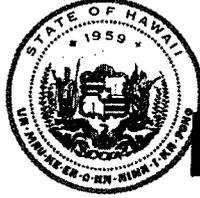


DAVID Y. IGE
GOVERNOR



CATHERINE PAYNE
CHAIRPERSON

DEPT. COMM. NO. 105

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO‘ĀMANA)
<http://CharterCommission.Hawaii.Gov>
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813
Tel: 808-586-3775 Fax: 808-586-3776

December 13, 2017

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

Dear President Kouchi and Members of the Legislature:

For your information and consideration, I am transmitting one (1) copy of the "State Public Charter School Commission 2016-2017 Annual Report," as required by Section 302D-7, Hawaii Revised Statutes. In accordance with Section 93-16, Hawaii Revised Statutes, I am also informing you that an electronic version of the report has been posted at <http://bit.ly/16-17Report>.

Sincerely,

A handwritten signature in black ink, appearing to read "Sione Thompson".

Sione Thompson
Executive Director

Enclosure



**State Public Charter School
Commission
(‘Aha Kula Ho‘āmana)
2016-2017 Annual Report**

Commission Approved: November 9, 2017

DAVID Y. IGE
GOVERNOR



CATHERINE PAYNE
CHAIRPERSON

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

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DATE: November 28, 2017

TO: The Honorable Ronald D. Kouchi, President
Hawai‘i State Senate

The Honorable Scott Saiki, Speaker
Hawai‘i State House of Representatives

The Honorable Lance A. Mizumoto, Chairperson
Hawai‘i State Board of Education

FROM: Catherine Payne, Chairperson
Hawai‘i State Public Charter School Commission

SUBJECT: The 2017 State Public Charter School Commission Annual Report

The State Public Charter School Commission is pleased to present its annual report for school year 2016-2017, pursuant to Hawai‘i Revised Statutes (“HRS”) §302D-7.

In 2012, the Legislature passed, and Governor Abercrombie signed, Act 130, Session Laws of Hawai‘i (“SLH”), which replaced the State’s previous charter school law with HRS Chapter 302D. Act 130 created the Commission whose principal focus was on accountability-related authorizer functions, including the development and implementation of a rigorous accountability system that safeguards student and public interests while at the same time valuing the autonomy and flexibility of Hawai‘i’s charter schools. Among other things, the new law directed the Commission to enter into a performance contract with every existing and every newly authorized public charter school and required this annual report and dictated its contents.

The Commission has implemented the changes to the charter school system brought forth under HRS Chapter 302D, as subsequently revised by Act 159, SLH 2013, Act 99, SLH 2014, and Acts 110, 111, 112, 114, and 234, SLH 2015.

As specified by HRS §302D-7, this report addresses:

1. The Commission's strategic vision for chartering and progress toward achieving that vision;
2. The academic performance of all operating public charter schools overseen by the Commission, according to the performance expectations for public charter schools set forth in HRS Chapter 302D, including a comparison of the performance of public charter school students with public school students statewide;
3. The financial performance of all operating public charter schools overseen by the Commission, according to the expectations set forth in HRS Chapter 302D;
4. The status of the Commission's public charter school portfolio, identifying all public charter schools and applicants in each of the following categories: approved (but not yet open), approved (but withdrawn), not approved, operating, renewed, transferred, revoked, not renewed, or voluntarily closed;
5. The authorizing functions provided by the Commission to the public charter schools under its purview, including the Commission's operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles;
6. The services purchased from the Commission by the public charter schools under its purview;
7. A line-item breakdown of the federal funds received by the Department of Education and distributed by the Commission to public charter schools under its purview; and
8. Concerns regarding equity and recommendations to improve access to and redistribution of federal funds to public charter schools.

The Hawai'i State Public Charter School Commission's annual report presents an assessment of individual schools' performance based on data calculated through performance frameworks as stated in the Hawai'i state statute HRS Chapter 302D. The frameworks are utilized by the commission to provide oversight, evaluation, and information in contracting and renewal of charter schools. This report provides an overview of the Commission's performance measures and contains data collected by both the Commission and the Department of Education. It is not a holistic review or report of schools' mission, vision, accomplishments, outcomes, and contributions to public education.¹

¹ By statute (HRS §302D-17), each public charter school may be requested to produce its own annual report that holistically encompasses their mission and vision to the public.

Hawai'i state law charges the Commission with the mission of authorizing high-quality public charter schools throughout Hawai'i. The Commission is committed to quality in every aspect of chartering and firmly believes that quality authorizing leads to quality schools.

Charter contracting in the state of Hawai'i continues to evolve and improve to support the mission of authorizing high-quality public charter schools as laid out in HRS Chapter 302D. The Commission remains committed to working with the Legislature, Hawai'i's charter schools, and other stakeholders to improve chartering in Hawai'i. Hawai'i state public charter schools continue to provide students and their parents with educational choices in preschool through grade 12. As our public charter schools continue to improve, they offer the broader public education system, valuable insight for continued improvement. The state of Hawai'i offers chartering as a path of public education and the Commission holds the responsibility of authorizing with the utmost integrity. The future of our state demands this, and Hawai'i's keiki deserve nothing less.

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Executive Summary

This annual report is the sixth issued by the State Public Charter School Commission (Commission) since its inception in 2012 and provides information on Hawai'i's charter school system for the 2016-2017 school year.

During school year 2016-2017, 33 of Hawai'i's 34 public charter schools operated under the auspices of a three-year Charter Contract that was developed and executed during the 2013-2014 school year; the one exception is the most recently authorized charter school, Ka'u Learning Academy, which is under a five-year Charter Contract that expires on June 30, 2020. In addition, three new Charter Schools were approved in the 2016-2017 school year, two of which are slated to open in school year 2017-2018 and the third in school year 2018-2019.

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

Academic Performance

The Commission evaluates the academic performance of each charter school annually through its Academic Performance Framework (APF). The APF utilizes many of the same measures as Strive HI, the performance accountability system used by the Hawaii Department of Education (DOE) to evaluate the performance of all public schools statewide, including charter schools, but it also incorporates school-specific, mission-aligned measures that provide a more comprehensive analysis of charter schools' academic performance, taking into account the unique features and innovative practices of Hawai'i charter schools.

Overall, the academic performance of charter schools continues to be mixed. For all of the Strive HI measures discussed in this report, charter school performance is varied and spans a wide range, with charter schools appearing at both ends of the spectrum of academic accountability results for public schools statewide.² In the case of English/Hawaiian Language Arts, math, and science proficiency; four-year graduation; and college enrollment in particular, the highest-performing schools statewide were charter schools, but charter schools were also represented at or near the low end of the performance range for these measures.

In an effort to encourage the academic growth of charter schools at all levels of performance, the Commission shifted to a continuous improvement model with the new charter contracts that were executed at the end of the 2016-2017 school year. Under these contracts, the Commission's Academic Performance Framework moves away from making a points-based assessment and will instead focus on progress toward performance targets that are designed to support the improvement of both individual charter schools and the state's charter school sector as a whole.

² The school year 2016-2017 Strive HI results for all public schools statewide are available on the DOE's website: <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/2016-17-results.aspx>

Financial Performance

Financially, charter schools were generally in fair financial position as of June 30, 2017, with improvements in their positions as a group for most measures from last fiscal year. While there was improvement in the measures globally, some schools continued to struggle in meeting the financial performance framework measures.

Performance on one of the most important financial indicators, Year-End Unrestricted Days' Cash on Hand, shows a continued positive trend. This measure is impacted by the amount of per-pupil funding provided by the state to charter schools each year, which has also experienced a positive trend. Charter Schools receive per-pupil funding according to a statutory formula-based operating appropriation and is the most significant source of funding for most charter schools. This amount increased from about \$6,840 in fiscal year 2015-2016 to \$7,089 in fiscal year 2016-2017, the year addressed by this report. For fiscal year 2017-2018, per-pupil funding is approximately \$7,323.

In total, five schools' annual overall rating on the Financial Performance Framework did not meet standard. As a group, however, charter schools appear to have exercised sound stewardship of state funds. The majority of schools are on solid footing for 2017-2018, though some schools appear to be struggling with increased operating costs. The Commission is cognizant that charter schools may not remain on firm financial footing for the long term if current levels of available funding are not maintained in coming years.

Organizational Performance

For the Organizational Performance Framework, the Commission applied the observations and follow-up from the implementation of the annual overall rating and the site visits conducted during the 2015-2016 school year to develop an updated Organizational Performance Framework for the new State Public Charter School Contract (Charter Contract).

The Organizational Performance section utilized four measures to assess charter school performance. These four measures evaluated overall compliance, the importance of completing compliance tasks in a proper and timely manner, meeting governance requirements, and promoting transparency in school operations. Twelve charter schools completed all compliance tasks with no incidents of non-compliance; overall, twenty-five of the thirty-four operating charter schools completed at least three out of the four indicators with no incidents of non-compliance. Areas for improvement, noted by having incidents of non-compliance in school year 2016-2017, are timely completion of compliance tasks, and compliance with governing board meeting requirements.

Continued progress by Hawai'i's charter school sector on academic, financial, and organizational performance will help ensure that our public charter schools are able to fulfill the Commission's strategic vision of providing excellent and diverse educational options for Hawai'i's families, preparing our students for future academic or career success, and, ultimately, contributing meaningfully to the continued improvement of Hawai'i's public education system as a whole.

I. Introduction

This annual report is the sixth to be issued by the State Public Charter School Commission, which was created under Act 130, Session Laws of Hawai'i (SLH) 2012 (Act 130), as Hawai'i's only charter school authorizer. This report addresses developments during the 2016-2017 fiscal and academic years.

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

1. Assigned to the Commission the mission of authorizing high-quality charter schools throughout the State and envisioned that the Commission focus primarily on its core accountability-related authorizer functions;
2. Mandated that the State Public Charter School Contract 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 and substantive skill sets relevant to effective governance and school oversight; and
4. Required this Annual Report and its contents.

As of November 21, 2013, all 33 Hawai'i public charter schools then in existence had entered into the first Charter Contract, which incorporated the Performance Framework comprising content-specific frameworks in three areas: academic, financial, and organizational. At the time that the first Charter Contract was developed and executed, the Commission's Academic Performance Framework was still a work-in-progress because the DOE's Strive HI Performance System, the school accountability and improvement system for all Hawai'i public schools, both DOE and charter, had not yet received federal approval. In order to allow for the full development of the Academic Performance Framework, and to enable the Commission and the schools to gain experience with the other frameworks and Charter Contract provisions, the first Charter Contract had a term of only one year, and no school faced potential non-renewal of its Charter Contract for inadequate performance under the Performance Framework.

During the 2013-2014 school year, after extensive meetings with the charter schools, both the Academic Performance Framework and the second Charter Contract³ were finalized and adopted. This new Charter Contract incorporated the new Academic Performance Framework, a more developed Organizational Performance Framework, and retained the same Financial Performance Framework approved in June 2013. The term of this Charter Contract was three years, from school year 2014-2015 to school year 2016-2017. This report encompasses reviews of schools' performance for the last year of the Charter Contract, school year 2016-2017.

³ All Charter Contracts may be downloaded from the Commission's website: <http://www.chartercommission.hawaii.gov/charter-school-directory>

II. Charter School Names

Throughout this report, charter schools will be referred to by either their official school names or their school-determined shortened names, as shown in the table below.

Table 1: Charter School Names	
Full School Names	Shortened School Names
1. Connections Public Charter School	CPCS
2. Hakipu‘u Learning Center	Hakipu‘u
3. Hālau Kū Māna Public Charter School	Hālau Kū Māna
4. Hālau Lōkahi Charter School	Halau Lokahi
5. Hawai‘i Academy of Arts & Science Public Charter School (HAAS)	HAAS
6. Hawai‘i Technology Academy	HTA
7. Innovations Public Charter School	Innovations
8. Ka ‘Umeke Kā‘eo	Ka ‘Umeke
9. Ka Waihona o ka Na‘auao Public Charter School	KWON
10. Kamaile Academy, PCS	Kamaile
11. Kamalani Academy	Kamalani Academy
12. Kanu o ka ‘Āina New Century Public Charter School	KANU
13. Kanuikapono Public Charter School	KANU PCS
14. Ka‘u Learning Academy	KLA
15. Kawaikini New Century Public Charter School	Kawaikini Charter School
16. Ke Ana La‘ahana PCS	Ke Ana La‘ahana
17. Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	Nāwahī
18. Ke Kula ‘o Samuel M. Kamakau, LPCS	Kamakau
19. Ke Kula Niihau O Kekaha Learning Center	KKNOK
20. Kihei Charter School	KCS
21. Kona Pacific Public Charter School	Kona Pacific
22. Kua o ka Lā New Century Public Charter School	Kua o ka Lā NCPCS
23. Kualapu‘u School: A Public Conversion Charter	Kualapu‘u School
24. Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	KANAKA PCS

Table 1: Charter School Names	
Full School Names	Shortened School Names
25. Lanikai Elementary Public Charter School⁴	Lanikai
26. Laupāhoehoe Community Public Charter School	LCPCS
27. Mālama Honua Public Charter School	MHPCS
28. Myron B. Thompson Academy	MBTA
29. Nā Wai Ola Public Charter School	Na Wai Ola
30. SEEQS: the School for Examining Essential Questions of Sustainability	SEEQS
31. The Kapolei Charter School by Goodwill Hawai'i	KCS
32. The Volcano School of Arts & Sciences	Volcano School
33. University Laboratory School	ULS
34. Voyager: A Public Charter School	Voyager
35. Wai'ālae Elementary Public Charter School	Waiālae School
36. Waimea Middle Public Conversion Charter School	Waimea Middle School
37. West Hawai'i Explorations Academy	WHEA

⁴ Effective July 1, 2017, Lanikai Elementary Public Charter School officially changed its name to Ka'ōhāo Public Charter School. Ka'ōhāo is the traditional Hawai'ian name for the area in which the school is located and means "tying together" or "joining together." This report presents information about charter schools during the 2016-2017 school year; thus, throughout this report, the school will be referred to as "Lanikai Elementary Public Charter School (currently Ka'ōhāo Public Charter School)."

III. Strategic Vision

The Commission’s statutory mission is to “authorize high-quality public charter schools throughout the State.”⁵ The Commission’s strategic vision for the chartering of these high-quality schools is that they provide excellent and diverse educational options for Hawai‘i’s families, prepare our students for future academic or career success, and contribute meaningfully to the continued improvement of Hawai‘i’s public education system as a whole.

The Commission has embarked on a strategic planning process that will analyze the current state of chartering in Hawai‘i. Through its strategic plan, the Commission seeks to work with multiple stakeholders to understand the educational needs of the state, as well as to conduct an analysis of the Commission’s portfolio of schools. This analysis will assist the Commission in working towards its goals of strengthening education, student success, educator and staff success, and systems success. The core principles of the Commission’s vision for meeting these goals is strategically aligned with both the DOE-Hawaii State Board of Education (BOE) Strategic Plan⁶ and Nā Hopena A’o (HĀ), the DOE’s outcomes framework that is rooted in the values of the Hawaiian language and culture.⁷

The Commission demonstrated responsiveness to these goals in the development and execution of its recent Charter Contracts, which went into effect on July 1, 2017. These contracts include an updated Performance Framework that has been redeveloped in response to feedback from a variety of charter school stakeholders. Under this contract, schools have the opportunity to contribute to the improvement of the educational system by sharing their individual innovative practices through a value-added section of the Academic Performance Framework. The Commission continues to seek ways to further encourage innovation in education through the charter schools it authorizes and will continue to develop processes and structures for continuous improvement of its portfolio of schools.

For the Commission to fulfill its mission and strategic vision, Hawai‘i’s charter schools must be of high quality, as our charter school law appropriately emphasizes. The Commission’s implementation of the Charter Contract — with its Performance Framework, which encompasses academic, financial, and organizational expectations — as well as its implementation of a rigorous application process for new charter schools, is vital to its mission and vision. The Commission is confident that implementation of these measures will help ensure, over time, that all public charter schools operating and authorized in Hawai‘i will be of high quality and that these schools will contribute meaningfully to the improvement and strength of Hawai‘i’s public education system.

⁵ HRS §302D-3(b)

⁶ The DOE-BOE Strategic Plan and additional background about the plan and its development are available on the DOE’s website:

<http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/home.aspx>

⁷ For more information about Nā Hopena A’o, see the DOE’s website:

<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/HA.aspx>

IV. Authorized Charter Schools in School Year 2016-2017

In school year 2016-2017, there were 34 charter schools operating across the state. The majority of the state's charter schools (16 schools) had campuses on Hawai'i Island, followed closely by 14 on Oahu. Collectively, charter schools enrolled 10,634 students in kindergarten through grade 12, a slight increase over the previous year, during which charter school enrollment was 10,422 students.

Additionally, as a part of the Commission's Federal Preschool Development Grant, which expanded its reach in Year 2 of the grant from four to six charter schools, 115 four-year-olds were enrolled in high-quality preschool programs on Hawai'i Island, Molokai, and Oahu.

The following chart provides basic information on all charter schools that were authorized to operate in Hawai'i as of the 2016-2017 school year.

Table 2: Basic Charter School Information 2016-17

School	Governing Board Chair	School Director	Year Authorized	DOE Complex/ Region	Grades Served	Total K-12 Enrollment ⁸	Title I Funding? ⁹
1. Connections Public Charter School	Tierney McClary	John Thatcher	2000	Hilo Complex / East Hawai'i	K-12	369	Yes
2. Hakipu'u Learning Center	Ardis Eschenberg	Charlene Hoe, Polly Pidot, Nicky Ogimi	2001	Castle Complex/ Windward Oahu	4-12	64	Yes
3. Hālau Kū Māna Public Charter School	Keoni Lee	Keoni Bunag	2000	Roosevelt Complex/ Honolulu	4-12	140	No
4. Hawai'i Academy of Arts & Science Public Charter School (HAAS)	Michael Dodge	Steve Hiramami	2001	Pahoa Complex/ East Hawai'i	K-12	637	Yes
5. Hawai'i Technology Academy	Shani Dutton	Leigh Fitzgerald	2008	Waipahu Complex/ Central Oahu, Statewide (online)	K-12	1,062	No
6. Innovations Public Charter School	Jenna Criswell	Jennifer Hiro	2001	Kealakehe Complex/ West Hawai'i	K-8	237	Yes

⁸ These data are from the DOE's Official Enrollment Count Report for school year 2016-2017, available on the DOE's website:

<http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/HIDOEEnrollment1617.aspx>

These figures represent each school's August official enrollment count, which include all grades served from kindergarten through grade 12, but do not include preschool. Note: These counts are different from the October 15 enrollment counts, which are used to determine charter schools' per-pupil allocations.

⁹ "Yes" = the school both was eligible to receive Title I funding (because at least 47.2% of the students enrolled during the previous school year were eligible for free or reduced-price lunch) and applied for and received funds.

"No" = the school was not eligible to receive Title I funding.

"No (but eligible)" = the school was eligible to receive Title I funding, but either a) chose not to apply for funding or b) did not apply in a timely manner.

Table 2: Basic Charter School Information 2016-17

School	Governing Board Chair	School Director	Year Authorized	DOE Complex/ Region	Grades Served	Total K-12 Enrollment ⁸	Title I Funding? ⁹
7. Ka 'Umeke Kā'eo	Lima Naipo	Olani Lily	2001	Hilo Complex/ East Hawai'i	Pre-K-8	215	Yes
8. Ka Waihona o ka Na'auao Public Charter School	Roberta Searle	Alvin Parker	2001	Waianae Complex/ Leeward Oahu	K-8	650	Yes
9. Kamaile Academy, PCS	Joe Uno	Anna Winslow	2007	Waianae Complex/ Leeward Oahu	Pre-K-12	887	Yes
10. Kanu o ka 'Āina New Century Public Charter School	Kanani Kapuniai	Mahina Duarte, Allyson Tamura, Taffi Wise	2000	Kealakehe Complex/ West Hawai'i	K-12	377	Yes
11. Kanuikapono Public Charter School	Cecilia Dawson	Ipo Torio	2001	Kapaa Complex/ Kauai	K-12	186	Yes
12. Ka'u Learning Academy	Mark Fournier	Kathryn Tydlacka-McCown	2014	Kau Complex/ East Hawai'i	3-7	96	Yes
13. Kawaikini New Century Public Charter School	Jewel Rapozo	Kaleimakamae Kaauwai	2008	Kauai Complex/ Kauai	K-12	150	No (but eligible)
14. Ke Ana La'ahana PCS	D. Ka'ohu Martins	G. Kamaka Gunderson	2001	Hilo Complex/ East Hawai'i	7-12	54	Yes
15. Ke Kula Niihau O Kekaha Learning Center	Kelley Phillips	Tia Koerte	2001	Waimea Complex/ Kauai	Pre-K-12	50	Yes

Table 2: Basic Charter School Information 2016-17

School	Governing Board Chair	School Director	Year Authorized	DOE Complex/ Region	Grades Served	Total K-12 Enrollment ⁸	Title I Funding? ⁹
16. Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Tricia Kehaulani Aipia-Peters	Kauanoë Kamanā	2001	Pahoa Complex/ East Hawai'i	Pre-K-8	395	Yes
17. Ke Kula 'o Samuel M. Kamakau, LPCS	Carey Kamamilika'a Vierra	Meahilahila Kelling	2001	Kailua Complex/ Windward Oahu	Pre-K-12	141	Yes
18. Kihei Charter School	Richard Kehoe	John Colson	2001	Maui Complex/ Maui	K-12	526	No
19. Kona Pacific Public Charter School	Phil Fisher	Ipo Cain	2008	Konawaena Complex/ West Hawai'i	K-8	223	Yes
20. Kua o ka Lā New Century Public Charter School	Kaimi Kaupiko	Susan Osborne	2001	Pahoa Complex/ East Hawai'i	K-12	202	Yes
21. Kualapu'u School: A Public Conversion Charter	Joe Uno	Lydia Trinidad	2004	Molokai Complex/ Molokai	Pre-K-6	310	Yes
22. Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Kuulei Keaumoana	Hedy Sullivan	2001	Waimea Complex/ Kauai	K-12	48	No (but eligible)
23. Lanikai Elementary Public Charter School (currently Ka'ōhao Public Charter School)	Todd Cullison	Ed Noh	1996	Kalaheo Complex/ Windward Oahu	Pre-K-6	327	No
24. Laupāhoehoe Community Public Charter School	Nicolette Hubbard	Liana Honda	2011	Laupāhoehoe Complex / East Hawai'i	Pre-K-12	267	Yes

Table 2: Basic Charter School Information 2016-17

	School	Governing Board Chair	School Director	Year Authorized	DOE Complex/ Region	Grades Served	Total K-12 Enrollment ⁸	Title I Funding? ⁹
25.	Mālama Honua Public Charter School	Herb Lee	Denise Espania	2012	Kailua Complex/ Windward Oahu	K-4	85	Yes
26.	Myron B. Thompson Academy	Myron Thompson	Diana Oshiro	2001	McKinley Complex/ Honolulu (online)	K-12	685	No
27.	Nā Wai Ola Public Charter School	Renee Bellinger	Jason Wong	2000	Keaau Complex/ East Hawai'i	Pre-K-6	158	Yes
28.	SEEQS: the School for Examining Essential Questions of Sustainability	Carole Ota	Buffy Cushman-Patz	2012	Kalani Complex/ Honolulu	6-8	160	No
29.	University Laboratory School	David Oride	Keoni Jeremiah	2001	Roosevelt Complex/ Honolulu	K-12	443	No
30.	The Volcano School of Arts & Sciences	Tara Holitzki	Kalima Cayir	2001	Kau Complex/ East Hawai'i	K-8	170	Yes
31.	Voyager: A Public Charter School	Phillip Hasha	Jeff Vilardi	2000	McKinley Complex/ Honolulu	K-8	299	No
32.	Wai'ālae Elementary Public Charter School	Rod Todorovich	Kapono Ciotti	1999	Kalani Complex/ Honolulu	Pre-K-5	501	No
33.	Waimea Middle Public Conversion Charter School	Joe Uno	Amy Kendziorski	2003	Honokaa Complex/ West Hawai'i	6-8	254	Yes
34.	West Hawai'i Explorations Academy	Andi Losalio-Pawarasat	Heather Nakakura	2000	Kealakehe Complex/ West Hawai'i	6-12	266	No

V. School Year 2016-2017: Year in Review

The Commission worked on numerous issues and projects throughout 2017, acting in its authorizing, oversight, administrative, and advocacy role for chartering in Hawai'i. The following lists the major projects and actions taken during the 2016-2017 school year:

A. Authorizer & Oversight Functions

- **New charter applications:** Acting in its primary role, the Commission accepted and reviewed seven applications for new charter schools. Of the seven, the Commission approved the charter applications for three applicants: Kamalani Academy, Alaka'i O Kaua'i, and Kapolei Charter School by Goodwill Hawaii. The Commission also denied the charter applications for four applicants: Accelerated Learning Laboratory-Hawaii, DreamHouse Ewa Beach, IMAG Academy, and Kilohana Academy.
- **Charter contract renewals and new individualized Charter Contracts with new Academic, Financial and Organizational Performance Frameworks:** The Commission approved the renewal applications and new charter contracts for 33 of its 34 charter schools beginning on July 1, 2017 (one charter school's contract does not end until 2020). Charter schools received contracts that range from two to five years, based on the performance of each individual charter school.
- **Recognition of Hawaiian immersion school testing inequities:** The Commission also continued to provide the option for Kaiapuni (Hawaiian language immersion) charter schools to exclude their statewide standardized English language assessment data from the Commission's Academic Performance Framework.
- **Financial oversight:** The Commission reviewed the charter schools' fiscal year 2015-2016 fourth quarter financial reports and took action to require all charter schools with less than 20 days' cash on hand at year's end to provide a monthly cash flow forecast as part of the next quarterly financial reporting, starting with financial reports for the quarter ended September 30, 2016.
- **Administrative Rules:** The Commission approved for public hearing draft administrative rules pertaining to the adoption, amendment or repeal of administrative rules related to charter schools.

B. Administrative Functions

- **Administrative support to charter schools:** The Commission initiated an annual survey to charter schools to consolidate all the requests for information into one place for the schools in an effort to lessen the reporting burden and random inquiries during the school year that come from the DOE and other state agencies.

- **Distribution of fiscal year 2016-2017 federal impact aid funds:** The Commission distributed \$2.44 million in fiscal year 2016-2017 federal impact aid funds to charter schools based upon feedback from schools. The Commission used the formula proposed by a working group formed by the Hawaii Public Charter School Network in the 2015-2016 school year.
- **Guidelines for the delivery of Special Education**
These guidelines are close to completion and should be in place no later than the start of the 2018-2019 school year. The Commission has collaborated with the DOE's Special Education Section, Office of Human Resources, and district and complex area-level administrators and staff on the development of this document.

C. Advocacy Functions

- **Legislative advocacy:** The Commission adopted and supported the following advocacy positions during the 2017 legislative session:
 - Charter School facilities funding
 - Supported that funding be made available to support charter school facility needs.
 - Direct funding of teacher incentive bonuses
 - Clarified that teacher bonuses required by statute or collective bargaining not be paid out of per-pupil.
 - Required National Board Certified Teacher incentives and hard-to-fill placement incentives beginning with fiscal year 2017-2018 be separate line items in the budget.
 - Study of per-pupil funding system
 - Requested an impartial and capable state agency such as the State Auditor or the Legislative References Bureau to study whether the per-pupil funding system is the most equitable method for funding charter schools.
 - Start-up grants for newly approved pre-opening charter schools
 - Provide state funding for start-up grants to be awarded to approved, pre-opening charter schools that are intended to address system priority needs.
 - Support for early learning
 - Supported legislative efforts to improve Hawai'i's infrastructure for quality early learning and provide for the sustainability of preschool programs in all public schools, including charter schools, beyond the term of the Commission's federal preschool development grant.
- **Facilities Working Group created by Act 234, Session Laws of Hawaii 2015:** The Commission convened a Facilities Working Group, which was created by Act 234, Session Laws of Hawaii 2015. Led by Commission Chair Payne, the working group included representatives of the Department of Budget & Finance, the DOE, the Department of Accounting and General Services, and two experts in real estate and finance. The working group first met in

February 2017 and continued to meet through the end of the school year. The working group was tasked to review options intended to support charter school facilities funding.

- **Inaugural Charter School Teacher of the Year:** The Commission selected Kay Beech, a teacher of Social Studies at SEEQS: the School for Examining Essential Questions of Sustainability as the 2017 Charter School Teacher of the Year.

D. Other Commission Action

- **Commission executive director:** The Commission hired a new executive director, Sione Thompson, in September 2016.
- **Federal grant funding opportunities:** The Commission applied for the U.S. Department of Education Charter School Program Grant, which for the first time allowed state entities to apply for these grants in addition to State Educational Agencies (SEA). The Commission applied for a grant to support the expansion of chartering in the state.
- **Commission formed a Permitted Interaction Group to self-assess the Commission's work using the National Association of Charter School Authorizer (NACSA) Standards:** The Permitted Interaction Group found that the Commission was meeting the majority of the NACSA standards but also recommended that the Commission and the Board of Education work to clarify their short and long term visions, and to develop a deeper understanding of professional development opportunities for staff, resources for funding, understanding what staff does for schools as it pertains to the budget, as well as the lack of school closure procedures. The Permitted Interaction Group also wanted to understand more the interaction between the charter schools and the Hawaii Public Charter School Network, the autonomy of charter schools, as well as the Epicenter management software that is provided by the Commission to the charter schools.
- **NACSA evaluation of the Commission:** The Commission requested a review of its operations as an authorizer by NACSA, which performed an evaluation of the Commission to assess what the Commission has done well and identify any areas of concern.
- **Commission strategic planning and vision:** The Commission appointed Commission members to a Strategic Planning and Vision Committee, pursuant to Hawaii Revised Statutes Section 92-2.5(b)(1). This is a Permitted Interaction Group assigned to Investigate a Matter Relating to the Official Business of the Commission: Develop a Process, Timeline, and Agenda for the State Public Charter School Commission Strategic Plan and Vision.

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

Hawaii Revised Statutes HRS §302D-7(2) and (3) states:

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

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

The Commission's accountability system, known as the Performance Framework, comprises three content-specific frameworks: the Academic Performance Framework, the Financial Performance Framework, and the Organizational Performance Framework. Each framework contains measures that the Commission uses to evaluate the performance of the charter schools in its portfolio. All three frameworks are collectively used as a single evaluation tool.

A. Academic Performance

The Commission evaluates the academic performance of each charter school annually through its Academic Performance Framework (APF). The APF utilizes many of the same measures as Strive HI, the performance accountability system used by the DOE to evaluate the performance of all public schools statewide, including charter schools, but it also incorporates school-specific, mission-aligned measures that provide a more comprehensive analysis of charter schools' academic performance, taking into account the unique features and innovative practices of Hawai'i charter schools.

This section of the Annual Report describes the charter schools' academic performance under Strive HI and provides comparisons to statewide performance. Part two of this section of the report describes how the APF differs from Strive HI and provides additional school-level performance results.

Overall, the academic performance of charter schools continues to be mixed. For all of the Strive HI measures discussed in this section, charter school performance is varied and spans a wide range, with charter schools appearing at both ends of the spectrum of academic accountability results for public schools statewide.¹⁰ In the case of English/Hawaiian Language Arts, math, and science proficiency; four-year graduation; and college enrollment in particular, the highest-performing schools statewide were charter schools, but charter schools were also represented at or near the low end of the performance range for these measures.

¹⁰ The school year 2016-2017 Strive HI results for all public schools statewide are available on the DOE's website: <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/2016-17-results.aspx>

In an effort to encourage the academic growth of charter schools at all levels of performance, the Commission shifted to a continuous improvement model with the new charter contracts that were executed at the end of the 2016-2017 school year. Under these contracts, the Commission's Academic Performance Framework moves away from making a points-based assessment and will instead focus on progress toward performance targets that are designed to support the improvement of both individual charter schools and the state's charter school sector as a whole.

1. Strive HI

a) Background

In September 2012, the DOE responded to the invitation extended by the U.S. Department of Education (ED) to all states to request a flexibility waiver from certain requirements of the federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act of 2001 (NCLB). The DOE's flexibility waiver request was approved in May 2013, and the result was the DOE's Strive HI Performance System, which replaced many NCLB requirements in favor of measures that align with the DOE-BOE strategic plan.¹¹

On December 10, 2015, President Obama reauthorized ESEA by signing the Every Student Succeeds Act (ESSA) into law. This law replaced No Child Left Behind (NCLB), the 2002 reauthorization of ESEA, and began full implementation in the 2017-2018 school year, replacing the second iteration of Strive HI (Strive HI 2.0), which was in effect for school year 2015-2016. Implementation of ESSA applied not only to the state accountability system, but also to the related reports; thus, the 2016-2017 school year Strive HI reports that were released in Fall 2017 follow the Hawaii Consolidated State Plan for ESSA¹² (Strive HI 3.0) rather than Strive HI 2.0.

In order to ensure a smooth transition from the approved flexibility waiver to ESSA, the HIDOE approved revisions to Strive HI for the 2015-2016 school year performance evaluations, the most significant of which was the discontinuation of the Strive HI index score. Instead, each measure was reported with information about the school's performance in each indicator over multiple years with comparisons to the state and complex areas. The DOE continued this practice in school year 2016-2017, and the Commission followed suit, as APF scores were no longer necessary for the current charter contracts, which are based on a growth-to-target model rather than a points-based assessment.

¹¹ For an overview of the history of Strive HI and a comparison of Strive HI and NCLB, see the DOE's website: <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx>

¹² See the DOE's website for the executive summary of the Hawaii Consolidated State Plan for ESSA, which was approved by the BOE on September 5, 2017, and has been submitted by the DOE to ED for review and approval (Note: as of the submittal of this report, no decision about the plan has been announced): <https://drive.google.com/file/d/0B4PHgAvFVDHWRIhLVXQ4T2NoT2c/edit>

For more information about the impact of ESSA on Hawaii public schools, including charter schools, see: <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/ESSA.aspx>

As in previous years, the Commission continued to focus its academic performance assessment on the measures within four primary areas:

1. Student achievement
2. The achievement gap between high needs students and non-high needs students
3. Student growth
4. College and career readiness

Within each area are multiple measures. As with the earlier iterations of Strive HI, the measures for achievement and the achievement gap are the same for all schools, however the readiness measures differ for elementary, middle, and high schools. For Strive HI 3.0, there is also an additional change for growth measures: unlike Strive HI 1.0 and 2.0, growth measures are only reported for elementary and middle schools, not for high schools.

b) Guide to Reading School Results

Throughout the academic section of this report, school-level results for each Strive HI measure are displayed in tables. Please note that, for any one of the following reasons, these tables do not always include all 34 charter schools:

- Data were suppressed due to small sample sizes. (For more details, see the “Data Caveats” section on the following page.)
- Data were missing for one of the following reasons:
 - 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.
 - A school did not serve a particular grade level and, therefore, data were not generated.

There were too few students in a particular subgroup for results to be calculated for the measure. For more details, see the section below on achievement gap.

c) Data Caveats

When reviewing the school-level data presented in this report, it is important to be aware of the data caveats that apply to both the Strive HI and APF results. The most important issues relate to the topics of data suppression and data pooling.

i. Suppressed Data

The federal Family Educational Rights and Privacy Act (FERPA) regulates the disclosure of student information and requires the suppression of data that may be used to identify individual students.

In order to comply with this requirement and protect the confidentiality of the students whose data were used to calculate the Strive HI and APF results, the Commission consulted with the DOE and developed the following data suppression guidelines:

1. Whenever the sample size (also referred to as “n size”) of a reported group of students is smaller than 20,¹³ the data and school name are excluded from the related data table.

Rationale: Small groups of students are more easily identifiable, so these students’ data are excluded (suppressed) as a precaution.

2. Whenever a reported percentage is at or near 100% or 0%, the data are masked as follows:
 - a. If a school’s data are in the range of 95% to 100%, the actual data are replaced with “(95-100%)” in the related data table.
 - b. If a school’s data are in the range of 0% to 5%, the actual data are replaced with “(0-5%)” in the related 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.

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 varies from table to table.

ii. Pooled Data

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 20 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 20 students. If, after pooling the data for these three years, an *n* size of 20 students still has not been reached, then the data are not reported.

¹³ The sample size is the *total* number of students in a given group, not just the number of students who have met a target. For example, the sample size would be the total number of students who participated in an assessment, not the number of students who met the proficiency target for the assessment. Thus, data would be suppressed if the total number of students participating in an assessment was eight, but not if eight out of 20 students met the proficiency target for the assessment.

- Achievement:
 - Percentage of students meeting standard/testing proficient in English Language Arts (ELA)/Hawaiian Language Arts (HLA)
 - Percentage of students meeting standard/testing proficient in math
 - Percentage of students testing proficient in science
- Growth:
 - Median student growth percentiles for ELA
 - Median student growth percentiles for 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 20 or more students for school year 2016-2017.

d) Achievement

The measures in the area of “Achievement” present the collective results from a variety of statewide assessments in three subject areas:

1. ELA and HLA
2. Math
3. Science

For the ELA/HLA and math measures, achievement represents the percentage of students:

- Enrolled at English medium schools in grades 3 through 8 and 11 who met the standard on the Smarter Balanced Assessment or tested at the level of “proficient” or higher on the Hawaii State Alternate Assessment, as appropriate.¹⁴
- Enrolled at Ka Papahana Kaiapuni (Kaiapuni)¹⁵ schools or programs in grades 3 and 4 who tested at the level of “proficient” or higher on the Kaiapuni Assessment of Educational Outcomes

¹⁴ As described by the DOE, the Hawaii State Alternate Assessment is “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.”

For more information about the test, see the “Hawaii State Alternate Assessment Parent Brochure 2016-2017” at: http://alohahsap.org/HSA_ALT/wp-content/uploads/2014/11/HSA_Alt_Parent_Brochure_2016-2017.pdf.

¹⁵ More information about Ka Papahana Kaiapuni may be found on the DOE website at: <http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/translation.aspx>

The related Hawaii State Board of Education policy (Policy 105-8: Ka Papahana Kaiapuni) may be found here: <http://boe.hawaii.gov/policies/Board%20Policies/Ka%20Papahana%20Kaiapuni.pdf>

(KĀ'EO), the Hawaiian language statewide assessment, or on the Hawaii State Alternate Assessment, as appropriate.¹⁶

- Enrolled at Kaiapuni schools or programs in grades 5 to 8 and 11 who met the standard on the Smarter Balanced Assessment or tested at the level of “proficient” or higher on the Hawaii State Alternate Assessment, as appropriate.

For science, achievement represents the percentage of students:

- Enrolled at English medium schools in grades 4 and 8 who tested at the level of “proficient” or higher on the Hawaii State Assessment in Science; in grades 4, 8, and 11 who scored “proficient” or higher on the Hawaii State Alternate Assessment in Science, as appropriate; and in high school who scored proficient on the DOE’s Biology I end-of-course (EOC) exam.
- Enrolled at Kaiapuni schools or programs in grade 4 who tested at the level of “proficient” or higher on KĀ'EO, or on the Hawaii State Alternate Assessment, as appropriate.
- Enrolled at Kaiapuni schools or programs in grade 8 who met the standard on the Hawaii State Assessment in Science or tested at the level of “proficient” or higher on the Hawaii State Alternate Assessment in Science, as appropriate; and in high school who scored proficient on the DOE’s Biology I end-of-course (EOC) exam.

School year 2014-2015 was the first year that KĀ'EO was administered; that year, it was field tested as an HLA and math statewide assessment for the third and fourth graders at all Kaiapuni schools. In school year 2015-2016, KĀ'EO was administered once again to third and fourth graders, but this time it also included a field test of a science assessment for grade 4. As it was the second year for the HLA and math portions, those were “operational,” meaning that the assessment results were used for state accountability and combined with the Smarter Balanced Assessment data for English and Hawaiian medium schools to determine proficiency rates in both Language Arts and math. These data were also used for achievement gap calculations, but were not included in the Strive HI growth measures.

In school year 2016-2017, KĀ'EO continued as an operational assessment for grades 3 and 4 in HLA and math. In addition, with the field test of the science assessment for grade 4 complete, the science portion was also operational and used for state accountability purposes. The data for all three subjects were used to calculate achievement and achievement gap results for Kaiapuni students in grades 3 and 4, but, again, were not used to calculate growth results.

For an overview of the specific assessment data used to calculate the Strive HI achievement measures, see Table 3 below.

¹⁶ Hawaiian language immersion/medium programs and the KĀ'EO are described in detail in the “Hawaiian Culture-Focused and Hawaiian Language Immersion/Medium Schools” section of this report. Additional information may be found on the DOE website at: <http://www.hawaiipublicschools.org/TeachingAndLearning/Testing/StateAssessment/Pages/home.aspx>

Table 3: School Year 2016-2017 Statewide Assessments for English Medium and Kaiapuni Schools

English Medium Schools	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.11/HS
English Language Arts & Math – Elementary, Middle & High Schools							
Smarter Balanced Assessment	✓	✓	✓	✓	✓	✓	✓
Hawaii State Alternate Assessment (<i>as appropriate</i>)	✓	✓	✓	✓	✓	✓	✓
Science – Elementary & Middle Schools							
Hawaii State Assessment	<i>Does not apply</i>	✓	<i>Does not apply</i>			✓	<i>Does not apply</i>
Hawaii State Alternate Assessment (<i>as appropriate</i>)	<i>Does not apply</i>	✓	<i>Does not apply</i>			✓	<i>Does not apply</i>
Science – High Schools							
Biology I end-of-course exam	<i>Does not apply</i>						✓
Hawaii State Alternate Assessment (<i>as appropriate</i>)	<i>Does not apply</i>						✓

Kaipuni Schools	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.11/HS
Hawaiian/English Language Arts & Math – Elementary, Middle & High Schools							
Kaipuni Assessment of Educational Outcomes	✓	✓					
Smarter Balanced Assessment			✓	✓	✓	✓	✓
Hawaii State Alternate Assessment (<i>as appropriate</i>)	✓	✓	✓	✓	✓	✓	✓
Science – Elementary & Middle Schools							
Kaipuni Assessment of Educational Outcomes	<i>Does not apply</i>	✓	<i>Does not apply</i>				<i>Does not apply</i>
Hawaii State Assessment	<i>Does not apply</i>		<i>Does not apply</i>			✓	<i>Does not apply</i>
Hawaii State Alternate Assessment (<i>as appropriate</i>)	<i>Does not apply</i>	✓	<i>Does not apply</i>			✓	<i>Does not apply</i>
Science – High Schools							
Biology I end-of-course exam	<i>Does not apply</i>						✓
Hawaii State Alternate Assessment (<i>as appropriate</i>)	<i>Does not apply</i>						✓

i. ELA/HLA Achievement

Table 4: Strive HI – Percentages of Students Meeting Standard in ELA/HLA	
School	Percentage Meeting Standard
	<i>Statewide: 51%</i>
Lanikai Elementary Public Charter School (currently Ka'ōhao Public Charter School)	88%
SEEQS: the School for Examining Essential Questions of Sustainability	74%
Myron B. Thompson Academy	73%
Mālama Honua Public Charter School	70%
University Laboratory School	69%
Innovations Public Charter School	64%
Kihei Charter School	64%
Hawai'i Technology Academy	62%
Voyager: A Public Charter School	62%
West Hawai'i Explorations Academy	61%
Ka'u Learning Academy	54%
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	53%
Wai'alae Elementary Public Charter School	51%
Statewide: 51%	
Kanuikapono Public Charter School	50%
Kanu o ka 'Āina New Century Public Charter School	48%
Waimea Middle Public Conversion Charter School	46%
Hālau Kū Māna Public Charter School	44%
Laupāhoehoe Community Public Charter School	39%
Connections Public Charter School	36%
The Volcano School of Arts & Sciences	35%
Ke Kula 'o Samuel M. Kamakau, LPCS	34%
Kona Pacific Public Charter School	30%
Nā Wai Ola Public Charter School	30%
Ka Waihona o ka Na'auao Public Charter School	25%
Ka 'Umeke Kā'eo	24%
Kamaile Academy, PCS	21%
Kua o ka Lā New Century Public Charter School	19%
Kualapu'u School: A Public Conversion Charter	19%
Kawaikini New Century Public Charter School	18%
Ke Kula Niihau O Kekaha Learning Center	13%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	11%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	10%
Hakipu'u Learning Center	6%
Ke Ana La'ahana PCS	(0-5%)

ii. Math Achievement

Table 5: Strive HI – Percentages of Students Meeting Standard in Math	
School	Percentage Meeting Standard
	<i>Statewide: 43%</i>
Lanikai Elementary Public Charter School (currently Ka’ōhao Public Charter School)	89%
Voyager: A Public Charter School	57%
Wai’alae Elementary Public Charter School	57%
Kihei Charter School	54%
Mālama Honua Public Charter School	52%
Myron B. Thompson Academy	52%
SEEQS: the School for Examining Essential Questions of Sustainability	50%
Innovations Public Charter School	49%
Ka’u Learning Academy	46%
University Laboratory School	46%
<i>Statewide: 43%</i>	
Hawai’i Technology Academy	41%
Hawai’i Academy of Arts & Science Public Charter School (HAAS)	39%
West Hawai’i Explorations Academy	38%
Ke Kula ‘o Samuel M. Kamakau, LPCS	37%
Kanuikapono Public Charter School	34%
Kualapu’u School: A Public Conversion Charter	34%
Kanu o ka ‘Āina New Century Public Charter School	33%
Laupāhoehoe Community Public Charter School	31%
Waimea Middle Public Conversion Charter School	29%
Connections Public Charter School	28%
The Volcano School of Arts & Sciences	27%
Ka Waihona o ka Na’auao Public Charter School	23%
Kona Pacific Public Charter School	20%
Kua o ka Lā New Century Public Charter School	17%
Nā Wai Ola Public Charter School	16%
Hālau Kū Māna Public Charter School	14%
Kawaikini New Century Public Charter School	14%
Ka ‘Umeke Kā’eo	13%
Kamaile Academy, PCS	9%
Ke Kula Niihau O Kekaha Learning Center	9%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	8%
Hakipu’u Learning Center	(0-5%)
Ke Ana La’ahana PCS	(0-5%)
Ke Kula ‘o Nāwahīokalani’ōpu’u Iki, LPCS	(0-5%)

iii. Science Achievement

Table 6: Strive HI – Science Proficiency Rates	
School	Proficiency Rates
	<i>Statewide: 46%</i>
Lanikai Elementary Public Charter School (currently Ka’ōhao Public Charter School)	(95-100%)
Myron B. Thompson Academy	83%
Kua o ka Lā New Century Public Charter School	56%
Hawai’i Academy of Arts & Science Public Charter School (HAAS)	55%
Kanuikapono Public Charter School	50%
Kihei Charter School	50%
Hawai’i Technology Academy	48%
University Laboratory School	48%
Statewide: 46%	
Innovations Public Charter School	42%
West Hawai’i Explorations Academy	40%
Voyager: A Public Charter School	39%
Kona Pacific Public Charter School	38%
Kanu o ka ‘Āina New Century Public Charter School	37%
SEEQS: the School for Examining Essential Questions of Sustainability	37%
Wai’ālae Elementary Public Charter School	37%
The Volcano School of Arts & Sciences	36%
Kawaikini New Century Public Charter School	33%
Hālau Kū Māna Public Charter School	32%
Waimea Middle Public Conversion Charter School	30%
Ke Kula ‘o Samuel M. Kamakau, LPCS	29%
Kualapu’u School: A Public Conversion Charter	27%
Ka ‘Umeke Kā’eo	19%
Laupāhoehoe Community Public Charter School	17%
Kamaile Academy, PCS	16%
Connections Public Charter School	13%
Ke Kula ‘o Nāwahīokalani’ōpu’u Iki, LPCS	13%
Ka Waihona o ka Na’auao Public Charter School	11%

e) Achievement Gap

The student subgroups that are the focus of this section of the report are the three groups that comprise the “high needs” student population:

1. Students who qualify for free or reduced-price lunch (FRL)
2. Students receiving special education services (SPED)
3. English language learners (ELL)

Students who fall in one or more of these subgroups are considered “high needs” (HN). Students who do not fall into any of these subgroups are referred to as “non-high needs” (NHN).

Previously, the proficiency rates of non-high needs and high needs students combined the data for both ELA and math. Then, beginning in the 2015-2016 school year, these data were reported separately by subject, to maintain consistency with the achievement gap measures, which were also separated out by subject (*i.e.*, ELA/HLA achievement gap rate and math achievement gap rate).

An additional change in school year 2016-2017 was the shift from achievement gap *rate* to *achievement gap*. Both measures look at the difference between the proficiency rates of high needs and non-high needs students, but an achievement gap rate takes this difference and represents it as a percentage of the high needs proficiency rate. Achievement gap rates are calculated as follows:

$$\frac{\text{NHN proficiency rate} - \text{HN proficiency rate}}{\text{HN proficiency rate}}$$

Achievement gaps, on the other hand, are simply the difference between the proficiency rates of high needs and non-high needs students. The calculation methodology is:

$$\text{NHN proficiency rate} - \text{HN proficiency rate}$$

Unlike the Achievement measures, which include data for all tested subjects (ELA, math, and science), achievement gap only focuses on the statewide assessment data for ELA/HLA and math. These measures draw on the Smarter Balanced Assessment and KĀ’EO results, as well as Hawaii State Alternate Assessment data, as SPED students are one of the high needs subgroups and the achievement gap looks specifically at the proficiency rates of high needs students.

The tables below are ordered from smallest to largest achievement gap. While a low achievement gap rate is the goal because it demonstrates that high-needs and non-high needs students are performing at a similar level, ideally, a school would also have a high achievement rate; equity between the groups is desirable, but only when both are performing at the level of “proficient.” For this reason, it is important to keep the proficiency levels of both groups in mind when evaluating the achievement gap.

