



KAMEHAMEHA SCHOOLS®



KAUA'I & NI'IIHAU



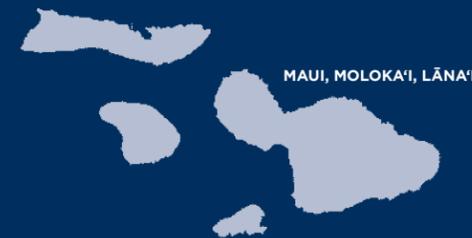
WAIALUA

KO'OLAU

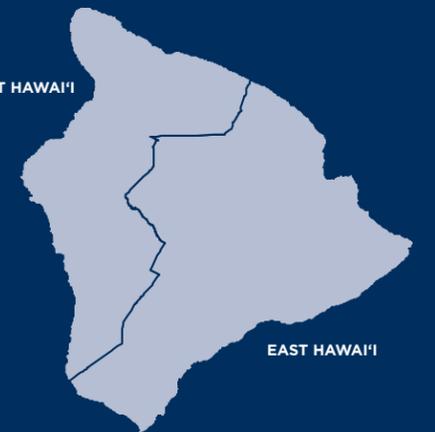
WAI'ANAE COAST

'EWA

KONA O'AHU



MAUI, MOLOKA'I, LĀNA'I



WEST HAWAI'I

EAST HAWAI'I

# REGIONAL DATA BOOK KO'OLAU

JUNE 2018 PUBLIC RELEASE / FINAL  
*Reproduced from the original June 2017 internal publication. Data or information  
in this publication was obtained prior to the original publication date.*

**Kamehameha Schools Regional Data Book**

**Version 1: June 2018**

**Document Classification Level: External**

**Steward(s): Kamehameha Schools Enterprise Information Management & Services**

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THIS REGIONAL DATA BOOK PREPARED BY

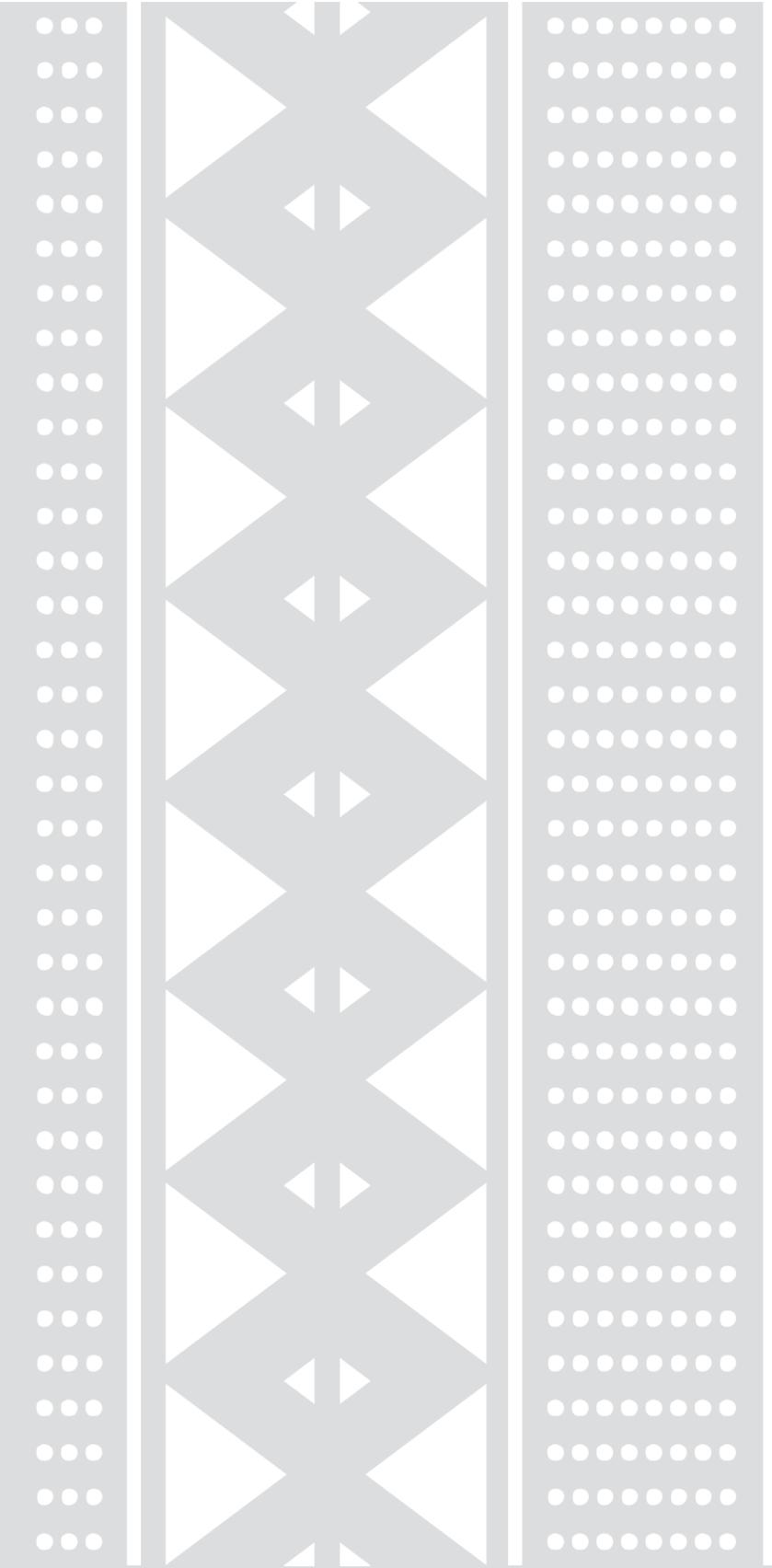


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# INFOGRAPHIC SUMMARY

The Kamehameha Schools (KS) Regional Data Book provides an overview of community elements that shape the living and learning environment for Native Hawaiians in the Ko'olau Region. The Regional Data Book seeks to establish a set of meaningful, available, and consistent indicators to inform KS decision makers and other personnel with respect to a KS Region. Information regarding socioeconomic conditions (population, income/employment, assistance, cost of living, and physical and emotional wellbeing), education (students, academic achievement, and teachers), and stakeholders and collaborators (landowners and regional infrastructure) all inform and impact student educational outcomes and investments made to improve education in the Region. The infographic summary below provides an snapshot of region-specific data about the Ko'olau Region.

 TOTAL POPULATION  
 NATIVE HAWAIIAN POPULATION



**55%\***  
PROJECTED GROWTH OF THE NATIVE HAWAIIAN POPULATION IN THE REGION, 2010-2040

**62,750**  
PROJECTED NATIVE HAWAIIAN POPULATION IN THE REGION, 2040

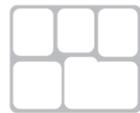


**\$92,593\***  
AVERAGE NATIVE HAWAIIAN HOUSEHOLD INCOME IN THE REGION, 2010

**12%\*/10%\***  
STATE/REGION PERCENTAGE OF NATIVE HAWAIIANS LIVING BELOW THE POVERTY LEVEL, 2010



**7%\*/6%\***  
STATE/REGION PERCENTAGE OF NATIVE HAWAIIANS AGED 25 YEARS AND OLDER WHO ARE UNEMPLOYED, 2010



**54% KAILUA**  
**50% KAHUKU**  
**49% CASTLE**  
**29% KALĀHEO**

PERCENTAGE OF THE TOTAL POPULATION OF DOE K-12 STUDENTS IN THE REGION WHOSE FAMILY INCOMES QUALIFY FOR THEM TO RECEIVE FREE AND REDUCED-PRICE LUNCH BY DOE COMPLEX (SY15-16)



**58%\*/67%\***  
STATE/REGION NATIVE HAWAIIANS WHO LIVE IN OWNER-OCCUPIED HOMES, 2010



**38%\*/34%\***  
STATE/REGION PERCENTAGE OF NATIVE HAWAIIAN FAMILY HOUSEHOLDS IN THE STATE AND REGION THAT ARE HEADED BY A SINGLE PARENT, 2010



**43%\*/55%\***  
STATE/REGION PERCENTAGE OF NATIVE HAWAIIAN WORKERS 16 YEARS AND OLDER WITH A COMMUTE TIME GREATER THAN 30 MINUTES, 2010

**14%\*/19%\***  
STATE/REGION PERCENTAGE OF NATIVE HAWAIIANS 25-YEARS AND OLDER IN THE STATE AND REGION WHO HAVE ATTAINED A BACHELORS DEGREE OR HIGHER, 2010



**33%**  
**5,100**  
NUMBER AND PERCENTAGE OF DOE K-12 STUDENTS IN THE REGION WHO ARE NATIVE HAWAIIAN (SY15-16)



**4%-12%**

RANGE OF THE PERCENTAGE BY COMPLEX OF DOE STUDENTS IN THE REGION WHO WERE RETAINED IN 9TH GRADE (SY15-16)



**78%/77%**

STATE/REGION PERCENTAGE OF NATIVE HAWAIIAN DOE STUDENTS IN THE STATE AND REGION WHO GRADUATED ON-TIME (SY14-15)



**29%-41%**

RANGE OF THE PERCENTAGE BY COMPLEX OF DOE TEACHERS IN THE REGION WITH AN ADVANCED DEGREE (SY15-16)



**2**

HAWAIIAN-FOCUSED CHARTER SCHOOLS IN THE REGION (SY15-16)

**30**

K-12 DOE SCHOOLS IN THE REGION (SY15-16)

**10**

PRIVATE K-12 SCHOOLS IN THE REGION (SY15-16)



**22**

KS-COLLABORATING PROGRAMS IN THE REGION (FY17-18). NOTE: MORE THAN ONE PROGRAM MAY BE PROVIDED BY THE SAME ORGANIZATION.

**KAMEHAMEHA SCHOOLS**

LARGEST LANDOWNING NATIVE HAWAIIAN ORGANIZATION IN THE REGION

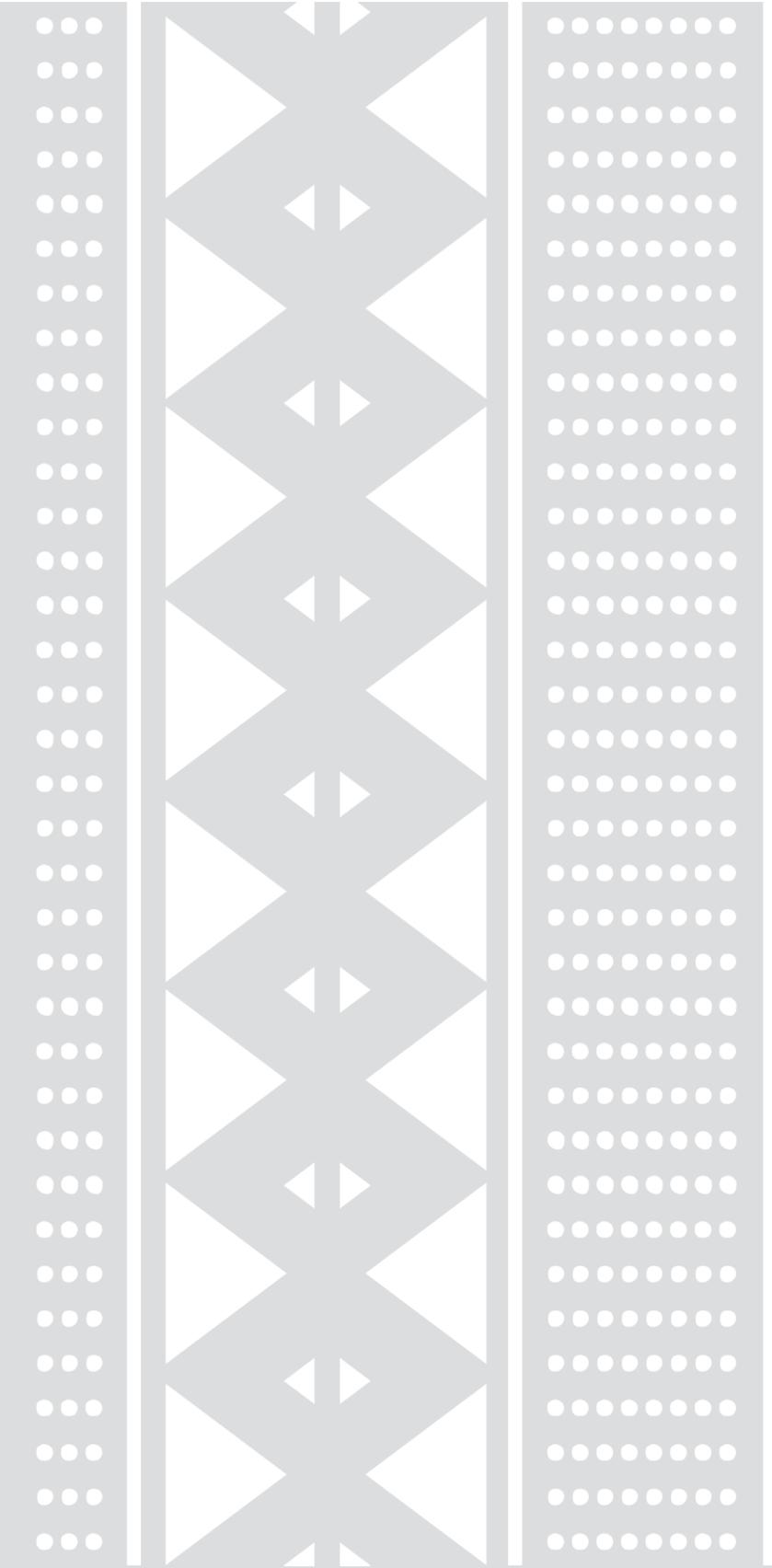
KO'OLAU'S 5 LARGEST LANDOWNERS INCLUDE:

- STATE OF HAWAII'I  
23,359 ACRES
- FEDERAL GOVERNMENT  
13,964 ACRES
- THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS  
7,140 ACRES
- CITY & COUNTY OF HONOLULU  
4,832 ACRES
- KAMEHAMEHA SCHOOLS  
4,553 ACRES

THERE ARE 9 KS REGIONS—INCLUDING KO'OLAU



Note: Data marked with an \* is sourced from KS Regional Prioritization Table, Strategy & Innovations Group (S&I), Kamehameha Schools, 2014.



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**THE REGIONAL DATA BOOK:  
A SUPPORT TOOL FOR REGIONAL ACTION PLANNING**

The Regional Data Book is a tool that supports decision makers at Kamehameha Schools (KS) in integrated and cooperative decision making across the organization, in fulfillment of the Strategic Vision 2040 (SV2040), Strategic Plan 2015-2020 (SP2020), and its affiliated plans.

The Regional Data Book will support regional action planning by providing regional leadership with a holistic picture for a given Region. The Regional Data Book does not provide the answers; it guides inquiry. Regional leadership utilizes the Regional Data Book to consider the activities and characteristics, internal and external to KS, that impact the organization's ability to achieve its mission and vision and identify potential opportunities for KS to leverage its assets and partnerships for collective impact while reducing operational risk.

**THE KS VISION, AS EXPRESSED IN THE STRATEGIC VISION 2040, IS:**

**“WITHIN A GENERATION OF 25 YEARS, WE SEE A THRIVING LĀHUI WHERE OUR LEARNERS ACHIEVE POSTSECONDARY EDUCATIONAL SUCCESS, ENABLING GOOD LIFE AND CAREER CHOICES. WE ALSO ENVISION THAT OUR LEARNERS WILL BE GROUNDED IN CHRISTIAN AND HAWAIIAN VALUES AND WILL BE LEADERS WHO CONTRIBUTE TO THEIR COMMUNITIES, BOTH LOCALLY AND GLOBALLY.”**

# 1

## REGIONAL OVERVIEW

**MAP 1: KS Regional Delineation**



**THERE ARE 9 REGIONAL DATA BOOKS—ONE FOR EACH OF THE 9 KS REGIONS.**

# THE REGIONAL DATA BOOK IS ORGANIZED INTO FIVE MAIN SECTIONS

**Regional Overview** orients the reader to KS' regional approach and the specific region being covered.

# 1

**Regional Overview**

**Wellbeing in the Region** discusses those factors outside the school walls that impact Native Hawaiian communities.

# 2

**Wellbeing in the Region**

**Education in the Region** discusses those factors within school walls that are related to the KS SP2020 Goals and milestones.

# 3

**Education in the Region**

**Stakeholders and Collaborators in the Region** identifies key stakeholders and collaborators in the Region, including their organizational foci and current and planned activities within the Region.

# 4

**Stakeholders and Collaborators in the Region**

**Regional Lands** provides information on Major Landowners, KS Lands, and Land Use Classifications.

# 5

**Regional Lands**

## READING THE REGIONAL DATA BOOK

The Regional Data Book is a support tool for regional action planning. As previously discussed, the Book is intended to provide the reader/decision-maker with a point-in-time view into a particular Region's physical, socioeconomic, and educational characteristics; the major stakeholders within a Region; and the current KS activity in the Region. The Books for all regions are formatted with a consistent structure for ease of review across multiple Books.

### POTENTIAL USES OF THE REGIONAL DATA BOOK INCLUDE:

#### AS A REGIONAL OVERVIEW

The Regional Data Book, as a whole, is intended to provide the reader with a holistic point-in-time view of a Region. Reading through the document will provide the reader with an overall understanding of the Region and the current state of affairs within the Region.

#### TO IDENTIFY A PARTICULAR DATA POINT

Data are presented in various forms throughout the Regional Data Book—tables that capture granular data as well as infographic or visual forms that display larger regional indicators and comparisons. The reader can dig even deeper into data that he/she has found compelling by going straight to the data source.

#### TO CONSIDER A SPECIFIC ISSUE AREA

A reader could read through the entire Regional Data Book with a specific issue area in mind (for example, Hawaiian immersion schooling) and consider each of the data points within the sections and how they may relate to the successful execution of the reader's goal. Synthesis provided in the document may provide specific connections for the reader to consider, or provide a guide to how the reader might determine other connections not yet identified, and particularly those related to his/her area of interest.

#### TO IDENTIFY INTERNAL OPPORTUNITIES

KS staff working in a Region should be able to find their work and partnerships captured within the Regional Data Book data. KS staff may also use the Regional Data Book and its approach to consider how their work aligns with and enhances the work of other KS staff in the Region.

#### TO IDENTIFY EXTERNAL COLLABORATION OPPORTUNITIES

The reader may use the Regional Data Book to identify significant stakeholders with whom they could collaborate. The Regional Data Book may also generate conversations resulting in the identification of other relevant stakeholders to consider for partnership.

#### FOR REGIONAL ACTION PLANNING TEAMS AND DECISION MAKING

Each Regional Data Book presents a view on a Region that may be used by regional planning teams as planning efforts commence and evolve. The Regional Data Book may also be used as a discussion starter, a reference data book, and a means of identifying trends and points of interest for further research and consideration.

FIGURE 1: Regional Data Book Approach

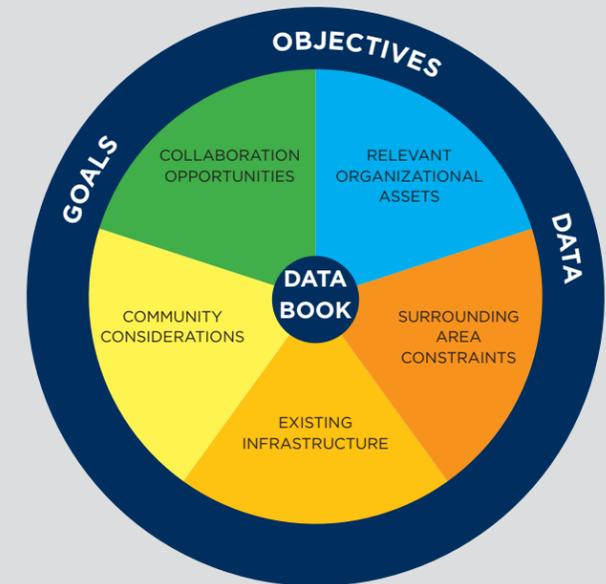


Figure 1 Regional Data Book Approach outlines the internal and external goals, objectives, and data captured by the Regional Data Book for consideration in decision-making. The goals, objectives, and data herein include:

- Collaboration opportunities
- Relevant organizational assets
- Surrounding area constraints
- Existing infrastructure
- Community considerations

# KO'OLAU REGION OVERVIEW

This section provides a brief overview of the Region—the location of KS' lands, the context of KS' legacy lands, and the State of Hawai'i Department of Education (DOE) complex delineations and U.S. Census boundaries for which data is provided herein.

*Map 2 Regional Overview* depicts transportation systems, significant landowners, DOE complex boundaries, and KS-owned lands in the Region.

## HAWAI'I DEPARTMENT OF EDUCATION (DOE) COMPLEX AREAS AND COMPLEXES IN THE REGION

The Region encompasses two DOE complex areas: Castle-Kahuku and Kailua-Kalāheo. The Complex Area includes four complexes: Castle, Kahuku, Kailua, and Kalāheo. Additional information on the complex areas is included in *Section 3 Education in the Region*.

## REGIONAL FEDERAL, STATE, AND COUNTY LANDS

The federal government owns and manages about 13,964 acres, the State owns and manages about 23,359 acres, and the County manages about 4,832 acres in the Region. Landowners and potential partners are described further in *Section 4 Stakeholders & Collaborators in the Region*.

## ELECTED OFFICES

The elected officeholders listed in *Table 1 Regional Federal, State, and County Elected Offices* are current as of April 2017. The table's presence in the document does not constitute endorsement of any individuals but rather identifies offices for KS planning purposes only.

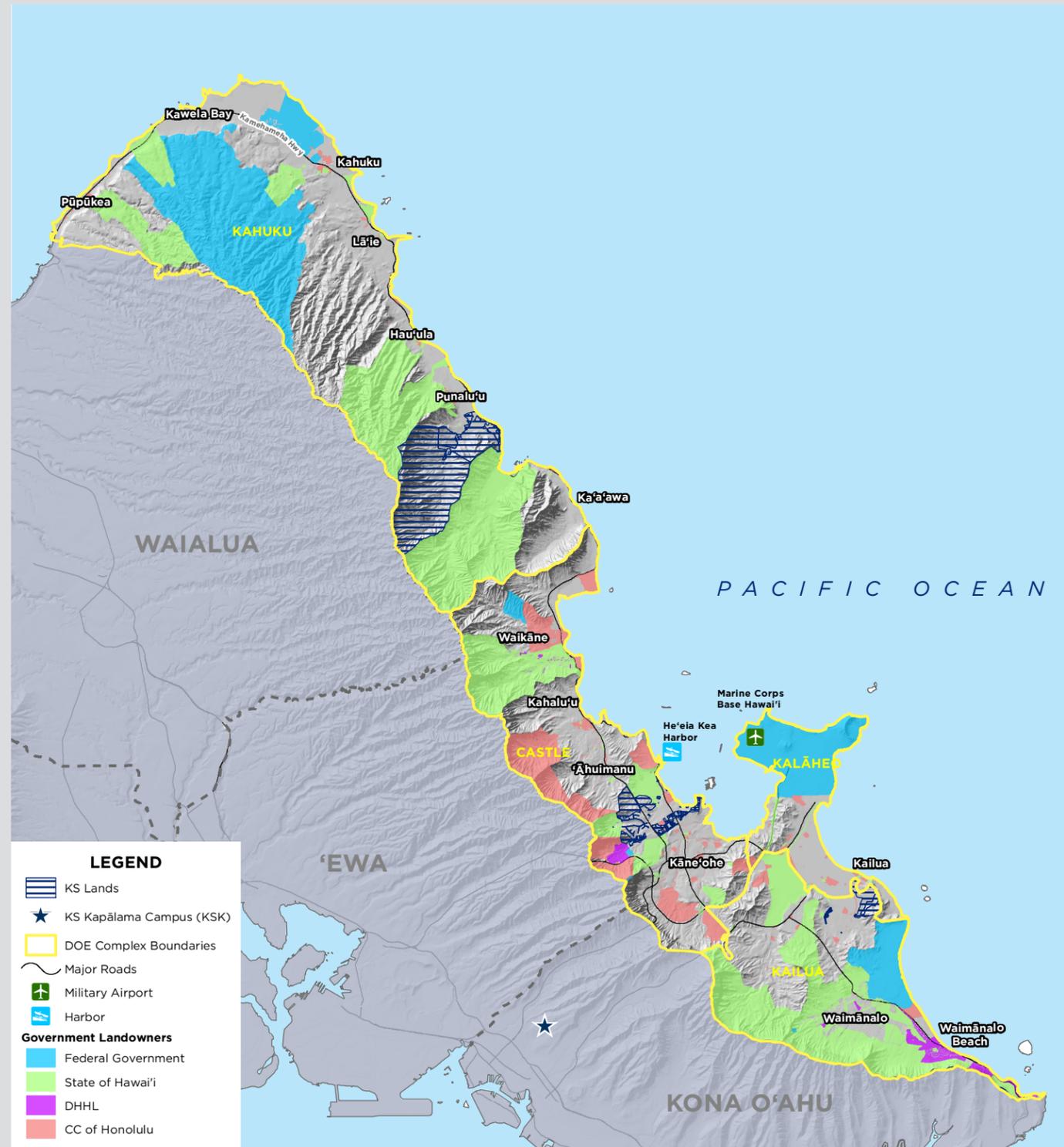
**TABLE 1: Regional Federal, State, and County Elected Offices**

LEVEL	OFFICE	DISTRICT/AREA	NAME	TERM ENDS
FEDERAL	U.S. SENATOR	US SD1	Mazie Hirono	January 2019
		US SD2	Brian Schatz	January 2023
	U.S. CONGRESSIONAL REPRESENTATIVE	US CD1	Colleen Hanabusa	January 2019
		US CD2	Tulsi Gabbard	January 2019
State	GOVERNOR	State OF HAWAI'I	David Ige	December 2018
	LT. GOVERNOR	State OF HAWAI'I	Shan Tsutsui	December 2018
	OHA TRUSTEE	O'AHU	Peter Apo	November 2018
		State OF HAWAI'I	Keli'i Akina	November 2020
		State OF HAWAI'I	Rowena Akana	November 2018
		State OF HAWAI'I	John Waihe'e IV	November 2020
		State OF HAWAI'I	Leina'ala Ahu Isa	November 2018
	STATE SENATOR	SD8	Ronald Kouchi	November 2020
		SD9	Stanley Chang	November 2020
		SD10	Les Ihara Jr.	November 2020
		SD14	Donna Kim	November 2020
		SD16	Breene Harimoto	November 2018
		SD17	Clarence Nishihara	November 2018
		SD22	Donovan Dela Cruz	November 2020
		SD23	Gil Riviere	November 2018
		SD24	Jill Tokuda	November 2018
		SD25	Laura Thielen	November 2020
	REPRESENTATIVE	HD17	Gene Ward	November 2018
		HD18	Mark Hashem	November 2018
		HD19	Bertrand Kobayashi	November 2018
		HD20	Calvin Say	November 2018
		HD24	Della Belatti	November 2018
		HD30	Romy Cachola	November 2018
HD31		Aaron Johanson	November 2018	
HD33		Sam Kong	November 2018	
HD34		Gregg Takayama	November 2018	
HD36		Beth Fukumoto	November 2018	
HD38		Henry Aquino	November 2018	
HD39		Ty Cullen	November 2018	
HD46		Marcus Oshiro	November 2018	
HD47		Sean Quinlan	November 2018	
HD48		Jarrett Kehokaloe	November 2018	
HD49	Ken Ito	November 2018		
HD50	Cynthia Thielen	November 2018		
HD51	Chris Lee	November 2018		
COUNTY	MAYOR	CITY & COUNTY of HONOLULU	Kirk Caldwell	November 2021

Source: <https://portal.ehawaii.gov/>; <http://www.honolulu.gov/>.

# KO'OLAU REGION OVERVIEW (CONT'D)

MAP 2: Regional Overview



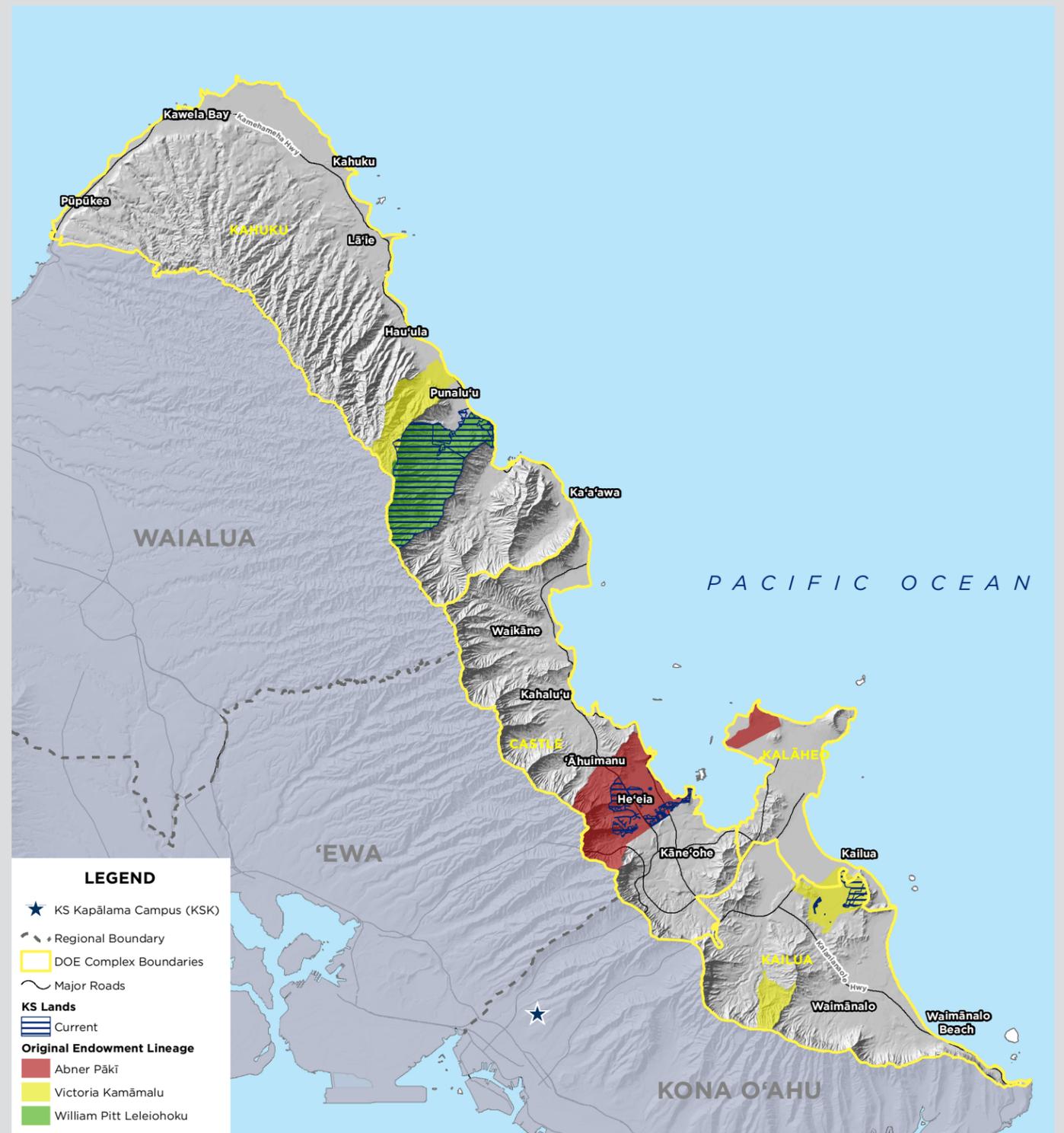
Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS;  
 KS Campus layer from DBEDT 2011;  
 DOE Complexes from Hawaii DBEDT 3/2017;  
 Major Roads from TIGER U.S. Census Bureau, 2014;  
 Government Landowners is derived from Large Landowners layer from DBEDT, Oct. 2013.

# KS IN THE KO'OLAU REGION

## HISTORIC LANDOWNERSHIP

KS came to own the majority of its lands in the Region by inheritance from Victoria Kamāmalu, Abner Pākī, and William Pitt Leileiohoku. Map 3 KS Legacy Lands in the Region illustrates the land lineage of KS' original endowment and current lands.

MAP 3: KS Legacy Lands in the Region



Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS;  
 KS Campus layer from DBEDT 2011;  
 DOE Complexes from Hawaii DBEDT 3/2017;  
 Major Roads from TIGER U.S. Census Bureau, 2014;  
 KS Legacy Lands layers as of 3/2017 maintained by Natural and Cultural Resources Department, Statewide Services, CE&R.

# U.S. CENSUS DATA FOR THE REGION

Note: Census Designated Places (CDPs) identified in Table 2 are labeled on the map below.

## 2010 AMERICAN COMMUNITY SURVEY (ACS)

A primary data source for the Data Book is the U.S. Census. Census data are primarily drawn from the 2010 American Community Survey (ACS). At the time of publication, the 2010 Census data contained the most robust data for the Native Hawaiian population.

### NOTES ON THE 2010 ACS DATA:

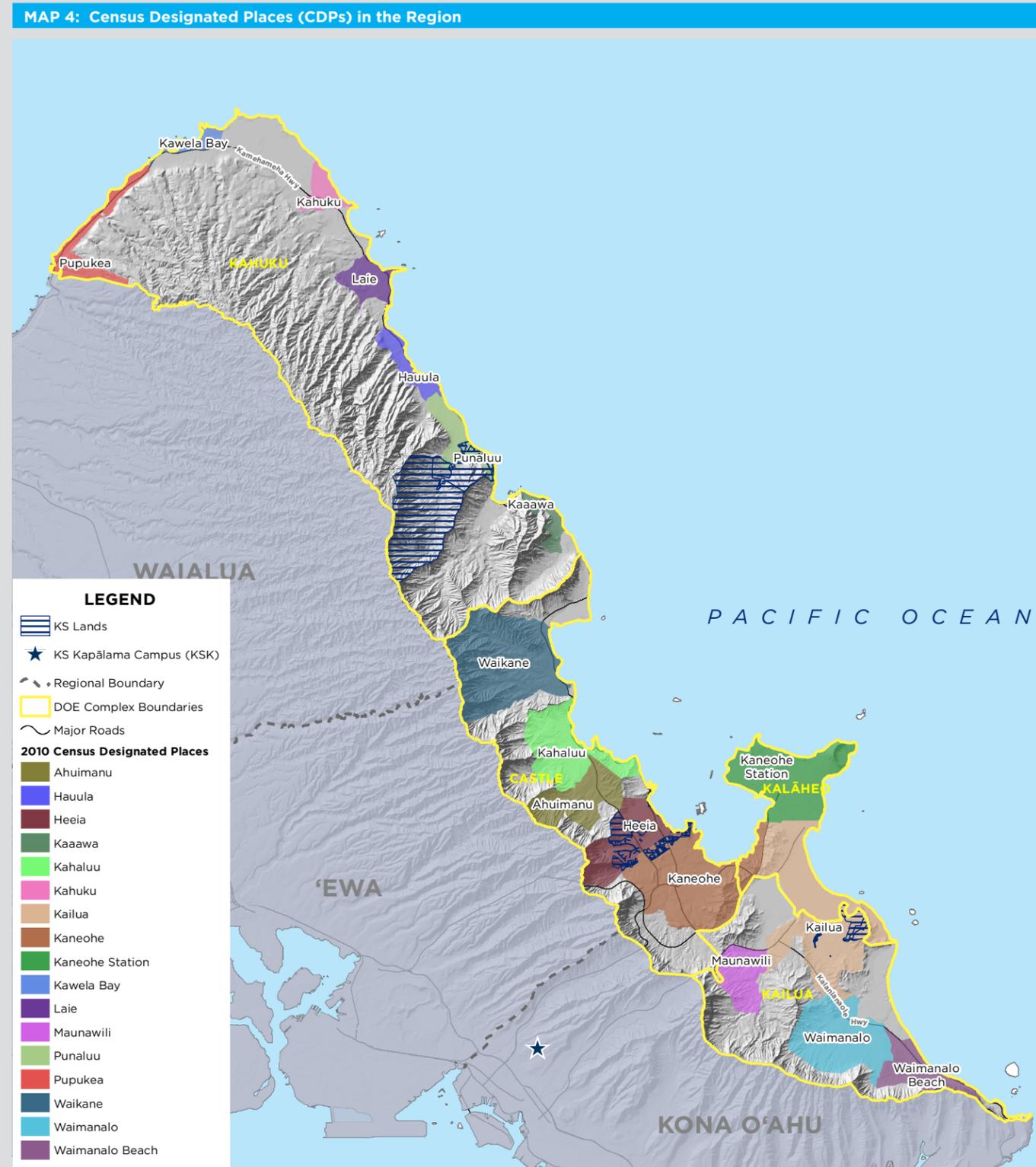
- Native Hawaiian census data were identified using the census population group “Native Hawaiian alone or in any combination.” This selection most closely resembles the KS definition of its beneficiaries. This is a self-reported measure and counts individuals who identify their ancestry to be fully or partially Native Hawaiian.
- Within each Region, data are presented and organized by Census Designated Place (CDP). CDPs are defined as “settled concentrations of population that are identifiable by name but are not legally incorporated under the laws of the State in which they are located. CDPs are delineated cooperatively by State and local officials and the Census Bureau, following Census Bureau guidelines” (U.S. Census Bureau, n.d.).

Refer to *Section 7 Appendix* for an expanded discussion on U.S. Census data.

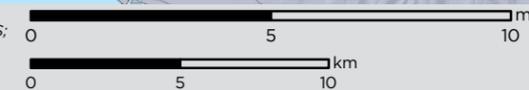
TABLE 2: Census Designated Places CDPs in the Region

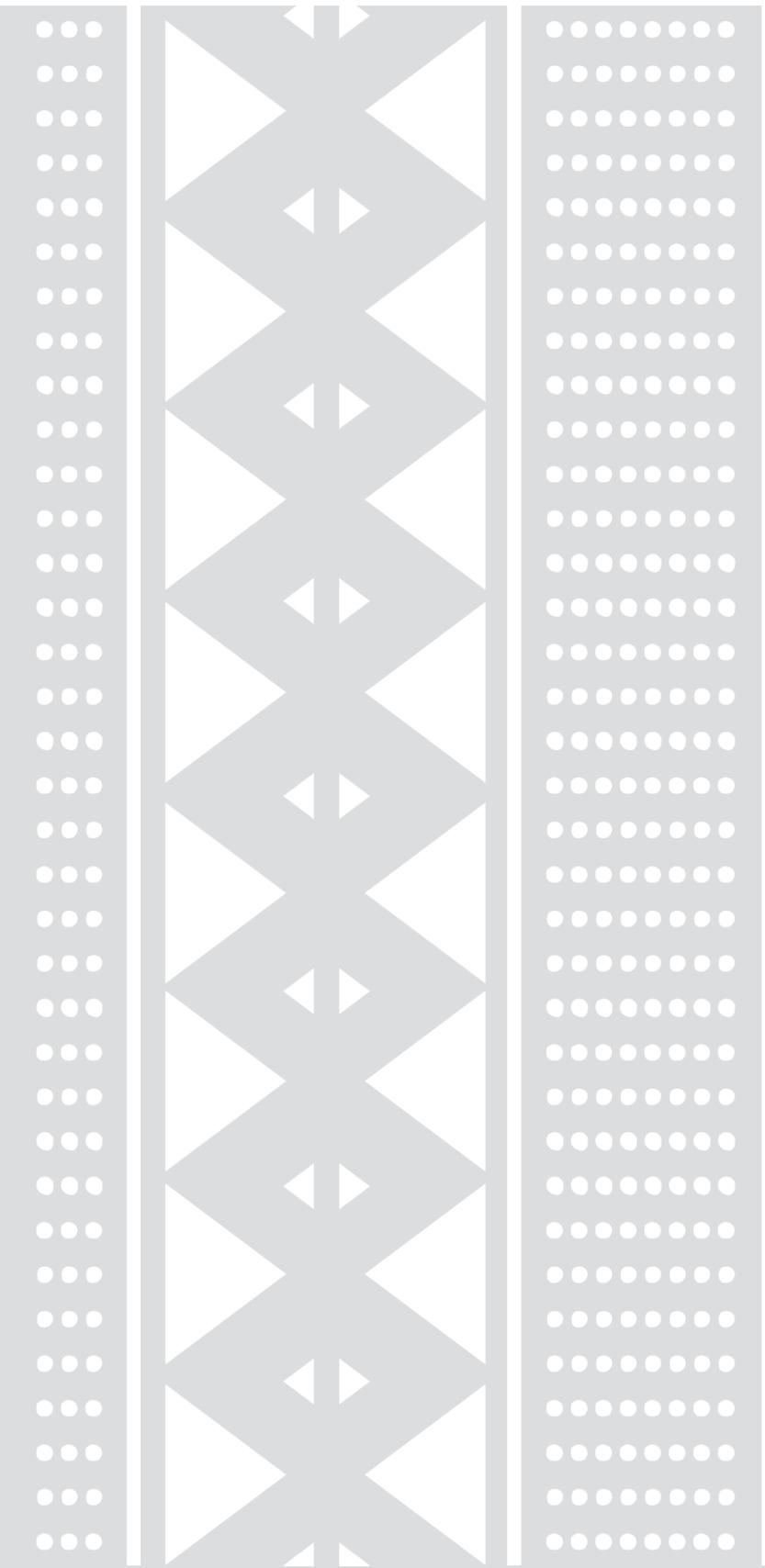
CDPs
Ahuimanu CDP
Hauula CDP
Heeiea CDP
Kaneohe Station CDP
Kawela Bay CDP
Kaaawa CDP
Kahaluu CDP
Kahuku CDP
Kailua CDP
Kaneohe CDP
Laie CDP
Maunawili CDP
Punaluu CDP
Pupukea CDP
Waikane CDP
Waimanalo CDP
Waimanalo Beach CDP

Note: The U.S. Census Bureau does not include diacriticals in CDP names.  
Source: US Census Bureau, American Community Survey (ACS), 2010.



Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS;  
KS Campus layer from DBEDT 2011;  
DOE Complexes from Hawaii DBEDT 3/2017;  
Major Roads from TIGER U.S. Census Bureau, 2014;  
2010 Census Designated Places from TIGER U.S. Census Bureau, 2010;  
Note: The 2010 U.S. Census/American Community Survey (ACS) do not include diacriticals in CDP Names.





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# 2

## WELLBEING IN THE REGION

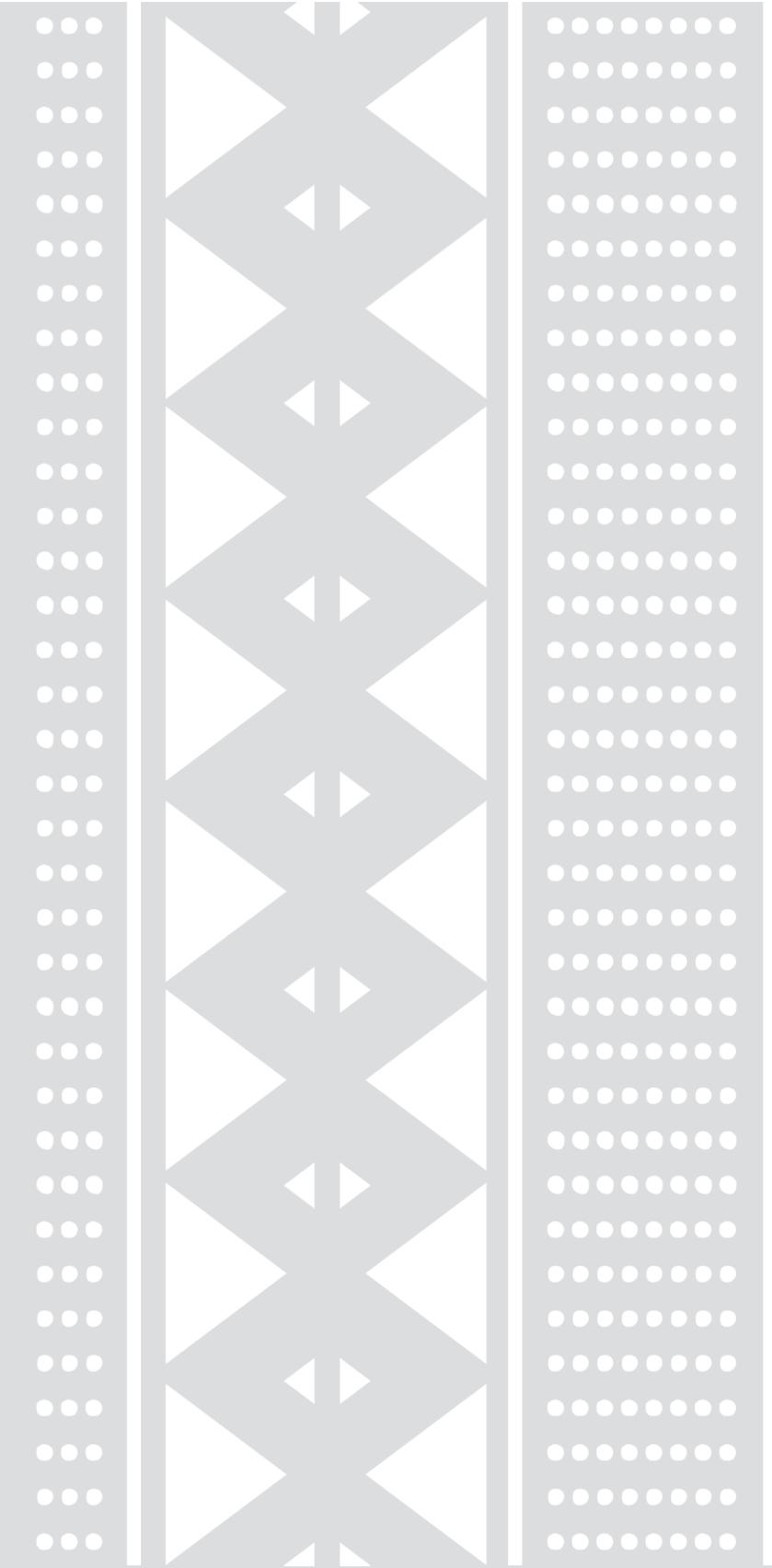
*Section 2 Wellbeing in the Region* presents aspects within the community, often outside of the school walls, that are pre-determinants of Native Hawaiian wellbeing and educational success. These factors, which draw on the KS Ka Huaka'i framework, are enablers of educational success and represent the various levers that may be used to improve educational outcomes. Consideration of trends across these domains that are outside the school walls provides KS with a holistic understanding of the characteristics of the Region that may positively and negatively impact the outcomes of educational programs.

