

# Native Hawaiians in Public Schools:

Implications of AYP Status in Predominantly Native Hawaiian Schools

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## WHAT IS AYP?

The No Child Left Behind (NCLB) Act, signed by President Bush on January 8, 2002, aims for all students to perform at grade level by 2014. In preparation, schools must implement an accountability system and report on performance measures. These measures determine whether a school has achieved (or “met”) Adequate Yearly Progress (AYP) or has not achieved (or “not met”) AYP. The number of years that a school does not meet AYP then determines their NCLB status, as shown below:

# of years AYP was not met	NCLB Status
2 & 3 years	“School Improvement”
4 years	“Corrective Action”
5 years	“Planning for Restructuring”
6 years	“Restructured”
If a school meets AYP for two consecutive years, its NCLB status is “In Good Standing”.	

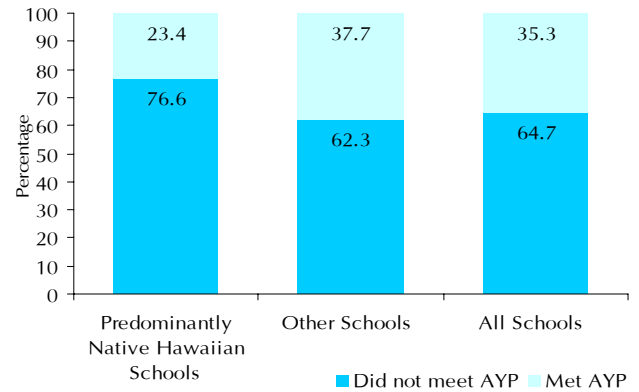
Understanding how schools are faring helps public and private organizations make decisions about allocating resources to support families and children in their schools.

## WHAT IS THE CURRENT AYP STATUS OF PRIMARILY NATIVE HAWAIIAN SCHOOLS?

Most predominantly Native Hawaiian schools (i.e. schools in which more than half of the student population is Native Hawaiian) are not considered to be in “good standing” (see Appendix). Many of these schools have gone through “corrective action” and are being restructured. With Native Hawaiians as the largest ethnic group in the Hawai’i public school system, it is necessary to take a look at the educational conditions and resources available to Native Hawaiian children.

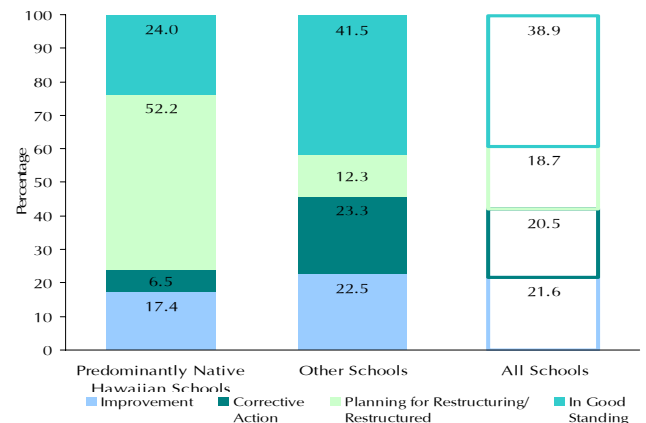
**87 percent of Native Hawaiian children are enrolled in the DOE**

**Figure 1:** Percentage of schools that have met AYP [State of Hawai’i, SY 2005-06]



- ❖ 16.6 percent of schools in Hawai’i have a predominantly Native Hawaiian student population. Of these, 23.4 percent met AYP for school year 2005-06. In comparison, 37.7 percent of all other public schools have met AYP (see Figure 1).
- ❖ The percentage of predominantly Native Hawaiian schools in “good standing” has decreased by more than half since 2002-03 (55.9 percent in 2002-03 compared to 24.0 percent in 2006-07).
- ❖ More than half of predominantly Native Hawaiian schools (52.2 percent) are in the restructuring phase of NCLB in comparison to 12.3 percent of other schools (see Figure 2).

**Figure 2:** Distribution of NCLB status among public schools by level of Native Hawaiian enrollment [State of Hawai’i, SY 2006-07]



## WHAT STEPS CAN BE TAKEN TO BETTER SUPPORT NATIVE HAWAIIAN CHILDREN?

Continued awareness of the status of public schools is important in furthering the exploration of new opportunities to serve more Native Hawaiian children. Ka Huaka'i (2005) reported that "predominantly Native Hawaiian schools are less likely than other public schools to meet the standards for student achievement required by the federal government, and are therefore more likely to be subject to 'corrective action' and school restructuring." Ultimately, these interventions are intended to improve the quality of schools and the performance of their students. However, working with the Native Hawaiian community to identify and implement promising culturally relevant pedagogies, practices, and materials may increase the likelihood of success. For this reason, the Department of Education (DOE) has formed Nā Lau Lama, an initiative focused on improving educational outcomes for Hawaiian students with the help of many community partners, including Kamehameha Schools, Office of Hawaiian Affairs, Nā Leo Na'auao, The University of Hawai'i and many others. (See <http://www.ksbe.edu/spi/reports.php#nalaulama> for more information.)

Various types of projects and collaborations are necessary, as many Native Hawaiian children face multiple disadvantages that affect them academically. Previous research has shown that many school-age Native Hawaiian children face struggles such as unstable families and communities, financial hardship, health problems, and high rates of depression and suicide. Statistical data suggest that many communities where Native Hawaiians live have high levels of substance abuse and few social and economic resources. Challenges faced by Native Hawaiians require the expansion and continuation of support services in these communities.

