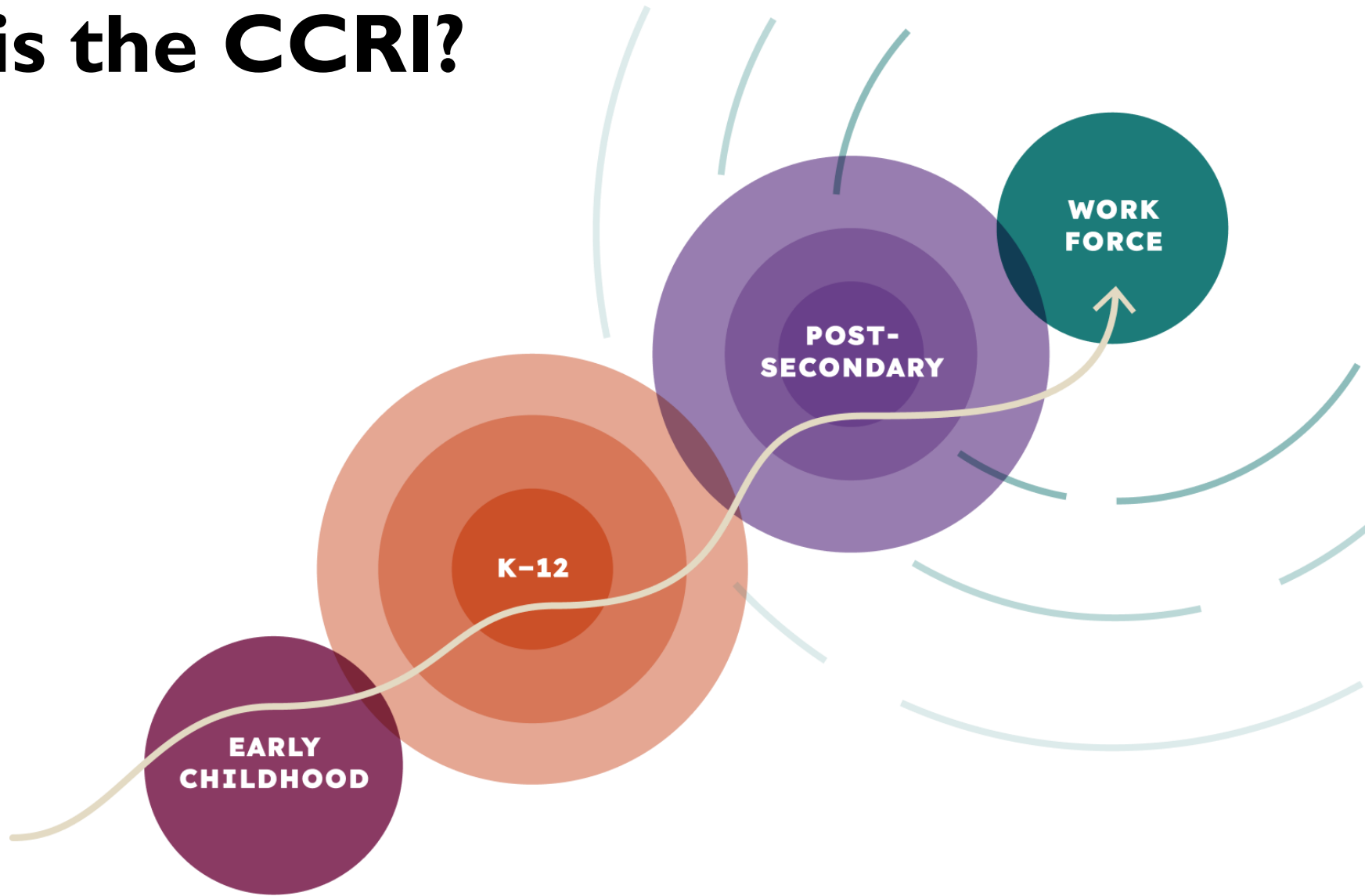


College & Career Readiness Indicators (CCRI)

Hawai'i State Department of Education Class of 2024

**Board of Education
General Business Meeting
May 15, 2025**

What is the CCRI?



Data Source: Hawai'i Data eXchange Partnership (DXP)

What is the CCRI?

High School Outcomes of HIDOE Graduates

– Completers

- Diploma with Honors (Any, Academic, CTE, STEM Honors)
- Certificate of Biliteracy

– On-Time Graduation Rate

– State Assessments

- ELA Proficiency (SBA)
- Math Proficiency (SBA)
- Science Proficiency

– ACT

- Test-taking
- College-Ready in English
- College-Ready in Math
- College-Ready in Science

– Dual Credit

- Participants
- Participants earning ≥ 6 credits

– Advanced Placement

- Exam takers
- Participants earning ≥ 3 on an exam

– Career and Technical Education

- CTE Concentrators

What is the CCRI?

College Enrollment Outcomes of HIDOE Graduates

Nationwide College Enrollment

- First-Fall enrollment in college anywhere nationwide
 - Enrollment at 2-year colleges
 - Enrollment at 4-year colleges
- Second-Fall persistence in college anywhere nationwide

University of Hawai'i System

- First-Fall enrollment in college at the University of Hawai'i
 - Enrollment at UH 2-year colleges
 - Enrollment at UH 4-year colleges
- Math/English Enrollment at UH
 - College-level
 - Credit Earned in High School
 - Below College-Level
 - Not Enrolled

