JOSH GREEN, M.D.
GOVERNOR

MAKALAPUA ALENCASTRE, ED. D.
CHAIRPERSON

DEPT. COMM. NO. 181

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
('AHA KULA HO'ĀMANA)
http://CharterCommission.Hawaii.Gov
1164 Bishop Street, Suite 1100, Honolulu, Hawaii 96813
Tel: 808-586-3775

December 24, 2025

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

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

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

For your information and consideration, I am transmitting an electronic copy of the State Public Charter School Commission's 2024-25 Annual Report. In accordance with Section 93-16, Hawai'i Revised Statutes, I am also informing you that an electronic version of this report is available at:
https://www.chartercommission.hawaii.gov/reports

Sincerely,

Ed H. Noh, Ed.D.
Executive Director

Enclosure



ANNUAL REPORT

2024-2025

ʻAHA KULA HOʻĀMANA

State Public Charter School Commission

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Welcome Message from Chair Alencastre

Welina me ke aloha,

No ka ʻAha Kula Hoʻāmana, eia ka waiho ʻia o kēia moʻolelo kū makahiki ʻo ia hoʻi he hōʻike holomua o ka hana o ia ʻAha a me nā pūʻulu kula hoʻāmana ma Hawaiʻi nei. Kūpaʻa ka manaʻo ʻo No Nā Haumāna e alakaʻi ana i ko kākou kuleana koʻikoʻi ʻo ka hoʻonaʻauao no ka pono o ko Hawaiʻi poʻe ʻōpio. No laila, he wā kēia e nānā pono ai i nā māhele holomua pū me nā hana e hoʻoikaika hou aku ai.

On behalf of the ʻAha Kula Hoʻāmana, the Public Charter School Commission, this is the annual report relating outcomes for the 2024-2025 school year. Our motto No Nā Haumāna emphasizes the collective efforts towards educating our keiki as an extremely important and inclusive endeavor. Annual reporting of successes and challenges in public charter schools provides a critical opportunity for reflection and action assuring Hawaiʻi's children are afforded high quality educational options. Essential to navigating the kuleana of the ʻAha Kula Hoʻāmana is our revised Strategic Plan, a values-based and goal-driven living document relating the "Commission's beliefs and ethos when authorizing, assessing, and acclaiming high-quality charter schools of excellence within the portfolio."

Celebrating 30 years of public charter schools in Hawaiʻi, we are cognizant of the uniqueness and diversity of the community-driven educational opportunities afforded by Hawaiʻi's public charter schools. Our portfolio includes 38 public charter schools serving pre-K, elementary, and secondary students on five of our islands. Each school is both an individual and collective testament to the steadfast commitment and resolve to address Hawaiʻi's diverse educational needs. Honoring the diversity of charter school models and ensuring the viability of each school, this report provides data from the multiple measures within our academic, organizational and financial performance frameworks. One of the unique academic indicators is each school's mission statements guiding the development, implementation, and continuous improvement of innovative curriculum and instructional practices.

As expectations of high-quality educational programming are met, the distinct purposes of BOE E-700 and the requirements of HRS 302D are fulfilled. It's important to recognize the range of positive impact being made within the schools as important contributions to Hawaiʻi's public education landscape. For example, over half of our schools are explicitly designed to revitalize and renormalize the Hawaiian language and culture as exemplars of culturally sustaining pedagogical models. Also, many schools have developed distinctive programs offering relevant and engaging experiential learning opportunities encompassing ʻāina-based stewardship, community engagement, leadership development, and/or applied technology. Indicative of the quality and potential of Hawaiʻi's public charter schools, student enrollment continues to grow, and new schools are opening! We're happy to welcome Kūlia Academy and Parkway Village Preschool as Hawaiʻi's newest operational public charter schools, with Namahana School and Waikīkī Community Preschool preparing to open in the 2025-2026 school year.

Mahalo i ke kākoʻo mau ʻana no nā haumāna. Thank you for your continued support for Hawaiʻi's charter students.

Me ka ʻoiaʻio,
Makalapua Alencastre, Ed.D
Commission Chair

Executive Summary

Message from Executive Director Ed H. Noh

It is an honor and privilege to present the 2025 Annual Report on behalf of the State Public Charter School Commission (Commission). Our vision is simple: To empower our communities to create public schools of excellence. From the very beginning of the charter movement in 1994, the Hawaiʻi State Board of Education created policy E-700, stating that charter schools shall:

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

Thirty years later, the charter school movement is stronger than ever. Overall enrollment has steadily increased over the last ten years. Clearly, charter schools have been responding and addressing the needs of public education options for students and families. All 38 charter schools across the state are born out of their respective communities, reflecting Hawaiʻi's diverse cultures, places, and values. From Hawaiian medium instruction to Hawaiʻi-focused, project-based, inquiry-based, and ʻāina-based, charter schools in Hawaiʻi are indeed providing diverse and innovative models of learning.

The following report will exhibit the portfolio of schools, their performances on the academic, financial, and organizational frameworks, including strengths and areas of growth and opportunity. In addition, beyond authorization of charter schools, the Commission directly supports schools via early learning and federal title programs by providing comprehensive supports and professional development to build leadership capacity across the charter sector.

Of course, none of this would be possible without the leadership, support, and guidance of our charter commissioners. Each commissioner brings a unique perspective and professional quality that enables the staff to address our mission: To authorize, assess, and acclaim a portfolio of high-quality charter schools that offers diversity, innovation, and excellence for students and families throughout Hawaiʻi.

Portfolio Overview

This annual report is the fourteenth report issued by the Commission since its inception in 2012 under Act 130. The annual report provides information on Hawaiʻi's public charter school system for the 2024-2025 school year and is submitted to the Hawaiʻi State Board of Education ("Board") for acceptance.

During the 2024-2025 school year, 38 public charter schools were in operation across the state (17 on Oʻahu, 14 on Hawaiʻi Island, 5 on Kauaʻi, 1 on Maui, and 1 on Molokaʻi). While the portfolio experienced one school closure (Kamalani Academy) on June 30, 2025, two schools successfully transitioned from pre-opening to operational status (Kūlia Academy and Parkway Village Preschool), demonstrating continued growth in educational options.

Looking at the Commission's growth trajectory reveals both year-to-year progress and long-term stability. From 34 operating schools in 2016-2017 to 38 operational schools in school year 2024-2025, representing an 11.7% increase over eight years. This recent expansion is particularly notable for including Hawaiʻi's PreK-only charter schools, demonstrating the Commission's commitment to diversifying educational options at all levels. Despite the recent closure of one school, the portfolio continues to expand thoughtfully, reflecting the Commission's balanced approach to authorizing innovative new schools while maintaining rigorous oversight of existing schools to ensure their continued success and sustainability.

Performance Framework Overview

As Hawaiʻi's designated charter school authorizer, the Commission establishes performance-based contracts of up to five years with each school, conducting ongoing monitoring and evaluation across three comprehensive frameworks: academic, financial, and organizational. Performance concerns may result in shortened contract terms.

This annual report presents data for 38 charter schools within the portfolio. All schools now operate under Charter Contract 4.0 or the Prekindergarten-only Charter Contract, with contracts ending at various dates based on when they were executed. Thirteen schools have contracts ending in SY 2025-26, while 22 schools have contracts ending in SY 2027-28. Three schools have contracts ending in SY 2028-29. Schools are invited to apply for renewal approaching the end of each contract term.

The Commission continues to refine its oversight approach, balancing accountability with school autonomy. This includes providing targeted support to schools approaching renewal deadlines and facilitating professional development opportunities focused on contract compliance and performance improvement. The Commission has also implemented enhanced data management systems to streamline reporting requirements while maintaining rigorous performance standards across all three frameworks.

Academic Performance Framework

Beyond the enrollment numbers detailed above, the Commission monitors how effectively schools serve these students academically. The Academic Performance Framework (APF) of Charter Contract 4.0 provides a comprehensive picture of student outcomes through four indicators that balance standardized assessments with mission-driven measures. Charter schools

demonstrate strong and improving mission alignment in their Mission Aligned Initiatives (MAI). In 2021-2022, 92.3% (12 out of 13) of schools achieved "Practiced" or higher levels. Performance then reached 100% in 2022-2023 with all 13 participating schools meeting the threshold. This excellence continued in 2023-2024 with all 36 schools achieving practiced or higher levels, and in 2024-2025 with 37 out of 38 schools (97%) maintaining this standard.

This progression reveals two remarkable achievements: rapid improvement from 92.3% to 100% in just one year, and sustained excellence despite dramatic expansion. Participating schools nearly tripled—from 13 to 37—while maintaining 97% achievement rates, demonstrating strong mission-driven practices that support educational outcomes.

Charter schools demonstrate strong student growth trajectories. Since 2020-2021, the average Student Growth Percentile (SGP) has increased by 8 percentage points in ELA and 17 percentage points in Math, with 93.5% and 96.8% of schools now meeting or exceeding the MGP benchmark of 40 in each subject respectively. Charter schools currently perform within 3 percentage points of statewide SGP in both subjects, with the gap continuing to narrow year over year. Additionally, charter schools show success in educational equity, with 73.5% and 82% of schools maintaining smaller achievement gaps than the state's 34-point ELA gap and 29-point Math gap respectively, demonstrating effectiveness in serving high-needs students.

Overall proficiency shows notable gains in mathematics, with a 4-percentage point increase over five years from 28% to 32%, representing the strongest growth trend across all subjects. ELA performance maintains stability at 47%, while science declined slightly from 37% to 35%, showing less volatility than statewide trends. Achievement gaps have remained relatively stable over time, with charter schools maintaining smaller gaps than the statewide average both ELA (31-32 vs 34) and mathematics (23-26 vs 29). Charter schools have maintained smaller achievement gaps than the statewide average over this period, though sustained efforts are needed to further close these gaps while maintaining mission-driven excellence that defines charter school success in Hawaiʻi.

Financial Performance Framework

Strong academic outcomes require fiscal sustainability to ensure schools can deliver on their respective missions. The Financial Performance Framework (FPF) employs a risk-based assessment model to monitor charter schools' fiscal health and long-term viability. Using six industry-standard measures reviewed quarterly, the Commission evaluates potential insolvency risk through a weighted formula.

For the 2024-2025 school year, the financial risk assessment of the charter school portfolio demonstrates overall fiscal stability**.** Of the 39 schools, 34 schools (87%) maintain satisfactory financial performance with 22 schools (56%) achieving low risk status and 13 schools (33%) in the acceptable risk category. Two schools require more monitoring, with one school in the

moderate risk category and one in the high-risk category. Two schools are not required to submit audits due to school closure and opening late during the school year (May 2025).

Low	Acceptable	Moderate	High	Significant
22	13	1	1	0

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

Organizational Performance Framework

Financial health provides the foundation, but day-to-day operational excellence ensures consistent student experiences. The Commission uses the Organizational Performance Framework (OPF) to monitor charter schools' operational compliance with statutory and contractual requirements. Contract 4.0 requires 42 annual organizational tasks across fifteen key operational article indicators.

In 2024-2025, 37 charter schools operated under Contract 4.0, requiring completion of 42 organizational tasks. A total of 29 schools (75%) achieved 100% completion, which is a significant improvement from 25% the previous year.

Missing tasks range from incomplete policy postings to pending data submissions. The Commission prioritizes health and safety requirements, and schools with deficiencies receive ongoing support through monthly desk reviews and follow-up communications. All schools are progressing toward full compliance, with most expected to achieve 100% completion prior to their contract renewal periods.

Early Learning Program

Beyond its oversight role, the Commission directly supports schools through specialized programs. The Commission's Early Learning Program (ELP) operates under Hawaiʻi Revised Statute Section 302D-39, increasing access to high-quality early learning programs for Hawaiʻi's working families. In school year 2024-2025, the program achieved a significant milestone: opening Parkway Village Preschool in Kapolei in May 2025, Hawaiʻi's first Pre-K-only charter school, adding 89 new public Pre-K seats.

During the school year 2024-2025, the Commission oversaw 20 Pre-K classrooms across four islands, representing an 11% increase from the previous year, with 35% of programs providing instruction through Hawaiian medium education. For the third consecutive year, the Commission's ELP met all ten quality standards benchmarks identified by the National Institute for Early Education Research (NIEER) 2024 Yearbook, one of only five states to achieve this distinction. Additional program details are provided in the Status of Charter School Portfolio section and the ELP Annual Report.

Federal Programs

Federal Programs support the Commission's most vulnerable students through targeted funding for professional development and educational resources, focusing on initiatives and accountability measures to improve student outcomes and address achievement gaps for all student subgroups. In SY 2024-2025, the Federal Programs Team underwent reorganization with new leadership and developed streamlined processes, including a unified Comprehensive Needs Assessment (CNA) and Comprehensive Academic Plan (CAP) that consolidates requirements across all title programs.

The Commission maintains an annual Memorandum of Understanding (MOU) with the Hawaiʻi Department of Education (HIDOE) to provide technical assistance for Title I documentation and funding. In SY 24-25, 63% (24 schools) of charter schools participated in Title I services. The Federal Programs Team also coordinated support for the nine schools designated as Comprehensive Support and Improvement (CSI) and the five schools designated as Targeted Support and Improvement (TSI) under the Every Student Succeeds Act (ESSA), with six schools successfully exiting CSI status at the end of the three-year improvement cycle. Additional program details are provided in the Federal Programs section and the Federal Programs Annual Report.

Conclusion

This annual report demonstrates significant progress and sustained excellence across Academic, Financial, and Organizational Frameworks building on the previous year's strong performance. The Commission is proud of all the charter schools within the portfolio, which represents innovation and diversity by providing students and families educational opportunities that meet community needs. The portfolio also expanded thoughtfully, welcoming Kūlia Academy and Parkway Village Preschool to operational status.

Academically, charter schools achieved a 97% mission alignment rate while nearly tripling participation. Additionally charter schools demonstrated strong student growth with 93.5% and 96.8% of schools meeting or exceeding benchmarks in ELA and Math respectively. Organizationally, schools made a dramatic leap from 28% to 71% achieving full compliance with operational requirements. The Early Learning Program earned national distinction for the third consecutive year as one of only five states meeting all ten NIEER quality benchmarks.

The Commission will continue monitoring school performance through clear communication with school leaders and governing boards, regularly scheduled site visits, and articulation of areas for improvement or opportunity. Moving forward, the Commission's goal is designing systems that support all three frameworks, enabling schools to focus on student learning outcomes.

As an authorizer, the Commission continues following the National Association of Charter School Authorizers (NACSA) Principles & Standards for Quality Charter School Authorizing across five standards: agency commitment and capacity, performance contracting, revocation and renewal decision making, application process and decision making, and ongoing oversight and evaluation.

This annual report spotlights the incredible work of students, staff, leaders, and governing board members throughout Hawaiʻi's charter school system. The Commission will continue authorizing and monitoring the portfolio to drive continuous improvement in the best interest of students.

Introduction

The Hawaiʻi State Legislature passed Act 130, Session Laws of Hawaiʻi 2012, replacing the previous charter school law with a new governance structure and establishing the Commission as the statewide charter school authorizer. This act was codified as Chapter 302D, Hawaiʻi Revised Statutes (HRS), and has been amended by subsequent legislation.

Under Chapter 302D, the Commission's primary mission is to authorize high-quality public charter schools throughout Hawaiʻi while focusing on core accountability functions. The law establishes several key requirements: each charter school must operate under a State Public Charter School Contract that incorporates a performance framework; schools must be governed by their own governing boards with members possessing relevant governance and oversight skills rather than simply representing community constituencies; and the Commission must produce this Annual Report detailing the status of Hawaiʻi's charter schools.

As the authorizer, the Commission maintains a comprehensive monitoring and accountability system focused on academic, financial, and organizational performance outcomes as specified in charter contracts. This report provides an annual update to the Board of Education, Hawaiʻi State Legislature, and all stakeholders on charter school performance, including academic, operational, and financial data for active schools, as well as Commission actions taken during the 2024-2025 school year.

Hawaiʻi State Public Charter School Commission

2024-2025 Commissioners appointed by the Board of Education



Dr. Makalapua Alencastre

Chair

July 1, 2023 through June 30, 2026

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



Alex Harris

Vice Chair

July 1, 2021 through June 30, 2024

July 1, 2024 through June 30, 2027

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



Dr. Cathy K. Ikeda

Commissioner

July 1, 2024 through June 30, 2027

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



Dr. Brandon K. Bunag

Commissioner

March 28, 2024 through June 30, 2026

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



Dr. Lehua Veincent

Commissioner

July 1, 2023 through June 30, 2026

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



Dr. Donna Camvel

Commissioner

July 1, 2024 through June 30, 2027

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



Kama Hopkins

Commissioner

July 1, 2022 through June 30, 2025

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



Mathew Kodama

Commissioner

July 1, 2022 through June 30, 2025

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



Carl Takamura

Commissioner

July 1, 2022 through June 30, 2025

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

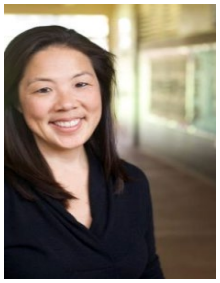
2025-2026 Newly Appointed Commissioner by the Board of Education

Keolani Noa

Commissioner

July 1, 2025 through June 30, 2028

Mrs. Keolani Noa was born and raised in the ahupuaʻa of Kuliʻouʻou, where her ʻohana has resided for seven generations. She is deeply committed to preserving Hawaiʻi's traditional practices, promoting higher education, and fostering cross-cultural learning and understanding. Mrs. Noa is the recipient of the Ellison Onizuka National Award and has been inducted into the NEA's National Women's Historical Biography. She is a Hawaiian visionary and co-founder of the UH-Mānoa STEM Maile Mentoring Program and Project ʻŌlona, which integrates lāʻau lapaʻau with chemistry research. Her contributions include co-authoring STEM publications and designing the Model of Understanding: Unlocking the Mind to Academia by Merging Moʻolelo with Science.



Jill Baldemor

Commissioner

July 1, 2025 through June 30, 2028

Jill Baldemor began her career in education as a Teach For America corps member and 2nd grade teacher in Washington Heights, New York City. She returned home to Hawaiʻi in 2000 and practiced law with Goodsill Anderson Quinn & Stifel. In 2007, she became the Executive Director of Teach For America, Hawaiʻi, which focuses on educational equity and excellence by finding, developing, and supporting diverse leaders as they work to expand opportunity and life options for all our young people. Jill now serves as Senior Vice President and Regional Field Executive for Teach For America. Over the years, Jill has worked with Title I public schools across Hawaiʻi Island and Oʻahu. Jill previously served on the Hawaiʻi State Public Charter School Commission from 2014-2017 and 2020-2023.

Hawai‘i State Public Charter School Commission Organizational Chart

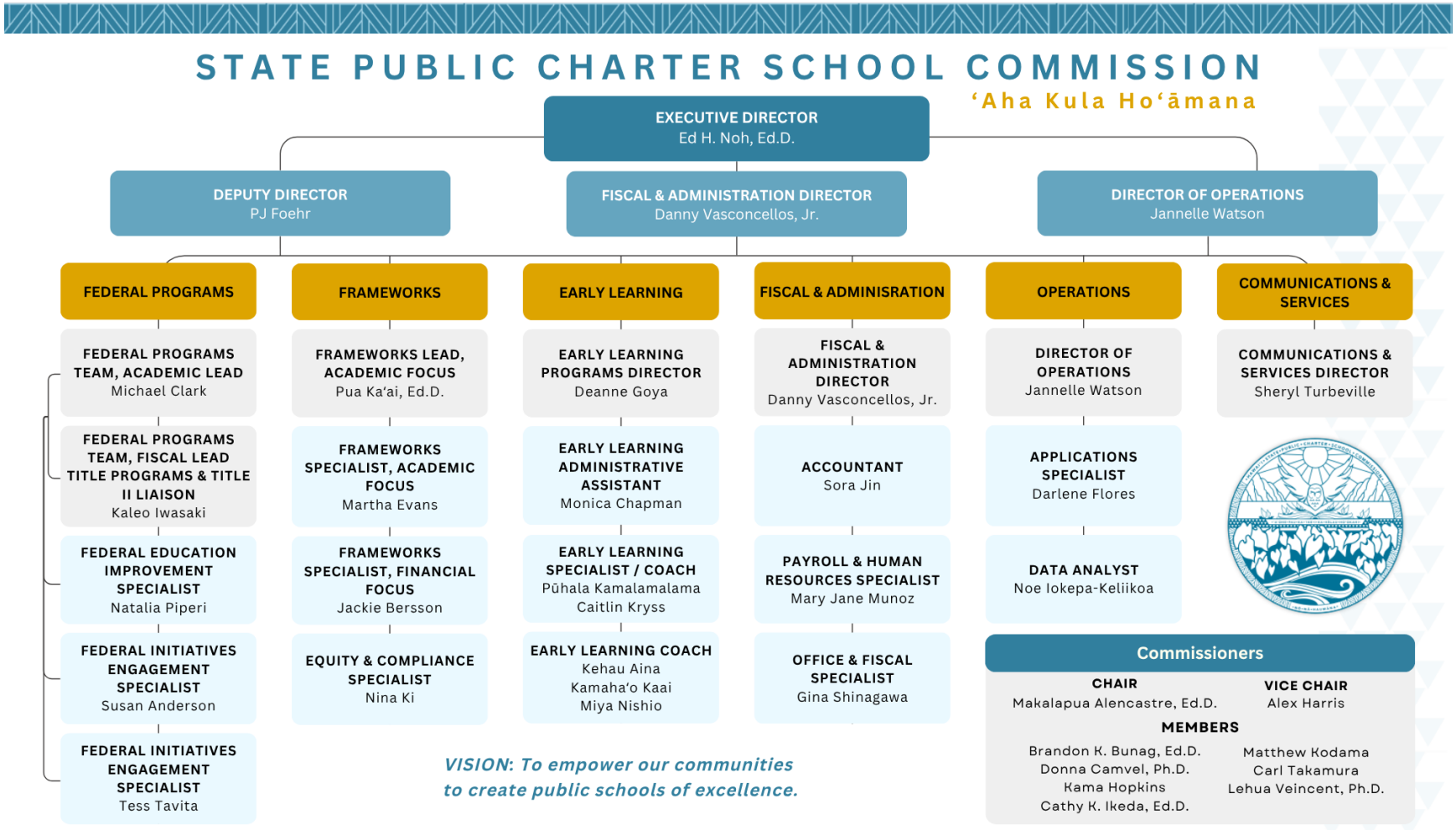


Figure 1 Commission Organizational Chart for 2024-2025

Mission and Vision

The mission of the Commission is to authorize, assess, and acclaim a portfolio of high-quality public charter schools that offers diversity, innovation, and excellence for students and families throughout Hawaiʻi. This is achieved by soliciting, evaluating, and approving applications for new schools; negotiating and executing sound school contracts; monitoring performance and legal compliance of our schools; and determining renewal, nonrenewal, or revocation of their charter contracts.

The vision is to empower our communities to create public schools of excellence to prepare students for future academic or career success as contributing members of their communities.

Values

The Commission adopts three core values that help describe its beliefs and ethos when authorizing, assessing, and acclaiming high-quality charter schools of excellence within the portfolio. It is the Commission's belief that when tied to schools (pili) both in accountability and uprightness (pono), the work results in the blossoming of our schools and students (mohala).

Three Core Values:

- **Pili**: We are tied to our schools
- **Pono**: We do this work for accountability and uprightness at all times
- **Mohala**: We believe our work results in the blossoming of our schools

It is the Commission's belief that when tied to schools (pili) both in accountability and uprightness (pono), the work results in the blossoming of our schools and students (mohala).

Pili	Pono	Mohala
We are tied to our schools	We do this work for accountability and uprightness at all times	We believe that our work results in the blossoming of our schools
*Pili ʻohā, he kāmau mai mawaho.**	*He ʻike ʻana ia i ka pono.**	*Mohala i ka wai ka maka o ka pua.**
A taro off-shoot relationship added to the outside of the corm.	*It is a recognizing of the right thing.*	*Unfolded by the water are the faces of the flowers.*
One who was not a relative, yet is a member of the household.	One has seen the right thing to do and has done it.	Flowers thrive where there is water, as thriving people are found where living conditions are good.
#2652	#620	#2178
***Pukui, Mary Kawena. ʻŌlelo Noʻeau, Hawaiian Proverbs and Poetical Sayings. Bishop Museum Press. Honolulu, Hawaiʻi. 1983**		

Aloha Spirit Foundation At the foundation of the Commission's adopted values is the Aloha Spirit. As a Hawaiʻi state agency, the Commission understands its responsibility, obligation, and service to the people of Hawaiʻi and believes that the Commission's values (pili, pono, mohala) provide intent and purpose to the Aloha Spirit: Akahai (kindness with tenderness), Lōkahi (unity with harmony), ʻOluʻolu (agreeable with pleasantness), Haʻahaʻa (humility with modesty), and Ahonui (patience with perseverance).

The Commission has refined its approach by adopting these three Hawaiian values that directly connect to its core mission functions: authorizing diverse and innovative schools, assessing their performance through supportive and responsive systems, and acclaiming high-quality schools that contribute to and model best practices for Hawaii's public education system.

Strategic Plan

Building on the foundational work completed in 2023-2024, the Commission identified the characteristics of "high quality" and "innovation" in relation to Hawaii's charter schools and began updating its strategic plan, which was finalized and adopted on January 23, 2025. This marked a pivotal transition from planning to active implementation, with the Executive Director now providing quarterly progress updates to Commissioners on achieving the four strategic goals.

Goal 1: Authorize Excellence - Building directly on 2023-2024 definitional work, the Commission is now implementing clear characteristics of "high-quality" and "excellence" while

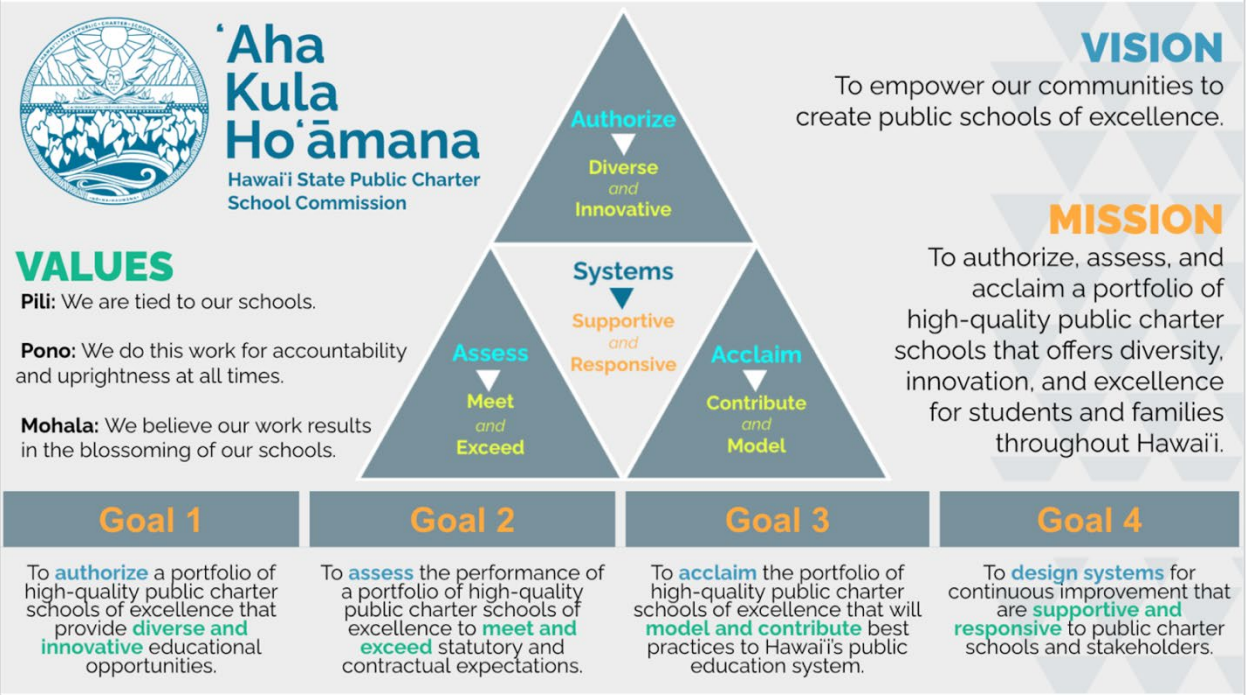
updating definitions of "diverse and innovative" educational opportunities. A major focus during 2024-2025 has been revising Charter Contract 4.0 and aligning all relevant documents including the Academic Framework, Financial Framework, Organizational Framework, new charter school applications, and renewal performance reports for clarity and consistency based on these refined definitions. This comprehensive revision ensures that all Commission documents support the authorization of diverse and innovative schools of excellence.

Goal 2: Assess Performance - Advancing from last year's strategic alignment efforts, the Commission is creating, building, and implementing a Database Management System (DBMS) to support comprehensive data collection and analysis. This foundational system enables the Commission to design a comprehensive data dashboard that displays key performance indicators related to contract frameworks and identifies schools that are meeting and exceeding performance. The Commission is also developing a data-informed decision-making framework to guide renewal, non-renewal, and revocation decisions, ensuring that assessments of charter school performance are both accurate and consistent.

Goal 3: Acclaim Excellence - The Commission is implementing multiple platforms to share the diverse, innovative, and high-quality practices of charter schools within the portfolio that model and contribute best practices. This includes elevating charter school contributions through the annual report, designing communication systems for stakeholder engagement, and seeking opportunities to present at conferences to showcase Hawaii's charter school excellence nationally and internationally.

Goal 4: Design Supportive Systems - In addition, the Commission is designing supportive and responsive systems for continuous improvement. Systems include stakeholder engagement protocols, redesigning the complaint process for clarity, creating updated organizational charts to define roles and responsibilities, and developing crosswalk systems to ensure statutory language and expectations remain clear and consistent across all documents.

The Commission's strategic plan can be found on the Commission website under "About Commission" section.



The Performance Framework

Introduction and Overview

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

Academic Performance Framework

Framework Evolution and Purpose

The APF outlines the measures by which a charter school's academic performance will be evaluated for purposes of annual monitoring, potential interventions, plans for improvement, and renewal and revocation decisions. The APF as outlined in each school's contract provides the structure for reporting student progress relevant to the unique communities each school serves. The framework has evolved significantly since initial implementation. Early contracts placed Strive HI data at the forefront with optional School-Specific Measures (SSM). Contract 3.0 introduced Value Added Measures (VAM), though schools expressed confusion about the terminology, and there was wide variation of the measure across the portfolio. Additionally, schools provided feedback that they were unable to include mission-aligned indicators.

Contract 4.0, implemented in 2021-2022, introduced the Mission-Aligned Initiative (MAI) built on the foundational premise that each school's mission aligns to distinct community aspects. This approach affords schools a more relevant and comprehensive appraisal that balances Strive HI measures with mission-focused assessment, addressing the historical limitation of Strive HI reporting alone did not present an accurate profile of each charter school's uniqueness.

Framework Structure

The APF operates through a four-indicator system totaling 115 possible points, combining two required indicators worth 100 points with two optional supplemental indicators providing up to 15 additional points. This structure balances accountability with flexibility, ensuring baseline performance measurement while allowing schools to demonstrate their unique strengths and approaches to teaching and learning.

The two required indicators form the foundation of academic evaluation. Indicator 1 focuses on the MAI with a maximum value of 30 points, which measures how schools implement their mission and vision based on their mission statement. Indicator 2 incorporates Strive HI standardized assessments worth 70 points, utilizing either the Smarter Balanced Assessment for English-medium schools or the Kaiapuni Assessment of Education Outcomes (KĀʻEO) for Hawaiian immersion schools.

Beyond these required measures, schools may choose to participate in two supplemental indicators that provide opportunities for schools to further demonstrate progress and growth using SSM. These supplemental indicators allow schools to earn additional points toward their overall APF score. The additional measures provide data that is relevant to the community context.

Indicator 1A - Mission Aligned Initiatives (MAI)

The MAI measures the implementation of the school's mission on a continuum during the contract term through two complementary components. Indicator 1A utilizes a self-reporting process worth up to 20 points, where schools demonstrate how they implement their mission and vision based on their mission statement. Schools provide comprehensive documentation including their mission statement, educational goals, rubrics, and disaggregated data that illustrates how they have developed and implemented their educational model in alignment with their stated mission.

The self-reporting process for Indicator 1A progresses through three developmental levels. The Basic level (10 points) requires articulation of school mission and vision, while the Practiced level (15 points) demonstrates articulation of curriculum, instruction, and assessments that target the school mission and vision. The highest level, Ingrained (20 points), represents articulation of a yearlong curriculum, instruction, and assessments that comprehensively target the school's mission and vision.

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

Performance results for Indicator 1A demonstrate strong mission alignment across the charter school portfolio, with 97% (36 schools) of 37 charter schools achieving a MAI that is practiced or ingrained. Specifically, 67.5% (25 schools) received the full 20 points for Indicator 1A, indicating that the mission and vision essentially drive the curriculum, instruction, and assessment and are well articulated by both students and staff. An additional 11 schools are approaching full integration of their MAI, while one school has no data.

MAI - Indicator 1B

Indicator 1B employs a 10-point scale through a combination of school-submitted narrative analysis and Commission site visit evaluation. This component assesses three critical areas: the extent to which the educational program aligns to the mission, how the mission guides decision-making and priority setting, and how the mission is reflected in teaching, learning, and student progress. Schools submit reflective narratives during annual reviews, which Commission Framework staff evaluate in conjunction with observable evidence gathered during site visits. The scoring uses point ranges from Approaches (1-3 points) through Practices (4-6 points) to Ingrained (7-10 points).

Measure is based on a narrative (10 points maximum)	Approaches	Practices	Ingrained
• The educational program is aligned to the mission • The mission guides decision-making and priority setting • The mission is reflected in student learning and progress	1 – 3 Points	4 – 6 Points	7 – 10 Points

Performance results for Indicator 1B show a total of 89% (34 schools) are Ingrained. Four of the schools are practicing their mission, while one school has no data. This score indicates that school staff have clearly articulated the impact that the school mission has on student learning and growth, demonstrating sophisticated understanding of mission-driven educational practice.

Indicator 2 - Strive HI Performance

The Commission incorporates HIDOE's Strive HI Performance System data into the APF framework. The HIDOE evaluates all public schools statewide, including charter schools,

through this performance system which summarizes progress on state achievement of student learning goals and informs educators, parents, community members, and policymakers. While HIDOE aligns their student learning goals to the BOE-approved Strategic Plan, the Commission operates independently with charter-specific contracts that incorporate Strive HI data measures into the APF.

The APF includes comprehensive student achievement data in English Language Arts (ELA), Mathematics, and Science through either the Smarter Balanced Assessment (SBA or SBAC) or the KĀʻEO for Hawaiian immersion schools. Additional measures encompass student growth data for Language Arts (LA) and Mathematics, achievement gap data for LA and Mathematics, post-secondary readiness indicators for 3rd and 8th grade literacy and 9th grade promotion, attendance rates, and school climate assessments.

There are two state-mandated assessments used to measure academic performance in Hawaiʻi. The SBA or SBAC is aligned with the Hawaiʻi Common Core standards in English language arts and mathematics for grades 3–8 and grade 11. The KĀʻEO is a culturally grounded assessment developed in Hawaiian language for students at Hawaiian Immersion schools. Despite their fundamental differences in language, cultural grounding, and the populations they serve, student performance on these assessment instruments are compared side by side and used in school and system-level accountability measures including this report. This context is particularly relevant when interpreting charter school performance data, as over half of charter schools explicitly focus on Hawaiian language and culture revitalization, yet Hawaiian language immersion students currently represent only 2% of public school students statewide.

Indicator 2 Results: Student Academic Outcomes

Proficiency Trends

Academic proficiency across the charter school portfolio demonstrates varied performance when benchmarked against state averages. In 2024-2025, 28.9% (11 of 38 schools) exceeded state proficiency rates in all three subject areas. Overall, 37.1% (13 of 35 schools) exceeded the state in at least one subject area. These figures represent a decline from 2020-2021, when 26.9% (7 of 26 schools) exceeded the state in all three subjects and 57.7% (15 of 26 schools) exceeded the state in at least one area.

When examined by individual subjects, 30.6% (11 of 36 schools) exceeded the state proficiency rate in ELA, 27.8% (10 of 36 schools) exceeded the state rate in mathematics, and 30.6% (11 of 36 schools) exceeded the state rate in Science. Over the five-year contract period, the percentage of charter schools exceeding state performance has remained relatively stable in ELA (ranging from 30.6% to 37.1%) and mathematics (26.5% to 29.4%), while science has declined notably from 51.9% (14 of 27 schools) in 2020-2021 to 30.6% (11 of 36 schools) in 2024-2025. The

decline in Science reflects both the growth in the charter portfolio and the state's accelerated performance gains in this subject area.

Figure 2 2024-2025 Language Arts Proficiency Rate

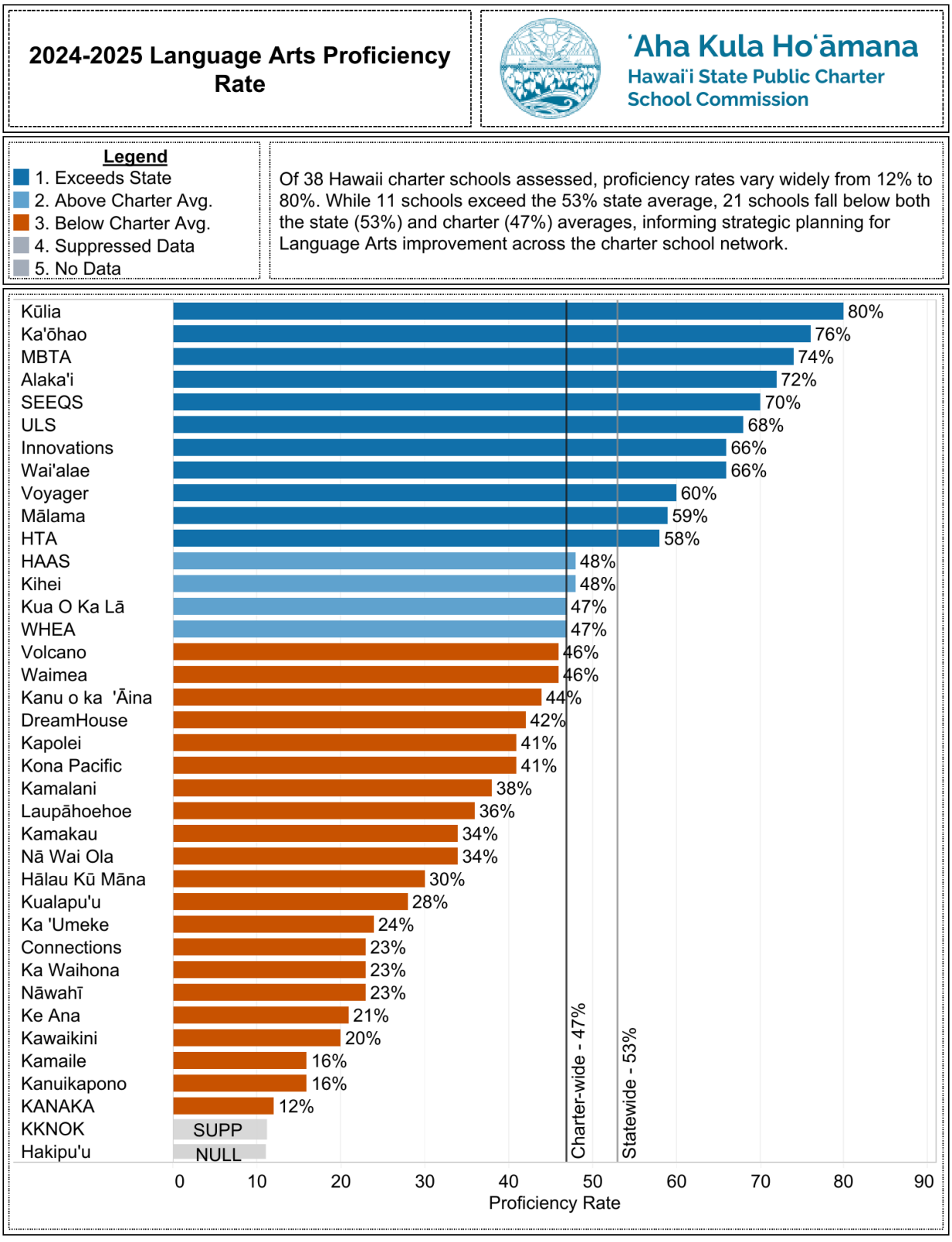


Figure 3 Student Proficiency in Math (M) – School Years 2024-2025

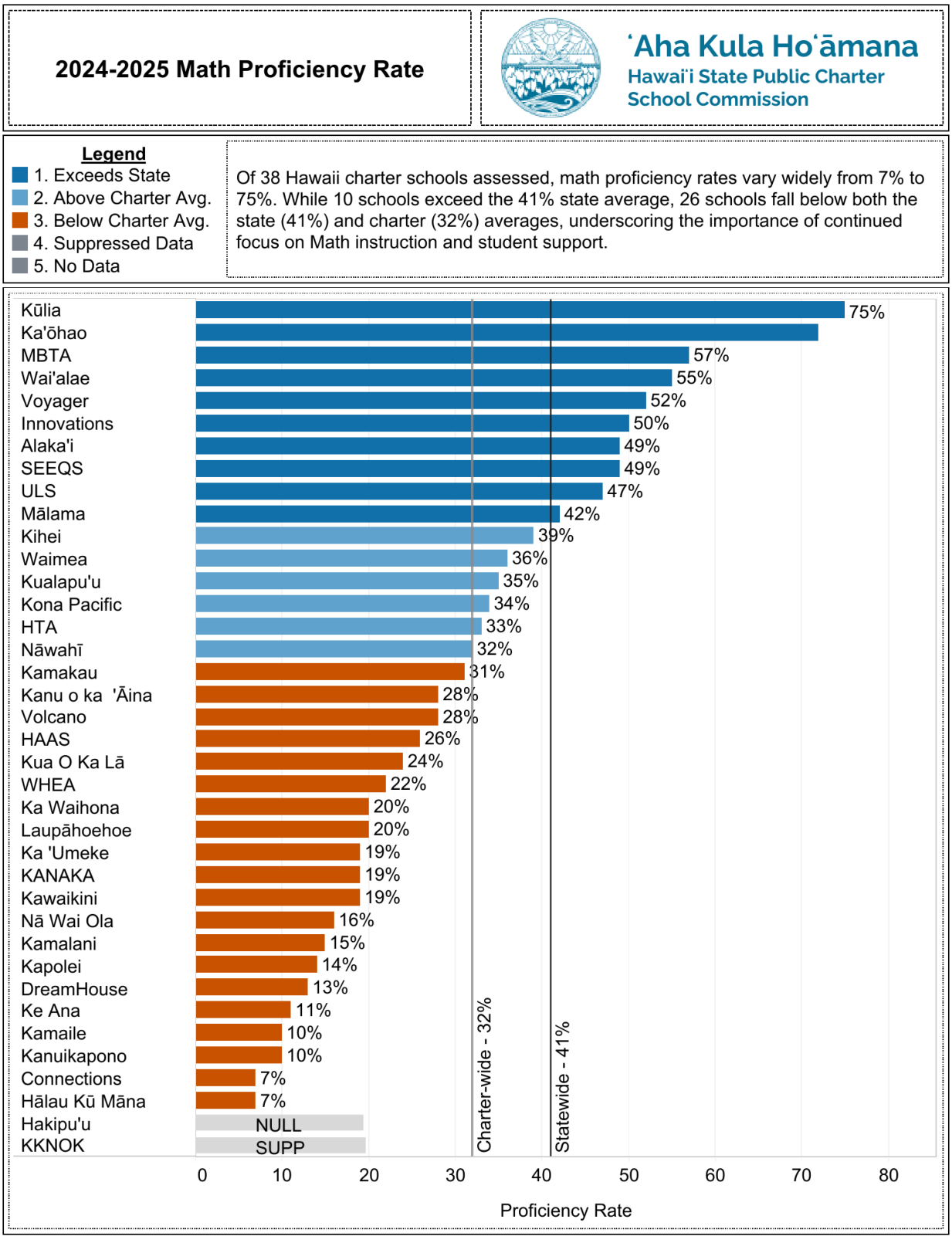
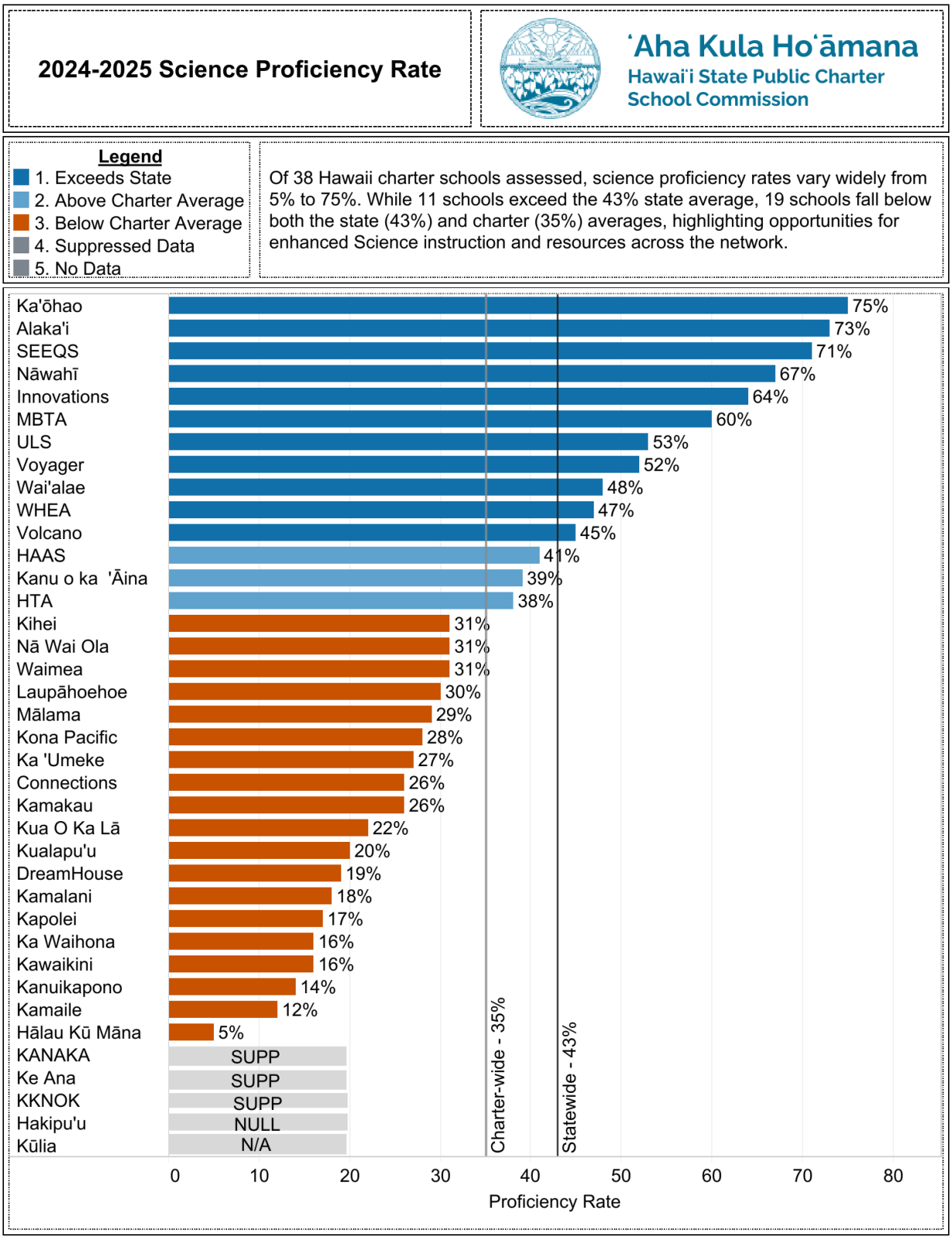


Figure 4 Student Proficiency in Science (S) – School Year 2024-2025



Subject-Specific Performance

Examination of individual subject areas reveals nuanced performance patterns over the contract period (SY 2020-2021 through 2024-2025). ELA proficiency has remained stable, fluctuating between 43-45% for charter students compared to 50-53% for HIDOE students, maintaining a consistent 8-9 percentage point gap. Mathematics proficiency showed charter students improving from 28% to 31% over five years, representing a 3-percentage point gain, while HIDOE students increased from 32% to 41%, resulting in a widening gap from 4 to 10 percentage points. Science proficiency declined slightly from 35% to 34% for charter students, while HIDOE performance increased from 35% to 43%, shifting from parity in 2020-2021 to a 9-percentage point gap in 2024-2025.

While charter schools demonstrate internal growth, particularly in mathematics, achievement gaps with statewide averages have widened as state performance accelerated across all subjects.

Student Growth Performance

Student growth for ELA and mathematics on the SBA is represented by Student Growth Percentile (SGP), which ranges from 1-99. A student with an SGP score of 40 typically acquires one year of academic growth, serving as the benchmark for expected progress. Thirty-one charter schools administered the SBA in 2024-2025. Six schools (Kamakau, Kapolei, KKNOK, Ka'Umeke, Nāwahī, and Kawaikini) exclusively administer the KĀʻEO assessment and are not included in this SBA growth analysis. For the 2024-2025 SY, 93.5% (29 of 31 schools) of charters schools with SBA data were at or above the SGP benchmark of 40 for ELA, with the average growth for charter school students reaching 58%. In analyzing the typical growth in mathematics, 96.8% of charter schools were at or above the SGP benchmark, with an average student growth percentile of 58%. Notably, 100% of all charter schools with SBA growth data showed an SGP of 40 or more in at least one subject area.

The Commission's portfolio demonstrates strong and sustained growth trajectories over the past four years. Since 2021-2022, the average SGP for charter schools has increased by 8 percentage points in ELA (from 50% to 58%) and 17 percentage points in mathematics (from 41% to 58%), representing substantial improvement in student learning gains. Charter schools with SBA data currently perform within 4 points of the statewide SGP in both subjects (ELA: 57.1 vs. 61; mathematics: 58.5 vs. 60), with the gap continuing to narrow year over year. The consistent upward trend in charter school growth data demonstrates positive momentum and serves as a promising indicator for future success.

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

ACHIEVEMENT GAP PERFORMANCE

A key indicator of educational equity is the achievement gap, representing the difference in proficiency between non-high needs students and high needs students. High needs students are identified as those who are economically disadvantaged, receiving special education services, or classified as English Language Learners (EL). The state maintains a learning achievement gap of 34 percentage points in Language Arts (LA) and 29 percentage points in mathematics for these subgroups of students. Of the 38 charter schools, four schools had suppressed data, and one school did not participate in the required assessments, leaving 33 schools with reportable data for this analysis.

Charter school performance on LA achievement gaps have varied over this contract period (SY 2024-2025), with 73% of the charter schools demonstrating smaller achievement gaps than the state average in LA. Similarly, charter school performance on mathematics achievement gaps also varied over this contract period, with 85% of the charter schools demonstrating smaller achievement gaps than the state average in mathematics. The most significant fact related to the achievement gap for this contract period is that 70% of the portfolio has smaller achievement gaps than the state average in *both* LA and mathematics.

These results demonstrate that charter schools are effectively serving high-needs students compared to their non high-needs peers, and the Commission will continue to monitor trends and work with schools to ensure all students receive equitable educational opportunities.

Indicator 2 Results: Kaiapuni Schools (KĀʻEO)

Six charter schools operate as Hawaiian language immersion/medium schools, delivering instruction primarily in ʻŌlelo Hawaiʻi until 5th grade. These schools administer the KĀʻEO in language arts, mathematics, and science for elementary and middle school grades. While most schools follow a traditional Hawaiian immersion model, program structures vary across the portfolio to meet community needs.

Kaiapuni Charter Schools:

1. Ka ʻUmeke Kāʻeo Public Charter School
2. Kawaikini New Century Public Charter School
3. Ke Kula Niihau O Kekaha Learning Center
4. Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki Lab Public Charter School
5. Ke Kula ʻo Samuel M. Kamakau Laboratory Public Charter School
6. Kualapuʻu Public Conversion Charter School

KĀʻEO growth measures assess whether students in Kaiapuni charter schools are maintaining or improving their proficiency levels in Hawaiian Language Arts (HLA) and mathematics from year to year. In SY 24-25, five of the six Kaiapuni charter schools had reportable growth data.

For HLA growth, performance ranged from 29% to 51% of students meeting growth expectations. Ke Kula ʻo Samuel M. Kamakau had the strongest performance with 51% of students meeting HLA growth targets. The remaining four schools showed growth rates between 29% and 38%.

Optional APF Indicators

Indicators 3 and 4 are considered optional and offer supplemental points toward a school's overall APF score. The Commission believes the practice of selecting and analyzing comparisons is best done by schools themselves to provide appropriate context and validity for their unique circumstances.

Indicator 3 - Comparative Performance

Indicator 3 allows schools to earn up to 6 supplemental points by comparing their absolute achievement performance with other public schools at the HIDOE complex and complex areas, or charter school complex. During the 2024-2025 school year (SY), 79% (31 of 36 K-12 schools) opted to compare Strive HI data in ELA, mathematics, and science. Of these, 13 schools compared themselves with other charter schools, 9 compared themselves with HIDOE Complex Area, 9 compared themselves with HIDOE Complex, and 5 schools opted not to participate. Of the 18 schools compared with HIDOE performance, 44% (8 schools) performed above in ELA, 44% (8 schools) performed above in Mathematics, and 56% (10 schools) performed above in Science.

Indicator 4 - Site-Relevant Diagnostics

Indicator 4 focuses on SSM and provides up to 9 supplemental points for schools reporting data that depicts student achievement and growth at critical points throughout the school year. These measures provide schools the flexibility to demonstrate progress through meaningful school-based assessment tools relevant to their specific community context.

Financial Performance Framework

FPF Purpose And Compliance Requirements

The Commission ensures charter schools comply with applicable laws, rules, regulations, and provisions of charter contracts through comprehensive financial oversight. The FPF serves as the primary tool for assessing financial health and viability of charter schools, providing a financial frame of reference based on current and past performance using industry-standard measures including ratios and variances.

Charter schools must meet stringent financial reporting and management requirements to maintain compliance. These requirements encompass complete and timely submission of financial reports including annual budgets and revised budgets when applicable, periodic financial reports as required by the Commission, and additional reporting requirements when

schools contract with Education Service Providers. Schools must also ensure on-time submission and completion of annual independent audits along with corrective action plans when applicable.

Additional compliance standards include prohibition of tuition charges, maintenance of adequate management and financial controls, fulfillment of all reporting requirements related to public fund usage, achievement of unqualified audit opinions, and completion of audits devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses. Schools must also ensure their audits do not include disclosures of concern in notes or explanatory paragraphs within audit reports.

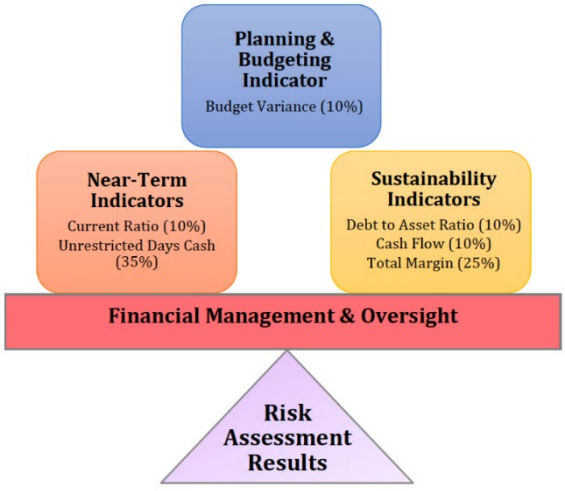
Risk-Based Assessment Model

The FPF incorporates a sophisticated risk-based assessment methodology to measure financial performance across Hawaiʻi charter schools. This approach enables the Commission to better assess potential risk of fiscal insolvency for each school through a balanced weighted formula that incorporates six critical fiscal measures: current ratio, unrestricted days of cash on hand, debt to asset ratio, cash flow, total margin, and budget variance.

The Commission reviews each fiscal measure quarterly and provides comprehensive reports indicating whether individual charter schools maintain risk factors classified as low, acceptable, moderate, high, or significant. This systematic approach allows for ongoing oversight and monitoring of charter school fiscal activities while helping identify institutional strengths and weaknesses. The framework highlights controls designed to mitigate financial risks and provides early warning indicators for potential fiscal challenges.

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

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



Financial Performance Results

The 2024-2025 financial audit data for charter schools was used to determine each school's risk assessment rating on the FPF. The overall financial performance results factoring all six indicators as December 22, 2025, show that 22 schools are in the low-risk category, 13 are in the acceptable category, 1 school is in the moderate category, 1 school is in the high-risk category, and 0 schools are in the significant risk category.

FINANCIAL RISK DISTRIBUTION:

Low	Acceptable	Moderate	High	Significant
22	13	1	1	0

Note: One charter school closed on June 30, 2025, and another school opened in May 2025, both schools do not have an audit report. These two schools will not be included in the analysis of our portfolio.

The distribution of risk levels across the portfolio reflects the Commission's ongoing commitment to fiscal oversight and the charter schools' dedication to sound financial management practices. Schools in lower risk categories demonstrate strong financial controls and sustainable operational models, while those requiring higher levels of monitoring receive targeted support and enhanced oversight to ensure fiscal stability and compliance with contractual obligations.

FINANCIAL RISK RESULTS:

The 2024-2025 assessment reveals continued financial stability across the majority of the charter school's portfolio. Approximately 56% of charter schools achieved low risk demonstrating strong fiscal health in key indicators including liquidity, sustainability, and budgetary planning. An additional 35% of charter schools fall within the acceptable risk range, indicating sound financial practices. Combined these 35 schools represent 95% of the Commission's portfolio.

Compared to the 2023-2024 school year, when 21 schools were categorized as low risk, 15 as acceptable, and 1 pending, the current year shows a slight increase in low-risk schools and a reduction in acceptable risk schools. However, the Commission's portfolio demonstrates overall stability with the vast, majority of schools maintaining sounds financial footing.

Detailed information regarding charter school financial performance trends and individual school analyses can be found in Appendix F.

ORGANIZATIONAL PERFORMANCE

Organizational Performance Framework (OPF)

The OPF is used to evaluate charter schools' compliance with applicable laws, rules, regulations, and provisions of the Charter Contract. The OPF requires schools to timely complete and submit

all necessary documentation, create and implement policies and procedures following general practices and guidelines to manage school operations, and maintain accessible policies as required by the Charter Contract. Contract 4.0 requires 42 annual organizational tasks under the following sixteen articles:

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

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

Overall Evaluation of Organizational Performance

Guided by performance indicators, measures, and metrics, the Commission evaluates and assesses the performance of each public charter school under the framework by:

1. Reviewing a public charter school's compliance with federal, state, and local laws and regulations;
2. Conducting at least one school site visit during the term of the Charter Contract;
3. Requiring submission of documentation verifying compliance through the Kuleana Portal, the Commission's online compliance management system;
4. Reporting annually on the school's fulfillment of compliance requirements included within this framework; and
5. Reviewing the Charter Contract for evidence of compliance with contractual requirements.

When a performance evaluation indicates a charter school is unable to comply with statutory and contractual requirements, the school becomes subject to the Intervention Protocol of the Charter Contract, which may result in corrective action up to and including revocation of the Charter Contract.

Organizational Performance Results

All 37 schools in the portfolio operate under Contract 4.0 in 2024-2025. Contract 4.0 requires completion of 42 annual organizational tasks. An assessment of "meets," "does not meet," or "does not apply" is recorded in the individual school Performance Reports (Appendix C) for each of the 42 annual tasks.

Of the total portfolio (37 schools) in 2024-2025:

- 75% (29 out of 37) of schools completed all organizational requirements at 100% (42 of 42 tasks)
- 10% (4 out of 37) of schools completed organizational requirements at a rate of 95% or better (missing 1-2 items out of 42)
- 3% (1 out of 37) of schools completed organizational requirements at a rate of 90% or better (missing 3-4 items out of 42)
- 8% (3 out of 37) of schools completed organizational requirements at a rate of below 90% (missing more than 4 items out of 42)

Note: Percentages are rounded to the nearest whole number.

The portfolio demonstrated substantial improvement in organizational compliance compared to the previous year. Schools achieving 100% completion increased from 25% (2023-24) to 75% (2024-25), reflecting enhanced understanding of compliance requirements and more effective school operations.

Eight schools data showing deficiencies, with missing items ranging from 2 to 15 tasks. Common areas of non-compliance include:

- Financial management policies (Article 8.5)
- School policies posted to website (Article 10.8)
- Health and safety documentation (Articles 12.1)

Status of Charter School Portfolio for School Year 2024-2025

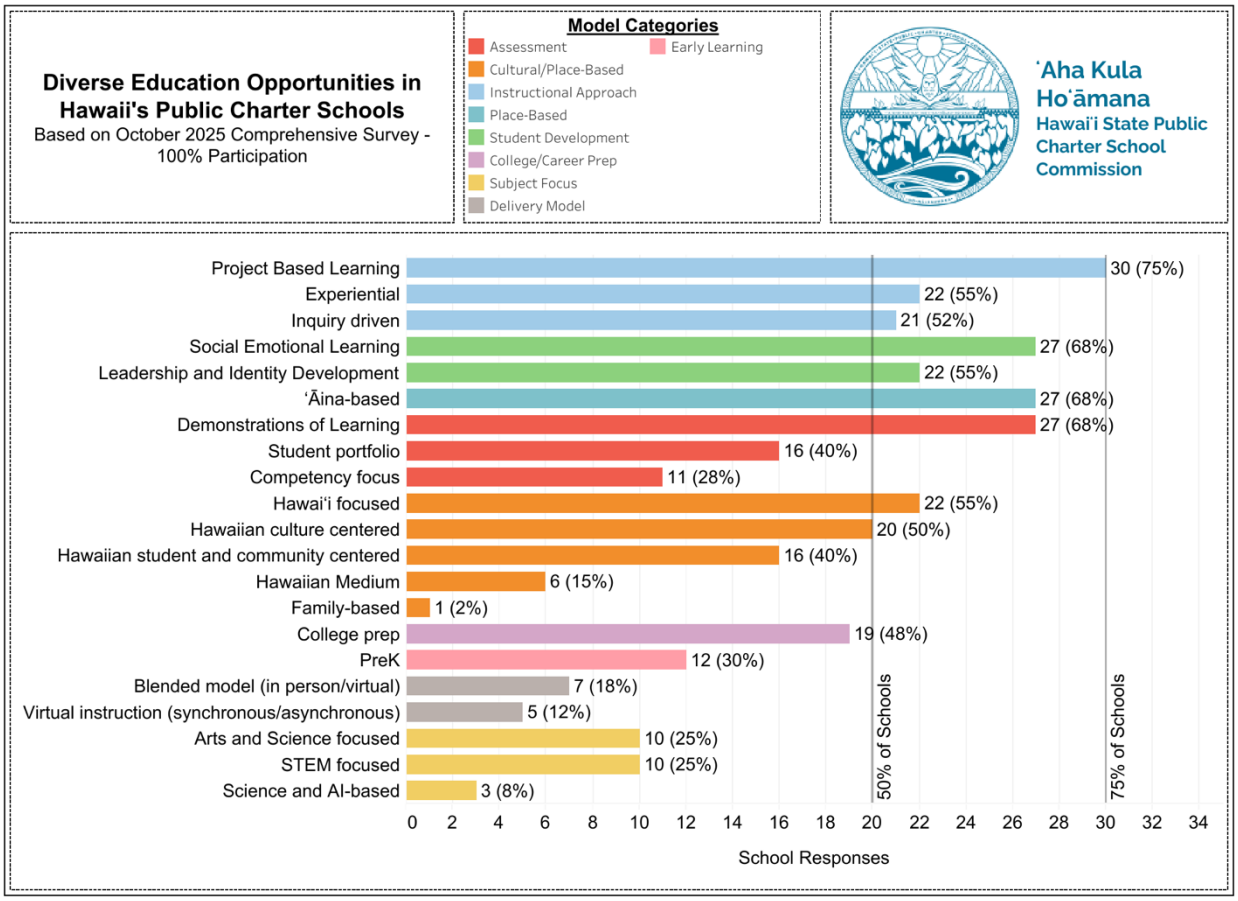


Figure 5 Charter school demographic data.

Charter School Educational Models and Diverse Learning Options

A primary purpose of charter schools is to provide learning opportunities that match the unique needs of students. Whether a student would learn best in a project-based learning environment in metro Honolulu, a Hawaiian culture-centered school in Keaʻau on Hawaiʻi Island, or through blended learning across multiple islands, there is a charter school in Hawaiʻi that offers those educational models. This year's analysis represents 100% participation from 39 charter schools statewide, providing the most complete picture to date of the innovative and culturally grounded approaches being implemented across our islands.

Figure 6 Charter School Educational Models and Diverse Learning Options

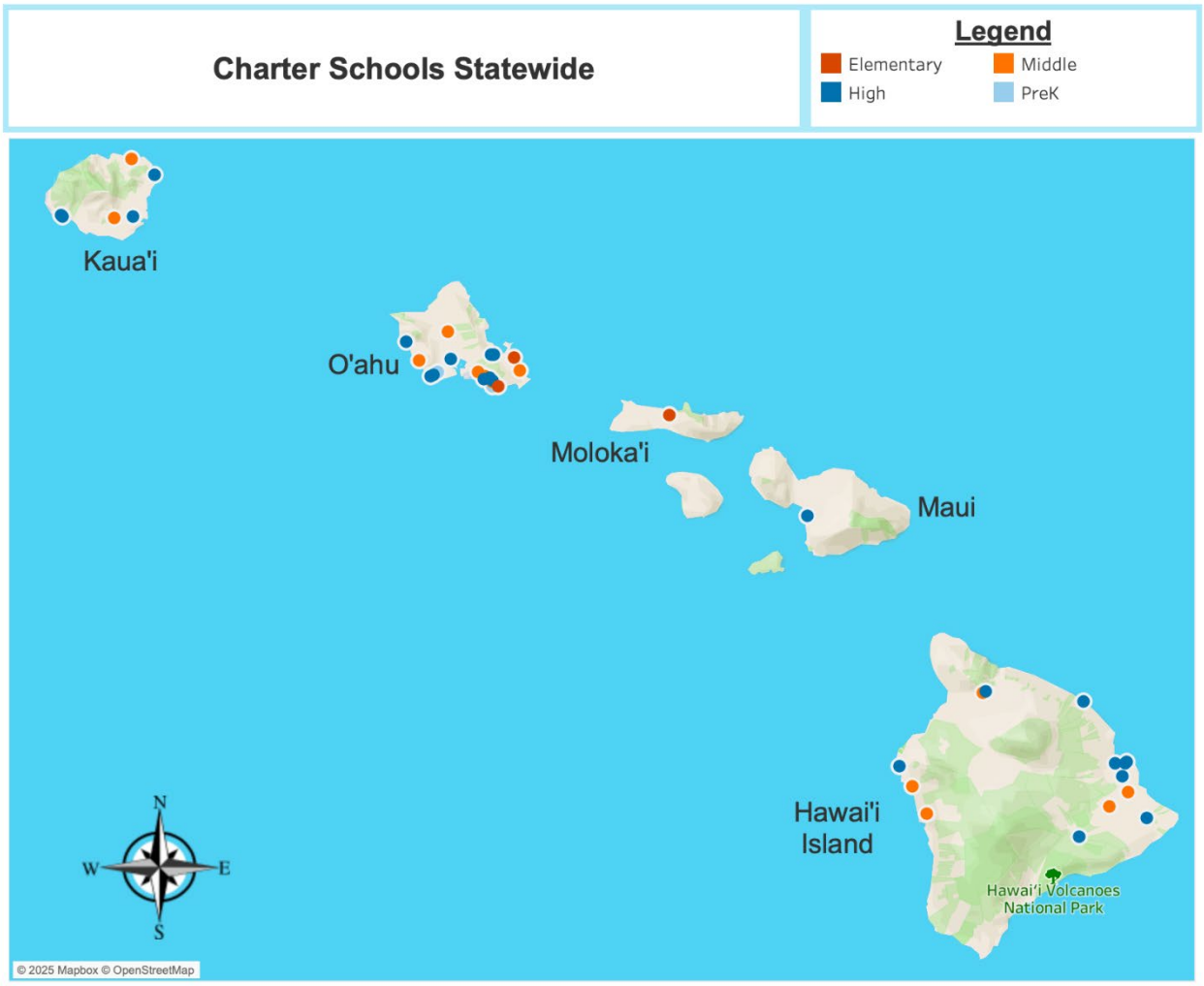


The data reveals three defining characteristics of Hawaiʻi's charter school sector. First, student-centered pedagogy is paramount—three out of four schools (75%) use project-based learning, and over half emphasize inquiry-driven and experiential approaches. Second, whole-child development remains a priority, with more than two-thirds of schools (68%) focusing on social-emotional learning and over half incorporating leadership and identity development. Third, cultural grounding is central to the charter school mission—more than two-thirds of schools (68%) are ʻāina-based, over half are Hawaiʻi focused (55%), and half are Hawaiian culture-centered (50%). Additionally, 15% of schools offer Hawaiian Medium instruction, ensuring that Hawaiian language and culture continue to thrive across generations.

From preschool programs at 30% of our schools preparing our youngest learners to early college opportunities at nearly half of our schools (48%) preparing students for higher education, Hawaiʻi's charter schools demonstrate remarkable diversity in their educational models. These schools don't simply offer alternatives to traditional education—they pioneer distinctly Hawaiian approaches that honor the past while preparing students for the future, serving families and communities across all islands with innovative, high-quality education rooted in the values and identity of Hawaiʻi.

CHARTER SCHOOL LOCATIONS

Figure 7 Map of Charter Schools Statewide



Geographic Distribution and Access

In school year 2024-2025, Hawaiʻi's charter schools continued to ensure broad access to educational choice across the state's diverse communities. Oʻahu had the largest concentration with 17 charter schools, followed by Hawaiʻi Island with 14 schools, Kauaʻi with five schools, and Maui and Molokaʻi each with one school. Beyond these individual island locations, charter schools extended their reach through multi-island operations: one charter school operated statewide, another served five islands, and another operated across four islands. This multi-island approach allows families in remote or underserved areas to access specialized educational programs that might not otherwise be available in their local communities.

Charter schools serve communities ranging from urban Honolulu to rural areas on the neighbor islands, providing educational alternatives that reflect local values, cultural practices, and

community needs. This geographic diversity ensures that families across Hawaiʻi have access to innovative educational approaches regardless of their location.

New Schools and Transitions

The charter sector experienced notable transitions during the year. Kūlia Academy, which had been in pre-opening phase, became fully operational during the 2024-2025 school year. Additionally, Parkway Village Preschool opened its doors in May 2025, becoming Hawaiʻi's first Pre-K-only charter school and expanding early childhood education options in the Kapolei area.

Enrollment Growth

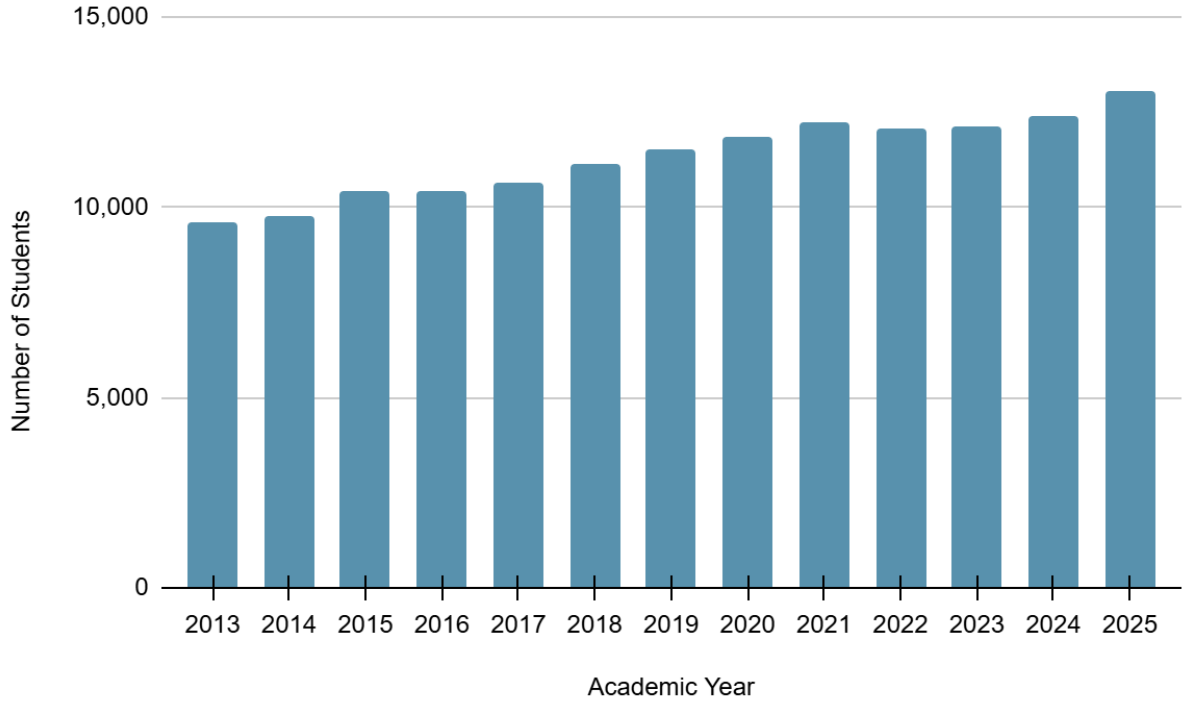
During school year 2024-2025, charter schools collectively enrolled 13,381 students across all grade levels, including 311 Pre-K students and 13,070 students in kindergarten through grade 12.