Material and economic wellbeing includes income, employment, and housing within the context of cost of living and affordability. Physical, social, and emotional wellbeing includes disease incidence, maternal and child health, and access to healthcare, and—from the Native Hawaiian perspective—it is reliant on a balance of all sources of wellbeing, including spirituality, language, cultural practice, and connection to the natural environment.

Material and economic challenges may impact the ability of a school, community, and 'ohana to support a student's educational achievement, as well as a student's ability to focus on or financially support the training necessary to realize his or her education and life aspirations. The aspirations of a community, 'ohana, or individual may be impacted by the physical and institutional infrastructure that surrounds them in the Region, including the types of employment and training offered; social supports; transportation; land uses that are available, accessible and visible; and current and planned development that shapes the regional environment. The goals of significant stakeholders that influence this regional physical and institutional infrastructure have the ability to hinder or support the material and economic wellbeing of a community as well as the ability of the community to reach shared and individual aspirations.

Immediate physical, social, and emotional wellbeing challenges may impact a community, 'ohana, and student's ability to focus on longer-term educational and life goals, as well as a school's ability to sufficiently support a student toward educational success. Overall wellbeing, spirituality, and connection to the natural environment support Native Hawaiian celebration of identity, cultural vibrancy, and resiliency in the face of many types of challenges and culture-based education delivered by culturally aware educators has been positively related to socio-emotional wellbeing, which is positively linked with math and reading test scores (Kana'iaupuni, Ledward, & Jensen, 2010).

Additionally, available, accessible, and visible social supports along with access to land and appropriate facilities have the ability to both affect the physical and emotional wellbeing of a community and be utilized as levers in the provision of relevant educational practice. Just as they impact material and economic wellbeing, the goals of significant stakeholders that influence the physical and institutional infrastructure in a region can hinder or support the achievement of physical, social, and emotional wellbeing of the Region's community.



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# 2010

## 2010 NATIVE HAWAIIAN POPULATION

### 2010 NATIVE HAWAIIAN POPULATION

- 289,970 STATE
- 40,470 REGION

Source: KS Regional Prioritization Table, Strategy & Innovations Group (S&I), Kamehameha Schools, 2014.

The following pages present data on the Native Hawaiian population based upon 2010 census data. *Map 5: Statewide Native Hawaiian Population Density "Heat Map," Map 6: County Native Hawaiian Population Density "Heat Map," and Map 7: Region Native Hawaiian Population Density "Heat Map"* are Native Hawaiian population density heat maps for the State, and the relevant county and region. The "heat maps" present Native Hawaiian density data based upon a population model grounded in census CDP and census tract data that counts all Native Hawaiians in an area. It should be noted that:

- The heat maps may not include small Native Hawaiian populations (such as on DHHL lands) that fall below the model's threshold of 50 people per 1,000 acres.
- Each heat map displays Native Hawaiian population numbers scaled to the area represented in the particular map (State, county, or region).
- Native Hawaiian population numbers in *Maps 5 and 6* are sums of the population numbers present in the relevant CDPS and do not capture the total Native Hawaiian populations present.

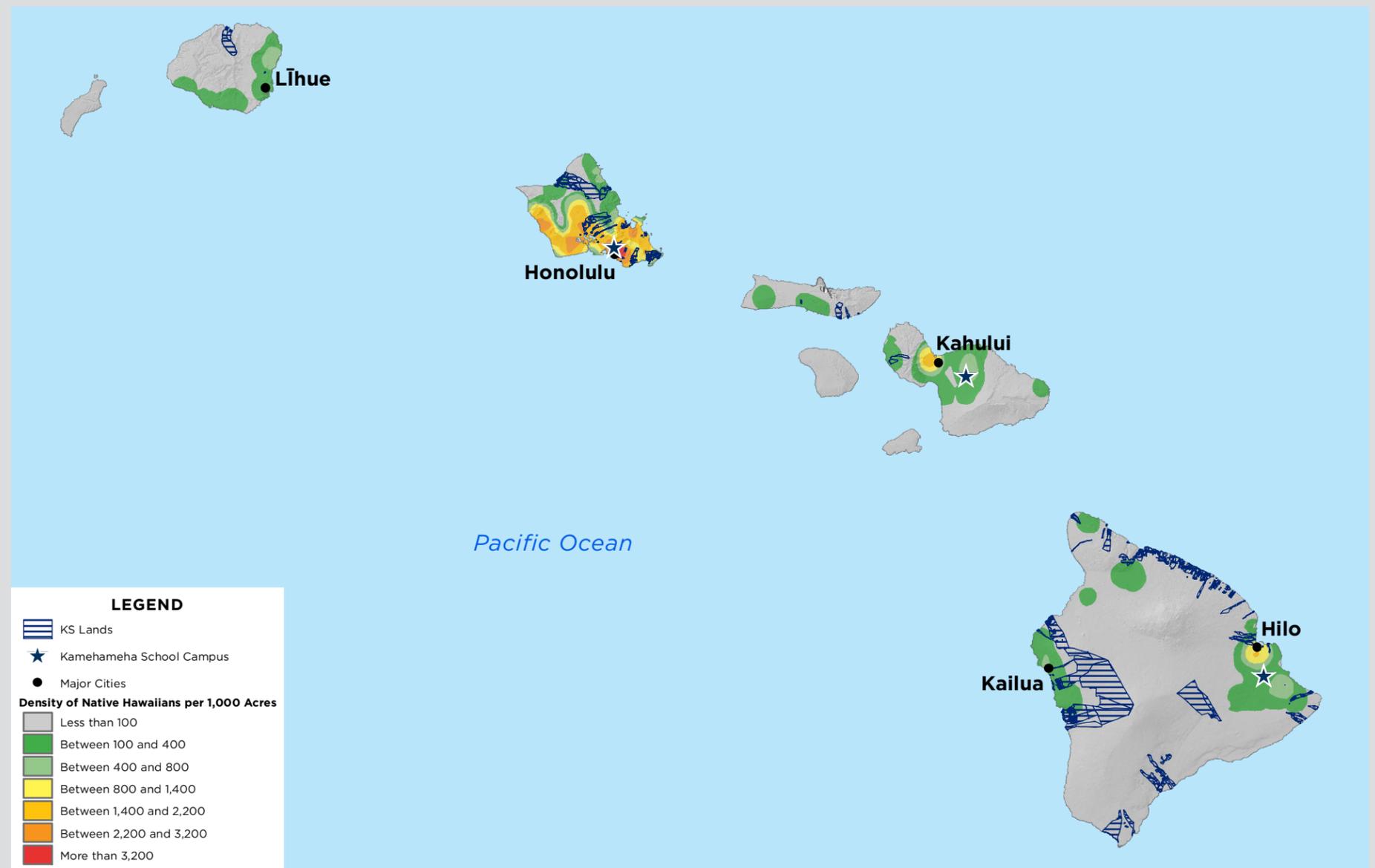
FOR DISCUSSING NATIVE HAWAIIAN POPULATIONS, THE FOLLOWING DEFINITIONS ARE USED:

$$\text{DISTRIBUTION} = \frac{\text{NATIVE HAWAIIAN POPULATION}}{\text{TOTAL NATIVE HAWAIIAN POPULATION}}$$

$$\text{CONCENTRATION} = \frac{\text{NATIVE HAWAIIAN POPULATION}}{\text{TOTAL POPULATION}}$$

$$\text{DENSITY} = \frac{\text{NATIVE HAWAIIAN POPULATION}}{\text{AREA (E.G., PER 1,000 ACRES)}}$$

MAP 5: Statewide Native Hawaiian Population Density "Heat Map"



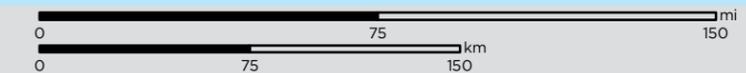
**LEGEND**

- KS Lands
- Kamehameha School Campus
- Major Cities

**Density of Native Hawaiians per 1,000 Acres**

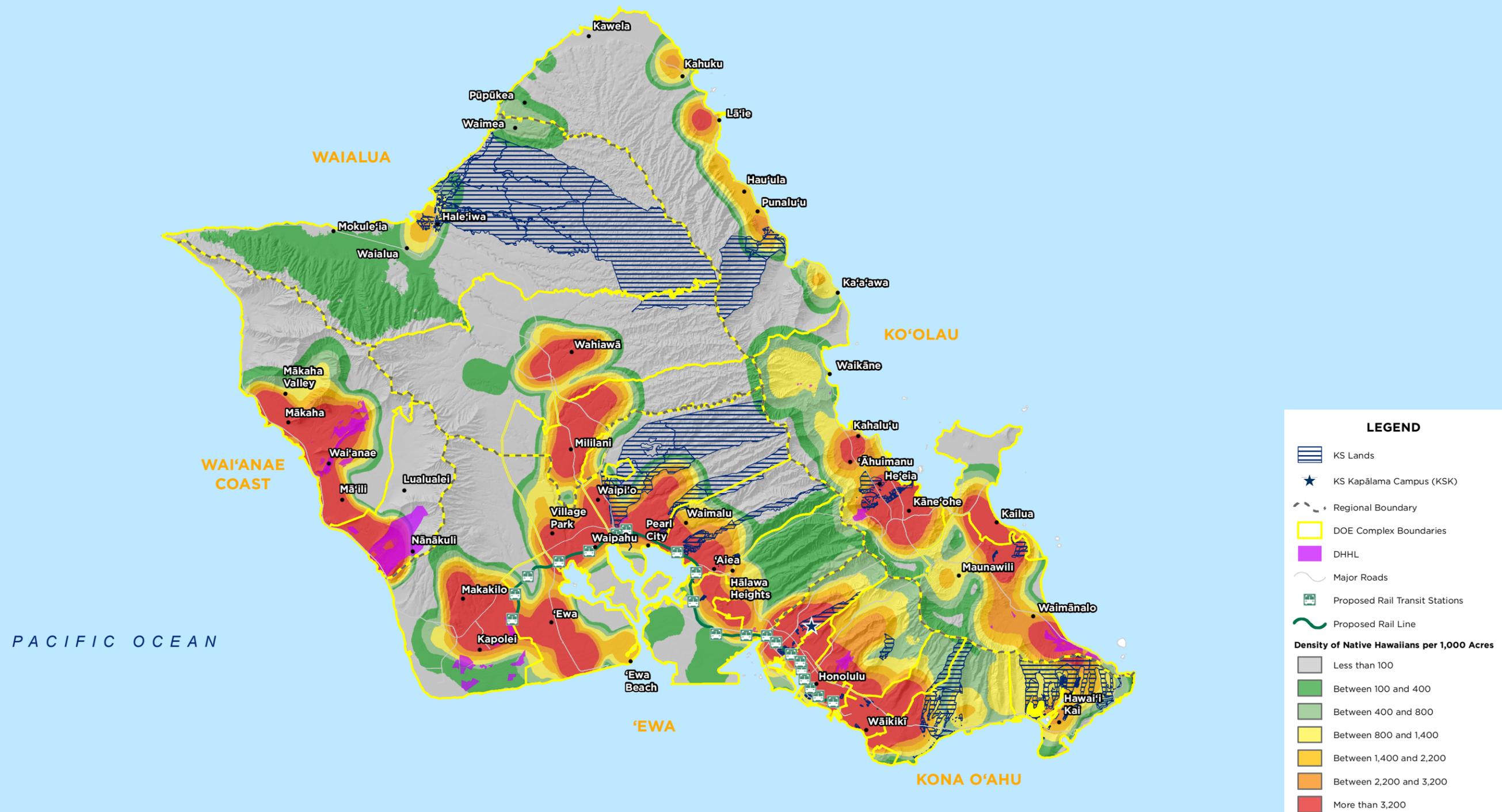
- Less than 100
- Between 100 and 400
- Between 400 and 800
- Between 800 and 1,400
- Between 1,400 and 2,200
- Between 2,200 and 3,200
- More than 3,200

Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS; KS Campus layer from DBEDT 2011; Major Cities layer from Esri's U.S. National Atlas Cities, 2000; Native Hawaiian Density layer created by Cardno, July 2014 using 2010 Census data.



# 2010 NATIVE HAWAIIAN POPULATION (CONT'D)

MAP 6: County Native Hawaiian Population Density "Heat Map"



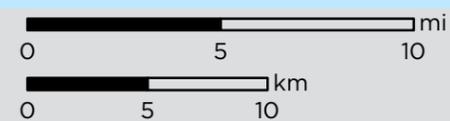
**LEGEND**

- KS Lands
- KS Kapālama Campus (KSK)
- Regional Boundary
- DOE Complex Boundaries
- DHHL
- Major Roads
- Proposed Rail Transit Stations
- Proposed Rail Line

**Density of Native Hawaiians per 1,000 Acres**

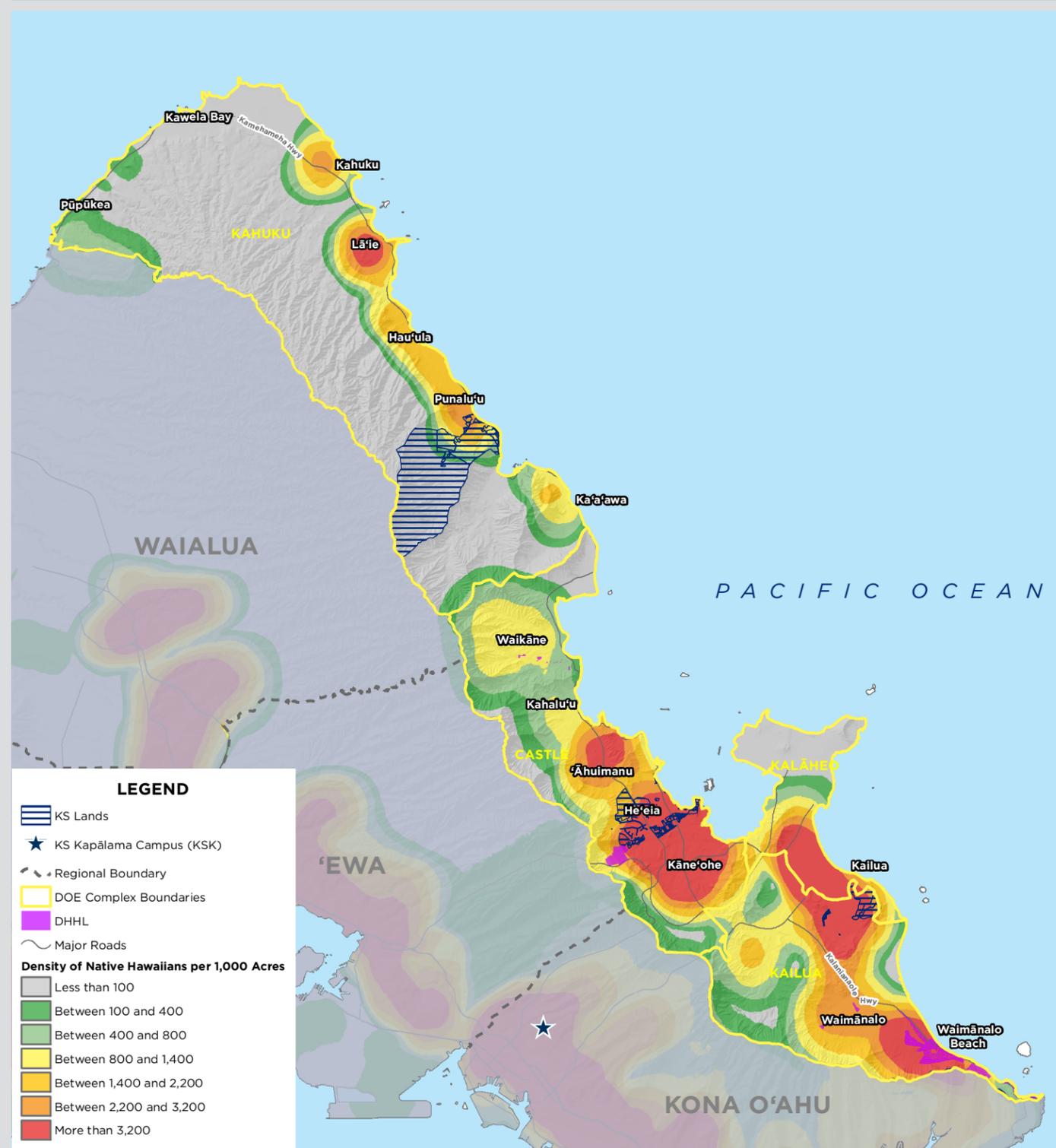
- Less than 100
- Between 100 and 400
- Between 400 and 800
- Between 800 and 1,400
- Between 1,400 and 2,200
- Between 2,200 and 3,200
- More than 3,200

Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS;  
 KS Campus layer from DBEDT 2011;  
 DOE Complexes from Hawaii DBEDT 3/2017;  
 DHHL parcels are derived from Large Landowners layer from DBEDT, Oct. 2013.  
 Major Roads from TIGER U.S. Census Bureau, 2014;  
 Rail Line and Stations data from the City & County of Honolulu GIS department 5/2017;  
 Native Hawaiian Density layer created by Cardno, July 2014 using 2010 Census data.

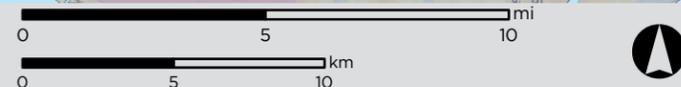


# 2010 NATIVE HAWAIIAN POPULATION (CONT'D)

MAP 7: Region Native Hawaiian Population Density "Heat Map"



Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS;  
 KS Campus layer from DBEDT 2011;  
 DOE Complexes from Hawaii DBEDT 3/2017;  
 DHHL parcels are derived from Large Landowners layer from DBEDT, Oct. 2013.  
 Major Roads from TIGER U.S. Census Bureau, 2014;



# 2015-2040

## 2015-2040 NATIVE HAWAIIAN POPULATION

This and the following page present a forecasted Native Hawaiian population between years 2015-2040.

The model used to produce these projections was developed by KS Strategy & Innovations Group (S&I). Note that the model's projections hold constant the existing distribution of Native Hawaiians across the State and among age groups. Factors such as migration, urbanization, and economic activity may impact the Native Hawaiian population during the span of years from 2015 to 2040, but this is not captured in the projection.

**TABLE 3: Statewide Projected Native Hawaiian Population by Age Groups (2015 - 2040)**

AGE GROUPS	2015	2020	2025	2030	2035	2040
<b>TOTAL</b>	313,362	338,888	366,180	395,511	428,962	467,788
<b>0</b>	8,179	8,775	9,345	10,102	11,353	12,715
<b>1</b>	7,918	8,519	9,079	9,743	10,904	12,243
<b>2</b>	7,770	8,392	8,950	9,562	10,630	11,956
<b>3</b>	7,622	8,270	8,834	9,414	10,378	11,678
<b>4</b>	7,476	8,148	8,723	9,286	10,138	11,406
<b>5</b>	6,048	8,025	8,610	9,169	9,912	11,139
<b>6</b>	6,101	7,896	8,495	9,053	9,715	10,873
<b>7</b>	6,288	7,757	8,378	8,935	9,546	10,612
<b>8</b>	6,242	7,613	8,260	8,823	9,403	10,366
<b>9</b>	5,892	7,470	8,141	8,716	9,278	10,130
<b>10</b>	5,896	6,044	8,020	8,604	9,163	9,906
<b>11</b>	5,895	6,097	7,891	8,489	9,048	9,709
<b>12</b>	5,763	6,285	7,753	8,373	8,930	9,541
<b>13</b>	5,537	6,238	7,608	8,255	8,818	9,397
<b>14</b>	5,719	5,887	7,463	8,134	8,707	9,269
<b>15</b>	5,430	5,888	6,036	8,009	8,592	9,151
<b>16</b>	5,492	5,883	6,085	7,875	8,472	9,029
<b>17</b>	5,215	5,744	6,264	7,727	8,346	8,901
<b>18</b>	5,214	5,511	6,208	7,573	8,216	8,777
<b>19</b>	5,355	5,680	5,847	7,413	8,079	8,649
<b>20 TO 24</b>	26,931	26,408	28,387	30,101	38,169	41,243
<b>25 TO 29</b>	22,133	26,551	26,036	27,987	29,676	37,632
<b>30 TO 34</b>	21,224	21,810	26,163	25,656	27,578	29,242
<b>35 TO 44</b>	35,345	38,882	41,584	46,410	50,058	51,457
<b>45 TO 54</b>	32,997	31,061	31,948	35,171	37,565	42,001
<b>55 TO 64</b>	26,399	27,868	26,984	25,418	26,186	28,852
<b>65 TO 74</b>	15,084	16,910	18,706	19,736	19,067	17,979
<b>75 TO 84</b>	6,320	7,408	8,456	9,499	10,486	11,039
<b>85+</b>	1,879	1,870	1,928	2,280	2,549	2,896

Source: US Census Bureau, 2010 Census; data compiled by Strategy & Innovations Group (S&I), Kamehameha Schools.

**TABLE 4: Regional Projected Native Hawaiian Population by Age Groups (2015 - 2040)**

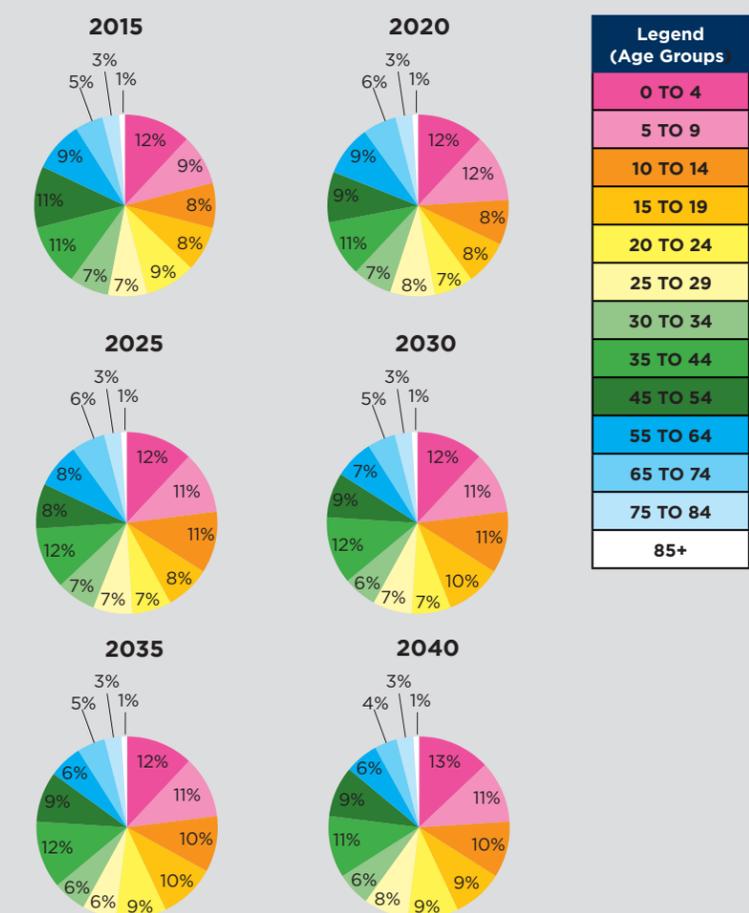
AGE GROUPS	2015	2020	2025	2030	2035	2040
<b>TOTAL</b>	43,390	46,579	49,938	53,513	57,712	62,750
<b>0</b>	1,130	1,188	1,238	1,326	1,509	1,707
<b>1</b>	1,097	1,159	1,208	1,277	1,445	1,641
<b>2</b>	1,077	1,147	1,196	1,255	1,405	1,600
<b>3</b>	1,055	1,134	1,185	1,237	1,367	1,560
<b>4</b>	1,034	1,121	1,175	1,225	1,332	1,520
<b>5</b>	774	1,108	1,165	1,215	1,301	1,480
<b>6</b>	778	1,093	1,156	1,205	1,274	1,441
<b>7</b>	812	1,075	1,145	1,194	1,252	1,402
<b>8</b>	779	1,054	1,133	1,184	1,236	1,366
<b>9</b>	718	1,033	1,120	1,174	1,224	1,331
<b>10</b>	771	774	1,107	1,165	1,214	1,300
<b>11</b>	733	777	1,093	1,155	1,204	1,273
<b>12</b>	760	811	1,074	1,145	1,194	1,252
<b>13</b>	674	779	1,054	1,132	1,183	1,235
<b>14</b>	708	718	1,032	1,119	1,173	1,223
<b>15</b>	693	770	773	1,106	1,163	1,212
<b>16</b>	710	731	776	1,091	1,153	1,201
<b>17</b>	715	757	808	1,071	1,141	1,190
<b>18</b>	680	670	775	1,049	1,127	1,178
<b>19</b>	719	704	713	1,025	1,112	1,165
<b>20 TO 24</b>	3,765	3,477	3,592	3,802	5,282	5,632
<b>25 TO 29</b>	3,142	3,712	3,427	3,542	3,749	5,208
<b>30 TO 34</b>	2,873	3,096	3,658	3,377	3,490	3,694
<b>35 TO 44</b>	4,677	5,160	5,771	6,535	6,793	6,635
<b>45 TO 54</b>	4,710	4,279	4,226	4,673	5,218	5,915
<b>55 TO 64</b>	3,970	4,084	3,854	3,502	3,464	3,840
<b>65 TO 74</b>	2,351	2,593	2,817	2,897	2,726	2,477
<b>75 TO 84</b>	1,138	1,231	1,319	1,459	1,583	1,626
<b>85+</b>	349	343	345	378	399	447

Source: US Census Bureau, 2010 Census; data compiled by Strategy & Innovations Group (S&I), Kamehameha Schools.

**THERE WILL BE APPROXIMATELY  
62,750 NATIVE HAWAIIANS  
IN THE REGION IN 2040**

Source: US Census Bureau, 2010 Census; Note: Data compiled by KS Strategy & Innovations Group (S&I).

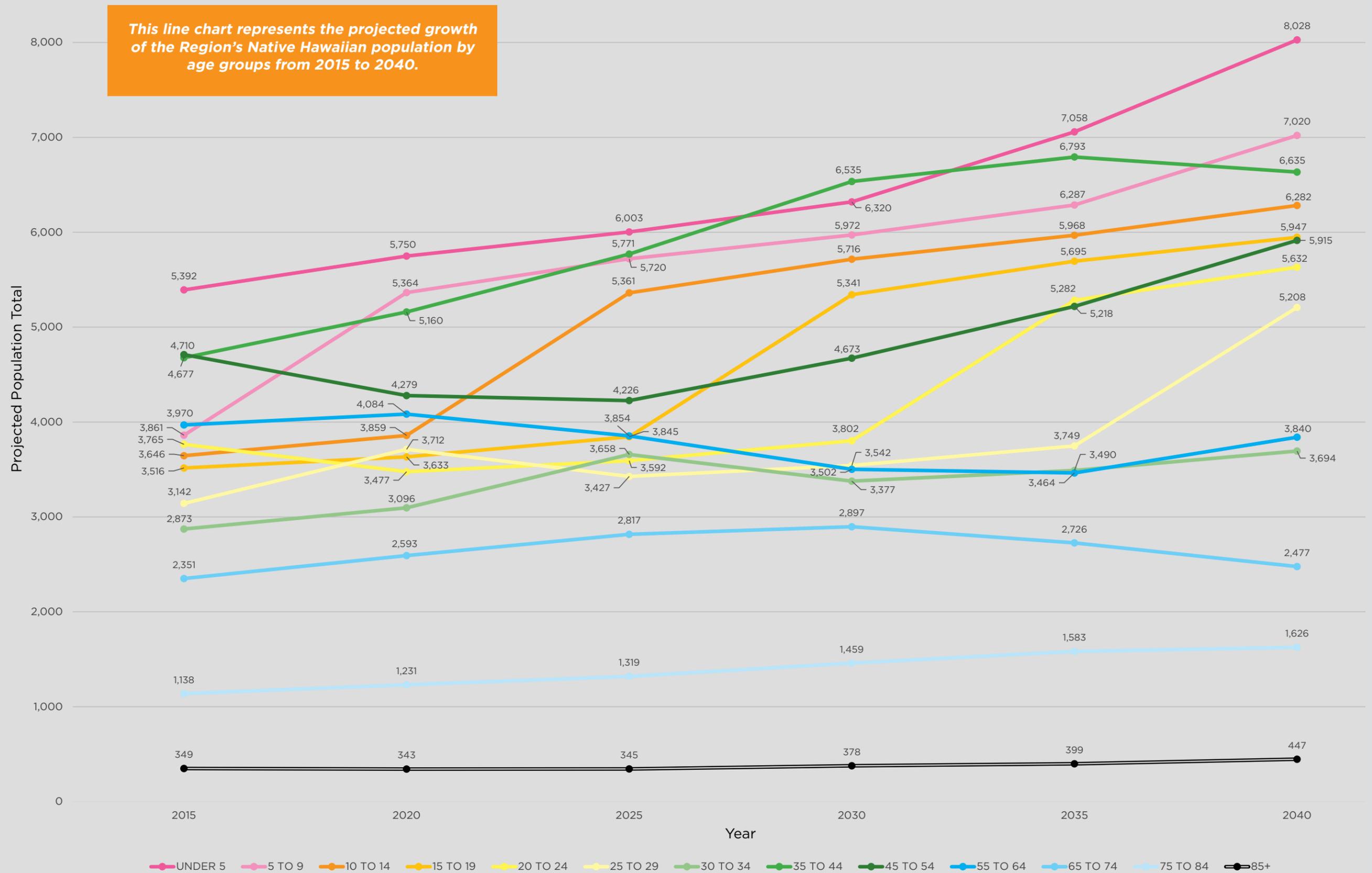
**FIGURE 2: Composition of Regional Projected Native Hawaiian Population by Age Groups (2015 - 2040)**



Source: US Census Bureau, 2010 Census; data compiled by Strategy & Innovations Group (S&I), Kamehameha Schools.

# 2015-2040 NATIVE HAWAIIAN POPULATION (CONT'D)

FIGURE 3: Regional Projected Native Hawaiian Population by Age Groups (2015-2040)



# MATERIAL & ECONOMIC WELLBEING

FIGURE 4: Material and Economic Wellbeing Summary

## MEAN & MEDIAN HOUSEHOLD INCOME

Mean & median household income in the past 12 months.

**Household income:** Includes income of the householder and all other people 15 years and older in the household, whether or not they are related to the householder (ACS, 2012).

**Mean & median household income:** "Median income is the amount which divides the income distribution into two equal groups, half having income above that amount, and half having income below that amount. Mean income (average) is the amount obtained by dividing the total aggregate income of a group by the number of units in that group" (U.S. Census Bureau, 2010).

## POVERTY

Households with income in the past 12 months below poverty level - all families.

The 2010 Census Poverty Threshold for a family of two adults and two children nationwide was \$22,113 (U.S. Census Bureau, 2010).

## UNEMPLOYMENT

Percent of civilian labor force, unemployed, as a percentage of the total population 25-64 years old.

## CASH PUBLIC ASSISTANCE

Percentage of households receiving cash public assistance within the last 12 months.

Public assistance income provides cash payments to poor families and individuals and includes Temporary Assistance to Needy Families (TANF) and General Assistance. (ACS, 2012).

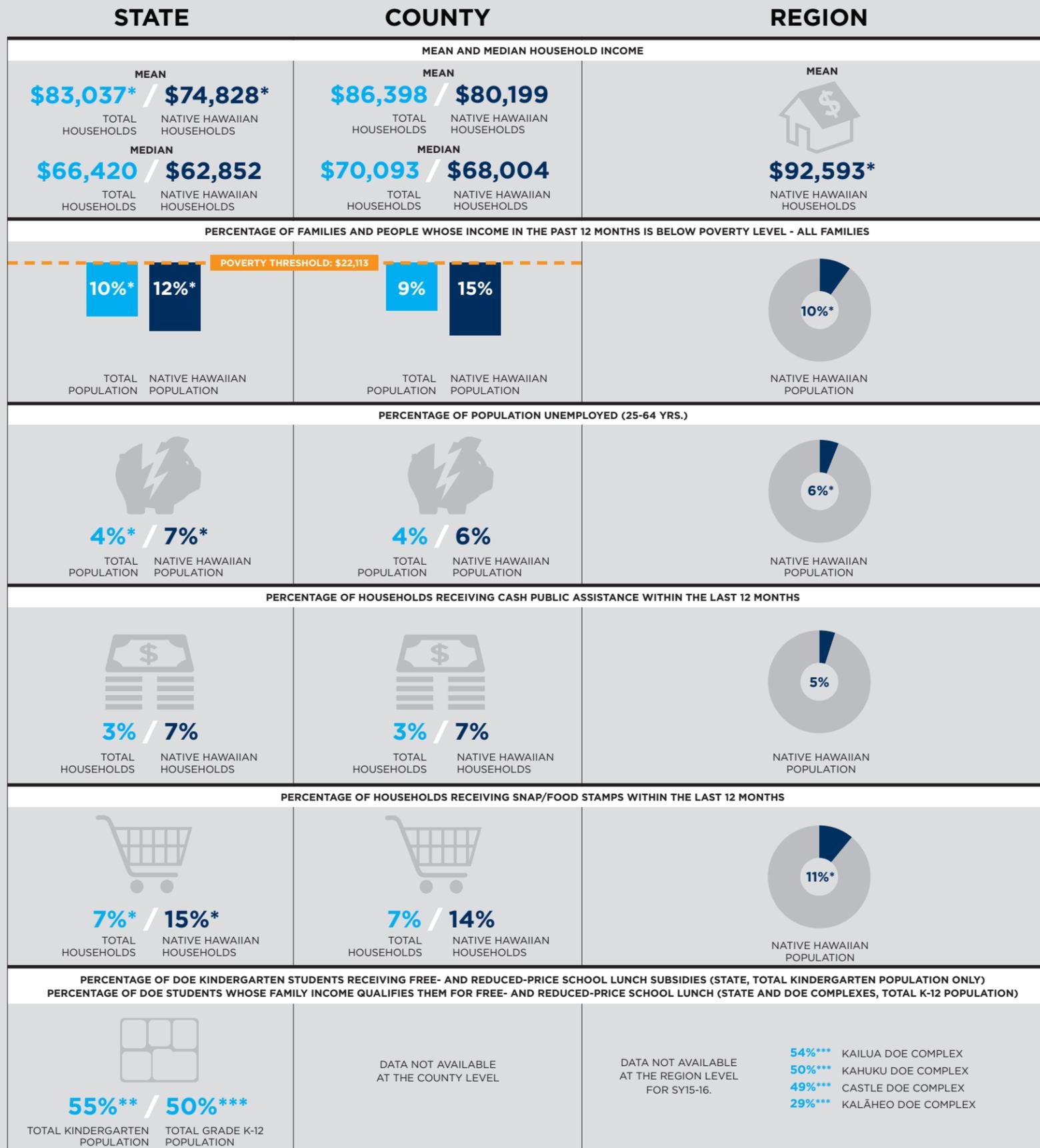
## SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP)

Percentage of households receiving food stamps within the last 12 months.

## FREE AND REDUCED-PRICE SCHOOL LUNCH

The Free and Reduced-Cost Lunch Program indicator captures the percent of students whose family income qualifies them for the program.

The free and reduced-cost lunch figures indicate the poverty level of a school-community (DOE Guide to Understanding Trend Reports, 2014).



## CONNECTION TO EDUCATIONAL OUTCOMES

### Median Household Income

Poor educational outcomes have been linked with the economic backgrounds of students at all levels of education. These outcomes have been linked, at the individual student level, to conditions such as early literacy, home learning environment, sleep, school attendance, and mobility, which can all be related to and impacted by a family's income level (Australian Journal of Education, 2013; University of Cincinnati Evaluation Services Center, 2004).

### Poverty

Children in families whose income falls below 200% of the federal poverty level (roughly two times the amount of the census poverty level) perform well below average on their Reading, Math, and general knowledge tests scores compared to children living in families whose income falls above 200% of the federal poverty level (University of Cincinnati Evaluation Services Center, 2004).

**Notes/Sources for data included in the Material and Economic Wellbeing Summary figures on this and the following page:** Data marked with an \* is sourced from the U.S. Census Bureau 2010 American Community Survey (ACS) and compiled by the Kamehameha Schools Strategy & Innovations Group (S&I) into the KS Regional Prioritization Table, 2014. Data marked with an \*\* is sourced from the Hawai'i Department of Education Hawai'i State School Readiness Assessment (HSSRA), SY13-14. Data marked with an \*\*\* is sourced from the Hawai'i Department of Education Trend Report, SY15-16. All other data points are sourced from the U.S. Census Bureau 2010 American Community Survey (ACS). State, County, and Region-level data have been rounded to the nearest whole number.

### SNAP

Access to the Supplemental Nutrition Assistance Program (SNAP) has been shown to improve health and educational outcomes, including a higher likelihood to graduate from high school (Center on Budget and Policy Priorities, 2014).

### LEGEND

- TOTAL POPULATION
- NATIVE HAWAIIAN POPULATION

# MATERIAL & ECONOMIC WELLBEING (CONT'D)

FIGURE 4: Material and Economic Wellbeing Summary (cont'd)

## FAMILY HOUSEHOLDS

Family households “have at least two members related by birth, marriage, or adoption, one of whom is the householder. [They] are maintained by married couples or by a man or woman living with other relatives” (Vespa, Lewis, & Kreider, 2013).

## SINGLE PARENT HOUSEHOLDS

A single-parent household is composed of a single parent with one or more never-married children under 18 years old.

## HOMEOWNERSHIP

Percentage of population that owns their home.

## MOBILITY

Percentage of population that has lived at their current residence for more than one year.

## HOMEOWNER COSTS

Percentage of households where monthly homeownership costs are 35% or more of household income.

## RENTER COSTS

Percentage of households where gross rent is 35% or more of household income.



## CONNECTION TO EDUCATIONAL OUTCOMES

### Single-Parent Households

“Research shows that children from single-parent families are less successful academically (e.g., test scores, grades) and have lower levels of educational attainment (e.g., college enrollment and completion) than are students in married-couple families. This may not be surprising given the challenges single parents face as the sole providers of income and caregiving within their families. However, claims about the extent to which this disparity can be explained by other correlates, such as income and educational attainment of parents, differ from one study to the next (Painter and Levine 1999; Biblarz and Raftery 1999; Sandefur and Wells 1999; Mulkey, Crain, and Harrington 1992; Grissmer et al. 1994).” Ka Huaka’i, Native Hawaiian Educational Assessment, 2014.

### Mobility

Students that change schools for non-grade-promotion reasons contribute to “student mobility.” Frequent transfers between schools during the school year place students at a greater risk for academic and behavioral difficulties. Research has shown that student mobility and achievement can also be correlated to students’ background characteristics such as a student’s race and family income (Editorial Projects in Education Research Center, 2004).

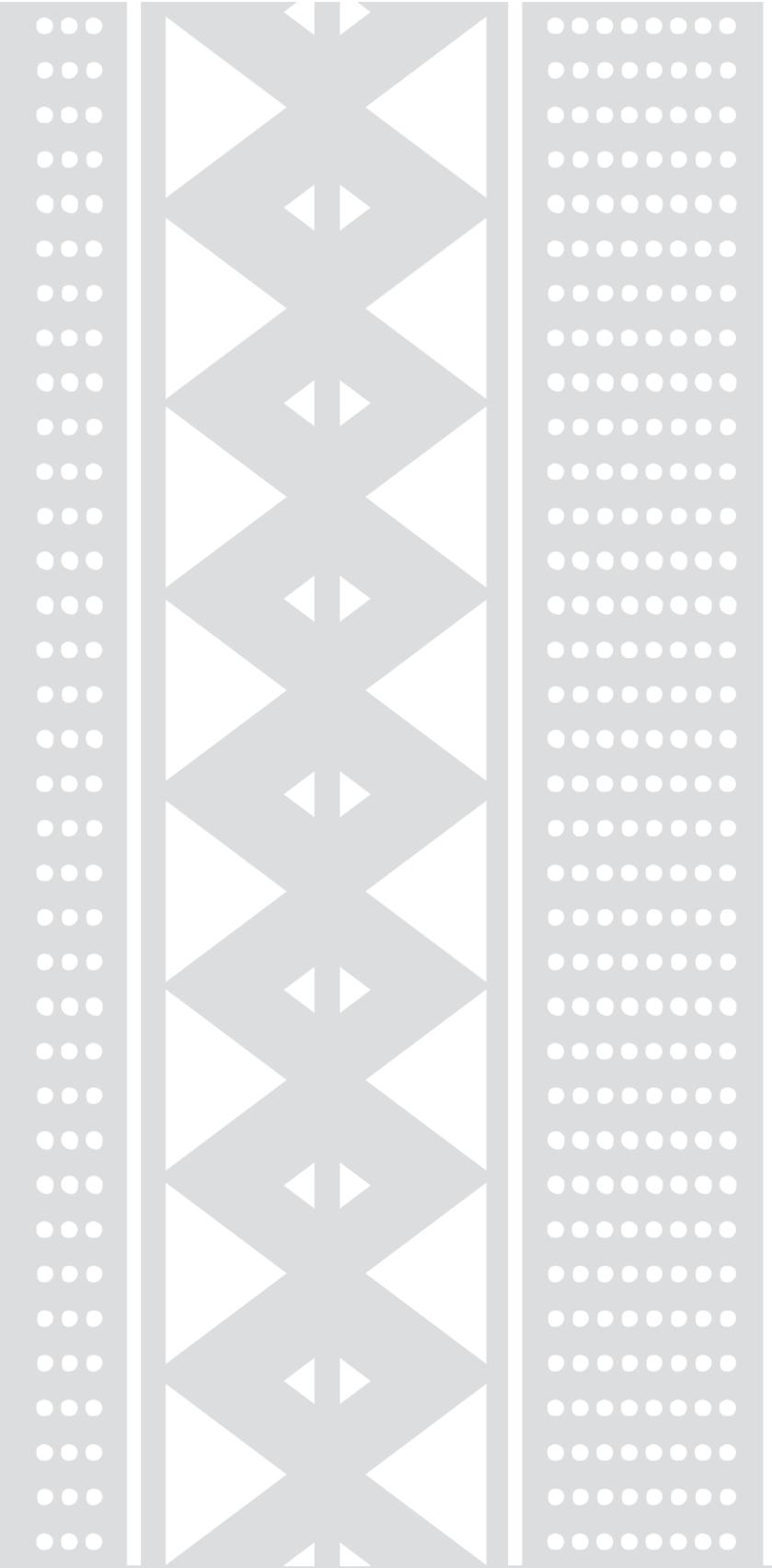
### Homeowner Costs

High costs for housing and transportation contribute to a family’s ability to be economically self-sufficient. The U.S. Department of Housing and Urban Development states, “Families who pay more than 30 percent of their income for housing are considered cost-burdened and may have difficulty affording necessities such as food, clothing, transportation, and medical care” (HUD Affordable Housing, 2014).

### LEGEND

 TOTAL POPULATION

 NATIVE HAWAIIAN POPULATION



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# MATERIAL & ECONOMIC WELLBEING (CONT'D)

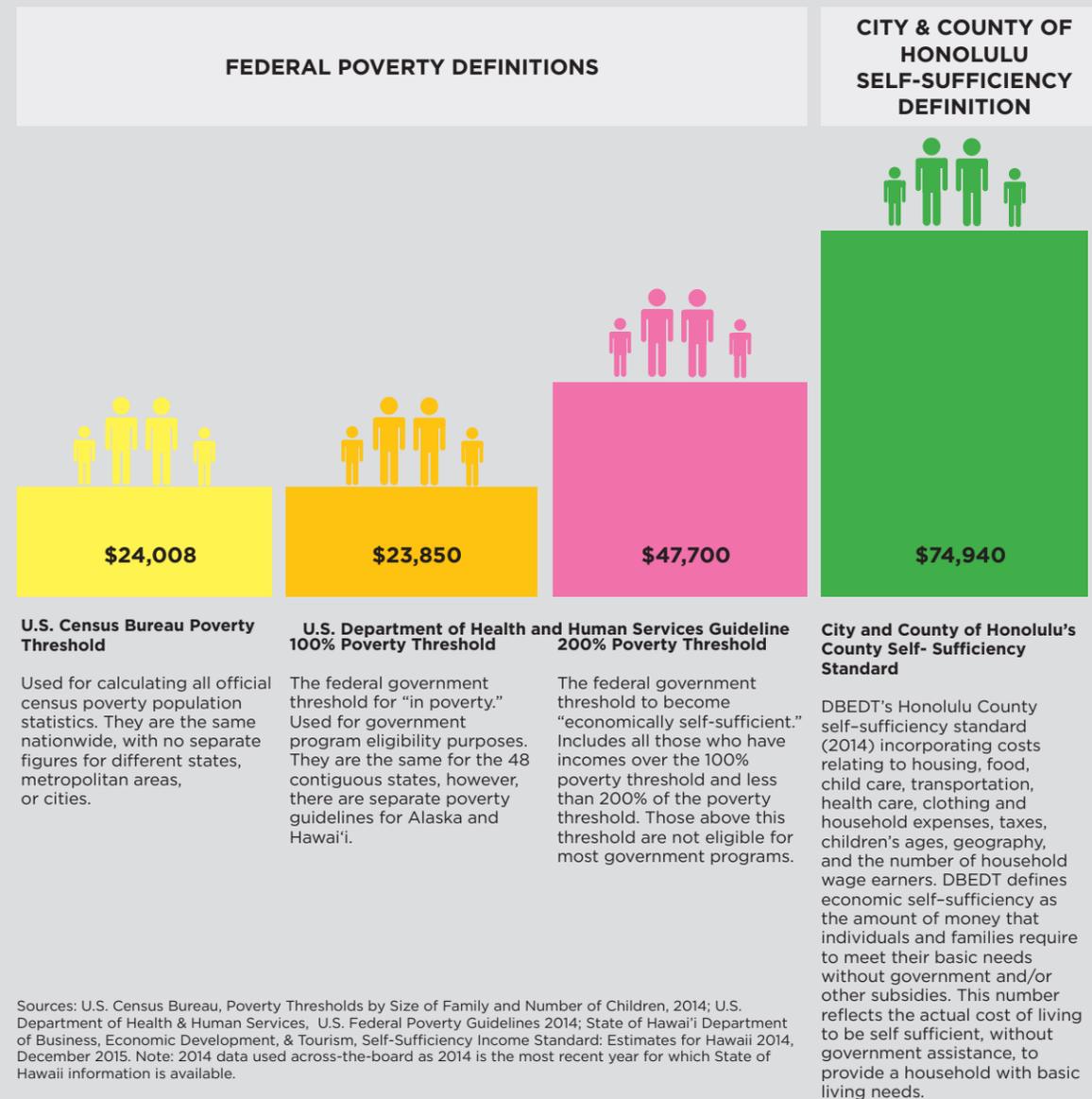
## POVERTY, LIVEABLE INCOME, & SELF-SUFFICIENCY

Self-Sufficiency Standards are the amount of money that individuals and families require to meet their basic needs without government and/or other subsidies assuming that adults are working full-time (40-hours) at one or more jobs.

