



OFFICIAL ENROLLMENT

at Kamehameha Schools' Campuses and
Preschool Locations: School Year 2005–06

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November 2005

P A S E R E P O R T

ESP EDOMETER

How does this report relate to Kamehameha Schools' Education Strategic Plan (ESP)?

STRATEGIC PRIORITIES

- Optimize and Build (Prenatal–8)
- Sustain Momentum (Grades 4–16 & post-high)
- Innovate and Optimize (KS K–12 campuses)

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Purpose of Our Study

This report shows how the population served by Kamehameha Schools' campuses and preschools is growing and changing over time.

What We Learned

- For school year 2005–06, the official enrollment at all three Kamehameha Schools K–12 campuses was 5,398 students (approximately 8.4 percent of all school-age Native Hawaiian children in the state).
- Consistent with Kamehameha Schools' focus on early childhood education, our thirty-one preschool sites (73 classrooms) served 1,317 three- and four-year-olds (roughly 10.1 percent of Native Hawaiian three- and four-year-olds in the state) as of fall 2005. This reflects an increase in preschool enrollment of almost 40 percent since 1999–00.
- The number of indigent students served by Kamehameha Schools is growing. More than one in six students at the Hawai'i Campus are indigent; at the Kapālama and Maui campuses, indigent enrollment continues to expand.
- The expansion of the Hawai'i and Maui campuses allows Kamehameha Schools to serve a growing number of neighbor island students. Since 1996–97 (when the Hawai'i and Maui campuses first opened), boarders from Moloka'i Island have increased in number by almost 65 percent and boarders from Kaua'i Island by more than 170 percent.

Key Implications

- With the Hawai'i and Maui campuses now at full capacity and campus-based enrollment stable, Kamehameha Schools is poised to shift its focus to the broader community of Hawaiian children—especially young learners—as articulated in the Education Strategic Plan.
- The growing number of indigent students served by Kamehameha Schools warrants ongoing monitoring to ensure that campus-based programs are equipped to meet emerging needs.



Official Enrollment at Kamehameha Schools' Campuses and Preschool Locations: School Year 2005–06

Koren Ishibashi

INTRODUCTION

Kamehameha Schools (KS) serves a diverse population of children on its campuses, in its preschools, and in its support of community education programs throughout the state. With early childhood development emerging as a strategic focus, KS preschools have played an increasingly important role in Kamehameha Schools' efforts to improve the well-being of Hawaiian children. In addition, the campus-based programs, serving a population of students from kindergarten through grade 12 (K–12), continue to be a strong foundation for the KS educational system.

K–12 ENROLLMENT

The official K–12 enrollment for Kamehameha Schools is **5,398** students or 8.4 percent of the 64,000 school-age Native Hawaiians in the state.¹ This count, taken on September 1, 2005,² includes the 2,202 students enrolled at the Hawai'i Campus and the Maui Campus (Table 1). Systemwide enrollment has increased by 5.3 percent since school year 2004–05, at which time campus enrollment totaled 5,127 students. This increase is almost entirely attributable to the expansion of the neighbor island campuses, which have added new grade levels each year since 1996. The steady

¹ This estimate of the 2005 population of school-age Native Hawaiians is based on projections published in *Ka Huaka'i: 2005 Native Hawaiian Educational Assessment* (Kana'iaupuni, Malone, and Ishibashi 2005).

² Enrollment fluctuates throughout the year as students withdraw and are replaced. To provide a stable enrollment total for the year, September 1 was established as the date on which the official K–12 and preschool enrollment count would be taken annually.

growth of KS campus enrollment is now complete, with the Hawai'i and Maui campuses at full capacity for school year 2005–06, serving a student population that spans the entire K–12 range.

Table 1. Total K–12 enrollment, SY 2005–06

	Campus			Total
	Kapālama	Hawai'i	Maui	
Elementary	753	255	256	1,264
Kindergarten	80	40	40	160
Grade 1	80	40	40	160
Grade 2	80	40	40	160
Grade 3	80	40	40	160
Grade 4	144	47	48	239
Grade 5	144	48	48	240
Grade 6	145	n/a	n/a	349
Middle	647	287	300	1,234
Grade 6	n/a	96	108	349
Grade 7	325	96	96	517
Grade 8	322	95	96	513
High	1,796	576	528	2,900
Grade 9	450	144	120	714
Grade 10	449	144	137	730
Grade 11	447	144	133	724
Grade 12	450	144	138	732
TOTAL	3,196	1,118	1,084	5,398

Source: Kamehameha Schools' SASI Database, SY 2005–06.

