analysis

These estimates suggest that half of Kaua`i's 16-24 year olds are employed, roughly comparable to the Hawai`i rate and higher than the US.

IV. HEALTH AND WELL-BEING

Outcome 4: Young People are Healthy and Thriving

Physical, mental, emotional and social health and well-being are critical in enabling children to thrive. Both positive and negative indicators may signify whether or not our keiki and youth are being given the opportunity to develop and flourish to their full potential. Specifically, the following five core indicators were identified in order to measure the degree to which our children are healthy and thriving:

A) **Child Abuse and Neglect –** Rate of unduplicated and confirmed child abuse and neglect cases (per 1,000 children ages 0-17).

B) **Youth Physical Activity –** Percent of high school and middle school students who were physically active at least 60 minutes per day on 5 or more days during the previous 7 days.

C) **Percent of Young People with Positive Beliefs and Hopes for the Future –** Despite extensive research, no relevant and comparable date are available for this indicator. Therefore, this indicator is still under development, and no data is available for this report.

D) **Youth Suicide –** Number of suicides among youth ages 15-24 (per 100,000 15-24 year olds).

E) **Bullying –** Percent of students attending high school, middle school or elementary school that experienced bullying

The data used for this outcome have come from a variety of sources including the State of Hawaii Department of Human Services [22], and the report titled Results of the 2015 Hawai`i State and Counties Youth Risk Behavior Surveys (YRBS) produced by the Hawai`i Health Data Warehouse[23].

A. CHILD ABUSE AND NEGLECT

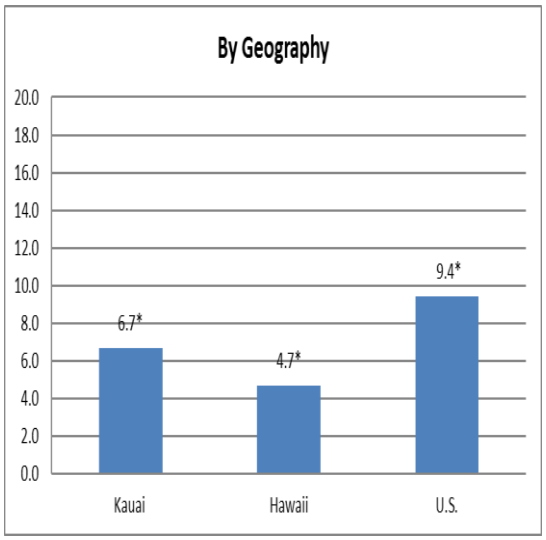
Overview

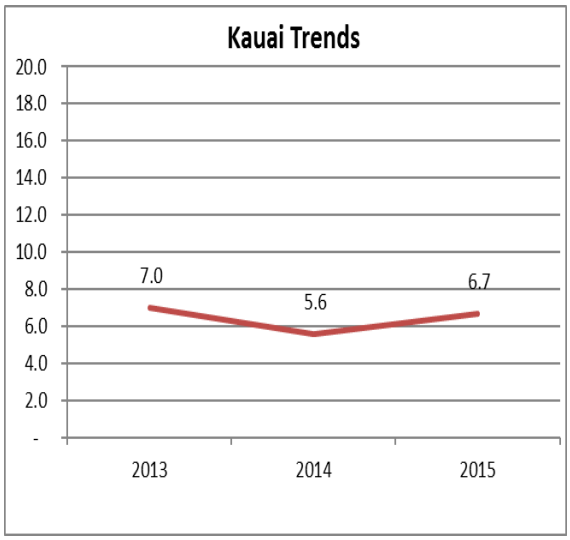
Household stability and support within the home is an important factor for the well-being of a child. Incident rates for child abuse and neglect, therefore, can be used to assess the relative state of a home climate. This report uses data for unduplicated and confirmed incidents of abuse and neglect (per 1,000 children ages 0-17).

Findings

Results for 2015 show that abuse and neglect rates for Kaua`i children are 6.7 per 1,000 (this equates to .67 per 100; less than 1 child per 100) are lower than the statewide average of 4.7. As you can see in the chart on the right, the rate is highly variable due to both the convention of reporting by 1,000 population and the small population on Kaua`i. The U.S. rate (2014 is the latest available) is much higher than both the state's and Kaua`i's.