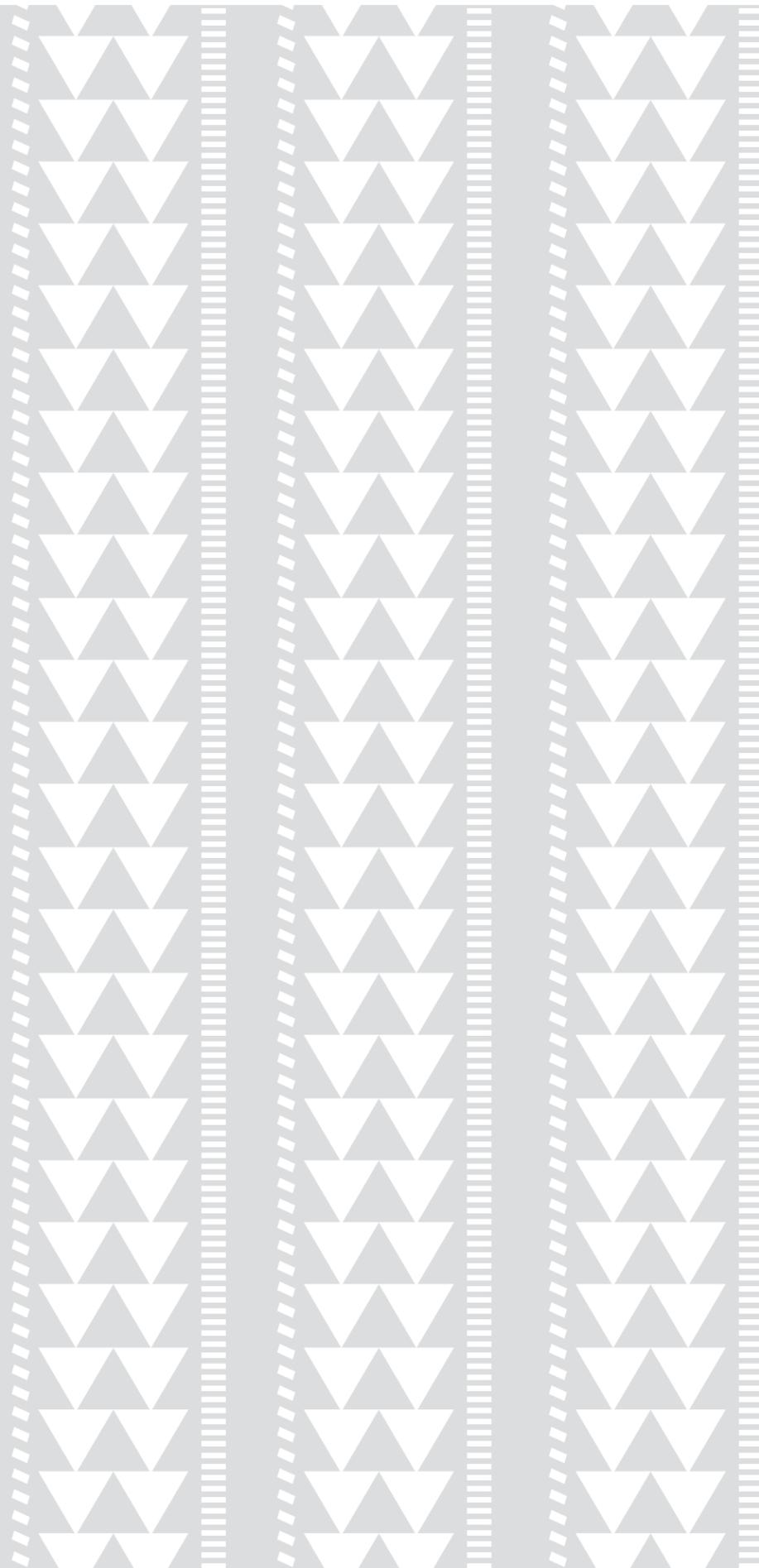
It is important to understand the cost of living, wage gaps, and various thresholds of poverty. The threshold for poverty varies greatly within and between state and federal agencies. Many times the thresholds do not capture the actual cost of living or use of government assistance. A wage gap can exist between those earning low wages and relying heavily on government assistance and those earning moderate wages and receiving no government assistance.

Displayed below are the various poverty levels assessed by both federal and state agencies. The annual household incomes are based on a four person household, with two adults and two children in the State of Hawai'i and are based on the most recently available data from 2014.

**FIGURE 5: Poverty, Livable Income, and Self-sufficiency Definitions (Family of 4), 2014**



Sources: U.S. Census Bureau, Poverty Thresholds by Size of Family and Number of Children, 2014; U.S. Department of Health & Human Services, U.S. Federal Poverty Guidelines 2014; State of Hawai'i Department of Business, Economic Development, & Tourism, Self-Sufficiency Income Standard: Estimates for Hawaii 2014, December 2015. Note: 2014 data used across-the-board as 2014 is the most recent year for which State of Hawai'i information is available.



# MATERIAL & ECONOMIC WELLBEING (CONT'D)

## EMPLOYMENT

A variety of select employment data is included on this and the following page to provide an overview of current large industries and employers in the State and County. This page includes data on principle employers across both the State and County and the industries in the County with the most employees. The data has been sourced from the State of Hawai'i's Comprehensive Annual Financial Report, the City & County of Honolulu's Comprehensive Annual Financial Report, and the State of Hawai'i Data Book.

**TABLE 5: Principal Employers in the State (2015)**

Rank	Top Ten Employers (descending order)	Employees	% of Total State Employment
1	State Government	74,500	11.4%
2	Federal Government	33,200	5.1%
3	Local Governments	18,900	2.9%
4	The Queen's Health Systems	7,278	1.1%
5	Hawai'i Pacific Health	6,617	1.0%
6	Hawaiian Holdings, Inc. (Hawaiian Airlines, Inc.)	5,548	0.9%
7	Starwood Hotels & Resorts Hawai'i	5,507	0.8%
8	Hilton Hotels Hawai'i Region	5,400	0.8%
9	Kaiser Permanente Hawai'i	4,424	0.7%
10	Hawaiian Electric Industries, Inc.	3,918	0.6%
<b>Top Ten State Employers: Total Employees</b>		<b>165,292</b>	<b>25.3%</b>

Source: City and County of Honolulu CAFR (2016). Table 13: Principal Employers, State of Hawai'i, Fiscal Years 2006-2015 (unaudited).

**TABLE 6: Principal Employers in the County (2015)**

Rank	Top Ten Employers (descending order)	Type	Employee Range
1	Altres	Private	10,000+
2	Kapi'olani Medical Center	Private	5,000-9,999
3	Queen's Medical Center	Private	1,000-4,999
4	Hawai'i Health Systems Corp	State	1,000-4,999
5	Hawai'i State-Police Dept	State	1,000-4,999
6	Tripler Army Medical Center	Federal	1,000-4,999
7	Bank of Hawai'i	Private	1,000-4,999
8	Bank of Hawai'i Corp	Private	1,000-4,999
9	St. Francis Healthcare System	Private	1,000-4,999
10	Aloha Air Cargo	Private	1,000-4,999

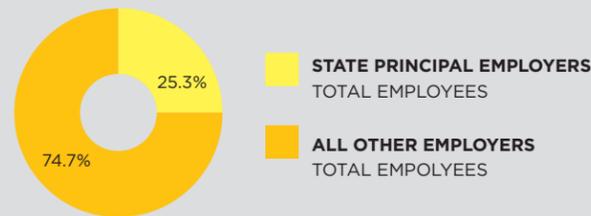
Note: City & County of Honolulu employer data only available with an employee range size vs. a specific number of employees as in the *Principal Employers in the State (2015)* table at left. Source: Data.Hawaii.gov, Top 50 Employers- Honolulu County, accessed May 2017.

**TABLE 7: Jobs by Industry in the County (2015)**

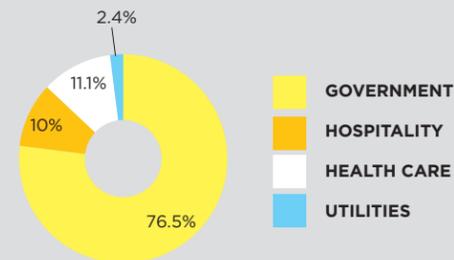
Industry	Employees
Government	99,000
Trade, Transportation, and Utilities	84,200
Leisure and Hospitality	67,900
Professional and Business Services	67,500
Health Care and Social Assistance	52,000
Natural Resources, Mining, and Construction	25,800
Financial Activities: Finance, Insurance, and Real Estate	21,100
Other Services	20,900
Education Services	11,800
Manufacturing	11,200
Information	7,100
Agriculture	ND
<b>Total Jobs in County</b>	<b>468,500</b>

Source: 2015 State of Hawai'i Data Book, Section 12: Labor Force, Employment, and Earnings, Table 12.16—Job Count by NAICS Industry, By County: Annual Average 2015.

**FIGURE 6: State Employee Distribution, Principal Employers and All Others (2015)**

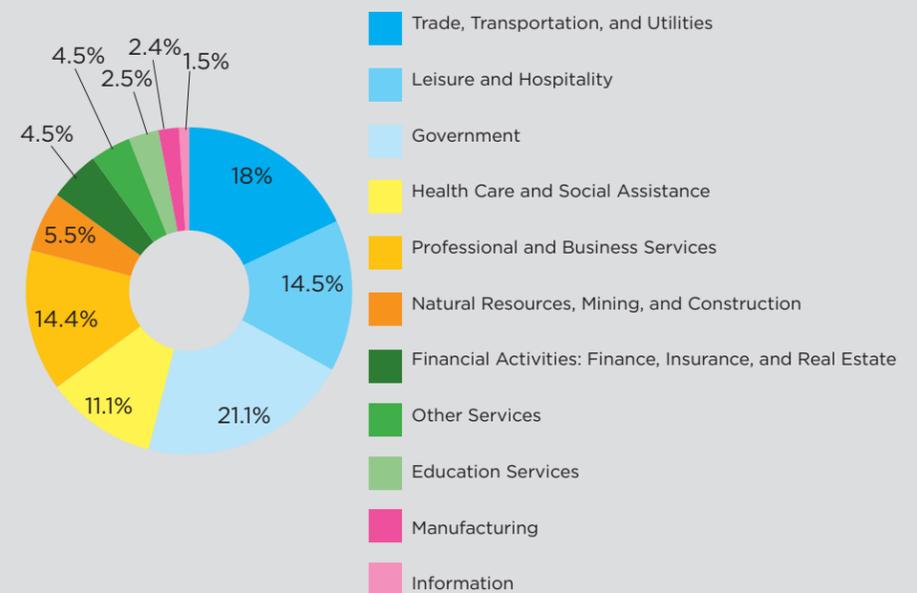


**FIGURE 7: Distribution of Employees by Employment Sector for the State's Principal Employers (2015)**



Source: City and County of Honolulu CAFR (2016). Table 13: Principal Employers, State of Hawai'i, Fiscal Years 2006-2015 (unaudited).

**FIGURE 8: Jobs by Industry in the County (2015)**



Source: 2015 State of Hawai'i Data Book, Section 12: Labor Force, Employment, and Earnings, Table 12.16—Job Count by NAICS Industry, By County: Annual Average 2015.

# MATERIAL & ECONOMIC WELLBEING (CONT'D)

## EMPLOYMENT (CONT'D)

This page includes data on the projected demand occupations in the County and the degree requirements for those occupations, and the mean annual wage for the most common occupations in the County. The data has been sourced from the U.S. Bureau of Labor & Statistics and the Hawai'i Department of Labor & Industrial Relations.

**TABLE 8: Mean Annual Wage for the Top 10 Most Common Occupations in the County (2015)**

Top Ten Most Common Occupations	Estimated Number of Employees	Annual Mean Wage
Office and Administrative Support Occupations	67,460	\$38,100
Food Preparation and Serving Related Occupations	52,270	\$27,060
Sales and Related Occupations	43,540	\$34,840
Education, Training, and Library Occupations	34,470	\$51,560
Transportation and Material Moving Occupations	29,730	\$46,480
Management Occupations	27,730	\$96,470
Healthcare Practitioners and Technical Occupations	23,640	\$91,970
Building and Grounds Cleaning and Maintenance Occupations	22,910	\$31,390
Construction and Extraction Occupations	22,130	\$63,280
Business and Financial Operations Occupations	21,370	\$65,230

Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey, 2015.

**TABLE 9: County Current Demand Occupations, Degree Requirements, and Annual Wage and their Projected Annual Openings to 2022**

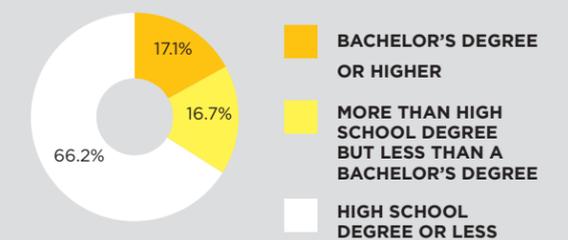
Occupation	Degree Requirments	Annual Wage	Projected Annual Openings
General & Operations Mangers	Bachelor's Degree or Higher	\$102,120	240
Accountants & Auditors		\$61,200	170
Elementary School Teachers		\$54,620	170
Secondary School Teachers		\$55,700	100
Construction Managers		\$103,220	70
Civil Engineers		\$79,090	70
<b>Subtotal</b>			<b>820</b>
Registered Nurses	More than High School Degree but less than a Bachelor's Degree and/or other Certification Required	\$90,260	270
Teacher Assistants		\$27,270	160
Nursing Assistants		\$29,710	150
Medical Assistants		\$33,990	90
Heavy & Tractor-Trailer Truck Drivers		\$43,240	80
Preschool Teachers, Except Special Education		\$31,490	50
<b>Subtotal</b>			<b>800</b>
Retail Salespersons	High School Degree or Less	\$25,160	750
Food Preparation & Serving Workers		\$20,480	490
Waiters & Waitresses		\$29,520	440
Cashiers		\$22,290	440
Janitors & Cleaners		\$24,980	290
General Office Clerks		\$32,280	270
Maids & Housekeeping Cleaners		\$32,920	250
Landscaping & Groundskeeping Workers		\$29,400	240
<b>Subtotal</b>			<b>3,170</b>
<b>Total</b>			<b>4,790</b>

Notes: Occupations are categorized into three education levels: Bachelor's degree or higher; less than bachelor's degree but more than High School; and High school degree or less. Within each education level, the jobs are ranked by average annual job openings.  
Source: Hawaii Dept of Labor & Industrial Relations, Research & Statistics Office, dated October 2016.

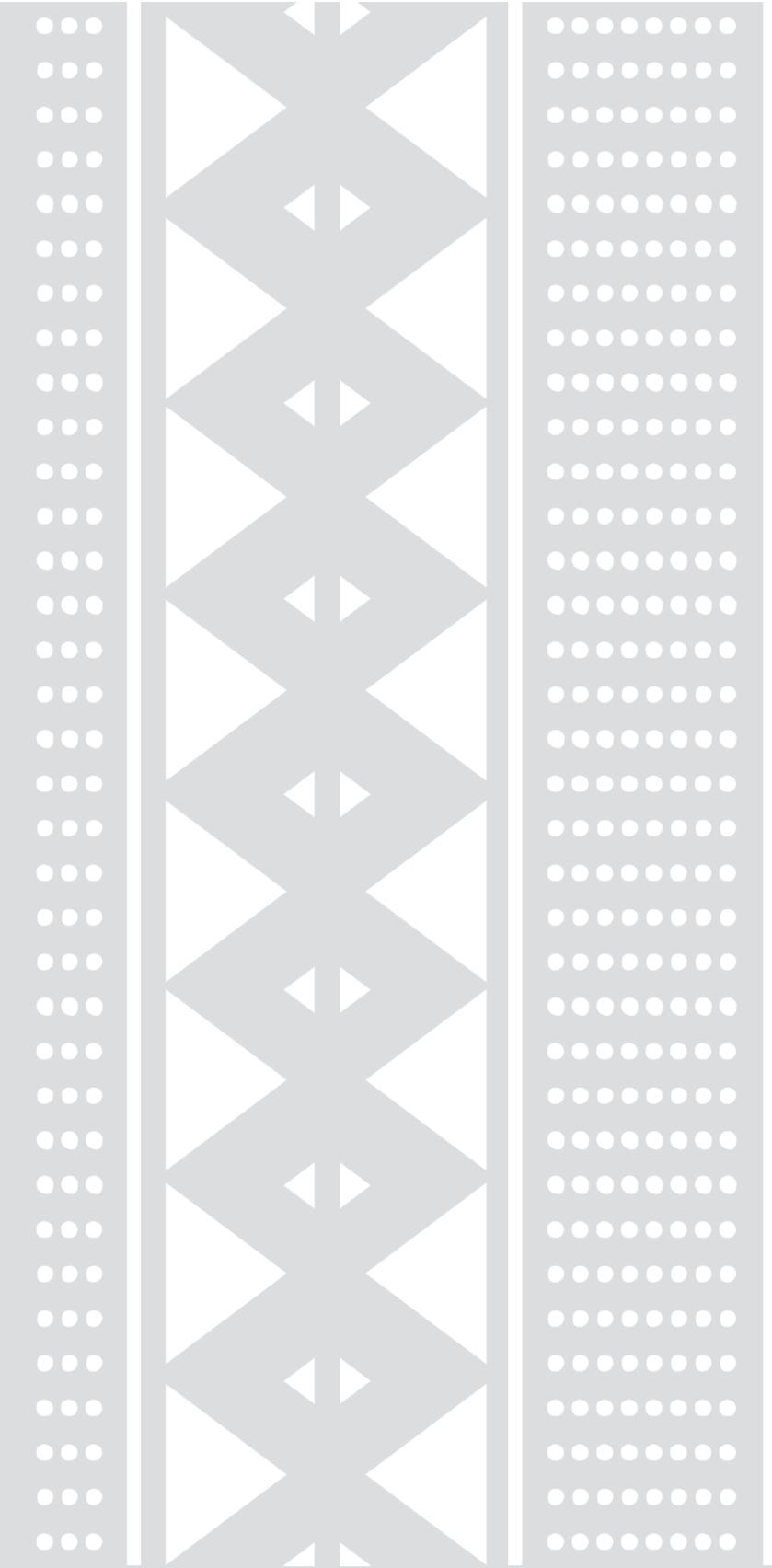
Growing "in demand" occupations are highlighted in *Table 10 County Current Demand Occupations, Degree Requirements, and Annual Wage and their Projected Annual Openings to 2022*, including education requirements, annual wages and projected job openings.

- "Retail Salesperson" is the occupation with the largest projected job growth in the County.
- The top 5 demand occupations providing the most job openings in the County require a High School Degree or less.
- 17% of projected job openings in the County's top 20 demand occupations require a Bachelor's Degree or higher.

**FIGURE 9: Degree Requirements of County Demand Occupations (2015)**



Source: Hawaii Dept of Labor & Industrial Relations, Research & Statistics Office, October 2016.



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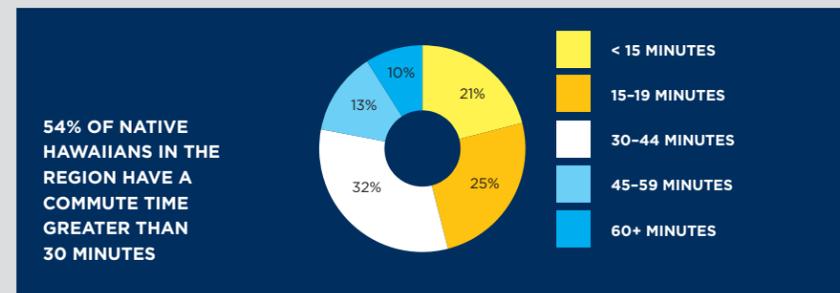
# MATERIAL & ECONOMIC WELLBEING (CONT'D)

## TRANSPORTATION & COMMUTING

Data on transportation and commuting includes time spent commuting by the Region's Native Hawaiian population, rush hour drive times to and from selected locations in the region, a map of major roadways on the island, and a summary of rush hour commute data for the O'ahu population.

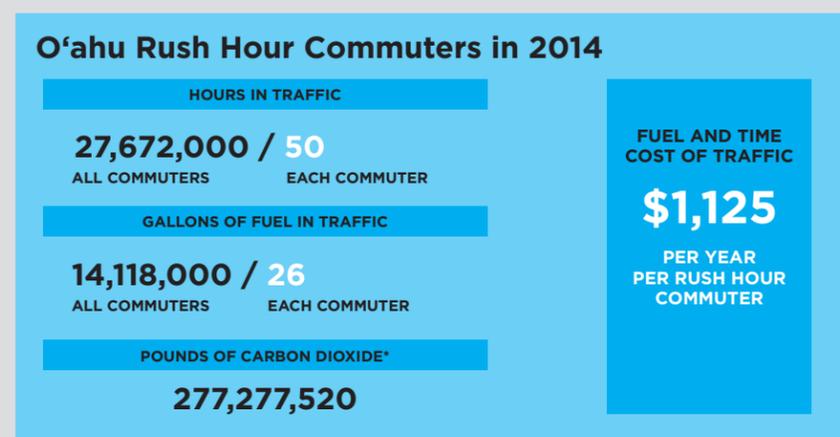
Destinations included in the Rush Hour Drive Times table were specifically selected to identify drive times and distances to/from major population areas in the Region to/from the KS campus and to/from major employment areas. 7am and 5pm were selected as a standard representative for morning and evening rush hour commutes. The drive distances and times were calculated in ArcGIS, which utilizes historical and live traffic data for specific times of the day to calculate driving speed and drive time.

FIGURE 10: Regional Native Hawaiian Work Commute Time



Source: KS Regional Prioritization Table, KS Strategy & Innovations Group (S&I), Kamehameha Schools, 2014.

FIGURE 11: Rush Hour Commuters Time and Fuel Summary (2014)



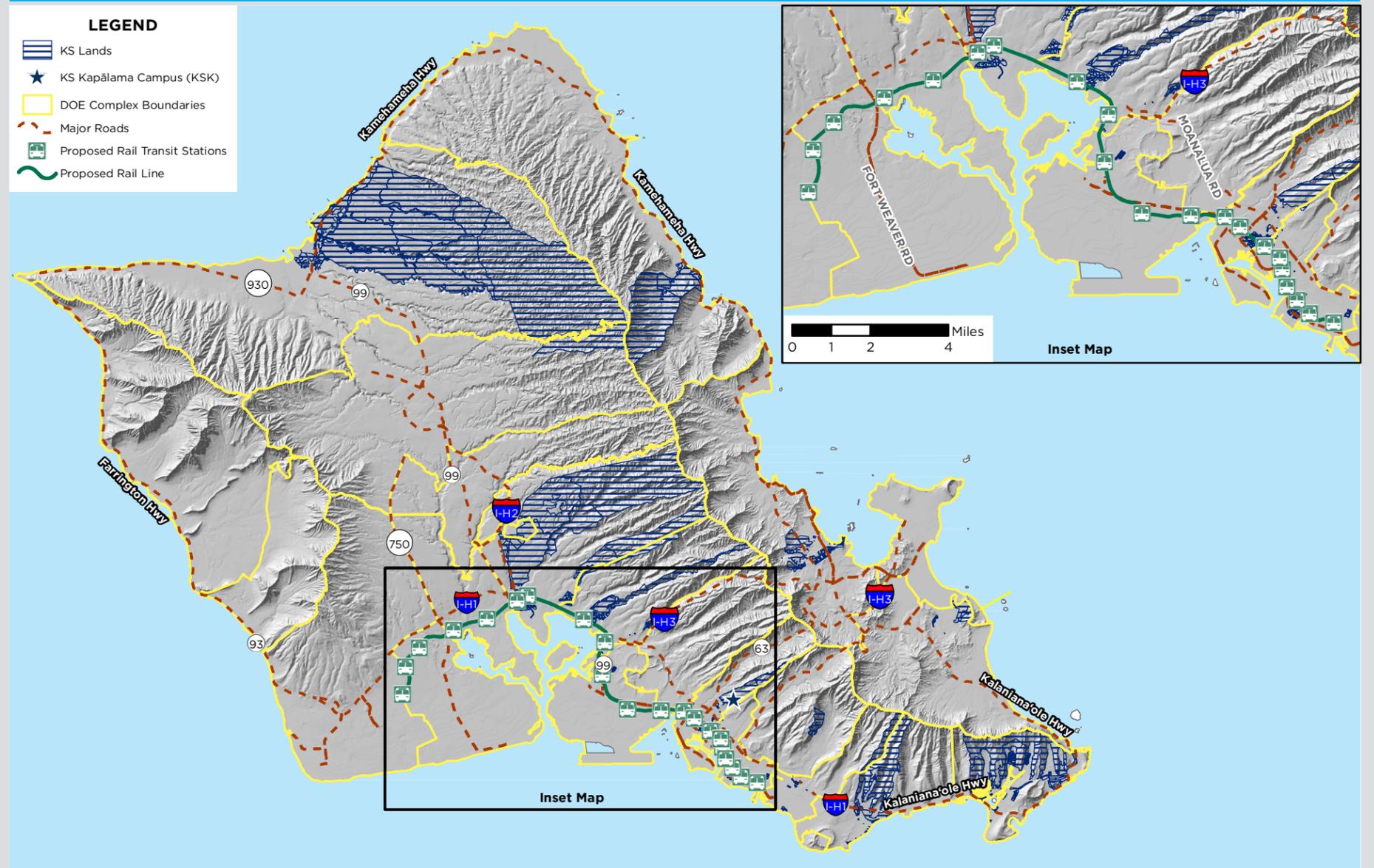
Note: \* Assuming 1 Gal of Gasoline = about 19.64 lbs of CO<sub>2</sub>.  
Source: The State of Hawaii Data Book, 2015.

TABLE 10: Rush Hour Drive Times

Starting Location/Destination	7am Rush Hour Drive Time	5pm Rush Hour Drive Time	Distance	7am Rush Hour Drive Time	5pm Rush Hour Drive Time	Distance	7am Rush Hour Drive Time	5pm Rush Hour Drive Time	Distance
	To Kapālama/KSK	From Kapālama/KSK	(miles)	To Downtown Honolulu	From Downtown Honolulu	(miles)	To Waikīkī	From Waikīkī	(miles)
Waimānalo	29	32	13.4	30	31	13.6	38	40	16.4
Kailua	26	29	11.6	27	28	11.8	35	37	14.6
Kāne'ohe	43	27	21	45	27	22.3	55	36	25.1
Kahalu'u	31	33	13.8	33	33	15.1	42	43	17.9
Ka'a'awa	45	47	21.8	47	48	23.1	57	57	25.8
Punalu'u	30	53	14	30	54	14	39	63	16.7
Lā'ie	64	66	31.5	66	67	33	76	76	36
Kahuku	69	71	33.8	71	71	35.1	81	81	37.9
Hale'iwa	54	65	29.7	53	62	30.9	63	72	32.9

Driving Distances and Times Source: ArcGIS' Connect Origins to Destinations Tool, 2017.

MAP 8: Major Roadways and Rail Transit



Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS; KS Campus layer from DBEDT 2011; DOE Complexes from Hawaii DBEDT 3/2017; Major Roads from TIGER U.S. Census Bureau, 2014; Rail Line and Stations data from the City & County of Honolulu GIS department 5/2017.

# MATERIAL & ECONOMIC WELLBEING (CONT'D)

## HOMELESSNESS

The State and County data on the homeless population presented on this page is collected from the State's Homeless Management Information System (HMIS). All homeless shelter and outreach program service providers who receive State or federal funding are required to enter client intake, service encounter, and exit data into the HMIS. A few other service providers that do not receive State or federal funding also include data into the HMIS on a voluntary basis. Domestic violence shelter data are not included, and some homeless organizations or individuals choose not to provide data or receive services. For these reasons, the HMIS data presented—while a robust, publicly available data set—is an undercount of homeless and those receiving services in the State.

Shelter services are provided to individuals utilizing both emergency and transitional services, while outreach services are provided to unsheltered individuals—e.g., those living in a car or on the beach. In the 2015 fiscal year, a total of 16,874 individuals (unduplicated) received shelter and outreach program services across the State—54% served by outreach programs, 59% served by shelter programs in Hawai'i.

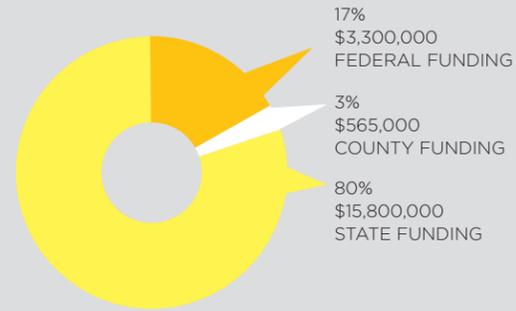
**IN THE 2015 FISCAL YEAR, NATIVE HAWAIIANS WERE THE LARGEST DEMOGRAPHIC OF RECIPIENTS FOR SHELTER PROGRAM SERVICES, FOLLOWED BY CAUCASIANS—30% AND 27%, RESPECTIVELY.**

**IN THAT SAME YEAR, CAUCASIANS WERE THE LARGEST AND NATIVE HAWAIIANS WERE THE SECOND LARGEST DEMOGRAPHIC OF RECIPIENTS FOR OUTREACH PROGRAM SERVICES—35% AND 30%, RESPECTIVELY.**

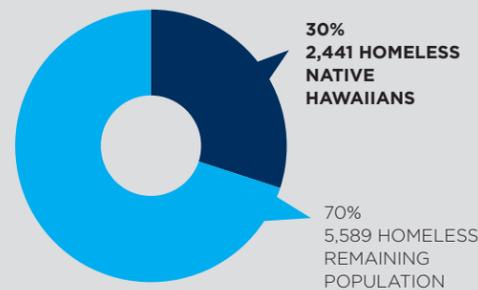
■ NATIVE HAWAIIAN POPULATION  
■ REMAINING POPULATION

### STATEWIDE DATA

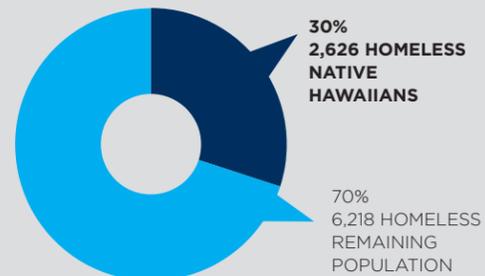
**FIGURE 12: Statewide Government Funding for Homeless Programs (2013)**



**FIGURE 13: Statewide Homeless Individuals Served by Outreach Programs (2015)**

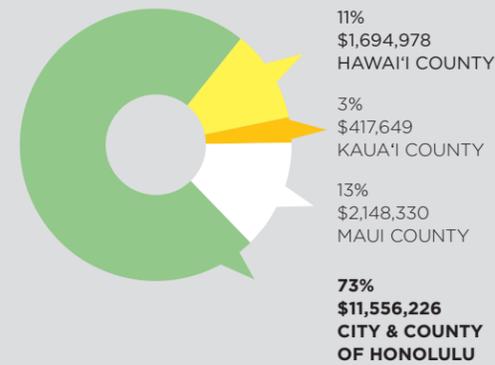


**FIGURE 14: Statewide Homeless Individuals Served by Shelter Programs (2015)**

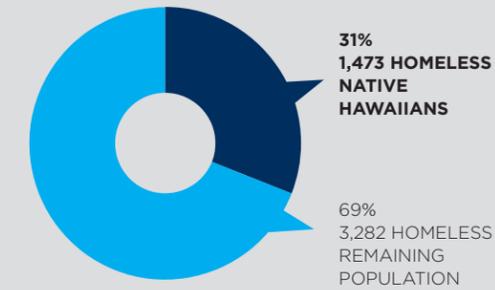


### COUNTY DATA

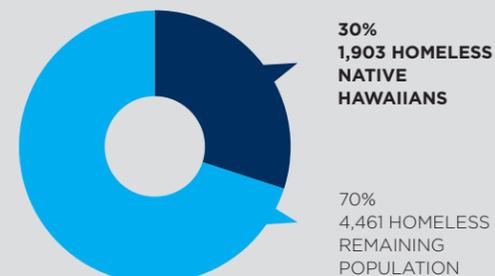
**FIGURE 15: County Distribution of State Funding for Homeless Support Programs (2013)**



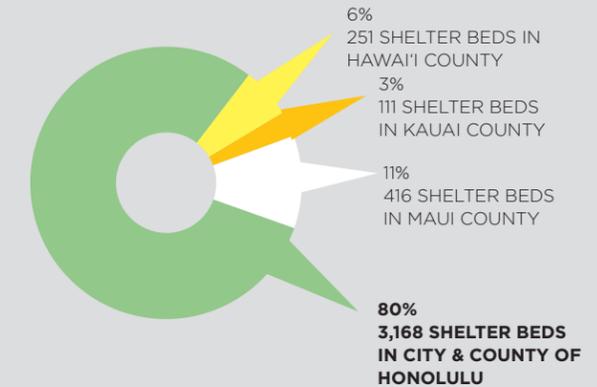
**FIGURE 16: County Homeless Individuals Served by Outreach Programs (2015)**



**FIGURE 17: County Homeless Individuals Served by Shelter Programs (2015)**



**FIGURE 18: County Distribution of Homeless Shelter Beds (2013)**



Note: Per the source, the data do not represent all persons experiencing homelessness in Hawai'i or all persons receiving homeless services, and, therefore, the data in this report constitute an under count of homeless and of those receiving services. At the time of publication of this Report, updated funding and shelter bed data (more recent than FY13) were not available. Per a March 2, 2017 conversation between Cardno and the source author, Dr. Yuan, the 2016 Report will include updated data for these data points. As such, the source for the number of shelter beds and the two data points related to funding is: Yuan, S. Stern I.R., & Vo, H. (2013). Homeless Service Utilization Report: Hawai'i 2013. Honolulu: University of Hawai'i, Center on the Family, 2013. The following sources are for all other data points: Yuan, S., Vo, H., & Azuma, J. (2016). Homeless Service Utilization Report: Hawai'i FY 2015. Honolulu: University of Hawai'i, Center on the Family, 2016.; Yuan, S., Vo, H., & Azuma, J. (2016). Homeless Service Utilization Report: Statistical Supplement, Hawai'i FY 2015, Issue 1. Honolulu: University of Hawai'i, Center on the Family, 2016.

# MATERIAL & ECONOMIC WELLBEING (CONT'D)

## HOMELESSNESS (CONT'D)

The table below identifies organizations that provide programs serving the County's homeless population.

**TABLE 11: Homeless-serving Programs in the County**

Program Providers	Program			Program Providers	Program			Legend	
	Emergency Shelter	Transitional Housing	Outreach and Rapid Rehousing		Emergency Shelter	Transitional Housing	Outreach and Rapid Rehousing	S	Families
<b>Alternative Structures International</b>				<b>Mental Health Kōkua</b>			OR	S	Single Individuals
'Ohana Ola O Kahumana		F		Safe Haven		S		F	Families
Ulu Ke Kukui		F		<b>River of Life Mission</b>				OR	Outreach Program
<b>Catholic Charities Hawaii</b>			RR	Lighthouse	S, F			RR	Rapid Rehousing
Mā'ili Land Transitional Shelter		F		<b>Salvation Army</b>					
<b>Family Promise Hawaii</b>				Ka Ohu Hou O Mānoa		F			
Honolulu Family Center	F			Addiction Treatment Services Program		S			
Windward Family Center	F			<b>Shelter of Wisdom</b>					
<b>Gregory House</b>				Great Joy	S				
Community Residential Program		S		Streams of Joy	S				
Gregory House		S		Hearts of Joy	S				
<b>Hale Kipa</b>				<b>Steadfast Housing Development Corporation</b>					
'A'awa		S		Ahukini		S			
Apa'a		S, F		Hale Ulu Pono		S			
Maka'aloa		S		<b>United State Veterans Initiative</b>			OR, RR		
<b>Holomua Nā 'Ohana</b>				ADVANCE Women		S			
Lahilahi		S		Barber's Point HOPTel	S				
Onemalu		F		HHFDC 1		S, F			
Weinburg Village Waimānalo		F		Respite Beds	S				
<b>Honolulu Community Action Program</b>				Veterans in Progress		S			
Kumuhonua		S		Wai'anae Civic Center	S, F	S, F			
<b>Housing Solutions</b>				WCC HOPTel	S				
Kulaokahua Apartment		S		<b>Wai'anae Coast Comprehensive Health Center</b>			OR		
Loliana Apartment		F		<b>Wai'anae Community Outreach</b>			OR		
Nā Kōlea Rooming House		S		Onelau'ena	S, F				
Vancouver House		F		<b>Waikīkī Health Center</b>			OR		
<b>Institute for Human Services</b>			OR, RR	Next Step Shelter	S, F	S, F			
Ka'a'ahi Street Shelter	S, F			<b>Women in Need</b>					
Sumner Street Shelter	S			WIN Bridge to Success		S, F			
<b>Kalihi-Pālama Health Center</b>			OR, RR	WIN Family House		S, F			
<b>Legal Aid Society of Hawai'i</b>			OR						

Source: Center on the Family: Homeless Service Utilization Report, Hawai'i 2015.

Note: S= Single Individuals, F= Families, OR=Outreach Program, RR= Rapid Rehousing.

Note: Gray-colored rows indicate umbrella organizations with the organizations individual programs listed beneath. The Homeless Services Utilization Report does not specify the particular programs within an umbrella organization that provide outreach and rapid re-housing programs.

# MATERIAL & ECONOMIC WELLBEING (CONT'D)

## PHYSICAL WELLBEING

This page presents indicators for physical health and wellbeing in the Native Hawaiian community across the State and in the County. The health data presented are sourced from the latest published Hawai'i Department of Health's 2012 Hawai'i Health Survey. Health indicators by age for both Native Hawaiian and total populations are shown.

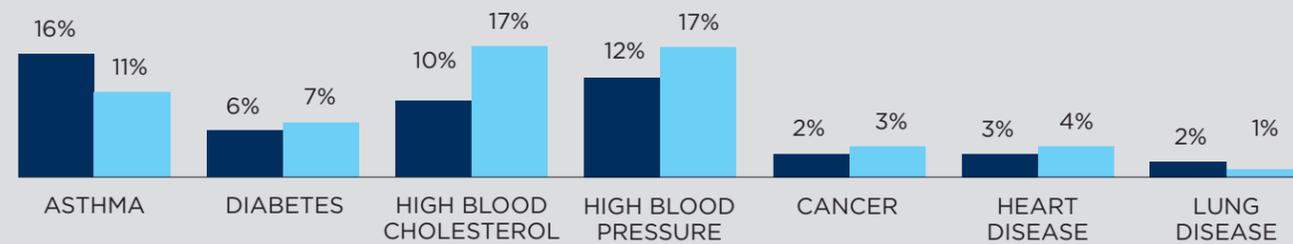
**TABLE 12: Statewide Health Indicators by Age Group (2012)**

Health Indicator	Rate of Occurrence (Native Hawaiians compared to the Total Population)									Total (All Ages)
	0-14 YEARS	15-17 YEARS	18-24 YEARS	25-34 YEARS	35-44 YEARS	45-54 YEARS	55-64 YEARS	65-74 YEARS	75+ YEARS	
Asthma	20%	18%	20%	15%	13%	11%	13%	13%	15%	16%
Asthma	14%	14%	15%	11%	8%	9%	11%	9%	9%	11%
Diabetes	0%	*	*	*	7%	10%	22%	33%	25%	6%
Diabetes	*	*	1%	1%	5%	8%	15%	18%	18%	7%
High Blood Cholesterol	0%	*	*	*	15%	18%	31%	37%	39%	10%
High Blood Cholesterol	*	*	5%	5%	14%	24%	33%	44%	45%	17%
High Blood Pressure	*	*	*	5%	16%	17%	37%	52%	57%	12%
High Blood Pressure	*	*	3%	4%	12%	23%	34%	42%	52%	17%
Cancer	0%	0%	0%	*	*	*	5%	7%	15%	2%
Cancer	0%	*	*	0%	2%	3%	7%	12%	12%	3%
Heart Disease	*	0%	*	*	*	5%	12%	14%	25%	3%
Heart Disease	*	0%	*	*	1%	4%	7%	14%	16%	4%
Lung Disease	*	*	0%	*	*	*	5%	4%	*	2%
Lung Disease	*	*	*	*	1%	1%	2%	5%	4%	1%

■ NATIVE HAWAIIAN POPULATION  
■ TOTAL POPULATION

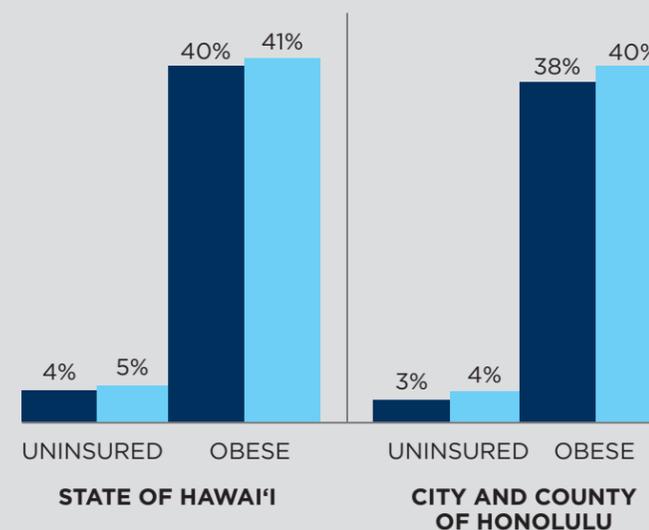
Note: "\*" Indicates the number of cases in sample numerator (<10) or sample denominator (<50) too small for reliability or if adjacent cells can be calculated, the numbers are not presented.  
Source: State of Hawaii, Department of Health, Hawaii Health Survey (HHS), 2012 Survey Report Data, <http://health.hawaii.gov/hhs/hawaii-health-survey-2012/>, Tables 4.0-4.11.

**FIGURE 19: Statewide Health Indicators Total/All Ages (2012)**



Source: State of Hawaii, Department of Health, Hawaii Health Survey (HHS), 2012 Survey Report Data, <http://health.hawaii.gov/hhs/hawaii-health-survey-2012/>, Tables 4.0-4.11.

**FIGURE 20: Uninsured and Overweight/Obese Health Indicators, All Ages (2012)**



Source: State of Hawaii, Department of Health, Hawaii Health Survey (HHS), 2012 Survey Report Data, <http://health.hawaii.gov/hhs/hawaii-health-survey-2012/>, Tables 1.1, 2.1, and 3.1.

# SOCIAL, EMOTIONAL, & CULTURAL WELLBEING

The following are selected discussions that provide overview information about some of the social, emotional, and cultural wellbeing indicators in the Region.

## BIRTH RATE

The table below provides a snapshot of birth rates across the State and within the County from 2010 to 2014 for Native Hawaiian infants as well as the total population of infants born. Several years of data is provided to illustrate trends in birth rates over time.

**TABLE 13: Number of Live Births of Resident Infants Statewide and in the County, 2010-2014**

Year	Statewide or County	Infant Population and Ethnicity		
		Total Population	Native Hawaiian	Native Hawaiian Infants Born as a Percentage of Total Population
2014	Statewide	18,467	6,448	35%
	County	13,166	3,850	29%
2013	Statewide	18,910	6,844	36%
	County	13,584	4,169	31%
2012	Statewide	18,912	6,896	36%
	County	13,630	4,263	31%
2011	Statewide	18,901	6,860	36%
	County	13,547	4,226	31%
2010	Statewide	18,895	6,891	36%
	County	13,661	4,297	32%

Source: Hawaii Health Data Warehouse; Hawaii State Department of Health, Office of Health Status Monitoring, Vital Statistics, Live Births in Hawaii by County of Residence and Infant DOH Race-Ethnicity, 2000-2014.

## CAREGIVING

The table below presents data on non-parental caregivers in the Region for both the Native Hawaiian population and total population. The table presents data regarding the number and percentage of family households in the Region that are headed by non-parental adults vs. parents.

**TABLE 14: Regional Prevalence of Non-parental Caregiving Among Resident Children, Native Hawaiian and Total Population (2010)**

Caregiving Status	Resident Children			
	Native Hawaiian		Total Population	
	Number	Percent	Number	Percent
Parental	8,955	68.9%	24,318	77.3%
Non-parental	4,049	31.1%	7,148	22.7%
<b>Total</b>	<b>13,004</b>	<b>100%</b>	<b>31,466</b>	<b>100%</b>

Source: Data compiled by Strategy & Innovations Group (S&I), Kamehameha Schools from the American Census Survey Year 2006-2010, Selected Population Tables, 2010.

