



College & Career Readiness Indicators (CCRI)

Hawai'i State Department of Education Class of 2025

Board of Education
General Business Meeting
May 14, 2026

What is the CCRI?

High School Outcomes of HODOE 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

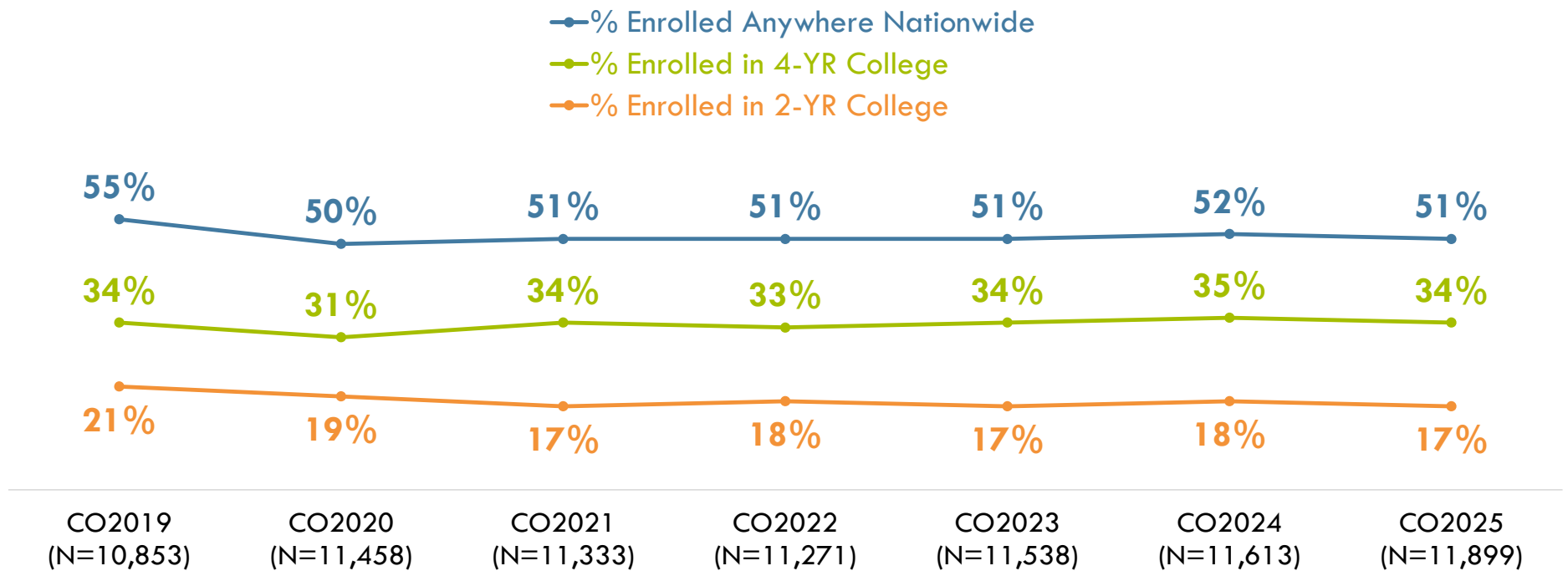
Nationwide College Enrollment

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

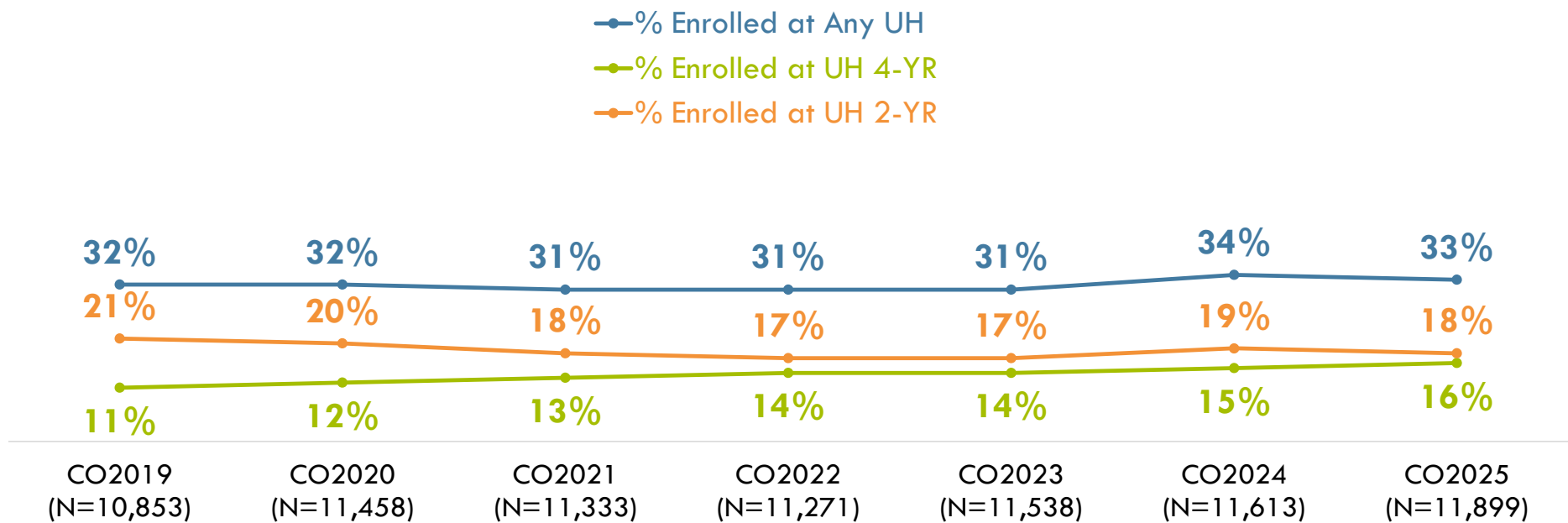