In order for an achievement gap to be reported, a school needs to have at least 20 tested students in its non-high needs group and at least 20 tested students in its high needs group, in accordance with the Strive HI calculation methodology. Schools that do not meet the minimum threshold for both groups are not represented in the tables below.

i. Achievement Gap in ELA/HLA

Table 7: Strive HI – Percentages of Non-High Needs and High Needs Students Meeting Standards in ELA/HLA and ELA/HLA Achievement Gap			
School	Percentage of Non-High Needs (NHN) Students Meeting Standard	Percentage of High Needs (HN) Students Meeting Standard	Achievement Gap (NHN – HN)
	<i>Statewide: 69%</i>	<i>Statewide: 36%</i>	<i>Statewide: 33</i>
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	12%	9%	3
Kamaile Academy, PCS	25%	20%	5
Lanikai Elementary Public Charter School (currently Ka‘ōhao Public Charter School)	89%	83%	5
Kawaikini New Century Public Charter School	21%	14%	6
Myron B. Thompson Academy	73%	67%	7
Ka‘u Learning Academy	61%	51%	10
Ka ‘Umeke Kā‘eo	33%	18%	14
Ka Waihona o ka Na‘auao Public Charter School	32%	17%	15
Kihei Charter School	67%	53%	15
Hālau Kū Māna Public Charter School	49%	33%	16
Hawai‘i Academy of Arts & Science Public Charter School (HAAS)	64%	48%	16
Kanu o ka ‘Āina New Century Public Charter School	57%	40%	16
Kualapu‘u School: A Public Conversion Charter	35%	17%	18
The Volcano School of Arts & Sciences	46%	28%	18
West Hawai‘i Explorations Academy	67%	49%	18
Kona Pacific Public Charter School	43%	22%	20
Wai‘alae Elementary Public Charter School	57%	37%	20
Kanuikapono Public Charter School	62%	41%	21
Connections Public Charter School	54%	32%	22
Hawai‘i Technology Academy	70%	46%	24
Ke Kula ‘o Samuel M. Kamakau, LPCS	48%	20%	28
Voyager: A Public Charter School	69%	42%	28
Laupāhoehoe Community Public Charter School	65%	34%	31
University Laboratory School	75%	40%	34
Innovations Public Charter School	82%	47%	35
Waimea Middle Public Conversion Charter School	71%	36%	35
SEEQS: the School for Examining Essential Questions of Sustainability	87%	33%	54

Table 7: Strive HI – Percentages of Non-High Needs and High Needs Students Meeting Standards in ELA/HLA and ELA/HLA Achievement Gap

School	Percentage of Non-High Needs (NHN) Students Meeting Standard	Percentage of High Needs (HN) Students Meeting Standard	Achievement Gap (NHN – HN)
	<i>Statewide: 69%</i>	<i>Statewide: 36%</i>	<i>Statewide: 33</i>
Nā Wai Ola Public Charter School	<i>n size too small</i>	30%	No achievement gap calculated
Kua o ka Lā New Century Public Charter School	<i>n size too small</i>	18%	
Ke Kula Niihau O Kekaha Learning Center	<i>No non-high needs students</i>	13%	
Hakipu‘u Learning Center	<i>n size too small</i>	7%	
Ke Ana La‘ahana PCS	<i>No non-high needs students</i>	(0-5%)	

ii. Achievement Gap in Math

Table 8: Strive HI – Percentages of Non-High Needs and High Needs Students Meeting Standards in Math and Math Achievement Gap			
School	Percentage of Non-High Needs (NHN) Students Meeting Standard	Percentage of High Needs (HN) Students Meeting Standard	Achievement Gap (NHN – HN)
	<i>Statewide: 58%</i>	<i>Statewide: 30%</i>	<i>Statewide: 28</i>
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	(0-5%)	(0-5%)	-1
Kamaile Academy, PCS	12%	8%	4
Ka ‘Umeke Kā‘eo	18%	10%	9
Kanu o ka ‘Āina New Century Public Charter School	38%	29%	9
Kawaikini New Century Public Charter School	18%	9%	9
Hālau Kū Māna Public Charter School	17%	7%	10
Hawai‘i Academy of Arts & Science Public Charter School (HAAS)	46%	36%	10
West Hawai‘i Explorations Academy	42%	31%	11
Kanuikapono Public Charter School	40%	29%	12
Myron B. Thompson Academy	54%	42%	12
Ka Waihona o ka Na‘auao Public Charter School	30%	15%	14
Kona Pacific Public Charter School	29%	15%	14
Ka‘u Learning Academy	57%	42%	15
Laupāhoehoe Community Public Charter School	45%	28%	17
University Laboratory School	49%	31%	18
Hawai‘i Technology Academy	47%	28%	19
Kihei Charter School	59%	40%	19
Innovations Public Charter School	60%	39%	21
Voyager: A Public Charter School	64%	42%	22
Wai‘alae Elementary Public Charter School	64%	41%	23
Ke Kula ‘o Samuel M. Kamakau, LPCS	49%	25%	24
Connections Public Charter School	49%	23%	26
The Volcano School of Arts & Sciences	44%	17%	27
Kualapu‘u School: A Public Conversion Charter	60%	31%	29
Lanikai Elementary Public Charter School (currently Ka‘ōhao Public Charter School)	92%	63%	30
Waimea Middle Public Conversion Charter School	52%	20%	33
SEEQS: the School for Examining Essential Questions of Sustainability	59%	19%	41

Table 8: Strive HI – Percentages of Non-High Needs and High Needs Students Meeting Standards in Math and Math Achievement Gap

School	Percentage of Non-High Needs (NHN) Students Meeting Standard	Percentage of High Needs (HN) Students Meeting Standard	Achievement Gap (NHN – HN)
	<i>Statewide: 58%</i>	<i>Statewide: 30%</i>	<i>Statewide: 28</i>
Kua o ka Lā New Century Public Charter School	<i>n size too small</i>	16%	No achievement gap calculated
Nā Wai Ola Public Charter School	<i>n size too small</i>	15%	
Ke Kula Niihau O Kekaha Learning Center	<i>No non-high needs students</i>	9%	
Ke Ana La’ahana PCS	<i>No non-high needs students</i>	5%	
Hakipu’u Learning Center	<i>n size too small</i>	(0-5%)	

f) Growth

Strive HI uses median student growth percentiles (median SGPs) produced by the Hawaii Growth Model to assess how well a school is helping to improve students' statewide assessment performance. Previously, this was a schoolwide measure that applied to all grade divisions; however, beginning in the 2016-2017 school year, this measure only applied to elementary and middle schools.

Rather than compare a student's assessment scores in one year to the same student's scores the year prior, the Hawaii Growth Model uses assessment data from a single year and compares the performance of an individual student to that of students statewide in the same grade level who performed similarly on the statewide assessments in previous years. This group is referred to as a student's "academic peers."¹⁷

Since a student's academic peers are identified using statewide assessment scores from previous years, the Hawaii Growth Model requires at least two consecutive years' of assessment data in order to create academic peer groups and to calculate growth percentiles. For this reason, the Strive HI growth measures use the assessment results of students in grades 4 to 8, but not those in grade 3, as this is the earliest year that students participate in any statewide assessments.

The student growth percentiles (SGPs) used by Strive HI function in the same way as growth percentiles used by doctors: if a one-year-old is at the 89th percentile in height, then that child is taller than 89 percent of one-year-olds; likewise, if a student's SGP is 89, then that student outperformed 89 percent of the student's academic peers on the statewide assessment.

SGPs are used to evaluate an individual student's growth by indicating whether the student is keeping pace with her or his academic peers or performing comparatively higher or lower. They are also used to evaluate growth at the school level, but rather than determining the percentage of students with SGPs at or above a certain percentile, Strive HI uses median SGPs to capture school-wide performance. The median SGP is essentially the mid-point, so the SGPs of half of a school's students fall above it and the other half below. It is calculated by ordering individual students' SGPs at a school from lowest to highest, and then identifying the middle SGP (or the average of the two middle SGPs).

Unlike the Achievement measures, which focus on statewide assessment data in all tested subjects (ELA, math, and science), the growth measures only use the current year's statewide assessment data in ELA and math; they exclude all statewide assessment data in science and Hawaii State Alternate Assessment and KĀ'EO data in all tested subjects. Thus, the growth data for the 2016-2017 school year are only based on results of the Smarter Balanced Assessment in ELA and math.

¹⁷ A student's academic peers may be enrolled at any DOE or public charter school statewide and may or may not include students enrolled at the same school. These students are identified using statewide assessment results only and not demographic information such as whether students fall within any high needs student subgroup.

i. ELA Growth

Table 9: Strive HI – Median Student Growth Percentiles (SGPs) for ELA/Literacy	
School	Median SGP <i>Statewide: n/a¹⁸</i>
Ke Kula Niihau O Kekaha Learning Center	70
Ka’u Learning Academy	63
Ka ‘Umeke Kā’eo	61
Kanu o ka ‘Āina New Century Public Charter School	60
Myron B. Thompson Academy	60
Hawai’i Technology Academy	59
Voyager: A Public Charter School	59
Ke Kula ‘o Samuel M. Kamakau, LPCS	58
Lanikai Elementary Public Charter School (currently Ka’ōhao Public Charter School)	58
Waimea Middle Public Conversion Charter School	58
SEEQS: the School for Examining Essential Questions of Sustainability	57
Kua o ka Lā New Century Public Charter School	56
Hālau Kū Māna Public Charter School	55
Kanuikapono Public Charter School	53
Innovations Public Charter School	52
The Volcano School of Arts & Sciences	52
Connections Public Charter School	50
West Hawai’i Explorations Academy	50
University Laboratory School	49
Wai’alae Elementary Public Charter School	49
Hawai’i Academy of Arts & Science Public Charter School (HAAS)	47
Kihei Charter School	45
Nā Wai Ola Public Charter School	45
Ka Waihona o ka Na’auao Public Charter School	43
Laupāhoehoe Community Public Charter School	43
Kona Pacific Public Charter School	42
Kamaile Academy, PCS	39
Ke Ana La’ahana PCS	36
Kawaikini New Century Public Charter School	33
Kualapu’u School: A Public Conversion Charter	20
Hakipu’u Learning Center	17
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	16

¹⁸ Due to the large number of students included in the statewide group of tested students, the statewide median SGP will always be around the 50th percentile, so the DOE does not feel that it is necessary to calculate this figure.

ii. Math Growth

Table 10: Strive HI – Median Student Growth Percentiles (SGPs) for Math	
School	Median SGP <i>Statewide: n/a¹⁹</i>
Ka’u Learning Academy	79
Lanikai Elementary Public Charter School (currently Ka’ōhao Public Charter School)	76
Ke Kula ‘o Samuel M. Kamakau, LPCS	61
Voyager: A Public Charter School	61
Ke Kula Niihau O Kekaha Learning Center	60
Connections Public Charter School	59
Kanuikapono Public Charter School	59
Wai’alae Elementary Public Charter School	59
West Hawai’i Explorations Academy	58
Kua o ka Lā New Century Public Charter School	55
Hālau Kū Māna Public Charter School	54
Kawaikini New Century Public Charter School	54
Kihei Charter School	54
Hawai’i Technology Academy	51
Waimea Middle Public Conversion Charter School	49
Laupāhoehoe Community Public Charter School	47
Kualapu’u School: A Public Conversion Charter	46
Innovations Public Charter School	44
Ke Ana La’ahana PCS	43
University Laboratory School	43
Hawai’i Academy of Arts & Science Public Charter School (HAAS)	42
Kamaile Academy, PCS	42
Myron B. Thompson Academy	42
SEEQS: the School for Examining Essential Questions of Sustainability	42
Ka Waihona o ka Na’auao Public Charter School	41
The Volcano School of Arts & Sciences	41
Nā Wai Ola Public Charter School	37
Kona Pacific Public Charter School	36
Ka ‘Umeke Kā’eo	34
Kanu o ka ‘Āina New Century Public Charter School	31
Hakipu’u Learning Center	25
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	18

¹⁹ Due to the large number of students included in the statewide group of tested students, the statewide median SGP will always be around the 50th percentile, so the DOE does not feel that it is necessary to calculate this figure.

g) College and Career Readiness

The measures used to assess college and career readiness differ depending on whether a school is considered an elementary, middle, or high school.

One of the differences between Strive HI and the APF is that the APF incorporates data for all grade divisions served by multi-division schools. For example, if a school serves kindergarten through grade 12, then not only do the high school readiness measures apply, but the elementary and middle school readiness measures apply as well. Strive HI, on the other hand, treats all schools as single-division schools and categorizes them according to their highest grade level served, resulting in only one set of readiness measures applying to each school. Thus, if a multi-division school serves students in kindergarten through grade 12, then the school is treated as a high school under Strive HI and only the high school readiness measures apply.

This was a more critical distinction in the past, as Strive HI 1.0 and 2.0 had very different readiness measures for each school type/grade division (*i.e.*, elementary, middle, and high schools); now, under Strive HI 3.0, there are many fewer readiness measures, and one applies to all schools:

- For elementary, middle, and high schools:
 - Chronic absenteeism
- For high schools:
 - Four-year high school graduation rate
 - College-going (college enrollment) rate

Previously, chronic absenteeism was calculated separately for each type of school (*e.g.*, elementary school chronic absenteeism, middle school chronic absenteeism), but, for school year 2016-2017, the measure was broadened to apply to all types of schools/grade divisions. Chronic absenteeism now functions as a schoolwide measure that applies to all students at a school, regardless of which or how many grade divisions that school has, so no multi-division schools are “missing out” on this measure when categorized as a single-division school under Strive HI.

i. Chronic Absenteeism

Chronic absenteeism rates represent the percentage of students who were absent (either excused or unexcused) for 15 or more days during the school year. As the goal of this measure is to have as few chronically absent students as possible, the table below is ordered from lowest chronic absenteeism rate to highest.

Table 11: Strive HI – Elementary and Middle School College and Career Readiness Measure: Chronic Absenteeism Rate

School	<i>Statewide: 15%</i>
Ka’u Learning Academy	(0-5%)
Myron B. Thompson Academy	(0-5%)
Kualapu’u School: A Public Conversion Charter	7%
Innovations Public Charter School	8%
University Laboratory School	9%
Wai’alae Elementary Public Charter School	9%
Hawai’i Academy of Arts & Science Public Charter School (HAAS)	10%
Lanikai Elementary Public Charter School (currently Ka’ōhao Public Charter School)	11%
SEEQS: the School for Examining Essential Questions of Sustainability	11%
West Hawai’i Explorations Academy	11%
Laupāhoehoe Community Public Charter School	14%
Mālama Honua Public Charter School	15%
<i>Statewide: 15%</i>	
Kua o ka Lā New Century Public Charter School	16%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	16%
Hālau Kū Māna Public Charter School	17%
Kanu o ka ‘Āina New Century Public Charter School	17%
Ke Kula ‘o Nāwahīokalani’ōpu’u Iki, LPCS	17%
Hawai’i Technology Academy	18%
Ka ‘Umeke Kā’eo	18%
Voyager: A Public Charter School	18%
Kanuikapono Public Charter School	20%
Kihei Charter School	23%
Waimea Middle Public Conversion Charter School	23%
Ke Kula ‘o Samuel M. Kamakau, LPCS	25%
Ka Waihona o ka Na’auao Public Charter School	29%
Ke Ana La’ahana PCS	33%
The Volcano School of Arts & Sciences	34%
Kamaile Academy, PCS	36%
Hakipu’u Learning Center	37%
Kawaikini New Century Public Charter School	37%
Kona Pacific Public Charter School	41%
Ke Kula Niihau O Kekaha Learning Center	42%
Nā Wai Ola Public Charter School	45%
Connections Public Charter School	46%

ii. Four-Year Graduation Rate

To determine the four-year graduation rate for Strive HI, the DOE follows the federal four-year adjusted cohort graduation rate guidelines and calculates the percentage of students in a ninth-grade cohort who graduate by their fourth year of high school. This graduation rate is referred to as “adjusted” because adjustments are made to the cohorts as students transfer in and out of schools. When students leave a high school, they are removed from their ninth-grade cohort at their old school and are either added to the equivalent cohort at their new school, or, if they have exited the Hawai’i public school system, are not added to any cohorts.

Students who earn a diploma in the summer after their fourth year of high school are still considered four-year graduates; therefore, in order for these students to be reflected in a school’s graduation rate, the DOE waits until the following fall to make its calculations and reports the data on a one-year lag. For this reason, the data presented below for the 2016-2017 school year represent the Class of 2016 rather than the Class of 2017.

In all versions of Strive HI, a four-year graduation rate below 67% triggered interventions and support from HIDOE’s School Transformation Branch.

Table 12: Strive HI – High School College and Career Readiness Measure: Four-Year Graduation Rate

School	Four-Year Graduation Rate (Class of 2016) <i>Statewide: 83%</i>
Myron B. Thompson Academy	(95-100%)
University Laboratory School	(95-100%)
Kihei Charter School	83%
<i>Statewide: 83%</i>	
Kanu o ka ‘Āina New Century Public Charter School	82%
West Hawai’i Explorations Academy	79%
Kamaile Academy, PCS	74%
Connections Public Charter School	70%
Hawai’i Academy of Arts & Science Public Charter School (HAAS)	70%
Ke Ana La’ahana PCS	70%
Hawai’i Technology Academy	66%
Laupāhoehoe Community Public Charter School	61%
Hakipu’u Learning Center	56%
Hālau Kū Māna Public Charter School	52%
Kua o ka Lā New Century Public Charter School	38%

iii. College-Going Rate

The college-going rate represents the percentage of graduates who have enrolled at a National Student Clearinghouse²⁰ participating college or university at any time within 12 months of the end of their graduation year. Previously, this measure focused on a 16-month window, but the DOE shortened the timeline so that the four-year graduation and college-going results are both on a one-year lag and, therefore, present data about the same graduating class. For this reason, the college-going data in the table below represent students who graduated in the Class of 2016.

Table 13: Strive HI – High School College and Career Readiness Measure: College-Going Rate	
School	College-Going Rate (Class of 2016)
	<i>Statewide: 55%</i>
University Laboratory School	86%
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	58%
<i>Statewide: 55%</i>	
Kihei Charter School	46%
Kamaile Academy, PCS	45%
Hawai'i Technology Academy	44%
West Hawai'i Explorations Academy	42%
Connections Public Charter School	39%
Myron B. Thompson Academy	36%

h) Strive HI Classification and Support

In the school years 2012-2013 through 2014-2015, the DOE calculated a Strive HI score for each school and assigned a classification status based on the Strive HI Performance Steps. These classifications were intended to highlight the highest and lowest performing public schools across the state and inform the DOE's distribution of resources.

Hawai'i public schools were classified into four tiers: Recognition (top 5%), Continuous Improvement (next 75-80% of schools), Focus (next 10%), and Priority (bottom 5%). In addition, schools may be triggered into a Priority or Focus status due to a reported low graduation rate (falls below the Federal minimum threshold of 67%.)

²⁰ The National Student Clearinghouse is a non-profit organization that collects enrollment information from over 3,600 participating colleges (including community colleges) and universities worldwide. The institutions enroll 98% of the students who attend public and private U.S. colleges and universities, so their data cover most of the post-secondary institutions at which DOE and public charter school graduates enroll, but not all. Since Strive HI does not include data from institutions that do not participate in the Clearinghouse, some graduates who enroll in a college or university within 16 months of graduation may not be reflected in the strive HI college-going rates. For more information about the National Student Clearinghouse, visit; <http://www.studentclearinghouse.org>

Schools that earned a classification of Focus or Priority in 2013-2014 and maintained those classifications in the following years received support from the DOE's School Transformation Branch through 2015-2016.

The Strive HI Performance System, which included these classifications, was established under the DOE's Elementary and Secondary Education (ESEA) Flexibility Waiver from the No Child Left Behind (NCLB) Act. In December 2015, the Every Student Succeeds Act (ESSA) was signed into law, replacing No Child Left Behind as the primary federal law for K-12 education. One year later, the Hawaii State Board of Education and DOE updated and extended their joint Strategic Plan for 2017-2020. As a result of these changes, Strive HI was revised to be in alignment with both the strategic plan and ESSA requirements.

One of the most important revisions included changes to the requirements and methodology for identifying schools whose overall student population or specific student subgroups were consistently performing poorly, was for the Federal government to provide funds for supports and interventions designed at moving schools out of the lower tiers. This new identification process goes into effect during the 2017-2018 school year.

In preparation for this transformation, during school year 2016-2017, the DOE eliminated the Priority, Focus, Continuous Improvement, and Recognition classifications in an effort to transition smoothly to the new version of the state accountability system (Strive HI 3.0). Schools that were previously classified as Priority were provided support to facilitate their transition out of Priority status.

2. The Academic Performance Framework

The Commission annually evaluates the academic performance of all public charter schools in Hawai'i using its Academic Performance Framework (APF), the Commission's academic accountability system. This system uses the same measures and much of the same calculation methodology as Strive HI, plus information related to any school-specific measures approved by the Commission.

For school year 2016-2017, the Commission did not calculate APF scores — although the scores based on the accountability results for school years 2013-2014 through 2015-2016 were an essential component of the contract renewal process that was implemented during the 2016-2017 school year, the charter contracts for 33 of the 34 charter schools came to an end in June 2017 and new contracts went into effect in on July 1, 2017, before the school year 2016-2017 accountability data were released. This meant that these data and any related performance framework scores could not be used for either renewal decisions or contract performance evaluations.

While the data for the 2016-2017 school year could still be used in the performance evaluation of the subsequent charter contracts, the APF in place for these contracts is based on a continuous improvement model rather than a points-based assessment, and the first targets for most schools are for school year 2017-2018, so APF scores for school year 2016-2017 are not necessary.

a) School-Specific Measures

The most significant distinguishing feature that set the APF apart from Strive HI in 2014 through 2017 was the optional school-specific measure (SSM), a mission- or vision-aligned measure focused on student outcomes that a school could propose to add to their academic performance evaluation under the APF. An SSM was subject to approval by the Commission and met rigorous requirements to ensure the measure's validity and reliability. SSMs were worth up to 25% of the APF.

In school year 2016-2017, two charter schools — Kamakau and Volcano School — had approved SSMs. School year 2016-2017 is the last year of these SSMs, as SSMs were discontinued as of June 30, 2016, with the end of Contract 2.0. Beginning in school year 2017-2018, an updated APF went into effect as a part of Contract 3.0. This new version of the APF includes Value Added measures, the next stage of development of SSMs, which are mission-aligned measure co-created by charter schools and Commission staff.

i. School-Specific Measure: Ke Kula 'o Samuel M. Kamakau, LPCS

Kamakau, a Kaiapuni school, has developed a standards-based change curriculum to build its vision of the "Excellent Reader." The school's SSM focuses on student performance on the school-developed grade-level assessments that measure student reading proficiency and growth in Hawaiian. The assessment is aligned to the school's standards for reading, which are directly tied to the goals and outcomes defined in the school's vision and mission.

The school describes the SSM in its school year 2016-2017 SSM report to the Commission as follows:

What will our school accomplish? Kamakau has developed a Standards Based Change Staircase Curriculum for Reading to Accomplish its Vision of the Excellent Reader- “To establish a well-rounded, literate student/child in all four aspects of Kumu Honua Mauli Ola- ‘Ōlelo Hawai‘i, ‘Ike Ku‘una, Lawena and Pili ‘Uhane.”

How will we know that we have achieved this goal? Students at Kamakau will meet grade level benchmarks that seamlessly align to its vision of the graduate as an excellent reader- “An excellent Kamakau reader will be able to read for information, articulate and reflect on reading and comprehend at a deep level in both English and Hawaiian.

How will we assess and demonstrate performance toward this goal? Over the past 10 years, Kamakau has contracted SchoolRise consultants to assist in the development and pilot of grade level assessments, measuring grade level benchmarks three times a year. The staircase curriculum is being implemented, developed through the Standards Based Change Process and measured through our Hawaiian Language Reading assessments for each grade level.

How will we quantify this measure? (Identify a specific type of rate, calculation method, or formula) Percentage of students in each grade level who “meet (2)” or “exceed (3)” the grade level benchmark by the end of the school year (grades K-12).

School year 2016-2017 was the third year that Kamakau implemented its SSM, so the results were assessed using the evaluation rubric approved by the Commission for Years Three to Five of the SSM. By the end of the school year, 68% of the 115 assessed students demonstrated the skills of an excellent reader for their grade level, earning a rating of “meets” or “exceeds” in the Hawaiian Language Reading Benchmarks. According to the Year Three rubric, this put the school in the “Approaches Standards” category. See Figure 1 below for the evaluation rubric.

Figure 1: SSM Evaluation Rubric for Kamakau – Years Three to Five

SSM Evaluation Rubric for Kamakau – Years Three to Five	
Does Not Meet Standards	60% or fewer students earn benchmark rating of “meets” or “exceeds.”
Approaches Standards	61-70% of students earn benchmark standards of “meets” or “exceeds.”
Meets Standards	71%-80% of students earn benchmark standards of “meets” or “exceeds.”
Exceeds Standards	81% or more students earn benchmark standards of “meets” or “exceeds.”

ii. School-Specific Measure: The Volcano School of Arts & Sciences

Volcano School’s SSM is designed to assess parent involvement in the school by measuring parent participation at school events. The school measures parent participation at eight events throughout the school year, two of which are student-led conferences, one in the fall and one in the spring. These conferences prompt students to reflect on their work, study habits, and progress towards personal and

academic goals. Students collect samples of work that are reviewed in the conference with their parents and teachers, and they set goals for their academic growth. These conferences put students in control of their own education goals and help them accept responsibility for their own learning.

School year 2016-2017 was the third year of Volcano School’s SSM. Although the school chose not to implement the SSM in the first year, the results were still assessed using the evaluation rubric approved by the Commission for Year Three of the SSM.

In school year 2016-2017, the SSM focused on parent participation in the following school events:

1. Ohana Night/Open House (August 18, 2016)
2. Astro Night (September 29, 2016)
3. Student Led Conferences - Fall (October 3-5, 2016)
4. Math Night (November 10, 2016)
5. Middle School Theater Night - December (December 8, 2016)
6. Spring Musical (Grades K-4) (April 6, 2017)
7. Middle School Theater Night - May (May 11, 2017)
8. Student Led Conferences – Spring (May 23-25, 2017)

By the end of the school year, 93% of the 133 families who were a part of the school community throughout the year (including those whose students enrolled in or exited from the school mid-year) participated in one or more of these events. According to the Year Three rubric, this put the school in the “Meets Standard” category. See Figure 2 below for the evaluation rubric.

Figure 2: SSM Evaluation Rubric for Volcano School – Year Three

SSM Evaluation Rubric for Volcano School – Year Three	
Does Not Meet Standard	Fewer than 60% of families participate in a major school event in the 2016-2017 school year.
Approaching Standard	Between 61% and 70% of families participate in a major school event in the 2016-2017 school year.
Meets Standard	Between 71% and 80% of families participate in a major school event in the 2016-2017 school year.
Exceeds Standard	Over 81% of families participate in a major school event in the 2016-2017 school year.

b) Hawaiian Culture-Focused and Kaiapuni (Hawaiian Language Immersion/Medium) Schools

Seventeen charter schools have been identified as having a Hawaiian culture focus because Hawaiian culture and values are reflected their missions, visions, or the Essential Terms in their charter contracts.

Five of these 17 schools are Kaiapuni schools, or Hawaiian language immersion/medium schools; in addition, Kualapu‘u School, an English medium school, operates a Hawaiian immersion program within the school. Kaiapuni schools deliver instruction in the Hawaiian language and, typically, instruction is entirely in Hawaiian until fifth grade, at which point English is introduced at an increasing rate.

One of the Kaiapuni schools, KKNOK, has adopted a heritage, two-way bilingual immersion program, also known as a dual language immersion. Native Niihau speakers and native English speakers maintain and develop their first language while acquiring native-like communication and literacy skills in a second language. Academic content is taught and assessed in two languages over an extended period of time. KKNOK has adopted a 90/10 Niihau/English model in which 90% of classroom instruction is conducted in Niihau and 10% in English in kindergarten, with English instructional time increasing incrementally at each grade level until grade 6, when instruction is split evenly between English and Niihau.

Table 14: Hawaiian Culture-Focused and Hawaiian Language Immersion/Medium Charter Schools

School	Hawaiian Culture-Focused	Kaiapuni (Hawaiian Language Immersion/Medium)
1. Hakipu‘u Learning Center	✓	
2. Hālau Kū Māna Public Charter School	✓	
3. Ka ‘Umeke Kā‘eo	✓	✓
4. Ka Waihona o ka Na‘auao Public Charter School	✓	
5. Kamaile Academy, PCS	✓	
6. Kanu o ka ‘Āina New Century Public Charter School	✓	
7. Kanuikapono Public Charter School	✓	
8. Kawaikini New Century Public Charter School	✓	✓
9. Ke Ana La‘ahana PCS	✓	
10. Ke Kula Niihau O Kekaha Learning Center	✓	✓
11. Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	✓	✓
12. Ke Kula ‘o Samuel M. Kamakau, LPCS	✓	✓
13. Kua o ka Lā New Century Public Charter School	✓	
14. Kualapu‘u School: A Public Conversion Charter	✓	✓
15. Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	✓	
16. Mālama Honua Public Charter School	✓	
17. Waimea Middle Public Conversion Charter School	✓	

B. Financial Performance

1. Financial Performance Framework

The Financial Performance Framework is used to evaluate a school’s financial health and viability on an ongoing basis and for the purposes of an annual review. The Financial Performance Framework measures, listed in Figure 3 below, are divided into two categories: “near-term” and “sustainability.”

Near-term measures illustrate the school’s financial health and viability in the upcoming year. Schools that attain a “Meets Standard” rating for a near-term measure likely have a lower risk of financial distress in the upcoming year. Sustainability measures are designed to show the school’s financial health and viability over the long term. Schools that receive a “Meets Standard” rating for a sustainability measure have a lower risk of financial distress in the future. While no single measure gives a full picture of a school’s financial situation, collectively, they provide a more comprehensive assessment.

A school will receive a “Meets Standard” overall rating if it meets or exceeds targets for five or more of the eight measures, one of which must be Unrestricted Days’ Cash on Hand, at the end of the year.

Figure 3: Financial Performance Framework Near-Term and Sustainability Measures

Near-Term Measures	Sustainability Measures
Current Ratio (Working Capital Ratio)	Total Margin
Unrestricted Days Cash	Debt to Asset Ratio
Enrollment Variance	Cash Flow
	Unrestricted Fund Balance Percentage
	Change in Total Fund Balance

a) Current Ratio

Current Ratio. This measure assesses a school’s ability to pay its obligations over the next 12 months and is calculated by dividing the school’s current assets by its current liabilities. A ratio of greater than 1.0 means that a school’s current assets exceeds its current liabilities, which indicates that it is able to meet its current obligations. In order to meet standards, schools must have a ratio of 1.1 or above.

b) Unrestricted Days Cash

Unrestricted Days Cash. This measure indicates whether a school maintains a sufficient cash balance to meet its cash obligations. Although the measure looks at a fixed point in time (*i.e.*, the time at which the financial statement is prepared) and cash balances can fluctuate because schools can expend and receive money on a daily basis, this measure does still provide an indication whether a school may have challenges in meeting its cash obligations. Note that this measure looks at unrestricted cash, not cash that already has been earmarked for a specific purpose, such as renovations or facilities. This measure

is determined by dividing the unrestricted cash balance by the total expenses for the year, less depreciation, and then dividing that quotient by 365 days to determine the number of days of cash. In order to meet this standard, the school must have either 1) at least 60 days of unrestricted cash at year-end, or 2) 30 to 60 days with a positive trend when compared to the prior year.

c) Enrollment Variance

Enrollment Variance. Variance compares the actual student enrollment in October of a given school year against the projected enrollment estimated in May of the previous school year. Student enrollment is critical to a school's financial health because actual enrollment is a key driver of charter school revenue and expenses and projected student enrollment guides the development of a school's budget — per-pupil funding, the primary source of revenue for charter schools, is based on enrollment counts, as are significant school expenses such as personnel, facilities, and supplies. A high degree of variance between actual and projected enrollment could result in financial distress, either because a school's actual revenue is less than anticipated (due to lower-than-projected enrollment) and insufficient to cover its budgeted expenses or a school's actual expenses are greater than anticipated (due to higher-than-projected enrollment) and lead to an unbalanced budget. This indicator is calculated by dividing actual student enrollment by projected student enrollment. In order to meet this standard, a school's actual enrollment must be at least 95% of its projected enrollment.

d) Total Margin

Total Margin. This measure indicates whether a school is living within its available resources in a particular year. The intent of this measure is not for the schools to be profitable, but, as recommended by NACSA, "it is important for charter schools to build a reserve to support growth or sustain the school in an uncertain funding environment."²¹ This measure is calculated by dividing net income by total revenue. In order to meet this standard, a school must have a positive margin, which shows that a school has a surplus at the end of the year.

e) Debt to Assets Ratio

Debt to Assets Ratio. This measure compares a school's financial obligations against the assets it owns. As described by NACSA, "...it measures the extent to which the school relies on borrowed funds to finance its operations."²² Generally, a lower ratio indicates stronger financial health. This measure is calculated by dividing a school's total liabilities by its total assets. Since many charter schools do not own the buildings they occupy, a more reasonable ratio of 50% is the standard.

It is important to note that NACSA standards assume that charter schools are private non-profit entities, unlike Hawai'i's charter schools, which are state agencies; thus, the terminology reflects that understanding. As state agencies, Hawai'i's charter schools are not allowed to incur debt without

²¹ From NACSA's "Core Performance Framework and Guidance" document at page 53:
<http://www.qualitycharters.org/wp-content/uploads/2016/01/CorePerformanceFrameworkAndGuidance.pdf>

²² From NACSA's "Core Performance Framework and Guidance" document at page 54:
<http://www.qualitycharters.org/wp-content/uploads/2016/01/CorePerformanceFrameworkAndGuidance.pdf>

proper approvals, so it could be assumed this measure would be met by all schools. However, many schools have unpaid obligations at the end of the year as a result of timing.

f) Cash Flow

Cash Flow. This measure looks at the trend in a school's cash balance over a year. It is similar to days' cash on hand, but it provides insight into a school's long-term stability, as it helps to assess a school's sustainability over a period of time in an uncertain funding environment. This measure is calculated by comparing the cash balance at the beginning of a period to the cash balance at the end of the period. In order to meet standard, a school's balance at the end of the period must be greater than the cash balance at the beginning of the year.

g) Unrestricted Fund Balance Percentage

Unrestricted Fund Balance Percentage. This measure assesses the equity that a school has accumulated, which can serve as a reserve for unexpected situations and to help fuel growth. This measure is calculated by dividing a school's fund balance by its total expenses. By using the school's total expenses in the denominator, the fund balance is evaluated from the perspective of the school, making the measure comparable among all schools while eliminating advantages or disadvantages based on school size. In order to meet this standard, the percentage must be 25% or greater, indicating that a school should be financially able to sustain an unexpected change in circumstances.

h) Change in Total Fund Balance

Change in Total Fund Balance. This measure assesses sound financial viability based on the overall financial record of a school. It focuses on the trend in the total fund balance in order to identify fluctuations in the total fund balance over time. This measure is calculated by comparing the fund balance at the beginning of a multi-year period to the fund balance at the end of the period. In order to meet this standard, a school's fund balance at the end of a period must be greater than the balance at the beginning of the period.

2. Financial Performance Framework Results

Financially, charter schools were generally in fair financial position as of June 30, 2017, with improvements in their positions as a group for most measures from last fiscal year. While there was improvement in the measures globally, some schools continued to struggle in meeting the standards for the Financial Performance Framework measures.

Performance on one of the most important financial indicators, Year-End Unrestricted Days' Cash on Hand, shows a continued positive trend. This measure is impacted by the amount of per-pupil funding provided by the state to charter schools each year, which has also experienced a positive trend. Charter schools receive per-pupil funding according to a statutory formula-based operating appropriation and is the most significant source of funding for most charter schools. This amount increased from about \$6,840 in fiscal year 2015-2016 to \$7,089 in fiscal year 2016-2017, the year addressed by this report. For fiscal year 2017-2018, per-pupil funding is approximately \$7,323.

In total, five schools' annual overall rating on the Financial Performance Framework did not meet standard. As a group, however, charter schools appear to have exercised sound stewardship of state funds. The majority of schools are on solid footing for fiscal year 2017-2018, though some schools appear to be struggling with increased operating costs. The Commission is cognizant that charter schools may not remain on firm financial footing for the long term if current levels of available funding are not maintained in the coming years.

Table 15: Audited Financial Performance Framework Results for FY 2016-17

School	Current ratio greater than or equal to 1.1	Enrollment variance equals or exceeds 95% in the most recent year	Days cash on hand ≥ 60 days or 30-60 days trending upward	Total margin is positive	Debt to assets ratio is less than 50%	Cash flow is positive	Unrestricted fund balance percentage greater than 25%	Change in total fund balance is positive	Overall Annual Rating
1. Connections Public Charter School	5.5	104.7%	187	18.5%	12.6%	\$545,755	69.5%	\$608,122	Meets
2. Hālau Kū Māna Public Charter School	20.8	95.2%	375	-2.6%	3.4%	-\$76,286	143.7%	-\$40,367	Meets
3. Hawai'i Academy of Arts & Science Public Charter School (HAAS)	4.0	114.5%	157	9.1%	18.8%	\$706,352	48.1%	\$336,374	Meets
4. Hawai'i Technology Academy	3.6	102.6%	97	3.3%	30.3%	-\$237,668	30.0%	\$277,901	Meets
5. Innovations Public Charter School	2.4	100.0%	149	0.5%	42.4%	\$164,043	23.6%	\$9,741	Meets
6. Ka 'Umeke Kā'eo	6.3	103.8%	254	11.0%	13.4%	\$108,186	99.9%	\$321,066	Meets
7. Kamaile Academy, PCS	6.1	97.8%	223	11.1%	16.5%	\$1,025,224	100.4%	\$1,111,604	Meets
8. Kanu o ka 'Āina New Century Public Charter School	3.2	157.1%	65	11.8%	26.8%	\$291,522	24.8%	\$575,867	Meets
9. Kanuikaponu Public Charter School	8.3	89.2%	126	14.3%	9.8%	\$173,170	61.9%	\$256,593	Meets
10. Kawaikini New Century Public Charter School	3.9	99.3%	83	-0.4%	7.0%	\$172,570	89.9%	-\$6,063	Meets
11. Ke Ana La'ahana PCS	6.7	138.5%	340	8.3%	14.6%	\$88,256	84.3%	\$59,751	Meets

Table 15: Audited Financial Performance Framework Results for FY 2016-17

School	Current ratio greater than or equal to 1.1	Enrollment variance equals or exceeds 95% in the most recent year	Days cash on hand ≥ 60 days or 30-60 days trending upward	Total margin is positive	Debt to assets ratio is less than 50%	Cash flow is positive	Unrestricted fund balance percentage greater than 25%	Change in total fund balance is positive	Overall Annual Rating
12. Ke Kula Niihau O Kekaha Learning Center	6.3	79.4%	56	3.6%	6.7%	-\$101,203	73.6%	\$43,998	Meets
13. Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	4.5	112.1%	86	5.8%	8.2%	\$196,085	72.3%	\$531,992	Meets
14. Ke Kula 'o Samuel M. Kamakau, LPCS	6.7	96.6%	157	13.6%	13.3%	\$97,675	96.9%	\$255,651	Meets
15. Kihei Charter School	79.4	93.4%	90	1.0%	0.8%	-\$708,556	43.0%	\$41,631	Meets
16. Kua o ka Lā New Century Public Charter School	6.4	145.1%	109	6.7%	14.0%	\$524,962	40.7%	\$165,890	Meets
17. Kualapu'u School: A Public Conversion Charter	3.4	94.2%	158	11.5%	28.1%	\$301,748	44.4%	\$306,096	Meets
18. Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	10.1	106.0%	191	12.2%	8.9%	\$12,475	75.7%	\$99,190	Meets
19. Lanikai Elementary Public Charter School (currently Ka'ōhao Public Charter School)	6.5	101.5%	182	5.0%	13.6%	\$207,476	91.3%	\$136,628	Meets

Table 15: Audited Financial Performance Framework Results for FY 2016-17

School	Current ratio greater than or equal to 1.1	Enrollment variance equals or exceeds 95% in the most recent year	Days cash on hand ≥ 60 days or 30-60 days trending upward	Total margin is positive	Debt to assets ratio is less than 50%	Cash flow is positive	Unrestricted fund balance percentage greater than 25%	Change in total fund balance is positive	Overall Annual Rating
20. Laupāhoehoe Community Public Charter School	3.8	118.3%	113	7.4%	24.2%	\$60,807	31.2%	\$220,186	Meets
21. Mālama Honua Public Charter School	11.9	128.8%	186	23.6%	6.3%	\$233,997	72.0%	\$247,125	Meets
22. Myron B. Thompson Academy	14.4	90.0%	512	16.3%	6.3%	\$756,021	139.7%	\$818,397	Meets
23. Nā Wai Ola Public Charter School	2.6	80.3%	51	11.8%	24.3%	\$127,444	23.1%	\$193,857	Meets
24. SEEQS: the School for Examining Essential Questions of Sustainability	5.1	102.5%	57	3.1%	15.7%	\$219,173	21.1%	\$47,796	Meets
25. University Laboratory School	2.5	97.8%	87	0.4%	40.5%	\$55,907	15.9%	\$12,961	Meets
26. Voyager: A Public Charter School	3.4	100.0%	122	5.0%	29.6%	\$113,620	3.7%	\$121,590	Meets
27. Wai'ālae Elementary Public Charter School	3.8	99.2%	156	0.5%	37.7%	-\$48,659	37.9%	\$23,511	Meets
28. Waimea Middle Public Conversion Charter School	3.1	96.5%	199	-4.8%	27.5%	\$17,207	59.4%	-\$141,184	Meets

Table 15: Audited Financial Performance Framework Results for FY 2016-17

School	Current ratio greater than or equal to 1.1	Enrollment variance equals or exceeds 95% in the most recent year	Days cash on hand ≥ 60 days or 30-60 days trending upward	Total margin is positive	Debt to assets ratio is less than 50%	Cash flow is positive	Unrestricted fund balance percentage greater than 25%	Change in total fund balance is positive	Overall Annual Rating
29. West Hawai'i Explorations Academy	6.1	104.8%	195	-4.3%	7.6%	\$310,837	108.8%	-\$91,928	Meets
30. Hakipu'u Learning Center	2.7	98.4%	62	-5.9%	28.1%	-\$83,015	17.5%	-\$56,947	Does Not Meet
31. Ka Waihona o ka Na'auao Public Charter School	0.8	98.2%	24	2.5%	22.2%	\$118,173	43.2%	\$180,288	Does Not Meet
32. Ka'u Learning Academy	2.4	124.7%	15	3.4%	23.3%	-\$38,070	14.3%	\$33,389	Does Not Meet
33. Kona Pacific Public Charter School	1.0	99.1%	10	0.4%	90.8%	\$4,765	0.7%	\$7,583	Does Not Meet
34. The Volcano School of Arts & Sciences	2.8	94.5%	52	-4.6%	32.8%	\$41,289	15.1%	-\$81,949	Does Not Meet

C. Organizational Performance

1. Organizational Performance Framework

The purpose of the Organizational Performance Framework is to provide an accountability system that effectively monitors and assesses charter schools' compliance with laws and contractual requirements, while recognizing the autonomy of schools and working towards a goal of minimizing the administrative and reporting burden. The Organizational Performance Framework allows the Commission to perform one of its core responsibilities with respect to charter schools: protecting the public interest. According to guidance on the Organizational Performance Framework from NACSA, the framework holds charter schools accountable for respecting the rights of students and staff, while also protecting the interests of the general public by ensuring that all legal and contractual obligations are met.²³

The Organizational Performance Framework is divided into six categories, each of which evaluates a different aspect of a school's organizational performance:

- 1) **Education Program.** This category assesses the school's adherence to the material (*i.e.*, relevant and significant) terms of its proposed education program.
- 2) **Financial Management and Oversight.** This category is used to determine compliance of the school's management and oversight of its finances by ensuring that charter schools submit mandatory financial reports by set deadlines — this is distinguishable from the Financial Performance Framework, which is used to analyze a school's financial performance.
- 3) **Governance and Reporting.** This category sets forth the expectations of the governing board's compliance with governance-related laws, specifically requirements regarding open meetings and reporting on those meetings to ensure transparency of the board's oversight of the school.
- 4) **Students and Employees.** This category measures compliance with a number of laws relating to students and employees. These include the rights of students and employees regarding access and equity, as well as operational requirements, such as teacher licensing and posting school policies.
- 5) **School Environment.** This category addresses health and safety areas, such as the charter school's facility, transportation, and health services, among other things.
- 6) **Additional Obligations.** This category is meant to be a catch-all section for measures that represent the authorizer's lower-priority requirements and any requirements that were established after the Organizational Performance Framework was adopted into the Charter Contract.

²³ NACSA's Core Performance Framework and Guidance, March 2013, page 64:
<http://www.qualitycharters.org/wp-content/uploads/2016/01/CorePerformanceFrameworkAndGuidance.pdf>

2. Overall Evaluation of Organizational Performance

For the 2016-2017 school year, the Organizational Performance Framework focused on four of the five indicators used the previous year. These four indicators are explained in detail below. The fifth indicator, Satisfactory Completion of Compliance Review tasks, was not utilized since it is associated with school site visits, which were not conducted during the 2016-2017 school year.

In school year 2016-2017, the Commission monitored school performance and collected data on the Organizational Performance Framework measures; however, the results were not used to determine an annual overall rating of “Meets Standard” or “Does Not Meet Standards” because they were no longer necessary. The previous year, annual overall ratings were used to determine the length of each charter school’s next contract term for the upcoming contract renewal process. In school year 2016-2017, annual ratings were not incorporated into the evaluation of charter schools under the Organizational Performance Framework because 33 of the 34 operating charter schools had completed the Commission’s renewal process and executed new contracts.

The Commission developed a revised Organizational Performance Framework for the new Charter Contract, effective July 1, 2017, which incorporated first-hand observations from the site visits conducted in the 2015-2016 school year and feedback from schools.

a) On-Time Completion Rate for Epicenter Tasks

Charter schools were required to complete compliance-related tasks in a timely manner; the target standard under the annual rating system was to have an on-time completion rate of 70% or higher. These compliance-related tasks were administered through the Commission’s web-based compliance management system, Epicenter. The on-time percentage is calculated automatically by Epicenter and is available to the schools at all times.

b) Number of Notices of Deficiency Issued

A Notice of Deficiency is a written notification informing a charter school of non-compliance with legal or contractual requirements or unsatisfactory performance under the other performance frameworks. The target standard under the annual rating system required charter schools to have no more than one Notice of Deficiency issued to the school during the school year.

c) Number of incidents of non-compliance with governing board meeting requirements, as set forth in HRS §302D-12(h)

State law requires charter school governing boards to comply with certain meeting reporting requirements, such as posting meeting agendas and meeting minutes on the school website, in order to ensure transparent charter school governance. The target standard for this indicator under the annual rating system required charter schools to have no more than two instances of non-compliance with governing board meeting requirements. Failure to publicly post meeting minutes or to provide notice of a governing board meeting by posting an agenda on the school website are examples of incidents of non-compliance.

d) Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1

The Charter Contract requires charter schools to make the following seven policies and procedures readily accessible on the school's website:

- Conflict of Interest;
- Admissions;
- Student Conduct and Discipline;
- Complaints;
- Procurement;
- Accounting Policies and Procedures; and
- Personnel.

This indicator ensures transparency of school operations for students, parents, and the general public. The target standard under the annual rating system for this indicator was no more than one incident of non-compliance; the absence of one of the above policies on the school website would constitute an incident of non-compliance.

Table 16 details charter school performance on the indicators described above for the 2016-2017 school year. These four measures evaluated overall compliance, the importance of completing compliance tasks in a proper and timely manner, meeting governance requirements, and promoting transparency in school operations. Twelve of the 34 operating charter schools had no incidents of non-compliance for any of the Organizational Performance Framework measures, and an additional 13 schools had one or more incidents of non-compliance for only one of the three measures; overall, 25 charter schools met all requirements for at least three of the four measures. Areas for improvement, as indicated by the number of schools that had incidents of non-compliance in school year 2016-2017, are timely completion of compliance tasks in the Epicenter online system (16 schools) and compliance with governing board meeting requirements (12 schools).

Table 16: Organizational Performance Measures

School	Completed All Epicenter Tasks On Time	No Notices of Deficiency	In Compliance w/All Gov. Board Mtg. Reqs.	In Compliance w/All School Policy Reqs.
<i>In Compliance for 4 of 4 Measures</i>				
Hālau Kū Māna Public Charter School	✓	✓	✓	✓
Hawai'i Technology Academy	✓	✓	✓	✓
Kamaile Academy, PCS	✓	✓	✓	✓
Kanu o ka 'Āina New Century Public Charter School	✓	✓	✓	✓
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	✓	✓	✓	✓
Ke Kula 'o Samuel M. Kamakau, LPCS	✓	✓	✓	✓
Kualapu'u School: A Public Conversion Charter	✓	✓	✓	✓
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	✓	✓	✓	✓
Myron B. Thompson Academy	✓	✓	✓	✓
University Laboratory School	✓	✓	✓	✓
The Volcano School of Arts & Sciences	✓	✓	✓	✓
Waimea Middle Public Conversion Charter School	✓	✓	✓	✓

<i>In Compliance for 3 of 4 Measures</i>				
Connections Public Charter School	✓	✓	X	✓
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	✓	✓	✓	X
Ka Waihona o ka Na'auao Public Charter School	✓	✓	X	✓
Kawaikini New Century Public Charter School	X	✓	✓	✓
Ke Kula Niihau O Kekaha Learning Center	X	✓	✓	✓
Kihei Charter School	✓	✓	X	✓
Kona Pacific Public Charter School	X	✓	✓	✓
Lanikai Elementary Public Charter School	✓	✓	X	✓
Laupāhoehoe Community Public Charter School	X	✓	✓	✓
Mālama Honua Public Charter School	✓	✓	X	✓
SEEQS: the School for Examining Essential Questions of Sustainability	X	✓	✓	✓
Wai'alae Elementary Public Charter School	X	✓	✓	✓
West Hawai'i Explorations Academy	X	✓	✓	✓

Table 16: Organizational Performance Measures

School	Completed All Epicenter Tasks On Time	No Notices of Deficiency	In Compliance w/All Gov. Board Mtg. Reqs.	In Compliance w/All School Policy Reqs.
<i>In Compliance for 2 of 4 Measures</i>				
Innovations Public Charter School	X	X	✓	✓
Ka 'Umeke Kā'eo	X	X	✓	✓
Ka'u Learning Academy	X	✓	X	✓
Kua o ka Lā New Century Public Charter School	X	✓	X	✓
Nā Wai Ola Public Charter School	X	✓	X	✓
Voyager: A Public Charter School	X	✓	X	✓
<i>In Compliance for 1 of 4 Measures</i>				
Hakipu'u Learning Center	X	✓	X	X
Kanuikapono Public Charter School	X	✓	X	X
Ke Ana La'ahana PCS	X	✓	X	X

VII. Portfolio Status

*The status of the authorizer's public charter school portfolio, identifying all public charter schools and applicants in each of the following categories: approved (but not yet open), approved (but withdrawn), not approved, operating, renewed, transferred, revoked, not renewed, or voluntarily closed.*²⁴

When the Commission first began in 2012, all charter schools in operation were given the same one-year contract term for the 2013-2014 school year, in part to give the Commission the opportunity to revisit the Charter Contract and Performance Framework and make necessary revisions before adopting the first multi-year Charter Contract. School year 2014-2015 was the first year of this contract, often referred to as “Contract 2.0,” which had a standard term of three years and expired on June 30, 2017.

