

2014 KAUA'I YOUTH REPORT

Indicators of Achievement, Health and Well-Being

Prepared with support from
Atherton Family Foundation and Hawai'i Community Foundation
September 2014

Keiki to Career Kaua'i

Ready to Learn, Ready for Life



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 must go 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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I. ABOUT THE 2014 KAUA'I YOUTH REPORT

The *2014 Kaua'i Youth Report* is a snapshot of Kaua'i young people from birth to workforce entry.¹ It is intended to offer guidance to Keiki to Career community partners and other service providers and policymakers looking to identify areas of common focus and need. In all, twenty-six 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 current Kaua'i rates with recent historical rates for our island.

A. PURPOSE

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 give a snapshot of key indicators using available data that is timely and relevant. To encourage further exploration, live web links have been provided to original data sources, where possible. These links will also be posted to the Keiki to Career outcomes page, along with additional related indicators and other timely information as it becomes available. The Keiki to Career data page can be found at www.keikitocareer.org/outcomes.

B. PROCESS

Keiki to Career Kaua'i utilizes a collective impact model to achieve its vision of “an island community where Kaua'i's young people from birth to career are healthy, competent, confident and caring.”

Collective Impact² is the commitment of a group of actors from different sectors to a common agenda for solving a complex social problem. Collective Impact is more rigorous and specific than collaboration among organizations. There are five conditions that, together, lead to meaningful results.

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 to 24.

² Source: <http://www.fsg.org/OurApproach/WhatIsCollectiveImpact.aspx>

The five conditions of Collective Impact include:

1. **Common Agenda:** All participants have a shared vision for change, including a common understanding of the problem and a joint approach to solving it through agreed-upon actions
2. **Shared Measurement:** Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable
3. **Mutually Reinforcing Activities:** Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action
4. **Continuous Communication:** Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and appreciate common motivation
5. **Backbone Organization:** Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies

Additionally, the Keiki to Career initiative is informed by Ready by 21 strategies of broader partnerships, bigger goals, bolder actions and *data-driven decisions*.

C. 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. Recommendations were provided by the council's Data Committee based on the initial outcomes and indicators identified in the Keiki to Career Three-Year Navigation Plan. The recommendations were developed with the following considerations:

- Are the outcomes *meaningful* and *understandable*?
- Are the outcomes supported in *national research*?
- Is the data *actionable*, i.e., can Keiki to Career influence the results?
- Is data *currently available* on the outcomes for the target population?
- 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. Data for each indicator is given in the current report, and the Keiki to Career website will be continually updated to display up-to-date data throughout the year as it becomes available.

OUTCOMES

INDICATORS

1. Keiki are Kindergarten Ready

- 1a. Percent of Keiki attending preschool
- 1b. Percent of Keiki cognitively ready
- 1c. Percent of Keiki physically ready
- 1d. Percent of Keiki socially/emotionally ready
- 1e. Percent of Keiki language ready

2. Students are Academically Successful

- 2a. Percent of 3rd graders proficient in reading
- 2b. Percent of 8th graders proficient in reading, math & science
- 2c. Percent of 10th graders proficient in reading, math & science

3. Young People are College and Career Ready

- 3a. Percent of 11th graders who score 19 or higher on the ACT
- 3b. Percent of students who graduate from high school on-time
- 3c. Percent of high school graduates who enroll in college (2 and 4-year)
- 3d. Percent of young people ages 16-24 that are employed and/or in school
- 3e. Percent of young people ages 16-24 who are employed

4. Young People are Healthy and Thriving

- 4a. Percent of youth ages 0-17 who experience child abuse or neglect
- 4b. Percent of young people who are physically active
- 4c. Percent of young people with positive beliefs and hopes for the future
- 4d. Suicide rates among youth ages 15-24

5. Young People are Connected and Contributing

- 5a. Percent of young people who regularly attend school
- 5b. Percent of students who feel connected to their school
- 5c. Percent of young people reporting family involvement in their education
- 5d. Percent of young people reporting positive sustained adult relationships
- 5e. Percent of youth ages 18-24 who voted in the previous election

D. ABOUT KEIKI TO CAREER KAUA'I

Launched in 2012, Keiki to Career Kaua'i networks education, health, human service and youth programs, families, and businesses to create a holistic, integrated system of supports from cradle to career so young people are **“ready to learn and ready for life.”**

It is designed to ensure readiness at each key transition point in a young person's life – such as entry to Kindergarten, middle school, high school, college or work. The initiative is informed by the Ready by 21 framework which encourages building leadership throughout the community and aligning goals, services and metrics around a shared vision and mission.

The initial focus areas identified in the Keiki to Career 3-Year Navigation Plan include: Birth to Grade 3, Resilience and Life Skills, Parent, 'Ohana and Community Engagement and High School to Postsecondary Opportunities.

Represented organizations include:

Aloha Mana Enterprises	Kaua'i Families First
Big Brothers Big Sisters Kaua'i	Kaua'i Native Hawaiian Chamber of Commerce
Child & Family Services	Kaua'i Independent Daycare Services (KIDS School)
County of Kaua'i, Office of the Mayor	Kaua'i Early Learning Practitioners
County of Kaua'i, Office of Economic Development	Kupu A'e/Leadership Challenge
Déjà vu Surf Hawai'i	Law Office of Nancy J. Budd
Family Hui	Leadership Kaua'i
Hale 'Opio Kaua'i, Inc.	Lihu'e Public Library
Hawai'i Department of Education, Kaua'i Complex Area	Malama Kaua'i
Hawai'i Department of Education, Board of Education	Malama Pono Kaua'i
Hawai'i Department of Health, Kaua'i	Parenting from the Heart/Sacred Birthing School
Hawai'i Health Systems Corporation	People Attentive to Children (PATCH)
Kahuna Valley	Planned Parenthood of Hawai'i, Kaua'i
Kaua'i Chamber of Commerce	Queen Lili'uokalani Children's Center
Kaua'i Community College	Visitor Aloha Society of Kaua'i
Kaua'i County Council	Waimea High School PTSA

Kaua'i Planning & Action Alliance serves as the backbone organization for Keiki to Career Kaua'i.

II. 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:

- ***Kaua'i-level data is of highest priority.*** Special emphasis has been placed on obtaining data that is available at the county/island level. In exceptional cases, state-level data may be presented when island-level data is unavailable and where it is likely to present an accurate picture of the general situation for Kaua'i.
- ***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.
- ***Timeliness of results is important.*** Every attempt has been made to use the most current information. Most often results will be from 2013 or 2014, but in some cases data for previous years has been used. When decisions must be made between presenting a smaller set of results that offers more *timely* information and presenting data over a greater time frame that would make the results more *reliable*, we have chosen the benefits of timeliness.
- ***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 number of indicators that can be monitored from year to year. In future reports, “Related” indicators will be added to the core indicators presented here.
- ***Data should be actionable.*** Indicators should provide an opportunity for Keiki to Career and its partners to take collective action to improve future results.
- ***Context is vital.*** To allow comparison with current Kaua'i rates, data for the state of Hawai'i and historical rates for Kaua'i are given where possible. These offer valuable context to help understand the information that is provided.
- ***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.
- ***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 kpaa@keikitocareer.org.

III. KINDERGARTEN READINESS

Outcome 1: Keiki are Kindergarten Ready

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

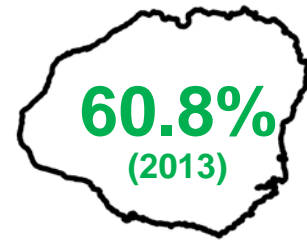
Five indicators have been identified to measure Kindergarten Readiness:

- 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.

Data for each of the five indicators is collected through the Hawai'i State School Readiness Assessment (HSSRA), which captures a classroom-level snapshot of entering Kindergarteners.³ The HSSRA will no longer be administered by the Hawai'i Department of Education (DOE) beginning in the 2014-15 School Year. The discontinuation of the HSSRA offers Keiki to Career an opportunity to support the development and implementation of a more comprehensive student-level Kindergarten Readiness Assessment in future years (see Conclusions, page 2).

³ Detailed information on the HSSRA can be found at: <http://arch.k12.hi.us/school/hssra/hssra.html>.

A. PRESCHOOL ATTENDANCE



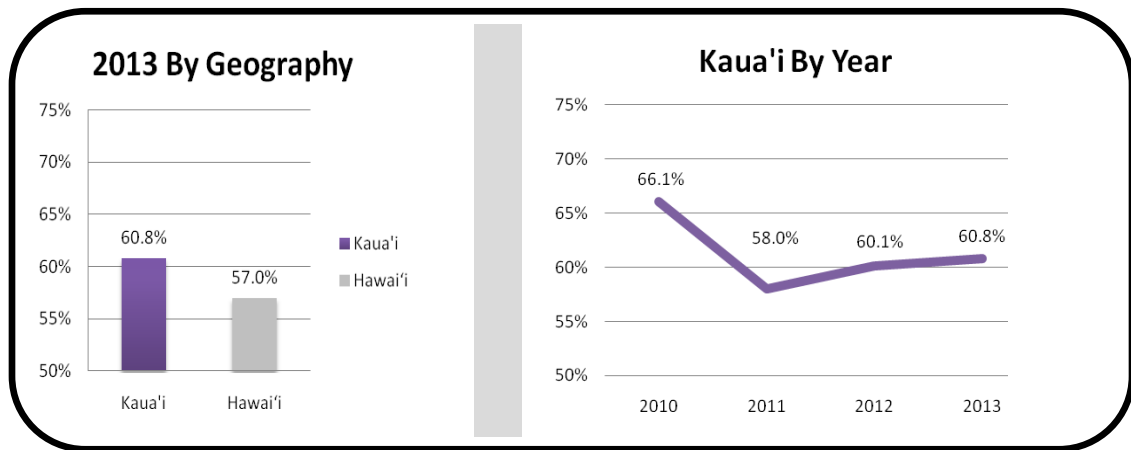
Overview

Research shows that children who participate in preschool enter Kindergarten with a greater range of vocabulary and language proficiency than children who do not attend preschool. Preschool participants are also more likely to exhibit proficiency in later grades, as well as higher retention and graduation rates. In many ways, the benefits of preschool attendance are great and can be monitored as a predictor of future readiness and success.

Findings

Results show that 60.8% of Kaua'i's Kindergarteners entering in Fall 2013 had attended preschool. This represents a steep decrease from 2010 but compares favorably to the state average of 57.0% and is slightly higher than the previous two years.

1a. Percent of Kindergarteners who attended preschool ⁴

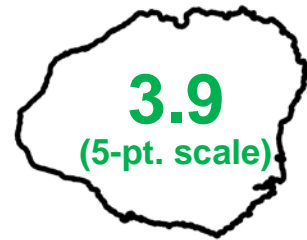


Conclusion

The data suggest that Kaua'i Kindergarteners attend preschool at a higher rate than their peers across the state. Further, there appear to be modest gains in this area over the past two years after a steep decline between 2010 and 2011. While indicators are improving, more can certainly be done in this area to provide Kaua'i children access to the benefits that preschool offers.

