

**Native Hawaiian Educational Assessment
1999**

Office of Program Evaluation and Planning
Katherine A. Tibbetts, Director

Native Hawaiian Educational Assessment 1999

Introduction

In the fall of 1999, Kamehameha Schools began an extensive court-mandated strategic planning process. As part of that process, the Program Evaluation and Planning Department updated information from the 1993 *Native Hawaiian Educational Assessment* report on the educational needs of native Hawaiians.

For a meeting of Kamehameha Schools trustees with members of the Kamehameha staff and representatives of alumni and parent groups, a PowerPoint slide show was developed to support a talk by President Michael J. Chun about the educational needs of Hawaiians. This information then formed a basis for the strategic planning process for the Kamehameha Schools.

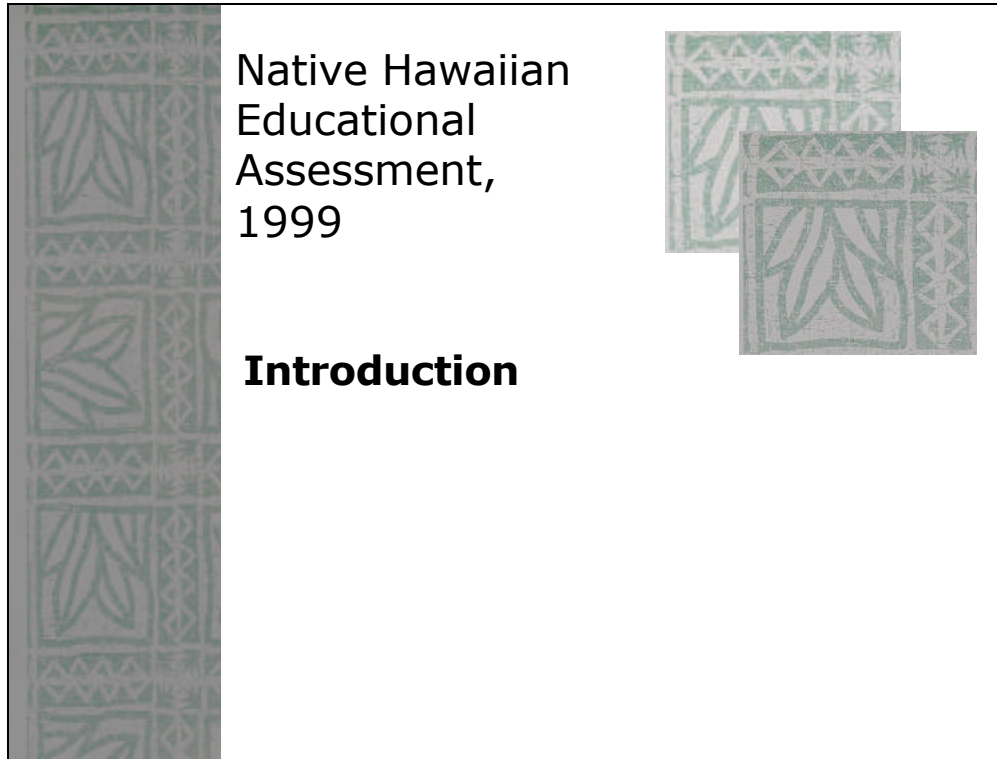
This report shows the content of each slide and a slightly modified version of that talk by Dr. Chun.

Native Hawaiian
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Kamehameha Schools Bernice Pauahi Bishop Estate
Office of Program Evaluation and Planning

Since 1960, Kamehameha Schools Bishop Estate has regularly used demographic information about Hawaiians to help identify educational needs.

Major reports summarizing information were issued in 1973, 1983, and 1993, once new U.S. Census data became available. Our most recent major summary, the *Native Hawaiian Educational Assessment*, was issued in 1993. Although much of the data in that report are now about a decade old, much of the information is still the best that is available. New information from the 2000 Census is still six months away from data collection, and probably about three or four years from general availability.



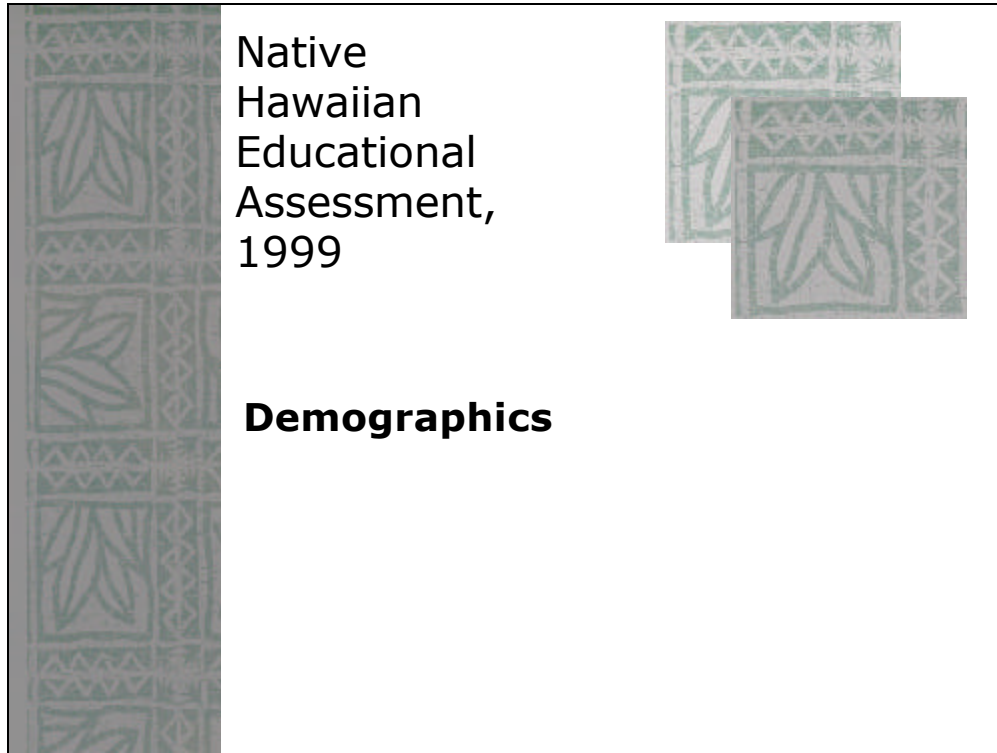
The slide presentation you're about to see was developed from the 1993 major project NHEA 1993. However, using other sources available, PEP staff have updated the information where possible in a presentation that was originally prepared to summarize results in the 1993 report. Thus, in this discussion, you will see some information regarding conditions as of the early 1990s. Other information will be current to 1997-98 or even 1998-99.

**Native Hawaiian Educational
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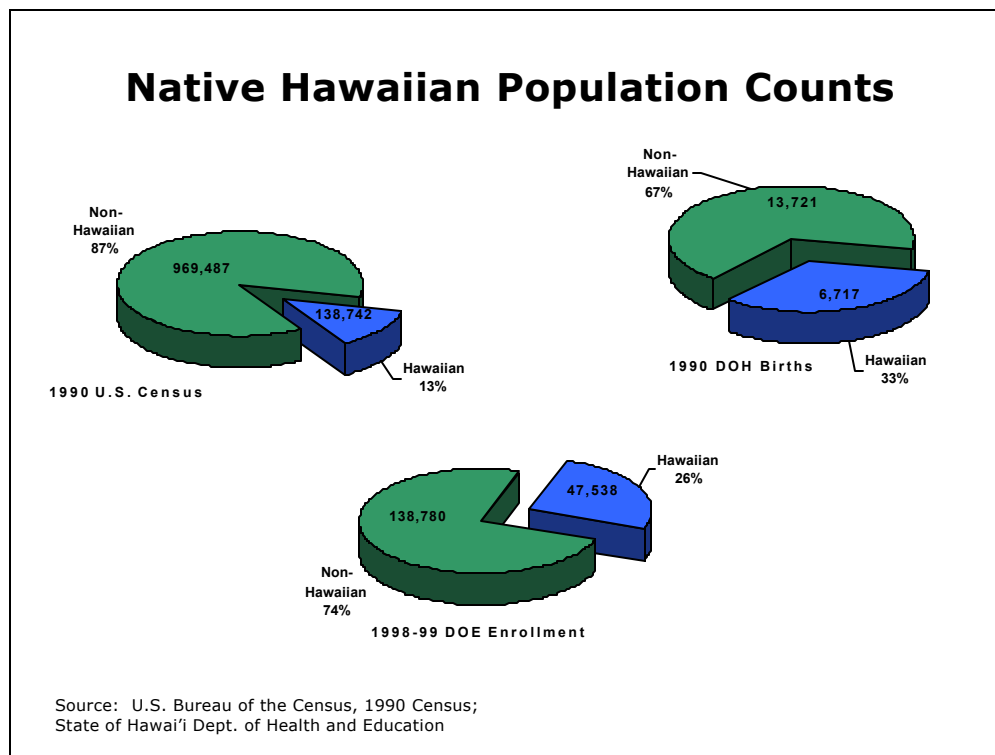
- ☒ Goal 1: School Readiness
- ☒ Goal 2: Student Achievement
- ☒ Goal 3: School Completion
- ☒ Goal 4: Adult Literacy/College Completion
- ☒ Goal 5: Positive Learning Environment
- ☒ Goal 6: Cultural Understanding

The slides are organized around the five original national educational goals of **EDUCATION 2000**, America's educational initiative begun under George Bush and reaffirmed by President Clinton. In addition, one goal (the last in this list) was identified by KSBE. The six goals are related to

- ☐ *School Readiness*
- ☐ *Student Achievement*
- ☐ *School Completion*
- ☐ *Adult Literacy/College Completion*
- ☐ *Positive Learning Environment*
- ☐ *Cultural Understanding.*



First it is necessary to examine selected demographic characteristics of the Hawaiian population. Specifically, how many native Hawaiians are there? Where are they located? Answers to these questions depend on the agency reporting demographic statistics.



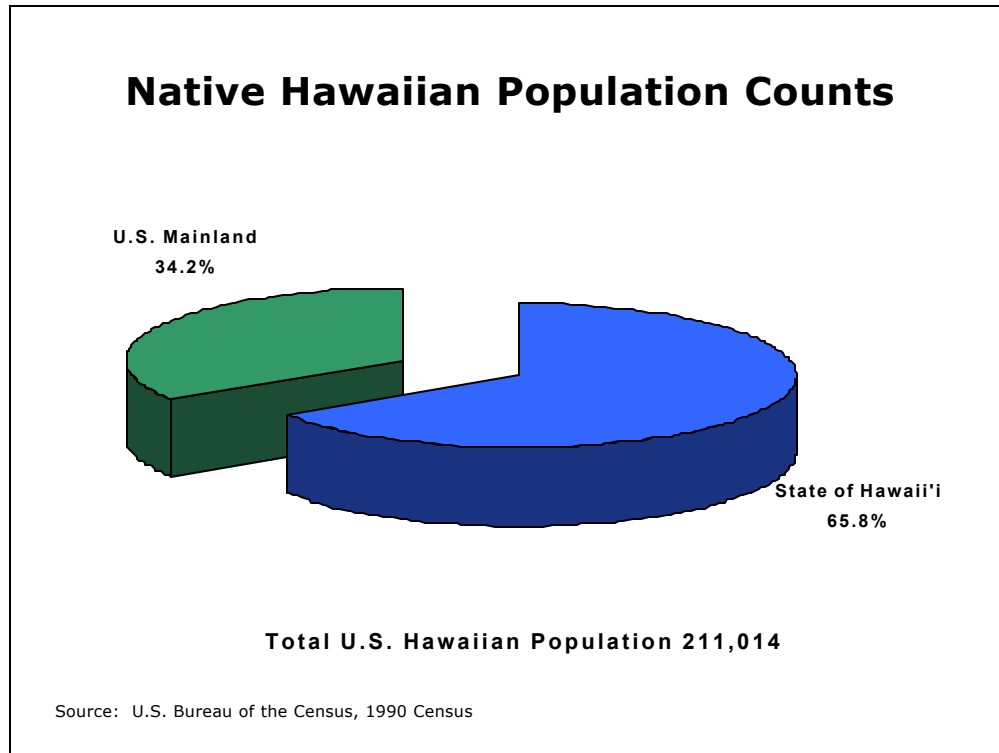
The United States Census has typically under-reported population data for people of Hawaiian ancestry. The reason lies in its past requirement that a person select a single ethnic group as his/her ethnicity. While Hawaiian was offered as an ethnic group, part-Hawaiian was not. Thus, if a person was one-fourth Hawaiian and three-fourths Chinese, he/she had to choose one or the other, not both. For the upcoming Census 2000, this will change and a person may mark as many ethnic groups as needed. The 1990 U.S. Census reported almost 139,000 Hawaiians in Hawai'i, or about 12.5 percent of the State's population.