4a. Unduplicated, confirmed reports of child abuse and neglect (rate per 1,000 children 0-17 years of age) [24]





***rate per 1,000**

Analysis

The data for 2013 to 2015 suggest that the child abuse and neglect rate Kaua`i has been both higher and lower than the statewide average (due to its' inherent variability), but remains significantly lower than the national rate.

B. YOUTH PHYSICAL ACTIVITY

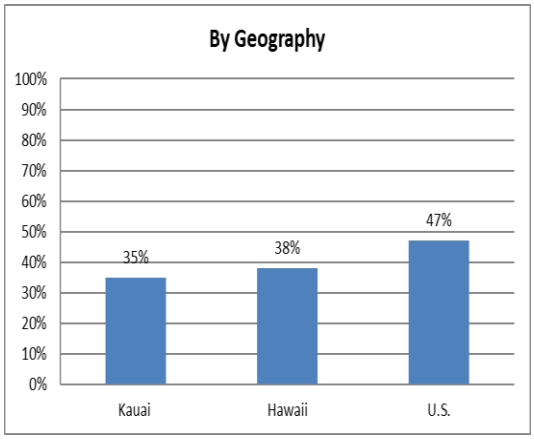
Overview

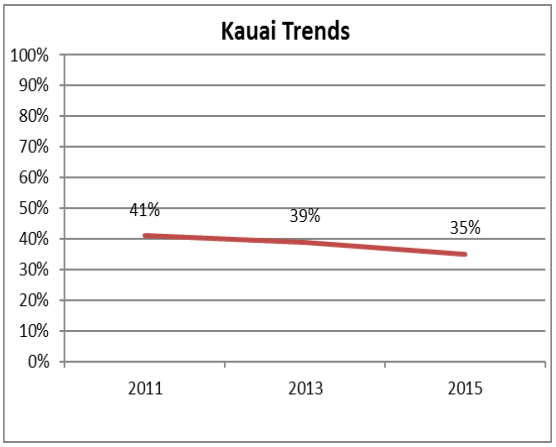
The Youth Risk Behavior Survey (YRBS) is a survey administered nationally and statewide to middle school and high school students every two years. One question asks students to assess their own physical activity during the most recent seven-day period.

Findings

Results from the 2015 survey show that 35% of Kaua`i students reported a high level of physical activity, which is comparable to the state as a whole. However, Kaua`i's rate has declined for the last 3 years. It is also less than the U.S. rate of 47%. This is surprising, since due to the favorable climate on the islands, we have more opportunity for year-round outdoor physical activity than many other states.

4b. Percent of High School and middle students who were physically active at least 60 minutes per day on 5 or more days during the past 7 days. [25]





Analysis

Many studies show a strong inverse relationship between physical activity and obesity. This trend is troubling and could benefit from a sustained program to encourage higher levels of physical activity in middle school and high school, and in after-school activities.

C. POSITIVE BELIEFS AND HOPES FOR THE FUTURE

Overview

An important core indicator for assessing the well-being of young people is the degree to which youth exhibit positive beliefs and hopes for the future. According to the Gallup organization, which administers a student poll to provide data for educational administrators and community leaders, "Hope drives attendance, credits earned, and GPA of high school students. Hope scores are more robust predictors of college success than are high school GPA, SAT, and ACT scores."[26]

While this indicator was approved by the Keiki to Career Leadership Council in 2014, satisfactory data has yet to be found. The Leadership Council is still eager to include data regarding this important indicator, but unless a relevant source can be found, this indicator will likely be replaced by another in the 2017 Kaua`i Youth Report. Please contact us at info@keikitocareer.org if you have any suggestions.

D. YOUTH SUICIDE

Overview

The incident rate for youth suicide is a powerful negative indicator of youth health. Because suicide is such a rare incident, the standard way of measuring this indicator is a rate per 100,000 of population. However, the small population of 15-24 year olds on Kaua`i (only 7,754 youth), makes the per 100,000 rate ***very*** sensitive to small changes. We will use a larger reporting time frame, an average over 3 years, to "smooth" out the variability of reporting yearly.