# SOCIAL, EMOTIONAL, & CULTURAL WELLBEING (CONT'D)

## FOSTER CARE

A variety of foster care statistics for both the Native Hawaiian and total population are presented on this page. The table at left presents data regarding the number of children entering, in, and exiting foster care from 2010 to 2015 for the total population. The table below right presents data regarding the number and percentage of Native Hawaiian and all other children within the Region who were living in a foster family at the time of the 2006-2010 American Census Survey. Note that the data points are sourced from three different sources, including the State of Hawai'i Department of Human Services, the Hawai'i Department of Labor & Relations, and KS' S&I Group.

**TABLE 15: Selected State of Hawai'i Foster Care System Statistics, FY 2010-2015**

Number of Children Entering, In, and Exiting Foster Care	Total Population					
	2010	2011	2012	2013	2014	2015
<b>Entering Foster Care</b>	1,166	1,042	1,174	1,067	1,081	1,230
<b>In Foster Care</b>	2,672	2,355	2,315	2,180	2,231	<b>2,386</b>
<b>Ages of Children In Foster Care</b>						
0 to 5	1,095	1,000	985	893	962	1,090
6 to 11	694	574	611	632	644	648
12 to 18	883	781	719	655	624	648
Unknown	ND	ND	ND	ND	1	ND
<b>Exiting Foster Care</b>	1,356	1,240	1,194	1,029	1,068	1,027

Note: Count of children exiting foster care includes children exiting for reasons that include adoption, emancipation, guardianship, placement with a relative, and reunification.  
 Source: State of Hawaii Department of Human Services Databook, December 2015 ([https://humanservices.hawaii.gov/wp-content/uploads/2016/05/DHS-Databook\\_Dec-2015.pdf](https://humanservices.hawaii.gov/wp-content/uploads/2016/05/DHS-Databook_Dec-2015.pdf)).

The pie charts at right provide a breakdown by race and sex of the 2,386 children in foster care statewide in 2015.

**FIGURE 21: Race of Children in Foster Care in the State of Hawai'i (FY 2015)**



Source: State of Hawaii Department of Human Services Databook, December 2015 ([https://humanservices.hawaii.gov/wp-content/uploads/2016/05/DHS-Databook\\_Dec-2015.pdf](https://humanservices.hawaii.gov/wp-content/uploads/2016/05/DHS-Databook_Dec-2015.pdf)).

**FIGURE 22: Sex of Children in Foster Care in the State of Hawai'i (FY 2015)**



**TABLE 16: Regional Children in a Foster Family, Native Hawaiian and Total Population (2010)**

Children	Number	Percentage
Native Hawaiian Children	167	37.0%
Rest of Population Children	284	63.0%
<b>Total Children</b>	<b>451</b>	<b>100.0%</b>

Source: Data compiled by Strategy & Innovations Group (S&I), Kamehameha Schools from the American Census Survey Year 2006-2010, Selected Population Tables, 2010; [https://syms.shinyapps.io/ACS2010\\_SPT/](https://syms.shinyapps.io/ACS2010_SPT/).

## DRUG USE

The data below regarding juvenile drug use was compiled from a variety of surveys administered to 9-12 graders across the State. Several years of data have been included to provide context on these indicators across multiple datasets. Per the source, as these surveys are all self-reported, a variety of factors may have influenced the survey respondent's responses.

**TABLE 17: Statewide Juvenile Drug Use Indicators**

Indicators	2007			2009			2011			2013		
	Native Hawaiian	NHOPI	Total Population									
30-day Marijuana Use	35.0%		15.7%	37.8%		22.1%	30.0%		21.9%	28.7%		18.9%
Tried Marijuana Before Age 13 Years	25.0%		11.7%	26.5%		11.9%	15.3%		9.5%	19.6%		10.4%
Ever used Cocaine	11.5%		5.6%	9.6%		6.0%	5.0%		6.4%	8.2%		6.5%
Ever used Inhalents	11.4%		11.4%	12.4%		10.1%	8.8%		9.7%	11.8%		9.2%
Ever used Ecstasy	7.3%		4.6%	11.6%		8.2%	8.1%		9.0%	9.8%		8.0%
Ever used Heroin*		ND	ND		ND	ND		ND	ND		3.2%	3.4%
Ever used Methamphetamine	10.0%		4.5%	7.5%		3.9%	2.9%		3.4%	4.8%		4.3%
Ever used prescription pain relievers without a doctor's prescription	ND		ND	ND		ND	14.2%		14.3%	16.5%		12.9%
Ever Offered, Given, or Sold Illegal Drugs on School Property*		40.4%	36.2%		44.8%	36.1%		27.8%	31.7%		33.5%	31.2%

Note: \*Indicates survey ethnicity options included NHOPI but not Native Hawaiians alone.  
 Note: "Gray" cells indicate data was not collected for those ethnic groups in those particular surveys.  
 Note: The data presented in the Hawaii State Epidemiological Outcomes Workgroup: State Epidemiological Profile: Selected Youth and Adult Drug Indicators, 2014 Report was compiled from a variety of surveys administered to 9-12 graders, including the Hawaii Youth Risk Behavior Survey, National Survey on Drug Use and Health, Hawaii Health Data Warehouse, and Substance Abuse Prevention Planning and Epidemiology Tool. When possible, those individual sources broke down survey data by ethnicity. These surveys are all self-reported and, as such, the survey methodology may cause respondents to answer questions based upon their perception of the interviewer's desired response. For additional details, please refer to the 2014 Report. Several years of data were provided for this data point to allow the reader to view changes in data over time.  
 Source: Department of Public Health Sciences, University of Hawaii at Manoa, Hawaii State Epidemiological Outcomes Workgroup: State Epidemiological Profile: Selected Youth and Adult Drug Indicators, 2014.

# SOCIAL, EMOTIONAL, & CULTURAL WELLBEING (CONT'D)

## CHILD PROTECTIVE SERVICES (CPS)

A variety of child protective services (CPS) statistics for both the Native Hawaiian and total population are presented on this and the following page. The table and pie charts at the far left presents data regarding the number of CPS “intakes” while all other data presented on these pages is in regards to “victims.” An explanation of the difference between “intakes” and “victims” is provided in the orange box at right.

**Intakes vs. Victims**

**Intakes** are reports of child abuse or neglect incidents that have been accepted for investigation, and a determination of the abuse/neglect have been made. An intake usually refers to a family unit and may involve the possible maltreatment of more than one child. A confirmed intake is one where at least one child in the intake had at least one abuse type confirmed or substantiated. A separate, unrelated incident may result in another intake for the same family or child.

A **victim** is a child in an intake identified as one being possibly maltreated. A confirmed victim is one that had at least one abuse type confirmed or substantiated.

**TABLE 18: Statewide and County Child Protective Services Reported and Confirmed Intakes (FY 2015)**

Number of Intakes	Total Population		
	Statewide	County	County as a Percentage of Statewide
Confirmed	852	411	48%
Not Confirmed	1,188	747	63%
<b>Total</b>	<b>2,040</b>	<b>1,158</b>	<b>57%</b>
Confirmation Rate	42%	35%	

Source: State of Hawaii Department of Human Services Databook, December 2015 ([https://humanservices.hawaii.gov/wp-content/uploads/2016/05/DHS-Databook\\_Dec-2015.pdf](https://humanservices.hawaii.gov/wp-content/uploads/2016/05/DHS-Databook_Dec-2015.pdf)).

**FIGURE 23: Statewide Child Protective Services Reported and Confirmed Intakes (FY 2015)**



**FIGURE 24: County Child Protective Services Reported and Confirmed Intakes (FY 2015)**



**TABLE 19: Statewide and County Child Protective Services Reported and Confirmed Victims (FY 2015)**

Number of Victims	Total Population		
	Statewide	County	County as a Percentage of Statewide
Confirmed	1,458	725	50%
Not Confirmed	2,246	1,376	61%
<b>Total</b>	<b>3,704</b>	<b>2,101</b>	<b>57%</b>
Confirmation Rate	39%	35%	

Source: State of Hawaii Department of Human Services Databook, December 2015 ([https://humanservices.hawaii.gov/wp-content/uploads/2016/05/DHS-Databook\\_Dec-2015.pdf](https://humanservices.hawaii.gov/wp-content/uploads/2016/05/DHS-Databook_Dec-2015.pdf)).

**FIGURE 25: Statewide Child Protective Services Reported and Confirmed Victims (FY 2015)**



**FIGURE 26: County Child Protective Services Reported and Confirmed Victims (FY 2015)**

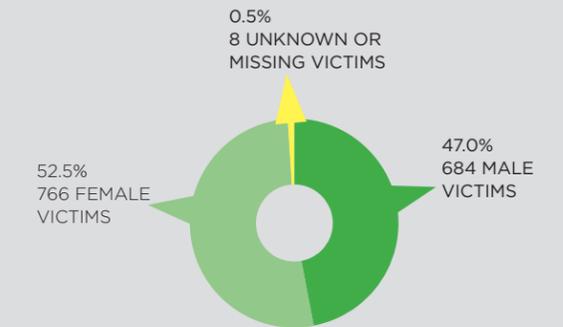


**TABLE 20: Trend of Statewide Confirmed Victims by Race, 2011-2015**

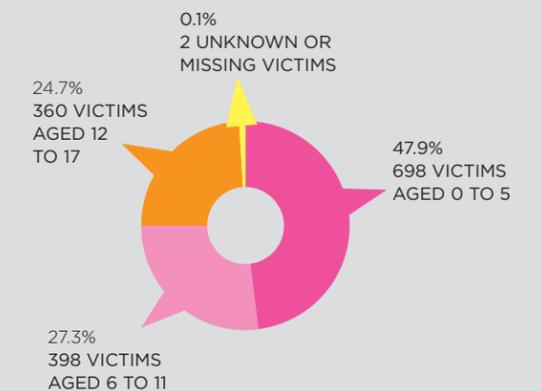
Race	Children (duplicated count)				
	2011	2012	2013	2014	2015
Native Hawaiian	582	607	567	600	715
Remaining Population	842	785	762	806	853
<b>Total</b>	<b>1,424</b>	<b>1,392</b>	<b>1,329</b>	<b>1,406</b>	<b>1,568</b>

Source: Hawaii Department of Human Services, Audit, Quality Control and Research Office, A Statistical Report on Child Abuse and Neglect in Hawaii, 2015.

**FIGURE 27: Sex of Confirmed Victims in the State, (FY 2015)**



**FIGURE 28: Age of Confirmed Victims in the State, (FY 2015)**



**FIGURE 29: Race of Confirmed Victims in the State, (FY 2015)**



Source: State of Hawaii Department of Human Services Databook, December 2015 ([https://humanservices.hawaii.gov/wp-content/uploads/2016/05/DHS-Databook\\_Dec-2015.pdf](https://humanservices.hawaii.gov/wp-content/uploads/2016/05/DHS-Databook_Dec-2015.pdf)).

CPS INTAKES

CPS CONFIRMED VICTIMS

# SOCIAL, EMOTIONAL, & CULTURAL WELLBEING (CONT'D)

## CHILD PROTECTIVE SERVICES (CPS) (CONT'D)

The CPS data presented on this page was sourced from the State of Hawai'i Department of Human Services by special agreement. As such, the data on this page may not tie with the data presented on the page at left, which was sourced from publicly-available reports.

**TABLE 21: Factors Precipitating Incident for Native Hawaiian Confirmed Victims by Districts, County, and State (2015)**

Factors	Native Hawaiian							
	Districts in KS Ko'olau Region				City & County of Honolulu		State	
	Ko'olauloa		Ko'olaupoko		Number of Children	Percentage of Children	Number of Children	Percentage of Children
	Number of Children	Percentage of Children	Number of Children	Percentage of Children				
Alcohol abuse	3	50.0%	**	ND	30	3.3%	56	2.9%
Broken family	**	ND	2	1.5%	11	1.2%	24	1.3%
Chronic family violence	**	ND	8	6.0%	22	2.4%	63	3.3%
Drug abuse	**	ND	28	20.9%	171	18.8%	326	17.1%
Family discord	**	ND	**	ND	10	1.1%	27	1.4%
Heavy continuous child care responsibility	**	ND	6	4.5%	30	3.3%	82	4.3%
Inability to cope with parenting responsibility	1	16.7%	34	25.4%	205	22.5%	439	23.0%
Inadequate housing	**	ND	1	0.7%	23	2.5%	42	2.2%
Incapacity due to handicap/ chronic illness	**	ND	**	ND	1	0.1%	2	0.1%
Insufficient income/misuse of income	**	ND	**	ND	14	1.5%	14	0.7%
Lack of tolerance to child's behavior	**	ND	3	2.2%	38	4.2%	74	3.9%
Loss of control during discipline	**	ND	3	2.2%	36	4.0%	66	3.5%
Mental health problem	**	ND	1	0.7%	27	3.0%	57	3.0%
Mental retardation	**	ND	**	ND	**	ND	1	0.1%
New baby in home/pregnancy	**	ND	8	6.0%	32	3.5%	50	2.6%
Normal authoritarian discipline	**	ND	**	ND	**	ND	4	0.2%
Parental history of abuse as a child	**	ND	1	0.7%	12	1.3%	21	1.1%
Physical abuse of spouse/ fighting	1	16.7%	4	3.0%	58	6.4%	137	7.2%
Police/court record (excluding traffic)	**	ND	2	1.5%	17	1.9%	33	1.7%
Recent relocation	**	ND	**	ND	**	ND	7	0.4%
Social isolation	**	ND	**	ND	1	0.1%	1	0.1%
Unacceptable child rearing method	1	16.7%	33	24.6%	172	18.9%	386	20.2%
<b>Total confirmed child victims (duplicate count)</b>	<b>6</b>	<b>100%</b>	<b>134</b>	<b>100%</b>	<b>910</b>	<b>100%</b>	<b>1,912</b>	<b>100%</b>

Note: Per Strategy & Innovations Group (S&I), Kamehameha Schools, all available data was included to avoid omission and attempt to break down the data by Region as much as possible. Data provided by special request from the State of Hawaii, Department of Human Services to Strategy & Innovations Group (S&I), Kamehameha Schools in March 2017. State-level total population data omitted at the request of Strategy & Innovations Group (S&I), Kamehameha Schools as the availability of Statewide data at the time of publication is limited to a previously published data report for which the data may be superseded by more recent but not-yet-published data.

Note: \*\* indicates suppressed data. Counts of under 5 were suppressed to avoid identification of victim.

Source: Department of Human Services, prepared by the State Audit, Quality Control and Research Office, 2017 via Strategy & Innovations Group (S&I), Kamehameha Schools special data request.

**TABLE 22: Child Abuse and Neglect Victims by County**

Number of Abuse and Neglect Victims	Native Hawaiian			Total Population		
	Statewide	County	County as a Percentage of Statewide	Statewide	County	County as a Percentage of Statewide
Confirmed Reports	704	345	49.0%	1,549	760	49.1%
2015 Pop Est. (ages 0-17)	114,465	70,674	61.7%	308,540	209,370	67.9%
Rate per 1,000	6.2	4.9		5.0	3.6	

Source: Department of Human Services, prepared by the State Audit, Quality Control and Research Office, 2017 via KS special data request; Source for 2015 population estimates: Strategy & Innovations Group (S&I), Kamehameha Schools (2014), NH population projections; DBEDT (2012), Population and Economic Projections for the State of Hawaii to 2040.

A "duplicate count" means that, in some instances, more than one factor has been identified per child per confirmed report.

# SOCIAL, EMOTIONAL, & CULTURAL WELLBEING (CONT'D)

## ARRESTS

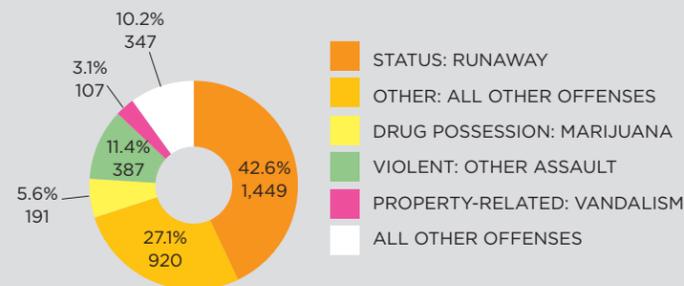
Juvenile arrest data presented on this page identifies the types of crimes and rates at which Native Hawaiian and all other juveniles (under the age of 18) were arrested for these crimes in the County in 2015. The table at bottom presents data regarding the rates and locations of incarcerated individuals aged 15-years and older, including those individuals currently incarcerated at locations outside the State of Hawai'i. The arrest data is publicly-available.

**TABLE 23: Juveniles Arrested for Part I/Index Offenses in the County (2015)**

Offense	Native Hawaiian Juveniles	% of Total Native Hawaiian Juvenile Offenses	Total Juveniles	Total Juveniles %
Rape	4	1.8%	22	2.5%
Robbery	19	8.4%	79	9.1%
Aggravated Assault	13	5.7%	46	5.3%
Burglary	15	6.6%	36	4.2%
Larceny-Theft	166	73.1%	645	74.5%
Motor Vehicle Theft	9	4.0%	32	3.7%
Arson	1	0.4%	6	0.7%
<b>Total</b>	<b>227</b>	<b>100%</b>	<b>866</b>	<b>100%</b>

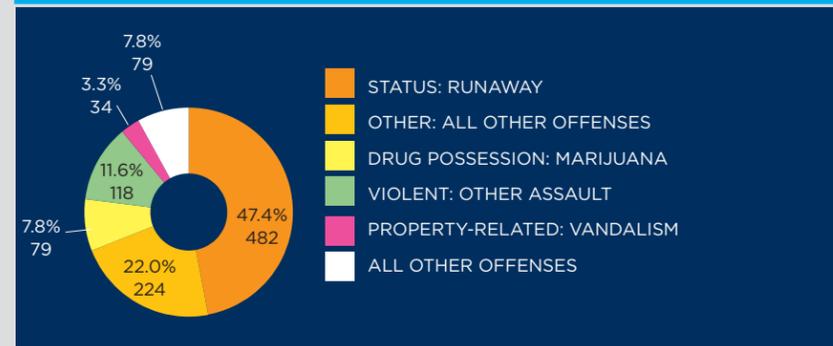
Note: Rows were deleted if no one was arrested for that offense.  
 Source: Crime Prevention & Justice Assistance Division, Research & Statistics Branch: Crime in Hawaii, 2015.

**FIGURE 30: Top 5 Causes for Arrest of Juveniles for Part II Offenses in the County (2015)**



Source: Crime Prevention & Justice Assistance Division, Research & Statistics Branch: Crime in Hawaii, 2015.

**FIGURE 31: Top 5 Causes for Arrest of Native Hawaiian Juveniles for Part II Offenses in the County (2015)**



## Part I/Index Offenses vs. Part II Offenses

Part I/Index Offenses refer to "serious crimes" such as criminal homicide and rape, amongst others, while Part II Offenses refer to lesser crimes such as drug possession and vandalism, amongst others.

# SOCIAL, EMOTIONAL, & CULTURAL WELLBEING (CONT'D)

## SUICIDE

The data presented on this page includes the rates of attempted suicide and deaths from suicide by age group for Native Hawaiians and the total population, including a breakout specifically regarding rates of suicide attempts for high schoolers. The table at the top provides the rates of attempted suicide by Native Hawaiian and all other high schoolers at both the County and State levels. The bottom two tables provide the rates of suicide attempts and death by suicide by age group for Native Hawaiians and the total population in the County.

**TABLE 25: Suicide Attempts by Race for High School (9th-12th grade) Students, by County (2015)**

Population	Attempted Suicide						Attempted Suicide that Resulted in Injury/Treatment					
	County			State			County			State		
	Count	Percent of All Suicide Attempts	Percent of High School Population	Count	Percent of All Suicide Attempts	Percent of High School Population	Count	Percent of All Suicide Attempts	Percent of High School Population	Count	Percent of All Suicide Attempts	Percent of High School Population
Native Hawaiian	600	25.0%	ND	1,100	28.2%	ND	200	28.6%	ND	400	33.3%	ND
Rest of Population	1,800	75.0%	ND	2,800	71.8%	ND	500	71.4%	ND	800	66.7%	ND
<b>Total</b>	<b>2,400</b>	<b>100%</b>	<b>9.5%</b>	<b>3,900</b>	<b>100%</b>	<b>10.5%</b>	<b>700</b>	<b>100%</b>	<b>2.9%</b>	<b>1,200</b>	<b>100%</b>	<b>3.4%</b>

Note: Weighted counts rounded to the nearest 100, "Percent of High School Population" is a weighted percentage. Source did not specify how they were weighted.  
 Source: Data compiled by KS S&I from the Hawaii Health Data Warehouse, State of Hawaii, Hawaii School Health Survey: Youth Risk Behavior Survey Module, Suicide Attempts in the Past Year in Hawaii, by School Type, County, Gender, Grade Level, and DOH Race-Ethnicity, for the Years 2011 - 2015, Report Created: 7/26/16.

**TABLE 26: Number of Deaths from Suicide by Age Group in the County (2011-2015)**

Age Group	Native Hawaiian			Total Population		
	Number of Suicides	Native Hawaiian Population	Rate per 10,000	Number of Suicides	Total Population	Rate per 10,000
0-15 yrs	0	60,801	0.0	8	177,103	0.5
16-29 yrs	31	47,396	6.5	138	199,946	6.9
30-44 yrs	21	35,636	5.9	129	184,623	7.0
45-74 yrs	25	47,273	5.3	222	338,842	6.6
75+ yrs	**	5,460	**	40	75,677	5.3
<b>Total</b>	<b>77</b>	<b>196,566</b>	<b>3.9</b>	<b>537</b>	<b>976,192</b>	<b>5.5</b>

Notes: Race: "Hawaiian" descendants defined as first-listed ethnicity on the death certificate; "other" indicates all descendants with a 1st-listed ethnicity other than Hawaiian. There were 898 total deaths over the 5-year period of 2011-2015, with 149 identified as "Hawaiian." There were another 50 descendants with 1st listed ethnicity of "other" that also had "Hawaiian" listed, usually (41, or 82%) as the 2nd-listed ethnicity.  
 Note: Suicides are identified through underlying cause of death codes.  
 Note: \*\* Indicates suppressed data. Counts of under 5 were suppressed to avoid identification of victim.  
 Source: Data compiled by Strategy & Innovations Group (S&I), Kamehameha Schools from the Hawaii Department of Health, Injury Prevention System Branch, Death Certificate Database, 2017, via Strategy & Innovations Group (S&I), Kamehameha Schools special request.  
 Source for 2015 population estimates: Strategy & Innovations Group (S&I), Kamehameha Schools (2014), NH population projections; DBEDT (2012), Population and Economic Projections for the State of Hawaii to 2040.

**TABLE 27: Number of Nonfatal Suicide Attempts Treated in Hawaii Hospitals by Age Group in the County (2011-2015)**

Age Group	Native Hawaiian	Part Native Hawaiian	Other
0-15 yrs	20	46	245
16-29 yrs	66	203	1,100
30-44 yrs	43	87	631
45-74 yrs	27	64	682
75+ yrs	**	0	61
<b>Total</b>	<b>156</b>	<b>400</b>	<b>2,719</b>

Notes: Hawaii Health Information Corporation (HHIC) collects a single ethnicity per patient, and categories include "Native Hawaiian" as well as "Part Native Hawaiian"; both are presented separately. Per Strategy & Innovations Group (S&I), Kamehameha Schools, data provided by the State of Hawaii Department of Health does not define "Other." As such, it is unclear whether or not "Other" includes Native Hawaiian or Part Native Hawaiian totals. "Attempts" are technically coded as "self-inflicted" injuries, although KS S&I assumes they were suicidal in nature. S&I only included records with an injury-related principle diagnosis, so patients with a principal diagnosis related to mental health or substance abuse, for example, were not included. Records were excluded for on non-residents, those who died in the hospital or who were discharged to hospice, and those who were transferred at discharge, to avoid double-counting.  
 Note: \*\* Indicates suppressed data. Counts of under 5 were suppressed to avoid identification of victim.  
 Source: Data compiled by Strategy & Innovations Group (S&I), Kamehameha Schools from the Hawaii Department of Health, Injury Prevention System Branch, Hawaii Health Information Corporation database, 2017, via Strategy & Innovations Group (S&I), Kamehameha Schools special request.

# 3

## EDUCATION IN THE REGION

*Section 3 Education in the Region* provides an overview of education factors in the Region, including aspects within school walls, such as teaching and facilities, indicators that measure educational proficiency along the K-12 continuum, and readiness from early childhood through career development. Recognizing that non-KS institutions serve a large percentage of Native Hawaiian learners, the KS approach pursues opportunities to achieve educational outcomes for all Native Hawaiian learners by working within the Region's existing educational institutions and network. The information in this section provides a starting point for regional leadership and staff to identify areas of exploration and consideration within these educational networks and beyond.

The education factors noted within this section and those outlined in *Section 2 Wellbeing in the Region* and *Section 4 Stakeholders and Collaborators in the Region* have synergistic effects: Higher educational attainment may lead to wider career prospects, as well as increased income and living standards, including a greater ability to achieve physical, social, and mental wellbeing. While the success of each learner's future is affected by their own educational attainment, this attainment is linked to their 'ohana, as summarized in *Section 2*. Therefore, the wellbeing of the 'ohana and the community that supports and guides a learner will impact the learner's ability to achieve desired educational outcomes and optimal wellbeing into adulthood. At the institutional level, a region's educational network must contend with the fact that the ability to increase Native Hawaiian student outcomes and Native Hawaiian community wellbeing are inextricably linked.

The growth in the Native Hawaiian learner population is an added dimension to educational considerations within a region. **As the Native Hawaiian learner population grows, so will the demand for the quality of educational considerations, including the requirements for qualified teachers; well-designed and well-equipped facilities; and strong educational pipelines that support children from birth into adulthood.** Culturally-relevant educational considerations will also impact a region's requirements—for example, teachers skilled in supporting the aspirations of Native Hawaiian students and students' 'ohana in delivering culturally relevant curriculum, as well as school and administrative facilities that provide a strong foundation for this work. Regarding school facilities, the physical use of land is critical to the facilitation of 'āina-based learning and internship opportunities.

**Collaboration between a region's educational stakeholders is necessary to improve educational outcomes in a region.** The KS approach is to work with stakeholders to ensure the wellbeing of Native Hawaiian learners and the community as a whole. Examples of this approach in action include a focus on working towards a network of Native Hawaiian schools as part of SP2020 and working collectively with communities to improve the educational system with a focus on educational pathway milestones. This type of collaborative work includes operating within existing networks, both internal and external to KS, and developing new networks with formal alliances, collective agreements, and mutual supports. As KS is dedicated to mobilize joint funding and other community assets across the P-20 continuum, the regional approach's focus on collaboration and a broader perspective requires KS to develop new internal capabilities in addition to building the capacity of its partners to engage in a new way.

# READY FOR KINDERGARTEN

This page provides comparative data on preschool attendance, free- and reduced-price lunch subsidies, and teacher qualification indicators related to the KS EPM “Ready for Kindergarten.” When possible, data for Native Hawaiian students is provided.

## HAWAIIAN IMMERSION & HAWAIIAN-FOCUSED ECE EDUCATION

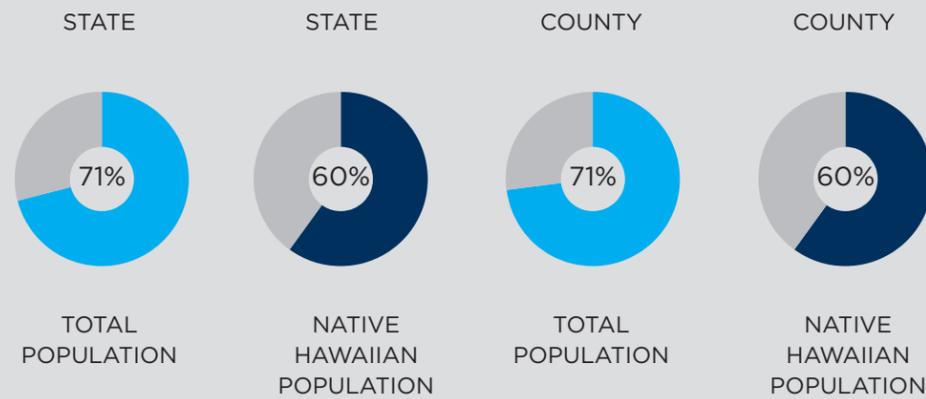
Hawai‘i is the only State in the U.S. with a native language designated as one of its official State languages. In 1984, the first ‘Aha Pūnana Leo Hawaiian language immersion preschool opened its doors in Kekaha, Kaua‘i. Today, the organization has 11 sites throughout the State on the islands of Hawai‘i, Maui, Moloka‘i, O‘ahu and Kaua‘i. They run as laboratory schools of the University of Hawai‘i Hilo’s Ka Haka ‘Ula o Ke‘elikōlani College of Hawaiian Language and, through that relationship, hold affiliated status of accreditation under the World Indigenous Nations Higher Education Consortium.

‘Aha Pūnana Leo ECE programming holds both school and student readiness as its main tenets, within the Native Hawaiian context. Their Stated goals are to: (1) create a supportive environment where students and their families develop the ability to communicate effectively in the Hawaiian language, understand and appreciate Hawaiian culture and values, and participate confidently in contemporary Hawaiian society, and (2) execute a program that ensures kindergarten readiness in areas of age-appropriate social, intellectual, and perceptual motor skills (‘Aha Pūnana Leo, n.d.).

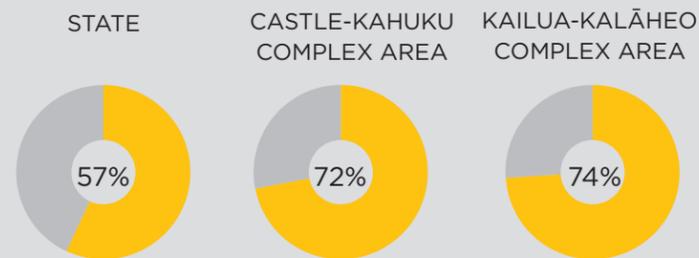
The ‘ohana enters into the school as a learning unit in its family-based model. Other Native Hawaiian-focused ECE programs, such as family-child interaction learning programs are also rooted in this family-based model. These programs provide curriculum for both children and their guardians, so that the family continues the educational process outside of the classroom.

Refer to the *Regional Charter & Immersion School Pipeline* table in this section for a list of ECE Immersion schools.

**FIGURE 32: Percentage of 3- & 4-year olds Participating in Preschool (2010)**



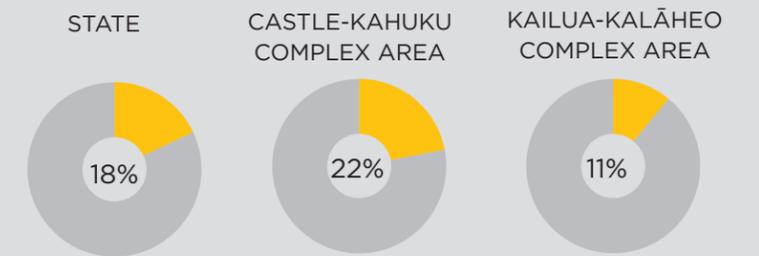
**FIGURE 33: Preschool Attendance of DOE Kindergarteners (SY13-14)**



Percentage of DOE Kindergarteners who attended Preschool.

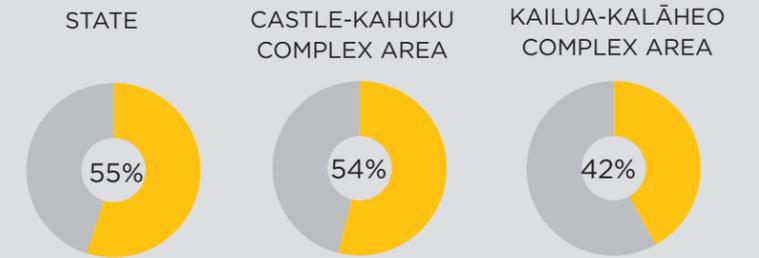
Source (top left): US Census Bureau, 2010 Census.  
Source (all others): DOE HSSRA, SY13-14.

**FIGURE 34: Kindergarten Teachers with ECE Endorsement (SY13-14)**



Percentage of kindergarten teachers with an Early Childhood Education (ECE) endorsement. Note: An Early Childhood Endorsement is conferred by many teacher education programs to denote coursework or practicum specifically in early childhood. It is not required by the Department of Education.

**FIGURE 35: Kindergarteners Receiving Free- and Reduced-price Lunch Subsidies (SY13-14)**



Percentage of kindergarten DOE students receiving free- and reduced-price lunch subsidies.

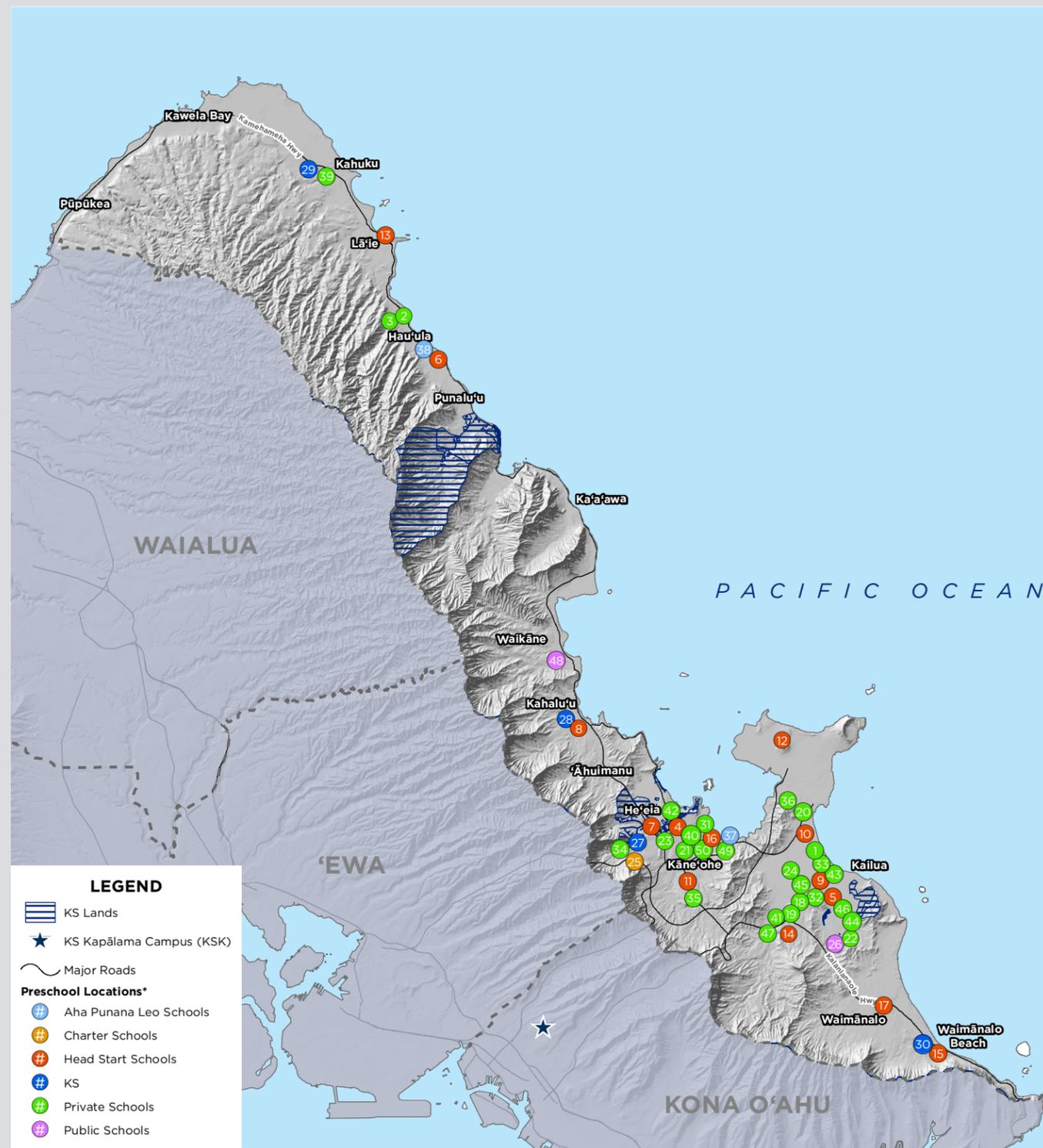
# READY FOR KINDERGARTEN (CONT'D)

## EARLY CHILDHOOD EDUCATIONAL INSTITUTIONS IN THE REGION

**TABLE 28: Early Childhood Educational Institutions in the Region**

Map Number	Early Childhood Educational Institutions	Number of Schools
	<b>'Aha Pūnana Leo</b>	<b>2</b>
37	Pūnana Leo O Ko'olau Poko	
38	Pūnana Leo O Ko'olauloa	
	<b>Charter Preschools</b>	<b>1</b>
25	Ke Kula O SM Kamakau Na Pualei*	
	<b>DOE Prekindergarten Sites (4 Years)</b>	<b>2</b>
26	Keolu Elementary*	
48	Waiāhole Elementary*	
	<b>Head Start Programs</b>	<b>14</b>
4	HCAP Head Start Benjamin Parker	
5	HCAP Head Start Enchanted Lake	
6	HCAP Head Start Hau'ula Elementary School	
7	HCAP Head Start He'eia	
8	HCAP Head Start Kahalu'u	
9	HCAP Head Start Kailua Elementary Pre-Plus	
10	HCAP Head Start Kainalu Elementary	
11	HCAP Head Start Kāne'ohe Elementary	
12	HCAP Head Start KMCBH**	
13	HCAP Head Start Lā'ie Elementary	
14	HCAP Head Start Maunawili Elementary	
15	HCAP Head Start Pope	
16	HCAP Head Start Pū'ōhala Elementary	
17	HCAP Head Start Waimānalo Elementary Pre-Plus	
	<b>KS Preschools</b>	<b>4</b>
27	KS He'eia Preschool	
28	KS Kahalu'u Preschool	
29	KS Kahuku Preschool	
30	KS Waimānalo Preschool	
	<b>Private Preschools</b>	<b>27</b>
1	A Caring Place	
2	Bright Beginning Learning Center	
3	Bright Beginning Preschool	
18	Kailua Baptist Christian Ā Preschool	
19	Kailua Methodist Preschool	
20	Kama'āina Kids Aikahi	
21	Kama'āina Kids Calvary Preschool	
22	Kama'āina Kids Enchanted Lakes	
23	Kama'āina Kids Kaneohe Preschool	
24	KCAA Atherton Preschool	
31	Kulaniākea Preschool	
32	Le Jardin Academy Junior School*	
33	Little Learners Preschool, Llc	
34	Na Pualei 'O Sarah Ha'inakolo Kupanihi Kamakau	
35	Pali View Baptist Preschool	
36	Parent Participation Nursery Preschool	
39	Rainbow School - Kahuku	
40	Rainbow School - Kāne'ohe	
41	Seagull School At Kailua	
42	St. Anns Early Learning Center*	
43	St. Anthony School*	
44	St. John Vianney Early Learning Center*	
45	Sunshine School	
46	The Cole Academy - Kailua	
47	Trinity Christian School*	
49	Wee Achievers Preschool, Inc.	
50	Windward Nazarene Academy Preschool*	

**MAP 9: Early Childhood Educational Institutions in the Region**



Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS; KIC Parcels as of 3/2017 maintained by LIMS; KS Campus layer from DBEDT 2011; Major Roads from TIGER U.S. Census Bureau, 2014; Preschool listing maintained by Education Data Systems (EDS) and is compiled from PATCH Data received March 2017, DOE Preschool Data, and Pauahi Keiki Scholars Data.  
 Note: This list includes most licensed preschools. It is possible some are missing because reporting is voluntary.  
 \*Locations are Approximate

**Table Notes & Sources**

- Notes:
- The list includes most of licensed preschools. It is possible some are missing because reporting is voluntary
  - Some preschools serve keiki from 2 to 6.
- Sources:
- Preschool listing maintained by KS' Education Data Systems (EDS) and is compiled using the following sources:
  - PATCH Data received March 2017.
  - DOE Preschool Data.
  - Pauahi Keiki Scholars data .
  - Added 6 (PKS) preschools to the file (statewide) from PKS Eligible Schools for 2017-2018.
  - Added 3 Kanu O Ka 'Āina schools, statewide.
  - \*School also appears in the Elementary and Secondary Educational Institutions table.
  - \*\*School is located on a military base and only accepts students of military families.

# K-12

The following pages provide comparative data on public, public charter, immersion, and private K-12 students and teacher qualification indicators related to the KS EPMs “Reading Proficiency Grade 3,” “Academic Proficiency Grade 8,” and “On-time High School Graduation & Prepared for Next Step.” When possible, data for Native Hawaiian and Native Hawaiian or Pacific Islander students is provided.

## K-12 EDUCATION SUMMARY

The figure below provides a summary of the number of schools, enrollment rates, and range of costs for private school tuition across the Region.

FIGURE 36: Summary of K-12 School Types and Native Hawaiians Served in the Region		
DOE K-12	CHARTER K-12	PRIVATE
<b>NUMBER OF SCHOOLS IN THE REGION</b>		
30	4	10
<b>TOTAL STUDENT ENROLLMENT</b>		
14,711 SY15-16	587 SY15-16	2,540 SY16-17
<b>NATIVE HAWAIIAN STUDENT ENROLLMENT</b>		<b>NATIVE HAWAIIAN OR PACIFIC ISLANDER STUDENT ENROLLMENT</b>
4,911 SY15-16	189 SY15-16	519 SY11-12
<b>TUITION RANGE</b>		
\$4,200-\$19,929 SY16-17		

Note: Figure does not include Hawai'i Technology Academy PCS, a public charter school that operates in-person learning centers and virtual learning across the State.  
Sources: DOE K-12 and Charter Data: Data provided via special request from the Hawaii P-20 Partnerships for Education to Enterprise Information Management & Services Division (EIMS), Kamehameha Schools (KS), April 2017; Private School Enrollment and Tuition: Compiled by KS and provided to Regional Data Book Refresh Consultant Cardno, Inc., May 2017; Private School Native Hawaiian or Pacific Islander Enrollment: ProximityOne n.d. (K-12 Private Schools, SY11-12)—provided for reference based on schools listed for SY16-17.

## CHARTER & IMMERSION

In support of the KS pursuit of a network of Hawaiian-focused charter schools and expansion of Hawaiian immersion schooling opportunities, the table below identifies the prekindergarten through twelfth grade pipelines for charter schooling and Hawaiian immersion schooling currently available in the Region. Hawaiian-focused charter schools are noted.

The Kahuawaiola Indigenous Teacher Education Program, located at the University of Hawai'i Hilo, is a graduate certificate program (three semesters long). It is primarily delivered through the Hawaiian language medium and designed to prepare high quality teachers for “Hawaiian language medium schools, Hawaiian language and culture programs in English medium schools, and schools serving students with a strong Hawaiian cultural background” (UH Hilo, n.d.). Graduates of the program satisfy one of the initial licensure requirements of the Hawai'i Teachers Standards Board. The programs prepare teachers in the following program areas: (1) Hawaiian language, culture, and values; (2) pedagogical skills; (3) content knowledge; and (4) professional qualities. It also includes student teaching experience at Hawaiian medium schools Statewide. The program is affiliated with 'Aha Pūnana Leo.

TABLE 29: Regional Charter & Immersion School Pipeline

School	Ages/Grades									
	Preschool	Pre-K	Kindergarten	Grade 3	Grade 4	Grade 6	Grade 7	Grade 8	Grade 12	
<b>Hawaiian Language Immersion Schools</b>										
Pūnana Leo o Ko'olau Loa	Preschool									
Pūnana Leo o Ko'olau Poko	Preschool									
Ke Kula o Samuel M Kamakau Laboratory PCS				PK-12						
Hau'ula Elementary				K-6						
Pū'ōhala Elementary				K-6						
Kahuku High & Intermediate								7-12		
<b>Hawaiian-Focused Charter Schools</b>										
Mālama Honua PCS				K-4						
Hakipu'u Learning Center PCS						4-12				
<b>Conventional Charter Schools</b>										
Lanikai Elementary PCS				K-6						
Hawai'i Technology Academy PCS				K-12						

The Regional Charter and Immersion School Pipeline highlights the opportunities for students within the Region to attend Charter and Immersion schools throughout their primary and secondary education.

Note: Hawai'i Technology Academy PCS is a public charter school that operates in-person learning centers and virtual learning across the State. As such, it is included in this table.  
Sources: Hawai'i State Public Charter Commission, SY15-16 Directory of Schools (<http://www.chartercommission.hawaii.gov/charter-school-directory/>); 'Aha Pūnana Leo website ([www.ahapunanaleo.org](http://www.ahapunanaleo.org/)); and DOE Hawaiian Language Immersion/Kaipuni Schools webpage (<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/Hawaiian-language-immersion-schools.aspx>).

## K-12 (CONT'D)

Selected private school data is provided below, including DOE Complex, grade levels offered, genders served, tuition, and enrollment. The most recent publicly-available data on the enrollment of Native Hawaiian or Pacific Islander students is for the 2011-2012 school year, and, as such, SY11-12 Native Hawaiian or Pacific Islander Enrollment data is provided for reference. The selected private school data presented on this page is split into two tables by the school year in which the data is available—SY16-17 and SY11-12.

