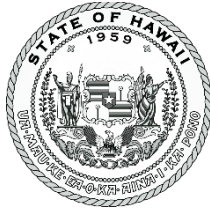


JOSH GREEN, M.D.
GOVERNOR



CATHY K. IKEDA
CHAIRPERSON
DEPT. COM. NO. 190

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO‘ĀMANA)

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December 16, 2022

The Honorable Ronald D. Kouchi,
President and Members of the
Senate
State Capitol, Room 409
Honolulu, Hawaii 96813

The Honorable Scott K. Saiki, Speaker
and Members of the House of
Representatives
State Capitol, Room 431
Honolulu, Hawaii 96813

To President Kouchi, Speaker Saiki, and Members of the Legislature:

For your information and consideration, I am transmitting an electronic copy of the State Public Charter School Commission’s 2021-22 Annual Report. In accordance with Section 93-16, Hawai’i Revised Statutes, I am also informing you that an electronic version of this report is available at:

<https://www.chartercommission.hawaii.gov/reports>

Sincerely,

Yvonne W. M. Lau
Interim Executive Director

Enclosure



State Public Charter School Commission

‘Aha Kula Ho‘āmana

Annual Report 2021-2022

Approved on November 10, 2022

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Executive Summary

This annual report is the eleventh issued by the Hawai'i State Public Charter School Commission ("Commission") since its inception in 2012 and provides information on Hawai'i's public charter school system for the 2021-2022 school year.

During the 2021-2022 school year, 37 public charter schools were in operation, and 2 new charter applications were approved.

Charter School Performance

The contracts of all of Hawai'i's charter schools include a performance framework that the Commission uses to evaluate schools' performance in three areas: academic, financial, and organizational.

Academic Performance

The Hawai'i State Department of Education (HIDOE) annually evaluates all public schools statewide through its Strive HI Performance System. The Commission, as authorizer of Hawai'i's charter schools, evaluates the academic performance of each school annually through its Academic Performance Framework (APF). The APF incorporates data from many of the Strive HI measures, and allows for additional flexibility such as offering Hawaiian immersion charter schools the option to request the exclusion of English assessment results for grade levels taught primarily in Hawaiian. A significant feature of the APF is the mission aligned indicator which provides schools the opportunity to demonstrate their commitment to, and focus on, their school's unique mission and vision as stated in their contract. This mission focused initiative measures the extent to which schools implement teaching and learning aligned to their mission. Additionally, school-selected and school-developed measures provide a comprehensive analysis of charter schools' academic performance, taking into account the unique features and innovative practices of charter schools.

Academic Performance Framework

The Commission annually evaluates the academic performance of all public charter schools in Hawai'i using the APF, the Commission's academic accountability system. Currently there are two versions of the APF defined in two separate Charter Contract iterations. The Contract 3.0 APF, which was

implemented in school year 2017-2018, uses measures from Strive HI, plus information related to school-selected measures approved by the Commission and included in a school's Charter Contract and contains student academic outcomes and value added measures. The Contract 4.0 APF, which was implemented in the school year 2021-2022, combines measures from Strive HI and measures aligned with the school specific Mission/Vision as stated in their Charter Contract. Additionally, Contract 4.0 APF provides two options for schools to further demonstrate their academic progress. Comparative Performance measures provides schools an opportunity to look at their data in relation to Complex, Complex Area, or the Charter School Portfolio. School Reported Data - Site-Relevant Diagnostics measures allow schools the opportunity to report unique measures that have relevance to their particular school program. School Reported Data - Site-Relevant Diagnostics measures prompt schools to reflect upon data disaggregation to inform curriculum, instruction, and assessment processes. Data from the APF continues to help schools develop their programs within the unique communities they serve.

Student Academic Outcomes

Both Charter iterations of the APF described in the section above yield data that is relevant to each unique charter school site. The schools' performance on these measures is reported in Appendices A and B.

Overall, 22% of charter schools (eight schools) met/exceeded State and Charter proficiency averages in all three areas tested: Math, Language Arts, and Science. Further, 24% of charter schools met/exceeded both State and Charter averages for Math; 35% of charter schools met/exceeded both State and Charter averages for Language Arts; and, 38% of charter schools met/exceeded both State and Charter averages for Science.

Finally, a majority of charter schools kept their students engaged and learning based on Strive HI data. Of the 37 charter schools in the portfolio, nearly all reported feeling positive about their school (Panorama survey). Site visits of all 37 schools in spring of 2022 confirmed this data from the Panorama survey.

Financial Performance

The Financial Performance Framework (FPF) incorporated a risk-based assessment to measure financial performance for Hawai'i charter schools. Utilizing this method of assessment, the Commission was better able to assess the potential risk of fiscal insolvency for each school using a balanced weighted formula that incorporated six fiscal measures.

The results of the risk assessment show a measure of fiscal stability within the charter school system, as no charter schools received a "High" or "Significant" risk rating in school year 2021-2022. Fifteen (15) charters were assessed a risk of "Low", the optimal measure of risk for this assessment. Another nineteen (19) schools received a risk rating of "Acceptable" and appear to have a solid fiscal foundation for sustainability. Three (3) schools received a risk rating of "Moderate" for school year 2021-2022.

Organizational Performance

For the 2021-2022 school year, the Organizational Performance Framework (OPF) continued to monitor operational compliance through required submissions to the Commission's online compliance management system, direct submittals, and Commission staff's annual site visits to schools in Spring 2022.

For schools on Charter Contract 3.0, the following indicators were monitored:

1. List of Key School Employees/Contacts
2. Uniform Information Practices Act: Annual Log and Semi-Annual Summary Log
3. Governing Board Membership Roster
4. Student Admission Packet Material for Upcoming Student Application Period
5. Annual Fire Inspection Report
6. Statement of Assurances
7. Policies and Procedures
8. Executed School Leases

For schools on Charter Contract 4.0, the following indicators were monitored:

1. School Charter and Mission
2. Governance
3. School Performance
4. Academic Performance
5. Financial Management
6. Admission, Enrollment, and Attendance
7. General Operation of School
8. Educational Service Provider
9. Health and Safety
10. Student Records and Data
11. School Facilities
12. Personnel and Employment
13. Insurance and Legal Liabilities
14. Commission Oversight and Responsibilities
15. Notice of School Emergency Closure Mandatory Notification
16. Additional Obligations

Commission's Priorities for the 2021-2022 School Year

Following its revised strategic plan goals, the Commission and its staff continued to exercise its authorizer functions of oversight and accountability, while guiding schools into compliance with their charter contracts and the Commission's performance expectations.

Implementation of the Revised Strategic Plan Goals and Strategies through the meeting of Milestones and Actions for the year

The Revised Strategic Plan lays out three Goals, six Strategies and eight Milestones to take action on for the 2021-2022 school year. The Commission was able to meet seven out of eight Milestones for the year, with the one outstanding Milestone moved into the 2022-2023 school year with a targeted completion date of December 31, 2022. (See II. Revised Strategic Plan on page 10).

Early Learning and a P-3 System in Charter Schools

With the conclusion of the federal prekindergarten grant awarded to the Commission four years ago, 11 public charter schools established 17 public charter school classrooms across the state, ensuring that our youngest learners begin their journey of lifelong learning with a strong foundation. This investment by the federal government was followed by the state's commitment to a high-quality public early learning system by the enactment of Act 276, Session Laws of Hawai'i (SLH) 2019. The state's commitment resulted in the first state-funded prekindergarten classrooms in charter schools and the initiation of a prekindergarten to Grade 3 (P-3) continuum of learning, which are key components of the Commission's strategy. Through state funding, the Commission worked with these charter schools to establish a P-3 learning system that is designed to build foundational learning for its students and future improvements in student outcomes. While there are multiple facets of P-3 alignment, schools requested support in building or refining effective instructional practices that promote student engagement and learning. This led to the partnership with three faculty members and a consultant with the Harvard Project Zero Graduate School of Education to build on the instructional practices of our charter schools. With a system-building approach, the participating public charter schools worked to sustain and grow school-wide cultures of thinking and learning across all classrooms. The Thinking Classroom program strives to build a strong charter school network that is grounded in high-quality instruction and thinking practices. The Commission and its partnered public charter schools continue to engage in the work of The Hawai'i Thinking Classroom and in the refining of instructional practices in our classrooms. Ultimately, the goal is to improve student outcomes through deeper thinking, learning and understanding.

Federal Programs: Titles 1, 2, and 4; Comprehensive Support and Improvement (CSI); and Targeted Support and Improvement (TSI)

The Commission's Federal Programs Team supported 23 of the 37 charter schools. Of the schools receiving federal funds, 23 received Title 1 funds, which are designated for schools at which 47.2% or more of the total student population is eligible for free or reduced-price meals. In addition, 11 of the 23 supported schools received CSI funds, and two received TSI funding.

A specific focal point of the work in the school year 2021-2022 was helping charter schools to set their proficiency targets, develop growth measures, and mission-aligned outcomes. The overall goal of this work was to align the needs with the plan and spending to result in greater student success and overall school improvement. The Federal Programs Team designed rich professional development opportunities that enhanced schools' vision and mission by strengthening identity and improving student outcomes.

The multi-faceted focus of the professional development design sessions included cultural sustainability, data visualization, spiral inquiry, and outcomes based learning.



I. Introduction

This Annual Report is the eleventh to be issued by the Hawai'i State Public Charter School Commission ("Commission"), which was created under Act 130, SLH 2012 (Act 130), as the State's only statewide charter school authorizer. This report addresses developments during the 2021-2022 academic and fiscal year.

Act 130 established a new charter school law for Hawai'i, codified in the new Hawai'i Revised Statutes (HRS), Chapter 302D. Among other things, the new law:

1. Assigned to the Commission the mission of authorizing high-quality charter schools throughout the State and envisioned that the Commission focus primarily on its core accountability-related authorizer functions;
2. Mandated that the State Public Charter School Contract ("Charter Contract") be executed with each charter school and incorporate a performance framework for the schools;
3. Required that each charter school be governed and overseen by its own governing board, with a shift in emphasis from a community and constituency-based board model under the previous law to one that emphasized a more robust governance role with substantive skill sets relevant to effective governance and school oversight; and
4. Required this Annual Report and its contents.

As of November 21, 2013, all 33 Hawai'i public charter schools then in existence had entered into the first Charter Contract, which incorporated a Performance Framework comprising three substantive areas: Academic, Financial, and Organizational. The Commission's first Charter Contract was still a work-in-progress because the HIDOE's new school accountability and improvement system for all Hawai'i public schools, both DOE and charter — called the "Strive HI Performance System" — had yet to receive federal approval. In order to allow for the development of the APF, and to allow the Commission and the schools to gain experience with the other Frameworks and Charter Contract provisions, the first Charter Contract had a term of only one year. No school faced potential non-renewal of its Charter Contract for inadequate performance.

During the 2013-2014 school year, after extensive meetings with the charter schools, both the APF and the second Charter Contract were finalized and adopted. The second Charter Contract incorporated the new APF, a more developed OPF, and retained the same FPF approved in June 2013. The third Charter Contracts were for three years for 33 schools, from school year 2014-2015 to school year 2016-2017. Subsequently, charter schools received new charter contracts for terms ranging from two to five years based upon the individual school's performance under the Performance Framework.

As the COVID-19 pandemic continued to affect school operations, the Commission again extended the timeframe for schools renewed in Spring of 2020 to meet renewal conditions prior to execution of the new five-year contract (leases reviewed and approved by the Deputy Attorney General, governing board training/governance plans, school-created blended learning programs, school leadership concerns). Some of the conditions were ultimately removed or extended into the start of the new charter contracts due to circumstances beyond the schools' control.

The Commission approved and executed new charter contracts for all 13 renewed schools, but extended the timeline for the following schools to meet the conditions set out by the Commission:

- School leases: Seven of the 13 schools were granted extensions to attain an Attorney General-approved lease.
- School-created blended learning program: Two of the three schools to which this requirement applied were granted additional time to meet the conditions; otherwise, they would no longer have the authority to provide their respective programs in the 2022-2023 school year.
- Removed some conditions for renewed schools dependent upon the summative assessment data that was not available due to the assessment not being administered, and unlikely to be useable in the near future due to the continuing effects of COVID-19 on school operations and student learning; instead, the Commission placed the schools on the APF expectations for Charter Contract 4.0ⁱ, which provided some additional academic measures that were not dependent on the summative assessment data.

However, due to the impacts of COVID-19 and the disruption to the instruction of students and the administration of the state-wide assessments the Commission was no longer able to measure the academic performance of these 13 schools. The Commission spent nearly the entire year working with and listening to schools about the next iteration of the charter school contract and the three performance frameworks. The Commission documented its work throughout the year on the resulting new contract and performance frameworks and can be found on its website.ⁱⁱ

This report encompasses the reviews of individual school performances for the school year 2021-2022.



II. Strategic Plan

a. Revised Strategic Plan

During the 2021-2022 school year, recognizing that the effects of COVID-19 had rendered the previously adopted Strategic Plan unimplementable, the Commission completed its review and adopted its revised strategic plan. The Commission formally approved and adopted its revised strategic plan on September 21, 2021.

i. Revising the Mission

Revisiting all facets of the Strategic Plan, the Commission revisited the statutorily defined mission of the Commission stated in Hawai'i Revised Statutes:

§302D-3 State public charter school commission; establishment; appointment. (a) There is established the state public charter school commission with statewide chartering jurisdiction and authority. The commission shall be placed within the department for administrative purposes only. Notwithstanding section 302D-25 and any law to the contrary, the commission shall be subject to chapter 92.

(b) The mission of the commission shall be to authorize high-quality public charter schools throughout the State.

and revised its mission to explicitly include its statutorily defined essential powers and duties as stated in HRS §302D-5.

The revised Mission of the Commission states:

Our mission is to authorize high-quality public charter schools throughout Hawai'i by soliciting, evaluating, and approving applications for new schools; negotiating and executing sound school contracts; monitoring performance and legal compliance of our schools; and determining renewal, nonrenewal, or revocation of their charter contracts.

ii. Revising the Vision

The Commission also revisited its vision and honed it to a more concise vision and separating and making explicit its values.

The revised Vision of the Commission states:

Our vision is to authorize, actualize, and amplify high-quality diverse educational options that prepare students for future academic or career success as contributing members of our community, and through our work, inform, enhance, and contribute to Hawai‘i’s public education system.

iii. Revising and Augmenting the Commission’s Values

The Commission’s Values:

The Commission, as a Hawai‘i state agency, in fulfillment of its responsibilities, obligations and service to the people of Hawai‘i, will operate with the “Aloha Spirit” as defined in Hawai‘i Revised Statutes, Chapter 5, Section 5-7.5: Akahai (kindness with tenderness), Lōkahi (unity with harmony), ‘Olu‘olu (agreeable with pleasantness), Ha‘aha‘a (humility with modesty), and Ahonui (patience with perseverance).

Additionally, the Commission adopts the following overarching values that augment the “Aloha Spirit” and describes the Commission’s beliefs and ethos:

<i>Mohala</i>	<i>Pili</i>	<i>Pono</i>
we believe that our work results in the blossoming of our schools	we are tied to our schools	we do this work for accountability and uprightness at all times
<p><i>Mohala i ka wai ka maka o ka pua.*</i></p> <p><i>Unfolded by the water are the faces of the flowers.</i></p> <p>Flowers thrive where there is water, as thriving people are found where living conditions are good.</p> <p>#2178</p>	<p><i>Pili ‘ohā, he kāmau mai mawaho.*</i></p> <p><i>A taro off-shoot relationship added to the outside of the corm.</i></p> <p>One who was not a relative, yet is a member of the household.</p> <p>#2652</p>	<p><i>He ‘ike ‘ana ia i ka pono.*</i></p> <p><i>It is a recognizing of the right thing.</i></p> <p>One has seen the right thing to do and has done it.</p> <p>#620</p>

*Pukui, Mary Kawena. *‘Ōlelo No‘eau, Hawaiian Proverbs and Poetical Sayings*. Bishop Museum Press. Honolulu, Hawai‘i. 1983

iv. The Commission's Logo – symbolizing our mission, vision, and values

With renewed dedication to its work, the staff of the Commission created a logo that reflects the mission, vision, and values of the Commission.



Our logo tells the story, the mo'olelo of hopes, dreams, who we the Commission are, and our sense of place in the islands.

In 1840 King Kamehameha III established in Hawai'i what is the oldest public education system west of the Mississippi and the only one established by a sovereign monarch.

To explain some of the images found within our logo we start with the sun at the top of the circle. Ua ao Hawai'i ke 'ōlino nei mālamalama, (Hawai'i is enlightened for the brightness of day is here. Hawai'i is in an era of education).

The pueo, or owl, in Hawai'i is a beloved 'aumakua for many families. It is also an internationally recognized symbol for education and wisdom. On the chest of the pueo are eight markings that represent our islands. The wings spread across the islands represented by the pali in the background establishing our place in the Pacific, the islands united by education. The pueo is poised and watches over the book of wisdom, our charter schools, who educate our students allowing them to voyage into the future, lifelong learners and explorers of knowledge following in the wake of our Polynesian ancestors who made their own voyages of discovery.

While the pali represent our islands being united through education, they hold multiple meaning. It is the first thing the voyager sees rising up from the ocean, there is always a sense of pride and awe at the breathtaking beauty they possess. They rise like ancient guardians who anchor us to this place and at the same time they serve as a reminder of the motto of Queen Kapi'olani, Kūlia i ka nu'u, strive to reach the highest.

The wa'a, canoe, representing the students, sail from out of the pages of the book of wisdom - each on their own individual journeys, some taking them far beyond the shore on an ocean that connects us to the world. They sail in different directions emphasizing 'A'ohe pau ka 'ike i ka hālau ho'okahi, not all

knowledge is taught in the same school, which characterizes the individualism and innovation of our Charter Schools.

The kapa design that bridges the center of the circle represents the islands and the generations that live here - our past, present, and future - our communities which benefit and nourish our children with shared wisdom and knowledge.

The kalo, (37 for our existing charter schools), represent our keiki and remind us of how we are all connected through the ‘āina to Hāloa, traditionally our first ancestor and his older brother the kalo that nourishes and sustains the people.

Beneath the kalo are renderings to represent the currents, the big currents and the little currents, ‘ike i ke au nui me ke au ike, knows the big currents and the little currents, meaning one is well-versed. In deciding what to put here there was some thought and some direction based on a couple different uses of the big and little currents. With respect to teaching, E kuhikuhi pono i nā au iki a me nā au nui o ka ‘ike, an admonition to instruct well in the little and large currents of knowledge, the small details are as important as the large ones. This applied to our schools as well as our work at the Commission. There is an ōlelo no‘eau that touches on learning the big and little current, learning the details, he alo a he alo. Lastly, the phrase aia no i ke kō a ke au, whichever way the current goes, time will tell.

The ornamentation along the edges of the circle are simple, but they are reminders of the lashings on our canoe. “Pilina,” which is similar to Pili, means to bind. Pilina is association, relationship, and connection. The lashing of a canoe, “aho hoa wa’a,” is a complex process, and a sacred process. It is both an art and a science in that it needs to be strong enough to withstand thousands of pounds of torque from rough smashing waves in open ocean, tight so there is no give, but allow some flexibility without too much wobble. And yet, it can be beautiful in its connections and geometric configurations. We are tied together for our journey, the Commission and the charter schools, as we voyage into the future sharing innovative education with the State and possibly beyond.

v. Achieving the Revised Mission and Vision with Commitment to its Values

Aligning the Strategic Plan to the newly revised Mission, Vision, and Values, the Commission’s Goals were narrowed and focused on the core duties of the Commission:

The Commission’s three goals for implementing its revised Strategic Plan embodies a continuous improvement process, within each goal and among all three goals, moving it to higher and greater efficacy, to attain its vision through its mission.

Goal 1	Goal 2	Goal 3
To attain a public charter school portfolio representing high-quality, diverse educational opportunities for students and their families.	To maintain a high-quality, diverse public charter school portfolio of schools that meets statutory and contractual expectations.	To sustain a high-quality, diverse public charter school portfolio that contributes to Hawai‘i’s public education system.

For each Goal, the Commission determined key strategies to effectuate each of its goals. Annually the Commission has and will continue to create milestones and actions to implement each strategy and in turn achieve its goals.

With its newly revised strategic plan, the Commission has been able to refocus its work on the core work articulated in its mission and vision and the three goals to achieve them.

The Commission's work during the school year 2021-2022 is captured below as described by the specific strategies and [the resulting action/document](#).

Goal 1: To attain a public charter school portfolio representing high-quality, diverse educational opportunities for students and their families.

Strategy 1.1 **If we** clearly define and communicate “high-quality public charter schools” and “diverse education options” with related expectations and priorities, **then** applicants will apply to open high-quality public charter schools and add to the portfolio of diverse educational options and existing public charter schools will work to provide high-quality schools, **and as a result** the public charter school portfolio authorized by the Commission will represent high-quality, diverse educational opportunities for students and their families.

→ **Milestone: 1.1.1 - By the end of SY 2021-2022, SPCSC has defined “high-quality” school. (2021 - 2022)**

Milestone met: The Commission has researched and compiled a draft definition of high-quality school.

→ **Milestone: 1.1.2 - By the end of SY 2021-2022, SPCSC has defined “diverse educational options.” (2021 - 2022)**

Milestone met: The Commission has compiled and identified the educational options in its current portfolio of schools.

Strategy 1.2 **If we** review the findings from Goal 3 and assess those findings against our initial definition of “high-quality” and “diverse educational options” and refine our definitions as needed **then** applicants will apply to open high-quality public charter schools and add to the portfolio of diverse educational options and existing public charter schools will work to provide high-quality schools **and as a result** the Commission will represent higher quality and more diverse educational opportunities for students and their families.

← **Milestone 1.1.3 - By the end of SY 2021-2022, SPCSC has communicated the definitions to potential applicants and existing public charter schools. (2021-2022)**

Milestone moved: The completion of this Milestone was moved to the 2022-2023 school year as the Commission was not able to complete it as planned.

Goal 2: To maintain a high-quality, diverse public charter school portfolio of schools that meets statutory and contractual expectations.

Strategy 2.1 If we create an efficient and accurate data collection and evaluation system to determine if each public charter school is meeting its statutory and contractual obligations, then the Commission will be able to make informed comprehensive evaluations of public charter school performance, and as a result, the Commission strengthens its portfolio.

→ **Milestone: 2.1.1 - By the end of SY 2021-2022, SPCSC has designed a data collection and evaluation system that is efficient and accurate. (2021 - 2022)**

Milestone met: The Commission has constructed an Authorizing Scale that inventories all of the success criteria for operating a high quality public charter school in Hawai'i.

Strategy 2.2 If we create a decision-making framework, then corrective action plans, renewal, and revocation will be data-informed and handled consistently, and as a result, the Commission strengthens its portfolio.

→ **Milestone: 2.2.1 - By the end of SY 2021-2022, SPCSC has designed a decision-making framework. (2021 - 2022)**

Milestone met: The Commission has designed a decision-making framework to guide it's authorizing work and decisions.

Strategy 2.3 If we review the findings from Goal 3 and assess those findings against our data collection and evaluation system and our decision-making framework, and make the necessary changes to refine the systems and framework then the Commission will utilize the improved data collection and evaluation system and decision-making framework and as a result, the Commission strengthens its portfolio.

→ **This Strategy will be implemented in the 2022-2023 school year once the Authorizing Scale is applied and the decision-making framework adopted and implemented.**

Goal 3: To sustain a high-quality, diverse public charter school portfolio that contributes to Hawai'i's public education system.

Strategy 3.1 If we implement a data-informed inquiry process to show a high-quality public charter school portfolio, then high-quality schools, models, and practices will be identified and as a result the Commission will be able to share those high-quality schools, models, and practices throughout Hawai'i.

→ **Milestone: 3.1.1 - By the end of SY 2021-2022, SPCSC has designed or selected a data-informed inquiry system. (2021-2022)**

Milestone met: The Commission has identified and implemented the Spiral Inquiry process as a system to engage in a data-informed process for its work.

Strategy 3.2 If we build an effective communication system, then the Commission will share high-quality schools, models, and practices throughout Hawai'i, and as a result the public charter school portfolio will contribute to Hawai'i's public education system.

→ **Milestone: 3.2.1 - SPCSC has designed a Communications system that shares out and informs Stakeholders/Public. (2021-2022)**

Milestone met: The Commission has designed a Communications Plan.

Strategy 3.3. **If we** share high-quality schools, models and practices throughout Hawai'i, **then** stakeholders can adapt/adopt these models and practices, **and as a result**, the Commission will have contributed to Hawai'i's public education system.

→ **Milestone: 3.3.1 - SPCSC has designed a monitoring system on the effectiveness/impact of the Communication. (2021-2022)**

Milestone met: The Commission has designed a Communications Map and formed a Communications Hui.



III. Authorized Charter Schools in School Year 2021-2022

In school year 2021-2022, 37 charter schools were in operation across the state. Hawai'i Island was home to 14 charter schools and Kaua'i was home to five charter schools. There was one charter school in operation on the island of Maui and another on Moloka'i, while 15 charter schools operated on O'ahu. One charter school operated statewide, one operated on five islands, and another operated on four islands.

Collectively, charter schools enrolled 12,097 students in kindergarten through grade 12, which represents a slight decrease from the previous year's enrollment count of 12,213. This decrease of about 1.0% is more favorable than the 1.7% decrease in enrollment experienced by the Hawai'i public school system overall. Charter school students represented 7% of the total public school population of 171,600 students; a figure that has remained stable before the onset of the pandemic and now, through the pandemic.

The 2019-2020 school year was also the first year in which the Commission's Early Learning Program was a part of the state's early learning system under the purview of the Executive Office of Early Learning. School Year 2020-2021 was the first year that the program was state-funded and under the authority of the Commission, following the end of the Commission's federally funded Preschool Development Grant in school year 2018-2019. The 11 participating public charter schools on Hawai'i Island, Kaua'i, Moloka'i, and O'ahu collectively offered the opportunity for up to 360 three- and four-year-old students to engage in public prekindergarten at no cost. This was a significant milestone for Hawai'i, as we expanded public prekindergarten to include three-year-olds. These public charter schools were able to enroll 183 prekindergarten students, of which 105, or more than 57%, had no prior preschool experience. Thanks to these schools' prekindergarten programs, more students are prepared for kindergarten and have the supports in place to begin their educational experiences ready to learn.

The following table provides key information about all 37 charter schools that were authorized to operate in Hawai'i during the 2021-2022 school year.

Table 1: Charter School Information for School Year 2021-2022

School	Governing Board Chair	School Director	Year Authorized	Grades Served	Total K-12 Enrollment ⁱⁱⁱ	Title 1 Funding? ^{iv}	Authorized Learning Modality
Alaka'i O Kaua'i Public Charter School	Nicola Sherrill	David Adams	2016	K-6	172	No	In Person
Connections Public Charter School	Shinji Salmoiraghi	Romeo Garcia	2000	K-12	366	Yes	In Person
DreamHouse 'Ewa Beach	Tammy Jones	Alex Teece	2019	6-8	287	No	In Person
Hakipu'u Academy	Kau'i Pratt-Aquino	Michael Nakasato	2001	7-12	61	Yes	In Person
Hālau Kū Māna Public Charter School	Janeen Olds	Keolani Noa	2000	4-12	120	No	In Person
Hawai'i Academy of Arts & Science Public Charter School	Michael Dodge	Steve Hirakami	2001	K-12	706	Yes	In Person, Blended, and Virtual
Hawai'i Technology Academy	Stephen Terstegge	Stacey Bobo	2008	K-12	1,363	No	Blended
Innovations Public Charter School	Heather Korotie	Jennifer Hiro	2001	K-8	241	Yes	In Person
Ka 'Umeke Kā'eo	Puakailima Naipo	Michelle Nohea Nahale-a	2001	Pre-K-12	240	Yes	In Person
Ka Waihona o ka Na'auao Public Charter School	Angela Hoppe-Cruz	Kalehua Krug	2001	K-8	632	Yes	In Person and Blended
Kamaile Academy, PCS	Pualani Akaka	Paul Kepka	2007	Pre-K-12	919	Yes	In Person
Kamalani Academy	Ku'uipo Murray	Amanda Fung	2016	K-8	166	Yes	In Person

School	Governing Board Chair	School Director	Year Authorized	Grades Served	Total K-12 Enrollment ⁱⁱⁱ	Title 1 Funding? ^{iv}	Authorized Learning Modality
Kanu o ka 'Āina New Century Public Charter School	Marion Kanani Kapuniai	Keomailani Case, Kanoa Castro and Nicole Ryan	2000	K-12	519	Yes	In Person, Blended, and Virtual
Kanuikapono Public Charter School	John Kaehelaulii	Kanoe Ahuna	2001	K-12	226	Yes	In Person
Ka'ōhao Public Charter School	Cynthia Hunter	Winston Sakurai	1996	K-6	323	No	In Person
The Kapolei Charter School by Goodwill Hawai'i	Malcolm Lau	Wanda Villareal	2016	9-12	161	No	In Person
Kawaikini New Century Public Charter School	Ku'ulei Hamberg	Jessell Tanaka	2008	K-12	155	Yes	In Person
Ke Ana La'ahana Public Charter School	Patrick Kahawaiolaa	W. Mapuana Waipa	2001	7-12	41	Yes	In Person
Ke Kula Niihau O Kekaha Learning Center	Kelley Phillips	Tia (Jamie) Koerte	2001	Pre-K-12	55	Yes	In Person
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Tricia Kēhaulani 'Aipia-Peters	Kauanoē Kamanā	2001	Pre-K-8	464	Yes	In Person
Ke Kula 'o Samuel M. Kamakau, LPCS	Maile Tauali'i Flores	Meahilahila (Ivy) Kelling	2001	Pre-K-12	125	Yes	In Person
Kihei Charter School	Michael Sweeney	Michael Stubbs	2001	K-12	723	No	In Person and Blended
Kona Pacific Public Charter School	Zachary Hosler	Amber Herres	2008	K-8	210	Yes	In Person

School	Governing Board Chair	School Director	Year Authorized	Grades Served	Total K-12 Enrollment ⁱⁱⁱ	Title 1 Funding? ^{iv}	Authorized Learning Modality
Kua o ka Lā New Century Public Charter School	Kenneth Makuakane	Kapoula Thompson	2001	Pre-K-8	148	Yes	In Person and Virtual
Kualapu'u School: A Public Conversion Charter	Pualani Akaka	Lydia Trinidad	2004	Pre-K-6	346	Yes	In Person
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Kia Matias	Hedy Sullivan	2001	K-12	45	Yes	In Person
Laupāhoehoe Community Public Charter School	Pam Elders	Kurt Rix	2011	Pre-K-12	333	Yes	In Person and Virtual
Mālama Honua Public Charter School	Herb Lee	Denise Espania	2012	K-8	173	Yes	In Person
Myron B. Thompson Academy	Myron Thompson	Diana Oshiro	2001	K-12	542	No	Blended
Nā Wai Ola Public Charter School	Namaka DeMello	Kapua Francisco	2000	Pre-K-6	133	Yes	In Person
SEEQS: the School for Examining Essential Questions of Sustainability	Marvin Heskett	Buffy Cushman-Patz, Lisa Kimsey	2012	6-8	182	No	In Person
University Laboratory School	Denise Yoshimori-Yamamoto	Keoni Jeremiah	2001	K-12	449	No	In Person
The Volcano School of Arts & Sciences	Joan McDonald	Kalima Kinney	2001	Pre-K-10	266	Yes	In Person and Blended
Voyager: A Public Charter School	Steve Sullivan	Evan Anderson	2000	K-8	284	No	In Person
Wai'ālae Elementary Public Charter School	Lianna Lam	Jodie Chef	1999	Pre-K-5	434	No	In Person

School	Governing Board Chair	School Director	Year Authorized	Grades Served	Total K-12 Enrollment ⁱⁱⁱ	Title 1 Funding? ^{iv}	Authorized Learning Modality
Waimea Middle Public Conversion Charter School	Pualani Akaka	Janice English	2003	6-8	211	Yes	In Person
West Hawai'i Explorations Academy	Andi Pawarasat-Losario	Joe Greenberg, Heather Nakakura	2000	6-12	276	No	In Person



IV. Early Learning Program

Building upon Hawai'i's Early Learning System

The Commission's Early Learning Program was recognized for meeting nine of the ten high quality standard benchmarks identified by the National Institute for Early Education Research (NIEER) for the 2020-2021 school year. The national ranking for these benchmarks is part of NIEER's annual State Preschool Yearbook released in April 2022. The ten standards serve as indicators of what's required to establish a high-quality public preschool program. Nationally, only eleven-percent of children in preschool are in programs meeting nine of the 10 NIEER's benchmarks for minimum quality. The full 2021 State Preschool Yearbook is available online here^v.

The federal Preschool Development Grant (PDG) provided significant foundational support to the State of Hawai'i by building upon its early learning system and increasing access to preschool slots not typically found in rural remote areas, particularly on the neighboring islands of Hawai'i outside of O'ahu. PDG allowed public charter schools to begin developing and building upon high-quality prekindergarten programs to contribute to Hawai'i's statewide public prekindergarten movement. Tom Hutton, the Commission's executive director at the time of the PDG proposal development, viewed this as an opportunity for public charter schools. In 2014, together with the Executive Office on Early Learning (EOEL), the Commission developed the initial PDG proposal to include Hawai'i's public charter schools.

In the State of Hawai'i there is no universal preschool or comprehensive, coordinated early learning system. As a result, only about half of Hawai'i's children are able to attend preschool. This lack of access due to lack of seats is even more prevalent in rural areas across the state^{vi}. The majority of Hawai'i's PDG sites were intentionally placed in areas with limited availability of early learning seats. The PDG sites were strategically selected to address the disparity between the availability of seats and number of children below six years old in a given community. It is clearly evident that there are not enough seats for all children. In most of the communities where PDG sites are located, there are five to eight children per every one seat available.

A tremendous barrier in Hawai'i is not just the lack of access to preschools, but, more importantly, the lack of access to high-quality preschools. In 2014, Hawai'i began its first cohort of public pre-K programs in HDOE elementary schools. The PDG added an additional 18 classrooms, or 360 seats, to the EOEL's 44 classrooms. Most significantly, the PDG has increased preschool access for children living in poverty, particularly in rural areas.

Participation in PDG provided Hawai'i's public education system with an amazing opportunity to expand access to high-quality prekindergarten educational programs for our children and families and to build our infrastructure necessary to support and sustain this critical system. This was particularly important since Hawai'i is not a contiguous state and providing statewide access is challenged by our multi-island geography. This geographic challenge limits access to high-quality prekindergarten programs and services for children and families living outside of O'ahu. Hawai'i's geography is also a barrier that limits access to professional development and higher education coursework for our early learning workforce.

The Commission's Early Learning Program continues to maintain high-quality early learning standards while providing high-quality early learning opportunities to our students in our communities that need them the most. Building off the foundations afforded through the federal grants and investment in communities by the State, the recognition by NIEER of the quality of the Commission's Early Learning Program demonstrates the commitment and perseverance of our public charter schools in educating these younger learners.

Following national trends, one of the areas of challenge was the limited number of qualified teachers, which is exacerbated in rural remote areas, especially on the islands neighboring the island of O'ahu. Charter schools found it difficult to secure and retain qualified teachers; in some instances, charter school teachers were lost to other competing early learning programs. In 2017, the Commission submitted a proposal for additional PDG funding that focused on areas not included in the original PDG grant. In this supplemental proposal, the Commission addressed the need for workforce development, specifically assisting teachers and educational assistants by minimizing the financial burden of college enrollment. The proposal would provide tuition subsidies to help with college coursework that led to a degree in early childhood education and teacher licensure. This program was open to all early childhood providers in the field, and was not limited to educators in charter school. In the first year of this initiative, the Commission assisted 163 individuals with the tuition subsidies. There continues to be a high demand for this type of financial support for the field. This program initiated by the Commission has led to state legislation that sustains these efforts.

Honoring Hawai'i's Two Official Languages Through Public Prekindergarten Opportunities

Participation in PDG also allowed Hawai'i to offer its first public Native Hawaiian culture and language prekindergarten program located in charter schools across the state. This is critically important to continue the efforts to revive and rebuild Hawai'i's indigenous language and culture that was near extinction just a generation ago. This allowed Hawai'i to honor its two official languages - Hawaiian and English - and offer two pathways of learning for preschoolers and their families. Offering these programs at an early age maximizes the learning opportunities aligned to critical brain development, particularly language development, that occurs in early childhood (Yoshikawa et al., 2013).

Expanding Enrollment Opportunities

While PDG increased access for the most at-risk families with incomes at or below 200% of the federal poverty level, many of Hawai'i's communities were left under-served. Families above the income guidelines were unable to participate in these high-quality prekindergarten options in charter schools. Unfortunately, due to the strict PDG eligibility criteria, these families could not be considered for enrollment at that time. In addition, the strict eligibility criteria affected students and families that needed special education and associated services.

Through Act 46, Session Law of Hawai'i 2020, the early learning enrollment slots in charter schools were expanded, allowing children that are three- and four-year-old by July 31 to be eligible, regardless of family income or categorical priority status. Act 46 further ensured that the number and percentage of eligible children with access to high-quality preschool programs in the State would be maintained in the high-need communities that were initially served by PDG. This legislation is also intended to increase access to high quality early learning programs to address Hawai'i's child care deserts^{vii}.

Sustainability Outcomes

The Commission proudly and humbly reports that this relationship-building and informational and educational efforts over the course of the four years of the grant paid off. State funding began in School Year 2019-20. In 2019, these efforts resulted in Act 276^{viii}, Hawai'i State Legislative Sessions Law 2019, which provided four million dollars for program implementation beginning in School Year 2019-20, and placed the charter school prekindergarten program under the administrative authority of the EOEL. In school year 2020-2021, Act 46, Sessions Law of Hawai'i 2020 and Act 210, Sessions Law of Hawai'i 2021, moved the administrative authority of the public prekindergarten programs in charter schools to the Commission. The high quality of components as identified in the previous years remained. All children that are three- and four-years old by July 31 are eligible. This is a significant win to all families who have limited access to high-quality early learning programs in their communities.

Sustaining High-Quality Practices through Professional Development and P-3 Efforts

Throughout the various iterations of the program in public charter schools, the professional development component remained a critical throughline to build upon and strengthen high-quality data-driven instructional practices that was informed by the Classroom Assessment Scoring System (CLASS), Early Childhood Environment Rating Scale, Third Edition (ECERS-3), student outcomes data using the formative assessment system, Teaching Strategies Gold, and the instructional coaches' anecdotal notes. To support this work, emphasis also focused on each schools' P-3 system^{ix}, particularly with the school leaders to support this high-quality instruction. Annual early learning symposia and professional learning sessions were held for teaching teams and school administrators. These efforts promoted continuity and P-3 alignment to sustain the positive trajectory of its students. These P-3 leadership opportunities targeted horizontal and vertical alignment within and between grade levels. Each school developed an individualized three-year P-3 plan. This plan identified the comprehensive mapping that schools will implement to strengthen or refine their P-3 alignment between grade levels,

the school, and community. Implementation plans also identify steps to ensure the successful transitioning between programs and grade levels.

The Early Learning Program in public charter schools also emphasized system-building. Over the past five years, P-3 (preschool to grade three) alignment efforts were made to ensure that schools built partnerships with providers in their communities to provide a holistic approach for their children and families in which they serve. While there are multiple facets of P-3 alignment, schools requested support in building or refining effective instructional practices to maximize student engagement and learning potentials. This led to the partnership with a consultant and researchers of the Harvard Project Zero Graduate School of Education to build on the instructional practices of our public charter schools, as a system-building approach, to ensure that there are high-quality instructional practices across grade levels.

The Commission, through the PDG supplemental funds, sent a cohort of 20 participants to attend the 2018 Harvard Project Zero (PZ)^x. Each charter school participating in PDG was able to send at least one representative; participants in this group included leaders from both Hawaiian and English language schools. Subsequently, this group continued to meet for collaborative discussions about the relevancy of their schools' mission and vision with instructional strategies and methodologies that engaged in critical discussion with students which made 'thinking and learning visible'.

Supporting P-3 Alignment and Effective Instructional Practices through Visible Thinking and Learning

The Commission continued its close collaboration with the Harvard Graduate School of Education Project Zero through a two-year proposal providing intensive in-person and virtual coaching support to interested and committed charter schools. Also multiple conference-style learning opportunities were provided to expand this approach to all interested schools. These efforts resulted in The Hawai'i Thinking Classroom^{xi} experience. This experience includes a combination of coaching opportunities to support our schools to create Thinking Classrooms along with building capacity to sustain and grow a school-wide culture of thinking and learning across all classrooms.

The intent of bringing charter schools together across the leadership spectrum was to build a consortium or community of practitioners and learners to bring their own experiences of thinking to advance learning and supportive collaboration with one another. The Commission will continue to offer sessions like this, through The Thinking Classroom Hawai'i project as an investment in our public charter schools in Hawai'i.

Pivoting High-Quality Early Learning During the COVID-19 Pandemic and the Commitment to Sustaining High-Quality Practices through Professional Development

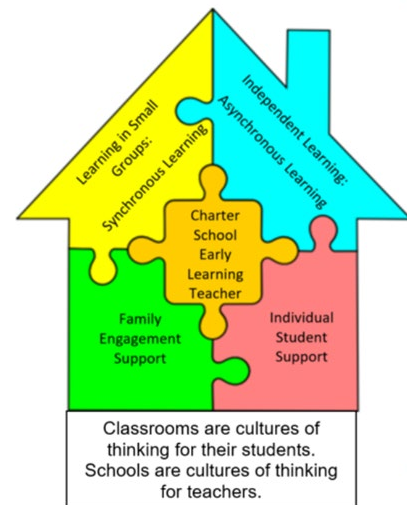
To effectively support early learners in virtual, hybrid, and in-person settings, the Commission's early learning team attended extensive webinars and learning opportunities by national and local researchers to learn more about developmentally appropriate virtual learning experiences for early learners. This information was shared with teaching teams through shorter but more frequent professional virtual learning sessions.

Teaching teams (teachers and assistants) were included in all professional learning offerings. This model allowed our classroom teams to use a collaborative team approach maximizing the strengths of all teaching partners. Small “hui” groups formats were also offered to maximize adult learning to build consistently upon the previous learning. This allowed teaching teams to expand their thinking and learning to refine their instructional practices. Despite the challenges of COVID-19, they learned how to successfully navigate preschool in both in-person and virtual settings, together with our teaching partners.

COVID-19: Its Impact on Pre-K Student Enrollment

Charter school leaders were provided with the autonomy to reduce enrollment capacity and program hours based on school and/or community data. Despite the unpredictable nature of COVID-19, most charter school leaders were committed to restoring access to their high quality early learning programs. Schools resumed full enrollment and full day hours were restored. In School Year 2021-2022, the total program enrollment was at 87% of capacity, including children that attended for part of the year.

The Commission Early Learning Program found that no matter the instructional approach, there are four critical components that lead to student success, which has been developed into the Kula Framework. Preschoolers learn best in small group synchronous learning experiences, whether it may be in-person or virtual. Though virtual or hybrid learning is atypical for preschoolers, when needed, young children can make friends and can learn from one another in a virtual setting. A critical component is small groups; small groups allow children to focus and listen to one another and engage in deep thoughtful learning conversations, and even make friends through an intimate, small group setting.



Another component is providing an asynchronous library of early learning resources that allows working families to access these resources at a time when it is most convenient for them. Closely tied to this is family engagement support, which recognizes family as the most influential teacher in children’s lives. Ongoing routines provided opportunities for families to simply “talk story” – to build trusting relationships, to inquire about assignments or learning routines, as well as time to share family updates, particularly during the challenging times of COVID-19.

Another equally important component was for teachers to provide individualized support to each student. This practice was the foundation to building a warm, trusting relationship between each student and teacher. Lastly, and arguably the most important component – schools provide a strong foundational culture of thinking for their teachers and students. As Ron Ritchart, researcher with the Harvard Project Zero states, “*If* we support and empower the adults in the school to continually grow,

innovate, question, take risks, reflect, examine, inquire and learn from and with one another, *then* teachers will create those same conditions for the students in their classrooms.”

Supporting the Workforce through College Coursework

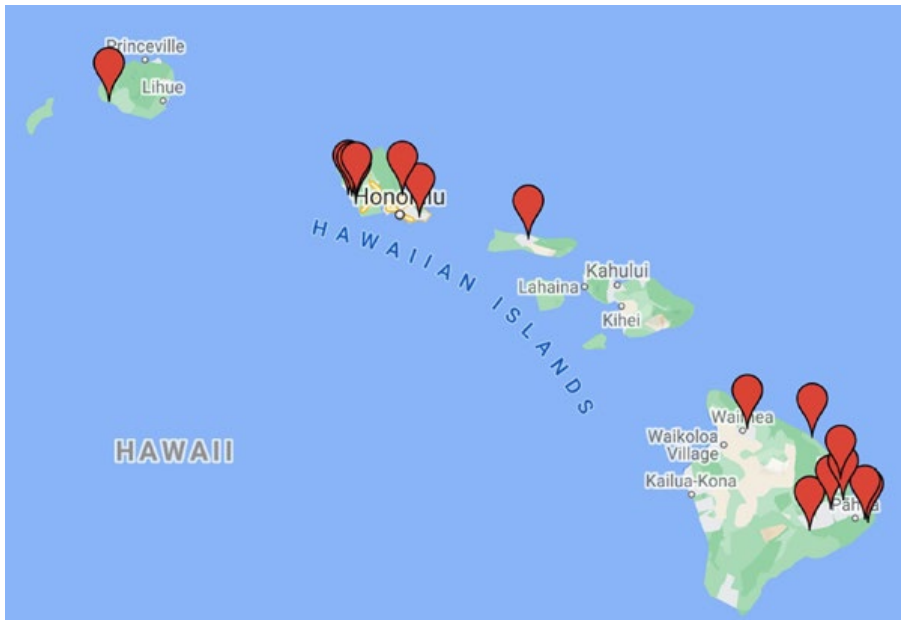
Aligned with high-quality instructional practices, the Commission will continue to focus on workforce development by building instructional practices across the early childhood community. With the remaining PDG funds, tuition support and stipends will continue to be provided to charter school teachers and educational assistants in the Commission Early Learning Program to enroll in higher education and teacher licensure coursework.

To date, through the remaining PDG funds, the Commission has supported ten teachers in obtaining teacher licensures, and 14 other teachers and educational assistants in charter schools to enroll in and complete coursework in early childhood education.

The PDG's lasting effects have allowed Hawai'i to continue this great work and has sparked the interest and investment of the state legislature and early learning community to continue this movement to support the learning of our youngest citizens.

Increasing Access to High-Quality Early Learning Programs

In School Year 2021-2022, the Commission's Early Learning Program operated prekindergarten classrooms across the state of Hawai'i with programs located on four major Hawaiian Islands. In School Year 2021-2022, there were 17 early learning classrooms in charter schools. The Commission opened the application process to fill the remaining classroom slot. All 18 classroom slots are now assigned. This classroom will begin operation in School Year 2022-2023.



State Public Charter School Early Learning Program			
Locations			
HAWAII ISLAND	MOLOKAI	O‘AHU	KAUA‘I
Volcano School of Arts & Sciences, Volcano	Kualapu‘u	Ke Kula ‘o Samuel M. Kamakau, Kāneohe	Ke Kula Niihau o Kekaha, Kekaha
Nā Wai Ola, Mountain View		Wai‘alae Elementary, Honolulu	
Kua o ka Lā (Hilo and Pāhoa)		Kamaile Academy (3 classes), Wai‘anae	
Ke Kula ‘o Nāwahiokalani‘opu‘u (Hilo, Waimea)		Ke Kula ‘o Nāwahiokalani‘opu‘u, Wai‘anae	
Ka ‘Umeke Kā‘eo (2 classes), Hilo			
Laupāhoehoe Community, Laupāhoehoe			

Sources of Funding for Charter School Early Learning Programs

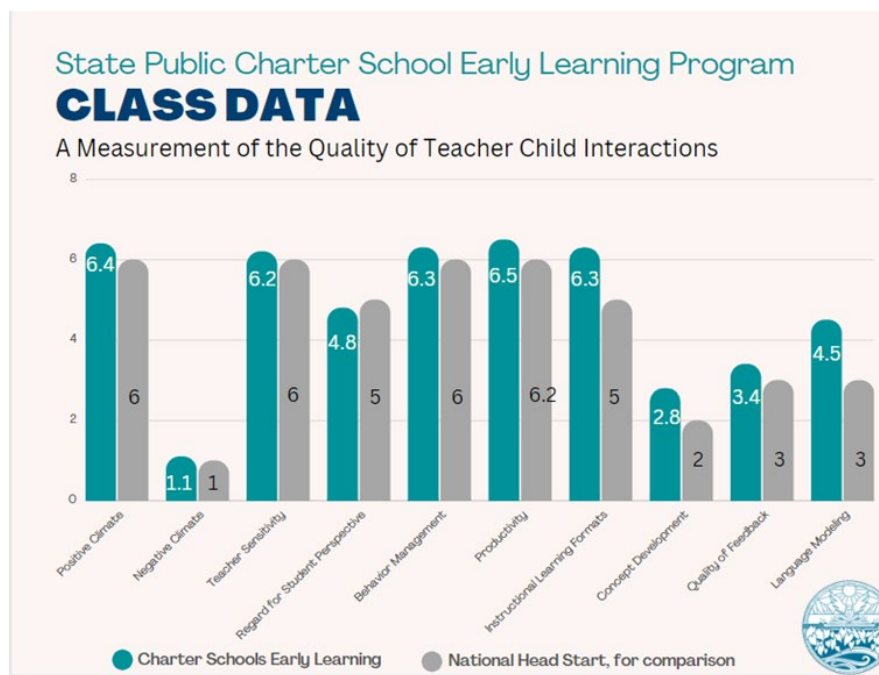
Most charter schools participating in the early learning program reported that only state funding was received. These schools reported that there are no other funding sources. Only one school – Ke Kula ‘o Samuel M. Kamakau, reported that they received a Federal Administration for Native Americans (ANA) and Native Hawaiian Education Program Grant. The funding from these grants is being used to support

professional development for their faculty to refine their Hawaiian language skills, as well as to purchase classroom supplies.