Findings

In 2015, 5 young people on Kaua'i committed suicide. For historical comparison, the number of suicides on Kaua`i for 2010-2014, averaged a little over 2. By the standard measure (per 100,000 of population) Kaua`i's rate was on average 30 for the last 3 available years. This was almost 3 times greater than the statewide rate (14 per 100,000), and the U.S. rate (13 per 100,000).[27]

Analysis

It is deeply troubling that young people take their own lives, and every suicide is tragic. Since the number of suicides in Kaua`i for 15-24 year olds in 2015 was 5, it is critical to closely track this indicator in the future to be sure the recent data doesn't reflect a trend. The longer-term concern is that Kaua`i 's historical rate has consistently remained twice the statewide and national averages. This represents an opportunity for our partners to work together to provide more hope and support for Kaua`i's youth.

E. BULLYING

Overview

This year's report examines the bullying rate for the first time. The incident rate for bullying in school is a powerful negative indicator of youth health, as presumably, it affects both school performance and overall youth well-being. The rate was calculated based on the answer to the following question "I feel safe from the bullying behavior of students at my school." (Slightly different wording was used for elementary school students; "I feel safe from mean kids at my school.") Because the HIDOE School Quality Survey response format was changed in 2015 (a "neutral" response choice was added to the existing response set), no year-to-year comparison or graphs are presented.

Findings

In 2015, Kaua`i had an average bullying rate among students (in elementary, middle/intermediate and high school) of 19.0%. The rate statewide was 18.6%. It is also worth noting that the rates both statewide and for Kaua`i decreased at each level from elementary through high school. (For 2015 on Kaua`i these rates were 27%, 16% and 9%, while statewide the rates were 25%, 18% and 10%). It would

be interesting to understand why this is so. Perhaps, it reflects students develop better coping mechanisms as they progress in school.

The U.S. rate is not comparable to these numbers because it includes high school students only and the question asked is "Were you bullied on school property during the last 12 months?" This emphasizes *actual bullying* versus how a student *feels* in their school environment. However, Hawai`i does report the rate for the same U.S. question (for high school students only). For 2015, the U.S. rate is 20.2% and the Hawai`i rate is 18.6%.

Analysis

It is troubling that young people endure bullying at any stage, but presuming these one-year rates are indicative, it may suggest that bullying is more prevalent (or at least more feared) in elementary and intermediate/middle school and that intervention should be targeted first at the lower grade levels. Next year's results may provide more clarity.

V. CONNECTEDNESS AND CONTRIBUTION

Outcome 5: Young People are Connected and Contributing

One important factor in a child's development is their ability to make connections to the world around them: to family, at school, in their community, to their culture, and in the larger world. This connectedness lays an important foundation for success in other areas.

This section looks at five core indicators that are key in measuring and tracking young people's levels of connectedness and contribution:

A) **Regular School Attendance –** Percent of students who were absent 15 or fewer days during the school year.

B) **Connection to School –** The percent of students in elementary, middle school and high school who enjoy coming to school.

C) **Family Involvement in Education –** Percent of parents who report being encouraged to participate in their student's school.

D) **Positive Sustained Adult Relationships** – Percent of youth that have a positive adult relationship in their life.

E) **Voting participation –** Percent of citizen population ages 18-24 who voted in the previous election.

Data used for this outcome come from the DOE's Strive HI Index[28], the DOE's School Quality Survey (SQS)[29], and voting statistics from the United States Census Bureau[30].

A. REGULAR SCHOOL ATTENDANCE

Overview

Regular attendance at school is a prerequisite for academic success. In fact, the Obama Administration's **Every Student, Every Day** initiative[31] cites the following:

- Children who are chronically absent in pre-school, kindergarten and first grade are much less likely to read (at) grade level by the third grade.
- By high school, regular attendance is a better dropout indicator than test scores.

