



ANNUAL REPORT

2022-2023

‘AHA KULA HO‘ĀMANA

State Public Charter School Commission

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Message from Interim Executive Director

Executive Summary School Year 2022-2023

This is the Hawaii State Public Charter School Commission’s (Commission) Annual Report for the school year 2022-23 submitted to the Board of Education for acceptance.

The Commission is composed of nine volunteers appointed by the Board of Education. The Commission is the sole authorizer for public charter schools in the state of Hawaii and is guided by statute and other state regulations. A staff of 22, under the guidance of the Executive Director, monitor the contracts of authorized charter schools in the state of Hawaii as well as provide technical assistance to those schools.

In SY 22-23 the Commission portfolio consisted of 37 operating charter schools (16 on Oahu, 14 on Hawai‘i, 5 on Kauai, 1 on Maui and 1 on Molokai) and two schools authorized for opening in the next two years (Kūlia Academy on Oahu (24-25) and Namahana School on Kaua‘i (25-26)). Commissioners were Cathy Ikeda (Chair); Makalapua Alencastre (Vice Chair), Alex Harris, Carl Takamura, Matthew Kodama, Shannon Cleary, Jill Baldemor, Terry Holck and Kama Hopkins. Staff was led by Interim Executive Director Yvonne Lau up to April of 2023. She accepted another position and Patrick J. Foehr, the Interim Deputy Director, was appointed by Commissioners as Interim Executive Director until the process for hiring a permanent Executive Director will be finalized sometime in SY 2023-24.

Charter School Performance

The Commission evaluates public charter school performance in relation to a five-year contract. This contract is between the Governing Board of each public charter school and the Commission. The contract includes three frameworks: Academic, Financial and Organizational. In 2022-23 the Commission monitored 13 schools operating in contract 4.0. Twenty-three schools were in the final year of contract 3.0 and engaged in the renewal process. All 23 schools were offered a new contract. Twenty-two of those contracts were for 5 years, some with specific conditions the schools will need to meet over the course of the contract. One school was offered a two-year contract with conditions. All 23 school contracts were signed and executed by the schools’ governing board chairs and the commission’s interim executive director. One school remains on contract 3.0.

Academic Performance

The Commission uses the Academic Performance Framework (APF) to monitor and evaluate the academic performance of public charter schools. Commission staff conduct two formal visits as well as regular desk reviews to gather data. Academic data that is gathered includes Strive Hi/Ka‘eo measures as well as school specific measures. One unique charter academic

performance indicator is the mission aligned indicator which provides schools the opportunity to demonstrate how their school’s unique mission and vision as stated in their contract is directly connected to their academic program. Hawaii public charter schools on contract 4.0 also have the option of including school-specific measures that provide evidence of how schools are monitoring student progress while delivering their chosen model of instruction.

Academic Performance Framework

In 2022-23 there were two versions of the APF defined in two separate Charter Contracts. Contract 3.0 APF, implemented in school year 2017-2018, uses measures from Strive HI, plus information related to school-selected measures approved by the Commission and included in a school’s Charter Contract and contains student academic outcomes and value-added measures. Contract 4.0 APF, implemented in school year 2021-2022, combines measures from Strive HI and measures aligned with the school specific Mission/Vision as stated in their Charter Contract. Additionally, Contract 4.0 APF provides two options for schools to further demonstrate their academic progress. Comparative Performance measures provide an opportunity to look at school data in relation to Complex, Complex Area, or the Charter School Portfolio. School Reported Data - Site-Relevant Diagnostics measures allow schools the opportunity to report unique measures that have relevance to their unique school program. School Reported Data - Site-Relevant Diagnostics measures allow for schools to share data disaggregation that inform their school’s curriculum, instruction, and assessment processes.

Student Academic Outcomes

The Hawai‘i State Department of Education (HIDOE) annually evaluates all public schools statewide through the Strive HI Performance System. Overall for 2022-23, 14% of charter schools met/exceeded State and Charter proficiency averages in all three areas tested: Math, Language Arts, and Science. Further, 14% of charter schools met/exceeded both State and Charter averages for Math; 19% of charter schools met/exceeded both State and Charter averages for Language Arts; and, 30% of charter schools met/exceeded both State and Charter averages for Science.

Specific and individual school performance data for the 37 charter schools on these measures are listed in the appendices.

Financial Performance Framework

The Hawaii State Public Charter School Commission uses a Financial Performance Framework (FPF) to monitor the financial performance of Hawaii public charter schools. The framework is based on a risk assessment model. By using this methodology, the Commission can assess a school’s financial position in a fluid manner. Monitoring in this manner allows for early intervention by the Commission should any potential fiscal insolvency risks arise. Hawaii public

charter schools are categorized, quarterly and annually, on a fluid scale as either Low, Acceptable, Moderate, Significant or High risk. Commissioners receive quarterly reports informing them about charter schools’ financial performance.

Organizational Performance Framework

The Hawaii State Public Charter School Commission uses the Organizational Performance Framework (OPF) to monitor charter schools’ operational compliance with statutory and contractual requirements. The Commission implemented Kuleana Portal, an online hub for schools to upload documents.

In school year 2022-23, examples of required documents that schools uploaded for monitoring were:

- For schools on Charter Contract 3.0, the following indicators were monitored:
 1. List of Key School Employees/Contacts
 2. Uniform Information Practices Act: Annual Log and Semi-Annual Summary Log
 3. Governing Board Membership Roster
 4. Student Admission Packet Material for Upcoming Student Application Period
 5. Annual Fire Inspection Report
 6. Statement of Assurances
 7. Policies and Procedures
 8. Executed School Leases

- For schools on Charter Contract 4.0, the following indicators were monitored:
 1. School Charter and Mission
 2. Governance
 3. School Performance
 4. Academic Performance
 5. Financial Management
 6. Admission, Enrollment, and Attendance
 7. General Operation of School
 8. Educational Service Provider
 9. Health and Safety
 10. Student Records and Data
 11. School Facilities
 12. Personnel and Employment
 13. Insurance and Legal Liabilities
 14. Commission Oversight and Responsibilities
 15. Notice of School Emergency Closure Mandatory Notification
 16. Additional Obligations

Charter Schools with Early Learning classrooms also uploaded required organizational documentation into a separate data collection hub.

Other areas of note for the Commission in 2022-23

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

The Commission staff continued its work on the revised Strategic Plan. In year 2 of the Revised Strategic Plan, the Commission staff completed 34 of 37 goals (See II. Revised Strategic Plan on page 10). The staff continues to make necessary adjustments to the plan as they advance the work of the authorizer heading into year 3.

Early Learning and a P-3 (Preschool to Grade 3) System in Charter Schools

HRS §302D-39- Public early learning and preschool programs; administrative authority gives the State Public Charter School Commissioner the duty to authorize high quality public charter Early Learning programs. In the school year 2022-23 the Hawaii State Public Charter School Commission worked with 11 public charter schools and 18 public charter school early learning classrooms across the state. Through state funding, the Commission worked with these charter schools and provided budgetary and administrative oversight and support, professional development classroom coaching for teaching teams, for school staff as well as opportunities for collaboration with other schools. In 2022-23 the State Public Charter School Commission continued its collaboration with consultants who are researchers of the Harvard Graduate School of Education Project Zero, which strives to understand and nurture human potential. Together with these consultants, the Thinking Classroom Hawai‘i Project worked with schools to deepen instructional practices in schools by supporting classroom teachers, coaching facilitators and school leaders. In response to the continued demand and interest, the Thinking Classroom Hawai‘i Project will continue to work with existing schools and expand to new schools in 2024-2025.

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

The Hawaii State Public Charter School Commission enters a Memorandum of Understanding with the Department of Education to provide technical assistance to public charter schools in the area of Title I and its required documentation. The State Public Charter School Commission portfolio lists 24 schools as eligible for Title I services. The Commission’s Federal Programs Team provides technical support for 23 of those schools. 1 school has chosen not to receive Title I funds. Title funds are used to support underserved populations such as low socioeconomic, second language learners and homeless students.

The Federal Programs team also works with schools designated as CSI or TSI. In 2022-23 the State Public Charter School Commission had 9 schools identified as CSI. Five of these schools had not exited from prior identification and 4 schools were newly identified. Zero Charter

schools were identified as TSI, however 7 charter schools were identified as potential TSI schools.

The Federal Programs team coordinated professional development opportunities specifically designed to provide strategies that identified schools could use to implement practices that would positively impact student achievement and move them out of CSI and TSI status. Professional development opportunities included: cultural sustainability, data visualization, spiral inquiry, and outcomes-based learning.

The Federal Programs team also supports schools with reimbursements for Title I expenses and technical assistance in the development of required Federal plans to identify appropriate expenditure of allocated funds. The schools focused on ensuring their required plans were connected to their Charter mission and vision.

Introduction

This Annual Report is the twelfth report issued by the Hawai‘i State Public Charter School Commission (“Commission”), which was created under Act 130, SLH 2012 (Act 130), as the State’s only statewide charter school authorizer.

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

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

This report is intended to provide an annual update to the Hawai‘i State Board of Education (“BOE”), the Hawai‘i State Legislature, and all interested public individuals, on the status of all charter schools in Hawai‘i. The report contains academic, performance and financial data for all active charter schools and details all actions taken by the Commission during the school year 2022-2023.

Hawai‘i State Public Charter School Commission Members

CURRENTLY APPOINTED BY THE BOARD OF EDUCATION



Dr. Cathy Ikeda |Chair|Term Ends June 30, 2024

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 the University of Hawai‘i Hilo and an Ed.D. in Professional Educational Practice. 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|Term Ends June 30, 2026

Commissioner 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.



Shannon Cleary |Commissioner|Term Ends 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 and Mid-Pacific Institute. As a teacher, Commissioner Cleary taught Japanese language and served as foreign language department chair for Maui Preparatory Academy.



Mathew Kodama |Commissioner|Term Ends 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.



Alex Harris |Commissioner|Term Ends June 30, 2024

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 | Term Ends June 30, 2025

Commissioner Hopkins has experience in public service 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.



Carl Takamura | Commissioner | Term Ends 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.



Jill Baldemor | Commissioner | Term Ended June 30, 2023

Commissioner Baldemor began her career as a 2nd grade teacher in Washington Heights, New York City. She returned home to Hawai‘i in 2000 and practiced law before becoming the Executive Director of Teach For America, Hawai‘i. Commissioner Baldemor also previously served on the Hawai‘i State Public Charter School Commission from 2014-2017.



Terry Holck | Commissioner | Term Ended June 30, 2023

Terry Holck is a resource teacher for the Nānākuli-Wai‘anae Complex Area. She taught at Nānāikapono Elementary, Ewa Elementary, and Voyager Public Charter School. Terry previously served as the Chairperson of the Hawai‘i Teacher Standards Board, a member of the Voyager Charter School Governing Board, and the HSTA Board of Directors, as well as the co-chair of the Educator Evaluation System (EES) Joint Committee.

NEWLY APPOINTED BY THE BOARD OF EDUCATION



Dr. Lehua Veincent | Commissioner | Term Ends June 30, 2026

Dr. Veincent, 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. Veincent helped open Ke Ana La‘ahana Public Charter School in Keaukaha.



Roger McKeague | Commissioner | Term Ends June 30, 2026

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 State Public Charter School Commission office. 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.

Hawai‘i State Public Charter School Commission

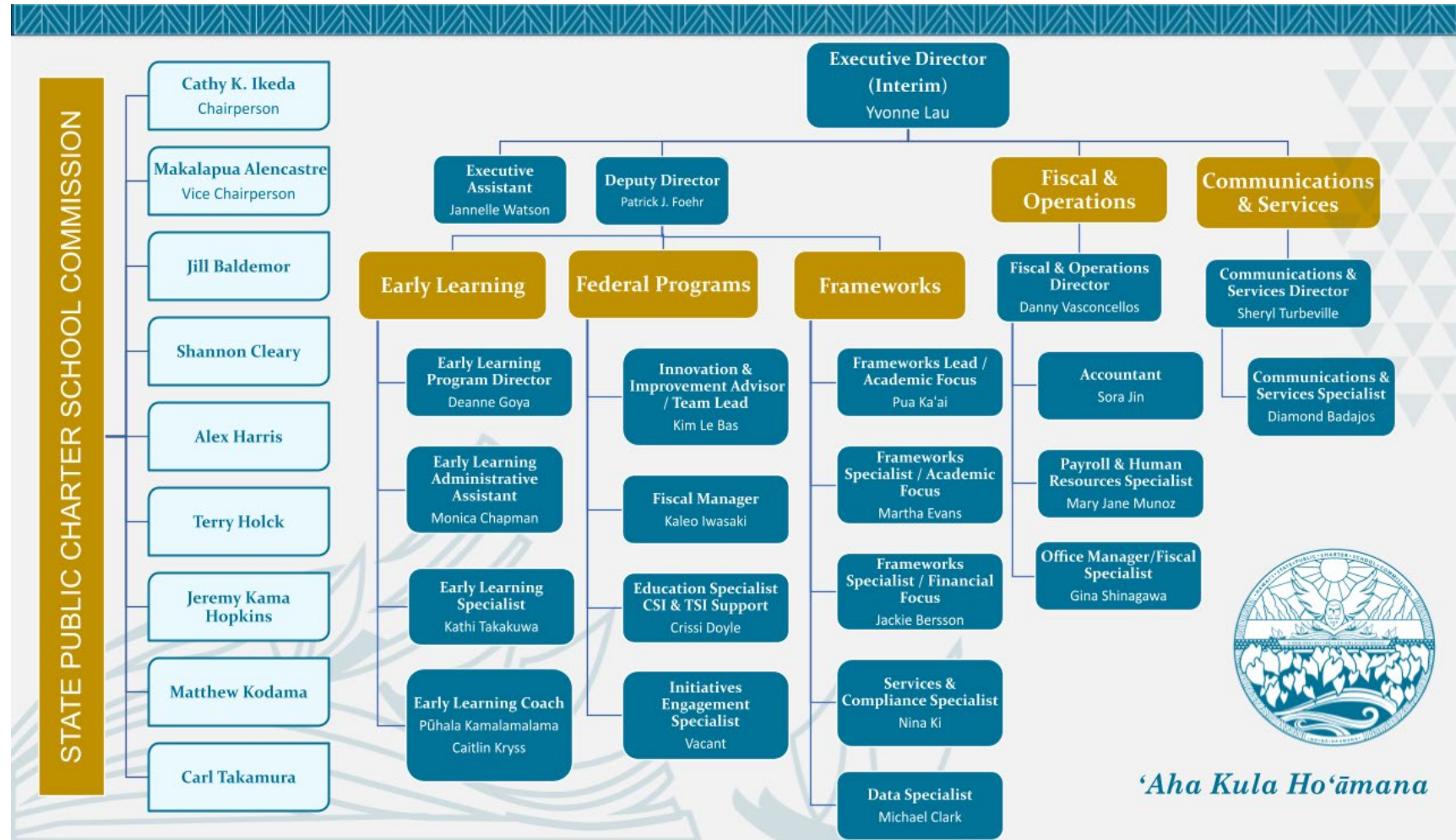


Figure 1 Charter School Commission Organizational Chart

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 also 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. As a part of aligning the Commission’s strategic plan to the mission and vision, the Commission has defined characteristics of “high quality” and “innovation” in relation to Hawai‘i’s charter schools.

Actualizing the above stated vision continues to be the top priority of the Commission. To achieve this, the Commission has developed a rigorous charter school application process that ensures we authorize high quality applications. The Commission has developed a system of monitoring compliance of its charter schools including the three performance frameworks found within charter school contracts 3.0 and 4.0: academic, organizational, and financial. These frameworks, as well as other charter school legal requirements are monitored through; two annual site visits, desktop monitoring of the school’s website, quarterly submission of charter school financial reports, and other required compliance submissions into the commissions Kuleana Portal. When a school is out of compliance, Commission staff may use various interventions detailed in HRS 302D-17 as well as work with school administration and the school governing board to return to full compliance. 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 E700 establishes the purposes of charter schools in the public education system. In SY 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 each of its goals. Annually the Commission has and will continue to create milestones and actions to implement each strategy and in turn achieve its goals.

With its newly revised strategic plan, the Commission has been able to refocus its work on the core work articulated in its mission and vision and the three goals to achieve them. A complete report on the Commission’s strategic plan can be found in the [SY2023 Strategic Plan Update](#).

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

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

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

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

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

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

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

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

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

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

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

Status of Charter School Portfolio

37

Number of charter schools in operation for SY 2023



12,116

Number of students enrolled in Hawaii charter schools in SY23

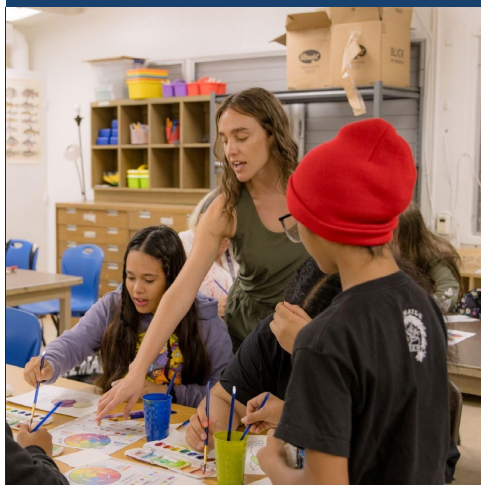
17

Number of Hawaiian focused Charter Schools, 6 of which are Hawaiian language charter schools



11

Number of charter schools with an Early Learning Program (ELP)



100%

of charter schools on contract 4.0 have mission aligned measures

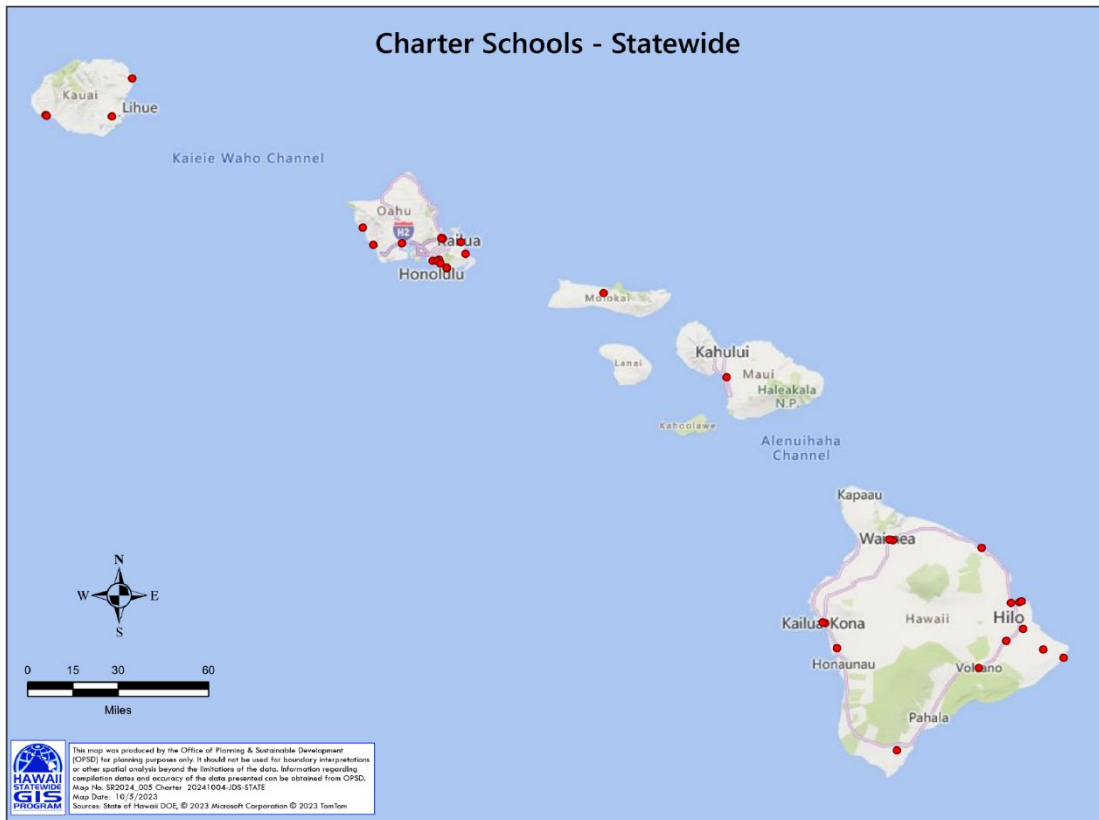


Figure 2 Map of the Charter Schools Statewide

CHARTER SCHOOL LOCATIONS FOR SY 2022-2023

In school year 2022-2023, 37 charter schools were in operation across the state. Hawai‘i Island was home to 14 charter schools and Kaua‘i was home to five charter schools. There was one charter school in operation on the island of Maui and another on Moloka‘i, while 16 charter schools operated on O‘ahu. One charter school operated statewide, one operated on five islands, and another operated on four islands. Collectively, charter schools enrolled 12,116 students in kindergarten through grade 12, which represents a slight increase from the previous year’s enrollment count of 12,097.

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 the privacy of their own home, there is a charter school that can meet those educational models.

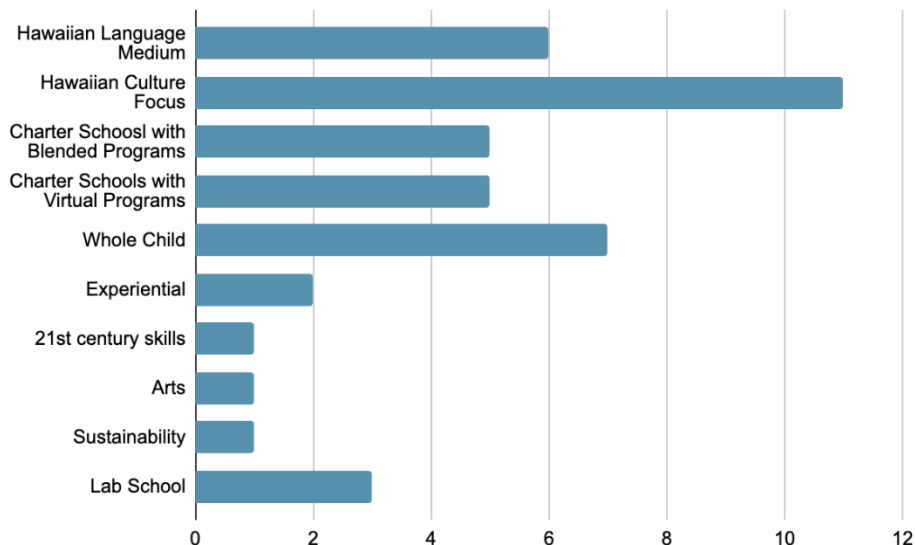


Figure 3 Charter School Educational Models and Diverse Learning Opportunities

When charters first started in Hawai‘i, there were limited options. Currently, there are many different models available for students. These models can be grouped into 10 broad categories. Over the last two decades a shift in priorities of students and parents evolved. 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 more recent years there has been an increase in other alternative education models in the charter schools. 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

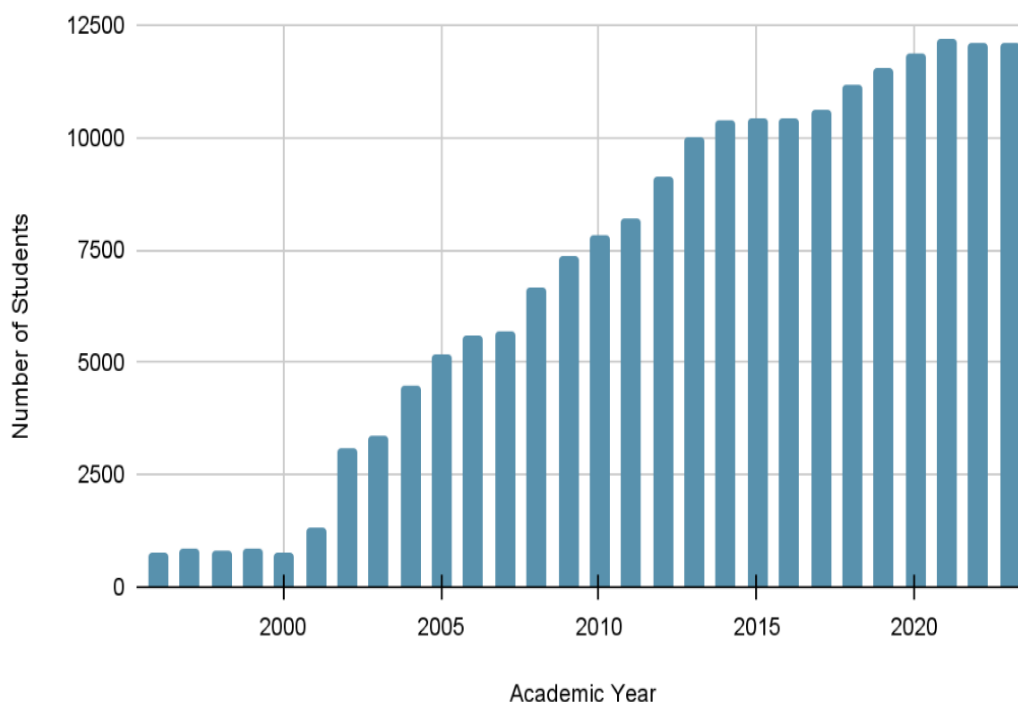


Figure 4 Charter School Enrollment Trends

For school year 2022-2023 the total enrollment for Hawai‘i charter schools is 12,116 students. This number represents approximately 7.2% of all K-12 students in Hawai‘i. Charter schools added 19 students in school year 2023-2024. For perspective, the state of Hawai‘i’s enrollment decreased by 2,966 students, a decrease of 1.7%. The slow growth indicates the stabilization of enrollment in Hawai‘i’s charter schools post pandemic.

CHARTER SCHOOL ENROLLMENT BY GRADE

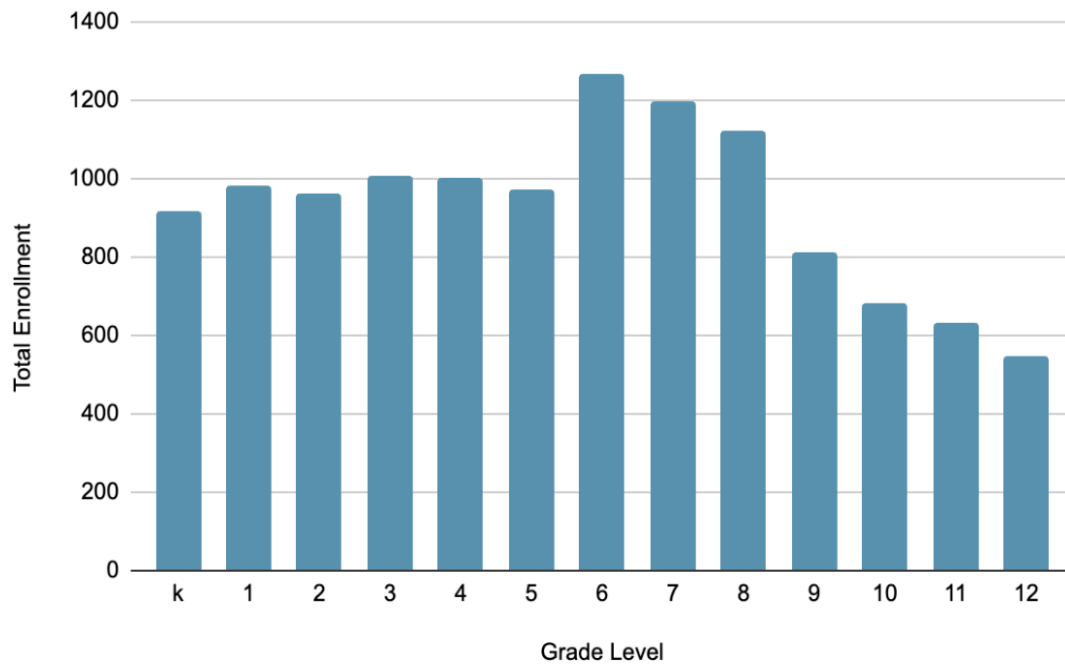


Figure 5 Charter School Enrollment By Grade

The grade distribution follows a familiar pattern for charter schools with higher enrollment in the elementary school years followed by a bump in middle school years and then a gradual decline. This year about 64% of charter students are in elementary grades (K-6), followed by 19% in middle school (7-8), and 24% in high school.

CHARTER SCHOOL
DEMOGRAPHICS



SY 2022-2023

Native Hawaiians 37%
White 34%
Asian (Excluding Filipino) 10%
Filipino 7%
Pacific Islander 4%
Black 2%
Hispanic 2%
Other 4%

**Students identified as
English Learners
(ELs)**

3%

7% lower than
HIDOE schools

**Students identified
with Special Needs**

10%

1% lower than
HIDOE schools

**Native Hawaiian
Students**

37%

14% higher than
HIDOE schools

**Students identified as
economically
disadvantaged**

46%

2% lower than
HIDOE schools

HAWAI'I STATE PUBLIC CHARTER SCHOOLS

Table 1 2022-2023 SPCSC Charter School Portfolio

School	Year Authorized	Grades Served	Total K-12 Enrollment	Status
Alaka'i O Kaua'i Public Charter School	2016	K-6	201	Operating
Connections Public Charter School	2000	K-12	340	Operating
DreamHouse 'Ewa Beach	2019	6-9	382	Operating
Hakipu'u Academy	2001	7-12	49	Operating
Hālau Kū Māna Public Charter School	2000	5-12	122	Operating
Hawai'i Academy of Arts & Science Public Charter School	2001	K-12	683	Operating
Hawai'i Technology Academy	2008	K-12	1,403	Operating
Innovations Public Charter School	2001	K-8	240	Operating
Ka 'Umeke Kā'eo	2001	Pre-K-12	263	Operating
Ka Waihona o ka Na'auao Public Charter School	2001	K-8	611	Operating
Kamaile Academy, PCS	2007	Pre-K-12	949	Operating
Kamalani Academy	2016	K-8	156	Operating
Kanu o ka 'Āina New Century Public Charter School	2000	K-12	612	Operating
Kanuikapono Public Charter School	2001	K-12	203	Operating
Ka'ōhao Public Charter School	1996	K-6	328	Operating
The Kapolei Charter School by Goodwill Hawai'i	2016	9-12	158	Operating
Kawaikini New Century Public Charter School	2008	K-12	151	Operating
Ke Ana La'ahana Public Charter School	2001	7-12	34	Operating
Ke Kula Niihau O Kekaha Learning Center	2001	Pre-K-12	50	Operating
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	2001	Pre-K-8	460	Operating
Ke Kula 'o Samuel M. Kamakau, LPCS	2001	Pre-K-12	121	Operating
Kihei Charter School	2001	K-12	693	Operating
Kona Pacific Public Charter School	2008	K-8	187	Operating
Kua o ka Lā New Century Public Charter School	2001	Pre-K-8	164	Operating

School	Year Authorized	Grades Served	Total K-12 Enrollment	Status
Kualapu'u School: A Public Conversion Charter	2004	Pre-K-6	319	Operating
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School	2001	K-12	46	Operating
Laupāhoehoe Community Public Charter School	2011	Pre-K-12	318	Operating
Mālama Honua Public Charter School	2012	K-8	165	Operating
Myron B. Thompson Academy	2001	K-12	523	Operating
Nā Wai Ola Public Charter School	2000	Pre-K-5	96	Operating
SEEQS: the School for Examining Essential Questions of Sustainability	2012	6-8	176	Operating
University Laboratory School	2001	K-12	451	Operating
The Volcano School of Arts & Sciences	2001	Pre-K-12	264	Operating
Voyager: A Public Charter School	2000	K-8	273	Operating
Wai'ālae Elementary Public Charter School	1999	Pre-K-5	457	Operating
Waimea Middle Public Conversion Charter School	2003	6-8	194	Operating
West Hawai'i Explorations Academy	2000	6-12	274	Operating
Kulia Academy	2021		--	Pre-Opening
Namahana School	2021		--	Pre-Opening

CHARTER SCHOOL APPLICATIONS

The State Public Charter School Commission conducted an application cycle in SY2022-2023. One application was received. The application was not approved.

Table 2. Applications Received by the Commission

Applications Received	Grades Proposed	Proposed Educational Model	Status
Lima No‘eau Career Academy	K-12	Virtual	Not Authorized

PUBLIC CHARTER EARLY LEARNING CLASSROOMS

Hawaii statute [HRS 302D-39](#) established 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 in the State Public Charter School Early Learning Addendum to Contract (“EL Addendum to Contract”), reviewed and signed by all participating public charter 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, members of the Commission staff have participated in the [Ready Keiki Initiative](#) led by Lieutenant Governor Sylvia Luke and other community leaders. Together, we are improving the early learning system to ensure that by 2032, one hundred percent of all underserved children have access to high-quality early learning opportunities.

In school year 2022-2023, the commission’s early learning program operated 18 pre kindergarten classrooms across Hawai‘i, with programs located on four Hawaiian Islands. More information regarding the commission's early learning program can be found in the SPCSC [Early Learning Program Annual Report SY 2022-2023](#) (see page 377 for report).

Table 3. Early Learning Program Locations Statewide

Island	Participating Charter School	Number of State Funded Classrooms
Hawai‘i	The Volcano School of Arts & Sciences	2
	Kona Pacific Public Charter School	1
	Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	1

Island	Participating Charter School	Number of State Funded Classrooms
	Kua o ka Lā New Century Public Charter School	2
	Ka ‘Umeke Kā‘eo	2
	Laupāhoehoe Community Public Charter School	1
Molokai	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
	Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	1
Kaua‘i	Ke Kula Niihau O Kekaha Learning Center	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 unions; and relaying information to all public charter schools on required accountability data information systems, among other functions.

The Commission continues to evaluate these technical support services with an eye towards determining whether and to what degree any of these supports are distinct from the Commission’s role as authorizer. The Commission provides many technical support services to charter schools in its portfolio, such as payroll Federal funding pass-through, and human resources support so that charter schools could continue to operate seamlessly without additional costs. The Commission continues to explore ways to ensure that charter schools or other third parties can supply some of these necessary functions.

AUTHORIZER’S OPERATING COSTS AND EXPENSES

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)

Total operating costs and expenses cover a range of services, as required by statute, to support the Commission in its role as the only authorizer in the State of Hawai‘i. For fiscal year 2022-2023, the Hawai‘i State Legislature appropriated about \$1.8 million in general funds to the Commission.

During fiscal year 2022-2023, 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 \$2.6 million.

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

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 the 2022-2023 fiscal year.

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 2022-2023 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 the [SPCS Federal Programs Annual Report SY 2022-2023](#).

Table 4 Federal Fund Allocations and Expenditures for Charter Schools

Federal Program	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2022-2023	Amount Provided to Charter Schools in FY 2022-2023
Migrant Education State Grant Program	To support education programs that address the needs of migratory children. Distribution made based on a percentage formula incorporating at-risk factors and number of migrant students at each school.	\$156,393	\$156,393
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.	\$2,755,208	\$2,755,208

Federal Program	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2022-2023	Amount Provided to Charter Schools in FY 2022-2023
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.	\$386,000	\$386,000
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.	\$481,287	\$481,287
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.	\$18,875	-
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.	\$3,690,309	\$2,905,448
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.	\$107,643	\$107,643
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.	\$2,326	\$2,326

Federal Program	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2022-2023	Amount Provided to Charter Schools in FY 2022-2023
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.	\$54,111	\$54,111
Individuals with Disabilities Education Act/American Rescue Plan Act of 2021	To provide financial assistance to state education agencies to assist in the provision of special education services as determined by IDEA and ESSA.	\$7,760	\$7,760
Migrant Education Consortium Incentive Grants	To provide financial incentives to state education agencies to improve the interstate or intrastate coordination of migrant education programs by addressing key needs of migratory children who have their education interrupted.	\$6,850	\$6,850
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.	\$47,454	\$47,454
COVID-19: American Rescue Plan Elementary and Secondary School Emergency Relief Fund	To support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus pandemic.	\$2,291,055	\$2,291,055
U.S. Department of Health and Human Services-Epidemiology and Laboratory Capacity for infectious Diseases	To provide access to school nursing services in Hawaii public schools through the Hawaii Keiki: Healthy and Ready to Learn Program	\$148,605	\$148,605
U.S. Department of Health and Human Services-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 risky behaviors during late afternoons when schools are not in session	\$38,354	\$38,354
TOTAL		\$10,192,230	\$9,388,494

Equity Concerns and Access and Distribution Recommendations federal funds

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

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

Successes

Hawai‘i’s public charter schools succeed in that they provide choices of learning experiences for Hawai‘i’s students. These varied learning experiences help to enrich students' lives with instruction designed to develop them as individuals and support specific community needs including perpetuating ‘ike and ‘ōlelo Hawai‘i.

Some Commission highlights in SY 2022-2023:

- The Commission improved its monitoring process for the implementation of each school’s unique mission.
- The Commission published the characteristics of “high quality” charter schools, identified the diverse learning opportunities provided by Hawaii public charter schools and outlined the characteristics of innovative practices in charter schools
- The Commission renewed 23 charter school contracts.
- The charter school application was updated, using feedback from the State Board of Education and the National Association of Charter School Authorizers, to be more focused on people than paper and more community oriented.
- The commission began taking applications for pre-k charter schools.

FOCUS ON MISSION ALIGNED WORK FOR ALL SCHOOLS

As a part of contract 4.0, all charter schools are required to articulate their practice around measuring their charter school’s alignment to their mission. By the end of SY 2023, all charter schools on contract 4.0 (13 charter schools) will have designed and implemented mission aligned measures and report to the Commission annually on their progress. This ensures that

charter schools are meeting the needs of their communities through their unique charter approved missions as stated in their contract.

WE HAVE CHARACTERISTICS OF HIGH-QUALITY CHARTER SCHOOLS

As a part of achieving the Commission’s strategic plan, the Commission developed the characteristics of high-quality charter schools. These characteristics provide a pathway toward determining if charter schools authorized by the SPCSC are high quality. Commission staff use desk reviews to periodically check organizational framework and governance accountability to support SPCSC authorized schools to meet the Commission’s characteristics of high quality.

APPLICATIONS PROCESS UPDATED AND IMPLEMENTED USING FEEDBACK FROM BOE

Over the past year and based on recommendations and feedback from Hawai‘i BOE, the Commission reviewed and overhauled its application process. The application process involves an external review by outside reviewers who score the applications and provide recommendations to the Commission.

PRE-K CHARTER SCHOOL APPLICATION PROCESS

The Commission approved an application process and began accepting applications for pre-k only charter schools. This is the first time that pre-k schools can apply for a charter with the Commission. Any approved pre-k charter schools will receive a 5-year contract just like existing charter schools and oversight of the pre-k charter schools will be provided by the Commission’s early learning team.

Challenges

Hawai‘i public charter schools continue to face challenges. These challenges, in some cases, hinder Hawai‘i charter schools from reaching their full potential. Three main areas of challenge that could be addressed are: funding, Hawai‘i’s charter school statute (HRS 302D), and how charter schools fit within the broader landscape of Hawai‘i’s public education system. Addressing these three may pave the way for Hawai‘i’s charter schools to continue to improve toward reaching high quality.

ANY SUGGESTED CHANGES IN STATE LAW OR POLICY NECESSARY TO STRENGTHEN THE STATE’S PUBLIC CHARTER SCHOOLS (SECTION REQUESTED BY BOE)

HRS 302D helped to establish support and structure for the charter school movement in Hawai‘i. The most recent revision to HRS 302D, Hawai‘i’s Public Charter School statute was in

2016. Since this latest revision, the charter school landscape in Hawai‘i has diversified. Charter school growth has uncovered some inconsistencies within HRS 302D and highlighted an opportunity for an update in order to keep up with the evolving public school system in Hawai‘i. Examples of HRS 302D that warrant possible revision or clarification include but are not limited to:

- §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.”

Some have interpreted this to mean 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. Charter schools are governed by volunteer community members serving as governing boards charged with a fiduciary responsibility for public money to support education. Hawai‘i’s public charter schools could benefit from structured, appropriate professional development to support public charter school governing boards in achieving 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.

The Commission recognizes the importance of revising statute to update and align 302D with current best practice. The Commission urges the legislature to review 302D and work with relevant stakeholders to overhaul and improve Hawai‘i’s charter school law.

COMMISSION’S ASSESSMENT OF THE SUFFICIENCY OF FUNDING FOR PUBLIC CHARTER SCHOOLS

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

Public charter schools in Hawai‘i perceive an inequitable level of per pupil funding between Department of Education schools and public charter schools. This difference in per pupil funding strains public charter schools and inhibits their ability to allocate as much of their funding toward improving their academic performance as they would like. A main component of this difference in per-pupil funding has to do with facilities. Public charter schools in Hawai‘i are required to secure, pay for and maintain their own school facilities. This expenditure is significant and typically absorbs 15%-30% of the school’s annual budget.

STRUCTURE OF EDUCATION SYSTEM AND COMMUNICATION BETWEEN AGENCIES

A unique challenge that has presented itself over the years has been the general structure of Hawai‘i’s education system. Hawai‘i’s education structure is unlike any other state system. In Hawai‘i, the State Education Agency (SEA) also serves as the Local Education Agency (LEA). They are the same agency. At times the Hawai‘i Department of Education (HIDOE) acts as an SEA and at times it operates as an LEA. No other state operates this same way. Charter schools in Hawaii, as well as other state agencies working with charter schools, continue to navigate murky waters when it comes to understanding their place within the broader context of public education in the state of Hawaii.

Charter schools serve a statutory function to enhance the public education setting for the inhabitants of the state of Hawai‘i. Providing high-quality schools of choice and diverse learning opportunities are key roles of public charter schools. Surveying the broad structure of Hawai‘i’s public education system to more clearly articulate lines of responsibility and communication between the various agencies would be worth the investment of time and resources. Clearly delineating what autonomy charter schools have while still being held to national and state public school regulations and working with the Board of Education and Department of Education is a process that would only serve to strengthen all public education in the state of Hawai‘i.

Information requested by the Board of Education

The Board of Education requested that the Commission include a summary of any actions taken during the year that addressed the findings in the Board’s performance evaluation report issued in 2021.

Throughout 2022-2023, the Commission and its staff worked to implement the Revised Strategic Plan. Much of this work also addressed areas of concern and opportunity as identified by the Board of Education in their 2021 evaluation. The table below shows specific areas the Commission has addressed.