### PRIVATE SCHOOLS

**TABLE 30: Selected Data for Private Schools in the Region (SY16-17)**

Institution	DOE Complex	Grades	Gender	Tuition	Enrollment Total	Number of Teachers
Hawaiian Mission Academy - Windward Campus	Kalāheo	K-8	COED	\$6,650	80	16.0
Huakailani School for Girls	Kalāheo	K-6	GIRLS	\$10,750	26	5.2
Koolau Baptist Academy	Castle	K-12	COED	\$4,200	216	15.4
Le Jardin Academy	Kailua	PK-12	COED	\$11,731 - \$19,929	845	8.8
St. Ann's Model School	Castle	PK-8	COED	\$8,200	90	7.5
St. Anthony School - Kailua	Kalāheo	PK-8	COED	\$7,000 - \$8,800	314	10.5
St. John Vianney School	Kailua	PK-8	COED	\$7,210 - \$7,510	210	8.4
St. Mark Lutheran School	Castle	K-8	COED	\$8,375 - \$8,895	201	16.8
Trinity Christian School	Kailua	PK-12	COED	\$9,700 - \$12,600	371	11.2
Windward Nazarene School	Castle	PK-8	COED	\$7,706 - \$8,189	187	11.0
<b>Total</b>					<b>2,540</b>	

Source: Private school listing populated according to publicly available information maintained by the Hawaii Association of Independent Schools and the Hawaii Catholic Schools. Other private schools may exist in the region but are not affiliated with either organization.

**TABLE 31: Private School Enrollment for Native Hawaiian or Pacific Islander Students (SY11-12)**

Institution	Enrollment		
	Total	Native Hawaiian or Pacific Islander	% of Native Hawaiian or Pacific Islander
Hawaiian Mission Academy - Windward Campus	70	32	45.7%
Huakailani School for Girls	35	0	0.0%
Koolau Baptist Academy	187	2	1.1%
Le Jardin Academy	782	54	6.9%
St. Ann's Model School	403	141	35.0%
St. Anthony School - Kailua	395	68	17.2%
St. John Vianney School	242	114	47.1%
St. Mark Lutheran School	179	30	16.8%
Trinity Christian School	321	49	15.3%
Windward Nazarene School	267	29	10.9%

Note: ND means no data was available at the time of this update.  
Source: ProximityOne n.d.

# K-12 (CONT'D)

## ELEMENTARY AND SECONDARY EDUCATIONAL INSTITUTIONS IN THE REGION

TABLE 32: Elementary and Secondary Educational Institutions in the Region

Map Number	Elementary and Secondary Educational Institutions	Number of Schools
<b>DOE Elementary and Secondary</b>		<b>23</b>
1	‘Āhuimanu Elementary	
2	‘Aikahi Elementary	
3	Benjamin Parker Elementary	
4	Blanche Pope Elementary	
5	Enchanted Lake Elementary	
7	Hau‘ula Elementary	
9	He‘eia Elementary	
12	Ka‘a‘awa Elementary	
13	Ka‘elepulu Elementary	
14	Kahalu‘u Elementary	
15	Kahuku Elementary	
17	Kailua Elementary	
20	Kainalu Elementary	
22	Kāne‘ohe Elementary	
23	Kapunahala Elementary	
25	Keolu Elementary*	
27	Lā‘ie Elementary	
31	Maunawili Elementary	
32	Mokapu Elementary	
34	Pū‘ōhala Elementary	
40	Sunset Beach Elementary	
43	Waiāhole Elementary*	
44	Waimānalo Elementary and Intermediate**	
<b>DOE Intermediate and High</b>		<b>8</b>
11	James B Castle High	
16	Kahuku High and Intermediate	
18	Kailua High	
19	Kailua Intermediate	
21	Kalāheo High	
33	Olomana	
39	Samuel Wilder King Intermediate	
44	Waimānalo Elementary and Intermediate**	
<b>Charter</b>		<b>4</b>
6	Hakipu‘u Learning Center PCS	
24	Ke Kula o Samuel M Kamakau Laboratory PCS*	
28	Lanikai Elementary PCS	
30	Mālama Honua PCS	

Map Number	Elementary and Secondary Educational Institutions	Number of Schools
<b>Private</b>		<b>10</b>
8	Hawaiian Mission Academy - Windward Campus	
10	Huakailani School for Girls	
26	Ko‘olau Baptist Academy	
29	Le Jardin Academy*	
35	Saint Ann Model Schools*	
36	Saint Anthony School - Kailua*	
37	Saint John Vianney School*	
38	Saint Mark Lutheran School	
41	Trinity Christian School - Makai Campus	
42	Trinity Christian School - Mauka Campus*	
45	Windward Nazarene Academy*	

**Table Notes & Sources**

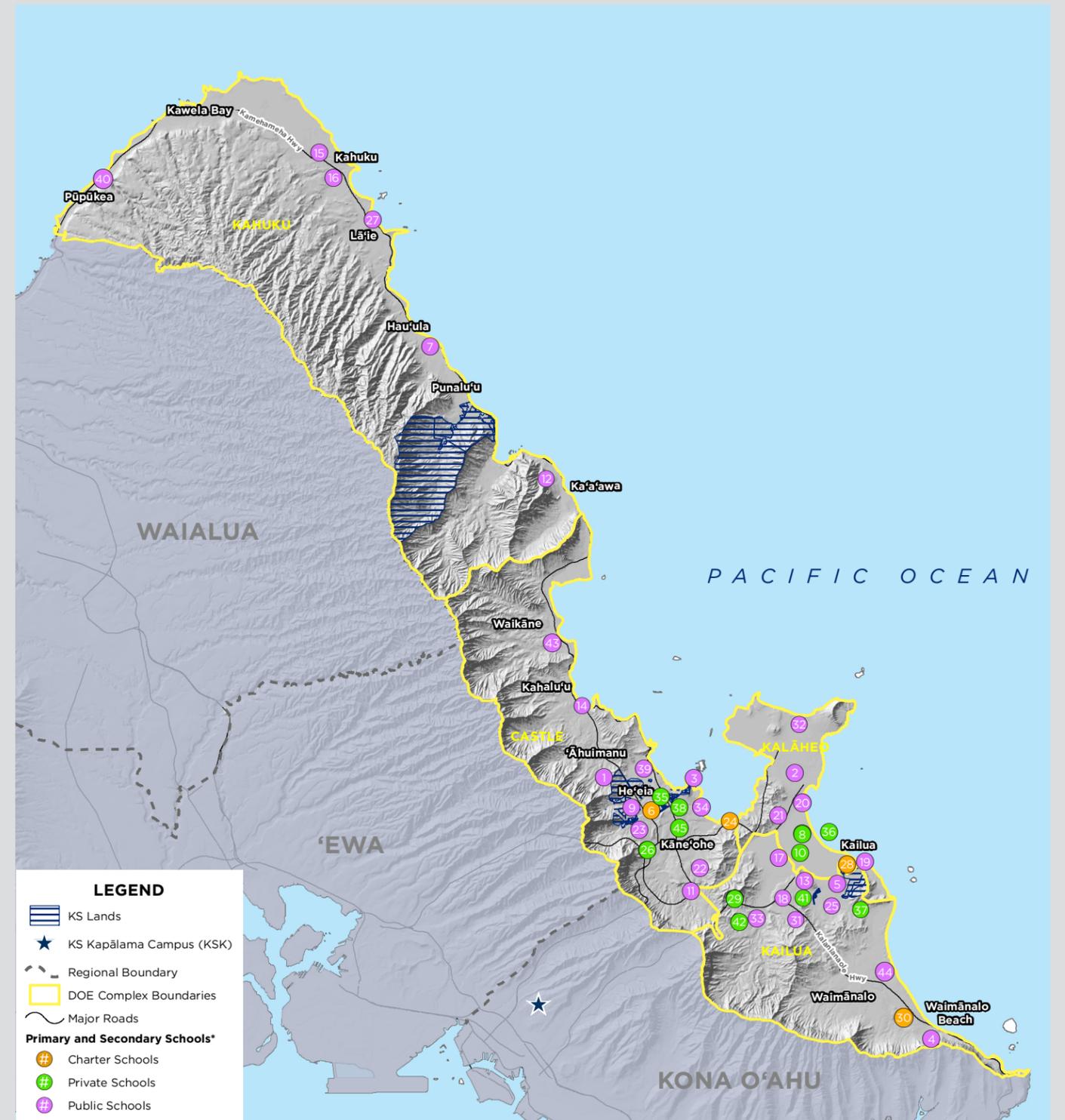
Note: \*School also appears in the Preschool Educational Institutions table

Note: \*\*DOE School falls into both the Elementary/Secondary and Intermediate/High school categories. As such, Waimānalo Elementary and Intermediate is listed twice.

Note: Trinity Christian School has multiple locations, both of which are mapped at right.

Sources: Hawai‘i State Public Charter Commission, SY15-16 Directory of Schools. (<http://www.chartercommission.hawaii.gov/charter-school-directory/>); “Public Schools Locations” GIS layer, State of Hawai‘i Department of Business, Economic Development, and Tourism (DBEDT), December 2015. (<http://planning.hawaii.gov/gis/download-gis-data/>); and list of private schools provided by KS. Private school listing populated according to publicly available information maintained by the Hawaii Association of Independent Schools and the Hawaii Catholic Schools. Other private schools may exist in the region but are not affiliated with either organization.

MAP 10: Elementary and Secondary Educational Institutions in the Region



Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS; KIC Parcels as of 3/2017 maintained by LIMS; KS Campus layer from DBEDT 2011; DOE Complexes from Hawaii DBEDT 3/2017; Major Roads from TIGER U.S. Census Bureau, 2014; Private schools layer populated according to publicly available information maintained by the Hawaii Association of Independent Schools and the Hawaii Catholic Schools. Other private schools may exist in the region but are not affiliated with either organization, May 2017; Public schools layer from DBEDT 2015.

\*Locations are Approximate

SELECTED STATEWIDE DOE DATA

FIGURE 37: Selected Statewide DOE Data



Notes: The percentage of 9th grade students that were retained refers to the percentage of students who were not promoted to the next grade level. The percentage of students that graduated on-time refers to the percentage of students who complete high school within four years of their 9th grade entry date. Dual enrollment is defined as students who enrolled in a college-level course at the University of Hawai'i prior to high school graduation.  
 SY14-15 Sources: Statewide DOE Science, English Language Arts, and Math Proficiency (All Grades): DOE STRIVE HI Student Group Performance Report, SY14-15; Free & Reduced-Price Lunch: DOE Trend Report, SY14-15; Teacher Qualifications: DOE Trend Report, SY14-15; High School Retention, Drop-Out Rate, & Graduation: DOE Trend Report SY14-15; College Developmental Coursework, Enrollment, and Retention: Hawaii P-20 College and Career Readiness Indicators Report, SY14-15.  
 SY15-16 Sources: Statewide DOE Science, English Language Arts, and Math Proficiency (All Grades): DOE STRIVE HI Student Group Performance Report, SY15-16; Free & Reduced-Price Lunch: DOE Trend Report, SY15-16; Teacher Qualifications: DOE Trend Report, SY15-16; High School Retention, Drop-Out Rate, & Graduation: DOE Trend Report SY15-16; College Developmental Coursework, Enrollment, and Retention: Hawaii P-20 College and Career Readiness Indicators Report, SY15-16.

# KO'OLAU REGION

Education Enrollment, Proficiency and Achievement (Total and Native Hawaiian (NH) Population) for SY 2014-2015 & SY 2015-2016

## KS REGION & COMPLEX AREAS

	Enrollment						3rd Grade E/LA Proficiency									3rd Grade Math Proficiency														
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015			SY 2015 - 2016								
	Total	Native Hawaiian	%	Total	Native Hawaiian	%	Total	Proficient	% Proficient	Native Hawaiian	NH % Proficient	NH Proficient	Total	Proficient	% Proficient	Native Hawaiian	NH % Proficient	NH Proficient	Total	Proficient	% Proficient	Native Hawaiian	NH % Proficient	NH Proficient	Total	Proficient	% Proficient	Native Hawaiian	NH % Proficient	NH Proficient
	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Ko'olau Region</b>	<b>15,347</b>	<b>5,340</b>	<b>35%</b>	<b>15,298</b>	<b>5,100</b>	<b>33%</b>	<b>1,276</b>	<b>720</b>	<b>56%</b>	<b>406</b>	<b>165</b>	<b>41%</b>	<b>1,318</b>	<b>758</b>	<b>58%</b>	<b>424</b>	<b>181</b>	<b>43%</b>	<b>1,280</b>	<b>753</b>	<b>59%</b>	<b>405</b>	<b>187</b>	<b>46%</b>	<b>1,317</b>	<b>794</b>	<b>60%</b>	<b>423</b>	<b>196</b>	<b>46%</b>
Castle-Kahuku Complex Area	8,294	3,286	40%	8,274	3,160	38%	690	371	54%	251	97	39%	697	380	55%	266	112	42%	690	377	55%	250	105	42%	697	387	56%	265	111	42%
Kailua-Kalāheo Complex Area	7,053	2,054	29%	7,024	1,940	28%	586	349	60%	155	68	44%	621	378	61%	158	69	44%	590	376	64%	155	82	53%	620	407	66%	158	85	54%

	8th Grade E/LA Proficiency						8th Grade Math Proficiency						8th Grade Science Proficiency																	
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015			SY 2015 - 2016														
	Total	Native Hawaiian	%	Total	Native Hawaiian	%	Total	Proficient	% Proficient	Native Hawaiian	NH % Proficient	NH Proficient	Total	Proficient	% Proficient	Native Hawaiian	NH % Proficient	NH Proficient	Total	Proficient	% Proficient	Native Hawaiian	NH % Proficient	NH Proficient	Total	Proficient	% Proficient	Native Hawaiian	NH % Proficient	
	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Ko'olau Region</b>	<b>908</b>	<b>389</b>	<b>43%</b>	<b>387</b>	<b>121</b>	<b>31%</b>	<b>1,007</b>	<b>571</b>	<b>57%</b>	<b>432</b>	<b>193</b>	<b>45%</b>	<b>923</b>	<b>353</b>	<b>38%</b>	<b>391</b>	<b>99</b>	<b>25%</b>	<b>993</b>	<b>424</b>	<b>43%</b>	<b>424</b>	<b>121</b>	<b>29%</b>	<b>936</b>	<b>387</b>	<b>41%</b>	<b>395</b>	<b>105</b>	<b>27%</b>
Castle-Kahuku Complex Area	496	175	35%	235	65	28%	574	289	50%	264	103	39%	512	168	33%	240	50	21%	559	196	35%	255	53	21%	520	170	33%	243	52	21%
Kailua-Kalāheo Complex Area	412	214	52%	152	56	37%	433	282	65%	168	90	54%	411	185	45%	151	49	32%	434	228	53%	169	68	40%	416	217	52%	152	53	35%

	11th Grade E/LA Proficiency						11th Grade Math Proficiency						HS Science Proficiency																	
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015			SY 2015 - 2016														
	Total	Native Hawaiian	%	Total	Native Hawaiian	%	Total	Proficient	% Proficient	Native Hawaiian	NH % Proficient	NH Proficient	Total	Proficient	% Proficient	Native Hawaiian	NH % Proficient	NH Proficient	Total	Proficient	% Proficient	Native Hawaiian	NH % Proficient	NH Proficient	Total	Proficient	% Proficient	Native Hawaiian	NH % Proficient	
	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Ko'olau Region</b>	<b>806</b>	<b>406</b>	<b>50%</b>	<b>304</b>	<b>116</b>	<b>38%</b>	<b>785</b>	<b>469</b>	<b>60%</b>	<b>310</b>	<b>147</b>	<b>47%</b>	<b>808</b>	<b>195</b>	<b>24%</b>	<b>309</b>	<b>38</b>	<b>12%</b>	<b>766</b>	<b>196</b>	<b>26%</b>	<b>303</b>	<b>46</b>	<b>15%</b>	<b>872</b>	<b>311</b>	<b>36%</b>	<b>356</b>	<b>72</b>	<b>20%</b>
Castle-Kahuku Complex Area	437	209	48%	188	70	37%	425	257	60%	196	102	52%	438	111	25%	193	24	12%	407	96	24%	189	31	16%	466	126	27%	220	40	18%
Kailua-Kalāheo Complex Area	369	197	53%	116	46	40%	360	212	59%	114	45	39%	370	84	23%	116	14	12%	359	100	28%	114	15	13%	406	185	46%	136	32	24%

	HS Drop-out				On-Time Graduation				PS Fall Enrollment											
	SY 2014 - 2015		SY 2015 - 2016		SY 2014 - 2015		SY 2015 - 2016		SY 2014 - 2015				SY 2015 - 2016							
	Total	Native Hawaiian	Total	Native Hawaiian	Total	Native Hawaiian	Total	Native Hawaiian	Total	Native Hawaiian	Total	Native Hawaiian	Total	Native Hawaiian	Total	Native Hawaiian				
	Total Students	Drop-Outs	% Drop-Outs	Total NH Drop-outs	% NH Drop-Outs	Total Students	Graduates	% Graduates	Total NH Graduates	% NH Graduates	Total HS Completers Enrolled	HS Completers Enrolled	% HS Completers Enrolled	Total NH HS Completers Enrolled	HS Completers Enrolled	% HS Completers Enrolled	Total NH HS Completers Enrolled	HS Completers Enrolled	% HS Completers Enrolled	
<b>Ko'olau Region</b>	<b>1,041</b>	<b>139</b>	<b>13%</b>	<b>71</b>	<b>17%</b>	<b>1,041</b>	<b>853</b>	<b>82%</b>	<b>331</b>	<b>77%</b>	<b>868</b>	<b>465</b>	<b>54%</b>	<b>146</b>	<b>43%</b>	<b>885</b>	<b>483</b>	<b>55%</b>	<b>156</b>	<b>46%</b>
Castle-Kahuku Complex Area	579	80	14%	43	18%	579	479	83%	188	77%	492	253	51%	82	42%	490	244	50%	94	43%
Kailua-Kalāheo Complex Area	462	59	13%	28	15%	462	374	81%	143	77%	376	212	56%	64	44%	395	239	61%	62	52%

Notes: \* Includes students with valid SBA/HSA test scores; \*\* Includes Native Hawaiian students with valid SBA/HSA test scores; - cell suppressed to protect confidentiality; - represents zero students; N/A represents zero students in denominator of percentage calculation.

Metrics are aggregated by KS Region, DOE Complex Area or Complex, by School, and by Native Hawaiian race/ethnicity. "Native Hawaiian" Students are students with an ethnicity code of "Native Hawaiian" or "Part Native Hawaiian."

Limitations:

- Official School Enrollment data is from the DOE Official Enrollment Count file plus race/ethnicity from a student's demographic record. Students who are missing a demographic record are reported as Not Native Hawaiian.

- SBA and HAS Scores 1.) excludes students who did not take the assessment 2.) reported figures may not match official federally reported figures due to difference in calculation, namely "full school year" is not taken into account in this dataset.

- Percentage of High School graduates who enrolled in a PS Institution in the Fall after HS Graduation, includes HS completers who have earned a certificate of completion in place of a regular diploma. Enrollment record falls between one of the following criteria: 1.) Enrollment\_begin is between 08-15 and 10-31 of HS Graduation YR;

2.) Enrollment\_end is between 09-15 and 11-30 of HS Graduation YR; and 3.) Enrollment\_begin is before 08-15 of Graduation YR and Enrollment\_end is after 11-30 of HS Graduation YR.

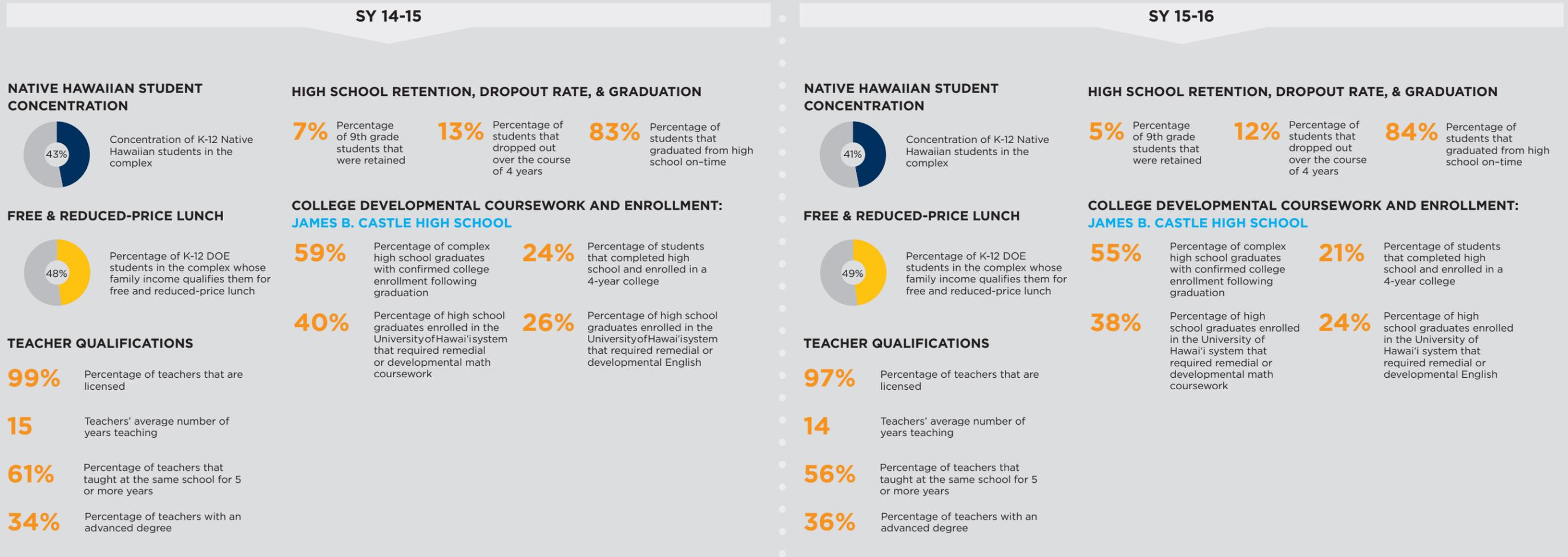
- PS Enrollment represents students who have requested confidentiality will not have National Student Clearinghouse (NSC) data.

HS Science Proficiency rates, Drop-out rates, and On-time Graduation rates for SY 15-16 were not finalized at time of request.

Source: Hawai'i P-20 Partnerships for Education with data provided by the Hawai'i Data eXchange Partnership.

## SELECTED DOE DATA: CASTLE COMPLEX

FIGURE 38: Selected DOE Complex Data: Castle Complex



Notes: The percentage of 9th grade students that were retained refers to the percentage of students who were not promoted to the next grade level. The percentage of students that graduated on-time refers to the percentage of students who complete high school within four years of their 9th grade entry date. Dual enrollment is defined as students who enrolled in a college-level course at the University of Hawai'i prior to high school graduation.  
 SY14-15 Sources: Statewide DOE Science, English Language Arts, and Math Proficiency (All Grades): DOE STRIVE HI Student Group Performance Report, SY14-15; Free & Reduced-Price Lunch: DOE Trend Report, SY14-15; Teacher Qualifications: DOE Trend Report, SY14-15; High School Retention, Drop-Out Rate, & Graduation: DOE Trend Report SY14-15; College Developmental Coursework, Enrollment, and Retention: Hawaii P-20 College and Career Readiness Indicators Report, SY14-15.  
 SY15-16 Sources: Statewide DOE Science, English Language Arts, and Math Proficiency (All Grades): DOE STRIVE HI Student Group Performance Report, SY15-16; Free & Reduced-Price Lunch: DOE Trend Report, SY15-16; Teacher Qualifications: DOE Trend Report, SY15-16; High School Retention, Drop-Out Rate, & Graduation: DOE Trend Report SY15-16; College Developmental Coursework, Enrollment, and Retention: Hawaii P-20 College and Career Readiness Indicators Report, SY15-16.

# CASTLE COMPLEX

Education Enrollment, Proficiency and Achievement (Total and Native Hawaiian (NH) Population) for SY 2014-2015 & SY 2015-2016

## ELEMENTARY

Complex School	Enrollment						3rd Grade E/LA Proficiency									3rd Grade Math Proficiency														
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016								
	Total	Native Hawaiian		Total	Native Hawaiian		Total			Native Hawaiian			Total			Native Hawaiian			Total			Native Hawaiian								
	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Castle</b>	<b>4,846</b>	<b>2,074</b>	<b>43%</b>	<b>4,870</b>	<b>1,998</b>	<b>41%</b>	<b>418</b>	<b>229</b>	<b>55%</b>	<b>156</b>	<b>62</b>	<b>40%</b>	<b>426</b>	<b>223</b>	<b>52%</b>	<b>188</b>	<b>81</b>	<b>43%</b>	<b>417</b>	<b>220</b>	<b>53%</b>	<b>156</b>	<b>63</b>	<b>40%</b>	<b>425</b>	<b>211</b>	<b>50%</b>	<b>187</b>	<b>76</b>	<b>41%</b>
'Āhuimanu Elementary	307	132	43%	301	116	39%	47	19	40%	21	5	24%	37	22	59%	18	8	44%	47	28	60%	†	†	†	37	21	57%	18	7	39%
He'eia Elementary	463	178	38%	472	171	36%	78	35	45%	30	9	30%	67	27	40%	27	5	19%	78	35	45%	30	10	33%	67	30	45%	27	5	19%
Kahalu'u Elementary	291	152	52%	288	135	47%	46	20	43%	25	11	44%	43	15	35%	22	7	32%	46	19	41%	26	9	35%	43	14	33%	22	9	41%
Kāne'ohe Elementary	601	186	31%	621	179	29%	84	65	77%	22	14	64%	98	58	59%	44	25	57%	83	59	71%	21	12	57%	98	57	58%	44	23	52%
Kapunahala Elementary	546	172	32%	548	173	32%	82	59	72%	22	11	50%	92	55	60%	36	17	47%	82	51	62%	22	9	41%	92	49	53%	36	17	47%
Pū'ōhala Elementary	271	143	53%	300	142	47%	25	5	20%	†	†	†	26	6	23%	†	†	†	25	4	16%	11	2	18%	25	6	24%	†	†	†
Reverend Benjamin Parker Elementary	334	148	44%	340	118	35%	46	25	54%	21	9	43%	47	32	68%	19	13	68%	46	23	50%	21	10	48%	47	28	60%	19	11	58%
Waiāhole Elementary	82	36	44%	87	34	39%	10	1	10%	†	†	†	16	8	50%	†	†	†	10	1	10%	†	†	†	16	6	38%	†	†	†

## INTERMEDIATE

Complex School	Enrollment						8th Grade E/LA Proficiency											
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016					
	Total	Native Hawaiian		Total	Native Hawaiian		Total			Native Hawaiian			Total			Native Hawaiian		
	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Castle</b>	<b>4,846</b>	<b>2,074</b>	<b>43%</b>	<b>4,870</b>	<b>1,998</b>	<b>41%</b>	<b>312</b>	<b>140</b>	<b>45%</b>	<b>161</b>	<b>58</b>	<b>36%</b>	<b>345</b>	<b>181</b>	<b>52%</b>	<b>166</b>	<b>66</b>	<b>40%</b>
Governor Samuel Wilder King Intermediate	677	318	47%	668	309	46%	†	†	†	†	†	†	†	†	†	†	†	†
Hakipu'u Learning Center New Century Public Charter School	63	50	79%	66	48	73%	†	†	†	†	†	†	†	†	†	†	†	†

Complex School	8th Grade Math Proficiency									8th Grade Science Proficiency														
	SY 2014 - 2015						SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016								
	Total			Native Hawaiian			Total			Native Hawaiian			Total			Native Hawaiian								
	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient						
<b>Castle</b>	<b>315</b>	<b>115</b>	<b>37%</b>	<b>162</b>	<b>36</b>	<b>22%</b>	<b>343</b>	<b>116</b>	<b>34%</b>	<b>165</b>	<b>32</b>	<b>19%</b>	<b>316</b>	<b>115</b>	<b>36%</b>	<b>164</b>	<b>42</b>	<b>26%</b>	<b>349</b>	<b>168</b>	<b>48%</b>	<b>166</b>	<b>56</b>	<b>34%</b>
Governor Samuel Wilder King Intermediate	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Hakipu'u Learning Center New Century Public Charter School	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†

Notes: \* Includes students with valid SBA/HSA test scores; \*\* Includes Native Hawaiian students with valid SBA/HSA test scores; † cell suppressed to protect confidentiality; - represents zero students; N/A represents zero students in denominator of percentage calculation.

Metrics are aggregated by KS Region, DOE Complex Area or Complex, by School, and by Native Hawaiian race/ethnicity. "Native Hawaiian" Students are students with an ethnicity code of "Native Hawaiian" or "Part Native Hawaiian."

Limitations:

- Official School Enrollment data is from the DOE Official Enrollment Count file plus race/ethnicity from a student's demographic record. Students who are missing a demographic record are reported as Not Native Hawaiian.

- SBA and HAS Scores 1.) excludes students who did not take the assessment 2.) reported figures may not match official federally reported figures due to difference in calculation, namely "full school year" is not taken into account in this dataset.

- Percentage of High School graduates who enrolled in a PS Institution in the Fall after HS Graduation, includes HS completers who have earned a certificate of completion in place of a regular diploma. Enrollment record falls between one of the following criteria: 1.) Enrollment\_begin is between 08-15 and 10-31 of HS Graduation YR;

2.) Enrollment\_end is between 09-15 and 11-30 of HS Graduation YR; and 3.) Enrollment\_begin is before 08-15 of Graduation YR and Enrollment\_end is after 11-30 of HS Graduation YR.

- PS Enrollment represents students who have requested confidentiality will not have National Student Clearinghouse (NSC) data.

HS Science Proficiency rates, Drop-out rates, and On-time Graduation rates for SY 15-16 were not finalized at time of request.

Source: Hawai'i P-20 Partnerships for Education with data provided by the Hawai'i Data eXchange Partnership.

# CASTLE COMPLEX

Education Enrollment, Proficiency and Achievement (Total and Native Hawaiian (NH) Population) for SY 2014-2015 & SY 2015-2016

## HIGH

Complex School	Enrollment						11th Grade E/LA Proficiency											
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015					SY 2015 - 2016						
	Total		Native Hawaiian	Total		Native Hawaiian	Total			Native Hawaiian		Total			Native Hawaiian			
	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Castle</b>	4,846	2,074	43%	4,870	1,998	41%												
Hakipu'u Learning Center New Century Public Charter School	63	50	79%	66	48	73%	10	3	30%	†	†	†	†	†	†	†	†	†
James B. Castle High	1,211	559	46%	1,179	573	49%	278	159	57%	127	56	44%	229	141	62%	111	60	54%

Complex School	11th Grade Math Proficiency						HS Science Proficiency											
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015											
	Total		Native Hawaiian	Total		Native Hawaiian	Total			Native Hawaiian								
	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Castle</b>																		
Hakipu'u Learning Center New Century Public Charter School	10	1	10%	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
James B. Castle High	278	75	27%	127	15	12%	230	59	26%	112	18	16%	249	73	29%	129	26	20%

Complex School	HS Drop-out					On-Time Graduation					PS Fall Enrollment									
	SY 2014 - 2015			Native Hawaiian		SY 2014 - 2015			Native Hawaiian		SY 2014 - 2015			SY 2015 - 2016			Native Hawaiian			
	Total Students	Drop-Outs	% Drop-Outs	Total NH Drop-outs	% NH Drop-Outs	Total Students	Graduates	% Graduates	Total HS Completers	HS Completers Enrolled	% HS Completers Enrolled	Total HS Completers	HS Completers Enrolled	% HS Completers Enrolled	Total HS Completers	HS Completers Enrolled	% HS Completers Enrolled	Total HS Completers	HS Completers Enrolled	% HS Completers Enrolled
	Total Students	Drop-Outs	% Drop-Outs	Total NH Drop-outs	% NH Drop-Outs	Total Students	Graduates	% Graduates	NH Graduates	% NH Graduates	Total HS Completers	HS Completers Enrolled	% HS Completers Enrolled	NH HS Completers Enrolled	% NH HS Completers Enrolled	Total HS Completers	HS Completers Enrolled	% HS Completers Enrolled	NH HS Completers Enrolled	% NH HS Completers Enrolled
<b>Castle</b>																				
Hakipu'u Learning Center New Century Public Charter School	12	4	33%	4	33%	12	7	58%	7	58%	†	†	†	†	†	†	†	†	†	†
James B. Castle High	307	40	13%	22	17%	307	256	83%	95	75%	268	156	58%	49	47%	287	158	55%	57	42%

Notes: \* Includes students with valid SBA/HSA test scores; \*\* Includes Native Hawaiian students with valid SBA/HSA test scores; † cell suppressed to protect confidentiality; - represents zero students; N/A represents zero students in denominator of percentage calculation.

Metrics are aggregated by KS Region, DOE Complex Area or Complex, by School, and by Native Hawaiian race/ethnicity. "Native Hawaiian" Students are students with an ethnicity code of "Native Hawaiian" or "Part Native Hawaiian."

Limitations:

- Official School Enrollment data is from the DOE Official Enrollment Count file plus race/ethnicity from a student's demographic record. Students who are missing a demographic record are reported as Not Native Hawaiian.

- SBA and HAS Scores 1.) excludes students who did not take the assessment 2.) reported figures may not match official federally reported figures due to difference in calculation, namely "full school year" is not taken into account in this dataset.

- Percentage of High School graduates who enrolled in a PS Institution in the Fall after HS Graduation, includes HS completers who have earned a certificate of completion in place of a regular diploma. Enrollment record falls between one of the following criteria: 1.) Enrollment\_begin is between 08-15 and 10-31 of HS Graduation YR;

2.) Enrollment\_end is between 09-15 and 11-30 of HS Graduation YR; and 3.) Enrollment\_begin is before 08-15 of Graduation YR and Enrollment\_end is after 11-30 of HS Graduation YR.

- PS Enrollment represents students who have requested confidentiality will not have National Student Clearinghouse (NSC) data.

Complex level data was not available at time of request for all HS metrics except enrollment; HS Science Proficiency rates, Drop-out rates, and On-time Graduation rates for SY 15-16 were not finalized at time of request.

Source: Hawai'i P-20 Partnerships for Education with data provided by the Hawai'i Data eXchange Partnership.

# K-12 (CONT'D)

## SELECTED DOE DATA: KAHUKU COMPLEX

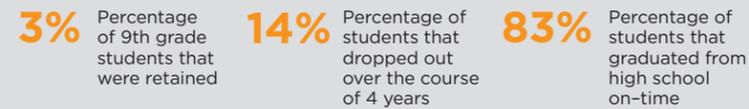
FIGURE 39: Selected DOE Complex Data: Kahuku Complex

SY 14-15

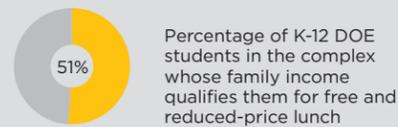
### NATIVE HAWAIIAN STUDENT CONCENTRATION



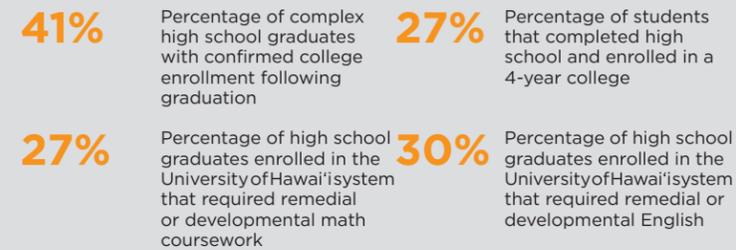
### HIGH SCHOOL RETENTION, DROPOUT RATE, & GRADUATION



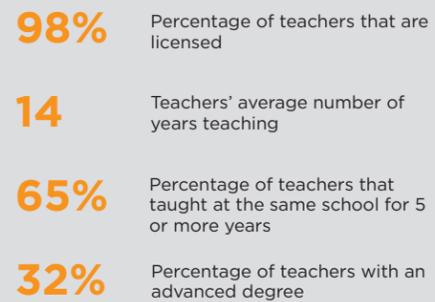
### FREE & REDUCED-PRICE LUNCH



### COLLEGE DEVELOPMENTAL COURSEWORK AND ENROLLMENT: KAHUKU HIGH & INTERMEDIATE SCHOOL



### TEACHER QUALIFICATIONS

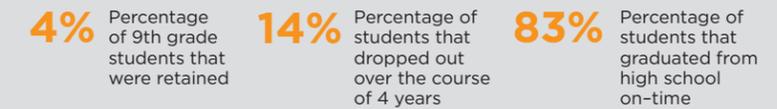


SY 15-16

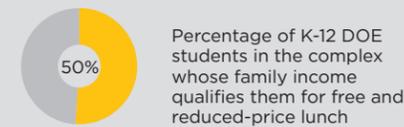
### NATIVE HAWAIIAN STUDENT CONCENTRATION



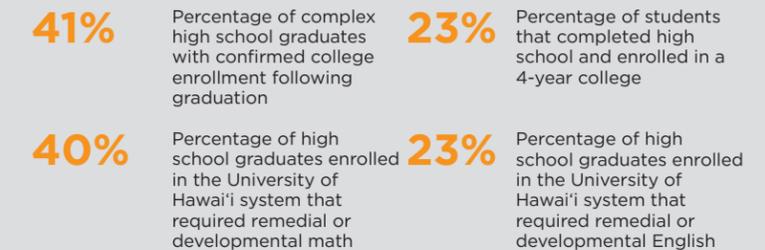
### HIGH SCHOOL RETENTION, DROPOUT RATE, & GRADUATION



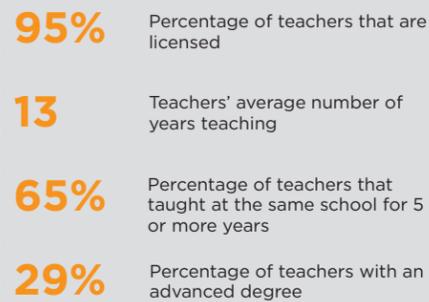
### FREE & REDUCED-PRICE LUNCH



### COLLEGE DEVELOPMENTAL COURSEWORK AND ENROLLMENT: KAHUKU HIGH & INTERMEDIATE SCHOOL



### TEACHER QUALIFICATIONS



Notes: The percentage of 9th grade students that were retained refers to the percentage of students who were not promoted to the next grade level. The percentage of students that graduated on-time refers to the percentage of students who complete high school within four years of their 9th grade entry date. Dual enrollment is defined as students who enrolled in a college-level course at the University of Hawai'i prior to high school graduation.  
 SY14-15 Sources: Statewide DOE Science, English Language Arts, and Math Proficiency (All Grades): DOE STRIVE HI Student Group Performance Report, SY14-15; Free & Reduced-Price Lunch: DOE Trend Report, SY14-15; Teacher Qualifications: DOE Trend Report, SY14-15; High School Retention, Drop-Out Rate, & Graduation: DOE Trend Report SY14-15; College Developmental Coursework, Enrollment, and Retention: Hawaii P-20 College and Career Readiness Indicators Report, SY14-15.  
 SY15-16 Sources: Statewide DOE Science, English Language Arts, and Math Proficiency (All Grades): DOE STRIVE HI Student Group Performance Report, SY15-16; Free & Reduced-Price Lunch: DOE Trend Report, SY15-16; Teacher Qualifications: DOE Trend Report, SY15-16; High School Retention, Drop-Out Rate, & Graduation: DOE Trend Report SY15-16; College Developmental Coursework, Enrollment, and Retention: Hawaii P-20 College and Career Readiness Indicators Report, SY15-16.

# KAHUKU COMPLEX

Education Enrollment, Proficiency and Achievement (Total and Native Hawaiian (NH) Population) for SY 2014-2015 & SY 2015-2016

## ELEMENTARY

Complex School	Enrollment						3rd Grade E/LA Proficiency									3rd Grade Math Proficiency														
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016								
	Total	Native Hawaiian		Total	Native Hawaiian		Total			Native Hawaiian			Total			Native Hawaiian			Total			Native Hawaiian								
	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient						
<b>Kahuku</b>	<b>3,448</b>	<b>1,212</b>	<b>35%</b>	<b>3,404</b>	<b>1,162</b>	<b>34%</b>	<b>272</b>	<b>142</b>	<b>52%</b>	<b>95</b>	<b>35</b>	<b>37%</b>	<b>271</b>	<b>157</b>	<b>58%</b>	<b>78</b>	<b>31</b>	<b>40%</b>	<b>273</b>	<b>157</b>	<b>58%</b>	<b>94</b>	<b>42</b>	<b>45%</b>	<b>272</b>	<b>176</b>	<b>65%</b>	<b>78</b>	<b>35</b>	<b>45%</b>
Hau'ula Elementary	319	201	63%	345	204	59%	36	11	31%	†	†	†	33	6	18%	19	1	5%	35	11	31%	†	†	†	33	14	42%	19	5	26%
Ka'a'awa Elementary	126	57	45%	128	49	38%	14	8	57%	†	†	†	21	13	62%	†	†	†	14	10	71%	†	†	†	21	13	62%	†	†	†
Kahuku Elementary	435	158	36%	427	145	34%	63	25	40%	25	8	32%	68	38	56%	26	14	54%	63	20	32%	25	8	32%	68	39	57%	26	13	50%
Lā'ie Elementary	665	152	23%	675	132	20%	99	63	64%	26	15	58%	82	53	65%	16	9	56%	100	72	72%	26	18	69%	83	61	73%	16	9	56%
Sunset Beach Elementary	471	66	14%	450	57	13%	60	35	58%	15	5	33%	67	47	70%	†	†	†	61	44	72%	15	7	47%	67	49	73%	†	†	†

## INTERMEDIATE

Complex School	Enrollment						8th Grade E/LA Proficiency											
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016					
	Total	Native Hawaiian		Total	Native Hawaiian		Total			Native Hawaiian			Total			Native Hawaiian		
	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Kahuku</b>	<b>3,448</b>	<b>1,212</b>	<b>35%</b>	<b>3,404</b>	<b>1,162</b>	<b>34%</b>	<b>184</b>	<b>35</b>	<b>19%</b>	<b>74</b>	<b>7</b>	<b>9%</b>	<b>229</b>	<b>108</b>	<b>47%</b>	<b>98</b>	<b>37</b>	<b>38%</b>
Kahuku High & Intermediate	1,432	578	40%	1,379	575	42%	184	35	19%	74	7	9%	229	108	47%	98	37	38%

Complex School	8th Grade Math Proficiency						8th Grade Science Proficiency																	
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016											
	Total			Native Hawaiian			Total			Native Hawaiian			Total			Native Hawaiian								
	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient						
<b>Kahuku</b>	<b>197</b>	<b>53</b>	<b>27%</b>	<b>78</b>	<b>14</b>	<b>18%</b>	<b>216</b>	<b>80</b>	<b>37%</b>	<b>90</b>	<b>21</b>	<b>23%</b>	<b>204</b>	<b>55</b>	<b>27%</b>	<b>79</b>	<b>10</b>	<b>13%</b>	<b>236</b>	<b>60</b>	<b>25%</b>	<b>96</b>	<b>19</b>	<b>20%</b>
Kahuku High & Intermediate	197	53	27%	78	14	18%	216	80	37%	90	21	23%	204	55	27%	79	10	13%	236	60	25%	96	19	20%

Notes: \* Includes students with valid SBA/HSA test scores; \*\* Includes Native Hawaiian students with valid SBA/HSA test scores; † cell suppressed to protect confidentiality; - represents zero students; N/A represents zero students in denominator of percentage calculation.

Metrics are aggregated by KS Region, DOE Complex Area or Complex, by School, and by Native Hawaiian race/ethnicity. "Native Hawaiian" Students are students with an ethnicity code of "Native Hawaiian" or "Part Native Hawaiian."

Limitations:

- Official School Enrollment data is from the DOE Official Enrollment Count file plus race/ethnicity from a student's demographic record. Students who are missing a demographic record are reported as Not Native Hawaiian.

- SBA and HAS Scores 1.) excludes students who did not take the assessment 2.) reported figures may not match official federally reported figures due to difference in calculation, namely "full school year" is not taken into account in this dataset.

- Percentage of High School graduates who enrolled in a PS Institution in the Fall after HS Graduation, includes HS completers who have earned a certificate of completion in place of a regular diploma. Enrollment record falls between one of the following criteria: 1.) Enrollment\_begin is between 08-15 and 10-31 of HS Graduation YR;

2.) Enrollment\_end is between 09-15 and 11-30 of HS Graduation YR; and 3.) Enrollment\_begin is before 08-15 of Graduation YR and Enrollment\_end is after 11-30 of HS Graduation YR.

- PS Enrollment represents students who have requested confidentiality will not have National Student Clearinghouse (NSC) data.

HS Science Proficiency rates, Drop-out rates, and On-time Graduation rates for SY 15-16 were not finalized at time of request.

Source: Hawai'i P-20 Partnerships for Education with data provided by the Hawai'i Data eXchange Partnership.

# KAHUKU COMPLEX

Education Enrollment, Proficiency and Achievement (Total and Native Hawaiian (NH) Population) for SY 2014-2015 & SY 2015-2016

## HIGH

Complex School	Enrollment						11th Grade E/LA Proficiency											
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015					SY 2015 - 2016						
	Total		Native Hawaiian	Total		Native Hawaiian	Total			Native Hawaiian		Total			Native Hawaiian			
	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Kahuku</b>	3,448	1,212	35%	3,404	1,162	34%												
Kahuku High & Intermediate	1,432	578	40%	1,379	575	42%	149	47	32%	†	†	†	†	†	†	†	†	†

Complex School	11th Grade Math Proficiency						HS Science Proficiency											
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015			SY 2015 - 2016								
	Total		Native Hawaiian	Total		Native Hawaiian	Total		Native Hawaiian	Total		Native Hawaiian						
	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Kahuku</b>																		
Kahuku High & Intermediate	150	35	23%	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†

Complex School	HS Drop-out					On-Time Graduation					PS Fall Enrollment											
	SY 2014 - 2015			Native Hawaiian		SY 2014 - 2015			Native Hawaiian		SY 2014 - 2015			SY 2015 - 2016			Native Hawaiian					
	Total Students		Drop-Outs	% Drop-Outs	Total NH Drop-outs	% NH Drop-Outs	Total Students	Graduates	% Graduates	NH Graduates	% NH Graduates	Total Students		Native Hawaiian	Total Students		Native Hawaiian					
	Total Students	Drop-Outs	% Drop-Outs	Total NH Drop-outs	% NH Drop-Outs	Total Students	Graduates	% Graduates	NH Graduates	% NH Graduates	Total HS Completers	HS Completers Enrolled	% HS Completers Enrolled	NH HS Completers Enrolled	% NH HS Completers Enrolled	Total HS Completers	HS Completers Enrolled	% HS Completers Enrolled	NH HS Completers Enrolled	% NH HS Completers Enrolled		
<b>Kahuku</b>																						
Kahuku High & Intermediate	260	36	14%	17	16%	260	216	83%	86	82%	†	†	†	†	†	†	†	196	81	41%	†	†

Notes: \* Includes students with valid SBA/HSA test scores; \*\* Includes Native Hawaiian students with valid SBA/HSA test scores; † cell suppressed to protect confidentiality; - represents zero students; N/A represents zero students in denominator of percentage calculation.