The Hawai'i State Department of Education reports enrollment data by ethnicity. In school year 1998-99, Hawaiian student enrollment was 47,000 or about 26 percent of total DOE enrollment. Parents report their child's dominant ethnicity. The definition of "dominant" is left up to the parent completing the enrollment form. Although only one ethnic category may be selected, a category of part-Hawaiian is also offered. This is an important reason for the difference between Census and DOE statistics.

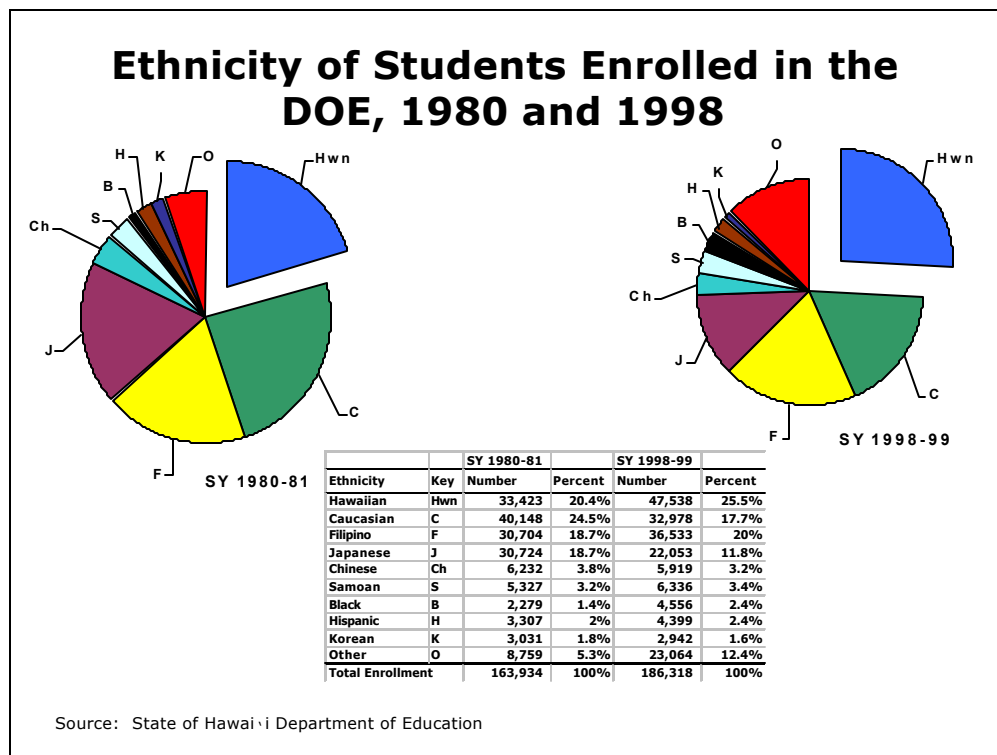
On the other hand, the Hawai'i State Department of Health reported almost 7,000 Hawaiian births in 1990; this was 33 percent of all births. A child's ethnicity is determined by parental ethnicity. If either parent is Hawaiian or part-Hawaiian, the child's ethnicity is similarly recorded.

(Hawaiian births in 1996, the last year we have data for, was 6,192.)

The data reported here includes only Hawaiians living in Hawai'i.



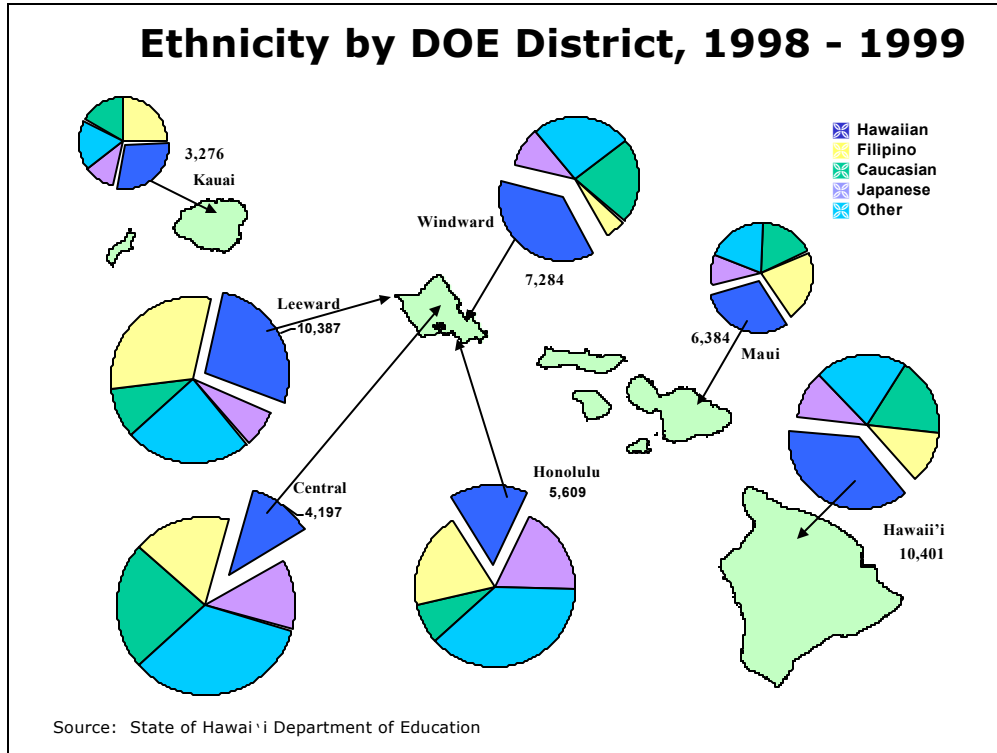
It is interesting to know, though, that a sizable Hawaiian population lives on the mainland, as reflected by the 1990 U.S. Census. The Census found a total U.S. Hawaiian population of 211,000, of which 72,000 or one out of three Hawaiians were living on the mainland.



The 47,000 self-identified Hawaiians in the DOE represent more than a quarter of the total population of about 186,000. Between 1980 and 1999, Hawaiian representation has grown, while Caucasian and Japanese representation has declined. Today, about one out of every four students in Hawai'i public schools identifies him or herself as Hawaiian or part-Hawaiian.

The practice of asking for only one ethnicity has resulted, over time, in an increasing number of parents choosing to self-identify as "Other". Today, this group is about 12 percent of public school students.

It is a fairly consistent finding that about 25 percent of Hawaiians out-identify when given the task of identifying themselves as belonging to only one ethnic group.



Where are the Hawaiians living? Again, the DOE data provide useful information. In the past, the Leeward O'ahu District reported the largest number of Hawaiian students. This has been changing over the past ten years, with students moving to other rural O'ahu and Neighbor Island districts. Today, the two DOE districts with the largest number of Hawaiians are Hawai'i, the Big Island and Leeward O'ahu. It is interesting to note that Kaua'i has a higher proportion of Hawaiian students than Central O'ahu, but a lower total number of Hawaiian students. This sometimes creates a dilemma in planning ... are you guided by percentage concentration or absolute numbers?

Hawaiian Student Population, School Year 1992 - 1993

	Total	Hawaiian	% Hawaiian
DOE Schools	177,109	41,477	23.4%
Private Schools ¹	32,774	6,877	21.0%
Home Schools ²	528	125	23.7%

¹Estimate based on partial survey data

²Home Schooling Survey 10/1992

In 1992-93, other independent schools in Hawai'i were surveyed about the ethnicity of their students. Most do not maintain records of ethnicity; thus, the findings were estimates based on partial survey data. Including Kamehameha enrollment, an estimated 7,000 students of Hawaiian ancestry were enrolled in independent schools. Hawaiians made up 21 percent of independent school enrollment. Kamehameha's K-12 enrollment was almost 3000 at that time; thus, the estimate for Hawaiians in other independent schools was about 4,000 students, or about 13.4 percent of the enrollment in these schools. These data suggest that Hawaiian children are underrepresented in independent schools.

A final interesting finding is the number of children being home-schooled in Hawai'i. Based on a 1992 survey conducted by KSBE, there were over 500 children being home-schooled, of which about 24 percent were Hawaiian.