University of Hawai'i System

- 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

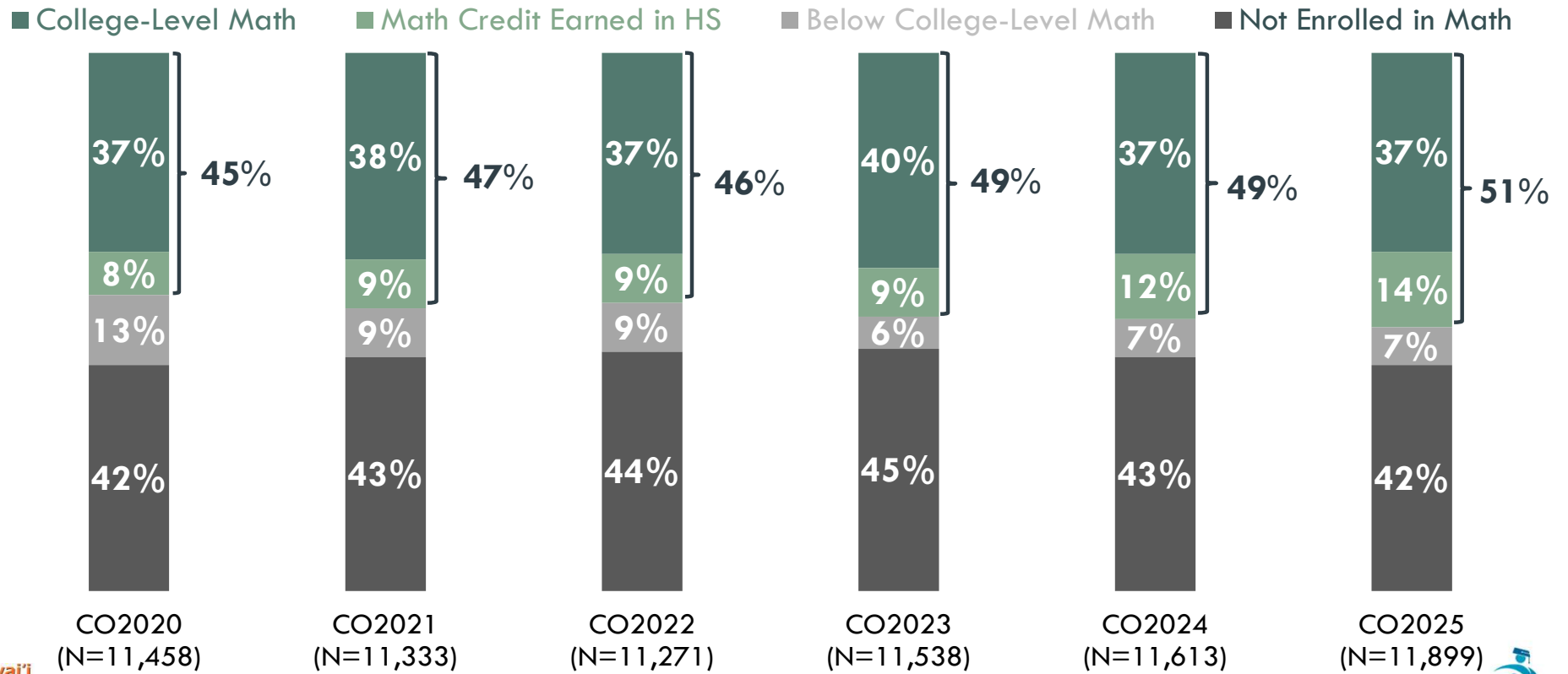
First fall college enrollment remains nearly stagnant—decreasing by one percentage point for the Class of 2025.



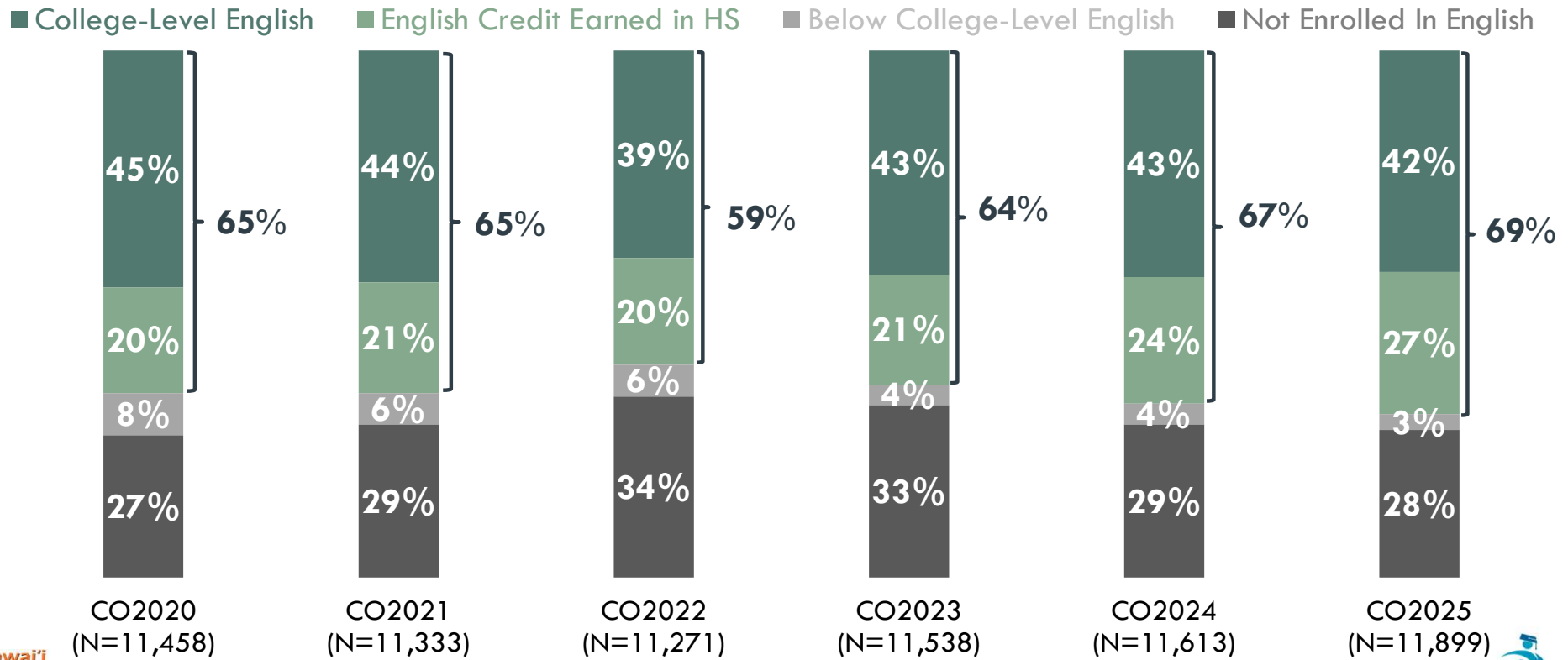
First fall enrollment at UH 2-year campuses decreased by one percentage point from last year, while it increased slightly at 4-year campuses.