All schools that entered into Contract 2.0 went through the Commission’s contract renewal process during school year 2016-2017 and were awarded new contracts of lengths from two to five years.²⁵ The length of each contract was based on the performance results of the school that were released during the contract period for Contract 2.0. Under the terms of this contract, a school that achieved high levels of performance under the Performance Framework was eligible for an automatic two-year extension and was not required to undergo the Commission’s contract renewal process; however, none of the eligible schools exercised this option and instead chose to engage in the renewal process.

As of the 2016-2017 school year, there were 34 public charter schools operating, plus two approved and scheduled to open in school year 2017-2018, and one approved and scheduled to open in school year 2018-2019.

Table 17: Status of Charter Schools and Applicants in State Public Charter School Commission’s Portfolio

School	2016-17
Connections Public Charter School	Operating
Hakipu’u Learning Center	Operating
Hālau Kū Māna Public Charter School	Operating
Hawai’i Academy of Arts & Science Public Charter School (HAAS)	Operating
Hawai’i Technology Academy	Operating
Innovations Public Charter School	Operating
Ka ‘Umeke Kā’eo	Operating
Ka Waihona o ka Na’auao Public Charter School	Operating

²⁴ HRS §302D-7(4)

²⁵ Ka’u Learning Academy was the only operating charter school that was not required to go through this contract renewal process, as the school is on a different contract timeline — the school has a five-year contract that expires on June 30, 2020.

Table 17: Status of Charter Schools and Applicants in State Public Charter School Commission's Portfolio

School	2016-17
Kamaile Academy, PCS	Operating
Kanu o ka 'Āina New Century Public Charter School	Operating
Kanuikapono Public Charter School	Operating
Ka'u Learning Academy	Operating
Kawaikini New Century Public Charter School	Operating
Ke Ana La'ahana PCS	Operating
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Operating
Ke Kula 'o Samuel M. Kamakau, LPCS	Operating
Ke Kula Niihau O Kekaha Learning Center	Operating
Kihei Charter School	Operating
Kona Pacific Public Charter School	Operating
Kua o ka Lā New Century Public Charter School	Operating
Kualapu'u School: A Public Conversion Charter	Operating
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Operating
Lanikai Elementary Public Charter School (currently Ka'ōhao Public Charter School)	Operating
Laupāhoehoe Community Public Charter School	Operating
Mālama Honua Public Charter School	Operating
Myron B. Thompson Academy	Operating
Nā Wai Ola Public Charter School	Operating
SEEQS: the School for Examining Essential Questions of Sustainability	Operating
University Laboratory School	Operating
The Volcano School of Arts & Sciences	Operating
Voyager: A Public Charter School	Operating
Wai'ālae Elementary Public Charter School	Operating
Waimea Middle Public Conversion Charter School	Operating
West Hawai'i Explorations Academy	Operating
Alaka'i O Kaua'i Charter School	Approved – scheduled to open in SY 2018-2019
Kamalani Academy	Approved – scheduled to open in SY 2017-2018
Kapolei Charter School by Goodwill Hawai'i	Approved – scheduled to open in SY 2017-2018
Accelerated Learning Laboratory - Hawai'i	Not approved
DreamHouse Ewa Beach	Not approved
IMAG Academy	Not approved
Kilohana Academy	Not approved

VIII. **Authorizing Functions Provided to Schools**

The authorizing functions provided by the authorizer to the public charter schools under its purview, including the authorizer's operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles.²⁶

A. Authorizing Functions

Pursuant to statute, HRS §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 promote 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;
- Monitoring, in accordance with Charter Contract terms, the performance and legal compliance of public charter schools; and
- Determining whether each Charter Contract merits renewal, nonrenewal, or revocation.

On November 19, 2016, after eight months of engagement and stakeholder feedback that was first initiated in March 2015, the Commission approved a renewal process, criteria, application, and guidance, for schools that have a charter contract. This first renewal process resulted in charter schools entering into the Commission's first multi-year contract to begin on July 1, 2017. The renewal process was completed well into the second contract term due to the fact that the Charter Contract was negotiated at the end of the 2013-2014 school year and there was not a renewal of the previous one-year Charter Contract.

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

²⁶ HRS §302D-5

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.²⁷

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

The Commission continues to evaluate these functions with an eye toward determining whether and to what degree any of these functions should be distinct from the Commission's role as authorizer. The Commission has continued to provide many non-authorizing functions to the charter schools, such as payroll, federal funding pass-through, and human resources support so that charter schools could continue to operate seamlessly. The Commission continues to explore ways to increase capacity in the charter schools to ensure that schools or other third parties can assume some of these necessary non-authorizer functions.

B. Authorizer's Operating Costs and Expenses

Total operating costs and expenses cover a range of services, as required by statute, to support the Commission in its role as the only authorizer in the State of Hawaii. For FY 2016-2017, the legislature appropriated \$1.5 million in general funds for the Commission.

During FY 2016-2017, the Commission's operating costs, supported with general funds, totaled \$1.5 million.

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

²⁷ HRS §302D-5(b)

C. Authorizer Services Purchased by Charter Schools

The services purchased from the authorizer by the public charter schools under its purview.²⁸

No services were purchased from the Commission by charter schools in the 2016-2017 fiscal year.

D. Federal Funds

A line-item breakdown of the federal funds received by the department and distributed by the authorizer to public charter schools under its control.²⁹

Any concerns regarding equity and recommendations to improve access to and distribution of federal funds to public charter schools.³⁰

1. Federal Funds Received

Since July 1, 2013, the Commission staff has been responsible for receiving and distributing federal funds to charter schools. The Commission serves as a pass through entity allocating federal funds from the DOE to charter schools. The following table sets forth the federal funds that the Commission disbursed to the schools for the 2016-2017 fiscal year.

Table 18: Federal Fund Allocations and Expenditures for Charter Schools

Federal Program ³¹	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2016-2017	Federal Funds Expended in FY 2016-2017 ³²
NCLB Title I LEA Grant - Parent Involvement	To provide support for parent involvement activities, including, but not limited to, family literacy training and training to enhance parenting skills. Distribution based on Title I formula.	\$22,782	\$32,000

²⁸ HRS §302D-7(6)

²⁹ HRS §302D-7(7)

³⁰ HRS §302D-7(8)

³¹ The type of federal programs may vary from year to year.

³² The amount of expended federal funds may exceed the amount allocated in a given fiscal year due to expenditure timeframes that extend over multiple fiscal years.

For example, if funds that were allocated in fiscal year 2014-2015 must be spent within an 18-month timeframe, then any funds unspent at the end of fiscal year 2014-2015 would carry over to fiscal year 2015-2016, as they could still be spent through December 2015. Since any expended “carryover” funds would be included in the total amount of expended funds for fiscal year 2015-2016, the year’s expenditures could appear greater than the year’s allocation. This would be explained by the fact that the amount of funds expended in fiscal year 2015-2016 drew from funds that were allocated in both fiscal years 2014-2015 and 2015-2016.

Table 18: Federal Fund Allocations and Expenditures for Charter Schools

Federal Program ³¹	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2016-2017	Federal Funds Expended in FY 2016-2017 ³²
NCLB Migrant Education	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.	\$18,796	\$18,796
U.S. DOE Impact Aid	To provide financial assistance to local education agencies affected by Federal presence. Distribution based on proportion of total public school enrollment.	\$2,277,575	\$2,277,575
DoD Supplement to Impact Aid funds for Compact Impact funds	To provide charter schools with a pro-rata share based on enrollment of the federal Compact Impact funds received from the U.S. Department of the Interior. In lieu of directly allocating Compact Impact funds that carry with them spending restrictions and reporting requirements, this allocation was made using U.S. Department of Defense (DoD) Supplement to Impact Aid funds that only requires the funds be expended pursuant to State law.	\$76,560	\$76,560
DoD Supplement to Impact Aid	To provide financial assistance to local education agencies affected by military presence. Distribution based on proportion of total public school enrollment.	\$149,897	\$149,897
McKinney Vento Act 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	\$18,875

Table 18: Federal Fund Allocations and Expenditures for Charter Schools

Federal Program ³¹	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2016-2017	Federal Funds Expended in FY 2016-2017 ³²
NCLB Math & Science Partnership FY17	To provide stipends to teachers at identified schools that participated in training sessions during SY16-17.	\$1,036	\$1,036
NCLB Title I Local Education Agency (LEA) Grant - Schools	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 I formula using number of students eligible for free or reduced-price meals, multiplied by the per-pupil funding amount for the school's county.	\$1,298,187	\$1,803,500
NCLB Title I LEA Grant - Resource Teachers	To provide technical support to Title I schools. Distribution for a Title I Linker to provide technical support to Title I charter schools.	\$91,973	\$91,973
NCLB Title I LEA - Transformation & Supplemental Services	To support school improvement/ turnaround activities at the complex and school level with supplemental education supports and services for Priority, Focus, and low-performing schools.	\$680,468	\$1,210,816
NCLB Title I LEA Grant - School Improvement	To provide supplemental services and supports to Priority, Focus, and low-performing schools.	\$120,515	\$323,258
NCLB Title IIA High Quality Professional Development	To improve teacher and principal quality and increase the number of highly qualified teachers in the classroom. Distribution based on an approved Title IIA Highly Qualified Plan.	\$200,373	\$120,090

Table 18: Federal Fund Allocations and Expenditures for Charter Schools

Federal Program ³¹	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2016-2017	Federal Funds Expended in FY 2016-2017 ³²
NCLB Title I LEA Grant - Professional Development	To support training and professional development to assist teachers and paraprofessionals in Title I Priority, Focus, and low-performing schools.	\$0	\$167,764
NCLB Title IIA Assist Non-Highly Qualified Teachers to Become Highly Qualified Teachers	To provide charter schools with funding to support professional development and other activities that assist Non-Highly Qualified Teachers to become Highly Qualified in core academic subjects.	\$1,720	\$144
NCLB Title III Language Instruction	To supplement efforts to improve the education of limited English proficient s. Distribution based on the number of English language learners enrolled in schools after submission and approval of written plans.	\$21,187	\$0
TOTAL		\$4,979,944	\$6,292,284

E. Equity Concerns and Access and Distribution Recommendations

The Commission continued its efforts raise awareness regarding access and equity of funding for public charter schools within the public school system of Hawai‘i. These efforts have included increasing awareness of this concern with other stakeholders, primarily the State Legislature.

During the 2017 legislative session, the Commission supported legislation intended to evaluate and address the perceptions of inequities with charter school funding. The Commission proposed and supported House Concurrent Resolution 81 and Senate Concurrent Resolution 53, which requested a study of the per-pupil funding system for charter schools to determine whether the system ensures equitable funding among all public schools.

While the resolutions were heard and passed out of the Education Committees, both failed to move forward. In school year 2017-2018, the Commission will work to develop communication and information strategies in collaboration with charter schools, the DOE, and other stakeholders to answer and/or clarify issues surrounding resource allocation, support systems, and programs.

IX. BOE Special Review of the State Public Charter School Commission

In 2016, the BOE formed a Special Review Investigative Committee (Investigative Committee) that conducted a performance review of the Commission. As described in the document “Board Process for Special Review of the State Public Charter School Commission,”³³ the goal of this review was:

...to determine whether or not the Commission meets statutory requirements and national principles and standards for quality charter authorizing (as outlined in the National Association of Charter School Authorizers’ Principles & Standards for Quality Charter School Authorizing, 2015 Edition³⁴) in the following areas:

- A. Organizational capacity and infrastructure; and
- B. Authorizer processes and decision-making, specifically:
 - Application process and decision-making;
 - Performance contracting;
 - Ongoing oversight and evaluation; and
 - Revocation and renewal decision-making.

The BOE found that the Commission did not meet the standards for three of its 23 performance measures: Performance Measures A.2 (Strategic Vision and Organizational Goals), A.4 (Operational Conflicts of Interest), and A.5 (Self-Evaluation of Capacity, Infrastructure, and Practices).

As a result, the BOE required the Commission to:

1. Provide corrective action plans to address the deficiencies found in Performance Measures A.2, A.4, and A.5; and
2. Report to the Board quarterly on, as well as include in the Commission’s annual report to the Board, the corrective actions taken to address the deficiencies found in this report (for each Performance Measure that did not receive a rating of “Meets”) until the Board determines sufficient progress has been made.³⁵

See the table below for information about the Commission’s corrective actions and plans, if applicable.

³³ See Exhibit A of the submittal from the Investigative Committee to the BOE regarding the special review of the Commission, dated August 16, 2016:
http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20160816_Report%20on%20Charter%20School%20PIG.pdf

³⁴ http://www.qualitycharters.org/wp-content/uploads/2015/08/Principles-and-Standards_2015-Edition.pdf

³⁵ From Exhibit B of the submittal from the Investigative Committee to the BOE regarding the special review of the Commission, dated February 7, 2017 (“Board of Education Special Review Report: A report on the special review of the State Public Charter School Commission Initiated on September 6, 2016,” dated February 21, 2017):
http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20170221_Board%20Action%20on%20Special%20Review%20recommendations.pdf

BOE performance measure	Deficiencies	Corrective actions (and plan, if applicable) as of October 2017
<p>A.2: Strategic Vision and Organizational Goals <i>(corrective action plan required)</i></p>	<p>In a written response to the Committee, the Commission recognizes that it does not have a documented vision or measurable organizational goals. Without an articulated and intentional strategic vision and plan for chartering—including clear organizational priorities, goals, and timeframes for achievement—it would be difficult for the Commission to:</p> <ul style="list-style-type: none"> • Implement policies, processes, and practices that streamline and systematize its work toward its stated goals; • Evaluate its work regularly against its strategic plan goals or implement plans for improvement when falling short of its strategic plan; or • Report on its progress and performance in meeting its strategic plan goals. <p>A lack of a “long-term strategic vision for Hawaii’s public charter schools” is not complying with the Commission’s role as provide for by statute (HRS §302D-3(d)). Through interviews with Commission board and staff leadership, it is clear that the Commission does not have a consensus within its own organization as to its responsibilities in establishing a strategic vision. Some interviewees seemed to believe the statutory mission of the Commission (as provided for in HRS §302D-3(b)) is the same as the strategic vision it is responsible for establishing, while others stated that the Commission cannot begin establishing a vision without participation from the Board. Others thought that, while alignment with the Board is ideal, the Commission should develop a strategic vision independent of the Board.</p>	<p><u>Corrective action plan and corrective actions:</u></p> <p>The Commission appointed a Permitted Interaction Group (PIG) to engage in strategic planning, and has initiated the process of creating a long-term strategic vision for Hawaii’s public charter schools.</p> <p>The three key steps in this process are:</p> <ol style="list-style-type: none"> 1. Approve/organize a PIG (completed 4/13/2017); 2. Receive a report out and recommendation from the PIG (recommended to be scheduled January 2018 Commission General Meeting); 3. Take action on the PIG recommendation (recommended to be scheduled for the February 2018 Commission General Meeting) <p>Project Phases & Milestones:</p> <ul style="list-style-type: none"> ▪ Phase 0 – Planning ▪ Phase I – Where are we going? (Vision) ▪ Phase II – How are we getting there? ▪ Phase III – Where are we now? ▪ Phase IV – How do we manage and maintain? ▪ Phase V – Closing and Lessons Learned

BOE performance measure	Deficiencies	Corrective actions (and plan, if applicable) as of October 2017
A.3: Commitment to Quality Authorizing	The Commission acknowledges that it needs a more comprehensive plan for orienting new Commissioners to the core principles of quality authorizing.	<u>Corrective actions:</u> Commission will be reviewing all deficiencies identified in the BOE Special Review Report as part of its strategic planning process during school year 2017-2018.
A.4: Operational Conflicts of Interest <i>(corrective action plan required)</i>	<p>While Commissioners have in the past independently sought advice from the State Ethics Commission and acted appropriately based on the advice, they are not directed to do so by a conflict of interest policy or procedure. The Commission has a code of conduct attached to its bylaws. However, the code of conduct is not a comprehensive conflict of interest policy that defines external relationships and lines of authority to protect its authorizing functions from conflicts of interest and political influence. The Commission argues that the State Ethics Code serves as its conflicts of interest policy; however, HRS §302D-8 requires more protections against conflicts of interest for authorizers. Further, neither law clearly serves as a comprehensive conflict of interest policy that defines external relationships and lines of authority to protect its authorizing functions from conflicts of interest and political influence.</p> <p>Even without its own conflict of interest policy, the Commission acknowledges it does not have procedures to implement the State Ethics Code or HRS §302D-8.</p>	<u>Corrective action plan and corrective actions:</u> The Commission drafted a Standard of Conduct and Conflict of Interest policy and procedure, ³⁶ which was adopted on August 15, 2017.

³⁶<http://sharepoint.spcsc.hawaii.gov/SPCSC/Documents/VI.%20A.%20Commission%20Conflict%20of%20Interest%20Policy%20and%20Procedures.pdf>

BOE performance measure	Deficiencies	Corrective actions (and plan, if applicable) as of October 2017
<p>A.5: Self-Evaluation of Capacity, Infrastructure, and Practices (<i>corrective action plan required</i>)</p>	<p>In a written response to the Committee, the Commission cites a permitted interaction group created by the Commission as its most recent example of self-evaluation. However, this group was created in response to the pending special review and utilized criteria established by the Board for this purpose. Through interviews, the Commission acknowledged that it does not have a documented or systematic process for regularly evaluating its work against national standards for quality authorizing and recognizing effective practices. The Commission noted that it has been in existence for a short time and preoccupied with urgent responsibilities tasked by law, yet it will be contracting with NACSA to conduct an evaluation, which will make a total of three evaluations within a year when it previously did none. The Committee is unclear as to why the Commission will be devoting time and resources to another evaluation clustered closely to its previous self-evaluation and this special review rather than developing a system for <i>regular</i> evaluations.</p> <p>The survey conducted by the Committee found that Commission responses (including Commissioner and Commission staff responses) tend to be in overwhelming agreement that the Commission achieves its statutory obligations and authorizer responsibilities. However, the survey also found that charter schools (which includes responses from governing board chairpersons and school directors) do not share that perspective and have a high rate of disagreement that the Commission achieves these same statutory obligations and authorizer responsibilities. The wide disparity in perspectives between the Commission and charter schools suggests that the Commission should, but does not, engage in effective self-evaluation that includes meaningful and constructive feedback from the charter schools in its portfolio.</p>	<p><u>Corrective action plan and corrective actions:</u></p> <p>The Commission conducted an internal self-evaluation that used the NACSA Principles and Standards as an evaluation framework, and then brought in NACSA to conduct an independent, external evaluation of the Commission and its work to date. The Commission analyzed the findings of its self-evaluation, the BOE’s special review report, and NACSA’s external evaluation in order to ensure a comprehensive understanding of its strengths and weaknesses, and then used this information to develop a plan to address the areas identified for improvement.</p> <p>The Commission’s strategic plan will include a process with scheduled dates for self-evaluation that begin after the initial implementation of the plan. A year after implementation has begun, the Commission will revisit the strategic plan.</p> <p>The Commission scheduled a meeting with Governor Ige to discuss the original intent behind the establishment of charter schools in Hawaii. The Commission further worked to improve BOE and Commission communications, including reaching out and meeting with BOE members.</p> <p>To better define and reflect the goals and purpose of its work, the Commission is creating a communication plan to solicit stakeholder feedback on the Commission and the internal</p>

BOE performance measure	Deficiencies	Corrective actions (and plan, if applicable) as of October 2017
		changes made regarding the Commission staff's reorganization and federal programs support.
A.6: Structure of Operations	<p>In a written response to the Committee, the Commission recognizes that its organizational structure and the duties and responsibilities of each position could be more clearly defined with a comprehensive long-term strategic vision.</p> <p>Because the organizational structure is not more clearly defined with appropriate lines of authority, aspects of the structure are not appropriate to effective authorizing, in particular the blending of authorizing and support functions. For example, the Academic Performance Manager position should be primarily focused on academic performance management and accountability, an essential area of charter school oversight. However, according to the Commission's organizational chart, job descriptions, and discussions with the Commission, the Academic Performance Manager oversees a number of positions focused on federal programs, including those providing support related to Title I (<i>i.e.</i>, Educational Specialists). This structure compromises both the Commission's essential authorizing duties of monitoring and oversight as well as its effectiveness in delivering federal program support, such as providing assistance to schools in developing school improvement plans. On one hand, because the Academic Performance Manager supervises the Educational Specialists, schools may think that if they follow the advice of the Educational Specialists, their contracts will be renewed. In addition, the Educational Specialists may be placed in a difficult position should an issue arise at a school to which they are providing support. The Educational Specialists may need guidance or support from their supervisor, but as the Academic Performance Manager, the supervisor's knowledge of the issue may trigger a response from the Commission's authorizer arm. This hinders the effectiveness of</p>	<p><u>Corrective actions:</u></p> <p>The Commission staff realigned its organizational structure around three primary functions: authorizing, administrative support, and federal programs support. In addition, individual positions have been redescribed to better align with this new organizational structure.</p>

BOE performance measure	Deficiencies	Corrective actions (and plan, if applicable) as of October 2017
	<p>the Educational Specialists because schools may be reluctant to share the details of their educational programs with the Educational Specialists for fear of additional monitoring or intervention from the Commission. Past written comments to the Board from former Commission staff who served in federal program positions also seem to suggest this structure is counterproductive.</p> <p>In a written response to the Committee, the Commission recognizes that it could better assess whether or not it has sufficient resources to effectively oversee its portfolio of charter schools if it had a comprehensive long-term strategic vision.</p>	
<p>A.8: Capacity and Skill Development of Leadership and Staff</p>	<p>Aside from its limited engagement with NACSA, the Commission recognizes that it does not provide regular professional development opportunities that ensure its leadership and staff achieve and maintain high standards of professional authorizing practice. In discussions with Board staff, the Commission noted that it is working on developing a system for professional development and will be seeking funding to support it.</p> <p>Without a vision and measurable organizational goals, the Commission cannot provide professional development that adequately enables continual agency improvement. In discussions with Board staff, the Commission also noted that it needs to better understand the needs of the schools to better assess how the Commission needs to improve.</p>	<p><u>Corrective actions:</u></p> <p>Commission will be reviewing all deficiencies identified in the BOE Special Review Report as part of its strategic planning process during school year 2017-2018.</p>

BOE performance measure	Deficiencies	Corrective actions (and plan, if applicable) as of October 2017
A.9: Authorizing Operational Budget	<p>In a written response to the Committee, the Commission stated that it “does not believe there has been a full audit by the Commission of the resource needs required for authorizing the portfolio of charter schools, accounting for the additional responsibilities taken on by the Commission.” The Commission acknowledges that it does not know what its financial needs are to fulfill its authorizing responsibilities in accordance with national standards and commensurate with the scale of its charter school portfolio while also fulfilling additional responsibilities that, although perhaps not statutorily required, are necessary as the result of charter schools being entities of the State.</p>	<p><u>Corrective actions:</u></p> <p>Commission will be reviewing all deficiencies identified in the BOE Special Review Report as part of its strategic planning process during school year 2017-2018.</p> <p>Through the Commission staff’s recent reorganization, the Commission has determined that the current charter school system does not include an entity that provides charter schools with the administrative support they require in their capacity as state agencies, so this responsibility falls, by default, to the Commission and its staff. The Commission will pursue legislation to statutorily address this gap in the system, as well as resources to enable the Commission to continue to provide these necessary supports to charter schools.</p>
A.10: Compliance to Statutory Responsibilities	<p>The survey conducted by the Committee found that 60% of responding school directors disagree or strongly disagree that the “Commission receives and distributes applicable federal funds from the Department of Education to charter schools.” Some common themes, drawn from open-ended responses to the survey, claim that the Commission inappropriately withholds funds or does not distribute funding in accordance with funding formulas. Comments provided through the public hearing and group interviews with charter school leaders argue that the Commission does not provide timely distribution of funds, which in turn impacts the financial performance of schools. In follow-up discussions with Board staff, the Commission confirmed that, while adjustments to schools’</p>	<p><u>Corrective actions:</u></p> <p>The Commission is collaborating with the DOE to better understand and improve the allocation and distribution of federal funds to charter schools.</p>

BOE performance measure	Deficiencies	Corrective actions (and plan, if applicable) as of October 2017
	<p>financial performance are made after review of audited financial reports, schools could still end up on financial monitoring before then. The Committee was limited in its time and resources devoted to assessing this performance measure and therefore could not confirm the validity or accuracy of the issues raised by school leaders. The Committee did not find evidence that the Commission is statutorily noncompliant as measured by this performance measure, but the Commission acknowledged that, at a minimum, there is confusion surrounding funding distribution that it needs to address.</p>	
<p>B.2: Request for Proposals</p>	<p>Without a strategic vision, the RFP cannot align with or publicize the Commission’s vision. In a written response to the Committee, the Commission recognizes that additional work can be done in this area.</p> <p>The survey conducted by the Committee found that only a third of responding Commissioners believe that the Commission’s RFP “encourages diverse educational models from both new applicants and existing operators.”</p> <p>In a written response to the Committee, the Commission recognizes that it has not encouraged replication of existing charter school models. The survey conducted by the Committee confirms that only a third of responding Commissioners believe that the Commission’s RFP “encourages expansion and replication of successful charter school models.”</p>	<p><u>Corrective actions:</u></p> <p>Commission will be reviewing all deficiencies identified in the BOE Special Review Report as part of its strategic planning process during school year 2017-2018.</p>

BOE performance measure	Deficiencies	Corrective actions (and plan, if applicable) as of October 2017
<p>B.5: Charter Contract Terms, Negotiation, and Execution</p>	<p>The survey conducted by the Committee found that nearly two-thirds of responding school directors disagree or strongly disagree that the “Commission negotiates and executes charter contracts that clearly define material terms and rights and responsibilities of the schools and the Commission with clear, measurable, and attainable performance standards.” Respondents most commonly identified the lack of contract negotiations as a major issue. Some public testimonies argue that the complexity of the contract with the lack of immediate access to legal counsel mean that governing boards do not fully understand contracts within the timeframe provided for review. Further, several charter schools stated that they feel they have no choice but to sign contracts, indicating that there is not mutual acceptance of the terms of the contract. In discussions with Board staff, the Commission explained that it held several in-person meetings (on each island) and webinars with school leaders to discuss the charter contract but acknowledged that the Commission and governing boards may not have a mutual understanding of the terms of the contract.</p> <p>Most of the charter schools within the Commission’s portfolio of schools are currently on three-year charter contracts and only some will be renewed for five-year terms with the rest on shorter term contracts, which means the Commission conducts high-stakes reviews more frequently than every five years.</p> <p>The charter contract defines performance standards, but it is not clear in the charter contract if these standards are a condition of renewal, especially because the Commission adopted renewal criteria that rely on the performance frameworks but are not included in the charter contract.</p>	<p><u>Corrective actions:</u></p> <p>The Charter Contract that went into effect on July 1, 2017, was individually negotiated with charter schools and includes school-specific academic performance targets and contract renewal requirements.</p>

BOE performance measure	Deficiencies	Corrective actions (and plan, if applicable) as of October 2017
B.6: Charter School Performance Standards	<p>The charter contract contains measurable academic, financial, and organizational performance standards and targets, but it is not clear in the charter contract if these standards and targets are a condition of renewal, especially because the Commission adopted renewal criteria that rely on the performance frameworks but are not included in the charter contract.</p> <p>The academic performance framework defines the Strive HI Performance System as the source of academic data that form the evidence base for ongoing evaluation but does not describe all of the state-mandated standardized assessments and reports that serve as the data sources for the Strive HI Performance System. (Note: NACSA’s standards appear to encourage the use of internal assessments, qualitative reviews, and performance comparisons with other public schools in the state as additional sources of academic data that form the evidence base for ongoing evaluation and renewal, none of which are included in the Commission’s academic performance framework.)</p> <p>The Commission acknowledges that the organizational performance framework does not define the sources of organizational data that form the evidence base for ongoing evaluation and will be working on clearly defining the sources for next the charter contract.</p>	<p><u>Corrective actions:</u></p> <p>The Charter Contract that went into effect on July 1, 2017, was individually negotiated with charter schools and includes school-specific academic performance targets in the Academic Performance Framework. Charter school progress toward meeting these targets and their performance on all Financial and Organizational Performance Framework measures will determine contract renewal.</p>
B.7: Process for Ongoing Oversight of Charter Schools	<p>In a written response to the Committee, the Commission stated that “the charter contract does not delineate specific processes for monitoring and oversight in the areas of academics, finances, and operations.” The Commission acknowledges that, while the charter contract references a “compliance management system” (section 12.1), it does not define an accountability and compliance monitoring system. Further, the system is not described through any documented processes or procedures.</p>	<p><u>Corrective actions:</u></p> <p>Commission staff has streamlined the process for compliance reporting by charter schools for the 2017-2018 school year. In addition, staff have developed and will be seeking approval from the Commission for an updated accountability and compliance monitoring system.</p>

BOE performance measure	Deficiencies	Corrective actions (and plan, if applicable) as of October 2017
	<p>Because the Commission does not have any documented processes or procedures for the accountability and compliance monitoring system it implements, it is difficult to determine if the system effectively streamlines federal, state, and local performance expectations and compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens.</p>	
<p>B.8: Communicating Oversight</p>	<p>As noted in the strengths, the Commission communicates to schools the timing of gathering and reporting school performance and compliance data. However, the Commission does not define or clearly communicate to schools the process of gathering and reporting school performance and compliance data. While the Commission may informally communicate the method of gathering and reporting data through trainings, the Commission does not have any documented processes or procedures for the accountability and compliance monitoring system it implements (see weaknesses under Performance Measure B.7).</p> <p>In discussions with Board staff, the Commission acknowledged that it can improve on providing technical guidance to schools as needed to ensure timely compliance with applicable rules and regulations.</p>	<p><u>Corrective actions:</u></p> <p>See corrective actions for "B.7: Process for Ongoing Oversight of Charter Schools" above.</p>

BOE performance measure	Deficiencies	Corrective actions (and plan, if applicable) as of October 2017
B.9: Protecting School Autonomy	<p>The survey conducted by the Committee found that 72% of responding school directors disagree or strongly disagree that the “Commission respects, preserves, and supports the essential autonomies of the charter schools.” In follow-up discussions with Board staff, the Commission noted that there needs to be a definition or mutual understanding of autonomy.</p> <p>Because aspects of the Commission’s organizational structure are not appropriate for effective authorizing (see weaknesses under Performance Measure A.6), the Commission is vulnerable to unintentionally directing or participating in educational decisions or choices that are appropriately within a school’s purview under law or the charter contract.</p> <p>As noted under Performance Measure B.7, the Commission does not have any documented processes or procedures for the accountability and compliance monitoring system it implements. Therefore, it is difficult to determine if the system effectively streamlines federal, state, and local performance expectations and compliance requirements while protecting schools’ legally entitled autonomy and minimizing schools’ administrative and reporting burdens.</p>	<p><u>Corrective actions:</u></p> <p>See corrective actions for “B.7: Process for Ongoing Oversight of Charter Schools” above.</p>
B.12: Charter Contract Renewal or Revocation Processes and Decisions	<p>While the Commission revoked Hālau Lōkahi Charter School’s charter contract during the contract term, a 2015 State Auditors’ report entitled “Study of Public Charter Schools’ Governing Boards” found that the Commission delayed in revoking the contract even with clear evidence of extreme underperformance that imperiled public funds. The Commission has publicly acknowledged its shortcomings in the situation and has taken steps to be better prepared should a similar situation arise. Still, this is the only instance to date of a revocation decision on which to judge the Commission.</p>	<p><u>Corrective actions:</u></p> <p>Commission will be reviewing all deficiencies identified in the BOE Special Review Report as part of its strategic planning process during school year 2017-2018.</p>

BOE performance measure	Deficiencies	Corrective actions (and plan, if applicable) as of October 2017
	<p>Per the Commission’s renewal process and criteria, some renewal decisions will be based, in part, on additional indicators not included in the charter contract.</p> <p>In addition to the charter contract being unclear if the academic, financial, and organizational performance standards and targets in the renewal criteria are a condition of renewal, the renewal criteria allow a charter contract to be renewed even if the charter school scores in the lowest academic performance bracket and does not meet expectations in both organizational and financial performance. Based on its current and only renewal cycle thus far, the Commission will grant renewal to all schools regardless of performance instead of only to those that have achieved the standards and targets stated in the charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law.</p> <p>It is not entirely clear what the Commission’s rationale is for granting contract renewal to all charter schools, regardless of performance, with only the length of the contract being affected by a school’s performance. In discussions with Board staff, the Commission explained that schools should have a chance to prove themselves academically under the new federal law. However, it is the Commission, as the authorizer, that determines the standards, targets, and criteria for contract renewal, not federal or state law. Even the recently released federal regulations on the Every Student Succeeds Act confirm that authorizers retain authority to enforce accountability. Therefore, the Committee cannot determine whether or not the Commission is making renewal decisions on the basis of community pressure or solely on promises of future improvement.</p>	

X. Conclusion

In the 2016-2017 school year, the Commission continued in its evolution and growth to realize its statutorily mandated mission and responsibilities. The Commission worked diligently with the National Association of Charter School Authorizers (NACSA), the Hawaii State Legislature, the Hawaii Department of Education, our public charter schools, and the community to improve its practices and procedures to both support and hold accountable our public charter schools while at the same time solidify our commitment to high quality education in public charter schools. With the hiring of a new executive director, multiple reviews, and an in-depth examination into the functions, operations, and services that the Commission provides over and above its authorizer functions, the Commission took solid steps towards creating the vision and roadmap to producing a high-performing and accountable charter school portfolio, chartering system, and charter school sector.

Charter schools across the state serve various demographics and have the ability to develop and design unique methods of delivering education to the communities they serve. This flexibility and autonomy presents both opportunities and challenges in meeting high quality expectations. Schools strive to produce high student outcomes, while working to operate sustainably with limited resources. Charter schools operate under a contract between the Commission and a schools governing board. The Commission continues to work with school boards to strengthen their responsibility of high quality student outcomes.

Among the Commission's priorities for the 2017-2018 school year include:

- Building upon the feedback and evaluations of the Commission's work over the past four years and developing the vision and strategic plan;
- Once developed, executing the Commission's strategic vision through the implementation plan with the goal of improving on the overall quality of its authorizing functions;
- Engaging with charter schools and stakeholders to understand and develop needs assessment strategies and pursue resources that assist in meeting those needs;
- Continuing to engage the charter school community and state and private stakeholders in exploring ways to help address capacity needs in the charter schools, particularly in recognition of the Commission's primary focus on its authorizing responsibilities;
- Continuing to engage with the DOE and the BOE about ways to further improve the DOE's interface with public charter schools in its capacities both as local education agency and state education agency;
- Developing communication and information strategies in collaboration with charter schools, the DOE, and other stakeholders to answer and/or clarify issues surrounding resource allocation, support systems, and programs;
- Continuing to increase engagement with charter school governing boards, through increased direct communications and participation in governing board meetings, and by working with other

stakeholders on school governance capacity supports, including resources, training, and member recruitment;

- Continuing to work with charter schools, early learning advocates, state and federal officials, private funders, and other stakeholders on the sustainability of high quality pre-kindergarten programs in charter schools beyond the four-year life of the Commission's federal Preschool Development Grant; and
- Continuing the Commission's advocacy efforts to fully fund National Board Certified Teacher bonuses, and funding to address charter schools' facilities needs.
- Develop a communication plan that assists the general public (*i.e.*, prospective families, government agencies, educators, etc.) in understanding the Commission, charter schools, and chartering in the state of Hawai'i.

In analyzing this past year's work, including the BOE report of the Commission, NACSA's evaluation, the BOE/DOE Strategic Plan, the Governor's Blueprint for Education, and charter stakeholder feedback, the Commission has begun the development of a strategic plan that will provide clear direction for chartering in the state of Hawai'i. The Commission continues to work hard to achieve greater improvement in the outcomes of the public school students it serves.

XI. Glossary of Defined Terms

Term	Acronym	Definition
Academic Performance Framework	APF	The set of measures used by the Commission to assess the academic performance of charter schools
Act 130		Act 130 of the 2012 Session Laws of Hawai'i, the state law that created the Commission
Blended learning program		A school where the education of a student occurs in both an online environment and a "brick and mortar" setting
Charter Contract		The State Public Charter School Contract, the agreement between the Commission and charter school governing boards that outlines responsibilities and performance expectations
Elementary and Secondary Education Act	ESEA	The federal education law
English language learners	ELL	A student subgroup comprising students with limited English proficiency
Every Student Succeeds Act	ESSA	The 2015 reauthorization of the federal Elementary and Secondary Education Act (ESEA)
Family Educational Rights and Privacy Act	FERPA	A federal law that protects the privacy of student education records and applies to all schools that receive funds under an applicable program of the U.S. Department of Education
Financial Performance Framework		The set of measures used by the Commission to assess the financial performance of charter schools
Free and reduced-price lunch	FRL	Students who are eligible for free and reduced-price lunch under the National School Lunch Program
Hawaii Department of Education	DOE	The state agency that operates all "regular" (non-charter) public schools and serves as both the state's state education agency and local education agency
Hawaii Revised Statutes	HRS	The formal designation for the laws of the State of Hawai'i
Hawaii State Board of Education	BOE	The state entity that oversees the state public school system, including both the DOE and Commission
High needs students	HN	Students that are classified as FRL, ELL, or special education

Term	Acronym	Definition
National Association of Charter School Authorizers	NACSA	The nation’s only professional association for charter school authorizers
No Child Left Behind	NCLB	The 2002 reauthorization of the federal Elementary and Secondary Education Act (ESEA)
Non-high needs students	NHN	Students who are not classified as “high needs” (see definition of “high needs students” above)
Organizational Performance Framework		The set of measures used by the Commission to assess the organizational performance of charter schools
Performance Framework		The Commission’s accountability system, consisting of the Academic, Financial, and Organizational Performance Frameworks
School-specific measure	SSM	School-specific, mission-aligned measures the school’s academic performance
Session Laws of Hawaii	SLH	A compilation of the laws passed by the Hawaii State Legislature during each annual legislative session
Special education students	SPED	Students who receive special education services
State Public Charter School Commission	Commission	The state agency that oversees all charter schools in Hawai’i and serves as the state’s only charter school authorizer
Strive HI		Strive HI Performance System, the state accountability system that is applied to all Hawai’i public schools, including charter schools
Student growth percentile	SGP	Data used to assess the performance and growth of students on statewide assessments relative to that of similarly performing academic peers; the median SGP of tested students is used as the schoolwide growth measure
U.S. Department of Education	ED	An agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education
Virtual learning program		A school that utilizes an online instructional model with students typically spending fewer than five hours per week in a “brick and mortar” setting

XII. **Appendices**

- A. Appendix A: Performance Frameworks – Individual School Performance Summaries
- B. Appendix B: Charter School Academic Performance Data for School Years 2013-14, 2014-15, 2015-16, and 2016-17
- C. Appendix C: Charter School Financial Performance Framework Data for School Years 2013-14, 2014-15, 2015-16, and 2016-17
- D. Appendix D: Charter School Organizational Performance Framework Data for School Years 2013-14, 2014-15, 2015-16, and 2016-17
- E. Appendix E: Commission’s Audited Financial Statements for Fiscal Year 2016-17

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

Connections Public Charter School

School Year 2016-2017

Board Chair: **Tierney McClary**

Director: **John Thatcher**

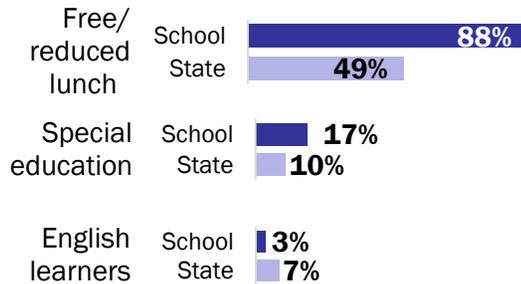
Year authorized: **2000**

Grades served:

PK **K 1 2 3 4 5 6 7 8 9 10 11 12**

K-12 enrollment: **369 students**

High needs populations:



174 Kamehameha Avenue
Hilo, HI 96720

808-961-3664

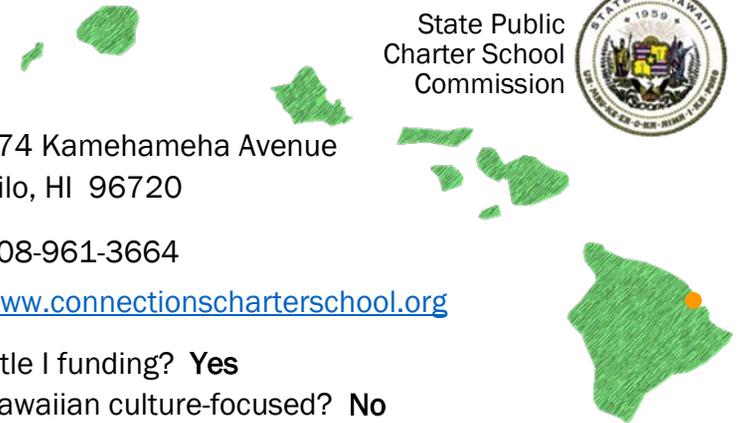
www.connectionscharterschool.org

Title I funding? **Yes**

Hawaiian culture-focused? **No**

Kaipuni (Hawaiian immersion)? **No**

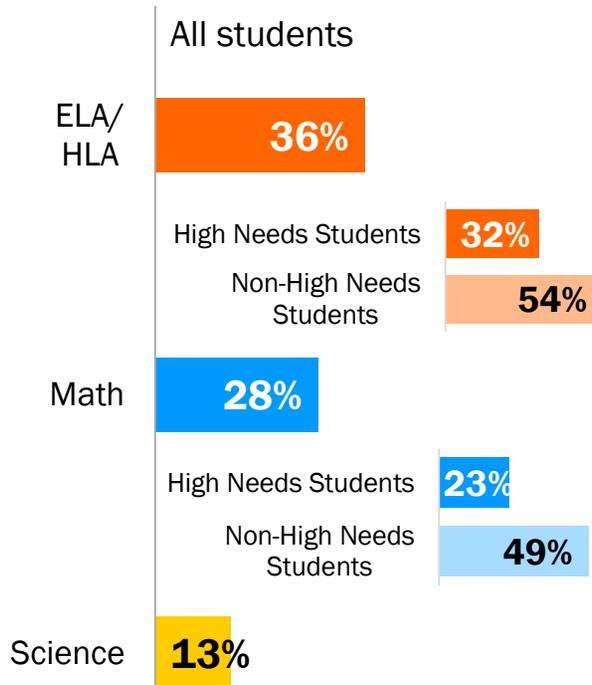
State Public
Charter School
Commission



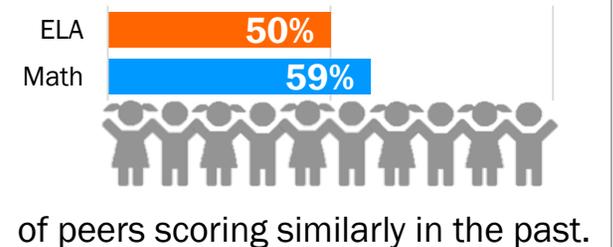
***Mission:** Our mission is to create an 'ohana which is conducive to the recognition and development of individual talents. Thematic and experiential learning experiences are provided which focus on how students construct knowledge using creative and critical thinking. A forum for the development of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

Student academic performance

Proficiency on statewide assessments



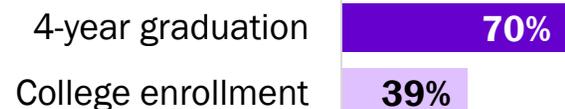
Average student performance was better than...
Median student growth percentile



College and career readiness

Chronic absenteeism

46% of students missed 15+ days of school



Source: Hawaii Department of Education



State Public Charter School Commission

Our mission is to authorize high-quality public charter schools throughout the state.

Each charter school has a contract with the Commission that includes a performance framework. This framework is used to evaluate schools' performance in three areas: academic, organizational, and financial.

This accountability system is designed to safeguard the public interest while recognizing the autonomy and flexibility of charter schools. Above all, it is intended to provide families with the information that they need to choose the public school that best meets the needs of their keiki.

Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	2
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	5.5
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	187 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	104.7%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	18.5%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	12.6%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$545,755
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	69.5%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$608,122

Hakipu'u Learning Center

School Year 2016-2017

Board Chair: **Ardis Eschenberg**

Director: **Charlene Hoe, Polly Pidot, Nicky Ogimi**

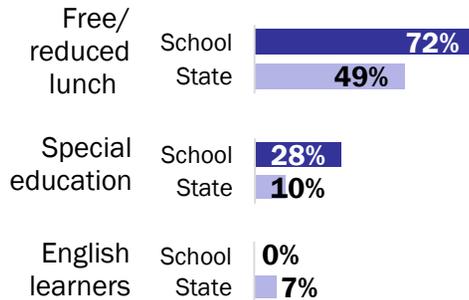
Year authorized: **2001**

Grades served:

PK K 1 2 3 **4 5 6 7 8 9 10 11 12**

4-12 enrollment: 64 students

High needs populations:



45-720 Kea'ahala Road, Cottage 1
Kāne'ohe, HI 96744

808-235-9155

<https://www.hakipuulc.org>

Title I funding? **Yes**

Hawaiian culture-focused? **Yes**

Kaiapuni (Hawaiian immersion)? **No**

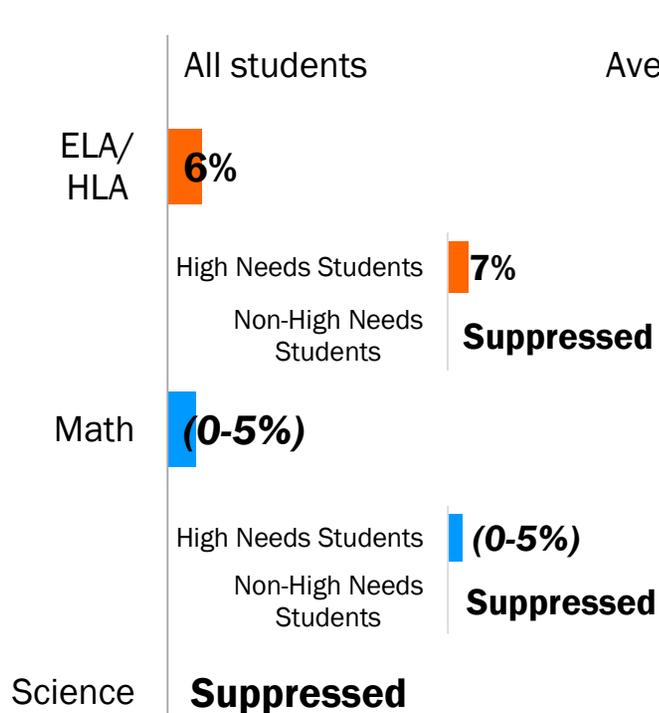
State Public
Charter School
Commission



***Mission:** Hakipu'u Learning Center (HLC) — 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.*

Student academic performance

Proficiency on statewide assessments



Average student performance was better than...
Median student growth percentile



of peers scoring similarly in the past.