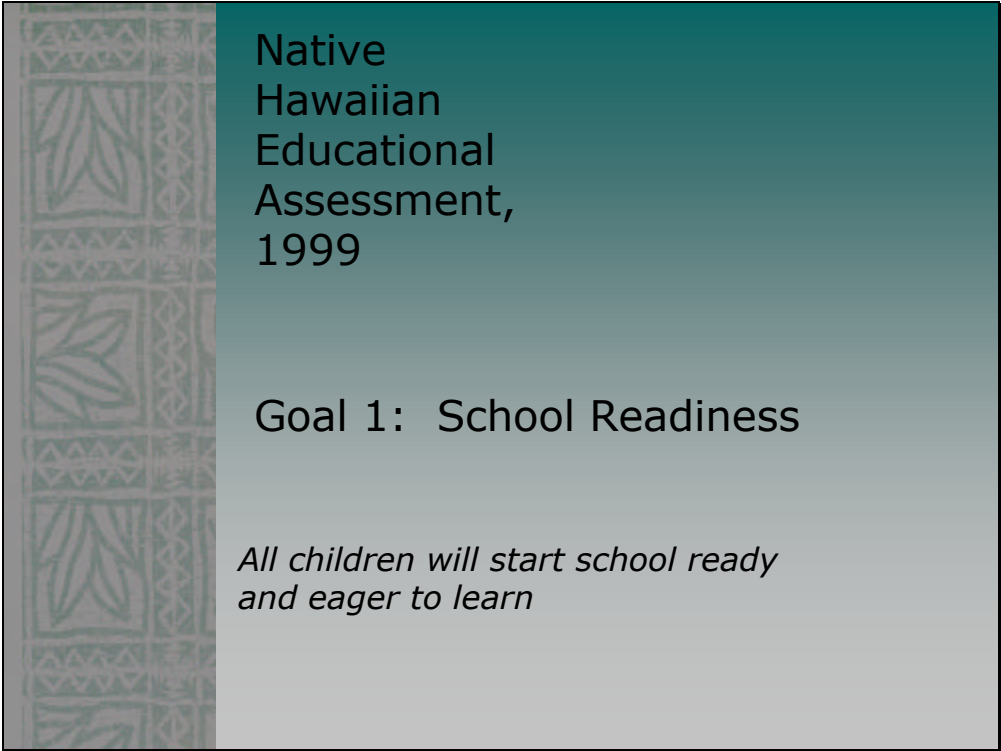
Demographic Summary

- ☒ The Hawaiian population is rapidly growing

- ☒ It is a relatively young population

- ☒ Hawaiian students make up one-fourth of the school population

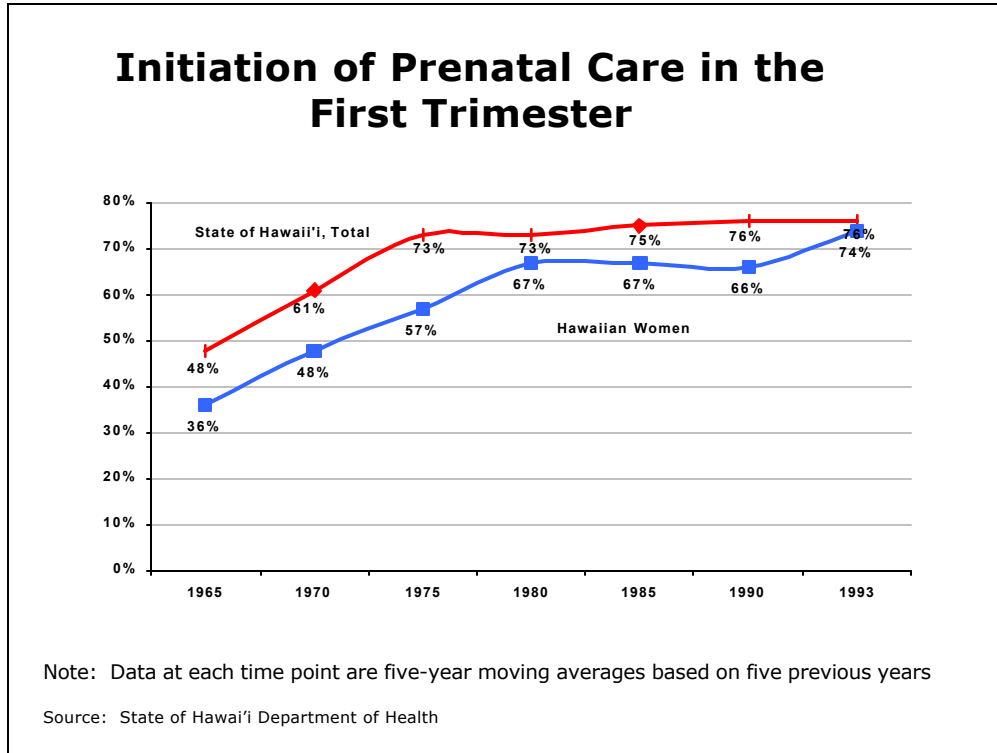
In general, the data indicate that the Hawaiian population is rapidly growing and relatively young, and that Hawaiian students make up about one-fourth of the school population.

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Native
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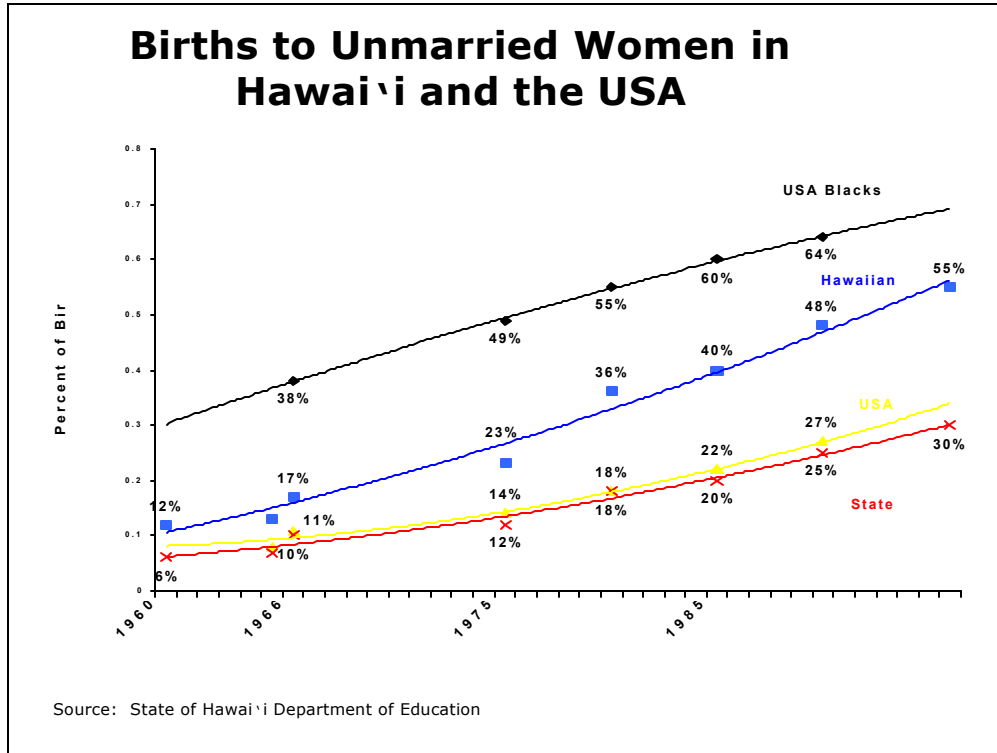
Goal 1: School Readiness

*All children will start school ready
and eager to learn*

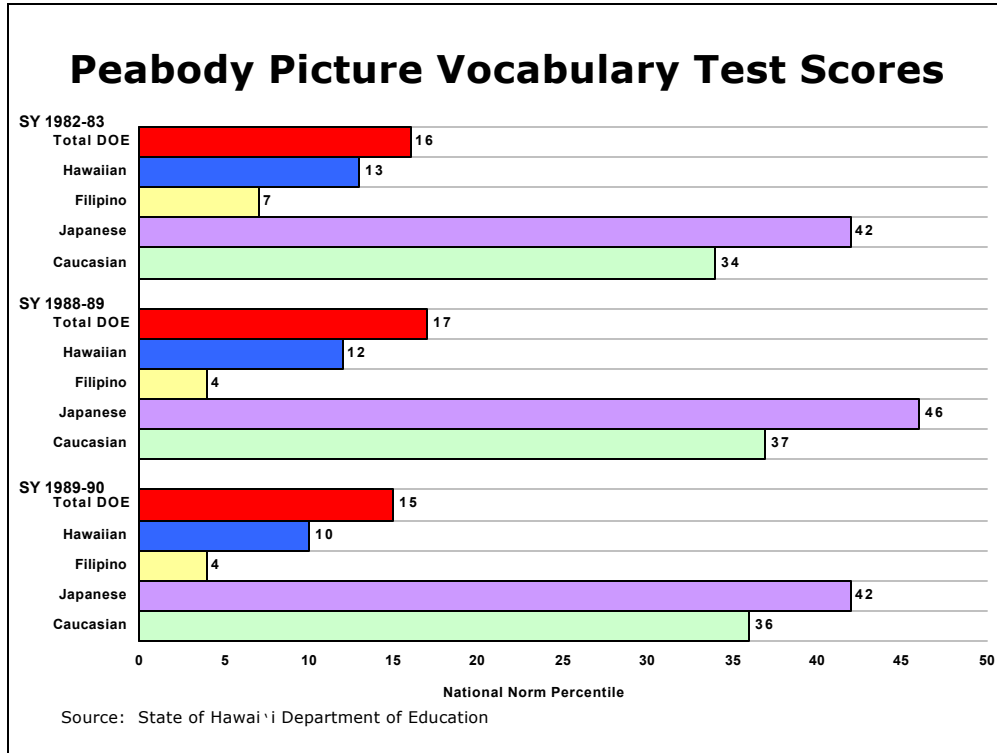


One correlate of school readiness is early prenatal care.

Prenatal care received after the first trimester of pregnancy improved dramatically between 1965 and 1980, with the percent of women receiving early prenatal care increasing from 48 percent to 75 percent during that period. Since that time, this statistic has remained relatively constant. Historically, Hawaiian women have exhibited lower rates of early prenatal care than the general population. The most recent data, though, suggest an improving trend during the 1990s.

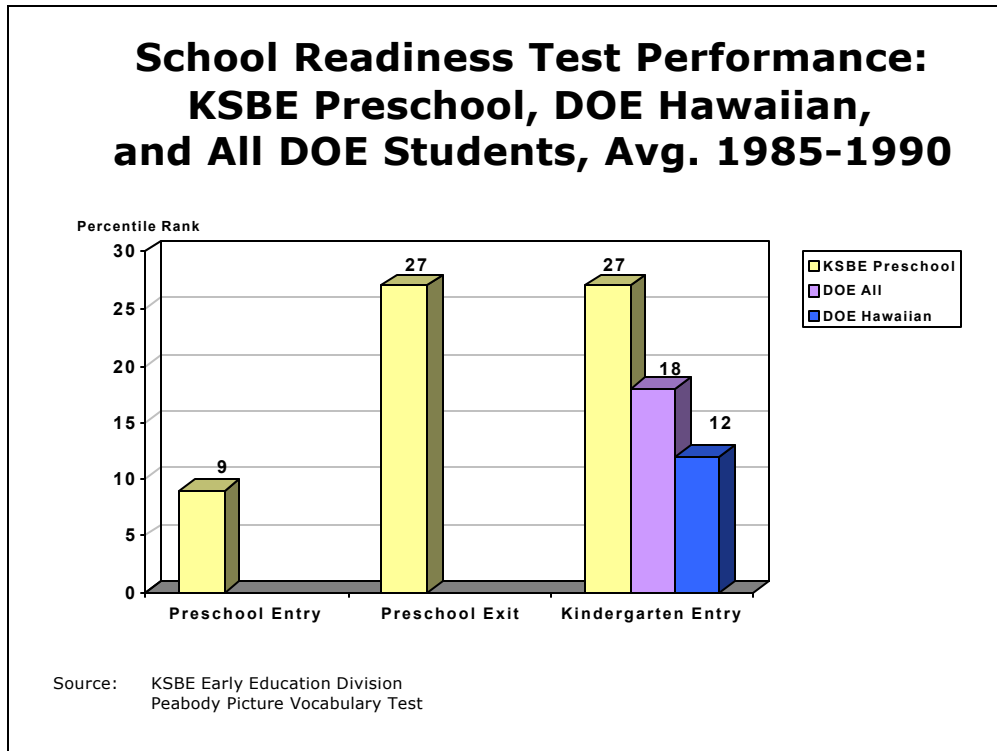


A more disturbing statistic is the increase in births to unmarried women being observed throughout the state and country for all ethnic groups. Between 1965 and 1990, this rate rose from about 7 percent to over 25 percent for all women. For Hawaiian women, the rates increased from about 12 percent to 48 percent, almost twice the state average. Since then, this figure has climbed to 55 percent.



Peabody test scores were compiled for three different school years. This DOE testing has been discontinued. While children entering the DOE scored, on average, only at the 16th percentile based on national norms, Hawaiians scored even lower, at about the 12th percentile. Although Filipino children scored lower, this is attributed to the large number of immigrants in the population in Hawai'i. Note that Caucasians and Japanese children scored well above the state average. Thus, Hawaiian children start school at a distinct disadvantage compared to other groups of children.

These data suggest that Hawaiian children do not arrive at kindergarten as well prepared for learning as other children.



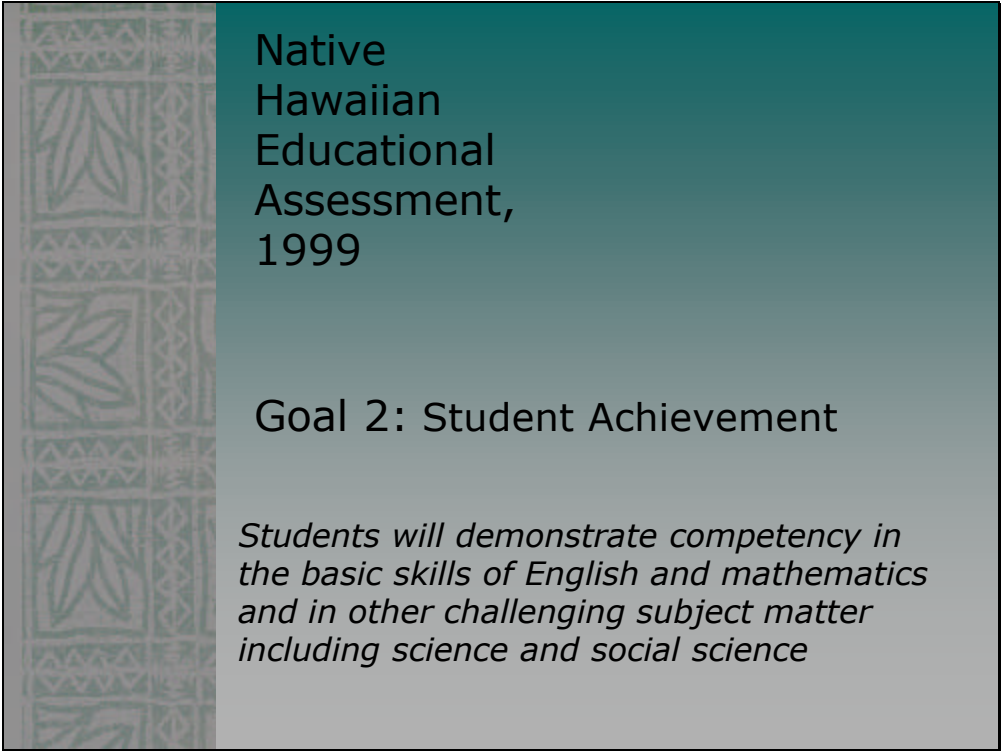
To address this serious deficiency, KSBE has been expanding its statewide preschool program. The program has been successful in raising the KSBE Peabody test scores at kindergarten entry from a pretest mean score at the 9th percentile to a post-test mean score at the 27th percentile. We are very encouraged with these improvements despite the fact that these children are still scoring below national norms. (New comparison data are not available since the DOE discontinued Peabody testing at Kindergarten entry.)