Charter School Enrollment Trends

In the school year 2024-2025, the total enrollment for Hawaiʻi charter schools reached 13,070 students, representing approximately 7.9% of all K-12 students in Hawaiʻi. This marks continued growth in the charter school sector, with enrollment increasing by 643 students (5.1%) from the previous year's total of 12,427 students.

This growth continues Hawaiʻi's remarkable charter school expansion since the sector's inception in 1995. The charter school system has demonstrated consistent upward enrollment trends over the last three years from 2022-2025. Total enrollment grew from 12,116 students in 2022-2023 to 13,070 students in 2024-2025, representing a cumulative increase of 954 students (7.9%) over three years. The growth pattern shows accelerating momentum: a modest 2.6% increase (311 students) from 2022-2023 to 2023-2024, followed by a more robust 5.1% increase (643 students) from 2023-2024 to 2024-2025. This three-year average annual growth of 477 students exceeds the historical average of 404 students annually, indicating strengthening demand for charter school options.

Figure 8 Charter School Enrollment Trends



Charter School Enrollment by Grade

The grade distribution of charter schools follows a typical enrollment pattern with higher enrollment in elementary grades, followed by an enrollment peak in middle school grades and then a gradual decline in grades 9-12 (Figure 9). Grade 6 stands out as the largest single grade level with 1,517 students, representing a notable enrollment bump that continues through the middle school years.

When examined by school level, this year 59% of charter students are enrolled in elementary grades (K-6), followed by 20% in middle school (7-8), and 22% in high school (9-12). This distribution reflects both the natural progression of student cohorts and family preferences for charter school options at different educational stages.

The most significant enrollment shifts over the three-year period occurred in the middle school grades. Grade 6 experienced exceptional growth of 251 students (19.8%), reaching its current status as the largest grade level in the charter system. Grade 8 grew by 131 students (11.6%), and Grade 7 increased by 107 students (8.9%). This concentration of growth in middle grades suggests families are increasingly seeking charter school alternatives during these critical transitional years.

When analyzed by school level, middle school grades (6-8) demonstrated the strongest growth trajectory over the three-year period, increasing by 13.6% from 3,587 to 4,076 students.

Elementary grades (K-5) showed steady growth of 5.1%, expanding from 5,856 to 6,153 students, while high school grades (9-12) maintained consistent growth of 6.3%, increasing from 2,673 to 2,841 students.

Figure 9 Charter School Enrollment by Grade

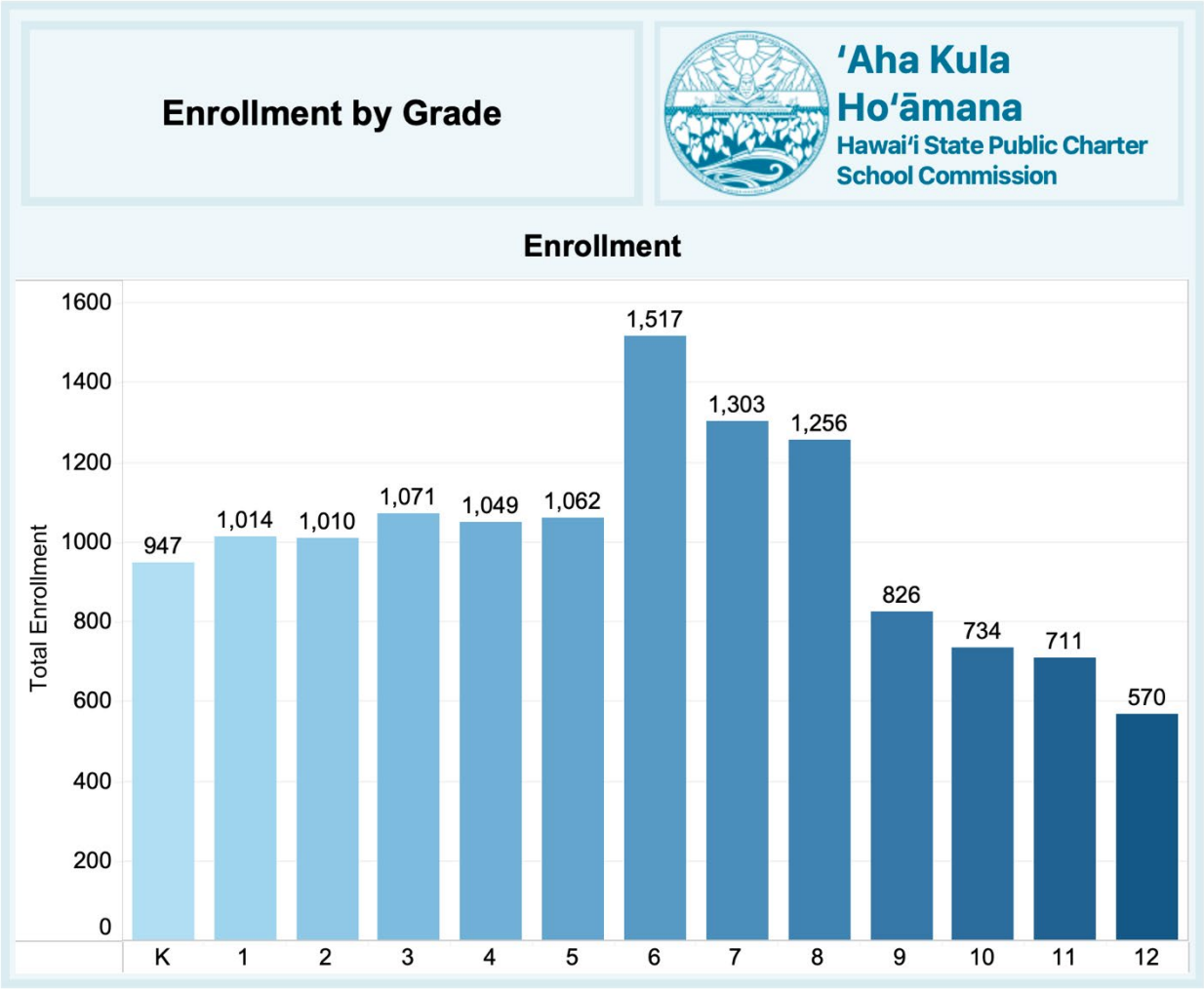


Figure 10 Charter School Demographics



SY 2024-2025

Native Hawaiians 37%
White 34%
Asian (Excluding Filipino) 10%
Filipino 8%
Pacific Islander 5%
Black 2%
Hispanic 2%
Other 2%

Students who are English Learners (ELs)	Students with Special Needs
3%	11%
6% lower than HIDOE schools	Same as HIDOE schools
Native Hawaiian Students	**Students who are economically disadvantaged**
37%	47%
14% higher than HIDOE schools	1% lower than HIDOE schools

HAWAIʻI STATE PUBLIC CHARTER SCHOOLS

As reported in last year's annual report, Kamalani Academy was operating under a two-year conditional contract and was scheduled for renewal consideration during the 2024-2025 school year. Following comprehensive evaluation of the school's academic, financial, and organizational performance against established charter contract standards, the Commission determined that Kamalani Academy did not meet the criteria for contract renewal.

The Commission voted to non-renew Kamalani Academy's charter contract during the 2024-2025 school year. The school continued operations through the completion of the academic year and officially closed on June 30, 2025. This decision was made in accordance with the Commission's statutory responsibility to ensure charter schools maintain acceptable performance standards across all evaluation frameworks. Kamalani Academy and the Commission worked with families throughout the spring semester to facilitate student transitions to other educational options for the following school year.

This action reflects the Commission's commitment to maintaining high standards for charter school performance while ensuring accountability to students, families, and the broader community. The decision to non-renew demonstrates the Commission's willingness to take necessary action when schools do not meet established performance expectations, while also providing families adequate time to secure alternative educational placements.

Table 1 illustrates all 38 operating charter schools for the 2024-2025 SY with their abbreviated name, year authorized, grades served, and their K-12 official enrollment count.
Note: the abbreviated name will be utilized throughout the report instead of their full name.

Table 1 2024-2025 Commission Charter School Portfolio

School	Abbreviated Name	Year Authorized	Grades Served	Total K-12 Enrollment
Alakaʻi O Kauaʻi Public Charter School	Alakaʻi	2016	K-6	242
Connections Public Charter School	Connections	2000	K-12	352
DreamHouse ʻEwa Beach	DreamHouse	2019	6-9	467
Hakipuʻu Academy	Hakipuʻu	2001	7-12	55
Hālau Kū Māna Public Charter School	Hālau Kū Māna	2000	5-12	132
Hawaiʻi Academy of Arts & Science Public Charter School	HAAS	2001	K-12	738
Hawaiʻi Technology Academy	HTA	2008	K-12	1924
Innovations Public Charter School	Innovations	2001	K-8	241
Ka ʻUmeke Kāʻeo	Ka ʻUmeke	2001	Pre-K-12	292
Ka Waihona o ka Naʻauao Public Charter School	Ka Waihona	2001	K-8	707
Kamaile Academy, PCS	Kamaile	2007	Pre-K-12	906

School	Abbreviated Name	Year Authorized	Grades Served	Total K-12 Enrollment
Kamalani Academy	Kamalani	2016	K-8	110
Kanu o ka ʻĀina New Century Public Charter School	Kanu o ka ʻĀina	2000	K-12	696
Kanuikapono Public Charter School	Kanuikapono	2001	K-12	191
Kaʻōhao Public Charter School	Kaʻōhao	1996	K-6	332
The Kapolei Charter School by Goodwill Hawaiʻi	Kapolei	2016	9-12	138
Kawaikini New Century Public Charter School	Kawaikini	2008	K-12	177
Ke Ana Laʻahana Public Charter School	Ke Ana	2001	7-12	33
Ke Kula Niihau O Kekaha Learning Center	KKNOK	2001	Pre-K-12	43
Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki, LPCS	Nāwahī	2001	Pre-K-8	451
Ke Kula ʻo Samuel M. Kamakau, LPCS	Kamakau	2001	Pre-K-12	146
Kihei Charter School	Kihei	2001	K-12	670
Kona Pacific Public Charter School	Kona Pacific	2008	K-8	177
Kua o ka Lā New Century Public Charter School	Kua O Ka Lā	2001	Pre-K-8	185
Kualapuʻu School: A Public Conversion Charter	Kualapuʻu	2004	Pre-K-6	290
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School	KANAKA	2001	K-12	35
Kūlia Academy	Kūlia	2021	6-12	98
Laupāhoehoe Community Public Charter School	Laupāhoehoe	2011	Pre-K-12	304
Mālama Honua Public Charter School	Mālama	2012	K-8	170
Myron B. Thompson Academy	MBTA	2001	K-12	465
Nā Wai Ola Public Charter School	Nā Wai Ola	2000	Pre-K-5	145
Parkway Village Preschool	Parkway	2025	Pre-K	18
SEEQS: the School for Examining Essential Questions of Sustainability	SEEQS	2012	6-8	177
University Laboratory School	ULS	2001	K-12	450
The Volcano School of Arts & Sciences	Volcano	2001	Pre-K-12	325
Voyager: A Public Charter School	Voyager	2000	K-8	242
Waiʻalae Elementary Public Charter School	Waiʻalae	1999	Pre-K-5	490
Waimea Middle Public Conversion Charter School	Waimea	2003	6-8	188
West Hawaiʻi Explorations Academy	WHEA	2000	6-12	286

Table 2 Enrollment by Year Established

Enrollment by Year Established

ʻAha Kula Hoʻāmana
Hawaiʻi State Public Charter School Commission

Yr Established	School Name	Abbreviated	Total
1996	Kaʻōhao Public Charter School	Kaʻōhao	332
1999	Waiʻalae Elementary Public Charter School	Waiʻalae	490
2000	Connections Public Charter School	Connections	352
	Hālau Kū Māna Public Charter School	Hālau Kū Māna	132
	Kanu o ka ʻĀina New Century Public Charter School	Kanu	696
	Nā Wai Ola Public Charter School	Nā Wai Ola	145
	Voyager: A Public Charter School	Voyager	242
	West Hawaiʻi Explorations Academy	WHEA	286
2001	Hakipuʻu Academy	Hakipuʻu	55
	Hawaiʻi Academy of Arts & Science Public Charter School	HAAS	738
	Innovations Public Charter School	Innovations	241
	Ka ʻUmeke Kāʻeo	Ka ʻUmeke	292
	Ka Waihona o ka Naʻauao Public Charter School	Ka Waihona	707
	Kanuikapono Public Charter School	Kanuikapono	191
	Ke Ana Laʻahana Public Charter School	Ke Ana	33
	Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki, LPCS	Nāwahī	451
	Ke Kula ʻo Samuel M. Kamakau, LPCS	Kamakau	146
	Ke Kula Niihau O Kekaha Learning Center	KKNOK	43
	Kihei Charter School	Kīhei	670
	Kua o ka Lā New Century Public Charter School	Kua O Ka Lā	185
	Kula Aupuni Niihau A Kahelelani Aloha	KANAKA	35
	Myron B. Thompson Academy	MBTA	465
	The Volcano School of Arts & Sciences	Volcano	325
	University Laboratory School	ULS	450
2003	Waimea Middle Public Conversion Charter School	Waimea	188
2004	Kualapuʻu School: A Public Conversion Charter	Kualapuʻu	290
2007	Kamaile Academy, PCS	Kamaile	906
2008	Hawaiʻi Technology Academy	HTA	1,924
	Kawaikini New Century Public Charter School	Kawaikini	177
	Kona Pacific Public Charter School	Kona Pacific	177
2011	Laupāhoehoe Community Public Charter School	Laupāhoehoe	304
2012	Mālama Honua Public Charter School	Mālama Honua	170
	SEEQS: the School for Examining Essential Questions of Sustainability	SEEQS	177
2016	Alakaʻi O Kauaʻi Public Charter School	Alakaʻi	242
	Kamalani Academy	Kamalani	110
	The Kapolei Charter School by Goodwill Hawaiʻi	Kapolei	138
2019	DreamHouse ʻEwa Beach	DreamHouse	467
2021	Kūlia Academy	Kulia	98

Table 3 Enrollment by School

Enrollment by School

ʻAha Kula Hoʻāmana
Hawaiʻi State Public Charter School Commission

Abbreviated	Grades Served		Total
	Lowest	Highest	
HTA	K	12	1,924
Kamaile	Pre-K	12	906
HAAS	K	12	738
Ka Waihona	K	8	707
Kanu	K	12	696
Kīhei	K	12	670
Waiʻalae	Pre-K	5	490
DreamHouse	6	9	467
MBTA	K	12	465
Nāwahī	Pre-K	8	451
ULS	K	12	450
Connections	K	12	352
Kaʻōhao	K	6	332
Volcano	Pre-K	12	325
Laupāhoehoe	Pre-K	12	304
Ka ʻUmeke	Pre-K	12	292
Kualapuʻu	Pre-K	6	290
WHEA	6	12	286
Alakaʻi	K	6	242
Voyager	K	8	242
Innovations	K	8	241
Kanuikapono	K	12	191
Waimea	6	8	188
Kua O Ka Lā	Pre-K	8	185
Kawaikini	K	12	177
Kona Pacific	K	8	177
SEEQS	6	8	177
Mālama Honua	K	8	170
Kamakau	Pre-K	12	146
Nā Wai Ola	Pre-K	5	145
Kapolei	9	12	138
Hālau Kū Māna	5	12	132
Kamalani	K	8	110
Kulia	6	12	98
Hakipuʻu	7	12	55
KKNOK	Pre-K	12	43
KANAKA	K	12	35
Ke Ana	7	12	33

Charter School Applications

The Commission approved its Applications policy in December 2023 and adopted it in June 2024. Applicants utilized the updated framework designed to ensure comprehensive evaluation of proposed charter schools. The revised application process emphasizes rigorous assessment of academic programs, operational capacity, and financial viability.

The Commission completed the 2024-2025 application cycles in May 2025, receiving three applications that represented diverse educational approaches and grade levels across the state.

Following a comprehensive review process, one school was authorized and two were not. Waikīkī Community Preschool, a brick-and-mortar program serving Pre-K only students, was approved to open for SY25-26. Mana ʻUlu Montessori Charter Lab School, also proposing to serve Pre-K only students through a Montessori model, and Miloliʻi Charter School, which proposed serving students in grades 6–12 through a virtual/blended model, were not authorized.

The Commission's application review process ensures that only well-prepared applicants with strong academic programs, sound operational plans, and sustainable financial models receive authorization to operate public charter schools in Hawaiʻi.

Table 4 Applications Received by the Commission

Applications Received	Grades Proposed	Proposed Educational Model	Status
Miloliʻi Charter School	K-12	Virtual/Blended	Not Authorized
Mana 'Ulu Montessori Charter Lab	PreK	Brick and Mortar	Not Authorized
Waikīkī Preschool	PreK	Brick and Mortar	Authorized

Early Learning Program

Overview

Hawaiʻi Revised Statute (HRS) §302D-39, establishes the criteria and statutory authority for all state-funded ELP and private partnership-funded preschool programs in public charter schools, except for special education and Title I-funded prekindergarten programs. In 2024-2025, the Commission began overseeing Prekindergarten-only charter schools that operate under full charter contracts rather than a separate addendum, representing a new category of early learning providers in the charter school system.

In school year 2024-2025, significant milestones were achieved: Parkway Village Preschool opened in May 2025 as Hawaiʻi's first Pre-K-only charter school, and Waikīkī Community Preschool was approved to open in August 2025. The program now operates 20 pre-kindergarten classrooms across four Hawaiian Islands, with 35% providing instruction through Hawaiian medium education.

Early Learning Program Annual Report

Policy Context and Authority

HRS Section 302D-39 and HRS Section 30.1 establish the criteria and statutory authority for all state-funded ELP and private partnership-funded preschool programs in public charter schools, except for special education and Title I-funded prekindergarten programs. These criteria and measures are identified in the State Public Charter School Early Learning Addendum to the Contract ("EL Addendum to Contract") and Prekindergarten-only Charter Schools, which have been reviewed and signed by all participating schools and the Commission.

Program Goal

Aligned with the Commission's strategic plan, the ELP goal is to increase access and affordability to high-quality early learning programs, addressing Hawaiʻi's ALICE – Asset Limited, Income Constrained, Employed families, many of whom are our young middle-class families contributing to our workforce. Over the past year, members of the Commission and the early learning team have participated in the Ready Keiki Initiative led by Lieutenant Governor Sylvia Luke and community leaders. Together, we are relooking and improving the early learning system to ensure that by 2032, 100% of all underserved children have access to high-quality early learning opportunities.

For the third consecutive year, the Commission's ELP once again received national recognition from the National Institute of Early Education Research (NIEER) for its high-quality standards. Hawaiʻi is one of only five states that met all ten high-quality standards. The national benchmark ranking is part of NIEER's 2024 State Preschool Yearbook, released in May 2025. There are ten standards that outline the requirements for establishing a high-quality public preschool program.

In School Year 2024-2025, the Commission's ELP operated 20 prekindergarten classrooms across Hawaiʻi, with programs located on four major Hawaiian Islands. Parkway Village Preschool is the newest and first pre-K-only charter school that began operations in May 2025.

In June 2025, the Commission also approved a second pre-K-only charter school, Waikīkī Community Preschool. The red tabs on the map below indicate the two new pre-K-only charter schools, located on the island of Oʻahu.

Figure 11 Map of Pre-K Programs

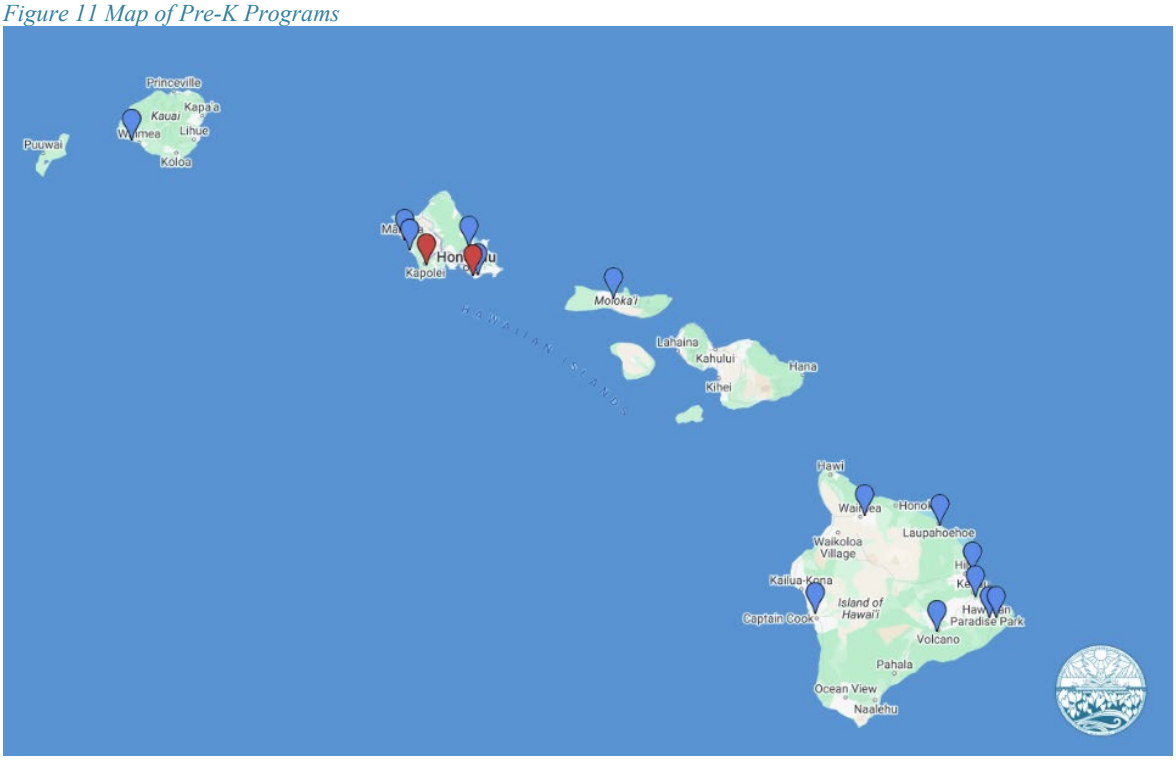


Figure 12 List of Participating Charter Schools by Island and Number of Classrooms

WHERE ARE OUR CLASSROOMS?

Island	Participating Charter Schools	Number of State-Funded Classrooms
Hawai'i Island	Volcano School of Arts & Sciences	2
	Kona Pacific	1
	Ke Kula ʻo Nāwahīokalaniʻopuʻu (Hilo & Waimea)*	2
	Kua o ka Lā (Pāhoa-Nanawale, Hilo)	2
	Ka ʻUmeke Kāʻeo*	2
	Laupāhoehoe Community	1
Molokai	Kualapuʻu	1
Oʻahu	Ke Kula ʻo Samuel M. Kamakau*	1
	Waiʻalae Elementary (inclusion)	1
	Kamaile Academy (2-inclusion)	3
	Ke Kula ʻo Nāwahīokalaniʻopuʻu ʻo Waiʻanae*	1
	Parkway Village Preschool	2
Kauaʻi	Ke Kula Niihau o Kekaha*	1
	TOTAL	20

Honoring Hawai‘i’s Two Official Languages Through Public Prekindergarten Opportunities

The HSPCS ELP was the first to offer public prekindergarten through the Native Hawaiian language medium of instruction. This is critically important to continue the efforts to revive and rebuild Hawai‘i’s indigenous language and culture, which was near extinction just a couple of

generations ago. This allowed Hawaiʻi to honor its two official languages – Hawaiian and English – and offer two learning pathways of choice for preschoolers and their families. Offering these programs at an early age maximizes the learning opportunities aligned to critical brain development, particularly language development, that occurs in early childhood (Yoshikawa et al., 2013).

Sustaining High-Quality Practices through Professional Development and P-3 Efforts

Throughout the various iterations of the program in public charter schools, the professional development component remained a critical throughline to build upon and strengthen high-quality data-driven instructional practices that were informed by the Classroom Assessment Scoring System (CLASS), Early Childhood Environment Rating Scale, Third Edition (ECERS-3), student outcomes data using the formative assessment system, Teaching Strategies Gold, indigenous assessments, and the instructional coaches' anecdotal notes. The Early Learning Program in public charter schools also emphasized system-building. Over the past five years, P-3 (preschool to grade three) alignment efforts ensured that schools built partnerships with community providers to contribute to a holistic approach for the children and families we serve.

Figure 13 Iterative Process of Growing Instructional Practices by Creating Culture of Thinking



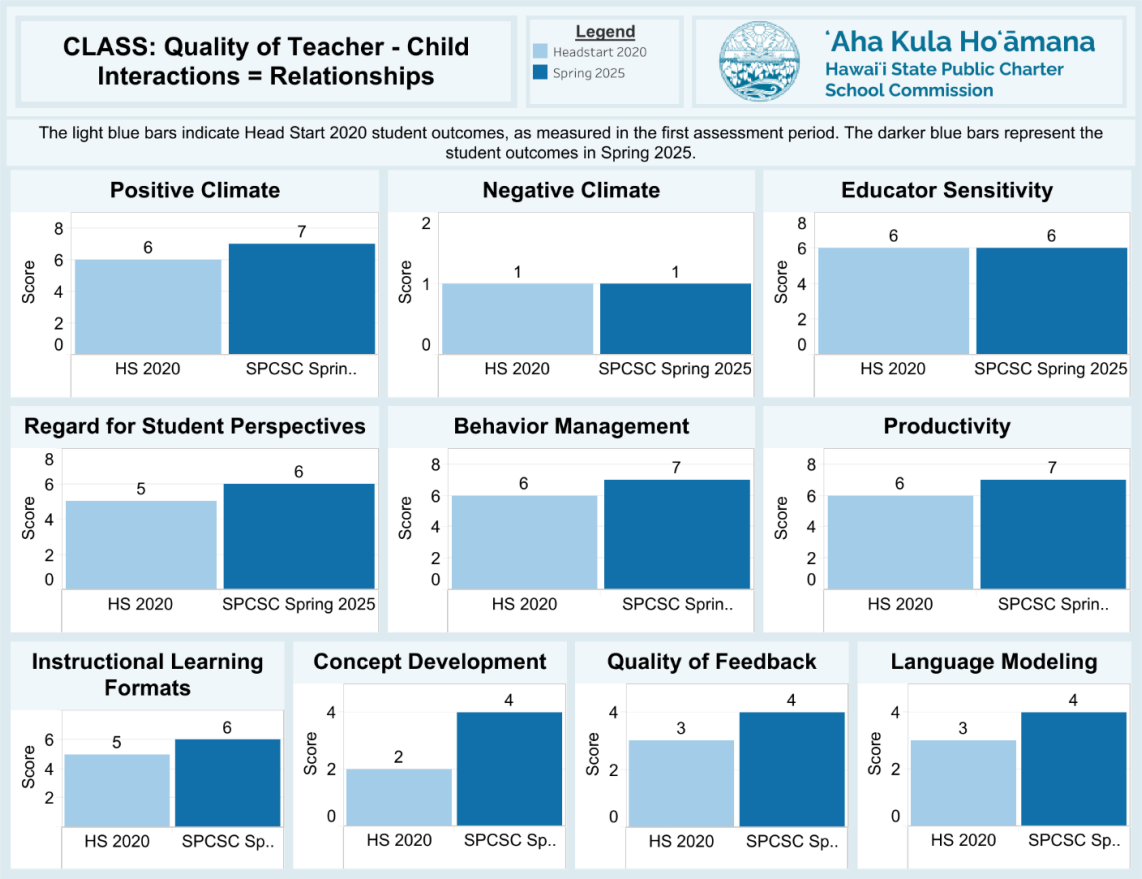
The Thinking Classroom Project: Supporting P-3 Alignment and Effective Instructional Practices through Visible Thinking and Learning

A partnership with researchers from the Harvard Graduate School of Education's Project Zero was developed to build on the instructional practices of our public charter schools by using visible thinking routines to increase meaningful learning and understanding with the goal of creating lifeworthy learning experiences. Beginning at pre-K, a system-building approach ensures high-quality instructional practices are sustained across grade levels beyond pre-K.

This experience includes a combination of coaching opportunities to support our schools in creating thinking classrooms, along with building the capacity to sustain and grow a school-wide culture of thinking and learning across all classrooms and grade levels. The intent of bringing charter schools together across the leadership spectrum was to build a consortium or community of educational practitioners and learners, bringing their own experiences of thinking to advance learning and foster supportive collaboration with one another. This past year, Cohort Three was implemented. The following charter schools participated in Project Zero: Hawaiʻi Technology Academy, Waiʻalae Elementary, Alakaʻi O Kauaʻi, Kona Pacific, and Volcano School of Arts & Sciences.

Measuring the Quality of Teacher and Child Interactions

Figure 14 CLASS: Quality of Teacher - Child Interactions = Relationships

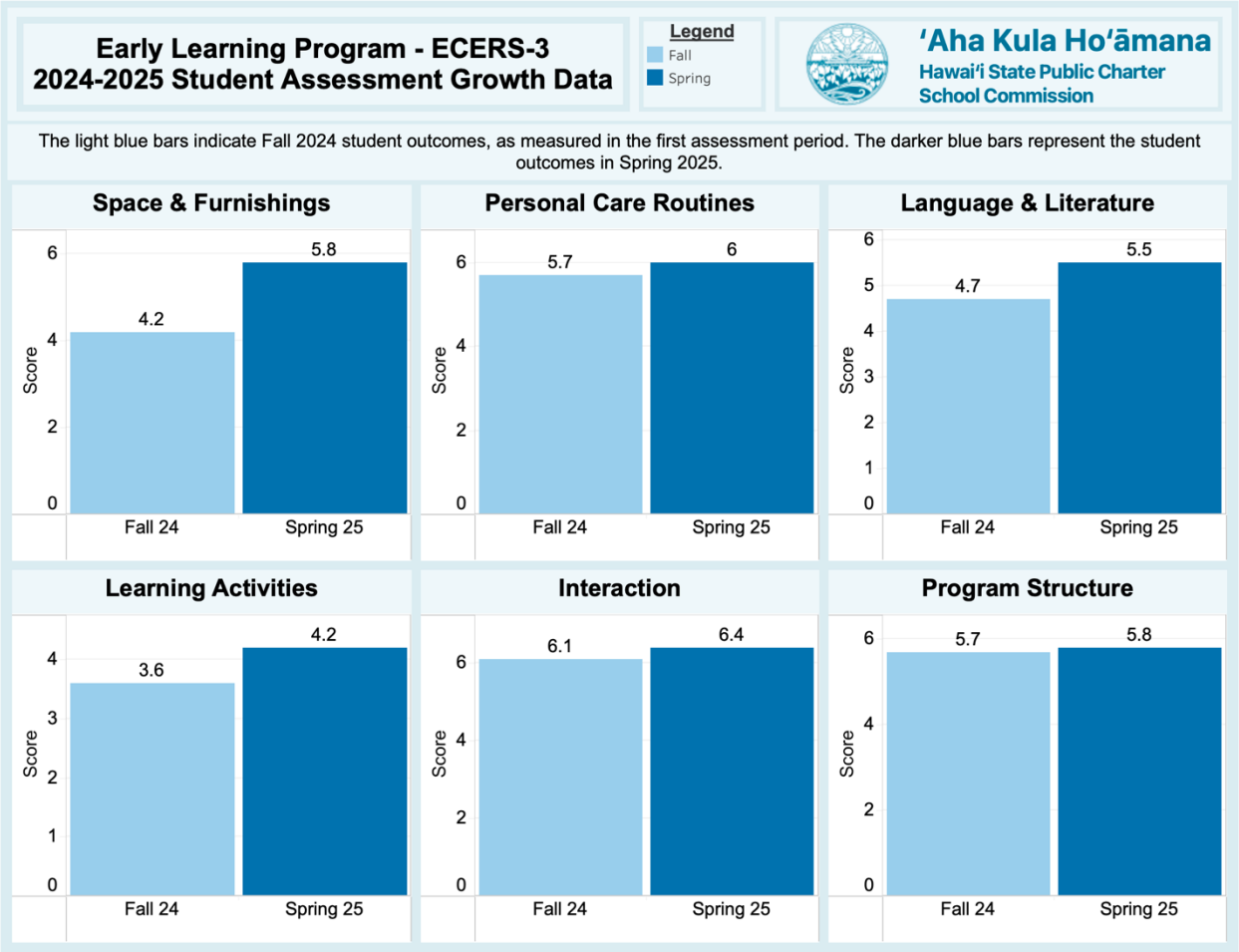


CLASS observations data is used for the purposes of professional development and not for the purposes of teacher evaluation (HRS §§302D-39(6)(A)). The CLASS data helps teachers to reflect on and improve their teacher-child interactions. In the graph above, the dark blue bars represent the CLASS aggregate data for the charter school ELP. The light blue bars represent national Head Start (HS) data for comparison since, as a program, they have been using the CLASS instrument for many years. Upon comparison, the pre-K program in charter schools met or exceeded HS CLASS scores.

The early learning coaches, in collaboration with teaching teams, analyze the CLASS data and address both areas of strength and areas of challenge. This data was used in the coaching cycle to develop goals that capture powerful interactions and areas of growth. The Commission's early learning team also uses this data to inform topics for subsequent professional learning sessions. Kumu Pōmai shared about CLASS and the commission's approach to professional communities. "It's more than an assessment tool - we live it! Relationship building is a key component in the "mindset" of growth and learning. We all learn in different ways, and we have access to more ways of knowing when we learn together."

Measuring the Quality of the Early Learning Environment

Figure 15 Early Learning Program - ECERS-3 2024-2025 Student Assessment Growth Data



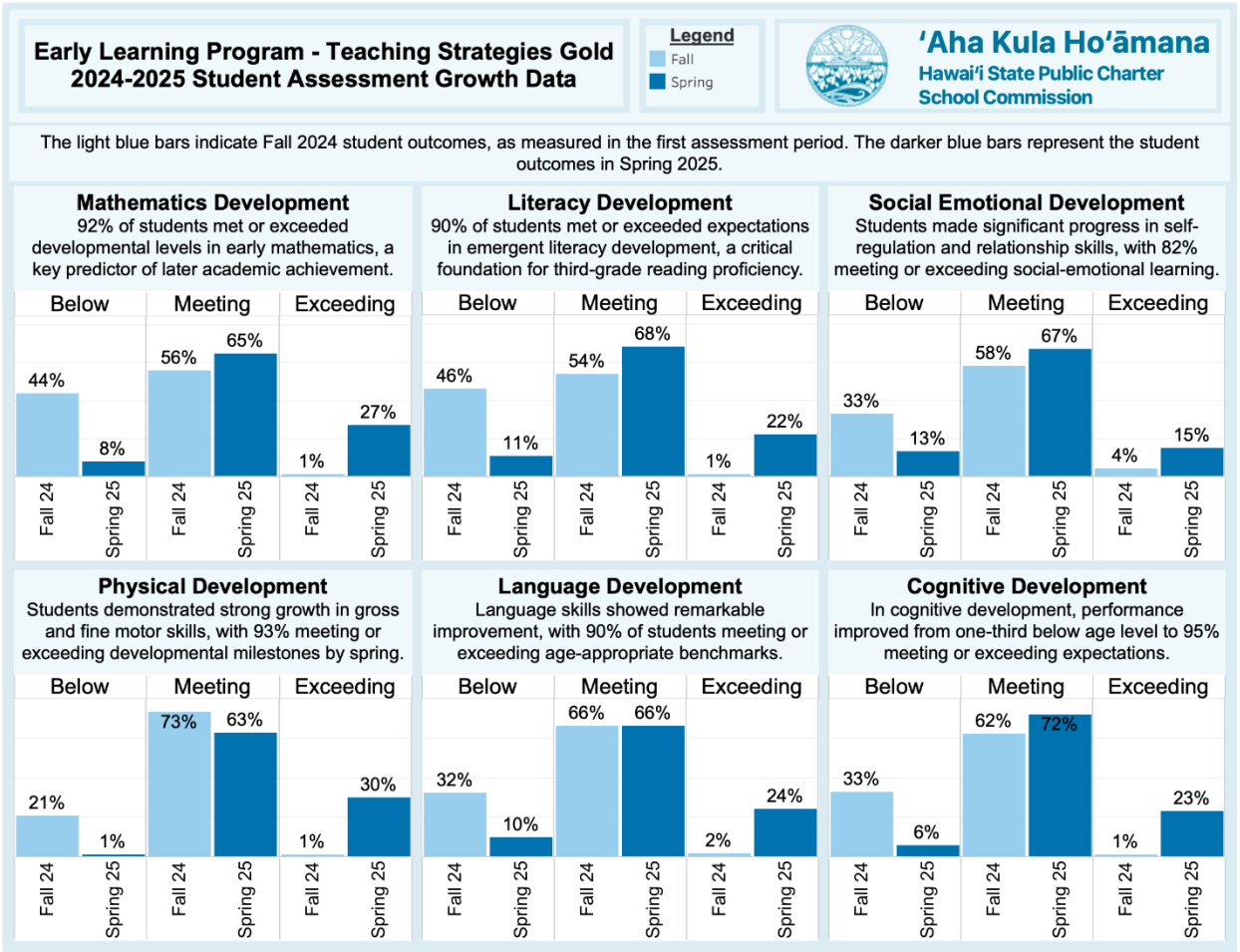
ECERS-3 is a widely used comprehensive observational tool that measures the quality of the learning environment. ECERS-3 assesses the quality and content of the environmental furnishings and supplies while measuring the quality of teacher-child interactions to maximize the use and learning opportunities in the environment. Like CLASS, the ECERS-3 observations

data is used for the purposes of professional development and not for the purposes of teacher evaluation (HRS §§302D-39(6)(B)).

During the pandemic, in alignment with the Department of Human Services Group Child Care Guidelines for Child Care Facilities to Reopen or Continue Care in response to COVID-19, the use of the ECERS-3 tool was temporarily halted. SY 2022-2023 was the first year the tool was reinstituted. In most areas, Pre-K programs in charter schools have good to excellent quality environments. After three years of creating safe yet isolating learning environments in response to the pandemic, it is recognized that teaching teams have room to grow. A focus on professional learning efforts have been implemented to progress these areas that need strengthening.

Charter School Early Learning Student Outcomes Data

Figure 16 Early Learning Program - Teaching Strategies Gold 2024-2025 Student Assessment Growth Data



The data above reflects the comparison of data, or growth reports comparing the start of School Year 2024-2025 to its completion. The light blue bars indicate the Fall 2024 student outcomes, as measured in the first assessment period. The data indicated by the dark blue bars are the

student outcomes in Spring 2025 after the children have experienced nearly a full year of high-quality early learning opportunities.

Social-emotional learning (SEL) refers to a child's ability to regulate emotions and behaviors that foster a climate of care and cooperation. SEL is arguably the most important developmental skill – the ability to get along cooperatively with others, to make friends, and to build positive relationships. SEL well-being has been a concern as children experience the outcomes of the pandemic. The initial assessment in the fall revealed that just under half of the students were below their age level in terms of social-emotional development. In the Spring, after nearly a year of learning, students made significant gains, with 89% of the preschoolers meeting or exceeding their age-level expectations. This demonstrates that teachers provided high-quality support, resulting in strong social-emotional development.

Emergent literacy development, also known as reading readiness, is the foundation for conventional reading. Children are building the skills to prepare them for reading. Literacy development is enhanced when children are read to, engaged in storytelling, and when children sing together. These routines help children build larger vocabularies and are tied closely to language development. Literacy development encourages the development of emergent writing and inventive spelling skills. In early childhood, this is a critical milestone that lays the groundwork for reading.

Language development is the young child's ability to understand and express the spoken language. Language development is important since vocabulary development during the preschool years is related to later reading skills and school success in general (Hart & Risley, 2003) "Children who have abundant opportunities to interact with language from infancy to early elementary school are more likely to develop into skilled and fluent readers" (Kelley, S., 2021). Growth in language development was also significant. At the onset of the school year, nearly half of the incoming students displayed language skills below age. By the year's close, 92% met or exceeded developmental expectations. Reading proficiency by third grade is considered a "make it or break it" benchmark (Shrier, 2013).

In SY 2024-2025, literacy development was significant. At the start of the year, more than half of the students were below age level. By the year's close, nearly all students met or exceeded expectations.

Early mathematics is more than just numbers and counting. Early mathematics also includes measurement, geometry, spatial awareness, comparison, sequencing, and patterning. Early mathematics incorporates multiple developmental areas, including language, literacy, and SEL, and is a significant predictor of later academic achievement (Duncan, et al, 2007; Claessens & Engel, 2013). In School Year 2022-2023, ELP growth in mathematics development was also

significant. At the start of the year, nearly two-thirds of the students demonstrated skills below their age level. Targeted professional development for teaching teams led to a strong, focused, guided, and playful approach to students’ mathematical learning. By the end of the school year, 71% of students were meeting or exceeding developmental levels, and 20% were exceeding them. Overall, with targeted teacher professional development, supported by small-group Hui learning opportunities and individualized coaching and mentoring, strong student learning outcomes resulted from this strategic, iterative approach.

Sources of Funding for Charter School Early Learning Program

All charter schools, except for Parkway, participating in the early learning program reported receiving only state funding. These schools reported that there are no other funding sources. Parkway received start-up costs from Kamehameha Schools.

Federal Programs

Overview

The Federal Programs Team (FPT) administers and monitors federal education funding to support charter schools in improving student outcomes, particularly for vulnerable student populations. The team provides technical assistance, coordinates professional development, and ensures compliance with federal requirements across multiple title programs including Title I (supporting disadvantaged students), Title II (teacher quality and professional development), Title III (English learners), and Title IV (well-rounded education, safe and healthy students, and educational technology).

In school year (SY) 2024-2025, a significant process improvement combined the required Comprehensive Needs Assessment (CNA) and Comprehensive Academic Plan (CAP). Coupling all federal title programs into one single process, provides a more cohesive use of federal funds to address identified root causes.

SY 2024-2025 marked the completion of the latest three-year Comprehensive Support and Improvement (CSI) cycle, with six charter schools successfully exiting CSI status, including two schools that had been designated as More Rigorous Interventions (MRI). The team provided critical support through professional development, strategic planning, and technical assistance to ensure schools met federal requirements and improved student outcomes.

Commission Federal Programs Annual Report

The FPT focused on streamlining the processes and improving systems to ensure clarity, simplicity and focus. Part of this was designing a new process, combining all Federal title programs into one single CNA/CAP process. The new protocol allows schools to complete one CNA/CAP that would qualify the school for all Federal Title programs. It also supports schools that seek to use Federal Title funds to accomplish targeted improvements focused on the

identified root causes. The FPT will continue to build on the new processes, ensuring the process is simple, clear and capable of correctly identifying areas of need.

Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) programs

CSI and Targeted Support and Improvement (TSI) are programs authorized under the Every Student Succeeds Act (ESSA) intended to provide continued support to improve the lowest achieving schools nationwide. CSI schools are identified for a 3-year improvement cycle.

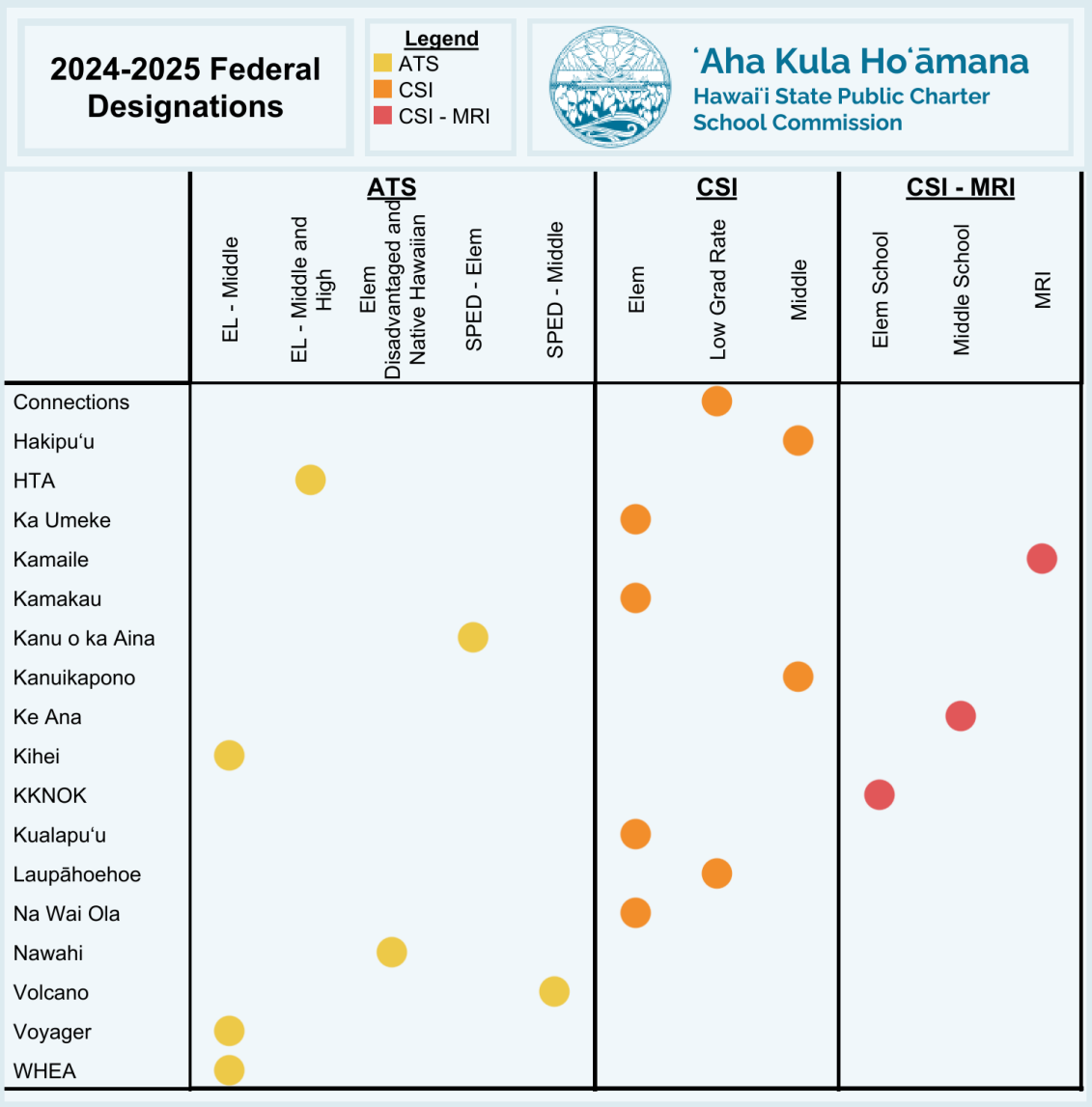
In Hawaiʻi, for SY 2024-2025, 9 schools were identified for CSI and 5 schools identified as TSI with 8 schools identified as Potential TSI if no improvements are made. Identified CSI schools are provided with resources intended to support their school improvement efforts. If no improvement occurs after 5 years while in CSI status, schools are designated as requiring More Rigorous Interventions (MRI). Of the 9 schools identified as CSI, 5 are considered MRI.

Schools identified as MRI are required to participate in professional development offered by the Commission and HIDOE as well as other interventions designed to support school improvement. One of these professional development opportunities is the development of the "Scorecard". The Scorecard is a way for schools to demonstrate efficacy based on multiple indicators. MRI schools are also required to undergo a new CNA and develop a new Comprehensive Academic Plan with 30/60/90 day action items.

SY 2024-2025 was the final year in the latest 3-year CSI cycle. At the completion of this cycle, 6 charter schools exited CSI status, including two CSI-MRI schools. However, three other schools did not exit and will remain in CSI-MRI status for the next 3 years. Additionally, eight schools were also newly identified for CSI and seven schools were identified as CSI-ATS (Additional Targeted Supports).

2025-2026 Designations

Figure 17 2024-2025 Federal Designations



Title I

For Title I, FPT monitored and provided technical assistance to 22 charter schools (58% of all charters). Two schools chose to decline federal funding for SY 2024-2025. In SY 2024-2025 charter schools were allocated $4,195,811 for Title I funding, compared to $4,447,459 in SY 2023-2024, which was a decrease of $251,648.

The focus was to assist schools in improving the quality and cohesiveness of their CNAs and CAPs to meet all deadlines for submitting and reviewing their required documentation for Title 1 funding. During the review, it was determined that one school was not adhering to Title 1 guidelines. Despite the FPT team working extensively with the school, it failed to resolve the identified issues, resulting in an official Notice of Concern (NOC) by the Commission.

Title II

The Commission received a total of $237,835 for SY 2024-2025. Of the total amount received, $122,828 was used by the commission to support schools by providing professional development to support math instruction and to help teachers acquire the Sheltered Instruction Qualification (SIQ) certification needed for compliance with Title III. The remaining $115,007 was transferred to schools for school specific purposes such as teacher professional development and certification. An annual risk assessment was performed on schools who participated in Title II, revealing that 100% of schools that used Title II funds did so accurately and in accordance with state and federal laws and guidelines.

Title III

Regarding Title III, language instruction for English Learners (EL), the Commission's FPT serves as a liaison between charter schools and HIDOE. The FPT is responsible to distribute HIDOE documentation, guidance, and requirements related to the EL program, including information and guidance from World-Class Instructional Design and Assessment (WIDA) standards. This includes, but is not limited to, WIDA test administration, training, and documentation. For SY 2024-2025, 92% of Charter EL students were assessed in all four domains, and all required documentation was submitted to HIDOE.

Per the Charter Contract, FPT also provides Title III technical assistance, which includes hosting four quarterly meetings, assisting with proper documentation, supporting the request and transfer of EL student records between schools, and requesting of Title III funds for all federal EL requirements. This assistance helps schools build and maintain compliant and logistically sound EL programs within the charter portfolio.

Additionally, to support the HIDOE memorandum requiring Sheltered Instruction Qualification (SIQ) for all classroom teachers by SY 2026–2027, the FPT utilized Title II funds to coordinate professional development for required certifications.

Title IV

The purpose of the Federal Title IV program is to provide students with a well-rounded education to create safe and healthy students and to effectively use technology. In SY 2024-2025 eight charter schools participated in the Federal Title IV program.

Schools targeted Title IV monies to support various initiatives on their campuses to enrich student learning with cultural practitioners and provide additional learning opportunities, such as early college opportunities and the arts.

Authorizing Functions Provided to Charter Schools

Authorizing Functions

The authorizing functions provided by the authorizer to the public charter schools under its purview, including the authorizer's operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles (HRS §302D-7).

Pursuant to statute, HRS §302D-5(a), authorizers are charged with several essential powers and duties, specifically:

- Soliciting and evaluating charter applications;
- Approving quality charter applications that meet identified educational needs and promoting a diversity of educational choices;
- Declining to approve weak or inadequate charter applications;
  Negotiating and executing sound Charter Contracts with each approved applicant and with existing public charter schools;
- In accordance with Charter Contract terms, monitoring the performance and legal compliance of public charter schools; and
- Determining whether each Charter Contract merits renewal, nonrenewal, or revocation.

The Commission, as an authorizer, is also statutorily charged with:

- Acting as the point of contact between HIDOE 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.

Technical Assistance and Support Services

Recognizing that all schools benefit from comprehensive support, the Commission provides essential technical assistance. This includes human resources support for schools that opt not to purchase payroll and HR services from HIDOE ensuring these schools maintain professional operations and compliance with employment regulations.

The Commission functions as a critical communication hub, serving as the point of contact between charter schools and various state agencies including the Department of Human Resources Development, the Hawaiʻi Employees' Retirement System, and the Hawaiʻi Employer-Union Health Benefits Trust Fund. We also coordinate sector-wide responses to bargaining unit issues and disseminate vital information regarding required accountability data systems to ensure all schools meet reporting obligations.

Authorizer's Operating Costs and Expenses

The Commission's operating framework encompasses a comprehensive range of services designed to fulfill statutory obligations as Hawaii's charter school authorizer. For fiscal year (FY) 2024-2025, the Hawaiʻi State Legislature appropriated approximately $1.8 million in general funds to support Commission operations, representing no change from the previous year's appropriation of $1.8 million.

During FY 2024-2025, the Commission's total operating costs reached approximately $2.8 million primarily funded through general fund appropriations and Federal funds provided through our ongoing MOU with HIDOE. This represents an 11% increase from the previous fiscal year's operating costs of $2.5 million.

The Commission's audited financial statements, prepared by CW Associates, CPAs provide detailed accounting of our expenditures in conformance with generally accepted accounting principles.

These comprehensive financial reports can be found in Appendix H

Authorizer Services Purchased By Charter Schools

The services purchased from the authorizer by the public charter schools under its purview (HRS §302D-7). For FY 2024-2025, no services were purchased from the Commission by charter schools, consistent with the previous fiscal year.

Federal Funds

The Commission continues to serve as the primary conduit for Federal funding to Hawaiʻi's public charter schools. Since July 1, 2013, Commission staff has maintained responsibility for receiving and distributing Federal funds to charter schools, functioning as a pass-through entity that allocates Federal funds from the DOE to individual schools.

For FY 2024-2025, the Commission distributed $10,879,967 in Federal funds to charter schools, representing a 65% decrease from the previous fiscal year's distribution of $31,105,260. This significant change primarily reflects the conclusion of ESSER III-ARP funds ($5,858,660) and the decrease in Impact Aid from $19,032,258 to $3,924,636. The significant decrease in Impact Aid funds was due to assistance from HIDOE in replacing ARP ESSER funds with Impact Aid funds in order to prevent charter schools from losing ARP ESSER funds which were subject to specific, non-negotiable lapsing deadlines

A line-item breakdown of Federal funds received by the department and distributed by the authorizer to public charter schools under its control. In accordance with HRS §302D-7, this section addresses any concerns regarding equity and provides recommendations to improve access to and distribution of Federal funds to public charter schools.

The following table details Federal funds distributed by the Commission to charter schools during the 2024-2025 fiscal year:

Table 5 Federal Fund Allocations and Expenditures for Charter Schools

Federal Program	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2024-2025	Amount Provided to Charter Schools in FY 2024-2025
U.S. Department of Education Impact Aid	To provide financial assistance to local education agencies affected Federal presence. Distribution based on proportion of total public-school enrollment.	$3,924,636	$3,924,6363
U.S. Department of Education Title IV, Part A: Student Support and Academic Enrichment	To improve students’ academic achievement by increasing the capacity of states, local educational agencies (LEAs), school, and local communities to provide students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students.	$854,966	$786,397
U.S. Department of Defense Impact Aid	To provide financial assistance to local education agencies affected by military presence. Distribution based on proportion of total public-school enrollment.	$559,469	$559,469
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.	$28,975	$0
Title 1 Grants to Local Education Agencies (LEA)	To help disadvantaged students enrolled in schools with the highest concentrations of poverty to meet the same high standards expected of all students. Distribution made to only schools with 47.2% or more students receiving free or reduced-price meals. Distribution to these schools based on Title 1 formula using the number of students eligible for free or reduced-price meals, multiplied by the per-pupil funding amount for the school’s county.	$4,485,924	$3,957,671
Improving Teacher Quality State Grants-Title II, Part A	To improve teacher and principal quality and increase the number of highly qualified teachers in the classroom. Distribution based on an approved Title 2A Highly Qualified Plan.	$105,936	$58,815
English Language Acquisition State Grants	To supplement efforts to improve the education of limited English proficient students. Distribution based on the number of English language learners	$109,000	$7,404

Federal Program	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2024-2025	Amount Provided to Charter Schools in FY 2024-2025
Title III	enrolled in schools after submission and approval of Title 3 written plans.		
Special Education Grants to State	To provide financial assistance to state education agencies to assist in the provision of special education services as determined by IDEA and ESSA.	$641,367	$641,367
American Rescue Plan Act of 2021 (ARP)- IDEA	To provide grants to States to assist them in providing special education and related services to children with disabilities ages 3 through 5 years, and at the State's discretion, to 2 year-old children with disabilities who will reach age three during the school year.	$5,777	$5,777
Migrant Education State Grant Program	To assist States in ensuring that migratory children have the opportunity to meet the same challenging State content and performance standards that all children are expected to meet.	$80,000	$80,000
21st Century Community Learning Centers	To provide opportunities for communities to establish or expand activities in community learning centers that provide academic enrichment for children, particularly students who attend high-poverty and low-performing schools.	$16,143	$16,143
Temporary Assistance for Needy Families	To provide a middle school after-school program for grades 6-8 that services and proactively prevents middle school students from engaging in risky behaviors during late afternoons when schools are not in session.	$63,274	$63,274
TOTAL		$10,879,967	$10,105,453

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

Beyond its pass-through function, the Commission maintains rigorous oversight of distributed Federal funds. Commission staff guide schools through CNA and root cause analyses to ensure proper utilization of Federal resources. Schools receive ongoing technical assistance to maximize the impact of Federal investments on student outcomes and organizational capacity.

Equity Concerns and Access and Distribution Recommendations for Federal Funds

The Commission strengthened its collaborative partnership with HIDOE throughout fiscal year 2024-2025, building on successful initiatives from the previous year. This continued cooperation

has proven particularly valuable in managing complex Federal funding streams and ensuring equitable access across all charter schools.

Building upon the successful administration of American Rescue Plan Elementary and Secondary School Emergency Relief (ESSER III-ARP) Funds in fiscal year 2023-2024, the Commission and HIDOE have applied lessons learned to streamline current Federal program administration. This experience enhanced the ability to support charter schools in maximizing available Federal resources while maintaining compliance with all regulatory requirements.

HIDOE's intervention and alternative funding methodologies assisted charter schools in reducing restrictions that may have resulted in lapsing funds, in addition to, lessening monitoring and reporting requirements for certain Federal programs.

The Commission remains committed to ongoing collaboration with HIDOE, particularly in addressing the evolving landscape of Federal education funding. Key priorities include clarifying roles and responsibilities given HIDOE's dual function as both the State Education Agency (SEA) and Local Education Agency (LEA) and ensuring that charter schools maintain equitable access to emerging Federal funding opportunities.

Moving forward, the Commission will continue advocating for charter school interests in Federal funding allocation discussions and working to eliminate any systemic barriers that may impact charter schools' ability to access and effectively utilize Federal resources.

Successes

New School Opening and Expansion

The school year 2024-2025 marked significant growth in the charter school portfolio with the successful opening of Kūlia Academy. Located in Honolulu, Oʻahu, Kūlia Academy serves grades 6-7 with a mission rooted in the Hawaiian concept of "strive" and "thrive." The school prepares a diverse student population for success in college and beyond, with a goal to educate contributors to society through a comprehensive learning experience. Kūlia Academy's strong first-year performance demonstrates the potential for new charter schools to achieve immediate academic success, as evidenced by their exceptional proficiency and growth outcomes.

The portfolio expansion also included critical pre-opening work for Namahana School, located in Kīluea, Kauaʻi, which successfully completed all pre-opening assurance tasks in preparation for its August 2025 opening. Additionally, the Commission achieved a historic milestone in early childhood education with the opening of Parkway in Kapolei, Oʻahu in May 2025, marking Hawaiʻi's first Pre-K-only charter school. These openings reflect the Commission's commitment to diversifying educational options across grade levels and geographic regions throughout the state.

New Strategic Plan

A new strategic plan process was initiated in summer 2024 with the goal to launch a five-year plan in January 2025. Beginning with the vision and mission statements, the Commission engaged in reflective inquiry through driving questions that guided the planning process: Does our vision provide a "picture" of a preferred future and inspiring purpose? Is our mission easily understood? Does our mission provide context and a sense of meaning? These foundational questions ensured that the strategic direction aligned with the Commission's core purpose as Hawaiʻi's charter school authorizer.

The process then explored organizational values to align the vision and mission and determine whether those values are evident in the Commission's work. Once grounded with core values, the focus shifted to goals and strategies, ensuring they remain aligned and current with the work of the authorizer. Using the prompt "I like, I wish, and I wonder," staff were able to express the working elements of the strategic plan while considering other potential ideas. This approach encouraged creativity, curiosity, and courage in envisioning the Commission's future direction.

A draft of the proposed strategic plan was presented at the December 12, 2024 and January 9, 2025 Commission meetings, and the new five-year strategic plan was formally adopted by the Commission on January 23, 2025. The Commission believes the new strategic plan clearly identifies an inspiring vision, provides a mission statement that defines its role as an authorizer, and establishes attainable activities to help achieve organizational goals. The full strategic plan (2025-2030) is available on the Commission's website.

Charter Contract 4.0 Revisions

Preparation for potential contract revisions began in Fall 2024 ahead of charter renewals for 13 schools in Cohort 1. In collaboration with the Regional Educational Laboratories (REL) Pacific, the Commission developed a comprehensive "Stakeholder Engagement Process," exploring strategies for systemic change by identifying research-based processes to develop a stakeholder engagement plan, including goals and logistics for feedback meetings. While the process is universal, the Commission utilized these strategies to best engage charter school stakeholders to address potential Contract 4.0 revisions and continue to promote high-quality options for students and families.

The stakeholder engagement process included offering an online survey and hosting meetings both in-person and virtual to elicit feedback from diverse stakeholders across the charter school community. The feedback gathered was instrumental in drafting contract revisions, with a summary of the feedback report posted on the Commission's website for transparency. Final revisions were proposed to the Commission with a target adoption date of December 2025, ensuring that the updated contract framework reflects the collective input of those most invested in charter school success.

Personnel Review Process

The Commission designed and implemented a pilot personnel performance review process that identifies key job roles and responsibilities while engaging staff in constructive dialogue. The process annually reviews the work of individuals and the office to ensure alignment with the statutory and strategic mission of the Commission. This innovative approach to performance management strengthens organizational capacity and ensures that staff contributions directly support the Commission's mission to authorize, assess, and acclaim high-quality charter schools. The Commission is implementing this process and performance review tool in 2025-26 and will review and update the process based on feedback from this initial pilot phase.

Charter School Summit

The inaugural Charter School Summit marked a strong collaboration between the Commission and the portfolio of charter schools. Over 100 attendees gathered on July 22, 2024, including charter school leaders, governing board members, commissioners and staff, as well as community partners. The purpose of the conference was to celebrate, collaborate, and co-construct initiatives to promote chartering in Hawaiʻi.

The Summit featured keynote speakers and breakout sessions with topics generated by conference attendees themselves, ensuring that the content addressed the most pressing needs and interests of the charter school community. The collaborative approach fostered meaningful dialogue and relationship-building across schools, strengthening the statewide charter school network. Due to the overwhelming success of the inaugural conference, planning for the second annual conference began immediately, establishing what promises to become a cornerstone event for Hawaiʻi's charter school community.

Challenges

Kamalani Academy Non-Renewal and Closure

In June 2023, Kamalani Academy was approved for a two-year contract that included four conditions: reconstitution of the governing board as outlined in HRS §302D-17; submission of a baseline evaluation of the school director conducted by the reconstituted governing board; submission of monthly financial reports; and demonstration of evidence of a working effective student record-keeping system using the Contract frameworks monitoring tool.

In January 2025, the Commission reviewed Kamalani Academy's performance report, and, after deliberation, Commissioners took action to non-renew the contract. Kamalani Academy did not appeal the decision. Beginning in February 2025, the Commission began working with the Kamalani Academy governing board and administration to facilitate an orderly closure process. Between February and June, the Commission followed its adopted closure protocol to ensure a

smooth transition for students and families and orderly shutdown of operations. Kamalani Academy closed its doors on June 30, 2025.

Funding Discrepancies

The Commission continues to work with the HIDOE on equitable federal funding allocations and on clarifying the department's roles and responsibilities to charter schools in its function as both the SEA and LEA. Ensuring that charter schools are included and supported in statewide educational initiatives remains a primary area of focus and concentration for the Commission. However, the cuts and volatility that have impacted federal educational funding have added uncertainty regarding whether programs that have supported English language learners, special needs students, and financially disadvantaged students will continue to function and serve the needs of students and their families.

Beyond federal funding challenges, charter schools continue to face substantial inequality in per-pupil funding compared to HIDOE schools. This funding disparity negatively impacts charter schools by inhibiting their ability to improve academic performance. Additionally, while HIDOE schools' benefit from state-provided public-school facilities, charter schools are required to secure and pay for their own school buildings—an expenditure that typically absorbs 15%-30% of a school's annual budget, diverting funds away from licensed educators and classroom supplies.

Collective Bargaining

The funding of collective bargaining increases and incentives remains an area that requires clarification and better understanding. The Commission continues to request full funding for collectively bargained teacher differentials that have assisted in the recruitment and retention of teachers for Hard-to-Staff areas and for Hawaiian Immersion programs. In addition, the funding of collective bargaining increases needs further clarification, so charter schools become aware of when and why funding is provided as separate appropriations versus as an inclusion in the per-pupil funding methodology.

Perennial Challenges

Several systemic challenges continue to hinder charter schools' ability to successfully implement their missions and achieve academic success for all public-school students. First, as noted above, Hawaiʻi's charter schools are not funded equally with HIDOE schools, creating persistent resource inequities. Second, HRS §302D, the statute that governs charter schools, has not been comprehensively revised since 2016 and is not fully aligned with industry best practices. As the charter school landscape has matured and evolved both in Hawaiʻi and nationally, the need for updates to HRS §302D has become increasingly apparent.

Several specific provisions require attention. For example, HRS §302D-5(g) has been interpreted to prevent Commission staff from providing support to the schools it authorizes, which is

atypical among charter school authorizers nationwide. Across the country, charter school authorizers provide professional development to help schools achieve high-quality outcomes. Similarly, HRS §302D-32 regarding independent financial audits should be broadened to allow more competition among auditing firms, lowering costs for charter schools while also requiring more comprehensive audits that provide the Commission with detailed understanding of each school's financial health.

Third, the structure of Hawaiʻi's education system—in which the SEA and LEA are the same entity—creates unique challenges for charter schools. Hawaiʻi's structure is unlike any other state system in the United States. This dual role creates inequalities for charter schools and charter school educators. Many professional development opportunities provided by HIDOE are reserved only for HIDOE employees, excluding charter school educators. Additionally, it is difficult for charter school administrators and governing board members to distinguish when HIDOE communications are intended for all Hawaiʻi public schools or just HIDOE schools, resulting in lost opportunities for charter schools to receive the same SEA support as HIDOE schools.

The Commission recognizes the importance of addressing these perennial challenges and encourages the legislature to review HRS §302D and work with relevant educational partners to improve Hawaiʻi's charter school law to meet the needs of a growing movement. Despite these challenges, the Commission remains confident that charter schools will continue to fulfill their appropriate place within the educational landscape of Hawaiʻi. Like the Commission's name, ʻAha Kula Hoʻāmana, charter schools will continue to strive and take education in Hawaiʻi to a higher level. It is the intent of the Commission to continually empower communities to create public schools of excellence.

Appendices

Appendix A: Glossary of Key Terms
Appendix B: Data in Appendix Tables
Appendix C: 2024-2025 Performance Reports
Appendix D: 2024-2025 Strive HI Reports
Appendix E: Charter School Academic Performance Framework Data for School Years 2021-2022, 2022-2023, 2023-2024, and 2024-2025
Appendix F: Charter School Financial Performance Framework Data for School Years 2021-2022, 2022-2023, 2023-2024, and 2024-2025
Appendix G: Charter School Organizational Performance Framework Data for School Years 2021-2022, 2022-2023, 2023-2024, and 2024-2025
Appendix H: Hawaiʻi State Public Charter School Commission Annual Audit Report for Fiscal Year 2024-2025

Appendix A: Glossary of Key Terms

Term	Definition
Academic Performance Framework (APF)	The framework used by the Commission to assess the academic performance of charter schools.
Act 130	Act 130 of the 2012 Session Laws of Hawaiʻi, which established the Commission as the state's only charter school authorizer.
Act 276	Act 276 of the 2019 Session Laws of Hawaiʻi, which provided state funding for prekindergarten programs in charter schools and placed all public prekindergarten programs, including those in charter schools, under the administrative authority of the Executive Office on Early Learning.
Act 46	Act 46 of the 2020 Session Laws of Hawaiʻi, which expanded the eligibility of state-funded prekindergarten programs to children who are three- and four-years-old by July 31, regardless of family income or categorical priority status, and moved the administrative authority of the public pre-K programs in charter schools from the Executive Office on Early Learning to the Commission. Act 46 was updated by Act 210 of the 2021 Session Laws of Hawaiʻi
Act 210	Act 210 of the Sessions Laws of Hawai'i 2021, updates Act 46, and assigns and codifies the law into Hawaiʻi Revised Statute §302D-39.
B&F	Hawaiʻi Department of Budget and Finance
Blended learning	An educational model that delivers instruction in both an online environment and a "brick-and-mortar" setting.
BOE	Hawaiʻi State Board of Education
Charter Contract	State Public Charter School Contract, a contract between the Commission and a charter school's governing board that authorizes the school to operationalize a charter application.
Commission	State Public Charter School Commission
HIDOE	Hawaiʻi State Department of Education
English learners / EL	A student subgroup that is made up of students with limited English proficiency.
ESSA	Federal Every Student Succeeds Act of 2015
Financial Performance Framework (FPF)	The framework used by the Commission to assess the financial performance of charter schools.
High needs students	Students who are in one or more of the DOE's designated high need student subgroups: students eligible for free or reduced-price meals, Special Education students, and English learners.
HRS	Hawaiʻi Revised Statutes
Hawaiʻi State Alternate Assessment / HSA-Alt	A system of assessments for students with significant cognitive disabilities who participate in a school curriculum that includes academic instruction as well as functional life skills.
Hawaiʻi State Science Assessments / HSA Science	A standardized assessment for science that is administered to students in grades 4 and 8 who are enrolled at English medium public schools statewide.
IDEA	Federal Individuals with Disabilities Education Act

Term	Definition
Kaiapuni Assessment of Educational Outcomes / KĀ‘EO	A standardized assessment for Hawaiian language arts, math, and science that is administered to students in grades 3 to 8 who are enrolled at Kaiapuni (Hawaiian immersion/medium) schools statewide.
MGP	Median student growth percentile, which is used to compare students’ performance on statewide assessments to that of their academic peers.
NACSA	National Association of Charter School Authorizers
Organizational Performance Framework (OPF)	The framework used by the Commission to assess the organizational performance of charter schools.
Performance Framework	The Commission’s accountability system, consisting of the Academic, Financial, and Organizational Performance Frameworks.
SLH	Session Laws of Hawai‘i
Smarter Balanced Assessment / SBA	A standardized assessment for English language arts/literacy and math that is administered to students in grades 3 to 8 and 11 who are enrolled at English medium public schools statewide.
SPED	Students who receive special education services
Strive HI	Strive HI Performance System, the DOE’s accountability and improvement system that is applied to all Hawai‘i public schools, including charter schools.
Virtual learning	An educational model that delivers instruction exclusively in an online environment rather than in a “brick-and-mortar” setting.

Appendix B: Data in Appendix Tables

The school-level results for the Strive HI measures included in this report are presented in Appendix B. It is important to note that, for any one of the following reasons, these tables do not always include data for all charter schools in operation during the school year.

Suppressed Data

The Federal Family Educational Rights and Privacy Act (FERPA), which protects the privacy of students and families, regulates the disclosure of student information by schools and educational institutions that receive Federal education funds and requires the suppression of data that may be used to publicly identify individual students.

In order to comply with this requirement and protect the confidentiality of the charter school students whose data are presented in this report, the Commission follows these data suppression guidelines:

1. Whenever the sample size (also referred to as "n-size") of a reported group of students is smaller than 11, the data are not included in the table and are instead replaced with suppressed as noted by "SUPP".

Rationale: When data represent a small number of students, it is more likely that the students in the group may be identified, so these data are excluded from public reporting as a precaution.

2. For school year 2024-2025 data, to align with HIDOE reporting, whenever a reported percentage is at 0%, the data is masked as suppressed.
3. For past school years, whenever a reported percentage is at or near 0%, the data are masked as follows:
    - If a school's data is in the range of 95% to 100%, the actual data are replaced with "(95-100%)" in the data table.
    - If a school's data is in the range of 0% to 5%, the actual data are replaced with "(0-5%)" in the data table.

Rationale: Percentages at the extreme ends of the spectrum (i.e., 100% and 0%) effectively reveal the performance of all students in a reported group. For example, if 100% of the tested students at a school met the standard on an assessment, then reporting this figure discloses the performance of all tested students at the school.

In order to protect students' privacy, the Commission does not publicly report results that are either 100% or 0%; however, rather than completely suppress the data, the Commission has chosen to mask the data so that it may provide a general indication of school performance while still maintaining students' privacy.

In addition, rather than follow the practice of "blanket suppression," which calls for the suppression of a school's results on all measures if the results for at least one measure are suppressed, the Commission has elected to apply its suppression rules to each measure individually and has only suppressed data when needed. For this reason, the schools whose data are suppressed in this report vary from table to table.

Unavailable Data

Data may not be available for a charter school for one of the following reasons:

- For school year 2019-2020, statewide assessments were canceled due to the impact of COVID-19, so data are not available for the Strive HI academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics, which are also used for the APF.
- The measure did not apply to the school. For example, as described in the "Readiness" section, there are different college and career readiness measures for each grade division; thus, the high school readiness measures do not apply to schools that only have elementary and/or middle school divisions.
- There were no students in a particular group at a school and, therefore, data were not generated. For example, if a school did not have any non-high needs students, there would be no data for the non-high needs ELA/HLA and math proficiency rate measures.

Please refer to Section XIII (Legend for Appendix Tables) for more details and examples.

Data Pooled

For school year 2024-2025, when sample sizes (n-sizes) are too small to be considered reliable, multiple years of data are "pooled" together and treated as one year's worth of data. For the following Strive HI measures, if the current year's n-size is fewer than 11 students, then the current year's data will be pooled with the data from the previous one or two years until the size of the group reaches 11 students. If, after pooling the data for these three years, an n-size of 11 students still has not been reached, then the data will be suppressed.

Note: prior to school year 2022 n-size was 20 students.