Class of 2024 Profile

11,613 Completers

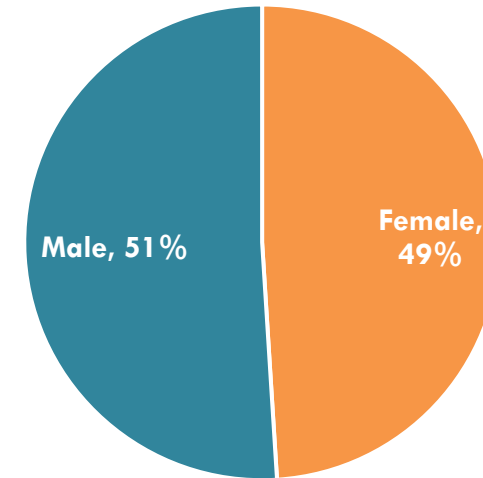
67 High Schools

Including Charters

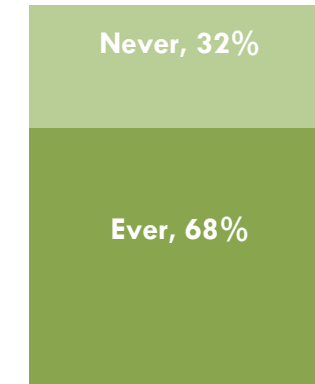
34% Graduated with Honors

86% Graduated
on Time

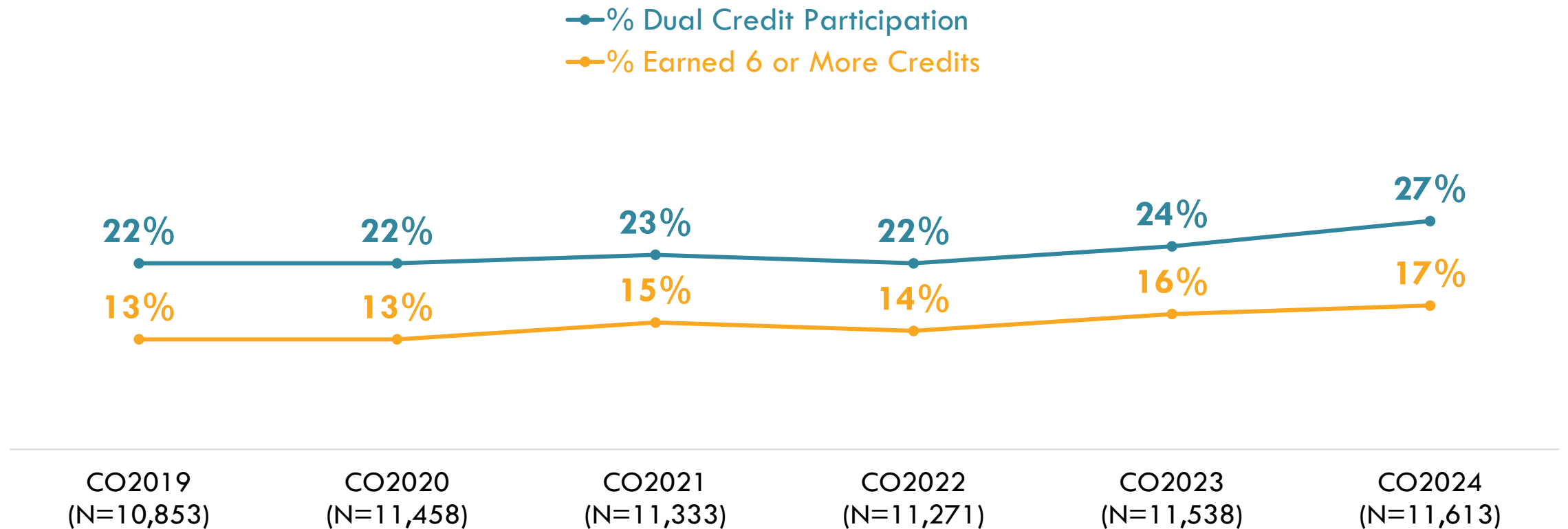
Gender



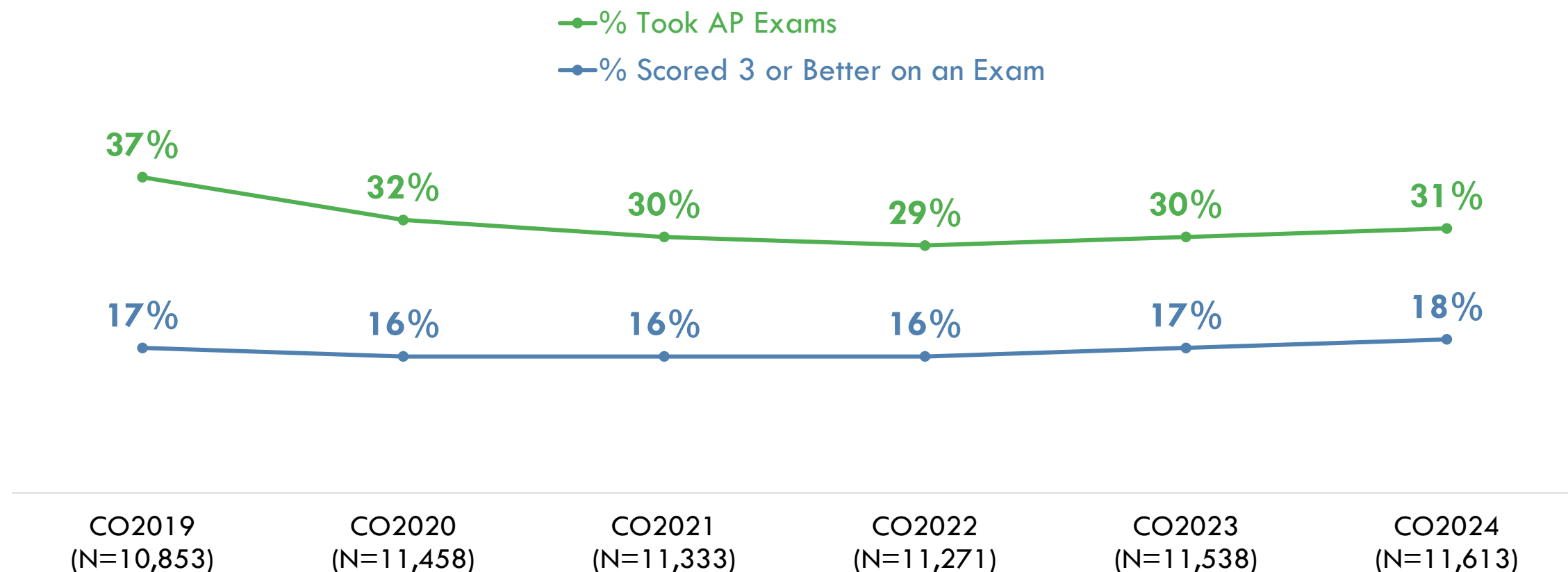
Economic Disadvantaged Status



Dual Credit participation and the proportion of students who earned 6 or more credits slightly increased.



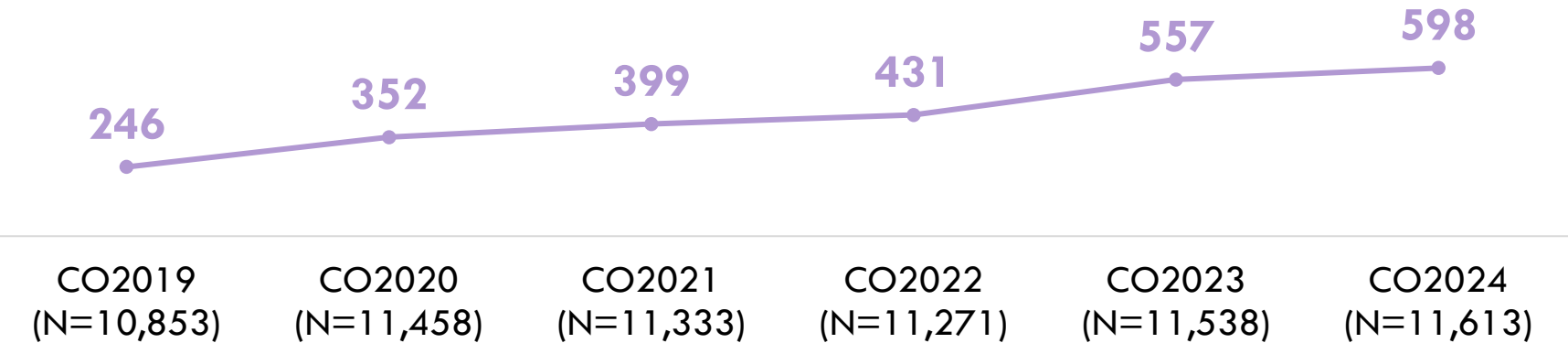
AP test-taking increased by one percentage point, while those who scored a 3 or better on exams increased back to pre-pandemic levels.