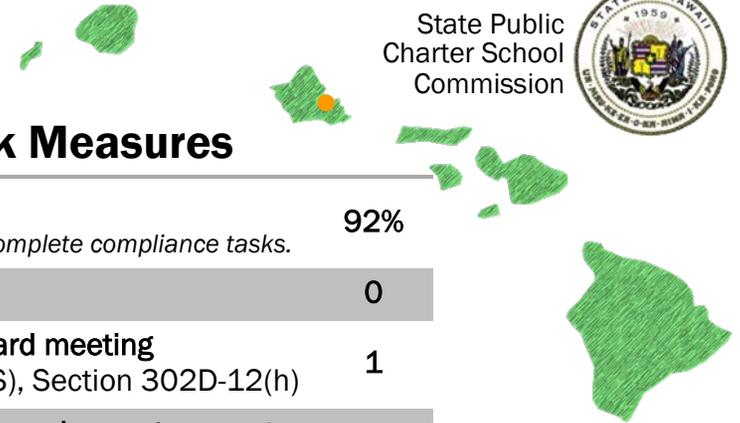
College and career readiness

Chronic absenteeism

37% of students missed 15+ days of school

4-year graduation	56%
College enrollment	Suppressed

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks	92%
<i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	1
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	2+

Financial Performance Framework Measures

1. Current Ratio	2.7
<i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	
2. Unrestricted Days Cash on Hand	62 days
<i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	
3. Enrollment Variance	98.4%
<i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	
4. Total Margin	-5.9%
<i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	
5. Debt to Assets Ratio	28.1%
<i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	
6. Cash Flow	-\$83,015
<i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	
7. Unrestricted Fund Balance Percentage	17.5%
<i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	
8. Change in Total Fund Balance	-\$56,947
<i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	

Hālau Kū Māna Public Charter School

School Year 2016-2017

Board Chair: **Keoni Lee**

Director: **Brandon Keoni Bunag**

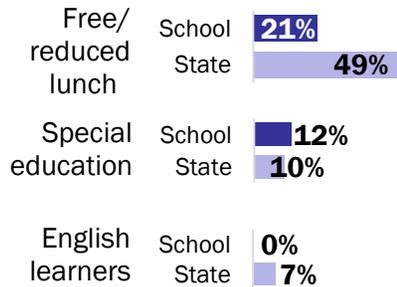
Year authorized: **2000**

Grades served:

PK K 1 2 3 **4 5 6 7 8 9 10 11 12**

4-12 enrollment: **140 students**

High needs populations:



2101 Makiki Heights Drive
Honolulu, HI 96822

808-945-1600

www.halaukumana.org

Title I funding? **No**

Hawaiian culture-focused? **Yes**

Kaipuni (Hawaiian immersion)? **No**

State Public
Charter School
Commission



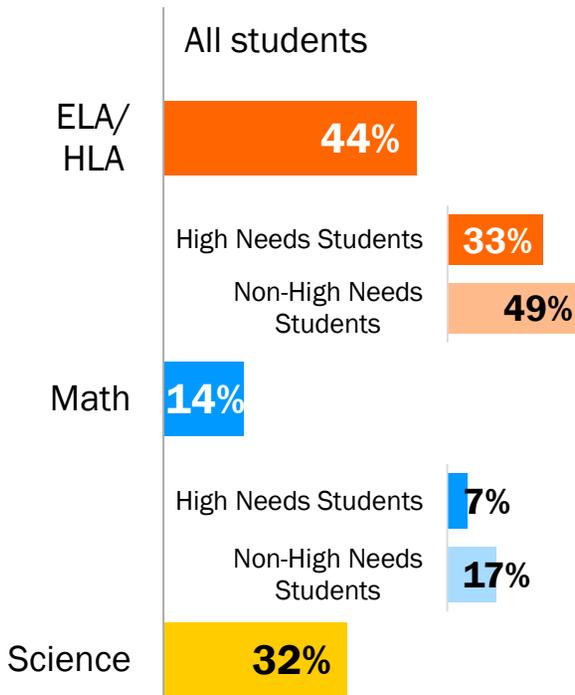
***Mission:** Ho'okumu – Foster a sense of esteem, stewardship and kuleana to the 'aina, our communities and ourselves, through grounding in the ancestral knowledges and practices of Hawai'i and the academic skills necessary to excel in the 21st century.*

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.

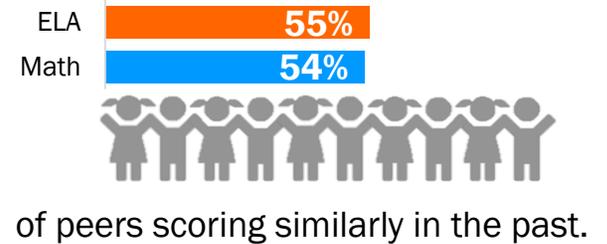
Ho'omana – Provide sustenance and empowerment for ourselves and our communities by striving for high academic, cultural, social, environmental, and economic standards, thus nourishing all piko (centers) – cognitive, emotional, spiritual, and physical.

Student academic performance

Proficiency on statewide assessments



Median student growth percentile
Average student performance was better than...



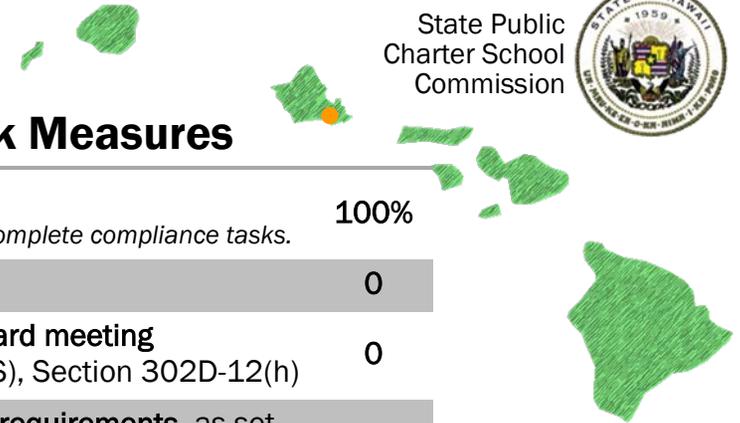
College and career readiness

Chronic absenteeism

17% of students missed 15+ days of school

4-year graduation **52%**
College enrollment **Suppressed**

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	20.8
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	375 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	95.2%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	-2.6%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	3.4%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	-\$76,286
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	143.7%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	-\$40,367

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

School Year 2016-2017

State Public
Charter School
Commission



Board Chair: **Michael Dodge**

Director: **Steve Hirakami**

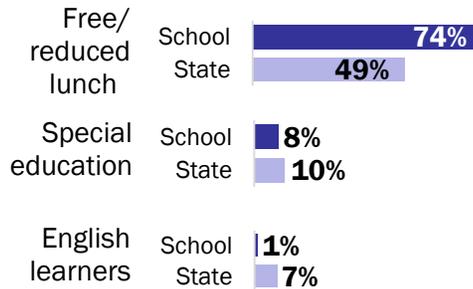
Year authorized: **2001**

Grades served:

PK **K 1 2 3 4 5 6 7 8 9 10 11 12**

K-12 enrollment: 637 students

High needs populations:



15-1397 Homestead Road
Pāhoa, HI 96778

808-965-3730

haaspcs.org

Title I funding? **Yes**

Hawaiian culture-focused? **No**

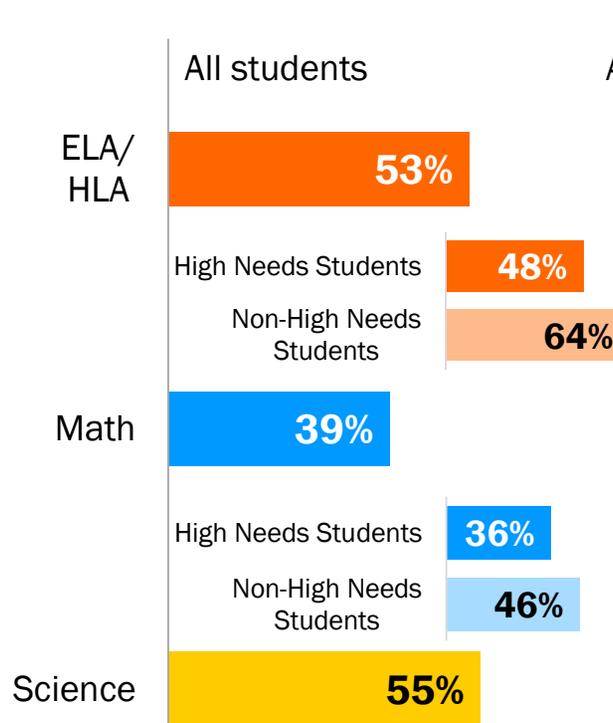
Kaipuni (Hawaiian immersion)? **No**



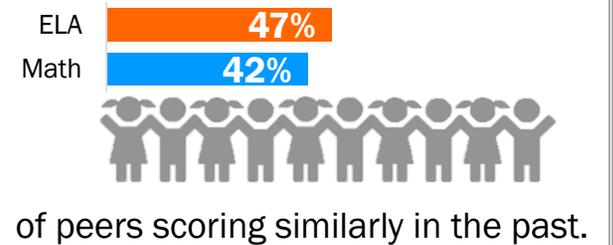
***Mission:** The mission of Hawaii Academy of Arts and Science is to provide every student an education where learning needs are met by implementing flexible and effective teaching strategies which target the full range of learning styles.*

Student academic performance

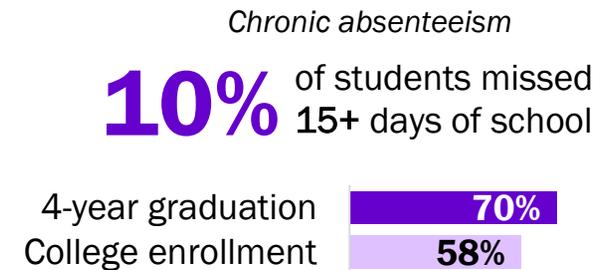
Proficiency on statewide assessments



Average student performance was better than...



College and career readiness



Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	1

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	4.0
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	157 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	114.5%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	9.1%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	18.8%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$706,352
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	48.1%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$336,374

Hawai'i Technology Academy

School Year 2016-2017

Board Chair: **Shani Dutton**

Director: **Leigh Fitzgerald**

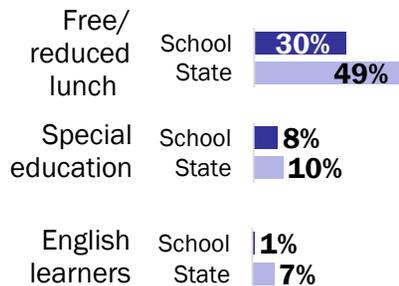
Year authorized: **2008**

Grades served:

PK **K 1 2 3 4 5 6 7 8 9 10 11 12**

K-12 enrollment: 1,062 students

High needs populations:



94-450 Mokuola Street
Waipahu, HI 96797

808-676-5444

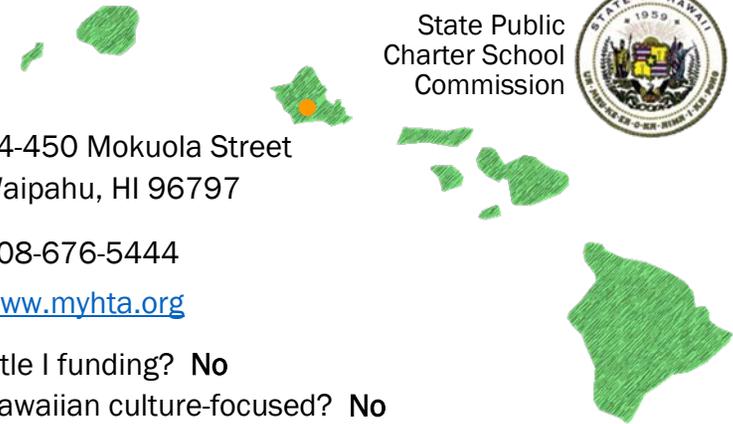
www.myhta.org

Title I funding? **No**

Hawaiian culture-focused? **No**

Kaipuni (Hawaiian immersion)? **No**

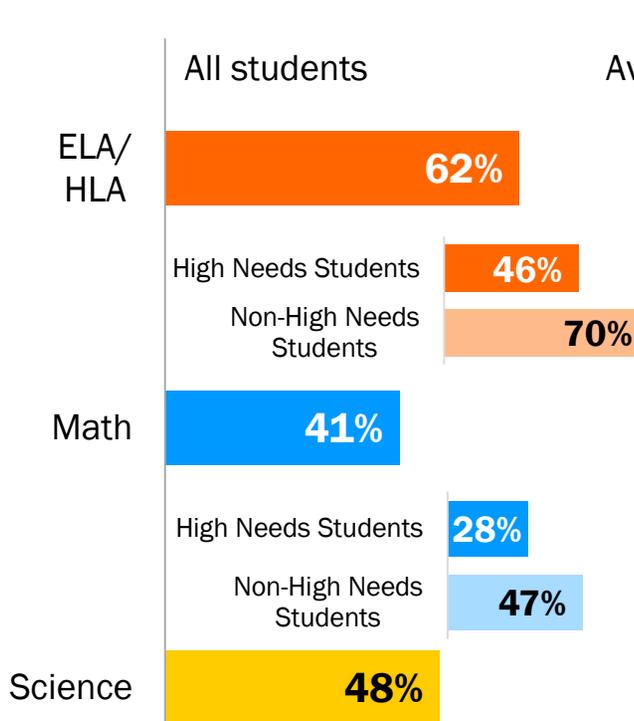
State Public
Charter School
Commission



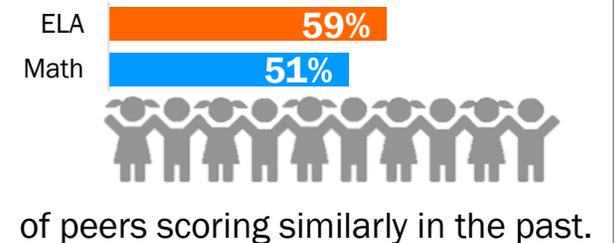
Mission: We empower students to succeed through our blended learning experience: face-to-face, virtual and independent.

Student academic performance

Proficiency on statewide assessments



Average student performance was better than...
Median student growth percentile



College and career readiness

Chronic absenteeism

18% of students missed 15+ days of school



Source: Hawaii Department of Education



State Public Charter School Commission

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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	3.6
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	97 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	102.6%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	3.3%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	30.3%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	-\$237,668
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	30.0%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$277,901

Innovations Public Charter School

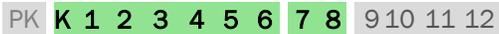
School Year 2016-2017

Board Chair: **Jenna Criswell**

Director: **Jennifer Hiro**

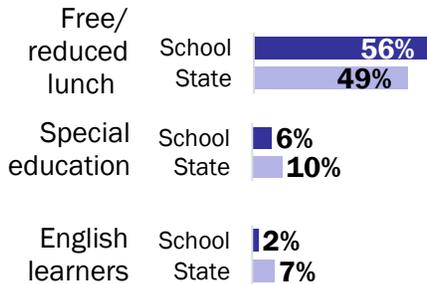
Year authorized: **2001**

Grades served:



K-8 enrollment: 237 students

High needs populations:



75-5815 Queen Ka'ahumanu Highway
Kailua-Kona, HI 96740

808-331-3130

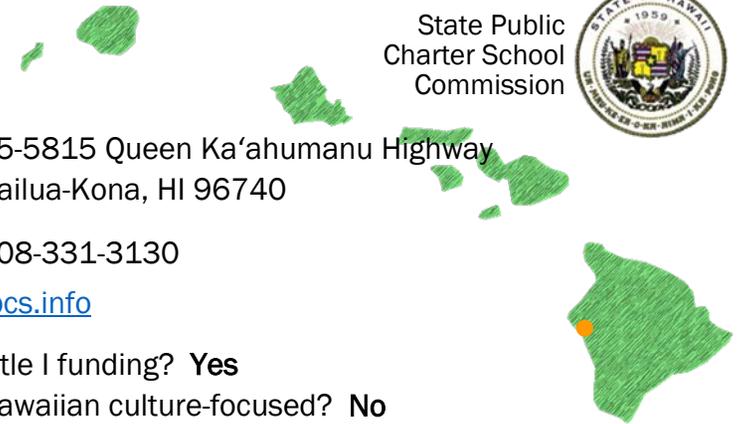
ipcs.info

Title I funding? **Yes**

Hawaiian culture-focused? **No**

Kaipuni (Hawaiian immersion)? **No**

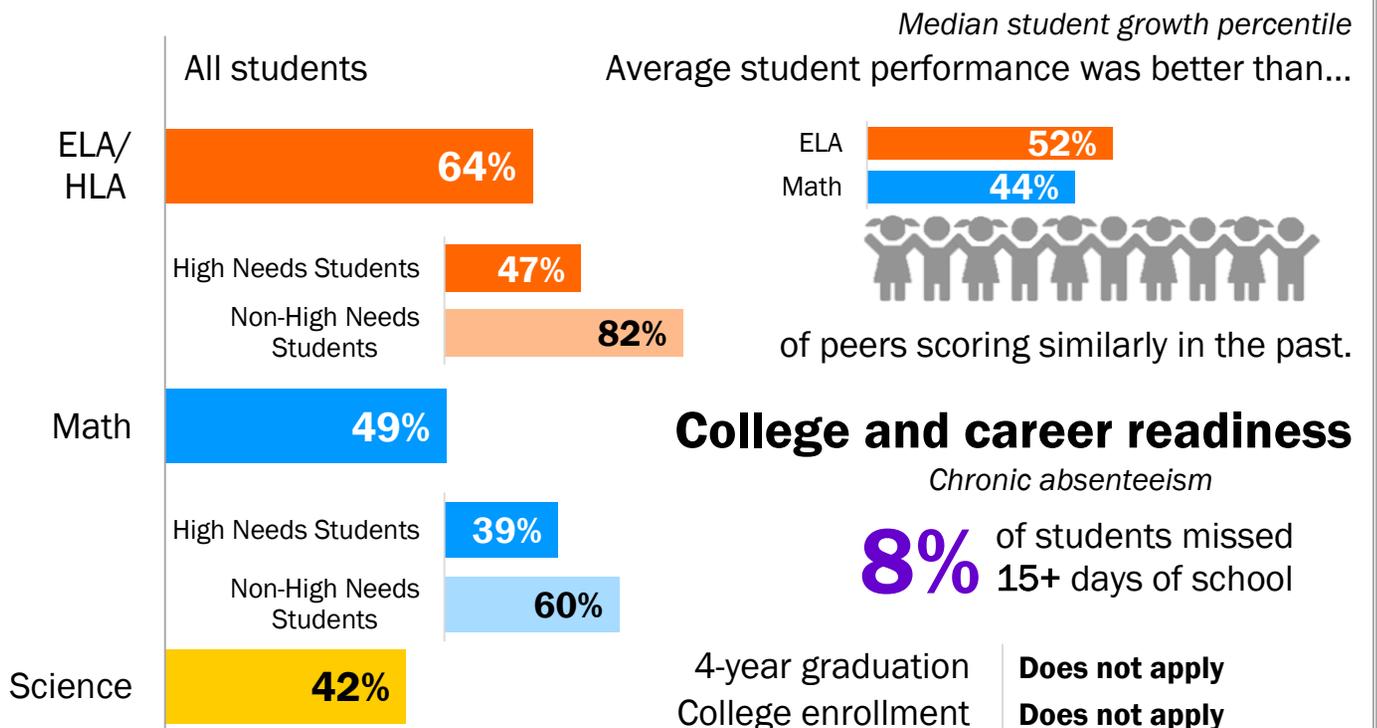
State Public
Charter School
Commission



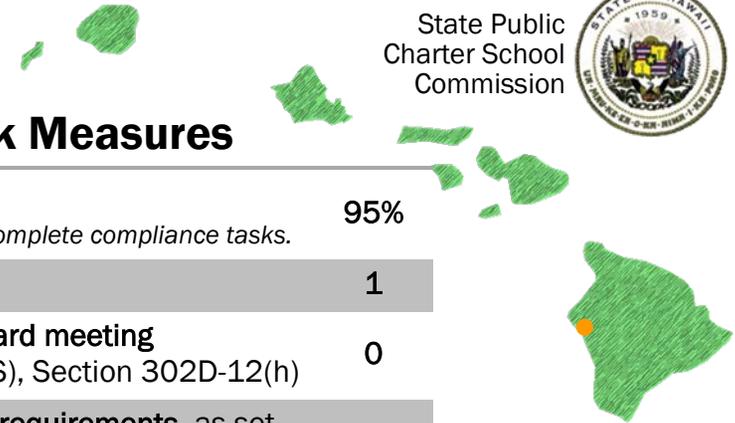
Mission: The mission of Innovations Public Charter School is to provide the highest quality education to the children of West Hawaii through innovative teaching techniques that meet the needs of every learner.

Student academic performance

Proficiency on statewide assessments



Source: Hawaii Department of Education



State Public Charter School Commission

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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	95%
2. Number of Notices of Deficiency	1
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	2.4
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	149 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	100.0%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	0.5%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	42.4%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$164,043
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	23.6%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$9,741

Ka 'Umeke Kā'eo

School Year 2016-2017

Board Chair: **Lima Naipo**

Director: **Olani Lily**

Year authorized: **2001**

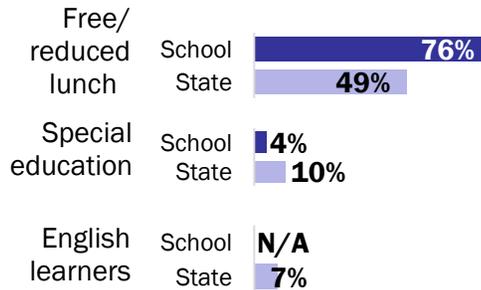
Grades served:

PK K 1 2 3 4 5 **6 7 8** 9 10 11 12

K-8 enrollment: 215 students

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

High needs populations:



1500 Kalaniana'ole Avenue
Hilo, HI 96720

808-933-3482; 808-961-0470

www.kaumeke.org

Title I funding? **Yes**

Hawaiian culture-focused? **No**

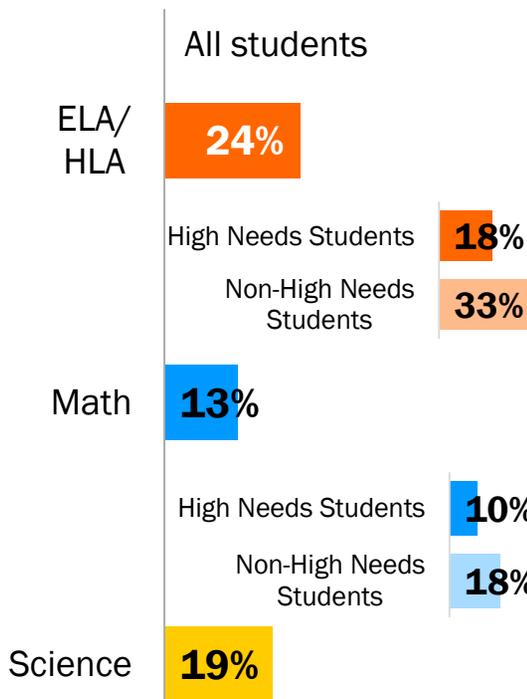
Kaipuni (Hawaiian immersion)? **Yes**

State Public
Charter School
Commission

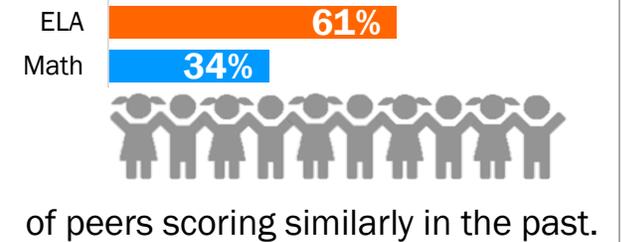


Student academic performance

Proficiency on statewide assessments



Median student growth percentile
Average student performance was better than...



College and career readiness

Chronic absenteeism

18% of students missed 15+ days of school

4-year graduation	Does not apply
College enrollment	Does not apply

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	95%
2. Number of Notices of Deficiency	1
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	6.3
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	254 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	103.8%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	11.0%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	13.4%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$108,186
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	99.9%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$321,066

Ka Waihona o ka Na'auao Public Charter School

School Year 2016-2017

Board Chair: **Roberta Searle**

Director: **Alvin Parker**

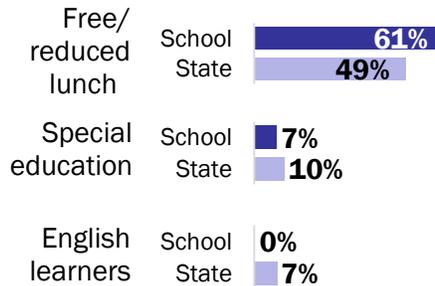
Year authorized: **2001**

Grades served:

PK **K 1 2 3 4 5 6 7 8** 9 10 11 12

K-8 enrollment: 650 students

High needs populations:



89-195 Farrington Highway
Wai'anae, HI 96792

808-620-9030

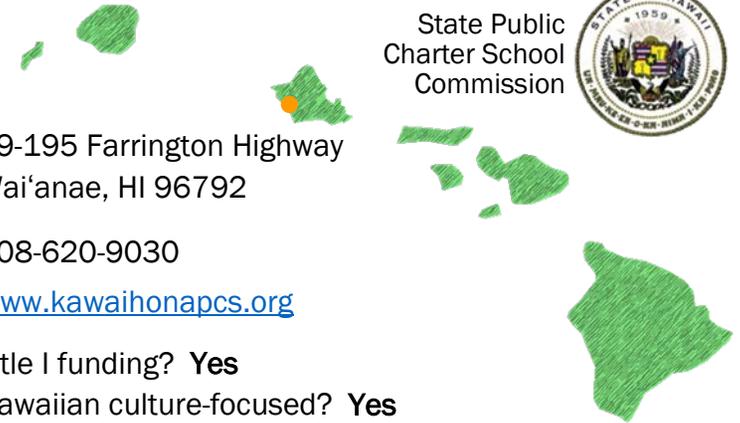
www.kawaihonapcs.org

Title I funding? **Yes**

Hawaiian culture-focused? **Yes**

Kaipuni (Hawaiian immersion)? **No**

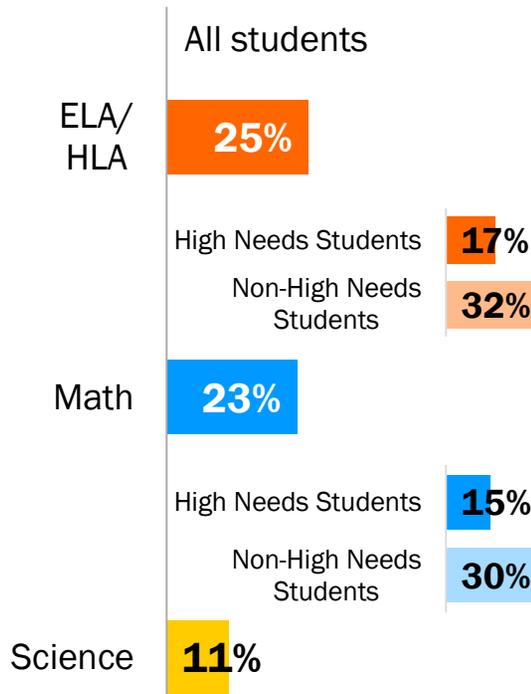
State Public
Charter School
Commission



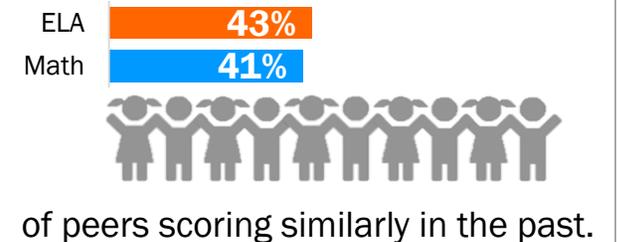
Mission: Ka Waihona o ka Na'auao creates socially responsible, resilient and resourceful young men and women, by providing an environment of academic excellence, social confidence and cultural awareness.

Student academic performance

Proficiency on statewide assessments



Average student performance was better than...
Median student growth percentile



College and career readiness

Chronic absenteeism
29% of students missed 15+ days of school

4-year graduation	Does not apply
College enrollment	Does not apply

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	1
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	0.8
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	24 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	98.2%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	2.5%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	22.2%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$118,173
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	43.2%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$180,288

Kamaile Academy, PCS

School Year 2016-2017

Board Chair: **Joe Uno**

Director: **Anna Winslow**

Year authorized: **2007**

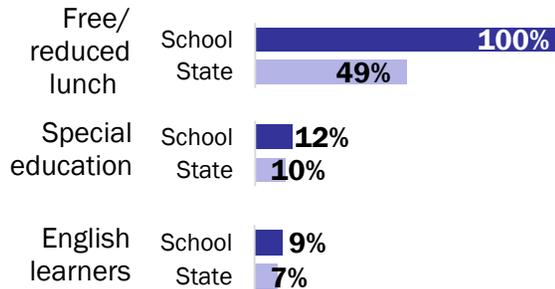
Grades served:

PK K 1 2 3 4 5 6 7 8 9 10 11 12

K-12 enrollment: 887 students

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

High needs populations:



85-180 Ala Akau Street
Wai'anae, HI 96792

808-697-7110

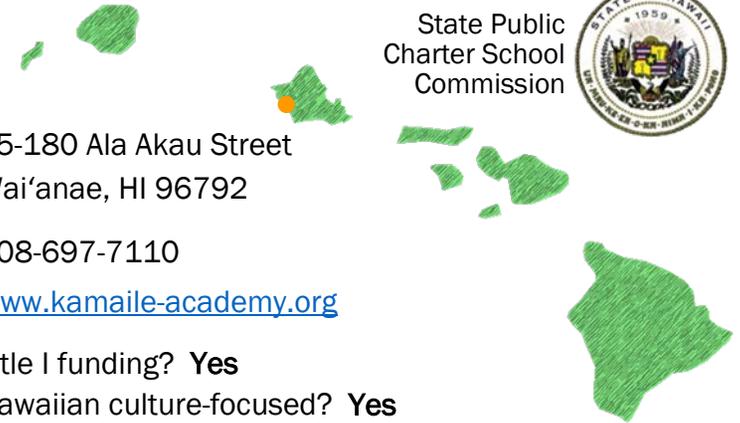
www.kamaile-academy.org

Title I funding? **Yes**

Hawaiian culture-focused? **Yes**

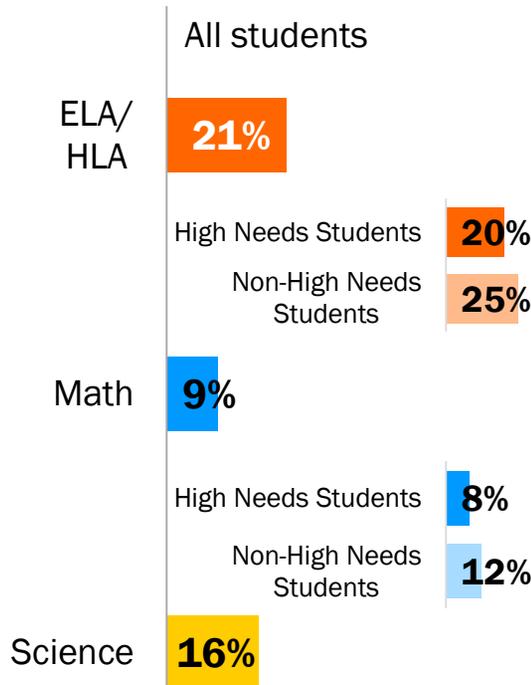
Kaipuni (Hawaiian immersion)? **No**

State Public
Charter School
Commission

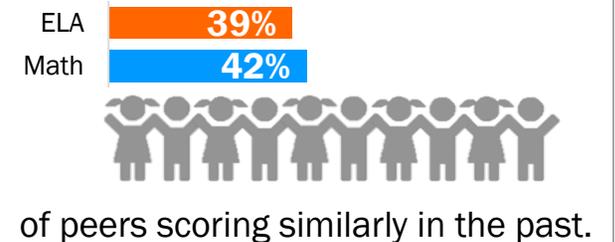


Student academic performance

Proficiency on statewide assessments



Average student performance was better than...
Median student growth percentile



College and career readiness

Chronic absenteeism

36% of students missed 15+ days of school



Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	6.1
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	223 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	97.8%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	11.1%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	16.5%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$1,025,224
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	100.4%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$1,111,604

Kanu o ka 'Āina New Century Public Charter School

School Year 2016-2017

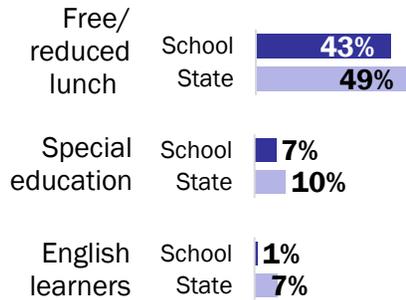
Board Chair: **Kanani Kapuniai**
 Director: **Mahina Duarte, Allyson Tamura, Taffi Wise**
 Year authorized: **2000**

Grades served:

PK **K 1 2 3 4 5 6 7 8 9 10 11 12**

K-12 enrollment: 377 students

High needs populations:



64-1043 Hi'iaka Street
 Kamuela, HI 96743

808-890-8144

<http://kanu.kalo.org>

Title I funding? **Yes**

Hawaiian culture-focused? **Yes**

Kaiapuni (Hawaiian immersion)? **No**

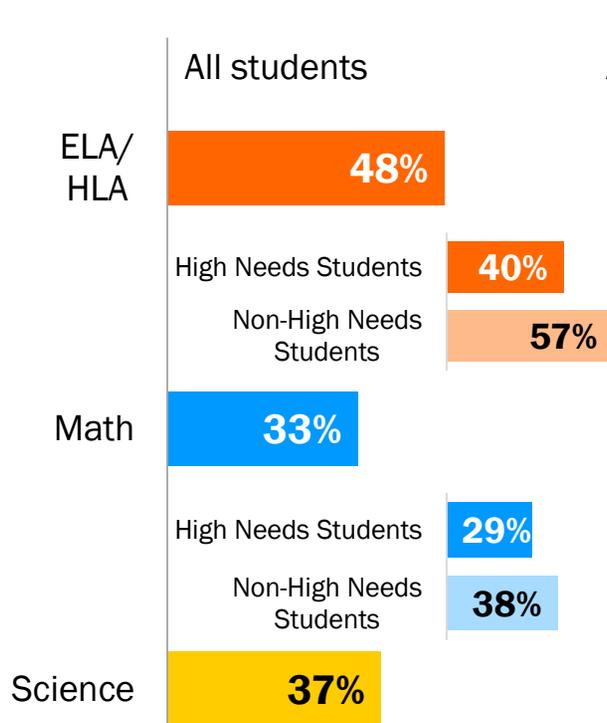
State Public
 Charter School
 Commission



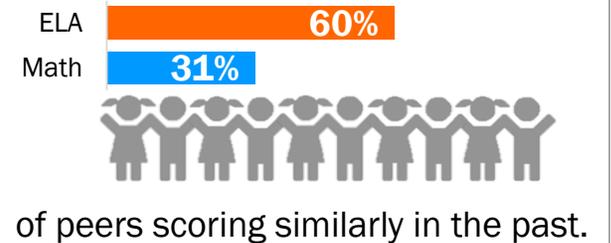
***Mission:** Kanu's mission is to kūlia i ka nu'u, or strive for the highest. A philosophy of excellence guides KANU as we collectively design, implement and continuously evaluate a quality, culturally-driven, intergenerational Hawaiian model of education with Aloha.*

Student academic performance

Proficiency on statewide assessments



Average student performance was better than...



College and career readiness

Chronic absenteeism

17% of students missed 15+ days of school

4-year graduation	82%
College enrollment	Suppressed

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	3.2
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	65 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	157.1%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	11.8%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	26.8%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$291,522
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	24.8%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$575,867

Kanuikapono Public Charter School

School Year 2016-2017

Board Chair: **Cecilia Dawson**

Director: **Ipo Torio**

Year authorized: **2001**

Grades served:

PK **K 1 2 3 4 5 6 7 8 9 10 11 12**

K-12 enrollment: 186 students

High needs populations:

Free/ reduced lunch	School	48%
	State	49%
Special education	School	4%
	State	10%
English learners	School	1%
	State	7%

4333 Kukuihale Road
Anahola, HI 96703

808-823-9160

www.kanuikapono.org

Title I funding? **Yes**

Hawaiian culture-focused? **Yes**

Kaipuni (Hawaiian immersion)? **No**

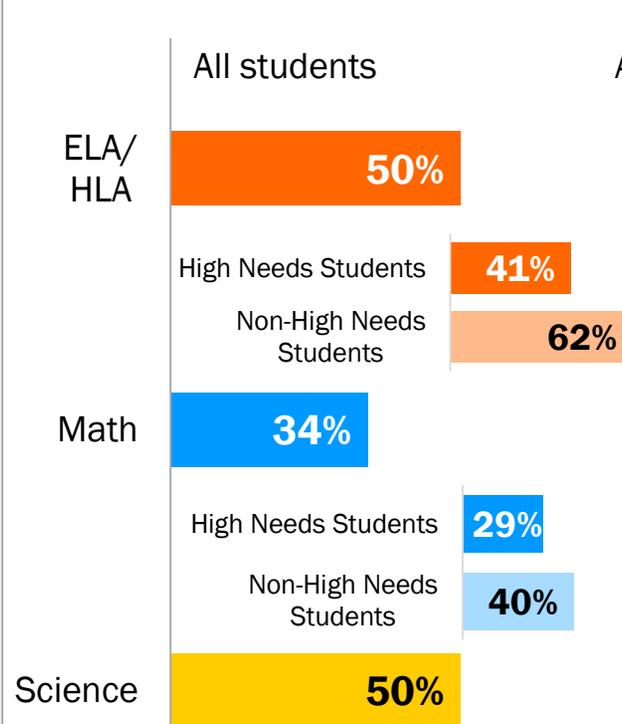
State Public
Charter School
Commission



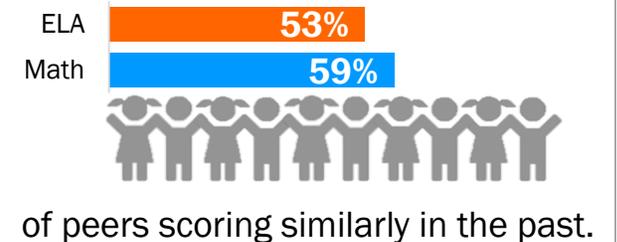
Mission: To nurture lifelong learners able to embrace the world of our ancestors and the 21st century; skilled and community minded with aloha and respect for self, family, and the environment.

Student academic performance

Proficiency on statewide assessments



Average student performance was better than...
Median student growth percentile

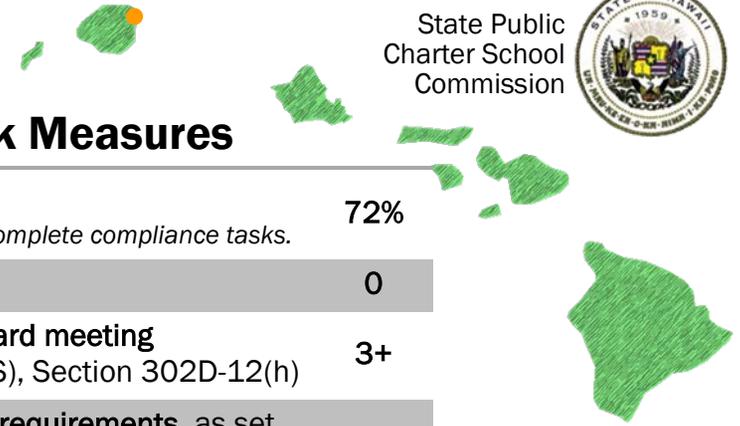


College and career readiness

Chronic absenteeism
20% of students missed 15+ days of school

4-year graduation **Suppressed**
College enrollment **Suppressed**

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	72%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	3+
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	2+

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	8.3
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	126 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	89.2%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	14.3%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	9.8%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$173,170
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	61.9%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$256,593

Ka'u Learning Academy

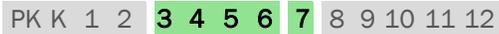
School Year 2016-2017

Board Chair: **Mark Fournier**

Director: **Kathryn Tydlacka-McCown**

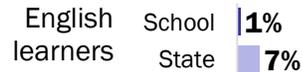
Year authorized: **2014**

Grades served:



3-7 enrollment: 96 students

High needs populations:



94-1581 Kaulua Circle
Nā'ālehu, HI 96772

808-498-0761

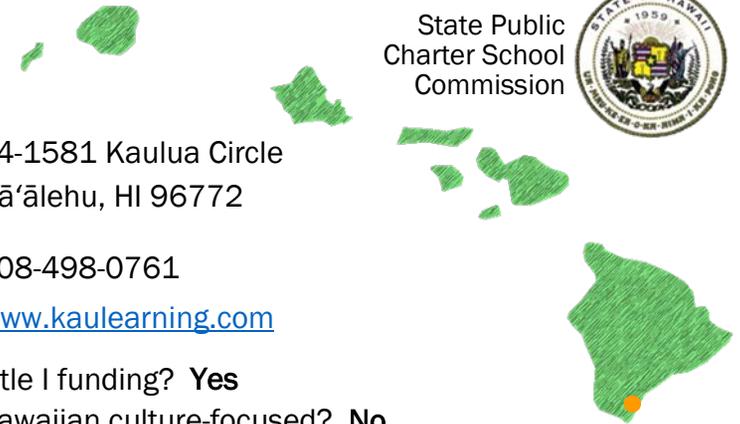
www.kaulearning.com

Title I funding? **Yes**

Hawaiian culture-focused? **No**

Kaiapuni (Hawaiian immersion)? **No**

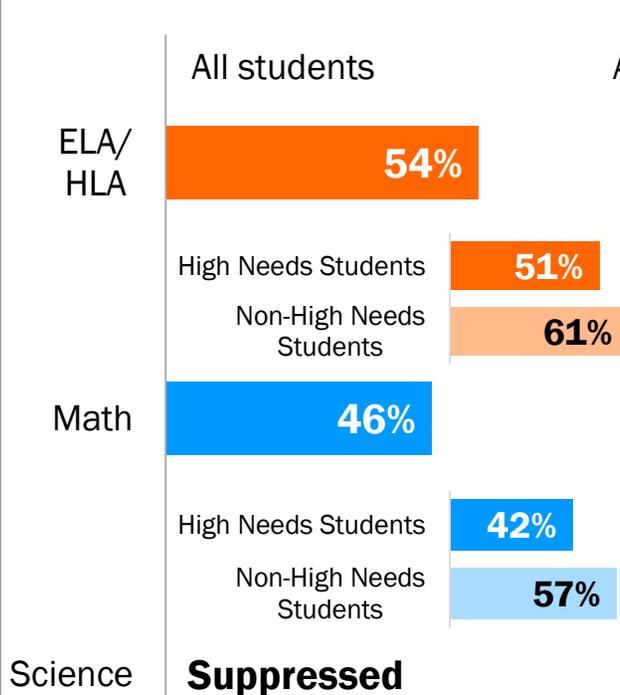
State Public
Charter School
Commission



***Mission:** Ka'u Learning Academy will be a school that holds high social and academic expectations for the children of Ka'u despite the socioeconomic challenges that exist in our community, because we believe that all students can and will learn given the right educational environment. Ka'u Learning Academy recognizes that each child is an individual with unique educational needs. KLA will strive to develop and implement individual education plans that stimulate each child at his/her zone of proximal development, so that every child is engaged in learning in a safe, supportive and nurturing environment.*

Student academic performance

Proficiency on statewide assessments



Average student performance was better than...



of peers scoring similarly in the past.

College and career readiness

Chronic absenteeism

(0-5%) of students missed 15+ days of school

4-year graduation	Does not apply
College enrollment	Does not apply

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	88%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	3+
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	2.4
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	15 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	124.7%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	3.4%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	23.3%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	-\$38,070
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	14.3%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$33,389

Kawaikini New Century Public Charter School

School Year 2016-2017

Board Chair: **Jewel Rapozo**

Director: **Kaleimakamae Kaauwai**

Year authorized: **2008**

Grades served:

PK **K 1 2 3 4 5 6 7 8 9 10 11 12**

K-12 enrollment: **150 students**

High needs populations:

Free/ reduced lunch	School	34%
	State	49%
Special education	School	4%
	State	10%
English learners	School	N/A
	State	7%

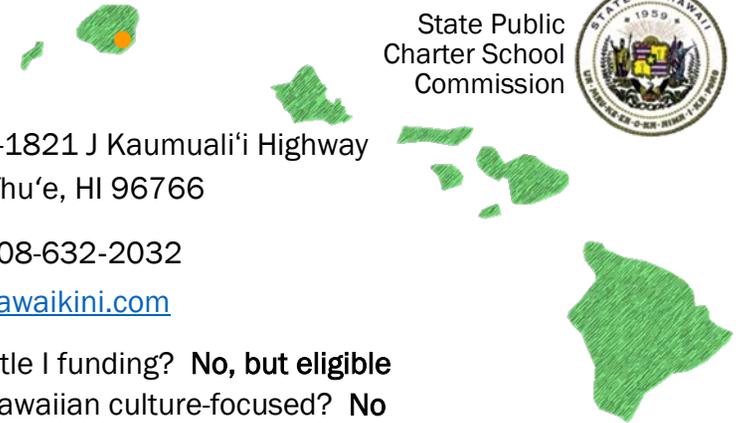
3-1821 J Kaumuali'i Highway
Līhu'e, HI 96766

808-632-2032

kawaikini.com

Title I funding? **No, but eligible**
Hawaiian culture-focused? **No**
Kaiapuni (Hawaiian immersion)? **Yes**

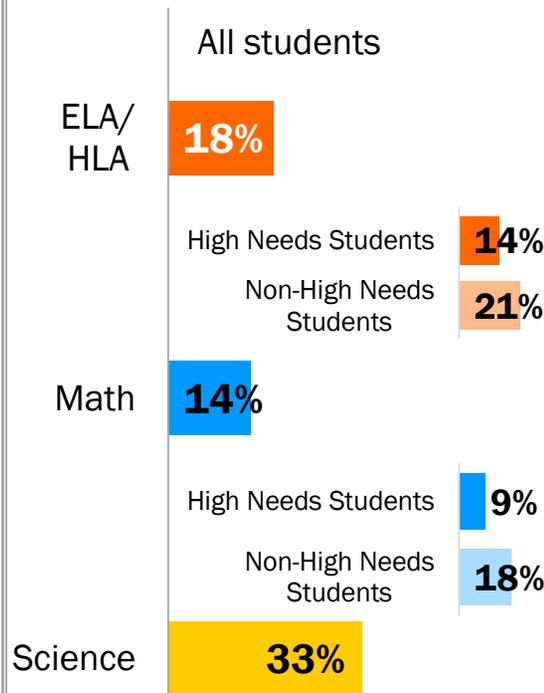
State Public
Charter School
Commission



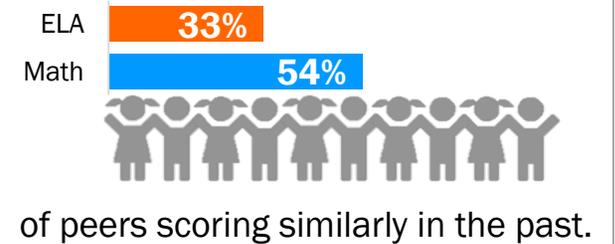
Mission: Through the medium of the Hawaiian language, Kawaikini New Century Public Charter School will create a supportive learning environment where indigenous cultural knowledge is valued, applied, and perpetuated.

Student academic performance

Proficiency on statewide assessments



Median student growth percentile
Average student performance was better than...



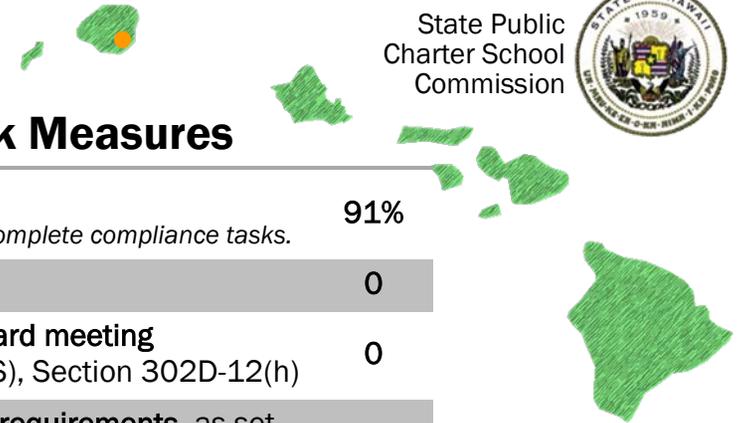
College and career readiness

Chronic absenteeism

37% of students missed 15+ days of school

4-year graduation **Suppressed**
College enrollment **Suppressed**

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	91%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	3.9
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	83 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	99.3%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	-0.4%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	7.0%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$172,570
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	89.9%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	-\$6,063

Ke Ana La'ahana PCS

School Year 2016-2017

Board Chair: **D. Ka'ohu Martins**

Director: **G. Kamaka Gunderson**

Year authorized: **2001**

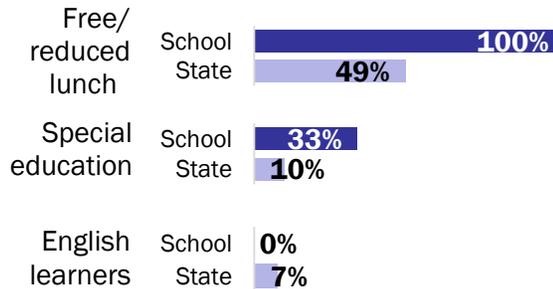
Grades served:

PK K 1 2 3 4 5 6 **7 8** 9 10 11 12

7-12 enrollment: 54 students

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

High needs populations:



162 Baker Avenue
Hilo, HI 96720

808-961-6228

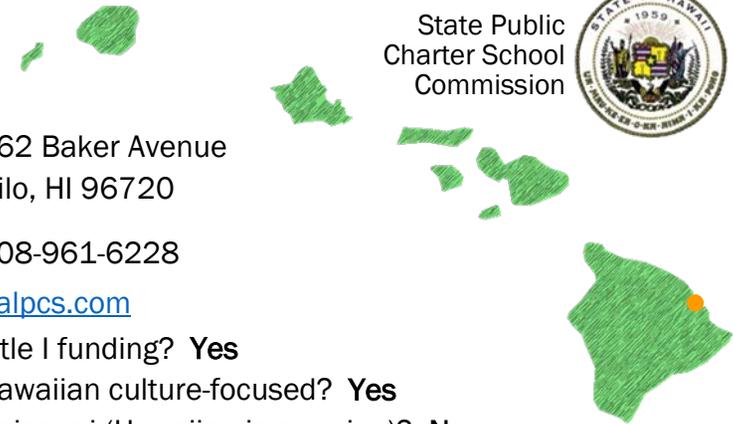
kalpcs.com

Title I funding? **Yes**

Hawaiian culture-focused? **Yes**

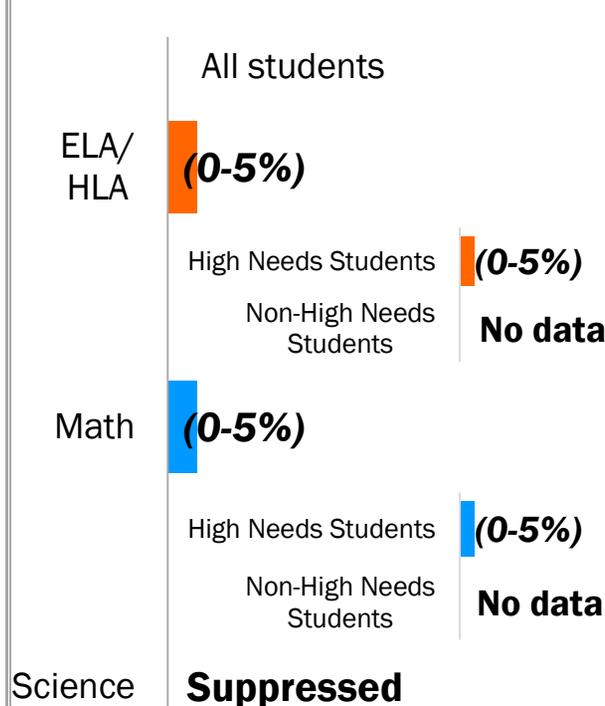
Kaiapuni (Hawaiian immersion)? **No**

State Public
Charter School
Commission

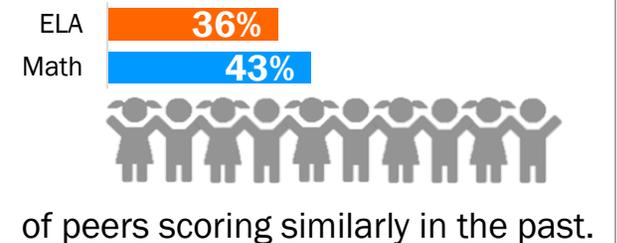


Student academic performance

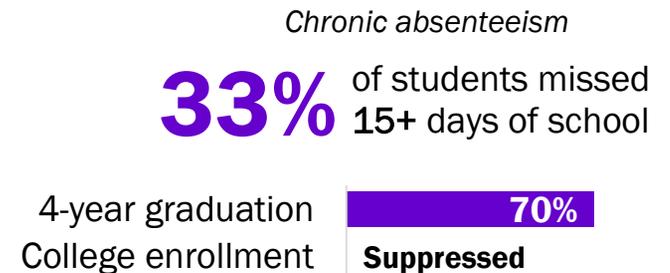
Proficiency on statewide assessments



Median student growth percentile
Average student performance was better than...