Aggregated Data Reflecting the Quality of the Early Learning Environment

As a quality measurement tool, the Commission Early Learning Program typically uses the Early Childhood Environment Rating Scale, Third Edition. However, due to COVID-19 this instrument was not used since it did not adjust in response to COVID-19 health and safety protocols, therefore no data is available.

The Commission Early Learning Program will resume using this measurement and observation tool in School Year 2022-2023.



As demonstrated by these data, the results for the Commission Early Learning Program for School Year 2021-2022, are mostly equivalent or higher than those of the National Head Start for 2021. This CLASS data helps teachers to reflect on and improve their teacher-child interactions. The early learning coach, in collaboration with teaching teams, are able to analyze the CLASS data and address areas in need of growth and support. This data was used in the coaching cycle to capture powerful interactions and areas of growth. The Commission’s early learning team also uses these data to inform topics for subsequent professional learning sessions.

Charter School Early Learning Student Outcomes Data

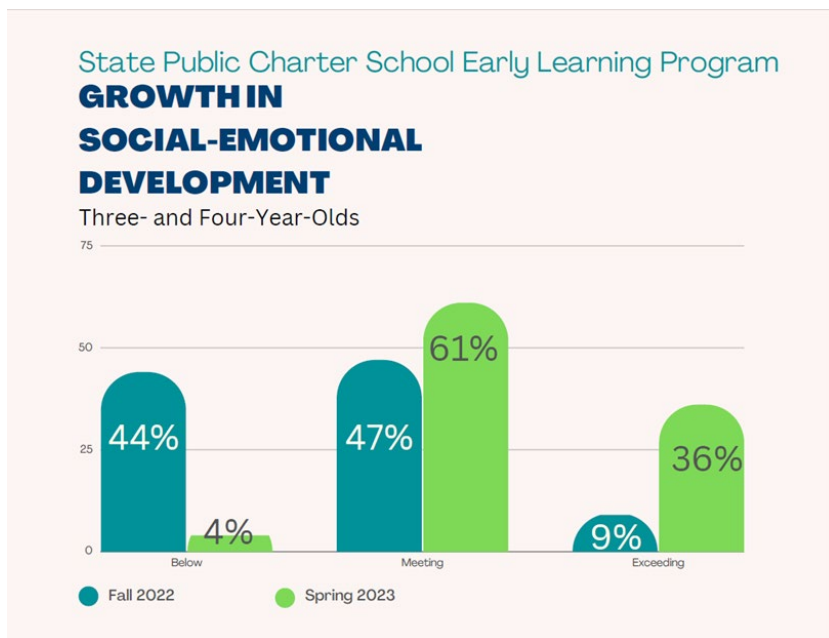
The data below reflects the comparison of data, or growth reports comparing the start of School Year 2021-2022, to its completion. The turquoise bars indicate the Fall 2021 students’ outcomes, as measured in the first assessment period. The data indicated in green are the student outcomes in Spring 2022, after the child has experienced nearly a full year of high-quality early learning opportunities.

Social-emotional learning (SEL) is the child’s ability to regulate one’s emotions and behaviors that fosters a climate of care and cooperation. SEL is arguably the most important developmental skills – the ability to get along cooperatively with others, to make friends, and to build positive relationships. SEL well-being has been a concern as children experience the outcomes of the pandemic.

The initial assessment in the fall demonstrated that just under half of the students were below age-level with regard to social emotional development.

In the Spring, after a year of a mix of virtual and in-person learning, and mask-wearing, students still made gains with

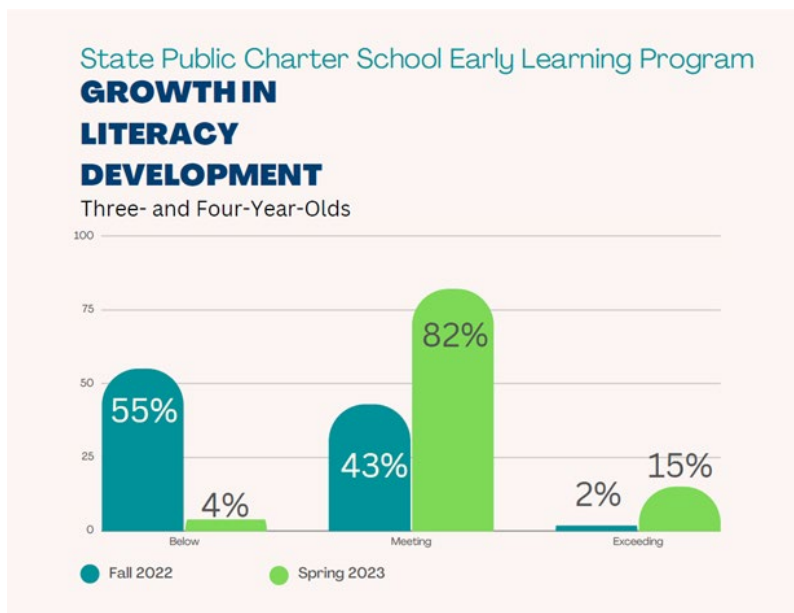
97% of the preschoolers meeting or exceeding their age level. This demonstrates that despite the atypical year, our teachers provided high-quality support that resulted in strong social emotional development.



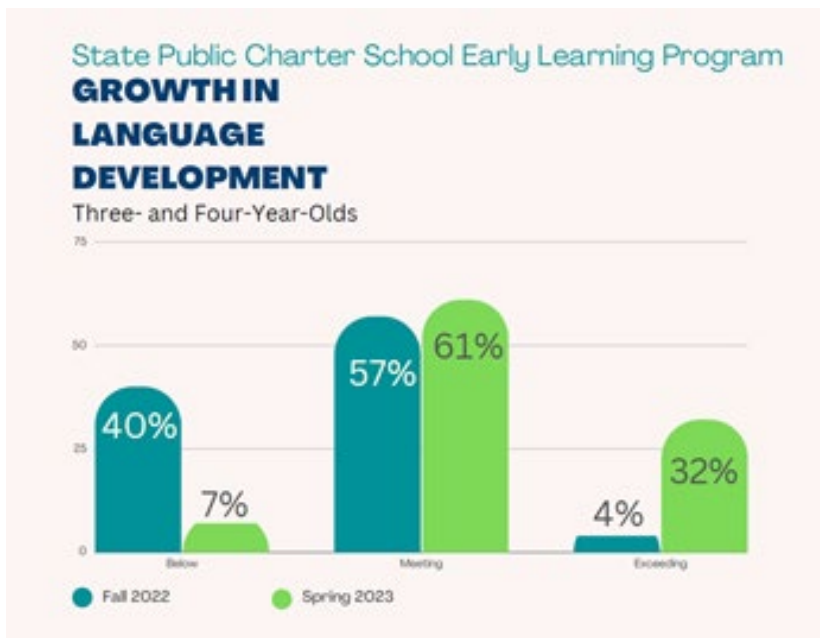
Emergent literacy development, or reading readiness is the foundation for conventional reading. Children are building the skills to prepare them for reading. Literacy development is enhanced when children are read to, engaged in storytelling, when children sing together – these routines help children build larger vocabularies, and is tied closely with language development. Literacy development encourages emergent writing and inventive spelling skills. In early childhood, this is a critical milestone that leads to reading.

Reading proficiency by third grade is considered a “make it or break it” benchmark (Shrier, 2013).

In School Year 2021-2022, the growth in literacy development was significant. At the start of the year, more than half of the students were below age level. By the close of the year, nearly all students were meeting or exceeding expectations.

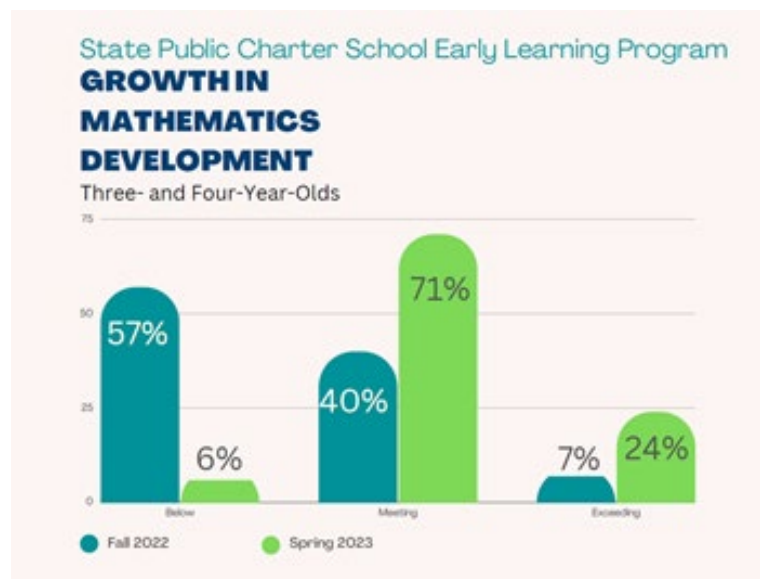


Language development is the young child’s ability to understand and express the spoken language. Language development is important because vocabulary development during the preschool years is related to later reading skills and school success in general (Hart & Risley, 2003) “Children who have abundant opportunities to interact with language from infancy to early elementary school are more likely to develop into skilled and fluent readers” (Kelley, S., 2021).



Growth in language development was also significant. At the onset of the school year, nearly half of the incoming students displayed language skills below age. By the close of the year 93% were meeting or exceeding developmental expectations.

Early mathematics is more than just numbers and counting. Early mathematics also includes measurement, geometry, spatial awareness, comparison, sequencing, and patterning. Early mathematics incorporates multiple developmental areas including language, literacy, and SEL, and is a significant predictor of later academic achievement (Duncan, et al, 2007; Claessens & Engel, 2013).



In School Year 2021-2022, in the Commission Early Learning Program, growth in mathematics development also was significant. At the start of the year, nearly two-thirds of the students were demonstrating skills below age level. With targeted professional development for teaching teams that resulted in a strong, focused, playful approach towards student learning. By the end of the school year, 71% of students were meeting and 24% were exceeding developmental levels.

Overall, despite a challenging school year hampered by the impact of COVID-19, with targeted teacher professional development, supported by small groups, Hui learning opportunities, and individualized coaching and mentoring, strong student learning resulted from this strategic approach.



V. School Year 2021-2022: Year in Review

The Commission worked on numerous issues and projects throughout the 2021-2022 school year, acting in its authorizing, oversight, administrative, and advocacy role for the chartering system in Hawai‘i. The major projects and actions taken during the 2020-2021 school year were:

a. Authorizer & Oversight Functions

i. Authorizer Functions

1. Authorizing new public charter schools

The Commission formally restarted the 2020 Applications process after receiving approval from the Department of Budget and Finance to continue to authorize new charter schools, but with the caveat that new funding for any newly authorized charter schools would not be available until Fiscal Budget Year 2024-2025. Accordingly, the Commission received four applications by the February 4, 2022 deadline, and evaluated all for applications. Based on the recommendations from its evaluators and the Applications Committee, the Commission approved two applications and denied two applications.

The two applicants denied by the Commission were: (1) Lima No‘eau Career Academy; and (2) Maui Academy of Arts and Sciences.

The two applicants approved by the Commission were: (1) Kūlia Academy; and (2) Namahana School.

ii. Oversight Functions

1. Approved Charter contract extensions

The Commission approved one-year extensions for twelve schools whose charter contracts end in school year 2021-2022 (five-year contract schools): Ka ‘Umeke Kā‘eo Public Charter School, Kanu o ka ‘Āina New Century Public Charter School, Kanuikapono Public Charter School, Kawaikini New Century Public Charter School, Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki LPCS, Ke Kula ‘o Samuel M. Kamakau LPCS, Ke Kula Niihau O Kekaha Learning Center, Kihei Charter School, Kualapu‘u School: A Public Conversion Charter,

Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School, Mālama Honua Public Charter School, and Wai'ālae Elementary Public Charter School, similar to the prior year's renewal schools, the summative assessment data is not available due to the assessment not being administered, and when administered, unlikely to be useable in the near future due to the continuing effects of COVID-19 on school operations and student learning. The Commission took this action to determine how best to evaluate the school's performance due to missing data. On May 26, 2022, the Commission approved the charter contract renewal timeline, process, and application for the 23 schools with charter contracts ending on June 30, 2023.

2. Approved amendments to the Admission Policy

The Commission approved the amended Admission Policy for Kona Pacific Public Charter School. As admissions and enrollment are among the key distinguishing features of charter schools in Hawai'i, the Commission, as provided for in the Charter Contract, is to review and approve any changes to the school's admission and enrollment policies, first reviewed back in 2015.

3. Approved charter contract amendments

The Commission took action thirteen times to approve or deny charter contract changes for nine schools. Amendment requests ranged from location changes/additions, to additions/changes to the school's educational program including blended and/or virtual programs.

4. Charter School Interventions

The Commission issued Notices of Concern to the following charter schools for the stated reasons:

Hawai'i Academy of Arts and Science Public Charter School regarding: (1) liability for leases and zoning issues of various school facilities; and (2) fire inspection issues at certain school facilities and sites.

Kamalani Academy regarding student enrollment discrepancies and starting an unauthorized blended and/or virtual program.

Alaka'i O Kauai Public Charter School for student enrollment discrepancies and starting an unauthorized blended and/or virtual program.

The Commission also took action to direct staff to conduct an investigation of Kamalani Academy for parent complaints against the school for refusing to release or transfer students to another school along with the student's records.

5. Charter School Funding

a. The authorizer's reviewed and verified enrollment count^{xii}

The Commission reviewed and verified student enrollment counts for two schools, Kamalani Academy and Alaka'i O Kauai Public Charter School due to enrollment discrepancies brought to the Commission's attention by the Department of Budget and Finance and the Hawai'i Department of Education.

b. Federal Impact Aid Disbursement Methodology

The Commission approved the 80/20 disbursement methodology for federal impact aid to charter schools and will remain in effect until such time the Commission deems it necessary to revisit the methodology.

b. Administrative Functions

i. Distributed Federal Impact Aid Funds

The Commission continued to distribute Federal Impact Aid funds based on an 80/20 disbursement methodology (80% base funding and 20% per pupil allocation), which was based on the recommendation of the Commission’s Administration & Operations Committee and the results of the Federal Impact Aid workgroup. (January 14, 2021) Additionally, the Commission voted to continue this methodology until it deems necessary to revisit the methodology.

c. Advocacy Functions

i. Weekly meetings with charter school leaders and governing board members

Since the COVID-19 emergency began in March 2020, the Commission and its staff continued to meet with all public charter schools weekly to convey information regarding COVID-19, as well as other information relating to other state agencies, as requests and compliance requirements arose. These meetings also included bringing representatives from other state agencies to speak with and answer questions from public charter schools.

ii. Charter School student Access to Health Services and Programs

With the onset of the COVID-19 pandemic the Commission has advocated for its 37 public charter schools to be included in accessing Health Services and Programs that should be available to all public school students. The Department of Health, recognizing that equity and access for public charter schools is important, has generously supported the public charter schools with access to testing programs and also provided foundational funding to work with the Hawai‘i Keiki Nurse program to build a public charter school equivalent program for all public charter schools, similar to the program now provided for in the HIDOE public schools.

d. Other Commission Action

i. §92-2.5 (b)(1) Hawaii Revised Statute, Permitted Interaction Group - Commission Investigative Committees

The Commission formed six Permitted Interaction Groups under §92-2.5 (b)(1) HRS, to assist the Commission in investigating particular issues that were later reported to the full Commission for its consideration and decision making. The Permitted Interaction Groups formed over the past year included: (1) revising the Commission’s Strategic Plan and Budgetary Measures of Effectiveness; (2) to work with the BOE’s Evaluation Team tasked with conducting the performance review of the Commission; (3) for the purpose of reviewing and/or updating the Commission’s Online Virtual Blended Guidelines; (4) to work and consult with charter schools to study charter school assessment practices

and provide recommendations on the implementation of assessment practices beyond the State Smarter Balanced assessment: 1) under current conditions; and 2) on a long term basis; (5) to review and update the executive director job description and to recommend the timeline and process for the executive director search; and (6) to initiate the first step in the executive director selection process which would be an evaluation of the interim executive director.



VI. Academic, Financial, and Organizational Performance of Charter Schools

The academic performance of all operating public charter schools overseen by the Commission, according to the performance expectations for public charter schools set forth in Hawai‘i Revised Statutes, Chapter 302D, including a comparison of the performance of public charter school students with public school students statewide.

The financial performance of all operating public charter schools overseen by the Commission, according to the performance expectations for public charter schools set forth in Hawai‘i Revised Statutes, Chapter 302D.

a. The Performance Framework

The Commission’s accountability system, known as the Performance Framework, is comprised of three content-specific frameworks: the Academic Performance Framework (APF), the Financial Performance Framework (FPF), and the Organizational Performance Framework (OPF). The Commission uses the frameworks to evaluate the performance of each charter school in its portfolio.

b. Academic Performance

The HDOE annually evaluates all public schools statewide through its Strive HI Performance System. The Commission, as authorizer of Hawai‘i’s charter schools, evaluates the academic performance of each school annually through its APF. The APF incorporates data from many of the Strive HI measures, but allows for additional flexibility — such as offering Hawaiian immersion charter schools the option to request the exclusion of English assessment results for grade levels taught primarily in Hawaiian — and includes school-selected and school-developed measures that provide a more comprehensive analysis of charter schools’ academic performance, taking into account the unique features and innovative practices of charter schools.

i. Academic Performance Framework

The Commission annually evaluates the academic performance of all public charter schools in Hawai‘i using its APF, the Commission’s academic accountability system. The APF in the charter contracts provide the structure for reporting student progress relevant to the unique communities each school serves. Initially, “school specific measures” allowed schools to report on the distinct ways that students learned and were thus measured. The early contracts placed Strive HI data at the forefront of the APF, with optional School- Specific Measures (SSMs) developed and agreed upon by the charter school and the Commission. The SSMs were designed with multiple rating plans that provided varied values for the optional SSMs.

Contract 3.0 (implemented in school year 2017-2018) introduced Value Added Measures (VAM). The VAM attempted to “help quantify the unique approaches/characteristics/initiatives that defined each charter school, but certain components of the VAM structure interfered with realizing the promise of that vision. Also, some schools expressed confusion at the term ‘Value Added Measure’ due to its association with teacher evaluation measures.” (2019, Harley and Weeldryer) Further, schools expressed they were unable to explore indicators or assessment tools that aligned to their mission.

Presently, Contract 4.0 specifies a Mission Aligned Initiative (MAI) which is built on the foundational premise that each school’s mission serves the distinct elements of the community within which the school resides. The MAI (Indicator 1; required), along with the optional opportunity to report on site-specific measures (Indicator 4; optional) afford schools a more relevant method of appraisal that balances the Strive HI measures which historically have not presented an accurate and relevant profile of charter schools’ unique mission focus. Inherent in the implementation of the MAI is the requisite task of developing assessment tools for the MAI that will yield relevant and accurate data that informs the continued improvement of teaching and learning.

Student Academic Outcomes

This section of the APF typically consists of a variety of measures that focus on a fairly standard set of student outcomes — both those that are required by Hawai‘i Revised Statutes and drawn from Strive HI, and other optional measures of a school’s choosing — and corresponding performance targets for each year of the contract, which are developed by charter schools in consultation with Commission staff.

Beginning with SY 2020-2021, HIDOE resumed standardized testing in a modified manner. Thus the results were not consistently valid across all student populations. During the 2021-2022 school year, HIDOE returned to the full administration of standardized testing.

Charter school performance measures are reported in Appendix A, individual school performance summaries, and Appendix B, Charter School Academic Performance and Enrollment Data.

The Commission’s APF uses state accountability data from four primary areas within Strive HI: Student achievement (as measured by proficiency on the statewide assessments): the achievement gap between high needs students and non-high needs students, student growth, and college and career readiness.

Kaipuni (Hawaiian Language Immersion/Medium) Charter Schools and Kaipuni Assessment of Educational Outcomes (KĀ‘EO)

Kaiapuni schools, or Hawaiian language immersion/medium schools, deliver instruction in 'Ōlelo Hawai'i (the Hawaiian language) — which may include Olelo Niihau or Olelo Kanaka (Niihau dialect) — and, typically, instruction is entirely in 'Ōlelo Hawai'i until fifth grade, at which point English is introduced at an increasing rate.

Six charter schools are Kaiapuni schools:

1. Ka 'Umeke Kā'eo Public Charter School
2. Kawaikini New Century Public Charter School
3. Ke Kula Niihau O Kekaha Learning Center
4. Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School
5. Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School
6. Kualapu'u Public Conversion Charter School

Of these schools, one — Kualapu'u Public Conversion Charter School — is an English medium school that operates a Hawaiian immersion program. Another — Ke Kula Niihau O Kekaha Learning Center — has adopted a heritage, two-way bilingual immersion program, also known as a dual language immersion, in which Native Niihau speakers and native English speakers maintain and develop their first language while acquiring native-like communication and literacy skills in a second language. Academic content is taught and assessed in two languages over an extended period of time.

Most Kaiapuni schools and programs administer the Kaiapuni Assessment of Educational Outcomes (KĀ'EO) in language arts, math, and science to students in elementary and middle school grade levels on an annual basis.

Note that Kula Aupuni Niihau A Kahelelani Aloha A New Century Public Charter School (KANAKA), also delivers some instruction in Olelo Kanaka, however, KANAKA **is not considered a Kaiapuni school** and, therefore, does not participate in KĀ'EO.

Value Added Measures

The Value Added Measures (VAM) capture the work that schools are doing to add value to their school community or the education system at large. Due to the impacts of COVID-19, many schools did not report on the status of the value added measure for school years 2020-2021 and 2021-2022.

Mission Aligned Initiative (MAI)

The school implements and measures mission-focused educational goal(s) through documentation and a written narrative submitted to the Commission. Schools self-report by providing the mission statement, educational goals, rubrics, and disaggregated data as documentation on how the school has developed and implemented its model based on its mission statement.

Mission Alignment to Student Success School process includes:

- Basic: Articulation of school mission/vision
- Practiced: Articulation of units/ lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision

- **Ingrained:** Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision

Comparative Performance (Supplemental)

Provides an opportunity for a public charter school to compare its Absolute Achievement performance with other public schools by Complex, Complex Area, or Charter Schools.

School Reported Data on Site-Relevant Diagnostics (Supplemental)

Depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics. School Reported Data could include:

- Adaptive Diagnostic Tool - a type of computer adaptive test that matches the difficulty of the test questions to the ability of the student
- Local-specific Diagnostic Tool - school developed tool/task that utilizes locally developed norms to assess student growth
- Universal Screener - a brief assessment typically administered three times per year (fall, winter, and spring)

The following table outlines the APF measures by Charter Contract iteration in which a charter school’s academic performance is evaluated for purposes of annual monitoring, potential interventions and plans for improvement, and renewal and revocation decisions.

Charter Contract 3.0 (first implemented SY 17-18)	Charter Contract 4.0 (first implemented SY 21-22)
<p>The Academic Performance Framework consists of two sections: Student Academic Outcomes and Value Added.</p> <p>1. Student Academic Outcomes This section contains the measures that are required by Section 302D-16, HRS including:</p> <p>a) <u>Student academic proficiency:</u> schools will set a target for the percentage of students who score at the levels of proficient or above on the statewide assessments in English Language Arts or Hawaiian Language Arts and math.</p> <p>b) <u>Student academic growth:</u> schools will set a target for growth based on statewide assessment results, as measured under the state ESSA plan for federal reporting and accountability or revised state accountability system (i.e., Strive HI).</p>	<p>The APF, is comprised of four (4) indicators, two mandatory indicators and two supplemental indicators as follows:</p> <p>(a). Mission Aligned Initiative (MAI) (Mandatory) - measures mission-focused educational goal(s) through documentation and a written narrative to be submitted to the Commission.</p> <p>(b). Standardized Assessments (Mandatory HRS §302D-16)</p> <p>i. <u>Absolute Achievement</u> - shows how students have performed at a single point in time (a snapshot) on particular assessments (including but not limited to state standardized assessments)</p> <p>ii. <u>Growth - Median SGP</u> - examines how individual students have improved over time on a particular assessment (including but not limited to state standardized assessments).</p>

<p align="center">Charter Contract 3.0 (first implemented SY 17-18)</p>	<p align="center">Charter Contract 4.0 (first implemented SY 21-22)</p>
<p>c) <u>Achievement gaps in proficiency between major subgroups</u>: schools will set a target for high-needs proficiency rates in order to close the achievement gap between the non-high needs and high needs student subgroups.</p> <p>d) <u>College and career readiness</u>: schools will set a target for each college and career readiness indicator for each grade division served.</p> <p>a. For high schools and schools with a high school division, the readiness measures must include the four-year graduation rate. In addition, schools may also add the five-year graduation and/or college-going rates.</p> <p>b. For middle schools and schools with middle school divisions, schools may choose any measure that is consistent with the middle school college and career readiness measures used or captured by the DOE such as chronic absenteeism or average daily attendance, ACT Aspire exam, eighth graders taking and passing Algebra 1, or the PSAT.</p> <p>c. For elementary divisions, schools will set a target for attendance and may choose between chronic absenteeism, or average daily attendance rates as defined above.</p> <p>For each measure, schools will work with staff to set annual target ranges, and interim targets if required by the school’s charter contact. These ranges will be developed by analyzing a school’s historical data, as well as comparative data for each school’s geographic complex and all schools statewide.</p> <p>Optional other measures: optional measures are not required by Section 302D-16, HRS. They must focus on valid and reliable student outcome data and may be school-developed or drawn from existing data sources such as DOE data or school-selected formative assessment. When selecting</p>	<p>iii. <u>Achievement Gaps</u> - difference in LA and Math proficiency rates for high needs (economically disadvantaged, special needs, English Learners) and non-high needs students</p> <p>iv. <u>Post-Secondary Readiness and Success</u> - percentage of students reading at, or near grade level, and/or promotion rate, depending on grade level.</p> <p>v. <u>Chronic Absenteeism</u> - based on the number of students absent (excused/unexcused) for fifteen (15) or more days during the Full School Year (“FSY”) period. For secondary school students, a student is considered absent if he/she did not attend more than fifty-percent (50%) of scheduled classes that day.</p> <p>vi. <u>School Climate</u> - percentage of students who feel positive about their school (Data from State’s accountability system).</p> <p>(c). Comparative Performance (Supplemental) - provides an opportunity for a public charter school to compare its performance with other public schools.</p> <p>(d). School Reported Data on Site-Relevant Diagnostics (Supplemental)- depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics.</p>

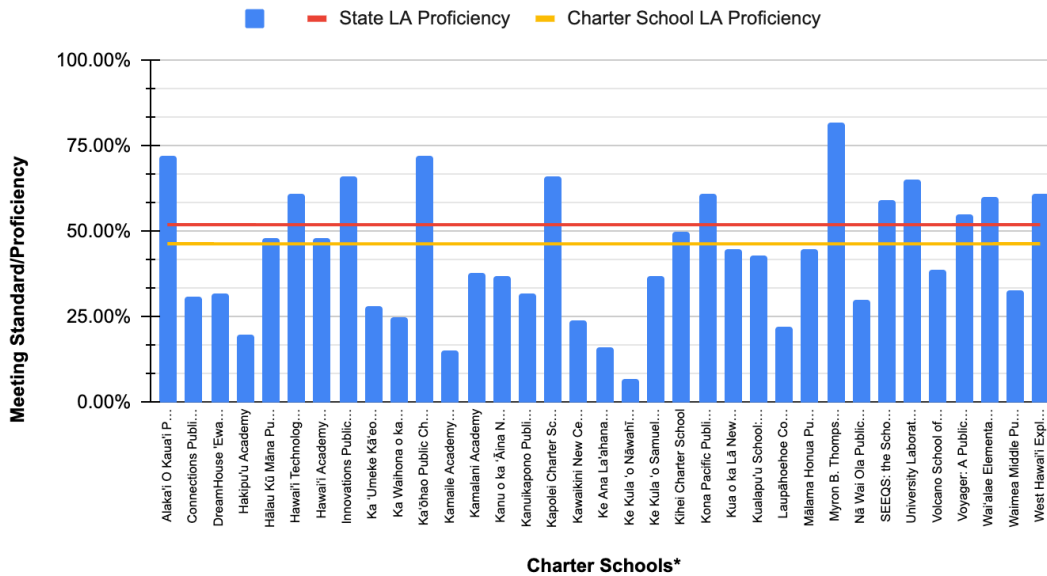
Charter Contract 3.0 (first implemented SY 17-18)	Charter Contract 4.0 (first implemented SY 21-22)
<p>measures within these categories, the availability and reliability of the data are important, and sometimes limiting, factors. For this reason, the Academic Performance Framework measures pull from Strive HI data and other data collected by the DOE for all public schools statewide.</p> <p>2. Value Added The second section of the Academic Performance Framework captures the work that schools are doing to add value to their school community or the education system at large. Each school must create a minimum of one Value Added goal. This section can measure the implementation of systems designed to increase program effectiveness, innovative practices and those that are aligned to the school’s mission and vision. These goals will be specifically articulated and measurable and will include implementation timelines.</p>	

ii. Overall Evaluation of Academic Performance

Overall, 22% of charter schools (eight schools) met/exceeded State and Charter proficiency averages in all three areas tested: Language Arts, Math, and Science. Further, 24% of charter schools met/exceeded both State and Charter averages for Math; 35% of charter schools met/exceeded both State and Charter averages for Language Arts; and, 38% of charter schools met/exceeded both State and Charter averages for Science.

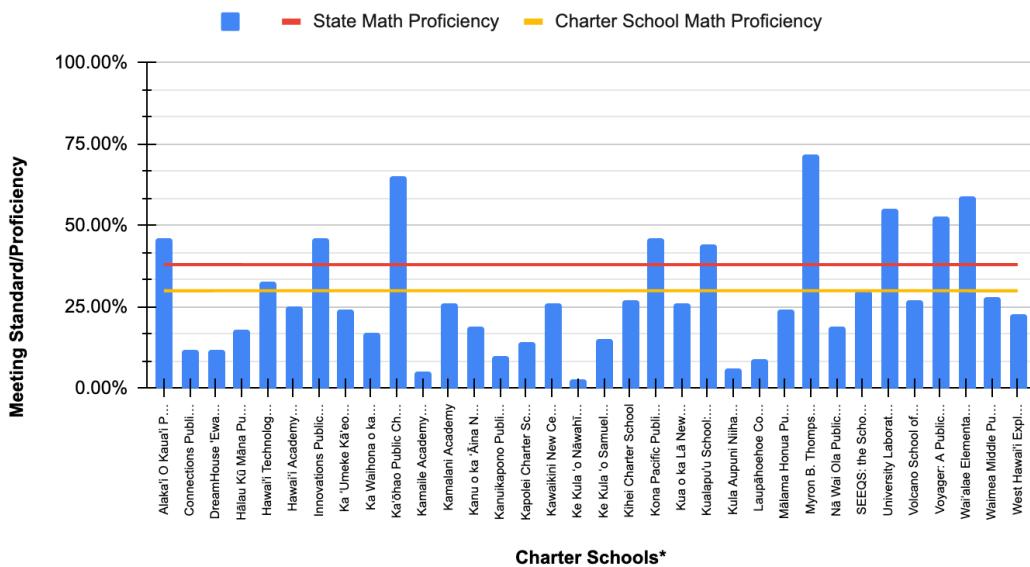
Charter school Strive HI Language Arts (LA), Math, and Science proficiency performance is demonstrated in the chart below:

SY 21-22 Strive HI: Charter School Language Arts (LA) Proficiency



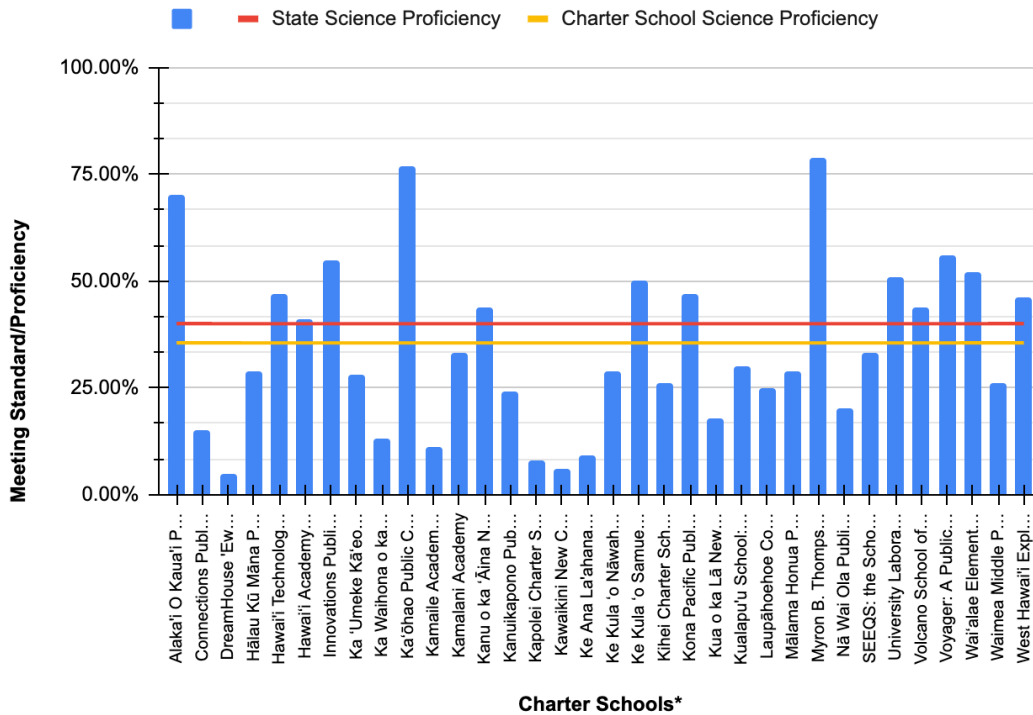
*Charter Schools with suppressed proficiency data were not included in the chart above: Ke Kula Niihau O Kekaha Learning Center and Kula Aupuni Niihau A Kahelelani Alloha (KANAKA) A New Century Public Charter School

SY 21-22 Strive HI: Charter School Math Proficiency



*Charter School with suppressed proficiency data were not included in the chart above: Hakipu'u Academy, Ke Ana La'ahana Public Charter School, and Ke Kula Niihau O Kekaha Learning Center

SY 21-22 Strive HI: Charter School Science Proficiency



*Charter School(s) with suppressed proficiency data were not included in the chart above: Hakipu'u Academy, Ke Kula Niihau O Kekaha Learning Center and Kula Aupuni Niihau A Kahelelani Alloha (KANAKA) A New Century Public Charter School

c. Financial Performance

i. Financial Performance Framework (FPF)

The FPF incorporated a risk-based assessment to measure financial performance for Hawai'i charter schools. Utilizing this method of assessment, the Commission was better able to assess the potential risk of fiscal insolvency for each school using a balanced weighted formula that incorporated six fiscal measures.

ii. Overall Evaluation of Financial Performance

The results of the risk assessment show a measure of fiscal stability within the charter school system as no charter schools received a "High" or "Significant" risk rating in school year 2021-2022. Fifteen (15) charters were assessed a risk of "Low", the optimal measure of risk for this assessment. Another nineteen (19) schools received a risk rating of "Acceptable" and appear to have a solid fiscal foundation for sustainability. Three (3) schools received a risk rating of "Moderate" for the school year 2021-22.

d. Organizational Performance

i. Organizational Performance Framework (OPF)

The Performance Framework serves as the means by which the Commission addresses one of an authorizer's core responsibilities: protecting the public interest. The OPF articulates and reminds charter schools that they are to meet all applicable federal, state, local laws and regulations, as well as contractual requirements at all times for the duration of the Charter Contract.

ii. Overall Evaluation of Organizational Performance

Guided by Performance indicators, measures, and metrics, the Commission is able to evaluate and assess the performance of each Public Charter School under the framework by:

1. Reviewing a Public Charter School's compliance with federal, state, local laws, and regulations;
2. Conducting at least one school site visit during the term of the Charter Contract;
3. Requiring submission of documentation verifying compliance through the Kuleana Portal, the Commission's online compliance management system; and
4. Reporting annually on the School's fulfillment of compliance requirements included within this framework;
5. Reviewing the Charter Contract for evidence of compliance with contractual requirements.

When a Performance evaluation indicates a Charter School is unable to comply with statutory and contractual requirements, the school becomes subject to the Intervention Protocol of the Charter Contract which may result in corrective action up to and including the revocation of the Charter Contract.

Through performance evaluation and compliance monitoring, for the 2021 - 2022 school year, the Organizational Performance Framework monitored the following required submissions through the Kuleana Portal to verify compliance by each Charter School:

1. List of Key School Employees/Contacts
2. Uniform Information Practices Act: Annual Log and Semi-Annual Summary Log
3. Governing Board Membership Roster
4. Student Admission Packet Material for Upcoming Student Application Period
5. Annual Fire Inspection Report
6. Assurance of Compliance Statement (only applicable to Charter School under Contract 3.0)
7. Annual Budget
8. Disaggregated Data (Only for SPCSC Online Virtual and Blended Learning Programs)
9. Quarterly Financial Statements FY 2021 - 2022
10. Annual Financial Audit FY 2021 - 2022
11. School Year Calendar
12. Student Enrollment Projections SY 2022 - 2023



VII. Portfolio Status

The status of the authorizer's public charter school portfolio, identifying all public charter schools and applicants in each of the following categories: approved (but not yet open), approved (but withdrawn), not approved, operating, renewed, transferred, revoked, not renewed, or voluntarily closed.

When the Commission first began operating in 2012, all charter schools were given a one-year contract for the 2013-2014 school year. This gave the Commission an opportunity to make any necessary revisions to the Charter Contract and Performance Framework before adopting the first multi-year Charter Contracts, whose terms were from school years 2014-2015 through 2016-2017.

All schools whose charter contracts expired on June 30, 2017, underwent the Commission's contract renewal process during the school year 2017-2018 and all were awarded new contracts varying in length from two to five years. The duration of each of the contracts were determined based on each charter school's performance during the previous contract, which had a three-year term from July 1, 2014, to June 30, 2017. Under the terms of the contracts that expired on June 30, 2017, a charter school that achieved high levels of performance under the Performance Framework was eligible for an automatic two-year extension and was not required to undergo the Commission's contract renewal process. Newly authorized charter schools currently receive a five-year contract.

There are presently 37 public charter schools operating in the State of Hawai'i. At the end of the 2020-2021 school year, the Commission and 13 schools executed a new five 5-year contract, which included a new Performance Framework. Of the remaining 24 schools in the portfolio, 23 schools have Charter Contracts ending on June 30, 2023 and will be undergoing the renewal process. The one remaining school's Charter Contract ends on June 30, 2024.

Two additional Charter School Applicants were approved during the 2020 Request For Proposals (RFP), carried out in 2022 due to delays caused by the pandemic.

Table 2: Status of Charter Schools and Applicants in State Public Charter School Commission's Portfolio School Year 2021-2022

Table 2 Status of Charter Schools and Applicants in State Public Charter School Commission's Portfolio School Year 2021-2022	Status ^{xiii}
Alaka'i O Kaua'i Public Charter School	Operating
Connections Public Charter School	Operating
DreamHouse 'Ewa Beach	Operating
Hakipu'u Academy	Operating
Hālau Kū Māna Public Charter School	Operating
Hawai'i Academy of Arts & Science Public Charter School	Operating
Hawai'i Technology Academy	Operating
Innovations Public Charter School	Operating
Ka 'Umeke Kā'eo	Operating
Ka Waihona o ka Na'auao Public Charter School	Operating
Kamaile Academy, PCS	Operating
Kamalani Academy	Operating
Kanu o ka 'Āina New Century Public Charter School	Operating
Kanuikapono Public Charter School	Operating
Ka'ōhao Public Charter School	Operating
The Kapolei Charter School by Goodwill Hawaii	Operating
Kawaikini New Century Public Charter School	Operating
Ke Ana La'ahana Public Charter School	Operating
Ke Kula Niihau O Kekaha Learning Center	Operating
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Operating
Ke Kula 'o Samuel M. Kamakau, LPCS	Operating
Kihei Charter School	Operating
Kona Pacific Public Charter School	Operating
Kua o ka Lā New Century Public Charter School	Operating
Kualapu'u School: A Public Conversion Charter	Operating
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Operating
Laupāhoehoe Community Public Charter School	Operating
Mālama Honua Public Charter School	Operating
Myron B. Thompson Academy	Operating
Nā Wai Ola Public Charter School	Operating
SEEQS: the School for Examining Essential Questions of Sustainability	Operating
University Laboratory School	Operating
The Volcano School of Arts & Sciences	Operating

Table 2 Status of Charter Schools and Applicants in State Public Charter School Commission's Portfolio School Year 2021-2022	Status ^{xiii}
Voyager: A Public Charter School	Operating
Wai'ālae Elementary Public Charter School	Operating
Waimea Middle Public Conversion Charter School	Operating
West Hawai'i Explorations Academy	Operating
Kūlia Academy	Approved applicant but not open
Namahana School	Approved applicant but not open
Lima No'eau Career Academy	Not approved applicant
Maui Academy of Arts and Sciences	Not approved applicant



VIII. Authorizing Functions Provided to Charter Schools

The authorizing functions provided by the authorizer to the public charter schools under its purview, including the authorizer's operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles.

a. Authorizing Functions

Pursuant to statute, HRS, Section 302D-5(a), authorizers are charged with a number of essential powers and duties, specifically:

- Soliciting and evaluating charter applications;
- Approving quality charter applications that meet identified educational needs and promoting a diversity of educational choices;
- Declining to approve weak or inadequate charter applications;
- Negotiating and executing sound Charter Contracts with each approved applicant and with existing public charter schools;
- In accordance with Charter Contract terms, monitoring the performance and legal compliance of public charter schools; and
- Determining whether each Charter Contract merits renewal, nonrenewal, or revocation.

On October 28, 2021, due to the impacts of the COVID-19 disruptions to learning, the Commission extended the charter school contracts by one year for the 12 schools whose contracts were ending on June 30, 2022 to allow the Commission more time to work and consult with charter schools to study charter school assessment practices and provide recommendations on the implementation of assessment practices beyond the State Smarter Balanced assessment: 1) under current conditions; and 2) on a long term basis.

On June 10, 2021, the Commission entered into new five-year charter contracts with 13 charter schools that included a new Performance Framework. This new charter contract is referred to as Contract 4.0.

On November 19, 2016, the Commission approved a renewal process, criteria, application, and guidance, for schools that have a charter contract. This renewal process resulted in charter schools entering into the Commission's first multi-year contract to begin on July 1, 2017. The renewal process was completed well into the second contract term due to the fact that the Charter Contract was negotiated at the end of the 2013-2014 school year and there was not a renewal of the previous one-year Charter Contract.

During the 2013-2014 school year, the Commission went through a charter school application cycle during which it solicited and evaluated charter applications, approved one quality charter application, and declined weaker charter applications. It also began monitoring charter schools during the 2013-2014 school year for organizational and financial compliance. Academic monitoring was not in place during the 2013-2014 school year because the Academic Performance Framework was not approved until the end of the 2013-2014 school year. The Commission continues to solicit and evaluate charter applications and monitor charter schools to ensure compliance with the Academic, Organizational, and Financial performance frameworks.

The Commission, as an authorizer, is also statutorily charged with:

- Acting as the point of contact between the DOE and charter schools;
- Being responsible for and ensuring the compliance of a charter school with all applicable state and federal laws, including reporting requirements;
- Being responsible for the receipt of applicable federal funds from DOE and the distribution of funds to the charter schools; and
- Being responsible for the receipt and distribution of per-pupil funding from the State Department of Budget and Finance.

In addition to fulfilling its statutorily charged duties, the Commission also provides administrative assistance to the charter schools including: human resources support for schools that do not purchase payroll and human resources services from DOE; federal program support; serving as the point of contact and conduit of data and information between Charter Schools and other State agencies (such as the Department of Human Resources Development, the Hawai'i Employees' Retirement System, and the Hawai'i Employer-Union Health Benefits Trust Fund); serving as the point of contact for charter school sector-wide issues relating to unions; and relaying information to all public charter schools on required accountability data information systems, among other functions.

With the advent of the COVID-19 pandemic additional areas of support for public charter schools became more apparent especially in access to Health Programs and Services as well as Safety Programs and Training available to Department public schools but not to public charter schools. The Commission, in its liaison function, as well as in advocacy for the charter system, has been working to connect our schools with the requisite state departments and/or agencies, so that all public school students have equitable access for these vital foundational services and programs.

The Commission continues to evaluate these functions with an eye towards determining whether and to what degree any of these functions should be distinct from the Commission's role as authorizer. The Commission has continued to provide many non-authorizing functions to the charter schools, such as payroll, federal funding pass-through, and human resources support so that charter schools could continue to operate seamlessly without additional costs. The Commission continues to explore ways to ensure that schools or other third parties can assume some of these necessary non-authorizer functions.

b. Authorizer’s Operating Costs and Expenses

Total operating costs and expenses cover a range of services, as required by statute, to support the Commission in its role as the only authorizer in the State of Hawai‘i. For fiscal year 2021-2022, the Hawai‘i State Legislature appropriated about \$1.7 million in general funds to the Commission.

During fiscal year 2021-2022, the Commission’s operating costs, primarily supported with general funds and federal funds provided through a Memorandum of Understanding with the Hawai‘i Department of Education, totaled approximately \$2.3 million.

The Commission’s audit report was prepared by CW and Associates, Certified Public Accountants, and is attached as Appendix E.

c. Authorizer Services Purchased by Charter Schools

The services purchased from the authorizer by the public charter schools under its purview.

No services were purchased from the Commission by charter schools in the 2021-2022 fiscal year.

d. Federal Funds

A line-item breakdown of the federal funds received by the department and distributed by the authorizer to public charter schools under its control. Any concerns regarding equity and recommendations to improve access to and distribution of federal funds to public charter schools.

Since July 1, 2013, the Commission staff has been responsible for receiving and distributing federal funds to charter schools. The Commission serves as a pass through entity allocating federal funds from the DOE to charter schools. The following table sets forth the federal funds that the Commission disbursed to the schools for the 2021-2022 fiscal year.

Table 3 Federal Fund Allocations and Expenditures for Charter Schools

Table 3: Federal Fund Allocations and Expenditures for Charter Schools			
Federal Program ^{xiv}	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2021-2022	Amount Provided to Charter Schools in FY 2021-2022
Migrant Education State Grant Program	To support education programs that address the needs of migratory children. Distribution made based on a percentage formula incorporating at-risk factors and number of migrant students at each school.	\$49,771	\$49,771

Table 3: Federal Fund Allocations and Expenditures for Charter Schools

	To provide financial assistance to local education agencies affected by Federal presence. Distribution based on proportion of total public school enrollment.	\$3,264,946	\$3,264,946
	To improve students' academic achievement by increasing the capacity of states, local educational agencies (LEAs), school, and local communities to provide students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students.	\$386,000	\$386,000
	To provide financial assistance to local education agencies affected by military presence. Distribution based on proportion of total public school enrollment.	\$442,823	\$442,823
	To support all homeless children so that they have equal access to free and appropriate public education. Funds support staffing for personnel that provide technical assistance to various groups. Distribution is based on the cost of a homeless liaison position and related expenses.	\$18,875	_ ^{xv}
	To help disadvantaged students enrolled in schools with the highest concentrations of poverty to meet the same high standards expected of all students. Distribution made to only schools with 47.2% or more students receiving free or reduced-price meals. Distribution to these schools based on Title 1 formula using number of students eligible for free or reduced-price meals, multiplied by the per-pupil funding amount for the school's county.	\$3,484,791	\$3,080,659

Table 3: Federal Fund Allocations and Expenditures for Charter Schools

Federal Program ^{xiv}	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2021-2022	Amount Provided to Charter Schools in FY 2021-2022
Improving Teacher Quality State Grants- Title II, Part A	To improve teacher and principal quality and increase the number of highly qualified teachers in the classroom. Distribution based on an approved Title 2A Highly Qualified Plan.	\$198,242	\$198,242
English Language Acquisition State Grants	To supplement efforts to improve the education of limited English proficient students. Distribution based on the number of English language learners enrolled in schools after submission and approval of Title 3 written plans.	\$6,000	_xvi
Special Education Grants to State	To provide financial assistance to state education agencies to assist in the provision of special education services as determined by IDEA and ESSA.	\$60,612	\$60,612
Migrant Education Consortium Incentive Grants	To provide financial incentives to state education agencies to improve the interstate or intrastate coordination of migrant education programs by addressing key needs of migratory children who have their education interrupted.	\$1,800	\$1,800
Nita M. Lowey 21st Century Community Learning Centers	To support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children.	\$5,297	\$5,297
COVID-19: American Rescue Plan Elementary and Secondary School Emergency Relief Fund	To support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus pandemic.	\$2,379,298	\$2,379,298
UPLINK Middle School Program	To provide a middle school after-school program for grades 6-8 that services and proactively prevents middle school students from engaging in risky behaviors during the late afternoons when schools are not in session.	\$24,997	\$24,997

Federal Program ^{xiv}	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2021-2022	Amount Provided to Charter Schools in FY 2021-2022
TOTAL		\$10,323,452	\$9,894,445

e. Equity Concerns and Access and Distribution Recommendations

The Commission continues to collaborate and engage with multiple state agencies, such as the State Departments of Budget and Finance, Accounting and General Services, and HIDOE, on overcoming the inefficiencies and difficulties found by both the Commission and charter schools within the various components of the overall state accounting system and structure.

This past year, the Commission has appreciated the efforts of the HIDOE in ensuring that Commission staff was included in all applicable training sessions related to the roll-out of the HIDOE’s updated financial management system. This updated system has resulted in less cumbersome processes and procedures for the receipt and distribution of funds to charter schools that are provided by the HIDOE.

