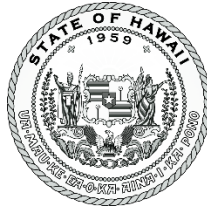


JOSH GREEN, M.D.
GOVERNOR



MAKALAPUA ALENCASTRE, ED. D.
CHAIRPERSON
DEPT. COM. NO. 187

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

<http://CharterCommission.Hawaii.Gov>
1164 Bishop Street, Suite 1100, Honolulu, Hawaii 96813
Tel: 808-586-3775

December 23, 2024

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

The Honorable Nadine K. Nakamura,
Speaker and Members of the House
of Representatives
State Capitol, Room 439
Honolulu, Hawaii 96813

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

For your information and consideration, I am transmitting an electronic copy of the State Public Charter School Commission's 2023-24 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,

Ed H. Noh, Ed.D.
Executive Director

Enclosure



ANNUAL REPORT

2023-2024

‘AHA KULA HO‘ĀMANA

State Public Charter School
Commission

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Message from Executive Director Dr. Ed H. Noh

It is our intent to empower our communities to create schools of excellence.

~ Dr. Peter Hanohano

The late charter school commissioner, Dr. Peter Hanohano, gifted us with the translation of ‘Aha Kula Ho‘āmana, the Hawaiian title for the Hawai‘i State Public Charter School Commission. It is a gift because it not only translates our commission name, but more importantly, gives us an enduring vision for our work as the charter school authorizer. Hanohano writes:

‘Aha means “commission.” ‘Aha also refers to courage. Kula is the Hawaiian way of saying “school.” Kula also means “uplands.” We are trying to take education in Hawai‘i to a higher level. Ho‘āmana– the literal translation means “to authorize.” The other meaning is “to empower.” It is our intent to empower our communities to create schools of excellence.

Since joining the commission in February 2024, I have personally visited every school within our diverse and dynamic portfolio of charter schools. I listened to school leaders and governing board chairs, visited classrooms, met brilliant, passionate, and talented students, and witnessed how schools celebrate their unique and important missions. I have also been part of a larger national network with other state authorizers. Hawai‘i is a national and international model of excellence when it comes to offering a diverse portfolio of schools that are mission-aligned in their approach to education.

When I reflect on Board of Education (BOE) Policy E-700, I believe our portfolio of schools are indeed contributing value to our public education system in Hawai‘i. The policy states that “charter schools fulfill a distinct purpose” and shall:

1. Address the needs of public education;
2. Provide more public school options for students and families;
3. Implement innovative educational practices;
4. Reflect Hawai‘i’s diverse cultures, places, and values;
5. Provide community-based school models and local control over education; and
6. Provide high-quality public education for the students and communities they serve.

To date, we proudly have 38 charter contracts within our portfolio, with two more in pre-opening stages. Charter school enrollment has been trending upward, and we served 12,427 students in the 2023-2024 school year. That is almost 8% of all public school students throughout the state. Families have exercised a conscious choice in selecting a school that

provides options, implements innovation and high-quality education, champions Hawai‘i’s diverse cultures, places, and values that impact their respective communities.

Thank you for your continued support and being on our journey of chartering in Hawai‘i. I invite you to take a deeper dive into our diverse portfolio of schools and to be inspired by the important role that charter schools have within the State of Hawai‘i.

Respectfully,

Ed H. Noh, Ed.D.
Executive Director

Executive Summary

This annual report is the thirteenth report issued by the Hawai‘i State Public Charter School Commission (“Commission”) since its inception in 2012 under Act 130. The annual report provides information on Hawai‘i’s public charter school system for the 2023-2024 school year and is submitted to the Hawai‘i State Board of Education (BOE) for acceptance.

During the 2023-2024 school year, 37 public charter schools were in operation on five islands across the state (16 on O‘ahu, 14 on Hawai‘i, 5 on Kaua‘i, 1 on Maui, and 1 on Moloka‘i). In addition, two new charter schools were in the pre-opening phase this year, with Kūlia Academy opening in Fall 2024 and Namahana scheduled to open in Fall 2025. One new PreK only application for Parkway Village Preschool was also approved in 2024, and is scheduled to open in January 2025.

CHARTER SCHOOL PERFORMANCE

The Commission, as the sole authorizer for the state of Hawai‘i, approves up to five-year contracts, monitoring and evaluating the performance for all public charter schools in the portfolio, with updates provided in the annual report. The contract includes three performance frameworks: academic, financial, and organizational. A school may receive less than a five-year contract due to contract performance issues. Kamalani Academy is currently on a two-year contract and is up for renewal in the 2024-2025 school year.

This annual report will reflect data for 37 charter schools within the portfolio. There are 36 schools operating on Contract 4.0 separated into different cohorts. Currently, 13 contracts end in 2026, and 23 contracts end in 2028. DreamHouse ‘Ewa Beach charter school moved from Contract 3.0 to 4.0 in the 2024-2025 school year. At the end of the contract term, schools are invited to submit an application and enter into a renewal process.

ACADEMIC PERFORMANCE FRAMEWORK

The Contract 4.0 Academic Performance Framework (APF), which was implemented in the 2021-2022 school year, combines multiple measures to provide a comprehensive picture of student outcomes beyond just test scores. The two required indicators that all schools must adhere are Indicator 1, measuring how a school articulates their curriculum, instruction, and assessments, which is their Mission Aligned Initiative (MAI). Indicator 2 uses Strive HI standardized assessments on either the Smarter Balanced Assessment (SBA) or the Kaiapuni Assessment of Education Outcomes (KA‘ĒO).

Additionally, schools are also invited to incorporate Indicators 3 and 4 as optional measures to conduct comparative performance analyses with other public schools (charter and HIDOE) as well as provide site-relevant diagnostics, such as a universal screener, adaptive diagnostic tool,

or a local-specific diagnostic tool, such as a demonstration of language and culture, or student portfolio defenses. In this way, charter schools can incorporate important cultural and language-specific assessments, as well as school specific measures that honor the teaching and learning per their mission. We believe that the APF, in its whole, provides a more complete picture of a school and articulates an innovative, diverse, and comprehensive approach to education.

Indicator 1 - Mission Aligned Initiatives

As the mission and vision of the school defines the individual charter school, the MAI measures the implementation on a continuum during the course of the contract. Part 1a is scored on a 20 point scale and based on evidence that is observable during school site visits performed by the Commission staff in collaboration with the charter school. Part 1b is scored on a 10 point scale based on the reflective practice of the school leadership team.

MAI - Indicator 1A

| Measure | Basic 10 points | Practiced 15 points | Ingrained 20 points |
|---|---------------------------------------|--|---|
| Mission Alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, instruction, and assessments that target the school mission/vision | Articulation of a yearlong curriculum, instruction, and assessments that target the school mission/vision |

MAI - Indicator 1B

| Measure is based on a narrative (10 points maximum) | Approaches | Practices | Ingrained |
|---|-------------------|------------------|------------------|
| <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 | 1 – 3 Points | 4 – 6 Points | 7 – 10 Points |

There are 36 schools on Contract 4.0 during the 2023-2024 school year. 100% of all charter schools have a MAI that is practiced and evident and 19 of 36 schools received the full 20 points indicating that the mission and vision essentially drives the curriculum, instruction, and assessment and is well articulated by both students and staff. 17 schools are well approaching full integration of their MAI and will most likely receive that distinction by the time of their contract renewal.

MAI Indicator 1b is designed for school leadership reflection and can score a maximum of 10 points. A narrative is submitted during the annual review and is measured by how the mission guides decision-making and priority setting, and most importantly, how it is reflected in student learning and progress. On average, 36 schools scored a 7.7 out of 10 possible points which indicates that the school staff has clearly articulated the impact that the school mission has on student learning and growth.

Indicator 2 - Strive HI

The Hawai‘i Department of Education (HIDOE) evaluates all public schools statewide, including charter schools, through its Strive HI Performance System. The performance report summarizes progress on the state’s achievement of student learning goals and informs educators, parents, community members, and policymakers. HIDOE aligns their student learning goals to the BOE-approved Strategic Plan. While the Commission also evaluates individual school academic performance, it is not aligned to the HIDOE Strategic Plan, specifically to Key Performance Indicators (KPI) that were selected by the HIDOE and approved by the BOE. While the Commission and charter schools were not included in the State Strategic Plan, the Commission holds a contract for each charter school and incorporates Strive HI data measures into the Academic Performance Framework (APF), which includes:

- Student Achievement data in English Language Arts (ELA), Mathematics, and Science on either of the following state measures:
 - Smarter Balanced Assessment (SBA)
 - Kaiapuni Assessment of Education Outcomes (KA‘ĒO);
- Student Growth data for ELA and Mathematics;
- Student Achievement Gap data for ELA and Mathematics;
- Post Secondary Readiness for 3rd and 8th grade literacy, and 9th grade promotion;
- Attendance; and
- School Climate.

Optional APF Indicators

Indicators 3 and 4 are considered optional and offer supplemental points towards their overall APF. Indicator 3 is a comparative measure and allows for 6 supplemental points that compares the individual school’s performance with either other charter schools, complex schools, or complex area schools. Indicator 4 provides other school reported data that is site-relevant that can be a universal screener (e.g. iReady, STAR), and other tools that are diagnostic or adaptive for a total of 9 supplemental points. We believe the practice of selecting and analyzing comparisons is best done by the school to provide context and validity.

18 charter schools opted to compare Strive HI data (ELA, Math, and Science) with their respective HIDOE complex or complex area schools, 13 charters compared themselves with other charter schools, and 5 opted to not participate. Of the 18 comparison schools with HIDOE, 12 charter schools performed above in ELA, 9 charter schools performed above in Math, and 10 charter schools performed above in Science.

30 charter schools participated in Indicator 4, with a majority of schools that implemented an adaptive diagnostic tool in addition to a universal screener. 12 schools incorporate a local-specific measures that ranges from student portfolio defenses and published literature to Hawaiian cultural performance-based assessment (hō‘ike), and integrated assessments in both English and ‘Ōlelo Hawai‘i. In nearly all 30 schools with an Indicator 4, there is a strong connection to their mission-aligned initiative (Indicator 1).

Student Academic Outcomes

Overall, for the 2023-2024 school year there was a 9% increase for charter schools who met/exceeded proficiency in all three areas tested (ELA, Math, and Science) on the Smarter Balanced Assessment (SBA). In 2022-2023, 14% of all charter schools met/exceeded proficiency in all three areas, whereas almost a quarter of all schools met/exceeded proficiency in 2023-2024. Another 20% met/exceeded in two out of the three subject areas. Specifically in ELA, the percent of charter students demonstrating proficiency was 47% compared to 52% of HIDOE students. In Math, charter students were at 32% compared to 40% of HIDOE students. And Science proficiency was 36% for charters students compared to 41% for HIDOE students. There were also healthy signs of improvement as several schools were in the approaching proficiency category for all subject areas. Ultimately, ELA and Science proficiency was static, while there was a slight increase in Math from the previous years.

In regard to student growth for ELA and Math on the SBA and KĀ‘EO, it is represented by a Median Growth Percentile (MGP) which ranges from 1-99. A student with a MGP score of 40 typically acquires one year of academic growth. 80% of all charter schools were at/above the MGP for ELA and the average growth percentile for all charter school students was 50%. In tracking typical growth in Math, 74% of all charter students were at/above the MGP, with an average student growth percentile of 47%. It is noted that 91% of all charter schools with growth data showed a MGP of 40 or more in at least one subject area. Though most charter schools are currently behind HIDOE schools, the growth data for charter schools is bearing a positive trajectory and a promising indicator for future success.

Another key indicator of student performance is the achievement gap representing the difference in proficiency between non-high needs students and high needs students. High needs students are identified as economically disadvantaged, special education or English language learners. The state has a learning achievement gap of 34% in ELA and 29% in Math for

these subgroups of students. According to the SBA, 80% of our charter schools are below the state achievement gap in ELA and 86% are below the state achievement gap in Math. This is an important and significant data point to monitor and better understand through trend data moving forward.

For more information on the specific and individual school performance data, the 37 charter schools are listed in Appendix E.

FINANCIAL PERFORMANCE FRAMEWORK

Contract 4.0 outlines the Financial Performance Framework (FPF) to monitor the financial performance of each of the charter schools within the portfolio. The FPF serves as a tool for the Commission to assess the financial health and viability of charter schools. It provides a financial frame of reference based on current and past financial performances and all indicators are based on industry standard measures (e.g. ratios, variances). Using a risk-based approach, the model allows for ongoing oversight and monitoring of charter school fiscal activities and helps identify strengths, weaknesses, and highlights controls designed to mitigate risks.

The Commission monitors potential risk of fiscal insolvency for each school using a balanced weighted formula that incorporates six fiscal measures:

1. Current ratio
2. Unrestricted days of cash on hand
3. Debt to asset ratio
4. Cash flow
5. Total margin
6. Budget variance

Each fiscal measure is reviewed quarterly by the Commission and reports are provided whether an individual charter school has a risk factor that is low, acceptable, moderate, high, or significant.

For the 2023-2024 school year, the overall financial performance factoring all six indicators show that 21 schools are in the low risk category, 15 are in the acceptable category, and one school did not provide information by the time of the annual report to assign a risk value.

| Low | Acceptable | Moderate | High | Significant | Pending |
|---------------|---------------|----------|------|-------------|-------------|
| 21 Schools | 15 Schools | | | | 1 School |

More detailed information of charter school financial performance over time can be found in Appendix F.

ORGANIZATIONAL PERFORMANCE FRAMEWORK

The Commission uses the Organizational Performance Framework (OPF) to monitor charter schools' operational compliance with statutory and contractual requirements. Contract 4.0 requires 42 annual organizational tasks under the following indicators:

- School charter and mission
- Governance
- School performance
- Academic performance
- Financial management
- Admission, enrollment, and attendance
- General operation of school
- Educational service provider
- Health and safety
- Student records and data
- School facilities
- Personnel and employment
- Insurance and legal liabilities
- Commission oversight and responsibilities
- Notice of school emergency closure
- Mandatory notifications

36 charter schools operated under Contract 4.0 that required 42 organizational tasks. One school was still on Contract 3.0, which fulfilled all required indicators. For Contract 4.0 schools, 29 of the 36 schools (80%) completed 90% or more of the 42 organizational tasks (missing 1-4 items). It should be noted that a missing task can range from a missing governing board meeting notice to late enrollment submissions. No missing tasks compromised the health and safety of students and are prioritized by the Commission. In fact, 100% of all operating charter schools have completed their fire inspection tasks. It is more than likely that all charter schools will complete 100% of the organizational tasks prior to contract renewal.

EARLY LEARNING INITIATIVES

Section 302D-39, HRS establishes the criteria and statutory authority for all state-funded early learning programs and private partnership-funded preschool programs in public charter schools, except for special education and Title I-funded prekindergarten programs. These criteria and measures are identified by the State Public Charter School Early Learning

Addendum to Contract (“EL Addendum to Contract”), reviewed and signed by all participating schools and the Commission.

The goal of the Early Learning Program is to increase access and affordability to high-quality early learning programs to address Hawai‘i’s ALICE (Asset Limited, Income Constrained, Employed families). Through the Ready Keiki Initiative, the Commission together with community partners, embraced Act 46 (SLH 2020) as amended by Act 210 (SLH 2021) to meet the needs of unserved three- and four-year-old keiki in both English and ‘Ōlelo Hawai‘i. The Commission is proud to announce that the first ever Pre-K charter school, Parkway Village Preschool in Kapolei, O‘ahu was approved and expected to open in January 2025.

This past year, the Commission’s Early Learning Program received national recognition from the National Institute of Early Education Research (NIEER) for its high-quality standards. Released in May 2024, Hawai‘i was one of only five states that met all ten high-quality standard benchmarks. The Thinking Classroom Project: Reimagining Education Conference was another highlight in the past year as it brought stakeholders together from across the state. In collaboration with the Harvard Graduate School of Education, the project gathered charter leaders to inspire innovation and high-quality teaching and learning from Pre-K to 12.

In school year 2023-2024, the Commission’s Early Learning Program operated 18 Pre-K classrooms connected to an existing public charter school program. Pre-K classrooms are located on four islands and the first to offer public Pre-K through Hawaiian language medium of instruction.

For more exciting highlights of the Early Learning Team initiatives in the past year, and service locations, please see Appendix H.

FEDERAL PROGRAMS INITIATIVES

Federal Programs support our most vulnerable students and provides funding for professional development programs and educational resources. The goal is to guide and implement initiatives and accountability measures to improve student outcomes, specifically targeted at the achievement gap for all student subgroups.

The Commission enters into an annual agreement with HIDOE through a Memorandum of Understanding (MOU) to provide technical assistance to charter schools in the area of Title I funding and its required documentation. Title I funds are eligible for all Hawai‘i public schools (Charter and HIDOE) if at least 47.2% of the school’s students qualify for free or reduced-price meals. There are 24 out of 37 (65%) charter schools that are eligible for Title I services.

The MOU also outlines how the charter schools receive funding to support schools that fall under the category of Comprehensive Support and Improvement (CSI) and Targeted Support

and Improvement (TSI) through the Every Student Succeeds Act (ESSA). CSI schools are identified as Title I schools in the bottom 5% of overall student performance and TSI schools are identified by student subgroups. The Federal Programs Team supports CSI and TSI schools by coordinating professional development and strategic planning to design specific student and school wide interventions.

All Title programs (I, II, III, IV) offered through the Commission focus on three primary goals:

1. Expression of identity
2. Building of experiences
3. Demonstrating Outcomes

Expression of identity focuses on schools to comprehensively express their unique identity through a professional culture of student focused instruction. Building of experiences is achieved through the professional development and celebrations of learning as school teams engage in peer review processes to allow participants to receive and give feedback through discussion and reflection. Through the demonstration of outcomes, schools were trained to use data systematically to strive towards continuous improvement.

For a more in-depth report on each of the Title programs, which includes highlights, challenges, and next steps, please refer to Appendix I.

CONCLUSION

The Commission is proud of the 37 charter schools within the portfolio. They represent innovation and diversity by providing students and families a variety of approaches to education that are meeting needs within their respective communities. As evident in the annual report, there has been much growth in the Academic, Financial, and Organizational Frameworks and the schools should be very proud of their accomplishments.

The Commission will continue to monitor school performance and growth by providing timely feedback to schools. This is achieved by clear and consistent communication with school leaders and governing boards, as well as regularly scheduled site visits which includes clearly articulating areas of concern or opportunity. By reviewing contract language and requirements, schools will be clear about contract expectations, especially during renewal cycles. Moving forward, the Commission's goal is to design systems that support the academic, financial, and organizational frameworks so that schools will be able to focus on student learning outcomes.

As an authorizer, the Commission will continue to authorize and monitor charter schools using the National Association of Charter School Authorizers (NACSA)'s Principles & Standards for

Quality Charter School Authorizing. NACSA is a foundational and guiding resource and will ground us in the five standards for quality charter school authorizing:

1. Agency commitment and capacity
2. Performance contracting
3. Revocation and renewal decision making
4. Application process and decision making
5. Ongoing oversight and evaluation

The annual report is not only a reflection of the actions within the Commission, but more importantly a spotlight on the incredible work of the students, staff, leaders, and governing board members. The Commission will continue to authorize and monitor our portfolio of schools to strive towards continuous improvement in the best interest of students.

Introduction

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

1. Assigns 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. Mandates that a State Public Charter School Contract (“Charter Contract”) be executed with each charter school and incorporate a performance framework for the schools;
3. Requires 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. Requires this Annual Report and its contents.

This report is intended to provide an annual update to the Hawai‘i State Board of Education (“Board”), the Hawai‘i State Legislature, and all interested public individuals, on the status of all charter schools in Hawai‘i. This report contains academic, performance and financial data for all active charter schools and details all actions taken by the Commission during the school year 2023-2024.

Hawai'i State Public Charter School Commission

2023-2024 Commissioners appointed by the Board of Education



Dr. Cathy K. Ikeda

Chair

July 1, 2021 through June 30, 2024

July 1, 2024 through June 30, 2027

Dr. Ikeda has dedicated her life to normalizing Hawaiian culture based educational practices in the classroom and ensuring all students have access to these practices. Dr. Ikeda has a Master's Degree from University of Hawai'i Hilo and an Ed.D. in Professional Educational Practice from the University of Hawai'i Mānoa. Dr. Ikeda taught for over 30 years in K-12 public and private schools as well as higher education. She is currently an associate professor of education at the University of Hawai'i West O'ahu.



Dr. Makalapua Alencastre

Vice Chair

July 1, 2023 through June 30, 2026

Dr. Alencastre has focused her life's work on the reestablishment of Hawaiian as the primary language of the home, education, and community. Dr. Alencastre has a Master's Degree in English as a Second Language and an Ed.D. in Professional Educational Practice from the University of Hawai'i Mānoa. She has over 40 years of teaching at the secondary and university levels, is a former charter school founder/director, and teacher educator.



Dr. Brandon K. Bunag

Commissioner

March 28, 2024 through June 30, 2026

Dr. Bunag is the Vice President of public Programs and Interim Director of Education at Bishop Museum. He has an Educational Doctorate degree from the University of Southern California. Dr. Bunag has been involved with charter schools for many years and has served as a governing board member and Po'o Kula at Hālau Kū Māna.



Shannon Cleary

Commissioner

July 1, 2021 through June 30, 2024

Commissioner Cleary has extensive experience in school development with charter schools in Hawai'i. Commissioner Cleary has worked in various educational institutions including Hawai'i Technology Academy, a public charter school, and Mid-Pacific Institute. As a teacher, Commissioner Cleary taught Japanese language and served as foreign language department chair for Maui Preparatory Academy.



Alex Harris

Commissioner

July 1, 2021 through June 30, 2024

July 1, 2024 through June 30, 2027

Commissioner Harris has served in leadership roles within the Hawai'i Department of Education and the District of Columbia Office of the State Superintendent of Education. Commissioner Harris has experience leading large initiatives for the National Governors Association, Council for Chief State School Officers, and US Education Delivery Institute.



Kama Hopkins

Commissioner

July 1, 2022 through June 30, 2025

Commissioner Hopkins has experience in the public sector serving as Trust Services Manager for King Lunalilo Trust and Home, a Trustee Aide at the Office of Hawaiian Affairs, and Hawaiian Home Lands Commissioner. Commissioner Hopkins has also served on the governing boards of Hālau Lōkahi and Kanu O Ka 'Āina. Commissioner Hopkins is a talented musician and instructor of 'ōlelo Hawai'i.



Mathew Kodama

Commissioner

July 1, 2022 through June 30, 2025

Commissioner Kodama has an MBA from the University of Hawai'i Mānoa. He has a background in real estate management, financial modeling and forecasting, statistics and data analysis, project planning and coordination. He has experience in environmental impact studies and land use.



Roger McKeague

Commissioner

July 1, 2023 through December 26, 2023

Commissioner McKeague has a Juris Doctorate from Northwestern Law School. He has worked in a variety of State offices including as Executive Director of the Charter School Administrative Office prior to the forming of the State Public Charter School Commission. Commissioner McKeague currently serves as CEO of 'Ōlelo Community Media where he leads 'Ōlelo's efforts to expand and broaden quality services, programs, initiatives, and innovative media.



Carl Takamura

Commissioner

July 1, 2022 through June 30, 2025

Commissioner Takamura has many years of experience in both the public and private sector that has enabled him to contribute to enhancing access to quality education for all children. Commissioner Takamura has served in the State Legislature and served on various committees on the national level including the Education Commission of the State. He also served on the Charter School Review Panel which was the predecessor to the State Public Charter School Commission.



Dr. Lehua Veinent

Commissioner

July 1, 2023 through June 30, 2026

Dr. Veinent, known affectionately by many as "Kumu Lehua " has many years of experience in education. He has served as Kumu to many students as a resource teacher in Hawaiian studies and language. He has served as school administrator at Hilo Intermediate School and Hilo High School. Dr. Veinent helped open Ke Ana La'ahana Public Charter School in Keaukaha.

2024-2025 Newly Appointed Commissioner by the Board of Education



Dr. Donna Camvel

Commissioner

July 1, 2024 through June 30, 2027

Commissioner Donna Ann Kameha'iku Camvel is the Education Systems Specialist for Ka Lama Education Academy, one of ten programs under the Institute for Native Pacific Education & Culture (INPEACE). She attended the University of Hawai'i at Mānoa for her undergraduate degree in Women's Studies and Hawaiian Studies, continuing to earn a M.A. in Hawaiian Studies and in 2020, successfully defended her dissertation, "Ho'oulu 'Āina: Restoration in the He'e'ia Ahupua'a, to earn her doctoral degree.

Hawai'i State Public Charter School Commission Organizational Chart

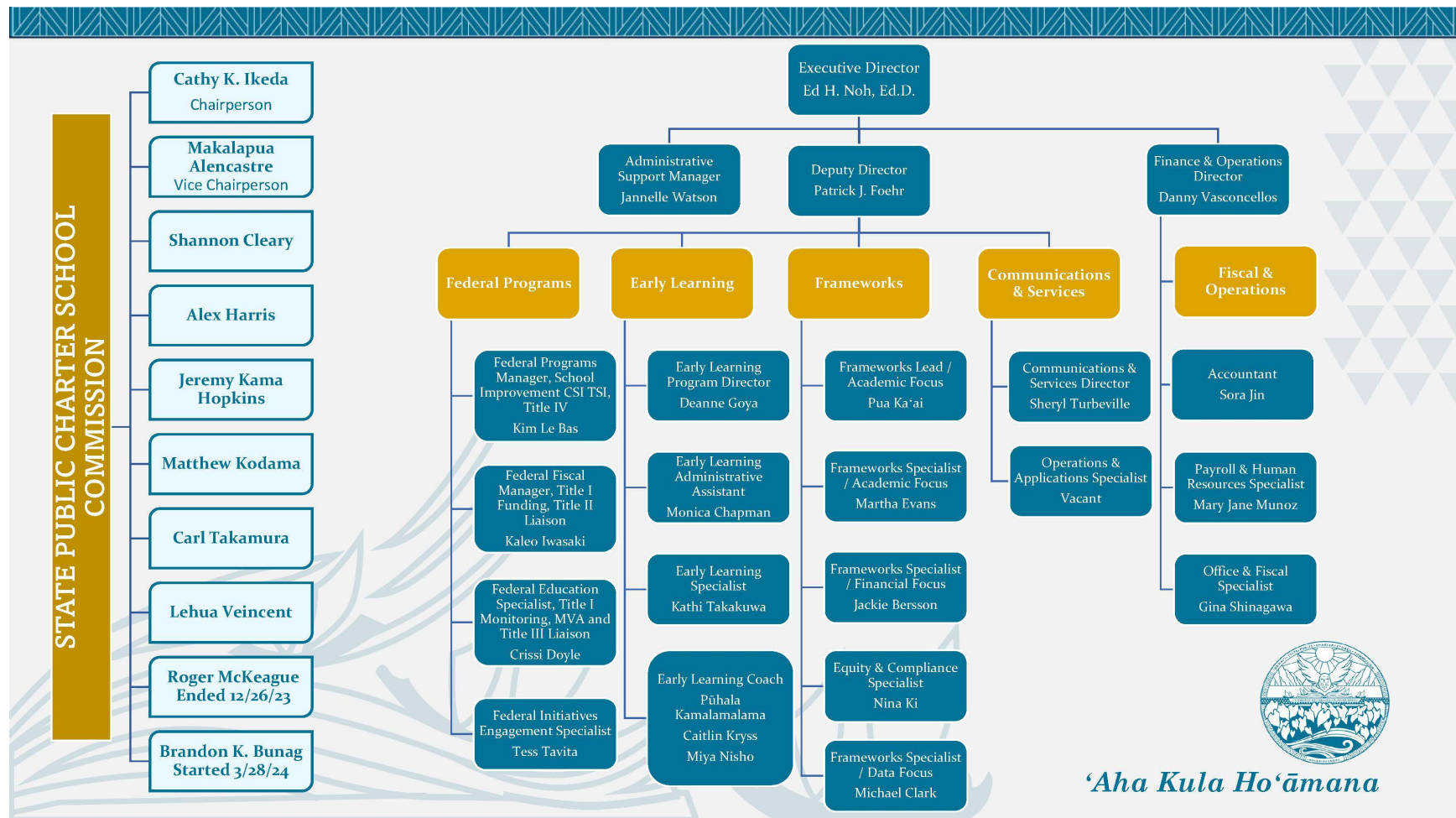


Figure 1 Commission Organizational Chart for 2023-2024

MISSION AND VISION

The mission of the Commission 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.

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.

The Commission has aligned its strategic plan with its mission and vision. This alignment ensures that the Commission’s resources are targeted toward achieving the organization’s mission and vision. In 2023-2024 as a part of aligning the Commission’s strategic plan to the mission and vision, the Commission identified the characteristics of “high quality” and “innovation” in relation to Hawai‘i’s charter schools. In 2023-2024 Commission staff began reviewing and updating the strategic plan to align all operations within the office.

Actualizing the vision continues to be the top priority of the Commission. To achieve this, the Commission has developed a charter school application process to ensure the authorization of high quality schools. In addition, the Commission has developed a system of monitoring the compliance of its charter schools which includes the three performance frameworks found within charter school contract 4.0: academic, organizational, and financial. These frameworks, along with other school legal requirements are monitored through two annual site visits, desktop monitoring of the school’s website and governing board meetings, quarterly submission of charter school financial reports, and other required compliance submissions to Commission staff. If a school is out of compliance, Commission staff use various interventions detailed in HRS 302D-17 and work with school administration and the school governing board to support the school’s effort to comply. Schools identified under Federal title programs as needing additional academic support work with Commission staff to undergo a comprehensive needs assessment along with a root cause analysis to develop a school improvement plan and to ensure best use of Federal funds.

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). We believe that by adhering to these values, beliefs and

ethos, we will continue to be able to authorize high quality schools, provide supportive oversight to our current charter school portfolio, and through innovation, move all schools in Hawai‘i towards continuous improvement.

STRATEGIC PLAN

Hawai‘i State Board of Education policy E-700 establishes the purposes of charter schools in the public education system. In 2018-2019 the Commission developed a strategic plan to meet these purposes. The Commission’s three goals for implementing its revised Strategic Plan provide a framework for a continuous improvement process.

| 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 operationalize the goal. Annually the Commission creates milestones and action steps to implement each strategy intended to achieve its goals. All of the strategies for Goal 1 have been met. The intention of Goal 2 is to provide a continuous improvement framework for the performance areas (academic, financial, and organizational). The data is collected, monitored, and analyzed and provided to the Commission during the renewal process. In addition, Goal 2 identifies best practices that can be used to inform Goal 3. Using the best practices identified in Goal 2, the role of Goal 3 is to disseminate these practices to other charter and district schools looking for improved student outcomes. A complete report on the Commission’s strategic plan can be found in the [2023-2024 Strategic Plan Update](#).

The Performance Framework

THE PERFORMANCE FRAMEWORK

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

With increased school autonomy as the bedrock of charter school authorization, comes the expectation of high academic standards, achievement, and mission accomplishment. The Academic Performance Framework outlines the measures by which a charter school’s academic performance will be evaluated for purposes of annual monitoring, potential interventions, plans for improvement, and renewal and revocation decisions.

ACADEMIC PERFORMANCE

The HDOE annually evaluates public schools statewide through its Strive HI Performance System. The Commission, as the sole 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, and, by statute, allows for additional measures: “§302D-16 (c)The performance framework shall allow the inclusion of additional rigorous, valid, and reliable indicators proposed by a public charter school to augment external evaluations of its performance; provided that the authorizer approves the quality and rigor of such school-proposed indicators, and the indicators are consistent with the purposes of this chapter and the charter contract.” Hawaiian immersion charter schools administer the KĀ‘EO assessment-- language arts and math in grades 3-8; and science in grade 5 and 8. Additionally, schools may compare their performance to other public schools at the complex or complex area levels. Finally, school-selected and school developed measures also provide a more comprehensive analysis of charter schools’ academic performance, and considers the unique features and innovative practices of each charter school.

Academic Performance Framework

The APF in each school’s charter contract provides 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.” 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 include indicators or assessment tools aligned to their mission.

Presently, Contract 4.0 provides a Mission Aligned Initiative (MAI) which is built on the foundational premise that each school's *mission* aligns to the distinct aspects 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; supplemental) afford schools a more relevant and comprehensive appraisal that balances the Strive HI measures. Historically, Strive HI reporting has 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 a method to assess the MAI, and thus yield relevant and accurate data that informs the continued improvement of teaching and learning.

Mission Aligned Initiative

The school implements and measures mission-focused educational goal(s) through documentation and a written narrative submitted to the Commission annually.

There are two parts to the measure of Mission Alignment to Student Success.

Indicator 1: Mission Aligned Initiative

Indicator 1A of the MAI is a self-rating completed by the school and indicates their reflection of mission presence.

- Basic: Articulation of school mission/vision
 - A school is able to speak about their mission.

- Practiced: Articulation of units/ lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision.
 - Such articulation is present and not yet fully actualized in all areas of the school program.

- Ingrained: Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision.
 - Full articulation of curriculum, instruction, and assessment is present and fully actualized in all areas of the school program.

Indicator 1B of the MAI is a narrative analysis of the level of implementation. This narrative analysis is assessed by the Commission's Framework staff. The reflective analysis should include an explanation of:

- The extent to which the educational program is aligned to the mission.
- How the mission guides decision-making and priority setting.

- How the mission is reflected in student learning and progress.

The narrative is assessed using a point system as follows:

- Approaches: Articulation of school mission/vision in educational program. (1-3 points)
- Practices: Partial articulation of how the program is aligned and carried out with respect to its mission. A degree of decision-making and priority setting are aligned to the mission. Mission presence in student learning and progress is evident in some parts of the school program. (4-6 points)
- Ingrained: Full articulation of how the program is aligned and carried out with respect to its mission. Decision-making and priority setting are fully aligned to the mission and are evident in student learning and progress throughout the school program. (7-10 points)

Indicator 2: Standardized Assessment-Strive HI

School data for indicator 2 can be found in the individual school performance reports in Appendix C of this report.

Indicator 3: Comparative Performance (Supplemental—up to 6 points)

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.

Indicator 4: School Reported Data on Site-Relevant Diagnostics (Supplemental—up to 9 points)

Depicts student achievement/growth at critical points throughout the school year using 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)

Student Academic Outcomes

Student outcomes include those that are required by Hawai'i Revised Statutes drawn from Strive HI, as well as school developed site-based measures.

The Commission’s APF includes:

- Indicator 1—the Mission Aligned Initiative (MAI);
- Indicator 2--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,
 - post-secondary readiness;
- Indicator 3—Comparative Performance (supplemental)
- Indicator 4—School Reported Data; Site-Relevant Diagnostic (supplemental)

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

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

Kaiapuni/Kaia‘ōlelo 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.

Six charter schools are Kaiapuni/Kaia‘ōlelo 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/Kaia‘ōlelo 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.

FINANCIAL PERFORMANCE

Financial Performance Framework (FPF)

The Commission ensures that the charter schools comply with applicable laws, rules, regulations, and provisions of the charter contract. Relating to financial reporting requirements, and to financial management, and oversight it is expected that each charter school conduct an annual independent audit or review, including but not limited to:

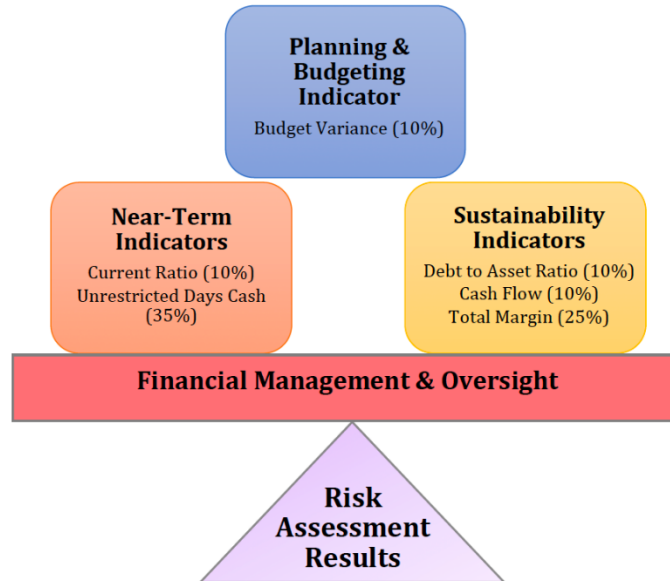
- Complete an on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer and any reporting requirements if the board contracts with an Education Service Provider (ESP).
- On-time submission and completion of the annual independent audit and corrective action plans (if applicable)
- No charging of tuition
- Adequate management and financial controls
- All reporting requirements related to the use of public funds
- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses or significant internal control weaknesses
- An audit that does not include a disclosure of concern in the notes or an explanatory paragraph within the audit report

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:

1. Current ratio
2. Unrestricted days of cash on hand
3. Debt to asset ratio
4. Cash flow
5. Total margin
6. Budget variance

The diagram below explains how the six fiscal measures are calculated and weighted to assess the overall financial risk.

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10)$$



For the 2023-2024 school year, the overall financial performance factoring all six indicators show that 21 schools are in the low risk category, 15 are in the acceptable category, and one school did not provide information by the time of the annual report to assign a risk value.

| Low | Acceptable | Moderate | High | Significant | Pending |
|---------------|---------------|----------|------|-------------|-------------|
| 21 Schools | 15 Schools | | | | 1 School |

More detailed information of charter school financial performance over time can be found in Appendix F.

ORGANIZATIONAL PERFORMANCE

Organizational Performance Framework (OPF)

The Performance Framework allows the Commission to carry out the authorizer’s core responsibility—to protect 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. In addition to an

annual site visit focused on the organizational framework, monthly desk reviews are conducted for each school in the portfolio. Schools receive an email and/or phone call follow up to ensure the organizational tasks are addressed.

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 revocation of the Charter Contract.

There were 36 schools on Contract 4.0 in 2023-2024, and each progressed positively with respect to the organizational framework requirements. (One school, DreamHouse ‘Ewa Beach Public Charter School, completed their final year of Contract 3.0 in 2023-2024. The Performance Report for Contract 3.0 requires that schools meet six indicators for the organizational performance framework. DreamHouse ‘Ewa Beach Public Charter School met all six indicators). Contract 4.0 has 42 annual organizational tasks to complete. An assessment of “meets” or “does not meet” is recorded in the individual school Performance Reports (Appendix C) for each of the 42 annual tasks.

Of the total portfolio (36) of schools on Contract 4.0 in 2023-2024:

- 80% of the schools completed all organizational requirements at a rate of 90% or better (missing 1-4 items out of 42);

Of the 13 schools in Cohort 1 of Contract 4.0 in 2023-2024:

- 83% of the schools completed all organizational requirements at a rate of 90% or better (missing 1-4 items out of 42);

Of the 23 schools in Cohort 2 of Contract 4.0 in 2023-2024:

- 100% of the schools completed all organizational requirements at a rate of 90% or better (missing 1-4 items out of 42);

Finally, 28% of the total portfolio have 100% of all annual organizational tasks completed for 2023-2024.

Status of Charter School Portfolio for School Year 2023-2024

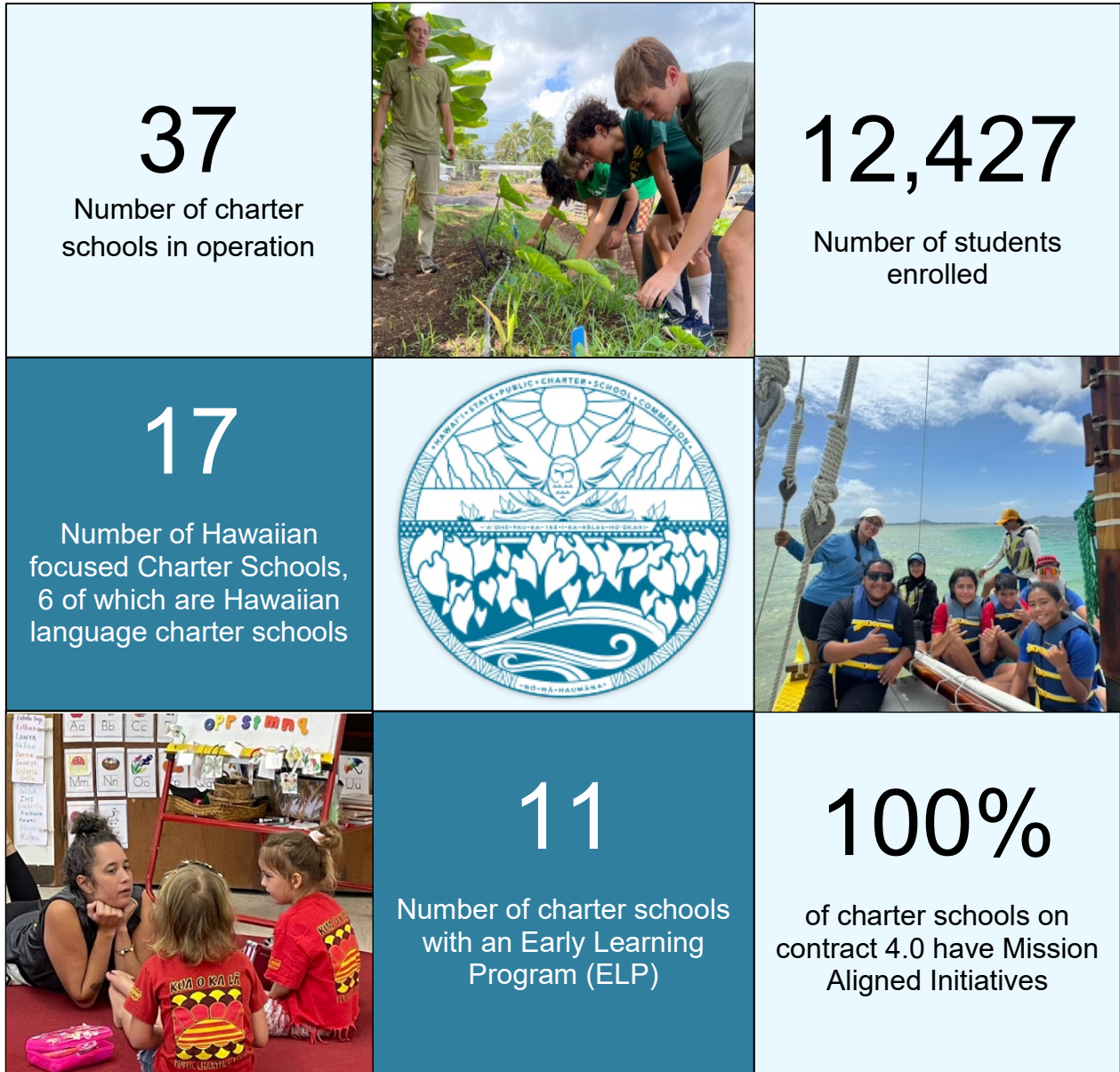
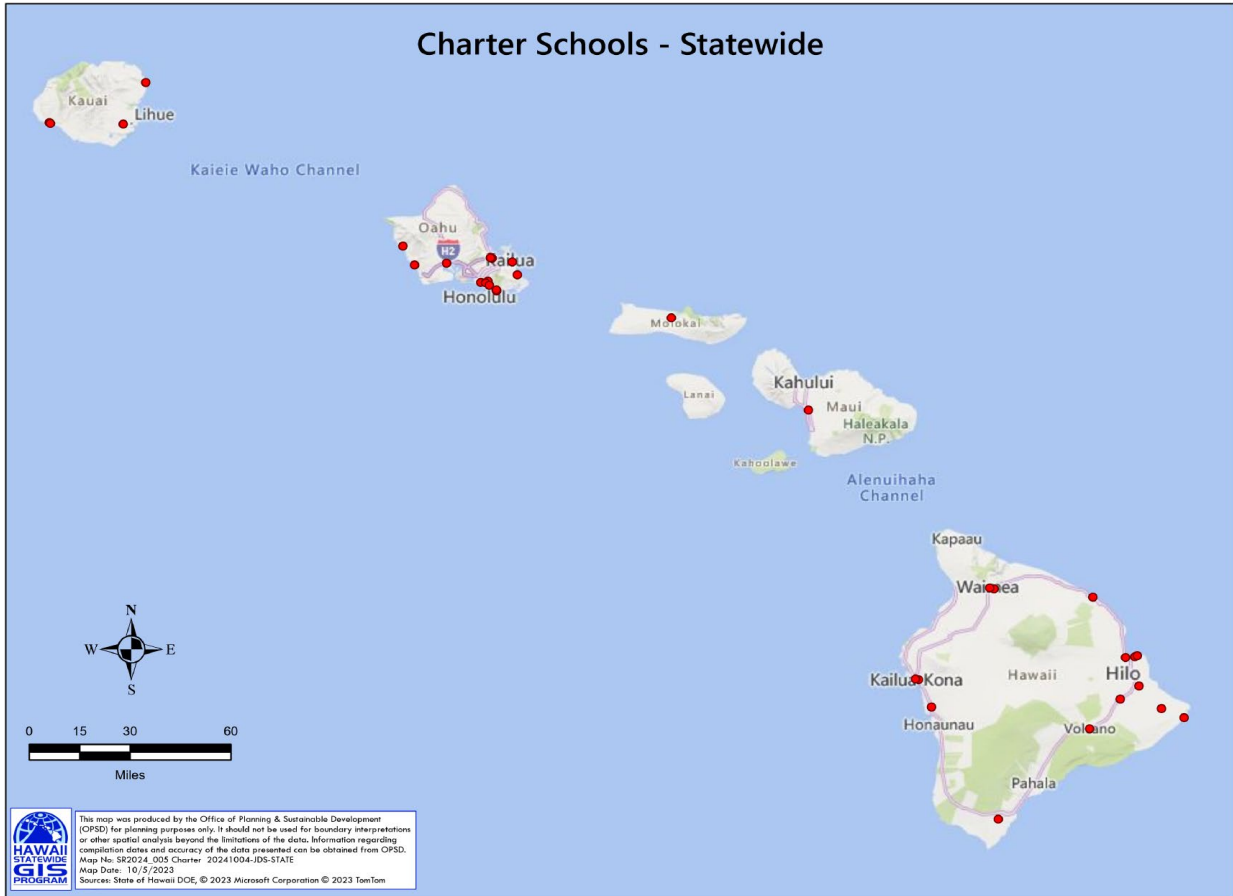


Figure 6 Charter school demographic data.



CHARTER SCHOOL LOCATIONS

In school year 2023-2024, 37 charter schools were in operation across the state. O’ahu and Hawai’i Island had the most with sixteen on O’ahu and fourteen on Hawai’i Island. Kaua’i had five charter schools. Maui and Moloka’i each had one charter school in school year 2023-2024. Additionally, one charter school operated statewide, another operated on five of the islands, and another operated on four of the islands. Collectively, charter schools enrolled 12,427 students in kindergarten through grade 12, which represents a 2.5% increase from the previous year’s enrollment count of 12,116. Our pre-k charter school programs grew by 6% in school year 2023-2024 to a total enrollment of 261 students.

CHARTER SCHOOL EDUCATIONAL MODELS AND DIVERSE LEARNING OPTIONS

A primary purpose of charter schools is to provide learning opportunities that match the unique needs of students. Whether a student would learn best in a project-based learning environment in metro Honolulu, a Hawaiian medium school in Kea’au on Hawai’i Island, or online within their own home, there is a charter school in Hawai’i that offers those unique educational models. When charter schools first began in Hawai’i, there were limited educational options for parents and students. Nearly 30 years later, there are many different educational models and options

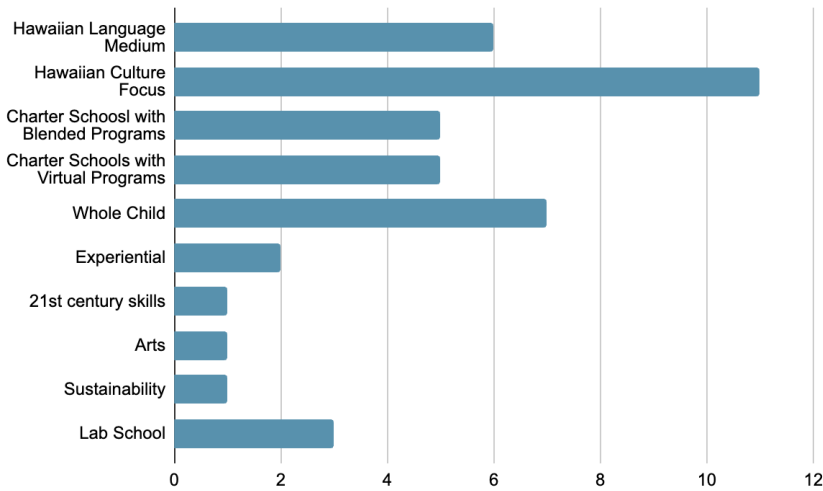


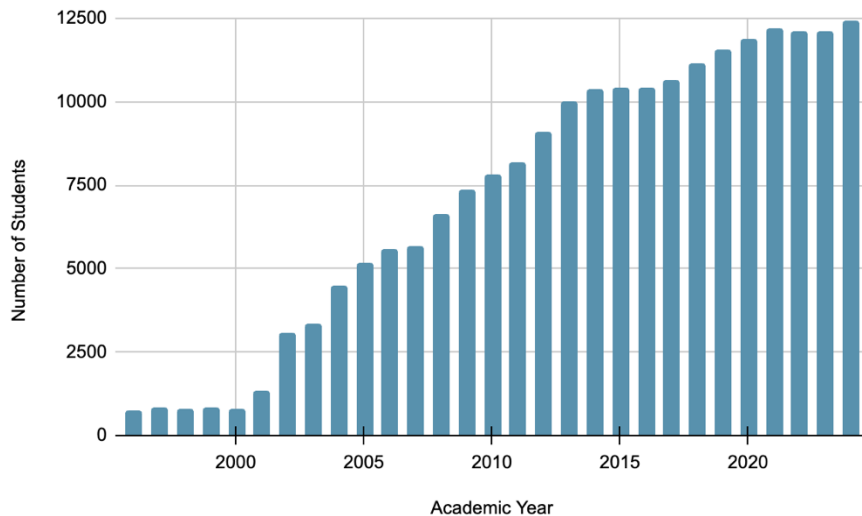
Figure 7 Charter School Educational Models and Diverse Learning Options

available for students. These models can be grouped into 10 broad categories and some schools incorporate multiple models within their philosophical and pedagogical approaches. Over the last two decades, there has been a shift in the educational priorities of students and parents. Early charter schools largely focused on Hawaiian language acquisition or

teaching traditional Hawaiian values. While the Hawaiian focused charter schools are still in high demand, in recent years there has been an increase in alternative education models in Hawai‘i. The community’s desire for students to be prepared for the jobs of the 21st century, and a growing interest in whole-child models are two examples of shifts in our portfolio.

CHARTER SCHOOL ENROLLMENT TRENDS

In school year 2023-2024 the total enrollment for Hawai‘i charter schools is 12,427 students. This number represents approximately 7.4% of all K-12 students in Hawai‘i. Charter schools added 311 students in the school year 2023-2024 representing a 2.5% increase from last year. For perspective, the state of Hawai‘i’s enrollment decreased by 985 students, a decrease of 0.6%. The slow growth indicates the stabilization of enrollment in Hawai‘i’s charter schools post pandemic. Historically, Hawai‘i’s charter school system grows on average 404 students annually.



CHARTER SCHOOL ENROLLMENT BY GRADE

The grade distribution charter schools follow a typical pattern with higher enrollment in elementary charter school, followed by an enrollment bump in middle school grades 6-8 and then a gradual decline in grades 9-12. This year 59% of charter students are in elementary grades (K-6), followed by 20% in middle school (7-8), and 22% in high school.

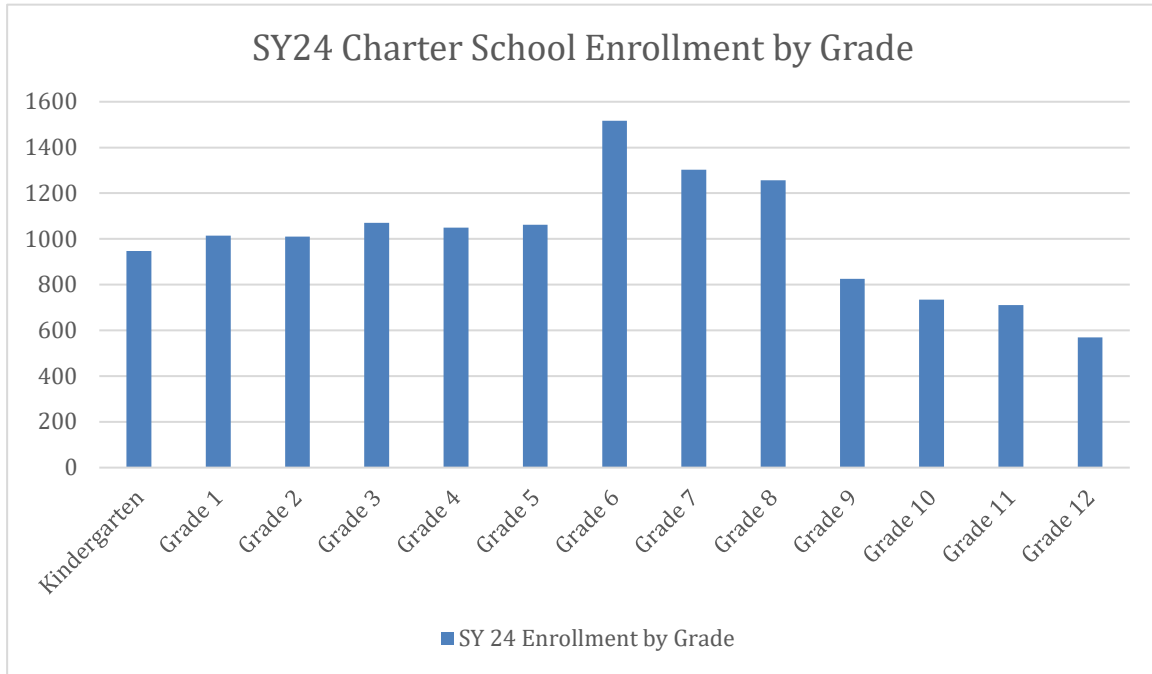
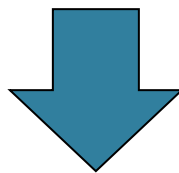
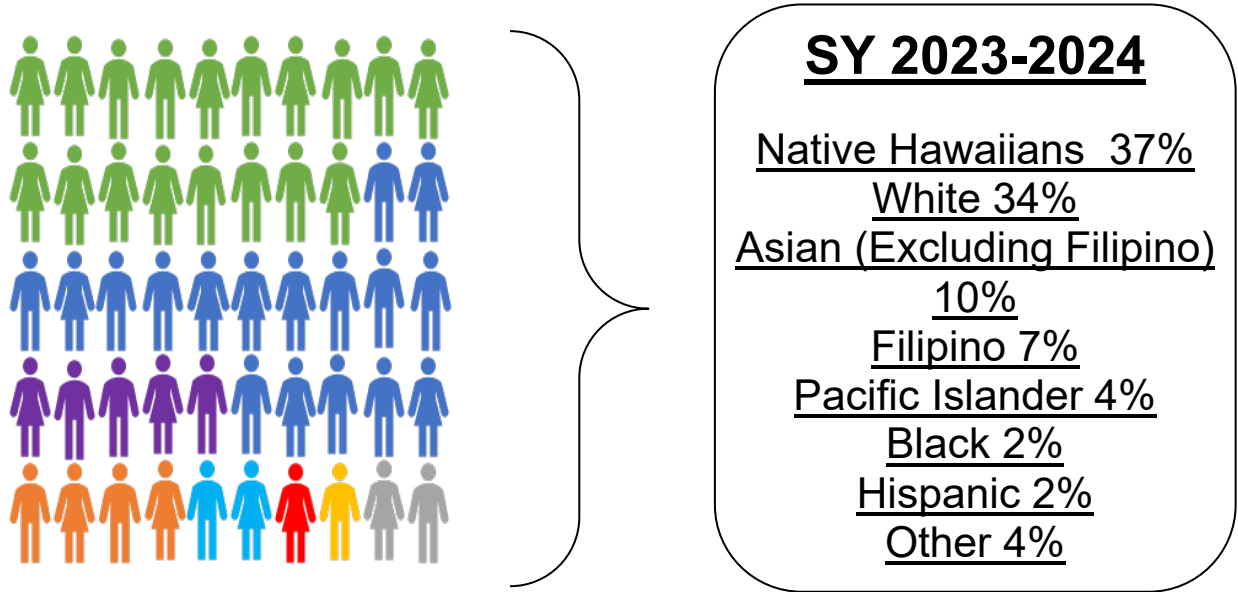


Figure 8 Charter School Demographics



| | |
|---|--|
| <p>Students who are English Learners (ELs)</p> <p>3%</p> <p>7% lower than HIDOE schools</p> | <p>Students with Special Needs</p> <p>10%</p> <p>1% lower than HIDOE schools</p> |
| <p>Native Hawaiian Students</p> <p>37%</p> <p>14% higher than HIDOE schools</p> | <p>Students who are economically disadvantaged</p> <p>46%</p> <p>2% lower than HIDOE schools</p> |

HAWAI'I STATE PUBLIC CHARTER SCHOOLS

Table 1 2023-2024 Commission Charter School Portfolio

| School | Year Authorized | Grades Served | Total K-12 Enrollment | Status |
|--|-----------------|---------------|-----------------------|-----------|
| Alaka'i O Kaua'i Public Charter School | 2016 | K-6 | 221 | Operating |
| Connections Public Charter School | 2000 | K-12 | 346 | Operating |
| DreamHouse 'Ewa Beach | 2019 | 6-9 | 400 | Operating |
| Hakipu'u Academy | 2001 | 7-12 | 65 | Operating |
| Hālau Kū Māna Public Charter School | 2000 | 5-12 | 125 | Operating |
| Hawai'i Academy of Arts & Science Public Charter School | 2001 | K-12 | 708 | Operating |
| Hawai'i Technology Academy | 2008 | K-12 | 1605 | Operating |
| Innovations Public Charter School | 2001 | K-8 | 240 | Operating |
| Ka 'Umeke Kā'eo | 2001 | Pre-K-12 | 275 | Operating |
| Ka Waihona o ka Na'auao Public Charter School | 2001 | K-8 | 626 | Operating |
| Kamaile Academy, PCS | 2007 | Pre-K-12 | 893 | Operating |
| Kamalani Academy | 2016 | K-8 | 112 | Operating |
| Kanu o ka 'Āina New Century Public Charter School | 2000 | K-12 | 625 | Operating |
| Kanuikapono Public Charter School | 2001 | K-12 | 202 | Operating |
| Ka'ōhao Public Charter School | 1996 | K-6 | 341 | Operating |
| The Kapolei Charter School by Goodwill Hawai'i | 2016 | 9-12 | 138 | Operating |
| Kawaikini New Century Public Charter School | 2008 | K-12 | 168 | Operating |
| Ke Ana La'ahana Public Charter School | 2001 | 7-12 | 26 | Operating |
| Ke Kula Niihau O Kekaha Learning Center | 2001 | Pre-K-12 | 43 | Operating |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | 2001 | Pre-K-8 | 527 | Operating |
| Ke Kula 'o Samuel M. Kamakau, LPCS | 2001 | Pre-K-12 | 139 | Operating |
| Kihei Charter School | 2001 | K-12 | 676 | Operating |
| Kona Pacific Public Charter School | 2008 | K-8 | 178 | Operating |
| Kua o ka Lā New Century Public Charter School | 2001 | Pre-K-8 | 185 | Operating |
| Kualapu'u School: A Public Conversion Charter | 2004 | Pre-K-6 | 303 | Operating |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School | 2001 | K-12 | 45 | Operating |

| School | Year Authorized | Grades Served | Total K-12 Enrollment | Status |
|---|-----------------|---------------|-----------------------|-------------|
| Laupāhoehoe Community Public Charter School | 2011 | Pre-K-12 | 321 | Operating |
| Mālama Honua Public Charter School | 2012 | K-8 | 166 | Operating |
| Myron B. Thompson Academy | 2001 | K-12 | 464 | Operating |
| Nā Wai Ola Public Charter School | 2000 | Pre-K-5 | 97 | Operating |
| SEEQS: the School for Examining Essential Questions of Sustainability | 2012 | 6-8 | 178 | Operating |
| University Laboratory School | 2001 | K-12 | 446 | Operating |
| The Volcano School of Arts & Sciences | 2001 | Pre-K-12 | 308 | Operating |
| Voyager: A Public Charter School | 2000 | K-8 | 258 | Operating |
| Wai'ālae Elementary Public Charter School | 1999 | Pre-K-5 | 493 | Operating |
| Waimea Middle Public Conversion Charter School | 2003 | 6-8 | 209 | Operating |
| West Hawai'i Explorations Academy | 2000 | 6-12 | 275 | Operating |
| Kulia Academy | 2021 | | -- | Pre Opening |
| Namahana School | 2021 | | -- | Pre Opening |

CHARTER SCHOOL APPLICATIONS

The State Public Charter School Commission completed the 2022-2023 application cycle in school year 2023-2024. One application was received and was not approved. The Commission approved its Applications policy in December of 2023 and approved a revised application in June of 2024

Table 2 Applications Received by the Commission

| Applications Received | Grades Proposed | Proposed Educational Model | Status |
|----------------------------|-----------------|----------------------------|----------------|
| Lima No'ēau Career Academy | K-12 | Virtual | Not Authorized |

PUBLIC CHARTER EARLY LEARNING CLASSROOMS

Hawai'i Revised Statutes, [HRS 302-39](#), establishes the criteria and statutory authority for all state-funded early learning programs and private partnership-funded preschool programs in public charter schools, except for special education and Title I-funded prekindergarten programs. These criteria and measures are identified by the State Public Charter School Early Learning Addendum to Contract ("EL Addendum to Contract"), reviewed and signed by all participating schools and the Commission.

Aligned with the Commission’s strategic plan, the early learning program goal is to increase access and affordability to high-quality early learning programs to address Hawai‘i’s ALICE (Asset Limited, Income Constrained, Employed) families, many of which are our young middle-class families contributing to our workforce. Over the past year, Commission and early learning team members have participated in the [Ready Keiki Initiative](#) led by Lieutenant Governor Sylvia Luke and community leaders. Together, we are improving the early learning system to ensure that by 2032, one hundred percent of all underserved children will have access to high-quality early learning opportunities.

In the school year 2023-2024, the Commission’s early learning program operated 18 pre-kindergarten classrooms across Hawai‘i, with programs located on four Hawaiian Islands. The Commission’s Early Learning Program Annual Report school year 2023-2024 provides more information about the Commission's early learning program. See Appendix H for the Early Learning report.

Table 3 Early Learning Program Locations Statewide

| Island | Participating Charter School | Number of State Funded Classrooms |
|--------------|---|-----------------------------------|
| Hawai‘i | Volcano School of Arts and Sciences | 2 |
| | Kona Pacific Public Charter School | 1 |
| | Ke Kula ‘o Nāwahīokalani‘opu‘u Iki, LPCS | 2 |
| | Kua o ka Lā New Century Public Charter School | 2 |
| | Ka ‘Umeke Kā‘eo | 2 |
| | Laupāhoehoe Community Public Charter School | 1 |
| Moloka‘i | Kualapu‘u School: A Public Conversion Charter | 1 |
| O‘ahu | Ke Kula ‘o Samuel M. Kamakau, LPCS | 1 |
| | Wai‘alae Elementary Public Charter School | 1 |
| | Kamaile Academy Public Charter School | 3 |
| Kaua‘i | Ke Kula ‘o Nāwahīokalani‘opu‘u Iki, LPCS (Ma‘ilikūkahi) | 1 |
| | Ke Kula Niihau O Kekaha | 1 |
| Total | | 18 |

Authorizing Functions Provided to Charter Schools

AUTHORIZING FUNCTIONS

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 (HRS 302D-7).

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.

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 technical assistance to charter schools including: human resources support for schools that do not purchase payroll and human resources services from the Department of Education; 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 bargaining units; and relaying information to all public charter schools on required accountability data information systems, among other functions.

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 sole authorizer in the State of Hawai‘i. For fiscal year 2023-2024, the Hawai‘i State Legislature appropriated about \$1.8 million in general funds to the Commission.

During fiscal year 2023-2024, 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 \$2.5 million. The Commission’s audit

report was prepared by CW and Associates, Certified Public Accountants, and can be found in Appendix J.

AUTHORIZER SERVICES PURCHASED BY CHARTER SCHOOLS

The services purchased from the authorizer by the public charter schools under its purview (302D-7).

No services were purchased from the Commission by charter schools in fiscal year 2023-2024.

FEDERAL FUNDS

A line-item breakdown of 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 Federal funds to public charter schools (302D-7).

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 Federal funds that the Commission disbursed to the schools for the 2023-2024 fiscal year. In addition to serving as a pass-through entity, the Commission also provides oversight of Federal funds it distributes. In doing so, Commission staff guide schools through a comprehensive needs assessment and root cause analysis to ensure schools are properly using Federal funds. Additional information regarding the work the federal programs team is providing to schools can be found in Appendix I (Federal Programs Annual Report SY 2023-2024).



Figure 11- Students on a field trip sailing on a canoe.



Figure 10- Students sitting on the floor of their classroom being instructed by their teacher.



Figure 9- A large group of students standing in front of beautiful trees.

Table 4 Federal Fund Allocations and Expenditures for Charter Schools

| Federal Program | Purpose of Funding and Basis for Allocation | Federal Funds Allocated in FY 2023-2024 | Amount Provided to Charter Schools in FY 2023-2024 |
|--|--|---|--|
| U.S. Department of Education Impact Aid | To provide financial assistance to local education agencies affected Federal presence. Distribution based on proportion of total public school enrollment. | \$19,032,258 | \$19,032,258 |
| U.S. Department of Education Title IV, Part A: Student Support and Academic Enrichment | 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. | \$395,000 | \$395,000 |
| U.S. Department of Defense Impact Aid | To provide financial assistance to local education agencies affected by military presence. Distribution based on proportion of total public school enrollment. | \$583,545 | \$583,545 |
| Education for Homeless Children & Youth | 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. | \$18,995 | \$120 |
| Title 1 Grants to Local Education Agencies (LEA) | 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 the number of students eligible for free or reduced-price meals, multiplied by the per-pupil funding amount for the school's county. | \$4,569,677 | \$3,972,167 |

| Federal Program | Purpose of Funding and Basis for Allocation | Federal Funds Allocated in FY 2023-2024 | Amount Provided to Charter Schools in FY 2023-2024 |
|--|---|---|--|
| 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. | \$114,534 | \$114,534 |
| 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. | \$66,160 | \$4,193 |
| 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. | \$389,973 | \$389,973 |
| Special Education Preschool Grants | To provide grants to States to assist them in providing special education and related services to children with disabilities ages 3 through 5 years, and at the State's discretion, to 2 year-old children with disabilities who will reach age three during the school year. | \$10,000 | \$10,000 |
| 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. | \$5,697 | \$5,697 |
| 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. | \$5,858,660 | \$5,858,660 |
| Temporary Assistance for Needy Families | To provide a middle school after-school program for grades 6-8 that services and proactively prevents middle school students from engaging in | \$60,621 | \$60,621 |

| Federal Program | Purpose of Funding and Basis for Allocation | Federal Funds Allocated in FY 2023-2024 | Amount Provided to Charter Schools in FY 2023-2024 |
|-----------------|---|---|--|
| | risky behaviors during late afternoons when schools are not in session. | | |
| TOTAL | | \$31,105,260 | \$30,418,804* |

**NOTE: Any federal funds not provided to the charter schools are funds that have been allocated by the Hawai'i Department of Education to the Commission in order to hire staff that provide technical support and professional development opportunities associated with federal program requirements.*

Equity Concerns and Access and Distribution Recommendations for Federal Funds

The Commission continued its collaboration and cooperation with HIDOE in fiscal year 2023-2024. Specifically, HIDOE's assistance with the administration and management of American Rescue Plan Elementary and Secondary School Emergency Relief (ESSER III- ARP) Funds greatly benefitted charter schools. Commission staff worked closely with HIDOE staff on administering the ESSER III- ARP reimbursement process and ensuring that charter schools utilized available funds before the lapsing date.

The Commission will continue working with HIDOE going forward; specifically, in clarifying the role and responsibilities of the Commission with HIDOE's dual standing as the State Education Agency (SEA) and Local Education Agency (LEA).

Successes

Hawai'i's charter school schools are a success. They successfully provide a variety of learning experiences for Hawai'i's students with limited resources. These varied learning experiences enrich students' lives with instruction designed to develop them as individuals, community members and to perpetuate 'Ike and 'Ōlelo Hawai'i in our Kaiapuni/Kaia'ōlelo and Hawaiian Culture Focused charter schools.

Three of this year's successes, include:

- An improved relationship with charter schools.
- The Commission approved Hawai'i's first Pre-K only charter school.
- The Commission selected a new Executive Director, Ed Noh, Ed.D.

An improved relationship with approved schools

As a part of its oversight process, the Commission's Frameworks Team conducts two annual school site visits. These site visits are critical to evaluating the three contract frameworks, as

well as, building positive relationships with authorized schools. Prior to the implementation of the annual site visits, the relationship between commission staff and authorized schools was tenuous. Since completing two site visits for school year 2023-2024, the relationships have greatly improved. There is improved trust, collaboration and understanding between both entities. With continued implementation, additional improvement to the relationships are expected leading to further collaboration and improvements to student outcomes.

Hawai‘i’s first pre-k only charter school- PACT Parkway Villages Preschool

In the school year 2023-2024, the Commission approved an application process and began accepting applications for pre-k only charter schools. This was the first time pre-k only schools could apply for a charter with the Commission. Authorized pre-k charter schools receive a 5-year contract just as existing charter schools. In school year 2023-2024 the Commission approved its first pre-k charter school, PACT Parkway Villages Preschool. PACT Parkway Villages Preschool is currently in its planning year and plans to open and commence operations in January 2025, which officially changed its name to Parkway Village Preschool.

New Executive Director Dr. Ed H. Noh

In early January 2024 the Commission selected Dr. Ed H. Noh to lead commission staff as its newest executive director. Bringing 30+ years of professional experience and more than 16 years of executive leadership experience in the education sector, Dr. Noh has a proven track record of driving educational excellence in both public and charter school systems. His vision aligns seamlessly with the commission’s goals of fostering innovation and ensuring the highest education standards for students across the state. Dr. Noh holds a master’s degree in Educational Leadership and Policy Studies from the University of Washington and a doctorate degree in Professional Educational Practice from the University of Hawai‘i at Mānoa.

Challenges

There are many challenges facing the charter school movement in Hawai‘i. Three of these challenges, together, hinder charter school's ability to be successful in implementing their mission and achieving academic success for all public school students;

1. Hawai‘i’s charter schools are not funded equally with Hawai‘i’s department schools.
2. Hawai‘i’s Revised Statutes (HRS) 302D, the statute that governs charter schools, is not fully aligned to industry best practice and needs revision.
3. The structure of the Hawai‘i Department of Education in that the State Education Agency (SEA) and the Local Education Agency (LEA) are the same entity.

Addressing these challenges will provide Hawai‘i’s charter schools the opportunities afforded to all public schools in Hawai‘i. In addition, it will support charter schools in implementing the schools unique mission and in addressing students’ academic needs.

Equitable funding for public charter schools

Commission staff collaborate and engage with multiple state agencies to overcome funding inequities for charter schools. There continues to be a substantial inequality in the per pupil funding between public HIDOE schools and public charter schools. This difference in per pupil funding negatively impacts charter schools by inhibiting their ability to improve their academic performance. In addition to a difference in per pupil funding, public HIDOE schools benefit from state public school facilities while public charter schools are required to secure and pay for their own school buildings. This expenditure is significant and typically absorbs 15%-30% of the school’s annual budget diverting funds for licensed educators and classroom supplies.

Revisions to HRS 302D

Since its last revision in 2016, the charter school landscape in Hawai‘i and across the United States has matured and evolved. As the charter school system in Hawai‘i has grown, the need for an update to HRS 302D has emerged. Some examples of revisions or clarifications of HRS 302D that are needed are:

- §302D-5(g) states, “An authorizer shall not provide technical support to a prospective charter school applicant, an applicant governing board, or a charter school it authorizes in cases in which the technical support will directly and substantially impact any authorizer decision related to the approval or denial of the charter application or the renewal, revocation, or nonrenewal of the charter contract.”

This section of code has been interpreted as Commission staff cannot provide support to the schools it authorizes. This is atypical with charter school authorizers. Across the country charter school authorizers provide professional development for their schools to help their schools reach the goal of high quality.

- §302D-32 states, “Each charter school shall annually complete an independent financial audit that complies with the requirements of its authorizer and the department. The authorizer shall provide to each charter school it oversees a list of approved independent auditors, from which the charter school shall select one independent auditor to comply with this section.”

This provision of §302D should be broadened to allow more competition amongst auditing firms, lowering the cost for Hawai‘i’s charter schools. It should also be rewritten to require a more comprehensive audit of charter school finances providing

the Commission with a more detailed understanding of the financial health of each charter school.

These are only two of many areas of HRS 302D in need of revising. The Commission recognizes the importance of aligning 302D with current best practice in charter school law. The Commission encourages the legislature to review 302D and work with relevant educational partners to improve Hawai‘i’s charter school law to meet the needs of a growing movement.

Structure of State Education Agency and the Local Education Agency

Hawai‘i’s education structure is unlike any other state system in the United States. In Hawai‘i, the State Education Agency (SEA) also serves as the Local Education Agency (LEA). They are the same agency. No other state operates this same way. Typically, the State Department of Education serves as the SEA while individual districts and charter schools are considered LEAs.

For charter schools, the structure of Hawai‘i’s system of education creates inequalities for charter schools and charter school educators. One example of this is professional development. Many professional development opportunities that are provided by HDOE (SEA) are reserved only for DOE (LEA) employees only, excluding charter school educators. Another example of how the structure creates inequalities for charter schools is with communication between agencies. It is difficult for charter school administrators and governing board members to distinguish when HDOE communications are intended for all Hawai‘i public schools or just Department schools. This miscommunication has resulted in lost opportunities for public charter schools to receive the same support from an SEA as do public HDOE schools in Hawai‘i.

We remain confident that charter schools will continue to fulfill their appropriate place within the educational landscape of Hawai‘i. Like our name, ‘Aha Kula Ho‘āmana, charter schools will continue to strive and take education in Hawai‘i to a higher level. It is the intent of the Commission to continually empower our communities to create public schools of excellence.



Figure 13 Students from Kamakau PCS stand out front of their school with their teachers and principal.



Figure 12 Students learning music from their music teacher.

Appendices

Appendix A: Glossary of Key Terms

Appendix B: Data in Appendix Tables

Appendix C: 2023-2024 Performance Reports

Appendix D: 2023-2024 Strive HI Reports

Appendix E: Charter School Academic Performance Framework Data for School Years 2020-2021, 2021-2022, 2022-2023, and 2023-2024

Appendix F: Charter School Financial Performance Framework Data for School Years 2020-2021, 2021-2022, 2022-2023, and 2023-2024

Appendix G: Charter School Organizational Performance Framework Data for School Years 2020-2021, 2021-2022, 2022-2023, and 2023-2024

Appendix H: Hawai‘i State Public Charter School Commission Early Learning Program Report for 2023-2024

Appendix I: Hawai‘i State Public Charter School Commission Federal Programs Report for 2023-2024

Appendix J: Hawai‘i State Public Charter School Commission Annual Audit Report for Fiscal Year 2023-2024

Appendix A: 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 that authorizes the school to operationalize a charter application. |
| Commission | State Public Charter School Commission |
| HIDOE | Hawai'i State Department of Education |
| English learners / EL | A student subgroup that is made up of students with limited English proficiency. |
| ESSA | Federal Every Student Succeeds Act of 2015 |
| Financial Performance Framework (FPF) | The framework used by the Commission to assess the financial performance of charter schools. |
| 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 |

| Term | Definition |
|---|---|
| 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 |
| Kaiapuni 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 Kaiapuni (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 |
| Organizational Performance Framework (OPF) | The framework used by the Commission to assess the organizational performance of charter schools. |
| Performance Framework | The Commission's accountability system, consisting of the Academic, Financial, and Organizational Performance Frameworks. |
| 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. |
| Virtual learning | An educational model that delivers instruction exclusively in an online environment rather than in a "brick-and-mortar" setting. |

Appendix B: 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 2022-2023 school year.

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 2023-2024 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 vary from table to table.

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.

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.

Legend for Data Tables

| Term/Symbol | Definition and Explanation |
|-----------------------|---|
| (95-100%) | Replaces all data in the range of 95% to 100%. 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. Applies to past school years data. |
| (0-5%) | Replaces all data in the range of 0% to 5%. 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. Applies to past school years data. |
| Suppressed | 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). |
| Not available | The measure applies to the school, but there is no data to report. Examples: For school year 2019-2020, statewide assessments were canceled due to the impact of COVID-19, so data is not available for certain academic metrics. 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. 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. |
| Does not apply | The measure does not apply to the school. Examples: An elementary school does not serve grade 12, so the four-year graduation rate measure does not apply to the school. 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. |
| Not open | The school was not open in the given school year. |

Appendix C: Individual School Reports for 2023-2024



Alaka'i O Kaua'i Public Charter School

Kaua'i | 2-4035 Kaumualii Hwy, Koloa, HI 96756 | Established 2016

School Year 2023-2024

Mission

Alaka'i O Kaua'i Charter School teaches the whole child by combining academics, project-based learning, social-emotional learning, and the arts. Learners acquire and demonstrate 21st Century skills, while perpetuating Hawaiian cultural traditions and values, so they may become successful and meaningful contributors to society.

Demographics

| | | | |
|-------------------|---|--|--|
| 221 | -- | 28% | -- |
| Students enrolled | of students are English Language Learners | of students are eligible for Free or Reduced Lunch | of students receive special education services |

Performance Framework

| | | |
|---------------------------------|---------------------------------|--------------------------------------|
| 109 | 1 | 42 |
| <i>out of 73 points "Meets"</i> | <i>Low</i> | <i>out of 42 sections "Meets"</i> |
| Academic Performance Framework | Financial Performance Framework | Organizational Performance Framework |

Academic Performance Framework

Alaka'i O Kaua'i Public Charter School

Total Points: 109

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 26/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 18 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 8 |

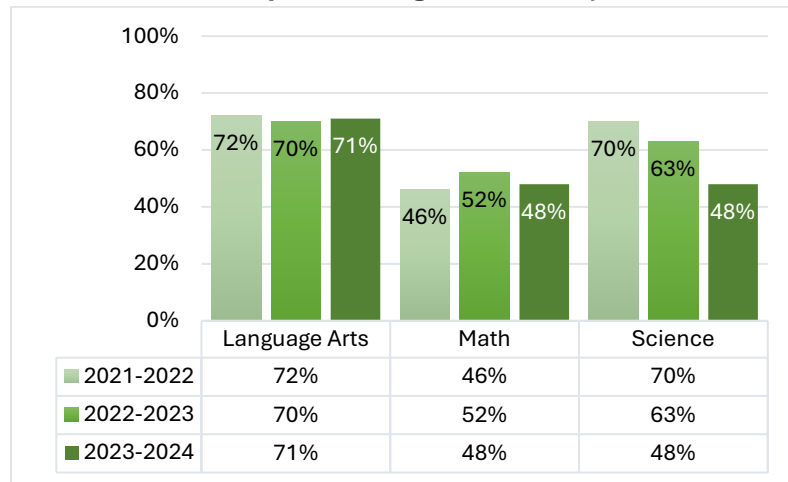
Academic Performance Framework

Alaka'i O Kaua'i Public Charter School

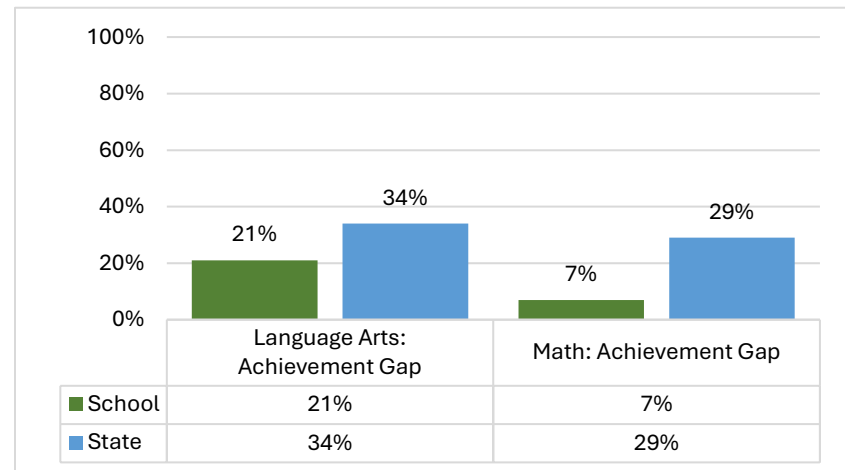
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **70/70**

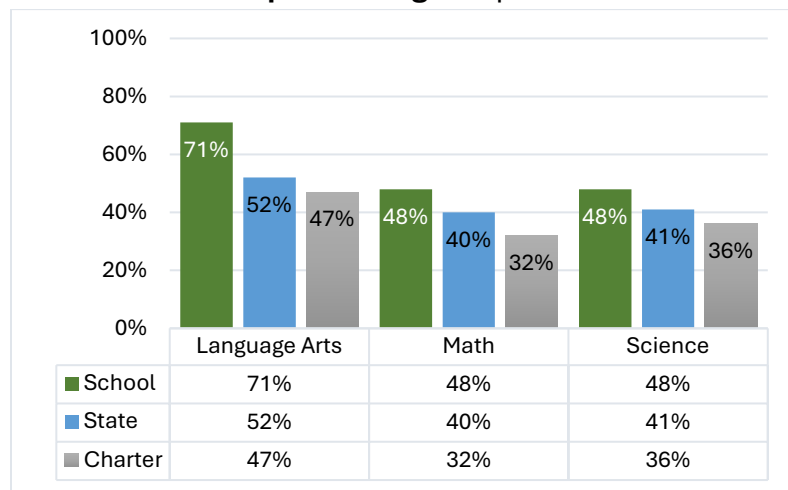
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



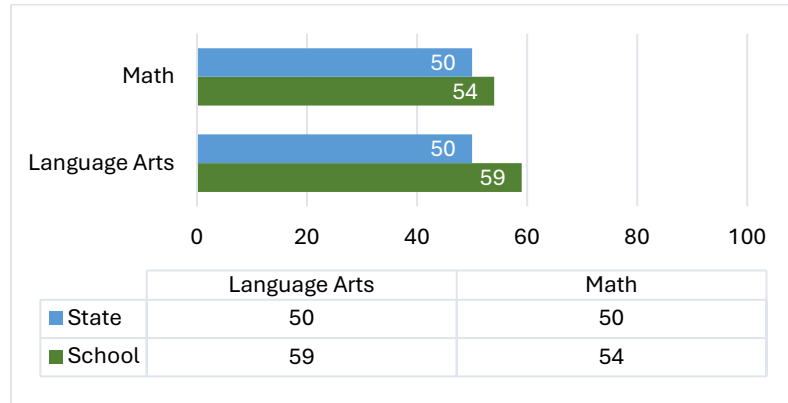
How are **students performing** compared to others?



Academic Performance Framework

Alaka'i O Kaua'i Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

82% Grades K-6

75% Grades 7-8

Regular Attendance

80% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

90% 3rd grade literacy rate of 3rd graders reading on grade level

Indicator 3: Comparative Performance (optional)

(5 / 6 Supplemental Points)

| Measure | Grade Levels | School | Kaua'i Complex |
|---------|--------------|------------|----------------|
| ELA | 3-7 | 71% | 58% |
| Math | 3-7 | 48% | 49% |
| Science | 5 | 48% | 28% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(8 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|----------------|
| Adaptive Diagnostic Tool | I-Ready |
| Local-Specific Diagnostic Tool | |
| Universal Screener | |
| Narrative Analysis of Data Score | 8 |

Financial Performance Framework

Alaka'i O Kaua'i Public Charter School

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|-------|
| School | 4.2 | 136 days | 20.76% | \$390,918 | 9.91% | 99% | Low |
| Assessment | 1 | 1 | 2 | 1 | 1 | 2 | 1 |
| Formula | 0.10 | 0.35 | 0.20 | 0.10 | 0.25 | 0.20 | 1.20 |

Organizational Performance Framework

Alaka'i O Kaua'i Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Alaka'i O Kaua'i Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Alaka'i O Kaua'i Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Connections Public Charter School

Hawai'i Island | 174 Kamehameha Avenue, Hilo, HI 96720 | Established 2000

School Year 2023-2024

Mission

Our mission is to create an 'ohana which is conducive to the recognition and development of individual talents. Thematic and experiential learning experiences are provided which focus on how students construct knowledge using creative and critical thinking. A forum for the development of the ability to recognize and differentiate a quality result or product is offered. Classroom experiences are connected to real life experiences so that students can grow in the understanding of themselves in relation to their community and the world.

Demographics

| | | | |
|---------------------------------|--|--|--|
| 346 Students enrolled | 6% of students are English Language Learners | 86% of students are eligible for Free or Reduced Lunch | 24% of students receive special education services |
|---------------------------------|--|--|--|

Performance Framework

| | | |
|--|---|--|
| 94 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Low</i> Financial Performance Framework | 41 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|---|--|

Academic Performance Framework

Connections Public Charter School

Total Points: 94

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 22/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 15 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 7 |

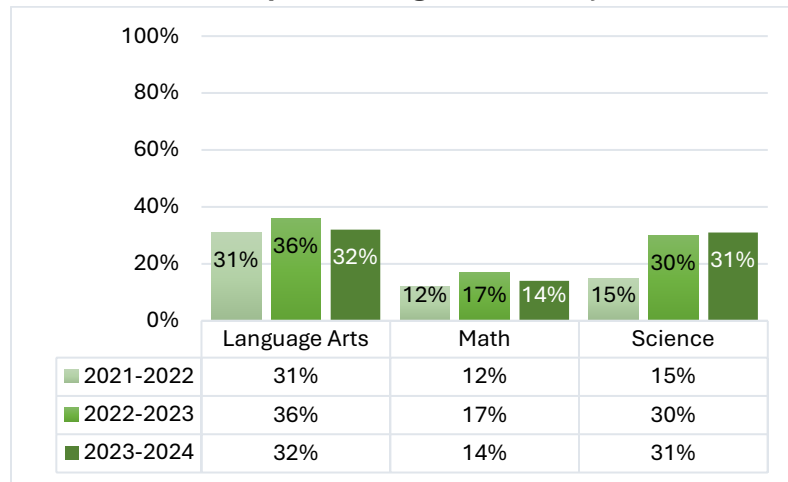
Academic Performance Framework

Connections Public Charter School

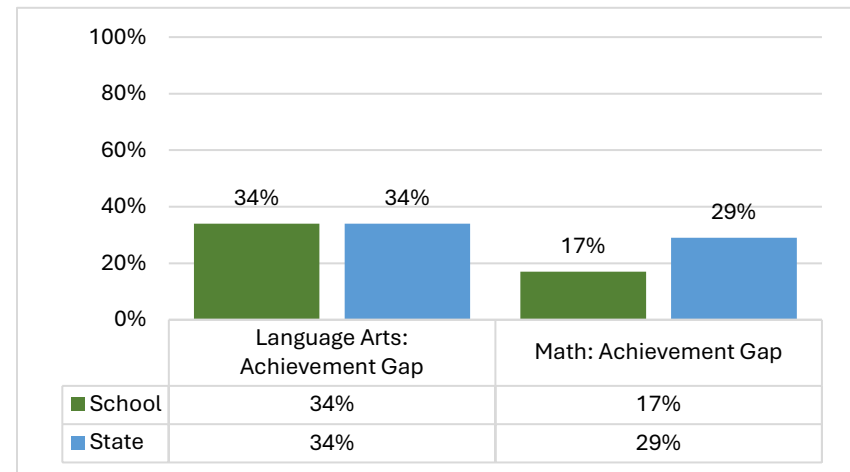
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **61/70**

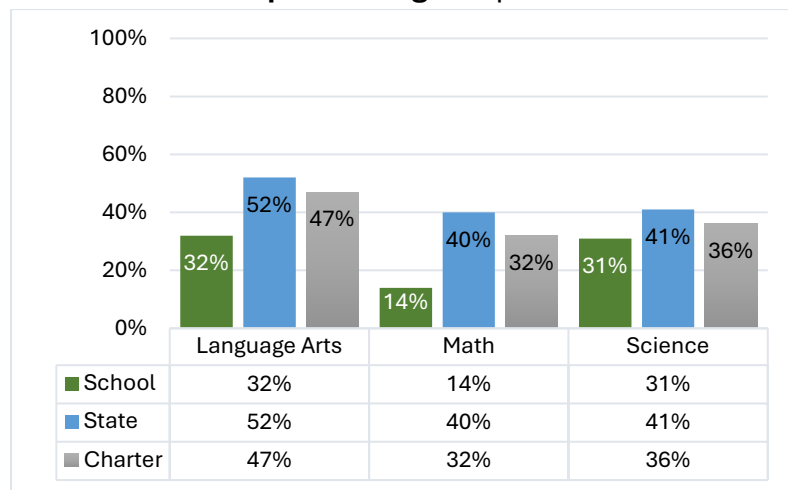
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



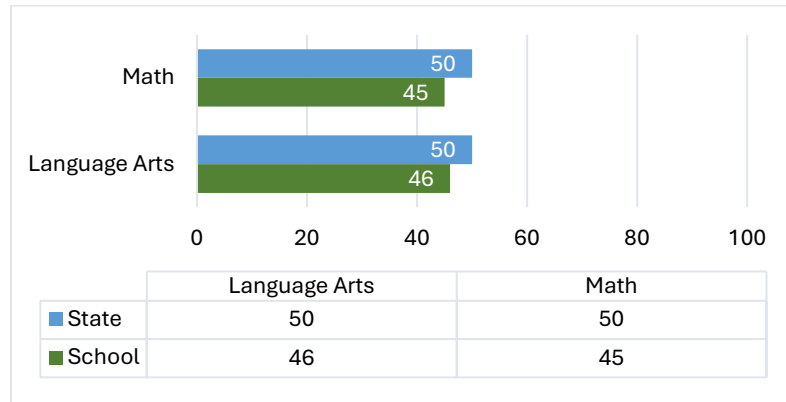
How are **students performing** compared to others?



Academic Performance Framework

Connections Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

45% Grades K-6

57% Grades 7-12

Regular Attendance

42% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

93% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(3/ 6 Supplemental Points)

| Measure | Grade Levels | School | Charter Schools |
|---------|--------------------|--------|-----------------|
| ELA | 3-8, 11 | 32% | 47% |
| Math | 3-8, 11 | 14% | 32% |
| Science | 5 & 8, Biology EOC | 31% | 36% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(8 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|-------------------------|
| Adaptive Diagnostic Tool | Renaissance STAR |
| Local-Specific Diagnostic Tool | |
| Universal Screener | Renaissance STAR |
| Narrative Analysis of Data Score | 8 |

Financial Performance Framework

Connections Public Charter School

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-------------|--------------|-----------------|-------|
| School | 4.7 | 361 days | 27.52% | \$1,251,680 | 11.11% | 114% | Low |
| Assessment | 1 | 1 | 2 | 3 | 1 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.20 | 0.30 | 0.25 | 0.10 | 1.30 |

Organizational Performance Framework

Connections Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Connections Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Connections Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Not Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |

Academic Performance Framework

I. Student Academic Outcomes

| Academic Proficiency | | | |
|----------------------|----------------------|----------------------|-------------|
| Subject | % Proficient: TARGET | % Proficient: ACTUAL | Met target? |
| Math | N/A | 15% | N/A |
| ELA | N/A | 36% | N/A |
| Science | N/A | 18% | N/A |

| Academic Growth | | | |
|-----------------|--------------------|--------------------|-------------|
| Subject | Median SGP: TARGET | Median SGP: ACTUAL | Met target? |
| Math | N/A | 32 | N/A |
| ELA | N/A | 42 | N/A |

College and Career Readiness

| Chronic Absenteeism | | |
|------------------------------|------------------------------|-------------|
| % Chronically Absent: TARGET | % Chronically Absent: ACTUAL | Met target? |
| N/A | 39% | N/A |

| Achievement Gap | | | |
|-----------------|---------------------------------|---------------------------------|-------------|
| Subject | % Proficient High Needs: TARGET | % Proficient High Needs: ACTUAL | Met target? |
| Math | N/A | 6.2% | N/A |
| ELA | N/A | 10% | N/A |

Value Added

| Value Added | |
|-------------|---------------|
| Status: | Not available |

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2022-23 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 Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (3 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (4 \times 0.10) = 1.50$

$0.10 + 0.35 + 0.30 + 0.10 + 0.25 + 0.40 = 1.50 \text{ (Rounded)} = 2$

Final Fiscal Year 2023-24 Risk Assessment: Acceptable rating

Organizational Performance Framework

For School Year 2022-2023, 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 |



Hakipu'u Academy

O'ahu | 45-720 Keahala Road, Kāne'ohe, Hawaii 96744 | Established 2001

School Year 2023-2024

Mission

Hakipu'u Academy (HĀ) is a Hawaiian-focused public charter school of life-long learners (haumāna) who build a sense of integrity (pono), place (piko), and stewardship (kuleana).

HĀ is committed to experiential education influenced by the world around us ('āina) – inspiring students to be innovative, reflective, passionate problem solvers through critical thinking and exhibition (hō'ike). HĀ fosters culturally sensitive and rigorous academic programs suitable for all students (haumāna).