Section and No.	Finding (summarized) - some findings were too long to put here, and so section and no markers are used. Opportunities use numbers. Deficiencies use letters.	Timeline 1a: Steps to reach outcomes that remedy the finding for which the CIP was designed; and/or Response from Permitted Interaction Group	Timeline 1b: projected completion date	2. Standards of success to assess effectiveness of outcomes of CIP	3. Description of how C will use standards of success to assess outcomes
A.1.1 Authorizer Mission	The Commission should carefully review and incorporate the purposes of charter schools as described in Board Policy E-700 in the Commission's determination of "high quality"	Plan completed: Definition of high quality, using Board Policy E-700, passed in July 2022 Gen Meeting. In addition, as part of its work revising application process, passed high quality definition included in application materials, adopted and released on Feb 9, 2023	July 2022	From the revised strategic plan, milestone effectiveness assessments look like: Improve, evolve based on data and context, actualize the work throughout the different frames and amplify vision and mission	Yearly strat plan milestones, BOE EOY report, monthly Commission meetings, standing committee meetings, weekly staff meetings, continuous work with schools
A.1.2 Authorizer Mission	The Commission should develop a more robust system for external stakeholders to review and comment on the alignment of the Commission's mission and vision	Completed. Our revised mission (final 9.3.21) is drawn directly from Hawai'i Revised Statutes, section 302D-3 and 302D-5. The C has continued to articulate its revised mission and vision and over time schools and external stakeholders will better understand the Commission's statutory mission and vision.	Completed and ongoing. Part of our work with the revised strategic plan's goals and milestones	Board Policy E-700; Improve, evolve based on data and context, actualize the work throughout the different frames and amplify vision and mission	Align C's mission and vision with Board Policy E-700
A.2a Strategic vision and organizational goals	Organizational goals are not clearly measurable. Provide evidence on how organizational goals are connected to vision. No timeframes for achievement	Plan: 1. Continue to report out to Commissioners and public on yearly strategy performance indicators, data sources and strategy indicator targets on pp 7-15 of the final revised strategic plan adopted on 9/23/21. 2. Using organizational values in revised strategic plan, continue to co-create and integrate (staff and Commissioners) tangible, observable action indicators based on current mission, the future facing vision and the scope and sequenced strategy indicator targets.	Ongoing	Improve, evolve based on data and context, actualize the work throughout the different frames and amplify vision and mission	Yearly strat plan milestones, BOE EOY report, monthly Commission meetings, standing committee meetings, weekly staff meetings, continuous work with schools
A.2b Strategic vision and organizational goals	Not clear whether strategies are appropriate to achieve the stated vision or contribute to achieving the vision.	Plan: Continue to follow the additional milestones for 2022-2023 and 2023-2024 of the revised strategic plan as a way to actualize the mission. The mission, pulled from statute is the statement of the Commission's purpose and describes what the Commission does/should do as well as for whom in order to realize its vision. The vision is the future facing portrayal of the Commission in its ideal form, illustrating this organization at its best and the greater good it serves.	Ongoing	The HI revised report of Jan 2023: NACSA authorizer evaluation report conducted in December 2022 used the Principles and Standards for Quality Charter School Authorizing (pp. 10-15) to commend the Commission on its clear mission and well-defined strategi	Continue with the work set forward in the revised strategic plan
A.2c	Not clear whether Commission evaluates its work against its vision. Not clear how Commission evaluates organizational goals or implements plans for improvement when falling short of them	Plan: Continue to evaluate our work against our mission (versus vision which takes a more longitudinal look at this process as we close out this current strategic plan in AY 23-24 and work on our next strategic plan). The evaluation of our mission aligned milestones, strategy performance indicators, data sources and strategy indicator targets happens in the yearly, monthly, weekly, daily reflections of doing better. The specific evaluation process is housed in the values of mohala, pili and pono and represent a formative evaluation process. The summative evaluation processes are housed in our yearly BOE report, the reporting out of milestones and targets at general business meetings, standing committee meetings, and permitted interaction groups. In addition, the Continuous Improvement timeline form states that a word search of the three organizational goals was not found. They are on page 5 of the revised strategic plan (linked in row 4, column D of this document.	Ongoing	The HI revised report of Jan 2023: NACSA authorizer evaluation report conducted in Decemboer 2022 used the Principles and Standards for Quality Charter School Authorizing (pp. 10-15) to commend the Commission on its ability to use the straegic plan as a guiding document that is attempting to connect the strategic pillars, the definition of high-qulity, the charter contract (4.0 version), the performance framework, and the related monitoring processes. (p. 11 of NACSA evaluation, strength #5).	Continue with the work set forward in the revised strategic plan
A.2.1	The Commission should reopen the strategic planning process to ensure it addresses the findings in this report	Response: The purpose of the Commission's strategic plan is to provide a roadmap for the Commission and its staff to do its work. Feedback from external stakeholders is built into the Commission's strategic plan process as progress on the strategic plan will be publicly reported out on a quarterly basis providing opportunities for feedback. The Commission is focused on implementing its revised strategic plan, which calls on the Commission to engage in a continuous improvement process on an annual basis. What is clear is that all stakeholders, BOE, HIDOE, Commission, Charter Schools, Legislators, and the public need to better understand what public charters schools are and how they are supposed to be overseen. There is not clarity among all stakeholders as to how this is supposed to happen. There are misinterpretations at every level, and until this issue is addressed, there will not be agreement among stakeholders as to the Commission's role.			
A2.2	Commission should consider adding metrics to its revised strategic plan to measure progress in improving communication and trust, which are connected to the "Aloha Spirit" values	Plan and Response:We are and are continuing to work to improve communications with our schools (strategy 3.2). The Commission's strategic plan adds the values of Mohala, Pili, and Pono to the "Aloha Spirit" and these values are and continue to be practiced by the Commission. Commissioners have joined staff on visits and are satisfied with the staff's working relationship with our schools. Communication and trust continue to be built as the Commission and its staff will continue to go out and visit schools after a 2 year hiatus due to restrictions from COVID-19 and travel. Additionally, the Communications plan has been implemented as part of Goal 3 of the revised strategic plan.	Updates were provided in the Commission's March 9, 2023 General Business Meeting. At most General Business meetings in this SY22-23, Frameworks team has invited a charter school to share bright spots and metrics around their program.	Board Policy E-700; Improve, evolve based on data and context, actualize the work throughout the different frames and amplify vision and mission	Yearly strat plan milestones, BOE EOY report, monthly Commission meetings, standing committee meetings, weekly staff meetings, continuous work with schools

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A.2.3	The Commission does not elaborate further on the role of innovation in the 2019-2023 strategic plan or its revised strategic plan	Response: In Goal 3, strategy 3.3 of the revised strategic plan (p.8), we are already doing this. Additionally, the Commission's general business meeting has begun including bright spots with one public charter school as a regular item on the agenda. The Commission General Business meeting brights spots have been: Halau Ku Mana - 10/13/22; Kona Pacific - 11/10/22; Malama Honua 11/8/22 and Waimea Middle 3/9/23. There was no school presentation in April but there was a presentation on the early learning program.	ongoing - see specific dates for innovation bright spots in column D, row 9	From the revised strategic plan, milestone effectiveness assessments look like: Improve, evolve based on data and context, actualize the work throughout the different frames and amplify vision and mission	Yearly strat plan milestones, BOE EOY report, monthly Commission meetings, standing committee meetings, weekly staff meetings, continuous work with schools
A2.4	The Commission should reflect on whether its organizational goals are ambitious enough	Response: The Commission has reflected on its original strategic plan and has revised its strategic plan to make it clearer and simpler. The revised strategic plan is complex and highly ambitious and built upon data-informed decision making. Simplicity does not mean unambitious, it is clear and multilayered.			
A.2.5	The Commission should actively measure its organizational goals to help it determine whether it is achieving most goals within the stated timeframes.	Response: The purpose of the Commission's strategic plan is to provide a roadmap for the Commission and its staff to do its work. Feedback from external stakeholders is built into the Commission's strategic plan process as progress on the strategic plan will be publicly reported out on a quarterly basis providing opportunities for feedback via testimony.	Strategic plan update was at the March 9, 2023 General Business Meeting. Quarterly updates will continue to provide the Commission and the public with this information	Using NACSA's Principles and Standards for Quality Charter School Authorizing, the NACSA evaluation commended the Commission (strength #2, p. 9) for a well-defined strategic plan outlining clear goals associated with strategies and milestones.	Revised strategic plan goal 2, strategy 2.1, milestone 2.1.1, p. 7
A.3.1: Structure of Operations	Regularly review, update and revise job descriptions to ensure duties and responsibilities among all staff are clear	Plan Completed. The Commission has already revised and updated all of its job descriptions, including the executive director position description. Documentation can be provided if nexessary.	Done		
A.3.2	. . .The Commission should avoid comingling authorizing responsibilities with other responsibilities as much as possible	Response: The HIDOE, as the State Education Agency and Local Education Agency,(SEA/LEA) is responsible for ensuring that federal laws and requirements are met by all public schools, including public charter schools. However, the HIDOE often assumest that the Commission and its staff will handle all of these compliance requirements for the public charter schools. Additionally, every year, the Commission finds more and more statutorily created requirements placed within HRS 302D. These required trainings, programs, etc. become additional areas of compliance and monitoring required of the Commission and its staff as part of charter school responsibilities as required by state law. Additionally, there is not an understanding from the BOE and HIDOE as to whose responsibility and role it is to ensure that all public schools, including public charter schools are responsible for administration of these programs. Recent examples of these additional statutorily created requirements are Title IX compliance, training and investigations; mandatory suicide prevention training; Kindergarten Entry Assessments; Special Education compliance and monitoring.		The Commission as a "simple" authorizer should not be replicating programs and processes that are foundational to the operations of a public school. The BOE and HIDOE in the provision of foundaitonal services for its public schools must include public charter schools in those foundational services like Health and Safety as well as Civil Rights Compliance training and investigations. As HIDOE is the SEA/LEA and administers foundational programs relating to all three areas, with no comparable support for our other sector of public schools - our public charter schools - this is a serious area of concern, as the state is at risk in all of these areas.	
A.4.1: Authorizer leadership and staff expertise	Executive director position	Plan: The permitted interaction group was formed to address this issue. They reported out at the Feb. 9, 2023 Commission meeting. The PIG recommendations for a timeline, process and position description was approved at the 3/9/23 general business meeting. An RFP went out for firms to handle the screening and recommendation of candidates.	June 2023		
A4.2	Commission staff needs more expertise in the area of academics, especially in light of several vacancies	Plan Commenced. The Commission has already added qualified academic staff and will continue to fill vacancies to meet this need.	ongoing		
A.5.1: Capacity and Skill Development of Leadership and Staff	Professional development	Response: The revised strategic plan, goal 2 and 3 is designed to identify areas of additional capacity and professional development and will articulate that process as an action in its revised strategic plan	ongoing	From the revised strategic plan, milestone effectiveness assessments look like: Improve, evolve based on data and context, actualize the work throughout the different frames and amplify vision and mission	Yearly strat plan milestones, BOE EOY report, monthly Commission meetings, standing committee meetings, weekly staff meetings, continuous work with schools
A.5.2	NACSA training sessions to strengthen alignment between Commission and schools to build common ground understanding of authorizer roles and responsibilities, best practices and expectations	Plan: The Commission will invite NACSA to provide training to schools and to the broader public about what authorizers do and it authorizing principles, as there continues to be misinterpretation of what NACSA is and what they represent and do as well as the role of the Commission in its oversight of public charter schools.	July 2023	From the revised strategic plan, milestone effectiveness assessments look like: Improve, evolve based on data and context, actualize the work throughout the different frames and amplify vision and mission	Yearly strat plan milestones, BOE EOY report, monthly Commission meetings, standing committee meetings, weekly staff meetings, continuous work with schools
A.6a: Authorizing Operational Budget	No evidence that the Commission's resource allocations are adequate	Plan Commenced and ongoing. The Commission has and continues to articulate to the Governor through Budget and Finance as well as the legislature during the legislative session, its budgetary needs.	Ongoing	Using NACSA's Principles and Standards for Quality Charter School Authorizing, the NACSA evaluation commended the Commission (strength #3, p. 9) for a strong, well-qualified, conscientious, and committed staff that carries out a wide range of responsibilities on a tight budget for a sizable portfolio of schools.	Continue with the work set forward in the revised strategic plan

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A.6.1	Separate authorizing and admin, tech support functions in order to prepare for a formal structure to provide centralized support to charter schools not done by Commission	Response: We agree that the BOE, HIDOE, and Commission need to articulate roles and responsibilities for all public charter schools. Additionally, the BOE should review all of the statutorily created programs and mandates that they seek to address and seek legislative changes to provide those functions to all charter schools. Until that can be accomplished, we can only change what we can control.			
A.6.2	Link the budget to the strategic plan and organizational goals with performance metrics on organizational and budgetary effectiveness.	Plan Completed. The link between budget and strategic plan has been incorporated into the strategic plan. (see Footnotes for Strategy Performance Measures, pp. 10-11). In addition, see Department of Education budgetary measures of effectiveness document, p. 651	Completed	Measures of Effectiveness as stated in the Budget Worksheet for EDN 612 and then in 2023-2024, will replace this measure with the number of applicants to the new RFP that articulate a school that meets the definition of high-quality and add to the portfolio of diverse educational option to the Measures of Effectiveness for EDN 612	see strategic plan, goal 1 strategy indicator targets, year 3.
A.6.3	Align staff salaries with that of the Department in order to recruit and retain staf	Plan On-going. The Commission seeks additional funding for its respective positions to improve retention of its staff.	On-going	Realistically, if we were able to solve our teacher shortage in this state and nation, we would have the answers for recruiting and retaining staff interested in working in education.	
A.7a Self-evaluation of capacity, infrastructure, and practices	Regularly scheduled plan for conducting self-evaluations	Plan: Hiring an Executive Director must come first. The suggestion for self-evaluation by ED, commissioners and staff starts with the hiring of an executive director. We welcome an opportunity to self evaluate and grow and look for a leader to lead this effort.	Upon hiring of ED	Formal performance evaluations that have been used before may be necessary for things such as compensation adjustments. Ongoing informal performance assessments are also critical to ensure Commission is staying focused on strategic priorities and agreed upon goals and outcomes	Using the NACSA Nexus Authorizer Evaluation Report, with a permanent ED (Recommendation #1, p. 16), we will be able to tackle Recommendation #2 and Recommendation #3 for Commissioners
A.7b	Designing continuous improvement plans to address findings resulting from self-evaluation	Plan: Like A.7a, the steps hinge on obtaining a permanent Executive Director. Regardless of the strength of any individual serving in an interim leadership role, the uncertainty - for both the individual and the rest of staff that comes with having interim leadership is detrimental to optimal organization performance.	Upon hiring of ED	NACSA's Principles and Standard for Quality Charter School Authorizing; Leadership, Commitment, Judgment: Elements of Successful Charter School Authorizing: Findings from the Quality Practice Project	Using the NACSA Nexus Authorizer Evaluation Report, with a permanent ED (Recommendation #1, p. 16), we will be able to tackle Recommendation #2 and Recommendation #3 for Commissioners
A.8.1: Operational Conflicts of Interest	The Commission should consider amending the charter contract by removing the provision that allows the Commission to require "prescriptive, specific action plans" for schools and including a provision prohibiting the Commission from interfering with the internal operations of a school unless it is to "immediately address serious health and safety issues," pursuant to HRS 302D-17(e)	Response: In the intervention protocol, when a school fails to meet legal requirements, either state or federal, the Commission is responsible for that public charter school. So if a Notice of Deficiency is issued, the directive issued to the school is to get into compliance with the law. <i>Prescriptive directives essentially are to complete the compliance task</i> . If the Commission cannot issue such a prescriptive directive, then what does the BOE suggest the Commission do? Do we bypass the Notice of Deficiency that holds specific action plans and move straight to initiating revocation?	Additionally, explicitly in Statute, HRS 302D-17 (d) states "Notwithstanding section 302D-18 to the contrary, every authorizer shall have the authority to take appropriate corrective actions or exercise sanctions short of revocation in response to apparent deficiencies in public charter school performance or legal compliance. Such actions or sanctions may include, if warranted: (1) Requiring a school to develop and execute a corrective action plan within a specified time frame;		
A.8.2	Conflict of interest, State Ethics Code training for all staff	Plan: Commenced and ongoing. All staff are already required to take the online state ethics training and the new ethics law requires that staff and Commissioners meet the required live trainings.	All Commissioners have taken the live training prior to new Commissioners coming on board in July.		
A.9.1: Compliance to Statutory Responsibilities and Board Policies	Keep stakeholders abreast of its progress by including reports on performance in meeting the organizational goals stated in its strategic plan. Use of operational metrics.	Plan: Commenced and ongoing. The Commission has reported out on its revised strategic plan and does so on a quarterly basis with metrics.	Latest strategic plan update happened at March 9, 2023 General Business Meeting and will happen each quarter.	Strategy indicator targets are in the revised strategic plan	Included in Strategic Plan
A.9.2	Comprehensive analyses explaining performance trends of portfolio schools should be in annual reports, especially with incorporating metrics related to Native Hawaiian language and culture-focused education	Plan Commenced and ongoing. Strategic Plan goal 3: to sustain a high-quality, diverse public charter school portfolio that contributes to Hawai'i's public education system - ensures that the Commission will review the performance framework data to inform and improve the portfolio. There was a roadblock with the COVID-19 pandemic and its effect on assessments, as well as changes to the assessments being used. This affected longitudinal analyses. However, the revised Academic Performance Framework provides a new way of sharing out how schools are meeting their unique missions and visions and their impacts on student learning. This data is coming in now for the first schools on 4.0	Framework data is analyzed yearly for schools.	The Academic Performance Framework in 4.0 addresses how STRIVE HI scores (one day in the life of a child data) can be rounded out by multi-faceted methods to demonstrate students' learning. More information can be shored on the Academic Performance Framework outcomes and successes.	The revised Academic Framework allows public charter schools to finally tell the narrative accurately as to the uniqueness of teaching and learning that is relevant to the community in which the school exists.

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B.1.a: Application Process, Timeline, and Request for Proposals	Vision publicized in 2020 RFP appears to be an outdated strategic vision.	Plan: 1. Edit RFP application to align to both current revised vision as well as approved definition for high quality educational opportunities 2. Report out to applications committee 3. Applications committee reports out to Commission General Business meeting 4. Once application and process approved, staff executes the plan	Completed for 2022-2023 RFP and currently in the midst of the application process	Using NACSA's Principles and Standards for Quality Charter School Authorizing, the NACSA evaluation commended the Commission (strength #1 under applications and school openings, p.10) ability to execute a robust charter application process, including publicly issuing a Request for Proposals aligned to national best practices, using a clear evaluation rubric which is included in the RFP, utilizing external and local expert evaluators as part of application review teams, interviewing all qualified applicants, and providing a public hearing of all applicants.	Use of expertise from NACSA as well as contracting external expert reviewers with relevant professional experience and knowledge of the Hawai'i charter context to evaluate all complete submissions.
B.1.b	Commission's 2020 application process does not allow sufficient time for each stage of the application process to be carried out with quality and integrity.	Response: Current application process is happening right now. The current process has been evaluated by NACSA in their 2022 NACSA Performance Evaluation	End of June 2023	Besides strength #1 (column above, p.10), the NACSA performance evaluation (sent to BOE in January) states that strength #2 The Commission's RFP includes a clearly publicized timeline that allows sufficient time for each stage of the application process and clearly explains the review components.	The Commission offers guidance to prospective applicants through information sessions prior to application submission to clarify expectations and respond to questions. Full information from the RFP Orientation is posted afterward on the Commission website. This practice demonstrates the Commission's commitment to an intentionally rigorous, but clear and attainable application process.
B.1.c	Board Appeal No. 20-01, <i>Lima No'eau v SPCSC</i>	Response: The Commission has eliminated the intent to apply process and if an applicant submits an incomplete application, the application will be denied for that reason and will be provide with their notice of appeal to the BOE	Completed	We are currently in the midst of the process	
B.1.d	2020 RFP Intent to Apply	Response: The intent to apply process has been eliminated from the 2023 application process. The commission's strategic priority has been incorporated into the application and assessed against stated criteria	Completed	Stated Criteria	Currently in the midst of the process
B.1.e	2020 RFP and evaluation of applicant's capacity through Hawaii school experts	Plan: For the 2023 application, all evaluators are external experts. Two (2) from NACSA and three (3) from local Hawaii school experts with knowledge of charter schools in Hawaii or who have knowledge of the communities of which the applicants are seeking to serve.	Completed	Stated Criteria from application	Currently in the midst of the process
B.1.f	2020 Intent to apply criteria	Plan: The intent to apply process has been eliminated from the 2023 applications process. The Commission's strategic priority has been incorporated into the application and assessed against stated criteria.	Completed	Specific criteria articulated	Currently in the midst of the process
B.1.1	Put forward a new cycle	Response: The 2020 RFP was completed and two schools were approved. The last application cycle was affected by the COVID 19 pandemic and the Commission was directed by the Governor and the Department of Budget and Finance to stop the process until such time the State's budget would allow for authorizing schools.	Completed. The 2023 application is in place	Specific criteria articulated	Currently in the midst of the process
B.1.2	2020 RFP not aligned to organization goals	Plan: Align application with strategic plan, its definition of high quality and its existing diverse educational options, as well as the BOE Policies E0700 and 102-3	Completed	Specific criteria articulated	Currently in the midst of the process
B.1.3	Reexamine application process based on recent statutory changes to HRS 302D-13	Plan: Revise 2023 application in alignment with changes to HRS 302D-13	Completed		
B.2.a: Approval Criteria for Charter School Applications	2020 RFP did not allow for rigorous evaluations	Plan: Revise 2023 application to incorporate BOE Policy E-700 as well as the Commission's definition of high quality charter schools. Additionally, ensure that every question asked has stated criteria by which applicant's responses will be evaluated.	Completed	NACSA assessment of Applications, p 10, see strength #1, 2, 3, 4 and Practice Spotlight	Completed and analyzed by NACSA
B.2.b	Distinct approval criteria vague, missing or worst	Plan: Revise 2023 application and every question asked, including for those applying for a conversion charter school or those who propose to use a education service or management provider. Provide criteria by which applicant's responses will be evaluated on.	Completed	NACSA assessment of Applications, p 10, see strength #1, 2, 3, 4 and Practice Spotlight	Completed and analyzed by NACSA
B.2.c	2020 RFP does not contain distinct requirements or approval criteria for applicants who are other existing school operators	Plan: Revise 2023 application to include asked for criteria.	Completed	NACSA assessment of Applications, p 10, see strength #1, 2, 3, 4 and Practice Spotlight	Completed and analyzed by NACSA
B.3.a: Evaluation and Decision-Making Process	2020 RFP do not require decision that clearly communicates specific reasons for approval or denial.	Plan: Revise 2023 application to incorporate BOE Policy E-700 as well as the Commission's definition of high quality charter schools. Additionally, ensure that every question asked has stated criteria by which applicant's responses will be evaluated.	Completed revision, but in the midst of the 2023 process	Ongoing, new applicants who are approved or denied will be provided with specific reasons for approval or denial	Currently in the midst of the process

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B.3.1	Due diligence	Response: Although the Commission has always done due diligence on the applicants, the Commission will work with NACSA to strengthen its due diligence process	On going		
B.3.2	Documenting evaluator conflicts of interest	Response: Yes, the Commission will make the process explicit in its applications process. All evaluators were always required to state in writing any conflicts of interest and would not have been allowed to evaluate an application if there was a conflict of interest.	On going		
B.3.3	No documented evaluation process standard of practice	Plan and Response: Evaluators did document their evaluation in an evaluation report. However, the Commission will work with NACSA to implement an evaluator training	On going		
B.3.4	Training for evaluators	Plan: The Commission will work with NACSA to implement an evaluator training	Ongoing		
B.3.5	Align approval criteria to definition of high quality	Plan: Revise application in alignment with strategic plan, definition of high quality and existing diverse educational options, as well as BOE Policy E-700 and 102-3.	Completed		
B.4.1: Pre-Opening Charter School Process	Identify Commission positions responsible for each area of pre-opening process	Plan response: In addition to the pre-opening assurances document provided to all newly approved charter schools, the Commission staff has implemented a process for each newly approved school to meet with each of the teams within the Commission office prior to opening: Frameworks Team, Federal Programs Team, Services Team, and the Fiscal Operations Team prior to the opening of the school to students. Thus, nearly every Commission staff member has contact with each charter school.	Completed	We are in the midst of pre-opening for the two new schools	
B.4.2	Commission did not open schools in the past two years, so not eligible for exemplary rating. Establish a process.	Plan: Make processes more visible to public. Response: The pre-opening assurances, process and requirements have always been publicly posted as part of the Commission's agendas and submittals. The Commission will make these documents part of its webpage on applications for new charter schools.	Completed	Referenced online and provided in the new application 2023 packets	
C.1.a Charter Contract Terms, Negotiation, and Execution	Charter school reps did not verify that there is mutual understanding and acceptance of the material terms of the charter contract	Plan: Mutual understanding of contract between Commission and School Boards starts and continues with communication. Effective communication systems are directly tied to the revised Strategic Plan Strategy 3.2, Milestone 3.2.1 - SPCSC has designed a Communications system that shares out and informs Stakeholders/Public.	Ongoing	NACSA's Principles and Standards for Quality Charter School Authorizing, Standard 3: Performance Contracting and Standard 4: Ongoing Oversight and Evaluation; and Leadership Commitment, Judgment: Elements of Successful Charter School Authorizing: pps. 13-15.	From 2022 NACSA Performance Evaluation, pp. 11-12, please see Strength #1 - 5 and the Practice Spotlight
C.1.b	Clarity of material change vs. not on contract	Plan: Next iteration of charter contract will provide specific provisions on amendments. However, in the meantime, Amendment forms for specific requests will be uploaded and provided to all schools. Spring training will also include a session on these amendment forms and the process by which the Commission will consider these requests.	March 2023	Revised Strategic Plan milestones, NACSA's Principles and Standards for Quality Charter School Authorizing, Standard 3	From NACSA 2022 Review, see Strength #1, p. 11
C.1.c	Charter Contract 4.0 does not clearly state and respect autonomies to which schools are entitled.	Response: We disagree. Contract 4.0 states that "The School shall retain the autonomy to select a particular curricular and/or instructional approach consistent with applicable statewide content and performance standards." (Section 6.3; page 19) The Academic Performance Framework (APF) in Contract 4.0 provides a multiple criteria approach to academic progress including indicators that highlight the unique mission of the school. This indicator allows school to self-rate and analyze their progress formatively through the years of the contract. In addition to this example of a school being able to share their uniqueness, indicators 3 and 4 in the APF provide the venue for schools to choose to compare themselves to other charter schools, complex, or complex areas and/or provide a site-relevant data set to round out their individual academic profile. The provision for schools to have this multiple criteria opens the reporting up for them to demonstrate the value of their autonomous program.	Addressed		
C.1.d	Responsibility of school in event of financial insolvency.	Response: In alignment with HRS: §302D-28.5, the Commission follows the stipulations regarding financial insolvency: "(a) In the event that any public charter school becomes financially insolvent, the school shall be deemed to have surrendered its charter. For purposes of this section, a school shall be determined to be financially insolvent when it is unable to pay its staff when payroll is due. (b) In the event that any public charter school becomes financially insolvent, the authorizer shall adopt a closure protocol as described under section 302D-19(a)."	Ongoing		

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C.1.e	Contractual provisions for third-party providers	Plan: Conduct ongoing research and review for the schools on Contract 4.0. Response: While the education design lives with the autonomy of the school, an external (third-party) provider (termed an “Educational Service Provider” (ESP) in Contract 4.0) is defined in Contract 4.0 as, "a non-profit or for-profit entity that is contracted by the School to provide services that would otherwise be handled by employees of the School, which include, but are not limited to, operational back office functions and services related to the instructional design or operation of the School, in return for fees." Explicit additional contractual provisions are outlined in detail in Article XI of Contract 4.0.	Ongoing	See Article IX of Contract 4.0	
C.1.1	Varying terms for charter contract. NACSA Standards state that a quality authorizer "grants charter contracts for an initial term of five operating years or longer only with periodic high-stakes reviews every five years."	Response: Not sure why this is an opportunity, since the Commission already grants contracts of 5 years at this time.			
C.2.1: Charter School Performance Standards	Academic framework for Charter Contract 4.0 needs to be improved	Response: Disagree. The Commission met with all 37 schools on the Academic Performance Framework 4.0 to further explain and demonstrate how the framework is applied and calculated.	Completed	Short explanation of Framework for SBA or KĀʻEo schools are on the Commission Continuous Improvement Plans Timeline Form with Opportunity Numbers and Alpha Deficiencies (at the top of this form, C.2.1)	
C.2.2	It is possible for a school to meet minimum score on academic performance framework without any of the expectations aligned with Strive HI	Disagree. Response: As the Commission continues to define "High-Quality" as it relates to charter schools meeting the unique needs of the community they serve, it is incumbent upon us to look at multiple criteria to thoroughly address the extent to which schools are meeting those unique needs. As we assess our schools at the end of your one of Contract 4.0, there is greater clarity that this academic performance framework provides the multiple criteria assessment of community schools. In our effort to ensure compliance with the Hawaii Revised Statutes (HRS) 302D-16(c), Contract 4.0 specifically addresses: "The performance framework shall allow the inclusion of additional rigorous, valid, and reliable indicators proposed by a public charter school to augment external evaluation 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 charter contract."			
C.2.3	Postsecondary readiness measure is not appropriate as required by HRS 302D 16(a)(6).	Disagree. Response: See BOE Policy E-100 Student Success link The academic performance framework postsecondary readiness measure was chosen to meet the needs of all students. Post-Secondary Readiness is the readiness of students when they exit secondary school, and <i>may</i> include college, community, <i>and/or</i> a career. As stated in BOE Policy E-100 Student Success, "the Department shall ensure that all students demonstrate that they are on a path toward success following graduation from the Hawaii public school system, in areas including college, career, and citizenship [Approved: 06/07/2016]." The choice to look at postsecondary readiness and the percentage of students reading at, or near grade level, and/or promotion rate, depending on grade level, serves the unique needs of the charter schools and communities they serve which may or may not include college and often times includes career and community.		Citing the StriveHI Measures and Calculations: Technical Guide as well as the Strive HI reports issued to all public schools in the State, under the heading "Prepared for Transition," the measures are the same as those in the 4.0 academic performance framework postsecondary readiness.	Charter schools are provided a unique opportunity to design curriculum, instruction, and assessment to address the specific needs of children in their communities. Thus, charters are better able to offer programs to students who may or may not graduate on time and/or may or may not matriculate to college immediately after graduation. Many of the charter schools are also building robust college credit programs beginning in freshman year of high school.
C.2.4	Clarification around mission aligned initiative indicators.	Plan: Continue to show exemplars from schools on Contract 4.0. See BOE Policy E-700 Public Charter Schools link. Contract 4.0 section 2.2 states, "The school shall operate in accordance with its mission statement." As such, it follows that charter schools are required to self-report by providing the mission statement, educational goals, rubrics, and disaggregated data as documentation on how the school has developed and implemented its model based on its mission statement.	Commenced and ongoing	In academic performance framework indicator 1 (A), the measure for "Basic" would be a simple articulation of school mission/vision on their website and in their documents that go to their stakeholders. A school that is deemed "Practiced" in their mission alignment has articulated units/lessons (curriculum instruction, and assessment) that target an aspect of the school mission/vision. "Ingrained" mission alignment requires schools to demonstrate articulation of a yearlong curriculum with uinits/lessons and assessments that target an aspect of the school mission/vision.	To provide clarification, a school’s mission alignment is scored on a range from community visibility to implementation in some areas of the school to the full institutionalization of the mission. Scoring is awarded in accordance with the range.

Section and No.	Finding (summarized) - some findings were too long to put here, and so section and no markers are used. Opportunities use numbers. Deficiencies use letters.	Timeline 1a: Steps to reach outcomes that remedy the finding for which the CIP was designed; and/or Response from Permitted Interaction Group	Timeline 1b: projected completion date	2. Standards of success to assess effectiveness of outcomes of CIP	3. Description of how C will use standards of success to assess outcomes
C.2.5	Unclear performance framework, indicator 2, data sources	Plan: Clarify for BOE. Response: The data source for indicator 1 is self-reported by schools by providing their mission statement, educational goals , rubrics, and disaggregated data as documentation on how the school has developed and implemented it model based on its mission statement. Indicator 1(A), "Basic" would be a simple articulation of school mission/vision on their website and in their documents. . (see Standards of Success, Column G for C.2.4); The data source for Indicator 2 is StriveHI. While StriveHI is not mentioned specifically in the Contract, other than in the title of Indicator 2, nor is it not specifically mentioned in Statute, the following is stated in HRS 302D-16, "The performance framework, as established by the authorizer, shall include indicators, measures, and metrics for, at a minimum: (1) Student academic proficiency; (2) Student academic growth; (3) Achievement gaps in proficiency and growth between major student subgroups; (4) attendance; (5) enrollment variance; (6) Postsecondary readiness, as applicable for high schools." Each of the measures are plainly evident in StriveHI. (the data source for indicators 3 and 4 in column G, this row)	Commenced and ongoing	The data source for Indicator 3 is comparative StriveHI proficiency levels by school, complex, complex area, and all charter schools. Indicator 3 provides clarity and a deeper understanding of where a school sits in comparison to their community schools. The data source for indicator 4 depicts student achievement/growth at critical points throughout the school year utilizing site-relevant diagnostics. The data sources can include, but are not limited to, 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), and Universal Screener (a brief assessment typically administered three times per year (fall, winter, and spring).	In order to provide a multiple dimensional profile, the Contract 4.0 academic performance framework has compiled data from the State (Indicator 2), the community in which the school exists (Indicator 3), individual school mission alignment (Indicator 1), and specific diagnostic tools that are relevant to each school's unique demographic (Indicator 4). The multiple data sources in the Contract 4.0 academic performance framework indicators include qualitative and quantitative measure which allows us to triangulate data to better capture the work that charter schools are engaged in. The multiple indicators honor both formative and summative assessments over time.
C.2.6	Not clear that "comments" actually define the data sources, and most of the comments lack specificity	Plan: Clarify for BOE. Response: The organizational framework specifically outlines requirements as seen in the "Comments" column. Through informational meetings and regular site visits, schools will track their contract health over the duration of the contract. The "Comments" column in the table is used to document data sources to support the requirements listed in the left hand column. Many of the requirements are also tracked through the Commission's accountability portal. Additionally, the Organizational Framework table is used as a tool to formatively monitor the school's organizational contract health.	Commenced and ongoing	We are in year one of a 5 year Contract 4.0, so success, adjustments outcomes of effectiveness are on going.	
C.2.7	Financial framework clearer if it explicitly defined the sources of financial data	Response: The Commission has engaged in extensive discussions with charter schools regarding the use and importance of charter school audits, not only for the determination of the financial performance framework but also for the state and federal fiscal reporting requirements. The Commission will consider the board's request for further clarification in the charter contract and the financial performance framework.			
D.1.1 Process for Ongoing Oversight of Charter Schools	Implementation of the Commission's oversight and monitoring, consistent with its stated processes	Plan: Continue to visit the schools, to monitor, in accordance with charter contract terms. . ." and be consistent about what we are looking for, looking at for every school. Response: Commission has implemented and engages in a process for oversight and monitoring. Beginning in AY2020-2021, staff implemented regular visits with schools via Zoom. Once pandemic travel restrictions were lifted in AY2021-2022, the Federal Programs and Frameworks teams as well as the School Leads renewed efforts to regularly visit schools to oversee and monitor the implementation of the contract. In school year 2021-2022, the Frameworks team completed 60+ site visits to monitor schools on contract 4.0 and provide information for schools on contract 3.0 that are up for renewal. A robust professional development menu was provided to all charter schools receiving federal funds to enrich and expand existing programs. The professional development design was based on a forensic study of need in the portfolio of schools. Once schools enrolled in professional development, the process has become iterative and generative over the past few years, even through the pandemic. Another significant asect of professional development is that schools may partake in any of the professional development opportunities when they are ready.	Commenced and ongoing	Reference: NACSA's Principles and Standards for Quality Charter School Authorizing, Standard 3: Performance Contracting and Standard 4: Ongoing Oversight and Evaluation; and Leadership, Commitment, Judgment: Elements of Successful Charter School Authorizing : Findings from the Quality Practice Project, pp. 13-15.	Based on the 2022 NACSA Performance Evaluation, pp. 11-12, please see strength #1, 2, 3, 5, and Practice Spotlight.
D.1.2	Commission should document its monitoring system through formal processes and procedures.	Plan: Continue to implement a process for oversight and monitoring. Response: The Commission conducts regular monitoring through onsite visits and Informational video sessions via Zoom. Schools are provided a schedule of visits and Zoom sessions. Documentation of the visits is done through a post site visit follow up letter. Documentation of the informational Zoom session is done through sharing of slides, follow up email, and subsequent visits as requested by the school. Next steps include the launch of a Frameworks website that will house all monitoring and oversight materials and resources. The Commission's accountability portal, the Kuleana Portal, is a repository accountability system for school monitoring and oversight.	Commenced and ongoing	See 2022 NACSA Performance Evaluation, pp. 11-12	

Section and No.	Finding (summarized) - some findings were too long to put here, and so section and no markers are used. Opportunities use numbers. Deficiencies use letters.	Timeline 1a: Steps to reach outcomes that remedy the finding for which the CIP was designed; and/or Response from Permitted Interaction Group	Timeline 1b: projected completion date	2. Standards of success to assess effectiveness of outcomes of CIP	3. Description of how C will use standards of success to assess outcomes
D.1.3	Commission should regularly monitor every school with both desk and on-site monitoring.	Plan: Build an effective communication system (strategy 3.2, milestone 3.2.1, revised strategic plan). Response: Commission has already implemented a process for oversight and monitoring. Formal desk monitoring, in accordance with charter contract terms, occurs prior to each onsite visit. For schools on Contract 4.0, formative annual onsite visits are scheduled in Spring of every year for the duration of the contract. Additional onsite visits are conducted at the school’s or Commission’s request. Additional desk monitoring is part of the ongoing work of the Frameworks team.	Commenced and ongoing	See 2022 NACSA Performance Evaluation, pp. 11-12	
D.1.4	Commision should consider tracking its monitoring work output and the time and resources spent on monitoring.	Plan: Continue to hit milestons for Strategic plan goals 2 and 3 (maintain and sustain a high-quality, diverse public charter school portfolio that contributes to Hawai'i's public education system). Response: The Commission has already implemented a process for oversight and monitoring. Currently, a minimum of 100 visits are conducted annually to the portfolio of 37 schools (between the Frameworks team, Federal program, and school leads). How these visits are monitored can be seen in the responses above (D.1.3) With respect to the school leads, documentation of these visits can be seen in the school governing board meeting minutes.	Completed and ongoing	Milestones revisited from Revised strategic plan, goals 2 and 3	
D.1.5	Commission should take a more systemic approach to academic performance monitoring rather than a "hands off" approach to academic performance monitoring.	Plan: Take a more hands on approach to academic performance monitoring by continuing to implement the processs for oversight and monitoring described in previous opportunities in section D.1 Response: Beginning in school year 2021-2022, all schools on Contract 4.0 are provided an annual visit wherein formal assessment of their academic performance is conducted. Informational Zoom sessions are provided to enhance the onsite visits. A portion of the onsite visits are to ensure shared understanding of the academic performance of the schools. School leaders should make it a regular part of every governing board meeting to report the academic progress at their school. School Leads have noticed in the last year that with an increased conversation around academic performance between the Frameworks team and the schools, governing boards are routinely having conversations about academic performance. School Leads are also hearing specific information around academic performance as it relates to Title I.	Commenced and ongoing	Strategic Plan Goals 2 and 3	
D.2.a: Protecting School Autonomy	Provisions within the charter contract related to school autonomy exist but do not clearly ensure school autonomy and recognize the school’s authority over the school’s day-t0-day operations and decisions that are clearly within the school’s purview.	Plan: Continue to build an effective communication system that shares out and informs Stakeholders/Pulbic. Response: Contract 4.0 is explicit about autonomy in section 6.3 with respect to curriculum and/or instructional approach consistent with statewide content and performance standards.			
D.2.b	The decision to exclude virtual education from the definitions and as an area of school authority appears to have been intentional, as the charter contract excludes this statutory language while at the same time using other statutory language.	Response:The BOE’S opinion contradicts what our deputy AG has advised the Commission with respect to HRS 302d-12(f) which says: §302D-12 Charter school governing boards; powers and duties. (f) The governing board shall be the independent governing body of its charter school and shall have oversight over and be responsible for the financial, organizational, and academic viability of the charter school, implementation of the charter, and the independent authority to determine the organization and management of the school, the curriculum, virtual education, and compliance with applicable federal and state laws. The governing board shall ensure its school complies with the terms of the charter contract between the authorizer and the school. The governing board shall have the power to negotiate supplemental collective bargaining agreements with the exclusive representatives of their employees. The schools are authorized to provide the model of education that their contracts provide which are determined by what the shcools have applied for. If schools want a virtual program, they may request a contract amendment and if they meet the guidelines that ensure that the program meets requirements (that also include applicable federal and state laws like HTSB licensure and criminal background checks, etc.) then schools can get approval from their school boards and after that, come to the Commission to add that program to their school. If the Contract is to mean anything, then the model of education must be honored.		Virtual education is not a model that every school has the capacity to run, as the BOE and HIDOE has experienced and seen during COVID. As a Commission, we have also heard feedback from parents when a virtual program is not providing equitable education through a licensed HTSB teacher that has both the mission and vision of the charter school as well as the HIDOE student learner outcomes, including Nā Hopena A’o (HĀ) in the forefront of what and how they create that specialized environment for learning, even virtually.	

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D.2.c	Lack of clarity around the COVID temporary provision to provide distance, virtual or other alternative mode of instruction	Response: This was an example of how the Commission allowed each individual charter school to determine how best to address the needs of their existing students and staff during the COVID-19 crisis. Unlike the larger HIDOE system that must pivot using a one size fits all directive for their schools, the Public Charter Schools’ individual contracts allow for more autonomous decision making by the schools. Some of the contracts may not explicitly allow for virtual learning, so the Commission took action to provide that flexibility during an emergency situation in their community and school. When the COVID numbers at schools started to increase amongst students and sometimes even staff, this temporary action allowed schools who may not have a virtual program in their contract to be able to pivot for the two week quarantine period in order to still offer education for their students while also giving time and space for the numbers to go down. Some schools had to all go virtual multiple times during the Pandemic, but it allowed the schools the flexibility to not shut down completely.			
D.2.1	Annually review compliance tasks and work with the Department on methods for data collection	Response: The Commission is unable to reduce the amount of requirements as what is stated in the Contract and Kuleana portal as they all relate to statutorily required items. The BOE should work with HIDOE to identify areas of data that are required for all public schools to enter into the HIDOE data systems so as to reduce the Commission and HIDOE work in having to chase down data, often self reported by charter schools which raised questions over reliability of the data required for accountability. The Commission has already worked to align all Federal Programs requirements into a comprehensive system of assessment and implementation and impacts.			
D.2.2	Implementation of the Commission’s oversight and monitoring cannot be verified externally with consistent responses.	Plan: Make the process transparent and clear (Strat goal 3.2). Response: Commissioners have accompanied staff to go on site visits and monitoring. Multiple engagements with schools on monitoring and compliance visits along with documentation provided after visits have been implemented.	Implemented and ongoing	From 2022 NACSA Performance evaluation (pp. 22-23) The Commission continues to carry out its work with Aloha and with the values of Mohala, Pili, and Pono, throughout all its oversight activities. . . The discussion on pp. 22-23 as well as the short term and long term recommendations starting on p. 23 are our improvement plan steps (for those items that we have direct control over). For some of the long term goals, we need to wait for a permanent executive director in order to advocate and partner beyond the Commission.	
D.2.3	The Commission should review NACSA’s standards relating to autonomy.	Response: Yes, all stakeholders need to better understand what autonomy means in the context of how Hawaii oversees its public charter schools. But we also disagree in aligning with NACSA standards for the national arena because we are significantly different from public charter schools in other jurisdictions because as public charter schools in Hawaii, we are agencies of the state and not private and/or for profit entities that are found in other areas.			
D.3.a: Standards and Processes for Intervention and Corrective Action	When a NOD is needed, the Commission must ensure compliance. Commission reps did not provide justification for the contract provision and raised some concerns about understanding	Plan: As NODs are not widely used, and Commissioners are switched out or termed out, implement training for common understanding. Response: When NOCs are issued and the matter is presented to the full Commission, if there is a disagreement over what the school has stated in the remedy or that they have remedied the noncompliance, the Commission may order the school to address the issue by directing the governing board to ensure that the issue is addressed or the compliance task completed. I.e. fire inspections, or failure to comply with English Learner requirements. What specifically is the BOE referring to where the Commission has prescribed solutions? We have only referred schools to source documents or HIDOE offices responsible for the compliance task to ensure that they are completing the requirements. So, this appears to be an issue of semantics.	ongoing	NACSA has reviewed our process and has this to say about the matter (p. 22) The Notice of Concern (NOC) practice is an example of this conflation. It is being utilized per contractual and legal guidance, but it is not being used to make, inform, or guide high-stakes decisions. NOCs are oftentimes further complicated due to the nature in which the Hawai’i charter school law creates a difficult environment for accountability given the ways charter schools are defined and limited by state law and the lack of clarity between the authorizer and Department of Education roles.	

Section and No.	Finding (summarized) - some findings were too long to put here, and so section and no markers are used. Opportunities use numbers. Deficiencies use letters.	Timeline 1a: Steps to reach outcomes that remedy the finding for which the CIP was designed; and/or Response from Permitted Interaction Group	Timeline 1b: projected completion date	2. Standards of success to assess effectiveness of outcomes of CIP	3. Description of how C will use standards of success to assess outcomes
D.3.b	Neither the charter contract, NOC forms, or documented examples indicate that the intervention process requires the Commission to give timely notice of contract violations or performance deficiencies.	Plan: The Commission staff has put in place systems of monitoring for desk and in person review and regular reporting to Commisioners The team has a process of reminding schools of upcoming deadlines, the Kuleana portal also adds a layer of monitoring.	Process has been refined and ongoing	From 2022 NACSA Performance evaluation (pp. 22-23) The Commission continues to carry out its work with Aloha and with the values of Mohala, Pili, and Pono, throughout all its oversight activities. . . The discussion on pp. 22-23 as well as the short term and long term recommendations starting on p. 23 are our improvement plan steps (for those items that we have direct control over). For some of the long term goals, we need to wait for a permanent executive director in order to advocate and partner beyond the Commission.	
D.3.c	Intervention process is too timely and time may be unreasonable	Plan: Clarify process for Board. Response: The present intervention process includes systematic visits to schools a minimum of twice a year, in addition to a minimum of two informational sessions to help to ensure that expectations are shared in understanding. In this respect, "intervention" is proactive and includes formative checks throughout the duration of the life of the contract.	Ongoing	Reference: NACSA’s Principles & Standards for Quality Charter School Authorizing, Standard 3: Performance Contracting and Standard 4: Ongoing Oversight and Evaluation; and Leadership, Commitment, Judgment: Elements of Successful Charter School Authorizing: Findings from the Quality Practice Project, pp. 13-15.	From 2022 NACSA Performance Evaluation, p. 11, Strength #2 for School monitoring and Intervention: The Commission provides clearn and transparent timelines related to key oversight requirements and reporting structures.
D.3.1	Notice of Deficiency and Notice of Warning for Contract 4.0, section 17.9 is missing definition of Notice of Warning	Plan: Revise next contract.	Next contract		
E.1a: Charter Contract Renewal Process and Performance Reports	Confusing renewal process	<p>Plan: Clarify process for the Board.</p> <p>Response: The new Performance Framework in Charter Contract 4.0 provides for defined metrics and performance expectations that illustrate the school’s mission aligned initiatives, StriveHI required reporting, and optional comparartive data and site relevant data of the school's choosing. In the renewal process we were ensuring that the Performance Frameworks for 3.0 were the focus of attention, with the intent to "close" Contract 3.0 and move to Contract 4.0.</p> <p>Contract 4.0 Section 18.1 Charter Contract Renewal states: <i>"Pursuant to HRS §302D-18, a Charter Contract may be renewed for a successive five-year term of duration. Schools seeking to renew their Charter Contract will submit an Application for Contract Renewal in the final year of their contract. The Final Performance Report shall summarize the School’s performance record to date as well as the due process afforded to the School through HAR §§8-505-10 through 8-505-13. Each school will have thirty (30) days from the time of receipt of the Final Performance Report to respond to the Performance Report, and to complete and submit the contract renewal application. The Commission will conduct a performance review within fortyfive (45) days of receiving the School’s application for renewal. During the performance review, the Commission will determine whether or not the School has earned a renewal of the Charter Contract and may apply conditions if applicable."</i></p> <p>Of the 36 schools submitting renewal applications between January 2020 and January 2023, just one NOD was issued. The renewal applications were thus completed by the schools and submitted. (PERF Attachment R-2, p. 58) This statement makes it seem like a school that did not receive a Notice of Deficiency during the contract term would receive a new five-year charter contract, but that is not the case in the renewal process."</p> <p>Additionally, the revised Strategic Plan Goal 2 works to establish a decision-making framework for the Commission.</p>	Commenced and ongoing		
E.1.b	Most recent performance report did not summarize all aspects of the school’s performance, state all of the Commission’s summative findings concerning the school’s performance, or state the school’s prospects for renewal.	Plan: Clarify process. Response: The new Performance Framework 4.0 provides the basis of the annual Performance Reports that will provide prospects for the school’s renew at the end of the 5 year contract. The revised strategic plan Goal 2 work also establishes processes to engage and inform on an on-going basis the performance of schools throughout their contract term as well as provides for various indicators of success/distress.	Commenced and ongoing		
E.1.c	In the most recent renewal process, the notifications to each school of the Commission’s renewal decisions did not inlcude written explanations of the reasons for the decisions.	Plan:Moving forward, the Commission will include written explanations detailing the reasons for the decisions.	Ongoing		
E.1.1	Recent process for contract renewal decisions to the school community were not prompt when they were only contained in a monthly newsletter	Response: All of the Commission’s contract renewal and conditions decisions are made in public meetings of the Commission, minutes are approved and posted as public record. Schools are aware of the Commission’s decision, and during the last round of renewals, Commission Chair and another Commissioner met with each governing board that had conditions added to their contracts to further explain and dialog on the Commission’s expectations			

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E.1.2	The Commission should avoid implementing a renewal process that could potentially attempt to remove the rights of a school to appeal to the Board.	Response: The Commission implemented this voluntary surrender clause with schools whose academic performance during the last contract cycle was not meeting expectations. This practice was brought in as other Authorizers across the country, in an effort to avoid long protracted appeals and court actions, met with their schools to agree to this condition. Otherwise, the Commission would have non-renewed the school. This was an option presented to the school at the renewal decision meeting. The conditions were reviewed by both parties who signed the charter contracts.			
E.1.3	The Commission should consider initiating the renewal process as early as possible in a schools final year.	Response: Renewal timeline is determined by the timing of data. Unless statute is changed, the 5 year contract cycles make these timelines fixed.			
E.2a: Charter Contract Renewal or Revocation Decision	Commission may have made renewal decisions "solely on promises of future improvement". Hold schools to higher standard for academic performance. The story of the Commission's academic performance accountability woes appears to be either setting the academic performance bar so low that all schools can clear it or setting a higher bar but not taking appropriate action when schools fail to meet it. To date, the Commission has still never closed a school for failing to meet academic performance expectations even though several schools fall into that category.	Response: Previous renewal decisions were based on the performance targets of Charter Contract 3.0. The Contract 3.0 academic targets were set arbitrarily by: schools, hired consultants, and non-academics. Plan: Charter Contract 4.0 Academic Performance Framework (APF) is designed to focus upon the intent of the charter school: to serve the unique culture of its unique school community. Therefore, Contract 4.0's APF places high value on the mission aligned initiative. StriveHI scores are also included in the evaluation of a school's academic performance. Comparative data and site-relevant data are additional options for schools to demonstrate their academic growth. It is our understanding that no school in Hawaii has been closed to date due to lack of academic growth. We are fortifying our schools' means to tell the story by including a comparative study should they choose to do so. Charters can take a look at surrounding schools, complexes, charter schools, or complex areas to help them calibrate and understand their school's progress. Together with the APF, measures of organizational and financial progress and health are equally as important.	July 2023 (minus Dream House July 2024)	The number of schools that are renewed following Contract 4.0	Commissioners receive yearly updates on school performance
E.2.1	The Commission should avoid creating renewal or performance expectations that are not explicitly captured in the performance frameworks to comply with HRS 302D-18(f)(1).	Disagree. Response: The new 4.0 contract provides a new academic performance framework that articulates academic expectations that do not provide for conditions. The Commission will ground its decisions about a school's progress using evidence gathered annually (at a minimum) via the implementation of the Academic Performance Framework (APF) in Contract 4.0 Exhibit A on page 61 of Contract 4.0 states clearly that, "The APF outlines the measures by which a charter school's academic performance will be evaluated for purposes of <i>annual monitoring, potential interventions, plans for improvement</i> , and renewal and revocation decisions." Therefore, the annual monitoring will provide formative steps (formative conditions) and may also include potential conditional interventions for schools to improve as the life of their contract unfolds. The academic performance expectations will be monitored and reported in this formative manner.			
E.2.2	It is not clear whether the Commission "[p]rovide[s] a public report summarizing the evidence and basis for each [renewal] decision," pursuant to HRS 302D-18(f)(3)	Response: Renewal decisions are already publicly reported.			
E.2.3	The Commission should consider the feasibility of compressing the revocation process.	Response: Revocation process is determined by statute and rules. If the Board is asking the Commission to shorten the time frame, administrative rules may need to be changed in alignment with statute.			
E.3.1: School Closure Protocol	Commission should consider a review of its closure protocols with the intention of compressing the timeline wherever possible.	Response: Closure protocol is a process that is determined by statute and rules. If the Board is asking the Commission to shorten the time frame, administrative rules may need to be changed in alignment with statute.			
E.3.2	Consider a closure protocol for a charter school whose contract is not renewed	Plan: Will add to Strategic Plan. Closure protocol for nonrenewal is a process that is determined by statute and administrative rules. If the Board is asking the Commission to shorten the time frame, administrative rules will need to be changed in alignment with statute.			