We have continued to collect the KSBE data and our gains have continued to be comparable to this.

Goal 1 Summary

- ❖ Early indicators still show Hawaiian youngsters at higher risk
- ❖ Hawaiian youngsters continue to start school behind others
- ❖ Preschool increases school readiness

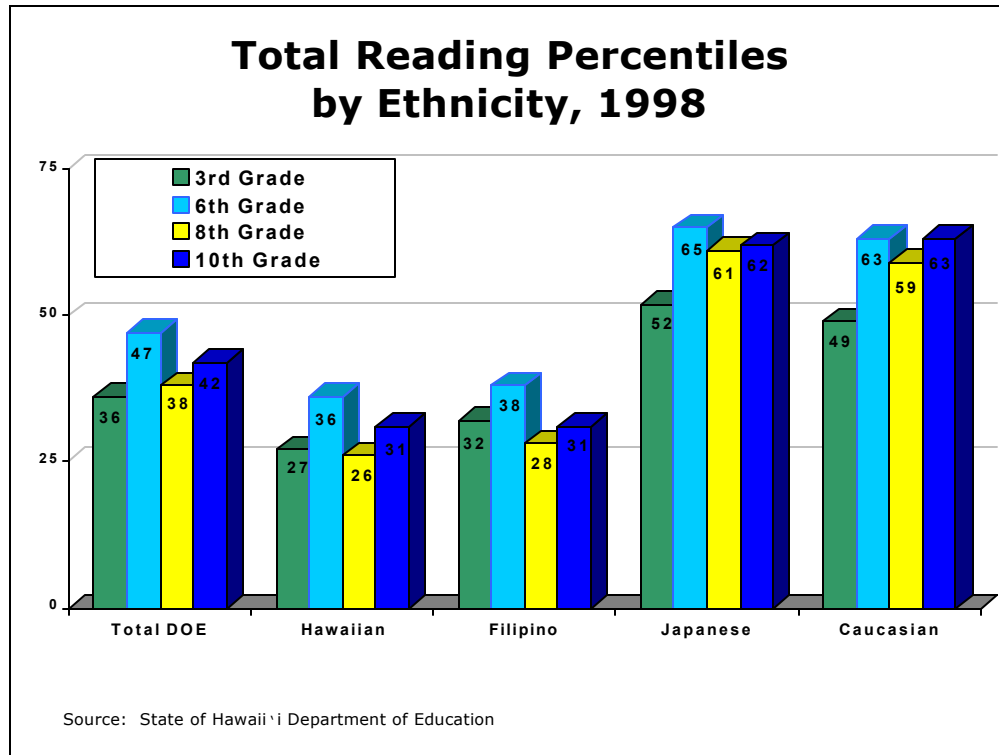
In summary, while Hawaiian youngsters continue to be at higher risk and continue to start school behind others, they can significantly increase their readiness for school through preschool experiences.



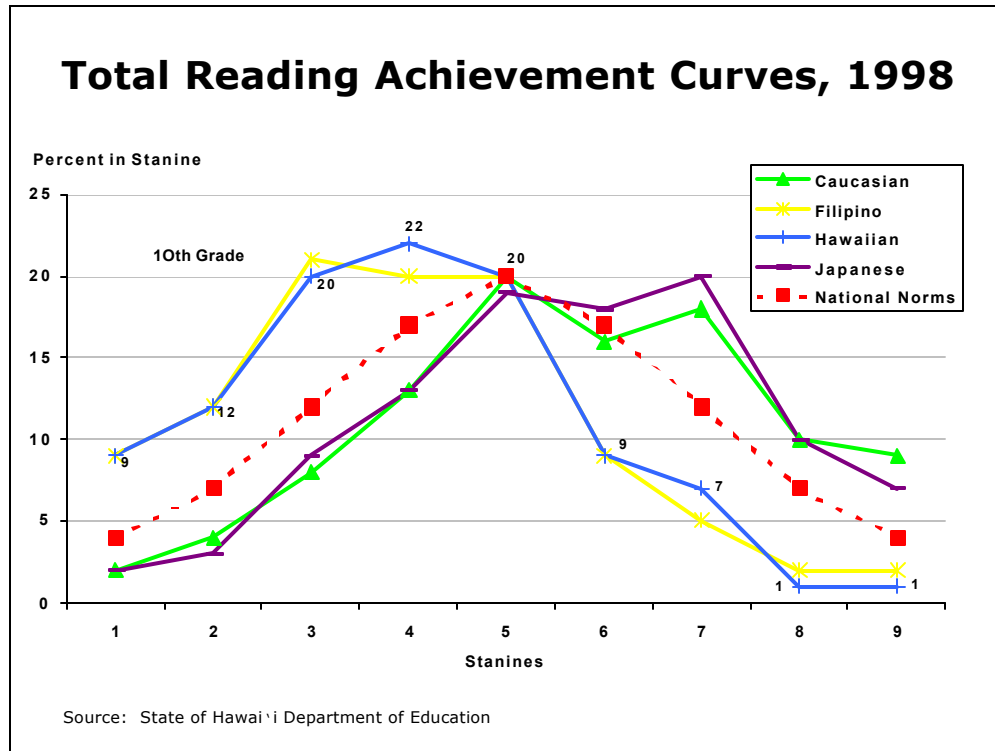
Native
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Goal 2: Student Achievement

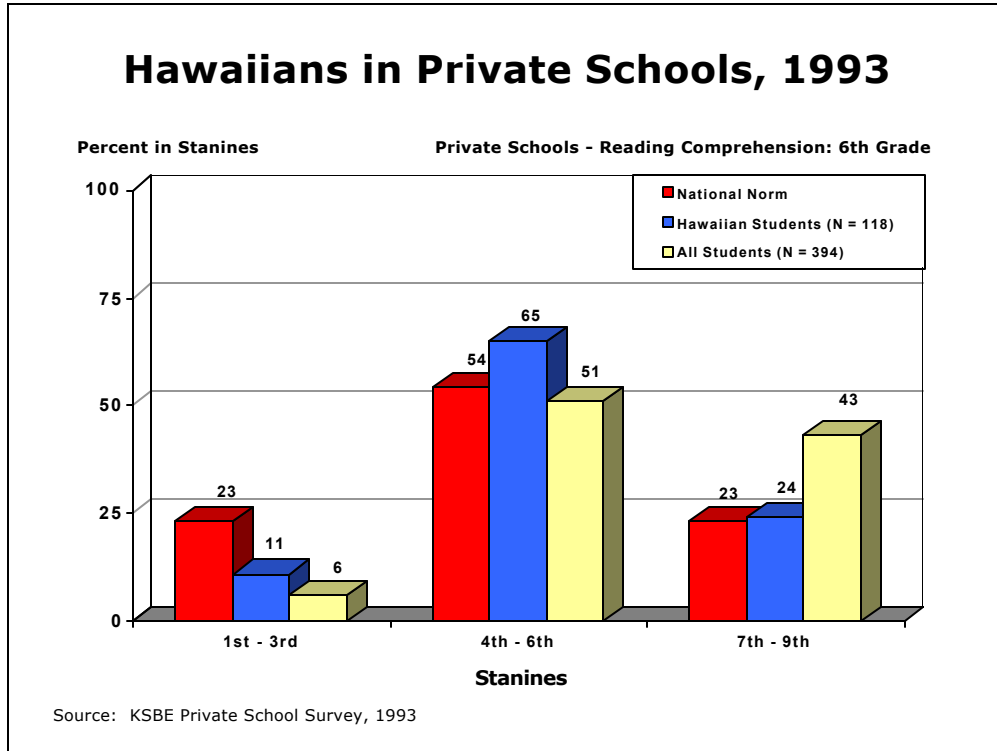
Students will demonstrate competency in the basic skills of English and mathematics and in other challenging subject matter including science and social science



Once again, the news is not good for Hawaiian children. Based on standardized tests, achievement by Hawaiian students continues to lag behind national norms and other ethnic groups in Hawai'i. In 1997-98, at grades 3, 6, 8, and 10, total reading scores for Hawaiian students were lower than the general school population, including the three other major ethnic groups. For Japanese and Caucasian students, the scores were generally above the 50th percentile.



When achievement data are reviewed by ethnicity and broken into stanine distributions, or curves, the Hawaiian curve shows a distinctive pattern: fewer achieving in the higher ranges than might be expected on the basis of national norms, and comparatively more than expected scoring in the lower ranges. For the major groups in Hawai'i you can see comparability for Hawaiians and Filipinos, and contrast with Japanese and Caucasians. This overall pattern illustrated here has been consistently present from 1980 to 1998. There has been virtually no meaningful change.

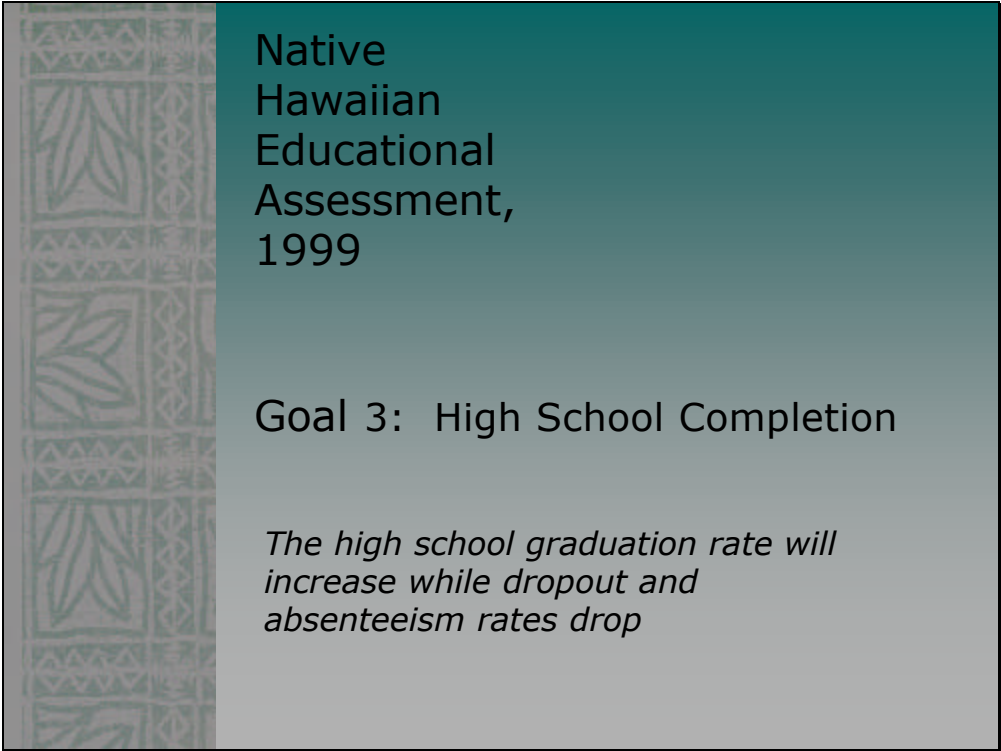


Based on 1993 data, achievement by Hawaiian children in independent schools was also studied, although the results herein reported are estimates based on partial surveys of various schools. Overall, Hawaiian students in independent schools do well, based on reading comprehension at Grade 6 and when compared to national norms; fewer in the lower stanines, more in the middle and upper stanines.