Demographics

| | | | |
|--------------------------------|--|--|--|
| 65 Students enrolled | -- of students are English Language Learners | 86% of students are eligible for Free or Reduced Lunch | 29% of students receive special education services |
|--------------------------------|--|--|--|

Performance Framework

| | | |
|--|---|--|
| 82 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Low</i> Financial Performance Framework | 32 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|---|--|

Academic Performance Framework

Hakipu'u Academy

Total Points: 82

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 20/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 15 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 5 |

Note: data that is missing has been suppressed due to its low n-size

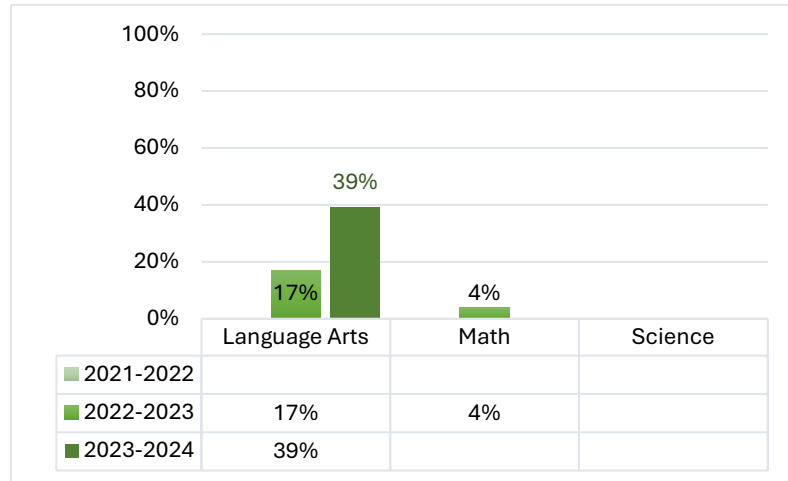
Academic Performance Framework

Hakipu'u Academy

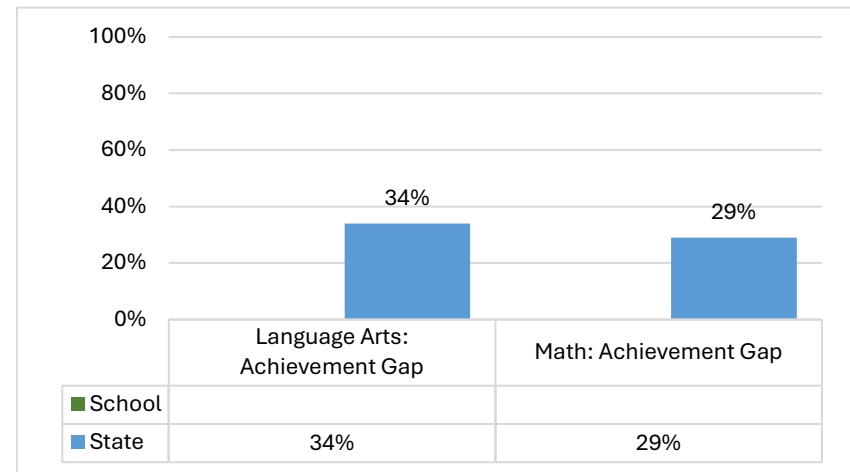
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: 55/70

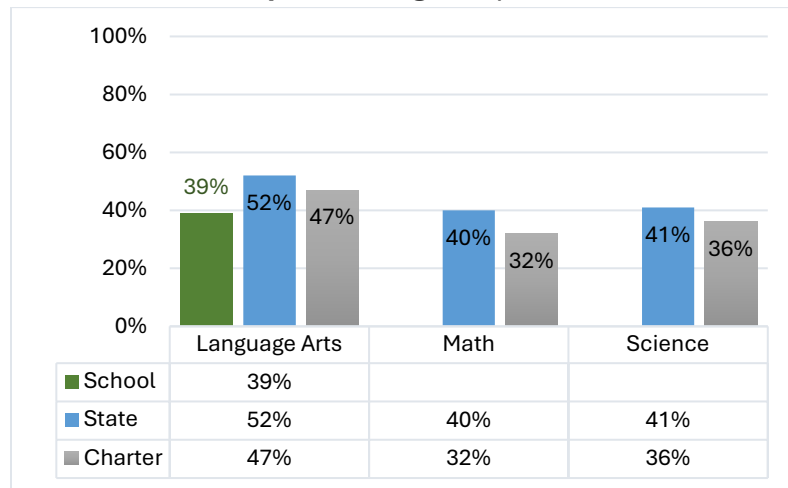
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



How are **students performing** compared to others?

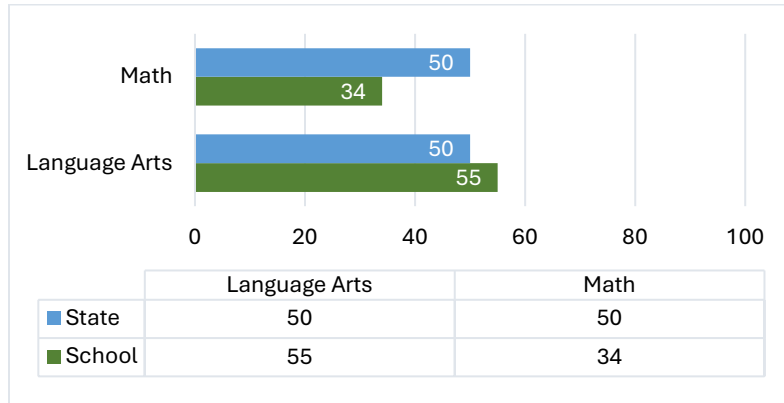


Note: data that is missing has been suppressed due to its low n-size

Academic Performance Framework

Hakipu'u Academy

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

64% Grades 6-12

Regular Attendance

Data Not Available Percent of students attending 90% of instructional days

Post-Secondary Readiness?

100% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Note: data that is missing has been suppressed due to its low n-size

Indicator 3: Comparative Performance (optional)

(3 / 6 Supplemental Points)

| Measure | Grade Levels | School | Charter Schools |
|---------|----------------|--------|-----------------|
| ELA | 7-8, 11 | 39% | 47% |
| Math | 7-8, 11 | | 32% |
| Science | 8, Biology EOC | | 36% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(4 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|------------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | |
| Universal Screener | renaissance STAR |
| Narrative Analysis of Data Score | 4 |

Financial Performance Framework

Hakipu'u Academy

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|-------|
| School | 8.7 | 190 days | 12.42% | \$48,211 | 19.09% | 130% | Low |
| Assessment | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.10 | 0.10 | 0.25 | 0.10 | 1 |

Organizational Performance Framework

Hakipu'u Academy

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Not Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Not Meets |
| 4.6 School governing board member information. | Not Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Not Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Hakipu'u Academy

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Not Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Not Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Hakipu'u Academy

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Not Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Not Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Not Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Not Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Hālau Kū Māna Public Charter School

O'ahu | 2101 Makiki Heights Drive, Honolulu | Established 2000

School Year 2023-2024

Mission

Ho'okumu – Foster a sense of esteem, stewardship and kuleana to the 'aina, our communities and ourselves, through grounding in the ancestral knowledges and practices of Hawai'i and the academic skills necessary to excel in the 21st century.

Ho'okele – Explore and inquire in ways that build upon our ancestral wisdom and bridge to other communities and cultures in a harmonious manner, thus moving toward our highest personal and community goals.

Ho'omana – Provide sustenance and empowerment for ourselves and our communities by striving for high academic, cultural, social, environmental, and economic standards, thus nourishing all piko (centers) – cognitive, emotional, spiritual, and physical.

Demographics

125

Students enrolled

--

of students are English Language Learners

33%

of students are eligible for Free or Reduced Lunch

14%

of students receive special education services

Performance Framework

107

out of 73 points "Meets"

Academic Performance Framework

1

Low

Financial Performance Framework

37

out of 42 sections "Meets"

Organizational Performance Framework

Academic Performance Framework

Hālau Kū Māna Public Charter School

Total Points: 107

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 30/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|-----------|
| 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 | (1-3) | (4-6) | (7-10) | 10 |

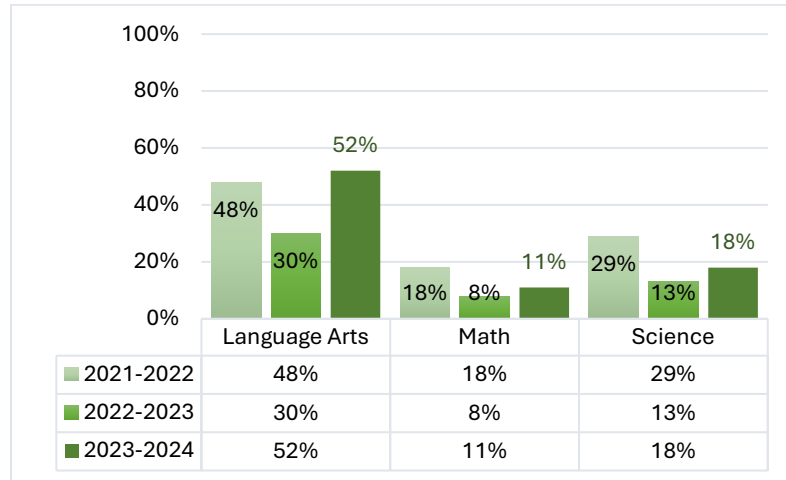
Academic Performance Framework

Hālau Kū Māna Public Charter School

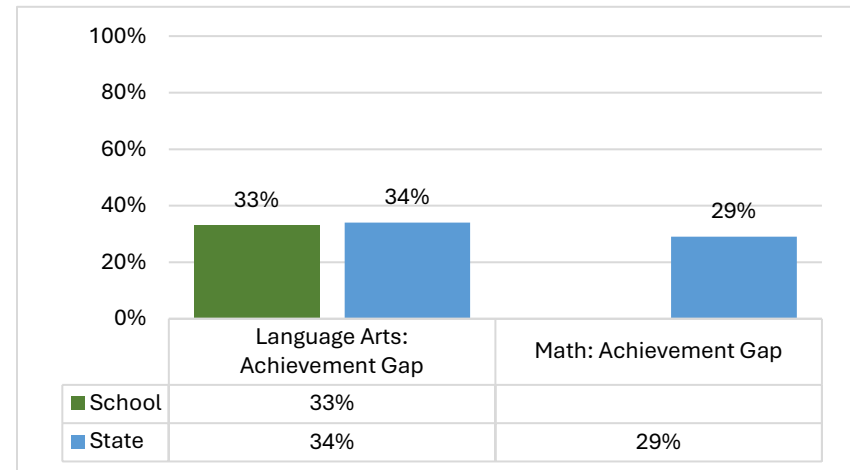
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **64/70**

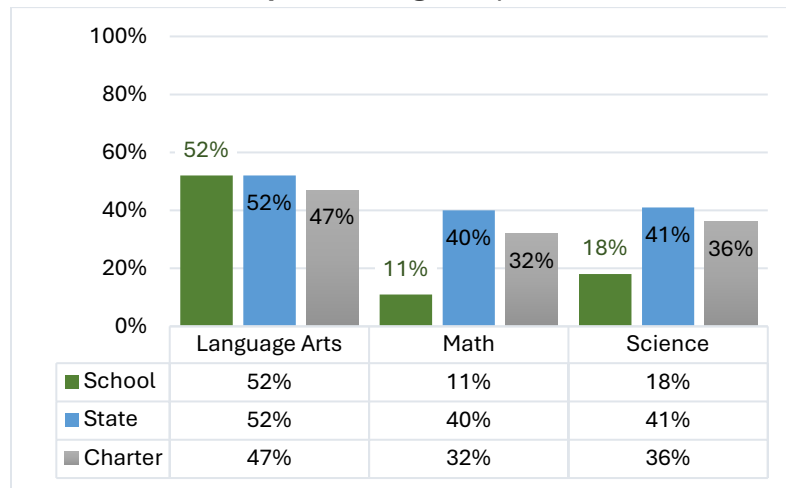
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



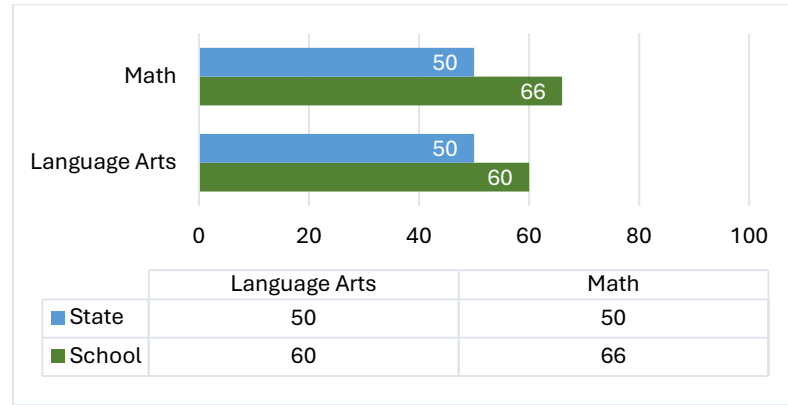
How are **students performing** compared to others?



Academic Performance Framework

Hālau Kū Māna Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

66% Grades 6-12

Regular Attendance

67% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

100% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(4 / 6 Supplemental Points)

| Measure | Grade Levels | School | Charter Schools |
|---------|----------------|------------|-----------------|
| ELA | 6-8, 11 | 52% | 47% |
| Math | 6-8, 11 | 11% | 32% |
| Science | 8, Biology EOC | 18% | 36% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(9 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|-------------|
| Adaptive Diagnostic Tool | NWEA |
| Local-Specific Diagnostic Tool | |
| Universal Screener | |
| Narrative Analysis of Data Score | 9 |

Financial Performance Framework

Hālau Kū Māna Public Charter School

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-------------|--------------|-----------------|-------|
| School | 5.4 | 313 days | 11.52% | (\$499,318) | 24.79% | 136% | Low |
| Assessment | 1 | 1 | 1 | 4 | 1 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.10 | 0.40 | 0.25 | 0.10 | 1.30 |

Organizational Performance Framework

Hālau Kū Māna Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Hālau Kū Māna Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Not Meets |

Organizational Performance Framework

Hālau Kū Māna Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Not Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Not Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Not Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Not Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



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

Hawai'i Island | 15-1397 Post Office Road, Pahoa, HI 96778 | Established 2001

School Year 2023-2024

Mission

The mission of the Hawai'i Academy of Arts and Science is to educate, enrich, and inspire the whole student to thrive by understanding the past, navigating the present, and preparing for the future.

Demographics

| | | | |
|---------------------------------|--|--|--|
| 708 Students enrolled | 2% of students are English Language Learners | 70% of students are eligible for Free or Reduced Lunch | 12% of students receive special education services |
|---------------------------------|--|--|--|

Performance Framework

| | | |
|---|---|--|
| 100 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Low</i> Financial Performance Framework | 42 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|---|---|--|

Academic Performance Framework

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

Total Points: 100

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 26/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 6 |

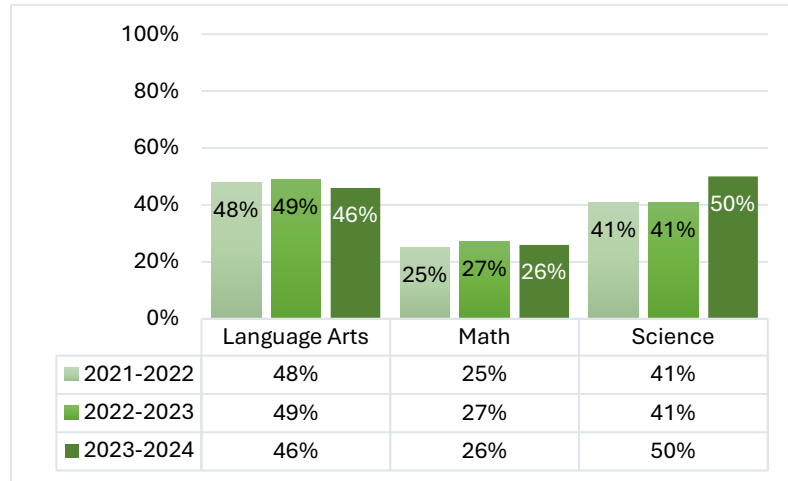
Academic Performance Framework

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

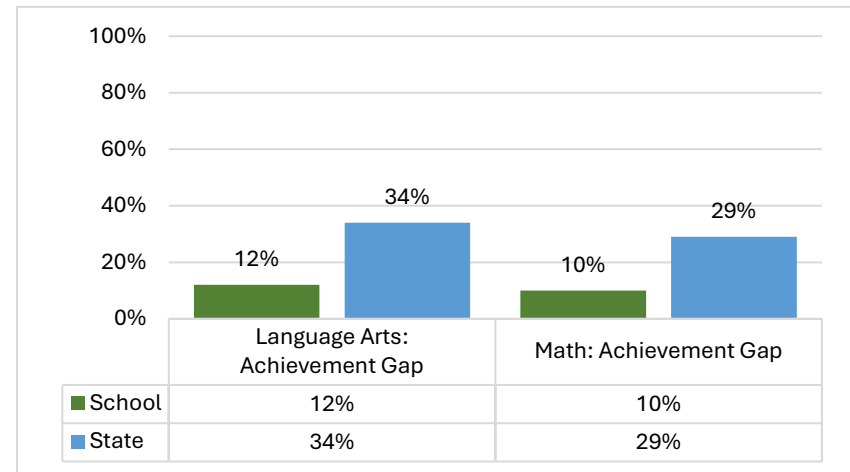
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: 60/70

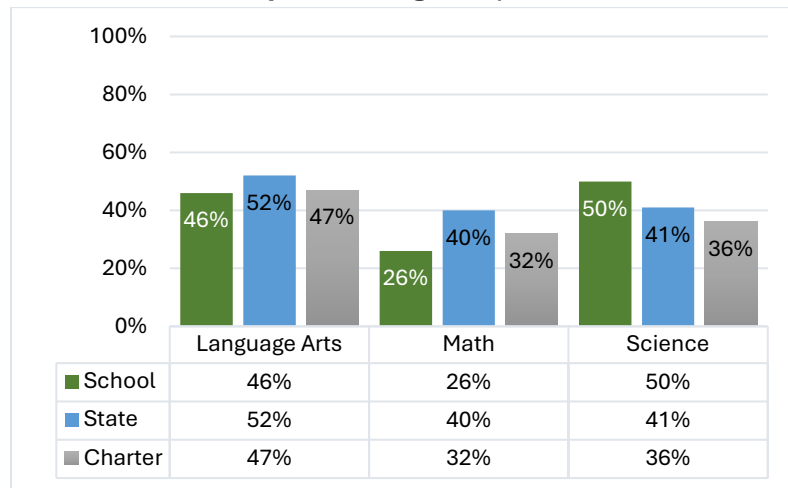
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



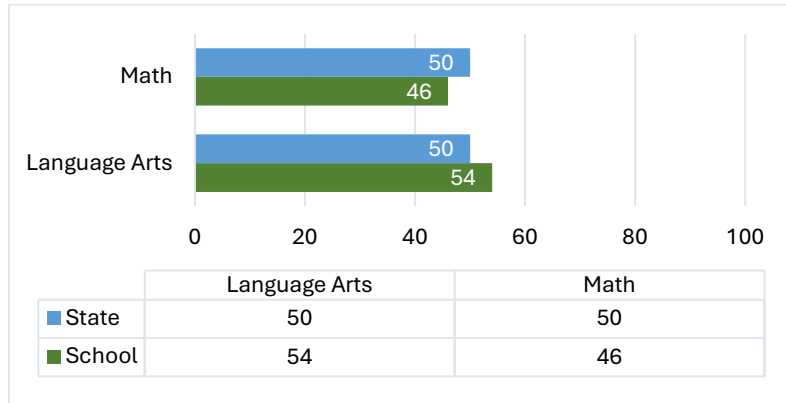
How are **students performing** compared to others?



Academic Performance Framework

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

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

70% Grades 6-12

58% Grades 6-12

Regular Attendance

72% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

95% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

| Measure | Grade Levels | School | Pahoa Complex |
|---------|--------------------|--------|---------------|
| ELA | 3-8, 11 | 46% | 21% |
| Math | 3-8, 11 | 26% | 18% |
| Science | 5 & 8, Biology EOC | 50% | 21% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(8 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|-------------|
| Adaptive Diagnostic Tool | NWEA |
| Local-Specific Diagnostic Tool | |
| Universal Screener | |
| Narrative Analysis of Data Score | 8 |

Financial Performance Framework

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

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

Risk Assessment Result Formula

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

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 & Science Public Charter School (HAAS)

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-------------|--------------|-----------------|-------|
| School | 3.2 | 408 days | 29.32% | \$3,056,475 | 13.72% | 101% | Low |
| Assessment | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.20 | 0.10 | 0.25 | 0.10 | 1.10 |

Organizational Performance Framework

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

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

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

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

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

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Hawai'i Technology Academy

Statewide | 94-450 Mokuola Street, Suite 200, Waipahu HI 96797 | Established 2008

School Year 2023-2024

Mission

Hawaii Technology Academy is an innovative learning community that empowers students to become creative, critical thinkers and enables them to determine their unique paths to success.

Demographics

| | | | |
|-----------------------------------|--|--|---|
| 1,605 Students enrolled | 1% of students are English Language Learners | 15% of students are eligible for Free or Reduced Lunch | 8% of students receive special education services |
|-----------------------------------|--|--|---|

Performance Framework

| | | |
|--|---|--|
| 99 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Low</i> Financial Performance Framework | 39 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|---|--|

Academic Performance Framework

Hawai'i Technology Academy

Total Points: 99

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 25/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 17 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 8 |

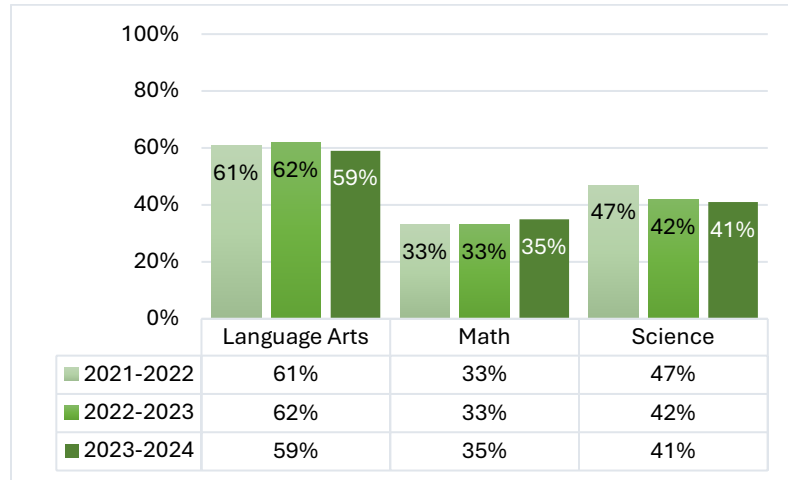
Academic Performance Framework

Hawai'i Technology Academy

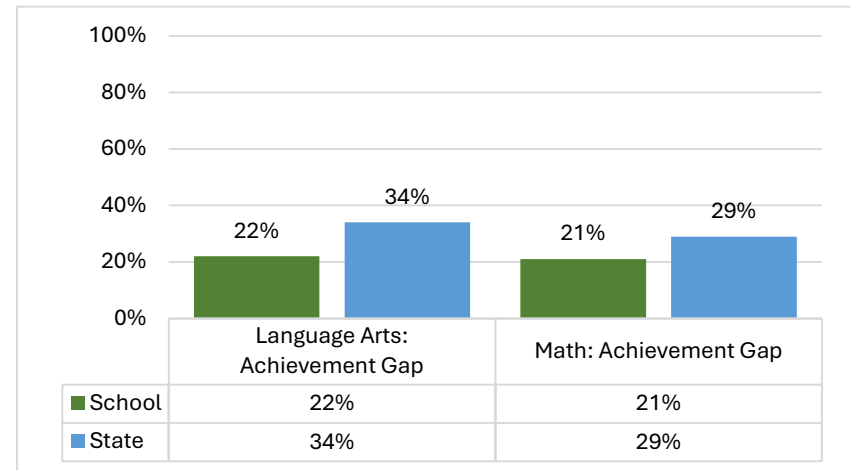
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **61/70**

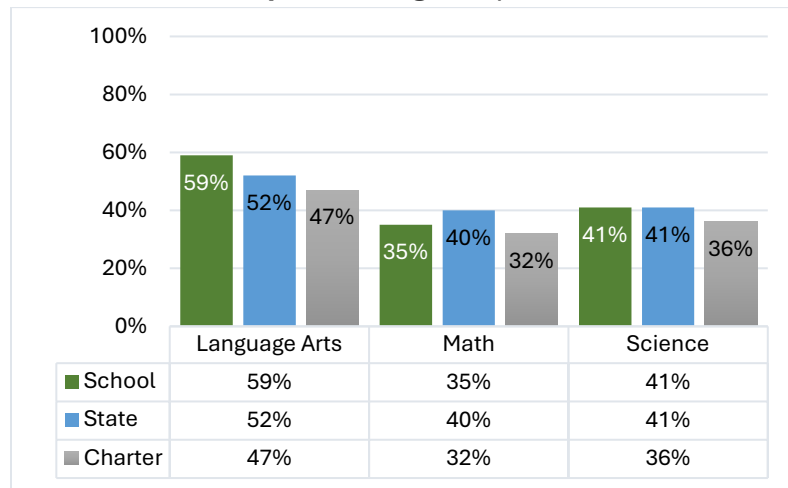
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



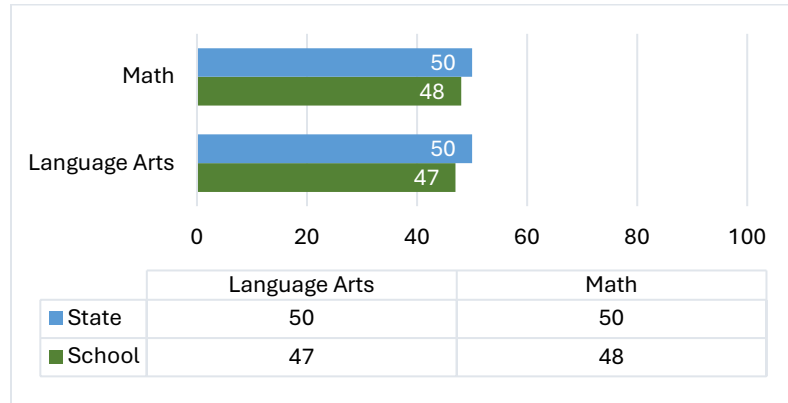
How are **students performing** compared to others?



Academic Performance Framework

Hawai'i Technology Academy

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

76% Grades K-6

67% Grades 7-12

Regular Attendance

87% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

97% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

| Measure | Grade Levels | School | Charter Schools |
|---------|--------------------|------------|-----------------|
| ELA | 3-8, 11 | 59% | 47% |
| Math | 3-8, 11 | 35% | 32% |
| Science | 5 & 8, Biology EOC | 41% | 36% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(7 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|-------------------------|
| Adaptive Diagnostic Tool | renaissance STAR |
| Local-Specific Diagnostic Tool | |
| Universal Screener | renaissance STAR |
| Narrative Analysis of Data Score | 7 |

Financial Performance Framework

Hawai'i Technology Academy

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-------------|--------------|-----------------|-------|
| School | 2.1 | 164 days | 32.77% | \$4,603,017 | 32.77% | 118% | Low |
| Assessment | 1 | 1 | 2 | 4 | 1 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.20 | 0.40 | 0.25 | 0.10 | 1.40 |

Organizational Performance Framework

Hawai'i Technology Academy

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Hawai'i Technology Academy

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Not Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Hawai'i Technology Academy

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Not Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Not Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Innovations Public Charter School

Hawai'i Island | 75-5815 Queen Ka`ahumanu Highway, Kailua Kona, HI 96740 | Established 2001

School Year 2023-2024

Mission

The mission of Innovations Public Charter School is to provide the highest quality education to the children of West Hawaii through innovative teaching techniques that meet the needs of every learner.

Demographics

| | | | |
|---------------------------------|--|--|---|
| 240 Students enrolled | -- of students are English Language Learners | 48% of students are eligible for Free or Reduced Lunch | 5% of students receive special education services |
|---------------------------------|--|--|---|

Performance Framework

| | | |
|---|---|--|
| 102 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Low</i> Financial Performance Framework | 42 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|---|---|--|

Academic Performance Framework

Innovations Public Charter School

Total Points: 102

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 30/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|-----------|
| 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 | (1-3) | (4-6) | (7-10) | 10 |

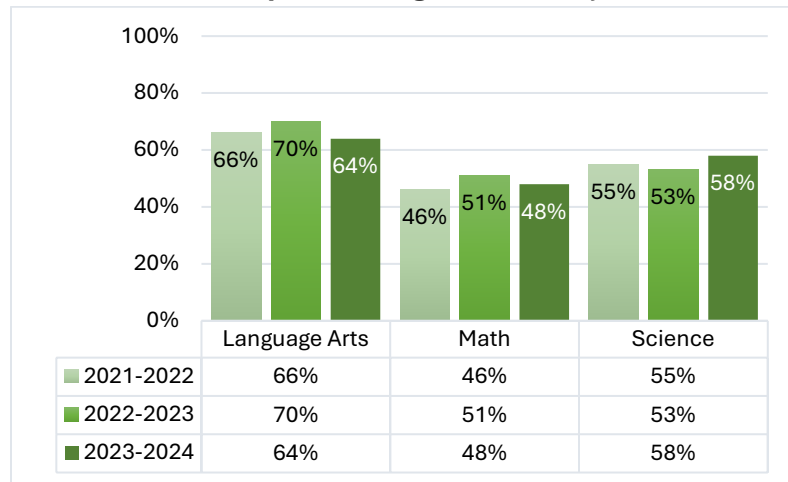
Academic Performance Framework

Innovations Public Charter School

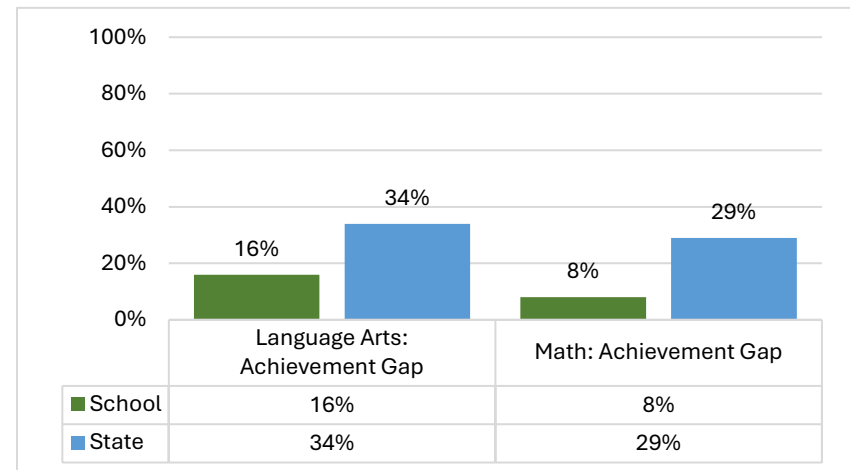
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **59/70**

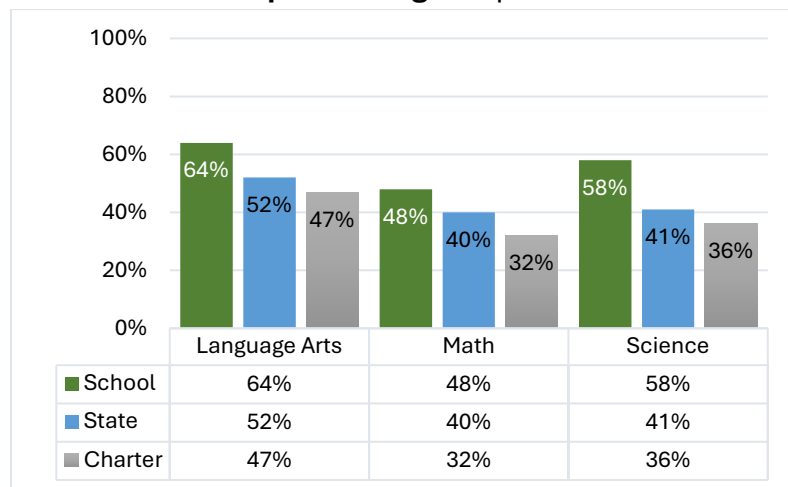
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



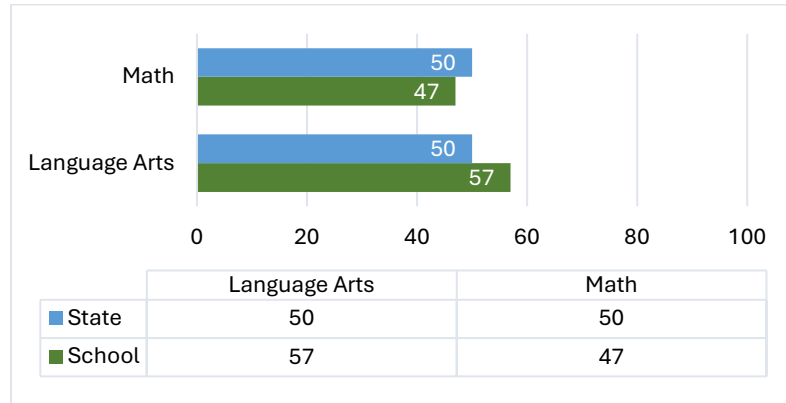
How are **students performing** compared to others?



Academic Performance Framework

Innovations Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

83% Grades K-6

63% Grades 7-8

Regular Attendance

74% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

90% 8th grade literacy rate of 8th graders reading on grade level

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

| Measure | Grade Levels | School | Kealakehe Complex |
|---------|--------------|------------|-------------------|
| ELA | 3-8 | 64% | 40% |
| Math | 3-8 | 48% | 26% |
| Science | 5 & 8 | 58% | 34% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(7 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|--|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | Innovations Comprehensive School Assessment |
| Universal Screener | |
| Narrative Analysis of Data Score | 7 |

Financial Performance Framework

Innovations Public Charter School

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|-------|
| School | 2.0 | 214 days | 69.97% | \$747,130 | 12.38% | 122% | Low |
| Assessment | 1 | 1 | 4 | 1 | 1 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.40 | 0.10 | 0.25 | 0.10 | 1.30 |

Organizational Performance Framework

Innovations Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Innovations Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Innovations Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Ka 'Umeke Kā'eo

Hawai'i Island | 1500 Kalaniana'ole Ave. Hilo Hawai'i 96720 | Established 2001

School Year 2023-2024

Mission

I ulu i ke kuamo'o, I mana i ka 'oiwi, I kā'eo no ka hanauna hou (Inspired by our past, Empowered by our identity, prepared for our future)

Demographics

| | | | |
|---------------------------------|--|--|---|
| 275 Students enrolled | -- of students are English Language Learners | 79% of students are eligible for Free or Reduced Lunch | 7% of students receive special education services |
|---------------------------------|--|--|---|

Performance Framework

| | | |
|---|---|--|
| 107 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Low</i> Financial Performance Framework | 41 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|---|---|--|

Academic Performance Framework

Ka 'Umeke Kā'eo

Total Points: 107

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 30/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|-----------|
| 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 | (1-3) | (4-6) | (7-10) | 10 |

Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: 65 /70

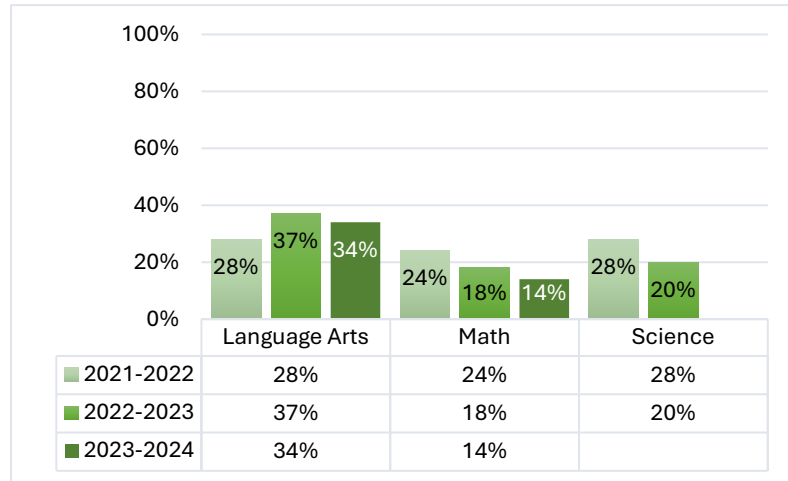
The data under “How are **students performing** in each subject?” and “How are **student subgroups performing?**” represents aggregate proficiency scores taken from the Smarter Balanced Assessments (SBA) and the Kaiapuni Assessment of Educational Outcome (KĀ'EO). The data under “How are **students performing** compared to others?” represents disaggregated student proficiency scores on the SBA and KĀ'EO.

Note: data that is missing has been suppressed due to its low n-size

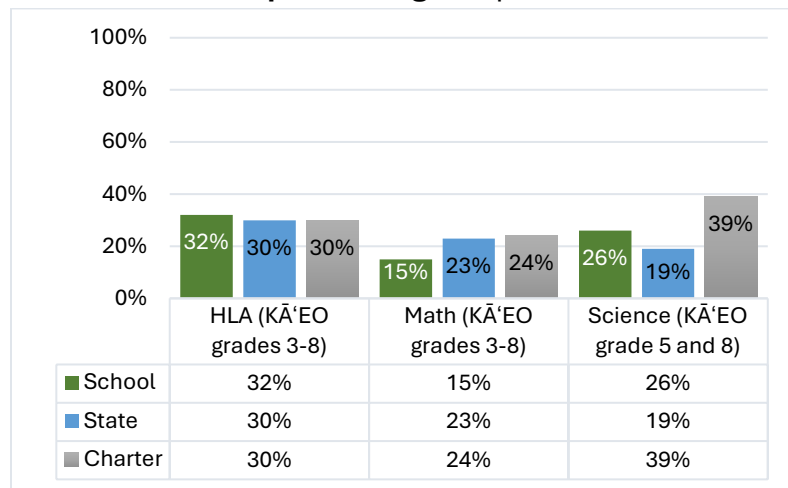
Academic Performance Framework

Ka 'Umeke Kā'eo

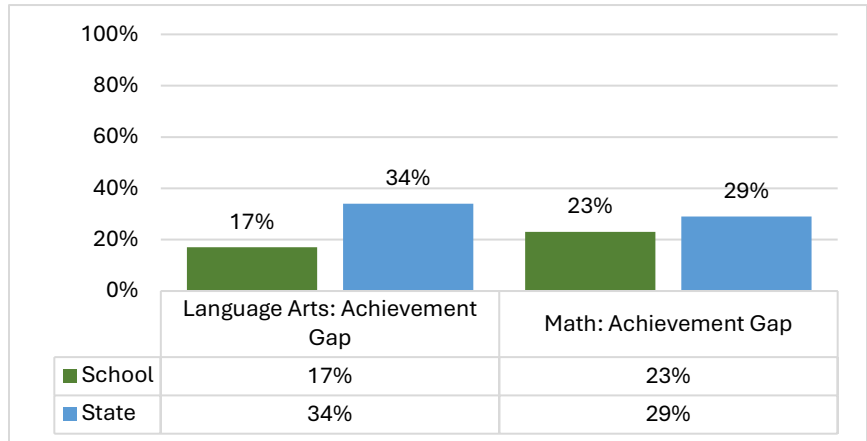
How are **students performing** in each subject?



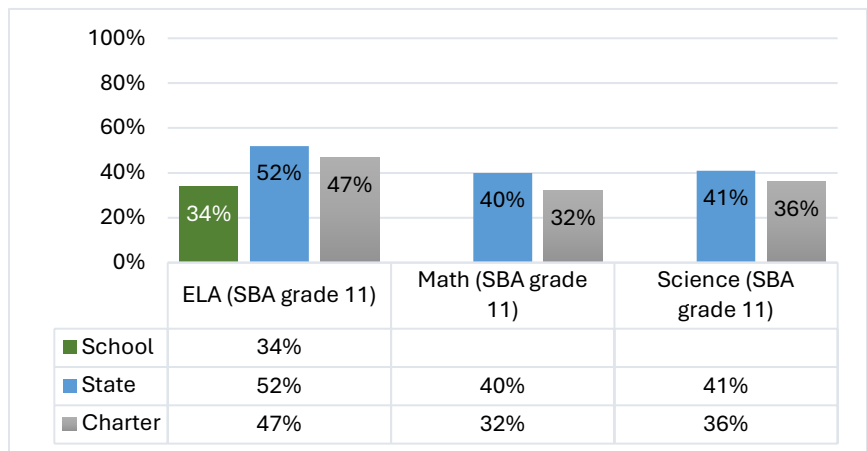
How are **students performing** compared to others?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



How are **students performing** compared to others?

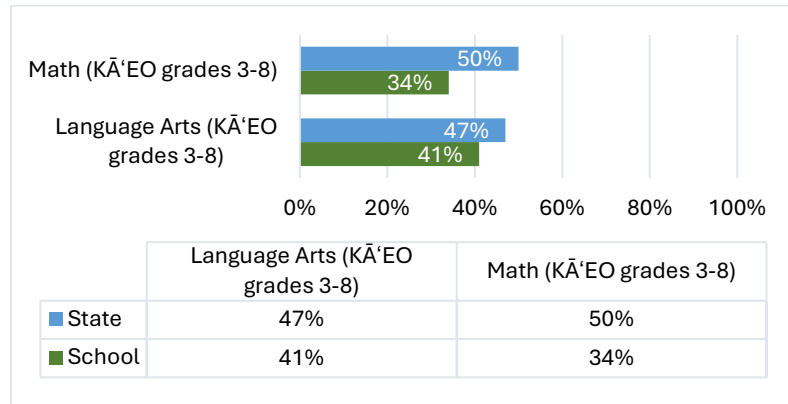


Note: data that is missing has been suppressed due to its low n-size

Academic Performance Framework

Ka 'Umeke Kā'eo

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

70% Grades K-6

63% Grades 7-12

Regular Attendance

71% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

90% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Note: data that is missing has been suppressed due to its low n-size

Indicator 3: Comparative Performance (optional)

(4 / 6 Supplemental Points)

| Measure | Grade Levels | School (KĀ'EO) | Charter Schools (KĀ'EO) |
|---------|--------------|----------------|-------------------------|
| HLA | 3-8 | 32% | 30% |
| Math | 3-8 | 15% | 24% |
| Science | 5 & 8 | 26% | 36% |

Indicator 4: School Reported Data - Site-Relevant

Diagnostics (optional)

(8 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|--|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | |
| Universal Screener | Hawaiian Language Literacy Assessment |
| Narrative Analysis of Data Score | 8 |

Financial Performance Framework

Ka 'Umeke Kā'eo

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|-------|
| School | 4.8 | 201 days | 18.72% | \$814,703 | 10.92% | 117% | Low |
| Assessment | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.10 | 0.10 | 0.25 | 0.10 | 1.00 |

Organizational Performance Framework

Ka 'Umeke Kā'eo

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Ka 'Umeke Kā'eo

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Ka 'Umeke Kā'eo

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Not Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Ka Waihona o ka Na'auao Public Charter School

O'ahu | 89-195 Farrington Highway, Waianae, HI 96792 | Established 2001

School Year 2023-2024

Mission

Ka Waihona o ka Na'auao creates socially responsible, resilient and resourceful young men and women, by providing an environment of academic excellence, social confidence and cultural awareness.

Demographics

| | | | |
|---------------------------------|--|--|---|
| 626 Students enrolled | -- of students are English Language Learners | 67% of students are eligible for Free or Reduced Lunch | 9% of students receive special education services |
|---------------------------------|--|--|---|

Performance Framework

| | | |
|--|---|--|
| 92 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Low</i> Financial Performance Framework | 39 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|---|--|

Academic Performance Framework

Ka Waihona o ka Na'auao Public Charter School

Total Points: 92

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 23/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 15 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 8 |

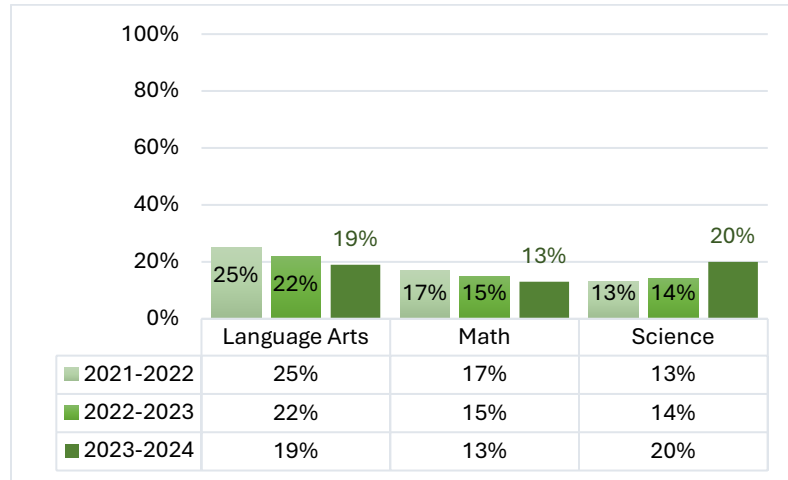
Academic Performance Framework

Ka Waihona o ka Na'auao Public Charter School

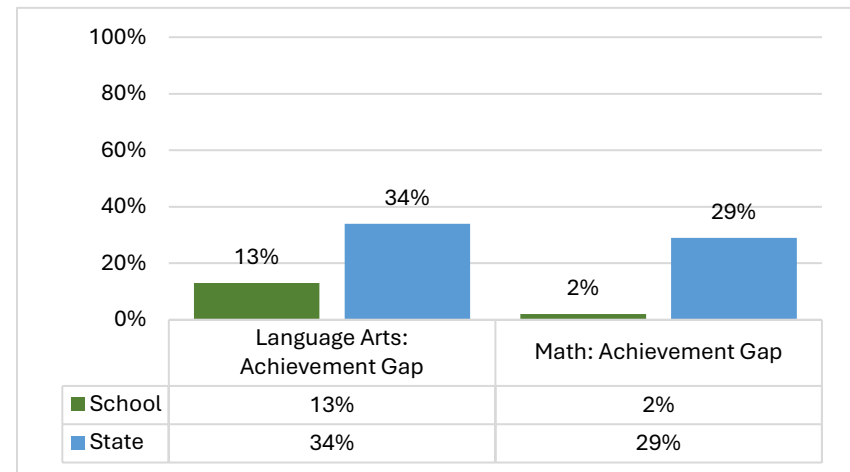
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **58/70**

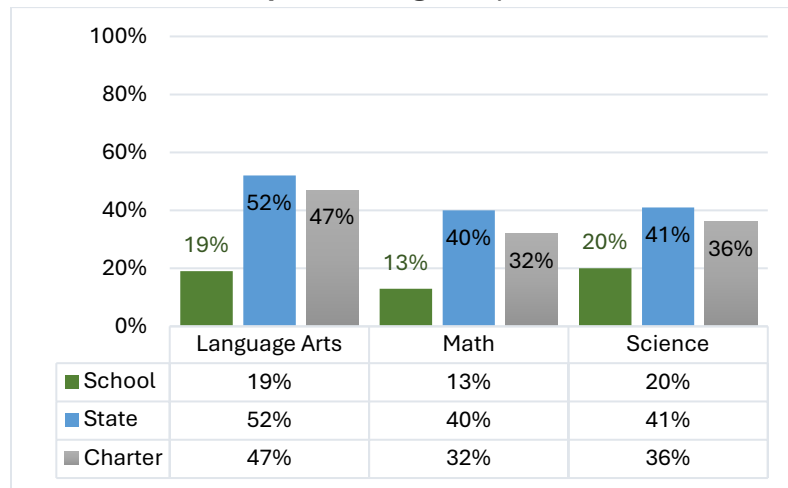
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



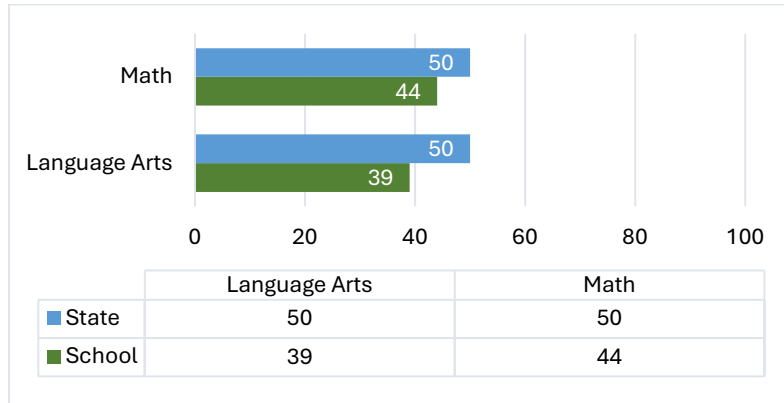
How are **students performing** compared to others?



Academic Performance Framework

Ka Waihona o ka Na'auao Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

72% Grades K-6

59% Grades 7-12

Regular Attendance

58% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

61% 8th grade literacy rate of 8th graders reading on grade level

Indicator 3: Comparative Performance (optional)

(4 / 6 Supplemental Points)

| Measure | Grade Levels | School | Nānākuli |
|---------|--------------|------------|------------|
| ELA | 3-8 | 19% | 22% |
| Math | 3-8 | 13% | 15% |
| Science | 5 & 8 | 20% | 11% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(7 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|----------------------|
| Adaptive Diagnostic Tool | I-Ready, NWEA |
| Local-Specific Diagnostic Tool | |
| Universal Screener | I-Ready, NWEA |
| Narrative Analysis of Data Score | 7 |

Financial Performance Framework

Ka Waihona o ka Na'auao Public Charter School

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-------------|--------------|-----------------|-------|
| School | 8.0 | 315 days | 8.92% | \$2,718,388 | 25.77% | 189% | Low |
| Assessment | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.10 | 0.10 | 0.25 | 0.10 | 1 |

Organizational Performance Framework

Ka Waihona o ka Na'auao Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Not Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Not Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Ka Waihona o ka Na'auao Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Ka Waihona o ka Na'auao Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Not Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Kamaile Academy Public Charter School

O'ahu | 85-180 Ala Akau Street, Waianae, HI 96792 | Established 2007

School Year 2023-2024

Mission

To prepare self-directed, self-aware, college-ready learners who will embrace the challenge of obstacles, experience the pride of perseverance and accomplishment, and demonstrate the strength of 'ohana and community.

Demographics

| | | | |
|---------------------------------|---|---|--|
| 893 Students enrolled | 13% of students are English Language Learners | -- of students are eligible for Free or Reduced Lunch | 18% of students receive special education services |
|---------------------------------|---|---|--|

Performance Framework

| | | |
|--|---|--|
| 89 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Low</i> Financial Performance Framework | 41 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|---|--|

Academic Performance Framework

Kamaile Academy Public Charter School

Total Points: 89

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 21/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 15 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 6 |

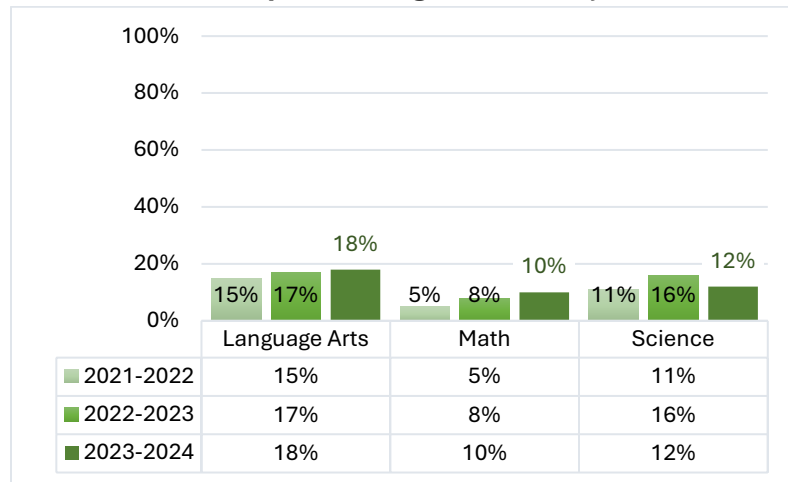
Academic Performance Framework

Kamaile Academy Public Charter School

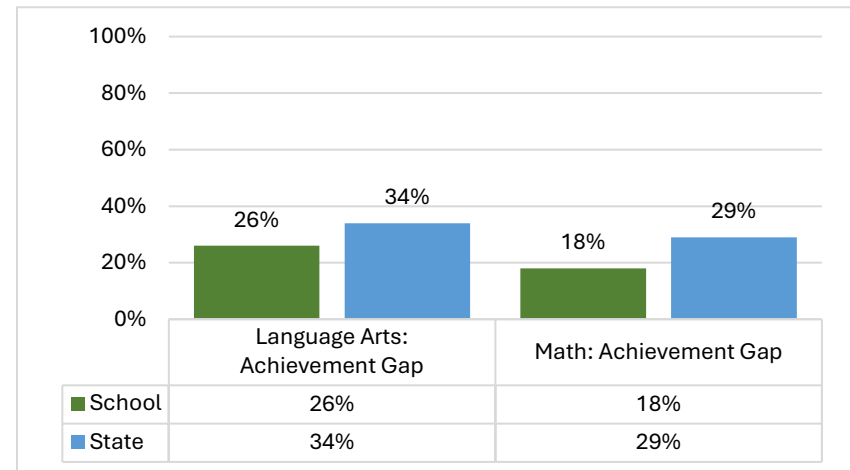
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **58/70**

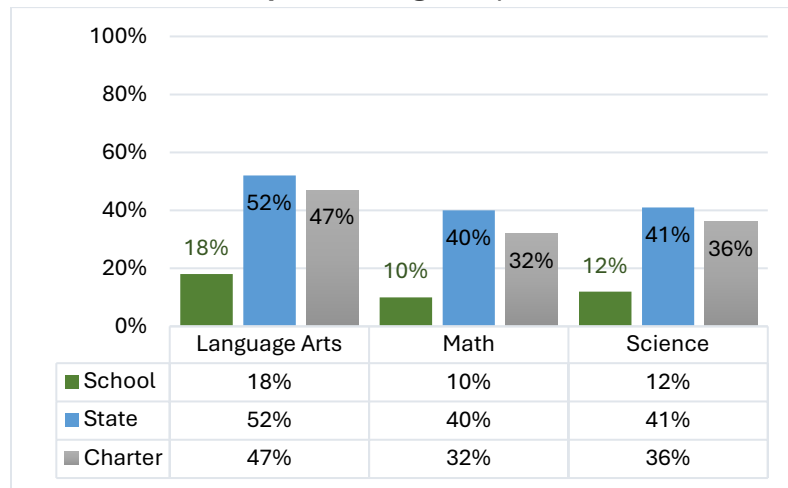
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



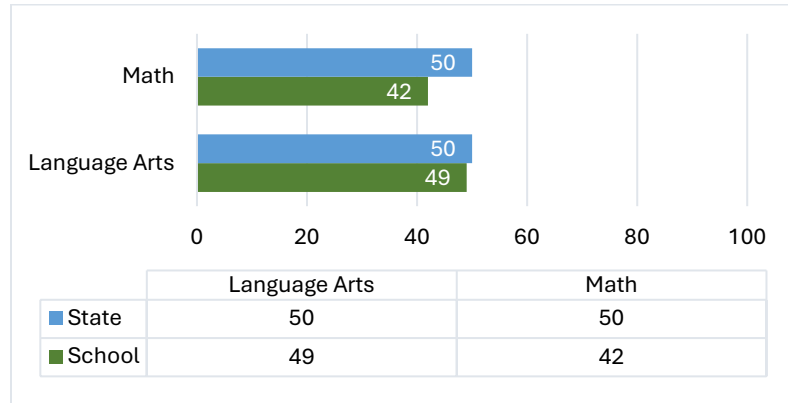
How are **students performing** compared to others?



Academic Performance Framework

Kamaile Academy Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

65% Grades K-6

55% Grades 7-12

Regular Attendance

46% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

88% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(3 / 6 Supplemental Points)

| Measure | Grade Levels | School | Nānākuli-Wai'anae |
|---------|--------------------|--------|-------------------|
| ELA | 3-8, 11 | 18% | 28% |
| Math | 3-8, 11 | 10% | 19% |
| Science | 5 & 8, Biology EOC | 12% | 17% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(7 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|-------------------|
| Adaptive Diagnostic Tool | I-Ready |
| Local-Specific Diagnostic Tool | |
| Universal Screener | DIBELS K-8 |
| Narrative Analysis of Data Score | 7 |

Financial Performance Framework

Kamaile Academy Public Charter School

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

Risk Assessment Result Formula

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

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 Public Charter School

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|------------|---------------|------------------------|---------------------|-------------|--------------|-----------------|-------|
| School | 6.0 | 272 days | 15.17% | \$2,281,652 | 3.67% | 109% | Low |
| Assessment | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.10 | 0.10 | 0.25 | 0.10 | 1.00 |

Organizational Performance Framework

Kamaile Academy Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Kamaile Academy Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Kamaile Academy Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Not Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Kamalani Academy

O'ahu | 1403 California Avenue, Wahiawā, Hawai'i 96786 | Established 2016

School Year 2023-2024

Mission

Our school mission is to prepare our students to participate in their community's using aloha, ho'ihi, and having a malama mentality. That their individual talents can be used to move the world forward in unity, knowing that in order to be a contributing member, one must have love, respect, and acceptance of self and others.

Demographics

112

Students enrolled

--

of students are English Language Learners

26%

of students are eligible for Free or Reduced Lunch

14%

of students receive special education services

Performance Framework

78

out of 73 points "Meets"

Academic Performance Framework

The risk assessment could not be calculated at this time due to missing audit reports.

Financial Performance Framework

33

out of 42 sections "Meets"

Organizational Performance Framework

Academic Performance Framework

Kamalani Academy

Total Points: 78

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 20/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 15 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 5 |

Note: data that is missing has been suppressed due to its low n-size

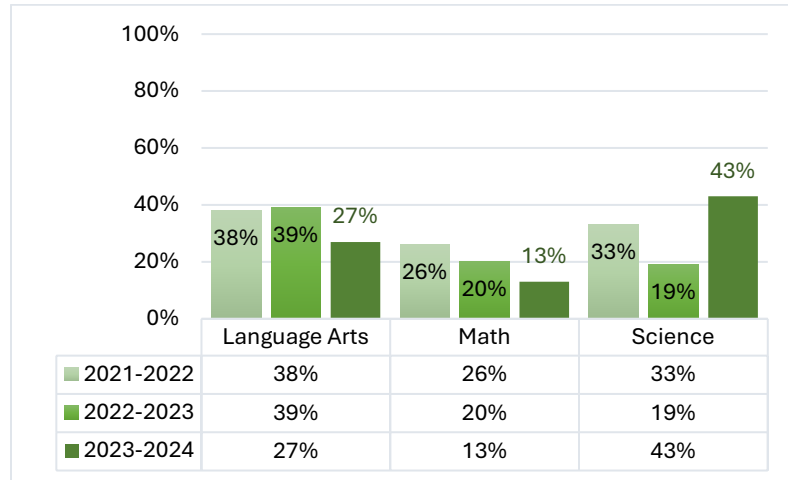
Academic Performance Framework

Kamalani Academy

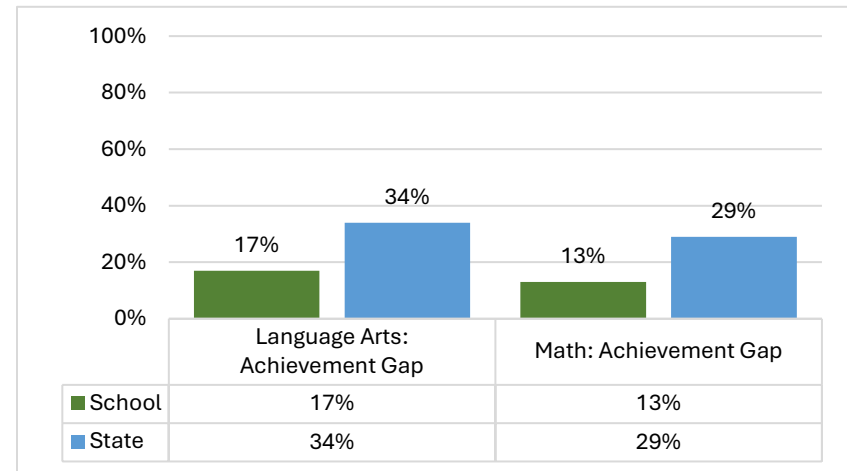
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **52/70**

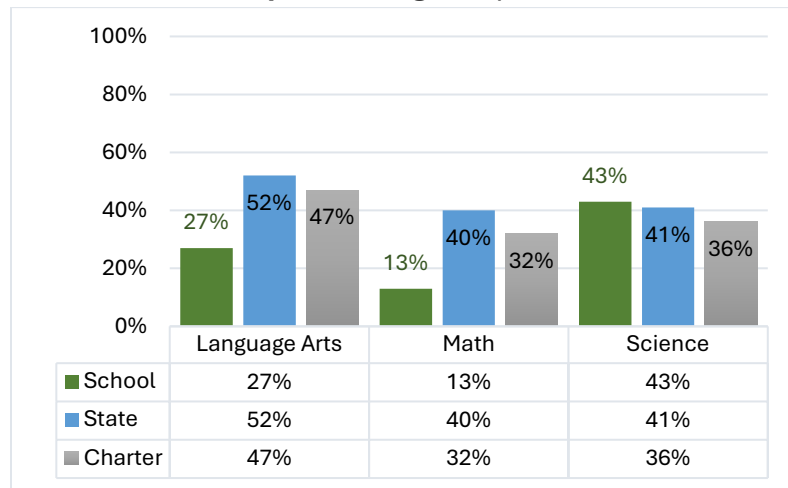
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



How are **students performing** compared to others?

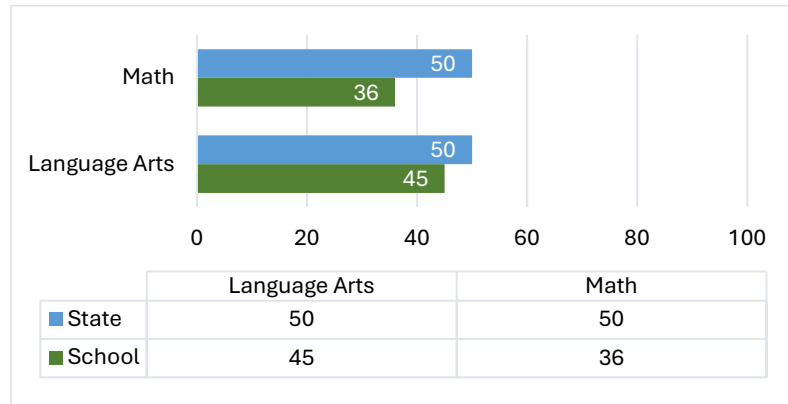


Note: data that is missing has been suppressed due to its low n-size

Academic Performance Framework

Kamalani Academy

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

69% Grades K-6

41% Grades 7-8

Regular Attendance

86% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

Suppressed Data 8th grade literacy rate of 8th graders reading on grade level

Note: data that is missing has been suppressed due to its low n-size

Indicator 3: Comparative Performance (optional)

(Did not participate / 6 Supplemental Points)

| Measure | Grade Levels | School | Did not participate |
|---------|--------------|--------|---------------------|
| ELA | 3-8 | 27% | |
| Math | 3-8 | 13% | |
| Science | 5 & 8 | 43% | |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(6 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|----------------|
| Adaptive Diagnostic Tool | I-Ready |
| Local-Specific Diagnostic Tool | |
| Universal Screener | |
| Narrative Analysis of Data Score | 6 |

Financial Performance Framework

Kamaile Academy Public Charter School

Audited Fiscal Year 2023-2024

| |
|-------------------|
| Assessment |
| Score |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|-------|
| School | | | | | | | |
| Assessment | | | | | | | |
| Formula | | | | | | | |

The risk assessment could not be calculated at this time due to missing audit reports.

Note: data that is missing has been suppressed due to its low n-size

Organizational Performance Framework

Kamalani Academy

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Not Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Not Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Kamalani Academy

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Not Meets |
| 10.8 (b) Student conduct and discipline | Not Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Not Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Not Meets |
| 10.8 (g) Financial management | Not Meets |
| 10.8 (h) Personnel | Not Meets |

Organizational Performance Framework

Kamalani Academy

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Not Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Kanu o ka 'Āina New Century Public Charter School

Hawai'i Island | 64-1043 Hi'iaka Street, Kamuela, HI 96743 | Established 2000

School Year 2023-2024

Mission

Kanu's mission is to kūlia i ka nu'u, or strive for the highest. A philosophy of excellence guides Kanu as we collectively design, implement and continuously evaluate a quality, culturally-driven, intergenerational Hawaiian model of education with Aloha.

Demographics

595

Students enrolled

1%

of students are English Language Learners

48%

of students are eligible for Free or Reduced Lunch

6%

of students receive special education services

Performance Framework

95

out of 73 points "Meets"

Academic Performance Framework

2

Acceptable

Financial Performance Framework

42

out of 42 sections "Meets"

Organizational Performance Framework

Academic Performance Framework

Kanu o ka 'Āina New Century Public Charter School

Total Points: 95

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 30/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|-----------|
| 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 | (1-3) | (4-6) | (7-10) | 10 |

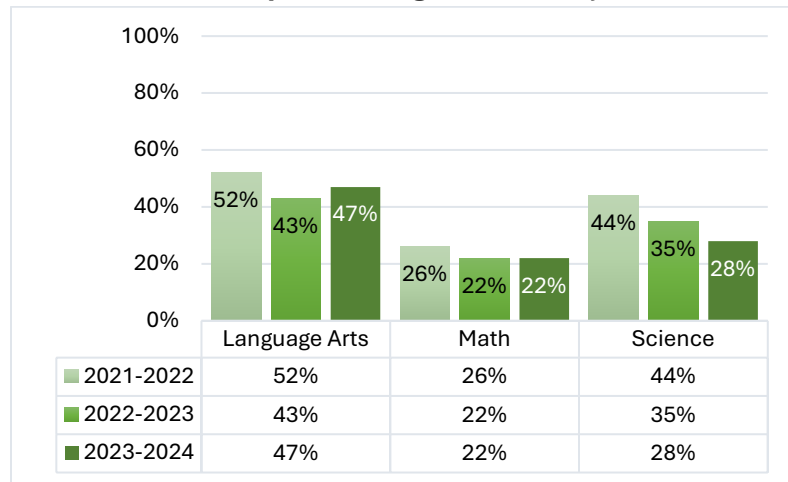
Academic Performance Framework

Kanu o ka 'Āina New Century Public Charter School

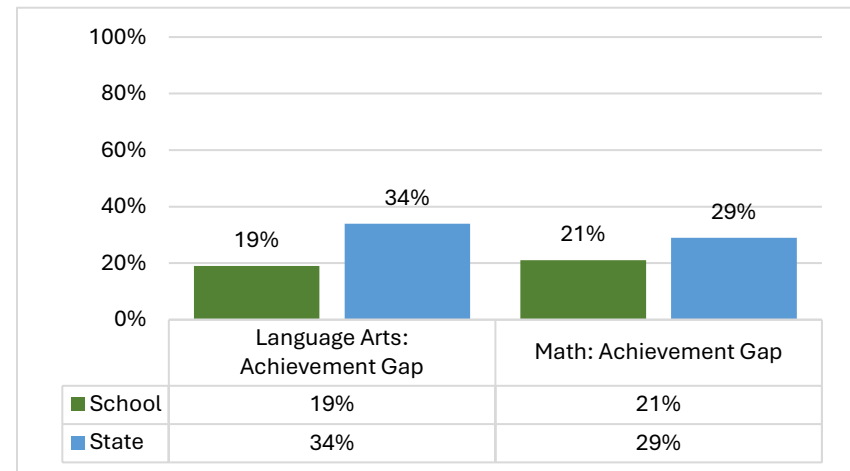
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **52/70**

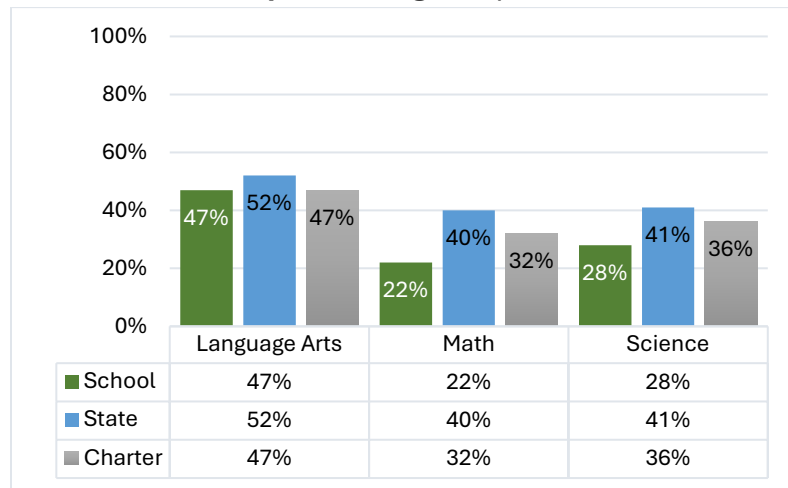
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



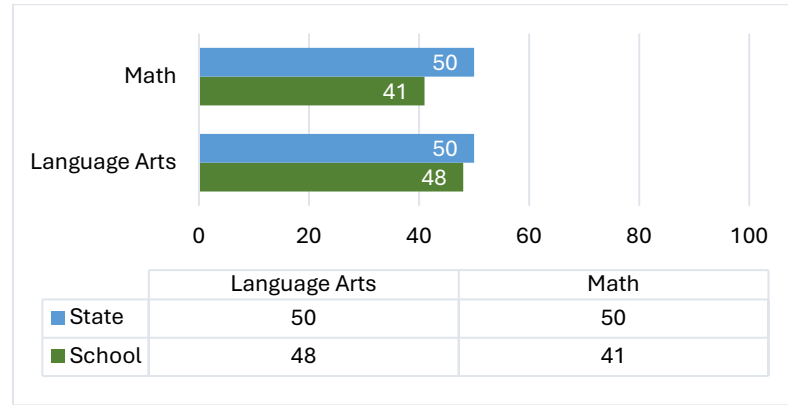
How are **students performing** compared to others?



Academic Performance Framework

Kanu o ka 'Āina New Century Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

62% Grades K-6

59% Grades 7-12

Regular Attendance

90% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

90% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(4 / 6 Supplemental Points)

| Measure | Grade Levels | School | Honoka'a Complex |
|---------|--------------------|------------|------------------|
| ELA | 3-8, 11 | 47% | 40% |
| Math | 3-8, 11 | 22% | 35% |
| Science | 5 & 8, Biology EOC | 28% | 30% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(9 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|---|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | Internal Hula Drama & Cultural Hō'ike Diagnostics Tool |
| Universal Screener | |
| Narrative Analysis of Data Score | 9 |

Financial Performance Framework

Kanu o ka 'Āina New Century Public Charter School

Audited Fiscal Year 2023-2024

| |
|-------------------|
| Acceptable |
| 2 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|---------------|--------------|-----------------|------------|
| School | 2.8 | 222 days | 32.62% | (\$2,243,135) | 10.88% | 93% | Acceptable |
| Assessment | 1 | 1 | 2 | 3 | 1 | 4 | 2 |
| Formula | 0.10 | 0.35 | 0.20 | 0.30 | 0.25 | 0.40 | 1.60 |

Organizational Performance Framework

Kanu o ka 'Āina New Century Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Kanu o ka 'Āina New Century Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Kanu o ka 'Āina New Century Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Kanuikapono Public Charter School

Kaua'i | 4333 Kukuihale Rd., Anahola, HI 96703 | Established 2001

School Year 2023-2024

Mission

Our mission is to nurture lifelong learners able to embrace the world of our ancestors, 21st century skilled with aloha and respect for self, family, community and the environment.

Demographics

| | | | |
|---------------------------------|--|--|--|
| 211 Students enrolled | -- of students are English Language Learners | 55% of students are eligible for Free or Reduced Lunch | 14% of students receive special education services |
|---------------------------------|--|--|--|

Performance Framework

| | | |
|--|---|--|
| 77 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Low</i> Financial Performance Framework | 37 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|---|--|

Academic Performance Framework

Kanuikapono Public Charter School

Total Points: 77

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 22/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 15 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 7 |

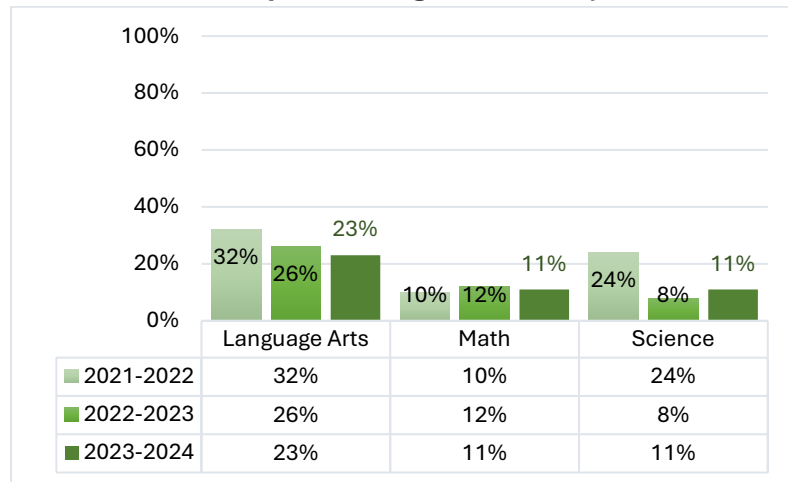
Academic Performance Framework

Kanuikapono Public Charter School

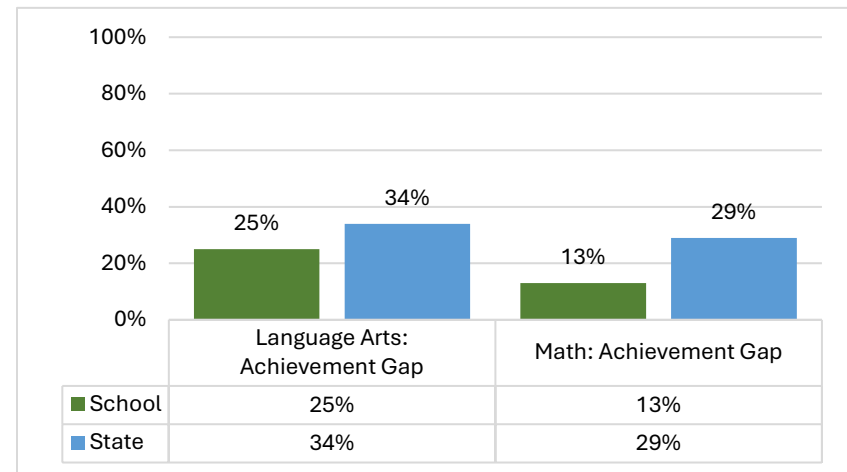
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **55/70**

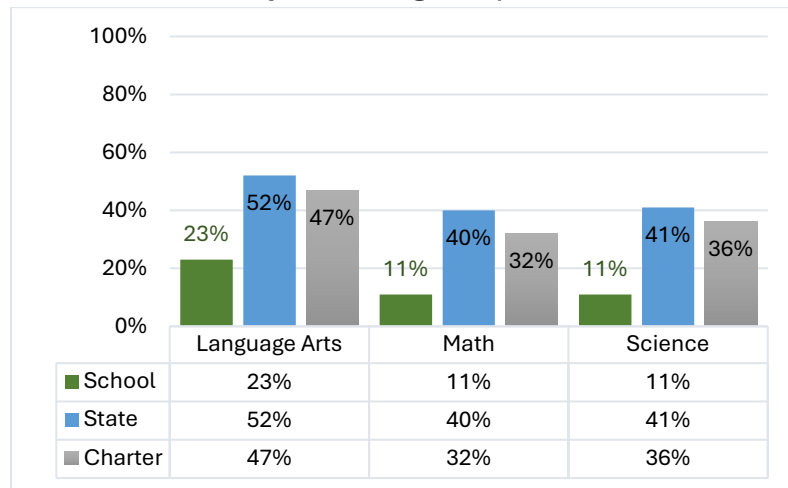
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



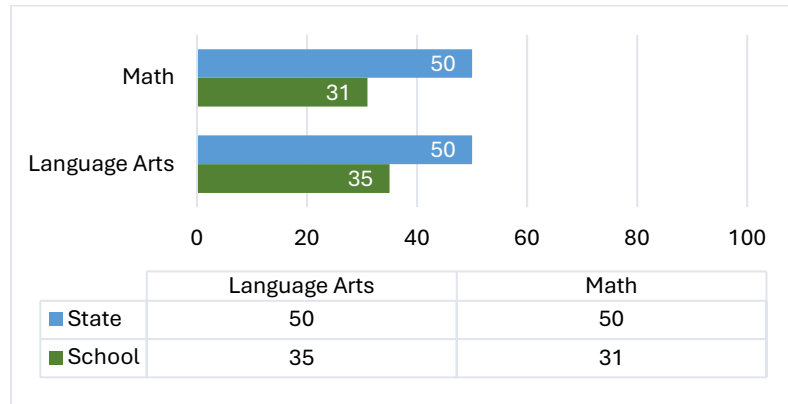
How are **students performing** compared to others?



Academic Performance Framework

Kanuikapono Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

59% Grades K-6

54% Grades 7-12

Regular Attendance

99% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

100% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(Did not participate/ 6 Supplemental Points)

| Measure | Grade Levels | School | Did not participate |
|---------|--------------------|--------|---------------------|
| ELA | 3-8, 11 | | |
| Math | 3-8, 11 | | |
| Science | 5 & 8, Biology EOC | | |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(Did not participate / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|----------------------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | |
| Universal Screener | |
| Narrative Analysis of Data Score | Did not participate |

Financial Performance Framework

Kanuikapono Public Charter School

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|-------|
| School | 4.6 | 102 days | 13.09% | \$359,198 | 7.45% | 112% | Low |
| Assessment | 1 | 1 | 1 | 4 | 1 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.10 | 0.40 | 0.25 | 0.10 | 1.30 |

Organizational Performance Framework

Kanuikapono Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Not Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Not Meets |
| 4.6 School governing board member information. | Not Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Kanuikapono Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Not Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Kanuikapono Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Not Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Ka'ohao Public Charter School

O'ahu | 140 Alala Rd, Kailua, HI 96734 | Established 1996

School Year 2023-2024

Mission

The mission of Ka'ohao School is to develop the whole child so they reach their full potential. Students are prepared to meet life's challenges, become compassionate members of society, and stewards of the future.

Demographics

| | | | |
|---------------------------------|--|---|---|
| 341 Students enrolled | -- of students are English Language Learners | 6% of students are eligible for Free or Reduced Lunch | 8% of students receive special education services |
|---------------------------------|--|---|---|

Performance Framework

| | | |
|---|--|--|
| 104 <i>out of 73 points "Meets"</i> Academic Performance Framework | 2 <i>Acceptable</i> Financial Performance Framework | 42 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|---|--|--|

Academic Performance Framework

Ka'ōhāo Public Charter School

Total Points: 104

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 28/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 8 |

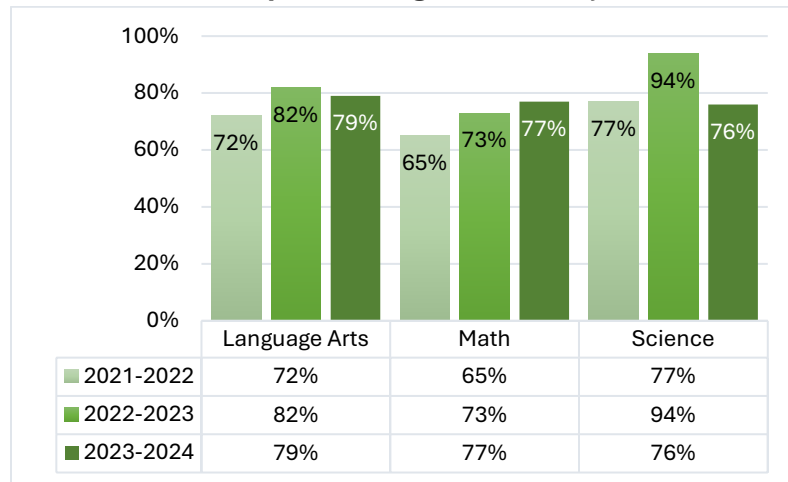
Academic Performance Framework

Ka'ōhāo Public Charter School

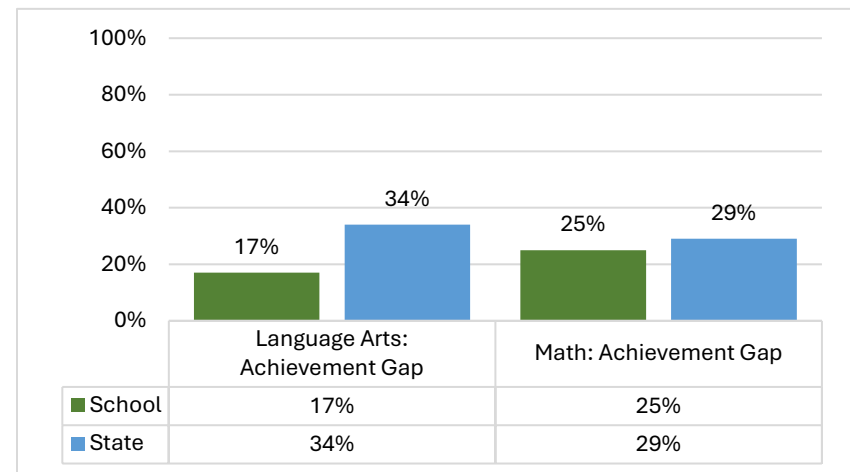
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **70/70**

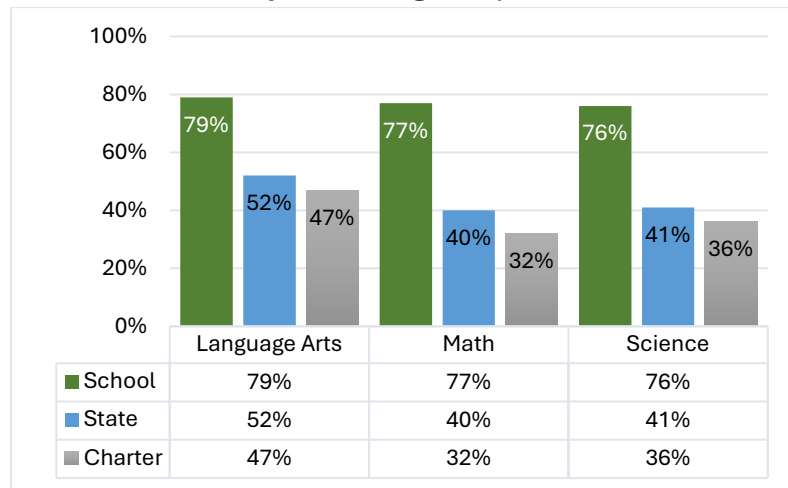
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



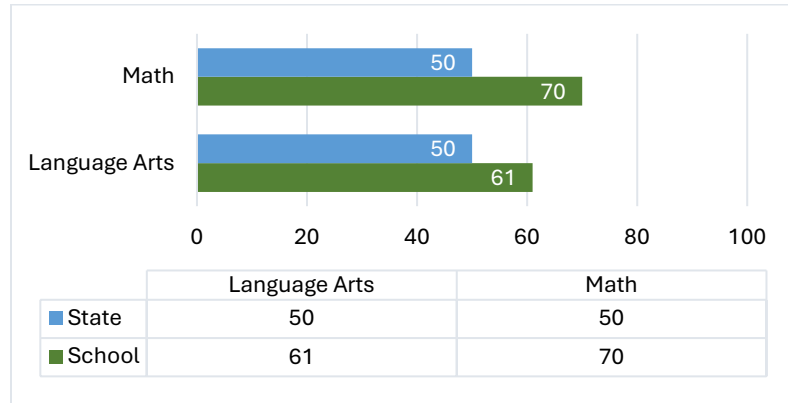
How are **students performing** compared to others?



Academic Performance Framework

Ka'ōhāo Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

73% Grades K-6

Regular Attendance

89% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

91% 3rd grade literacy rate of 3rd graders reading on grade level

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

| Measure | Grade Levels | School | Kailua Complex |
|---------|--------------|------------|----------------|
| ELA | 3-6 | 79% | 54% |
| Math | 3-6 | 77% | 44% |
| Science | 5 | 76% | 41% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(Did not participate / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|----------------------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | |
| Universal Screener | |
| Narrative Analysis of Data Score | Did not participate |

Financial Performance Framework

Ka'ōhāo Public Charter School

Audited Fiscal Year 2023-2024

| |
|-------------------|
| Acceptable |
| 2 |

Risk Assessment Result Formula

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

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'ōhāo Public Charter School

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-------------|--------------|-----------------|------------|
| School | 4.5 | 272 days | 18.34% | \$1,864,345 | 5.05% | 139% | Acceptable |
| Assessment | 1 | 1 | 1 | 4 | 3 | 1 | 2 |
| Formula | 0.10 | 0.35 | 0.10 | 0.40 | 0.75 | 0.10 | 1.80 |

Organizational Performance Framework

Ka'ōhāo Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Ka'ōhāo Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Ka'ōhao Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Kapolei Charter School by Goodwill Hawaii

O'ahu | 2140 Lauwiliwili Street, Kapolei, Hawaii 96707 | Established 2016

School Year 2023-2024

Mission

The Kapolei Charter School by Goodwill Hawaii (KCS) will interrupt generational poverty by providing customized, meaningful, and alternative educational opportunities to students who may not be successful in the traditional educational system. With high academic standards, KCS will assist 9th - 12th grade students to graduate with a high school diploma, while providing enriching wrap-around services to help them navigate challenges and overcome barriers, allowing them to reach academic success. Students will also graduate with a post-secondary certification and/or community college credits to ensure a smooth transition into the workforce and become contributing citizens of their local communities through the power of education and work.

Demographics

| | | | |
|---------------------------------|--|--|--|
| 138 Students enrolled | -- of students are English Language Learners | 22% of students are eligible for Free or Reduced Lunch | 15% of students receive special education services |
|---------------------------------|--|--|--|

Performance Framework

| | | |
|--|--|--|
| 75 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Acceptable</i> Financial Performance Framework | 41 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|--|--|

Academic Performance Framework

Kapolei Charter School by Goodwill Hawaii

Total Points: 75

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 22/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 15 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 7 |

Note: data that is missing has been suppressed due to its low n-size

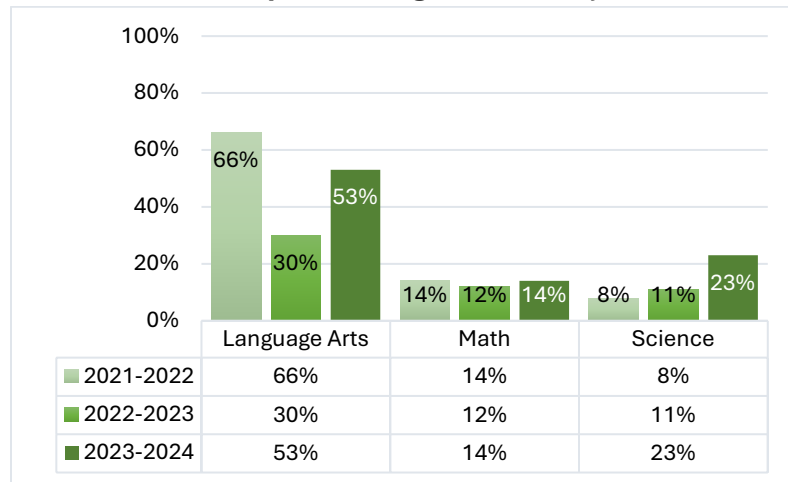
Academic Performance Framework

Kapolei Charter School by Goodwill Hawaii

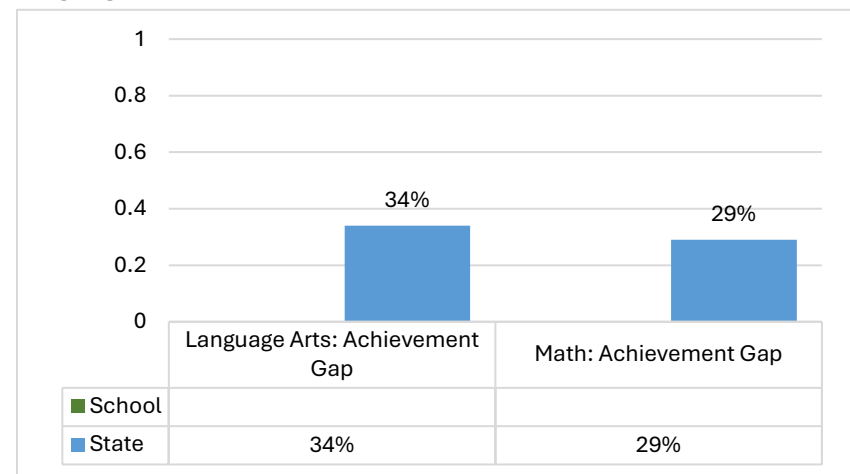
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: 44/70

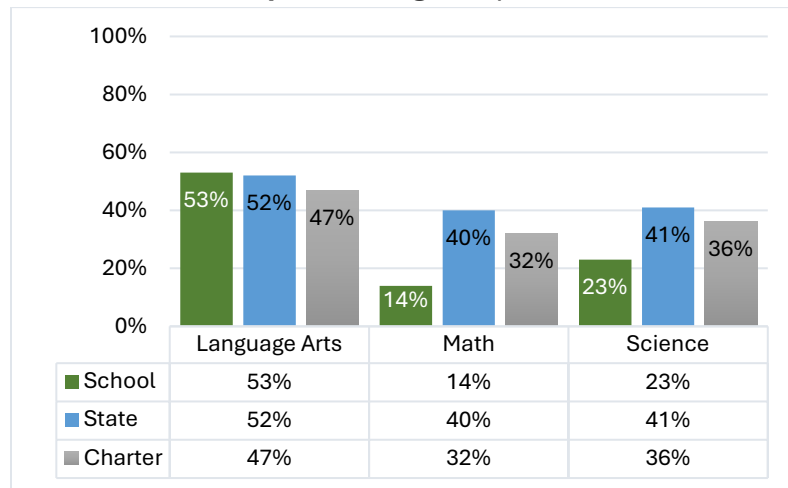
How are **students performing** in each subject?



How are **student subgroups performing***? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



How are **students performing** compared to others?

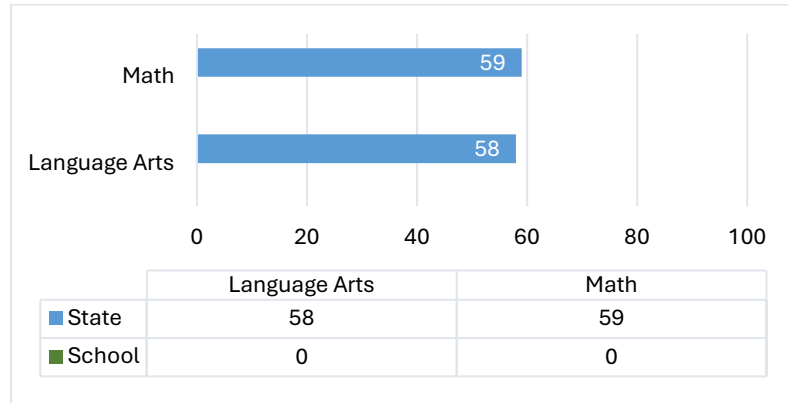


Note: data that is missing has been suppressed due to its low n-size

Academic Performance Framework

Kapolei Charter School by Goodwill Hawaii

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

59% Grades 9-12

Regular Attendance

64% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

100% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(4 / 6 Supplemental Points)

| Measure | Grade Levels | School | Charter Schools |
|---------|--------------|------------|-----------------|
| ELA | 11 | 53% | 47% |
| Math | 11 | 14% | 32% |
| Science | Biology EOC | 23% | 36% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(5 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|--|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | Teacher created assessments to include but not limited to quill for ELA, desmos for Math and related teacher pay teacher tools. |
| Universal Screener | Practiced state assessment tools like smarter balance assessments and next generation science standards. |
| Narrative Analysis of Data Score | 5 |

Note: data that is missing has been suppressed due to its low n-size

Financial Performance Framework

Kapolei Charter School by Goodwill Hawaii

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|-------|
| School | 18.4 | 577 days | 6.35% | \$374,589 | 16.87% | 121% | Low |
| Assessment | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.10 | 0.10 | 0.25 | 0.10 | 1.00 |

Organizational Performance Framework

Kapolei Charter School by Goodwill Hawaii

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Kapolei Charter School by Goodwill Hawaii

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Kapolei Charter School by Goodwill Hawaii

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Not Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Kawaikini New Century Public Charter School

Kaua'i | 3-1821-J Kaumuali'i Hwy., Lihu'e HI 96766 | Established 2008

School Year 2023-2024

Mission

Me ka pa'a ma ka 'ike kūpuna ma ka 'ōlelo Hawai'i, e mālama ai ke kula 'o Kawaikini (M-12) i kaiapuni kāko'o a i kaiapuni a'o, ma ka 'ōlelo Hawai'i a me ka 'ōlelo Pelekānia nō ho'i, kahi e minamina, ho'ohana, a ho'omau 'ia ai nō ho'i ka 'ike ku'una 'ōiwi.

Demographics

168
Students enrolled

--
of students are English Language Learners

62%
of students are eligible for Free or Reduced Lunch

7%
of students receive special education services

Performance Framework

95
out of 73 points "Meets"
Academic Performance Framework

1
Low
Financial Performance Framework

38
out of 42 sections "Meets"
Organizational Performance Framework

Academic Performance Framework

Kawaikini New Century Public Charter School

Total Points: 95

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 29/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 9 |

Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

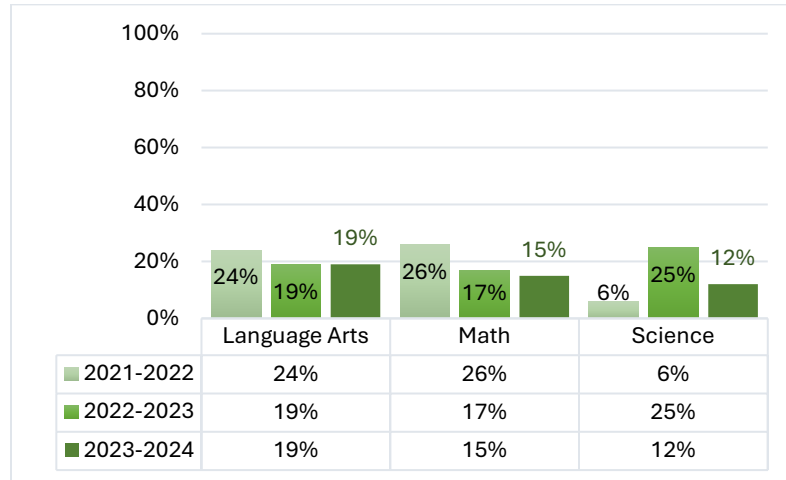
Points scored: 55 /70

The data under “How are **students performing** in each subject?” and “How are **student subgroups performing?**” represents aggregate proficiency scores taken from the Smarter Balanced Assessments (SBA) and the Kaiapuni Assessment of Educational Outcome (KĀ'EO). The data under “How are **students performing** compared to others?” represents disaggregated student proficiency scores on the SBA and KĀ'EO.