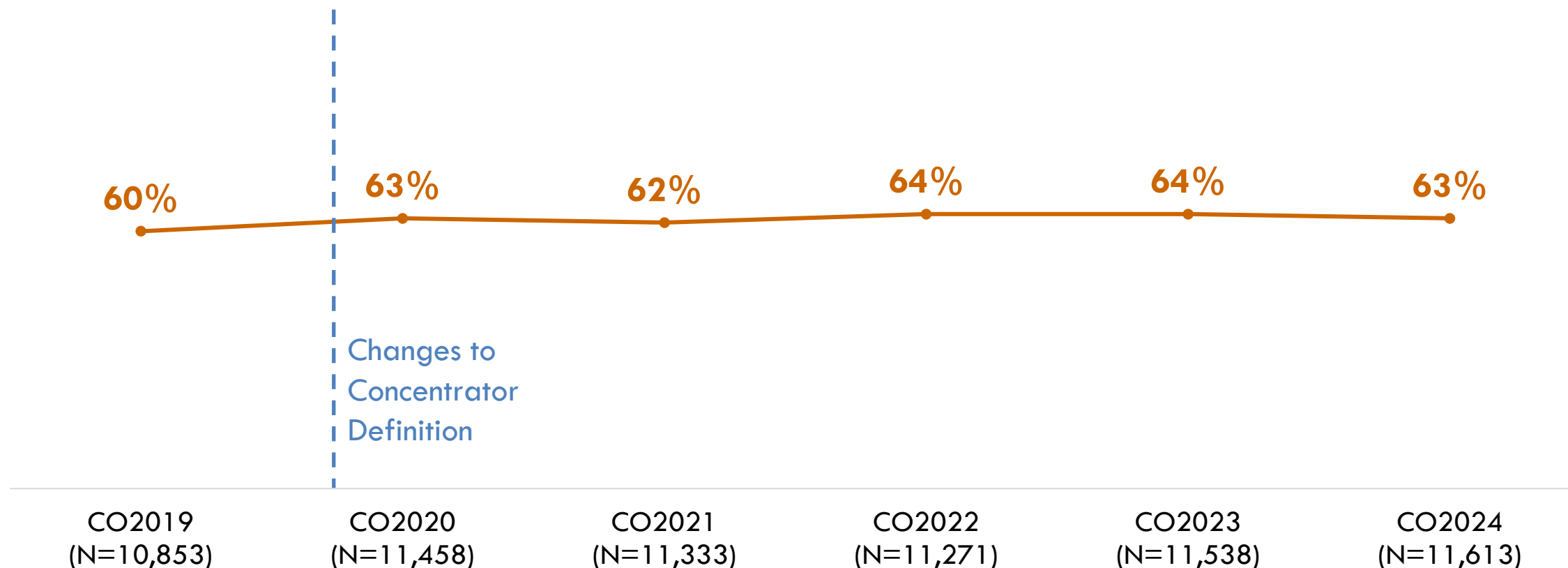
Seal of Biliteracy awards have consistently increased each year.

Class of 2024 Top 10 Languages

- Tagalog
- Ilocano
- Japanese
- Spanish
- Ōlelo Hawai‘i
- Mandarin
- Korean
- Vietnamese
- Cantonese
- Marshallese

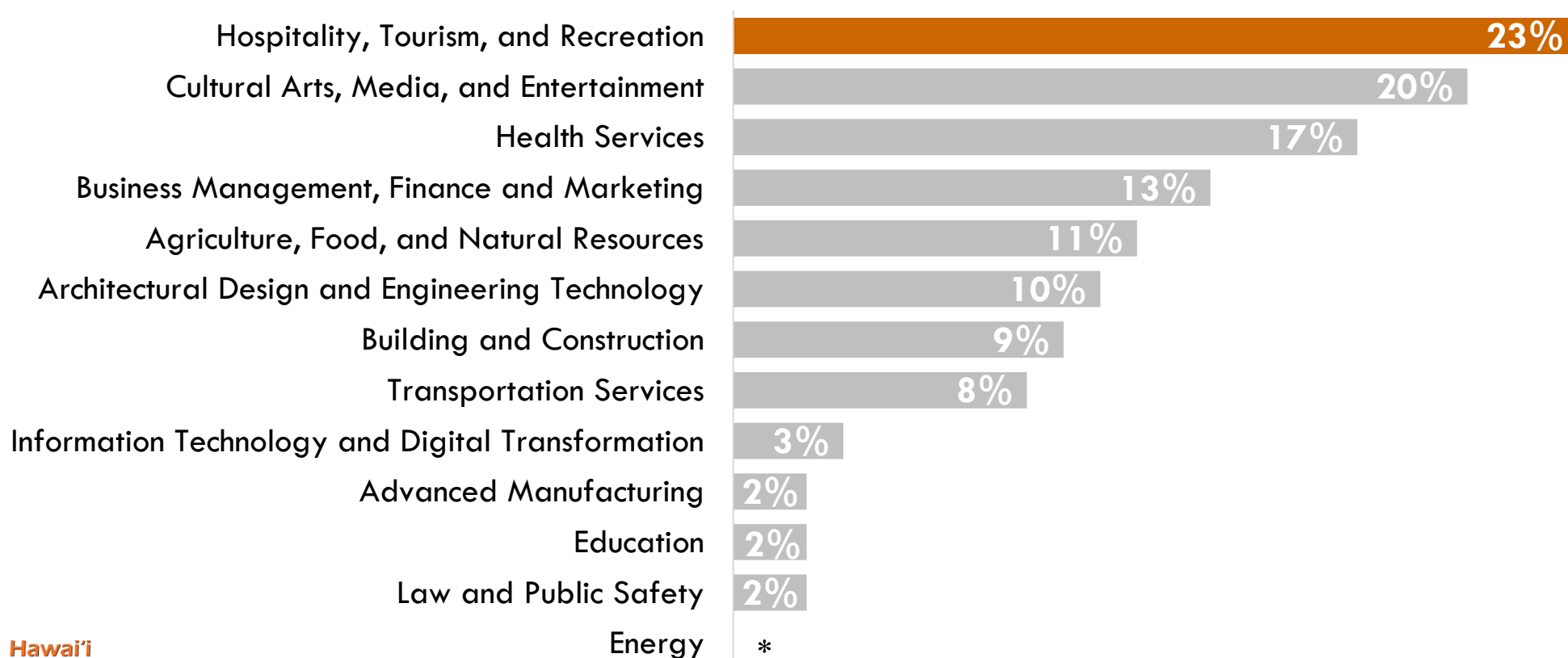


63% of graduates were CTE concentrators, one percentage point decrease from last year.



23% of graduates completed a program in the Hospitality, Tourism, and Recreation career pathway.

Class of 2024: % CTE Concentrators by Career Pathway
(N= 7,290)



*Data not available

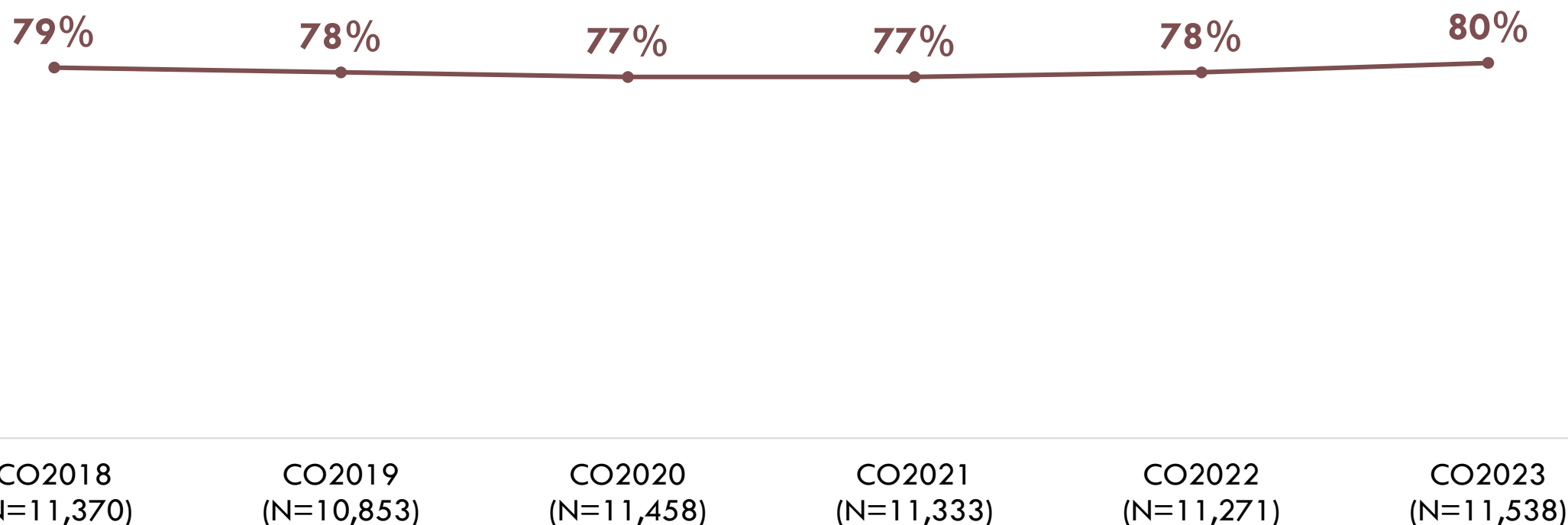
Highlights of Changes in CTE from 2022-2023 to 2023-2024