College and career readiness



Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	82%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	1
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	1

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	6.7
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	340 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	138.5%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	8.3%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	14.6%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$88,256
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	84.3%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$59,751

Ke Kula Niihau O Kekaha Learning Center

School Year 2016-2017

Board Chair: **Kelley Phillips**

Director: **Tia Koerte**

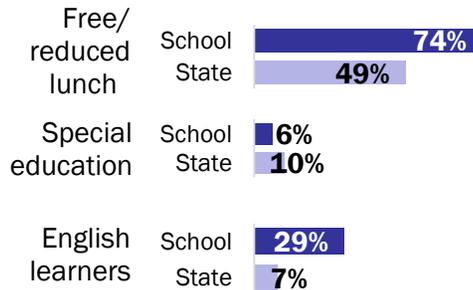
Year authorized: **2001**

Grades served:

PK K 1 2 3 4 5 6 7 8 9 10 11 12

K-12 enrollment: 50 students

High needs populations:



8135 Kekaha Road
Kekaha, HI 96752

808-337-0481

<http://www.kknok.org>

Title I funding? **Yes**

Hawaiian culture-focused? **No**

Kaipuni (Hawaiian immersion)? **Yes**

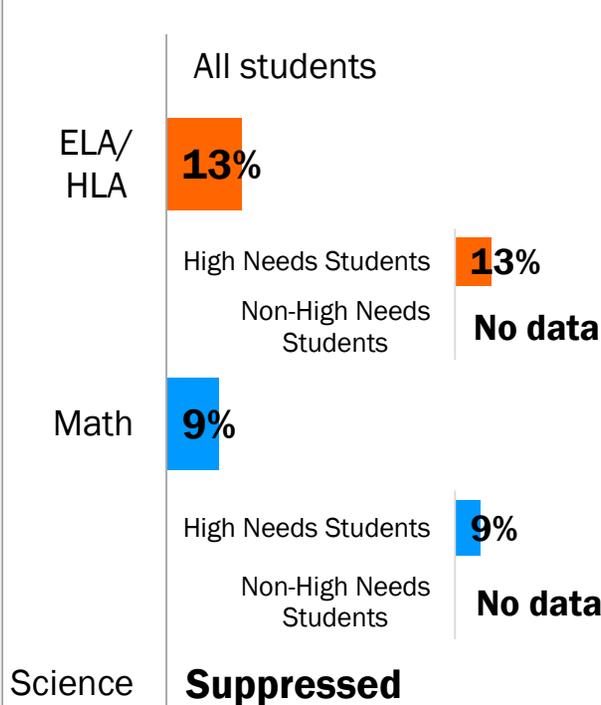
State Public
Charter School
Commission



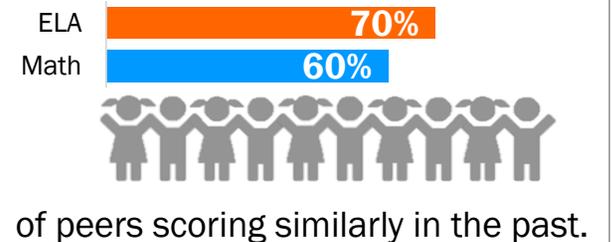
***Mission:** Ke Kula Niihau O Kekaha will perpetuate and strengthen the language and culture of Niihau among the children and youth of the Niihau community living on Kauai, as well as meet the special needs of this community by providing an education which results in a positive attitude toward a lifelong search for knowledge and preparing students for success in today's world of rapid change and technology.*

Student academic performance

Proficiency on statewide assessments



Average student performance was better than...
Median student growth percentile

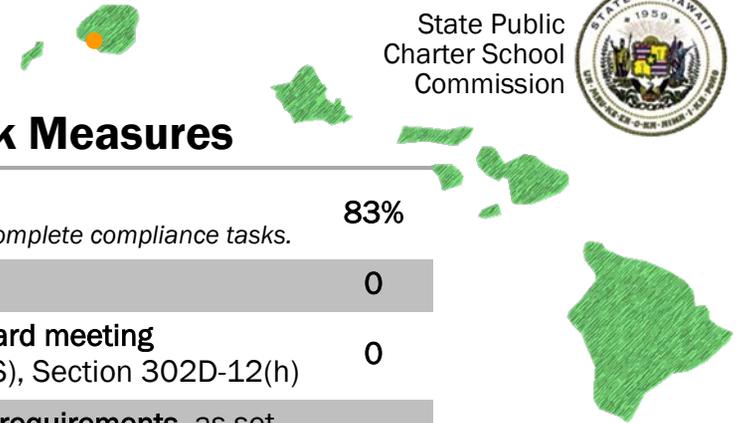


College and career readiness

Chronic absenteeism
42% of students missed 15+ days of school

4-year graduation	Suppressed
College enrollment	Suppressed

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	83%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	6.3
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	56 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	79.4%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	3.6%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	6.7%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	-\$101,203
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	73.6%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$43,998

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

School Year 2016-2017

Board Chair: **Tricia Kehaulani Aipia-Peters**

Director: **Kauanoë Kamanā**

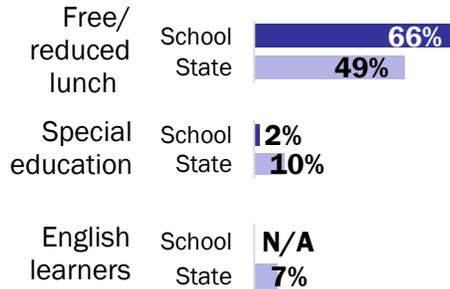
Year authorized: **2001**

Grades served:

PK K **1 2 3 4 5 6 7 8** 9 10 11 12

K-8 enrollment: 395 students

High needs populations:



16-120 'Ōpūkaha'ia Street
Kea'au, HI 96749

808-982-4260

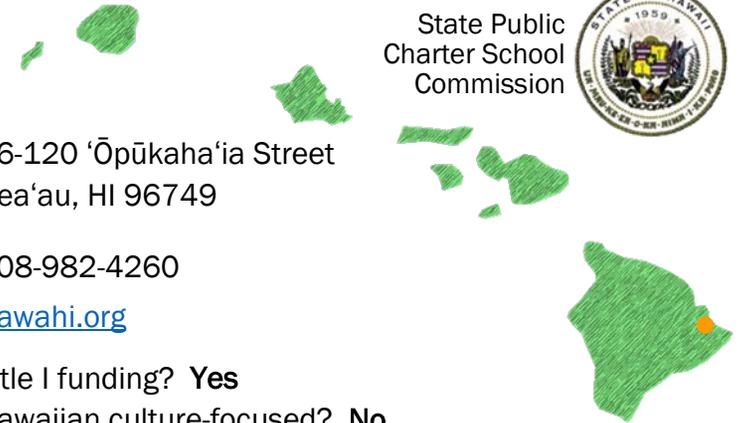
nawahi.org

Title I funding? **Yes**

Hawaiian culture-focused? **No**

Kaiapuni (Hawaiian immersion)? **Yes**

State Public
Charter School
Commission



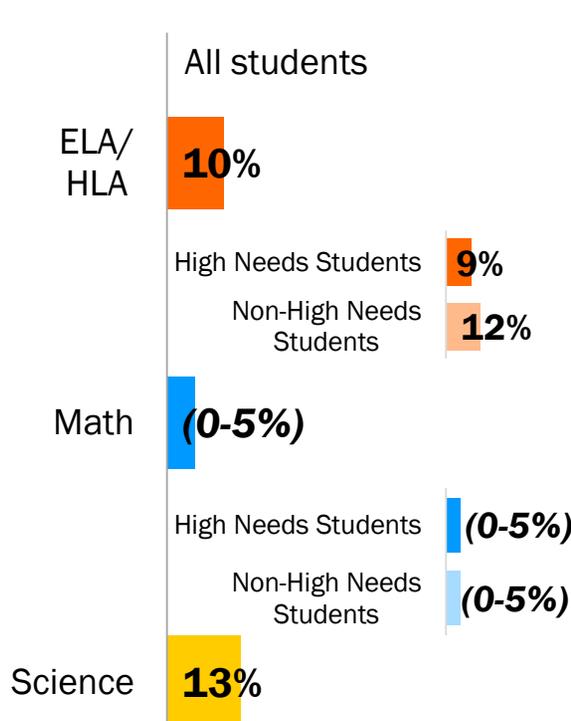
Mission: Educational Mission – Students of Ke Kula 'O Nāwahīokalani'ōpu'u are educated upon a culturally Hawaiian foundation. This foundation is the basis upon which students are impelled to:

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

School Mission – Ke Kula 'O Nāwahīokalani'ōpu'u is committed to securing a school community built upon culturally rooted principles that reflect love of spirituality, love of family, love of language, love of knowledge, love of land, love of fellow man, and love of all people.

Student academic performance

Proficiency on statewide assessments



Median student growth percentile
Average student performance was better than...

ELA **Suppressed**
Math **Suppressed**



of peers scoring similarly in the past.

College and career readiness

Chronic absenteeism

17% of students missed **15+** days of school

4-year graduation **Does not apply**
College enrollment **Does not apply**

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	4.5
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	86 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	112.1%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	5.8%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	8.2%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$196,085
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	72.3%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$531,992

Ke Kula 'o Samuel M. Kamakau, LPCS

School Year 2016-2017

Board Chair: **Carey Kamamilika'a Vierra**

Director: **Meahilahila Kelling**

Year authorized: **2001**

Grades served:

PK K 1 2 3 4 5 6 7 8 9 10 11 12

K-12 enrollment: 141 students

High needs populations:

Free/reduced lunch	School	48%
	State	49%
Special education	School	1%
	State	10%
English learners	School	N/A
	State	7%

46-500 Kuneki Street
Kāne'ohe, HI 96744

808-235-9175

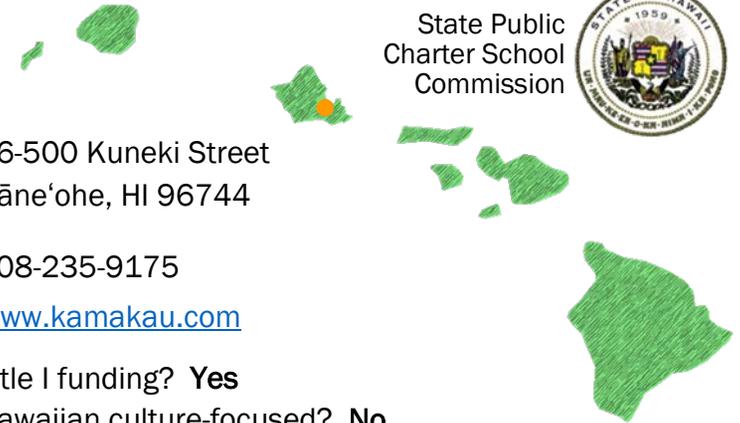
www.kamakau.com

Title I funding? **Yes**

Hawaiian culture-focused? **No**

Kaiapuni (Hawaiian immersion)? **Yes**

State Public
Charter School
Commission

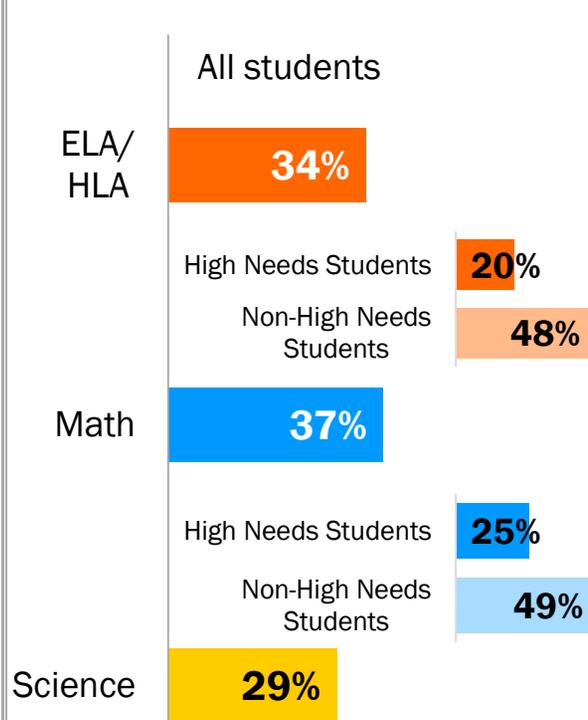


Mission: 'O ko mākou ala nu'ukia ka mālama 'ana i honua mauili ola i waiwai i ka 'ike a me ka lawena aloha o nā kūpuna i mea e lei ai kākou i ka lei o ka lanakila.

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

Student academic performance

Proficiency on statewide assessments



Average student performance was better than...



of peers scoring similarly in the past.

College and career readiness

Chronic absenteeism

25% of students missed 15+ days of school

4-year graduation **Suppressed**
College enrollment **Suppressed**

Source: Hawaii Department of Education



State Public Charter School Commission

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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks	100%
<i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio	6.7
<i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	
2. Unrestricted Days Cash on Hand	157 days
<i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	
3. Enrollment Variance	96.6%
<i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	
4. Total Margin	13.6%
<i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	
5. Debt to Assets Ratio	13.3%
<i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	
6. Cash Flow	\$97,675
<i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	
7. Unrestricted Fund Balance Percentage	96.9%
<i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	
8. Change in Total Fund Balance	\$255,651
<i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	

Kihei Charter School

School Year 2016-2017

Board Chair: **Richard Kehoe**

Director: **John Colson**

Year authorized: **2001**

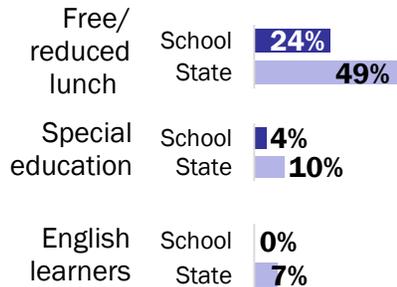
Grades served:

PK **K 1 2 3 4 5 6 7 8 9 10 11 12**

K-12 enrollment: 526 students

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

High needs populations:



300 Ohukai Road, Suite 209 /
41 E. Lipoa Street, Suite 29
Kīhei, HI 96753

808-875-0700

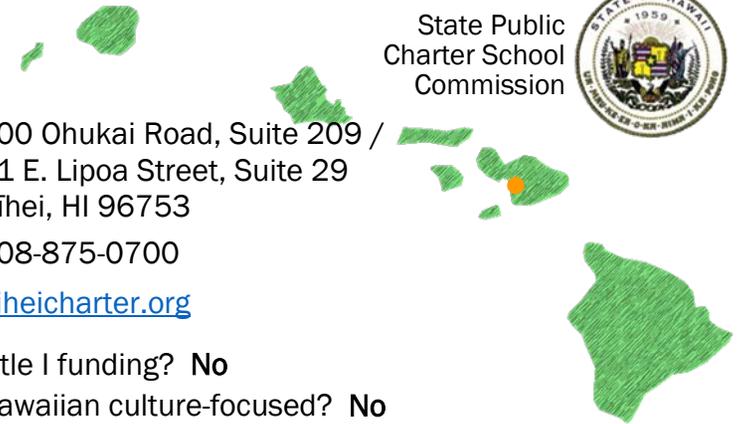
kiheicharter.org

Title I funding? **No**

Hawaiian culture-focused? **No**

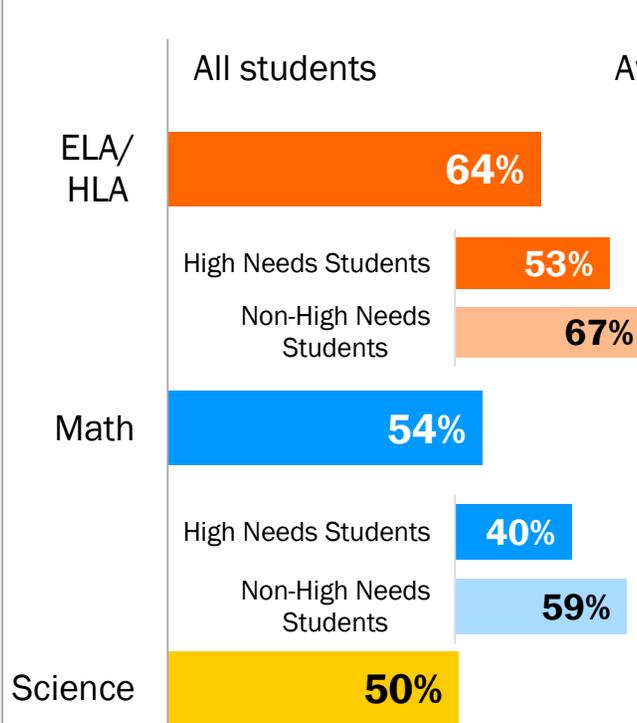
Kaipuni (Hawaiian immersion)? **No**

State Public
Charter School
Commission

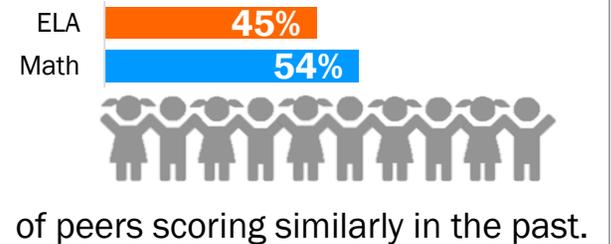


Student academic performance

Proficiency on statewide assessments



Average student performance was better than...



College and career readiness

Chronic absenteeism

23% of students missed 15+ days of school



Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	3+
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	79.4
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	90 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	93.4%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	1.0%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	0.8%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	-\$708,556
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	43.0%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$41,631

Kona Pacific Public Charter School

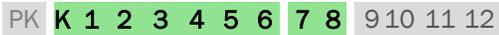
School Year 2016-2017

Board Chair: **Phil Fisher**

Director: **Ipo Cain**

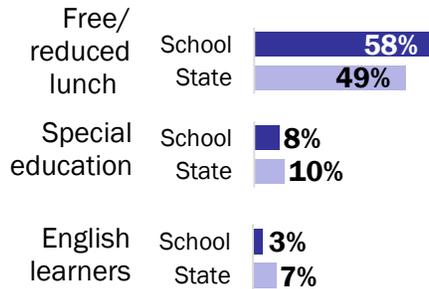
Year authorized: **2008**

Grades served:



K-8 enrollment: 223 students

High needs populations:



79-7595 Māmalahoa Highway
Kealahou, HI 96750

808-322-4900

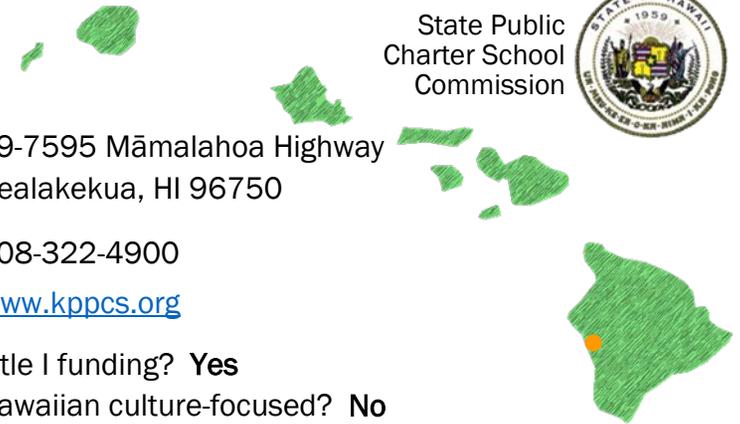
www.kppcs.org

Title I funding? **Yes**

Hawaiian culture-focused? **No**

Kaipuni (Hawaiian immersion)? **No**

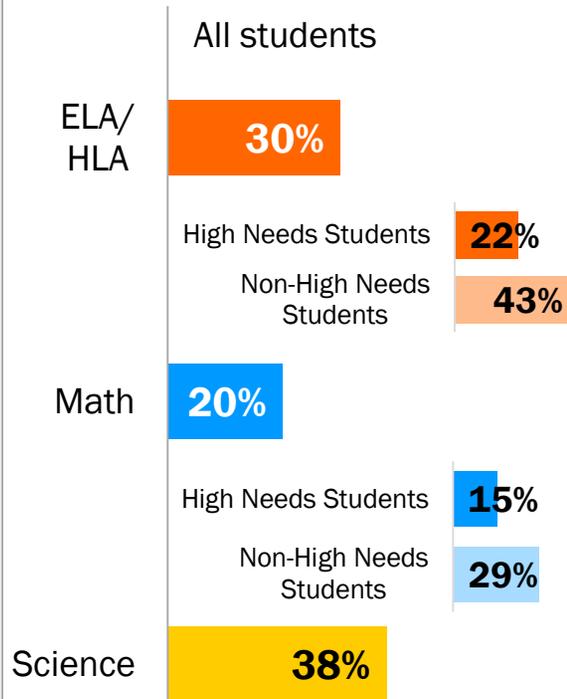
State Public
Charter School
Commission



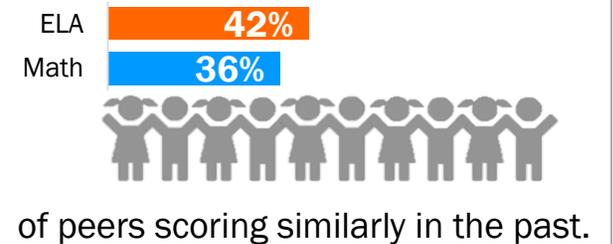
Mission: The mission of KPPCS is to educate the whole child, in order to cultivate in young people the skills, knowledge, and values they need to reach their highest potential.

Student academic performance

Proficiency on statewide assessments



Median student growth percentile
Average student performance was better than...



College and career readiness

Chronic absenteeism

41% of students missed 15+ days of school

4-year graduation	Does not apply
College enrollment	Does not apply

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	96%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	1.0
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	10 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	99.1%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	0.4%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	90.8%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$4,765
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	0.7%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$7,583

Kua o ka Lā New Century Public Charter School

School Year 2016-2017

Board Chair: **Kaimi Kaupiko**

Director: **Susan Osborne**

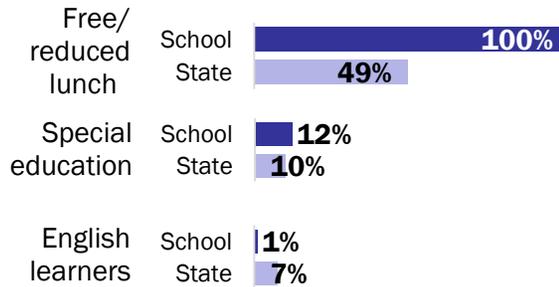
Year authorized: **2001**

Grades served:

PK **K 1 2 3 4 5 6 7 8 9 10 11 12**

K-12 enrollment: 202 students

High needs populations:



14-5322 Kaimu-Kapoho Road
Pāhoa, HI 96778

808-965-2193

<http://www.kuaokala.org>

Title I funding? **Yes**

Hawaiian culture-focused? **Yes**

Kaiapuni (Hawaiian immersion)? **No**

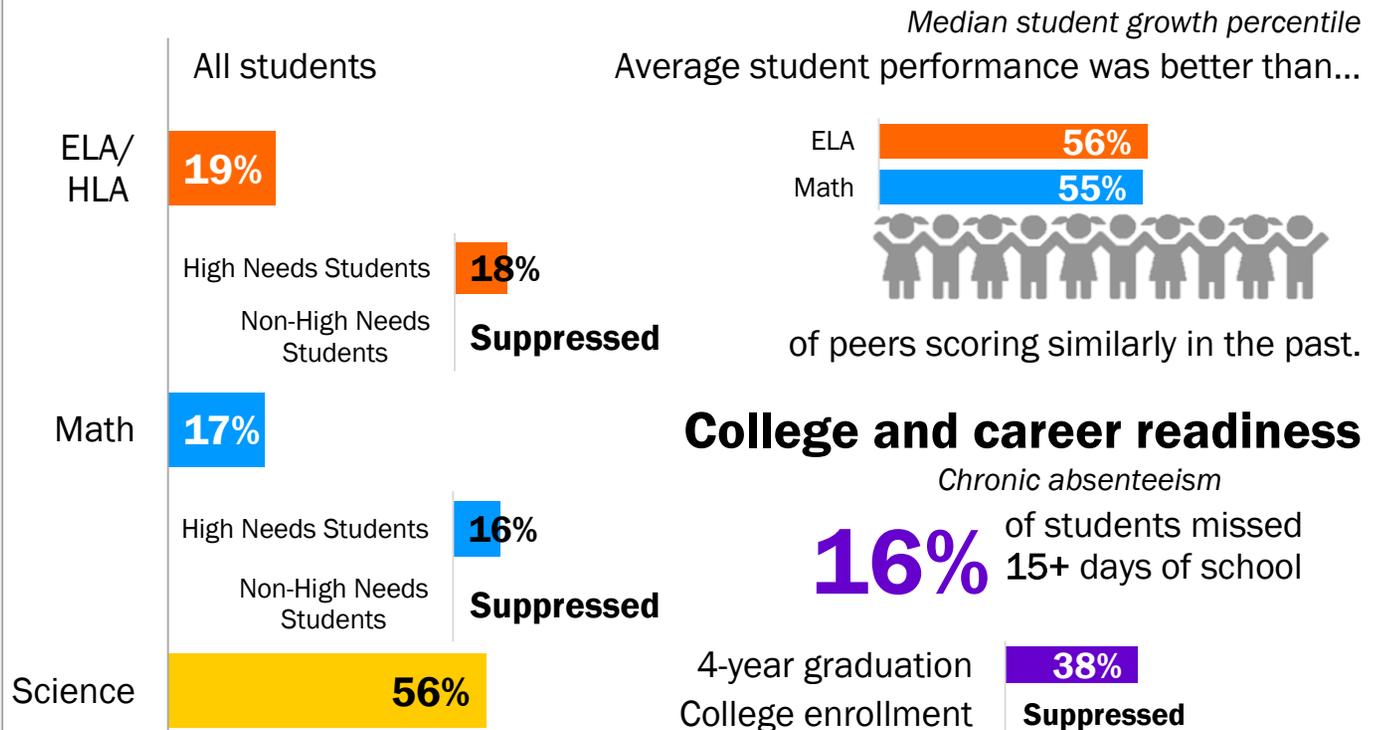
State Public
Charter School
Commission



Mission: 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).

Student academic performance

Proficiency on statewide assessments



College and career readiness

Chronic absenteeism

16% of students missed 15+ days of school

4-year graduation **38%**
College enrollment **Suppressed**

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	96%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	3+
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	6.4
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	109 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	145.1%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	6.7%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	14.0%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$524,962
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	40.7%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$165,890

Kualapu'u School: A Public Conversion Charter

School Year 2016-2017

Board Chair: **Joe Uno**

Director: **Lydia Trinidad**

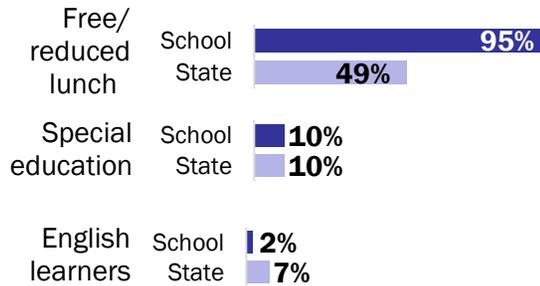
Year authorized: **2004**

Grades served:

PK K 1 2 3 4 5 6 7 8 9 10 11 12

K-6 enrollment: 310 students

High needs populations:



260 Farrington Highway
Kualapu'u, HI 96757

808-567-6900

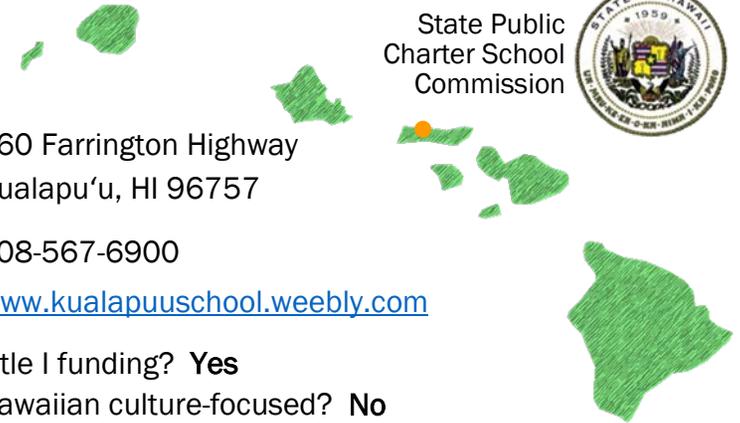
www.kualapuuschool.weebly.com

Title I funding? **Yes**

Hawaiian culture-focused? **No**

Kaipuni (Hawaiian immersion)? **Yes**

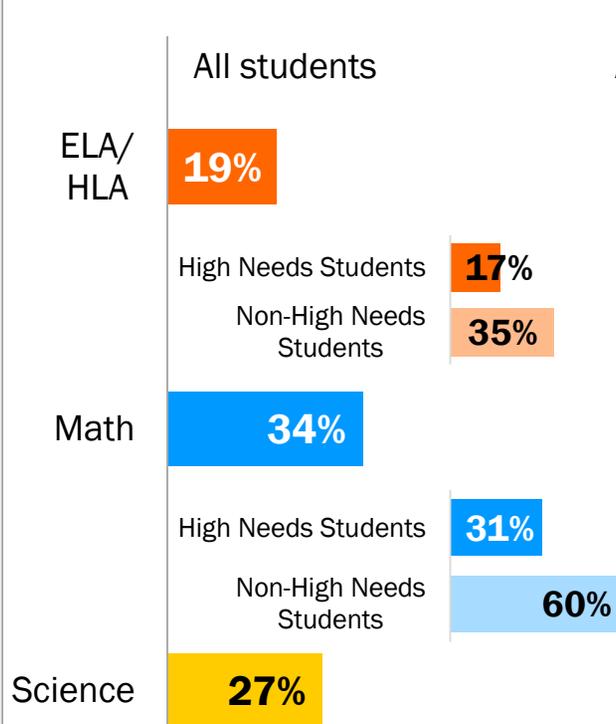
State Public
Charter School
Commission



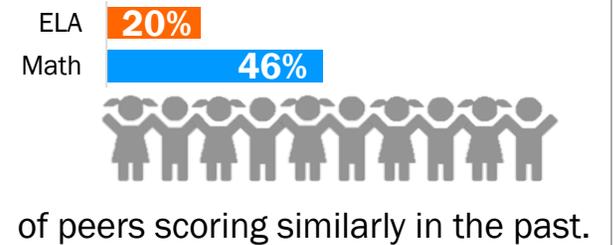
Mission: To build a strong foundation for lifelong learning so with proper nurturing our keiki will be able to discover and grow, develop skills and confidence, and, like the 'uala, withstand adversity and thrive in an ever-changing world.

Student academic performance

Proficiency on statewide assessments



Average student performance was better than...
Median student growth percentile



College and career readiness

Chronic absenteeism

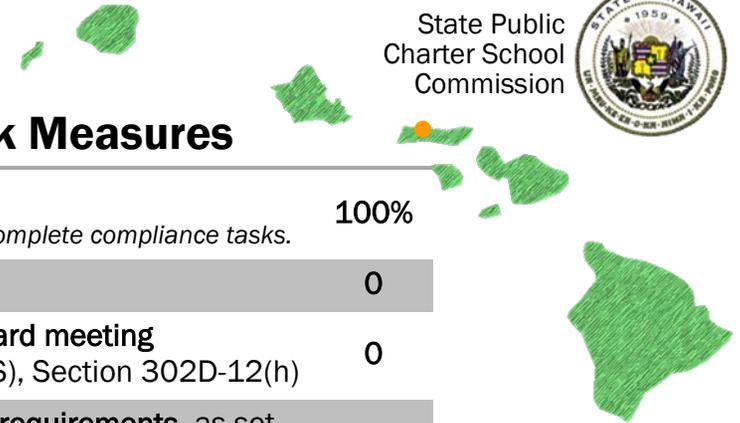
7% of students missed 15+ days of school

4-year graduation	Does not apply
College enrollment	Does not apply

Source: Hawaii Department of Education

Kualapu‘u School: A Public Conversion Charter

School Year 2016-2017



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	3.4
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	158 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	94.2%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	11.5%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	28.1%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$301,748
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	44.4%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$306,096

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

School Year 2016-2017

State Public
Charter School
Commission



Board Chair: **Kuulei Keaumoana**

Director: **Hedy Sullivan**

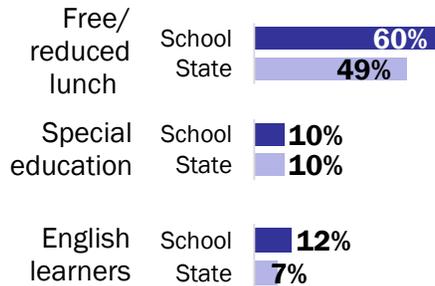
Year authorized: **2001**

Grades served:

PK **K 1 2 3 4 5 6 7 8 9 10 11 12**

K-12 enrollment: 48 students

High needs populations:



8315 Kekaha Road
Kekaha, HI 96752

808-337-2022

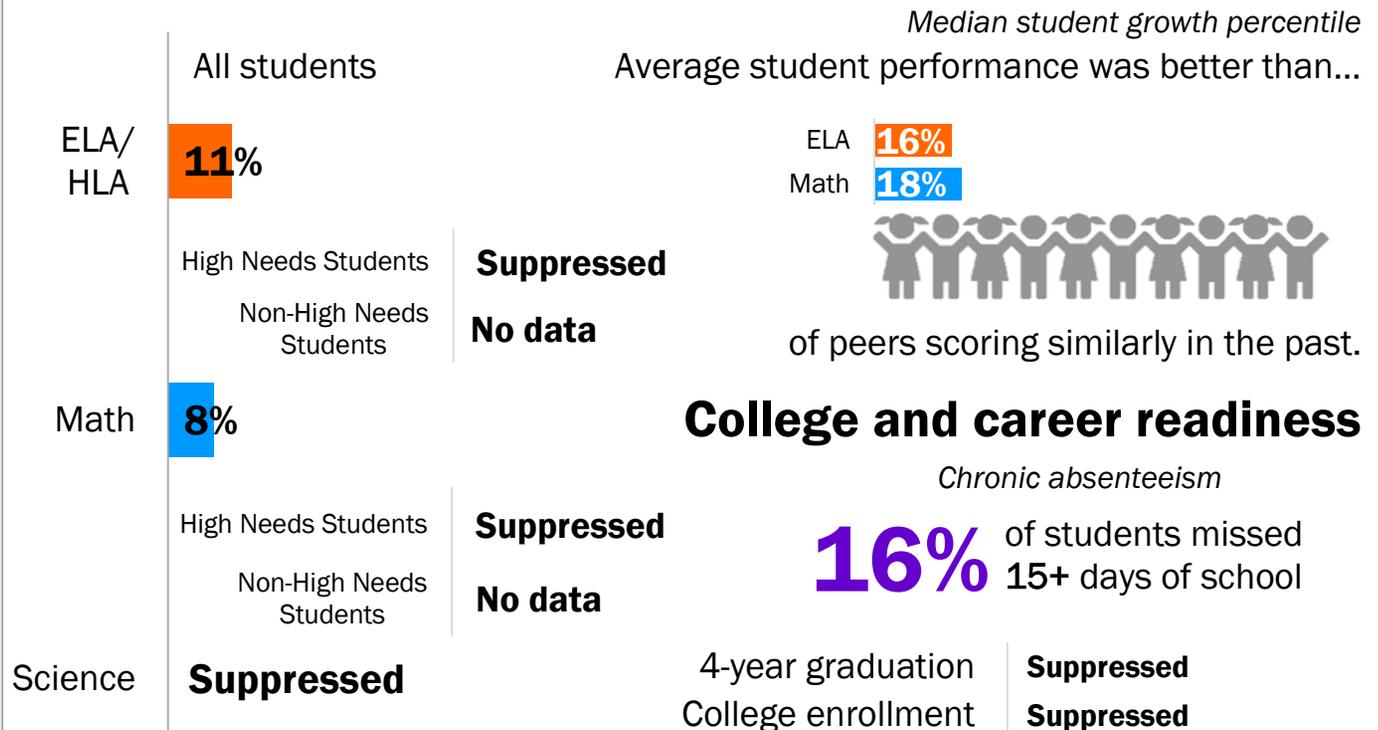
KANAKApcs.org

Title I funding? **No, but eligible**
Hawaiian culture-focused? **Yes**
Kaiapuni (Hawaiian immersion)? **No**

***Mission:** Our mission is to educate our youth so that they may lead the direction for their own future and that of the Niihau community. It is our mission to raise the level of literacy, education, and awareness of this native community by educating its youth and preparing them to function independently in a western dominated society. It is our mission to raise the level of student involvement in community related activities and issues, including economics and governmental affairs so they may be prepared to deliver appropriate and influential representation of this indigenous population in matters that affect their lives and the lives of generations to come.*

Student academic performance

Proficiency on statewide assessments



College and career readiness

Chronic absenteeism

16% of students missed 15+ days of school

4-year graduation **Suppressed**
College enrollment **Suppressed**

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	10.1
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	191 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	106.0%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	12.2%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	8.9%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$12,475
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	75.7%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$99,190

Lanikai Elementary Public Charter School (currently Ka'ōhao Public Charter School)

School Year 2016-2017

State Public
Charter School
Commission



Board Chair: **Todd Cullison**

Director: **Ed Noh**

Year authorized: **1996**

Grades served:

PK K 1 2 3 4 5 6 7 8 9 10 11 12

K-6 enrollment: 327 students

High needs populations:

Free/reduced lunch	School	6%
	State	49%
Special education	School	6%
	State	10%
English learners	School	1%
	State	7%

140 Alala Road
Kailua, HI 96734

808-266-7844

<http://kaohaoschool.org>

Title I funding? **No**

Hawaiian culture-focused? **No**

Kaipuni (Hawaiian immersion)? **No**

***Mission:** At Lanikai School our mission, through combined efforts of staff, parents, students and community, is:*

To focus on the whole child by offering an integrated and challenging curriculum that reaches across the disciplines, which includes Physical Wellness, Technology and an emphasis on The Arts.

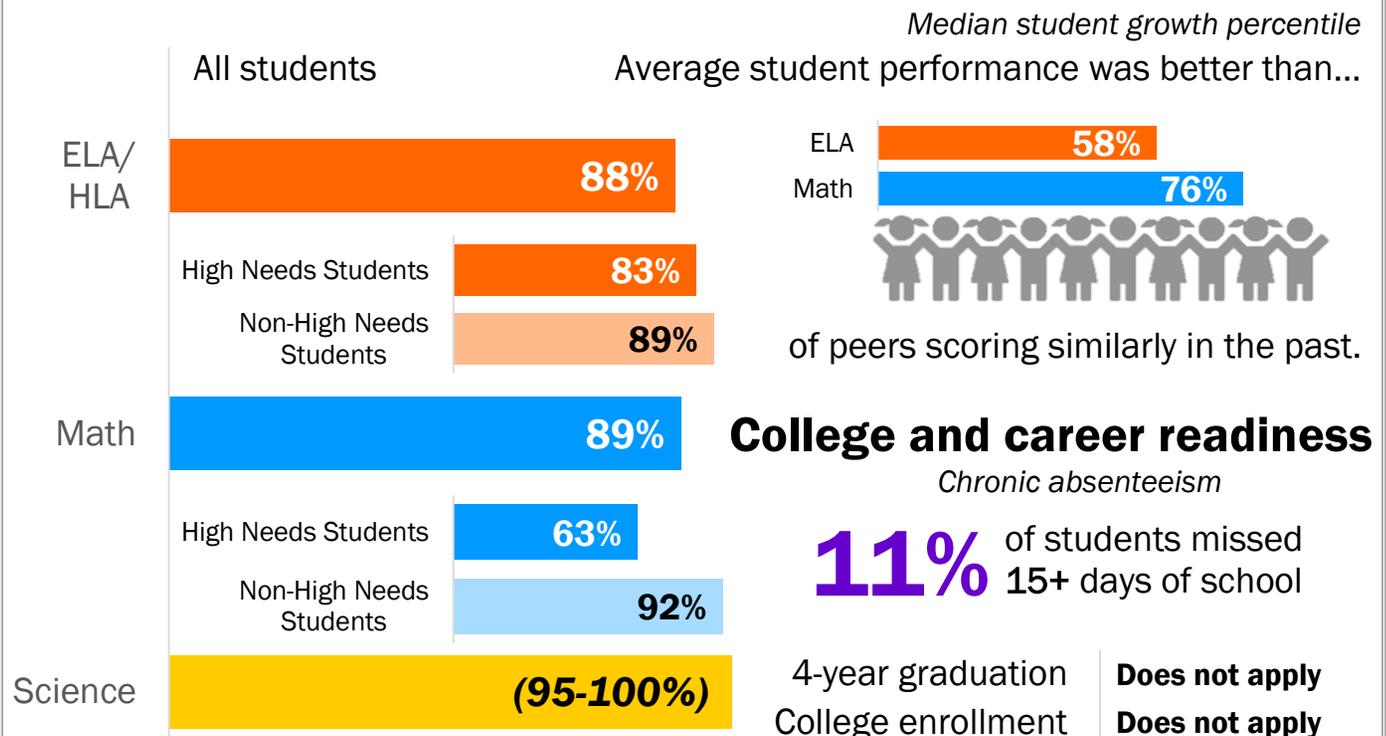
To empower students to meet academic challenges with enthusiasm and a willingness to solve real-world problems.

To create an atmosphere of cooperation, with respect for individual differences, the community and cultural values.

To develop children who are confident and creative builders of their future.

Student academic performance

Proficiency on statewide assessments



Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	2
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	6.5
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	182 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	101.5%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	5.0%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	13.6%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$207,476
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	91.3%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$136,628

Laupāhoehoe Community Public Charter School

School Year 2016-2017

Board Chair: Nicolette Hubbard

Director: Liana Honda

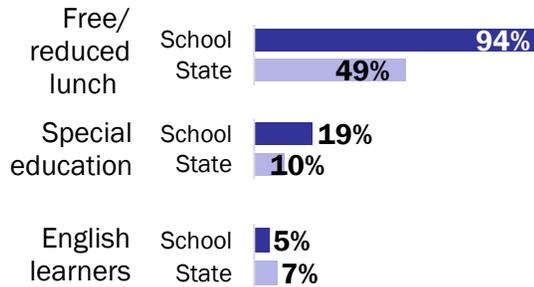
Year authorized: 2011

Grades served:

PK K 1 2 3 4 5 6 7 8 9 10 11 12

K-12 enrollment: 267 students

High needs populations:



35-2065 Māmalahoa Highway
Laupāhoehoe, HI 96764

808-962-2200

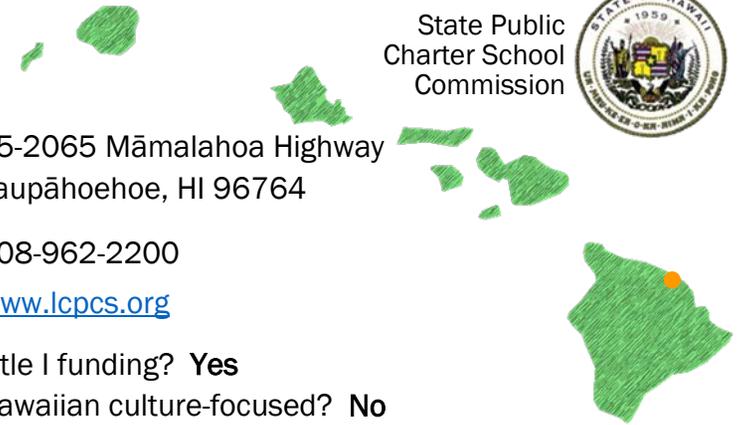
www.lcpcs.org

Title I funding? **Yes**

Hawaiian culture-focused? **No**

Kaipuni (Hawaiian immersion)? **No**

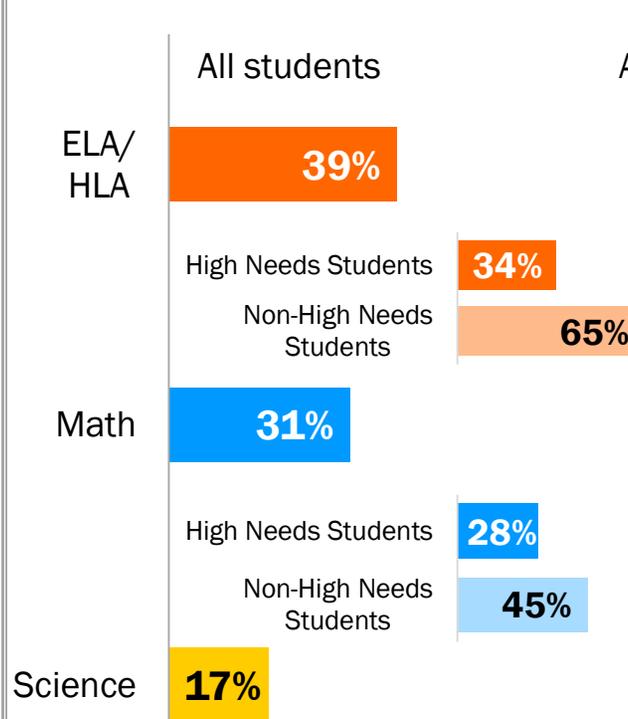
State Public
Charter School
Commission



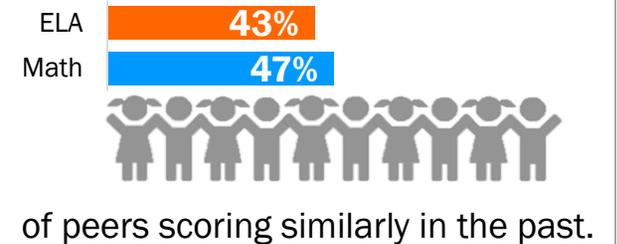
Mission: To emphasize hands on learning and academic success where every student is known and valued, using community partnerships and resources while instilling traditional cultural values.