Metrics are aggregated by KS Region, DOE Complex Area or Complex, by School, and by Native Hawaiian race/ethnicity. "Native Hawaiian" Students are students with an ethnicity code of "Native Hawaiian" or "Part Native Hawaiian."

Limitations:

- Official School Enrollment data is from the DOE Official Enrollment Count file plus race/ethnicity from a student's demographic record. Students who are missing a demographic record are reported as Not Native Hawaiian.

- SBA and HAS Scores 1.) excludes students who did not take the assessment 2.) reported figures may not match official federally reported figures due to difference in calculation, namely "full school year" is not taken into account in this dataset.

- Percentage of High School graduates who enrolled in a PS Institution in the Fall after HS Graduation, includes HS completers who have earned a certificate of completion in place of a regular diploma. Enrollment record falls between one of the following criteria: 1.) Enrollment\_begin is between 08-15 and 10-31 of HS Graduation YR;

2.) Enrollment\_end is between 09-15 and 11-30 of HS Graduation YR; and 3.) Enrollment\_begin is before 08-15 of Graduation YR and Enrollment\_end is after 11-30 of HS Graduation YR.

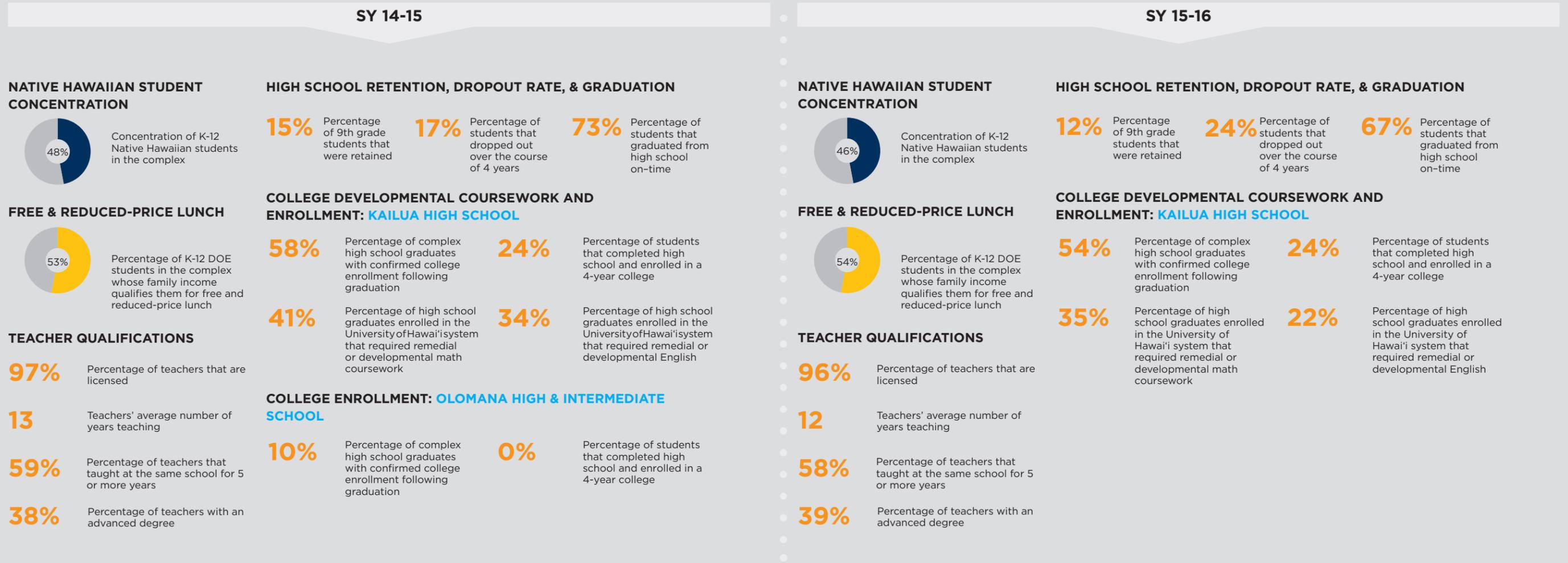
- PS Enrollment represents students who have requested confidentiality will not have National Student Clearinghouse (NSC) data.

Complex level data was not available at time of request for all HS metrics except enrollment; HS Science Proficiency rates, Drop-out rates, and On-time Graduation rates for SY 15-16 were not finalized at time of request.

Source: Hawai'i P-20 Partnerships for Education with data provided by the Hawai'i Data eXchange Partnership.

SELECTED DOE DATA: KAILUA COMPLEX

FIGURE 40: Selected DOE Complex Data: Kailua Complex



Notes: The percentage of 9th grade students that were retained refers to the percentage of students who were not promoted to the next grade level. The percentage of students that graduated on-time refers to the percentage of students who complete high school within four years of their 9th grade entry date. Dual enrollment is defined as students who enrolled in a college-level course at the University of Hawai'i prior to high school graduation.  
 SY14-15 Sources: Statewide DOE Science, English Language Arts, and Math Proficiency (All Grades): DOE STRIVE HI Student Group Performance Report, SY14-15; Free & Reduced-Price Lunch: DOE Trend Report, SY14-15; Teacher Qualifications: DOE Trend Report, SY14-15; High School Retention, Drop-Out Rate, & Graduation: DOE Trend Report SY14-15; College Developmental Coursework, Enrollment, and Retention: Hawaii P-20 College and Career Readiness Indicators Report, SY14-15.  
 SY15-16 Sources: Statewide DOE Science, English Language Arts, and Math Proficiency (All Grades): DOE STRIVE HI Student Group Performance Report, SY15-16; Free & Reduced-Price Lunch: DOE Trend Report, SY15-16; Teacher Qualifications: DOE Trend Report, SY15-16; High School Retention, Drop-Out Rate, & Graduation: DOE Trend Report SY15-16; College Developmental Coursework, Enrollment, and Retention: Hawaii P-20 College and Career Readiness Indicators Report, SY15-16.

# KAILUA COMPLEX

Education Enrollment, Proficiency and Achievement (Total and Native Hawaiian (NH) Population) for SY 2014-2015 & SY 2015-2016

## ELEMENTARY

Complex School	Enrollment						3rd Grade E/LA Proficiency									3rd Grade Math Proficiency														
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016								
	Total	Native Hawaiian		Total	Native Hawaiian		Total			Native Hawaiian			Total			Native Hawaiian			Total			Native Hawaiian								
	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Kailua</b>	<b>2,923</b>	<b>1,394</b>	<b>48%</b>	<b>2,873</b>	<b>1,324</b>	<b>46%</b>	<b>245</b>	<b>140</b>	<b>57%</b>	<b>109</b>	<b>43</b>	<b>39%</b>	<b>268</b>	<b>148</b>	<b>55%</b>	<b>116</b>	<b>48</b>	<b>41%</b>	<b>246</b>	<b>138</b>	<b>56%</b>	<b>109</b>	<b>52</b>	<b>48%</b>	<b>268</b>	<b>158</b>	<b>59%</b>	<b>116</b>	<b>61</b>	<b>53%</b>
Blanche Pope Elementary	253	191	75%	230	174	76%	36	13	36%	†	†	†	27	9	33%	†	†	†	36	17	47%	†	†	†	27	14	52%	†	†	†
Enchanted Lake Elementary	474	158	33%	463	148	32%	58	33	57%	19	6	32%	59	34	58%	18	6	33%	58	31	53%	19	7	37%	59	30	51%	18	9	50%
Ka'elepulu Elementary	196	38	19%	189	25	13%	28	25	89%	†	†	†	27	26	96%	†	†	†	28	24	86%	†	†	†	27	27	100%	†	†	†
Keolu Elementary	138	47	34%	136	47	35%	17	13	76%	†	†	†	24	10	42%	10	3	30%	18	3	17%	†	†	†	24	9	38%	10	3	30%
Mālama Honua Learning Center	41	23	56%	63	35	56%	-	-	N/A	-	-	N/A	15	12	80%	†	†	†	-	-	N/A	-	-	N/A	15	11	73%	†	†	†
Maunawili Elementary	360	128	36%	360	123	34%	49	31	63%	20	9	45%	58	40	69%	19	11	58%	49	37	76%	20	14	70%	58	47	81%	19	14	74%
Waimānalo Elementary & Intermediate	512	282	55%	484	261	54%	57	25	44%	28	8	29%	58	17	29%	32	10	31%	57	26	46%	28	11	39%	58	20	34%	32	13	41%

## INTERMEDIATE

Complex School	Enrollment						8th Grade E/LA Proficiency											
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016					
	Total	Native Hawaiian		Total	Native Hawaiian		Total			Native Hawaiian			Total			Native Hawaiian		
	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Kailua</b>	<b>2,923</b>	<b>1,394</b>	<b>48%</b>	<b>2,873</b>	<b>1,324</b>	<b>46%</b>	<b>111</b>	<b>34</b>	<b>31%</b>	<b>72</b>	<b>19</b>	<b>26%</b>	<b>94</b>	<b>37</b>	<b>39%</b>	<b>69</b>	<b>29</b>	<b>42%</b>
Ke Kula 'O Samuel M. Kamakau Laboratory Public Charter School	127	100	79%	142	106	75%	†	†	†	†	†	†	†	†	†	†	†	†
Olomana	72	40	56%	74	44	59%	†	†	†	†	†	†	†	†	†	†	†	†
Waimānalo Elementary & Intermediate	512	282	55%	484	261	54%	95	29	31%	62	15	24%	74	32	43%	56	25	45%

Complex School	8th Grade Math Proficiency									8th Grade Science Proficiency														
	SY 2014 - 2015						SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016								
	Total			Native Hawaiian			Total			Native Hawaiian			Total			Native Hawaiian								
	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient						
<b>Kailua</b>	<b>111</b>	<b>21</b>	<b>19%</b>	<b>72</b>	<b>12</b>	<b>17%</b>	<b>94</b>	<b>23</b>	<b>24%</b>	<b>70</b>	<b>18</b>	<b>26%</b>	<b>110</b>	<b>44</b>	<b>40%</b>	<b>71</b>	<b>24</b>	<b>34%</b>	<b>92</b>	<b>43</b>	<b>47%</b>	<b>68</b>	<b>31</b>	<b>46%</b>
Ke Kula 'O Samuel M. Kamakau Laboratory Public Charter School	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Olomana	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Waimānalo Elementary & Intermediate	95	15	16%	62	8	13%	75	17	23%	57	13	23%	95	34	36%	62	17	27%	75	39	52%	57	28	49%

Notes: \* Includes students with valid SBA/HSA test scores; \*\* Includes Native Hawaiian students with valid SBA/HSA test scores; † cell suppressed to protect confidentiality; - represents zero students; N/A represents zero students in denominator of percentage calculation.

Metrics are aggregated by KS Region, DOE Complex Area or Complex, by School, and by Native Hawaiian race/ethnicity. "Native Hawaiian" Students are students with an ethnicity code of "Native Hawaiian" or "Part Native Hawaiian."

Limitations:

- Official School Enrollment data is from the DOE Official Enrollment Count file plus race/ethnicity from a student's demographic record. Students who are missing a demographic record are reported as Not Native Hawaiian.

- SBA and HAS Scores 1.) excludes students who did not take the assessment 2.) reported figures may not match official federally reported figures due to difference in calculation, namely "full school year" is not taken into account in this dataset.

- Percentage of High School graduates who enrolled in a PS Institution in the Fall after HS Graduation, includes HS completers who have earned a certificate of completion in place of a regular diploma. Enrollment record falls between one of the following criteria: 1.) Enrollment\_begin is between 08-15 and 10-31 of HS Graduation YR;

2.) Enrollment\_end is between 09-15 and 11-30 of HS Graduation YR; and 3.) Enrollment\_begin is before 08-15 of Graduation YR and Enrollment\_end is after 11-30 of HS Graduation YR.

- PS Enrollment represents students who have requested confidentiality will not have National Student Clearinghouse (NSC) data.

HS Science Proficiency rates, Drop-out rates, and On-time Graduation rates for SY 15-16 were not finalized at time of request.

Source: Hawai'i P-20 Partnerships for Education with data provided by the Hawai'i Data eXchange Partnership.

# KAILUA COMPLEX

Education Enrollment, Proficiency and Achievement (Total and Native Hawaiian (NH) Population) for SY 2014-2015 & SY 2015-2016

## HIGH

Complex School	Enrollment						11th Grade E/LA Proficiency											
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016					
	Total	Native Hawaiian		Total	Native Hawaiian		Total			Native Hawaiian			Total			Native Hawaiian		
	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Kailua</b>	<b>2,923</b>	<b>1,394</b>	<b>48%</b>	<b>2,873</b>	<b>1,324</b>	<b>46%</b>												
Kailua High	750	387	52%	732	361	49%	151	79	52%	71	34	48%	†	†	†	†	†	†
Ke Kula 'O Samuel M. Kamakau Laboratory Public Charter School	127	100	79%	142	106	75%	†	†	†	†	†	†	-	-	N/A	-	-	N/A
Olomana	72	40	56%	74	44	59%	†	†	†	†	†	†	†	†	†	†	†	†

Complex School	11th Grade Math Proficiency						HS Science Proficiency											
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015											
	Total			Native Hawaiian			Total			Native Hawaiian			Total			Native Hawaiian		
	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Kailua</b>																		
Kailua High	152	25	16%	71	8	11%	†	†	†	†	†	†	165	55	33%	83	21	25%
Ke Kula 'O Samuel M. Kamakau Laboratory Public Charter School	†	†	†	†	†	†	-	-	N/A	-	-	N/A	†	†	†	†	†	†
Olomana	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†

Complex School	HS Drop-out					On-Time Graduation					PS Fall Enrollment									
	SY 2014 - 2015					SY 2014 - 2015					SY 2014 - 2015					SY 2015 - 2016				
	Total			Native Hawaiian		Total			Native Hawaiian		Total			Native Hawaiian		Total			Native Hawaiian	
	Total Students	Drop-Outs	% Drop-Outs	Total NH Drop-outs	% NH Drop-Outs	Total Students	Graduates	% Graduates	NH Graduates	% NH Graduates	Total HS Completers	HS Completers Enrolled	% HS Completers Enrolled	NH HS Completers Enrolled	% NH HS Completers Enrolled	Total HS Completers	HS Completers Enrolled	% HS Completers Enrolled	NH HS Completers Enrolled	% NH HS Completers Enrolled
<b>Kailua</b>																				
Kailua High	212	21	10%	12	10%	212	173	82%	99	84%	170	98	58%	48	48%	168	90	54%	37	46%
Ke Kula 'O Samuel M. Kamakau Laboratory Public Charter School	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Olomana	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†

Notes: \* Includes students with valid SBA/HSA test scores; \*\* Includes Native Hawaiian students with valid SBA/HSA test scores; † cell suppressed to protect confidentiality; - represents zero students; N/A represents zero students in denominator of percentage calculation.

Metrics are aggregated by KS Region, DOE Complex Area or Complex, by School, and by Native Hawaiian race/ethnicity. "Native Hawaiian" Students are students with an ethnicity code of "Native Hawaiian" or "Part Native Hawaiian."

Limitations:

- Official School Enrollment data is from the DOE Official Enrollment Count file plus race/ethnicity from a student's demographic record. Students who are missing a demographic record are reported as Not Native Hawaiian.

- SBA and HAS Scores 1.) excludes students who did not take the assessment 2.) reported figures may not match official federally reported figures due to difference in calculation, namely "full school year" is not taken into account in this dataset.

- Percentage of High School graduates who enrolled in a PS Institution in the Fall after HS Graduation, includes HS completers who have earned a certificate of completion in place of a regular diploma. Enrollment record falls between one of the following criteria: 1.) Enrollment\_begin is between 08-15 and 10-31 of HS Graduation YR;

2.) Enrollment\_end is between 09-15 and 11-30 of HS Graduation YR; and 3.) Enrollment\_begin is before 08-15 of Graduation YR and Enrollment\_end is after 11-30 of HS Graduation YR.

- PS Enrollment represents students who have requested confidentiality will not have National Student Clearinghouse (NSC) data.

Complex level data was not available at time of request for all HS metrics except enrollment; HS Science Proficiency rates, Drop-out rates, and On-time Graduation rates for SY 15-16 were not finalized at time of request.

Source: Hawai'i P-20 Partnerships for Education with data provided by the Hawai'i Data eXchange Partnership.

# K-12 (CONT'D)

## SELECTED DOE DATA: KALĀHEO COMPLEX

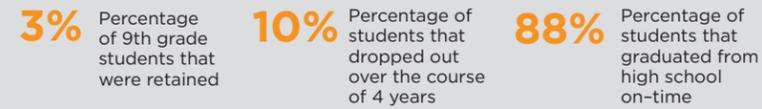
FIGURE 41: Selected DOE Complex Data: Kaiāheo Complex

SY 14-15

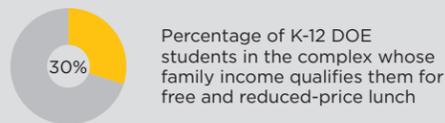
### NATIVE HAWAIIAN STUDENT CONCENTRATION



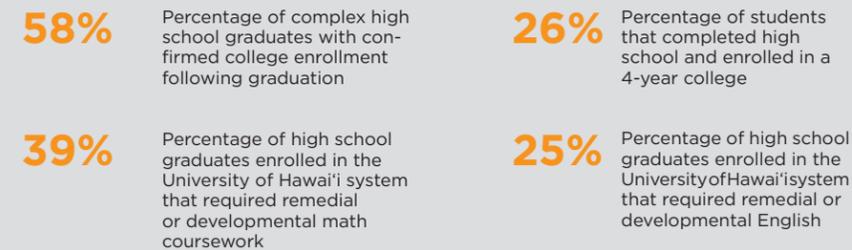
### HIGH SCHOOL RETENTION, DROPOUT RATE, & GRADUATION



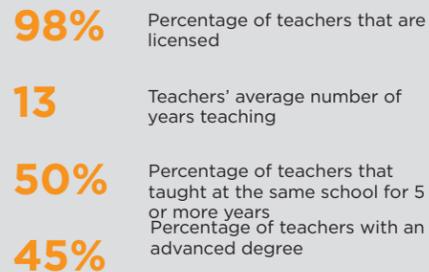
### FREE & REDUCED-PRICE LUNCH



### COLLEGE DEVELOPMENTAL COURSEWORK AND ENROLLMENT: KALĀHEO HIGH SCHOOL



### TEACHER QUALIFICATIONS

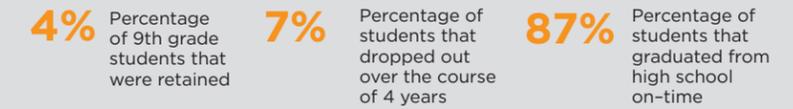


SY 15-16

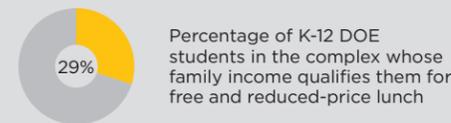
### NATIVE HAWAIIAN STUDENT CONCENTRATION



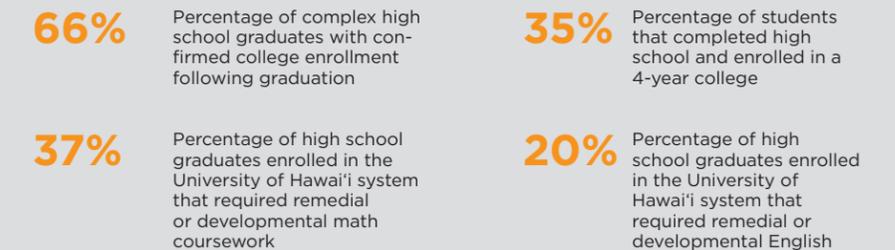
### HIGH SCHOOL RETENTION, DROPOUT RATE, & GRADUATION



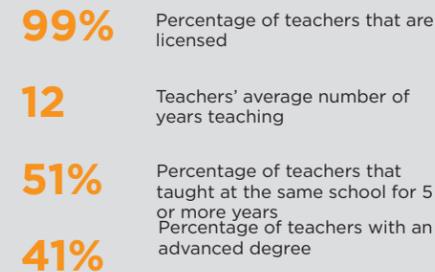
### FREE & REDUCED-PRICE LUNCH



### COLLEGE DEVELOPMENTAL COURSEWORK AND ENROLLMENT: KALĀHEO HIGH SCHOOL



### TEACHER QUALIFICATIONS



Notes: The percentage of 9th grade students that were retained refers to the percentage of students who were not promoted to the next grade level. The percentage of students that graduated on-time refers to the percentage of students who complete high school within four years of their 9th grade entry date. Dual enrollment is defined as students who enrolled in a college-level course at the University of Hawai'i prior to high school graduation.  
 SY14-15 Sources: Statewide DOE Science, English Language Arts, and Math Proficiency (All Grades): DOE STRIVE HI Student Group Performance Report, SY14-15; Free & Reduced-Price Lunch: DOE Trend Report, SY14-15; Teacher Qualifications: DOE Trend Report, SY14-15; High School Retention, Drop-Out Rate, & Graduation: DOE Trend Report SY14-15; College Developmental Coursework, Enrollment, and Retention: Hawaii P-20 College and Career Readiness Indicators Report, SY14-15.  
 SY15-16 Sources: Statewide DOE Science, English Language Arts, and Math Proficiency (All Grades): DOE STRIVE HI Student Group Performance Report, SY15-16; Free & Reduced-Price Lunch: DOE Trend Report, SY15-16; Teacher Qualifications: DOE Trend Report, SY15-16; High School Retention, Drop-Out Rate, & Graduation: DOE Trend Report SY15-16; College Developmental Coursework, Enrollment, and Retention: Hawaii P-20 College and Career Readiness Indicators Report, SY15-16.

# KALĀHEO COMPLEX

Education Enrollment, Proficiency and Achievement (Total and Native Hawaiian (NH) Population) for SY 2014-2015 & SY 2015-2016

## ELEMENTARY

Complex School	Enrollment						3rd Grade E/LA Proficiency									3rd Grade Math Proficiency														
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016								
	Total	Native Hawaiian		Total	Native Hawaiian		Total			Native Hawaiian			Total			Native Hawaiian			Total			Native Hawaiian								
	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient						
<b>Kalāheo</b>	<b>4,130</b>	<b>660</b>	<b>16%</b>	<b>4,151</b>	<b>616</b>	<b>15%</b>	<b>341</b>	<b>209</b>	<b>61%</b>	<b>46</b>	<b>25</b>	<b>54%</b>	<b>353</b>	<b>230</b>	<b>65%</b>	<b>42</b>	<b>21</b>	<b>50%</b>	<b>344</b>	<b>238</b>	<b>69%</b>	<b>46</b>	<b>30</b>	<b>65%</b>	<b>352</b>	<b>249</b>	<b>71%</b>	<b>42</b>	<b>24</b>	<b>57%</b>
ʻAikahi Elementary	489	68	14%	458	53	12%	74	38	51%	†	†	†	62	40	65%	†	†	†	74	52	70%	†	†	†	62	44	71%	†	†	†
Kailua Elementary	363	99	27%	352	79	22%	51	37	73%	16	12	75%	50	26	52%	12	2	17%	51	38	75%	16	13	81%	50	31	62%	12	3	25%
Kainalu Elementary	492	108	22%	496	99	20%	62	37	60%	14	5	36%	78	53	68%	18	9	50%	63	42	67%	14	7	50%	78	56	72%	18	11	61%
Lanikai Elementary Public Charter School	328	†	†	316	†	†	46	38	83%	†	†	†	51	47	92%	†	†	†	47	36	77%	†	†	†	51	43	84%	†	†	†
Mōkapu Elementary	862	†	†	889	†	†	108	59	55%	†	†	†	112	64	57%	†	†	†	109	70	64%	†	†	†	111	75	68%	†	†	†

## INTERMEDIATE

Complex School	Enrollment						8th Grade E/LA Proficiency											
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016					
	Total	Native Hawaiian		Total	Native Hawaiian		Total			Native Hawaiian			Total			Native Hawaiian		
	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Kalāheo</b>	<b>4,130</b>	<b>660</b>	<b>16%</b>	<b>4,151</b>	<b>616</b>	<b>15%</b>	<b>301</b>	<b>180</b>	<b>60%</b>	<b>80</b>	<b>37</b>	<b>46%</b>	<b>339</b>	<b>245</b>	<b>72%</b>	<b>99</b>	<b>61</b>	<b>62%</b>
Kailua Intermediate	680	176	26%	735	200	27%	301	180	60%	80	37	46%	339	245	72%	99	61	62%

Complex School	8th Grade Math Proficiency						8th Grade Science Proficiency																	
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016											
	Total			Native Hawaiian			Total			Native Hawaiian			Total			Native Hawaiian								
	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient						
<b>Kalāheo</b>	<b>300</b>	<b>164</b>	<b>55%</b>	<b>79</b>	<b>37</b>	<b>47%</b>	<b>340</b>	<b>205</b>	<b>60%</b>	<b>99</b>	<b>50</b>	<b>51%</b>	<b>306</b>	<b>173</b>	<b>57%</b>	<b>81</b>	<b>29</b>	<b>36%</b>	<b>343</b>	<b>194</b>	<b>57%</b>	<b>99</b>	<b>42</b>	<b>42%</b>
Kailua Intermediate	300	164	55%	79	37	47%	340	205	60%	99	50	51%	306	173	57%	81	29	36%	343	194	57%	99	42	42%

Notes: \* Includes students with valid SBA/HSA test scores; \*\* Includes Native Hawaiian students with valid SBA/HSA test scores; † cell suppressed to protect confidentiality; - represents zero students; N/A represents zero students in denominator of percentage calculation.

Metrics are aggregated by KS Region, DOE Complex Area or Complex, by School, and by Native Hawaiian race/ethnicity. "Native Hawaiian" Students are students with an ethnicity code of "Native Hawaiian" or "Part Native Hawaiian."

Limitations:

- Official School Enrollment data is from the DOE Official Enrollment Count file plus race/ethnicity from a student's demographic record. Students who are missing a demographic record are reported as Not Native Hawaiian.

- SBA and HAS Scores 1.) excludes students who did not take the assessment 2.) reported figures may not match official federally reported figures due to difference in calculation, namely "full school year" is not taken into account in this dataset.

- Percentage of High School graduates who enrolled in a PS Institution in the Fall after HS Graduation, includes HS completers who have earned a certificate of completion in place of a regular diploma. Enrollment record falls between one of the following criteria: 1.) Enrollment\_begin is between 08-15 and 10-31 of HS Graduation YR;

2.) Enrollment\_end is between 09-15 and 11-30 of HS Graduation YR; and 3.) Enrollment\_begin is before 08-15 of Graduation YR and Enrollment\_end is after 11-30 of HS Graduation YR.

- PS Enrollment represents students who have requested confidentiality will not have National Student Clearinghouse (NSC) data.

HS Science Proficiency rates, Drop-out rates, and On-time Graduation rates for SY 15-16 were not finalized at time of request.

Source: Hawai'i P-20 Partnerships for Education with data provided by the Hawai'i Data eXchange Partnership.

# KALĀHEO COMPLEX

Education Enrollment, Proficiency and Achievement (Total and Native Hawaiian (NH) Population) for SY 2014-2015 & SY 2015-2016

## HIGH

Complex School	Enrollment						11th Grade E/LA Proficiency											
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015						SY 2015 - 2016					
	Total		Native Hawaiian	Total		Native Hawaiian	Total			Native Hawaiian			Total			Native Hawaiian		
	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students Enrolled	Total NH Students Enrolled	% NH Enrolled	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Kalāheo</b>	<b>4,130</b>	<b>660</b>	<b>16%</b>	<b>4,151</b>	<b>616</b>	<b>15%</b>												
Kalāheo High	916	173	19%	905	159	18%	204	114	56%	35	10	29%	205	137	67%	35	14	40%

Complex School	11th Grade Math Proficiency						HS Science Proficiency											
	SY 2014 - 2015			SY 2015 - 2016			SY 2014 - 2015											
	Total		Native Hawaiian	Total		Native Hawaiian	Total			Native Hawaiian			Total			Native Hawaiian		
	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient	Total Students*	Proficient	% Proficient	NH Students**	NH Proficient	NH % Proficient
<b>Kalāheo</b>																		
Kalāheo High	204	58	28%	35	5	14%	204	71	35%	35	9	26%	220	128	58%	37	10	27%

Complex School	HS Drop-out					On-Time Graduation					PS Fall Enrollment									
	SY 2014 - 2015					SY 2014 - 2015					SY 2014 - 2015					SY 2015 - 2016				
	Total		Native Hawaiian			Total		Native Hawaiian			Total		Native Hawaiian			Total			Native Hawaiian	
	Total Students	Drop-Outs	% Drop-Outs	Total NH Drop-outs	% NH Drop-Outs	Total Students	Graduates	% Graduates	NH Graduates	% NH Graduates	Total HS Completers	HS Completers Enrolled	% HS Completers Enrolled	NH HS Completers Enrolled	% NH HS Completers Enrolled	Total HS Completers	HS Completers Enrolled	% HS Completers Enrolled	NH HS Completers Enrolled	% NH HS Completers Enrolled
<b>Kalāheo</b>																				
Kalāheo High	214	21	10%	6	14%	214	188	88%	34	79%	193	111	58%	14	38%	218	143	66%	21	62%

Notes: \* Includes students with valid SBA/HSA test scores; \*\* Includes Native Hawaiian students with valid SBA/HSA test scores; \* cell suppressed to protect confidentiality; - represents zero students; N/A represents zero students in denominator of percentage calculation.

Metrics are aggregated by KS Region, DOE Complex Area or Complex, by School, and by Native Hawaiian race/ethnicity. "Native Hawaiian" Students are students with an ethnicity code of "Native Hawaiian" or "Part Native Hawaiian."

Limitations:

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- Percentage of High School graduates who enrolled in a PS Institution in the Fall after HS Graduation, includes HS completers who have earned a certificate of completion in place of a regular diploma. Enrollment record falls between one of the following criteria: 1.) Enrollment\_begin is between 08-15 and 10-31 of HS Graduation YR;

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Complex level data was not available at time of request for all HS metrics except enrollment; HS Science Proficiency rates, Drop-out rates, and On-time Graduation rates for SY 15-16 were not finalized at time of request.

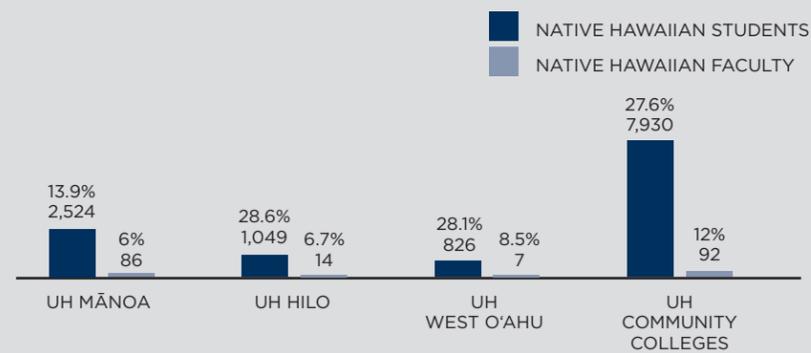
Source: Hawai'i P-20 Partnerships for Education with data provided by the Hawai'i Data eXchange Partnership.

# POSTSECONDARY

The following pages provide data related to the KS Milestone “Postsecondary Completion,” including Native Hawaiian educational attainment, data on Native Hawaiian student and teacher concentration in the University of Hawai‘i System, and graduation and persistence rates for undergraduate cohorts.

## UNIVERSITY of HAWAI‘I SYSTEM DATA

**FIGURE 42: Native Hawaiian Student and Faculty Population (Fall 2016)**

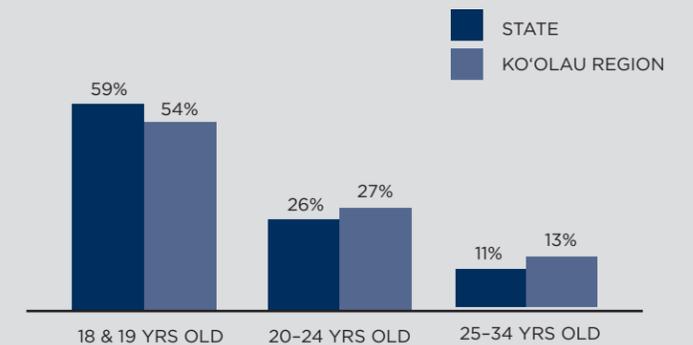


Source: University of Hawaii Institutional Research & Analysis Office (IRO) Data Access Portal, 2017.

The table at left identifies the number and percentage of Native Hawaiian faculty and students across the University of Hawai‘i System in Fall 2016.

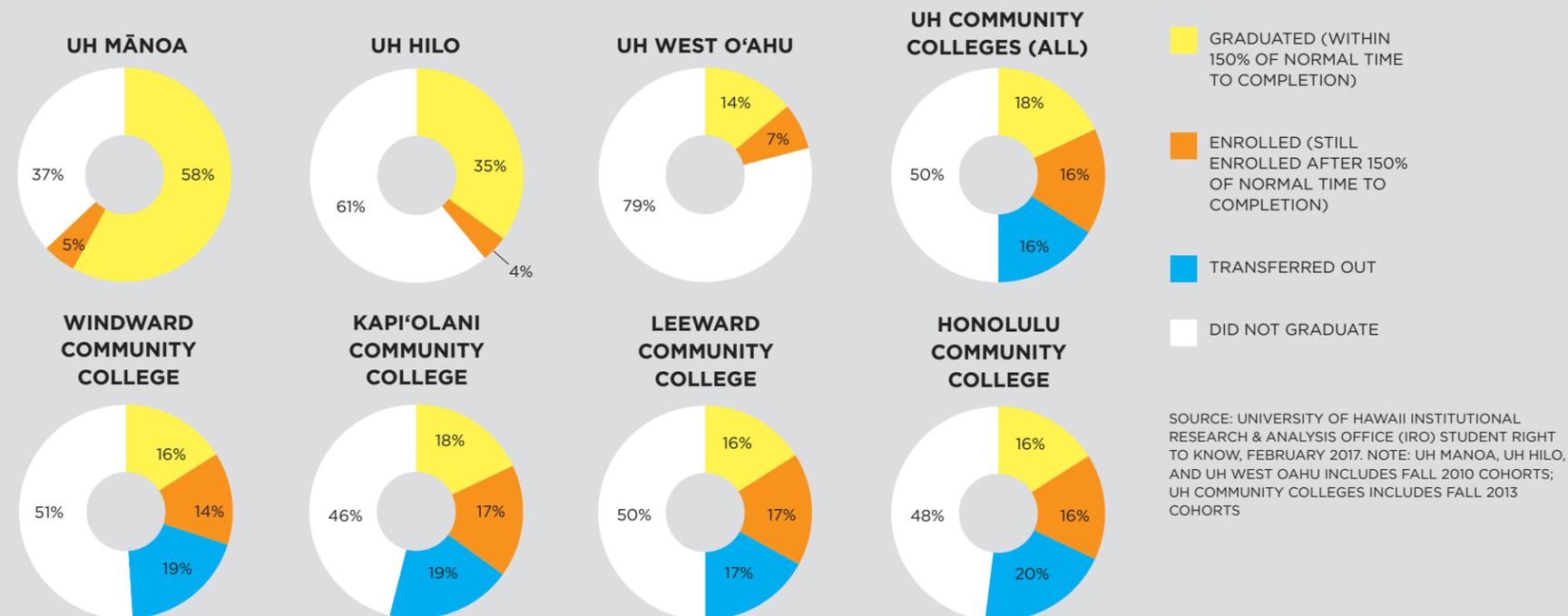
## NATIVE HAWAIIAN ENROLLMENT

**FIGURE 44: Statewide and Regional Percentages of Native Hawaiian 18-34 year olds Enrolled in Post-Secondary School (2010)**



Source: KS Regional Prioritization Table, Strategy & Innovations Group (S&I), Kamehameha Schools, 2014.

**FIGURE 43: University of Hawai‘i Graduation and Persistence Rates, Total Population (Fall 2013)**



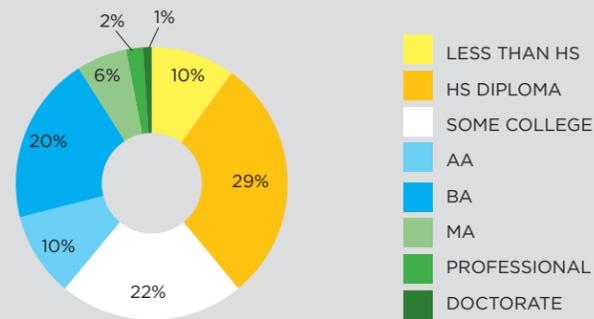
### List of University of Hawai‘i Community Colleges

- Hawai‘i Community College
- Honolulu Community College
- Kapi‘olani Community College
- Kaua‘i Community College
- Leeward Community College
- University of Hawai‘i Maui College
- Windward Community College

# POSTSECONDARY (CONT'D)

## TOTAL POPULATION EDUCATIONAL ATTAINMENT

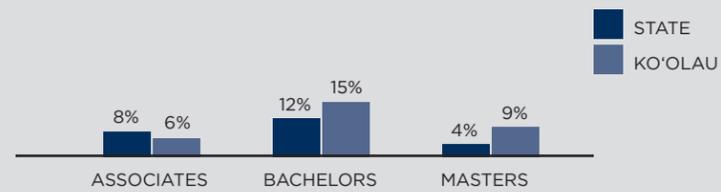
**FIGURE 45: Statewide Educational Attainment of the Total Population 25 Years and Older (2010)**



Source: KS Regional Prioritization Table, Strategy & Innovations Group (S&I), Kamehameha Schools, 2014.

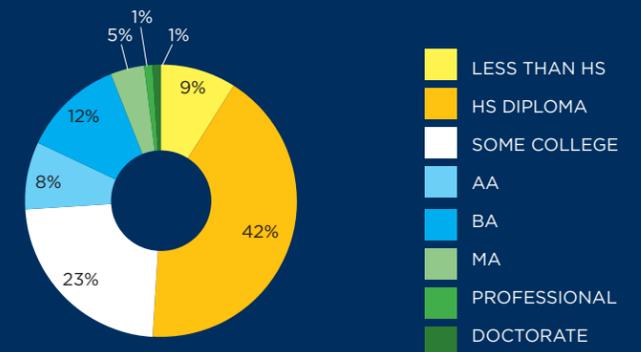
## NATIVE HAWAIIAN EDUCATIONAL ATTAINMENT

**FIGURE 46: Statewide and Regional Percentages of Native Hawaiian 25-34 year olds who have Completed a Postsecondary Degree (2010)**

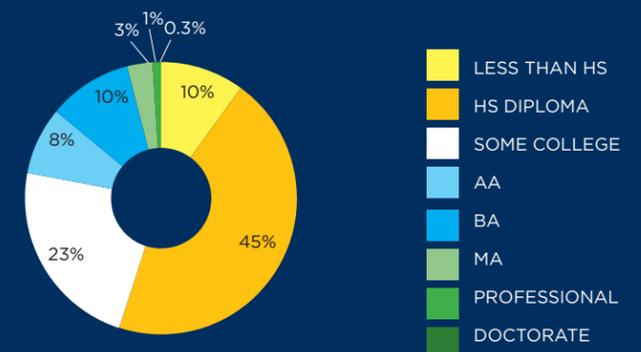


Source: KS Regional Prioritization Table, Strategy & Innovations Group (S&I), Kamehameha Schools, 2014.

**FIGURE 47: Educational Attainment of Native Hawaiians Residing in the Region 25 Years and Older (2010)**



**FIGURE 48: Statewide Educational Attainment of Native Hawaiians 25 Years and Older (2010)**



Source: KS Regional Prioritization Table, Strategy & Innovations Group (S&I), Kamehameha Schools, 2014.

LESS THAN 1% OF NATIVE HAWAIIANS IN THE STATE HAVE ATTAINED A DOCTORAL DEGREE

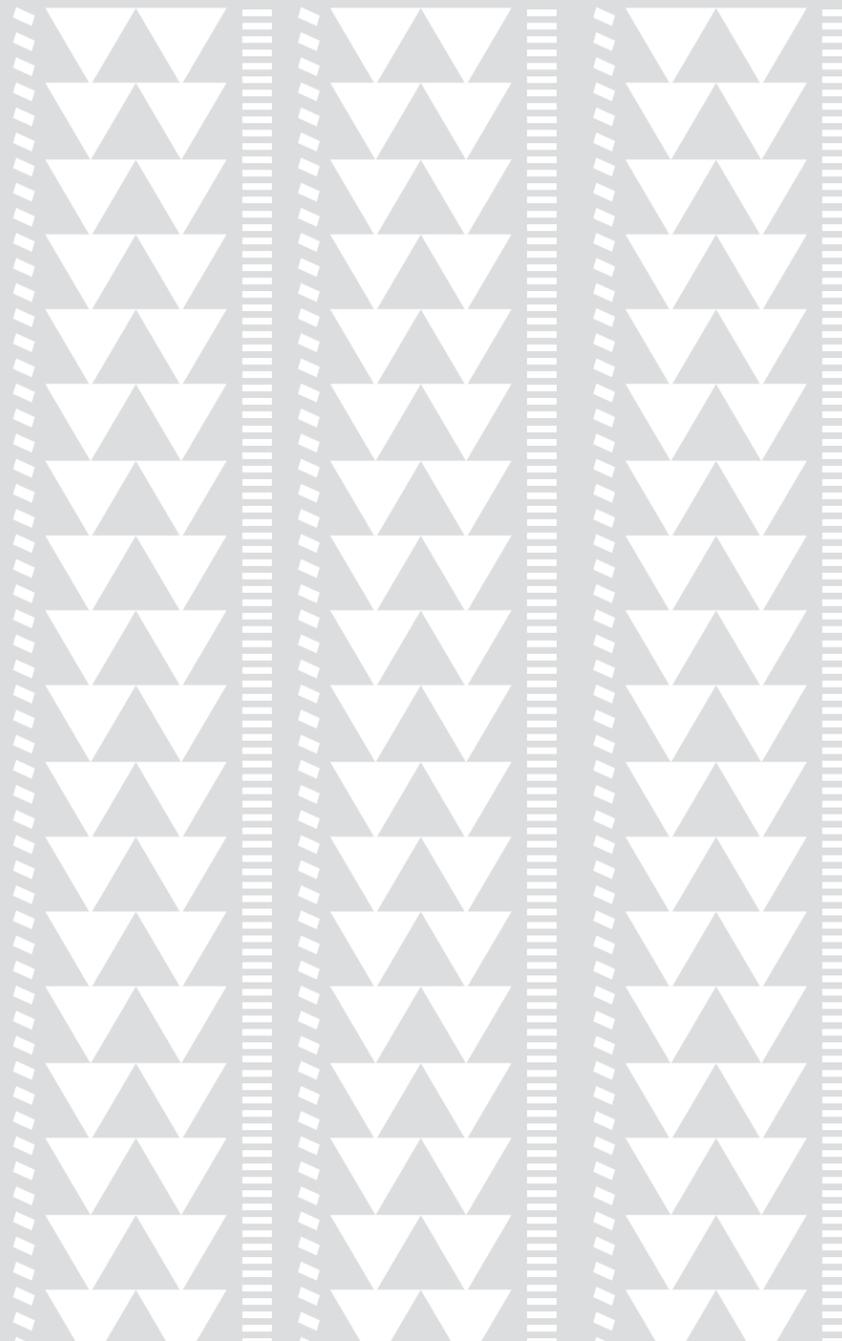
# POSTSECONDARY (CONT'D)

## ADULT EDUCATION, TRAINING, AND POSTSECONDARY EDUCATIONAL INSTITUTIONS IN THE REGION

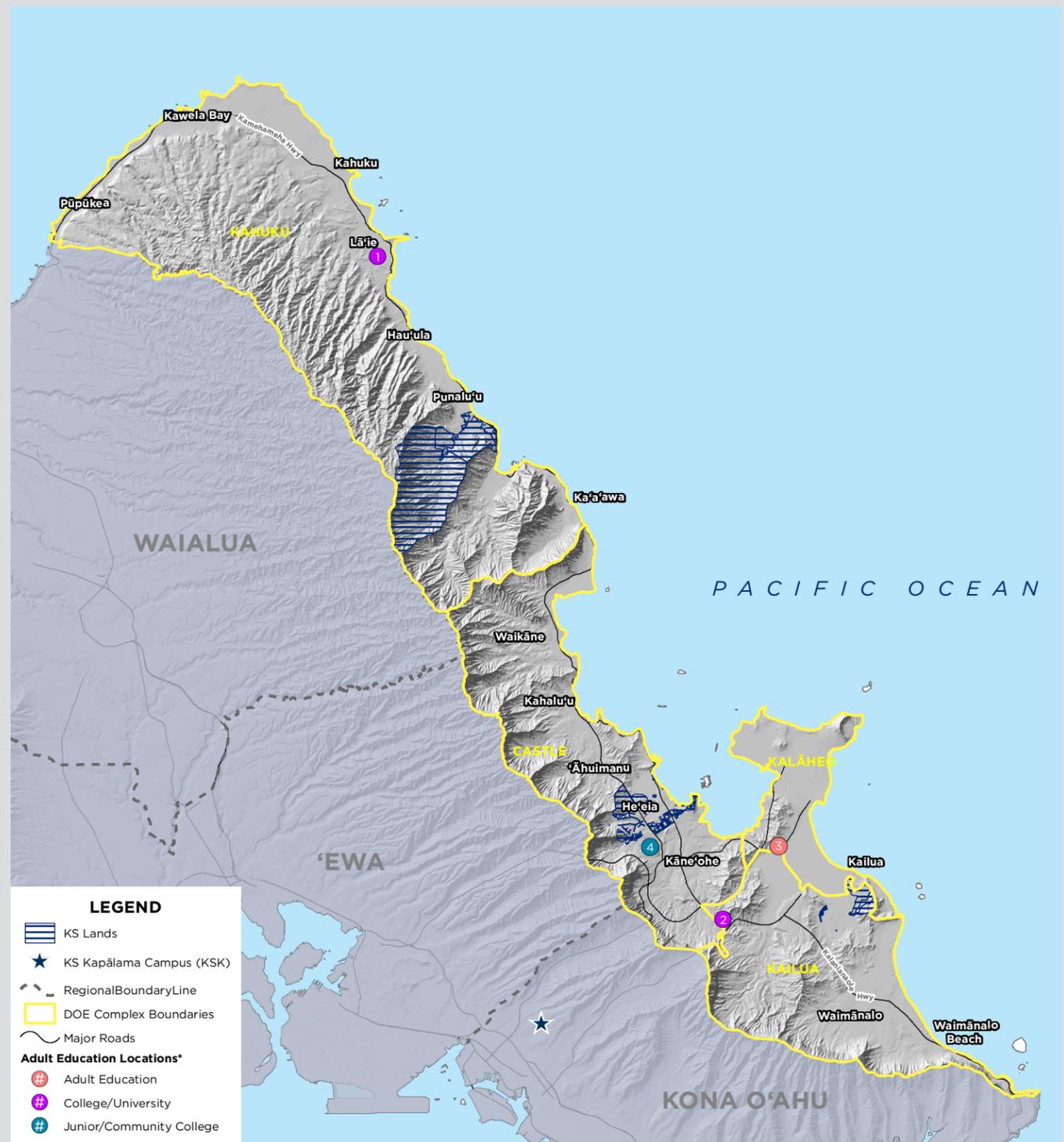
**TABLE 33: Adult Education, Training, and Postsecondary Educational Institutions in the Region**

Map Number	Adult Education, Training, and Postsecondary Institutions (4 Schools)
1	Brigham Young University-Hawai'i
2	Hawai'i Pacific University - Windward
3	Waipahu Community School for Adults (WCSA) - Windward Campus
4	Windward Community College

Source: List compiled by Cardno. National Center for Education Statistics, 2017. Hawaii DOE, 2017.