The Commission also continues to collaborate with the HIDOE on disbursement and monitoring of funding provided by the federal government through the American Rescue Plan Elementary and Secondary School Emergency Relief (ESSER III- ARP) Fund. Commission staff has worked closely with HIDOE staff on administering the reimbursement process implemented to actively monitor and account for the use of ESSER III-ARP funds.

Additionally, equity in access to Health Services and Programs currently available to HIDOE school students but not fully to public charter school students is an issue that must be further examined and addressed. The Commission is deeply grateful to the Department of Health for proactively working to ensure that public charter schools are included in the provision of health services and programs made available to department public school students. Access to Safety Programs and training continue to be an area that the Commission is working on to ensure that our public charter schools have access to these necessary and foundational services. This is an area of need in terms of awareness and support for funding.



IX. Information requested by the Board of Education

The Board of Education requested a summary of any actions that the Commission took during the year to address the findings in the Board’s performance evaluation report of the Commission through implementation of the Commission’s continuous improvement plans.

Throughout 2021-2022, the Commission and its staff worked to implement the Revised Strategic Plan. The Commission has already addressed the following Performance Measures:

Performance Measure	Narrative description or list of actions identifying the findings addressed
<p>A.1: Authorizer Mission Does the authorizer have a clear and compelling mission for charter school authorizing that aligns with, supports, and advances the intent of law and purpose of charter schools?</p>	<p>On September 23, 2022, the Commission completed and adopted its revised Strategic Plan that includes a revised Mission.</p>
<p>A.2: Strategic Vision and Organizational Goals Does the authorizer have and evaluate its work against its comprehensive long-term strategic vision for charter school authorizing with clear organizational goals and timeframes for achievement that align with, support, and advance the intent of law and the purpose of charter schools?</p>	<p>On September 23, 2022, the Commission completed and adopted its revised Strategic Plan that includes a revised Mission and Vision, including defined Goals and Strategies to achieve the Mission and Vision, along with annual Milestones and Actions, as well as measures of success aligned with it’s budgetary measures of success.</p>
<p>A.7: Self-Evaluation of Capacity, Infrastructure, and Practices To what degree does the authorizer regularly self-evaluate its internal ability (capacity, infrastructure, and practices) to oversee the portfolio of charter schools and develops</p>	<p>On April 1, 2022, the Commission took action to initiate a performance review by the National Association of Charter School Authorizers.</p>

Performance Measure	Narrative description or list of actions identifying the findings addressed
continuous improvement plans to address findings of self-evaluation?	



X. Conclusion

In 2021-2022, the Commission and its 37 public charter schools largely returned to a more normalized school year with some lingering cases of COVID-19 occasionally affecting schools and disrupting teaching and learning. However, the public charter schools as a whole mirrored the broader public school system with some schools showing lower student proficiency in most of the areas of assessment, however, there are a number of schools that demonstrated incredible gains despite all of the challenges of the last few years. For example, about 20% of the schools in the portfolio met/exceeded both the State and Charter school proficiency rates in both math and language arts. These bright spots evidence the persistence and hard work of the schools no matter the challenges. As a whole the charter schools are represented in all three categories: those exceeding the state average, those at or near the state average, and those far below the state average.

a. Commission’s Priorities for the 2022-2023 School Year

- i. Continue to implement and effectuate the Commission’s Revised Strategic Plan

Guided by the Revised Strategic Plan and the Milestones for the 2022-2023 school year, the Commission will be focused on the following:

Goal 1

- Revise, Align, and approve a new Applications Process. to the definitions and diverse educational options in its portfolio;
- Continue to revise the definitions and diverse educational options in its portfolio

Goal 2

- Implement the data monitoring system; and
- Adopt and implement a decision-making framework; and
- Revise for continuous improvement through data informed inquiry process

Goal 3

- Implement the data informed inquiry process and System; and
- Communicate the findings from the Data informed inquiry process through our communication system

The Commission and its staff will continue to exercise the authorizer functions of oversight and accountability, while guiding schools to compliance with their charter contracts and the Commission's performance expectations. In all of its operations and functions, the revised strategic plan encompasses an inquiry process and ongoing continuous improvement of its work.

ii. Contract 4.0 and the new Performance Framework

Charter Contract 4.0, adopted by the Commission at the end of the 2020-2021 school year, established a new Performance Framework. Presently there are 13 schools completing year one of this new contract. While the organizational and financial frameworks are aligned to the previous contract version, the APF is markedly different.

The APF outlines the measures by which the academic programs of the schools are monitored and evaluated. There are three new focal areas of the APF Contract 4.0: mission-alignment, a comparative indicator, and a site-specific measurement option. The State standardized testing data rounds out the multiple measures outlined in the APF. The core of the new APF places the school's mission as stated in their contract at the center of their academic performance. A mission-aligned indicator measures the extent to which the school is implementing its mission and vision. Schools self-report their level of mission alignment from simple articulation in the school setting, to articulation of units and lessons (curriculum, instruction, and assessment), and ultimately demonstrating the mission in yearlong curriculum units, lessons, and assessments. There are two additional and optional measures in APF 4.0. Schools may report on their performance in comparison to complex areas, complexes, or the charter portfolio of 37 schools. Schools may also choose to report on site-relevant diagnostics that depict student achievement/growth at critical points throughout the year.

To perform as laboratories of innovation, the schools design programs and curriculum, and inform their work through multiple assessments that align to the mission to carry forth the wisdom, culture, and values of their collective community. Ultimately Contract 4.0 APF puts the school's mission at the center of the work they do each day to meet the needs of the communities they serve.

iii. Early Learning and a P-3 System in Charter Schools

With the conclusion of the federal prekindergarten grant, 11 public charter schools established 17 public charter school classrooms across the state, ensuring that our youngest learners begin their life-long learning journey with a strong foundation. This investment by the federal government was followed by the state's commitment to a high-quality public early learning system by the enactment of Act 276, Session Laws of Hawai'i 2019. The state's commitment resulted in the first state-funded prekindergarten classrooms in charter schools and the initiation of a prekindergarten to grade 3 (P-3) continuum of learning, which are key components of the Commission's portfolio strategy. In school year

2020-2021, Act 46 SLH 2020, moved the administrative authority of the public prekindergarten programs in charter schools to the Commission. The high quality of components as identified in the previous years remained, while expanding eligibility by allowing children who are three- and four-years-old by July 31 to be eligible for the program.

Through state funding, the Commission is working with charter schools to strengthen and/or refine their P-3 learning system that is designed to build foundational learning for its students and future improvements in student outcomes. While there are multiple facets of P-3 alignment, the Commission is supporting schools that requested support to build or refine effective instructional practices that promote student engagement and learning across the prekindergarten to grade three spectrums.

This has led to the partnership with a consultant and researchers associated with the Harvard Project Zero Graduate School of Education. This project, The Thinking Classroom Hawai'i, is in its third year of implementation. The vision of this project is to build on the instructional practices of our charter schools, as a system-building P-3 approach, to sustain and grow school-wide cultures of thinking and learning across all classrooms. The Commission and The Thinking Classroom Hawai'i project strives toward a strong charter school community that is grounded in high-quality instruction and thinking practices. The Commission and its partnered public charter schools of The Thinking Classroom Hawai'i are working collaboratively to refine and build upon the instructional practices of our classrooms. Ultimately, the goal is to improve student outcomes by creating cultures of deep thinking and understanding that promote lifelong learning.

- iv. Federal Programs: Titles 1, 2, and 4; Comprehensive Support and Improvement (CSI); and Targeted Support and Improvement (TSI)

The Commission's Federal Programs Team (FPT) will support 23 of the 37 charter schools in school year 2022-2023. Title 1 funds are designated for schools at which 47.2% or more of the total student population is eligible for free or reduced-price meals. In addition, five of the 23 supported schools will receive CSI funds.

During the 2022-2023 school year, FPT will continue to assist charter schools with their comprehensive needs assessments (CNA) and comprehensive academic plans (CAP). Schools will have learning outcomes that clearly align their CNA and CAP with their contract's mission and vision statements. FPT will continue its professional development program that is designed to strengthen each school's identity and alignment with its mission and vision. FPT is utilizing an Inquiry Approach to assist in improvement, implementation, and impact.

FPT will be continuing sessions on data visualization, outcome-centered learning, cultural sustainability, visual design, and spiral inquiry. A unique approach to professional development is used to work collaboratively with all professional development providers in a holistic approach to addressing the foundational needs of the schools. Monthly collaborative meetings are held with all professional development providers and the FPT staff to ensure that relevant and deep learning is at the forefront. CNAs for non-exiting CSI schools will be developed through this collaborative approach. A unique professional development plan will be implemented for each non-exiting CSI school.

The figure below illustrates the framework the FPT employs when they provide technical assistance to our schools that access Federal funds. The Commission’s FPT is determined to support schools in developing and executing plans for utilizing their federal funds that are centered on impacting student outcomes in a positive way.



Frame

The essential focus of the Charter Schools is framed in the following three goals: expression of one’s identity, building of experiences for all, and demonstrating positive outcomes. The action for each goal is set to provide and sustain growth for all learners, student and adult, in all educational settings. Forthwith, all references to “learners” includes all students, teachers, and staff in the school setting. Imperative to this frame is a focus on quality experiences that will expand with and through time, and that serve to sustain the culture within which we are all educated.

XI. Glossary of Key Terms

Term	Definition
Academic Performance Framework (APF)	The framework used by the Commission to assess the academic performance of charter schools.
Act 130	Act 130 of the 2012 Session Laws of Hawai‘i, which established the Commission as the state’s only charter school authorizer.
Act 276	Act 276 of the 2019 Session Laws of Hawai‘i, which provided state funding for prekindergarten programs in charter schools and placed all public prekindergarten programs, including those in charter schools, under the administrative authority of the Executive Office on Early Learning.
Act 46	Act 46 of the 2020 Session Laws of Hawai‘i, which expanded the eligibility of state-funded prekindergarten programs to children who are three- and four-years-old by July 31, regardless of family income or categorical priority status, and moved the administrative authority of the public pre-K programs in charter schools from the Executive Office on Early Learning to the Commission. Act 46 was updated by Act 210 of the 2021 Session Laws of Hawai‘i
Act 210	Act 210 of the Sessions Laws of Hawai‘i 2021, updates Act 46, and assigns and codifies the law into Hawai‘i Revised Statute §302D-39.
B&F	Hawai‘i Department of Budget and Finance
Blended learning	An educational model that delivers instruction in both an online environment and a “brick-and-mortar” setting.
BOE	Hawai‘i State Board of Education
Charter Contract	State Public Charter School Contract, a contract between the Commission and a charter school’s governing board.
Commission	State Public Charter School Commission
DAGS	Hawai‘i Department of Accounting and General Services
HIDOE	Hawai‘i State Department of Education
English learners / EL	A student subgroup that is made up of students with limited English proficiency.
ESEA	Federal Elementary and Secondary Education Act of 1964
ESSA	Federal Every Student Succeeds Act of 2015
FERPA	Federal Family Educational Rights and Privacy Act, a federal law that protects the privacy of student education records and applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
Financial Performance Framework (FPF)	The framework used by the Commission to assess the financial performance of charter schools.
FRL	Students who qualify for free and reduced-price meals under the National School Lunch Program.

Term	Definition
High needs students	Students who are in one or more of the DOE’s designated high need student subgroups: students eligible for free or reduced-price meals, Special Education students, and English learners.
HRS	Hawai‘i Revised Statutes
Hawai‘i State Alternate Assessment / HSA-Alt	A system of assessments for students with significant cognitive disabilities who participate in a school curriculum that includes academic instruction as well as functional life skills.
Hawai‘i State Science Assessments / HSA Science	A standardized assessment for science that is administered to students in grades 4 and 8 who are enrolled at English medium public schools statewide.
IDEA	Federal Individuals with Disabilities Education Act
Kaipuni Assessment of Educational Outcomes / KĀ‘EO	A standardized assessment for Hawaiian language arts, math, and science that is administered to students in grades 3 to 8 who are enrolled at Kaipuni (Hawaiian immersion/medium) schools statewide.
MGP	Median student growth percentile, which is used to compare students’ performance on statewide assessments to that of their academic peers.
NACSA	National Association of Charter School Authorizers
NCLB	No Child Left Behind
Non-high needs students	Students who are not classified as “high needs students” (see definition above).
Organizational Performance Framework (OPF)	The framework used by the Commission to assess the organizational performance of charter schools.
P-3	Preschool to grade 3
Performance Framework	The Commission’s accountability system, consisting of the Academic, Financial, and Organizational Performance Frameworks.
PPE	Personal protective equipment
Pre-K	Prekindergarten
SLH	Session Laws of Hawai‘i
Smarter Balanced Assessment / SBA	A standardized assessment for English language arts/literacy and math that is administered to students in grades 3 to 8 and 11 who are enrolled at English medium public schools statewide.
SPED	Students who receive special education services
Strive HI	Strive HI Performance System, the DOE’s accountability and improvement system that is applied to all Hawai‘i public schools, including charter schools.
Value Added measure	Measures whose purpose is to capture the work that a charter school is doing to impact student academic performance through mission-aligned initiatives.
Virtual learning	An educational model that delivers instruction exclusively in an online environment rather than in a “brick-and-mortar” setting.

XII. Data in Appendix Tables

The school-level results for the Strive HI measures included in this report are presented in Appendix B. It is important to note that, for any one of the following reasons, these tables do not always include data for all 37 charter schools in operation during the 2021-2022 school year.

a. Suppressed Data

The Federal Family Educational Rights and Privacy Act (FERPA), which protects the privacy of students and families, regulates the disclosure of student information by schools and educational institutions that receive federal education funds and requires the suppression of data that may be used to publicly identify individual students.

In order to comply with this requirement and protect the confidentiality of the charter school students whose data are presented in this report, the Commission follows these data suppression guidelines:

1. Whenever the sample size (also referred to as “n-size”) of a reported group of students is smaller than 11, the data are not included in the table and are instead replaced with “Suppressed”.

Rationale: When data represent a small number of students, it is more likely that the students in the group may be identified, so these data are excluded from public reporting as a precaution.

2. For School Year 2021-2022 data, to align with HIDOE reporting, whenever a reported percentage is at 0%, the data is masked as “Suppressed”.
3. For past school years, whenever a reported percentage is at or near 0%, the data are masked as follows:
 - If a school’s data are in the range of 95% to 100%, the actual data are replaced with “(95-100%)” in the data table.
 - If a school’s data are in the range of 0% to 5%, the actual data are replaced with “(0-5%)” in the data table.

Rationale: Percentages at the extreme ends of the spectrum (i.e., 100% and 0%) effectively reveal the performance of all students in a reported group. For example, if 100% of the tested students at a school met the standard on an assessment, then reporting this figure discloses the performance of all tested students at the school.

In order to protect students’ privacy, the Commission does not publicly report results that are either 100% or 0%; however, rather than completely suppress the data, the Commission has chosen to mask the data so that it may provide a general indication of school performance while still maintaining students’ privacy.

In addition, rather than follow the practice of “blanket suppression,” which calls for the suppression of a school’s results on all measures if the results for at least one measure are suppressed, the Commission has elected to apply its suppression rules to each measure

individually and has only suppressed data when needed. For this reason, the schools whose data are suppressed in this report varies from table to table.

b. Unavailable Data

Data may not be available for a charter school for one of the following reasons:

- For school year 2019-2020, statewide assessments were canceled due to the impact of COVID-19, so data are not available for the Strive HI academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics, which are also used for the APF.
- The measure did not apply to the school. For example, as described in the “Readiness” section, there are different college and career readiness measures for each grade division; thus, the high school readiness measures do not apply to schools that only have elementary and/or middle school divisions.
- There were no students in a particular group at a school and, therefore, data were not generated. For example, if a school did not have any non-high needs students, there would be no data for the non-high needs ELA/HLA and math proficiency rate measures.

Please refer to Section XIII (Legend for Appendix Tables) for more details and examples.

c. Data Pooled

For school year 2021-2022, when sample sizes (n-sizes) are too small to be considered reliable, multiple years of data are “pooled” together and treated as one year’s worth of data. For the following Strive HI measures, if the current year’s n-size is fewer than 11 students, then the current year’s data will be pooled with the data from the previous one or two years until the size of the group reaches 11 students. If, after pooling the data for these three years, an n-size of 11 students still has not been reached, then the data are suppressed. Note: prior years n-size was 20 students.

Achievement:

- Proficiency in English language arts/literacy (ELA) or Hawaiian language arts (HLA)
- Proficiency in math

Growth:

- Growth in ELA/HLA
- Growth in math
- Readiness:
 - Chronic absenteeism
 - Four-year graduation rate

For all other Strive HI measures, the data are not pooled and are only publicly reported if the n-size is 11 or more students for a given school year.

XIII. Legend for Appendix Tables

Term/Symbol	Definition and Explanation
(95-100%)	<p>Replaces all data in the range of 95% to 100%.</p> <p>Reason: Reporting school results of 100% would effectively reveal the performance of all students in the reported group, so, in order to protect students’ privacy, the Commission masks these data by providing a performance range.</p> <p>Applies to past school years data.</p>
(0-5%)	<p>Replaces all data in the range of 0% to 5%.</p> <p>Reason: Reporting school results of 0% would effectively reveal the performance of all students in the reported group, so, in order to protect students’ privacy, the Commission masks these data by providing a performance range.</p> <p>Applies to past school years data.</p>
Suppressed	<p>The data have been suppressed because the sample size (“n size”) is less than the minimum threshold required by the Hawai‘i Department of Education for public reports (less than 11 students for school year 2021-2022 onward).</p>
Not available	<p>The measure applies to the school, but there are no data to report.</p> <p>Examples:</p> <p>For school year 2019-2020, statewide assessments were cancelled due to the impact of COVID-19, so data are not available for certain academic metrics.</p> <p>A school served all tested grade levels, but did not have any English learners that year, so the school did not have English learner proficiency data to report.</p> <p>The number of tested non-high needs students at a school was less than 11, so neither the proficiency rate of non-high needs students nor the achievement gap was calculated for the school.</p>
Does not apply	<p>The measure does not apply to the school.</p> <p>Examples:</p> <p>An elementary school does not serve grade 12, so the four-year graduation rate measure does not apply to the school.</p> <p>The Kaiapuni Assessment of Educational Outcomes (the Hawaiian language statewide assessment) is only administered at Kaiapuni schools, so the growth measure for this assessment does not apply to English medium schools.</p>
Not open	<p>The school was not open in the given school year.</p>

XIV. Appendices

Appendix A: Performance Frameworks – Individual School Performance Summaries

Appendix B: Charter School Academic Performance Data for School Years 2018-2019, 2019-2020, 2020-2021, and 2021-2022

Appendix C: Charter School Financial Performance Framework Data for School Years 2018-2019, 2019-2020, 2020-2021, and 2021-2022

Appendix D: Charter School Organizational Performance Framework Data for School Years 2018-2019, 2019-2020, 2020-2021, and 2021-2022

Appendix E: Hawai‘i State Public Charter School Commission Annual Audit Report for Fiscal Year 2021-2022

- a. **Appendix A: Performance Frameworks – Individual School Performance Summaries**

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	N/A	46%	N/A
ELA	N/A	72%	N/A
Science	N/A	70%	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	N/A	33	N/A
ELA	N/A	63	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
N/A	42%	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	N/A	31%	N/A
ELA	N/A	59%	N/A

II. Value Added

Value Added	
Status:	Not available

N/A = Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Alaka'i O Kaua'i Public Charter School

$(4 \times 0.10) + (1 \times 0.35) + (4 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.60$

$0.40 + 0.35 + 0.40 + 0.10 + 0.25 + 0.10 = 1.60 \text{ (Rounded)} = 2$

Final Fiscal Year 2021-22 Risk Assessment: **Acceptable**

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	46%-55%	12%	Did not meet
ELA	60%-69%	31%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56-62	44	Did not meet
ELA	55-58	41	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% - 15%	45% ¹	Did not meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
75%-86%	58%	Did not meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
62% - 71%	29%	Did not meet

¹ In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Connections Public Charter School

School Year 2021-2022

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	43% - 52%	7%	Did not meet
ELA	57% - 66%	27%	Did not meet

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework**Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula**

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Connections Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.10$$

$$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.10 = 1.10 \text{ (Rounded)} = 1$$

Final Fiscal Year 2021-22 Risk Assessment: Low

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	N/A	12%	N/A
ELA	N/A	32%	N/A
Science	N/A	5%	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	N/A	24	N/A
ELA	N/A	38	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
N/A	19%	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	N/A	6%	N/A
ELA	N/A	14%	N/A

II. Value Added

Value Added	
Status:	Not available

N/A = Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

DreamHouse 'Ewa Beach

$(5 \times 0.10) + (1 \times 0.35) + (4 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.70$

$0.50 + 0.35 + 0.40 + 0.10 + 0.25 + 0.10 = 1.70 \text{ (Rounded)} = 2$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Academic Performance Framework

For further information on the Academic Performance Framework, please click [here](#)ⁱ.

ANNUAL ACADEMIC PERFORMANCE FRAMEWORK

2 Required Indicators (100 points) and 2 Supplemental Indicators (15 additional points)

Total Points	62/73 ¹
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Indicator 1. Mission Aligned Initiative (MAI) (maximum 30 points)

1 (A) The school is implementing its mission and vision based on its mission statement.
(maximum 20 points)

The school self-rates their progress for the year and provides documentation to support their rating. The documentation is reviewed and confirmed after submitted.

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score (20)
Mission Alignment to Student Success School process includes:	Articulation of school mission/vision ²	Articulation of units/ lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision	Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision	10

MAI Narrative 1,000-word limit Submission (maximum 10 points)

1 (B) Share what you have done as a school to meet your mission.
No narrative submitted.

The documentation of mission alignment in 1(A) is analyzed and a narrative is submitted to validate the school's progress for the year.

¹ The School will be deemed to have met its goals and academic achievement expectations for Charter review and renewal if the School has earned no less than an average of 73 points during the first four years of this Charter Contract. The annual APF is based on a 100-point scale with the possibility of an additional 15 supplemental points.

² Link(s) to self-reported documents: no documents submitted

Measure	Approaches	Practices	Ingrained	Score (10)
<ul style="list-style-type: none"> The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress 				0

Indicator 2. Standardized Assessments - Strive HI (maximum 70 points)

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Absolute Achievement: <i>Student performance at a single point in time.</i>	ELA (52%)	3 - 8, 11	20%	Does Not Meet	4
Absolute Achievement: <i>Student performance at a single point in time.</i>	Math (38%)	3 - 8, 11	Suppressed	Does Not Meet	4
Absolute Achievement: <i>Student performance at a single point in time.</i>	Science (40%)	4, 8, EOC Bio	Suppressed	Does Not Meet	4
Growth - Median SGP: <i>Improvement over time on a particular assessment.</i>	ELA (50)	3 - 8, 11	29	Does Not Meet	4
Growth - Median SGP: <i>Improvement over time on a particular assessment.</i>	Math (50)	3 - 8, 11	29	Does Not Meet	4
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs</i>	ELA (34)	3 - 8, 11	Suppressed	Does Not Meet	4

Hakipu'u Academy

School Year 2021-2022

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
<i>and non-high needs students.</i>					
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs students.</i>	Math (29)	3 - 8, 11	Suppressed	Does Not Meet	4
Post-Secondary Readiness: <i>Percentage of students reading at, or near grade level, and/or promotion rate, depending on grade level.</i>	On-time promotion rate (89%)	9	91%	Meets/Exceeds	7
Chronic Absenteeism: <i>Based on the number of students absent (excused / unexcused) for fifteen (15) or more days during the Full School Year (FSY) period.</i>	(37%)	Grade levels served by school	16%	Meets/Exceeds	7
School Climate: <i>Percentage of students who feel positive about their school (Data from State's accountability system)</i>	(59% secondary)	Secondary	62% secondary	Meets/Exceeds	7

Total Score 49

Indicator 3. Comparative Performance (Supplemental 6 Points)

Provides an opportunity for a public charter school to compare its performance with other public schools. The school selected: [Charter Schools](#) (in the highlighted column below).

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
ELA (20%)	3 - 8, 11	53%	53%	47%	Does Not Meet	1
Math (suppressed)	3 - 8, 11	42%	40%	31%	Does Not Meet	1
Science (suppressed)	4, 8 and Biology EOC	39%	40%	36%	Does Not Meet	1

Total Score 3

Indicator 4. School Reported Data - Site-Relevant Diagnostics (Supplemental 9 points)

Depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics

Measure	Description
Adaptive Diagnostic Tool	
Local-specific Diagnostic Tool	iXL, Achieve 3000
Universal Screener	STAR, iReady
Narrative Analysis of Data Score (9)	0

No data submitted; no analysis completed.

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hakipu'u Academy

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (4 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 1.65$$

$$0.10 + 0.35 + 0.20 + 0.40 + 0.50 + 0.10 = 1.65 \text{ (Rounded)} = 2$$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following **annual** indicators as required by the Commission's Kuleana Portal (compliance system).

Contract Section Requirement	Annual	Evidence
<i>School Charter and Mission - Article II</i>		
<i>2.1 Charter</i> <i>The school is operating in locations listed in section 2.1.</i>	x	<u>Kuleana Portal:</u> <ul style="list-style-type: none"> • SY Calendar (22-23): <i>Approved</i> • Student Admission Packet: <i>Received</i>
<i>Governance - Article IV</i>		
<i>4.6 School Governing Board Member Information</i>	x	<u>Kuleana Portal:</u> <ul style="list-style-type: none"> • Governing Board Roster: <i>Approved</i>

Hakipu'u Academy

School Year 2021-2022

<i>School Performance - Article V</i>	Annual	Evidence
<i>5.1 The School has no outstanding Notices of Concern or Deficiency</i>	x	<u>Notice of Concern Issued:</u> <ul style="list-style-type: none"> Fire Inspection #2021.10.0.17. Note: The Fire Department has placed the School on a fire watch and the School maintains a monthly log.

<i>Academic Performance - Article VI</i>	Annual	Evidence
<i>6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.</i>	x	Does not apply

<i>Financial Management - Article VIII</i>	Annual	Evidence
<i>8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.</i>	x	<u>Kuleana Portal:</u> <ul style="list-style-type: none"> 4th Quarter (20-21): <i>Approved</i> 1st Quarter (21-22): <i>Approved</i> 2nd Quarter (21-22): <i>Approved</i> 3rd Quarter (21-22): <i>Approved</i>
<i>8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.</i>	x	<u>Kuleana Portal:</u> <ul style="list-style-type: none"> Annual Budget: <i>Approved</i>
<i>8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.</i>	x	<u>Kuleana Portal</u> <ul style="list-style-type: none"> Student Enrollment Projections for coming SY (22-23): <i>Approved</i>

<i>Admission, Enrollment, and Attendance - Article IX</i>	Annual	Evidence
<i>9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.</i>	x	<u>Kuleana Portal</u> <ul style="list-style-type: none"> Student Admissions Packet: <i>Received</i>
<i>9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i .</i>	x	<u>Kuleana Portal</u> <ul style="list-style-type: none"> Student Admissions Packet: <i>Received</i>

<i>School Facilities - Article XIV</i>	Annual	Evidence
<i>14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.</i>	x	<u>Kuleana Portal</u> <ul style="list-style-type: none"> Fire Inspection: <i>Completed*</i> <p>*<u>Notice of Concern Issued:</u> Fire Inspection #2021.10.0.17. Note: The Fire Department has placed the</p>

Hakipu‘u Academy

School Year 2021-2022

<i>School Facilities - Article XIV</i>	Annual	Evidence
		School on a fire watch and the School maintains a monthly log

ⁱ Link to the Charter Contract 4.0:

<https://www.chartercommission.hawaii.gov/images/for-families-and-communities/find-a-charter-school/hakipu%CA%BBu-academy/contracts/Hakipuu-Academy-Charter-Contract-4.0-fully-executed.pdf>

Hālau Kū Māna Public Charter School

School Year 2021-2022

Academic Performance Framework

For further information on the Academic Performance Framework, please click [here](#).

ANNUAL ACADEMIC PERFORMANCE FRAMEWORK

2 Required Indicators (100 points) and 2 Supplemental Indicators (15 additional points)

Total Points	103 /73 ¹
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Indicator 1. Mission Aligned Initiative (MAI) (maximum 30 points)

1 (A) The school is implementing its mission and vision based on its mission statement.
(maximum 20 points)

The school self-rates their progress for the year and provides documentation to support their rating. The documentation is reviewed and confirmed after submitted.

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score (20)
Mission Alignment to Student Success School process includes:	Articulation of school mission/vision	Articulation of units/ lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision	Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision ²	20

MAI Narrative 1,000-word limit Submission (maximum 10 points)

1 (B) Share what you have done as a school to meet your mission.

The documentation of mission alignment in 1(A) is analyzed and a narrative is submitted to validate the school's progress for the year.

¹ The School will be deemed to have met its goals and academic achievement expectations for Charter review and renewal if the School has earned no less than an average of 73 points during the first four years of this Charter Contract. The annual APF is based on a 100-point scale with the possibility of an additional 15 supplemental points.

² Link(s) to self-reported documents:

[http://sharepoint.spcsc.hawaii.gov/public/APF%2040/Halau%20Ku%20Mana%20PCS%20-%20APF%20Indicator%201.%20MAI%20Form%20\(1\)%20-%20201a.pdf](http://sharepoint.spcsc.hawaii.gov/public/APF%2040/Halau%20Ku%20Mana%20PCS%20-%20APF%20Indicator%201.%20MAI%20Form%20(1)%20-%20201a.pdf)

Hālau Kū Māna Public Charter School

School Year 2021-2022

Measure	Approaches	Practices	Ingrained	Score (10)
<ul style="list-style-type: none"> The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress 			X ³	10

Indicator 2. Standardized Assessments - Strive HI (maximum 70 points)

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Absolute Achievement: <i>Student performance at a single point in time.</i>	ELA (52%)	3 - 8, 11	48%	Does Not Meet	4
Absolute Achievement: <i>Student performance at a single point in time.</i>	Math (38%)	3 - 8, 11	18%	Does Not Meet	4
Absolute Achievement: <i>Student performance at a single point in time.</i>	Science (40%)	4, 8, EOC Bio	29%	Does Not Meet	4
Growth - Median SGP: <i>Improvement over time on a particular assessment.</i>	ELA (50)	3 - 8, 11	49	Does Not Meet	4
Growth - Median SGP: <i>Improvement over time on a particular assessment.</i>	Math (50)	3 - 8, 11	52	Meets/Exceeds	7
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs</i>	ELA (34)	3 - 8, 11	13	Meets/Exceeds	7

³ Link(s) to self-reported documents:

[http://sharepoint.spcsc.hawaii.gov/public/APF%2040/Halau%20Ku%20Mana%20PCS%20-%20APF%20Indicator%201.%20MAI%20Form%20\(1\)%20-%20201b.pdf](http://sharepoint.spcsc.hawaii.gov/public/APF%2040/Halau%20Ku%20Mana%20PCS%20-%20APF%20Indicator%201.%20MAI%20Form%20(1)%20-%20201b.pdf)

Hālau Kū Māna Public Charter School

School Year 2021-2022

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
students.					
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs students.</i>	Math (29)	3 - 8, 11	10	Meets/Exceeds	7
Post-Secondary Readiness: <i>Percentage of students reading at, or near grade level, and/or promotion rate, depending on grade level.</i>	On-time promotion rate (89%)	9	100%	Meets/Exceeds	7
Chronic Absenteeism: <i>Based on the number of students absent (excused / unexcused) for fifteen (15) or more days during the Full School Year (FSY) period.</i>	(37%)	Grade levels served by school	4%	Meets/Exceeds	7
School Climate: <i>Percentage of students who feel positive about their school (Data from State's accountability system)</i>	(59% secondary)	Secondary	73% secondary	Meets/Exceeds	7

Total Score 58**Indicator 3. Comparative Performance (Supplemental 6 Points)**

Provides an opportunity for a public charter school to compare its performance with other public schools. The school selected: [Charter Schools](#) (in the highlighted column below).

Hālau Kū Māna Public Charter School

School Year 2021-2022

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
ELA (48%)	3 - 8, 11	56%	65%	47%	Meets	2
Math (18%)	3 - 8, 11	45%	53%	31%	Meets	2
Science (29%)	4, 8 and Biology EOC	42%	50%	36%	Meets	2

Total Score 6**Indicator 4. School Reported Data - Site-Relevant Diagnostics (Supplemental 9 points)**

Depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics

Measure	Description
Adaptive Diagnostic Tool	Renaissance Learning STAR Math and Reading
Local-specific Diagnostic Tool	
Universal Screener	
Narrative Analysis of Data Score (9)	9

Hālau Kū Māna Public Charter School

School Year 2021-2022

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hālau Kū Māna Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (4 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.30$$

$$0.10 + 0.35 + 0.10 + 0.40 + 0.25 + 0.10 = 1.30 \text{ (Rounded)} = 1$$

Final Fiscal Year 2021-22 Risk Assessment: Low

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following **annual** indicators as required by the Commission's Kuleana Portal (compliance system).

Contract Section Requirement	Annual	Evidence
<i>School Charter and Mission - Article II</i>		
<i>2.1 Charter</i> <i>The school is operating in locations listed in section 2.1</i>	x	Kuleana Portal: <ul style="list-style-type: none"> • SY Calendar: <i>Approved</i> • Student Admission Packet: <i>Received</i>

Governance - Article IV	Annual	Evidence
<i>4.6 School Governing Board Member Information</i>	x	Kuleana Portal: <ul style="list-style-type: none"> • Governing Board Roster: <i>Approved</i>

Hālau Kū Māna Public Charter School

School Year 2021-2022

<i>School Performance - Article V</i>	Annual	Comments
5.1 The School has no outstanding Notices of Concern or Deficiency	x	<u>Notice of Concern Issued:</u> <ul style="list-style-type: none"> Fire Inspection #2021.10.0.18. Note: The Fire Department has placed the School on a fire watch and the School maintains a monthly log.

<i>Academic Performance - Article VI</i>	Annual	Comments
6.5 Virtual and Blended Programs <i>Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.</i>	x	Does not apply

<i>Financial Management - Article VIII</i>	Annual	Evidence
8.7 Quaterly Reports <i>School submitted all quarterly financial reports to Commission.</i>	x	<u>Kuleana Portal:</u> <ul style="list-style-type: none"> 4th Quarter (20-21): <i>Approved</i> 1st Quarter (21-22): <i>Approved</i> 2nd Quarter (21-22): <i>Approved</i> 3rd Quarter (21-22): <i>Approved</i>
8.8 Annual Budgets <i>School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.</i>	x	<u>Kuleana Portal:</u> <ul style="list-style-type: none"> Annual Budget: <i>Approved</i>
8.16 Enrollment Count Reports for Per-pupil funding <i>The School provides projected enrollment counts for funding by May 15.</i>	x	<u>Kuleana Portal:</u> <ul style="list-style-type: none"> Student Enrollment Projections for SY (22-23): <i>Approved</i>

<i>Admission, Enrollment, and Attendance - Article IX</i>	Annual	Comments
9.3 Application and Admissions <i>The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.</i>	x	<u>Kuleana Portal:</u> <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>
9.4 Enrollment <i>Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i.</i>	x	<u>Kuleana Portal:</u> <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>

<i>School Facilities - Article XIV</i>	Annual	Comments
14.3 Compliance with Codes <i>The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.</i>	x	<u>Kuleana Portal:</u> <ul style="list-style-type: none"> Fire Inspection: <i>Completed*</i> <u>*Notice of Concern Issued:</u> Fire Inspection #2021-10,0.18. Note: The Fire Department has placed the

Hālau Kū Māna Public Charter School

School Year 2021-2022

<i>School Facilities - Article XIV</i>	Annual	Comments
		School on a fire watch and the School maintains a monthly log.

ⁱ Link to the Charter Contract 4.0:

<https://www.chartercommission.hawaii.gov/images/for-families-and-communities/find-a-charter-school/h%C4%81lau-k%C5%AB-m%C4%81na-public-charter-school/contracts/Halau-Ku-Mana-PCS-Charter-Contract-4.0-fully-executed.pdf>
https://www.chartercommission.hawaii.gov/images/for-families-and-communities/find-a-charter-school/h%C4%81lau-k%C5%AB-m%C4%81na-public-charter-school/contracts/FIRST_AMENDMENT_HA%CC%84LAU_KU%CC%84_MA%CC%84NA_4_0_CHARTER_CONTRACT_03_22-FULLY-EXECUTED-05.17.22.pdf

Hawai'i Academy of Arts & Science (HAAS) Public Charter School

School Year 2021-2022

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	57% - 66%	25%	Did not meet
ELA	64% - 73%	48%	Did not meet
Science	57% - 66%	41%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	40	Did not meet
ELA	55 - 58	40	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% - 15%	21% ¹	Did not meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
80% - 89%	89%	Met

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
65% - 74%	42%	Did not meet

¹ In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Hawai'i Academy of Arts & Science (HAAS) Public Charter School

School Year 2021-2022

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	53% - 57%	22%	Did not meet
ELA	66% - 69%	42%	Did not meet

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework**Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula**

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hawai'i Academy of Arts & Sciences

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.10$

$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.10 = 1.10$ (Rounded) = 1

Final Fiscal Year 2021-22 Risk Assessment: Low

Hawai'i Academy of Arts & Science (HAAS) Public Charter School

School Year 2021-2022

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	61% - 68%	33%	Did not meet
ELA	75% - 83%	61%	Did not meet
Science	57% - 64%	47%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	41	Did not meet
ELA	50 - 55	44	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	16% ¹	Did not meet

4-Year Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
80% - 85%	89%	Exceeded

5-Year Graduation Rate		
% Grad in 5 yrs: TARGET	% Grad in 5 yrs: ACTUAL	Met target?
90% - 97%	91%	Met

¹ In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	50% - 59%	18%	Did not meet
ELA	60% - 69%	38%	Did not meet

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hawai'i Technology Academy

$(1 \times 0.10) + (1 \times 0.35) + (3 \times 0.10) + (3 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.40$

$0.10 + 0.35 + 0.30 + 0.30 + 0.25 + 0.10 = 1.40 \text{ (Rounded)} = 1$

Final Fiscal Year 2021-22 Risk Assessment: Low

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	53% - 60%	46%	Did not meet
ELA	68% - 74%	66%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	54 - 59	39	Did not meet
ELA	54 - 59	52	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
15% or less	40% ¹	Did not meet

Achievement Gap				
Subject	% Proficient High Needs: TARGET	% Proficient High Needs - Charter-wide: ACTUAL	% Proficient High Needs: ACTUAL	Met target?
Math	42% or higher and equal to or better than charter rate % Proficient High Needs	19%	39%	Did not meet
ELA	41% or higher and equal to or better than charter rate % Proficient High Needs	32%	54%	Exceeded

¹ In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Innovations Public Charter School

$(4 \times 0.10) + (1 \times 0.35) + (5 \times 0.10) + (2 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 2.05$

$0.40 + 0.35 + 0.50 + 0.20 + 0.50 + 0.10 = 2.05 \text{ (Rounded)} = 2$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	TBD	24%	N/A
HLA	TBD	28%	N/A
Science	TBD	28%	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	TBD	36%	N/A
HLA	TBD	39%	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% - 15%	34% ¹	N/A

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
TBD	DNP	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
TBD	Suppressed	N/A

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
N/A	Data not available	N/A

TBD = To be determined; N/A = Not available; DNP = Did not participate

¹ In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	TBD	14%	N/A
HLA	TBD	14%	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ka 'Umeke Kā'eo

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (4 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 1.55$$

$$0.10 + 0.35 + 0.10 + 0.40 + 0.50 + 0.10 = 1.55 \text{ (Rounded)} = 2$$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Ka Waihona o ka Na'auao Public Charter School

School Year 2021-2022

Academic Performance Framework

For further information on the Academic Performance Framework, please click [here](#)ⁱ.

ANNUAL ACADEMIC PERFORMANCE FRAMEWORK

2 Required Indicators (100 points) and 2 Supplemental Indicators (15 additional points)

Total Points	86 /73¹
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Indicator 1. Mission Aligned Initiative (MAI) (maximum 30 points)

1 (A) The school is implementing its mission and vision based on its mission statement.
(maximum 20 points)

The school self-rates their progress for the year and provides documentation to support their rating. The documentation is reviewed and confirmed after submitted.

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score (20)
Mission Alignment to Student Success School process includes:	Articulation of school mission/vision	Articulation of units/ lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision ²	Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision	15

MAI Narrative 1,000-word limit Submission (maximum 10 points)

1 (B) Share what you have done as a school to meet your mission.

The documentation of mission alignment in 1(A) is analyzed and a narrative is submitted to validate the school's progress for the year.

¹ The School will be deemed to have met its goals and academic achievement expectations for Charter review and renewal if the School has earned no less than an average of 73 points during the first four years of this Charter Contract. The annual APF is based on a 100-point scale with the possibility of an additional 15 supplemental points.

² Link(s) to self-reported documents:

http://sharepoint.spcsc.hawaii.gov/public/APF%2040/KWON%20Annual%20APF%20Indicator%201_%20%20Mission%20Aligned%20Initiative%20SY%20CA%BB22-23%20-1a.pdf

Ka Waihona o ka Na'auao Public Charter School

School Year 2021-2022

Measure	Approaches	Practices	Ingrained	Score (10)
<ul style="list-style-type: none"> The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress 			X ³	10

Indicator 2. Standardized Assessments - Strive HI (maximum 70 points)

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Absolute Achievement: <i>Student performance at a single point in time.</i>	ELA (52%)	3 - 8, 11	25%	Does Not Meet	4
Absolute Achievement: <i>Student performance at a single point in time.</i>	Math (38%)	3 - 8, 11	17%	Does Not Meet	4
Absolute Achievement: <i>Student performance at a single point in time.</i>	Science (40%)	4, 8, EOC Bio	13%	Does Not Meet	4
Growth - Median SGP: <i>Improvement over time on a particular assessment.</i>	ELA (50)	3 - 8, 11	38	Does Not Meet	4
Growth - Median SGP: <i>Improvement over time on a particular assessment.</i>	Math (50)	3 - 8, 11	38	Does Not Meet	4
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs students.</i>	ELA (34)	3 - 8, 11	11	Meets/Exceeds	7

³ Link(s) to self-reported documents:
http://sharepoint.spccs.hawaii.gov/public/APF%2040/KWON%20Annual%20APF%20Indicator%201_%20%20Mission%20Aligned%20Initiative%20SY%20CA%BB22-23%20-1b.pdf

Ka Waihona o ka Na'auao Public Charter School

School Year 2021-2022

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs students.</i>	Math (29)	3 - 8, 11	10	Meets/Exceeds	7
Post-Secondary Readiness: <i>Percentage of students reading at, or near grade level, and/or promotion rate, depending on grade level.</i>	Elem/Middle (76%)	8	52%	Does Not Meet	4
Chronic Absenteeism: <i>Based on the number of students absent (excused / unexcused) for fifteen (15) or more days during the Full School Year (FSY) period.</i>	(37%)	Grade levels served by school	51%	Does Not Meet	4
School Climate: <i>Percentage of students who feel positive about their school (Data from State's accountability system)</i>	(59% secondary)	Secondary	Data not available	Does Not Meet	4

Total Score 46**Indicator 3. Comparative Performance (Supplemental 6 Points)**

Provides an opportunity for a public charter school to compare its performance with other public schools. The school selected: [Complex](#) (in the highlighted column below).

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
ELA (25%)	3 - 8, 11	27%	22%	47%	Meets	2

Ka Waihona o ka Na'auao Public Charter School

School Year 2021-2022

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
Math (17%)	3 - 8, 11	15%	12%	31%	Meets	2
Science (13%)	4, 8 and Biology EOC	18%	10%	36%	Meets	2
Total Score						6

Indicator 4. School Reported Data - Site-Relevant Diagnostics (Supplemental 9 points)

Depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics

Measure	Description
Adaptive Diagnostic Tool	I-Ready NWEA
Local-specific Diagnostic Tool	
Universal Screener	I-Ready NWEA
Narrative Analysis of Data Score (9)	9

Ka Waihona o ka Na'auao Public Charter School

School Year 2021-2022

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ka Waihona o ka Na'auao Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.00$$

$$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.10 = 1.00 \text{ (Rounded)} = 1$$

Final Fiscal Year 2021-22 Risk Assessment: Low

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following **annual** indicators as required by the Commission's Kuleana Portal (compliance system).

Contract Section Requirement	Annual	Comments
<i>School Charter and Mission - Article II</i>		
<i>2.1 Charter</i>		Kuleana Portal
<i>The school is operating in locations listed in section 2.1.</i>	x	<ul style="list-style-type: none"> • SY Calendar: <i>Approved</i> • Student Admission Packet: <i>Received</i>

Governance - Article IV	Annual	Comments
<i>4.6 School Governing Board Member Information</i>		Kuleana Portal:
	x	<ul style="list-style-type: none"> • Governing Board Roster: <i>Approved</i>

Ka Waihona o ka Na'auao Public Charter School

School Year 2021-2022

<i>School Performance - Article V</i>	Annual	Comments
<i>5.1 The School has no outstanding Notices of Concern or Deficiency</i>	x	None
Academic Performance - Article VI		
<i>6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.</i>	x	Kuleana Portal: <ul style="list-style-type: none"> Disaggregated Data: <i>Approved</i>
Financial Management - Article VIII		
<i>8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.</i>	x	Kuleana Portal <ul style="list-style-type: none"> 4th Quarter (20-21): <i>Approved</i> 1st Quarter (21-22): <i>Approved</i> 2nd Quarter (21-22): <i>Approved</i> 3rd Quarter (21-22): <i>Approved</i>
<i>8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Annual Budget: <i>Approved</i>
<i>8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Enrollment Projections for SY 22-23: <i>Approved</i>
Admission, Enrollment, and Attendance - Article IX		
<i>9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>
<i>9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>
School Facilities - Article XIV		
<i>14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Fire Inspection: <i>Approved</i>

¹ Link to the Charter Contract 4.0:

Ka Waihona o ka Na'auao Public Charter School

School Year 2021-2022

<https://www.chartercommission.hawaii.gov/images/for-families-and-communities/find-a-charter-school/ka-waihona-o-ka-na%CA%BBauao-public-charter-school/contracts/Ka-Waihona-o-ka-Naauao-PCS-Charter-Contract-4.0-fully-executed.pdf>

<https://www.chartercommission.hawaii.gov/images/for-families-and-communities/find-a-charter-school/ka-waihona-o-ka-na%CA%BBauao-public-charter-school/contracts/First-Amendment-To-Ka-Waihona-O-Ka-Na%E2%80%99auao-Public-Charter-School-July-01-2021-Public-Charter-School-Contract.pdf>

Academic Performance Framework

For further information on the Academic Performance Framework, please click [here](#)ⁱ.

ANNUAL ACADEMIC PERFORMANCE FRAMEWORK

2 Required Indicators (100 points) and 2 Supplemental Indicators (15 additional points)

Total Points	89/73 ¹
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Indicator 1. Mission Aligned Initiative (MAI) (maximum 30 points)

1 (A) The school is implementing its mission and vision based on its mission statement.
(maximum 20 points)

The school self-rates their progress for the year and provides documentation to support their rating. The documentation is reviewed and confirmed after submitted.

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score (20)
Mission Alignment to Student Success School process includes:	Articulation of school mission/vision	Articulation of units/lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision ²	Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision	15

MAI Narrative 1,000-word limit Submission (maximum 10 points)

1 (B) Share what you have done as a school to meet your mission.

The documentation of mission alignment in 1(A) is analyzed and a narrative is submitted to validate the school's progress for the year.

¹ The School will be deemed to have met its goals and academic achievement expectations for Charter review and renewal if the School has earned no less than an average of 73 points during the first four years of this Charter Contract. The annual APF is based on a 100-point scale with the possibility of an additional 15 supplemental points.

² Link to self-reported document(s):

<http://sharepoint.spcsc.hawaii.gov/public/APF%2040/Kamaile%20APF%20Indicator%201.%20MAI%20Form-1%20Mission%20Kamaile%20%20-%201a.pdf>

Kamaile Academy, PCS

School Year 2021-2022

Measure	Approaches	Practices	Ingrained	Score (10)
<ul style="list-style-type: none"> The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress 			X ³	10

Indicator 2. Standardized Assessments - Strive HI (maximum 70 points)

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Absolute Achievement: Student performance at a single point in time.	ELA (52%)	3 - 8, 11	15%	Does Not Meet	4
Absolute Achievement: Student performance at a single point in time.	Math (38%)	3 - 8, 11	5%	Does Not Meet	4
Absolute Achievement: Student performance at a single point in time.	Science (40%)	4, 8, EOC Bio	11%	Does Not Meet	4
Growth - Median SGP: Improvement over time on a particular assessment.	ELA (50)	3 - 8, 11	31	Does Not Meet	4
Growth - Median SGP: Improvement over time on a particular assessment.	Math (50)	3 - 8, 11	29	Does Not Meet	4
Achievement Gap: Difference in LA and Math proficiency rates for high needs and non-high needs students.	ELA (34)	3 - 8, 11	7	Meets/Exceeds	7

³ Link to self-reported document(s):
<http://sharepoint.spcsc.hawaii.gov/public/APF%2040/Kamaile%20APF%20Indicator%201.%20MAI%20Form-1%20Mission%20Kamaile%20%20-%20%201b.pdf>

Kamaile Academy, PCS

School Year 2021-2022

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs students.</i>	Math (29)	3 - 8, 11	5	Meets/Exceeds	7
Post-Secondary Readiness: <i>Percentage of students reading at, or near grade level, and/or promotion rate, depending on grade level.</i>	On-time promotion rate (89%)	9	93%	Meets/Exceeds	7
Chronic Absenteeism: <i>Based on the number of students absent (excused / unexcused) for fifteen (15) or more days during the Full School Year (FSY) period.</i>	(37%)	Grade levels served by school	60%	Does Not Meet	4
School Climate: <i>Percentage of students who feel positive about their school (Data from State's accountability system)</i>	(59% secondary)	Secondary	61% secondary	Meets/Exceeds	7

Total Score 52**Indicator 3. Comparative Performance (Supplemental 6 Points)**

Provides an opportunity for a public charter school to compare its performance with other public schools. The school selected: [Complex Area](#) (in the highlighted column below).