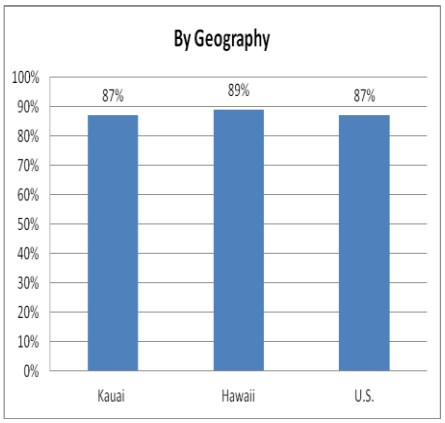
- A student who is chronically absent in any year between the eighth and twelfth grade is seven times more likely to drop out of school.

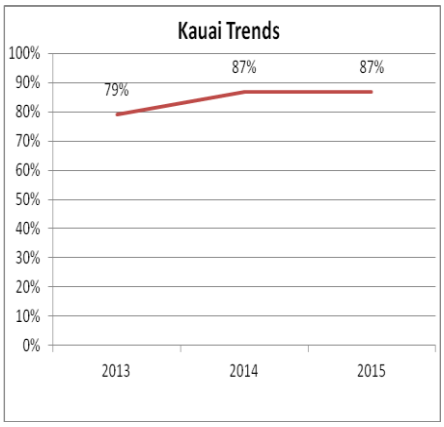
In addition, students who are not in school on a regular basis are more likely to get into trouble with the law and disengage from their communities. For this report, the DOE's Strive HI Index[32] is used to assess regular school attendance. The Index defines "chronic absenteeism" as more than 15 absences in a school year. We have reversed the definition to highlight how many students are **not** chronically absent.

Findings

Results show that 87% of Kaua`i students attend school regularly. This is slightly lower than the statewide average of 89% but considerably higher than the rate of 79% two years ago. Undoubtedly Hawai`i's compulsory attendance law is helping to drive this improvement.

5a. Percent of students who were absent 15 or fewer days during the school year [33]





Analysis

The 2014-15 data indicate that Kaua`i has improved on attendance, and is comparable to the average for both the state and the U.S. This is another area of success for Kaua`i.

B. CONNECTION TO SCHOOL

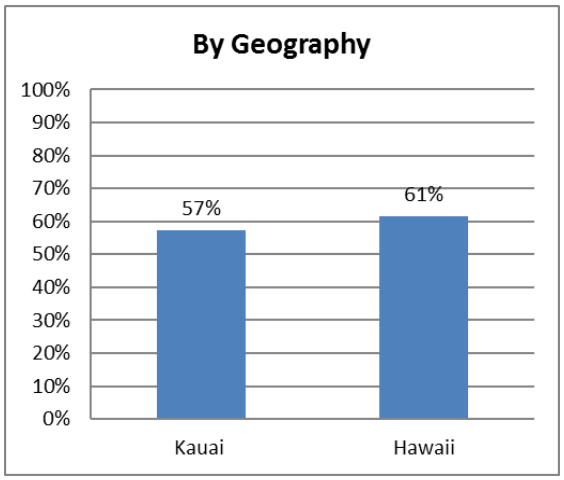
Overview

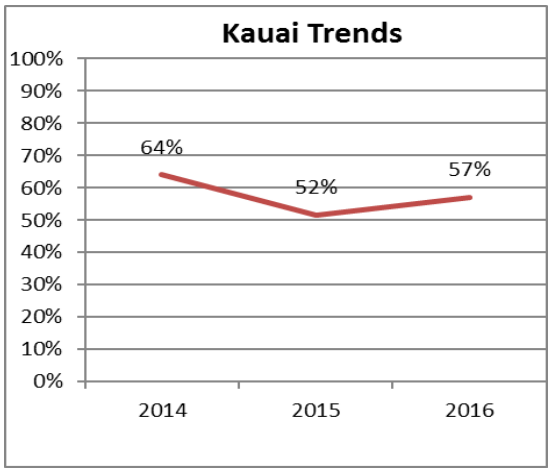
One of the most important connections that children can have is to their school. Positive experiences and enjoyment in an educational setting are important predictors of future engagement and success. The basis for this indicator is the HIDOE's School Quality Survey (SQS); a survey administered to elementary, middle school, and high school students on an annual basis.[34]

Findings

For the 2015-16 school year, 57% of Kaua`i students responded that they enjoy coming to school. This rate is slightly lower than the statewide average of 61%.