Culturally appropriate support services and programs must be developed based upon the many strengths of the Hawaiian community. Native Hawaiians foster strong social networks

and ties to their communities. Native Hawaiians also demonstrate strong ties to 'ohana, with many Native Hawaiian children having close relationships to their kūpuna and strong attachments to their families. Strength-based approaches recognize that Hawaiian cultural values, beliefs, and practices already play an important role in the lives of Native Hawaiians and provide an opportunity to approach Native Hawaiian well-being from a culturally appropriate perspective.



Public and private collaborations, such as Nā Lau Lama, are examples of the types of efforts that can make a difference. In addition, providing resources and services through literacy enhancement programs, tutorial assistance, and mentoring and tutoring programs, can begin to offset the economic disadvantages that many Hawaiian children face. Furthermore, programs focusing on early childhood education must continue to expand and provide more quality preschools and resources to Native Hawaiian children. These types of collaborations are critical to supporting our children and schools, combining the DOE's ability to reach children throughout the entire state of Hawai'i with the educational resources and outreach of Kamehameha Schools and other Hawaiian organizations and community collaborators. Working together is crucial to achieving change within the public school system and for our Hawaiian communities.

### Sources:

DOE Final School Year 2005-06 AYP Results and Corresponding School Year 2006-07 Accountability Status by Complex Report (<http://arch.k12.hi.us/PDFs/nclb/2006/FinalAYPPubSchList20060908.pdf>)  
DOE Snapshots for SY 2005-06  
Ka Huaka'i: 2005 Native Hawaiian Educational Assessment



Appendix 1: AYP and NCLB Status among public schools with more than 50 percent Native Hawaiian enrollment

School	Percentage of NH Enrollment	AYP Status	NCLB Status
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Laboratory PCS	100.0	Not Met	In Good Standing, Pending
Ke Kula Ni'ihau 'o Kekaha Learning Center A Laboratory	97.1	Not Met	Corrective Action Year 1
Ke Kula 'o Samuel M. Kamakau Laboratory PCS	96.3	Met	In Good Standing, Unconditional
Ni'ihau	94.7	Met	In Good Standing, Unconditional
Nānākuli Elementary	91.9	Not Met	Restructuring
Kualapu'u Elementary NCPCCS	90.7	Not Met	Restructuring
Ka Waihona o ka Na'auao New Century PCS	90.4	Not Met	In Good Standing, Pending
Kilohana Elementary	90.3	Met	Restructuring
Kula Kaiapuni 'o Ānuenue	89.9	Not Met	Restructuring
Halau Lōkahi A New Century PCS	89.0	Not Met	School Improvement Year 2
Ka 'Umeke Kā'eo PCS	88.2	Met	In Good Standing, Unconditional
Keaukaha Elementary	88.2	Not Met	Restructuring
Kanu o ka 'Āina New Century PCS	87.5	Met	School Improvement Year 2
Blanche Pope Elementary	87.5	Not Met	School Improvement Year 1
Ke Ana La'ahana PCS	87.4	Not Met	In Good Standing, Pending
Maunaloa Elementary	80.8	Not Met	Restructuring
Ke Kula 'o 'Ehunuikaimalino	80.5	Met	In Good Standing, Unconditional
Moloka'i Intermediate	78.8	Not Met	Restructuring
Waiahole Elementary	75.0	Not Met	Restructuring
Halau Kū Māna A New Century PCS	74.5	Not Met	Corrective Action Year 1
Moloka'i High	74.1	Not Met	Restructuring
Kaunakakai Elementary	73.1	Not Met	Restructuring
Nānākuli High & Intermediate	71.7	Not Met	Restructuring
Hakipu'u Learning Center A Hawaii PCS	70.3	Not Met	School Improvement Year 2
Hau'ula Elementary	70.0	Not Met	School Improvement Year 2
Nanaikapono Elementary	66.4	Not Met	Restructuring
Makaha Elementary	64.6	Not Met	Restructuring
Waimanalo Elementary & Intermediate	64.5	Not Met	Restructuring
Pā'ia Elementary	63.7	Met	Restructuring
Mountain View Elementary	62.5	Not Met	In Good Standing, Pending
Kahalu'u Elementary	62.5	Not Met	Restructuring
Wai'anae Elementary	61.4	Not Met	Restructuring
Leihoku Elementary	60.7	Met	In Good Standing, Unconditional
Kua o ka La PCS	59.6	Met	In Good Standing, Unconditional
Pū'ōhala Elementary	59.5	Met	Restructuring
Wai'anae Intermediate	58.9	Not Met	Restructuring
Kamaile Elementary	58.7	Not Met	Restructuring
Wai'anae High	57.2	Not Met	Restructuring
Ma'ili Elementary	55.3	Not Met	Restructuring
Kaumana Elementary	54.8	Met	In Good Standing, Unconditional
Olomana	53.8	Not Met	School Improvement Year 2
Pauoa Elementary	53.4	Not Met	School Improvement Year 1
Keonepoko Elementary	51.9	Not Met	Restructuring
Ka'a'awa Elementary	51.8	Met	In Good Standing, Unconditional
Kailua High	51.8	Not Met	Corrective Action Year 1
Benjamin Parker Elementary	51.6	Not Met	Restructuring
Maunawili Elementary	51.3	Not Met	In Good Standing, Pending
Hilo Union Elementary	50.8	Not Met	School Improvement Year 1

\* AYP Status and ethnic composition of schools are from school year 2005-06. NCLB Status corresponds to school year 2006-07.