- **Ag Food & Natural Resources Pathway**
 - POS - Ag Food Production Business - increased from 10 to 21 schools
 - POS - Animal Systems - decreased from 16 to 4 schools
 - POS - Food Systems - decreased from 21 to 15 schools
- **Health Services Pathway**
 - POS - Diagnostic Services - decreased from 14 to 7 schools
 - POS - Emergency Medical Services - decreased from 11 to 6 schools
- **Creative Media, Fashion & Film Pathway**
- **Business, Management, Marketing & Finance Pathway**
 - POS - Marketing - increased from 13 to 17 schools
 - POS - Digital Design - increased from 35 to 42 schools
 - POS - Business Management - decreased from 18 to 13 schools

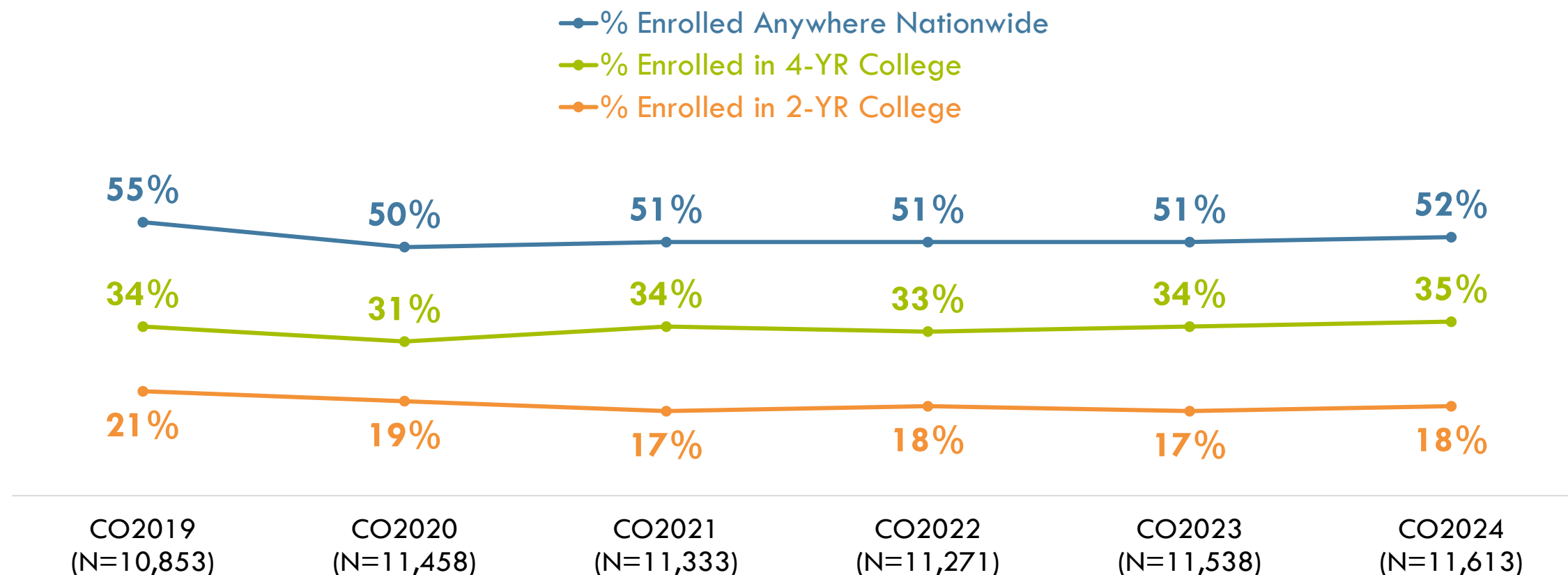
Regional Insights

- **Hawai'i Island:** Hawai'i Island high schools have begun offering the **Ag Food Production Business POS**, whereas only 3 Hawai'i Island schools offered the year before. All of Hawai'i Island's **West Complex** schools are offering **Food Systems** this year.
- **Central & Leeward Districts:** Went from 10 of its 12 collective high schools offering **Business Management** to now only 4 among the 2 complexes. There was an increase of 4 schools offering **Marketing**, which could account for the shifts.
- **Central:** 6 Central HS's offered **Diagnostic Services** last year, and now there is only 1 (Aiea HS).
- **Kaua'i:** All 3 high schools are no longer offering **Animal Systems** but they are all offering **Food Systems** again this year.
- **State:** **Digital Design** is the most widely offered POS offered in 42 HS's, second is **Culinary** with 39 schools offering and **Residential & Commercial Construction** with 37.

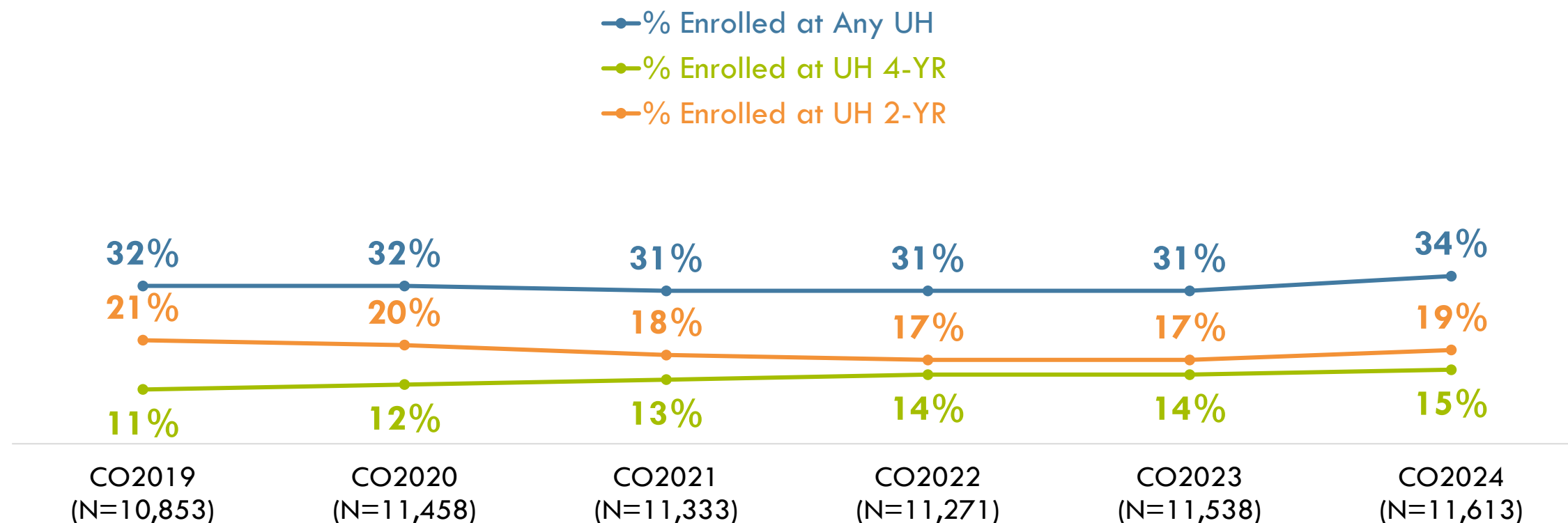
College persistence increased two percentage points for the Class of 2023.



