



Hawai'i KIDS COUNT

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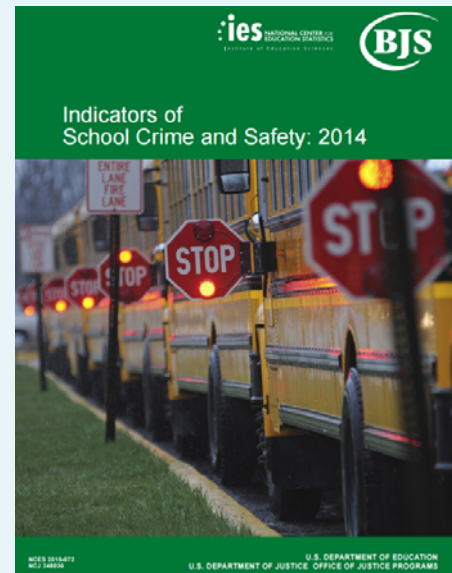
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INDICATORS OF SCHOOL CRIME AND SAFETY: 2014

The *Indicators of School Crime and Safety: 2014* report, produced by the National Center for Education Statistics and the Bureau of Justice Statistics, presents the most recent national and state data on school crime and safety. Victimization at school can have long-term effects on students including increased truancy, poor academic performance, school dropout, and violent behavior. Data for this report are compiled from a variety of sources including national surveys of students, teachers, principals, and postsecondary institutions. The indicator data are categorized into sections that describe distinct aspects of school crime and safety. Nationally, about one-quarter (22%) of students ages 12-18 reported being bullied at school. More females than males were made fun of, called names, or insulted (15% vs. 13%); were the subject of rumors (17% vs. 10%); and were purposefully excluded from activities (5% vs. 4%). About 7% of students reported being cyber-bullied, with more females than males reporting being victims (9% vs. 5%). Hawai'i-specific data on public high school students presented in the report include the following:

- Hawai'i and Maine had the lowest percentage of students who reported being in a physical fight (including on school property), 17% respectively compared with 25% in the U.S.
- Compared to the U.S., Hawai'i had a larger share of students who reported illegal drugs being made available to them on school property in the past year (31% vs. 22%).
- Hawai'i had a smaller share of students who were bullied on school property compared to the U.S. (18.7% vs. 19.6%), and a larger share who were cyber-bullied (16% vs. 15%).
- A smaller proportion of Hawai'i students reported carrying a weapon anywhere (11%) compared to the U.S. (18%) The state also had the lowest ratio of firearms possession incidents per 100,000 (0.0).

The full report can be accessed at: <http://nces.ed.gov/pubs2015/2015072.pdf>.



STATE BABY FACTS 2015

ZERO TO THREE, a national nonprofit organization that provides parents, professionals and policymakers the knowledge to nurture early development, recently released *State Baby Facts: A Look at Infants, Toddlers, and Their Families in 2015*. The factsheets provide data on Hawai'i's infant and toddlers in three key domains: health, family well-being, and early learning experiences. The factsheets also address supports provided in these key areas. Programs with proven benefits for Hawai'i's youngest citizens include the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) and Medicaid. Early Head Start also promotes positive early learning experiences that can have profound effects into adulthood, particularly for children who are at risk of starting school behind their peers. The Hawai'i factsheet highlights that:



- In Hawai'i, 23% of WIC recipients have infants, giving them access to the nutrition they need to succeed, similar to the national average.
- About one-quarter (24%) of births are covered by Medicaid, compared to 45% in the U.S.
- A larger share (31%) of Hawai'i's children ages 4 months-5 years are at moderate or high risk for developmental or behavioral problems, compared with 26% in the U.S.

State Baby Facts can be downloaded from the ZERO TO THREE website:

<http://www.zerotothree.org/public-policy/state-community-policy/baby-facts/hawaii-baby-facts.pdf>.

HOW ARE STUDENTS WITH DISABILITIES PERFORMING IN SCHOOL?

In a recent blog celebrating the long-term progress made in the education of students with disabilities, Child Trends takes a closer look at the more recent gains in the educational progress of these students. Data from the National Assessment of Educational Progress (NAEP), which tracks the academic progress of students with disabilities, suggest that increases in their reading and math scores over the last 20 years have been comparable with those of students without disabilities. However, a different picture emerges when looking at more recent achievement scores of a more selective group of students with disabilities, i.e., those who need greater supports and have individualized education plans (IEPs). Looking only at students who have IEPs, the national scores in reading and math are actually decreasing. Not all states show the same decline, however. To review Child Trends' analysis of the data and see how Hawai'i compares to the rest of the nation, go to the Trend Line blog at <http://www.childtrends.org/how-are-students-with-disabilities-performing-in-school/>.



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