5b. Percent of students who enjoy coming to school [35]





Analysis

The data suggest that Kaua`i students may not enjoy coming to school as much as their peers statewide. In addition, the number of students that **disliked** coming to school was 19% for Kaua`i and 15% statewide. This means 3-4 times as many students liked coming to school versus those that disliked it. Rates generally show marked decreases from one educational level to the next, (Kaua`i - elementary 70%, middle/intermediate 46% and high school 44%. Statewide - elementary 74%, middle/intermediate 54% and high school 51%).

C. FAMILY INVOLVEMENT IN EDUCATION

Overview

Parents and families have the most direct and lasting impact on children's learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behavior, and feel more comfortable in new settings. HIDOE's School Quality Survey (SQS) is administered to elementary, middle school, and high school students annually. Until 2015, the survey asked students if "somebody at home knows how I am doing in school". Beginning in 2015, this question was eliminated, so no further reporting is available.

The closest comparison was from *the Parent survey*. Accordingly, we have substituted the question, "The school has encouraged me to participate in classroom and school activities." It is important to note that the rates for this indicator are derived from parental response, not students and that

parental response rates are much lower than student response rates. (For example, in 2016 statewide response rates for students was 76%, whereas for parents it was only 25%.)

Findings

In 2016, responding to the question, "The school has encouraged me to participate in classroom and school activities." Parents statewide (all school levels combined) gave a positive rating of 72%, while the rate on Kaua`i was 70%. The rate in 2016 declined from the rate of 74% in 2015. We could not find a comparable U.S. indicator to include. No graph is presented, since because both the question and respondent changed, the results are not comparable.

Analysis

The data suggest that Kaua`i parents "feel encouraged to participate", but that is not the same as parents actually being involved in their students' education. Since family involvement is critical to student success, the Leadership Council may wish to re-examine this indicator for the 2017 Kaua`i Youth Report.

D. POSITIVE SUSTAINED ADULT RELATIONSHIPS

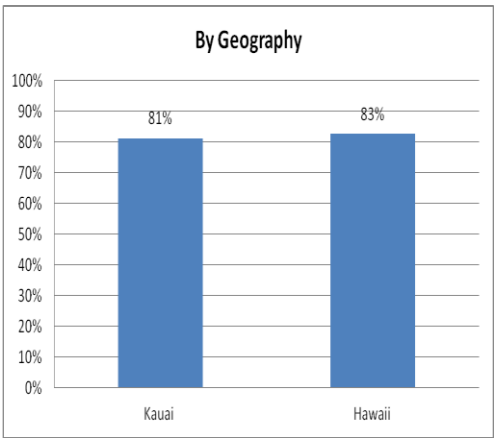
Overview

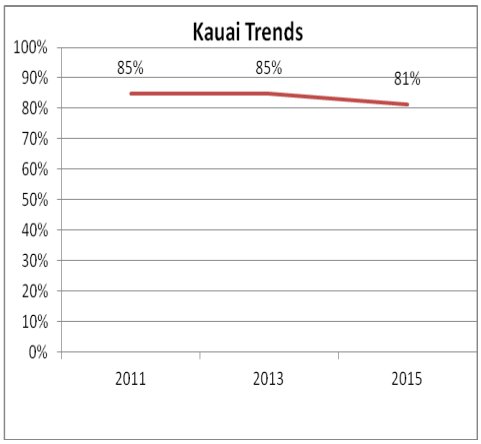
An important indicator for assessing the connectedness of young people is their access to positive sustained adult relationships. Studies have shown that a lack of positive relationships with caring adults can have negative effects on young people, their schools, and their communities. This indicator was approved by the Keiki to Career Leadership Council in 2014, and this year reflects the first time it is being included. The data is only reported every other year. Therefore, the three years reported for Kaua`i on the chart are **2015, 2013 & 2011**. (We have not yet found a comparable national statistic.) The responses were to the question "Is there at least one teacher or other adult in your school that you can talk to if you have a problem?"