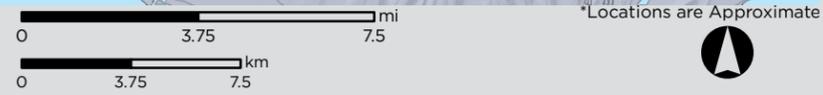
**MAP 11: Adult Education, Training, and Postsecondary Educational Institutions in the Region**



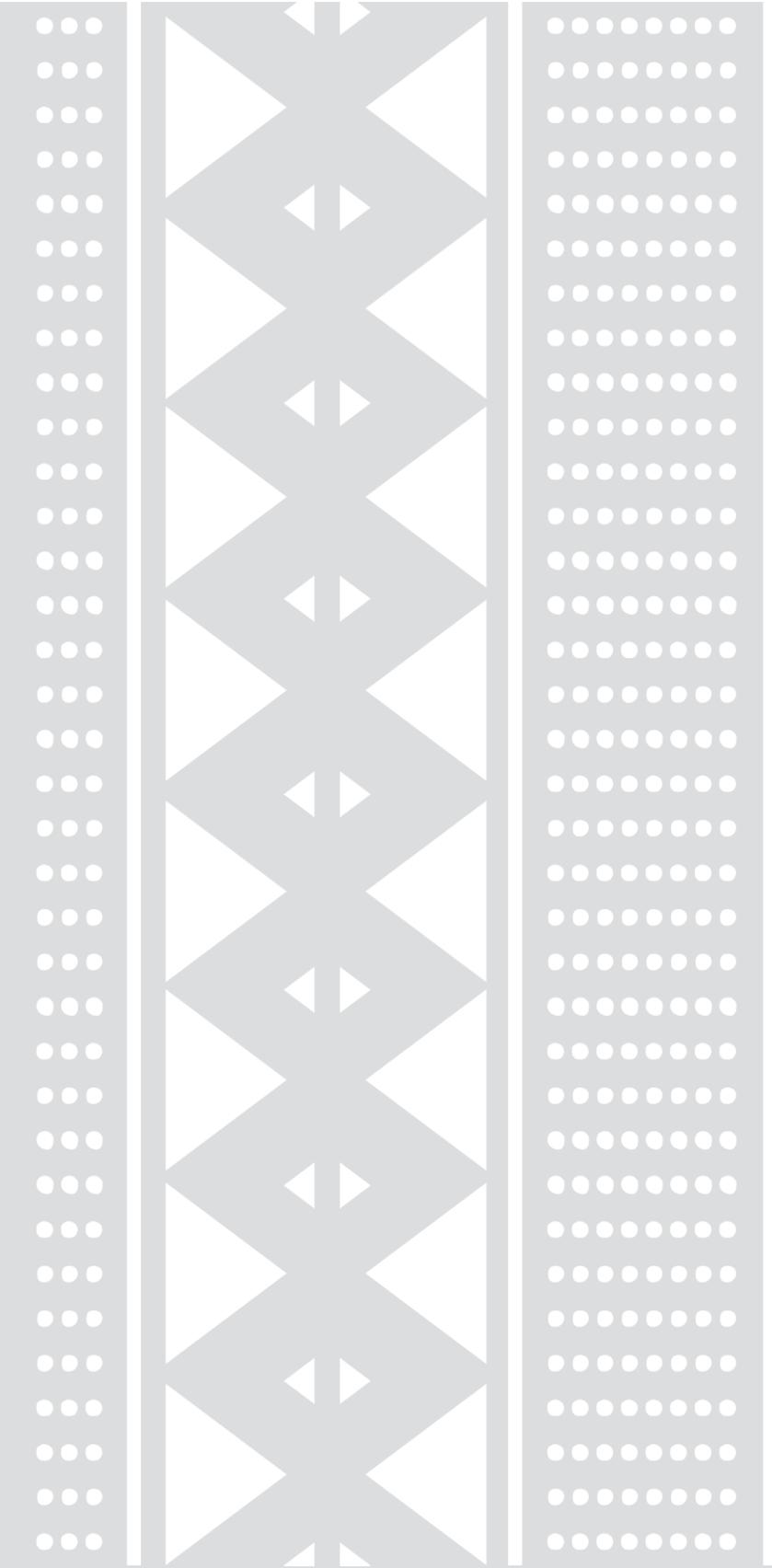
**LEGEND**

- KS Lands
- KS Kapālama Campus (KSK)
- Regional Boundary Line
- DOE Complex Boundaries
- Major Roads
- Adult Education Locations\***
  - Adult Education
  - College/University
  - Junior/Community College

Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS;  
 KIC Parcels as of 3/2017 maintained by LIMS;  
 KS Campus layer from DBEDT 2011;  
 DOE Complexes from Hawaii DBEDT 3/2017;  
 Major Roads from TIGER U.S. Census Bureau, 2014;  
 Adult schools layer created by Cardno April 2017 based on facility physical address from National Center for Education Statistics, 2017 and Hawaii DOE, 2017. Layer currently retained by LIMS.



\*Locations are Approximate



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# 4

## STAKEHOLDERS & COLLABORATORS IN THE REGION

*Section 4 Stakeholders & Collaborators in the Region* presents and discusses current stakeholders in the Region (both those that have existing partnerships with KS and those that do not)—all of which have significant roles in shaping the physical, social, and educational environment of the region, including its people and places.

KS actively engages in diverse partnerships and leveraging of multi-sector relationships with a variety of program-operating organizations and landowners. As appropriate, leadership may choose to partner with entities identified in this section and other entities in pursuit of the KS SP2020 goals and educational milestones and as part of a collective impact approach.

Significant stakeholders in the region all contribute to the environment surrounding the people of the region. The interests and influence of these stakeholders shape the resources that flow into and/or out of the area, the opportunities that are available within the region, and, at times, the access to those resources and opportunities. Some of the stakeholders discussed herein share KS' long-term vision to strengthen Native Hawaiian leadership, influence, economic wellbeing, and physical and mental health within the Region. Other stakeholders are neighbors to KS, partners in programming with KS, or potential partners as KS continues to focus on impact-driven resource management and leveraging collective impact. Synergistic facilities and stakeholder engagement that support a growing Native Hawaiian population and a long-term sustainable community necessitates collaborative efforts between KS and regional stakeholders.

As the Native Hawaiian learner population grows in the Region, the level of engagement between aligned stakeholders and partners will likely increase to maximize support for the increasing requirements of an expanding group of learners. Notably, sufficient density of facilities and collaborators in close proximity allows for a concentration of resources in a given area as opposed to facilities and collaborators that are spread thinly over a large area. Hence, the remote location of some Native Hawaiian communities must be a consideration in service delivery. As previously discussed, additional personnel (teachers and administrators), space (classrooms, culturally focused areas, and community gathering spaces), and resources (assistance programs and tuition) will be part of this service area growth, as will increased communication and alignment of services'—thereby heightening the need for engaging stakeholders in a collective impact approach.

The stewardship and development of land, facilities, and infrastructure in a region are long-term activities that are guided by long-term vision and planning of public and private entities. As discussed in previous sections, the enactment of these stakeholder visions has the ability to significantly impact the wellbeing and educational environment within regional communities both in the immediate present and in the future. Land use constraints not only guide the proper use of land but may be a reflection of the existing culture of land use in an area that, in turn, may provide opportunities or constraints in the future.

# COLLABORATORS

The following tables provide a list of current KS Collaborations within the Region. Collaborators largely include educational and community organizations with program delivery sites within the Region, across multiple Regions, or Statewide4

**TABLE 34: FY 2016-2017 KS Collaborators List**

Multi-Year Financial Plan Area	Ext Organization	Program/Project Title	Program/Project Description
K-12	Department of Education	Castle HS Early College High School Program	Supports an Early College program at Castle High School which offers college course provided by the University of Hawai'i Community College on the Castle High School campus.
K-12	Department of Education	Kupa 'Āina	Partnership between the DOE and KS to engage students through Hawaiian culture, project-based learning, natural/cultural resource management, and STEM fields in order to achieve college and career readiness.
Early Learning	Kulaniakea	Kupu A'e	A bilingual Hawaiian-English program for children 18 months to 6 years old which aims to increase school readiness.

Source: KS Community Investing Collaborators List FY2016-2017, Strategy & Innovation Group, Kamehameha Schools.

**TABLE 35: FY 2017-2018 KS Collaborators List**

Multi-Year Financial Plan Area	Ext Organization	Program/Project Title	Program/Project Description
Early Learning	'Aha Pūnana Leo, Inc.	Hawaiian Immersion Preschools	Supports Hawaiian immersion preschools statewide in providing Hawaiian medium and cultural-based instruction to students and their families.
K-12	Department of Education	HCBE PD Support to CASTLE KAHUKU	KS provides support to the DOE to advance Hawaiian Culture-Based Education through professional development and capacity-building programs for DOE staff, such as, teacher induction and educational leadership.
K-12	Department of Education	HCBE PD Support to KAILUA - KALĀHEO	KS provides support to the DOE to advance Hawaiian Culture-Based Education through professional development and capacity-building programs for DOE staff, such as, teacher induction and educational leadership.
Early Learning	Dollywood Foundation	Imagination Library	Provides age-appropriate books to a cohort of young children.
K-12	Hui Mālama O Ke Kai Foundation	Hui Mālama O Ke Kai (HMK) System of Culture-based Programs and Culturally Grounded Site Development	Provides intensive culture-based after-school youth development and evening/weekend family strengthening services to Waimānalo families that help to foster self-efficacy, academic achievement, health & community building.
Early Learning	Institute for Native Pacific Education and Culture	Keiki Steps to Kindergarten (KSTK)	A two or three-week summer kindergarten transition program held at various elementary schools across the state in communities with high concentrations of Native Hawaiian children with little or no preschool experience and who will be attending kindergarten in the Fall.
K-12	Ka Huli 'O Haloa	Hakipu'u Learning Center (HLC) per pupil funding	Support to provide Hawaiian culture-based education to learners and their families.
K-12	KAI LOA, INC	Ke Kula 'o Samuel M. Kamakau, LPCS; K-12 Per-Pupil Funding	Support to provide Hawaiian culture-based education to learners and their families.

# COLLABORATORS (CONT'D)

**TABLE 35: FY 2017-2018 KS Collaborators List (cont'd)**

Multi-Year Financial Plan Area	Ext Organization	Program/Project Title	Program/Project Description
Early Learning	KAI LOA, INC	Ke Kula 'o Samuel M. Kamakau, LPCS; Preschool Per Pupil Funding	Support to provide Hawaiian culture-based education preschool programming to learners and their families.
College/Career	Kāko'o 'Ōiwi	Mahuahua 'ai o Hoi-'elua	Offers internship programming and loi family farming workshops. Both will provide meaningful experiences in Hawaiian agriculture enabling good life and careers in Ag or ag-lifestyle.
K-12	Kanehunamoku Voyaging Academy	Papahana Ho'olauna	Provides K-6 in school waa based cultural programming with age appropriate introductions to the maritime industry, maritime careers based outreach to windward high schools, and career readiness preparation internships for young adult.
K-12	Kualoa He'eia Ecumenical Youth Project	Pilikua- Ko'olauloa Sustainability Initiative or KSI (Consider these 3 terms as the same Project)	Provides after-school support including mentorship, cultural development a well as career pathway development through cultura and 'āina-based programming to students in the Ko'olauloa region.
Early Learning	Learning Disabilities Association of Hawai'i	School Readiness Project (SRP)	Provides developmental, social-emotional, autism, hearing and vision screenings for children ages 2-5 and case management for children with needs identified through screening.
K-12	Mailikukahi 'Āina Momona Academy	Ko'olau 'Āina Momona	This project provides summer and intercession programing for children of Ko'olaupoko and Ko'olauloa regions to students ages 3 to 15 years old to foster and teach critical hands on skills of food security and sustainability to keiki and their families.
K-12	Mālama Honua Public Charter School Foundation	Mālama Honua PCS per-pupil funding	Support to provide Hawaiian culture-based education to learners and their families.
'Āina	Paepae 'O He'eia	Paepae 'o He'eia	Provides educaational programming related to Hawai'i fishpond management and production and facilittes fishpond maintenance and repair, natural and cultural resource management, and sustainability of He'eia fishpond.
'Āina	Papahana Kuaola	Papahana Kuaola (PK)	Provides 'āina based educational programming focused on restoration of cultural values, practices, health and people in Waipao for all ages.
Early Learning	Partners in Development Foundation	Ka Pa'alana and 'Ike No'eau	Provides comprehensive outreach services to houseless families along, and operates preschools and family education programs within several shelters as well as a mobile preschools.
College/Career	University of Hawai'i	'Iliahi Health Science Pathway	Engages students in practical, and in-service training experiences to increase enrollment, retention and graduation in a Health Science Pathway that encompasses CNA, Nursing, and Agripharmatech. Students will integrate medicinal healing/Native Hawaiian Health with traditional nursing/health practices to advance to higher education in health sciences or agripharmatech.
'Āina	University of Hawai'i	UH Manoa Hawai'inuiakea Ka Papa Lo'i 'O Punalu'u	Provides experiential, cultural, and educational opportunities for students and the general community through the following: Learning and teaching traditional Hawaiian farming methods, promoting Hawaiian Language, and Aloha 'Āina.
K-12	University of Hawai'i Foundation	Early College Initiative	Provides early college opportunities and other supports in DOE schools located throughout the Ko'olau region.
College/Career	University of Hawai'i Foundation	GoFarm Hawai'i, a statewide beginning farmer program	Provides hands-on training in sustainable vegetable production, business plan development, and marketing to Hawai'i's aspiring farmers in order to develop more viable, sustainable farmers to support Hawai'i's food security and economy.

Source: KS Community Investing Collaborators List FY2017-2018, Strategy & Innovation Group, Kamehameha Schools.

# SELECTED REGIONAL STAKEHOLDER & COLLABORATOR HIGHLIGHTS

The following are selected discussions that provide overview information about some of the stakeholders in the Region.

## 'AHA PŪNANA LEO (APL)

'Aha Pūnana Leo is a non-profit, family-based educational organization dedicated to the revitalization of the Hawaiian language ('Aha Pūnana Leo, n.d). 'Aha Pūnana Leo operates 13 preschool sites Statewide, including Pūnana Leo o Ko'olau Loa and Pūnana Leo o Ko'olau Poko in the Region.

### Pūnana Leo o Ko'olau Loa

Pūnana Leo o Ko'olau Loa is located at Hau'ula in a classroom on the grounds of Hau'ula Elementary School. The school first opened its doors on September 15, 1997 ('Aha Pūnana Leo, n.d).

### Pūnana Leo o Ko'olau Poko

Pūnana Leo o Ko'olau Poko is located at Kāne'ohe in a classroom on the grounds of Pū'ōhala Elementary School. The school first opened its doors on March 1, 2013 ('Aha Pūnana Leo, n.d).

In FY11-13, APL's annual reported expenses were \$5.26Mil.

## HAWAI'I DEPARTMENT OF EDUCATION (DOE)

The Region encompasses two DOE complex areas: Castle-Kahuku and Kailua-Kalāheo. The Complex Area includes four complexes: Castle, Kahuku, Kailua, and Kalāheo.

In FY14-15, the DOE's annual reported expenses were \$2.586Bil.

## QUEEN LILI'UOKALANI TRUST/CHILDREN'S CENTER (QLT/QLCC)

The Queen Lili'uokalani Trust/Children's Center (QLT/QLCC), founded in 1909, is dedicated to the welfare of orphan and destitute children, with a preference given to Native Hawaiian children. In the Region, QLCC operates three sites including its Ko'olau Poko Unit in Kāneoh'e, Ko'olau Loa Unit in Hau'ula, and a satellite office in Waimānalo.

In CY15, QLT's annual reported expenses were \$36.97Mil.

## DEPARTMENT OF HAWAIIAN HOME LANDS (DHHL)

In an effort to provide Native Hawaiians with economic self-sufficiency, DHHL provides homestead leases for residential, agricultural, and pastoral leases to Native Hawaiians of 50% blood quantum.

In the past several years, DHHL's Planning Office has developed a series of plans—Program, Regional, and Island Plans—that discuss future land and water resource development while considering archaeological, historical, and environmental concerns. DHHL utilizes these plans with the goal of building partnerships, leveraging resources and capital investments, mitigating undesirable development impacts, coordinating area growth, reducing risk in large-scale developments, and creating broad community benefits.

### Waimānalo Regional Plan

DHHL's lands in Waimānalo include more than 2,000 acres of lands designated for residential, agriculture, conservation and community uses. With over 200 acres dedicated to residential use, DHHL serves nearly 7,000 Native Hawaiians in homestead communities such as Waimānalo Villages, Pine Tree Triangle and Kumuhau. DHHL is in the process of conceptual planning for a Waimānalo Village Center that would compliment existing assets in the area, such as QLCC, kupuna housing and a KS preschool, and serve as the center of the economic and social activities in the Waimānalo Homestead. (Department of Hawaiian Home Lands, 2011).

In FY13-14, DHHL's annual reported expenses were \$52.8Mil.

## UNIVERSITY OF HAWAII SYSTEM

In the Region, the UH System operates **Windward Community College (WCC)**. KS is currently involved in various partnerships with the University of Hawai'i System in the Region through the provision of KS financial aid awards to qualifying students and the support of programs such as Ka Papa Lo'i 'o Punalu'u.

### Windward Community College (WCC)

Established in 1972, WCC serves mostly students in the Windward O'ahu region and offers credit and non-credit coursework that allow students to earn one of three associate degrees or a focused workforce certificate. (Windward Community College, n.d.).

WCC programs of note include:

- First and only Veterinary Technology AS degree in Hawai'i
- Nursing Pathway program from CNA to LPN to ADN (Associate degree in Nursing) that is focused on sustaining native healing practices
- Agripharmatech Certificate with two tracks preparing students for work or higher education in the plant biotechnology field.

### Hawai'i Institute of Marine Biology at Moku o Lo'e

The Hawai'i Institute of Marine Biology (HIMB) is part of the School of Ocean & Earth Science & Technology at UH Mānoa and serves as a research and education facility for all aspects of tropical marine biology. (University of Hawaii, n.d.).

In FY15-16, the UH System's annual reported expenses were \$1.54Bil.

## QLCC'S PROGRAMMING IS CENTERED ON FOUR SERVICE OUTCOMES:

Each Hawaiian child will

- Have a consistent and nurturing adult in their life
- Be grounded in culture and spirituality
- Be healthy
- Live within communities that care about their welfare

## SELECTED REGIONAL STAKEHOLDER & COLLABORATOR HIGHLIGHTS (CONT'D)

### HAROLD K.L. CASTLE FOUNDATION (HKLCF)

The Harold K.L. Castle Foundation (HKLCF) was founded in 1962 with a specific focus on public education, marine conservation, and hawaiian culture. Since its Originally targetting the Windward O'ahu community, CF has expanded its grant awards to include the entire State. The Foundation's current investments are focused on public education redesign and enhancement, nearshore marine resource conservation, and strengthening the communities of Windward O'ahu. Since its inception, the Harold K.L. Castle Foundation has awarded over \$176 million in grants, with more than \$60 million going to organizations serving Windward O'ahu.

In FY14-15, the Castle Foundation's annual reported expenses were \$10.1Mil.

### INSTITUTE FOR NATIVE PACIFIC EDUCATION AND CULTURE (INPEACE)

Founded in 1994, Institute for Native Pacific Education and Culture (INPEACE) is a non-profit organization with the mission to improve the quality of life for Native Hawaiians through community partnerships that provide educational opportunities and promote self-sufficiency. The organization operates programs focused on early childhood education, workforce development, and cultural land stewardship. Although it is a statewide organization, INPEACE focuses its work in the Wai'anae Coast, with all of its programs available in the Region. KS provides support to a number of INPEACE programs and one of the organization's family-child interaction learning preschool programs is located at the CLCM.

### QUEEN LILI'UOKALANI TRUST/CHILDREN'S CENTER (QLT/QLCC)

The Queen Lili'uokalani Trust/Children's Center (QLT/QLCC), founded in 1909, is dedicated to the welfare of orphan and destitute children, with a preference given to Native Hawaiian children.

In CY15, QLT's annual reported expenses were \$36.97Mil.

### PARTNERS IN DEVELOPMENT FOUNDATION (PIDF)

Incorporated in 1997, Partners in Development Foundation (PIDF) is a non-profit organization whose goal is helping children, families, and communities overcome challenges in ways that would allow PIDF beneficiaries to, in turn, serve as teachers and helpers of others in need. Beginning with its free traveling preschool programs, the organization now runs a host of education, social services, environmental, and language programs statewide, including the Tūtū and Me traveling preschool program, with a focus on the Wai'anae Coast.

In CY15, PIDF's annual reported expenses were \$20.6Mil.

### KĀKO'O 'ŌIWI

Kāko'o 'Ōiwi is a community-based non-profit organization based in the ahupua'a of He'eia, moku of Ko'olaupoko, island of O'ahu. With the support of the local community, Kāko'o 'Ōiwi acquired a 38-year lease agreement with the State of Hawai'i Community Development Authority

The Harold K.L. Castle Foundation committed \$2,983,000 to a variety of nonprofits in the Windward O'ahu community in 2015, including the Waimānalo Health Center.

The Waimānalo Health Center (WHC) received \$2 million from CF in support of its first capital improvement campaign. The center, which is one of the largest employers in Waimānalo, aims to raise \$13 million for a new facility to accommodate 2,500 more patients each year.

(HCDA) to implement Māhuhua 'Ai o Hoi (Regrowing the Fruit of Hoi), a long-range project to restore agricultural and ecological productivity to nearly 405-acres within the wetlands of He'eia. Through our cultural, educational and ecosystem restoration programs, Kāko'o 'Ōiwi is promoting the social and economic advancement of the local community. (Kāko'o 'Ōiwi, n.d.)

In CY14, Kāko'o 'Ōiwi's annual reported expenses were \$331.1K.

### PAEPAE O HE'EIA

Paepae o He'eia is a private non-profit organization that was established to mālama He'eia Fishpond, which is located on KS lands, and serve as kia'i to this precious resource and treasure. Its vision is to perpetuate a foundation of cultural sustainability for communities ('ohana) of Hawai'i through education. (Paepae o He'eia, n.d.)

In FY14-15, Paepae o He'eia's annual reported expenses were \$645.8K.

### PAPAHANA KUALOA

Papahana Kuaola is located on 63 acres of KS lands in Waipao, He'eia. Papahana Kualoa's mission is to create quality educational programs focused on environmental restoration and economic sustainability fully integrated with Hawaiian knowledge in order to exemplify a lifestyle respectful of kōnaka, 'āina, and ākua. Papahana Kualoa provides programs that service thousands of K-12 students from across the State, including KS students. (Papahana Kualoa, n.d.)

In CY14, Papahana Kuaola's annual reported expenses were \$1.1Mil.

### KUPU

Kupu's mission is to empower youth to serve their communities through character-building, service-learning, and environmental stewardship opportunities by providing training in natural resource management, renewable energy, energy conservation, and other green job skill sets. Annually, Kupu provides hundreds of paid internships, engages up to 17,000 volunteers, 230,000 service hours, and approximately \$500,000 in college and continued education funds—for a total of more than \$9 million to benefit Hawai'i (Kupu, n.d.).

In FY14-15, KUPU's annual reported expenses were \$4.1Mil.

# SELECTED CAPITAL IMPROVEMENT PROJECTS

The table and map on this page highlight the approximate locations of various State and County capital improvement projects occurring Statewide and in the Region.

**TABLE 36: Selected Regional and Statewide Capital Improvement Projects**

Map Number	Capital Improvement Project	Budgeted
<b>Regional County-funded Capital Improvement Projects</b>		
	Recreation Improvements - District 2	\$2,175,000
1	Waimānalo Beach Park Improvements	\$2,000,000
	Recreation Improvements - District 3	\$1,500,000
8	Senator Fong's Plantation Garden Improvements	\$1,100,000
7	Pedestrian and Bike path, Kahalu'u Improvements	\$200,000
5	Pedestrian and Bike Path, Kailua Improvements	\$200,000
<b>Regional Utility Capital Improvement Projects</b>		
12	Board of Water Supply Kahuku Wells Capacity Expansion	\$2,720,000
<b>Countywide County-funded Capital Improvement Projects</b>		
	Community Revitalization Initiative	\$18,000,000
	O'ahu Preservation and Revitalization Initiative	\$10,000,000
	Community development Block Grant	\$8,838,413
	Housing Partnership Program	\$6,100,000
	Renovate Recreational Facilities (incl. Makalapa Park)	\$5,514,909
<b>Regional State-funded Capital Improvement Projects*</b>		
10	Replacement of the Kaluanui Stream Bridge along Kamehameha Highway	\$10,800,000
9	Hawai'i Housing Finance & Development Corporation (HHFDC) Waiahole Water System Improvements	\$14,300,000
3	Waimānalo Irrigation System Improvements	\$14,050,000
11	Kahuku Agricultural Park Improvements	\$2,410,000
<b>Statewide State-funded Capital Improvement Projects*</b>		
	DLNR Statewide Watershed Initiative	\$15,000,000
	Renew, Improve, and Modernize UH System Facilities Statewide	\$150,000,000
	Department of Human Services Improvements to Public Housing Statewide	\$99,710,000
<b>Regional State-funded Capital Improvement Projects Proposed FY17 Requests**</b>		
6	For a patient care facility at the Hawai'i State Hospital, Oahu, to replace the Forensics building	\$160,500,000
2	\$8.2 million in G.O. bond funds and \$1 million in federal funds for irrigation system projects, including improvements to Moloka'i, Waimānalo, and Waimea irrigation systems	\$9,200,000
4	For maintenance, repairs, and related projects at Women's Community Correctional Center	\$8,500,000
<b>Statewide State-funded Capital Improvement Projects Proposed FY17 Requests**</b>		
	Heat abatement improvements at public schools	\$30,000,000
	To address enrollment capacity issues at public schools	\$16,100,000
	Public school repair and maintenance to address school conditions	\$10,100,000
	Public school equity projects, including high school science facility upgrades and special education renovations	\$13,100,000
	Renovations at public school libraries, cafeterias, and administration facilities	\$10,600,000
	Health and safety projects at public libraries	\$1,500,000
	Improvements and modernization to UH Community College campuses	\$10,000,000
	Dwelling Unit Revolving Fund	\$25,000,000
	Rental Housing Revolving Fund	\$75,000,000
	Public housing improvements and renovations, including expedited repair of vacant units, Statewide	\$31,000,000

**MAP 12: Selected Regional and Statewide Capital Improvement Projects**



Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS;  
 KIC Parcels as of 3/2017 maintained by LIMS;  
 KS Campus layer from DBEDT 2011;  
 DOE Complexes from Hawaii DBEDT 3/2017;  
 Major Roads from TIGER U.S. Census Bureau, 2014;  
 Capital Improvement Projects layer developed by Cardno based on project name and description, April 2017. Layer currently retained by LIMS.

Note: County-funded projects include selected projects categorized under Community Services, Culture and Recreation, and Special Recreation Facilities with a minimum value of \$250,000. Board of Water Supply (BWS) projects included are limited to capacity expansion projects with a minimum value of \$2.5Mil. Hawaiian Electric Company (HECO) projects included are limited to projects with a minimum value of \$10Mil or power purchase agreements for large-scale solar power projects. UH System and Department of Agriculture projects included with a minimum value of \$5Mil. County-funded Projects Source: City and County of Honolulu Ordinance 16-15, Bill 15 (2016), CD2, FD1. Utility Projects Source: Board of Water Supply (HECO), Six-Year Capital Improvement Program for the Fiscal Years Beginning July 1, 2014 and Ending June 30, 2020. State-funded Projects Sources: \*State of Hawaii Executive Biennium Budget, Fiscal Budget 2017-2019. \*\*State of Hawaii Executive Supplemental Budget (Budget Period 2015-2017), December 21, 2015.

# AFFORDABLE HOUSING, DHHL, & SELECTED RESIDENTIAL DEVELOPMENT

The tables and map on this page highlight recently completed and planned residential development, including DHHL, and affordable housing in the Region. For affordable housing with no address, the housing development is mapped according to town/city.

**TABLE 37: Selected Recently Constructed and Planned Regional Residential Development**

Map Number	Residential Projects					
	Regional Location	Project Type	Project Name	Number of Units	Unit Pricing	Environmental Approval Year
2	Kāne'ohe	House	Bayview Estates*	26	\$995,000 - \$1,650,000	
1	Kailua	Condo	Ka Malanai*	153	\$477,000 - \$10,000,000	
4	Kāne'ohe	House	Waikalua Bayside*	20		
3	Kāne'ohe	House	Kāne'ohe Bay Drive Residential Project**	4		2012

Note: This table was developed through a comprehensive review of readily available public information. Some development may not be included because the sources may not exist or be readily available at the time of publication. \*Note: These projects were identified from a variety of sources, including: <https://www.locationshawaii.com/buy/new-developments/>, <http://www.bizjournals.com/>, <https://www.castlecookehawaii.com/>, <http://www.hawaiinewsnow.com/>, <http://www.abprop.com>, <http://www.wardvillage.com/residences>, <http://www.dhhl.hawaii.gov>, and <https://www.dbedt.hawaii.gov/>. \*\*Note: These projects were identified in the State of Hawaii, Department of Health, Office of Environmental Quality Control (OEQC), Online Library of EAs and EISs. (<http://health.hawaii.gov/oeqc/>, accessed March 2017). Projects sourced through a review of the OEQC online library, including projects with documentation dating back to 2012.

**TABLE 38: Affordable Housing in the Region**

Map Number	Type	Project Name	Address	City
1	E	Kulanakauhale Maluhia O Nā Kupuna (FKA Waimānalo Kupuna)	41-209 Ilauihole St	Waimānalo
2	F	Waimānalo Apartments	41-545 Hihimanu Street	Waimānalo
3	F(PH)	Waimānalo Homes	Humuniki St & Humuna Pl	Waimānalo
4	F(PH)	Waimānalo Homes II	Humuniki St & Humuna Pl	Waimānalo
5	F(PH)	Kauhale 'Ohana	41-1260 Kalani'ana'ole Hwy	Waimānalo
6	F	Lōkahi Kau	73-4411 Kakahiaka St.	Kailua
7	E	Lani Huli (Kailua Elderly)	25 Aulike Street	Kailua
8	F	Na Kahua Hale O Ulu Wini	Hina Lani Street	Kailua
9	SN	SHDC No. 1	ND	Kailua
10	SN	Res Svcs Proj of HARC III	ND	Kailua
11	E	Senior Residence at Kāne'ohe	45-705 Kamehameha Hwy.	Kāne'ohe
12	E	Kāne'ohe Elderly	45-457 Meli Place	Kāne'ohe
13	F(PH)	Ko'olau Village	45-1027 Kamau Place	Kāne'ohe
14	F	Kulana Nani	46-229 Kahuhipa Street	Kāne'ohe
15	F	Kilohana Apartments	45-265 William Henry Rd	Kāne'ohe
16	F(PH)	Kāne'ohe Apartments	45-507 & 45-513 Pahia Road	Kāne'ohe
17	SN	Hale Mālie	ND	Kāne'ohe
18	SN	Hale Noho	ND	Kāne'ohe
19	SN	Ko Kākou Hale	ND	Kāne'ohe
20	SN	SHDC No. 6	ND	Kāne'ohe
21	SN	Weinberg Hale Haiku	ND	Kāne'ohe
22	SN	Weinberg Hale Lolii	ND	Kāne'ohe
23	F(PH)	Ho'okipa Kahalu'u	47-330 Ahuimanu Road	Kāne'ohe
24	E	Kahuku Elderly Hauoli Hale	56-154 Pu'uluana Street	Kahuku

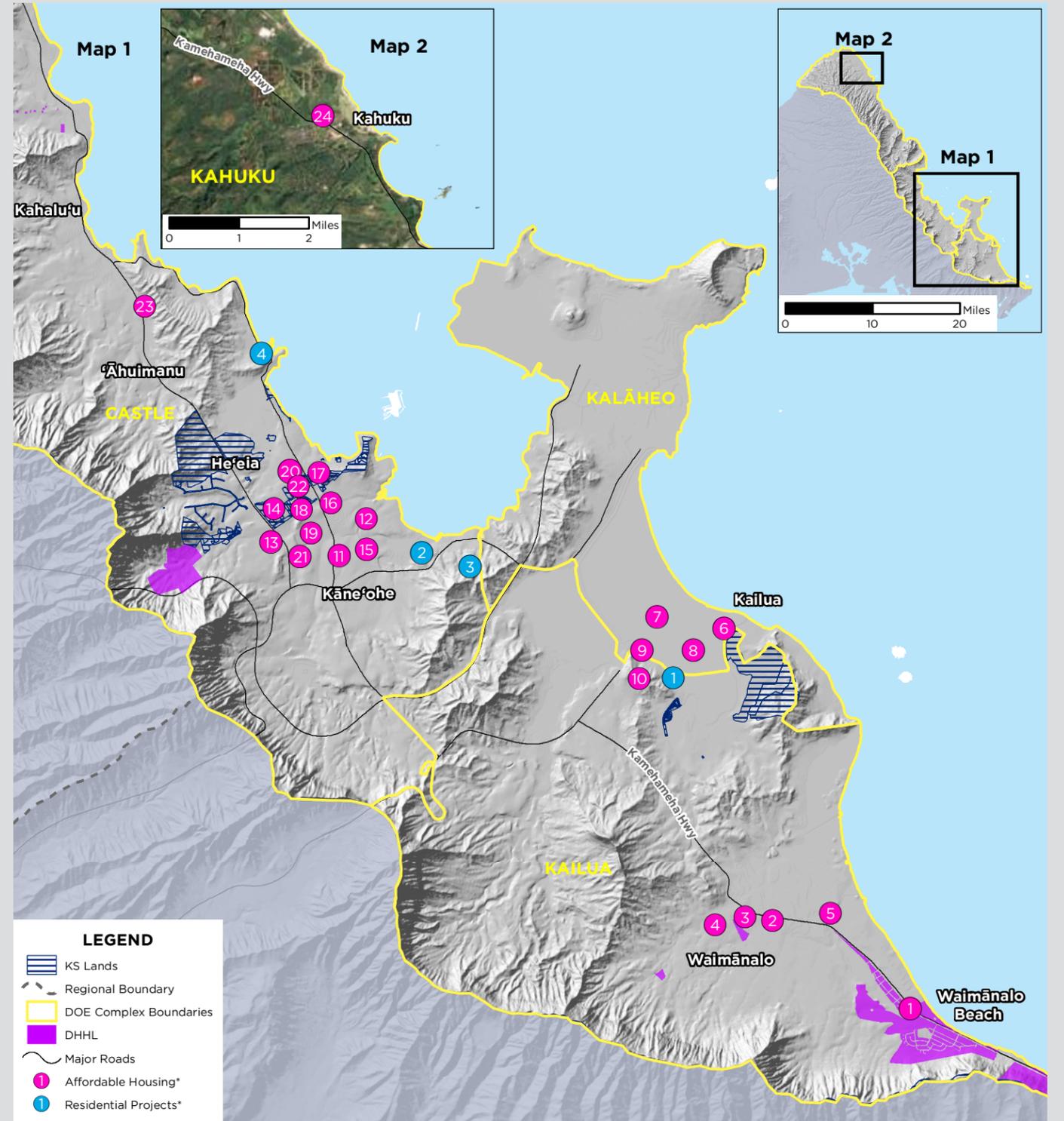
Note: E = Elderly; E(PH) = Elderly Public Housing; F = Family; F(PH) = Family Public Housing; LH(AG) = Labor Housing, Agricultural Workers; M = Market Priced Units; SN = Special Needs Housing. Source: Hawaii Housing Finance & Development Corporation, Affordable Housing Inventory June 2016.

**TABLE 39: DHHL Development in the Region**

Region	Development Name	Agricultural Lots	Residential Lots	Current Status (April 2017)
Ko'olau	Waimānalo- Incr 10		X	Pending funding for design
	Kaka'ina		X	Turnkey houses started

Source: DHHL Office of Planning via special request by Cardno (May 2017 Regional Data Books consultant), May 2017.

**MAP 13: Affordable Housing, DHHL, and Selected Residential Development Projects in the Region**



Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS; KIC Parcels as of 3/2017 maintained by LIMS; DOE Complexes from Hawaii DBEDT 3/2017; Major Roads from TIGER U.S. Census Bureau, 2014; Affordable Housing and DHHL Projects layers developed by Cardno based on projects physical address. Layer currently retained by LIMS.

\*Locations are Approximate

## SELECTED DOE PROJECTS

The following table itemizes the funding that individual schools in the Region have received as well as lists noteworthy projects. These various improvements include major building construction and renovation, as well as smaller but noteworthy projects such as the renovation of campuses for Americans with Disabilities Act (ADA) accessibility improvements and new playgrounds.

**TABLE 40: DOE Regional Capital Improvement Projects**

School by Complex	Project Description	Project Cost
<b>Castle</b>		
Castle High	Construction for the expansion of the Cafeteria	\$4,117,000
Kapunahala Elementary	Design, construction, and equipment for two portable Classrooms	\$400,000
<b>Subtotal</b>		<b>\$4,517,000</b>
<b>Kahuku</b>		
Ka'a'awa Elementary	To provide a new portable Administration Building	\$800,000
Kahuku High & Intermediate	Plans, design, and construction for upgrades to the Athletic Field	\$3,000,000
Kahuku High & Intermediate	Classroom Renovation	\$4,016,000
<b>Subtotal</b>		<b>\$7,816,000</b>
<b>Kailua</b>		
Waimānalo Elementary & Intermediate	Plans, design, construction, and equipment for a new Science, Technology, and Media Building	\$4,125,000
<b>Subtotal</b>		<b>\$4,125,000</b>
<b>Total</b>		<b>\$16,458,000</b>

Sources: State of Hawaii House of Representatives, Twenty-Eighth Legislature, 2016; Hawaii State Department of Education Office of School Facilities and Support Services Factrak Portal, accessed March 8, 2017.

*Section 5* provides an overview of selected attributes of land within the region. Such attributes including major land owners, State Land Use Designations, County Zoning, Critical Habitats, Important Agricultural Land designations, and Significant Streams help to provide additional context for stewardship of lands in the Region. Federal, State and County governments impose constraints on the use of land to protect the public health and provide for common benefit. It is important to note that KS voluntarily imposes constraints on the use of its lands to respect natural, cultural, and archaeological resources. Additional information to consider that is not available here are Special Management Area (SMA) zones, National and State Historic Register buildings, and U.S. Arm Corps of Engineers jurisdictional waters, etc.

# 5

## REGIONAL LANDS

# MAJOR LANDOWNERS

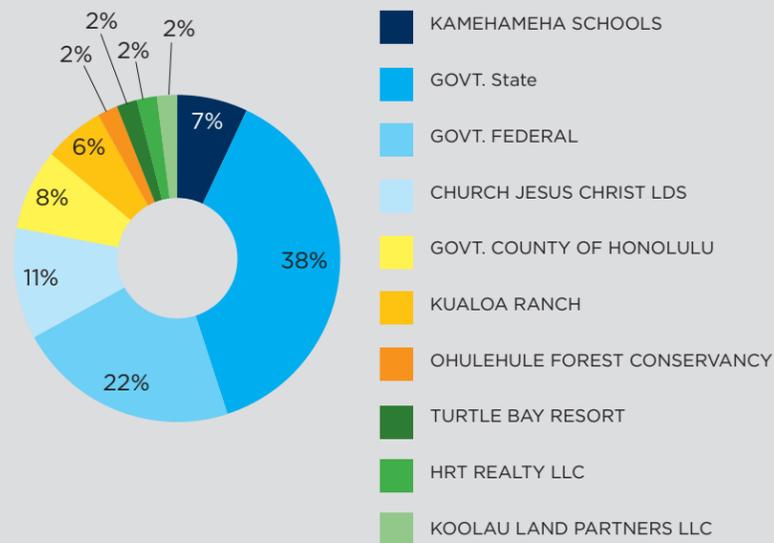
The table, chart, and map on this page provides information on the Region's 10 largest landowners. Except for KS, acres are estimates based on GIS calculations. KS acres based on KS General Ledger, Finance annual reconciliation for the year-ended 6/30/2016.

**TABLE 41: Top 10 Major Landowners in the Region**

	Landowner	Type	Regional Acreage	Percentage of Top 10 Acreage in the Region	Statewide Acreage	Percentage of the Landowner's Statewide Acreage in the Region
1	Govt. State	Public	23,359	38%	1,367,607	2%
2	Govt. Federal	Public	13,964	22%	530,123	3%
3	Church Jesus Christ LDS	Private	7,140	11%	7,203	99%
4	Govt. County of Honolulu	Public	4,832	8%	18,471	26%
5	Kamehameha Schools	Private	4,553	7%	363,633	1%
6	Kualoa Ranch	Private	3,688	6%	3,692	100%
7	Ohulehule Forest Conservancy	Private	1,462	2%	1,471	99%
8	Turtle Bay Resort	Private	1,212	2%	1,213	100%
9	HRT Realty LLC	Private	1,065	2%	1,735	61%
10	Koolau Land Partners LLC	Private	1,044	2%	1,053	99%
<b>Total</b>			<b>62,319</b>			

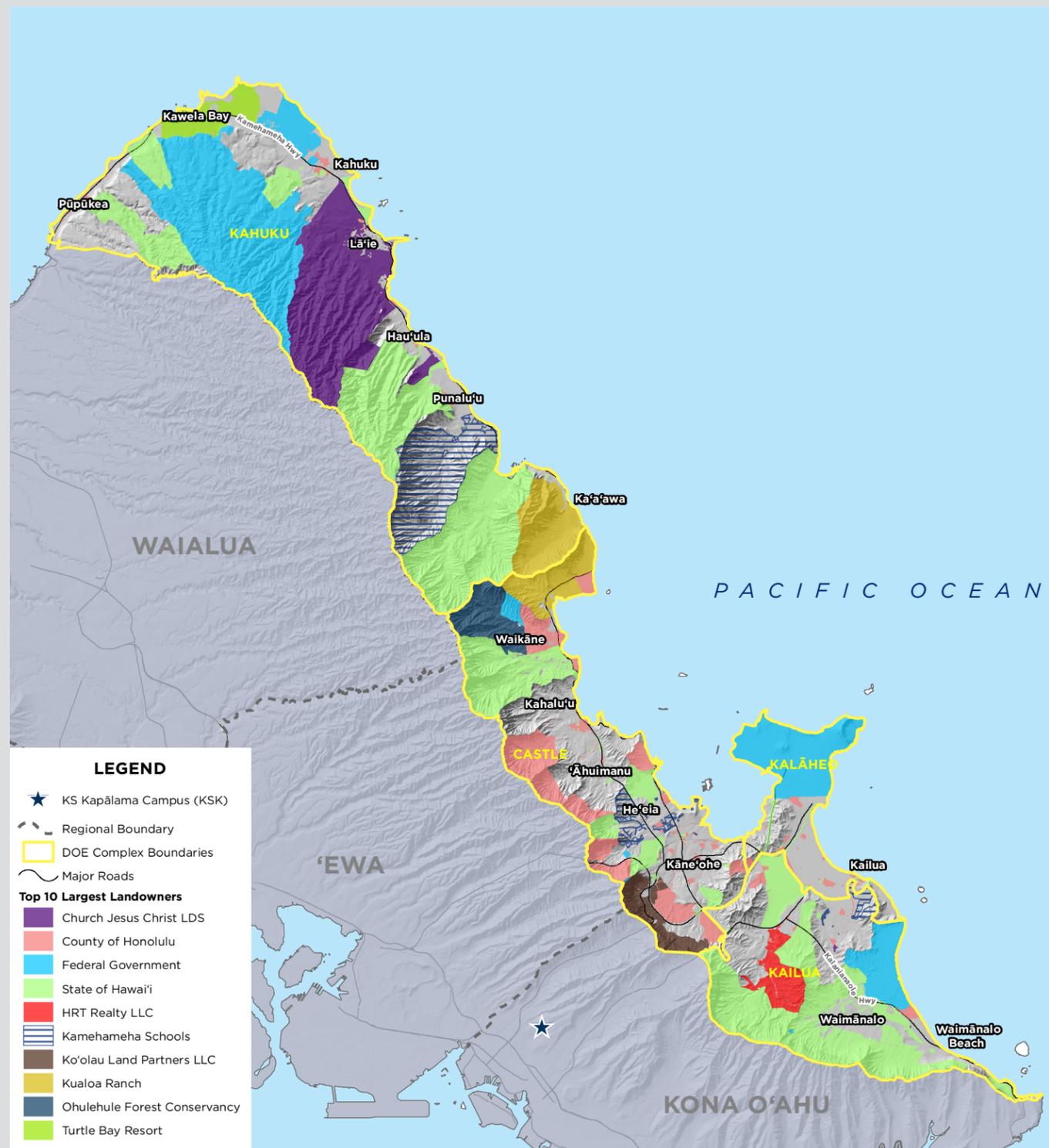
Note: "Top 10" refers to the Region's ten largest landowners.  
 Source for KS lands: KS Parcels and Regions layer as of 3/2017, maintained by LIMS.  
 Source for all other lands: DBEDT GIS Shapefile "Large Landowners," 2017.