Student academic performance

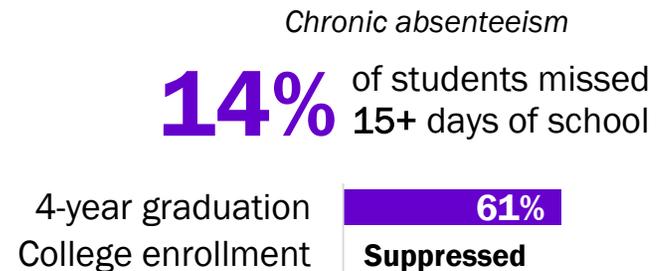
Proficiency on statewide assessments



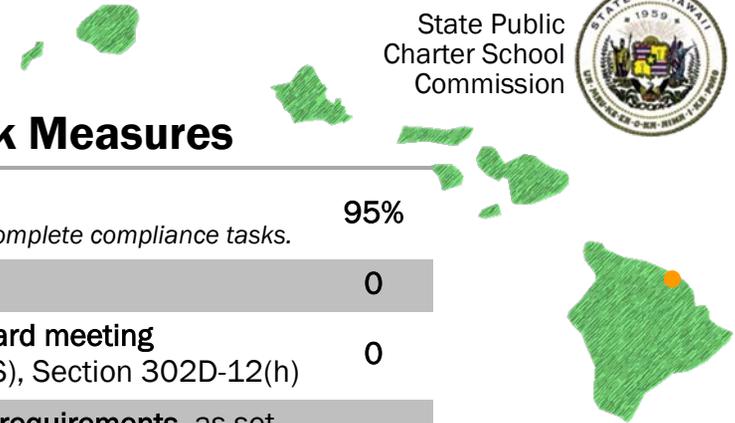
Average student performance was better than...
Median student growth percentile



College and career readiness



Source: Hawaii Department of Education



State Public Charter School Commission

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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	95%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	3.8
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	113 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	118.3%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	7.4%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	24.2%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$60,807
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	31.2%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$220,186

Mālama Honua Public Charter School

School Year 2016-2017

Board Chair: **Herb Lee**

Director: **Denise Espania**

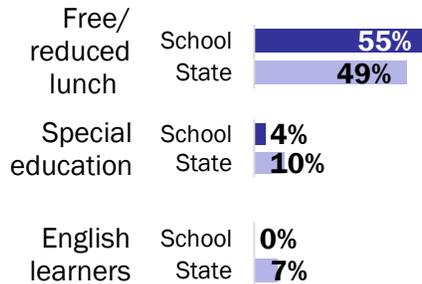
Year authorized: **2012**

Grades served:

PK **K 1 2 3 4** 5 6 7 8 9 10 11 12

K-4 enrollment: 85 students

High needs populations:



41-054 'Ehukai Street
Waimānalo, HI 96795

808-259-5522

<http://www.malamahonuapcs.org>

Title I funding? **Yes**

Hawaiian culture-focused? **Yes**

Kaipuni (Hawaiian immersion)? **No**

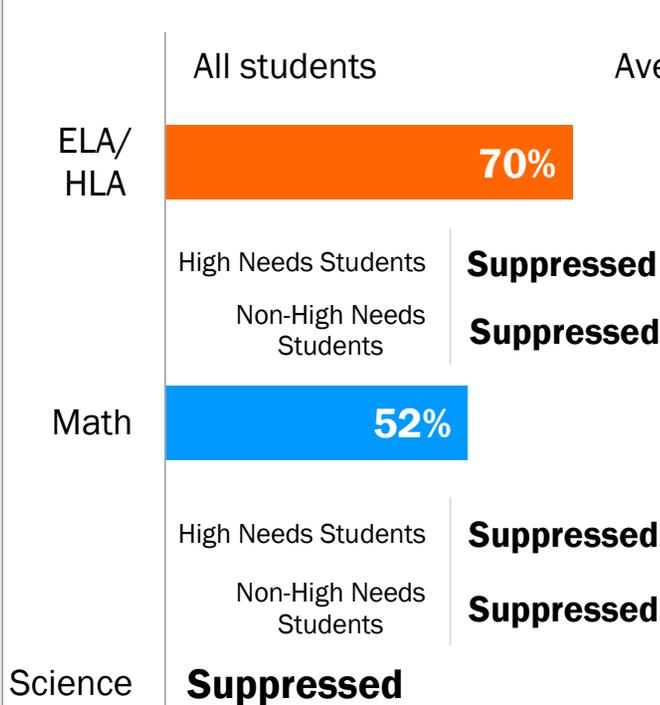
State Public
Charter School
Commission



Mission: To provide an education that cultivates the caring, compassionate, and astute "mind of the navigator" in students and teachers alike by the appropriate application of indigenous Hawaiian values, inclusive of 21st century skills.

Student academic performance

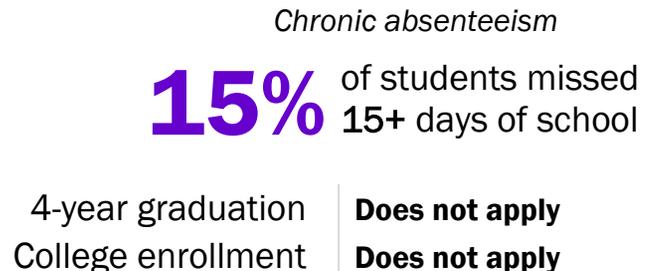
Proficiency on statewide assessments



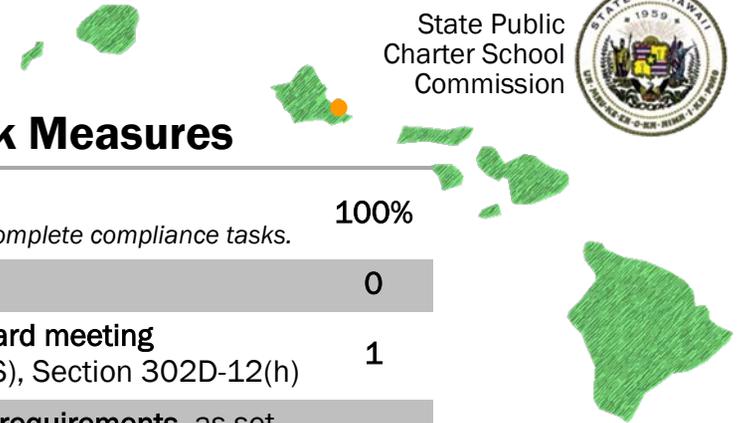
Average student performance was better than...
Median student growth percentile



College and career readiness



Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	1
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	11.9
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	186 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	128.8%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	23.6%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	6.3%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$233,997
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	72.0%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$247,125

Myron B. Thompson Academy

School Year 2016-2017

Board Chair: **Myron Thompson**

Director: **Diana Oshiro**

Year authorized: **2001**

Grades served:

PK **K 1 2 3 4 5 6 7 8 9 10 11 12**

K-12 enrollment: 685 students

***Mission:** The mission of Myron B. Thompson Academy is to provide a rigorous, engaging learning environment in which all learners accept responsibility for their learning, work together, are involved in complex problem solving, recognize and produce quality work and communicate effectively.*

High needs populations:

Free/reduced lunch	School	11%
	State	49%
Special education	School	0%
	State	10%
English learners	School	0%
	State	7%

1040 Richards Street, Suite 220
Honolulu, HI 96813

808-441-8000

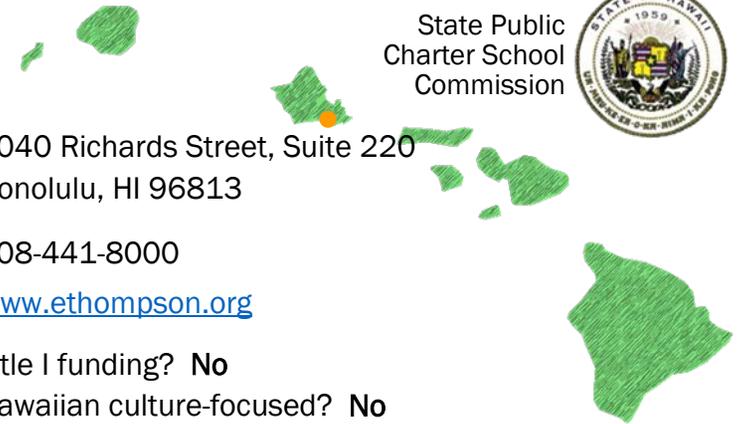
www.ethompson.org

Title I funding? **No**

Hawaiian culture-focused? **No**

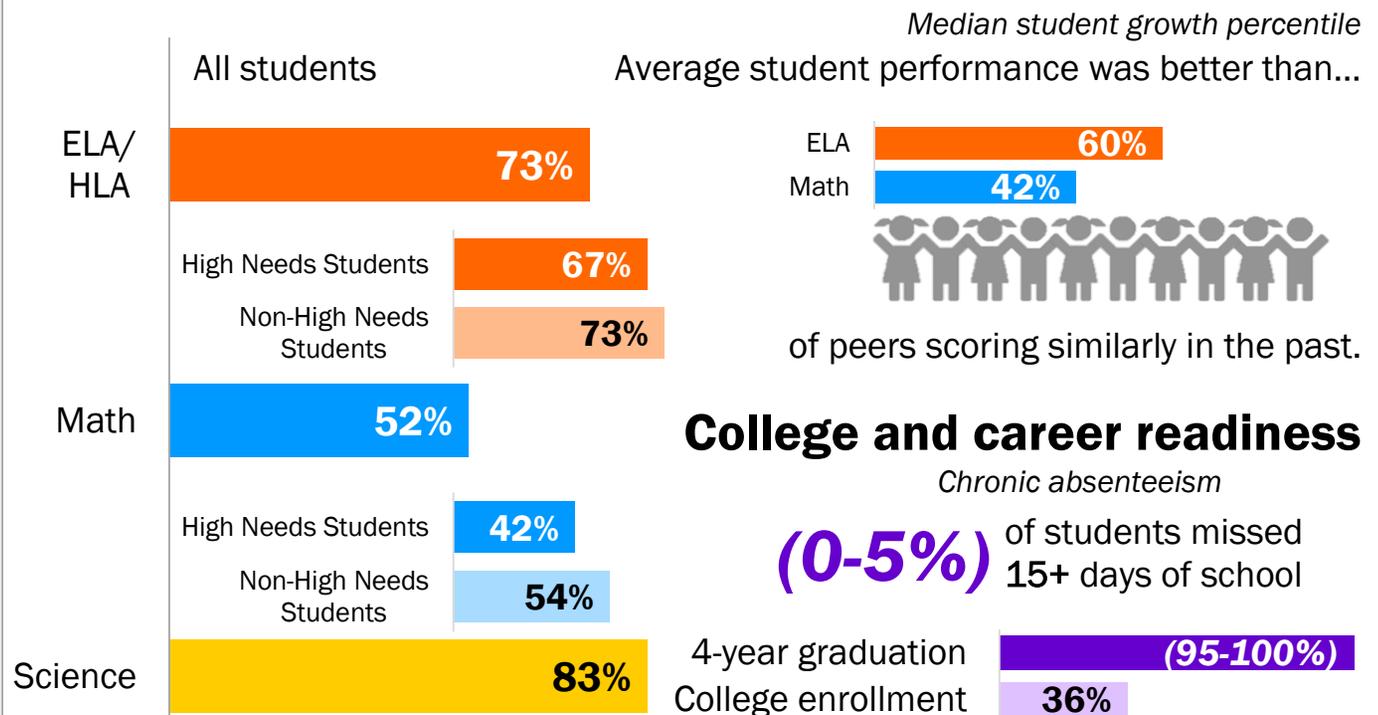
Kaipuni (Hawaiian immersion)? **No**

State Public
Charter School
Commission

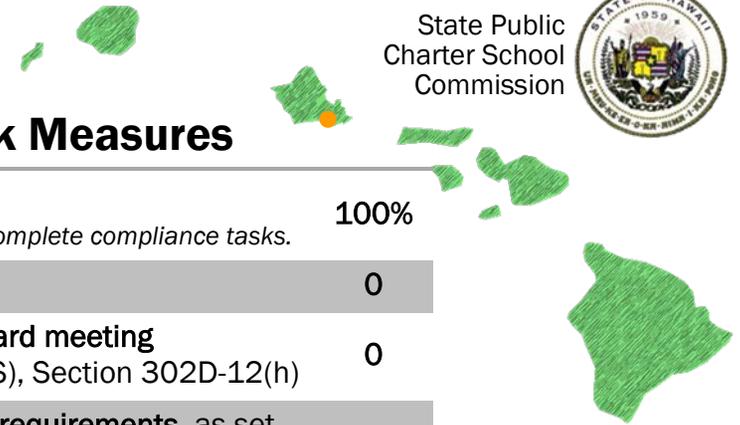


Student academic performance

Proficiency on statewide assessments



Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	14.4
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	512 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	90.0%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	16.3%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	6.3%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$756,021
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	139.7%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$818,397

Nā Wai Ola Public Charter School

School Year 2016-2017

Board Chair: **Renee Bellinger**

Director: **Jason Wong**

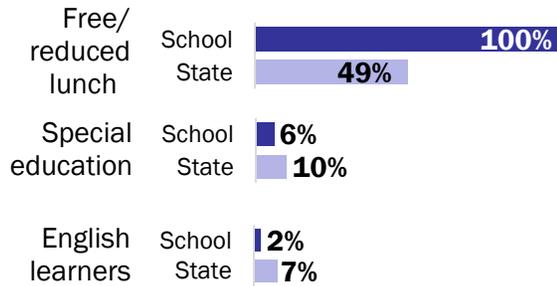
Year authorized: **2000**

Grades served:

PK K 1 2 3 4 5 6 7 8 9 10 11 12

K-6 enrollment: **158 students**

High needs populations:



18-1355 Volcano Road
Mountain View, HI 96771

808-968-2318

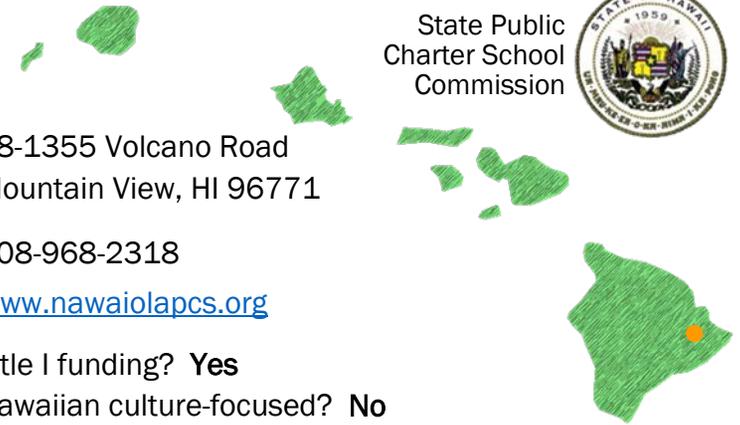
www.nawaiolapcs.org

Title I funding? **Yes**

Hawaiian culture-focused? **No**

Kaipuni (Hawaiian immersion)? **No**

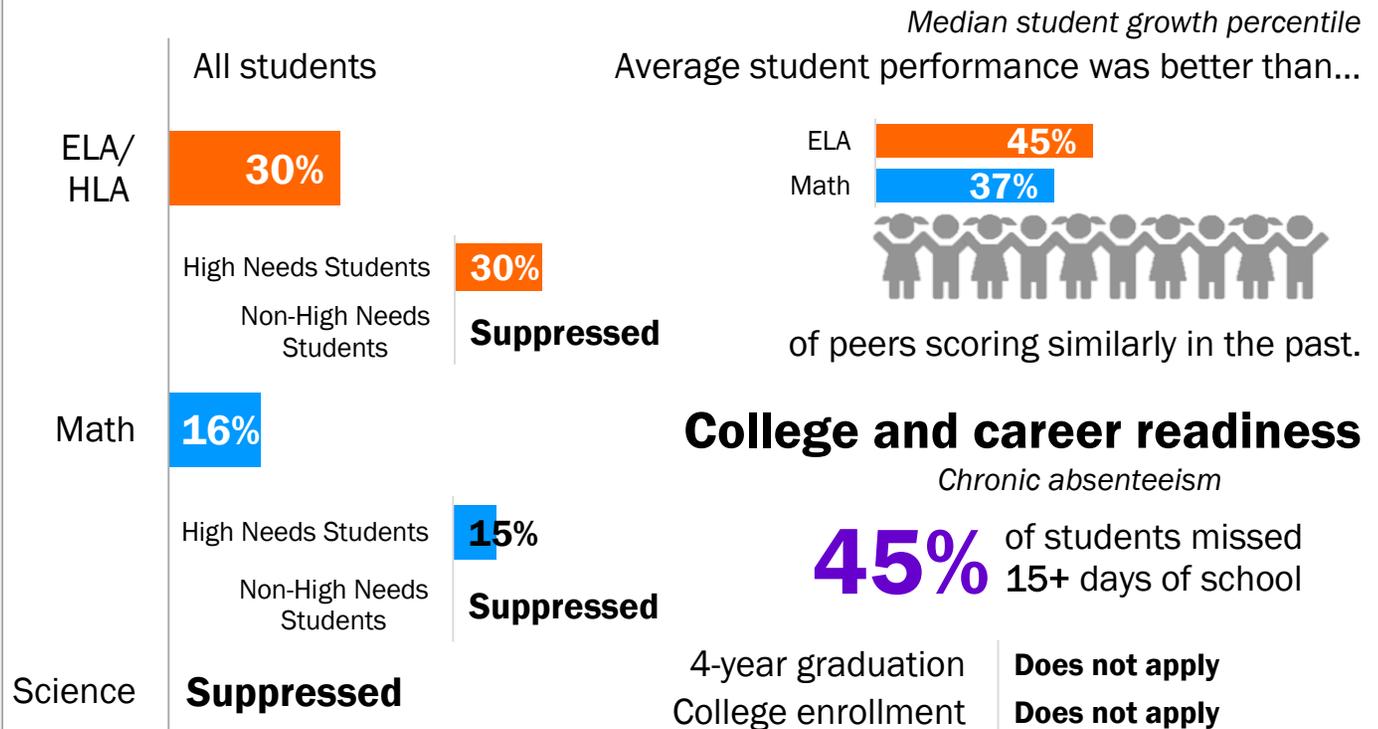
State Public
Charter School
Commission



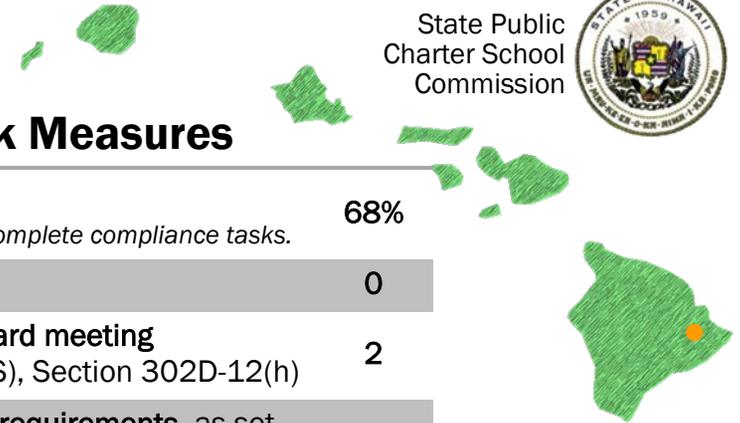
Mission: Our mission is to provide a first class private school education in a nurturing environment which insures academic success for ALL students at a Public School Price.

Student academic performance

Proficiency on statewide assessments



Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	68%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	2
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	2.6
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	51 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	80.3%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	11.8%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	24.3%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$127,444
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	23.1%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$193,857

SEEQS: the School for Examining Essential Questions of Sustainability

School Year 2016-2017

State Public
Charter School
Commission



Board Chair: **Carole Ota**

Director: **Buffy Cushman-Patz**

Year authorized: **2012**

Grades served:

PK K 1 2 3 4 5 **6 7 8** 9 10 11 12

6-8 enrollment: 160 students

High needs populations:

Free/ reduced lunch	School	9%
	State	49%
Special education	School	14%
	State	10%
English learners	School	1%
	State	7%

2705 Kaimukī Avenue
Honolulu, HI 96816

808-677-3377

www.seeqs.org

Title I funding? **No**

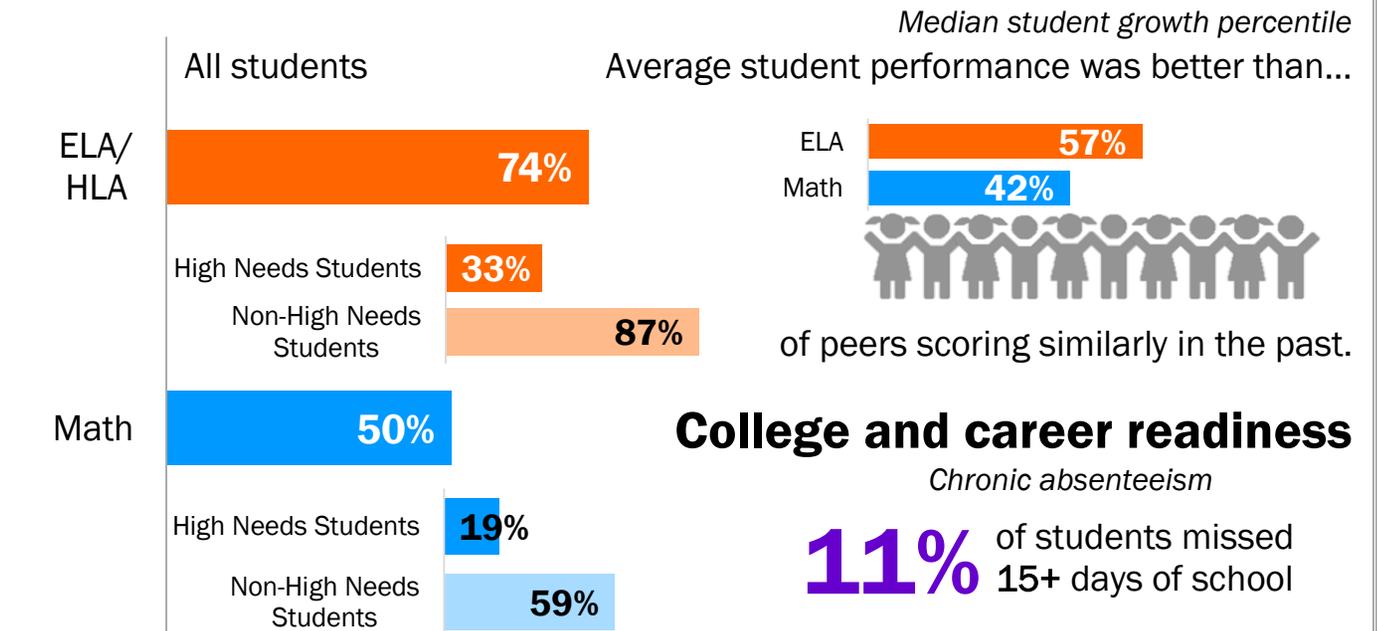
Hawaiian culture-focused? **No**

Kaipuni (Hawaiian immersion)? **No**

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 are stewards of planet Earth and healthy, effective citizens of the world.

Student academic performance

Proficiency on statewide assessments



College and career readiness

Chronic absenteeism

11% of students missed 15+ days of school

4-year graduation **Does not apply**
College enrollment **Does not apply**

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	91%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	5.1
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	57 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	102.5%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	3.1%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	15.7%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$219,173
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	21.1%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$47,796

University Laboratory School

School Year 2016-2017

Board Chair: **David Oride**

Director: **Keoni Jeremiah**

Year authorized: **2001**

Grades served:

PK **K 1 2 3 4 5 6 7 8 9 10 11 12**

K-12 enrollment: 443 students

High needs populations:

Free/ reduced lunch	School	13%
	State	49%
Special education	School	4%
	State	10%
English learners	School	0%
	State	7%

1776 University Avenue
Honolulu, HI 96822

808-956-7833

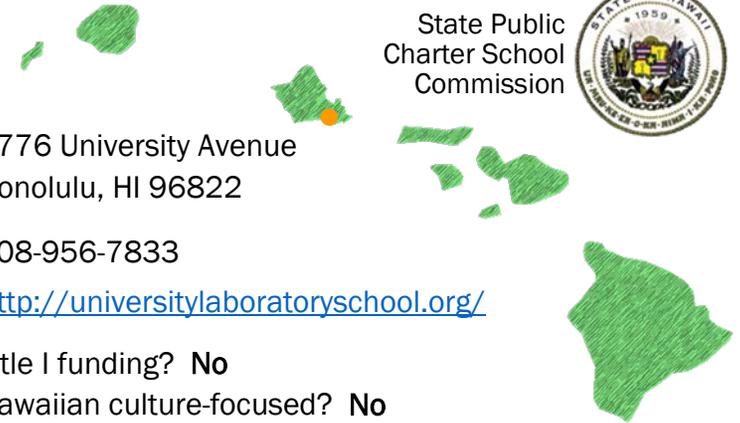
<http://universitylaboratoryschool.org/>

Title I funding? **No**

Hawaiian culture-focused? **No**

Kaipuni (Hawaiian immersion)? **No**

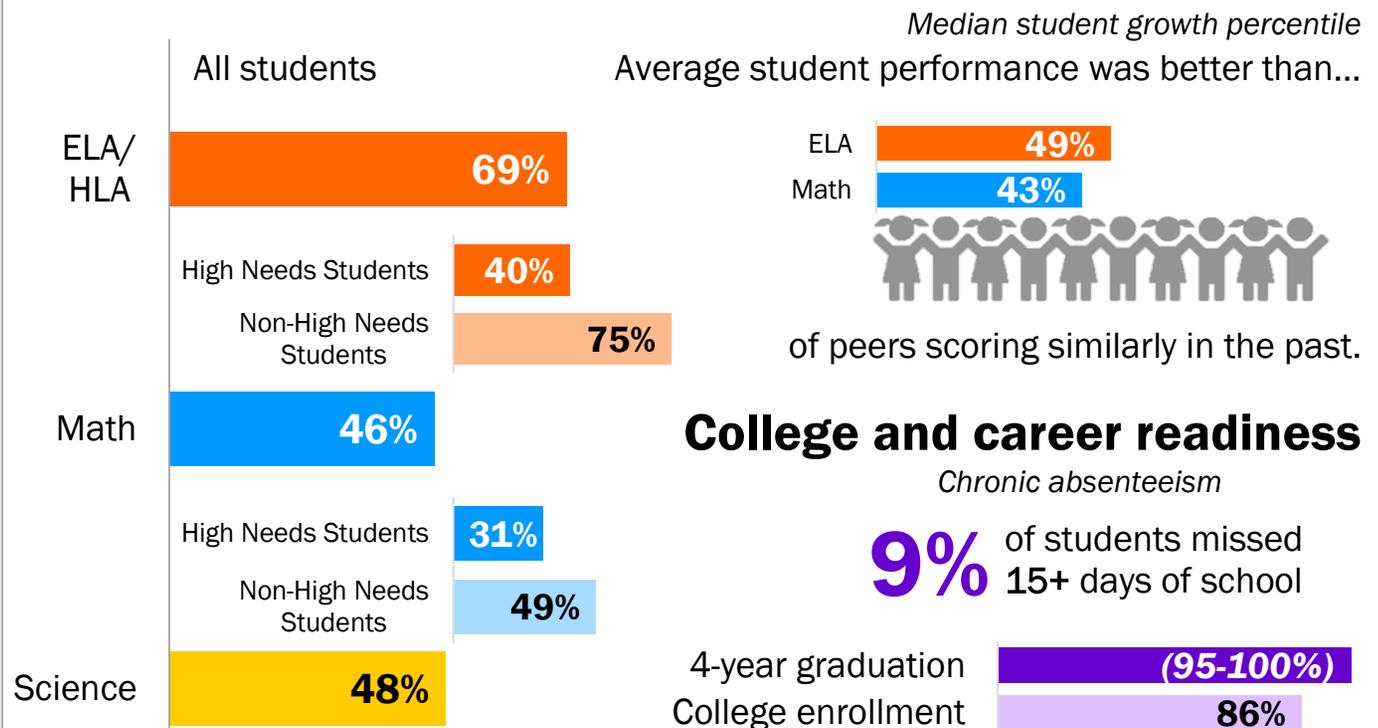
State Public
Charter School
Commission



Mission: The school serves two interlocking missions: to design and deliver the best possible education to its students, and to serve the educational research and development community as an inventing and testing ground for high quality educational programs.

Student academic performance

Proficiency on statewide assessments



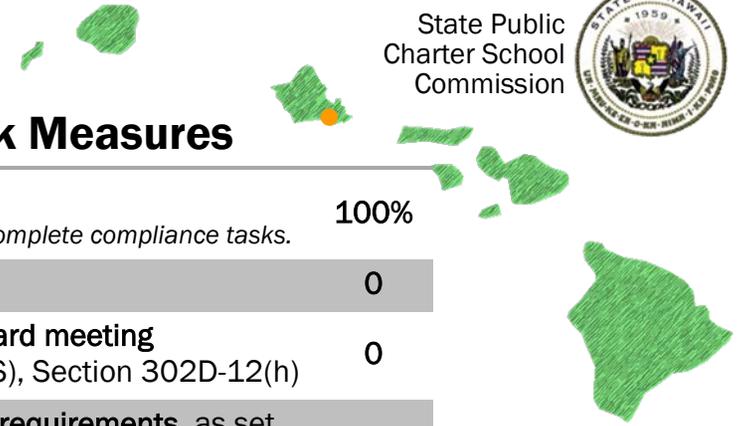
College and career readiness

Chronic absenteeism

9% of students missed 15+ days of school

4-year graduation	(95-100%)
College enrollment	86%

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	2.5
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	87 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	97.8%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	0.4%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	40.5%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$55,907
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	15.9%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$12,961

The Volcano School of Arts & Sciences

School Year 2016-2017

Board Chair: **Tara Holitzki**

Director: **Kalima Cayir**

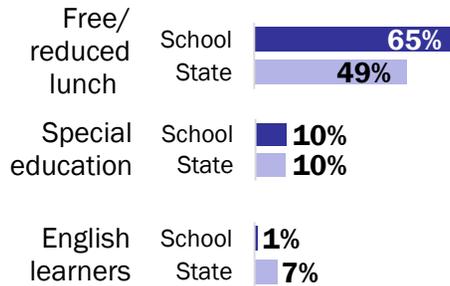
Year authorized: **2001**

Grades served:



K-8 enrollment: 170 students

High needs populations:



99-128 Old Volcano Road /
19-4024 Haunani Road
Volcano, HI 96785
808-985-9800

www.volcanoschool.net

Title I funding? **Yes**

Hawaiian culture-focused? **No**

Kaipuni (Hawaiian immersion)? **No**

State Public
Charter School
Commission



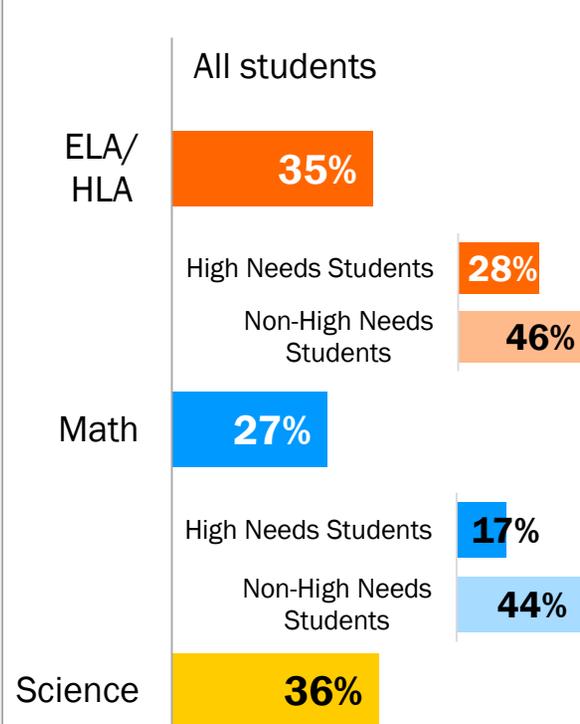
Mission: The mission of the Volcano School of Arts & Sciences is to:

- Focus on the unique ecosystems and geology of the Volcano area
- Cultivate responsibility for nature and the environment
- Involve the community in ongoing partnership
- Provide a solid academic foundation for students
- Encourage creative problem-solving and critical thinking
- Provide avenues for creative expressions
- Teach practical life skills
- Offer a rich multicultural program
- Nurture respect and understanding of Hawaiian culture
- Foster social responsibility and respect for others
- Impart a lifelong love of learning
- Serve the Volcano community
- Celebrate learning success of all children

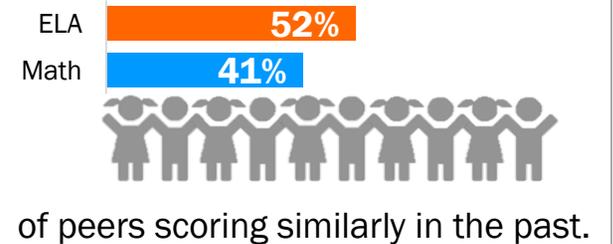
All in a safe and supportive “learning village” environment.

Student academic performance

Proficiency on statewide assessments



Median student growth percentile
Average student performance was better than...



College and career readiness

Chronic absenteeism

34% of students missed 15+ days of school

4-year graduation **Does not apply**
College enrollment **Does not apply**

Source: Hawaii Department of Education



State Public Charter School Commission

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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	2.8
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	52 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	94.5%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	-4.6%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	32.8%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$41,289
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	15.1%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	-\$81,949

Voyager: A Public Charter School

School Year 2016-2017

Board Chair: **Phillip Hasha**

Director: **Jeff Vilardi**

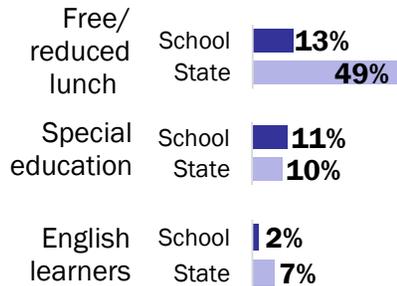
Year authorized: **2000**

Grades served:



K-8 enrollment: 299 students

High needs populations:



2428 Wilder Avenue
Honolulu, HI 96822

808-521-9770

www.voyagerschool.com

Title I funding? **No**

Hawaiian culture-focused? **No**

Kaipuni (Hawaiian immersion)? **No**

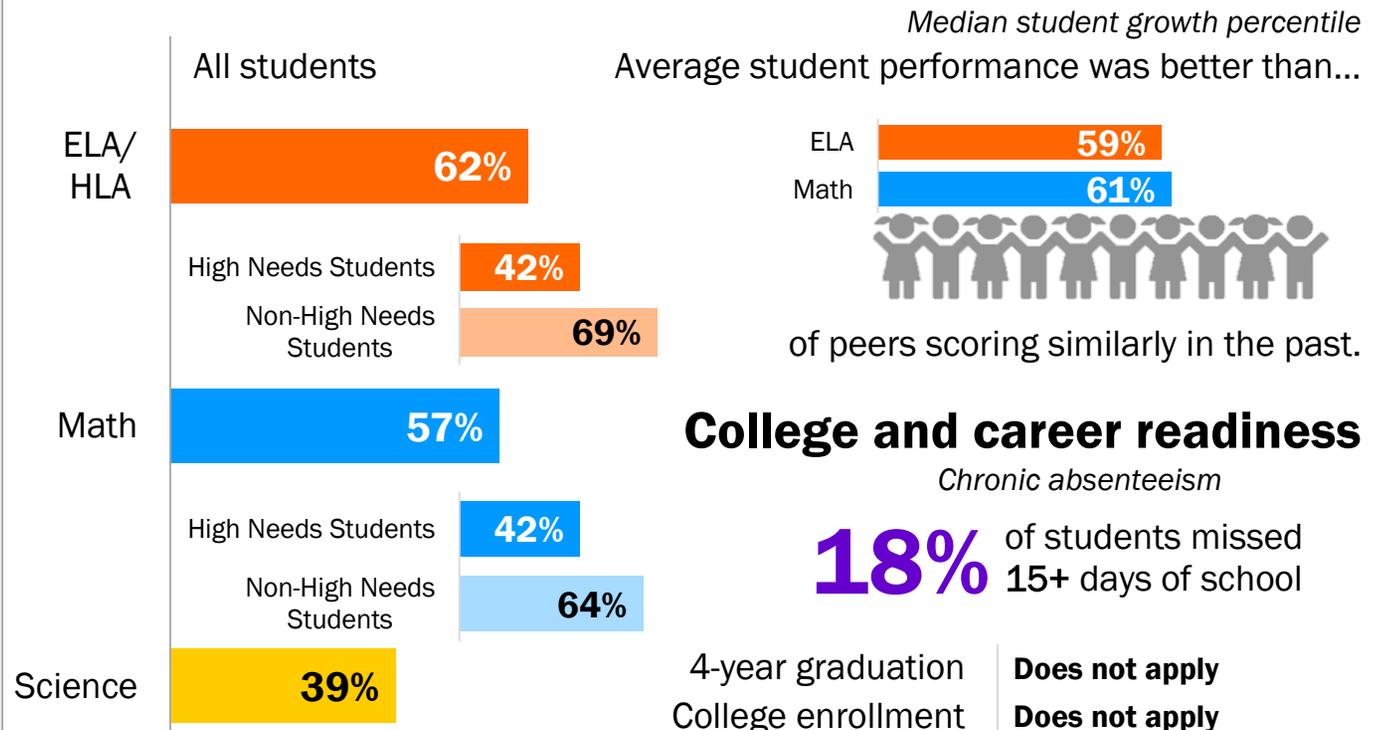
State Public
Charter School
Commission



***Mission:** The mission of Voyager: A Public Charter School is to transform education in Hawaii by demonstrating that Hawaii educators, working with a diverse population of our community's children can achieve high expectations as articulated in the Hawaii Content and performance Standards and Common Core State Standards. Voyager uses state of the art methods founded on ancient principles and the latest scientific knowledge to help every student achieve and perform beyond expectations. Voyager forms and utilizes a variety of partnerships to share its philosophy and methods with other public schools.*

Student academic performance

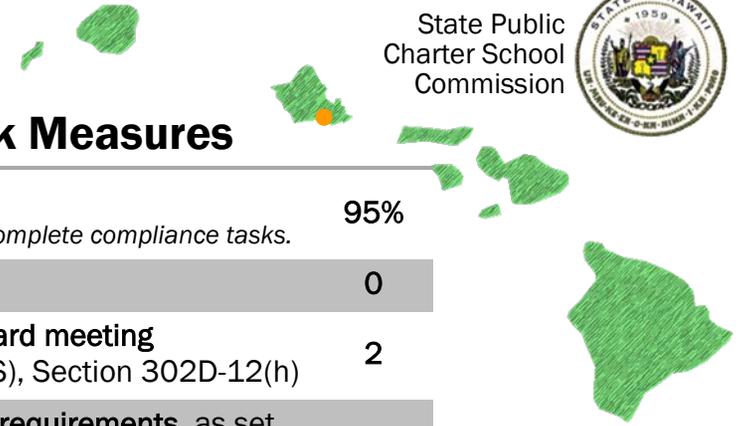
Proficiency on statewide assessments



Source: Hawaii Department of Education

Voyager: A Public Charter School

School Year 2016-2017



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	95%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	2
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	3.4
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	122 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	100.0%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	5.0%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	29.6%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$113,620
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	3.7%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$121,590

Wai'ālae Elementary Public Charter School

School Year 2016-2017

Board Chair: **Rod Todorovich**

Director: **Kapono Ciotti**

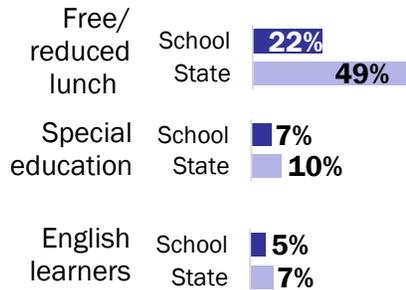
Year authorized: **1999**

Grades served:

PK K 1 2 3 4 5 6 7 8 9 10 11 12

K-5 enrollment: 501 students

High needs populations:



1045 19th Avenue
Honolulu, HI 96816

808-733-4880

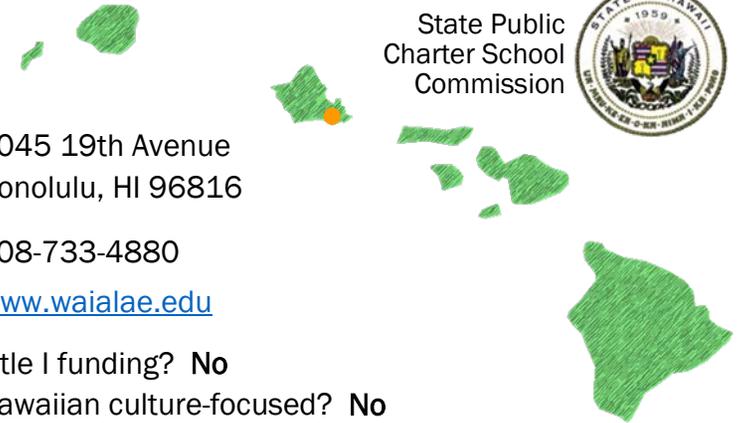
www.waiialae.edu

Title I funding? **No**

Hawaiian culture-focused? **No**

Kaipuni (Hawaiian immersion)? **No**

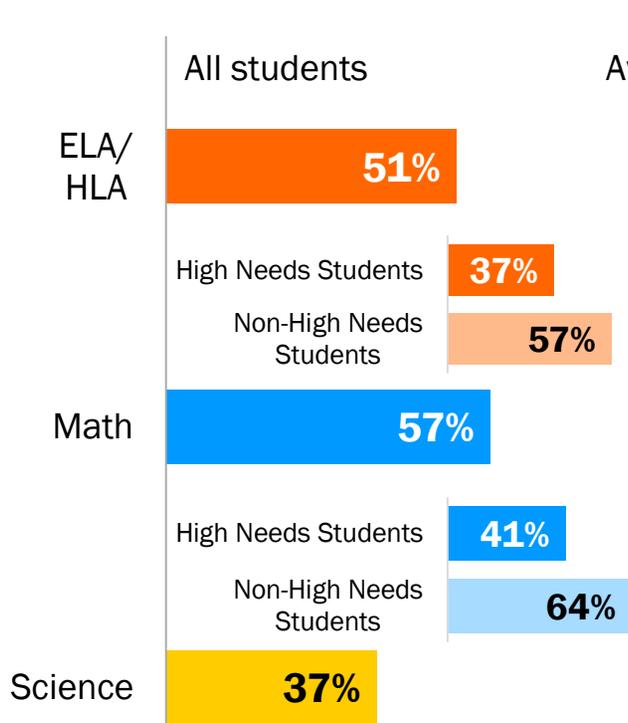
State Public
Charter School
Commission



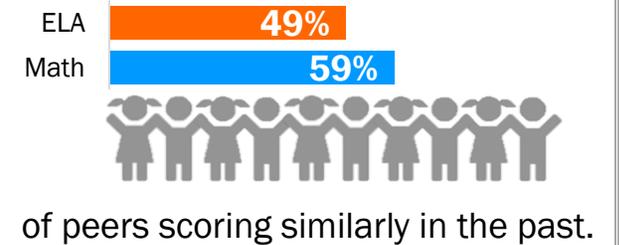
***Mission:** Waiālae Public Charter school is a student-centered school that honors the whole child. It is committed to nurturing a community of learners who strive for excellence and innovation, empowering all members of the community to actively engage in a democratic society.*

Student academic performance

Proficiency on statewide assessments



Average student performance was better than...



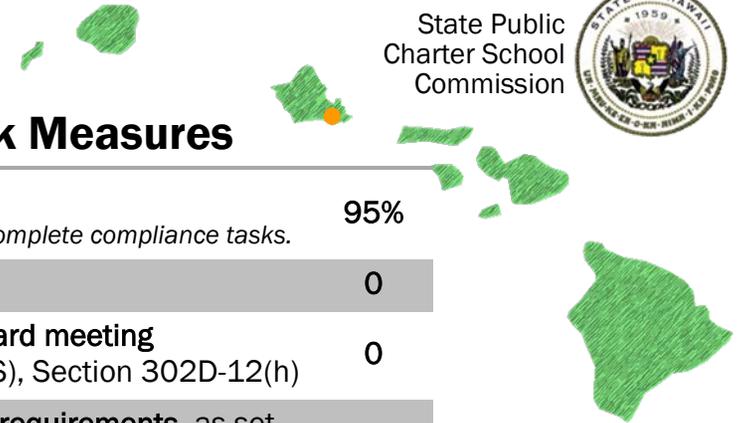
College and career readiness

Chronic absenteeism

9% of students missed 15+ days of school

4-year graduation	Does not apply
College enrollment	Does not apply

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	95%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	3.8
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	156 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	99.2%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	0.5%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	37.7%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	-\$48,659
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	37.9%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	\$23,511

Waimea Middle Public Conversion Charter School

School Year 2016-2017

Board Chair: **Joe Uno**

Director: **Amy Kendziorski**

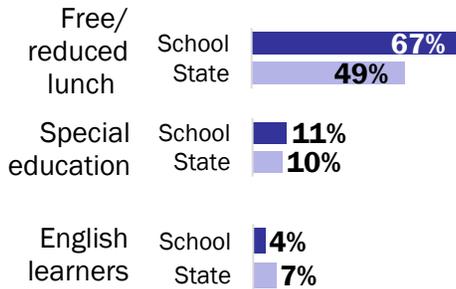
Year authorized: **2003**

Grades served:

PK K 1 2 3 4 5 **6 7 8** 9 10 11 12

6-8 enrollment: 254 students

High needs populations:



67-1229 Māmalahoa Highway
Kamuela, HI 96743

808-887-6090

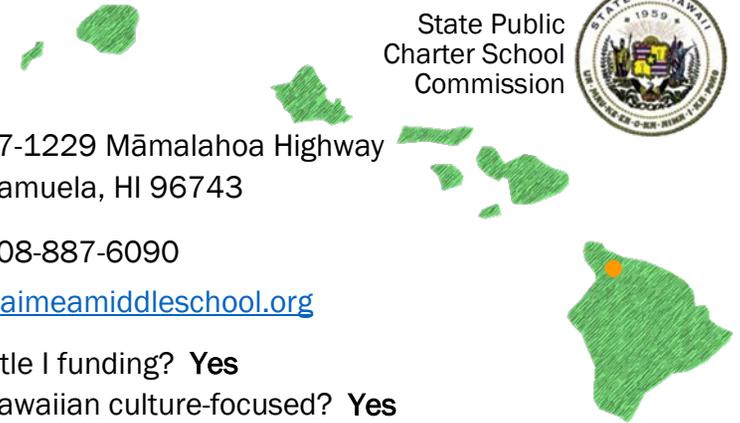
waimeamiddleschool.org

Title I funding? **Yes**

Hawaiian culture-focused? **Yes**

Kaiapuni (Hawaiian immersion)? **No**

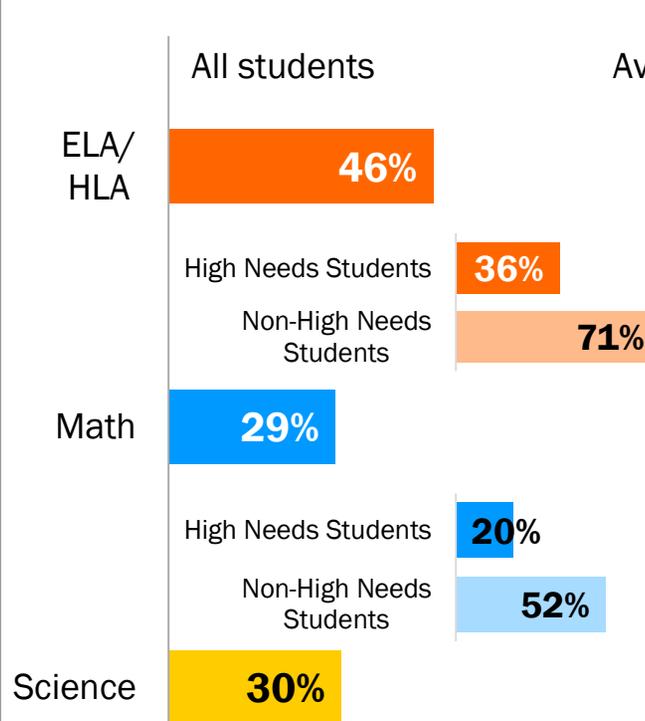
State Public
Charter School
Commission



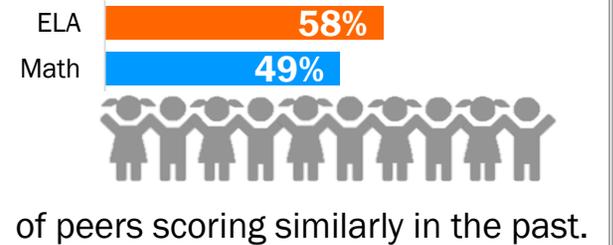
***Mission:** It is the mission of Waimea Middle School to provide our students with a quality standards-based education in a creative, challenging and nurturing environment that results in the maximum development of each child through the cooperative efforts of the entire community.*

Student academic performance

Proficiency on statewide assessments



Average student performance was better than...
Median student growth percentile



College and career readiness

Chronic absenteeism

23% of students missed 15+ days of school

4-year graduation **Does not apply**
College enrollment **Does not apply**

Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	100%
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	3.1
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	199 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	96.5%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	-4.8%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	27.5%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$17,207
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	59.4%
8. Change in Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	-\$141,184

West Hawai'i Explorations Academy

School Year 2016-2017

Board Chair: **Andi Losalio-Pawarasat**

Director: **Heather Nakakura**

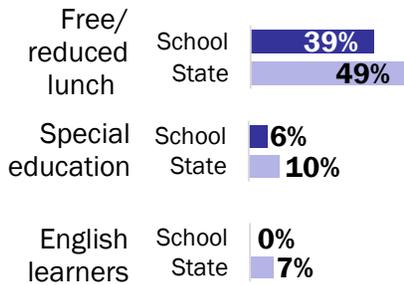
Year authorized: **2000**

Grades served:

PK K 1 2 3 4 5 **6 7 8 9 10 11 12**

6-12 enrollment: **266 students**

High needs populations:



73-4500 Kahilihili Street
Kailua-Kona, HI 96740

808-327-4751

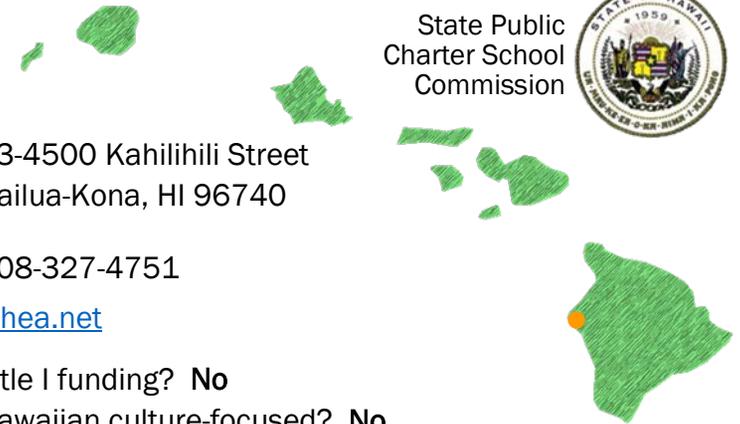
whea.net

Title I funding? **No**

Hawaiian culture-focused? **No**

Kaiapuni (Hawaiian immersion)? **No**

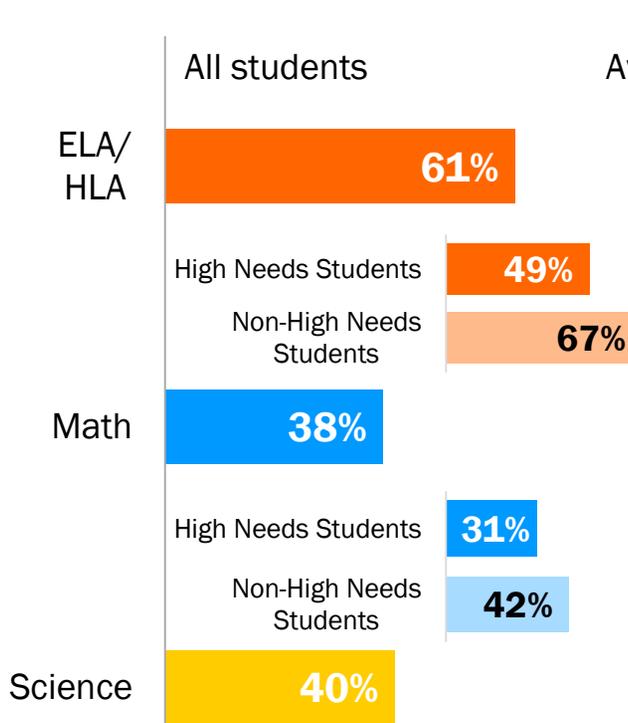
State Public
Charter School
Commission



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

Student academic performance

Proficiency on statewide assessments



Average student performance was better than...



of peers scoring similarly in the past.