Achievement:

- Proficiency in English language arts/literacy (ELA) or Hawaiian language arts (HLA)
- Proficiency in math

Growth:

- Growth in ELA/HLA
- Growth in math
- Readiness:
    - Chronic absenteeism
    - Four-year graduation rate

For all other Strive HI measures, the data are not pooled and are only publicly reported if the n-size is 11 or more students for a given school year.

Legend for Data Tables

Term/Symbol	Definition and Explanation
(95-100%)	Replaces all data in the range of 95% to 100%.

Term/Symbol	Definition and Explanation
	Reason: Reporting school results of 100% would effectively reveal the performance of all students in the reported group, so, in order to protect students' privacy, the Commission masks these data by providing a performance range. Applies to past school years data.
(0-5%)	Replaces all data in the range of 0% to 5%. Reason: Reporting school results of 0% would effectively reveal the performance of all students in the reported group, so, in order to protect students' privacy, the Commission masks these data by providing a performance range. Applies to past school years data.
SUPP	The data have been suppressed because the sample size ("n size") is less than the minimum threshold required by the Hawai'i Department of Education for public reports (less than 11 students for school year 2021-2022 onward).
N/A	The measure applies to the school, but there is no data to report. Examples: For school year 2019-2020, statewide assessments were canceled due to the impact of COVID-19, so data is not available for certain academic metrics. A school served all tested grade levels, but did not have any English learners that year, so the school did not have English learner proficiency data to report. The number of tested non-high needs students at a school was less than 11, so neither the proficiency rate of non-high needs students nor the achievement gap was calculated for the school.
DNA	The measure does not apply to the school. Examples: An elementary school does not serve grade 12, so the four-year graduation rate measure does not apply to the school. The Kaiapuni Assessment of Educational Outcomes (the Hawaiian language statewide assessment) is only administered at Kaiapuni schools, so the growth measure for this assessment does not apply to English medium schools.
Not open	The school was not open in the given school year.
NULL	A null is a special value in programming and databases that represents the absence of a value or no value at all**.**

Appendix C: Individual School Reports for 2024-2025

Alakaʻi O Kauaʻi Public Charter School

Kauaʻi | 2-4035 Kaumualii Hwy, Koloa, HI 96756 | Established 2016

School Year 2024-2025

Mission

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

Demographics

242	--	24%	5%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

103	2	42
out of 73 points "Meets"	*Acceptable*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Alakaʻi O Kauaʻi Public Charter School

Total Points: 103

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**8**

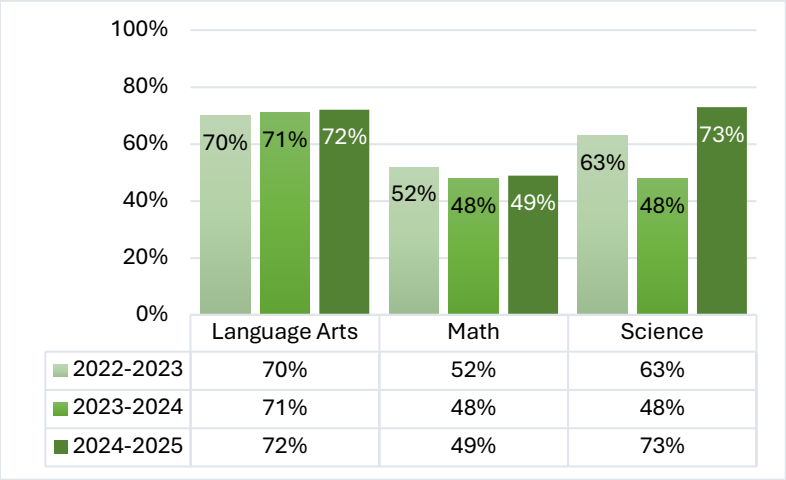
Academic Performance Framework

Alakaʻi O Kauaʻi Public Charter School

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

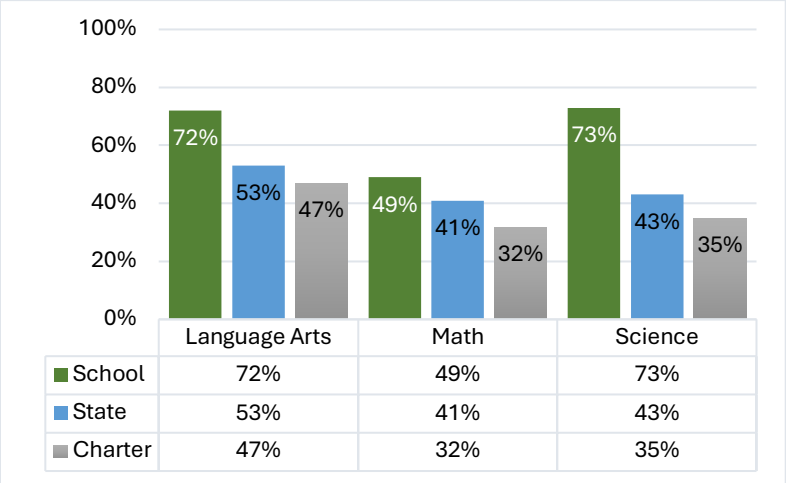
Points scored: 64/70

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



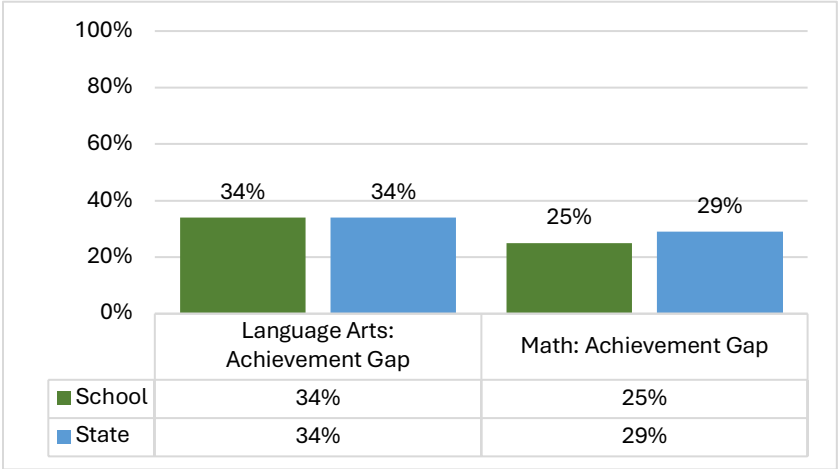
	Language Arts	Math	Science
2022-2023	70%	52%	63%
2023-2024	71%	48%	48%
2024-2025	72%	49%	73%

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



	Language Arts	Math	Science
School	72%	49%	73%
State	53%	41%	43%
Charter	47%	32%	35%

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

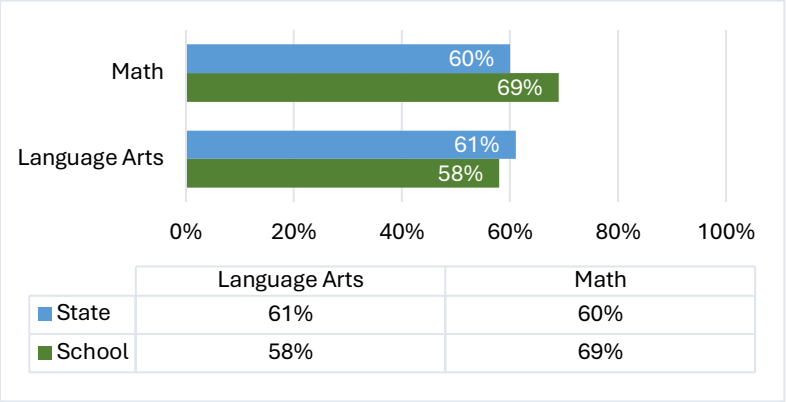


	Language Arts: Achievement Gap	Math: Achievement Gap
School	34%	25%
State	34%	29%

Academic Performance Framework

Alakaʻi O Kauaʻi Public Charter School

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



	Language Arts	Math
State	61%	60%
School	58%	69%

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

78% Grades K-5

69% Grades 6-8

Regular Attendance

81% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

79% 8th grade literacy rate
of 8th graders reading on grade level

Indicator 3: Comparative Performance (optional)

(5 / 6 Supplemental Points)

Measure	Grade Levels	School	Kauaʻi Complex
ELA	3-7	**72%**	**58%**
Math	3-7	**49%**	**49%**
Science	5	**73%**	**40%**

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

(6 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	**iReady LA and Math**
Local-Specific Diagnostic Tool	
Universal Screener	
Narrative Analysis of Data Score	**6**

Financial Performance Framework

Alakaʻi O Kauaʻi Public Charter School

Audited Fiscal Year 2024-2025

Acceptable
2

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Alakaʻi O Kauaʻi Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	5.4	158 days	26.84%	$407,029	8.55%	82%	Acceptable
Assessment	1	1	2	1	1	5	2
Formula	0.10	0.35	0.20	0.10	0.25	0.50	1.50

Organizational Performance Framework

Alakaʻi O Kauaʻi Public Charter School

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

Organizational Performance Framework

Alakaʻi O Kauaʻi Public Charter School

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

Organizational Performance Framework

Alakaʻi O Kauaʻi Public Charter School

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

Connections Public Charter School

Hawaiʻi Island | 174 Kamehameha Avenue, Hilo, HI 96720 | Established 2000

School Year 2024-2025

Mission

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

Demographics

352	6%	91%	26%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

83	1	40
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Connections Public Charter School

Total Points: 83

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points) **Points scored: 22/30**

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**7**

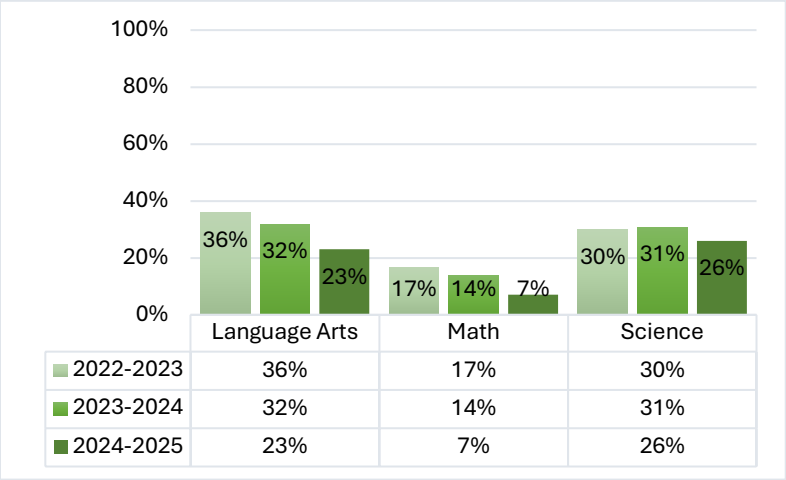
Academic Performance Framework

Connections Public Charter School

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

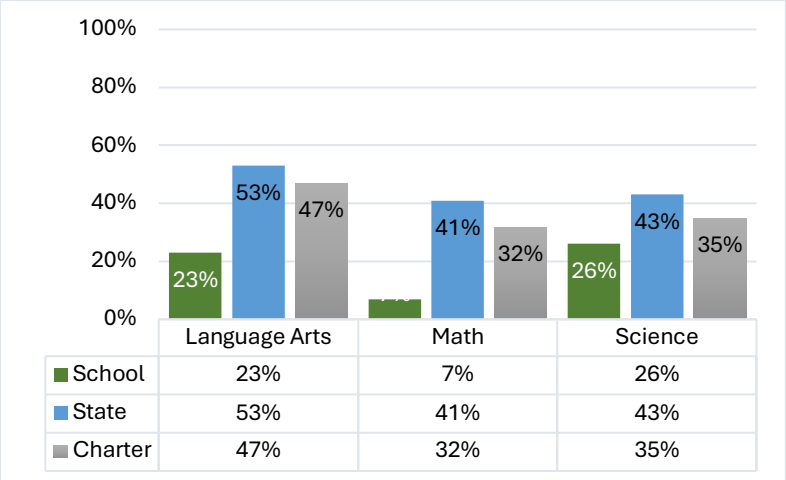
Points scored: 52/70

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



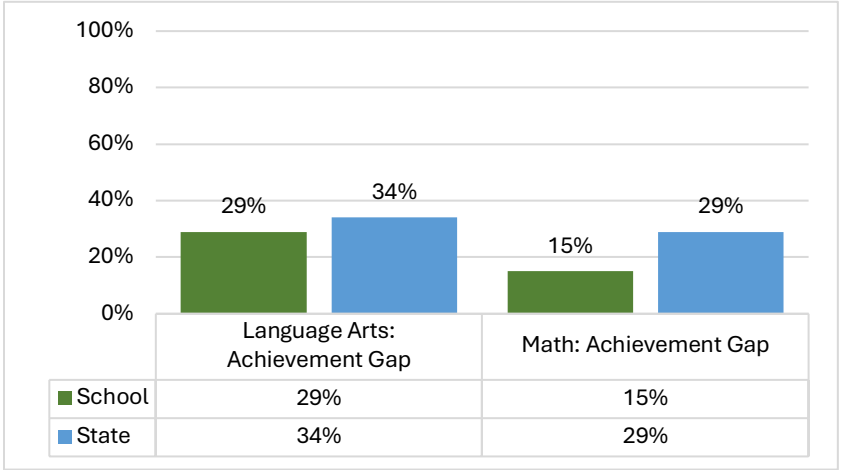
	Language Arts	Math	Science
2022-2023	36%	17%	30%
2023-2024	32%	14%	31%
2024-2025	23%	7%	26%

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



	Language Arts	Math	Science
School	23%	7%	26%
State	53%	41%	43%
Charter	47%	32%	35%

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

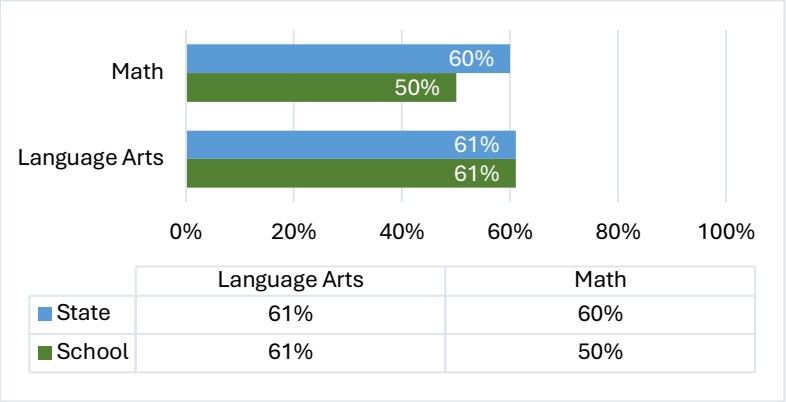


	Language Arts: Achievement Gap	Math: Achievement Gap
School	29%	15%
State	34%	29%

Academic Performance Framework

Connections Public Charter School

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



	Language Arts	Math
State	61%	60%
School	61%	50%

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

54% Grades K-5

48% Grades 6-12

Regular Attendance

41% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

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

Indicator 3: Comparative Performance (optional)

(3/ 6 Supplemental Points)

Measure	Grade Levels	School	Charter Schools
ELA	3-8, 11	**23%**	**47%**
Math	3-8, 11	**7%**	**32%**
Science	5 & 8, Biology EOC	**26%**	**35%**

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

(6 / 9 Supplemental Points)

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

Financial Performance Framework

Connections Public Charter School

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Connections Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	6.5	379 days	24.81%	$516,153	11.74%	110%	Low
Assessment	1	1	2	2	1	1	1
Formula	0.10	0.35	0.20	0.20	0.25	0.10	1.20

Organizational Performance Framework

Connections Public Charter School

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

Organizational Performance Framework

Connections Public Charter School

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

Organizational Performance Framework

Connections Public Charter School

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

DreamHouse ʻEwa Beach

Oʻahu | 800 Kama'aha Ave. Suite 101Kapolei, HI 96707 | Established 2019

School Year 2024-2025

Mission

Our Mission is to co-empower children to be affirmed in their individual identities, grounded in and committed to our island culture and community, and equipped with a 21st century skill set to be leaders within our community and state.

Demographics

467	--	34%	15%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

86	1	37
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

DreamHouseʻEwa Beach

Total Points: 86

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**8**

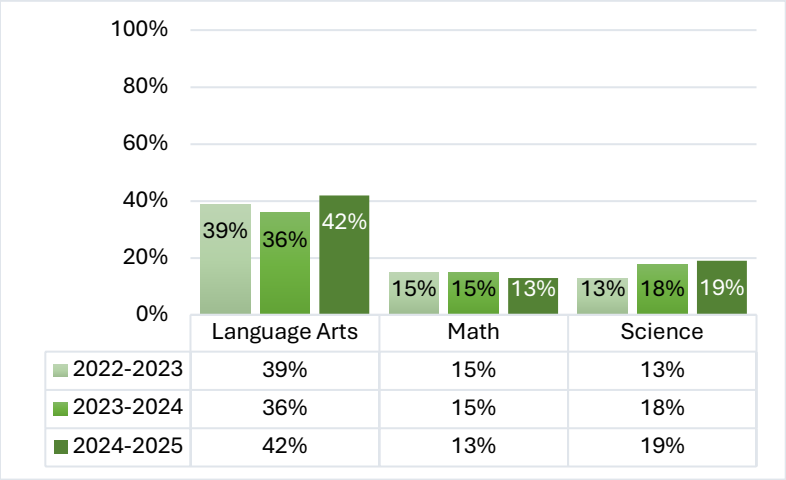
Academic Performance Framework

DreamHouseʻEwa Beach

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

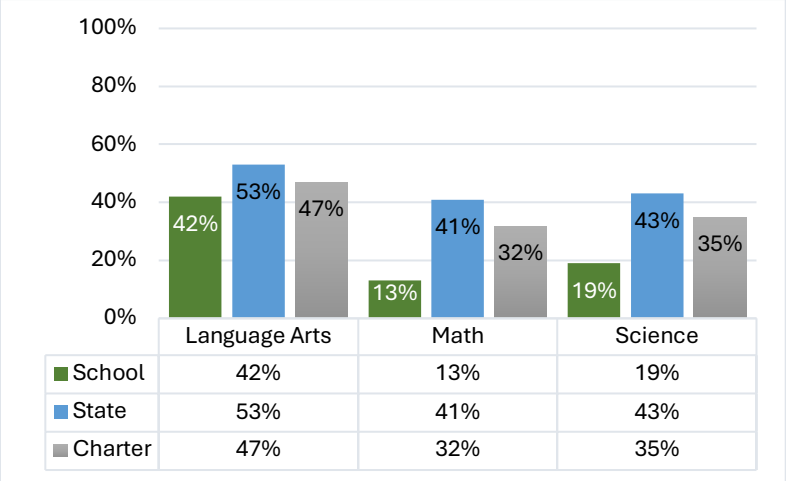
Points scored: 55/70

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



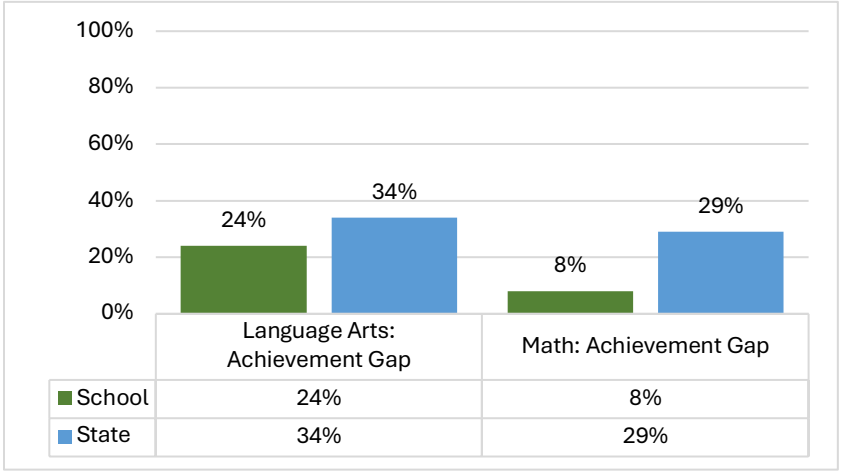
	Language Arts	Math	Science
2022-2023	39%	15%	13%
2023-2024	36%	15%	18%
2024-2025	42%	13%	19%

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



	Language Arts	Math	Science
School	42%	13%	19%
State	53%	41%	43%
Charter	47%	32%	35%

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

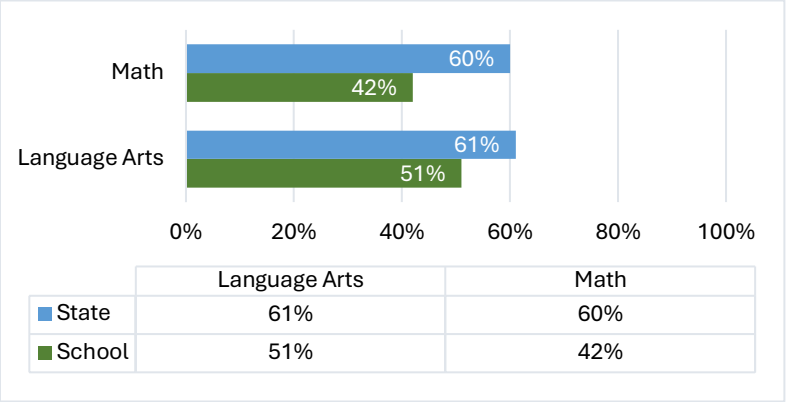


	Language Arts: Achievement Gap	Math: Achievement Gap
School	24%	8%
State	34%	29%

Academic Performance Framework

DreamHouseʻEwa Beach

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



	Language Arts	Math
State	61%	60%
School	51%	42%

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

54% Grades 6-12

Regular Attendance

77% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

99% 9th grade promotion
of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)
(Did not participate / 6 Supplemental Points)

Measure	Grade Levels	School	Charter Schools
ELA	6-8		
Math	6-8		
Science	8		

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

(8 / 9 Supplemental Points)

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

Financial Performance Framework

DreamHouseʻEwa Beach

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

SEEQS: the School for Examining Essential Questions of Sustainability

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	3.2	160 days	41.12%	$1,140,972	6.40%	110%	Low
Assessment	1	1	3	1	1	1	1
Formula	0.10	0.35	0.30	0.10	0.25	0.10	1.20

Organizational Performance Framework

DreamHouseʻEwa Beach

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

Organizational Performance Framework

DreamHouseʻEwa Beach

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

Organizational Performance Framework

DreamHouseʻEwa Beach

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

Hakipuʻu Academy

Oʻahu | 45-720 Keaahala Road, Kāneʻohe, Hawaii 96744 | Established 2001

School Year 2024-2025

Mission

Hakipuʻu Academy (HĀ) is a Hawaiian-focused public charter school of life-long learners (haumāna) who build a sense of integrity (pono), place (piko), and stewardship (kuleana). HĀ is committed to experiential education influenced by the world around us (ʻāina) – inspiring students to be innovative, reflective, passionate problem solvers through critical thinking and exhibition (hōʻike). HĀ fosters culturally sensitive and rigorous academic programs suitable for all students (haumāna).

Demographics

55	0%	47%	38%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

47	2	33
out of 73 points "Meets"	*Acceptable*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Hakipuʻu Academy

Total Points: 47

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

Points scored: 22/30

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**5**

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

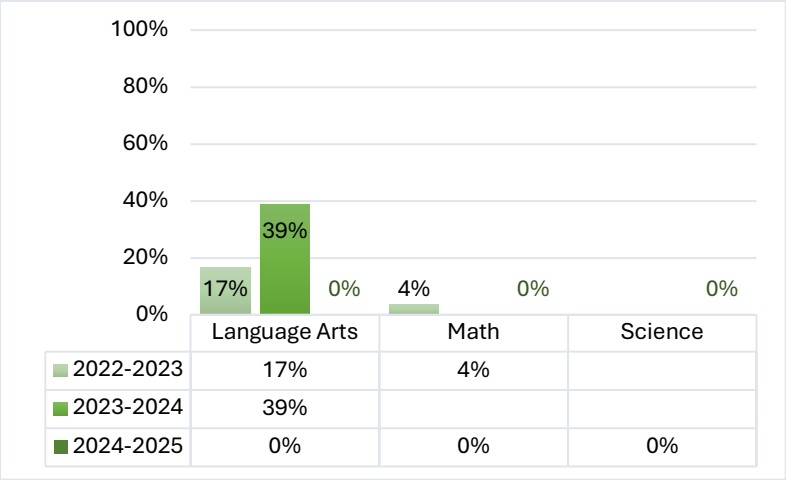
Academic Performance Framework

Hakipuʻu Academy

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

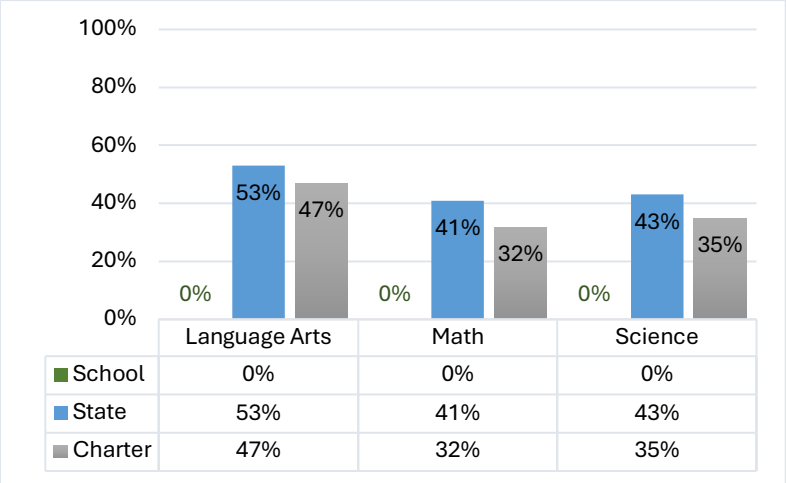
Points scored: 22/70

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



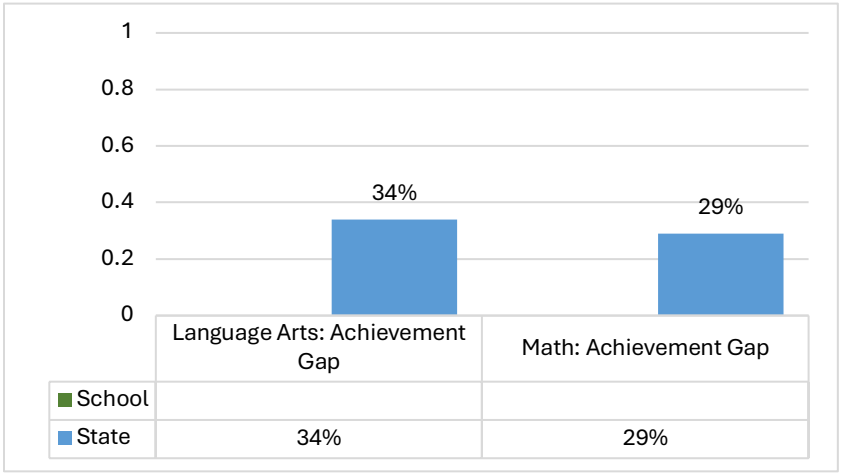
	Language Arts	Math	Science
2022-2023	17%	4%	
2023-2024	39%		
2024-2025	0%	0%	0%

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



	Language Arts	Math	Science
School	0%	0%	0%
State	53%	41%	43%
Charter	47%	32%	35%

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



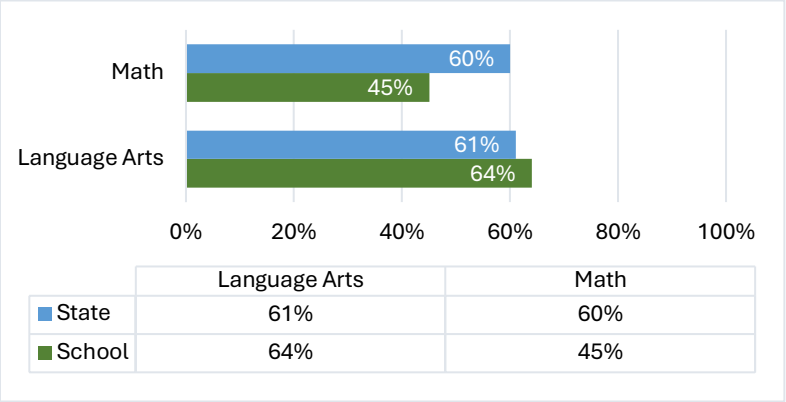
	Language Arts: Achievement Gap	Math: Achievement Gap
School		
State	34%	29%

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

Academic Performance Framework

Hakipuʻu Academy

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



	Language Arts	Math
State	61%	60%
School	64%	45%

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

Did not participate Grades 6-12

Regular Attendance

76% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

91% 9th grade promotion
of 9th graders promoted to the 10th grade on-time

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

Indicator 3: Comparative Performance (optional)
(Did not participate / 6 Supplemental Points)

Measure	Grade Levels	School	Charter Schools
ELA	7-8, 11		**47%**
Math	7-8, 11		**32%**
Science	8, Biology EOC		**35%**

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

(5 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	**iReady (Reading and Math); STAR**
Local-Specific Diagnostic Tool	
Universal Screener	
Narrative Analysis of Data Score	**5**

Financial Performance Framework

Hakipuʻu Academy

Audited Fiscal Year 2024-2025

Acceptable
2

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hakipuʻu Academy

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	7.1	89 days	21.34%	($235,353)	(4.80%)	138%	Acceptable
Assessment	1	1	2	3	3	1	2
Formula	0.10	0.35	0.20	0.30	0.75	0.10	1.80

Organizational Performance Framework

Hakipuʻu Academy

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

Organizational Performance Framework

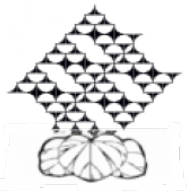
Hakipuʻu Academy

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

Organizational Performance Framework

Hakipuʻu Academy

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



Hālau Kū Māna Public Charter School

Oʻahu | 2101 Makiki Heights Drive, Honolulu | Established 2000

School Year 2024-2025

Mission

Hoʻokumu – Foster a sense of esteem, stewardship and kuleana to the ʻaina, our communities and ourselves, through grounding in the ancestral knowledges and practices of Hawaiʻi and the academic skills necessary to excel in the 21st century.

Hoʻokele – 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.

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

Demographics

132	--	30%	13%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

94	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Hālau Kū Māna Public Charter School

Total Points: 94

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**10**

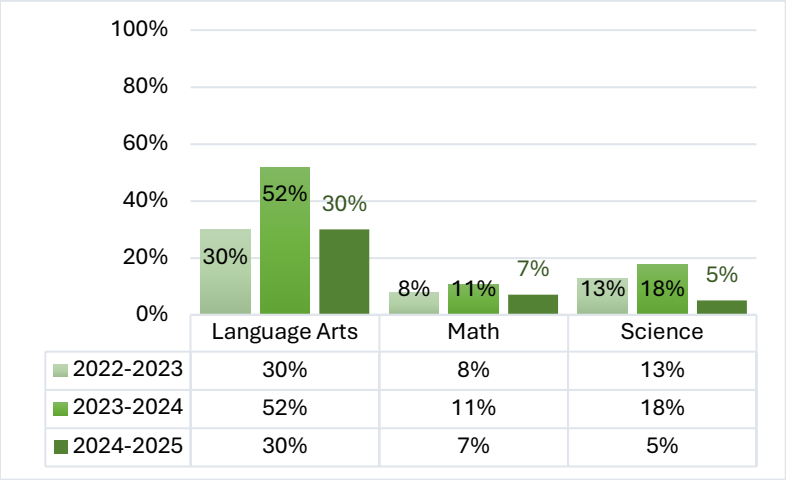
Academic Performance Framework

Hālau Kū Māna Public Charter School

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

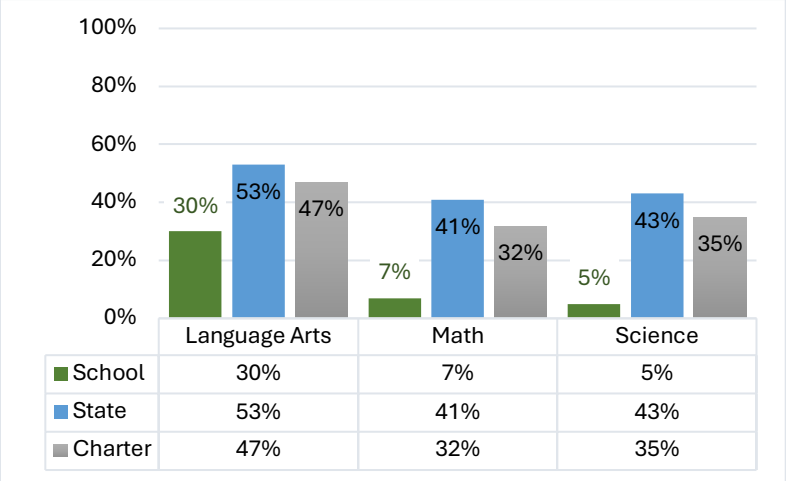
Points scored: 52/70

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



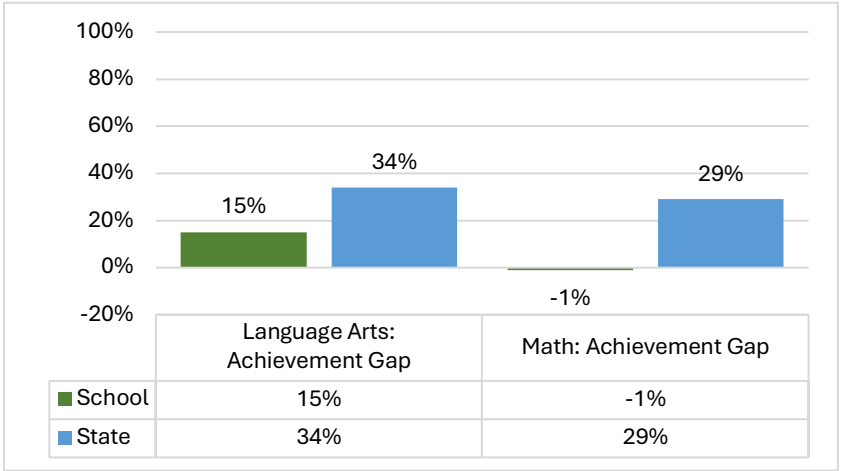
	Language Arts	Math	Science
2022-2023	30%	8%	13%
2023-2024	52%	11%	18%
2024-2025	30%	7%	5%

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



	Language Arts	Math	Science
School	30%	7%	5%
State	53%	41%	43%
Charter	47%	32%	35%

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

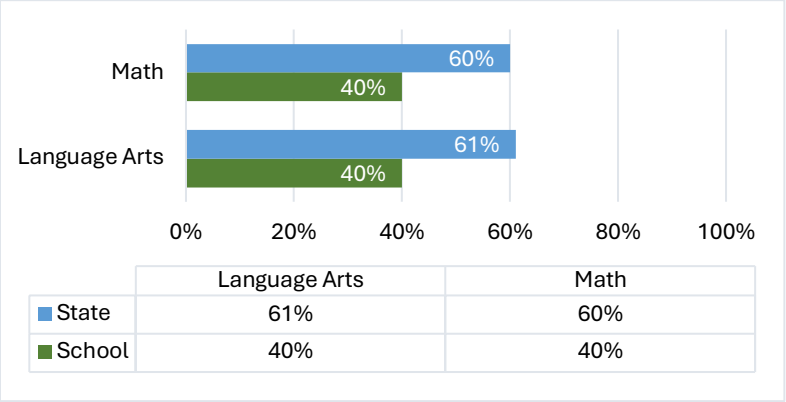


	Language Arts: Achievement Gap	Math: Achievement Gap
School	15%	-1%
State	34%	29%

Academic Performance Framework

Hālau Kū Māna Public Charter School

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



	Language Arts	Math
State	61%	60%
School	40%	40%

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

80% Grades 6-12

Regular Attendance

67% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

94% 9th grade promotion
of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(3 / 6 Supplemental Points)

Measure	Grade Levels	School	Charter Schools
ELA	6-8, 11	**30%**	**47%**
Math	6-8, 11	**7%**	**32%**
Science	8, Biology EOC	**5%**	**35%**

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

(9 / 9 Supplemental Points)

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

Financial Performance Framework

Hālau Kū Māna Public Charter School

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hālau Kū Māna Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	5.4	366 days	15.12%	$540,639	7.44%	120%	Low
Assessment	1	1	1	3	1	1	1
Formula	0.10	0.35	0.10	0.30	0.25	0.10	1.20

Organizational Performance Framework

Hālau Kū Māna Public Charter School

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

Organizational Performance Framework

Hālau Kū Māna Public Charter School

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

Organizational Performance Framework

Hālau Kū Māna Public Charter School

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

Hawaiʻi Academy of Arts & Science Public Charter School (HAAS)

Hawaiʻi Island | 15-1397 Post Office Road, Pahoa, HI 96778 | Established 2001

School Year 2024-2025

Mission

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

Demographics

738	2%	71%	12%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

97	2	42
out of 73 points "Meets"	*Acceptable*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Hawaiʻi Academy of Arts & Science Public Charter School (HAAS)

Total Points: 97

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points) **Points scored: 27/30**

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**9**

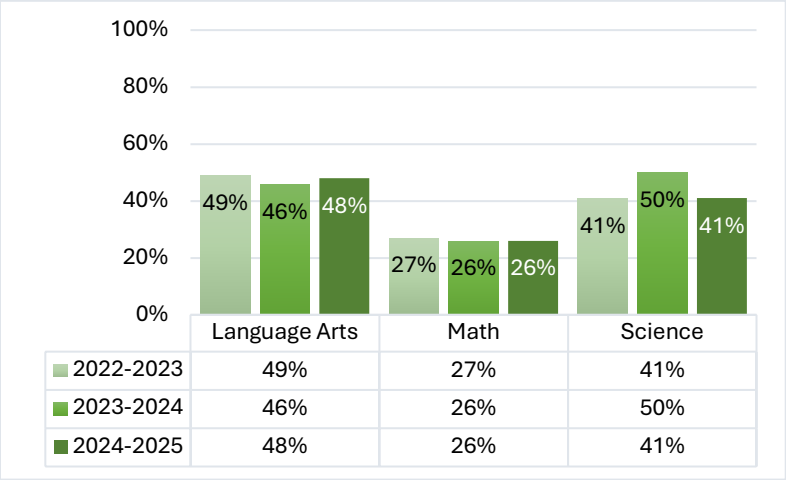
Academic Performance Framework

Hawaiʻi Academy of Arts & Science Public Charter School (HAAS)

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

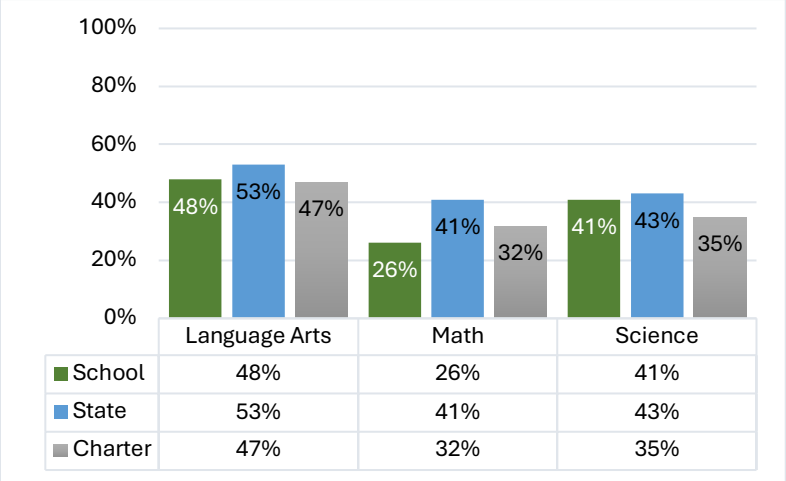
Points scored: 55/70

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



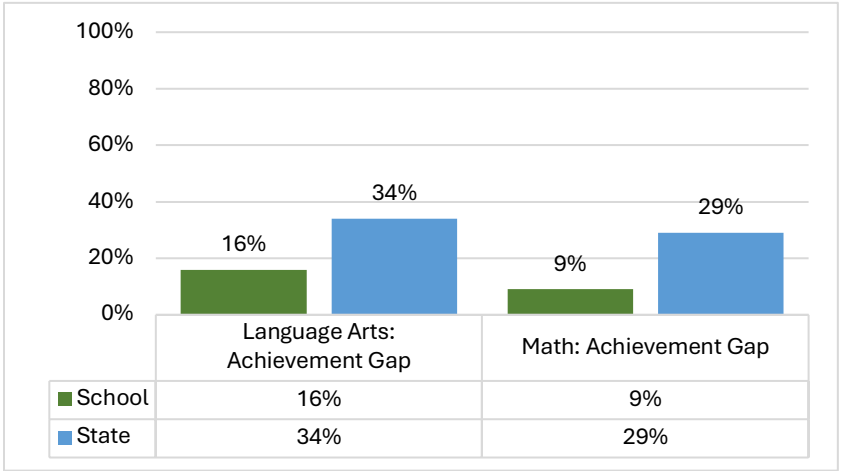
	Language Arts	Math	Science
2022-2023	49%	27%	41%
2023-2024	46%	26%	50%
2024-2025	48%	26%	41%

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



	Language Arts	Math	Science
School	48%	26%	41%
State	53%	41%	43%
Charter	47%	32%	35%

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

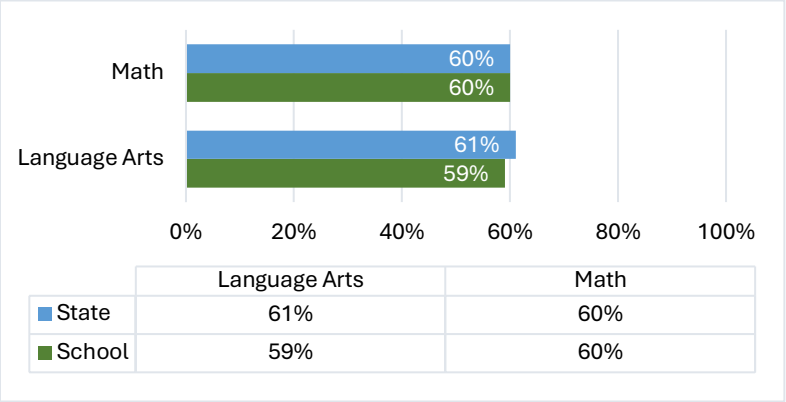


	Language Arts: Achievement Gap	Math: Achievement Gap
School	16%	9%
State	34%	29%

Academic Performance Framework

Hawaiʻi Academy of Arts & Science Public Charter School (HAAS)

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



	Language Arts	Math
State	61%	60%
School	59%	60%

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

70% Grades K-5

64% Grades 6-12

Regular Attendance

75% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

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

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

Measure	Grade Levels	School	Pahoa Complex
ELA	3-8, 11	**48%**	**28%**
Math	3-8, 11	**26%**	**19%**
Science	5 & 8, Biology EOC	**41%**	**26%**

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

(9 / 9 Supplemental Points)

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

Financial Performance Framework

Hawaiʻi Academy of Arts & Science Public Charter School (HAAS)

Audited Fiscal Year 2024-2025

Acceptable
2

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hawaiʻi Academy of Arts & Science Public Charter School (HAAS)

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	4.9	389 days	26.82%	($20,347)	17.19%	96%	Acceptable
Assessment	1	1	2	3	1	3	2
Formula	0.10	0.35	0.20	0.30	0.25	0.30	1.50

Organizational Performance Framework

Hawaiʻi Academy of Arts & Science Public Charter School (HAAS)

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

Organizational Performance Framework

Hawaiʻi Academy of Arts & Science Public Charter School (HAAS)

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

Organizational Performance Framework

Hawaiʻi Academy of Arts & Science Public Charter School (HAAS)

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

Hawaiʻi Technology Academy

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

School Year 2024-2025

Mission

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

Demographics

1,924	1%	16%	7%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

97	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Hawaiʻi Technology Academy

Total Points: 97

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

Points scored: 25/30

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**7**

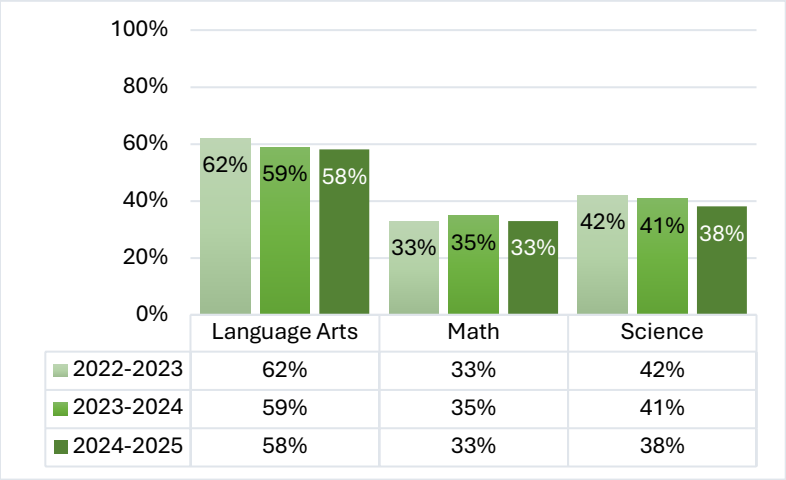
Academic Performance Framework

Hawaiʻi Technology Academy

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

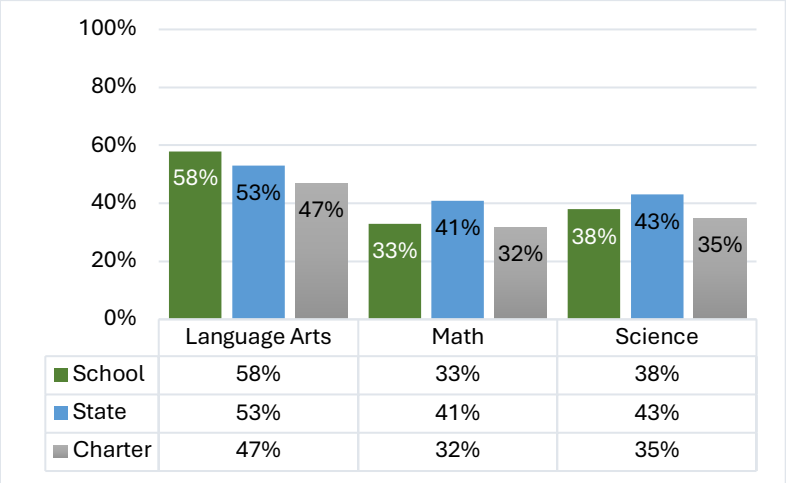
Points scored: 58/70

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



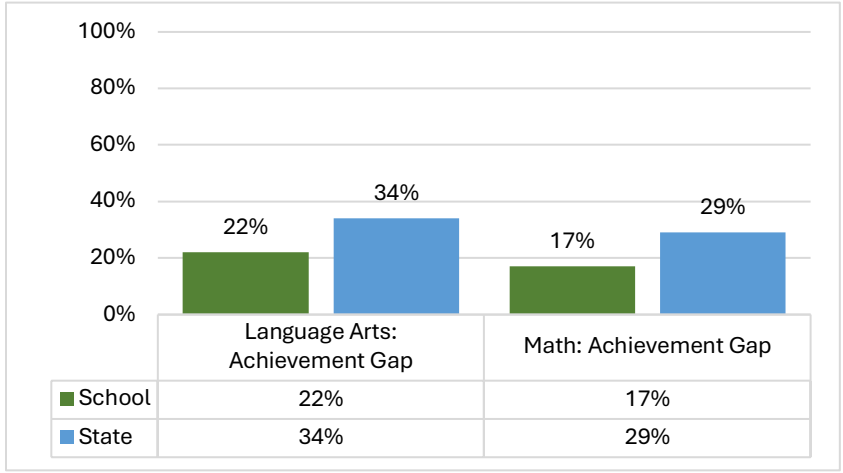
	Language Arts	Math	Science
2022-2023	62%	33%	42%
2023-2024	59%	35%	41%
2024-2025	58%	33%	38%

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



	Language Arts	Math	Science
School	58%	33%	38%
State	53%	41%	43%
Charter	47%	32%	35%

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

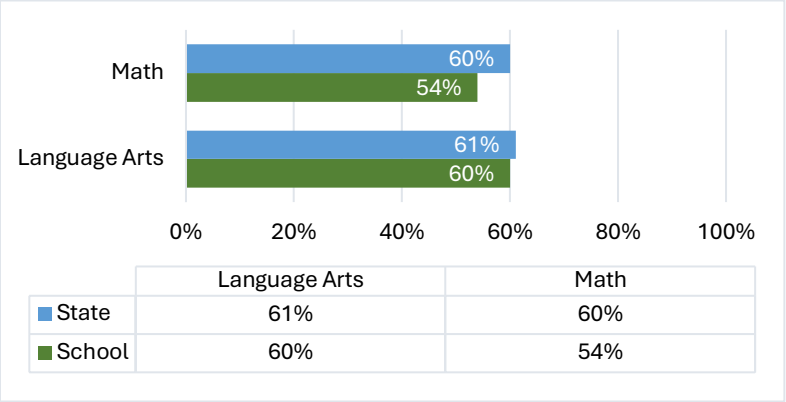


	Language Arts: Achievement Gap	Math: Achievement Gap
School	22%	17%
State	34%	29%

Academic Performance Framework

Hawaiʻi Technology Academy

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



	Language Arts	Math
State	61%	60%
School	60%	54%

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

79% Grades K-5

73% Grades 6-12

Regular Attendance

86% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

99% 9th grade promotion
of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

Measure	Grade Levels	School	Charter Schools
ELA	3-8, 11	**58%**	**47%**
Math	3-8, 11	**33%**	**32%**
Science	5 & 8, Biology EOC	**38%**	**35%**

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

(8 / 9 Supplemental Points)

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

Financial Performance Framework

Hawaiʻi Technology Academy

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hawaiʻi Technology Academy

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	3.0	150 days	29.00%	$1,157,541	29.00%	106%	Low
Assessment	1	1	2	2	1	1	1
Formula	0.10	0.35	0.20	0.20	0.25	0.10	1.20

Organizational Performance Framework

Hawaiʻi Technology Academy

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

Organizational Performance Framework

Hawaiʻi Technology Academy

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

Organizational Performance Framework

Hawaiʻi Technology Academy

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

Innovations Public Charter School

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

School Year 2024-2025

Mission

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

Demographics

241	--	43%	5%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

115	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Innovations Public Charter School

Total Points: 115

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

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

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

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

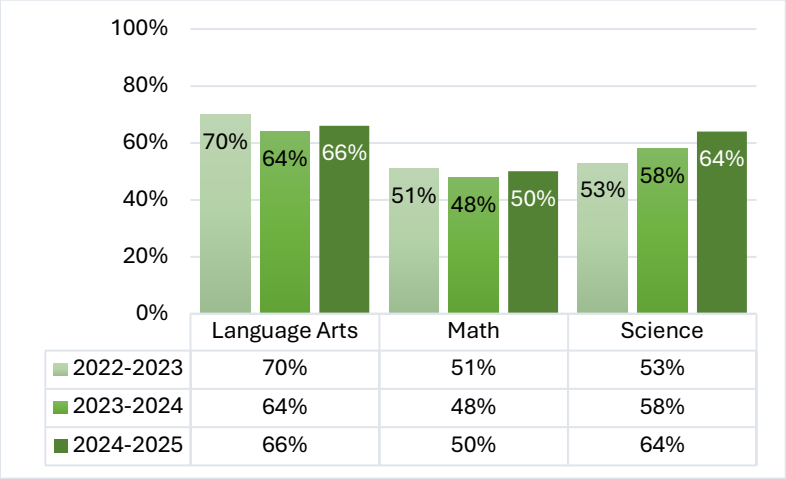
Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**10**

Academic Performance Framework

Innovations Public Charter School

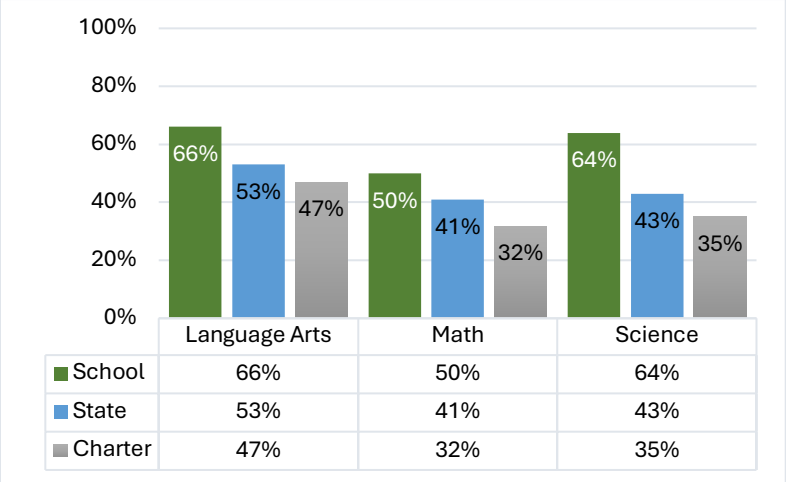
Indicator 2: Standardized Assessments Strive HI (Max 70 Points). **Points scored: 70/70**

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



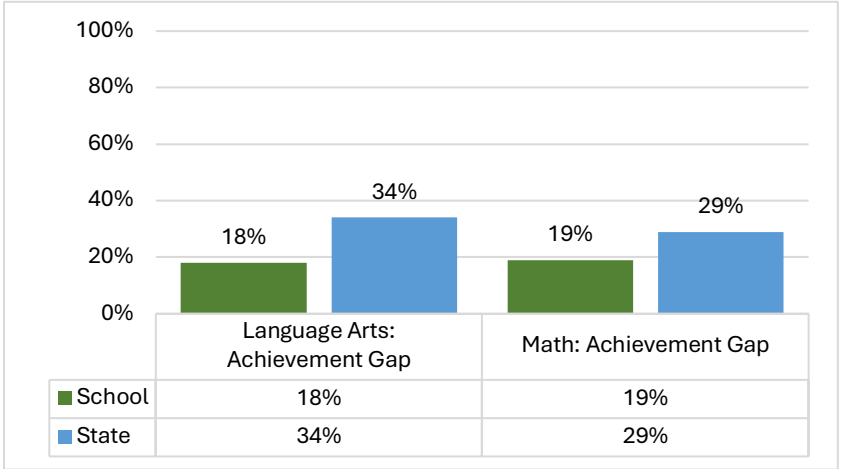
	Language Arts	Math	Science
2022-2023	70%	51%	53%
2023-2024	64%	48%	58%
2024-2025	66%	50%	64%

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



	Language Arts	Math	Science
School	66%	50%	64%
State	53%	41%	43%
Charter	47%	32%	35%

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

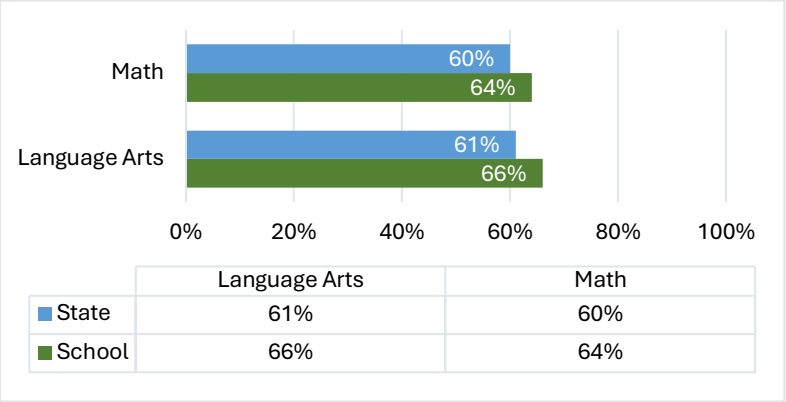


	Language Arts: Achievement Gap	Math: Achievement Gap
School	18%	19%
State	34%	29%

Academic Performance Framework

Innovations Public Charter School

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



	Language Arts	Math
State	61%	60%
School	66%	64%

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

71% Grades K-5

65% Grades 6-8

Regular Attendance

76% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

77% 8th grade literacy rate
of 8th graders reading on grade level

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

Measure	Grade Levels	School	Kealakehe Complex
ELA	3-8	**66%**	**43%**
Math	3-8	**50%**	**29%**
Science	5 & 8	**64%**	**34%**

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

(9 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	
Local-Specific Diagnostic Tool	**Innovations Comprehensive School Assessment**
Universal Screener	
Narrative Analysis of Data Score	**9**

Financial Performance Framework

Innovations Public Charter School

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Innovations Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	3.1	268 days	51.28%	$448,077	8.63%	119%	Low
Assessment	1	1	4	1	1	1	1
Formula	0.10	0.35	0.40	0.10	0.25	0.10	1.30

Organizational Performance Framework

Innovations Public Charter School

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

Organizational Performance Framework

Innovations Public Charter School

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

Organizational Performance Framework

Innovations Public Charter School

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



Ka ʻUmeke Kāʻeo

Hawaiʻi Island | 1500 Kalanianaʻole Ave. Hilo Hawaiʻi 96720 | Established 2001

School Year 2024-2025

Mission

I ulu i ke kuamoʻo, I mana i ka ʻōiwi, I kāʻeo no ka hanauna hou (Inspired by our past, Empowered by our identity, prepared for our future)

Demographics

292	--	82%	8%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

94	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Ka ʻUmeke Kāʻeo

Total Points: 94

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**10**

Indicator 2: Standardized Assessments Strive HI (Max 70 Points). **Points scored: 45 /70**

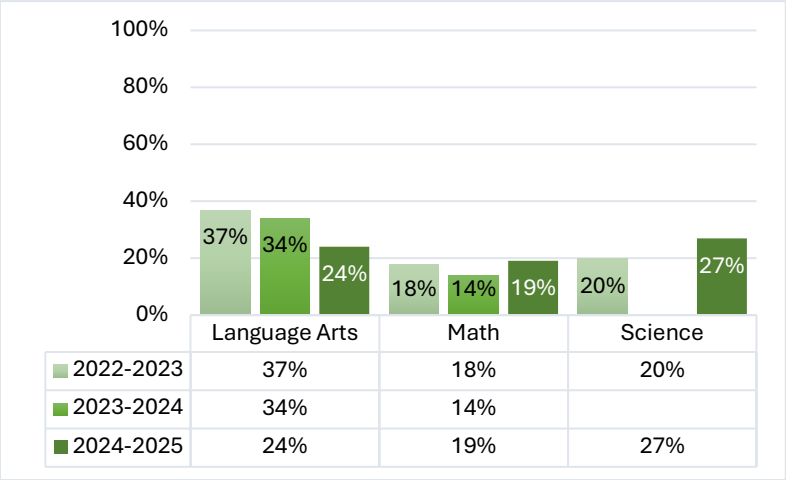
The data under "How are **students performing** in each subject?" and "How are **student subgroups performing**?" represents aggregate proficiency scores taken from the Smarter Balanced Assessments (SBA) and the Kaiapuni Assessment of Educational Outcome (KĀʻEO).

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

Academic Performance Framework

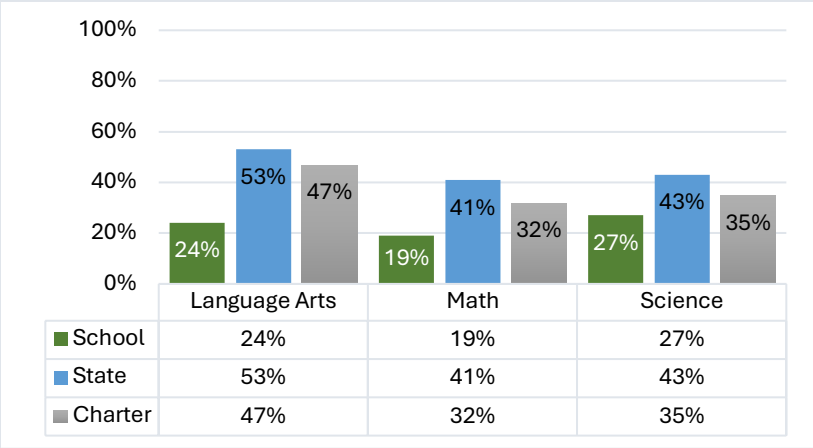
Ka ‘Umeke Kā‘eo

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



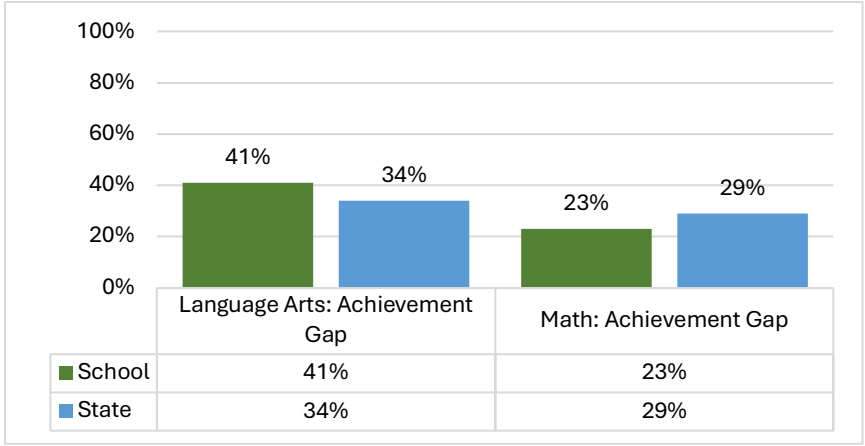
	Language Arts	Math	Science
2022-2023	37%	18%	20%
2023-2024	34%	14%	
2024-2025	24%	19%	27%

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



	Language Arts	Math	Science
School	24%	19%	27%
State	53%	41%	43%
Charter	47%	32%	35%

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



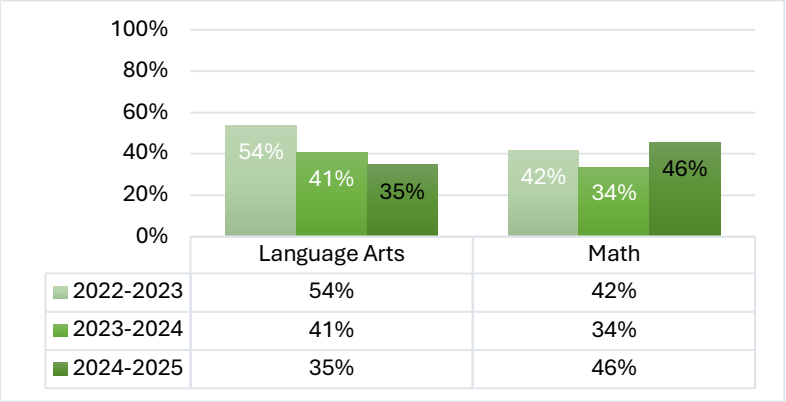
	Language Arts: Achievement Gap	Math: Achievement Gap
School	41%	23%
State	34%	29%

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

Academic Performance Framework

Ka ʻUmeke Kāʻeo

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



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

52% Grades K-5

XX% Grades 6-12

Regular Attendance

71% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

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

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

Indicator 3: Comparative Performance (optional)
(3/ 6 Supplemental Points)

Measure	Grade Levels	School	Charter Schools
HLA	3-8	**24%**	**47%**
Math	3-8	**19%**	**32%**
Science	5 & 8	**27%**	**36%**

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

Measure	Description
Adaptive Diagnostic Tool	
Local-Specific Diagnostic Tool	**KEAU Hawaiian Language Literacy Assessment**
Universal Screener	
Narrative Analysis of Data Score	**9**

Financial Performance Framework

Ka ʻUmeke Kāʻeo

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ka ʻUmeke Kāʻeo

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	7.3	287 days	17.11%	$787,368	13.61%	112%	Low
Assessment	1	1	1	1	1	1	1
Formula	0.10	0.35	0.10	0.10	0.25	0.10	1.00

Organizational Performance Framework

Ka ʻUmeke Kāʻeo

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

Organizational Performance Framework

Ka ʻUmeke Kāʻeo

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

Organizational Performance Framework

Ka ʻUmeke Kāʻeo

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

Ka Waihona o ka Naʻauao Public Charter School

Oʻahu | 89-195 Farrington Highway, Waianae, HI 96792 | Established 2001

School Year 2024-2025

Mission

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

Demographics

707	--	63%	7%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

95	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Ka Waihona o ka Naʻauao Public Charter School

Total Points: 95

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**8**

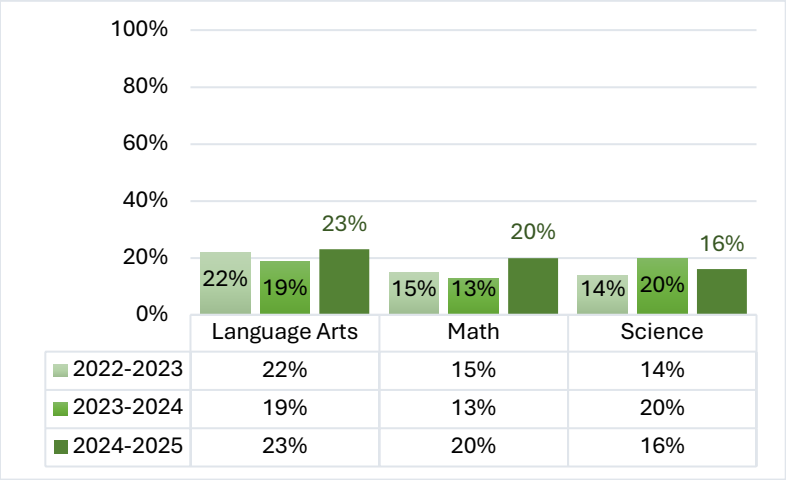
Academic Performance Framework

Ka Waihona o ka Naʻauao Public Charter School

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

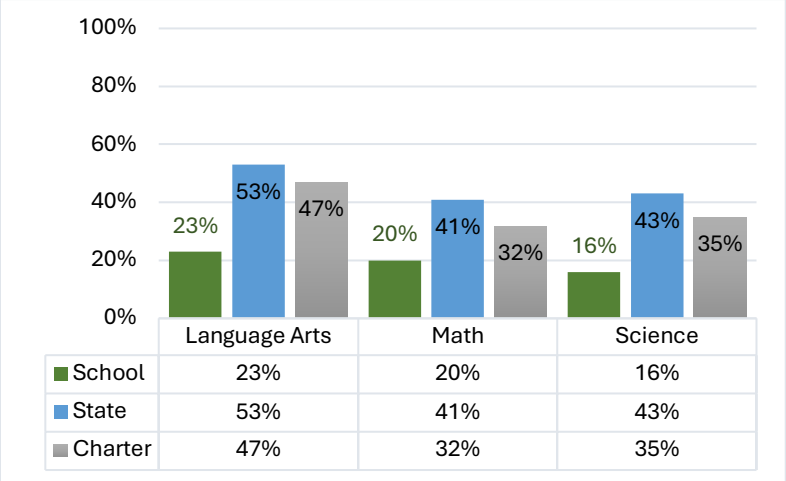
Points scored: 52/70

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



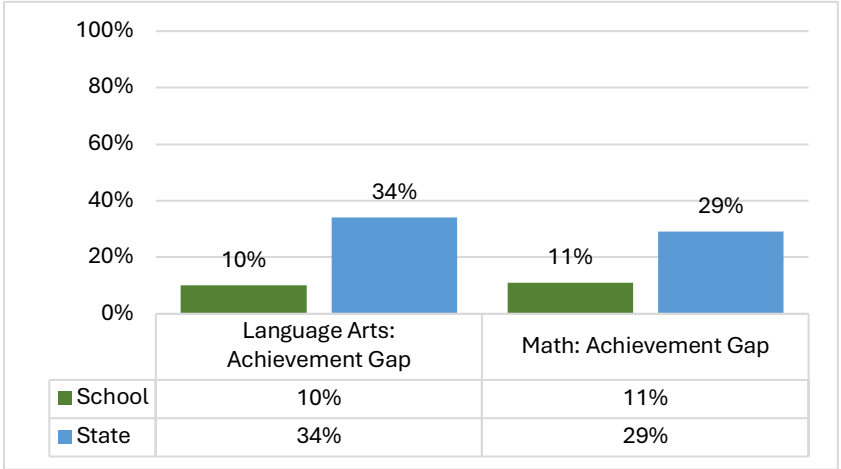
	Language Arts	Math	Science
2022-2023	22%	15%	14%
2023-2024	19%	13%	20%
2024-2025	23%	20%	16%

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



	Language Arts	Math	Science
School	23%	20%	16%
State	53%	41%	43%
Charter	47%	32%	35%

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

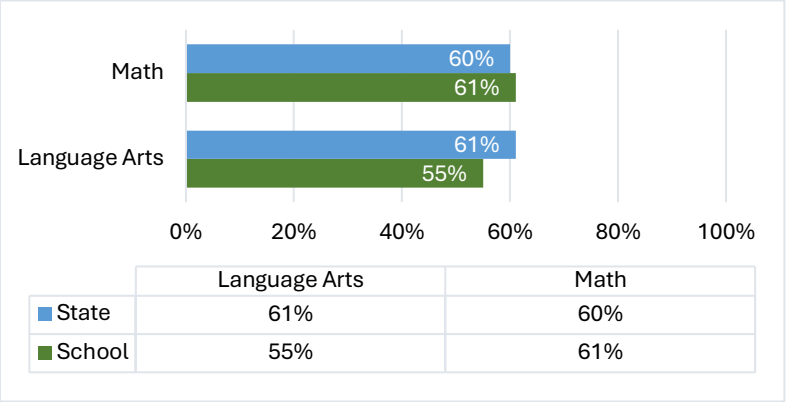


	Language Arts: Achievement Gap	Math: Achievement Gap
School	10%	11%
State	34%	29%

Academic Performance Framework

Ka Waihona o ka Naʻauao Public Charter School

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



	Language Arts	Math
State	61%	60%
School	55%	61%

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

68% Grades K-5

56% Grades 6-12

Regular Attendance

61% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

28% 8th grade literacy rate
of 8th graders reading on grade level

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

Measure	Grade Levels	School	Nānākuli
ELA	3-8	**23%**	**23%**
Math	3-8	**20%**	**14%**
Science	5 & 8	**16%**	**14%**

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

(9 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	
Local-Specific Diagnostic Tool	**Capstone**
Universal Screener	**iReady**
Narrative Analysis of Data Score	**9**

Financial Performance Framework

Ka Waihona o ka Naʻauao Public Charter School

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ka Waihona o ka Naʻauao Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	14.4	282 days	9.22%	$823,268	12.09%	161%	Low
Assessment	1	1	1	1	1	1	1
Formula	0.10	0.35	0.10	0.10	0.25	0.10	1.00

Organizational Performance Framework

Ka Waihona o ka Naʻauao Public Charter School

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

Organizational Performance Framework

Ka Waihona o ka Naʻauao Public Charter School

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

Organizational Performance Framework

Ka Waihona o ka Naʻauao Public Charter School

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

Kamaile Academy Public Charter School

Oʻahu | 85-180 Ala Akau Street, Waianae, HI 96792 | Established 2007

School Year 2024-2025

Mission

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

Demographics

906	13%	--	19%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

83	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Kamaile Academy Public Charter School

Total Points: 83

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**6**

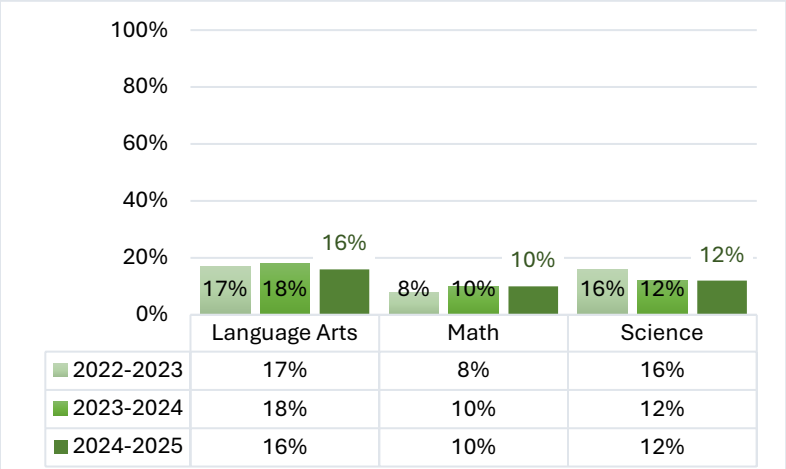
Academic Performance Framework

Kamaile Academy Public Charter School

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

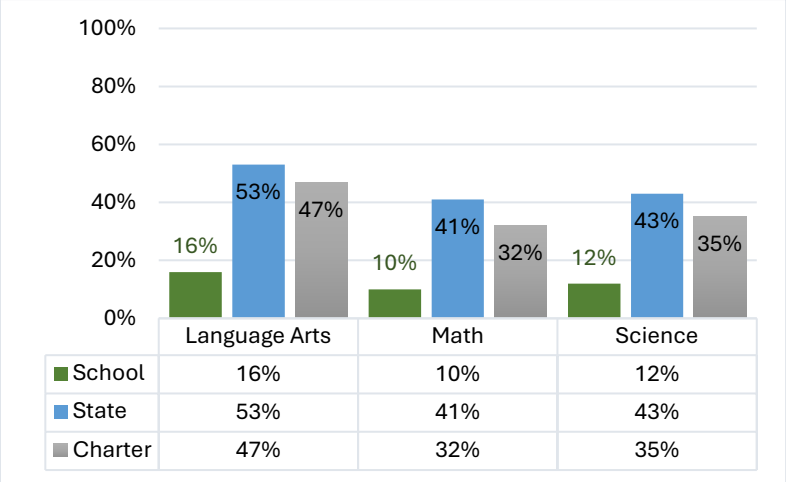
Points scored: 49/70

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



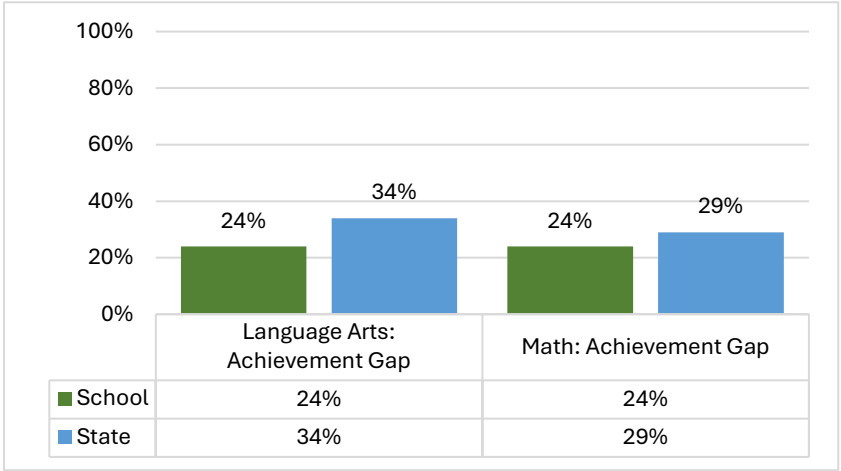
	Language Arts	Math	Science
2022-2023	17%	8%	16%
2023-2024	18%	10%	12%
2024-2025	16%	10%	12%

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



	Language Arts	Math	Science
School	16%	10%	12%
State	53%	41%	43%
Charter	47%	32%	35%

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

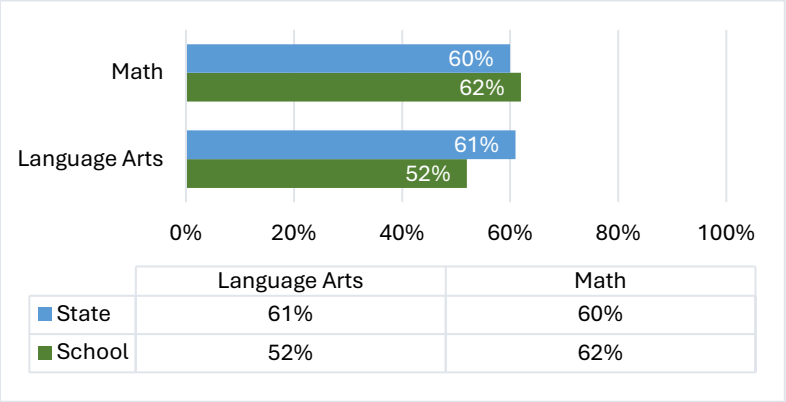


	Language Arts: Achievement Gap	Math: Achievement Gap
School	24%	24%
State	34%	29%

Academic Performance Framework

Kamaile Academy Public Charter School

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



	Language Arts	Math
State	61%	60%
School	52%	62%

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

55% Grades K-5

53% Grades 6-12

Regular Attendance

50% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

89% 9th grade promotion
of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(3 / 6 Supplemental Points)

Measure	Grade Levels	School	Nānākuli-Wai'anae
ELA	3-8, 11	**16%**	**32%**
Math	3-8, 11	**10%**	**21%**
Science	5 & 8, Biology EOC	**12%**	**18%**

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

(5 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	**NWEA**
Local-Specific Diagnostic Tool	
Universal Screener	**I-Ready and DIBELS K-8**
Narrative Analysis of Data Score	**5**

Financial Performance Framework

Kamaile Academy Public Charter School

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	**2**	**3**	**4**	**5**

Kamaile Academy Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	8.4	267 days	14.51%	$1,253,773	9.30%	122%	Low
Assessment	1	1	1	1	1	1	1
Formula	0.10	0.35	0.10	0.10	0.25	0.10	1.00

Organizational Performance Framework

Kamaile Academy Public Charter School

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

Organizational Performance Framework

Kamaile Academy Public Charter School

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

Organizational Performance Framework

Kamaile Academy Public Charter School

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

Kamalani Academy

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

School Year 2024-2025

Mission

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

Demographics

110	--	41%	15%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

42	The risk factor could not be calculated due to no audit report.	34
out of 73 points "Meets"		*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Kamalani Academy

Total Points: 42

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

Points scored: 0/30

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

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score
Mission alignment to student success school process includes:	Articulation of school mission/vision	Articulation of curriculum, Instruction, and assessment that target the school mission/vision	Articulation of a yearlong curriculum, instruction and assessments that target the school mission/vision	**0**

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**0**

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

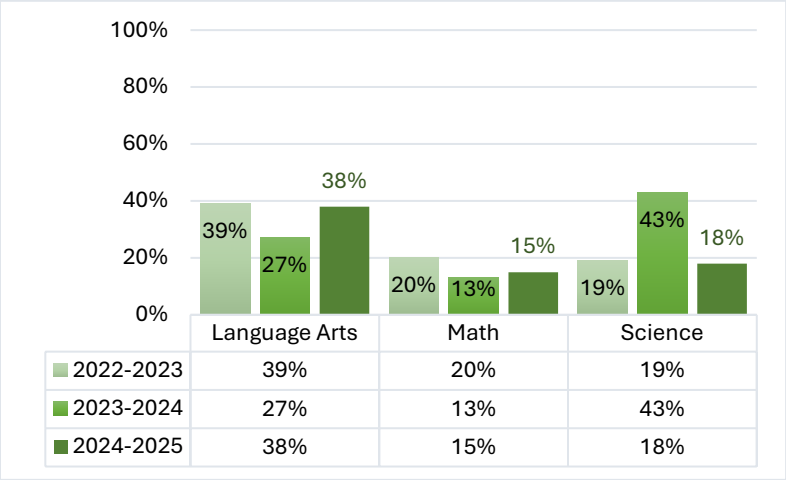
Academic Performance Framework

Kamalani Academy

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

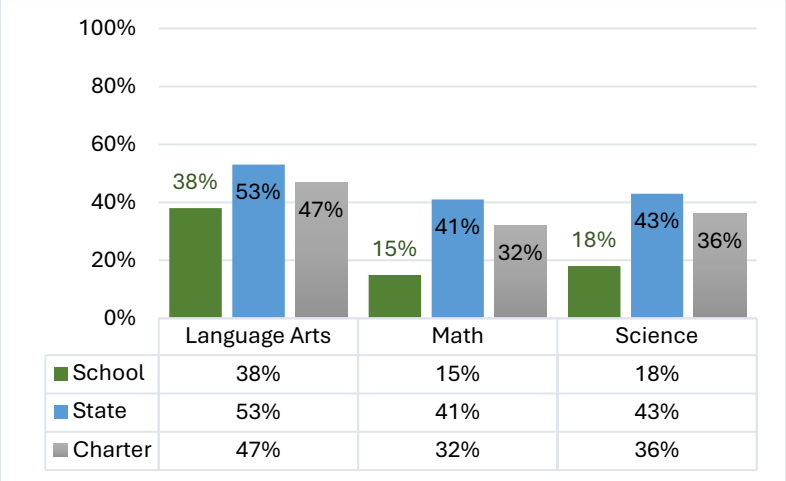
Points scored: 42/70

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



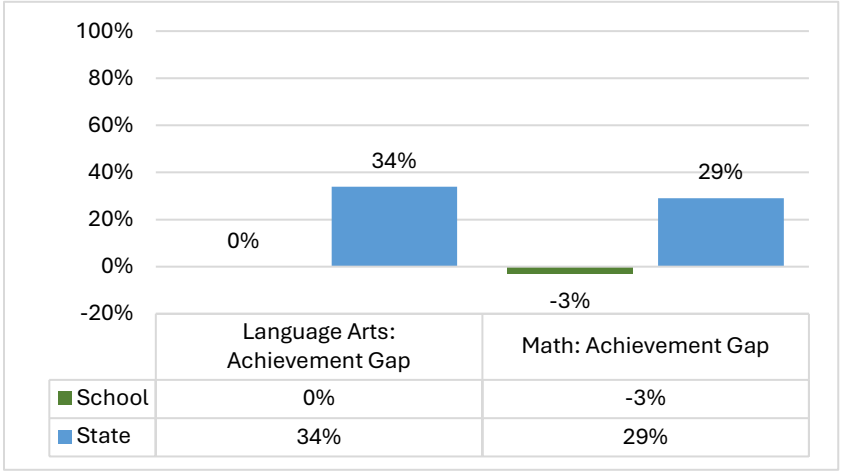
	Language Arts	Math	Science
2022-2023	39%	20%	19%
2023-2024	27%	13%	43%
2024-2025	38%	15%	18%

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



	Language Arts	Math	Science
School	38%	15%	18%
State	53%	41%	43%
Charter	47%	32%	36%

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



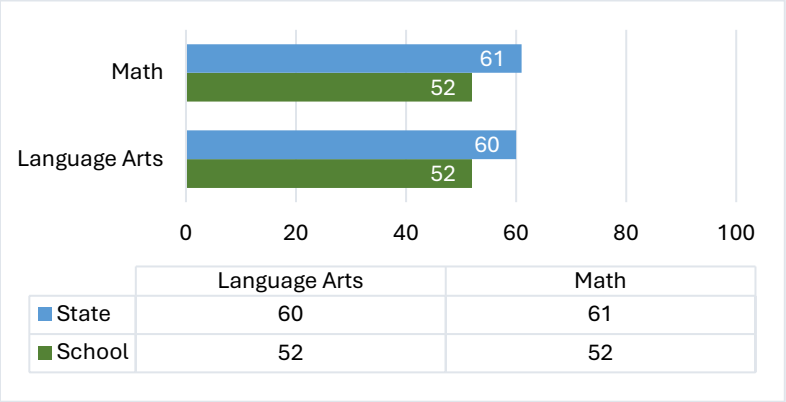
	Language Arts: Achievement Gap	Math: Achievement Gap
School	0%	-3%
State	34%	29%

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

Academic Performance Framework

Kamalani Academy

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



	Language Arts	Math
State	60	61
School	52	52

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

Did not participte Grades K-6
Did not participate Grades 7-8

Regular Attendance

68% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

45% 8th grade literacy rate
of 8th graders reading on grade level

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

Indicator 3: Comparative Performance (optional)
(Did not participate / 6 Supplemental Points)

Measure	Grade Levels	School	Did not participate
ELA	3-8	**38%**	
Math	3-8	**15%**	
Science	5 & 8	**18%**	

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)
(Did not participate / 9 Supplemental Points)

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

Financial Performance Framework

Kamalani Academy

Audited Fiscal Year 2023-2024

Assessment
Score

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kamalani Academy

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

The risk factor could not be calculated due to no audit report.