Appendices

Appendix A: Glossary of Key Terms

Appendix B: Data in Appendix Tables

Appendix C: Individual School Reports

Appendix D: Charter School Academic Performance Framework Data for School Years 2019-2020, 2020-2021, 2021-2022, and 2022-2023

Appendix E: Charter School Financial Performance Framework Data for School Years 2019-2020, 2020-2021, 2021-2022, and 2022-2023

Appendix F: Charter School Organizational Performance Framework Data for School Years 2019-2020, 2020-2021, 2021-2022, and 2022-2023

Appendix G: Hawai‘i State Public Charter School Commission Annual Audit Report for Fiscal Year 2022-2023

Appendix H: Hawai‘i State Public Charter School Commission Early Learning Program Annual Report for School Year 2022-2023

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.
Commission	State Public Charter School Commission
DAGS	Hawai‘i Department of Accounting and General Services
HIDOE	Hawai‘i State Department of Education
English learners / EL	A student subgroup that is made up of students with limited English proficiency.
ESEA	Federal Elementary and Secondary Education Act of 1964
ESSA	Federal Every Student Succeeds Act of 2015
FERPA	Federal Family Educational Rights and Privacy Act, Federal law that protects the privacy of student education records and applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
Financial Performance Framework (FPF)	The framework used by the Commission to assess the financial performance of charter schools.

Term	Definition
FRL	Students who qualify for free and reduced-price meals under the National School Lunch Program.
High needs students	Students who are in one or more of the DOE’s designated high need student subgroups: students eligible for free or reduced-price meals, Special Education students, and English learners.
HRS	Hawai‘i Revised Statutes
Hawai‘i State Alternate Assessment / HSA-Alt	A system of assessments for students with significant cognitive disabilities who participate in a school curriculum that includes academic instruction as well as functional life skills.
Hawai‘i State Science Assessments / HSA Science	A standardized assessment for science that is administered to students in grades 4 and 8 who are enrolled at English medium public schools statewide.
IDEA	Federal Individuals with Disabilities Education Act
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
NCLB	No Child Left Behind
Non-high needs students	Students who are not classified as “high needs students” (see definition above).
Organizational Performance Framework (OPF)	The framework used by the Commission to assess the organizational performance of charter schools.
P-3	Preschool to grade 3
Performance Framework	The Commission’s accountability system, consisting of the Academic, Financial, and Organizational Performance Frameworks.
PPE	Personal protective equipment
Pre-K	Prekindergarten
SLH	Session Laws of Hawai‘i
Smarter Balanced Assessment / SBA	A standardized assessment for English language arts/literacy and math that is administered to students in grades 3 to 8 and 11 who are enrolled at English medium public schools statewide.
SPED	Students who receive special education services
Strive HI	Strive HI Performance System, the DOE’s accountability and improvement system that is applied to all Hawai‘i public schools, including charter schools.

Term	Definition
Value Added measure	Measures whose purpose is to capture the work that a charter school is doing to impact student academic performance through mission-aligned initiatives.
Virtual learning	An educational model that delivers instruction exclusively in an online environment rather than in a “brick-and-mortar” setting.

APPENDIX B: DATA IN APPENDIX TABLES

The school-level results for the Strive HI measures included in this report are presented in Appendix D. 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.

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 2022-2023 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, 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).

Term/Symbol	Definition and Explanation
Not available	<p>The measure applies to the school, but there is no data to report.</p> <p>Examples:</p> <p>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.</p> <p>A school served all tested grade levels, but did not have any English learners that year, so the school did not have English learner proficiency data to report.</p> <p>The number of tested non-high needs students at a school was less than 11, so neither the proficiency rate of non-high needs students nor the achievement gap was calculated for the school.</p>
Does not apply	<p>The measure does not apply to the school.</p> <p>Examples:</p> <p>An elementary school does not serve grade 12, so the four-year graduation rate measure does not apply to the school.</p> <p>The Kaiapuni Assessment of Educational Outcomes (the Hawaiian language statewide assessment) is only administered at Kaiapuni schools, so the growth measure for this assessment does not apply to English medium schools.</p>
Not open	<p>The school was not open in the given school year.</p>

APPENDIX C: INDIVIDUAL SCHOOL REPORTS

Alaka'i O Kaua'i Public Charter School

School Year 2022-2023

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	N/A	52%	N/A
ELA	N/A	70%	N/A
Science	N/A	63%	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	N/A	44	N/A
ELA	N/A	56	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
N/A	27%	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	N/A	37%	N/A
ELA	N/A	53%	N/A

II. Value Added

Value Added	
Status:	Not available

N/A = Not available

Alaka‘i O Kaua‘i Public Charter School

School Year 2022-2023

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

Alaka‘i O Kaua‘i Public Charter School

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

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

Final Fiscal Year 2022-23 Risk Assessment: Low 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

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	46%-55%	17%	Did not meet
ELA	60%-69%	36%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56-62	49	Did not meet
ELA	55-58	57	Met

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% - 15%	63% ¹	Did not meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
75%-86%	71%	Did not meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
62% - 71%	23%	Did not meet

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

Connections Public Charter School

School Year 2022-2023

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	43% - 52%	13%	Did not meet
ELA	57% - 66%	33%	Did not meet

II. 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

Connections Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.30$$

$$0.10 + 0.35 + 0.20 + 0.30 + 0.25 + 0.10 = 1.30 \text{ (Rounded)} = 1$$

Final Fiscal Year 2022-23 Risk Assessment: Low 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

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	39%	N/A
Science	N/A	13%	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	N/A	39	N/A
ELA	N/A	45	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
N/A	21%	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	N/A	4%	N/A
ELA	N/A	16%	N/A

II. Value Added

Value Added	
Status:	Not available

N/A = 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

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

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

Final Fiscal Year 2022-23 Risk Assessment: Low 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 Kea‘ahala Rd. Established 2001

Our Mission

An innovative, community-based school rooted in the traditional wisdom of Hawai‘i - utilizes a student-centered, place and project based approach to build an ‘ohana of life-long learners who apply critical thinking, creativity, and problem solving skills to achieve success now and into the future.

Our Story

Hakipu'u Learning Center (HLC) is a multi-generational learning center infused with the Hawaiian core values. HLC works with and within the community to develop leaders and advocates; to expand knowledge, skills, aptitudes, and self-confidence; to level the playing field for success; to give families choices; and to host learning educational opportunities for students from early childhood through 12th grade, for families, and for the community at large.

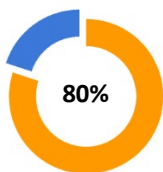
HLC learners exemplify: a) 'Ike Maoli - Knows and practices the culture , values, and language; demonstrates deep knowledge and insight with Ko'olau as the piko extending/connecting to the broader global community; b) Makaukau- Is prepared and ready for life; is equipped with foundational academic knowledge and life skills; applies these skills as a contributing member of a local, national, and global society; c) Malama - Demonstrates/has kuleana for self/others; is a positive leader for 'ohana and community (locally, nationally, and globally); practices malama 'aina; d) Ulu Mau - Is prepared for, demonstrates, and values life-long learning toward continuous growth; and e) Ha'aheo - Demonstrates a sense of positive self-esteem, responsibility, and pride in the HLC community from a foundation of humility.

49

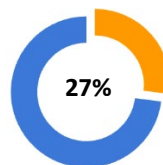
Students
enrolled

--

of students
are english
language
learners



of students are
economically
disadvantaged



of students receive
special education
services

--

of special
education
students are
in general
education
classes most
of the day

Academic Performance Framework

Total Points 73/73

Indicator 1: Mission Aligned Initiative (MAI) (21/30 Points)

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				6
The mission guides decision-making and priority setting				
The mission is reflected in student learning and progress				

Indicator 2: Standardized Assessments Strive HI (46/70 Points)

How are students performing in each subject?

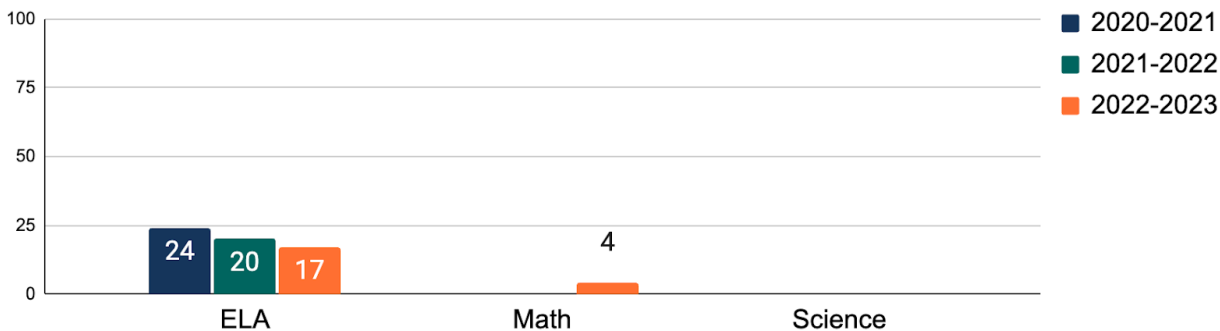


FIGURE 1 PERFORMANCE DATA IN ELA, MATH, AND SCIENCE FOR 2020-2021, 20201-2022, 2022-2023

How are students performing compared to others?

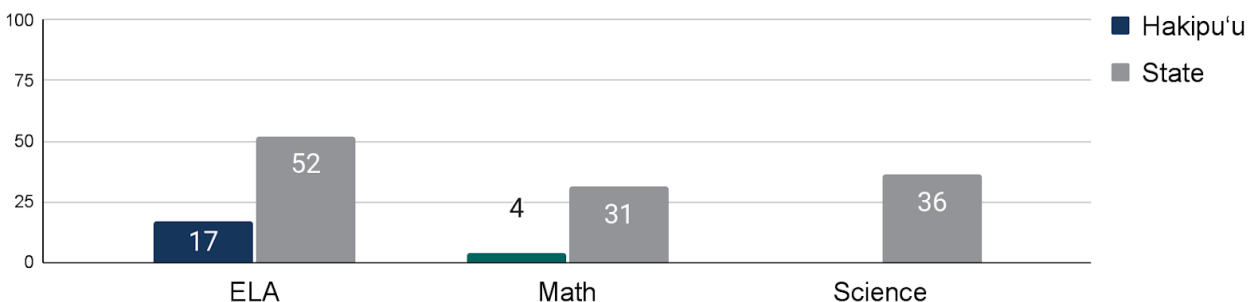
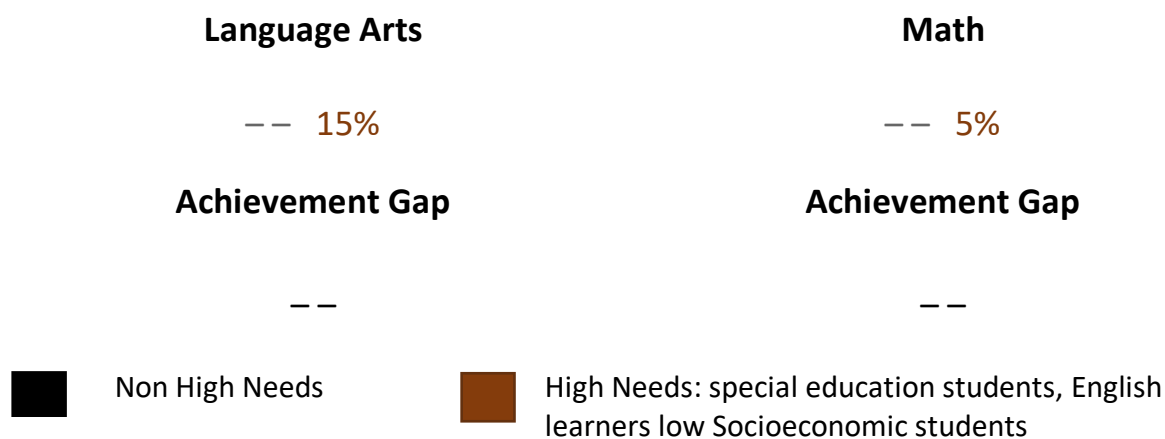


FIGURE 2 STUDENT PERFORMANCE COMPARED TO OTHERS SY 2022-2023

How are students subgroups performing?



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.



How do students feel about their school?

Percent of students reporting positively on the Panorama Student Perception Survey



How many students missed 15 or more days of school this year?

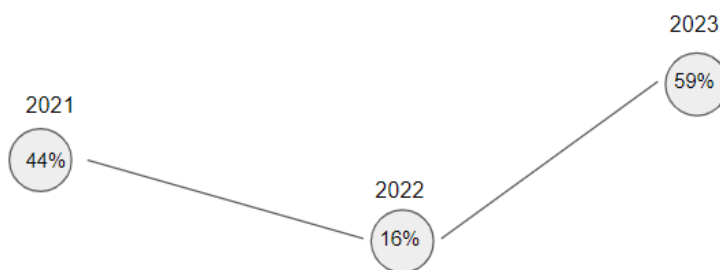


FIGURE 3 PERCENTAGE OF STUDENTS THAT MISSED 15 OR MORE DAYS OF SCHOOL IN SCHOOL YEARS 2021, 2022 AND 2023

Post-Secondary Readiness:

-- 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	Hakipu‘u	Charter Schools	Does not meet (1) Meets (2)	Total
ELA	3-8, 11	SUPP	47%	Does not meet	1
Math	3-8, 11	SUPP	31%	Does not meet	1

Measure	Grade Levels	Hakipu'u	Charter Schools	Does not meet (1) Meets (2)	Total
Science	3-8, Biology EOC	SUPP	37%	Does not meet	1

Indicator 4. School Reported Data - Site-Relevant Diagnostics - *Optional* (Supplemental 3/9 Points)

Measure	Description
Adaptive Diagnostic Tool	N/A
Local-Specific Diagnostic Tool	N/A
Universal Screener	STAR
Narrative Analysis of Data Score (9)	3

Financial Performance Framework

Audited Fiscal Year 2022-23

Low	1
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Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hakipu‘u Academy

Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance
3.1	197 days	29.73%	\$9,865	7.13%	132%

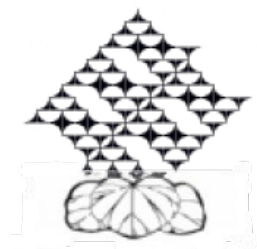
$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (2 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.20$$

$$0.10 + 0.35 + 0.20 + 0.20 + 0.25 + 0.10 = 1.20 \text{ (Rounded)} = 1$$

Organizational Performance Framework

Contract Section	Requirement	Annual	Evidence
School Charter and Mission - Article II	2.1 Charter The school is operating in locations listed in section 2.1.	x	Kuleana Portal SY Calendar: Received Student Admission Packet: Received
Governance - Article IV	4.6 School Governing Board Member Information	x	Kuleana Portal Governing Board Roster: Received
School Performance - Article V	5.1 The School has no outstanding Notices of Concern Or Deficiency	x	None
Academic Performance - Article VI	6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.	x	Does not apply
Financial Management - Article VIII	8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.	x	Kuleana Portal: 4th Quarter (20-21): Received 1st Quarter (21-22): Received 2nd Quarter (21-22): Received 3rd Quarter (21-22): Received
Financial Management - Article VIII	8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.	x	Kuleana Portal: Annual Budget: Received
Financial Management - Article VIII	8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.	x	Kuleana Portal: Student Enrollment Projections for coming SY (22-23): Received

Contract Section	Requirement	Annual	Evidence
Admission, Enrollment, and Attendance - Article IX	9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.	x	Kuleana Portal Student Admission Packet: Received
Admission, Enrollment, and Attendance - Article IX	9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i .	x	Kuleana Portal Student Admission Packet: Received
School Facilities - Article XIV	14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.	x	Kuleana Portal Fire Inspection: Received



Hālau Kū Māna Public Charter School

O‘ahu | 2101 Makiki Heights Drive #2520 | Established 2000

Our 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.

Our Story

Hālau Kū Māna's (HKM) vision is to facilitate individual and community healing and empowerment by fostering lifelong learners who think, feel and act in ways that are pono for recognizing strengths and addressing challenges as they seek positive, systemic change in their local, regional and global communities. Our educational program seeks integrate Hawaiian cultural perspectives, practices and values with academic content and skills to best equip our graduates to have postsecondary choices.

Our school strives to accomplish this through our tri-fold mission:

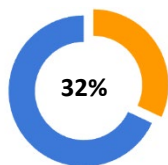
- 1) Ho'okumu - Foster a sense of esteem, stewardship and kuleana to the 'aina, our communities and ourselves, through grounding in the ancestral knowledges and practices of Hawai'i and the academic skills necessary to excel in the 21st century.
- 2) Ho'okele - Explore and inquire in ways that build upon our ancestral wisdom and bridge to other communities and cultures in a harmonious manner, thus moving toward our highest personal and community goals.
- 3) 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.

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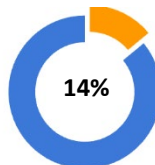
Students
enrolled

— —

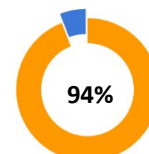
of students
are English
language
learners



of students are
economically
disadvantaged



of students receive
special education
services



of special education
students are in general
education classes
most of the day

Academic Performance Framework

Total Points 97/73

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

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				10

Indicator 2: Standardized Assessments Strive HI (55/70 Points)

How are students performing in each subject?

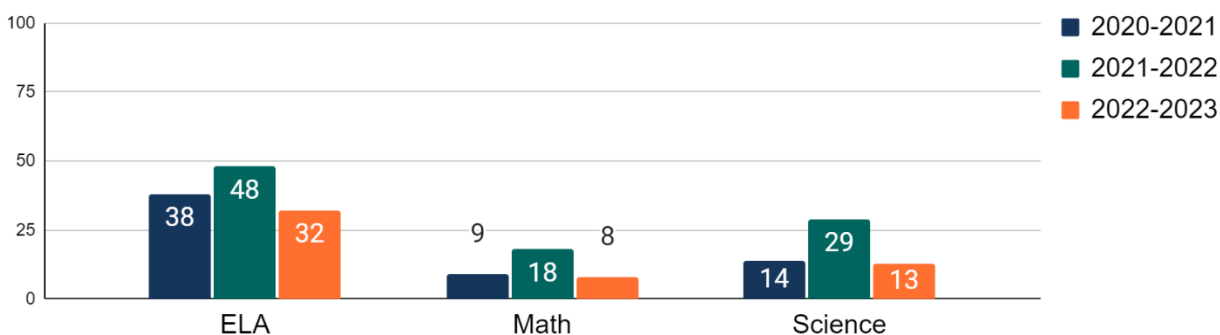


FIGURE 1 PERFORMANCE DATA IN ELA, MATH, AND SCIENCE FOR 2020-2021, 20201-2022, 2022-2023

How are students performing compared to others?

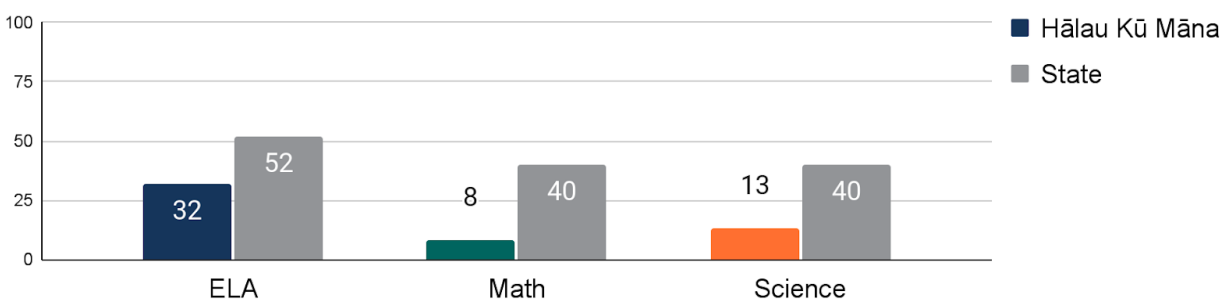
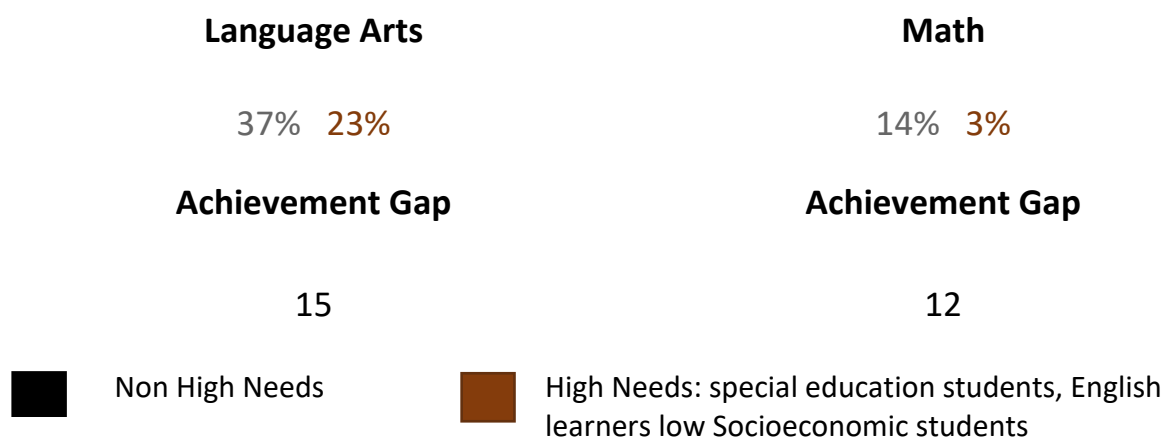


FIGURE 2 STUDENT PERFORMANCE COMPARED TO OTHERS SY 2022-2023

How are students subgroups performing?



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.



How do students feel about their school?

Percent of students reporting positively on the Panorama Student Perception Survey



How many students missed 15 or more days of school this year?

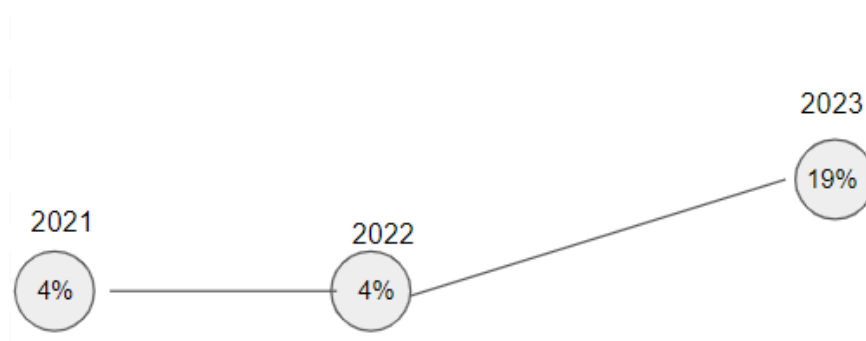


FIGURE 3 PERCENTAGE OF STUDENTS THAT MISSED 15 OR MORE DAYS OF SCHOOL IN SCHOOL YEARS 2021, 2022 AND 2023

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	Hālau Kū Māna	Charter Schools	Does not meet (1) Meets (2)	Total
ELA	3-8, 11	32%	47%	Does not meet	1
Math	3-8, 11	8%	31%	Does not meet	1
Science	3-8, Biology EOC	13%	37%	Does not meet	1

Indicator 4. School Reported Data - Site-Relevant Diagnostics - *Optional* (9/9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	MAP NWEA Assessment
Local-Specific Diagnostic Tool	N/A
Universal Screener	N/A
Narrative Analysis of Data Score (9)	9

Financial Performance Framework

Audited Fiscal Year 2022-23

Low	1
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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

Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance
3.1	492 days	24.07%	\$727,757	22.10%	114%

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (4 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.40$$

$$0.10 + 0.35 + 0.20 + 0.40 + 0.25 + 0.10 = 1.40 \text{ (Rounded)} = 1$$

Organizational Performance Framework

Contract Section	Requirement	Annual	Evidence
School Charter and Mission - Article II	2.1 Charter The school is operating in locations listed in section 2.1.	x	Kuleana Portal SY Calendar: Received Student Admission Packet: Received
Governance - Article IV	4.6 School Governing Board Member Information	x	Kuleana Portal Governing Board Roster: Received
School Performance - Article V	5.1 The School has no outstanding Notices of Concern Or Deficiency	x	None
Academic Performance - Article VI	6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.	x	Does not apply
Financial Management - Article VIII	8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.	x	Kuleana Portal: 4th Quarter (20-21): Received 1st Quarter (21-22): Received 2nd Quarter (21-22): Received 3rd Quarter (21-22): Received
Financial Management - Article VIII	8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.	x	Kuleana Portal: Annual Budget: Received
Financial Management - Article VIII	8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.	x	Kuleana Portal: Student Enrollment Projections for coming SY (22-23): Received

Contract Section	Requirement	Annual	Evidence
Admission, Enrollment, and Attendance - Article IX	9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.	x	Kuleana Portal Student Admission Packet: Received
Admission, Enrollment, and Attendance - Article IX	9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i .	x	Kuleana Portal Student Admission Packet: Received
School Facilities - Article XIV	14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.	x	Kuleana Portal Fire Inspection: Received

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

School Year 2022-2023

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	57% - 66%	27%	Did not meet
ELA	64% - 73%	49%	Did not meet
Science	57% - 66%	41%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	53	Did not meet
ELA	55 - 58	54	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% - 15%	24% ¹	Did not meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
80% - 89%	91%	Met

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
65% - 74%	35%	Did not meet

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

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

School Year 2022-2023

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	53% - 57%	21%	Did not meet
ELA	66% - 69%	42%	Did not meet

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 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

Hawai‘i Academy of Arts & Sciences

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (2 \times 0.10) = 1.20$$

$$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.20 = 1.20 \text{ (Rounded)} = 1$$

Final Fiscal Year 2022-23 Risk Assessment: Low rating

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

School Year 2022-2023

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

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	61% - 68%	33%	Did not meet
ELA	75% - 83%	62%	Did not meet
Science	57% - 64%	42%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	41	Did not meet
ELA	50 - 55	46	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	18% ¹	Did not meet

4-Year Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
80% - 85%	95%	Exceeded

5-Year Graduation Rate		
% Grad in 5 yrs: TARGET	% Grad in 5 yrs: ACTUAL	Met target?
90% - 97%	Data Not Available	N/A

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

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	50% - 59%	17%	Did not meet
ELA	60% - 69%	46%	Did not meet

II. 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

Hawai‘i Technology Academy

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

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

Final Fiscal Year 2022-23 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

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	53% - 60%	51%	Did not meet
ELA	68% - 74%	70%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	54 - 59	53	Did not meet
ELA	54 - 59	64	Met or Exceeded?

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
15% or less	33% ¹	Did not meet

Achievement Gap				
Subject	% Proficient High Needs: TARGET	% Proficient High Needs - Charter-wide: ACTUAL	% Proficient High Needs: ACTUAL	Met target?
Math	42% or higher and equal to or better than charter rate % Proficient High Needs	18%	37%	Exceeded
ELA	41% or higher and equal to or better than charter rate % Proficient High Needs	31%	56%	Exceeded

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

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 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

Innovations Public Charter School

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

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

Final Fiscal Year 2022-23 Risk Assessment: Low 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

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	TBD	18%	N/A
HLA	TBD	37%	N/A
Science	TBD	20%	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	TBD	42%	N/A
HLA	TBD	54%	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% - 15%	38% ¹	N/A

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

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

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

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

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

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	TBD	11%	N/A
HLA	TBD	29%	N/A

II. 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

Ka 'Umeke Kā'eo

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

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

Final Fiscal Year 2022-23 Risk Assessment: Low 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



Ka Waihona o ka Na‘auao

O‘ahu | 89-195 Farrington Highway | Established 2001

Our 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 Hawaiian cultural awareness.

Our Story

Academic Tenet: We are committed to academic development of our school community through high expectations and comprehensive support.

Social Tenet: We are committed to developing social confidence and character within our school community through a clear code of ethics based on our Na Mea Waiwai.

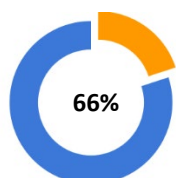
Cultural Tenet: We are committed to honoring the values of our ancestors which will guide our students in building a strong future.

611

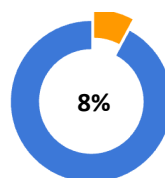
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Students
enrolled

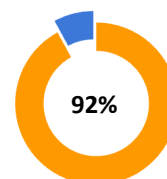
of
students
are
English
language
learners



of students are
economically
disadvantaged



of students receive
special education
services



of special education
students are in
general education
classes most of the
day

Academic Performance Framework

Total Points 87/70

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

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). Schools narrative response (linked)

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				10

Indicator 2: Standardized Assessments Strive HI (49/70 Points)

How are students performing in each subject?

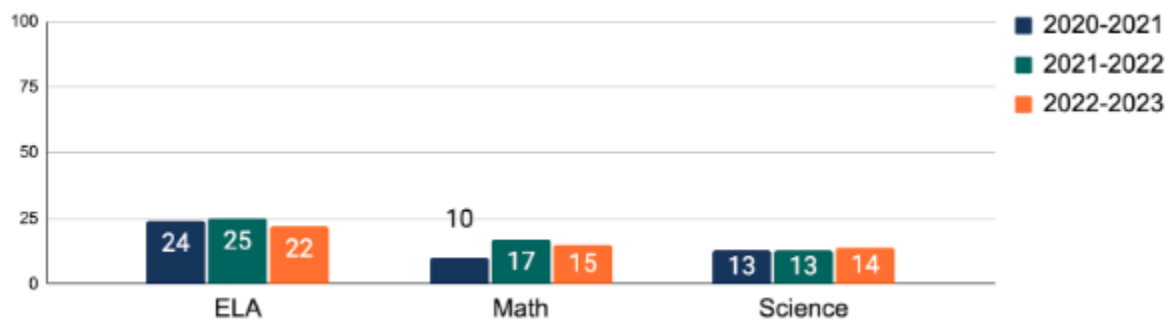


FIGURE 1 PERFORMANCE DATA IN ELA, MATH, AND SCIENCE FOR 2020-2021, 20201-2022, 2022-2023

How are students performing compared to others?

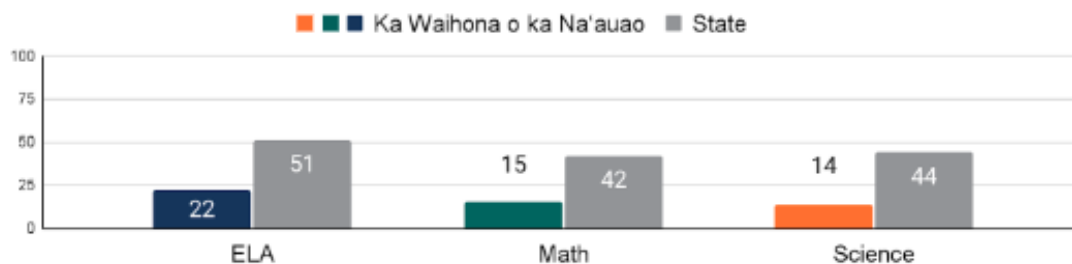


FIGURE 2 STUDENT PERFORMANCE COMPARED TO OTHERS SY 2022-2023

How are students subgroups performing?

Achievement Gap

How do students grow over time?

Language Arts

32% 17 %

Achievement Gap

15

Math

18% 13 %

Achievement Gap

5



Non High Needs



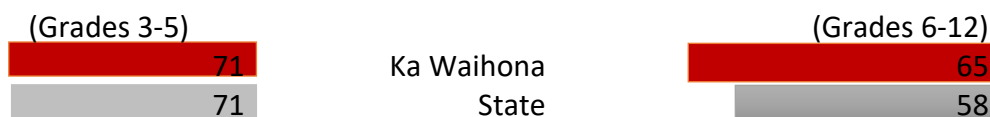
High Needs: special education students, English learners low Socioeconomic students

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.



How do students feel about their school?

Percent of students reporting positively on the Panorama Student Perception Survey



How many students missed 15 or more days of school this year?

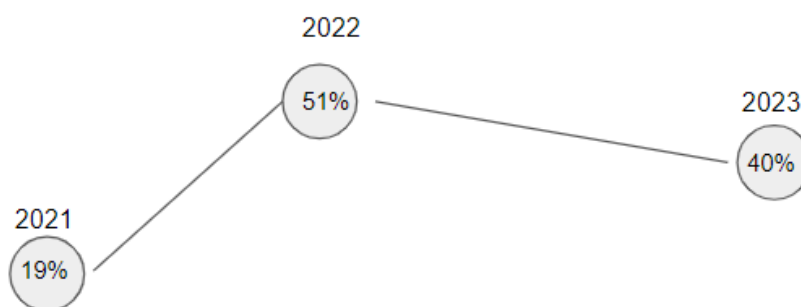


FIGURE 3 PERCENTAGE OF STUDENTS THAT MISSED 15 OR MORE DAYS OF SCHOOL IN SCHOOL YEARS 2021, 2022 AND 2023

Post-Secondary Readiness:

47% 8TH GRADE LITERACY
of 8th graders reading at or above grade level

Indicator 3: Comparative Performance – *Optional* (Supplemental 5/6 Points)

Measure	Grade Levels	Ka Waihona	Complex (Nānākuli)	Does not meet (1) Meets (2)	Total
ELA	3-8, 11	22%	50%	Does not meet	1
Math	3-8, 11	14%	39%	Meets	2
Science	3-8, Biology EOC	10%	36%	Meets	2

Indicator 4. School Reported Data - Site-Relevant Diagnostics – *Optional* (Supplemental 3/9 Points)

Measure	Description
Adaptive Diagnostic Tool	iReady, NWEA
Local-Specific Diagnostic Tool	N/A
Universal Screener	iReady, NWEA
Narrative Analysis of Data Score (9)	3

Financial Performance Framework

Audited Fiscal Year 2022-23

Low	1
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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

Current Ratio	Current Ratio	Current Ratio	Current Ratio	Current Ratio	Current Ratio
9.0	229 days	7.15%	\$490,039	10.35%	160%

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

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

Organizational Performance Framework

Contract Section	Requirement	Annual	Evidence
School Charter and Mission - Article II	2.1 Charter The school is operating in locations listed in section 2.1.	x	Kuleana Portal SY Calendar: Received Student Admission Packet: Received
Governance - Article IV	4.6 School Governing Board Member Information	x	Kuleana Portal Governing Board Roster: Received
School Performance - Article V	5.1 The School has no outstanding Notices of Concern Or Deficiency	x	None
Academic Performance - Article VI	6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.	x	Does not apply
Financial Management - Article VIII	8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.	x	Kuleana Portal: 4th Quarter (20-21): Received 1st Quarter (21-22): Received 2nd Quarter (21-22): Received 3rd Quarter (21-22): Received
Financial Management - Article VIII	8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.	x	Kuleana Portal: Annual Budget: Received
Financial Management - Article VIII	8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.	x	Kuleana Portal: Student Enrollment Projections for coming SY (22-23): Received

Contract Section	Requirement	Annual	Evidence
Admission, Enrollment, and Attendance - Article IX	9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.	x	Kuleana Portal Student Admission Packet: Received
Admission, Enrollment, and Attendance - Article IX	9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i .	x	Kuleana Portal Student Admission Packet: Received
School Facilities - Article XIV	14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.	x	Kuleana Portal Fire Inspection: Received



Kamaile Academy

O‘ahu | 85-180 Ala Akau Street | Established 2007

Our Mission

To prepare self-directed, self-aware, college-ready learners who embrace the challenges of obstacles, experience the pride of perseverance and accomplishments, and demonstrate the strength of ‘ohana and community.

Our Story

Kamaile Academy is a PreK-12 Hawaiian-focused conversion charter school that embraces all the cultures of our children, with the emphasis on Hawaiian culture being the piko (the center). Academic, social, emotional, and physical well-being, as well as cultural understandings, are strengthened through the continuous reflection of the Core Values: Aloha, ‘ohana, and hō‘ihi are the kāhua (foundation) of who we are. From every class project to keeping our campus beautiful, ha‘aheo guides our staff and students to take pride in everything done at our school. Laulima is the way we cooperate to move forward as one ‘ohana — haumāna (students), kumu (teachers), and kaiāulu (community). Upholding these values is all of our kuleana.

The school community at Kamaile Academy believes that our school must foster in each child an intrinsic drive toward achievement and betterment, enabling youth to become self-directed learners.

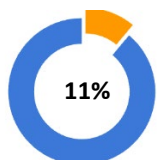
Throughout this growth process, the school also seeks to instill in each child a self-awareness of their academic, social, emotional, and physical growth. In a community that has experienced years of academic underachievement, college readiness has become the clear marker by which teachers, staff, and families will measure the school’s success.

At the heart of its mission, Kamaile Academy celebrates cultural heritage and connection to ‘ohana. Embracing the analogy of traditional Polynesian navigators, the school encourages students to chart a course guided by disciplined learning, collaborative teamwork, and a profound reverence for their roots. This approach equips students to navigate through challenging waters, mirroring the struggles of vast oceans, towards uncharted territories of knowledge and personal growth.

While we hold noble aspirations for haumāna, challenges persist within the community. Rather than trying to separate the child from this environment, the school aims to foster students capacity to embrace the obstacles in life as opportunities for growth. Consequently, each child can feel the satisfaction of resilience and eventual success.

949

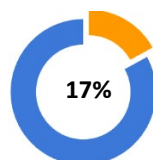
Students
enrolled



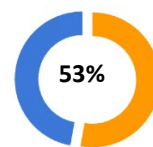
of students are
English language
learners

--%

of students
are
economically
disadvantaged



of students receive
special education
services



of special
education
students are in
general
education classes
most of the day

Academic Performance Framework

Total Points 82/73

Indicator 1: Mission Aligned Initiative (MAI) (23/30 Points)

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). Schools narrative response (linked)

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				8

Indicator 2: Standardized Assessments Strive HI (52/70 Points)

How are students performing in each subject?

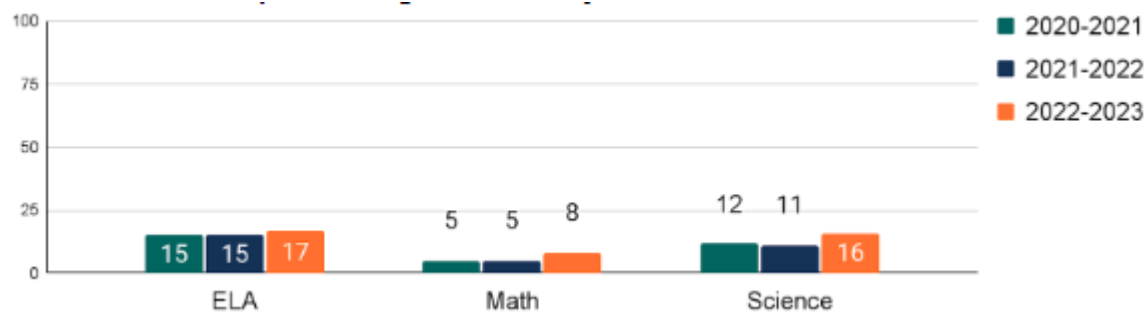


FIGURE 1 PERFORMANCE DATA IN ELA, MATH, AND SCIENCE FOR 2020-2021, 20201-2022, 2022-2023

How are students performing compared to others?

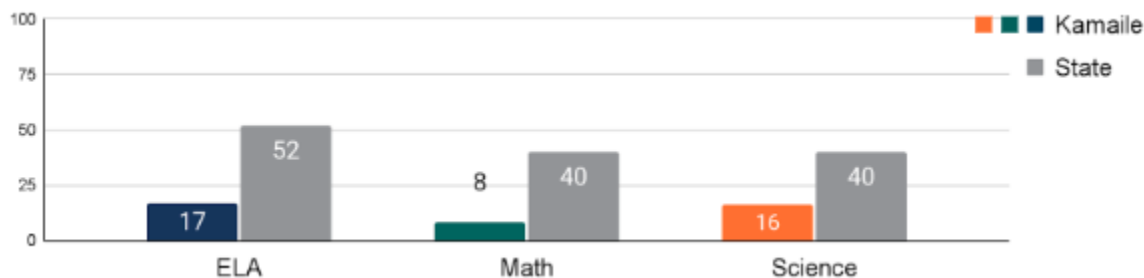
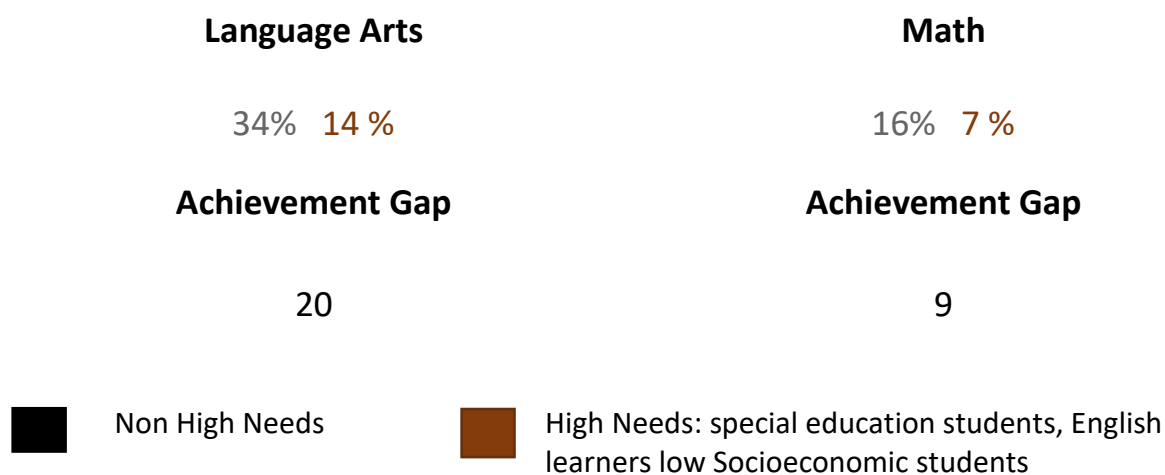


FIGURE 2 STUDENT PERFORMANCE COMPARED TO OTHERS SY 2022-2023

How are students subgroups performing?



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.



How do students feel about their school?

Percent of students reporting positively on the Panorama Student Perception Survey



How many students missed 15 or more days of school this year?

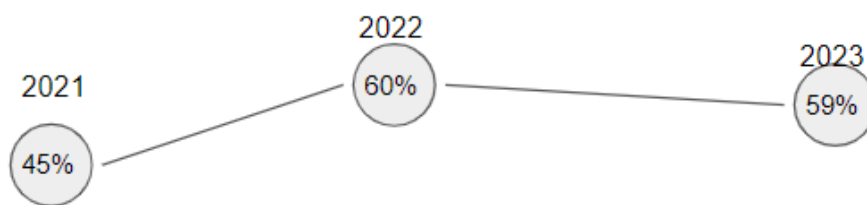


FIGURE 3 PERCENTAGE OF STUDENTS THAT MISSED 15 OR MORE DAYS OF SCHOOL IN SCHOOL YEARS 2021, 2022 AND 2023

Post-Secondary Readiness:

89% 9TH GRADE PROMOTION
of 9th graders promoted to the 10th grade on-time.