College and career readiness

Chronic absenteeism

11% of students missed 15+ days of school



Source: Hawaii Department of Education



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Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks	85%
<i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	
2. Number of Notices of Deficiency	0
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio	6.1
<i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	
2. Unrestricted Days Cash on Hand	195 days
<i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	
3. Enrollment Variance	104.8%
<i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	
4. Total Margin	-4.3%
<i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	
5. Debt to Assets Ratio	7.6%
<i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	
6. Cash Flow	\$310,837
<i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	
7. Unrestricted Fund Balance Percentage	108.8%
<i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	
8. Change in Total Fund Balance	-\$91,928
<i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	

B. Appendix B: Charter School Academic Performance Data for School Years 2013-14, 2014-15, 2015-16, and 2016-17

For information regarding the suppression guidelines that the Commission followed in order to protect the privacy and confidentiality of the students whose data are presented in the “Academic Performance” section of this report, please refer to the “Data Caveats” section.

Legend for Appendix Tables	
Grey fill	The data have been suppressed because the sample size (“n size”) is less than 10 students.
(95-100%) (0-5%)	Replaces all data in the range of 95% to 100%. Replaces all data in the range of 0% to 5%. <i>Reason: Reporting school results of 100% or 0% would effectively reveal the performance of all students in the reported group, so, in order to protect students’ privacy, the Commission does not publicly report these data. However, rather than suppress the data, the Commission has chosen to mask the data by reporting that a school’s results are within a given range to provide a general indication of the school’s performance.</i>
✓	The measure applies to the school and the school had data to report.
N/A	The measure applies to the school, but the school did not have any data to report. <i>Examples:</i> – A school served all tested grade levels, but did not have any ELLs enrolled in these grade levels, so the school did not have any ELL proficiency data. – The number of tested non-high needs students at a school was less than 20, so neither the proficiency rate of non-high needs students nor the achievement gap was calculated for the school.
Does not apply	The measure does not apply to the school. <i>Example: An elementary school does not serve grade 12, so the four-year graduation rate measure does not apply to the school.</i>
Not available	The data were not available. <i>Example: A charter school’s attendance data were not considered reliable in a certain year and were therefore not used for accountability purposes, so no chronic absenteeism data are available for that year.</i>
--	The school was not open in that school year.
Purple-colored school name	A school that has indicated in its charter contract that it implements virtual or blended learning model. <i>Note: For schools that have a virtual or blended learning program within the school, the reported data represent the entire school, not just those students enrolled in the school’s virtual or blended learning program.</i>

Table 19: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S)

School	2013-14			2014-15			2015-16			2016-17		
	R	M	S	ELA	M	S	ELA	M	S	ELA	M	S
Statewide	69%	59%	40%	48%	41%	41%	51%	42%	43%	51%	43%	46%
Connections Public Charter School	71%	55%	29%	43%	31%	28%	46%	33%	33%	36%	28%	13%
Hakipu'u Learning Center				33%	13%	(0-5%)	14%	(0-5%)	(0-5%)	6%	(0-5%)	
Hālau Kū Māna Public Charter School				51%	23%	19%	35%	11%	15%	44%	14%	32%
Hālau Lōkahi Charter School	60%	26%	19%	N/A	N/A	N/A	--	--	--	--	--	--
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	78%	54%	48%	55%	44%	55%	62%	46%	45%	53%	39%	55%
Hawai'i Technology Academy	83%	60%	52%	64%	47%	39%	60%	46%	45%	62%	41%	48%
Innovations Public Charter School	83%	70%	55%	71%	49%	45%	68%	57%	52%	64%	49%	42%
Ka 'Umeke Kā'eo				25%	10%	12%	27%	11%	7%	24%	13%	19%
Ka Waihona o ka Na'auao Public Charter School				29%	24%	13%	30%	26%	12%	25%	23%	11%
Kamaile Academy, PCS	44%	35%	16%	23%	15%	19%	22%	11%	15%	21%	9%	16%
Kanu o ka 'Āina New Century Public Charter School				45%	38%	47%	57%	38%	39%	48%	33%	37%
Kanuikapono Public Charter School				28%	26%	51%	32%	26%	44%	50%	34%	50%
Ka'u Learning Academy	--	--	--	--	--	--	35%	28%	61%	54%	46%	
Kawaikini New Century Public Charter School				12%	9%	11%	16%	19%	(0-5%)	18%	14%	33%
Ke Ana La'ahana PCS				(0-5%)	(0-5%)	(0-5%)	21%	11%	(0-5%)	(0-5%)	(0-5%)	
Ke Kula Niihau O Kekaha Learning Center				18%	(0-5%)	(0-5%)	8%	(0-5%)	20%	13%	9%	
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS							29%	12%		10%	(0-5%)	13%
Ke Kula 'o Samuel M. Kamakau, LPCS				32%	32%	26%	39%	40%	25%	34%	37%	29%
Kiheī Charter School	87%	67%	49%	60%	41%	47%	66%	47%	42%	64%	54%	50%
Kona Pacific Public Charter School	62%	20%	37%	38%	17%	42%	35%	20%	13%	30%	20%	38%
Kua o ka Lā New Century Public Charter School				16%	6%	17%	17%	9%	37%	19%	17%	56%
Kualapu'u School: A Public Conversion Charter	57%	58%	26%	28%	43%	35%	23%	42%	52%	19%	34%	27%

Table 19: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S)

School	2013-14			2014-15			2015-16			2016-17		
	R	M	S	ELA	M	S	ELA	M	S	ELA	M	S
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)				8%	12%	40%	9%	9%	42%	11%	8%	
Lanikai Elementary Public Charter School	89%	85%	72%	76%	76%	87%	81%	80%	83%	88%	89%	(95-100%)
Laupāhoehoe Community Public Charter School				33%	24%	21%	36%	23%	26%	39%	31%	17%
Mālama Honua Public Charter School	--	--	--	<i>Does Not Apply</i>			80%	73%	<i>Does Not Apply</i>	70%	52%	
Myron B. Thompson Academy	88%	69%	68%	67%	50%	68%	72%	48%	67%	73%	52%	83%
Nā Wai Ola Public Charter School	72%	72%	57%	16%	16%	42%	19%	20%	32%	30%	16%	
SEEQS: the School for Examining Essential Questions of Sustainability	65%	48%	<i>Does Not Apply</i>	54%	38%	23%	70%	43%	50%	74%	50%	37%
University Laboratory School	84%	49%	29%	63%	40%	36%	70%	46%	46%	69%	46%	48%
The Volcano School of Arts & Sciences	62%	48%	54%	40%	30%	56%	36%	30%	43%	35%	27%	36%
Voyager: A Public Charter School	79%	68%	41%	69%	60%	43%	60%	60%	25%	62%	57%	39%
Wai'alaie Elementary Public Charter School	84%	77%	37%	59%	66%	44%	57%	63%	29%	51%	57%	37%
Waimea Middle Public Conversion Charter School	67%	50%	26%	34%	28%	37%	38%	34%	38%	46%	29%	30%
West Hawai'i Explorations Academy	83%	54%	26%	49%	33%	59%	54%	38%	40%	61%	38%	40%

Table 20: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students and Achievement Gap Rate

School	2013-14			2014-15		
	Proficiency NHN	Proficiency HN	Gap Rate	Proficiency NHN	Proficiency HN	Gap Rate
Statewide	82%	53%	35%	63%	34%	46%
Connections Public Charter School	85%	57%	33%	59%	32%	46%
Hakipu'u Learning Center				N/A	N/A	N/A
Hālau Kū Māna Public Charter School				47%	28%	42%
Hālau Lōkahi Charter School	45%	42%	8%	N/A	N/A	N/A
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	80%	63%	22%	70%	47%	33%
Hawai'i Technology Academy	76%	32%	58%	63%	39%	37%
Innovations Public Charter School	85%	69%	18%	73%	48%	35%
Ka 'Umeke Kā'eo				N/A	17%	N/A
Ka Waihona o ka Na'auao Public Charter School				35%	23%	35%
Kamaile Academy, PCS	45%	38%	14%	22%	18%	18%
Kanu o ka 'Āina New Century Public Charter School				47%	39%	17%
Kanuikapono Public Charter School				33%	23%	30%
Ka'u Learning Academy	--	--	--	--	--	--
Kawaikini New Century Public Charter School				N/A	13%	N/A
Ke Ana La'ahana PCS				N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center				N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS				N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS				N/A	30%	N/A
Kihei Charter School	82%	68%	17%	59%	41%	30%
Kona Pacific Public Charter School	53%	36%	33%	36%	25%	32%
Kua o ka Lā New Century Public Charter School				24%	7%	70%
Kualapu'u School: A Public Conversion Charter	67%	55%	18%	N/A	32%	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)				N/A	10%	N/A
Lanikai Elementary Public Charter School	92%	68%	26%	83%	50%	39%
Laupāhoehoe Community Public Charter School				43%	26%	40%
Mālama Honua Public Charter School	--	--	--	<i>Does Not Apply</i>		
Myron B. Thompson Academy	79%	77%	3%	63%	47%	26%
Nā Wai Ola Public Charter School	75%	69%	8%	N/A	16%	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	66%	46%	31%	50%	42%	17%
University Laboratory School	70%	57%	18%	56%	38%	32%
Volcano School of Arts & Sciences	75%	49%	35%	43%	28%	36%
Voyager: A Public Charter School	85%	58%	31%	75%	51%	33%
Wai'ālae Elementary Public Charter School	88%	68%	22%	69%	53%	23%
Waimea Middle Public Conversion Charter School	79%	50%	36%	53%	23%	56%
West Hawai'i Explorations Academy	73%	64%	13%	52%	28%	45%

Table 21: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students and Achievement Gap Rate/Gap³⁷

School	2015-16 – Math			2015-16 – ELA			2016-17 - Math			2016-17 – ELA		
	Proficiency NHN	Proficiency HN	Gap Rate ³⁸	Proficiency NHN	Proficiency HN	Gap Rate	Proficiency NHN	Proficiency HN	Gap ³⁹	Proficiency NHN	Proficiency HN	Gap
Statewide	59%	30%	50%	70%	37%	46%	58%	30%	28	69%	36%	33
Connections Public Charter School	59%	28%	N/A	66%	42%	N/A	49%	23%	26	54%	32%	22
Hakipu‘u Learning Center		(0-5%)	N/A		13%	N/A		(0-5%)	N/A		7%	N/A
Hālau Kū Māna Public Charter School	13%	7%	N/A	40%	27%	34%	17%	7%	10	49%	33%	16
Hālau Lōkahi Charter School	--	--	--	--	--	--	--	--	--	--	--	--
Hawai‘i Academy of Arts & Science Public Charter School (HAAS)	61%	42%	30%	82%	58%	30%	46%	36%	10	64%	48%	16
Hawai‘i Technology Academy	53%	35%	34%	69%	45%	34%	47%	28%	19	70%	46%	24
Innovations Public Charter School	72%	45%	38%	83%	58%	29%	60%	39%	21	82%	47%	35
Ka ‘Umeke Kā‘eo	18%	9%	N/A	50%	20%	N/A	18%	10%	9	33%	18%	14
Ka Waihona o ka Na‘auao Public Charter School	38%	20%	47%	46%	23%	51%	30%	15%	14	32%	17%	15
Kamaile Academy, PCS	19%	11%	N/A	33%	22%	N/A	12%	8%	4	25%	20%	5
Kanu o ka ‘Āina New Century Public Charter School	38%	38%	(0-5%)	66%	54%	19%	38%	29%	9	57%	40%	16
Kanuikapono Public Charter School	29%	24%	17%	35%	31%	13%	40%	29%	12	62%	41%	21
Ka‘u Learning Academy	58%	23%	N/A	75%	27%	N/A	57%	42%	15	61%	51%	10
Kawaikini New Century Public Charter School	31%	(0-5%)	N/A	18%	14%	N/A	18%	9%	9	21%	14%	6

³⁷ For school year 2015-2016, the Strive HI achievement gap rate measure changed from a combined ELA-math gap rate to separate gap rates by subject. In accordance with this change, the school year 2015-2016 tables for this measure report separate non-high needs and high needs proficiency and achievement gap rates for ELA and math.

³⁸ According to the Commission’s data suppression guidelines (described in the “Data Caveats” section of this report), “whenever a reported percentage is at or near 100% or 0%, the data are masked...” Achievement gap rate is the one exception to this rule, as the gap rate represents the difference between two proficiency rates rather than the performance of a given group of students. For this reason, it does not violate students’ privacy to publicly report exact achievement gap rates that are at or near 100% or 0%.

³⁹ In school year 2016-2017, the DOE changed this measure from achievement gap rate to achievement gap. Both measures look at the difference between the proficiency rates of high needs and non-high needs students, but an achievement gap rate takes this difference and represents it as a percentage of the high needs proficiency rate. Achievement gaps, on the other hand, are simply the difference between the proficiency rates of high needs and non-high needs students.

Table 21: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students and Achievement Gap Rate/Gap³⁷

School	2015-16 – Math			2015-16 – ELA			2016-17 - Math			2016-17 – ELA		
	Proficiency NHN	HN	Gap Rate ³⁸	Proficiency NHN	HN	Gap Rate	Proficiency NHN	HN	Gap ³⁹	Proficiency NHN	HN	Gap
Ke Ana La’ahana PCS		6%	N/A		13%	N/A	N/A	5%	N/A	N/A	(0-5%)	N/A
Ke Kula Niihau O Kekaha Learning Center		(0-5%)	N/A		9%	N/A	N/A	9%	N/A	N/A	13%	N/A
Ke Kula ‘o Nāwahīokalani‘ōpu‘ulki, LPCS	10%	13%	-29%	48%	20%	58%	(0-5%)	(0-5%)	-1	12%	9%	3
Ke Kula ‘o Samuel M. Kamakau, LPCS	52%	32%	N/A	41%	37%	N/A	49%	25%	24	48%	20%	28
Kihei Charter School	56%	28%	50%	75%	46%	38%	59%	40%	19	67%	53%	15
Kona Pacific Public Charter School	23%	19%	17%	42%	32%	23%	29%	15%	14	43%	22%	20
Kua o ka Lā New Century Public Charter School	8%	10%	N/A	31%	13%	N/A		16%	N/A		18%	N/A
Kualapu‘u School: A Public Conversion Charter	73%	38%	N/A	40%	21%	N/A	60%	31%	29	35%	17%	18
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)		7%	N/A		7%	N/A	N/A		N/A	N/A		N/A
Lanikai Elementary Public Charter School	86%	48%	N/A	90%	36%	N/A	92%	63%	30	89%	83%	5
Laupāhoehoe Community Public Charter School	44%	17%	N/A	68%	27%	N/A	45%	28%	17	65%	34%	31
Mālama Honua Public Charter School		73%	N/A		82%	N/A			N/A			N/A
Myron B. Thompson Academy	48%	47%	3%	74%	63%	15%	54%	42%	12	73%	67%	7
Nā Wai Ola Public Charter School	19%	20%	N/A	19%	19%	N/A		15%	N/A		30%	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	51%	21%	59%	79%	45%	43%	59%	19%	41	87%	33%	54
University Laboratory School	51%	26%	48%	75%	49%	35%	49%	31%	18	75%	40%	34
The Volcano School of Arts & Sciences	53%	11%	79%	56%	21%	63%	44%	17%	27	46%	28%	18
Voyager: A Public Charter School	69%	38%	46%	71%	31%	56%	64%	42%	22	69%	42%	28

Table 21: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students and Achievement Gap Rate/Gap³⁷

School	2015-16 – Math			2015-16 – ELA			2016-17 - Math			2016-17 – ELA		
	Proficiency NHN	Proficiency HN	Gap Rate ³⁸	Proficiency NHN	Proficiency HN	Gap Rate	Proficiency NHN	Proficiency HN	Gap ³⁹	Proficiency NHN	Proficiency HN	Gap
Wai‘alae Elementary Public Charter School	71%	39%	44%	65%	32%	51%	64%	41%	23	57%	37%	20
Waimea Middle Public Conversion Charter School	52%	28%	46%	58%	30%	48%	52%	20%	33	71%	36%	35
West Hawai‘i Explorations Academy	43%	32%	25%	57%	51%	11%	42%	31%	11	67%	49%	18

Table 22: Median Student Growth Percentiles for Reading (R)/ELA and Math (M)

School	2013-14		2014-15		2015-16		2016-17	
	R	M	ELA	M	ELA	M	ELA	M
Connections Public Charter School	64	66	50	55	47	58	50	59
Hakipu'u Learning Center			27	22	20	25	17	25
Hālau Kū Māna Public Charter School			36	35	32	34	55	54
Hālau Lōkahi Charter School	54	41	54	41	--	--	--	--
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	57	43	62	63	53	55	47	42
Hawai'i Technology Academy	51	43	53	62	45	48	59	51
Innovations Public Charter School	64	62	63	53	55	57	52	44
Ka 'Umeke Kā'eo			86	69	38	49	61	34
Ka Waihona o ka Na'auao Public Charter School			40	37	46	44	43	41
Kamaile Academy, PCS	50	60	48	39	42	36	39	42
Kanu o ka 'Āina New Century Public Charter School			45	50	65	50	60	31
Kanuikapono Public Charter School			26	46	40	40	53	59
Ka'u Learning Academy	--	--	--	--	35	34	63	79
Kawaikini New Century Public Charter School			56	49	45	80	33	54
Ke Ana La'ahana PCS			30	30	36	49	36	43
Ke Kula Niihau O Kekaha Learning Center			47	70	72	74	70	60
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS								
Ke Kula 'o Samuel M. Kamakau, LPCS			61	73	79	71	58	61
Kihei Charter School	40	38	38	41	40	52	45	54
Kona Pacific Public Charter School	51	43	43	66	41	45	42	36
Kua o ka Lā New Century Public Charter School			30	35	38	58	56	55
Kualapu'u School: A Public Conversion Charter	54	60	51	70	45	49	20	46
Kula Aupuni Niihau A Kāhelelani Aloha (KANAKA) A New Century Public Charter School (PCS)			66	58	10	13	16	18
Lanikai Elementary Public Charter School	42	53	48	64	51	68	58	76
Laupāhoehoe Community Public Charter School			31	32	45	43	43	47
Mālama Honua Public Charter School	--	--	<i>Does Not Apply</i>	<i>Does Not Apply</i>	<i>Does Not Apply</i>	<i>Does Not Apply</i>		
Myron B. Thompson Academy	54	43	59	59	55	47	60	42
Nā Wai Ola Public Charter School	26	31	12	14	37	11	45	37
SEEQS: the School for Examining Essential Questions of Sustainability	13	25	51	32	51	40	57	42
University Laboratory School	42	33	45	52	43	57	49	43
The Volcano School of Arts & Sciences	36	42	47	39	40	46	52	41
Voyager: A Public Charter School	61	73	74	76	59	70	59	61
Wai'ālae Elementary Public Charter School	58	50	54	66	43	60	49	59
Waimea Middle Public Conversion Charter School	45	46	53	56	47	58	58	49
West Hawai'i Explorations Academy	39	34	45	44	44	43	50	58

Table 23: Elementary School Chronic Absenteeism Rates			
School	2013-14	2014-15	2015-16
<i>Statewide</i>	11%	11%	13%
Connections Public Charter School	<i>Not Available</i> ⁴⁰	28%	29%
Hakipu'u Learning Center	<i>Not Available</i>		N/A
Hālau Kū Māna Public Charter School	<i>Not Available</i>	16%	15%
Hālau Lōkahi Charter School	<i>Not Available</i>	N/A	--
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	<i>Not Available</i>	15%	15%
Hawai'i Technology Academy	<i>Not Available</i>	35%	7%
Innovations Public Charter School	<i>Not Available</i>	(0-5%)	(0-5%)
Ka 'Umeke Kā'eo	<i>Not Available</i>	19%	19%
Ka Waihona o ka Na'auao Public Charter School	<i>Not Available</i>	12%	N/A
Kamaile Academy, PCS	<i>Not Available</i>	46%	45%
Kanu o ka 'Āina New Century Public Charter School	<i>Not Available</i>	16%	24%
Kanuikapono Public Charter School	<i>Not Available</i>	25%	39%
Ka'u Learning Academy	--	--	(0-5%)
Kawaikini New Century Public Charter School	<i>Not Available</i>	20%	41%
Ke Ana La'ahana PCS	<i>Does Not Apply</i>		
Ke Kula Niihau O Kekaha Learning Center	<i>Not Available</i>	58%	41%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	<i>Not Available</i>	20%	17%
Ke Kula 'o Samuel M. Kamakau, LPCS	<i>Not Available</i>	8%	11%
Kihei Charter School	<i>Not Available</i>	(0-5%)	14%
Kona Pacific Public Charter School	<i>Not Available</i>	27%	29%
Kua o ka Lā New Century Public Charter School	<i>Not Available</i>	19%	27%
Kualapu'u School: A Public Conversion Charter	12%	8%	8%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<i>Not Available</i>	29%	32%
Lanikai Elementary Public Charter School	(0-5%)	8%	14%
Laupāhoehoe Community Public Charter School	<i>Not Available</i>	21%	23%
Mālama Honua Public Charter School	--	16%	N/A
Myron B. Thompson Academy	<i>Not Available</i>	(0-5%)	(0-5%)
Nā Wai Ola Public Charter School	39%	40%	50%
SEEQS: the School for Examining Essential Questions of Sustainability	<i>Does Not Apply</i>		
University Laboratory School	<i>Not Available</i>	8%	7%
The Volcano School of Arts & Sciences	<i>Not Available</i>	27%	22%
Voyager: A Public Charter School	<i>Not Available</i>	12%	13%
Wai'ālae Elementary Public Charter School	7%	(0-5%)	9%
Waimea Middle Public Conversion Charter School	<i>Does Not Apply</i>		
West Hawai'i Explorations Academy	<i>Does Not Apply</i>		

⁴⁰ In school years 2012-2013 and 2013-2014, the elementary school attendance data for multi-division charter schools were not considered reliable and were therefore not used for the Academic Performance Framework. The only elementary chronic absenteeism data that are available for those years (which are presented in this table) are the data that were reported for single-division charter elementary schools by the DOE in its Strive HI reports.

Table 24: Middle School Chronic Absenteeism Rates

School	2015-16
<i>Statewide</i>	14%
Connections Public Charter School	38%
Hakipu'u Learning Center	N/A
Hālau Kū Māna Public Charter School	(0-5%)
Hālau Lōkahi Charter School	--
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	(0-5%)
Hawai'i Technology Academy	9%
Innovations Public Charter School	6%
Ka 'Umeke Kā'eo	16%
Ka Waihona o ka Na'auao Public Charter School	N/A
Kamaile Academy, PCS	15%
Kanu o ka 'Āina New Century Public Charter School	20%
Kanuikapono Public Charter School	45%
Ka'u Learning Academy	<i>Does Not Apply</i>
Kawaikini New Century Public Charter School	29%
Ke Ana La'ahana PCS	14%
Ke Kula Niihau O Kekaha Learning Center	73%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	6%
Ke Kula 'o Samuel M. Kamakau, LPCS	(0-5%)
Kihei Charter School	15%
Kona Pacific Public Charter School	26%
Kua o ka Lā New Century Public Charter School	(0-5%)
Kualapu'u School: A Public Conversion Charter	<i>Does Not Apply</i>
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	
Lanikai Elementary Public Charter School	<i>Does Not Apply</i>
Laupāhoehoe Community Public Charter School	(0-5%)
Mālama Honua Public Charter School	<i>Does Not Apply</i>
Myron B. Thompson Academy	13%
Nā Wai Ola Public Charter School	53%
SEEQS: the School for Examining Essential Questions of Sustainability	8%
University Laboratory School	(0-5%)
The Volcano School of Arts & Sciences	25%
Voyager: A Public Charter School	15%
Wai'alaie Elementary Public Charter School	<i>Does Not Apply</i>
Waimea Middle Public Conversion Charter School	22%
West Hawai'i Explorations Academy	14%

Table 25: Chronic Absenteeism Rates (All Grade Levels)

School	2016-17
<i>Statewide</i>	15%
Connections Public Charter School	46%
Hakipu'u Learning Center	37%
Hālau Kū Māna Public Charter School	17%
Hālau Lōkahi Charter School	--
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	10%
Hawai'i Technology Academy	18%
Innovations Public Charter School	8%
Ka 'Umeke Kā'eo	18%
Ka Waihona o ka Na'auao Public Charter School	29%
Kamaile Academy, PCS	36%
Kanu o ka 'Āina New Century Public Charter School	17%
Kanuikapono Public Charter School	20%
Ka'u Learning Academy	(0-5%)
Kawaikini New Century Public Charter School	37%
Ke Ana La'ahana PCS	33%
Ke Kula Niihau O Kekaha Learning Center	42%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	17%
Ke Kula 'o Samuel M. Kamakau, LPCS	25%
Kihei Charter School	23%
Kona Pacific Public Charter School	41%
Kua o ka Lā New Century Public Charter School	16%
Kualapu'u School: A Public Conversion Charter	7%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	16%
Lanikai Elementary Public Charter School	11%
Laupāhoehoe Community Public Charter School	14%
Mālama Honua Public Charter School	15%
Myron B. Thompson Academy	(0-5%)
Nā Wai Ola Public Charter School	45%
SEEQS: the School for Examining Essential Questions of Sustainability	11%
University Laboratory School	9%
The Volcano School of Arts & Sciences	34%
Voyager: A Public Charter School	18%
Wai'ālae Elementary Public Charter School	9%
Waimea Middle Public Conversion Charter School	23%
West Hawai'i Explorations Academy	11%

Table 26: Four-Year Graduation Rate and College-Going Rate								
School	2013-14		2014-15		2015-16		2016-17	
	Grad	College-Going	Grad	College-Going	Grad	College-Going	Grad	College-Going
Statewide	83%	63%	82%	62%	82%	62%	83%	55%
Connections Public Charter School	62%	59%	67%	38%	59%	52%	70%	39%
Hakipu'u Learning Center			53%	(95-100%)	58%		56%	
Hālau Kū Māna Public Charter School			65%	50%			52%	
Hālau Lōkahi Charter School	51%	40%	48%	43%	--	--	--	--
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	85%	50%	82%	58%	72%	57%	70%	58%
Hawai'i Technology Academy	44%	70%	65%	82%	51%	37%	66%	44%
Innovations Public Charter School	<i>Does Not Apply</i>							
Ka 'Umeke Kā'eo							<i>Does Not Apply</i>	
Ka Waihona o ka Na'auao Public Charter School	<i>Does Not Apply</i>							
Kamaile Academy, PCS	N/A	N/A	69%	N/A	88%		74%	45%
Kanu o ka 'Āina New Century Public Charter School			89%	55%	80%	70%	82%	
Kanuikapono Public Charter School			29%					
Ka'u Learning Academy	--	--	--		<i>Does Not Apply</i>			
Kawaikini New Century Public Charter School			80%	(95-100%)				
Ke Ana La'ahana PCS			76%	62%			70%	
Ke Kula Niihau O Kekaha Learning Center								
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	<i>Does Not Apply</i>							
Ke Kula 'o Samuel M. Kamakau, LPCS			(95-100%)	N/A				
Kihei Charter School	64%	65%	70%	63%	79%	78%	83%	46%

Table 26: Four-Year Graduation Rate and College-Going Rate								
School	2013-14		2014-15		2015-16		2016-17	
	Grad	College-Going	Grad	College-Going	Grad	College-Going	Grad	College-Going
Kona Pacific Public Charter School	<i>Does Not Apply</i>							
Kua o ka Lā New Century Public Charter School			55%		27%		38%	
Kualapu'u School: A Public Conversion Charter	<i>Does Not Apply</i>							
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)			72%					
Lanikai Elementary Public Charter School	<i>Does Not Apply</i>							
Laupāhoehoe Community Public Charter School			85%				61%	
Mālama Honua Public Charter School	--	--	<i>Does Not Apply</i>					
Myron B. Thompson Academy	88%	50%	(95-100%)	62%	81%	55%	(95-100%)	36%
Nā Wai Ola Public Charter School	<i>Does Not Apply</i>							
SEEQS: the School for Examining Essential Questions of Sustainability	<i>Does Not Apply</i>							
University Laboratory School	(95-100%)	86%	(95-100%)	91%	(95-100%)	(95 - 100%)	(95-100%)	86%
The Volcano School of Arts & Sciences	<i>Does Not Apply</i>							
Voyager: A Public Charter School	<i>Does Not Apply</i>							
Wai'ālae Elementary Public Charter School	<i>Does Not Apply</i>							
Waimea Middle Public Conversion Charter School	<i>Does Not Apply</i>							
West Hawai'i Explorations Academy	70%	41%	87%	61%	(95-100%)	54%	79%	42%

Table 27: Enrollment by Charter School

School	2013-14	2014-15	2015-16	2016-17
<i>Charter-wide</i>	9,797	10,413	10,422	10,634
<i>Statewide</i>	185,273	180,895	169,987	179,902
Connections Public Charter School	350	350	359	369
Hakipu'u Learning Center	61	63	66	64
Hālau Kū Māna Public Charter School	121	134	143	140
Hālau Lōkahi Charter School	176	161	--	--
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	600	547	592	637
Hawai'i Technology Academy	751	1,154	979	1,062
Innovations Public Charter School	223	228	240	237
Ka 'Umeke Kā'eo	278	260	244	215
Ka Waihona o ka Na'auao Public Charter School	634	646	641	650
Kamaile Academy, PCS	899	952	910	887
Kanu o ka 'Āina New Century Public Charter School	255	307	325	377
Kanuikapono Public Charter School	157	179	201	186
Ka'u Learning Academy	--	--	94	96
Kawaikini New Century Public Charter School	124	136	141	150
Ke Ana La'ahana PCS	54	45	44	54
Ke Kula Niihau O Kekaha Learning Center	38	44	54	50
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	273	294	345	395
Ke Kula 'o Samuel M. Kamakau, LPCS	138	127	142	141
Kihei Charter School	576	526	560	526
Kona Pacific Public Charter School	215	236	226	223
Kua o ka Lā New Century Public Charter School	279	229	149	202
Kualapu'u School: A Public Conversion Charter	336	306	305	310
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	63	60	56	48
Lanikai Elementary Public Charter School	352	328	316	327
Laupāhoehoe Community Public Charter School	211	246	247	267
Mālama Honua Public Charter School	--	41	63	85
Myron B. Thompson Academy	525	584	683	685
Nā Wai Ola Public Charter School	110	172	211	158
SEEQS: the School for Examining Essential Questions of Sustainability	63	126	151	160
University Laboratory School	444	444	442	443
The Volcano School of Arts & Sciences	188	171	159	170
Voyager: A Public Charter School	284	282	296	299
Wai'ālae Elementary Public Charter School	501	499	485	501
Waimea Middle Public Conversion Charter School	284	288	267	254
West Hawai'i Explorations Academy	234	248	286	266

**C. Appendix C: Charter School Financial Performance Framework
Data for School Years 2013-14, 2014-15, 2015-16, and 2016-17**

Table 28: Current Ratio
Target: Greater than or equal to 1.1

School	2013-14	2014-15	2015-16	2016-17
Connections Public Charter School	1.2	1.5	3.7	5.5
Hakipu'u Learning Center	2.2	2.3	2.8	2.7
Hālau Kū Māna Public Charter School	15.3	25.9	18.9	20.8
Hālau Lōkahi Charter School	0.2	N/A	--	--
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	1.8	2.1	2.9	4.0
Hawaii Technology Academy	0.5	3.1	4.1	3.6
Innovations Public Charter School	2.9	2.4	3.3	2.4
Ka 'Umeke Kā'eo	5.9	5.2	6.0	6.3
Ka Waihona o ka Na'auao Public Charter School	0.8	0.9	0.7	0.8
Kamaile Academy, PCS	2.5	3.2	5.4	6.1
Kanu o ka 'Āina New Century Public Charter School	1.3	2.3	3.6	3.2
Kanuikapono Public Charter School	5.4	8.5	4.2	8.3
Ka'u Learning Academy	N/A	N/A	3.6	2.4
Kawaikini New Century Public Charter School	1.3	1.6	2.9	3.9
Ke Ana La'ahana PCS	11.1	9.9	5.6	6.7
Ke Kula Niihau O Kekaha Learning Center	6.9	2.3	6.0	6.3
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	5.6	1.9	2.2	4.5
Ke Kula 'o Samuel M. Kamakau, LPCS	6.5	7.8	8.7	6.7
Kihei Charter School	28.7	645.5	71.3	79.4
Kona Pacific Public Charter School	2.1	2.0	1.0	1.0
Kua o ka Lā New Century Public Charter School	7.0	6.5	23.0	6.4
Kualapu'u School: A Public Conversion Charter	4.1	3.3	3.3	3.4
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	9.3	17.9	17.0	10.1
Lanikai Elementary Public Charter School	15.2	7.3	6.7	6.5
Laupāhoehoe Community Public Charter School	1.5	1.8	3.2	3.8
Mālama Honua Public Charter School	N/A	3.2	4.6	11.9
Myron B. Thompson Academy	12.2	12.6	13.8	14.4
Nā Wai Ola Public Charter School	0.7	0.5	0.8	2.6
SEEQS: the School for Examining Essential Questions of Sustainability	1.8	4.2	2.9	5.1
University Laboratory School	3.5	3.8	2.5	2.5
The Volcano School of Arts & Sciences	4.1	4.0	4.6	2.8
Voyager: A Public Charter School	2.0	2.6	3.9	3.4
Wai'alaie Elementary Public Charter School	5.2	3.7	3.8	3.8
Waimea Middle Public Conversion Charter School	6.9	2.9	3.7	3.1
West Hawai'i Explorations Academy	5.3	5.7	6.2	6.1

Table 29: Unrestricted Days Cash on Hand
(Cash/(Total Expenses - Depreciation/365 days))
Target: 60 days or 30-60 days with positive trend from prior year

School	2013-14	2014-15	2015-16	2016-17
Connections Public Charter School	25 days	45 days	119 days	187 days
Hakipu'u Learning Center	125 days	94 days	95 days	62 days
Hālau Kū Māna Public Charter School	481 days	404 days	428 days	375 days
Hālau Lōkahi Charter School	0 days	N/A	--	--
Hawaii Academy of Arts & Science Public Charter School (HAAS)	86 days	96 days	111 days	157 days
Hawaii Technology Academy	25 days	151 days	123 days	97 days
Innovations Public Charter School	127 days	128 days	127 days	149 days
Ka 'Umeke Kā'eo	206 days	195 days	235 days	254 days
Ka Waihona o ka Na'auao Public Charter School	17 days	29 days	19 days	24 days
Kamaile Academy, PCS	120 days	101 days	201 days	223 days
Kanu o ka 'Āina New Century Public Charter School	21 days	18 days	54 days	65 days
Kanuikapono Public Charter School	6 days	20 days	79 days	126 days
Ka'u Learning Academy	N/A	N/A	35 days	15 days
Kawaikini New Century Public Charter School	47 days	33 days	47 days	83 days
Ke Ana La'ahana PCS	459 days	279 days	260 days	340 days
Ke Kula Niihau O Kekaha Learning Center	144 days	73 days	91 days	56 days
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	126 days	75 days	66 days	86 days
Ke Kula 'o Samuel M. Kamakau, LPCS	165 days	119 days	136 days	157 days
Kihei Charter School	168 days	139 days	155 days	90 days
Kona Pacific Public Charter School	42 days	34 days	9 days	10 days
Kua o ka Lā New Century Public Charter School	107 days	72 days	108 days	109 days
Kualapu'u School: A Public Conversion Charter	107 days	93 days	127 days	158 days
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	158 days	195 days	186 days	191 days
Lanikai Elementary Public Charter School	260 days	273 days	275 days	182 days
Laupāhoehoe Community Public Charter School	47 days	60 days	105 days	113 days
Mālama Honua Public Charter School	N/A	30 days	93 days	186 days
Myron B. Thompson Academy	382 days	403 days	458 days	512 days
Nā Wai Ola Public Charter School	24 days	5 days	14 days	51 days
SEEQS: The School for Examining Essential Questions of Sustainability	83 days	35 days	51 days	57 days
University Laboratory School	98 days	99 days	77 days	87 days
The Volcano School of Arts & Sciences	119 days	83 days	48 days	52 days
Voyager: A Public Charter School	46 days	69 days	113 days	122 days
Wai'alaie Elementary Public Charter School	148 days	155 days	169 days	156 days
Waimea Middle Public Conversion Charter School	197 days	183 days	209 days	199 days
West Hawai'i Explorations Academy	223 days	202 days	161 days	195 days

Table 30: Enrollment Variance

School	2013-14	2014-15	2015-16	2016-17
Connections Public Charter School	97.0%	94.9%	96.8%	104.7%
Hakipu'u Learning Center	81.3%	88.6%	94.3%	98.4%
Hālau Kū Māna Public Charter School	100.8%	114.5%	90.6%	95.2%
Hālau Lōkahi Charter School	77.2%	N/A	--	--
Hawaii Academy of Arts & Science Public Charter School (HAAS)	100.3%	94.1%	105.8%	114.5%
Hawaii Technology Academy	104.5%	93.6%	83.6%	102.6%
Innovations Public Charter School	99.6%	95.4%	100.0%	100.0%
Ka 'Umeke Kā'eo	78.6%	83.2%	98.8%	103.8%
Ka Waihona o ka Na'auao Public Charter School	101.9%	100.2%	99.7%	98.2%
Kamaile Academy, PCS	96.7%	98.4%	92.7%	97.8%
Kanu o ka 'Āina New Century Public Charter School	107.6%	97.2%	99.7%	157.1%
Kanuikapono Public Charter School	96.8%	101.1%	95.3%	89.2%
Ka'u Learning Academy	N/A	N/A	99.0%	124.7%
Kawaikini New Century Public Charter School	88.0%	97.8%	88.7%	99.3%
Ke Ana La'ahana PCS	78.5%	67.2%	81.5%	138.5%
Ke Kula Niihau O Kekaha Learning Center	108.3%	116.7%	100.0%	79.4%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	98.6%	93.3%	117.5%	112.1%
Ke Kula 'o Samuel M. Kamakau, LPCS	95.7%	95.6%	102.1%	96.6%
Kihei Charter School	93.0%	96.1%	102.0%	93.4%
Kona Pacific Public Charter School	105.2%	105.6%	92.6%	99.1%
Kua o ka Lā New Century Public Charter School	88.8%	70.0%	73.6%	145.1%
Kualapu'u School: A Public Conversion Charter	92.6%	100.0%	99.0%	94.2%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	95.4%	82.5%	74.2%	106.0%
Lanikai Elementary Public Charter School	100.3%	98.2%	97.6%	101.5%
Laupāhoehoe Community Public Charter School	104.8%	91.9%	110.4%	118.3%
Mālama Honua Public Charter School	N/A	82.0%	92.6%	128.8%
Myron B. Thompson Academy	118.0%	91.6%	107.1%	90.0%
Nā Wai Ola Public Charter School	91.4%	114.4%	113.0%	80.3%
SEEQS: the School for Examining Essential Questions of Sustainability	97.0%	100.8%	101.3%	102.5%
University Laboratory School	98.2%	98.2%	97.6%	97.8%
The Volcano School of Arts & Sciences	95.9%	92.8%	88.5%	94.5%
Voyager: A Public Charter School	108.3%	99.6%	96.8%	100.0%
Wai'alaie Elementary Public Charter School	100.4%	100.2%	103.2%	99.2%
Waimea Middle Public Conversion Charter School	98.9%	106.9%	89.3%	96.5%
West Hawai'i Explorations Academy	102.2%	97.3%	104.1%	104.8%

Table 31: Total Margin

Calculation: (Total Revenue - Total Expenses)/Total Revenue

Target: Positive

School	2013-14	2014-15	2015-16	2016-17
Connections Public Charter School	-6.8%	6.0%	15.9%	18.5%
Hakipu'u Learning Center	-1.8%	-3.3%	3.6%	-5.9%
Hālau Kū Māna Public Charter School	-1.1%	20.1%	3.8%	-2.6%
Hālau Lōkahi Charter School	-24.7%	N/A	--	--
Hawaii Academy of Arts & Science Public Charter School (HAAS)	10.2%	3.4%	8.7%	9.1%
Hawaii Technology Academy	0.0%	20.4%	7.2%	3.3%
Innovations Public Charter School	-2.3%	-2.6%	5.5%	0.5%
Ka 'Umeke Kā'eo	-5.4%	-1.5%	10.8%	11.0%
Ka Waihona o ka Na'auao Public Charter School	-0.1%	1.0%	-6.0%	2.5%
Kamaile Academy, PCS	-10.2%	-7.1%	17.5%	11.1%
Kanu o ka 'Āina New Century Public Charter School	2.8%	3.6%	5.6%	11.8%
Kanuikapono Public Charter School	10.1%	11.3%	8.8%	14.3%
Ka'u Learning Academy	N/A	N/A	11.5%	3.4%
Kawaikini New Century Public Charter School	-21.9%	-4.8%	3.5%	-0.4%
Ke Ana La'ahana PCS	-7.1%	-26.9%	-24.1%	8.3%
Ke Kula Niihau O Kekaha Learning Center	1.8%	-11.8%	6.2%	3.6%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	13.2%	-5.3%	-1.1%	5.8%
Ke Kula 'o Samuel M. Kamakau, LPCS	-6.1%	3.0%	6.3%	13.6%
Kihei Charter School	0.6%	-4.0%	3.9%	1.0%
Kona Pacific Public Charter School	1.1%	1.2%	-9.7%	0.4%
Kua o ka Lā New Century Public Charter School	6.6%	-6.6%	11.2%	6.7%
Kualapu'u School: A Public Conversion Charter	-18.3%	-15.4%	4.5%	11.5%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	-2.2%	2.5%	-4.2%	12.2%
Lanikai Elementary Public Charter School	37.8%	39.0%	3.0%	5.0%
Laupāhoehoe Community Public Charter School	-8.4%	4.3%	11.3%	7.4%
Mālama Honua Public Charter School	N/A	19.2%	25.3%	23.6%
Myron B. Thompson Academy	-4.7%	6.2%	16.6%	16.3%
Nā Wai Ola Public Charter School	0.2%	-4.5%	4.0%	11.8%
SEEQS: the School for Examining Essential Questions of Sustainability	11.9%	1.8%	7.4%	3.1%
University Laboratory School	1.6%	2.3%	-6.3%	0.4%
The Volcano School of Arts & Sciences	2.3%	-5.4%	-6.7%	-4.6%
Voyager: A Public Charter School	7.7%	6.5%	11.3%	5.0%
Wai'alaie Elementary Public Charter School	0.2%	2.0%	1.8%	0.5%
Waimea Middle Public Conversion Charter School	-25.1%	-10.2%	3.3%	-4.8%
West Hawai'i Explorations Academy	10.8%	5.7%	9.8%	-4.3%

Table 32: Debt-to-Assets Ratio

Calculation: Total Debt/Total Assets
 Target: Less than 50%

School	2013-14	2014-15	2015-16	2016-17
Connections Public Charter School	28.5%	28.7%	16.4%	12.6%
Hakipu'u Learning Center	39.6%	40.3%	33.6%	28.1%
Hālau Kū Māna Public Charter School	18.3%	2.7%	5.3%	3.4%
Hālau Lōkahi Charter School	328.7%	N/A	--	--
Hawaii Academy of Arts & Science Public Charter School (HAAS)	27.4%	29.3%	23.2%	18.8%
Hawaii Technology Academy	100.0%	51.1%	34.8%	30.3%
Innovations Public Charter School	37.3%	41.0%	30.0%	42.4%
Ka 'Umeke Kā'eo	13.2%	14.5%	13.5%	13.4%
Ka Waihona o ka Na'auao Public Charter School	14.9%	15.0%	22.6%	22.2%
Kamaile Academy, PCS	40.3%	9.7%	11.5%	16.5%
Kanu o ka 'Āina New Century Public Charter School	72.9%	40.4%	36.0%	26.8%
Kanuikapono Public Charter School	6.2%	7.5%	18.4%	9.8%
Ka'u Learning Academy	N/A	N/A	23.8%	23.3%
Kawaikini New Century Public Charter School	9.4%	8.6%	7.8%	7.0%
Ke Ana La'ahana PCS	8.6%	9.8%	17.1%	14.6%
Ke Kula Niihau O Kekaha Learning Center	5.8%	18.0%	7.4%	6.7%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	6.2%	18.6%	13.7%	8.2%
Ke Kula 'o Samuel M. Kamakau, LPCS	12.3%	10.9%	10.1%	13.3%
Kihei Charter School	3.5%	0.2%	1.4%	0.8%
Kona Pacific Public Charter School	47.4%	48.5%	96.5%	90.8%
Kua o ka Lā New Century Public Charter School	16.9%	15.7%	3.8%	14.0%
Kualapu'u School: A Public Conversion Charter	28.8%	7.7%	26.4%	28.1%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	8.5%	4.7%	4.9%	8.9%
Lanikai Elementary Public Charter School	4.9%	10.3%	11.2%	13.6%
Laupāhoehoe Community Public Charter School	52.4%	47.4%	28.9%	24.2%
Mālama Honua Public Charter School	N/A	22.4%	12.7%	6.3%
Myron B. Thompson Academy	7.3%	7.2%	6.6%	6.3%
Nā Wai Ola Public Charter School	51.2%	72.1%	53.3%	24.3%
SEEQS: the School for Examining Essential Questions of Sustainability	37.6%	17.6%	21.1%	15.7%
University Laboratory School	28.8%	26.6%	40.8%	40.5%
The Volcano School of Arts & Sciences	23.1%	23.9%	20.1%	32.8%
Voyager: A Public Charter School	43.7%	37.2%	27.6%	29.6%
Wai'alaie Elementary Public Charter School	19.2%	39.6%	38.6%	37.7%
Waimea Middle Public Conversion Charter School	11.4%	21.4%	27.7%	27.5%
West Hawai'i Explorations Academy	7.3%	7.2%	6.0%	7.6%

Table 33: Cash Flow

Calculation: Total Year End Cash - Total Year Begin Cash

Target: Positive

School	2013-14	2014-15	2015-16	2016-17
Connections Public Charter School	-\$136,404	\$115,239	\$488,810	\$545,755
Hakipu'u Learning Center	\$58,981	-\$65,533	\$28,453	-\$83,015
Hālau Kū Māna Public Charter School	\$51,316	-\$160,218	\$222,782	-\$76,286
Hālau Lōkahi Charter School	-\$3,769	N/A	--	--
Hawaii Academy of Arts & Science Public Charter School (HAAS)	\$761,810	\$173,471	\$394,512	\$706,352
Hawaii Technology Academy	-\$253,825	\$1,912,323	-\$134,975	-\$237,668
Innovations Public Charter School	\$5,129	\$18,207	\$46,121	\$164,043
Ka 'Umeke Kā'eo	\$28,210	-\$228,992	\$336,101	\$108,186
Ka Waihona o ka Na'auao Public Charter School	\$269,488	\$208,236	\$122,190	\$118,173
Kamaile Academy, PCS	-\$528,913	-\$579,326	\$1,867,104	\$1,025,224
Kanu o ka 'Āina New Century Public Charter School	\$59,525	-\$6,776	\$329,438	\$291,522
Kanuikapono Public Charter School	-\$47,421	\$64,243	\$274,588	\$173,170
Ka'u Learning Academy	N/A	N/A	\$77,242	-\$38,070
Kawaikini New Century Public Charter School	-\$36,413	-\$59,233	\$134,087	\$172,570
Ke Ana La'ahana PCS	\$106,827	-\$230,104	-\$3,709	\$88,256
Ke Kula Niihau O Kekaha Learning Center	-\$35,476	-\$134,649	\$80,628	-\$101,203
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	\$165,024	-\$215,526	\$67,671	\$196,085
Ke Kula 'o Samuel M. Kamakau, LPCS	-\$36,333	-\$167,395	\$94,167	\$97,675
Kihei Charter School	-\$3,162	-\$223,002	\$220,970	-\$708,556
Kona Pacific Public Charter School	\$37,569	\$10,704	-\$147,042	\$4,765
Kua o ka Lā New Century Public Charter School	\$208,160	-\$206,586	\$57,904	\$524,962
Kualapu'u School: A Public Conversion Charter	-\$492,275	-\$278,180	\$315,238	\$301,748
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	-\$4,066	\$38,719	-\$31,768	\$12,475
Lanikai Elementary Public Charter School	\$319,449	\$106,410	\$120,352	\$207,476
Laupāhoehoe Community Public Charter School	-\$36,185	\$113,625	\$407,021	\$60,807
Mālama Honua Public Charter School	N/A	\$38,529	\$566,167	\$233,997
Myron B. Thompson Academy	-\$76,422	\$125,509	\$827,075	\$756,021
Nā Wai Ola Public Charter School	\$2,778	-\$48,388	\$49,145	\$127,444
SEEQS: the School for Examining Essential Questions of Sustainability	\$144,507	-\$44,639	\$76,648	\$219,173
University Laboratory School	\$24,885	\$45,877	-\$125,860	\$55,907
The Volcano School of Arts & Sciences	\$30,033	-\$120,522	-\$131,213	\$41,289
Voyager: A Public Charter School	\$166,546	\$127,918	\$267,288	\$113,620
Wai'alaie Elementary Public Charter School	\$21,462	\$130,471	\$120,115	-\$48,659
Waimea Middle Public Conversion Charter School	-\$132,807	\$21,526	\$14,641	\$17,207
West Hawai'i Explorations Academy	-\$141,124	\$103,926	-\$117,830	\$310,837