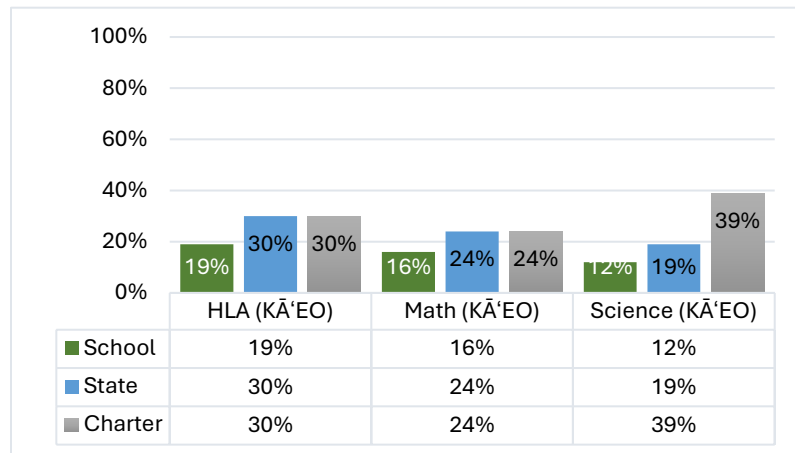
Academic Performance Framework

Kawaikini New Century Public Charter School

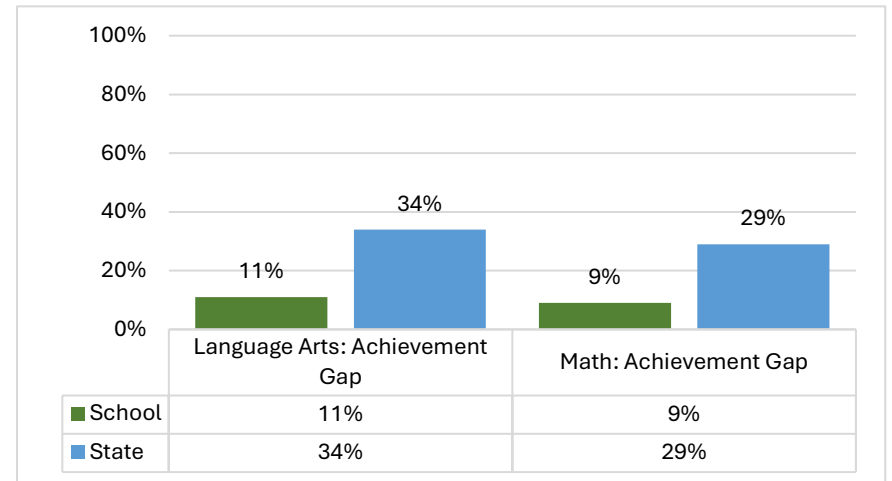
How are **students performing** in each subject?



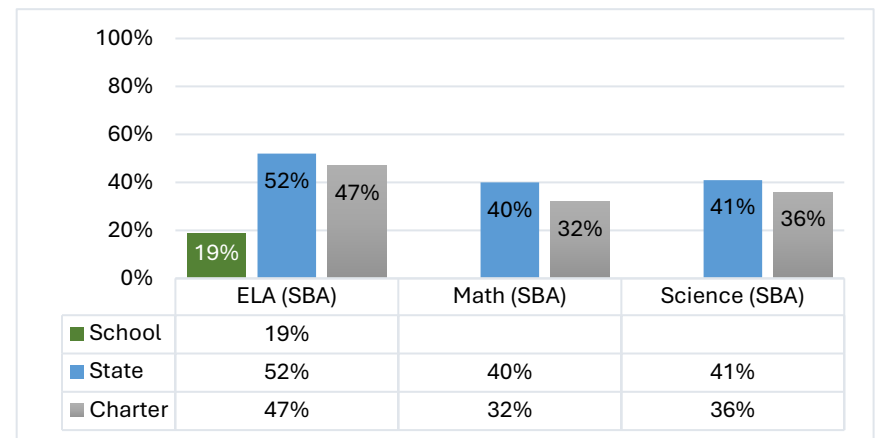
How are **students performing** compared to others?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



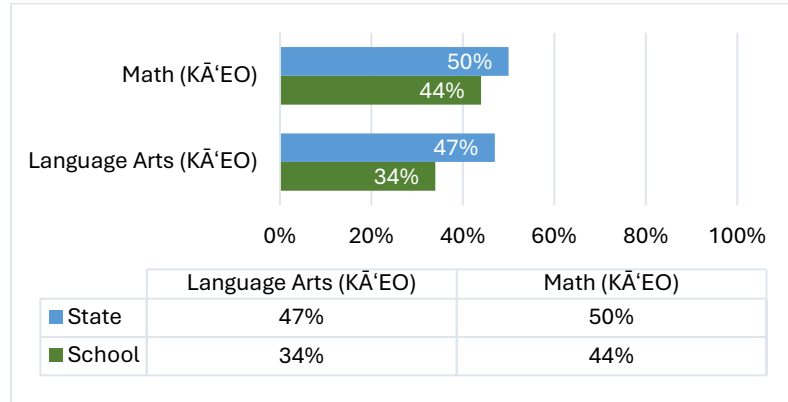
How are **students performing** compared to others?



Academic Performance Framework

Kawaikini New Century Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

67% Grades K-6

69% Grades 7-12

Regular Attendance

68% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

100% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(3 / 6 Supplemental Points)

| Measure | Grade Levels | School | Charter Schools |
|---------|--------------------|--------|-----------------|
| LA | 3-8, 11 | 19% | 30% |
| Math | 3-8, 11 | 15% | 24% |
| Science | 5 & 8, Biology EOC | 12% | 39% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(8 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|-----------------------------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | Mission Survey Aha Na'auao |
| Universal Screener | |
| Narrative Analysis of Data Score | 8 |

Financial Performance Framework

Kawaikini New Century Public Charter School

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|-------|
| School | 6.6 | 122 days | 20.00% | \$74,591 | 3.90% | 98% | Low |
| Assessment | 1 | 1 | 1 | 2 | 2 | 2 | 1 |
| Formula | 0.10 | 0.35 | 0.10 | 0.20 | 0.50 | 0.20 | 1.45 |

Organizational Performance Framework

Kawaikini New Century Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Kawaikini New Century Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Kawaikini New Century Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Not Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Not Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Not Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Ke Ana La'ahana Public Charter School

Hawai'i Island | 160 Baker Avenue Hilo, HI 96720 | Established 2001

School Year 2023-2024

Mission

To recognize, nurture, and foster cultural identity and cultural awareness in an environment that has historical connections and lineal linkage to student. Students engage in critical thinking and demonstrate complete mastery of the academia for the future as a result of this educational program that is driven by family, community, and culture.

Demographics

| | | | |
|--------------------------------|--|--|--|
| 26 Students enrolled | -- of students are English Language Learners | 69% of students are eligible for Free or Reduced Lunch | 50% of students receive special education services |
|--------------------------------|--|--|--|

Performance Framework

| | | |
|--|--|--|
| 86 <i>out of 73 points "Meets"</i> Academic Performance Framework | 2 <i>Acceptable</i> Financial Performance Framework | 40 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|--|--|

Academic Performance Framework

Ke Ana La'ahana Public Charter School

Total Points: 86

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 20/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 15 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 5 |

Note: data that is missing has been suppressed due to its low n-size

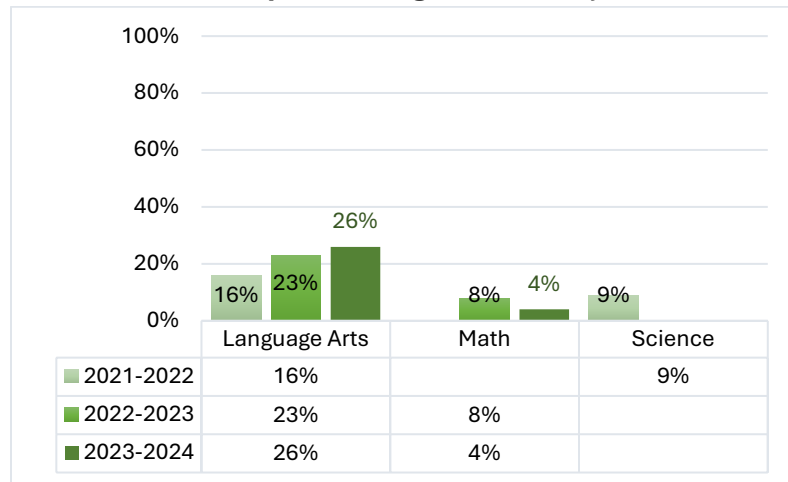
Academic Performance Framework

Ke Ana La'ahana Public Charter School

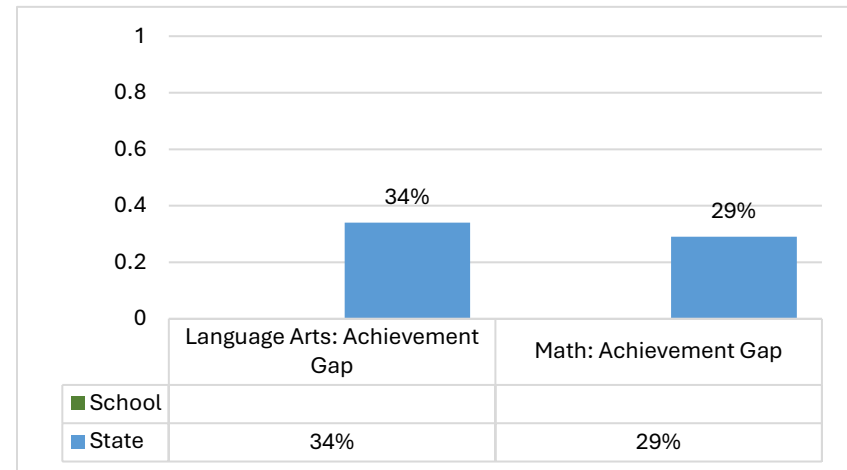
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **57/70**

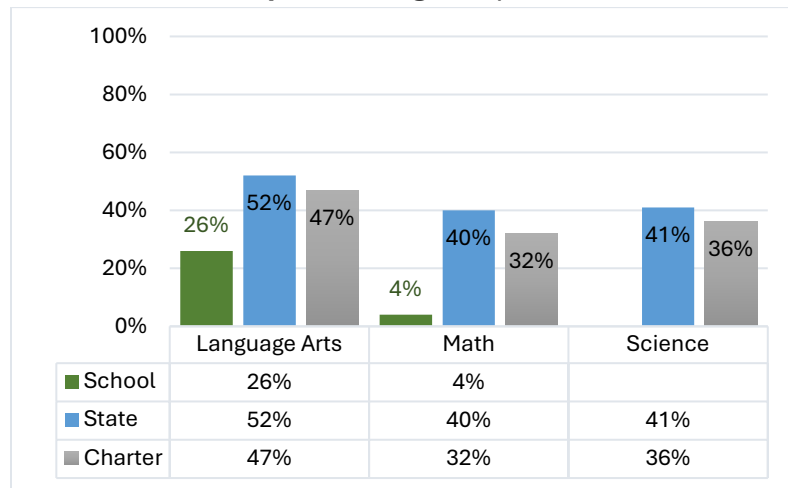
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



How are **students performing** compared to others?

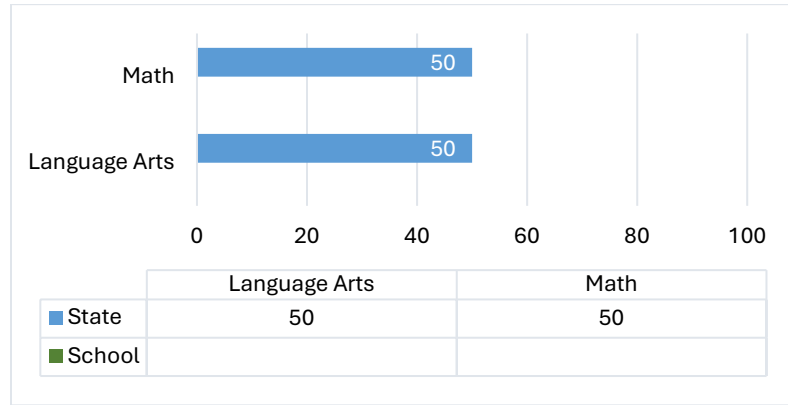


Note: data that is missing has been suppressed due to its low n-size

Academic Performance Framework

Ke Ana La'ahana Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

No data Grades 6-12

Regular Attendance

65% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

100% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(3 / 6 Supplemental Points)

| Measure | Grade Levels | School | Hilo |
|---------|----------------|------------|------------|
| ELA | 7-8, 11 | 26% | 49% |
| Math | 7-8, 11 | 4% | 37% |
| Science | 8, Biology EOC | | 47% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(6 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|---|
| Adaptive Diagnostic Tool | NWEA |
| Local-Specific Diagnostic Tool | Culturally Integrated Assessment |
| Universal Screener | |
| Narrative Analysis of Data Score | 6 |

Note: data that is missing has been suppressed due to its low n-size

Financial Performance Framework

Ke Ana La'ahana Public Charter School

Audited Fiscal Year 2023-2024

| |
|-------------------|
| Acceptable |
| 2 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|------------|
| School | 3.6 | 235 days | 27.11% | \$3,867 | -11.27% | 98% | Acceptable |
| Assessment | 1 | 1 | 2 | 2 | 4 | 2 | 2 |
| Formula | 0.10 | 0.35 | 0.20 | 0.20 | 1.00 | 0.20 | 2.05 |

Organizational Performance Framework

Ke Ana La'ahana Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Not Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Ke Ana La'ahana Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Ke Ana La'ahana Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Not Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Ke Kula Niihau O Kekaha Learning Center

Kaua'i | 8135 Kekaha Road, Kekaha, HI 96752 | Established 2001

School Year 2023-2024

Mission

Te Ala Nuukia o ta Kula (School Mission):

Ua hootumu ia Ke Kula Niihau O Kekaha i mea e malama a hooitaita ai i ta olelo Niihau mawaena o na kamalii a me na opio o ta kaiaulu Niihau.

The foundation of Ke Kula Niihau O Kekaha is to strengthen and perpetuate the Niihau dialect of Hawaiian among the children and youth of the Niihau community.

Te Ala Nuukia Hoonaaauao (Educational Mission):

Hoonaaauao ia na haumana o Ke Kula Niihau O Kekaha ma o te ano nohona Niihau i mea e:

- Hoohanohano i na tupuna
- Imi a loaa ta ite no ta malama ana i ta ohana
- Tatoo i ta pono a me ta ulu ana o ta olelo a me ta moomeheu Niihau
- Paa te aloha uhane (Atua), te aloha ohana, te aloha olelo, te aloha ite naauao, te aloha aina, a me te aloha ketahi i ketahi.

Students of Ke Kula Niihau O Kekaha are educated within the Niihau way so that they:

- Bring honor to all ancestors
- Seek and attain knowledge to sustain family
- Contribute to the well-being and flourishing of the Niihau language and culture
- Are rooted in the values of love of spirituality, love of family, love of language, love of knowledge, love of land, and love for one another.

Demographics

| | | | |
|-------------------|---|--|--|
| 43 | 28% | 63% | -- |
| Students enrolled | of students are English Language Learners | of students are eligible for Free or Reduced Lunch | of students receive special education services |

Performance Framework

85

out of 73 points "Meets"

Academic Performance
Framework

2

Acceptable

Financial Performance
Framework

35

out of 42 sections "Meets"

Organizational Performance
Framework

Academic Performance Framework

Ke Kula Niihau O Kekaha Learning Center

Total Points: 85

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 28/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 8 |

Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: 49 /70

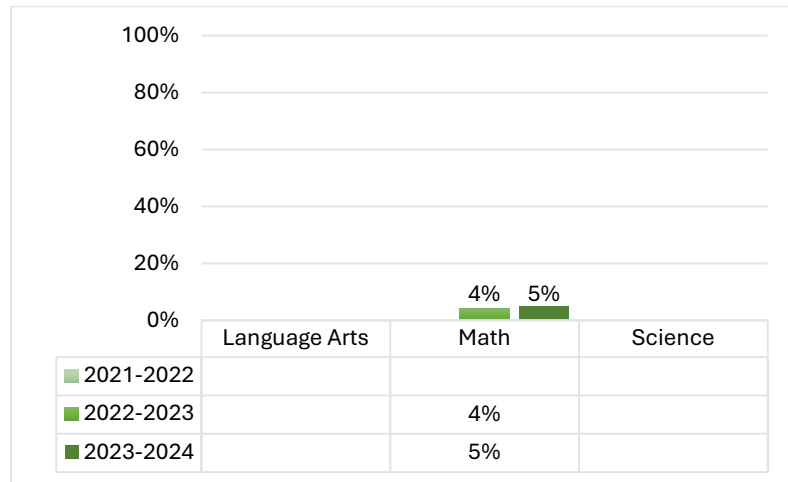
The data under “How are **students performing** in each subject?” and “How are **student subgroups performing?**” represents aggregate proficiency scores taken from the Smarter Balanced Assessments (SBA) and the Kaiapuni Assessment of Educational Outcome (KĀ'EO). The data under “How are **students performing** compared to others?” represents disaggregated student proficiency scores on the SBA and KĀ'EO.

Note: data that is missing has been suppressed due to its low n-size

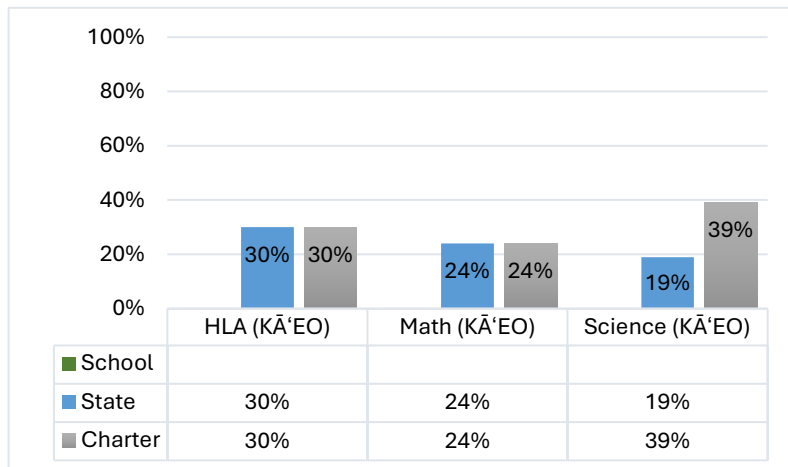
Academic Performance Framework

Ke Kula Niihau O Kekaha Learning Center

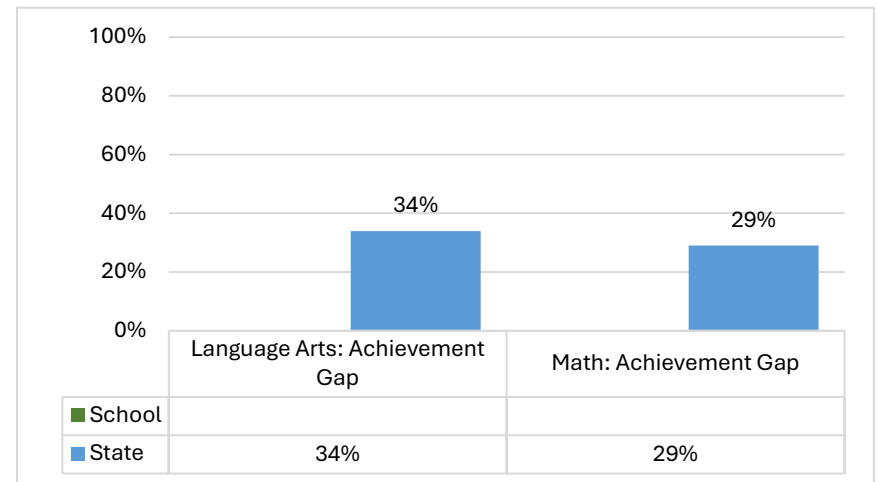
How are **students performing** in each subject?



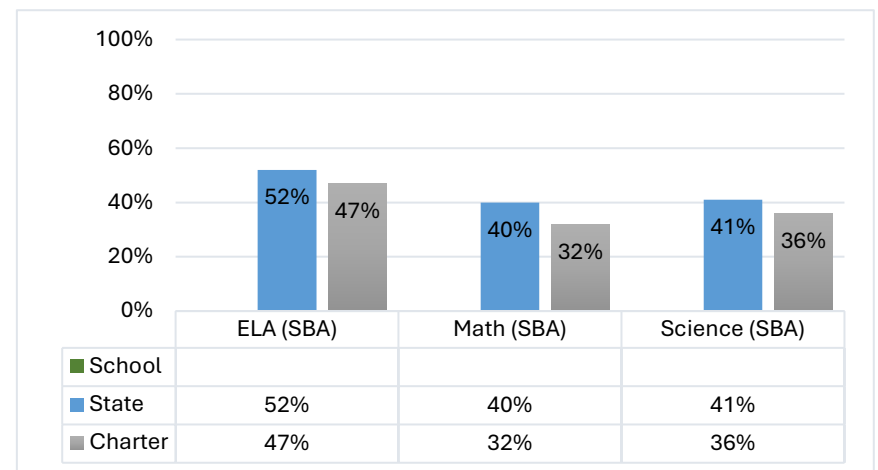
How are **student subgroups performing**?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



How are **student subgroups performing**?

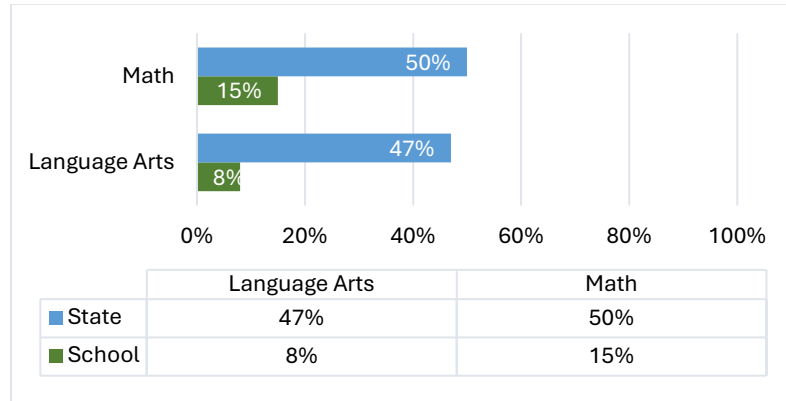


Note: data that is missing has been suppressed due to its low n-size

Academic Performance Framework

Ke Kula Niihau O Kekaha Learning Center

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 50, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

Grades K-12

No Data

Regular Attendance

44% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

Suppressed Data 9th grade promotion of 9th graders promoted to the 10th grade on-time

Note: data that is missing has been suppressed due to its low n-size

Indicator 3: Comparative Performance (optional)

(Did not participate / 6 Supplemental Points)

| Measure | Grade Levels | School | Did not participate |
|---------|--------------------|--------|---------------------|
| LA | 3-8, 11 | | |
| Math | 3-8, 11 | | |
| Science | 5 & 8, Biology EOC | | |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(8 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|--|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | Authors Workshop: Publishing Niihauan Books |
| Universal Screener | |
| Narrative Analysis of Data Score | 8 |

Financial Performance Framework

Ke Kula Niihau O Kekaha Learning Center

Audited Fiscal Year 2023-2024

| |
|-------------------|
| Acceptable |
| 2 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-------------|--------------|-----------------|------------|
| School | 2.6 | 25 days | 20.44% | (\$436,673) | -7.21% | 106% | Acceptable |
| Assessment | 1 | 1 | 2 | 3 | 5 | 1 | 2 |
| Formula | 0.10 | 0.35 | 0.20 | 0.30 | 1.25 | 0.10 | 2.30 |

Organizational Performance Framework

Ke Kula Niihau O Kekaha Learning Center

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Not Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Not Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Ke Kula Niihau O Kekaha Learning Center

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Not Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Ke Kula Niihau O Kekaha Learning Center

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Not Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Not Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Not Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Not Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



KE KULA 'O NĀWAHĪOKALANI'ŌPU'U IKI
LAB PUBLIC CHARTER SCHOOL

Ke Kula 'o Nāwahīokalani'ōpu'u Iki LPCS

Hawai'i Island | 16-120 'Opukaha'ia Street, Kea'au, HI 96749 | Established 2001

School Year 2023-2024

Mission

Educational Mission – Students of Ke Kula 'O Nāwahīokalani'ōpu'u are educated upon a culturally Hawaiian foundation. This foundation is the basis upon which students are impelled to:

- Bring honor to ancestors
- Seek and attain knowledge to sustain family
- Contribute to the well-being and flourishing of the Hawaiian language and culture; and
- Contribute to the quality of life in Hawai'i.

School Mission – Ke Kula 'O Nāwahīokalani'ōpu'u is committed to securing a school community built upon culturally rooted principles that reflect: aloha pili'uhane, aloha 'ohana, aloha 'ōlelo, aloha 'ike ku'una, aloha 'āina, aloha hoakanaka a me ke aloha lehulehu.

Demographics

| | | | |
|---------------------------------|--|--|---|
| 527 Students enrolled | -- of students are English Language Learners | 56% of students are eligible for Free or Reduced Lunch | 3% of students receive special education services |
|---------------------------------|--|--|---|

Performance Framework

| | | |
|--|---|--|
| 96 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Low</i> Financial Performance Framework | 41 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|---|--|

Academic Performance Framework

Ke Kula 'o Nāwahīokalani'ōpu'u Iki LPCS

Total Points: 96

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 30/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|-----------|
| 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 | (1-3) | (4-6) | (7-10) | 10 |

Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: 57 /70

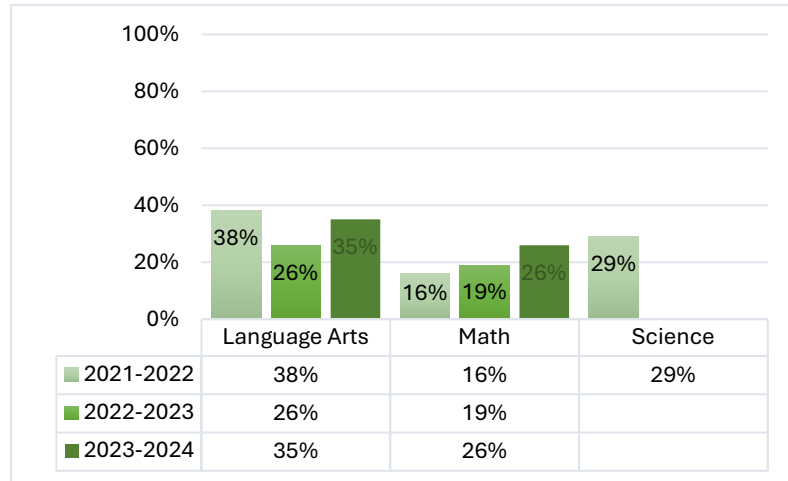
The data under “How are **students performing** in each subject?” and “How are **student subgroups performing?**” represents aggregate proficiency scores taken from the Smarter Balanced Assessments (SBA) and the Kaiapuni Assessment of Educational Outcome (KĀ'EO). The data under “How are **students performing** compared to others?” represents disaggregated student proficiency scores on the SBA and KĀ'EO.

Note: data that is missing has been suppressed due to its low n-size

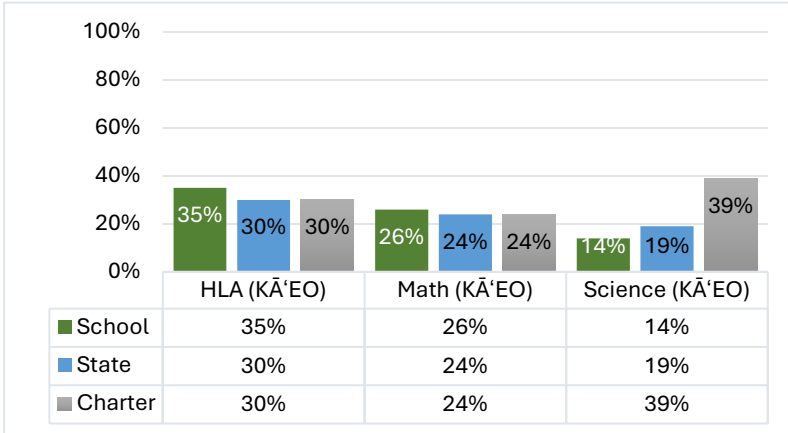
Academic Performance Framework

Ke Kula 'o Nāwahīokalani'ōpu'u Iki LPCS

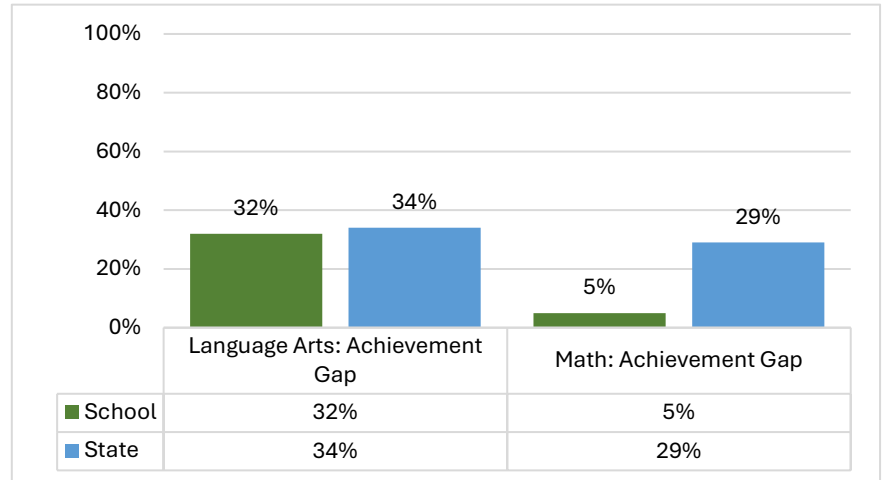
How are **students performing** in each subject?



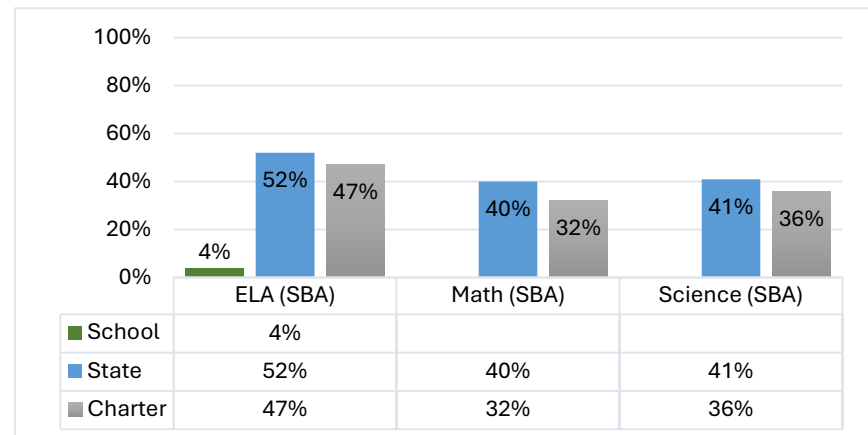
How are **students performing** compared to others?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



How are **students performing** compared to others?

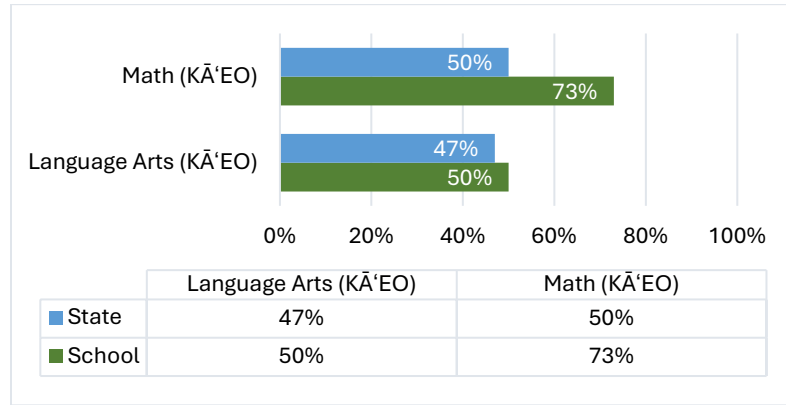


Note: data that is missing has been suppressed due to its low n-size

Academic Performance Framework

Ke Kula 'o Nāwahīokalani'ōpu'u Iki LPCS

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

57% Grades K-6

57% Grades 7-8

Regular Attendance

68% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

No Data Available

Indicator 3: Comparative Performance (optional)

(Did not participate / 6 Supplemental Points)

| Measure | Grade Levels | School | Did not participate |
|---------|--------------|--------|---------------------|
| LA | 3-8 | | |
| Math | 3-8 | | |
| Science | 5 & 8 | | |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(9 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|-------------------------------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | Curriculum Based Measurement |
| Universal Screener | |
| Narrative Analysis of Data Score | 9 |

Note: data that is missing has been suppressed due to its low n-size

Financial Performance Framework

Ke Kula 'o Nāwahīokalani'ōpu'u Iki LPCS

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|------------|---------------|------------------------|---------------------|-------------|--------------|-----------------|-------|
| School | 10.0 | 279 days | 9.57% | \$2,058,151 | 19.64% | 106% | Low |
| Assessment | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.10 | 0.10 | 0.25 | 0.10 | 1.00 |

Organizational Performance Framework

Ke Kula 'o Nāwahīokalani'ōpu'u Iki LPCS

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Ke Kula 'o Nāwahīokalani'ōpu'u Iki LPCS

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Ke Kula 'o Nāwahīokalani'ōpu'u Iki LPCS

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Not Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Ke Kula 'o Samuel M. Kamakau LPCS

O'ahu | 46-500 Kuneki St, Kane'ohe, HI 96744 | Established 2001

School Year 2023-2024

Mission

'O kā mākou ala nu'ukia ka mālama 'ana i honua mauili ola i waiwai i ka 'ike o nā kūpuna a me ka lawena aloha a nā kūpuna i mea e lei ai kākou i ka lei o ka lanakila.

Our mission is to foster success for all members of our learning community by providing a culturally healthy and responsive learning environment.

Demographics

| | | | |
|---------------------------------|--|--|---|
| 139 Students enrolled | -- of students are English Language Learners | 47% of students are eligible for Free or Reduced Lunch | -- of students receive special education services |
|---------------------------------|--|--|---|

Performance Framework

| | | |
|---|--|--|
| 105 <i>out of 73 points "Meets"</i> Academic Performance Framework | 2 <i>Acceptable</i> Financial Performance Framework | 40 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|---|--|--|

Academic Performance Framework

Ke Kula 'o Samuel M. Kamakau LPCS

Total Points: 105

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 27/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 18 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 9 |

Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: 63/70

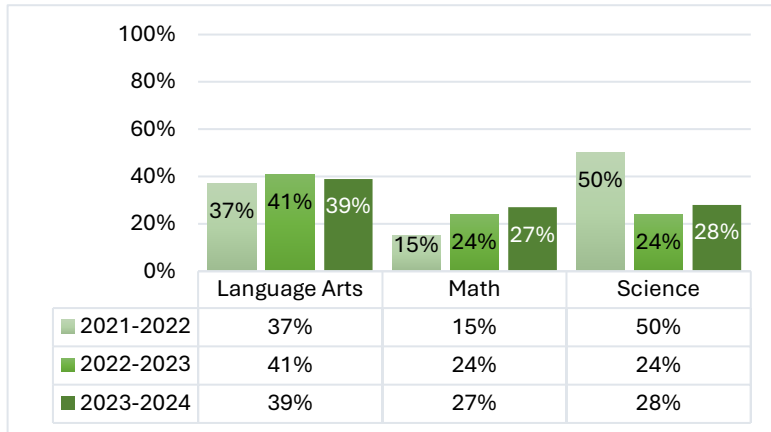
The data under “How are **students performing** in each subject?” and “How are **student subgroups performing?**” represents aggregate proficiency scores taken from the Smarter Balanced Assessments (SBA) and the Kaiapuni Assessment of Educational Outcome (KĀ'EO). The data under “How are **students performing** compared to others?” represents disaggregated student proficiency scores on the SBA and KĀ'EO.

Note: data that is missing has been suppressed due to its low n-size

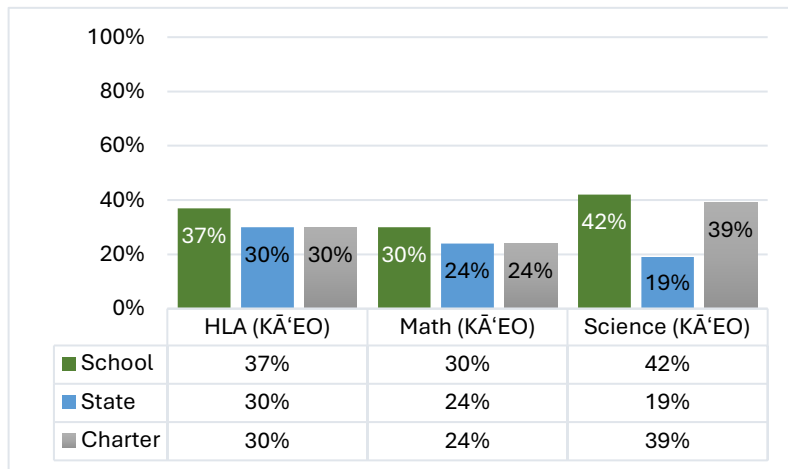
Academic Performance Framework

Ke Kula 'o Samuel M. Kamakau LPCS

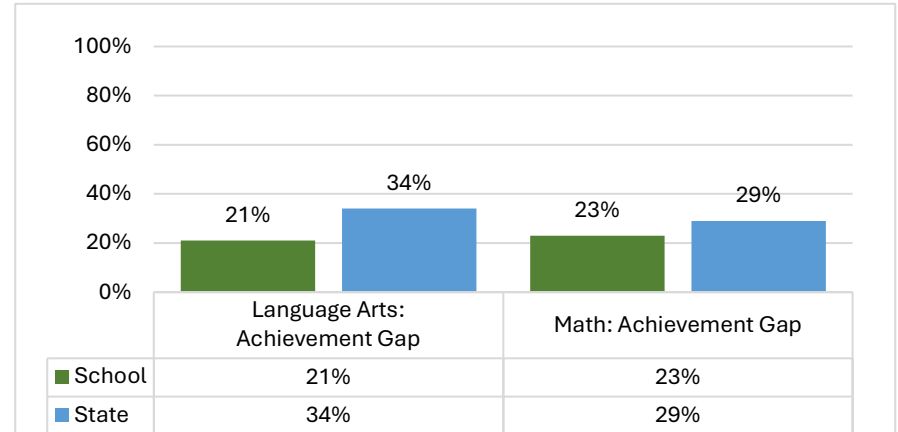
How are **students performing** in each subject?



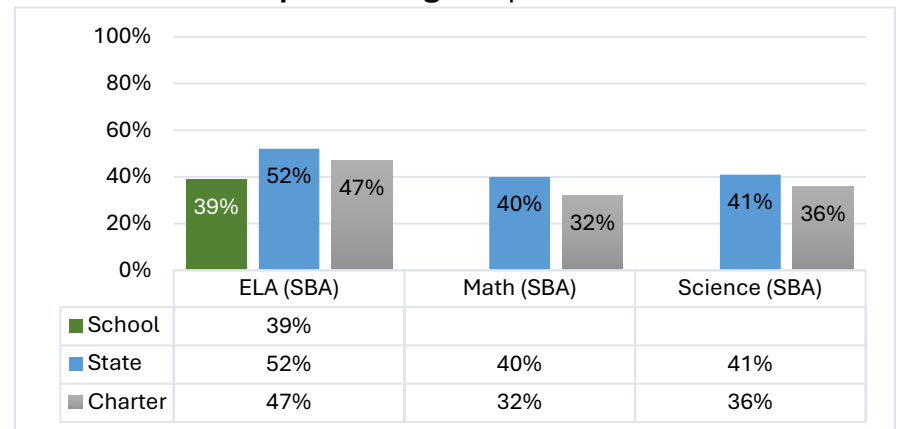
How are **students performing** compared to others?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



How are **students performing** compared to others

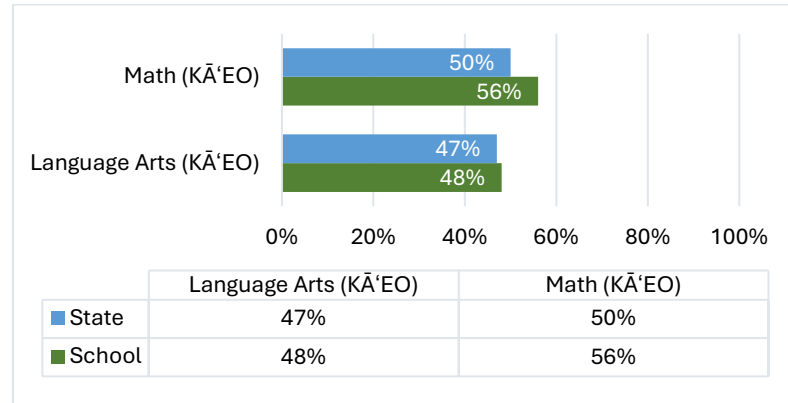


Note: data that is missing has been suppressed due to its low n-size

Academic Performance Framework

Ke Kula 'o Samuel M. Kamakau LPCS

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

68% Grades K-6

69% Grades 7-12

Regular Attendance

72% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

100% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Note: data that is missing has been suppressed due to its low n-size

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

| Measure | Grade Levels | School | Charter Schools |
|---------|--------------------|--------|-----------------|
| LA | 3-8, 11 | 37% | 30% |
| Math | 3-8, 11 | 30% | 24% |
| Science | 5 & 8, Biology EOC | 42% | 39% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(9 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|---|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | KaWaiHāpai- 'Ōlelo Hawai'i, Kamakau developed assessment |
| Universal Screener | |
| Narrative Analysis of Data Score | 9 |

Financial Performance Framework

Ke Kula 'o Samuel M. Kamakau LPCS

Audited Fiscal Year 2023-2024

| |
|-------------------|
| Acceptable |
| 2 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|------------|
| School | 11.1 | 207 days | 54.42% | \$72,886 | 28.32% | 136% | Acceptable |
| Assessment | 1 | 1 | 4 | 2 | 2 | 1 | 2 |
| Formula | 0.10 | 0.35 | 0.40 | 0.20 | 0.50 | 0.10 | 1.65 |

Organizational Performance Framework

Ke Kula 'o Samuel M. Kamakau LPCS

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Ke Kula 'o Samuel M. Kamakau LPCS

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Not Meets |
| 10.8 (g) Financial management | Not Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Ke Kula 'o Samuel M. Kamakau LPCS

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



KIHEI CHARTER SCHOOL (KCS)
A High Performing Hawaii Public Charter School
Serving Maui Students since 2001

Kihei Charter School

Maui | 650 Lipoa Parkway Kihei Hawaii 96753 | Established 2001

School Year 2023-2024

Mission

To conceptualize, organize, and build innovative learning environments with custom designed educational programs that will prepare students for a satisfying and productive life in the 21st Century.

Demographics

| | | | |
|---------------------------------|--|--|---|
| 676 Students enrolled | 3% of students are English Language Learners | 37% of students are eligible for Free or Reduced Lunch | 9% of students receive special education services |
|---------------------------------|--|--|---|

Performance Framework

| | | |
|--|--|--|
| 91 <i>out of 73 points "Meets"</i> Academic Performance Framework | 2 <i>Acceptable</i> Financial Performance Framework | 37 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|--|--|

Academic Performance Framework

Kihei Charter School

Total Points: 91

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 27/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 7 |

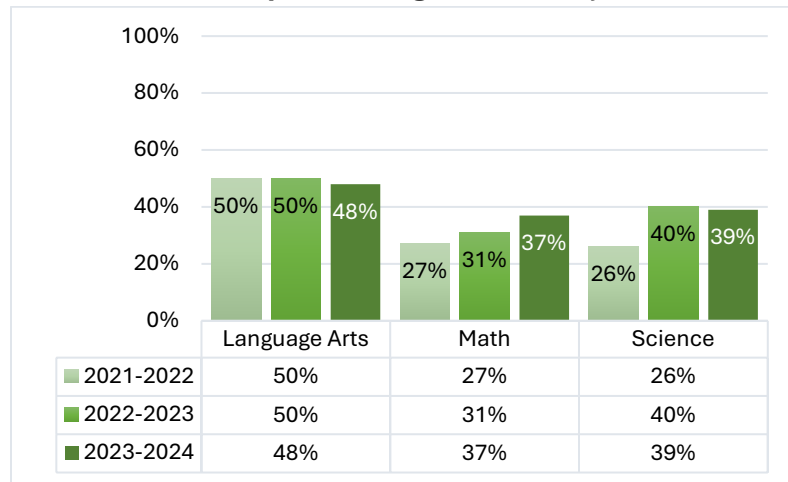
Academic Performance Framework

Kihei Charter School

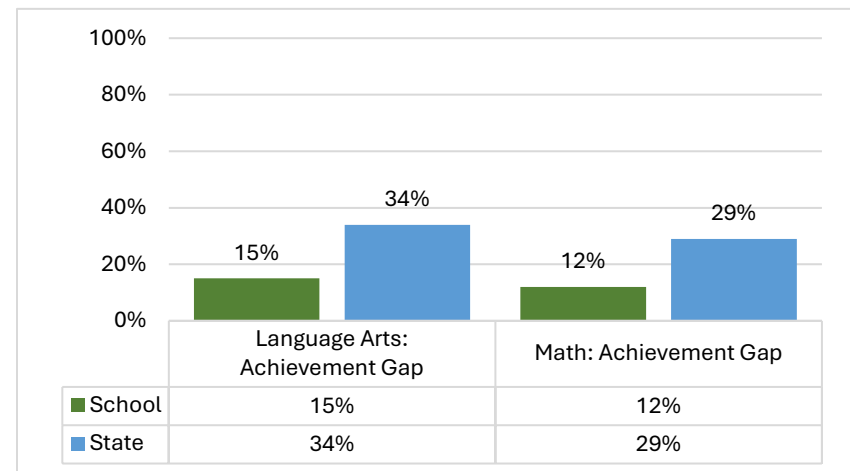
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **52/70**

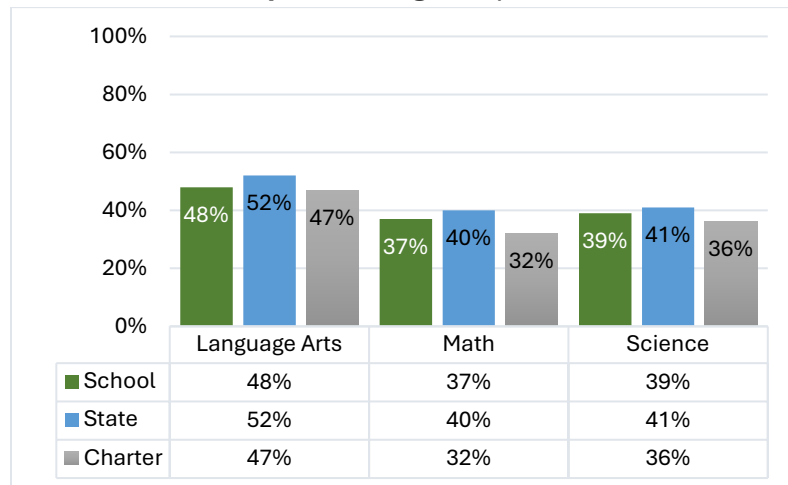
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



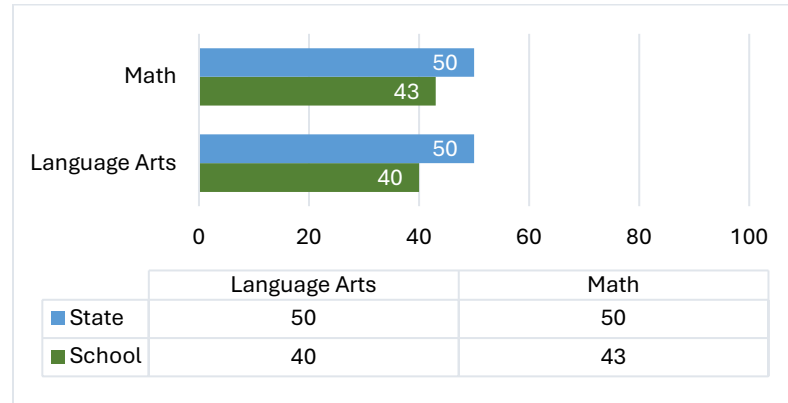
How are **students performing** compared to others?



Academic Performance Framework

Kihei Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

54% Grades K-6

70% Grades 7-12

Regular Attendance

73% Percent of students

attending 90% of instructional days

Post-Secondary Readiness?

100% 9th grade promotion

of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

| Measure | Grade Levels | School | Charter Schools |
|---------|--------------------|------------|-----------------|
| ELA | 3-8, 11 | 48% | 47% |
| Math | 3-8, 11 | 37% | 32% |
| Science | 5 & 8, Biology EOC | 39% | 36% |

Indicator 4: School Reported Data - Site-Relevant

Diagnostics (optional)

(6 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|-------------------------|
| Adaptive Diagnostic Tool | renaissance STAR |
| Local-Specific Diagnostic Tool | |
| Universal Screener | renaissance STAR |
| Narrative Analysis of Data Score | 6 |

Financial Performance Framework

Kihei Charter School

Audited Fiscal Year 2023-2024

| |
|-------------------|
| Acceptable |
| 2 |

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-------------|--------------|-----------------|------------|
| School | 3.8 | 450 days | 25.34% | \$2,916,945 | 14.24% | 84% | Acceptable |
| Assessment | 1 | 1 | 2 | 1 | 1 | 5 | 2 |
| Formula | 0.10 | 0.35 | 0.20 | 0.10 | 0.25 | 0.50 | 1.50 |

Organizational Performance Framework

Kihei Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Not Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Kihei Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Not Meets |
| 10.8 (g) Financial management | Not Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Kihei Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Not Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Not Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Kona Pacific Public Charter School

Hawai'i Island | 79-7595 Mamalahoa Hwy, Kealahou, HI 96750 | Established 2008

School Year 2023-2024

Mission

Kona Pacific Public Charter School strives to educate the whole child. We prioritize a high level of academic excellence, social emotional well being, and enthusiasm for learning through an academic standards-based curriculum infused with Waldorf-inspired practices, Hawaiian culture and 'Āina based education through our sustainable agriculture program.

Demographics

| | | | |
|---------------------------------|--|--|--|
| 178 Students enrolled | -- of students are English Language Learners | 50% of students are eligible for Free or Reduced Lunch | 17% of students receive special education services |
|---------------------------------|--|--|--|

Performance Framework

| | | |
|--|--|--|
| 98 <i>out of 73 points "Meets"</i> Academic Performance Framework | 2 <i>Acceptable</i> Financial Performance Framework | 42 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|--|--|

Academic Performance Framework

Kona Pacific Public Charter School

Total Points: 98

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 28/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 8 |

Note: data that is missing has been suppressed due to its low n-size

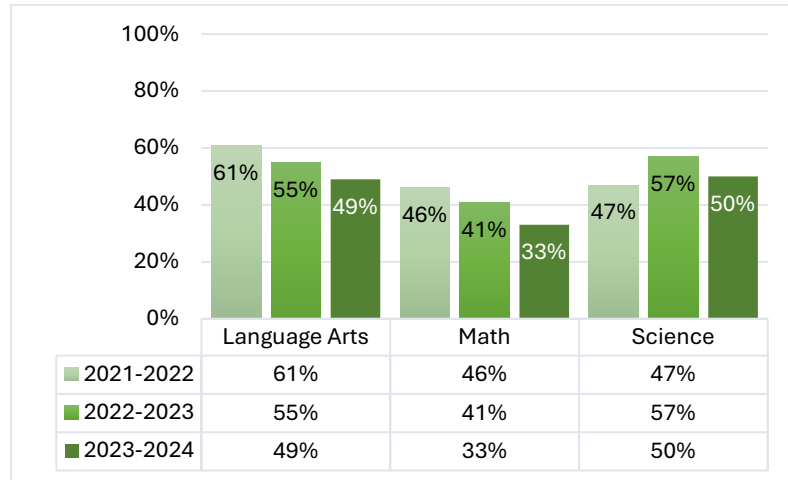
Academic Performance Framework

Kona Pacific Public Charter School

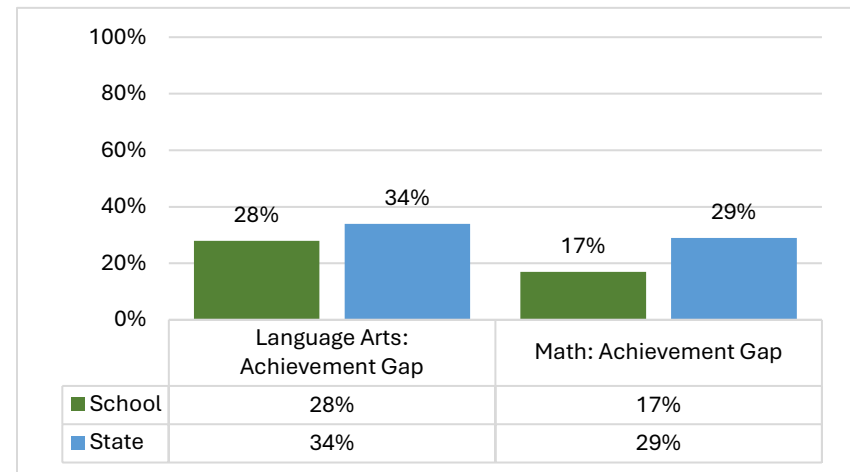
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **55/70**

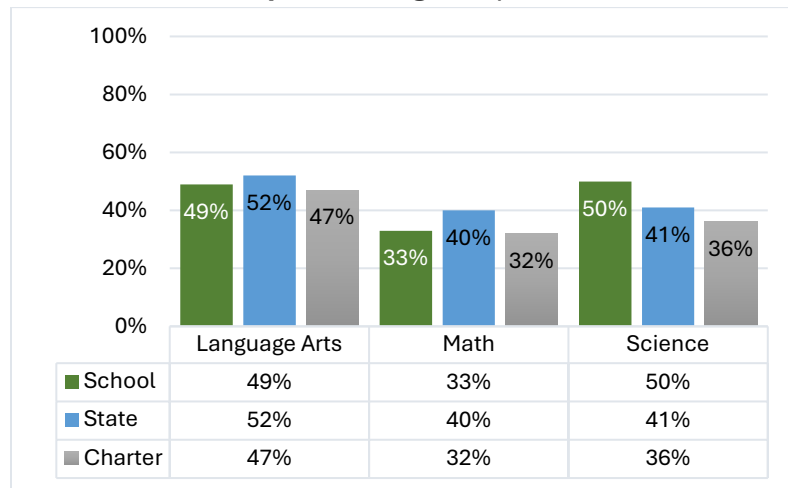
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



How are **students performing** compared to others?

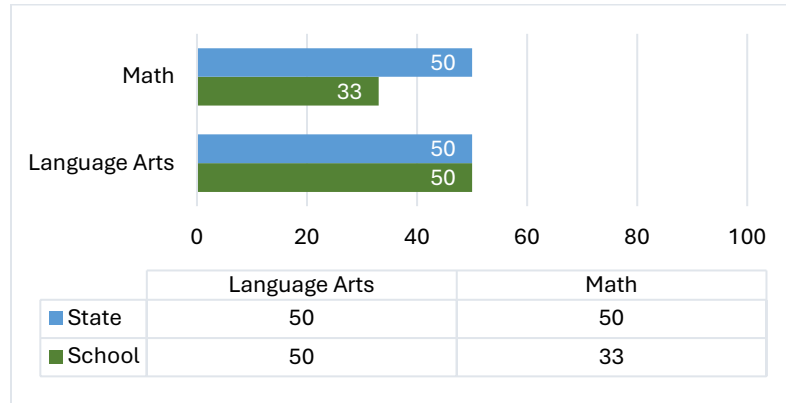


Note: data that is missing has been suppressed due to its low n-size

Academic Performance Framework

Kona Pacific Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

64% Grades K-6

58% Grades 7-12

Regular Attendance

61% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

Suppressed Data 8th grade literacy rate of 8th graders reading on grade level

Note: data that is missing has been suppressed due to its low n-size

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

| Measure | Grade Levels | School | Honokaa-Kealakehe-Kohala-Konawaena |
|---------|--------------|--------|------------------------------------|
| ELA | 3-8 | 49% | 41% |
| Math | 3-8 | 33% | 30% |
| Science | 5 & 8 | 50% | 33% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(9 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|--|
| Adaptive Diagnostic Tool | I-Ready |
| Local-Specific Diagnostic Tool | Writing rubrics for 3x yearly schoolwide writing prompts |
| Universal Screener | Aimsweb Math Fluency Screener, Fountas and Pineel Ready Comprehension |
| Narrative Analysis of Data Score | 9 |

Financial Performance Framework

Kona Pacific Public Charter School

Audited Fiscal Year 2023-2024

| |
|-------------------|
| Acceptable |
| 2 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|------------|
| School | 2.6 | 157 days | 88.35% | \$338,958 | 5.19% | 113% | Acceptable |
| Assessment | 1 | 1 | 5 | 3 | 1 | 1 | 2 |
| Formula | 0.10 | 0.35 | 0.50 | 0.30 | 0.25 | 0.10 | 1.60 |

Organizational Performance Framework

Kona Pacific Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

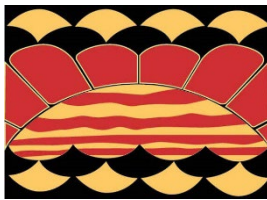
Kona Pacific Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Kona Pacific Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Kua o ka Lā New Century Public Charter School

Hawai'i Island | 345 Makalika, Hilo HI 96720 | Established 2001

School Year 2023-2024

Mission

To provide Hawaiian culturally-driven values-based, and place-based educational experiences through pilina āina, pilina kanaka, and pilina 'uhane.

Demographics

185
Students enrolled

--
of students are
English Language
Learners

97%
of students are
eligible for Free or
Reduced Lunch

9%
of students receive
special education
services

Performance Framework

93
out of 73 points "Meets"
Academic Performance
Framework

1
Low
Financial Performance
Framework

42
out of 42 sections "Meets"
Organizational Performance
Framework

Academic Performance Framework

Kua o ka Lā New Century Public Charter School

Total Points: 93

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 28/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 8 |

Note: data that is missing has been suppressed due to its low n-size

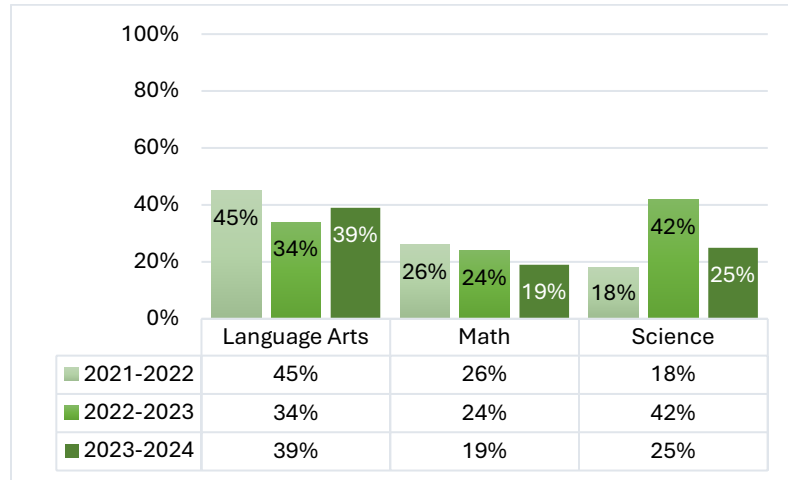
Academic Performance Framework

Kua o ka Lā New Century Public Charter School

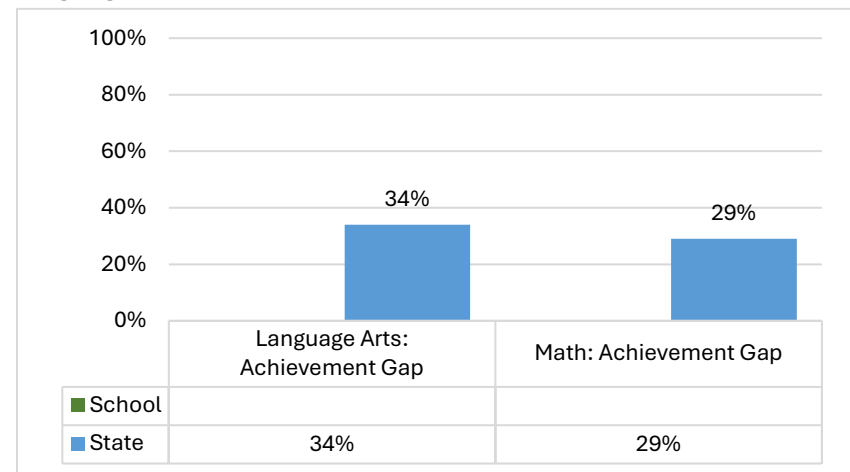
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **52/70**

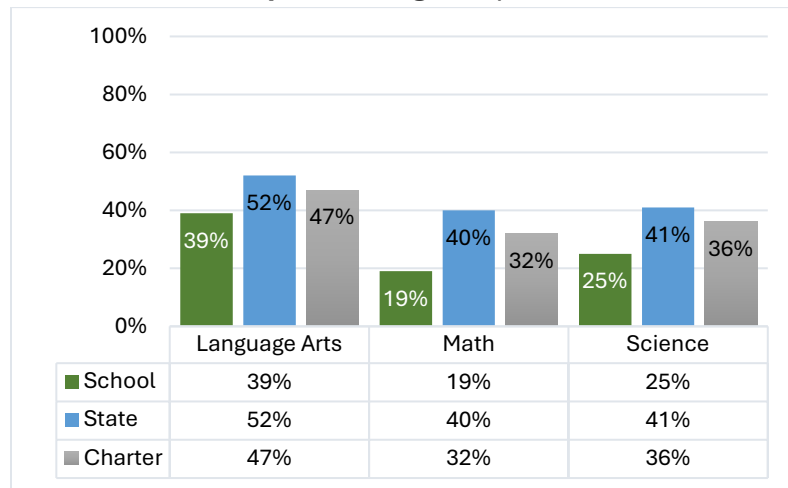
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



How are **students performing** compared to others?

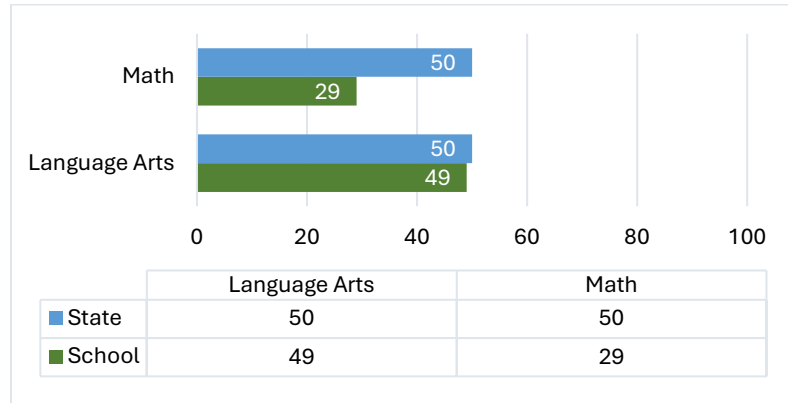


Note: data that is missing has been suppressed due to its low n-size

Academic Performance Framework

Kua o ka Lā New Century Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

65% Grades K-6

63% Grades 7-8

Regular Attendance

57% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

Suppressed Data 8th grade literacy rate of 8th graders reading on grade level

Note: data that is missing has been suppressed due to its low n-size

Indicator 3: Comparative Performance (optional)

(4 / 6 Supplemental Points)

| Measure | Grade Levels | School | Kea'au Complex |
|---------|--------------|------------|----------------|
| ELA | 3-8 | 39% | 37% |
| Math | 3-8 | 19% | 22% |
| Science | 5 & 8 | 25% | 26% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(9 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|----------------|
| Adaptive Diagnostic Tool | I-Ready |
| Local-Specific Diagnostic Tool | |
| Universal Screener | |
| Narrative Analysis of Data Score | 9 |

Financial Performance Framework

Kua o ka Lā New Century Public Charter School

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|-------|
| School | 10.4 | 248 days | 23.23% | \$138,657 | 9.56% | 104% | Low |
| Assessment | 1 | 1 | 2 | 2 | 2 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.20 | 0.20 | 0.50 | 0.10 | 1.45 |

Organizational Performance Framework

Kua o ka Lā New Century Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

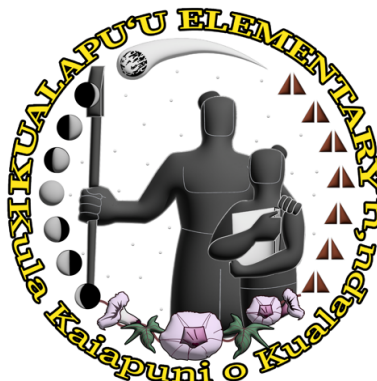
Kua o ka Lā New Century Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Kua o ka Lā New Century Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Kualapu'u School: A Public Conversion Charter

Moloka'i | 260 Farrington Highway, Kualapu'u, Hawai'i 96757 | Established 2004

School Year 2023-2024

Mission

To build a strong foundation for lifelong learning so with proper nurturing our keiki will be able to discover and grow, develop skills and confidence, and, like the 'uala, withstand adversity and thrive in an ever-changing world.

Demographics

| | | | |
|---------------------------------|--|--|---|
| 303 Students enrolled | -- of students are English Language Learners | 85% of students are eligible for Free or Reduced Lunch | 9% of students receive special education services |
|---------------------------------|--|--|---|

Performance Framework

| | | |
|--|--|--|
| 93 <i>out of 73 points "Meets"</i> Academic Performance Framework | 2 <i>Acceptable</i> Financial Performance Framework | 42 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|--|--|

Academic Performance Framework

Kualapu'u School: A Public Conversion Charter

Total Points: 93

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 25/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 5 |

Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

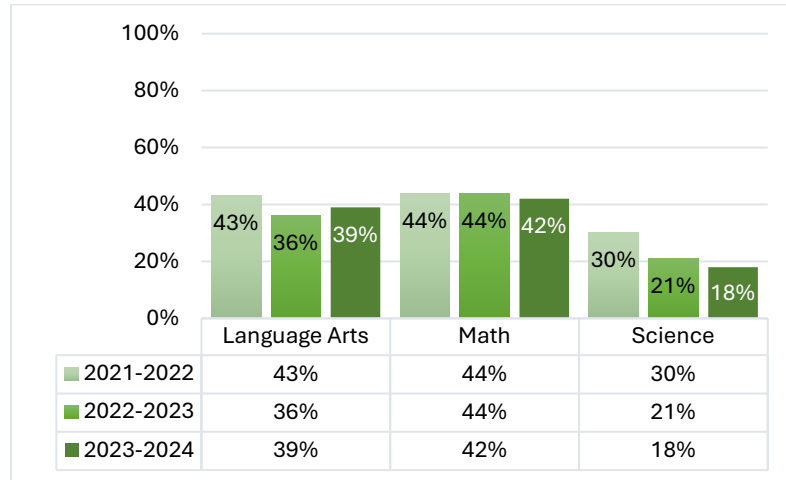
Points scored: 57/70

The data under “How are students performing in each subject?” and “How are student subgroups performing?” represents aggregate proficiency scores taken from the Smarter Balanced Assessments (SBA) and the Kaiapuni Assessment of Educational Outcome (KĀ'EO). The data under “How are students performing compared to others?” represents disaggregated student proficiency scores on the SBA and KĀ'EO.

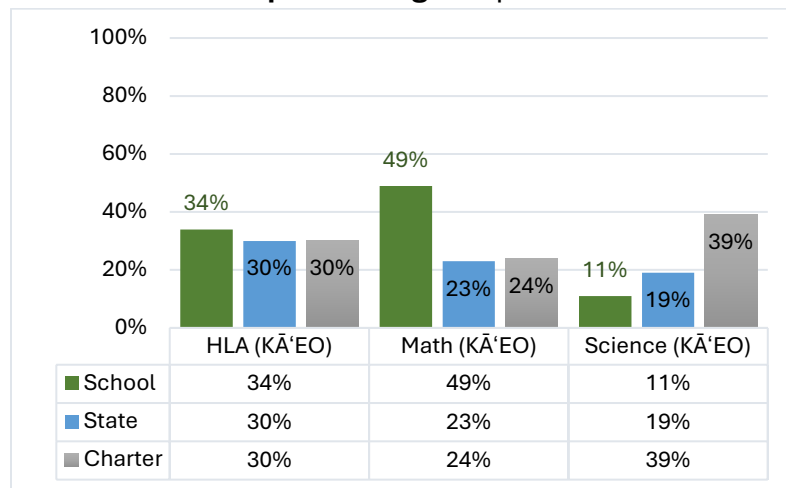
Academic Performance Framework

Kualapu'u School: A Public Conversion Charter

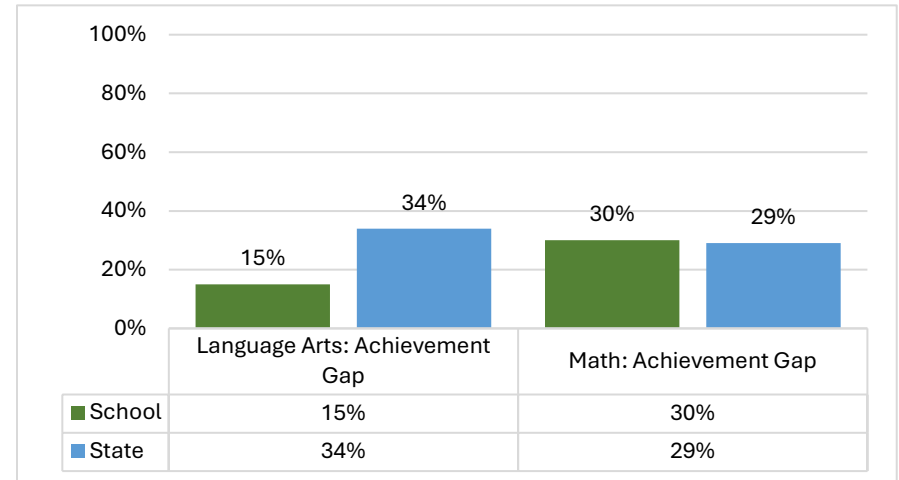
How are **students performing** in each subject?



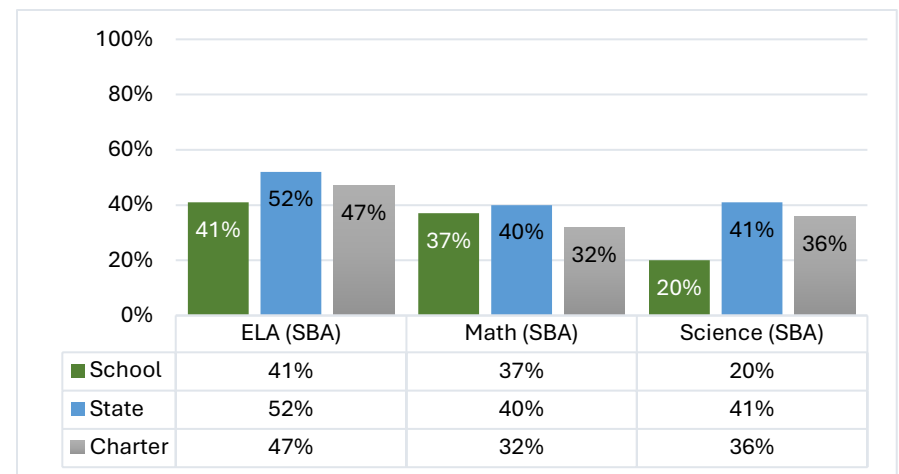
How are **students performing** compared to others?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



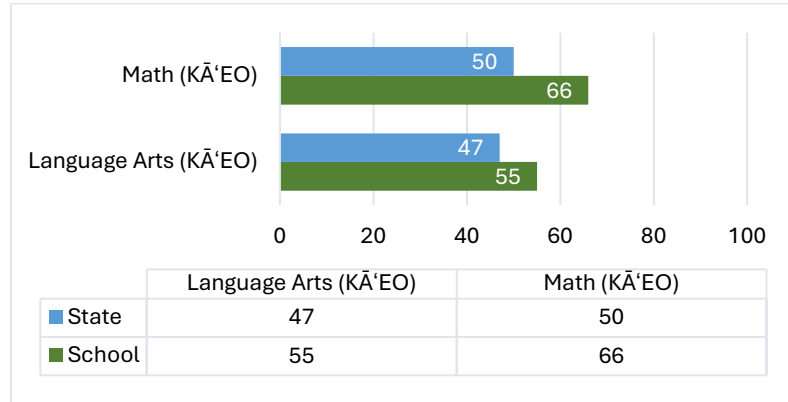
How are **students performing** compared to others?



Academic Performance Framework

Kualapu'u School: A Public Conversion Charter

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

46% Grades K-6

Regular Attendance

67% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

69% 3rd grade literacy rate of 3rd graders reading on grade level

Indicator 3: Comparative Performance (optional)

(5 / 6 Supplemental Points)

| Measure | Grade Levels | School | Hana, Lahainaluna, Lanai, Molokai |
|---------|--------------|------------|-----------------------------------|
| LA | 3-6 | 39% | 34% |
| Math | 3-6 | 42% | 20% |
| Science | 5 | 18% | 21% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(6 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|-------------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | He Lawai'a |
| Universal Screener | Lexile |
| Narrative Analysis of Data Score | 6 |

Financial Performance Framework

Kualapu'u School: A Public Conversion Charter

Audited Fiscal Year 2023-2024

| |
|-------------------|
| Acceptable |
| 2 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|------------|
| School | 4.5 | 142 days | 22.04% | \$179,138 | 0.44% | 119% | Acceptable |
| Assessment | 1 | 1 | 2 | 3 | 2 | 1 | 2 |
| Formula | 0.10 | 0.35 | 0.20 | 0.30 | 0.50 | 0.10 | 1.55 |

Organizational Performance Framework

Kualapu'u School: A Public Conversion Charter

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

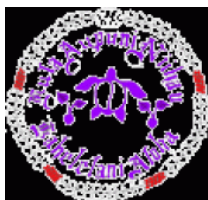
Kualapu'u School: A Public Conversion Charter

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Kualapu'u School: A Public Conversion Charter

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School

Kaua'i | 8315 Kekaha Road, Suite K, Kekaha, HI. 96752 | Established 2001

School Year 2023-2024

Mission

Our mission is to educate our youth to become community leaders capable of directing the future of the Niihau community. Critical to our mission is raising the level of literacy, education, and awareness of our native community by preparing our youth to function independently in a western dominated society. Fundamental to our mission is raising the level of student involvement in community related activities and issues, including economics and governmental affairs as a mechanism to deliver appropriate and influential representation of the Niihau indigenous population for matters that affect their lives and culture now with the generations to come.

Demographics

45
Students enrolled

--
of students are
English Language
Learners

71%
of students are
eligible for Free or
Reduced Lunch

--
of students receive
special education
services

Performance Framework

76
out of 73 points "Meets"
Academic Performance
Framework

2
Acceptable
Financial Performance
Framework

33
out of 42 sections "Meets"
Organizational Performance
Framework

Academic Performance Framework

Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School

Total Points: 76

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 23/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 3 |

Note: data that is missing has been suppressed due to its low n-size

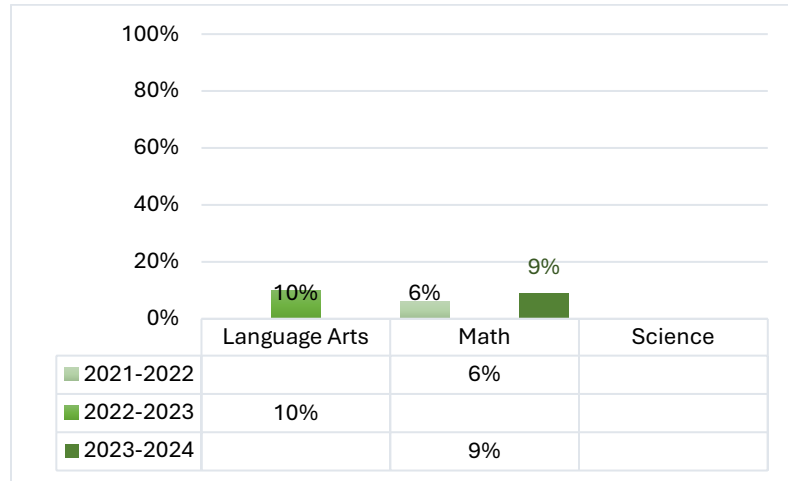
Academic Performance Framework

Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School

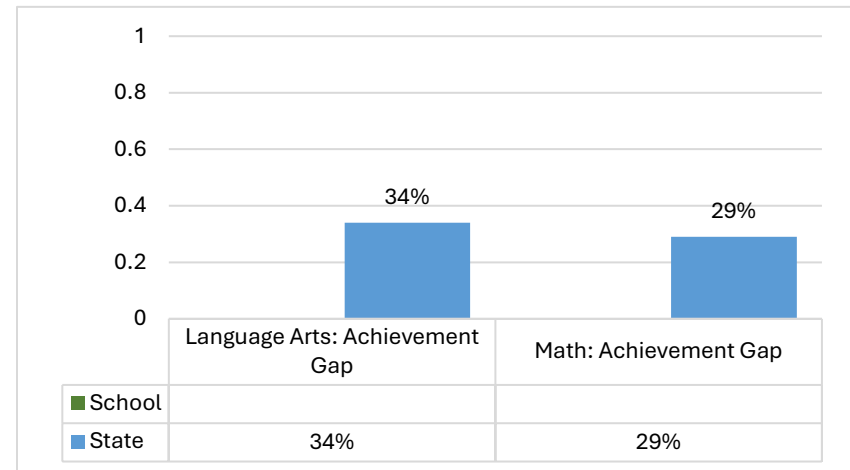
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **50/70**

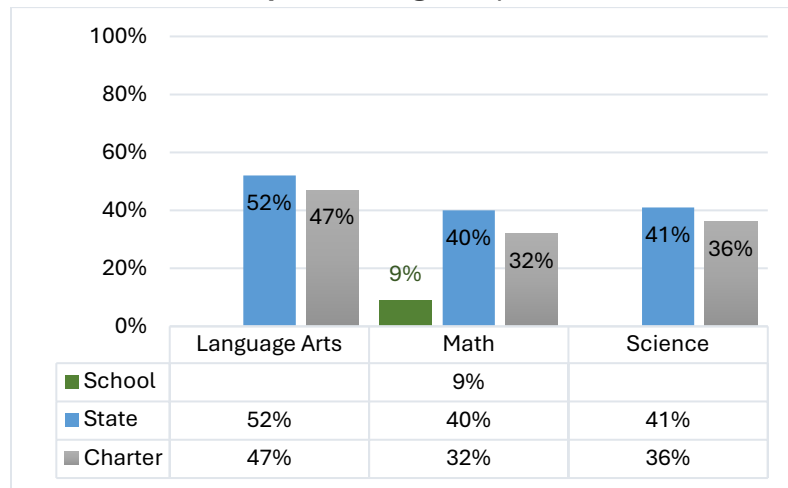
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



How are **students performing** compared to others?

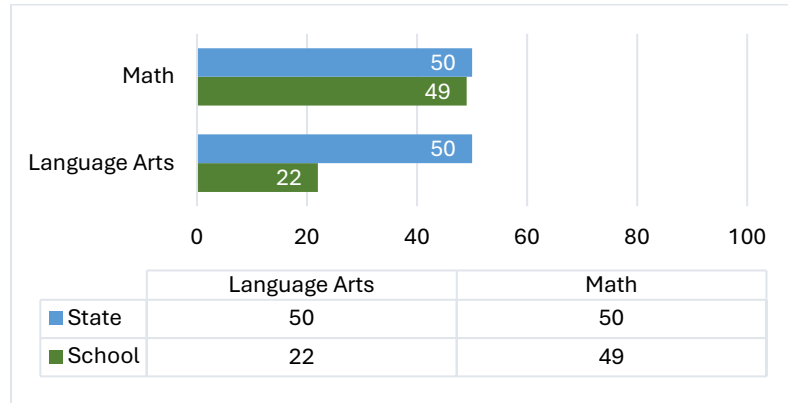


Note: data that is missing has been suppressed due to its low n-size

Academic Performance Framework

Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

78% Grades K-6

67% Grades 7-12

Regular Attendance

74% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

Suppressed data 3rd grade literacy rate of 3rd graders reading on grade level

Note: data that is missing has been suppressed due to its low n-size

Indicator 3: Comparative Performance (optional)

(3 / 6 Supplemental Points)

| Measure | Grade Levels | School | Waimea Complex |
|---------|--------------------|-----------|----------------|
| ELA | 3-8, 11 | | 42% |
| Math | 3-8, 11 | 9% | 35% |
| Science | 5 & 8, Biology EOC | | 27% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(Did not participate/ 9 Supplemental Points)

| Measure | Description |
|----------------------------------|----------------------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | |
| Universal Screener | |
| Narrative Analysis of Data Score | Did not participate |

Financial Performance Framework

Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School

Audited Fiscal Year 2023-2024

| |
|-------------------|
| Acceptable |
| 2 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|------------|--------------|-----------------|------------|
| School | 2.1 | 74 days | 60.60% | (\$91,223) | -0.35% | 100% | Acceptable |
| Assessment | 1 | 1 | 4 | 3 | 3 | 1 | 2 |
| Formula | 0.10 | 0.35 | 0.40 | 0.30 | 0.75 | 0.10 | 2.00 |

Organizational Performance Framework

Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Not Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Not Meets |
| 4.6 School governing board member information. | Not Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Not Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Not Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Not Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Not Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Not Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Laupāhoehoe Community Public Charter School

Hawai'i Island | 35-2065 Mamalahoa Highway, Laupahoehoe, HI 96764 | Established 2011

School Year 2023-2024

Mission

To emphasize hands on learning and academic success where every student is known and valued, using community partnerships and resources while instilling traditional cultural values.

Demographics

| | | | |
|---------------------------------|--|--|--|
| 321 Students enrolled | -- of students are English Language Learners | 71% of students are eligible for Free or Reduced Lunch | 13% of students receive special education services |
|---------------------------------|--|--|--|

Performance Framework

| | | |
|--|---|--|
| 89 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Low</i> Financial Performance Framework | 39 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|---|--|

Academic Performance Framework

Laupāhoehoe Community Public Charter School

Total Points: 89

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 21/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 15 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 6 |

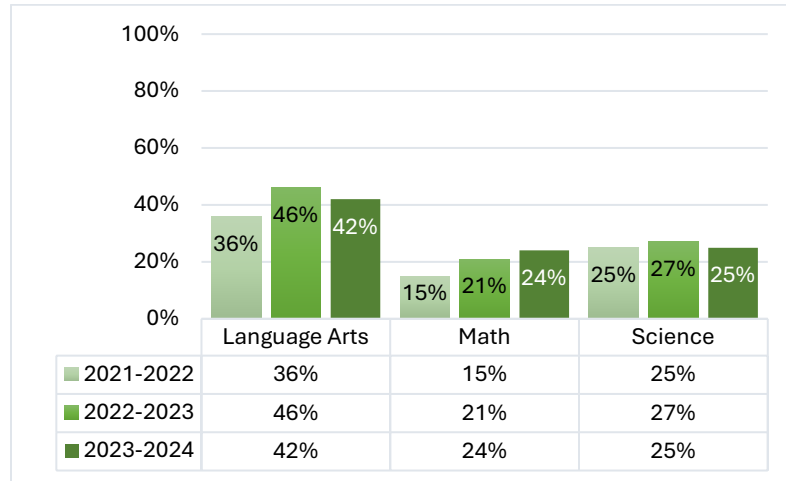
Academic Performance Framework

Laupāhoehoe Community Public Charter School

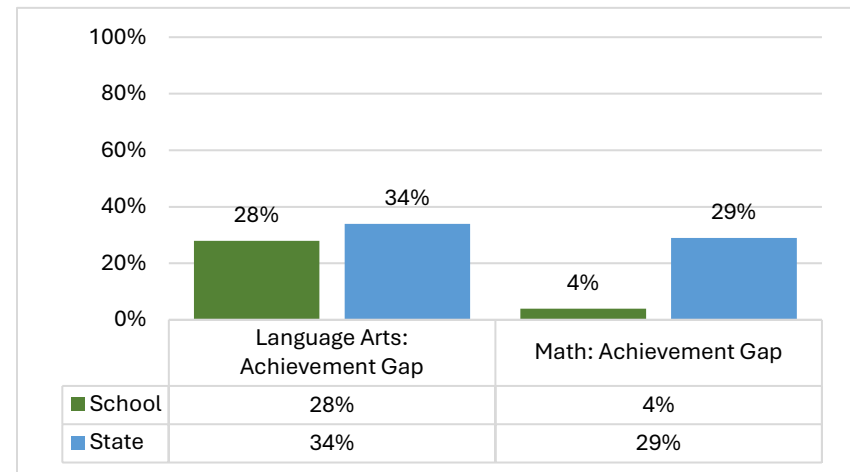
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **59/70**

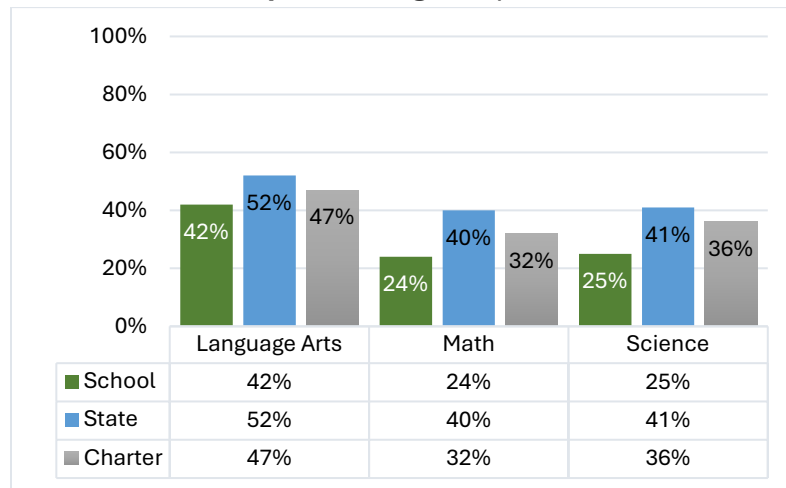
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



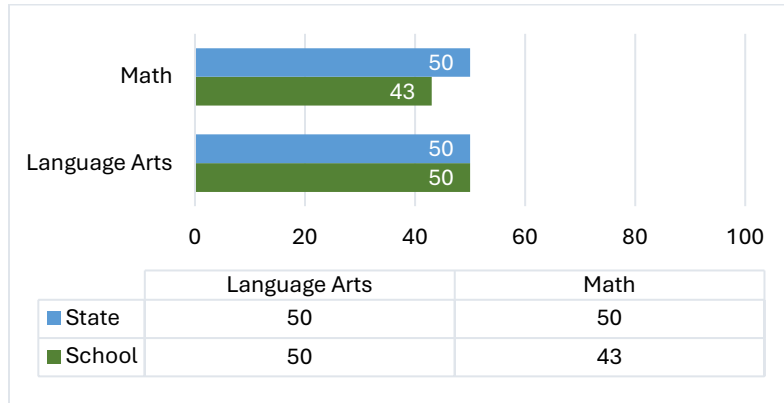
How are **students performing** compared to others?



Academic Performance Framework

Laupāhoehoe Community Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 50, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

75% Grades K-6

59% Grades 7-12

Regular Attendance

80% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

100% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(3 / 6 Supplemental Points)

| Measure | Grade Levels | School | Charter Schools |
|---------|--------------------|------------|-----------------|
| ELA | 3-8, 11 | 42% | 47% |
| Math | 3-8, 11 | 24% | 32% |
| Science | 5 & 8, Biology EOC | 25% | 36% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(6 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|-------------|
| Adaptive Diagnostic Tool | NWEA |
| Local-Specific Diagnostic Tool | |
| Universal Screener | |
| Narrative Analysis of Data Score | 6 |

Financial Performance Framework

Laupāhoehoe Community Public Charter School

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|-------|
| School | 6.8 | 228 days | 13.99% | \$531,569 | 7.35% | 110% | Low |
| Assessment | 1 | 1 | 1 | 2 | 1 | 1 | 1.10 |
| Formula | 0.10 | 0.35 | 0.10 | 0.20 | 0.25 | 0.10 | 1 |

Organizational Performance Framework

Laupāhoehoe Community Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Laupāhoehoe Community Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Not Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Laupāhoehoe Community Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Not Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Not Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Mālama Honua Public Charter School

Hawai‘i Island | 41-054 ‘Ehukai St., Waimānalo, HI 96795 | Established 2012

School Year 2023-2024

Mission

To provide an education that cultivates the caring, compassionate, and astute "mind of the navigator" in students and teachers alike by the appropriate application of indigenous Hawaiian values, inclusive of 21st century skills.

All haumana and kumu will become caring and compassionate and loving navigators that show Aloha, Mālama, ‘Imi ‘Ike, Lokomaika‘i, Na‘au Pono, Olakino Maka‘i with the skills of a 21st century learner.

Demographics

| | | | |
|---------------------------------|--|--|--|
| 166 Students enrolled | -- of students are English Language Learners | 46% of students are eligible for Free or Reduced Lunch | 12% of students receive special education services |
|---------------------------------|--|--|--|

Performance Framework

| | | |
|--|---|--|
| 99 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Low</i> Financial Performance Framework | 41 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|---|--|

Academic Performance Framework

Mālama Honua Public Charter School

Total Points: 99

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 25/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 17 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 8 |

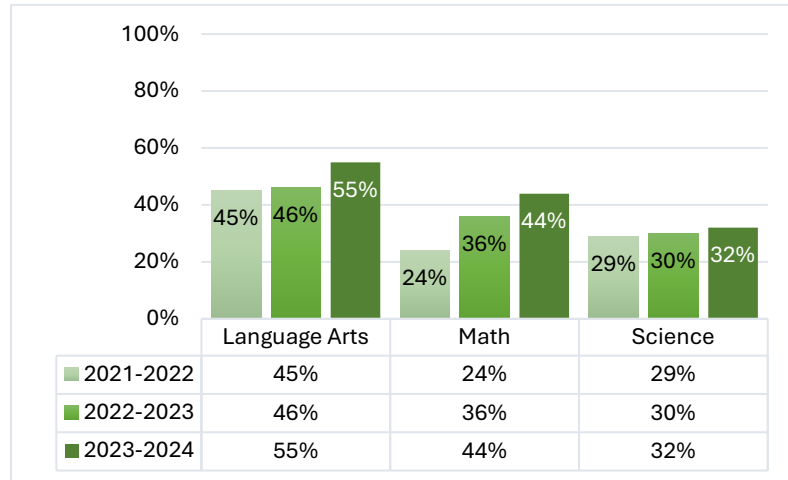
Academic Performance Framework

Mālama Honua Public Charter School

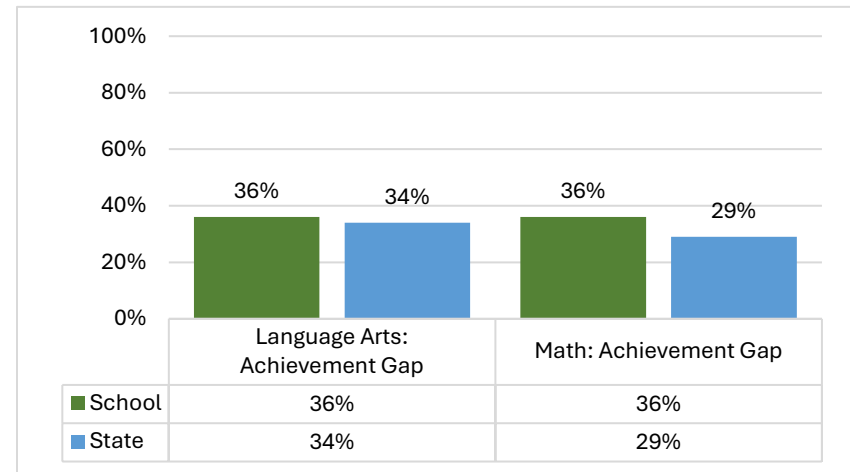
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **61/70**

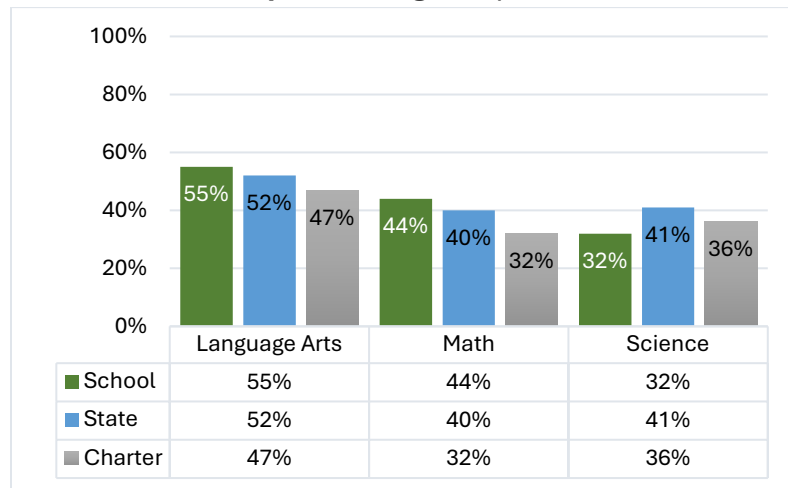
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



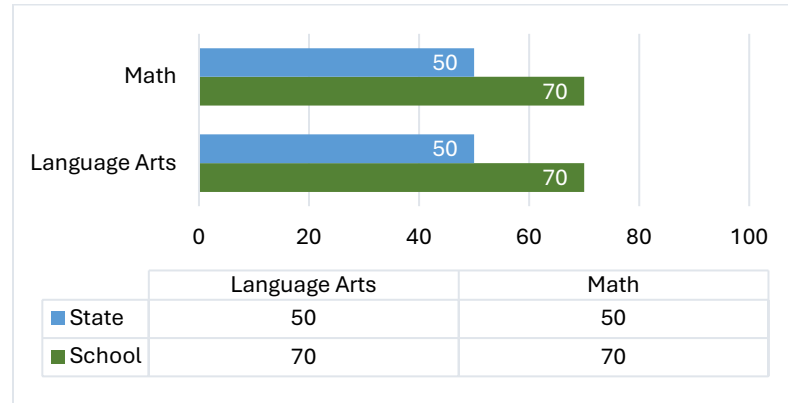
How are **students performing** compared to others?