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
ELA (15.60%)	3 - 8, 11	27%	29%	47%	Does Not Meet	1

Kamaile Academy, PCS

School Year 2021-2022

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
Math (5%)	3 - 8, 11	15%	16%	31%	Does Not Meet	1
Science (11%)	4, 8 and Biology EOC	18%	21%	36%	Does Not Meet	1

Total Score 3**Indicator 4. School Reported Data - Site-Relevant Diagnostics (Supplemental 9 points)**

Depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics

Measure	Description
Adaptive Diagnostic Tool	i- Ready K-12 Secondary Defenses SY-22-23 (Mastery Connect pilot SY22-23) PELI- Pre-K DIBELS K-8
Local-specific Diagnostic Tool	
Universal Screener	
Narrative Analysis of Data Score (9)	9

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kamaile Academy, PCS

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 1.50$$

$$0.10 + 0.35 + 0.10 + 0.10 + 0.75 + 0.10 = 1.50 \text{ (Rounded)} = 2$$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following **annual** indicators as required by the Commisison's Kuleana Portal (compliance system).

Contract Section Requirement	Annual	Evidence
<i>School Charter and Mission - Article II</i>		
<i>2.1 Charter</i>		Kuleana Portal
<i>The school is operating in locations listed in section 2.1</i>	x	<ul style="list-style-type: none"> SY Calendar: <i>Approved</i> Student Admission Packet: <i>Received</i>

Governance - Article IV	Annual	Evidence
<i>4.6 School Governing Board Member Information</i>		Kuleana Portal
	x	<ul style="list-style-type: none"> Governing Board Roster: <i>Approved</i>

Kamaile Academy, PCS

School Year 2021-2022

<i>School Performance - Article V</i>	Annual	Evidence
<i>5.1 The School has no outstanding Notices of Concern or Deficiency</i>	x	None

<i>Academic Performance - Article VI</i>	Annual	Evidence
<i>6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.</i>	x	Does not apply

<i>Financial Management - Article VIII</i>	Annual	Evidence
<i>8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.</i>	x	Kuleana Portal <ul style="list-style-type: none"> 4th Quarter (20-21): Approved 1st Quarter (21-22): Approved 2nd Quarter (21-22): Approved 3rd Quarter (21-22): Approved
<i>8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Annual Budget: Approved
<i>8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Enrollment Projections for coming SY (22-23): Approved

<i>Admission, Enrollment, and Attendance - Article IX</i>	Annual	Evidence
<i>9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: Received
<i>9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: Received

<i>School Facilities - Article XIV</i>	Annual	Evidence
<i>14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Fire Inspection: Approved

Kamaile Academy, PCS

School Year 2021-2022

ⁱ Link to the Charter Contract 4.0: <https://www.chartercommission.hawaii.gov/images/for-families-and-communities/find-a-charter-school/kamaile-academy-pcs/contracts/Kamaile-Academy-Charter-Contract-4.0.pdf>

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	5% increase annually (SY 20-21: 18%)	26%	Exceeded
ELA	4% increase annually (SY 20-21: 36%)	38%	Exceeded
Science	6% increase annually (SY 20-21: 19%)	33%	Exceeded

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	TBD	53	N/A
ELA	TBD	53	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
TBD	27%	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	TBD	21%	N/A
ELA	TBD	33%	N/A

II. Value Added

Value Added	
Status:	Not available

N/A = Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kamalani Academy

$(5 \times 0.10) + (3 \times 0.35) + (5 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 3.20$

$0.50 + 1.05 + 0.50 + 0.30 + 0.75 + 0.10 = 3.20 \text{ (Rounded)} = 3$

Final Fiscal Year 2021-22 Risk Assessment: **Moderate**

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Kanu o ka 'Āina New Century Public Charter School

School Year 2021-2022

Academic Performance Framework**I. Student Academic Outcomes**

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	49% - 58%	19%	Did not meet
ELA	68% - 77%	37%	Did not meet
Science	51% - 60%	44%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	44	Did not meet
ELA	55 - 58	40	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% - 15%	18% ¹	Did not meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
90% - 100%	72%	Did not meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
75% - 84%	58%	Did not meet

¹ In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Kanu o ka 'Āina New Century Public Charter School

School Year 2021-2022

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	47% - 56%	14%	Did not meet
ELA	66% - 75%	34%	Did not meet

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework**Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula**

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kanu o ka 'Āina New Century Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.10$$

$$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.10 = 1.10 \text{ (Rounded)} = 1$$

Final Fiscal Year 2021-22 Risk Assessment: Low

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	38% - 47%	10%	Did not meet
ELA	44% - 53%	32%	Did not meet
Science	51% - 60%	24%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	31	Did not meet
ELA	50 - 54	42	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16% - 19%	13% ¹	Met

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
42% - 51%	Data suppressed	Did not meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
85% - 100%	75%	Did not meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
50% - 100%	73%	Met

¹ In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Kanuikapono Public Charter School

School Year 2021-2022

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	36% - 45%	6%	Did not meet
ELA	43% - 52%	25%	Did not meet

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework**Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula**

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kanuikapono Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (4 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 1.55$$

$$0.10 + 0.35 + 0.10 + 0.40 + 0.50 + 0.10 = 1.55 \text{ (Rounded)} = 2$$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	90% - 95%	65%	Did not meet
ELA	90% - 95%	72%	Did not meet
Science	90% - 95%	77%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	51	Did not meet
ELA	55 - 58	52	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	25%	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	63% - 72%	26%	Did not meet
ELA	51% - 60%	30%	Did not meet

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ka'ōhao Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (4 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.25$

$0.10 + 0.35 + 0.10 + 0.40 + 0.25 + 0.10 = 1.25 \text{ (Rounded)} = 1$

Final Fiscal Year 2021-22 Risk Assessment: Low

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	TBD	14%	N/A
ELA	TBD	66%	N/A
Science	TBD	8%	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	TBD	Does not apply	N/A
ELA	TBD	Does not apply	N/A

College and Career Readiness

Graduation Rate: High School		
% in Grad in 4 years: TARGET	% in Grad in 4 years: ACTUAL	Met target?
85%	94%	Exceeded

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	TBD	9%	N/A
ELA	TBD	36%	N/A

II. Value Added

Value Added	
Status:	Received

TBD = To be determined; N/A = Not available

Kapolei Charter School by Goodwill Hawaii

School Year 2021-2022

Financial Performance Framework**Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula**

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kapolei Charter School by Goodwill Hawaii

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (5 \times 0.10) = 1.40$

$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.50 = 1.40 \text{ (Rounded)} = 1$

Final Fiscal Year 2021-22 Risk Assessment: Low

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Kawaikini New Century Public Charter School

School Year 2021-2022

Academic Performance Framework**I. Student Academic Outcomes**

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	TBD	26%	N/A
HLA	TBD	24%	N/A
Science	TBD	6%	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	TBD	39%	N/A
HLA	TBD	30%	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
21% - 25%	65% ¹	Did not meet

TBD = To be determined; N/A = Not available

¹ In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Kawaikini New Century Public Charter School

School Year 2021-2022

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
90% - 100%	91%	Met

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
50% or greater	Suppressed	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	TBD	18%	N/A
HLA	TBD	18%	N/A

II. Value Added

Value Added	
Status:	Not available

Kawaikini New Century Public Charter School

School Year 2021-2022

Financial Performance Framework**Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula**

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kawaikini New Century Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (4 \times 0.25) + (2 \times 0.10) = 2.05$

$0.10 + 0.35 + 0.10 + 0.30 + 1.0 + .20 = 2.05 \text{ (Rounded)} = 2$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Ke Ana La'ahana Public Charter School

School Year 2021-2022

Academic Performance Framework

For further information on the Academic Performance Framework, please click [here](#)ⁱ.

ANNUAL ACADEMIC PERFORMANCE FRAMEWORK

2 Required Indicators (100 points) and 2 Supplemental Indicators (15 additional points)

Total Points	68/73 ¹
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Indicator 1. Mission Aligned Initiative (MAI) (maximum 30 points)

1 (A) The school is implementing its mission and vision based on its mission statement.
(maximum 20 points)

The school self-rates their progress for the year and provides documentation to support their rating. The documentation is reviewed and confirmed after submitted.

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score (20)
Mission Alignment to Student Success School process includes:	Articulation of school mission/vision ²	Articulation of units/lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision	Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision	10

MAI Narrative 1,000-word limit Submission (maximum 10 points)

1 (B) Share what you have done as a school to meet your mission.

The documentation of mission alignment in 1(A) is analyzed and a narrative is submitted to validate the school's progress for the year.

¹ The School will be deemed to have met its goals and academic achievement expectations for Charter review and renewal if the School has earned no less than an average of 73 points during the first four years of this Charter Contract. The annual APF is based on a 100-point scale with the possibility of an additional 15 supplemental points.

²Link(s) to self-reported documents:

<http://sharepoint.spcsc.hawaii.gov/public/APF%2040/Ke%20CA%BBAna%20Indicator%201A.pdf>

Ke Ana La'ahana Public Charter School

School Year 2021-2022

Measure	Approaches	Practices	Ingrained	Score (10)
<ul style="list-style-type: none"> The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress 	X			3

Indicator 2. Standardized Assessments - Strive HI (maximum 70 points)

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Absolute Achievement: <i>Student performance at a single point in time.</i>	ELA (52%)	3 - 8, 11	16%	Does Not Meet	4
Absolute Achievement: <i>Student performance at a single point in time.</i>	Math (38%)	3 - 8, 11	Suppressed	Does Not Meet	4
Absolute Achievement: <i>Student performance at a single point in time.</i>	Science (40%)	4, 8, EOC Bio	9%	Does Not Meet	4
Growth - Median SGP: <i>Improvement over time on a particular assessment.</i>	ELA (50)	3 - 8, 11	28	Does Not Meet	4
Growth - Median SGP: <i>Improvement over time on a particular assessment.</i>	Math (50)	3 - 8, 11	48	Does Not Meet	4
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs</i>	ELA (34)	3 - 8, 11	Suppressed	Does Not Meet	4

Ke Ana La'ahana Public Charter School

School Year 2021-2022

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
<i>and non-high needs students.</i>					
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs students.</i>	Math (29)	3 - 8, 11	Suppressed	Does Not Meet	4
Post-Secondary Readiness: <i>Percentage of students reading at, or near grade level, and/or promotion rate, depending on grade level.</i>	On-time promotion rate (89%)	9	Suppressed	Does Not Meet	4
Chronic Absenteeism: <i>Based on the number of students absent (excused / unexcused) for fifteen (15) or more days during the Full School Year (FSY) period.</i>	(37%)	Grade levels served by school	44%	Does Not Meet	4
School Climate: <i>Percentage of students who feel positive about their school (Data from State's accountability system)</i>	(59% secondary)	Secondary	61% secondary	Meets/Exceeds	7

Total Score 43**Indicator 3. Comparative Performance (Supplemental 6 Points)**

Provides an opportunity for a public charter school to compare its performance with other public schools. The school selected: Complex. (in the highlighted column below).

Ke Ana La'ahana Public Charter School

School Year 2021-2022

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
ELA (16%)	3 - 8, 11	49%	47%	47%	Does not meet	1
Math (suppressed)	3 - 8, 11	36%	35%	31%	Does not meet	1
Science (9%)	4, 8 and Biology EOC	42%	40%	36%	Does not meet	1

Total Score 3**Indicator 4. School Reported Data - Site-Relevant Diagnostics (Supplemental 9 points)**

Depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics

Measure	Description
Adaptive Diagnostic Tool	NWEA
Local-specific Diagnostic Tool	
Universal Screener	
Narrative Analysis of Data Score (9)	9

Ke Ana La'ahana Public Charter School

School Year 2021-2022

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Ana La'ahana Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (4 \times 0.10) + (4 \times 0.25) + (1 \times 0.10) = 2.05$$

$$0.10 + 0.35 + 0.10 + 0.40 + 1.0 + 0.10 = 2.05 \text{ (Rounded)} = 2$$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following **annual** indicators as required by the Commission's Kuleana Portal (compliance system).

Contract Section Requirement	Annual	Evidence
<i>School Charter and Mission - Article II</i>		
<i>2.1 Charter</i>		Kuleana Portal
<i>The school is operating in locations listed in section 2.1.</i>	x	<ul style="list-style-type: none"> • SY Calendar: <i>Approved</i> • Student Admission Packet: <i>Received</i>

Governance - Article IV	Annual	Evidence
<i>4.6 School Governing Board Member Information</i>		Kuleana Portal
	x	<ul style="list-style-type: none"> • Governing Board Roster: <i>Approved</i>

Ke Ana La'ahana Public Charter School

School Year 2021-2022

<i>School Performance - Article V</i>	Annual	Evidence
5.1 The School has no outstanding Notices of Concern or Deficiency	x	<u>Notices of Concern Issued:</u> <ul style="list-style-type: none"> Fire Inspection #2021.10.0.14. Note: The Fire Department has placed the School on a fire watch and the School maintains a monthly log. SPED Non-compliance #2022.07.0.14

<i>Academic Performance - Article VI</i>	Annual	Evidence
6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.	x	Does not apply

<i>Financial Management - Article VIII</i>	Annual	Evidence
8.7 Quaterly Reports School submitted all quarterly financial reports to Commission.	x	<u>Kuleana Portal</u> <ul style="list-style-type: none"> 4th Quarter (20-21): <i>Approved</i> 1st Quarter (21-22): <i>Approved</i> 2nd Quarter (21-22): <i>Approved</i> 3rd Quarter (21-22): <i>Approved</i>
8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.	x	<u>Kuleana Portal</u> <ul style="list-style-type: none"> Annual Budget: <i>Approved</i>
8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.	x	<u>Kuleana Portal</u> <ul style="list-style-type: none"> Student Enrollment Projections for coming SY (22-23): <i>Approved</i>

<i>Admission, Enrollment, and Attendance - Article IX</i>	Annual	Evidence
9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.	x	<u>Kuleana Portal</u> <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>
9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i.	x	<u>Kuleana Portal</u> <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>

Ke Ana La‘ahana Public Charter School

School Year 2021-2022

<i>School Facilities - Article XIV</i>	Annual	Evidence
<p>14.3 Compliance with Codes <i>The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.</i></p>	<p>x</p>	<p><u>Kuleana Portal</u></p> <ul style="list-style-type: none"> • Fire Inspection: <i>Completed*</i> <p>*<u>Notice of Concern Issued:</u> Fire Inspection #2021.10.0.14. Note: The Fire Department has placed the School on a fire watch and the School maintains a monthly log.</p>

ⁱ Link to the Charter Contract 4.0 template:

<http://sharepoint.spccsc.hawaii.gov/public/Documents/Charter%20Contract%204.0%20Template.pdf>

<https://www.chartercommission.hawaii.gov/images/for-families-and-communities/find-a-charter-school/ke-ana-la%CA%BBahana-pcs/contracts/Ke-Ana-Laahana-Charter-Contract-4.0.pdf>

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	No target	Suppressed	N/A
ELA	No target	Suppressed	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	12%	Did not meet
ELA	55 - 58	Suppressed	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
19% - 16%	71% ¹	Did not meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
85% - 100%	Suppressed	Did not meet

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+ ACTUAL	Met target?
75% - 84%	DNP	N/A

N/A = Not available; DNP = Did not participate

¹ In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Kula Niihau O Kekaha Learning Center

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (4 \times 0.25) + (5 \times 0.10) = 2.35$

$0.10 + 0.35 + 0.10 + 0.30 + 1.0 + 0.50 = 2.35 \text{ (Rounded)} = 2$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS

School Year 2021-2022

Academic Performance Framework**I. Student Academic Outcomes**

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	TBD	3%	N/A
ELA/ HLA	TBD	7%	N/A
Science	TBD	29%	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	TBD	50%	N/A
ELA/ HLA	TBD	33%	N/A

College and Career Readiness

Average Daily Attendance (ADA) Rate: Elementary and Middle		
% ADA Combined: Elementary & Middle TARGET	% ADA Combined: Elementary & Middle ACTUAL	Met target?
96%	91%	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	TBD	2%	N/A
ELA	TBD	4%	N/A

TBD = To be determined; N/A = Not available

Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS

School Year 2021-2022

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework**Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula**

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.00$

$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.10 = 1.00 \text{ (Rounded)} = 1$

Final Fiscal Year 2021-22 Risk Assessment: Low

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Ke Kula 'o Samuel M. Kamakau, LPCS

School Year 2021-2022

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	TBD	15%	N/A
ELA/HLA	TBD	37%	N/A
Science	TBD	50%	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	TBD	36%	N/A
ELA/HLA	TBD	53%	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent TARGET	% Chronically Absent ACTUAL	Met target?
11% or less	30%	Did not meet

Graduation Rate: High School		
% Graduating in 4 years TARGET	% Graduating in 4 years ACTUAL	Met target?
85% - 100%	Suppressed	Met

Early College Access/Dual Enrollment: High School		
% 10th-12th Graders Earning Dual Credit TARGET	% 10th-12th Graders Earning Dual Credit ACTUAL	Met target?
65% or greater	100%	Met

TBD = To be determined; N/A = Not available

Ke Kula 'o Samuel M. Kamakau, LPCS

School Year 2021-2022

College-going Rate: High School		
% College-Going TARGET	% College-Going ACTUAL	Met target?
60% - 69%	Suppressed	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	TBD	3%	N/A
ELA	TBD	28%	N/A

II. Value Added

Value Added	
Status:	Not available

TBD = To be determined; N/A = Not available

Ke Kula 'o Samuel M. Kamakau, LPCS

School Year 2021-2022

Financial Performance Framework**Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula**

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Kula 'o Samuel M. Kamakau, LPCS

$(5 \times 0.10) + (1 \times 0.35) + (4 \times 0.10) + (4 \times 0.10) + (3 \times 0.25) + (5 \times 0.10) = 2.90$

$0.50 + 0.35 + 0.40 + 0.40 + 0.75 + 0.50 = 2.90 \text{ (Rounded)} = 3$

Final Fiscal Year 2021-22 Risk Assessment: Moderate

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	59% - 68%	27%	Did not meet
ELA	79% - 88%	50%	Did not meet
Science	54% - 63%	26%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	62 - 65	34	Did not meet
ELA	56 - 60	35	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	40% ¹	Did not meet

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
76% - 80%	DNP	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
88% - 92%	94%	Exceeded

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
84% - 90%	55%	Did not meet

N/A = Not available; DNP = Did not participate

¹ In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	39% - 48%	19%	Did not meet
ELA	60% - 69%	36%	Did not meet

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kihei Charter School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (2 \times 0.10) = 1.10$

$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.20 = 1.10$ (Rounded) = 1

Final Fiscal Year 2021-22 Risk Assessment: Low

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Kona Pacific Public Charter School

School Year 2021-2022

Academic Performance Framework

For further information on the Academic Performance Framework, please click [here](#)ⁱ.

ANNUAL ACADEMIC PERFORMANCE FRAMEWORK

2 Required Indicators (100 points) and 2 Supplemental Indicators (15 additional points)

Total Points	107 /73 ¹
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Indicator 1. Mission Aligned Initiative (MAI) (maximum 30 points)

1 (A) The school is implementing its mission and vision based on its mission statement.
(maximum 20 points)

The school self-rates their progress for the year and provides documentation to support their rating. The documentation is reviewed and confirmed after submitted.

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score (20)
Mission Alignment to Student Success School process includes:	Articulation of school mission/vision	Articulation of units/ lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision ²	Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision	15

MAI Narrative 1,000-word limit Submission (maximum 10 points)

1 (B) Share what you have done as a school to meet your mission.

The documentation of mission alignment in 1(A) is analyzed and a narrative is submitted to validate the school's progress for the year.

¹ The School will be deemed to have met its goals and academic achievement expectations for Charter review and renewal if the School has earned no less than an average of 73 points during the first four years of this Charter Contract. The annual APF is based on a 100-point scale with the possibility of an additional 15 supplemental points.

² Link(s) to self-reported documents:

<http://sharepoint.spcsc.hawaii.gov/public/APF%2040/Kona%20Pacific%20PCS%202022%20APF%20Indicator%201.%20MAI%20Form%20-1a.pdf>

Kona Pacific Public Charter School

School Year 2021-2022

Measure	Approaches	Practices	Ingrained	Score (10)
<ul style="list-style-type: none"> The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress 			X ³	10

Indicator 2. Standardized Assessments - Strive HI (maximum 70 points)

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Absolute Achievement: <i>Student performance at a single point in time.</i>	ELA (52%)	3 - 8, 11	61%	Meets/Exceeds	7
Absolute Achievement: <i>Student performance at a single point in time.</i>	Math (38%)	3 - 8, 11	46%	Meets/Exceeds	7
Absolute Achievement: <i>Student performance at a single point in time.</i>	Science (40%)	4, 8, EOC Bio	47%	Meets/Exceeds	7
Growth - Median SGP: <i>Improvement over time on a particular assessment.</i>	ELA (50)	3 - 8, 11	61	Meets/Exceeds	7
Growth - Median SGP: <i>Improvement over time on a particular assessment.</i>	Math (50)	3 - 8, 11	54	Meets/Exceeds	7
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs students.</i>	ELA (34)	3 - 8, 11	21	Meets/Exceeds	7

³ Link(s) to self-reported documents:

<http://sharepoint.spcsc.hawaii.gov/public/APF%2040/Kona%20Pacific%20PCS%202022%20APF%20Indicator%201.%20MAI%20Form%20-%201b.pdf>

Kona Pacific Public Charter School

School Year 2021-2022

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs students.</i>	Math (29)	3 - 8, 11	12	Meets/Exceeds	7
Post-Secondary Readiness: <i>Percentage of students reading at, or near grade level, and/or promotion rate, depending on grade level.</i>	Elem/Middle (76%)	8	80%	Meets/Exceeds	7
Chronic Absenteeism: <i>Based on the number of students absent (excused / unexcused) for fifteen (15) or more days during the Full School Year (FSY) period.</i>	(37%)	Grade levels served by school	43%	Does Not Meet	4
School Climate: <i>Percentage of students who feel positive about their school (Data from State's accountability system)</i>	(59% secondary)	Secondary	68% secondary	Meets/Exceeds	7

Total Score 67**Indicator 3. Comparative Performance (Supplemental 6 Points)**

Provides an opportunity for a public charter school to compare its performance with other public schools. The school selected: [Complex Area](#) (in the highlighted column below).

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
ELA (61%)	3 - 8, 11	41%	39%	47%	Meets	2

Kona Pacific Public Charter School

School Year 2021-2022

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
Math (46%)	3 - 8, 11	25%	22%	31%	Meets	2
Science (47%)	4, 8 and Biology EOC	30%	31%	36%	Meets	2
Total Score						6

Indicator 4. School Reported Data - Site-Relevant Diagnostics (Supplemental 9 points)

Depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics

Measure	Description
Adaptive Diagnostic Tool	IReady
Local-specific Diagnostic Tool	Rola, RFSA, Words Their Way
Universal Screener	IReady, AIMSweb math
Narrative Analysis of Data Score (9)	9

Kona Pacific Public Charter School

School Year 2021-2022

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kona Pacific Public Charter School

$$(5 \times 0.10) + (1 \times 0.35) + (5 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.80$$

$$0.50 + 0.35 + 0.50 + 0.10 + 0.25 + 0.10 = 1.80 \text{ (Rounded)} = 2$$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following **annual** indicators as required by the Commission's Kuleana Portal (compliance system).

Contract Section Requirement	Annual	Evidence
<i>School Charter and Mission - Article II</i>		
<i>2.1 Charter</i>		Kuleana Portal
<i>The school is operating in locations listed in section 2.1.</i>	x	<ul style="list-style-type: none"> • SY Calendar: <i>Approved</i> • Student Admission: <i>Received</i>

Governance - Article IV	Annual	Evidence
<i>4.6 School Governing Board Member Information</i>		
	x	Kuleana Portal <ul style="list-style-type: none"> • Governing Board Roster: <i>Approved</i>

Kona Pacific Public Charter School

School Year 2021-2022

<i>School Performance - Article V</i>	Annual	Evidence
<i>5.1 The School has no outstanding Notices of Concern or Deficiency</i>	x	None

<i>Academic Performance - Article VI</i>	Annual	Evidence
<i>6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.</i>	x	Does not apply

<i>Financial Management - Article VIII</i>	Annual	Evidence
<i>8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.</i>	x	Kuleana Portal <ul style="list-style-type: none"> 4th Quarter (20-21): Approved 1st Quarter (21-22): Approved 2nd Quarter (21-22): Approved 3rd Quarter (21-22): Approved
<i>8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Annual Budget: Approved
<i>8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Enrollment Projections for coming SY (22-23): Approved

<i>Admission, Enrollment, and Attendance - Article IX</i>	Annual	Evidence
<i>9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission: Received
<i>9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission: Received

<i>School Facilities - Article XIV</i>	Annual	Evidence
<i>14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Fire Inspection: Approved

Kona Pacific Public Charter School

School Year 2021-2022

ⁱ Link to the Charter Contract 4.0:

<https://www.chartercommission.hawaii.gov/images/for-families-and-communities/find-a-charter-school/kona-pacific-public-charter-school/contracts/Kona-Pacific-PCS-Charter-Contract-4.0-fully-executed.pdf>

Kua o ka Lā New Century Public Charter School

School Year 2021-2022

Academic Performance Framework

For further information on the Academic Performance Framework, please click [here](#)ⁱ.

ANNUAL ACADEMIC PERFORMANCE FRAMEWORK

2 Required Indicators (100 points) and 2 Supplemental Indicators (15 additional points)

Total Points	81 /73 ¹
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Indicator 1. Mission Aligned Initiative (MAI) (maximum 30 points)

1 (A) The school is implementing its mission and vision based on its mission statement.
(maximum 20 points)

The school self-rates their progress for the year and provides documentation to support their rating. The documentation is reviewed and confirmed after submitted.

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score (20)
Mission Alignment to Student Success School process includes:	Articulation of school mission/vision	Articulation of units/ lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision ²	Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision	15

MAI Narrative 1,000-word limit Submission (maximum 10 points)

1 (B) Share what you have done as a school to meet your mission.

The documentation of mission alignment in 1(A) is analyzed and a narrative is submitted to validate the school's progress for the year.

¹ The School will be deemed to have met its goals and academic achievement expectations for Charter review and renewal if the School has earned no less than an average of 73 points during the first four years of this Charter Contract. The annual APF is based on a 100-point scale with the possibility of an additional 15 supplemental points.

² Link(s) to self-reported documents::

http://sharepoint.spcsc.hawaii.gov/public/APF%2040/KOKL_APF%20Indicator%201.%20MAI_SY2021-22%20-%201a.pdf

Kua o ka Lā New Century Public Charter School

School Year 2021-2022

Measure	Approaches	Practices	Ingrained	Score (10)
<ul style="list-style-type: none"> The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress 		X ³		6

Indicator 2. Standardized Assessments - Strive HI (maximum 70 points)

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Absolute Achievement: <i>Student performance at a single point in time.</i>	ELA (52%)	3 - 8, 11	45%	Does Not Meet	4
Absolute Achievement: <i>Student performance at a single point in time.</i>	Math (38%)	3 - 8, 11	26%	Does Not Meet	4
Absolute Achievement: <i>Student performance at a single point in time.</i>	Science (40%)	4, 8, EOC Bio	18%	Does Not Meet	4
Growth - Median SGP: Improvement over time on a particular assessment.	ELA (50)	3 - 8, 11	47	Does Not Meet	4
Growth - Median SGP: Improvement over time on a particular assessment.	Math (50)	3 - 8, 11	44	Does Not Meet	4

³ Link(s) to self-reported documents:

http://sharepoint.spsc.hawaii.gov/public/APF%2040/KOKL_APF%20Indicator%201.%20MAI_SY2021-22%20-%201b.pdf

Kua o ka Lā New Century Public Charter School

School Year 2021-2022

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs students.</i>	ELA (34)	3 - 8, 11	36	Does Not Meet	4
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs students.</i>	Math (29)	3 - 8, 11	29	Meets/Exceeds	7
Post-Secondary Readiness: <i>Percentage of students reading at, or near grade level, and/or promotion rate, depending on grade level.</i>	Elem/Middle (76%)	8	Suppressed	Does Not Meet	4
Chronic Absenteeism: <i>Based on the number of students absent (excused / unexcused) for fifteen (15) or more days during the Full School Year (FSY) period.</i>	(37%)	Grade levels served by school	41%	Does Not Meet	4
School Climate: <i>Percentage of students who feel positive about their school (Data from State's accountability system)</i>	(59% secondary)	Secondary	63% secondary	Meets/Exceeds	7

Total Score 46

Kua o ka Lā New Century Public Charter School

School Year 2021-2022

Indicator 3. Comparative Performance (Supplemental 6 Points)

Provides an opportunity for a public charter school to compare its performance with other public schools. The school selected: **Complex** (in the highlighted column below).

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
ELA (45%)	3 - 8, 11	31%	30%	47%	2	2
Math (26%)	3 - 8, 11	17%	16%	31%	2	2
Science (18%)	4, 8 and Biology EOC	22%	19%	36%	1	1

Total Score 5

Indicator 4. School Reported Data - Site-Relevant Diagnostics (Supplemental 9 points)

Depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics

Measure	Description
Adaptive Diagnostic Tool	iReady
Local-specific Diagnostic Tool	
Universal Screener	
Narrative Analysis of Data Score (9)	9

Kua o ka Lā New Century Public Charter School

School Year 2021-2022

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kua o ka Lā New Century Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (4 \times 0.25) + (1 \times 0.10) = 1.95$$

$$0.10 + 0.35 + 0.10 + 0.30 + 1.0 + 0.10 = 1.95 \text{ (Rounded)} = 2$$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following annual indicators as required by the Commission's Kuleana Portal (compliance system).

Contract Section Requirement	Annual	Evidence
<i>School Charter and Mission - Article II</i>		
<i>2.1 Charter</i>		Kuleana Portal
<i>The school is operating in locations listed in section 2.1.</i>	x	<ul style="list-style-type: none"> • SY Calendar: <i>Approved</i> • Student Admission Packet: <i>Received</i>

Governance - Article IV	Annual	Evidence
<i>4.6 School Governing Board Member Information</i>		Kuleana Portal
	x	<ul style="list-style-type: none"> • Governing Board Roster: <i>Approved</i>

Kua o ka Lā New Century Public Charter School

School Year 2021-2022

<i>School Performance - Article V</i>	Annual	Evidence
<i>5.1 The School has no outstanding Notices of Concern or Deficiency</i>	x	None
Academic Performance - Article VI		
<i>Academic Performance - Article VI</i>	Annual	Evidence
<i>6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.</i>	x	Kuleana Portal: <ul style="list-style-type: none"> Disaggregated Data: <i>Approved</i>
Financial Management - Article VIII		
<i>Financial Management - Article VIII</i>	Annual	Evidence
<i>8.7 Quaterly Reports School submitted all quarterly financial reports to Commission.</i>	x	Kuleana Portal <ul style="list-style-type: none"> 4th Quarter (20-21): <i>Approved</i> 1st Quarter (21-22): <i>Approved</i> 2nd Quarter (21-22) <i>Approved</i> 3rd Quarter (21-22): <i>Approved</i>
<i>8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Annual Budget: <i>Approved</i>
<i>8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Enrollment Projections for coming SY (22-23): <i>Approved</i>
Admission, Enrollment, and Attendance - Article IX		
<i>Admission, Enrollment, and Attendance - Article IX</i>	Annual	Evidence
<i>9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>
<i>9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i .</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>
School Facilities - Article XIV		
<i>School Facilities - Article XIV</i>	Annual	Evidence
<i>14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Fire Inspection: <i>Approved</i>

Kua o ka Lā New Century Public Charter School

School Year 2021-2022

ⁱ Link to the Charter Contract 4.0:

<https://www.chartercommission.hawaii.gov/images/for-families-and-communities/find-a-charter-school/kua-o-ka-l%C4%81-new-century-public-charter-school/contracts/Kua-o-Ka-La-Charter-Contract-4.0.pdf>

Kualapu'u School: A Public Conversion Charter School

School Year 2021-2022

Academic Performance Framework**I. Student Academic Outcomes**

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	55% - 64%	44%	Did not meet
ELA	34% - 43%	43%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	47	Did not meet
ELA	50 - 54	50	Met

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	57%	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	51% - 59%	36%	Did not meet
ELA	35% - 44%	35%	Met

II. Value Added

Value Added	
Status:	Not available

Kualapu'u School: A Public Conversion Charter School

School Year 2021-2022

Financial Performance Framework**Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula**

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kualapu'u School: A Public Conversion Charter School

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (4 \times 0.25) + (1 \times 0.10) = 2.05$

$0.10 + 0.35 + 0.20 + 0.30 + 1.00 + 0.10 = 2.05 \text{ (Rounded)} = 2$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

**Kula Aupuni Niihau A Kahelelani Aloha (KANAKA)
A New Century Public Charter School (PCS)**

School Year 2021-2022

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	29% - 38%	6%	Did not meet
ELA	29% - 38%	Suppressed	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	38 - 47	5	Did not meet
ELA	38 - 47	19	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	32% ¹	Did not meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
82% - 91%	Suppressed	Did not meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
55% - 64%	Data not available	N/A

N/A = Not available

¹ In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)

School Year 2021-2022

Value Added

Status:	Not available
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Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (2 \times 0.10) + (2 \times 0.25) + (5 \times 0.10) = 1.75$

$0.10 + 0.35 + 0.10 + 0.20 + 0.50 + 0.50 = 1.75 \text{ (Rounded)} = 2$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Laupāhoehoe Community Public Charter School

School Year 2021-2022

Academic Performance Framework

For further information on the Academic Performance Framework, please click [here](#)ⁱ.

ANNUAL ACADEMIC PERFORMANCE FRAMEWORK

2 Required Indicators (100 points) and 2 Supplemental Indicators (15 additional points)

Total Points	85 /73 ¹
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Indicator 1. Mission Aligned Initiative (MAI) (maximum 30 points)

1 (A) The school is implementing its mission and vision based on its mission statement.
(maximum 20 points)

The school self-rates their progress for the year and provides documentation to support their rating. The documentation is reviewed and confirmed after submitted.

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score (20)
Mission Alignment to Student Success School process includes:	Articulation of school mission/vision	Articulation of units/ lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision ²	Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision	15

MAI Narrative 1,000-word limit Submission (maximum 10 points)

1 (B) Share what you have done as a school to meet your mission.

The documentation of mission alignment in 1(A) is analyzed and a narrative is submitted to validate the school's progress for the year.

¹ The School will be deemed to have met its goals and academic achievement expectations for Charter review and renewal if the School has earned no less than an average of 73 points during the first four years of this Charter Contract. The annual APF is based on a 100-point scale with the possibility of an additional 15 supplemental points.

² Link(s) to self-reported documents:

<http://sharepoint.spcsc.hawaii.gov/public/APF%2040/Laupahoehoe%20Community%20PCS%20Indicator%201.%20SY%202021-2022%20-%201a.pdf>

Laupāhoehoe Community Public Charter School

School Year 2021-2022

Measure	Approaches	Practices	Ingrained	Score (10)
<ul style="list-style-type: none"> The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress 		X ³		6

Indicator 2. Standardized Assessments - Strive HI (maximum 70 points)

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Absolute Achievement: <i>Student performance at a single point in time.</i>	ELA (52%)	3 - 8, 11	22%	Does Not Meet	4
Absolute Achievement: <i>Student performance at a single point in time.</i>	Math (38%)	3 - 8, 11	9%	Does Not Meet	4
Absolute Achievement: <i>Student performance at a single point in time.</i>	Science (40%)	4, 8, EOC Bio	25%	Does Not Meet	4
Growth - Median SGP: <i>Improvement over time on a particular assessment.</i>	ELA (50)	3 - 8, 11	36	Does Not Meet	4
Growth - Median SGP: <i>Improvement over time on a particular assessment.</i>	Math (50)	3 - 8, 11	31	Does Not Meet	4
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs</i>	ELA (34)	3 - 8, 11	-3	Meets/Exceeds	7

³ Link(s) to self-reported documents:
<http://sharepoint.spcsc.hawaii.gov/public/APF%2040/Laupahoehoe%20Community%20PCS%20Indicator%201.%20SY%202021-2022%20-%201b.pdf>

Laupāhoehoe Community Public Charter School

School Year 2021-2022

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
students.					
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs students.</i>	Math (29)	3 - 8, 11	-3	Meets/Exceeds	7
Post-Secondary Readiness: <i>Percentage of students reading at, or near grade level, and/or promotion rate, depending on grade level.</i>	On-time promotion rate (89%)	9	94%	Meets/Exceeds	7
Chronic Absenteeism: <i>Based on the number of students absent (excused / unexcused) for fifteen (15) or more days during the Full School Year (FSY) period.</i>	(37%)	Grade levels served by school	31%	Meets/Exceeds	7
School Climate: <i>Percentage of students who feel positive about their school (Data from State's accountability system)</i>	(59% secondary)	Secondary	53% secondary	Does Not Meet	4

Total Score 52**Indicator 3. Comparative Performance (Supplemental 6 Points)**

Provides an opportunity for a public charter school to compare its performance with other public schools. The school selected: [Charter Schools](#) (in the highlighted column below).

Laupāhoehoe Community Public Charter School

School Year 2021-2022

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
ELA (22%)	3 - 8, 11	49%	36%	47%	Does Not Meet	1
Math (9%)	3 - 8, 11	36%	15%	31%	Does Not Meet	1
Science (25%)	4, 8 and Biology EOC	42%	25%	36%	Does Not Meet	1

Total Score 3**Indicator 4. School Reported Data - Site-Relevant Diagnostics (Supplemental 9 points)**

Depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics

Measure	Description
Adaptive Diagnostic Tool	NWEA MAP Growth Assessments for Reading, Math, and Science
Local-specific Diagnostic Tool	
Universal Screener	
Narrative Analysis of Data Score (9)	9

Laupāhoehoe Community Public Charter School

School Year 2021-2022

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Laupāhoehoe Community Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.20$$

$$0.10 + 0.35 + 0.10 + 0.30 + 0.25 + 0.10 = 1.20 \text{ (Rounded)} = 1$$

Final Fiscal Year 2021-22 Risk Assessment: Low

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following **annual** indicators as required by the Commission's Kuleana Portal (compliance system).

Contract Section Requirement	Annual	Evidence
<i>School Charter and Mission - Article II</i>		
<i>2.1 Charter</i> <i>The school is operating in locations listed in section 2.1.</i>	x	Kuleana Portal <ul style="list-style-type: none"> • SY Calendar: <i>Approved</i> • Student Admission Packet: <i>Received</i>

Governance - Article IV	Annual	Evidence
<i>4.6 School Governing Board Member Information</i>	x	Kuleana Portal <ul style="list-style-type: none"> • Governing Board Roster: <i>Approved</i>

Laupāhoehoe Community Public Charter School

School Year 2021-2022

<i>School Performance - Article V</i>	Annual	Evidence
<i>5.1 The School has no outstanding Notices of Concern or Deficiency</i>	x	None

<i>Academic Performance - Article VI</i>	Annual	Evidence
<i>6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.</i>	x	Kuleana Portal: <ul style="list-style-type: none"> Disaggregated Data: <i>Approved</i>

<i>Financial Management - Article VIII</i>	Annual	Evidence
<i>8.7 Quaterly Reports School submitted all quarterly financial reports to Commission.</i>	x	Kuleana Portal <ul style="list-style-type: none"> 4th Quarter (20-21): <i>Approved</i> 1st Quarter (21-22): <i>Approved</i> 2nd Quarter (21-22): <i>Approved</i> 3rd Quarter (21-22): <i>Approved</i>
<i>8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Annual Budget: <i>Approved</i>
<i>8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Enrollment Projections for coming SY (22-23): <i>Approved</i>

<i>Admission, Enrollment, and Attendance - Article IX</i>	Annual	Evidence
<i>9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>
<i>9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>

<i>School Facilities - Article XIV</i>	Annual	Evidence
<i>14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Fire Inspection: <i>Approved</i>

Laupāhoehoe Community Public Charter School

School Year 2021-2022

ⁱ Link to the Charter Contract 4.0: <https://www.chartercommission.hawaii.gov/images/for-families-and-communities/find-a-charter-school/laup%C4%81hoehoe-community-public-charter-school/contracts/Laupahoehoe-PCS-Charter-Contract-4.0.pdf>

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	80% - 89%	24%	Did not meet
ELA	85% - 94%	45%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	TBD	57	N/A
ELA	TBD	44	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
12% - 15%	42%	Did not meet

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Mālama Honua Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.00$

$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.10 = 1.00 \text{ (Rounded)} = 1$

Final Fiscal Year 2021-22 Risk Assessment: Low

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	59% - 68%	72%	Exceeded
ELA	79% - 88%	82%	Met
Science	76% - 85%	79%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	55 - 60	51	Did not meet
ELA	59 - 64	56	Did not meet

College and Career Readiness

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
89% - 96%	92%	Met

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
65% - 74%	56%	Did not meet

Chronic Absenteeism Elementary & Middle Combined

% Chronically Absent Combined Elementary & Middle TARGET	% Chronically Absent Combined Elementary & Middle ACTUAL	Met target?
3% or less	2% ¹	Met

¹ In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	55% - 64%	56%	Met
ELA	72% - 81%	65%	Did not meet

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Myron B. Thompson Academy

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (2 \times 0.10) = 1.20$$

$$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.20 = 1.20 \text{ (Rounded)} = 1$$

Final Fiscal Year 2021-22 Risk Assessment: Low

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Academic Performance Framework

For further information on the Academic Performance Framework, please click [here](#)ⁱ.

ANNUAL ACADEMIC PERFORMANCE FRAMEWORK

2 Required Indicators (100 points) and 2 Supplemental Indicators (15 additional points)

Total Points	73/73 ¹
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Indicator 1. Mission Aligned Initiative (MAI) (maximum 30 points)

1 (A) The school is implementing its mission and vision based on its mission statement. (maximum 20 points)

The school self-rates their progress for the year and provides documentation to support their rating. The documentation is reviewed and confirmed after submitted.

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score (20)
Mission Alignment to Student Success School process includes:	Articulation of school mission/vision ²	Articulation of units/ lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision	Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision	10

MAI Narrative 1,000-word limit Submission (maximum 10 points)

1 (B) Share what you have done as a school to meet your mission.

The documentation of mission alignment in 1(A) is analyzed and a narrative is submitted to validate the school's progress for the year.

Measure	Approaches	Practices	Ingrained	Score (10)
• The educational program is aligned to the mission		X ³		6

¹ The School will be deemed to have met its goals and academic achievement expectations for Charter review and renewal if the School has earned no less than an average of 73 points during the first four years of this Charter Contract. The annual APF is based on a 100-point scale with the possibility of an additional 15 supplemental points.

² Link(s) to submitted documents:

<http://sharepoint.spcsc.hawaii.gov/public/APF%2040/NWO%20Indicator%201A%20and%201%20B.pdf>

³ Link(s) to submitted documents:

Nā Wai Ola Public Charter School

School Year 2021-2022

Measure	Approaches	Practices	Ingrained	Score (10)
<ul style="list-style-type: none"> The mission guides decision-making and priority setting The mission is reflected in student learning and progress 				

Indicator 2. Standardized Assessments - Strive HI (maximum 70 points)

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Absolute Achievement: <i>Student performance at a single point in time.</i>	ELA (52%)	3 - 8, 11	30%	Does Not Meet	4
Absolute Achievement: <i>Student performance at a single point in time.</i>	Math (38%)	3 - 8, 11	19%	Does Not Meet	4
Absolute Achievement: <i>Student performance at a single point in time.</i>	Science (40%)	4, 8, EOC Bio	20%	Does Not Meet	4
Growth - Median SGP: Improvement over time on a particular assessment.	ELA (50)	3 - 8, 11	48	Does Not Meet	4
Growth - Median SGP: Improvement over time on a particular assessment.	Math (50)	3 - 8, 11	45	Does Not Meet	4
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs</i>	ELA (34)	3 - 8, 11	Suppressed	Does Not Meet	4

<http://sharepoint.spcsc.hawaii.gov/public/APF%2040/NWO%20Indicator%201A%20and%201%20B.pdf>

Nā Wai Ola Public Charter School

School Year 2021-2022

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
<i>and non-high needs students.</i>					
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs students.</i>	Math (29)	3 - 8, 11	Suppressed	Does Not Meet	4
Post-Secondary Readiness: <i>Percentage of students reading at, or near grade level, and/or promotion rate, depending on grade level.</i>	Elementary (80%)	3	72%	Does Not Meet	4
Chronic Absenteeism: <i>Based on the number of students absent (excused / unexcused) for fifteen (15) or more days during the Full School Year (FSY) period.</i>	(37%)	Grade levels served by school	57%	Does Not Meet	4
School Climate: <i>Percentage of students who feel positive about their school (Data from State's accountability system)</i>	(73% elementary)	Eementary	73% elementary	Meets/Exceeds	7

Total Score 43**Indicator 3. Comparative Performance (Supplemental 6 Points)**

Provides an opportunity for a public charter school to compare its performance with other public schools. The school selected: [Complex Area](#) (in the highlighted column below).

Nā Wai Ola Public Charter School

School Year 2021-2022

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
ELA (30%)	3 - 8, 11	31%	34%	47%	Does Not Meet	1
Math (19%)	3 - 8, 11	17%	18%	31%	Meets	2
Science (20%)	4, 8 and Biology EOC	22%	27%	36%	Does Not Meet	1

Total Score 5**Indicator 4. School Reported Data - Site-Relevant Diagnostics (Supplemental 9 points)**

Depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics

Measure	Description
Adaptive Diagnostic Tool	IXL, IReady
Local-specific Diagnostic Tool	
Universal Screener	HMH, IReady, IXL
Narrative Analysis of Data Score (9)	9

Nā Wai Ola Public Charter School

School Year 2021-2022

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Nā Wai Ola Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (5 \times 0.10) = 1.50$$

$$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.50 = 1.50 \text{ (Rounded)} = 2$$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following **annual** indicators as required by the Commission's Kuleana Portal (compliance system).

Contract Section Requirement	Annual	Evidence
<i>School Charter and Mission - Article II</i>		
<i>2.1 Charter</i>		Kuleana Portal
<i>The school is operating in locations listed in section 2.1.</i>	x	<ul style="list-style-type: none"> • SY Calendar: <i>Approved</i> • Student Admission Packet: <i>Received</i>

Governance - Article IV	Annual	Evidence
<i>4.6 School Governing Board Member Information</i>		
	x	Kuleana Portal <ul style="list-style-type: none"> • Governing Board Roster: <i>Approved</i>

Nā Wai Ola Public Charter School

School Year 2021-2022

<i>School Performance - Article V</i>	Annual	Evidence
<i>5.1 The School has no outstanding Notices of Concern or Deficiency</i>	x	None

<i>Academic Performance - Article VI</i>	Annual	Evidence
<i>6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.</i>	x	Does not apply

<i>Financial Management - Article VIII</i>	Annual	Evidence
<i>8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.</i>	x	<u>Kuleana Portal:</u> <ul style="list-style-type: none"> 4th Quarter (20-21): <i>Approved</i> 1st Quarter (21-22): <i>Approved</i> 2nd Quarter (21-22): <i>Approved</i> 3rd Quarter (21-22): <i>Approved</i>
<i>8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.</i>	x	<u>Kuleana Portal:</u> <ul style="list-style-type: none"> Annual Budget: <i>Approved</i>
<i>8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.</i>	x	<u>Kuleana Portal:</u> <ul style="list-style-type: none"> Student Enrollment Projections for coming SY (22-23): <i>Approved</i>

<i>Admission, Enrollment, and Attendance - Article IX</i>	Annual	Evidence
<i>9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.</i>	x	<u>Kuleana Portal</u> <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>
<i>9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i.</i>	x	<u>Kuleana Portal</u> <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>

<i>School Facilities - Article XIV</i>	Annual	Comments
<i>14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.</i>	x	<u>Kuleana Portal</u> <ul style="list-style-type: none"> Fire Inspection: <i>Not Approved</i>

Nā Wai Ola Public Charter School

School Year 2021-2022

ⁱ Link to the Charter Contract 4.0: <https://www.chartercommission.hawaii.gov/images/for-families-and-communities/find-a-charter-school/n%C4%81-wai-ola-public-charter-school/contracts/Na-Wai-Ola-Charter-Contract-4.0.pdf>

SEEQS: the School for Examining Essential Questions of Sustainability

School Year 2021-2022

Academic Performance FrameworkFor further information on the Academic Performance Framework, please click [here](#)ⁱ.**ANNUAL ACADEMIC PERFORMANCE FRAMEWORK**

2 Required Indicators (100 points) and 2 Supplemental Indicators (15 additional points)

Total Points	95/73 ¹
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Indicator 1. Mission Aligned Initiative (MAI) (maximum 30 points)

1 (A) The school is implementing its mission and vision based on its mission statement.
(maximum 20 points)

The school self-rates their progress for the year and provides documentation to support their rating. The documentation is reviewed and confirmed after submitted.

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score (20)
Mission Alignment to Student Success School process includes:	Articulation of school mission/vision	Articulation of units/lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision	Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision ²	20

MAI Narrative 1,000-word limit Submission (maximum 10 points)

1 (B) Share what you have done as a school to meet your mission.

The documentation of mission alignment in 1(A) is analyzed and a narrative is submitted to validate the school's progress for the year.

¹ The School will be deemed to have met its goals and academic achievement expectations for Charter review and renewal if the School has earned no less than an average of 73 points during the first four years of this Charter Contract. The annual APF is based on a 100-point scale with the possibility of an additional 15 supplemental points.