Indicator 3: Comparative Performance - *Optional* (Supplemental 4/6 Points)

Measure	Grade Levels	Kamaile	Complex Area (Nānākuli- Wai‘anae)	Does not meet (1) Meets (2)	Total
ELA	3-8, 11	17%	30%	Does not meet	1
Math	3-8, 11	8%	19%	Does not meet	1

Measure	Grade Levels	Kamaile	Complex Area (Nānākuli- Wai‘anae)	Does not meet (1) Meets (2)	Total
Science	3-8, Biology EOC	40%	14%	Meets	2

Indicator 4. School Reported Data - Site-Relevant Diagnostics – *Optional* (Supplemental 3/9 Points)

Measure	Description
Adaptive Diagnostic Tool	iReady
Local-Specific Diagnostic Tool	N/A
Universal Screener	DIBELS 8
Narrative Analysis of Data Score (9)	3

Financial Performance Framework

Audited Fiscal Year 2022-23

Low	1
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Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kamaile Academy

Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance
8.9	282 days	9.82%	\$1,510,470	12.99%	98%

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (2 \times 0.25) + (2 \times 0.10) = 1.35$$

$$0.10 + 0.35 + 0.20 + 0.30 + 0.50 + 0.20 = 1.35 \text{ (Rounded)} = 1$$

Organizational Performance Framework

Contract Section	Requirement	Annual	Evidence
School Charter and Mission - Article II	2.1 Charter The school is operating in locations listed in section 2.1.	x	Kuleana Portal SY Calendar: Received Student Admission Packet: Received
Governance - Article IV	4.6 School Governing Board Member Information	x	Kuleana Portal Governing Board Roster: Received
School Performance - Article V	5.1 The School has no outstanding Notices of Concern Or Deficiency	x	None
Academic Performance - Article VI	6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.	x	Does not apply
Financial Management - Article VIII	8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.	x	Kuleana Portal: 4th Quarter (20-21): Received 1st Quarter (21-22): Received 2nd Quarter (21-22): Received 3rd Quarter (21-22): Received
Financial Management - Article VIII	8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.	x	Kuleana Portal: Annual Budget: Received
Financial Management - Article VIII	8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.	x	Kuleana Portal: Student Enrollment Projections for coming SY (22-23): Received

Contract Section	Requirement	Annual	Evidence
Admission, Enrollment, and Attendance - Article IX	9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.	x	Kuleana Portal Student Admission Packet: Received
Admission, Enrollment, and Attendance - Article IX	9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i .	x	Kuleana Portal Student Admission Packet: Received
School Facilities - Article XIV	14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.	x	Kuleana Portal Fire Inspection: Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	5% increase annually (SY 21-22: 26%)	20%	Did not meet
ELA	4% increase annually (SY 21-22: 38%)	39%	Did not meet
Science	6% increase annually (SY 21-22: 33%)	19%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	TBD	42	N/A
ELA	TBD	37	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
TBD	20%	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	TBD	13%	N/A
ELA	TBD	28%	N/A

II. 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

Kamalani Academy

$(5 \times 0.10) + (3 \times 0.35) + (5 \times 0.10) + (3 \times 0.10) + (4 \times 0.25) + (1 \times 0.10) = 3.45$

$0.5 + 1.05 + 0.50 + 0.30 + 1.00 + 0.10 = 3.45 \text{ (Rounded)} = 3$

Final Fiscal Year 2022-23 Risk Assessment: Moderate

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

Kanu o ka 'Āina New Century Public Charter School

School Year 2022-2023

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	49% - 58%	19%	Did not meet
ELA	68% - 77%	35%	Did not meet
Science	51% - 60%	35%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	39	Did not meet
ELA	55 - 58	47	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% - 15%	19% ¹	Did not meet

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

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
75% - 84%	37%	Did not meet

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

Kanu o ka 'Āina New Century Public Charter School

School Year 2022-2023

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	47% - 56%	10%	Did not meet
ELA	66% - 75%	29%	Did not meet

II. 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

Kanu o ka 'Āina New Century Public Charter School

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

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

Final Fiscal Year 2022-23 Risk Assessment: Low rating

Kanu o ka ‘Āina New Century Public Charter School

School Year 2022-2023

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

Kanuikapono Public Charter School

School Year 2022-2023

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

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	38% - 47%	12%	Did not meet
ELA	44% - 53%	26%	Did not meet
Science	51% - 60%	8%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	29	Did not meet
ELA	50 - 54	38	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16% - 19%	47% ¹	Did not meet

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

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
85% - 100%	82%	Did not meet

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

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

Kanuikapono Public Charter School

School Year 2022-2023

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	36% - 45%	8%	Did not meet
ELA	43% - 52%	16%	Did not meet

II. 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

Kanuikapono Public Charter School

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

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

Final Fiscal Year 2022-23 Risk Assessment: Low 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

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	90% - 95%	73%	Did not meet
ELA	90% - 95%	82%	Did not meet
Science	90% - 95%	94%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	66	Met
ELA	55 - 58	67	Met

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	14%	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	63% - 72%	36%	Did not meet
ELA	51% - 60%	46%	Did not meet

II. 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

Ka‘ōhāo Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (4 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 1.80$

$0.10 + 0.35 + 0.10 + 0.40 + 0.75 + 0.10 = 1.80 \text{ (Rounded)} = 2$

Final Fiscal Year 2022-23 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

Kapolei Charter School by Goodwill Hawaii

School Year 2022-2023

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	TBD	12%	N/A
ELA	TBD	30%	N/A
Science	TBD	11%	N/A

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

College and Career Readiness

Graduation Rate: High School		
% in Grad in 4 years: TARGET	% in Grad in 4 years: ACTUAL	Met target?
80%	91%	Exceeded

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	TBD	Suppressed	N/A
ELA	TBD	15%	N/A

II. Value Added

Value Added	
Status:	Received

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

Kapolei Charter School by Goodwill Hawaii

School Year 2022-2023

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

Kapolei Charter School by Goodwill Hawaii

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

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

Final Fiscal Year 2022-23 Risk Assessment: Low 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

Kawaikini New Century Public Charter School

School Year 2022-2023

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

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	TBD	17%	N/A
HLA	TBD	19%	N/A
Science	TBD	25%	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	TBD	42%	N/A
HLA	TBD	36%	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
21% - 25%	33% ¹	Did not meet

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

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

Kawaikini New Century Public Charter School

School Year 2022-2023

Graduation Rate

% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
90% - 100%	93%	Met

College-going Rate

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

Achievement Gap

Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	TBD	10%	N/A
HLA	TBD	13%	N/A

II. Value Added

Value Added

Status:	Not available
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Kawaikini New Century Public Charter School

School Year 2022-2023

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

Kawaikini New Century Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 1.70$

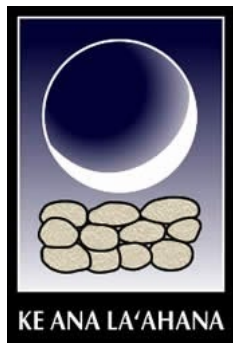
$0.10 + 0.35 + 0.10 + 0.30 + 0.75 + 0.10 = 1.70 \text{ (Rounded)} = 2$

Final Fiscal Year 2022-23 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



Ke Ana La‘ahana Public Charter School

Hawai‘i | 162 Baker Avenue | Established 2001

Our Mission

an innovative, community-based school rooted in the traditional wisdom of Hawai‘i - utilizes a student-centered, place and project based approach to build an ‘ohana of life-long learners who apply critical thinking, creativity, and problem solving skills to achieve success now and into the future.

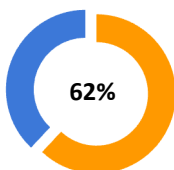
Our Story

"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)

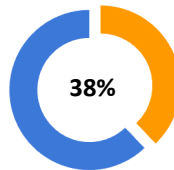
34

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Students enrolled
of students are
English language
learners



of students are
economically
disadvantaged



of students receive
special education
services



of special education
students are in
general education
classes most of the
day

Academic Performance Framework

Total Points 87/73

Indicator 1: Mission Aligned Initiative (MAI) (26/30 Points)

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). Schools narrative response (linked)

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission				8
The mission guides decision-making and priority setting				
The mission is reflected in student learning and progress				

Indicator 2: Standardized Assessments Strive HI (52/70 Points)

How are students performing in each subject?

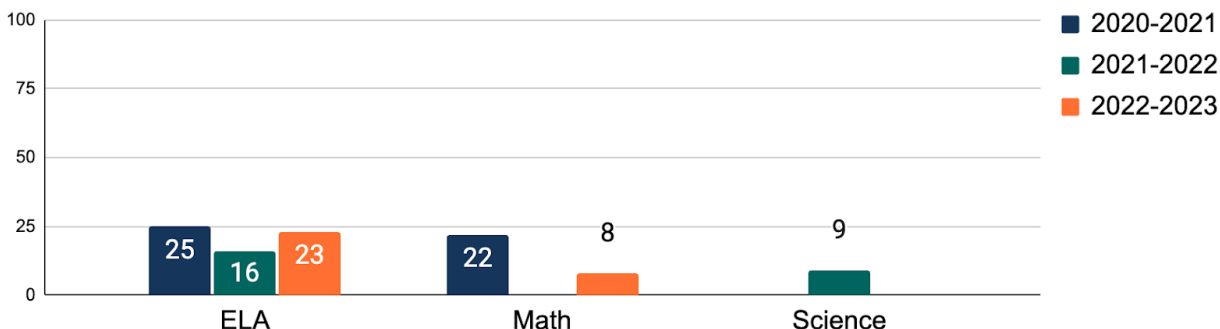


FIGURE 1 PERFORMANCE DATA IN ELA, MATH, AND SCIENCE FOR 2020-2021, 2020-2022, 2022-2023

How are students performing compared to others?

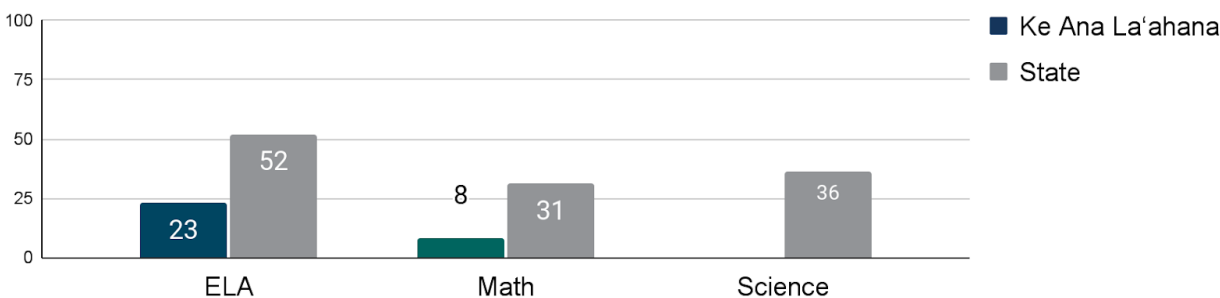
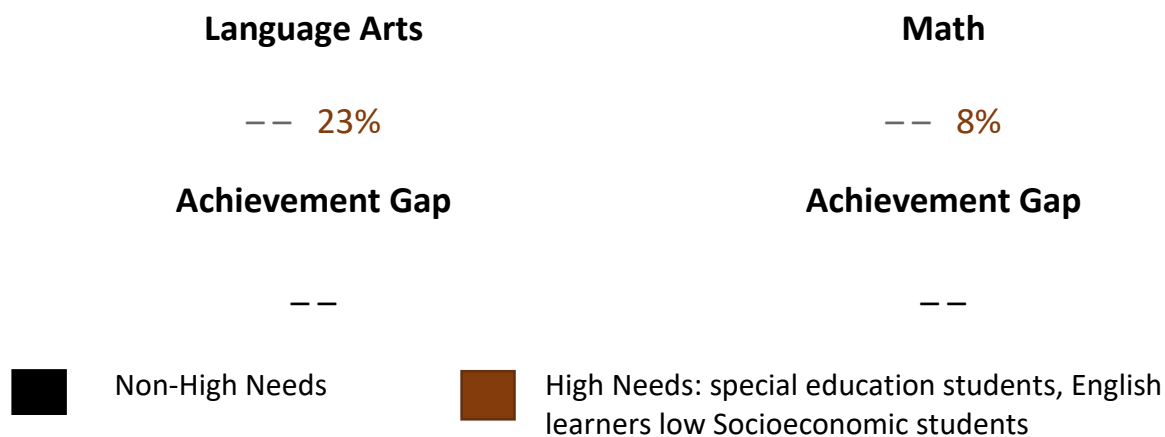


FIGURE 2 STUDENT PERFORMANCE COMPARED TO OTHERS SY 2022-2023

How are students subgroups performing?



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.



How do students feel about their school?

Percent of students reporting positively on the Panorama Student Perception Survey



How many students missed 15 or more days of school this year?

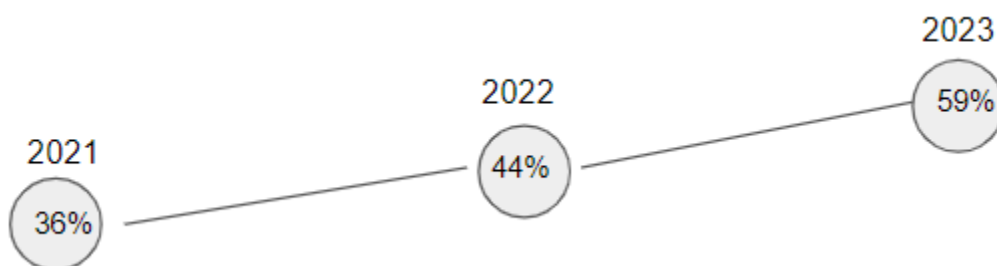


FIGURE 3 PERCENTAGE OF STUDENTS THAT MISSED 15 OR MORE DAYS OF SCHOOL IN SCHOOL YEARS 2021, 2022 AND 2023

Post-Secondary Readiness:

-- 9TH GRADE PROMOTION
of 9th graders promoted to the 10th grade on-time.

Indicator 3: Comparative Performance – *Optional* (Supplemental 3/6 Points)

Measure	Grade Levels	Ke Ana La‘ahana	Complex (Hilo)	Does not meet (1) Meets (2)	Total
ELA	3-8, 11	23%	48%	Does not meet	1
Math	3-8, 11	8%	39%	Does not meet	1

Measure	Grade Levels	Ke Ana La‘ahana	Complex (Hilo)	Does not meet (1) Meets (2)	Total
Science	3-8, Biology EOC	SUPP	41%	Does not meet	1

Indicator 4. School Reported Data - Site-Relevant Diagnostics - *Optional* (Supplemental 6/9 Points) (Optional)

Measure	Description
Adaptive Diagnostic Tool	NWEA
Local-Specific Diagnostic Tool	CIA-Culturally Integrated Assessment
Universal Screener	N/A
Narrative Analysis of Data Score (9)	6

Financial Performance Framework

Audited Fiscal Year 2022-23

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

Ke Ana La'ahana Public Charter School

Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance
4.2	304 days	24.05%	\$9,319	1.62%	109%

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 1.80$$

$$0.10 + 0.35 + 0.20 + 0.30 + 0.75 + 0.10 = 1.80 \text{ (Rounded)} = 2$$

Organizational Performance Framework

Contract Section	Requirement	Annual	Evidence
School Charter and Mission - Article II	2.1 Charter The school is operating in locations listed in section 2.1.	x	Kuleana Portal SY Calendar: Received Student Admission Packet: Received
Governance - Article IV	4.6 School Governing Board Member Information	x	Kuleana Portal Governing Board Roster: Received
School Performance - Article V	5.1 The School has no outstanding Notices of Concern Or Deficiency	x	None
Academic Performance - Article VI	6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.	x	Does not apply
Financial Management - Article VIII	8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.	x	Kuleana Portal: 4th Quarter (20-21): Received 1st Quarter (21-22): Received 2nd Quarter (21-22): Received 3rd Quarter (21-22): Received
Financial Management - Article VIII	8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.	x	Kuleana Portal: Annual Budget: Received
Financial Management - Article VIII	8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.	x	Kuleana Portal: Student Enrollment Projections for coming SY (22-23): Received

Contract Section	Requirement	Annual	Evidence
Admission, Enrollment, and Attendance - Article IX	9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.	x	Kuleana Portal Student Admission Packet: Received
Admission, Enrollment, and Attendance - Article IX	9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i .	x	Kuleana Portal Student Admission Packet: Received
School Facilities - Article XIV	14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.	x	Kuleana Portal Fire Inspection: Received

Ke Kula Niihau O Kekaha Learning Center

School Year 2022-2023

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	No target	4%	N/A
ELA	No target	Suppressed	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	29%	Did not meet
ELA	55 - 58	Suppressed	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
19% - 16%	60% ¹	Did not meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
85% - 100%	Suppressed	Met

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+ ACTUAL	Met target?
75% - 84%	Data Not Available	N/A

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

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

Ke Kula Niihau O Kekaha Learning Center

School Year 2022-2023

II. 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

Ke Kula Niihau O Kekaha Learning Center

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (2 \times 0.10) + (5 \times 0.25) + (1 \times 0.10) = 2.20$$

$$0.10 + 0.35 + 0.20 + 0.20 + 1.25 + 0.10 = 2.20 \text{ (Rounded)} = 2$$

Final Fiscal Year 2022-23 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

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

School Year 2022-2023

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	TBD	3%	N/A
ELA/ HLA	TBD	4%	N/A
Science	TBD	Suppressed	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	TBD	47%	N/A
ELA/ HLA	TBD	40%	N/A

College and Career Readiness

Average Daily Attendance (ADA) Rate: Elementary and Middle		
% ADA Combined: Elementary & Middle TARGET	% ADA Combined: Elementary & Middle ACTUAL	Met target?
96%	Data Not Available	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	TBD	1%	N/A
ELA	TBD	1%	N/A

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

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

School Year 2022-2023

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2022-23 Risk Assessment Result Formula

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

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Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

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

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

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

Final Fiscal Year 2022-23 Risk Assessment: Low 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
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Annual Fire Inspection Report	Received
Statement of Assurances	Received

Ke Kula 'o Samuel M. Kamakau, LPCS

School Year 2022-2023

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	TBD	24%	N/A
ELA/HLA	TBD	41%	N/A
Science	TBD	24%	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	TBD	63%	N/A
ELA/HLA	TBD	65%	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent TARGET	% Chronically Absent ACTUAL	Met target?
11% or less	26%	Did not meet

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

Early College Access/Dual Enrollment: High School		
% 10th-12th Graders Earning Dual Credit TARGET	% 10th-12th Graders Earning Dual Credit ACTUAL	Met target?
65% or greater	Data Not Available	N/A

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

Ke Kula ‘o Samuel M. Kamakau, LPCS

School Year 2022-2023

College-going Rate: High School

% College-Going TARGET	% College-Going ACTUAL	Met target?
60% - 69%	Data Not Available	N/A

Achievement Gap

Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	TBD	10%	N/A
ELA	TBD	26%	N/A

II. Value Added

Value Added

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

Ke Kula ‘o Samuel M. Kamakau, LPCS

School Year 2022-2023

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2022-23 Risk Assessment Result Formula

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

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Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Kula ‘o Samuel M. Kamakau, LPCS

$(1 \times 0.10) + (1 \times 0.35) + (4 \times 0.10) + (4 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 2.10$

$0.10 + 0.35 + 0.40 + 0.40 + 0.75 + 0.10 = 2.10 \text{ (Rounded)} = 2$

Final Fiscal Year 2022-23 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

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	59% - 68%	31%	Did not meet
ELA	79% - 88%	50%	Did not meet
Science	54% - 63%	40%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	62 - 65	41	Did not meet
ELA	56 - 60	40	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	25% ¹	Did not meet

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

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
88% - 92%	90%	Met

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
84% - 90%	63%	Did not meet

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

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Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	39% - 48%	20%	Did not meet
ELA	60% - 69%	37%	Did not meet

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2022-23 Risk Assessment Result Formula

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

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Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kihei Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (3 \times 0.10) = 1.20$$

$$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.30 = 1.20 \text{ (Rounded)} = 1$$

Final Fiscal Year 2022-23 Risk Assessment: Low 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
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Annual Fire Inspection Report	Received
Statement of Assurances	Received



Kona Pacific Public Charter School

Hawai'i | 79-7595 Mamalahoa Highway | Established 2008

Our Mission

At Kona Pacific Public Charter School our mission is to strive 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.

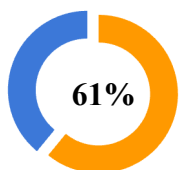
Our Story

We offer a comprehensive educational program that weaves together three strands of learning: a holistic, hands-on, project based Waldorf education that promotes student achievement in language arts, math, science, visual arts, foreign languages, musical training and movement; an educational program that embraces the values of Hawaiian culture, with particular focus on environmental education and community sustainability through understanding and respect for the people, land and sea of Hawai'i, and a curriculum rich in the life-sustaining practices of farming and gardening that are a vital part of Hawai'i Island life.

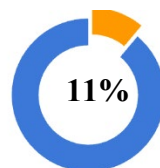
Kona Pacific students are inspired to a high level of academic excellence, enthusiasm for learning, a healthy self-awareness, interest and concern for others, and respect for the natural world.

187

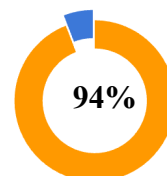
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of students are economically disadvantaged



of students receive special education services



of special education students are in general education classes most of the day

Students enrolled

of students are English language learners

Academic Performance Framework

Total Points 106/73

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

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). Schools narrative response (linked)

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				10

Indicator 2: Standardized Assessments Strive HI (64/70 Points)

How are students performing in each subject?

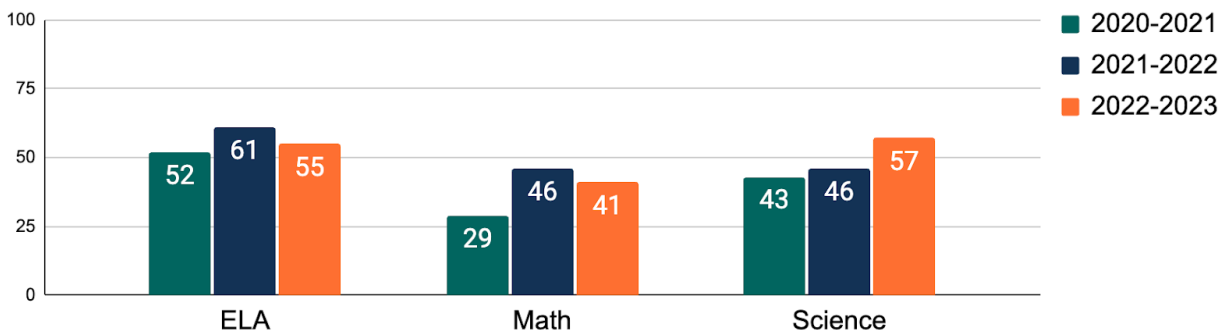


FIGURE 1 PERFORMANCE DATA IN ELA, MATH, AND SCIENCE FOR 2020-2021, 20201-2022, 2022-2023

How are students performing compared to others?

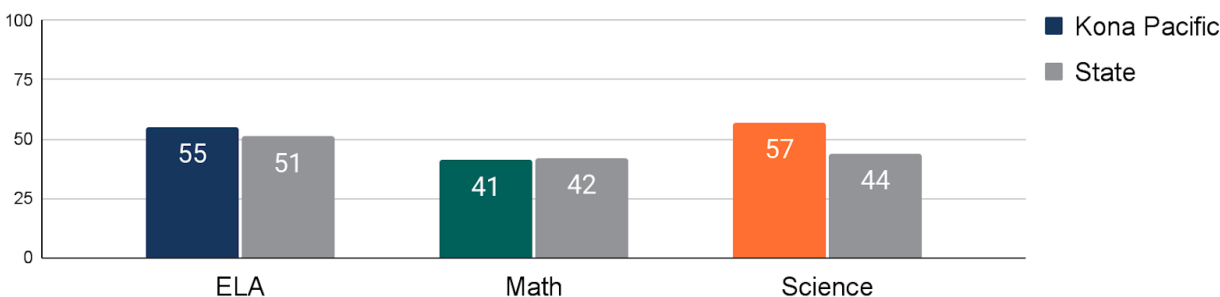
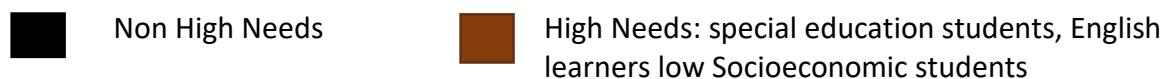


FIGURE 2 STUDENT PERFORMANCE COMPARED TO OTHERS SY 2022-2023

How are students subgroups performing?



Language Arts

68% 47%

Achievement Gap

21

Math

58% 30%

Achievement Gap

27

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.



How do students feel about their school?

Percent of students reporting positively on the Panorama Student Perception Survey



How many students missed 15 or more days of school this year?

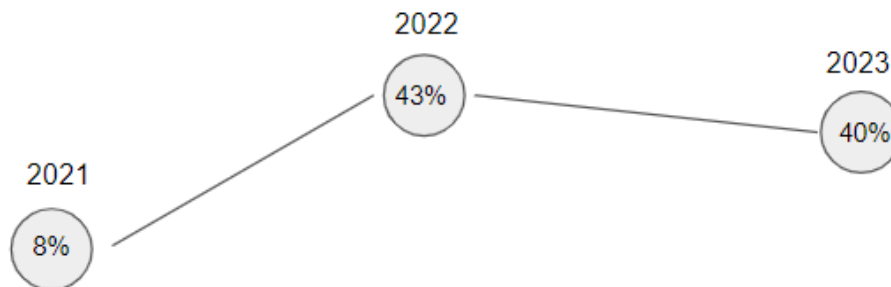


FIGURE 3 PERCENTAGE OF STUDENTS THAT MISSED 15 OR MORE DAYS OF SCHOOL IN SCHOOL YEARS 2021, 2022 AND 2023

Post-Secondary Readiness:

-- 8TH GRADE LITERACY
of 8th graders reading near, at, or above grade level.

Indicator 3: Comparative Performance - *Optional* (6/6 Supplemental Points)

Measure	Grade Levels	Kona Pacific	Complex Area (H-K-K-K)	Does not meet (1) Meets (2)	Total
ELA	3-8, 11	55%	42%	Meets	2
Math	3-8, 11	41%	28%	Meets	2

Measure	Grade Levels	Kona Pacific	Complex Area (H-K-K-K)	Does not meet (1) Meets (2)	Total
Science	3-8, Biology EOC	57%	33%	Meets	2

Indicator 4. School Reported Data - Optional (Supplemental 6/9 Points)

Measure	Description
Adaptive Diagnostic Tool	iReady
Local-Specific Diagnostic Tool	Writing rubrics for 3x yearly schoolwide writing prompts
Universal Screener	Aimsweb math fluency screener, Fountas and Pinnell Reading comprehension,
Narrative Analysis of Data Score (9)	6

Financial Performance Framework

Audited Fiscal Year 2022-23

Acceptable	2
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Risk Assessment Result Formula

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

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Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kona Pacific Public Charter School

Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance
5.2	143 days	91.37%	(\$50,516)	8.83%	110%

$$(1 \times 0.10) + (1 \times 0.35) + (5 \times 0.10) + (3 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.60$$

$$0.10 + 0.35 + 0.50 + 0.30 + 0.25 + 0.10 = 1.60 \text{ (Rounded)} = 2$$

Organizational Performance Framework

Contract Section	Requirement	Annual	Evidence
School Charter and Mission - Article II	2.1 Charter The school is operating in locations listed in section 2.1.	x	Kuleana Portal SY Calendar: Received Student Admission Packet: Received
Governance - Article IV	4.6 School Governing Board Member Information	x	Kuleana Portal Governing Board Roster: Received
School Performance - Article V	5.1 The School has no outstanding Notices of Concern Or Deficiency	x	None
Academic Performance - Article VI	6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.	x	Does not apply
Financial Management - Article VIII	8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.	x	Kuleana Portal: 4th Quarter (20-21): Received 1st Quarter (21-22): Received 2nd Quarter (21-22): Received 3rd Quarter (21-22): Received
Financial Management - Article VIII	8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.	x	Kuleana Portal: Annual Budget: Received
Financial Management - Article VIII	8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.	x	Kuleana Portal: Student Enrollment Projections for coming SY (22-23): Received

Contract Section	Requirement	Annual	Evidence
Admission, Enrollment, and Attendance - Article IX	9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.	x	Kuleana Portal Student Admission Packet: Received
Admission, Enrollment, and Attendance - Article IX	9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i .	x	Kuleana Portal Student Admission Packet: Received
School Facilities - Article XIV	14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.	x	Kuleana Portal Fire Inspection: Received



Kua o ka Lā New Century Public Charter School

Hawai‘i | 345 Makalika Street | Established 2001

Our Mission

Provide Hawaiian culturally-driven, including values-based, and place-based educational experiences through pilina ‘āina, pilina kānaka, and pilina ‘uhane.

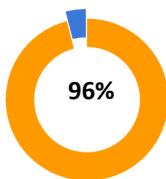
Our Story

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).

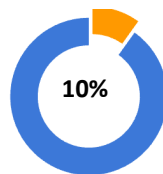
Vision: Kua O Ka La (KOKL) has adopted the concept of Ke Ala Pono - The Right Path - to describe our goal of nurturing and developing our youth. We believe that every individual has a unique potential and that it is our responsibility to help our students learn to work together within the local community to create a future that is pono - right.

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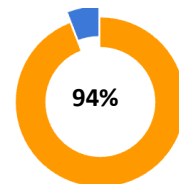
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of students are economically disadvantaged



of students receive special education services



of special education students are in general education classes most of the day

Students enrolled

of students are English language learners

Academic Performance Framework

Total Points 84/73

Indicator 1: Mission Aligned Initiative (MAI) (23/30 Points)

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				8
The mission guides decision-making and priority setting				
The mission is reflected in student learning and progress				

Indicator 2: Standardized Assessments Strive HI (52/70 Points)

How are students performing in each subject?

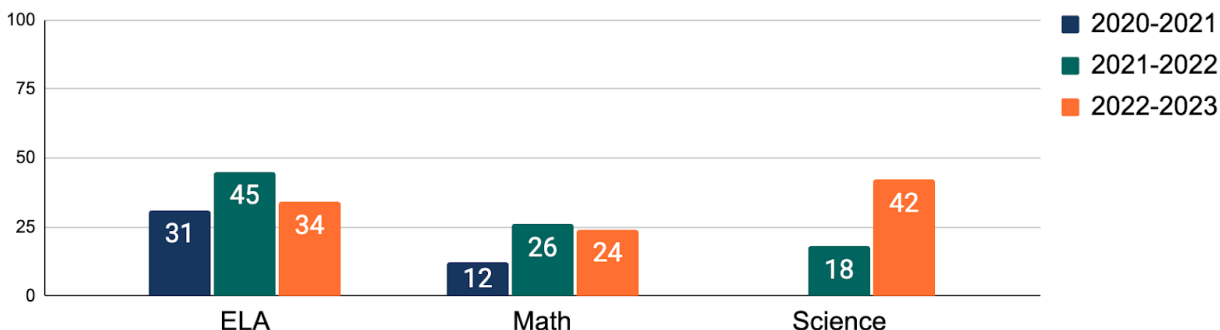


FIGURE 1 PERFORMANCE DATA IN ELA, MATH, AND SCIENCE FOR 2020-2021, 20201-2022, 2022-2023

How are students performing compared to others?

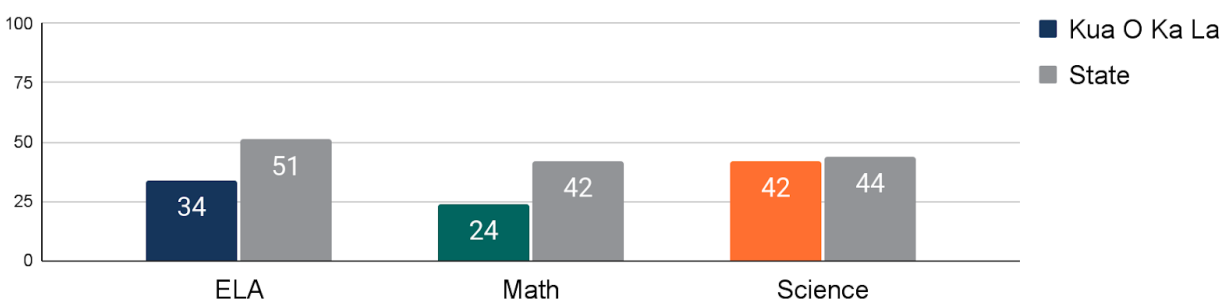
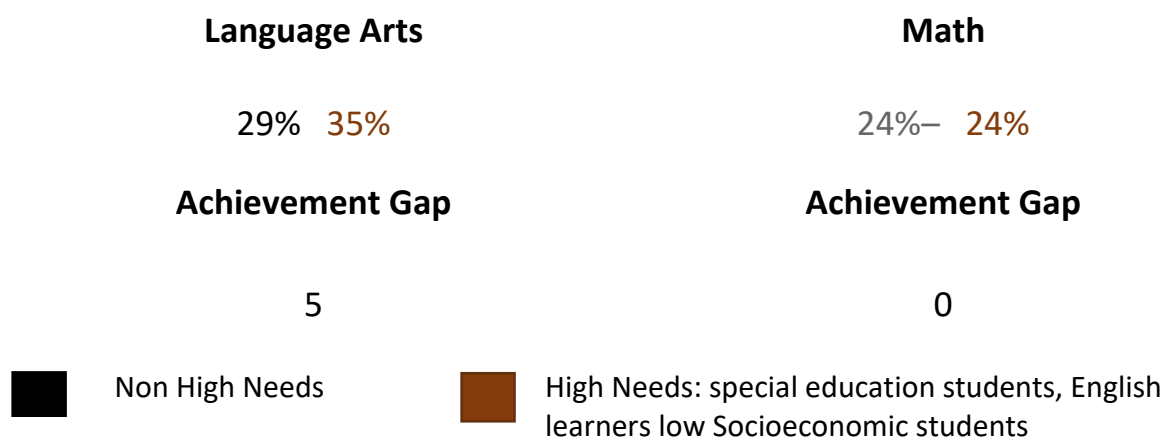


FIGURE 2 STUDENT PERFORMANCE COMPARED TO OTHERS SY 2022-2023

How are students subgroups performing?



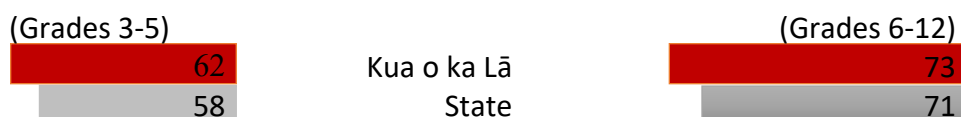
How do students grow over time?

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.



How do students feel about their school?

Percent of students reporting positively on the Panorama Student Perception Survey



How many students missed 15 or more days of school this year?

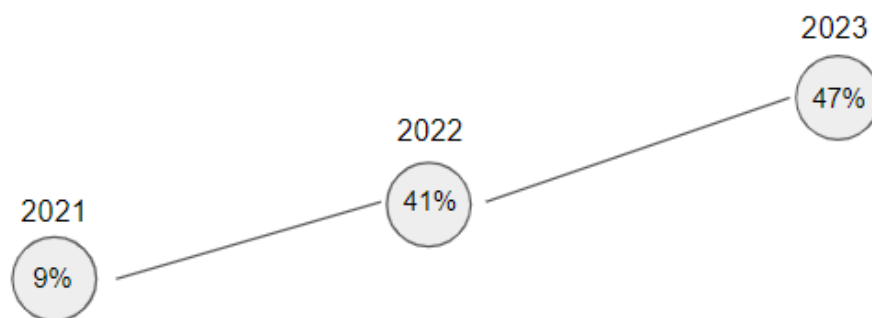


FIGURE 3 PERCENTAGE OF STUDENTS THAT MISSED 15 OR MORE DAYS OF SCHOOL IN SCHOOL YEARS 2021, 2022 AND 2023

Post-Secondary Readiness:

- 8TH GRADE LITERACY
of 8th graders reading near, at, or above grade level.

Indicator 3: Comparative Performance - *Optional* (6/6 Supplemental Points)

Measure	Grade Levels	Kua o ka Lā	Complex (Kea’au)	Does not meet (1) Meets (2)	Total
ELA	3-8, 11	34%	33%	Meets	2
Math	3-8, 11	24%	20%	Meets	2
Science	3-8, Biology EOC	42%	19%	Meets	2

Indicator 4. School Reported Data - Site-Relevant Diagnostics - *Optional* (3/9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	iReady
Local-Specific Diagnostic Tool	N/A
Universal Screener	N/A
Narrative Analysis of Data Score (9)	3

Financial Performance Framework

Audited Fiscal Year 2022-23

Acceptable	2
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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

Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance
14.3	266 days	8.52%	\$341,567	6.75%	100%

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

$$0.10 + 0.35 + 0.10 + 0.30 + 1.00 + 0.10 = 1.95 \text{ (Rounded)} = 2$$

Organizational Performance Framework

Contract Section	Requirement	Annual	Evidence
School Charter and Mission - Article II	2.1 Charter The school is operating in locations listed in section 2.1.	x	Kuleana Portal SY Calendar: Received Student Admission Packet: Received
Governance - Article IV	4.6 School Governing Board Member Information	x	Kuleana Portal Governing Board Roster: Received
School Performance - Article V	5.1 The School has no outstanding Notices of Concern Or Deficiency	x	None
Academic Performance - Article VI	6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.	x	Received
Financial Management - Article VIII	8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.	x	Kuleana Portal: 4th Quarter (20-21): Received 1st Quarter (21-22): Received 2nd Quarter (21-22): Received 3rd Quarter (21-22): Received
Financial Management - Article VIII	8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.	x	Kuleana Portal: Annual Budget: Received
Financial Management - Article VIII	8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.	x	Kuleana Portal: Student Enrollment Projections for coming SY (22-23): Received

Contract Section	Requirement	Annual	Evidence
Admission, Enrollment, and Attendance - Article IX	9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.	x	Kuleana Portal Student Admission Packet: Received
Admission, Enrollment, and Attendance - Article IX	9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i .	x	Kuleana Portal Student Admission Packet: Received
School Facilities - Article XIV	14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.	x	Kuleana Portal Fire Inspection: Received

Kualapu'u School: A Public Conversion Charter School

School Year 2022-2023

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	55% - 64%	44%	Did not meet
LA	34% - 43%	36%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	45	Did not meet
LA	50 - 54	33	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	42%	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	51% - 59%	39%	Did not meet
LA	35% - 44%	28%	Did not meet

II. Value Added

Value Added	
Status:	Not available

Kualapu‘u School: A Public Conversion Charter School

School Year 2022-2023

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

Kualapu‘u School: A Public Conversion Charter School

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (4 \times 0.10) + (4 \times 0.25) + (2 \times 0.10) = 2.25$

$0.10 + 0.35 + 0.20 + 0.40 + 1.00 + 0.20 = 2.25 \text{ (Rounded)} = 2$

Final Fiscal Year 2022-23 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

**Kula Aupuni Niihau A Kahelelani Aloha (KANAKA)
A New Century Public Charter School (PCS)**

School Year 2022-2023

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	29% - 38%	Suppressed	Did not meet
ELA	29% - 38%	10%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	38 - 47	7	Did not meet
ELA	38 - 47	45	Met

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	50% ¹	Did not meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
82% - 91%	Suppressed	Met

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
55% - 64%	Data not available	N/A

N/A = Not available

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

**Kula Aupuni Niihau A Kahelelani Aloha (KANAKA)
A New Century Public Charter School (PCS)**

School Year 2022-2023

Value Added

Status:	Not available
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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

Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)

$(5 \times 0.10) + (1 \times 0.35) + (4 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (5 \times 0.10) = 2.10$

$0.50 + 0.35 + 0.40 + 0.10 + 0.25 + 0.50 = 2.10 \text{ (Rounded)} = 2$

Final Fiscal Year 2022-23 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



Laupāhoehoe Community Public Charter School

Hawai'i | 35-2065 Mamalahoa Highway | Established 2011

Our Mission

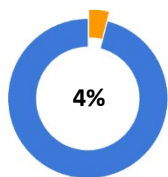
To emphasize hands-on learning and academic success where every student is known, valued, and loved using community partnerships and resources while instilling traditional cultural values.

Our Story

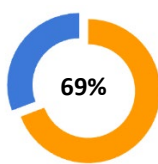
On September 30, 2019, a group of twenty-one parents, students, and community members gathered to talk story about the phrase in the LCPCS mission statement, "...while instilling traditional cultural values." Using the HĀ Framework of six learning outcomes, participants shared behaviors, competencies, and beliefs that exemplify each of the HĀ outcomes. The Governing Board will use this information to inform its mission, vision and values decisions going forward. The HĀ outcomes and indicators noted below will provide guidelines and expectations for student behavior and social-emotional learning throughout the school day.

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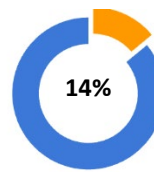
Students
enrolled



of students are
English language
learners



of students are
economically
disadvantaged



of students receive
special education
services

— —

of special
education
students
are in
general
education
classes
most of
the day

Academic Performance Framework

Total Points 87/73

Indicator 1: Mission Aligned Initiative (MAI) (23/30 Points)

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				8
The mission guides decision-making and priority setting				
The mission is reflected in student learning and progress				

Indicator 2: Standardized Assessments Strive HI (58/70 Points)

How are students performing in each subject?

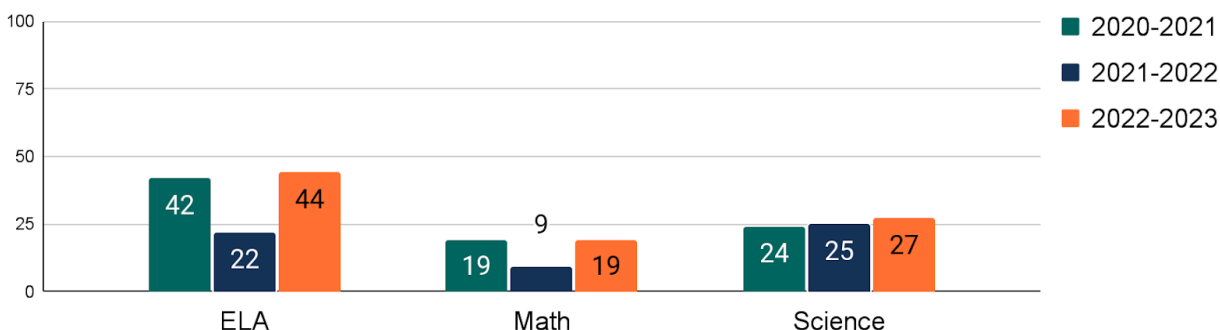


FIGURE 1 PERFORMANCE DATA IN ELA, MATH, AND SCIENCE FOR 2020-2021, 20201-2022, 2022-2023

How are students performing compared to others?

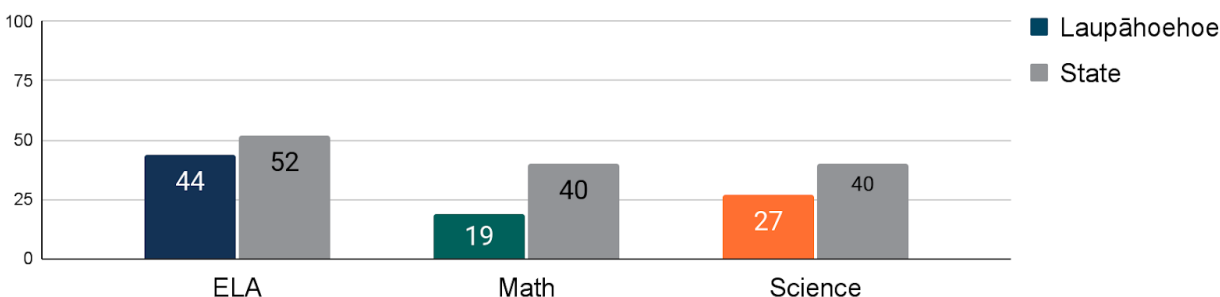
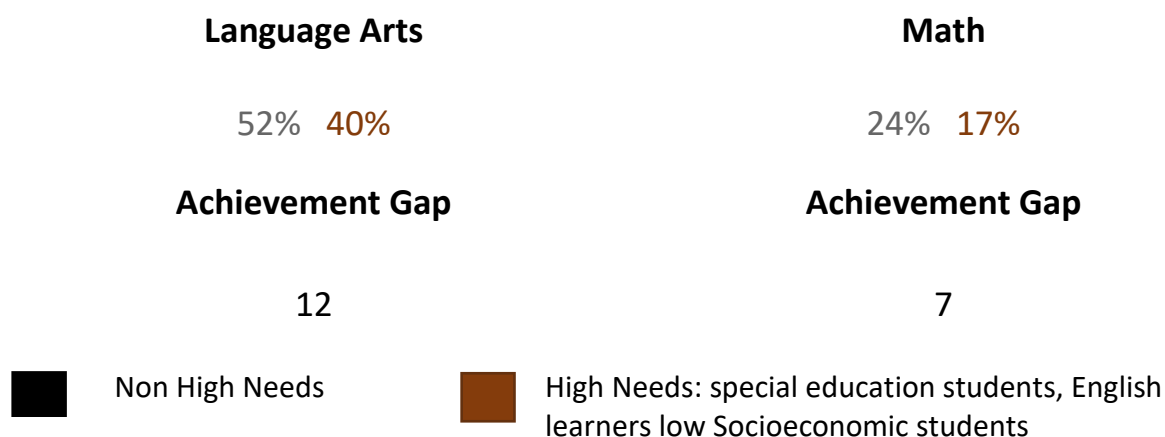


FIGURE 2 STUDENT PERFORMANCE COMPARED TO OTHERS SY 2022-2023

How are students subgroups performing?



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.



How do students feel about their school?

Percent of students reporting positively on the Panorama Student Perception Survey



How many students missed 15 or more days of school this year?