⁴ Source: *Hawai'i State School Readiness Assessment (School Year 2013-2014)*. "Early Education Profile of the Complex Area." <http://arch.k12.hi.us/PDFs/hssra/2014/Kauai/Complex%20Area-15-Kapaa-Kauai-Waimea.pdf>

B. COGNITIVE READINESS



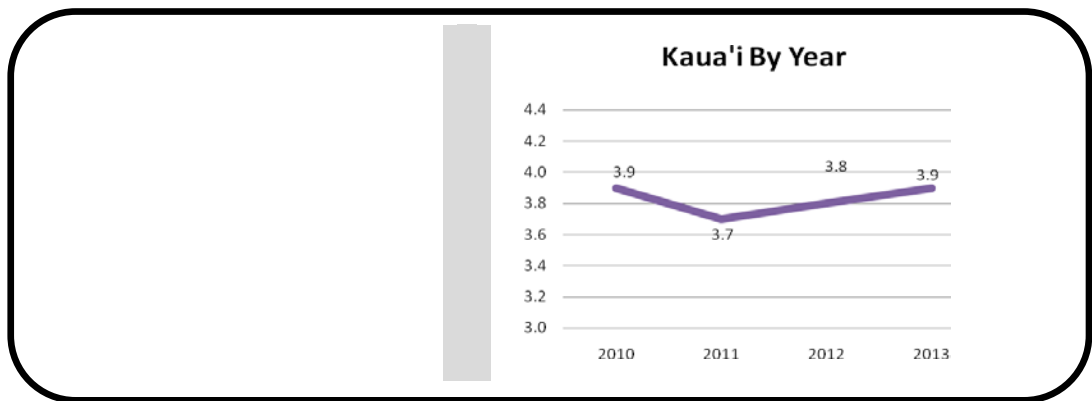
Overview

While there is no perfect instrument to assess cognitive readiness of Kindergarteners, the DOE's Hawai'i State School Readiness Assessment (HSSRA) does survey Kindergarten teachers regarding the readiness of their incoming classes. The specific HSSRA question used here to assess cognitive readiness falls under the "Approaches to Learning" dimension which asks, "Do children possess the attitudes and habits that facilitate learning?"

Findings

Results of the HSSRA show that approximately three-quarters of Kindergarteners entering in Fall 2013 were deemed to be ready in this area of cognitive readiness. This proportion is slightly higher than in previous years. No valid comparison with statewide or national data exists.

1b. Proportion of entering Kindergarteners who display positive approaches to learning.⁵ (On a 1-5 scale, 3="About half"; 5 ="Almost all")

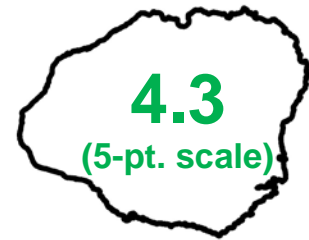


Conclusion

The data show that approximately three-quarters of Kaua'i Kindergarteners are cognitively ready. However, more comprehensive statistical evidence will need to be collected in order to draw meaningful conclusions that can be acted upon in the future. It is recommended that future Keiki to Career efforts support the creation and implementation of a more comprehensive student-level assessment.

⁵ Source: Hawai'i State School Readiness Assessment (School Year 2013-2014). "Kindergarten Class Profile: Approaches to Learning." <http://arch.k12.hi.us/PDFs/hssra/2014/Kauai/Complex%20Area-15-Kapaa-Kauai-Waimea.pdf>

C. PHYSICAL READINESS



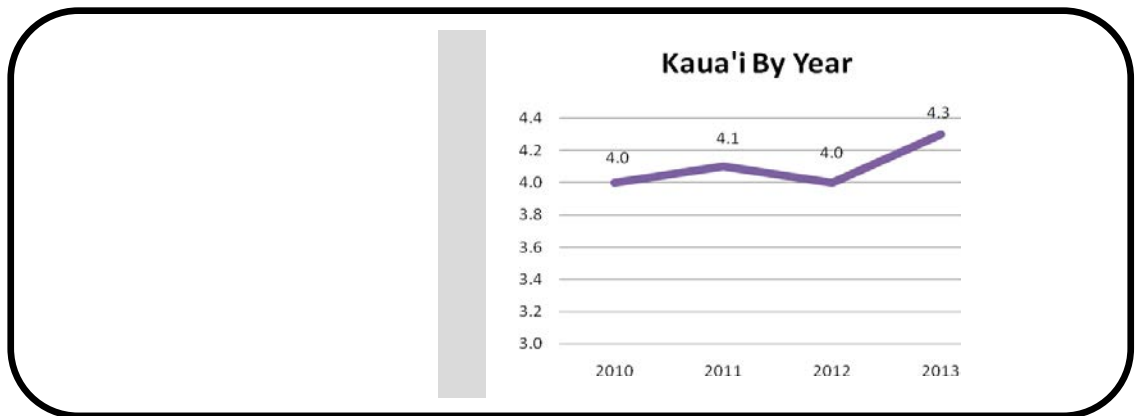
Overview

The DOE's Hawai'i State School Readiness Assessment (HSSRA) asks Kindergarten teachers to assess the readiness of their incoming classes in the area of physical well-being. The specific question asked is, "Do children display good muscle control, personal hygiene and alertness?" The 5-point scale uses 3 to estimate "About half" and 5 for "Almost all." A score of 4, therefore, is presumed to equal approximately three-quarters of students.

Findings

Results show that more than three-quarters of Kindergarteners entering in Fall 2013 were deemed physically ready for Kindergarten. This proportion is higher than previous years and appears to indicate an upward trend. No valid comparison with statewide or national data exists.

1c. Proportion of entering Kindergarteners who display positive physical well-being.⁶
(On a 1-5 scale, 3="About half"; 5 ="Almost all")

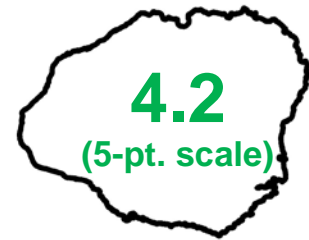


Conclusion

The data show that Kaua'i keiki score higher in the area of physical well-being than in any of the other HSSRA dimensions analyzed here, and that these indicators appear to be improving over time. This area is one where existing efforts that contribute to this indicator, including support for preschool initiatives, should be continued and expanded upon to provide even stronger results in the future.

⁶ Source: *Hawai'i State School Readiness Assessment* (School Year 2013-2014). "Kindergarten Class Profile: Physical Well-Being" <http://arch.k12.hi.us/PDFs/hssra/2014/Kauai/Complex%20Area-15-Kapaa-Kauai-Waimea.pdf>

D. SOCIAL-EMOTIONAL READINESS



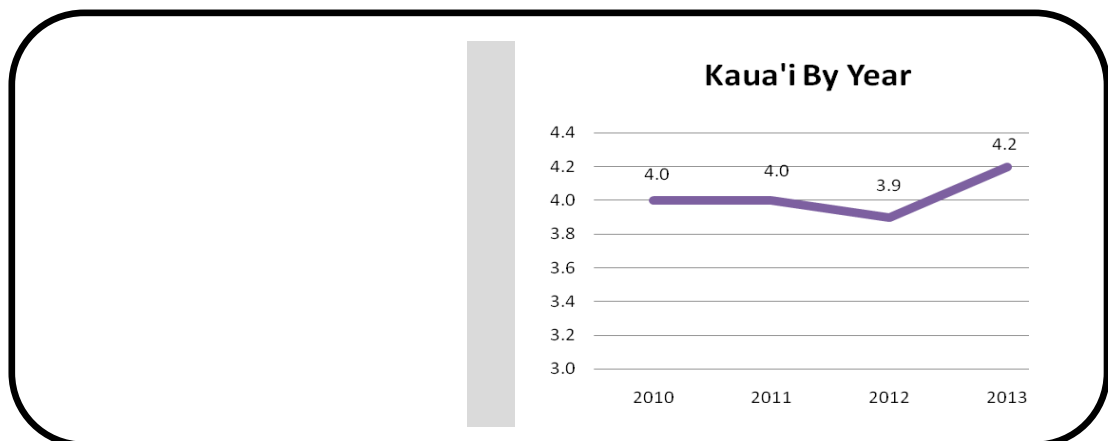
Overview

The DOE's Hawai'i State School Readiness Assessment (HSSRA) asks Kindergarten teachers to assess the readiness of their incoming classes in the area of social-emotional behaviors. The specific question asked is, "Are children independent, with skills to successfully participate in school routines?" The 5-point scale uses 3 to estimate "About half" and 5 for "Almost all." A score of 4, therefore, is presumed to equal approximately three-quarters of students.

Findings

Results show that slightly more than three-quarters of Kindergarteners entering in Fall 2013 were deemed socially-emotionally ready for school. This rate has increased from the 2010 baseline year shown here, but only slightly. No valid comparison with statewide or national data exists.

1d. Proportion of entering Kindergarteners who display positive social-emotional behaviors⁷ (On a 1-5 scale, 3="About half"; 5="Almost all")

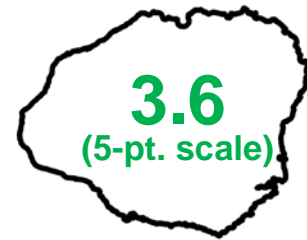


Conclusion

Like other dimensions taken from the HSSRA, the social-emotional dimension appears to be relatively stable and consistently remains around 4.0. The sudden increase between 2012 and 2013 suggests an upward trend may be developing, but further data is needed before a final conclusion can be drawn.

⁷ Source: Hawai'i State School Readiness Assessment (School Year 2013-2014). "Kindergarten Class Profile: Social-Emotional Behaviors." <http://arch.k12.hi.us/PDFs/hssra/2014/Kauai/Complex%20Area-15-Kapaa-Kauai-Waimea.pdf>

E. LANGUAGE READINESS



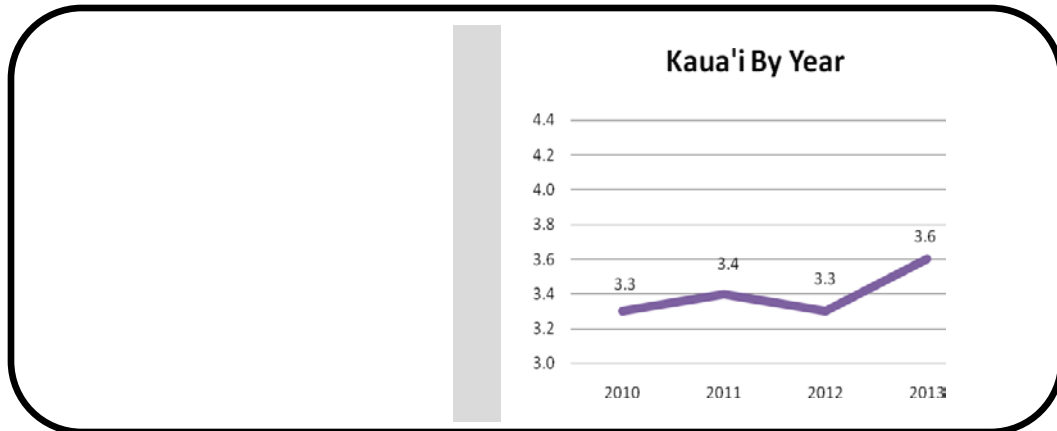
Overview

While language skills are crucial to success in academic settings, it can be difficult to assess the degree to which incoming Kindergarteners are ready for the literacy topics that they will encounter in school. The DOE's Hawai'i State School Readiness Assessment (HSSRA) asks Kindergarten teachers to assess the readiness of their students in the area of literacy concepts and skills. These assessments may be interpreted to give an approximate snapshot of overall language readiness of students entering Kindergarten.

Findings

Results show that less than three-quarters of Kaua'i Kindergarteners entering in Fall 2013 were deemed to have the literacy skills necessary for Kindergarten. This rate increased sharply in 2013 after remaining relatively steady between 2010 and 2012. No valid comparison with statewide or national data exists.

1e. Proportion of entering Kindergarteners who demonstrate literacy concepts and skills⁸ (On a 1-5 scale, 3="About half"; 5="Almost all")



Conclusion

The data suggest that somewhere between half and three-quarters of Kaua'i entering Kindergarteners are believed to be language-ready. These rates have improved year-to-year, yet still lag behind the other readiness dimensions considered in this report. It appears that this may be one potential area of opportunity for collective efforts, especially given the importance of early literacy skills to future reading proficiency.

⁸ Source: *Hawai'i State School Readiness Assessment* (School Year 2013-2014). "Kindergarten Class Profile: Academic / Literacy Concepts and Skills." <http://arch.k12.hi.us/PDFs/hssra/2014/Kauai/Complex%20Area-15-Kapaa-Kauai-Waimea.pdf>

IV. 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 ensure that they are not falling behind along the way. As the state's public educational system, the Hawai'i State Department of Education (DOE) represents 255 schools and 33 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 at each of these key grade levels as well as insights into academic readiness for the next.