Findings

The rates for both Kaua`i and the state showed modest declines year over year.

5d. Young people with positive adult relationships[36]





Analysis

It is encouraging that 81% of all high school students have an adult they can talk to at home or at school, but given the importance of this indicator, more access to a trusted adult would be beneficial.

E. VOTING PARTICIPATION

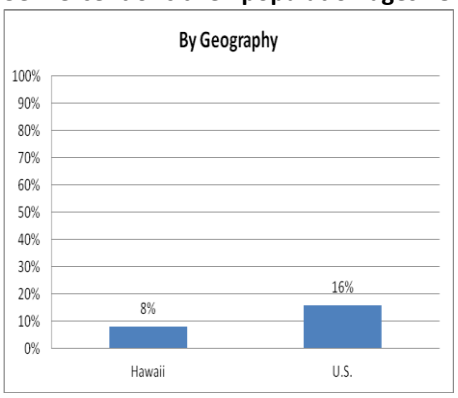
Overview

Voting is one indication of an individual's sense of civic engagement. We would like to analyze the voting rates for 18-24 year-olds on Kaua`i, but that data is not currently available. Therefore, the figure given here is for the state of Hawai`i as a whole. Though this is not a precise indication of voting rates for Kaua`i, it can be assumed that the statewide indicator is, to some degree, indicative of voting participation rates of Kaua`i 18-24 year-olds as well.

Findings

Results show that only 8% of Hawai`i 18-24 year-olds voted in the 2012 election compared to the U.S. average of 16%.

5e. Percent of citizen population ages 18-24 who voted in the 2014 election [37]



Analysis

Relatively low voting rates for the state of Hawai`i suggest that more might be done on Kaua`i to encourage more civic engagement and voter participation among youth. However, additional attempts should be made to isolate and determine specific rates for Kaua`i youth in particular.

VI. CONCLUSIONS

The data presented in this report is intended to inform decision-making in the key areas of policy and program design and evaluate efforts to improve outcomes for Kaua`i youth. The following areas of relative strength and possible opportunity have been identified for further consideration:

AREAS OF RELATIVE STRENGTH

- Kaua`i's eleventh-graders average reading proficiency vaulted 20 points from 2015 to 2016 and is now comparable to state and U.S. scores. (p. 19)
- Kaua`i's 10th grade science scores, though still trailing Hawai`i's scores, are catching up. Better still, Kauai's eighth-graders now score higher than the U.S. rate of proficiency. (p. 21)
- On-time high school graduation rate is better than the state and national averages, (p. 23)
- The sixteen-month college-going rate is comparable to both the state and comparable to the national average (p. 25)
- The rate of youth being in school or employed is greater than or equal to both the state and national averages, and has been increasing for the last three years. (p. 25)
- The rate of youth being employed is higher than both the state and national averages, and has been increasing for the last three years. (p. 26)
- After improvement over the last couple of years, Kaua`i school attendance is now comparable to the islands overall and the U.S. (p. 33)

AREAS OF OPPORTUNITY

- Hopefully, funding will allow the Hawai`i Department of Education to resume data collection for Kindergarten Readiness. This would provide an early benchmark for the subsequent assessments of reading, math and science.
- Less than 50% of Kaua`i 3rd graders are reading at required proficiency and our students' competency rates are still below both the rate for the state and nationally. (p. 15)
  Because this skill is a gateway to all further learning, efforts to improve this measure would be expected to increase scores in all learning categories.
- The rate of pre-school attendance is lower than both the state and national averages and has remained relatively flat for the last 3 years. (p. 13)