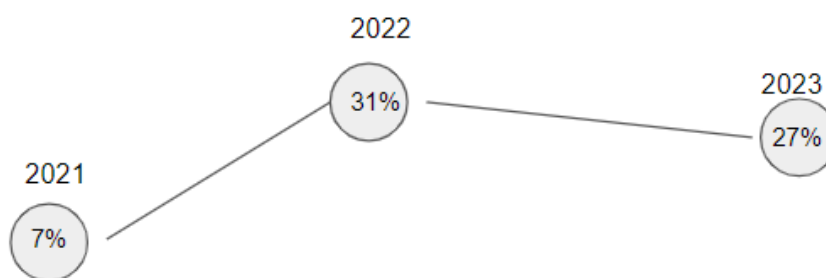


FIGURE 3 PERCENTAGE OF STUDENTS THAT MISSED 15 OR MORE DAYS OF SCHOOL IN SCHOOL YEARS 2021, 2022 AND 2023

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	Laupāhoehoe	Charter schools	Does not meet (1) Meets (2)	Total
ELA	3-8, 11	44%	47%	Does not meet	1

Measure	Grade Levels	Laupāhoehoe	Charter schools	Does not meet (1) Meets (2)	Total
Math	3-8, 11	19%	31%	Does not meet	1
Science	3-8, Biology EOC	27%	37%	Does not meet	1

Indicator 4. School Reported Data - Site-Relevant Diagnostics - *Optional* (3/9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	NWEA MAP Growth Assessments for Reading, Math, and Science
Local-Specific Diagnostic Tool	N/A
Universal Screener	N/A
Narrative Analysis of Data Score (9)	3

Financial Performance Framework

Audited Fiscal Year 2022-23

Low	1
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Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Laupāhoehoe Community Public Charter School

Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance
6.4	205 days	14.46%	\$168,459	6.93%	105%

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.20$$

$$0.10 + 0.35 + 0.10 + 0.30 + 0.25 + 0.10 = 1.20 \text{ (Rounded)} = 1$$

Organizational Performance Framework

Contract Section	Requirement	Annual	Evidence
School Charter and Mission - Article II	2.1 Charter The school is operating in locations listed in section 2.1.	x	Kuleana Portal SY Calendar: Received Student Admission Packet: Received
Governance - Article IV	4.6 School Governing Board Member Information	x	Kuleana Portal Governing Board Roster: Received
School Performance - Article V	5.1 The School has no outstanding Notices of Concern Or Deficiency	x	None
Academic Performance - Article VI	6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.	x	Received
Financial Management - Article VIII	8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.	x	Kuleana Portal: 4th Quarter (20-21): Received 1st Quarter (21-22): Received 2nd Quarter (21-22): Received 3rd Quarter (21-22): Received
Financial Management - Article VIII	8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.	x	Kuleana Portal: Annual Budget: Received
Financial Management - Article VIII	8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.	x	Kuleana Portal: Student Enrollment Projections for coming SY (22-23): Received

Contract Section	Requirement	Annual	Evidence
Admission, Enrollment, and Attendance - Article IX	9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.	x	Kuleana Portal Student Admission Packet: Received
Admission, Enrollment, and Attendance - Article IX	9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i .	x	Kuleana Portal Student Admission Packet: Received
School Facilities - Article XIV	14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.	x	Kuleana Portal Fire Inspection: Received

Mālama Honua Public Charter School

School Year 2022-2023

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	80% - 89%	36%	Did not meet
LA	85% - 94%	46%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	TBD	65	N/A
ELA	TBD	60	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
12% - 15%	39%	Did not meet

II. Value Added

Value Added	
Status:	Not available

N/A = 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

Mālama Honua Public Charter School

$(1.0 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.00$

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

Final Fiscal Year 2022-23 Risk Assessment: Low 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

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	59% - 68%	70%	Exceeded
ELA	79% - 88%	76%	Did not meet
Science	76% - 85%	78%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	55 - 60	48	Did not meet
ELA	59 - 64	59	Met

College and Career Readiness

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
89% - 96%	92%	Met

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
65% - 74%	52%	Did not meet

Chronic Absenteeism Elementary & Middle Combined

% Chronically Absent Combined Elementary & Middle TARGET	% Chronically Absent Combined Elementary & Middle ACTUAL	Met target?
3% or less	2% ¹	Met

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

Myron B. Thompson Academy

School Year 2022-2023

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	55% - 64%	56%	Met
ELA	72% - 81%	71%	Did not meet

II. 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

Myron B. Thompson Academy

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

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

Final Fiscal Year 2022-23 Risk Assessment: Low 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



Nā Wai Ola Public Charter School

Hawai‘i | 18-1359 Volcano Highway | Established 2000

Our 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.

Our Story

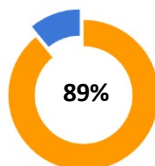
Nā Wai Ola Public Charter School is a Grade Kindergarten – 5 school, founded in July of 2000, and has evolved to become who we are today...a Hawaiian-focused, project-based learning school that implements Hawaiian culture, values, and traditions as its guiding principle. Grade-level projects are centered around Aloha ‘Āina (love of our land) and are focused on sustainable living through ‘Ike Hawai‘i (Hawaiian knowledge) and Mahi‘ai (Hawaiian agricultural practices). Nā Wai Ola Public Charter School is committed to educating and caring for the whole child (intellectual, personal, social, emotional, and physical well-being), providing a well-rounded, educational experience through a project-based learning program in ‘Ike Hawai‘i and Mahi‘ai that includes all academic core content areas.

96

Students
enrolled

— —

of students are
English
language
learners



of students are
economically
disadvantaged

— —

of students
receive special
education
services

— —

of special
education
students are in
general
education
classes most of
the day

Academic Performance Framework

Total Points 80/73

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

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				10

Indicator 2: Standardized Assessments Strive HI (43/70 Points)

How are students performing in each subject?

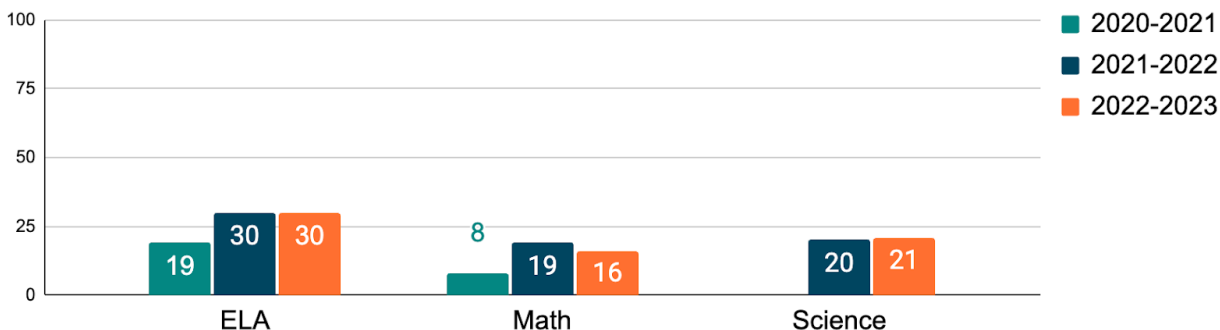


FIGURE 1 PERFORMANCE DATA IN ELA, MATH, AND SCIENCE FOR 2020-2021, 20201-2022, 2022-2023

How are students performing compared to others?

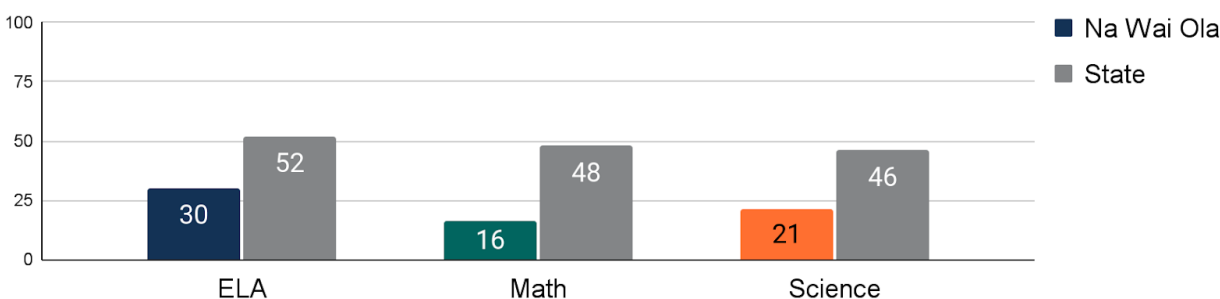
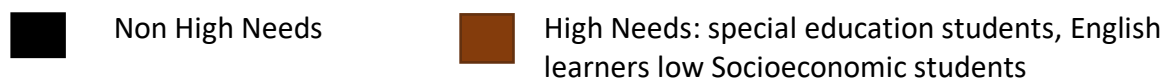


FIGURE 2 STUDENT PERFORMANCE COMPARED TO OTHERS SY 2022-2023

How are students subgroups performing?



Language Arts

23% -- %

Achievement Gap

--

Math

13% -- %

Achievement Gap

--

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.



How do students feel about their school?

Percent of students reporting positively on the Panorama Student Perception Survey



How many students missed 15 or more days of school this year?

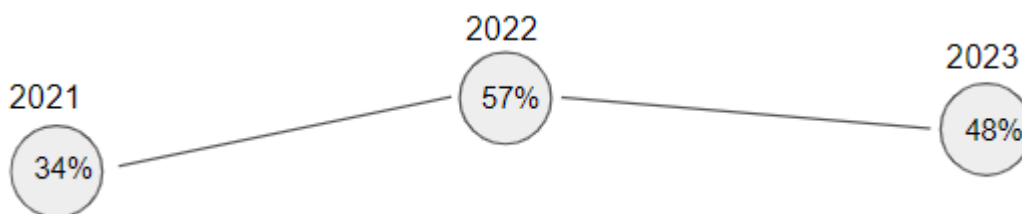


FIGURE 3 PERCENTAGE OF STUDENTS THAT MISSED 15 OR MORE DAYS OF SCHOOL IN SCHOOL YEARS 2021, 2022 AND 2023

Post-Secondary Readiness:

54% 3RD GRADE LITERACY
of 3rd graders reading near, at, or above grade level

Indicator 3: Comparative Performance - *Optional* (4/6 Supplemental Points)

Measure	Grade Levels	Nā Wai Ola	Complex Area (K-K-P)	Does not meet (1) Meets (2)	Total
ELA	3-8, 11	30%	31%	Does not meet	1
Math	3-8, 11	16%	18%	Does not meet	1
Science	3-8, Biology EOC	21%	19%	Meets	2

Indicator 4. School Reported Data - Site-Relevant Diagnostics - *Optional* (3/9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	N/A
Local-Specific Diagnostic Tool	N/A
Universal Screener	iReady Diagnostic Assessment for Reading & Math: BOY (FALL), MOY (WINTER), EOY (SPRING)
Narrative Analysis of Data Score (9)	3

Financial Performance Framework

Audited Fiscal Year 2022-23

Low	1
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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

Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance
6.3	264 days	15.55%	\$25,192	3.52%	88%

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

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

Organizational Performance Framework

Contract Section	Requirement	Annual	Evidence
School Charter and Mission - Article II	2.1 Charter The school is operating in locations listed in section 2.1.	x	Kuleana Portal SY Calendar: Received Student Admission Packet: Received
Governance - Article IV	4.6 School Governing Board Member Information	x	Kuleana Portal Governing Board Roster: Received
School Performance - Article V	5.1 The School has no outstanding Notices of Concern Or Deficiency	x	None
Academic Performance - Article VI	6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.	x	Does not apply
Financial Management - Article VIII	8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.	x	Kuleana Portal: 4th Quarter (20-21): Received 1st Quarter (21-22): Received 2nd Quarter (21-22): Received 3rd Quarter (21-22): Received
Financial Management - Article VIII	8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.	x	Kuleana Portal: Annual Budget: Received
Financial Management - Article VIII	8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.	x	Kuleana Portal: Student Enrollment Projections for coming SY (22-23): Received

Contract Section	Requirement	Annual	Evidence
Admission, Enrollment, and Attendance - Article IX	9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.	x	Kuleana Portal Student Admission Packet: Received
Admission, Enrollment, and Attendance - Article IX	9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i .	x	Kuleana Portal Student Admission Packet: Received
School Facilities - Article XIV	14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.	x	Kuleana Portal Fire Inspection: Received



SEEQS: the School for Examining Essential Questions of Sustainability

O‘ahu | 1728 Nu‘uanu Avenue | Established 2012

Our Mission

The diverse community of SEEQS fosters a joy of learning through collaborative and interdisciplinary investigation of questions essential to Hawai‘i’s future. SEEQS graduates will be stewards of planet Earth and healthy, effective citizens of the world.

Our Story

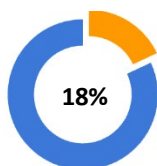
SEEQS: School for Examining Essential Questions of Sustainability offers a community focused, interdisciplinary project based secondary school experience built on the vision that SEEQers will be stewards of planet Earth and healthy, effective citizens of the world.

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 Systematically) and leave prepared to make valuable contributions in whatever they choose to pursue beyond SEEQS.

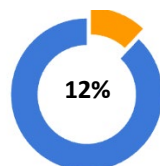
SEEQS prioritizes real-world learning experiences and is committed to authentic demonstration of mastery of skills and concepts. Student-led conferences, public projects exhibitions, and portfolio defenses all provide students with opportunities to show their learning.

176

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of students are economically disadvantaged



of students receive special education services



of special education students are in general education classes most of the day

Students enrolled of students are english language learners

Academic Performance Framework

Total Points 106/73

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

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				10

Indicator 2: Standardized Assessments Strive HI (64/70 Points)

How are students performing in each subject?

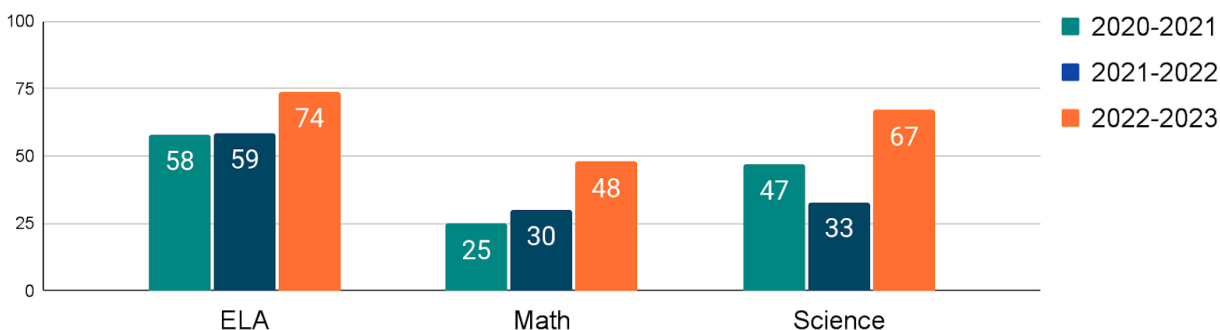


FIGURE 1 PERFORMANCE DATA IN ELA, MATH, AND SCIENCE FOR 2020-2021, 20201-2022, 2022-2023

How are students performing compared to others?

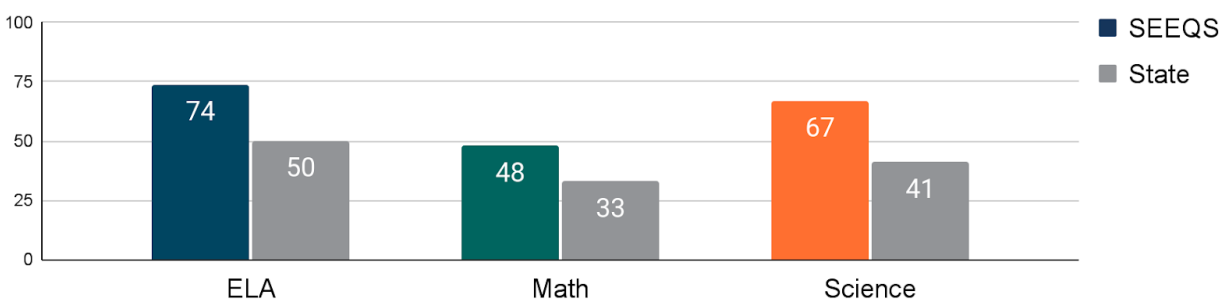
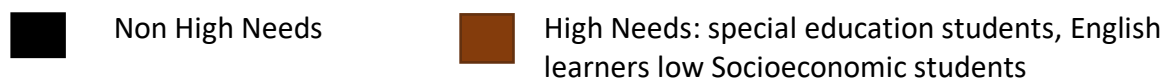


FIGURE 2 STUDENT PERFORMANCE COMPARED TO OTHERS SY 2022-2023

How are students subgroups performing?



Language Arts

82% 56%

Achievement Gap

26

Math

56% 31%

Achievement Gap

25

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.



How do students feel about their school?

Percent of students reporting positively on the Panorama Student Perception Survey



How many students missed 15 or more days of school this year?

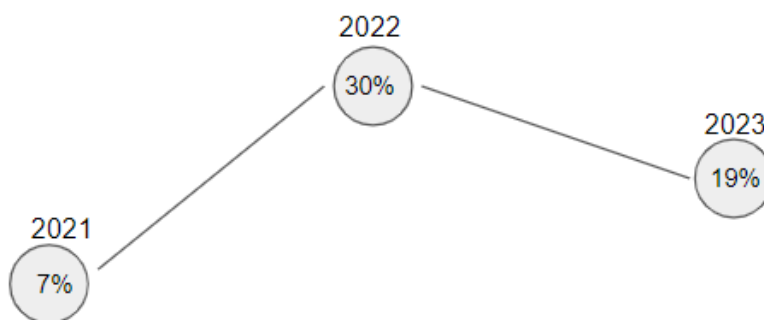


FIGURE 3 PERCENTAGE OF STUDENTS THAT MISSED 15 OR MORE DAYS OF SCHOOL IN SCHOOL YEARS 2021, 2022 AND 2023

Post-Secondary Readiness:

88% 8TH GRADE LITERACY
of 8th graders reading near, at, or above grade level.

Indicator 3: Comparative Performance - *Optional* (6/6 Supplemental Points)

Measure	Grade Levels	SEEQS	Charter Schools	Does not meet (1) Meets (2)	Total
ELA	3-8, 11	74%	47%	Meets	2

SEEQS: the School for Examining Essential Questions of Sustainability
School Year 2022-2023

Measure	Grade Levels	SEEQS	Charter Schools	Does not meet (1) Meets (2)	Total
Math	3-8, 11	48%	31%	Meets	2
Science	3-8, Biology EOC	67%	37%	Meets	2

Indicator 4. School Reported Data - Site-Relevant Diagnostics - *Optional* (6/9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	N/A
Local-Specific Diagnostic Tool	8th grade portfolio defense
Universal Screener	N/A
Narrative Analysis of Data Score (9)	6

Financial Performance Framework

Audited Fiscal Year 2022-23

Acceptable	2
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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

Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance
3.0	108 days	33.29%	\$103,823	-0.27%	109%

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 1.80$$

$$0.10 + 0.35 + 0.20 + 0.30 + 0.75 + 0.10 = 1.80 \text{ (Rounded)} = 2$$

Organizational Performance Framework

Contract Section	Requirement	Annual	Evidence
School Charter and Mission - Article II	2.1 Charter The school is operating in locations listed in section 2.1.	x	Kuleana Portal SY Calendar: Received Student Admission Packet: Received
Governance - Article IV	4.6 School Governing Board Member Information	x	Kuleana Portal Governing Board Roster: Received
School Performance - Article V	5.1 The School has no outstanding Notices of Concern Or Deficiency	x	None
Academic Performance - Article VI	6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.	x	Does not apply
Financial Management - Article VIII	8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.	x	Kuleana Portal: 4th Quarter (20-21): Received 1st Quarter (21-22): Received 2nd Quarter (21-22): Received 3rd Quarter (21-22): Received
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SEEQS: the School for Examining Essential Questions of Sustainability
School Year 2022-2023

Contract Section	Requirement	Annual	Evidence
Admission, Enrollment, and Attendance - Article IX	9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.	x	Kuleana Portal Student Admission Packet: Received
Admission, Enrollment, and Attendance - Article IX	9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i .	x	Kuleana Portal Student Admission Packet: Received
School Facilities - Article XIV	14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.	x	Kuleana Portal Fire Inspection: Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	40% - 49%	44%	Met
ELA	63% - 72%	71%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	40	Did not meet
ELA	45 - 49	52	Exceeded

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	13% ¹	Did not meet

11 th Grade ACT: High School		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
70% - 79%	63%	Did not meet

High Needs 11 th Grade ACT: High School		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
N/A	N/A	N/A

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

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

University Laboratory School

School Year 2022-2023

Graduation Rate

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

College-going Rate

% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
85% - 94%	83%	Did not meet

Achievement Gap

Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	20% - 29%	32%	Exceeded
ELA	45% - 54%	55%	Exceeded

II. Value Added

Value Added

Status:	Not available
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Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 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

University Laboratory School

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

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

Final Fiscal Year 2022-23 Risk Assessment: Low 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



The Volcano School of Arts and Sciences

Hawai‘i | 99-128 Old Volcano Road | Established 2001

Our Mission

Learning through Volcano's unique natural and cultural resources to become creative global citizens

Our Story

The Volcano School of Arts & Sciences (VSAS) serves about 225 students PreK-8. VSAS is a small community school of choice. K-12 Classes are capped at 18-20 depending upon the grade level.

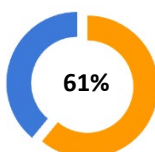
VSAS is located in the rural town of Volcano, Hawai‘i, adjacent to Hawai‘i Volcanoes National Park. The current campus straddles the westernmost edge of the Puna district, where 61% of our students live, and the easternmost edge of the Ka‘u district, where 34% of our students live. The remaining 5% of our students live in the district of Hilo. Thirty-nine (39%) percent of our students travel 25 miles or more each way to school. Sixty-four (64%) percent of our students come from families in low socio-economic conditions. Many of the families who send their children long distances to our school are actively seeking to break family and community cycles of lower educational achievement and poverty.

264

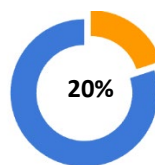
Students
enrolled

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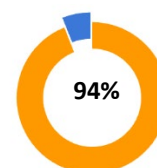
of
students
are
English
language
learners



of students are
economically
disadvantaged



of students receive
special education
services



of special education
students are in
general education
classes most of the
day

Academic Performance Framework

Total Points 97/73

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

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				10

Indicator 2: Standardized Assessments Strive HI (55/70 Points)

How are students performing in each subject?

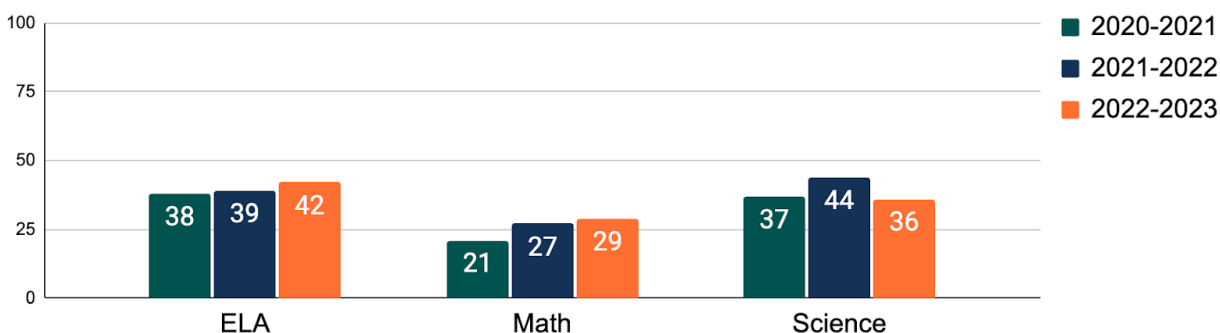


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How are students performing compared to others?

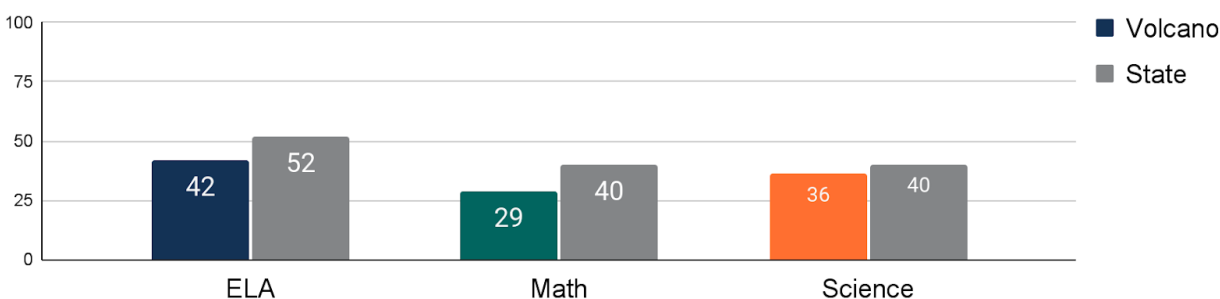
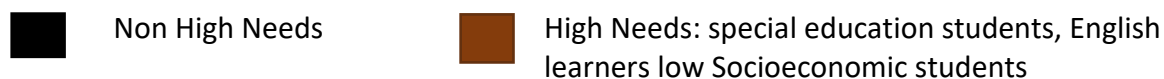


FIGURE 2 STUDENT PERFORMANCE COMPARED TO OTHERS SY 2022-2023

How are students subgroups performing?



Language Arts

60% 35%

Achievement Gap

35

Math

43% 24%

Achievement Gap

19

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.



How do students feel about their school?

Percent of students reporting positively on the Panorama Student Perception Survey



How many students missed 15 or more days of school this year?

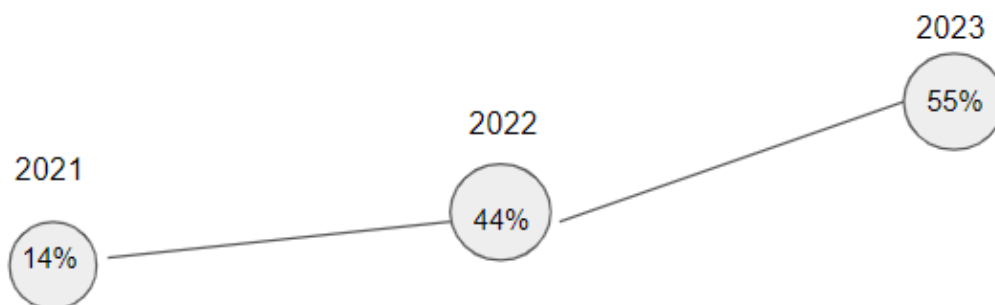


FIGURE 3 PERCENTAGE OF STUDENTS THAT MISSED 15 OR MORE DAYS OF SCHOOL IN SCHOOL YEARS 2021, 2022 AND 2023

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	Volcano	Complex Area (K-K-P)	Does not meet (1) Meets (2)	Total
ELA	3-8, 11	42%	31%	Meets	2
Math	3-8, 11	29%	18%	Meets	2
Science	3-8, Biology EOC	36%	19%	Meets	2

Indicator 4. School Reported Data - Site-Relevant Diagnostics – *Optional* (6/9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	N/A
Local-Specific Diagnostic Tool	N/A
Universal Screener	NWEA Screener 3-11 Grades
Narrative Analysis of Data Score (9)	6

Financial Performance Framework

Audited Fiscal Year 2022-23

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

The Volcano School of Arts and Sciences

Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance
1.1	1,027 days	80.94%	(\$303,727)	14.77%	154%

$$(4 \times 0.10) + (1 \times 0.35) + (5 \times 0.10) + (3 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.90$$

$$0.40 + 0.35 + 0.50 + 0.30 + 0.25 + 0.10 = 1.90 \text{ (Rounded)} = 2$$

Organizational Performance Framework

Contract Section	Requirement	Annual	Evidence
School Charter and Mission - Article II	2.1 Charter The school is operating in locations listed in section 2.1.	x	Kuleana Portal SY Calendar: Received Student Admission Packet: Received
Governance - Article IV	4.6 School Governing Board Member Information	x	Kuleana Portal Governing Board Roster: Received
School Performance - Article V	5.1 The School has no outstanding Notices of Concern Or Deficiency	x	None
Academic Performance - Article VI	6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.	x	Received
Financial Management - Article VIII	8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.	x	Kuleana Portal: 4th Quarter (20-21): Received 1st Quarter (21-22): Received 2nd Quarter (21-22): Received 3rd Quarter (21-22): Received
Financial Management - Article VIII	8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.	x	Kuleana Portal: Annual Budget: Received
Financial Management - Article VIII	8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.	x	Kuleana Portal: Student Enrollment Projections for coming SY (22-23): Received

Contract Section	Requirement	Annual	Evidence
Admission, Enrollment, and Attendance - Article IX	9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.	x	Kuleana Portal Student Admission Packet: Received
Admission, Enrollment, and Attendance - Article IX	9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i .	x	Kuleana Portal Student Admission Packet: Received
School Facilities - Article XIV	14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.	x	Kuleana Portal Fire Inspection: Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	73% - 82%	49%	Did not meet
ELA	73% - 82%	60%	Did not meet
Science	31% - 48%	37%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	63 or higher	57	Did not meet
ELA	59 or higher	59	Met

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	34%	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	49% - 58%	28%	Did not meet
ELA	41% - 50%	39%	Did not meet

II. 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

Voyager: A Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 1.80$$

$$0.10 + 0.35 + 0.20 + 0.30 + 0.75 + 0.10 = 1.80 \text{ (Rounded)} = 2$$

Final Fiscal Year 2022-23 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

Wai'ala'e Elementary Public Charter School

School Year 2022-2023

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	75% - 84%	56%	Did not meet
ELA	70% - 79%	56%	Did not meet
Science	50% - 59%	39%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	46	Did not meet
ELA	55 - 58	48	Did not meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	23%	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	48% - 57%	38%	Did not meet
ELA	38% - 47%	36%	Did not meet

Wai‘alae Elementary Public Charter School

School Year 2022-2023

**Optional Student Academic Outcome 1:
2nd Grade DRA Proficiency**

% Proficient TARGET	% Proficient ACTUAL	Met target?
5% increase from SY 19-20	Data not available at time of reporting	Data not available

**Optional Student Academic Outcome 2:
Science and Social Studies Conceptual
Themes Intended Learning Outcomes**

% Percent of ILOs that increase 0.1 (2.5%) TARGET	% Percent of ILOs that increase 0.1 (2.5%) ACTUAL	Met target?
Target TBD	Data not available at time of reporting	Data not available

II. Value Added

Value Added	
Status:	Not available

Wai‘alae Elementary Public Charter School

School Year 2022-2023

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

Wai‘alae Elementary Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 1.70$

$0.10 + 0.35 + 0.10 + 0.30 + 0.75 + 0.10 = 1.70 \text{ (Rounded)} = 2$

Final Fiscal Year 2022-23 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



Waimea Middle Conversion Public Charter School

Hawai'i | 67-1229 Mamalahoa Highway | Established 2003

Our Mission

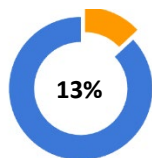
Waimea Middle School empowers all students with the skills, values, and cultural understanding to successfully navigate high school and beyond.

Our Story

Student success is a responsibility shared by all stakeholders: students, families, teachers and staff, administrators and the community.

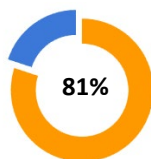
- All students are unique and deserve a rigorous, creative and nurturing school environment that encourages them to realize their individual goals and aspirations as they move through the formative middle school years.
- Students benefit from learning opportunities that are culturally relevant and encourage appreciation and respect for diversity.
- It is the school's shared responsibility to develop students' critical thinking skills necessary for success in the 21st century.
- Quality curriculum and instruction, as well as ongoing assessment, are critical elements for student success.

194

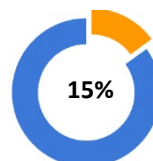


Students
enrolled

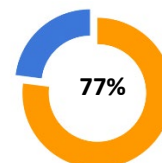
of students are
English language
learners



of students are
economically
disadvantaged



of students receive
special education
services



of special education
students are in
general education
classes most of the
day

Academic Performance Framework

Total Points 88/73

Indicator 1: Mission Aligned Initiative (MAI) (25/30 Points)

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				10
The mission guides decision-making and priority setting				
The mission is reflected in student learning and progress				

Indicator 2: Standardized Assessments Strive HI (52/70 Points)

How are students performing in each subject?

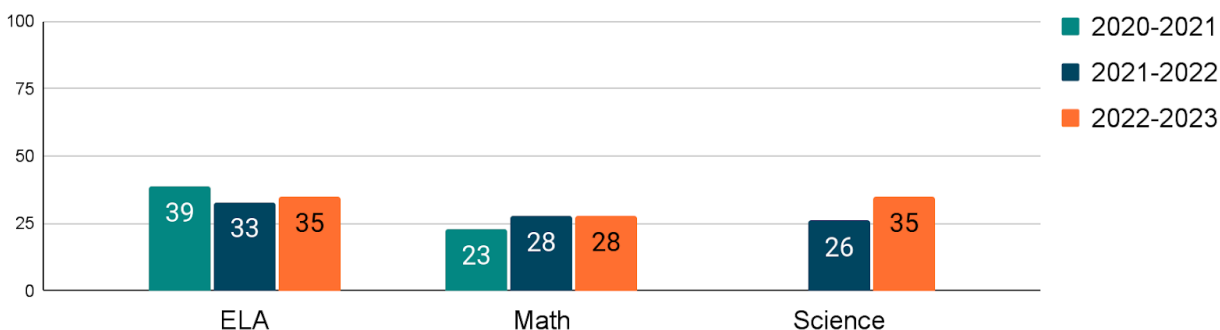


FIGURE 1 PERFORMANCE DATA IN ELA, MATH, AND SCIENCE FOR 2020-2021, 20201-2022, 2022-2023

How are students performing compared to others?

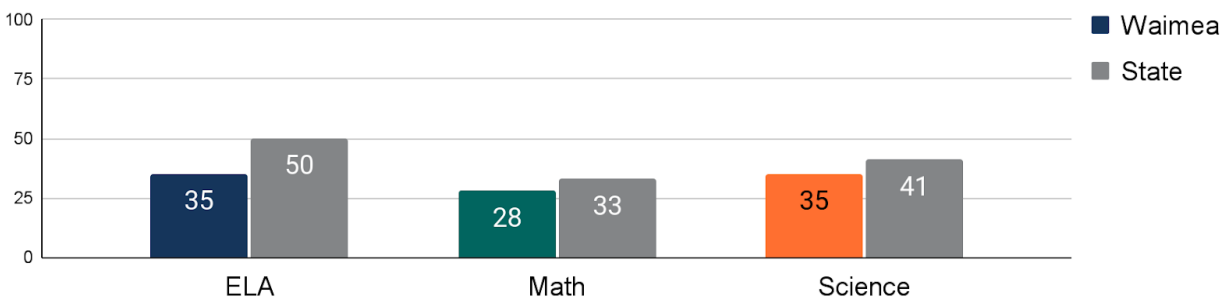
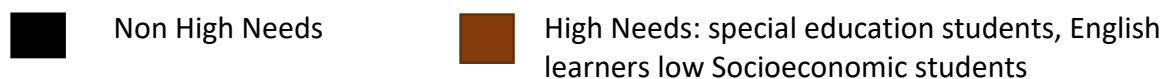


FIGURE 2 STUDENT PERFORMANCE COMPARED TO OTHERS SY 2022-2023

How are students subgroups performing?



Language Arts

54% 30%

Achievement Gap

24

Math

49% 22%

Achievement Gap

27

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.



How do students feel about their school?

Percent of students reporting positively on the Panorama Student Perception Survey



How many students missed 15 or more days of school this year?

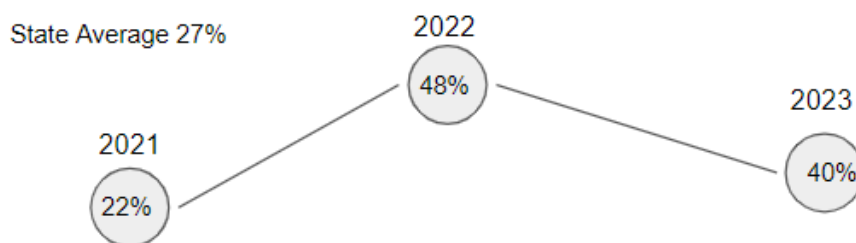


FIGURE 3 PERCENTAGE OF STUDENTS THAT MISSED 15 OR MORE DAYS OF SCHOOL IN SCHOOL YEARS 2021, 2022 AND 2023

Post-Secondary Readiness:

69% 8TH GRADE LITERACY
of 8th graders reading near, at, or above grade level.

Indicator 3: Comparative Performance - *Optional* (Supplemental 5/6 Points)

Measure	Grade Levels	Waimea	Complex Area (H-K-K-K)	Does not meet (1) Meets (2)	Total
ELA	3-8, 11	35%	42%	Does not meet	1
Math	3-8, 11	28%	28%	Meets	2

Measure	Grade Levels	Waimea	Complex Area (H-K-K-K)	Does not meet (1) Meets (2)	Total
Science	3-8, Biology EOC	35%	33%	Meets	2

Indicator 4. School Reported Data - Site-Relevant Diagnostics – *Optional* (Supplemental 6/9 Points)

Measure	Description
Adaptive Diagnostic Tool	N/A
Local-Specific Diagnostic Tool	N/A
Universal Screener	NWEA Measures of Academic Progress (MAP) Math, Reading, and Science – grades 6, 7, and 8
Narrative Analysis of Data Score (9)	6

Financial Performance Framework

Audited Fiscal Year 2022-23

Acceptable	2
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Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Waimea Middle Public Conversion Charter School

Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance
2.3	309 days	41.55%	\$470,431	5.44%	95%

$$(1 \times 0.10) + (1 \times 0.35) + (3 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (3 \times 0.10) = 2.10$$

$$0.10 + 0.35 + 0.30 + 0.30 + 0.75 + 0.30 = 2.10 \text{ (Rounded)} = 2$$

Organizational Performance Framework

Contract Section	Requirement	Annual	Evidence
School Charter and Mission - Article II	2.1 Charter The school is operating in locations listed in section 2.1.	x	Kuleana Portal SY Calendar: Received Student Admission Packet: Received
Governance - Article IV	4.6 School Governing Board Member Information	x	Kuleana Portal Governing Board Roster: Received
School Performance - Article V	5.1 The School has no outstanding Notices of Concern Or Deficiency	x	None
Academic Performance - Article VI	6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.	x	Does not apply
Financial Management - Article VIII	8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.	x	Kuleana Portal: 4th Quarter (20-21): Received 1st Quarter (21-22): Received 2nd Quarter (21-22): Received 3rd Quarter (21-22): Received
Financial Management - Article VIII	8.8 Annual Budgets School submitted to the Commission, School's proposed budget for the upcoming fiscal year according to the requirements of the section.	x	Kuleana Portal: Annual Budget: Received
Financial Management - Article VIII	8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.	x	Kuleana Portal: Student Enrollment Projections for coming SY (22-23): Received

Contract Section	Requirement	Annual	Evidence
Admission, Enrollment, and Attendance - Article IX	9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.	x	Kuleana Portal Student Admission Packet: Received
Admission, Enrollment, and Attendance - Article IX	9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i .	x	Kuleana Portal Student Admission Packet: Received
School Facilities - Article XIV	14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.	x	Kuleana Portal Fire Inspection: Received



West Hawai‘i Explorations Academy

Hawai‘i | 73-4500 Kahilihili Street | Established 2000

Our Mission

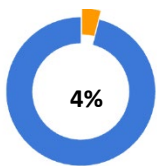
To provide learning opportunities through integrative, hands-on, self-selected projects related to authentic, real world problems.

Our Story

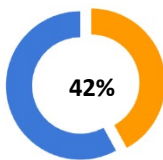
WHEA has a unique approach to education, valuing authenticity and student direction. We believe that students learn best when the learning environment offers integrated, hands-on, self-selected projects with real world applications. The school offers a project-based curriculum that emphasizes independent learning, technical writing, and building understanding through practical research.

274

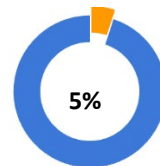
Students
enrolled



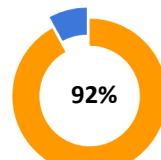
of students are
english language
learners



of students are
economically
disadvantaged



of students receive
special education
services



of special education
students are in
general education
classes most of the
day

Academic Performance Framework

Total Points 97/73

Indicator 1: Mission Aligned Initiative (MAI) (28/30 Points)

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	19

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				9
The mission guides decision-making and priority setting				
The mission is reflected in student learning and progress				

Indicator 2: Standardized Assessments Strive HI (97/73 Points)

How are students performing in each subject?

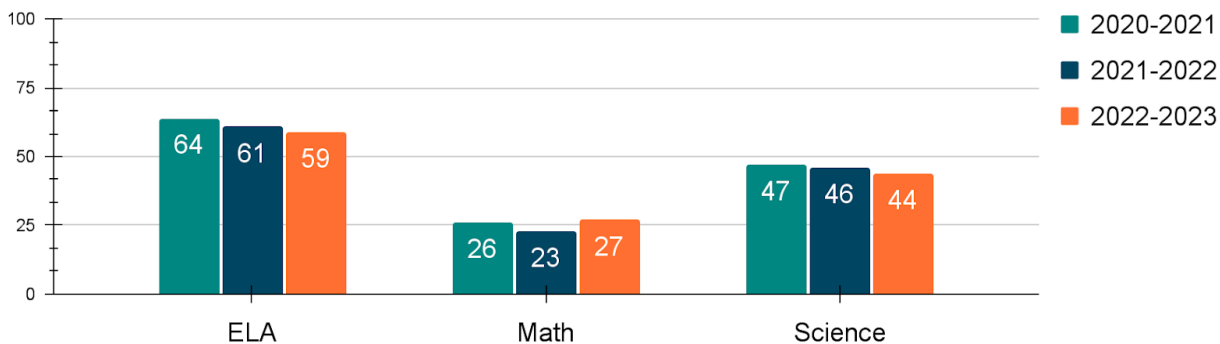


FIGURE 1 PERFORMANCE DATA IN ELA, MATH, AND SCIENCE FOR 2020-2021, 2020-2022, 2022-2023

How are students performing compared to others?

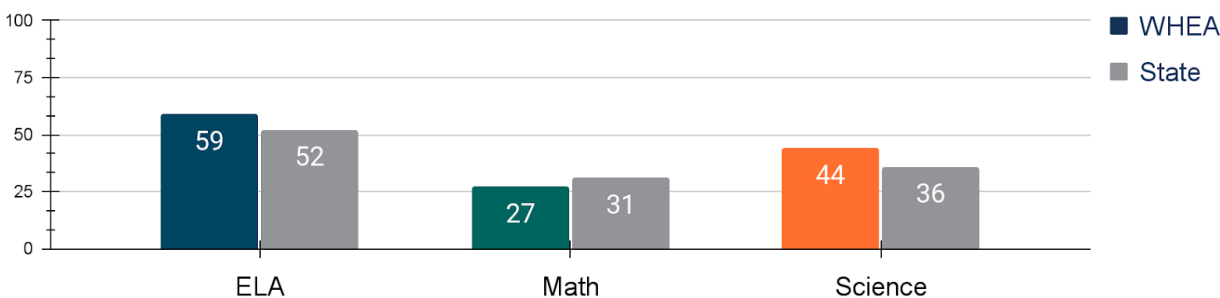
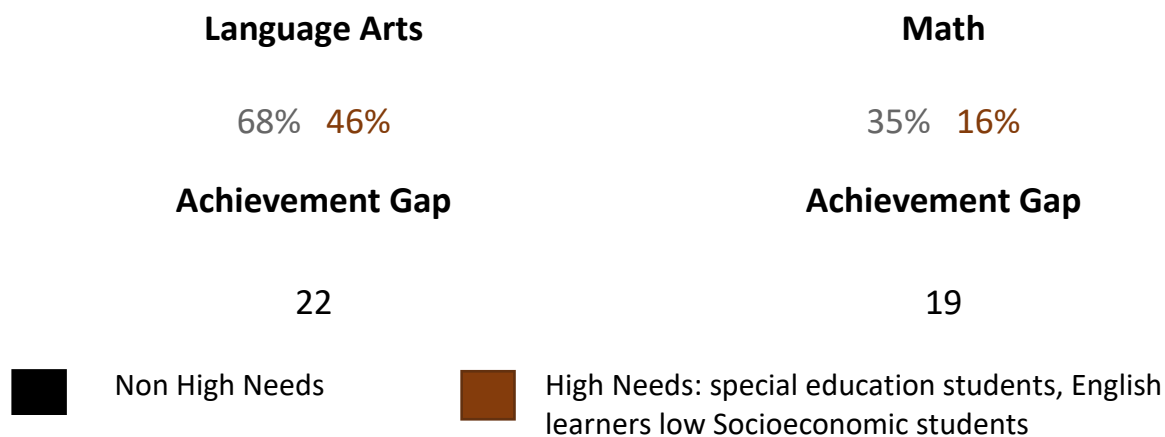


FIGURE 2 STUDENT PERFORMANCE COMPARED TO OTHERS SY 2022-2023

How are students subgroups performing?



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.



How do students feel about their school?

Percent of students reporting positively on the Panorama Student Perception Survey



How many students missed 15 or more days of school this year?

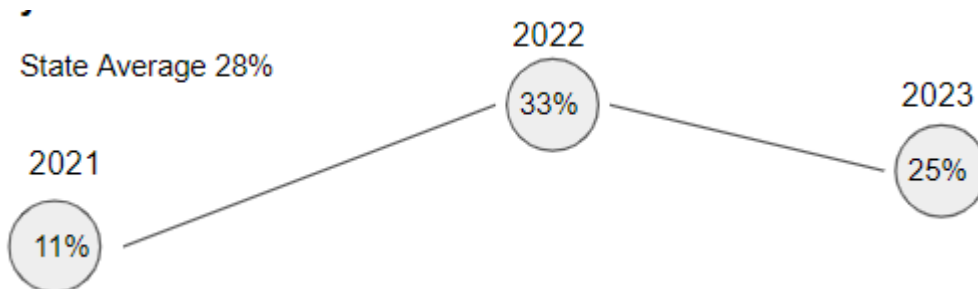


FIGURE 3 PERCENTAGE OF STUDENTS THAT MISSED 15 OR MORE DAYS OF SCHOOL IN SCHOOL YEARS 2021, 2022 AND 2023

Post-Secondary Readiness:

100% 9TH GRADE PROMOTION
of 9th graders promoted to the 10th grade
on-time.