The proportion of students who enrolled at UH in the fall and earned college-level math credit in high school continued the upward trend observed since 2024, increasing by two percentage points from last year.



The proportion of students who enrolled at UH in the fall and earned college-level English credit in high school continued the upward trend observed since 2024, increasing by three percentage points from last year.



College persistence increased two percentage points with the Class of 2024.



CO2018
(N=11,370)

CO2019
(N=10,853)

CO2020
(N=11,458)

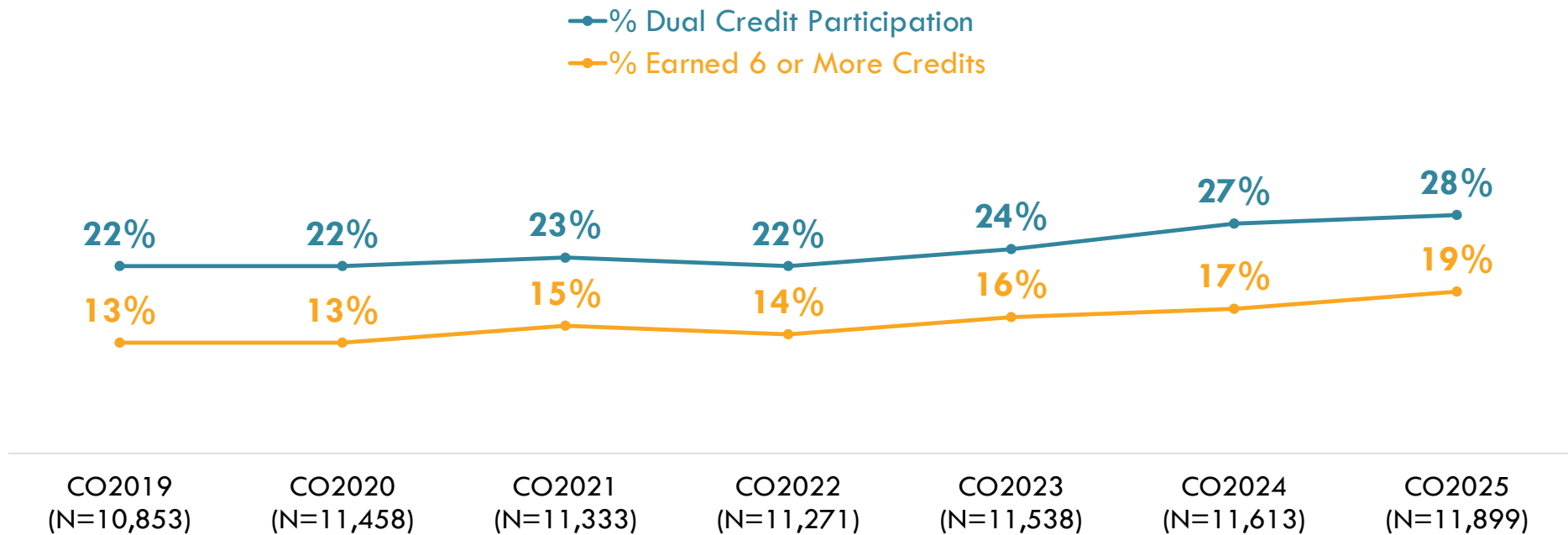
CO2021
(N=11,333)

CO2022
(N=11,271)

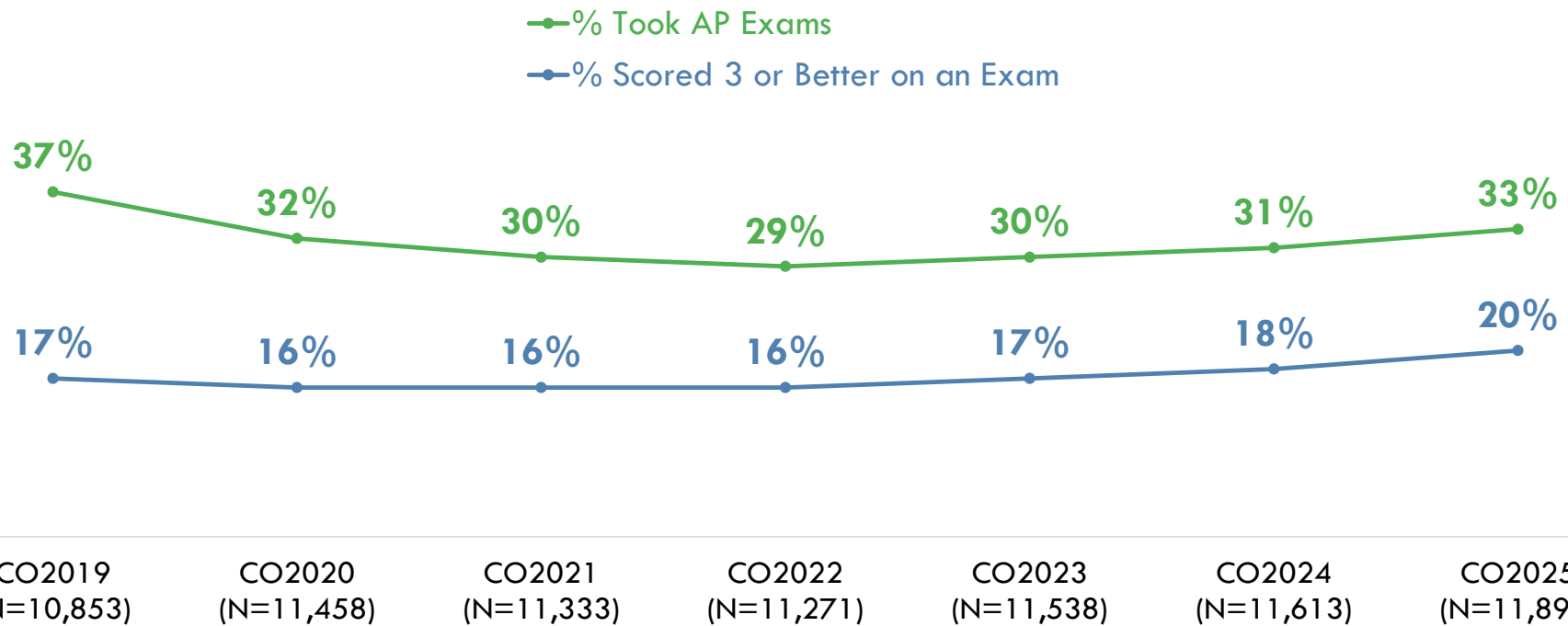
CO2023
(N=11,538)