Goal 2 Summary

- ☒ Hawaiian students continue to score below national norms on standardized achievement tests
- ☒ Hawaiian students who attend private schools are consistently at or above national norms

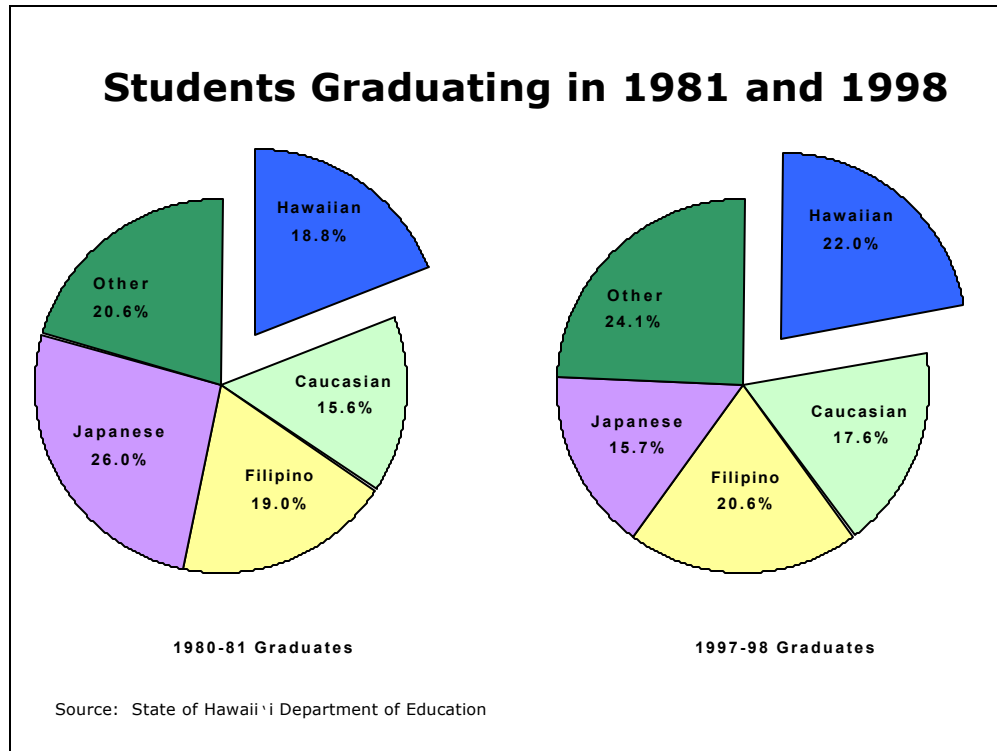
What does all of this mean? Basically, that Hawaiian students in the DOE continue to score below national norms on standardized achievement tests, that Hawaiian students attending independent schools score at or above national norms.

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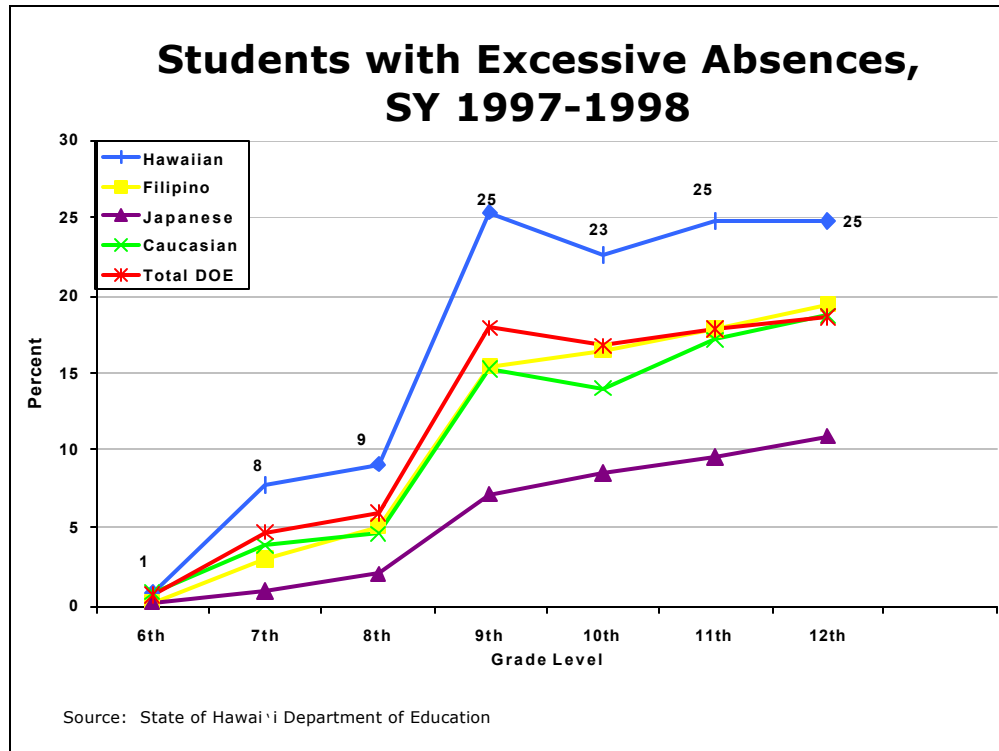
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Goal 3: High School Completion

*The high school graduation rate will
increase while dropout and
absenteeism rates drop*



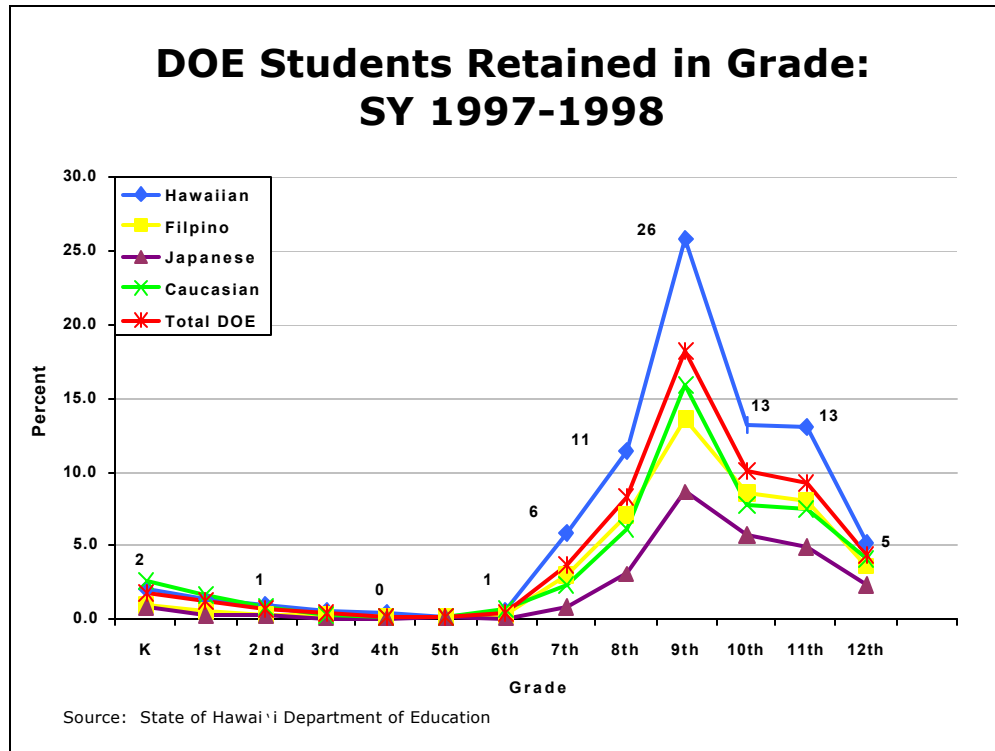
Generally speaking, the State of Hawai'i as a whole does well, graduating over 90 percent of its seniors. Furthermore, based on DOE data, Hawaiian graduates over the past almost 20 years comprised about 18 to 22 percent of the graduating classes during that period, somewhat lower than their presence in the DOE, yet comparable.



Absenteeism, on the other hand, is disturbing. Excessive absences are defined as being absent more than 20 times from any one class in a semester.

In general, absenteeism increases significantly for all students at Grade 7, probably the most difficult age for young people. DOE statistics for 1997-98 indicate a rate of less than 5 percent for seventh graders, but a rate of more than 15 percent for seniors. Collectively, about 11 percent of secondary school students in the public schools were excessively absent. However, the respective rates are significantly higher for Hawaiians; about 8 percent at Grade 7, 25 percent at Grade 12, and more than 18 percent for all Hawaiians, Grades 7 through 12.

Considering the amount of learning that does not take place with only half these absences suggests that the problem of absenteeism is far greater than these statistics indicate.

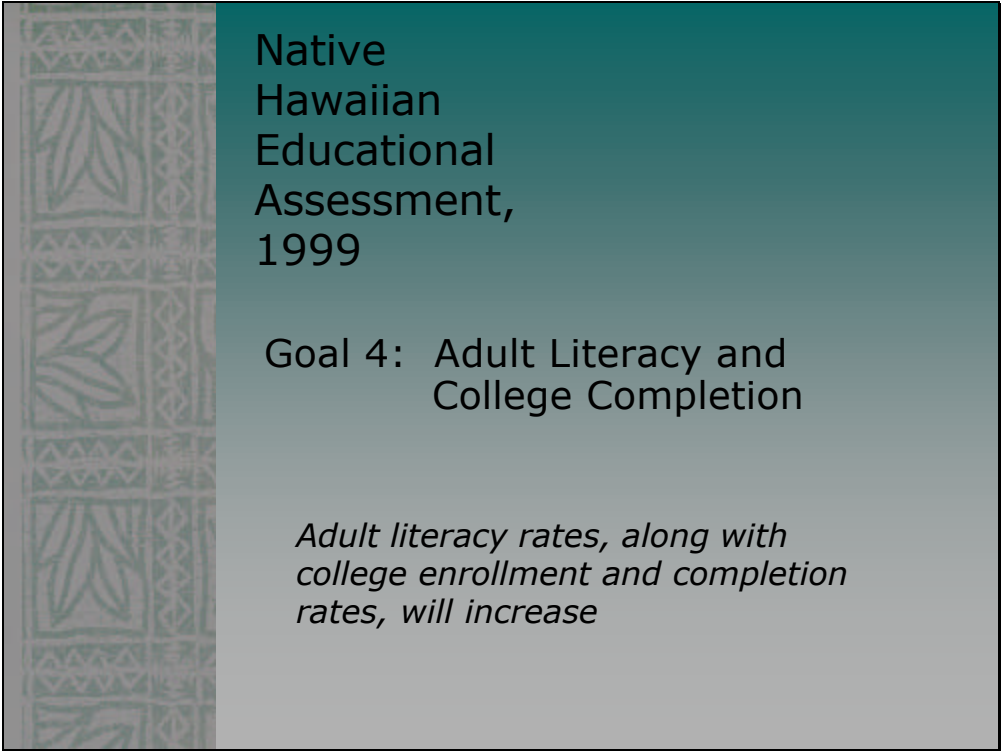


Retention represents another difficult problem for Hawaiian students. Again, at Grade 7, there is a dramatic increase in the rate of students retained in grade. The rates for Hawaiian students exceeded that for all other students at all grade levels, peaking at Grade 9 where one in every four Hawaiian students is retained. The significance of this data is that retention in grade influences absenteeism; youngsters are less motivated and interested when retained in grade.