Indicator 3: Comparative Performance - *Optional* (Supplemental 5/6 Points)

Measure	Grade Levels	WHEA	Complex Area (H-K-K-K)	Does not meet (1) Meets (2)	Total
ELA	3-8, 11	59%	42%	Meets	2
Math	3-8, 11	27%	28%	Does not meet	1

Science	3-8, Biology EOC	44%	33%	Meets	2
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Indicator 4. School Reported Data - Site-Relevant Diagnostics - *Optional* (Supplemental 3/9 Points)

Measure	Description
Adaptive Diagnostic Tool	N/A
Local-Specific Diagnostic Tool	Quarterly Student Evidence Folder Scores Longitudinal Data
Universal Screener	Renaissance Star Reading & Math Assessments - administered 3 times/year
Narrative Analysis of Data Score (9)	3

Financial Performance Framework

Audited Fiscal Year 2022-23

Acceptable	2
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Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

West Hawai‘i Explorations Academy

Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance
5.7	156 days	55.41%	(\$78,156)	0.42%	118%

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

$$0.10 + 0.35 + 0.40 + 0.40 + 1.00 + 0.10 = 2.35 \text{ (Rounded)} = 2$$

Organizational Performance Framework

Contract Section	Requirement	Annual	Evidence
School Charter and Mission - Article II	2.1 Charter The school is operating in locations listed in section 2.1.	x	Kuleana Portal SY Calendar: Received Student Admission Packet: Received
Governance - Article IV	4.6 School Governing Board Member Information	x	Kuleana Portal Governing Board Roster: Received
School Performance - Article V	5.1 The School has no outstanding Notices of Concern Or Deficiency	x	None
Academic Performance - Article VI	6.5 Virtual and Blended Programs Authorized virtual and/or blended programs adhere to the Commission's Online Virtual and Blended Learning Guidelines.	x	Does not apply
Financial Management - Article VIII	8.7 Quarterly Reports School submitted all quarterly financial reports to Commission.	x	Kuleana Portal: 4th Quarter (20-21): Received 1st Quarter (21-22): Received 2nd Quarter (21-22): Received 3rd Quarter (21-22): Received
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Financial Management - Article VIII	8.16 Enrollment Count Reports for Per-pupil funding The School provides projected enrollment counts for funding by May 15.	x	Kuleana Portal: Student Enrollment Projections for coming SY (22-23): Received

Contract Section	Requirement	Annual	Evidence
Admission, Enrollment, and Attendance - Article IX	9.3 Application and Admissions The School admission policies and procedures are approved by the Commission and follow HRS §302D-34.	x	Kuleana Portal Student Admission Packet: Received
Admission, Enrollment, and Attendance - Article IX	9.4 Enrollment Enrollment in the School is open to all students of ages and grades who are residents of the State of Hawai'i .	x	Kuleana Portal Student Admission Packet: Received
School Facilities - Article XIV	14.3 Compliance with Codes The School facilities comply with all applicable state and county building, zoning, fire, health, and safety code requirements, and the School complies at all times with the occupancy capacity limits.	x	Kuleana Portal Fire Inspection: Received

APPENDIX D: CHARTER SCHOOL ACADEMIC PERFORMANCE FRAMEWORK DATA FOR
SCHOOL YEARS 2019-2020, 2020-2021, 2021-2022, AND 2022-2023

Table 5 Student Proficiency in English Language Arts/Literacy (ELA), Math (M), and Science (S)

Table 5 Student Proficiency in English Language Arts/Literacy (ELA)	2019-2020	2020-2021	2021-2022	2022-2023
School	ELA	ELA	ELA	ELA
Charter-wide	N/A	48%	47%	47%
Statewide	N/A	50%	52%	52%
Alaka‘i O Kaua‘i Public Charter School	N/A	66%	72%	70%
Connections Public Charter School	N/A	33%	31%	36%
DreamHouse ‘Ewa Beach	N/A	40%	32%	39%
Hakipu‘u Academy	N/A	24%	20%	17%
Hālau Kū Māna Public Charter School	N/A	38%	48%	30%
Hawai‘i Academy of Arts & Science Public Charter School	N/A	45%	48%	49%
Hawai‘i Technology Academy	N/A	66%	61%	62%
Innovations Public Charter School	N/A	62%	66%	70%
Ka ‘Umeke Kā‘eo	N/A	27%	28%	37%
Ka Waihona o ka Na‘auao Public Charter School	N/A	24%	25%	22%
Kamaile Academy, PCS	N/A	15%	15%	17%
Kamalani Academy Charter School	N/A	36%	38%	39%
Kanu o ka ‘Āina New Century Public Charter School	N/A	56%	37%	35%
Kanuikapono Public Charter School	N/A	39%	32%	26%
Ka‘ōhao Public Charter School	N/A	76%	72%	82%
The Kapolei Charter School by Goodwill Hawaii	N/A	38%	66%	30%
Kawaikini New Century Public Charter School	N/A	30%	24%	19%
Ke Ana La‘ahana Public Charter School	N/A	25%	16%	23%
Ke Kula Niihau O Kekaha Learning Center	N/A	6%	SUPP	SUPP
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	N/A	41%	7%	4%
Ke Kula ‘o Samuel M. Kamakau, LPCS	N/A	36%	37%	41%
Kihei Charter School	N/A	61%	50%	50%
Kona Pacific Public Charter School	N/A	52%	61%	55%
Kua o ka Lā New Century Public Charter School	N/A	31%	45%	34%
Kualapu‘u School: A Public Conversion Charter	N/A	38%	43%	36%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	17%	SUPP	10%
Laupāhoehoe Community Public Charter School	N/A	42%	22%	44%
Mālama Honua Public Charter School	N/A	49%	45%	46%
Myron B. Thompson Academy	N/A	81%	82%	76%
Nā Wai Ola Public Charter School	N/A	19%	30%	30%
SEEQS: the School for Examining Essential Questions of Sustainability	N/A	58%	59%	74%

Table 5 Student Proficiency in English Language Arts/Literacy (ELA)	2019-2020	2020-2021	2021-2022	2022-2023
School	ELA	ELA	ELA	ELA
University Laboratory School	N/A	72%	65%	71%
The Volcano School of Arts & Sciences	N/A	38%	39%	42%
Voyager: A Public Charter School	N/A	68%	55%	60%
Wai‘alae Elementary Public Charter School	N/A	52%	60%	56%
Waimea Middle Public Conversion Charter School	N/A	39%	33%	35%
West Hawai‘i Explorations Academy	N/A	64%	61%	59%

Table 5 Student Proficiency in English Language Arts/Literacy (ELA), Math (M), and Science (S)

Table 5: Student Proficiency in Math (M)	2019-2020	2020-2021	2021-2022	2022-2023
School	M	M	M	M
Charter-wide	N/A	28%	31%	31%
Statewide	N/A	32%	38%	40%
Alaka‘i O Kaua‘i Public Charter School	N/A	35%	46%	52%
Connections Public Charter School	N/A	9%	12%	17%
DreamHouse ‘Ewa Beach	N/A	16%	12%	15%
Hakipu‘u Academy	N/A	SUPP	SUPP	4%
Hālau Kū Māna Public Charter School	N/A	9%	18%	8%
Hawai‘i Academy of Arts & Science Public Charter School	N/A	21%	25%	27%
Hawai‘i Technology Academy	N/A	31%	33%	33%
Innovations Public Charter School	N/A	46%	46%	51%
Ka ‘Umeke Kā‘eo	N/A	22%	24%	18%
Ka Waihona o ka Na‘auao Public Charter School	N/A	10%	17%	15%
Kamaile Academy, PCS	N/A	5%	5%	8%
Kamalani Academy Charter School	N/A	18%	26%	20%
Kanu o ka ‘Āina New Century Public Charter School	N/A	28%	19%	19%
Kanuikapono Public Charter School	N/A	20%	10%	12%
Ka‘ōhao Public Charter School	N/A	61%	65%	73%
The Kapolei Charter School by Goodwill Hawaii		(0-5%)	14%	12%
Kawaikini New Century Public Charter School	N/A	23%	26%	17%
Ke Ana La‘ahana Public Charter School	N/A	22%	SUPP	8%
Ke Kula Niihau O Kekaha Learning Center	N/A	SUPP	SUPP	4%
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	N/A	21%	3%	3%
Ke Kula ‘o Samuel M. Kamakau, LPCS	N/A	25%	15%	24%
Kihei Charter School	N/A	34%	27%	31%

Table 5: Student Proficiency in Math (M)	2019-2020	2020-2021	2021-2022	2022-2023
School	M	M	M	M
Kona Pacific Public Charter School	N/A	29%	46%	41%
Kua o ka Lā New Century Public Charter School	N/A	12%	26%	24%
Kualapu'u School: A Public Conversion Charter	N/A	48%	44%	44%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	54%	6%	SUPP
Laupāhoehoe Community Public Charter School	N/A	19%	9%	19%
Mālama Honua Public Charter School	N/A	14%	24%	36%
Myron B. Thompson Academy	N/A	65%	72%	70%
Nā Wai Ola Public Charter School	N/A	8%	19%	16%
SEEQS: the School for Examining Essential Questions of Sustainability	N/A	25%	30%	48%
University Laboratory School	N/A	56%	55%	44%
The Volcano School of Arts & Sciences	N/A	21%	27%	29%
Voyager: A Public Charter School	N/A	38%	53%	49%
Wai'ālae Elementary Public Charter School	N/A	50%	59%	56%
Waimea Middle Public Conversion Charter School	N/A	23%	28%	28%
West Hawai'i Explorations Academy	N/A	26%	23%	27%

Table 5 Student Proficiency in English Language Arts/Literacy (ELA), Math (M), and Science (S)

Table 5: Student Proficiency Science (S)	2019-2020	2020-2021	2021-2022	2022-2023
School	S	S	S	S
Charter-wide	N/A	37%	36%	37%
Statewide	N/A	35%	40%	38%
Alaka'i O Kaua'i Public Charter School	N/A	SUPP	70%	63%
Connections Public Charter School	N/A	32%	15%	30%
DreamHouse 'Ewa Beach	N/A		5%	13%
Hakipu'u Academy	N/A	SUPP	SUPP	SUPP
Hālau Kū Māna Public Charter School	N/A	14%	29%	13%
Hawai'i Academy of Arts & Science Public Charter School	N/A	40%	41%	41%
Hawai'i Technology Academy	N/A	42%	47%	42%
Innovations Public Charter School	N/A	53%	55%	53%
Ka 'Umeke Kā'eo	N/A	30%	28%	20%
Ka Waihona o ka Na'auao Public Charter School	N/A	13%	13%	14%
Kamaile Academy, PCS	N/A	12%	11%	16%
Kamalani Academy Charter School	N/A	19%	33%	19%

Table 5: Student Proficiency Science (S)	2019-2020	2020-2021	2021-2022	2022-2023
School	S	S	S	S
Kanu o ka ‘Āina New Century Public Charter School	N/A	36%	44%	35%
Kanuikapono Public Charter School	N/A	20%	24%	8%
Ka‘ōhao Public Charter School	N/A	52%	77%	94%
The Kapolei Charter School by Goodwill Hawaii	N/A	22%	8%	11%
Kawaikini New Century Public Charter School	N/A	21%	6%	25%
Ke Ana La‘ahana Public Charter School	N/A	SUPP	9%	SUPP
Ke Kula Niihau O Kekaha Learning Center	N/A	SUPP	SUPP	SUPP
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	N/A	SUPP	29%	SUPP
Ke Kula ‘o Samuel M. Kamakau, LPCS	N/A	25%	50%	24%
Kihei Charter School	N/A	38%	26%	40%
Kona Pacific Public Charter School	N/A	43%	47%	57%
Kua o ka Lā New Century Public Charter School	N/A	SUPP	18%	42%
Kualapu‘u School: A Public Conversion Charter	N/A	27%	30%	21%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	SUPP	SUPP	SUPP
Laupāhoehoe Community Public Charter School	N/A	24%	25%	27%
Mālama Honua Public Charter School	N/A	32%	29%	30%
Myron B. Thompson Academy	N/A	71%	79%	78%
Nā Wai Ola Public Charter School	N/A	SUPP	20%	21%
SEEQS: the School for Examining Essential Questions of Sustainability	N/A	47%	33%	67%
University Laboratory School	N/A	55%	51%	51%
The Volcano School of Arts & Sciences	N/A	37%	44%	36%
Voyager: A Public Charter School	N/A	40%	56%	37%
Wai‘ālae Elementary Public Charter School	N/A	39%	52%	39%
Waimea Middle Public Conversion Charter School	N/A	SUPP	26%	35%
West Hawai‘i Explorations Academy	N/A	47%	46%	44%

Table 6 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Math (M) and Achievement Gap – School Year 2019-2020

Table 6: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Math (M) and Achievement Gap – School Year 2019-2020

Due to the impact of COVID-19, statewide assessments were canceled for school year 2019-2020. As a result, these data are not available.

Table 7 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap – School Year 2020-2021

Table 7: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap 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	22%	17%	5
Kanu o ka 'Āina New Century Public Charter School	40%	18%	22
Kanuikapono Public Charter School	24%	18%	6
Ka'ōhao Public Charter School	66%	32%	34
The Kapolei Charter School by Goodwill Hawaii	(0-5%)	SUPP	N/A
Kawaikini New Century Public Charter School	29%	20%	8
Ke Ana La'ahana Public Charter School	SUPP	SUPP	N/A
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	SUPP	SUPP	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	31%	21%	11
Kihei Charter School	42%	25%	18
Kona Pacific Public Charter School	33%	27%	5
Kua o ka Lā New Century Public Charter School	15%	10%	4
Kualapu'u School: A Public Conversion Charter	68%	39%	29
Kula Aupuni Niihau A 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

Table 7: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap School Year 2020-2021	Math Proficiency NHN	Math Proficiency HN	Math Proficiency Gap
School			
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 7: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap School Year 2020-2021	ELA/HLA Proficiency NHN	ELA/HLA Proficiency HN	ELA/HLA Proficiency Gap
School			
Charter-wide	64%	32%	32
Statewide	69%	35%	34
Alaka‘i O Kaua‘i Public Charter School	84%	43%	41
Connections Public Charter School	50%	28%	22
DreamHouse ‘Ewa Beach	47%	23%	24
Hakipu‘u Academy	SUPP	23%	N/A
Hālau Kū Māna Public Charter School	46%	29%	17
Hawai‘i Academy of Arts & Science Public Charter School	53%	41%	12
Hawai‘i Technology Academy	73%	46%	27
Innovations Public Charter School	70%	53%	16
Ka ‘Umeke Kā‘eo	45%	19%	26
Ka Waihona o ka Na‘auao Public Charter School	32%	18%	14
Kamaile Academy, PCS	19%	14%	4
Kamalani Academy	50%	29%	21
Kanu o ka ‘Āina New Century Public Charter School	67%	47%	20
Kanuikapono Public Charter School	59%	25%	34
Ka‘ōhao Public Charter School	78%	59%	19
The Kapolei Charter School by Goodwill Hawaii	50%	SUPP	N/A
Kawaikini New Century Public Charter School	32%	28%	4

Table 7: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap School Year 2020-2021			
School	ELA/HLA Proficiency NHN	ELA/HLA Proficiency HN	ELA/HLA Proficiency Gap
Ke Ana La'ahana Public Charter School	SUPP	SUPP	N/A
Ke Kula Niihau O Kekaha Learning Center	SUPP	7%	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	SUPP	SUPP	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	44%	29%	15
Kihei Charter School	71%	49%	22
Kona Pacific Public Charter School	57%	48%	8
Kua o ka Lā New Century Public Charter School	47%	16%	31
Kualapu'u School: A Public Conversion Charter	67%	25%	42
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Not applicable	SUPP	N/A
Laupāhoehoe Community Public Charter School	63%	35%	27
Mālama Honua Public Charter School	68%	36%	33
Myron B. Thompson Academy	82%	78%	4
Nā Wai Ola Public Charter School	SUPP	20%	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	74%	29%	45
University Laboratory School	76%	55%	21
The Volcano School of Arts & Sciences	64%	18%	46
Voyager: A Public Charter School	79%	46%	33
Wai'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 8 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap – School Year 2021-2022

Table 8: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap				
Gap	Math	Math	Math	
School Year 2021-2022	Proficiency	Proficiency	Proficiency	
School	NHN	HN	Gap	
Charter-wide	43%	19%	24	
Statewide	54%	25%	29	
Alaka‘i O Kaua‘i Public Charter School	52%	31%	21	
Connections Public Charter School	27%	7%	20	
DreamHouse ‘Ewa Beach	14%	6%	9	
Hakipu‘u Academy	SUPP	SUPP	SUPP	
Hālau Kū Māna Public Charter School	22%	13%	10	
Hawai‘i Academy of Arts & Science Public Charter School	35%	22%	13	
Hawai‘i Technology Academy	38%	18%	20	
Innovations Public Charter School	53%	39%	15	
Ka ‘Umeke Kā‘eo	38%	14%	25	
Ka Waihona o ka Na‘auao Public Charter School	24%	14%	10	
Kamaile Academy, PCS	9%	4%	5	
Kamalani Academy	35%	21%	14	
Kanu o ka ‘Āina New Century Public Charter School	28%	14%	14	
Kanuikapono Public Charter School	16%	6%	9	
Ka‘ōhao Public Charter School	71%	26%	45	
The Kapolei Charter School by Goodwill Hawaii	17%	9%	8	
Kawaikini New Century Public Charter School	42%	18%	25	
Ke Ana La‘ahana Public Charter School	SUPP	SUPP	SUPP	
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	SUPP	
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	6%	2%	5	
Ke Kula ‘o Samuel M. Kamakau, LPCS	23%	3%	20	
Kihei Charter School	32%	19%	14	
Kona Pacific Public Charter School	53%	41%	12	
Kua o ka Lā New Century Public Charter School	50%	21%	29	
Kualapu‘u School: A Public Conversion Charter	67%	36%	31	
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	SUPP	6%	SUPP	
Laupāhoehoe Community Public Charter School	7%	10%	-3	
Mālama Honua Public Charter School	36%	14%	23	
Myron B. Thompson Academy	75%	56%	19	
Nā Wai Ola Public Charter School	SUPP	22%	SUPP	

Table 8: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap			
School Year 2021-2022	Math Proficiency NHN	Math Proficiency HN	Math Proficiency Gap
School			
SEEQS: the School for Examining Essential Questions of Sustainability	38%	16%	22
University Laboratory School	56%	47%	9
The Volcano School of Arts & Sciences	52%	13%	39
Voyager: A Public Charter School	59%	44%	15
Wai‘alae Elementary Public Charter School	69%	37%	32
Waimea Middle Public Conversion Charter School	47%	24	24
West Hawai‘i Explorations Academy	28%	14%	14

Table 8: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap			
School Year 2021-2022	ELA/HLA Proficiency NHN	ELA/HLA Proficiency HN	ELA/HLA Proficiency Gap
School			
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

Table 8: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap School Year 2021-2022			
School	ELA/HLA Proficiency NHN	ELA/HLA Proficiency HN	ELA/HLA Proficiency Gap
Ke Ana La‘ahana Public Charter School	SUPP	17%	SUPP
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	SUPP
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	13%	4%	9
Ke Kula ‘o Samuel M. Kamakau, LPCS	44%	28%	16
Kihei Charter School	59%	36%	24
Kona Pacific Public Charter School	74%	52%	21
Kua o ka Lā New Century Public Charter School	75%	39%	36
Kualapu‘u School: A Public Conversion Charter	65%	35%	30
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)	SUPP	SUPP	SUPP
Laupāhoehoe Community Public Charter School	20%	23%	-3
Mālama Honua Public Charter School	55%	36%	19
Myron B. Thompson Academy	85%	65%	20
Nā Wai Ola Public Charter School	SUPP	31%	SUPP
SEEQS: the School for Examining Essential Questions of Sustainability	70%	37%	34
University Laboratory School	67%	55%	12
The Volcano School of Arts & Sciences	63%	26%	37
Voyager: A Public Charter School	70%	32%	38
Wai‘alae Elementary Public Charter School	71%	34%	37
Waimea Middle Public Conversion Charter School	50%	29%	21
West Hawai‘i Explorations Academy	65%	55%	10

Table 9 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap School Year 2022-2023

Table 9: 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 Kahalelani 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	

Table 9: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap School Year 2022-2023	Math Proficiency NHN	Math Proficiency HN	Math Proficiency Gap
School			
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 9. 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

Table 9: 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 NHN	ELA/HLA Proficiency HN	ELA/HLA Proficiency 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	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

Table 9: 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
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 Kahalelani 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
University Laboratory School	73%	55%	19
The Volcano School of Arts & Sciences	60%	35%	25
Voyager: A Public Charter School	71%	39%	32
Wai‘alae 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 10 Median Student Growth Percentiles for English Language Arts/Literacy (ELA) and Math

Table 10: Median Student Growth Percentiles for English Language Arts/Literacy (ELA)					
School	2019-2020 ELA	2020-2021 ELA	2021-2022 ELA	2022-2023 ELA	
Charter-wide	N/A	N/A	N/A	49	
Statewide	N/A	Not calculated	50	50	
Alaka'i O Kaua'i Public Charter School	N/A	71	63	56	
Connections Public Charter School	N/A	50	41	57	
DreamHouse 'Ewa Beach	N/A	38	38	45	
Hakipu'u Academy	N/A	38	29	28	
Hālau Kū Māna Public Charter School	N/A	43	49	37	
Hawai'i Academy of Arts & Science Public Charter School	N/A	53	40	54	
Hawai'i Technology Academy (HTA)	N/A	59	44	46	
Innovations Public Charter School	N/A	63	52	64	
Ka 'Umeke Kā'eo	N/A	DNA	DNA	DNA	
Ka Waihona o ka Na'auao Public Charter School	N/A	40	38	38	
Kamaile Academy, PCS	N/A	57	31	41	
Kamalani Academy Charter School	N/A	54	53	37	
Kanu o ka 'Āina New Century Public Charter School	N/A	57	40	47	
Kanuikapono Public Charter School	N/A	45	42	38	
Ka'ōhao Public Charter School	N/A	51	52	67	
The Kapolei Charter School by Goodwill Hawaii	N/A	DNA	DNA	DNA	
Kawaikini New Century Public Charter School	N/A	DNA	DNA	DNA	
Ke Ana La'ahana Public Charter School	N/A	25	28	52	
Ke Kula Niihau O Kekaha Learning Center	N/A	DNA	DNA	DNA	
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	DNA	DNA	DNA	
Ke Kula 'o Samuel M. Kamakau, LPCS	N/A	DNA	DNA	DNA	
Kihei Charter School	N/A	39	35	40	
Kona Pacific Public Charter School	N/A	59	61	52	
Kua o ka Lā New Century Public Charter School	N/A	42	47	47	
Kualapu'u School: A Public Conversion Charter	N/A	49	50	33	

Table 10: Median Student Growth Percentiles for English Language Arts/Literacy (ELA)				
School	2019-2020 ELA	2020-2021 ELA	2021-2022 ELA	2022-2023 ELA
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	54	19	45
Laupāhoehoe Community Public Charter School	N/A	59	36	53
Mālama Honua Public Charter School	N/A	55	44	60
Myron B. Thompson Academy	N/A	73	56	59
Nā Wai Ola Public Charter School	N/A	28	48	59
SEEQS: the School for Examining Essential Questions of Sustainability	N/A	44	43	48
University Laboratory School	N/A	54	51	52
The Volcano School of Arts & Sciences	N/A	46	58	53
Voyager: A Public Charter School	N/A	69	52	59
Wai‘alae Elementary Public Charter School	N/A	66	56	48
Waimea Middle Public Conversion Charter School	N/A	46	53	57
West Hawai‘i Explorations Academy	N/A	37	53	43

Table 10: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) and Math

Table 10: Median Student Growth Percentiles for Math				
School	2019-2020 Math	2020-2021 Math	2021-2022 Math	2022-2023 Math
Charter-wide	N/A	N/A	N/A	47
Statewide	N/A	Not calculated	50	50
Alaka‘i O Kaua‘i Public Charter School	N/A	57	33	44
Connections Public Charter School	N/A	41	44	49
DreamHouse ‘Ewa Beach	N/A	35	24	39
Hakipu‘u Academy	N/A	49	29	27
Hālau Kū Māna Public Charter School	N/A	49	52	48
Hawai‘i Academy of Arts & Science Public Charter School	N/A	57	40	53
Hawai‘i Technology Academy (HTA)	N/A	55	41	41
Innovations Public Charter School	N/A	54	39	53
Ka ‘Umeke Kā‘eo	N/A	DNA	DNA	DNA
Ka Waihona o ka Na‘auao Public Charter School	N/A	48	38	47

Table 10: Median Student Growth Percentiles for Math School	2019-2020 Math	2020-2021 Math	2021-2022 Math	2022-2023 Math
Kamaile Academy, PCS	N/A	39	29	54
Kamalani Academy Charter School	N/A	49	53	42
Kanu o ka ‘Āina New Century Public Charter School	N/A	57	44	39
Kanuikapono Public Charter School	N/A	48	31	29
Ka‘ōhao Public Charter School	N/A	57	51	66
The Kapolei Charter School by Goodwill Hawaii	N/A	DNA	DNA	DNA
Kawaikini New Century Public Charter School	N/A	DNA	DNA	DNA
Ke Ana La‘ahana Public Charter School	N/A	51	48	41
Ke Kula Niihau O Kekaha Learning Center	N/A	DNA	DNA	DNA
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	N/A	DNA	DNA	DNA
Ke Kula ‘o Samuel M. Kamakau, LPCS	N/A	DNA	DNA	DNA
Kihei Charter School	N/A	52	34	41
Kona Pacific Public Charter School	N/A	80	54	51
Kua o ka Lā New Century Public Charter School	N/A	52	44	45
Kualapu‘u School: A Public Conversion Charter	N/A	69	47	45
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	37	5	7
Laupāhoehoe Community Public Charter School	N/A	40	31	47
Mālama Honua Public Charter School	N/A	53	57	65
Myron B. Thompson Academy	N/A	81	51	48
Nā Wai Ola Public Charter School	N/A	41	45	23
SEEQS: the School for Examining Essential Questions of Sustainability	N/A	44	29	44
University Laboratory School	N/A	75	51	40
The Volcano School of Arts & Sciences	N/A	64	52	58
Voyager: A Public Charter School	N/A	69	55	57
Wai‘ālae Elementary Public Charter School	N/A	73	54	46
Waimea Middle Public Conversion Charter School	N/A	46	71	59
West Hawai‘i Explorations Academy	N/A	29	41	35

Table 11 Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) and Math

Table 11: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA)				
School	2019-2020 HLA	2020-2021 HLA	2021-2022 HLA	2022-2023 HLA
Charter-wide	N/A	45%	40%	49%
Statewide	N/A	48%	48%	55%
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	N/A	36%	39%	54%
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	N/A	35%	30%	36%
Ke Ana La'ahana Public Charter School	DNA	DNA	DNA	DNA
Ke Kula Niihau O Kekaha Learning Center	N/A	Suppressed	Suppressed	Suppressed
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	58%	33%	40%
Ke Kula 'o Samuel M. Kamakau, LPCS	N/A	55%	53%	65%
Kihei Charter School	DNA	DNA	DNA	DNA
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA

Table 11: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA)	2019-2020	2020-2021	2021-2022	2022-2023
School	HLA	HLA	HLA	HLA
Kua o ka Lā New Century Public Charter School	DNA	DNA	DNA	DNA
Kualapu'u School: A Public Conversion Charter	N/A	65%	57%	62%
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 11: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) and Math

Table 11: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math	2019-2020	2020-2021	2021-2022	2022-2023
School	Math	Math	Math	Math
Charter-wide	N/A	55%	37%	50%
Statewide	N/A	48%	49%	55%
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

Table 11: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math	2019-2020	2020-2021	2021-2022	2022-2023
School	Math	Math	Math	Math
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	N/A	47%	36%	42%
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	N/A	52%	39%	42%
Ke Ana La‘ahana Public Charter School	DNA	DNA	DNA	DNA
Ke Kula Niihau O Kekaha Learning Center	N/A	Suppressed	12%	29%
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	N/A	62%	50%	47%
Ke Kula ‘o Samuel M. Kamakau, LPCS	N/A	59%	36%	63%
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	N/A	83%	43%	71%
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

Table 11: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math School	2019- 2020 Math	2020-2021 Math	2021- 2022 Math	2022- 2023 Math
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 12 Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in English Language Arts/Literacy (ELA) and Math

Table 12: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in English Language Arts/Literacy (ELA)					
School	2019-2020 ELA	2020-2021 ELA	2021-2022 ELA	2022-2023 ELA	
Charter-wide	N/A	51%	60%	85%	
Statewide	N/A	51%	45%	47%	
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	N/A	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	N/A	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	N/A	SUPP	SUPP	N/A	
Kamaile Academy, PCS	N/A	SUPP	50%	SUPP	
Kamalani Academy Charter School	N/A	SUPP	N/A	N/A	
Kanu o ka 'Āina New Century Public Charter School	N/A	SUPP	SUPP	N/A	
Kanuikapono Public Charter School	N/A	SUPP	SUPP	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	
Kihei Charter School	N/A	N/A	N/A	N/A	
Kona Pacific Public Charter School	N/A	N/A	N/A	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	N/A	SUPP	SUPP	SUPP	
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	N/A	N/A	N/A	
Laupāhoehoe Community Public Charter School	N/A	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	

Table 12: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in English Language Arts/Literacy (ELA)	2019-2020	2020-2021	2021-2022	2022-2023
School	ELA	ELA	ELA	ELA
SEEQS: the School for Examining Essential Questions of Sustainability	N/A	SUPP	SUPP	SUPP
University Laboratory School	N/A	N/A	N/A	N/A
The Volcano School of Arts & Sciences	N/A	N/A	SUPP	SUPP
Voyager: A Public Charter School	N/A	N/A	N/A	N/A
Wai‘alae Elementary Public Charter School	N/A	SUPP	SUPP	SUPP
Waimea Middle Public Conversion Charter School	N/A	SUPP	SUPP	SUPP
West Hawai‘i Explorations Academy	N/A	N/A	N/A	N/A

Table 12: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in English Language Arts/Literacy (ELA) and Math

Table 12: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in Math	2019-2020	2020-2021	2021-2022	2022-2023
School	Math	Math	Math	Math
Charter-wide	N/A	42%	55%	54%
Statewide	N/A	51%	42%	44%
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	N/A	SUPP	SUPP
Hakipu‘u Academy	N/A	SUPP	SUPP	N/A
Hālau Kū Māna Public Charter School	N/A	N/A	N/A	N/A
Hawai‘i Academy of Arts & Science Public Charter School	N/A	N/A	N/A	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	N/A	SUPP	SUPP	N/A
Kamaile Academy, PCS	N/A	SUPP	58%	SUPP
Kamalani Academy Charter School	N/A	SUPP	N/A	N/A
Kanu o ka ‘Āina New Century Public Charter School	N/A	SUPP	SUPP	N/A
Kanuikapono Public Charter School	N/A	SUPP	SUPP	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

Table 12: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in Math				
School	2019-2020 Math	2020-2021 Math	2021-2022 Math	2022-2023 Math
Ke Kula Niihau O Kekaha Learning Center	N/A	N/A	N/A	N/A
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	N/A	N/A	N/A	N/A
Ke Kula ‘o Samuel M. Kamakau, LPCS	N/A	N/A	N/A	N/A
Kihei Charter School	N/A	N/A	N/A	N/A
Kona Pacific Public Charter School	N/A	N/A	N/A	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	N/A	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	N/A	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	N/A	SUPP	SUPP	SUPP
University Laboratory School	N/A	N/A	N/A	N/A
The Volcano School of Arts & Sciences	N/A	N/A	SUPP	SUPP
Voyager: A Public Charter School	N/A	N/A	N/A	N/A
Wai‘alae Elementary Public Charter School	N/A	SUPP	SUPP	SUPP
Waimea Middle Public Conversion Charter School	N/A	SUPP	SUPP	SUPP
West Hawai‘i Explorations Academy	N/A	N/A	N/A	N/A

Table 13 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2019-2020

Table 13: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2019-2020

Due to the impact of COVID-19, statewide assessments were canceled for the school year 2019-20. As a result, these data are not available.

Table 14 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2020-2021

Table 14. Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2020-2021												
School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic	
Alakaʻi O Kauaʻi 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 ʻEwa Beach	38	38	SUPP	SUPP	SUPP	43	SUPP	42	SUPP	33	SUPP	
Hakipuʻu 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	
Hawaiʻi Academy of Arts & Science Public Charter School	53	52	49	SUPP	SUPP	SUPP	N/A	53	SUPP	54	SUPP	
Hawaiʻi 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 ʻUmeke Kāʻeo	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Ka Waihona o ka Naʻauao 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 ʻĀina 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	
Kaʻōhao Public Charter School	51	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	N/A	50	SUPP	
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	

Table 14. Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2020-2021

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
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
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

Table 14. Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2020-2021

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
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 15 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2021-2022

Table 15: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2021-2022											
School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	63	76	N/A	SUPP	SUPP	N/A	N/A	SUPP	SUPP	67	SUPP
Connections Public Charter School	41	46	22	38	SUPP	SUPP	47	31	SUPP	45	SUPP
DreamHouse 'Ewa Beach	38	33	40	SUPP	24	28	20	43	SUPP	34	SUPP
Hakipu'u Academy	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

Table 15: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2021-2022

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kawaikini New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Ana La'ahana Public Charter School	28	SUPP	SUPP	N/A	N/A	SUPP	N/A	SUPP	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Kula 'o Samuel M. Kamakau, LPCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kihei Charter School	35	32	27	26	SUPP	30	N/A	25	SUPP	38	36
Kona Pacific Public Charter School	61	65	SUPP	SUPP	SUPP	SUPP	N/A	63	SUPP	65	SUPP
Kua o ka Lā New Century Public Charter School	47	45	SUPP	SUPP	SUPP	SUPP	N/A	35	SUPP	63	SUPP
Kualapu'u School: A Public Conversion Charter	50	49	43	SUPP	SUPP	SUPP	SUPP	50	N/A	SUPP	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	19	17	SUPP	N/A	N/A	N/A	N/A	19	N/A	N/A	N/A
Laupāhoehoe Community Public Charter School	36	34	SUPP	SUPP	SUPP	25	SUPP	SUPP	SUPP	27	SUPP
Mālama Honua Public Charter School	44	45	29	N/A	N/A	N/A	SUPP	43	N/A	63	N/A
Myron B. Thompson Academy	56	53	SUPP	N/A	67	60	SUPP	44	N/A	61	SUPP
Nā Wai Ola Public Charter School	48	50	SUPP	N/A	SUPP	SUPP	SUPP	45	SUPP	SUPP	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	43	45	40	SUPP	58	SUPP	SUPP	32	SUPP	43	SUPP
University Laboratory School	51	59	SUPP	SUPP	45	63	SUPP	44	SUPP	61	SUPP

Table 15: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2021-2022

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
The Volcano School of Arts & Sciences	58	54	53	SUPP	SUPP	SUPP	SUPP	53	N/A	61	N/A
Voyager: A Public Charter School	52	48	SUPP	52	52	30	SUPP	30	SUPP	59	SUPP
Wai'alae Elementary Public Charter School	56	52	SUPP	72	66	SUPP	SUPP	50	N/A	48	SUPP
Waimea Middle Public Conversion Charter School	53	53	51	SUPP	SUPP	56	SUPP	46	SUPP	SUPP	SUPP
West Hawai'i Explorations Academy	53	46	N/A	SUPP	SUPP	SUPP	SUPP	27	N/A	53	SUPP

Table 16 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2022-2023

Table 16: 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

Table 16: 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
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	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

Table 16: 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
Voyager: A Public Charter School	59	56	38	40	58	70	SUPP	58	SUPP	62	SUPP
Wai'alae Elementary Public Charter School	48	42	39	44	48	SUPP	SUPP	57	N/A	43	SUPP
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 17 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2019-2020

Table 17: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2019-2020

Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-2020. As a result, these data are not available.

Table 18 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2020-2021

Table 18: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2020-2021											
School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	57	SUPP	SUPP	N/A	SUPP	N/A	SUPP	SUPP	N/A	SUPP	N/A
Connections Public Charter School	41	44	SUPP	SUPP	SUPP	SUPP	SUPP	39	SUPP	45	N/A
DreamHouse 'Ewa Beach	35	40	SUPP	SUPP	SUPP	37	SUPP	42	SUPP	37	SUPP
Hakipu'u Academy	49	SUPP	SUPP	N/A	N/A	N/A	SUPP	SUPP	N/A	SUPP	N/A
Hālau Kū Māna Public Charter School	49	SUPP	SUPP	N/A	SUPP	SUPP	SUPP	45	SUPP	SUPP	SUPP
Hawai'i Academy of Arts & Science Public Charter School	57	60	62	SUPP	SUPP	SUPP	N/A	60	SUPP	57	SUPP
Hawai'i Technology Academy	55	55	SUPP	SUPP	60	56	SUPP	58	SUPP	55	N/A
Innovations Public Charter School	54	52	SUPP	SUPP	SUPP	SUPP	SUPP	51	N/A	53	SUPP
Ka 'Umeke Kā'eo	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka Waihona o ka Na'auao Public Charter School	48	47	45	N/A	SUPP	SUPP	SUPP	48	SUPP	SUPP	N/A
Kamaile Academy, PCS	39	39	55	SUPP	SUPP	SUPP	36	39	SUPP	SUPP	SUPP
Kamalani Academy 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

Table 18: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2020-2021

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ke Ana La'ahana Public Charter School	51	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	SUPP	N/A
Ke Kula Niihau O Kekaha Learning Center	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Kula 'o Nāwahīokalani'ōpu'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	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

Table 18: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2020-2021

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Wai'ālae Elementary Public Charter School	73	SUPP	SUPP	SUPP	72	SUPP	SUPP	SUPP	SUPP	SUPP	N/A
Waimea Middle Public Conversion Charter School	46	44	SUPP	SUPP	SUPP	SUPP	SUPP	33	SUPP	SUPP	SUPP
West Hawai'i Explorations Academy	29	26	SUPP	SUPP	SUPP	SUPP	N/A	SUPP	SUPP	31	SUPP

Table 19 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2021-2022

Table 19: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2021-2022											
School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	33	23	N/A	SUPP	SUPP	N/A	N/A	SUPP	SUPP	41	SUPP
Connections Public Charter School	44	38	26	30	SUPP	SUPP	46	45	SUPP	44	SUPP
DreamHouse 'Ewa Beach	24	27	21	SUPP	44	29	31	19	SUPP	26	SUPP
Hakipu'u Academy	29	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	SUPP	N/A
Hālau Kū Māna Public Charter School	52	47	SUPP	N/A	SUPP	SUPP	SUPP	52	SUPP	SUPP	N/A
Hawai'i Academy of Arts & Science Public Charter School	40	41	33	SUPP	SUPP	41	SUPP	45	SUPP	37	SUPP
Hawai'i Technology Academy	41	35	50	SUPP	40	49	SUPP	38	41	42	N/A
Innovations Public Charter School	39	29	SUPP	SUPP	22	SUPP	SUPP	43	N/A	42	SUPP
Ka 'Umeke Kā'eo	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka Waihona o ka Na'auao Public Charter School	38	38	26	SUPP	SUPP	SUPP	SUPP	40	SUPP	SUPP	N/A
Kamaile Academy, PCS	29	30	25	28	35	38	28	29	SUPP	26	SUPP
Kamalani Academy 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

Table 19: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2021-2022

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ke Ana La'ahana Public Charter School	48	SUPP	SUPP	N/A	N/A	SUPP	N/A	SUPP	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
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

Table 19: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2021-2022

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Wai'alae Elementary Public Charter School	54	22	SUPP	60	58	SUPP	SUPP	59	N/A	39	SUPP
Waimea Middle Public Conversion Charter School	71	65	31	SUPP	SUPP	83	SUPP	68	SUPP	SUPP	SUPP
West Hawai'i Explorations Academy	41	44	N/A	SUPP	SUPP	SUPP	SUPP	45	N/A	41	SUPP

Table 20 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2022-2023

Table 20: 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

Table 20: 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 Ana La'ahana Public Charter School	41	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 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'alae Elementary Public Charter School	46	57	28	53	48	SUPP	SUPP	52	N/A	42	SUPP

Table 20: 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
Waimea Middle Public Conversion Charter School	59	58	33	68	64	48	66	57	N/A	70	SUPP
West Hawai'i Explorations Academy	35	48	SUPP	SUPP	34	SUPP	SUPP	59	N/A	33	SUPP

Table 21 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) – School Year 2019-2020

Table 21: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA)
School Year 2019-2020

Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-2020. As a result, these data are not available.

Table 22 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2020-2021

Table 22: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2020-2021											
School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse 'Ewa Beach	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hakipu'u Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kū Māna Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai'i Academy of Arts & Science Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai'i Technology Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka 'Umeke Kā'eo	36%	28%	SUPP	N/A	SUPP	SUPP	SUPP	40%	N/A	SUPP	N/A
Ka Waihona o ka Na'auao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani Academy 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	35%	39%	SUPP	SUPP	N/A	SUPP	N/A	34%	N/A	N/A	N/A

Table 22: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2020-2021

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
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
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

Table 22: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2020-2021

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
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 23 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2021-2022

Table 23: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2021-2022												
School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic	
Alaka'i O Kaua'i Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Connections Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
DreamHouse 'Ewa Beach	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Hakipu'u Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Hālau Kū Māna Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Hawai'i Academy of Arts & Science Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Hawai'i Technology Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Innovations Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Ka 'Umeke Kā'eo	39%	30%	SUPP	N/A	SUPP	SUPP	SUPP	37%	N/A	SUPP	N/A	
Ka Waihona o ka Na'auao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Kamaile Academy, PCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	
Kamalani Academy 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	

Table 23: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2021-2022

School	All Students	Free/Reduced- Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ke 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	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

Table 23: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2021-2022

School	All Students	Free/Reduced- Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
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 24 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

Table 24: 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

Table 24: 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
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 Nāwahīokalani'ōpu'u Iki, LPCS	40%	SUPP	N/A	SUPP	SUPP	SUPP	SUPP	36%	N/A	SUPP	N/A
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 Kahalelani 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 25 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2019-2020

Table 25 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2019-2020

Due to the impact of COVID-19, statewide assessments were canceled for school year 2019-2020. As a result, these data are not available.

Table 26 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2020-2021

Table 26: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2020-2021											
School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse 'Ewa Beach	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hakipu'u Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kū Māna Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai'i Academy of Arts & Science Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai'i Technology Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka 'Umeke Kā'eo	47%	43%	SUPP	N/A	SUPP	N/A	SUPP	51%	N/A	SUPP	N/A
Ka Waihona o ka Na'auao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani Academy 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

Table 26: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2020-2021

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kawaikini New Century Public Charter School	52%	43%	SUPP	SUPP	N/A	SUPP	N/A	52%	N/A	N/A	N/A
Ke Ana La'ahana Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	62%	SUPP	N/A	N/A	N/A	SUPP	N/A	SUPP	N/A	SUPP	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	59%	50%	N/A	N/A	SUPP	SUPP	SUPP	47%	N/A	SUPP	N/A
Kihei Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kua o ka Lā New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kualapu'u School: A Public Conversion Charter	83%	SUPP	SUPP	N/A	N/A	N/A	SUPP	SUPP	N/A	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Laupāhoehoe Community Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Mālama Honua Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Myron B. Thompson Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nā Wai Ola Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
SEEQS: the School for Examining Essential Questions of Sustainability	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
University Laboratory School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The Volcano School of Arts & Sciences	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

Table 26: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2020-2021

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
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 27 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2021-2022

Table 27: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2021-2022											
School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse 'Ewa Beach	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hakipu'u Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kū Māna Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai'i Academy of Arts & Science Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hawai'i Technology Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka 'Umeke Kā'eo	36%	36%	33%	N/A	SUPP	SUPP	SUPP	32%	N/A	SUPP	N/A
Ka Waihona o ka Na'auao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani Academy 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

Table 27: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2021-2022

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kanuikapono Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka'ōhao Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini New Century Public Charter School	39%	37%	SUPP	SUPP	N/A	SUPP	N/A	38%	N/A	SUPP	N/A
Ke Ana La'ahana Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Kula Niihau O Kekaha Learning Center	12%	7%	N/A	SUPP	N/A	N/A	N/A	12%	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	50%	SUPP	N/A	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	36%	35%	SUPP	N/A	SUPP	SUPP	SUPP	40%	N/A	SUPP	N/A
Kihei Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kua o ka Lā New Century Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kualapu'u School: A Public Conversion Charter	43%	30%	SUPP	N/A	N/A	SUPP	SUPP	40%	N/A	N/A	N/A

Table 27: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2021-2022

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kula Aupuni Niihau A Kahalelani 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 28 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2022-2023

Table 28: 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

Table 28: 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
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
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
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	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

Table 28: 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
SEEQS: the School for Examining Essential Questions of Sustainability	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
University Laboratory School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
The Volcano School of Arts & Sciences	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Voyager: A Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Wai'alae Elementary Public Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Waimea Middle Public Conversion Charter School	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
West Hawai'i Explorations Academy	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

Table 29 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2019-2020

Table 29: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA)
School Year 2019-2020

Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-2020. As a result, these data are not available.

Table 30 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2020-2021

Table 30: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2020-2021											
School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DreamHouse 'Ewa Beach	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hakipu'u Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hālau Kū Māna Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai'i Academy of Arts & Science Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai'i Technology Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka 'Umeke Kā'eo	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona o ka Na'auao Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamaile Academy, PCS	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	SUPP
Kamalani Academy 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

Table 30: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2020-2021

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kawaikini New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana La'ahana Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kualapu'u School: A Public Conversion Charter	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Laupāhoehoe Community Public Charter School	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Mālama Honua Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Myron B. Thompson Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nā Wai Ola Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A
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

Table 30: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2020-2021

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Voyager: A Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wai'ālae Elementary Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Waimea Middle Public Conversion Charter School	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A
West Hawai'i Explorations Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 31 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2021-2022

Table 31: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2021-2022											
School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DreamHouse 'Ewa Beach	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A
Hakipu'u Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hālau Kū Māna Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai'i Academy of Arts & Science Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai'i Technology Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka 'Umeke Kā'eo	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona o ka Na'auao Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamaile Academy, PCS	50%	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kamalani Academy 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

Table 31: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2021-2022

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kawaikini New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana La'ahana Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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

Table 31: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2021-2022

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
The Volcano School of Arts & Sciences	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Voyager: A Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wai'alae Elementary Public Charter School	SUPP	N/A	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A
Waimea Middle Public Conversion Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
West Hawai'i Explorations Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 32 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

Table 32: 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
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

Table 32: 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
The Kapolei Charter School by Goodwill Hawaii	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kawaikini New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana La'ahana Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Nāwahīkalanī'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

Table 32: 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
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
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 33 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in Math – School Year 2019-2020

Table 33: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai‘i State Alternate Assessment in Math – School Year 2019-2020

Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-2020. As a result, these data are not available.