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

Organizational Performance Framework

Kamalani Academy

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

Organizational Performance Framework

Kamalani Academy

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

Organizational Performance Framework

Kamalani Academy

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

Kanu o ka ʻĀina New Century Public Charter School

Hawaiʻi Island | 64-1043 Hiʻiaka Street, Kamuela, HI 96743 | Established 2000

School Year 2024-2025

Mission

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

Demographics

696	--	57%	8%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

91	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Kanu o ka ʻĀina New Century Public Charter School

Total Points: 98

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**10**

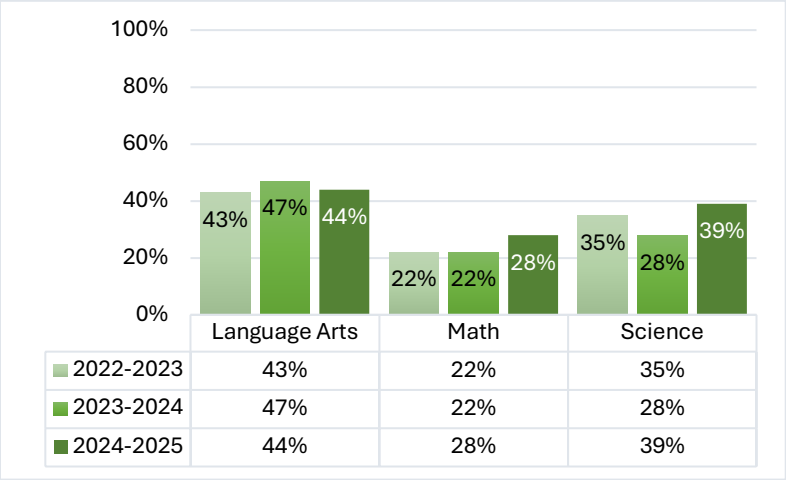
Academic Performance Framework

Kanu o ka ʻĀina New Century Public Charter School

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

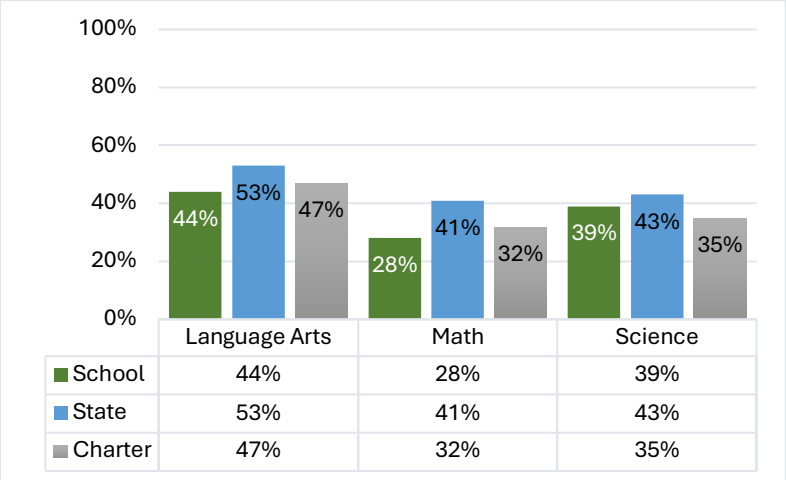
Points scored: 55/70

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



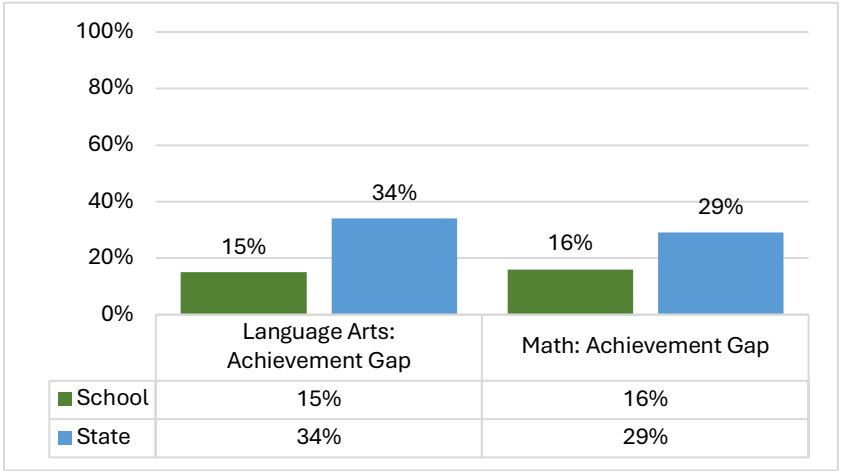
	Language Arts	Math	Science
2022-2023	43%	22%	35%
2023-2024	47%	22%	28%
2024-2025	44%	28%	39%

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



	Language Arts	Math	Science
School	44%	28%	39%
State	53%	41%	43%
Charter	47%	32%	35%

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

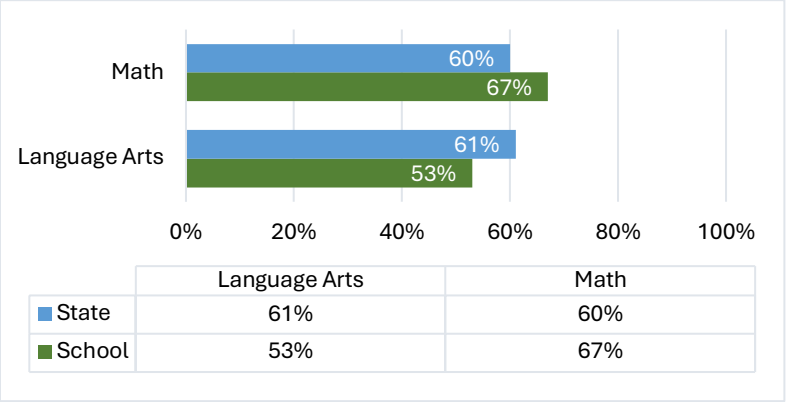


	Language Arts: Achievement Gap	Math: Achievement Gap
School	15%	16%
State	34%	29%

Academic Performance Framework

Kanu o ka ʻĀina New Century Public Charter School

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



	Language Arts	Math
State	61%	60%
School	53%	67%

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

70% Grades 3-5

69% Grades 6-12

Regular Attendance

91% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

92% 9th grade promotion
of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(4 / 6 Supplemental Points)

Measure	Grade Levels	School	Honokaʻa Complex
ELA	3-8, 11	**44%**	**45%**
Math	3-8, 11	**28%**	**36%**
Science	5 & 8, Biology EOC	**39%**	**39%**

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

(9 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	
Local-Specific Diagnostic Tool	**ʻĀina-based Project Design Template**
Universal Screener	
Narrative Analysis of Data Score	**9**

Financial Performance Framework

Kanu o ka ʻĀina New Century Public Charter School

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kanu o ka ʻĀina New Century Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	3.3	182 days	32.44%	($140,607)	4.45%	105%	Low
Assessment	1	1	2	4	1	1	1
Formula	0.10	0.35	0.20	0.40	0.25	0.10	1.40

Organizational Performance Framework

Kanu o ka ʻĀina New Century Public Charter School

Requirements	Meets / Not Meets
2.1 The school is operating in locations listed in section 2.1.	Meets
4.4 The governing board holds meetings open to the public.	Meets
4.5 In accordance with HRS §302D-12(h) the required documents are available in a publicly accessible area in the school's office, accessible for review during regular business hours, and are posted on the School's official website.	Meets
4.5 (d) Schedule of governing board meetings by 9/1 of each year.	Meets
4.6 School governing board member information.	Meets
5.1 The school has met the specific terms, forms, and requirements of the academic performance framework.	Meets
5.1 The School has met the specific terms, forms, and requirements of the organizational performance framework.	Meets
5.1 The school has met the specific terms, forms, and requirements of the financial performance framework.	Meets
5.1 The school has no outstanding notices of concern or deficiency.	Meets
5.5 The school administers all student testing as required by applicable federal and state law, rule, policies, and procedures.	Meets
6.3 As determined by BOE Policy 102-3, the school implements statewide content and performance standards approved by the BOE.	Meets
6.5 Authorized virtual and/or blended programs adhere to the commission's Online Virtual and Blended Learning Guidelines.	Pending 10/24 disaggregated task
8.5 The school's governing board has developed and adheres to policies for financial management that is accessible from school's website including but not limited to the following:	Meets
(a) development and monitoring of budgets	Meets
(b) payroll procedures that adhere to collective bargaining requirements and state leave policies	Meets
(c) maintenance of asset registers and financial procedures for grants in accordance with applicable federal and state laws	Meets

Organizational Performance Framework

Kanu o ka ʻĀina New Century Public Charter School

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

Organizational Performance Framework

Kanu o ka ʻĀina New Century Public Charter School

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

Kanuikapono Public Charter School

Kauaʻi | 4333 Kukuihale Rd., Anahola, HI 96703 | Established 2001

School Year 2024-2025

Mission

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

Demographics

191	--	71%	16%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

90	2	42
out of 73 points "Meets"	*Acceptable*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Kanuikapono Public Charter School

Total Points: 90

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points) **Points scored: 29/30**

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**9**

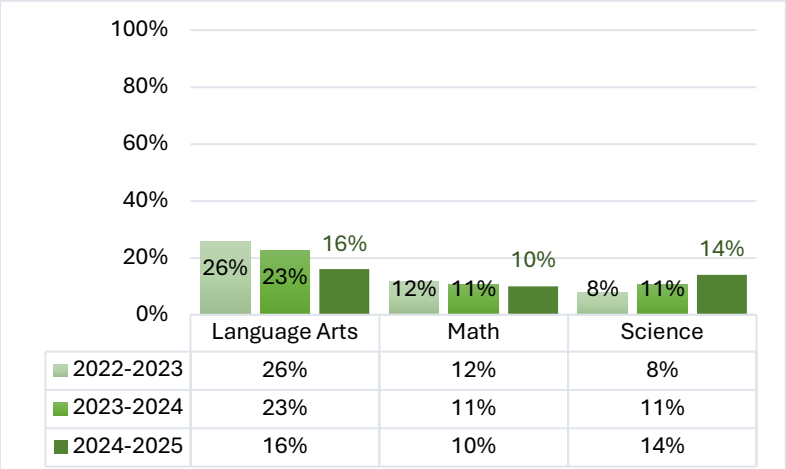
Academic Performance Framework

Kanuikapono Public Charter School

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

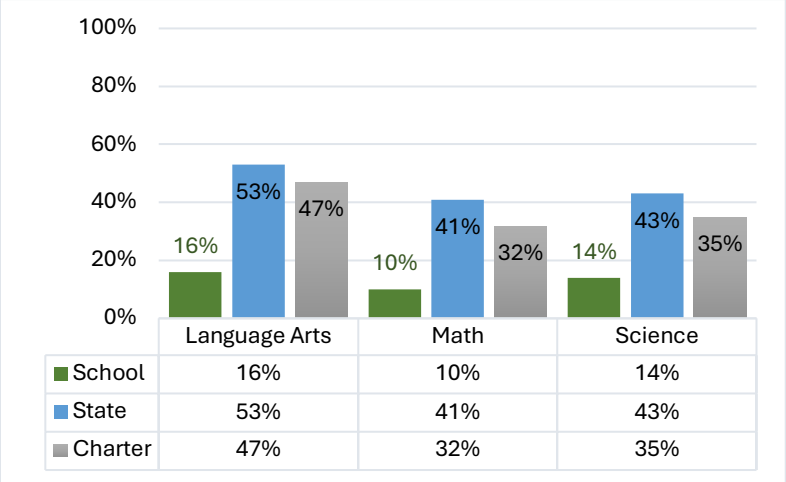
Points scored: 52/70

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



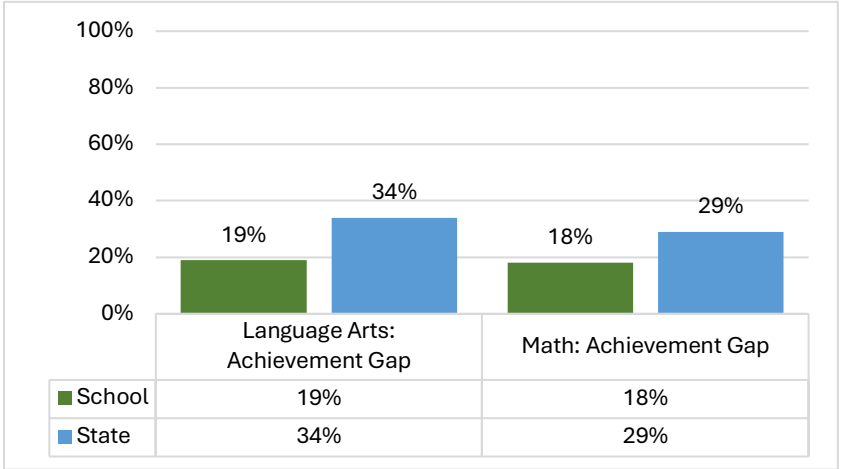
	Language Arts	Math	Science
2022-2023	26%	12%	8%
2023-2024	23%	11%	11%
2024-2025	16%	10%	14%

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



	Language Arts	Math	Science
School	16%	10%	14%
State	53%	41%	43%
Charter	47%	32%	35%

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

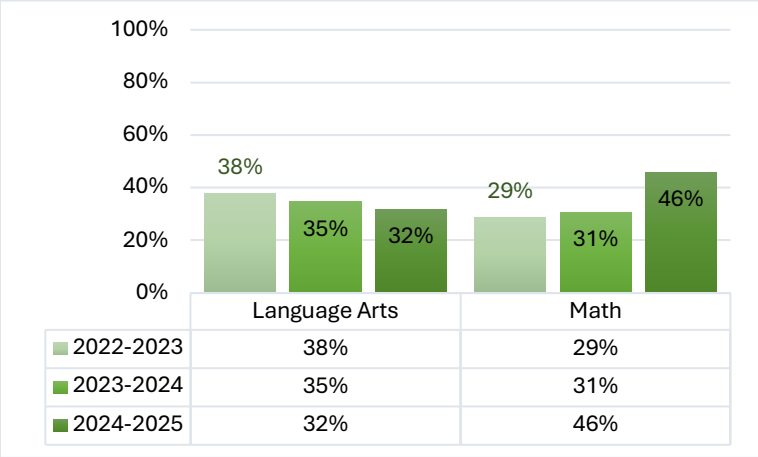


	Language Arts: Achievement Gap	Math: Achievement Gap
School	19%	18%
State	34%	29%

Academic Performance Framework

Kanuikapono Public Charter School

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



	Language Arts	Math
2022-2023	38%	29%
2023-2024	35%	31%
2024-2025	32%	46%

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

50% Grades K-5

51% Grades 6-12

Regular Attendance

99% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

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

Indicator 3: Comparative Performance (optional)
(Did not participate/ 6 Supplemental Points)

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

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

(9 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	**Did not participate**
Local-Specific Diagnostic Tool	
Universal Screener	
Narrative Analysis of Data Score	9

Financial Performance Framework

Kanuikapono Public Charter School

Audited Fiscal Year 2024-2025

Acceptable
2

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kanuikapono Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	3.7	71 days	18.78%	($199,248)	(6.84%)	118%	Acceptable
Assessment	1	1	1	4	3	1	2
Formula	0.10	0.35	0.10	0.40	0.75	0.10	1.80

Organizational Performance Framework

Kanuikapono Public Charter School

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

Organizational Performance Framework

Kanuikapono Public Charter School

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

Organizational Performance Framework

Kanuikapono Public Charter School

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

Kaʻōhao Public Charter School

Oʻahu | 140 Alala Rd, Kailua, HI 96734 | Established 1996

School Year 2024-2025

Mission

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

Demographics

332	--	5%	9%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

93	1	40
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Kaʻōhao Public Charter School

Total Points: 93

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

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

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

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

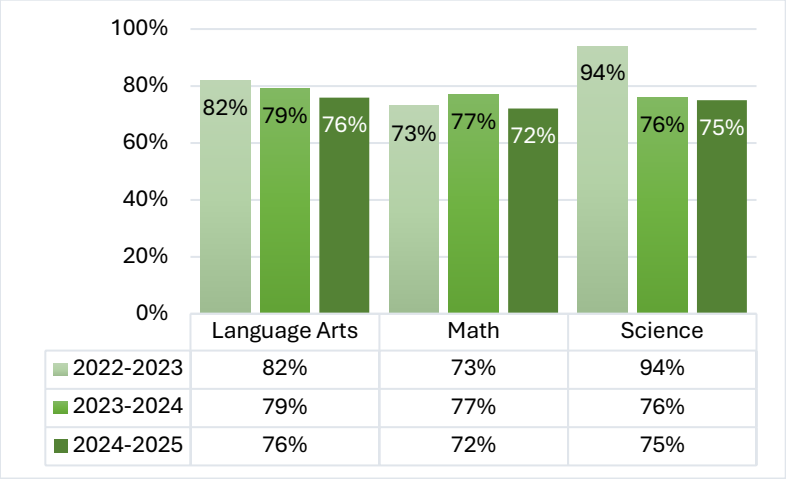
Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**10**

Academic Performance Framework

Kaʻōhao Public Charter School

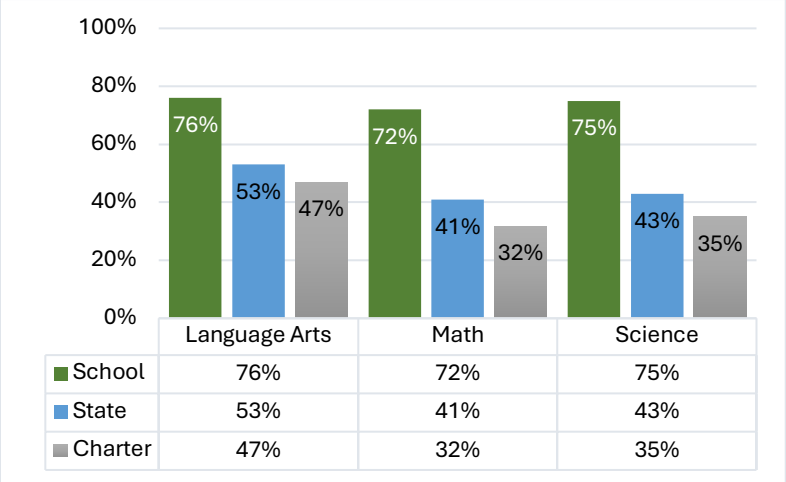
Indicator 2: Standardized Assessments Strive HI (Max 70 Points). **Points scored: 57/70**

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



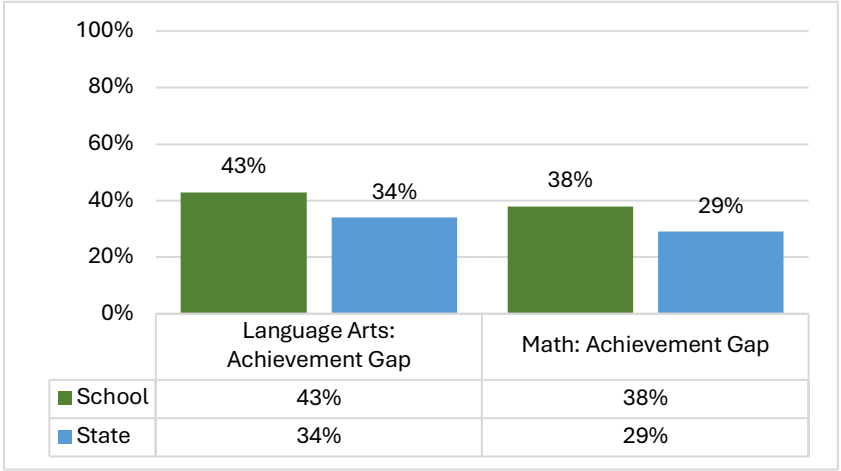
	Language Arts	Math	Science
2022-2023	82%	73%	94%
2023-2024	79%	77%	76%
2024-2025	76%	72%	75%

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



	Language Arts	Math	Science
School	76%	72%	75%
State	53%	41%	43%
Charter	47%	32%	35%

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

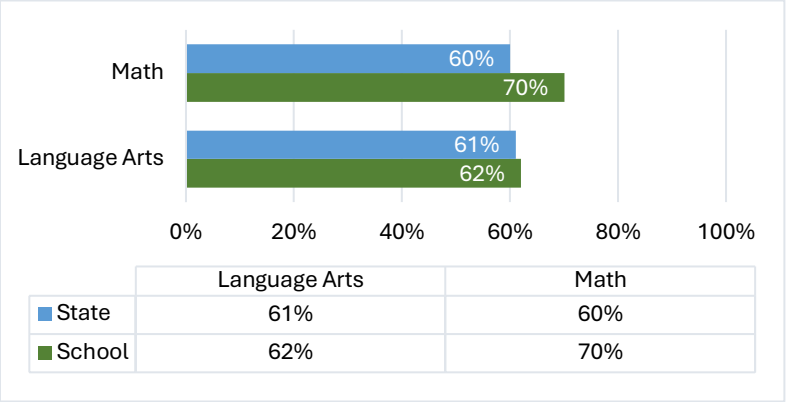


	Language Arts: Achievement Gap	Math: Achievement Gap
School	43%	38%
State	34%	29%

Academic Performance Framework

Kaʻōhao Public Charter School

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



	Language Arts	Math
State	61%	60%
School	62%	70%

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

Did not participate Grades K-5

Regular Attendance

91% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

79% 3rd grade literacy rate
of 3rd graders reading on grade level

Indicator 3: Comparative Performance (optional)
(6 / 6 Supplemental Points)

Measure	Grade Levels	School	Kailua Complex
ELA	3-6	**76%**	**56%**
Math	3-6	**72%**	**45%**
Science	5	**75%**	**35%**

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)
(Did not participate / 9 Supplemental Points)

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

Financial Performance Framework

Kaʻōhao Public Charter School

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	**2**	**3**	**4**	**5**

Kaʻōhao Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	9.1	338 days	16.33%	$579,789	9.35%	117%	Low
Assessment	1	1	1	2	2	1	1
Formula	0.10	0.35	0.10	0.20	0.50	0.10	1.35

Organizational Performance Framework

Kaʻōhao Public Charter School

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

Organizational Performance Framework

Kaʻōhao Public Charter School

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

Organizational Performance Framework

Kaʻōhao Public Charter School

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

Kapolei Charter School by Goodwill Hawaii

Oʻahu | 2140 Lauwiliwili Street, Kapolei, Hawaii 96707 | Established 2016

School Year 2024-2025

Mission

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

Demographics

138	--	25%	14%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

75	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Kapolei Charter School by Goodwill Hawaii

Total Points: 75

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**8**

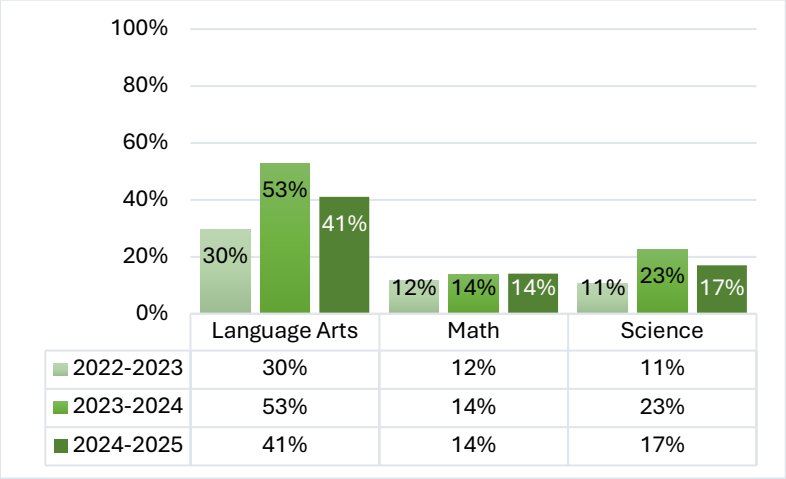
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Academic Performance Framework

Kapolei Charter School by Goodwill Hawaii

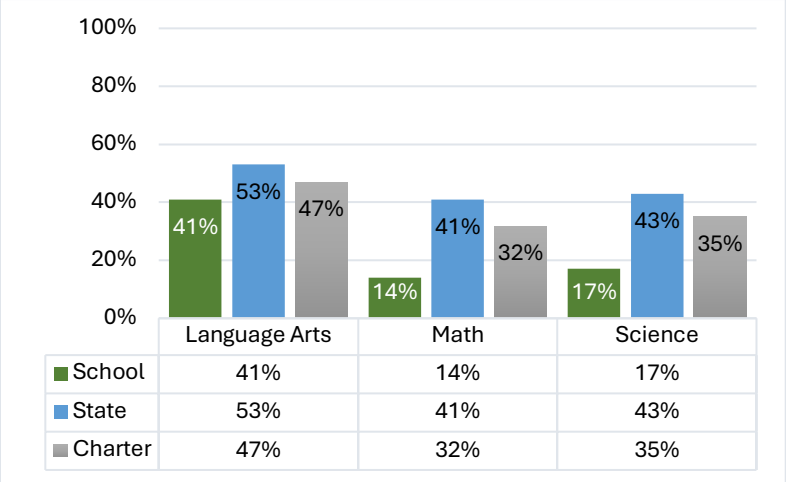
Indicator 2: Standardized Assessments Strive HI (Max 70 Points). **Points scored: 41/70**

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



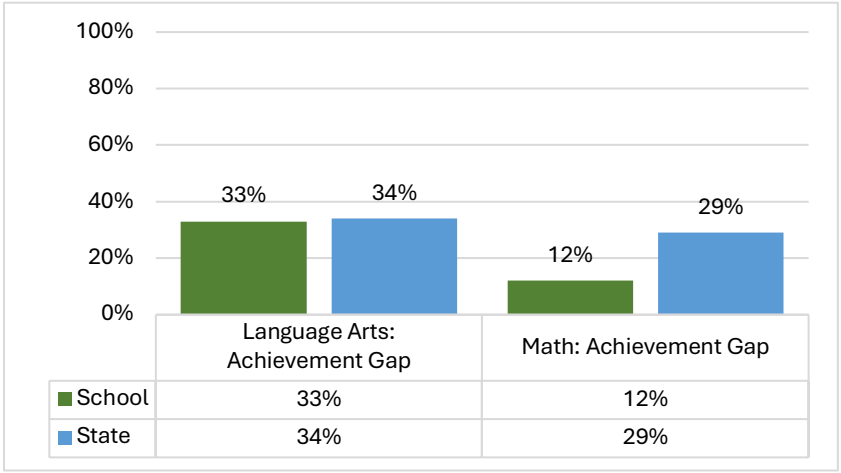
	Language Arts	Math	Science
2022-2023	30%	12%	11%
2023-2024	53%	14%	23%
2024-2025	41%	14%	17%

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



	Language Arts	Math	Science
School	41%	14%	17%
State	53%	41%	43%
Charter	47%	32%	35%

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



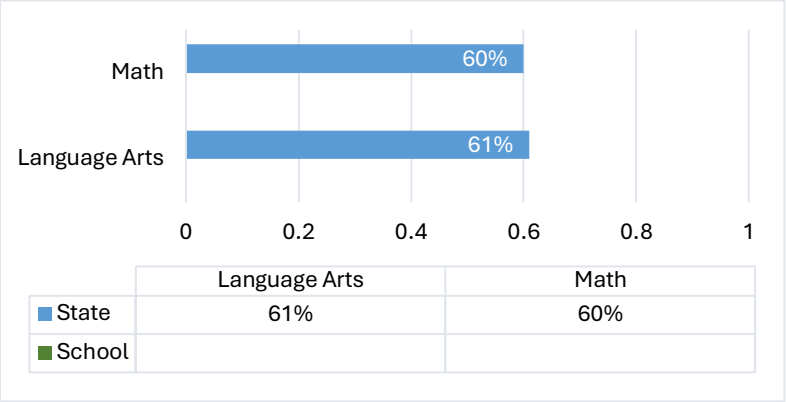
	Language Arts: Achievement Gap	Math: Achievement Gap
School	33%	12%
State	34%	29%

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

Academic Performance Framework

Kapolei Charter School by Goodwill Hawaii

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



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

Did not participate Grades 9-12

Regular Attendance

70% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

98% 9th grade promotion
of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(4/ 6 Supplemental Points)

Measure	Grade Levels	School	Charter Schools
ELA	11	**41%**	**47%**
Math	11	**47%**	**32%**
Science	Biology EOC	**17%**	**35%**

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

(7 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	**GMADE/GRADE**
Local-Specific Diagnostic Tool	
Universal Screener	
Narrative Analysis of Data Score	**7**

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

Financial Performance Framework

Kapolei Charter School by Goodwill Hawaii

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kapolei Charter School by Goodwill Hawaii

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	19.9	728 days	8.68%	$389,789	22.90%	125%	Low
Assessment	1	1	1	1	1	1	1
Formula	0.10	0.35	0.10	0.10	0.25	0.10	1.00

Organizational Performance Framework

Kapolei Charter School by Goodwill Hawaii

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

Organizational Performance Framework

Kapolei Charter School by Goodwill Hawaii

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

Organizational Performance Framework

Kapolei Charter School by Goodwill Hawaii

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

Kawaikini New Century Public Charter School

Kauaʻi | 3-1821-J Kaumualiʻi Hwy., Lihuʻe HI 96766 | Established 2008

School Year 2024-2025

Mission

Me ka paʻa ma ka ʻike kūpuna ma ka ʻōlelo Hawaiʻi, e mālama ai ke kula ʻo Kawaikini (M-12) i kaiapuni kākoʻo a i kaiapuni aʻo, ma ka ʻōlelo Hawaiʻi a me ka ʻōlelo Pelekānia nō hoʻi, kahi e minamina, hoʻohana, a hoʻomau ʻia ai nō hoʻi ka ʻike kuʻuna ʻōiwi.

Demographics

177	--	63%	16%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

88	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Kawaikini New Century Public Charter School

Total Points: 88

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**8**

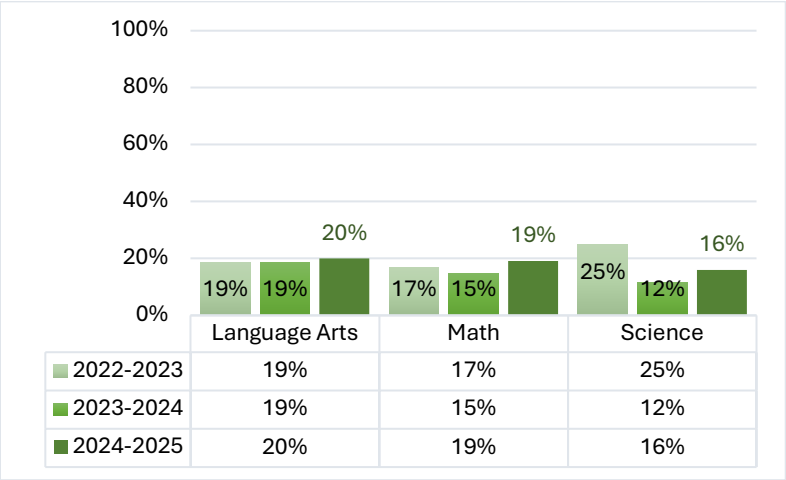
Indicator 2: Standardized Assessments Strive HI (Max 70 Points). **Points scored: 51 /70**

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

Academic Performance Framework

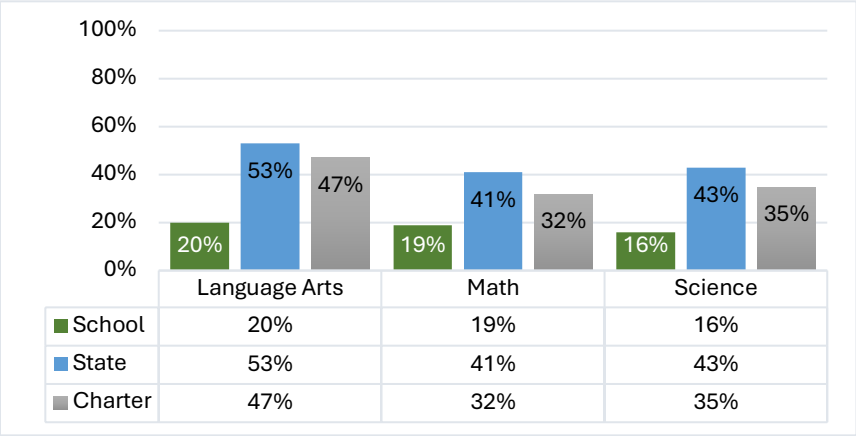
Kawaikini New Century Public Charter School

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



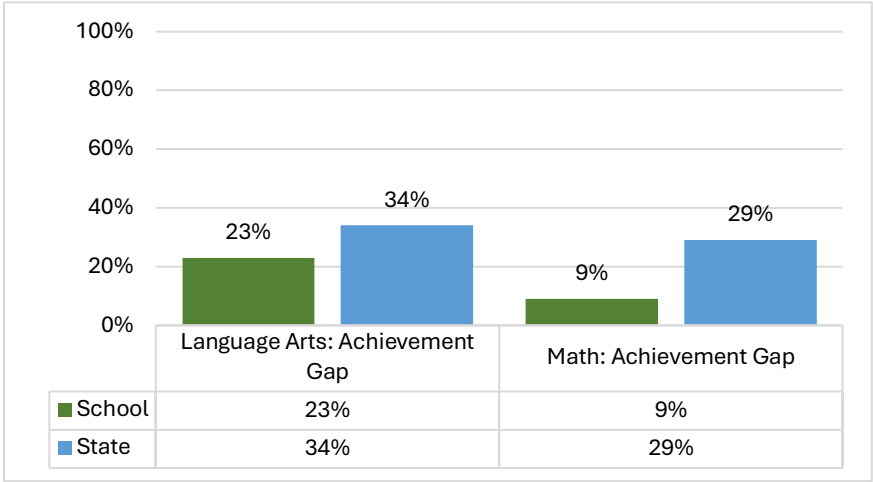
	Language Arts	Math	Science
2022-2023	19%	17%	25%
2023-2024	19%	15%	12%
2024-2025	20%	19%	16%

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



	Language Arts	Math	Science
School	20%	19%	16%
State	53%	41%	43%
Charter	47%	32%	35%

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

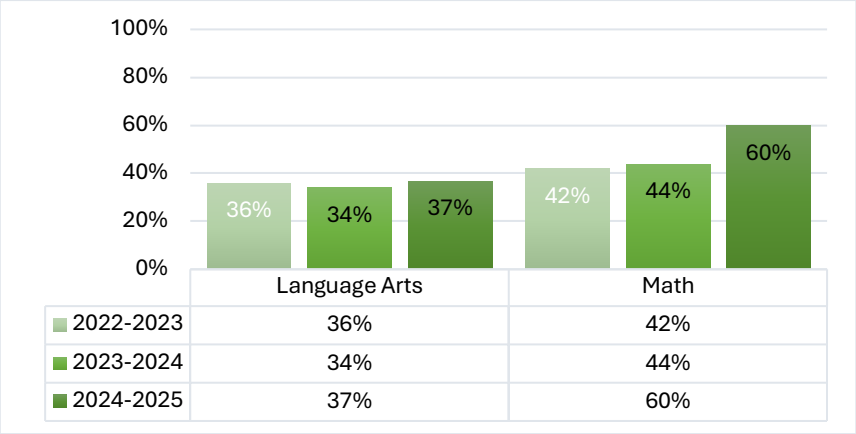


	Language Arts: Achievement Gap	Math: Achievement Gap
School	23%	9%
State	34%	29%

Academic Performance Framework

Kawaikini New Century Public Charter School

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



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

Did not Participate Grades K-5

Did not Participate Grades 6-12

Regular Attendance

72% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

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

Indicator 3: Comparative Performance (optional)

(3 / 6 Supplemental Points)

Measure	Grade Levels	School	Charter Schools
LA	3-8, 11	**20%**	**47%**
Math	3-8, 11	**19%**	**32%**
Science	5 & 8, Biology EOC	**16%**	**35%**

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

(6 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	
Local-Specific Diagnostic Tool	**Mission Survey**
Universal Screener	
Narrative Analysis of Data Score	**6**

Financial Performance Framework

Kawaikini New Century Public Charter School

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kawaikini New Century Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	4.7	163 days	27.19%	$507,380	11.93%	113%	Low
Assessment	1	1	2	1	1	1	1
Formula	0.10	0.35	0.20	0.10	0.25	0.10	1.10

Organizational Performance Framework

Kawaikini New Century Public Charter School

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

Organizational Performance Framework

Kawaikini New Century Public Charter School

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

Organizational Performance Framework

Kawaikini New Century Public Charter School

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

Ke Ana Laʻahana Public Charter School

Hawaiʻi Island | 160 Baker Avenue Hilo, HI 96720 | Established 2001

School Year 2024-2025

Mission

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

Demographics

33	0%	82%	52%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

82	2	42
out of 73 points "Meets"	*Acceptable*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Ke Ana Laʻahana Public Charter School

Total Points: 82

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

Points scored: 27/30

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**7**

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

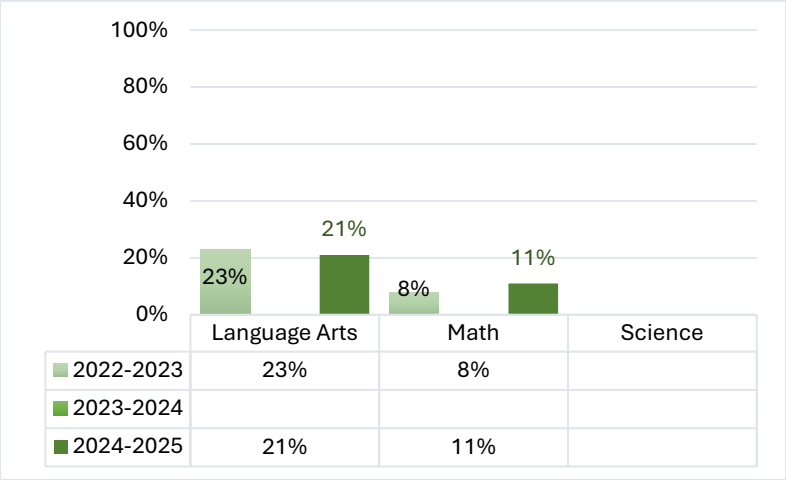
Academic Performance Framework

Ke Ana Laʻahana Public Charter School

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

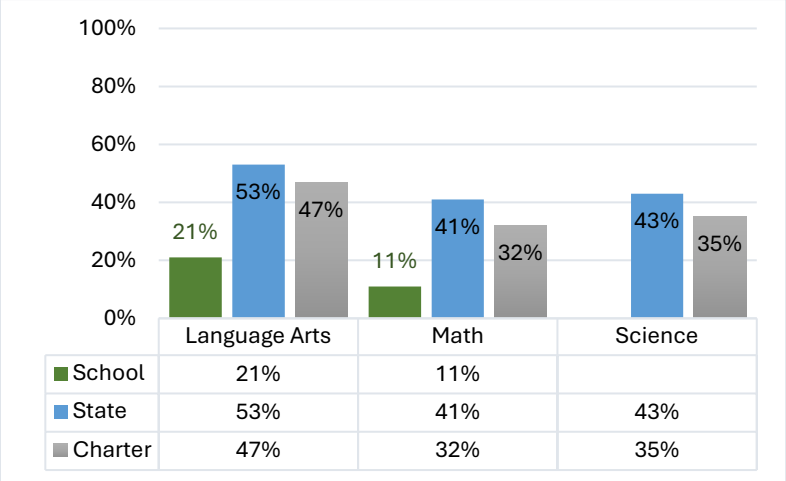
Points scored: 46/70

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



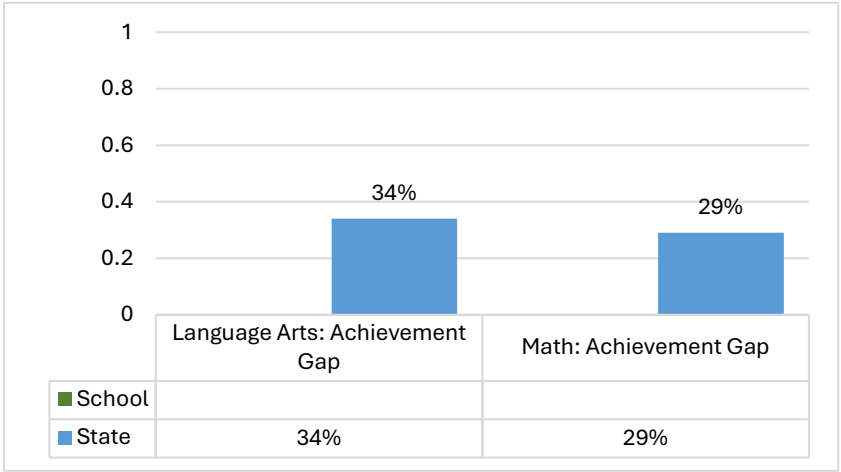
	Language Arts	Math	Science
2022-2023	23%	8%	
2023-2024			
2024-2025	21%	11%	

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



	Language Arts	Math	Science
School	21%	11%	
State	53%	41%	43%
Charter	47%	32%	35%

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



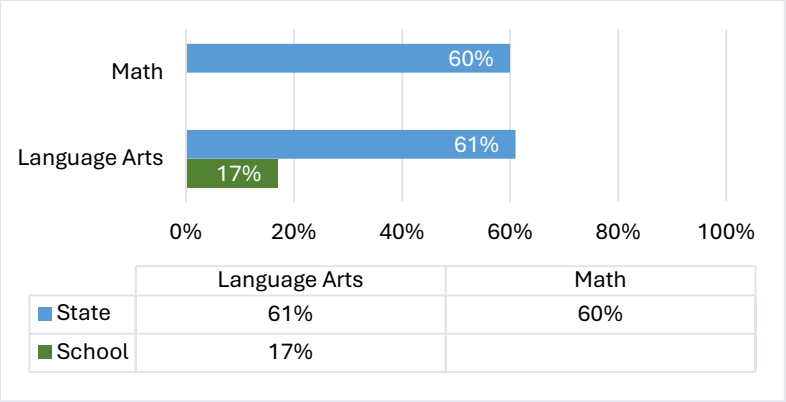
	Language Arts: Achievement Gap	Math: Achievement Gap
School		
State	34%	29%

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

Academic Performance Framework

Ke Ana Laʻahana Public Charter School

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



	Language Arts	Math
State	61%	60%
School	17%	

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

53% Grades 6-12

Regular Attendance

60% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

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

Indicator 3: Comparative Performance (optional)
(3 / 6 Supplemental Points)

Measure	Grade Levels	School	Hilo
ELA	7-8, 11	**21%**	**52%**
Math	7-8, 11	**11%**	**41%**
Science	8, Biology EOC	**SUPP**	**46%**

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

(6 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	**NWEA**
Local-Specific Diagnostic Tool	
Universal Screener	
Narrative Analysis of Data Score	**6**

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

Financial Performance Framework

Ke Ana Laʻahana Public Charter School

Audited Fiscal Year 2024-2025

Acceptable
2

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Ana Laʻahana Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	7.2	155 days	23.68%	($93,801)	1.38%	120%	Acceptable
Assessment	1	1	2	3	3	1	2
Formula	0.10	0.35	0.20	0.30	0.75	0.10	1.80

Organizational Performance Framework

Ke Ana Laʻahana Public Charter School

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

Organizational Performance Framework

Ke Ana Laʻahana Public Charter School

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

Organizational Performance Framework

Ke Ana Laʻahana Public Charter School

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

Ke Kula Niihau O Kekaha Learning Center

Kauaʻi | 8135 Kekaha Road, Kekaha, HI 96752 | Established 2001

School Year 2024-2025

Mission

Te Ala Nuukia o ta Kula (School Mission):
Ua hootumu ia Ke Kula Niihau O Kekaha i mea e malama a hooitaita ai i ta olelo Niihau mawaena o na kamalii a me na opio o ta kaiaulu Niihau.

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

Te Ala Nuukia Hoonaauao (Educational Mission):
Hoonaauao ia na haumana o Ke Kula Niihau O Kekaha ma o te ano nohona Niihau i mea e:

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

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

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

Demographics

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

Performance Framework

80	3	39
out of 73 points "Meets"	*Moderate*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Ke Kula Niihau O Kekaha Learning Center

Total Points: 80

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**10**

Indicator 2: Standardized Assessments Strive HI (Max 70 Points). **Points scored: 45 /70**

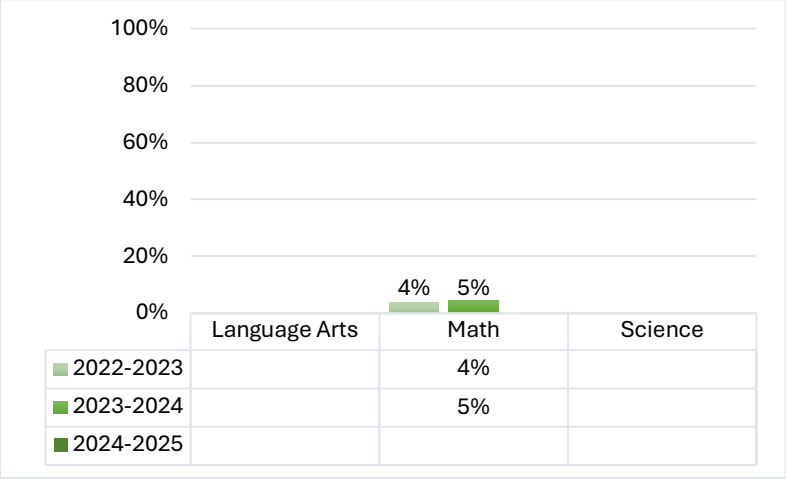
The data under "How are **students performing** in each subject?" and "How are **student subgroups performing**?" represents aggregate proficiency scores taken from the Smarter Balanced Assessments (SBA) and the Kaiapuni Assessment of Educational Outcome (KĀʻEO).

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

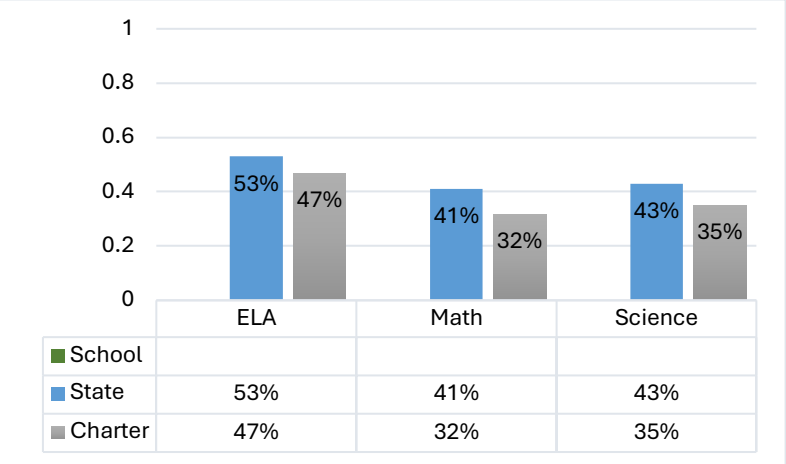
Academic Performance Framework

Ke Kula Niihau O Kekaha Learning Center

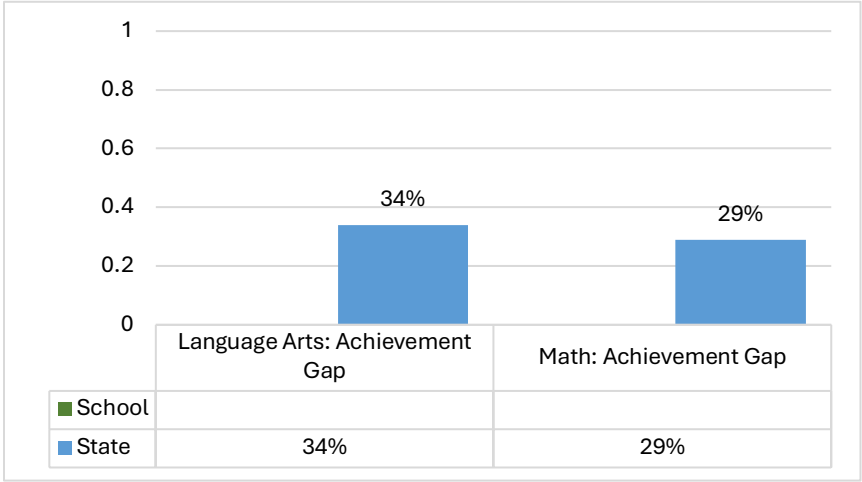
How are **students performing** in each subject?



How are **student subgroups performing**?



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

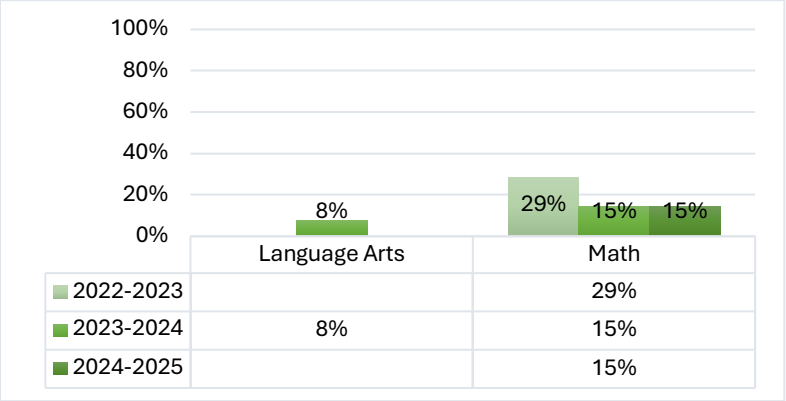


Note: data that is missing has been suppressed due to its low n-size

Academic Performance Framework

Ke Kula Niihau O Kekaha Learning Center

How do **students grow** over time**?** How do students grow over time? Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. A MGP score of 40 typically indicates one year of academic growth. The graph displays KAEO assessment data showing the percentage of students achieving at least one year of growth annually across three school years..



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

Did not participate **Grades K-5**
Did not participate **Grades 6-12**

Regular Attendance

59% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

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

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

Indicator 3: Comparative Performance (optional)
(Did not participate / 6 Supplemental Points)

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

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

(5 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	**NWEA**
Local-Specific Diagnostic Tool	
Universal Screener	
Narrative Analysis of Data Score	**5**

Financial Performance Framework

Ke Kula Niihau O Kekaha Learning Center

Audited Fiscal Year 2024-2025

Moderate
3

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Kula Niihau O Kekaha Learning Center

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	3.3	27 days	39.10%	($5,366)	(2.86%)	95%	Moderate
Assessment	1	1	2	4	5	3	3
Formula	0.10	0.35	0.20	0.40	1.25	0.30	2.60

Organizational Performance Framework

Ke Kula Niihau O Kekaha Learning Center

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

Organizational Performance Framework

Ke Kula Niihau O Kekaha Learning Center

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

Organizational Performance Framework

Ke Kula Niihau O Kekaha Learning Center

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



KE KULA 'O NĀWAHĪOKALNI'ŌPUʻU IKI
LAB PUBLIC CHARTER SCHOOL

Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki LPCS

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

School Year 2024-2025

Mission

Educational Mission – Students of Ke Kula ʻO Nāwahīokalaniʻōpuʻu 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 Hawaiʻi.

School Mission – Ke Kula ʻO Nāwahīokalaniʻōpuʻu is committed to securing a school community built upon culturally rooted principles that reflect: aloha piliʻuhane, aloha ʻohana, aloha ʻōlelo, aloha ʻike kuʻuna, aloha ʻāina, aloha hoakanaka a me ke aloha lehulehu.

Demographics

451	--	52%	--
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

97	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki LPCS

Total Points: 97

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

Points scored: 30/30

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**10**

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

Points scored: 58 /70

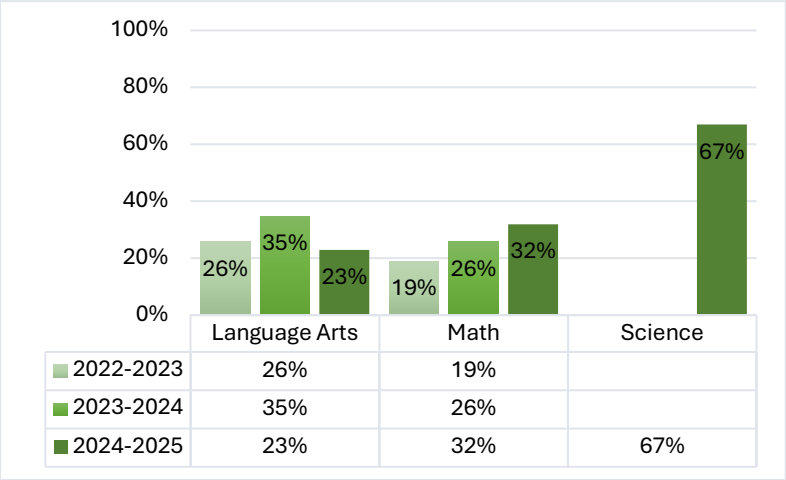
The data under "How are **students performing** in each subject?" and "How are **student subgroups performing**?" represents aggregate proficiency scores taken from the Smarter Balanced Assessments (SBA) and the Kaiapuni Assessment of Educational Outcome (KĀʻEO).

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

Academic Performance Framework

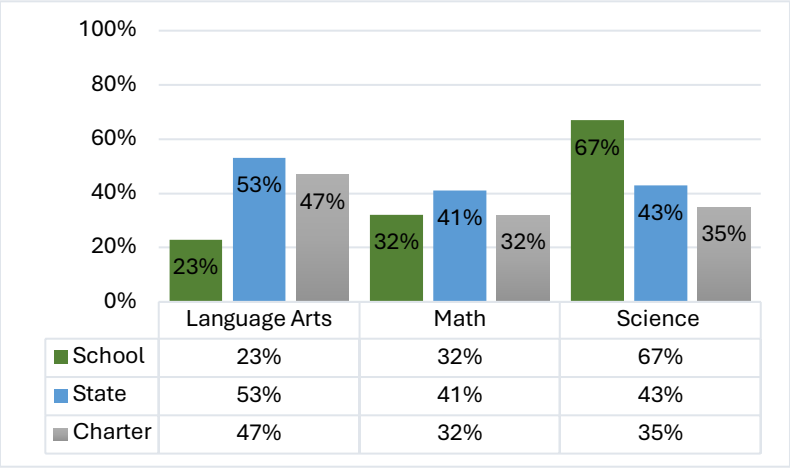
Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki LPCS

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



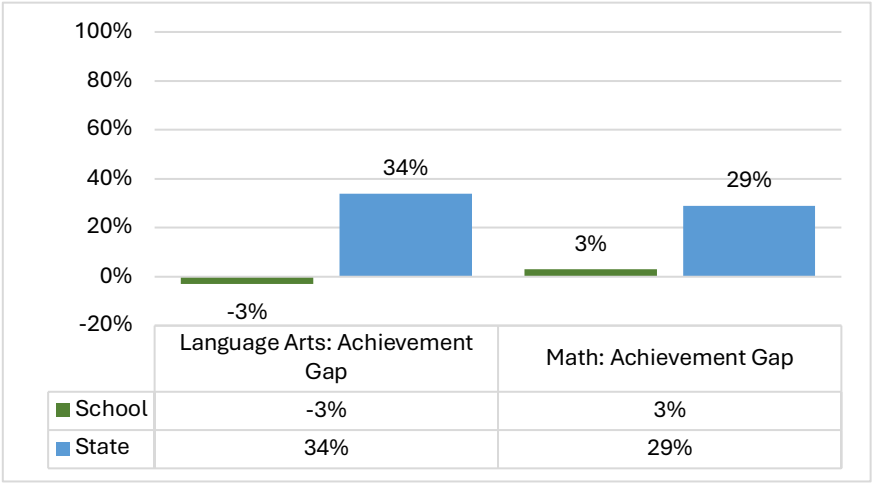
	Language Arts	Math	Science
2022-2023	26%	19%	
2023-2024	35%	26%	
2024-2025	23%	32%	67%

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



	Language Arts	Math	Science
School	23%	32%	67%
State	53%	41%	43%
Charter	47%	32%	35%

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



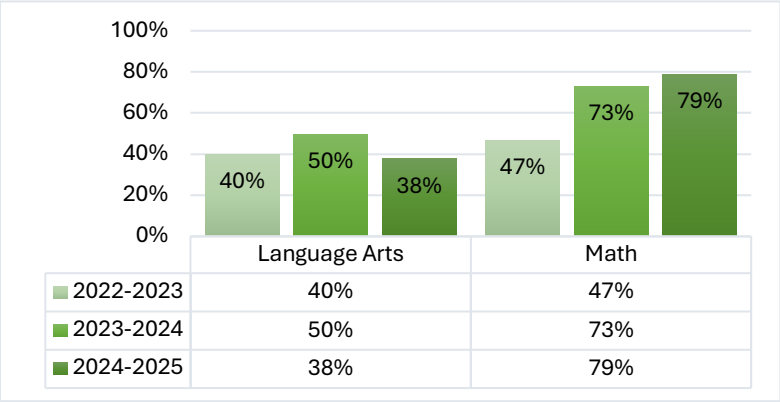
	Language Arts: Achievement Gap	Math: Achievement Gap
School	-3%	3%
State	34%	29%

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

Academic Performance Framework

Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki LPCS

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



	Language Arts	Math
2022-2023	40%	47%
2023-2024	50%	73%
2024-2025	38%	79%

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

90% Grades K-5

70% Grades 6-8

Regular Attendance

68% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

SUPP 8th grade literacy rate
of 8th graders reading on grade level

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

Indicator 3: Comparative Performance (optional)

(Did not participate / 6 Supplemental Points)

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

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

(9 / 9 Supplemental Points)

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

Financial Performance Framework

Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki LPCS

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki LPCS

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	13.4	323 days	11.38%	$1,322,212	14.79%	116%	Low
Assessment	1	1	1	1	1	1	1
Formula	0.10	0.35	0.10	0.10	0.25	0.10	1.00

Organizational Performance Framework

Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki LPCS

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

Organizational Performance Framework

Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki LPCS

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

Organizational Performance Framework

Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki LPCS

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

Ke Kula ʻo Samuel M. Kamakau LPCS

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

School Year 2024-2025

Mission

ʻO kā mākou ala nuʻukia ka mālama ʻana i honua mauli ola i waiwai i ka ʻike o nā kūpuna a me ka lawena aloha a nā kūpuna i mea e lei ai kākou i ka lei o ka lanakila.

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

Demographics

146	0%	47%	--
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

102	2	42
out of 73 points "Meets"	*Acceptable*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Ke Kula ʻo Samuel M. Kamakau LPCS

Total Points: 102

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**10**

Indicator 2: Standardized Assessments Strive HI (Max 70 Points). **Points scored: 61/70**

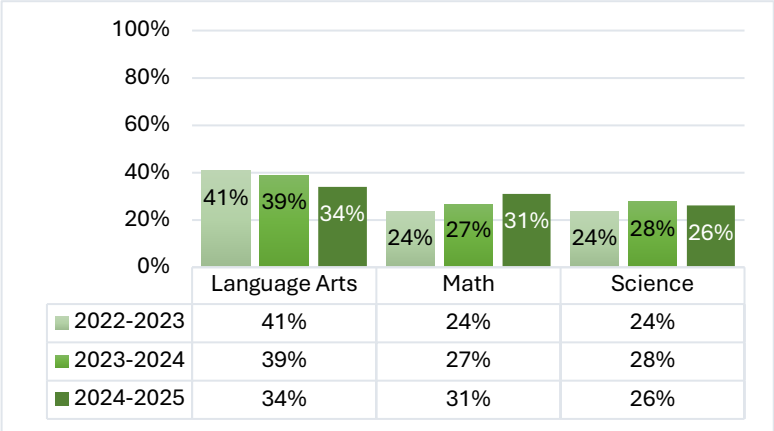
The data under "How are **students performing** in each subject?" and "How are **student subgroups performing**?" represents aggregate proficiency scores taken from the Smarter Balanced Assessments (SBA) and the Kaiapuni Assessment of Educational Outcome (KĀʻEO).