This report looks at seven core indicators that have been identified in order to measure and track academic success:

- A) **Third-Grade Reading Proficiency** - The percent of Kaua'i third-graders achieving proficiency in reading on the Hawai'i State Assessment (HSA).⁹
- B) **Eighth-Grade Proficiency in: 1) Reading; 2) Math; and 3) Science** - The percent of Kaua'i eighth-graders achieving proficiency in reading, math and 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, math and science on the HSA.

All data shown here include both DOE and public charter schools throughout the state as well as the 15 DOE schools and four Kaua'i-based charter schools on the island. In the areas of reading and math, scores are comparable beginning in 2007 and are given here for the four most recent years. In the area of science, scores are only available for the two most recent academic years as testing in this area was only introduced in the 2012-2013 school year.

⁹ More information on the DOE's HSA and Smarter Balanced assessments can be found at: <http://www.hawaiipublicschools.org/TeachingAndLearning/Testing/StateAssessment/Pages/home.aspx>

A. THIRD GRADE READING PROFICIENCY

60.5%
(2013-14)

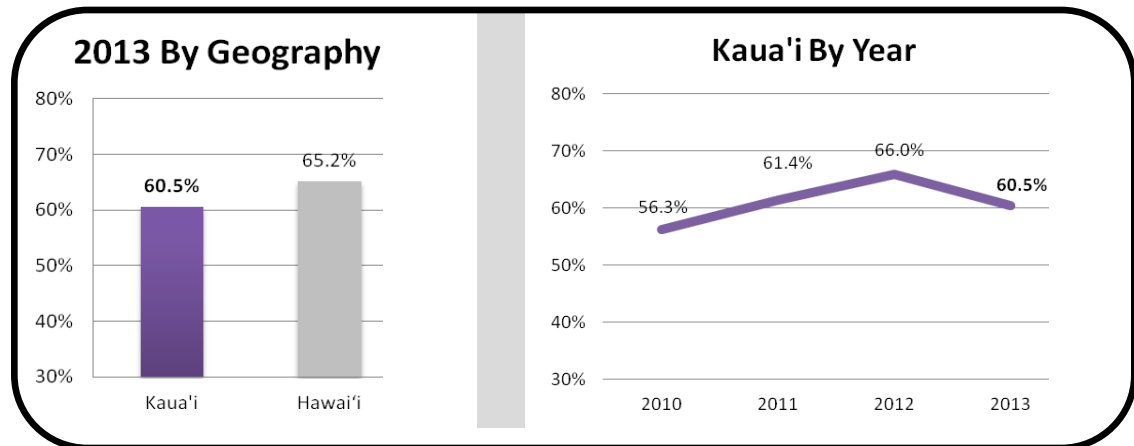
Overview

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 available 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.

Findings

Assessment results for the 2013-14 school year show that 60.5% of Kaua'i third-graders were proficient in reading. This is lower than the statewide average of 65.2% and represents a considerable drop from the previous year's high of 66.0%. Despite the decrease, scores for 2013-14 were still slightly higher than the 2010-11 baseline year, suggesting an overall positive trend over the entire period tracked.

2a. Percent of Third-Graders Proficient in Reading ¹⁰



Conclusion

The 2013-14 data suggest that Kaua'i third-graders may be lagging behind their peers across the state. Results for the following 2014-15 year should be monitored to see if the significant drop during the 2013-14 school year represents a one-time occurrence or is indicative of a downward trend after the gains of the previous two years.

¹⁰ Source: State of Hawai'i Department of Education Accountability Data Center. "Proficiency by Complex Area and Statewide: All Students." <http://adc.hidoe.us/#/proficiency>.

B. EIGHTH GRADE READING PROFICIENCY

71.5%
(2013-14)

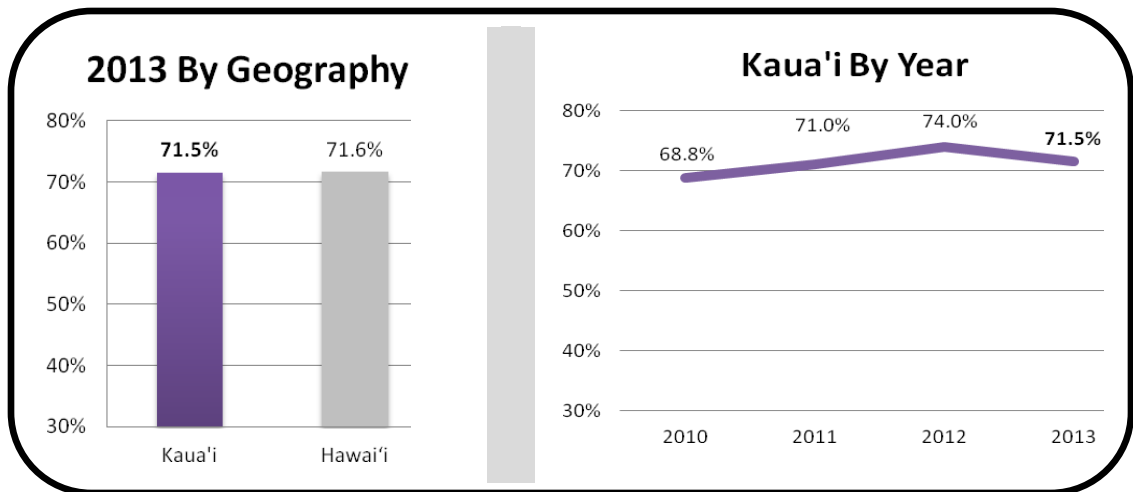
Overview

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, therefore, are important for assessing academic readiness for the upcoming rigors of high school curricula.

Findings

For the 2013-14 school year, 71.5% of Kaua'i's eighth-graders met proficiency in reading. This represents a drop from the previous year's result of 74.0% but is comparable to the state average for the same year. It is also notable that reading proficiency rates for eighth-grade students are considerably higher than the corresponding rate (60.5%) for third-graders, a trend that is consistent with those of previous years for both Kaua'i and the state overall.

2b1. Percent of Eighth-Graders Proficient in Reading ¹¹

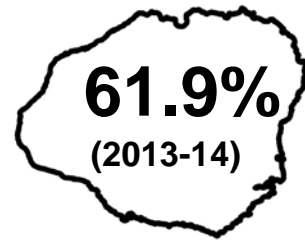


Conclusion

The data show that Kaua'i eighth-graders are on par with their peers statewide in reading. It is also encouraging that results appear to be on a slight rise from the baseline year of 2010-11. The significant increase in reading proficiency between the third and eighth grades should be evaluated further to understand the causes and opportunities they might offer.

¹¹ Source: State of Hawai'i Department of Education Accountability Data Center. "Proficiency by Complex Area: All Students." <http://adc.hidoe.us/#/proficiency>.

C. EIGHTH GRADE MATH PROFICIENCY



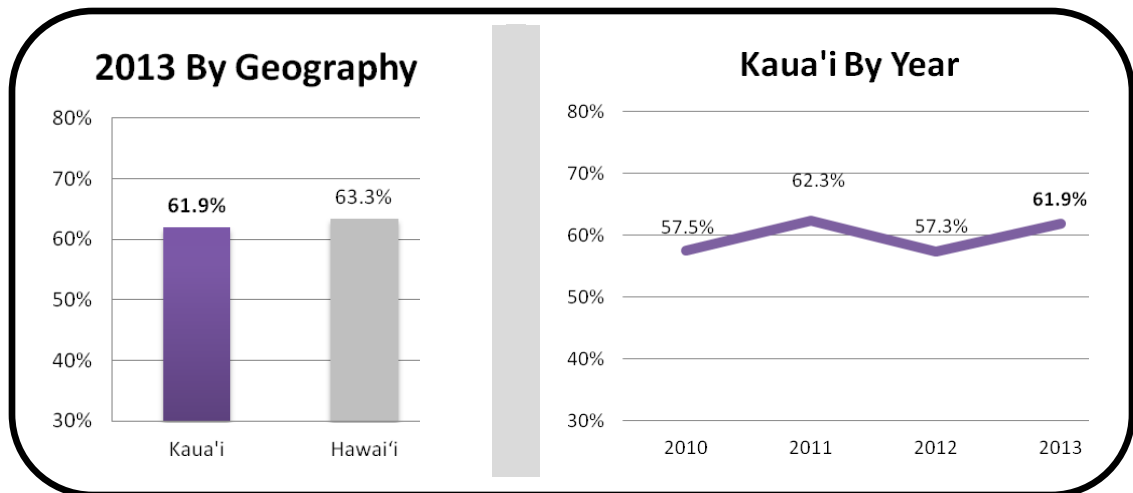
Overview

Math is a foundational subject that influences success in other academic areas. Moreover, by eighth grade math concepts have grown more complex and expectations for students have increased considerably compared to those for elementary school. The Hawai'i State Assessment (HSA) tests in math present an opportunity to evaluate how Kaua'i students fare compared to their peers across the state and whether they are being prepared for the increasing demands of high school mathematics curricula.

Findings

Results show that 61.9% of Kaua'i's eighth-graders are meeting math proficiency standards. This is slightly lower than the state average and higher than the base-year rate of 57.2% in 2010-11. However, alternating drops and rises from year to year suggest that no consistent trend can be observed.

2b2. Percent of Third-Graders Proficient in Math ¹²

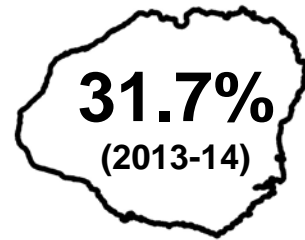


Conclusion

The data show that Kaua'i eighth-graders are generally on par with their peers across the state in math but that more than a third are beginning to fall behind by this grade level. While there is no shortage of efforts to increase math achievement, this area may present an opportunity for targeted collective effort to support increased math proficiency of our island's middle school students.

¹² Source: State of Hawai'i Department of Education Accountability Data Center. "Proficiency by Complex Area: All Students." <http://adc.hidoe.us/#/proficiency>.

D. EIGHTH GRADE SCIENCE PROFICIENCY



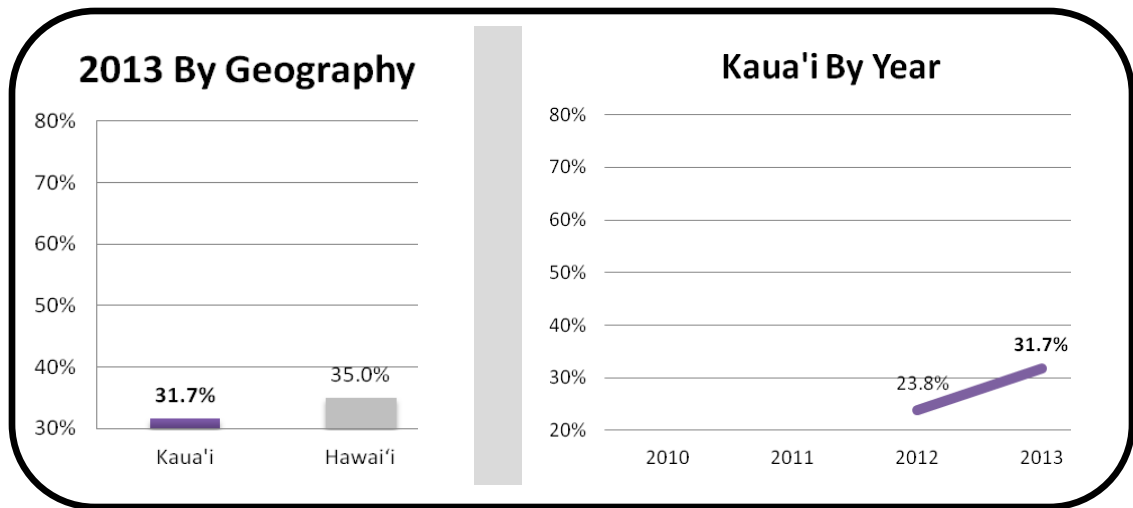
Overview

In the 2012-2013 school year, Hawai'i students took the Hawai'i State Assessment (HSA) in science for the first time. This means that whereas reading and math can be tracked from as far back as 2007-08, science scores are relatively new and offer only a small historical window into the scores of Kaua'i students. Still, the results are useful in painting a portrait of academic success and readiness for future academic endeavors.