Neighbor Island Students

Kamehameha Schools' campuses serve Hawaiian students throughout the state of Hawai'i. In 2005–06, enrollment of neighbor island students across the three campuses totaled 2,676 students³ or approximately 10.9 percent of the 24,500 school-age Native Hawaiians estimated to reside on the neighbor islands in 2005.⁴ In addition to students in kindergarten through Grade 12 at the Hawai'i and Maui campuses, these neighbor island figures include 498 boarders at Kapālama Campus. The number of KS students who were originally admitted from neighbor islands has increased by 10.8 percent

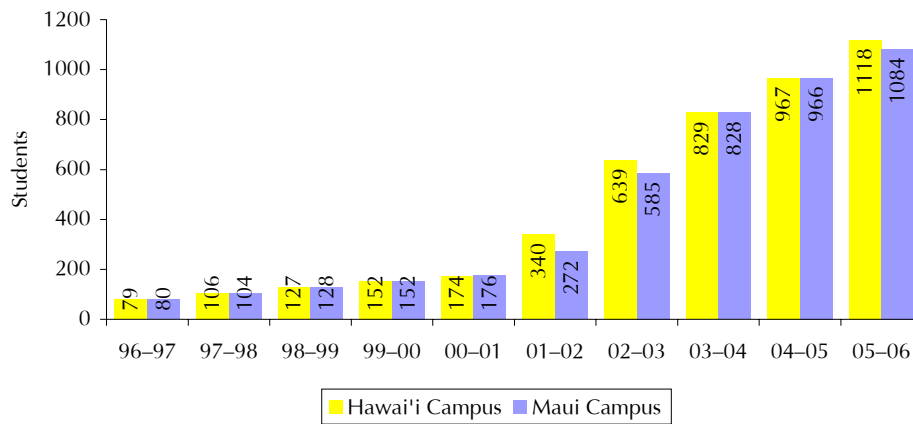
³ This count of neighbor island students is based on the district from which a student was admitted, rather than the district in which a student currently resides. Although the official enrollment for the Maui and Hawai'i campuses totaled 2,202 for school year 2005–06, not all of these students were originally admitted from a neighbor island district. Several Maui and Hawai'i students were originally admitted from out of state or were admitted to Kapālama Campus from one of the districts on O'ahu but then transferred to a neighbor island campus. Similarly, in addition to neighbor island boarders, the Kapālama Campus serves a number of day students who were originally admitted from neighbor island districts.

⁴ This estimate of the 2005 population of school-age Native Hawaiians residing on the neighbor islands was calculated based on the assumption that the geographic distribution of Native Hawaiians across the state in 2005 mirrors their distribution in 2000, the year for which detailed Census data are available. We used Census data to determine the percentage of Native Hawaiians residing on the neighbor islands in 2000 (61.7 percent). We then applied this figure to projections of the state's total school-age Native Hawaiian population for 2005 (estimated at 64,000 in Kana'iaupuni, Malone, and Ishibashi 2005) and derived an estimate for the neighbor island of approximately 24,500.

since 2004–05 and by 23.1 percent since 2003–04. Overall, neighbor island students accounted for 49.6 percent of enrollment in school year 2005–06, compared with 47.1 percent of total enrollment in 2004–05.

Nearly all of the increase in neighbor island enrollment is due to the growth of the KS campuses on Hawai‘i and Maui. Figure 1 shows the dramatic increase in enrollment on Hawai‘i and Maui since the founding of each campus.

Figure 1. Maui and Hawai‘i campus enrollment, SY 1996–97 to SY 2005–06



Source: Kamehameha Schools’ SASI Databases.

With the neighbor island campuses now at full capacity, enrollment at the Hawai‘i and Maui campuses is likely to remain stable in coming years.

Newly Admitted Students

In the 2005–06 school year, 824 new students were admitted to KS campus-based programs through a competitive process balanced by geographic and gender considerations. Primary entry points are kindergarten, Grade 4, Grade 6 (Maui and Hawai‘i only), Grade 7 (Kapālama only), and Grade 9 (all three campuses). A few students may be admitted during the course of the school year to replace student departures occurring between admissions windows. Table 2 shows the newly admitted students by campus and grade level.