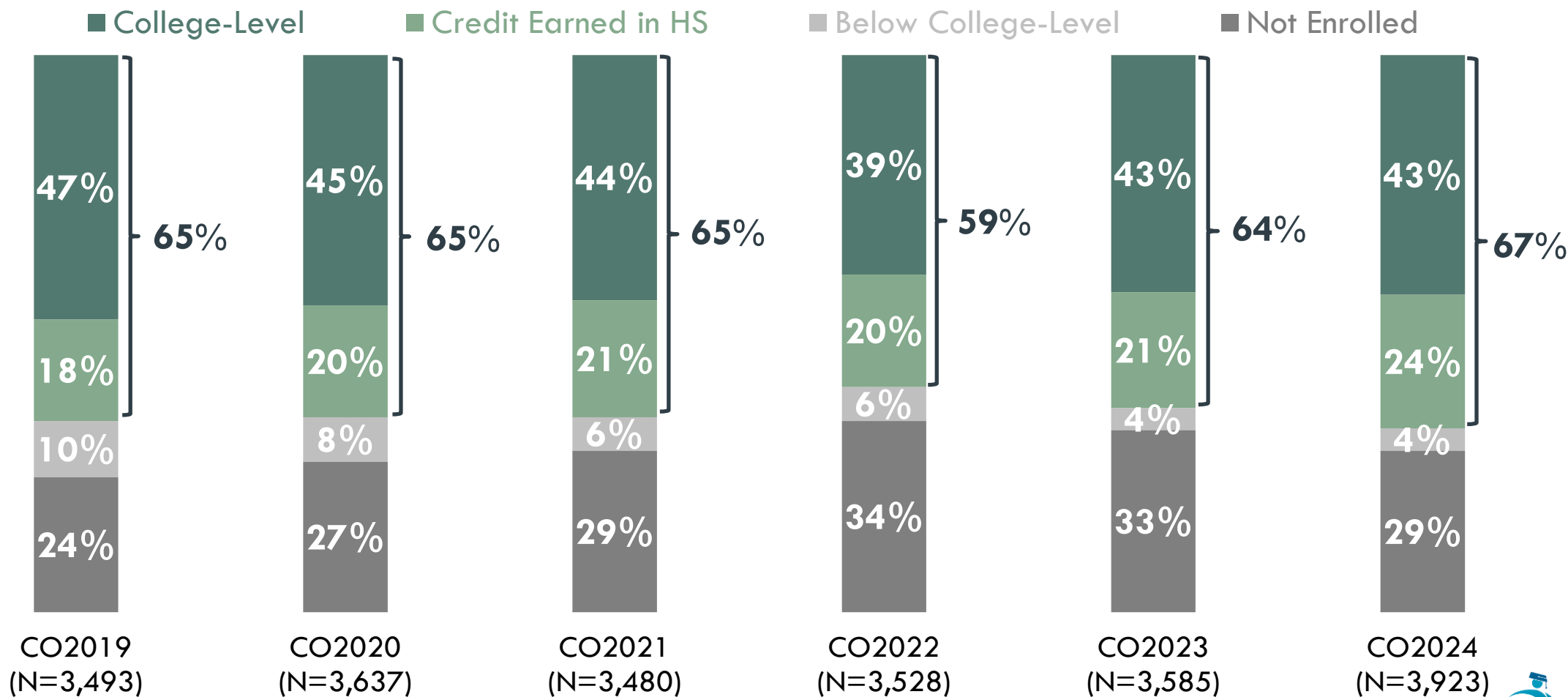
First fall college enrollment increased by one percentage point for the Class of 2024 graduates.



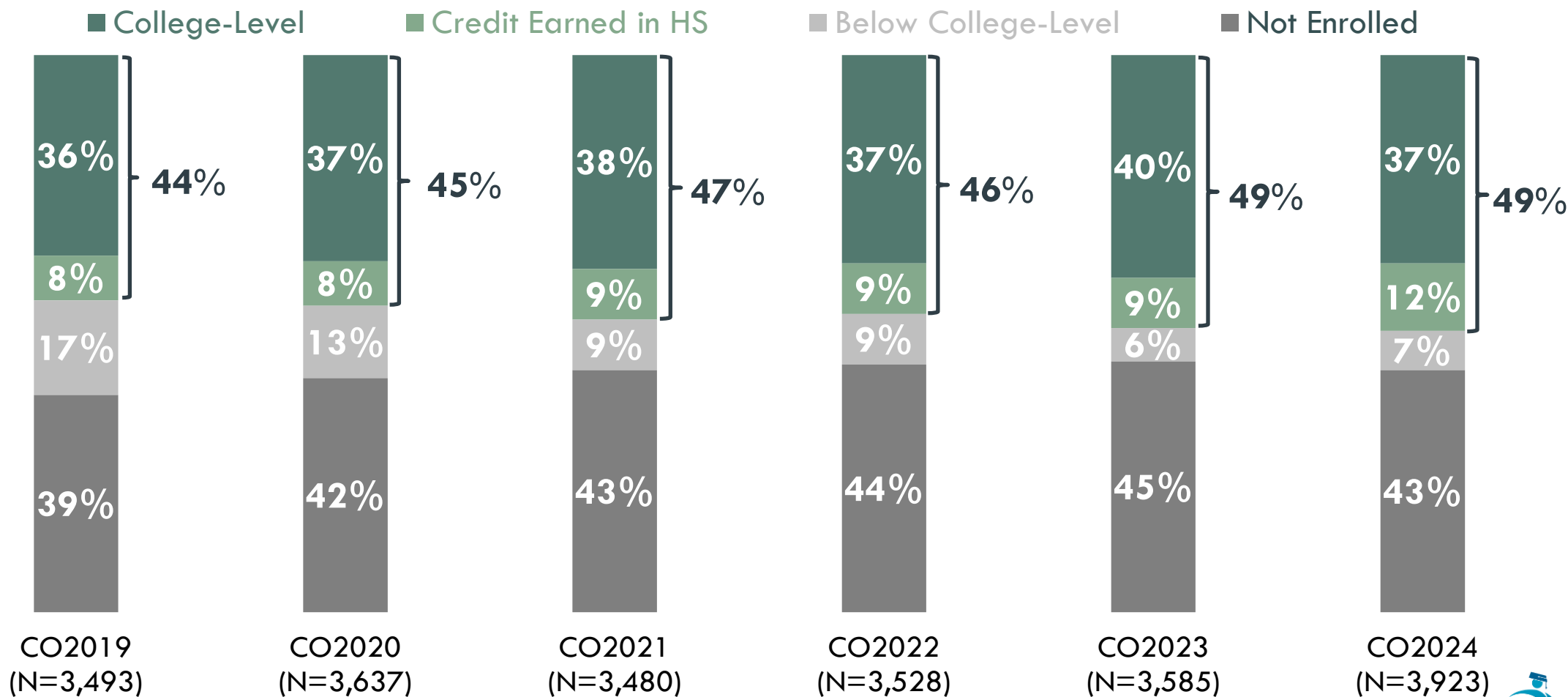
Enrollment at both UH 2-year and 4-year institutions increased with the Class of 2024.



The proportion of students enrolled at UH who took college-level English in their first fall semester or earned credit in high school increased three percentage points from last year.