Findings

Results show that only 31.7% of Kaua'i eighth-graders met the proficiency requirement in science. This represents a notable increase from the previous year's rate of 23.8% but is still below the state average of 35.0%. Importantly, it is the lowest indicator by far among the three content areas (reading, math and science) that are evaluated in this report.

2b3. Percent of Eighth-Graders Proficient in Science ¹³

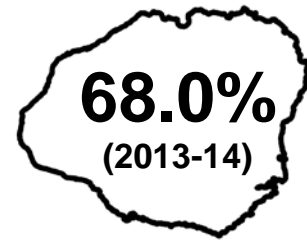


Conclusion

The low rate of eight-grade proficiency in science, both statewide and on Kaua'i, suggests that more needs to be done to support this area. However, the relatively recent introduction of the test, and the quick increase in results between the test's first and second year of implementation, suggest that caution should be exercised before drawing conclusions from these data.

¹³ Source: State of Hawai'i Department of Education Accountability Data Center. "Proficiency by Complex Area: All Students." <http://adc.hidoe.us/#/proficiency>.

E. TENTH GRADE READING PROFICIENCY



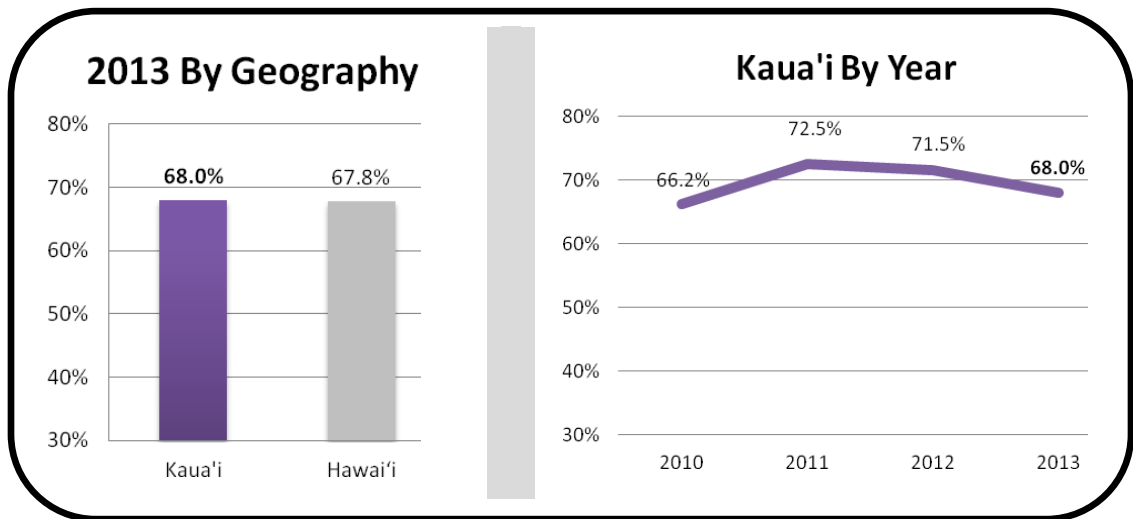
Overview

Tenth-graders taking the Hawai'i State Assessment (HSA) are essentially midway through their high school career. By this point, students have had most of the benefits of their K-12 education, and thus, in many ways, indicators for this level offer the most telling evidence of the cumulative results of their education and as well as their trajectory toward graduation and postsecondary opportunities.

Findings

Results show that 68.0% of Kaua'i's tenth-graders are proficient in reading. This rate is on par with the state and slightly higher than the 2010-11 base-year rate of 66.2%. However, it is the second consecutive year of diminishing rates and shows almost a third of Kaua'i students are not meeting proficiency in the area of reading.

2c1. Percent of Tenth-Graders Proficient in Reading¹⁴

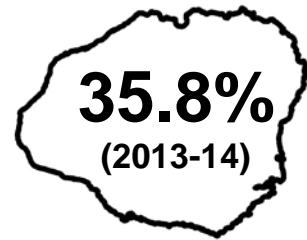


Conclusion

While data suggest that the reading rates for Kaua'i tenth-graders are generally stable over time and are comparable to state averages, it is likely that they are still lower than they could or should be. Although opportunities may exist here, the potential to impact growth in this area should be compared to other higher-leverage areas such as math and, especially, science.

¹⁴ Source: State of Hawai'i Department of Education Accountability Data Center. "Proficiency by Complex Area: All Students." <http://adc.hideoe.us/#/proficiency>.

F. TENTH GRADE MATH PROFICIENCY



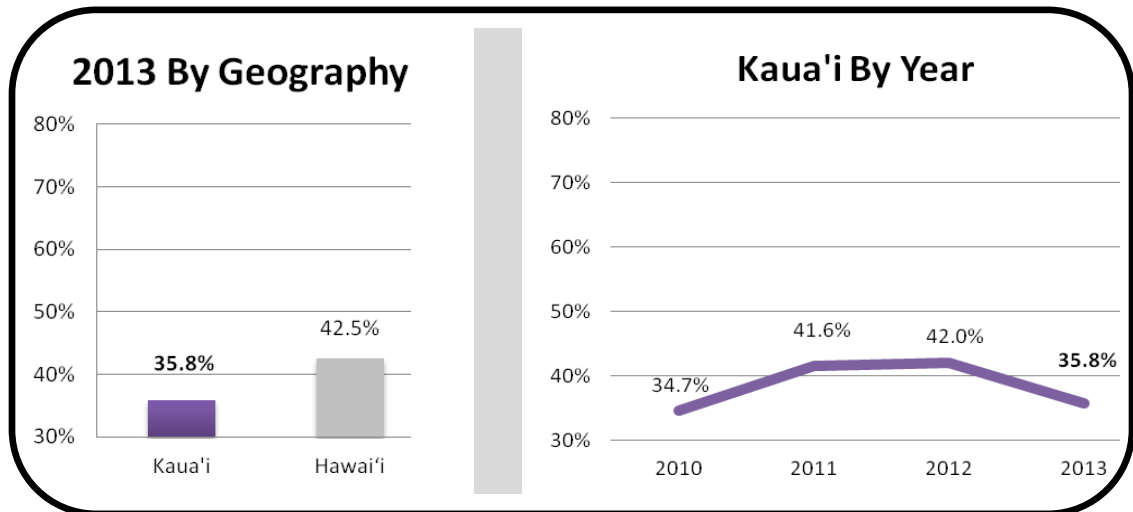
Overview

Just as in Reading and Science, tenth-graders take the Hawai'i State Assessment (HSA) in math. These results are rich as they can be compared to the state average and to historical rates for Kaua'i tenth-graders, and may be evaluated against corresponding results for their peers in the eighth grade.

Findings

Results show that only 35.8% of Kaua'i tenth-graders are proficient in math. This represents a decline from the previous two years and is considerably lower than the corresponding results for the state. It is also significantly lower than the 61.9% of 2013-14 eighth-graders who achieved proficiency at their grade level.

2c2. Percent of Tenth-Graders Proficient in Math¹⁵



Conclusion

The data show that only slightly more than one-third of Kaua'i tenth-graders are meeting proficiency standards in math. This is especially troubling as the rates for math proficiency appear to decrease significantly during the two years between eighth- and tenth-grade assessments. While this may be partly due to increasing difficulty of topics, more might be done to determine root causes for the steep drop between eighth and tenth grades. Therefore, this area appears to be one where collective efforts could be helpful.

¹⁵ Source: State of Hawai'i Department of Education Accountability Data Center. "Proficiency by Complex Area: All Students." <http://adc.hidoe.us/#/proficiency>.

G. TENTH GRADE SCIENCE PROFICIENCY

22.8%
(2013-14)

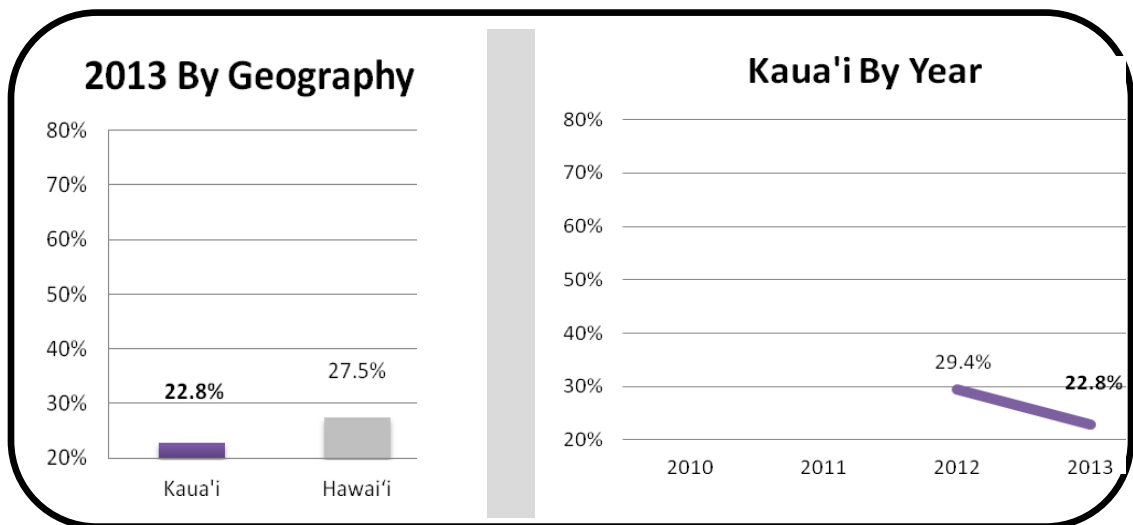
Overview

In the 2012-2013 school year, Hawai'i students took the Hawai'i State Assessment (HSA) in science for the first time. These scores, therefore, offer limited opportunity for year-to-year comparison, though these results will become more instructive in future years.

Findings

Results show that only 22.8% of Kaua'i tenth-graders meet proficiency in science. This is lower than the state average and lower than the results for the only other comparison year available (2012-13).

2c3. Percent of Tenth-Graders Proficient in Science¹⁶



Conclusion

The data clearly show that Kaua'i tenth-graders struggle in science proficiency more than any other area. They lag behind their counterparts throughout the state and show a decline from the previous testing year. While clear opportunity exists here, data for subsequent years will be necessary to assess the extent of the challenge and/or opportunity in this area.

¹⁶ Source: State of Hawai'i Department of Education Accountability Data Center. "Proficiency by Complex Area: All Students." <http://adc.hidoe.us/#/proficiency>.

V. 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. With this in mind, five core indicators have been identified to measure and track the readiness of Kaua'i students for college and career:

- A) **Eleventh-Grade ACT¹⁷ 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 diploma in four years or less.
- C) **College-Going Rate** - Proportion of graduates who enrolled in any college nationwide within 16 months of graduation.
- 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-olds who are employed.

The data used come from multiple sources, including: the Hawai'i Department of Education's Strive HI Index¹⁸; the Opportunity Index¹⁹ produced by Measure of America and Opportunity Nation; and employment data estimates available from the American Community Survey²⁰.

While college and career readiness is tracked as a distinct Keiki to Career outcome, its relationship with other Keiki to Career outcomes, including Kindergarten readiness and academic success, is well established. Efforts to improve those outcomes should be mutually beneficial as they set the foundation future college and career readiness.

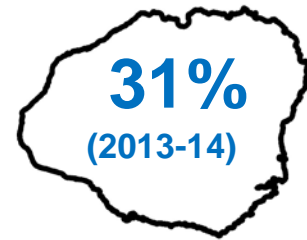
¹⁷ Detailed information on the ACT test can be found at: <http://www.act.org/products/k-12-act-test/>.