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

Academic Performance Framework

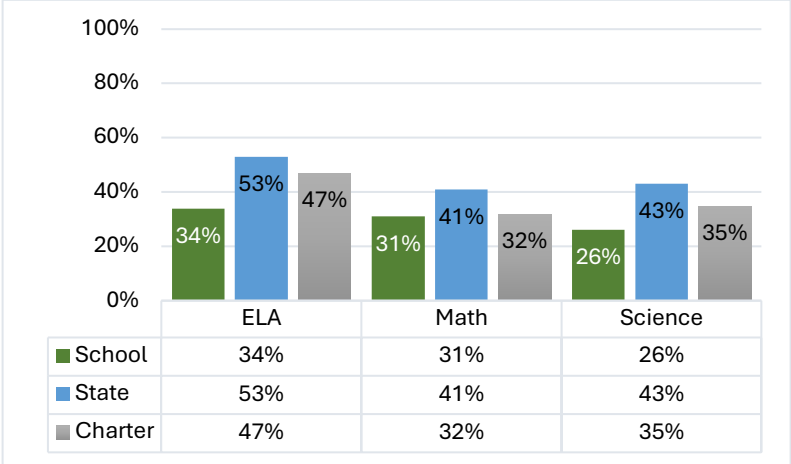
Ke Kula ʻo Samuel M. Kamakau LPCS

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



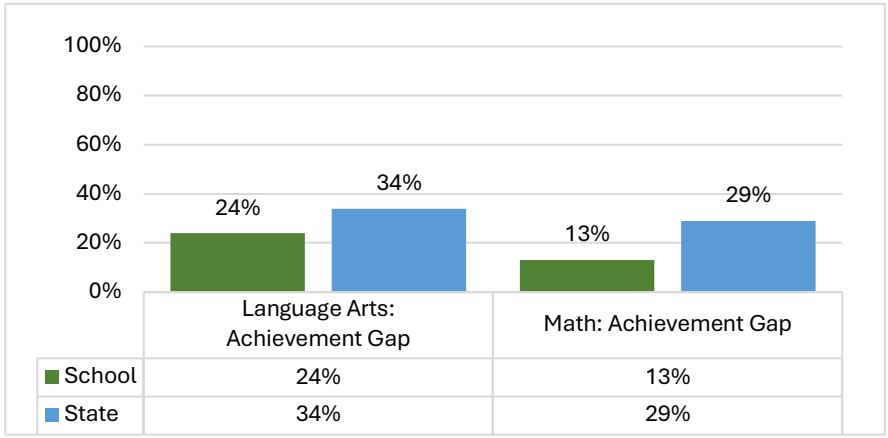
	Language Arts	Math	Science
2022-2023	41%	24%	24%
2023-2024	39%	27%	28%
2024-2025	34%	31%	26%

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



	ELA	Math	Science
School	34%	31%	26%
State	53%	41%	43%
Charter	47%	32%	35%

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



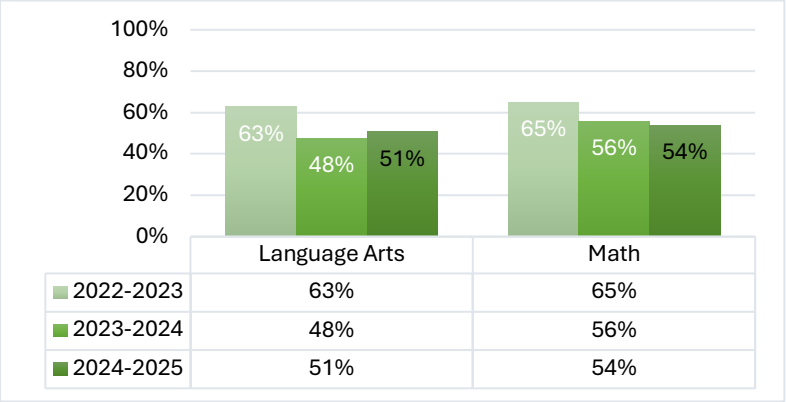
	Language Arts: Achievement Gap	Math: Achievement Gap
School	24%	13%
State	34%	29%

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

Academic Performance Framework

Ke Kula ʻo Samuel M. Kamakau LPCS

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



	Language Arts	Math
2022-2023	63%	65%
2023-2024	48%	56%
2024-2025	51%	54%

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

63% Grades K-5

71% Grades 6-12

Regular Attendance

86% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

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

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

Indicator 3: Comparative Performance (optional)

(3 / 6 Supplemental Points)

Measure	Grade Levels	School	Charter Schools
LA	3-8, 11	**34%**	**47%**
Math	3-8, 11	**31%**	**32%**
Science	5 & 8, Biology EOC	**26%**	**35%**

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

(8 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	
Local-Specific Diagnostic Tool	**KaWaiHāpai- ʻŌlelo Hawaiʻi**
Universal Screener	
Narrative Analysis of Data Score	**9**

Financial Performance Framework

Ke Kula ʻo Samuel M. Kamakau LPCS

Audited Fiscal Year 2024-2025

Acceptable
2

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Kula ʻo Samuel M. Kamakau LPCS

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	12.6	100 days	51.67%	($503,410)	21.09%	138%	Acceptable
Assessment	1	1	4	3	1	1	2
Formula	0.10	0.35	0.40	0.30	0.25	0.10	1.50

Organizational Performance Framework

Ke Kula ʻo Samuel M. Kamakau LPCS

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

Organizational Performance Framework

Ke Kula ʻo Samuel M. Kamakau LPCS

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

Organizational Performance Framework

Ke Kula ʻo Samuel M. Kamakau LPCS

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



Kihei Charter School

Maui | 650 Lipoa Parkway Kihei Hawaii 96753 | Established 2001

School Year 2024-2025

Mission

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

Demographics

670	2%	40%	11%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

92	2	42
out of 73 points "Meets"	*Acceptable*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Kihei Charter School

Total Points: 92

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

Points scored: 26/30

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**6**

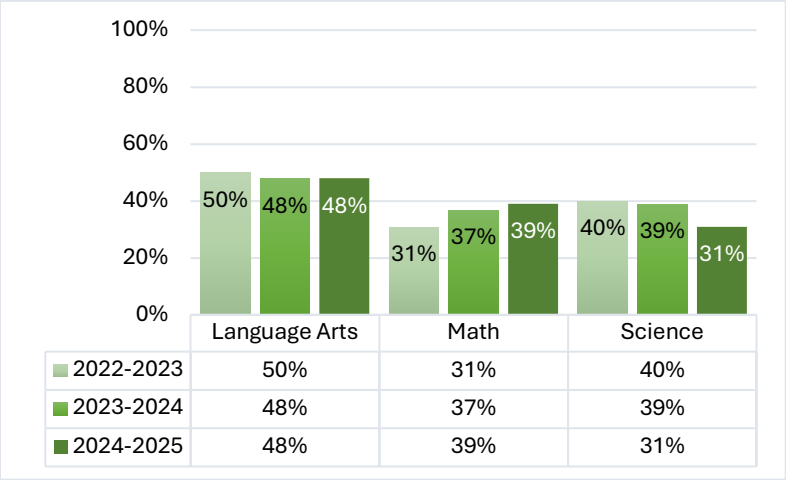
Academic Performance Framework

Kihei Charter School

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

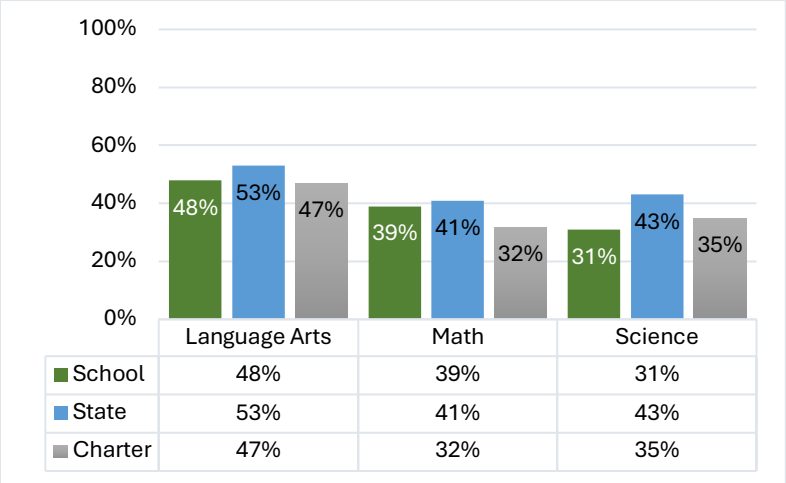
Points scored: 55/70

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



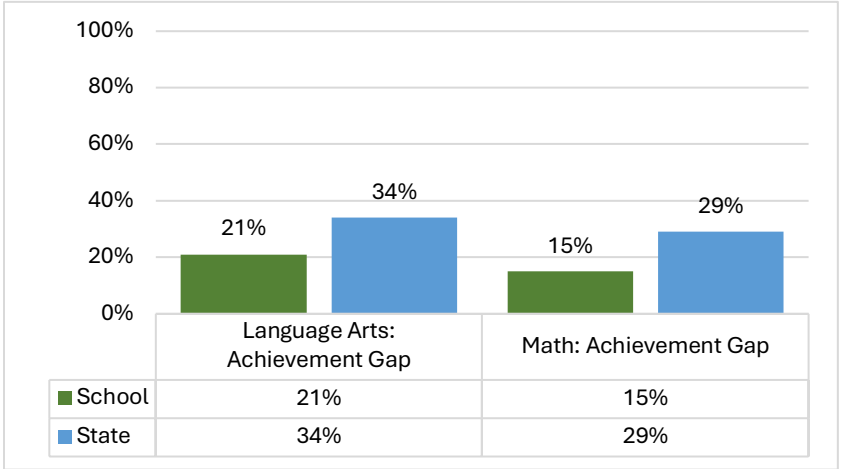
	Language Arts	Math	Science
2022-2023	50%	31%	40%
2023-2024	48%	37%	39%
2024-2025	48%	39%	31%

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



	Language Arts	Math	Science
School	48%	39%	31%
State	53%	41%	43%
Charter	47%	32%	35%

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

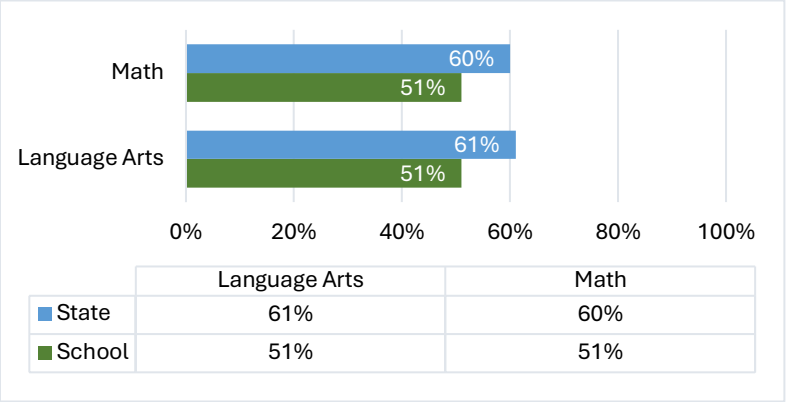


	Language Arts: Achievement Gap	Math: Achievement Gap
School	21%	15%
State	34%	29%

Academic Performance Framework

Kihei Charter School

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



	Language Arts	Math
State	61%	60%
School	51%	51%

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

66% Grades K-5

54% Grades 6-12

Regular Attendance

82% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

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

Indicator 3: Comparative Performance (optional)

(5 / 6 Supplemental Points)

Measure	Grade Levels	School	Charter Schools
ELA	3-8, 11	**48%**	**47%**
Math	3-8, 11	**39%**	**32%**
Science	5 & 8, Biology EOC	**31%**	**35%**

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

(6 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	**STAR Math and Reading**
Local-Specific Diagnostic Tool	
Universal Screener	
Narrative Analysis of Data Score	**6**

Financial Performance Framework

Kihei Charter School

Audited Fiscal Year 2024-2025

Acceptable
2

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kihei Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	5.3	521 days	21.78%	$1,607,396	15.84%	79%	Acceptable
Assessment	1	1	2	1	1	5	2
Formula	0.10	0.35	0.20	0.10	0.25	0.50	1.50

Organizational Performance Framework

Kihei Charter School

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

Organizational Performance Framework

Kihei Charter School

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

Organizational Performance Framework

Kihei Charter School

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

Kona Pacific Public Charter School

Hawaiʻi Island | 79-7595 Mamalahoa Hwy, Kealakekua, HI 96750 | Established 2008

School Year 2024-2025

Mission

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

Demographics

177	--	63%	16%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

92	2	42
out of 73 points "Meets"	*Acceptable*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Kona Pacific Public Charter School

Total Points: 92

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

Points scored: 30/30

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**10**

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

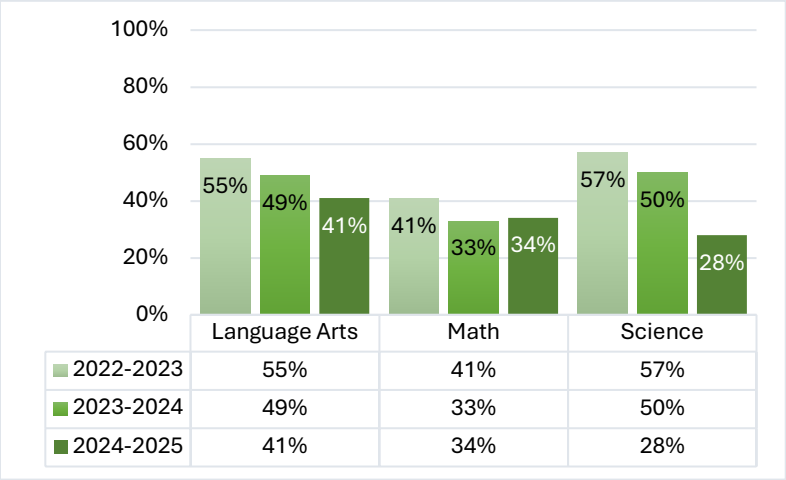
Academic Performance Framework

Kona Pacific Public Charter School

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

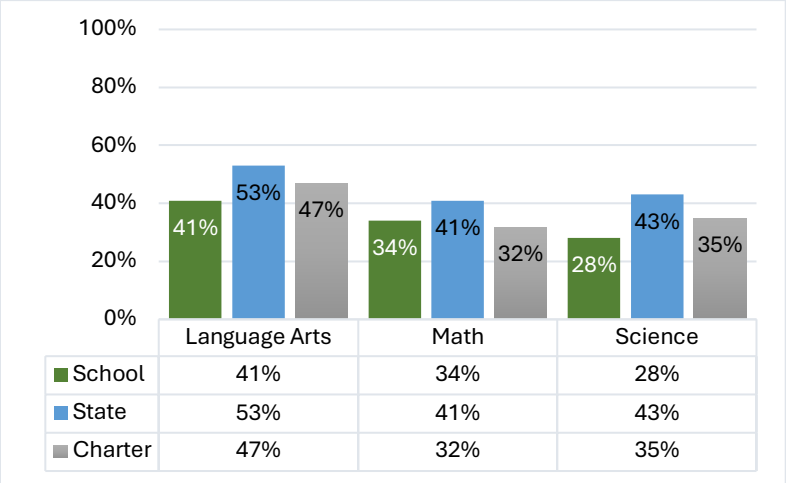
Points scored: 49/70

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



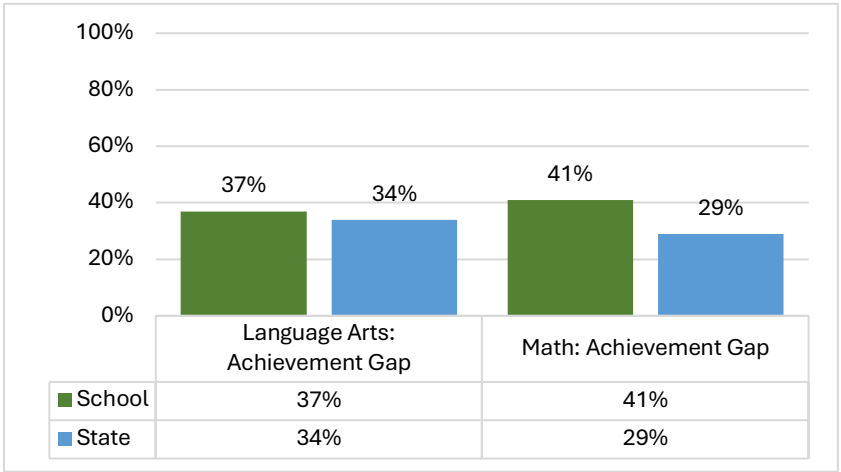
	Language Arts	Math	Science
2022-2023	55%	41%	57%
2023-2024	49%	33%	50%
2024-2025	41%	34%	28%

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



	Language Arts	Math	Science
School	41%	34%	28%
State	53%	41%	43%
Charter	47%	32%	35%

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



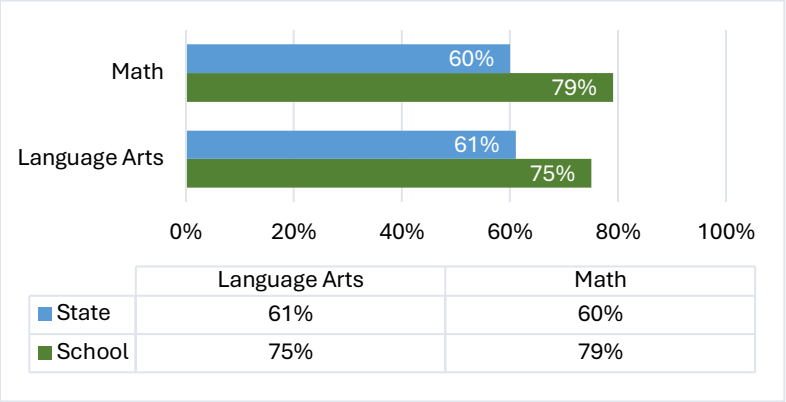
	Language Arts: Achievement Gap	Math: Achievement Gap
School	37%	41%
State	34%	29%

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

Academic Performance Framework

Kona Pacific Public Charter School

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



	Language Arts	Math
State	61%	60%
School	75%	79%

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

78% Grades K-5

No Data% Grades 6-8

Regular Attendance

74% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

SUPP 8th grade literacy rate
of 8th graders reading on grade level

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

Indicator 3: Comparative Performance (optional)

(4 / 6 Supplemental Points)

Measure	Grade Levels	School	Honokaa-Kealakehe-Kohala-Konawaena
ELA	3-8	**41%**	**43%**
Math	3-8	**34%**	**31%**
Science	5 & 8	**28%**	**37%**

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

(9 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	
Local-Specific Diagnostic Tool	
Universal Screener	**iReady, Fountas and Pinnel, AIM**
Narrative Analysis of Data Score	**9**

Financial Performance Framework

Kona Pacific Public Charter School

Audited Fiscal Year 2024-2025

Acceptable
2

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kona Pacific Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	2.9	167 days	91.78%	($29,671)	(4.44%)	97%	Acceptable
Assessment	1	1	5	4	3	2	2
Formula	0.10	0.35	0.50	0.40	0.75	0.20	2.30

Organizational Performance Framework

Kona Pacific Public Charter School

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

Organizational Performance Framework

Kona Pacific Public Charter School

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

Organizational Performance Framework

Kona Pacific Public Charter School

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

Kua o ka Lā New Century Public Charter School

Hawaiʻi Island | 345 Makalika, Hilo HI 96720 | Established 2001

School Year 2024-2025

Mission

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

Demographics

185	--	84%	6%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

96	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Kua o ka Lā New Century Public Charter School

Total Points: 96

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**8**

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

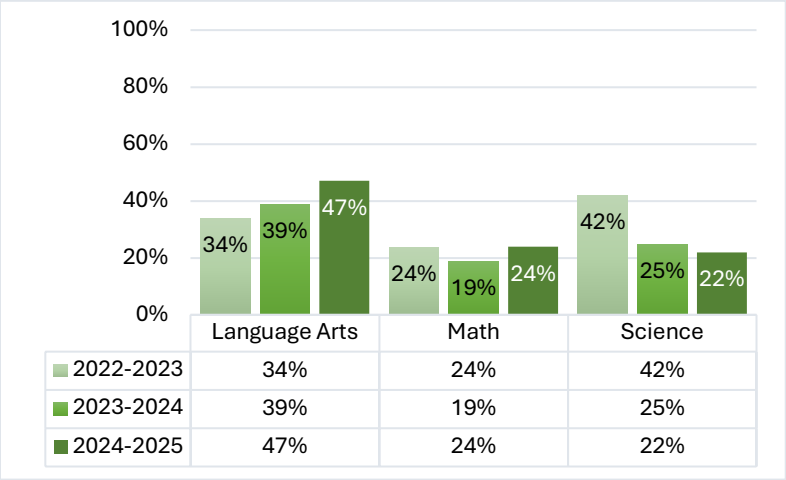
Academic Performance Framework

Kua o ka Lā New Century Public Charter School

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

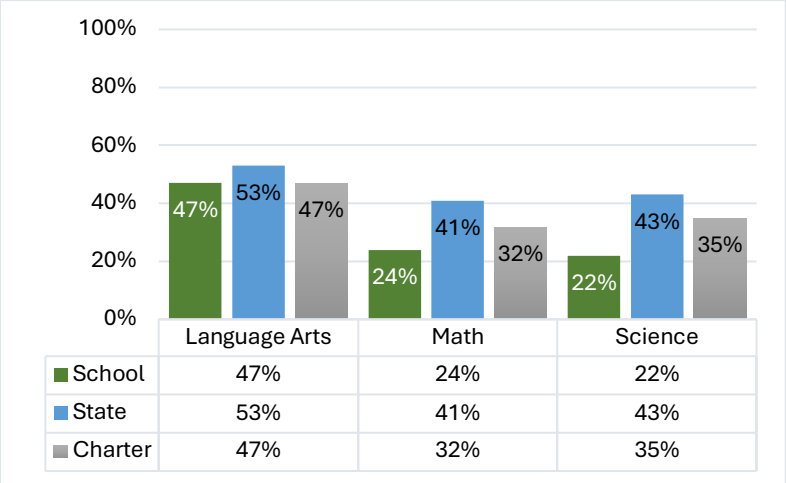
Points scored: 55/70

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



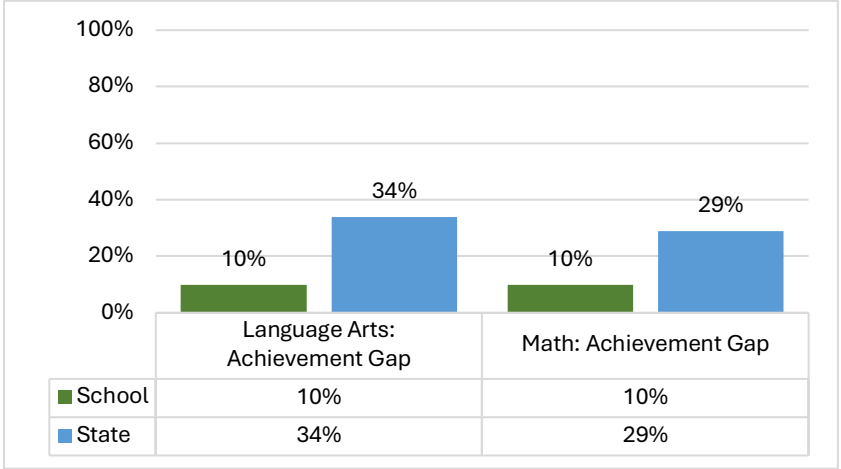
	Language Arts	Math	Science
2022-2023	34%	24%	42%
2023-2024	39%	19%	25%
2024-2025	47%	24%	22%

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



	Language Arts	Math	Science
School	47%	24%	22%
State	53%	41%	43%
Charter	47%	32%	35%

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



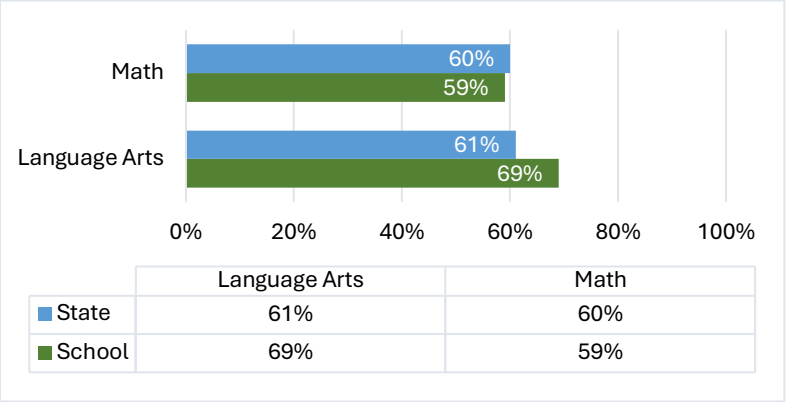
	Language Arts: Achievement Gap	Math: Achievement Gap
School	10%	10%
State	34%	29%

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

Academic Performance Framework

Kua o ka Lā New Century Public Charter School

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



	Language Arts	Math
State	61%	60%
School	69%	59%

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

59% Grades K-5

71% Grades 6-12

Regular Attendance

61% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

60% 3rd grade literacy rate
of 3rd graders reading on grade level

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

Indicator 3: Comparative Performance (optional)

(5 / 6 Supplemental Points)

Measure	Grade Levels	School	Kea'au Complex
ELA	3-8	**47%**	**39%**
Math	3-8	**24%**	**24%**
Science	5 & 8	**22%**	**28%**

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

(8 / 9 Supplemental Points)

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

Financial Performance Framework

Kua o ka Lā New Century Public Charter School

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kua o ka Lā New Century Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	8.6	262 days	22.14%	$244,119	17.24%	128%	Low
Assessment	1	1	2	1	1	1	1
Formula	0.10	0.35	0.20	0.10	0.25	0.10	1.10

Organizational Performance Framework

Kua o ka Lā New Century Public Charter School

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

Organizational Performance Framework

Kua o ka Lā New Century Public Charter School

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

Organizational Performance Framework

Kua o ka Lā New Century Public Charter School

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

Kualapu'u School: A Public Conversion Charter

Molokaʻi | 260 Farrington Highway, Kualapu'u, Hawai'i 96757 | Established 2004

School Year 2024-2025

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 ʻuala, withstand adversity and thrive in an ever-changing world.

Demographics

290	--	86%	10%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

90	2	42
out of 73 points "Meets"	*Acceptable*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Kualapu'u School: A Public Conversion Charter

Total Points: 82

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

Points scored: 25/30

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**8**

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

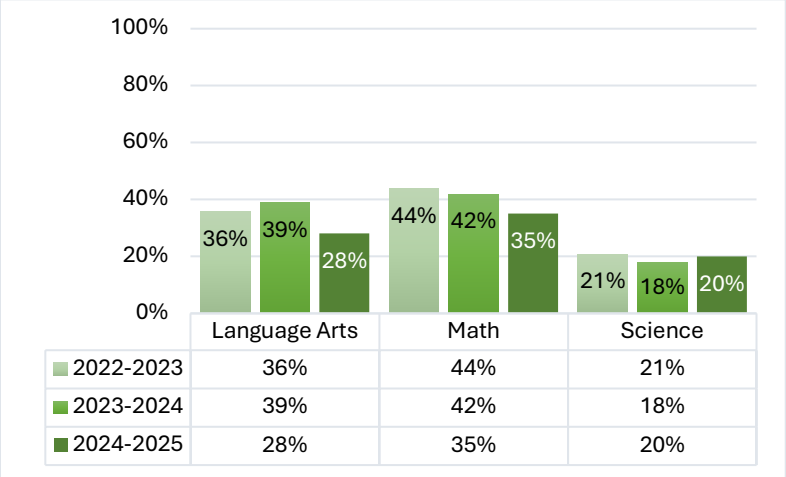
Points scored: 46/70

The data under "How are students performing in each subject?" and "How are student subgroups performing?" represents aggregate proficiency scores taken from the Smarter Balanced Assessments (SBA) and the Kaiapuni Assessment of Educational Outcome (KĀʻEO).

Academic Performance Framework

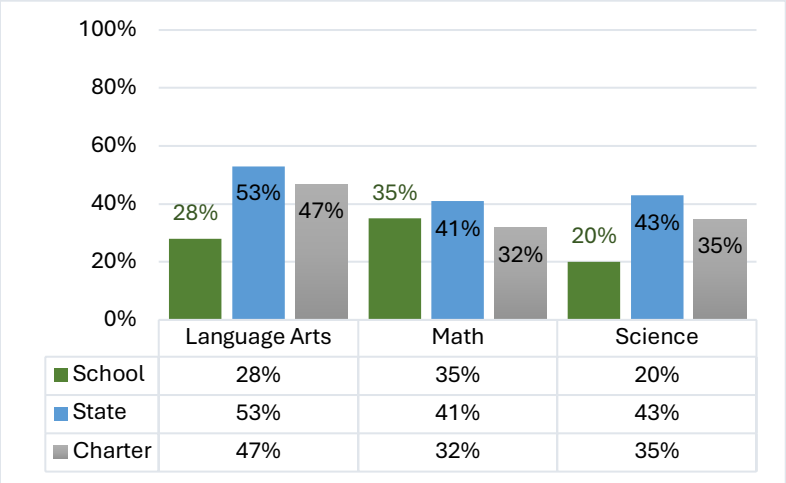
Kualapu'u School: A Public Conversion Charter

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



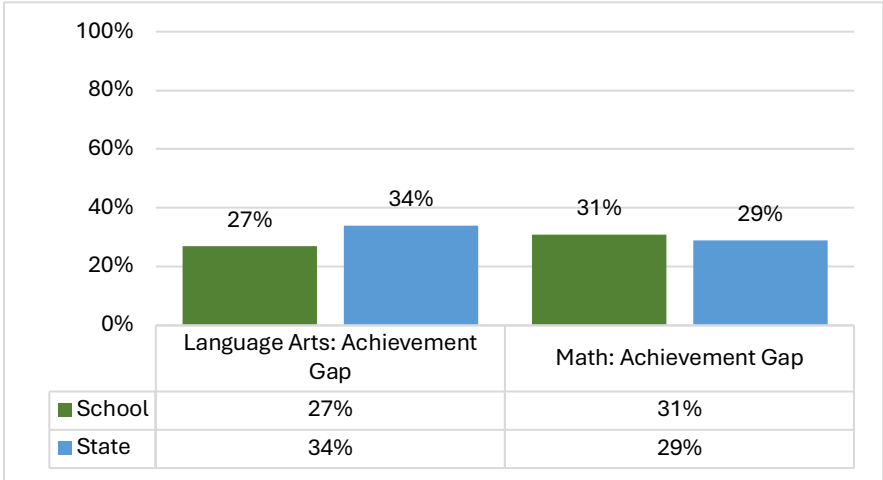
	Language Arts	Math	Science
2022-2023	36%	44%	21%
2023-2024	39%	42%	18%
2024-2025	28%	35%	20%

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



	Language Arts	Math	Science
School	28%	35%	20%
State	53%	41%	43%
Charter	47%	32%	35%

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

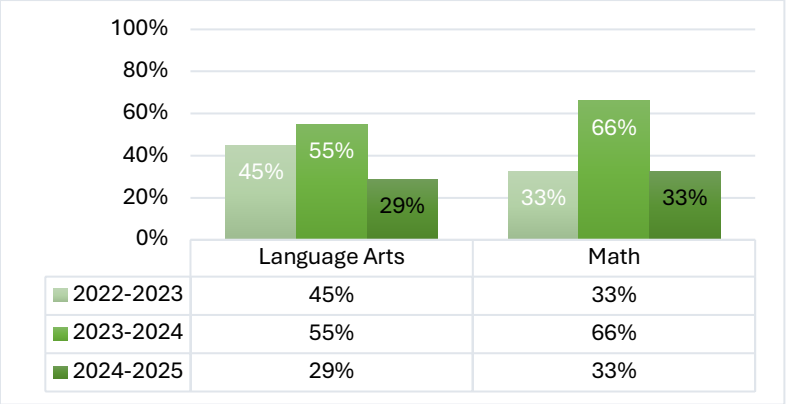


	Language Arts: Achievement Gap	Math: Achievement Gap
School	27%	31%
State	34%	29%

Academic Performance Framework

Kualapu'u School: A Public Conversion Charter

How do **students grow** over time**?** Student growth is represented by a Median Growth Percentile (MGP) which ranges from 1-99. A MGP score of 40 typically indicates one year of academic growth. The graph displays KĀʻEO assessment data showing the percentage of students achieving at least one year of growth annually across three school years.



	Language Arts	Math
2022-2023	45%	33%
2023-2024	55%	66%
2024-2025	29%	33%

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

63% Grades K-5

28% Grade 6

Regular Attendance

69% Percent of students *attending 90% of instructional days*

Post-Secondary Readiness?

24% 3rd grade literacy rate *of 3rd graders reading on grade level*

Indicator 3: Comparative Performance (optional)

(4/ 6 Supplemental Points)

Measure	Grade Levels	School	Hana, Lahainaluna, Lanai, Molokai
LA	3-6	**28%**	**37%**
Math	3-6	**35%**	**23%**
Science	5	**20%**	**26%**

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

(7 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	
Local-Specific Diagnostic Tool	**He Lawaiʻa School Specific Measure**
Universal Screener	**Achieve 3000**
Narrative Analysis of Data Score	**7**

Financial Performance Framework

Kualapu'u School: A Public Conversion Charter

Audited Fiscal Year 2024-2025

Acceptable
2

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kualapu'u School: A Public Conversion Charter

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	3.3	157 days	39.34%	$365,988	(0.85%)	121%	Acceptable
Assessment	1	1	2	2	3	1	2
Formula	0.10	0.35	0.20	0.20	0.75	0.10	1.70

Organizational Performance Framework

Kualapu'u School: A Public Conversion Charter

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

Organizational Performance Framework

Kualapu'u School: A Public Conversion Charter

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

Organizational Performance Framework

Kualapu'u School: A Public Conversion Charter

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

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

Kauaʻi | 8315 Kekaha Road, Suite K, Kekaha, HI. 96752 | Established 2001

School Year 2024-2025

Mission

Our mission is to educate our youth to become community leaders capable of directing the future of the Niihau community. Critical to our mission is raising the level of literacy, education, and awareness of our native community by preparing our youth to function independently in a western dominated society. Fundamental to our mission is raising the level of student involvement in community related activities and issues, including economics and governmental affairs as a mechanism to deliver appropriate and influential representation of the Niihau indigenous population for matters that affect their lives and culture now with the generations to come.

Demographics

35	--	69%	--
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

85	2	41
out of 73 points "Meets"	*Acceptable*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

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

Total Points: 85

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points) **Points scored: 27/30**

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**7**

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

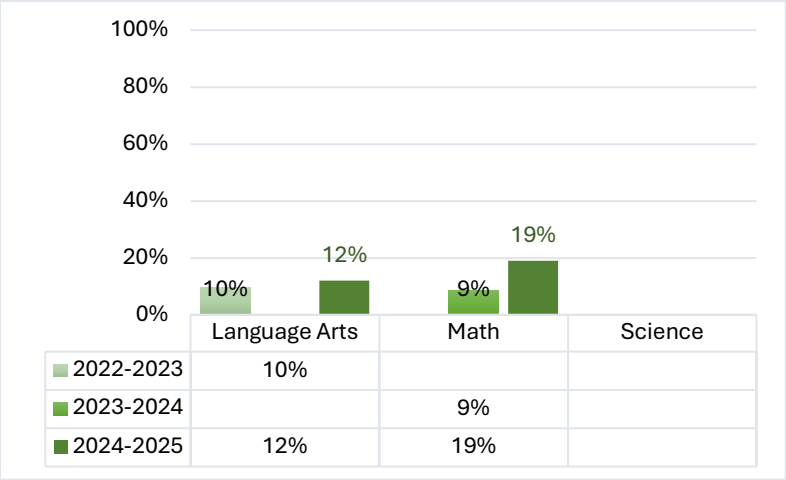
Academic Performance Framework

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

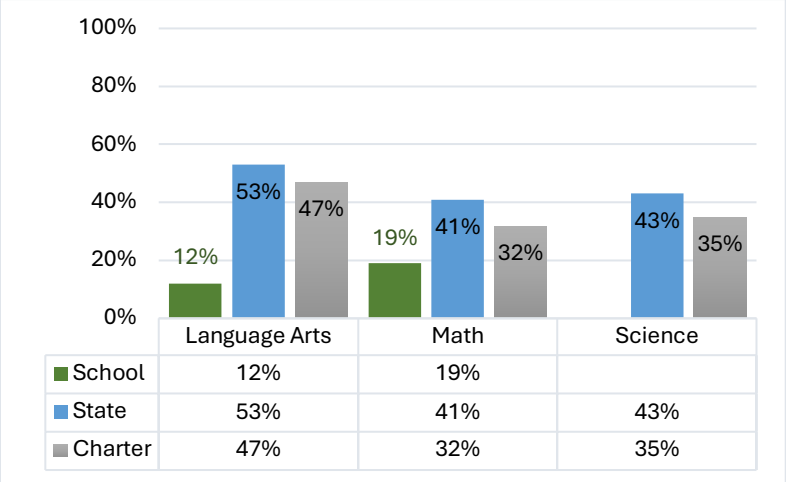
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: 55/70

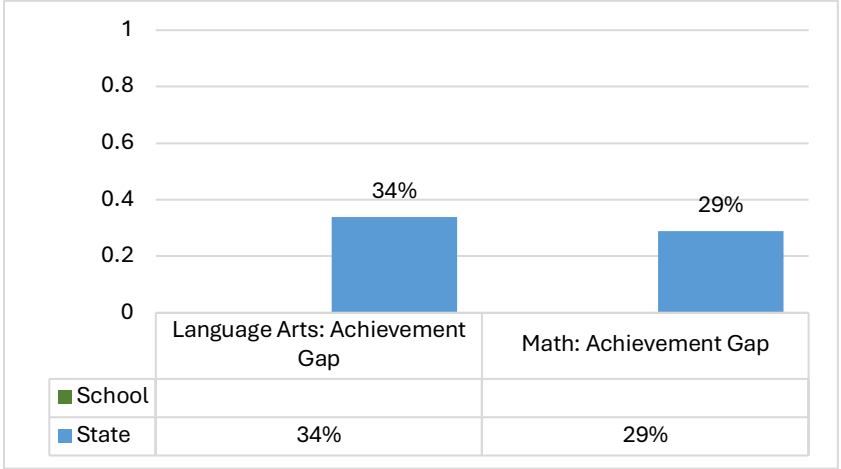
How are **students performing** in each subject?



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



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

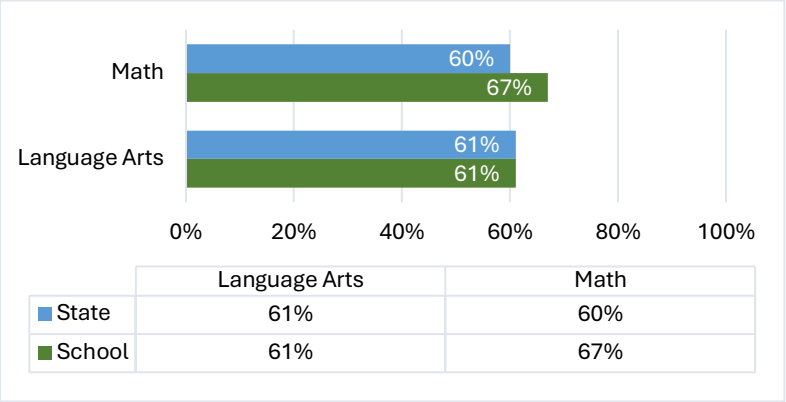


Note: data that is missing has been suppressed due to its low n-size

Academic Performance Framework

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

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



	Language Arts	Math
State	61%	60%
School	61%	67%

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

65% Grades K-5

57% Grades 6-12

Regular Attendance

64% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

SUPP 8th grade literacy rate
of 8th graders reading on grade level

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

Indicator 3: Comparative Performance (optional)
(3 / 6 Supplemental Points)

Measure	Grade Levels	School	Waimea Complex
ELA	3-8, 11	**12%**	**44%**
Math	3-8, 11	**19%**	**35%**
Science	5 & 8, Biology EOC	**SUPP**	**26%**

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)
(Did not participate/ 9 Supplemental Points)

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

Financial Performance Framework

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

Audited Fiscal Year 2024-2025

Acceptable
2

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

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

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	3.5	243 days	60.27%	$171,526	22.38%	94%	Acceptable
Assessment	1	1	4	3	3	4	2
Formula	0.10	0.35	0.40	0.30	0.75	0.40	2.30

Organizational Performance Framework

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

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

Organizational Performance Framework

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

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

Organizational Performance Framework

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

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



Kūlia Academy

Oʻahu | 2340 Omilo Lane, Honolulu, HI 96819 | Established 2021

School Year 2024-2025

Mission

Kūlia means "strive" and "thrive" in Hawaiian. The mission of Kūlia Academy is to prepare a diverse student population for success in college and beyond. Our goal is to educate contributors to society, by offering a comprehensive learning experience designed to serve the needs of our students, through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students.

Demographics

98	--	24%	11%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

75	4	32
out of 73 points "Meets"	*High*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Kūlia Academy

Total Points: 75

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

Points scored: 27/30

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**7**

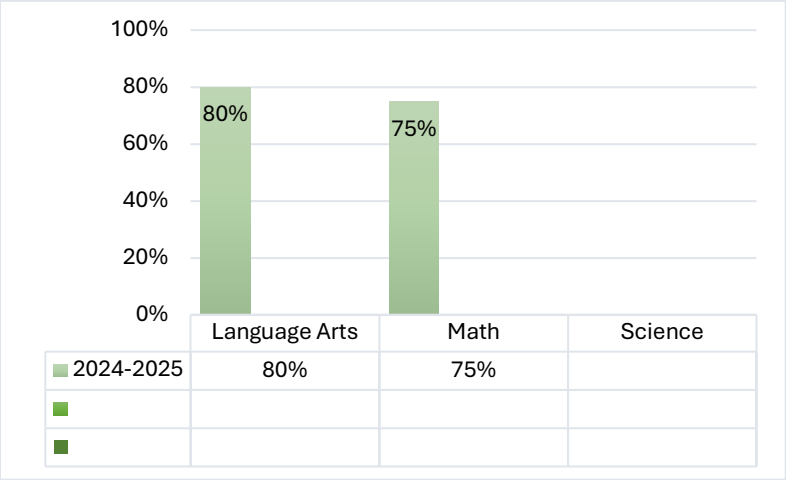
Academic Performance Framework

Kūlia Academy

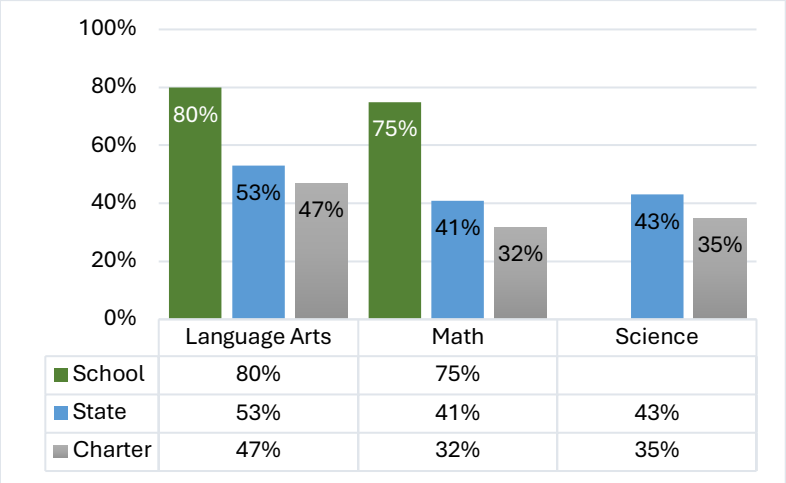
Indicator 2: Standardized Assessments Strive HI (Max 70 Points).

Points scored: 42/70

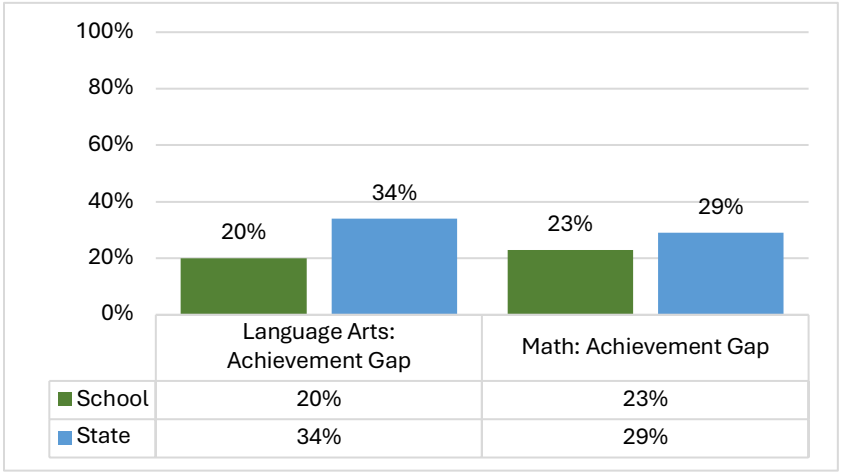
How are **students performing** in each subject?



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



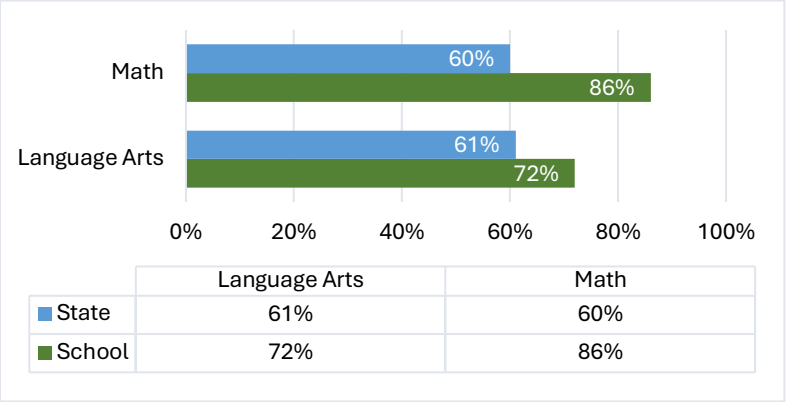
How are **student subgroups performing**? The achievement gap represents the difference in proficiency between non-high needs students and high needs students. High needs students are: economically disadvantaged, special education or English language learners.



Academic Performance Framework

Kūlia Academy

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



	Language Arts	Math
State	61%	60%
School	72%	86%

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

Did not Participate Grades 6-8

Regular Attendance

95% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

No Data

Indicator 3: Comparative Performance (optional)
(Did not participate / 6 Supplemental Points)

Measure	Grade Levels	School	Charter Schools
ELA	6-8		
Math	6-8		
Science	8		

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)
(6 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	
Local-Specific Diagnostic Tool	
Universal Screener	**iReady**
Narrative Analysis of Data Score	**6**

Financial Performance Framework

Kūlia Academy

Audited Fiscal Year 2024-2025

High
4

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kūlia Academy

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	0.2	17 days	96.52%	$66,364	(9.60%)	78%	High
Assessment	5	5	5	1	3	5	4
Formula	0.50	1.75	0.50	0.10	0.75	0.50	4.10

Organizational Performance Framework

Kūlia Academy

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

Organizational Performance Framework

Kūlia Academy

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

Organizational Performance Framework

Kūlia Academy

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

Laupāhoehoe Community Public Charter School

Hawai'i Island | 35-2065 Mamalahoa Highway, Laupahoehoe, HI 96764 | Established 2011

School Year 2024-2025

Mission

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

Demographics

304	--	72%	14%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

80	2	42
out of 73 points "Meets"	*Acceptable*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Laupāhoehoe Community Public Charter School

Total Points: 80

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**6**

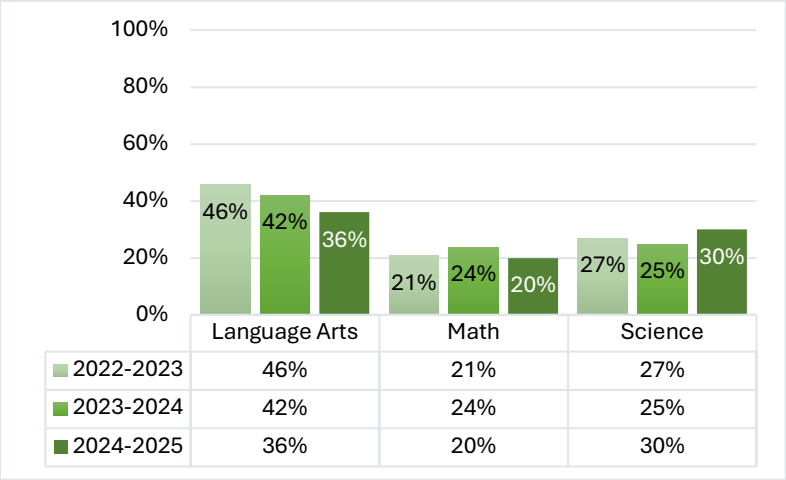
Academic Performance Framework

Laupāhoehoe Community Public Charter School

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

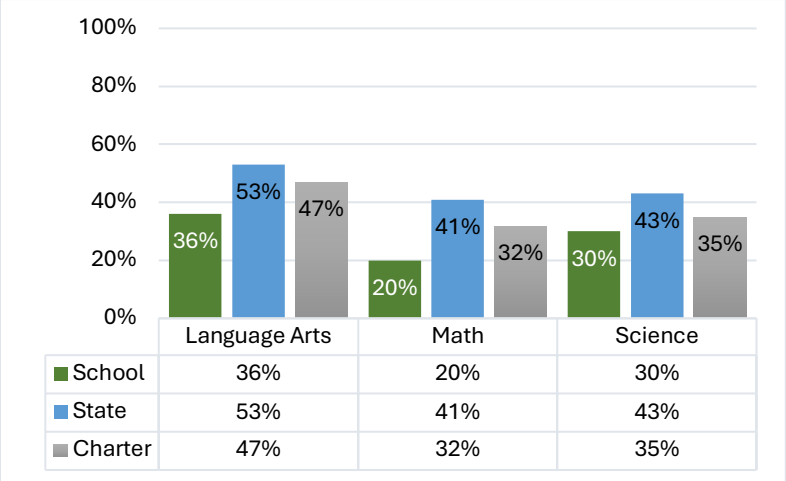
Points scored: 49/70

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



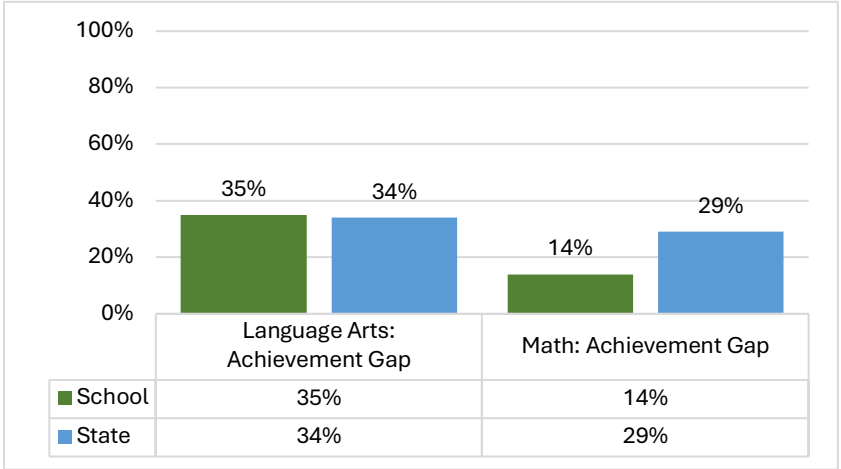
	Language Arts	Math	Science
2022-2023	46%	21%	27%
2023-2024	42%	24%	25%
2024-2025	36%	20%	30%

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



	Language Arts	Math	Science
School	36%	20%	30%
State	53%	41%	43%
Charter	47%	32%	35%

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

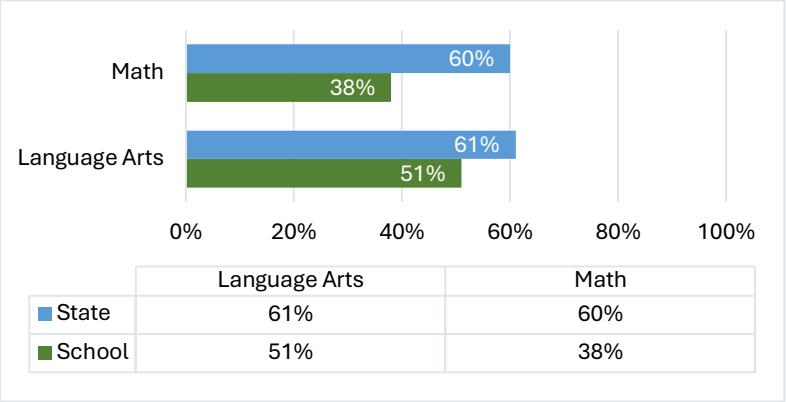


	Language Arts: Achievement Gap	Math: Achievement Gap
School	35%	14%
State	34%	29%

Academic Performance Framework

Laupāhoehoe Community Public Charter School

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



	Language Arts	Math
State	61%	60%
School	51%	38%

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

64% Grades K-5

53% Grades 6-12

Regular Attendance

81% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

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

Indicator 3: Comparative Performance (optional)

(3 / 6 Supplemental Points)

Measure	Grade Levels	School	Charter Schools
ELA	3-8, 11	**36%**	**47%**
Math	3-8, 11	**20%**	**32%**
Science	5 & 8, Biology EOC	**30%**	**35%**

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

(7 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	**NWEA**
Local-Specific Diagnostic Tool	
Universal Screener	
Narrative Analysis of Data Score	**7**

Financial Performance Framework

Laupāhoehoe Community Public Charter School

Audited Fiscal Year 2024-2025

Acceptable
2

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Laupāhoehoe Community Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	6.9	195 days	17.58%	($100,960)	(4.25%)	102%	Acceptable
Assessment	1	1	1	3	3	1	2
Formula	0.10	0.35	0.10	0.30	0.75	0.10	1.70

Organizational Performance Framework

Laupāhoehoe Community Public Charter School

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

Organizational Performance Framework

Laupāhoehoe Community Public Charter School

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

Organizational Performance Framework

Laupāhoehoe Community Public Charter School

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

Mālama Honua Public Charter School

Hawaiʻi Island | 41-054 ʻEhukai St., Waimānalo, HI 96795 | Established 2012

School Year 2024-2025

Mission

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

All haumana and kumu will become caring and compassionate and loving navigators that show Aloha, Mālama, ʻImi ʻIke, Lokomaikaʻi, Naʻau Pono, Olakino Makaʻi with the skills of a 21st century learner.

Demographics

170	0%	51%	12%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

100	1	42
42out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Mālama Honua Public Charter School

Total Points: 100

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

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

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

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

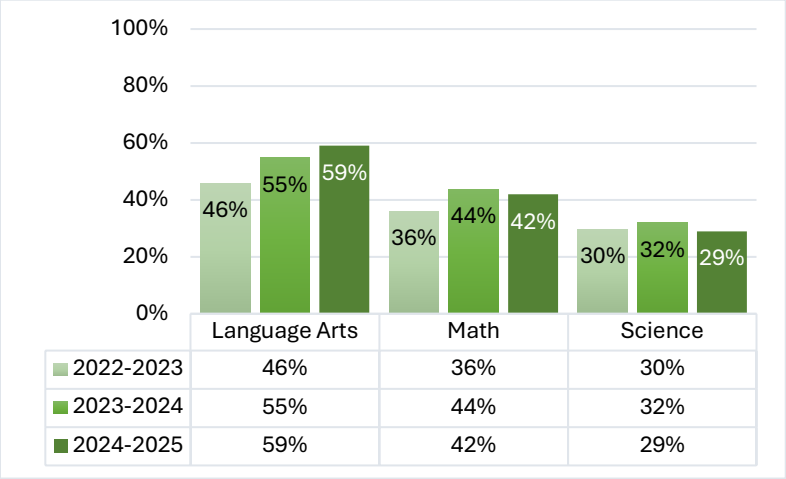
Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**8**

Academic Performance Framework

Mālama Honua Public Charter School

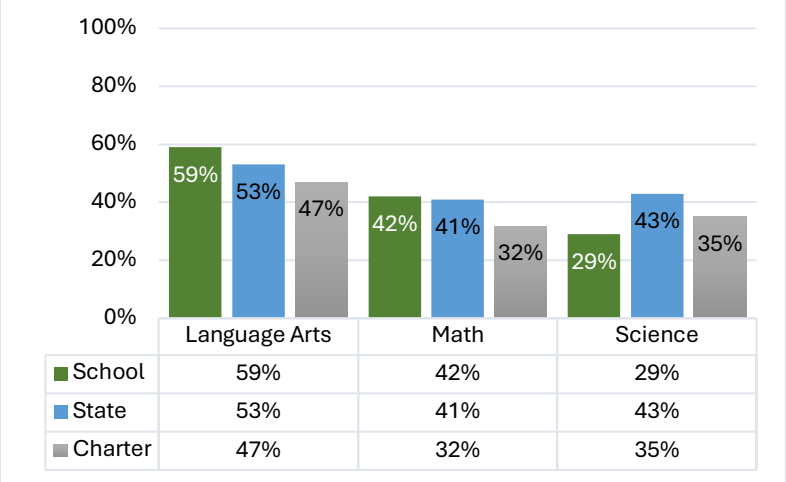
Indicator 2: Standardized Assessments Strive HI (Max 70 Points). **Points scored: 61/70**

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



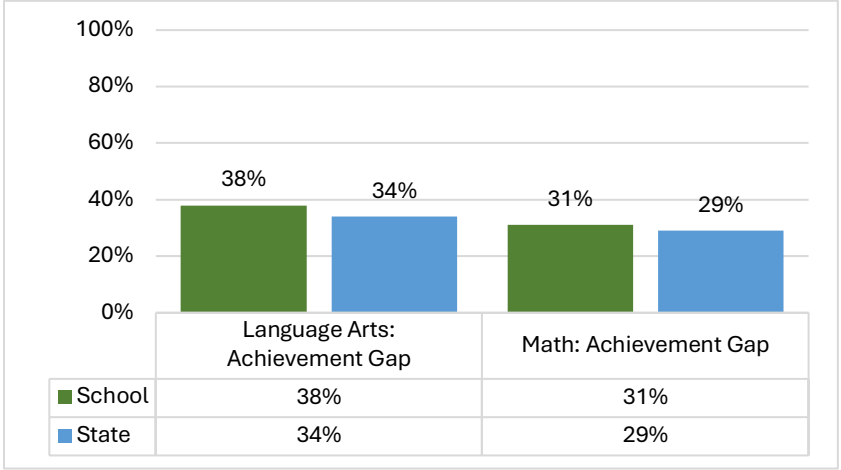
	Language Arts	Math	Science
2022-2023	46%	36%	30%
2023-2024	55%	44%	32%
2024-2025	59%	42%	29%

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



	Language Arts	Math	Science
School	59%	42%	29%
State	53%	41%	43%
Charter	47%	32%	35%

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

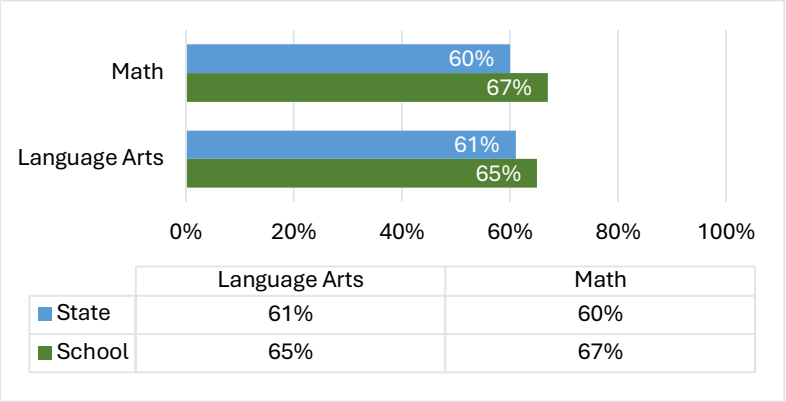


	Language Arts: Achievement Gap	Math: Achievement Gap
School	38%	31%
State	34%	29%

Academic Performance Framework

Mālama Honua Public Charter School

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



	Language Arts	Math
State	61%	60%
School	65%	67%

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

72% Grades K-6

63% Grades 7-12

Regular Attendance

87% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

50% 3rd grade literacy rate
of 3rd graders reading on grade level

Indicator 3: Comparative Performance (optional)

(5 / 6 Supplemental Points)

Measure	Grade Levels	School	Charter Schools
ELA	3-8	**59%**	**47%**
Math	3-8	**42%**	**32%**
Science	5 & 8	**29%**	**35%**

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

(8 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	
Local-Specific Diagnostic Tool	**Portfolio Defense**
Universal Screener	
Narrative Analysis of Data Score	**8**

Financial Performance Framework

Mālama Honua Public Charter School

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	**2**	**3**	**4**	**5**

Mālama Honua Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	2.8	700 days	38.25%	$1,439,410	38.25%	124%	Low
Assessment	1	1	2	1	1	1	1
Formula	0.10	0.35	0.20	0.10	0.25	0.10	1.10

Organizational Performance Framework

Mālama Honua Public Charter School

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

Organizational Performance Framework

Mālama Honua Public Charter School

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

Organizational Performance Framework

Mālama Honua Public Charter School

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

Myron B. Thompson Academy Public Charter School

Statewide | 1040 Richards Street Suite #220 Honolulu HI 96813 | Established 2001

School Year 2024-2025

Mission

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

Demographics

465	--	13%	3%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

96	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Myron B. Thompson Academy Public Charter School

Total Points: 96

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**10**

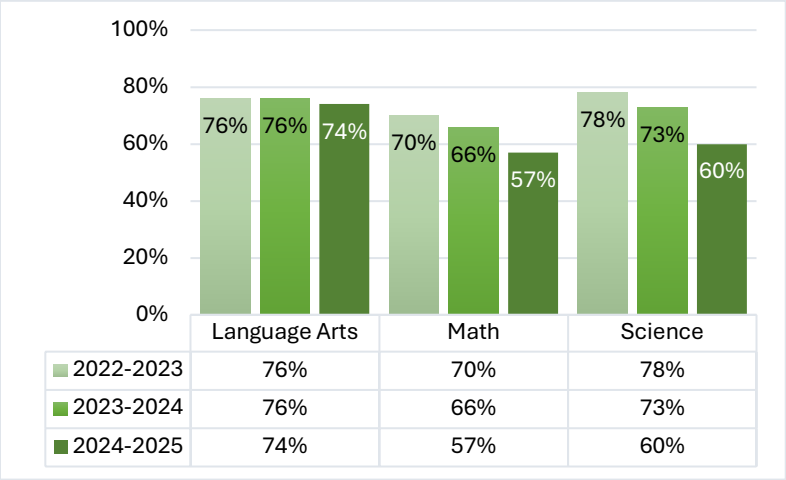
Academic Performance Framework

Myron B. Thompson Academy Public Charter School

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

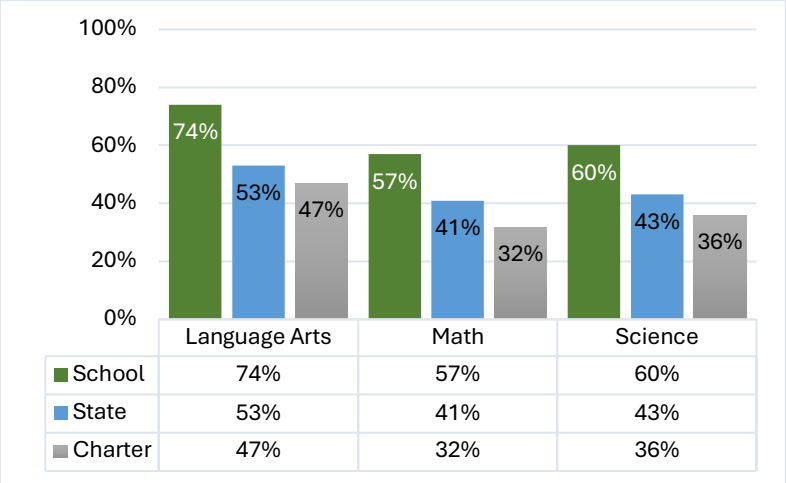
Points scored: 60/70

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



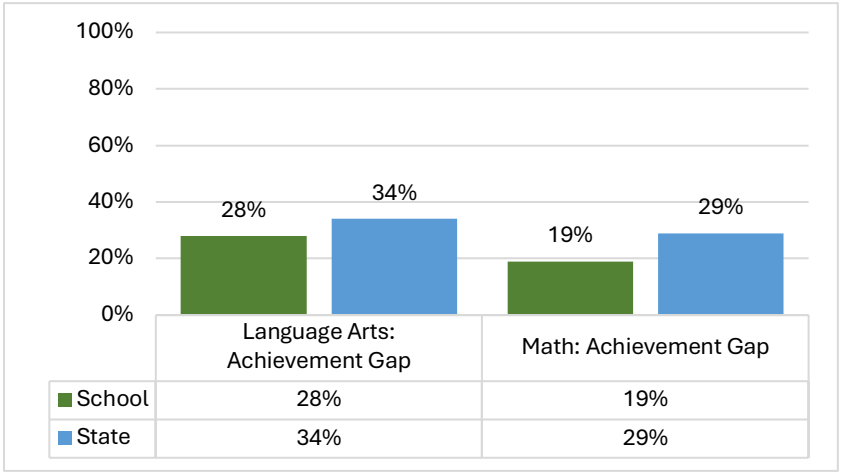
	Language Arts	Math	Science
2022-2023	76%	70%	78%
2023-2024	76%	66%	73%
2024-2025	74%	57%	60%

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



	Language Arts	Math	Science
School	74%	57%	60%
State	53%	41%	43%
Charter	47%	32%	36%

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

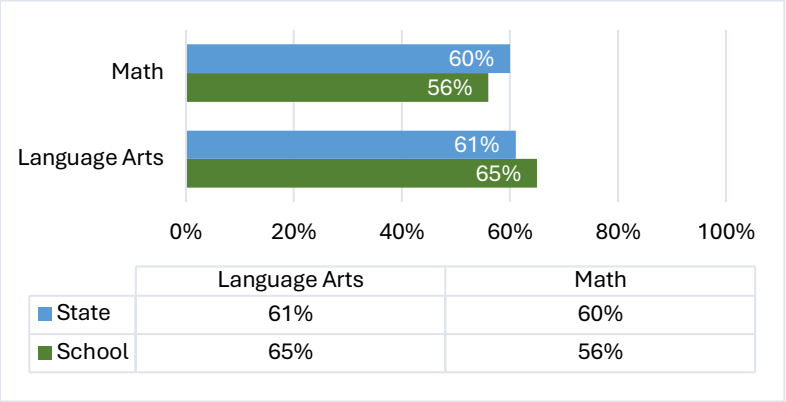


	Language Arts: Achievement Gap	Math: Achievement Gap
School	28%	19%
State	34%	29%

Academic Performance Framework

Myron B. Thompson Academy Public Charter School

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



	Language Arts	Math
State	61%	60%
School	65%	56%

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

Did not participate Grades K-5
Did not participate Grades 6-12

Regular Attendance

96% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

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

Indicator 3: Comparative Performance (optional)
(6 / 6 Supplemental Points)

Measure	Grade Levels	School	Kaimuki-McKinley-Roosevelt Complex Area
ELA	3-8, 11	**74%**	**56%**
Math	3-8, 11	**57%**	**46%**
Science	5 & 8, Biology EOC	**60%**	**47%**

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)
(Did not participate/ 9 Supplemental Points)

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

Financial Performance Framework

Myron B. Thompson Academy Public Charter School

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Myron B. Thompson Academy Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	13.6	766 days	15.01%	$1,028,060	11.80%	104%	Low
Assessment	1	1	1	1	1	1	1
Formula	0.10	0.35	0.10	0.10	0.25	0.10	1

Organizational Performance Framework

Myron B. Thompson Academy Public Charter School

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

Organizational Performance Framework

Myron B. Thompson Academy Public Charter School

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

Organizational Performance Framework

Myron B. Thompson Academy Public Charter School

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

Nā Wai Ola Public Charter School

Hawaiʻi Island | 18-1359 Volcano Rd, Mountain View, HI 96771 | Established 2000

School Year 2024-2025

Mission

Nā Wai Ola Public Charter School's staff, parents, and community are dedicated to the intellectual, personal, social, emotional, and physical growth of students. Our highly qualified and skilled staff recognizes the value of professional development to rigorously challenge students. Our teaching practices are grounded in Hawaiian culture, values, and traditions, and are reflective and responsive to the needs of our students. Through our Hawaiian-focused, project-based learning experiences and opportunities, our students discover their potential, achieve readiness for their life's journey, and succeed in a safe and caring environment.

Demographics

145	0%	92%	14%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

85	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Nā Wai Ola Public Charter School

Total Points: 85

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**8**

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

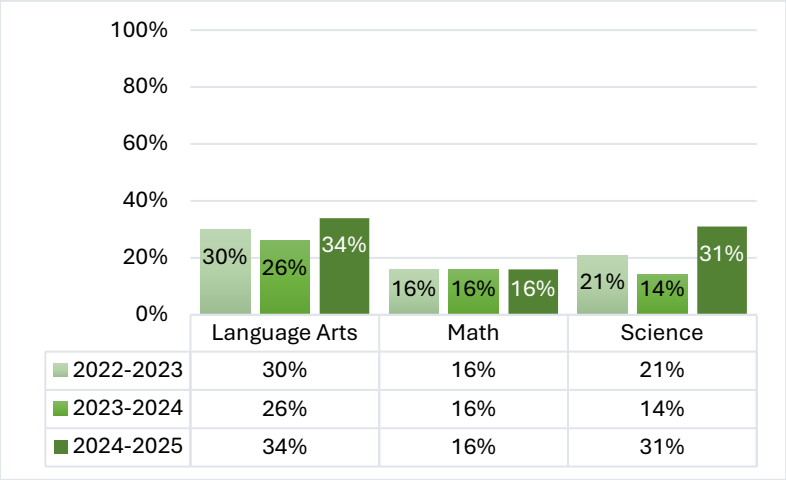
Academic Performance Framework

Nā Wai Ola Public Charter School

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

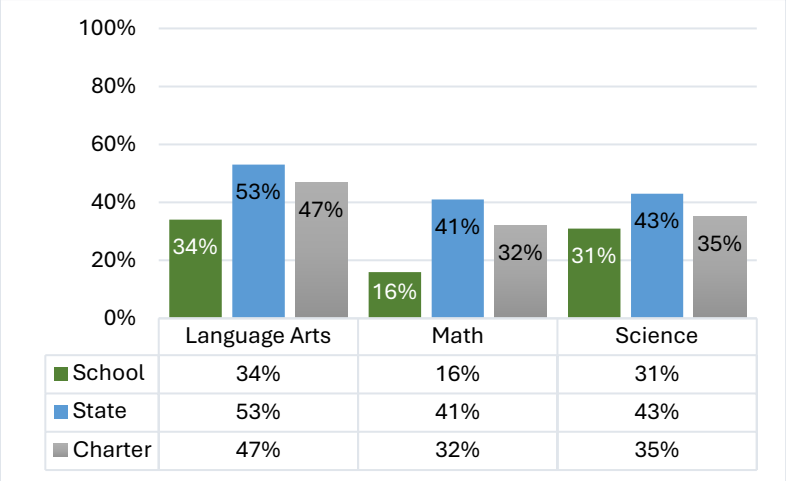
Points scored: 45/70

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



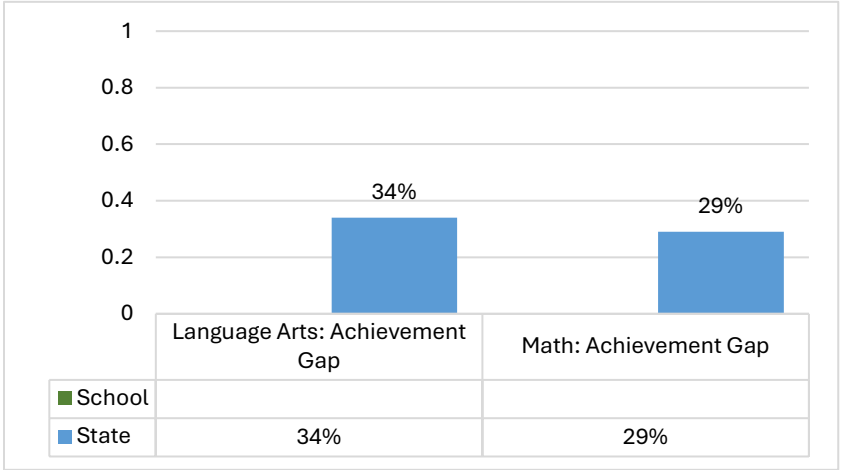
	Language Arts	Math	Science
2022-2023	30%	16%	21%
2023-2024	26%	16%	14%
2024-2025	34%	16%	31%

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



	Language Arts	Math	Science
School	34%	16%	31%
State	53%	41%	43%
Charter	47%	32%	35%

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



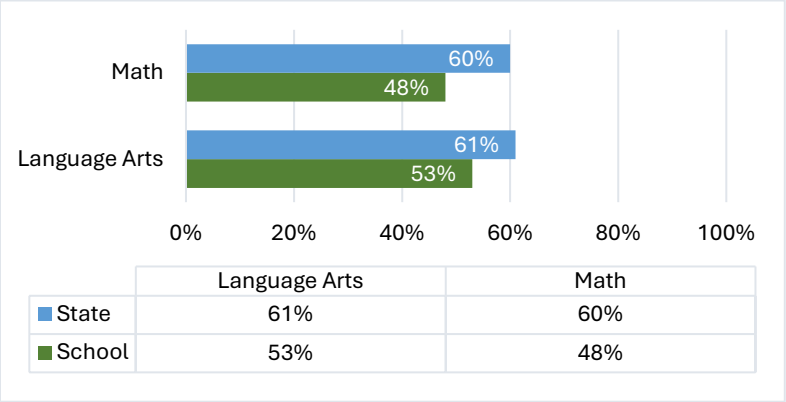
	Language Arts: Achievement Gap	Math: Achievement Gap
School		
State	34%	29%

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

Academic Performance Framework

Nā Wai Ola Public Charter School

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



	Language Arts	Math
State	61%	60%
School	53%	48%

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

Did not partcipate Grades K-5

Regular Attendance

97% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

40% 3rd grade literacy rate
of 3rd graders reading on grade level

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

Indicator 3: Comparative Performance (optional)

(5 / 6 Supplemental Points)

Measure	Grade Levels	School	Kau-Kea'au-Pahoa
ELA	3-6	**34%**	**34%**
Math	3-6	**16%**	**21%**
Science	5	**31%**	**26%**

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

(7 / 9 Supplemental Points)

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

Financial Performance Framework

Nā Wai Ola Public Charter School

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Nā Wai Ola Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	5.3	254 days	40.95%	$267,706	18.75%	108%	Low
Assessment	1	1	3	1	1	1	1
Formula	0.10	0.35	0.30	0.10	0.25	0.10	1.20

Organizational Performance Framework

Nā Wai Ola Public Charter School

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

Organizational Performance Framework

Nā Wai Ola Public Charter School

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

Organizational Performance Framework

Nā Wai Ola Public Charter School

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

SEEQS: the School for Examining Essential Questions of Sustainability

Oʻahu | 1728 Nuʻuanu Ave., Honolulu, HI, 96817 | Established 2012

School Year 2024-2025

Mission

The diverse community of SEEQS fosters a joy of learning through collaborative and interdisciplinary investigation of questions essential to Hawaiʻi's future.