Table 34 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2020-2021

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
Kanuikaponu 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

Table 34: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2020-2021

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
The Kapolei Charter School by Goodwill Hawaii	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kawaikini New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana La'ahana Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kualapu'u School: A Public Conversion Charter	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Laupāhoehoe Community Public Charter School	SUPP	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

Table 34: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2020-2021

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
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
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 35 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2021-2022

Table 35: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2021-2022											
School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DreamHouse 'Ewa Beach	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A
Hakipu'u Academy	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hālau Kū Māna Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai'i Academy of Arts & Science Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawai'i Technology Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka 'Umeke Kā'eo	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona o ka Na'auao Public Charter School	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamaile Academy, PCS	58%	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kamalani Academy 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

Table 35: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2021-2022

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ke Ana La'ahana Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā New Century Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kualapu'u School: A Public Conversion Charter	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Laupāhoehoe Community Public Charter School	SUPP	N/A	SUPP	N/A	N/A	SUPP	N/A	SUPP	N/A	N/A	N/A
Mālama Honua Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Myron B. Thompson Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nā Wai Ola Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
University Laboratory School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
The Volcano School of Arts & Sciences	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Voyager: A Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wai'alae Elementary Public Charter School	SUPP	N/A	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A

Table 35: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2021-2022

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
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 36 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
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

Table 36: 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
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
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

Table 36: 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
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 37 Chronic Absenteeism Rates

Tab 37: Chronic Absenteeism Rates School	2019-2020	2020-2021	2021-2022	2022-2023
Charter-wide	Not available	14%	33%	31%
Statewide	Not available	18%	37%	30%
Alaka'i O Kaua'i Public Charter School	19%	18%	42%	27%
Connections Public Charter School	27%	60%	45%	63%
DreamHouse 'Ewa Beach	21%	19%	19%	21%
Hakipu'u Academy	20%	44%	16%	59%
Hālau Kū Māna Public Charter School	19%	(0-5%)	4%	19%
Hawai'i Academy of Arts & Science Public Charter School	12%	(0-5%)	21%	24%
Hawai'i Technology Academy	10%	14%	16%	18%
Innovations Public Charter School	(0-5%)	7%	40%	33%
Ka 'Umeke Kā'eo	12%	27%	34%	38%
Ka Waihona o ka Na'auao Public Charter School	16%	19%	51%	40%
Kamaile Academy, PCS	28%	45%	60%	59%
Kamalani Academy Charter School	8%	6%	27%	20%
Kanu o ka 'Āina New Century Public Charter School	9%	(0-5%)	18%	19%
Kanuikaponu Public Charter School	12%	11%	13%	47%
Ka'ōhao Public Charter School	(0-5%)	(0-5%)	25%	14%
The Kapolei Charter School by Goodwill Hawaii	11%	25%	35%	40%
Kawaikini New Century Public Charter School	9%	21%	65%	33%
Ke Ana La'ahana Public Charter School	13%	36%	44%	59%
Ke Kula Niihau O Kekaha Learning Center	19%	31%	71%	60%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	13%	12%	51%	45%
Ke Kula 'o Samuel M. Kamakau, LPCS	13%	(0-5%)	30%	26%
Kihei Charter School	13%	(0-5%)	40%	25%
Kona Pacific Public Charter School	11%	8%	43%	40%
Kua o ka Lā New Century Public Charter School	(0-5%)	9%	41%	47%
Kualapu'u School: A Public Conversion Charter	10%	8%	57%	42%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	27%	47%	32%	50%
Laupāhoehoe Community Public Charter School	9%	7%	31%	27%
Mālama Honua Public Charter School	10%	19%	42%	39%
Myron B. Thompson Academy	(0-5%)	(0-5%)	2%	2%
Nā Wai Ola Public Charter School	27%	34%	57%	48%
SEEQS: the School for Examining Essential Questions of Sustainability	6%	7%	30%	19%
University Laboratory School	(0-5%)	(0-5%)	9%	13%

Tab 37: Chronic Absenteeism Rates School	2019-2020	2020-2021	2021-2022	2022-2023
The Volcano School of Arts & Sciences	15%	14%	44%	55%
Voyager: A Public Charter School	8%	(0-5%)	50%	34%
Wai‘alae Elementary Public Charter School	6%	7%	16%	23%
Waimea Middle Public Conversion Charter School	17%	22%	48%	40%
West Hawai‘i Explorations Academy	12%	11%	33%	25%

Table 38 Four-Year Graduation Rates and College-Going Rates

Table 38: Four-Year Graduation Rates	2019-2020	2020-2021	2021-2022	2022-2023
School	4-Year Grad	4-Year Grad	4-Year Grad	4-Year Grad
Charter-wide	N/A	85%	86%	90%
Statewide	N/A	86%	86%	85%
Alaka'i O Kaua'i Public Charter School	DNA	DNA	DNA	DNA
Connections Public Charter School	77%	92%	58%	71%
DreamHouse 'Ewa Beach	DNA	DNA	DNA	DNA
Hakipu'u Academy	41%	44%	41%	73%
Hālau Kū Māna Public Charter School	86%	86%	91%	88%
Hawai'i Academy of Arts & Science Public Charter School	80%	85%	89%	91%
Hawai'i Technology Academy	90%	88%	89%	95%
Innovations Public Charter School	DNA	DNA	DNA	DNA
Ka 'Umeke Kā'eo	DNA	SUPP	SUPP	SUPP
Ka Waihona o ka Na'auao Public Charter School	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	60%	77%	70%	59%
Kamalani Academy Charter School	DNA	DNA	DNA	DNA
Kanu o ka 'Āina New Century Public Charter School	67%	68%	72%	90%
Kanuikapono Public Charter School	75%	75%	75%	82%
Ka'ōhao Public Charter School	DNA	DNA	DNA	DNA
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	94%	91%
Kawaikini New Century Public Charter School	SUPP	SUPP	91%	93%
Ke Ana La'ahana Public Charter School	45%	57%	88%	85%
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	38%	SUPP
Kihei Charter School	93%	80%	94%	90%
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA
Kua o ka Lā New Century Public Charter School	38%	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	SUPP	SUPP	SUPP
Laupāhoehoe Community Public Charter School	71%	74%	82%	67%
Mālama Honua Public Charter School	DNA	DNA	DNA	DNA
Myron B. Thompson Academy	84%	87%	92%	92%
Nā Wai Ola Public Charter School	DNA	DNA	DNA	DNA

Table 38: Four-Year Graduation Rates	2019-2020	2020-2021	2021-2022	2022-2023
School	4-Year Grad	4-Year Grad	4-Year Grad	4-Year Grad
SEEQS: the School for Examining Essential Questions of Sustainability	DNA	DNA	DNA	DNA
University Laboratory School	(95-100%)	(95-100%)	100%	100%
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	68%	88%	83%	91%

Table38: Four-Year Graduation Rates and College-Going Rates

Table 38: College-Going Rates	2019-2020	2020-2021	2021-2022	2022-2023
School	College-Going	College-Going	College-Going	College-Going
Charter-wide	N/A	50%	49%	49%
Statewide	N/A	50%	50%	50%
Alaka‘i O Kaua‘i Public Charter School	DNA	DNA	DNA	DNA
Connections Public Charter School	48%	23%	29%	23%
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	36%	41%	42%	35%
Hawai‘i Technology Academy	45%	43%	47%	46%
Innovations Public Charter School	DNA	DNA	DNA	DNA
Ka ‘Umeke Kā‘eo	DNA		Data not available	SUPP
Ka Waihona o ka Na‘auao Public Charter School	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	SUPP	32%	41%	25%
Kamalani Academy Charter School	DNA	DNA	DNA	DNA
Kanu o ka ‘Āina New Century Public Charter School	SUPP	SUPP	58%	37%
Kanuiakapono Public Charter School	SUPP	SUPP	73%	SUPP
Ka‘ōhao Public Charter School	DNA	DNA	DNA	DNA
The Kapolei Charter School by Goodwill Hawaii	DNA	DNA	52%	32%

Table 38: College-Going Rates	2019-2020	2020-2021	2021-2022	2022-2023
School	College-Going	College-Going	College-Going	College-Going
Kawaikini New Century Public Charter School	SUPP	SUPP	SUPP	SUPP
Ke Ana La'ahana Public Charter School	SUPP	SUPP	SUPP	SUPP
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	SUPP	SUPP
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	DNA	DNA	DNA	DNA
Ke Kula 'o Samuel M. Kamakau, LPCS	SUPP	SUPP	SUPP	SUPP
Kihei Charter School	58%	55%	55%	63%
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA
Kua o ka Lā New Century Public Charter School	SUPP	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	SUPP	Data not available	SUPP
Laupāhoehoe Community Public Charter School	SUPP	SUPP	18%	SUPP
Mālama Honua Public Charter School	DNA	DNA	DNA	DNA
Myron B. Thompson Academy	SUPP	75%	56%	52%
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	88%	90%	86%	83%
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	65%	43%	31%	27%

Table 39 Status of Value Added Measures/Goals

Table 39: Status of Value Added Measures/Goals				
School	2019-2020	2020-2021	2021-2022	2022-2023
Alaka‘i O Kaua‘i Public Charter School	Not available	Not available	Not available	Not available
Connections Public Charter School	Not available	Not available	Not available	Not available
DreamHouse ‘Ewa Beach	Does not apply	Does not apply	Not available	Not available
Hakipu‘u Academy	Not applicable	Not available	Does not apply	Does not apply
Hālau Kū Māna Public Charter School	Not available	Not available	Does not apply	Does not apply
Hawai‘i Academy of Arts & Science Public Charter School	Not available	Not available	Not available	Not available
Hawai‘i Technology Academy	Not available	Not available	Not available	Not available
Innovations Public Charter School	Not available	Not available	Not available	Not available
Ka ‘Umeke Kā‘eo	Not available	Not available	Not available	Not available
Ka Waihona o ka Na‘auao Public Charter School	Not available	Not available	Does not apply	Does not apply
Kamaile Academy, PCS	Not available	Not available	Does not apply	Does not apply
Kamalani Academy Charter School	Not available	Not available	Not available	Not available
Kanu o ka ‘Āina New Century Public Charter School	Not available	Not available	Not available	Not available
Kanuikapono Public Charter School	Not available	Not available	Not available	Not available
Ka‘ōhao Public Charter School	Not available	Not available	Not available	Not available
The Kapolei Charter School by Goodwill Hawaii	Not available	Submitted	Received	Received
Kawaikini New Century Public Charter School	Not available	Not available	Not available	Not available
Ke Ana La‘ahana Public Charter School	Not available	Not available	Does not apply	Does not apply
Ke Kula Niihau O Kekaha Learning Center	Not available	Not available	Not available	Not available
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	Not available	Not available	Not available	Not available
Ke Kula ‘o Samuel M. Kamakau, LPCS	Not available	Not available	Not available	Not available
Kihei Charter School	Not available	Not available	Not available	Not available
Kona Pacific Public Charter School	Not available	Not available	Does not apply	Does not apply
Kua o ka Lā New Century Public Charter School	Not available	Not available	Does not apply	Does not apply

Table 39: Status of Value Added Measures/Goals				
School	2019-2020	2020-2021	2021-2022	2022-2023
Kualapu'u School: A Public Conversion Charter	Not available	Not available	Not available	Not available
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Not available	Not available	Not available	Not available
Laupāhoehoe Community Public Charter School	Not available	Not available	Does not apply	Does not apply
Mālama Honua Public Charter School	Submitted	Not available	Not available	Not available
Myron B. Thompson Academy	Not available	Not available	Not available	Not available
Nā Wai Ola Public Charter School	Not available	Not available	Does not apply	Does not apply
SEEQS: the School for Examining Essential Questions of Sustainability	Not available	Not available	Does not apply	Does not apply
University Laboratory School	Not available	Not available	Not available	Not available
The Volcano School of Arts & Sciences	Not available	Not available	Does not apply	Does not apply
Voyager: A Public Charter School	Not available	Not available	Not available	Not available
Wai'ālae Elementary Public Charter School	Not available	Not available	Not available	Not available
Waimea Middle Public Conversion Charter School	Not available	Not available	Does not apply	Does not apply
West Hawai'i Explorations Academy	Not available	Submitted	Does not apply	Does not apply

Table 40 Enrollment by Charter

Table 40: Enrollment by Charter School					
School	2019-2020	2020-2021	2021-2022	2022-2023	
Charter-wide	11,877	12,213	12,097	12,116	
Statewide	179,331	174,704	171,600	168,634	
Alaka‘i O Kaua‘i Public Charter School	149	164	172	201	
Connections Public Charter School	335	344	366	340	
DreamHouse ‘Ewa Beach	85	192	287	382	
Hakipu‘u Academy	55	56	61	49	
Hālau Kū Māna Public Charter School	131	113	120	122	
Hawai‘i Academy of Arts & Science Public Charter School	710	711	706	683	
Hawai‘i Technology Academy	1,285	1,337	1,363	1,403	
Innovations Public Charter School	242	242	241	240	
Ka ‘Umeke Kā‘eo	213	222	240	263	
Ka Waihona o ka Na‘auao Public Charter School	694	741	632	611	
Kamaile Academy, PCS	878	893	919	949	
Kamalani Academy Charter School	207	178	166	156	
Kanu o ka ‘Āina New Century Public Charter School	486	627	519	612	
Kanuikapono Public Charter School	225	233	226	203	
Ka‘ōhao Public Charter School	341	330	323	328	
The Kapolei Charter School by Goodwill Hawaii	140	172	161	158	
Kawaikini New Century Public Charter School	168	167	155	151	
Ke Ana La‘ahana Public Charter School	41	46	41	34	
Ke Kula Niihau O Kekaha Learning Center	50	55	55	50	
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	463	473	464	460	
Ke Kula ‘o Samuel M. Kamakau, LPCS	122	136	125	121	
Kihei Charter School	689	713	723	693	
Kona Pacific Public Charter School	178	211	210	187	
Kua o ka Lā New Century Public Charter School	231	172	148	164	
Kualapu‘u School: A Public Conversion Charter	327	309	346	319	
A New Century Public Charter School (PCS)Kula Aupuni Niihau A Kahelelani Aloha (KANAKA)	33	33	45	46	
Laupāhoehoe Community Public Charter School	346	343	333	318	
Mālama Honua Public Charter School	150	170	173	165	

Table 40: Enrollment by Charter School				
School	2019-2020	2020-2021	2021-2022	2022-2023
Myron B. Thompson Academy	585	527	542	523
Nā Wai Ola Public Charter School	147	150	133	96
SEEQS: the School for Examining Essential Questions of Sustainability	189	174	182	176
University Laboratory School	443	450	449	451
The Volcano School of Arts & Sciences	223	260	266	264
Voyager: A Public Charter School	284	271	284	273
Wai‘alae Elementary Public Charter School	496	489	434	457
Waimea Middle Public Conversion Charter School	256	234	211	194
West Hawai‘i Explorations Academy	280	275	276	274

APPENDIX E: CHARTER SCHOOL FINANCIAL PERFORMANCE FRAMEWORK DATA FOR
SCHOOL YEARS 2019-2020, 2020-2021, 2021-2022 AND 2022-2023

Table 41 Current Ratio

Table 41: Current Ratio = Current Assets ÷ Current Liabilities				
School	2019-2020	2020-2021	2021-2022	2022-2023
Alaka'i O Kaua'i Public Charter School	2.1	4.4	1.2	4.1
Connections Public Charter School	8	5.7	3.8	5.5
DreamHouse 'Ewa Beach	2.1	1.2	0.3	1.9
Hakipu'u Academy	5.2	5.3	2.7	3.1
Hālau Kū Māna Public Charter School	3.5	4.3	4.6	3.1
Hawai'i Academy of Arts & Science Public Charter School	3.9	3.7	4.9	5.5
Hawai'i Technology Academy	3.8	3	2.7	2.5
Innovations Public Charter School	2	2.3	1.2	1.6
Ka 'Umeke Kā'eo	4	4	5.9	6.1
Ka Waihona o ka Na'auao Public Charter School	4.9	7.9	8.8	9.0
Kamaile Academy, PCS	7.7	6.6	10.2	8.9
Kamalani Academy Charter School	1.4	0.9	0.5	0.4
Kanu o ka 'Āina New Century Public Charter School	9.5	11.8	3.2	3.5
Kanuikapono Public Charter School	6.6	6.1	7.2	5.5
Ka'ōhao Public Charter School	7.1	5	10.4	8.5
The Kapolei Charter School by Goodwill Hawaii	15.5	14.3	14.0	15.9
Kawaikini New Century Public Charter School	4	5	2.9	5.0
Ke Ana La'ahana Public Charter School	4.8	5.1	5.6	4.2
Ke Kula Niihau O Kekaha Learning Center	10.2	6.5	5.3	3.1
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	10	10.3	14.7	23.6
Ke Kula 'o Samuel M. Kamakau, LPCS	8.1	7.2	0.5	8.6
Kihei Charter School	14.6	10.7	11.4	18.8
Kona Pacific Public Charter School	3.1	1.1	0.2	5.2
Kua o ka Lā New Century Public Charter School	26.7	11.4	15.4	14.3
Kualapu'u School: A Public Conversion Charter	4.5	3.4	3.2	4.4
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	2.8	3.5	3.8	0.5
Laupāhoehoe Community Public Charter School	3.4	3.4	5.6	6.4
Mālama Honua Public Charter School	3.4	9	4.3	5.0
Myron B. Thompson Academy	17.7	19.1	10.3	9.9
Nā Wai Ola Public Charter School	3	5	4.4	6.3
SEEQS: the School for Examining Essential Questions of Sustainability	11.3	8.7	3.4	3.0
University Laboratory School	4.3	2.7	5.1	5.0
The Volcano School of Arts & Sciences	2.4	3.4	1.1	1.1

Table 41: Current Ratio = Current Assets ÷ Current Liabilities				
School	2019- 2020	2020- 2021	2021- 2022	2022- 2023
Voyager: A Public Charter School	4.3	3	2.2	4.2
Wai‘alae Elementary Public Charter School	7.6	7.6	4.6	5.5
Waimea Middle Public Conversion Charter School	2.6	2.5	2.6	2.3
West Hawai‘i Explorations Academy	6.2	3	4.9	5.7

Table 42 Budget Variance

Table 42: Budget Variance Actual Total Revenues ÷ Projected Total Revenues in the Charter School's Board-Approved Budget				
School	2019-2020	2020-2021	2021-2022	2022-2023
Alaka'i O Kaua'i Public Charter School	106%	122%	104%	110%
Connections Public Charter School	99%	121%	108%	111%
DreamHouse 'Ewa Beach	114%	108%	103%	103%
Hakipu'u Academy	99%	98%	143%	132%
Hālau Kū Māna Public Charter School	106%	122%	121%	114%
Hawai'i Academy of Arts & Science Public Charter School	110%	109%	105%	98%
Hawai'i Technology Academy	104%	111%	117%	109%
Innovations Public Charter School	105%	111%	107%	106%
Ka 'Umeke Kā'eo	104%	106%	117%	116%
Ka Waihona o ka Na'auao Public Charter School	102%	145%	132%	160%
Kamaile Academy, PCS	108%	97%	102%	98%
Kamalani Academy Charter School	132%	128%	118%	108%
Kanu o ka 'Āina New Century Public Charter School	109%	119%	105%	105%
Kanuikapono Public Charter School	118%	106%	107%	104%
Ka'ōhao Public Charter School	103%	102%	105%	113%
The Kapolei Charter School by Goodwill Hawaii	114%	125%	83%	127%
Kawaikini New Century Public Charter School	96%	105%	99%	105%
Ke Ana La'ahana Public Charter School	98%	76%	108%	109%
Ke Kula Niihau O Kekaha Learning Center	116%	96%	85%	119%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	94%	119%	110%	128%
Ke Kula 'o Samuel M. Kamakau, LPCS	121%	115%	78%	129%
Kihei Charter School	103%	104%	99%	95%
Kona Pacific Public Charter School	91%	109%	108%	110%
Kua o ka Lā New Century Public Charter School	99%	96%	100%	100%
Kualapu'u School: A Public Conversion Charter	115%	105%	108%	97%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	76%	90%	88%	83%
Laupāhoehoe Community Public Charter School	123%	86%	107%	105%
Mālama Honua Public Charter School	109%	120%	105%	103%
Myron B. Thompson Academy	112%	106%	97%	112%
Nā Wai Ola Public Charter School	97%	115%	71%	88%
SEEQS: the School for Examining Essential Questions of Sustainability	98%	117%	111%	109%
University Laboratory School	101%	105%	112%	113%

Table 42: Budget Variance Actual Total Revenues ÷ Projected Total Revenues in the Charter School’s Board-Approved Budget

School	2019-2020	2020-2021	2021-2022	2022-2023
The Volcano School of Arts & Sciences	111%	127%	159%	154%
Voyager: A Public Charter School	108%	106%	111%	110%
Wai‘alae Elementary Public Charter School	109%	87%	78%	100%
Waimea Middle Public Conversion Charter School	106%	99%	99%	95%
West Hawai‘i Explorations Academy	113%	134%	136%	118%

Table 43 Total Margin

Table 43: Total Margin: Total Margin = Net Income ÷ Total Revenue				
School	2019-2020	2020-2021	2021-2022	2022-2023
Alaka'i O Kaua'i Public Charter School	5.40%	14.30%	0.29%	9.76%
Connections Public Charter School	8.10%	4.20%	4.21%	10.48%
DreamHouse 'Ewa Beach	9.20%	16.60%	15.10%	9.53%
Hakipu'u Academy	-6.20%	12.70%	6.38%	7.13%
Hālau Kū Māna Public Charter School	3.30%	2.50%	1.48%	22.10%
Hawai'i Academy of Arts & Science Public Charter School	6.70%	12.00%	13.38%	11.84%
Hawai'i Technology Academy	23.10%	30.40%	47.09%	40.83%
Innovations Public Charter School	-3.10%	3.30%	3.70%	14.02%
Ka 'Umeke Kā'eo	-2.50%	0.30%	2.63%	11.38%
Ka Waihona o ka Na'auao Public Charter School	16.30%	27.10%	0.90%	10.35%
Kamaile Academy, PCS	2.90%	0.00%	6.91%	12.99%
Kamalani Academy Charter School	0.60%	-6.80%	0.94%	-2.74%
Kanu o ka 'Āina New Century Public Charter School	8.70%	14.00%	11.19%	15.83%
Kanuikapono Public Charter School	-3.00%	1.40%	1.12%	6.86%
Ka'ōhao Public Charter School	2.90%	2.70%	3.89%	-3.57%
The Kapolei Charter School by Goodwill Hawaii	32.80%	37.10%	10.64%	21.96%
Kawaikini New Century Public Charter School	-0.70%	3.10%	-9.48%	15.66%
Ke Ana La'ahana Public Charter School	-11.80%	2.80%	-3.15%	1.62%
Ke Kula Niihau O Kekaha Learning Center	10.30%	-17.00%	-23.57%	-7.28%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	13.20%	8.20%	4.06%	10.94%
Ke Kula 'o Samuel M. Kamakau, LPCS	12.50%	15.40%	-27.30%	8.15%
Kihei Charter School	8.30%	16.00%	11.05%	17.93%
Kona Pacific Public Charter School	8.20%	15.80%	11.97%	8.83%
Kua o ka Lā New Century Public Charter School	9.50%	-1.10%	-7.56%	6.75%
Kualapu'u School: A Public Conversion Charter	7.80%	-5.10%	-0.25%	3.07%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	-10.00%	9.00%	6.01%	0.73%
Laupāhoehoe Community Public Charter School	7.40%	9.90%	2.09%	6.93%
Mālama Honua Public Charter School	26.00%	10.10%	19.80%	19.55%
Myron B. Thompson Academy	15.10%	10.10%	3.57%	9.42%
Nā Wai Ola Public Charter School	0.20%	17.00%	3.90%	3.52%
SEEQS: the School for Examining Essential Questions of Sustainability	6.20%	3.30%	1.39%	-0.27%
University Laboratory School	-0.10%	3.30%	6.59%	7.89%

Table 43: Total Margin: Total Margin = Net Income ÷ Total Revenue				
School	2019-2020	2020-2021	2021-2022	2022-2023
The Volcano School of Arts & Sciences	-1.00%	17.70%	15.91%	14.77%
Voyager: A Public Charter School	4.40%	1.20%	-0.44%	11.02%
Wai‘alae Elementary Public Charter School	9.90%	5.00%	-2.75%	12.71%
Waimea Middle Public Conversion Charter School	-3.40%	1.10%	-0.97%	5.44%
West Hawai‘i Explorations Academy	-7.50%	-1.90%	-0.29%	0.42%

Table 44 Debt-to-Assets Ratio

Table 44: Debt-to-Assets Ratio (Debt to Asset Ratio = Total Liabilities ÷ Total Assets)					
School	2019-2020	2020-2021	2021-2022	2022-2023	
Alaka'i O Kaua'i Public Charter School	47.20%	22.70%	58.79%	24.55%	
Connections Public Charter School	10.00%	14.10%	25.57%	30.43%	
DreamHouse 'Ewa Beach	47.80%	28.20%	69.32%	59.08%	
Hakipu'u Academy	21.10%	18.40%	34.11%	29.73%	
Hālau Kū Māna Public Charter School	22.10%	15.80%	14.91%	24.07%	
Hawai'i Academy of Arts & Science Public Charter School	23.10%	25.70%	26.67%	20.52%	
Hawai'i Technology Academy	23.10%	30.40%	47.09%	40.83%	
Innovations Public Charter School	37.90%	34.30%	86.58%	77.73%	
Ka 'Umeke Kā'eo	19.20%	11.80%	7.94%	9.28%	
Ka Waihona o ka Na'auao Public Charter School	7.70%	7.50%	6.87%	7.15%	
Kamaile Academy, PCS	9.00%	15.20%	8.52%	9.82%	
Kamalani Academy Charter School	49.90%	89.70%	95.63%	98.62%	
Kanu o ka 'Āina New Century Public Charter School	9.70%	8.00%	30.31%	26.78%	
Kanuikapono Public Charter School	12.00%	13.40%	10.64%	13.72%	
Ka'ōhao Public Charter School	11.50%	15.30%	7.23%	9.22%	
The Kapolei Charter School by Goodwill Hawaii	6.40%	8.80%	0.71%	7.86%	
Kawaikini New Century Public Charter School	7.10%	7.20%	12.02%	10.25%	
Ke Ana La'ahana Public Charter School	20.90%	19.40%	17.93%	24.05%	
Ke Kula Niihau O Kekaha Learning Center	6.80%	10.00%	11.98%	22.56%	
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	4.90%	9.50%	8.06%	4.74%	
Ke Kula 'o Samuel M. Kamakau, LPCS	9.30%	10.80%	62.12%	60.39%	
Kihei Charter School	5.70%	8.60%	8.30%	5.48%	
Kona Pacific Public Charter School	145.80%	92.10%	95.74%	91.37%	
Kua o ka Lā New Century Public Charter School	3.20%	7.50%	11.55%	8.52%	
Kualapu'u School: A Public Conversion Charter	21.00%	29.10%	30.96%	23.90%	
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	19.30%	18.00%	18.11%	63.20%	
Laupāhoehoe Community Public Charter School	25.60%	28.60%	17.06%	14.46%	
Mālama Honua Public Charter School	26.00%	10.10%	19.80%	19.55%	
Myron B. Thompson Academy	5.20%	5.00%	21.61%	17.67%	

Table 44: Debt-to-Assets Ratio (Debt to Asset Ratio = Total Liabilities ÷ Total Assets)				
School	2019-2020	2020-2021	2021-2022	2022-2023
Nā Wai Ola Public Charter School	28.30%	18.80%	21.07%	15.44%
SEEQS: the School for Examining Essential Questions of Sustainability	8.90%	11.40%	29.24%	33.29%
University Laboratory School	23.20%	37.70%	19.45%	20.05%
The Volcano School of Arts & Sciences	33.70%	27.20%	86.44%	80.94%
Voyager: A Public Charter School	21.90%	30.60%	34.18%	21.01%
Wai‘ālae Elementary Public Charter School	21.60%	20.40%	19.32%	16.78%
Waimea Middle Public Conversion Charter School	29.00%	37.50%	36.84%	41.55%
West Hawai‘i Explorations Academy	14.60%	81.70%	56.68%	55.41%

Table 45 Cash Flow

Table 45: Cash Flow (Cash Flow = Year-end Cash Balance – Beginning Year Cash Balance)				
School	2019-2020	2020-2021	2021-2022	2022-2023
Alaka‘i O Kaua‘i Public Charter School	\$77,454	\$225,374	\$44,671	\$44,374
Connections Public Charter School	\$371,618	\$166,921	\$318,321	(\$71,153)
DreamHouse ‘Ewa Beach	\$50,761	\$46,031	\$343,603	\$198,517
Hakipu‘u Academy	(\$145,828)	(\$11,347)	\$283,830	\$9,865
Hālau Kū Māna Public Charter School	\$670,496	(\$332,946)	(\$76,024)	\$727,757
Hawai‘i Academy of Arts & Science Public Charter School	\$770,677	\$1,264,976	\$946,894	\$1,054,373
Hawai‘i Technology Academy	\$1,215,880	\$2,053,573	(\$1,712,736)	(\$1,361,457)
Innovations Public Charter School	(\$67,752)	\$46,795	\$109,613	\$289,133
Ka ‘Umeke Kā‘eo	(\$600,426)	(\$1,522,387)	\$198,975	\$705,941
Ka Waihona o ka Na‘auao Public Charter School	\$887,622	\$1,983,537	\$704,885	\$490,039
Kamaile Academy, PCS	\$340,692	\$891,826	\$437,463	\$1,510,470
Kamalani Academy Charter School	\$40,673	\$172,624	(\$186,087)	\$20,561
Kanu o ka ‘Āina New Century Public Charter School	\$497,175	\$1,141,914	\$2,299,506	\$707,065
Kanuikapono Public Charter School	(\$34,486)	\$29,979	(\$137,380)	(\$427,841)
Ka‘ōhao Public Charter School	(\$38,736)	\$201,895	(\$197,020)	(\$461,956)
The Kapolei Charter School by Goodwill Hawaii	\$398,434	\$615,808	\$350,507	\$304,606
Kawaikini New Century Public Charter School	\$12,923	\$100,179	(\$161,316)	\$523,658
Ke Ana La‘ahana Public Charter School	(\$142,099)	\$4,628	(\$22,478)	\$9,319
Ke Kula Niihau O Kekaha Learning Center	\$129,776	(\$54,502)	\$41,425	\$60,455
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	\$727,684	\$2,173,235	\$488,621	\$679,199
Ke Kula ‘o Samuel M. Kamakau, LPCS	\$326,598	(\$236,393)	(\$45,642)	\$72,462
Kihei Charter School	\$641,170	\$1,203,904	\$910,341	\$1,202,157
Kona Pacific Public Charter School	\$137,522	\$287,923	\$204,135	(\$50,516)
Kua o ka Lā New Century Public Charter School	\$268,784	\$15,898	(\$78,974)	\$341,567
Kualapu‘u School: A Public Conversion Charter	\$451,066	(\$234,244)	\$337,163	(\$543,706)
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	(\$22,515)	\$24,733	\$16,680	\$42,229
Laupāhoehoe Community Public Charter School	\$494,939	\$472,277	(\$93,955)	\$168,459
Mālama Honua Public Charter School	\$230,142	\$410,445	\$287,294	\$398,849
Myron B. Thompson Academy	\$568,335	\$597,271	\$347,496	\$708,955

Table 45: Cash Flow (Cash Flow = Year-end Cash Balance – Beginning Year Cash Balance)

School	2019-2020	2020-2021	2021-2022	2022-2023
Nā Wai Ola Public Charter School	\$79,979	\$241,781	\$129,376	\$25,192
SEEQS: the School for Examining Essential Questions of Sustainability	\$142,161	\$84,365	(\$95,567)	\$103,823
University Laboratory School	\$20,530	\$490,411	\$132,047	\$564,406
The Volcano School of Arts & Sciences	(\$90,196)	\$333,660	\$10,803,036	(\$303,727)
Voyager: A Public Charter School	\$159,930	\$232,807	(\$86,923)	\$364,421
Wai'ālae Elementary Public Charter School	\$571,121	\$274,875	(\$22,195)	\$784,269
Waimea Middle Public Conversion Charter School	\$105,444	\$381,547	(\$125,179)	\$470,431
West Hawai'i Explorations Academy	\$3,197	\$364,558	(\$102,999)	(\$78,156)

Table 46 Unrestricted Days Cash on Hand

Table 46: Unrestricted Days Cash on Hand (Unrestricted Days Cash = Unrestricted Cash ÷ [(Total Expenses – Depreciation Expense) ÷ 365])				
School	2019-2020	2020-2021	2021-2022	2022-2023
Alaka'i O Kaua'i Public Charter School	43 days	104 days	96 days	80 days
Connections Public Charter School	328 days	321 days	333 days	276 days
DreamHouse 'Ewa Beach	18 days	20 days	66 days	61 days
Hakipu'u Academy	78 days	87 days	233 days	197 days
Hālau Kū Māna Public Charter School	473 days	370 days	354 days	492 days
Hawai'i Academy of Arts & Science Public Charter School	209 days	285 days	325 days	332 days
Hawai'i Technology Academy	143 days	209 days	123 days	81 days
Innovations Public Charter School	81 days	89 days	100 days	134 days
Ka 'Umeke Kā'eo	280 days	102 days	125 days	163 days
Ka Waihona o ka Na'auao Public Charter School	85 days	222 days	239 days	229 days
Kamaile Academy, PCS	259 days	258 days	273 days	282 days
Kamalani Academy Charter School	37 days	60 days	33 days	30 days
Kanu o ka 'Āina New Century Public Charter School	192 days	268 days	423 days	373 days
Kanuikapono Public Charter School	147 days	152 days	144 days	70 days
Ka'ōhao Public Charter School	217 days	255 days	204 days	125 days
The Kapolei Charter School by Goodwill Hawaii	333 days	504 days	632 days	543 days
Kawaikini New Century Public Charter School	58 days	80 days	50 days	139 days
Ke Ana La'ahana Public Charter School	279 days	322 days	349 days	304 days
Ke Kula Niihau O Kekaha Learning Center	139 days	135 days	157 days	140 days
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	92 days	225 days	215 days	211 days
Ke Kula 'o Samuel M. Kamakau, LPCS	263 days	223 days	206 days	183 days
Kihei Charter School	153 days	236 days	278 days	347 days
Kona Pacific Public Charter School	76 days	145 days	187 days	143 days
Kua o ka Lā New Century Public Charter School	186 days	266 days	240 days	266 days
Kualapu'u School: A Public Conversion Charter	242 days	200 days	211 days	151 days

Table 46: Unrestricted Days Cash on Hand (Unrestricted Days Cash = Unrestricted Cash ÷ [(Total Expenses – Depreciation Expense) ÷ 365])

School	2019-2020	2020-2021	2021-2022	2022-2023
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	120 days	147 days	143 days	148 days
Laupāhoehoe Community Public Charter School	164 days	220 days	196 days	205 days
Mālama Honua Public Charter School	246 days	337 days	365 days	389 days
Myron B. Thompson Academy	628 days	664 days	678 days	707 days
Nā Wai Ola Public Charter School	86 days	159 days	207 days	264 days
SEEQS: the School for Examining Essential Questions of Sustainability	111 days	134 days	102 days	108 days
University Laboratory School	88 days	137 days	141 days	183 days
The Volcano School of Arts & Sciences	32 days	73 days	1,186 days	1027 days
Voyager: A Public Charter School	144 days	184 days	147 days	190 days
Wai‘alae Elementary Public Charter School	232 days	264 days	271 days	313 days
Waimea Middle Public Conversion Charter School	242 days	273 days	275 days	309 days
West Hawai‘i Explorations Academy	188 days	209 days	197 days	156 days

APPENDIX F: CHARTER SCHOOL ORGANIZATIONAL PERFORMANCE FRAMEWORK
DATA FOR SCHOOL YEARS 2019-2020, 2020-2021, 2021-2022, AND 2022-
2023

Table 47 Completed Assurance of Compliance Statement

Table 47: Completed Assurance of Compliance Statement				
School	2019-2020	2020-2021	2021-2022	2022-2023
Alaka'i O Kaua'i Public Charter School	Completed	Completed	Completed	Received
Connections Public Charter School	Completed	Completed	Completed	Received
Hakipu'u Academy	Completed	Completed	Does not apply	Does not apply
DreamHouse 'Ewa Beach	Completed	Completed	Completed	Received
Hālau Kū Māna Public Charter School	Completed	Completed	Does not apply	Does not apply
Hawai'i Academy of Arts & Science Public Charter School	Completed	Completed	Completed	Received
Hawai'i Technology Academy	Completed	Completed	Completed	Received
Innovations Public Charter School	Completed	Completed	Completed	Received
Ka 'Umeke Kā'eo	Completed	Not Completed	Completed	Received
Ka Waihona o ka Na'auao Public Charter School	Completed	Completed	Does not apply	Does not apply
Kamaile Academy, PCS	Completed	Completed	Does not apply	Does not apply
Kamalani Academy Charter School	Completed	Completed	Completed	Received
Kanu o ka 'Āina New Century Public Charter School	Completed	Completed	Completed	Received
Kanuikapono Public Charter School	Completed	Completed	Completed	Received
Ka'ōhao Public Charter School	Completed	Completed	Completed	Received
The Kapolei Charter School by Goodwill Hawaii	Completed	Completed	Completed	Received
Kawaikini New Century Public Charter School	Completed	Completed	Completed	Received
Ke Ana La'ahana Public Charter School	Completed	Completed	Does not apply	Does not apply
Ke Kula Niihau O Kekaha Learning Center	Completed	Completed	Completed	Received
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Completed	Completed	Completed	Received
Ke Kula 'o Samuel M. Kamakau, LPCS	Completed	Completed	Completed	Received
Kihei Charter School	Completed	Completed	Completed	Received
Kona Pacific Public Charter School	Completed	Completed	Does not apply	Does not apply
Kua o ka Lā New Century Public Charter School	Completed	Completed	Does not apply	Does not apply
Kualapu'u School: A Public Conversion Charter	Completed	Completed	Completed	Received
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Completed	Completed	Completed	Received
Laupāhoehoe Community Public Charter School	Completed	Completed	Does not apply	Does not apply
Mālama Honua Public Charter School	Completed	Completed	Completed	Received
Myron B. Thompson Academy	Completed	Completed	Completed	Received

Table 47: Completed Assurance of Compliance Statement				
School	2019-2020	2020-2021	2021-2022	2022-2023
Nā Wai Ola Public Charter School	Completed	Completed	Does not apply	Does not apply
SEEQS: the School for Examining Essential Questions of Sustainability	Completed	Completed	Does not apply	Does not apply
University Laboratory School	Completed	Completed	Completed	Received
The Volcano School of Arts & Sciences	Completed	Completed	Does not apply	Does not apply
Voyager: A Public Charter School	Completed	Completed	Completed	Received
Wai'ālae Elementary Public Charter School	Completed	Completed	Completed	Received
Waimea Middle Public Conversion Charter School	Completed	Completed	Does not apply	Does not apply
West Hawai'i Explorations Academy	Completed	Completed	Does not apply	Does not apply

APPENDIX G: HAWAI‘I STATE PUBLIC CHARTER SCHOOL COMMISSION ANNUAL
AUDIT REPORT FOR FISCAL YEAR 2022-2023

**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, 2023
(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, 2023

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, 2023. 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 decreased by \$87,151 in FY 2022-23.
- The Commission, as a pass-through entity, transferred \$134,631,786 to charter schools comprised of state and federal funding in FY 2022-23, an increase of approximately 13% over FY 2021-22.
- The Commission provided to all 37 charter schools \$2,755,208 in FY 2022-23 from Impact Aid funds and \$2,291,055 in FY 2022-23 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 2022-23, the Commission continued the reorganization of its structure and purpose to an organization that provides direct support, coaching, and leadership development to both charter school administrators and governing board members.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of four parts – management’s discussion and analysis (this section), financial information, internal control and compliance, and schedule of findings and questioned costs. The financial information section includes the financial statements, which consists of two types of statements that present different views of the Commission’s financial activities:

- The first two statements are government-wide financial statements that provide both long-term and short-term information about the Commission’s overall financial status.
- The remaining statements are fund financial statements that focus on the individual parts of the Commission, reporting the Commission’s operations in more detail than the government-wide statements. The fund financial statements show how general services were financed in the short term as well as the funds that remain for future spending.

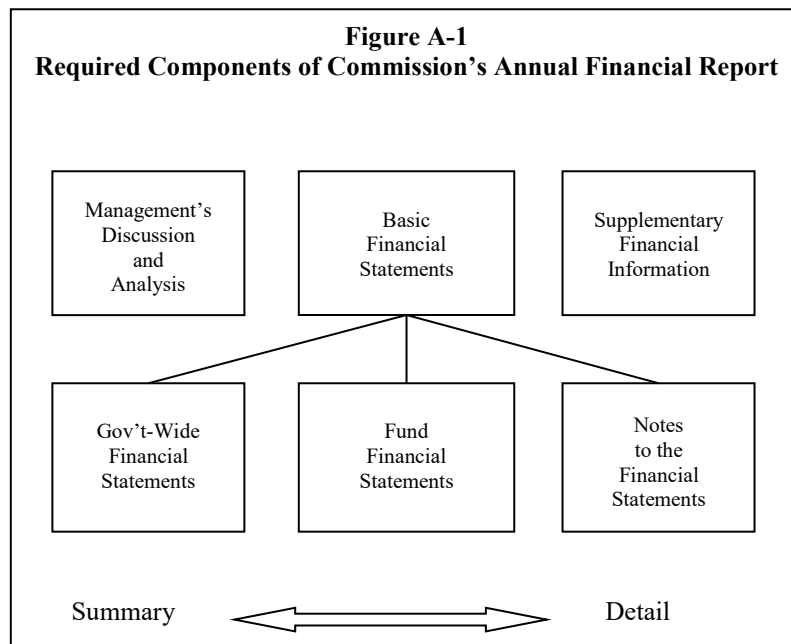
STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT’S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2023

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
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MANAGEMENT’S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2023

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
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MANAGEMENT’S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2023

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 here even though the Commission’s activities are all presented in the Governmental Activities category:

- Governmental Activities – All of the Commission’s activities are included here, such as administration, financial services, federal programs support, and information technology support. Operating revenues, which include a percentage of total charter school appropriations and federal grant income, pay for most of these activities.
- Business-type Activities – If the Commission engaged in activities, such as self-insurance programs or activities where the Commission was operating more like a business, these activities would be reported in a separate column in its government-wide financial statements.
- Component Units – If the Commission was financially responsible for a separate entity or entities, usually a non-profit corporation that meets certain accounting rules, then the “component unit” would be reported as such because of the Commission’s financial responsibility to the component unit.

Fund Financial Statements

The fund financial statements provide more detailed information about the Commission’s most significant funds – not the Commission as a whole. Funds are accounting devices that the Commission uses to keep track of specific sources of funding and spending for particular purposes.

STATE PUBLIC CHARTER SCHOOL COMMISSION
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MANAGEMENT’S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2023

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

The Commission reports its financial activities in two funds: the Commission General Fund and the Restricted – Federal Programs Fund. The Commission’s general operations are reflected in the General Fund. Within the Restricted – Federal Programs Fund, the Commission records its activities for Federal Title I, Title II, Title III, Title IV, Pre-K, Impact Aid, SPED, and Other Federal Programs.

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE

Net Position: The Commission’s net position decreased between the fiscal years ended June 30, 2022 and June 30, 2023 from \$729,908 to \$642,757 (See Table A-1).

Table A-1: Commission’s Summary Comparative Statement of Net Position

	<u>2023</u>	<u>2022</u>	<u>Percentage Change</u> <u>2022-2023</u>
ASSETS			
Current assets	\$ 19,402,637	\$ 23,189,907	-16%
Capital assets, net	<u>799,741</u>	<u>903,635</u>	-11%
Total Assets	<u>\$ 20,202,378</u>	<u>\$ 24,093,542</u>	-16%
LIABILITIES			
Current liabilities	\$ 18,871,611	\$ 22,574,628	-16%
Non-Current liabilities	<u>688,010</u>	<u>789,006</u>	-13%
Total Liabilities	<u>19,559,621</u>	<u>23,363,634</u>	-16%
NET POSITION			
Invested in capital assets	799,741	903,635	-11%
Unrestricted position	<u>(156,984)</u>	<u>(173,727)</u>	-10%
Total net position	<u>642,757</u>	<u>729,908</u>	-12%
Total liabilities and net position	<u>\$ 20,202,378</u>	<u>\$ 24,093,542</u>	-16%

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.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT’S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2023

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

Changes in the Commission’s Net Position

	<u>2023</u>	<u>2022</u>	<u>Percentage Change</u> <u>2022-2023</u>
Revenues			
State Commission funding	\$ 1,829,706	\$ 1,730,648	6%
Federal grants	1,304,124	1,070,192	22%
Other income	86,343	23,229	272%
Total revenues	<u>3,220,173</u>	<u>2,824,069</u>	14%
Expenses			
Payroll and related expenses	1,977,410	1,700,764	16%
Professional services	504,035	509,378	-1%
Bad debt	399,951	-	-
Travel	124,617	24,988	399%
Amortization of lease assets	112,003	112,004	0%
Professional development	54,780	27,461	99%
Interest on lease liabilities	22,146	24,570	-10%
Meeting refreshments and meals	21,595	1,067	1924%
Depreciation of capital assets	20,859	20,441	2%
Utilities	11,452	27,866	-59%
Repairs and maintenance	10,265	11,890	-14%
Rental	9,670	1,668	480%
Parking	8,659	8,355	4%
Service fees and other expenses	7,774	11,797	-34%
Dues and subscriptions	7,646	7,442	3%
Telecommunications	7,609	7,406	3%
Supplies	6,128	26,757	-77%
Postage	725	283	0%
Total expenses	<u>3,307,324</u>	<u>2,524,137</u>	31%
Transfers			
Transfers in	134,631,786	118,930,997	13%
Transfers out	<u>(134,631,786)</u>	<u>(118,930,997)</u>	-13%
Total transfers	<u>-</u>	<u>-</u>	
Change in net position	(87,151)	299,932	-129%
Net position – beginning of year	<u>729,908</u>	<u>429,976</u>	-70%
Net position – end of year	<u>\$ 642,757</u>	<u>\$ 729,908</u>	-12%

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, 2023

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

In the fiscal year ended June 30, 2023, the Commission’s total revenues increased by 14% to \$3,220,173, compared to total revenues of \$2,824,069 in the fiscal year ended June 30, 2022. 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, 2023 and 2022, federal revenues amounted to 40% and 38% of total revenues for the Commission, or \$1,304,124 and \$1,070,192, respectively.

In the fiscal year ended June 30, 2023, funding provided to administer the Commission increased by 6% or by \$99,058 and other income increased by 272% or by \$63,114 due to funding changes from the State Department of Education.