¹⁸ Detailed information on the Strive HI Index can be found at: <http://arch.k12.hi.us/school/strivehi/hsa.html>

¹⁹ Detailed information on the Opportunity Index can be found at: <http://opportunityindex.org/methods-so>

²⁰ Information on the ACS can be found at: http://www.census.gov/acs/www/about_the_survey/american_community_survey/.

A. ELEVENTH GRADE ACT TEST ACHIEVEMENT



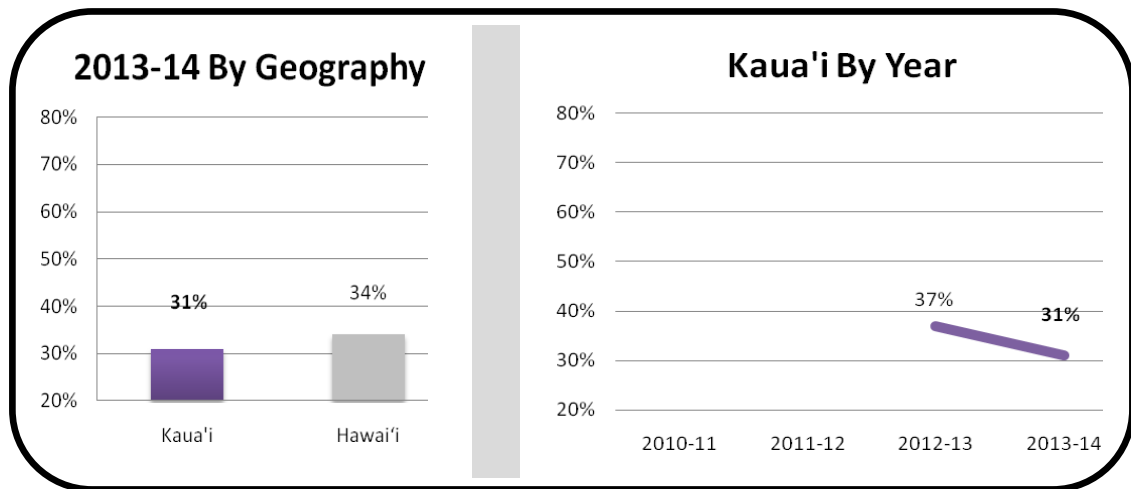
Overview

The ACT²¹ is a test commonly used to assess college readiness. Specifically, the HIDOE's Strive HI Index²² 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 19 predicts future college success in local college classes. In addition, because ACT data may also be used to measure career readiness, this indicator can be doubly beneficial for our purposes.

Findings

Results for 2013-14 show that only 31% of Kaua'i eleventh-graders scored a 19 or higher on the ACT test. This rate is lower than the 34% for their peers across the state and represents a steep decline from the previous year's rate of 37%.

3a. Percent of eleventh-graders scoring 19 or higher (out of 36) on the ACT²³



Conclusion

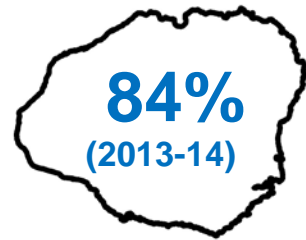
The data suggest that two-thirds of Kaua'i eleventh-graders are not college and career ready. However, more data for Kaua'i will be needed to assess the extent of this underpreparedness and whether upward or downward trends are in effect from year to year.

²¹ Detailed information on the ACT test can be found at: <http://www.act.org/products/k-12-act-test/>.

²² Detailed information on the Strive HI Index can be found at: <http://arch.k12.hi.us/school/strivehi/hsa.html>

²³ Source (Kaua'i): Hawai'i Department of Education. Special Data Request by Complex. Sep. 16, 2014. Source (Hawai'i): "Strive HI Performance System: SY2013-14 Statewide Snapshot" http://www.hawaiipublicschools.org/DOE%20Forms/StriveHI2014/state_snapshot_2014.pdf

B. ON-TIME GRADUATION



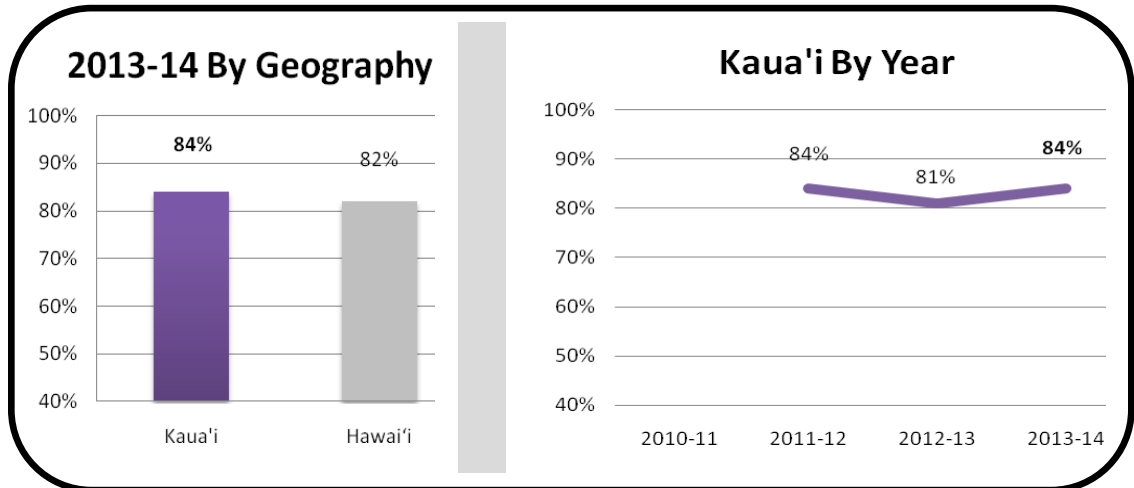
Overview

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. Strive HI data is available for comparative purposes beginning in the 2011-12 school year.

Findings

Rates for graduation show that 84% of Kaua'i students graduate with a regular diploma within four years. This rate is slightly higher than the statewide rate of 82%, though it has remained unchanged from the baseline year (2011-12).

3b. Percent of students who graduate with a regular diploma in four years or less²⁴

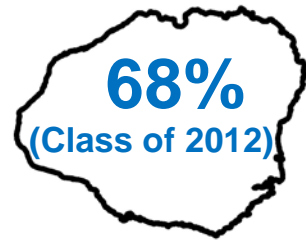


Conclusion

The data suggest that Kaua'i high school students are graduating within four years at a rate comparable to that of their peers across the state. Historical data suggests stability in this area and does not allow for a conclusion to be reached regarding possible upward or downward trends.

²⁴ Source (Kaua'i): Hawai'i Department of Education. Special Data Request by Complex. Sep. 16, 2014. Source (Hawai'i): "Strive HI Performance System: SY2013-14 Statewide Snapshot" http://www.hawaiipublicschools.org/DOE%20Forms/StriveHI2014/state_snapshot_2014.pdf

C. COLLEGE-GOING RATE



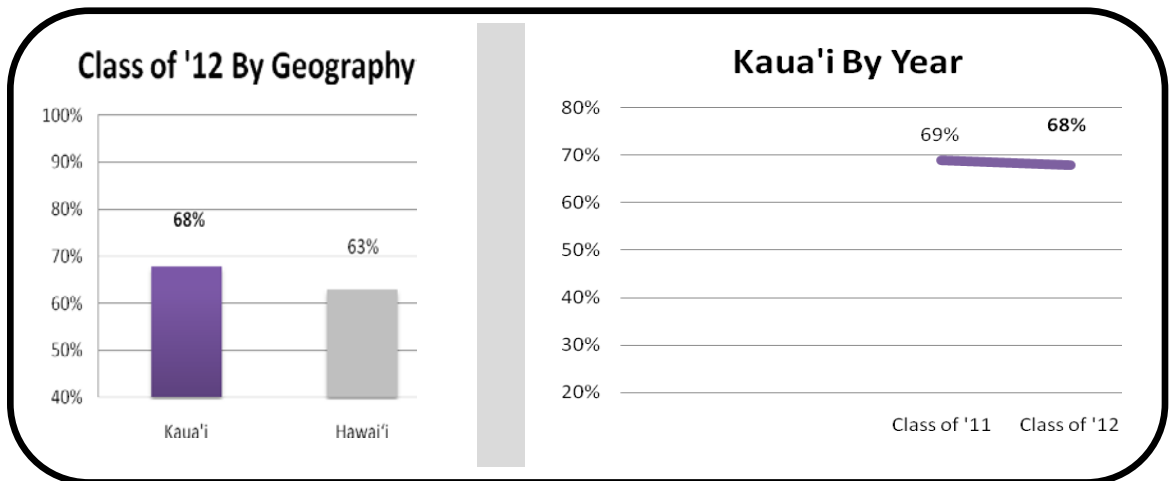
Overview

The Strive HI Index tracks the 16-month college-going rate for high school graduates. Thus, the current year's figure measures the percent of graduating seniors from the class of 2012 who enrolled at any college in the nation either in Fall 2012 or Fall 2013. These rates are excellent indicators of preparation for college, though they do not indicate the degree of academic success that students ultimately experience once enrolled.

Findings

Results show that 68% of Kaua'i's class of 2012 attended college within 16 months of graduation. This rate is well above the statewide average of 63.0% and only slightly lower than the previous year's rate of 69%.

3c. Proportion of graduates who enrolled in any college nationwide within 16 months of graduation ²⁵

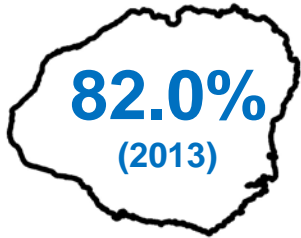


Conclusion

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.

²⁵ Source (for Kaua'i): Hawai'i Department of Education. Special Data Request by Complex. Sep. 16, 2014. Source (for Hawai'i): "Strive HI Performance System: SY2013-14 Statewide Snapshot" http://www.hawaiipublicschools.org/DOE%20Forms/StriveHI2014/state_snapshot_2014.pdf

D. YOUTH EMPLOYED AND/OR IN SCHOOL



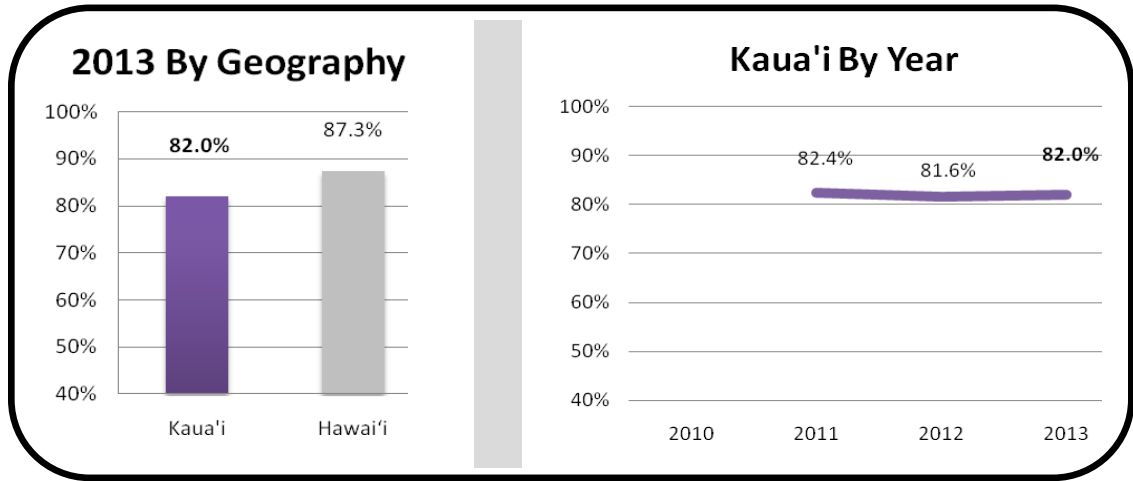
Overview

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."²⁶ For purpose of this report, this definition has been reversed to provide the percent of youth who are employed *and/or* in school.