Table 34: Unrestricted Fund Balance Percentage
Calculation: Year End Unrestricted Fund Balance/Total Expenses
Target: Greater than 25%

School	2013-14	2014-15	2015-16	2016-17
Connections Public Charter School	23.3%	29.0%	49.8%	69.5%
Hakipu'u Learning Center	26.3%	22.3%	24.0%	17.5%
Hālau Kū Māna Public Charter School	151.2%	169.8%	161.3%	143.7%
Hālau Lōkahi Charter School	-17.7%	N/A	--	--
Hawaii Academy of Arts & Science Public Charter School (HAAS)	37.9%	39.1%	42.9%	48.1%
Hawaii Technology Academy	0%	25.6%	29.9%	30.0%
Innovations Public Charter School	23.8%	21.0%	24.7%	23.6%
Ka 'Umeke Kā'eo	70.8%	76.8%	86.2%	99.9%
Ka Waihona o ka Na'auao Public Charter School	52.7%	51.7%	44.3%	43.2%
Kamaile Academy, PCS	21.2%	97.3%	97.8%	100.4%
Kanu o ka 'Āina New Century Public Charter School	6.8%	10.0%	15.1%	24.8%
Kanuikapono Public Charter School	29.4%	36.2%	41.9%	61.9%
Ka'u Learning Academy	N/A	N/A	9.6%	14.3%
Kawaikini New Century Public Charter School	95.5%	90.1%	100.4%	89.9%
Ke Ana La'ahana PCS	130.4%	92.7%	67.3%	84.3%
Ke Kula Niihau O Kekaha Learning Center	99.5%	74.7%	72.8%	73.6%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	100.4%	76.2%	59.0%	72.3%
Ke Kula 'o Samuel M. Kamakau, LPCS	76.9%	77.5%	81.5%	96.9%
Kihei Charter School	46.4%	40.0%	42.9%	43.0%
Kona Pacific Public Charter School	8.5%	8.8%	0.3%	0.7%
Kua o ka Lā New Century Public Charter School	44.4%	35.2%	62.3%	40.7%
Kualapu'u School: A Public Conversion Charter	24.3%	138.1%	29.7%	44.4%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	55.5%	63.8%	62.3%	75.7%
Lanikai Elementary Public Charter School	93.3%	91.9%	89.4%	91.3%
Laupāhoehoe Community Public Charter School	9.3%	12.8%	23.3%	31.2%
Mālama Honua Public Charter School	N/A	23.8%	51.0%	72.0%
Myron B. Thompson Academy	109.0%	110.7%	124.8%	139.7%
Nā Wai Ola Public Charter School	11.7%	4.9%	7.8%	23.1%
SEEQS: the School for Examining Essential Questions of Sustainability	20.9%	14.1%	20.3%	21.1%
University Laboratory School	21.6%	22.9%	14.8%	15.9%
The Volcano School of Arts & Sciences	37.4%	29.9%	21.5%	15.1%
Voyager: A Public Charter School	4.3%	4.2%	28.5%	3.7%
Wai'alaie Elementary Public Charter School	33.7%	36.8%	39.4%	37.9%
Waimea Middle Public Conversion Charter School	99.6%	82.1%	45.6%	59.4%
West Hawai'i Explorations Academy	145.7%	127.0%	125.0%	108.8%

Table 35: Change in Total Fund Balance

Calculation: Total Year End Fund Balance – Total Year Begin Fund Balance
Target: Positive

School	2013-14	2014-15	2015-16	2016-17
Connections Public Charter School	-\$194,527	\$167,016	\$488,932	\$608,122
Hakipu'u Learning Center	-\$15,214	-\$28,438	\$36,185	-\$56,947
Hālau Kū Māna Public Charter School	-\$13,562	\$341,352	\$57,189	-\$40,367
Hālau Lōkahi Charter School	-\$398,658	N/A	--	--
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	\$462,197	\$152,493	\$478,976	\$336,374
Hawai'i Technology Academy	\$0	\$1,579,138	\$548,854	\$277,901
Innovations Public Charter School	-\$37,915	-\$41,985	\$100,240	\$9,741
Ka 'Umeke Kā'eo	-\$144,221	-\$37,895	\$320,487	\$321,066
Ka Waihona o ka Na'auao Public Charter School	-\$8,472	\$60,585	-\$315,348	\$180,288
Kamaile Academy, PCS	-\$894,432	-\$614,687	\$1,336,694	\$1,111,604
Kanu o ka 'Āina New Century Public Charter School	\$80,889	\$112,393	\$190,775	\$575,867
Kanuikapono Public Charter School	\$132,227	\$189,901	\$161,103	\$256,593
Ka'u Learning Academy	N/A	N/A	\$77,242	\$33,389
Kawaikini New Century Public Charter School	-\$273,832	-\$70,755	\$52,003	-\$6,063
Ke Ana La'ahana PCS	-\$42,162	-\$153,987	-\$150,858	\$59,751
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	\$379,719	-\$156,869	-\$45,084	\$531,992
Ke Kula 'o Samuel M. Kamakau, LPCS	-\$86,986	\$48,834	\$107,922	\$255,651
Ke Kula Niihau O Kekaha Learning Center	\$16,205	-\$106,444	\$74,794	\$43,998
Kihei Charter School	\$24,251	-\$154,319	\$167,845	\$41,631
Kona Pacific Public Charter School	\$21,369	\$25,977	-\$190,486	\$7,583
Kua o ka Lā New Century Public Charter School	\$169,245	-\$185,339	\$279,327	\$165,890
Kualapu'u School: A Public Conversion Charter	-\$642,778	-\$478,728	\$160,106	\$306,096
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	-\$17,535	\$18,294	-\$27,922	\$99,190
Lanikai Elementary Public Charter School	\$203,506	\$102,816	\$77,676	\$136,628
Laupāhoehoe Community Public Charter School	-\$160,142	\$104,777	\$341,675	\$220,186
Mālama Honua Public Charter School	N/A	\$110,374	\$218,460	\$247,125
Myron B. Thompson Academy	-\$166,735	\$254,256	\$809,549	\$818,397
Nā Wai Ola Public Charter School	\$2,384	-\$58,408	\$75,433	\$193,857
SEEQS: the School for Examining Essential Questions of Sustainability	\$90,020	\$21,401	\$103,612	\$47,796
University Laboratory School	\$49,646	\$73,751	-\$211,349	\$12,961
The Volcano School of Arts & Sciences	\$33,858	-\$79,389	-\$103,897	-\$81,949
Voyager: A Public Charter School	\$165,350	\$139,942	\$265,861	\$121,590
Wai'ālae Elementary Public Charter School	\$7,489	\$85,866	\$75,108	\$23,511
Waimea Middle Public Conversion Charter School	-\$688,714	-\$311,372	\$99,790	-\$141,184
West Hawai'i Explorations Academy	\$187,777	\$110,021	\$221,725	-\$91,928

**D. Appendix D: Charter School Organizational Performance
Framework Data for School Years 2013-14, 2014-15, 2015-16,
and 2016-17**

Table 36: On-Time Completion Rate for Epicenter Tasks

School	2013-14	2014-15	2015-16	2016-17
Connections Public Charter School	--	98%	100%	100%
Hakipu'u Learning Center	--	90%	93%	92%
Hālau Kū Māna Public Charter School	--	71%	85%	100%
Hālau Lōkahi Charter School	--	53%	--	--
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	--	92%	100%	100%
Hawai'i Technology Academy	--	96%	100%	100%
Innovations Public Charter School	--	95%	100%	95%
Ka 'Umeke Kā'eo	--	77%	88%	95%
Ka Waihona o ka Na'auao Public Charter School	--	81%	85%	100%
Kamaile Academy, PCS	--	94%	100%	100%
Kanu o ka 'Āina New Century Public Charter School	--	90%	100%	100%
Kanuikapono Public Charter School	--	54%	81%	72%
Ka'u Learning Academy	--	--	80%	88%
Kawaikini New Century Public Charter School	--	79%	80%	91%
Ke Ana La'ahana PCS	--	65%	77%	82%
Ke Kula Niihau O Kekaha Learning Center	--	69%	89%	83%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	--	77%	96%	100%
Ke Kula 'o Samuel M. Kamakau, LPCS	--	91%	92%	100%
Kihei Charter School	--	83%	92%	100%
Kona Pacific Public Charter School	--	81%	96%	96%
Kua o ka Lā New Century Public Charter School	--	73%	96%	96%
Kualapu'u School: A Public Conversion Charter	--	93%	100%	100%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	--	100%	100%	100%
Lanikai Elementary Public Charter School	--	89%	91%	100%
Laupāhoehoe Community Public Charter School	--	94%	100%	95%
Mālama Honua Public Charter School	--	98%	100%	100%
Myron B. Thompson Academy	--	94%	100%	100%
Nā Wai Ola Public Charter School	--	67%	77%	68%
SEEQS: the School for Examining Essential Questions of Sustainability	--	89%	96%	91%
University Laboratory School	--	92%	100%	100%
The Volcano School of Arts & Sciences	--	91%	100%	100%
Voyager: A Public Charter School	--	81%	92%	95%
Wai'alaie Elementary Public Charter School	--	98%	100%	95%
Waimea Middle Public Conversion Charter School	--	98%	100%	100%
West Hawai'i Explorations Academy	--	91%	96%	85%

Table 37: Number of Notices of Deficiency

School	2013-14	2014-15	2015-16	2016-17
Connections Public Charter School	--	0	0	0
Hakipu'u Learning Center	--	0	1	0
Hālau Kū Māna Public Charter School	--	0	0	0
Hālau Lōkahi Charter School	--	2	--	--
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	--	0	0	0
Hawai'i Technology Academy	--	0	0	0
Innovations Public Charter School	--	0	1	1
Ka 'Umeke Kā'eo	--	0	1	1
Ka Waihona o ka Na'auao Public Charter School	--	0	0	0
Kamaile Academy, PCS	--	0	0	0
Kanu o ka 'Āina New Century Public Charter School	--	0	1	0
Kanuikapono Public Charter School	--	0	0	0
Ka'u Learning Academy	--	0	2	0
Kawaikini New Century Public Charter School	--	0	0	0
Ke Ana La'ahana PCS	--	0	0	0
Ke Kula Niihau O Kekaha Learning Center	--	0	0	0
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	--	0	0	0
Ke Kula 'o Samuel M. Kamakau, LPCS	--	0	0	0
Kihei Charter School	--	0	0	0
Kona Pacific Public Charter School	--	0	0	0
Kua o ka Lā New Century Public Charter School	--	0	0	0
Kualapu'u School: A Public Conversion Charter	--	0	0	0
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	--	0	0	0
Lanikai Elementary Public Charter School	--	0	1	0
Laupāhoehoe Community Public Charter School	--	0	0	0
Mālama Honua Public Charter School	--	0	0	0
Myron B. Thompson Academy	--	0	0	0
Nā Wai Ola Public Charter School	--	0	1	0
SEEQS: the School for Examining Essential Questions of Sustainability	--	0	0	0
University Laboratory School	--	0	0	0
The Volcano School of Arts & Sciences	--	0	0	0
Voyager: A Public Charter School	--	0	0	0
Wai'ālae Elementary Public Charter School	--	0	0	0
Waimea Middle Public Conversion Charter School	--	0	0	0
West Hawai'i Explorations Academy	--	0	0	0

Table 38: Number of Incidents of Non-Compliance with Governing Board Requirements

School	2013-14	2014-15	2015-16	2016-17
Connections Public Charter School	--	0	0	2
Hakipu'u Learning Center	--	3+	0	1
Hālau Kū Māna Public Charter School	--	3+	0	0
Hālau Lōkahi Charter School	--	3+	--	--
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	--	0	0	0
Hawai'i Technology Academy	--	0	0	0
Innovations Public Charter School	--	3+	0	0
Ka 'Umeke Kā'eo	--	0	0	0
Ka Waihona o ka Na'auao Public Charter School	--	0	0	1
Kamaile Academy, PCS	--	0	0	0
Kanu o ka 'Āina New Century Public Charter School	--	0	0	0
Kanuikapono Public Charter School	--	3+	0	3+
Ka'u Learning Academy	--	0	0	3+
Kawaikini New Century Public Charter School	--	0	0	0
Ke Ana La'ahana PCS	--	0	0	1
Ke Kula Niihau O Kekaha Learning Center	--	3+	0	0
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	--	0	2	0
Ke Kula 'o Samuel M. Kamakau, LPCS	--	0	0	0
Kihei Charter School	--	0	2	3+
Kona Pacific Public Charter School	--	0	0	0
Kua o ka Lā New Century Public Charter School	--	3+	0	3+
Kualapu'u School: A Public Conversion Charter	--	0	0	0
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	--	0	0	0
Lanikai Elementary Public Charter School	--	1	0	2
Laupāhoehoe Community Public Charter School	--	2	0	0
Mālama Honua Public Charter School	--	0	0	1
Myron B. Thompson Academy	--	0	0	0
Nā Wai Ola Public Charter School	--	0	5	2
SEEQS: the School for Examining Essential Questions of Sustainability	--	0	0	0
University Laboratory School	--	0	0	0
The Volcano School of Arts & Sciences	--	3+	0	0
Voyager: A Public Charter School	--	0	0	2
Wai'alaie Elementary Public Charter School	--	0	0	0
Waimea Middle Public Conversion Charter School	--	0	0	0
West Hawai'i Explorations Academy	--	0	0	0

Table 39: Number of Incidents of Non-Compliance with School Policy Requirements

School	2013-14	2014-15	2015-16	2016-17
Connections Public Charter School	--	0	0	0
Hakipu'u Learning Center	--	0	0	2+
Hālau Kū Māna Public Charter School	--	0	0	0
Hālau Lōkahi Charter School	--	1	--	--
Hawai'i Academy of Arts & Science Public Charter School (HAAS)	--	0	0	1
Hawai'i Technology Academy	--	0	0	0
Innovations Public Charter School	--	0	0	0
Ka 'Umeke Kā'eo	--	0	0	0
Ka Waihona o ka Na'auao Public Charter School	--	0	0	0
Kamaile Academy, PCS	--	0	0	0
Kanu o ka 'Āina New Century Public Charter School	--	0	0	0
Kanuikapono Public Charter School	--	0	0	2+
Ka'u Learning Academy	--	0	1	0
Kawaikini New Century Public Charter School	--	0	0	0
Ke Ana La'ahana PCS	--	0	1	1
Ke Kula Niihau O Kekaha Learning Center	--	0	0	0
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	--	0	0	0
Ke Kula 'o Samuel M. Kamakau, LPCS	--	0	0	0
Kihei Charter School	--	0	1	0
Kona Pacific Public Charter School	--	0	1	0
Kua o ka Lā New Century Public Charter School	--	0	0	0
Kualapu'u School: A Public Conversion Charter	--	0	0	0
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	--	0	0	0
Lanikai Elementary Public Charter School	--	0	1	0
Laupāhoehoe Community Public Charter School	--	0	0	0
Mālama Honua Public Charter School	--	0	0	0
Myron B. Thompson Academy	--	0	0	0
Nā Wai Ola Public Charter School	--	0	0	0
SEEQS: the School for Examining Essential Questions of Sustainability	--	0	0	0
University Laboratory School	--	0	0	0
The Volcano School of Arts & Sciences	--	0	0	0
Voyager: A Public Charter School	--	0	0	0
Wai'alaie Elementary Public Charter School	--	0	0	0
Waimea Middle Public Conversion Charter School	--	0	0	0
West Hawai'i Explorations Academy	--	0	0	0

**E. Appendix E: Commission's Audited Financial Statements for
Fiscal Year 2016-2017**

**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, 2017
(With Prior Year Comparative Information)**



CW Associates

A Hawaii Certified Public Accounting Corporation

**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, 2017

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, 2017. Please read it in conjunction with the financial statements and the related notes to the financial statements, which begin on page 12.

FINANCIAL HIGHLIGHTS

- The Commission’s total net position increased by \$146,996 in FY 2016-17, a 151% increase.
- The Commission, as a pass-through entity, transferred \$85,334,322 to charter schools comprised of state and federal funding in FY 2016-17, an increase of 5% over FY 2015-16.
- The Commission spent \$621,456 in FY 2016-17 on eighteen charter schools and \$418,102 in FY 2015-16 funded by the U.S. Department of Education Preschool Development Grant (Pre-K grant).
- Travel expenses in FY 2016-17 increased 17% compared to FY 2015-16 as Focus and Priority schools were provided more support through the Department of Education’s (DOE) School Transformation Branch.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of five parts – management’s discussion and analysis (this section), basic financial statements, internal control and compliance, schedule of findings and questioned costs, and corrective action plan. The basic financial statements include 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 what remains for future spending.

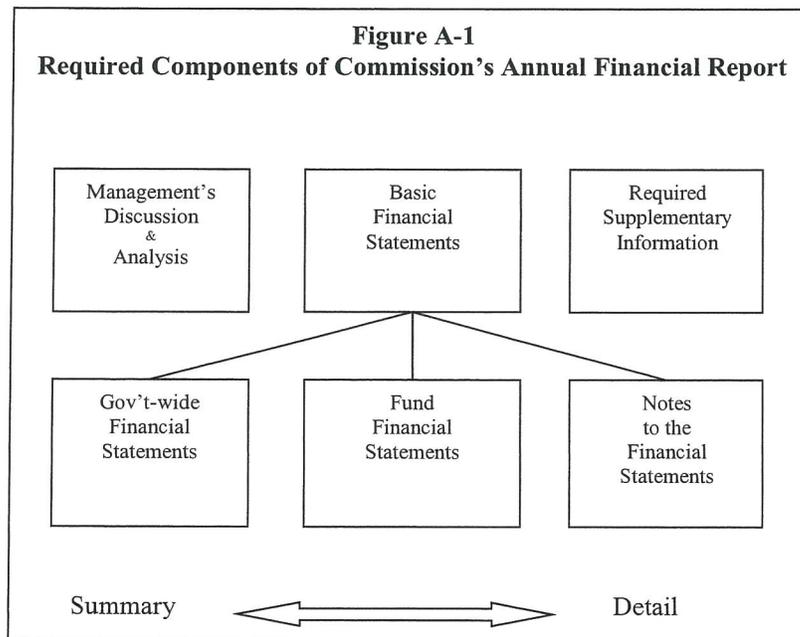
**STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)**

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2017

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 required supplementary information that further explains and supports the information in the financial statements. Figure A-1 shows how the required parts of the annual report are arranged and relate to one another. In addition to these elements, combining statements are provided with details about the non-major governmental funds, each of which are added together and presented in single columns in the basic financial statements.



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

For the Year Ended June 30, 2017

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

Figure A-2 summarizes the major features of the Commission's financial statements, including the portion of the Commission they cover and the types of information they contain. The remainder of this overview section of management's discussion and analysis explains the structure and content of the financial statements.

Figure A-2 Major Features of the Commission's Government-wide and Fund Financial Statements		
	<i>Government-Wide Statements</i>	<i>Fund Statements: Governmental Funds</i>
Scope	Entire Commission	If the Commission operated proprietary or fiduciary funds these would be excluded from these statements.
Required financial statements	<ul style="list-style-type: none"> • Statement of Net Position • Statement of Activities 	<ul style="list-style-type: none"> • Balance Sheet • Statement of Revenues, Expenditures and Changes in Fund Balances
Accounting Basis and measurement focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial resources focus.
Type of asset/liability information	All assets and liabilities, both financial and capital, and short-term and long-term	Only assets expected to be used and liabilities that come due during the year or soon thereafter; no capital assets included.
Type of inflow/outflow information	All revenues and expenses during the year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and payment is due during the year or soon thereafter.

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

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2017

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
(An Agency of the State of Hawaii)**

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2017

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 IIa, Title III, Impact Aid, and other Federal Programs.

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE

Net Position: The Commission's net position increased between the fiscal years ended June 30, 2017 and 2016 from \$97,194 to \$244,190 (See Table A-1).

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

	<u>2017</u>	<u>2016</u>	<u>Percentage Change 2016-2017</u>
ASSETS			
Current assets	\$ 4,452,781	\$ 4,322,086	3%
Capital Assets, net of depreciation	<u>39,545</u>	<u>37,354</u>	<u>6%</u>
Total Assets	<u>\$ 4,492,326</u>	<u>\$ 4,359,440</u>	<u>3%</u>
LIABILITIES			
Current liabilities	<u>\$ 4,248,136</u>	<u>\$ 4,262,246</u>	<u>0%</u>
Total Liabilities	<u>4,248,136</u>	<u>4,262,246</u>	<u>0%</u>
NET POSITION			
Invested in capital assets	39,545	37,354	6%
Unrestricted	<u>204,645</u>	<u>59,840</u>	<u>242%</u>
Total net position	<u>244,190</u>	<u>97,194</u>	<u>151%</u>
Total liabilities and net position	<u>\$ 4,492,326</u>	<u>\$ 4,359,440</u>	<u>3%</u>

Increases or decreases in the net position may serve as a useful indicator of whether the Commission's financial condition is improving or deteriorating. Some of the Commission's net position is restricted as to the purposes for which they 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

For the Year Ended June 30, 2017

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

Changes in the Commission’s Net Position

	<u>2017</u>	<u>2016</u>	<u>Percentage Change</u> <u>2016-2017</u>
Revenues			
Commission funding	\$ 1,514,179	\$ 1,737,953	-13%
Federal grants	852,268	489,779	74%
Other income	<u>107,182</u>	<u>104,620</u>	<u>2%</u>
Total revenues	<u>2,473,629</u>	<u>2,332,352</u>	<u>6%</u>
Expenses			
Payroll and related expenses	1,576,448	1,263,117	25%
Professional services	359,006	269,862	33%
Travel	115,690	99,080	17%
Building leases	97,008	95,949	1%
Miscellaneous	58,173	32,341	80%
Rental	22,147	8,743	153%
Supplies	16,836	14,625	15%
Repairs and maintenance	16,694	19,714	-15%
Telecommunications	12,350	9,548	29%
Meeting refreshments and meals	11,269	14,183	-21%
Computer	9,169	2,974	208%
Capital outlay	7,896	14,936	-47%
Dues and subscriptions	7,074	5,676	25%
Utilities	6,717	1,641	309%
Professional development	6,298	9,473	-34%
Equipment purchases	2,891	5,065	-43%
Postage	952	614	55%
Printing and advertising	<u>15</u>	<u>25</u>	<u>-40%</u>
Total expenses	<u>2,326,633</u>	<u>1,867,566</u>	<u>25%</u>
Transfers			
Transfers in	85,334,320	81,183,181	5%
Transfers out	<u>(85,334,320)</u>	<u>(81,183,181)</u>	<u>-5%</u>
Total transfers	<u>-</u>	<u>-</u>	<u>0%</u>
Change in net position	146,996	464,786	68%
Net position (deficit) – beginning of year	<u>97,194</u>	<u>(367,592)</u>	<u>126%</u>
Net position – end of year	<u>\$ 244,190</u>	<u>\$ 97,194</u>	<u>151%</u>

The narrative that follows considers the operations of the Commission’s governmental activities.

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

MANAGEMENT'S DISCUSSION AND ANALYSIS

For the Year Ended June 30, 2017

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

In the fiscal year ended June 30, 2017, the Commission's total revenues increased by 6% to \$2,473,629, compared to total revenues of \$2,332,352 in the fiscal year ended June 30, 2016. 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, 2017 and 2016, federal revenues amounted to 35% and 21% of total revenues for the Commission, or \$852,268 and \$489,779, respectively. In the fiscal year ended June 30, 2017, funding provided to administer the Commission decreased by 13% or by \$223,774 and other income increased by 2% or by \$2,562 due to funding changes from the DOE.

In the fiscal year ended June 30, 2017, the total cost of all programs and services provided by the Commission increased by 25% or by \$459,067. Expenses for the Commission cover a range of services as required by statute to support the Commission in its role as authorizer. Changes in expenses in the fiscal year ended June 30, 2017 include:

- Payroll and related expenses increased 25% or \$313,331 primarily due to additional federal programs funding to support federal programs personnel,
- The 33% increase in professional services of \$89,144 is attributed to new contracts, including a one-time re-location of computer servers; monthly co-location and monitoring of computer servers; and federal programs contracts,
- Travel increased 17% or \$16,610 primarily due to increases in school visits and increased training sessions for Title I programs and the opening of 18 new Pre-K classrooms on neighbor islands,
- Building leases increased by 1% or \$1,059 due to a fee change on a parking stall assigned to the building lease,
- Miscellaneous increased 80% or \$25,832 due to purchase of supplies for the 18 new Pre-K classrooms statewide,
- Rental expenses increased 153% or \$13,404 due to room rentals for training and the second annual Hawaii Public Charter Schools Educational Summit,
- Computer expenses increased 208% or \$6,195 due to software updates, hardware purchases, and other information technology related expenses,
- Supplies increased 15% or \$2,211 due to more supply purchases to support day-to-day operations,
- Repairs and maintenance decreased 15% or \$3,020 due to less copier usage,
- The 29% increase in telecommunications of \$2,802 is due to increases in office mobile networking capabilities for Commission staff and federal program teams,
- Meetings refreshments and meals decreased 21% or \$2,914 due to lower meal costs at the Education Summit for charter schools,
- Dues and subscriptions increased 25% or \$1,398 due to changes in renewal periods for annual memberships and subscriptions, including the membership for the National Association of Charter School Authorizers,
- Utilities increased 309% or \$5,076 due to rate increases, additional mobile cell phone plans and usage for federal program teams that required travel to the neighbor islands,
- Capital outlay decreased 47% or \$7,040 due to less capital outlay for office equipment and computers,

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

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

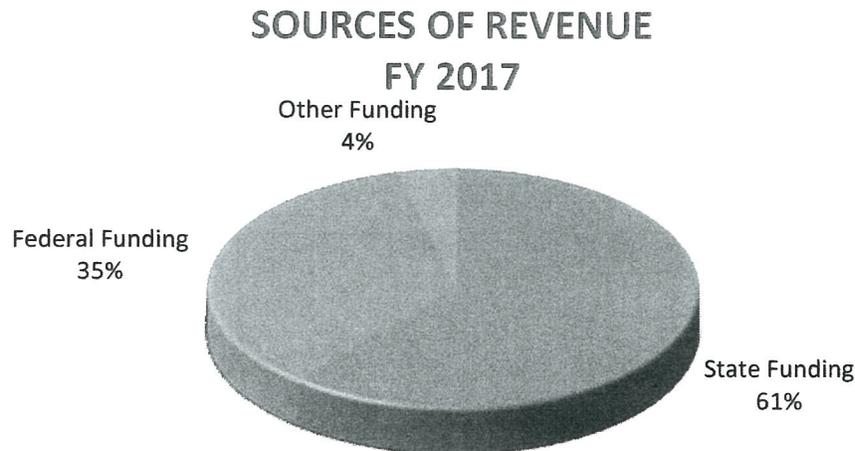
For the Year Ended June 30, 2017

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

- Professional development decreased 34% or \$3,175 due to opportunities for free professional development classes and webinars,
- Equipment purchases decreased 43% or \$2,174 due to less equipment and more computer related purchases,
- Postage increased 55% or \$338 due to more mailings for charter school contract renewals, and
- Printing and advertising decreased 40% or by \$10 due to reduced printed needed and more electronic communication.

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, 2017 was \$2,265,276 compared to \$1,849,207 for the fiscal year ended June 30, 2016.

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, 2017 and 2016, the Commission did not engage in any business-type 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, 2017

FINANCIAL ANALYSIS OF THE COMMISSION'S FUNDS

As the Commission completed the year, its governmental funds reported a fund balance of \$244,190, an increase from the prior fiscal year of \$146,996. Effective during the year ended June 30, 2017, the funding of the Commission's operational budget was separately allocated and identified in a separate department, EDN 612, separating its funding from the charter schools' per pupil allocation.

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, 2017, the Commission made purchases of \$10,087 of furniture or equipment that were capitalized. The Commission has no long-term debt obligations.

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 3% in the 2016-17 school year to 10,792 compared to 10,493 in the 2015-16 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, 1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813.

PART II
FINANCIAL SECTION

INDEPENDENT AUDITOR'S REPORT

State Public Charter School Commission:

Report on the Financial Statements

We have audited the accompanying 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, 2017, and the related notes to the financial statements, which collectively comprise the Commission's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinions on the Financial Statements

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Commission as of June 30, 2017, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters – Required Supplementary Information

Accounting principles generally accepted in the United States of America require 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 the Governmental Accounting Standards Board 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 auditing standards generally accepted in the United States of America, 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.

Management has omitted the budgetary comparison information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board 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.

Other Matters – Other 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 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 financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated in all material respects in relation to the financial statements as a whole.

Report on Prior Year Comparative Information

We have previously audited the Commission's financial statements as of and for the year ended June 30, 2016, and we expressed an unmodified audit opinion on those audited financial statements in our report dated November 22, 2016. In our opinion, the accompanying prior year comparative information as of and for the year ended June 30, 2016 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 1, 2017, 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 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 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

Honolulu, Hawaii
November 1, 2017

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

STATEMENT OF NET POSITION – GOVERNMENTAL ACTIVITIES

As of June 30, 2017
(With Prior Year Comparative Information)

	<u>2017</u>	<u>2016</u>
Current Assets		
Cash and cash equivalents	\$ 1,192,886	\$ 1,560,522
Accounts receivable – net	145,299	87,726
Pass through receivable from State	2,759,596	2,318,838
Funds held for others	<u>355,000</u>	<u>355,000</u>
Total current assets	<u>4,452,781</u>	<u>4,322,086</u>
Capital assets, net of depreciation	<u>39,545</u>	<u>37,354</u>
Total assets	<u>4,492,326</u>	<u>4,359,440</u>
Current Liabilities		
Accounts payable	172,953	143,422
Unearned revenue	1,193,226	1,265,425
Pass through payable to charter schools	1,931,735	1,817,234
Pass through payable to State	337,480	441,291
Funds held for others	355,000	355,000
Accrued leave earnings	201,876	138,328
Accrued liabilities	<u>55,866</u>	<u>101,546</u>
Total current liabilities	<u>4,248,136</u>	<u>4,262,246</u>
Net position		
Invested in capital assets	39,545	37,354
Unrestricted position	<u>204,645</u>	<u>59,840</u>
Total net position	<u>\$ 244,190</u>	<u>\$ 97,194</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, 2017
(With the Prior Year Comparative Information)

	2017		2016			
<u>Functions/Programs</u>	<u>Expenses</u>	<u>Operating Grants Revenues</u>	<u>Net (Expenses) Revenues and Changes in Net Position</u>	<u>Expenses</u>	<u>Operating Grants Revenues</u>	<u>Net (Expenses) Revenues and Changes in Net Position</u>
Governmental activities						
Support and administrative services	\$ 1,474,365	\$ -	\$ (1,474,365)	\$ 1,377,786	\$ -	\$ (1,377,786)
Instructional enhancement	<u>5,102,456</u>	<u>5,102,456</u>	<u>-</u>	<u>5,211,746</u>	<u>5,211,746</u>	<u>-</u>
Total governmental activities	<u>\$ 6,576,821</u>	<u>\$ 5,102,456</u>	<u>(1,474,365)</u>	<u>\$ 6,589,532</u>	<u>\$ 5,211,746</u>	<u>(1,377,786)</u>
General revenues						
Administrative fees charged to schools			1,514,179			1,737,953
Other grants and income			<u>107,182</u>			<u>104,619</u>
Total general revenues			<u>1,621,361</u>			<u>1,842,572</u>
Change in net position			146,996			464,786
Net position (deficit) – beginning of year			<u>97,194</u>			<u>(367,592)</u>
Net position – end of year			<u>\$ 244,190</u>			<u>\$ 97,194</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, 2017
(With Prior Year Comparative Information)

	<u>General</u>	<u>Restricted</u> <u>Funds</u>	<u>Total</u>	
			<u>2017</u>	<u>2016</u>
ASSETS				
Cash				
Cash and cash equivalents	\$ 144,802	\$ 1,047,927	\$ 1,192,729	\$ 1,556,764
Cash held for others	-	355,000	355,000	355,000
Commission expenditure account	-	-	-	3,558
Petty cash	157	-	157	200
Total cash	<u>144,959</u>	<u>1,402,927</u>	<u>1,547,886</u>	<u>1,915,522</u>
Accounts receivable – net	-	145,299	145,299	87,726
Pass through receivable from State	<u>2,759,596</u>	<u>-</u>	<u>2,759,596</u>	<u>2,318,838</u>
TOTAL ASSETS	<u><u>\$ 2,904,555</u></u>	<u><u>\$ 1,548,226</u></u>	<u><u>\$ 4,452,781</u></u>	<u><u>\$ 4,322,086</u></u>
LIABILITIES				
Accounts payable	\$ 172,953	\$ -	\$ 172,953	\$ 143,422
Unearned revenue	-	1,193,226	1,193,226	1,265,425
Pass through payable to schools	1,931,735	-	1,931,735	1,817,234
Pass through payable to state	337,480	-	337,480	441,291
Funds held for others	-	355,000	355,000	355,000
Accrued liabilities	55,866	-	55,866	101,546
Total liabilities	<u>2,498,034</u>	<u>1,548,226</u>	<u>4,046,260</u>	<u>4,123,918</u>
FUND BALANCE				
Unassigned	406,521	-	406,521	198,168
Total fund balance	<u>406,521</u>	<u>-</u>	<u>406,521</u>	<u>198,168</u>
TOTAL LIABILITIES AND				
FUND BALANCE	<u><u>\$ 2,904,555</u></u>	<u><u>\$ 1,548,226</u></u>	<u><u>\$ 4,452,781</u></u>	<u><u>\$ 4,322,086</u></u>

See accompanying notes to the financial statements.

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

**RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL FUNDS
TO THE STATEMENT OF NET POSITION – GOVERNMENTAL ACTIVITIES**

As of June 30, 2017

Total fund balance – governmental funds	\$ 406,521
Amounts reported for governmental activities that are different in the Statement of Net Position due to:	
Capital assets used in governmental activities are not financial resources and therefore not reported in the governmental funds	39,545
Accrued leave earnings not reported in the governmental funds	<u>(201,876)</u>
Total net position – governmental activities	<u>\$ 244,190</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, 2017
(With Prior Year Comparative Information)**

	Restricted Funds						2017	2016
	General	Title I	Title II	Title III	Impact Aid	SPED		
REVENUES								
Administration fee to charter schools	\$ 1,514,179	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,514,179	\$ 1,737,953
Federal grant revenues	145,195	138,411	87,371	1,207	-	-	852,268	489,779
Other	88,307	18,875	-	-	-	-	107,182	104,620
Total revenues	<u>1,747,681</u>	<u>157,286</u>	<u>87,371</u>	<u>1,207</u>	<u>-</u>	<u>-</u>	<u>2,473,629</u>	<u>2,332,352</u>
EXPENDITURES								
Payroll and related expenses	1,098,970	114,796	-	-	-	-	1,512,900	1,253,621
Professional services	215,388	23,994	72,189	-	-	-	359,006	269,862
Travel	36,964	15,400	8,578	1,155	-	-	115,690	99,080
Building leases	97,008	-	-	-	-	-	97,008	95,949
Miscellaneous	1,761	801	76	52	-	-	58,173	32,341
Rental	21,171	-	285	-	-	-	22,147	8,743
Computer	13,843	130	-	-	-	-	19,256	9,047
Supplies	8,782	35	2,145	-	-	-	16,836	14,625
Repairs and maintenance	16,694	-	-	-	-	-	16,694	19,714
Telecommunications	11,350	705	-	-	-	-	12,350	9,548
Meeting refreshments and meal	2,268	33	-	-	-	-	8,968	14,183
Dues and subscriptions	5,264	-	-	-	-	-	1,810	7,074
Utilities	5,123	1,078	-	-	-	-	6,717	5,676
Professional development	1,762	-	4,098	-	-	-	438	1,641
Equipment purchases	2,477	314	-	-	-	-	6,298	9,473
Postage	488	-	-	-	-	-	100	5,065
Printing and advertising	15	-	-	-	-	-	952	614
Total expenditures	<u>1,539,328</u>	<u>157,286</u>	<u>87,371</u>	<u>1,207</u>	<u>-</u>	<u>-</u>	<u>2,265,276</u>	<u>1,849,207</u>
CHANGE IN NET POSITION	<u>208,353</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>208,353</u>	<u>483,145</u>

(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, 2017
(With Prior Year Comparative Information)**

	Restricted Funds								
	General	Title I	Title II	Title III	Impact Aid	SPED	Pre-K	2017	2016
CHANGE IN NET POSITION	\$ 208,353	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 208,353	\$ 483,145
OTHER FINANCING SOURCES (USES)									
Transfers in	77,675,809	3,839,679	254,317	785	2,504,014	424,226	635,492	85,334,322	81,183,181
Transfers out	<u>(77,675,809)</u>	<u>(3,839,679)</u>	<u>(254,317)</u>	<u>(785)</u>	<u>(2,504,014)</u>	<u>(424,226)</u>	<u>(635,492)</u>	<u>(85,334,322)</u>	<u>(81,183,181)</u>
Total other financing sources (uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
NET CHANGE IN FUND BALANCE	208,353	-	-	-	-	-	-	208,353	483,145
FUND BALANCE, BEGINNING OF YEAR	<u>198,168</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>198,168</u>	<u>(284,977)</u>
FUND BALANCE, END OF YEAR	<u>\$ 406,521</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 406,521</u>	<u>\$ 198,168</u>

See accompanying notes to the financial statements.

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

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE – GOVERNMENTAL FUNDS TO THE STATEMENT OF
ACTIVITIES – GOVERNMENTAL ACTIVITIES**

For the Year Ended June 30, 2017

Total net change in fund balance – governmental funds	\$ 208,353
Amounts reported for governmental activities that are different in the Statement of Activities due to:	
Governmental funds report capital asset outlays as expenditures	
Capital Asset Outlays Recorded in the Current Period	\$ 10,087
Depreciation expense	<u>(7,896)</u>
	2,191
The 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>(63,548)</u>
Change in net position of governmental activities	<u>\$ 146,996</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, 2017
(With Prior Year Comparative Information)

	General	Title I	Title II	Title III	Impact Aid	School Improvement Grant	PreK Grant	Other	Total All Funds 2017	Total All Funds 2016
RECONCILIATION OF CHANGE IN NET POSITION (DEFICIT) TO NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES										
Change in net position	\$ 146,996	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 146,996	\$ 464,786
Adjustments to reconcile change in net position to net cash provided by (used in) operating activities:										
Depreciation	7,896	-	-	-	-	-	-	-	7,896	14,936
Changes in operating assets and liabilities:										
Accounts receivable and pass through receivable from State	(498,331)	-	-	-	-	-	-	-	(498,331)	217,187
Accounts payable, pass through payable to State and Charter Schools and accrued expenses	58,089	-	-	-	-	-	-	-	58,089	(401,469)
Unearned revenue	-	(12,285)	(87,537)	19,195	-	-	(461,298)	469,726	(72,199)	489,159
	<u>\$ (285,350)</u>	<u>\$ (12,285)</u>	<u>\$ (87,537)</u>	<u>\$ 19,195</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (461,298)</u>	<u>\$ 469,726</u>	<u>\$ (357,549)</u>	<u>\$ 784,599</u>
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES										

(Continued)

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

STATEMENT OF CASH FLOWS (Continued)

For the Year Ended June 30, 2017
(With Prior Year Comparative Information)

	General	Title I	Title II	Title III	Impact Aid	School Improvement Grant	PreK Grant	Other	Total All Funds 2017	Total All Funds 2016
Cash Flows from Operating Activities										
Cash received from Charter Schools	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 141,690
Cash received from State	77,958,381	4,110,615	254,316	21,187	2,504,014	-	-	-	84,848,513	82,300,907
Cash received from Federal Government	-	-	-	-	-	-	640,539	907,988	1,548,527	825,468
Other cash receipts	19,848	-	-	-	-	-	-	-	19,848	611,780
Cash paid to Charter Schools	(78,211,506)	(3,839,679)	(254,317)	(785)	(2,504,014)	-	(621,456)	(438,262)	(85,870,019)	(81,186,368)
Cash paid to State	(52,073)	-	-	-	-	-	-	-	(52,073)	(56,969)
Cash paid to employees and vendors	-	(283,221)	(87,536)	(1,207)	-	-	(480,381)	-	(852,345)	(1,851,909)
Net cash provided by (used in) operating activities	(285,350)	(12,285)	(87,537)	19,195	-	-	(461,298)	469,726	(357,549)	784,599
Cash Flows from Investing Activities										
Purchase of capital assets	(10,087)	-	-	-	-	-	-	-	(10,087)	(6,073)
Net cash used in investing activities	(10,087)	-	-	-	-	-	-	-	(10,087)	(6,073)
Net increase/(decrease) in Cash	(295,437)	(12,285)	(87,537)	19,195	-	-	(461,298)	469,726	(367,636)	778,526
Cash, including funds held for others, beginning of year	650,097	224,235	53,595	45,635	11,250	153,968	355,001	421,741	1,915,522	1,136,996
Cash, including funds held for others, ending of year	\$ 354,660	\$ 211,950	\$ (33,942)	\$ 64,830	\$ 11,250	\$ 153,968	\$ (106,297)	\$ 891,467	\$ 1,547,886	\$ 1,915,522

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, 2017
(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 the charter schools based on student enrollment,
- Monitoring charter school compliance with various state laws,
- Representing charter schools in communication to the Board of Education (BOE), and
- Chartering jurisdiction and authorizing public charter schools throughout the State.

In order to fulfill these responsibilities, the Commission employs an Executive Director and Framework Managers along with several staff persons in its Honolulu, Hawaii office. All staff persons report to the Executive Director who reports to the Commission.

The Commission receives funding from the State of Hawaii (State). Other support is 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 Accounting

The accompanying financial statements and accounting policies of the Commission conform to accounting principles generally accepted in the United States of America (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, 2017
(With Prior Year Comparative Information)

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Government-Wide and Fund Financial Statements (Continued)

Government 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 2017 and 2016) 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. 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. A fund is a separate accounting entity with a self-balancing set of accounts.

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; and unrestricted. Restricted category components are restricted by parties outside of the State (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 balance 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, 2017
(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 2017 and 2016).

Assigned – Represents resources that are constrained by management’s intent to be used for specific purposes, but are neither restricted nor committed (none in 2017 and 2016).

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 accounting principles generally accepted in the United States of America 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, and it is reasonably possible that such estimates may change within the near term.

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, 2017
(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.

Pass Through Receivable and Payable Accounts

The Commission acts as an intermediary for payroll and related benefits that are due and/or payable between the State and individual charter schools. For charter schools that choose to be on the DOE system, the Commission records a pass through receivable from charter schools and a payable to the DOE for the payroll amount. Charter schools on a proprietary payroll system, pay the full report amount, which includes fringe benefits and payroll taxes. As with all State agencies, employer payroll taxes are paid by the State of Hawaii Department of Budget & Finance and the Commission records a pass through receivable from the State and payable to the charter schools.

Federal program funds that have been received by the Commission by June 30, 2017 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.

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 consist of furniture and equipment which are depreciated using the straight-line method over their estimated useful lives of five to seven years.

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2017
(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, 2017, capital asset activity for the governmental activities of the Commission was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Office and Computer Equipment	\$ 276,928	\$ 10,087	\$ -	\$ 287,015
Accumulated depreciation	<u>(239,574)</u>	<u>(7,896)</u>	<u>-</u>	<u>(247,470)</u>
Capital assets, net of depreciation	<u>\$ 37,354</u>	<u>\$ 2,191</u>	<u>\$ -</u>	<u>\$ 39,545</u>

For the year ended June 30, 2016, capital asset activity for the governmental activities of the Commission was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Office and Computer Equipment	\$ 270,855	\$ 6,073	\$ -	\$ 276,928
Accumulated depreciation	<u>(224,638)</u>	<u>(14,936)</u>	<u>-</u>	<u>(239,574)</u>
Capital assets, net of depreciation	<u>\$ 46,217</u>	<u>\$ (8,863)</u>	<u>\$ -</u>	<u>\$ 37,354</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, 2017
(With Prior Year Comparative Information)

NOTE D – LEASES

The Commission leases office space and office equipment in Honolulu, Hawaii under operating leases. The Commission's leases are effective through August 31, 2020. The office space lease includes a monthly base rent of \$2,927 plus \$4,418 for common area maintenance expenses and property taxes. The office equipment lease includes a monthly base rent of \$864 plus additional usage charges. Rent expense for the years ended June 30, 2017 and 2016 totaled \$119,155 and \$101,751, respectively.

At June 30, 2017, future minimum lease rent payments were expected to approximate the following:

Years Ending June 30th:

2018	\$ 45,500
2019	\$ 45,500
2020	\$ 45,500
2021	\$ 7,600

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 at least reasonably possible that such estimates may change within the near term.

The Commission operates in the State of Hawaii. National and international events can have severe, adverse effects on economic conditions in Hawaii. The effects on the financial statements of the Commission, from such changes in economic conditions, if any, 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 accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Commission's financial statements as of and for the year ended June 30, 2016, from which the information was derived.

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2017
(With Prior Year Comparative Information)

NOTE G – SUBSEQUENT EVENTS

Management has evaluated subsequent events through the date of the independent auditor's report, 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, 2017

<u>Program Title</u>	<u>Federal CFDA Number</u>	<u>Federal Expenditures</u>	<u>Amount Provided to Subrecipients</u>
<u>United States Department of Education</u>			
Direct Program			
Preschool Development Grants	84.419 *	\$ 1,101,540	\$ 621,456
Passed through the State of Hawaii, Department of Education			
Title I Grants to Local Education Agencies	84.010	3,711,673	3,556,135
Passed through the State of Hawaii, Department of Education			
Impact Aid	84.041 *	2,504,014	2,504,014
Passed through the State of Hawaii, Department of Education			
Supporting Effective Instruction State Grants	84.367 *	341,853	254,317
Passed through the State of Hawaii, Department of Education			
Special Education Grants to States	84.027	302,275	302,275
Passed through the State of Hawaii, Department of Education			
Title III	84.365	<u>1,992</u>	<u>785</u>
Total United States Department of Education		<u>7,963,347</u>	<u>7,238,982</u>
Total Expenditures of Federal Awards		<u>\$ 7,963,347</u>	<u>\$ 7,238,982</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, 2017

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 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.

* Denotes major program expenditures, comprising 49% of total expenditures of federal awards.

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 State Public Charter School 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 SECTION

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND 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, 2017, 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 1, 2017.

Internal Control over Financial Reporting

The management of the Commission is responsible for establishing and maintaining effective internal control over financial reporting (internal control). In planning and performing our audit of the financial statements, we considered the Commission's internal control to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control. Accordingly, we do not express an opinion on the effectiveness of the Commission's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. 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 may exist that have not been identified.

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 determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this report is not suitable for any other purpose.

CW ASSOCIATES, CPAs

Honolulu, Hawaii
November 1, 2017

**INDEPENDENT AUDITOR'S REPORT ON
COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM
AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE**

State Public Charter School Commission:

Report on Compliance for Each Major Federal Program

We have audited the compliance of the State Public Charter School Commission (Commission) with the types of compliance requirements described in the *U. S. Office of Management and Budget (OMB) Compliance Supplement* that could have a direct and material effect on the Commission's major federal programs for the year ended June 30, 2017. The major federal programs of the Commission are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for the Commission's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; 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). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Commission's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for the major federal programs. However, our audit does not provide a legal determination of the Commission's compliance.

Opinion on Each Major Federal Program

In our opinion, the Commission complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal programs for the year ended June 30, 2017.

Report on Internal Control Over Compliance

Management of the Commission is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit, we considered the Commission's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Commission's 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.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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 Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CW ASSOCIATES, CPAs

Honolulu, Hawaii
November 1, 2017

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, 2017

SECTION I – SUMMARY OF AUDIT RESULTS

FINANCIAL STATEMENTS:

Type of auditor's report issued:

- | | |
|--|----------------------|
| 1. Internal control over financial reporting: | <u>Unmodified</u> |
| 2. Material weakness identified? | <u>No</u> |
| Reportable condition identified that is not considered to be material weakness | <u>None reported</u> |
| 3. Noncompliance material to financial statements noted? | <u>No</u> |

FEDERAL AWARDS

- | | |
|---|----------------------|
| 1. Internal control over major programs:
Material weakness identified? | <u>No</u> |
| Reportable condition identified that is not considered to be material weakness? | <u>None reported</u> |
| 2. Type of auditor's report issued on compliance for major programs: | <u>Unmodified</u> |
| 3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 2001.516(a)? | <u>No</u> |
| 4. Identification of major programs: | |
| a. No. 84.419 – Preschool Development Grants; No. 84.041 – Impact Aid; No. 84.367 – Supporting Effective Instruction State Grants | |
| b. Dollar threshold used to distinguish between type A and type B programs: | <u>\$750,000</u> |
| c. Auditee qualified as low-risk auditee? | <u>Yes</u> |

SECTION II – FINANCIAL STATEMENT FINDINGS

No matters were reported.

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

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

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

For the Year Ended June 30, 2017

STATUS OF PRIOR YEAR COMMENTS

FINDINGS – FINANCIAL STATEMENTS AUDIT

In the prior year, no deficiencies or combinations of deficiencies material to the Commission's internal control over financial reporting and no instances of noncompliance material to the Commission's financial statements were reported by the auditor.

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAM AUDIT

In the prior year, the auditor expressed an unmodified opinion on compliance for the major federal award programs of the Commission. No deficiencies or combinations of deficiencies material to the internal control over compliance of the Commission were reported by the auditor in the prior year.

PART V
CORRECTIVE ACTION PLAN

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

CORRECTIVE ACTION PLAN

For the Year Ended June 30, 2017

CORRECTIVE ACTION PLAN

No findings or questioned costs were reported for the year ended June 30, 2017.