Academic Performance Framework

Mālama Honua Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

72% Grades K-6

72% Grades 7-12

Regular Attendance

81% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

89% 8th grade literacy rate of 8th graders reading on grade level

Indicator 3: Comparative Performance (optional)

(5 / 6 Supplemental Points)

| Measure | Grade Levels | School | Charter Schools |
|---------|--------------|------------|-----------------|
| ELA | 3-8 | 55% | 47% |
| Math | 3-8 | 44% | 32% |
| Science | 5 & 8 | 32% | 36% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(8 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|------------------------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | PCS Portfolio Defense |
| Universal Screener | |
| Narrative Analysis of Data Score | 8 |

Financial Performance Framework

Mālama Honua Public Charter School

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-------------|--------------|-----------------|-------|
| School | 6.0 | 510 days | 15.30% | \$1,071,200 | 15.30% | 139% | Low |
| Assessment | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.10 | 0.10 | 0.25 | 0.10 | 1.00 |

Organizational Performance Framework

Mālama Honua Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Mālama Honua Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Not Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Mālama Honua Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Myron B. Thompson Academy Public Charter School

Statewide | 1040 Richards Street Suite #220 Honolulu HI 96813 | Established 2001

School Year 2023-2024

Mission

The mission of Myron B. Thompson Academy is to provide a rigorous, engaging learning environment in which all learners accept responsibility for their learning, work together, are involved in complex problem solving, recognize and produce quality work and communicate effectively.

Demographics

| | | | |
|-------------------|---|--|--|
| 464 | -- | 14% | -- |
| Students enrolled | of students are English Language Learners | of students are eligible for Free or Reduced Lunch | of students receive special education services |

Performance Framework

| | | |
|---------------------------------|---------------------------------|--------------------------------------|
| 106 | 1 | 40 |
| <i>out of 73 points "Meets"</i> | <i>Low</i> | <i>out of 42 sections "Meets"</i> |
| Academic Performance Framework | Financial Performance Framework | Organizational Performance Framework |

Academic Performance Framework

Myron B. Thompson Academy Public Charter School

Total Points: 106

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 30/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|-----------|
| 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 | (1-3) | (4-6) | (7-10) | 10 |

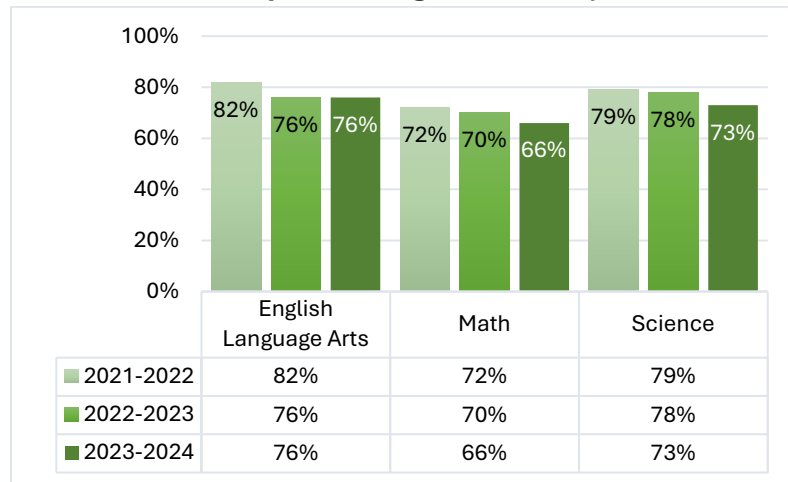
Academic Performance Framework

Myron B. Thompson Academy Public Charter School

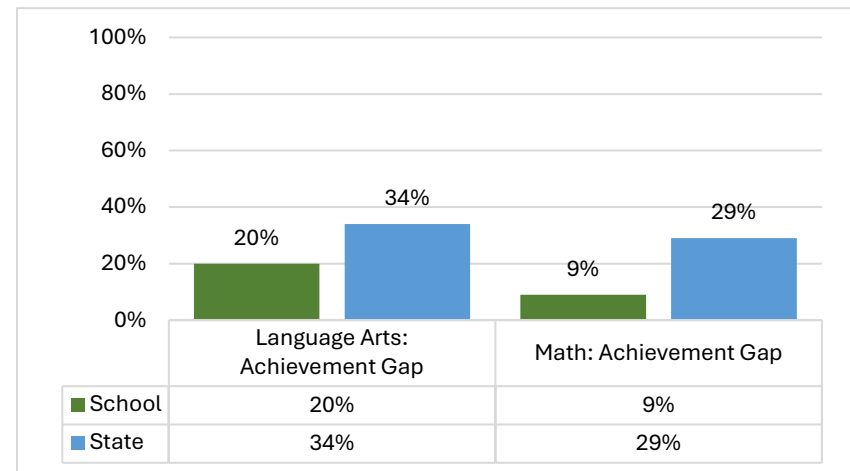
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **70/70**

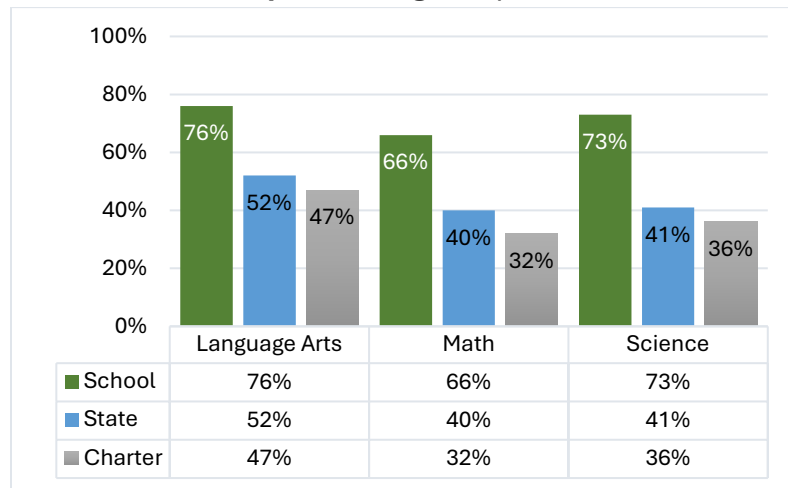
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



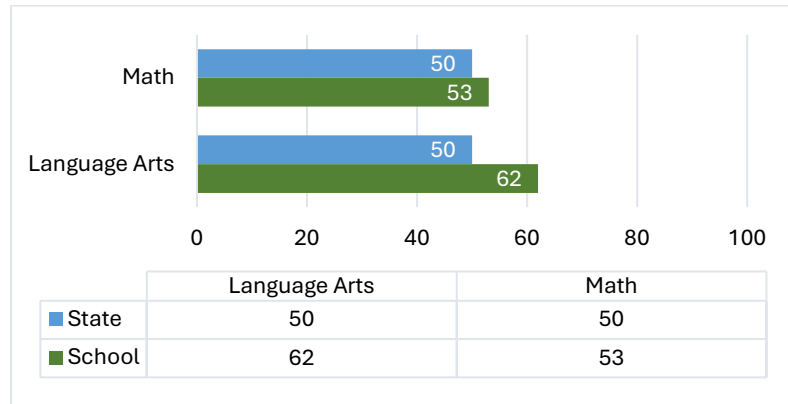
How are **students performing** compared to others?



Academic Performance Framework

Myron B. Thompson Academy Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

80% Grades K-6

72% Grades 7-12

Regular Attendance

98% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

93% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

| Measure | Grade Levels | School | Kaimuki-McKinley-Roosevelt Complex Area |
|---------|--------------------|------------|---|
| ELA | 3-8, 11 | 76% | 56% |
| Math | 3-8, 11 | 66% | 45% |
| Science | 5 & 8, Biology EOC | 73% | 46% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(Did not participate/ 9 Supplemental Points)

| Measure | Description |
|----------------------------------|----------------------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | |
| Universal Screener | |
| Narrative Analysis of Data Score | Did not participate |

Financial Performance Framework

Myron B. Thompson Academy Public Charter School

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

Risk Assessment Result Formula

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

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 Public Charter School

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|-------|
| School | 10.6 | 755 days | 12.69% | \$706,301 | 12.00% | 107% | Low |
| Assessment | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.10 | 0.10 | 0.25 | 0.10 | 1 |

Organizational Performance Framework

Myron B. Thompson Academy Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Not Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Not Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Myron B. Thompson Academy Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Myron B. Thompson Academy Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Nā Wai Ola Public Charter School

Hawai'i Island | 18-1359 Volcano Rd, Mountain View, HI 96771 | Established 2000

School Year 2023-2024

Mission

Nā Wai Ola Public Charter School's staff, parents, and community are dedicated to the intellectual, personal, social, emotional, and physical growth of students. Our highly qualified and skilled staff recognizes the value of professional development to rigorously challenge students. Our teaching practices are grounded in Hawaiian culture, values, and traditions, and are reflective and responsive to the needs of our students. Through our Hawaiian-focused, project-based learning experiences and opportunities, our students discover their potential, achieve readiness for their life's journey, and succeed in a safe and caring environment.

Demographics

| | | | |
|-------------------|---|--|--|
| 97 | -- | 85% | 14% |
| Students enrolled | of students are English Language Learners | of students are eligible for Free or Reduced Lunch | of students receive special education services |

Performance Framework

| | | |
|---------------------------------|---------------------------------|--------------------------------------|
| 83 | 2 | 39 |
| <i>out of 73 points "Meets"</i> | <i>Acceptable</i> | <i>out of 42 sections "Meets"</i> |
| Academic Performance Framework | Financial Performance Framework | Organizational Performance Framework |

Academic Performance Framework

Nā Wai Ola Public Charter School

Total Points: 83

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 27/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 7 |

Note: data that is missing has been suppressed due to its low n-size

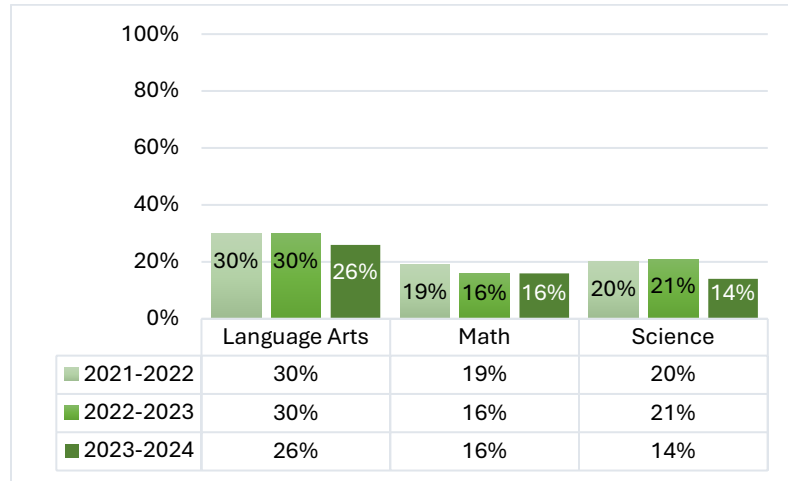
Academic Performance Framework

Nā Wai Ola Public Charter School

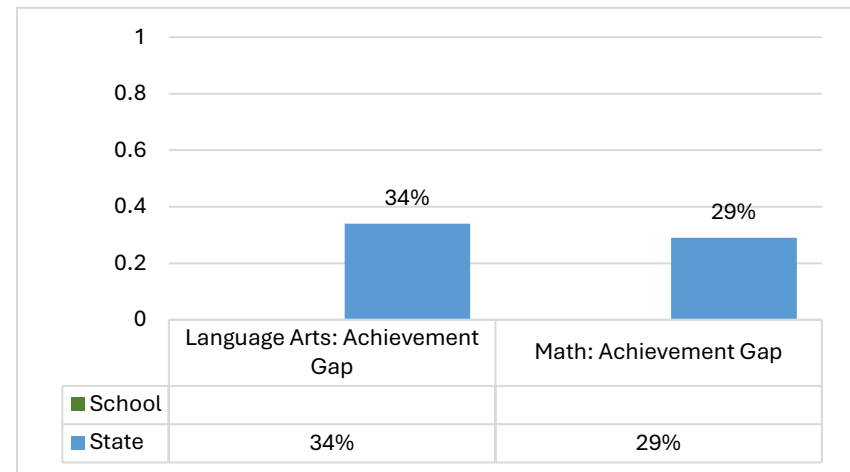
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **46/70**

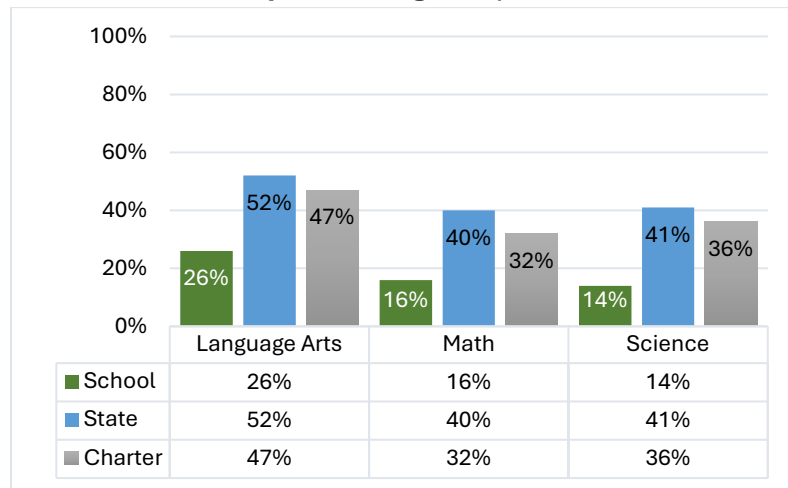
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



How are **students performing** compared to others?

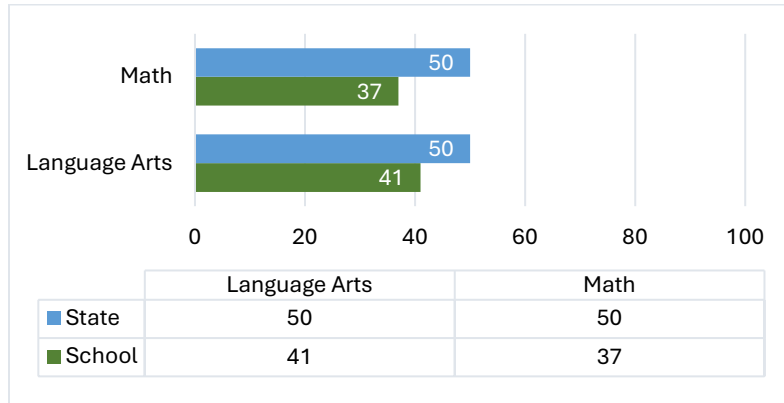


Note: data that is missing has been suppressed due to its low n-size

Academic Performance Framework

Nā Wai Ola Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 50, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

70% Grades K-6

Regular Attendance

55% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

54% 3rd grade literacy rate of 3rd graders reading on grade level

Indicator 3: Comparative Performance (optional)

(3 / 6 Supplemental Points)

| Measure | Grade Levels | School | Kau-Kea'au-Pahoa |
|---------|--------------|------------|------------------|
| ELA | 3-6 | 26% | 33% |
| Math | 3-6 | 16% | 20% |
| Science | 5 | 14% | 24% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(7 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|----------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | |
| Universal Screener | I-Ready |
| Narrative Analysis of Data Score | 7 |

Note: data that is missing has been suppressed due to its low n-size

Financial Performance Framework

Nā Wai Ola Public Charter School

Audited Fiscal Year 2023-2024

| |
|-------------------|
| Acceptable |
| 2 |

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|------------|
| School | 2.9 | 292 days | 33.92% | \$266,318 | 0.29% | 76% | Acceptable |
| Assessment | 1 | 1 | 2 | 1 | 1 | 5 | 2 |
| Formula | 0.10 | 0.35 | 0.20 | 0.10 | 0.25 | 0.50 | 1.50 |

Organizational Performance Framework

Nā Wai Ola Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Not Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Not Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Nā Wai Ola Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Nā Wai Ola Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Not Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



SEEQS: the School for Examining Essential Questions of Sustainability

O'ahu | 1728 Nu'uau Ave., Honolulu, HI, 96817 | Established 2012

School Year 2023-2024

Mission

The diverse community of SEEQS fosters a joy of learning through collaborative and interdisciplinary investigation of questions essential to Hawai'i's future.

Demographics

| | | | |
|---------------------------------|--|--|--|
| 178 Students enrolled | -- of students are English Language Learners | 12% of students are eligible for Free or Reduced Lunch | 11% of students receive special education services |
|---------------------------------|--|--|--|

Performance Framework

| | | |
|---|--|--|
| 112 <i>out of 73 points "Meets"</i> Academic Performance Framework | 2 <i>Acceptable</i> Financial Performance Framework | 40 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|---|--|--|

Academic Performance Framework

SEEQS: the School for Examining Essential Questions of Sustainability

Total Points: 112

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 29/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 9 |

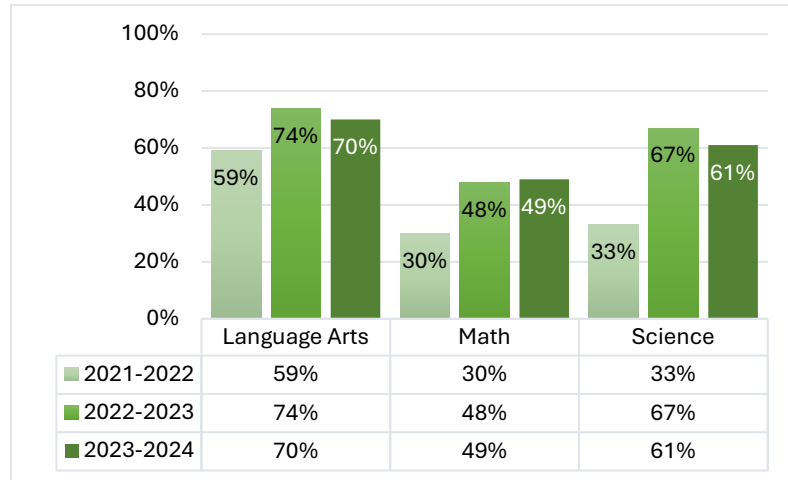
Academic Performance Framework

SEEQS: the School for Examining Essential Questions of Sustainability

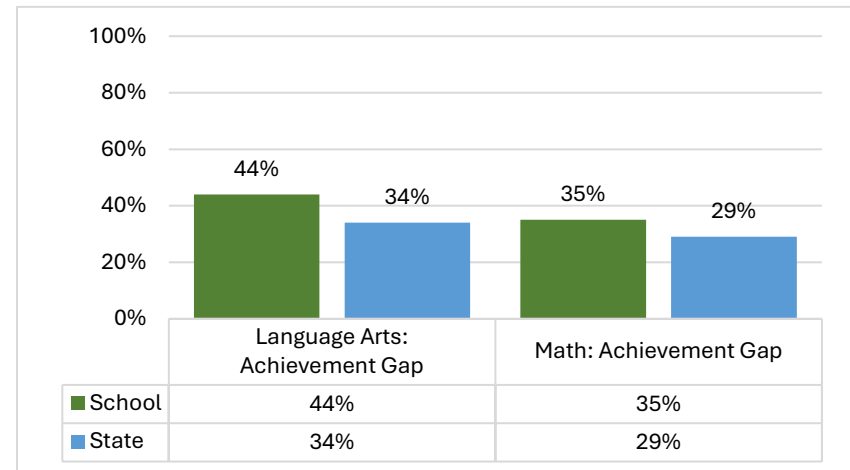
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **70/70**

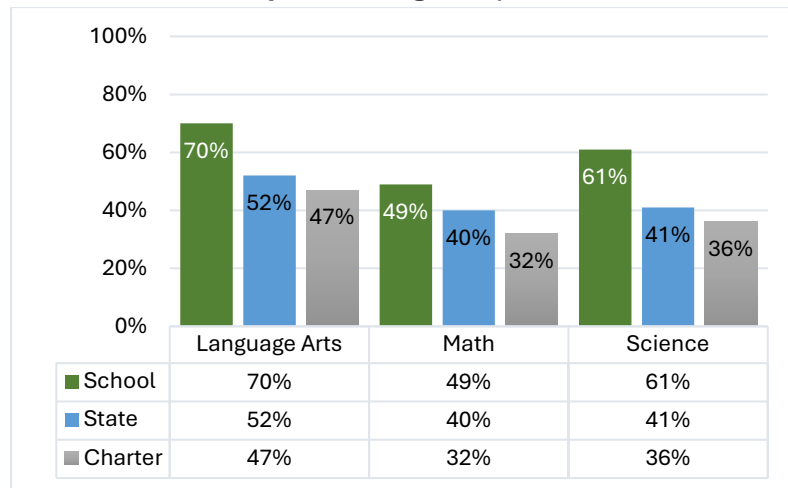
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



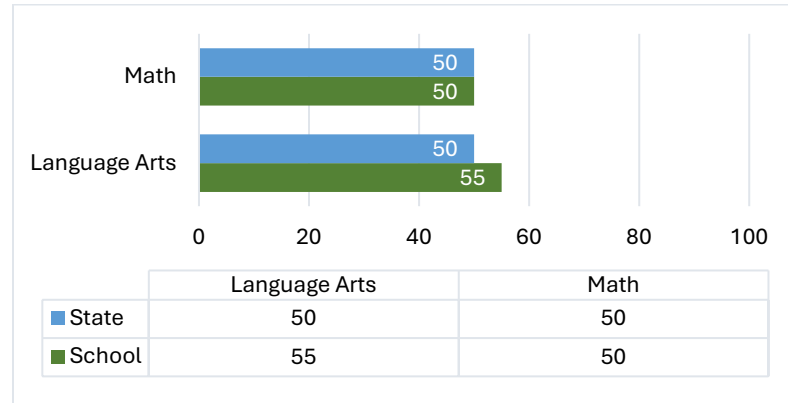
How are **students performing** compared to others?



Academic Performance Framework

SEEQS: the School for Examining Essential Questions of Sustainability

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

72% Grades 6-8

Regular Attendance

86% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

81% 8th grade literacy rate of 8th graders reading on grade level

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

| Measure | Grade Levels | School | Charter Schools |
|---------|--------------|------------|-----------------|
| ELA | 6-8 | 70% | 47% |
| Math | 6-8 | 49% | 32% |
| Science | 8 | 61% | 36% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(7 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|----------------------------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | 8th grade Defense Process |
| Universal Screener | |
| Narrative Analysis of Data Score | 7 |

Financial Performance Framework

SEEQS: the School for Examining Essential Questions of Sustainability

Audited Fiscal Year 2023-2024

| |
|-------------------|
| Acceptable |
| 2 |

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|------------|
| School | 2.1 | 119 days | 32.31% | \$299,511 | 4.92% | 125% | Acceptable |
| Assessment | 1 | 1 | 2 | 4 | 3 | 1 | 2 |
| Formula | 0.10 | 0.35 | 0.20 | 0.40 | 0.75 | 0.10 | 1.90 |

Organizational Performance Framework

SEEQS: the School for Examining Essential Questions of Sustainability

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

SEEQS: the School for Examining Essential Questions of Sustainability

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

SEEQS: the School for Examining Essential Questions of Sustainability

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Not Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Not Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



University Laboratory School

O'ahu | 1776 University Avenue - UHS Building 3, Room 121, Honolulu, HI 96822 | Established 2001

School Year 2023-2024

Mission

The school serves two interlocking missions: to design and deliver the best possible education to its students, and to serve the educational research and development community as an inventing and testing ground for high quality educational programs.

Demographics

| | | | |
|---------------------------------|--|---|---|
| 446 Students enrolled | 3% of students are English Language Learners | 9% of students are eligible for Free or Reduced Lunch | 7% of students receive special education services |
|---------------------------------|--|---|---|

Performance Framework

| | | |
|--|---|--|
| 97 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Low</i> Financial Performance Framework | 42 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|---|--|

Academic Performance Framework

University Laboratory School

Total Points: 97

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 29/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 20 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 9 |

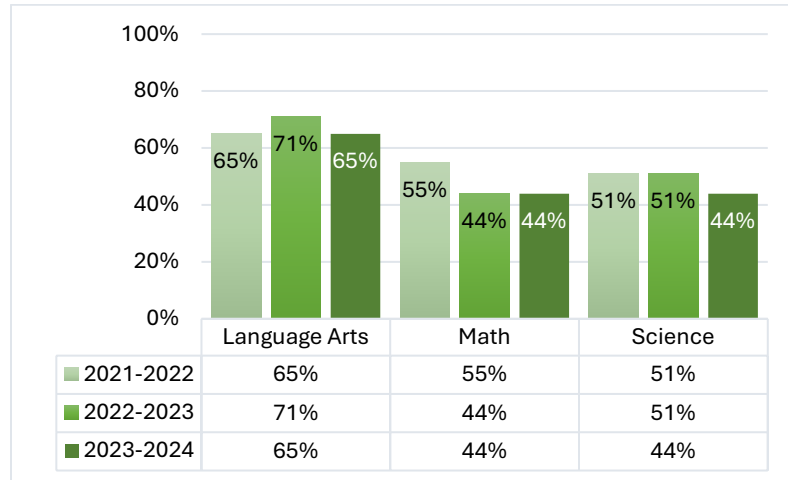
Academic Performance Framework

University Laboratory School

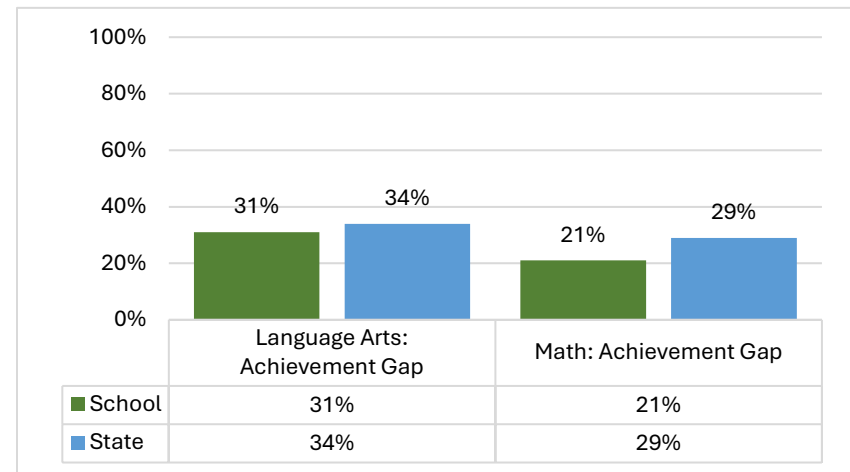
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: 62/70

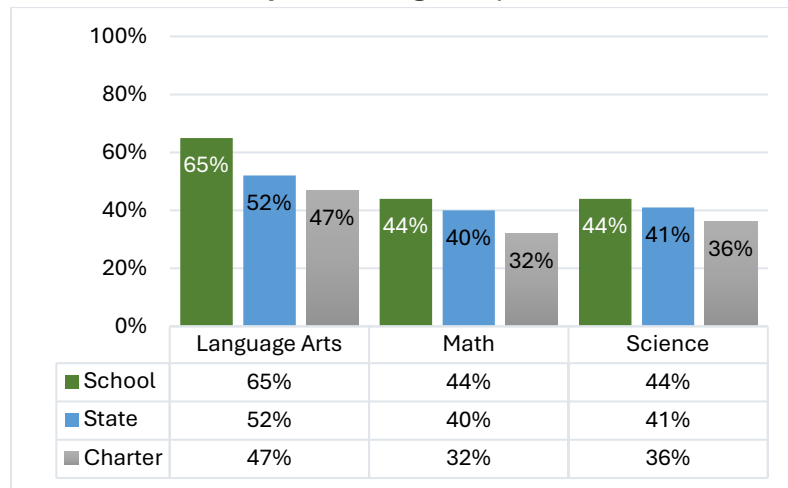
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



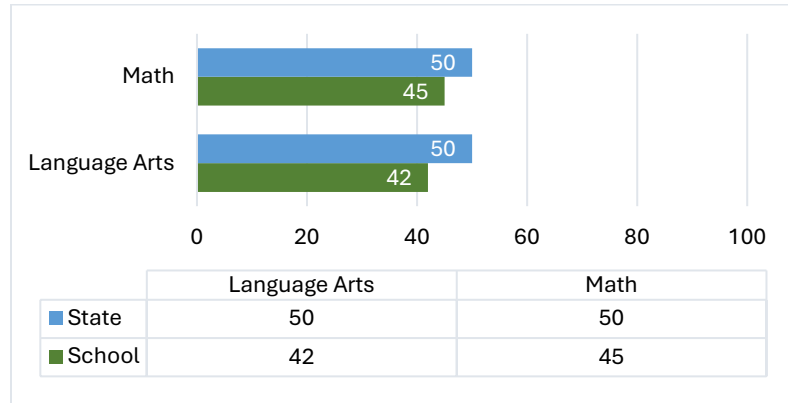
How are **students performing** compared to others?



Academic Performance Framework

University Laboratory School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

74% Grades K-6

61% Grades 7-12

Regular Attendance

91% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

100% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

| Measure | Grade Levels | School | Charter Schools |
|---------|--------------------|------------|-----------------|
| ELA | 3-8, 11 | 65% | 47% |
| Math | 3-8, 11 | 44% | 32% |
| Science | 5 & 8, Biology EOC | 44% | 36% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(Did not participate/ 9 Supplemental Points)

| Measure | Description |
|----------------------------------|----------------------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | |
| Universal Screener | |
| Narrative Analysis of Data Score | Did not participate |

Financial Performance Framework

University Laboratory School

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-------------|--------------|-----------------|-------|
| School | 3.1 | 298 days | 32.45% | \$1,646,867 | 12.84% | 134% | Low |
| Assessment | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.20 | 0.10 | 0.25 | 0.10 | 1.10 |

Organizational Performance Framework

University Laboratory School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

University Laboratory School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

University Laboratory School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Volcano School of Arts & Sciences

Hawai'i Island | 99-128 Old Volcano Road, Volcano, HI 96785 | Established 2001

School Year 2023-2024

Mission

Learning through Volcano's unique natural and cultural resources to become creative global citizens.

Demographics

| | | | |
|---------------------------------|--|--|--|
| 308 Students enrolled | -- of students are English Language Learners | 67% of students are eligible for Free or Reduced Lunch | 18% of students receive special education services |
|---------------------------------|--|--|--|

Performance Framework

| | | |
|---|--|--|
| 100 <i>out of 73 points "Meets"</i> Academic Performance Framework | 2 <i>Acceptable</i> Financial Performance Framework | 39 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|---|--|--|

Academic Performance Framework

Volcano School of Arts & Sciences

Total Points: 100

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 26/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 18 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 8 |

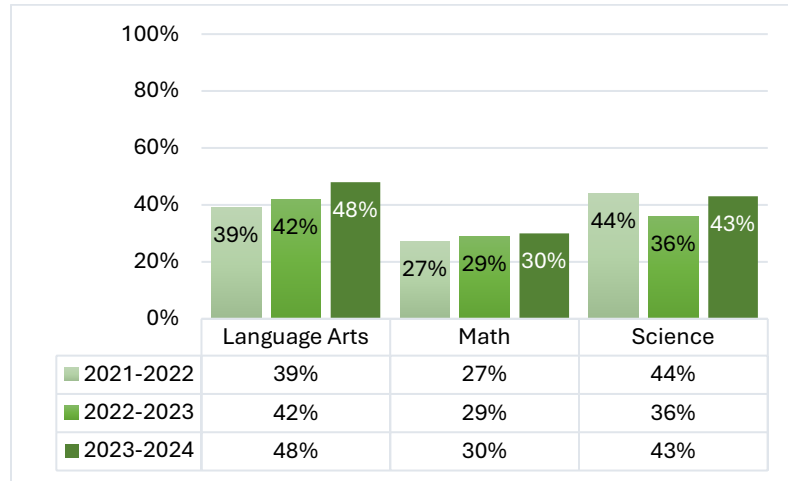
Academic Performance Framework

Volcano School of Arts & Sciences

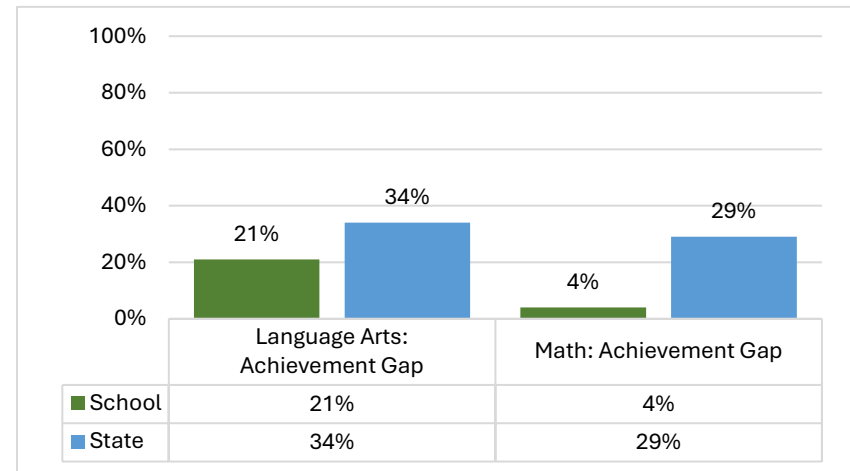
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **61/70**

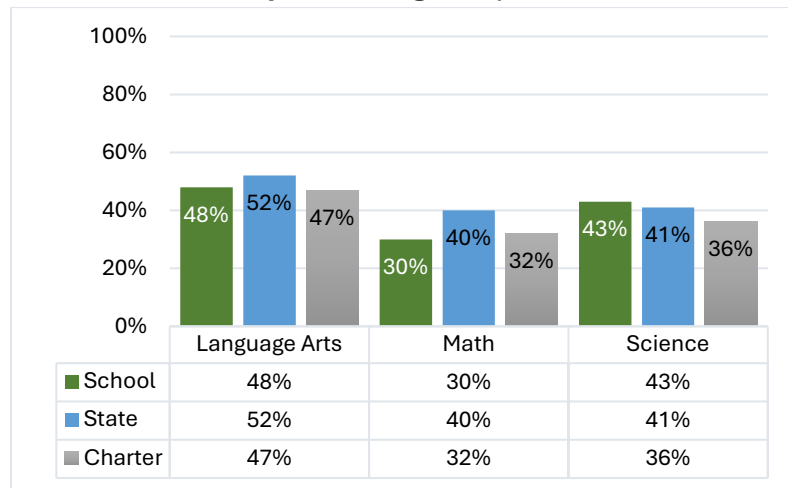
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



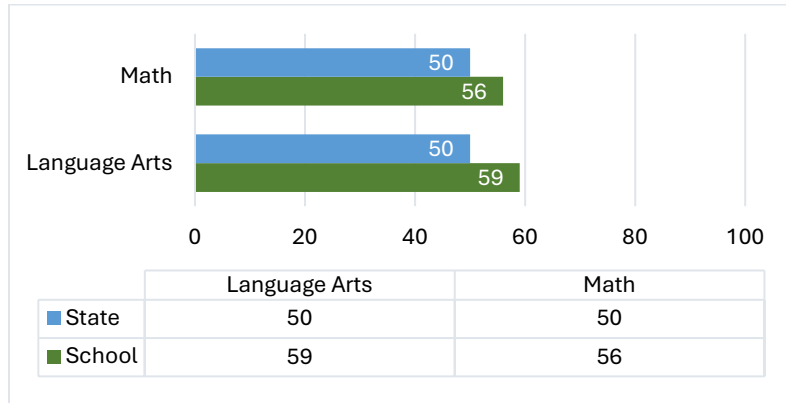
How are **students performing** compared to others?



Academic Performance Framework

Volcano School of Arts & Sciences

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

72% Grades K-6

57% Grades 7-12

Regular Attendance

71% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

94% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

| Measure | Grade Levels | School | Kau-Kea'au-Pahoa |
|---------|--------------------|--------|------------------|
| ELA | 3-8, 11 | 48% | 33% |
| Math | 3-8, 11 | 30% | 20% |
| Science | 5 & 8, Biology EOC | 43% | 24% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(7 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|-------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | |
| Universal Screener | NWEA |
| Narrative Analysis of Data Score | 7 |

Financial Performance Framework

Volcano School of Arts & Sciences

Audited Fiscal Year 2023-2024

| |
|-------------------|
| Acceptable |
| 2 |

Risk Assessment Result Formula

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

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 |

Volcano School of Arts & Sciences

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|------------|
| School | 1.1 | 917 days | 74.25% | \$456,364 | 19.00% | 153% | Acceptable |
| Assessment | 4 | 1 | 4 | 3 | 1 | 1 | 2 |
| Formula | 0.40 | 0.35 | 0.40 | 0.30 | 0.25 | 0.10 | 1.80 |

Organizational Performance Framework

Volcano School of Arts & Sciences

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Not Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Not Meets |
| 4.6 School governing board member information. | Not Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Volcano School of Arts & Sciences

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Volcano School of Arts & Sciences

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Voyager: A Public Charter School

O'ahu | 2428 Wilder Avenue, Honolulu, HI 96822 | Established 2000

School Year 2023-2024

Mission

The mission of Voyager: A Public Charter School is to transform education in Hawaii by demonstrating that Hawaii educators, working with a diverse population of our community's children can achieve high expectations as articulated in the Hawaii Content and performance Standards and Common Core State Standards. Voyager uses state of the art methods founded on ancient principles and the latest scientific knowledge to help every student achieve and perform beyond expectations. Voyager forms and utilizes a variety of partnerships to share its philosophy and methods with other public schools.

Demographics

| | | | |
|---------------------------------|--|--|--|
| 258 Students enrolled | 7% of students are English Language Learners | 17% of students are eligible for Free or Reduced Lunch | 12% of students receive special education services |
|---------------------------------|--|--|--|

Performance Framework

| | | |
|--|---|--|
| 86 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Low</i> Financial Performance Framework | 39 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|---|--|

Academic Performance Framework

Voyager: A Public Charter School

Total Points: 86

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 22/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 15 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 7 |

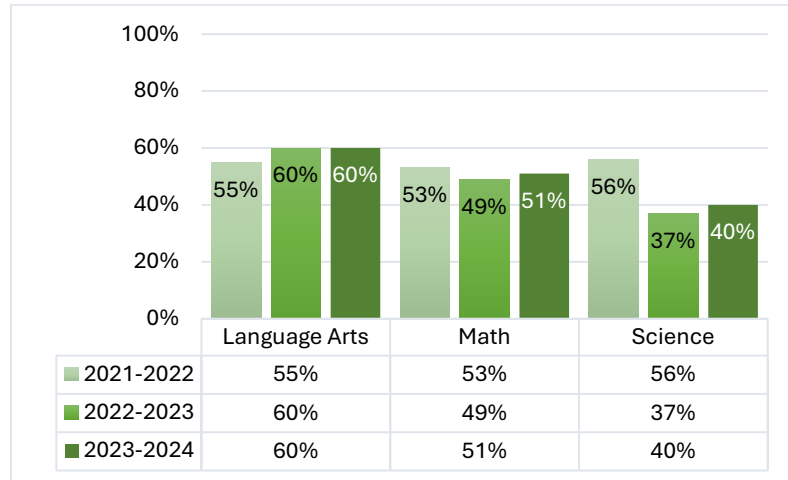
Academic Performance Framework

Voyager: A Public Charter School

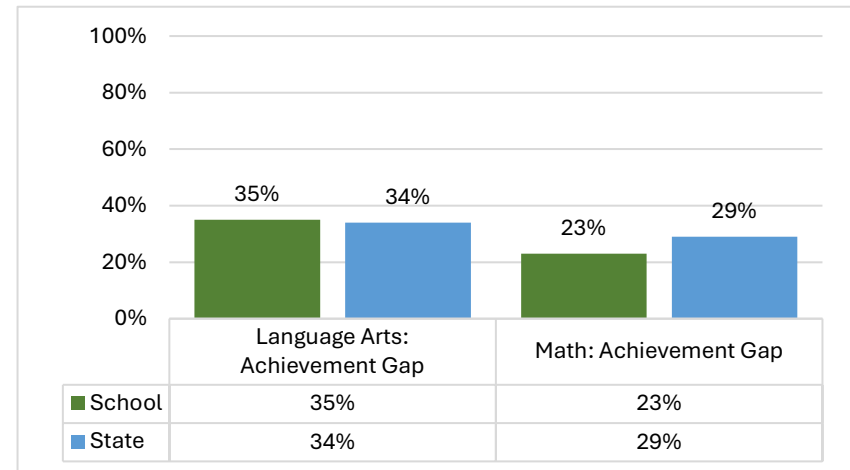
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **64/70**

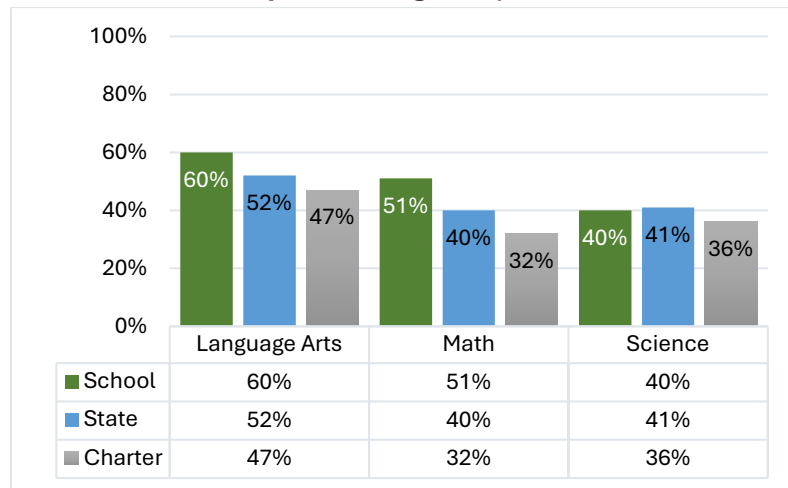
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



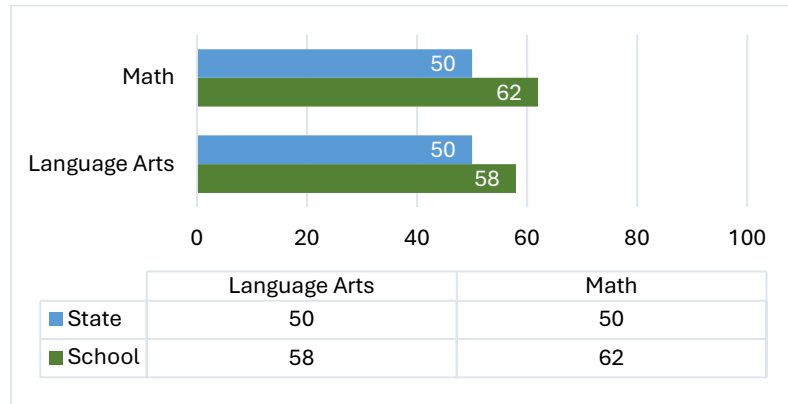
How are **students performing** compared to others?



Academic Performance Framework

Voyager: A Public Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

68% Grades K-6

Regular Attendance

77% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

81% 8th grade literacy rate of 8th graders reading on grade level

Indicator 3: Comparative Performance (optional)

(Did not participate/ 6 Supplemental Points)

| Measure | Grade Levels | School | Did not participate |
|---------|--------------|--------|---------------------|
| ELA | 3-8 | | |
| Math | 3-8 | | |
| Science | 5 & 8 | | |

Indicator 4: School Reported Data - Site-Relevant

Diagnostics (optional)

(Did not participate/ 9 Supplemental Points)

| Measure | Description |
|----------------------------------|----------------------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | |
| Universal Screener | |
| Narrative Analysis of Data Score | Did not participate |

Financial Performance Framework

Voyager: A Public Charter School

| |
|------------|
| Low |
| 1 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|-------|
| School | 4.7 | 275 days | 38.52% | \$605,939 | 17.86% | 106% | Low |
| Assessment | 1 | 1 | 2 | 2 | 2 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.20 | 0.20 | 0.50 | 0.10 | 1.45 |

Organizational Performance Framework

Voyager: A Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Not Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Voyager: A Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Voyager: A Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Not Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Not Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Wai'alaie Elementary Public Charter School

O'ahu | 1045 19th Ave, Honolulu, HI 96816 | Established 1999

School Year 2023-2024

Mission

Wai'alaie Elementary Public Charter School is a student centered school that honors the whole child. It is committed to nurturing a community of joyful learners who strive for excellence and innovation; empowering all members of the community to actively engage in a democratic society.

Demographics

| | | | |
|---------------------------------|--|--|---|
| 493 Students enrolled | 9% of students are English Language Learners | 11% of students are eligible for Free or Reduced Lunch | 8% of students receive special education services |
|---------------------------------|--|--|---|

Performance Framework

| | | |
|---|---|--|
| 106 <i>out of 73 points "Meets"</i> Academic Performance Framework | 1 <i>Low</i> Financial Performance Framework | 40 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|---|---|--|

Academic Performance Framework

Wai'alaie Elementary Public Charter School

Total Points: 106

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 27/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 17 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|-----------|
| 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 | (1-3) | (4-6) | (7-10) | 10 |

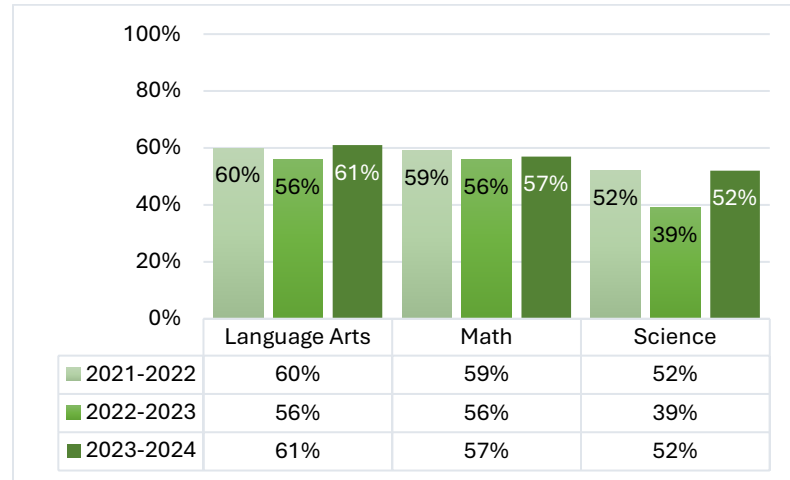
Academic Performance Framework

Wai'ālae Elementary Public Charter School

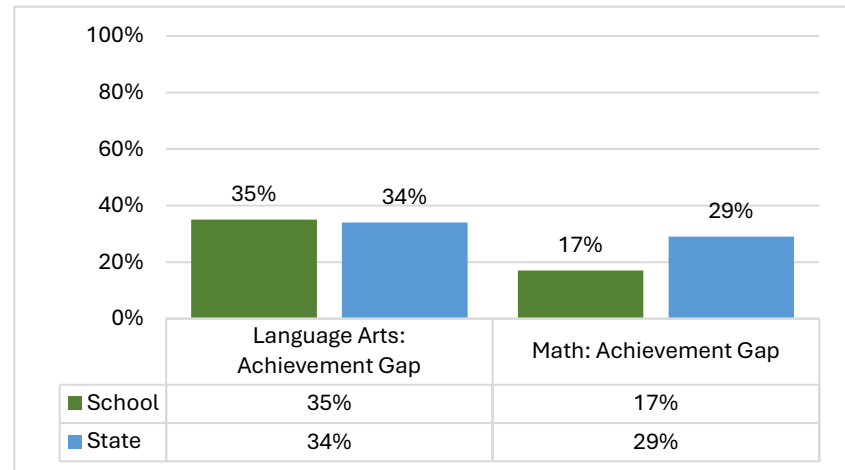
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **64/70**

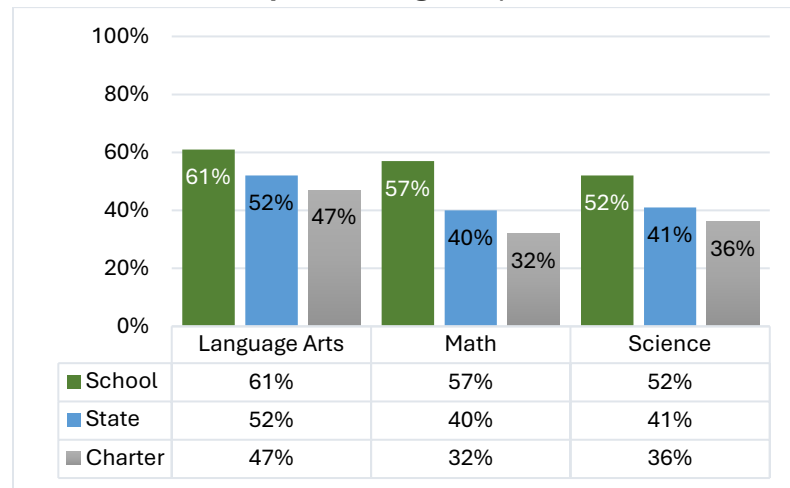
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



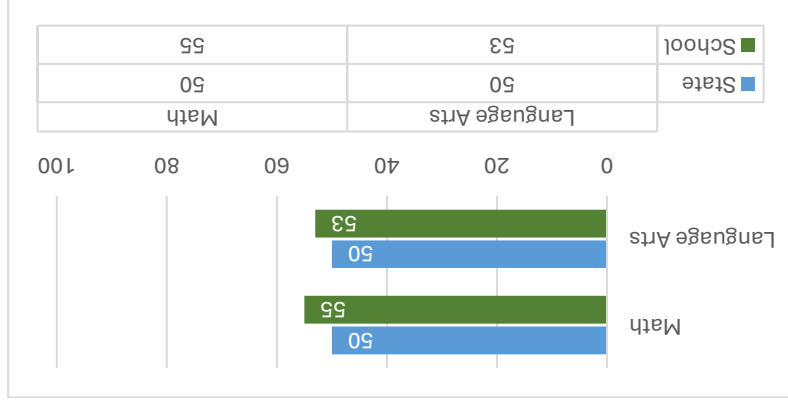
How are **students performing** compared to others?



Academic Performance Framework

Waialae Elementary Public Charter School

How do **students grow** over time? Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEQ are shown as the percent of students making one year of typical growth.



How do **students feel** about their school? Percent of students reporting positively on the Panorama Student Perception Survey

76% Grades K-6

Regular Attendance

81% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

95% 3rd grade literacy rate

of 3rd graders reading on grade level

| Measure | Grade Levels | School | Farrington-Kaiser-Kalani |
|---------|--------------|--------|--------------------------|
| Science | 5 | 52% | 50% |
| Math | 3-5 | 57% | 48% |
| ELA | 3-5 | 61% | 59% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(9 / 9 Supplemental Points)

| Measure | Description | Adaptive Diagnostic Tool | Local-Specific Diagnostic Tool | Universal Screener | Narrative Analysis of Data | Score |
|---------|-------------|--------------------------|--------------------------------|--------------------|----------------------------|-------|
| | | I-Ready | | | | 9 |

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

Financial Performance Framework

Wai'ālae Elementary Public Charter School

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|------------|---------------|------------------------|---------------------|-------------|--------------|-----------------|-------|
| School | 6.7 | 353 days | 14.30% | \$1,495,995 | 19.76% | 108% | Low |
| Assessment | 1 | 1 | 1 | 2 | 2 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.10 | 0.20 | 0.50 | 0.10 | 1.35 |

Organizational Performance Framework

Wai'alaie Elementary Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Not Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

Wai'ālae Elementary Public Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Wai'ālae Elementary Public Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Not Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



Waimea Middle School
Pu'uhana - That's My Tradition

Waimea Middle Public Conversion Charter School

Hawai'i Island | 67-1229 Mamalahoa Highway, Kamuela, HI 96743 | Established 2003

School Year 2023-2024

Mission

Waimea Middle School empowers all students with the skills, values, and cultural understandings to successfully navigate high school and beyond.

Demographics

209

Students enrolled

12%

of students are English Language Learners

75%

of students are eligible for Free or Reduced Lunch

16%

of students receive special education services

Performance Framework

86

out of 73 points "Meets"

Academic Performance Framework

1

Low

Financial Performance Framework

42

out of 42 sections "Meets"

Organizational Performance Framework

Academic Performance Framework

Waimea Middle Public Conversion Charter School

Total Points: 86

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 24/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 15 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 9 |

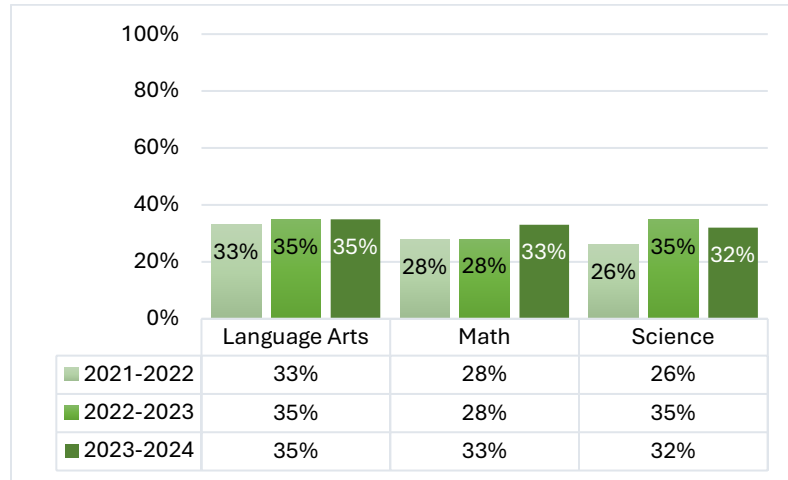
Academic Performance Framework

Waimea Middle Public Conversion Charter School

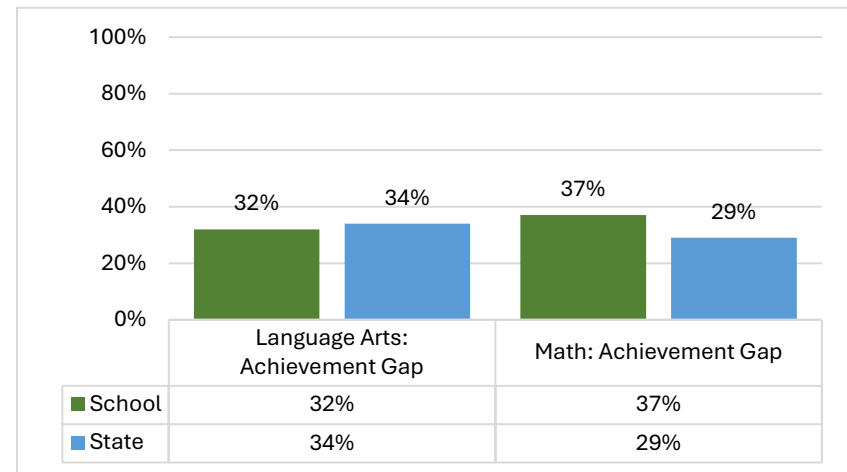
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **49/70**

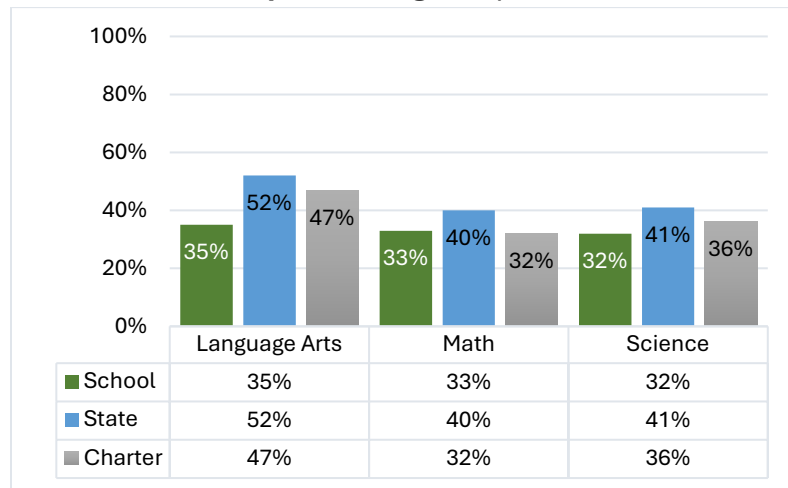
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



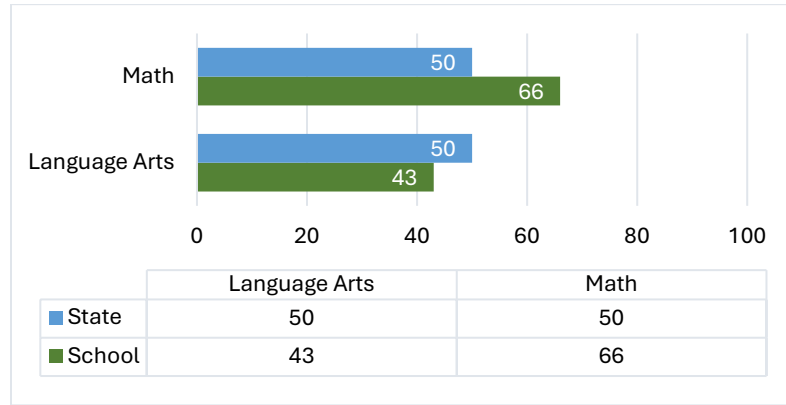
How are **students performing** compared to others?



Academic Performance Framework

Waimea Middle Public Conversion Charter School

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

59% Grades 6-8

Regular Attendance

73% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

55% 8th grade literacy rate of 8th graders reading on grade level

Indicator 3: Comparative Performance (optional)

(4 / 6 Supplemental Points)

| Measure | Grade Levels | School | Honokaa-Kealakehe-Kohala-Konawaena |
|---------|--------------|--------|------------------------------------|
| ELA | 6-8 | 35% | 41% |
| Math | 6-8 | 33% | 30% |
| Science | 8 | 32% | 33% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(9 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|-------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | |
| Universal Screener | NWEA |
| Narrative Analysis of Data Score | 9 |

Financial Performance Framework

Waimea Middle Public Conversion Charter School

Audited Fiscal Year 2023-2024

| |
|------------|
| Low |
| 1 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|-------|
| School | 2.5 | 325 days | 39.08% | \$849,412 | 13.80% | 118% | Low |
| Assessment | 1 | 1 | 2 | 2 | 2 | 1 | 1 |
| Formula | 0.10 | 0.35 | 0.20 | 0.20 | 0.50 | 0.10 | 1.45 |

Organizational Performance Framework

Waimea Middle Public Conversion Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Meets |
| 4.6 School governing board member information. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

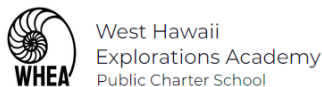
Waimea Middle Public Conversion Charter School

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

Waimea Middle Public Conversion Charter School

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |



West Hawai'i Explorations Academy

Hawai'i Island | 73-4500 Kahilihili Street, Kailua-Kona, HI 96740 | Established 2000

School Year 2023-2024

Mission

To facilitate authentic learning through integrative, hands-on, self-selected projects related to real world challenges.

Demographics

| | | | |
|---------------------------------|--|--|---|
| 275 Students enrolled | -- of students are English Language Learners | 18% of students are eligible for Free or Reduced Lunch | 5% of students receive special education services |
|---------------------------------|--|--|---|

Performance Framework

| | | |
|--|--|--|
| 93 <i>out of 73 points "Meets"</i> Academic Performance Framework | 2 <i>Acceptable</i> Financial Performance Framework | 39 <i>out of 42 sections "Meets"</i> Organizational Performance Framework |
|--|--|--|

Academic Performance Framework

West Hawai'i Explorations Academy

Total Points: 93

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points)

Points scored: 25/30

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

| Measure | Basic (10) | Practiced (15) | Ingrained (20) | Score |
|---|---------------------------------------|---|--|-----------|
| Mission alignment to student success school process includes: | Articulation of school mission/vision | Articulation of curriculum, Instruction, and assessment that target the school mission/vision | Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision | 18 |

1B. Share what you have done as a school to meet your mission (1,000 word narrative) (max 10 points).

| Measure | Approaches | Practices | Ingrained | Score |
|---|------------|-----------|-----------|----------|
| 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 | (1-3) | (4-6) | (7-10) | 7 |

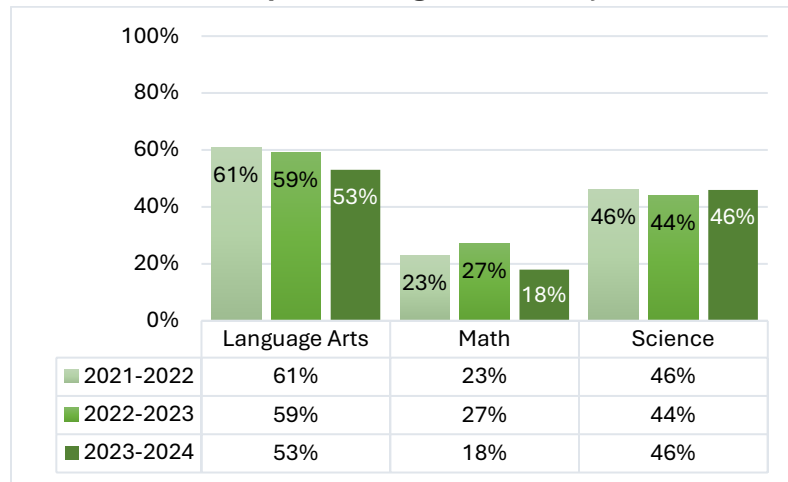
Academic Performance Framework

West Hawai'i Explorations Academy

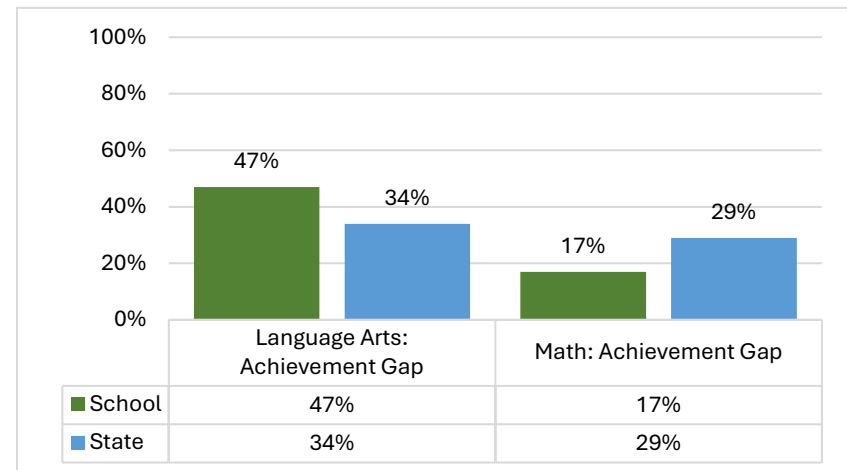
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: **55/70**

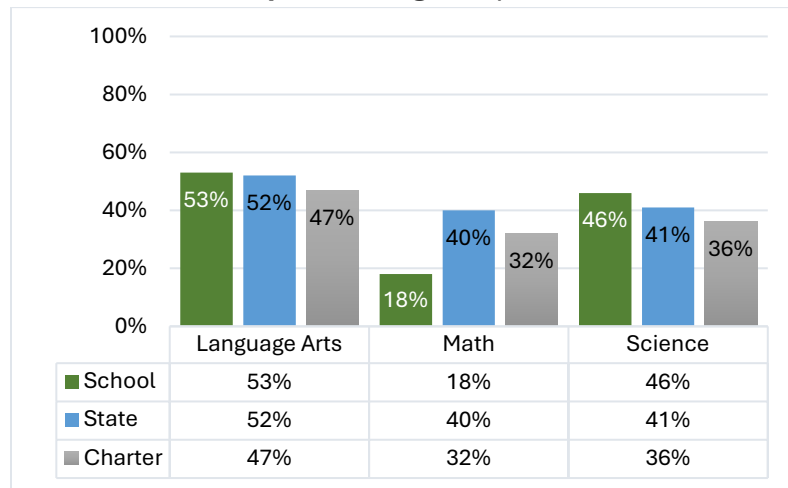
How are **students performing** in each subject?



How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



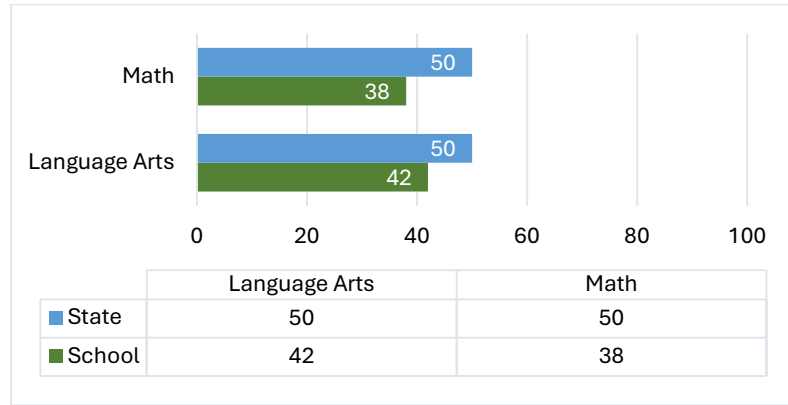
How are **students performing** compared to others?



Academic Performance Framework

West Hawai'i Explorations Academy

How do **students grow** over time? *Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. Typically, a student with a MGP score of 40, acquired one year of academic growth. HSA-Alt and KAEO are shown as the percent of students making one year of typical growth.*



How do **students feel** about their school? *Percent of students reporting positively on the Panorama Student Perception Survey*

57% Grades 6-12

Regular Attendance

72% Percent of students attending 90% of instructional days

Post-Secondary Readiness?

95% 9th grade promotion of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(5 / 6 Supplemental Points)

| Measure | Grade Levels | School | Honokaa-Kealakehe-Kohala-Konawaena |
|---------|----------------|------------|------------------------------------|
| ELA | 6-8, 11 | 53% | 41% |
| Math | 6-8, 11 | 18% | 30% |
| Science | 8, Biology EOC | 46% | 33% |

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)

(8 / 9 Supplemental Points)

| Measure | Description |
|----------------------------------|-------------------------|
| Adaptive Diagnostic Tool | |
| Local-Specific Diagnostic Tool | |
| Universal Screener | Renaissance STAR |
| Narrative Analysis of Data Score | 8 |

Financial Performance Framework

Kamaile Academy Public Charter School

Audited Fiscal Year 2023-2024

| |
|-------------------|
| Acceptable |
| 2 |

Risk Assessment Result Formula

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

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

| Indicator | Current Ratio | Unrestricted Days Cash | Debt to Asset Ratio | Cash Flow | Total Margin | Budget Variance | Total |
|-------------------|---------------|------------------------|---------------------|-----------|--------------|-----------------|------------|
| School | 3.0 | 181 days | 62.04% | \$439,599 | -0.53% | 116% | Acceptable |
| Assessment | 1 | 1 | 4 | 4 | 4 | 1 | 2 |
| Formula | 0.10 | 0.35 | 0.40 | 0.40 | 1.00 | 0.10 | 2.35 |

Organizational Performance Framework

West Hawai'i Explorations Academy

| Requirements | Meets / Not Meets |
|---|-------------------|
| 2.1 The school is operating in locations listed in section 2.1. | Meets |
| 4.4 The governing board holds meetings open to the public. | Meets |
| 4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website. | Not Meets |
| 4.5 (d) Schedule of governing board meetings by 9/1 of each year. | Not Meets |
| 4.6 School governing board member information. | Not Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the academic performance framework. | Meets |
| 5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework. | Meets |
| 5.1 The school has met the specific terms, forms, and requirements of the financial performance framework. | Meets |
| 5.1 The school has no outstanding notices of concern or deficiency. | Meets |
| 5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures. | Meets |
| 6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE. | Meets |
| 6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines. | Meets |
| 8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following: | Meets |
| (a) development and monitoring of budgets | Meets |
| (b) payroll procedures that adhere to collective bargaining requirements and state leave policies | Meets |
| (c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws | Meets |

Organizational Performance Framework

West Hawai'i Explorations Academy

| Requirements | Meets / Not Meets |
|---|-------------------|
| (d) preparation, review, and monitoring of all financial reporting requirements | Meets |
| (e) internal accounting procedures and controls for receipts, disbursements, purchases, payroll, inventory, use of credit cards, debit cards, and fixed assets | Meets |
| 8.7 School submitted all quarterly financial reports to the Commission. | Meets |
| 8.8 School submitted to the commission the school's proposed budget for the upcoming fiscal year according to the requirements of the section. | Meets |
| 8.16 The school provides projected enrollment counts for funding by May 15. | Meets |
| 9.3 The School admission policies and procedures are approved by the Commission and follow HRS §302D-34. | Meets |
| 9.4 Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i. | Meets |
| 10.4 The School has adopted, updated, and adheres to written policies concerning standards of student conduct and discipline in compliance with federal and state laws. These policies are made available to parent(s)/legal guardian(s) and students at the start of each school year and the School's current policies are posted on the School's official website. | Meets |
| 10.6 The School has adopted and adheres to a process for resolving public complaints and the School's current policies are posted on the School's official website. | Meets |
| 10.8 School Policies and Procedures posted to the website: (a) Admissions (including lottery procedure) | Meets |
| 10.8 (b) Student conduct and discipline | Meets |
| 10.8 (c) complaints | Meets |
| 10.8 (d) Attendance | Meets |
| 10.8 (e) Procurement | Meets |
| 10.8 (f) Safety Plan | Meets |
| 10.8 (g) Financial management | Meets |
| 10.8 (h) Personnel | Meets |

Organizational Performance Framework

West Hawai'i Explorations Academy

| Requirements | Meets / Not Meets |
|--|-------------------|
| 10.8 (i) Crime reporting | Meets |
| 10.8 (j) Prohibited use of tobacco and tobacco products | Meets |
| 12.1 The school maintains a safe learning environment and has developed and adheres to a safety plan. The school's current policies must be posted on the School's official website. | Meets |
| 12.5 Reporting of Crime-Related Incidents: The School has adopted policies and procedures as required by Section 12.5 of the Charter Contract. | Meets |
| 12.6 The School prohibits the use of tobacco and tobacco products at the School or at School functions. | Meets |
| 13.2 School has provided data required by the Commission to meet its oversight and reporting obligations. | Meets |
| 14.1 Confirmed as described in Section 2.1 of the Charter Contract. | Meets |
| 14.3 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. | Meets |
| 15.9 The school's governing board has adopted and adheres to personnel policies for all school employees. The school's current policies must be posted on the school's official website and submitted to the commission. | Meets |

Appendix D: Strive HI Reports for 2023-2024

2023-24 Strive HI School Performance Report

Alaka'i O Kaua'i Charter School



About Strive HI

Each year, the State of Hawai'i Department of Education reports on performance of the state's public schools. This annual report summarizes progress on the state's achievement of student learning goals of the Board-approved Strategic Plan. This report informs educators, parents, community members and policymakers.

For Strive HI reports about statewide performance, other schools and technical information, visit <http://bit.ly/StriveHISystem>.

For more information about the 2023-29 Strategic Plan, visit <https://go.hidoe.us/2023-29-Strategic-Plan>.

Additional reports about schools are available at <http://arch.k12.hi.us> or at school's websites.

This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 62 | 28% |
| Special Education | -- | -- |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 13 | 6% |
| Black | 5 | 2% |
| Filipino | 4 | 2% |
| Hispanic | 4 | 2% |
| Native Hawaiian | 23 | 10% |
| Pacific Islander | 0 | 0% |
| White | 167 | 76% |

Our Story

Alaka'i O Kaua'i Public Charter School, a tuition-free school serving Kindergarten-6th grade on Kaua'i, opened in August 2018. The school's curriculum is built on three core components: Project-Based Learning (PBL), Social Emotional Learning (SEL), and Individualized Learning Plans (ILPs). PBL engages students through hands-on, collaborative projects that foster real-world application of curriculum and develop valuable skills like research, self-discovery, and leadership. SEL focuses on developing emotional intelligence, life skills, and community engagement, recognizing that academic success is only one aspect of a well-rounded education. ILPs personalize learning goals and instruction for each student, emphasizing interest-driven, peer-supported learning with powerful outcomes.

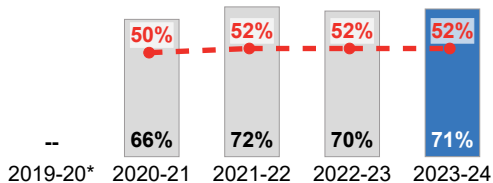
Our School

| | |
|------------|--------------|
| Grades | K-7 |
| Enrollment | 221 |
| Principal | David Adams |
| Phone | 808-635-5110 |

Website: <https://alakaikauai.org>

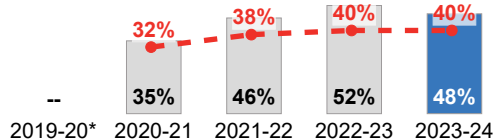
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



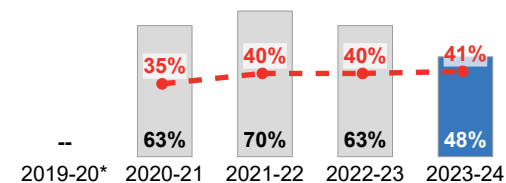
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

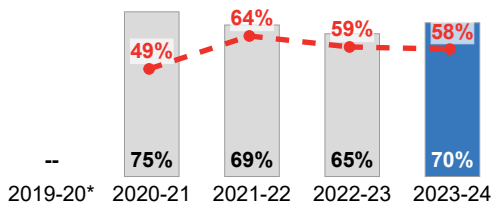
Percent of students demonstrating proficiency on statewide science assessments.



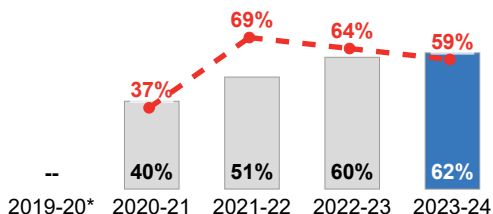
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

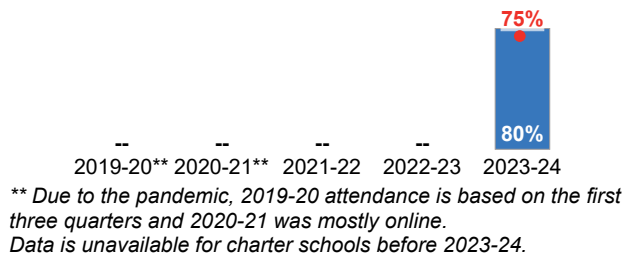


Math



Regular Attendance

Percent of students attending 90% of instructional days.



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

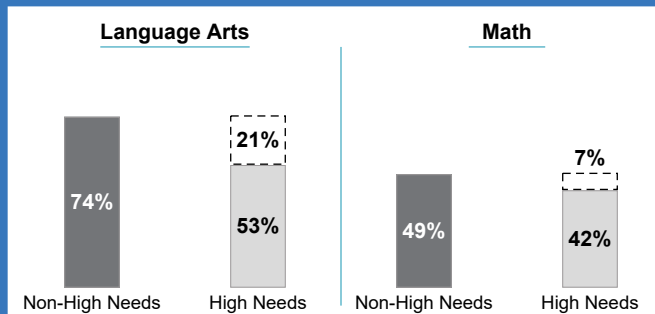
Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

Connections PCS

About Strive HI

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 298 | 86% |
| Special Education | 82 | 24% |
| English Learners | 21 | 6% |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 25 | 7% |
| Black | 16 | 5% |
| Filipino | 27 | 8% |
| Hispanic | 8 | 2% |
| Native Hawaiian | 117 | 34% |
| Pacific Islander | 39 | 11% |
| White | 105 | 30% |

Our Story

'A'ohe pau ka 'ike i ka hālau ho'okahi
All knowledge is not taught in the same school

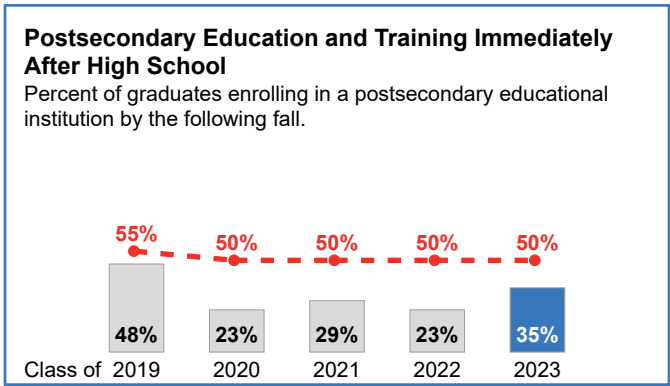
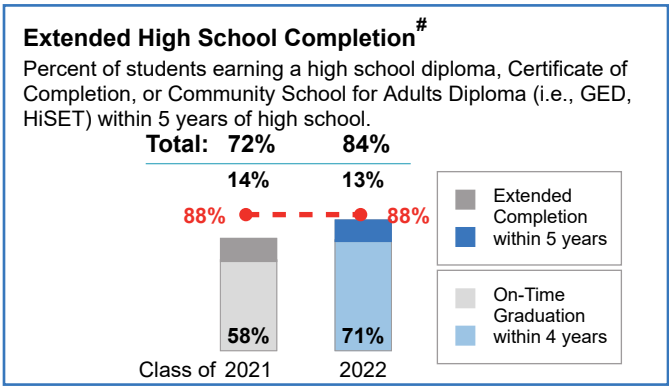
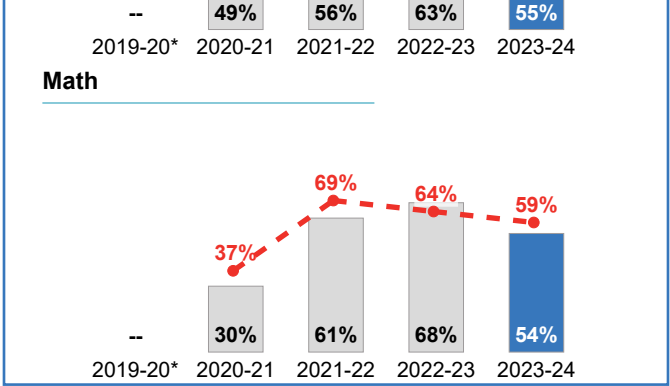
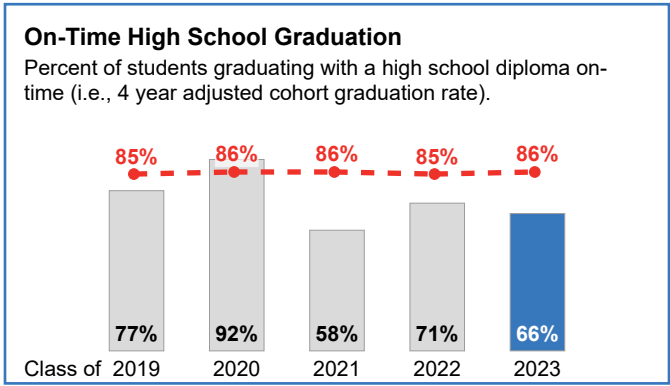
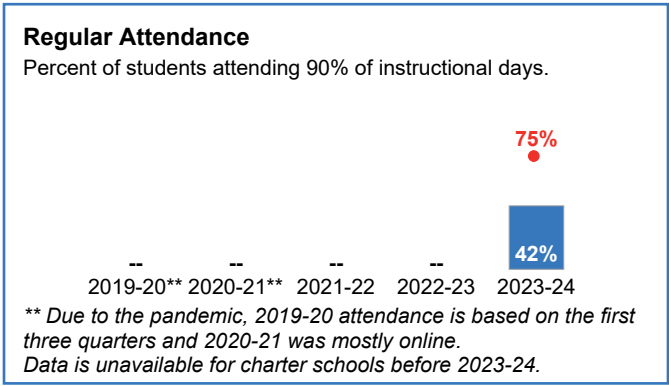
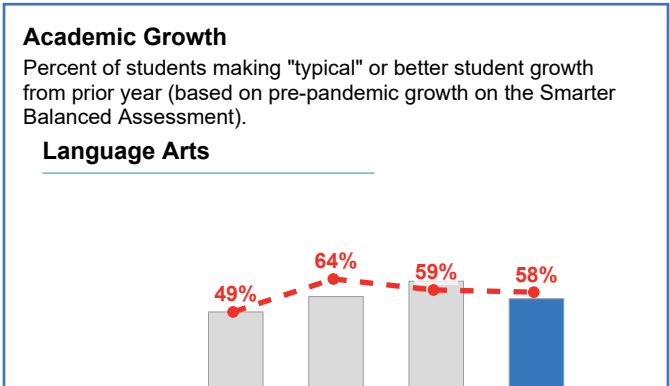
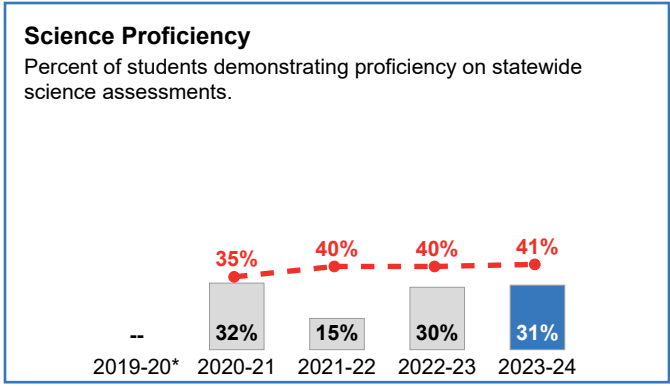
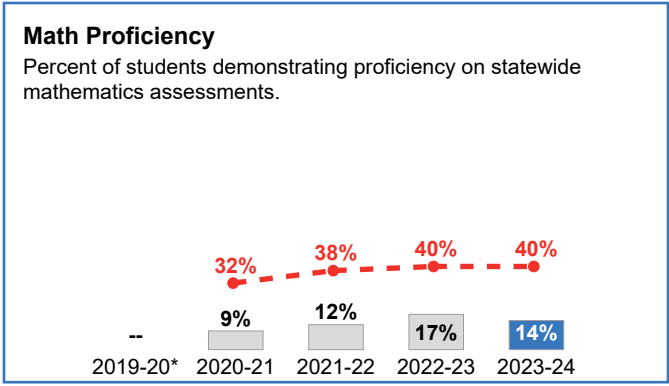
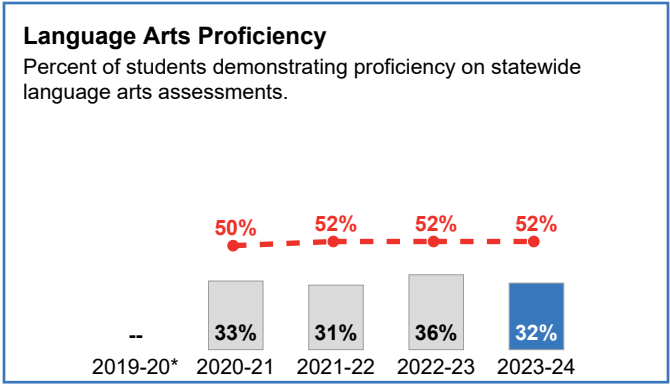
Our vision is to establish and sustain a community, business, and learning 'ohana (family). Within this framework, inquiry and project-based curricula will stress independent thinking, development of the individual's mind and talents, cooperative learning, sense of self within the neighborhood and the world-wide community with particular attention to the precious and unique environment of Hawai'i, both as an island ecology and a place where ethnic diversity is the norm.

Our mission is to create an 'ohana which is conducive to the recognition and development of individual talents. Thematic and experiential learning experiences are provided which focus on how students construct knowledge using creative and critical thinking. A forum for the development of the ability to recognize and differentiate a quality result or product is offered. Classroom experiences are connected to real life experiences so that students can grow in the understanding of themselves in relation to their community and the world

Our School

| | |
|------------|--------------|
| Grades | K-12 |
| Enrollment | 346 |
| Principal | Damon Murphy |
| Phone | 808-961-3664 |

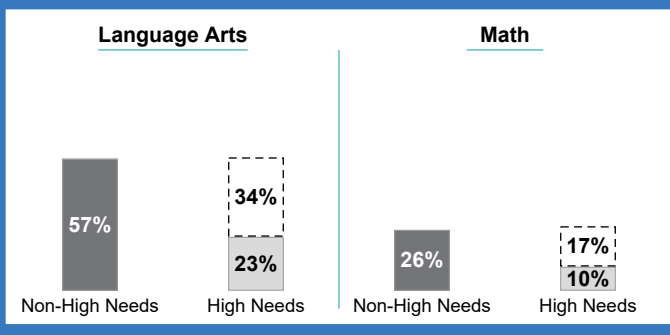
Website: <https://www.connectionscharterschool.org>



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Equity in Student Learning[#]

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<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

DreamHouse 'Ewa Beach

About Strive HI

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Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 82 | 21% |
| Special Education | 51 | 13% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 36 | 9% |
| Black | 19 | 5% |
| Filipino | 80 | 20% |
| Hispanic | 3 | 1% |
| Native Hawaiian | 146 | 37% |
| Pacific Islander | 25 | 6% |
| White | 83 | 21% |

Our Story

DreamHouse 'Ewa Beach PCS aims to empower future leaders of our island communities. With a strong foundation of leadership and identity development, DreamHouse centers inclusive environments where students can embrace authenticity, further their passions, and advocate for community vitality. Opened in 2019, DreamHouse has grown one grade level at a time with the hope of being grades 6-12 by 2026. DreamHouse has the capacity to enroll 100 students per grade level and families apply through a public lottery system.

DreamHouse's pedagogical practices include an emphasis on place, problem, and project-based learning. Through student-led collaborative experiences, students develop as leaders in their LEAD (leadership, empowerment, agency, and development) blocks - a unique class all students are required to take. Student achievement is measured through yearly portfolio defense projects where teachers, parents, & community members determine if a student is promoted to the next grade level.

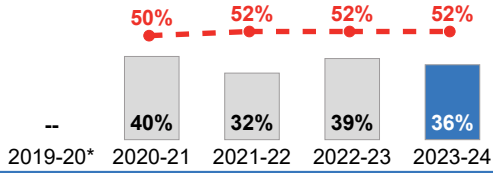
Our School

| | |
|------------|--------------|
| Grades | 6-10 |
| Enrollment | 400 |
| Principal | Ryan Mandado |
| Phone | 808-320-4113 |

Website: <https://www.dreamhouseewabeach.org>

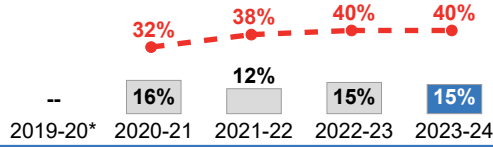
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



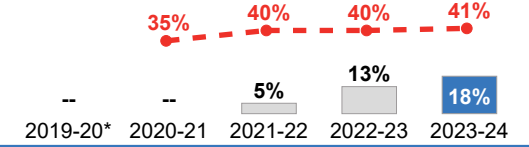
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

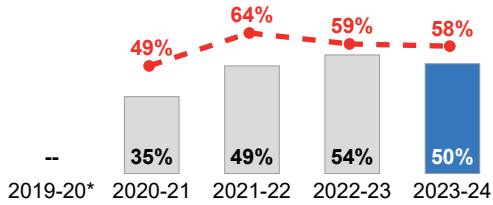
Percent of students demonstrating proficiency on statewide science assessments.



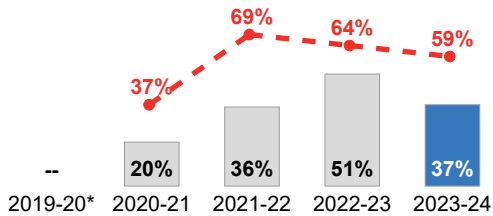
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

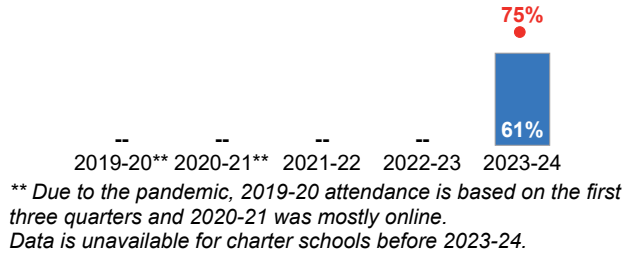


Math



Regular Attendance

Percent of students attending 90% of instructional days.



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

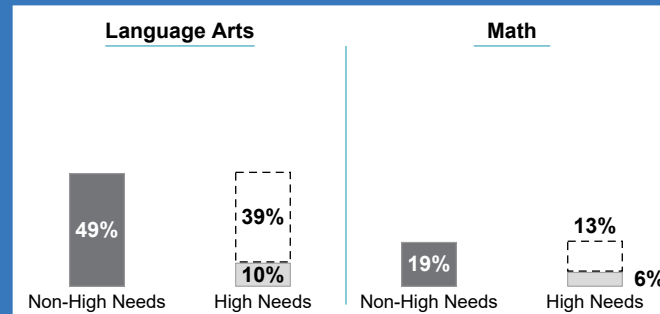
Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

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Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
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- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

Hakipu'u Academy

About Strive HI

Each year, the State of Hawai'i Department of Education reports on performance of the state's public schools. This annual report summarizes progress on the state's achievement of student learning goals of the Board-approved Strategic Plan. This report informs educators, parents, community members and policymakers.

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 56 | 86% |
| Special Education | 19 | 29% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 7 | 11% |
| Black | 0 | 0% |
| Filipino | 2 | 3% |
| Hispanic | 0 | 0% |
| Native Hawaiian | 41 | 63% |
| Pacific Islander | 4 | 6% |
| White | 10 | 15% |

Our Story

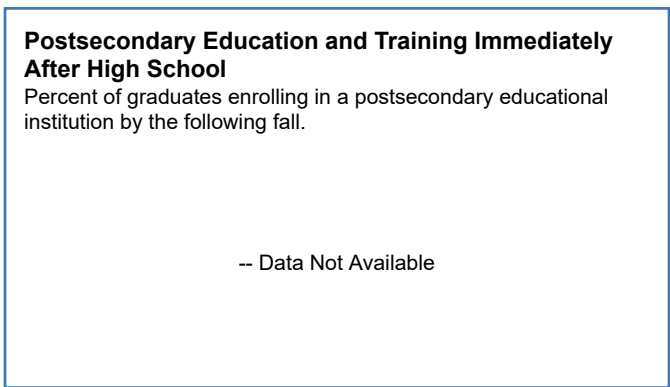
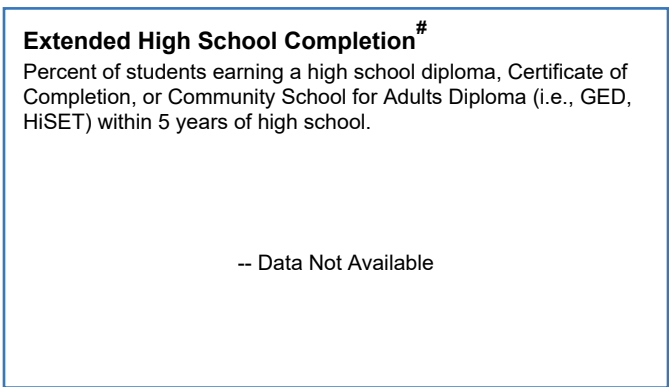
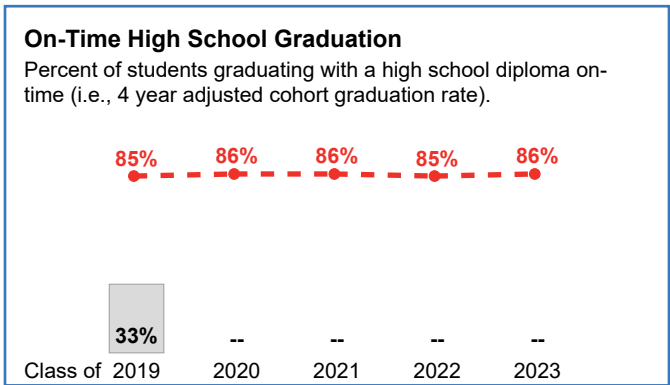
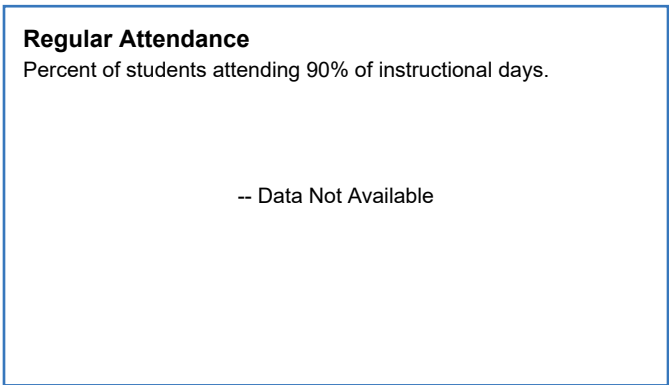
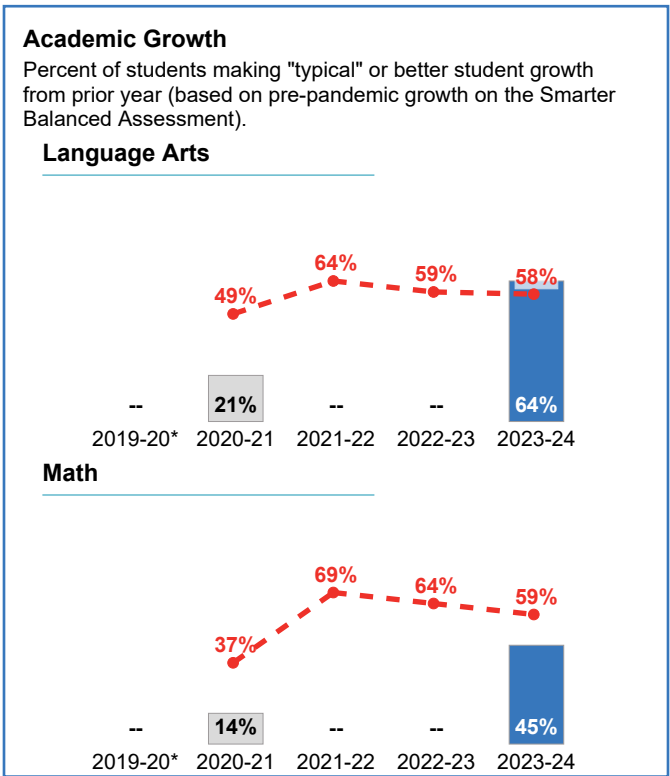
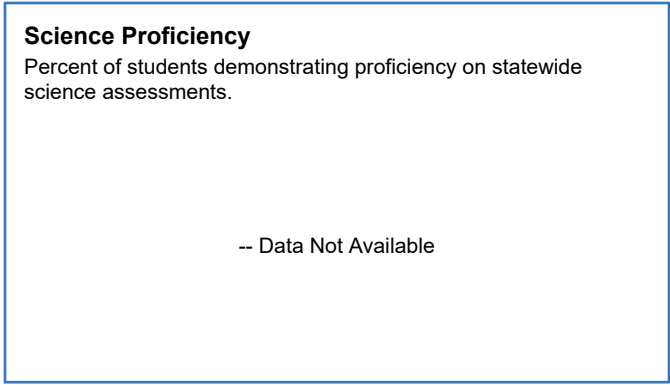
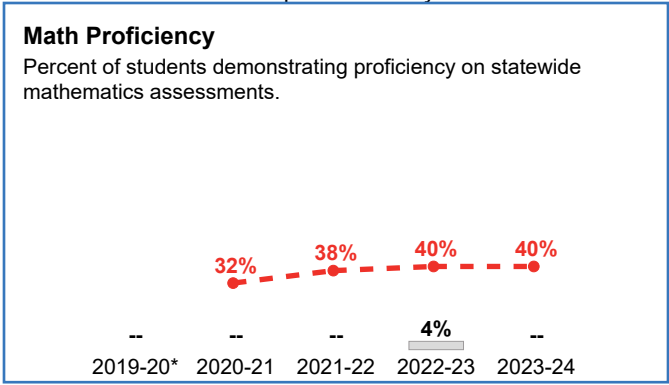
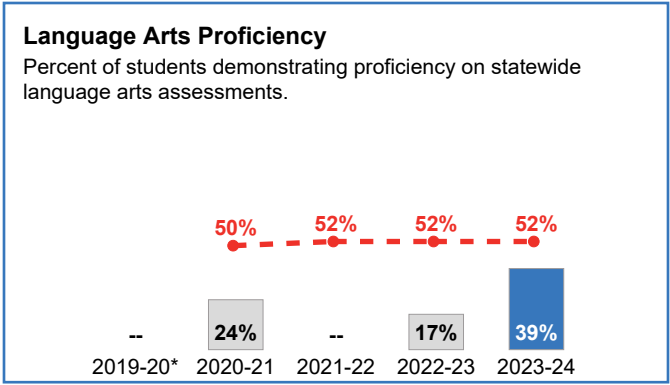
Our story begins 25 years ago as one of the first charter-schools in the Hawai'i Department of Education. Hakipu'u Academy was originally named Hakipu'u Learning Center and was founded by Charlene and Calvin Hoe. In Hawai'i, the name of something has a genealogy attached to it with historical significance forging a sense of self and identity to the community it belongs to. When a name is recognized, specific things, people, places and stories are reflected upon and emotions come to surface. The name changed to our school is just that; a change of our story.