Demographics

177	--	7%	8%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

106	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

SEEQS: the School for Examining Essential Questions of Sustainability

Total Points: 106

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**10**

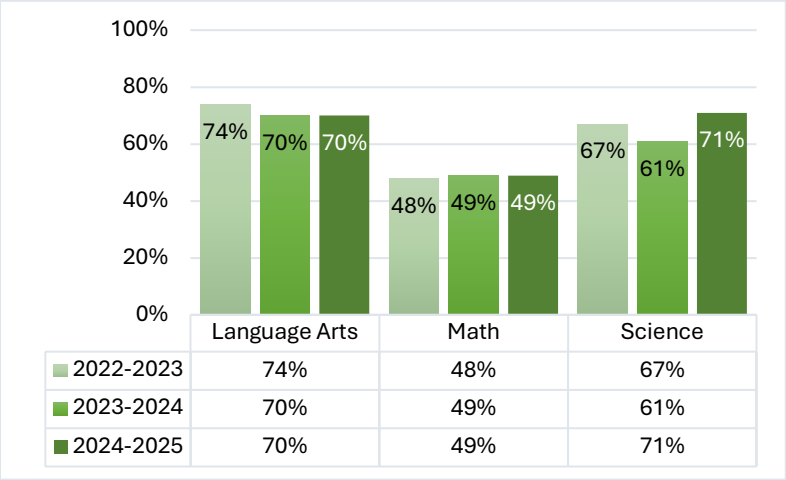
Academic Performance Framework

SEEQS: the School for Examining Essential Questions of Sustainability

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

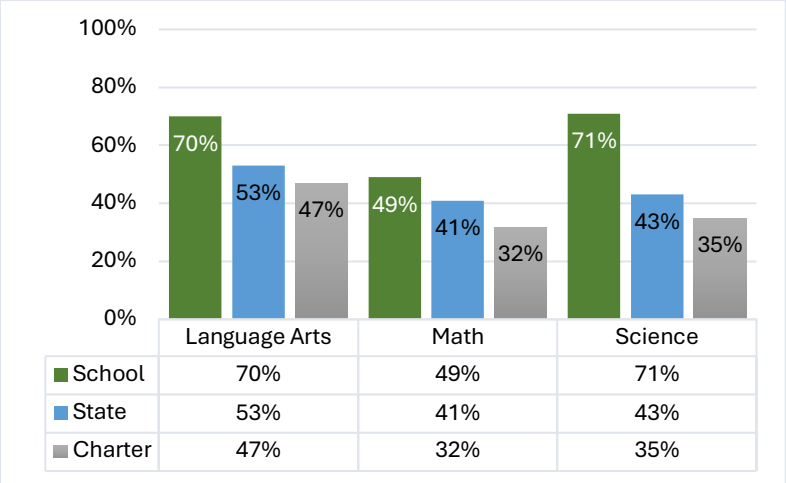
Points scored: 61/70

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



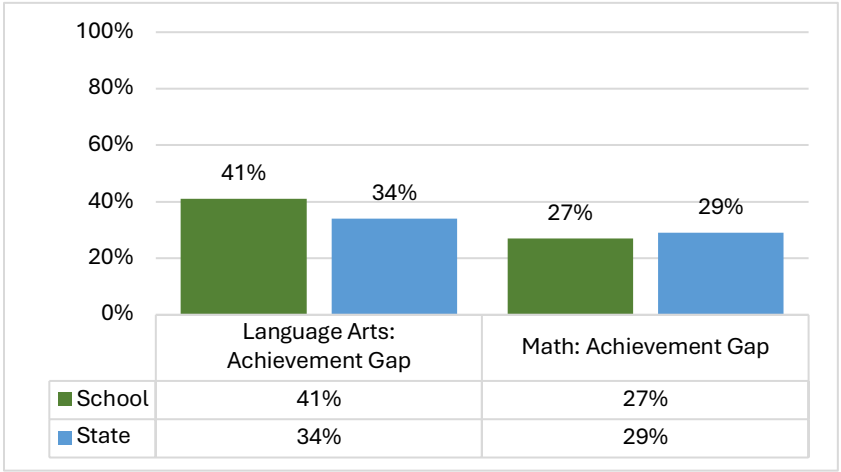
	Language Arts	Math	Science
2022-2023	74%	48%	67%
2023-2024	70%	49%	61%
2024-2025	70%	49%	71%

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



	Language Arts	Math	Science
School	70%	49%	71%
State	53%	41%	43%
Charter	47%	32%	35%

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

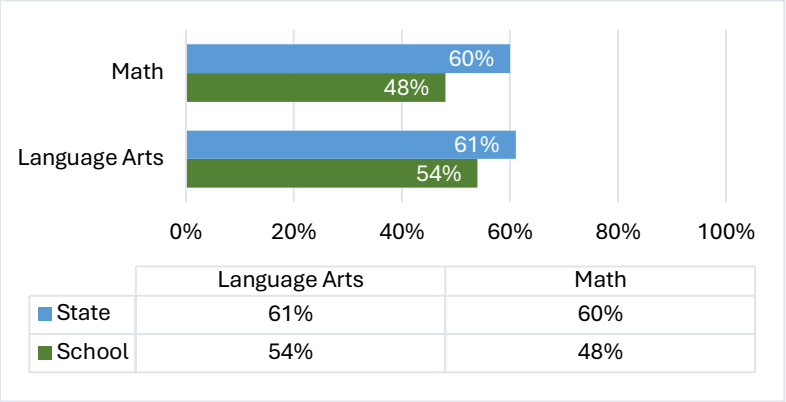


	Language Arts: Achievement Gap	Math: Achievement Gap
School	41%	27%
State	34%	29%

Academic Performance Framework

SEEQS: the School for Examining Essential Questions of Sustainability

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



	Language Arts	Math
State	61%	60%
School	54%	48%

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

58% Grades 6-8

Regular Attendance

81% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

76% 8th grade literacy rate
of 8th graders reading on grade level

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

Measure	Grade Levels	School	Charter Schools
ELA	6-8	**70%**	**47%**
Math	6-8	**49%**	**32%**
Science	8	**71%**	**35%**

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

(9 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	
Local-Specific Diagnostic Tool	**Portfolio Defense**
Universal Screener	
Narrative Analysis of Data Score	**9**

Financial Performance Framework

SEEQS: the School for Examining Essential Questions of Sustainability

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

SEEQS: the School for Examining Essential Questions of Sustainability

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	7.1	141 days	24.45%	$225,794	5.90%	119%	Low
Assessment	1	1	2	2	2	1	1
Formula	0.10	0.35	0.20	0.20	0.50	0.10	1.45

Organizational Performance Framework

SEEQS: the School for Examining Essential Questions of Sustainability

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

Organizational Performance Framework

SEEQS: the School for Examining Essential Questions of Sustainability

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

Organizational Performance Framework

SEEQS: the School for Examining Essential Questions of Sustainability

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

University Laboratory School

Oʻahu | 1776 University Avenue - UHS Building 3, Room 121, Honolulu, HI 96822 | Established 2001

School Year 2024-2025

Mission

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

Demographics

450	--	8%	8%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

100	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

University Laboratory School

Total Points: 100

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

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

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

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

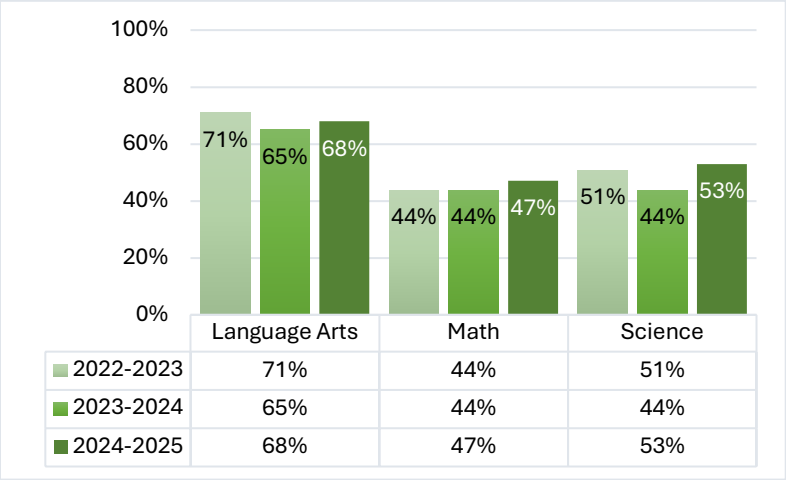
Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**10**

Academic Performance Framework

University Laboratory School

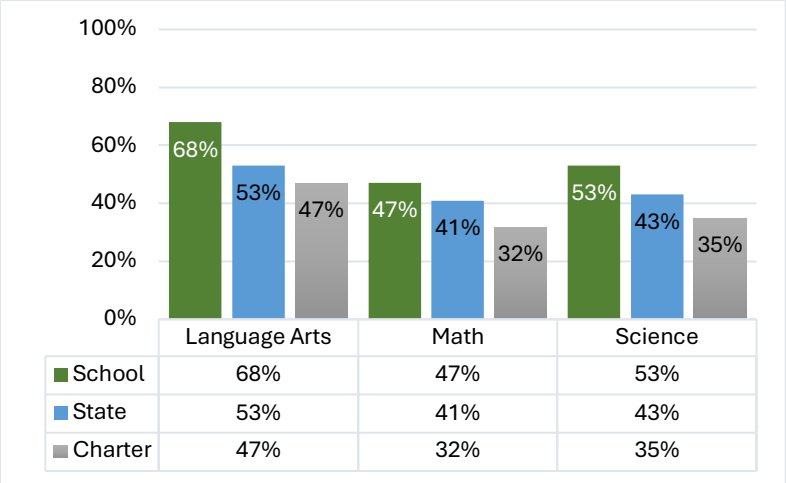
Indicator 2: Standardized Assessments Strive HI (Max 70 Points). **Points scored: 64/70**

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



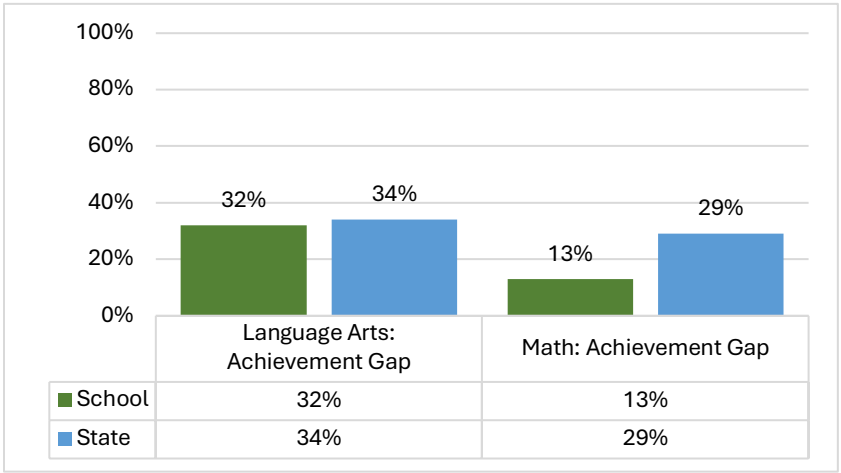
	Language Arts	Math	Science
2022-2023	71%	44%	51%
2023-2024	65%	44%	44%
2024-2025	68%	47%	53%

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



	Language Arts	Math	Science
School	68%	47%	53%
State	53%	41%	43%
Charter	47%	32%	35%

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

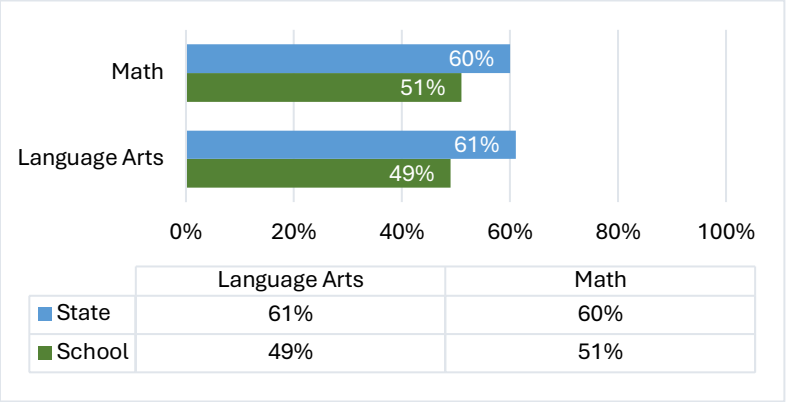


	Language Arts: Achievement Gap	Math: Achievement Gap
School	32%	13%
State	34%	29%

Academic Performance Framework

University Laboratory School

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



	Language Arts	Math
State	61%	60%
School	49%	51%

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

65% Grades K-5

61% Grades 6-12

Regular Attendance

86% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

98% 9th grade promotion
of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)
(6 / 6 Supplemental Points)

Measure	Grade Levels	School	Charter Schools
ELA	3-8, 11	**68%**	**47%**
Math	3-8, 11	**47%**	**32%**
Science	5 & 8, Biology EOC	**53%**	**35%**

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)
(Did not participate/ 9 Supplemental Points)

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

Financial Performance Framework

University Laboratory School

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

University Laboratory School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	6.5	364 days	22.75%	$1,209,233	18.08%	143%	Low
Assessment	1	1	2	1	1	1	1
Formula	0.10	0.35	0.20	0.10	0.25	0.10	1.10

Organizational Performance Framework

University Laboratory School

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

Organizational Performance Framework

University Laboratory School

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

Organizational Performance Framework

University Laboratory School

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

Volcano School of Arts & Sciences

Hawaiʻi Island | 99-128 Old Volcano Road, Volcano, HI 96785 | Established 2001

School Year 2024-2025

Mission

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

Demographics

325	--	70%	21%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

99	2	42
out of 73 points "Meets"	*Acceptable*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Volcano School of Arts & Sciences

Total Points: 99

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points) **Points scored: 27/30**

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**9**

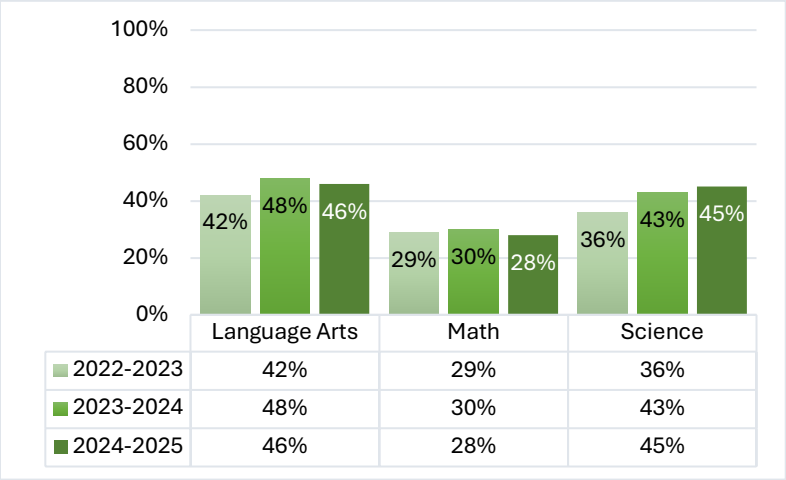
Academic Performance Framework

Volcano School of Arts & Sciences

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

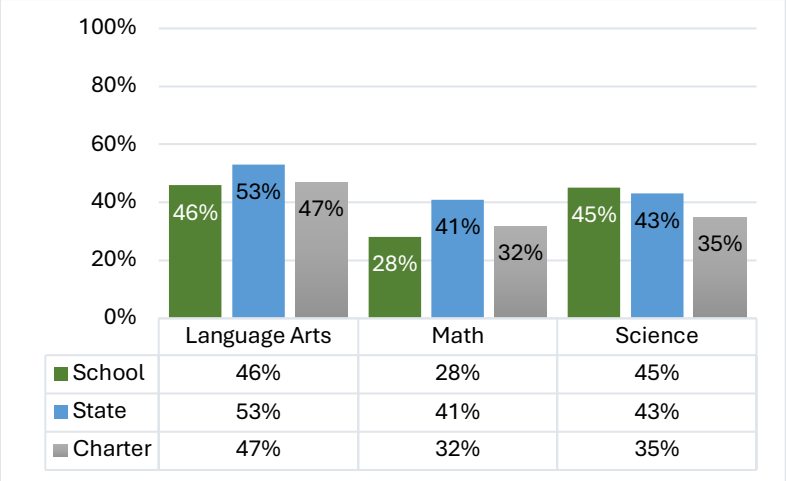
Points scored: 58/70

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



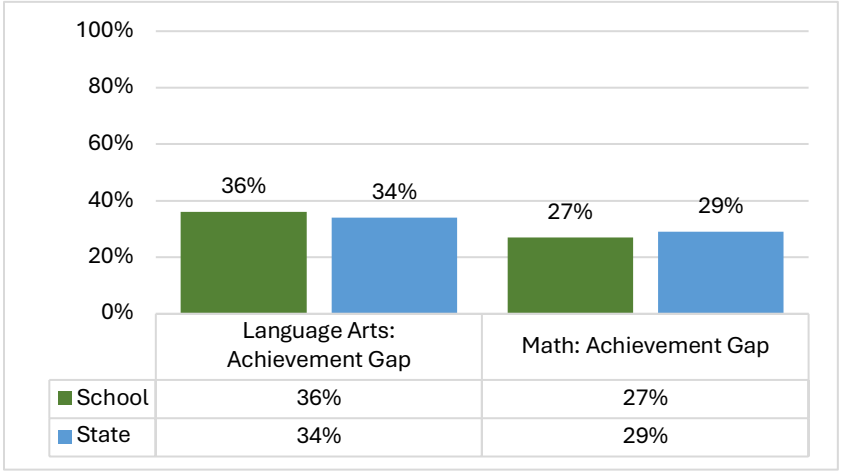
	Language Arts	Math	Science
2022-2023	42%	29%	36%
2023-2024	48%	30%	43%
2024-2025	46%	28%	45%

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



	Language Arts	Math	Science
School	46%	28%	45%
State	53%	41%	43%
Charter	47%	32%	35%

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

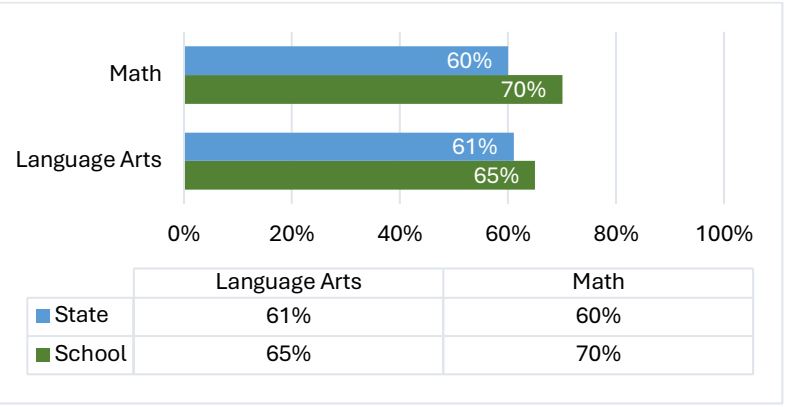


	Language Arts: Achievement Gap	Math: Achievement Gap
School	36%	27%
State	34%	29%

Academic Performance Framework

Volcano School of Arts & Sciences

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



	Language Arts	Math
State	61%	60%
School	65%	70%

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

No Data Grades K-5

92% Grades 6-12

Regular Attendance

75% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

62% 8th grade literacy
of 8th graders reading on grade level

Indicator 3: Comparative Performance (optional)

(6 / 6 Supplemental Points)

Measure	Grade Levels	School	Kau-Kea'au-Pahoa
ELA	3-8, 11	**46%**	**34%**
Math	3-8, 11	**28%**	**21%**
Science	5 & 8, Biology EOC	**45%**	**26%**

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

(8 / 9 Supplemental Points)

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

Financial Performance Framework

Volcano School of Arts & Sciences

Audited Fiscal Year 2024-2025

Acceptable
2

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Volcano School of Arts & Sciences

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	1.2	96 days	73.18%	($10,198,503)	3.95%	108%	Acceptable
Assessment	4	1	4	4	1	1	2
Formula	0.40	0.35	0.40	0.40	0.25	0.10	1.90

Organizational Performance Framework

Volcano School of Arts & Sciences

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

Organizational Performance Framework

Volcano School of Arts & Sciences

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

Organizational Performance Framework

Volcano School of Arts & Sciences

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

Voyager: A Public Charter School

Oʻahu | 2428 Wilder Avenue, Honolulu, HI 96822 | Established 2000

School Year 2024-2025

Mission

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

Demographics

242	5%	18%	13%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

95	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Voyager: A Public Charter School

Total Points: 95

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**8**

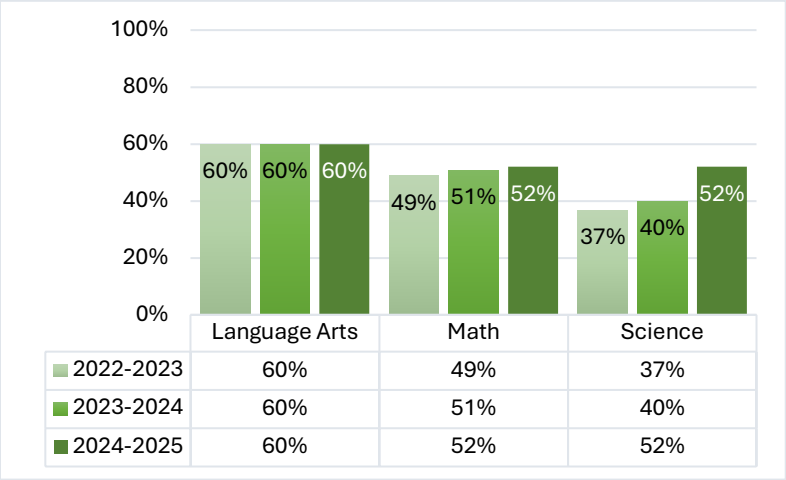
Academic Performance Framework

Voyager: A Public Charter School

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

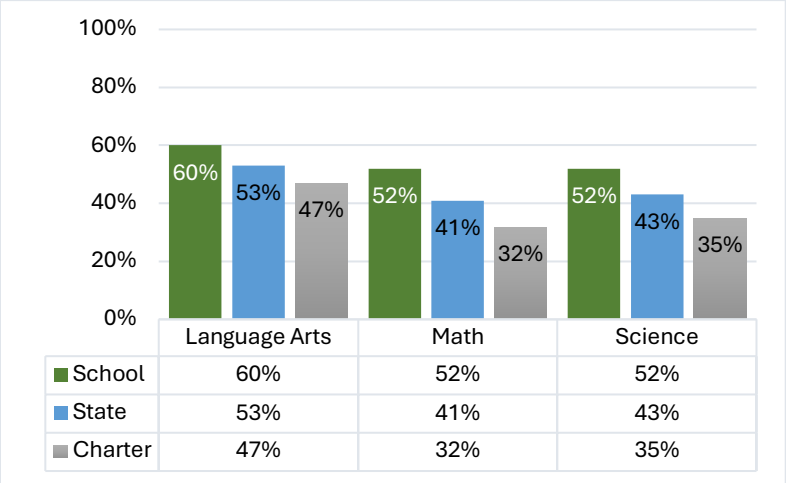
Points scored: 67/70

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



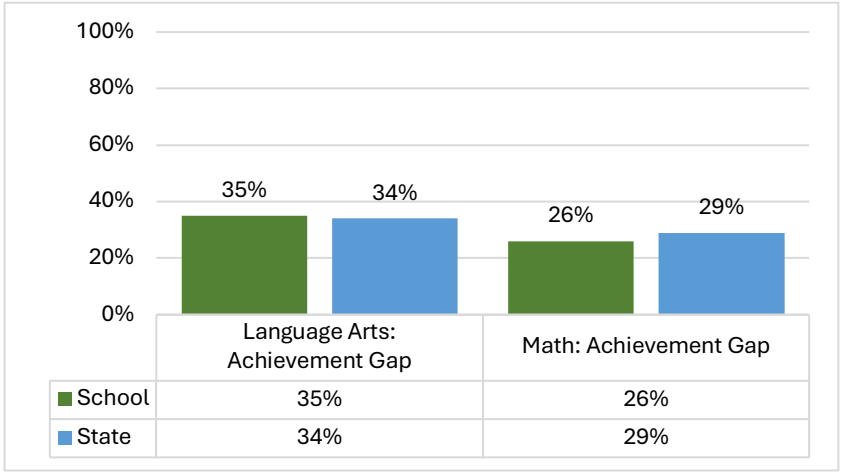
	Language Arts	Math	Science
2022-2023	60%	49%	37%
2023-2024	60%	51%	40%
2024-2025	60%	52%	52%

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



	Language Arts	Math	Science
School	60%	52%	52%
State	53%	41%	43%
Charter	47%	32%	35%

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

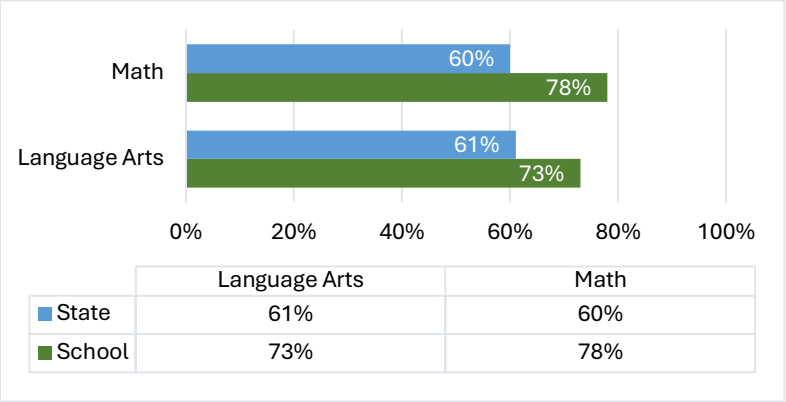


	Language Arts: Achievement Gap	Math: Achievement Gap
School	35%	26%
State	34%	29%

Academic Performance Framework

Voyager: A Public Charter School

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



	Language Arts	Math
State	61%	60%
School	73%	78%

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

67% Grades K-5

74% Grades 6-12

Regular Attendance

84% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

81% 8th grade literacy rate
of 8th graders reading on grade level

Indicator 3: Comparative Performance (optional)
(Did not participate/ 6 Supplemental Points)

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

Indicator 4: School Reported Data - Site-Relevant Diagnostics (optional)
(Did not participate/ 9 Supplemental Points)

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

Financial Performance Framework

Voyager: A Public Charter School

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Voyager: A Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	5.3	355 days	32.56%	$487,448	12.14%	106%	Low
Assessment	1	1	2	1	1	1	1
Formula	0.10	0.35	0.20	0.10	0.25	0.10	1.10

Organizational Performance Framework

Voyager: A Public Charter School

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

Organizational Performance Framework

Voyager: A Public Charter School

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

Organizational Performance Framework

Voyager: A Public Charter School

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

Waiʻalae Elementary Public Charter School

Oʻahu | 1045 19th Ave, Honolulu, HI 96816 | Established 1999

School Year 2024-2025

Mission

Wai'alae Elementary Public Charter School is a student centered school that honors the whole child. It is committed to nurturing a community of joyful learners who strive for excellence and innovation; empowering all members of the community to actively engage in a democratic society.

Demographics

490	6%	26%	11%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

107	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Waiʻalae Elementary Public Charter School

Total Points: 107

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points) **Points scored: 24/30**

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**7**

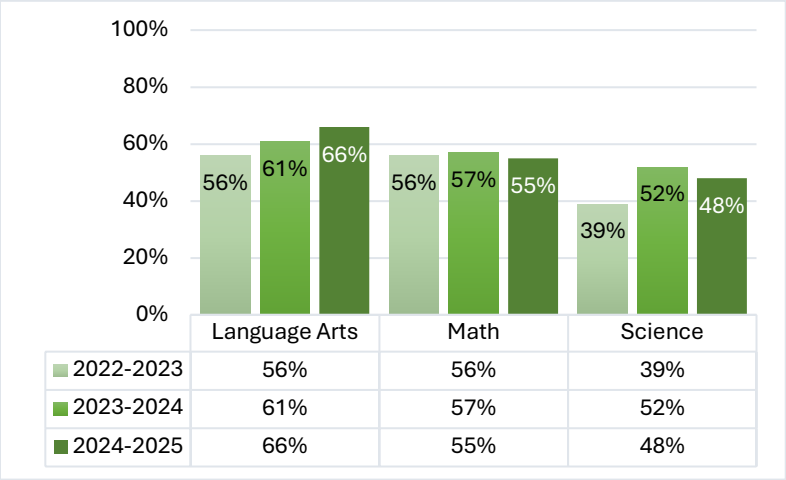
Academic Performance Framework

Waiʻalae Elementary Public Charter School

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

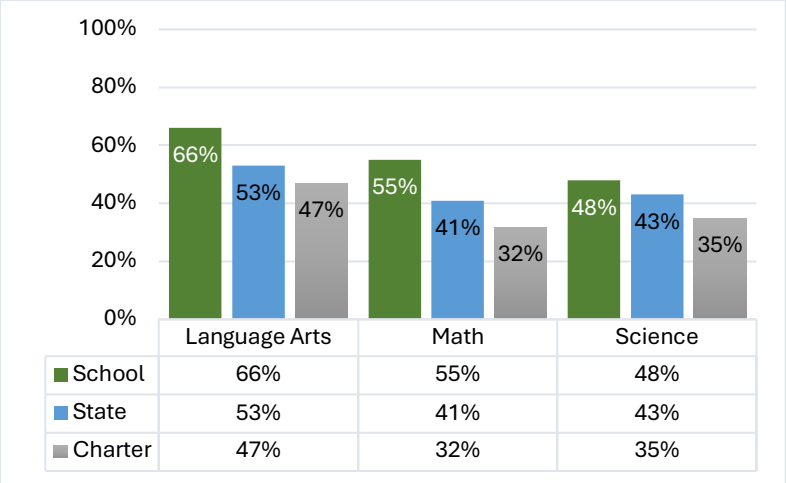
Points scored: 70/70

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



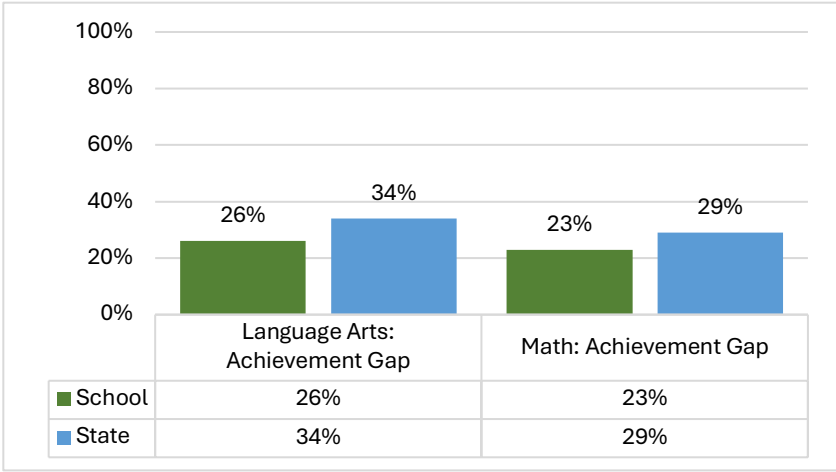
	Language Arts	Math	Science
2022-2023	56%	56%	39%
2023-2024	61%	57%	52%
2024-2025	66%	55%	48%

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



	Language Arts	Math	Science
School	66%	55%	48%
State	53%	41%	43%
Charter	47%	32%	35%

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

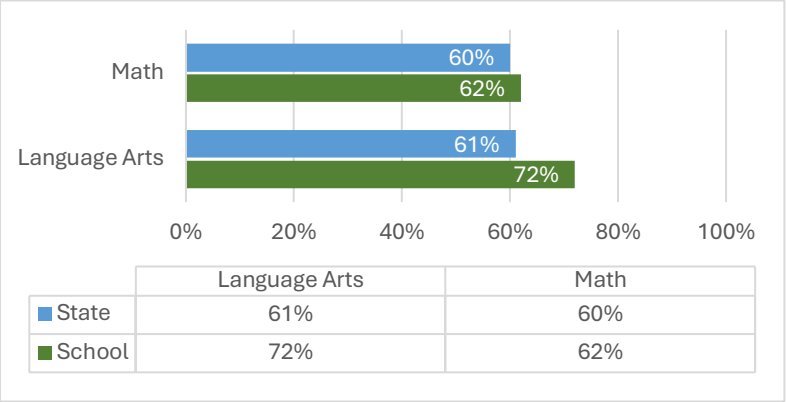


	Language Arts: Achievement Gap	Math: Achievement Gap
School	26%	23%
State	34%	29%

Academic Performance Framework

Waiʻalae Elementary Public Charter School

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



	Language Arts	Math
State	61%	60%
School	72%	62%

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

69% Grades K-5

Regular Attendance

81% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

68% 3rd grade literacy rate
of 3rd graders reading on grade level

Indicator 3: Comparative Performance (optional)

(5 / 6 Supplemental Points)

Measure	Grade Levels	School	Farrington-Kaiser-Kalani
ELA	3-5	**66%**	**61%**
Math	3-5	**55%**	**50%**
Science	5	**48%**	**54%**

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

(8 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	
Local-Specific Diagnostic Tool	
Universal Screener	**iReady (Reading and Math); STAR**
Narrative Analysis of Data Score	**8**

Financial Performance Framework

Waiʻalae Elementary Public Charter School

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Waiʻalae Elementary Public Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	6.8	373 days	23.64%	$883,528	8.20%	121%	Low
Assessment	1	1	2	1	1	1	1
Formula	0.10	0.35	0.20	0.10	0.25	0.10	1.10

Organizational Performance Framework

Waiʻalae Elementary Public Charter School

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

Organizational Performance Framework

Waiʻalae Elementary Public Charter School

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

Organizational Performance Framework

Waiʻalae Elementary Public Charter School

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

Waimea Middle Public Conversion Charter School

Hawaiʻi Island | 67-1229 Mamalahoa Highway, Kamuela, HI 96743 | Established 2003

School Year 2024-2025

Mission

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

Demographics

188	10%	60%	17%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

91	1	42
out of 73 points "Meets"	*Low*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

Waimea Middle Public Conversion Charter School

Total Points: 91

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

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**8**

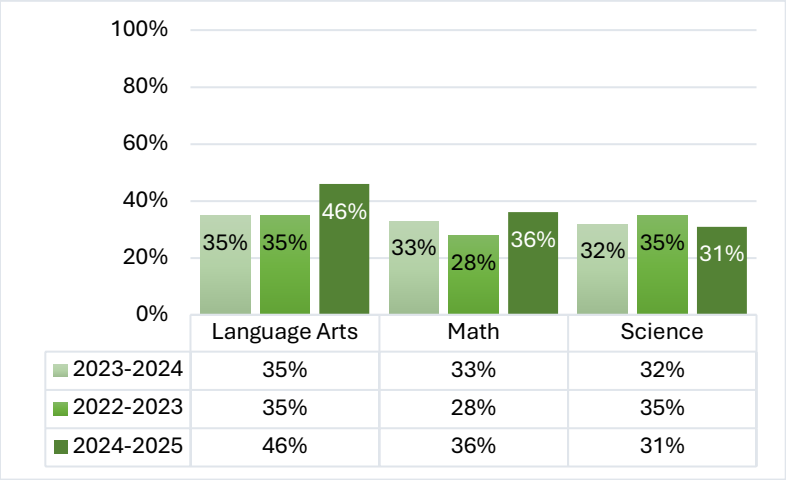
Academic Performance Framework

Waimea Middle Public Conversion Charter School

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

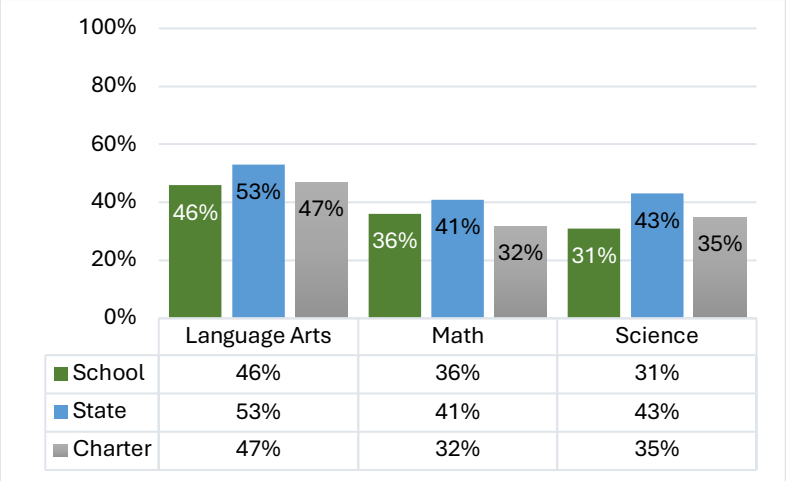
Points scored: 55/70

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



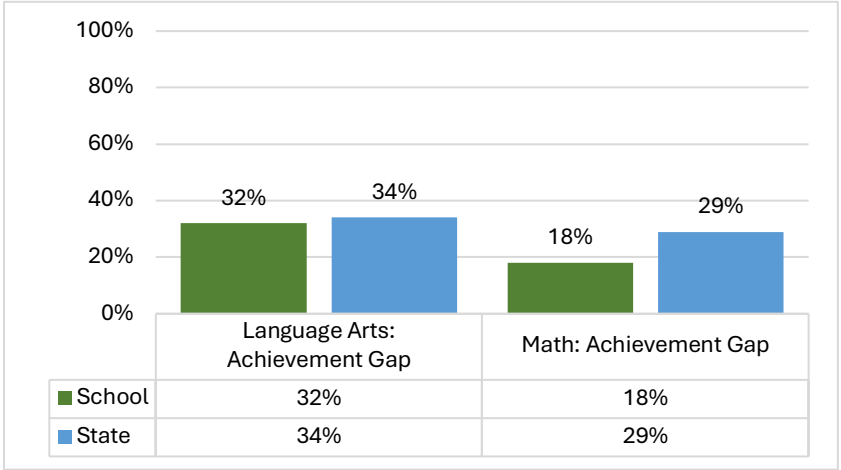
	Language Arts	Math	Science
2023-2024	35%	33%	32%
2022-2023	35%	28%	35%
2024-2025	46%	36%	31%

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



	Language Arts	Math	Science
School	46%	36%	31%
State	53%	41%	43%
Charter	47%	32%	35%

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

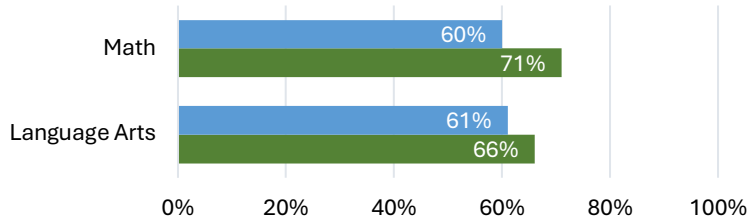


	Language Arts: Achievement Gap	Math: Achievement Gap
School	32%	18%
State	34%	29%

Academic Performance Framework

Waimea Middle Public Conversion Charter School

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



	Language Arts	Math
State	61%	60%
School	66%	71%

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

58% Grades 6-8

Regular Attendance

71% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

46% 8th grade literacy rate
of 8th graders reading on grade level

Indicator 3: Comparative Performance (optional)

(5 / 6 Supplemental Points)

Measure	Grade Levels	School	Honokaa-Kealakehe-Kohala-Konawaena
ELA	6-8	**46%**	**43%**
Math	6-8	**36%**	**31%**
Science	8	**31%**	**37%**

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

(8 / 9 Supplemental Points)

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

Financial Performance Framework

Waimea Middle Public Conversion Charter School

Audited Fiscal Year 2024-2025

Low
1

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Waimea Middle Public Conversion Charter School

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	3.7	323 days	33.44%	$163,054	17.70%	132%	Low
Assessment	1	1	2	1	1	1	1
Formula	0.10	0.35	0.20	0.10	0.25	0.10	1.10

Organizational Performance Framework

Waimea Middle Public Conversion Charter School

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

Organizational Performance Framework

Waimea Middle Public Conversion Charter School

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

Organizational Performance Framework

Waimea Middle Public Conversion Charter School

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

West Hawaiʻi Explorations Academy

Hawaiʻi Island | 73-4500 Kahilihili Street, Kailua-Kona, HI 96740 | Established 2000

School Year 2024-2025

Mission

To facilitate authentic learning through integrative, hands-on, self-selected projects related to real world challenges.

Demographics

286	--	21%	8%
Students enrolled	of students are English Language Learners	of students are eligible for Free or Reduced Lunch	of students receive special education services

Performance Framework

97	2	42
out of 73 points "Meets"	*Acceptable*	*out of 42 sections "Meets"*
Academic Performance Framework	Financial Performance Framework	Organizational Performance Framework

Academic Performance Framework

West Hawaiʻi Explorations Academy

Total Points: 97

Indicator 1: Mission Aligned Initiative (MAI) (Max 30 Points) **Points scored: 29/30**

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

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

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

Measure	Approaches	Practices	Ingrained	Score
The educational program is aligned to the mission The mission guides decision-making and priority setting The mission is reflected in student learning and progress	(1-3)	(4-6)	(7-10)	**9**

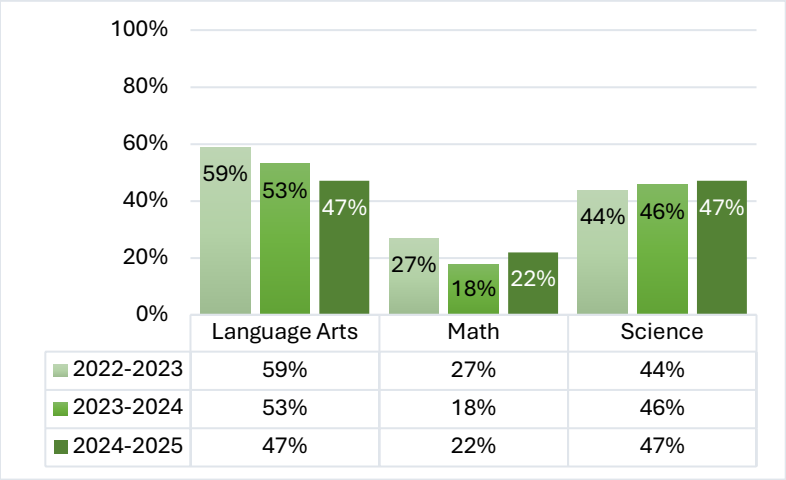
Academic Performance Framework

West Hawaiʻi Explorations Academy

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

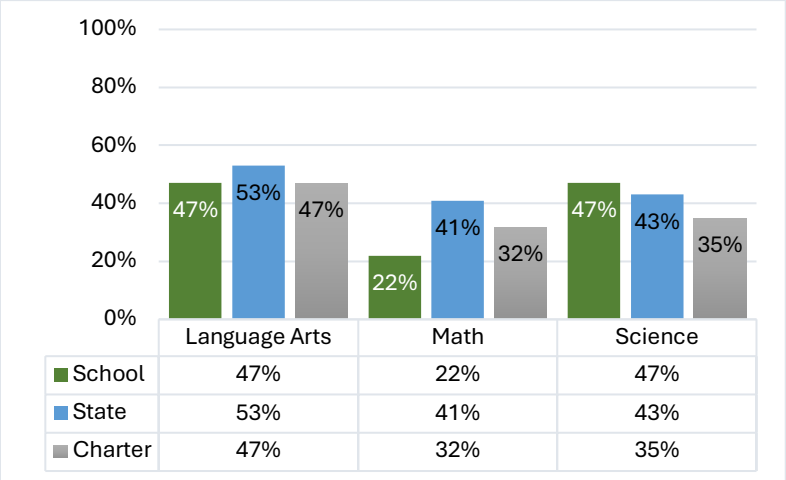
Points scored: 55/70

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



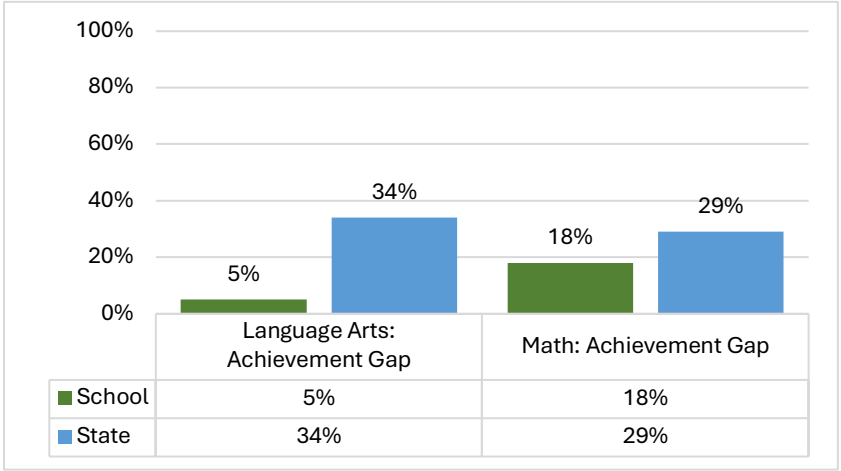
	Language Arts	Math	Science
2022-2023	59%	27%	44%
2023-2024	53%	18%	46%
2024-2025	47%	22%	47%

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



	Language Arts	Math	Science
School	47%	22%	47%
State	53%	41%	43%
Charter	47%	32%	35%

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

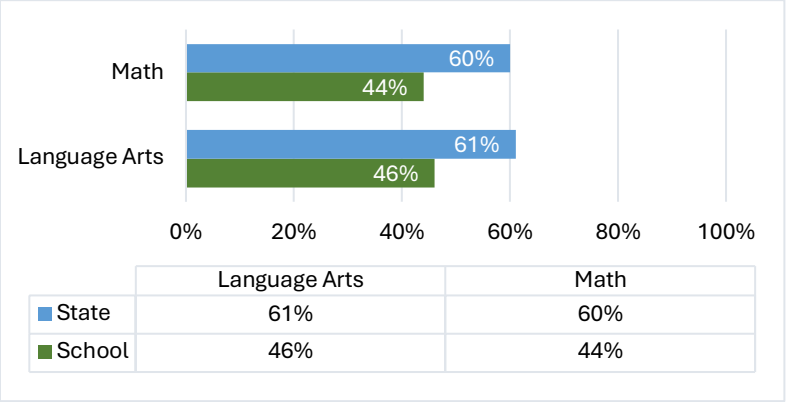


	Language Arts: Achievement Gap	Math: Achievement Gap
School	5%	18%
State	34%	29%

Academic Performance Framework

West Hawaiʻi Explorations Academy

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



	Language Arts	Math
State	61%	60%
School	46%	44%

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

60% Grades 6-12

Regular Attendance

74% Percent of students
attending 90% of instructional days

Post-Secondary Readiness?

98% 9th grade promotion
of 9th graders promoted to the 10th grade on-time

Indicator 3: Comparative Performance (optional)

(5 / 6 Supplemental Points)

Measure	Grade Levels	School	Honokaa-Kealakehe-Kohala-Konawaena
ELA	6-8, 11	**47%**	**43%**
Math	6-8, 11	**22%**	**31%**
Science	8, Biology EOC	**47%**	**37%**

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

(8 / 9 Supplemental Points)

Measure	Description
Adaptive Diagnostic Tool	
Local-Specific Diagnostic Tool	**Quarterly Student Led Conferences**
Universal Screener	**Renaissance STAR**
Narrative Analysis of Data Score	**8**

Financial Performance Framework

West Hawaiʻi Explorations Academy

Audited Fiscal Year 2024-2025

Acceptable
2

Risk Assessment Result Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	**2**	**3**	**4**	**5**

West Hawaiʻi Explorations Academy

Indicator	Current Ratio	Unrestricted Days Cash	Debt to Asset Ratio	Cash Flow	Total Margin	Budget Variance	Total
School	3.3	195 days	50.46%	($147,491)	6.39%	110%	Acceptable
Assessment	1	1	4	4	3	1	2
Formula	0.10	0.35	0.40	0.40	0.75	0.10	2.10

Organizational Performance Framework

West Hawaiʻi Explorations Academy

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

Organizational Performance Framework

West Hawaiʻi Explorations Academy

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

Organizational Performance Framework

West Hawaiʻi Explorations Academy

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

Appendix D: Strive HI Reports for 2024-2025

2024-25 Strive HI School Performance Report

Alakaʻi O Kauaʻi Charter School

About Strive HI

The Hawaiʻi State Department of Education releases an annual report on the performance of the state's public schools, known as Strive HI. This report informs educators, parents, community members, and policymakers, of progress on the student learning goals outlined in the Board-approved Strategic Plan.

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This report is produced by the Hawaiʻi State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	57	24%
Special Education	13	5%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	23	10%
Black	7	3%
Filipino	7	3%
Hispanic	1	0%
Native Hawaiian	26	11%
Pacific Islander	0	0%
White	169	70%

Our School

Grades	K-8
Enrollment	242
Principal	Paul Zina
Phone	808-635-5110

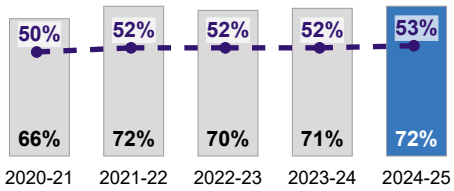
Website: https://alakaiokauai.org

Our Story

Alakaʻi O Kauaʻi Public Charter School, a tuition-free school serving Kindergarten-7th grade on Kauaʻi, opened in August 2018. The school's curriculum is built on three core components: Project-Based Learning (PBL), Social Emotional Learning (SEL), and Individualized Learning Plans (ILPs). PBL engages students through hands-on, collaborative projects that foster real-world application of curriculum and develop valuable skills like research, self-discovery, and leadership. SEL focuses on developing emotional intelligence, life skills, and community engagement, recognizing that academic success is only one aspect of a well-rounded education. ILPs personalize learning goals and instruction for each student, emphasizing interest-driven, peer-supported learning with powerful outcomes.

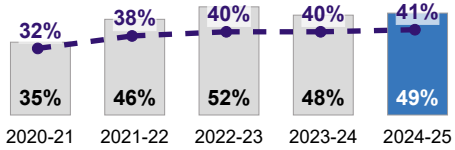
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



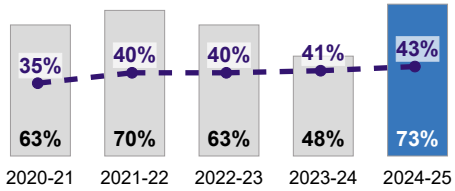
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

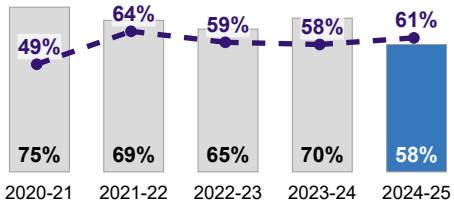
Percent of students demonstrating proficiency on statewide science assessments.



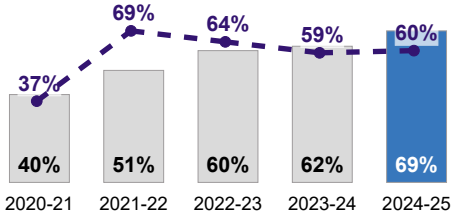
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

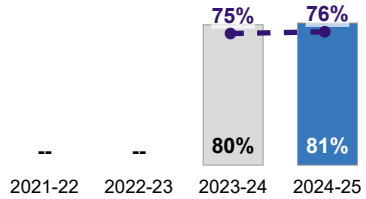


Math



Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

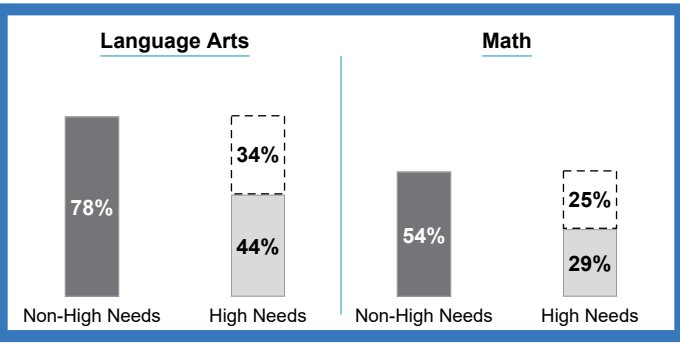
-- Data is unavailable, not applicable, or suppressed. [#] Percentages may not be exact due to rounding.

Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Connections PCS

About Strive HI

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This report is produced by the Hawaiʻi State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	320	91%
Special Education	90	26%
English Learners	22	6%

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	25	7%
Black	14	4%
Filipino	19	5%
Hispanic	9	3%
Native Hawaiian	126	36%
Pacific Islander	40	11%
White	108	31%

Our School

Grades	K-12
Enrollment	352
Principal	Damon Murphy
Phone	808-961-3664

Website: https://www.connectionscharterschool.org

Our Story

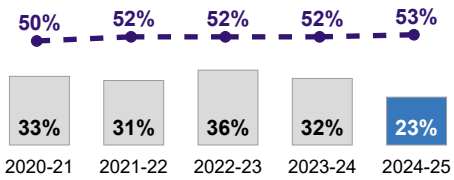
ʻAʻohe pau ka ʻike i ka hālau hoʻokahi
All knowledge is not taught in the same school

Our vision is to establish and sustain a community, business, and learning 'ohana (family). Within this framework, inquiry and project-based curricula will stress independent thinking, development of the individual's mind and talents, cooperative learning, sense of self within the neighborhood and the world-wide community with particular attention to the precious and unique environment of Hawaiʻi, both as an island ecology and a place where ethnic diversity is the norm.

Our mission is to create an ʻohana 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

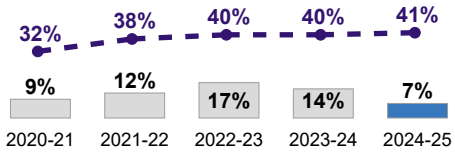
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



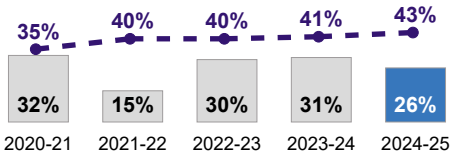
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

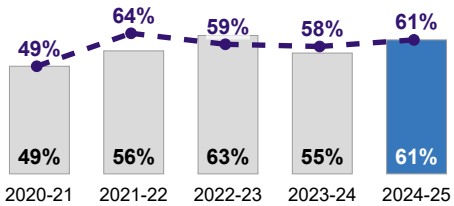
Percent of students demonstrating proficiency on statewide science assessments.



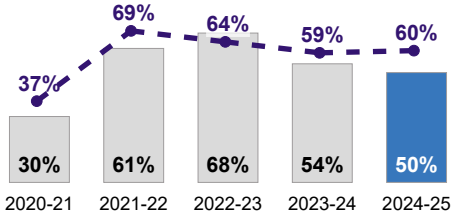
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

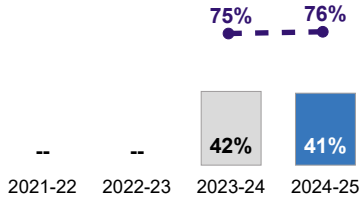


Math



Regular Attendance

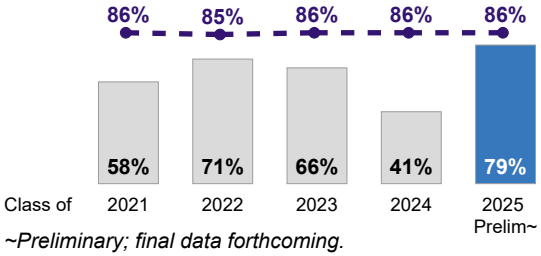
Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

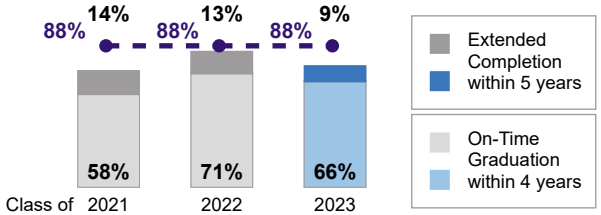
Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



~Preliminary; final data forthcoming.

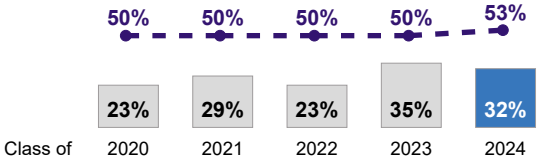
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.



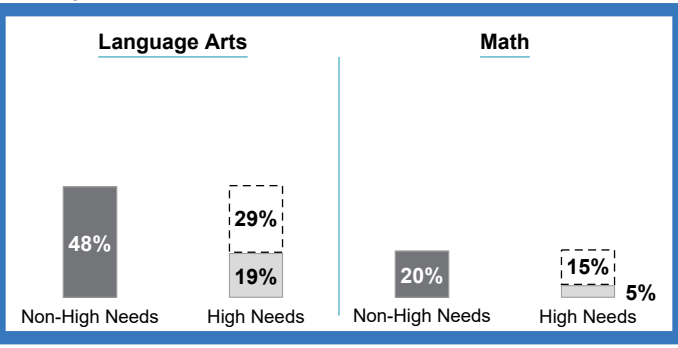
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

DreamHouse ʻEwa Beach

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	159	34%
Special Education	68	15%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	41	9%
Black	18	4%
Filipino	94	20%
Hispanic	5	1%
Native Hawaiian	170	36%
Pacific Islander	31	7%
White	96	21%

Our School

Grades	6-11
Enrollment	467
Principal	Katrina Abes
Phone	808-320-4113

Website: https://www.dreamhouseewabeach.org

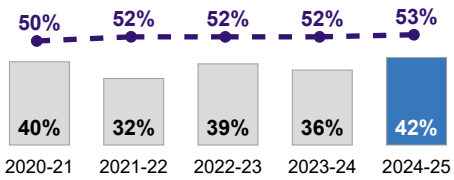
Our Story

DreamHouse ʻEwa Beach PCS aims to empower future leaders of our island communities. With a strong foundation of leadership and identity development, DreamHouse centers inclusive environments where students can embrace authenticity, further their passions, and advocate for community vitality. Opened in 2019, DreamHouse has grown one grade level at a time with the hope of being grades 6-12 by 2026. DreamHouse has the capacity to enroll 100 students per grade level and families apply through a public lottery system.

DreamHouse's pedagogical practices include an emphasis on place, problem, and project-based learning. Through student-led collaborative experiences, students develop as leaders in their LEAD (leadership, empowerment, agency, and development) blocks - a unique class all students are required to take. Student achievement is measured through yearly portfolio defense projects where teachers, parents, & community members determine if a student is promoted to the next grade level.

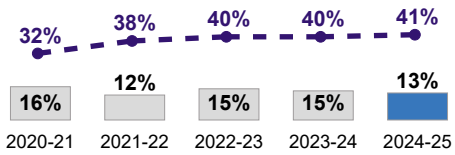
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



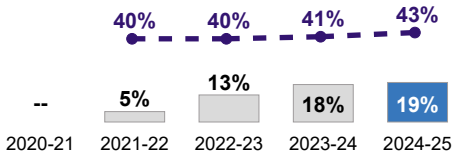
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

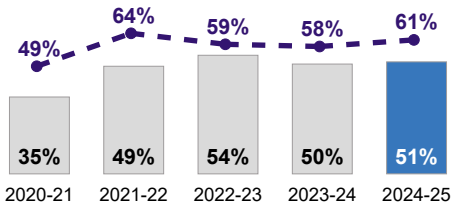
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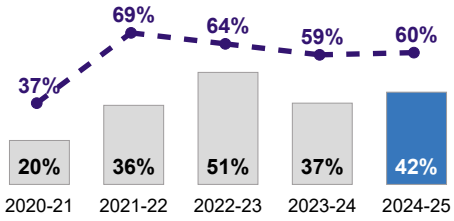
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

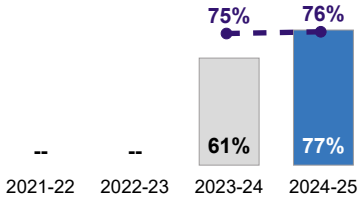


Math



Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

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Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

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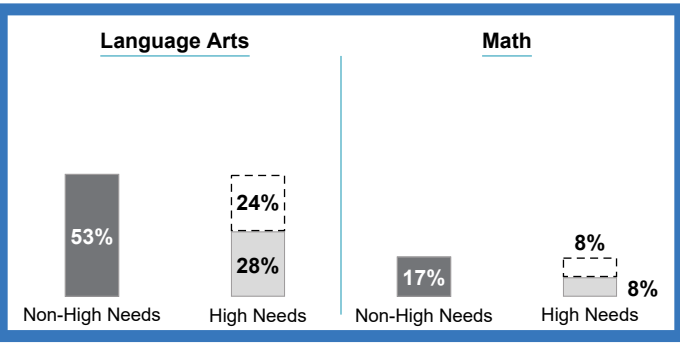
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Equity in Student Learning[#]

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Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

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2024-25 Strive HI School Performance Report

Hakipuʻu Academy

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	26	47%
Special Education	21	38%
English Learners	0	0%

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	5	9%
Black	0	0%
Filipino	0	0%
Hispanic	0	0%
Native Hawaiian	37	67%
Pacific Islander	4	7%
White	9	16%

Our School

Grades	7-12
Enrollment	55
Principal	Michael Nakasato
Phone	808-235-9155

Website: https://www.hakipuu.org

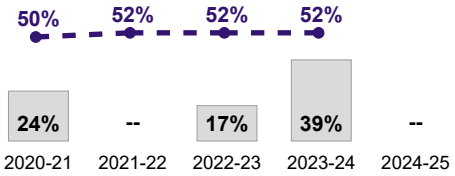
Our Story

Our story begins 25 years ago as one of the first charter-schools in the Hawaiʻi Department of Education. Hakipuʻu Academy was originally named Hakipuʻu Learning Center and was founded by Charlene and Calvin Hoe. In Hawaiʻi, the name of something has a genealogy attached to it with historical significance forging a sense of self and identity to the community it belongs to. When a name is recognized, specific things, people, places and stories are reflected upon and emotions come to surface. The name changed to our school is just that; a change of our story.

Although our story has changed; new leadership, faces, structure, and implementations, our history will always remain as the foundation on which our story was built. Although our story includes some losses over the years, we see them as opportunities to grow. We are in our strongest united front in Hakipuʻu history with the kumu and leadership needed to move our school from survival mode into one that thrives.

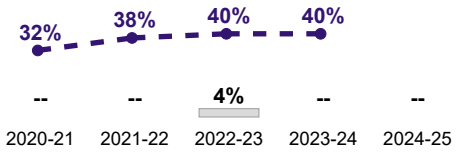
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

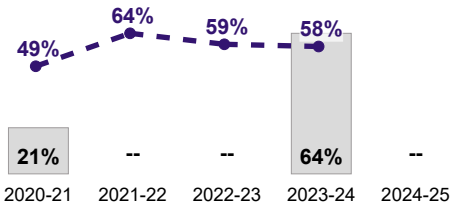
Percent of students demonstrating proficiency on statewide science assessments.

-- Data Not Available

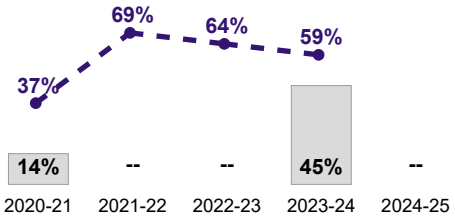
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

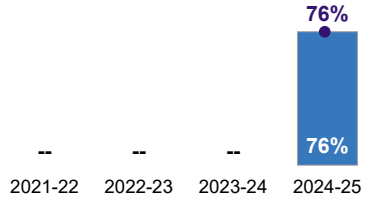


Math



Regular Attendance

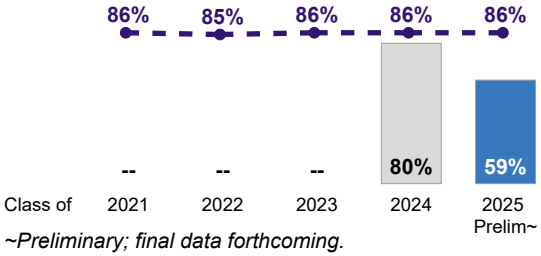
Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



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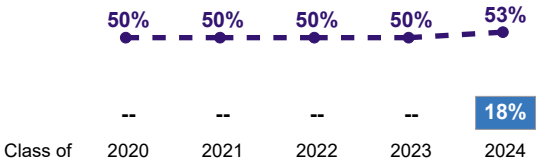
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.



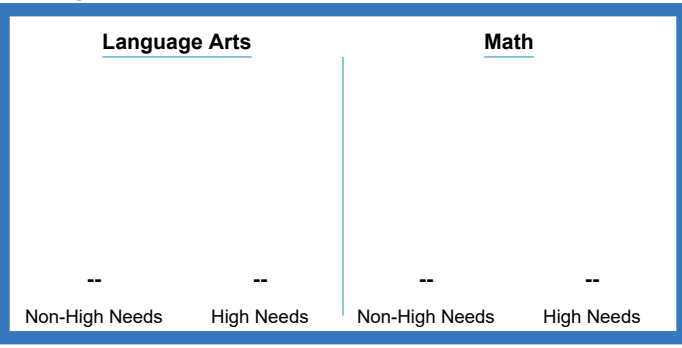
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Hālau Kū Māna Public Charter School

About Strive HI

The Hawaiʻi State Department of Education releases an annual report on the performance of the state's public schools, known as Strive HI. This report informs educators, parents, community members, and policymakers, of progress on the student learning goals outlined in the Board-approved Strategic Plan.

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This report is produced by the Hawaiʻi State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	40	30%
Special Education	17	13%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	5	4%
Black	4	3%
Filipino	11	8%
Hispanic	0	0%
Native Hawaiian	95	72%
Pacific Islander	7	5%
White	9	7%

Our School

Grades	6-12
Enrollment	132
Principal	Lori Pereira
Phone	808-945-1600

Website: https://www.halaukumana.org

Our Story

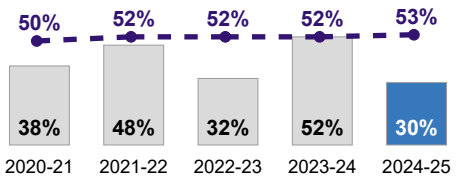
Hālau Kū Māna (HKM) was founded in 2001 as part of the Hawaiʻi charter school movement to connect education with ancestral knowledge and the well-being of the lāhui. Designed to serve Native Hawaiian youth, HKM's vision is to foster individual and community healing and empowerment by developing lifelong learners who act in pono ways, recognize strengths, and address challenges for positive, systemic change.

Located in Makiki Valley, the campus features gardens, a stream, forests, and mountains, offering a rich place-based and cultural learning setting. This and other off-campus sites across Oʻahu are essential for culturally grounded curriculum. By integrating Hawaiian perspectives with academic content, HKM students can engage deeply with ʻāina and culture and are prepared for college, careers, and community involvement.

HKM strives to accomplish this through a tri-fold mission:
Hoʻokumu: Grounding students in ancestral knowledge and academic skills.
Hoʻokele: Bridging ancestral wisdom with others for personal and community goals.
Hoʻomāna: Providing sustenance and empowerment across cognitive, emotional, spiritual, and physical piko.

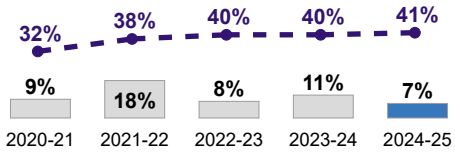
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



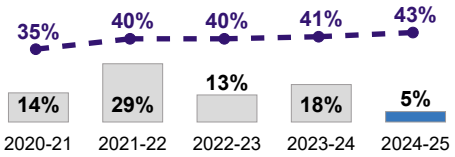
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

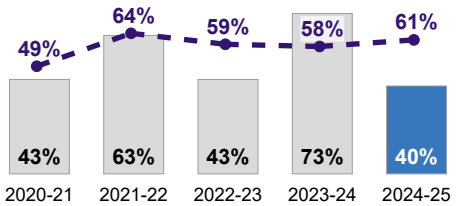
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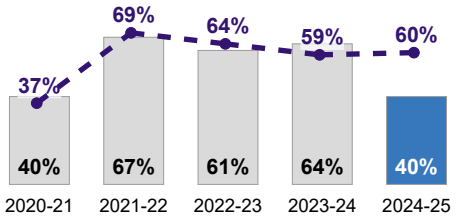
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

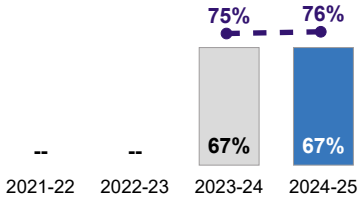


Math



Regular Attendance

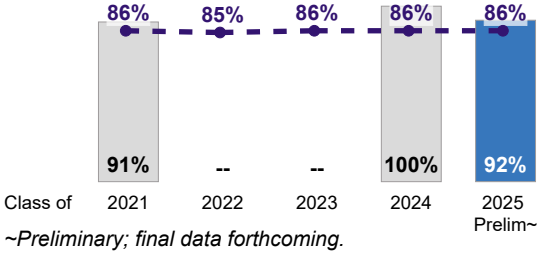
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On-Time High School Graduation

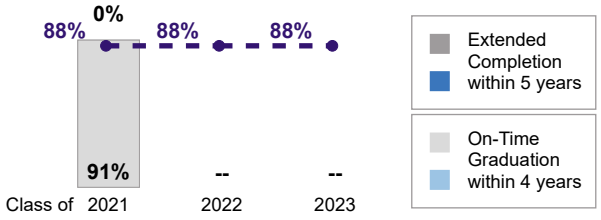
Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



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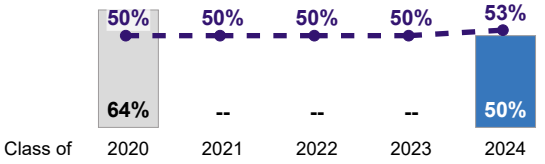
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.



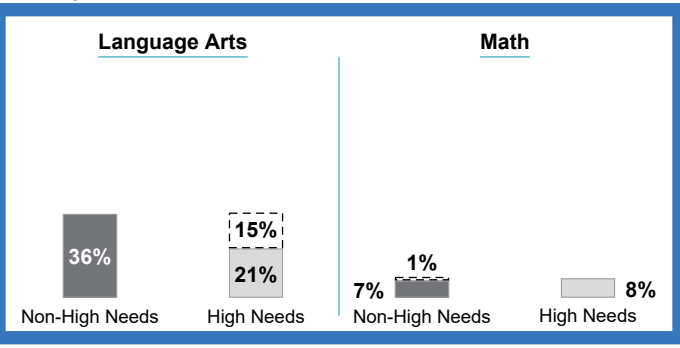
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Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Hawai‘i Academy of Arts & Science

About Strive HI

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This report is produced by the Hawai‘i State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	525	71%
Special Education	90	12%
English Learners	12	2%

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	18	2%
Black	17	2%
Filipino	38	5%
Hispanic	13	2%
Native Hawaiian	147	20%
Pacific Islander	14	2%
White	462	63%

Our School

Grades	K-12
Enrollment	738
Principal	Steve Hirakami
Phone	808-965-3730

Website: https://haaspcs.org

Our Story

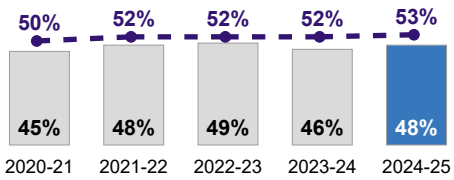
The mission of Hawai‘i Academy of Arts and Science is to educate, enrich and inspire the whole student to thrive by understanding the past, navigating the present and preparing for the future. (Revision April 2, 2014, approved by Governing Board April 10, 2014, facilitated by V. Bernhardt, PhD)

Hawai‘i Academy of Arts and Science's vision is of a community of learners in which every person is respectfully supported. By working together every member becomes a capable, compassionate, courageous creator of a better world. The purpose is to educate and enrich the whole person and prepare the individual to respond to his or her own needs and those of a global community.

HAAS received its charter June 2001 and has been servicing students in the Puna Community since then. HAAS serves students in grades K-12 and has multiple programs designed to meet student needs.

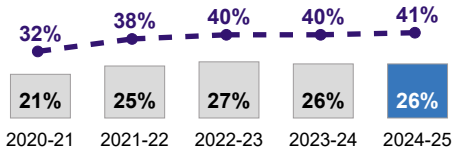
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



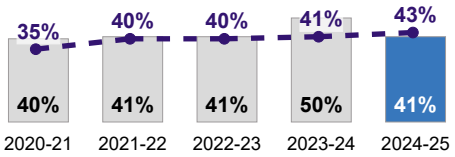
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

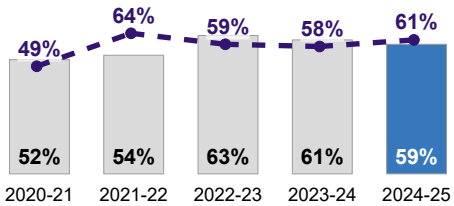
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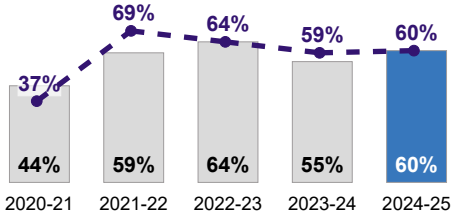
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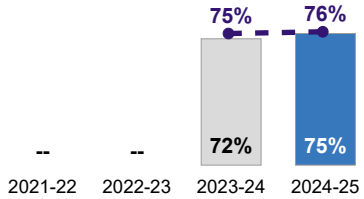


Math



Regular Attendance

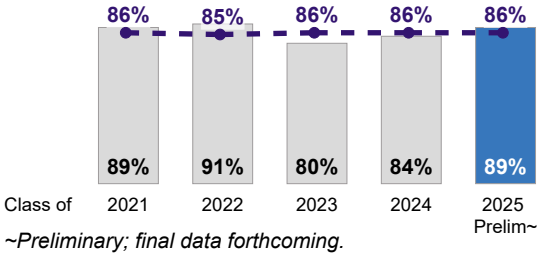
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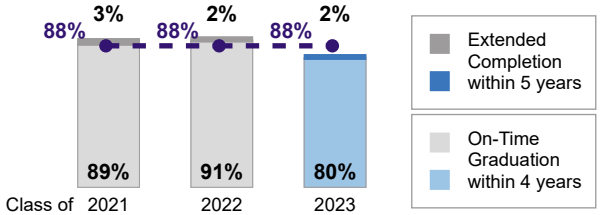
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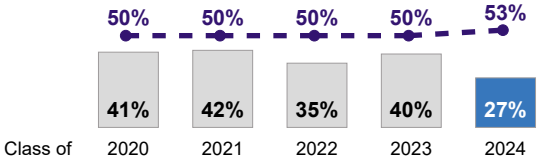
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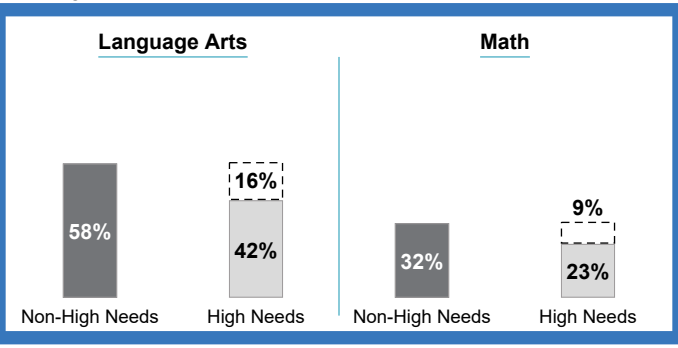
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https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Hawai‘i Technology Academy

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	309	16%
Special Education	144	7%
English Learners	24	1%

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	231	12%
Black	96	5%
Filipino	257	13%
Hispanic	0	0%
Native Hawaiian	342	18%
Pacific Islander	40	2%
White	945	49%

Our School

Grades	K-12
Enrollment	1,924
Principal	Matt Zitello
Phone	808-676-5444

Website: https://hi.myhta.org

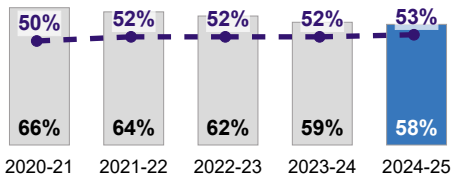
Our Story

Hawai‘i Technology Academy (HTA) is a public charter school offering a unique blend of in-person, virtual, and place-based education across four Hawaiian islands and through a Distance Learning program. HTA emphasizes a strong sense of ‘ohana (family), fostering a close-knit community where parents play an active role as Learning Coaches, working closely with teachers and participating in conferences, volunteer work, and workshops.