- The rate of eighth-grade reading proficiency, though improving, remains below both the state and U.S. averages and is also below the range for reporting SBA schools. (p. 16)
- Eighth-grade math proficiency is below the state and U.S. averages. (p. 17)
- Eighth-grade science proficiency rates are below both the state and national scores. (p. 18)
- Only 37% of Hawai`I high school students score at or above a 19 composite score, which University of Hawai`I considers the threshold for success in their career or post-secondary education. Kaua`i students score 15% lower than the state average. (p. 23)
- The rate of child abuse, (though highly variable because our population is small) is above the state average, although it is significantly lower than the U.S. rate. (p. 28)
- After a steady three-year decline in self-reported physical activity among students, Kaua`i rates are now below both the statewide and national rates. (p. 29)
- Suicide rates spiked in 2015 and a closer examination in 2016 will reveal whether this is a trend. The comparable historical rate remains more than twice the state and national average. (p. 30)

Since its inception, Keiki to Career Kaua`i has been guided by the long-term vision of an island community where all young people from birth to career are healthy, competent, confident and caring.

Many dedicated organizations, service providers, parents, educators and community leaders have committed themselves to realizing this vision and their efforts are reflected in the positive gains observed in this report. While the difficulties facing our youth and our community may seem challenging at times, the improvements we have made and will continue to make have set us on a course to create the future we envision for our children.



[1] For this report, "Keiki" is defined as a young child ages 0-5, while "Youth" and "Young People" are used more broadly and defined as people ages 0-24.

[2] Source: Special Report for Kaua`i and Hawai`i data from Jordana Ferreira of PATCH – Oahu. Population data from U.S. Census, American Community Survey https://www.census.gov/topics/population.html Additional pre-school data from National Center for Education Statistics.

[3] More information on the HIDOE's HSA and Smarter Balanced assessments can be found at: http://www.Hawai`ipublicschools.org/TeachingAndLearning/Testing/StateAssessment/Pages/home.aspx

4 Source: State of Hawai`i Department of Education Accountability Data Center. "Proficiency by Complex Area: All Students." https://adc.hidoe.us/#/proficiency
U.S. numbers from https://edsource.org/smarter-balanced-results/state.html

5 Source: State of Hawai`i Department of Education Accountability Data Center. "Proficiency by Complex Area: All Students." https://adc.hidoe.us/#/proficiency
U.S. #s from https://edsource.org/smarter-balanced-results/state.html

6 Source: State of Hawai`i Department of Education Accountability Data Center. "Proficiency by Complex Area: All Students." https://adc.hidoe.us/#/proficiency
U.S. #s from https://edsource.org/smarter-balanced-results/state.html

[7] The assessment results for 11th grade math proficiency can be compared to the state average, but there are no corresponding numbers in the SBA states, so we switched to tracking scores for 11th grade reading, and also use 11th grade scores for math results for students.

8 Source: State of Hawai`i Department of Education Accountability Data Center. "Proficiency by Complex Area: All Students." https://adc.hidoe.us/#/proficiency
U.S. #s from https://edsource.org/smarter-balanced-results/state.html

[9] Source: State of Hawai`i Department of Education Accountability Data Center. "Proficiency by Complex Area: All Students." https://adc.hidoe.us/#/proficiency
U.S. #s from https://edsource.org/smarter-balanced-results/state.html

[10]Source: State of Hawai`i Department of Education Accountability Data Center. "Proficiency by Complex Area: All Students." https://adc.hidoe.us/#/proficiency
U.S. #s from https://edsource.org/smarter-balanced-results/state.html

[11] Detailed information on the Strive HI Index can be found at: http://arch.k12.hi.us/school/strivehi/hsa.html

[12] Detailed information on the Opportunity Index can be found at: http://opportunityindex.org/#4.00/40.00/-97.00/

[13] Information on the ACS can be found at: https://www.census.gov/topics/population.html

[14] Detailed information on the ACT test can be found at: http://www.act.org/products/k-12-act-test/. U.S. from ACT tables http://www.act.org/content/act/en/products-and-services/the-act/your-scores/national-ranks.html

http://www.act.org/content/dam/act/unsecured/documents/Condition-of-College-and-Career-Readiness-Report-2015-United-States.pdf

[15] Detailed information on the Strive HI Index can be found at: http://arch.k12.hi.us/school/strivehi/hsa.html

