



**SCHOOL YEAR 2024-2025**

# HAWAII STATE PUBLIC CHARTER SCHOOL COMMISSION

*'AHA KULA HO'ĀMANA*

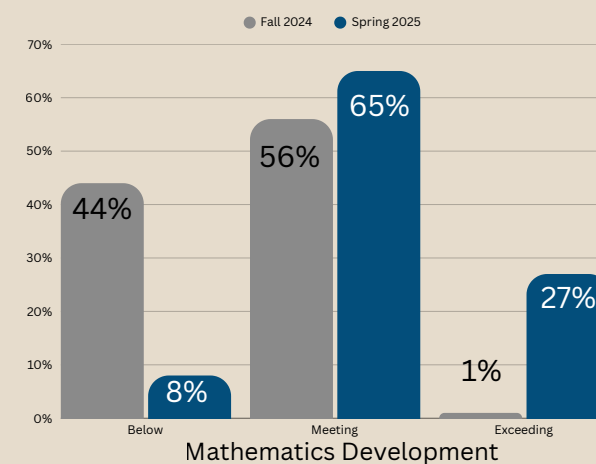
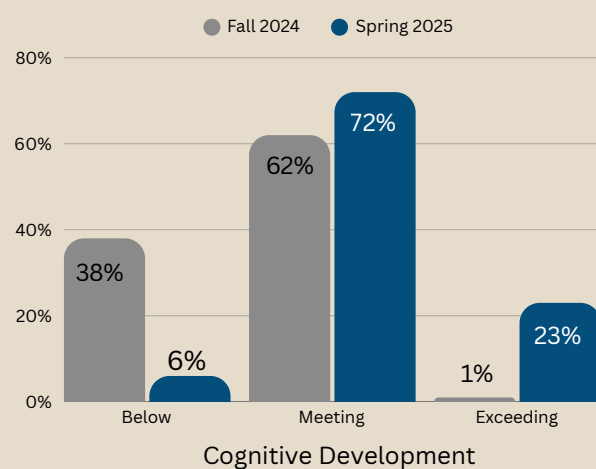
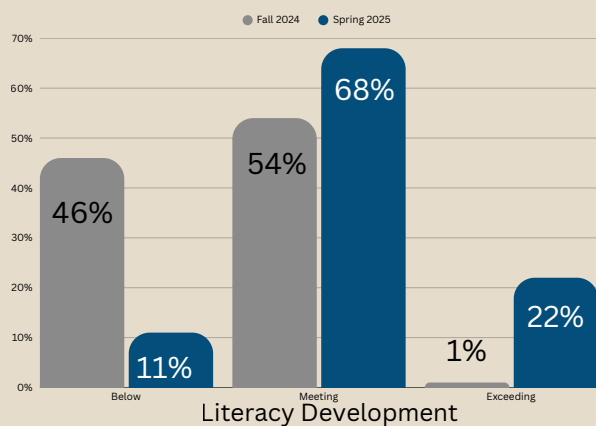
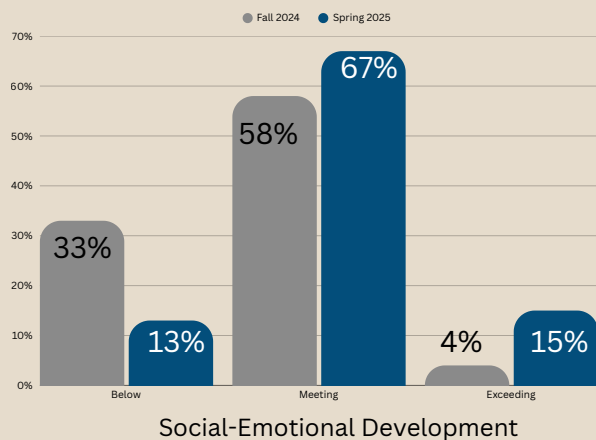
The Hawai'i State Public Charter School  
Commission proudly presents  
SY 2024-2025 pre- and post-student  
outcomes data of keiki in 18 pre-K  
classrooms in 11 charter schools statewide.

[chartercommission.hawaii.gov](https://chartercommission.hawaii.gov)

# EARLY LEARNING PROGRAM

## HIGH-QUALITY FEATURES

- Grounded in the values of Hawai'i
- Play-based, hands-on approaches to learning
- Data-driven, strengths-based approach to growing high-quality instruction



## SUPPORTING SOCIAL-EMOTIONAL LEARNING

The gray bars indicate the Fall 2024 student outcomes, as measured in the first assessment period. The blue bars represent the student outcomes in Spring 2025, following nearly a full year of high-quality early learning opportunities for the children. Social-emotional learning is arguably the most important developmental skill.

## GROWING LITERACY SKILLS

In emergent literacy development, children build foundational skills to prepare them for reading. Third-grade reading proficiency is considered a “make it or break it” benchmark (Shrier, 2013).

During the 2024-2025 school year, growth in literacy development was significant. By the end of the year, 90% of students were meeting or exceeding expectations.

## COGNITIVE SKILLS SOAR!

Cognitive development includes the ability to take positive approaches to learning—to engage, persist, demonstrate curiosity and motivation, and think critically.

In this area, approximately one-third of the students were assessed as being below their age level in the Fall. By the end of the school year, 95% were either meeting or exceeding age levels.

## ADVANCING EARLY MATHEMATICS

Early mathematics is a significant predictor of later academic achievement (Duncan, et al, 2007; Claessens & Engel, 2013).

With targeted professional development, teaching teams focused on playful student learning approaches, 92% of students were either meeting or exceeding developmental levels by the end of the school year.