Table 2. Newly admitted students, SY 2005–06

	Campus			Total
	Kapālama	Hawai'i	Maui	
Kindergarten	80	40	40	160
Grade 1	–	1	–	1
Grade 2	1	–	–	1
Grade 3	–	–	1	1
Grade 4	63	9	8	80
Grade 5	1	1	–	2
Grade 6	1	49	61	111
Grade 7	182	–	–	182
Grade 8	–	4	1	5
Grade 9	137	64	29	230
Grade 10	13	7	2	22
Grade 11	10	10	–	20
Grade 12	5	3	1	9
TOTAL	493	188	143	824

Source: Kamehameha Schools' CMDS Admissions Database, SY 2005–06.

Geographic Representation

Kamehameha Schools strives to balance the number of students admitted from each of its admissions districts to mirror the geographic distribution of Hawaiians across the islands. Table 3 shows how K–12 enrollment at Kamehameha Schools compares with the distribution of Hawaiian students in the public school system.

Table 3. Distribution of Hawaiian students in grades K–12

	% of students enrolled at KS*	% of Hawaiian public school students**
	SY 2005–06	SY 2004–05
Honolulu county	49.9	58.4
Honolulu	10.5	11.0
Windward	14.5	14.0
Leeward	16.9	23.7
Central	7.9	9.6
Hawai'i county	24.4	21.4
East Hawai'i	19.6	12.4
West Hawai'i	4.8	9.0
Maui county	21.9	13.4
Maui	20.7	10.9
Moloka'i	1.1	2.2
Lāna'i	0.2	0.3
Kaua'i county	3.3	6.9
Kaua'i	3.3	6.8
Ni'ihau	0.0	0.1
Out of state	0.6	n/a

Note: DOE figures are based on data from SY 2004–05.

* *Source:* Kamehameha Schools' SASI Database, SY 2005–06.

** *Source:* DOE Student Biographical Database, SY 2004–05.

In certain areas, the percentage of students enrolled at Kamehameha Schools is disproportionate with the distribution of Native Hawaiians in the state. For example, regions that are less represented in the KS student population include Kauaʻi County (both Kauaʻi and Niʻihau), Molokaʻi, Leeward Oʻahu, and the western region of Hawaiʻi Island. Achieving proportionate geographic representation in the enrollment of Kamehameha Schools is difficult in part because boarding spaces, which enable neighbor island representation at the Kapālama Campus, are limited to 555 beds. As of September 1, 2005, the Kapālama Campus had a total of 498 boarders (20.4 percent of Kapālama’s 2,443 middle and high school students). Table 4 shows the number of boarding students by school level and by admissions district.⁵

Table 4. Kapālama boarders by grade and admissions district, SY 2005–06

	Middle School	High School	Total
Honolulu county*			
Honolulu	1	8	9
Windward	–	10	10
Leeward	–	10	10
Central	–	3	3
Hawaiʻi			
East Hawaiʻi	–	22	22
West Hawaiʻi	37	134	171
Maui county			
Maui	1	27	28
Molokaʻi	9	47	56
Lānaʻi	4	4	8
Kauaʻi county			
Kauaʻi	44	129	173
Out of state	2	6	8
TOTAL	98	400	498

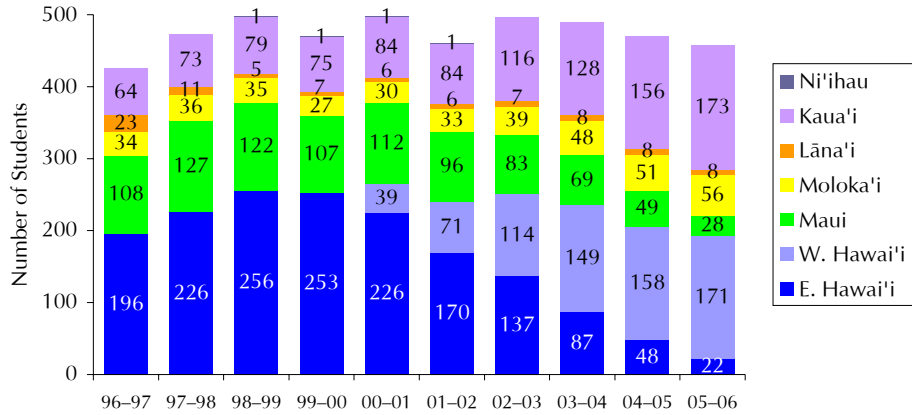
Source: Kamehameha Schools' SASI Database, SY 2005–06.