Although our story has changed; new leadership, faces, structure, and implementations, our history will always remain as the foundation on which our story was built. Although our story includes some losses over the years, we see them as opportunities to grow. We are in our strongest united front in Hakipu'u history with the kumu and leadership needed to move our school from survival mode into one that thrives.

Our School

| | |
|------------|-----------------|
| Grades | 7-12 |
| Enrollment | 65 |
| Principal | Kanoe Kahalewai |
| Phone | 808-235-9155 |

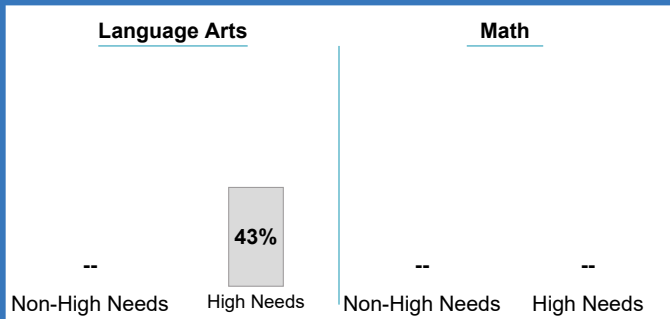
Website: <https://www.hakipuu.org>



-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.

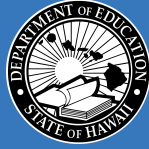


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<https://adc.hidoe.us>

2023-24 Strive HI School Performance Report

Hālau Kū Māna Public Charter School



About Strive HI

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Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 41 | 33% |
| Special Education | 17 | 14% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 4 | 3% |
| Black | 4 | 3% |
| Filipino | 10 | 8% |
| Hispanic | 0 | 0% |
| Native Hawaiian | 86 | 69% |
| Pacific Islander | 8 | 6% |
| White | 13 | 10% |

Our Story

Hālau Kū Māna (HKM) was founded in 2001 as part of the Hawai'i charter school movement to connect education with ancestral knowledge and the well-being of the lāhui. Designed to serve Native Hawaiian youth, HKM's vision is to foster individual and community healing and empowerment by developing lifelong learners who act in pono ways, recognize strengths, and address challenges for positive, systemic change.

Located in Makiki Valley, the campus features gardens, a stream, forests, and mountains, offering a rich place-based and cultural learning setting. This and other off-campus sites across O'ahu are essential for culturally grounded curriculum. By integrating Hawaiian perspectives with academic content, HKM students can engage deeply with 'āina and culture and are prepared for college, careers, and community involvement.

HKM strives to accomplish this through a tri-fold mission:

Ho'okumu: Grounding students in ancestral knowledge and academic skills.

Ho'okele: Bridging ancestral wisdom with others for personal and community goals.

Ho'omāna: Providing sustenance and empowerment across cognitive, emotional, spiritual, and physical piko.

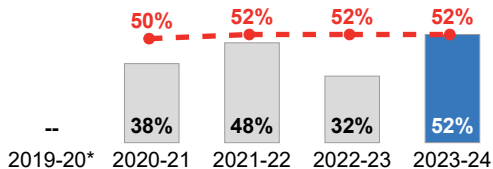
Our School

| | |
|------------|--------------|
| Grades | 6-12 |
| Enrollment | 125 |
| Principal | Lori Pereira |
| Phone | 808-945-1600 |

Website: <https://www.halaukumana.org>

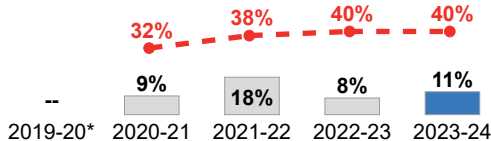
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



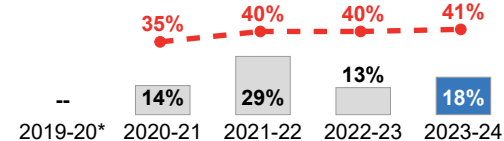
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

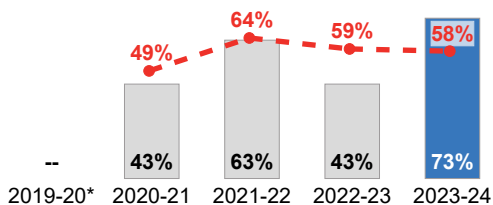
Percent of students demonstrating proficiency on statewide science assessments.



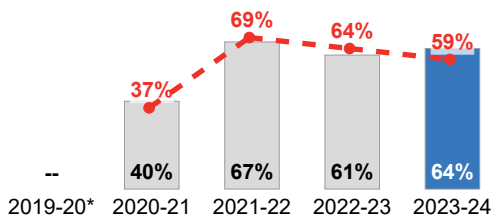
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

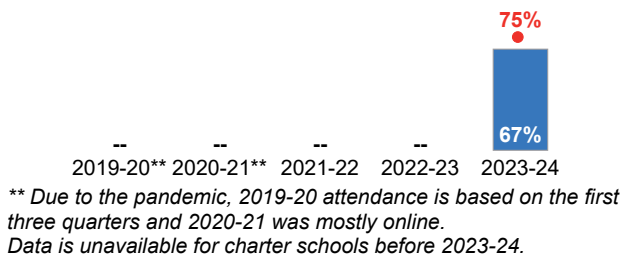


Math



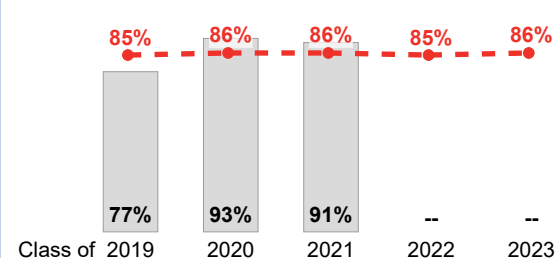
Regular Attendance

Percent of students attending 90% of instructional days.



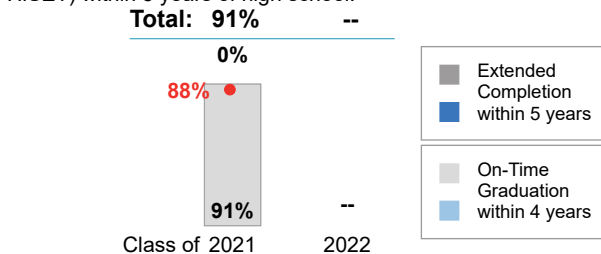
On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



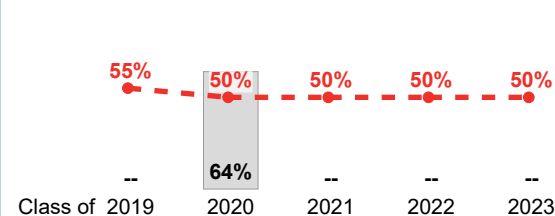
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

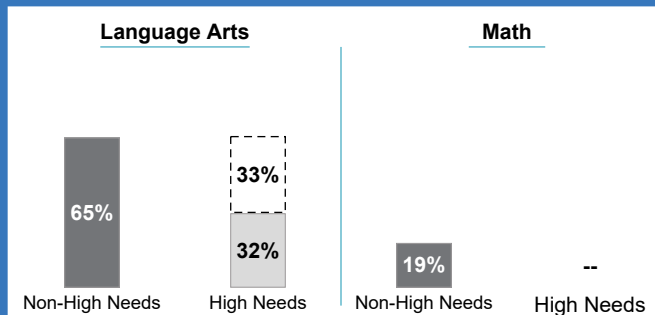
Percent of graduates enrolling in a postsecondary educational institution by the following fall.



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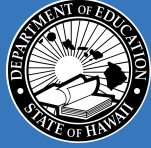
Equity in Student Learning[#]

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<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

Hawai'i Technology Academy

About Strive HI

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 241 | 15% |
| Special Education | 128 | 8% |
| English Learners | 24 | 1% |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 229 | 14% |
| Black | 98 | 6% |
| Filipino | 203 | 13% |
| Hispanic | 0 | 0% |
| Native Hawaiian | 252 | 16% |
| Pacific Islander | 30 | 2% |
| White | 780 | 49% |

Our Story

Hawai'i Technology Academy (HTA) is a public charter school offering a unique blend of in-person, virtual, and place-based education across four Hawaiian islands and through a Distance Learning program. HTA emphasizes a strong sense of 'ohana (family), fostering a close-knit community where parents play an active role as Learning Coaches, working closely with teachers and participating in conferences, volunteer work, and workshops.

HTA leverages technology to provide personalized learning plans and individualized support, ensuring every student reaches their full potential. The school offers a diverse range of classes, special programs, and experiential opportunities that engage students with real-world challenges, fostering academic excellence and preparing them for success.

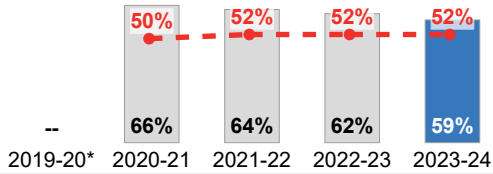
Our School

| | |
|------------|--------------|
| Grades | K-12 |
| Enrollment | 1,605 |
| Principal | Matt Zitello |
| Phone | 808-676-5444 |

Website: <https://hi.myhta.org>

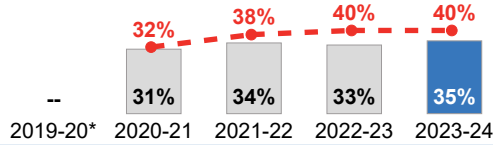
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



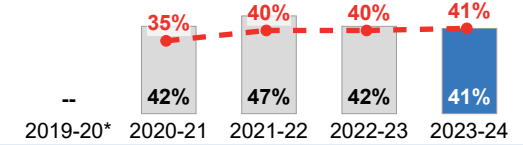
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

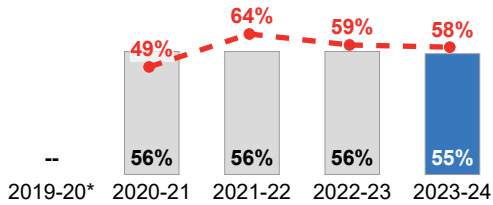
Percent of students demonstrating proficiency on statewide science assessments.



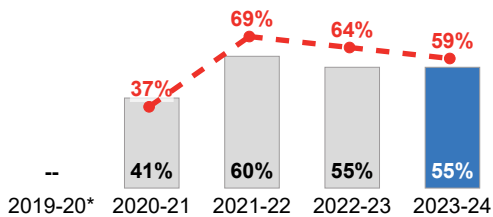
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

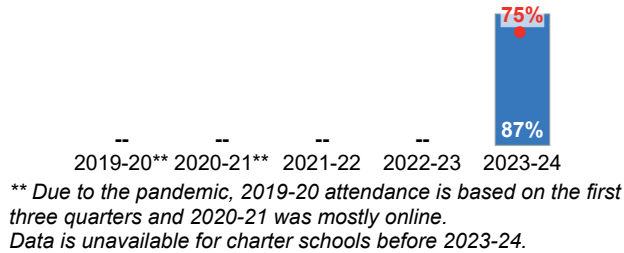


Math



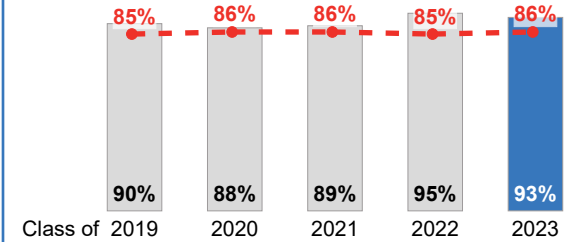
Regular Attendance

Percent of students attending 90% of instructional days.



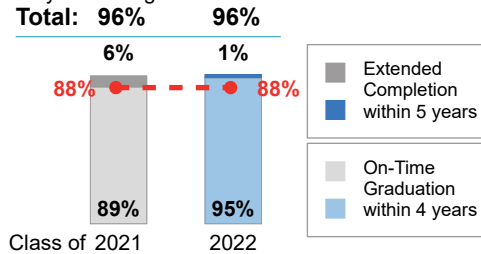
On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



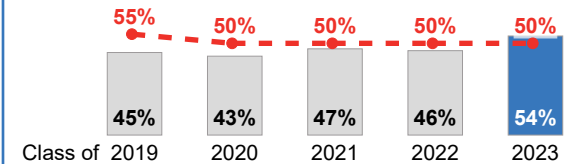
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

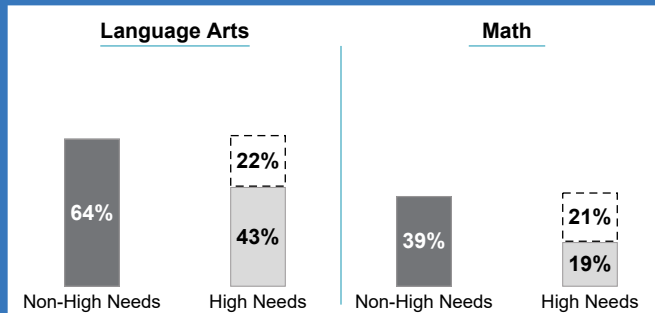
Percent of graduates enrolling in a postsecondary educational institution by the following fall.



-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

Hawai'i Academy of Arts & Science

About Strive HI

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 494 | 70% |
| Special Education | 82 | 12% |
| English Learners | 12 | 2% |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 13 | 2% |
| Black | 16 | 2% |
| Filipino | 40 | 6% |
| Hispanic | 14 | 2% |
| Native Hawaiian | 164 | 23% |
| Pacific Islander | 14 | 2% |
| White | 416 | 59% |

Our Story

The mission of Hawai'i Academy of Arts and Science is to educate, enrich and inspire the whole student to thrive by understanding the past, navigating the present and preparing for the future. (Revision April 2, 2014, approved by Governing Board April 10, 2014, facilitated by V. Bernhardt, PhD)

Hawai'i Academy of Arts and Science's vision is of a community of learners in which every person is respectfully supported. By working together every member becomes a capable, compassionate, courageous creator of a better world. The purpose is to educate and enrich the whole person and prepare the individual to respond to his or her own needs and those of a global community.

HAAS received its charter June 2001 and has been servicing students in the Puna Community since then. HAAS serves students in grades K-12 and has multiple programs designed to meet student needs.

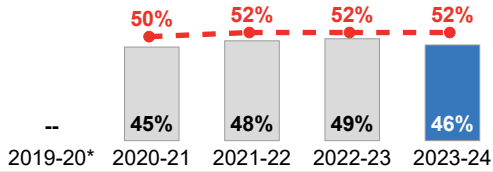
Our School

| | |
|------------|----------------|
| Grades | K-12 |
| Enrollment | 708 |
| Principal | Steve Hirakami |
| Phone | 808-965-3730 |

Website: <https://sites.google.com/haaspcs.net/hawaiiacademyofartsandscience/home>

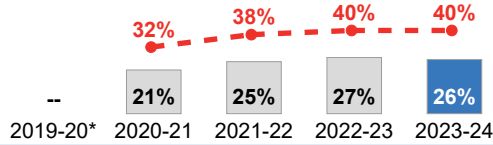
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



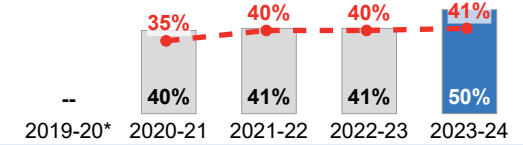
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

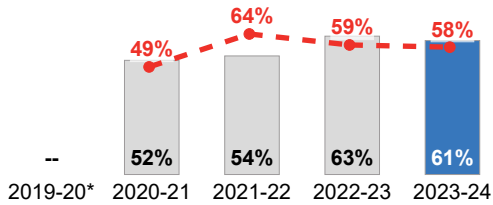
Percent of students demonstrating proficiency on statewide science assessments.



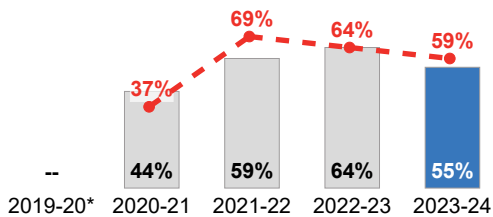
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

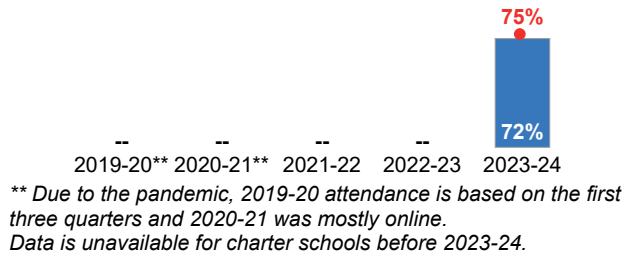


Math



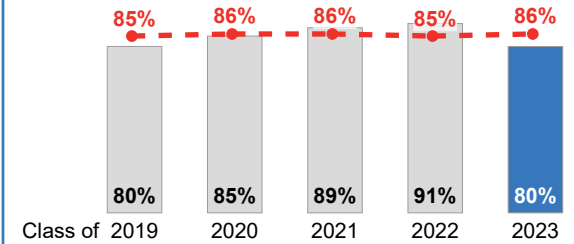
Regular Attendance

Percent of students attending 90% of instructional days.



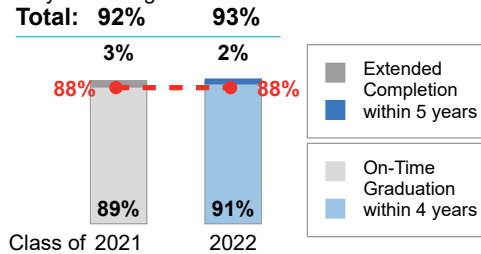
On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



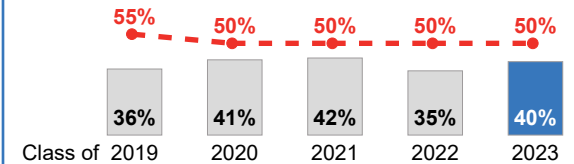
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

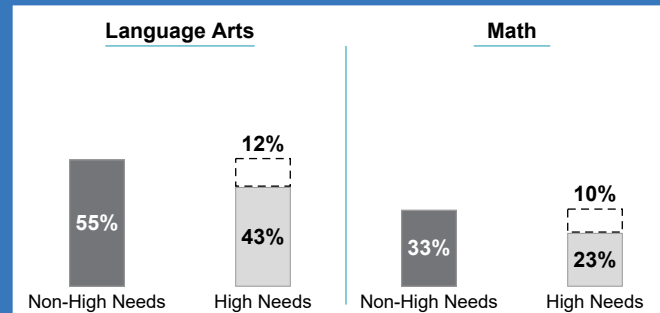
Percent of graduates enrolling in a postsecondary educational institution by the following fall.



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Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

Innovations Public Charter School

About Strive HI

Each year, the State of Hawai'i Department of Education reports on performance of the state's public schools. This annual report summarizes progress on the state's achievement of student learning goals of the Board-approved Strategic Plan. This report informs educators, parents, community members and policymakers.

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 116 | 48% |
| Special Education | 13 | 5% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 42 | 18% |
| Black | 1 | 0% |
| Filipino | 8 | 3% |
| Hispanic | 8 | 3% |
| Native Hawaiian | 36 | 15% |
| Pacific Islander | 12 | 5% |
| White | 130 | 54% |

Our Story

Located in Kailua-Kona on the Big Island of Hawaii, Innovations Public Charter School (IPCS) serves Grades K-8. IPCS engages students with real-world problems to enhance critical thinking, creativity, and communication skills, supported by Social-Emotional Learning to build self-awareness, empathy, and resilience.

Known for its student-centered, multi-age groupings, inquiry-based learning, and thematic curriculum, IPCS integrates arts and technology while encouraging parent participation and maintaining a caring staff. The school offers rich programs in music, drama, and visual arts, along with enrichment activities in sports, community, and Hawaiian culture. IPCS fosters a vibrant, collaborative community where students, educators, and families work together to support the whole child—body, mind, and spirit. Our mission drives all aspects of our educational and operational strategy, aiming to educate the whole child – body, mind, and spirit.

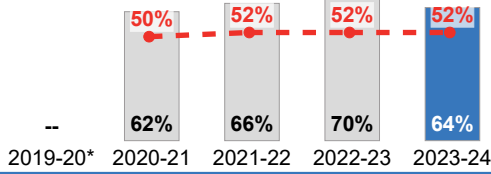
Our School

| | |
|------------|---------------|
| Grades | K-8 |
| Enrollment | 240 |
| Principal | Jennifer Hiro |
| Phone | 808-331-3130 |

Website: <https://www.ipcs.info>

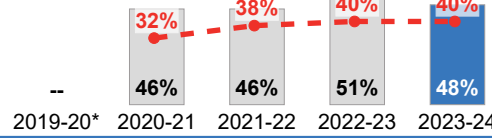
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



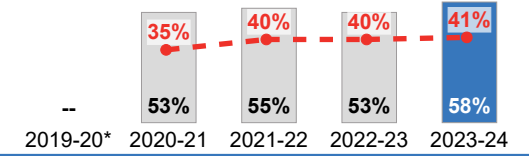
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

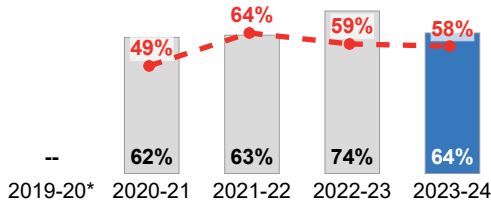
Percent of students demonstrating proficiency on statewide science assessments.



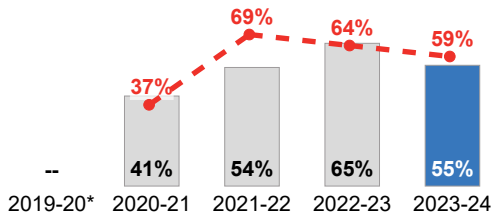
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

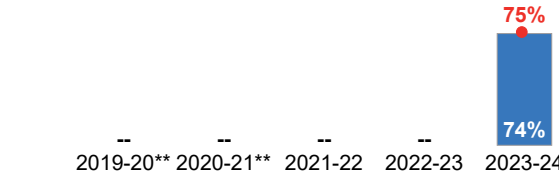


Math



Regular Attendance

Percent of students attending 90% of instructional days.



** Due to the pandemic, 2019-20 attendance is based on the first three quarters and 2020-21 was mostly online. Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

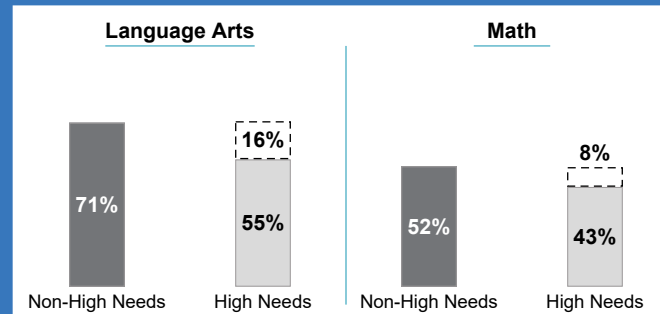
Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.

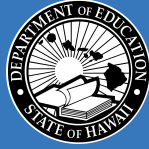


Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>

2023-24 Strive HI School Performance Report

Ka 'Umeke Kā'eo



About Strive HI

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Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 218 | 79% |
| Special Education | 20 | 7% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 9 | 3% |
| Black | 0 | 0% |
| Filipino | 7 | 3% |
| Hispanic | 1 | 0% |
| Native Hawaiian | 219 | 80% |
| Pacific Islander | 9 | 3% |
| White | 27 | 10% |

Our Story

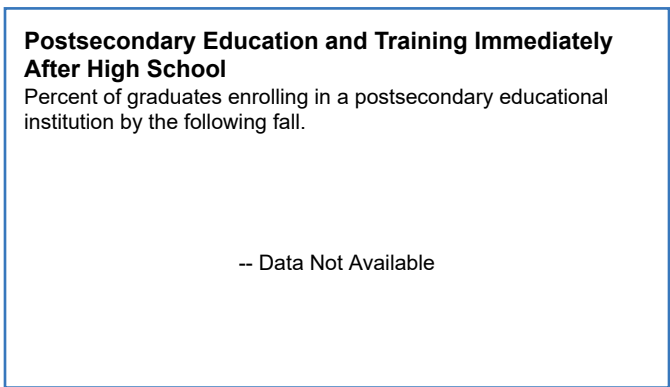
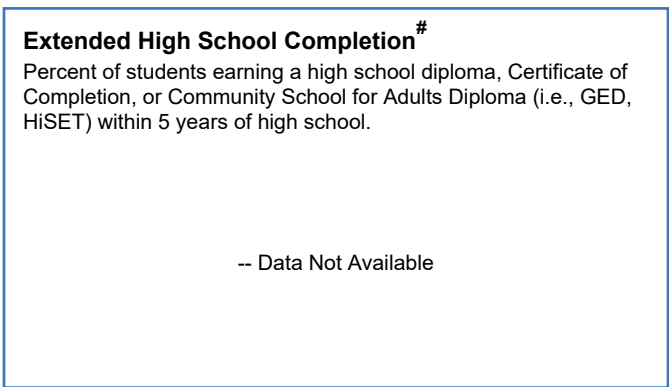
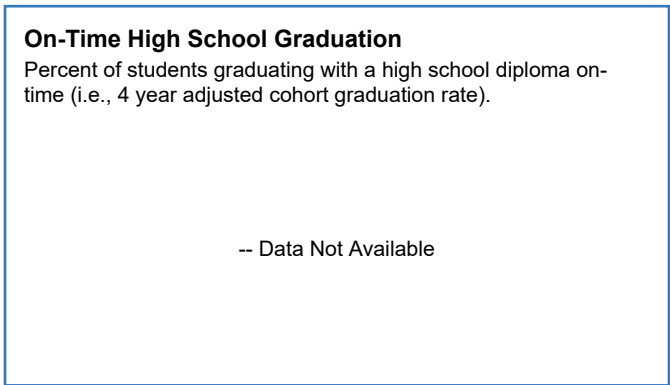
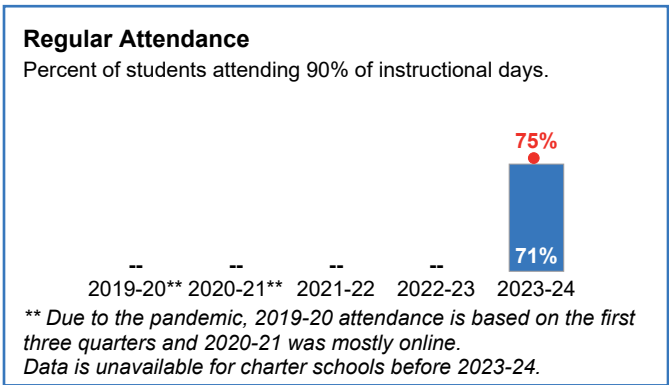
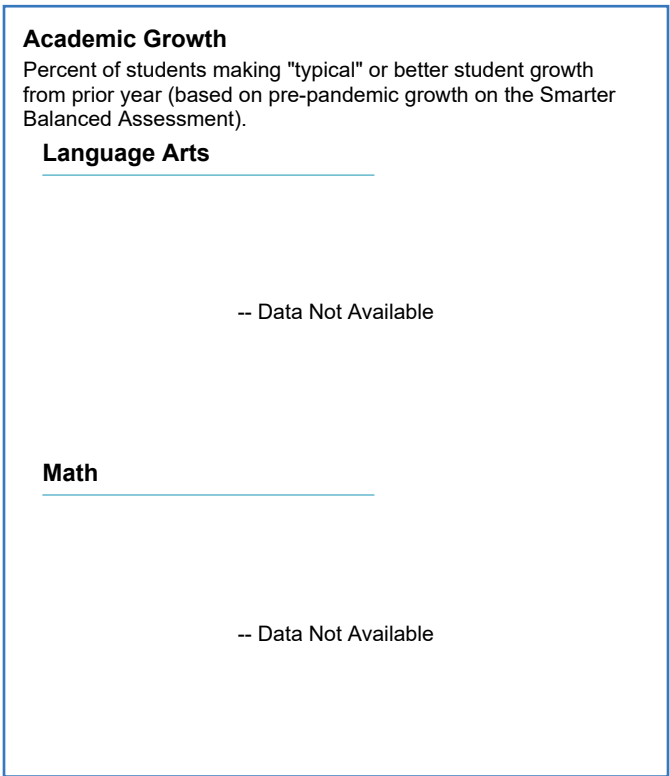
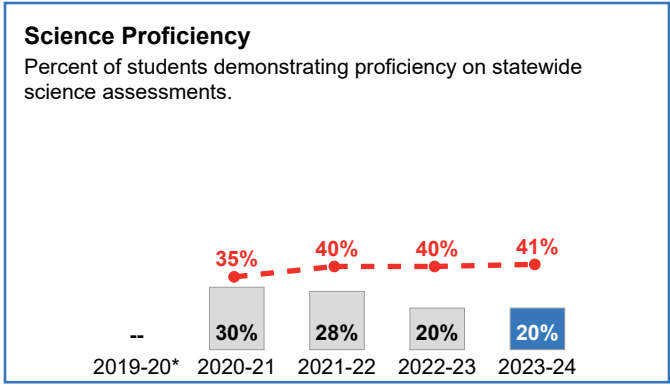
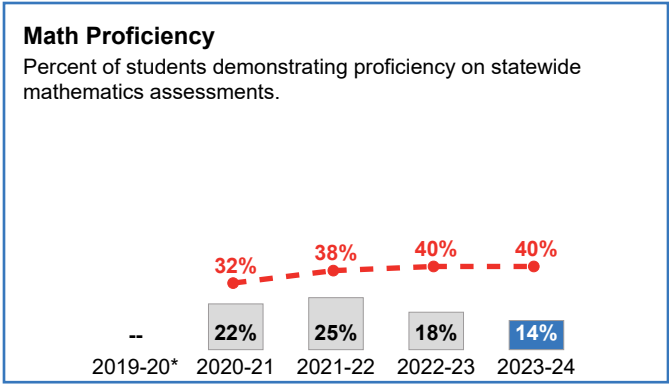
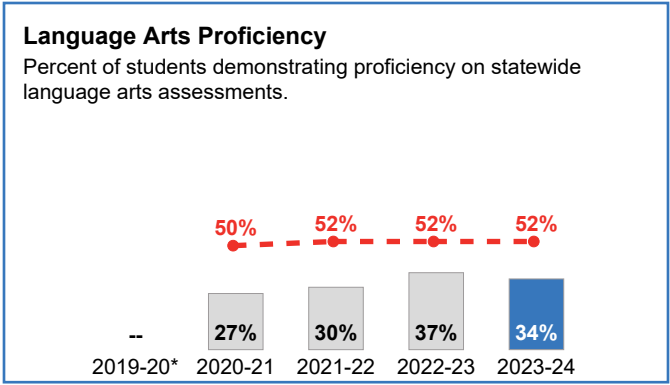
Ka 'Umeke Kā'eo is a Hawaiian language immersion school (K-12) that fosters a safe and nurturing learning environment for students and families. Located in Keaukaha, the school emphasizes environmental literacy, connecting students deeply to their place and empowering them to become responsible community members. The school's curriculum, aligned with common core standards, is rooted in Native Hawaiian language, knowledge, and the Papaku Makawalu methodology (a traditional Hawaiian system of knowledge).

Teachers collaborate to create a school-wide curriculum that encourages inquiry, communication, and innovation. Instruction is interdisciplinary, with science and the natural environment serving as the core. Students develop critical thinking skills through observation, problem-solving, and reflection, exploring environmental issues and utilizing both ancient and modern technologies to analyze, synthesize, and create new knowledge.

Our School

| | |
|------------|----------------|
| Grades | K-12 |
| Enrollment | 275 |
| Principal | Nohea Nahale-a |
| Phone | 808-961-0470 |

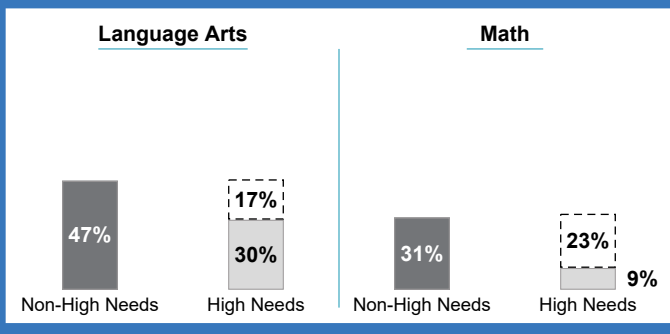
Website: <https://www.kaumeke.org>



-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
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- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.

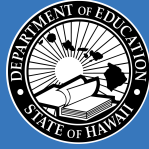


Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>

2023-24 Strive HI School Performance Report

Ka Waihona o ka Na'auao Public Charter School



About Strive HI

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Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 418 | 67% |
| Special Education | 56 | 9% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 13 | 2% |
| Black | 1 | 0% |
| Filipino | 21 | 3% |
| Hispanic | 6 | 1% |
| Native Hawaiian | 518 | 83% |
| Pacific Islander | 24 | 4% |
| White | 42 | 7% |

Our Story

Ka Waihona o ka Na'auao Public Charter School (KWON) in Nānākuli, O'ahu, provides a unique educational experience tailored to the needs of its community. KWON's mission is to foster student growth by embracing Hawaiian cultural values and responding to the learning styles and aspirations of its families. The school's curriculum centers on three core tenets: Hawaiian Cultural Awareness, Academic Excellence, and Social Confidence.

KWON offers a cultural immersion program through Papahana Kahuewai, where students learn 'Ōlelo Hawai'i, Hula, agriculture, and music. It has also opened Papahana Kaiapuni, a Hawaiian Language Immersion program.

The school hosts various events celebrating Hawaiian culture, including a statewide Makahiki competition, Kingdom holiday celebrations, and community camps promoting traditional Hawaiian clothing. KWON aims to be a community hub for development and innovation, engaging in strategic planning with its community in this upcoming school year.

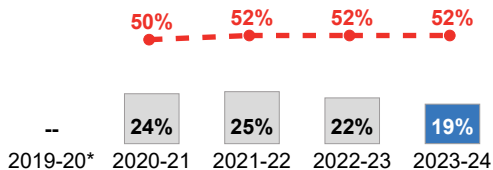
Our School

| | |
|------------|--------------|
| Grades | K-8 |
| Enrollment | 626 |
| Principal | Gary Krug |
| Phone | 808-668-9030 |

Website: <https://www.kawaihonapcs.org>

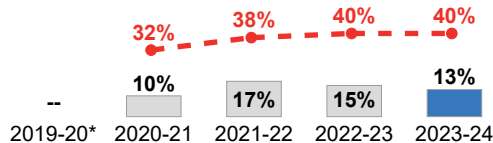
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



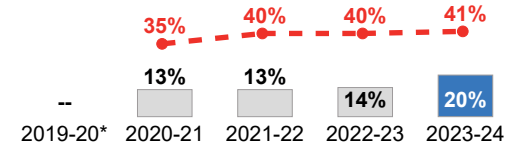
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

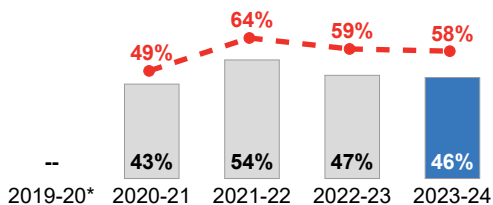
Percent of students demonstrating proficiency on statewide science assessments.



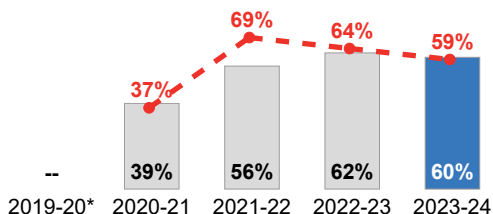
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

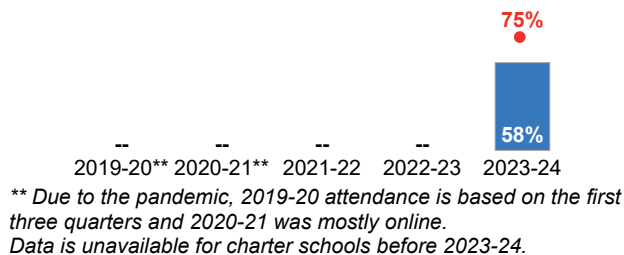


Math



Regular Attendance

Percent of students attending 90% of instructional days.



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

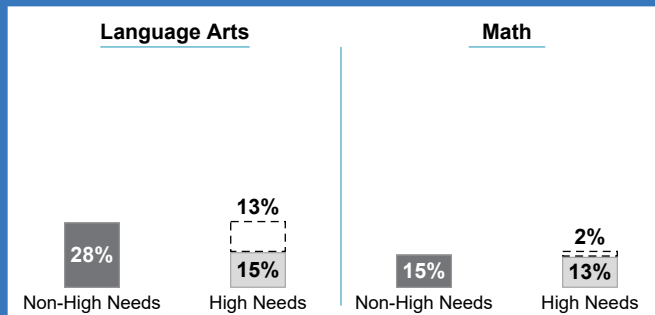
-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>

2023-24 Strive HI School Performance Report

Ka'ōhao School



About Strive HI

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 19 | 6% |
| Special Education | 26 | 8% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 30 | 9% |
| Black | 6 | 2% |
| Filipino | 11 | 3% |
| Hispanic | 5 | 1% |
| Native Hawaiian | 23 | 7% |
| Pacific Islander | 4 | 1% |
| White | 256 | 75% |

Our Story

Ka'ōhao Public Charter School is located in the part of Kailua called Ka'ōhao. The name of the school used to be Lanikai, which was a name that was given to the area by a developer in the 1920's. However, in 2017, the school underwent a process to respectfully rename the school to its correct name. Ka'ōhao, has long been a school that has been recognized for excellence. Parents are actively involved in the school and they partner with the school teachers and staff to offer a wide variety of extracurricular activities and programs. The school offers a holistic education and students get weekly lessons in art, Hawaiian language/music, media/technology, physical education, social and emotional learning and library. The school is also a nationally recognized school for its zero waste programs and systems.

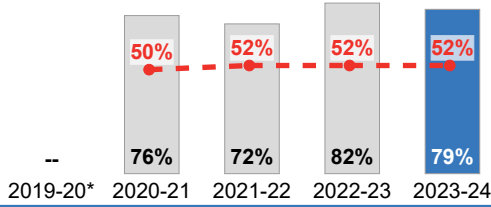
Our School

| | |
|------------|--------------|
| Grades | K-6 |
| Enrollment | 341 |
| Principal | Keoki Fraser |
| Phone | 808-266-7844 |

Website: <https://kaohaoschool.org>

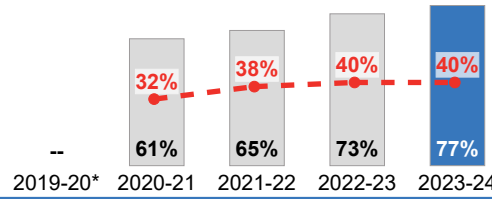
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



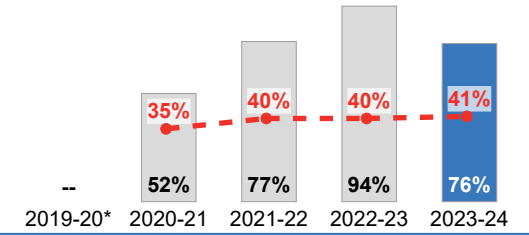
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

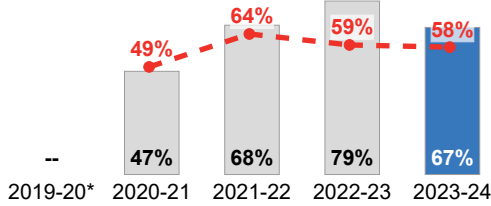
Percent of students demonstrating proficiency on statewide science assessments.



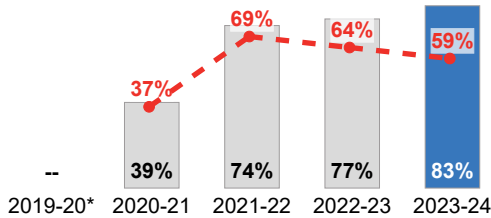
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

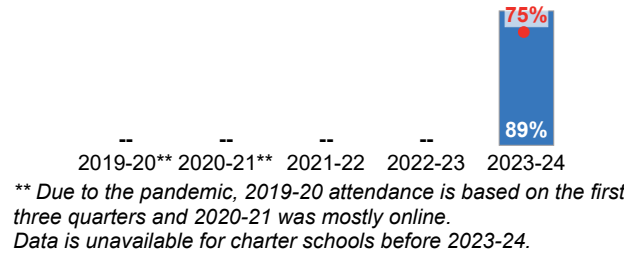


Math



Regular Attendance

Percent of students attending 90% of instructional days.



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

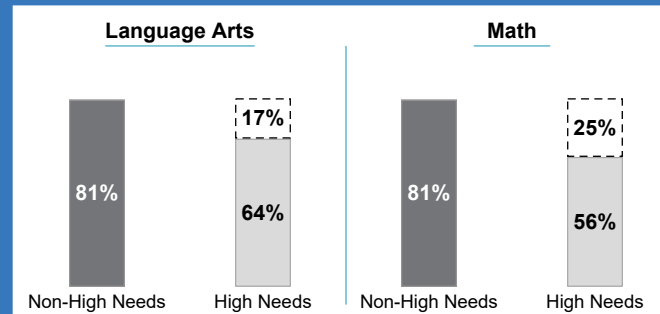
Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

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Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

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2023-24 Strive HI School Performance Report

Kamaile Academy



About Strive HI

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Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | -- | -- |
| Special Education | 162 | 18% |
| English Learners | 117 | 13% |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 26 | 3% |
| Black | 13 | 1% |
| Filipino | 53 | 6% |
| Hispanic | 7 | 1% |
| Native Hawaiian | 523 | 59% |
| Pacific Islander | 183 | 20% |
| White | 83 | 9% |

Our Story

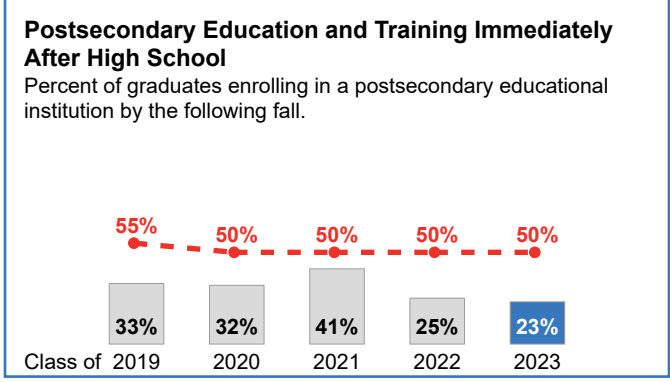
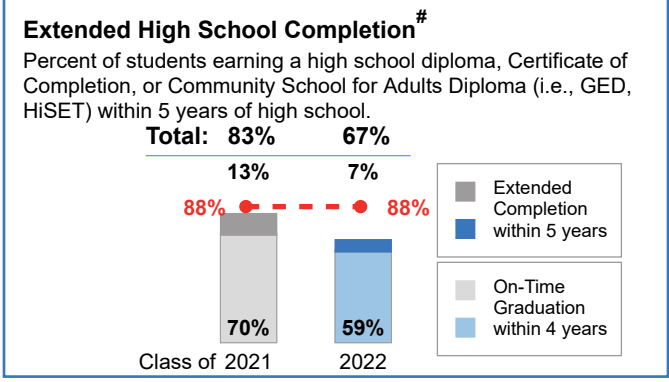
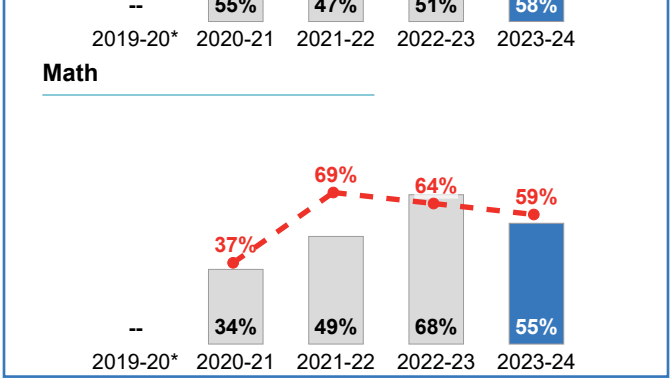
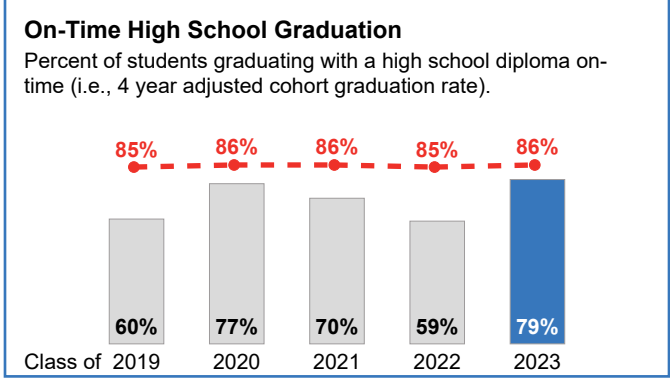
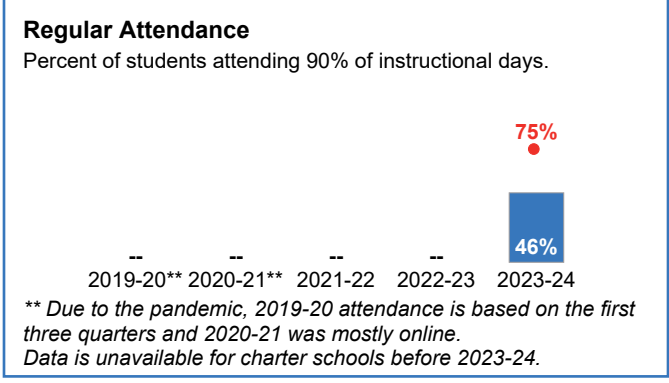
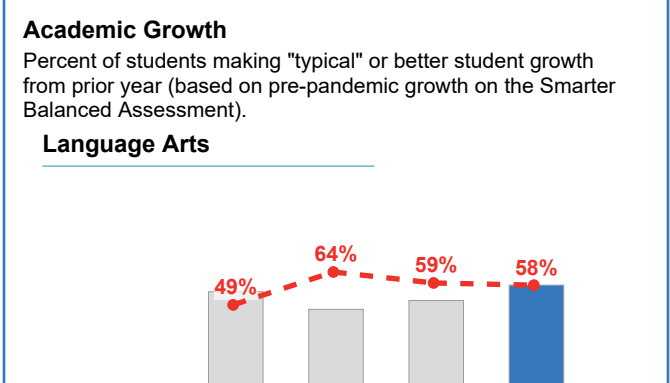
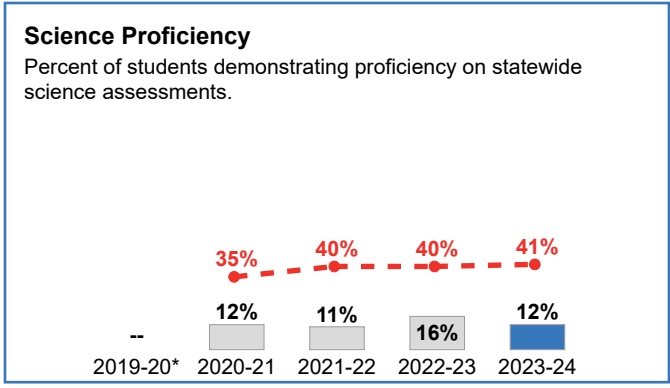
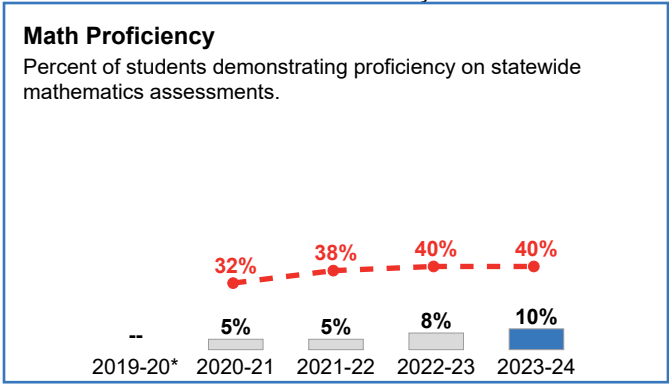
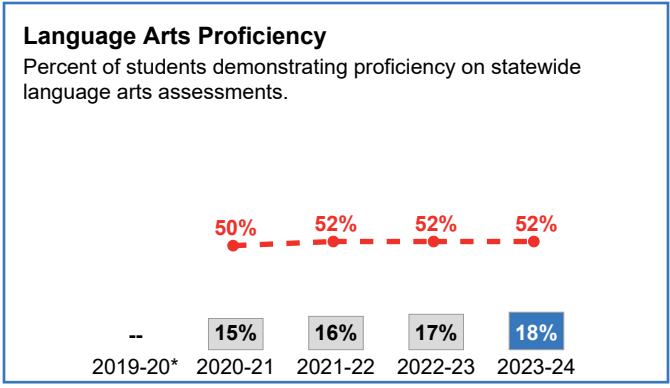
Kamaile Academy is a public charter school (a publicly funded school operating with more autonomy than traditional public schools) serving students from Pre-K to 12th grade. Rooted in Hawaiian culture (piko), the school integrates Hawaiian arts into its curriculum, embracing all cultures while emphasizing its core values: Aloha (Love), 'Ohana (Family), Ha'aheo (Pride), Ho'ihi (Respect), Kuleana (Responsibility), Laulima (Cooperation), 'Imi 'Ike (To seek knowledge), Olakino Maika'i (Healthful Living), and Na 'auao (A deep sense of enlightened knowledge/justice).

Through rigorous study, arts-based learning, and project-based learning, students explore Hawaiian values, customs, traditions, music, legends, and language, developing self-awareness and a drive toward achievement. Kamaile Academy fosters self-directed learners, empowering students to reach their full potential academically, socially, emotionally, and physically.

Our School

| | |
|------------|--------------|
| Grades | K-12 |
| Enrollment | 893 |
| Principal | Paul Kepka |
| Phone | 808-697-7110 |

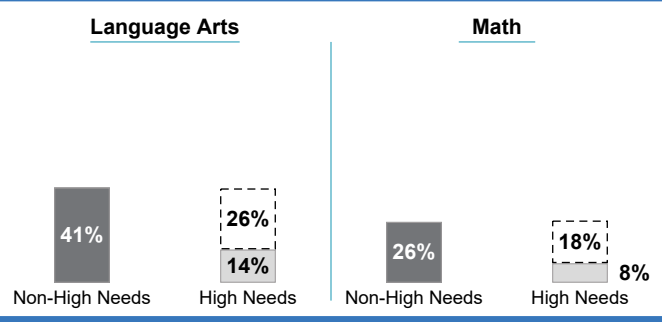
Website: <https://www.kamaile-academy.org>



-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



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<https://adc.hideoe.us>

2023-24 Strive HI School Performance Report

Kamalani Academy



About Strive HI

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Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 29 | 26% |
| Special Education | 16 | 14% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 8 | 7% |
| Black | 4 | 4% |
| Filipino | 5 | 4% |
| Hispanic | 6 | 5% |
| Native Hawaiian | 35 | 31% |
| Pacific Islander | 10 | 9% |
| White | 33 | 29% |

Our Story

Kamalani Academy Charter School (KACS) envisions a future where students are equipped to navigate an unpredictable world, embracing the need for adaptability and innovation. KACS recognizes that traditional academic knowledge alone is insufficient for success in an ever-changing landscape, and emphasizes the development of "soft skills" like creativity, communication, and collaboration through arts-integrated education.

KACS believes that every student possesses inherent talent, and its mission is to unleash this potential through the arts. The arts serve as a catalyst for academic growth and the cultivation of essential life skills, preparing students to become leaders and thrive in a future that is yet to be defined.

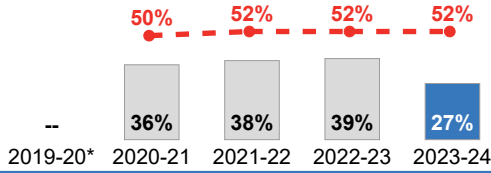
Our School

| | |
|------------|------------------|
| Grades | K-8 |
| Enrollment | 112 |
| Principal | Michael Nakasato |
| Phone | 808-203-2993 |

Website: <https://www.kamalaniacademy.org>

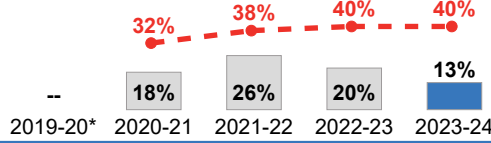
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



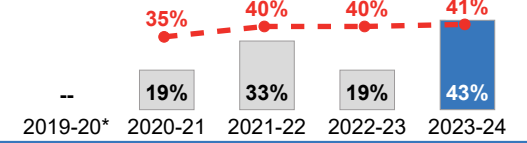
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

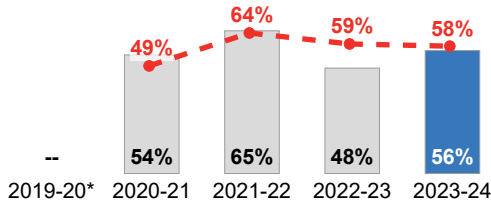
Percent of students demonstrating proficiency on statewide science assessments.



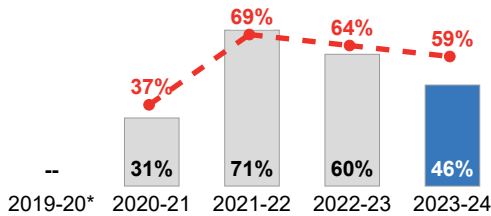
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

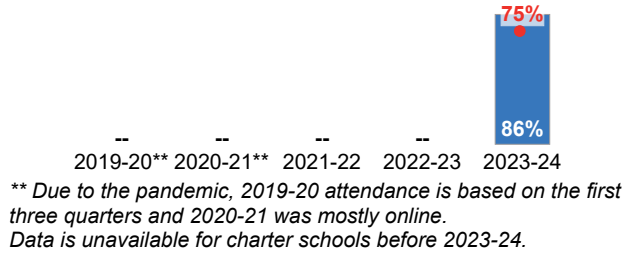


Math



Regular Attendance

Percent of students attending 90% of instructional days.



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

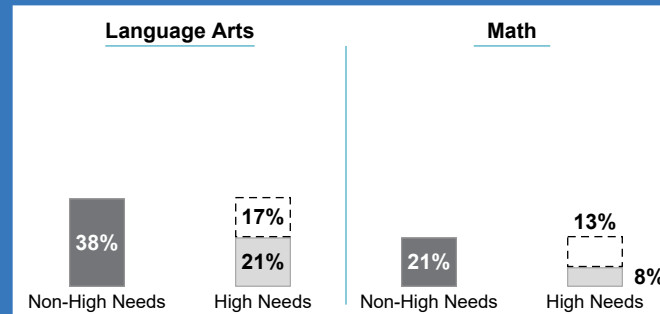
Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

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Equity in Student Learning[#]

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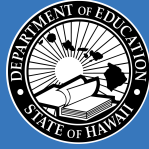


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<https://adc.hidoe.us>

2023-24 Strive HI School Performance Report

Kanu o ka 'Āina New Century Public Charter School



About Strive HI

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 304 | 49% |
| Special Education | 37 | 6% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 37 | 6% |
| Black | 13 | 2% |
| Filipino | 16 | 3% |
| Hispanic | 0 | 0% |
| Native Hawaiian | 374 | 60% |
| Pacific Islander | 0 | 0% |
| White | 151 | 24% |

Our Story

Kanu o ka 'Āina's mission is to kulia i ka nu'u, or strive for the highest. A philosophy of excellence guides Kanu as we collectively design, implement and continuously evaluate a quality, culturally-driven, intergenerational Hawaiian model of education with Aloha.

Kanu's K-12 program is WASC accredited and continues to be in demand as a school of choice with almost 200 students on a waitlist. As a community-based learning 'ohana, Kanu is steadfast in cultivating compassionate, empowered, highly competent learners of all ages, grounded in Native Hawaiian culture and language.

Kanu utilizes a strengths-based approach that embraces the whole child and believes that student progress should be measured through multiple measures, both quantitative and qualitative, as well as authentic culturally relevant assessments, such as ho'ike.

The 2017-2018 academic year marks the opening of a renewed and redesigned high school academy that is focused on strengthening well-being of its students, families, community and 'aina through active learning that will prepare students to be college, career, community, and culturally ready.

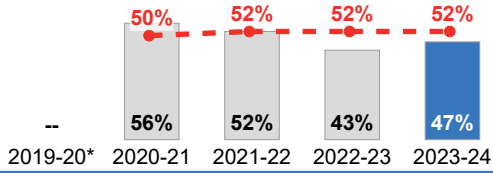
Our School

| | |
|------------|--------------|
| Grades | K-12 |
| Enrollment | 625 |
| Principal | Kanoa Castro |
| Phone | 808-890-8144 |

Website: <https://kanuokaaina.org>

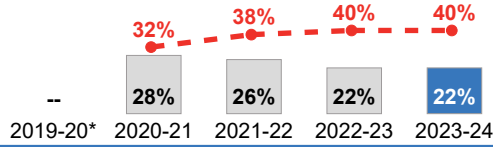
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



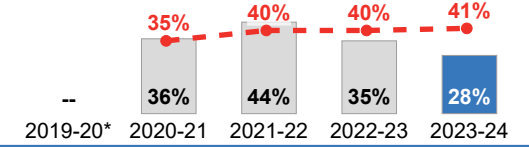
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

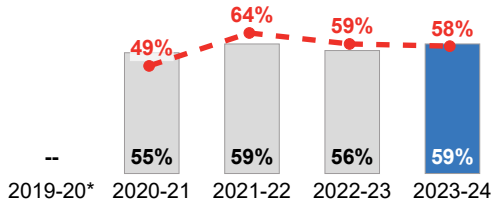
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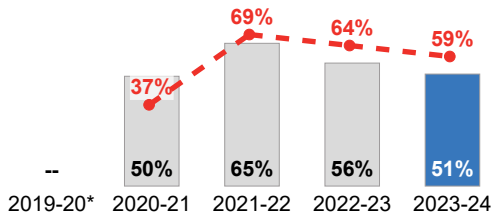
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

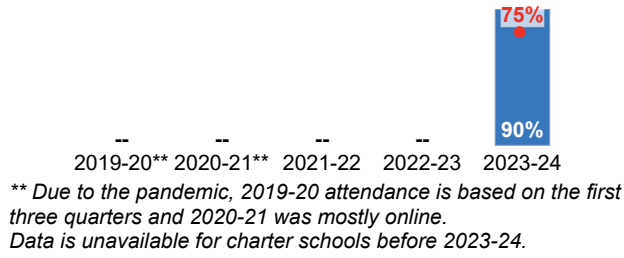


Math



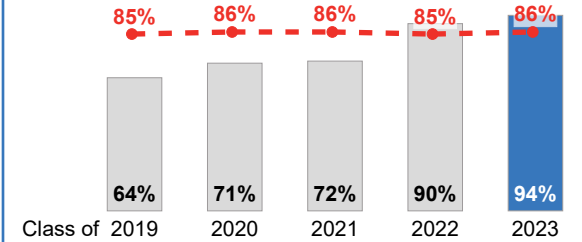
Regular Attendance

Percent of students attending 90% of instructional days.



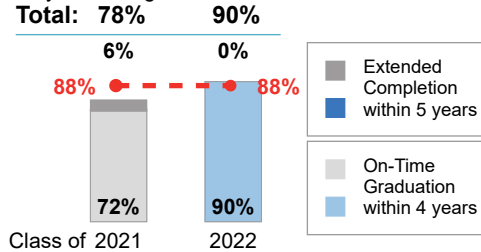
On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



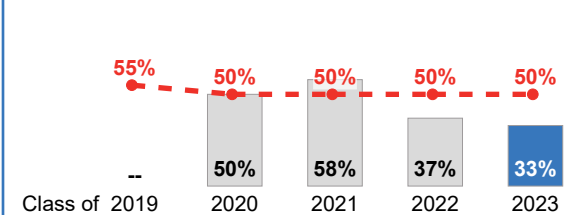
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

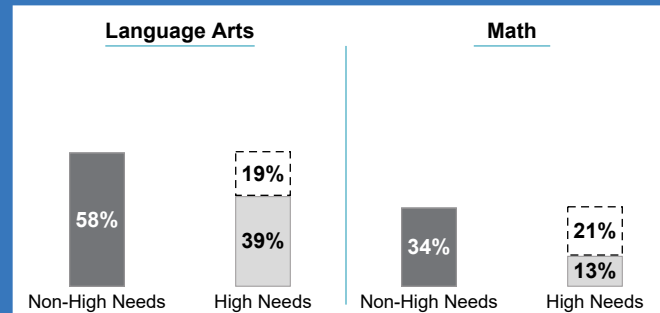
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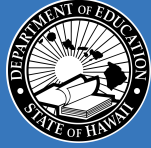
Equity in Student Learning[#]

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2023-24 Strive HI School Performance Report

Kanuikapono Public Charter School

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Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 111 | 55% |
| Special Education | 25 | 12% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 7 | 3% |
| Black | 5 | 2% |
| Filipino | 2 | 1% |
| Hispanic | 3 | 1% |
| Native Hawaiian | 110 | 54% |
| Pacific Islander | 1 | 0% |
| White | 68 | 34% |

Our Story

To nurture lifelong learners able to embrace the world of our ancestors and the 21st century; skilled and community minded with aloha and respect for self, family, and the environment.

To cultivate the 21st century learning community, grounded in native education and community renewal.

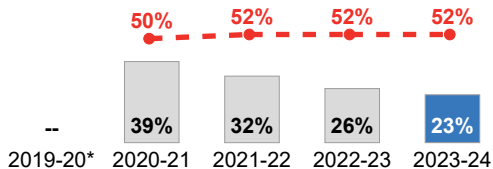
Our School

| | |
|------------|--------------|
| Grades | K-12 |
| Enrollment | 202 |
| Principal | Kanoe Ahuna |
| Phone | 808-823-9160 |

Website: <https://kanuikapono.org>

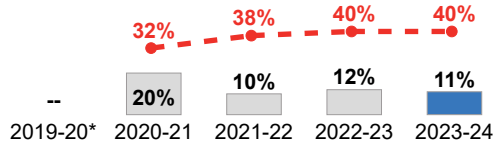
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



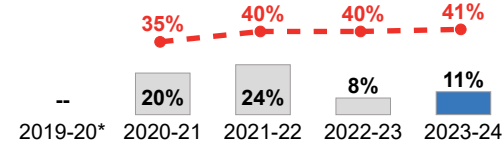
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

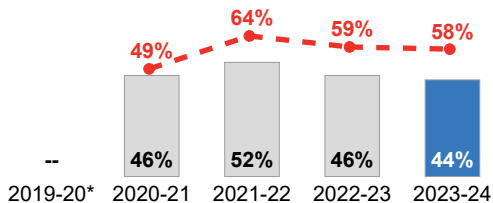
Percent of students demonstrating proficiency on statewide science assessments.



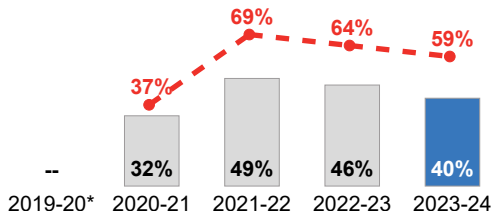
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

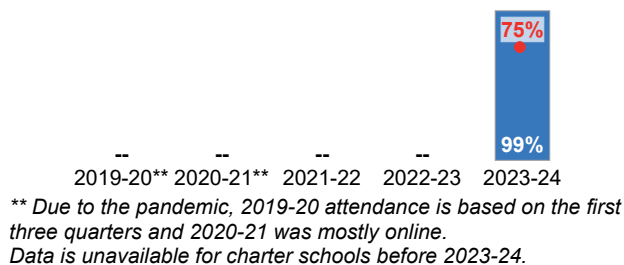


Math



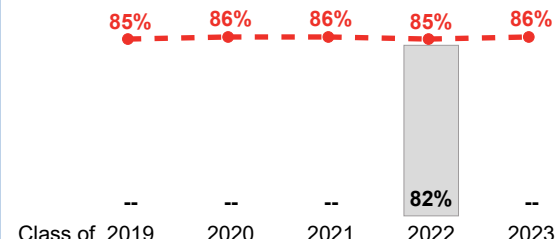
Regular Attendance

Percent of students attending 90% of instructional days.



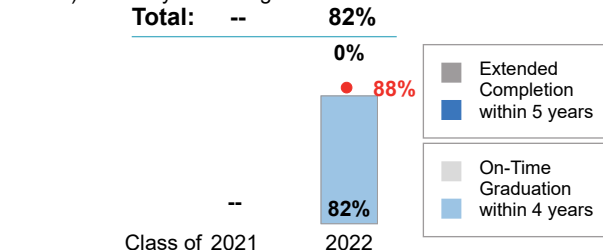
On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



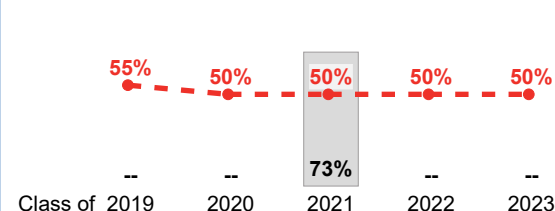
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

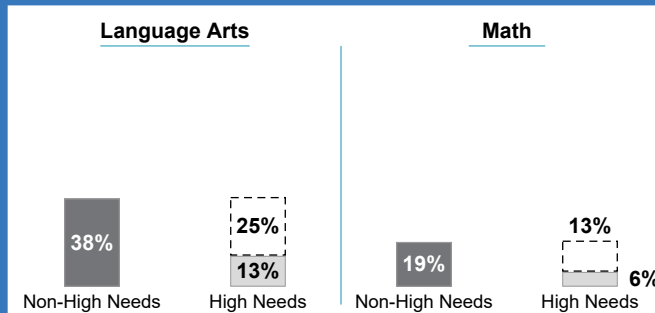
Percent of graduates enrolling in a postsecondary educational institution by the following fall.



-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>

2023-24 Strive HI School Performance Report

Kapolei Charter School



About Strive HI

Each year, the State of Hawai'i Department of Education reports on performance of the state's public schools. This annual report summarizes progress on the state's achievement of student learning goals of the Board-approved Strategic Plan. This report informs educators, parents, community members and policymakers.

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 30 | 22% |
| Special Education | 21 | 15% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 7 | 5% |
| Black | 8 | 6% |
| Filipino | 9 | 7% |
| Hispanic | 2 | 1% |
| Native Hawaiian | 85 | 62% |
| Pacific Islander | 9 | 7% |
| White | 18 | 13% |

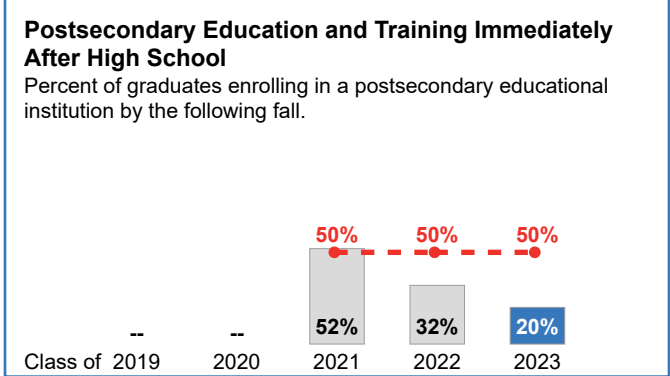
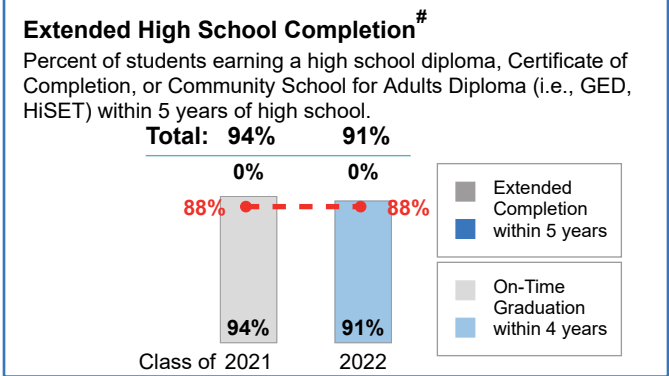
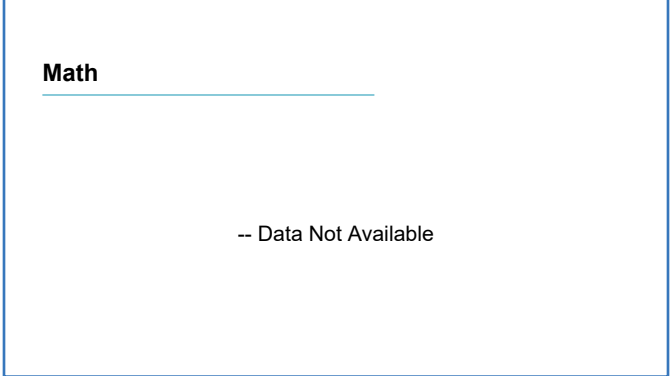
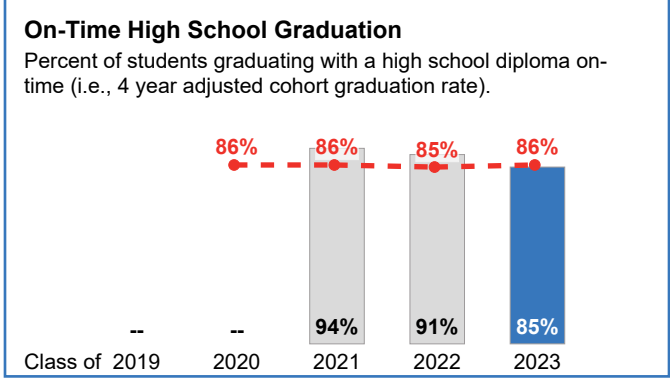
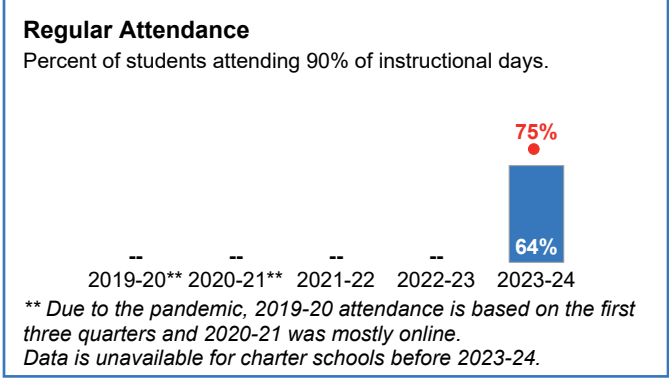
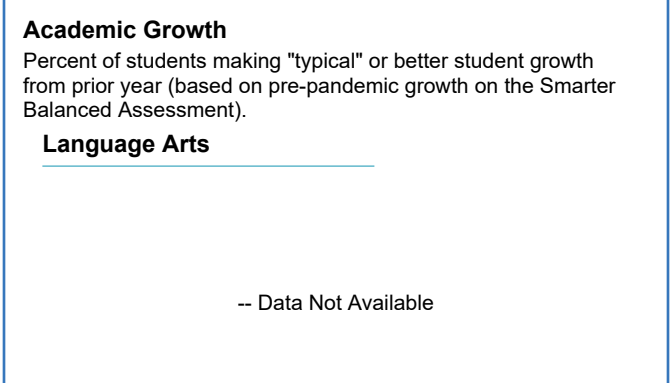
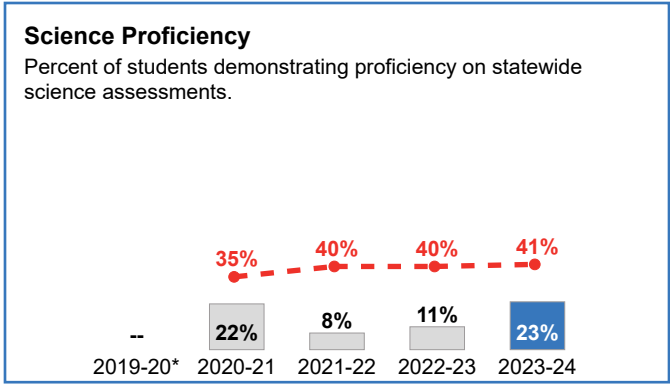
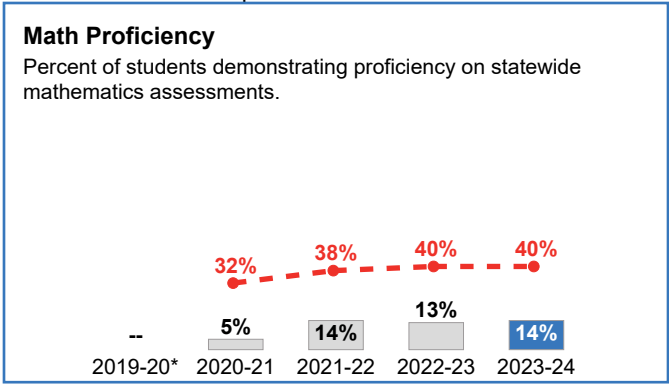
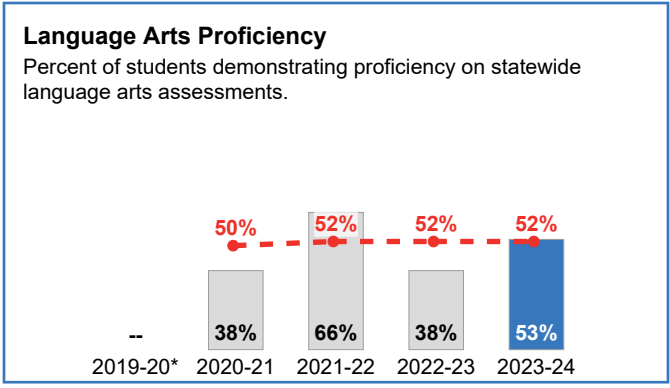
Our Story

This mission and program structure of Kapolei Charter School demonstrate a comprehensive approach to education, emphasizing practical skills, individualized support, and real-world experience. The combination of career and technical education, life coaching, and early college credits prepares students for both immediate entry into the workforce and further academic pursuits, ensuring they are well-equipped to overcome challenges and succeed in their chosen paths.

Our School

| | |
|------------|-----------------|
| Grades | 9-12 |
| Enrollment | 138 |
| Principal | Wanda Villareal |
| Phone | 808-690-9909 |

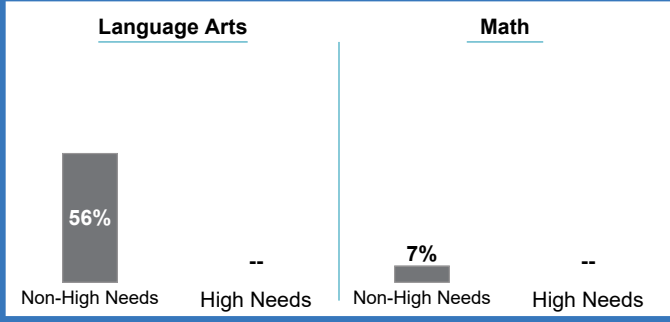
Website: <https://www.kcshawaii.org>



-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>

2023-24 Strive HI School Performance Report

Kawaikini New Century Public Charter School



About Strive HI

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 104 | 62% |
| Special Education | 12 | 7% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 4 | 2% |
| Black | 0 | 0% |
| Filipino | 4 | 2% |
| Hispanic | 0 | 0% |
| Native Hawaiian | 155 | 92% |
| Pacific Islander | 0 | 0% |
| White | 5 | 3% |

Our Story

Nu'ukia / Vision: Kū kilakila 'o Kawaikini, ke 'ōlino nei, mālamalama. Steadfastly stands Kawaikini, for the brightness of day is here. Kawaikini stands tall in an era of knowledge and enlightenment.

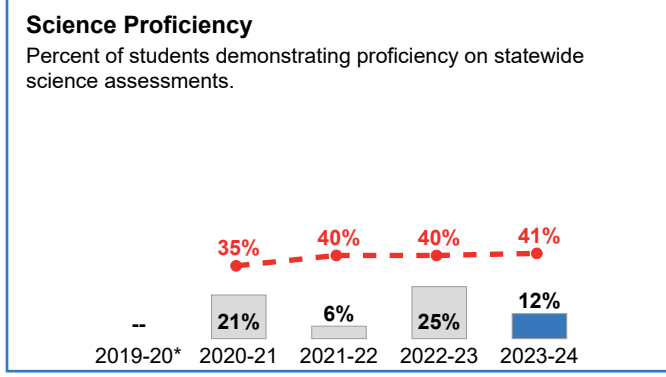
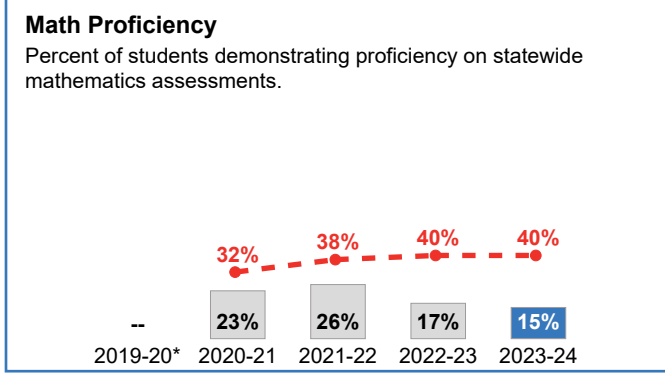
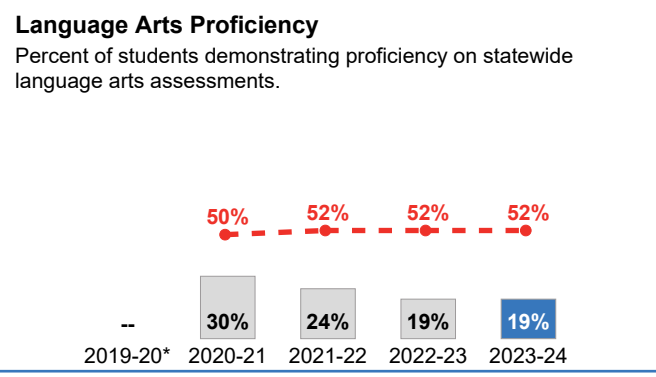
Kū ha'aheo mākou, ko Kawaikini, i kaiaulu kuano'o, na'auao, a hāehuola e kuluma ai ka 'ōlelo, nā mana'o, a me nā hana a ka po'e 'ōiwi o Hawai'i nei. We, Kawaikini (NCPCS), stand tall as a thoughtful, knowledgeable, and healthy community where the language, beliefs and practices of the indigenous people of Hawai'i are instinctive.

Ala Nu'ukia / Mission: Me ka pa'a ma ka 'ike kūpuna ma ka 'ōlelo Hawai'i, e mālama ai ke kula 'o Kawaikini (M-12) i kaiapuni kāko'o a i kaiapuni a'o, ma ka 'ōlelo Hawai'i a me ka 'ōlelo Pelekānia nō ho'i, kahi e minamina, ho'ohana, a ho'omau 'ia ai nō ho'i ka 'ike ku'una 'ōiwi. Grounded in the Hawaiian language, Kawaikini will create a productive community of bi-lingual and bi-literate citizens in a supportive K-12 learning environment where indigenous cultural knowledge is valued, applied, and perpetuate

Our School

| | |
|------------|-------------------|
| Grades | K-12 |
| Enrollment | 168 |
| Principal | Namomi McCorrison |
| Phone | 808-632-2032 |

Website: <https://kawaikini.com>



Academic Growth

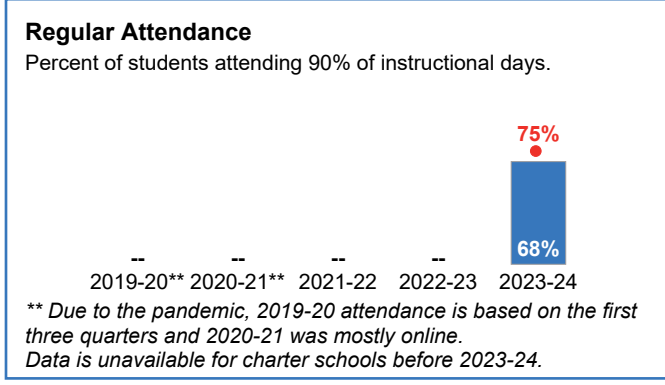
Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

-- Data Not Available

Math

-- Data Not Available



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

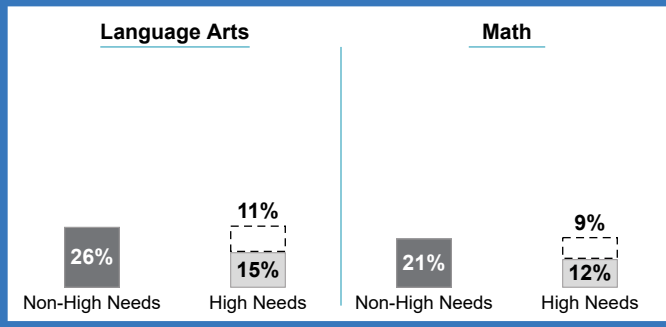
Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

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- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



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<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

Ke Ana La'ahana Public Charter School

About Strive HI

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 18 | 69% |
| Special Education | 13 | 50% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 1 | 4% |
| Black | 0 | 0% |
| Filipino | 3 | 12% |
| Hispanic | 0 | 0% |
| Native Hawaiian | 20 | 77% |
| Pacific Islander | 0 | 0% |
| White | 2 | 8% |

Our Story

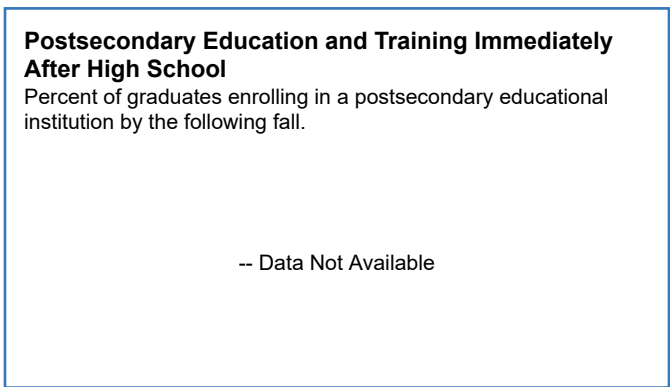
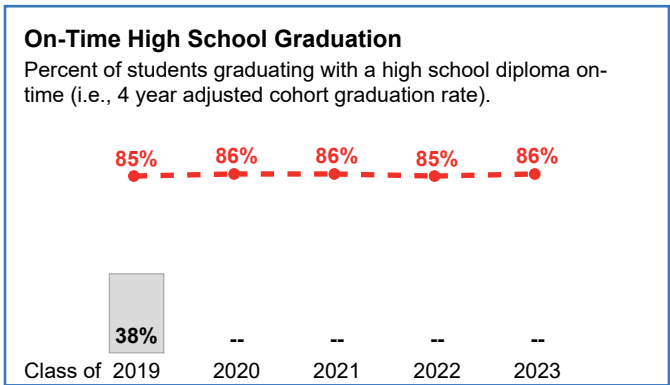
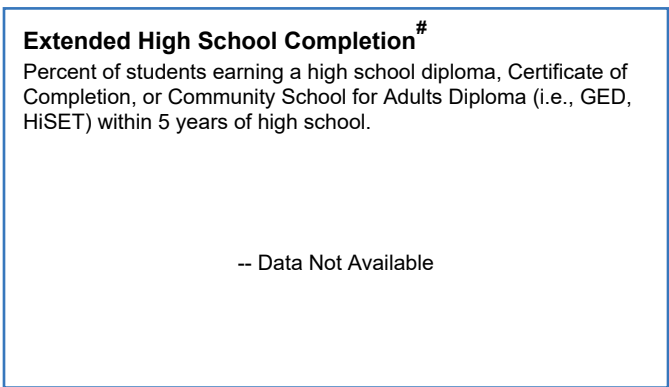
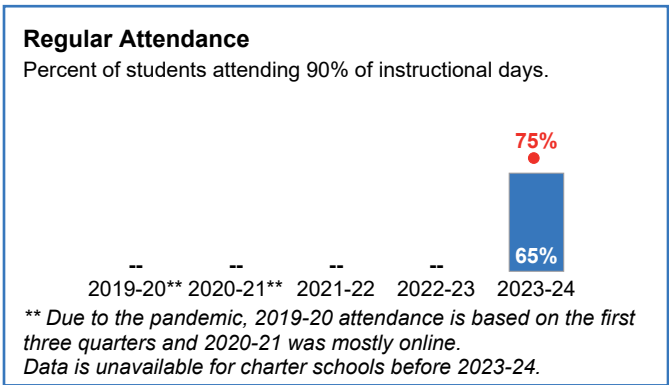
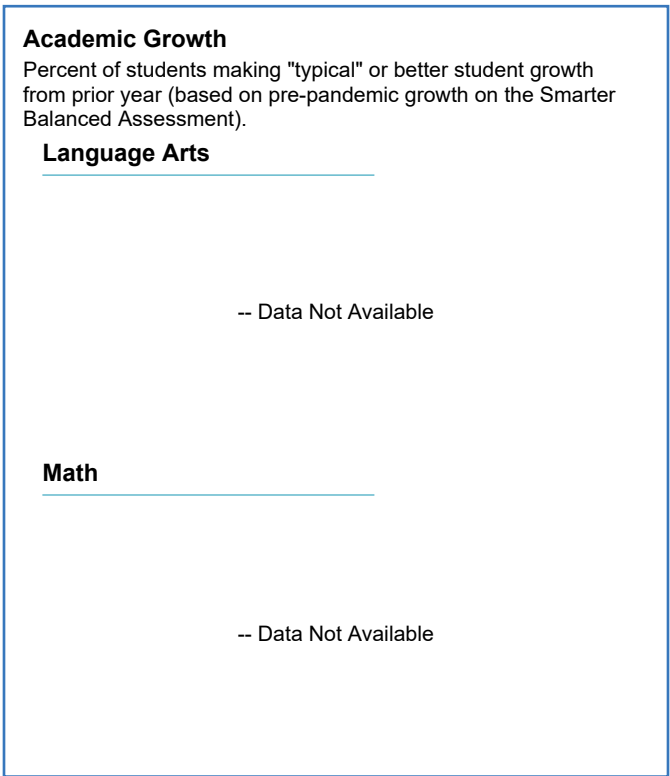
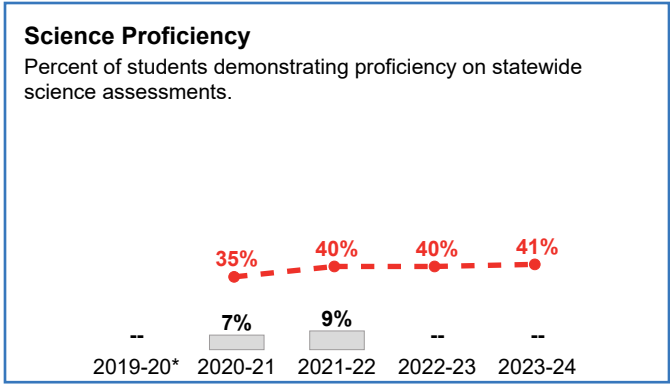
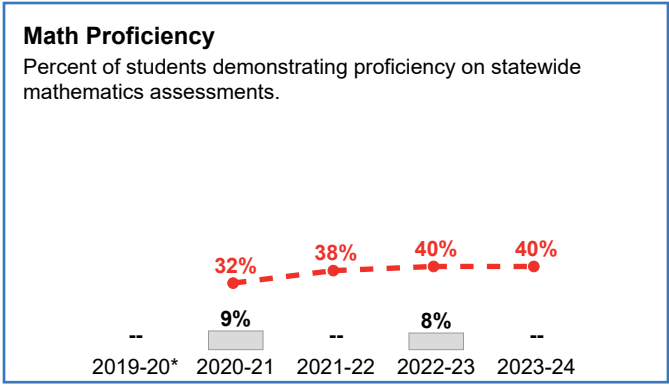
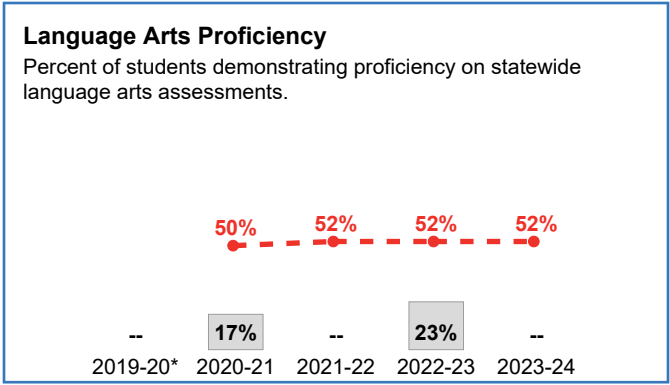
To recognize, nurture, and foster cultural identity and cultural awareness in an environment that has historical connections and lineal linkage to student. Students engage in critical thinking and demonstrate complete mastery of the academia for the future as a result of this educational program that is driven by family, community, and culture.

“Ku I Ka Mana” Like the one from whom he received what he learned. Said of a child who behaves like those who reared him. (Pukui, 1983)

Our School

| | |
|------------|---------------|
| Grades | 7-12 |
| Enrollment | 26 |
| Principal | Mapuana Waipa |
| Phone | 808-480-3577 |

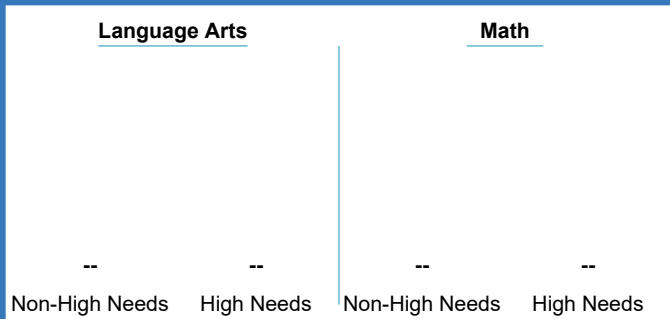
Website: <https://www.kalpcs.com>



-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

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- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.

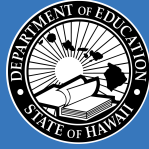


Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>

2023-24 Strive HI School Performance Report

Ke Kula 'O Nāwahīokalani'ōpu'u Iki Lab Public Charter School



About Strive HI

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Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 293 | 56% |
| Special Education | 16 | 3% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 16 | 3% |
| Black | 1 | 0% |
| Filipino | 14 | 3% |
| Hispanic | 1 | 0% |
| Native Hawaiian | 432 | 82% |
| Pacific Islander | 17 | 3% |
| White | 44 | 8% |

Our Story

Educational Mission – Students of Ke Kula 'O Nāwahīokalani'ōpu'u are educated upon a culturally Hawaiian foundation. This foundation is the basis upon which students are impelled to bring honor to ancestors; seek and attain knowledge to sustain family; contribute to the well-being and flourishing of the Hawaiian language and culture; and contribute to the quality of life in Hawai'i.