² Link(s) to self-reported documents:

[http://sharepoint.spcsc.hawaii.gov/public/APF%2040/SEEQS%20APF%20Indicator%201.%20MAI%20SY2021-2022%20\(1\)%20-%201a.pdf](http://sharepoint.spcsc.hawaii.gov/public/APF%2040/SEEQS%20APF%20Indicator%201.%20MAI%20SY2021-2022%20(1)%20-%201a.pdf)

SEEQS: the School for Examining Essential Questions of Sustainability

School Year 2021-2022

Measure	Approaches	Practices	Ingrained	Score (10)
<ul style="list-style-type: none"> The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress 			X ³	10

Indicator 2. Standardized Assessments - Strive HI (maximum 70 points)

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Absolute Achievement: Student performance at a single point in time.	ELA (52%)	3 - 8, 11	59%	Meets/Exceeds	7
Absolute Achievement: Student performance at a single point in time.	Math (38%)	3 - 8, 11	30%	Does Not Meet	4
Absolute Achievement: Student performance at a single point in time.	Science (40%)	4, 8, EOC Bio	33%	Does Not Meet	4
Growth - Median SGP: Improvement over time on a particular assessment.	ELA (50)	3 - 8, 11	43	Does Not Meet	4
Growth - Median SGP: Improvement over time on a particular assessment.	Math (50)	3 - 8, 11	29	Does Not Meet	4
Achievement Gap: Difference in LA and Math proficiency rates for high needs and non-high needs students.	ELA (34)	3 - 8, 11	34	Meets/Exceeds	7

³ Link(s) to self-reported documents:
[http://sharepoint.spcsc.hawaii.gov/public/APF%2040/SEEQS%20APF%20Indicator%201.%20MAI%20SY2021-2022%20\(1\)%20-%201b.pdf](http://sharepoint.spcsc.hawaii.gov/public/APF%2040/SEEQS%20APF%20Indicator%201.%20MAI%20SY2021-2022%20(1)%20-%201b.pdf)

SEEQS: the School for Examining Essential Questions of Sustainability

School Year 2021-2022

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs students.</i>	Math (29)	3 - 8, 11	22	Meets/Exceeds	7
Post-Secondary Readiness: <i>Percentage of students reading at, or near grade level, and/or promotion rate, depending on grade level.</i>	Elem/Middle (76%)	8	71%	Does Not Meet	4
Chronic Absenteeism: <i>Based on the number of students absent (excused / unexcused) for fifteen (15) or more days during the Full School Year (FSY) period.</i>	(37%)	Grade levels served by school	30%	Meets/Exceeds	7
School Climate: <i>Percentage of students who feel positive about their school (Data from State's accountability system)</i>	(59% secondary)	Secondary	56% secondary	Does Not Meet	4

Total Score 52**Indicator 3. Comparative Performance (Supplemental 6 Points)**

Provides an opportunity for a public charter school to compare its performance with other public schools. The school selected: [Charter Schools](#) (in the highlighted column below).

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
ELA (59%)	3 - 8, 11	56%	65%	47%	Meets	2

SEEQS: the School for Examining Essential Questions of Sustainability

School Year 2021-2022

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
Math (30%)	3 - 8, 11	45%	53%	31%	Does Not Meet	1
Science (33%)	4, 8 and Biology EOC	44%	50%	36%	Does Not Meet	1

Total Score 4**Indicator 4. School Reported Data - Site-Relevant Diagnostics (Supplemental 9 points)**

Depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics

Measure	Description
Adaptive Diagnostic Tool	
Local-specific Diagnostic Tool	SEEQS 8th grade portfolio defense process
Universal Screener	
Narrative Analysis of Data Score (9)	9

SEEQS: the School for Examining Essential Questions of Sustainability

School Year 2021-2022

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

SEEQS: the School for Examining Essential Questions of Sustainability

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.30$$

$$0.10 + 0.35 + 0.20 + 0.30 + 0.25 + 0.10 = 1.30 \text{ (Rounded)} = 1$$

Final Fiscal Year 2021-22 Risk Assessment: Low

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following **annual** indicators as required by the Commisison's Kuleana Portal (compliance system).

Contract Section Requirement	Annual	Evidence
<i>School Charter and Mission - Article II</i>	Annual	
<i>2.1 Charter</i> <i>The school is operating in locations listed in section 2.1.</i>	x	Kuleana Portal <ul style="list-style-type: none"> • SY Calendar: <i>Approved</i> • Student Admission Packet: <i>Received</i>

Governance - Article IV	Annual	Evidence
<i>4.6 School Governing Board Member Information</i>	x	Kuleana Portal <ul style="list-style-type: none"> • Governing Board Roster: <i>Approved</i>

SEEQS: the School for Examining Essential Questions of Sustainability

School Year 2021-2022

<i>School Performance - Article V</i>	Annual	Evidence
<i>5.1 The School has no outstanding Notices of Concern or Deficiency</i>	x	None

<i>Academic Performance - Article VI</i>	Annual	Evidence
<i>6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.</i>	x	Does not apply

<i>Financial Management - Article VIII</i>	Annual	Evidence
<i>8.7 Quaterly Reports School submitted all quarterly financial reports to Commission.</i>	x	Kuleana Portal <ul style="list-style-type: none"> 4th Quarter (20-21): <i>Approved</i> 1st Quarter (21-22): <i>Approved</i> 2nd Quarter (21-22): <i>Approved</i> 3rd Quarter (21-22): <i>Approved</i>
<i>8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Annual Budget: <i>Approved</i>
<i>8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Enrollment Projections for coming SY (22-23): <i>Approved</i>

<i>Admission, Enrollment, and Attendance - Article IX</i>	Annual	Evidence
<i>9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>
<i>9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>

<i>School Facilities - Article XIV</i>	Annual	Evidence
<i>14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Fire Inspection: <i>Approved</i>

SEEQS: the School for Examining Essential Questions of Sustainability

School Year 2021-2022

ⁱ Link to the Charter Contract 4.0: <https://www.chartercommission.hawaii.gov/images/for-families-and-communities/find-a-charter-school/seeqs-the-school-for-examining-essential-questions-of-sustainability/contracts/SEEQS-Contract-4.0.pdf>

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	40% - 49%	55%	Exceeded
ELA	63% - 72%	65%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	51	Met
ELA	45 - 49	51	Exceeded

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	9% ¹	Met

11 th Grade ACT: High School		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
70% - 79%	63%	Did not meet

High Needs 11 th Grade ACT: High School		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
N/A	N/A	N/A

N/A = Not available; DNP = Did not participate

¹ In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

University Laboratory School

School Year 2021-2022

Graduation Rate

% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
91% - 100%	100%	Met

College-going Rate

% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
85% - 94%	86%	Met

Achievement Gap

Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	20% - 29%	47%	Exceeded
ELA	45% - 54%	55%	Exceeded

II. Value Added

Value Added

Status:	Not available
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Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

University Laboratory School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 1.25$

$0.10 + 0.35 + 0.10 + 0.10 + 0.50 + 0.10 = 1.25 \text{ (Rounded)} = 1$

Final Fiscal Year 2021-22 Risk Assessment: Low

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

The Volcano School of Arts & Sciences

School Year 2021-2022

Academic Performance Framework

For further information on the Academic Performance Framework, please click [here](#)ⁱ.

ANNUAL ACADEMIC PERFORMANCE FRAMEWORK

2 Required Indicators (100 points) and 2 Supplemental Indicators (15 additional points)

Total Points	85 /73 ¹
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Indicator 1. Mission Aligned Initiative (MAI) (maximum 30 points)

1 (A) The school is implementing its mission and vision based on its mission statement.
(maximum 20 points)

The school self-rates their progress for the year and provides documentation to support their rating. The documentation is reviewed and confirmed after submitted.

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score (20)
Mission Alignment to Student Success School process includes:	Articulation of school mission/vision	Articulation of units/ lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision ²	Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision	15

MAI Narrative 1,000-word limit Submission (maximum 10 points)

1 (B) Share what you have done as a school to meet your mission.

The documentation of mission alignment in 1(A) is analyzed and a narrative is submitted to validate the school's progress for the year.

¹ The School will be deemed to have met its goals and academic achievement expectations for Charter review and renewal if the School has earned no less than an average of 73 points during the first four years of this Charter Contract. The annual APF is based on a 100-point scale with the possibility of an additional 15 supplemental points.

² Link(s) to self-reported documents:

http://sharepoint.spcsc.hawaii.gov/public/APF%2040/Volcano%20APF%20Indicator%201.%20MAI%20Form_Volcano%20School%20-%20201a.pdf

The Volcano School of Arts & Sciences

School Year 2021-2022

Measure	Approaches	Practices	Ingrained	Score (10)
<ul style="list-style-type: none"> The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress 		X ³		6

Indicator 2. Standardized Assessments - Strive HI (maximum 70 points)

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Absolute Achievement: Student performance at a single point in time.	ELA (52%)	3 - 8, 11	39%	Does Not Meet	4
Absolute Achievement: Student performance at a single point in time.	Math (38%)	3 - 8, 11	27%	Does Not Meet	4
Absolute Achievement: Student performance at a single point in time.	Science (40%)	4, 8, EOC Bio	44%	Meets/Exceeds	7
Growth - Median SGP: Improvement over time on a particular assessment.	ELA (50)	3 - 8, 11	58	Meets/Exceeds	7
Growth - Median SGP: Improvement over time on a particular assessment.	Math (50)	3 - 8, 11	52	Does Not Meet	4
Achievement Gap: Difference in LA and Math proficiency rates for high needs and non-high needs students.	ELA (34)	3 - 8, 11	37	Does Not Meet	4

³ Link(s) to self-reported documents:

http://sharepoint.spcsc.hawaii.gov/public/APF%2040/Volcano%20APF%20Indicator%201.%20MAI%20Form_Volcano%20School%20-%20201b.pdf

The Volcano School of Arts & Sciences

School Year 2021-2022

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs students.</i>	Math (29)	3 - 8, 11	39	Does Not Meet	4
Post-Secondary Readiness: <i>Percentage of students reading at, or near grade level, and/or promotion rate, depending on grade level.</i>	On-time promotion rate (89%)	9	93%	Meets/Exceeds	7
Chronic Absenteeism: <i>Based on the number of students absent (excused / unexcused) for fifteen (15) or more days during the Full School Year (FSY) period.</i>	(37%)	Grade levels served by school	44%	Meets/Exceeds	4
School Climate: <i>Percentage of students who feel positive about their school (Data from State's accountability system)</i>	(59% secondary)	Secondary	53% secondary	Meets/Exceeds	4

Total Score 49**Indicator 3. Comparative Performance (Supplemental 6 Points)**

Provides an opportunity for a public charter school to compare its performance with other public schools. The school selected: [Complex Area](#) (in the highlighted column below).

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
ELA (39%)	3 - 8, 11	31%	24%	47%	Meets	2

The Volcano School of Arts & Sciences

School Year 2021-2022

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
Math (27%)	3 - 8, 11	17%	13%	31%	Meets	2
Science (44%)	4, 8 and Biology EOC	22%	8%	36%	Meets	2
Total Score						6

Indicator 4. School Reported Data - Site-Relevant Diagnostics (Supplemental 9 points)

Depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics

Measure	Description
Adaptive Diagnostic Tool	
Local-specific Diagnostic Tool	
Universal Screener	NWEA Screener 3-10 Grades
Narrative Analysis of Data Score (9)	9

The Volcano School of Arts & Sciences

School Year 2021-2022

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

The Volcano School of Arts & Sciences

$$(4 \times 0.10) + (1 \times 0.35) + (5 \times 0.10) + (2 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 2.05$$

$$0.40 + 0.35 + 0.50 + 0.20 + 0.50 + 0.10 = 2.05 \text{ (Rounded) } 2$$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following **annual** indicators as required by the Commission's Kuleana Portal (compliance system).

Contract Section Requirement		Evidence
<i>School Charter and Mission - Article II</i>	Annual	
<i>2.1 Charter</i> <i>The school is operating in locations listed in section 2.1.</i>	x	Kuleana Portal <ul style="list-style-type: none"> • SY Calendar: <i>Approved</i> • Student Admission Packet: <i>Received</i>

Governance - Article IV	Annual	Evidence
<i>4.6 School Governing Board Member Information</i>	x	Kuleana Portal <ul style="list-style-type: none"> • Governing Board Roster: <i>Approved</i>

The Volcano School of Arts & Sciences

School Year 2021-2022

<i>School Performance - Article V</i>	Annual	Evidence
<i>5.1 The School has no outstanding Notices of Concern or Deficiency</i>	x	None

<i>Academic Performance - Article VI</i>	Annual	Evidence
<i>6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.</i>	x	Kuleana Portal: <ul style="list-style-type: none"> Disaggregated Data: <i>Approved</i>

<i>Financial Management - Article VIII</i>	Annual	Evidence
<i>8.7 Quaterly Reports School submitted all quarterly financial reports to Commission.</i>	x	Kuleana Portal <ul style="list-style-type: none"> 4th Quarter (20-21): <i>Approved</i> 1st Quarter (21-22): <i>Approved</i> 2nd Quarter (21-22): <i>Approved</i> 3rd Quarter (21-22): <i>Approved</i>
<i>8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Annual Budget: <i>Approved</i>
<i>8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Enrollment Projections for coming SY (22-23): <i>Approved</i>

<i>Admission, Enrollment, and Attendance - Article IX</i>	Annual	Evidence
<i>9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>
<i>9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: <i>Received</i>

<i>School Facilities - Article XIV</i>	Annual	Evidence
<i>14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Fire Inspection: <i>Approved</i>

The Volcano School of Arts & Sciences

School Year 2021-2022

ⁱ Link to the Charter Contract 4.0: <https://www.chartercommission.hawaii.gov/images/for-families-and-communities/find-a-charter-school/volcano-school-of-arts-sciences/contracts/Volcano-Charter-Contract-4.0.pdf>

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency				Academic Growth			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?	Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	73% - 82%	53%	Did not meet	Math	63 or higher	55	Did not meet
ELA	73% - 82%	55%	Did not meet	ELA	59 or higher	52	Did not meet
Science	31% - 48%	56%	Exceeded				

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	50%	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	49% - 58%	44%	Did not meet
ELA	41% - 50%	32%	Did not meet

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Voyager: A Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 1.80$

$0.10 + 0.35 + 0.20 + 0.30 + 0.75 + 0.10 = 1.80 \text{ (Rounded)} = 2$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Academic Performance Framework**I. Student Academic Outcomes**

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	75% - 84%	59%	Did not meet
ELA	70% - 79%	60%	Did not meet
Science	50% - 59%	52%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	54	Did not meet
ELA	55 - 58	56	Met

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	16%	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	48% - 57%	37%	Did not meet
ELA	38% - 47%	34%	Did not meet

Wai'ālae Elementary Public Charter School

School Year 2021-2022

Optional Student Academic Outcome 1: 2nd Grade DRA Proficiency		
% Proficient TARGET	% Proficient ACTUAL	Met target?
5% increase from SY 19-20	Data not available at time of reporting	Data not available

Optional Student Academic Outcome 2: Science and Social Studies Conceptual Themes Intended Learning Outcomes		
% Percent of ILOs that increase 0.1 (2.5%) TARGET	% Percent of ILOs that increase 0.1 (2.5%) ACTUAL	Met target?
Target TBD	Data not available at time of reporting	Data not available

II. Value Added

Value Added	
Status:	Not available

Wai'ālae Elementary Public Charter School

School Year 2021-2022

Financial Performance Framework**Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula**

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Wai'ālae Elementary Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (5 \times 0.10) = 2.10$

$0.10 + 0.35 + 0.10 + 0.30 + 0.75 + 0.50 = 2.10$ (Rounded) = 2

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received

Waimea Middle Public Conversion Charter School

School Year 2021-2022

Academic Performance Framework

For further information on the Academic Performance Framework, please click [here](#)ⁱ.

ANNUAL ACADEMIC PERFORMANCE FRAMEWORK

2 Required Indicators (100 points) and 2 Supplemental Indicators (15 additional points)

Total Points	89/73¹
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Indicator 1. Mission Aligned Initiative (MAI) (maximum 30 points)

1 (A) The school is implementing its mission and vision based on its mission statement.
(maximum 20 points)

The school self-rates their progress for the year and provides documentation to support their rating. The documentation is reviewed and confirmed after submitted.

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score (20)
Mission Alignment to Student Success School process includes:	Articulation of school mission/vision	Articulation of units/ lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision ²	Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision	15

MAI Narrative 1,000-word limit Submission (maximum 10 points)

1 (B) Share what you have done as a school to meet your mission.

The documentation of mission alignment in 1(A) is analyzed and a narrative is submitted to validate the school's progress for the year.

¹ The School will be deemed to have met its goals and academic achievement expectations for Charter review and renewal if the School has earned no less than an average of 73 points during the first four years of this Charter Contract. The annual APF is based on a 100-point scale with the possibility of an additional 15 supplemental points.

² Link(s) to self-reported documents:

<http://sharepoint.spcsc.hawaii.gov/public/APF%2040/Waimea%20Annual%20Academic%20Performance%20Framework.docx%20-%20201a.pdf>

Waimea Middle Public Conversion Charter School

School Year 2021-2022

Measure	Approaches	Practices	Ingrained	Score (10)
<ul style="list-style-type: none"> The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress 		X ³		6

Indicator 2. Standardized Assessments - Strive HI (maximum 70 points)

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Absolute Achievement: Student performance at a single point in time.	ELA (52%)	3 - 8, 11	33%	Does Not Meet	4
Absolute Achievement: Student performance at a single point in time.	Math (38%)	3 - 8, 11	28%	Does Not Meet	4
Absolute Achievement: Student performance at a single point in time.	Science (40%)	4, 8, EOC Bio	26%	Does Not Meet	4
Growth - Median SGP: Improvement over time on a particular assessment.	ELA (50)	3 - 8, 11	53	Meets/Exceeds	7
Growth - Median SGP: Improvement over time on a particular assessment.	Math (50)	3 - 8, 11	71	Meets/Exceeds	7
Achievement Gap: Difference in LA and Math proficiency rates for high needs and non-high needs students.	ELA (34)	3 - 8, 11	21	Meets/Exceeds	7

³ Link(s) to self-reported documents:
<http://sharepoint.spsc.hawaii.gov/public/APF%2040/Waimea%20Annual%20Academic%20Performance%20Framework.docx%20-1b.pdf>

Waimea Middle Public Conversion Charter School

School Year 2021-2022

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Achievement Gap: <i>Difference in LA and Math proficiency rates for high needs and non-high needs students.</i>	Math (29)	3 - 8, 11	24	Meets/Exceeds	7
Post-Secondary Readiness: <i>Percentage of students reading at, or near grade level, and/or promotion rate, depending on grade level.</i>	Elem / Middle (76%)	8	71%	Does Not Meet	4
Chronic Absenteeism: <i>Based on the number of students absent (excused / unexcused) for fifteen (15) or more days during the Full School Year (FSY) period.</i>	(37%)	Grade levels served by school	48%	Does Not Meet	4
School Climate: <i>Percentage of students who feel positive about their school (Data from State's accountability system)</i>	(59% secondary)	Secondary	61% secondary	Meets/Exceeds	7

Total Score 55**Indicator 3. Comparative Performance (Supplemental 6 Points)**

Provides an opportunity for a public charter school to compare its performance with other public schools. The school selected: [Complex Area](#) (in the highlighted column below).

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
ELA (33%)	3 - 8, 11	41%	38%	47%	Does Not Meet	1

Waimea Middle Public Conversion Charter School

School Year 2021-2022

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
Math (28%)	3 - 8, 11	25%	18%	31%	Meets	2
Science (26%)	4, 8 and Biology EOC	34%	23%	36%	Does Not Meet	1
Total Score						4

Indicator 4. School Reported Data - Site-Relevant Diagnostics (Supplemental 9 points)

Depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics

Measure	Description
Adaptive Diagnostic Tool	
Local-specific Diagnostic Tool	
Universal Screener	NWEA Math, Reading, and Science – grades 6, 7, and 8
Narrative Analysis of Data Score (9)	9

Waimea Middle Public Conversion Charter School

School Year 2021-2022

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Waimea Middle Public Conversion Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (4 \times 0.25) + (2 \times 0.10) = 2.15$$

$$0.10 + 0.35 + 0.20 + 0.30 + 1.00 + 0.20 = 2.15 \text{ (Rounded)} = 2$$

Final Fiscal Year 2021-22 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following **annual** indicators as required by the Commisison's Kuleana Portal (compliance system).

Contract Section Requirement		Evidence
<i>School Charter and Mission - Article II</i>	Annual	
<i>2.1 Charter</i> <i>The school is operating in locations listed in section 2.1.</i>	x	Kuleana Portal <ul style="list-style-type: none"> • SY Calendar: <i>Approved</i> • Student Admission Packet: <i>Received</i>

Governance - Article IV	Annual	Evidence
<i>4.6 School Governing Board Member Information</i>	x	Kuleana Portal <ul style="list-style-type: none"> • Governing Board Roster: <i>Approved</i>

Waimea Middle Public Conversion Charter School

School Year 2021-2022

<i>School Performance - Article V</i>	Annual	Evidence
<i>5.1 The School has no outstanding Notices of Concern or Deficiency</i>	x	None

<i>Academic Performance - Article VI</i>	Annual	Evidence
<i>6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.</i>	x	Does not apply

<i>Financial Management - Article VIII</i>	Annual	Evidence
<i>8.7 Quaterly Reports School submitted all quarterly financial reports to Commission.</i>	x	Kuleana Portal <ul style="list-style-type: none"> 4th Quarter (20-21): Approved 1st Quarter (21-22): Approved 2nd Quarter (21-22): Approved 3rd Quarter (21-22): Approved
<i>8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Annual Budget: Approved
<i>8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Enrollment Projections for coming SY (22-23): Approved

<i>Admission, Enrollment, and Attendance - Article IX</i>	Annual	Evidence
<i>9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: Received
<i>9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: Received

<i>School Facilities - Article XIV</i>	Annual	Comments
<i>14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Fire Inspection: Approved

Waimea Middle Public Conversion Charter School

School Year 2021-2022

ⁱ Link to the Charter Contract 4.0: <https://www.chartercommission.hawaii.gov/images/for-families-and-communities/find-a-charter-school/waimea-middle-public-conversion-charter-school/contracts/Waimea-Middle-Charter-Contract-4.0.pdf>

West Hawai'i Explorations Academy

School Year 2021-2022

Academic Performance Framework

For further information on the Academic Performance Framework, please click [here](#)ⁱ.

ANNUAL ACADEMIC PERFORMANCE FRAMEWORK

2 Required Indicators (100 points) and 2 Supplemental Indicators (15 additional points)

Total Points	96/73 ¹
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Indicator 1. Mission Aligned Initiative (MAI) (maximum 30 points)

1 (A) The school is implementing its mission and vision based on its mission statement.
(maximum 20 points)

The school self-rates their progress for the year and provides documentation to support their rating. The documentation is reviewed and confirmed after submitted.

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score (20)
Mission Alignment to Student Success School process includes:	Articulation of school mission/vision	Articulation of units/lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision ²	Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision	15

MAI Narrative 1,000-word limit Submission (maximum 10 points)

1 (B) Share what you have done as a school to meet your mission.

The documentation of mission alignment in 1(A) is analyzed and a narrative is submitted to validate the school's progress for the year.

¹ The School will be deemed to have met its goals and academic achievement expectations for Charter review and renewal if the School has earned no less than an average of 73 points during the first four years of this Charter Contract. The annual APF is based on a 100-point scale with the possibility of an additional 15 supplemental points.

² Link(s) to self-reported documents:

<http://sharepoint.spcsc.hawaii.gov/public/APF%2040/WHEA's%20APF%20Indicator%201%20-%20MAI%20Form%201a.pdf>

West Hawai'i Explorations Academy

School Year 2021-2022

Measure	Approaches	Practices	Ingrained	Score (10)
<ul style="list-style-type: none"> The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress 		X		6

Indicator 2. Standardized Assessments - Strive HI (maximum 70 points)

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
Absolute Achievement: Student performance at a single point in time.	ELA (52%)	3 - 8, 11	61%	Meets/Exceeds	7
Absolute Achievement: Student performance at a single point in time.	Math (38%)	3 - 8, 11	23%	Does Not Meet	4
Absolute Achievement: Student performance at a single point in time.	Science (40%)	4, 8, EOC Bio	46%	Does Not Meet	4
Growth - Median SGP: Improvement over time on a particular assessment.	ELA (50)	3 - 8, 11	53	Meets/Exceeds	7
Growth - Median SGP: Improvement over time on a particular assessment.	Math (50)	3 - 8, 11	41	Does Not Meet	4
Achievement Gap: Difference in LA and Math proficiency rates for high needs and non-high needs students.	ELA (34)	3 - 8, 11	10	Meets/Exceeds	7
Achievement Gap: Difference in LA and	Math (29)	3 - 8, 11	14	Meets/Exceeds	7

West Hawai'i Explorations Academy

School Year 2021-2022

Measure	Description (Statewide)	Grade Levels	Actual	Does Not Meet (4) Meets/Exceeds (7)	Total (70)
<i>Math proficiency rates for high needs and non-high needs students.</i>					
Post-Secondary Readiness: <i>Percentage of students reading at, or near grade level, and/or promotion rate, depending on grade level.</i>	On-time promotion rate (89%)	9	100%	Meets/Exceeds	7
Chronic Absenteeism: <i>Based on the number of students absent (excused / unexcused) for fifteen (15) or more days during the Full School Year (FSY) period.</i>	(37%)	Grade levels served by school	33%	Meets/Exceeds	7
School Climate: <i>Percentage of students who feel positive about their school (Data from State's accountability system)</i>	(59% secondary)	Secondary	62% secondary	Meets/Exceeds	7

Total Score 61**Indicator 3. Comparative Performance (Supplemental 6 Points)**

Provides an opportunity for a public charter school to compare its performance with other public schools. The school selected: [Complex Area](#) (in the highlighted column below).

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
ELA (61%)	3 - 8, 11	41%	39%	47%	Meets	2
Math (23%)	3 - 8, 11	25%	22%	31%	Does Not Meet	1
Science	4, 8 and	30%	31%	36%	Meets	2

West Hawai'i Explorations Academy

School Year 2021-2022

Measure (School Score)	Grade Levels	Complex Area	Complex	Charter Schools	Does Not Meet (1) Meets (2)	Total (6)
(46%)	Biology EOC					

Total Score 5**Indicator 4. School Reported Data - Site-Relevant Diagnostics (Supplemental 9 points)**

Depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics

Measure	Description
Adaptive Diagnostic Tool	
Local-specific Diagnostic Tool	Portfolio
Universal Screener	
Narrative Analysis of Data Score (9)	9

Financial Performance Framework**Financial Performance Framework Audited Fiscal Year 2021-22 Risk Assessment Result Formula**

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

West Hawai'i Explorations Academy

$$(1 \times 0.10) + (1 \times 0.35) + (4 \times 0.10) + (3 \times 0.10) + (5 \times 0.25) + (1 \times 0.10) = 2.50$$

$$0.10 + 0.35 + 0.40 + 0.30 + 1.25 + 0.10 = 2.50 \text{ (Rounded)} = 3$$

Final Fiscal Year 2021-22 Risk Assessment: Moderate

West Hawai'i Explorations Academy

School Year 2021-2022

Organizational Performance Framework

For School Year 2021-2022, the Organizational Performance Framework measured the following **annual** indicators as required by the Commission's Kuleana Portal (compliance system).

Contract Section Requirement		
<i>School Charter and Mission - Article II</i>	Annual	Evidence
<i>2.1 Charter</i> <i>The school is operating in locations listed in section 2.1.</i>	x	Kuleana Portal <ul style="list-style-type: none"> • SY Calendar: <i>Approved</i> • Student Admission Packet: <i>Received</i>
<i>Governance - Article IV</i>	Annual	Comments
<i>4.6 School Governing Board Member Information</i>	x	Kuleana Portal <ul style="list-style-type: none"> • Governing Board Roster: <i>Approved</i>
<i>School Performance - Article V</i>	Annual	Evidence
<i>5.1 The School has no outstanding Notices of Concern or Deficiency</i>	x	None
<i>Academic Performance - Article VI</i>	Annual	Comments
<i>6.5 Virtual and Blended Programs</i> <i>Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.</i>	x	Does not apply
<i>Financial Management - Article VIII</i>	Annual	Evidence
<i>8.7 Quaterly Reports</i> <i>School submitted all quarterly financial reports to Commission.</i>	x	Kuleana Portal <ul style="list-style-type: none"> • 4th Quarter (20-21): <i>Approved</i> • 1st Quarter (21-22): <i>Approved</i> • 2nd Quarter (21-22): <i>Approved</i> • 3rd Quarter (21-22): <i>Approved</i>
<i>8.8 Annual Budgets</i> <i>School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.</i>	x	Kuleana Portal <ul style="list-style-type: none"> • Annual Budget: <i>Approved</i>
<i>8.16 Enrollment Count Reports for Per-pupil funding</i> <i>The School provides projected enrollment counts for funding by May 15.</i>	x	Kuleana Portal <ul style="list-style-type: none"> • Student Enrollment Projections for coming SY (22-23): <i>Approved</i>

West Hawai'i Explorations Academy

School Year 2021-2022

<i>Admission, Enrollment, and Attendance - Article IX</i>	Annual	Evidence
<i>9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: Received
<i>9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Student Admission Packet: Received

<i>School Facilities - Article XIV</i>	Annual	Evidence
<i>14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.</i>	x	Kuleana Portal <ul style="list-style-type: none"> Fire Inspection: Approved

ⁱ Link to the Charter Contract 4.0: <https://www.chartercommission.hawaii.gov/images/for-families-and-communities/find-a-charter-school/west-hawai%CA%BBi-explorations-academy/contracts/West-Hawaii-Explorations-Academy-Charter-Contract-4.0.pdf>

- b. Appendix B: Charter School Academic Performance Data for School Years 2018-2019, 2019-2020, 2020-2021, and 2021-2022

Table 4 Student Proficiency in English Language Arts/Literacy (ELA), Math (M), and Science (S)

Table 4: Student Proficiency in English Language Arts/Literacy (ELA) School	2018- 2019 ELA	2019- 2020 ELA	2020- 2021 ELA	2021- 2022 ELA
Charter-wide	N/A	N/A	48%	47%
Statewide	54%	N/A	50%	52%
Alaka'i O Kaua'i Public Charter School	62%	N/A	66%	72%
Connections Public Charter School	46%	N/A	33%	31%
DreamHouse 'Ewa Beach	Not open	N/A	40%	32%
Hakipu'u Academy	24%	N/A	24%	20%
Hālau Kū Māna Public Charter School	41%	N/A	38%	48%
Hawai'i Academy of Arts & Science Public Charter School	51%	N/A	45%	48%
Hawai'i Technology Academy	68%	N/A	66%	61%
Innovations Public Charter School	70%	N/A	62%	66%
Ka 'Umeke Kā'eo	43%	N/A	27%	28%
Ka Waihona o ka Na'auao Public Charter School	29%	N/A	24%	25%
Kamaile Academy, PCS	21%	N/A	15%	15%
Kamalani Academy	48%	N/A	36%	38%
Kanu o ka 'Āina New Century Public Charter School	55%	N/A	56%	37%
Kanuikapono Public Charter School	47%	N/A	39%	32%
Ka'ōhao Public Charter School	82%	N/A	76%	72%
The Kapolei Charter School by Goodwill Hawaii	N/A	N/A	38%	66%
Kawaikini New Century Public Charter School	30%	N/A	30%	24%
Ke Ana La'ahana Public Charter School	24%	N/A	25%	16%
Ke Kula Niihau O Kekaha Learning Center	SUPP	N/A	6%	SUPP
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	39%	N/A	41%	7%
Ke Kula 'o Samuel M. Kamakau, LPCS	46%	N/A	36%	37%
Kihei Charter School	59%	N/A	61%	50%
Kona Pacific Public Charter School	50%	N/A	52%	61%
Kua o ka Lā New Century Public Charter School	33%	N/A	31%	45%
Kualapu'u School: A Public Conversion Charter	28%	N/A	38%	43%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	13%	N/A	17%	SUPP
Laupāhoehoe Community Public Charter School	38%	N/A	42%	22%
Mālama Honua Public Charter School	45%	N/A	49%	45%
Myron B. Thompson Academy	80%	N/A	81%	82%
Nā Wai Ola Public Charter School	30%	N/A	19%	30%
SEEQS: the School for Examining Essential Questions of Sustainability	74%	N/A	58%	59%
University Laboratory School	71%	N/A	72%	65%

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 4: Student Proficiency in English Language Arts/Literacy (ELA) School	2018-2019 ELA	2019-2020 ELA	2020-2021 ELA	2021-2022 ELA
The Volcano School of Arts & Sciences	53%	N/A	38%	39%
Voyager: A Public Charter School	68%	N/A	68%	55%
Wai'ālae Elementary Public Charter School	56%	N/A	52%	60%
Waimea Middle Public Conversion Charter School	39%	N/A	39%	33%
West Hawai'i Explorations Academy	63%	N/A	64%	61%

Table 4: Student Proficiency in Math (M) School	2018-2019 M	2019-2020 M	2020-2021 M	2021-2022 M
Charter-wide	N/A	N/A	28%	31%
Statewide	43%	N/A	32%	38%
Alaka'i O Kaua'i Public Charter School	33%	N/A	35%	46%
Connections Public Charter School	23%	N/A	9%	12%
DreamHouse 'Ewa Beach	Not open	N/A	16%	12%
Hakipu'u Academy	6%	N/A	SUPP	SUPP
Hālau Kū Māna Public Charter School	18%	N/A	9%	18%
Hawai'i Academy of Arts & Science Public Charter School	28%	N/A	21%	25%
Hawai'i Technology Academy	43%	N/A	31%	33%
Innovations Public Charter School	59%	N/A	46%	46%
Ka 'Umeke Kā'eo	14%	N/A	22%	24%
Ka Waihona o ka Na'auao Public Charter School	19%	N/A	10%	17%
Kamaile Academy, PCS	9%	N/A	5%	5%
Kamalani Academy	25%	N/A	18%	26%
Kanu o ka 'Āina New Century Public Charter School	27%	N/A	28%	19%
Kanuikapono Public Charter School	27%	N/A	20%	10%
Ka'ōhao Public Charter School	74%	N/A	61%	65%
The Kapolei Charter School by Goodwill Hawaii	N/A	N/A	(0-5%)	14%
Kawaikini New Century Public Charter School	20%	N/A	23%	26%
Ke Ana La'ahana Public Charter School	16%	N/A	22%	SUPP
Ke Kula Niihau O Kekaha Learning Center	SUPP	N/A	SUPP	SUPP
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	20%	N/A	21%	3%
Ke Kula 'o Samuel M. Kamakau, LPCS	32%	N/A	25%	15%
Kiheī Charter School	39%	N/A	34%	27%
Kona Pacific Public Charter School	30%	N/A	29%	46%
Kua o ka Lā New Century Public Charter School	24%	N/A	12%	26%
Kualapu'u School: A Public Conversion Charter	32%	N/A	48%	44%

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 4: Student Proficiency in Math (M)	2018- 2019	2019- 2020	2020- 2021	2021- 2022
School	M	M	M	M
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	16%	N/A	54%	6%
Laupāhoehoe Community Public Charter School	23%	N/A	19%	9%
Mālama Honua Public Charter School	27%	N/A	14%	24%
Myron B. Thompson Academy	56%	N/A	65%	72%
Nā Wai Ola Public Charter School	21%	N/A	8%	19%
SEEQS: the School for Examining Essential Questions of Sustainability	45%	N/A	25%	30%
University Laboratory School	45%	N/A	56%	55%
The Volcano School of Arts & Sciences	40%	N/A	21%	27%
Voyager: A Public Charter School	56%	N/A	38%	53%
Wai'alaie Elementary Public Charter School	52%	N/A	50%	59%
Waimea Middle Public Conversion Charter School	34%	N/A	23%	28%
West Hawai'i Explorations Academy	37%	N/A	26%	23%

Table 4: Student Proficiency Science (S)	2018- 2019	2019- 2020	2020- 2021	2021- 2022
School	S	S	S	S
Charter-wide	N/A	N/A	37%	36%
Statewide	44%	N/A	35%	40%
Alaka'i O Kaua'i Public Charter School	SUPP	N/A	SUPP	70%
Connections Public Charter School	25%	N/A	32%	15%
DreamHouse 'Ewa Beach	Not open	N/A		5%
Hakipu'u Academy	SUPP	N/A	SUPP	SUPP
Hālau Kū Māna Public Charter School	50%	N/A	14%	29%
Hawai'i Academy of Arts & Science Public Charter School	43%	N/A	40%	41%
Hawai'i Technology Academy	47%	N/A	42%	47%
Innovations Public Charter School	37%	N/A	53%	55%
Ka 'Umeke Kā'eo	43%	N/A	30%	28%
Ka Waihona o ka Na'auao Public Charter School	28%	N/A	13%	13%
Kamaile Academy, PCS	15%	N/A	12%	11%
Kamalani Academy	39%	N/A	19%	33%
Kanu o ka 'Āina New Century Public Charter School	42%	N/A	36%	44%
Kanuikapono Public Charter School	38%	N/A	20%	24%
Ka'ōhao Public Charter School	80%	N/A	52%	77%
The Kapolei Charter School by Goodwill Hawaii	39%	N/A	22%	8%

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 4: Student Proficiency Science (S) School	2018- 2019 S	2019- 2020 S	2020- 2021 S	2021- 2022 S
Kawaikini New Century Public Charter School	31%	N/A	21%	6%
Ke Ana La'ahana Public Charter School	SUPP	N/A	SUPP	9%
Ke Kula Niihau O Kekaha Learning Center	SUPP	N/A	SUPP	SUPP
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	34%	N/A	SUPP	29%
Ke Kula 'o Samuel M. Kamakau, LPCS	27%	N/A	25%	50%
Kihei Charter School	60%	N/A	38%	26%
Kona Pacific Public Charter School	58%	N/A	43%	47%
Kua o ka Lā New Century Public Charter School	38%	N/A	SUPP	18%
Kualapu'u School: A Public Conversion Charter	28%	N/A	27%	30%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	SUPP	N/A	SUPP	SUPP
Laupāhoehoe Community Public Charter School	26%	N/A	24%	25%
Mālama Honua Public Charter School	SUPP	N/A	32%	29%
Myron B. Thompson Academy	86%	N/A	71%	79%
Nā Wai Ola Public Charter School	SUPP	N/A	SUPP	20%
SEEQS: the School for Examining Essential Questions of Sustainability	67%	N/A	47%	33%
University Laboratory School	62%	N/A	55%	51%
The Volcano School of Arts & Sciences	47%	N/A	37%	44%
Voyager: A Public Charter School	48%	N/A	40%	56%
Wai'alaie Elementary Public Charter School	62%	N/A	39%	52%
Waimea Middle Public Conversion Charter School	49%	N/A	SUPP	26%
West Hawai'i Explorations Academy	35%	N/A	47%	46%

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 5 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Math (M) and Achievement Gap – School Year 2018-2019

Table 5: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap School Year 2018-2019				
School	ELA/HLA Proficiency NHN	ELA/HLA Proficiency HN	ELA/HLA Proficiency Gap	
Charter-wide	N/A	N/A	N/A	
Statewide	72%	38%	34	
Alaka'i O Kaua'i Public Charter School	71%	SUPP	N/A	
Connections Public Charter School	63%	42%	21	
DreamHouse 'Ewa Beach	Not open	Not open	Not open	
Hakipu'u Academy	SUPP	SUPP	N/A	
Hālau Kū Māna Public Charter School	47%	25%	22	
Hawai'i Academy of Arts & Science Public Charter School	60%	48%	12	
Hawai'i Technology Academy	73%	53%	20	
Innovations Public Charter School	80%	64%	16	
Ka 'Umeke Kā'eo	58%	32%	26	
Ka Waihona o ka Na'auao Public Charter School	39%	23%	16	
Kamaile Academy, PCS	25%	21%	4	
Kamalani Academy	59%	37%	22	
Kanu o ka 'Āina New Century Public Charter School	66%	48%	18	
Kanuikapono Public Charter School	53%	42%	12	
Ka'ōhao Public Charter School	89%	37%	52	
The Kapolei Charter School by Goodwill Hawaii	N/A	N/A	N/A	
Kawaikini New Century Public Charter School	36%	26%	11	
Ke Ana La'ahana Public Charter School	N/A	SUPP	N/A	
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	N/A	
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	47%	32%	15	
Ke Kula 'o Samuel M. Kamakau, LPCS	61%	27%	34	
Kihei Charter School	63%	48%	15	
Kona Pacific Public Charter School	50%	49%	1	
Kua o ka Lā New Century Public Charter School	SUPP	25%	N/A	
Kualapu'u School: A Public Conversion Charter	47%	22%	25	
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Does not apply	SUPP	N/A	
Laupāhoehoe Community Public Charter School	55%	35%	19	
Mālama Honua Public Charter School	67%	33%	33	
Myron B. Thompson Academy	82%	71%	11	

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 5: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap School Year 2018-2019			
School	ELA/HLA Proficiency NHN	ELA/HLA Proficiency HN	ELA/HLA Proficiency Gap
Nā Wai Ola Public Charter School	SUPP	31%	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	86%	48%	38
University Laboratory School	75%	39%	36
The Volcano School of Arts & Sciences	78%	45%	33
Voyager: A Public Charter School	79%	37%	42
Wai'alaie Elementary Public Charter School	64%	29%	35
Waimea Middle Public Conversion Charter School	67%	31%	37
West Hawai'i Explorations Academy	71%	51%	20

Table 5: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math (M) and Achievement Gap School Year 2018-2019			
School	Math Proficiency NHN	Math Proficiency HN	Math Proficiency Gap
Charter-wide	N/A	N/A	N/A
Statewide	59%	30%	29
Alaka'i O Kaua'i Public Charter School	39%	SUPP	N/A
Connections Public Charter School	34%	20%	14
DreamHouse 'Ewa Beach	Not open	Not open	Not open
Hakipu'u Academy	SUPP	SUPP	N/A
Hālau Kū Māna Public Charter School	20%	13%	8
Hawai'i Academy of Arts & Science Public Charter School	37%	26%	11
Hawai'i Technology Academy	49%	26%	23
Innovations Public Charter School	72%	51%	21
Ka 'Umeke Kā'eo	24%	6%	18
Ka Waihona o ka Na'auao Public Charter School	27%	14%	13
Kamaile Academy, PCS	7%	9%	-2
Kamalani Academy	35%	14%	21
Kanu o ka 'Āina New Century Public Charter School	36%	21%	15
Kanuikapono Public Charter School	29%	25%	4
Ka'ōhao Public Charter School	80%	33%	47

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 5: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math (M) and Achievement Gap School Year 2018-2019			
School	Math Proficiency NHN	Math Proficiency HN	Math Proficiency Gap
The Kapolei Charter School by Goodwill Hawaii	N/A	N/A	N/A
Kawaikini New Century Public Charter School	27%	15%	12
Ke Ana La'ahana Public Charter School	N/A	SUPP	N/A
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	25%	17%	8
Ke Kula 'o Samuel M. Kamakau, LPCS	45%	17%	28
Kihei Charter School	44%	29%	15
Kona Pacific Public Charter School	38%	21%	17
Kua o ka Lā New Century Public Charter School	SUPP	21%	N/A
Kualapu'u School: A Public Conversion Charter	45%	28%	16
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	SUPP	N/A
Laupāhoehoe Community Public Charter School	32%	22%	10
Mālama Honua Public Charter School	33%	23%	10
Myron B. Thompson Academy	58%	45%	13
Nā Wai Ola Public Charter School	SUPP	24%	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	55%	24%	31
University Laboratory School	49%	21%	28
The Volcano School of Arts & Sciences	59%	35%	24
Voyager: A Public Charter School	63%	37%	26
Wai'alae Elementary Public Charter School	58%	28%	30
Waimea Middle Public Conversion Charter School	64%	25%	39
West Hawai'i Explorations Academy	43%	28%	14

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 6 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Math (M) and Achievement Gap – School Year 2019-2020

Table 6: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Math (M) and Achievement Gap – School Year 2019-2020

Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-2020. As a result, these data are not available.