* Boarders from the City and County of Honolulu may have originally been admitted to Kamehameha Schools from an Oʻahu district but then relocated to a neighbor island, or these students may come from difficult home environments that necessitate housing on campus.

The establishment of KS campuses in East Hawaiʻi and on Maui has not only increased the number of KS students from these communities, but also has improved access to the limited Kapālama boarding slots for children from other neighbor island regions.

⁵ Boarding spaces are primarily reserved for neighbor island students from communities that lack access to one of the three KS campuses. When the KS Hawaiʻi and Maui campuses opened in 1996, the first four cohorts of students admitted to these campuses were guaranteed the choice—upon completing elementary school—to either continue at the KS middle school in their area or to enroll as boarders at the Kapālama Campus. However, other than these four original cohorts, students from the regions of East Hawaiʻi and Maui Island (other than Hāna) are no longer admitted to Kapālama Campus as boarders, so as to conserve limited boarding spaces for students who lack access to a campus-based program. In Table 4, the boarder numbers for East Hawaiʻi, Maui, and each of the four districts on Oʻahu may reflect a number of special student circumstances. These boarders may have originally been admitted to Kamehameha Schools from Oʻahu, East Hawaiʻi or Maui but then later relocated to a qualifying neighbor island region, they may come from difficult home environments that necessitate housing on campus, or they may have been members of the original four cohorts at the Hawaiʻi and Maui campuses.

Figure 2. Number of boarders by admissions district, SY 1996–97 to SY 2005–06



Source: Kamehameha Schools’ CMDS Admissions Databases.

Note: For simplicity, boarders admitted from the four O’ahu districts are omitted from Figure 2.

* Prior to the year 2000, Hawai’i Island comprised a single district in the KS admissions process. Since 2000, East and West Hawai’i have been treated as separate and distinct regions.

Figure 2 shows how the Kapālama Campus boarding population has changed over time. As the number of East Hawai’i and Maui boarders has declined, reflecting the shift in service from Kapālama Campus to the neighbor island campuses, the proportion of boarding slots awarded to students from other underrepresented regions has increased significantly. Since the Hawai’i and Maui campuses first opened, the number of boarders from Kaua’i has increased by 170.3 percent, from 64 in 1996–97 to 173 in 2005–06. Substantial growth is also apparent in the number of West Hawai’i and Moloka’i students at Kapālama Campus.

Special Considerations

To extend the benefits of Pauahi’s legacy to disadvantaged students and to promote diversity on its campuses, Kamehameha Schools gives special consideration to applicants who are orphaned or from indigent circumstances, as well as those with special nonacademic gifts and talents.⁶ Table 5 shows the number and percentage of students on each campus who were originally admitted to Kamehameha Schools based on the criteria for special consideration. Among the three campuses, Kapālama has the highest rate of orphan enrollment (151 students, accounting for 4.7 percent of all

⁶ Orphans are defined as those with no more than one living biological parent. Indigents are students who are eligible to receive public assistance. Gifted and Talented is an admissions category for students who exhibit special gifts and talents in language, performing arts, and athletics and applies only to middle and high school applicants.

Kapālama students) and Hawai‘i the highest prevalence of indigent students (208 students or 18.6 percent of Hawai‘i campus enrollment).

Table 5. Prevalence of special consideration students, SY 2004–05

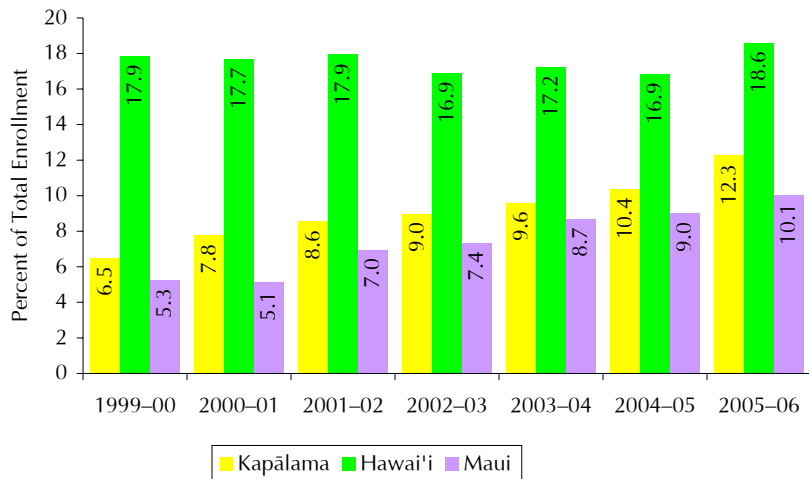
	Kapālama		Hawai‘i		Maui	
	No.	%	No.	%	No.	%
Orphan only	112	3.5	33	3.0	31	2.9
Indigent only	353	11.0	199	17.8	103	9.5
Orphan & indigent	39	1.2	9	0.8	6	0.6
Gifted & talented*	260	8.1	45	4.0	36	3.3
Total enrollment	3,196	100.0	1,118	100.0	1,084	100.0

Source: Kamehameha Schools' SASI Database, SY 2005–06.