CO2024
(N=11,613)

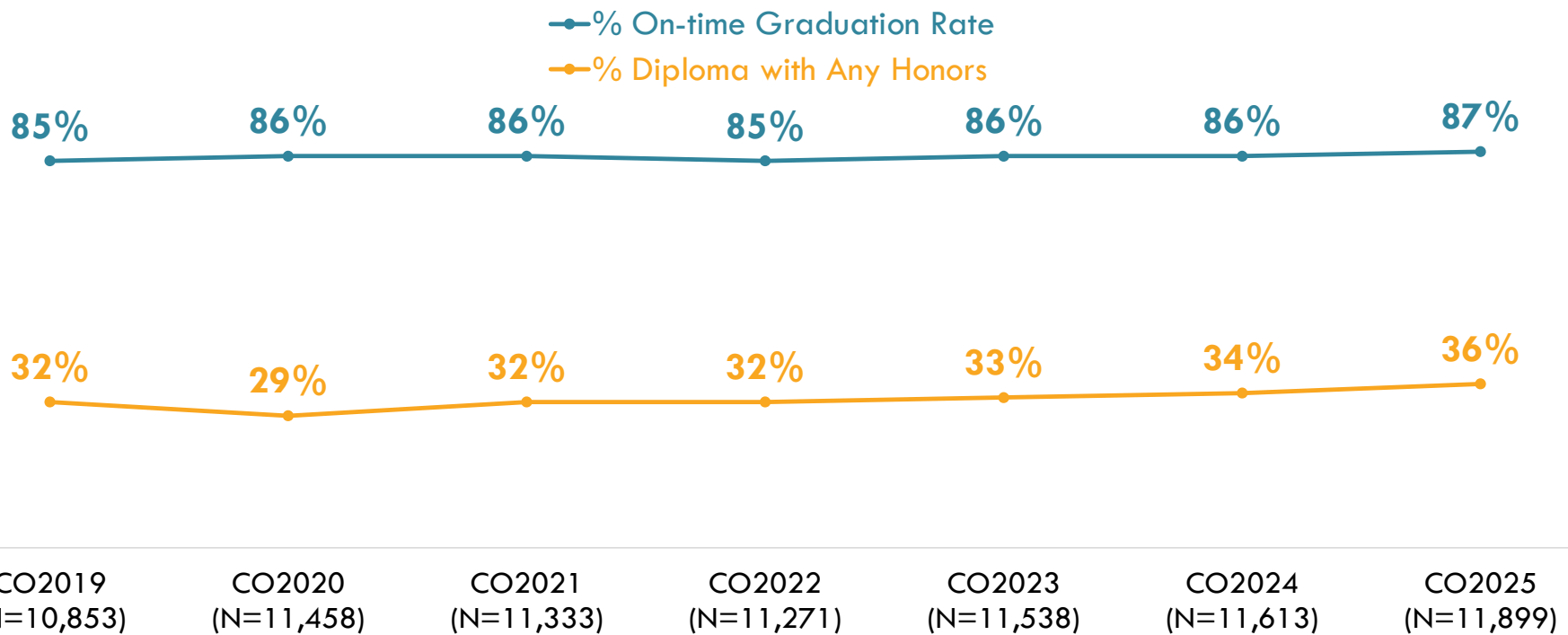
Dual Credit participation and the proportion of students who earned 6 or more college credits increased slightly, continuing an upward trend.



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



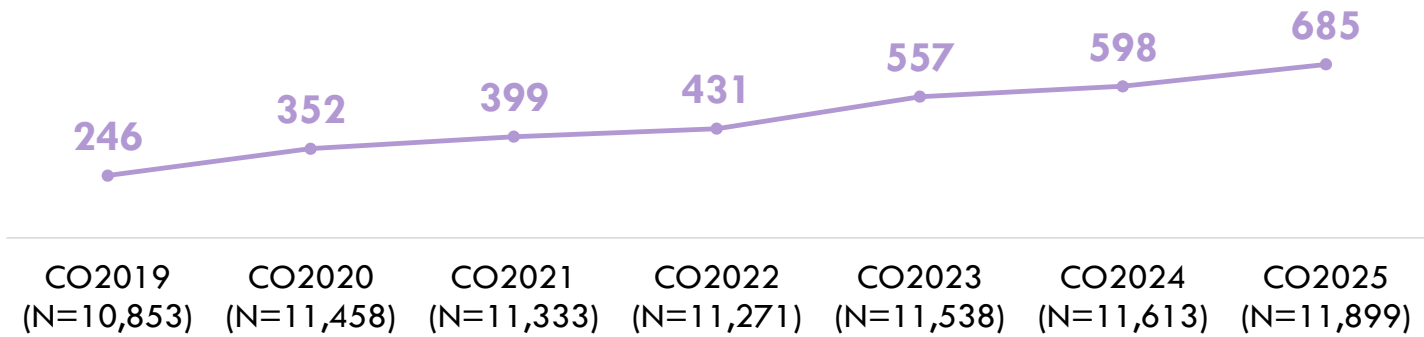
More students are graduating high school on-time and earning an honors recognition certificate.