**FIGURE 49: Acreage Distribution of the Top 10 Major Landowners in the Region**



Note: "Top 10" refers to the Region's ten largest landowners.  
 Source for KS lands: KS Parcels and Regions layer as of 3/2017, maintained by LIMS.  
 Source for all other lands: DBEDT GIS Shapefile "Large Landowners," 2017.

**MAP 14: Top 10 Major Landowners in the Region**



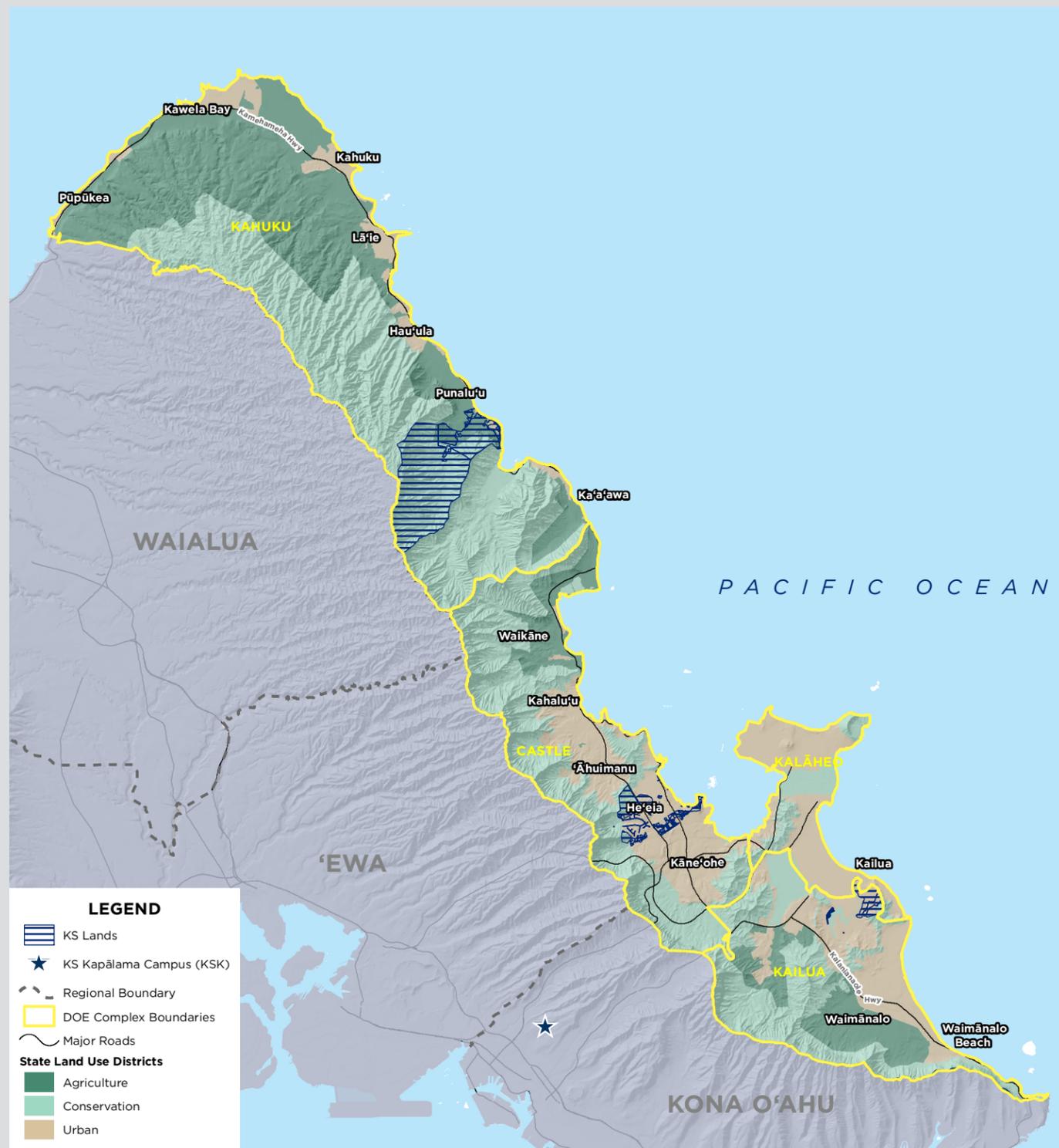
Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS;  
 KIC Parcels as of 3/2017 maintained by LIMS;  
 KS Campus layer from DBEDT 2011;  
 DOE Complexes from Hawaii DBEDT 3/2017;  
 Major Roads from TIGER U.S. Census Bureau, 2014;  
 Parcel layer and table information for Major Landowners retrieved from DBEDT, Statewide GIS Program, Office of Planning, State of Hawaii layer last updated 2013. Acres are estimates based on GIS calculations.

**KS is the 5th-largest landowner in the Region**

# LAND USE CONSTRAINTS

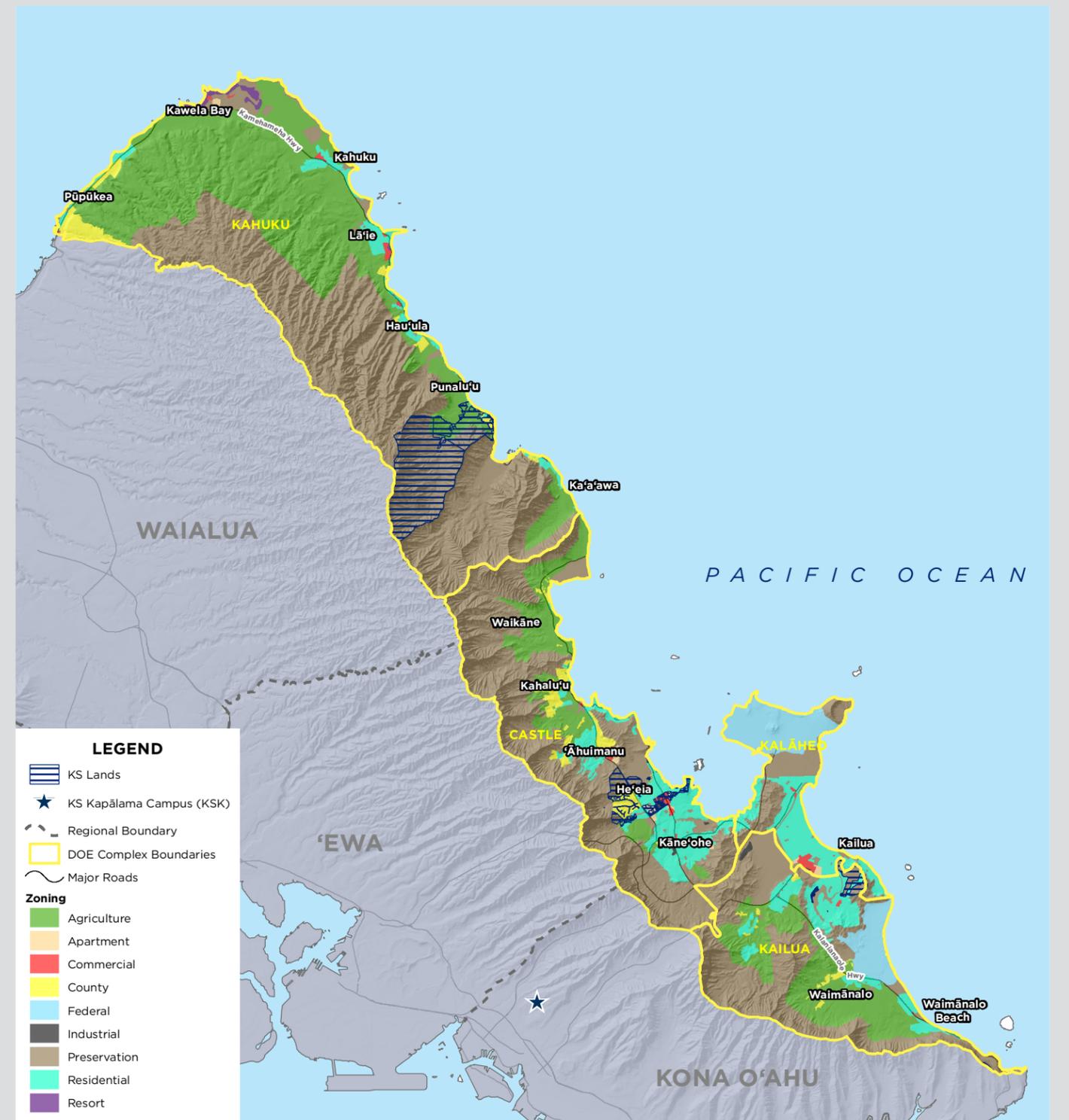
Federal, State, and County governments impose constraints on the use of land to protect the public health and provide for common benefit. These constraints include, but are not limited to, State Land Use Designations, County Zoning, Important Agricultural Lands (IAL), and critical habitat. Examples of other constraints for consideration include the Special Management Area (SMA) zones, National and State Historic Register buildings, and U.S. Army Corps of Engineers (USACE) jurisdictional waters. It is important to note that KS voluntarily imposes constraints on the use of its lands to respect natural, cultural, and archaeological resources.

MAP 15: State Land Use Designations



Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS;  
KIC Parcels as of 3/2017 maintained by LIMS;  
KS Campus layer from DBEDT 2011;  
DOE Complexes from Hawaii DBEDT 3/2017;  
Major Roads from TIGER U.S. Census Bureau, 2014;  
State Land Use Districts layer from the State Land Use Commission. Feb 2016.

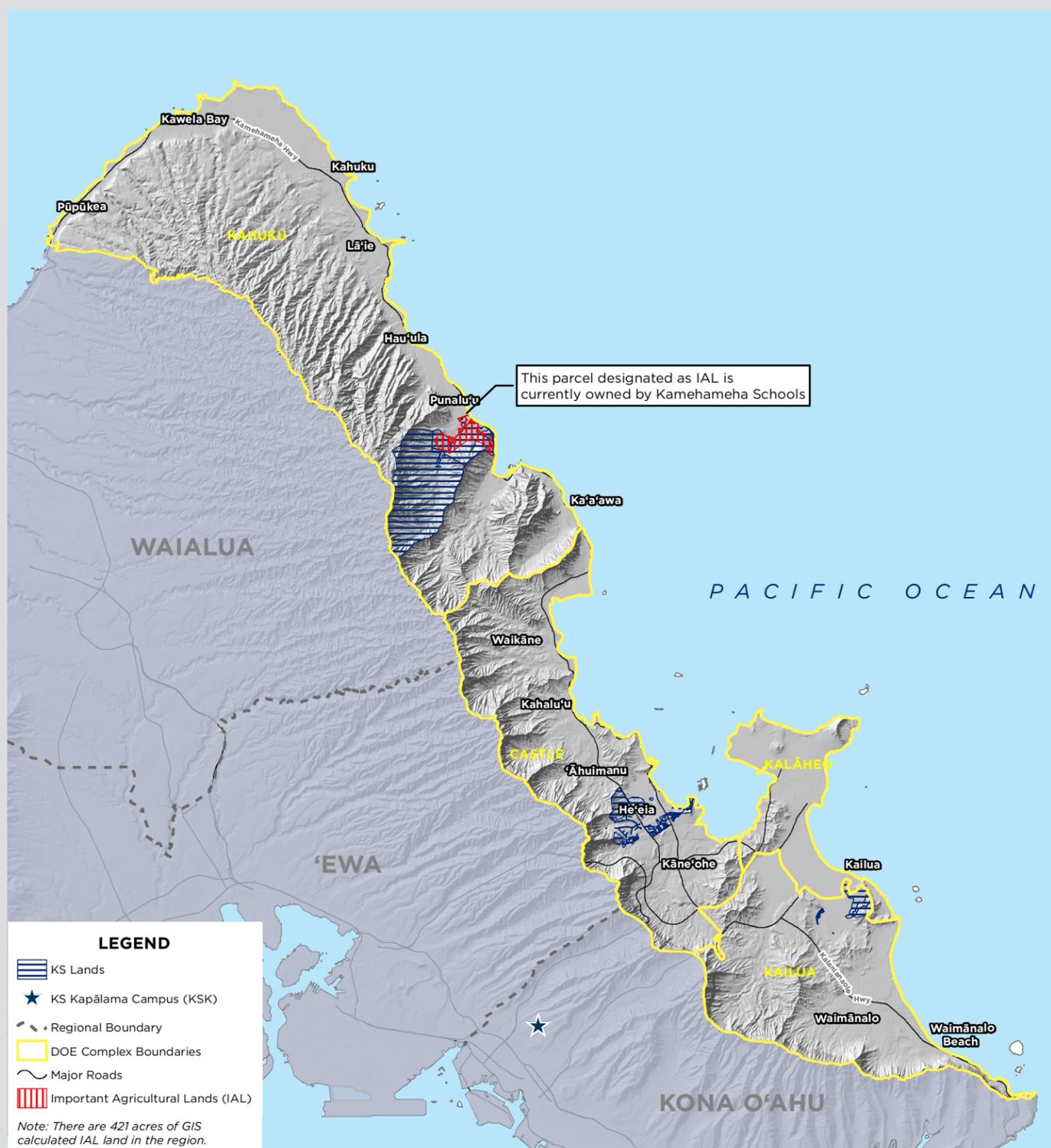
MAP 16: County Zoning



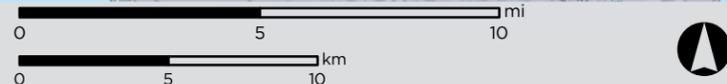
Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS;  
KIC Parcels as of 3/2017 maintained by LIMS;  
KS Campus layer from DBEDT 2011;  
DOE Complexes from Hawaii DBEDT 3/2017;  
Major Roads from TIGER U.S. Census Bureau, 2014;  
County Zoning layer merged into a single layer by Cardno, April 2017. County of Hawaii layer from the County of Hawaii Planning Dept., Nov 2015. C&C of Honolulu layer from the C&C of Honolulu GIS Dept., Aug 2014.

# LAND USE CONSTRAINTS (CONT'D)

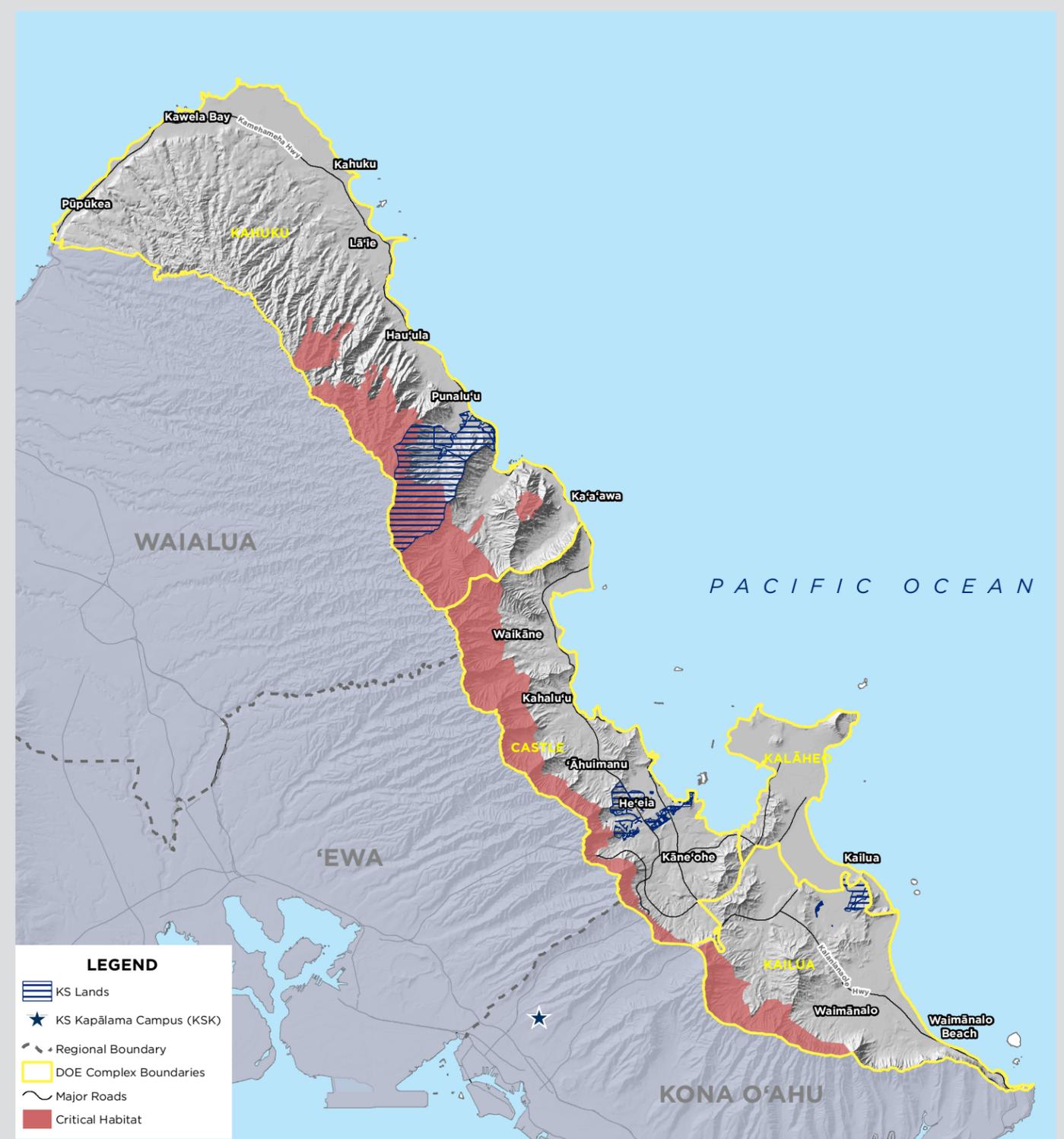
MAP 17: Important Agricultural Lands (IAL)



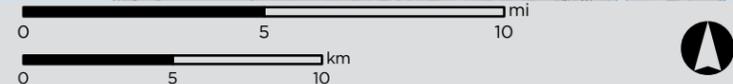
Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS;  
 KS Campus layer from DBEDT 2011;  
 DOE Complexes from Hawaii DBEDT 3/2017;  
 Major Roads from TIGER U.S. Census Bureau, 2014;  
 Important Agricultural Lands layer from the State Land Use Commission,  
 Oct. 2016.



MAP 18: Critical Habitat



Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS;  
 KS Campus layer from DBEDT 2011;  
 DOE Complexes from Hawaii DBEDT 3/2017;  
 Major Roads from TIGER U.S. Census Bureau, 2014;  
 Critical Habitat layer from HI Office of Planning, GIS Dept, May 2016.



# KS LANDHOLDINGS IN THE REGION

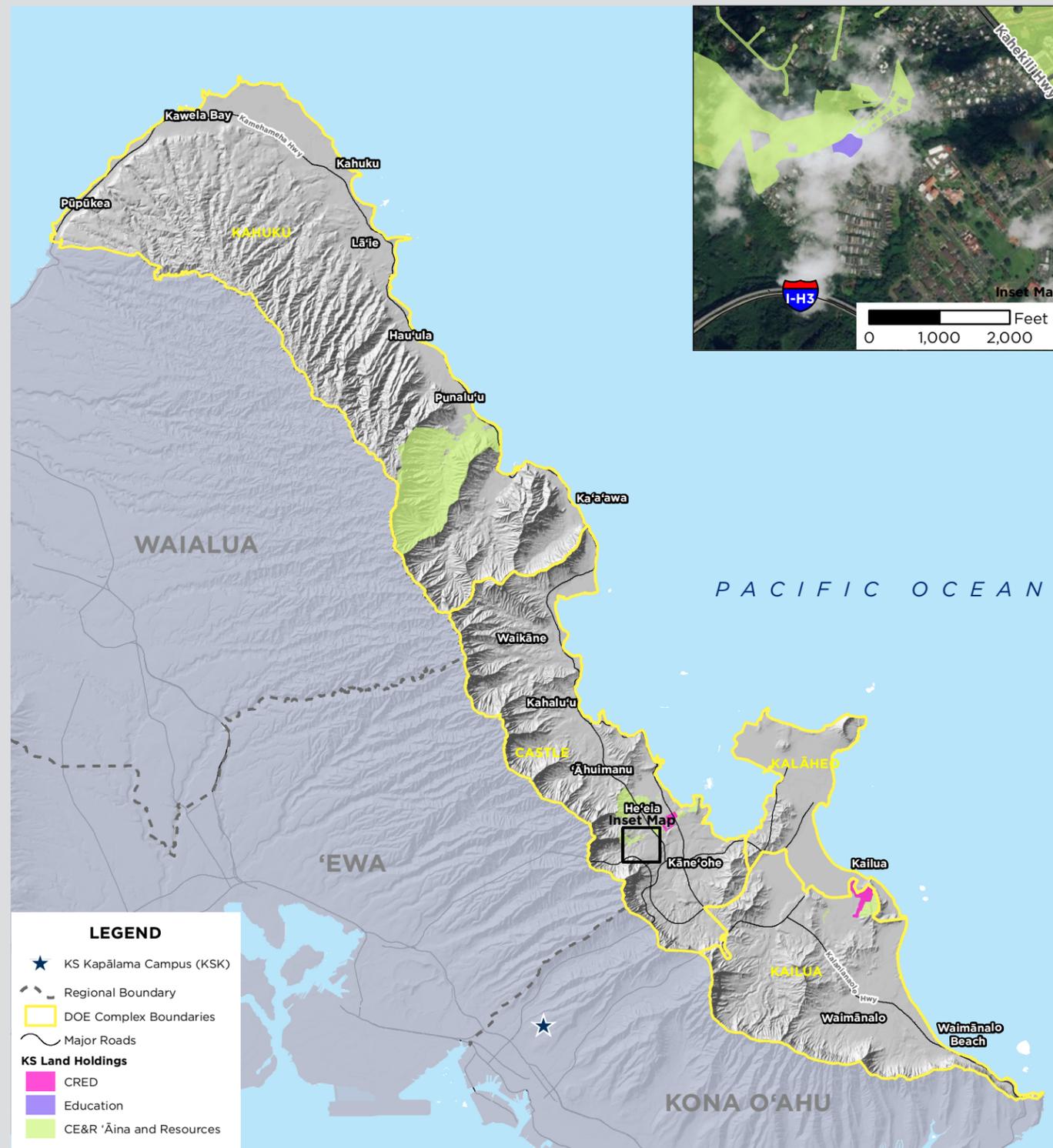
This page presents data and maps regarding KS' landholdings in the Region.

**TABLE 42: KS Landholdings By Management Division**

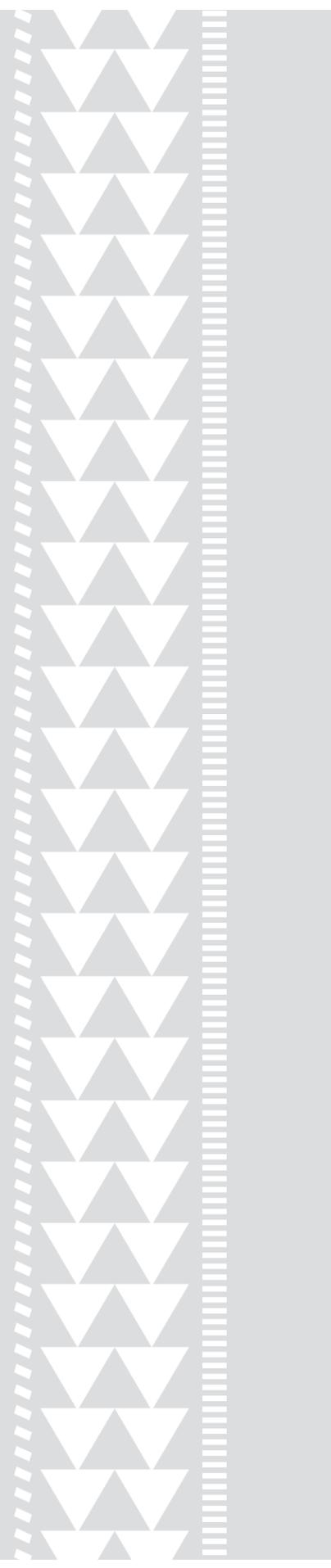
Steward	Acres
Commercial Real Estate Division	218
Education	3
CE&R 'Āina and Resources	4,332
<b>Total</b>	<b>4,553</b>

Source: KS General Ledger, Finance annual reconciliation for the year ended 6/30/2016.

**MAP 19: KS Landholdings By Management Division**



Sources: KS Parcels and Regions layers as of 3/2017 maintained by LIMS;  
 KIC Parcels as of 3/2017 maintained by LIMS;  
 KS Campus layer from DBEDT 2011;  
 DOE Complexes from Hawaii DBEDT 3/2017;  
 Major Roads from TIGER U.S. Census Bureau, 2014.



## 'ĀINA AND RESOURCES

CE&R 'Āina and Resources comprise the majority of KS' landholdings and encompass lands zoned as agriculture or conservation along with adjacent rural residential and commercial uses. KS seeks to optimize economic, educational, environmental, cultural, and community returns through active management of these lands for sustainable food systems, renewable energy, hardwood forestry, water resource quality and quantity, native ecosystem integrity, and cultural heritage preservation. Land assets also serve as opportunities for rural economic development and, outside KS campuses, for interaction between KS and the community.

## COMMERCIAL REAL ESTATE

KS actively manages and develops its real estate in order to enhance value and provide operational revenue to educate Native Hawaiian learners each year. KS' kuleana for commercial properties includes managing ground leases, licenses, and vacant lots as well as conducting annual property inspections to monitor lease compliance.

# 6

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# REFERENCES

**\*Note: For map references, refer to the references noted at the bottom of each map.**

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Source: City and County of Honolulu CAFR (2016). Table 13: Principal Employers, State of Hawai'i, Fiscal Years 2006-2015 (unaudited).

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Driving Distances and Times Source: ArcGIS' Connect Origins to Destinations Tool, 2017.

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Hawaii County Mass Transit Agency, Hele-On Bus Schedule, Kona/Hilo Bus Schedule, Effective January 20, 2017.

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SY15-16 Sources: Statewide DOE Science, English Language Arts, and Math Proficiency (All Grades): DOE STRIVE HI Student Group Performance Report, SY15-16; Free & Reduced-Price Lunch: DOE Tend Report, SY15-16; Teacher Qualifications: DOE Tend Report, SY15-16; High School Retention, Drop-Out Rate, & Graduation: DOE Trend Report SY15-16; College Developmental Coursework, Enrollment, Retention, & Graduation: Hawaii P-20 College and Career Readiness Indicators Report, SY15-16.

#### **Selected DOE Complex Data**

SY14-15 Sources: Native Hawaiian Student Concentration: Data provided via special request from the Hawaii P-20 Partnerships for Education to Enterprise Information Management & Services Division (EIMS), Kamehameha Schools, April 2017; Free & Reduced-Price Lunch: DOE Tend Report, SY14-15; Teacher Qualifications: DOE Tend Report, SY14-15; High School Retention, Drop-Out Rate, & Graduation: DOE Trend Report SY14-15; College Developmental Coursework, Enrollment, Retention, & Graduation: Hawaii P-20 College and Career Readiness Indicators Report, SY14-15.

SY15-16 Sources: Native Hawaiian Student Concentration: Data provided via special request from the Hawaii P-20 Partnerships for Education to EIMS, Kamehameha Schools, April 2017; Free & Reduced-Price Lunch: SSIR, SY15-16; Teacher Qualifications: DOE Tend Report, SY15-16; High School Retention, Drop-Out Rate, & Graduation: DOE Trend Report SY15-16; College Developmental Coursework, Enrollment, Retention, & Graduation: Hawaii P-20 College and Career Readiness Indicators Report, SY15-16.

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**Statewide Educational Attainment of the Total Population 25-years and Older**

KS Regional Prioritization Table, Strategy & Innovations Group (S&I), Kamehameha Schools, 2014.

**Statewide Educational Attainment of Native Hawaiians 25-years and Older**

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**Educational Attainment of Native Hawaiians Residing in the Region 25-years and Older**

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## APPENDIX

# CENSUS DATA AND CAVEATS

A primary data source for the Regional Data Books is the U.S. Census. Census data are primarily drawn from the 2010 American Community Survey (ACS).

U.S. Census data was used to produce the KS Regional Prioritization Table, KS Strategy & Innovation Group's (S&I's) current and projected Native Hawaiian population tables and figures, and the various Native Hawaiian Population Density Heat Maps.

## **KS STRATEGY & INNOVATIONS GROUP (S&I) CURRENT AND PROJECTED POPULATION DATA**

S&I provided customized 2010 Native Hawaiian population data by region for use in the Regional Data Books.

In addition, S&I prepared a population projection to the year 2040 based on 2010 U.S. Census Bureau data and State of Hawai'i vital statistics data. From the vital statistics data, recorded births with at least one parent claiming to be Native Hawaiian for the years 2011-2013 were tabulated and projected forward to develop an estimate of the potential future Native Hawaiian population in a region. These population projections help the reader to understand the rough order of magnitude of growth for both the learner population and beneficiaries and also helps to provide perspective on potential future conditions for a reader contemplating an action that may have effects that manifest over years or decades.

## **KS S&I REGIONAL PRIORITIZATION TABLE**

KS Strategy & Innovations Group (S&I) data were used when available (largely for Native Hawaiian-specific state and region-level indicators). The use of KS S&I data is noted with an asterisk (\*) throughout the Regional Data Books.

## **NATIVE HAWAIIAN POPULATION DENSITY HEAT MAPS**

The Native Hawaiian Population Density "Heat Maps" present Native Hawaiian density data based upon a population model grounded in census CDP and census tract data that counts all Native Hawaiians in an area. It should be noted that:

- The heat maps may not include small Native Hawaiian populations (such as on DHHL lands) that fall below the model's threshold of 50 people per 1,000 acres.
- Each heat map displays Native Hawaiian population numbers scaled to the area represented in the particular map (state, county, or region).
- Native Hawaiian population numbers in *Maps 5 and 6* are sums of the population numbers present in the relevant CDPS and do not capture the total Native Hawaiian populations present.

## **NOTES ON UTILIZING THE ACS DATA:**

- Native Hawaiian census data were identified using the census population group "Native Hawaiian alone or in any combination." This selection most closely resembles the KS definition of its beneficiaries. This is a self-reported measure and counts individuals who identify their ancestry to be fully or partially Native Hawaiian.

- The Kona O'ahu Region is composed of two CDPs and approximately 100 smaller Census Tracts (CTs). The "Census Tract" is an area roughly equivalent to a neighborhood established by the Bureau of Census for analyzing populations. "Census tracts generally have a population size between 1,200 and 8,000 people, with an optimum size of 4,000 people. A census tract usually covers a contiguous area; however, the spatial size of census tracts varies widely depending on the density of settlement." (U.S. Census Bureau, n.d.). Due to the large scale of the CDPs in the Kona O'ahu Region, data are presented at both the CDP and, when available, CT level.

## **THE FOLLOWING CAVEATS ARE IMPORTANT WHEN CONSIDERING CDP DATA:**

- CDPs do not cover all land area in a region (as opposed to Census tracts, which do) and are, therefore, less suitable for developing region-wide observations. Census tract (CT) data, however, apply to the entire area covered by the tract, including unpopulated parts, and may incorporate multiple CDPs. As such, CTs do not provide as much insight into the population centers within all Regions except Kona O'ahu as may CDP data.
- CDP boundaries may not fully correspond to a local understanding of the full geographic extent of an area with the same name; generally, though, CDP boundaries reflect the primary population center of that area.

# TYPES OF SCHOOLS

## **EARLY CHILDHOOD EDUCATION (ECE)**

Early childhood education (ECE) relates to the teaching of young children from birth through age eight, particularly in the period before the start of compulsory education, which, in Hawai'i, is kindergarten.

ECE manifests in a variety of environments: group child care centers (licensed care provided in a center by an organization), family child care (licensed care provided in a caregiver's home), family-child interaction learning (programs that families attend with their children, and focus on family-child learning time), and home visiting (support services delivered in the family's home by an organization).

ECE providers are primarily private providers, although DOE does offer direct services for three and four year olds in special education. In Fall 2014, the Executive Office on Early Learning (EOEL) and DOE jointly developed a program that allows families to enroll their four-year old children in one of 21 prekindergarten classrooms at 18 public elementary schools across the State. The EOEL was established by Act 178 (passed as Senate Bill 2545) and signed into law June 2012. The law has government-wide authority to create a comprehensive and integrated State early childhood development and learning system. This DOE prekindergarten program was the first time Hawai'i designated State funds for prekindergarten education, and the program was designed to service 420 children who qualify based upon income (i.e., those eligible for free and reduced-price meals) and age requirements. Children must be age four on or before July 31 of the current school year to qualify. For school year 2017-2018, children born August 1, 2012 – July 31, 2013 are eligible.

## **DOE PUBLIC SCHOOLING**

The Hawai'i Department of Education is the statewide public school district. It is comprised of 15 complex areas and 255 schools. Each complex area is made up of two to four school complexes, which encompass a high school, as well as the elementary and intermediate schools that feed into that high school (DOE Homepage, n.d.).

State-level offices report directly to either the Superintendent or the Deputy Superintendent and hold responsibility for curriculum, regulation compliance, student testing and support, data, civil rights, reform, military outreach, and communications. Complex Area Superintendents guide the work at the complex area level and report to the Deputy Superintendent.

## **CONVENTIONAL K-12 PUBLIC**

Conventional public schools are run by DOE and offer direct services to children in grades K-12 and for three- and four-year olds in special education. As of August 2014, a child must be five on or before July 31 to enter DOE kindergarten classes—a change that is the result of Act 183 of 2010 and Act 178 of 2012, which notes that younger children may be more appropriately placed in a prekindergarten program.

## **PUBLIC CHARTER SCHOOLS**

In the State, charter schools are public schools that are managed and

operated by independent governing boards under a performance contract with the State Public Charter School Commission. Funding is provided on a per-pupil basis separate from the DOE-operated schools. As such, public charter schools are open-enrollment schools that serve all students and do not charge tuition (Hawai'i State Public Charter School Commission, 2013).

## **START-UP CHARTER SCHOOL**

Start-up charters are new charter schools established under the State Charter School Laws.

## **CONVERSION CHARTER SCHOOL**

Conversion charter schools are existing conventional DOE schools that convert to charter schools and are managed and operated in accordance with Hawai'i State Charter School Laws. They can also be newly created schools that are made up of "programs or sections of existing public school populations that are funded and governed independently and may include part of a separate Hawaiian language immersion program using existing public school facilities" (Kua o Ka Lā New Century Public Charter School, n.d.).

## **HAWAIIAN-FOCUSED CHARTER SCHOOL**

Hawaiian-focused charter schools provide learning grounded in the values, norms, knowledge, beliefs, practices, and language that are the foundation of Native Hawaiian culture.

## **PRIVATE**

Private schools are supported by a private organization or individual(s). They can provide education at all levels along the educational continuum from ECE to secondary.

## **HAWAIIAN IMMERSION**

Language immersion programs use a specific language as the medium of classroom instruction. Learners develop language proficiency through this method of instruction. Hawaiian immersion schooling is based partially upon 19th century Hawaiian-language schools and provides instruction to children, and often their family, in Hawaiian language and culture.

Hawaiian immersion schooling is provided at all levels along the educational continuum. 'Aha Pūnana Leo Hawaiian language immersion preschools provide programming at the ECE level.

Immersion programming at the K-12 level is provided through public or private schooling. Ka Papahana Kaiapuni, the DOE K-12 Hawaiian language immersion program, is located in conventional and charter DOE schools statewide. These programs implement a full immersion framework, with one hour of English per day; English is introduced as a content area starting in fifth grade (DOE Hawaiian Language, n.d.).

## **HIGHER/POST-SECONDARY EDUCATION**

The University of Hawai'i System is the State's higher education provider. The system includes ten campuses comprised of three Universities

(Mānoa, Hilo, and West O'ahu) and seven community colleges (Hawai'i, Honolulu, Kapi'olani, Kaua'i, Leeward, Maui, and Windward). The System offers academic courses ranging from certificate and vocational programs through doctoral programs.

Higher education is also provided by private brick-and-mortar and online institutions.

## **ADULT EDUCATION**

Adult education courses provide classes for adults not enrolled in a school, in a wide variety of subjects that can be academic or non-academic in nature.

DOE provides adult education courses for adult learners at community schools. Programming includes basic education, English literacy and civics, and General Educational Development (GED). The two main community school campuses are located on O'ahu and eight satellite sites are located throughout the State, including on O'ahu, Kaua'i, Maui, and Hawai'i.

Adult education classes are also provided by various public and private institutions including county departments of parks and recreation.

## **VOCATIONAL/TRADE SCHOOL**

A vocational/trade school is an institution of higher learning that provides students with job-focused education and technical skill training.

# EDUCATIONAL DATA AND REFERENCE DOCUMENT DESCRIPTIONS

The following provides brief descriptions of the non-census data sources that were used in Section 3 Education in the Region.

## **DOE STRIVE HI STUDENT GROUP PERFORMANCE REPORT**

The Statewide DOE Strive HI Student Group Performance Reports for SY14-15 and SY15-16 were used as the data source for the percentage of all and Native Hawaiian students meeting the standard of proficiency in Science, English Language Arts (ELA), and Math for all grade levels. Student Group Performance Reports are provided to “examine disaggregated subgroup achievement against Strive HI Performance targets.” These targets are designed to “measure and better understand school performance and progress, and to help tailor rewards, supports, and interventions for school improvement” (DOE Strive HI, 2014).

## **DOE TREND REPORT: EDUCATIONAL AND FISCAL ACCOUNTABILITY**

The Statewide and Complex DOE Trend Report: Educational and Fiscal Accountability reports for SY14-15 and SY15-16 were used as the source for a variety of data for all students, including free and reduced-price lunch; teacher qualifications; and high school retention, drop-out, and graduation rates. This report provides “three years of trend data on school, complex, and State performance at selected benchmark grade levels with performance indicators in areas relating to student achievement, safety and wellbeing, and civic responsibility” (DOE Trend Report, 2014).

## **HAWAI'I P-20 COLLEGE AND CAREER READINESS INDICATORS REPORTS (CCRI)**

The Hawai'i P-20 College and Career Readiness Indicators Reports (CCRI) for SY14-15 and SY15-16 were used as the data source for college access and completion percentages and for the percentage of Class of 2015 and 2016 DOE high school students enrolled in the University of Hawai'i System that require remedial/developmental Math or English courses. The reports were developed by a partnership of DOE, the University of Hawai'i, and P-20; the reports present “information on how well Hawai'i's graduates are prepared to meet the HDOE's Vision of a High School Graduate” (Hawai'i P-20, 2013).

## **DOE HAWAI'I STATE SCHOOL READINESS ASSESSMENT (HSSRA)**

The DOE's Hawai'i State School Readiness Assessment (HSSRA) reports' Early Education Profiles were used as the data source for data related to Kindergarten Readiness, including kindergarten teacher qualifications, percentage of kindergarten students qualifying for free and reduced-price school lunch, and percentage of kindergarten students that attended preschool at both the Statewide and Complex Area levels. Note that data in the HSSRA are from principals and kindergarten teachers of schools that submitted the report only and do not include charter schools. The report is available at the State, complex, and school level.

The HSSRA assessment instruments “were developed by the School Readiness Task Force, in partnership with the Department of Education, Kamehameha Schools, and Good Beginnings Alliance,” and the reports provide “information on kindergarten children's readiness to succeed

in school and on the schools' readiness to support their learning” (DOE HSSRA, 2013). Note that the DOE has decided to discontinue the HSSRA report, and, as such, the last available reports for SY13-14 were used.

## **HAWAI'I P-20 PARTNERSHIPS FOR EDUCATION WITH DATA PROVIDED BY THE HAWAI'I DATA EXCHANGE PARTNERSHIP**

SY14-15 and SY15-16 All and Native Hawaiian Student Enrollment and Concentration, Proficiency, Drop-out, On-time Graduation, and Postsecondary Enrollment Data.

The Hawai'i P-20 Partnerships for Education provided KS' Enterprise Information Management and Services Division (EIMS) with all and Native Hawaiian student enrollment and concentration, proficiency, drop-out, on-time graduation, and postsecondary enrollment at the State, Region, Complex Area, Complex, and school levels for SY14-15 and SY15-16 via special request in April 2017. Proficiency data includes 3rd grade ELA and Math and 8th and 11th grade ELA, Math, and Science.

### *Class of 2015 Dual Credit Earners Data*

The Hawai'i P-20 Partnerships for Education provided KS' Enterprise Information Management and Services Division (EIMS) with all and Native Hawaiian Class of 2015 Dual Credit Earner Data at the State and Region level for SY14-15 via special request in October 2016.

## **HAWAI'I STATE PUBLIC CHARTER SCHOOL COMMISSION DIRECTORY**

The SY15-16 Directory of Public Charter Schools was used to identify the location and grade levels served for DOE public charter schools across the State.

## **'AHA PŪNANA LEO WEBSITE**

A list of preschools on the 'Aha Pūnana Leo website ([www.ahapunanaleo.org](http://www.ahapunanaleo.org)) was used to compile a list and identify the location of Hawaiian language immersion preschools across the State.

## **DOE HAWAIIAN LANGUAGE IMMERSION/KAIAPUNI SCHOOLS WEBPAGE**

The DOE's Hawaiian Language Immersion/Kaiapuni Schools webpage (<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/Hawaiian-language-immersion-schools.aspx>) was used to identify DOE schools—traditional public and charter—across the State that provide K-12 Hawaiian language education.

## **PEOPLE ATTENTIVE TO CHILDREN (PATCH) DATA**

A list of preschools received by KS from PATCH in March 2017 was used to compile a list and identify the location of preschools across the State.

## **DOE EARLY CHILDHOOD WEPAGE**

Lists of Head Start and P-3 preschools on the DOE Early Childhood webpage (<http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/EarlyChildhood/Pages/home.aspx>) was used to compile a list and identify the location of preschools across the State.

## **KS PAUAHI KEIKI SCHOLARS (PKS) DATA**

Pauahi Keiki Scholars (PKS) data was used to compile a list and identify the location of preschools across the State.

## **HAWAI'I ASSOCIATION OF INDEPENDENT SCHOOLS (HAIS) DATA COMPILED BY KS**

Selected SY16-17 from the Hawai'i Association of Independent Schools' (HAIS') was used by KS to compile a list and identify the location of private schools across the State. Additionally, the report was used to identify individual school total enrollment, tuition, student-teacher ratio, grades served, and whether the school is coed, all girls or all boys.

## **HAWAI'I CATHOLIC SCHOOLS WEBSITE**

The Hawai'i Catholic Schools website ([www.catholicshawaii.org](http://www.catholicshawaii.org)) was used to compile a list and identify the location of private schools across the State.

## **STATE OF HAWAI'I DEPARTMENT OF BUSINESS, ECONOMIC DEVELOPMENT, AND TOURISM (DBEDT) GIS**

A GIS layer entitled “Public Schools Locations” from the State of Hawai'i's Department of Business, Economic Development, and Tourism (DBEDT) dated December 2015 was used to compile a list and identify the location of public schools across the State.

## **NATIONAL CENTER FOR EDUCATION STATISTICS (NCES) DATA**

Data from the National Center for Education Statistics (NCES) was used to compile a list and identify the location of postsecondary and adult training schools across the State. Additionally, NCES data was used to identify total and Native Hawaiian or Pacific Islander enrollment, tuition, living expenses, credits accepted, and graduation rates in the Kona O'ahu Regional Data Book.

## **PROXIMITYONE WEBSITE**

Data from ProximityOne ([www.proximityone.com](http://www.proximityone.com)) was used to identify Native Hawaiian or Pacific Islander enrollment for private schools during SY11-12.

## **UNIVERSITY OF HAWAI'I INSTITUTIONAL RESEARCH AND ANALYSIS OFFICE DATA**

Data on the University of Hawai'i System was obtained from UH's Institutional Research and Analysis Office Data Access Portal.



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