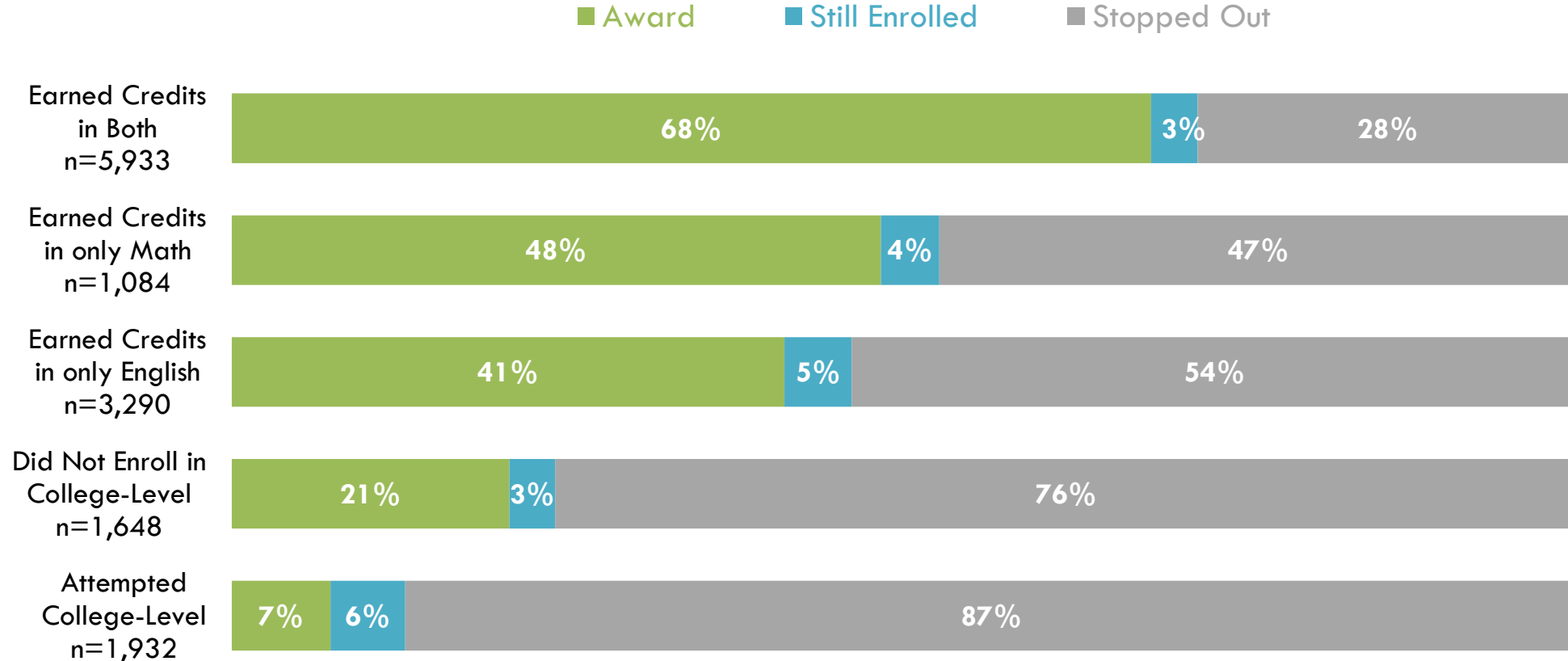


The proportion of students enrolled at UH who earned college-level math credit in high school increased three percentage points from last year.



UH Cohorts 2016 & 2017

UH students who earn college-level credits in English and Math by the end of the first year of college are much more likely to earn an award within 6 years.



A photograph of graduates in black gowns and red stoles, wearing traditional Hawaiian flower leis and headbands. They are holding their black mortarboards high in the air, celebrating outdoors under a bright sky with palm trees in the background.

What is the value of a college degree?

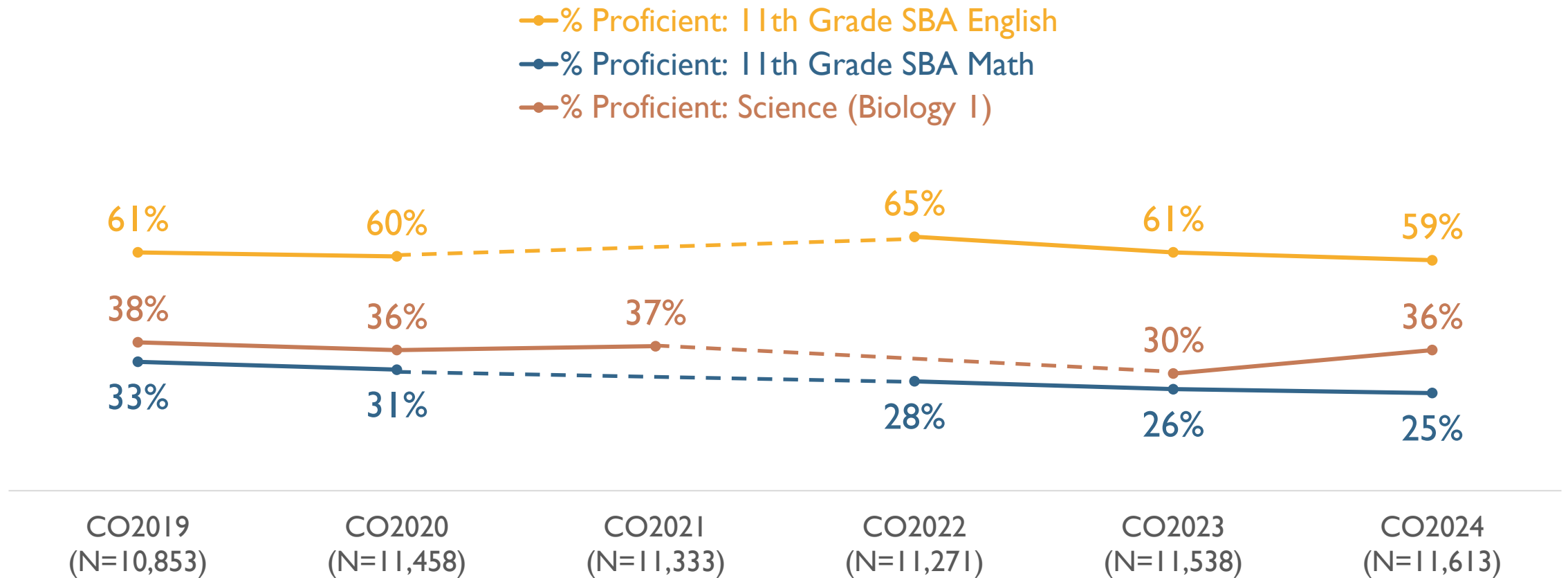
College completion impacts wage earnings even for the economically disadvantaged

UHERO reports that degree completion mitigates and may eliminate the wage gap between Pell awardees and non-awardees (non-economically disadvantaged students) over time.

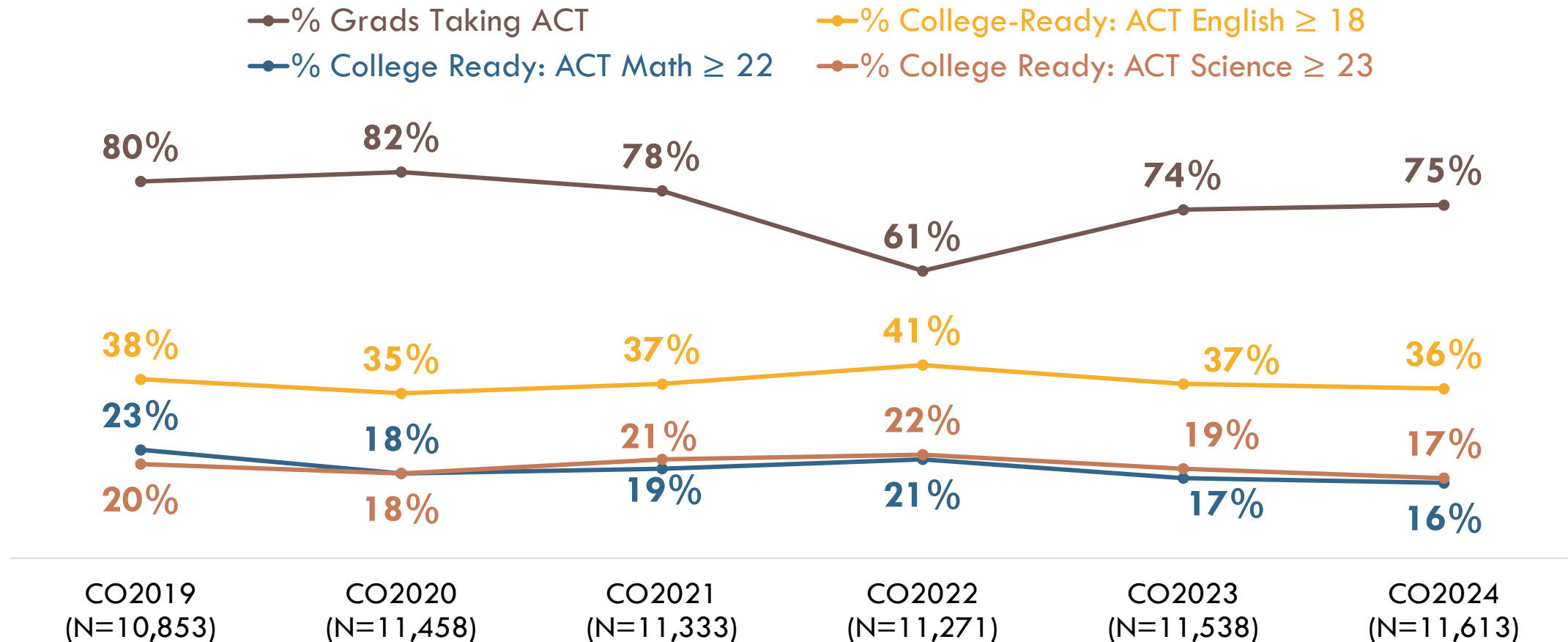
- Pell as a proxy for low socio-economic status.
- Nine years after completing a degree, wage returns for Pell recipients who complete a college degree compared to their non-Pell peers are similar *regardless of socioeconomic background*.
- Study indicates that college completion mitigates intergenerational cycles of poverty.