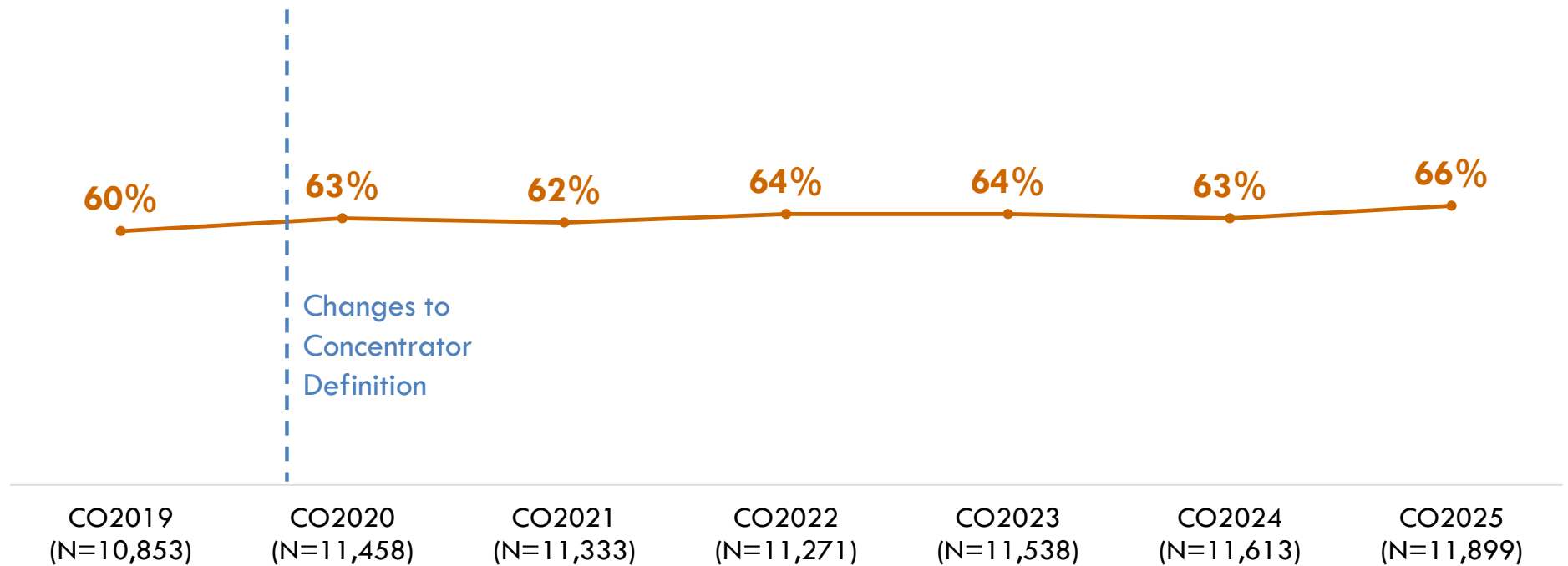
Seal of Biliteracy awards have consistently increased each year.

Class of 2025 Top 10 Languages

- Tagalog
- Japanese
- Ilocano
- Spanish
- Ōlelo Hawai'i
- Mandarin
- Korean
- Marshallese
- French
- Cantonese

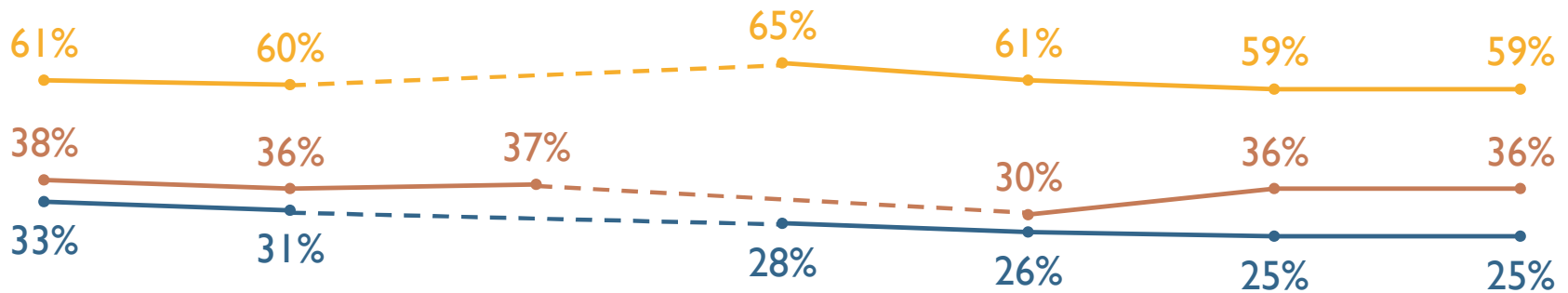


66% of graduates were CTE concentrators, a three percentage point increase from the Class of 2024.



The proportion of students who were proficient in 11th grade SBA English, math and science (Biology I) remain at the same rates as the Class of 2024.