Findings

The indicator shows that 82.0% of Kaua'i 16-24 year-olds are in school and/or employed. This rate is notably lower than the statewide average of 87.3% and is also lower than the U.S. average of 85.4%. Slight variations have occurred in the Kaua'i rate between 2011 and 2013, though these variations are not indicative of any trend.

3d. Percent of youth ages 16-24 who are either employed or in school²⁷



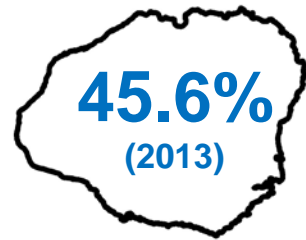
Conclusion

The demographic of Kaua'i youth aged 16-24 who are neither employed nor in school (a.k.a. "Opportunity Youth") are a key demographic as they may represent a population that has not been adequately prepared for academic or career success. While reasons for this will vary, the 18% of Kaua'i youth who fall into this category will likely be facing present and future challenges to successfully transitioning into college and/or the workforce.

²⁶ For more information on the Opportunity Index: <http://opportunityindex.org/methods-so>

²⁷ Source: Measure of America analysis of data from the U.S. Census Bureau, American Community Survey PUMS Microdata (http://factfinder.census.gov/home/saff/main.html?_lang=en). Kaua'i data: <http://opportunityindex.org/#9.00/22.096/-159.526/Kauai/Hawaii>.

E. YOUTH EMPLOYMENT (AGES 16-24)



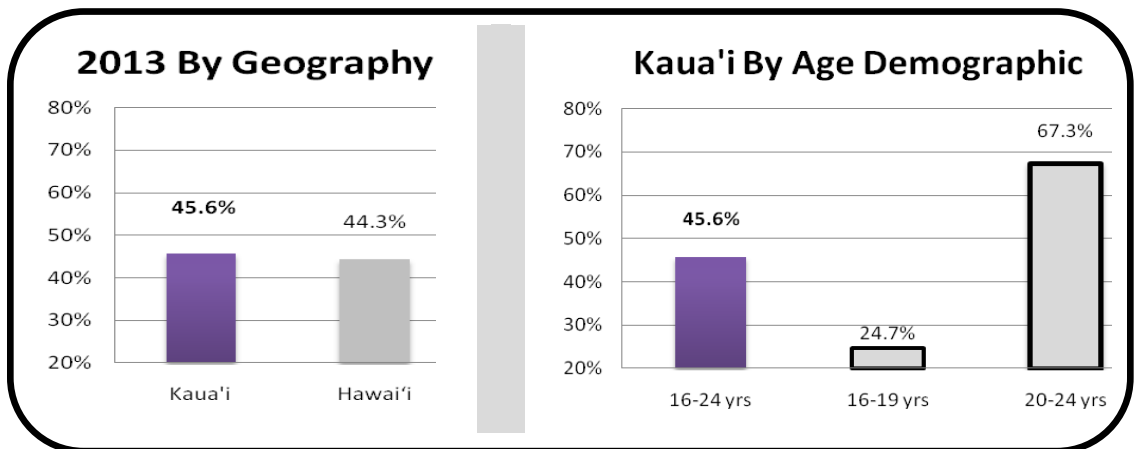
Overview

The youth employment rate for the age 16-24 demographic provides information about employment before, during, and immediately after graduation from high school and/or college. While these estimates can be useful, the small sample size of such a specific demographic (Kaua'i 16-24 year-olds) can create significant margins of error that should be considered when using the data.²⁸

Findings

This indicator for youth employment estimates that 45.6% of Kaua'i's young people ages 16-24 are employed. This is slightly higher than the state rate of 44.3% but lower than the U.S. rate of 47.2%. The Kaua'i rates for 16-19 and 20-24-year-olds were 24.7% and 67.3%, respectively, which compare favorably to the overall rates for Hawai'i of 24.0% and 56.5%, respectively.

3e. Percent of 16-24 year-olds who are employed ²⁹



Conclusion

These estimates suggest that less than half of Kaua'i's 16-24 year-olds are employed. Approximately two-thirds of those ages 20-24 are in the workforce, which is considerably higher than the state average. Unfortunately, these estimates are based on relatively small sample size and should be monitored further before informing programmatic or policy recommendations.

²⁸ When generating employment rates using population estimates, the 1-year estimate has been used due to its timeliness. More information on the use of one-, three- and five-year estimates is available at: http://www.census.gov/acs/www/guidance_for_data_users/estimates/

²⁹ Source: 2013 American Community Survey 1-Year Estimates: Employment Status. http://factfinder2.census.gov/bkmk/table/1.0/en/ACS/13_1YR/S2301/0500000US15007.

VI. HEALTH AND WELL-BEING

Outcome 4: Young People are Healthy and Thriving

Physical, mental, emotional and social health and well-being are critical conditions that allow children to thrive. This includes both positive indicators of well-being and negative factors that may signify that children are not being given the opportunity to develop and flourish to their full potential. This report looks at both types of indicators as being important for health and well-being. Specifically, the following four core indicators have been identified in order to measure and track 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** – This indicator is still under development; therefore, no data is available for this report.
- D) **Youth Suicide** – Number of suicides among youth ages 15-24 (per 100,000 population).

The data used for this outcome have come from a variety of sources including the University of Hawai'i Center for the Family³⁰; the report titled *Results of the 2013 Hawai'i State and Counties Youth Risk Behavior Surveys (YRBS)* produced by the UH Curriculum and Development Research Group (CDRG)³¹; and data provided by the Hawai'i Health Data Warehouse³².

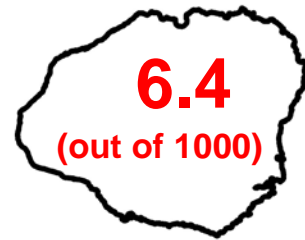
Indicator 4c representing the percent of young people with positive beliefs and hopes for the future is currently under development and data will be reported in the *2015 Kaua'i Youth Report*.

³⁰ Child abuse data through 2012 has been provided by the Center on the Family by special request. Data through 2011 can be found online at: http://uhfamily.hawaii.edu/cof_data/cfi/family_indicators.aspx#path=subject|3|27|022&ind=022

³¹ The full 2013 YRBS can be found at: http://www.hhdw.org/cms/uploads/Resources/2013%20YRBS%20Report%20State_Final.pdf

³² More information on the Hawai'i Health Data Warehouse Community Dashboard is at: <http://www.hawaiihealthmatters.org/index.php>

A. CHILD ABUSE AND NEGLECT



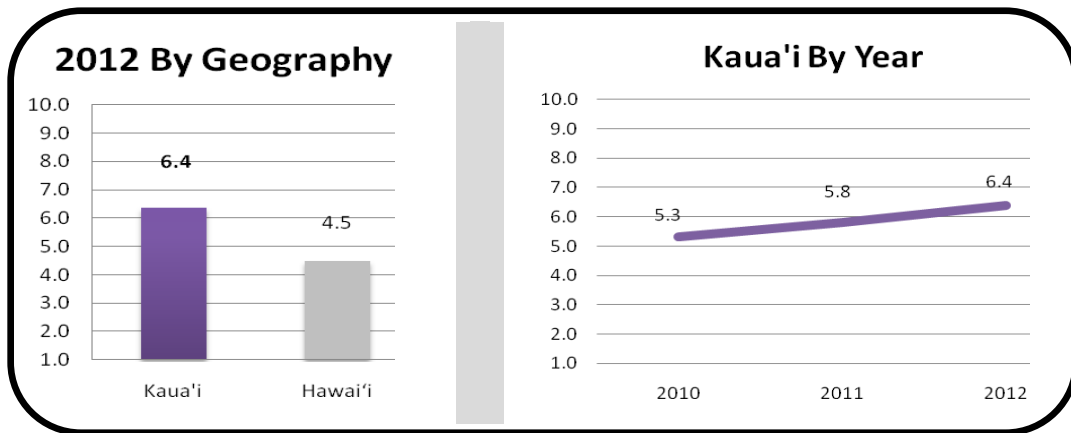
Overview

Household stability and support within the home is an important environmental factor influencing 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 1000 children ages 0-17), rather than number of incidents, as it gives a better snapshot of the impact on individual children.

Findings

Results for 2012 show that abuse and neglect rates for Kaua'i children (6.4 per 1000) are higher than the statewide average of 4.5, and that this rate has been steadily increasing over time.

4a. Unduplicated confirmed reports of child abuse and neglect (rate per 1,000 children 0-17 years of age) ³³

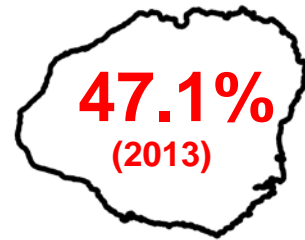


Conclusion

The data for 2010 to 2012 suggest that Kaua'i has a higher rate of confirmed child abuse and neglect than the statewide average. Also, the consistent rise in rates in recent years highlights this as an area of opportunity for collective efforts.

³³ Source: Center on the Family, 2014. Special Data Compilation No. COFSP090814A01, Child Abuse and Neglect in the State of Hawai'i (0-17 years of age), 2010-2012.

B. YOUTH PHYSICAL ACTIVITY



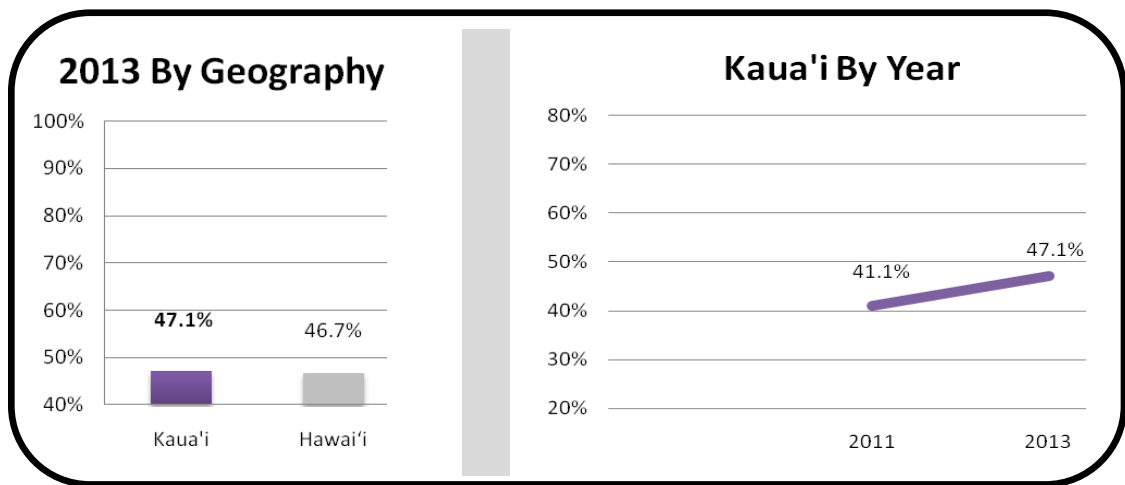
Overview

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. The survey is administered to Hawai'i students in alternate years with the most recent available data coming from 2013.

Findings

Results from the 2013 survey show that 47.1% of Kaua'i students indicated a high level of physical activity compared to 46.7% for the state as a whole. This rate has increased from the previous survey year (2011) rate of 41.1%. It is also interesting to note that these reported rates of activity decrease significantly from middle school (54.5%) to high school (39.3%).

4b. 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 past 7 days ³⁴



Conclusion

Although the data offers encouraging evidence that Kaua'i students are slightly more active than the state average – and that this rate has increased since 2011 – it appears that more might still be done to encourage higher levels of physical activity in high school. Also, understanding the drop in physical activity from middle to high school might reveal further opportunities for collective efforts.