School Mission – Ke Kula 'O Nāwahīokalani'ōpu'u is committed to securing a school community built upon culturally rooted principles that reflect: aloha pili'uhane, aloha 'ohana, aloha 'olelo, aloha 'ike ku'una, aloha 'aina, aloha hoakanaka a me ke aloha lehulehu.

No 'Ane'i Ko Kakou Ola – A meaningful life takes place in one's homeland, therefore one's major contribution to the quality and standard of living is made in Hawai'i.

Ke Kula 'O Nāwahīokalani'ōpu'u is where Hawaiian language and culture thrive in a living community of families united in fostering, through their efforts, the continued significant contribution to the quality of life for the Hawaiian people and all who chose Hawai'i as home.

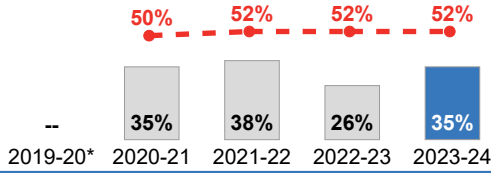
Our School

| | |
|------------|----------------|
| Grades | K-8 |
| Enrollment | 527 |
| Principal | Kauanoë Kamana |
| Phone | 808-982-4260 |

Website: <https://www.nawahi.org>

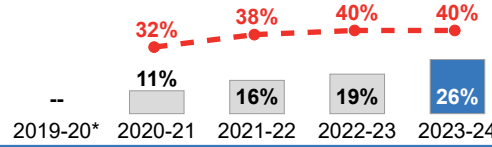
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



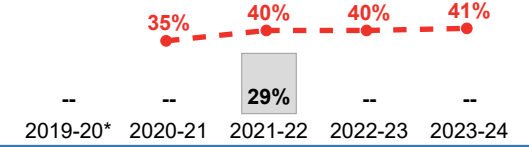
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

Percent of students demonstrating proficiency on statewide science assessments.



Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

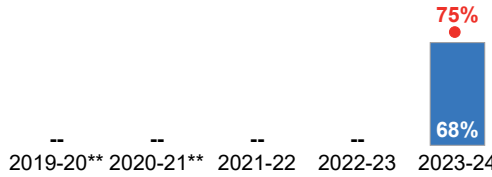
-- Data Not Available

Math

-- Data Not Available

Regular Attendance

Percent of students attending 90% of instructional days.



** Due to the pandemic, 2019-20 attendance is based on the first three quarters and 2020-21 was mostly online. Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

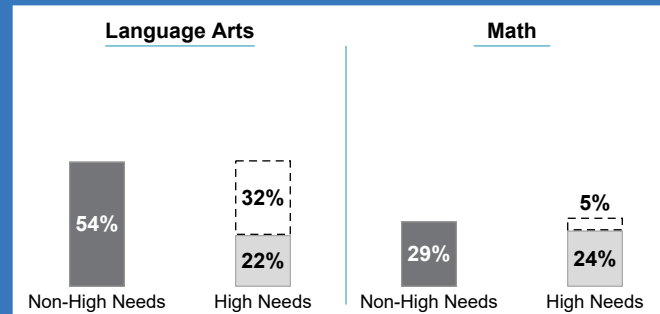
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.

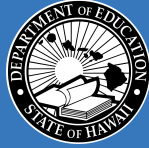


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2023-24 Strive HI School Performance Report

Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School



About Strive HI

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 66 | 47% |
| Special Education | -- | -- |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 15 | 11% |
| Black | 2 | 1% |
| Filipino | 5 | 4% |
| Hispanic | 0 | 0% |
| Native Hawaiian | 104 | 75% |
| Pacific Islander | 3 | 2% |
| White | 5 | 4% |

Our Story

Mission

'O ko makou ala nu'ukia ka malama 'ana i honua maui ola i waiwai i ka 'ike o nā kupuna a me ka lawena aloha a na kupuna i mea e lei ai kakou i ka lei o ka lanakila.

Our mission is to foster success for all members of our learning community by providing a culturally healthy and responsive learning environment.

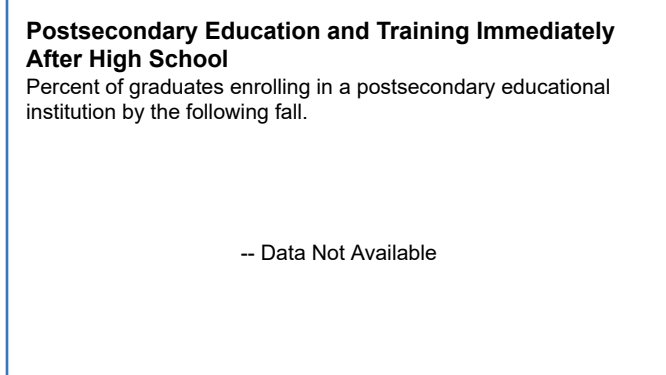
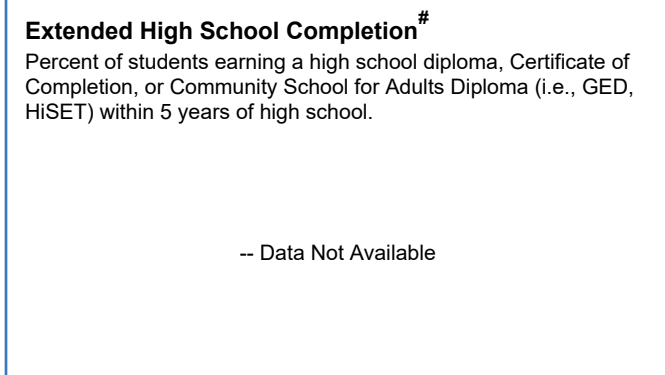
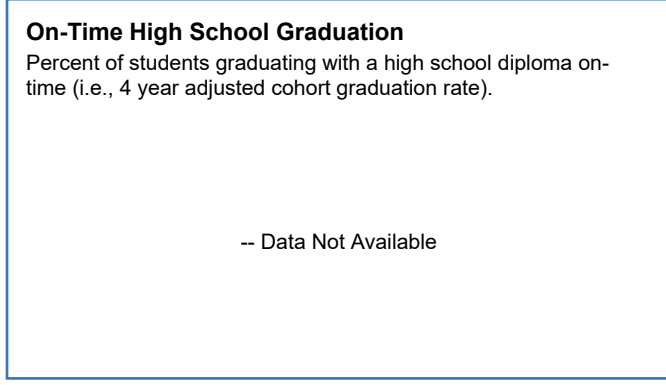
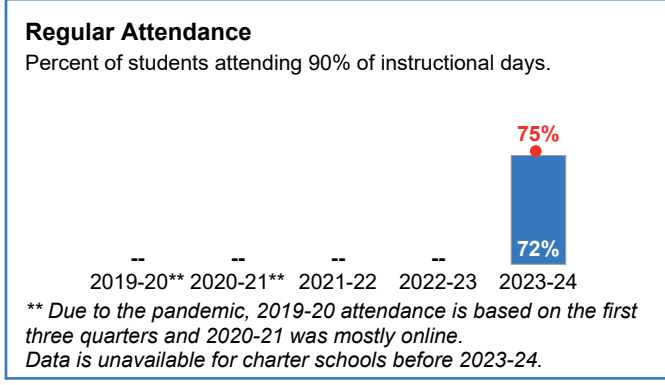
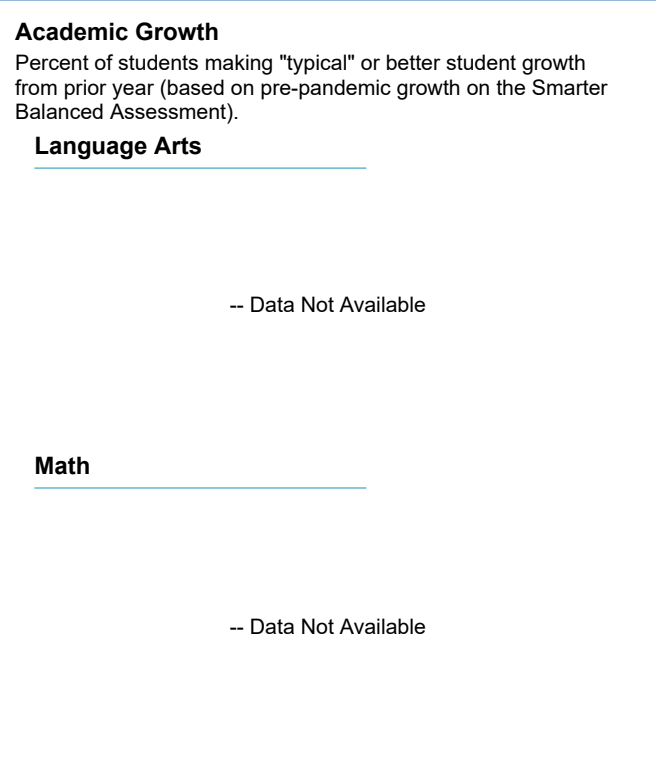
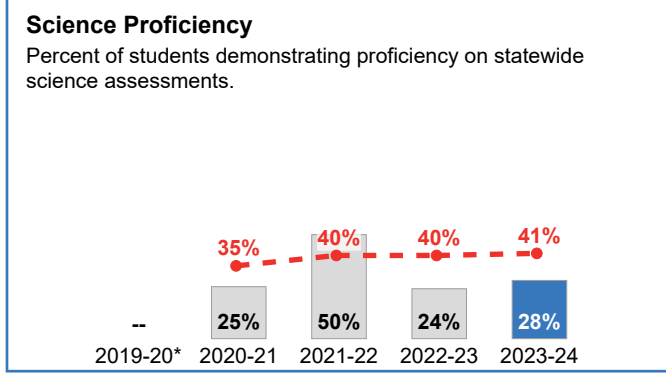
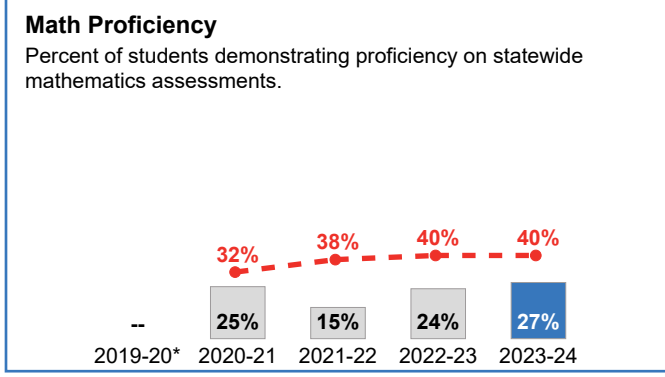
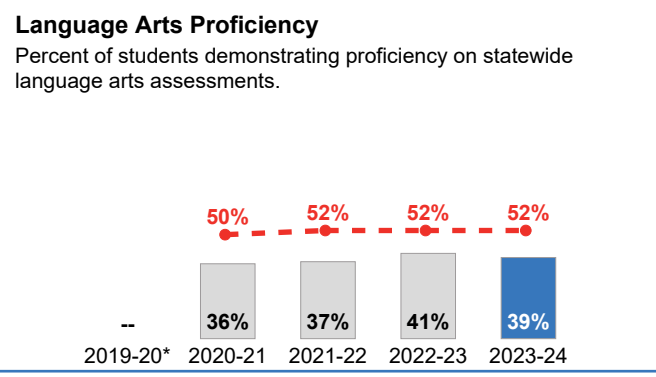
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School is a family-based, Hawaiian language medium school offering a comprehensive multi-level (PK through Secondary) educational program. Ke Kula 'o Kamakau was initially established in January 2000 in response to the expressed needs of Native Hawaiian families to increase student achievement through culture-based education while addressing the educational needs of multi-generations of learners.

All classroom instruction is delivered in the Hawaiian Language until the 5th grade, when students receive formal English instruction for an hour each day. Therefore, Kamakau highly encourages the administration of Hawaiian language assessments as a measure of our students' success and relies on multiple measures to show true performance.

Our School

| | |
|------------|---------------------|
| Grades | K-12 |
| Enrollment | 139 |
| Principal | Meahilahila Kelling |
| Phone | 808-235-9175 |

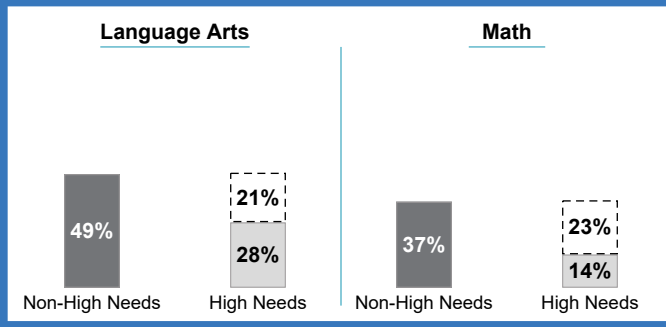
Website: <https://www.kamakau.com>



-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.

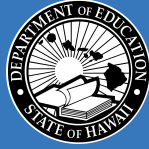


Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>

2023-24 Strive HI School Performance Report

Ke Kula Niihau o Kekaha - LPCS



About Strive HI

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Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 27 | 63% |
| Special Education | -- | -- |
| English Learners | 12 | 28% |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 1 | 2% |
| Black | 0 | 0% |
| Filipino | 2 | 5% |
| Hispanic | 0 | 0% |
| Native Hawaiian | 40 | 93% |
| Pacific Islander | 0 | 0% |
| White | 0 | 0% |

Our Story

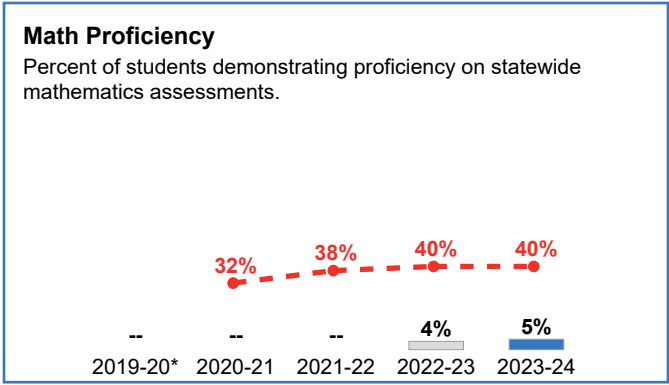
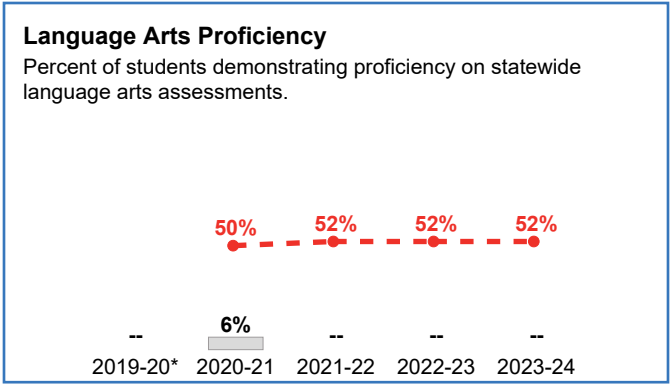
Ke Kula Niihau O Kekaha will perpetuate and strengthen the language and culture of Niihau among the children and youth of the Niihau community living on Kauai, as well as meet the special needs of this community by providing an education which results in a positive attitude toward a lifelong search for knowledge and preparing students for success in today's world of rapid change and technology.

A Ke Kula Niihau O Kekaha graduate is a proficient communicator in Niihau and English prepared for success in college and/or career.

Our School

| | |
|------------|--------------|
| Grades | K-12 |
| Enrollment | 43 |
| Principal | Tia Koerte |
| Phone | 808-337-0481 |

Website: <https://www.kknok.org>



Science Proficiency

Percent of students demonstrating proficiency on statewide science assessments.

-- Data Not Available

Academic Growth

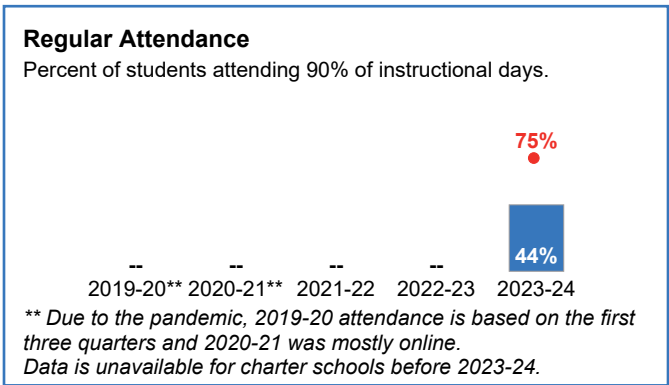
Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

-- Data Not Available

Math

-- Data Not Available



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

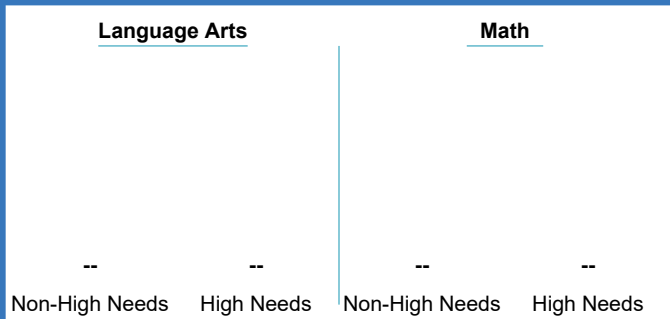
Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.

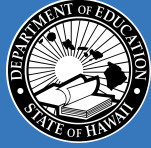


Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>

2023-24 Strive HI School Performance Report

Kīhei Charter School



About Strive HI

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 252 | 37% |
| Special Education | 60 | 9% |
| English Learners | 21 | 3% |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 14 | 2% |
| Black | 9 | 1% |
| Filipino | 37 | 5% |
| Hispanic | 77 | 11% |
| Native Hawaiian | 37 | 5% |
| Pacific Islander | 0 | 0% |
| White | 473 | 70% |

Our Story

To conceptualize, organize, and build innovative learning environments with custom designed educational programs that will prepare students for a satisfying and productive life in the 21st Century.

Kihei Charter School (KCS) is an Essential School that focuses on 21st century skills. Our educational programs are characterized by student centered learning, personalization, integration, authentic performance based assessment, experiential education, and project based learning. KCS is a community based school that utilizes the unique resources of Maui to create innovative, creative, independent, life-long learners who are engaged citizens committed to affecting positive change in their community.

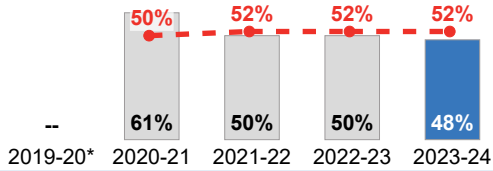
Our School

| | |
|------------|----------------|
| Grades | K-12 |
| Enrollment | 676 |
| Principal | Michael Stubbs |
| Phone | 808-875-0700 |

Website: <https://kiheicharter.org>

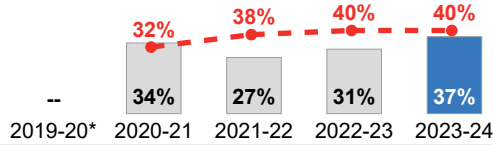
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



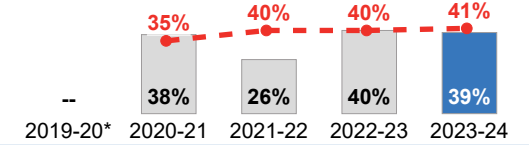
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

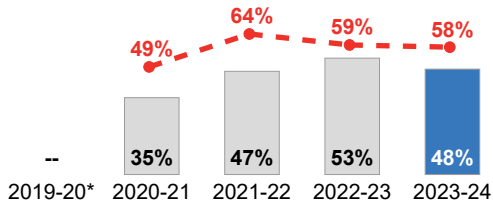
Percent of students demonstrating proficiency on statewide science assessments.



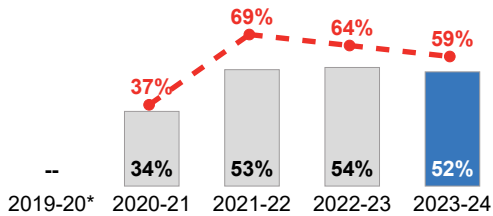
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

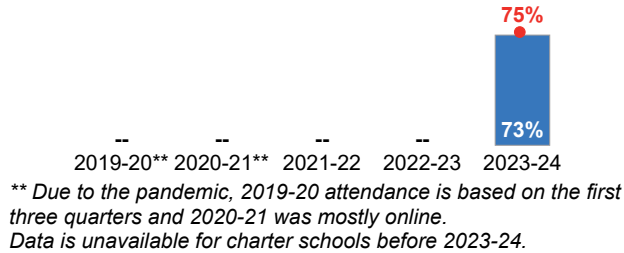


Math



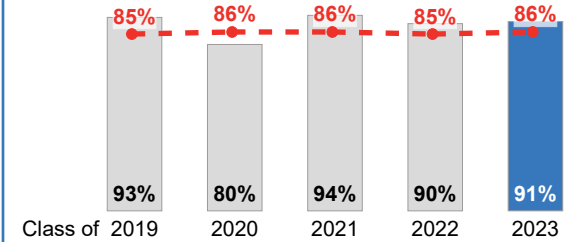
Regular Attendance

Percent of students attending 90% of instructional days.



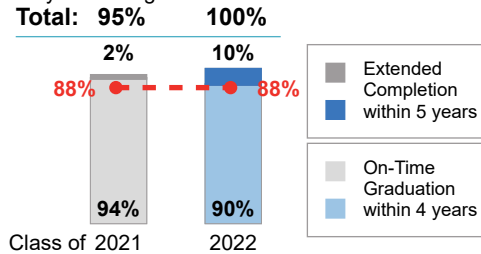
On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



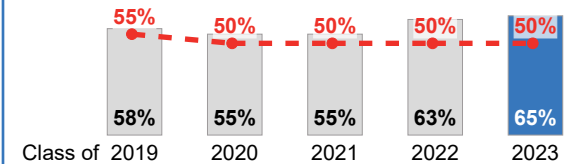
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

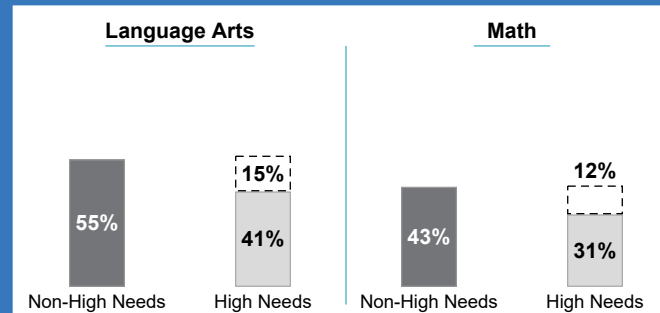
Percent of graduates enrolling in a postsecondary educational institution by the following fall.



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Equity in Student Learning[#]

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<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

Kona Pacific Public Charter School

About Strive HI

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Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 89 | 50% |
| Special Education | 22 | 12% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 7 | 4% |
| Black | 2 | 1% |
| Filipino | 5 | 3% |
| Hispanic | 8 | 4% |
| Native Hawaiian | 14 | 8% |
| Pacific Islander | 0 | 0% |
| White | 133 | 75% |

Our Story

Kona Pacific Public Charter School, established in 2008 on the Big Island's west coast, became a charter school in 2013. Nestled on Mauna Loa's lush slopes with views of the Pacific Ocean, our campus provides an inspiring setting for learning. We offer a unique, holistic education emphasizing the intellectual, social, emotional, and physical development of each child.

Our mission is to educate the whole child through academic excellence and social-emotional well-being, using a standards-based curriculum enriched with Waldorf-inspired practices, Hawaiian culture, and 'Āina-based education. We incorporate innovative teaching, arts, movement, and sustainable agriculture. Our approach includes Waldorf-inspired creativity, Hawaiian cultural integration, and environmental stewardship. These elements foster a supportive and dynamic learning environment, preparing students to thrive both academically and personally

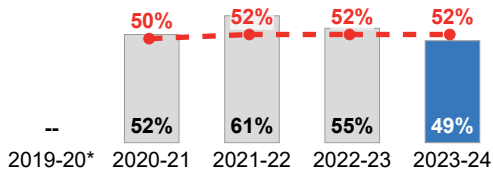
Our School

| | |
|------------|--------------|
| Grades | K-8 |
| Enrollment | 178 |
| Principal | Amber Herres |
| Phone | 808-322-4900 |

Website: <https://www.kppcs.org>

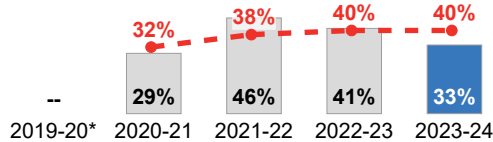
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



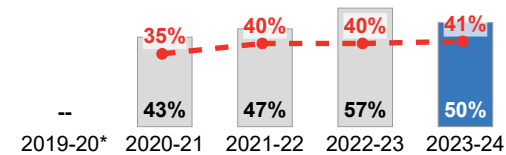
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

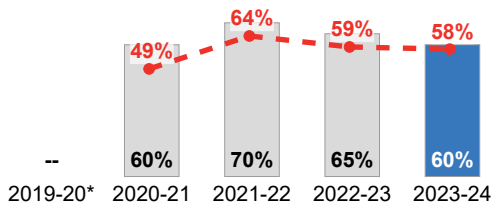
Percent of students demonstrating proficiency on statewide science assessments.



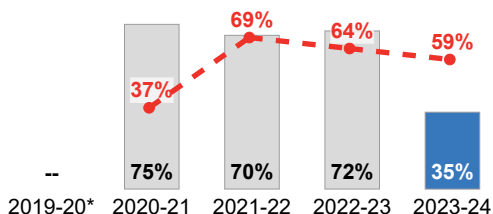
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

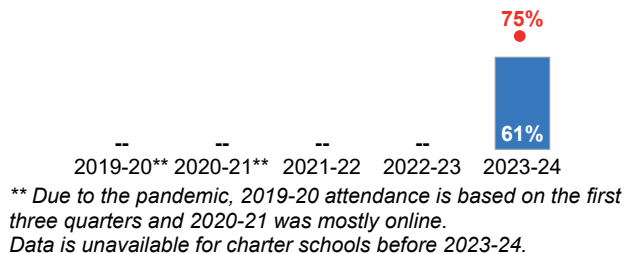


Math



Regular Attendance

Percent of students attending 90% of instructional days.



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

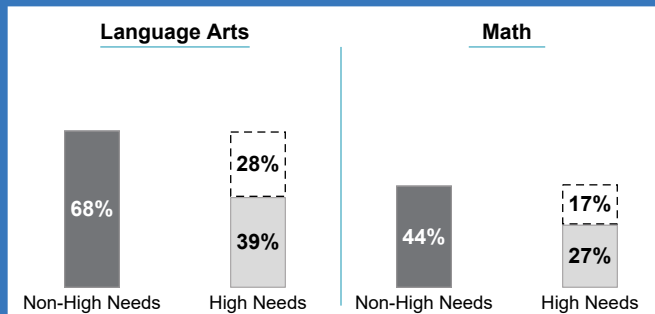
Percent of graduates enrolling in a postsecondary educational institution by the following fall.

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<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

Kua O Ka Lā New Century Public Charter School

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Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 179 | 97% |
| Special Education | 17 | 9% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 7 | 4% |
| Black | 3 | 2% |
| Filipino | 6 | 3% |
| Hispanic | 1 | 1% |
| Native Hawaiian | 89 | 48% |
| Pacific Islander | 6 | 3% |
| White | 68 | 37% |

Our Story

To provide Ka Pae 'Aina o Hawai'i with the knowledge and skills, through Hawaiian values and place-based educational opportunities, that prepare receptive, responsive, and self-sustaining individuals that live "ke ala pono" (positive pilina 'aina, pilina kanaka, and pilina 'uhane).

Vision: Kua O Lā (KOKL) has adopted the concept of Ke Ala Pono - The Right Path - to describe our goal of nurturing and developing our youth. We believe that every individual has a unique potential and that it is our responsibility to help our students learn to work together within the local community to create a future that is pono - right.

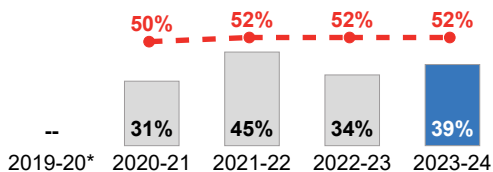
Our School

| | |
|------------|-----------------|
| Grades | K-8 |
| Enrollment | 185 |
| Principal | Vanessa Dilcher |
| Phone | 808-981-5866 |

Website: <https://kuaokala.org/index.html>

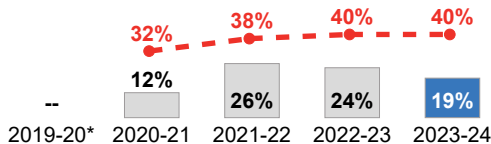
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



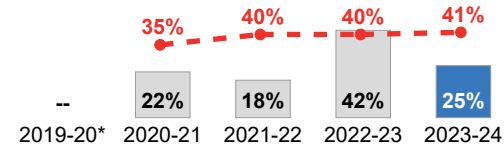
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

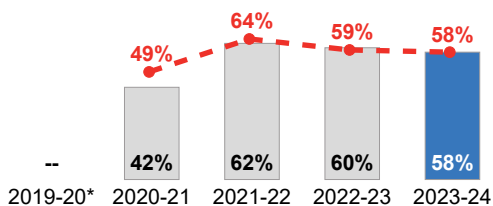
Percent of students demonstrating proficiency on statewide science assessments.



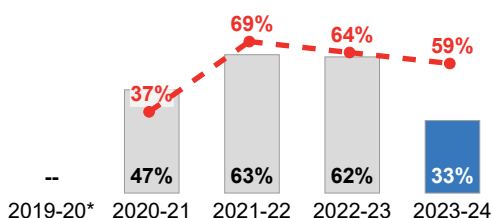
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

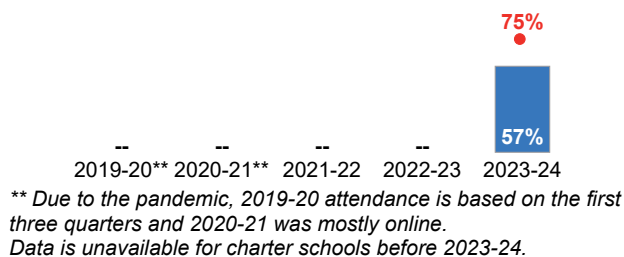


Math



Regular Attendance

Percent of students attending 90% of instructional days.



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

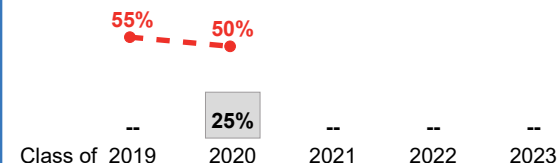
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

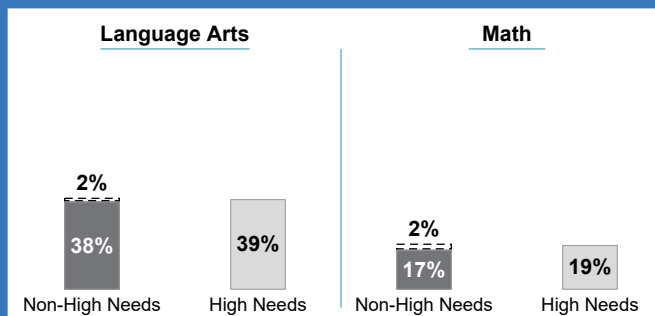
Percent of graduates enrolling in a postsecondary educational institution by the following fall.



-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

Kualapu'u Conversion Charter School

About Strive HI

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 259 | 85% |
| Special Education | 28 | 9% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 4 | 1% |
| Black | 0 | 0% |
| Filipino | 8 | 3% |
| Hispanic | 0 | 0% |
| Native Hawaiian | 271 | 89% |
| Pacific Islander | 5 | 2% |
| White | 15 | 5% |

Our Story

“To build a strong foundation for lifelong learning so with proper nurturing our keiki will be able to discover and grow, develop skills and confidence, and, like the 'uala, withstand adversity and thrive in an ever-changing world.”

Students from Kualapuu School students will exhibit the rigorous outcomes expected by the Common Core Standards in a learning environment; be instructed by curricula that is researched, and outcomes based; and learn in a safe environment that promotes the Hawaiian and all other cultural values needed to thrive in an ever changing world.

Students from Kula Kaiapuni o Kualapuu will become proficient in the Hawaiian language through instructional practices that are culturally appropriate, researched, and outcomes based; exhibit the rigorous outcomes expected by the Common Core; and learn in a safe and positive learning environment embedded in Hawaiian cultural values, protocols, and language.

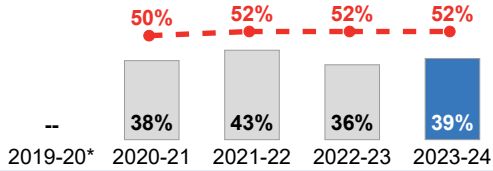
Our School

| | |
|------------|----------------|
| Grades | K-6 |
| Enrollment | 303 |
| Principal | Lydia Trinidad |
| Phone | 808-567-6900 |

Website: <https://www.kualapuucharterschool.org>

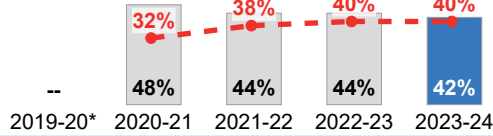
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



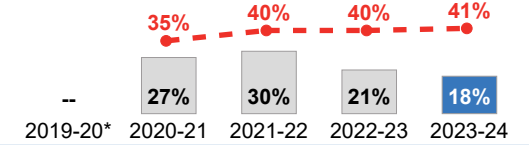
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

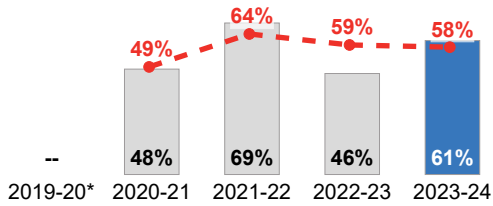
Percent of students demonstrating proficiency on statewide science assessments.



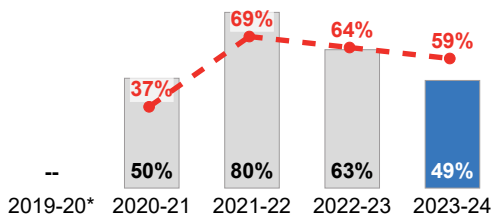
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

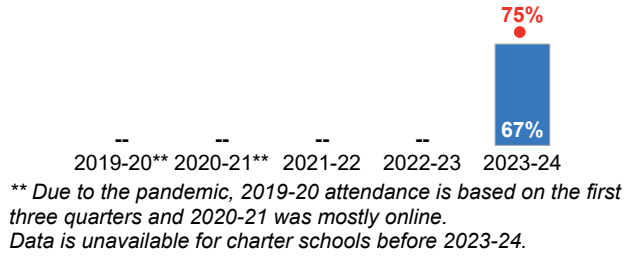


Math



Regular Attendance

Percent of students attending 90% of instructional days.



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

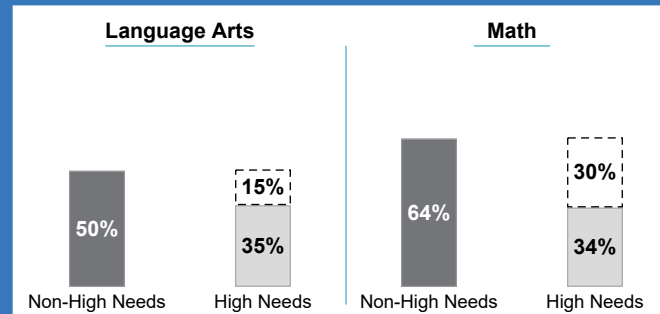
Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

Kula Aupuni Niihau A Kahelelani Aloha - PCS

About Strive HI

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 32 | 71% |
| Special Education | -- | -- |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 0 | 0% |
| Black | 0 | 0% |
| Filipino | 1 | 2% |
| Hispanic | 0 | 0% |
| Native Hawaiian | 38 | 84% |
| Pacific Islander | 6 | 13% |
| White | 0 | 0% |

Our Story

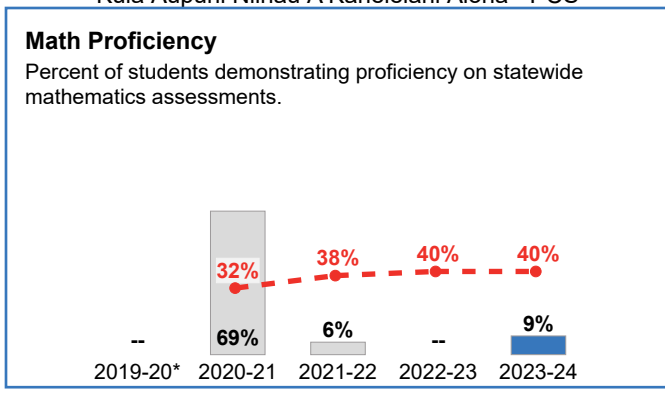
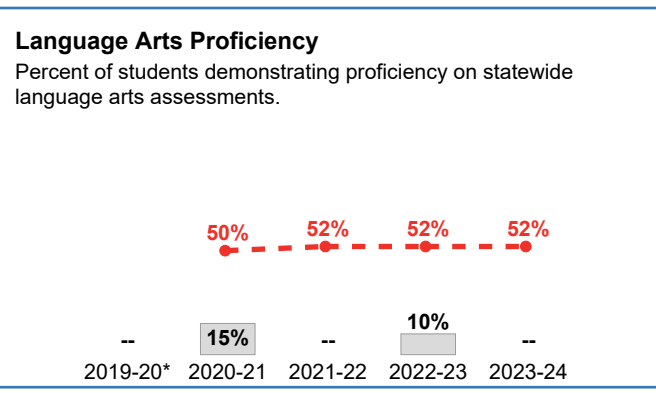
Our mission is to educate our youth to become community leaders capable of directing the future of the Niihau community. Critical to our mission is raising the level of literacy, education, and awareness of our native community by preparing our youth to function independently in a Western-dominated society. Fundamental to our mission is raising the level of student involvement in community-related activities and issues, including economics and governmental affairs as a mechanism to deliver appropriate and influential representation of the Niihau indigenous population for matters that affect their lives and culture now with the generations to come.

Our vision focuses on the preservation and promulgation of the Olelo Kanaka Niihau with Niihau cultural ideologies passed through our students as they live functional lives in a western dominated society with their culture and language as the foundation for learning that combines authentic life lessons with meaningful learning experiences.

Our School

| | |
|------------|---------------|
| Grades | K-12 |
| Enrollment | 45 |
| Principal | Hedy Sullivan |
| Phone | 808-337-2022 |

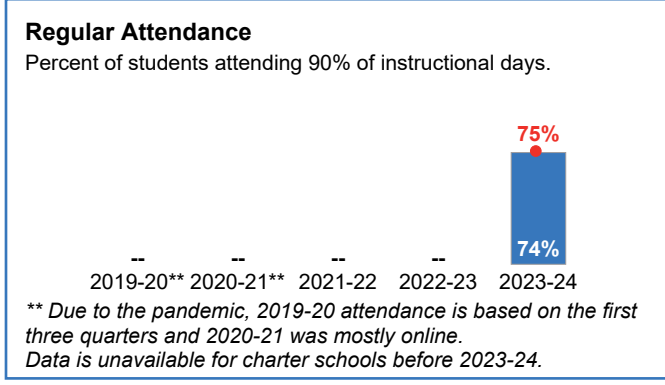
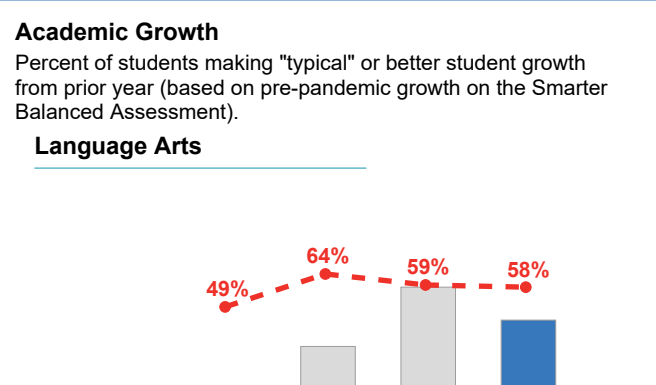
Website: <https://www.kanakapcs.org>



Science Proficiency

Percent of students demonstrating proficiency on statewide science assessments.

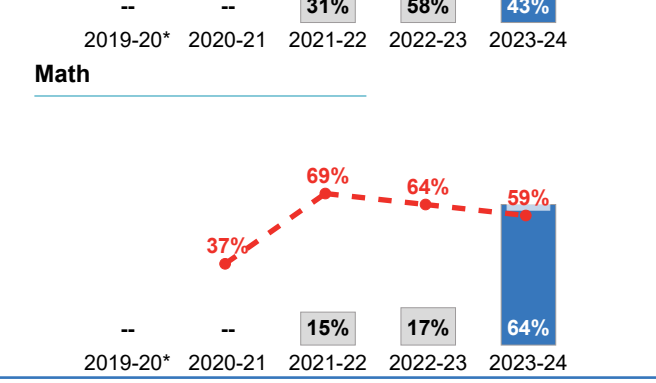
-- Data Not Available



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available



Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

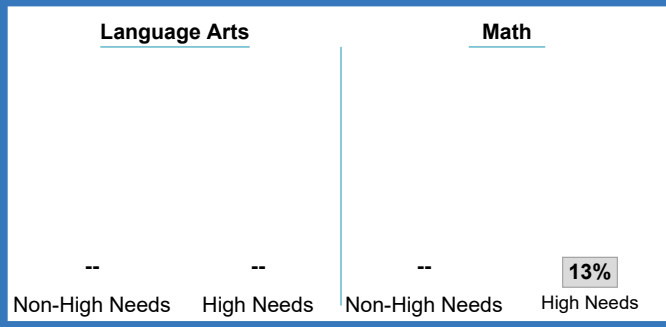
Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

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Equity in Student Learning[#]

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- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

Laupāhoehoe Community PCS

About Strive HI

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 227 | 71% |
| Special Education | 42 | 13% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 6 | 2% |
| Black | 2 | 1% |
| Filipino | 35 | 11% |
| Hispanic | 28 | 9% |
| Native Hawaiian | 50 | 16% |
| Pacific Islander | 11 | 3% |
| White | 154 | 48% |

Our Story

Laupāhoehoe is in the district of North Hilo, known as Hilo Palikū (the upright sea cliffs of Hilo). Laupāhoehoe School (LS) opened in 1883 at Laupāhoehoe Point and quickly became the epicenter of the community. In 1946 a tsunami severely damaged the school, destroyed much of the original town of Laupāhoehoe, and took the lives of twenty four LS students and teachers. As a result of that tragedy, a new school known as Laupāhoehoe High and Elementary School (LHES) was built on its present site in 1954.

In July 2012 a charter was granted by the State of Hawai'i authorizing Laupāhoehoe Community Public Charter School (LCPCS) to open as a conversion charter school, continuing over 130 years as an academic institution in the community.

Our hope is to reflect on our past as a school community and recognize and appreciate the diversity within, so that everyone may benefit and develop a deepening sense of Belonging, Responsibility, Excellence, Aloha, Total Well Being, and Hawaii.

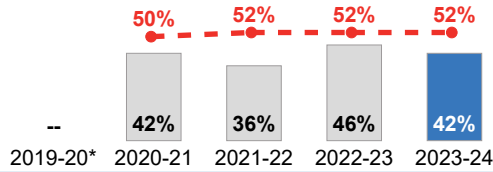
Our School

| | |
|------------|---------------|
| Grades | K-12 |
| Enrollment | 321 |
| Principal | Kaulana Smith |
| Phone | 808-962-2200 |

Website: <https://www.lcps.org>

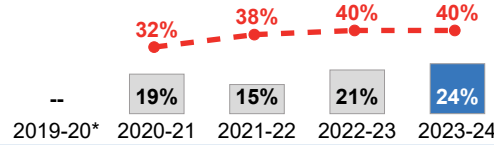
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



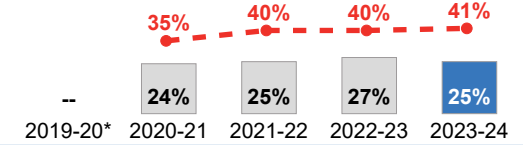
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

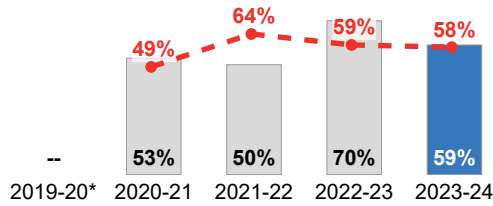
Percent of students demonstrating proficiency on statewide science assessments.



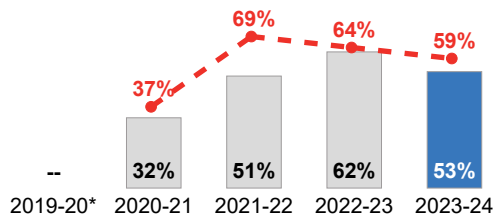
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

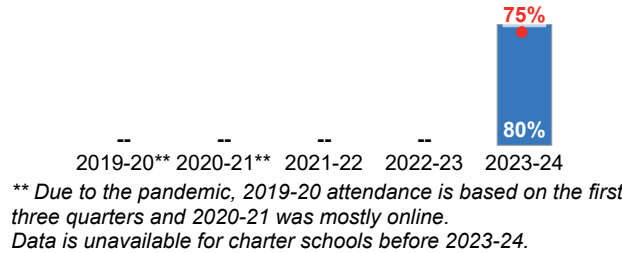


Math



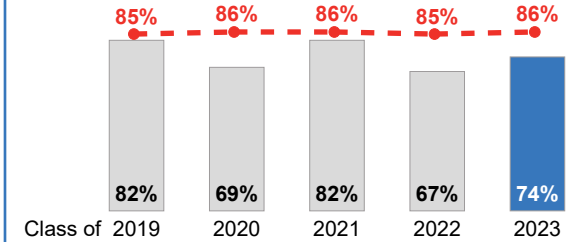
Regular Attendance

Percent of students attending 90% of instructional days.



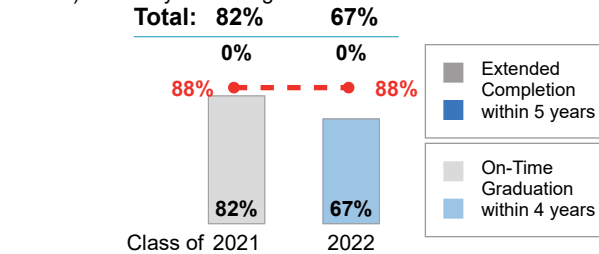
On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



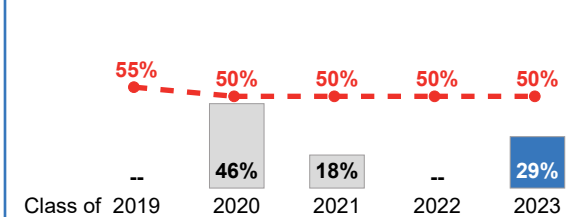
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

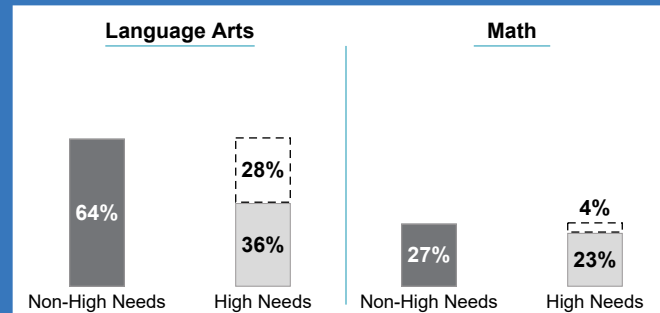
Percent of graduates enrolling in a postsecondary educational institution by the following fall.



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Equity in Student Learning[#]

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- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

Mālama Honua Public Charter School

About Strive HI

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Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 76 | 46% |
| Special Education | 20 | 12% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 4 | 2% |
| Black | 0 | 0% |
| Filipino | 2 | 1% |
| Hispanic | 0 | 0% |
| Native Hawaiian | 114 | 69% |
| Pacific Islander | 6 | 4% |
| White | 37 | 22% |

Our Story

Mālama Honua Public Charter School (MHPCS), established in 2014, is a K-8 school in Waimānalo, Hawai'i, inspired by the Worldwide Voyage of Hōkūle'a. Serving 165 students, a majority of whom are Native Hawaiian and reside in Waimānalo, MHPCS emphasizes an education that cultivates the "mind of the navigator" through the integration of indigenous Hawaiian values and 21st-century skills. The school's mission is to foster caring, compassionate, and astute individuals through a curriculum grounded in Hawai'i and aligned with state and national standards.

MHPCS's academic program incorporates the Explorations curriculum, an integrated, cross-disciplinary approach that emphasizes 'ike Hawai'i (Hawaiian knowledge). Through 'āina- (land), project-, and problem-based learning, students engage in rigorous explorations addressing social, environmental, and cultural issues.

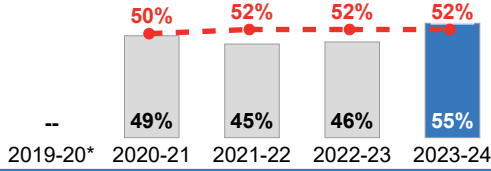
Our School

| | |
|------------|----------------|
| Grades | K-8 |
| Enrollment | 166 |
| Principal | Denise Espania |
| Phone | 808-259-5522 |

Website: <https://www.malamahonuapcs.org>

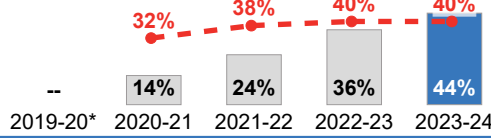
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



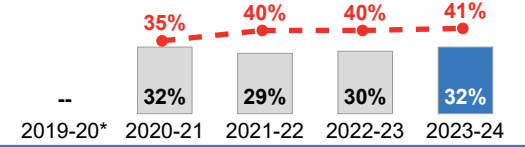
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

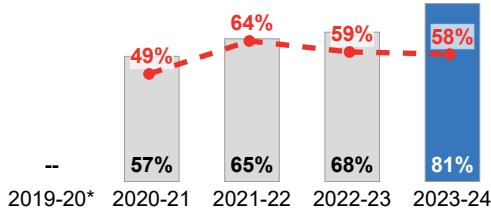
Percent of students demonstrating proficiency on statewide science assessments.



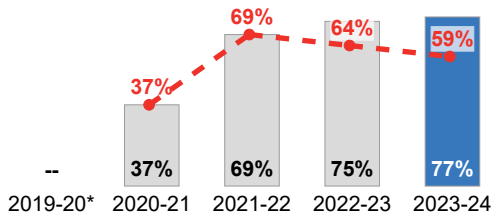
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

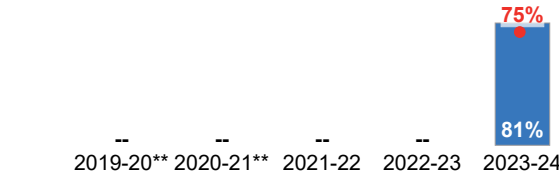


Math



Regular Attendance

Percent of students attending 90% of instructional days.



** Due to the pandemic, 2019-20 attendance is based on the first three quarters and 2020-21 was mostly online. Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

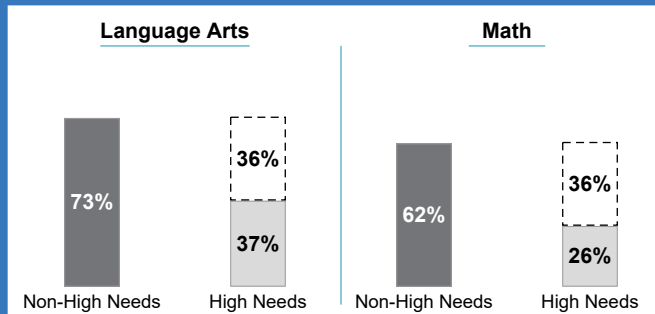
Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

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Equity in Student Learning[#]

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<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

Myron B. Thompson Academy

About Strive HI

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Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 64 | 14% |
| Special Education | -- | -- |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 64 | 14% |
| Black | 14 | 3% |
| Filipino | 43 | 9% |
| Hispanic | 19 | 4% |
| Native Hawaiian | 86 | 19% |
| Pacific Islander | 15 | 3% |
| White | 169 | 36% |

Our Story

The mission of Myron B. Thompson Academy is to provide a rigorous, engaging learning environment in which all learners accept responsibility for their learning, work together, are involved in complex problem solving, recognize and produce quality work and communicate effectively.

The vision of Myron B. Thompson Academy is to create an innovative, student-centered learning environment that provides equity, access and excellence for learners anywhere, anytime.

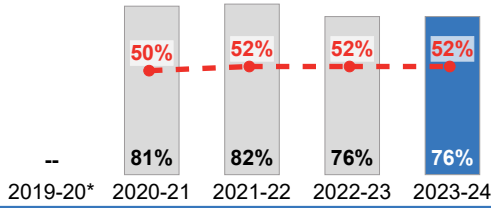
Our School

| | |
|------------|--------------|
| Grades | K-12 |
| Enrollment | 464 |
| Principal | Diana Oshiro |
| Phone | 808-441-8000 |

Website: <https://mbta.me>

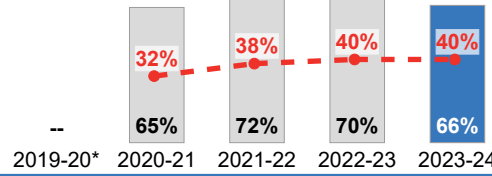
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



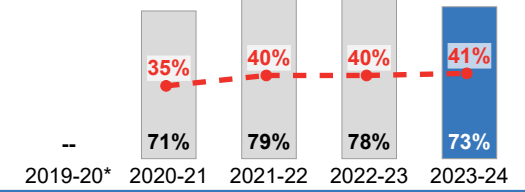
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

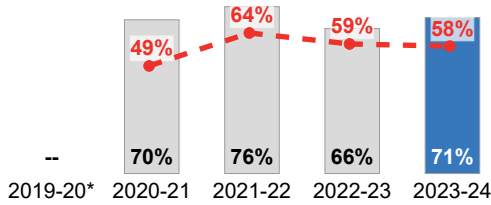
Percent of students demonstrating proficiency on statewide science assessments.



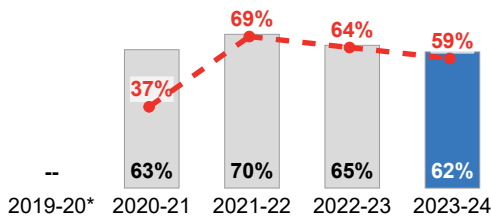
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

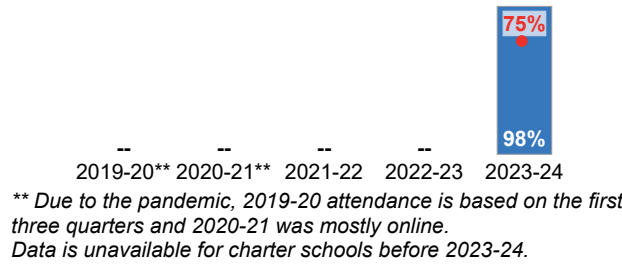


Math



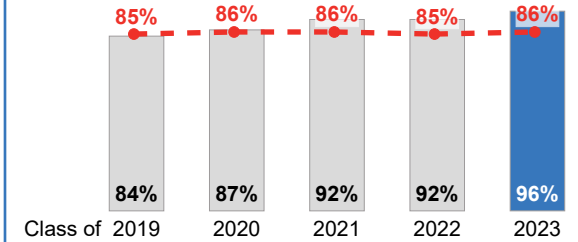
Regular Attendance

Percent of students attending 90% of instructional days.



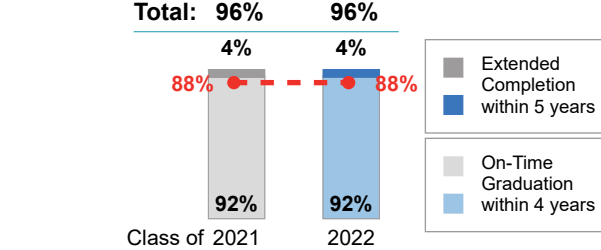
On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



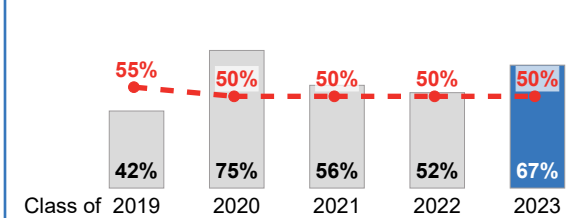
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

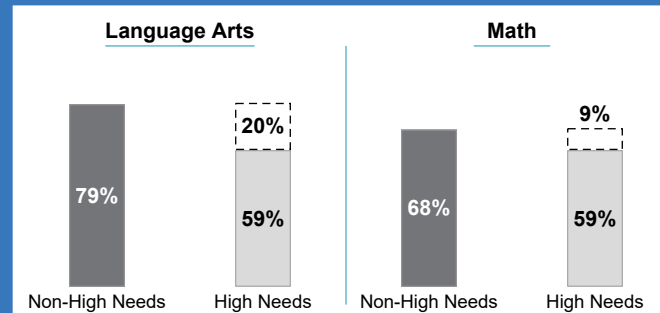
Percent of graduates enrolling in a postsecondary educational institution by the following fall.



-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.

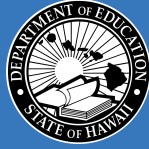


Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>

2023-24 Strive HI School Performance Report

Nā Wai Ola Public Charter School



About Strive HI

Each year, the State of Hawai'i Department of Education reports on performance of the state's public schools. This annual report summarizes progress on the state's achievement of student learning goals of the Board-approved Strategic Plan. This report informs educators, parents, community members and policymakers.

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 82 | 85% |
| Special Education | 14 | 14% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 6 | 6% |
| Black | 1 | 1% |
| Filipino | 7 | 7% |
| Hispanic | 0 | 0% |
| Native Hawaiian | 36 | 37% |
| Pacific Islander | 6 | 6% |
| White | 34 | 35% |

Our Story

Nā Wai Ola Public Charter School (NWOPS) is an elementary school on Hawai'i Island dedicated to providing a Hawaiian culture-based education for students in Kindergarten through 6th grade. NWOPS' project-based learning program immerses students in the values, knowledge, and practices of Hawaiian indigenous culture, fostering a deep understanding of their heritage. This approach, grounded in a Hawaiian cultural worldview, equips students with the skills and knowledge necessary to thrive in today's global society.

NWOPS strives to nurture the intellectual, personal, social, emotional, and physical growth of its students. The school's highly qualified staff, committed to professional development, creates a safe and caring environment where students can discover their potential and develop into resilient, lifelong learners. NWOPS' vision is to cultivate students with a strong connection to their Hawaiian heritage, preparing them to thrive globally with a strong sense of identity.

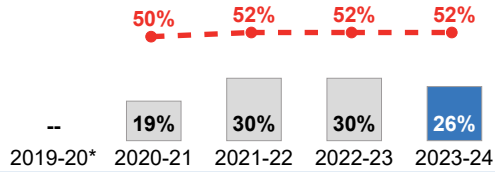
Our School

| | |
|------------|-----------------|
| Grades | K-6 |
| Enrollment | 97 |
| Principal | Kapua Francisco |
| Phone | 808-968-2318 |

Website: <https://nawaiolapcs.org>

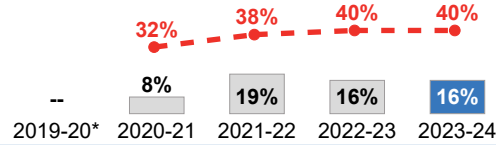
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



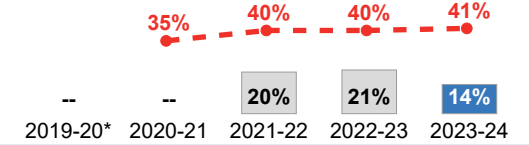
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

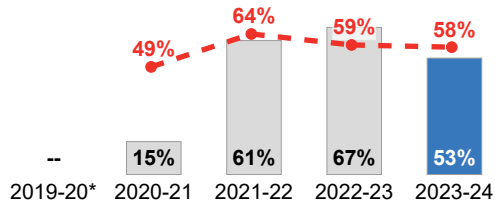
Percent of students demonstrating proficiency on statewide science assessments.



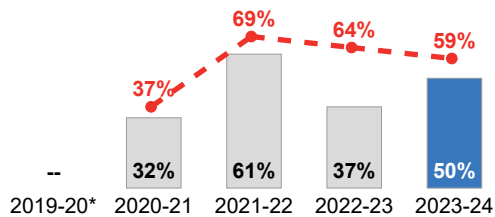
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

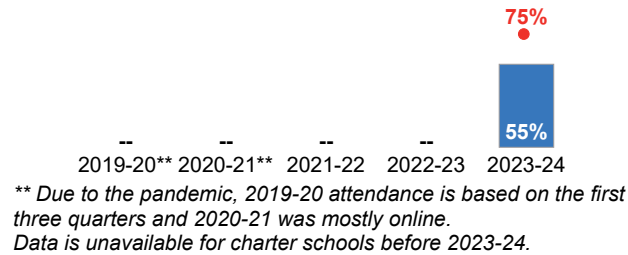


Math



Regular Attendance

Percent of students attending 90% of instructional days.



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

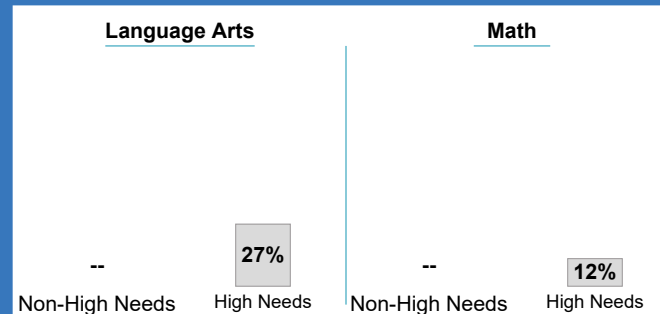
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.

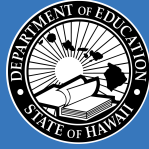


Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>

2023-24 Strive HI School Performance Report

SEEQS: the School for Examining Essential Questions of Sustainability



About Strive HI

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Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 21 | 12% |
| Special Education | 19 | 11% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 64 | 36% |
| Black | 6 | 3% |
| Filipino | 9 | 5% |
| Hispanic | 0 | 0% |
| Native Hawaiian | 18 | 10% |
| Pacific Islander | 4 | 2% |
| White | 72 | 40% |

Our Story

SEEQS: the School for Examining Essential Questions of Sustainability offers a community focused, interdisciplinary project-based middle school experience built on the vision that "SEEQers will be stewards of planet Earth and healthy, effective citizens of the world."

At SEEQS, all students are valued as whole people and are known members of our inclusive school community. They do meaningful work with real-world impacts, driven by their own passions and supported by invested educators.

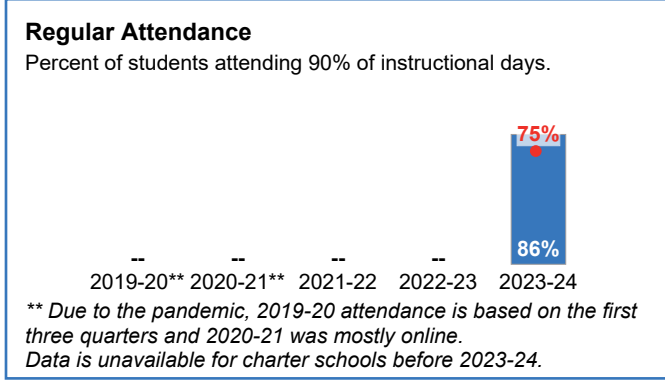
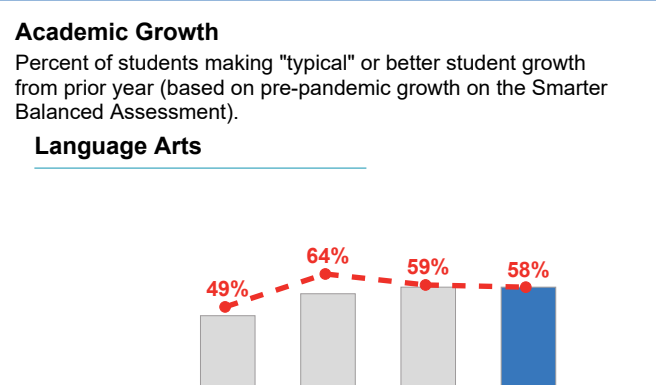
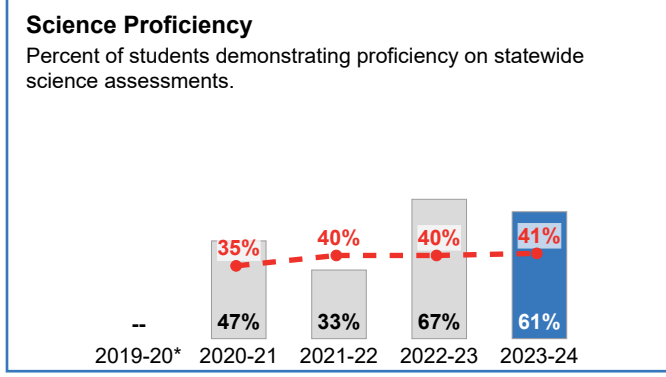
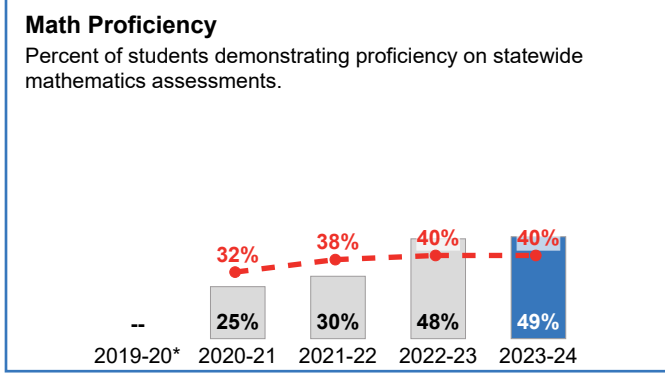
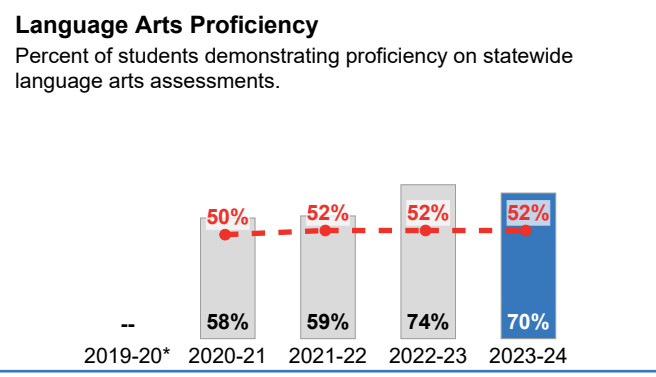
Through this, they grow in the SEEQS Sustainability Skills (Reasoning Analytically, Managing Effectively, Communicating Powerfully, Collaborating Productively, and Thinking Systemically) and leave prepared to make valuable contributions in whatever they choose to pursue beyond SEEQS.

SEEQS prioritizes real-world learning experiences and is committed to authentic demonstration of the mastery of skills and concepts. Student-led conferences, public project exhibitions, and 8th-grade portfolio defenses all provide students with opportunities to show their learning.

Our School

| | |
|------------|--------------------|
| Grades | 6-8 |
| Enrollment | 178 |
| Principal | Buffy Cushman-Patz |
| Phone | 808-677-3377 |

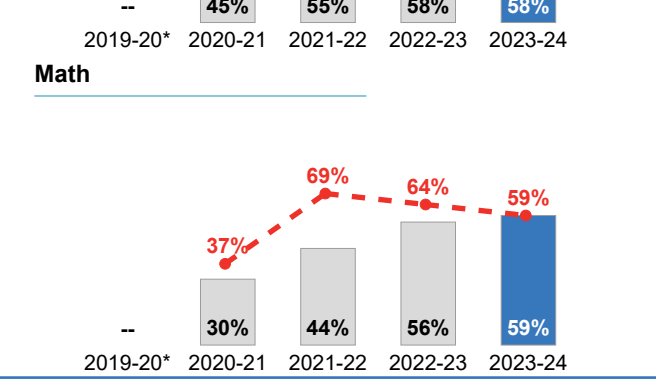
Website: <https://www.seeqs.org>



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available



Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

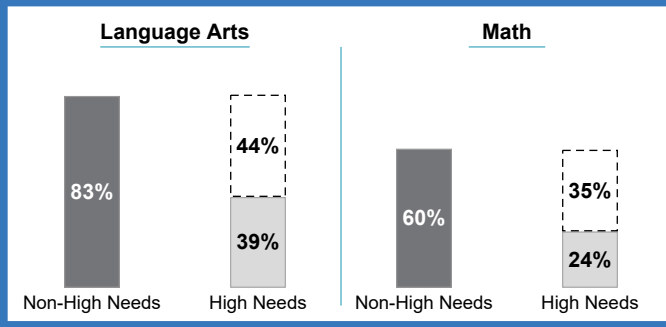
Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

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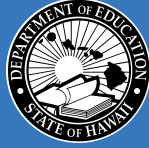
Equity in Student Learning[#]

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- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

University Laboratory School

About Strive HI

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 38 | 9% |
| Special Education | 29 | 7% |
| English Learners | 12 | 3% |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 179 | 40% |
| Black | 8 | 2% |
| Filipino | 90 | 20% |
| Hispanic | 14 | 3% |
| Native Hawaiian | 58 | 13% |
| Pacific Islander | 9 | 2% |
| White | 68 | 15% |

Our Story

The school serves two interlocking missions: to design and deliver the best possible education to its students, and to serve the educational research and development community as an inventing and testing ground for high quality educational programs.

The vision of the University Laboratory School is that all students graduate ready for college, work and responsible citizenship.

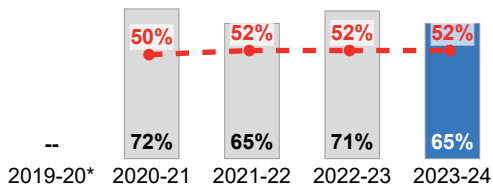
Our School

| | |
|------------|----------------|
| Grades | K-12 |
| Enrollment | 446 |
| Principal | Keoni Jeremiah |
| Phone | 808-956-7833 |

Website: <https://www.universitylaboratoryschool.org>

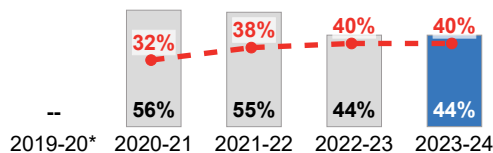
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



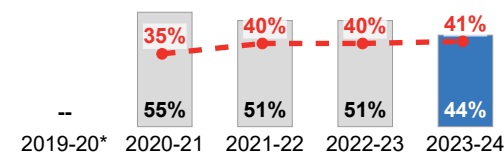
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

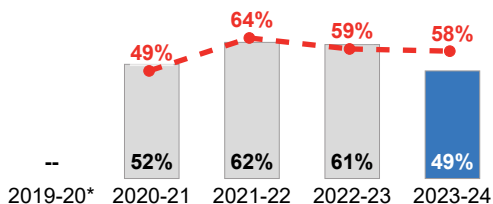
Percent of students demonstrating proficiency on statewide science assessments.



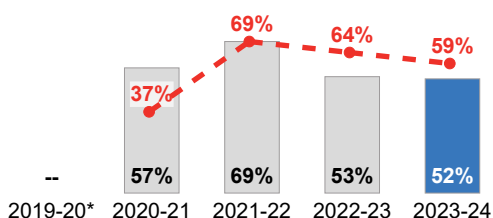
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

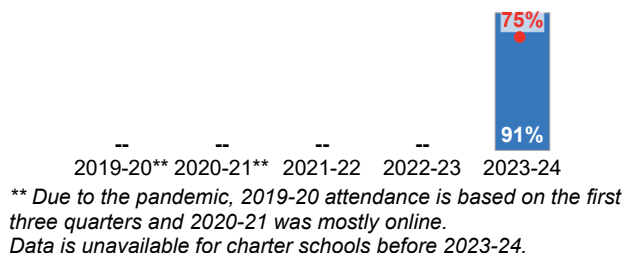


Math



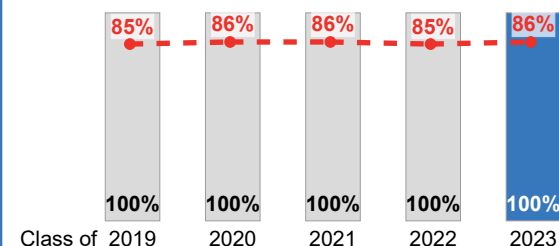
Regular Attendance

Percent of students attending 90% of instructional days.



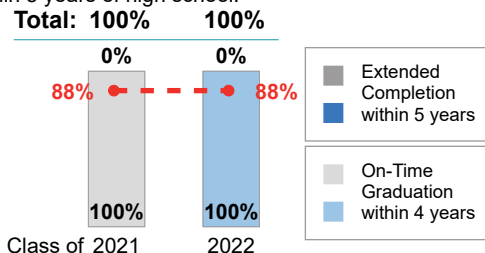
On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



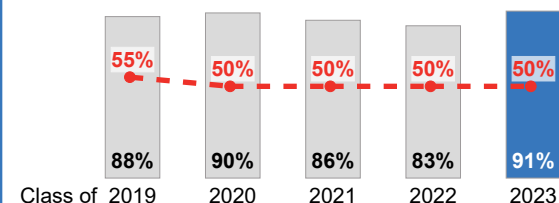
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

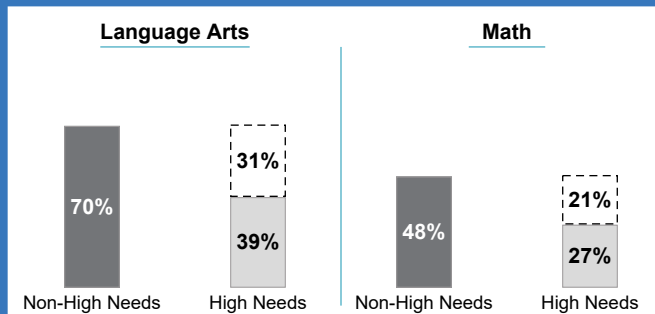
Percent of graduates enrolling in a postsecondary educational institution by the following fall.



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Equity in Student Learning[#]

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- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



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<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

Volcano School of Arts & Sciences

About Strive HI

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 206 | 67% |
| Special Education | 56 | 18% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 11 | 4% |
| Black | 7 | 2% |
| Filipino | 13 | 4% |
| Hispanic | 2 | 1% |
| Native Hawaiian | 120 | 39% |
| Pacific Islander | 4 | 1% |
| White | 135 | 44% |

Our Story

Learning through Volcano's unique natural and cultural resources to become creative global citizens.

The mission of the Volcano School of Arts & Sciences is to: focus on the unique ecosystems and geology of the Volcano area; cultivate responsibility for nature and the environment; involve the community in ongoing partnership; provide a solid academic foundation for students; encourage creative problem-solving and critical thinking; provide avenues for creative expressions; teach practical life skills; offer a rich multicultural program; nurture respect and understanding of Hawaiian culture; foster social responsibility and respect for others; impart a lifelong love of learning; serve the Volcano community; and celebrate learning success of all children.

All in a safe and supportive "learning village" environment.

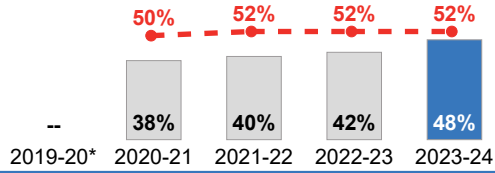
Our School

| | |
|------------|---------------|
| Grades | K-12 |
| Enrollment | 308 |
| Principal | Kalima Kinney |
| Phone | 808-985-9800 |

Website: <https://www.volcanoschool.net>

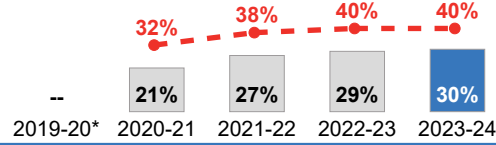
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



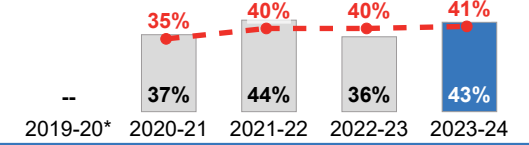
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

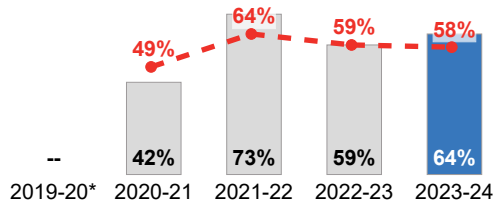
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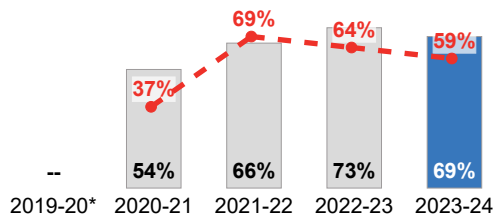
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

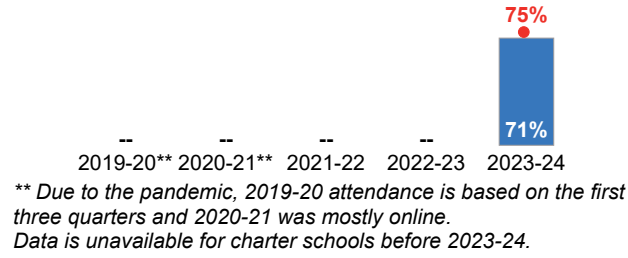


Math



Regular Attendance

Percent of students attending 90% of instructional days.



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

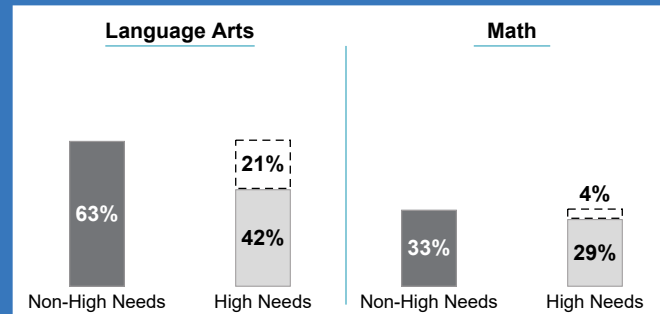
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Equity in Student Learning[#]

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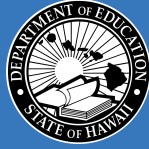


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2023-24 Strive HI School Performance Report

Voyager Public Charter School



About Strive HI

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 45 | 17% |
| Special Education | 31 | 12% |
| English Learners | 17 | 7% |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 85 | 33% |
| Black | 10 | 4% |
| Filipino | 41 | 16% |
| Hispanic | 6 | 2% |
| Native Hawaiian | 33 | 13% |
| Pacific Islander | 17 | 7% |
| White | 61 | 24% |

Our Story

The mission of Voyager: A Public Charter School is to transform education in Hawaii by demonstrating that Hawaii educators, working with a diverse population of our community's children can achieve high expectations as articulated in the Hawaii Content and performance Standards and Common Core State Standards. Voyager uses state of the art methods founded on ancient principles and the latest scientific knowledge to help every student achieve and perform beyond expectations. Voyager forms and utilizes a variety of partnerships to share its philosophy and methods with other public schools.

Students are enthusiastic partners in their own learning.

Students' performance levels and self-esteem rise and remain high.

Teaching is the enjoyable and rewarding career it was meant to be.

Our community reaps the rewards of an improved educational system as our graduates excel in college, career and service.

Hawaii's school system becomes a model for the rest of America.

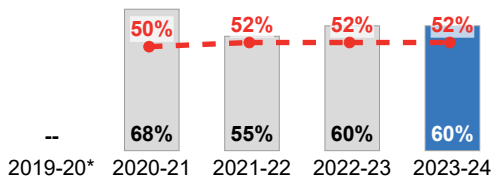
Our School

| | |
|------------|--------------|
| Grades | K-8 |
| Enrollment | 258 |
| Principal | Elise Price |
| Phone | 808-521-9770 |

Website: <https://www.voyagerschool.org>

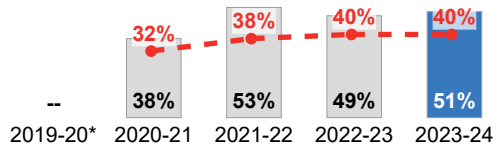
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



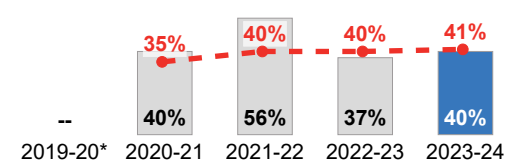
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

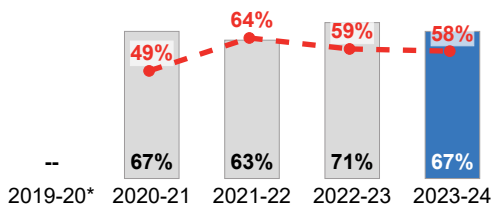
Percent of students demonstrating proficiency on statewide science assessments.



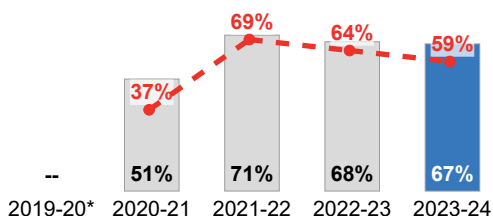
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

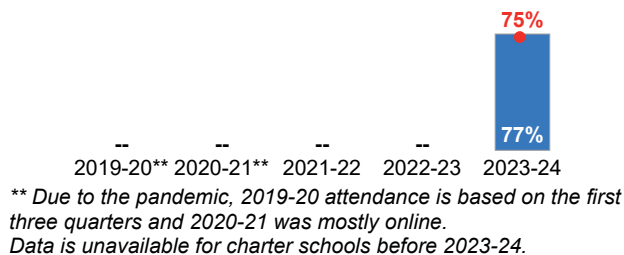


Math



Regular Attendance

Percent of students attending 90% of instructional days.



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

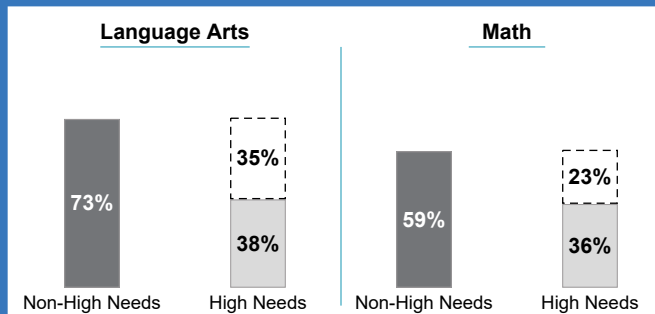
Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>

2023-24 Strive HI School Performance Report

Wai'alaie School



About Strive HI

Each year, the State of Hawai'i Department of Education reports on performance of the state's public schools. This annual report summarizes progress on the state's achievement of student learning goals of the Board-approved Strategic Plan. This report informs educators, parents, community members and policymakers.

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This report is produced by the State of Hawai'i Department of Education Office of Strategy, Innovation and Performance.

Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 52 | 11% |
| Special Education | 40 | 8% |
| English Learners | 43 | 9% |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 234 | 47% |
| Black | 4 | 1% |
| Filipino | 32 | 6% |
| Hispanic | 12 | 2% |
| Native Hawaiian | 37 | 8% |
| Pacific Islander | 15 | 3% |
| White | 123 | 25% |

Our Story

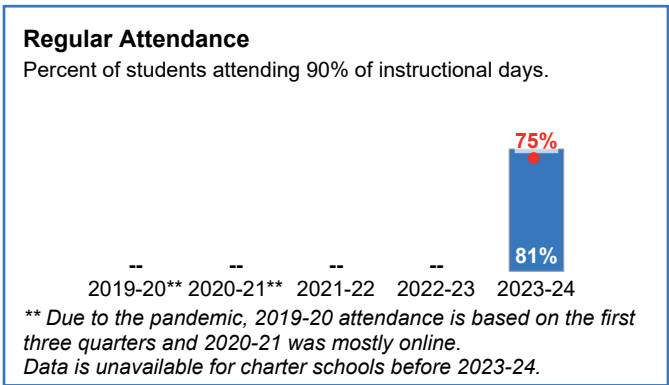
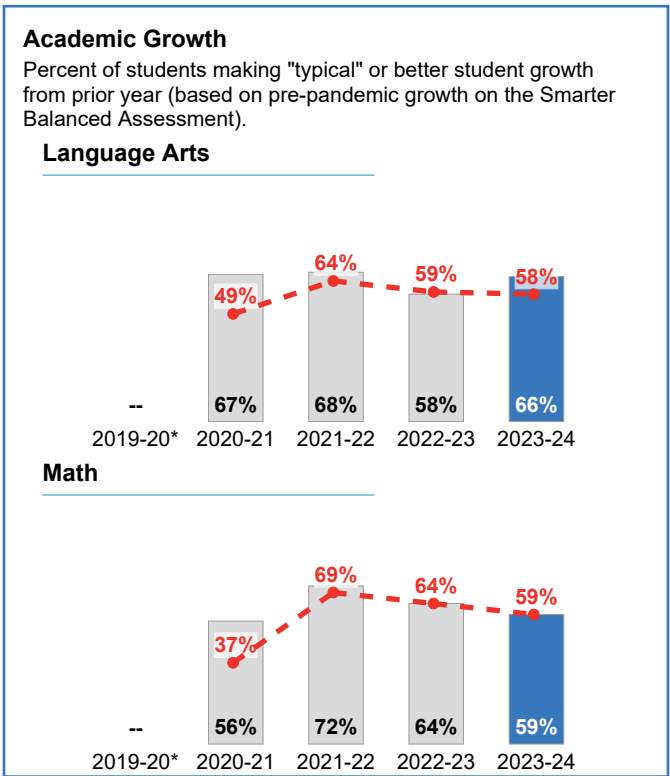
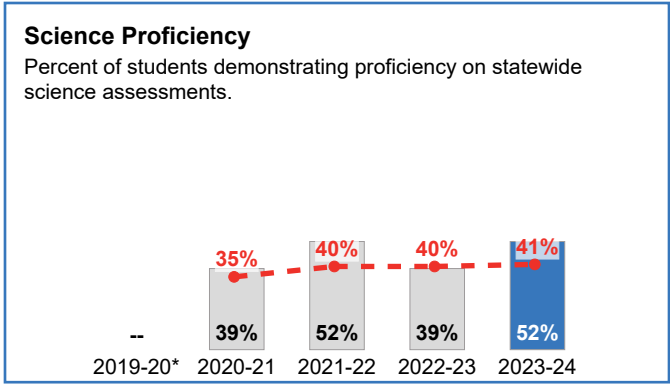
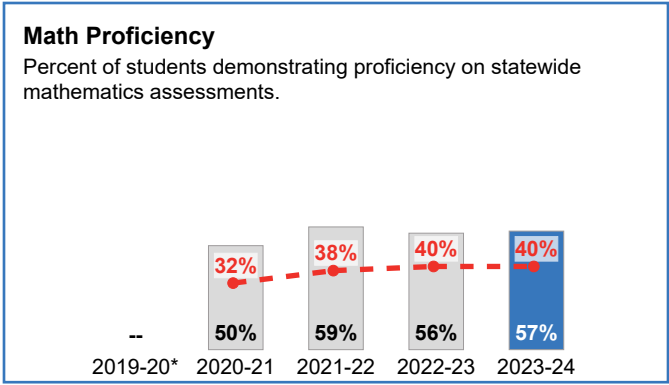
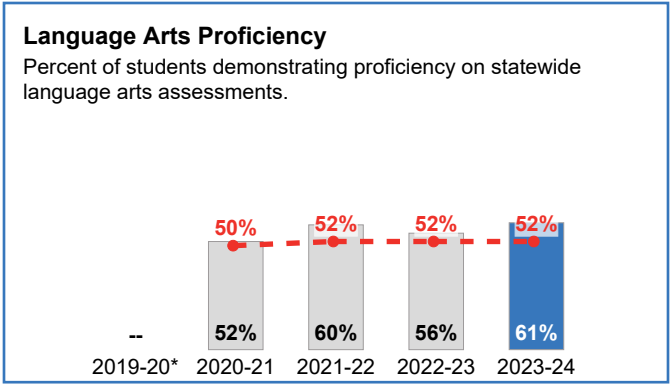
Wai'alaie School, founded in 1928, is a public charter school (PCS) in Honolulu, Hawaii. Since becoming the state's first PCS in 1999, Wai'alaie has remained dedicated to a student-centered approach, emphasizing holistic development and fostering a community of learners. The school integrates interdisciplinary learning, hands-on activities, STEAM (Science, Technology, Engineering, Arts, and Mathematics) subjects, and the arts, music, physical education, and Hawaiian Studies.

Wai'alaie School prepares students for the 21st century by cultivating critical thinking, problem-solving skills, and a sense of social responsibility. The school's curriculum fosters creative, confident, well-rounded individuals who are collaborative and engaged citizens. Wai'alaie School partners with KŌ, an organization focused on developing innovative educational practices, to ensure its students are equipped with the skills and knowledge needed to thrive in a rapidly changing world.

Our School

| | |
|------------|---------------|
| Grades | K-5 |
| Enrollment | 493 |
| Principal | Mary Wenstrom |
| Phone | 808-733-4880 |

Website: <https://www.wai'alaie.edu>



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

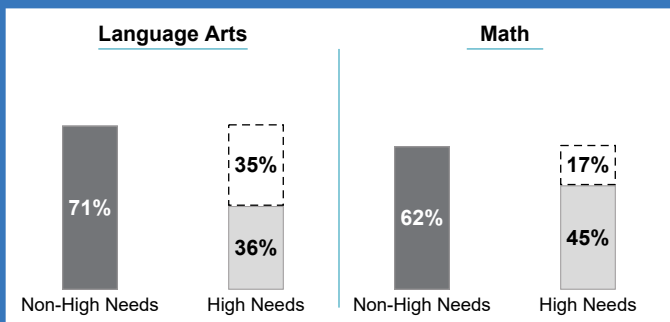
Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

-- Data is unavailable, not applicable, or suppressed. * No testing in 2019-20 due to the pandemic # Percentages may not be exact due to rounding.

Equity in Student Learning[#]

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

Waimea Middle School

About Strive HI

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Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 157 | 75% |
| Special Education | 33 | 16% |
| English Learners | 26 | 12% |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 10 | 5% |
| Black | 1 | 0% |
| Filipino | 34 | 16% |
| Hispanic | 5 | 2% |
| Native Hawaiian | 90 | 43% |
| Pacific Islander | 23 | 11% |
| White | 43 | 21% |

Our Story

Waimea Middle Public Conversion Charter School (WMPCCS), a public school on Hawai'i Island serving grades 6-8, is governed by Ho'okako'o Corporation, its Local School Board, and non-profit partner. Since 2003, WMPCCS has been committed to fostering student success through a core value system emphasizing 'Ike (knowledge), Kaizen (continuous improvement), Accountability, Integrity, and Respect. The school prioritizes a shared responsibility for student success among students, families, teachers, staff, administrators, and the community.

WMPCCS has integrated a robust 'Ike Hawai'i cultural learning program emphasizing "Sense of Place, Sense of Identity," connecting culture to curriculum and tradition to technology. The school further emphasizes literacy and numeracy through a school-wide approach, promoting student voice and collaboration in a supportive and engaging learning environment.

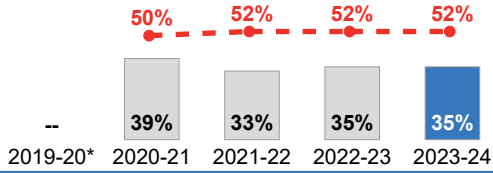
Our School

| | |
|------------|----------------|
| Grades | 6-8 |
| Enrollment | 209 |
| Principal | Janice English |
| Phone | 808-887-6090 |

Website: <https://www.wmpccs.org>

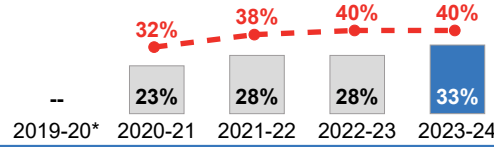
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



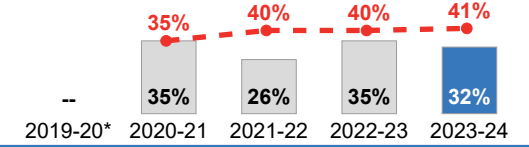
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

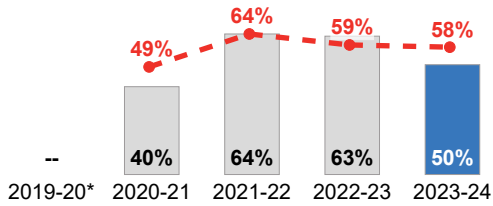
Percent of students demonstrating proficiency on statewide science assessments.



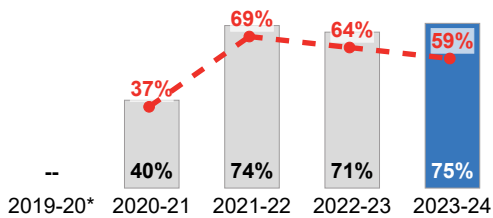
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

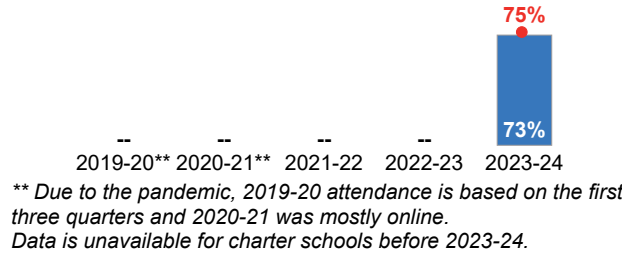


Math



Regular Attendance

Percent of students attending 90% of instructional days.