HTA leverages technology to provide personalized learning plans and individualized support, ensuring every student reaches their full potential. The school offers a diverse range of classes, special programs, and experiential opportunities that engage students with real-world challenges, fostering academic excellence and preparing them for success.

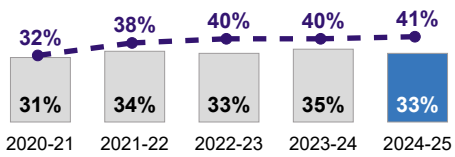
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



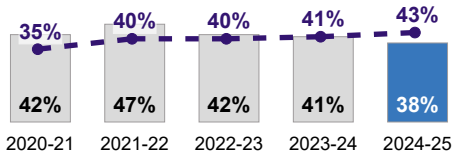
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

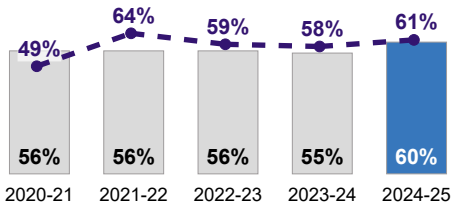
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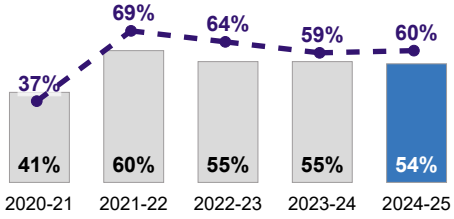
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Language Arts

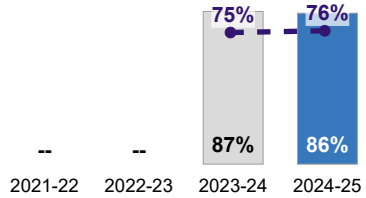


Math



Regular Attendance

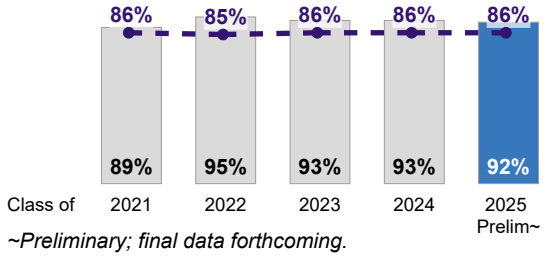
Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

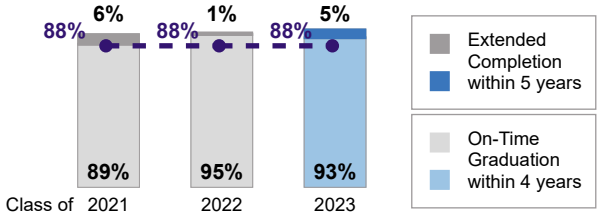
Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



~Preliminary; final data forthcoming.

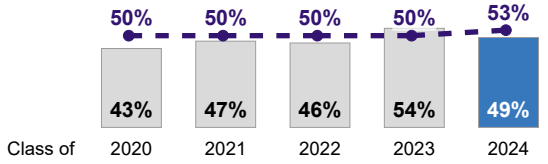
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.



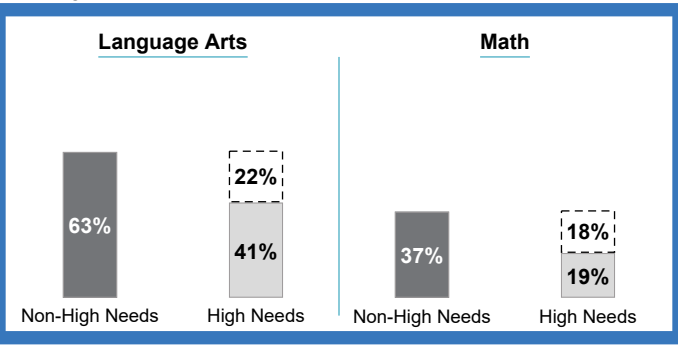
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Innovations Public Charter School

About Strive HI

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This report is produced by the Hawaiʻi State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	103	43%
Special Education	12	5%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	45	19%
Black	3	1%
Filipino	9	4%
Hispanic	8	3%
Native Hawaiian	33	14%
Pacific Islander	10	4%
White	128	53%

Our School

Grades	K-8
Enrollment	241
Principal	Jennifer Hiro
Phone	808-331-3130

Website: https://www.ipcs.info

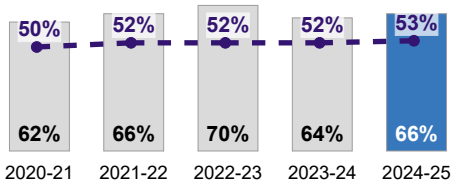
Our Story

Located in Kailua-Kona on the Big Island of Hawaii, Innovations Public Charter School (IPCS) serves Grades K-8. IPCS engages students with real-world problems to enhance critical thinking, creativity, and communication skills, supported by Social-Emotional Learning to build self-awareness, empathy, and resilience.

Known for its student-centered, multi-age groupings, inquiry-based learning, and thematic curriculum, IPCS integrates arts and technology while encouraging parent participation and maintaining a caring staff. The school offers rich programs in music, drama, and visual arts, along with enrichment activities in sports, community, and Hawaiian culture. IPCS fosters a vibrant, collaborative community where students, educators, and families work together to support the whole child—body, mind, and spirit. Our mission drives all aspects of our educational and operational strategy, aiming to educate the whole child – body, mind, and spirit.

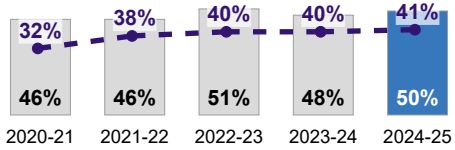
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



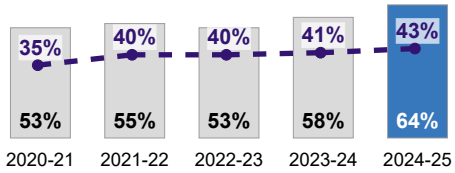
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

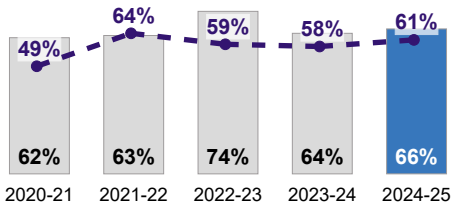
Percent of students demonstrating proficiency on statewide science assessments.



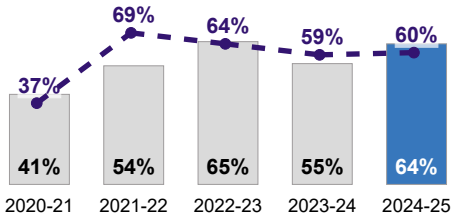
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

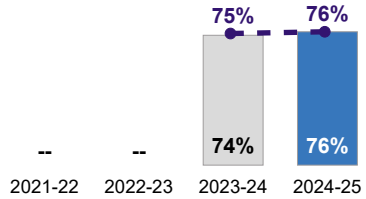


Math



Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

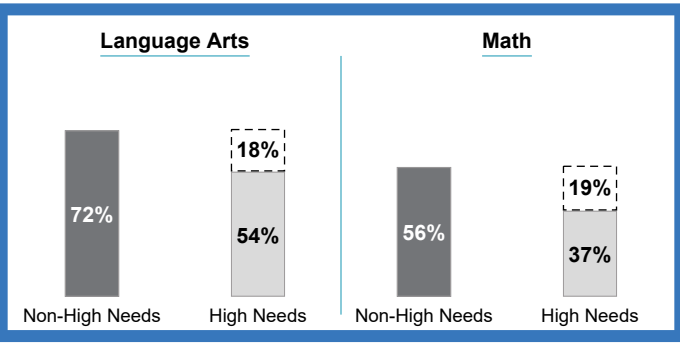
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



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https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Ka ʻUmeke Kāʻeo

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	240	82%
Special Education	24	8%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	9	3%
Black	0	0%
Filipino	11	4%
Hispanic	1	0%
Native Hawaiian	225	77%
Pacific Islander	8	3%
White	34	12%

Our School

Grades	K-12
Enrollment	292
Principal	Nohea Nahale-a
Phone	808-961-0470

Website: https://www.kaumeke.org

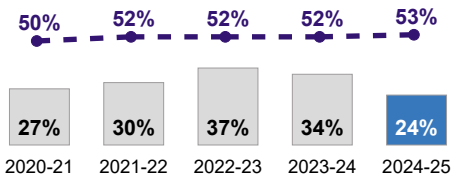
Our Story

Ka ʻUmeke Kāʻeo is a Hawaiian language immersion school (K-12) that fosters a safe and nurturing learning environment for students and families. Located in Keaukaha, the school emphasizes environmental literacy, connecting students deeply to their place and empowering them to become responsible community members. The school's curriculum, aligned with common core standards, is rooted in Native Hawaiian language, knowledge, and the Papaku Makawalu methodology (a traditional Hawaiian system of knowledge).

Teachers collaborate to create a school-wide curriculum that encourages inquiry, communication, and innovation. Instruction is interdisciplinary, with science and the natural environment serving as the core. Students develop critical thinking skills through observation, problem-solving, and reflection, exploring environmental issues and utilizing both ancient and modern technologies to analyze, synthesize, and create new knowledge.

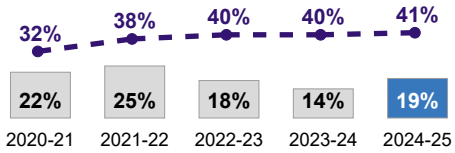
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



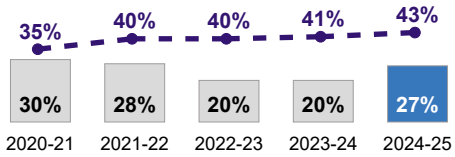
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

Percent of students demonstrating proficiency on statewide science assessments.



Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

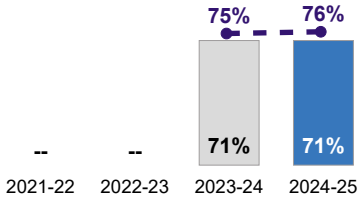
-- Data Not Available

Math

-- Data Not Available

Regular Attendance

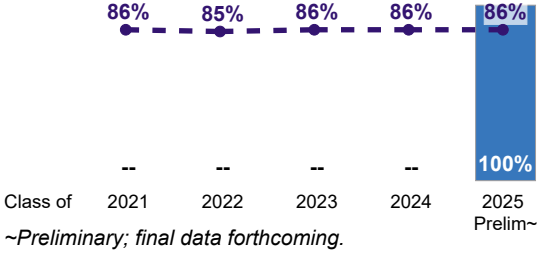
Percent of students attending 90% of instructional days.



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On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



~Preliminary; final data forthcoming.

Extended High School Completion#

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

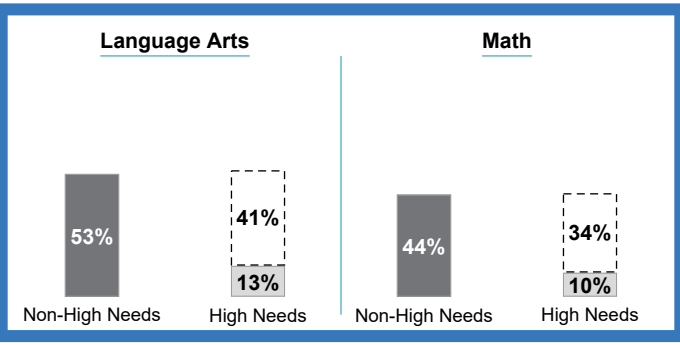
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Equity in Student Learning#

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High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Ka Waihona o ka Naʻauao Public Charter School

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	446	63%
Special Education	51	7%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	10	1%
Black	1	0%
Filipino	28	4%
Hispanic	6	1%
Native Hawaiian	593	84%
Pacific Islander	33	5%
White	34	5%

Our School

Grades	K-8
Enrollment	707
Principal	Gary Krug
Phone	808-668-9030

Website: https://www.kawaihonapcs.org

Our Story

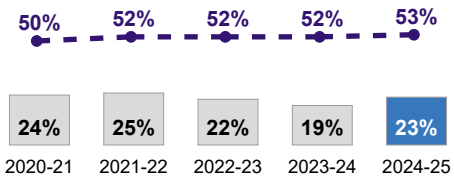
Ka Waihona o ka Na'auao Public Charter School (KWON) in Nānākuli, Oʻahu, provides a unique educational experience tailored to the needs of its community. KWON's mission is to foster student growth by embracing Hawaiian cultural values and responding to the learning styles and aspirations of its families. The school's curriculum centers on three core tenets: Hawaiian Cultural Awareness, Academic Excellence, and Social Confidence.

KWON offers a cultural immersion program through Papahana Kahuewai, where students learn ʻŌlelo Hawaiʻi, Hula, agriculture, and music. It has also opened Papahana Kaiapuni, a Hawaiian Language Immersion program.

The school hosts various events celebrating Hawaiian culture, including a statewide Makahiki competition, Kingdom holiday celebrations, and community camps promoting traditional Hawaiian clothing. KWON aims to be a community hub for development and innovation, engaging in strategic planning with its community in this upcoming school year.

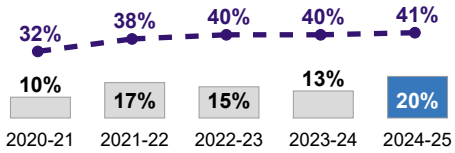
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



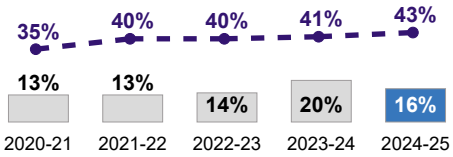
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

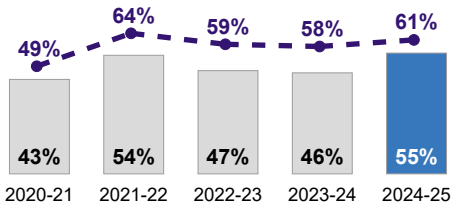
Percent of students demonstrating proficiency on statewide science assessments.



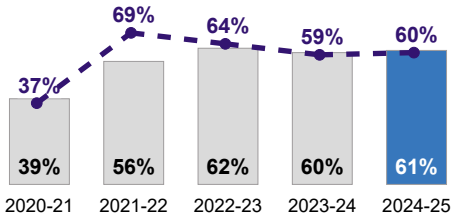
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

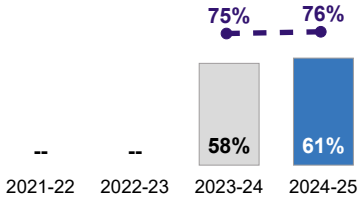


Math



Regular Attendance

Percent of students attending 90% of instructional days.



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On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

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Percent of graduates enrolling in a postsecondary educational institution by the following fall.

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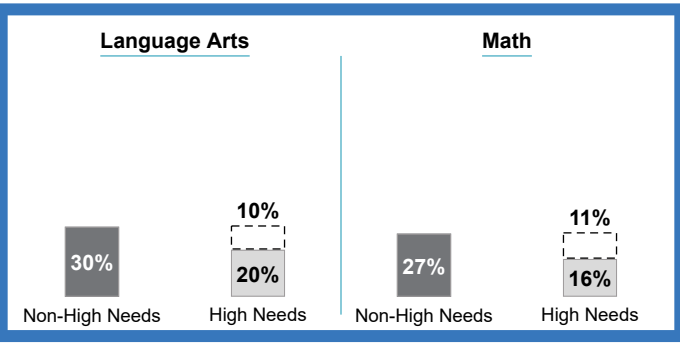
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Equity in Student Learning[#]

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High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



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https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Kamaile Academy

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	--	--
Special Education	169	19%
English Learners	114	13%

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	25	3%
Black	20	2%
Filipino	46	5%
Hispanic	6	1%
Native Hawaiian	494	55%
Pacific Islander	229	25%
White	81	9%

Our School

Grades	K-12
Enrollment	906
Principal	Paul Kepka
Phone	808-697-7110

Website: https://www.kamaile-academy.org

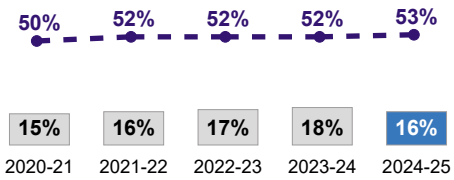
Our Story

Kamaile Academy is a public charter school (a publicly funded school operating with more autonomy than traditional public schools) serving students from Pre-K to 12th grade. Rooted in Hawaiian culture (piko), the school integrates Hawaiian arts into its curriculum, embracing all cultures while emphasizing its core values: Aloha (Love), ʻOhana (Family), Haʻaheo (Pride), Hoʻihi (Respect), Kuleana (Responsibility), Laulima (Cooperation), ʻImi ʻIke (To seek knowledge), Olakino Maikaʻi (Healthful Living), and Na ʻauao (A deep sense of enlightened knowledge/justice).

Through rigorous study, arts-based learning, and project-based learning, students explore Hawaiian values, customs, traditions, music, legends, and language, developing self-awareness and a drive toward achievement. Kamaile Academy fosters self-directed learners, empowering students to reach their full potential academically, socially, emotionally, and physically.

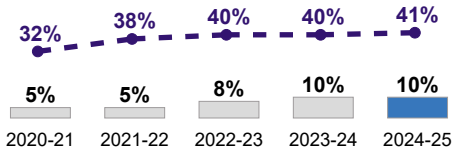
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Percent of students demonstrating proficiency on statewide language arts assessments.



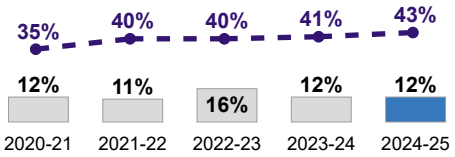
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

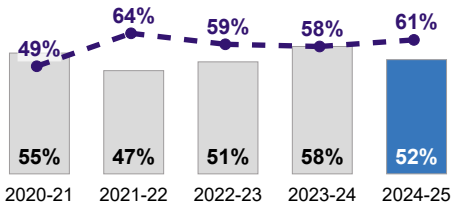
Percent of students demonstrating proficiency on statewide science assessments.



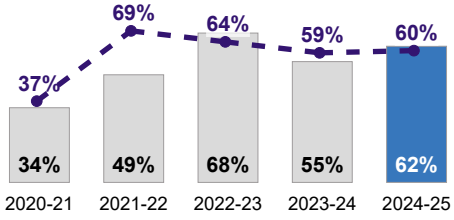
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

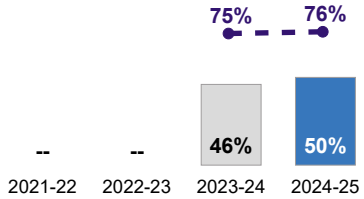


Math



Regular Attendance

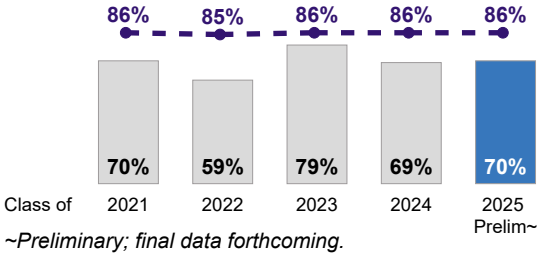
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On-Time High School Graduation

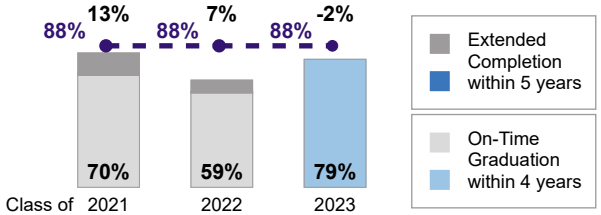
Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



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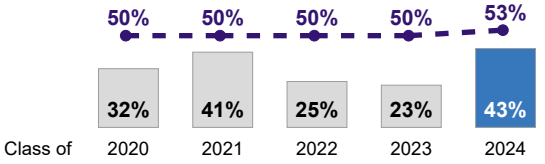
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.



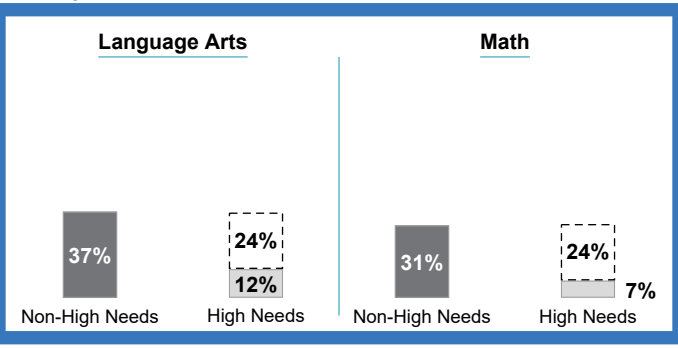
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Equity in Student Learning[#]

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High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Kamalani Academy

About Strive HI

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This report is produced by the Hawaiʻi State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	45	41%
Special Education	17	15%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	11	10%
Black	3	3%
Filipino	12	11%
Hispanic	4	4%
Native Hawaiian	30	27%
Pacific Islander	4	4%
White	35	32%

Our School

Grades	K-8
Enrollment	110
Principal	Reina Nahulu
Phone	808-203-2993

Website: https://www.kamalaniacademy.org

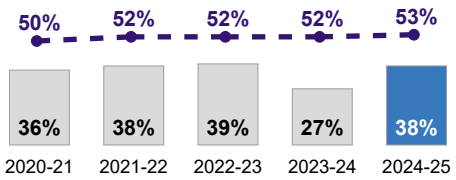
Our Story

Kamalani Academy Charter School (KACS) envisions a future where students are equipped to navigate an unpredictable world, embracing the need for adaptability and innovation. KACS recognizes that traditional academic knowledge alone is insufficient for success in an ever-changing landscape, and emphasizes the development of "soft skills" like creativity, communication, and collaboration through arts-integrated education.

KACS believes that every student possesses inherent talent, and its mission is to unleash this potential through the arts. The arts serve as a catalyst for academic growth and the cultivation of essential life skills, preparing students to become leaders and thrive in a future that is yet to be defined.

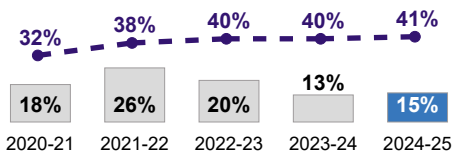
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



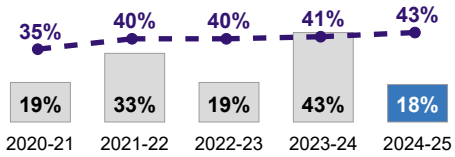
Math Proficiency

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Science Proficiency

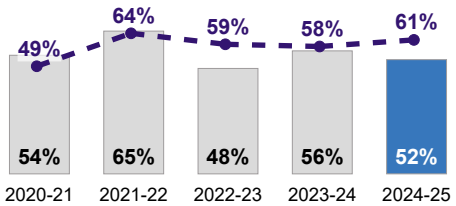
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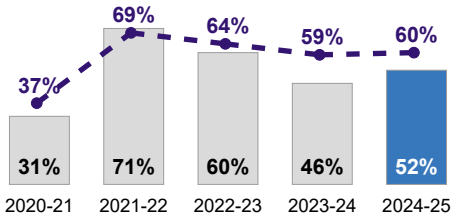
Academic Growth

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Language Arts

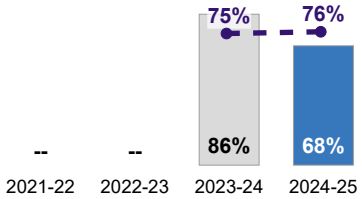


Math



Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

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Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

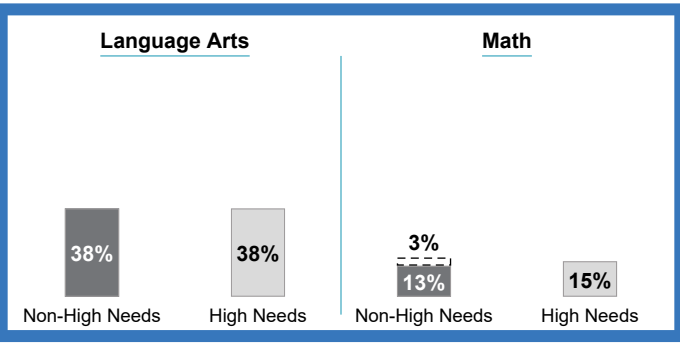
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Equity in Student Learning[#]

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High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Kanu o ka ʻĀina New Century Public Charter School

About Strive HI

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This report is produced by the Hawaiʻi State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	394	57%
Special Education	53	8%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	33	5%
Black	13	2%
Filipino	25	4%
Hispanic	0	0%
Native Hawaiian	434	62%
Pacific Islander	0	0%
White	152	22%

Our School

Grades	K-12
Enrollment	696
Principal	Keomailani Case
Phone	808-890-8144

Website: https://kanuokaaina.org

Our Story

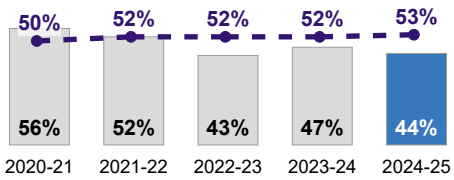
Kanu o ka ʻĀina (Kanu), meaning natives of the land from generations back, is a WASC-accredited K–12 Hawaiian-focused charter school. With an on-campus site in Puʻukapu, Waimea, and a virtual/blended option serving students statewide, Kanu fosters a philosophy of excellence supported through a culturally driven, academically rigorous, intergenerational Hawaiian model of Education with Aloha. Kanu's mission (Kūlia i ka Nuʻu or strive for the highest), vision, purpose, and core values drive the critical components utilized to design Kanu's educational model.

Kanu is built on the foundation of connecting generations of learners to their kuleana of ʻāina, lāhui, kaiāulu, ʻohana, and self. Building an identity of place, culture, and people is always at the forefront of nurturing the next leaders of Hawaiʻi. Kanu utilizes a schoolwide theme (Hula Drama theme) each year to establish and maintain a connection to kuleana. This guiding theme is present and interwoven throughout the school year into the curriculum.

Kanu's ʻĀina-based Project Design Template guides the creation of meaningful, rigorous projects that foster relationships, relevance, responsibility, and reflection for transformative learning. It supports systems that build holistic identity and empowers future leaders. Using a strengths-based, whole-child approach, Kanu measures student growth both quantitatively and qualitatively through diverse, authentic, and culturally relevant assessments like hōʻike.

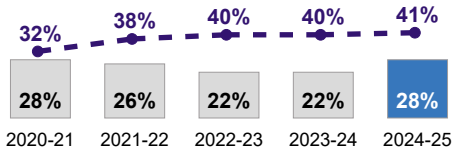
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



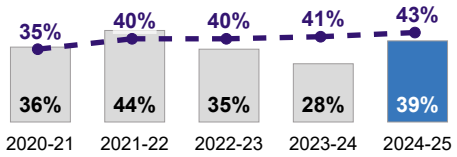
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

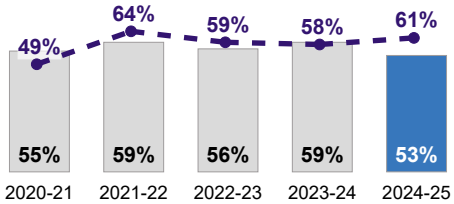
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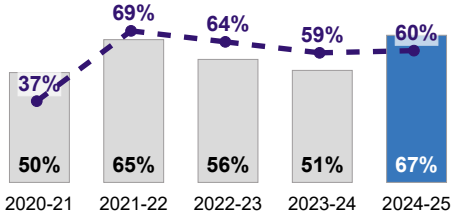
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

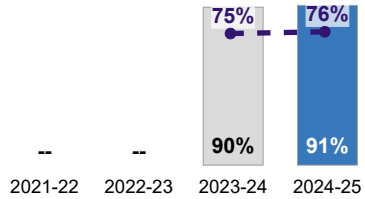


Math



Regular Attendance

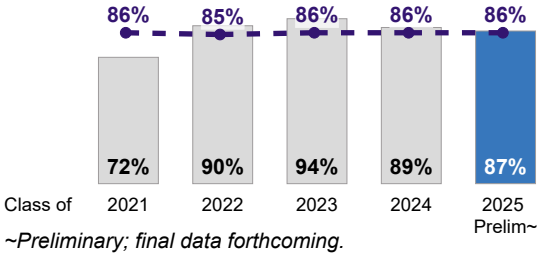
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On-Time High School Graduation

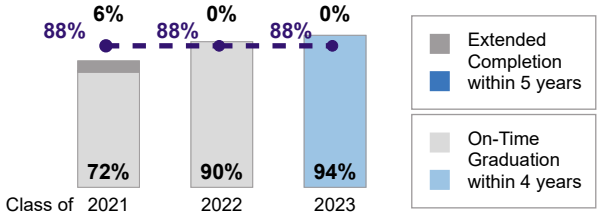
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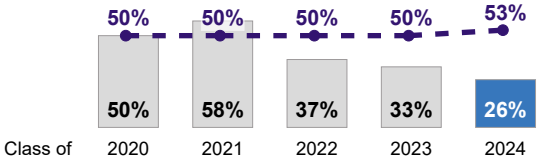
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Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.



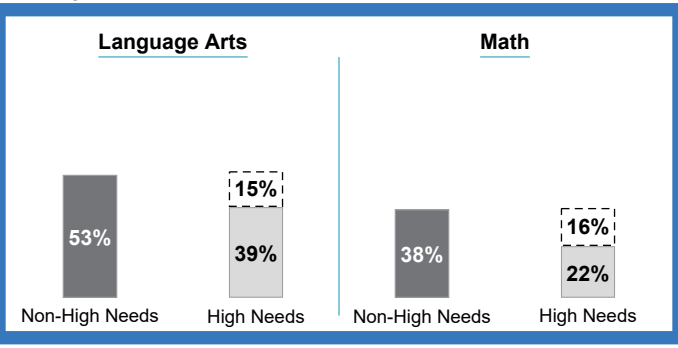
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2024-25 Strive HI School Performance Report

Kanuikapono Public Charter School

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	135	71%
Special Education	31	16%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	7	4%
Black	2	1%
Filipino	4	2%
Hispanic	1	1%
Native Hawaiian	108	57%
Pacific Islander	2	1%
White	62	32%

Our School

Grades	K-12
Enrollment	191
Principal	Kanoe Ahuna
Phone	808-823-9160

Website: https://kanuikapono.org

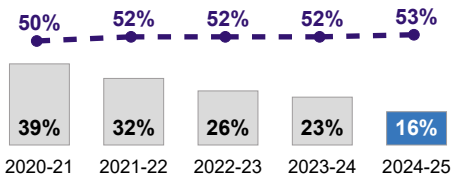
Our Story

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

To cultivate the 21st century learning community, grounded in native education and community renewal.

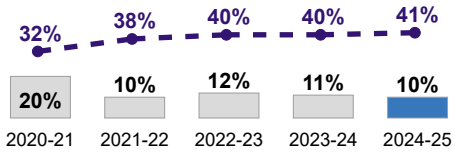
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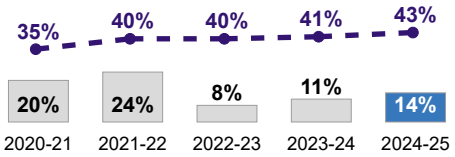
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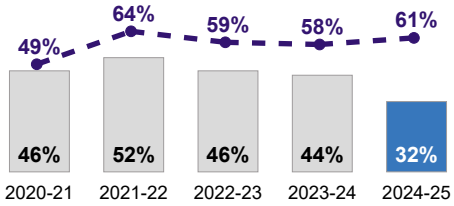
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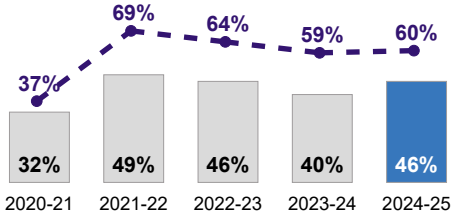
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Language Arts

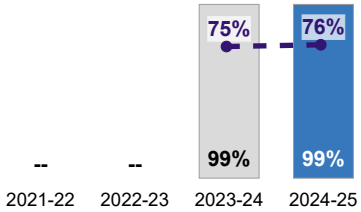


Math



Regular Attendance

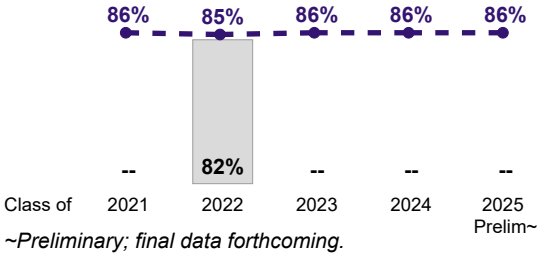
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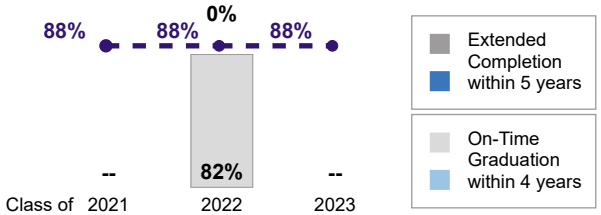
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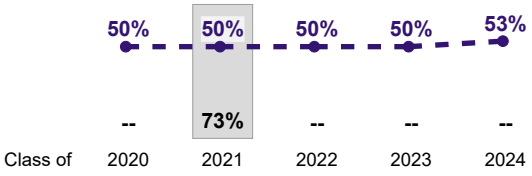
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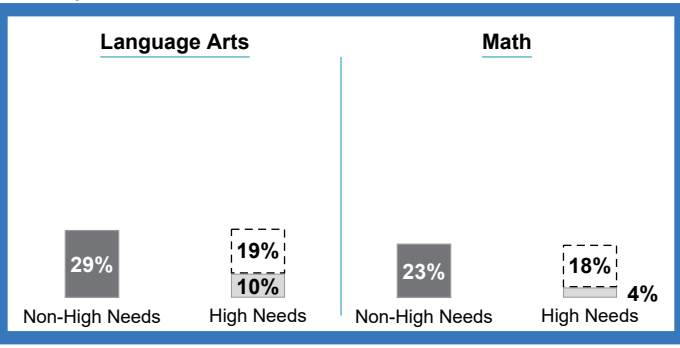
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https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Kaʻōhao School

About Strive HI

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This report is produced by the Hawaiʻi State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	17	5%
Special Education	30	9%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	29	9%
Black	9	3%
Filipino	9	3%
Hispanic	3	1%
Native Hawaiian	23	7%
Pacific Islander	6	2%
White	245	74%

Our School

Grades	K-6
Enrollment	332
Principal	Keoki Fraser
Phone	808-266-7844

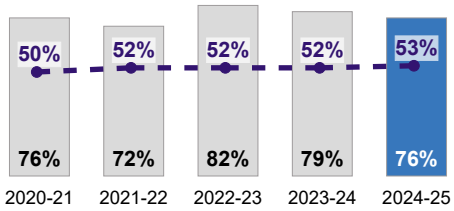
Website: https://kaohaoschool.org

Our Story

Ka'ōhao Public Charter School is located in the part of Kailua called Ka'ōhao. The name of the school used to be Lanikai, which was a name that was given to the area by a developer in the 1920's. However, in 2017, the school underwent a process to respectfully rename the school to its correct name. Ka'ōhao, has long been a school that has been recognized for excellence. Parents are actively involved in the school and they partner with the school teachers and staff to offer a wide variety of extracurricular activities and programs. The school offers a holistic education and students get weekly lessons in art, Hawaiian language/music, media/technology, physical education, social and emotional learning and library. The school is also a nationally recognized school for its zero waste programs and systems.

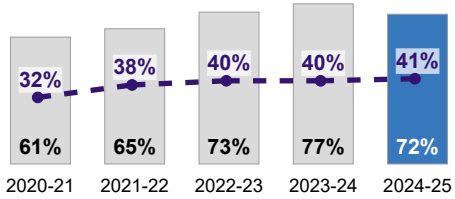
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



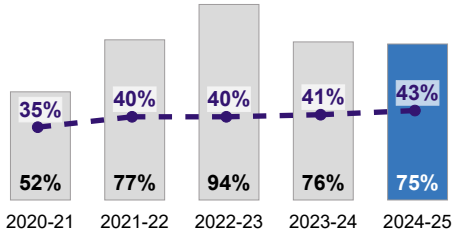
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

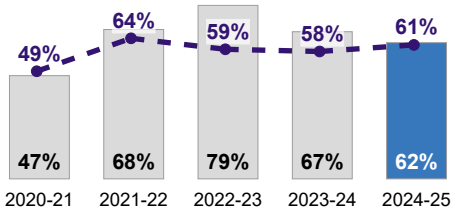
Percent of students demonstrating proficiency on statewide science assessments.



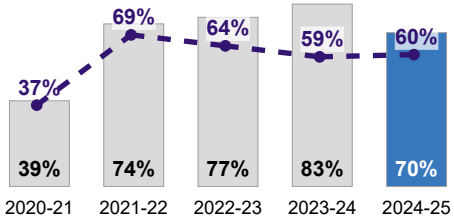
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

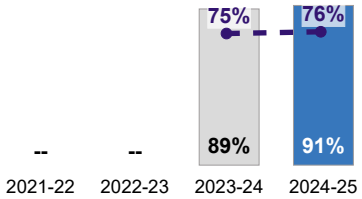


Math



Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

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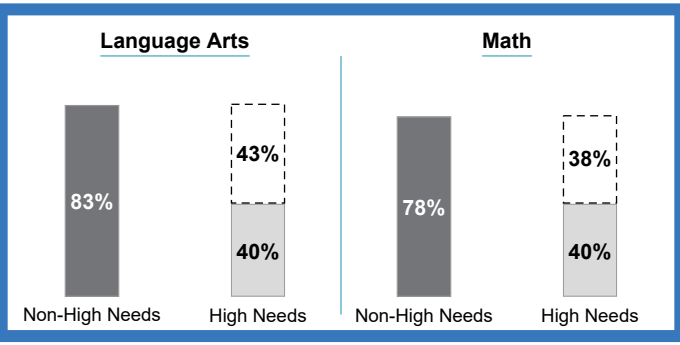
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Kapolei Charter School

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	34	25%
Special Education	20	14%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	7	5%
Black	2	1%
Filipino	14	10%
Hispanic	4	3%
Native Hawaiian	85	62%
Pacific Islander	11	8%
White	12	9%

Our School

Grades	9-12
Enrollment	138
Principal	Wanda Villareal
Phone	808-690-9909

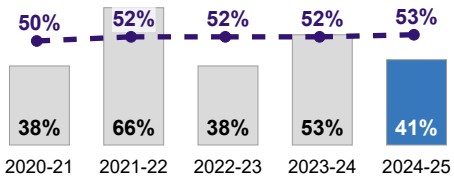
Website: https://www.kcshawaii.org

Our Story

This mission and program structure of Kapolei Charter School demonstrate a comprehensive approach to education, emphasizing practical skills, individualized support, and real-world experience. The combination of career and technical education, life coaching, and early college credits prepares students for both immediate entry into the workforce and further academic pursuits, ensuring they are well-equipped to overcome challenges and succeed in their chosen paths.

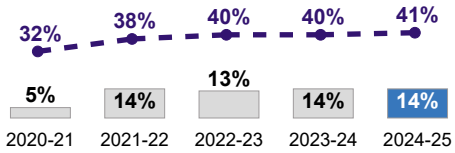
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



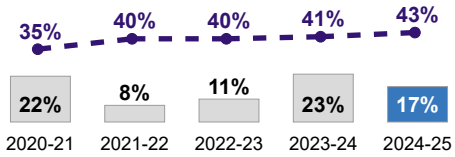
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

Percent of students demonstrating proficiency on statewide science assessments.



Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

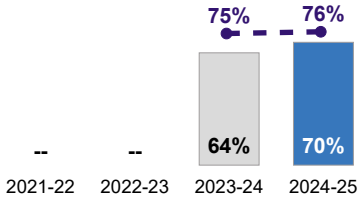
-- Data Not Available

Math

-- Data Not Available

Regular Attendance

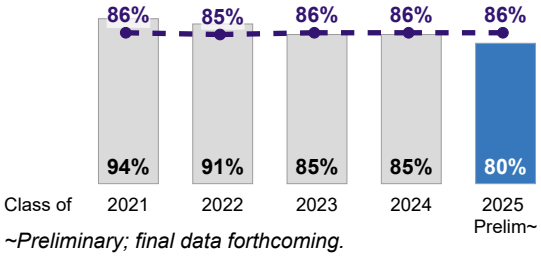
Percent of students attending 90% of instructional days.



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Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

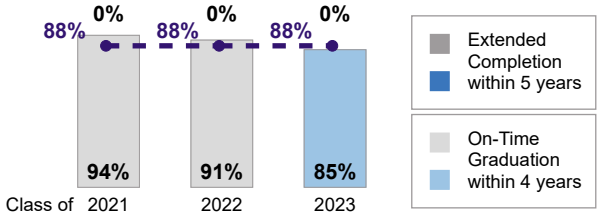
Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



~Preliminary; final data forthcoming.

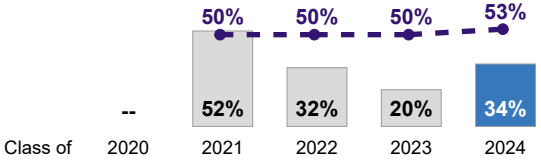
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.



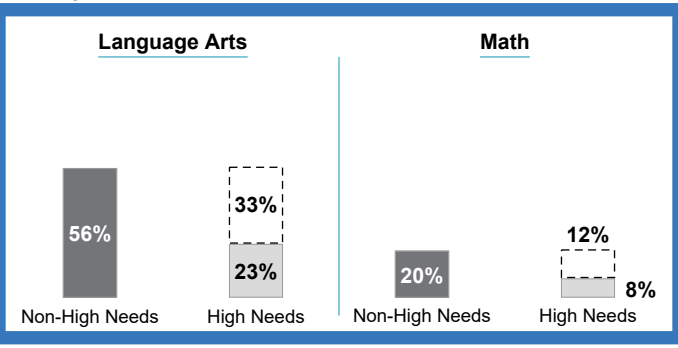
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Kawaikini New Century Public Charter School

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	116	66%
Special Education	12	7%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	4	2%
Black	0	0%
Filipino	7	4%
Hispanic	0	0%
Native Hawaiian	159	90%
Pacific Islander	0	0%
White	5	3%

Our School

Grades	K-12
Enrollment	177
Principal	Namomi McCorriston
Phone	808-632-2032

Website: https://kawaikini.com

Our Story

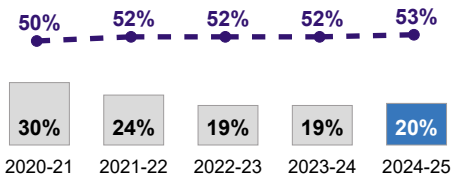
Nuʻukia / Vision: Kū kilakila ʻo Kawaikini, ke ʻōlino nei, mālamalama. Steadfastly stands Kawaikini, for the brightness of day is here. Kawaikini stands tall in an era of knowledge and enlightenment.

Kū haʻaheo mākou, ko Kawaikini, i kaiaulu kuanoʻo, naʻauao, a hāehuola e kuluma ai ka ʻōlelo, nā manaʻo, a me nā hana a ka poʻe ʻōiwi o Hawaiʻi nei. We, Kawaikini (NCPCS), stand tall as a thoughtful, knowledgeable, and healthy community where the language, beliefs and practices of the indigenous people of Hawaiʻi are instinctive.

Ala Nuʻukia / Mission: Me ka paʻa ma ka ʻike kūpuna ma ka ʻōlelo Hawaiʻi, e mālama ai ke kula ʻo Kawaikini (M-12) i kaiapuni kākoʻo a i kaiapuni aʻo, ma ka ʻōlelo Hawaiʻi a me ka ʻōlelo Pelekānia nō hoʻi, kahi e minamina, hoʻohana, a hoʻomau ʻia ai nō hoʻi ka ʻike kuʻuna ʻōiwi. Grounded in the Hawaiian language, Kawaikini will create a productive community of bi-lingual and bi-literate citizens in a supportive K-12 learning environment where indigenous cultural knowledge is valued, applied, and perpetuate

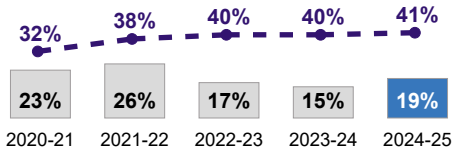
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



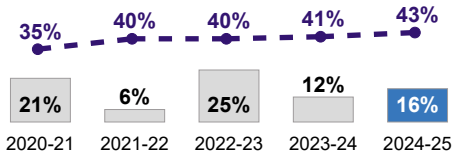
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

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Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

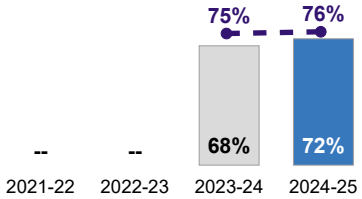
-- Data Not Available

Math

-- Data Not Available

Regular Attendance

Percent of students attending 90% of instructional days.



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On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

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Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

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Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

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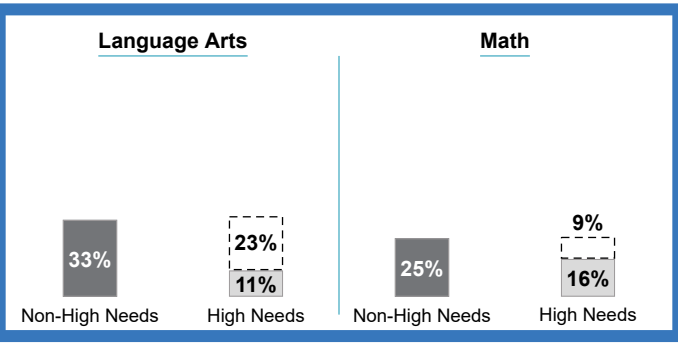
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Ke Ana Laʻahana Public Charter School

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Our Students

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Economically Disadvantaged	27	82%
Special Education	17	52%
English Learners	0	0%

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	3	9%
Black	0	0%
Filipino	3	9%
Hispanic	1	3%
Native Hawaiian	21	64%
Pacific Islander	3	9%
White	2	6%

Our School

Grades	7-12
Enrollment	33
Principal	Mapuana Waipa
Phone	808-480-3577

Website: https://www.kalpcs.com

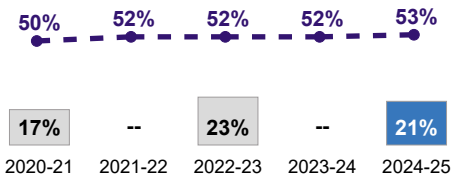
Our Story

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

“Ku I Ka Mana” Like the one from whom he received what he learned. Said of a child who behaves like those who reared him. (Pukui, 1983)

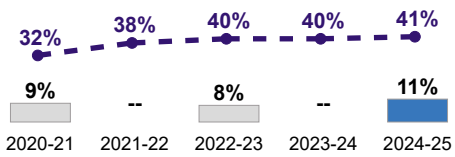
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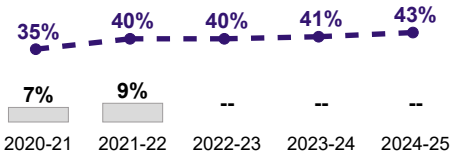
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Science Proficiency

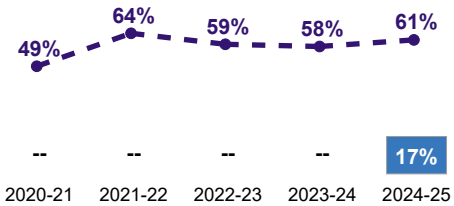
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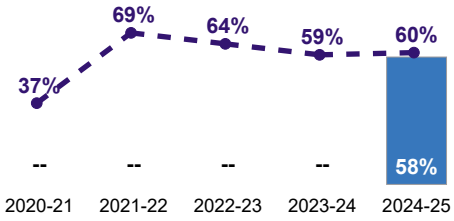
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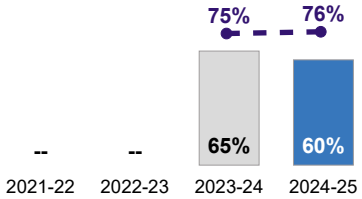


Math



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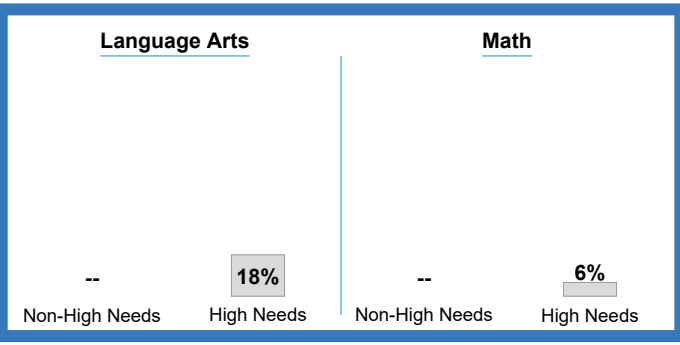
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Ke Kula Niihau o Kekaha - LPCS

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This report is produced by the Hawai'i State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	26	60%
Special Education	--	--
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	0	0%
Black	0	0%
Filipino	2	5%
Hispanic	0	0%
Native Hawaiian	41	95%
Pacific Islander	0	0%
White	0	0%

Our School

Grades	K-12
Enrollment	43
Principal	Tia Koerte
Phone	808-337-0481

Website: https://www.kknok.org

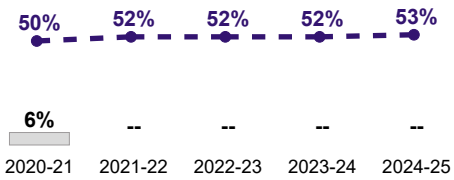
Our Story

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

A Ke Kula Niihau O Kekaha graduate is a proficient communicator in Niihau and English prepared for success in college and/or career.

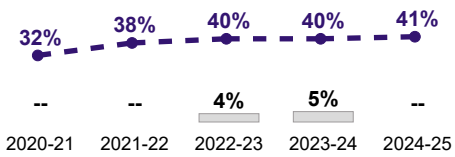
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

Percent of students demonstrating proficiency on statewide science assessments.

-- Data Not Available

Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

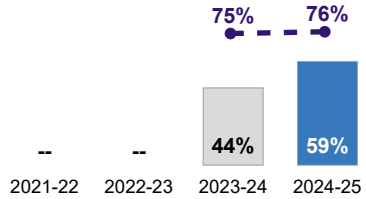
-- Data Not Available

Math

-- Data Not Available

Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

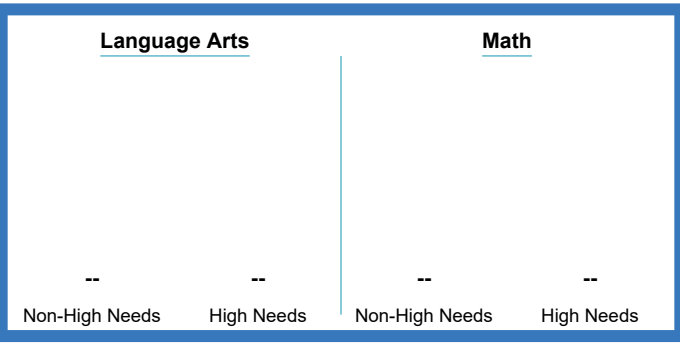
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Ke Kula ʻO Nāwahīokalaniʻōpuʻu Iki Lab Public Charter School

About Strive HI

The Hawaiʻi State Department of Education releases an annual report on the performance of the state's public schools, known as Strive HI. This report informs educators, parents, community members, and policymakers, of progress on the student learning goals outlined in the Board-approved Strategic Plan.

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This report is produced by the Hawaiʻi State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	234	52%
Special Education	--	--
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	18	4%
Black	2	0%
Filipino	11	2%
Hispanic	0	0%
Native Hawaiian	368	82%
Pacific Islander	8	2%
White	41	9%

Our School

Grades	K-8
Enrollment	451
Principal	Kauanoe Kamana
Phone	808-982-4260

Website: https://www.nawahi.org

Our Story

Educational Mission – Students of Ke Kula ʻO Nāwahīokalaniʻōpuʻu 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 Hawaiʻi.

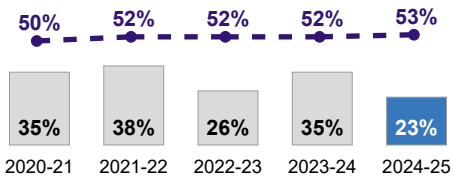
School Mission – Ke Kula ʻO Nāwahīokalaniʻōpuʻu is committed to securing a school community built upon culturally rooted principles that reflect: aloha piliʻuhane, aloha ʻohana, aloha ʻolelo, aloha ʻike kuʻuna, aloha ʻaina, aloha hoakanaka a me ke aloha lehulehu.

No ʻAneʻi Ko Kakou Ola – A meaningful life takes place in one's homeland, therefore one's major contribution to the quality and standard of living is made in Hawaiʻi.

Ke Kula ʻO Nāwahīokalaniʻōpuʻu is where Hawaiian language and culture thrive in a living community of families united in fostering, through their efforts, the continued significant contribution to the quality of life for the Hawaiian people and all who chose Hawaiʻi as home.

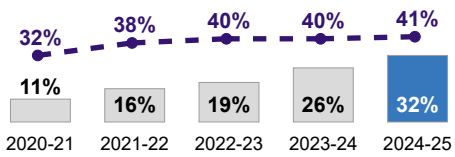
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



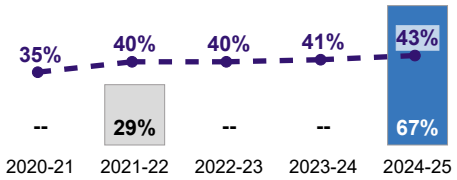
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

Percent of students demonstrating proficiency on statewide science assessments.



Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

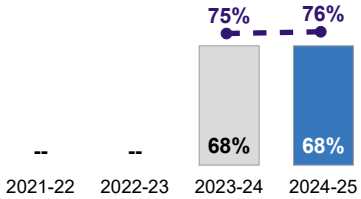
-- Data Not Available

Math

-- Data Not Available

Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

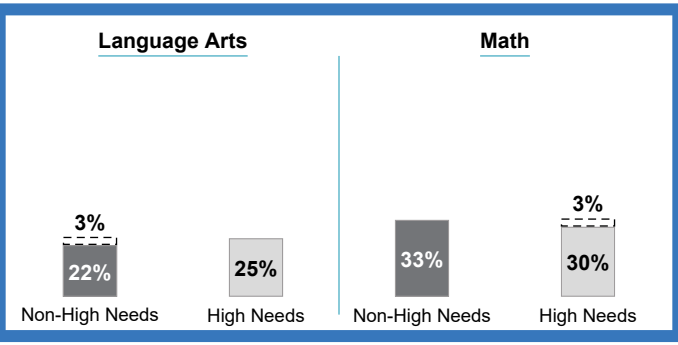
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Ke Kula ʻo Samuel M. Kamakau Laboratory Public Charter School

About Strive HI

The Hawaiʻi State Department of Education releases an annual report on the performance of the state's public schools, known as Strive HI. This report informs educators, parents, community members, and policymakers, of progress on the student learning goals outlined in the Board-approved Strategic Plan.

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	62	42%
Special Education	--	--
English Learners	0	0%

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	14	10%
Black	1	1%
Filipino	5	3%
Hispanic	0	0%
Native Hawaiian	111	76%
Pacific Islander	3	2%
White	6	4%

Our School

Grades	K-12
Enrollment	146
Principal	Meahilahila Kelling
Phone	808-235-9175

Website: https://www.kamakau.com

Our Story

MIssion
ʻO ko makou ala nuʻukia ka malama ʻana i honua mauli ola i waiwai i ka ʻike o nā kupuna a me ka lawena aloha a na kupuna i mea e lei ai kakou i ka lei o ka lanakila.

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

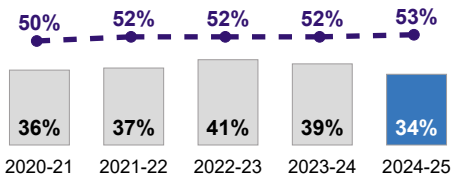
Ke Kula ʻo Samuel M. Kamakau Laboratory Public Charter School is a family-based, Hawaiian language medium school offering a comprehensive multi-level (PK through Secondary) educational program. Ke Kula ʻo Kamakau was initially established in January 2000 in response to the expressed needs of Native Hawaiian families to increase student achievement through culture-based education while addressing the educational needs of multi-generations of learners.

All classroom instruction is delivered in the Hawaiian Language until the 5th grade, when students receive formal English instruction for an hour each day. Therefore, Kamakau highly encourages the administration of Hawaiian language assessments as a measure of our students' success and relies on multiple measures to show true performance.

Ke Kula ʻo Samuel M. Kamakau Laboratory Public Charter School — State — School

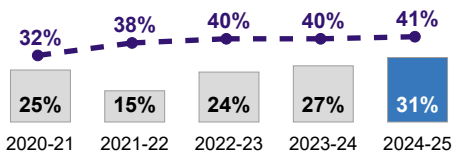
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



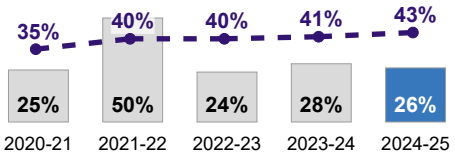
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

Percent of students demonstrating proficiency on statewide science assessments.



Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

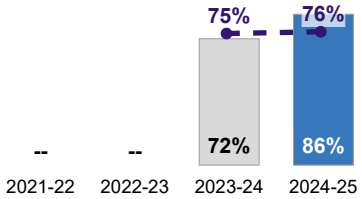
-- Data Not Available

Math

-- Data Not Available

Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

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Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

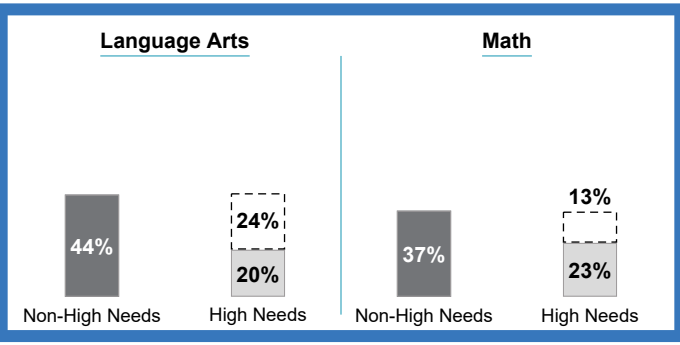
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Equity in Student Learning[#]

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Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



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https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Kīhei Charter School

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	265	40%
Special Education	77	11%
English Learners	16	2%

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	13	2%
Black	10	1%
Filipino	30	4%
Hispanic	96	14%
Native Hawaiian	45	7%
Pacific Islander	0	0%
White	452	67%

Our School

Grades	K-12
Enrollment	670
Principal	Michael Stubbs
Phone	808-875-0700

Website: https://kiheicharter.org

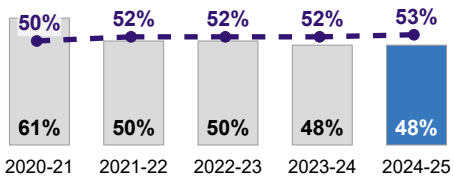
Our Story

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

Kihei Charter School (KCS) is an Essential School that focuses on 21st century skills. Our educational programs are characterized by student centered learning, personalization, integration, authentic performance based assessment, experiential education, and project based learning. KCS is a community based school that utilizes the unique resources of Maui to create innovative, creative, independent, life-long learners who are engaged citizens committed to affecting positive change in their community.

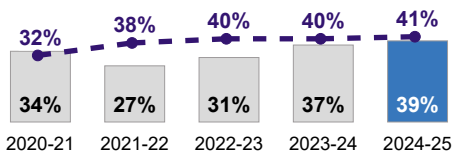
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



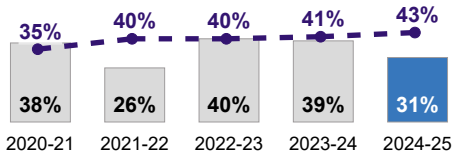
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

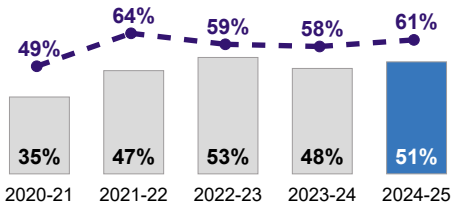
Percent of students demonstrating proficiency on statewide science assessments.



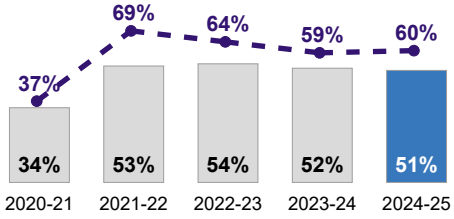
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

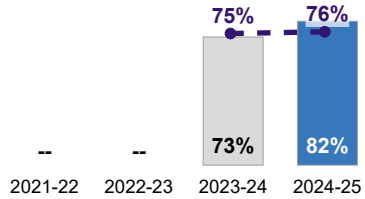


Math



Regular Attendance

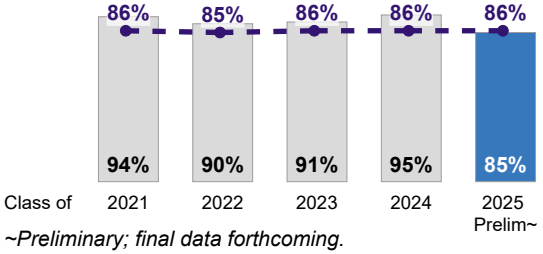
Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

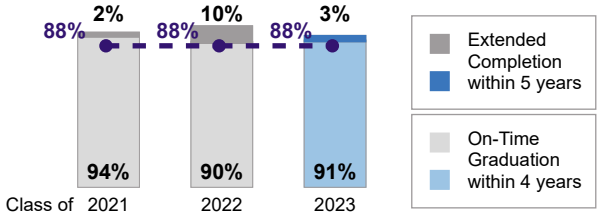
Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



~Preliminary; final data forthcoming.

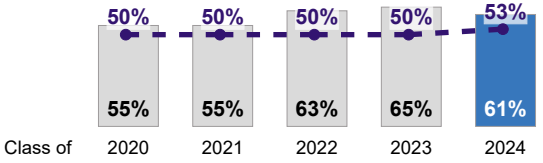
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.



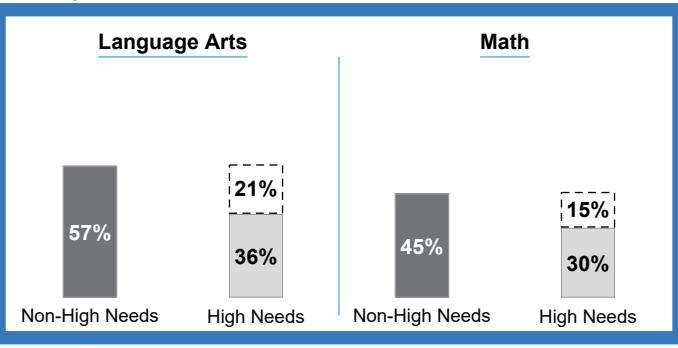
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



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2024-25 Strive HI School Performance Report

Kona Pacific Public Charter School

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	111	63%
Special Education	29	16%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	10	6%
Black	3	2%
Filipino	2	1%
Hispanic	6	3%
Native Hawaiian	15	8%
Pacific Islander	5	3%
White	128	72%

Our School

Grades	K-8
Enrollment	177
Principal	Amber Herres
Phone	808-322-4900

Website: https://www.kppcs.org

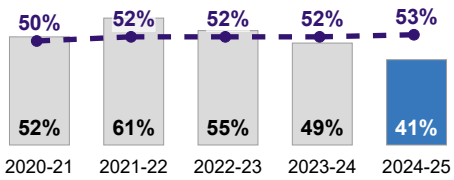
Our Story

Kona Pacific Public Charter School, established in 2008 on the Big Island's west coast, became a charter school in 2013. Nestled on Mauna Loa's lush slopes with views of the Pacific Ocean, our campus provides an inspiring setting for learning. We offer a unique, holistic education emphasizing the intellectual, social, emotional, and physical development of each child.

Our mission is to educate the whole child through academic excellence and social-emotional well-being, using a standards-based curriculum enriched with Waldorf-inspired practices, Hawaiian culture, and ʻĀina-based education. We incorporate innovative teaching, arts, movement, and sustainable agriculture. Our approach includes Waldorf-inspired creativity, Hawaiian cultural integration, and environmental stewardship. These elements foster a supportive and dynamic learning environment, preparing students to thrive both academically and personally

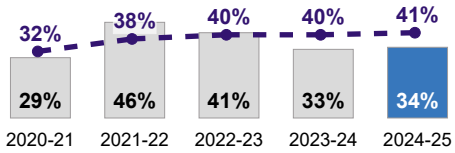
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



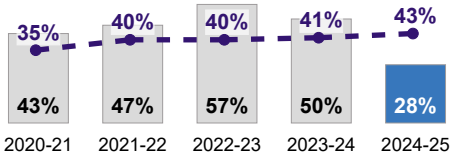
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

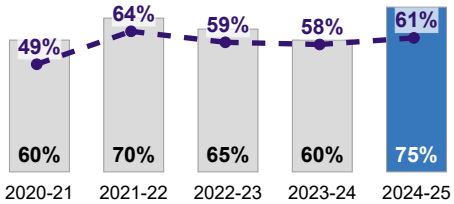
Percent of students demonstrating proficiency on statewide science assessments.



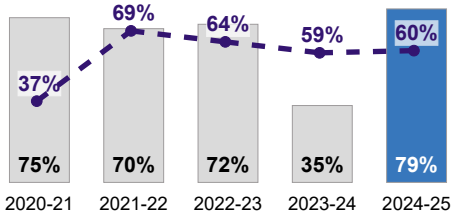
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

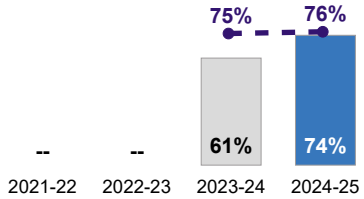


Math



Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

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Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

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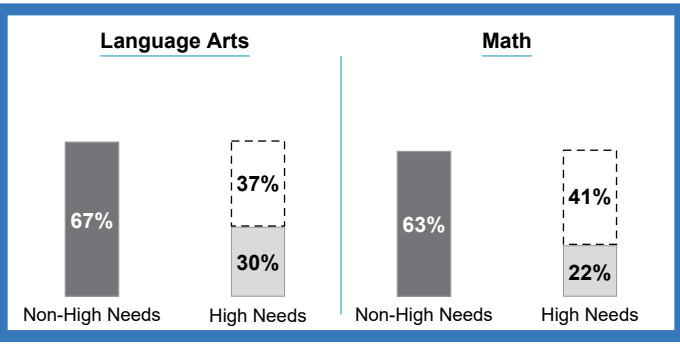
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Kua O Ka Lā New Century Public Charter School

About Strive HI

The Hawaiʻi State Department of Education releases an annual report on the performance of the state's public schools, known as Strive HI. This report informs educators, parents, community members, and policymakers, of progress on the student learning goals outlined in the Board-approved Strategic Plan.

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This report is produced by the Hawaiʻi State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	155	84%
Special Education	12	6%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	11	6%
Black	2	1%
Filipino	5	3%
Hispanic	0	0%
Native Hawaiian	92	50%
Pacific Islander	8	4%
White	62	34%

Our School

Grades	K-10
Enrollment	185
Principal	Vanessa Dilcher
Phone	808-981-5866

Website: https://kuaokala.org/index.html

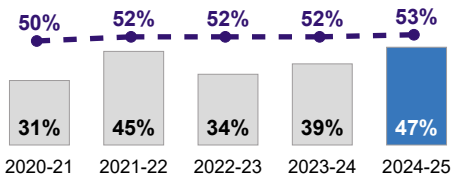
Our Story

To provide Ka Pae ʻAina o Hawaiʻi 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 ʻaina, pilina kanaka, and pilina ʻuhane).

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

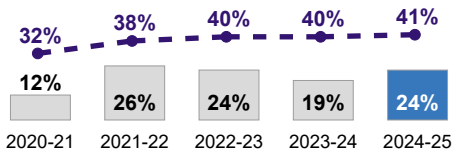
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



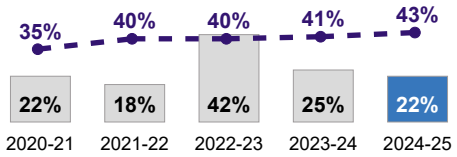
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

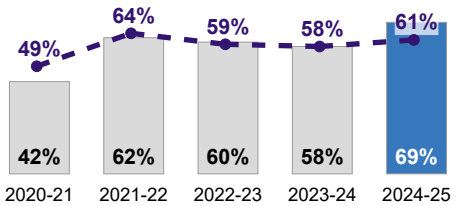
Percent of students demonstrating proficiency on statewide science assessments.



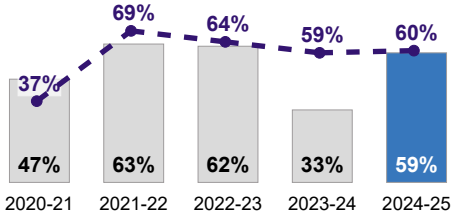
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

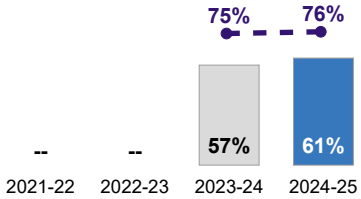


Math



Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
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On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

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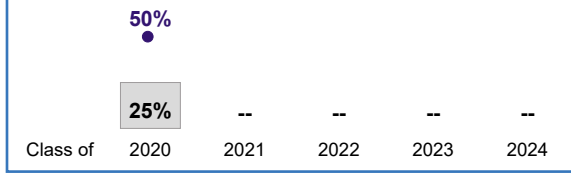
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.



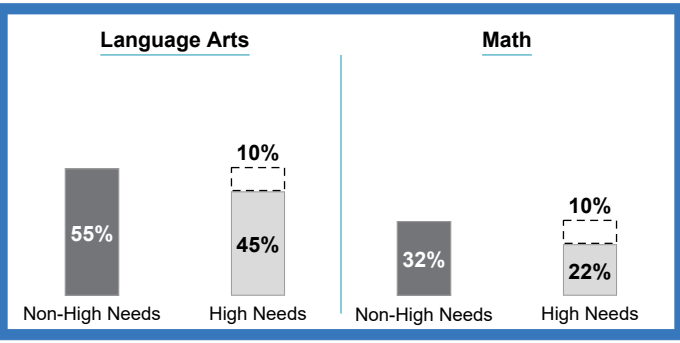
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Equity in Student Learning[#]

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High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

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https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Kualapuʻu Conversion Charter School

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	250	86%
Special Education	28	10%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	4	1%
Black	0	0%
Filipino	7	2%
Hispanic	0	0%
Native Hawaiian	262	90%
Pacific Islander	4	1%
White	12	4%

Our School

Grades	K-6
Enrollment	290
Principal	Kaala Camara
Phone	808-567-6900

Website: https://www.kualapuucharterschool.org

Our Story

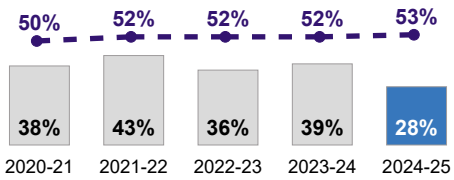
“To build a strong foundation for lifelong learning so with proper nurturing our keiki will be able to discover and grow, develop skills and confidence, and, like the ʻuala, withstand adversity and thrive in an ever-changing world.”

Students from Kualapuu School students will exhibit the rigorous outcomes expected by the Common Core Standards in a learning environment; be instructed by curricula that is researched, and outcomes based; and learn in a safe environment that promotes the Hawaiian and all other cultural values needed to thrive in an ever changing world.

Students from Kula Kaiapuni o Kualapuu will become proficient in the Hawaiian language through instructional practices that are culturally appropriate, researched, and outcomes based; exhibit the rigorous outcomes expected by the Common Core; and learn in a safe and positive learning environment embedded in Hawaiian cultural values, protocols, and language.