³⁴ Source: *Results of the 2013 Hawai'i State and Counties Youth Risk Behavior Surveys (YRBS)*, UH Curriculum and Development Research Group (CDRG) at Hawai'i Health Data Warehouse: http://www.hhdw.org/cms/uploads/Resources/2013%20YRBS%20Report%20State_Final.pdf

C. POSITIVE BELIEFS AND HOPES FOR THE FUTURE

In progress

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, "The ideas and energy we have for the future drives effort, academic achievement, credits earned, and retention of students of all ages. 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."³⁵

Further, according to research conducted on youth development, this indicator has comprehensive beneficial outcomes:

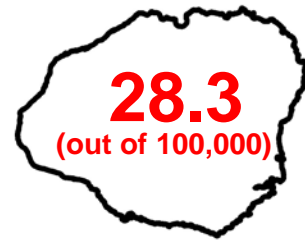
"Belief in the future is the internalization of hope and optimism about possible outcomes. This construct is linked to studies on long-range goal setting, belief in higher education, and beliefs that support employment or work values. "Having a future gives a teenager reasons for trying and reasons for valuing his life" (Prothrow-Stith, 1991: 57). Research demonstrates that positive future expectations predict better social and emotional adjustment in school, and a stronger internal locus of control, while acting as a protective factor in reducing the negative effects of high stress on self-rated competence (Wyman, Cowen, Work & Kerley, 1993).³⁶

While this indicator was approved by the Keiki to Career Leadership Council on September 19, 2014, it is still under development and will be reported on in the next year's *2015 Kaua'i Youth Report*.

³⁵ Source: <http://www.gallupstudentpoll.com/home.aspx>

³⁶ Source: *Positive Youth Development in the United States*, "Chapter Two: Defining and Evaluating Positive Youth Development" <http://aspe.hhs.gov/hsp/positiveyouthdev99/chapter2.htm>

D. YOUTH SUICIDE



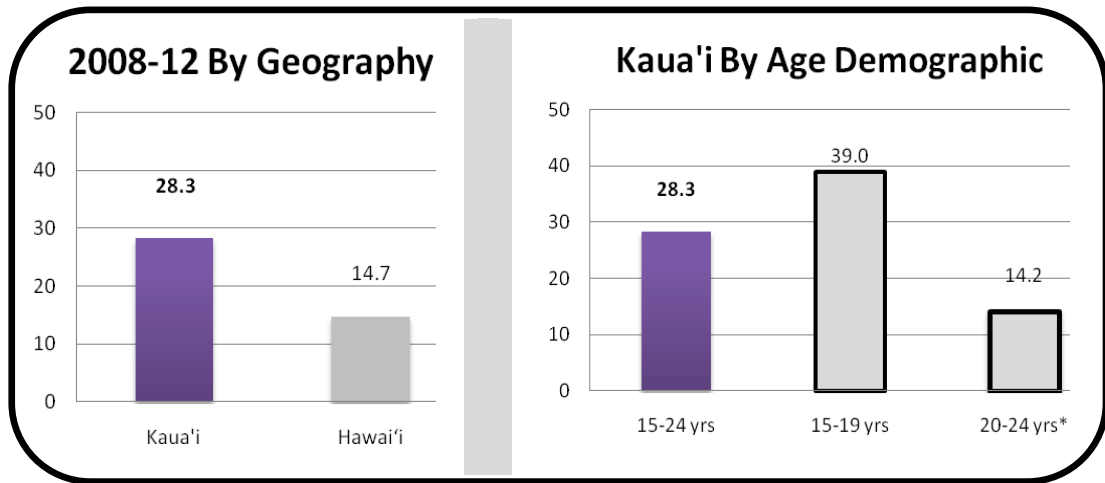
Overview

The incident rate for youth suicide is a powerful negative indicator of youth health. This report examines the 5-year rate for suicides among youth ages 15-24 (per 100,000). Due to the larger reporting time frame (5 years) required to obtain a statistically significant number of incidents for such a small population, there is no year-to-year comparison given here.

Findings

From 2008 to 2012, Kaua'i had a suicide rate among 15-24 year-olds of 28.3 per 100,000. This was almost double that of the state as a whole (14.7). Moreover, the 39.0 rate for 15-19 year-olds appears to be especially high.

4d. Age-Specific Mortality Rate (number of suicide deaths per 100,000 population aged 15-24 years) ³⁷



Conclusion

The high rate of suicides for 15-24 year-olds on Kaua'i – and especially for 15-19 year-olds – suggests that this is an area of strong need and potential opportunity for Keiki to Career partners. Kaua'i's small population means that a smaller number of incidents will have a greater impact on the overall rate. Therefore, future reports should compare the most recent 5-year period (ex: 2009-2013) to previous 5-year periods so that this trend may be tracked in the future.

³⁷ Source: Hawai'i Health Data Warehouse; Hawai'i State Department of Health, Office of Health Status Monitoring, United States Census, *Deaths for the State of Hawai'i (Residents Only) Due to Suicide, Among Persons Aged 15-24 Years, by State and County, for the Aggregated Years 2001-2012*, Report Created: 9/8/2014. *Rate for 20-24 demographic is for the years 2001-12 due to prohibitively small sample size for 2008-12.

VII. 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 and influences their willingness and ability to make their own contributions later in life.

This report looks at five core indicators that have been identified as 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 young people who have somebody at home who is aware of how they are doing in school.
- D) **Positive Sustained Adult Relationships** – This indicator is under development.
- 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 Index³⁸, the DOE's School Quality Survey (SQS)³⁹, and voting statistics from the United States Census Bureau⁴⁰.

Indicator 5d representing the percent of young people who have positive sustained adult relationships is currently under development and will be reported on in the *2015 Kaua'i Youth Report*.

³⁸ Detailed information on the Strive HI Index can be found at: <http://arch.k12.hi.us/school/strivehi/hsa.html>

³⁹ Detailed information on the School Quality Survey can be found at: <http://arch.k12.hi.us/school/sqs/sqs.html>

⁴⁰ More information on can be found at: <https://www.census.gov/hhes/www/socdemo/voting/publications/p20/2012/tables.html>

A. REGULAR SCHOOL ATTENDANCE

87%
(2013-14)

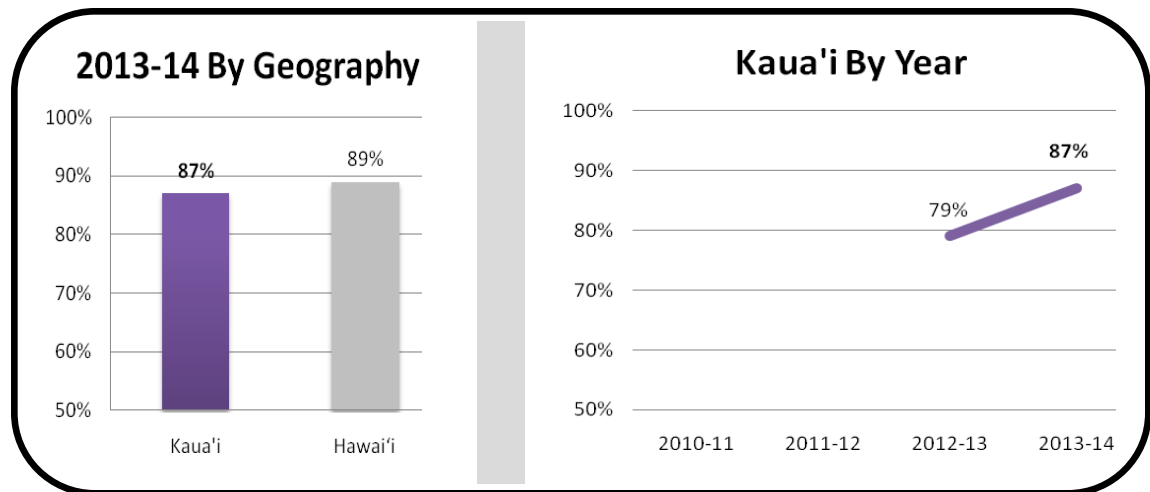
Overview

Regular attendance at school is critical as a prerequisite for academic success. In addition, students who are not in school on a regular basis are more likely to get into trouble with the law and to disengage from their communities. For this report, the DOE’s Strive HI Index⁴¹ is used to assess regular school attendance. The Index defines “very low absenteeism” as fewer than 12 absences in a school year and “low absenteeism” as between 12 and 15 absences in a school year. Therefore, the definition used here for regular attendance is 15 or fewer missed days per school year, i.e., “low” or “very low” absenteeism.

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% for the previous year.

5a. Percent of students who were absent 15 or fewer days during the school year ⁴²



Conclusion

The 2013-14 data suggest that Kaua'i is making strides in attendance. While encouraging, it may be helpful to explore the different root causes of chronic absenteeism, including educational, health, family, and other factors.

⁴¹ More information on the Strive HI Index can be found at: <http://arch.k12.hi.us/school/strivehi/strivehi.html>.

⁴² Source: Hawai'i Department of Education. Special Data Request by Complex. Sep. 16, 2014.

B. CONNECTION TO SCHOOL

70.7%
(2012-13)

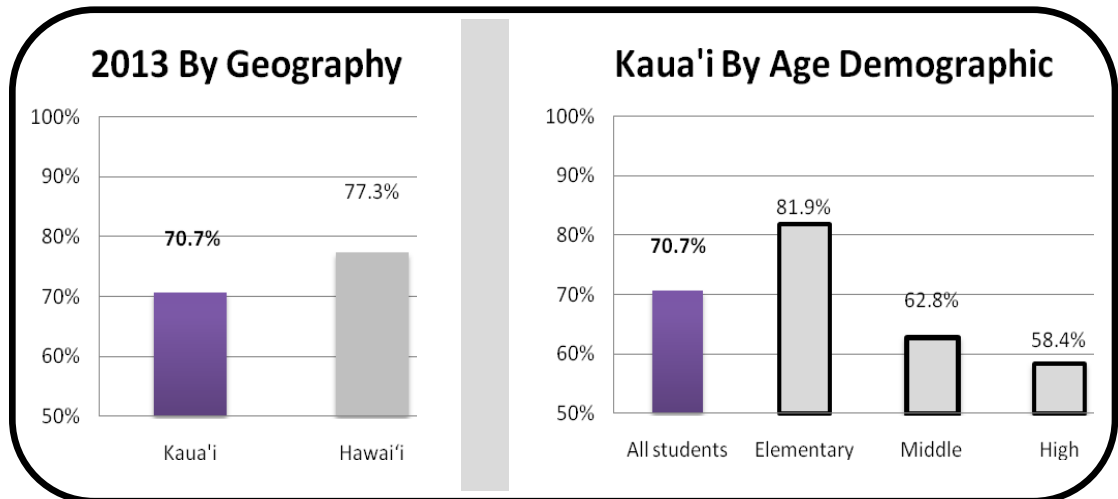
Overview

One of the most important connections that school-age children can have is to their school. Positive experiences and enjoyment in an educational setting are important predictors of future engagement and success. The DOE’s School Quality Survey (SQS) is a survey administered to elementary, middle school, and high school students on an annual basis.⁴³ The survey item used here to assess connectedness asks students whether they “enjoy coming to school.” Data are not comparable to previous years due to changes in survey methodology.

Findings

For the 2012-13 school year, 70.7% of Kaua'i elementary, middle school, and high school students responded that they enjoy coming to school. This rate is lower than the state average of 77.3% and shows marked decreases from one educational level to the next, with an especially steep drop between elementary and middle school.

5b. Percent of students who enjoy coming to school ⁴⁴



Conclusion

The data suggest that Kaua'i students may not enjoy coming to school as much as their peers statewide. Also, it appears more might be done to maintain higher rates during the transition from elementary to middle school.

⁴³ More information on the School Quality Survey can be found at: <http://arch.k12.hi.us/school/sqs/sqs.html>.

⁴⁴ Source: State of Hawai'i Department of Education Systems Accountability Office, System Evaluation and Reporting Section. *School Quality Survey Complex Area Report: Kapa'a-Kaua'i-Waimea* (Spring 2013) <http://arch.k12.hi.us/PDFs/sqs/2013/ComplexArea/SQS15.pdf>.