Table 7 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap – School Year 2020-2021

Table 7: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and				
Achievement Gap		Math	Math	Math
School Year 2020-2021		Proficiency	Proficiency	Proficiency
School		NHN	HN	Gap
Charter-wide		39%	18%	20
Statewide		47%	20%	27
Alaka'i O Kaua'i Public Charter School		43%	25%	18
Connections Public Charter School		15%	7%	8
DreamHouse 'Ewa Beach		17%	14%	3
Hakipu'u Academy		SUPP	SUPP	N/A
Hālau Kū Māna Public Charter School		14%	(0-5%)	SUPP
Hawai'i Academy of Arts & Science Public Charter School		21%	21%	0
Hawai'i Technology Academy		34%	22%	12
Innovations Public Charter School		57%	32%	25
Ka 'Umeke Kā'eo		45%	12%	34
Ka Waihona o ka Na'auao Public Charter School		13%	9%	4
Kamaile Academy, PCS		7%	(0-5%)	SUPP
Kamalani Academy		22%	17%	5
Kanu o ka 'Āina New Century Public Charter School		40%	18%	22
Kanuikapono Public Charter School		24%	18%	6
Ka'ōhao Public Charter School		66%	32%	34
The Kapolei Charter School by Goodwill Hawaii		(0-5%)	SUPP	N/A
Kawaikini New Century Public Charter School		29%	20%	8
Ke Ana La'ahana Public Charter School		SUPP	SUPP	N/A
Ke Kula Niihau O Kekaha Learning Center		SUPP	SUPP	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS		SUPP	SUPP	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS		31%	21%	11
Kihei Charter School		42%	25%	18
Kona Pacific Public Charter School		33%	27%	5
Kua o ka Lā New Century Public Charter School		15%	10%	4
Kualapu'u School: A Public Conversion Charter		68%	39%	29
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)		Not applicable	SUPP	N/A
Laupāhoehoe Community Public Charter School		21%	19%	2
Mālama Honua Public Charter School		23%	8%	14

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 7: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap			
School Year 2020-2021	Math Proficiency NHN	Math Proficiency HN	Math Proficiency Gap
School			
Myron B. Thompson Academy	67%	56%	10
Nā Wai Ola Public Charter School	SUPP	7%	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	34%	9%	25
University Laboratory School	59%	47%	12
The Volcano School of Arts & Sciences	36%	9%	27
Voyager: A Public Charter School	41%	32%	9
Wai'ālae Elementary Public Charter School	60%	35%	25
Waimea Middle Public Conversion Charter School	SUPP	15%	N/A
West Hawai'i Explorations Academy	22%	30%	-8

Table 7: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap			
School Year 2020-2021	ELA/HLA Proficiency NHN	ELA/HLA Proficiency HN	ELA/HLA Proficiency Gap
School			
Charter-wide	64%	32%	32
Statewide	69%	35%	34
Alaka'i O Kaua'i Public Charter School	84%	43%	41
Connections Public Charter School	50%	28%	22
DreamHouse 'Ewa Beach	47%	23%	24
Hakipu'u Academy	SUPP	23%	N/A
Hālau Kū Māna Public Charter School	46%	29%	17
Hawai'i Academy of Arts & Science Public Charter School	53%	41%	12
Hawai'i Technology Academy	73%	46%	27
Innovations Public Charter School	70%	53%	16
Ka 'Umeke Kā'eo	45%	19%	26
Ka Waihona o ka Na'auao Public Charter School	32%	18%	14
Kamaile Academy, PCS	19%	14%	4
Kamalani Academy	50%	29%	21
Kanu o ka 'Āina New Century Public Charter School	67%	47%	20
Kanuikapono Public Charter School	59%	25%	34
Ka'ōhao Public Charter School	78%	59%	19

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 7: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap School Year 2020-2021			
School	ELA/HLA Proficiency NHN	ELA/HLA Proficiency HN	ELA/HLA Proficiency Gap
The Kapolei Charter School by Goodwill Hawaii	50%	SUPP	N/A
Kawaikini New Century Public Charter School	32%	28%	4
Ke Ana La'ahana Public Charter School	SUPP	SUPP	N/A
Ke Kula Niihau O Kekaha Learning Center	SUPP	7%	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	SUPP	SUPP	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	44%	29%	15
Kihei Charter School	71%	49%	22
Kona Pacific Public Charter School	57%	48%	8
Kua o ka Lā New Century Public Charter School	47%	16%	31
Kualapu'u School: A Public Conversion Charter	67%	25%	42
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Not applicable	SUPP	N/A
Laupāhoehoe Community Public Charter School	63%	35%	27
Mālama Honua Public Charter School	68%	36%	33
Myron B. Thompson Academy	82%	78%	4
Nā Wai Ola Public Charter School	SUPP	20%	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	74%	29%	45
University Laboratory School	76%	55%	21
The Volcano School of Arts & Sciences	64%	18%	46
Voyager: A Public Charter School	79%	46%	33
Wai'alae Elementary Public Charter School	66%	29%	37
Waimea Middle Public Conversion Charter School	SUPP	32%	N/A
West Hawai'i Explorations Academy	67%	62%	5

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 8 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap – School Year 2021-2022

Table 8: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap				
Gap	Math	Math	Math	
School Year 2021-2022	Proficiency	Proficiency	Proficiency	
School	NHN	HN	Gap	
Charter-wide	43%	19%	24	
Statewide	54%	25%	29	
Alaka'i O Kaua'i Public Charter School	52%	31%	21	
Connections Public Charter School	27%	7%	20	
DreamHouse 'Ewa Beach	14%	6%	9	
Hakipu'u Academy	SUPP	SUPP	SUPP	
Hālau Kū Māna Public Charter School	22%	13%	10	
Hawai'i Academy of Arts & Science Public Charter School	35%	22%	13	
Hawai'i Technology Academy	38%	18%	20	
Innovations Public Charter School	53%	39%	15	
Ka 'Umeke Kā'eo	38%	14%	25	
Ka Waihona o ka Na'auao Public Charter School	24%	14%	10	
Kamaile Academy, PCS	9%	4%	5	
Kamalani Academy	35%	21%	14	
Kanu o ka 'Āina New Century Public Charter School	28%	14%	14	
Kanuikapono Public Charter School	16%	6%	9	
Ka'ōhao Public Charter School	71%	26%	45	
The Kapolei Charter School by Goodwill Hawaii	17%	9%	8	
Kawaikini New Century Public Charter School	42%	18%	25	
Ke Ana La'ahana Public Charter School	SUPP	SUPP	SUPP	
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	SUPP	
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	6%	2%	5	
Ke Kula 'o Samuel M. Kamakau, LPCS	23%	3%	20	
Kihei Charter School	32%	19%	14	
Kona Pacific Public Charter School	53%	41%	12	
Kua o ka Lā New Century Public Charter School	50%	21%	29	
Kualapu'u School: A Public Conversion Charter	67%	36%	31	
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	SUPP	6%	SUPP	
Laupāhoehoe Community Public Charter School	7%	10%	-3	
Mālama Honua Public Charter School	36%	14%	23	
Myron B. Thompson Academy	75%	56%	19	
Nā Wai Ola Public Charter School	SUPP	22%	SUPP	

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 8: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap			
Gap	Math	Math	Math
School Year 2021-2022	Proficiency	Proficiency	Proficiency
School	NHN	HN	Gap
SEEQS: the School for Examining Essential Questions of Sustainability	38%	16%	22
University Laboratory School	56%	47%	9
The Volcano School of Arts & Sciences	52%	13%	39
Voyager: A Public Charter School	59%	44%	15
Wai'ālae Elementary Public Charter School	69%	37%	32
Waimea Middle Public Conversion Charter School	47%	24	24
West Hawai'i Explorations Academy	28%	14%	14

Table 8: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap			
School Year 2021-2022	ELA/HLA	ELA/HLA	ELA/HLA
School	Proficiency	Proficiency	Proficiency
	NHN	HN	Gap
Charter-wide	63%	32%	31
Statewide	71%	37%	34
Alaka'i O Kaua'i Public Charter School	77%	59%	18
Connections Public Charter School	43%	27%	17
DreamHouse 'Ewa Beach	39%	14%	25
Hakipu'u Academy	SUPP	15%	SUPP
Hālau Kū Māna Public Charter School	54%	41%	13
Hawai'i Academy of Arts & Science Public Charter School	71%	42%	29
Hawai'i Technology Academy	69%	38%	31
Innovations Public Charter School	77%	54%	23
Ka 'Umeke Kā'eo	48%	14%	34
Ka Waihona o ka Na'auao Public Charter School	33%	23%	11
Kamaile Academy, PCS	22%	14%	7
Kamalani Academy	47%	33%	14
Kanu o ka 'Āina New Century Public Charter School	43%	34%	9
Kanuikapono Public Charter School	45%	25%	20
Ka'ōhao Public Charter School	79%	30%	49
The Kapolei Charter School by Goodwill Hawaii	79%	36%	43
Kawaikini New Century Public Charter School	35%	18%	17

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 8: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap School Year 2021-2022			
School	ELA/HLA Proficiency NHN	ELA/HLA Proficiency HN	ELA/HLA Proficiency Gap
Ke Ana La'ahana Public Charter School	SUPP	17%	SUPP
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	SUPP
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	13%	4%	9
Ke Kula 'o Samuel M. Kamakau, LPCS	44%	28%	16
Kihei Charter School	59%	36%	24
Kona Pacific Public Charter School	74%	52%	21
Kua o ka Lā New Century Public Charter School	75%	39%	36
Kualapu'u School: A Public Conversion Charter	65%	35%	30
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)	SUPP	SUPP	SUPP
Laupāhoehoe Community Public Charter School	20%	23%	-3
Mālama Honua Public Charter School	55%	36%	19
Myron B. Thompson Academy	85%	65%	20
Nā Wai Ola Public Charter School	SUPP	31%	SUPP
SEEQS: the School for Examining Essential Questions of Sustainability	70%	37%	34
University Laboratory School	67%	55%	12
The Volcano School of Arts & Sciences	63%	26%	37
Voyager: A Public Charter School	70%	32%	38
Wai'alae Elementary Public Charter School	71%	34%	37
Waimea Middle Public Conversion Charter School	50%	29%	21
West Hawai'i Explorations Academy	65%	55%	10

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 9 Median Student Growth Percentiles for English Language Arts/Literacy (ELA) and Math

Table 9: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) and Math				
Arts/Literacy (ELA) School	2018-2019 ELA	2019-2020 ELA	2020-2021 ELA	2021-2022 ELA
Charter-wide	N/A	N/A	N/A	N/A
Statewide	Not calculated	N/A	Not calculated	50
Alaka'i O Kaua'i Public Charter School	SUPP	N/A	71	63
Connections Public Charter School	63	N/A	50	41
DreamHouse 'Ewa Beach	Not open	N/A	38	38
Hakipu'u Academy	50	N/A	38	29
Hālau Kū Māna Public Charter School	38	N/A	43	49
Hawai'i Academy of Arts & Science Public Charter School	47	N/A	53	40
Hawai'i Technology Academy (HTA)	52	N/A	59	44
Innovations Public Charter School	56	N/A	63	52
Ka 'Umeke Kā'eo	61	N/A	DNA	DNA
Ka Waihona o ka Na'auao Public Charter School	46	N/A	40	38
Kamaile Academy, PCS	44	N/A	57	31
Kamalani Academy	35	N/A	54	53
Kanu o ka 'Āina New Century Public Charter School	57	N/A	57	40
Kanuikapono Public Charter School	40	N/A	45	42
Ka'ōhao Public Charter School	52	N/A	51	52
The Kapolei Charter School by Goodwill Hawaii	DNA	N/A	DNA	DNA
Kawaikini New Century Public Charter School	SUPP	N/A	DNA	DNA
Ke Ana La'ahana Public Charter School	26	N/A	25	28
Ke Kula Niihau O Kekaha Learning Center	SUPP	N/A	DNA	DNA
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	SUPP	N/A	DNA	DNA
Ke Kula 'o Samuel M. Kamakau, LPCS	58	N/A	DNA	DNA
Kiheī Charter School	42	N/A	39	35
Kona Pacific Public Charter School	84	N/A	59	61
Kua o ka Lā New Century Public Charter School	59	N/A	42	47
Kualapu'u School: A Public Conversion Charter	36	N/A	49	50

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 9: Median Student Growth Percentiles for English Language Arts/Literacy (ELA)				
School	2018-2019 ELA	2019-2020 ELA	2020-2021 ELA	2021-2022 ELA
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	46	N/A	54	19
Laupāhoehoe Community Public Charter School	38	N/A	59	36
Mālama Honua Public Charter School	33	N/A	55	44
Myron B. Thompson Academy	60	N/A	73	56
Nā Wai Ola Public Charter School	53	N/A	28	48
SEEQS: the School for Examining Essential Questions of Sustainability	50	N/A	44	43
University Laboratory School	49	N/A	54	51
The Volcano School of Arts & Sciences	50	N/A	46	58
Voyager: A Public Charter School	61	N/A	69	52
Wai'ālae Elementary Public Charter School	51	N/A	66	56
Waimea Middle Public Conversion Charter School	62	N/A	46	53
West Hawai'i Explorations Academy	36	N/A	37	53

Table 9: Median Student Growth Percentiles for Math				
School	2018-2019 Math	2019-2020 Math	2020-2021 Math	2021-2022 Math
Charter-wide	N/A	N/A	N/A	N/A
Statewide	Not calculated	N/A	Not calculated	50
Alaka'i O Kaua'i Public Charter School	SUPP	N/A	57	33
Connections Public Charter School	56	N/A	41	44
DreamHouse 'Ewa Beach	Not open	N/A	35	24
Hakipu'u Academy	50	N/A	49	29
Hālau Kū Māna Public Charter School	43	N/A	49	52
Hawai'i Academy of Arts & Science Public Charter School	41	N/A	57	40
Hawai'i Technology Academy (HTA)	49	N/A	55	41
Innovations Public Charter School	63	N/A	54	39
Ka 'Umeke Kā'eo	34	N/A	DNA	DNA
Ka Waihona o ka Na'auao Public Charter School	31	N/A	48	38

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 9: Median Student Growth				
Percentiles for Math	2018-2019	2019-2020	2020-2021	2021-2022
School	Math	Math	Math	Math
Kamaile Academy, PCS	44	N/A	39	29
Kamalani Academy	29	N/A	49	53
Kanu o ka 'Āina New Century Public Charter School	38	N/A	57	44
Kanuikapono Public Charter School	37	N/A	48	31
Ka'ōhao Public Charter School	61	N/A	57	51
The Kapolei Charter School by Goodwill Hawaii	DNA	N/A	DNA	DNA
Kawaikini New Century Public Charter School	SUPP	N/A	DNA	DNA
Ke Ana La'ahana Public Charter School	40	N/A	51	48
Ke Kula Niihau O Kekaha Learning Center	SUPP	N/A	DNA	DNA
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	SUPP	N/A	DNA	DNA
Ke Kula 'o Samuel M. Kamakau, LPCS	61	N/A	DNA	DNA
Kihei Charter School	37	N/A	52	34
Kona Pacific Public Charter School	86	N/A	80	54
Kua o ka Lā New Century Public Charter School	66	N/A	52	44
Kualapu'u School: A Public Conversion Charter	23	N/A	69	47
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	29	N/A	37	5
Laupāhoehoe Community Public Charter School	37	N/A	40	31
Mālama Honua Public Charter School	27	N/A	53	57
Myron B. Thompson Academy	55	N/A	81	51
Nā Wai Ola Public Charter School	40	N/A	41	45
SEEQS: the School for Examining Essential Questions of Sustainability	40	N/A	44	29
University Laboratory School	45	N/A	75	51
The Volcano School of Arts & Sciences	59	N/A	64	52
Voyager: A Public Charter School	57	N/A	69	55
Wai'alae Elementary Public Charter School	62	N/A	73	54
Waimea Middle Public Conversion Charter School	57	N/A	46	71
West Hawai'i Explorations Academy	30	N/A	29	41

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 10 Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) and Math

Table 10: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA)				
School	2018-2019 HLA	2019-2020 HLA	2020-2021 HLA	2021-2022 HLA
Charter-wide	N/A	N/A	45%	40%
Statewide	55%	N/A	48%	48%
Alaka'i O Kaua'i Public Charter School	DNA	DNA	DNA	DNA
Connections Public Charter School	DNA	DNA	DNA	DNA
DreamHouse 'Ewa Beach	Not open	DNA	DNA	DNA
Hakipu'u Academy	DNA	DNA	DNA	DNA
Hālau Kū Māna Public Charter School	DNA	DNA	DNA	DNA
Hawai'i Academy of Arts & Science Public Charter School	DNA	DNA	DNA	DNA
Hawai'i Technology Academy	DNA	DNA	DNA	DNA
Innovations Public Charter School	DNA	DNA	DNA	DNA
Ka 'Umeke Kā'eo	61%	N/A	36%	39%
Ka Waihona o ka Na'auao Public Charter School	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	DNA	DNA	DNA	DNA
Kamalani Academy	DNA	DNA	DNA	DNA
Kanu o ka 'Āina New Century Public Charter School	DNA	DNA	DNA	DNA
Kanuikapono Public Charter School	DNA	DNA	DNA	DNA
Ka'ōhao Public Charter School	DNA	DNA	DNA	DNA
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA
Kawaikini New Century Public Charter School	57%	N/A	35%	30%
Ke Ana La'ahana Public Charter School	DNA	DNA	DNA	DNA
Ke Kula Niihau O Kekaha Learning Center	Suppressed	N/A	Suppressed	Suppressed
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	62%	N/A	58%	33%
Ke Kula 'o Samuel M. Kamakau, LPCS	38%	N/A	55%	53%
Kihei Charter School	DNA	DNA	DNA	DNA
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA
Kua o ka Lā New Century Public Charter School	DNA	DNA	DNA	DNA
Kualapu'u School: A Public Conversion Charter	43%	N/A	65%	57%

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 10: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA)				
School	2018-2019 HLA	2019-2020 HLA	2020-2021 HLA	2021-2022 HLA
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)	DNA	DNA	DNA	DNA
Laupāhoehoe Community Public Charter School	DNA	DNA	DNA	DNA
Mālama Honua Public Charter School	DNA	DNA	DNA	DNA
Myron B. Thompson Academy	DNA	DNA	DNA	DNA
Nā Wai Ola Public Charter School	DNA	DNA	DNA	DNA
SEEQS: the School for Examining Essential Questions of Sustainability	DNA	DNA	DNA	DNA
University Laboratory School	DNA	DNA	DNA	DNA
The Volcano School of Arts & Sciences	DNA	DNA	DNA	DNA
Voyager: A Public Charter School	DNA	DNA	DNA	DNA
Wai'ālae Elementary Public Charter School	DNA	DNA	DNA	DNA
Waimea Middle Public Conversion Charter School	DNA	DNA	DNA	DNA
West Hawai'i Explorations Academy	DNA	DNA	DNA	DNA

Table 10: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math				
School	2018-2019 Math	2019-2020 Math	2020-2021 Math	2021-2022 Math
Charter-wide	N/A	N/A	55%	37%
Statewide	50%	N/A	48%	49%
Alaka'i O Kaua'i Public Charter School	DNA	DNA	DNA	DNA
Connections Public Charter School	DNA	DNA	DNA	DNA
DreamHouse 'Ewa Beach	Not open	DNA	DNA	DNA
Hakipu'u Academy	DNA	DNA	DNA	DNA
Hālau Kū Māna Public Charter School	DNA	DNA	DNA	DNA
Hawai'i Academy of Arts & Science Public Charter School	DNA	DNA	DNA	DNA
Hawai'i Technology Academy	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 10: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational

Outcomes in Math School	2018-2019 Math	2019-2020 Math	2020-2021 Math	2021-2022 Math
Innovations Public Charter School	DNA	DNA	DNA	DNA
Ka 'Umeke Kā'eo	45%	N/A	47%	36%
Ka Waihona o ka Na'auao Public Charter School	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	DNA	DNA	DNA	DNA
Kamalani Academy	DNA	DNA	DNA	DNA
Kanu o ka 'Āina New Century Public Charter School	DNA	DNA	DNA	DNA
Kanuikapono Public Charter School	DNA	DNA	DNA	DNA
Ka'ōhao Public Charter School	DNA	DNA	DNA	DNA
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA
Kawaikini New Century Public Charter School	50%	N/A	52%	39%
Ke Ana La'ahana Public Charter School	DNA	DNA	DNA	DNA
Ke Kula Niihau O Kekaha Learning Center	SUPP	N/A	SUPP	12%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	66%	N/A	62%	50%
Ke Kula 'o Samuel M. Kamakau, LPCS	38%	N/A	59%	36%
Kihei Charter School	DNA	DNA	DNA	DNA
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA
Kua o ka Lā New Century Public Charter School	DNA	DNA	DNA	DNA
Kualapu'u School: A Public Conversion Charter	61%	N/A	83%	43%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	DNA	DNA	DNA	DNA
Laupāhoehoe Community Public Charter School	DNA	DNA	DNA	DNA
Mālama Honua Public Charter School	DNA	DNA	DNA	DNA
Myron B. Thompson Academy	DNA	DNA	DNA	DNA
Nā Wai Ola Public Charter School	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 10: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math School	2018-2019 Math	2019-2020 Math	2020-2021 Math	2021-2022 Math
SEEQS: the School for Examining Essential Questions of Sustainability	DNA	DNA	DNA	DNA
University Laboratory School	DNA	DNA	DNA	DNA
The Volcano School of Arts & Sciences	DNA	DNA	DNA	DNA
Voyager: A Public Charter School	DNA	DNA	DNA	DNA
Wai'ālae Elementary Public Charter School	DNA	DNA	DNA	DNA
Waimea Middle Public Conversion Charter School	DNA	DNA	DNA	DNA
West Hawai'i Explorations Academy	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 11 Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in English Language Arts/Literacy (ELA) and Math

Table 11: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in English Language Arts/Literacy (ELA)				
School	2018-2019	2019-2020	2020-2021	2021-2022
Charter-wide	N/A	N/A	51%	60%
Statewide	37%	N/A	51%	45%
Alaka'i O Kaua'i Public Charter School	N/A	N/A	N/A	N/A
Connections Public Charter School	N/A	N/A	N/A	N/A
DreamHouse 'Ewa Beach	Not open	N/A	N/A	SUPP
Hakipu'u Learning Center	N/A	N/A	N/A	N/A
Hālau Kū Māna Public Charter School	N/A	N/A	N/A	N/A
Hawai'i Academy of Arts & Science Public Charter School	N/A	N/A	N/A	N/A
Hawai'i Technology Academy	N/A	N/A	N/A	N/A
Innovations Public Charter School	N/A	N/A	N/A	N/A
Ka 'Umeke Kā'eo	N/A	N/A	N/A	N/A
Ka Waihona o ka Na'auao Public Charter School	SUPP	N/A	SUPP	SUPP
Kamaile Academy, PCS	SUPP	N/A	SUPP	50%
Kamalani Academy	SUPP	N/A	SUPP	N/A
Kanu o ka 'Āina New Century Public Charter School	SUPP	N/A	SUPP	SUPP
Kanuikapono Public Charter School	SUPP	N/A	SUPP	SUPP
Ka'ōhao Public Charter School	N/A	N/A	N/A	N/A
The Kapolei Charter School by Goodwill Hawaii	N/A	N/A	N/A	N/A
Kawaikini New Century Public Charter School	N/A	N/A	N/A	N/A
Ke Ana La'ahana Public Charter School	N/A	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	N/A	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	N/A	N/A	N/A	N/A
Kihei Charter School	N/A	N/A	N/A	N/A
Kona Pacific Public Charter School	N/A	N/A	N/A	N/A
Kua o ka Lā New Century Public Charter School	N/A	N/A	N/A	N/A
Kualapu'u School: A Public Conversion Charter	SUPP	N/A	SUPP	SUPP

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 11: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in English Language Arts/Literacy (ELA)				
School	2018-2019	2019-2020	2020-2021	2021-2022
	ELA	ELA	ELA	ELA
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	N/A	N/A	N/A
Lau pāhoehoe Community Public Charter School	SUPP	N/A	SUPP	SUPP
Mālama Honua Public Charter School	N/A	N/A	N/A	N/A
Myron B. Thompson Academy	N/A	N/A	N/A	N/A
Nā Wai Ola Public Charter School	N/A	N/A	N/A	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	N/A	N/A	SUPP	SUPP
University Laboratory School	N/A	N/A	N/A	N/A
The Volcano School of Arts & Sciences	N/A	N/A	N/A	SUPP
Voyager: A Public Charter School	N/A	N/A	N/A	N/A
Wai‘alae Elementary Public Charter School	SUPP	N/A	SUPP	SUPP
Waimea Middle Public Conversion Charter School	SUPP	N/A	SUPP	SUPP
West Hawai‘i Explorations Academy	N/A	N/A	N/A	N/A

Table 11: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in Math				
School	2018-2019	2019-2020	2020-2021	2021-2022
	Math	Math	Math	Math
Charter-wide	N/A	N/A	42%	55%
Statewide	45%	N/A	51%	42%
Alaka‘i O Kaua‘i Public Charter School	N/A	N/A	N/A	N/A
Connections Public Charter School	N/A	N/A	N/A	N/A
DreamHouse ‘Ewa Beach	Not open	N/A	N/A	SUPP
Hakipu‘u Learning Center	SUPP	N/A	SUPP	SUPP
Hālau Kū Māna Public Charter School	N/A	N/A	N/A	N/A
Hawai‘i Academy of Arts & Science Public Charter School	N/A	N/A	N/A	N/A
Hawai‘i Technology Academy	N/A	N/A	N/A	N/A
Innovations Public Charter School	N/A	N/A	N/A	N/A
Ka ‘Umeke Kā‘eo	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 11: Students Meeting Annual Growth Benchmarks for Hawai'i State				
Alternate Assessment in Math	2018-2019	2019-2020	2020-2021	2021-2022
School	Math	Math	Math	Math
Ka Waihona o ka Na'auao Public Charter School	SUPP	N/A	SUPP	SUPP
Kamaile Academy, PCS	SUPP	N/A	SUPP	58%
Kamalani Academy	SUPP	N/A	SUPP	N/A
Kanu o ka 'Āina New Century Public Charter School	SUPP	N/A	SUPP	SUPP
Kanuikapono Public Charter School	SUPP	N/A	SUPP	SUPP
Ka'ōhao Public Charter School	N/A	N/A	N/A	N/A
The Kapolei Charter School by Goodwill Hawaii	N/A	N/A	N/A	N/A
Kawaikini New Century Public Charter School	N/A	N/A	N/A	N/A
Ke Ana La'ahana Public Charter School	N/A	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	N/A	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	N/A	N/A	N/A	N/A
Kihei Charter School	N/A	N/A	N/A	N/A
Kona Pacific Public Charter School	N/A	N/A	N/A	N/A
Kua o ka Lā New Century Public Charter School	N/A	N/A	N/A	N/A
Kualapu'u School: A Public Conversion Charter	SUPP	N/A	SUPP	SUPP
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	N/A	N/A	N/A
Laupāhoehoe Community Public Charter School	SUPP	N/A	SUPP	SUPP
Mālama Honua Public Charter School	N/A	N/A	N/A	N/A
Myron B. Thompson Academy	N/A	N/A	N/A	N/A
Nā Wai Ola Public Charter School	N/A	N/A	N/A	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	N/A	N/A	SUPP	SUPP
University Laboratory School	N/A	N/A	N/A	N/A
The Volcano School of Arts & Sciences	N/A	N/A	N/A	SUPP
Voyager: A Public Charter School	N/A	N/A	N/A	N/A
Wai'ālae Elementary Public Charter School	SUPP	N/A	SUPP	SUPP

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 11: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math				
School	2018-2019 Math	2019-2020 Math	2020-2021 Math	2021-2022 Math
Waimea Middle Public Conversion Charter School	SUPP	N/A	SUPP	SUPP
West Hawai'i Explorations Academy	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 12 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2018-2019

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	SUPP	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	SUPP
Connections Public Charter School	63	63	40	SUPP	SUPP	SUPP	SUPP	72	SUPP	59	SUPP
DreamHouse 'Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu'u Academy	50	SUPP	SUPP	N/A	N/A	N/A	SUPP	SUPP	SUPP	SUPP	N/A
Hālau Kū Māna Public Charter School	38	SUPP	SUPP	N/A	SUPP	N/A	SUPP	53	N/A	SUPP	N/A
Hawai'i Academy of Arts & Science Public Charter School	47	51	60	SUPP	SUPP	SUPP	SUPP	43	SUPP	48	SUPP
Hawai'i Technology Academy	52	48	SUPP	SUPP	43	56	SUPP	48	SUPP	52	SUPP
Innovations Public Charter School	56	55	SUPP	SUPP	SUPP	SUPP	SUPP	57	N/A	67	SUPP
Ka 'Umeke Kā'eo	61	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona o ka Na'auao Public Charter School	46	46	40	N/A	SUPP	SUPP	SUPP	46	SUPP	SUPP	SUPP
Kamaile Academy, PCS	44	44	44	SUPP	SUPP	SUPP	47	44	SUPP	31	SUPP
Kamalani Academy	35	28	SUPP	SUPP	SUPP	SUPP	SUPP	36	SUPP	SUPP	SUPP
Kanu o ka 'Āina New Century Public Charter School	57	56	SUPP	SUPP	N/A	SUPP	N/A	58	SUPP	53	N/A
Kanuikapono Public Charter School	40	49	SUPP	N/A	N/A	SUPP	N/A	41	SUPP	41	N/A
Ka'ōhao Public Charter School	52	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	53	SUPP
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini New Century Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana La'ahana Public Charter School	26	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 12: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2018-2019												
School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic	
Ke Kula Niihau O Kekaha Learning Center	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Ke Kula 'o Samuel M. Kamakau, LPCS	58	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Kihei Charter School	42	47	46	SUPP	SUPP	30	N/A	47	SUPP	41	46	
Kona Pacific Public Charter School	84	82	SUPP	N/A	SUPP	SUPP	SUPP	SUPP	SUPP	86	SUPP	
Kua o ka Lā New Century Public Charter School	59	59	SUPP	SUPP	SUPP	SUPP	N/A	42	SUPP	SUPP	N/A	
Kualapu'u School: A Public Conversion Charter	36	40	SUPP	SUPP	N/A	SUPP	N/A	40	SUPP	SUPP	N/A	
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	46	SUPP	SUPP	N/A	N/A	N/A	SUPP	SUPP	N/A	N/A	N/A	
Laupāhoehoe Community Public Charter School	38	34	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	N/A	46	SUPP	
Mālama Honua Public Charter School	33	45	SUPP	N/A	N/A	SUPP	SUPP	34	SUPP	SUPP	N/A	
Myron B. Thompson Academy	60	55	N/A	N/A	72	SUPP	SUPP	SUPP	N/A	51	SUPP	
Nā Wai Ola Public Charter School	53	50	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	N/A	
SEEQS: the School for Examining Essential Questions of Sustainability	50	52	49	SUPP	50	SUPP	SUPP	SUPP	SUPP	61	SUPP	
University Laboratory School	49	SUPP	SUPP	SUPP	54	39	SUPP			52	SUPP	
The Volcano School of Arts & Sciences	50	49	SUPP	SUPP	SUPP	SUPP	SUPP	47	N/A	43	N/A	
Voyager: A Public Charter School	61	SUPP	73	SUPP	67	69	SUPP	55	SUPP	55	SUPP	
Wai'ālae Elementary Public Charter School	51	SUPP	SUPP	SUPP	59	SUPP	SUPP	SUPP	SUPP	42	SUPP	
Waimea Middle Public Conversion Charter School	62	62	54	SUPP	SUPP	53	SUPP	64	N/A	66	SUPP	
West Hawai'i Explorations Academy	36	31	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	34	SUPP	

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 13 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2019-2020

Table 13: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2019-2020

Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, these data are not available.

Table 14 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2020-2021

Table 14: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka‘i O Kaua‘i Public Charter School	71	SUPP	SUPP	N/A	SUPP	N/A	SUPP	SUPP	N/A	SUPP	N/A
Connections Public Charter School	50	45	SUPP	SUPP	SUPP	SUPP	SUPP	51	SUPP	56	N/A
DreamHouse ‘Ewa Beach	38	38	SUPP	SUPP	SUPP	43	SUPP	42	SUPP	33	SUPP
Hakipu‘u Academy	38	SUPP	SUPP	N/A	N/A	N/A	SUPP	SUPP	N/A	SUPP	N/A
Hālau Kū Māna Public Charter School	43	SUPP	SUPP	N/A	SUPP	SUPP	SUPP	40	SUPP	SUPP	SUPP
Hawai‘i Academy of Arts & Science Public Charter School	53	52	49	SUPP	SUPP	SUPP	N/A	53	SUPP	54	SUPP
Hawai‘i Technology Academy	59	49	SUPP	SUPP	57	68	SUPP	53	SUPP	56	N/A
Innovations Public Charter School	63	58	SUPP	SUPP	SUPP	SUPP	SUPP	61	N/A	57	SUPP
Ka ‘Umeke Kā‘eo	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka Waihona o ka Na‘auao Public Charter School	40	45	52		SUPP	SUPP	SUPP	37	SUPP	SUPP	N/A
Kamaile Academy, PCS	57	61	59	SUPP	SUPP	SUPP	63	51	SUPP	SUPP	SUPP
Kamalani Academy	54	54	SUPP	SUPP	N/A	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
Kanu o ka ‘Āina New Century Public Charter School	57	51	SUPP	N/A	SUPP	SUPP	N/A	55	SUPP	66	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 14: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kanuikapono Public Charter School	45	35	SUPP	N/A	SUPP	SUPP	N/A	51	SUPP	51	SUPP
Ka‘ōhāo Public Charter School	51	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	N/A	50	SUPP
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Ana La‘ahana Public Charter School	25	SUPP	SUPP	N/A	SUPP	N/A	N/A	SUPP	N/A	SUPP	N/A
Ke Kula Niihau O Kekaha Learning Center	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Kula ‘o Samuel M. Kamakau, LPCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kihei Charter School	39	45	SUPP	SUPP	SUPP	SUPP	N/A	SUPP	SUPP	41	40
Kona Pacific Public Charter School	59	55	SUPP	SUPP	SUPP	SUPP	N/A	SUPP	SUPP	67	SUPP
Kua o ka Lā New Century Public Charter School	42	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	43	SUPP	SUPP	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 14: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kualapu'u School: A Public Conversion Charter	49	47	SUPP	SUPP	N/A	SUPP	N/A	43	SUPP	SUPP	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	54	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	SUPP	SUPP	N/A
Laupāhoehoe Community Public Charter School	59	50	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	N/A	74	SUPP
Mālama Honua Public Charter School	55	56	SUPP	N/A	N/A	N/A	N/A	58	N/A	SUPP	N/A
Myron B. Thompson Academy	73	64	N/A	N/A	SUPP	SUPP	SUPP	65	N/A	64	SUPP
Nā Wai Ola Public Charter School	28	SUPP	SUPP	SUPP	N/A	N/A	SUPP	SUPP	SUPP	SUPP	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	44	34	SUPP	SUPP	46	SUPP	SUPP	SUPP	SUPP	51	SUPP
University Laboratory School	54	SUPP	SUPP	SUPP	55	41	SUPP	62	SUPP	47	SUPP
The Volcano School of Arts & Sciences	46	41	SUPP	SUPP	SUPP	SUPP	SUPP	40	N/A	SUPP	N/A
Voyager: A Public Charter School	69	SUPP	SUPP	SUPP	71	SUPP	SUPP	SUPP	SUPP	59	SUPP

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 14: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Wai‘alae Elementary Public Charter School	66	SUPP	SUPP	SUPP	78	SUPP	SUPP	SUPP	SUPP	SUPP	N/A
Waimea Middle Public Conversion Charter School	46	42	SUPP	SUPP	SUPP	SUPP	SUPP	42	SUPP	SUPP	SUPP
West Hawai‘i Explorations Academy	37	38	SUPP	SUPP	SUPP	SUPP	N/A	SUPP	SUPP	38	SUPP

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 15 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2021-2022

Table 15: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) School Year 2021-2022 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	63	76	N/A	SUPP	SUPP	N/A	N/A	SUPP	SUPP	67	SUPP
Connections Public Charter School	41	46	22	38	SUPP	SUPP	47	31	SUPP	45	SUPP
DreamHouse 'Ewa Beach	38	33	40	SUPP	24	28	20	43	SUPP	34	SUPP
Hakipu'u Learning Center	29	SUPP	SUPP	N/A	N/A	N/A		SUPP	N/A	SUPP	N/A
Hālau Kū Māna Public Charter School	49	52	SUPP	N/A	SUPP	SUPP	SUPP	53	SUPP	SUPP	N/A
Hawai'i Academy of Arts & Science Public Charter School	40	39	33	SUPP	SUPP	40	SUPP	38	SUPP	39	SUPP
Hawai'i Technology Academy	44	47	33	SUPP	45	51	SUPP	39	29	46	N/A
Innovations Public Charter School	52	51	SUPP	SUPP	50	SUPP	SUPP	38	N/A	55	SUPP
Ka 'Umeke Kā'eo	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka Waihona o ka Na'auao Public Charter School	38	36	32	SUPP	SUPP	SUPP	SUPP	39	SUPP	SUPP	N/A
Kamaile Academy, PCS	31	34	21	27	SUPP	41	30	30	SUPP	45	SUPP
Kamalani Academy	53	47	21	SUPP	SUPP	67	SUPP	54	SUPP	47	SUPP
Kanu o ka 'Āina New Century Public Charter School	40	41	32	N/A	SUPP	N/A	N/A	41	SUPP	39	N/A
Kanuikapono Public Charter School	42	32	28	SUPP	SUPP	SUPP	SUPP	33	SUPP	50	SUPP
Ka'ōhao Public Charter School	52	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	N/A	50	SUPP
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Ana La'ahana Public Charter School	28	SUPP	SUPP	N/A	N/A	SUPP	N/A	SUPP	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 15: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) School Year 2021-2022												
School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic	
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Ke Kula ‘o Samuel M. Kamakau, LPCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Kihei Charter School	35	32	27	26	SUPP	30	N/A	25	SUPP	38	36	
Kona Pacific Public Charter School	61	65	SUPP	SUPP	SUPP	SUPP	N/A	63	SUPP	65	SUPP	
Kua o ka Lā New Century Public Charter School	47	45	SUPP	SUPP	SUPP	SUPP	N/A	35	SUPP	63	SUPP	
Kualapu‘u School: A Public Conversion Charter	50	49	43	SUPP	SUPP	SUPP	SUPP	50	N/A	SUPP	N/A	
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	19	17	SUPP	N/A	N/A	N/A	N/A	19	N/A	N/A	N/A	
Laupāhoehoe Community Public Charter School	36	34	SUPP	SUPP	SUPP	25	SUPP	SUPP	SUPP	27	SUPP	
Mālama Honua Public Charter School	44	45	29	N/A	N/A	N/A	SUPP	43	N/A	63	N/A	
Myron B. Thompson Academy	56	53	SUPP	N/A	67	60	SUPP	44	N/A	61	SUPP	
Nā Wai Ola Public Charter School	48	50	SUPP	N/A	SUPP	SUPP	SUPP	45	SUPP	SUPP	N/A	
SEEQS: the School for Examining Essential Questions of Sustainability	43	45	40	SUPP	58	SUPP	SUPP	32	SUPP	43	SUPP	
University Laboratory School	51	59	SUPP	SUPP	45	63	SUPP	44	SUPP	61	SUPP	
The Volcano School of Arts & Sciences	58	54	53	SUPP	SUPP	SUPP	SUPP	53	N/A	61	N/A	
Voyager: A Public Charter School	52	48	SUPP	52	52	30	SUPP	30	SUPP	59	SUPP	
Wai‘alae Elementary Public Charter School	56	52	SUPP	72	66	SUPP	SUPP	50	N/A	48	SUPP	
Waimea Middle Public Conversion Charter School	53	53	51	SUPP	SUPP	56	SUPP	46	SUPP	SUPP	SUPP	
West Hawai‘i Explorations Academy	53	46	N/A	SUPP	SUPP	SUPP	SUPP	27	N/A	53	SUPP	

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 16 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2018-2019

Table 16: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math School Year 2018-2019 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka‘i O Kaua‘i Public Charter School	SUPP	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	SUPP
Connections Public Charter School	56	61	41	SUPP	SUPP	SUPP	SUPP	74	SUPP	56	SUPP
DreamHouse ‘Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu‘u Academy	50	SUPP	SUPP	N/A	N/A	N/A	SUPP	SUPP	SUPP	SUPP	N/A
Hālau Kū Māna Public Charter School	43	SUPP	SUPP	N/A	SUPP	N/A	SUPP	43	N/A	SUPP	N/A
Hawai‘i Academy of Arts & Science Public Charter School	41	40	52	SUPP	SUPP	SUPP	SUPP	42	SUPP	41	SUPP
Hawai‘i Technology Academy	49	32	SUPP	SUPP	57	58	SUPP	39	SUPP	53	SUPP
Innovations Public Charter School	63	61	SUPP	SUPP	SUPP	SUPP	SUPP	59	N/A	70	SUPP
Ka ‘Umeke Kā‘eo	34	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona o ka Na‘auao Public Charter School	31	32	25	N/A	SUPP	SUPP	SUPP	29	SUPP	SUPP	SUPP
Kamaile Academy, PCS	44	43	46	SUPP	SUPP	SUPP	52	44	SUPP	39	SUPP
Kamalani Academy	29	30	SUPP	SUPP	SUPP	SUPP	SUPP	22	SUPP	SUPP	SUPP
Kanu o ka ‘Āina New Century Public Charter School	38	40	SUPP	SUPP	N/A	SUPP	N/A	40	SUPP	33	N/A
Kanuikapono Public Charter School	37	31		N/A	N/A	SUPP	N/A	29	SUPP	48	N/A
Ka‘ōhao Public Charter School	61	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	62	SUPP
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 16: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math School Year 2018-2019 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kawaikini New Century Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana La‘ahana Public Charter School	40	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula ‘o Samuel M. Kamakau, LPCS	61	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei Charter School	37	34	29	SUPP	SUPP	29	N/A	45	SUPP	37	SUPP
Kona Pacific Public Charter School	86	87	SUPP	N/A	SUPP	SUPP	SUPP	SUPP	SUPP	86	SUPP
Kua o ka Lā New Century Public Charter School	66	59	SUPP	SUPP	SUPP	SUPP	N/A	SUPP	SUPP	SUPP	N/A
Kualapu‘u School: A Public Conversion Charter	23	28	SUPP	SUPP	N/A	SUPP	N/A	22	SUPP	SUPP	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	29	SUPP	SUPP	N/A	N/A	N/A	SUPP	SUPP	N/A	N/A	N/A
Laupāhoehoe Community Public Charter School	37	35	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	N/A	44	SUPP
Mālama Honua Public Charter School	27	31	SUPP	N/A	N/A	SUPP	SUPP	31	SUPP	SUPP	N/A
Myron B. Thompson Academy	55	52	N/A	N/A	61	SUPP	SUPP	SUPP	N/A	51	SUPP
Nā Wai Ola Public Charter School	40	47	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	40	31	40	SUPP	41	SUPP	SUPP	SUPP	SUPP	47	SUPP
University Laboratory School	45	SUPP	SUPP	SUPP	46	45	SUPP	SUPP	SUPP	53	SUPP

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 16: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math School Year 2018-2019 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
The Volcano School of Arts & Sciences	59	64	SUPP	SUPP	SUPP	SUPP	SUPP	61	N/A	55	N/A
Voyager: A Public Charter School	57	SUPP	30	SUPP	66	47		46	SUPP	53	SUPP
Wai'ālae Elementary Public Charter School	62	SUPP	SUPP	SUPP	61	SUPP	SUPP	SUPP	SUPP	58	SUPP
Waimea Middle Public Conversion Charter School	57	56	70	SUPP	SUPP	64		51	N/A	70	SUPP
West Hawai'i Explorations Academy	30	23	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	23	SUPP

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 17 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2019-2020

Table 17 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2019-2020

Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-2020. As a result, these data are not available.

Table 18 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2020-2021

Table 18 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	57	SUPP	SUPP	N/A	SUPP	N/A	SUPP	SUPP	N/A	SUPP	N/A
Connections Public Charter School	41	44	SUPP	SUPP	SUPP	SUPP	SUPP	39	SUPP	45	N/A
DreamHouse 'Ewa Beach	35	40	SUPP	SUPP	SUPP	37	SUPP	42	SUPP	37	SUPP
Hakipu'u Academy	49	SUPP	SUPP	N/A	N/A	N/A	SUPP	SUPP	N/A	SUPP	N/A
Hālau Kū Māna Public Charter School	49	SUPP	SUPP	N/A	SUPP	SUPP	SUPP	45	SUPP	SUPP	SUPP
Hawai'i Academy of Arts & Science Public Charter School	57	60	62	SUPP	SUPP	SUPP	N/A	60	SUPP	57	SUPP
Hawai'i Technology Academy	55	55	SUPP	SUPP	60	56	SUPP	58	SUPP	55	N/A
Innovations Public Charter School	54	52	SUPP	SUPP	SUPP	SUPP	SUPP	51	N/A	53	SUPP
Ka 'Umeke Kā'eo	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka Waihona o ka Na'auao Public Charter School	48	47	45	N/A	SUPP	SUPP	SUPP	48	SUPP	SUPP	N/A
Kamaile Academy, PCS	39	39	55	SUPP	SUPP	SUPP	36	39	SUPP	SUPP	SUPP
Kamalani Academy	49	49	SUPP	SUPP	N/A	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
Kanu o ka 'Āina New Century Public Charter School	57	49	SUPP	N/A	SUPP	SUPP	N/A	53	SUPP	81	N/A
Kanuikapono Public Charter School	48	48	SUPP	N/A	SUPP	SUPP	N/A	47	SUPP	50	SUPP

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 18 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ka'ōhao Public Charter School	57	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	N/A	57	SUPP
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Ana La'ahana Public Charter School	51	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	SUPP	N/A
Ke Kula Niihau O Kekaha Learning Center	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Kula 'o Nāwahīokalani'ōpu'ū Iki, LPCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Kula 'o Samuel M. Kamakau, LPCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kihei Charter School	52	53	SUPP	SUPP	SUPP	SUPP	N/A	SUPP	SUPP	51	51
Kona Pacific Public Charter School	80	82	SUPP	SUPP	SUPP	SUPP	N/A	SUPP	SUPP	79	SUPP
Kua o ka Lā New Century Public Charter School	52	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	52	SUPP	SUPP	N/A
Kualapu'ū School: A Public Conversion Charter	69	74	SUPP	SUPP	N/A	SUPP	N/A	67	SUPP	SUPP	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A	37	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	SUPP	SUPP	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 18 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
New Century Public Charter School (PCS)											
Laupāhoehoe Community Public Charter School	40	39	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	N/A	43	SUPP
Mālama Honua Public Charter School	53	54	SUPP	N/A	N/A	N/A	N/A	53	N/A	SUPP	N/A
Myron B. Thompson Academy	81	88	N/A	N/A	SUPP	SUPP	SUPP	74	N/A	80	SUPP
Nā Wai Ola Public Charter School	41	SUPP	SUPP	SUPP	N/A	N/A	SUPP	SUPP	SUPP	SUPP	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	44	36	SUPP	SUPP	52	SUPP	SUPP	SUPP	SUPP	45	SUPP
University Laboratory School	75	SUPP	SUPP	SUPP	75	77	SUPP	62	SUPP	68	SUPP
The Volcano School of Arts & Sciences	64	59	SUPP	SUPP	SUPP	SUPP	SUPP	65	N/A	SUPP	N/A
Voyager: A Public Charter School	69	SUPP	SUPP	SUPP	83	SUPP	SUPP	SUPP	SUPP	74	SUPP
Wai'ālae Elementary Public Charter School	73	SUPP	SUPP	SUPP	72	SUPP	SUPP	SUPP	SUPP	SUPP	N/A
Waimea Middle Public Conversion Charter School	46	44	SUPP	SUPP	SUPP	SUPP	SUPP	33	SUPP	SUPP	SUPP
West Hawai'i Explorations Academy	29	26	SUPP	SUPP	SUPP	SUPP	N/A	SUPP	SUPP	31	SUPP

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 19 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2021-2022

Table 19: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math School Year 2021-2022 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	33	23	N/A	SUPP	SUPP	N/A	N/A	SUPP	SUPP	41	SUPP
Connections Public Charter School	44	38	26	30	SUPP	SUPP	46	45	SUPP	44	SUPP
DreamHouse 'Ewa Beach	24	27	21	SUPP	44	29	31	19	SUPP	26	SUPP
Hakipu'u Academy	29	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	SUPP	N/A
Hālau Kū Māna Public Charter School	52	47	SUPP	N/A	SUPP	SUPP	SUPP	52	SUPP	SUPP	N/A
Hawai'i Academy of Arts & Science Public Charter School	40	41	33	SUPP	SUPP	41	SUPP	45	SUPP	37	SUPP
Hawai'i Technology Academy	41	35	50	SUPP	40	49	SUPP	38	41	42	N/A
Innovations Public Charter School	39	29	SUPP	SUPP	22	SUPP	SUPP	43	N/A	42	SUPP
Ka 'Umeke Kā'eo	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka Waihona o ka Na'auao Public Charter School	38	38	26	SUPP	SUPP	SUPP	SUPP	40	SUPP	SUPP	N/A
Kamaile Academy, PCS	29	30	25	28	35	38	28	29	SUPP	26	SUPP
Kamalani Academy	53	52	47	SUPP	SUPP	45	SUPP	54	SUPP	55	SUPP
Kanu o ka 'Āina New Century Public Charter School	44	48	36	N/A	SUPP	N/A	N/A	41	SUPP	53	N/A
Kanuikapono Public Charter School	31	35	31	SUPP	SUPP	SUPP	SUPP	28	SUPP	32	SUPP
Ka'ōhao Public Charter School	51	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	N/A	46	SUPP
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Ana La'ahana Public Charter School	48	SUPP	SUPP	N/A	N/A	SUPP	N/A	SUPP	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 19: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math School Year 2021-2022	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ke Kula 'o Nāwahīkalanī'ōpu'u Iki, LPCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Kula 'o Samuel M. Kamakau, LPCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kihei Charter School	34	29	23	21	SUPP	29	N/A	36	SUPP	37	30
Kona Pacific Public Charter School	54	51	SUPP	SUPP	SUPP	SUPP	N/A	28	SUPP	57	SUPP
Kua o ka Lā New Century Public Charter School	44	38	SUPP	SUPP	SUPP	SUPP	N/A	36	SUPP	45	SUPP
Kualapu'u School: A Public Conversion Charter	47	47	50	SUPP	SUPP	SUPP	SUPP	46	N/A	SUPP	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	5	5	SUPP	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A
Laupāhoehoe Community Public Charter School	31	24	SUPP	SUPP	SUPP	14	SUPP	SUPP	SUPP	32	SUPP
Mālama Honua Public Charter School	57	50	37	N/A	N/A	N/A	SUPP	48	N/A	72	N/A
Myron B. Thompson Academy	51	53	SUPP	N/A	59	66	SUPP	34	N/A	50	SUPP
Nā Wai Ola Public Charter School	45	47	SUPP	N/A	SUPP	SUPP	SUPP	45	SUPP	SUPP	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	29	40	21	SUPP	34	SUPP	SUPP	18	SUPP	29	SUPP
University Laboratory School	51	62	SUPP	SUPP	49	52	SUPP	47	SUPP	51	SUPP
The Volcano School of Arts & Sciences	52	41	48	SUPP	SUPP	SUPP	SUPP	49	N/A	52	N/A
Voyager: A Public Charter School	55	44	SUPP	48	49	34	SUPP	48	SUPP	64	SUPP
Wai'alaie Elementary Public Charter School	54	22	SUPP	60	58	SUPP	SUPP	59	N/A	39	SUPP
Waimea Middle Public Conversion Charter School	71	65	31	SUPP	SUPP	83	SUPP	68	SUPP	SUPP	SUPP
West Hawai'i Explorations Academy	41	44	N/A	SUPP	SUPP	SUPP	SUPP	45	N/A	41	SUPP

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 20 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) – School Year 2018-2019

Table 20: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) School Year 2018-2019 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka‘i O Kaua‘i Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse ‘Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu‘u Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kū Māna Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai‘i Academy of Arts & Science Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai‘i Technology Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka ‘Umeke Kā‘eo	61%	45%	SUPP	N/A	SUPP	N/A	SUPP	63%	N/A	SUPP	N/A
Ka Waihona o ka Na‘auao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanu o ka ‘Āina New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanuikapono Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka‘ōhao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 20: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) School Year 2018-2019												
School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic	
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Kawaikini New Century Public Charter School	57%	SUPP	SUPP	N/A	N/A	SUPP	N/A	56%	N/A	SUPP	N/A	
Ke Ana La‘ahana Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	SUPP	N/A	N/A	N/A	
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	62%	52%	N/A	N/A	SUPP	SUPP	N/A	61%	N/A	SUPP	N/A	
Ke Kula ‘o Samuel M. Kamakau, LPCS	38%		N/A		N/A	SUPP	N/A	38%	N/A	SUPP	N/A	
Kihei Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Kua o ka Lā New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Kualapu‘u School: A Public Conversion Charter	43%	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A	
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Laupāhoehoe Community Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Mālama Honua Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Myron B. Thompson Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Nā Wai Ola Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
SEEQS: the School for Examining Essential Questions of Sustainability	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
University Laboratory School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 20: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) School Year 2018-2019 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
The Volcano School of Arts & Sciences	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Voyager: A Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Wai‘alae Elementary Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Waimea Middle Public Conversion Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
West Hawai‘i Explorations Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 21 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) – School Year 2019-2020

Table 21: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA)
School Year 2019-2020

Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-2020. As a result, these data are not available.