On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

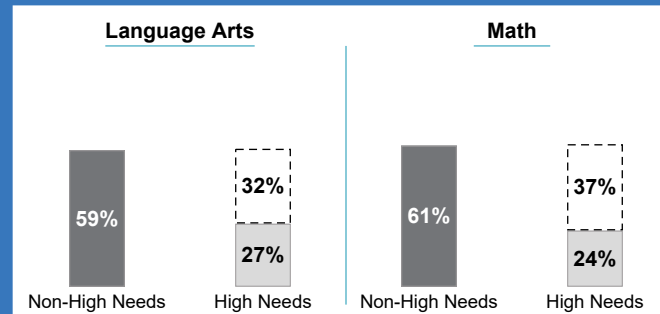
Percent of graduates enrolling in a postsecondary educational institution by the following fall.

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Equity in Student Learning[#]

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- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hidoe.us>



2023-24 Strive HI School Performance Report

West Hawaii Explorations PCS

About Strive HI

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Email: OSIP-Arch@k12.hi.us

Run Date: September 4, 2024

Our Students

| High Needs Subgroup | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Economically Disadvantaged | 49 | 18% |
| Special Education | 13 | 5% |
| English Learners | -- | -- |

| Major Race/Ethnicities | Number of Students | Percentage |
|----------------------------|--------------------|------------|
| Asian (Excluding Filipino) | 25 | 9% |
| Black | 3 | 1% |
| Filipino | 21 | 8% |
| Hispanic | 5 | 2% |
| Native Hawaiian | 40 | 14% |
| Pacific Islander | 3 | 1% |
| White | 175 | 64% |

Our Story

To cultivate critical thinkers who are able to solve real world, complex problems. Students will participate as productive, responsible citizens who value stewardship and collaboration within the community.

To provide learning opportunities through integrative, hands-on, self-selected projects related to authentic, real world problems.

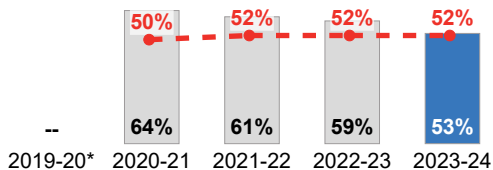
Our School

| | |
|------------|---------------|
| Grades | 6-12 |
| Enrollment | 275 |
| Principal | Joe Greenberg |
| Phone | 808-327-4751 |

Website: <https://www.whea.net>

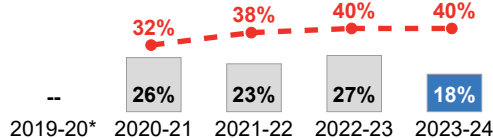
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



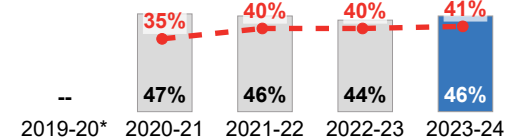
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

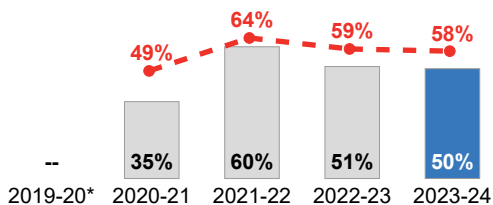
Percent of students demonstrating proficiency on statewide science assessments.



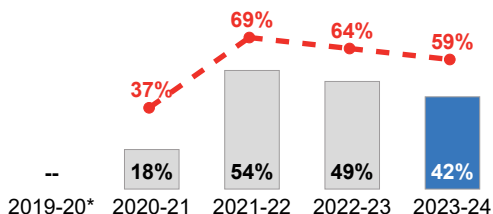
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

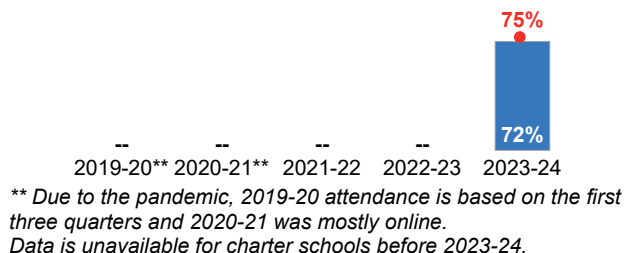


Math



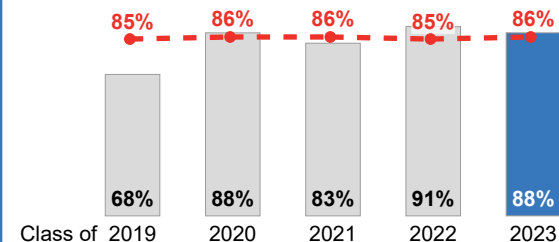
Regular Attendance

Percent of students attending 90% of instructional days.



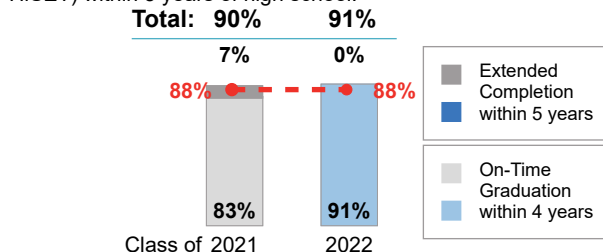
On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



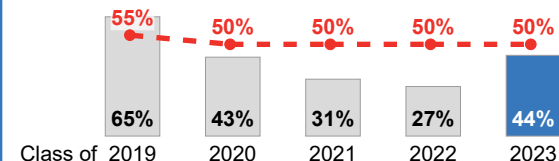
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

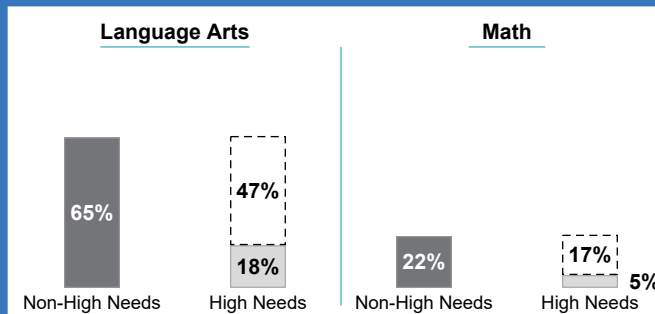
Percent of graduates enrolling in a postsecondary educational institution by the following fall.



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<https://adc.hidoe.us>

**Appendix E: Charter School Academic Performance Framework
Data for School Years 2020-2021, 2021-2022, 2022-2023, and
2023-2024**

Table 5 Student Proficiency in English Language Arts/Literacy (ELA) – School Years 2020-2021, 2021-2022, 2022-2023, 2023-2024

| Student Proficiency in English Language Arts/Literacy (ELA) | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|-----------|-----------|-----------|-----------|
| School | ELA | ELA | ELA | ELA |
| Charter-wide | 48% | 47% | 47% | 47% |
| Statewide | 50% | 52% | 52% | 52% |
| Alaka'i O Kaua'i Public Charter School | 66% | 72% | 70% | 71% |
| Connections Public Charter School | 33% | 31% | 36% | 32% |
| DreamHouse 'Ewa Beach | 40% | 32% | 39% | 36% |
| Hakipu'u Academy | 24% | 20% | 17% | 32% |
| Hālau Kū Māna Public Charter School | 38% | 48% | 30% | 52% |
| Hawai'i Academy of Arts & Science Public Charter School | 45% | 48% | 49% | 46% |
| Hawai'i Technology Academy | 66% | 61% | 62% | 59% |
| Innovations Public Charter School | 62% | 66% | 70% | 64% |
| Ka 'Umeke Kā'eo | 27% | 28% | 37% | 34% |
| Ka Waihona o ka Na'auao Public Charter School | 24% | 25% | 22% | 19% |
| Kamaile Academy, PCS | 15% | 15% | 17% | 18% |
| Kamalani Academy Charter School | 36% | 38% | 39% | 27% |
| Kanu o ka 'Āina New Century Public Charter School | 56% | 37% | 35% | 40% |
| Kanuikapono Public Charter School | 39% | 32% | 26% | 23% |
| Ka'ōhao Public Charter School | 76% | 72% | 82% | 79% |
| The Kapolei Charter School by Goodwill Hawaii | 38% | 66% | 30% | 53% |
| Kawaikini New Century Public Charter School | 30% | 24% | 19% | 19% |
| Ke Ana La'ahana Public Charter School | 25% | 16% | 23% | 26% |
| Ke Kula Niihau O Kekaha Learning Center | 6% | SUPP | SUPP | SUPP |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | 41% | 7% | 4% | 4% |
| Ke Kula 'o Samuel M. Kamakau, LPCS | 36% | 37% | 41% | 39% |
| Kihei Charter School | 61% | 50% | 50% | 48% |
| Kona Pacific Public Charter School | 52% | 61% | 55% | 49% |
| Kua o ka Lā New Century Public Charter School | 31% | 45% | 34% | 39% |
| Kualapu'u School: A Public Conversion Charter | 38% | 43% | 36% | 39% |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | 17% | SUPP | 10% | SUPP |
| Laupāhoehoe Community Public Charter School | 42% | 22% | 44% | 39% |
| Mālama Honua Public Charter School | 49% | 45% | 46% | 55% |
| Myron B. Thompson Academy | 81% | 82% | 76% | 76% |
| Nā Wai Ola Public Charter School | 19% | 30% | 30% | 26% |
| SEEQS: the School for Examining Essential Questions of Sustainability | 58% | 59% | 74% | 70% |
| University Laboratory School | 72% | 65% | 71% | 65% |
| The Volcano School of Arts & Sciences | 38% | 39% | 42% | 48% |

| Student Proficiency in English Language Arts/Literacy (ELA) | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|-----------|-----------|-----------|-----------|
| School | ELA | ELA | ELA | ELA |
| Voyager: A Public Charter School | 68% | 55% | 60% | 60% |
| Wai'alae Elementary Public Charter School | 52% | 60% | 56% | 61% |
| Waimea Middle Public Conversion Charter School | 39% | 33% | 35% | 35% |
| West Hawai'i Explorations Academy | 64% | 61% | 59% | 53% |

Table 6 Student Proficiency in Math (M) – School Years 2020-2021, 2021-2022, 2022-2023, 2023-2024

| Student Proficiency in Math (M) School | 2020- 2021 M | 2021- 2022 M | 2022- 2023 M | 2023- 2024 M |
|---|--------------------|--------------------|--------------------|--------------------|
| Charter-wide | 28% | 31% | 31% | 32% |
| Statewide | 32% | 38% | 40% | 40% |
| Alaka'i O Kaua'i Public Charter School | 35% | 46% | 52% | 48% |
| Connections Public Charter School | 9% | 12% | 17% | 14% |
| DreamHouse 'Ewa Beach | 16% | 12% | 15% | 15% |
| Hakipu'u Academy | SUPP | SUPP | 4% | SUPP |
| Hālau Kū Māna Public Charter School | 9% | 18% | 8% | 11% |
| Hawai'i Academy of Arts & Science Public Charter School | 21% | 25% | 27% | 26% |
| Hawai'i Technology Academy | 31% | 33% | 33% | 35% |
| Innovations Public Charter School | 46% | 46% | 51% | 48% |
| Ka 'Umeke Kā'eo | 22% | 24% | 18% | 14% |
| Ka Waihona o ka Na'auao Public Charter School | 10% | 17% | 15% | 13% |
| Kamaile Academy, PCS | 5% | 5% | 8% | 10% |
| Kamalani Academy Charter School | 18% | 26% | 20% | 13% |
| Kanu o ka 'Āina New Century Public Charter School | 28% | 19% | 19% | 19% |
| Kanuikapono Public Charter School | 20% | 10% | 12% | 11% |
| Ka'ōhao Public Charter School | 61% | 65% | 73% | 77% |
| The Kapolei Charter School by Goodwill Hawaii | (0-5%) | 14% | 12% | 14% |
| Kawaikini New Century Public Charter School | 23% | 26% | 17% | 15% |
| Ke Ana La'ahana Public Charter School | 22% | SUPP | 8% | 4% |
| Ke Kula Niihau O Kekaha Learning Center | SUPP | SUPP | 4% | 5% |
| Ke Kula 'o Nāwahioakalani'ōpu'u Iki, LPCS | 21% | 3% | 3% | 3% |
| Ke Kula 'o Samuel M. Kamakau, LPCS | 25% | 15% | 24% | 27% |
| Kihei Charter School | 34% | 27% | 31% | 37% |
| Kona Pacific Public Charter School | 29% | 46% | 41% | 33% |
| Kua o ka Lā New Century Public Charter School | 12% | 26% | 24% | 19% |
| Kualapu'u School: A Public Conversion Charter | 48% | 44% | 44% | 42% |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | 54% | 6% | SUPP | 9% |
| Laupāhoehoe Community Public Charter School | 19% | 9% | 19% | 22% |
| Mālama Honua Public Charter School | 14% | 24% | 36% | 44% |
| Myron B. Thompson Academy | 65% | 72% | 70% | 66% |
| Nā Wai Ola Public Charter School | 8% | 19% | 16% | 16% |
| SEEQS: the School for Examining Essential Questions of Sustainability | 25% | 30% | 48% | 49% |
| University Laboratory School | 56% | 55% | 44% | 44% |
| The Volcano School of Arts & Sciences | 21% | 27% | 29% | 30% |
| Voyager: A Public Charter School | 38% | 53% | 49% | 51% |
| Wai'alaie Elementary Public Charter School | 50% | 59% | 56% | 57% |

| Student Proficiency in Math (M) School | 2020- 2021 M | 2021- 2022 M | 2022- 2023 M | 2023- 2024 M |
|--|--------------------|--------------------|--------------------|--------------------|
| Waimea Middle Public Conversion Charter School | 23% | 28% | 28% | 33% |
| West Hawai'i Explorations Academy | 26% | 23% | 27% | 18% |

Table 7 Student Proficiency in Science (S) – School Years 2020-2021, 2021-2022, 2022-2023, 2023-2024

| Student Proficiency Science (S) School | 2020- 2021 S | 2021- 2022 S | 2022- 2023 S | 2023- 2024 S |
|---|--------------------|--------------------|--------------------|--------------------|
| Charter-wide | 37% | 36% | 37% | 36% |
| Statewide | 35% | 40% | 38% | 41% |
| Alaka'i O Kaua'i Public Charter School | SUPP | 70% | 63% | 48% |
| Connections Public Charter School | 32% | 15% | 30% | 31% |
| DreamHouse 'Ewa Beach | | 5% | 13% | 18% |
| Hakipu'u Academy | SUPP | SUPP | SUPP | SUPP |
| Hālau Kū Māna Public Charter School | 14% | 29% | 13% | 18% |
| Hawai'i Academy of Arts & Science Public Charter School | 40% | 41% | 41% | 50% |
| Hawai'i Technology Academy | 42% | 47% | 42% | 41% |
| Innovations Public Charter School | 53% | 55% | 53% | 58% |
| Ka 'Umeke Kā'eo | 30% | 28% | 20% | 20% |
| Ka Waihona o ka Na'auao Public Charter School | 13% | 13% | 14% | 20% |
| Kamaile Academy, PCS | 12% | 11% | 16% | 12% |
| Kamalani Academy Charter School | 19% | 33% | 19% | 43% |
| Kanu o ka 'Āina New Century Public Charter School | 36% | 44% | 35% | 28% |
| Kanuikapono Public Charter School | 20% | 24% | 8% | 11% |
| Ka'ōhao Public Charter School | 52% | 77% | 94% | 76% |
| The Kapolei Charter School by Goodwill Hawaii | 22% | 8% | 11% | 23% |
| Kawaikini New Century Public Charter School | 21% | 6% | 25% | 12% |
| Ke Ana La'ahana Public Charter School | SUPP | 9% | SUPP | SUPP |
| Ke Kula Niihau O Kekaha Learning Center | SUPP | SUPP | SUPP | SUPP |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | SUPP | 29% | SUPP | SUPP |
| Ke Kula 'o Samuel M. Kamakau, LPCS | 25% | 50% | 24% | 28% |
| Kihei Charter School | 38% | 26% | 40% | 39% |
| Kona Pacific Public Charter School | 43% | 47% | 57% | 50% |
| Kua o ka Lā New Century Public Charter School | SUPP | 18% | 42% | 25% |
| Kualapu'u School: A Public Conversion Charter | 27% | 30% | 21% | 18% |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | SUPP | SUPP | SUPP | SUPP |
| Laupāhoehoe Community Public Charter School | 24% | 25% | 27% | 25% |
| Mālama Honua Public Charter School | 32% | 29% | 30% | 32% |
| Myron B. Thompson Academy | 71% | 79% | 78% | 73% |
| Nā Wai Ola Public Charter School | SUPP | 20% | 21% | 14% |
| SEEQS: the School for Examining Essential Questions of Sustainability | 47% | 33% | 67% | 61% |
| University Laboratory School | 55% | 51% | 51% | 44% |
| The Volcano School of Arts & Sciences | 37% | 44% | 36% | 43% |
| Voyager: A Public Charter School | 40% | 56% | 37% | 40% |
| Wai'ālae Elementary Public Charter School | 39% | 52% | 39% | 52% |
| Waimea Middle Public Conversion Charter School | SUPP | 26% | 35% | 32% |
| West Hawai'i Explorations Academy | 47% | 46% | 44% | 46% |

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 2020-2021

| 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 | ELA/HLA Proficiency NHN | ELA/HLA Proficiency HN | ELA/HLA Proficiency Gap | |
| 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 | |
| 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 Kahelelani 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 | |

| 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 |
|--|----------------------------|---------------------------|----------------------------|
| 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'ālae 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 |

Table 9 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap – School Year 2020-2021

| 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 | | | | |
| | 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 Charter School | | 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 |
| Kiheī 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 Kahelelani 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 |
| 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'alae 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 10 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

| 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 Proficiency | ELA/HLA Proficiency | ELA/HLA Proficiency |
| School | | 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 |
| 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 Kahelelani 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 |

| 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 |
| 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'ālae Elementary Public Charter School | 71% | 34% | 37 |
| Waimea Middle Public Conversion Charter School | 50% | 29% | 21 |
| West Hawai'i Explorations Academy | 65% | 55% | 10 |

Table 11 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap – School Year 2021-2022

| Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap School Year 2021-2022 School | Math Proficiency NHN | Math Proficiency HN | Math Proficiency 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 |
| SEEQS: the School for Examining Essential Questions of Sustainability | 38% | 16% | 22 |

| Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap School Year 2021-2022 School | Math Proficiency NHN | Math Proficiency HN | Math Proficiency Gap |
|---|----------------------|---------------------|----------------------|
| 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 12 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 2022-2023

| 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 2022-2023 | | ELA/HLA Proficiency | ELA/HLA Proficiency | ELA/HLA Proficiency |
| School | | NHN | HN | Gap |
| Charter-wide | | 63% | 31% | 32 |
| Statewide | | 71% | 37% | 34 |
| Alaka'i O Kaua'i Public Charter School | | 74% | 53% | 21 |
| Connections Public Charter School | | 52% | 33% | 19 |
| DreamHouse 'Ewa Beach | | 47% | 16% | 32 |
| Hakipu'u Academy | | SUPP | 15% | SUPP |
| Hālau Kū Māna Public Charter School | | 37% | 23% | 15 |
| Hawai'i Academy of Arts & Science Public Charter School | | 65% | 42% | 23 |
| Hawai'i Technology Academy | | 67% | 46% | 21 |
| Innovations Public Charter School | | 78% | 56% | 22 |
| Ka 'Umeke Kā'eo | | 61% | 29% | 32 |
| Ka Waihona o ka Na'auao Public Charter School | | 32% | 17% | 15 |
| Kamaile Academy, PCS | | 34% | 14% | 20 |
| Kamalani Academy Charter School | | 56% | 28% | 29 |
| Kanu o ka 'Āina New Century Public Charter School | | 42% | 29% | 14 |
| Kanuikapono Public Charter School | | 41% | 16% | 25 |
| Ka'ōhao Public Charter School | | 88% | 46% | 42 |
| The Kapolei Charter School by Goodwill Hawaii | | 40% | 15% | 25 |
| Kawaikini New Century Public Charter School | | 26% | 13% | 14 |
| Ke Ana La'ahana Public Charter School | | DNA | 23% | DNA |
| Ke Kula Niihau O Kekaha Learning Center | | SUPP | SUPP | SUPP |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | | 6% | 1% | 4 |
| Ke Kula 'o Samuel M. Kamakau, LPCS | | 53% | 26% | 27 |
| Kihei Charter School | | 60% | 37% | 23 |
| Kona Pacific Public Charter School | | 68% | 47% | 21 |
| Kua o ka Lā New Century Public Charter School | | 29% | 35% | -5 |
| Kualapu'u School: A Public Conversion Charter | | 54% | 28% | 26 |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | | SUPP | 7% | SUPP |
| Laupāhoehoe Community Public Charter School | | 52% | 40% | 12 |
| Mālama Honua Public Charter School | | 60% | 33% | 28 |
| Myron B. Thompson Academy | | 77% | 71% | 7 |
| Nā Wai Ola Public Charter School | | SUPP | 23% | SUPP |
| SEEQS: the School for Examining Essential Questions of Sustainability | | 82% | 56% | 26 |

| 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 2022-2023 School | ELA/HLA Proficiency NHN | ELA/HLA Proficiency HN | ELA/HLA Proficiency Gap |
|--|----------------------------|---------------------------|----------------------------|
| University Laboratory School | 73% | 55% | 19 |
| The Volcano School of Arts & Sciences | 60% | 35% | 25 |
| Voyager: A Public Charter School | 71% | 39% | 32 |
| Wai'ālae Elementary Public Charter School | 66% | 36% | 30 |
| Waimea Middle Public Conversion Charter School | 54% | 30% | 24 |
| West Hawai'i Explorations Academy | 68% | 46% | 21 |

Table 13 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap – School Year 2022-2023

| Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap School Year 2022-2023 School | Math Proficiency NHN | Math Proficiency HN | Math Proficiency Gap |
|---|----------------------|---------------------|----------------------|
| Charter-wide | 44% | 18% | 26 |
| Statewide | 56% | 27% | 29 |
| Alaka'i O Kaua'i Public Charter School | 55% | 37% | 18 |
| Connections Public Charter School | 31% | 13% | 18 |
| DreamHouse 'Ewa Beach | 19% | 4% | 15 |
| Hakipu'u Academy | SUPP | 5% | SUPP |
| Hālau Kū Māna Public Charter School | 14% | 3% | 12 |
| Hawai'i Academy of Arts & Science Public Charter School | 39% | 21% | 17 |
| Hawai'i Technology Academy | 38% | 17% | 21 |
| Innovations Public Charter School | 59% | 37% | 22 |
| Ka 'Umeke Kā'eo | 39% | 11% | 28 |
| Ka Waihona o ka Na'auao Public Charter School | 18% | 13% | 5 |
| Kamaile Academy, PCS | 16% | 7% | 9 |
| Kamalani Academy Charter School | 31% | 13% | 17 |
| Kanu o ka 'Āina New Century Public Charter School | 28% | 10% | 17 |
| Kanuikapono Public Charter School | 18% | 8% | 10 |
| Ka'ōhao Public Charter School | 80% | 36% | 44 |
| The Kapolei Charter School by Goodwill Hawaii | 20% | SUPP | SUPP |
| Kawaikini New Century Public Charter School | 26% | 10% | 15 |
| Ke Ana La'ahana Public Charter School | DNA | 8% | DNA |
| Ke Kula Niihau O Kekaha Learning Center | SUPP | SUPP | SUPP |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | 4% | 1% | 3 |
| Ke Kula 'o Samuel M. Kamakau, LPCS | 35% | 10% | 25 |
| Kihei Charter School | 39% | 20% | 19 |
| Kona Pacific Public Charter School | 58% | 30% | 27 |
| Kua o ka Lā New Century Public Charter School | 24% | 24% | 0 |
| Kualapu'u School: A Public Conversion Charter | 56% | 39% | 17 |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | SUPP | SUPP | SUPP |
| Laupāhoehoe Community Public Charter School | 24% | 17% | 7 |
| Mālama Honua Public Charter School | 56% | 18% | 38 |
| Myron B. Thompson Academy | 73% | 56% | 17 |
| Nā Wai Ola Public Charter School | SUPP | 13% | SUPP |
| SEEQS: the School for Examining Essential Questions of Sustainability | 56% | 31% | 25 |
| University Laboratory School | 46% | 32% | 14 |
| The Volcano School of Arts & Sciences | 43% | 24% | 19 |
| Voyager: A Public Charter School | 60% | 28% | 32 |
| Wai'alae Elementary Public Charter School | 65% | 38% | 27 |
| Waimea Middle Public Conversion Charter School | 49% | 22% | 26 |
| West Hawai'i Explorations Academy | 35% | 16% | 18 |

Table 14 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 2023-2024

| Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap | | | | |
|---|---------------------|---------------------|---------------------|--|
| Gap | ELA/HLA Proficiency | ELA/HLA Proficiency | ELA/HLA Proficiency | |
| School Year 2023-2024 | NHN | HN | Gap | |
| School | | | | |
| Charter-wide | 63% | 31% | 32 | |
| Statewide | 71% | 37% | 34 | |
| Alaka'i O Kaua'i Public Charter School | 74% | 53% | 21 | |
| Connections Public Charter School | 57% | 23% | 34 | |
| DreamHouse 'Ewa Beach | 49% | 10% | 39 | |
| Hakipu'u Academy | SUPP | 43% | SUPP | |
| Hālau Kū Māna Public Charter School | 65% | 32% | 33 | |
| Hawai'i Academy of Arts & Science Public Charter School | 55% | 43% | 12 | |
| Hawai'i Technology Academy | 64% | 43% | 21 | |
| Innovations Public Charter School | 71% | 55% | 16 | |
| Ka 'Umeke Kā'eo | 47% | 30% | 17 | |
| Ka Waihona o ka Na'auao Public Charter School | 28% | 15% | 13 | |
| Kamaile Academy, PCS | 41% | 14% | 26 | |
| Kamalani Academy Charter School | 38% | 21% | 16 | |
| Kanu o ka 'Āina New Century Public Charter School | 58% | 39% | 19 | |
| Kanuikapono Public Charter School | 38% | 13% | 25 | |
| Ka'ōhao Public Charter School | 81% | 64% | 17 | |
| The Kapolei Charter School by Goodwill Hawaii | 56% | SUPP | SUPP | |
| Kawaikini New Century Public Charter School | 26% | 15% | 11 | |
| Ke Ana La'ahana Public Charter School | SUPP | SUPP | SUPP | |
| Ke Kula Niihau O Kekaha Learning Center | SUPP | 0 | SUPP | |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | 54% | 22% | 32 | |
| Ke Kula 'o Samuel M. Kamakau, LPCS | 49% | 28% | 21 | |
| Kihei Charter School | 55% | 41% | 15 | |
| Kona Pacific Public Charter School | 68% | 39% | 28 | |
| Kua o ka Lā New Century Public Charter School | 38% | 39% | -2 | |
| Kualapu'u School: A Public Conversion Charter | 50% | 35% | 15 | |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | SUPP | 0% | SUPP | |
| Laupāhoehoe Community Public Charter School | 64% | 36% | 28 | |
| Mālama Honua Public Charter School | 73% | 37% | 36 | |
| Myron B. Thompson Academy | 79% | 59% | 20 | |
| Nā Wai Ola Public Charter School | SUPP | 27% | SUPP | |
| SEEQS: the School for Examining Essential Questions of Sustainability | 83% | 39% | 44 | |
| University Laboratory School | 70% | 39% | 31 | |
| The Volcano School of Arts & Sciences | 63% | 42% | 21 | |
| Voyager: A Public Charter School | 73% | 38% | 35 | |
| Wai'alae Elementary Public Charter School | 71% | 36% | 35 | |

| 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 2023-2024 School | ELA/HLA Proficiency NHN | ELA/HLA Proficiency HN | ELA/HLA Proficiency Gap |
|--|-------------------------|------------------------|-------------------------|
| Waimea Middle Public Conversion Charter School | 59% | 27% | 32 |
| West Hawai'i Explorations Academy | 65% | 18% | 47 |

Table 15 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap – School Year 2023-2024

| Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap School Year 2023-2024 School | Math Proficiency NHN | Math Proficiency HN | Math Proficiency Gap |
|---|----------------------|---------------------|----------------------|
| Charter-wide | 43% | 20% | 23 |
| Statewide | 56% | 27% | 29 |
| Alaka‘i O Kaua‘i Public Charter School | 49% | 42% | 7 |
| Connections Public Charter School | 26% | 10% | 17 |
| DreamHouse ‘Ewa Beach | 19% | 6% | 13 |
| Hakipu‘u Academy | | 0% | SUPP |
| Hālau Kū Māna Public Charter School | 19% | 0% | 19 |
| Hawai‘i Academy of Arts & Science Public Charter School | 33% | 23% | 10 |
| Hawai‘i Technology Academy | 39% | 19% | 21 |
| Innovations Public Charter School | 52% | 43% | 8 |
| Ka ‘Umeke Kā‘eo | 31% | 9% | 23 |
| Ka Waihona o ka Na‘auao Public Charter School | 15% | 13% | 2 |
| Kamaile Academy, PCS | 26% | 8% | 18 |
| Kamalani Academy Charter School | 21% | 8% | 13 |
| Kanu o ka ‘Āina New Century Public Charter School | 34% | 13% | 21 |
| Kanuikapono Public Charter School | 19% | 6% | 13 |
| Ka‘ōhao Public Charter School | 81% | 56% | 25 |
| The Kapolei Charter School by Goodwill Hawaii | 7% | SUPP | SUPP |
| Kawaikini New Century Public Charter School | 21% | 12% | 9 |
| 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 | 29% | 24% | 5 |
| Ke Kula ‘o Samuel M. Kamakau, LPCS | 37% | 14% | 23 |
| Kihei Charter School | 43% | 31% | 12 |
| Kona Pacific Public Charter School | 44% | 27% | 17 |
| Kua o ka Lā New Century Public Charter School | 17% | 19% | -2 |
| Kualapu‘u School: A Public Conversion Charter | 64% | 34% | 30 |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | SUPP | 13% | SUPP |
| Laupāhoehoe Community Public Charter School | 27% | 23% | 4 |
| Mālama Honua Public Charter School | 62% | 26% | 36 |
| Myron B. Thompson Academy | 68% | 59% | 9 |
| Nā Wai Ola Public Charter School | SUPP | 12% | SUPP |
| SEEQS: the School for Examining Essential Questions of Sustainability | 60% | 24% | 35 |
| University Laboratory School | 48% | 27% | 21 |
| The Volcano School of Arts & Sciences | 33% | 29% | 3 |
| Voyager: A Public Charter School | 59% | 36% | 23 |
| Wai‘alae Elementary Public Charter School | 62% | 45% | 17 |
| Waimea Middle Public Conversion Charter School | 61% | 24% | 37 |
| West Hawai‘i Explorations Academy | 22% | 5% | 17 |

Table 16 Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Years 2020-2021, 2021-2022, 2022-2023, 2023-2024

| Median Student Growth Percentiles for English Language Arts/Literacy (ELA) | | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|--|----------------|-----------|-----------|-----------|
| School | | ELA | ELA | ELA | ELA |
| Charter-wide | | N/A | N/A | 49 | 57% |
| Statewide | | Not calculated | 50 | 50 | 58% |
| Alaka'i O Kaua'i Public Charter School | | 71 | 63 | 56 | 70% |
| Connections Public Charter School | | 50 | 41 | 57 | 55% |
| DreamHouse 'Ewa Beach | | 38 | 38 | 45 | 50% |
| Hakipu'u Academy | | 38 | 29 | 28 | 64% |
| Hālau Kū Māna Public Charter School | | 43 | 49 | 37 | 73% |
| Hawai'i Academy of Arts & Science Public Charter School | | 53 | 40 | 54 | 61% |
| Hawai'i Technology Academy | | 59 | 44 | 46 | 55% |
| Innovations Public Charter School | | 63 | 52 | 64 | 64% |
| Ka 'Umeke Kā'eo | | DNA | DNA | DNA | DNA |
| Ka Waihona o ka Na'auao Public Charter School | | 40 | 38 | 38 | 46% |
| Kamaile Academy, PCS | | 57 | 31 | 41 | 58% |
| Kamalani Academy Charter School | | 54 | 53 | 37 | 56% |
| Kanu o ka 'Āina New Century Public Charter School | | 57 | 40 | 47 | 59% |
| Kanuikapono Public Charter School | | 45 | 42 | 38 | 44% |
| Ka'ōhao Public Charter School | | 51 | 52 | 67 | 67% |
| The Kapolei Charter School by Goodwill Hawaii | | DNA | DNA | DNA | DNA |
| Kawaikini New Century Public Charter School | | DNA | DNA | DNA | DNA |
| Ke Ana La'ahana Public Charter School | | 25 | 28 | 52 | DNA |
| Ke Kula Niihau O Kekaha Learning Center | | DNA | DNA | DNA | DNA |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | | DNA | DNA | DNA | DNA |
| Ke Kula 'o Samuel M. Kamakau, LPCS | | DNA | DNA | DNA | DNA |
| Kihei Charter School | | 39 | 35 | 40 | 48% |
| Kona Pacific Public Charter School | | 59 | 61 | 52 | 60% |
| Kua o ka Lā New Century Public Charter School | | 42 | 47 | 47 | 58% |
| Kualapu'u School: A Public Conversion Charter | | 49 | 50 | 33 | 61% |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | | 54 | 19 | 45 | 43% |
| Laupāhoehoe Community Public Charter School | | 59 | 36 | 53 | 59% |
| Mālama Honua Public Charter School | | 55 | 44 | 60 | 81% |
| Myron B. Thompson Academy | | 73 | 56 | 59 | 71% |
| Nā Wai Ola Public Charter School | | 28 | 48 | 59 | 53% |

| Median Student Growth Percentiles for English Language Arts/Literacy (ELA) School | 2020-2021 ELA | 2021-2022 ELA | 2022-2023 ELA | 2023-2024 ELA |
|---|---------------|---------------|---------------|---------------|
| SEEQS: the School for Examining Essential Questions of Sustainability | 44 | 43 | 48 | 58% |
| University Laboratory School | 54 | 51 | 52 | 49% |
| The Volcano School of Arts & Sciences | 46 | 58 | 53 | 64% |
| Voyager: A Public Charter School | 69 | 52 | 59 | 67% |
| Wai'alae Elementary Public Charter School | 66 | 56 | 48 | 66% |
| Waimea Middle Public Conversion Charter School | 46 | 53 | 57 | 50% |
| West Hawai'i Explorations Academy | 37 | 53 | 43 | 50% |

Table 17 Median Student Growth Percentiles for Math - School Years 2020-2021, 2021-2022, 2022-2023, 2023-2024

| Median Student Growth Percentiles for Math School | 2020-2021 Math | 2021-2022 Math | 2022-2023 Math | 2023-2024 Math |
|--|----------------|----------------|----------------|----------------|
| Charter-wide | N/A | N/A | 47 | 56% |
| Statewide | Not calculated | 50 | 50 | 59% |
| Alaka'i O Kaua'i Public Charter School | 57 | 33 | 44 | 62% |
| Connections Public Charter School | 41 | 44 | 49 | 54% |
| DreamHouse 'Ewa Beach | 35 | 24 | 39 | 37% |
| Hakipu'u Academy | 49 | 29 | 27 | 45% |
| Hālau Kū Māna Public Charter School | 49 | 52 | 48 | 64% |
| Hawai'i Academy of Arts & Science Public Charter School | 57 | 40 | 53 | 55% |
| Hawai'i Technology Academy | 55 | 41 | 41 | 55% |
| Innovations Public Charter School | 54 | 39 | 53 | 55% |
| Ka 'Umeke Kā'eo | DNA | DNA | DNA | |
| Ka Waihona o ka Na'auao Public Charter School | 48 | 38 | 47 | 60% |
| Kamaile Academy, PCS | 39 | 29 | 54 | 55% |
| Kamalani Academy Charter School | 49 | 53 | 42 | 46% |
| Kanu o ka 'Āina New Century Public Charter School | 57 | 44 | 39 | 51% |
| Kanuikapono Public Charter School | 48 | 31 | 29 | 40% |
| Ka'ōhao Public Charter School | 57 | 51 | 66 | 83% |
| The Kapolei Charter School by Goodwill Hawaii | DNA | DNA | DNA | DNA |
| Kawaikini New Century Public Charter School | DNA | DNA | DNA | DNA |
| Ke Ana La'ahana Public Charter School | 51 | 48 | 41 | DNA |
| Ke Kula Niihau O Kekaha Learning Center | DNA | DNA | DNA | DNA |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | DNA | DNA | DNA | DNA |
| Ke Kula 'o Samuel M. Kamakau, LPCS | DNA | DNA | DNA | DNA |
| Kihei Charter School | 52 | 34 | 41 | 52% |
| Kona Pacific Public Charter School | 80 | 54 | 51 | 35% |
| Kua o ka Lā New Century Public Charter School | 52 | 44 | 45 | 33% |
| Kualapu'u School: A Public Conversion Charter | 69 | 47 | 45 | 49% |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | 37 | 5 | 7 | 64% |
| Laupāhoehoe Community Public Charter School | 40 | 31 | 47 | 53% |
| Mālama Honua Public Charter School | 53 | 57 | 65 | 77% |
| Myron B. Thompson Academy | 81 | 51 | 48 | 62% |
| Nā Wai Ola Public Charter School | 41 | 45 | 23 | 50% |
| SEEQS: the School for Examining Essential Questions of Sustainability | 44 | 29 | 44 | 59% |
| University Laboratory School | 75 | 51 | 40 | 52% |

| Median Student Growth Percentiles for Math School | 2020-2021 Math | 2021-2022 Math | 2022-2023 Math | 2023-2024 Math |
|--|-------------------|-------------------|-------------------|-------------------|
| The Volcano School of Arts & Sciences | 64 | 52 | 58 | 69% |
| Voyager: A Public Charter School | 69 | 55 | 57 | 67% |
| Wai'ālae Elementary Public Charter School | 73 | 54 | 46 | 59% |
| Waimea Middle Public Conversion Charter School | 46 | 71 | 59 | 75% |
| West Hawai'i Explorations Academy | 29 | 41 | 35 | 42% |

Table 18 Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) - School Years 2020-2021, 2021-2022, 2022-2023, 2023-2024

| Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|------------|------------|------------|-----------|
| School | HLA | HLA | HLA | HLA |
| Charter-wide | 45% | 40% | 49% | 30% |
| Statewide | 48% | 48% | 55% | 8% |
| Alaka'i O Kaua'i Public Charter School | DNA | DNA | DNA | DNA |
| Connections Public Charter School | DNA | DNA | DNA | DNA |
| DreamHouse 'Ewa Beach | DNA | 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 | 36% | 39% | 54% | 41% |
| Ka Waihona o ka Na'auao Public Charter School | DNA | DNA | DNA | DNA |
| Kamaile Academy, PCS | DNA | DNA | DNA | DNA |
| Kamalani Academy Charter School | 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 | 35% | 30% | 36% | 34% |
| Ke Ana La'ahana Public Charter School | DNA | DNA | DNA | DNA |
| Ke Kula Niihau O Kekaha Learning Center | Suppressed | Suppressed | Suppressed | 8% |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | 58% | 33% | 40% | 50% |
| Ke Kula 'o Samuel M. Kamakau, LPCS | 55% | 53% | 65% | 48% |
| 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 |

| Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|-----------|-----------|-----------|-----------|
| Kualapu'u School: A Public Conversion Charter | 65% | 57% | 62% | 55% |
| 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 |
| 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'alae 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 19 Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math - School Years 2020-2021, 2021-2022, 2022-2023, 2023-2024

| Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math School | | 2020-2021 Math | 2021-2022 Math | 2022-2023 Math | 2023-2024 Math |
|--|--------------|----------------|----------------|----------------|----------------|
| | Charter-wide | 55% | 37% | 50% | 24% |
| | Statewide | 48% | 49% | 55% | 24% |
| Alaka'i O Kaua'i Public Charter School | | DNA | DNA | DNA | DNA |
| Connections Public Charter School | | DNA | DNA | DNA | DNA |
| DreamHouse 'Ewa Beach | | DNA | 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 | | 47% | 36% | 42% | 34% |
| Ka Waihona o ka Na'auao Public Charter School | | DNA | DNA | DNA | DNA |
| Kamaile Academy, PCS | | DNA | DNA | DNA | DNA |
| Kamalani Academy Charter School | | 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 | | 52% | 39% | 42% | 44% |
| Ke Ana La'ahana Public Charter School | | DNA | DNA | DNA | DNA |
| Ke Kula Niihau O Kekaha Learning Center | | Suppressed | 12% | 29% | 15% |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | | 62% | 50% | 47% | 73% |
| Ke Kula 'o Samuel M. Kamakau, LPCS | | 59% | 36% | 63% | 56% |
| 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 | | 83% | 43% | 71% | 66% |
| 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 |
| 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'alae 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 20 Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in English Language Arts/Literacy (ELA) - School Years 2020-2021, 2021-2022, 2022-2023, 2023-2024

| Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in English Language Arts/Literacy (ELA) School | 2020- 2021 ELA | 2021- 2022 ELA | 2022- 2023 ELA | 2023- 2024 ELA |
|--|----------------------|----------------------|----------------------|----------------------|
| Charter-wide | 51% | 60% | 85% | 57% |
| Statewide | 51% | 45% | 47% | 33% |
| 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 | N/A | SUPP | SUPP | SUPP |
| Hakipu'u Academy | 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 | SUPP | SUPP |
| 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 | SUPP | N/A | N/A |
| Kamaile Academy, PCS | SUPP | 50% | SUPP | SUPP |
| Kamalani Academy Charter School | SUPP | N/A | N/A | N/A |
| Kanu o ka 'Āina New Century Public Charter School | SUPP | SUPP | N/A | N/A |
| Kanuikapono Public Charter School | SUPP | SUPP | N/A | N/A |
| 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 |
| Kiheī Charter School | N/A | N/A | N/A | N/A |
| Kona Pacific Public Charter School | N/A | N/A | SUPP | SUPP |
| 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 | SUPP | 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 | SUPP | 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 | SUPP | SUPP | SUPP | SUPP |
| University Laboratory School | N/A | N/A | N/A | N/A |
| The Volcano School of Arts & Sciences | N/A | SUPP | SUPP | SUPP |
| Voyager: A Public Charter School | N/A | N/A | N/A | N/A |
| Wai'alae Elementary Public Charter School | SUPP | SUPP | SUPP | SUPP |
| Waimea Middle Public Conversion Charter School | SUPP | SUPP | SUPP | SUPP |
| West Hawai'i Explorations Academy | N/A | N/A | N/A | N/A |

Table 21 Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math - School Years 2020-2021, 2021-2022, 2022-2023, 2023-2024

| Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math School | 2020- 2021 Math | 2021- 2022 Math | 2022- 2023 Math | 2023- 2024 Math |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Charter-wide | 42% | 55% | 54% | 48% |
| Statewide | 51% | 42% | 44% | 32% |
| 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 | N/A | SUPP | SUPP | SUPP |
| Hakipu'u Academy | SUPP | SUPP | 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 | SUPP | SUPP |
| 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 | SUPP | N/A | N/A |
| Kamaile Academy, PCS | SUPP | 58% | SUPP | SUPP |
| Kamalani Academy Charter School | SUPP | N/A | N/A | N/A |
| Kanu o ka 'Āina New Century Public Charter School | SUPP | SUPP | N/A | N/A |
| Kanuikapono Public Charter School | SUPP | SUPP | N/A | N/A |
| 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 |
| Kiheī Charter School | N/A | N/A | N/A | N/A |
| Kona Pacific Public Charter School | N/A | N/A | SUPP | SUPP |
| 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 | SUPP | 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 | SUPP | 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 | SUPP | SUPP | SUPP | SUPP |
| University Laboratory School | N/A | N/A | N/A | N/A |
| The Volcano School of Arts & Sciences | N/A | SUPP | SUPP | SUPP |
| Voyager: A Public Charter School | N/A | N/A | N/A | N/A |
| Wai'alae Elementary Public Charter School | SUPP | SUPP | SUPP | SUPP |
| Waimea Middle Public Conversion Charter School | SUPP | SUPP | SUPP | SUPP |
| West Hawai'i Explorations Academy | N/A | N/A | N/A | N/A |

Table 22 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2020-2021

| 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 Charter School | 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 |
| Kanuikapono Public Charter School | 45 | 35 | SUPP | N/A | SUPP | SUPP | N/A | 51 | SUPP | 51 | SUPP |
| Ka‘ōhao Public Charter School | 51 | SUPP | SUPP | SUPP | SUPP | SUPP | SUPP | SUPP | N/A | 50 | SUPP |

| 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 | |
| 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 | |
| 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 | |

| 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 |
| 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 |
| Wai'ālae 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 |

Table 23 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2021-2022

| 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 Charter School | 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 | |

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 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 |
| Ke Kula 'o Nāwahioakalani'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 |

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 |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| Wai'ālae 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 |

Table 24 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2022-2023

| Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2022-2023 | | | | | | | | | | | | |
|---|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 | 56 | SUPP | SUPP | SUPP | SUPP | SUPP | N/A | SUPP | SUPP | 53 | SUPP | |
| Connections Public Charter School | 57 | 56 | 55 | 49 | SUPP | SUPP | 49 | 55 | SUPP | 61 | SUPP | |
| DreamHouse 'Ewa Beach | 45 | 45 | 49 | SUPP | 41 | 46 | 44 | 44 | SUPP | 52 | SUPP | |
| Hakipu'u Academy | 28 | SUPP | SUPP | N/A | N/A | N/A | N/A | SUPP | N/A | N/A | N/A | |
| Hālau Kū Māna Public Charter School | 37 | 35 | SUPP | SUPP | SUPP | SUPP | N/A | 38 | SUPP | SUPP | N/A | |
| Hawai'i Academy of Arts & Science Public Charter School | 54 | 58 | 54 | SUPP | SUPP | 36 | SUPP | 44 | SUPP | 57 | SUPP | |
| Hawai'i Technology Academy | 46 | 43 | 50 | SUPP | 49 | 51 | SUPP | 46 | 59 | 42 | N/A | |
| Innovations Public Charter School | 64 | 64 | SUPP | SUPP | 53 | SUPP | SUPP | 57 | N/A | 68 | SUPP | |
| 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 | 38 | 39 | 31 | SUPP | SUPP | SUPP | SUPP | 38 | N/A | 40 | SUPP | |
| Kamaile Academy, PCS | 41 | 38 | 22 | 34 | 68 | 29 | 34 | 44 | SUPP | 41 | SUPP | |
| Kamalani Academy Charter School | 37 | 33 | 55 | SUPP | SUPP | SUPP | SUPP | 52 | N/A | 51 | SUPP | |
| Kanu o ka 'Āina New Century Public Charter School | 47 | 45 | 33 | N/A | SUPP | SUPP | N/A | 41 | SUPP | 48 | N/A | |
| Kanuikapono Public Charter School | 38 | 35 | 20 | SUPP | SUPP | N/A | SUPP | 40 | SUPP | 40 | SUPP | |
| Ka'ōhao Public Charter School | 67 | 59 | 31 | SUPP | SUPP | SUPP | SUPP | SUPP | SUPP | 67 | SUPP | |
| 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 | |

| Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2022-2023 | | | | | | | | | | | | |
|---|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 | 52 | SUPP | SUPP | N/A | N/A | SUPP | N/A | SUPP | 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 | 40 | 42 | 42 | 45 | SUPP | 52 | N/A | 35 | SUPP | 40 | 46 | |
| Kona Pacific Public Charter School | 52 | 54 | 56 | SUPP | SUPP | SUPP | N/A | SUPP | SUPP | 52 | SUPP | |
| Kua o ka Lā New Century Public Charter School | 47 | 49 | 42 | N/A | SUPP | SUPP | N/A | 44 | SUPP | 49 | SUPP | |
| Kualapu'u School: A Public Conversion Charter | 33 | 33 | SUPP | N/A | SUPP | SUPP | SUPP | 33 | N/A | SUPP | N/A | |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | 45 | SUPP | N/A | N/A | N/A | N/A | N/A | 45 | N/A | N/A | N/A | |
| Laupāhoehoe Community Public Charter School | 53 | 48 | SUPP | SUPP | SUPP | 47 | SUPP | SUPP | N/A | 65 | SUPP | |
| Mālama Honua Public Charter School | 60 | 58 | 42 | N/A | SUPP | N/A | SUPP | 61 | N/A | 47 | N/A | |
| Myron B. Thompson Academy | 59 | 69 | SUPP | N/A | 64 | 44 | SUPP | 66 | SUPP | 53 | SUPP | |
| Nā Wai Ola Public Charter School | 59 | 53 | SUPP | N/A | SUPP | N/A | SUPP | SUPP | SUPP | SUPP | N/A | |
| SEEQS: the School for Examining Essential Questions of Sustainability | 48 | 61 | 42 | SUPP | 61 | SUPP | SUPP | 35 | SUPP | 43 | SUPP | |
| University Laboratory School | 52 | 43 | SUPP | SUPP | 45 | 57 | SUPP | 68 | SUPP | 53 | SUPP | |
| The Volcano School of Arts & Sciences | 53 | 54 | 40 | SUPP | SUPP | SUPP | SUPP | 44 | SUPP | 62 | N/A | |
| Voyager: A Public Charter School | 59 | 56 | 38 | 40 | 58 | 70 | SUPP | 58 | SUPP | 62 | SUPP | |
| Wai'ālae Elementary Public Charter School | 48 | 42 | 39 | 44 | 48 | SUPP | SUPP | 57 | N/A | 43 | SUPP | |

Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2022-2023

| 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 |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| Waimea Middle Public Conversion Charter School | 57 | 57 | 29 | 49 | 51 | 56 | 55 | 59 | N/A | 52 | SUPP |
| West Hawai'i Explorations Academy | 43 | 35 | SUPP | SUPP | 63 | SUPP | SUPP | 32 | N/A | 34 | SUPP |

Table 25 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2023-2024

| Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2023-2024 | | | | | | | | | | | | |
|---|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 | 70% | SUPP | SUPP | SUPP | 73% | SUPP | N/A | 82% | SUPP | 67% | N/A | |
| Connections Public Charter School | 55% | 56% | 65% | SUPP | SUPP | SUPP | 59% | 51% | SUPP | 56% | SUPP | |
| DreamHouse 'Ewa Beach | 50% | 36% | 34% | SUPP | 65% | 45% | 38% | 45% | SUPP | 56% | SUPP | |
| Hakipu'u Academy | 64% | SUPP | SUPP | N/A | SUPP | SUPP | SUPP | SUPP | N/A | SUPP | N/A | |
| Hālau Kū Māna Public Charter School | 73% | 73% | SUPP | SUPP | SUPP | SUPP | SUPP | 72% | SUPP | SUPP | N/A | |
| Hawai'i Academy of Arts & Science Public Charter School | 61% | 60% | 51% | SUPP | SUPP | 58% | SUPP | 54% | SUPP | 61% | SUPP | |
| Hawai'i Technology Academy | 55% | 53% | 62% | SUPP | 55% | 50% | 71% | 63% | 67% | 52% | N/A | |
| Innovations Public Charter School | 64% | 66% | SUPP | SUPP | 65% | SUPP | SUPP | 79% | N/A | 66% | 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 | 46% | 47% | 36% | SUPP | SUPP | SUPP | 45% | 44% | N/A | 46% | SUPP | |
| Kamaile Academy, PCS | 58% | 60% | 50% | 55% | 60% | 69% | 56% | 59% | SUPP | 40% | SUPP | |
| Kamalani Academy Charter School | 56% | 52% | 55% | SUPP | SUPP | SUPP | SUPP | 53% | N/A | SUPP | SUPP | |
| Kanu o ka 'Āina New Century Public Charter School | 59% | 51% | 47% | SUPP | SUPP | SUPP | N/A | 55% | SUPP | 70% | N/A | |
| Kanuikapono Public Charter School | 44% | 42% | 13% | SUPP | SUPP | N/A | SUPP | 51% | SUPP | 45% | SUPP | |
| Ka'ōhao Public Charter School | 67% | SUPP | SUPP | SUPP | 73% | SUPP | SUPP | SUPP | SUPP | 67% | 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 | SUPP | SUPP | SUPP | N/A | N/A | SUPP | N/A | SUPP | N/A | N/A | N/A | |

| Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2023-2024 | | | | | | | | | | | | |
|---|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 | 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 | 48% | 46% | 54% | 62% | SUPP | 55% | N/A | 53% | SUPP | 46% | 48% | |
| Kona Pacific Public Charter School | 60% | 63% | SUPP | SUPP | SUPP | SUPP | N/A | SUPP | SUPP | 60% | SUPP | |
| Kua o ka Lā New Century Public Charter School | 58% | 61% | 73% | SUPP | SUPP | SUPP | N/A | 62% | N/A | 61% | N/A | |
| Kualapu'u School: A Public Conversion Charter | 61% | 64% | SUPP | N/A | SUPP | SUPP | SUPP | 64% | N/A | SUPP | N/A | |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | 43% | SUPP | SUPP | SUPP | N/A | N/A | SUPP | 50% | N/A | N/A | N/A | |
| Laupāhoehoe Community Public Charter School | 59% | 57% | 50% | SUPP | SUPP | 47% | SUPP | SUPP | N/A | 62% | 38% | |
| Mālama Honua Public Charter School | 81% | 80% | 75% | N/A | SUPP | N/A | SUPP | 81% | N/A | 88% | N/A | |
| Myron B. Thompson Academy | 71% | 62% | SUPP | N/A | 89% | 57% | SUPP | 62% | SUPP | 72% | SUPP | |
| Nā Wai Ola Public Charter School | 53% | 49% | SUPP | N/A | SUPP | SUPP | SUPP | 31% | SUPP | 80% | N/A | |
| SEEQS: the School for Examining Essential Questions of Sustainability | 58% | 76% | 58% | 64% | 67% | SUPP | SUPP | 65% | SUPP | 48% | SUPP | |
| University Laboratory School | 49% | 29% | 54% | SUPP | 52% | 44% | SUPP | 30% | SUPP | 57% | SUPP | |
| The Volcano School of Arts & Sciences | 64% | 65% | 57% | SUPP | SUPP | SUPP | SUPP | 60% | SUPP | 67% | SUPP | |
| Voyager: A Public Charter School | 67% | 74% | 58% | 82% | 71% | 65% | SUPP | 50% | SUPP | 72% | SUPP | |
| Wai'ālae Elementary Public Charter School | 66% | 64% | 56% | 64% | 64% | SUPP | SUPP | 79% | N/A | 71% | SUPP | |

Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2023-2024

| 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 |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| Waimea Middle Public Conversion Charter School | 50% | 51% | 48% | 62% | SUPP | 55% | 76% | 42% | SUPP | 49% | SUPP |
| West Hawai'i Explorations Academy | 50% | 36% | SUPP | SUPP | 46% | SUPP | SUPP | 50% | SUPP | 52% | SUPP |

Table 26 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2020-2021

| 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 Charter School | 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 | |
| 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 | |

| 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 | |
| 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 | |
| Kiheī 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'u 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 New Century Public Charter School (PCS) | 37 | SUPP | SUPP | N/A | N/A | N/A | N/A | SUPP | SUPP | SUPP | N/A | |
| 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'alae Elementary Public Charter School | 73 | SUPP | SUPP | SUPP | 72 | SUPP | SUPP | SUPP | SUPP | SUPP | N/A | |

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 |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| 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 |

Table 27 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2021-2022

| 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 Charter School | 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 | |

| 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 | |
| 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 | 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'ālae Elementary Public Charter School | 54 | 22 | SUPP | 60 | 58 | SUPP | SUPP | 59 | N/A | 39 | SUPP | |

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 |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| 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 |

Table 28 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2022-2023

| Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2022-2023 | | | | | | | | | | | | |
|---|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 | 44 | SUPP | SUPP | SUPP | SUPP | SUPP | N/A | SUPP | SUPP | 50 | SUPP | |
| Connections Public Charter School | 49 | 47 | 50 | 56 | SUPP | SUPP | 55 | 46 | SUPP | 46 | SUPP | |
| DreamHouse 'Ewa Beach | 39 | 25 | 38 | SUPP | 37 | 39 | 38 | 32 | SUPP | 50 | SUPP | |
| Hakipu'u Academy | 27 | SUPP | SUPP | N/A | N/A | N/A | N/A | SUPP | N/A | N/A | N/A | |
| Hālau Kū Māna Public Charter School | 48 | 35 | SUPP | SUPP | SUPP | SUPP | N/A | 48 | SUPP | SUPP | N/A | |
| Hawai'i Academy of Arts & Science Public Charter School | 53 | 52 | 58 | SUPP | SUPP | 33 | SUPP | 42 | SUPP | 58 | SUPP | |
| Hawai'i Technology Academy | 41 | 43 | 54 | SUPP | 39 | 44 | SUPP | 45 | 23 | 41 | N/A | |
| Innovations Public Charter School | 53 | 53 | SUPP | SUPP | 60 | SUPP | SUPP | 51 | N/A | 49 | 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 | 47 | 51 | 51 | SUPP | SUPP | SUPP | SUPP | 46 | N/A | 59 | SUPP | |
| Kamaile Academy, PCS | 54 | 51 | 34 | 55 | 61 | 53 | 55 | 57 | SUPP | 45 | SUPP | |
| Kamalani Academy Charter School | 42 | 41 | 46 | SUPP | SUPP | SUPP | SUPP | 38 | N/A | 48 | SUPP | |
| Kanu o ka 'Āina New Century Public Charter School | 39 | 34 | 34 | N/A | SUPP | SUPP | N/A | 37 | SUPP | 38 | N/A | |
| Kanuikapono Public Charter School | 29 | 29 | 16 | SUPP | SUPP | N/A | SUPP | 25 | SUPP | 30 | SUPP | |
| Ka'ōhao Public Charter School | 66 | 60 | 57 | SUPP | SUPP | SUPP | SUPP | SUPP | SUPP | 67 | 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 | 41 | SUPP | SUPP | N/A | N/A | SUPP | N/A | SUPP | N/A | N/A | N/A | |

| Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2022-2023 | | | | | | | | | | | | |
|---|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 | 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 | 41 | 37 | 33 | 26 | SUPP | 13 | N/A | 44 | SUPP | 41 | 53 | |
| Kona Pacific Public Charter School | 51 | 56 | 33 | SUPP | SUPP | SUPP | N/A | SUPP | SUPP | 50 | SUPP | |
| Kua o ka Lā New Century Public Charter School | 45 | 46 | 54 | N/A | SUPP | SUPP | N/A | 46 | SUPP | 49 | SUPP | |
| Kualapu'u School: A Public Conversion Charter | 45 | 39 | SUPP | N/A | SUPP | SUPP | SUPP | 41 | N/A | SUPP | N/A | |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | 7 | SUPP | N/A | N/A | N/A | N/A | N/A | 7 | N/A | N/A | N/A | |
| Laupāhoehoe Community Public Charter School | 47 | 46 | SUPP | SUPP | SUPP | 50 | SUPP | SUPP | N/A | 56 | SUPP | |
| Mālama Honua Public Charter School | 65 | 54 | 19 | N/A | SUPP | N/A | SUPP | 65 | N/A | 67 | N/A | |
| Myron B. Thompson Academy | 48 | 44 | SUPP | N/A | 39 | 66 | SUPP | 40 | SUPP | 45 | SUPP | |
| Nā Wai Ola Public Charter School | 23 | 24 | SUPP | N/A | SUPP | N/A | SUPP | SUPP | SUPP | SUPP | N/A | |
| SEEQS: the School for Examining Essential Questions of Sustainability | 44 | 32 | 33 | SUPP | 51 | SUPP | SUPP | 34 | SUPP | 43 | SUPP | |
| University Laboratory School | 40 | 34 | SUPP | SUPP | 45 | 33 | SUPP | 39 | SUPP | 45 | SUPP | |
| The Volcano School of Arts & Sciences | 58 | 60 | 59 | SUPP | SUPP | SUPP | SUPP | 62 | SUPP | 63 | N/A | |
| Voyager: A Public Charter School | 57 | 71 | 38 | 62 | 66 | 40 | SUPP | 45 | SUPP | 59 | SUPP | |
| Wai'ālae Elementary Public Charter School | 46 | 57 | 28 | 53 | 48 | SUPP | SUPP | 52 | N/A | 42 | SUPP | |
| Waimea Middle Public Conversion Charter School | 59 | 58 | 33 | 68 | 64 | 48 | 66 | 57 | N/A | 70 | SUPP | |

Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2022-2023

| 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 |
|-----------------------------------|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| West Hawai'i Explorations Academy | 35 | 48 | SUPP | SUPP | 34 | SUPP | SUPP | 59 | N/A | 33 | SUPP |

Table 29 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2023-2024

| Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2023-2024 | | | | | | | | | | | | |
|---|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 | 62% | SUPP | SUPP | SUPP | 36% | SUPP | N/A | 64% | SUPP | 63% | N/A | |
| Connections Public Charter School | 54% | 56% | 48% | SUPP | SUPP | SUPP | 47% | 46% | SUPP | 59% | SUPP | |
| DreamHouse 'Ewa Beach | 37% | 36% | 34% | SUPP | 52% | 33% | 47% | 29% | SUPP | 42% | SUPP | |
| Hakipu'u Academy | 45% | SUPP | SUPP | N/A | SUPP | SUPP | SUPP | SUPP | N/A | SUPP | N/A | |
| Hālau Kū Māna Public Charter School | 64% | 73% | SUPP | SUPP | SUPP | SUPP | SUPP | 67% | SUPP | SUPP | N/A | |
| Hawai'i Academy of Arts & Science Public Charter School | 55% | 58% | 47% | SUPP | SUPP | 33% | SUPP | 61% | SUPP | 54% | SUPP | |
| Hawai'i Technology Academy | 55% | 50% | 57% | SUPP | 58% | 50% | 50% | 53% | 56% | 56% | N/A | |
| Innovations Public Charter School | 55% | 57% | SUPP | SUPP | 35% | SUPP | SUPP | 74% | N/A | 56% | 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 | 60% | 63% | 49% | SUPP | SUPP | SUPP | 73% | 58% | N/A | 69% | SUPP | |
| Kamaile Academy, PCS | 55% | 56% | 49% | 36% | 87% | 59% | 49% | 57% | SUPP | 48% | SUPP | |
| Kamalani Academy Charter School | 46% | 35% | 27% | SUPP | SUPP | SUPP | SUPP | 37% | N/A | SUPP | SUPP | |
| Kanu o ka 'Āina New Century Public Charter School | 51% | 51% | 56% | SUPP | SUPP | SUPP | N/A | 49% | SUPP | 54% | N/A | |
| Kanuikapono Public Charter School | 40% | 42% | 40% | SUPP | SUPP | N/A | SUPP | 32% | SUPP | 45% | SUPP | |
| Ka'ōhao Public Charter School | 83% | SUPP | SUPP | SUPP | 82% | SUPP | SUPP | SUPP | SUPP | 83% | 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 | SUPP | 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 | |

| Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2023-2024 | | | | | | | | | | | | |
|---|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 Nāwahīkalanani'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 | |
| Kiheī Charter School | 52% | 56% | 53% | 54% | SUPP | 91% | N/A | 56% | SUPP | 49% | 53% | |
| Kona Pacific Public Charter School | 35% | 42% | 45% | SUPP | SUPP | SUPP | N/A | SUPP | SUPP | 32% | SUPP | |
| Kua o ka Lā New Century Public Charter School | 33% | 36% | 42% | SUPP | SUPP | SUPP | N/A | 33% | N/A | 30% | N/A | |
| Kualapu'u School: A Public Conversion Charter | 49% | 38% | SUPP | N/A | SUPP | SUPP | SUPP | 48% | N/A | SUPP | N/A | |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | 64% | SUPP | SUPP | SUPP | N/A | N/A | SUPP | 67% | N/A | N/A | N/A | |
| Laupāhoehoe Community Public Charter School | 53% | 51% | 42% | SUPP | SUPP | 47% | SUPP | SUPP | N/A | 50% | 50% | |
| Mālama Honua Public Charter School | 77% | 76% | 75% | N/A | SUPP | N/A | SUPP | 78% | N/A | 76% | N/A | |
| Myron B. Thompson Academy | 62% | 76% | SUPP | N/A | 83% | 43% | SUPP | 58% | SUPP | 66% | SUPP | |
| Nā Wai Ola Public Charter School | 50% | 46% | SUPP | N/A | SUPP | SUPP | SUPP | 46% | SUPP | 47% | N/A | |
| SEEQS: the School for Examining Essential Questions of Sustainability | 59% | 35% | 68% | 91% | 61% | SUPP | SUPP | 59% | SUPP | 62% | SUPP | |
| University Laboratory School | 52% | 36% | 62% | SUPP | 51% | 50% | SUPP | 43% | SUPP | 61% | SUPP | |
| The Volcano School of Arts & Sciences | 69% | 76% | 67% | SUPP | SUPP | SUPP | SUPP | 71% | SUPP | 62% | SUPP | |
| Voyager: A Public Charter School | 67% | 65% | 58% | 82% | 69% | 78% | SUPP | 50% | SUPP | 67% | SUPP | |
| Wai'ālae Elementary Public Charter School | 59% | 15% | 59% | 92% | 61% | SUPP | SUPP | 43% | N/A | 62% | SUPP | |
| Waimea Middle Public Conversion Charter School | 75% | 77% | 67% | 77% | SUPP | 61% | 72% | 75% | SUPP | 80% | SUPP | |
| West Hawai'i Explorations Academy | 42% | 45% | SUPP | SUPP | 23% | SUPP | SUPP | 57% | SUPP | 42% | SUPP | |

Table 30 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

| 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 Charter School | 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 | |

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 |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| 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 |
| Ke Kula 'o Nāwahīokalani'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 |

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 |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| 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 |

Table 31 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

| 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 Charter School | 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 | |

| Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes 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 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 | 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 | |

Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes 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 |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| 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 |

Table 32 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 2022-2023

| 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 2022-2023 | | | | | | | | | | | | |
|---|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 | 54% | 43% | SUPP | N/A | SUPP | SUPP | SUPP | 51% | N/A | 82% | 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 Charter School | 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 | 36% | 36% | SUPP | N/A | SUPP | SUPP | N/A | 35% | 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 | SUPP | SUPP | SUPP | N/A | N/A | SUPP | N/A | N/A | N/A | |
| Ke Kula 'o Nāwahioalani'ōpu'u Iki, LPCS | 40% | SUPP | N/A | SUPP | SUPP | SUPP | SUPP | 36% | N/A | SUPP | N/A | |

Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) – School Year 2022-2023

| 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 Samuel M. Kamakau, LPCS | 65% | 45% | SUPP | N/A | SUPP | N/A | SUPP | 60% | 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 | 62% | 55% | SUPP | N/A | N/A | N/A | SUPP | 63% | 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 |

Table 33 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 2023-2024

| 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 2023-2024 | | | | | | | | | | | | |
|---|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 | 41% | 36% | SUPP | N/A | SUPP | SUPP | SUPP | 44% | N/A | 27% | 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 Charter School | 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 | 34% | 29% | SUPP | N/A | SUPP | SUPP | N/A | 32% | 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 | 0.08 | SUPP | SUPP | SUPP | SUPP | N/A | N/A | SUPP | N/A | N/A | N/A | |

Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) – School Year 2023-2024

| 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 | 50% | SUPP | N/A | SUPP | SUPP | SUPP | SUPP | SUPP | N/A | N/A | N/A |
| Ke Kula 'o Samuel M. Kamakau, LPCS | 48% | 25% | SUPP | N/A | SUPP | N/A | SUPP | 41% | N/A | N/A | 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 | 55% | 57% | SUPP | N/A | N/A | N/A | SUPP | 55% | 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 |

Table 34 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2020-2021

| 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 Charter School | 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 | |

| 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 | |
| The Volcano School of Arts & Sciences | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | |

| 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 |
| 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 |

Table 35 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2021-2022

| 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 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 Charter School | 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 |

| 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 |
| 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 |
| 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 |

| 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 |
| 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 |

Table 36 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2022-2023

| Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2022-2023 | | | | | | | | | | | | |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 | 42% | 39% | SUPP | N/A | SUPP | SUPP | SUPP | 41% | SUPP | 45% | 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 Charter School | 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 | 42% | 42% | SUPP | N/A | SUPP | SUPP | N/A | 43% | N/A | SUPP | N/A | |

| Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2022-2023 | | | | | | | | | | | | |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 | 29% | 21% | SUPP | SUPP | SUPP | N/A | N/A | 30% | N/A | N/A | N/A | |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | 47% | SUPP | N/A | SUPP | SUPP | SUPP | SUPP | 46% | N/A | SUPP | N/A | |
| Ke Kula 'o Samuel M. Kamakau, LPCS | 63% | 50% | SUPP | N/A | SUPP | N/A | SUPP | 60% | N/A | SUPP | N/A | |
| Kiheī 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 | 71% | 77% | SUPP | N/A | N/A | N/A | SUPP | 70% | 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 | |

Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2022-2023

| 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'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 |

Table 37 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2023-2024

| Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2023-2024 | | | | | | | | | | | | |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 | 34% | 31% | N/A | N/A | N/A | N/A | N/A | 35% | N/A | 27% | 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 Charter School | 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 | 44% | 37% | SUPP | SUPP | N/A | N/A | N/A | 40% | N/A | N/A | N/A | |

| Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2023-2024 | | | | | | | | | | | | |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 | 15% | SUPP | SUPP | N/A | N/A | N/A | N/A | 8% | N/A | N/A | N/A | |
| Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS | 73% | SUPP | SUPP | N/A | N/A | N/A | N/A | 64% | N/A | N/A | N/A | |
| Ke Kula ‘o Samuel M. Kamakau, LPCS | 56% | 43% | SUPP | N/A | N/A | N/A | N/A | 48% | N/A | N/A | N/A | |
| Kiheī 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 | 66% | 67% | SUPP | N/A | N/A | N/A | N/A | 66% | 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 | |

Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2023-2024

| 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'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 |

Table 38 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

| 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 Charter School | 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 | |
| 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 | |

| 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 | |
| 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 | 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 | |
| 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 | |

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 |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| 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 |

Table 39 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

| 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 Charter School | 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 |

| 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 |
| 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 | 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 |
| The Volcano School of Arts & Sciences | SUPP | SUPP | SUPP | N/A | N/A | N/A | N/A | SUPP | N/A | N/A | N/A |

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 |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| 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 |

Table 40 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2022-2023

| Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2022-2023 | | | | | | | | | | | |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| 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 |
| Hālaul 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 | SUPP | SUPP | SUPP | N/A | N/A | N/A | N/A | SUPP | 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 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Kamaile Academy, PCS | SUPP | N/A | SUPP | N/A | N/A | N/A | N/A | N/A | N/A | SUPP | N/A |
| Kamalani Academy Charter School | 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 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Kanuikapono 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‘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 |

| Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2022-2023 | | | | | | | | | | | |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| 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 | SUPP | SUPP | SUPP | N/A | N/A | N/A | N/A | SUPP | 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 | SUPP | 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 |

| Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2022-2023 | | | | | | | | | | | |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| 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 | SUPP | 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 | SUPP | SUPP | N/A | SUPP | N/A | N/A | N/A | N/A | N/A | N/A |
| Waimea Middle Public Conversion Charter School | SUPP | SUPP | SUPP | N/A | N/A | SUPP | N/A | SUPP | 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 |

Table 41 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2023-2024

| Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2023-2024 | | | | | | | | | | | |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| 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 | N/A | 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 | SUPP | N/A | SUPP | N/A | N/A | N/A | N/A | SUPP | N/A | N/A | N/A |
| Hawai'i Academy of Arts & Science Public Charter School | SUPP | SUPP | SUPP | N/A | N/A | N/A | N/A | SUPP | 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 | N/A | 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 | SUPP | N/A | N/A | SUPP | N/A | N/A | SUPP | N/A |
| Kamalani Academy Charter School | SUPP | N/A | SUPP | N/A | N/A | N/A | N/A | SUPP | N/A | N/A | N/A |
| Kanu o ka 'Āina 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 |
| Kanuikapono 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'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 |

| Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2023-2024 | | | | | | | | | | | |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| 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 | SUPP | SUPP | SUPP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Kona Pacific Public Charter School | SUPP | SUPP | SUPP | N/A | N/A | N/A | N/A | SUPP | 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 | SUPP | SUPP | 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 | SUPP | SUPP | SUPP | 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 | SUPP | 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 |

| Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2023-2024 | | | | | | | | | | | |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| 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 | 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 | SUPP | N/A | N/A | N/A | N/A | N/A | N/A |
| Waimea Middle Public Conversion Charter School | SUPP | N/A | SUPP | N/A | N/A | SUPP | N/A | SUPP | 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 |

Table 42 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in Math – School Year 2020-2021

| 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 Charter School | 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 | |
| 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 | |

| 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 | |
| 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 | |
| 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 | |

| 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 |
| 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 |

Table 43 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in Math – School Year 2021-2022

| 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 Charter School | 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 | |
| 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 | |

| 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 | |
| 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 | 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 | |
| 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'ālae Elementary Public Charter School | SUPP | N/A | SUPP | SUPP | SUPP | N/A | SUPP | N/A | N/A | N/A | N/A | |

| 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 |
| 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 |

Table 44 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2022-2023

| Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2022-2023 | | | | | | | | | | | | |
|---|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 | SUPP | SUPP | SUPP | N/A | N/A | N/A | N/A | SUPP | 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 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | |
| Kamaile Academy, PCS | SUPP | N/A | SUPP | N/A | N/A | N/A | N/A | N/A | N/A | SUPP | N/A | |
| Kamalani Academy Charter School | 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 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | |
| Kanuikapono 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'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 | |

Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2022-2023

| 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 | SUPP | SUPP | SUPP | N/A | N/A | N/A | N/A | SUPP | 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 | SUPP | 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 |
| The Volcano School of Arts & Sciences | SUPP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2022-2023

| 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 | N/A | N/A | N/A | N/A |
| Waimea Middle Public Conversion Charter School | SUPP | SUPP | SUPP | N/A | N/A | SUPP | N/A | SUPP | 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 |

Table 45 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2023-2024

| Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2023-2024 | | | | | | | | | | | | |
|---|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|--|
| 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 | SUPP | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | |
| Hakipu'u Academy | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | |
| Hālau Kū Māna Public Charter School | SUPP | N/A | SUPP | N/A | N/A | N/A | N/A | SUPP | N/A | N/A | N/A | |
| Hawai'i Academy of Arts & Science Public Charter School | SUPP | SUPP | SUPP | N/A | N/A | N/A | N/A | SUPP | N/A | N/A | N/A | |
| 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 | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | |
| Ka Waihona o ka Na'auao Public Charter School | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | |
| Kamaile Academy, PCS | SUPP | SUPP | SUPP | SUPP | N/A | N/A | SUPP | N/A | N/A | SUPP | N/A | |
| Kamalani Academy Charter School | SUPP | N/A | SUPP | N/A | N/A | N/A | N/A | SUPP | N/A | N/A | N/A | |
| 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 | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | |

Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2023-2024

| 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 | 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 | SUPP | SUPP | SUPP | N/A | N/A | N/A | N/A | SUPP | N/A | N/A | N/A |
| Kona Pacific Public Charter School | SUPP | SUPP | SUPP | N/A | N/A | N/A | N/A | SUPP | N/A | N/A | N/A |
| 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 | 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) | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA |
| Laupāhoehoe Community Public Charter School | SUPP | SUPP | SUPP | N/A | N/A | SUPP | SUPP | SUPP | N/A | N/A | N/A |
| Mālama Honua Public Charter School | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA |
| Myron B. Thompson Academy | SUPP | SUPP | SUPP | N/A | N/A | N/A | N/A | SUPP | N/A | N/A | N/A |
| 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 | SUPP | 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 | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA |
| Wai'alaie 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 |

Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2023-2024

| 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 |
|--|--------------|----------------------------------|--------------------------|----------------------|---------------------------|----------|------------------|-----------------|-------|-------|----------|
| Waimea Middle Public Conversion Charter School | SUPP | N/A | SUPP | N/A | N/A | N/A | N/A | N/A | N/A | SUPP | N/A |
| West Hawai'i Explorations Academy | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA | DNA |

Table 46 Chronic Absenteeism Rates

| Chronic Absenteeism Rates School | 2020-2021 | 2021-2022 | 2022-2023 |
|--|-----------|-----------|-----------|
| Charter-wide | 14% | 33% | 31% |
| Statewide | 18% | 37% | 30% |
| Alaka'i O Kaua'i Public Charter School | 18% | 42% | 27% |
| Connections Public Charter School | 60% | 45% | 63% |
| DreamHouse 'Ewa Beach | 19% | 19% | 21% |
| Hakipu'u Academy | 44% | 16% | 59% |
| Hālau Kū Māna Public Charter School | (0-5%) | 4% | 19% |
| Hawai'i Academy of Arts & Science Public Charter School | (0-5%) | 21% | 24% |
| Hawai'i Technology Academy | 14% | 16% | 18% |
| Innovations Public Charter School | 7% | 40% | 33% |
| Ka 'Umeke Kā'eo | 27% | 34% | 38% |
| Ka Waihona o ka Na'auao Public Charter School | 19% | 51% | 40% |
| Kamaile Academy, PCS | 45% | 60% | 59% |
| Kamalani Academy Charter School | 6% | 27% | 20% |
| Kanu o ka 'Āina New Century Public Charter School | (0-5%) | 18% | 19% |
| Kanuikapono Public Charter School | 11% | 13% | 47% |
| Ka'ōhao Public Charter School | (0-5%) | 25% | 14% |
| The Kapolei Charter School by Goodwill Hawaii | 25% | 35% | 40% |
| Kawaikini New Century Public Charter School | 21% | 65% | 33% |
| Ke Ana La'ahana Public Charter School | 36% | 44% | 59% |
| Ke Kula Niihau O Kekaha Learning Center | 31% | 71% | 60% |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | 12% | 51% | 45% |
| Ke Kula 'o Samuel M. Kamakau, LPCS | (0-5%) | 30% | 26% |
| Kihei Charter School | (0-5%) | 40% | 25% |
| Kona Pacific Public Charter School | 8% | 43% | 40% |
| Kua o ka Lā New Century Public Charter School | 9% | 41% | 47% |
| Kualapu'u School: A Public Conversion Charter | 8% | 57% | 42% |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | 47% | 32% | 50% |
| Laupāhoehoe Community Public Charter School | 7% | 31% | 27% |
| Mālama Honua Public Charter School | 19% | 42% | 39% |
| Myron B. Thompson Academy | (0-5%) | 2% | 2% |
| Nā Wai Ola Public Charter School | 34% | 57% | 48% |
| SEEQS: the School for Examining Essential Questions of Sustainability | 7% | 30% | 19% |
| University Laboratory School | (0-5%) | 9% | 13% |
| The Volcano School of Arts & Sciences | 14% | 44% | 55% |
| Voyager: A Public Charter School | (0-5%) | 50% | 34% |
| Wai'alaie Elementary Public Charter School | 7% | 16% | 23% |
| Waimea Middle Public Conversion Charter School | 22% | 48% | 40% |
| West Hawai'i Explorations Academy | 11% | 33% | 25% |

Table 47 Regular Attendance Rates

| Regular Attendance Rates | | 2023-2024 |
|--|--------------|-----------|
| | Charter-wide | 74% |
| | Statewide | 75% |
| Alaka'i O Kaua'i Public Charter School | | 80% |
| Connections Public Charter School | | 42% |
| DreamHouse 'Ewa Beach | | 61% |
| Hakipu'u Academy | | DNA |
| Hālau Kū Māna Public Charter School | | 67% |
| Hawai'i Academy of Arts & Science Public Charter School | | 72% |
| Hawai'i Technology Academy | | 87% |
| Innovations Public Charter School | | 74% |
| Ka 'Umeke Kā'eo | | 71% |
| Ka Waihona o ka Na'auao Public Charter School | | 58% |
| Kamaile Academy, PCS | | 46% |
| Kamalani Academy Charter School | | 86% |
| Kanu o ka 'Āina New Century Public Charter School | | 90% |
| Kanuikapono Public Charter School | | 99% |
| Ka'ōhao Public Charter School | | 89% |
| The Kapolei Charter School by Goodwill Hawaii | | 64% |
| Kawaikini New Century Public Charter School | | 68% |
| Ke Ana La'ahana Public Charter School | | 65% |
| Ke Kula Niihau O Kekaha Learning Center | | 44% |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | | 68% |
| Ke Kula 'o Samuel M. Kamakau, LPCS | | 72% |
| Kiheī Charter School | | 73% |
| Kona Pacific Public Charter School | | 61% |
| Kua o ka Lā New Century Public Charter School | | 57% |
| Kualapu'u School: A Public Conversion Charter | | 67% |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | | 74% |
| Laupāhoehoe Community Public Charter School | | 80% |
| Mālama Honua Public Charter School | | 81% |
| Myron B. Thompson Academy | | 98% |
| Nā Wai Ola Public Charter School | | 55% |
| SEEQS: the School for Examining Essential Questions of Sustainability | | 86% |
| University Laboratory School | | 91% |
| The Volcano School of Arts & Sciences | | 71% |
| Voyager: A Public Charter School | | 77% |
| Wai'alae Elementary Public Charter School | | 81% |
| Waimea Middle Public Conversion Charter School | | 73% |
| West Hawai'i Explorations Academy | | 72% |

Table 48 College-Going Rates

| College-Going Rates | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|---------------|--------------------|---------------|---------------|
| School | College-Going | College-Going | College-Going | College-Going |
| Charter-wide | 50% | 49% | 49% | 51% |
| Statewide | 50% | 50% | 50% | 50% |
| Alaka'i O Kaua'i Public Charter School | DNA | DNA | DNA | DNA |
| Connections Public Charter School | 23% | 29% | 23% | 35% |
| DreamHouse 'Ewa Beach | DNA | 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 | 41% | 42% | 35% | 40% |
| Hawai'i Technology Academy | 43% | 47% | 46% | 54% |
| Innovations Public Charter School | DNA | DNA | DNA | DNA |
| Ka 'Umeke Kā'eo | DNA | DNA | SUPP | SUPP |
| Ka Waihona o ka Na'auao Public Charter School | DNA | DNA | DNA | DNA |
| Kamaile Academy, PCS | 32% | 41% | 25% | 23% |
| Kamalani Academy Charter School | DNA | DNA | DNA | DNA |
| Kanu o ka 'Āina New Century Public Charter School | SUPP | 58% | 37% | 33% |
| Kanuikapono Public Charter School | SUPP | 73% | SUPP | SUPP |
| Ka'ōhao Public Charter School | DNA | DNA | DNA | DNA |
| The Kapolei Charter School by Goodwill Hawaii | DNA | 52% | 32% | 20% |
| 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 | 55% | 55% | 63% | 65% |
| 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 | DNA | DNA | DNA | DNA |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | SUPP | Data not available | SUPP | SUPP |
| Laupāhoehoe Community Public Charter School | SUPP | 18% | SUPP | 29% |
| Mālama Honua Public Charter School | DNA | DNA | DNA | DNA |

| College-Going Rates | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---------------|---------------|---------------|---------------|
| School | College-Going | College-Going | College-Going | College-Going |
| Myron B. Thompson Academy | 75% | 56% | 52% | 67% |
| 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 | 90% | 86% | 83% | 91% |
| 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 | 43% | 31% | 27% | 44% |

Table 49 Value Added Measures/Goals - School Years 2020-2021, 2021-2022, 2022-2023, 2023-2024

| Status of Value Added Measures/Goals School | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|---------------|---------------|---------------|---------------|
| Alaka'i O Kaua'i Public Charter School | Not available | Not available | Not available | DNA |
| Connections Public Charter School | Not available | Not available | Not available | DNA |
| DreamHouse 'Ewa Beach | DNA | Not available | Not available | Not available |
| Hakipu'u Academy | Not available | DNA | DNA | DNA |
| Hālau Kū Māna Public Charter School | Not available | DNA | DNA | DNA |
| Hawai'i Academy of Arts & Science Public Charter School | Not available | Not available | Not available | DNA |
| Hawai'i Technology Academy | Not available | Not available | Not available | DNA |
| Innovations Public Charter School | Not available | Not available | Not available | DNA |
| Ka 'Umeke Kā'eo | Not available | Not available | Not available | DNA |
| Ka Waihona o ka Na'auao Public Charter School | Not available | DNA | DNA | DNA |
| Kamaile Academy, PCS | Not available | DNA | DNA | DNA |
| Kamalani Academy Charter School | Not available | Not available | Not available | DNA |
| Kanu o ka 'Āina New Century Public Charter School | Not available | Not available | Not available | DNA |
| Kanuikapono Public Charter School | Not available | Not available | Not available | DNA |
| Ka'ōhao Public Charter School | Not available | Not available | Not available | DNA |
| The Kapolei Charter School by Goodwill Hawaii | Submitted | Received | Received | DNA |
| Kawaikini New Century Public Charter School | Not available | Not available | Not available | DNA |
| Ke Ana La'ahana Public Charter School | Not available | DNA | DNA | DNA |
| Ke Kula Niihau O Kekaha Learning Center | Not available | Not available | Not available | DNA |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | Not available | Not available | Not available | DNA |
| Ke Kula 'o Samuel M. Kamakau, LPCS | Not available | Not available | Not available | DNA |
| Kihei Charter School | Not available | Not available | Not available | DNA |
| Kona Pacific Public Charter School | Not available | DNA | DNA | DNA |
| Kua o ka Lā New Century Public Charter School | Not available | DNA | DNA | DNA |
| Kualapu'u School: A Public Conversion Charter | Not available | Not available | Not available | DNA |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | Not available | Not available | Not available | DNA |

| Status of Value Added Measures/Goals School | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---------------|---------------|---------------|-----------|
| Laupāhoehoe Community Public Charter School | Not available | DNA | DNA | DNA |
| Mālama Honua Public Charter School | Not available | Not available | Not available | DNA |
| Myron B. Thompson Academy | Not available | Not available | Not available | DNA |
| Nā Wai Ola Public Charter School | Not available | DNA | DNA | DNA |
| SEEQS: the School for Examining Essential Questions of Sustainability | Not available | DNA | DNA | DNA |
| University Laboratory School | Not available | Not available | Not available | DNA |
| The Volcano School of Arts & Sciences | Not available | DNA | DNA | DNA |
| Voyager: A Public Charter School | Not available | Not available | Not available | DNA |
| Wai'ālae Elementary Public Charter School | Not available | Not available | Not available | DNA |
| Waimea Middle Public Conversion Charter School | Not available | DNA | DNA | DNA |
| West Hawai'i Explorations Academy | Submitted | DNA | DNA | DNA |

Table 50 Enrollment by Charter School - School Years 2020-2021, 2021-2022, 2022-2023, 2023-2024

| Enrollment by Charter School | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|-----------|-----------|-----------|-----------|
| Charter-wide | 12,213 | 12,097 | 12,116 | 12,427 |
| Statewide | 174,704 | 171,600 | 168,634 | 167,649 |
| Alaka'i O Kaua'i Public Charter School | 164 | 172 | 201 | 221 |
| Connections Public Charter School | 344 | 366 | 340 | 346 |
| DreamHouse 'Ewa Beach | 192 | 287 | 382 | 400 |
| Hakipu'u Academy | 56 | 61 | 49 | 65 |
| Hālau Kū Māna Public Charter School | 113 | 120 | 122 | 125 |
| Hawai'i Academy of Arts & Science Public Charter School | 711 | 706 | 683 | 708 |
| Hawai'i Technology Academy | 1,337 | 1,363 | 1,403 | 1,605 |
| Innovations Public Charter School | 242 | 241 | 240 | 240 |
| Ka 'Umeke Kā'eo | 222 | 240 | 263 | 275 |
| Ka Waihona o ka Na'auao Public Charter School | 741 | 632 | 611 | 626 |
| Kamaile Academy, PCS | 893 | 919 | 949 | 893 |
| Kamalani Academy Charter School | 178 | 166 | 156 | 112 |
| Kanu o ka 'Āina New Century Public Charter School | 627 | 519 | 612 | 625 |
| Kanuikapono Public Charter School | 233 | 226 | 203 | 202 |
| Ka'ōhao Public Charter School | 330 | 323 | 328 | 341 |
| The Kapolei Charter School by Goodwill Hawaii | 172 | 161 | 158 | 138 |
| Kawaikini New Century Public Charter School | 167 | 155 | 151 | 168 |
| Ke Ana La'ahana Public Charter School | 46 | 41 | 34 | 26 |
| Ke Kula Niihau O Kekaha Learning Center | 55 | 55 | 50 | 43 |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | 473 | 464 | 460 | 527 |
| Ke Kula 'o Samuel M. Kamakau, LPCS | 136 | 125 | 121 | 139 |
| Kihei Charter School | 713 | 723 | 693 | 676 |
| Kona Pacific Public Charter School | 211 | 210 | 187 | 178 |
| Kua o ka Lā New Century Public Charter School | 172 | 148 | 164 | 185 |
| Kualapu'u School: A Public Conversion Charter | 309 | 346 | 319 | 303 |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | 33 | 45 | 46 | 45 |
| Laupāhoehoe Community Public Charter School | 343 | 333 | 318 | 321 |
| Mālama Honua Public Charter School | 170 | 173 | 165 | 166 |

| Enrollment by Charter School | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|-----------|-----------|-----------|-----------|
| Myron B. Thompson Academy | 527 | 542 | 523 | 464 |
| Nā Wai Ola Public Charter School | 150 | 133 | 96 | 97 |
| SEEQS: the School for Examining Essential Questions of Sustainability | 174 | 182 | 176 | 178 |
| University Laboratory School | 450 | 449 | 451 | 446 |
| The Volcano School of Arts & Sciences | 260 | 266 | 264 | 308 |
| Voyager: A Public Charter School | 271 | 284 | 273 | 258 |
| Wai'ālae Elementary Public Charter School | 489 | 434 | 457 | 493 |
| Waimea Middle Public Conversion Charter School | 234 | 211 | 194 | 209 |
| West Hawai'i Explorations Academy | 275 | 276 | 274 | 275 |

**Appendix F: Charter School Financial Performance Framework
Data for School Years 2020-2021, 2021-2022, 2022-2023, and
2023-2024**

Table 51 Current Ratio

| Current Ratio = Current Assets ÷ Current Liabilities School | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|-----------|-----------|-----------|-----------|
| Alaka'i O Kaua'i Public Charter School | 4.4 | 1.2 | 4.1 | 4.2 |
| Connections Public Charter School | 5.7 | 3.8 | 5.5 | 4.7 |
| DreamHouse 'Ewa Beach | 1.2 | 0.3 | 1.9 | 2.1 |
| Hakipu'u Academy | 5.3 | 2.7 | 3.1 | 8.7 |
| Hālau Kū Māna Public Charter School | 4.3 | 4.6 | 3.1 | 5.4 |
| Hawai'i Academy of Arts & Science Public Charter School | 3.7 | 4.9 | 5.5 | 3.2 |
| Hawai'i Technology Academy | 3 | 2.7 | 2.5 | 2.1 |
| Innovations Public Charter School | 2.3 | 1.2 | 1.6 | 2.0 |
| Ka 'Umeke Kā'eo | 4 | 5.9 | 6.1 | 4.8 |
| Ka Waihona o ka Na'auao Public Charter School | 7.9 | 8.8 | 9.0 | 8.0 |
| Kamaile Academy, PCS | 6.6 | 10.2 | 8.9 | 6.0 |
| Kamalani Academy Charter School | 0.9 | 0.5 | | |
| Kanu o ka 'Āina New Century Public Charter School | 11.8 | 3.2 | 3.5 | 2.8 |
| Kanuikaponu Public Charter School | 6.1 | 7.2 | 5.5 | 4.6 |
| Ka'ōhao Public Charter School | 5 | 10.4 | 8.5 | 4.5 |
| The Kapolei Charter School by Goodwill Hawaii | 14.3 | 14.0 | 15.9 | 18.4 |
| Kawaikini New Century Public Charter School | 5 | 2.9 | 5.0 | 6.6 |
| Ke Ana La'ahana Public Charter School | 5.1 | 5.6 | 4.2 | 3.6 |
| Ke Kula Niihau O Kekaha Learning Center | 6.5 | 5.3 | 3.1 | 2.6 |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | 10.3 | 14.7 | 23.6 | 10.0 |
| Ke Kula 'o Samuel M. Kamakau, LPCS | 7.2 | 0.5 | 8.6 | 11.1 |
| Kihei Charter School | 10.7 | 11.4 | 18.8 | 3.8 |
| Kona Pacific Public Charter School | 1.1 | 0.2 | 5.2 | 2.6 |
| Kua o ka Lā New Century Public Charter School | 11.4 | 15.4 | 14.3 | 10.4 |
| Kualapu'u School: A Public Conversion Charter | 3.4 | 3.2 | 4.4 | 4.5 |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | 3.5 | 3.8 | 0.5 | 2.1 |
| Laupāhoehoe Community Public Charter School | 3.4 | 5.6 | 6.4 | 6.8 |
| Mālama Honua Public Charter School | 9 | 4.3 | 5.0 | 6.0 |
| Myron B. Thompson Academy | 19.1 | 10.3 | 9.9 | 10.6 |
| Nā Wai Ola Public Charter School | 5 | 4.4 | 6.3 | 2.9 |
| SEEQS: the School for Examining Essential Questions of Sustainability | 8.7 | 3.4 | 3.0 | 2.1 |
| University Laboratory School | 2.7 | 5.1 | 5.0 | 3.1 |
| The Volcano School of Arts & Sciences | 3.4 | 1.1 | 1.1 | 1.1 |
| Voyager: A Public Charter School | 3 | 2.2 | 4.2 | 4.7 |

| Current Ratio = Current Assets ÷ Current Liabilities School | 2020- 2021 | 2021- 2022 | 2022- 2023 | 2023-2024 |
|--|---------------|---------------|---------------|-----------|
| Wai'ālae Elementary Public Charter School | 7.6 | 4.6 | 5.5 | 6.7 |
| Waimea Middle Public Conversion Charter School | 2.5 | 2.6 | 2.3 | 2.5 |
| West Hawai'i Explorations Academy | 3 | 4.9 | 5.7 | 3.0 |

