



HAWAII STATE PUBLIC CHARTER SCHOOL COMMISSION

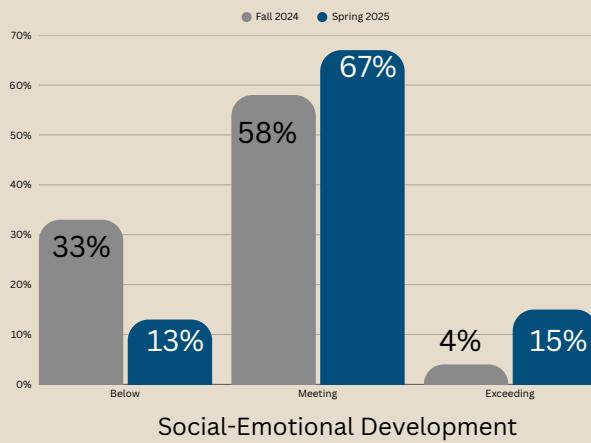
'AHA KULA HO'ĀMANA

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.

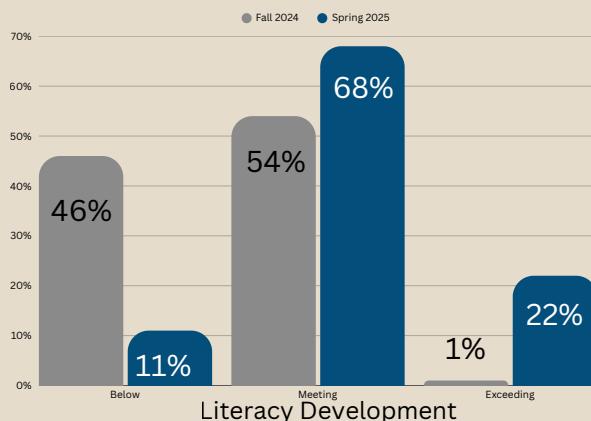
chartercommission.hawaii.gov

EARLY LEARNING PROGRAM HIGH-QUALITY FEATURES

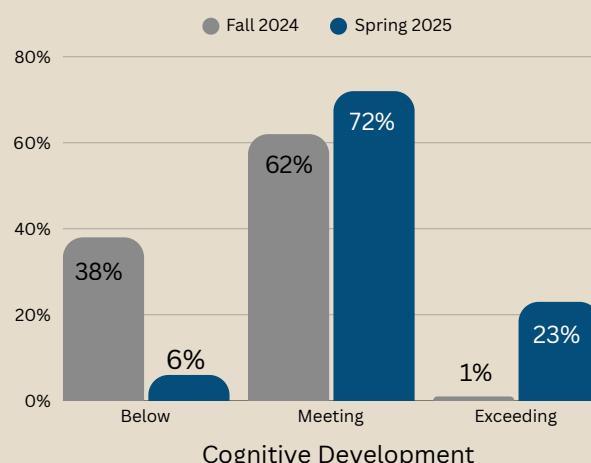
- Grounded in the values of Hawai'i
- Play-based, hands-on approaches to learning
- Data-driven, strengths-based approach to growing high-quality instruction



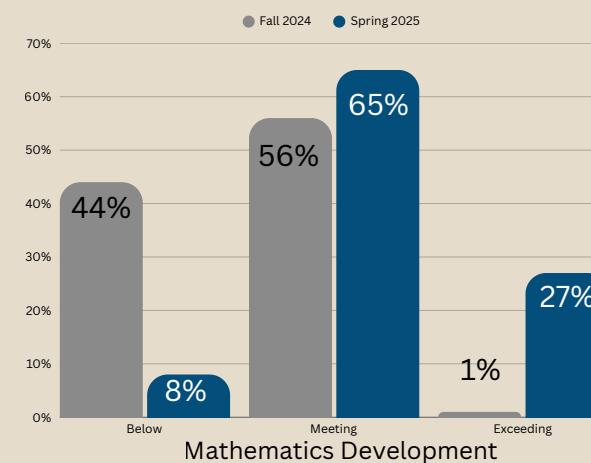
Social-Emotional Development



Literacy Development



Cognitive Development



Mathematics Development

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.