Table 22 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2020-2021

Table 22: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka‘i O Kaua‘i Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse ‘Ewa Beach	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hakipu‘u Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kū Māna Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai‘i Academy of Arts & Science Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai‘i Technology Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka ‘Umeke Kā‘eo	36%	28%	SUPP	N/A	SUPP	SUPP	SUPP	40%	N/A	SUPP	N/A
Ka Waihona o ka Na‘auao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanu o ka ‘Āina New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanuikapono Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka‘ōhao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini New Century Public Charter School	35%	39%	SUPP	SUPP	N/A	SUPP	N/A	34%	N/A	N/A	N/A
Ke Ana La‘ahana Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	SUPP	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 22: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ke Kula 'o Nāwahīkalanī'ōpu'u Iki, LPCS	58%	SUPP	N/A	N/A	N/A	SUPP	N/A	SUPP	N/A	SUPP	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	55%	52%	N/A	N/A	SUPP	SUPP	SUPP	55%	N/A	SUPP	N/A
Kihei Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kua o ka Lā New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kualapu'u School: A Public Conversion Charter	65%	SUPP	SUPP	N/A	N/A	N/A	SUPP	SUPP	N/A	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Laupāhoehoe Community Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Mālama Honua Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Myron B. Thompson Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nā Wai Ola Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
SEEQS: the School for Examining Essential Questions of Sustainability	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
University Laboratory School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The Volcano School of Arts & Sciences	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Voyager: A Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Wai'ālae Elementary Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Waimea Middle Public Conversion Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
West Hawai'i Explorations Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 23 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2021-2022

Table 23: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2021-2022 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka‘i O Kaua‘i Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse ‘Ewa Beach	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hakipu‘u Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kū Māna Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai‘i Academy of Arts & Science Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai‘i Technology Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka ‘Umeke Kā‘eo	39%	30%	SUPP	N/A	SUPP	SUPP	SUPP	37%	N/A	SUPP	N/A
Ka Waihona o ka Na‘auao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanu o ka ‘Āina New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanuikapono Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka‘ōhao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini New Century Public Charter School	30%	29%	SUPP	SUPP	N/A	SUPP	N/A	29%	N/A	SUPP	N/A
Ke Ana La‘ahana Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	SUPP	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 23: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2021-2022 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	33%	SUPP	N/A	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	53%	37%	SUPP	N/A	SUPP	SUPP	SUPP	48%	N/A	SUPP	N/A
Kihei Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kua o ka Lā New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kualapu'u School: A Public Conversion Charter	57%	52%	SUPP	N/A	N/A	SUPP	SUPP	57%	N/A	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Laupāhoehoe Community Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Mālama Honua Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Myron B. Thompson Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nā Wai Ola Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
SEEQS: the School for Examining Essential Questions of Sustainability	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
University Laboratory School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The Volcano School of Arts & Sciences	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Voyager: A Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Wai'alae Elementary Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Waimea Middle Public Conversion Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
West Hawai'i Explorations Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 24 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2018-2019

Table 24: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math School Year 2018-2019 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka‘i O Kaua‘i Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse ‘Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu‘u Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kū Māna Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai‘i Academy of Arts & Science Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai‘i Technology Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka ‘Umeke Kā‘eo	45%	36%	SUPP	N/A	SUPP	N/A	SUPP	43%	N/A	SUPP	N/A
Ka Waihona o ka Na‘auao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanu o ka ‘Āina New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanuikapono Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka‘ōhao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini New Century Public Charter School	50%	SUPP	SUPP	N/A	N/A	SUPP	N/A	44%	N/A	SUPP	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 24: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math School Year 2018-2019 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ke Ana La'ahana Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	66%	50%	N/A	N/A	SUPP	SUPP	N/A	68%	N/A	SUPP	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	38%	SUPP	N/A	SUPP	N/A	SUPP	N/A	38%	N/A	SUPP	N/A
Kihei Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kua o ka Lā New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kualapu'u School: A Public Conversion Charter	61%	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Laupāhoehoe Community Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Mālama Honua Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Myron B. Thompson Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nā Wai Ola Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
SEEQS: the School for Examining Essential Questions of Sustainability	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
University Laboratory School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The Volcano School of Arts & Sciences	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Voyager: A Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Wai'alaie Elementary Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Waimea Middle Public Conversion Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
West Hawai'i Explorations Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 25 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2019-2020

Table 25 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2019-2020

Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-2020. As a result, these data are not available.

Table 26 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2020-2021

Table 26: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka‘i O Kaua‘i Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse ‘Ewa Beach	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hakipu‘u Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kū Māna Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai‘i Academy of Arts & Science Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai‘i Technology Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka ‘Umeke Kā‘eo	47%	43%	SUPP	N/A	SUPP	N/A	SUPP	51%	N/A	SUPP	N/A
Ka Waihona o ka Na‘auao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanu o ka ‘Āina New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanuikapono Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka‘ōhao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 26: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kawaikini New Century Public Charter School	52%	43%	SUPP	SUPP	N/A	SUPP	N/A	52%	N/A	N/A	N/A
Ke Ana La'ahana Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	62%	SUPP	N/A	N/A	N/A	SUPP	N/A	SUPP	N/A	SUPP	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	59%	50%	N/A	N/A	SUPP	SUPP	SUPP	47%	N/A	SUPP	N/A
Kihei Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kua o ka Lā New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kualapu'u School: A Public Conversion Charter	83%	SUPP	SUPP	N/A	N/A	N/A	SUPP	SUPP	N/A	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Laupāhoehoe Community Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Mālama Honua Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Myron B. Thompson Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nā Wai Ola Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
SEEQS: the School for Examining Essential Questions of Sustainability	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
University Laboratory School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 26: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
The Volcano School of Arts & Sciences	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Voyager: A Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Wai‘alae Elementary Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Waimea Middle Public Conversion Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
West Hawai‘i Explorations Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 27 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2021-2022

Table 27: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math School Year 2021-2022 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka‘i O Kaua‘i Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse ‘Ewa Beach	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hakipu‘u Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kū Māna Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai‘i Academy of Arts & Science Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai‘i Technology Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka ‘Umeke Kā‘eo	36%	36%	33%	N/A	SUPP	SUPP	SUPP	32%	N/A	SUPP	N/A
Ka Waihona o ka Na‘auao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanu o ka ‘Āina New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 27: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math School Year 2021-2022 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kanuikapono Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka‘ōhao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini New Century Public Charter School	39%	37%	SUPP	SUPP	N/A	SUPP	N/A	38%	N/A	SUPP	N/A
Ke Ana La‘ahana Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Kula Niihau O Kekaha Learning Center	12%	7%	N/A	SUPP	N/A	N/A	N/A	12%	N/A	N/A	N/A
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	50%	SUPP	N/A	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Ke Kula ‘o Samuel M. Kamakau, LPCS	36%	35%	SUPP	N/A	SUPP	SUPP	SUPP	40%	N/A	SUPP	N/A
Kihei Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kua o ka Lā New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kualapu‘u School: A Public Conversion Charter	43%	30%	SUPP	N/A	N/A	SUPP	SUPP	40%	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 27: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math School Year 2021-2022 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Laupāhoehoe Community Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Mālama Honua Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Myron B. Thompson Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nā Wai Ola Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
SEEQS: the School for Examining Essential Questions of Sustainability	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
University Laboratory School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The Volcano School of Arts & Sciences	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Voyager: A Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Wai‘alae Elementary Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Waimea Middle Public Conversion Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
West Hawai‘i Explorations Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 28 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2018-2019

Table 28: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) School Year 2018-2019 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DreamHouse 'Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu'u Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hālau Kū Māna Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai'i Academy of Arts & Science Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai'i Technology Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka 'Umeke Kā'eo	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona o ka Na'auao Public Charter School	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kamaile Academy, PCS	SUPP	SUPP	SUPP	SUPP	N/A	N/A	SUPP	SUPP	N/A	SUPP	N/A
Kamalani Academy	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanu o ka 'Āina New Century Public Charter School	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kanuikapono Public Charter School	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A
Ka'ōhao Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 28: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) School Year 2018-2019 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
The Kapolei Charter School by Goodwill Hawaii	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kawaikini New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana La'ahana Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kualapu'u School: A Public Conversion Charter	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Laupāhoehoe Community Public Charter School	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Mālama Honua Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Myron B. Thompson Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nā Wai Ola Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 28: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) School Year 2018-2019 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
SEEQS: the School for Examining Essential Questions of Sustainability	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
University Laboratory School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
The Volcano School of Arts & Sciences	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Voyager: A Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wai‘alae Elementary Public Charter School	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	SUPP	N/A	SUPP	N/A
Waimea Middle Public Conversion Charter School	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A
West Hawai‘i Explorations Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 29 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2019-2020

Table 29: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA)
School Year 2019-2020

Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-2020. As a result, these data are not available.

Table 30 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2020-2021

Table 30: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka‘i O Kaua‘i Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DreamHouse ‘Ewa Beach	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hakipu‘u Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hālau Kū Māna Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai‘i Academy of Arts & Science Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai‘i Technology Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka ‘Umeke Kā‘eo	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona o ka Na‘auao Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamaile Academy, PCS	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	SUPP
Kamalani Academy	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanu o ka ‘Āina New Century Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanuikapono Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka‘ōhao Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
The Kapolei Charter School by Goodwill Hawaii	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 30: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kawaikini New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana La'ahana Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kualapu'u School: A Public Conversion Charter	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Laupāhoehoe Community Public Charter School	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Mālama Honua Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Myron B. Thompson Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nā Wai Ola Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 30: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
University Laboratory School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
The Volcano School of Arts & Sciences	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Voyager: A Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wai'ālae Elementary Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Waimea Middle Public Conversion Charter School	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A
West Hawai'i Explorations Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 31 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2021-2022

Table 31: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) School Year 2021-2022 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka‘i O Kaua‘i Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DreamHouse ‘Ewa Beach	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A
Hakipu‘u Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hālau Kū Māna Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai‘i Academy of Arts & Science Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai‘i Technology Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka ‘Umeke Kā‘eo	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona o ka Na‘auao Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamaile Academy, PCS	50%	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kamalani Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanu o ka ‘Āina New Century Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanuikapono Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka‘ōhao Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
The Kapolei Charter School by Goodwill Hawaii	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 31: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) School Year 2021-2022 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kawaikini New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana La'ahana Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kiheī Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kualapu'u School: A Public Conversion Charter	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Laupāhoehoe Community Public Charter School	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Mālama Honua Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Myron B. Thompson Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nā Wai Ola Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
University Laboratory School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 31: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) School Year 2021-2022 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
The Volcano School of Arts & Sciences	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Voyager: A Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wai‘alae Elementary Public Charter School	SUPP	N/A	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A
Waimea Middle Public Conversion Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
West Hawai‘i Explorations Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 32 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in Math – School Year 2018-2019

Table 32: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in Math School Year 2018-2019 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka‘i O Kaua‘i Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DreamHouse ‘Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu‘u Academy	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A
Hālau Kū Māna Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai‘i Academy of Arts & Science Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai‘i Technology Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka ‘Umeke Kā‘eo	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona o ka Na‘auao Public Charter School	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kamaile Academy, PCS	SUPP	SUPP	SUPP	SUPP	N/A	N/A	SUPP	SUPP	N/A	SUPP	N/A
Kamalani Academy	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanu o ka ‘Āina New Century Public Charter School	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kanuikapono Public Charter School	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A
Ka‘ōhao Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
The Kapolei Charter School by Goodwill Hawaii	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 32: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math School Year 2018-2019 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kawaikini New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana La'ahana Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kiheī Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kualapu'u School: A Public Conversion Charter	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Laupāhoehoe Community Public Charter School	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Mālama Honua Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Myron B. Thompson Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nā Wai Ola Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
University Laboratory School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
The Volcano School of Arts & Sciences	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 32: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in Math School Year 2018-2019 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Voyager: A Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wai‘alae Elementary Public Charter School	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	SUPP	N/A	SUPP	N/A
Waimea Middle Public Conversion Charter School	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A
West Hawai‘i Explorations Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 33 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2019-2020

Table 33: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2019-2020

Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-2020. As a result, these data are not available.

Table 34 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2020-2021

Table 34: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DreamHouse 'Ewa Beach	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hakipu'u Academy	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hālau Kū Māna Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai'i Academy of Arts & Science Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai'i Technology Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka 'Umeke Kā'eo	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona o ka Na'auao Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamaile Academy, PCS	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	SUPP
Kamalani Academy	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanu o ka 'Āina New Century Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanuikapono Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka'ōhao Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
The Kapolei Charter School by Goodwill Hawaii	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 34: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kawaikini New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana La'ahana Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kualapu'u School: A Public Conversion Charter	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Laupāhoehoe Community Public Charter School	SUPP	N/A	SUPP	N/A	N/A	SUPP	N/A	SUPP	N/A	N/A	N/A
Mālama Honua Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Myron B. Thompson Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nā Wai Ola Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 34: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in Math School Year 2020-2021 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
University Laboratory School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
The Volcano School of Arts & Sciences	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Voyager: A Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wai‘alae Elementary Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Waimea Middle Public Conversion Charter School	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A
West Hawai‘i Explorations Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 35 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in Math – School Year 2021-2022

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka‘i O Kaua‘i Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DreamHouse ‘Ewa Beach	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A
Hakipu‘u Academy	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hālau Kū Māna Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai‘i Academy of Arts & Science Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai‘i Technology Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka ‘Umeke Kā‘eo	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona o ka Na‘auao Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamaile Academy, PCS	58%	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kamalani Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanu o ka ‘Āina New Century Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanuikapono Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka‘ōhao Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
The Kapolei Charter School by Goodwill Hawaii	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 35: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in Math School Year 2021-2022											
School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kawaikini New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana La‘ahana Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula ‘o Samuel M. Kamakau, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kualapu‘u School: A Public Conversion Charter	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Laupāhoehoe Community Public Charter School	SUPP	N/A	SUPP	N/A	N/A	SUPP	N/A	SUPP	N/A	N/A	N/A
Mālama Honua Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Myron B. Thompson Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nā Wai Ola Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
University Laboratory School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 35: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in Math School Year 2021-2022 School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
The Volcano School of Arts & Sciences	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Voyager: A Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wai‘alae Elementary Public Charter School	SUPP	N/A	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A
Waimea Middle Public Conversion Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
West Hawai‘i Explorations Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 36 Chronic Absenteeism Rates

Table 36: Chronic Absenteeism Rates					
School	2018-2019	2019-2020	2020-2021	2021-2022	
Charter-wide	Not available	Not available	14%	33%	
Statewide	15%	Not available	18%	37%	
Alaka'i O Kaua'i Public Charter School	25%	19%	18%	42%	
Connections Public Charter School	23%	27%	60%	45%	
DreamHouse 'Ewa Beach	Not open	21%	19%	19%	
Hakipu'u Academy	41%	20%	44%	16%	
Hālau Kū Māna Public Charter School	20%	19%	(0-5%)	4%	
Hawai'i Academy of Arts & Science Public Charter School	14%	12%	(0-5%)	21%	
Hawai'i Technology Academy	19%	10%	14%	16%	
Innovations Public Charter School	6%	(0-5%)	7%	40%	
Ka 'Umeke Kā'eo	14%	12%	27%	34%	
Ka Waihona o ka Na'auao Public Charter School	21%	16%	19%	51%	
Kamaile Academy, PCS	33%	28%	45%	60%	
Kamalani Academy	11%	8%	6%	27%	
Kanu o ka 'Āina New Century Public Charter School	19%	9%	(0-5%)	18%	
Kanuikapono Public Charter School	21%	12%	11%	13%	
Ka'ōhao Public Charter School	(0-5%)	(0-5%)	(0-5%)	25%	
The Kapolei Charter School by Goodwill Hawaii	16%	11%	25%	35%	
Kawaikini New Century Public Charter School	19%	9%	21%	65%	
Ke Ana La'ahana Public Charter School	26%	13%	36%	44%	
Ke Kula Niihau O Kekaha Learning Center	26%	19%	31%	71%	
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	14%	13%	12%	51%	
Ke Kula 'o Samuel M. Kamakau, LPCS	21%	13%	(0-5%)	30%	
Kihei Charter School	(0-5%)	13%	(0-5%)	40%	
Kona Pacific Public Charter School	19%	11%	8%	43%	
Kua o ka Lā New Century Public Charter School	13%	(0-5%)	9%	41%	
Kualapu'u School: A Public Conversion Charter	9%	10%	8%	57%	

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 36: Chronic Absenteeism Rates				
School	2018-2019	2019-2020	2020-2021	2021-2022
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	66%	27%	47%	32%
Laupāhoehoe Community Public Charter School	14%	9%	7%	31%
Mālama Honua Public Charter School	9%	10%	19%	42%
Myron B. Thompson Academy	10%	(0-5%)	(0-5%)	2%
Nā Wai Ola Public Charter School	40%	27%	34%	57%
SEEQS: the School for Examining Essential Questions of Sustainability	9%	6%	7%	30%
University Laboratory School	6%	(0-5%)	(0-5%)	9%
The Volcano School of Arts & Sciences	19%	15%	14%	44%
Voyager: A Public Charter School	10%	8%	(0-5%)	50%
Wai'ālae Elementary Public Charter School	6%	6%	7%	16%
Waimea Middle Public Conversion Charter School	23%	17%	22%	48%
West Hawai'i Explorations Academy	14%	12%	11%	33%

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 37 Four-Year Graduation Rates and College-Going Rates

Table 37: Four-Year Graduation Rates	2018-2019	2019-2020	2020-2021	2021-2022
School	4-Year Grad	4-Year Grad	4-Year Grad	4-Year Grad
Charter-wide	N/A	N/A	85%	86%
Statewide	84%	N/A	86%	86%
Alaka'i O Kaua'i Public Charter School	DNA	DNA	DNA	DNA
Connections Public Charter School	69%	77%	92%	58%
DreamHouse 'Ewa Beach	Not open	DNA	DNA	DNA
Hakipu'u Academy	48%	41%	44%	41%
Hālau Kū Māna Public Charter School	84%	86%	86%	91%
Hawai'i Academy of Arts & Science Public Charter School	81%	80%	85%	89%
Hawai'i Technology Academy	89%	90%	88%	89%
Innovations Public Charter School	DNA	DNA	DNA	DNA
Ka 'Umeke Kā'eo	SUPP	DNA	SUPP	SUPP
Ka Waihona o ka Na'auao Public Charter School	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	76%	60%	77%	70%
Kamalani Academy	DNA	DNA	DNA	DNA
Kanu o ka 'Āina New Century Public Charter School	30%	67%	68%	72%
Kanuikapono Public Charter School	SUPP	75%	75%	75%
Ka'ōhao Public Charter School	DNA	DNA	DNA	DNA
The Kapolei Charter School by Goodwill Hawaii	N/A	DNA	DNA	94%
Kawaikini New Century Public Charter School	SUPP	SUPP	SUPP	91%
Ke Ana La'ahana Public Charter School	SUPP	45%	57%	88%
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	SUPP	SUPP
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	DNA	DNA	DNA	DNA
Ke Kula 'o Samuel M. Kamakau, LPCS	SUPP	SUPP	SUPP	38%
Kihei Charter School	86%	93%	80%	94%
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA
Kua o ka Lā New Century Public Charter School	43%	38%	DNA	DNA
Kualapu'u School: A Public Conversion Charter	DNA	DNA	DNA	DNA
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)	SUPP	SUPP	SUPP	SUPP
Laupāhoehoe Community Public Charter School	70%	71%	74%	82%

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 37: Four-Year Graduation Rates	2018-2019	2019-2020	2020-2021	2021-2022
School	4-Year Grad	4-Year Grad	4-Year Grad	4-Year Grad
Mālama Honua Public Charter School	DNA	DNA	DNA	DNA
Myron B. Thompson Academy	(95-100%)	84%	87%	92%
Nā Wai Ola Public Charter School	DNA	DNA	DNA	DNA
SEEQS: the School for Examining Essential Questions of Sustainability	DNA	DNA	DNA	DNA
University Laboratory School	(95-100%)	(95-100%)	(95-100%)	100%
The Volcano School of Arts & Sciences	DNA	DNA	DNA	DNA
Voyager: A Public Charter School	DNA	DNA	DNA	DNA
Wai'ālae Elementary Public Charter School	DNA	DNA	DNA	DNA
Waimea Middle Public Conversion Charter School	DNA	DNA	DNA	DNA
West Hawai'i Explorations Academy	79%	68%	88%	83%

Table 37: College-Going Rates	2018-2019	2019-2020	2020-2021	2021-2022
School	College-Going	College-Going	College-Going	College-Going
Charter-wide	N/A	N/A	50%	49%
Statewide	55%	N/A	50%	50%
Alaka'i O Kaua'i Public Charter School	DNA	DNA	DNA	DNA
Connections Public Charter School	42%	48%	23%	29%
DreamHouse 'Ewa Beach	Not open	DNA	DNA	DNA
Hakipu'u Academy	SUPP	SUPP	SUPP	SUPP
Hālau Kū Māna Public Charter School	SUPP	SUPP	SUPP	SUPP
Hawai'i Academy of Arts & Science Public Charter School	46%	36%	41%	42%
Hawai'i Technology Academy	39%	45%	43%	47%
Innovations Public Charter School	DNA	DNA	DNA	DNA
Ka 'Umeke Kā'eo	N/A	DNA		Data not available
Ka Waihona o ka Na'auao Public Charter School	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	SUPP	SUPP	32%	41%
Kamalani Academy	DNA	DNA	DNA	DNA
Kanu o ka 'Āina New Century Public Charter School	N/A	SUPP	SUPP	58%
Kanuikapono Public Charter School	SUPP	SUPP	SUPP	73%
Ka'ōhao Public Charter School	DNA	DNA	DNA	DNA
The Kapolei Charter School by Goodwill Hawaii	N/A	DNA	DNA	52%

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 37: College-Going Rates	2018-2019	2019-2020	2020-2021	2021-2022
School	College-Going	College-Going	College-Going	College-Going
Kawaikini New Century Public Charter School	SUPP	SUPP	SUPP	SUPP
Ke Ana La'ahana Public Charter School	SUPP	SUPP	SUPP	SUPP
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	SUPP	SUPP
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	DNA	DNA	DNA	DNA
Ke Kula 'o Samuel M. Kamakau, LPCS	SUPP	SUPP	SUPP	SUPP
Kihei Charter School	49%	58%	55%	55%
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA
Kua o ka Lā New Century Public Charter School	SUPP	SUPP	DNA	DNA
Kualapu'u School: A Public Conversion Charter	DNA	DNA	DNA	DNA
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	SUPP	SUPP	SUPP	Data not available
Laupāhoehoe Community Public Charter School	SUPP	SUPP	SUPP	18%
Mālama Honua Public Charter School	DNA	DNA	DNA	DNA
Myron B. Thompson Academy	47%	SUPP	75%	56%
Nā Wai Ola Public Charter School	DNA	DNA	DNA	DNA
SEEQS: the School for Examining Essential Questions of Sustainability	DNA	DNA	DNA	DNA
University Laboratory School	92%	88%	90%	86%
The Volcano School of Arts & Sciences	DNA	DNA	DNA	DNA
Voyager: A Public Charter School	DNA	DNA	DNA	DNA
Wai'ālae Elementary Public Charter School	DNA	DNA	DNA	DNA
Waimea Middle Public Conversion Charter School	DNA	DNA	DNA	DNA
West Hawai'i Explorations Academy	35%	65%	43%	31%

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 38 Status of Value Added Measures/Goals

Table 38: Status of Value Added Measures/Goals School	2018-2019	2019-2020	2020-2021	2021-2022
Alaka'i O Kaua'i Public Charter School	Submitted and Received	Not available	Not available	Not available
Connections Public Charter School	Submitted and Received	Not available	Not available	Not available
DreamHouse 'Ewa Beach	Not open	Does not apply	Does not apply	Not available
Hakipu'u Academy	Submitted and Received	Not applicable	Not available	Does not apply
Hālau Kū Māna Public Charter School	Submitted and Received	Not available	Not available	Does not apply
Hawai'i Academy of Arts & Science Public Charter School	Submitted and Received	Not available	Not available	Not available
Hawai'i Technology Academy	Submitted and Received	Not available	Not available	Not available
Innovations Public Charter School	Submitted and Received	Not available	Not available	Not available
Ka 'Umeke Kā'eo	Submitted and Received	Not available	Not available	Not available
Ka Waihona o ka Na'auao Public Charter School	Submitted and Received	Not available	Not available	Does not apply
Kamaile Academy, PCS	Submitted and Received	Not available	Not available	Does not apply
Kamalani Academy	Submitted and Received	Not available	Not available	Not available
Kanu o ka 'Āina New Century Public Charter School	Submitted and Received	Not available	Not available	Not available
Kanuikapono Public Charter School	Submission Pending	Not available	Not available	Not available
Ka'ōhao Public Charter School	Submitted and Received	Not available	Not available	Not available
The Kapolei Charter School by Goodwill Hawaii	Submitted and Received	Not available	Submitted	Received
Kawaikini New Century Public Charter School	Submitted and Received	Not available	Not available	Not available
Ke Ana La'ahana Public Charter School	Submitted and Received	Not available	Not available	Does not apply
Ke Kula Niihau O Kekaha Learning Center	Submission Pending	Not available	Not available	Not available

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 38: Status of Value Added Measures/Goals School				
Measures/Goals School	2018-2019	2019-2020	2020-2021	2021-2022
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Submission Pending	Not available	Not available	Not available
Ke Kula 'o Samuel M. Kamakau, LPCS	Submitted and Received	Not available	Not available	Not available
Kihei Charter School	Submitted and Received	Not available	Not available	Not available
Kona Pacific Public Charter School	Submitted and Received	Not available	Not available	Does not apply
Kua o ka Lā New Century Public Charter School	Submitted and Received	Not available	Not available	Does not apply
Kualapu'u School: A Public Conversion Charter	Submitted and Received	Not available	Not available	Not available
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Submitted and Received	Not available	Not available	Not available
Laupāhoehoe Community Public Charter School	Submitted and Received	Not available	Not available	Does not apply
Mālama Honua Public Charter School	Submitted and Received	Submitted	Not available	Not available
Myron B. Thompson Academy	Submitted and Received	Not available	Not available	Not available
Nā Wai Ola Public Charter School	Submitted and Received	Not available	Not available	Does not apply
SEEQS: the School for Examining Essential Questions of Sustainability	Submitted and Received	Not available	Not available	Does not apply
University Laboratory School	Submitted and Received	Not available	Not available	Not available
The Volcano School of Arts & Sciences	Submitted and Received	Not available	Not available	Does not apply
Voyager: A Public Charter School	Submitted and Received	Not available	Not available	Not available
Wai'alaie Elementary Public Charter School	Submitted and Received	Not available	Not available	Not available
Waimea Middle Public Conversion Charter School	Submitted and Received	Not available	Not available	Does not apply
West Hawai'i Explorations Academy	Submission Pending	Not available	Submitted	Does not apply

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 39 Enrollment by Charter

Table 39: Enrollment by Charter					
School School	2018-2019	2019-2020	2020-2021	2021-2022	
Charter-wide	11,546	11,877	12,213	12,097	
Statewide	179,698	179,331	174,704	171,600	
Alaka'i O Kaua'i Public Charter School	123	149	164	172	
Connections Public Charter School	335	335	344	366	
DreamHouse 'Ewa Beach	Not open	85	192	287	
Hakipu'u Academy	54	55	56	61	
Hālau Kū Māna Public Charter School	140	131	113	120	
Hawai'i Academy of Arts & Science Public Charter School	644	710	711	706	
Hawai'i Technology Academy	1,197	1,285	1,337	1,363	
Innovations Public Charter School	240	242	242	241	
Ka 'Umeke Kā'eo	207	213	222	240	
Ka Waihona o ka Na'auao Public Charter School	738	694	741	632	
Kamaile Academy, PCS	839	878	893	919	
Kamalani Academy	297	207	178	166	
Kanu o ka 'Āina New Century Public Charter School	548	486	627	519	
Kanuikapono Public Charter School	187	225	233	226	
Ka'ōhao Public Charter School	341	341	330	323	
The Kapolei Charter School by Goodwill Hawaii	89	140	172	161	
Kawaikini New Century Public Charter School	155	168	167	155	
Ke Ana La'ahana Public Charter School	38	41	46	41	
Ke Kula Niihau O Kekaha Learning Center	52	50	55	55	
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	450	463	473	464	
Ke Kula 'o Samuel M. Kamakau, LPCS	119	122	136	125	
Kihei Charter School	652	689	713	723	
Kona Pacific Public Charter School	218	178	211	210	
Kua o ka Lā New Century Public Charter School	185	231	172	148	
Kualapu'u School: A Public Conversion Charter	315	327	309	346	

N/A = Not available; SUPP = Suppressed; DNA = Does not apply

Table 39: Enrollment by Charter School				
School	2018-2019	2019-2020	2020-2021	2021-2022
A New Century Public Charter School (PCS)Kula Aupuni Niihau A Kahelelani Aloha (KANAKA)	50	33	33	45
Laupāhoehoe Community Public Charter School	359	346	343	333
Mālama Honua Public Charter School	126	150	170	173
Myron B. Thompson Academy	568	585	527	542
Nā Wai Ola Public Charter School	146	147	150	133
SEEQS: the School for Examining Essential Questions of Sustainability	185	189	174	182
University Laboratory School	437	443	450	449
The Volcano School of Arts & Sciences	191	223	260	266
Voyager: A Public Charter School	291	284	271	284
Wai'ālae Elementary Public Charter School	505	496	489	434
Waimea Middle Public Conversion Charter School	259	256	234	211
West Hawai'i Explorations Academy	266	280	275	276

c. Appendix C: Charter School Financial Performance Framework Data for School Years 2018-2019, 2019-2020, 2020-2021, and 2021-2022

Table 40 Current Ratio

Table 40: Current Ratio (Current Ratio = Current Assets ÷ Current Liabilities)				
School	2018-2019	2019-2020	2020-2021	2021-2022
Alaka'i O Kaua'i Public Charter School	1.1	2.1	4.4	1.2
Connections Public Charter School	8.5	8	5.7	3.8
DreamHouse 'Ewa Beach	Not open	2.1	1.2	0.3
Hakipu'u Academy	3.7	5.2	5.3	2.7
Hālau Kū Māna Public Charter School	12.2	3.5	4.3	4.6
Hawai'i Academy of Arts & Science Public Charter School	4	3.9	3.7	4.9
Hawai'i Technology Academy	3.3	3.8	3	2.7
Innovations Public Charter School	2.5	2	2.3	1.2
Ka 'Umeke Kā'eo	2.8	4	4	5.9
Ka Waihona o ka Na'auao Public Charter School	1.2	4.9	7.9	8.8
Kamaile Academy, PCS	7.2	7.7	6.6	10.2
Kamalani Academy	1.1	1.4	0.9	0.5
Kanu o ka 'Āina New Century Public Charter School	8.9	9.5	11.8	3.2
Kanuikapono Public Charter School	7	6.6	6.1	7.2
Ka'ōhao Public Charter School	9.6	7.1	5	10.4
The Kapolei Charter School by Goodwill Hawaii	5	15.5	14.3	14.0
Kawaikini New Century Public Charter School	4.5	4	5	2.9
Ke Ana La'ahana Public Charter School	5.4	4.8	5.1	5.6
Ke Kula Niihau O Kekaha Learning Center	6.8	10.2	6.5	5.3
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	2.1	10	10.3	14.7
Ke Kula 'o Samuel M. Kamakau, LPCS	6.9	8.1	7.2	0.5
Kiheī Charter School	47.2	14.6	10.7	11.4
Kona Pacific Public Charter School	1.6	3.1	1.1	0.2
Kua o ka Lā New Century Public Charter School	6.8	26.7	11.4	15.4
Kualapu'u School: A Public Conversion Charter	4.7	4.5	3.4	3.2
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	3.8	2.8	3.5	3.8
Laupāhoehoe Community Public Charter School	4.2	3.4	3.4	5.6
Mālama Honua Public Charter School	7.5	3.4	9	4.3
Myron B. Thompson Academy	16.5	17.7	19.1	10.3
Nā Wai Ola Public Charter School	2.6	3	5	4.4
SEEQS: the School for Examining Essential Questions of Sustainability	3.7	11.3	8.7	3.4
University Laboratory School	3.3	4.3	2.7	5.1
The Volcano School of Arts & Sciences	3.3	2.4	3.4	1.1

Table 40: Current Ratio (Current Ratio = Current Assets ÷ Current Liabilities)				
School	2018-2019	2019-2020	2020-2021	2021-2022
Voyager: A Public Charter School	4	4.3	3	2.2
Wai'ālae Elementary Public Charter School	5	7.6	7.6	4.6
Waimea Middle Public Conversion Charter School	2.9	2.6	2.5	2.6
West Hawai'i Explorations Academy	5.9	6.2	3	4.9

Table 41 Budget Variance

Table 41: Budget Variance (Actual Total Revenues ÷ Projected Total Revenues in the Charter School's Board-Approved Budget)				
School	2018-2019	2019-2020	2020-2021	2021-2022
Alaka'i O Kaua'i Public Charter School	90%	106%	122%	104%
Connections Public Charter School	105%	99%	121%	108%
DreamHouse 'Ewa Beach	Not open	114%	108%	103%
Hakipu'u Academy	116%	99%	98%	143%
Hālau Kū Māna Public Charter School	116%	106%	122%	121%
Hawai'i Academy of Arts & Science Public Charter School	109%	110%	109%	105%
Hawai'i Technology Academy	110%	104%	111%	117%
Innovations Public Charter School	105%	105%	111%	107%
Ka 'Umeke Kā'eo	101%	104%	106%	117%
Ka Waihona o ka Na'auao Public Charter School	93%	102%	145%	132%
Kamaile Academy, PCS	106%	108%	97%	102%
Kamalani Academy	126%	132%	128%	118%
Kanu o ka 'Āina New Century Public Charter School	118%	109%	119%	105%
Kanuikapono Public Charter School	102%	118%	106%	107%
Ka'ōhao Public Charter School	111%	103%	102%	105%
The Kapolei Charter School by Goodwill Hawaii	99%	114%	125%	83%
Kawaikini New Century Public Charter School	100%	96%	105%	99%
Ke Ana La'ahana Public Charter School	109%	98%	76%	108%
Ke Kula Niihau O Kekaha Learning Center	119%	116%	96%	85%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	102%	94%	119%	110%
Ke Kula 'o Samuel M. Kamakau, LPCS	133%	121%	115%	78%
Kihei Charter School	97%	103%	104%	99%
Kona Pacific Public Charter School	101%	91%	109%	108%
Kua o ka Lā New Century Public Charter School	108%	99%	96%	100%
Kualapu'u School: A Public Conversion Charter	107%	115%	105%	108%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	90%	76%	90%	88%
Laupāhoehoe Community Public Charter School	107%	123%	86%	107%
Mālama Honua Public Charter School	102%	109%	120%	105%
Myron B. Thompson Academy	108%	112%	106%	97%

Table 41: Budget Variance (Actual Total Revenues ÷ Projected Total Revenues in the Charter School's Board-Approved Budget)

School	2018-2019	2019-2020	2020-2021	2021-2022
Nā Wai Ola Public Charter School	119%	97%	115%	71%
SEEQS: the School for Examining Essential Questions of Sustainability	94%	98%	117%	111%
University Laboratory School	98%	101%	105%	112%
The Volcano School of Arts & Sciences	107%	111%	127%	159%
Voyager: A Public Charter School	105%	108%	106%	111%
Wai'ālae Elementary Public Charter School	99%	109%	87%	78%
Waimea Middle Public Conversion Charter School	113%	106%	99%	99%
West Hawai'i Explorations Academy	117%	113%	134%	136%

Table 42 Total Margin

Table 42: Total Margin (Total Margin = Net Income ÷ Total Revenue)				
School	2018-2019	2019-2020	2020-2021	2021-2022
Alaka'i O Kaua'i Public Charter School	-2.60%	5.40%	14.30%	0.29%
Connections Public Charter School	14.60%	8.10%	4.20%	4.21%
DreamHouse 'Ewa Beach	Not open	9.20%	16.60%	15.10%
Hakipu'u Academy	1.50%	-6.20%	12.70%	6.38%
Hālau Kū Māna Public Charter School	-5.40%	3.30%	2.50%	1.48%
Hawai'i Academy of Arts & Science Public Charter School	2.60%	6.70%	12.00%	13.38%
Hawai'i Technology Academy	24.10%	23.10%	30.40%	47.09%
Innovations Public Charter School	0.20%	-3.10%	3.30%	3.70%
Ka 'Umeke Kā'eo	2.20%	-2.50%	0.30%	2.63%
Ka Waihona o ka Na'auao Public Charter School	0.30%	16.30%	27.10%	0.90%
Kamaile Academy, PCS	4.80%	2.90%	0.00%	6.91%
Kamalani Academy	0.20%	0.60%	-6.80%	0.94%
Kanu o ka 'Āina New Century Public Charter School	9.00%	8.70%	14.00%	11.19%
Kanuikapono Public Charter School	5.70%	-3.00%	1.40%	1.12%
Ka'ōhao Public Charter School	8.50%	2.90%	2.70%	3.89%
The Kapolei Charter School by Goodwill Hawaii	26.50%	32.80%	37.10%	10.64%
Kawaikini New Century Public Charter School	0.80%	-0.70%	3.10%	-9.48%
Ke Ana La'ahana Public Charter School	6.80%	-11.80%	2.80%	-3.15%
Ke Kula Niihau O Kekaha Learning Center	17.80%	10.30%	-17.00%	-23.57%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	1.80%	13.20%	8.20%	4.06%
Ke Kula 'o Samuel M. Kamakau, LPCS	32.50%	12.50%	15.40%	-27.30%
Kihei Charter School	5.00%	8.30%	16.00%	11.05%
Kona Pacific Public Charter School	-26.20%	8.20%	15.80%	11.97%
Kua o ka Lā New Century Public Charter School	12.80%	9.50%	-1.10%	-7.56%
Kualapu'u School: A Public Conversion Charter	5.30%	7.80%	-5.10%	-0.25%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	-13.60%	-10.00%	9.00%	6.01%
Laupāhoehoe Community Public Charter School	9.50%	7.40%	9.90%	2.09%
Mālama Honua Public Charter School	11.60%	26.00%	10.10%	19.80%
Myron B. Thompson Academy	7.60%	15.10%	10.10%	3.57%
Nā Wai Ola Public Charter School	5.30%	0.20%	17.00%	3.90%

Table 42: Total Margin (Total Margin = Net Income ÷ Total Revenue)

School	2018-2019	2019-2020	2020-2021	2021-2022
SEEQS: the School for Examining Essential Questions of Sustainability	3.20%	6.20%	3.30%	1.39%
University Laboratory School	-2.00%	-0.10%	3.30%	6.59%
The Volcano School of Arts & Sciences	3.10%	-1.00%	17.70%	15.91%
Voyager: A Public Charter School	2.00%	4.40%	1.20%	-0.44%
Wai'ālae Elementary Public Charter School	3.20%	9.90%	5.00%	-2.75%
Waimea Middle Public Conversion Charter School	4.60%	-3.40%	1.10%	-0.97%
West Hawai'i Explorations Academy	-3.60%	-7.50%	-1.90%	-0.29%

Table 43 Debt-to-Assets Ratio

Table 43: Debt-to-Assets Ratio (Debt to Asset Ratio = Total Liabilities ÷ Total Assets)				
School	2018-2019	2019-2020	2020-2021	2021-2022
Alaka'i O Kaua'i Public Charter School	91%	47.20%	22.70%	58.79%
Connections Public Charter School	9.00%	10.00%	14.10%	25.57%
DreamHouse 'Ewa Beach	Not open	47.80%	28.20%	69.32%
Hakipu'u Academy	29.10%	21.10%	18.40%	34.11%
Hālau Kū Māna Public Charter School	5.80%	22.10%	15.80%	14.91%
Hawai'i Academy of Arts & Science Public Charter School	21.00%	23.10%	25.70%	26.67%
Hawai'i Technology Academy	24.10%	23.10%	30.40%	47.09%
Innovations Public Charter School	32.30%	37.90%	34.30%	86.58%
Ka 'Umeke Kā'eo	29.60%	19.20%	11.80%	7.94%
Ka Waihona o ka Na'auao Public Charter School	16.40%	7.70%	7.50%	6.87%
Kamaile Academy, PCS	11.40%	9.00%	15.20%	8.52%
Kamalani Academy	77.80%	49.90%	89.70%	95.63%
Kanu o ka 'Āina New Century Public Charter School	10.10%	9.70%	8.00%	30.31%
Kanuikapono Public Charter School	12.70%	12.00%	13.40%	10.64%
Ka'ōhao Public Charter School	8.50%	11.50%	15.30%	7.23%
The Kapolei Charter School by Goodwill Hawaii	20.00%	6.40%	8.80%	0.71%
Kawaikini New Century Public Charter School	6.50%	7.10%	7.20%	12.02%
Ke Ana La'ahana Public Charter School	18.50%	20.90%	19.40%	17.93%
Ke Kula Niihau O Kekaha Learning Center	8.90%	6.80%	10.00%	11.98%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	17.80%	4.90%	9.50%	8.06%
Ke Kula 'o Samuel M. Kamakau, LPCS	11.20%	9.30%	10.80%	62.12%
Kihei Charter School	1.60%	5.70%	8.60%	8.30%
Kona Pacific Public Charter School	201.50%	145.80%	92.10%	95.74%
Kua o ka Lā New Century Public Charter School	13.50%	3.20%	7.50%	11.55%
Kualapu'u School: A Public Conversion Charter	20.60%	21.00%	29.10%	30.96%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	17.50%	19.30%	18.00%	18.11%
Laupāhoehoe Community Public Charter School	20.00%	25.60%	28.60%	17.06%
Mālama Honua Public Charter School	11.60%	26.00%	10.10%	19.80%
Myron B. Thompson Academy	5.70%	5.20%	5.00%	21.61%
Nā Wai Ola Public Charter School	31.40%	28.30%	18.80%	21.07%

Table 43: Debt-to-Assets Ratio (Debt to Asset Ratio = Total Liabilities ÷ Total Assets)				
School	2018-2019	2019-2020	2020-2021	2021-2022
SEEQS: the School for Examining Essential Questions of Sustainability	17.90%	8.90%	11.40%	29.24%
University Laboratory School	30.30%	23.20%	37.70%	19.45%
The Volcano School of Arts & Sciences	25.50%	33.70%	27.20%	86.44%
Voyager: A Public Charter School	24.50%	21.90%	30.60%	34.18%
Wai'ālae Elementary Public Charter School	27.90%	21.60%	20.40%	19.32%
Waimea Middle Public Conversion Charter School	28.30%	29.00%	37.50%	36.84%
West Hawai'i Explorations Academy	11.50%	14.60%	81.70%	56.68%

Table 44 Cash Flow

Table 44: Cash Flow (Cash Flow = Year-end Cash Balance – Beginning Year Cash Balance)				
School	2018-2019	2019-2020	2020-2021	2021-2022
Alaka'i O Kaua'i Public Charter School	\$69,775	\$77,454	\$225,374	\$44,671
Connections Public Charter School	\$462,711	\$371,618	\$166,921	\$318,321
DreamHouse 'Ewa Beach	Not open	\$50,761	\$46,031	\$343,603
Hakipu'u Academy	\$98,857	(\$145,828)	(\$11,347)	\$283,830
Hālau Kū Māna Public Charter School	(\$54,934)	\$670,496	(\$332,946)	(\$76,024)
Hawai'i Academy of Arts & Science Public Charter School	\$56,435	\$770,677	\$1,264,976	\$946,894
Hawai'i Technology Academy	\$163,958	\$1,215,880	\$2,053,573	(\$1,712,736)
Innovations Public Charter School	(\$11,889)	(\$67,752)	\$46,795	\$109,613
Ka 'Umeke Kā'eo	\$694,444	(\$600,426)	(\$1,522,387)	\$198,975
Ka Waihona o ka Na'auao Public Charter School	\$453,842	\$887,622	\$1,983,537	\$704,885
Kamaile Academy, PCS	\$1,082,679	\$340,692	\$891,826	\$437,463
Kamalani Academy	(\$26,368)	\$40,673	\$172,624	(\$186,087)
Kanu o ka 'Āina New Century Public Charter School	\$611,017	\$497,175	\$1,141,914	\$2,299,506
Kanuikapono Public Charter School	\$209,263	(\$34,486)	\$29,979	(\$137,380)
Ka'ōhao Public Charter School	(\$622,659)	(\$38,736)	\$201,895	(\$197,020)
The Kapolei Charter School by Goodwill Hawaii	\$195,165	\$398,434	\$615,808	\$350,507
Kawaikini New Century Public Charter School	\$81,052	\$12,923	\$100,179	(\$161,316)
Ke Ana La'ahana Public Charter School	\$94,894	(\$142,099)	\$4,628	(\$22,478)
Ke Kula Niihau O Kekaha Learning Center	\$39,032	\$129,776	(\$54,502)	\$41,425
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	\$561,873	\$727,684	\$2,173,235	\$488,621
Ke Kula 'o Samuel M. Kamakau, LPCS	\$334,594	\$326,598	(\$236,393)	(\$45,642)
Kihei Charter School	\$280,767	\$641,170	\$1,203,904	\$910,341
Kona Pacific Public Charter School	\$233,323	\$137,522	\$287,923	\$204,135
Kua o ka Lā New Century Public Charter School	\$701,110	\$268,784	\$15,898	(\$78,974)
Kualapu'u School: A Public Conversion Charter	\$349,592	\$451,066	(\$234,244)	\$337,163
Kula Aupuni Niihau A Kahelani Aloha (KANAKA) A New Century Public Charter School (PCS)	(\$343)	(\$22,515)	\$24,733	\$16,680
Laupāhoehoe Community Public Charter School	\$207,460	\$494,939	\$472,277	(\$93,955)
Mālama Honua Public Charter School	\$266,943	\$230,142	\$410,445	\$287,294
Myron B. Thompson Academy	\$485,873	\$568,335	\$597,271	\$347,496

Table 44: Cash Flow (Cash Flow = Year-end Cash Balance – Beginning Year Cash Balance)

School	2018-2019	2019-2020	2020-2021	2021-2022
Nā Wai Ola Public Charter School	\$60,778	\$79,979	\$241,781	\$129,376
SEEQS: the School for Examining Essential Questions of Sustainability	\$59,076	\$142,161	\$84,365	(\$95,567)
University Laboratory School	\$107,800	\$20,530	\$490,411	\$132,047
The Volcano School of Arts & Sciences	\$84,949	(\$90,196)	\$333,660	\$10,803,036
Voyager: A Public Charter School	\$88,884	\$159,930	\$232,807	(\$86,923)
Wai'alae Elementary Public Charter School	\$322,822	\$571,121	\$274,875	(\$22,195)
Waimea Middle Public Conversion Charter School	\$227,415	\$105,444	\$381,547	(\$125,179)
West Hawai'i Explorations Academy	\$47	\$3,197	\$364,558	(\$102,999)

Table 45 Unrestricted Days Cash on Hand

Table 45: Unrestricted Days Cash on Hand (Unrestricted Days Cash = Unrestricted Cash ÷ [(Total Expenses – Depreciation Expense) ÷ 365])				
School	2018-2019	2019-2020	2020-2021	2021-2022
Alaka'i O Kaua'i Public Charter School	23 days	43 days	104 days	96 days
Connections Public Charter School	306 days	328 days	321 days	333 days
DreamHouse 'Ewa Beach	Not open	18 days	20 days	66 days
Hakipu'u Academy	136 days	78 days	87 days	233 days
Hālau Kū Māna Public Charter School	279 days	473 days	370 days	354 days
Hawai'i Academy of Arts & Science Public Charter School	176 days	209 days	285 days	325 days
Hawai'i Technology Academy	112 days	143 days	209 days	123 days
Innovations Public Charter School	100 days	81 days	89 days	100 days
Ka 'Umeke Kā'eo	265 days	280 days	102 days	125 days
Ka Waihona o ka Na'auao Public Charter School	31 days	85 days	222 days	239 days
Kamaile Academy, PCS	274 days	259 days	258 days	273 days
Kamalani Academy	29 days	37 days	60 days	33 days
Kanu o ka 'Āina New Century Public Charter School	165 days	192 days	268 days	423 days
Kanuikapono Public Charter School	170 days	147 days	152 days	144 days
Ka'ōhao Public Charter School	248 days	217 days	255 days	204 days
The Kapolei Charter School by Goodwill Hawaii	231 days	333 days	504 days	632 days
Kawaikini New Century Public Charter School	65 days	58 days	80 days	50 days
Ke Ana La'ahana Public Charter School	403 day	279 days	322 days	349 days
Ke Kula Niihau O Kekaha Learning Center	103 days	139 days	135 days	157 days
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	42 days	92 days	225 days	215 days
Ke Kula 'o Samuel M. Kamakau, LPCS	216 days	263 days	223 days	206 days
Kihei Charter School	117 days	153 days	236 days	278 days
Kona Pacific Public Charter School	35 days	76 days	145 days	187 days
Kua o ka Lā New Century Public Charter School	150 days	186 days	266 days	240 days
Kualapu'u School: A Public Conversion Charter	210 days	242 days	200 days	211 days
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	109 days	120 days	147 days	143 days
Laupāhoehoe Community Public Charter School	106 days	164 days	220 days	196 days
Mālama Honua Public Charter School	269 days	246 days	337 days	365 days
Myron B. Thompson Academy	608 days	628 days	664 days	678 days

Table 45: Unrestricted Days Cash on Hand (Unrestricted Days Cash = Unrestricted Cash ÷ [(Total Expenses – Depreciation Expense) ÷ 365])

School	2018-2019	2019-2020	2020-2021	2021-2022
Nā Wai Ola Public Charter School	66 days	86 days	159 days	207 days
SEEQS: the School for Examining Essential Questions of Sustainability	83 days	111 days	134 days	102 days
University Laboratory School	90 days	88 days	137 days	141 days
The Volcano School of Arts & Sciences	44 days	32 days	73 days	1,186 days
Voyager: A Public Charter School	123 days	144 days	184 days	147 days
Wai'ālae Elementary Public Charter School	181 days	232 days	264 days	271 days
Waimea Middle Public Conversion Charter School	236 days	242 days	273 days	275 days
West Hawai'i Explorations Academy	197 days	188 days	209 days	197 days

d. **Appendix D: Charter School Organizational Performance Framework Data for School Years 2018-2019, 2019-2020, 2020-2021, and 2021-2022**

Table 46 Completed Assurance of Compliance Statement

Table 46: Completed Assurance of Compliance Statement				
School	2018-2019	2019-2020	2020-2021	2021-2022 ^{xvii}
Alaka'i O Kaua'i Public Charter School	Completed	Completed	Completed	Completed
Connections Public Charter School	Completed	Completed	Completed	Completed
Hakipu'u Academy	Completed	Completed	Completed	Does not apply
DreamHouse 'Ewa Beach	Not open	Completed	Completed	Completed
Hālau Kū Māna Public Charter School	Completed	Completed	Completed	Does not apply
Hawai'i Academy of Arts & Science Public Charter School	Completed	Completed	Completed	Completed
Hawai'i Technology Academy	Completed	Completed	Completed	Completed
Innovations Public Charter School	Completed	Completed	Completed	Completed
Ka 'Umeke Kā'eo	Completed	Completed	Not Completed	Completed
Ka Waihona o ka Na'auao Public Charter School	Completed	Completed	Completed	Does not apply
Kamaile Academy, PCS	Completed	Completed	Completed	Does not apply
Kamalani Academy	Completed	Completed	Completed	Completed
Kanu o ka 'Āina New Century Public Charter School	Completed	Completed	Completed	Completed
Kanuikapono Public Charter School	Completed	Completed	Completed	Completed
Ka'ōhao Public Charter School	Completed	Completed	Completed	Completed
The Kapolei Charter School by Goodwill Hawaii	Completed	Completed	Completed	Completed
Kawaikini New Century Public Charter School	Completed	Completed	Completed	Completed
Ke Ana La'ahana Public Charter School	Completed	Completed	Completed	Does not apply
Ke Kula Niihau O Kekaha Learning Center	Completed	Completed	Completed	Completed
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Completed	Completed	Completed	Completed
Ke Kula 'o Samuel M. Kamakau, LPCS	Completed	Completed	Completed	Completed
Kihei Charter School	Completed	Completed	Completed	Completed
Kona Pacific Public Charter School	Completed	Completed	Completed	Does not apply
Kua o ka Lā New Century Public Charter School	Completed	Completed	Completed	Does not apply
Kualapu'u School: A Public Conversion Charter	Completed	Completed	Completed	Completed
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Completed	Completed	Completed	Completed

Table 46: Completed Assurance of Compliance Statement				
School	2018-2019	2019-2020	2020-2021	2021-2022 ^{xvii}
Laupāhoehoe Community Public Charter School	Completed	Completed	Completed	Does not apply
Mālama Honua Public Charter School	Completed	Completed	Completed	Completed
Myron B. Thompson Academy	Completed	Completed	Completed	Completed
Nā Wai Ola Public Charter School	Completed	Completed	Completed	Does not apply
SEEQS: the School for Examining Essential Questions of Sustainability	Completed	Completed	Completed	Does not apply
University Laboratory School	Completed	Completed	Completed	Completed
The Volcano School of Arts & Sciences	Completed	Completed	Completed	Does not apply
Voyager: A Public Charter School	Completed	Completed	Completed	Completed
Wai'ālae Elementary Public Charter School	Completed	Completed	Completed	Completed
Waimea Middle Public Conversion Charter School	Completed	Completed	Completed	Does not apply
West Hawai'i Explorations Academy	Completed	Completed	Completed	Does not apply

- e. **Appendix E: Hawai'i State Public Charter School Commission Annual Audit Report for Fiscal Year 2021-2022**

**STATE PUBLIC CHARTER SCHOOL
COMMISSION**

(An Agency of the State of Hawaii)

FINANCIAL AND COMPLIANCE AUDIT

As of and for the Year Ended June 30, 2022



STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

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For the Year Ended June 30, 2022

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PART I
MANAGEMENT'S DISCUSSION AND ANALYSIS

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT'S DISCUSSION AND ANALYSIS

For the Year Ended June 30, 2022

Effective July 1, 2013, the State Public Charter School Commission (“Commission”) was established under Act 130, Chapter 302D, Hawaii Revised Statutes, with statewide chartering jurisdiction and authority. Its predecessor, the Charter School Administrative Office (“CSAO”), which was established by Chapter 302B, Hawaii Revised Statutes in 2014, closed as of June 30, 2013 pursuant to the repeal of Chapter 302B.