- % Proficient: 11th Grade SBA English
- % Proficient: 11th Grade SBA Math
- % Proficient: Science (Biology I)



CO2019
(N=10,853)

CO2020
(N=11,458)

CO2021
(N=11,333)

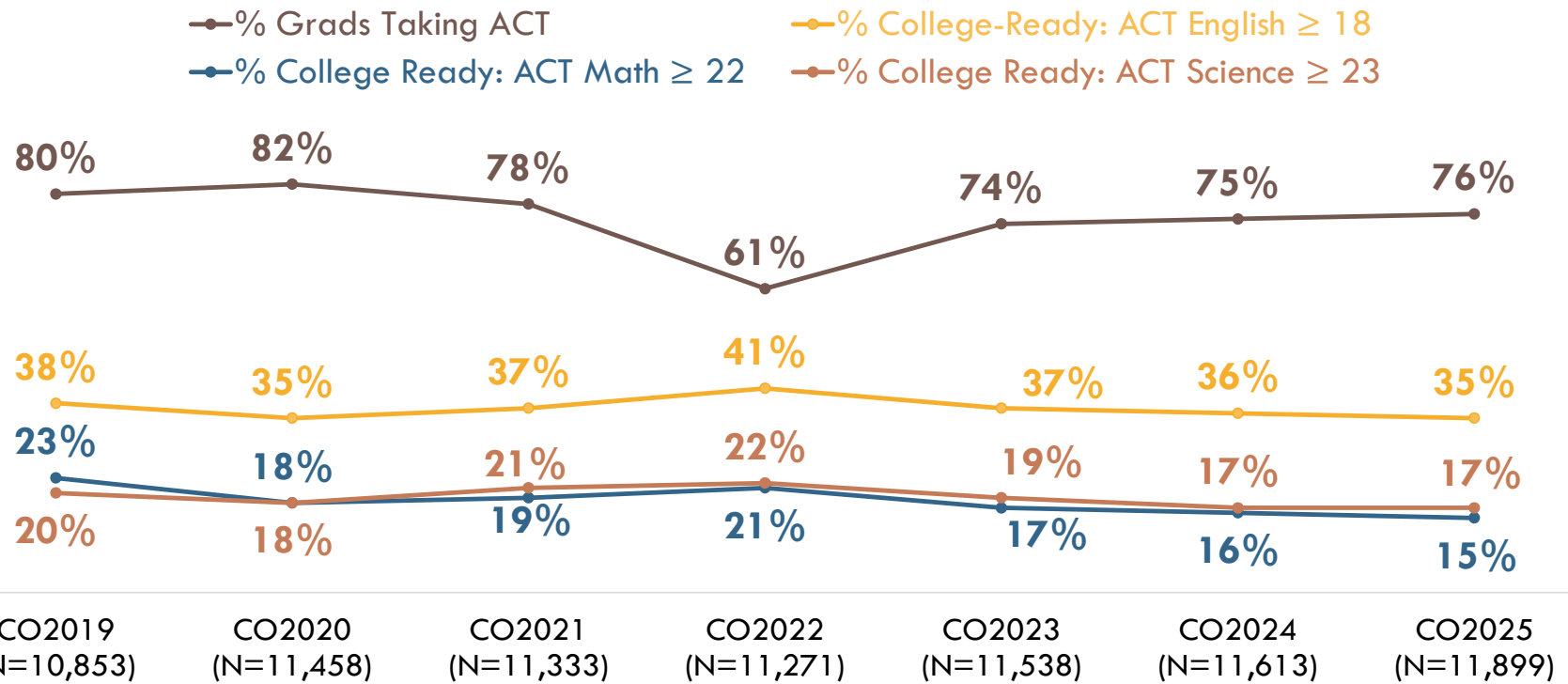
CO2022
(N=11,271)

CO2023
(N=11,538)

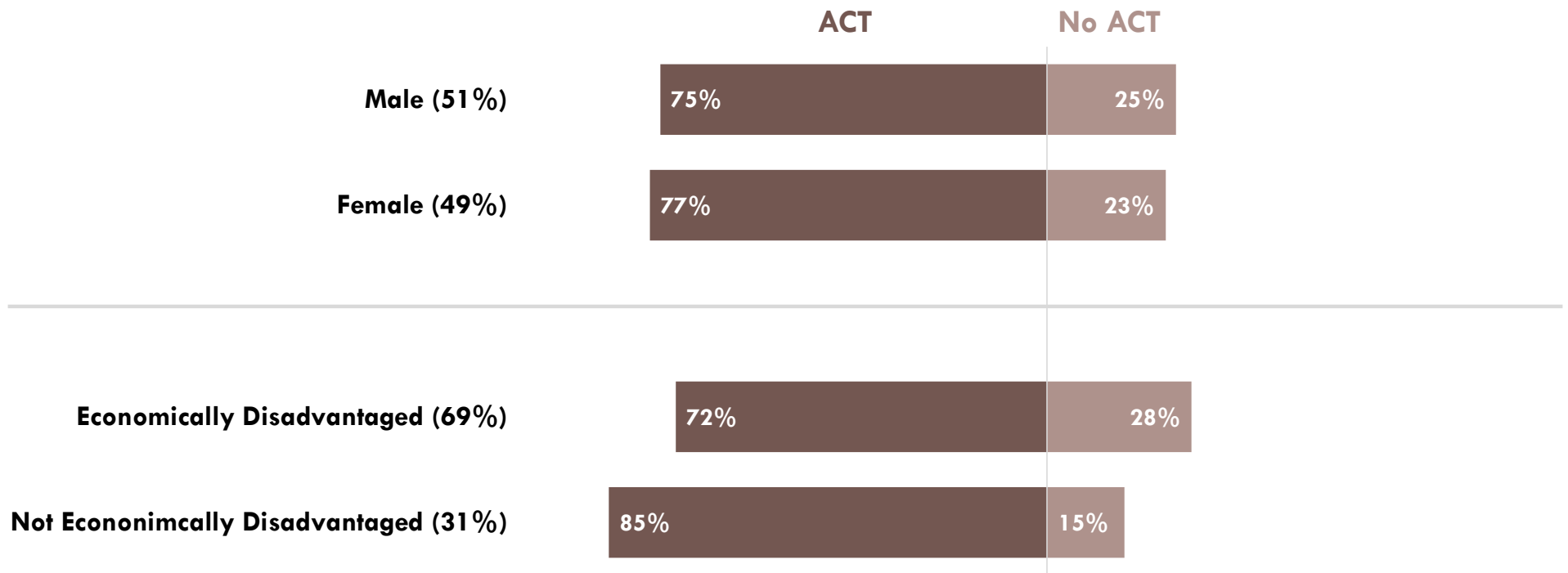
CO2024
(N=11,613)

CO2025
(N=11,899)

The proportion of graduates who took the ACT increased, but is still below pre-COVID levels. College readiness decreased in two key benchmark areas and remained steady in one.