C. FAMILY INVOLVEMENT IN EDUCATION

91.5%
(2012-13)

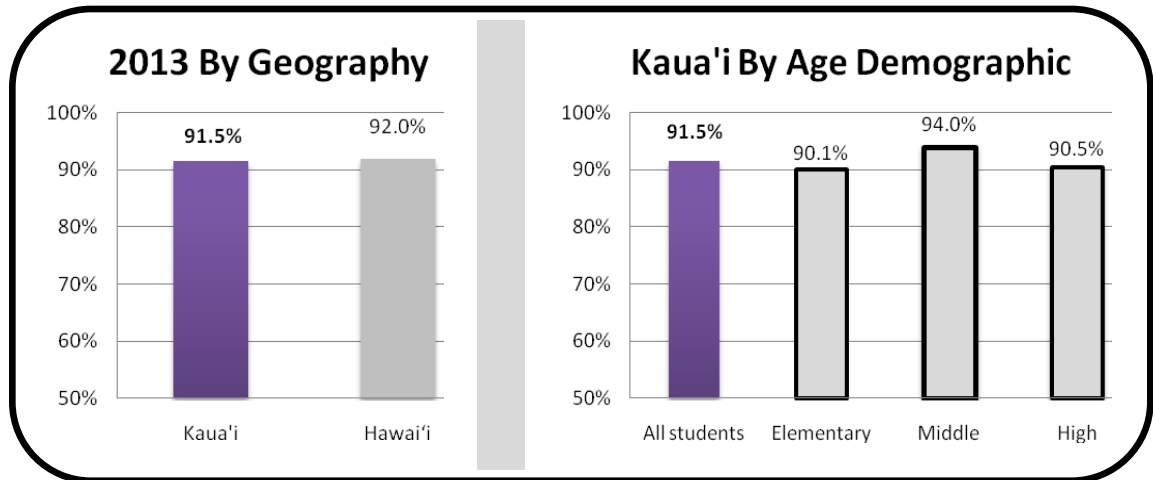
Overview

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. The DOE's School Quality Survey (SQS) is a survey administered to elementary, middle school, and high school students annually.⁴⁵ The survey asks students if "somebody at home knows how I am doing in school," which is the best measurement of family involvement currently available. Results are not comparable to previous years due to changes in survey methodology.

Findings

For the 2012-13 school year 91.5% of Kaua'i elementary, middle school, and high school students indicated family involvement in their education. This is about the same as the state average of 92.0% and relatively consistent across elementary, middle school, and high school levels.

5c. Percent of young people who have somebody at home who is aware of how they are doing in school ⁴⁶



Conclusion

The data suggest that Kaua'i families are generally involved in their students' education. However, it is also clear that at least some students are not being given the support that is so necessary.

⁴⁵ More information on the School Quality Survey can be found at: <http://arch.k12.hi.us/school/sqs/sqs.html>.

⁴⁶ Source: State of Hawai'i Department of Education Systems Accountability Office, System Evaluation and Reporting Section. *School Quality Survey Complex Area Report: Kapa'a-Kaua'i-Waimea* (Spring 2013) <http://arch.k12.hi.us/PDFs/sqs/2013/ComplexArea/SQS15.pdf>.

D. POSITIVE SUSTAINED ADULT RELATIONSHIPS

In progress

Overview

An important core 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:

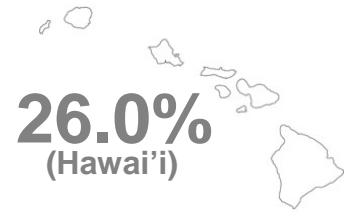
“When young people have access to a developed relationship foundation, they are more likely to do well in a wide range of areas of development, including having:

- goals to master what they study at school,
- a grade point average of 3.5 (B+) or higher,
- a sense of purpose and hope for their future,
- leadership skills,
- a positive sense of their ethnic identity,
- a belief that it is important to help others and correct social inequalities, and
- a belief that it is important for them to be involved in community issues.”⁴⁷

While this indicator for positive sustained adult relationships was approved in concept by the Keiki to Career Leadership Council on September 19, 2014, it is still under development and will be reported on in the next year’s *2015 Kaua’i Youth Report*.

⁴⁷ From MyCom.net “Caring Adults and Volunteers. Ways to Connect.” <http://mycom.net/en-US/volunteer.aspx>

E. VOTING PARTICIPATION



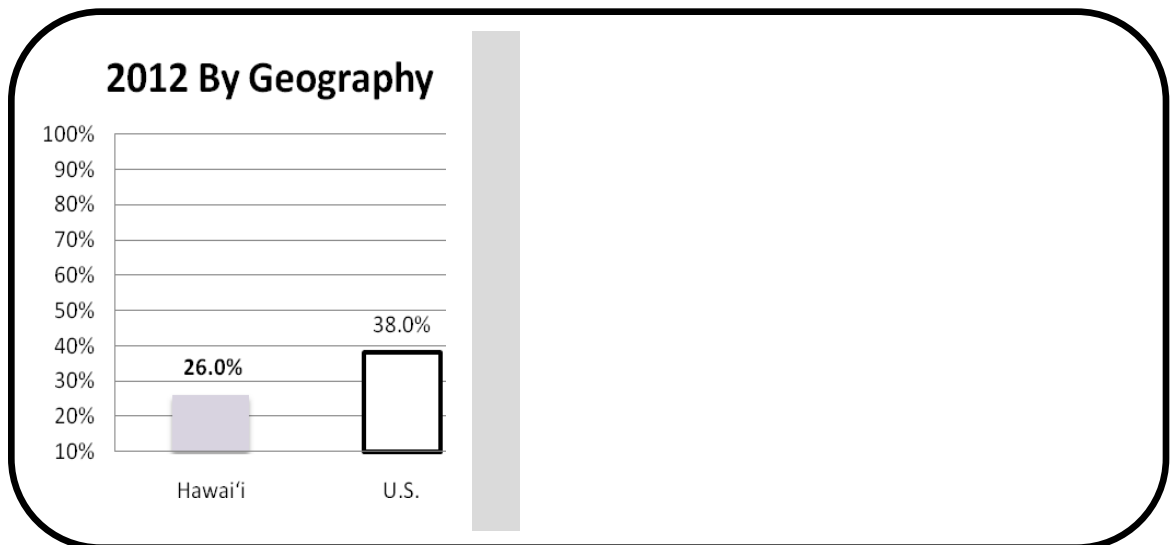
Overview

Voting is one indication of an individual's sense of civic engagement. While it would be interesting to analyze the voting rates for 18-24 year-olds on Kaua'i, such 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 26.0% of Hawai'i 18-24 year-olds voted in the 2012 election compared to the U.S. average of 38%. The gap in participation for this age demographic is consistent with nationwide and historical gaps for 18-24 year-olds.

5e. Percent of citizen population ages 18-24 who voted in the 2012 election⁴⁸



Conclusion

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

⁴⁸ 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>

VIII. 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, possible opportunity, and additional development have been identified for further consideration:

AREAS OF RELATIVE STRENGTH

- Physical and social-emotional readiness are relatively high among Kindergarteners (*p. 13, 14*)
- Eighth-grade reading proficiency rate is on par with the state average, higher than in other subject areas, and improving over time (*p. 18*)
- On-time high school graduation rate is higher than the state average (*p. 26*)
- The sixteen-month college-going rate is considerably higher than the state average (*p. 27*)
- The level of middle school and high school physical activity exceeds the state average and increased considerably since 2011 (*p. 32*)
- Regular school attendance has increased by 8% between the 2012-13 and 2013-14 school year, with 87% of all students now regularly attending school (*p. 37*)
- The level of family involvement in school is relatively high at 91.5%, with 94% of middle school students reporting family involvement (*p. 38*)

AREAS OF POSSIBLE OPPORTUNITY

- Language readiness among Kindergarteners is relatively low compared to other areas assessed (*p. 15*)
- The third-grade reading proficiency rate is lower than the state average and lower than eighth- and tenth-grade proficiency rates (*p. 2*)
- Eighth- and tenth-grade science proficiency rates are notably lower than the state averages and far lower than math and reading proficiency rates (*p. 20, 23*)
- The tenth-grade math proficiency rate is dramatically lower than the eighth-grade proficiency rate (*p. 22*)
- The eleventh-grade ACT rate is lower than the state average and considerably lower than the previous year (*p. 25*)
- The rate of youth who are employed and/or in school is notably lower than the state average and remains unchanged from the previous two years (*p. 28*)
- The rate of child abuse and neglect is much higher than the state average and rising steadily over the past three years (*p. 31*)
- A steep decline in self-reported physical activity among high school students compared to rates for middle schoolers (*p. 32*)
- Suicide rates are disturbingly high compared to the state rate, especially among young people ages 15-19 (*p. 34*)

AREAS FOR FURTHER DEVELOPMENT

- A new assessment will have to be introduced to take the place of the DOE's discontinued Hawai'i State School Readiness Assessment (HSSRA). This provides an opportunity for Keiki to Career to support the development and implementation of a student-level assessment to measure Kindergarten readiness.
- A process to collect data on Indicator 4c: "Positive Beliefs and Hopes for the Future" will need to be developed for the *2015 Kaua'i Youth Report*.
- A process to collect data on Indicator 5d: "Positive Sustained Adult Relationships" will need to be developed for the *2015 Kaua'i Youth Report*.
- A process to collect data on Kaua'i-specific voting rates for 16-24 year-olds will need to be developed for the *2015 Kaua'i Youth Report*.

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 challenges facing our youth and our community may appear insurmountable 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.



APPENDIX: SNAPSHOT OF ALL OUTCOMES AND INDICATORS

Outcome/Indicator	Kaua'i	Hawai'i	Kaua'i 4-year trend
1. KINDERGARTEN READINESS			
1a. Percent of Keiki attending preschool	60.8%	57.0%	worse
1b. Proportion of Keiki cognitively ready (5pt. scale)	3.9	n/a	mixed
1c. Proportion of Keiki physically ready (5pt. scale)	4.3	n/a	better
1d. Proportion of Keiki socially/emotionally ready (5pt. scale)	4.2	n/a	better
1e. Proportion of Keiki language ready (5pt. scale)	3.6	n/a	better
2. ACADEMIC SUCCESS			
2a. Percent of third-graders proficient in reading	60.5%	65.2%	mixed
2b1. Percent of eighth-graders proficient in reading	71.5%	71.6%	mixed
2b2. Percent of eighth-graders proficient in math	61.9%	63.3%	better
2b3. Percent of eighth-graders proficient in science	31.7%	35.0%	better*
2c1. Percent of tenth-graders proficient in reading	68.0%	67.8%	mixed
2c2. Percent of tenth-graders proficient in math	35.8%	42.5%	mixed
2c3. Percent of tenth-graders proficient in science	22.8%	27.5%	worse*
3. COLLEGE AND CAREER READINESS			
3a. Percent of eleventh-graders who score 19 or higher on the ACT	31%	34%	n/a
3b. Percent of students who graduate from high school on-time	84%	82%	n/a
3c. Percent of high school graduates who enroll in college	68%	63%	n/a
3d. Percent of youth ages 16-24 that are employed and/or in school	82.0	87.3%	worse [≠]
3e. Percent of youth ages 16-24 who are employed.	45.6%	44.3%	n/a
4. HEALTH AND WELL-BEING			
4a. Percent of youth ages 0-17 who experience child abuse or neglect	6.4	4.5	worse
4b. Percent of young people who are physically active	47.1%	46.7%	better
4c. Percent of young people with positive beliefs and hopes for the future	-	-	-
4d. Suicide rates among youth ages 15-24	28.3	14.7	worse
5. CONNECTEDNESS AND CONTRIBUTION			
5a. Percent of young people who regularly attend school	87%	89%	better
5b. Percent of students who feel connected to their school	70.7%	77.3%	n/a
5c. Percent of young people reporting family involvement in their education	91.5%	92.0%	n/a
5d. Percent of young people reporting positive sustained adult relationships	-	-	-
5e. Percent of youth ages 18-24 who voted in the previous election	-	26.0%	-

*2-year trend (SY2012-13 vs. SY2013-14)

[≠]2-year trend (2013 vs. 2011)



Keiki to Career Kaua'i

Ready to Learn, Ready for Life



KAUA'I PLANNING & ACTION ALLIANCE

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