Table 52 Budget Variance

| Budget Variance: Actual Total Revenues ÷ Projected Total Revenues in the Charter School's Board-Approved Budget School | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|-----------|-----------|-----------|-----------|
| Alaka'i O Kaua'i Public Charter School | 122% | 104% | 110% | 99% |
| Connections Public Charter School | 121% | 108% | 111% | 114% |
| DreamHouse 'Ewa Beach | 108% | 103% | 103% | 92% |
| Hakipu'u Academy | 98% | 143% | 132% | 130% |
| Hālau Kū Māna Public Charter School | 122% | 121% | 114% | 136% |
| Hawai'i Academy of Arts & Science Public Charter School | 109% | 105% | 98% | 101% |
| Hawai'i Technology Academy | 111% | 117% | 109% | 118% |
| Innovations Public Charter School | 111% | 107% | 106% | 122% |
| Ka 'Umeke Kā'eo | 106% | 117% | 116% | 117% |
| Ka Waihona o ka Na'auao Public Charter School | 145% | 132% | 160% | 189% |
| Kamaile Academy, PCS | 97% | 102% | 98% | 109% |
| Kamalani Academy Charter School | 128% | 118% | | |
| Kanu o ka 'Āina New Century Public Charter School | 119% | 105% | 105% | 93% |
| Kanuikapono Public Charter School | 106% | 107% | 104% | 112% |
| Ka'ōhao Public Charter School | 102% | 105% | 113% | 139% |
| The Kapolei Charter School by Goodwill Hawaii | 125% | 83% | 127% | 121% |
| Kawaikini New Century Public Charter School | 105% | 99% | 105% | 98% |
| Ke Ana La'ahana Public Charter School | 76% | 108% | 109% | 98% |
| Ke Kula Niihau O Kekaha Learning Center | 96% | 85% | 119% | 106% |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | 119% | 110% | 128% | 106% |
| Ke Kula 'o Samuel M. Kamakau, LPCS | 115% | 78% | 129% | 136% |
| Kihei Charter School | 104% | 99% | 95% | 84% |
| Kona Pacific Public Charter School | 109% | 108% | 110% | 113% |
| Kua o ka Lā New Century Public Charter School | 96% | 100% | 100% | 104% |
| Kualapu'u School: A Public Conversion Charter | 105% | 108% | 97% | 119% |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | 90% | 88% | 83% | 100% |
| Laupāhoehoe Community Public Charter School | 86% | 107% | 105% | 110% |
| Mālama Honua Public Charter School | 120% | 105% | 103% | 139% |
| Myron B. Thompson Academy | 106% | 97% | 112% | 107% |
| Nā Wai Ola Public Charter School | 115% | 71% | 88% | 76% |

| Budget Variance: Actual Total Revenues ÷ Projected Total Revenues in the Charter School's Board-Approved Budget School | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|-----------|-----------|-----------|-----------|
| SEEQS: the School for Examining Essential Questions of Sustainability | 117% | 111% | 109% | 125% |
| University Laboratory School | 105% | 112% | 113% | 134% |
| The Volcano School of Arts & Sciences | 127% | 159% | 154% | 153% |
| Voyager: A Public Charter School | 106% | 111% | 110% | 106% |
| Wai'ālae Elementary Public Charter School | 87% | 78% | 100% | 108% |
| Waimea Middle Public Conversion Charter School | 99% | 99% | 95% | 118% |
| West Hawai'i Explorations Academy | 134% | 136% | 118% | 116% |

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Table 53 Total Margin

| Total Margin = Net Income ÷ Total Revenue School | 2020-2021 | 2021-2022 | 2022- 2023 | 2023- 2024 |
|--|-----------|-----------|---------------|---------------|
| Alaka‘i O Kaua‘i Public Charter School | 14.30% | 0.29% | 9.76% | 9.91% |
| Connections Public Charter School | 4.20% | 4.21% | 10.48% | 11.11% |
| DreamHouse ‘Ewa Beach | 16.60% | 15.10% | 9.53% | 5.01% |
| Hakipu‘u Academy | 12.70% | 6.38% | 7.13% | 19.09% |
| Hālau Kū Māna Public Charter School | 2.50% | 1.48% | 22.10% | 24.79% |
| Hawai‘i Academy of Arts & Science Public Charter School | 12.00% | 13.38% | 11.84% | 13.72% |
| Hawai‘i Technology Academy | 30.40% | 47.09% | 40.83% | 32.77% |
| Innovations Public Charter School | 3.30% | 3.70% | 14.02% | 12.38% |
| Ka ‘Umeke Kā‘eo | 0.30% | 2.63% | 11.38% | 10.92% |
| Ka Waihona o ka Na‘auao Public Charter School | 27.10% | 0.90% | 10.35% | 25.77% |
| Kamaile Academy, PCS | 0.00% | 6.91% | 12.99% | 3.67% |
| Kamalani Academy Charter School | -6.80% | 0.94% | | |
| Kanu o ka ‘Āina New Century Public Charter School | 14.00% | 11.19% | 15.83% | 10.88% |
| Kanuikapono Public Charter School | 1.40% | 1.12% | 6.86% | 7.45% |
| Ka‘ōhao Public Charter School | 2.70% | 3.89% | -3.57% | 5.05% |
| The Kapolei Charter School by Goodwill Hawaii | 37.10% | 10.64% | 21.96% | 16.87% |
| Kawaikini New Century Public Charter School | 3.10% | -9.48% | 15.66% | 3.90% |
| Ke Ana La‘ahana Public Charter School | 2.80% | -3.15% | 1.62% | -11.27% |
| Ke Kula Niihau O Kekaha Learning Center | -17.00% | -23.57% | -7.28% | -7.21% |
| Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS | 8.20% | 4.06% | 10.94% | 19.64% |
| Ke Kula ‘o Samuel M. Kamakau, LPCS | 15.40% | -27.30% | 8.15% | 28.32% |
| Kihei Charter School | 16.00% | 11.05% | 17.93% | 14.24% |
| Kona Pacific Public Charter School | 15.80% | 11.97% | 8.83% | 5.19% |
| Kua o ka Lā New Century Public Charter School | -1.10% | -7.56% | 6.75% | 9.56% |
| Kualapu‘u School: A Public Conversion Charter | -5.10% | -0.25% | 3.07% | 0.44% |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | 9.00% | 6.01% | 0.73% | -0.35% |
| Laupāhoehoe Community Public Charter School | 9.90% | 2.09% | 6.93% | 7.35% |
| Mālama Honua Public Charter School | 10.10% | 19.80% | 19.55% | 15.30% |
| Myron B. Thompson Academy | 10.10% | 3.57% | 9.42% | 12.00% |
| Nā Wai Ola Public Charter School | 17.00% | 3.90% | 3.52% | 0.29% |
| SEEQS: the School for Examining Essential Questions of Sustainability | 3.30% | 1.39% | -0.27% | 4.92% |
| University Laboratory School | 3.30% | 6.59% | 7.89% | 12.84% |
| The Volcano School of Arts & Sciences | 17.70% | 15.91% | 14.77% | 19.00% |
| Voyager: A Public Charter School | 1.20% | -0.44% | 11.02% | 17.86% |
| Wai‘alae Elementary Public Charter School | 5.00% | -2.75% | 12.71% | 19.76% |
| Waimea Middle Public Conversion Charter School | 1.10% | -0.97% | 5.44% | 13.80% |
| West Hawai‘i Explorations Academy | -1.90% | -0.29% | 0.42% | -0.53% |

Table 54 Debt-to-Assets Ratio

| Debt to Asset Ratio = Total Liabilities ÷ Total Assets School | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|-----------|-----------|-----------|-----------|
| Alaka'i O Kaua'i Public Charter School | 22.70% | 58.79% | 24.55% | 20.76% |
| Connections Public Charter School | 14.10% | 25.57% | 30.43% | 27.52% |
| DreamHouse 'Ewa Beach | 28.20% | 69.32% | 59.08% | 48.44% |
| Hakipu'u Academy | 18.40% | 34.11% | 29.73% | 12.42% |
| Hālau Kū Māna Public Charter School | 15.80% | 14.91% | 24.07% | 11.52% |
| Hawai'i Academy of Arts & Science Public Charter School | 25.70% | 26.67% | 20.52% | 29.32% |
| Hawai'i Technology Academy | 30.40% | 47.09% | 40.83% | 32.77% |
| Innovations Public Charter School | 34.30% | 86.58% | 77.73% | 69.97% |
| Ka 'Umeke Kā'eo | 11.80% | 7.94% | 9.28% | 18.72% |
| Ka Waihona o ka Na'auao Public Charter School | 7.50% | 6.87% | 7.15% | 8.92% |
| Kamaile Academy, PCS | 15.20% | 8.52% | 9.82% | 15.17% |
| Kamalani Academy Charter School | 89.70% | 95.63% | | |
| Kanu o ka 'Āina New Century Public Charter School | 8.00% | 30.31% | 26.78% | 32.62% |
| Kanuikapono Public Charter School | 13.40% | 10.64% | 13.72% | 13.09% |
| Ka'ōhao Public Charter School | 15.30% | 7.23% | 9.22% | 18.34% |
| The Kapolei Charter School by Goodwill Hawaii | 8.80% | 0.71% | 7.86% | 6.35% |
| Kawaikini New Century Public Charter School | 7.20% | 12.02% | 10.25% | 20.00% |
| Ke Ana La'ahana Public Charter School | 19.40% | 17.93% | 24.05% | 27.11% |
| Ke Kula Niihau O Kekaha Learning Center | 10.00% | 11.98% | 22.56% | 20.44% |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | 9.50% | 8.06% | 4.74% | 9.57% |
| Ke Kula 'o Samuel M. Kamakau, LPCS | 10.80% | 62.12% | 60.39% | 54.42% |
| Kihei Charter School | 8.60% | 8.30% | 5.48% | 25.34% |
| Kona Pacific Public Charter School | 92.10% | 95.74% | 91.37% | 88.35% |
| Kua o ka Lā New Century Public Charter School | 7.50% | 11.55% | 8.52% | 23.23% |
| Kualapu'u School: A Public Conversion Charter | 29.10% | 30.96% | 23.90% | 22.04% |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | 18.00% | 18.11% | 63.20% | 60.60% |
| Laupāhoehoe Community Public Charter School | 28.60% | 17.06% | 14.46% | 13.99% |
| Mālama Honua Public Charter School | 10.10% | 19.80% | 19.55% | 15.30% |
| Myron B. Thompson Academy | 5.00% | 21.61% | 17.67% | 12.69% |

| Debt to Asset Ratio = Total Liabilities ÷ Total Assets School | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|-----------|-----------|-----------|-----------|
| Nā Wai Ola Public Charter School | 18.80% | 21.07% | 15.44% | 33.92% |
| SEEQS: the School for Examining Essential Questions of Sustainability | 11.40% | 29.24% | 33.29% | 32.31% |
| University Laboratory School | 37.70% | 19.45% | 20.05% | 32.45% |
| The Volcano School of Arts & Sciences | 27.20% | 86.44% | 80.94% | 74.25% |
| Voyager: A Public Charter School | 30.60% | 34.18% | 21.01% | 38.52% |
| Wai'ālae Elementary Public Charter School | 20.40% | 19.32% | 16.78% | 14.30% |
| Waimea Middle Public Conversion Charter School | 37.50% | 36.84% | 41.55% | 39.08% |
| West Hawai'i Explorations Academy | 81.70% | 56.68% | 55.41% | 62.04% |

Table 55 Cash Flow

| Cash Flow = Year-end Cash Balance – Beginning Year Cash Balance School | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|---------------|---------------|---------------|---------------|
| Alaka'i O Kaua'i Public Charter School | \$225,374 | \$44,671 | \$44,374 | \$390,918 |
| Connections Public Charter School | \$166,921 | \$318,321 | (\$71,153) | \$1,251,680 |
| DreamHouse 'Ewa Beach | \$46,031 | \$343,603 | \$198,517 | \$776,362 |
| Hakipu'u Academy | (\$11,347) | \$283,830 | \$9,865 | \$48,211 |
| Hālau Kū Māna Public Charter School | (\$332,946) | (\$76,024) | \$727,757 | (\$499,318) |
| Hawai'i Academy of Arts & Science Public Charter School | \$1,264,976 | \$946,894 | \$1,054,373 | \$3,056,475 |
| Hawai'i Technology Academy | \$2,053,573 | (\$1,712,736) | (\$1,361,457) | \$4,603,017 |
| Innovations Public Charter School | \$46,795 | \$109,613 | \$289,133 | \$747,130 |
| Ka 'Umeke Kā'eo | (\$1,522,387) | \$198,975 | \$705,941 | \$814,703 |
| Ka Waihona o ka Na'auao Public Charter School | \$1,983,537 | \$704,885 | \$490,039 | \$2,718,338 |
| Kamaile Academy, PCS | \$891,826 | \$437,463 | \$1,510,470 | \$2,281,652 |
| Kamalani Academy Charter School | \$172,624 | (\$186,087) | | |
| Kanu o ka 'Āina New Century Public Charter School | \$1,141,914 | \$2,299,506 | \$707,065 | (\$2,243,135) |
| Kanuikapono Public Charter School | \$29,979 | (\$137,380) | (\$427,841) | \$359,198 |
| Ka'ōhao Public Charter School | \$201,895 | (\$197,020) | (\$461,956) | \$1,864,345 |
| The Kapolei Charter School by Goodwill Hawaii | \$615,808 | \$350,507 | \$304,606 | \$374,589 |
| Kawaikini New Century Public Charter School | \$100,179 | (\$161,316) | \$523,658 | \$74,591 |
| Ke Ana La'ahana Public Charter School | \$4,628 | (\$22,478) | \$9,319 | \$3,867 |
| Ke Kula Niihau O Kekaha Learning Center | (\$54,502) | \$41,425 | \$60,455 | (\$436,673) |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | \$2,173,235 | \$488,621 | \$679,199 | \$2,058,151 |
| Ke Kula 'o Samuel M. Kamakau, LPCS | (\$236,393) | (\$45,642) | \$72,462 | \$72,886 |
| Kihei Charter School | \$1,203,904 | \$910,341 | \$1,202,157 | \$2,916,945 |
| Kona Pacific Public Charter School | \$287,923 | \$204,135 | (\$50,516) | \$338,958 |
| Kua o ka Lā New Century Public Charter School | \$15,898 | (\$78,974) | \$341,567 | \$138,657 |
| Kualapu'u School: A Public Conversion Charter | (\$234,244) | \$337,163 | (\$543,706) | \$179,138 |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | \$24,733 | \$16,680 | \$42,229 | (\$91,223) |
| Laupāhoehoe Community Public Charter School | \$472,277 | (\$93,955) | \$168,459 | \$531,569 |
| Mālama Honua Public Charter School | \$410,445 | \$287,294 | \$398,849 | \$1,071,200 |
| Myron B. Thompson Academy | \$597,271 | \$347,496 | \$708,955 | \$706,301 |

| Cash Flow = Year-end Cash Balance – Beginning Year Cash Balance School | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|-----------|--------------|-------------|-------------|
| Nā Wai Ola Public Charter School | \$241,781 | \$129,376 | \$25,192 | \$266,318 |
| SEEQS: the School for Examining Essential Questions of Sustainability | \$84,365 | (\$95,567) | \$103,823 | \$299,511 |
| University Laboratory School | \$490,411 | \$132,047 | \$564,406 | \$1,646,867 |
| The Volcano School of Arts & Sciences | \$333,660 | \$10,803,036 | (\$303,727) | \$456,364 |
| Voyager: A Public Charter School | \$232,807 | (\$86,923) | \$364,421 | \$605,939 |
| Wai'ālae Elementary Public Charter School | \$274,875 | (\$22,195) | \$784,269 | \$1,495,995 |
| Waimea Middle Public Conversion Charter School | \$381,547 | (\$125,179) | \$470,431 | \$849,412 |
| West Hawai'i Explorations Academy | \$364,558 | (\$102,999) | (\$78,156) | \$439,599 |

Table 56 Unrestricted Days Cash on Hand

| Unrestricted Days Cash = Unrestricted Cash ÷ [(Total Expenses – Depreciation Expense) ÷ 365] School | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|-----------|-----------|-----------|-----------|
| Alaka'i O Kaua'i Public Charter School | 104 days | 96 days | 80 days | 136 days |
| Connections Public Charter School | 321 days | 333 days | 276 days | 361 days |
| DreamHouse 'Ewa Beach | 20 days | 66 days | 61 days | 105 days |
| Hakipu'u Academy | 87 days | 233 days | 197 days | 190 days |
| Hālau Kū Māna Public Charter School | 370 days | 354 days | 492 days | 313 days |
| Hawai'i Academy of Arts & Science Public Charter School | 285 days | 325 days | 332 days | 408 days |
| Hawai'i Technology Academy | 209 days | 123 days | 81 days | 164 days |
| Innovations Public Charter School | 89 days | 100 days | 134 days | 214 days |
| Ka 'Umeke Kā'eo | 102 days | 125 days | 163 days | 201 days |
| Ka Waihona o ka Na'auao Public Charter School | 222 days | 239 days | 229 days | 315 days |
| Kamaile Academy, PCS | 258 days | 273 days | 282 days | 272 days |
| Kamalani Academy Charter School | 60 days | 33 days | | |
| Kanu o ka 'Āina New Century Public Charter School | 268 days | 423 days | 373 days | 222 days |
| Kanuikapono Public Charter School | 152 days | 144 days | 70 days | 102 days |
| Ka'ōhao Public Charter School | 255 days | 204 days | 125 days | 272 days |
| The Kapolei Charter School by Goodwill Hawaii | 504 days | 632 days | 543 days | 577 days |
| Kawaikini New Century Public Charter School | 80 days | 50 days | 139 days | 122 days |
| Ke Ana La'ahana Public Charter School | 322 days | 349 days | 304 days | 235 days |
| Ke Kula Niihau O Kekaha Learning Center | 135 days | 157 days | 140 days | 25 days |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | 225 days | 215 days | 211 days | 279 days |
| Ke Kula 'o Samuel M. Kamakau, LPCS | 223 days | 206 days | 183 days | 207 days |
| Kihei Charter School | 236 days | 278 days | 347 days | 450 days |
| Kona Pacific Public Charter School | 145 days | 187 days | 143 days | 157 days |
| Kua o ka Lā New Century Public Charter School | 266 days | 240 days | 266 days | 248 days |
| Kualapu'u School: A Public Conversion Charter | 200 days | 211 days | 151 days | 142 days |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | 147 days | 143 days | 148 days | 71 days |
| Laupāhoehoe Community Public Charter School | 220 days | 196 days | 205 days | 228 days |

| Unrestricted Days Cash = Unrestricted Cash ÷ [(Total Expenses – Depreciation Expense) ÷ 365] School | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|-----------|------------|-----------|-----------|
| Mālama Honua Public Charter School | 337 days | 365 days | 389 days | 510 days |
| Myron B. Thompson Academy | 664 days | 678 days | 707 days | 755 days |
| Nā Wai Ola Public Charter School | 159 days | 207 days | 264 days | 292 days |
| SEEQS: the School for Examining Essential Questions of Sustainability | 134 days | 102 days | 108 days | 119 days |
| University Laboratory School | 137 days | 141 days | 183 days | 298 days |
| The Volcano School of Arts & Sciences | 73 days | 1,186 days | 1027 days | 917 days |
| Voyager: A Public Charter School | 184 days | 147 days | 190 days | 275 days |
| Wai'ālae Elementary Public Charter School | 264 days | 271 days | 313 days | 353 days |
| Waimea Middle Public Conversion Charter School | 273 days | 275 days | 309 days | 325 days |
| West Hawai'i Explorations Academy | 209 days | 197 days | 156 days | 181 days |

**Appendix G: Charter School Organizational Performance
Framework Data for School Years 2020-2021, 2021-2022, 2022-
2023, and 2023-2024**

Table 57 Completed Assurance of Compliance Statement

| Completed Assurance of Compliance Statement School | 2020-2021 | 2021-2022 | 2022- 2023 | 2023- 2024 |
|---|---------------|-----------|---------------|---------------|
| Alaka'i O Kaua'i Public Charter School | Completed | Completed | Received | DNA |
| Connections Public Charter School | Completed | Completed | Received | DNA |
| Hakipu'u Academy | Completed | DNA | DNA | DNA |
| DreamHouse 'Ewa Beach | Completed | Completed | Received | Received |
| Hālau Kū Māna Public Charter School | Completed | DNA | DNA | DNA |
| Hawai'i Academy of Arts & Science Public Charter School | Completed | Completed | Received | DNA |
| Hawai'i Technology Academy | Completed | Completed | Received | DNA |
| Innovations Public Charter School | Completed | Completed | Received | DNA |
| Ka 'Umeke Kā'eo | Not Completed | Completed | Received | DNA |
| Ka Waihona o ka Na'auao Public Charter School | Completed | DNA | DNA | DNA |
| Kamaile Academy, PCS | Completed | DNA | DNA | DNA |
| Kamalani Academy Charter School | Completed | Completed | Received | DNA |
| Kanu o ka 'Āina New Century Public Charter School | Completed | Completed | Received | DNA |
| Kanuikapono Public Charter School | Completed | Completed | Received | DNA |
| Ka'ōhao Public Charter School | Completed | Completed | Received | DNA |
| The Kapolei Charter School by Goodwill Hawaii | Completed | Completed | Received | DNA |
| Kawaikini New Century Public Charter School | Completed | Completed | Received | DNA |
| Ke Ana La'ahana Public Charter School | Completed | DNA | DNA | DNA |
| Ke Kula Niihau O Kekaha Learning Center | Completed | Completed | Received | DNA |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | Completed | Completed | Received | DNA |
| Ke Kula 'o Samuel M. Kamakau, LPCS | Completed | Completed | Received | DNA |
| Kiheī Charter School | Completed | Completed | Received | DNA |
| Kona Pacific Public Charter School | Completed | DNA | DNA | DNA |
| Kua o ka Lā New Century Public Charter School | Completed | DNA | DNA | DNA |
| Kualapu'u School: A Public Conversion Charter | Completed | Completed | Received | DNA |
| Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) | Completed | Completed | Received | DNA |
| Laupāhoehoe Community Public Charter School | Completed | DNA | DNA | DNA |
| Mālama Honua Public Charter School | Completed | Completed | Received | DNA |
| Myron B. Thompson Academy | Completed | Completed | Received | DNA |
| Nā Wai Ola Public Charter School | Completed | DNA | DNA | DNA |
| SEEQS: the School for Examining Essential Questions of Sustainability | Completed | DNA | DNA | DNA |
| University Laboratory School | Completed | Completed | Received | DNA |
| The Volcano School of Arts & Sciences | Completed | DNA | DNA | DNA |
| Voyager: A Public Charter School | Completed | Completed | Received | DNA |

| Completed Assurance of Compliance Statement School | 2020-2021 | 2021-2022 | 2022- 2023 | 2023- 2024 |
|---|-----------|-----------|---------------|---------------|
| Wai'ālae Elementary Public Charter School | Completed | Completed | Received | DNA |
| Waimea Middle Public Conversion Charter School | Completed | DNA | DNA | DNA |
| West Hawai'i Explorations Academy | Completed | DNA | DNA | DNA |

Appendix H: Hawai‘i State Public Charter School Commission Early Learning Program Report for 2023-2024

Early Learning Program Annual Legislative Report

School Year 2023-2024

Early Learning Program Building upon Hawai‘i’s Early Learning System

Policy Context and Authority

[Section 302D-39, HRS](#) establishes the criteria and statutory authority for all state-funded early learning programs and private partnership-funded preschool programs in public charter schools, except for special education and Title I-funded prekindergarten programs. These criteria and measures are identified by the State Public Charter School Commission (Commission) Early Learning Addendum to Contract (“EL Addendum to Contract”), reviewed and signed by all participating schools and the Commission.

Program Goal

Aligned with the Commission’s strategic plan, the early learning program goal is to increase access and affordability to high-quality early learning programs to address Hawai‘i’s ALICE (Asset Limited, Income Constrained, Employed) families, many of which are our young middle-class families contributing to our workforce.

In a joint report to the state legislature, the Commission, together with the Executive Office on Early Learning and the Department of Human Services, submitted a [joint report](#) focusing on the progress of Act 46, Sessions Law Hawai‘i 2020 and amended by Act 210, Sessions Law Hawai‘i 2021. Through the Ready Keiki Initiative, together with community partners, the Commission embraced the shared goal for the state of Hawai‘i aligned with Act 46 (SLH 2020) as amended by Act 210 (SLH 2021):

1. To meet 50 percent of unserved three- and four-year-old keiki by 2027;
2. To meet 100 percent of unserved three- and four-year-old keiki by 2032;
3. To honor the two educational pathways in ‘ōlelo Hawai‘i (Hawaiian language) and English;
4. To commit to working collaboratively as partners to address the challenges; and
5. To maximize the use of Act 257, (SLH 2022) which invests \$200 million to expand early learning facilities.

To effectuate this plan, the Commission envisioned implementing the following:

1. Create a new pathway to increase access to pre-K programs in charter schools;
2. Maximize the use of Act 257, SLH 2022, to expand early learning facilities in charter schools;

3. Amend the charter application to expand pre-K-only charter schools; and
4. Communicate unified support for high-quality pre-K for all of Hawai'i's keiki.

On May 25, 2023, the Commission approved the recommendation to open the charter application and process seeking the first-ever, pre-K-only charter school under the authority of section 302D-39, HRS. On September 15, 2023, Parents And Children Together (PACT) at Parkway Villages of Kapolei was the sole applicant.

This year, the Commission's Early Learning Program received national recognition from the National Institute of Early Education Research (NIEER) for its high-quality standards. We were one of only five states that met all ten high-quality standard benchmarks for the 2022-2023 school year. The national benchmark ranking is part of NIEER's [2023 State Preschool Yearbook](#), released in May 2024. The ten standards indicate the criteria for establishing a high-quality public preschool program. Finally, while quality matters, Hawai'i has not increased funding for pre-K students in charter schools to support higher quality. While the K-12 per pupil funds have increased, the funding for pre-K has not followed those same trends.

In School Year 2023-2024, the Commission's Early Learning Program operated 18 prekindergarten classrooms across Hawai'i, with programs located on four major Hawaiian Islands.



Figure 1 Early Learning Programs Across the State of Hawai'i

WHERE ARE OUR CLASSROOMS?

| Island | Participating Charter Schools | Number of State-Funded Classrooms |
|----------------|---|-----------------------------------|
| Hawai‘i Island | Volcano School of Arts & Sciences | 2 |
| | Kona Pacific | 1 |
| | Ke Kula ‘o Nāwahīokalani‘opu‘u (Hilo & Waimea)* | 1 |
| | Kua o ka Lā (Pāhoa-Nanawale, Hilo) | 2 |
| | Ka ‘Umeke Kā‘eo* | 2 |
| | Laupāhoehoe Community | 1 |
| Molokai | Kualapu‘u | 1 |
| O‘ahu | Ke Kula ‘o Samuel M. Kamakau* | 1 |
| | Wai‘alae Elementary (inclusion) | 1 |
| | Kamaile Academy (2-inclusion) | 3 |
| | Ke Kula ‘o Nāwahīokalani‘opu‘u ‘o Wai‘anae* | 1 |
| Kaua‘i | Ke Kula Niihau o Kekaha* | 1 |
| TOTAL | | 18 |




Figure 2 Charter Schools Early Learning Programs by Island and Number of Classrooms

Honoring Hawai‘i’s Two Official Languages Through Public Prekindergarten Opportunities

The State Public Charter School Early Learning program was the first to offer public prekindergarten through a Native Hawaiian language medium of instruction. This is critically important to continue the efforts to revive and rebuild Hawai‘i’s indigenous language and culture, which was near extinction just a generation ago. This allowed Hawai‘i to honor its two official languages – Hawaiian and English – and offer two learning pathways of choice 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).

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 were informed by the Classroom Assessment Scoring System (CLASS), Early Childhood Environment Rating Scale, Third Edition (ECERS-3), student outcomes data using the formative assessment



Figure 3 Process of Teacher Professional Development

system, Teaching Strategies Gold, indigenous assessments, and the instructional coaches’ anecdotal notes.

The Early Learning Program in public charter schools also emphasizes system-building. Over the past five years, P-3 (preschool to grade three) alignment efforts have ensured that schools build partnerships with community providers to contribute to a holistic approach for the children and families we serve.

The Thinking Classroom Project: Reimagining Education Conference Brings Educators and Stakeholders Together from Across the State

The conference, held in November 2023 and led by the Commission Early Learning Program, showcased the learning outcomes of a three-year collaboration with researchers from Harvard’s Graduate School of Education.

The attendees included pre-K through 12th grade teachers and administrators from public charter and DOE schools, the University of Hawai‘i (UH), policymakers, a former and current Governor, and early childhood faculty from UH Mānoa, UH Hilo Kahuawaiola, and Honolulu and Hawai‘i Community Colleges. Stakeholders gathered on the first Saturday in November to engage with participants of the Thinking Classrooms Hawai‘i project, a collaboration between researchers from Harvard’s Graduate School of Education and teachers and school leaders from Hawai‘i’s public charter schools focused on prioritizing thinking and understanding as the objective of education.

The project, a Charter School Early Learning Program initiative, inspires innovation across grade levels in charter schools. Thinking Classrooms Hawai‘i project coordinator Deanne Goya states, “This project aims to create a strong pre-K to grade 12 charter school community grounded in high-quality instruction and thinking practices while intentionally ensuring that these approaches reflect this place – our Hawai‘i. It is not enough to have strong pre-K programs. Children need strong instruction in pre-K and subsequent grade levels to continue succeeding and thriving in their educational journeys.”

According to the Hawai‘i Board of Education Policy E-700, Charter schools serve as “valuable components of and contributors to public education in Hawaii.” Charter Schools are tasked with implementing “innovative educational practices” and providing “high-quality public education for the students and communities they serve.” Commission Interim Executive Director PJ Foehr noted that “the charter school teachers engaged in this work are providing an alternative lens to look at how we engage our students in the process called school. Attendees are listening to what educators learned from their practice. No one story was the same. By incorporating

Thinking Classroom practices into their instructional tool belt, these teachers and school leaders were able to deepen their understanding of what their students are learning.” He added, “The biggest takeaway for me was hearing just how much every one of these presenters learned from their students by increasing the opportunity for individual voices to have a say in the learning taking place within the classroom.”



Figure 4 The Thinking Classroom Project: Reimagining Education Conference

Top photo: L-R Deanne Goya, Commission; Tina Blythe, Harvard Graduate School of Education; Governor Josh Green, M.D., Former Governor Neil Abercrombie; Mark Church, Consultant; and PJ Foehr, Commission

Bottom left photo: Anuheia Awo Chun, Mālama Honua Public Charter School

Bottom right photo: Caitlin Kryss, Commission; Leah Cornog, Wai‘alae Community Public Charter School; Billie Ko‘ohiki Napoleon, Mālama Honua Public Charter School; Kevin Eiker, Hawai‘i Technology Academy

Measuring the Quality of Teacher and Child Interactions

Classroom Assessment Scoring System or CLASS observations data is used for professional development and not for teacher evaluation (HRS §§302D-39(6)(A)). The CLASS data helps teachers to reflect on and improve their teacher-child interactions. In the graph below, the blue bars represent the CLASS aggregate data for the charter school early learning program in spring 2024. The gray bars represent national Head Start data for comparison since, as a program, they

have been using the CLASS instrument for many years. Upon comparison, the pre-K program in charter schools met or exceeded HS CLASS scores.

The early learning coaches, in collaboration with teaching teams, analyze the CLASS data and address areas of strength and challenge. This data was used in the coaching cycle to develop goals that capture powerful interactions and areas of growth. The Commission's Early Learning team also uses this data to inform topics for subsequent professional learning sessions. Kumu Pōmai shared about CLASS and the commission's approach to professional communities. "It's more than an assessment tool - we live it! Relationship building is a key component in the "mindset" of growth and learning. We all learn differently, and we have access to more ways of knowing when we learn together."



Figure 5 Kua o ka Lā New Century Public Charter School Teacher and Students

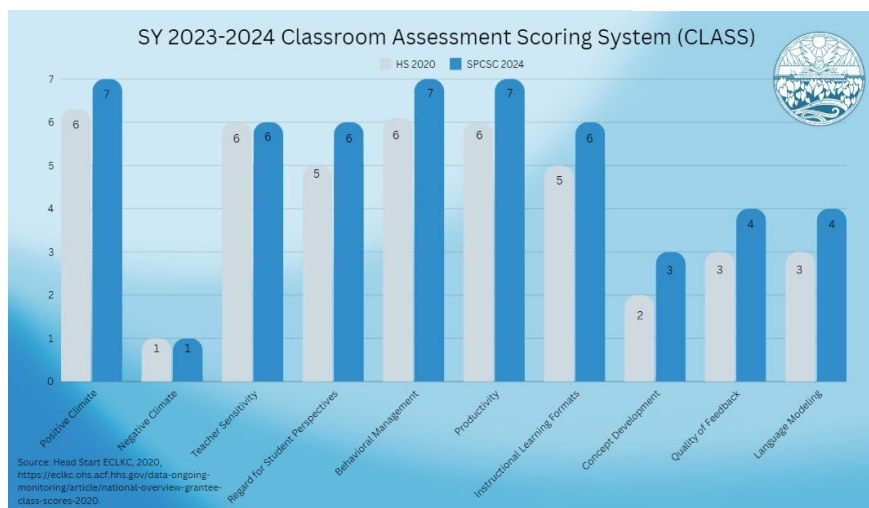


Figure 6 Aggregated CLASS Assessment Scores for School Year 2023-2024

Measuring the Quality of the Early Learning Environment

The Early Childhood Environment Rating Scale, Third Edition (ECERS-3), is a widely used comprehensive observational tool that measures the quality of the learning environment. ECERS-3 assesses the quality and content of the environmental furnishings and supplies while measuring the quality of teacher-child interactions to maximize the use and learning opportunities in the environment. Like CLASS, the ECERS-3 observation data are used for professional development and not for teacher evaluation (HRS §§302D-39(6)(B)). The gray bars represent data at the start of the year. The blue bands reflect scores at the end of the school year. In most areas, there is a slight gain. The early learning team will continue to focus on these areas to ensure that the learning environment supports high-quality learning experiences.

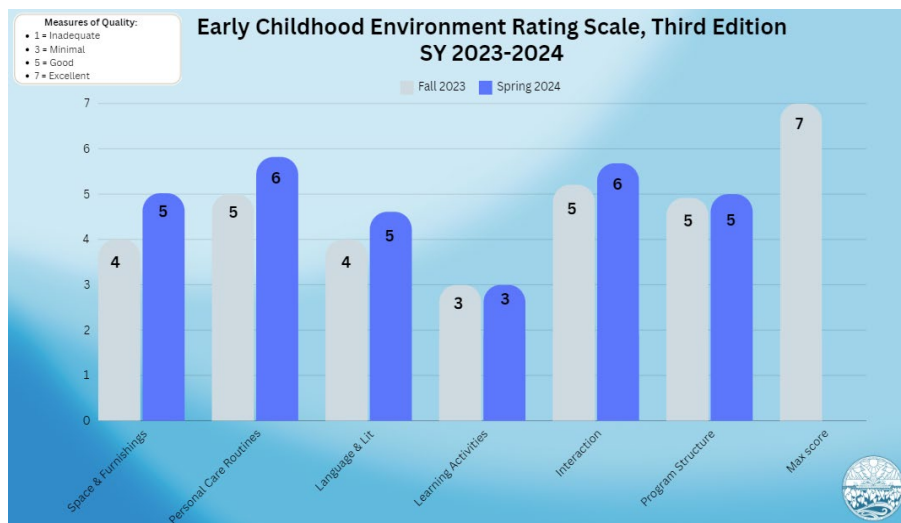


Figure 7 Aggregated ECERS-3 Scores for School Year 2023-2024

Charter School Early Learning Student Outcomes Data

The data below reflects the comparison of data or growth reports comparing the start of School Year 2023-2024 to its completion. The gray bars indicate the Fall 2023 student outcomes, as measured in the first assessment period. The data displayed by the blue bars are the student outcomes in Spring 2024 after the children have experienced nearly a full year of high-quality early learning opportunities.

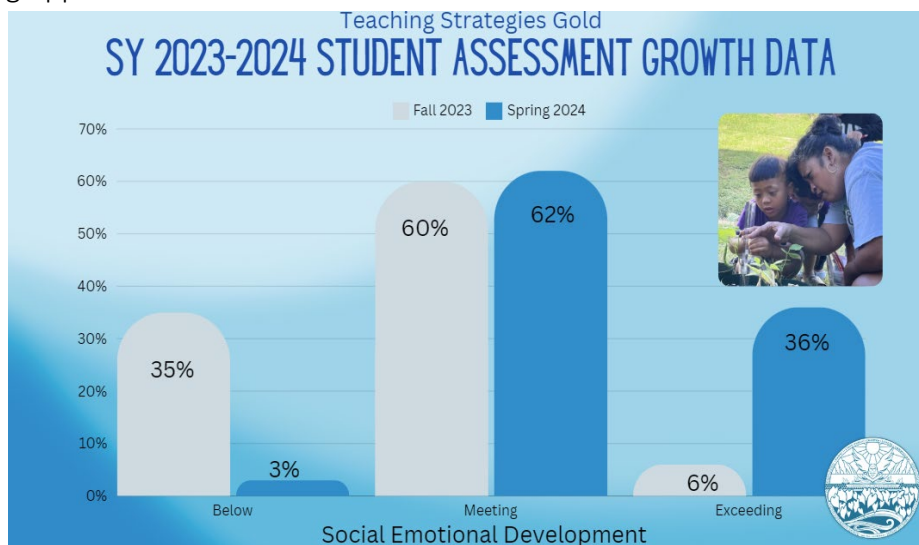


Figure 8 Teaching Strategies Gold – Aggregated Social Emotional Student Assessment Data for School Year 2023-2024

Social-emotional learning (SEL) is the child’s ability to regulate emotions and behaviors that foster a climate of care and cooperation. SEL is arguably the most important developmental skill – 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 concerning social-emotional development. In the Spring, after nearly a year of learning, students made gains, with 98% of the preschoolers meeting or exceeding their age level. This demonstrates that our teachers provided high-quality support, resulting 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, engage in storytelling, and sing chorally together. These routines help children build larger vocabularies and are tied closely to language development. Literacy development encourages emergent writing and inventive spelling skills. In early childhood, this is a critical milestone that leads to reading. Third-grade reading proficiency is considered a “make it or break it” benchmark (Shrier, 2013).

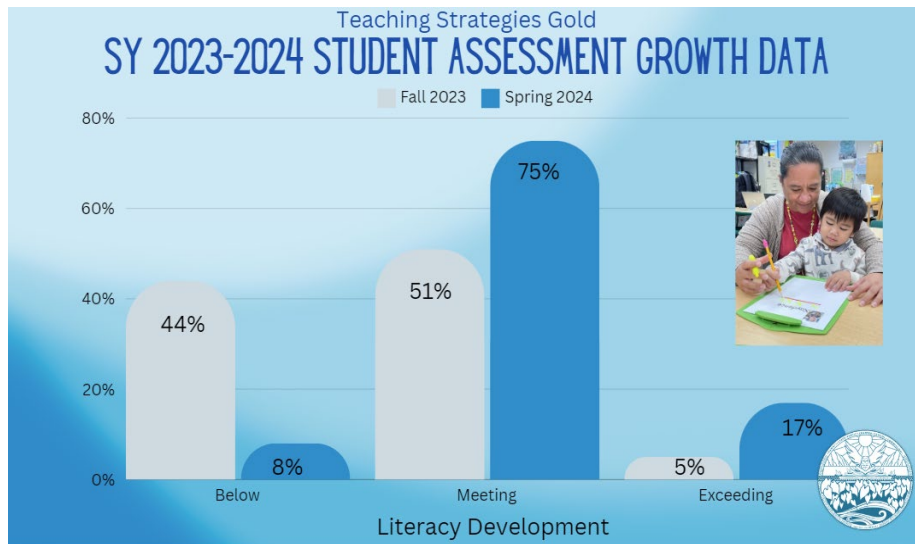


Figure 9 Teaching Strategies Gold – Aggregated Literacy Student Assessment Data for School Year 2023-2024

Literacy development was significant in the school year 2023-2024. At the start of the year, about half of the students were below age level. By the end of the year, nearly all students met or exceeded expectations.



Figure 10 Photo of Kua o ka Lā New Century Public Charter School pre-k students

Language development is the young child’s ability to understand and express the spoken language. Language development is essential since vocabulary development during the preschool years is related to later reading skills and school success in general (Hart & Risley, 2003). “Children with 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, about a third of the incoming students displayed language skills below age. By the year's close, 93% met or exceeded developmental expectations.

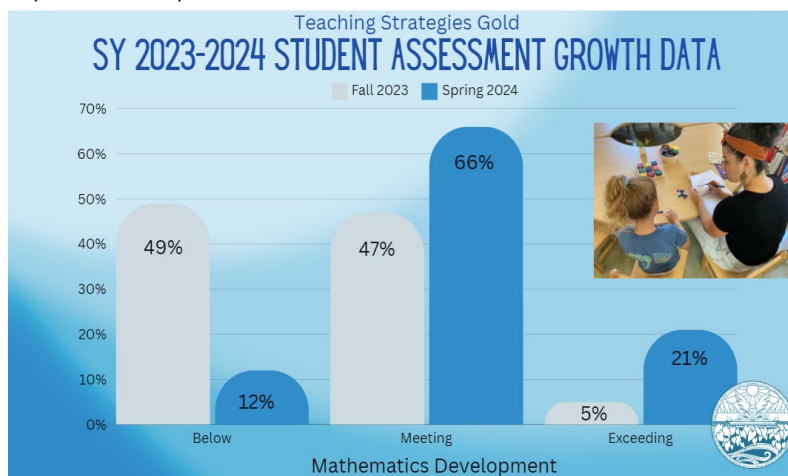


Figure 11 Teaching Strategies Gold – Aggregated Mathematics Student Assessment Data for School Year 2023-2024

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 2023-2024, in the charter school early learning program, growth in mathematics development was also significant. At the start of the year, about half of the

students demonstrated skills below age level. Targeted professional development for teaching teams resulted in a strong, focused, guided, playful approach toward students' mathematical learning. By the end of the school year, 66% of students were meeting and 21% were exceeding developmental levels. Overall, with targeted teacher professional development, supported by small group Hui learning opportunities and individualized coaching, strong student learning resulted from this strategic iterative approach.

Additional [Sources of Funding](#) for the Charter School Early Learning Program

All charter schools participating in the early learning program reported receiving only state funding. Schools reported that there are no other additional funding sources.

**Appendix I: Hawai‘i State Public Charter School Commission
Federal Programs Report for 2023-2024**

Federal Programs Annual Report

School Year 2023-2024

Introduction:

This report provides an overview of the collaborative efforts and achievements of our team in working together on the Federal Programs for the 2023-2024 school year. Our team's primary focus was on three main goals:

1. Expression of Identity
2. Building of Experiences
3. Demonstrating Outcomes

Throughout the year, we actively engaged with Title I schools, providing support, guidance, and resources to help them achieve these goals. In this report, we will highlight the progress made, challenges faced, and plans for the future in each of these areas.

Goal 1: Expression of Identity

Our primary objective was to ensure that all schools comprehensively express their unique identity through a professional culture focused on the success of their learners. We are proud to report that 66% of Title I schools have actively collaborated with us in achieving this goal. We have prioritized accountability and impact outcomes that centered around student growth, enabling challenges to be addressed more effectively.

Goal 2: Building of Experiences

Our second goal focused on providing dynamic, relevant, and meaningful curriculum and support systems to ensure student success and well-being. We are pleased to announce that 66% of Title I schools have actively participated in our efforts to achieve this goal. We set up celebrations of the work done so far. With schools working through a Peer Review Process, where peer review questions were utilized to give feedback on each innovative practice and Discussion and Reflection time was utilized to have interactive discussion with the audience to explore insights and lessons learned and an opportunity for presenters to reflect.

The quality of work and alignment between documents have been outstanding, and we are confident that our focus on inquiry-based approaches will drive sustainable growth and improvement.

Goal 3: Demonstrating Outcomes

The objective of this goal was to ensure schools use data systematically to demonstrate continuous improvement. We are delighted that 66% of Title I schools have actively collaborated with us to achieve this goal. Schools involved in the Accountability Plus model - Scorecard Professional Development that provided an opportunity for reflection, promoted schools to align vision, mission, and goals strategically. There were many lessons learned throughout the process:

- By engaging with different success metrics, schools had to rethink their approach and focus on both quantitative and qualitative data collection.
- It validated the work already being done, emphasizing areas that hadn't been previously measured (like community engagement) and highlighting the need to track successes more effectively.
- The process empowered the schools to shift from a focus on negative data to recognizing and advocating for the positive efforts made by the school.
- Collaboration across schools through initiatives like the Scorecard Institutes increased engagement and helped break down silos, fostering a stronger sense of shared vision.

Conclusion

By the end of the 2023-2024 school year, our goal is for 85% of schools to have relevant data and systems in place that inform and enhance their vision and mission. We are proud of the progress made thus far, with 66% of Title I schools actively working towards each goal. Despite the challenges encountered, we are confident that the continuous efforts and collaboration between CSI Schools and the participating schools will result in a significant positive impact on the success of learners and the overall improvement of our educational community. Moving forward, our focus will be on formulating Objectives and Key Results (OKRs) for the upcoming three-year cycle.

Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) programs Annual Report

Introduction:

We are pleased to present the annual report for the Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) programs. These initiatives, mandated under the Every Student Succeeds Act (ESSA), aim to provide continued support for school improvement and ensure equitable and quality education for all learners. This report highlights the progress made in implementing rigorous interventions, aligning with the shared purpose of fostering student success and accountability.

Core Assumptions:

Our work is grounded in the belief that equity and quality education for every learner starts with a clear moral purpose. By providing standards for discourse and fostering productive engagement, we hold schools and students accountable to the learning community, accurate knowledge, and rigorous thinking.

Foundational Space:

We have established a foundational space where thoughts are defined, organized, and valued. Through inspiring spaces that encourage changing thoughts, we build and plan for transformative change. This includes creating and monitoring 100-day plans, engaging in professional development, and aligning actions with the school's vision and mission.

Leadership and Governance:

We prioritize effective leadership that charts a course focused on learning, ensuring alignment with the school's vision and mission. Our approach to governance is to emphasize viewing evidence of learning, while meaningful and effective instruction remains at the core of student success. Embracing accountability, we address challenges and root causes through an inquiry-based approach, creating a learning construct that fosters exploration and transformative change.

100-Day Plans and Accountability:

Our schools have successfully developed and implemented 100-day plans aligned with their visions and missions. These plans address key areas of focus, including organizational, evaluative, and instructional shifts. Content and curriculum changes, as well as improvements in student, family, teacher, and content relationships, have been emphasized. These plans contribute to constructing an accountability and impact plan that promotes best practices and success, particularly in improving the achievement of low-performing students in math and language arts.

Professional Development and Data Systems:

Professional development has been highly successful, with schools now equipped with scorecards to measure mission-aligned outcomes and baseline data. Schools have also embraced the spiral inquiry process, developing systems to collect, gather, hold, and present local, leading, and relevant data. A strong cohort of schools will be involved in further developing the Accountability Plus model. Additionally, we are in the process of creating standardized data dashboards for each school, enhancing our ability to measure the positive impacts of community partnerships and practitioner-led initiatives on student outcomes.

Moving Forward:

As we move forward, our focus will be on continuous development and enhancement of our work. We will emphasize gaining insights from the evidence collected, demonstrating research models, and measuring the positive impacts of community partnerships and practitioner-led initiatives on student outcomes. By maintaining a collaborative approach and leveraging data-informed decision-making, we aim to ensure continuous improvement and provide the best educational experiences for all students.

Conclusion:

In conclusion, the CSI/TSI programs have made significant progress in supporting school improvement efforts and fostering student success. Through rigorous interventions, strategic planning, professional development, and data-informed decision-making, we have created a foundation for transformative change. We remain committed to our shared purpose of providing equitable and quality education for all learners and look forward to further advancing our initiatives in the years to come.

Technical Support for Title 1 Schools Annual Report

School Year 2023-2024 Kick Off/Close Out

Summary:

The annual meeting held on August 16, 2023, provided an overview of the purpose of Title I and highlighted areas of emphasis for the current school year. These areas were identified by the Federal Programs Team (FPT) as areas of need or emphasized by the HIDOE School Transformation Branch based on federal communications.

All 24 Title I Charter Schools were invited to attend this year's meeting. In addition to discussing the fiscal, academic, and organizational requirements of the Title I grant, the FPT emphasized the importance of aligning contracts with vendors, consultants, etc., funded by Title I. The meeting also stressed the significance of aligning the required funding documents, including the Comprehensive Needs Assessment (CNA), Comprehensive Academic Plan (CAP), and Fiscal Requirements Form (FRF). Schools were informed about the opportunity to engage with FPT in using the spiral inquiry methodology to complete their CNAs for the SY23-24 to 25-26 school improvement cycle.

Comprehensive Needs Assessment (CNA) Support Sessions

Summary:

In April 2024, the SPCSC Federal Programs Team (FPT) provided information and technical support regarding end-of-the-year tasks for SY23-24, specifically focusing on the required Title I documents for funding: CNA, CAP, FRF, and Addendum.

The schools were informed of the HIDOE's deadline of May, 2024, to upload the four documents to the Title I Next platform. Schools requiring an extension were instructed to submit their requests to the HIDOE School Transformation Branch (STB).

Furthermore, all Title I schools received technical support and guidance to effectively and efficiently complete the required documents. The FPT also shared best practices regarding document alignment and fiscal practices.

Title II Annual Report

Introduction:

Title II is a program aimed at increasing student achievement, improving the quality of educators, and providing equitable access to effective teachers and leaders for low-income and minority students. This report highlights the key initiatives undertaken during the reporting period to achieve these objectives.

Funding and Focus Areas:

Under Title II, funding is allocated to support two crucial aspects: ensuring high-qualified teachers and providing funding for professional development. This year, we revamped the Title II forms to consolidate the requirements and streamline the application process, bringing both aspects together in one cohesive document. This improvement facilitated schools in accessing the necessary resources to enhance teacher quality and effectiveness.

Risk Assessment:

During this reporting period, we assessed the risk level of schools participating in the Title II program. We are pleased to report that 75% of the schools were classified as low to moderate risk. This indicates that the majority of schools are effectively utilizing the allocated funds and implementing strategies to improve student achievement and educator quality.

Challenges:

While we have observed overall positive engagement, we did encounter some challenges. Some schools did not apply for funds due to concerns over the allocated amount or a lack of clarity in

identifying their specific professional development needs. We recognize the importance of addressing these challenges to ensure equitable access to resources and support for all schools.

Future Plans:

To address the challenges identified, we are actively working on updating the forms to streamline the process for schools, making access to funds more efficient and transparent. Additionally, we are focusing on complex area initiatives centered around Mathematics Professional Development. These initiatives aim to enhance teacher proficiency in mathematics instruction, ultimately leading to improved student outcomes.

Conclusion:

As we move forward, we remain committed to the goals of Title II: increasing student achievement, improving educator quality, and promoting equitable access to effective teachers and leaders. We are confident that our efforts, coupled with the collaboration and dedication of school leads, will continue to drive positive outcomes for students and educators alike. We will continue to refine our processes, provide support, and facilitate professional development opportunities to ensure the success of the Title II program.

Title III Annual Report

Introduction:

As Title III is a program dedicated to supporting English learners (ELs) in attaining English proficiency and achieving academic success, this report highlights the initiatives undertaken during the reporting period to fulfill the program's objectives and provide guidance to state, district, and school personnel.

Guidance and Resources:

Throughout the year, we conducted quarterly information meetings to provide essential guidance to educators. These meetings focused on equipping state, district, and school personnel with the necessary information and resources to effectively serve ELs. The guidance covered various areas, including the appropriate use of Title III funds to support ELs, designing and delivering language instruction educational programs, engaging families, parents, and communities, and addressing the unique needs of distinct EL populations such as early learners, former ELs, immigrant students, and ELs with disabilities. Additionally, we provided clarifications on the rights of ELs under federal civil rights law and compiled a list of publications and resources for administrators and educators working with ELs.

Data and Risk Assessment:

In our commitment to program evaluation and continuous improvement, we recognize the importance of data analysis. This year, we focused on creating a comprehensive risk assessment to identify areas that require additional support or attention. By analyzing data related to ELs' progress, program effectiveness, and resource allocation, we will be better equipped to address any potential challenges and maximize the impact of Title III initiatives.

Challenges:

Throughout the reporting period, we encountered specific challenges related to Sheltered Instruction Qualification (SIQ) and questions surrounding native Hawaiian language instruction. These challenges underscore the importance of ongoing collaboration and open dialogue between the Department of Education (DOE) and schools to address emerging issues and provide clearer guidance to ensure the effective implementation of language instruction programs.

Future Plans:

Moving forward, we are committed to developing a clearer guidance role between the DOE and schools. This will involve enhancing communication channels, fostering collaboration, and providing comprehensive guidelines that address emerging challenges. Additionally, we will continue to refine our risk assessment methodology to ensure that our efforts align with the needs of ELs and the schools serving them effectively.

Conclusion:

In conclusion, the Title III program has made significant strides in supporting English learners, facilitating language acquisition, and promoting academic achievement. The guidance and resources provided throughout the year have equipped educators with the tools necessary to provide effective instructional programs for ELs. We remain dedicated to continuous improvement, fostering collaboration, and addressing challenges proactively to ensure that all ELs receive the support they need to thrive academically.

Title IV Annual Report

Overview:

We are currently in the second year of the Title IV program, a three-year initiative focused on promoting well-rounded education, ensuring safe and healthy students, and facilitating the effective use of technology. In this report, we highlight the progress and challenges encountered by the nine schools that have been awarded funds for their projects in these areas.

School Progress:

Each school has provided a comprehensive semester report, outlining the outcomes achieved, challenges faced, and the next steps for their projects. We commend the schools for their dedication and efforts in implementing their initiatives. However, one challenge that emerged was related to schools uploading sufficient and relevant documents in a timely fashion. To address this issue, we have implemented strategies to improve the document submission process and ensure timely reporting in the future.

Risk Assessment:

Out of the nine schools participating in the Title IV program, we have identified that 66% fall under the low to moderate risk category. This indicates that the majority of schools are effectively managing their projects and are on track to achieve the desired outcomes. We appreciate the commitment of these schools to adhere to program guidelines and regulations.

Future Plans:

Looking ahead, we recognize the need to build capacity among the schools in collecting evidence that demonstrates student progress and agency aligned with mission-aligned outcomes. To address this need, we have developed professional development programs scheduled for the coming year. These programs will equip school staff with the necessary skills to effectively evaluate student progress and determine appropriate next steps for continuous improvement.

Conclusion:

As we progress into the final year of the Title IV program, we are confident in the positive impact it will continue to have on the participating schools. The dedication and commitment demonstrated by the nine schools have laid a strong foundation for achieving the program's objectives of promoting well-rounded education, ensuring the safety and health of students, and leveraging technology effectively. We remain committed to providing ongoing support and guidance to help schools overcome challenges and maximize the outcomes of their Title IV projects.

**Appendix J: Hawai‘i State Public Charter School Commission
Annual Audit Report for Fiscal Year 2023-2024**

**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, 2024
(With Prior Year Comparative Information)**



**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)**

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(With Prior Year Comparative Information)**

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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, 2024

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, 2024. 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 \$432,126 in FY 2023-24.
- The Commission, as a pass-through entity, transferred \$174,130,973 to charter schools comprised of state and federal funding in FY 2023-24, an increase of approximately 29% over FY 2022-23.
- The Commission provided to all 37 charter schools \$20,548,390 in FY 2023-24 from Impact Aid funds and \$5,858,659 in FY 2023-24 from the Elementary and Secondary School Emergency Relief (ESSER) Fund 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 2023-24, 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 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.

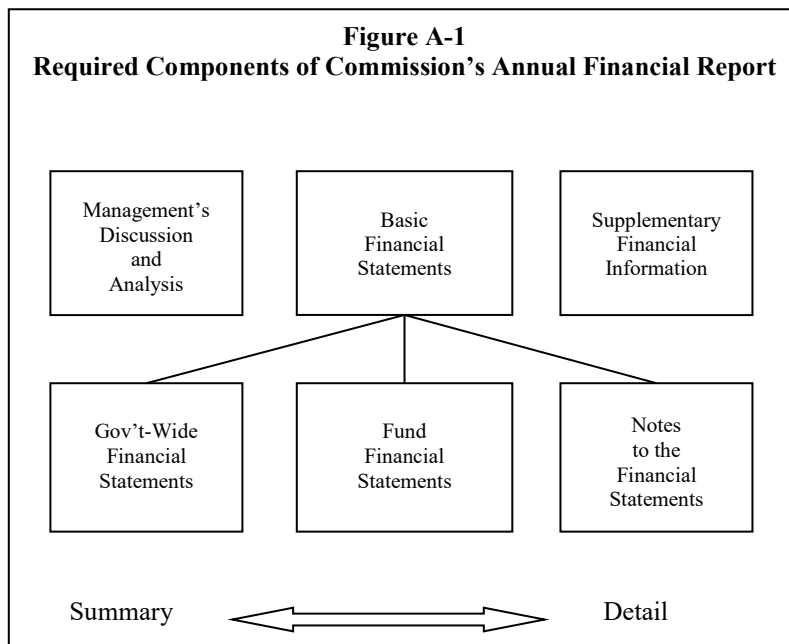
**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)**

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2024

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 federal expenditures of the Commission. 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, 2024

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 they 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, 2024

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 two government-wide statements report the Commission's net position and how 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 below 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, 2024

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, School Improvement Grant, ESSER and Other Federal Programs.

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE

Net Position: The Commission's net position increased between the fiscal years ended June 30, 2023 and June 30, 2024 from \$642,757 to \$1,074,883 (See Table A-1).

Table A-1: Commission's Summary Comparative Statement of Net Position

| | <u>2024</u> | <u>2023</u> | <u>Percentage Change 2023-2024</u> |
|------------------------------------|----------------------|----------------------|--|
| ASSETS | | | |
| Current assets | \$ 24,212,521 | \$ 19,402,637 | 25% |
| Capital assets, net | <u>693,147</u> | <u>799,741</u> | -13% |
| Total Assets | <u>\$ 24,905,668</u> | <u>\$ 20,202,378</u> | 23% |
| LIABILITIES | | | |
| Current liabilities | \$ 23,249,829 | \$ 18,871,611 | 23% |
| Non-Current liabilities | <u>580,956</u> | <u>688,010</u> | -16% |
| Total Liabilities | <u>23,830,785</u> | <u>19,559,621</u> | 22% |
| NET POSITION | | | |
| Invested in capital assets | 693,147 | 799,741 | -13% |
| Unrestricted position | <u>381,736</u> | <u>(156,984)</u> | -343% |
| Total net position | <u>1,074,883</u> | <u>642,757</u> | 67% |
| Total liabilities and net position | <u>\$ 24,905,668</u> | <u>\$ 20,202,378</u> | 23% |

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.

Changes in Net Position: The changes in the Commission's net position increased between the years ended June 30, 2023 and June 30, 2024 from a decrease in net position of \$87,151 to an increase in net position of \$432,126 (See Table A-2).

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)**

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2024

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

Table A-2: Changes in the Commission's Net Position

| | <u>2024</u> | <u>2023</u> | <u>Percentage Change 2023-2024</u> |
|---|----------------------|----------------------|--|
| Revenues | | | |
| State Commission funding | \$ 1,798,919 | \$ 1,829,706 | -2% |
| Federal grants | 1,450,386 | 1,304,124 | 11% |
| Other income | 343,926 | 86,343 | 298% |
| Total revenues | <u>3,593,231</u> | <u>3,220,173</u> | 12% |
| Expenses | | | |
| Payroll and related expenses | 2,102,587 | 1,977,410 | 6% |
| Professional services | 584,478 | 504,035 | 16% |
| Bad debt | - | 399,951 | 0% |
| Travel | 126,208 | 124,617 | - |
| Amortization of lease assets | 112,002 | 112,003 | 0% |
| Meeting refreshments and meals | 49,045 | 21,595 | 127% |
| Professional development | 37,112 | 54,780 | -32% |
| Rental | 24,787 | 9,670 | 156% |
| Interest on lease liabilities | 21,391 | 22,146 | -3% |
| Utilities | 21,333 | 11,452 | 86% |
| Supplies | 19,230 | 6,128 | 214% |
| Depreciation of capital assets | 14,062 | 20,859 | -33% |
| Repairs and maintenance | 10,953 | 10,265 | 7% |
| Telecommunications | 10,288 | 7,609 | 35% |
| Parking | 8,824 | 8,659 | 2% |
| Dues and subscriptions | 8,471 | 7,646 | 11% |
| Service fees and miscellaneous expenses | 7,695 | 7,774 | -1% |
| Equipment purchases | 2,569 | - | 100% |
| Postage | 70 | 725 | -90% |
| Total expenses | <u>3,161,105</u> | <u>3,307,324</u> | -4% |
| Transfers | | | |
| Transfers in | 174,130,973 | 134,631,786 | 29% |
| Transfers out | <u>(174,130,973)</u> | <u>(134,631,786)</u> | -29% |
| Total transfers | - | - | |
| Change in net position | 432,126 | (87,151) | -596% |
| Net position – beginning of year | <u>642,757</u> | <u>729,908</u> | 12% |
| Net position – end of year | <u>\$ 1,074,883</u> | <u>\$ 642,757</u> | 67% |

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, 2024

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

In the fiscal year ended June 30, 2024, the Commission's total revenues increased by 12% to \$3,593,231, compared to total revenues of \$3,220,173 in the fiscal year ended June 30, 2023. State funding continues to be a significant source of funds for charter schools, as provided by statute and appropriated by the State Legislature. In fiscal years ended June 30, 2024 and 2023, federal revenues amounted to 40% of total revenues for the Commission, or \$1,450,386 and \$1,304,124, respectively.

In the fiscal year ended June 30, 2024, funding provided to administer the Commission decreased by 2% or by \$30,787 and other income increased by 298% or by \$257,583 due to funding changes from the State Department of Education.

In the fiscal year ended June 30, 2024, the total cost of all programs and services provided by the Commission decreased by 4% or by \$146,219. 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, 2024 include:

- Professional services expense increased 16% or \$80,443 due to the hiring of a nonprofit executive search firm for recruitment and placement of a new executive director in 2024. Cost of the contracted services amounted to approximately \$77,000.
- Meeting refreshments and meals increased 127% or \$27,450 due to a large conference for the Pre-K program being held by the Commission in the current year.
- Professional development expense decreased 32% or \$17,668 due to not having a current year evaluation with the National Association of Charter School Authorizers.
- Rental expense increased 156% or \$15,117 due to the cost of audio and visual setup, technology support, as well as the convention center rental fee for the Pre-K program conference.
- Supplies costs increased 214% or \$13,102 due to an increase in purchases of books and materials for charter schools and the Commission.
- Bad debt expenses decreased \$399,951 due to not having write-offs of uncollectible reimbursements of federal and state funds disbursed to schools in the current year.

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)**

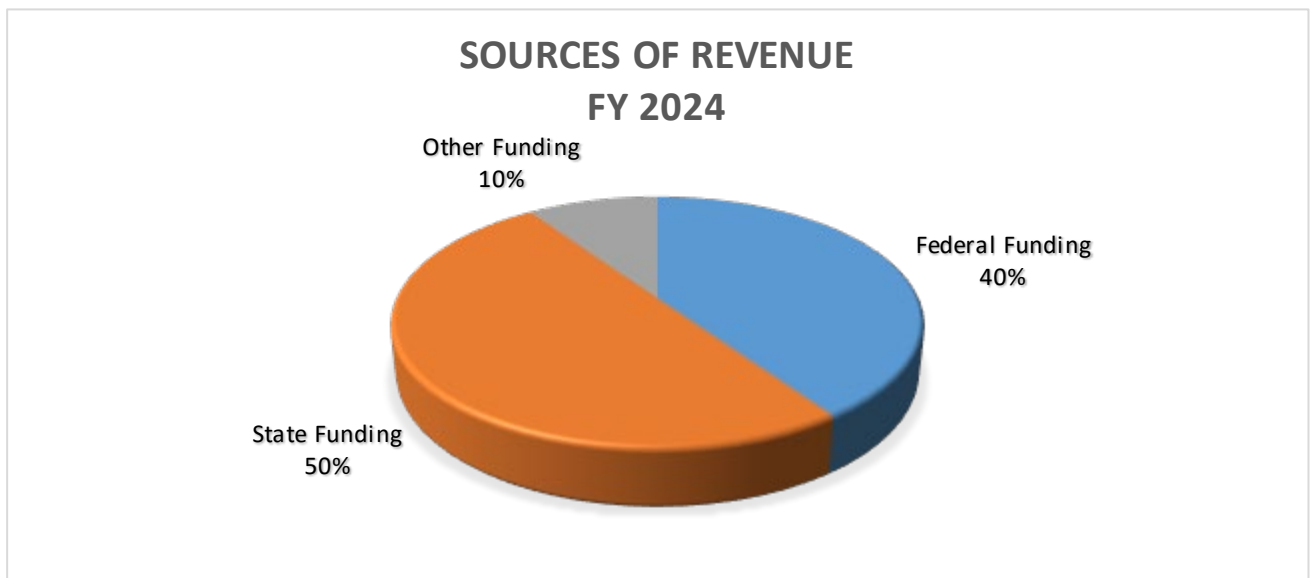
MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2024

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

The narrative that follows considers the operations of the Commission's governmental activities (Figure-1).

Figure-1



Governmental activities

The cost of all governmental activities of the Commission for the fiscal year ended June 30, 2024 was \$3,109,394, a decrease of 5% or \$177,545, compared to \$3,286,939 for the fiscal year ended June 30, 2023.

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 fiscal years ended June 30, 2024 and 2023, 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 \$1,435,102, an increase of \$483,837 from the prior fiscal year of \$951,265.

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)**

MANAGEMENT’S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2024

CAPITAL ASSET 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, 2024, the Commission made purchases of \$19,470 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 at June 30, 2024 and 2023. The accumulated amortization and total lease liabilities related to the building lease amounted to \$336,009 and \$688,008 at June 30, 2024, respectively. The accumulated amortization and total lease liabilities related to the building lease amounted to \$224,007 and \$789,008 at June 30, 2023, respectively.

ECONOMIC FACTORS AND NEXT YEAR’S BUDGET AND RATES

The enrollment count date for charter schools is October 15. Enrollment among the charter schools grew by approximately 4% in the 2023-24 school year to 12,657 compared to 12,158 in the 2022-23 school year.

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 SPCSC Fiscal Services team at 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, 2024, 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, 2024, 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.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP, and for 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.

Responsibilities 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 one year after the date that the financial statements are issued.

Auditor's Responsibilities 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 11 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board (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 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.

Report on Prior Year Summarized Comparative Information

We have previously audited the Commission's financial statements as of and for the year ended June 30, 2023, and we expressed an unmodified audit opinion on those audited financial statements in our report dated November 14, 2023. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2023 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 14, 2024, 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 grant 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
November 14, 2024



STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

STATEMENT OF NET POSITION – GOVERNMENTAL ACTIVITIES

As of June 30, 2024
(With Prior Year Comparative Information)

| | <u>2024</u> | <u>2023</u> |
|---|---------------------|-------------------|
| Current assets | | |
| Cash and cash equivalents | \$ 16,229,777 | \$ 12,596,767 |
| Accounts receivable – net | 91,439 | 33,682 |
| Pass through receivable from State | 7,224,997 | 6,234,682 |
| Funds held for others | 648,238 | 519,436 |
| Prepaid expenses | 18,070 | 18,070 |
| Total current assets | <u>24,212,521</u> | <u>19,402,637</u> |
| Capital assets, net | <u>693,147</u> | <u>799,741</u> |
| Total assets | <u>24,905,668</u> | <u>20,202,378</u> |
| Current liabilities | | |
| Accounts payable | 745,467 | 574,394 |
| Unearned revenue | 13,592,455 | 11,369,834 |
| Pass through payable to charter schools | 6,578,023 | 5,151,052 |
| Pass through payable to State | 1,209,864 | 833,054 |
| Liability for funds held for others | 648,238 | 519,436 |
| Accrued leave earnings | 365,358 | 319,241 |
| Accrued liabilities | 3,372 | 3,602 |
| Lease liability – current | 107,052 | 100,998 |
| Total current liabilities | <u>23,249,829</u> | <u>18,871,611</u> |
| LEASE LIABILITY – Noncurrent | <u>580,956</u> | <u>688,010</u> |
| TOTAL LIABILITIES | <u>23,830,785</u> | <u>19,559,621</u> |
| Net position | | |
| Invested in capital assets | 693,147 | 799,741 |
| Unrestricted position | <u>381,736</u> | <u>(156,984)</u> |
| Total net position | <u>\$ 1,074,883</u> | <u>\$ 642,757</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, 2024
(With Prior Year Comparative Information)**

| <u>Functions/Programs</u> | 2024 | | | 2023 | | |
|-------------------------------------|-----------------------|----------------------------------|--|-----------------------|----------------------------------|--|
| | <u>Expenses</u> | <u>Operating Grants Revenues</u> | <u>Net (Expenses) Revenues and Changes in Net Position</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 | \$ 1,710,719 | \$ - | \$(1,710,719) | \$ 2,003,200 | \$ - | \$ (2,003,200) |
| Instructional enhancement | <u>139,160,887</u> | <u>139,160,887</u> | <u>-</u> | <u>116,119,620</u> | <u>116,119,620</u> | <u>-</u> |
| Total governmental activities | <u>\$ 140,871,606</u> | <u>\$ 139,160,887</u> | <u>(1,710,719)</u> | <u>\$ 118,122,820</u> | <u>\$ 116,119,620</u> | <u>(2,003,200)</u> |
| General revenues | | | | | | |
| State Commission funding | | | 1,798,919 | | | 1,829,706 |
| Other income | | | <u>343,926</u> | | | <u>86,343</u> |
| Change in net position | | | 432,126 | | | (87,151) |
| Net position – beginning of year | | | <u>642,757</u> | | | <u>729,908</u> |
| Net position – end of year | | | <u>\$ 1,074,883</u> | | | <u>\$ 642,757</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, 2024
(With Prior Year Comparative Information)**

| | <u>General</u> | Restricted <u>Funds</u> | <u>Total</u> | |
|---|---------------------------|-----------------------------|-----------------------------|-----------------------------|
| | | | <u>2024</u> | <u>2023</u> |
| ASSETS | | | | |
| Cash | | | | |
| Cash and cash equivalents | \$2,637,124 | \$ 13,592,455 | \$ 16,229,579 | \$ 12,596,524 |
| Funds held for others | - | 648,238 | 648,238 | 519,436 |
| Petty cash | 198 | - | 198 | 243 |
| Total cash | <u>2,637,322</u> | <u>14,240,693</u> | <u>16,878,015</u> | <u>13,116,203</u> |
| Accounts receivable – net | 91,439 | - | 91,439 | 33,682 |
| Pass through receivable from State | 7,224,997 | - | 7,224,997 | 6,234,682 |
| Prepaid expenses | <u>18,070</u> | <u>-</u> | <u>18,070</u> | <u>18,070</u> |
| TOTAL ASSETS | <u><u>\$9,971,828</u></u> | <u><u>\$ 14,240,693</u></u> | <u><u>\$ 24,212,521</u></u> | <u><u>\$ 19,402,637</u></u> |
| LIABILITIES | | | | |
| Accounts payable | \$ 745,467 | \$ - | \$ 745,467 | \$ 574,394 |
| Unearned revenue | - | 13,592,455 | 13,592,455 | 11,369,834 |
| Pass through payable to charter schools | 6,578,023 | - | 6,578,023 | 5,151,052 |
| Pass through payable to State | 1,209,864 | - | 1,209,864 | 833,054 |
| Liability for funds held for others | - | 648,238 | 648,238 | 519,436 |
| Accrued liabilities | 3,372 | - | 3,372 | 3,602 |
| Total liabilities | <u>8,536,726</u> | <u>14,240,693</u> | <u>22,777,419</u> | <u>18,451,372</u> |
| FUND BALANCE | | | | |
| Unassigned | <u>1,435,102</u> | <u>-</u> | <u>1,435,102</u> | <u>951,265</u> |
| Total fund balance | <u>1,435,102</u> | <u>-</u> | <u>1,435,102</u> | <u>951,265</u> |
| TOTAL LIABILITIES AND FUND BALANCE | <u><u>\$9,971,828</u></u> | <u><u>\$ 14,240,693</u></u> | <u><u>\$ 24,212,521</u></u> | <u><u>\$ 19,402,637</u></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, 2024

| | |
|--|---------------------|
| Total fund balance – governmental funds | \$ 1,435,102 |
| Amounts reported for governmental activities that are different in the Statement of Net Position due to | |
| Capital assets, net of accumulated depreciation and amortization, used in governmental activities are not financial resources, and therefore, not reported in the governmental funds | 693,147 |
| Lease liabilities are not due and payable in the current period and, therefore, not reported in the governmental funds | (688,008) |
| Accrued leave earnings are not reported in the governmental funds | <u>(365,358)</u> |
| Total net position – governmental activities | <u>\$ 1,074,883</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, 2024
(With Prior Year Comparative Information)**

| | Restricted Funds | | | | | | | | | | 2024 | 2023 |
|---|------------------|----------------|----------|---------------|--------------|----------------|------------|-----------|----------|---------------|------------------|------------------|
| | General | Title I | Title II | Title III | Title IV | PreK Grant | Impact Aid | ESSER III | SPED | Other | | |
| REVENUES | | | | | | | | | | | | |
| State Commission funding | \$ 1,798,919 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,798,919 | \$ 1,829,706 |
| Federal grants | - | 719,262 | - | 62,076 | 8,104 | 642,855 | - | - | - | 18,089 | 1,450,386 | 1,304,124 |
| Other income | 343,926 | - | - | - | - | - | - | - | - | - | 343,926 | 86,343 |
| Total revenues | 2,142,845 | 719,262 | - | 62,076 | 8,104 | 642,855 | - | - | - | 18,089 | 3,593,231 | 3,220,173 |
| EXPENDITURES | | | | | | | | | | | | |
| Payroll and related expenses | 1,258,987 | 279,539 | - | - | - | 499,855 | - | - | - | 18,089 | 2,056,470 | 1,963,699 |
| Professional services | 120,174 | 398,000 | - | 60,000 | - | 6,304 | - | - | - | - | 584,478 | 504,035 |
| Travel | 58,607 | 5,641 | - | - | - | 61,960 | - | - | - | - | 126,208 | 124,617 |
| Capital outlay for lease assets | 122,390 | - | - | - | - | - | - | - | - | - | 122,390 | 119,365 |
| Meeting refreshments and meals | 930 | 6,771 | - | - | 7,509 | 33,835 | - | - | - | - | 49,045 | 21,595 |
| Professional development | 12,775 | 16,873 | - | - | 595 | 6,869 | - | - | - | - | 37,112 | 54,780 |
| Rental | 1,774 | 3,663 | - | 2,076 | - | 17,274 | - | - | - | - | 24,787 | 9,670 |
| Utilities | 21,333 | - | - | - | - | - | - | - | - | - | 21,333 | 11,452 |
| Interest on lease liabilities | 21,163 | - | - | - | - | - | - | - | - | - | 21,163 | 23,945 |
| Supplies | 1,965 | 5,683 | - | - | - | 9,890 | - | - | - | - | 17,538 | 11,152 |
| Repairs and maintenance | 10,953 | - | - | - | - | - | - | - | - | - | 10,953 | 10,265 |
| Telecommunications | 5,889 | 1,533 | - | - | - | 2,866 | - | - | - | - | 10,288 | 7,609 |
| Parking | 8,136 | - | - | - | - | 688 | - | - | - | - | 8,824 | 8,659 |
| Dues and subscriptions | 5,884 | 1,526 | - | - | - | 1,061 | - | - | - | - | 8,471 | 7,646 |
| Service fees and miscellaneous expenses | 5,420 | 22 | - | - | - | 2,253 | - | - | - | - | 7,695 | 7,774 |
| Computer | 2,569 | - | - | - | - | - | - | - | - | - | 2,569 | - |
| Postage | 59 | 11 | - | - | - | - | - | - | - | - | 70 | 725 |
| Bad debt | - | - | - | - | - | - | - | - | - | - | - | 399,951 |
| Total expenditures | 1,659,008 | 719,262 | - | 62,076 | 8,104 | 642,855 | - | - | - | 18,089 | 3,109,394 | 3,286,939 |

(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, 2024
(With Prior Year Comparative Information)**

| | Restricted Funds | | | | | | | | | | 2024 | 2023 |
|--------------------------------------|------------------|-------------|-----------|-----------|-----------|-------------|--------------|-------------|-------------|-------------|---------------|---------------|
| | General | Title I | Title II | Title III | Title IV | Pre-K | Impact Aid | ESSER III | SPED | Other | | |
| CHANGE IN NET POSITION | \$ 483,837 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 483,837 | \$ (66,766) |
| OTHER FINANCING SOURCES (USES) | | | | | | | | | | | | |
| Transfers in | 132,865,008 | 4,053,123 | 115,019 | 4,193 | 387,396 | 2,632,588 | 20,776,027 | 5,858,660 | 1,189,667 | 6,249,292 | 174,130,973 | 134,631,786 |
| Transfers out | (132,865,008) | (4,053,123) | (115,019) | (4,193) | (387,396) | (2,632,588) | (20,776,027) | (5,858,660) | (1,189,667) | (6,249,292) | (174,130,973) | (134,631,786) |
| Total other financing sources (uses) | - | - | - | - | - | - | - | - | - | - | - | - |
| NET CHANGE IN FUND BALANCE | 483,837 | - | - | - | - | - | - | - | - | - | 483,837 | (66,766) |
| FUND BALANCE, BEGINNING OF YEAR | 951,265 | - | - | - | - | - | - | - | - | - | 951,265 | 1,018,031 |
| FUND BALANCE, END OF YEAR | \$ 1,435,102 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,435,102 | \$ 951,265 |

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, 2024

| | | |
|--|------------------|------------------|
| Total net change in fund balance – governmental funds | | \$483,837 |
| Amounts reported for governmental activities that are different in the Statement of Activities due to | | |
| Governmental funds report capital asset outlays (disposals) as expenditures | | |
| Capital asset outlays recorded in the current period | \$ 19,470 | |
| Depreciation expense | <u>(14,062)</u> | 5,408 |
| Governmental funds report lease asset outlays (disposals) as expenditures | | |
| Amortization expense | <u>(112,002)</u> | (112,002) |
| Decreases in lease liabilities provide current financial resources to governmental funds | | 101,000 |
| 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>(46,117)</u> |
| Change in net position of governmental activities | | <u>\$432,126</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, 2024
(With Prior Year Comparative Information)**

| | <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>ESSER</u> | <u>Other</u> | <u>Total All Funds 2024</u> | <u>Total All Funds 2023</u> |
|--|---------------------|--------------------|-----------------|------------------|-----------------|-------------------|---------------------|---------------------------------|--------------|-------------------|-----------------------------|-----------------------------|
| RECONCILIATION OF CHANGE IN NET POSITION TO | | | | | | | | | | | | |
| NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES | | | | | | | | | | | | |
| Change in net position | \$ 432,126 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 432,126 | \$ (87,151) |
| Adjustments to reconcile change in net position to net cash provided by (used in) operating activities | | | | | | | | | | | | |
| Depreciation of capital assets | 14,062 | - | - | - | - | - | - | - | - | - | 14,062 | 20,859 |
| Amortization of lease assets | 112,002 | - | - | - | - | - | - | - | - | - | 112,002 | 112,003 |
| Interest on leases liabilities | 19,594 | - | - | - | - | - | - | - | - | - | 19,594 | 22,146 |
| Changes in operating assets and liabilities | | | | | | | | | | | | |
| Accounts receivable and pass through receivable from State | (1,048,072) | - | - | - | - | - | - | - | - | - | (1,048,072) | 8,994,837 |
| Accounts payable, pass through payable to State and charter schools, liability for funds held for others, and accrued expenses | 2,149,543 | - | - | - | - | - | - | - | - | - | 2,149,543 | (7,706,149) |
| Unearned revenue | - | (300,750) | - | (109) | 6,000 | 600,557 | 1,102,224 | - | - | 814,699 | 2,222,621 | 3,999,356 |
| | <u>\$ 1,679,255</u> | <u>\$(300,750)</u> | <u>\$ -</u> | <u>\$ (109)</u> | <u>\$ 6,000</u> | <u>\$ 600,557</u> | <u>\$ 1,102,224</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 814,699</u> | <u>\$ 3,901,876</u> | <u>\$ 5,355,901</u> |
| NET CASH PROVIDED BY (USED IN) | | | | | | | | | | | | |
| OPERATING ACTIVITIES | <u>\$ 1,679,255</u> | <u>\$(300,750)</u> | <u>\$ -</u> | <u>\$ (109)</u> | <u>\$ 6,000</u> | <u>\$ 600,557</u> | <u>\$ 1,102,224</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 814,699</u> | <u>\$ 3,901,876</u> | <u>\$ 5,355,901</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, 2024
(With Prior Year Comparative Information)**

| | <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>ESSER</u> | <u>Other</u> | <u>Total All Funds 2024</u> | <u>Total All Funds 2023</u> |
|--|---------------------|---------------------|-------------------|------------------|-----------------|---------------------|---------------------|---|--------------|---------------------|---------------------------------|---------------------------------|
| Cash Flows from Operating Activities | | | | | | | | | | | | |
| Cash received from Charter Schools | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,160,224 | \$ - | \$ - | \$ - | \$ 1,160,224 | \$ - |
| Cash received from State | 132,865,008 | - | - | - | - | 3,876,000 | 20,548,390 | - | 6,037,400 | 3,500,000 | 166,826,798 | 130,038,247 |
| Cash received from Federal Government | - | 5,894,684 | 195,179 | 66,160 | 14,104 | - | - | - | - | - | 6,170,127 | 4,450,199 |
| Other cash receipts | 3,298,919 | - | - | - | - | - | - | - | - | - | 3,298,919 | 2,818,513 |
| Cash paid to charter schools | (132,865,008) | (5,173,703) | (195,179) | (4,193) | - | (2,720,251) | (20,548,390) | - | (5,858,659) | (2,685,301) | (170,050,684) | (128,990,197) |
| Cash paid to State | - | (98,367) | - | - | - | - | - | - | (178,741) | - | (277,108) | (266,139) |
| Cash paid to employees and vendors | (1,619,664) | (923,364) | - | (62,076) | (8,104) | (555,192) | (58,000) | - | - | - | (3,226,400) | (2,694,722) |
| Net cash provided by (used in) operating activities | <u>1,679,255</u> | <u>(300,750)</u> | <u>-</u> | <u>(109)</u> | <u>6,000</u> | <u>600,557</u> | <u>1,102,224</u> | <u>-</u> | <u>-</u> | <u>814,699</u> | <u>3,901,876</u> | <u>5,355,901</u> |
| Cash Flows from Investing Activities | | | | | | | | | | | | |
| Purchase of capital assets | (19,470) | - | - | - | - | - | - | - | - | - | (19,470) | (28,968) |
| Net cash used in investing activities | <u>(19,470)</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>(19,470)</u> | <u>(28,968)</u> |
| Cash Flows from Financing Activities | | | | | | | | | | | | |
| Repayments of lease liabilities | (120,594) | - | - | - | - | - | - | - | - | - | (120,594) | (119,366) |
| Net cash used in financing activities | <u>(120,594)</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>(120,594)</u> | <u>(119,366)</u> |
| Net increase (decrease) in cash | 1,539,191 | (300,750) | - | (109) | 6,000 | 600,557 | 1,102,224 | - | - | 814,699 | 3,761,812 | 5,207,567 |
| Cash, including funds held for others, beginning of year | 1,746,368 | (647,010) | 558,030 | 77,380 | - | 4,729,049 | 323,579 | 153,968 | - | 6,174,839 | 13,116,203 | 7,908,636 |
| Cash, including funds held for others, ending of year | <u>\$ 3,285,559</u> | <u>\$ (947,760)</u> | <u>\$ 558,030</u> | <u>\$ 77,271</u> | <u>\$ 6,000</u> | <u>\$ 5,329,606</u> | <u>\$ 1,425,803</u> | <u>\$ 153,968</u> | <u>\$ -</u> | <u>\$ 6,989,538</u> | <u>\$ 16,878,015</u> | <u>\$ 13,116,203</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, 2024
(With Prior Year Comparative Information)**

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 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 prepared and presented 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, 2024
(With Prior Year Comparative Information)**

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 2024 and 2023) 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: net investment in capital assets, net of related debt, if any; restricted (none in 2024 and 2023); 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, 2024
(With Prior Year Comparative Information)**

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 2024 and 2023).

Assigned – Represents resources that are constrained by management's intent to be used for specific purposes, but are neither restricted nor committed (none in 2024 and 2023).

Unassigned – Represents residual balances that are neither nonspendable, 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 basic 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, 2024
(With Prior Year Comparative Information)**

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, Net of Depreciation

Capital assets 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 include 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 Liabilities

The Commission has a policy to recognize a lease liability 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 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, or if that rate is not available, a risk-free interest rate.
- 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, 2024
(With Prior Year Comparative Information)**

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Lease Assets and Lease Liabilities (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 liabilities 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 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, 2024 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 statement of net position. 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.

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)**

NOTES TO THE FINANCIAL STATEMENTS (Continued)

**For the Year Ended June 30, 2024
(With Prior Year Comparative Information)**

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 guaranteed 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, 2024, capital asset activities for the governmental activities of the Commission were as follows:

| | <u>Beginning Balance</u> | <u>Additions</u> | <u>Deletions</u> | <u>Ending Balance</u> |
|-------------------------------------|------------------------------|------------------------|------------------|---------------------------|
| Capital assets being depreciated | | | | |
| Office and computer equipment | \$381,549 | \$ 19,470 | \$ - | \$401,019 |
| Accumulated depreciation | (337,836) | (14,062) | - | (351,898) |
| Capital assets, net of depreciation | <u>43,713</u> | <u>5,408</u> | <u>-</u> | <u>49,121</u> |
| Lease assets | | | | |
| Building | 980,035 | - | - | 980,035 |
| Accumulated amortization | (224,007) | (112,002) | - | (336,009) |
| Lease assets, net of amortization | <u>756,028</u> | <u>(112,002)</u> | <u>-</u> | <u>644,026</u> |
| Total capital assets, net | <u>\$799,741</u> | <u>\$(106,594)</u> | <u>\$ -</u> | <u>\$693,147</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, 2024
(With Prior Year Comparative Information)**

NOTE C – CAPITAL ASSETS (Continued)

For the year ended June 30, 2023, capital asset activities for the governmental activities of the Commission were as follows:

| | <u>Beginning Balance</u> | <u>Additions</u> | <u>Deletions</u> | <u>Ending Balance</u> |
|-------------------------------------|------------------------------|--------------------|------------------|---------------------------|
| Capital assets being depreciated | | | | |
| Office and computer equipment | \$352,581 | \$ 28,968 | \$ - | \$381,549 |
| Accumulated depreciation | <u>(316,977)</u> | <u>(20,859)</u> | <u>-</u> | <u>(337,836)</u> |
| Capital assets, net of depreciation | <u>35,604</u> | <u>8,109</u> | <u>-</u> | <u>43,713</u> |
| Lease assets | | | | |
| Building | 980,035 | - | - | 980,035 |
| Accumulated amortization | <u>(112,004)</u> | <u>(112,003)</u> | <u>-</u> | <u>(224,007)</u> |
| Lease assets, net of amortization | <u>868,031</u> | <u>(112,003)</u> | <u>-</u> | <u>756,028</u> |
| Total capital assets, net | <u>\$903,635</u> | <u>\$(103,894)</u> | <u>\$ -</u> | <u>\$799,741</u> |

NOTE D – LEASE LIABILITY

The Commission leases office space in Honolulu, Hawaii through March 31, 2030. The office space lease includes a monthly base rent of \$10,115 with no additional common area maintenance (CAM) expenses. The discounted rate used to determine the present value of future lease payments is based on the estimated incremental borrowing rate of 2.87%.

At June 30, 2024, the principal and interest payments to maturity are expected to approximate the following:

| Years Ending June 30th | <u>Principal</u> | <u>Interest</u> | <u>Total</u> |
|------------------------|------------------|-----------------|------------------|
| 2025 | \$ 107,052 | \$ 18,348 | \$ 125,400 |
| 2026 | 111,297 | 15,232 | 126,529 |
| 2027 | 117,976 | 11,938 | 129,914 |
| 2028 | 122,517 | 8,526 | 131,043 |
| 2029 | 129,544 | 4,885 | 134,429 |
| 2030 | <u>99,622</u> | <u>1,199</u> | <u>100,821</u> |
| Total | <u>\$688,008</u> | <u>\$60,128</u> | <u>\$748,136</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, 2024
(With Prior Year Comparative Information)**

NOTE D – LEASE LIABILITY(Continued)

In addition, the Commission leases office equipment under a lease agreement that expires in March 2028. Lease expenses for payments not included in the measurement of the lease liabilities for the year ended June 30, 2024 and 2023 amounted to \$10,265 and \$10,265, respectively, which includes certain usage charges.

At June 30, 2024, future minimum lease payments approximated to the following:

| Years Ending June 30th | |
|------------------------|----------|
| 2025 | \$ 8,900 |
| 2026 | \$ 8,900 |
| 2027 | \$ 8,900 |
| 2028 | \$ 6,600 |

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. Management estimates that the cost to resolve such matters, if any, would not be material to the financial statements. However, it is reasonably possible that such estimates may change within the near term.

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 \$303,060 and \$227,295 in funds held for others related to the respective charter school during the years ended June 30, 2024 and 2023, respectively.

The Commission is among the defendants named in pending legal action brought against a former charter school for unpaid rent and other costs. The plaintiff has demanded approximately \$525,000 for a full and final resolution of this matter. However, due to the complexity and remaining uncertainties in the ongoing case, no provision for such claim has been made in the accompanying financial statements. The parties have agreed to an early settlement conference in January 2025. The Commission may need to request additional funding from the State of Hawaii legislature depending on the outcome of the settlement conference.

The Commission operates in the State of Hawaii. Local, national, and international events 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.

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)**

NOTES TO THE FINANCIAL STATEMENTS (Continued)

**For the Year Ended June 30, 2024
(With Prior Year Comparative Information)**

NOTE F – FINANCIAL STATEMENT PRESENTATION

The financial statements include certain prior year comparative information. Such information does not include sufficient detail to constitute a complete presentation in accordance with U.S. GAAP. Accordingly, such information should be read in conjunction with the Commission's financial statements as of and for the year ended June 30, 2023, from which the information was derived.

Certain amounts in the prior year comparative financial information have been reclassified to conform to the current year presentation. Such reclassifications have no impact the prior year's change in net position.

NOTE G – SUBSEQUENT EVENTS

Management has evaluated subsequent events through November 14, 2024, 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, except as disclosed.

Pursuant to a settlement agreement between the State of Hawaii and the Hawaii Government Employees' Association, charter school employees in certain bargaining units who performed essential functions of their job during the COVID-19 pandemic are entitled to temporary hazard pay (THP). The Commission estimates total charter school THP of \$7,580,000 to be paid from the State of Hawaii legislature's emergency appropriations for public employment cost items during the year ended June 30, 2025.

**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, 2024

| <u>Program Title</u> | Federal Assistance Listing Number | Federal Expenditures | Amount Provided to Subrecipients |
|--|--|-------------------------|--|
| <u>United States Department of Education</u> | | | |
| Passed through the State of Hawaii, | | | |
| Department of Education | | | |
| Impact Aid | 84.041 | * \$ 19,032,258 * | \$ 19,032,258 |
| Elementary and Secondary School Emergency Relief Fund | 84.425U | 5,858,660 | 5,858,660 |
| Title I Grants to Local Education Agencies | 84.010 | 4,569,677 | 3,972,167 |
| Title IV Student Support and Academic Enrichment Program | 84.424 | 395,500 | 387,396 |
| Supporting Effective Instruction State Grant | 84.367 | 114,534 | 114,534 |
| English Language Acquisition State Grants | 84.365 | 66,160 | 4,193 |
| Education for Homeless Children and Youth | 84.196 | 18,995 | 120 |
| Twenty-First Century Community Learning Centers | 84.287C | 5,697 | 5,697 |
| Total before Special Education (IDEA) cluster | | <u>30,061,481</u> | <u>29,375,025</u> |
| <i>Special Education Cluster (IDEA)</i> | | | |
| Special Education Grants to States | 84.027 | 389,973 | 389,973 |
| Special Education Preschool Grants | 84.173 | 10,000 | 10,000 |
| Total Special Education (IDEA) cluster | | <u>399,973</u> | <u>399,973</u> |
| Total United States Department of Education | | <u>30,461,454</u> | <u>29,774,998</u> |
| <u>United States Department of Defense</u> | | | |
| Passed through the State of Hawaii, | | | |
| Department of Education | | | |
| Department of Defense Impact Aid | 12.558 | 583,545 | 583,545 |
| Total United States Department of Defense | | <u>583,545</u> | <u>583,545</u> |
| <u>United States Department of Health and Human Services</u> | | | |
| Passed through the State of Hawaii, | | | |
| Department of Education | | | |
| <i>477 Cluster</i> | | | |
| Temporary Assistance for Needy Families (TANF) | 93.558 | 60,261 | 60,261 |
| Total United States Department of Health and Human Services | | <u>60,261</u> | <u>60,261</u> |
| Total Expenditures of Federal Awards | | <u>\$31,105,260</u> | <u>\$30,418,804</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, 2024

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 program.

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, 2024, and the related notes to the financial statements, which collectively comprise the Commission's basic financial statements, and have issued our report thereon dated November 14, 2024.

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 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 a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency or a 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 these Reports

The purpose of these reports 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. These reports are an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Commission's internal control and compliance. Accordingly, these reports are not suitable for any other purpose.

CW Associates, CPAs

CW Associates, CPAs
Honolulu, Hawaii
November 14, 2024



**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

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 the Commission's major federal program for the year ended June 30, 2024. The Commission's major federal program is 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 compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2024.

Basis 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; and the audit requirements of Title 2 U.S. Code of Federal Regulations 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 the major federal program. 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, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Commission's federal programs.

Auditor's Responsibilities 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 its major federal program as a 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. Given these limitations, during our audit, 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
November 14, 2024



PART IV
FINDINGS AND QUESTIONED COSTS

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2024

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 program | | |
| 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 program | <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 program | | |
| Assistance Listing No. 84.041 – Impact Aid | | |
| Dollar threshold used to distinguish between Type A and Type B programs: \$933,158 | | |
| Auditee qualified as a low-risk auditee | <u> X </u> Yes | <u> </u> No |

FINDINGS – FINANCIAL STATEMENT AUDIT

No matters were reported.

FINDINGS AND QUESTIONED COSTS – FEDERAL AWARDS AUDIT

No matters were reported.