* The special consideration category for gifted/talented students applies only to middle and high school students.

As shown in Figure 3, Hawai‘i Campus has consistently had the highest rates of indigent enrollment among the three KS campuses, averaging between 17 and 18 percent of the total student body. However, in accordance with Kamehameha Schools' growing commitment to diverse students and their families, indigent enrollment at the Maui and Kapālama campuses has increased steadily in recent years.⁷ Between school years 1999–00 and 2005–06, the prevalence of indigent students in the KS student body has increased from 6.5 percent to 12.3 percent at the Kapālama Campus and from 5.3 percent to 10.1 percent at the Maui Campus.

Figure 3. Prevalence of indigent students (%), SY 1999–00 to SY 2005–06



Source: Kamehameha Schools' SASI Databases.

⁷ For more information on Kamehameha Schools' indigent admissions policy, see our Admissions Department website at <http://www.ksbe.edu/admissions/mainpage.html>.

Special Consideration among Newly Admitted K–12 Students

Students classified as orphan, indigent, and gifted and talented represented 35.1 percent of newly admitted students in school year 2005–06, compared with 24.2 percent of newly admitted students in 2004–05. A total of 229 (27.8 percent) were orphaned and/or indigent and 60 (7.3 percent) were classified as gifted or talented. Table 6 summarizes the number of newly admitted students for whom special considerations were applied.

Table 6. Newly admitted special consideration students

	Kapālama		Hawai'i		Maui	
	No.	%	No.	%	No.	%
Orphan only	21	4.3	2	1.1	8	5.6
Indigent only	93	18.9	59	31.4	26	18.2
Orphan & indigent	18	3.7	1	0.5	1	0.7
Gifted & talented*	49	9.9	7	3.7	4	2.8
Total admitted students	493	100.0	188	100.0	143	100.0

Source: Kamehameha Schools' CMDS Admissions Database, SY 2005–06.

* The special consideration category for gifted/talented students applies only to middle and high school students.

PRESCHOOL ENROLLMENT

Despite shifts in the number and location of KS preschool sites, the number of young children enrolled in KS preschools has remained fairly stable, decreasing only slightly from 1,351 in 2004–05 to 1,317 in 2005–06 (10.1 percent of the 13,000 Native Hawaiian three- and four-year-olds estimated to populate the state in 2005). Table 7 provides a breakdown of KS preschool sites, classrooms, and students by age and district.

Table 7. KS preschool enrollment, SY 2005–06*

	Sites	Classrooms	Students		Total
			3-yr-olds	4-yr-olds	
Honolulu County					
Honolulu	2	7	16	120	136
Ko'olaupoko	1	4	32	40	72
Ko'olaupoko	3	4	15	59	74
Wai'anae	4	14	108	140	248
Hawai'i County					
East Hawai'i	7	14	78	159	237
West Hawai'i	5	13	103	136	239
Maui County					
Maui	3	10	63	123	186
Moloka'i	1	1	–	20	20
Kaua'i County					
Kaua'i	2	6	46	59	105
Ni'ihau	n/a	n/a	n/a	n/a	n/a
TOTAL	28	73	461	856	1,317

Source: Kamehameha Schools, Early Childhood Education Division.