Halliday, T. and Inafuku, R. (2024). Estimating the Returns to Higher Education Using Administrative Data: A Case Study of the University of Hawai'i System. Retrieved February 9, 2024, from <https://uhero.hawaii.edu/estimating-the-returns-to-higher-education-using-administrative-data-a-case-study-of-the-university-of-hawaii-system/>

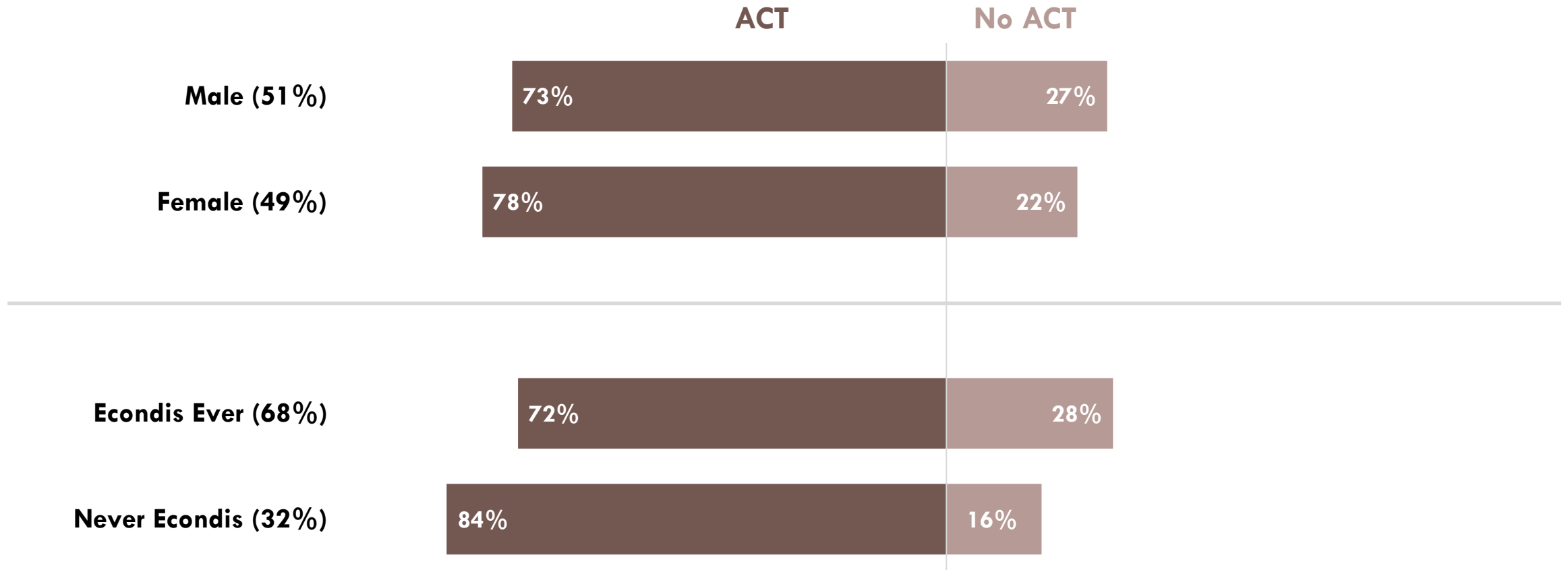
The proportion of students that were proficient in 11th grade SBA English and math decreased, but increased for science (Biology I).



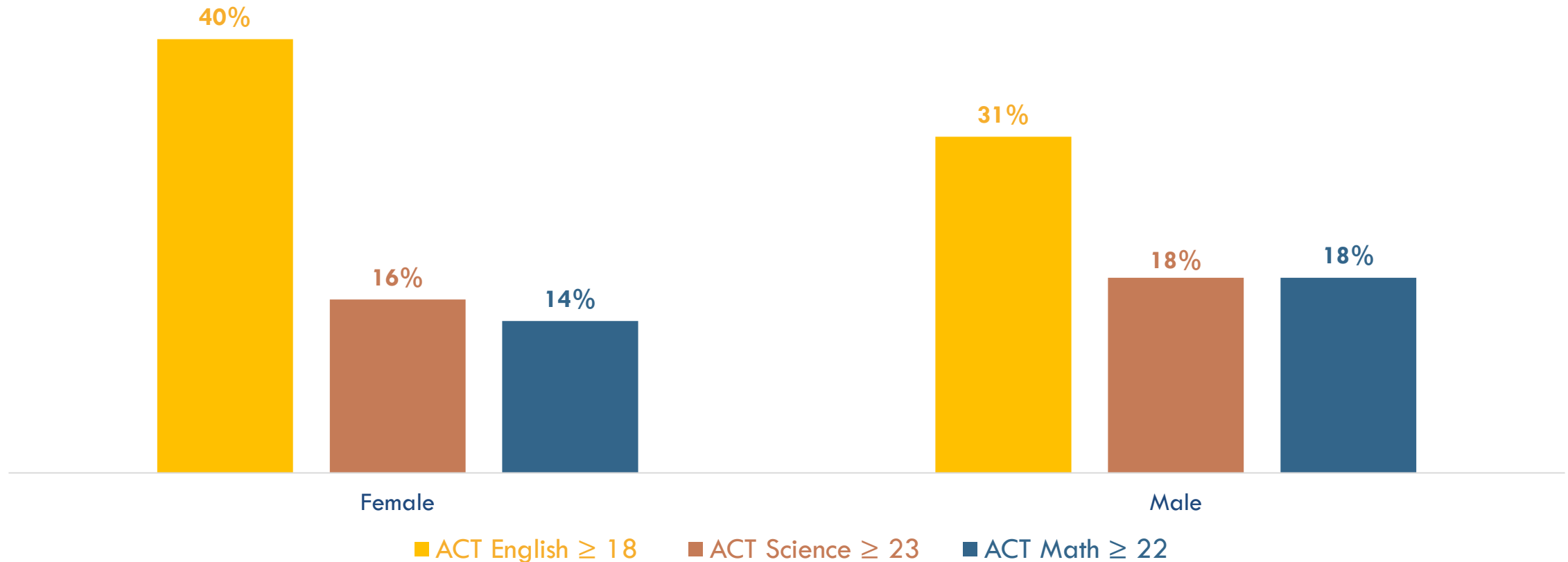
The proportion of graduates that took the ACT increased, but is still below pre-COVID levels. College readiness decreased in the three key benchmark areas.