Goal 3 Summary

- ❖ Hawaiian students continue to graduate from high school at rates proportionate to their percentage in the DOE
- ❖ The Hawaiian excessive absenteeism rate is higher than others, although this has dropped in the last ten years
- ❖ Hawaiian students are retained in grade more often

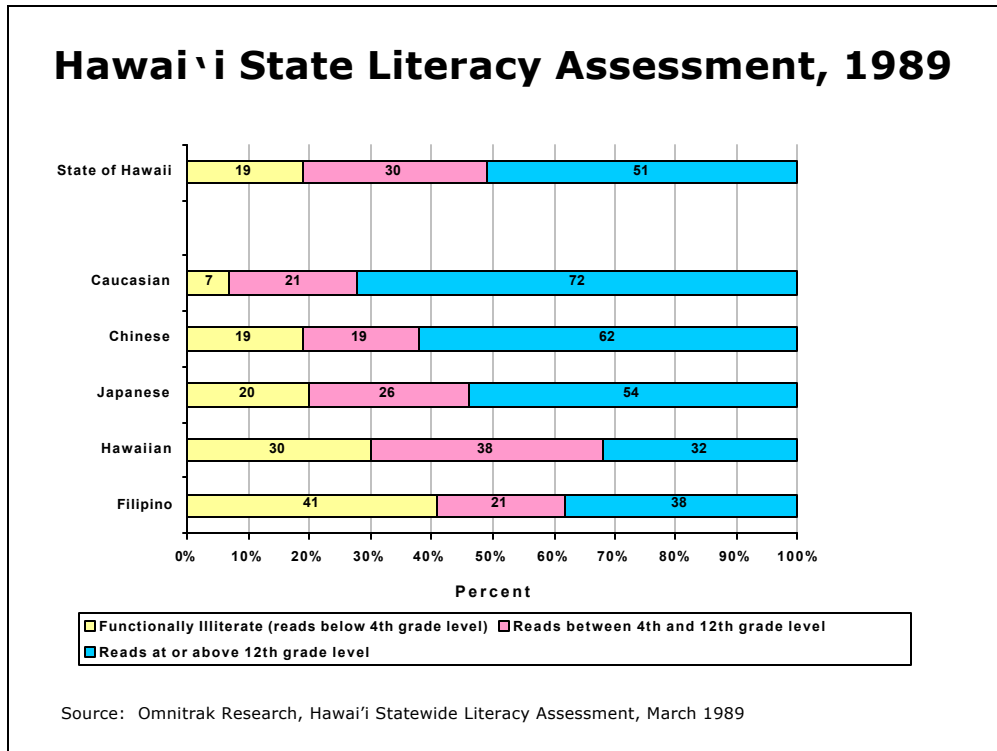
In summary, although Hawaiian students continue to graduate from high school at rates proportionate to their presence in the DOE, they miss more school and tend to be retained more frequently than others.



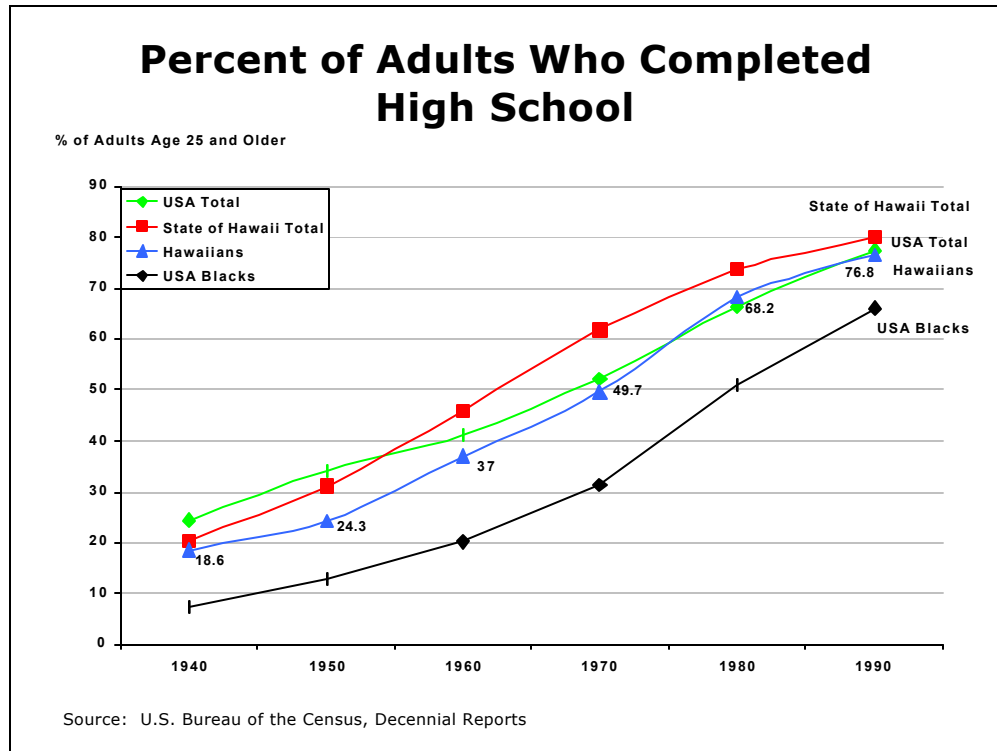
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Goal 4: Adult Literacy and
College Completion

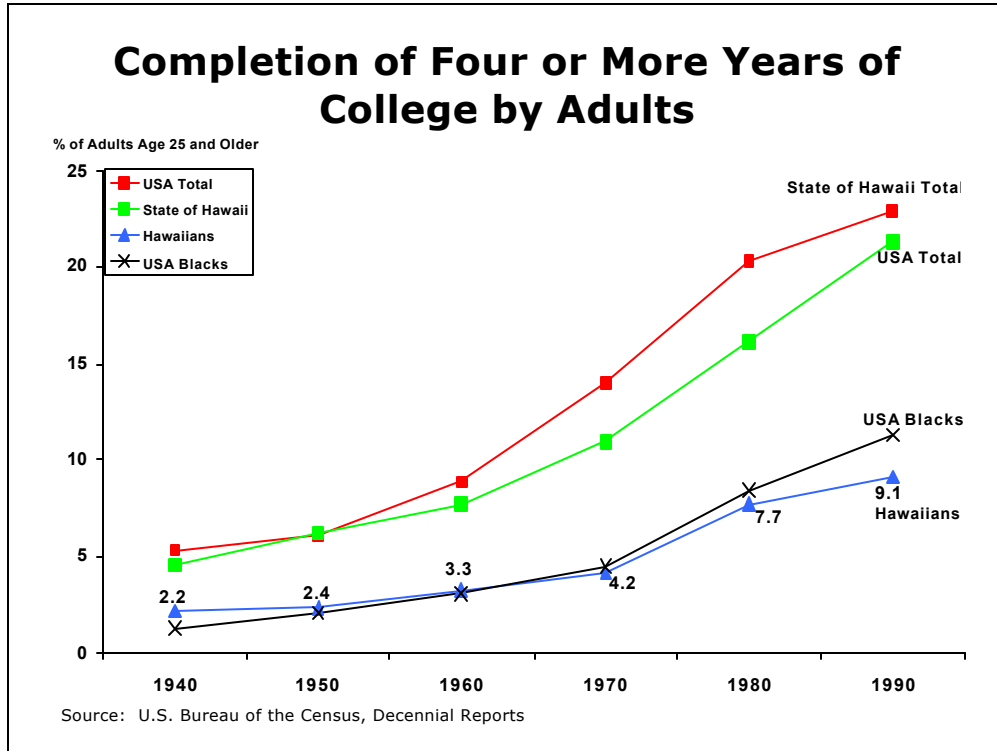
*Adult literacy rates, along with
college enrollment and completion
rates, will increase*



Looking back at 1989 data, from the only statewide literacy assessment ever done, Hawaiians were functionally illiterate to a greater extent than the State of Hawai'i as a whole, although Filipinos have higher rates of functional illiteracy. Many of the Filipinos do not speak English as a first language. This explains the higher rates. The same explanation holds true for the relatively lower rates of higher level literacy. (Note: Level 1 = Grade 4; Level 2 = 4 through 12; Level 3 – greater than 12; functionally illiterate = less than 4.)

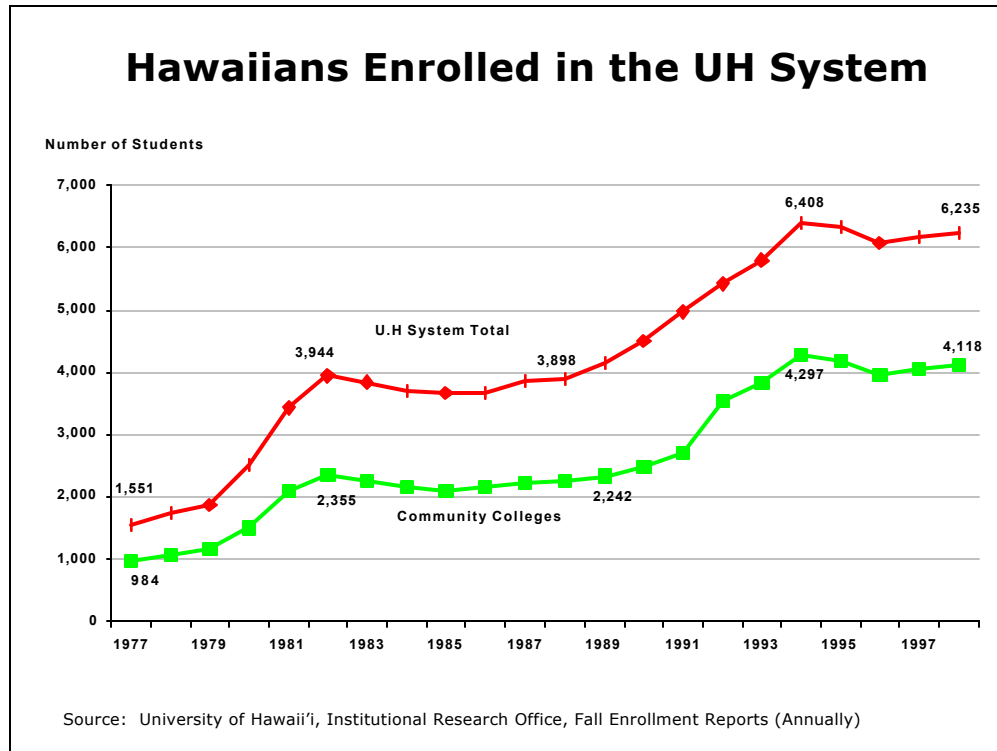


Throughout the country and in Hawai‘i, greater numbers of adults age 25 and older have completed high school or equivalent. Not only did the overall rates increase, it is encouraging to note that the gap between Hawaiians and the general population in Hawai‘i narrowed between 1980 and 1990. This is good news and it will be interesting to see if this trend continues when the 2000 Census data is in.



College completion (completion of four or more years) by adults age 25 or older is likewise increasing, although the rates for Hawaiians continue to lag that for the country and for Hawai'i. In the 1990 Census, the rate for Hawaiians was 9 percent; for blacks it was 11 percent. It is interesting to note that Hawai'i as a whole enjoys a higher completion rate than the nation.

We'll be able to look at this area again with the data from the 2000 Census.