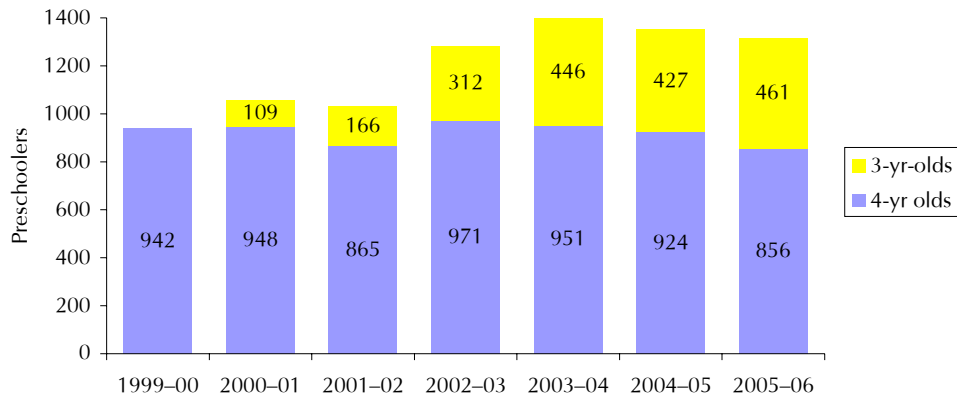
* Preschool enrollment as of September 30, 2005.

These preschool numbers, which reflect official enrollment as of September 30, 2005, do not include three additional sites slated to open later in the 2005–06 school year (one each in Nānākuli, Kāne'ōhe, and Keanu). These new sites will increase the capacity of the KS preschool program by ten classrooms and 180 slots.

Figure 4 shows changes in KS preschool enrollment over time. The 39.8 percent growth since school year 1999–00 has been driven primarily by the expansion of services for three-year-olds.⁸ Preschool enrollment has fluctuated slightly over the past two years as a result of sites closing and reopening.

⁸ For information on the development of KS preschool services for three-year-olds and evidence on the additional benefits for children who enroll at age three, see *The Impact of KS Preschool for Three-Year-Olds* (Yang 2004).

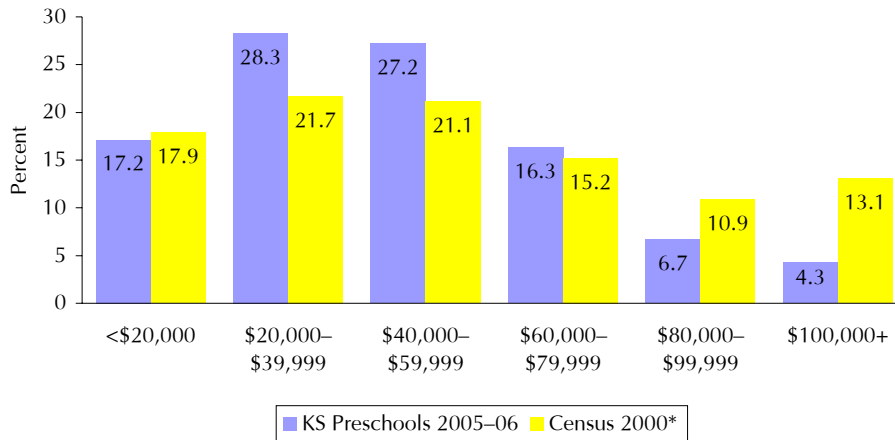
Figure 4. KS preschool enrollment, SY 1999–00 to SY 2005–06



Source: Kamehameha Schools’ SASI Databases.

Because the admission process for KS preschool is randomized through a lottery system, the indigent status of KS preschoolers is not as carefully tracked as it is in the campus-based programs. However, 601 preschool students and their families (45.6 percent) received need-based financial aid awards from Kamehameha Schools. A comparison of income statistics for KS preschoolers and for the larger population of Hawaiians in the state shows that KS preschools serve a comparatively high proportion of low- to middle-income families. Figure 5 shows that 45.5 percent of KS preschool families have annual incomes of less than \$40,000, compared with 39.6 percent of Hawaiian families throughout the state. These data are consistent with the findings from an earlier study examining the demographic and socioeconomic traits of students served by KS preschools (Yang 2005).

Figure 5. Income distribution among KS preschool families and Hawaiian families throughout the state



Sources: Kamehameha Schools’ CMDS Admissions Database, SY 2005–06; U.S. Census 2000, Summary File 4.

* Owing to differences in the income ranges specified by each data source, Census 2000 figures for families with incomes between \$60,000 and \$79,999 and between \$80,000 and \$99,999 are estimated.

CONCLUSION

The trends in KS enrollment highlight Kamehameha Schools’ ongoing commitment to serving a diverse student body and to promoting educational opportunities in early childhood. Although some geographic disparities linger, the growth of the Maui and Hawai’i campuses has substantially increased Kamehameha Schools’ capacity to serve keiki from the neighbor islands. With the Maui and Hawai’i campuses now at full capacity, campus-based enrollment is not expected to grow.

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