The following is management’s discussion and analysis of the Commission’s financial activities for the fiscal year ended June 30, 2022. Please read it in conjunction with the financial statements and the related notes to the financial statements, which begin on page 16.

FINANCIAL HIGHLIGHTS

- The Commission’s total net position increased by \$299,932 in FY 2021-22.
- The Commission, as a pass-through entity, transferred \$118,930,997 to charter schools comprised of state and federal funding in FY 2021-22, a decrease of approximately 2% over FY 2020-21.
- The Commission provided to all 37 charter schools \$3,264,946 in FY 2021-22 from Impact Aid funds and \$2,483,568 in FY 2021-22 from the Elementary and Secondary School Emergency Relief Fund (ESSER) through the CARES Act to address the impact that the COVID-19 pandemic has had, and continues to have, on the charter schools.
- During FY 2021-22, the Commission continued the reorganization of its structure and purpose to an organization that provides direct support, coaching, and leadership development to both charter school administrators and governing board members.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of four parts – management’s discussion and analysis (this section), financial information, internal control and compliance, and schedule of findings and questioned costs. The financial information section includes the financial statements, which consists of two types of statements that present different views of the Commission’s financial activities:

- The first two statements are government-wide financial statements that provide both long-term and short-term information about the Commission’s overall financial status.
- The remaining statements are fund financial statements that focus on the individual parts of the Commission, reporting the Commission’s operations in more detail than the government-wide statements. The fund financial statements show how general services were financed in the short term as well as the funds that remain for future spending.

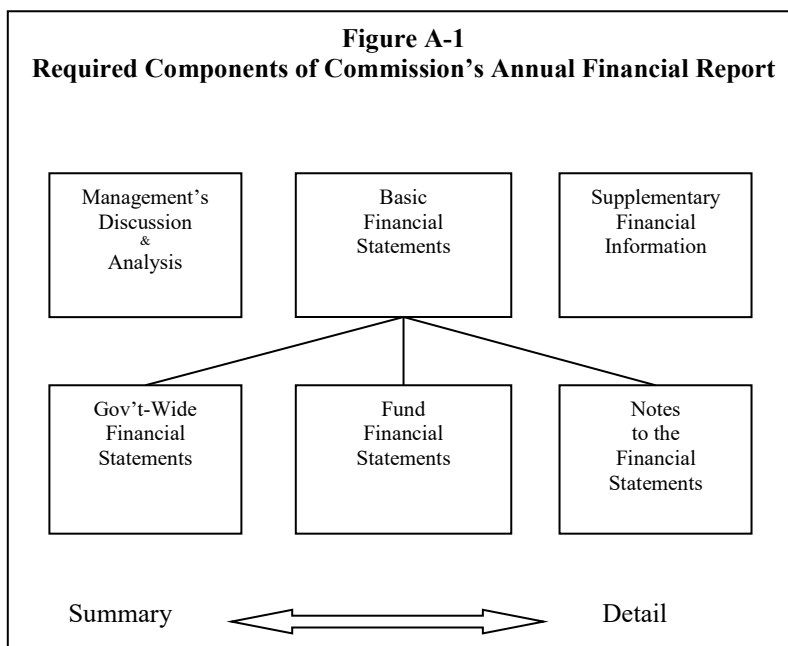
**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)**

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2022

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

The financial statements also include notes that explain certain information in the financial statements and provide more detailed information. The statements are followed by supplementary financial information that provides information on the Commission's federal expenditures. Figure A-1 shows how the required parts of the annual report are arranged and relate to one another.



STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2022

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

Figure A-2 summarizes the major features of the Commission's financial statements, including the portion of the Commission they cover and the types of information they contain. The remainder of this overview section of management's discussion and analysis explains the structure and content of the financial statements.

Figure A-2 Major Features of the Commission's Government-Wide and Fund Financial Statements		
	<i>Government-Wide Statements</i>	<i>Fund Statements: Governmental Funds</i>
Scope	Entire Commission	If the Commission operated proprietary or fiduciary funds these would be excluded from these statements.
Required financial statements	<ul style="list-style-type: none"> • Statement of Net Position • Statement of Activities 	<ul style="list-style-type: none"> • Balance Sheet • Statement of Revenues, Expenditures, and Changes in Fund Balances
Accounting basis and measurement focus	Accrual accounting and economic resources focus.	Modified accrual accounting and current financial resources focus.
Type of asset/liability information	All assets and liabilities, both financial and capital, and short-term and long-term.	Only assets expected to be used and liabilities that come due during the year or soon thereafter; no capital assets included.
Type of inflow/outflow information	All revenues and expenses during the year, regardless of when cash is received or paid.	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and payment is due during the year or soon thereafter.

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)**

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2022

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

Government-Wide Financial Statements

The government-wide financial statements report information about the Commission as a whole using accounting methods similar to those used by private sector companies. The statement of net position includes all of the Commission's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The government-wide financial statements report the Commission's net position and how its net position has changed during the year. Net position, the difference between the Commission's assets and liabilities, is one way to measure the Commission's financial health or position.

- Over time, increases or decreases in the Commission's net position are an indicator of whether its financial health is improving or deteriorating, respectively.
- To assess the overall health of the Commission, one would need to consider additional nonfinancial factors including how well the Commission performed in meeting its statutory obligations.

The government-wide financial statements of the Commission are included in one category, Governmental Activities, although other governmental agencies may report their activities in as many as three categories. For completeness, each of the three different categories is described here even though the Commission's activities are all presented in the Governmental Activities category:

- Governmental Activities – All of the Commission's activities are included here, such as administration, financial services, federal programs support, and information technology support. Operating revenues, which include a percentage of total charter school appropriations and federal grant income, pay for most of these activities.
- Business-type Activities – If the Commission engaged in activities, such as self-insurance programs or activities where the Commission was operating more like a business, these activities would be reported in a separate column in its government-wide financial statements.
- Component Units – If the Commission was financially responsible for a separate entity or entities, usually a non-profit corporation that meets certain accounting rules, then the "component unit" would be reported as such because of the Commission's financial responsibility to the component unit.

Fund Financial Statements

The fund financial statements provide more detailed information about the Commission's most significant funds – not the Commission as a whole. Funds are accounting devices that the Commission uses to keep track of specific sources of funding and spending for particular purposes.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2022

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

The Commission reports its financial activities in two funds: the Commission General Fund and the Restricted – Federal Programs Fund. The Commission's general operations are reflected in the General Fund. Within the Restricted – Federal Programs Fund, the Commission records its activities for Federal Title I, Title II, Title III, Title IV, Pre-K, Impact Aid, SPED, and Other Federal Programs.

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE

Table A-1: Commission's Summary Statement of Net Position as of June 30, 2022

ASSETS	
Current assets	\$23,189,907
Capital assets, net	903,635
Total assets	<u>\$24,093,542</u>
LIABILITIES	
Current liabilities	\$22,574,628
Non-current liabilities	789,006
Total liabilities	<u>23,363,634</u>
NET POSITION	
Invested in capital assets	903,635
Unrestricted position (deficit)	<u>(173,727)</u>
Total net position	<u>729,908</u>
Total liabilities and net position	<u>\$24,093,542</u>

Increases or decreases in the net position may serve as a useful indicator of whether the Commission's financial condition is improving or deteriorating. Some of the Commission's net position is restricted as to the purposes for which the funds can be used because they are invested in capital assets, primarily computer equipment and the lease asset for the building.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2022

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

Summary of the Commission's Revenues and Expenses for the Year Ended June 30, 2022

Revenues	
State Commission funding	\$ 1,730,648
Federal grants	1,070,192
Other income	23,229
Total revenues	<u>2,824,069</u>
Expenses	
Payroll and related expenses	1,700,764
Professional services	509,378
Amortization of lease assets	112,004
Service fees and other expenses	38,388
Utilities	27,866
Professional development	27,461
Travel	24,988
Interest on lease payable	24,571
Depreciation of capital assets	20,441
Repairs and maintenance	11,890
Parking	8,355
Dues and subscriptions	7,442
Telecommunications	7,406
Rental	1,668
Meeting refreshments and meals	1,067
Postage	283
Supplies	165
Total Expenses	<u>2,524,137</u>
Transfers	
Transfers in	118,930,997
Transfers out	<u>(118,930,997)</u>
Total transfers	<u>-</u>
Change in net position	299,932
Net position – beginning of year	<u>429,976</u>
Net position – end of year	<u>\$ 729,908</u>

The narrative that follows considers the operations of the Commission's governmental activities.

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)**

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2022

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

In the fiscal year ended June 30, 2022, the Commission's total revenues increased by 18% to \$2,824,069. State funding continues to be a significant source of funds for charter schools, as provided by statute and appropriated by the State Legislature. In the fiscal year ended June 30, 2022, federal revenues amounted to 38% of total revenues for the Commission, or \$1,070,192.

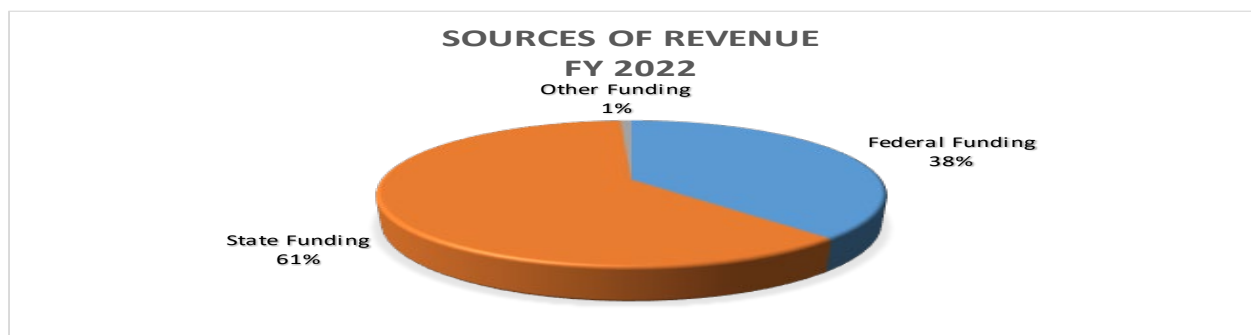
In the fiscal year ended June 30, 2022, funding provided to administer the Commission increased by 8% or by \$126,990 and other income decreased by 59% or by \$33,750 due to funding changes from the State Department of Education.

In the fiscal year ended June 30, 2022, the total cost of all programs and services provided by the Commission increased by 6% or by \$132,719. Expenses for the Commission cover a range of services as required by statute to support the Commission in its role as authorizer. Significant changes in expenses in the fiscal year ended June 30, 2022 include:

- Payroll and related expenses decreased by 15% or \$294,319 due to employee turnover and only three new employees hired during the year.
- Professional services increased by 261% or \$368,175 due to using the services of contractors compared to their limited use during the COVID-19 pandemic.
- Amortization of the lease assets of \$112,004 and interest on the lease payable of \$24,571 are due to implementation during the year of GASB No. 87, *Leases*, related to the building lease of the Commission. The implementation of the new lease standard also resulted in the decrease in building lease expense.
- Travel increased 11,362% or \$24,770 due to lifting of COVID-19 pandemic restrictions that allowed travel again similar to the Commission's pre-pandemic levels.

The narrative that follows considers the operations of the Commission's governmental activities (Figure-1).

Figure-1



**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)**

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2022

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

Governmental activities

The cost of all governmental activities of the Commission for the fiscal year ended June 30, 2022 was \$2,442,277.

Business-type activities

Some governmental agencies charge fees to customers to fund certain types of services it provides. If the Commission operated business type funds, these activities would be reported as such. For the fiscal year ended June 30, 2022, the Commission did not engage in any business-type activities.

FINANCIAL ANALYSIS OF THE COMMISSION'S FUNDS

As the Commission completed the current fiscal year, its governmental funds reported a fund balance of \$1,018,031, an increase from the prior fiscal year fund balance of \$636,239.

CAPITAL ASSETS AND LONG-TERM DEBT ACTIVITIES

The Commission's capital asset policy provides that furniture and equipment purchases that exceed \$500 with a useful life of greater than one year be capitalized and depreciated over the asset's useful life. During the year ended June 30, 2022, the Commission made purchases of \$14,077 of furniture or equipment that were capitalized and had no disposals during the year. The Commission also had lease assets related to its building lease of \$980,035 and related accumulated amortization of \$112,004 at June 30, 2022. The Commission also had a lease payable of \$886,228 related to its building lease at June 30, 2022.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET AND RATES

The official enrollment count date for charter schools is October 15 of each year. Enrollment among the charter schools decreased by approximately 1% in the 2021-22 school year to 12,029.

CONTACTING THE COMMISSION'S FINANCIAL MANAGEMENT

This financial report is designed to provide stakeholders with a general overview of the Commission's finances and to demonstrate the Commission's accountability for the funds it receives. Should you have questions about this report or need additional financial information, contact the Commission's Fiscal Services team, 1164 Bishop Street, Suite 1100, Honolulu, Hawaii 96813.

PART II
FINANCIAL INFORMATION



INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS

State Public Charter School Commission:

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the State Public Charter School Commission (Commission), an agency of the State of Hawaii, as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the Commission's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Commission as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are required to be independent of the Commission and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Change in Accounting Principle

As discussed in Note A to the financial statements, during the year ended June 30, 2022, the Commission adopted Governmental Accounting Standards Board (GASB) Statement No. 87, *Leases*. Our opinion is not modified with respect to this matter.

Responsibility of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. GAAP; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Responsibility of Management for the Financial Statements (continued)

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Commission's ability to continue as a going concern for twelve months beyond the financial statements date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance, and therefore, is not a guarantee that an audit conducted in accordance with U.S. GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with U.S. GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Commission's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control - related matters that we identified during the audit.

Required Supplementary Information

U.S. GAAP requires that the management's discussion and analysis on pages 3 through 10 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by GASB which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with U.S. GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Required Supplementary Information (continued)

Management has omitted the budgetary comparison information that U.S. GAAP requires to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by GASB which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by the missing information.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Commission's basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with U.S. GAAS. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 8, 2022, on our consideration of the Commission's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grants agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Commission's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Commission's internal control over financial reporting and compliance.

CW ASSOCIATES, CPAs

CW Associates, CPAs
Honolulu, Hawaii
December 8, 2022

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

STATEMENT OF NET POSITION – GOVERNMENTAL ACTIVITIES

As of June 30, 2022

Current assets	
Cash and cash equivalents	\$ 7,458,793
Accounts receivable – net	31,974
Pass through receivable from State	15,231,227
Funds held for others	449,843
Prepaid expenses	<u>18,070</u>
Total current assets	23,189,907
Capital assets, net	<u>903,635</u>
Total assets	<u>24,093,542</u>
Current liabilities	
Accounts payable	815,922
Unearned revenue	7,370,478
Pass through payable to charter schools	12,218,442
Pass through payable to State	1,313,367
Liability for funds held for others	449,843
Accrued leave earnings	305,530
Accrued liabilities	3,824
Lease payable – current	<u>97,222</u>
Total current liabilities	<u>22,574,628</u>
Lease payable – Noncurrent	<u>789,006</u>
Total liabilities	<u>23,363,634</u>
Net position	
Invested in capital assets	903,635
Unrestricted position (deficit)	<u>(173,727)</u>
Total net position	<u>\$ 729,908</u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

STATEMENT OF ACTIVITIES – GOVERNMENTAL ACTIVITIES

For the Year Ended June 30, 2022

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Operating Grants Revenues</u>	<u>Net (Expenses) Revenues and Changes in Net Position</u>
Governmental activities			
Support and administrative services	\$ 1,453,945	\$ -	\$ (1,453,945)
Instructional enhancement	<u>100,245,846</u>	<u>100,245,846</u>	<u>-</u>
Total governmental activities	<u>\$ 101,699,791</u>	<u>\$ 100,245,846</u>	<u>(1,453,945)</u>
General revenues			
State Commission funding			1,730,648
Other income			<u>23,229</u>
Change in net position			299,932
Net position – beginning of year			<u>429,976</u>
Net position – end of year			<u>\$ 729,908</u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

BALANCE SHEET – GOVERNMENTAL FUNDS

As of June 30, 2022

	<u>General</u>	<u>Restricted Funds</u>	<u>Total</u>
ASSETS			
Cash			
Cash and cash equivalents	\$ 87,854	\$ 7,370,478	\$ 7,458,332
Funds held for others	-	449,843	449,843
Petty cash	461	-	461
Total cash	<u>88,315</u>	<u>7,820,321</u>	<u>7,908,636</u>
Accounts receivable – net	31,974	-	31,974
Pass through receivable from State	15,231,227	-	15,231,227
Prepaid expenses	<u>18,070</u>	<u>-</u>	<u>18,070</u>
TOTAL ASSETS	<u>\$ 15,369,586</u>	<u>\$ 7,820,321</u>	<u>\$ 23,189,907</u>
LIABILITIES			
Accounts payable	\$ 815,922	\$ -	\$ 815,922
Unearned revenue	-	7,370,478	7,370,478
Pass through payable to charter schools	12,218,442	-	12,218,442
Pass through payable to State	1,313,367	-	1,313,367
Liability for funds held for others	-	449,843	449,843
Accrued liabilities	3,824	-	3,824
Total liabilities	<u>14,351,555</u>	<u>7,820,321</u>	<u>22,171,876</u>
FUND BALANCE			
Unassigned	<u>1,018,031</u>	<u>-</u>	<u>1,018,031</u>
Total fund balance	<u>1,018,031</u>	<u>-</u>	<u>1,018,031</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$ 15,369,586</u>	<u>\$ 7,820,321</u>	<u>\$ 23,189,907</u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

**RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL FUNDS
TO THE STATEMENT OF NET POSITION – GOVERNMENTAL ACTIVITIES**

As of June 30, 2022

Total fund balance – governmental funds	\$ 1,018,031
Amounts reported for governmental activities that are different in the Statement of Net Position	
Capital assets, net of accumulated depreciation and amortization, used in governmental activities are not financial resources and, therefore, not reported in the governmental funds	903,635
Leases payable are not reported in the governmental funds	(886,228)
Accrued leave earnings are not reported in the governmental funds	<u>(305,530)</u>
Total net position – governmental activities	<u>\$ 729,908</u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCE – GOVERNMENTAL FUNDS

For the Year Ended June 30, 2022

	Restricted Funds									Total
	General	Title I	Title II	Title III	Title IV	PreK Grant	Impact Aid	SPED	Other	
REVENUES										
State Commission funding	\$ 1,730,648	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,730,648
Federal grants	-	793,379	-	-	-	257,938	-	-	18,875	1,070,192
Other income	23,229	-	-	-	-	-	-	-	-	23,229
Total revenues	1,753,877	793,379	-	-	-	257,938	-	-	18,875	2,824,069
EXPENDITURES										
Payroll and related expenses	1,071,781	329,205	-	-	-	223,604	-	-	18,875	1,643,465
Professional services	68,718	437,500	-	-	-	3,160	-	-	-	509,378
Capital outlay for lease assets	118,378	-	-	-	-	-	-	-	-	118,378
Service fees and miscellaneous expenses	38,283	8	-	-	-	97	-	-	-	38,388
Utilities	27,866	-	-	-	-	-	-	-	-	27,866
Professional development	9,945	11,254	-	-	-	6,262	-	-	-	27,461
Travel	5,645	8,692	-	-	-	10,651	-	-	-	24,988
Supplies	793	4,271	-	-	-	9,178	-	-	-	14,242
Repairs and maintenance	11,890	-	-	-	-	-	-	-	-	11,890
Parking	7,300	-	-	-	-	1,055	-	-	-	8,355
Dues and subscriptions	6,417	785	-	-	-	240	-	-	-	7,442
Telecommunications	4,744	1,642	-	-	-	1,020	-	-	-	7,406
Rental	-	-	-	-	-	1,668	-	-	-	1,668
Meeting refreshments and meal	64	-	-	-	-	1,003	-	-	-	1,067
Postage	261	22	-	-	-	-	-	-	-	283
Total expenditures	1,372,085	793,379	-	-	-	257,938	-	-	18,875	2,442,277
CHANGE IN NET POSITION	381,792	-	-	-	-	-	-	-	-	381,792

(Continued)

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCE – GOVERNMENTAL FUNDS (Continued)**

For the Year Ended June 30, 2022

	Restricted Funds								Total	
	General	Title I	Title II	Title III	Title IV	Pre-K	Impact Aid	SPED		Other
CHANGE IN NET POSITION	\$ 381,792	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 381,792
OTHER FINANCING SOURCES (USES)										
Transfers in	100,398,881	8,018,808	549,920	6,000	386,000	2,467,951	3,707,769	798,089	2,597,579	118,930,997
Transfers out	<u>(100,398,881)</u>	<u>(8,018,808)</u>	<u>(549,920)</u>	<u>(6,000)</u>	<u>(386,000)</u>	<u>(2,467,951)</u>	<u>(3,707,769)</u>	<u>(798,089)</u>	<u>(2,597,579)</u>	<u>(118,930,997)</u>
Total other financing sources (uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
NET CHANGE IN FUND BALANCE	381,792	-	-	-	-	-	-	-	-	381,792
FUND BALANCE, BEGINNING OF YEAR	<u>636,239</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>636,239</u>
FUND BALANCE, END OF YEAR	<u>\$ 1,018,031</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,018,031</u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE – GOVERNMENTAL FUNDS TO THE STATEMENT OF
ACTIVITIES – GOVERNMENTAL ACTIVITIES**

For the Year Ended June 30, 2022

Total net change in fund balance – governmental funds		\$ 381,792
Amounts reported for governmental activities that are different in the Statement of Activities		
Governmental funds report capital asset outlays (disposals) as expenditures		
Capital asset outlays recorded in the current period	\$ 14,077	
Depreciation expense	<u>(20,441)</u>	(6,364)
Governmental funds report lease asset outlays (disposals) as expenditures		
Lease asset outlays recorded in the current period	980,035	
Amortization expense	<u>(112,004)</u>	868,031
Increases in leases payable do not require the use of current financial resources		(886,228)
Net change in obligations for accrued vested vacation benefits is reported in the Statement of Activities, but is not reported as an expenditure in the governmental funds as it does not require the use of current financial resources.		<u>(57,299)</u>
Change in net position of governmental activities		<u>\$ 299,932</u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

STATEMENT OF CASH FLOWS

For the Year Ended June 30, 2022

	<u>General</u>	<u>Title I</u>	<u>Title II</u>	<u>Title III</u>	<u>Title IV</u>	<u>PreK Grant</u>	<u>Impact Aid</u>	<u>School Improvement Grant</u>	<u>Other</u>	<u>Total All Funds</u>
RECONCILIATION OF CHANGE IN NET POSITION TO										
NET CASH USED IN OPERATING ACTIVITIES										
Change in net position	\$ 299,932	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 299,932
Adjustments to reconcile change in net position										
to net cash provided by (used in) operating activities										
Depreciation of capital assets	20,441	-	-	-	-	-	-	-	-	20,441
Amortization of lease assets	112,004	-	-	-	-	-	-	-	-	112,004
Interest on leases payable	24,571	-	-	-	-	-	-	-	-	24,571
Changes in operating assets and liabilities										
Accounts receivable and pass through receivable from State	(5,693,714)	-	-	-	-	-	-	-	-	(5,693,714)
Prepaid expenses	(18,070)	-	-	-	-	-	-	-	-	(18,070)
Accounts payable, pass through payable to State and charter schools, liability for funds held for others, and accrued expenses	4,794,232	-	-	-	-	-	-	-	-	4,794,232
Unearned revenue	-	(277,834)	-	-	-	(84,111)	-	-	(2,294,836)	(2,656,781)
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
NET CASH USED IN OPERATING ACTIVITIES	<u>\$ (460,604)</u>	<u>\$ (277,834)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (84,111)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (2,294,836)</u>	<u>\$ (3,117,385)</u>

(Continued)

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

STATEMENT OF CASH FLOWS (Continued)

For the Year Ended June 30, 2022

	<u>General</u>	<u>Title I</u>	<u>Title II</u>	<u>Title III</u>	<u>Title IV</u>	<u>PreK Grant</u>	<u>Impact Aid</u>	<u>School Improvement Grant</u>	<u>Other</u>	<u>Total All Funds</u>
Cash Flows from Operating Activities										
Cash received from State	\$ 95,004,470	\$ -	\$ -	\$ -	\$ -	\$ 2,641,778	\$ -	\$ -	\$ -	\$ 97,646,248
Cash received from Federal Government	-	3,484,791	198,543	6,000	386,000	-	3,560,316	-	2,379,298	10,014,948
Other cash receipts	1,698,674	-	-	-	-	-	-	-	-	1,698,674
Cash paid to charter schools	(95,884,844)	(3,080,659)	(198,543)	-	(386,000)	(2,467,951)	(3,560,316)	-	(4,674,134)	(110,252,447)
Cash paid to State	-	(277,833)	-	-	-	-	-	-	-	(277,833)
Cash paid to employees and vendors	(1,278,904)	(404,133)	-	(6,000)	-	(257,938)	-	-	-	(1,946,975)
Net cash used in operating activities	<u>(460,604)</u>	<u>(277,834)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(84,111)</u>	<u>-</u>	<u>-</u>	<u>(2,294,836)</u>	<u>(3,117,385)</u>
Cash Flows from Investing Activities										
Purchase of capital assets	<u>(14,077)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(14,077)</u>
Net cash used in investing activities	<u>(14,077)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(14,077)</u>
Cash Flows from Financing Activities										
Repayments of leases payable	<u>(118,378)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(118,378)</u>
Net cash used in financing activities	<u>(118,378)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(118,378)</u>
Net decrease in cash	(593,059)	(277,834)	-	-	-	(84,111)	-	-	(2,294,836)	(3,249,840)
Cash, including funds held for others, beginning of year	<u>1,131,216</u>	<u>152,722</u>	<u>557,702</u>	<u>77,380</u>	<u>-</u>	<u>6,246,175</u>	<u>358,579</u>	<u>153,968</u>	<u>2,480,734</u>	<u>11,158,476</u>
Cash, including funds held for others, ending of year	<u>\$ 538,157</u>	<u>\$ (125,112)</u>	<u>\$ 557,702</u>	<u>\$ 77,380</u>	<u>\$ -</u>	<u>\$ 6,162,064</u>	<u>\$ 358,579</u>	<u>\$ 153,968</u>	<u>\$ 185,898</u>	<u>\$ 7,908,636</u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS

For the Year Ended June 30, 2022

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization and Activity

The State Public Charter School Commission (Commission) was formed pursuant to Hawaii State Legislature (Legislature) Hawaii Revised Statutes 302D-3 and is attached to the Department of Education (DOE) for administrative purposes only. Among other duties, the Commission is responsible for the following:

- Preparing and executing the budget for the Commission,
- Allocating annual appropriations to the charter schools based on student enrollment,
- Monitoring charter school compliance with various state laws,
- Representing charter schools in communications with the Board of Education (BOE), and
- Chartering jurisdiction and authorizing public charter schools throughout the State of Hawaii (State).

In order to fulfill these responsibilities, the Commission employs an Executive Director and Framework Managers along with staff in its Honolulu, Hawaii office. All staff report to the Executive Director who reports to the Commission.

The Commission receives funding from the State. Other support is received in the form of payments for administrative costs allocated from various federal grants.

These financial statements are intended to present the financial position and activity of only the Commission and not that of the DOE. Additionally, these financial statements do not represent any balances or activities of the individual charter schools.

Basis of Presentation

The accompanying financial statements and accounting policies of the Commission are in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP) as applicable to governmental units.

Government-Wide and Fund Financial Statements

The government-wide financial statements consist of the statement of net position and the statement of activities. These statements report all activities of the primary governmental unit. The statement of activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include grants that are restricted to meeting the operational requirements of a particular function. Other items not properly included among program revenues are reported instead as general revenues. The Commission does not allocate general government (indirect) expenses to other functions.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2022

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Government-Wide and Fund Financial Statements (continued)

Governmental funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Commission considers revenues other than federal grants and assistance awards to be available if they are collected within 60 days of the end of the fiscal year.

Federal grants and assistance awards made on the basis of entitlement periods are recorded as revenues when available and entitlement occurs which is generally within 12 months of the end of the current fiscal year. All other federal reimbursement-type grants are recorded as intergovernmental receivables and revenues when the related expenditures or expenses are incurred and funds are available.

Expenditures are generally recorded when a liability is incurred. However, expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

Encumbrances are recorded obligations in the form of purchase orders or contracts. The Commission records encumbrances at the time purchase orders or contracts are awarded and executed. Encumbrances outstanding at fiscal year-end are reported as restrictions, assignments, or commitments (no commitments in 2022) of fund balances since they do not constitute expenditures or liabilities.

Fund Accounting

The financial statements of the Commission are recorded in individual funds, each of which is deemed to be a separate accounting entity with a self-balancing set of accounts. The Commission uses fund accounting to report on its financial position and results of operations. Fund accounting is designed to demonstrate legal compliance and to aid financial management by segregating transactions related to certain government functions or activities.

Net Position

In the government-wide financial statements, net position is reported in three categories: investment in capital assets, net of related depreciation and amortization; restricted (none in 2022); and unrestricted. Restricted category components are restricted by parties outside of a state agency (such as citizens, public interest groups, or the judiciary) or imposed by law through enabling legislation.

Fund Balance Reporting

In the fund financial statements, governmental funds report reservations of fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for use for a specific purpose. Designations of fund balances represent tentative management plans that are subject to change.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2022

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Balance Reporting (continued)

In accordance with Government Accounting Standards Board (GASB) Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, the Commission classifies fund balances based primarily on the extent to which it is bound to follow constraints on how resources can be spent. Classifications used by the Commission are:

Restricted – Represents resources that are restricted to specific purposes usually imposed by external parties such as creditors, grantors, or other governments.

Committed – Represents resources that can only be used for specific purposes pursuant to formal action of the Legislature (none in 2022).

Assigned – Represents resources that are constrained by management's intent to be used for specific purposes, but are neither restricted nor committed (none in 2022).

Unassigned – Represents residual balances that are neither non-spendable, restricted, committed or assigned.

Encumbrance balances at year-end are reflected as assigned. The Commission's Special Funds consist of specific revenue sources restricted or committed as to expenditure for specific purposes other than debt service or capital projects. Restricted and committed revenues are expected to comprise a substantial portion of the fund inflows. Funds not meeting these criteria are reported in the general fund. The spending policy of the Commission's Special Funds is, in order of priority, restricted, committed, and then assigned. The Commission's classification of Special Fund inflows are restricted (federal grants), program revenues (committed), transfers from other funds (assigned), investment income (assigned unless restricted), and miscellaneous revenues (assigned). The Commission's Special Funds are not encumbered.

Use of Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the amounts reported in the basic financial statements and accompanying notes. Actual results could differ from those estimates, it is reasonably possible that such estimates may change within the near term, and such differences could be material to the financial statements.

Accrued Leave Earnings

The Commission's policy is to permit employees to accumulate earned but unused vacation and sick leave benefits. There is no liability for unpaid accumulated sick leave as sick leave is not convertible to pay upon termination of employment. All vacation pay is accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in the governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2022

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash and Cash Equivalents

Cash and cash equivalents include all cash and unrestricted highly liquid investments with original maturities of three months or less.

Capital Assets Being Depreciated

Capital assets being depreciated purchased or acquired with an original cost of \$500 or more are reported in the statement of net position, at cost. Maintenance and repairs are charged to operations when incurred. Betterments and major improvements which significantly increase values, change capacities, or extend useful lives are capitalized. When assets are retired or otherwise disposed of, the cost and accumulated depreciation are removed from the accounts, and any resulting gain or loss is recognized in the statement of activities.

The Commission's capital assets being depreciated consist of furniture and equipment which are depreciated using the straight-line method over their estimated useful lives of five to seven years.

Lease Assets and Lease Payable

Beginning in the year ended June 30, 2022, the Commission recognizes a lease liability (lease payable) and a right-to-use lease asset (lease asset) in its financial statements. The Commission recognizes lease liabilities with an initial, individual value of \$25,000 or more and with a lease term greater than one year. Variable payments based on future performance of the Commission or usage of the underlying asset are not included in the measurement of the lease liability.

At the commencement of a lease, the Commission initially measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of lease payments made.

Lease assets are recorded at the amount of the initial measurement of the lease liabilities and modified by any lease payments made to the lessor at or before the commencement of the lease term, less any lease incentives received from the lessor at or before the commencement of the lease term, together with any initial direct costs that are ancillary charges necessary to place the lease assets into service. Lease assets are amortized using the straight-line method over the shorter of the lease term or the estimated useful life of the underlying asset, unless the lease contains a purchase option that the Commission has determined is reasonably certain of being exercised. In this case, the lease asset is amortized over the estimated useful life of the underlying asset.

Key estimates and judgments related to leases include how the Commission determines: (1) the discount rate it uses to discount the expected lease payments to present value, (2) the lease term, and (3) the lease payments.

- The Commission uses the interest rate charged by the lessor as the discount rate. When the interest rate charged by the lessor is not provided, the Commission generally uses its estimated incremental borrowing rate as the discount rate for leases.
- The lease term includes the noncancellable period of the lease.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2022

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Lease Assets and Lease Payable (continued)

- Lease payments included in the measurement of the lease liability are composed of fixed payments and the purchase option price that the Commission is reasonably certain to exercise.

The Commission monitors changes in circumstances that would require a remeasurement of its leases and will remeasure any lease asset and liability if certain changes occur that are expected to significantly affect the value of the lease asset or the amount of the lease liability. Lease assets are reported as right to use assets, together with other capital assets, and leases payable are reported with current and noncurrent liabilities on the statement of net position.

Pass Through Receivable and Payable Accounts

The Commission acts as an intermediary for payroll and related benefits that are due and/or payable between the State and individual charter schools. For charter schools that choose to be on the DOE system, the Commission records a pass through receivable from charter schools and a payable to the DOE for the payroll amount. Charter schools on a proprietary payroll system, pay the full report amount, which includes fringe benefits and payroll taxes. As with all State agencies, employer payroll taxes are paid by the State of Hawaii, Department of Budget & Finance and the Commission records a pass through receivable from the State and payable to the charter schools.

Federal program funds that have been received by the Commission by June 30, 2022 and are to be directly passed on to the charter schools, but paid to the charter schools after year-end, are also included in the pass through accounts.

Unearned Revenue

The Commission reports unearned revenue in the financial statements. Unearned revenue arises when potential revenue does not meet both the measurable and available criteria for recognition in the current period. In general, federal monies received in the current year, which have not been expended for the federal purpose by year-end are unearned.

Implementation of New GASB Pronouncement

In June 2017, GASB issued Statement No. 87, *Leases* (GASB No. 87), to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governmental units. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It also establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Limited exceptions are provided for short-term leases (those with maximum terms of 12 months at inception, including any options to extend) and leases of \$1 or less per year.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2022

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Implementation of New GASB Pronouncement (continued)

Implementation of GASB No. 87 had a significant effect on the Commission's financial statements for the year end June 30, 2022.

NOTE B – CASH AND CASH EQUIVALENTS AND INVESTMENTS

The State of Hawaii, Director of Finance is responsible for the safekeeping of all monies deposited into the State Treasury. The Director of Finance pools and invests any monies of the Commission, which in the Director's judgment, are in excess of the amounts necessary for meeting the specific requirements of the Commission. Investment earnings are allocated to the Commission based on its equity interest in the pooled monies.

Legally authorized investments include obligations of or guarantees by the U.S. Government, obligations of the State, federally-insured savings and checking accounts, certificates of deposits, and repurchase agreements with federally-insured financial institutions.

NOTE C – CAPITAL ASSETS

For the year ended June 30, 2022, capital asset activity, including lease assets, for the governmental activities of the Commission was as follows:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Deletions</u>	<u>Ending Balance</u>
Capital assets being depreciated				
Office and computer equipment	\$ 338,504	\$ 14,077	\$ -	\$ 352,581
Accumulated depreciation	<u>(296,536)</u>	<u>(20,441)</u>	<u>-</u>	<u>(316,977)</u>
Capital assets, net of depreciation	<u>41,968</u>	<u>(6,364)</u>	<u>-</u>	<u>35,604</u>
Lease assets				
Building	-	980,035	-	980,035
Accumulated amortization	<u>-</u>	<u>(112,004)</u>	<u>-</u>	<u>(112,004)</u>
Lease assets, net of amortization	<u>-</u>	<u>868,031</u>	<u>-</u>	<u>868,031</u>
Total capital assets, net	<u>\$ 41,968</u>	<u>\$ 861,667</u>	<u>\$ -</u>	<u>\$ 903,635</u>

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2022

NOTE D – LEASE LIABILITY

The Commission leases office space and office equipment in Honolulu, Hawaii. In April 2020, the Commission moved to a new office space and signed a lease effective through March 31, 2030. The new office space lease includes a monthly base rent of \$10,475. The discounted rate used to determine the present value of its future lease payments is based on its estimated incremental borrowing rate of 2.87%.

At June 30, 2022, the principal and interest payments to maturity are expected to approximate the following:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
Years Ending June 30th			
2023	\$ 97,222	\$ 24,165	\$ 121,387
2024	100,998	21,393	122,391
2025	107,052	18,348	125,400
2026	111,297	15,232	126,529
2027	117,976	11,938	129,914
2028-2030	<u>351,683</u>	<u>14,610</u>	<u>366,293</u>
Total	<u>\$886,228</u>	<u>\$105,686</u>	<u>\$991,914</u>

In addition, the Commission leases office equipment under a lease agreement that expires in March 2024. Lease expenses for payments not included in the measurement of the lease liability for the year ended June 30, 2022 amounted to \$11,890, which includes certain usage charges.

At June 30, 2022, future minimum lease payments approximated the following:

Years Ending June 30th	
2023	\$ 9,600
2024	\$ 9,600

NOTE E – CONTINGENCIES

The Commission is subject to legal proceedings, claims, or litigation arising in the ordinary course of business for which it seeks the advice of the Attorney General of the State of Hawaii. The Commission is also among the defendants, including the Hawaii Department of Education and the State of Hawaii, named in pending legal actions brought against various charter schools. Management estimates that the cost to resolve such matters would not be material to its financial statements. However, it is reasonably possible that such estimates may change within the near term.

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)**

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2022

NOTE E – CONTINGENCIES (Continued)

The Commission is in the process of recovering approximately \$750,000 from a charter school. Due to remaining uncertainties, no provision for such recovery has been made in the accompanying financial statements. The Commission reported \$151,530 in funds held for others related to the respective charter school during the year ended June 30, 2022.

The Commission operates in the State of Hawaii. Local, national, and international events (such as the COVID-19 pandemic) can have severe, adverse effects on economic conditions in Hawaii. These financial statements do not include the adjustments that would result if the Commission were to account for future losses or asset impairments, as the effect on the financial statements of the Commission from such changes in economic conditions are not presently determinable.

NOTE F – SUBSEQUENT EVENTS

Management has evaluated subsequent events through December 8, 2022, which is the date the financial statements were available to be issued, and determined that the Commission did not have any subsequent events requiring adjustment to the financial statements or disclosure in the notes to the financial statements.

**SUPPLEMENTARY FINANCIAL
INFORMATION**

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

For the Year Ended June 30, 2022

<u>Program Title</u>	<u>Federal Assistance Listing Number</u>	<u>Federal Expenditures</u>	<u>Amount Provided to Subrecipients</u>
<u>United States Department of Education</u>			
Passed through the State of Hawaii, Department of Education			
Title I Grants to Local Education Agencies	84.010 *	\$ 3,484,791 *	\$ 3,080,659
Impact Aid	84.041	3,264,946	3,264,946
COVID-19: Elementary and Secondary School Emergency Relief Fund	84.425D	2,379,298	2,379,298
Student Support and Academic Enrichment Program	84.424A *	386,000 *	386,000
Supporting Effective Instruction State Grant	84.367	198,242	198,242
Migrant Education State Grant Program	84.011	49,771	49,771
Education for Homeless Children and Youth	84.196	18,875	-
English Language Acquisition State Grants	84.365	6,000	-
Twenty-First Century Community Learning Centers	84.287C	5,297	5,297
Migrant Education Consortium Incentive Grants	84.144	1,800	1,800
Total before Special Education and 477 clusters		<u>9,795,020</u>	<u>9,366,013</u>
<i>Special Education Cluster (IDEA)</i>			
Special Education Grants to States	93.558	24,997	24,997
<i>477 Cluster</i>			
Temporary Assistance for Needy Families (TANF)	84.027	<u>60,612</u>	<u>60,612</u>
Total United States Department of Education		<u>9,880,629</u>	<u>9,451,622</u>
<u>United States Department of Defense</u>			
Passed through the State of Hawaii, Department of Education			
Department of Defense Impact Aid	12.558	<u>442,823</u>	<u>442,823</u>
Total United States Department of Defense		<u>442,823</u>	<u>442,823</u>
Total Expenditures of Federal Awards		<u>\$ 10,323,452</u>	<u>\$ 9,894,445</u>

See accompanying notes to the Schedule of Expenditures of Federal Awards.

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)**

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

For the Year Ended June 30, 2022

NOTE A – BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards (Schedule) includes the federal grant activity of the State Public Charter School Commission (Commission) and is presented on the accrual basis of accounting. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, certain amounts presented in this Schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements of the Commission.

* Denotes major programs.

NOTE B – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. In addition, pass-through entity identifying numbers are presented where available.

NOTE C – INDIRECT COST RATES

The Commission has not elected to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

PART III
INTERNAL CONTROL AND COMPLIANCE



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND REPORT ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

State Public Charter School Commission:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the State Public Charter School Commission (Commission) as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the Commission's basic financial statements, and have issued our report thereon dated December 8, 2022.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Commission's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control. Accordingly, we do not express an opinion on the effectiveness of the Commission's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Commission's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, including applicable provisions of the Hawaii Public Procurement Code (Chapter 103D of the Hawaii Revised Statutes) and procurement rules, directives, and circulars, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Commission's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Commission's internal control and compliance. Accordingly, this report is not suitable for any other purpose.

CW ASSOCIATES, CPAs

CW Associates, CPAs
Honolulu, Hawaii
December 8, 2022



**INDEPENDENT AUDITOR'S REPORT ON
COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM
AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE
IN ACCORDANCE WITH THE UNIFORM GUIDANCE**

State Public Charter School Commission:

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited the compliance of the State Public Charter School Commission (Commission) with the types of compliance requirements described in the *U. S. Office of Management and Budget (OMB) Compliance Supplement* that could have a direct and material effect on each of the Commission's major federal programs for the year ended June 30, 2022. The major federal programs of the Commission are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs.

In our opinion, the Commission complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basic for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (Government Auditing Standards); and the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the *Auditor's Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of the Commission and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each of the major federal programs. Our audit does not provide a legal determination of the Commission's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, federal statutes, regulations, and the terms and conditions of the Commission's federal programs.

Auditor's Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Commission's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Commission's compliance with the requirements of the major federal program as whole.

In performing an audit in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Commission's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Commission's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Report on Internal Control over Compliance (continued)

Our consideration of internal control over compliance was for the limited purpose described in the *Auditor's Responsibilities for the Audit of Compliance* section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance, and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CW ASSOCIATES, CPAs

CW Associates, CPAs
Honolulu, Hawaii
December 8, 2022

PART IV
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2022

SUMMARY OF AUDITOR'S RESULTS

Financial statements

Type of auditor's report on the financial statements	<u> X </u> Unmodified	<u> </u> Qualified
	<u> </u> Adverse	<u> </u> Disclaimer
Internal control over financial reporting		
Material weaknesses(es) identified?	<u> </u> Yes	<u> X </u> No
Significant deficiency(ies) identified?	<u> </u> Yes	<u> X </u> None Reported
Noncompliance material to the financial statements noted?	<u> </u> Yes	<u> X </u> No

Federal awards

Internal control over major federal programs		
Material weaknesses(es) identified?	<u> </u> Yes	<u> X </u> No
Significant deficiency(ies) identified?	<u> </u> Yes	<u> X </u> None Reported
Type of auditor's report on compliance for the major federal programs	<u> X </u> Unmodified	<u> </u> Qualified
	<u> </u> Adverse	<u> </u> Disclaimer
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	<u> </u> Yes	<u> X </u> No
Identification of major federal award programs		
Assistance Listing No. 84.010 – Title I Grants to Local Education Agencies		
Assistance Listing No. 84.424A – Student Support and Academic Enrichment Program		
Dollar threshold used to distinguish between Type A and Type B programs: \$750,000		
Auditee qualified as a low-risk auditee	<u> X </u> Yes	<u> </u> No

FINDINGS – FINANCIAL STATEMENT AUDIT

No matters were noted.

FINDINGS AND QUESTIONED COSTS – FEDERAL AWARDS AUDIT

No matters were noted.

XV. Endnotes

ⁱ See link for the Charter Contract 4.0 template:

<http://sharepoint.spcsc.hawaii.gov/public/Documents/Charter%20Contract%204.0%20Template.pdf>

ⁱⁱ <https://www.chartercommission.hawaii.gov/draft-performance-framework>

ⁱⁱⁱ Data are from the DOE's Official Enrollment Count Report for school year 2021-2022 and represent each school's official August enrollment count for all grades served from kindergarten through grade 12; these figures do not include preschool students.

^{iv} Schools are eligible to receive Title 1 funding if at least 47.2% of the students enrolled during the previous school year were eligible for free or reduced-price lunch.

^v <https://nieer.org/state-preschool-yearbooks-yearbook2021#profiles>

^{vi} DeBaryshe, B. (2017). Early childhood programs in Hawai'i: Data for planning and policy [pdf document]. Presented at Data matters: New insights on our children and youth. Honolulu, HI.

^{vii} Malik, R., Hamm, K., Schochet, L., Nova, C., Workman, S., & Jessen-Howard, S., 2018. Center for American Progress. America's Child Care Deserts in 2018. Available at:

<https://childcaredeserts.org/2018/?state=HI>

^{viii} To view the full text of Hawai'i State Senate Bill 78, Senate Draft 2, which was enacted as Session Laws of Hawai'i 2019, Act 276, visit: https://www.capitol.hawaii.gov/session2019/bills/SB78_SD2_.HTM

^{ix} For more information about P-3 systems, visit the National P-3 Center website at <https://nationalp-3center.org/p-3-framework/>

^x <http://www.pz.harvard.edu/who-we-are/about>

^{xi} https://drive.google.com/file/d/1Mj_rG7nV0JphgHcAF8mNEI-unn-VuQDT/view

^{xii} HRS §302D-28(e) Authorizers shall calculate a general fund per-pupil amount based upon the amount of general funds appropriated by the legislature and released by the governor and the projected enrollment amount used to calculate the general funds appropriated pursuant to subsection (a).

Authorizers shall submit a report to the legislature no later than twenty days prior to the convening of each regular session that contains each charter school's current school year projection that is used to submit the budget request, the updated May 15 enrollment projection, the actual October 15 enrollment count, **the authorizer's reviewed and verified enrollment count**, and the November 15 enrollment count.

^{xiii} For school year 2021-2022, there were no 1) applications that were approved and withdrawn, 2) renewed charter schools, 3) transferred charter schools, 4) charter schools that were revoked, 5) charter schools that were not renewed, or 6) charter schools that voluntarily closed.

^{xiv} The type of federal programs may vary from year to year.

^{xv} Partial funding provided by HIDOE to the Commission for administrative duties associated with this program.

^{xvi} Partial funding provided by HIDOE to the Commission for administrative duties associated with this program.

^{xvii} The Statement of Assurance of Compliance only applies to charter schools on Charter Contract 3.0