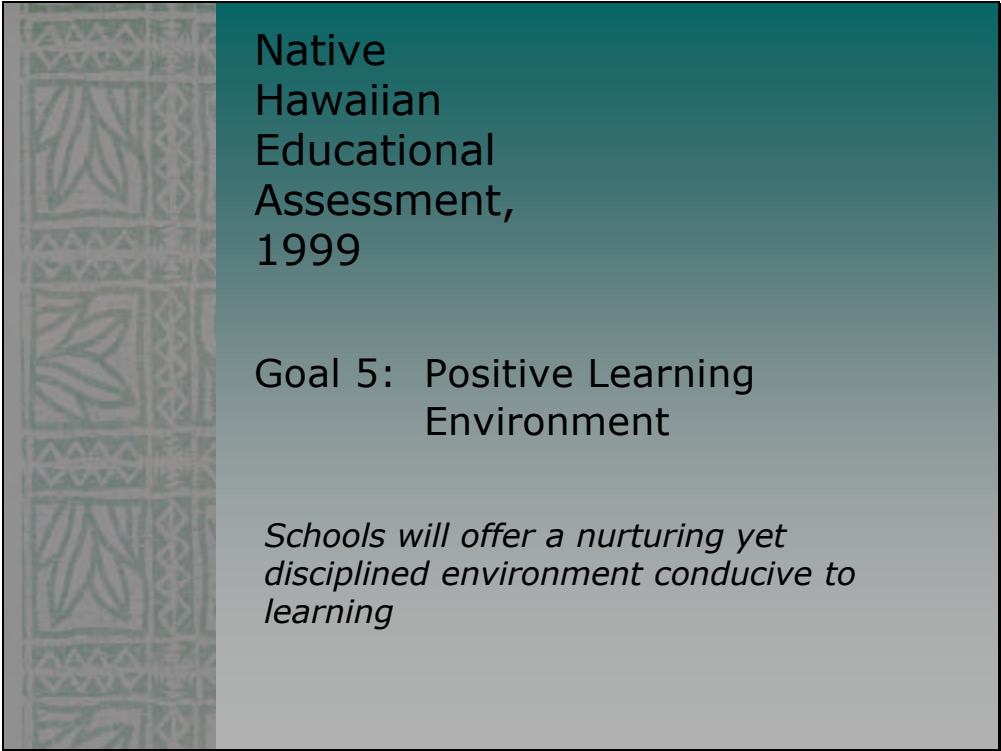
The really good news is that college enrollment for Hawaiians is up. There was exciting growth up through 1994. Since 1994, in general, the U.H. enrollment has gone down. Although the number of Hawaiians enrolled in the U.H system has gone down, the percent of Hawaiians in the system has gone up. In 1982, Hawaiians comprised about 8 percent of total student enrollment; currently, Hawaiians make up about 14 percent of U.H. system-wide enrollment, the highest ever.

Although KSBE cannot take full credit for all of this improvement, we believe that our post-high school financial aid program has had significant impact on enrollment. Furthermore, this program's objectives have been expanded beyond recruitment to include retention and completion.

Goal 4 Summary

- ☒ High school completion rates for Hawaiians are high and increasing
- ☒ College completion rates for Hawaiians are less than half that for the State or Nation but are increasing
- ☒ Hawaiian enrollment rates at the University of Hawaii 'i have leveled off after peaking in 1994

Generally speaking, then, the news is good with respect to higher education. More Hawaiians are completing high school, thereby enhancing their opportunities for college; although college completion rates for Hawaiians are lower than for others, they are increasing; and Hawaiians make up a higher percent of U.H. enrollment than ever before.

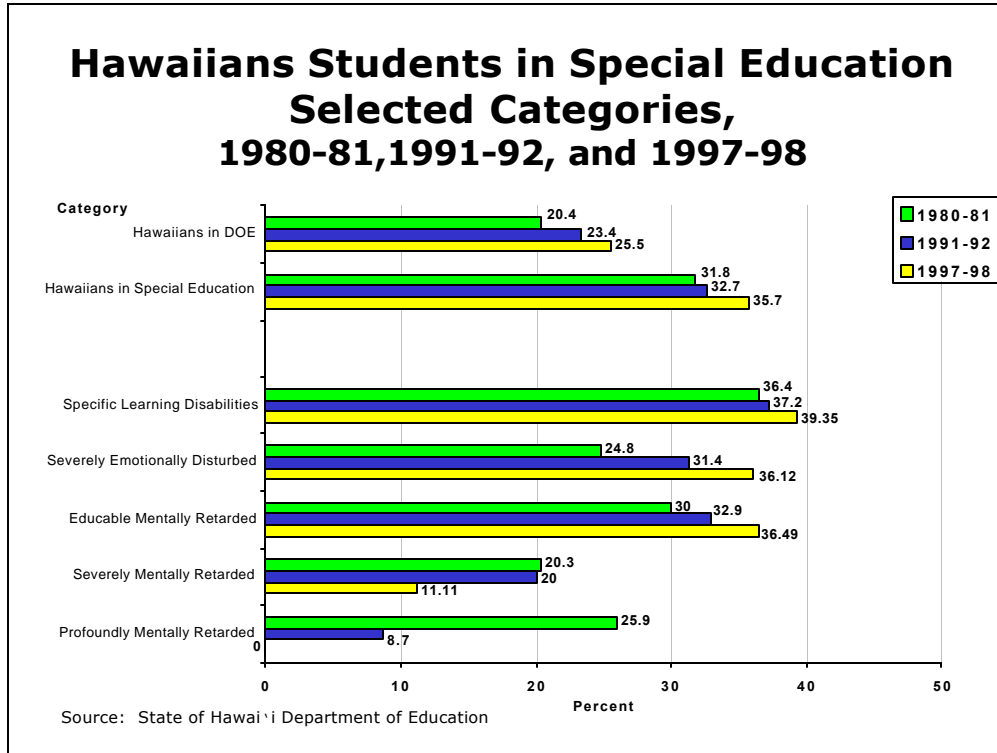
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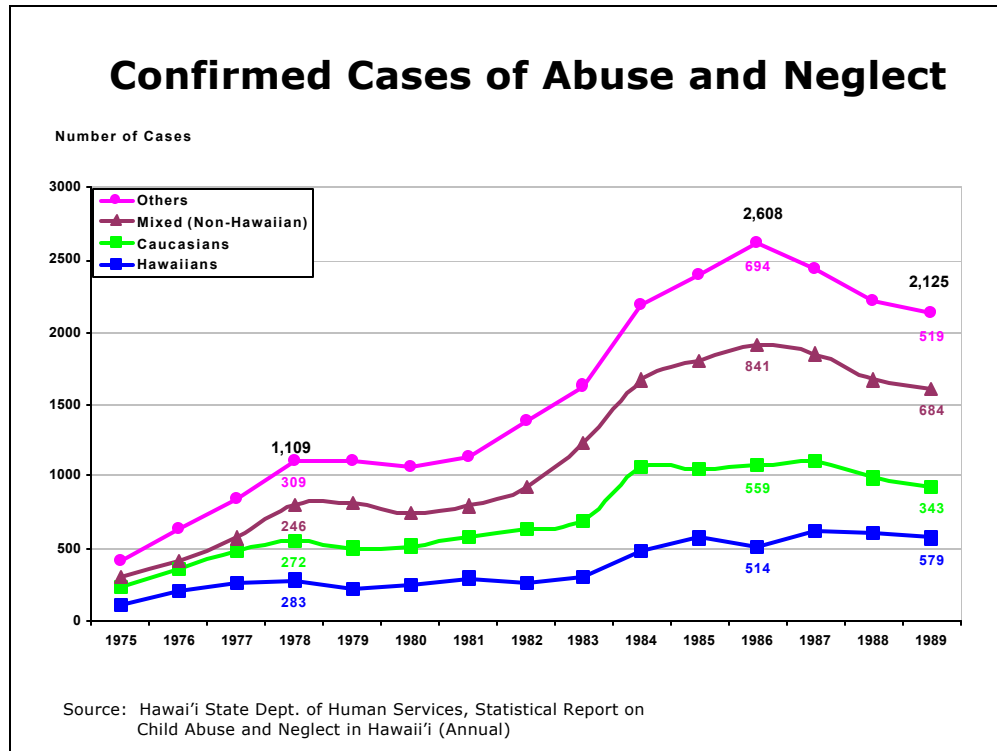
Goal 5: Positive Learning
Environment

*Schools will offer a nurturing yet
disciplined environment conducive to
learning*

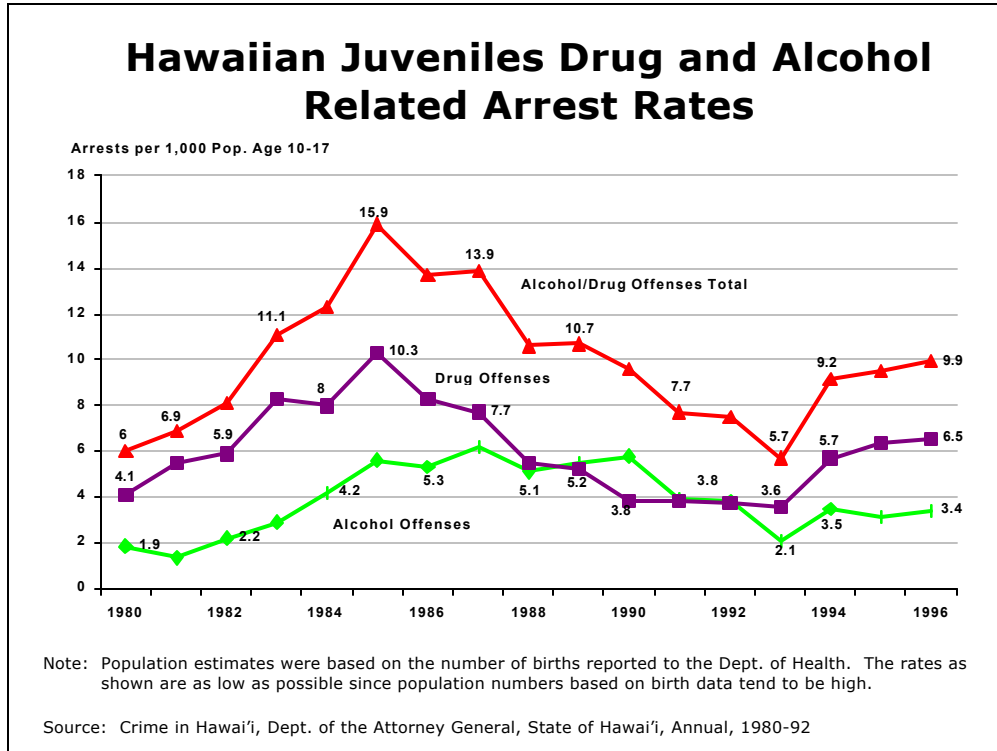
Indicators of learning environments used in this study included special education populations, abuse and neglect statistics, drug and alcohol related arrest rates, and juvenile arrests. Admittedly, these are not direct measures of school climate, however, together they provide a general description of conditions under which schools must operate, and the extent to which Hawaiians influence this climate.



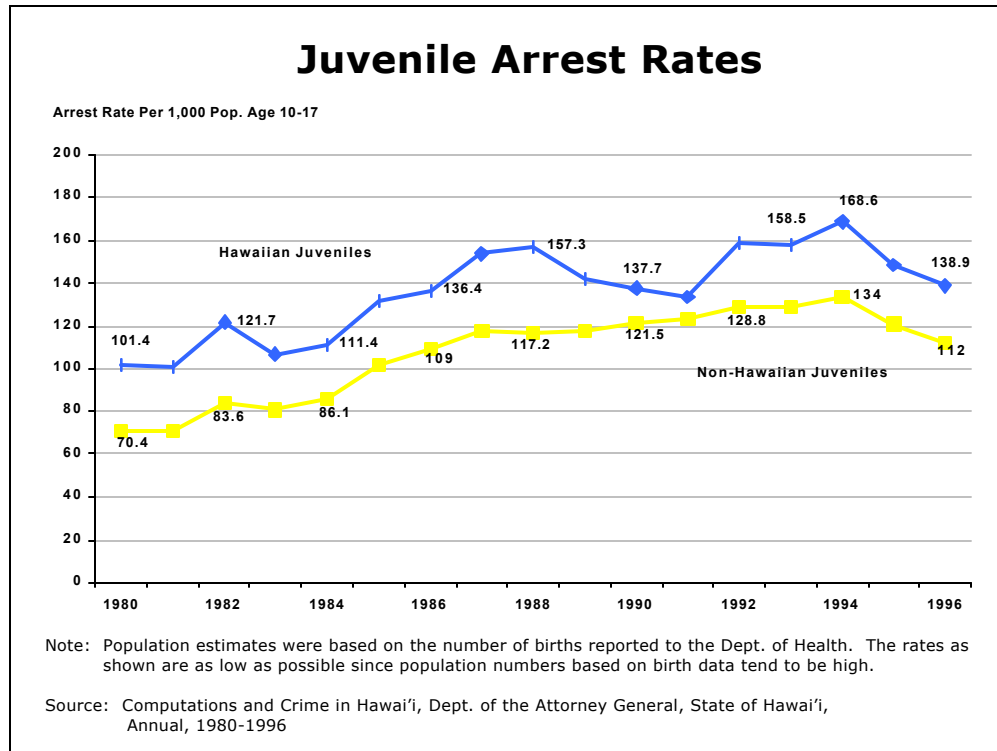
Within the special education population of the DOE, Hawaiians continue to be over-represented and this representation is increasing.