[16]Source: State of Hawai`i Department of Education Accountability Data Center. "Proficiency by Complex Area: All Students." http://arch.k12.hi.us/school/strivehi/hsa.html U.S. from ACT tables http://www.act.org/content/act/en/products-and-services/the-act/your-scores/national-ranks.html http://www.act.org/content/dam/act/unsecured/documents/Condition-of-College-and-Career-Readiness-Report-2015-United-States.pdf http://www.act.org/content/dam/act/unsecured/documents/NationalComposite-Ranks.pdf

[17] From HIDOE Strive HI
http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/2014-15-results.aspx

[18] Source: HIDOE Strive HI
http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/2014-15-results.aspx

[19] For more information on the Opportunity Index: http://opportunityindex.org/#4.00/40.00/-97.00/

[20] Census data from: https://www.census.gov/topics/population.html

[21]Census data from: https://www.census.gov/topics/population.html

[22] Child abuse data through State of Hawai`i Department of Human Services http://humanservices.hawaii.gov/wp-content/uploads/2015/09/2014-CAN-report-print.pdf
2014 Child Maltreatment Report US Dept of Health & Human Services

http://www.acf.hhs.gov/sites/default/files/cb/cm2014.pdf Census data from
http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_14_5YR_S2301&prodType=table

[23] More information on the Hawai`i Health Data Warehouse Community Dashboard at: http://www.Hawai`ihealthmatters.org/index.php

[24] Kaua`i and Hawai`i data from http://humanservices.hawaii.gov/wp-content/uploads/2016/05/DHS-Databook_Dec-2015.pdf U.S. data from http://www.acf.hhs.gov/cb/resource/child-maltreatment-2014 Census data from
http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk

[25] Source: *Results of the 2015 Hawai`i State and Counties Youth Risk Behavior Surveys (YRBS)*, at Hawai`i Health Data Warehouse:
https://nccd.cdc.gov/youthonline/App/Results.aspx?TT=A&OUT=0&SID=HS&QID=QQ&LID=XX&YID=2015&LID2=&YID2=&COL=S&ROW1=N&ROW2=N&HT=QQ&LCT=LL&FS=S1&FR=R1&FG=G1&FSL=S1&FRL=R1&FGL=G1&PV=&TST=False&C1=&C2=&QP=G&DP=1&VA=CI&CS=Y&SYID=&EYID=&SC=DEFAULT&SO=ASC U.S. data from http://www.cdc.gov/healthyyouth/data/yrbs/results.htm

[26] Source: http://www.gallupstudentpoll.com/home.aspx

[27] Source: Hawai`i Health Data Warehouse; Hawai`i State Department of Health http://hhdw.org/wp-content/uploads/AAMR_Suicide_3AGG1.pdf Data for Kaua`i from Special Report prepared by Gina Kaulukuku Life's Bridges Hawai`i, Inc.

[28] Detailed information on the Strive HI Index can be found at: http://arch.k12.hi.us/school/strivehi/hsa.html

[29] Detailed information on the School Quality Survey can be found at: http://arch.k12.hi.us/school/sqs/sqs.html

[30] More information on can be found at: https://www.census.gov/hhes/www/socdemo/voting/publications/p20/2012/tables.html

[31] Obama Initiative: http://www.ed.gov/news/press-releases/every-student-every-day-obama-administration-launches-first-ever-national-cross-sector-initiative-eliminate-chronic-absenteeism-our-nations-schools

[32] More information on the Strive HI Index can be found at: http://arch.k12.hi.us/school/strivehi/strivehi.html.

[33] Source: Hawai`i Department of Education. Special Data Request by Complex Area.

[34] http://arch.k12.hi.us/PDFs/sqs/2016/ComplexArea/15SQS2016.pdf

[35] http://arch.k12.hi.us/PDFs/sqs/2016/ComplexArea/15SQS2016.pdf

[36] Hawai`i Health data Warehouse http://hhdw.org/health-reports-data/data-source/yrbs-reports/home-life/

[37] Source: "Voting and Registration in the Election of November 2012 - Detailed Tables"
https://www.census.gov/hhes/www/socdemo/voting/publications/p20/2012/tables.html



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