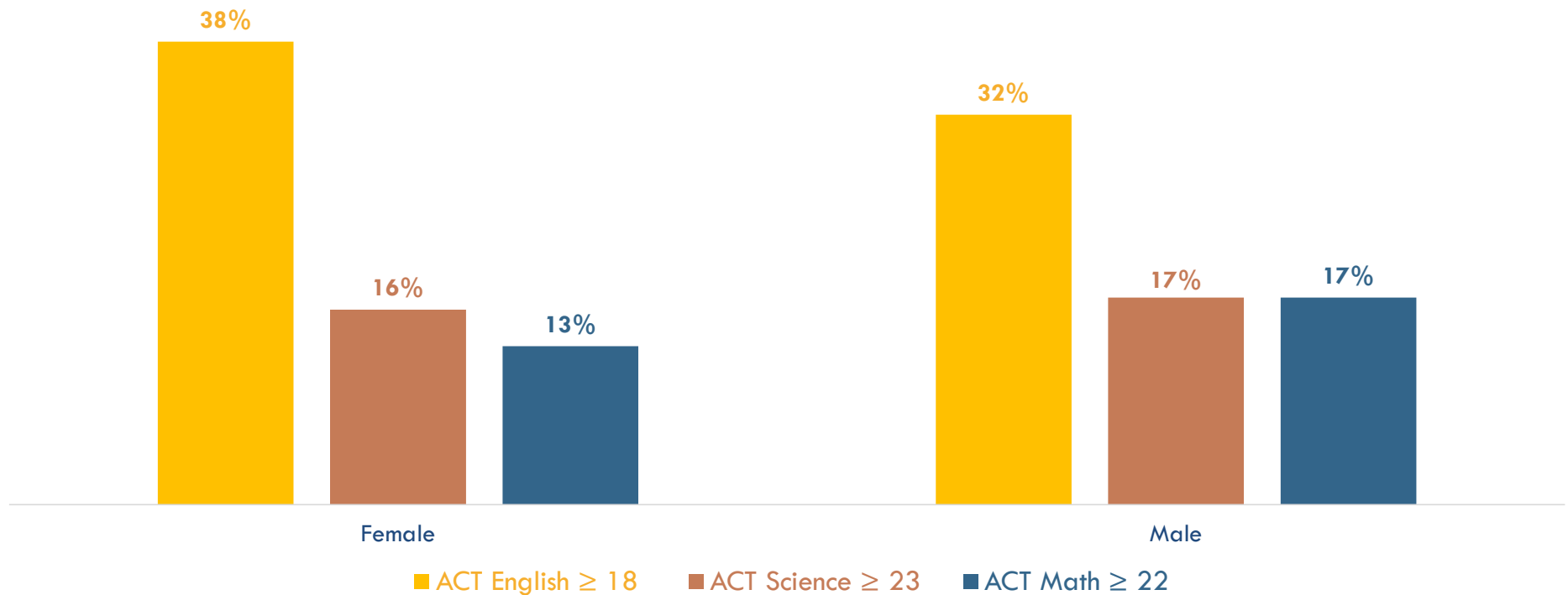
ACT test-taking rates differed across student subgroups.



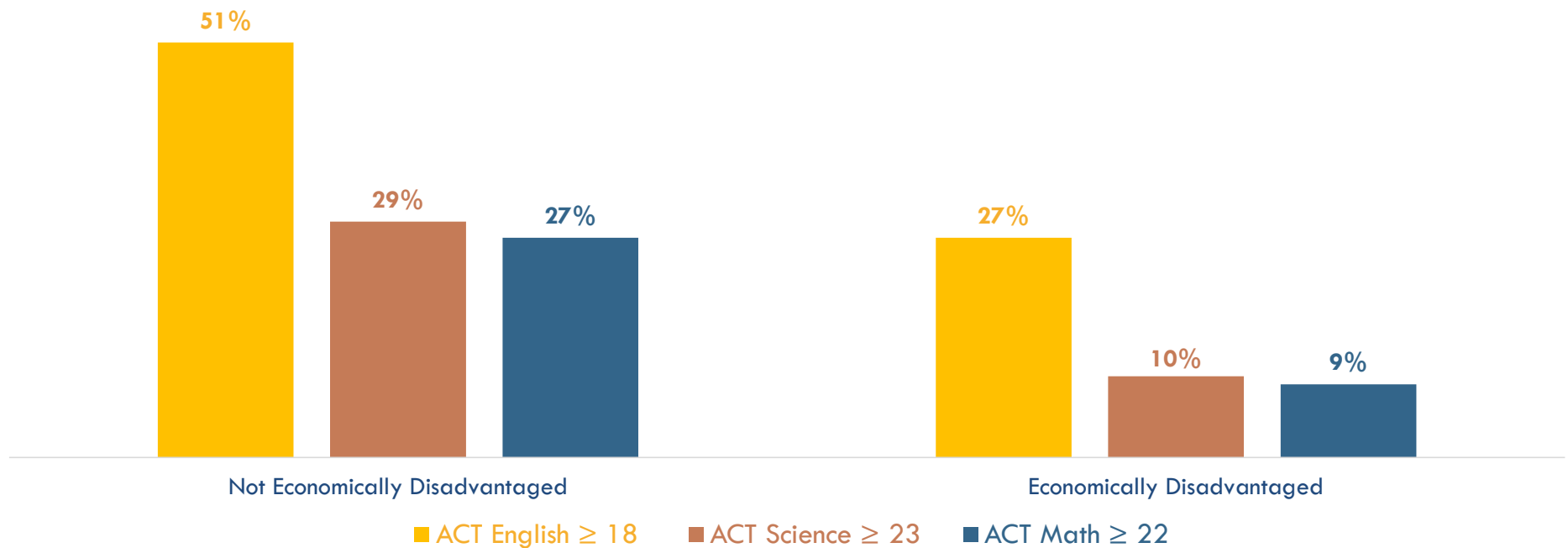
Note:

- “Economically Disadvantaged” – Ever received free or reduced-price lunch during the K–12 period.
- “Not Economically Disadvantaged” – Never received free or reduced-price lunch during the K–12 period.