Hawaiians appear to be slightly over-represented in abuse and neglect cases, as evidenced by 1989 data from the Hawai'i State Department of Human Services. In that year, approximately 27 percent of the confirmed cases of abuse and neglect were Hawaiians, as compared to their presence in the DOE enrollment at 23 percent. The encouraging news is that there appears to be a downward trend overall.



There was a large decline in Hawaiian juvenile arrest rates for drug and alcohol related crimes between 1984 and 1993. However, the rate since has been increasing again.

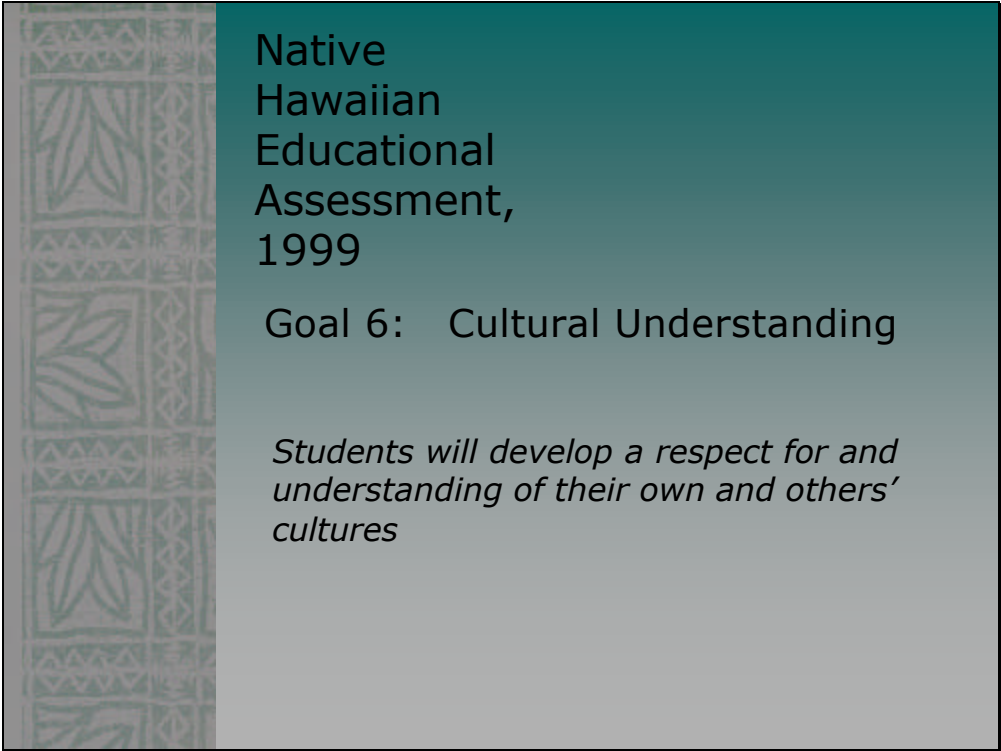


Recent declines in juvenile arrests across the nation are also true of Hawaiians. The juvenile arrests of Hawaiians are improving after a 15 year general climb. However, the gap between Hawaiians and non-Hawaiians has not diminished significantly.

Goal 5 Summary

- ❖ Hawaiian students continue to be over represented in Special Education
- ❖ Hawaiians are still more impacted by negative social indicators such as child abuse and neglect and juvenile arrests
- ❖ Trends in social indicators for the last five years are mixed

From these data, it is seen that Hawaiian students continue to be over-represented in special education, and are more impacted by negative social indicators such as child abuse and neglect and juvenile arrests. Trends in social indicators for the last few years are mixed.

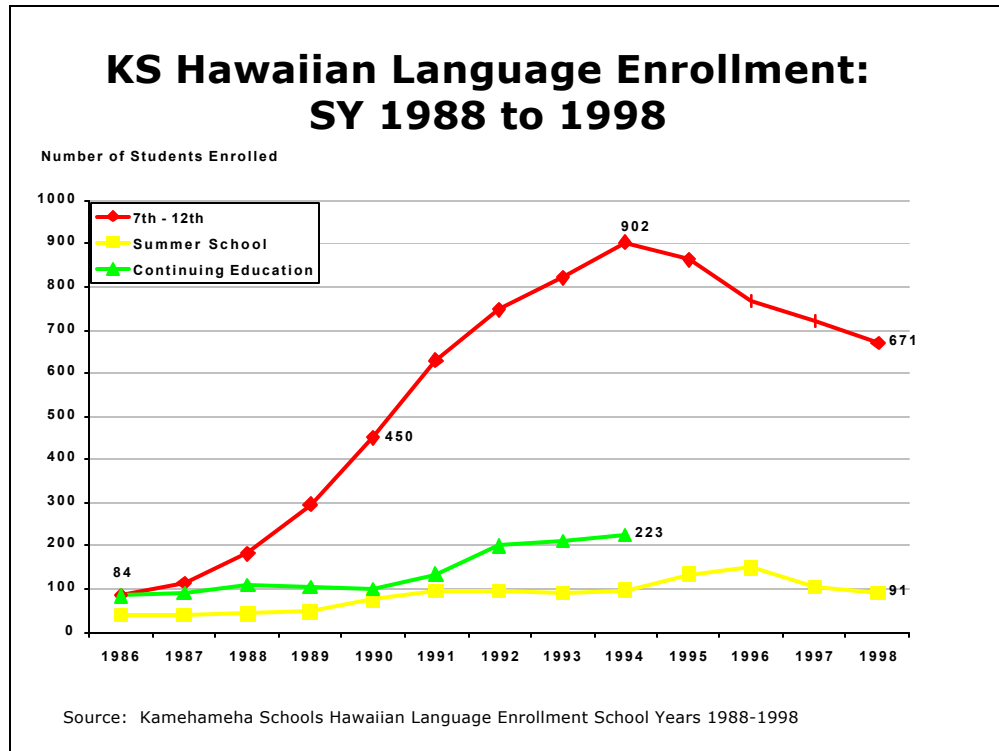
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Goal 6: Cultural Understanding

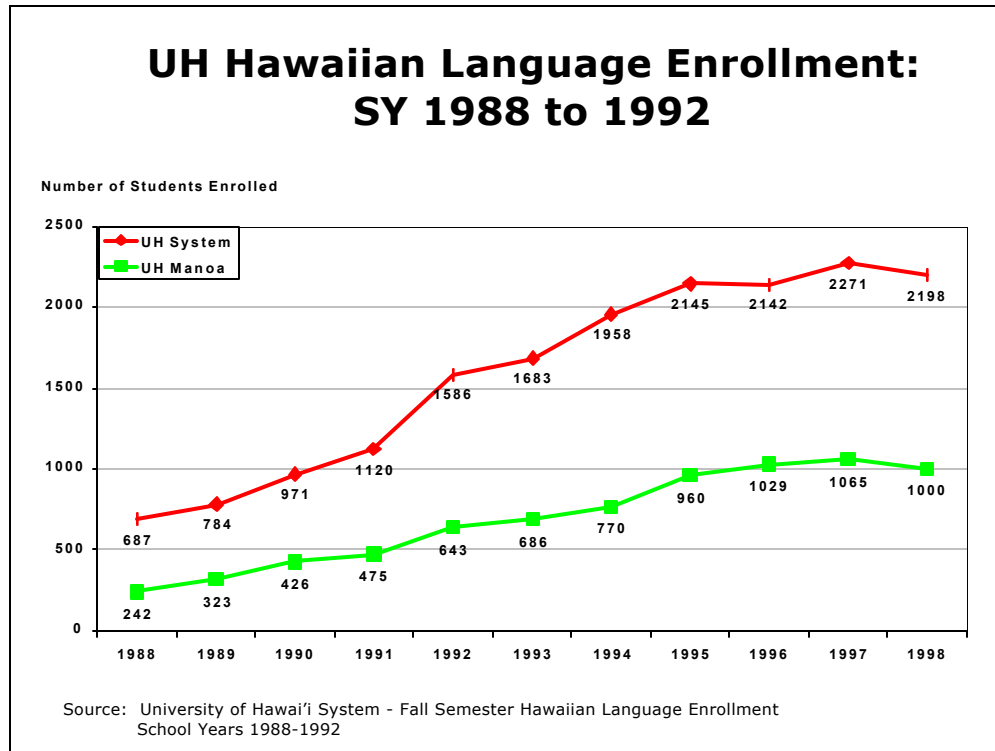
Students will develop a respect for and understanding of their own and others' cultures

Of all the educational trends followed in this study, this is the most positive. There is community-wide support for and interest in Hawaiian culture, arts, crafts, sport and games, values, religion, and language. This support and interest is especially welcomed after two centuries of social upheaval that nearly wiped out the Hawaiian culture.



An example of this resurgence is enrollment in Hawaiian language courses. Whether in programs at Kamehameha or P~ nana Leo Preschools or DOE schools or the University of Hawai'i, enrollment trends have been up. At Kamehameha Schools, enrollment went from about 84 in 1986 to a peak of 902 in 1994. Enrollment has decreased some in the last 4 years. We don't know why although some speculate that this is due to the natural ebb and flow of language popularity and enrollment from year to year, or perhaps the increase in science requirements at the University of Hawai'i may play a role.

Enrollment in the 5th year of Hawaiian language is continuing to increase.



Fall semester Hawaiian language enrollment for the University of Hawai'i system increased for the total system from 690 in 1988 to 1575 in 1992. Enrollment in Hawaiian language just at the M-noa campus has increased to about a thousand students a semester in the last few years.

The University will be sending us more data on this.

Goal 6 Summary

- ☒ Hawaiian Culture: Growing in vitality and interest
- ☒ Language
- ☒ Hula
- ☒ Polynesian Voyaging
- ☒ Historic Sites

There are other important cultural endeavors, including chant and dance, Hawaiian history, and Polynesian voyaging. Through festivals, workshops, conferences, and expeditions, Hawaiians are seeking to understand their rich heritage, and in the process, coming to deeply appreciate the host culture of which they are a part.

Native Hawaiian Educational Assessment Summary

- ☒ Educational needs are still great

- ☒ Positive indicators:
 - Impact of preschools
 - College enrollments
 - Cultural vitality

- ☒ Growing size and diversity of Hawaiian Population

So what do these data reveal?

First, that the educational needs of Hawaiian children are still great. Hawaiian children come to school less prepared than other children; Hawaiian children are achieving at lower levels than other children; Hawaiian students are absent from school more often than any other groups; Hawaiians are underrepresented in college enrollment; Hawaiian adults age 25 and older continue to lag others in college completion; the list goes on.

Second, that not all of the news is bad. There are positive indicators that are encouraging. Positive gains through preschool experiences have been measured. College enrollment is increasing. And cultural vitality is being stimulated.

Third, that the Hawaiian population is growing in size and diversity. Clearly, the number of Hawaiians to be served in the future will be increasing, not only here in Hawai'i, but on the mainland as well. Accessing these Hawaiians will remain a challenge.