In the fiscal year ended June 30, 2023, the total cost of all programs and services provided by the Commission increased by 31% or by \$783,187. 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, 2023 include:

- Payroll and related expenses increased 16% or \$276,646 due to additional employees hired and increases in pay rates during the year.
- Bad debt expenses increased \$399,951 due to the write-offs of uncollectible reimbursements of federal and state funds disbursed to schools in the prior years.
- Travel expenses increased 399% or \$99,629 due to more travel for conferences and continuing education after COVID-19 travel restrictions were lifted and are in-line with pre-pandemic travel.
- Professional development expenses increased 99% or \$27,319 due to the hiring of a contractor for Charter School Authorizing Evaluation.
- Meeting refreshments and meals increased 1924% or \$20,528 due to more in-person meetings attended by employees and commissioners after COVID-19 restrictions were lifted and are in-line with pre-pandemic meeting refreshment and meal expenses.
- Utilities decreased 59% or \$16,414 due to change of internet company from Hawaiian Telcom to NxTech Systems/Spectrum.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT’S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2023

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, 2023 was \$3,286,939, an increase of 35% or \$844,662, compared to \$2,442,277 for the fiscal year ended June 30, 2022.

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, 2023 and 2022, the Commission did not engage in any business-type activities.

FINANCIAL ANALYSIS OF THE COMMISSION’S FUNDS

As the Commission completed the current fiscal year, its governmental funds reported a fund balance of \$951,265, a decrease from the prior fiscal year of \$1,018,031.

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)**

MANAGEMENT’S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2023

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, 2023, the Commission made purchases of \$28,968 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, 2023. The accumulated amortization and total lease liabilities related to this building lease amounted to \$224,007 and \$789,008 at June 30, 2023 and 2022, respectively.

ECONOMIC FACTORS AND NEXT YEAR’S BUDGET AND RATES

The official enrollment count date for charter schools is October 15 of each year. Enrollment among the charter schools grew by approximately 1% in the 2022-23 school year to 12,158 compared to 12,029 in the 2021-22 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, 2023, 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, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the *Auditor’s Responsibilities for the Audit of the Financial Statements* section of our report. We are required to be independent of the Commission and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Change in Accounting Principle

As discussed in Note A to the financial statements, during the year ended June 30, 2023, the Commission adopted Governmental Accounting Standards Board (GASB) Statement No. 96, *Subscription-Based Information Technology Arrangements (SBITAs)*. Our opinion is not modified with respect to this matter.

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 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 *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, although not a part of the basic financial statements, is required by GASB which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with U.S. GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management’s responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Required Supplementary Information (continued)

Management has omitted the budgetary comparison information that U.S. GAAP requires to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by GASB which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by the missing information.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Commission’s basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with U.S. GAAS. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

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, 2022, and we expressed an unmodified audit opinion on those audited financial statements in our report dated December 8, 2022. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2022 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, 2023, on our consideration of the Commission’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grants agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Commission’s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Commission’s internal control over financial reporting and compliance.

CW Associates, CPAs

CW Associates, CPAs
Honolulu, Hawaii
November 14, 2023



STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

STATEMENT OF NET POSITION – GOVERNMENTAL ACTIVITIES

As of June 30, 2023
(With Prior Year Comparative Information)

	<u>2023</u>	<u>2022</u>
Current assets		
Cash and cash equivalents	\$ 12,596,767	\$ 7,458,793
Accounts receivable – net	33,682	31,974
Pass through receivable from State	6,234,682	15,231,227
Funds held for others	519,436	449,843
Prepaid expenses	<u>18,070</u>	<u>18,070</u>
Total current assets	19,402,637	23,189,907
Capital assets, net	<u>799,741</u>	<u>903,635</u>
Total assets	<u>20,202,378</u>	<u>24,093,542</u>
Current liabilities		
Accounts payable	574,394	815,922
Unearned revenue	11,369,834	7,370,478
Pass through payable to charter schools	5,151,052	12,218,442
Pass through payable to State	833,054	1,313,367
Liability for funds held for others	519,436	449,843
Accrued leave earnings	319,241	305,530
Accrued liabilities	3,602	3,824
Lease liability – current	<u>100,998</u>	<u>97,222</u>
Total current liabilities	<u>18,871,611</u>	<u>22,574,628</u>
LEASE LIABILITY – Noncurrent	<u>688,010</u>	<u>789,006</u>
TOTAL LIABILITIES	<u>19,559,621</u>	<u>23,363,634</u>
Net position		
Invested in capital assets	799,741	903,635
Unrestricted position	<u>(156,984)</u>	<u>(173,727)</u>
Total net position	<u>\$ 642,757</u>	<u>\$ 729,908</u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

STATEMENT OF ACTIVITIES – GOVERNMENTAL ACTIVITIES

For the Year Ended June 30, 2023
(With Prior Year Comparative Information)

<u>Functions/Programs</u>	2023			2022		
	<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	\$ 2,003,200	\$ -	\$(2,003,200)	\$ 1,453,945	\$ -	\$(1,453,945)
Instructional enhancement	<u>116,119,620</u>	<u>116,119,620</u>	<u>-</u>	<u>100,245,846</u>	<u>100,245,846</u>	<u>-</u>
Total governmental activities	<u>\$ 118,122,820</u>	<u>\$ 116,119,620</u>	<u>(2,003,200)</u>	<u>\$ 101,699,791</u>	<u>\$ 100,245,846</u>	<u>(1,453,945)</u>
General revenues						
State Commission funding			1,829,706			1,730,648
Other income			<u>86,343</u>			<u>23,229</u>
Change in net position			(87,151)			299,932
Net position – beginning of year			<u>729,908</u>			<u>429,976</u>
Net position – end of year			<u>\$ 642,757</u>			<u>\$ 729,908</u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

BALANCE SHEET – GOVERNMENTAL FUNDS

As of June 30, 2023
(With Prior Year Comparative Information)

	<u>General</u>	<u>Restricted</u> <u>Funds</u>	<u>Total</u>	
			<u>2023</u>	<u>2022</u>
ASSETS				
Cash				
Cash and cash equivalents	\$1,226,689	\$11,369,835	\$12,596,524	\$ 7,458,332
Funds held for others	-	519,436	519,436	449,843
Petty cash	243	-	243	461
Total cash	1,226,932	11,889,271	13,116,203	7,908,636
Accounts receivable – net	33,682	-	33,682	31,974
Pass through receivable from State	6,234,682	-	6,234,682	15,231,227
Prepaid expenses	18,070	-	18,070	18,070
TOTAL ASSETS	<u>\$7,513,366</u>	<u>\$11,889,271</u>	<u>\$19,402,637</u>	<u>\$23,189,907</u>
LIABILITIES				
Accounts payable	\$ 574,394	\$ -	\$ 574,394	\$ 815,922
Unearned revenue	-	11,369,835	11,369,835	7,370,478
Pass through payable to charter schools	5,151,052	-	5,151,052	12,218,442
Pass through payable to State	833,054	-	833,054	1,313,367
Liability for funds held for others	-	519,436	519,436	449,843
Accrued liabilities	3,601	-	3,601	3,824
Total liabilities	<u>6,562,101</u>	<u>11,889,271</u>	<u>18,451,372</u>	<u>22,171,876</u>
FUND BALANCE				
Unassigned	951,265	-	951,265	1,018,031
Total fund balance	<u>951,265</u>	<u>-</u>	<u>951,265</u>	<u>1,018,031</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$7,513,366</u>	<u>\$11,889,271</u>	<u>\$19,402,637</u>	<u>\$23,189,907</u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

**RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL FUNDS
TO THE STATEMENT OF NET POSITION – GOVERNMENTAL ACTIVITIES**

As of June 30, 2023

Total fund balance – governmental funds	\$ 951,265
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	799,741
Lease liabilities are not due and payable in the current period and, therefore, not reported in the governmental funds	(789,008)
Accrued leave earnings are not reported in the governmental funds	<u>(319,241)</u>
Total net position – governmental activities	<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 REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCE – GOVERNMENTAL FUNDS**

For the Year Ended June 30, 2023
(With Prior Year Comparative Information)

	Restricted Funds									2023	2022
	General	Title I	Title II	Title III	Title IV	PreK Grant	Impact Aid	SPED	Other		
REVENUES											
State Commission funding	\$ 1,829,706	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,829,706	\$ 1,730,648
Federal grants	-	707,767	-	-	-	577,482	-	-	18,875	1,304,124	1,070,192
Other income	86,343	-	-	-	-	-	-	-	-	86,343	23,229
Total revenues	1,916,049	707,767	-	-	-	577,482	-	-	18,875	3,220,173	2,824,069
EXPENDITURES											
Payroll and related expenses	1,253,327	286,608	-	-	-	404,889	-	-	18,875	1,963,699	1,643,465
Professional services	90,751	375,000	-	-	-	38,284	-	-	-	504,035	509,378
Bad debt	399,951	-	-	-	-	-	-	-	-	399,951	-
Travel	33,146	19,135	-	-	-	72,336	-	-	-	124,617	24,988
Capital outlay for lease assets	119,365	-	-	-	-	-	-	-	-	119,365	118,378
Professional development	10,225	16,675	-	-	-	27,880	-	-	-	54,780	27,461
Interest on lease liabilities	23,945	-	-	-	-	-	-	-	-	23,945	26,591
Meeting refreshments and meal	1,044	3,789	-	-	-	16,762	-	-	-	21,595	1,067
Utilities	11,452	-	-	-	-	-	-	-	-	11,452	27,866
Supplies	3,232	2,623	-	-	-	5,297	-	-	-	11,152	14,242
Repairs and maintenance	10,265	-	-	-	-	-	-	-	-	10,265	11,890
Rental	-	-	-	-	-	9,670	-	-	-	9,670	1,668
Parking	7,859	800	-	-	-	-	-	-	-	8,659	8,355
Service fees and miscellaneous expenses	7,054	676	-	-	-	44	-	-	-	7,774	11,797
Dues and subscriptions	6,070	785	-	-	-	791	-	-	-	7,646	7,442
Telecommunications	4,404	1,676	-	-	-	1,529	-	-	-	7,609	7,406
Postage	725	-	-	-	-	-	-	-	-	725	283
Total expenditures	1,982,815	707,767	-	-	-	577,482	-	-	18,875	3,286,939	2,442,277
CHANGE IN NET POSITION	(66,766)	-	-	-	-	-	-	-	-	(66,766)	381,792

(Continued)

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCE – GOVERNMENTAL FUNDS (Continued)**

**For the Year Ended June 30, 2023
(With Prior Year Comparative Information)**

	Restricted Funds									2023	2022
	General	Title I	Title II	Title III	Title IV	Pre-K	Impact Aid	SPED	Other		
CHANGE IN NET POSITION	\$ (66,766)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (66,766)	\$ 381,792
OTHER FINANCING SOURCES (USES)											
Transfers in	112,895,248	5,222,897	465,145	2,326	386,000	3,497,459	3,236,495	610,812	8,315,404	134,631,786	118,930,997
Transfers out	(112,895,248)	(5,222,897)	(465,145)	(2,326)	(386,000)	(3,497,459)	(3,236,495)	(610,812)	(8,315,404)	(134,631,786)	(118,930,997)
Total other financing sources (uses)	-	-	-	-	-	-	-	-	-	-	-
NET CHANGE IN FUND BALANCE	(66,766)	-	-	-	-	-	-	-	-	(66,766)	381,792
FUND BALANCE, BEGINNING OF YEAR	1,018,031	-	-	-	-	-	-	-	-	1,018,031	636,239
FUND BALANCE, END OF YEAR	\$ 951,265	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 951,265	\$ 1,018,031

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, 2023

Total net change in fund balance – governmental funds		\$ (66,766)
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	\$ 28,968	
Depreciation expense	<u>(20,859)</u>	8,109
Governmental funds report lease asset outlays (disposals) as expenditures		
Amortization expense	<u>(112,003)</u>	(112,003)
Increases in lease liabilities provide current financial resources to governmental funds		97,220
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>(13,711)</u>
Change in net position of governmental activities		<u>\$ (87,151)</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, 2023
(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 2023</u>	<u>Total All Funds 2022</u>
RECONCILIATION OF CHANGE IN NET POSITION TO												
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES												
Change in net position	\$ (87,151)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (87,151)	\$ 299,932
Adjustments to reconcile change in net position												
to net cash provided by (used in) operating activities												
Depreciation of capital assets	20,859	-	-	-	-	-	-	-	-	-	20,859	20,441
Amortization of lease assets	112,003	-	-	-	-	-	-	-	-	-	112,003	112,004
Interest on leases liabilities	22,146	-	-	-	-	-	-	-	-	-	22,146	24,571
Changes in operating assets and liabilities												
Accounts receivable and pass through receivable from State	8,994,837	-	-	-	-	-	-	-	-	-	8,994,837	(5,693,714)
Prepaid expenses	-	-	-	-	-	-	-	-	-	-	-	(18,070)
Accounts payable, pass through payable to State and charter schools,												
liability for funds held for others, and accrued expenses	(7,706,149)	-	-	-	-	-	-	-	-	-	(7,706,149)	4,794,232
Unearned revenue	-	(521,898)	328	-	-	(1,433,015)	(35,000)	-	-	5,988,941	3,999,356	(2,656,781)
NET CASH PROVIDED BY (USED IN)												
OPERATING ACTIVITIES	<u>\$ 1,356,545</u>	<u>\$ (521,898)</u>	<u>\$ 328</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (1,433,015)</u>	<u>\$ (35,000)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 5,988,941</u>	<u>\$ 5,355,901</u>	<u>\$ (3,117,385)</u>

(Continued)

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

STATEMENT OF CASH FLOWS (Continued)

For the Year Ended June 30, 2023
(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 2023</u>	<u>Total All Funds 2022</u>
Cash Flows from Operating Activities												
Cash received from State	\$ 111,653,132	\$ -	\$ -	\$ -	\$ -	\$ 2,641,925	\$ 3,049,993	\$ -	\$ 2,395,325	\$ 10,297,872	\$ 130,038,247	\$ 97,646,248
Cash received from Federal Government		3,855,732	206,141	2,326	386,000	-	-	-	-	-	4,450,199	10,014,948
Other cash receipts	2,818,185	-	328	-	-	-	-	-	-	-	2,818,513	1,698,674
Cash paid to charter schools	(111,653,131)	(3,405,440)	(206,141)	(2,326)	(386,000)	(3,547,910)	(3,084,993)	-	(2,395,325)	(4,308,931)	(128,990,197)	(110,252,447)
Cash paid to State	-	(266,139)	-	-	-	-	-	-	-	-	(266,139)	(277,833)
Cash paid to employees and vendors	(1,461,641)	(706,051)	-	-	-	(527,030)	-	-	-	-	(2,694,722)	(1,946,975)
Net cash provided by (used in) operating activities	1,356,545	(521,898)	328	-	-	(1,433,015)	(35,000)	-	-	5,988,941	5,355,901	(3,117,385)
Cash Flows from Investing Activities												
Purchase of capital assets	(28,968)	-	-	-	-	-	-	-	-	-	(28,968)	(14,077)
Net cash used in investing activities	(28,968)	-	-	-	-	-	-	-	-	-	(28,968)	(14,077)
Cash Flows from Financing Activities												
Repayments of lease liabilities	(119,366)	-	-	-	-	-	-	-	-	-	(119,366)	(118,378)
Net cash used in financing activities	(119,366)	-	-	-	-	-	-	-	-	-	(119,366)	(118,378)
Net increase (decrease) in cash	1,208,211	(521,898)	328	-	-	(1,433,015)	(35,000)	-	-	5,988,941	5,207,567	(3,249,840)
Cash, including funds held for others, beginning of year	538,157	(125,112)	557,702	77,380	-	6,162,064	358,579	153,968	-	185,898	7,908,636	11,158,476
Cash, including funds held for others, ending 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

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, 2023
(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 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, 2023
(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 2023 and 2022) of fund balances since they do not constitute expenditures or liabilities.

Fund Accounting

The financial statements of the Commission are recorded in individual funds, each of which is deemed to be a separate accounting entity with a self-balancing set of accounts. The Commission uses fund accounting to report on its financial position and results of operations. Fund accounting is designed to demonstrate legal compliance and to aid financial management by segregating transactions related to certain government functions or activities.

Net Position

In the government-wide financial statements, net position is reported in three categories: net investment in capital assets, net of related debt, if any; restricted (none in 2023 and 2022); and unrestricted. Restricted category components are restricted by parties outside of a State agency (such as citizens, public interest groups, or the judiciary) or imposed by law through enabling legislation.

Fund Balance Reporting

In the fund financial statements, governmental funds report reservations of fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for use for a specific purpose. Designations of fund balances represent tentative management plans that are subject to change.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2023
(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 2023 and 2022).

Assigned – Represents resources that are constrained by management’s intent to be used for specific purposes, but are neither restricted nor committed (none in 2023 and 2022).

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 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, 2023
(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

Beginning in the year ended June 30, 2022, the Commission recognizes 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, 2023
(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, 2023 and are to be directly passed on to the charter schools, but paid to the charter schools after year-end, are also included in the pass through accounts.

Unearned Revenue

The Commission reports unearned revenue in the financial statements. Unearned revenue arises when potential revenue does not meet both the measurable and available criteria for recognition in the current period. In general, federal monies received in the current year, which have not been expended for the federal purpose by year-end are unearned.

Implementation of New GASB Pronouncement

In May 2020, GASB issued Statement No. 96, *Subscription-Based Information Technology Arrangements*. GASB No. 96 provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for government end users. GASB No. 96: (1) defines a SBITA; (2) establishes that a SBITA results in a right-to-use subscription asset – an intangible asset – and a corresponding subscription liability; (3) provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) requires note disclosures regarding a SBITA. Implementation of GASB No. 96 did not have a significant effect on the Commission’s financial statements for the year ended June 30, 2023, as the Commission did not have material SBITAs.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2023
(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, 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>

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2023
(With Prior Year Comparative Information)

NOTE C – CAPITAL ASSETS (Continued)

For the year ended June 30, 2022, capital asset activities for the governmental activities of the Commission were as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Capital assets being depreciated				
Office and computer equipment	\$ 338,504	\$ 14,077	\$ -	\$ 352,581
Accumulated depreciation	<u>(296,536)</u>	<u>(20,441)</u>	<u>-</u>	<u>(316,977)</u>
Capital assets, net of depreciation	<u>41,968</u>	<u>(6,364)</u>	<u>-</u>	<u>35,604</u>
Lease assets				
Building	-	980,035	-	980,035
Accumulated amortization	<u>-</u>	<u>(112,004)</u>	<u>-</u>	<u>(112,004)</u>
Lease assets, net of amortization	<u>-</u>	<u>868,031</u>	<u>-</u>	<u>868,031</u>
 Total capital assets, net	 <u>\$ 41,968</u>	 <u>\$ 861,667</u>	 <u>\$ -</u>	 <u>\$ 903,635</u>

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 its future lease payments is based on the estimated incremental borrowing rate of 2.87%.

At June 30, 2023, the principal and interest payments to maturity are expected to approximate the following:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
Years Ending June 30th			
2024	\$ 100,998	\$ 21,393	\$ 122,391
2025	107,052	18,348	125,400
2026	111,297	15,232	126,529
2027	117,976	11,938	129,914
2028	122,517	8,526	131,043
2029-2030	<u>229,168</u>	<u>6,084</u>	<u>235,252</u>
 Total	 <u>\$789,008</u>	 <u>\$81,521</u>	 <u>\$870,529</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, 2023
(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 2024. Lease expenses for payments not included in the measurement of the lease liabilities for the year ended June 30, 2023 and 2022 amounted to \$10,265 and \$11,890, respectively, which includes certain usage charges.

At June 30, 2023, future minimum lease payments approximated to the following:

Years Ending June 30th	
2024	\$ 9,600

NOTE E – CONTINGENCIES

The Commission is subject to legal proceedings, claims, or litigation arising in the ordinary course of business for which it seeks the advice of the Attorney General of the State of Hawaii. 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 \$227,295 and \$151,530 in funds held for others related to the respective charter school during the years ended June 30, 2023 and 2022, respectively.

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.

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, 2022, 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.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2023
(With Prior Year Comparative Information)

NOTE G – SUBSEQUENT EVENTS

Management has evaluated subsequent events through November 14, 2023, which is the date the financial statements were available to be issued, and determined that the Commission did not have any subsequent events requiring adjustment to the financial statements or disclosure in the notes to the financial statements.

**SUPPLEMENTARY FINANCIAL
INFORMATION**

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

For the Year Ended June 30, 2023

<u>Program Title</u>	<u>Federal Assistance Listing Number</u>	<u>Federal Expenditures</u>	<u>Amount Provided to Subrecipients</u>
<u>United States Department of Education</u>			
Passed through the State of Hawaii,			
Department of Education			
Title I Grants to Local Education Agencies	84.010	\$ 3,690,309	\$ 2,905,448
Impact Aid	84.041	2,755,208	2,755,208
COVID-19: Elementary and Secondary School Emergency Relief Fund	84.425D *	2,291,055 *	2,291,055
Title IV Student Support and Academic Enrichment Program	84.424	386,000	386,000
Migrant Education State Grant Program	84.011	156,393	156,393
Supporting Effective Instruction State Grant	84.367	107,643	107,643
Twenty-First Century Community Learning Centers	84.287C	47,454	47,454
Education for Homeless Children and Youth	84.196	18,875	-
Migrant Education Consortium Incentive Grants	84.144F	6,850	6,850
English Language Acquisition State Grants	84.365	2,326	2,326
Total before Special Education (IDEA) cluster		<u>9,462,113</u>	<u>8,658,377</u>
<i>Special Education Cluster (IDEA)</i>			
Special Education Grants to States	84.027	54,111	54,111
Individuals with Disabilities Education Act/ American Rescue Plan Act of 2021 (ARP)	84.027X	7,760	7,760
Total Special Education (IDEA) cluster		<u>61,871</u>	<u>61,871</u>
Total United States Department of Education		<u>9,523,984</u>	<u>8,720,248</u>
<u>United States Department of Defense</u>			
Passed through the State of Hawaii,			
Department of Education			
Department of Defense Impact Aid	12.558	<u>481,287</u>	<u>481,287</u>
Total United States Department of Defense		<u>481,287</u>	<u>481,287</u>
<u>United States Department of Health and Human Services</u>			
Passed through the State of Hawaii,			
Department of Education			
Epidemiology and Laboratory Capacity for Infectious Diseases (ELC)	93.323	148,605	148,605
477 Cluster			
Temporary Assistance for Needy Families (TANF)	93.558	<u>38,354</u>	<u>38,354</u>
Total United States Department of Health and Human Services		<u>186,959</u>	<u>186,959</u>
Total Expenditures of Federal Awards		<u>\$ 10,192,230</u>	<u>\$ 9,388,494</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, 2023

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, 2023, 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, 2023.

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 combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Commission’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, including applicable provisions of the Hawaii Public Procurement Code (Chapter 103D of the Hawaii Revised Statutes) and procurement rules, directives, and circulars, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of 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, 2023



CWA



**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 the Commission’s major federal program for the year ended June 30, 2023. The major federal program of the Commission 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, 2023.

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 (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the *Auditor’s Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of the Commission and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for 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 contract and 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 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, 2023



CWA

PART IV

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2023

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. 84.425D – COVID-19: Elementary and
Secondary School Emergency Relief Fund

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as a low-risk auditee	<u> X </u> Yes	<u> </u> No
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FINDINGS – FINANCIAL STATEMENT AUDIT

No matters were reported.

FINDINGS AND QUESTIONED COSTS – FEDERAL AWARDS AUDIT

No matters were reported.

APPENDIX H: HAWAI‘I STATE PUBLIC CHARTER SCHOOL COMMISSION EARLY
LEARNING PROGRAM ANNUAL REPORT FOR SCHOOL YEAR 2022-2023

Early Learning Program Legislative Report SY 2022-2023

IV. 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 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. Over the past year, members of the Commission and early learning team have participated in the [Ready Keiki Initiative](#) led by Lieutenant Governor Sylvia Luke and community leaders. Together, we are relooking and improving the early learning system to ensure that by 2032, one hundred percent of all underserved children have access to high-quality early learning opportunities.

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 2021-2022 school year. The national benchmark ranking is part of NIEER’s [2023 State Preschool Yearbook](#), released in May 2023. The ten standards indicate what is required to establish a high-quality public preschool program.

In School Year 2022-2023, the Commission's Early Learning Program operated 18 prekindergarten classrooms across Hawai'i, with programs located on four major Hawaiian Islands.



WHERE ARE OUR CLASSROOMS?	Island	Participating Charter Schools	Number of State-Funded Classrooms
	Hawai'i Island	Volcano School of Arts & Sciences	2
	O'ahu	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
	Kaua'i	Ke Kula 'o Nāwahīokalani'opu'u 'o Wai'anae*	1
		Ke Kula Niihau o Kekaha*	1
	TOTAL		18

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 system, Teaching Strategies Gold, indigenous assessments, and the instructional coaches’ anecdotal notes. The Early Learning Program in public charter schools also emphasized system-building. Over the past five years, P-3 (preschool to grade three) alignment efforts ensured that schools built partnerships with community providers to contribute to a holistic approach for the children and families we serve.



The Thinking Classroom Project: Supporting P-3 Alignment and Effective Instructional Practices through Visible Thinking and Learning

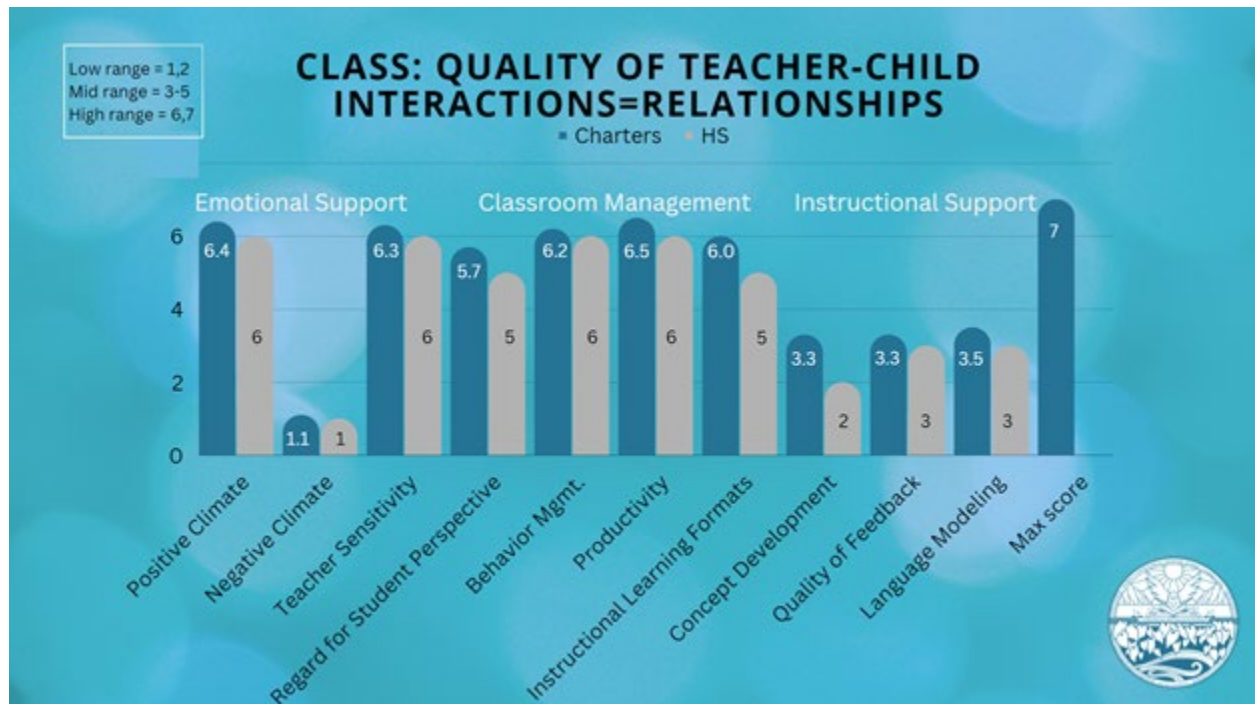
A partnership with researchers from the Harvard Project Zero Graduate School of Education was developed to build on the instructional practices of our public charter schools by using visible thinking routines to increase meaningful learning and understanding with the goal of creating lifeworthy learning experiences. Beginning at pre-K, as a system-building approach, ensures high-quality instructional practices are sustained across grade levels beyond pre-K.

This experience includes a combination of coaching opportunities to support our schools in creating thinking classrooms, along with building the capacity to sustain and grow a school-wide culture of thinking and learning across all classrooms and grade levels.

The intent of bringing charter schools together across the leadership spectrum was to build a consortium or community of educational practitioners and learners to bring their own experiences of thinking to advance learning and supportive collaboration with one another.



Measuring the Quality of Teacher and Child Interactions



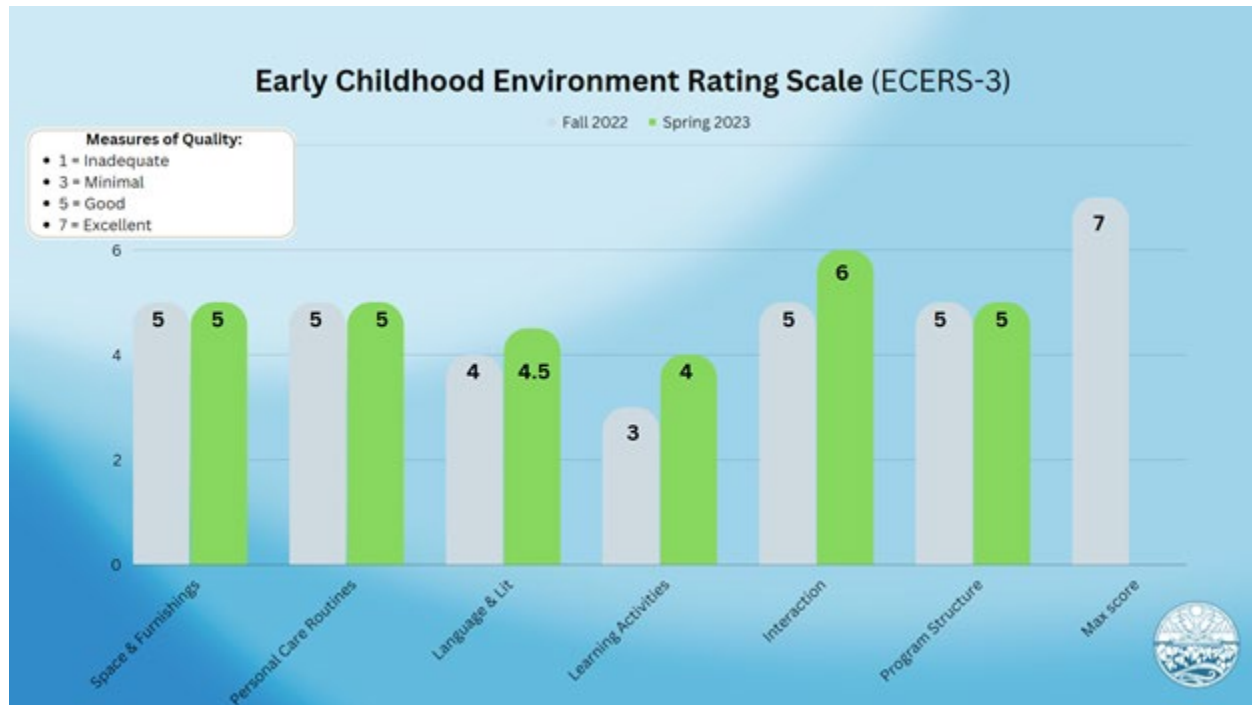
Classroom Assessment Scoring System or CLASS observations data is used for the purposes of professional development and not for the purposes of teacher evaluation (HRS §§302D-39(6)(A)). The CLASS data helps teachers to reflect on and improve their teacher-child interactions. In the graph above, the blue bars represent the CLASS aggregate data for the charter school early learning program. 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 as well as areas of 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 in different ways, and we have access to more ways of knowing when we learn together.”

Measuring the Quality of the Early Learning Environment

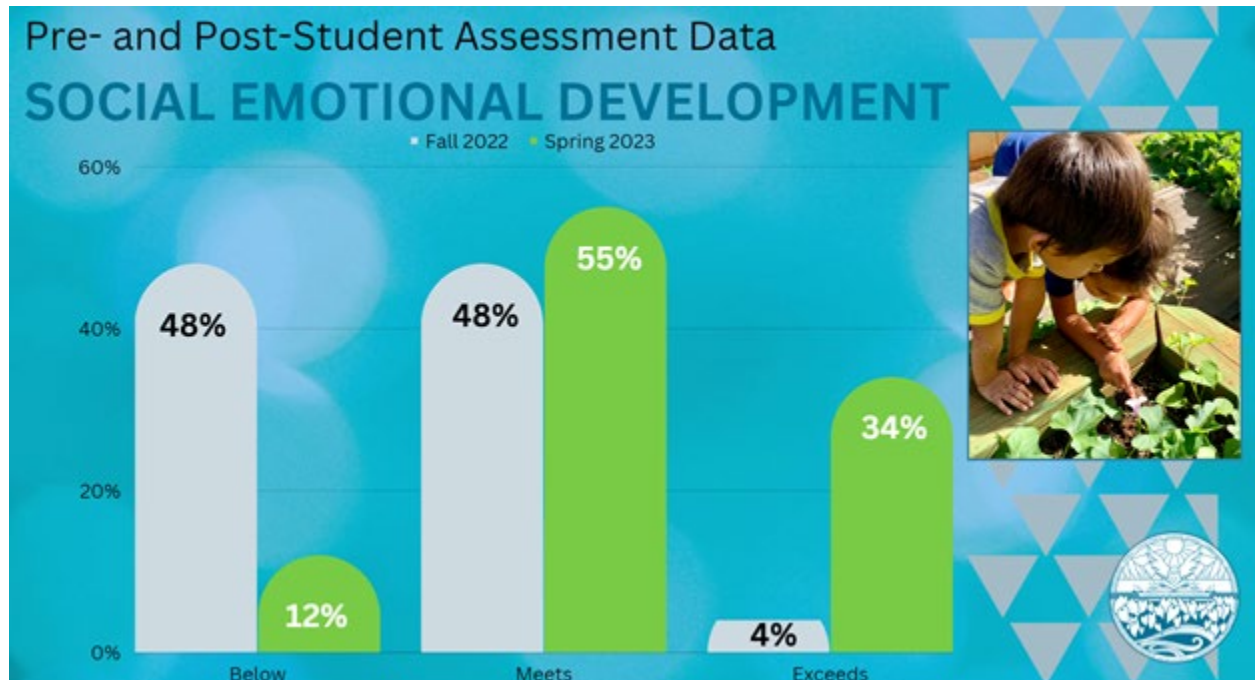


The Early Childhood Environment Rating Scale, Third Edition (ECERS-3), is a widely used comprehensive observational tool that measures the quality of the learning environment. ECERS-3 assesses the quality and content of the environmental furnishings and supplies while measuring the quality of teacher-child interactions to maximize the use and learning opportunities in the environment. Like CLASS, the ECERS-3 observations data is used for the purposes of professional development and not for the purposes of teacher evaluation (HRS §§302D-39(6)(B)).

During the pandemic, in alignment with the [Department of Human Services Group Child Care Guidelines for Child Care Facilities to Reopen or Continue Care](#) in response to COVID-19, the use of the ECERS-3 tool was temporarily halted. School Year 2022-2023 was the first year we reinstituted this tool. In most areas, pre-K programs in charter schools have good to excellent quality environments. After three years of

creating safe yet isolating learning environments in response to the pandemic, we recognize that our teaching teams have room to grow. We are focusing our professional learning efforts to progress these areas that need strengthening.

Charter School Early Learning Student Outcomes Data

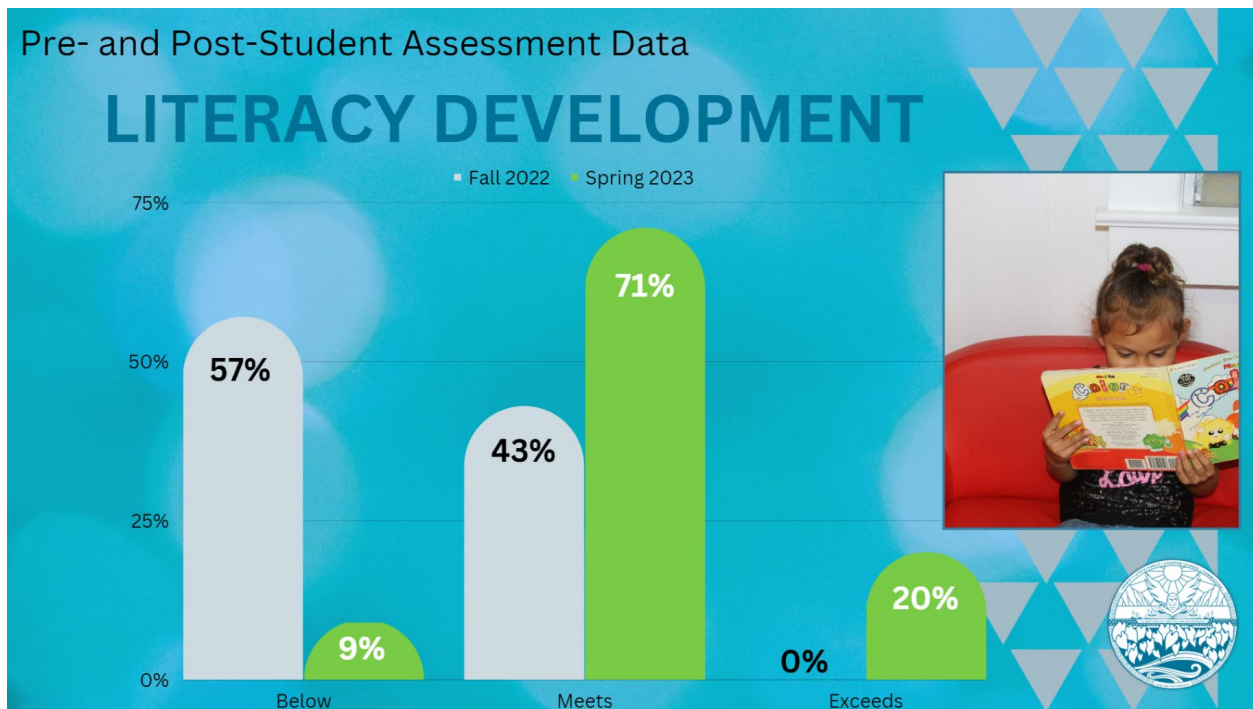


The data above reflects the comparison of data, or growth reports comparing the start of School Year 2022-2023 to its completion. The gray bars indicate the Fall 2022 student outcomes, as measured in the first assessment period. The data indicated by the green bars are the student outcomes in Spring 2022 after the children have experienced nearly a full year of high-quality early learning opportunities.

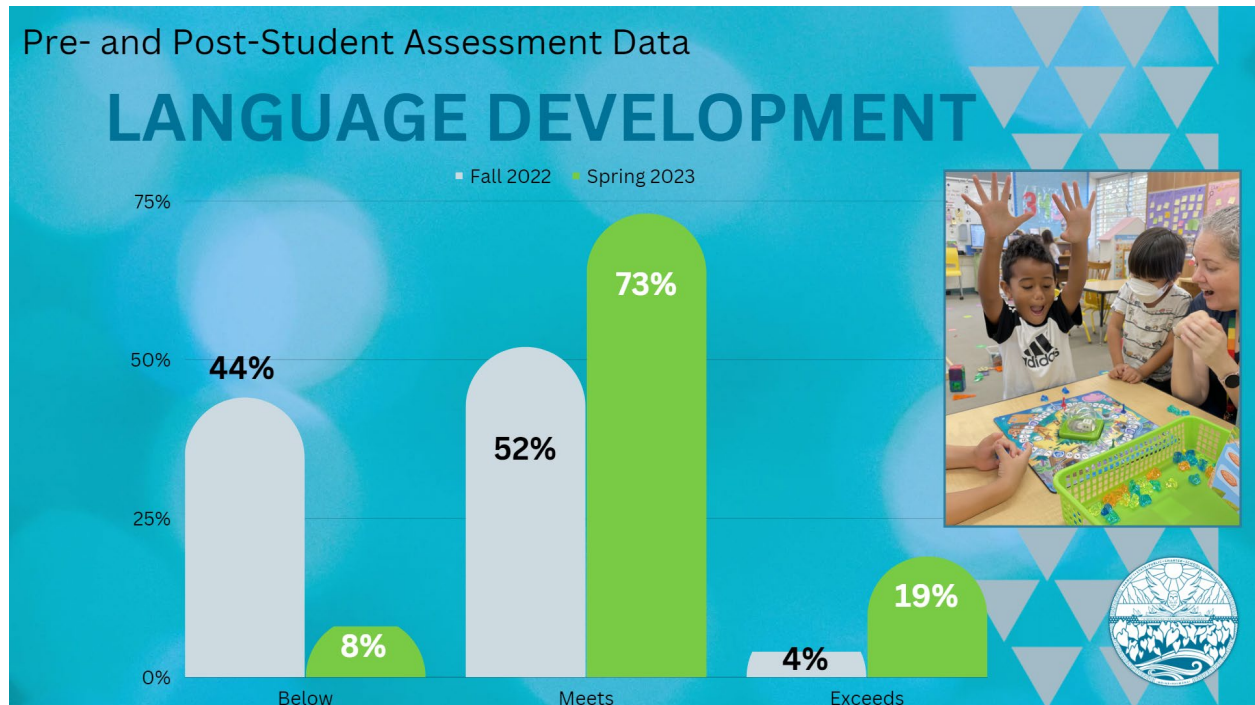
Social-emotional learning (SEL) is the child’s ability to regulate emotions and behaviors that foster a climate of care and cooperation. SEL is arguably the most important developmental skill – the ability to get along cooperatively with others, to make friends, and to build positive relationships. SEL 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 89% of the preschoolers meeting or exceeding their age level. This

demonstrates that our teachers provided high-quality support that resulted in strong social-emotional development.

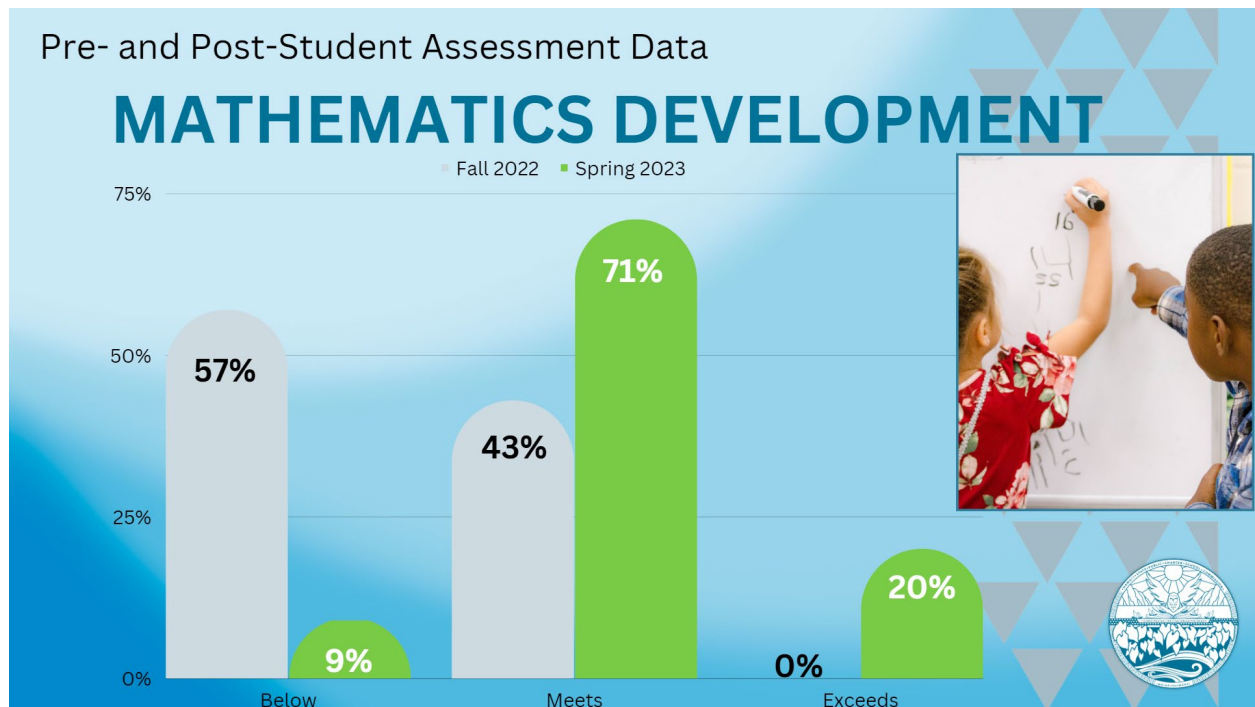
Emergent literacy development, or reading readiness, is the foundation for conventional reading. Children are building the skills to prepare them for reading. Literacy development is enhanced when children are read to, engaged in storytelling, and when children sing together. These routines help children 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. Reading proficiency by third grade is considered a “make it or break it” benchmark (Shrier, 2013).



In School Year 2022-2023, literacy development was significant. At the start of the year, more than half of the students were below age level. By the year's close, nearly all students met or exceeded expectations.



Language development is the young child’s ability to understand and express the spoken language. Language development is important since vocabulary development during the preschool years is related to later reading skills and school success in general (Hart & Risley, 2003) “Children who have abundant opportunities to interact with language from infancy to early elementary school are more likely to develop into skilled and fluent readers” (Kelley, S., 2021). Growth in language development was also significant. At the onset of the school year, nearly half of the incoming students displayed language skills below age. By the year's close, 92% met or exceeded developmental expectations.



Early mathematics is more than just numbers and counting. Early mathematics also includes measurement, geometry, spatial awareness, comparison, sequencing, and patterning. Early mathematics incorporates multiple developmental areas, including language, literacy, and SEL, and is a significant predictor of later academic achievement (Duncan, et al, 2007; Claessens & Engel, 2013). In School Year 2022-2023, in the Commission Early Learning Program, growth in mathematics development also was significant. At the start of the year, nearly two-thirds of the students demonstrated skills below age level. Targeted professional development for teaching teams resulted in a strong, focused, guided, playful approach toward student's mathematical learning. By the end of the school year, 71% of students were meeting and 20% were exceeding developmental levels. Overall, with targeted teacher professional development, supported by small group Hui learning opportunities and individualized coaching and mentoring, strong student learning resulted from this strategic iterative approach.

Sources of Funding for Charter School Early Learning Program

Most charter schools participating in the early learning program reported that only state funding was received. These schools reported that there are no other funding sources.

Only two reported that they received additional funding to support mission-aligned learning from pre-K to grade 12. Ka ‘Umeke Kā‘eo reported that they receive funding from Kamehameha Schools and the Office of Hawaiian Affairs (OHA via KALO). Ke Kula Niihau o Kekaha reported that they received funding from Kamehameha Schools only.