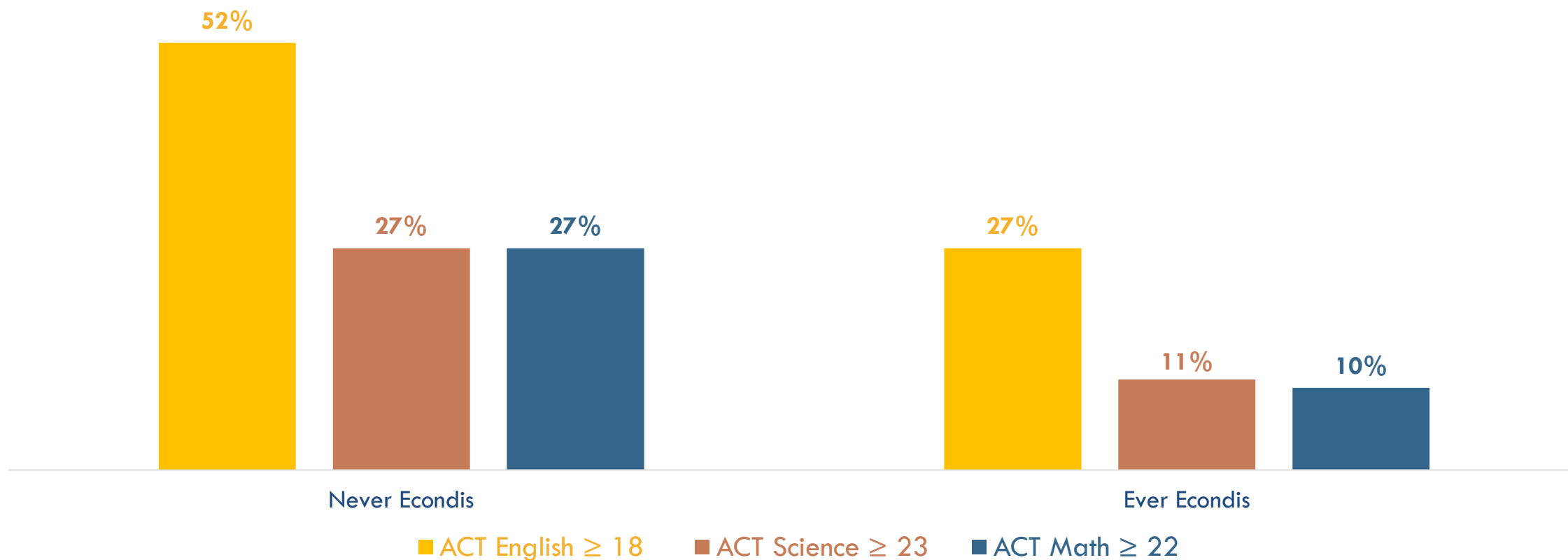
Student participation in ACT test-taking varied widely.



College readiness performance varies across student groups. The percent of students “ready” for college-level math ranges from a high of 18% to a low of 14%, with similar results for science.

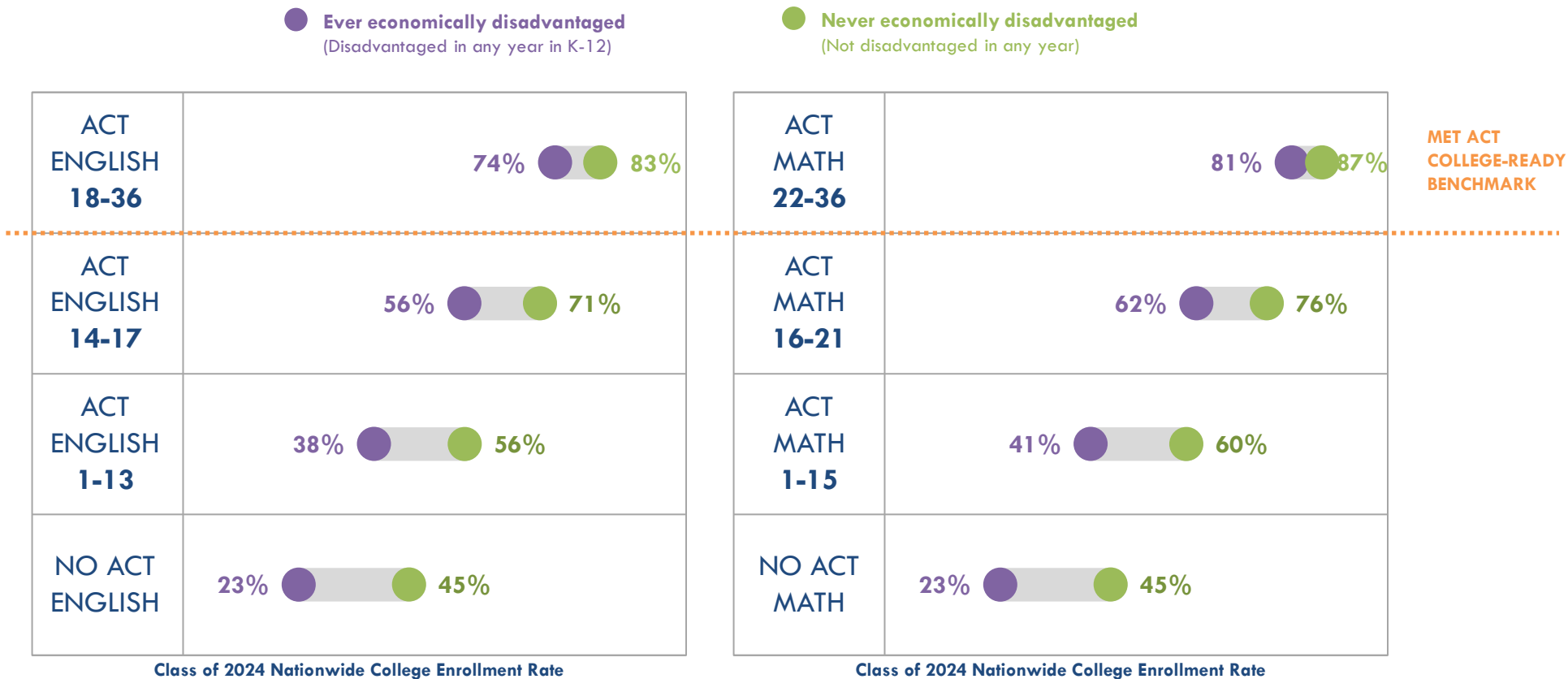


College readiness performance varies across student groups. The percent of students “ready” for college-level math ranges from a high of 27% to a low of 10%, with similar results for science.



Enrollment rates were similarly high across groups for students who met ACT college-ready benchmarks. However, large gaps in college-going appear for disadvantaged students with lower levels of ACT achievement.

2024 Nationwide College Enrollment Rates
By ACT and Economic Disadvantage Status



First Fall Enrollment Locations Dashboard

First Fall College Enrollment

Click to select →

Single Year

Trend

State



Select a Complex Area

Statewide

Select a Class

2024

Select a Disaggregation

Demographics

Statewide Class of 2024 Disaggregated by Demographics

Disaggregation	Subgroup (Percent of Grad Class)	Nationwide Enrollment Rate	UH 4-Year Enrollment Rate	UHCC Enrollment Rate	HI Private or Mainland
All	All (100%)	52%	15%	19%	19%
Gender	Female (49%)	61%	18%	21%	23%
	Male (51%)	45%	13%	17%	15%
Ethnicity	Asian (17%)	76%	30%	19%	26%
	Filipino (27%)	58%	18%	23%	17%
	White (19%)	55%	13%	16%	26%
	AmIndian, Black, Hispanic, Multiple (7%)	52%	14%	16%	22%
	Native Hawaiian (22%)	36%	7%	17%	13%
	Pacific Islander (8%)	33%	6%	14%	12%
Economic Disadvantage	Never Econ Disadvantaged (32%)	70%	22%	17%	31%
	Econ Disadvantaged Prior to HS (15%)	53%	14%	23%	16%
	Econ Disadvantaged in HS (54%)	43%	11%	19%	13%

FOR QUESTIONS, PLEASE CONTACT:

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