Female students met the English college readiness benchmark (38%) at a higher rate than both males (32%) and the statewide average (35%). Male students slightly outperformed females in science and math, with rates comparable to statewide averages—17% in both subjects, versus 17% and 15% statewide, respectively.



Non-economically disadvantaged students met the English, science, and math readiness benchmark at higher rates than both their economically disadvantaged peers and statewide averages.

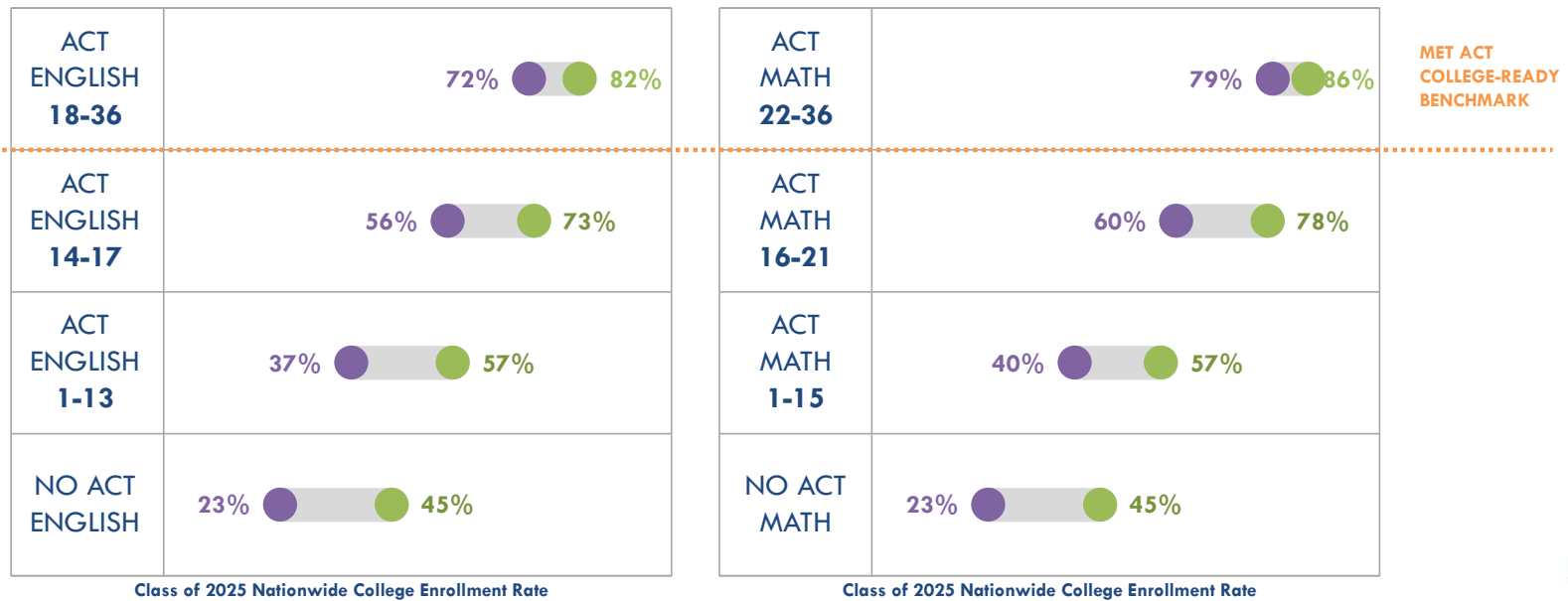


Enrollment rates were similarly high across groups for students who met ACT college-ready benchmarks. However, large gaps in college-going appear for disadvantaged students with lower levels of ACT achievement.

**2025 Nationwide College Enrollment Rates
By ACT and Economic Disadvantage Status**

● **Economically disadvantaged**
(Disadvantaged in any year in K-12)

● **Not economically disadvantaged**
(Not disadvantaged in any year)



First Fall College Enrollment Dashboard

First Fall College Enrollment

Click to select →

Single Year

Trend

State



Select a Location: Statewide | Select a Class: 2025 | Select a Disaggregation: Demographics

Statewide Class of 2025 Disaggregated by Demographics

Disaggregation	Subgroup (Percent of Grad Class)	First Fall Enrollment Rate			
		Nationwide	UH 4-Year	UH Community Colleges	HI Private or Mainland
All	All (100%)	51%	16%	18%	18%
Gender	Female (49%)	60%	18%	20%	22%
	Male (51%)	43%	14%	15%	14%
Ethnicity	Asian (16%)	75%	32%	18%	25%
	Filipino (27%)	57%	20%	22%	16%
	White (19%)	53%	13%	16%	23%
	AmIndian, Black, Hispanic, Multiple (7%)	52%	13%	17%	23%
	Native Hawaiian (22%)	33%	6%	14%	12%
	Pacific Islander (9%)	30%	6%	12%	12%
Economic Disadvantage	Never Econ Disadvantaged (31%)	70%	23%	18%	29%
	Econ Disadvantaged Prior to HS (17%)	51%	15%	20%	17%
	Econ Disadvantaged in HS (52%)	41%	12%	17%	12%
English Learner	English Learner Prior to HS (12%)	64%	26%	22%	16%
	Never an English Learner (80%)	51%	15%	16%	19%
	English Learner in HS (8%)	39%	10%	22%	6%

<https://www.hawaiidxp.org/data-products/first-fall-college-enrollment/>

FOR QUESTIONS, PLEASE CONTACT:

STEPHEN SCHATZ

Hawai'i P-20 Executive Director

sschatz@hawaii.edu

(808) 956-3256

SELA 'UNGA

Institutional Analyst

selaunga@hawaii.edu

www.hawaiidxp.org

www.hawaiip20.org