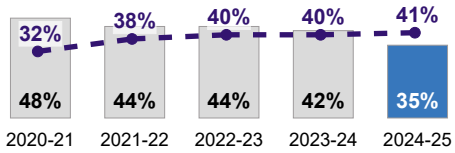
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



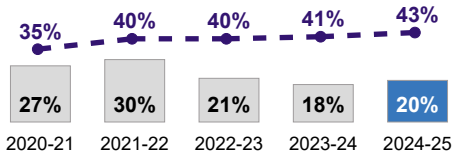
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

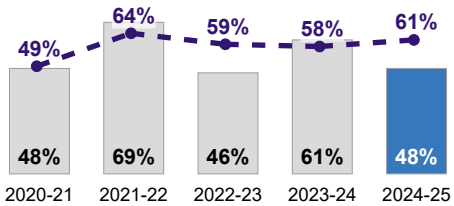
Percent of students demonstrating proficiency on statewide science assessments.



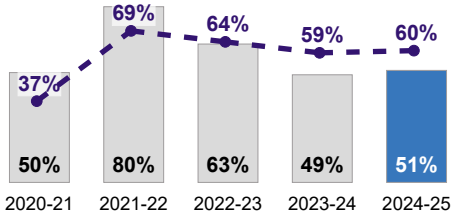
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

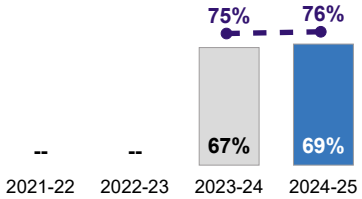


Math



Regular Attendance

Percent of students attending 90% of instructional days.



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On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

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Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

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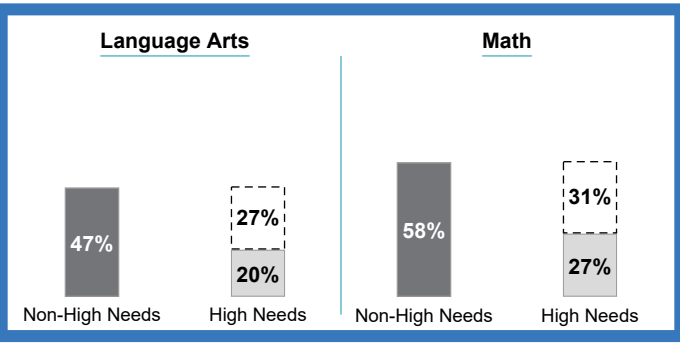
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https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Kula Aupuni Niihau A Kahelelani Aloha

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	24	69%
Special Education	--	--
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	0	0%
Black	0	0%
Filipino	0	0%
Hispanic	0	0%
Native Hawaiian	28	80%
Pacific Islander	5	14%
White	2	6%

Our School

Grades	K-12
Enrollment	35
Principal	Steve Sullivan
Phone	808-337-2022

Website: https://www.kanakapcs.org

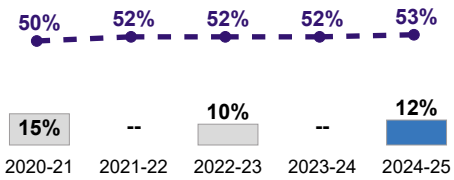
Our Story

Our mission is to educate our youth to become community leaders capable of directing the future of the Niihau community. Critical to our mission is raising the level of literacy, education, and awareness of our native community by preparing our youth to function independently in a Western-dominated society. Fundamental to our mission is raising the level of student involvement in community-related activities and issues, including economics and governmental affairs as a mechanism to deliver appropriate and influential representation of the Niihau indigenous population for matters that affect their lives and culture now with the generations to come.

Our vision focuses on the preservation and promulgation of the Olelo Kanaka Niihau with Niihau cultural ideologies passed through our students as they live functional lives in a western dominated society with their culture and language as the foundation for learning that combines authentic life lessons with meaningful learning experiences.

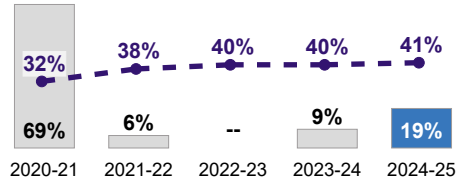
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

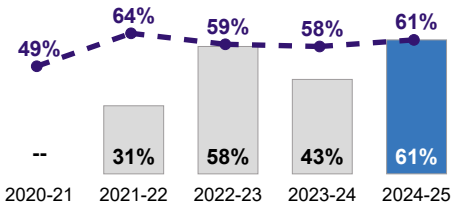
Percent of students demonstrating proficiency on statewide science assessments.

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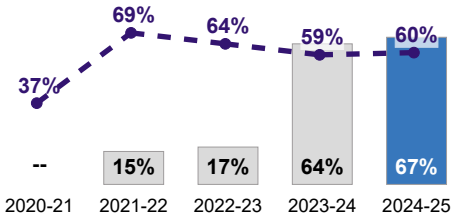
Academic Growth

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Language Arts

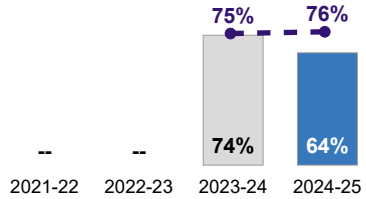


Math



Regular Attendance

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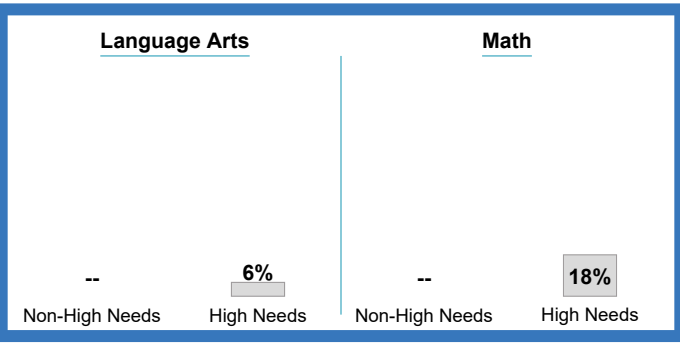
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https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Kūlia Academy

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	24	24%
Special Education	11	11%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	25	26%
Black	6	6%
Filipino	21	21%
Hispanic	0	0%
Native Hawaiian	12	12%
Pacific Islander	12	12%
White	19	19%

Our School

Grades	6
Enrollment	98
Principal	Andy Gokce
Phone	808-551-1413

Website: https://kuliaacademy.org/

Our Story

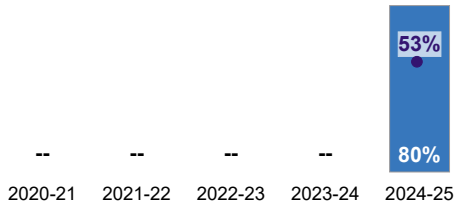
The first school in the United States to offer a comprehensive 7-year Artificial Intelligence and Data Science program, Kūlia Academy provides advanced math, science, and English while guiding students to master coding in Python, R, JavaScript, C++, HTML, and more. Unlike most schools that focus only on teaching students how to use emerging technologies, Kūlia aims to raise the next generation of AI engineers, data scientists, and cybersecurity experts — by teaching them to design algorithms, analyze data, and build the technologies that will define the future.

After 8 years of planning, Kūlia Academy opened its doors in July 2024. Its AI/Data Science program draws from leading-edge curricula developed at MIT, Stanford, UCLA, and AI4All, adapted into a unique 7-year pathway. The school itself was designed by Silicon Valley senior engineers and data scientists working alongside education leaders from California and Hawaiʻi, including the former Chancellor of the University of Hawaiʻi at Mānoa.

Students engage in extended daily blocks in math and English Language Arts, inquiry-based FAST science, and AI labs where machine learning, cybersecurity, and virtual reality come alive through hands-on experiences. Kūlia also nurtures creativity, culture, and community. Students can program drones, explore electronics, perform in String Orchestra, practice Hula, and compete in MathCounts — ensuring they grow into well-rounded leaders grounded in aloha.

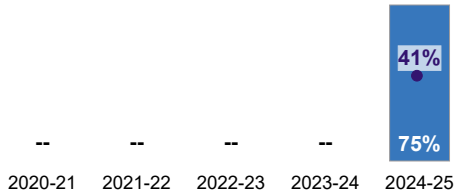
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

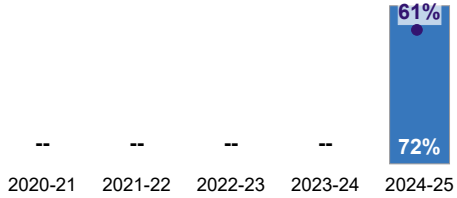
Percent of students demonstrating proficiency on statewide science assessments.

-- Data Not Available

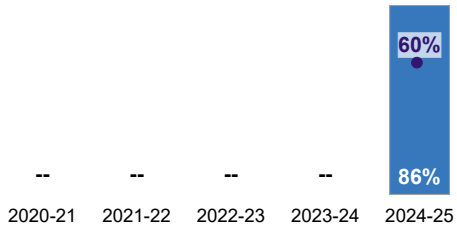
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

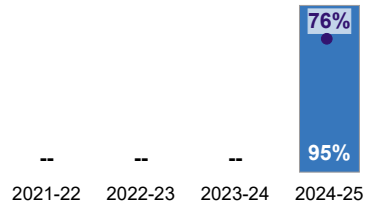


Math



Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

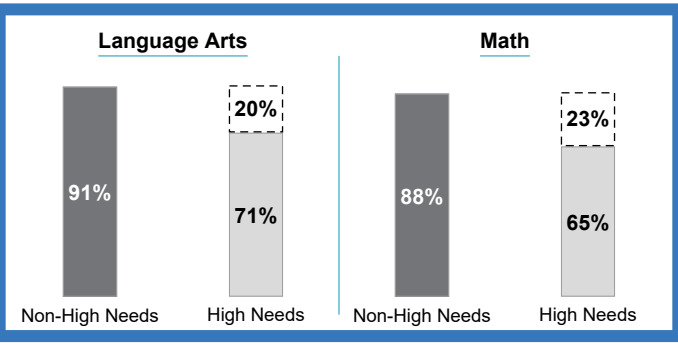
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Laupāhoehoe Community PCS

About Strive HI

The Hawaiʻi State Department of Education releases an annual report on the performance of the state's public schools, known as Strive HI. This report informs educators, parents, community members, and policymakers, of progress on the student learning goals outlined in the Board-approved Strategic Plan.

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This report is produced by the Hawaiʻi State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	219	72%
Special Education	43	14%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	6	2%
Black	5	2%
Filipino	36	12%
Hispanic	25	8%
Native Hawaiian	56	18%
Pacific Islander	12	4%
White	131	43%

Our School

Grades	K-12
Enrollment	304
Principal	Weston Willard
Phone	808-313-6200

Website: https://www.lcpcs.org

Our Story

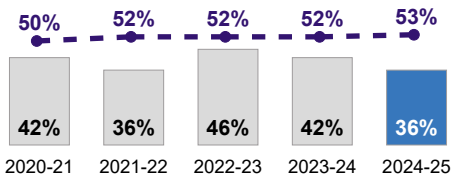
Laupāhoehoe is in the district of North Hilo, known as Hilo Palikū (the upright sea cliffs of Hilo). Laupāhoehoe School (LS) opened in 1883 at Laupāhoehoe Point and quickly became the epicenter of the community. In 1946 a tsunami severely damaged the school, destroyed much of the original town of Laupāhoehoe, and took the lives of twenty four LS students and teachers. As a result of that tragedy, a new school known as Laupāhoehoe High and Elementary School (LHES) was built on its present site in 1954.

In July 2012 a charter was granted by the State of Hawaiʻi authorizing Laupāhoehoe Community Public Charter School (LCPCS) to open as a conversion charter school, continuing over 130 years as an academic institution in the community.

Our hope is to reflect on our past as a school community and recognize and appreciate the diversity within, so that everyone may benefit and develop a deepening sense of Belonging, Responsibility, Excellence, Aloha, Total Well Being, and Hawaii.

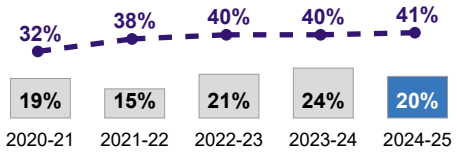
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



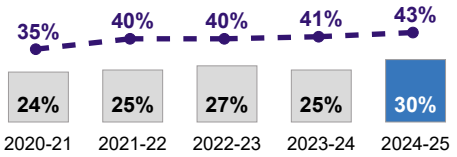
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

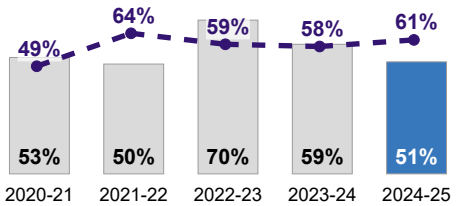
Percent of students demonstrating proficiency on statewide science assessments.



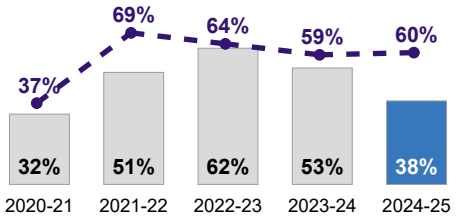
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

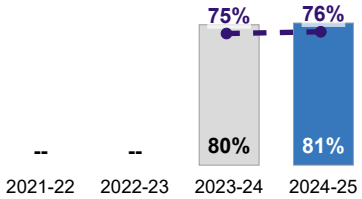


Math



Regular Attendance

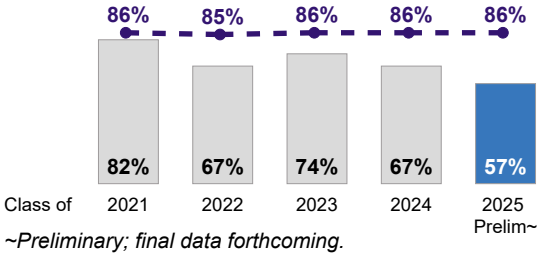
Percent of students attending 90% of instructional days.



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On-Time High School Graduation

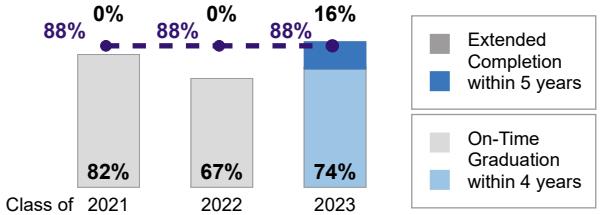
Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



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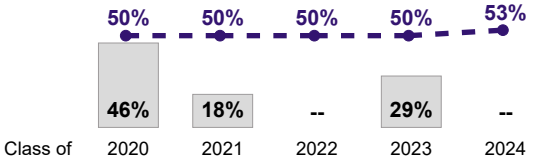
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.



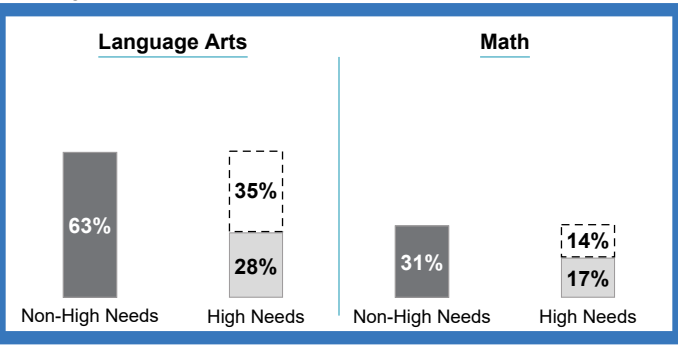
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Equity in Student Learning[#]

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High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Mālama Honua Public Charter School

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	86	51%
Special Education	21	12%
English Learners	0	0%

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	6	4%
Black	0	0%
Filipino	1	1%
Hispanic	1	1%
Native Hawaiian	111	65%
Pacific Islander	6	4%
White	41	24%

Our School

Grades	K-8
Enrollment	170
Principal	Denise Espania
Phone	808-259-5522

Website: https://www.malamahonuapcs.org

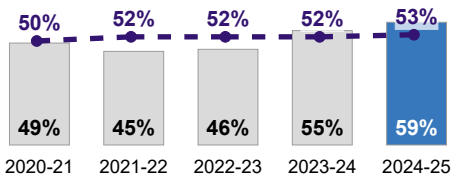
Our Story

Mālama Honua Public Charter School (MHPCS), established in 2014, is a K-8 school in Waimānalo, Hawaiʻi, inspired by the Worldwide Voyage of Hōkūleʻa. Serving 165 students, a majority of whom are Native Hawaiian and reside in Waimānalo, MHPCS emphasizes an education that cultivates the "mind of the navigator" through the integration of indigenous Hawaiian values and 21st-century skills. The school's mission is to foster caring, compassionate, and astute individuals through a curriculum grounded in Hawaiʻi and aligned with state and national standards.

MHPCS's academic program incorporates the Explorations curriculum, an integrated, cross-disciplinary approach that emphasizes ʻike Hawaiʻi (Hawaiian knowledge). Through ʻāina- (land), project-, and problem-based learning, students engage in rigorous explorations addressing social, environmental, and cultural issues.

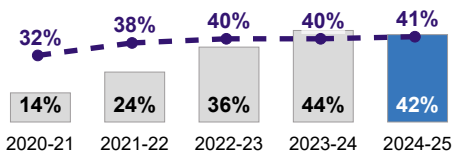
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



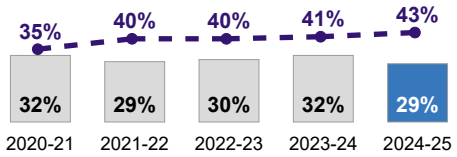
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

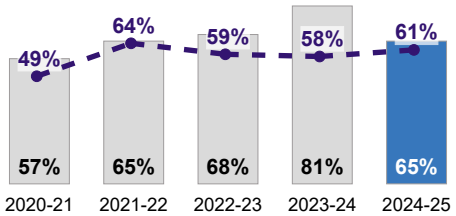
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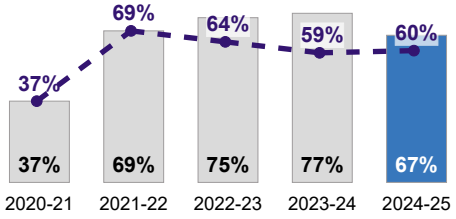
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

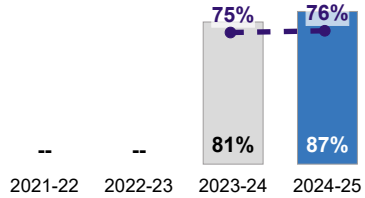


Math



Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

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Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

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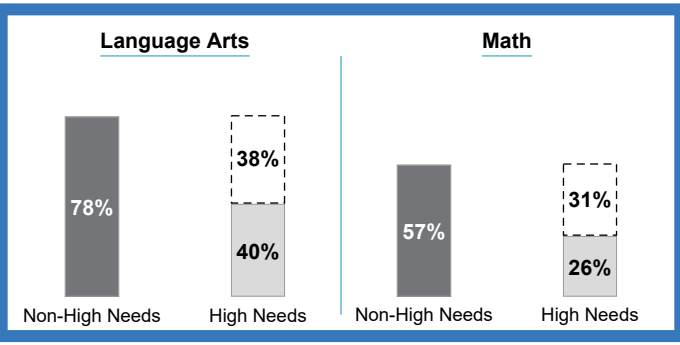
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2024-25 Strive HI School Performance Report

Myron B. Thompson Academy

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	60	13%
Special Education	12	3%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	69	15%
Black	13	3%
Filipino	52	11%
Hispanic	26	6%
Native Hawaiian	75	16%
Pacific Islander	18	4%
White	158	34%

Our School

Grades	K-12
Enrollment	465
Principal	Diana Oshiro
Phone	808-441-8000

Website: https://mbta.me

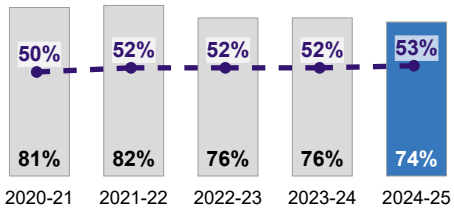
Our Story

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

The vision of Myron B. Thompson Academy is to create an innovative, student-centered learning environment that provides equity, access and excellence for learners anywhere, anytime.

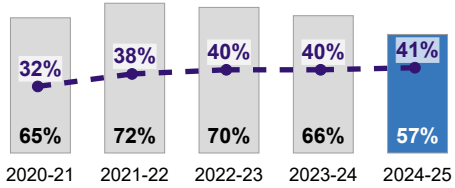
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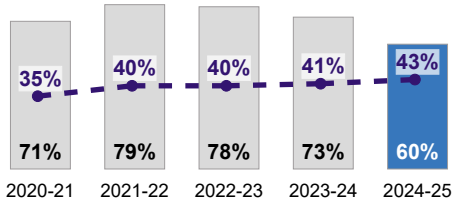
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Science Proficiency

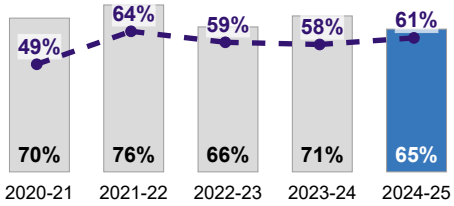
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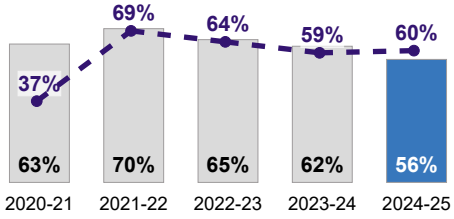
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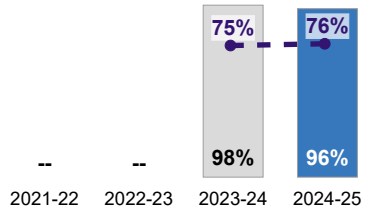


Math



Regular Attendance

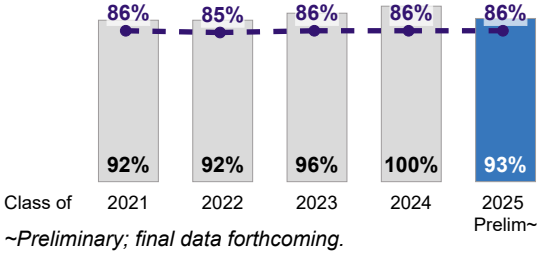
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On-Time High School Graduation

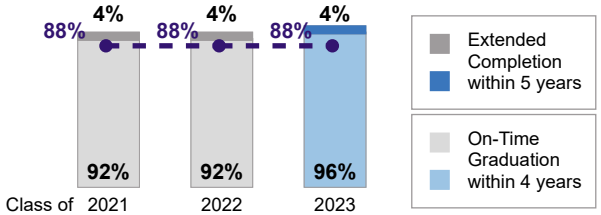
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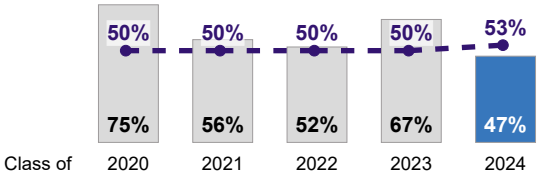
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Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.



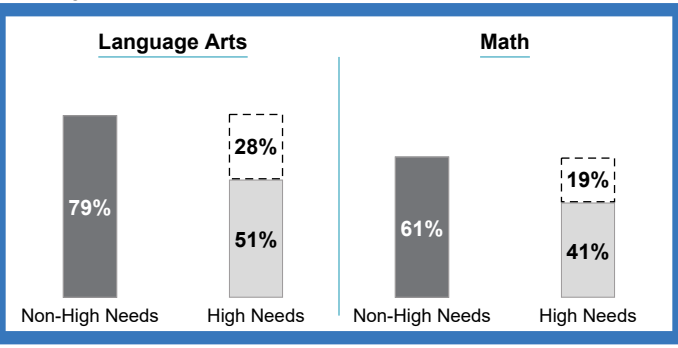
-- Data is unavailable, not applicable, or suppressed. [#] Percentages may not be exact due to rounding.

Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Nā Wai Ola Public Charter School

About Strive HI

The Hawaiʻi State Department of Education releases an annual report on the performance of the state's public schools, known as Strive HI. This report informs educators, parents, community members, and policymakers, of progress on the student learning goals outlined in the Board-approved Strategic Plan.

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This report is produced by the Hawaiʻi State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	133	92%
Special Education	21	14%
English Learners	0	0%

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	6	4%
Black	6	4%
Filipino	6	4%
Hispanic	2	1%
Native Hawaiian	50	34%
Pacific Islander	8	6%
White	61	42%

Our School

Grades	K-7
Enrollment	145
Principal	Kapua Francisco
Phone	808-968-2318

Website: https://nawaiolapcs.org

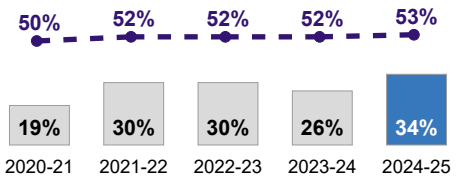
Our Story

Nā Wai Ola Public Charter School (NWOPS) is an elementary school on Hawaiʻi Island dedicated to providing a Hawaiian culture-based education for students in Kindergarten through 6th grade. NWOPS' project-based learning program immerses students in the values, knowledge, and practices of Hawaiian indigenous culture, fostering a deep understanding of their heritage. This approach, grounded in a Hawaiian cultural worldview, equips students with the skills and knowledge necessary to thrive in today's global society.

NWOPS strives to nurture the intellectual, personal, social, emotional, and physical growth of its students. The school's highly qualified staff, committed to professional development, creates a safe and caring environment where students can discover their potential and develop into resilient, lifelong learners. NWOPS' vision is to cultivate students with a strong connection to their Hawaiian heritage, preparing them to thrive globally with a strong sense of identity.

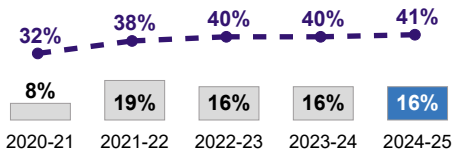
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



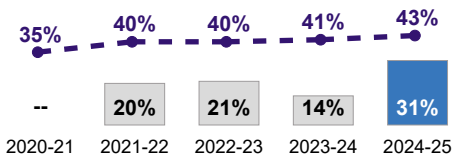
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

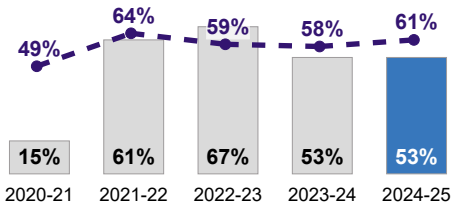
Percent of students demonstrating proficiency on statewide science assessments.



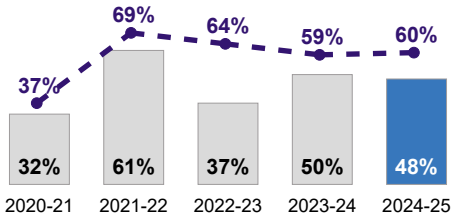
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

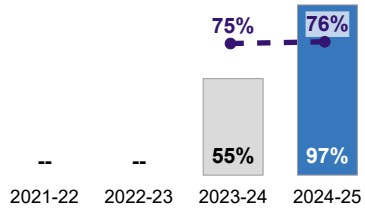


Math



Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

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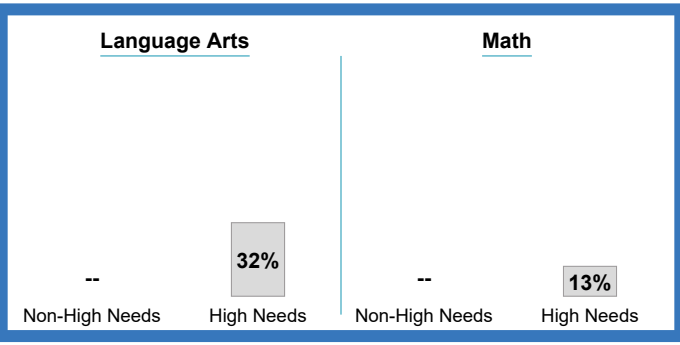
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

SEEQS: the School for Examining Essential Questions of Sustainability

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	13	7%
Special Education	15	8%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	60	34%
Black	6	3%
Filipino	7	4%
Hispanic	0	0%
Native Hawaiian	17	10%
Pacific Islander	5	3%
White	75	42%

Our School

Grades	6-8
Enrollment	177
Principal	Buffy Cushman-Patz
Phone	808-677-3377

Website: https://www.seeqs.org

Our Story

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

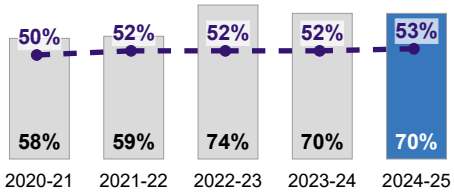
At SEEQS, all students are valued as whole people and are known members of our inclusive school community. They do meaningful work with real-world impacts, driven by their own passions and supported by invested educators.

Through this, they grow in the SEEQS Sustainability Skills (Reasoning Analytically, Managing Effectively, Communicating Powerfully, Collaborating Productively, and Thinking Systemically) and leave prepared to make valuable contributions in whatever they choose to pursue beyond SEEQS.

SEEQS prioritizes real-world learning experiences and is committed to authentic demonstration of the mastery of skills and concepts. Student-led conferences, public project exhibitions, and 8th-grade portfolio defenses all provide students with opportunities to show their learning.

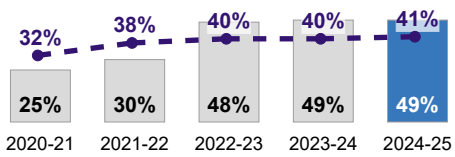
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



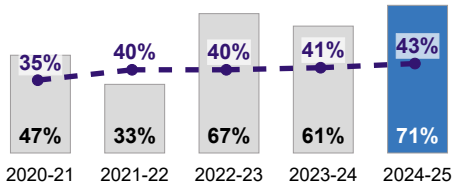
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

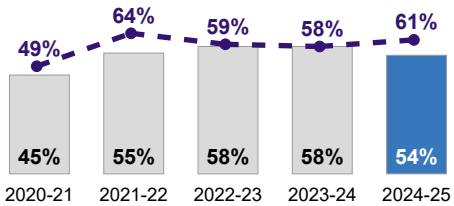
Percent of students demonstrating proficiency on statewide science assessments.



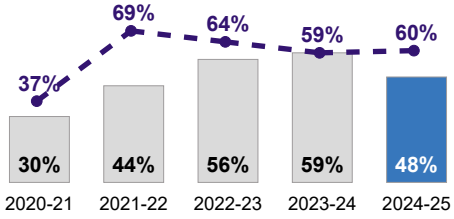
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

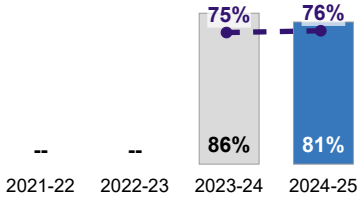


Math



Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

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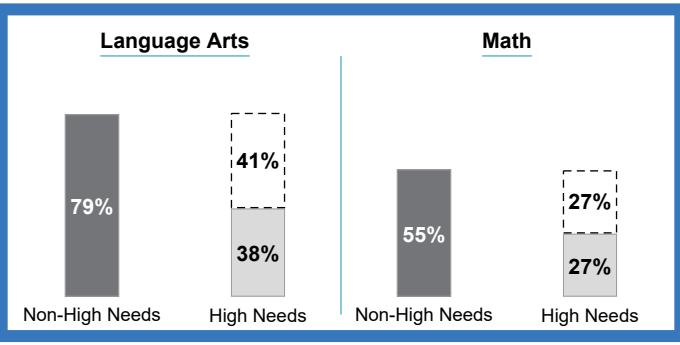
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2024-25 Strive HI School Performance Report

University Laboratory School

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	36	8%
Special Education	35	8%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	178	40%
Black	11	2%
Filipino	81	18%
Hispanic	12	3%
Native Hawaiian	62	14%
Pacific Islander	11	2%
White	76	17%

Our School

Grades	K-12
Enrollment	450
Principal	Keoni Jeremiah
Phone	808-956-7833

Website: https://www.universitylaboratoryschool.org

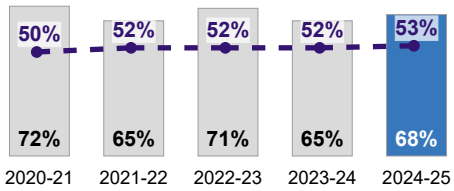
Our Story

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

The vision of the University Laboratory School is that all students graduate ready for college, work and responsible citizenship.

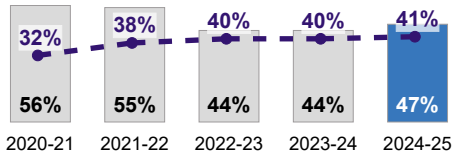
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



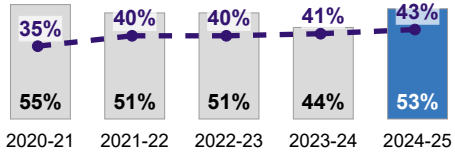
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

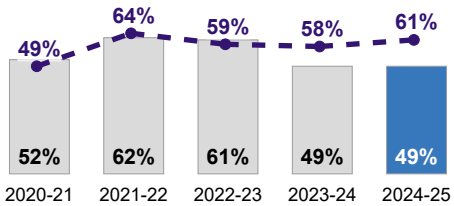
Percent of students demonstrating proficiency on statewide science assessments.



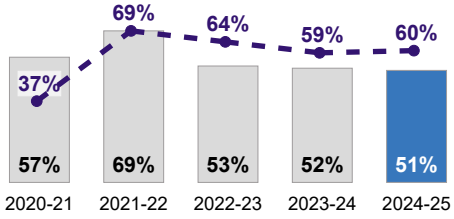
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

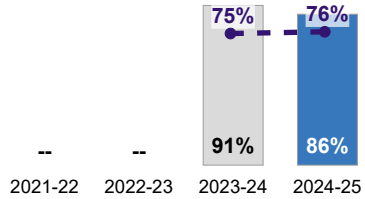


Math



Regular Attendance

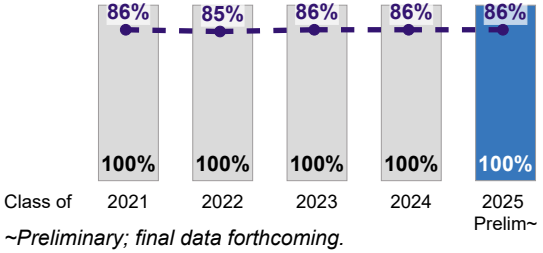
Percent of students attending 90% of instructional days.



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On-Time High School Graduation

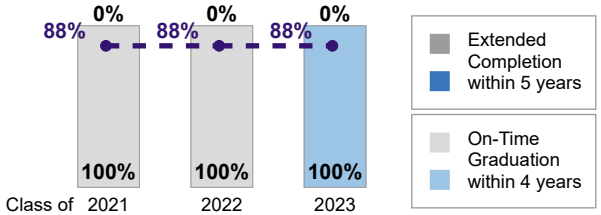
Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



~Preliminary; final data forthcoming.

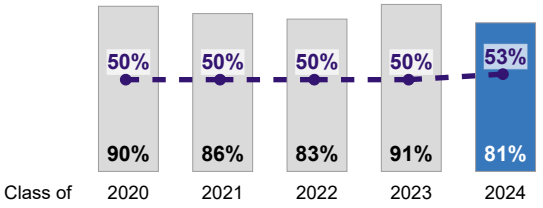
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.



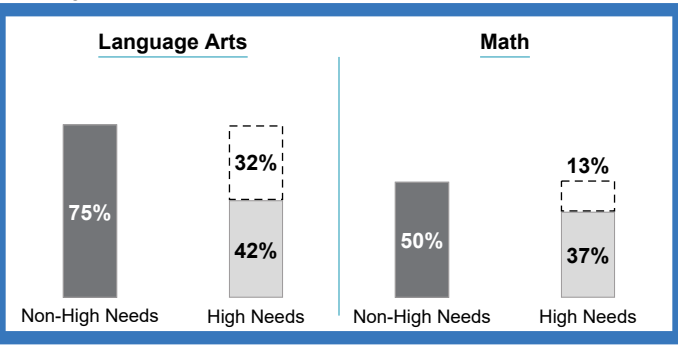
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Equity in Student Learning[#]

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2024-25 Strive HI School Performance Report

Volcano School of Arts & Sciences

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	226	70%
Special Education	67	21%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	11	3%
Black	9	3%
Filipino	11	3%
Hispanic	1	0%
Native Hawaiian	118	36%
Pacific Islander	5	2%
White	152	47%

Our School

Grades	K-12
Enrollment	325
Principal	Kalima Kinney
Phone	808-985-9800

Website: https://www.volcanoschool.net

Our Story

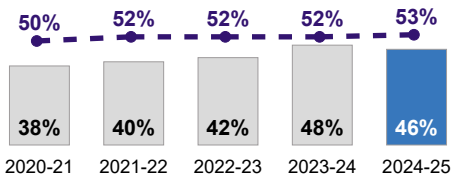
Learning through Volcano’s unique natural and cultural resources to become creative global citizens.

The mission of the Volcano School of Arts & Sciences is to: focus on the unique ecosystems and geology of the Volcano area; cultivate responsibility for nature and the environment; involve the community in ongoing partnership; provide a solid academic foundation for students; encourage creative problem-solving and critical thinking; provide avenues for creative expressions; teach practical life skills; offer a rich multicultural program; nurture respect and understanding of Hawaiian culture; foster social responsibility and respect for others; impart a lifelong love of learning; serve the Volcano community; and celebrate learning success of all children.

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

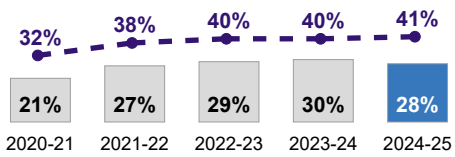
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



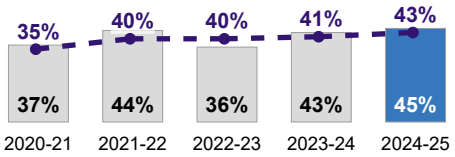
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

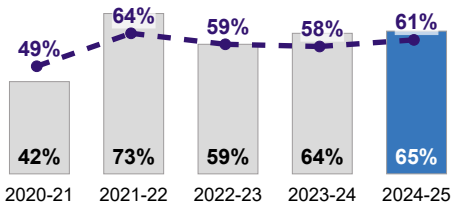
Percent of students demonstrating proficiency on statewide science assessments.



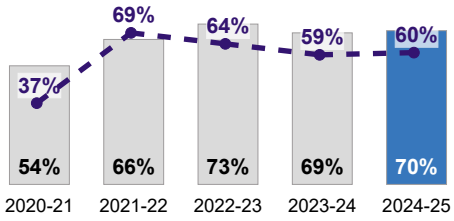
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

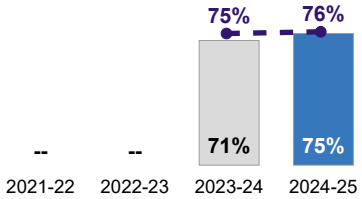


Math



Regular Attendance

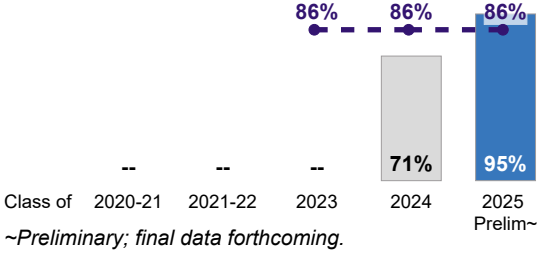
Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



~Preliminary; final data forthcoming.

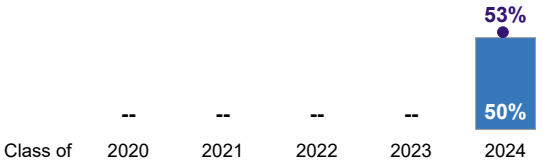
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.



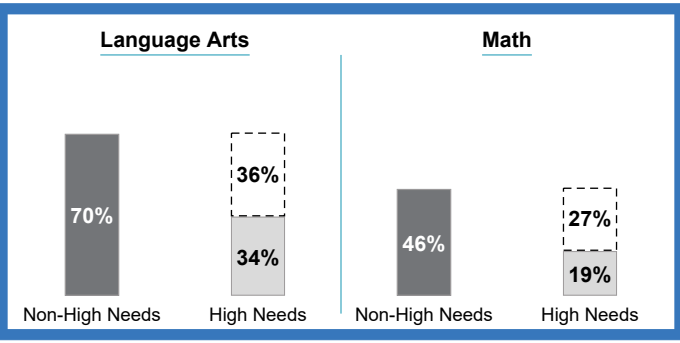
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Voyager Public Charter School

About Strive HI

The Hawaiʻi State Department of Education releases an annual report on the performance of the state's public schools, known as Strive HI. This report informs educators, parents, community members, and policymakers, of progress on the student learning goals outlined in the Board-approved Strategic Plan.

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This report is produced by the Hawaiʻi State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	43	18%
Special Education	31	13%
English Learners	13	5%

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	74	31%
Black	9	4%
Filipino	42	17%
Hispanic	6	2%
Native Hawaiian	31	13%
Pacific Islander	19	8%
White	55	23%

Our School

Grades	K-8
Enrollment	242
Principal	Elise Price
Phone	808-521-9770

Website: https://www.voyagerschool.org

Our Story

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

Students are enthusiastic partners in their own learning.

Students' performance levels and self-esteem rise and remain high.

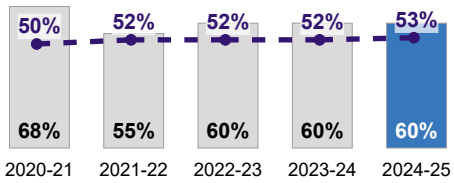
Teaching is the enjoyable and rewarding career it was meant to be.

Our community reaps the rewards of an improved educational system as our graduates excel in college, career and service.

Hawaii's school system becomes a model for the rest of America.

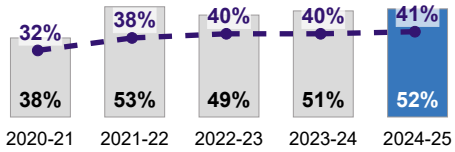
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



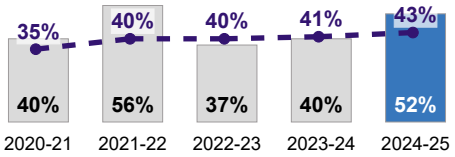
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

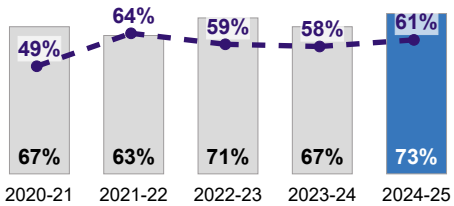
Percent of students demonstrating proficiency on statewide science assessments.



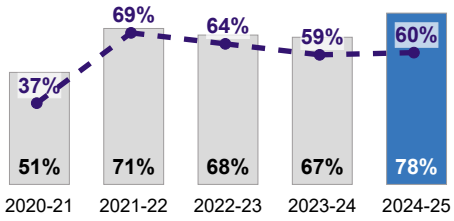
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

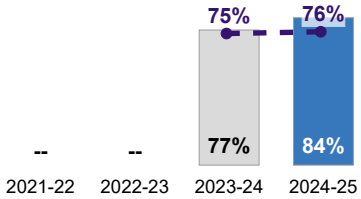


Math



Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

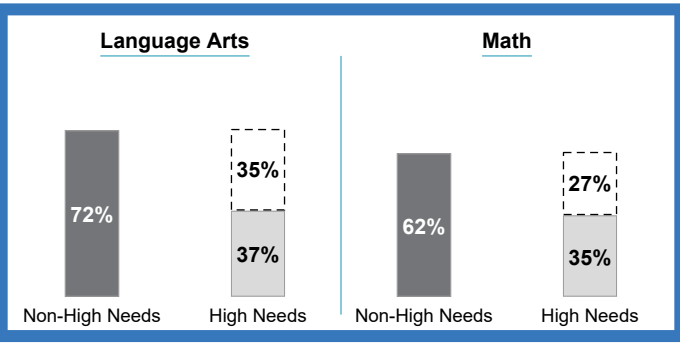
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Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Waiʻalae School

About Strive HI

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This report is produced by the Hawaiʻi State Department of Education Office of Strategy, Innovation and Performance.

Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	125	26%
Special Education	55	11%
English Learners	27	6%

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	213	43%
Black	6	1%
Filipino	33	7%
Hispanic	10	2%
Native Hawaiian	41	8%
Pacific Islander	16	3%
White	143	29%

Our School

Grades	K-5
Enrollment	490
Principal	Kawika Chun
Phone	808-733-4880

Website: https://www.waialae.edu

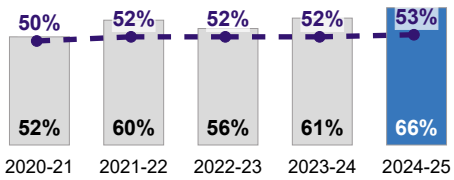
Our Story

Waialae School, founded in 1928, is a public charter school (PCS) in Honolulu, Hawaii. Since becoming the state's first PCS in 1999, Wai'alae has remained dedicated to a student-centered approach, emphasizing holistic development and fostering a community of learners. The school integrates interdisciplinary learning, hands-on activities, STEAM (Science, Technology, Engineering, Arts, and Mathematics) subjects, and the arts, music, physical education, and Hawaiian Studies.

Wai'alae School prepares students for the 21st century by cultivating critical thinking, problem-solving skills, and a sense of social responsibility. The school's curriculum fosters creative, confident, well-rounded individuals who are collaborative and engaged citizens. Wai'alae School partners with KŌ, an organization focused on developing innovative educational practices, to ensure its students are equipped with the skills and knowledge needed to thrive in a rapidly changing world.

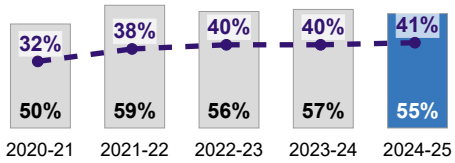
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



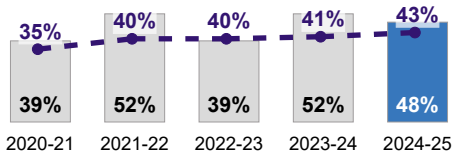
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

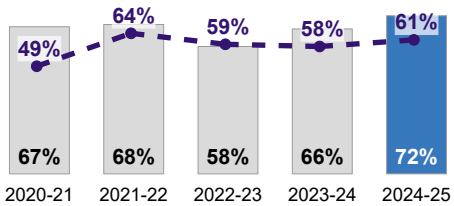
Percent of students demonstrating proficiency on statewide science assessments.



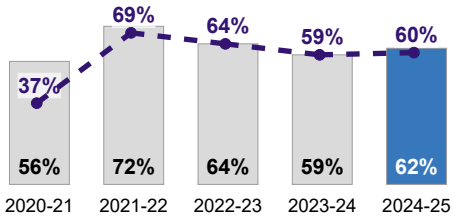
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

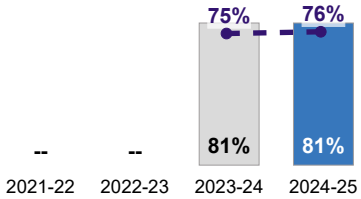


Math



Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

-- Data Not Available

Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

-- Data Not Available

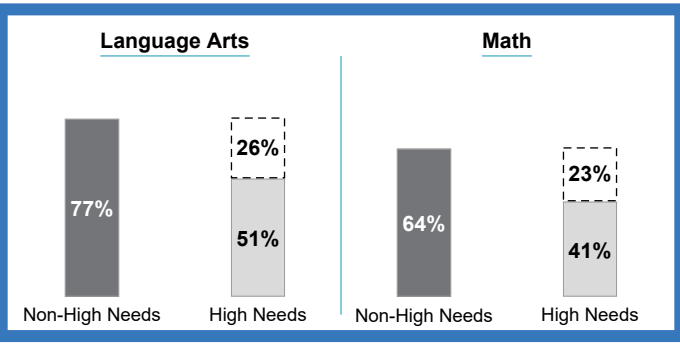
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Equity in Student Learning[#]

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High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

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Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

2024-25 Strive HI School Performance Report

Waimea Middle School

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	112	60%
Special Education	32	17%
English Learners	18	10%

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	8	4%
Black	1	1%
Filipino	40	21%
Hispanic	5	3%
Native Hawaiian	73	39%
Pacific Islander	18	10%
White	40	21%

Our School

Grades	6-8
Enrollment	188
Principal	Janice English
Phone	808-887-6090

Website: https://www.wmpccs.org

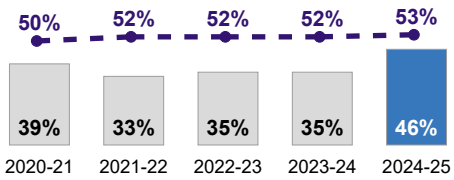
Our Story

Waimea Middle Public Conversion Charter School (WMPCCS), a public school on Hawai'i Island serving grades 6-8, is governed by Ho'okako'o Corporation, its Local School Board, and non-profit partner. Since 2003, WMPCCS has been committed to fostering student success through a core value system emphasizing 'Ike (knowledge), Kaizen (continuous improvement), Accountability, Integrity, and Respect. The school prioritizes a shared responsibility for student success among students, families, teachers, staff, administrators, and the community.

WMPCCS has integrated a robust 'Ike Hawai'i cultural learning program emphasizing "Sense of Place, Sense of Identity," connecting culture to curriculum and tradition to technology. The school further emphasizes literacy and numeracy through a school-wide approach, promoting student voice and collaboration in a supportive and engaging learning environment.

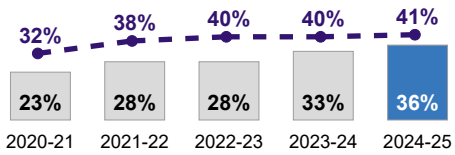
Language Arts Proficiency

Percent of students demonstrating proficiency on statewide language arts assessments.



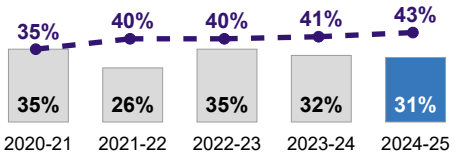
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

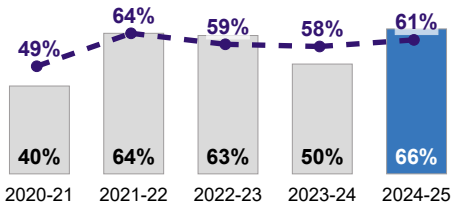
Percent of students demonstrating proficiency on statewide science assessments.



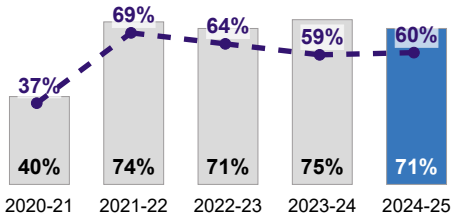
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

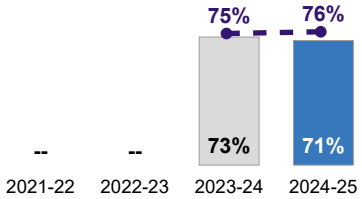


Math



Regular Attendance

Percent of students attending 90% of instructional days.



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Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).

-- Data Not Available

Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.

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Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.

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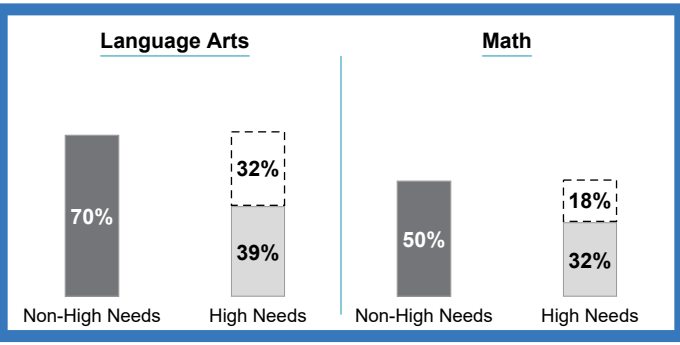
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Equity in Student Learning[#]

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https://adc.hidoe.us

2024-25 Strive HI School Performance Report

West Hawaii Explorations PCS

About Strive HI

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Email: osip-accountability.support@k12.hi.us

Run Date: September 7, 2025

Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	59	21%
Special Education	22	8%
English Learners	--	--

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	31	11%
Black	3	1%
Filipino	21	7%
Hispanic	4	1%
Native Hawaiian	45	16%
Pacific Islander	2	1%
White	180	63%

Our School

Grades	6-12
Enrollment	286
Principal	Kristie Kay
Phone	808-327-4751

Website: https://www.whea.net

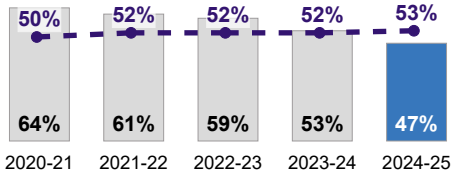
Our Story

To cultivate critical thinkers who are able to solve real world, complex problems. Students will participate as productive, responsible citizens who value stewardship and collaboration within the community.

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

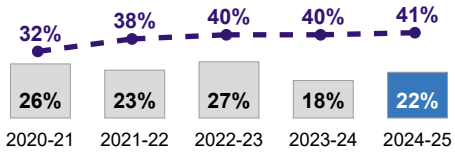
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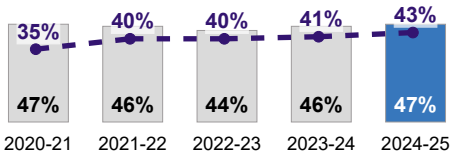
Math Proficiency

Percent of students demonstrating proficiency on statewide mathematics assessments.



Science Proficiency

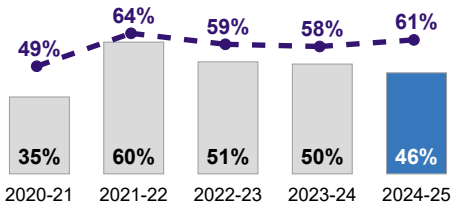
Percent of students demonstrating proficiency on statewide science assessments.



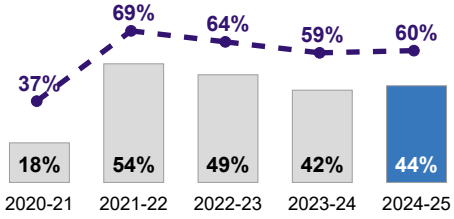
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

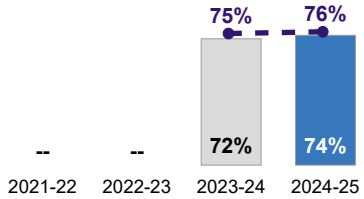


Math



Regular Attendance

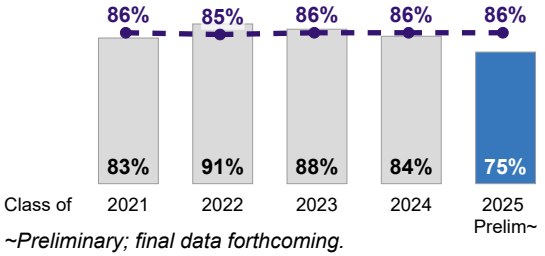
Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

On-Time High School Graduation

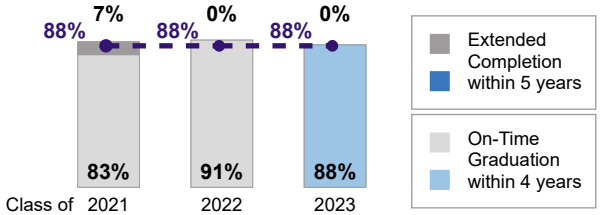
Percent of students graduating with a high school diploma on-time (i.e., 4 year adjusted cohort graduation rate).



~Preliminary; final data forthcoming.

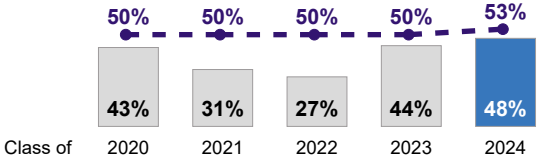
Extended High School Completion[#]

Percent of students earning a high school diploma, Certificate of Completion, or Community School for Adults Diploma (i.e., GED, HiSET) within 5 years of high school.



Postsecondary Education and Training Immediately After High School

Percent of graduates enrolling in a postsecondary educational institution by the following fall.



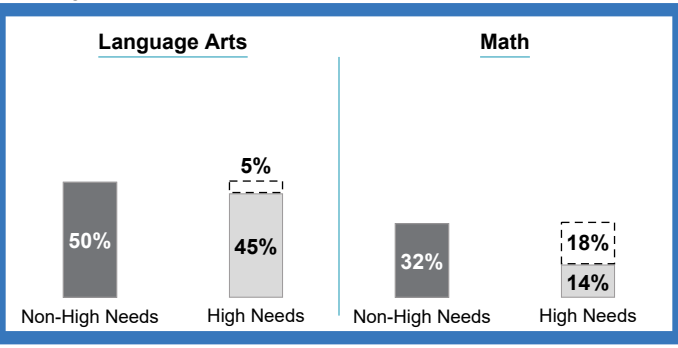
-- Data is unavailable, not applicable, or suppressed. [#] Percentages may not be exact due to rounding.

Equity in Student Learning[#]

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

https://adc.hidoe.us

Appendix E: Charter School APF Data for School Years 2021-2022, 2022-2023, 2023-2024 and 2024-2025

Table 6 Student Proficiency in English Language Arts/Literacy (ELA) – School Years 2021-2022, 2022-2023, 2023-2024, 2024-2025

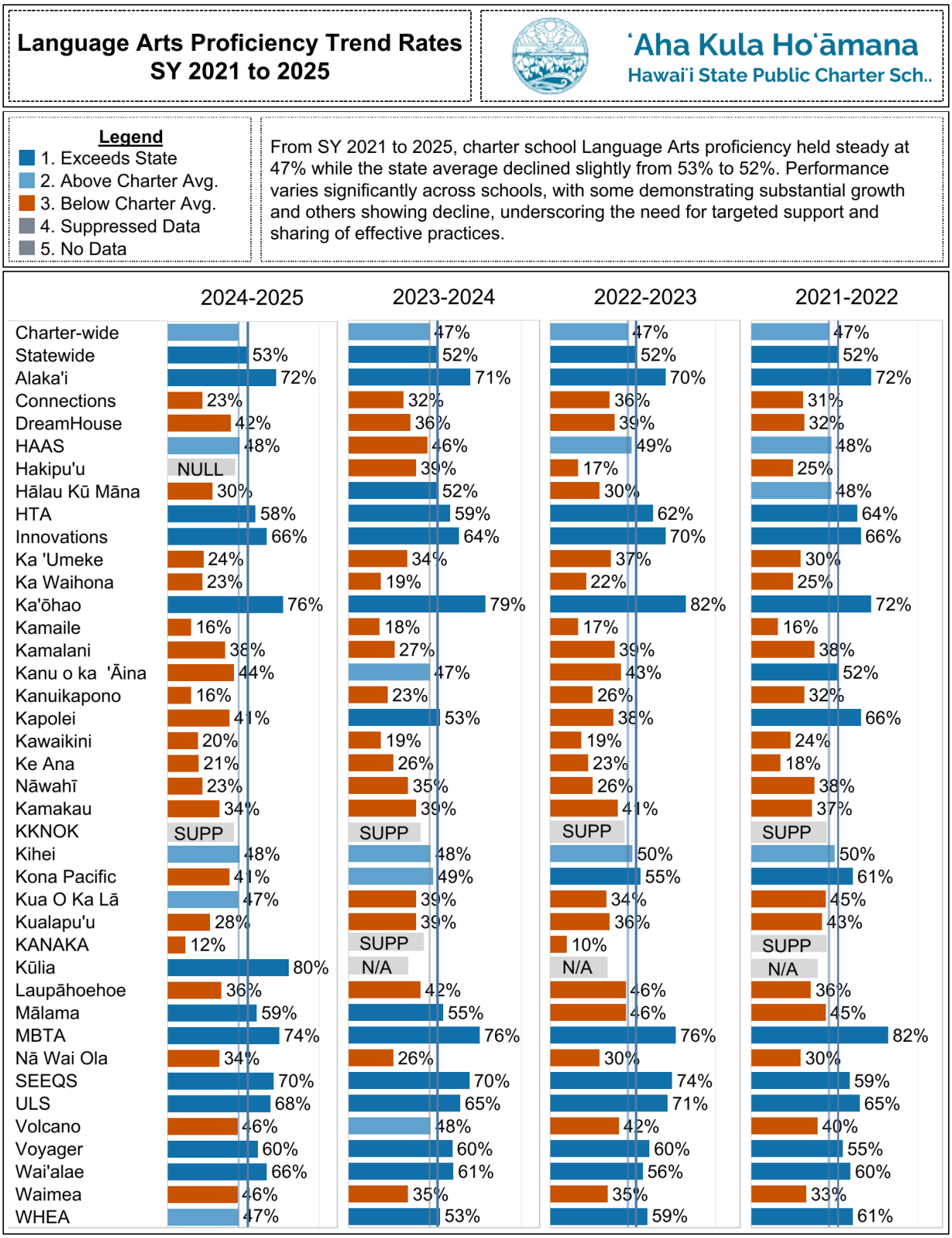


Table 7 Student Proficiency in Math (M) – School Years 2021-2022, 2022-2023, 2023-2024, 2024-2025

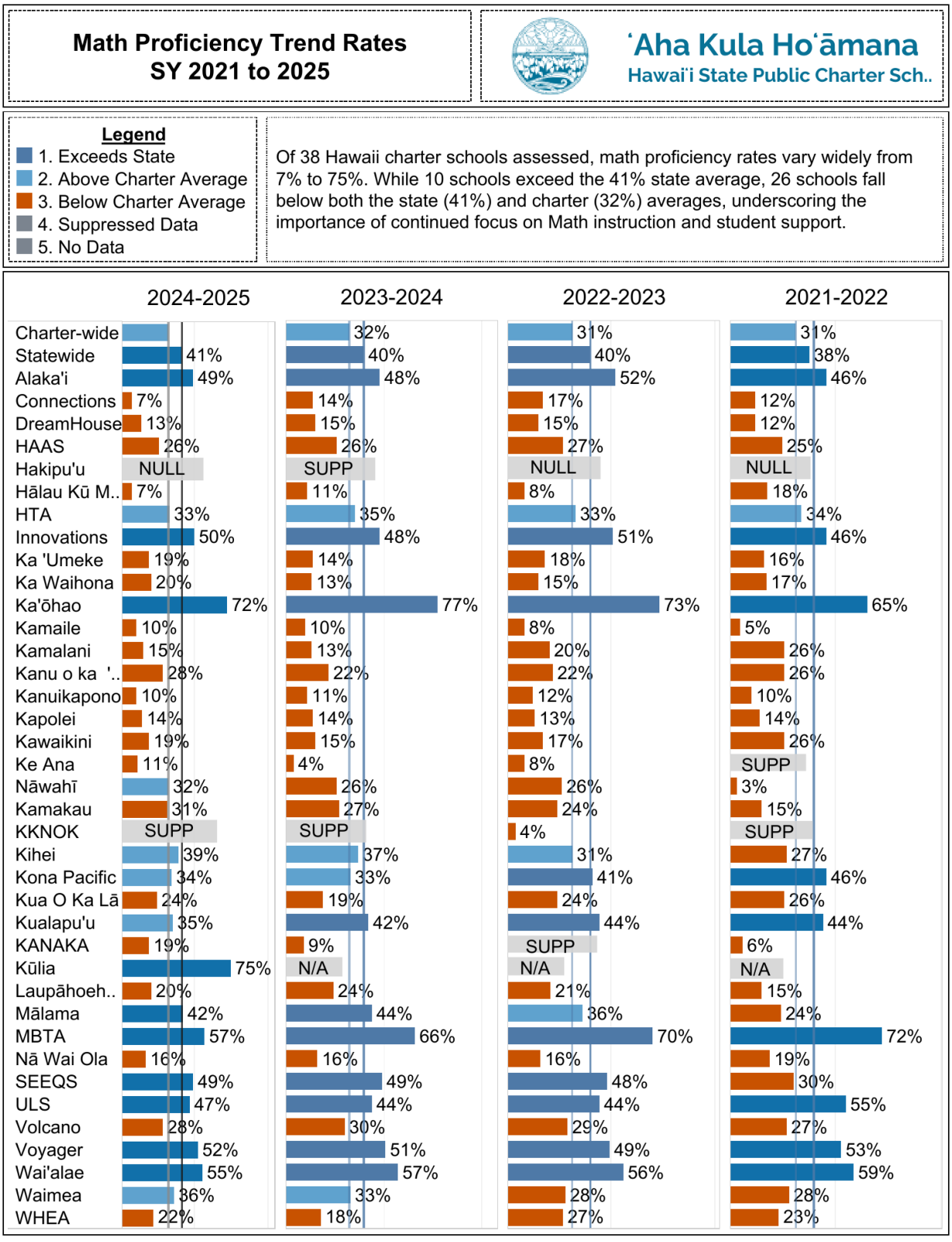


Table 8 Student Proficiency in Science (S) – School Years 2021-2022, 2022-2023, 2023-2024, 2024-2025

Science Proficiency Trend Rates
SY 2021 to 2025

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Hawai'i State Public Charter School Commission

Legend
1. Exceeds State
2. Above Charter Average
3. Below Charter Average
4. Suppressed Data
5. No Data

From SY 2022-23 to 2024-25, charter school Science proficiency decreased from 37% to 35%, while the state average rose from 38% to 43%. Performance varies significantly across schools, with some demonstrating substantial growth and others showing decline, highlighting opportunities for sharing effective Science teaching practices.

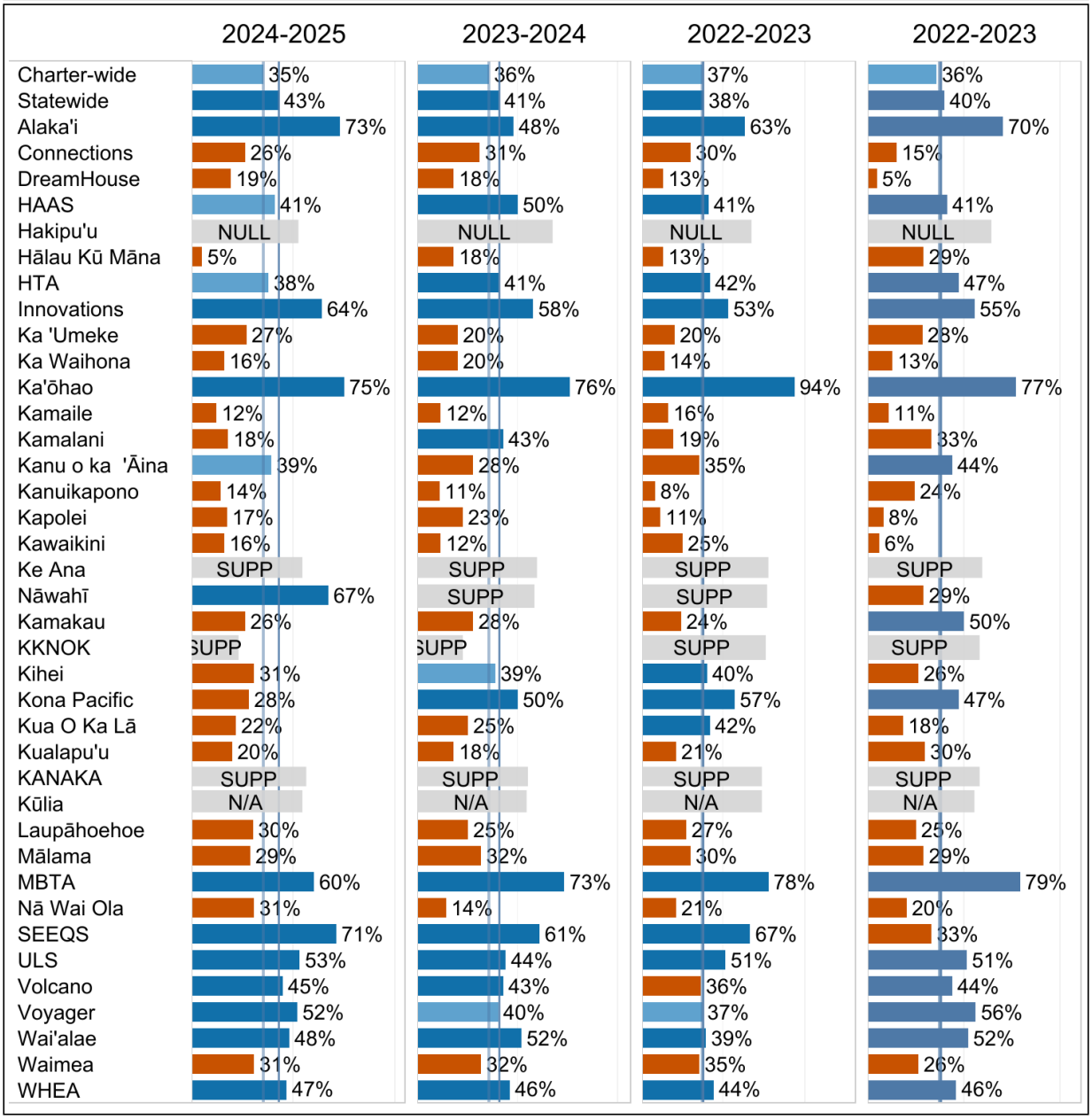


Table 9 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap – School Year 2021-2022

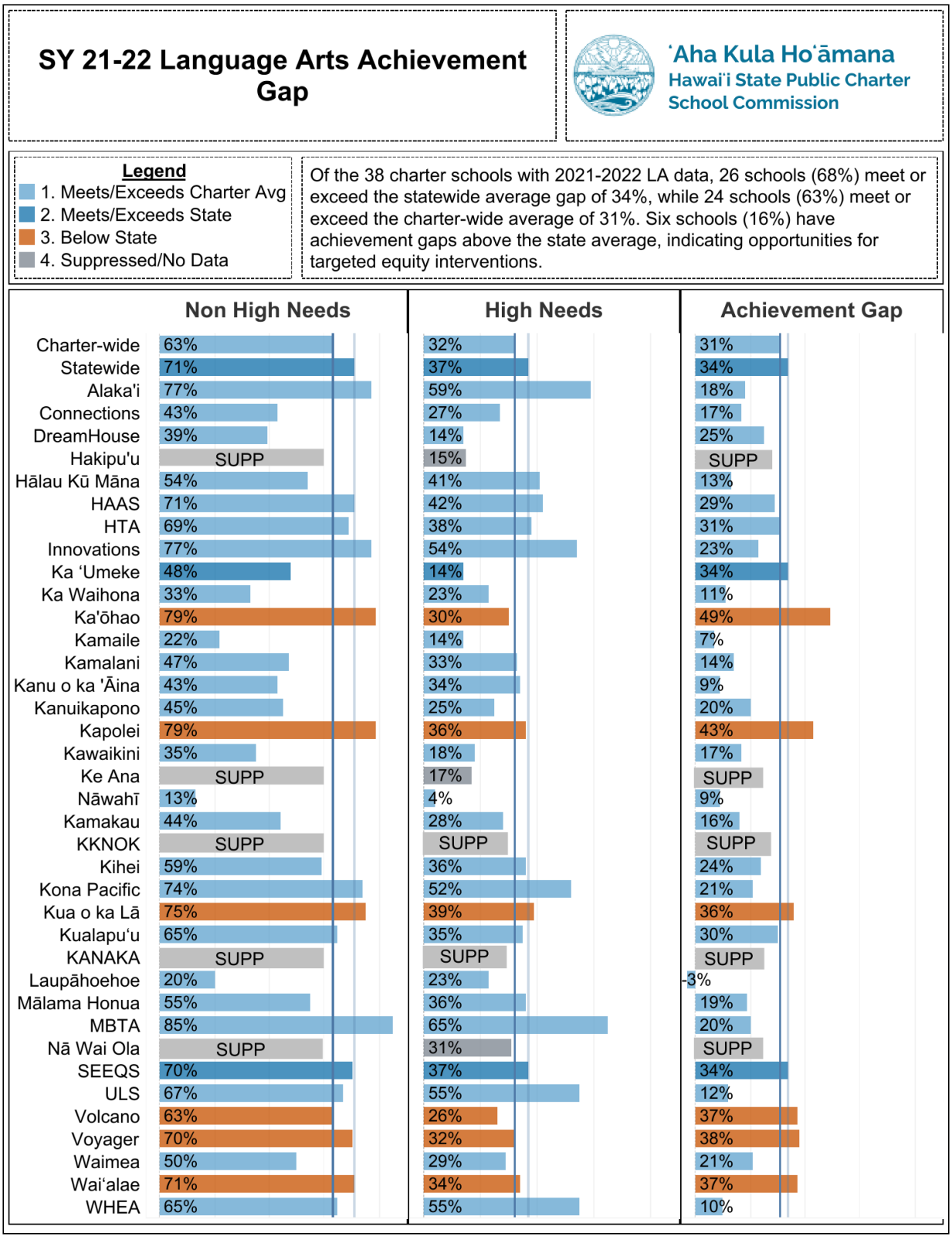


Table 10 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap – School Year 2021-2022

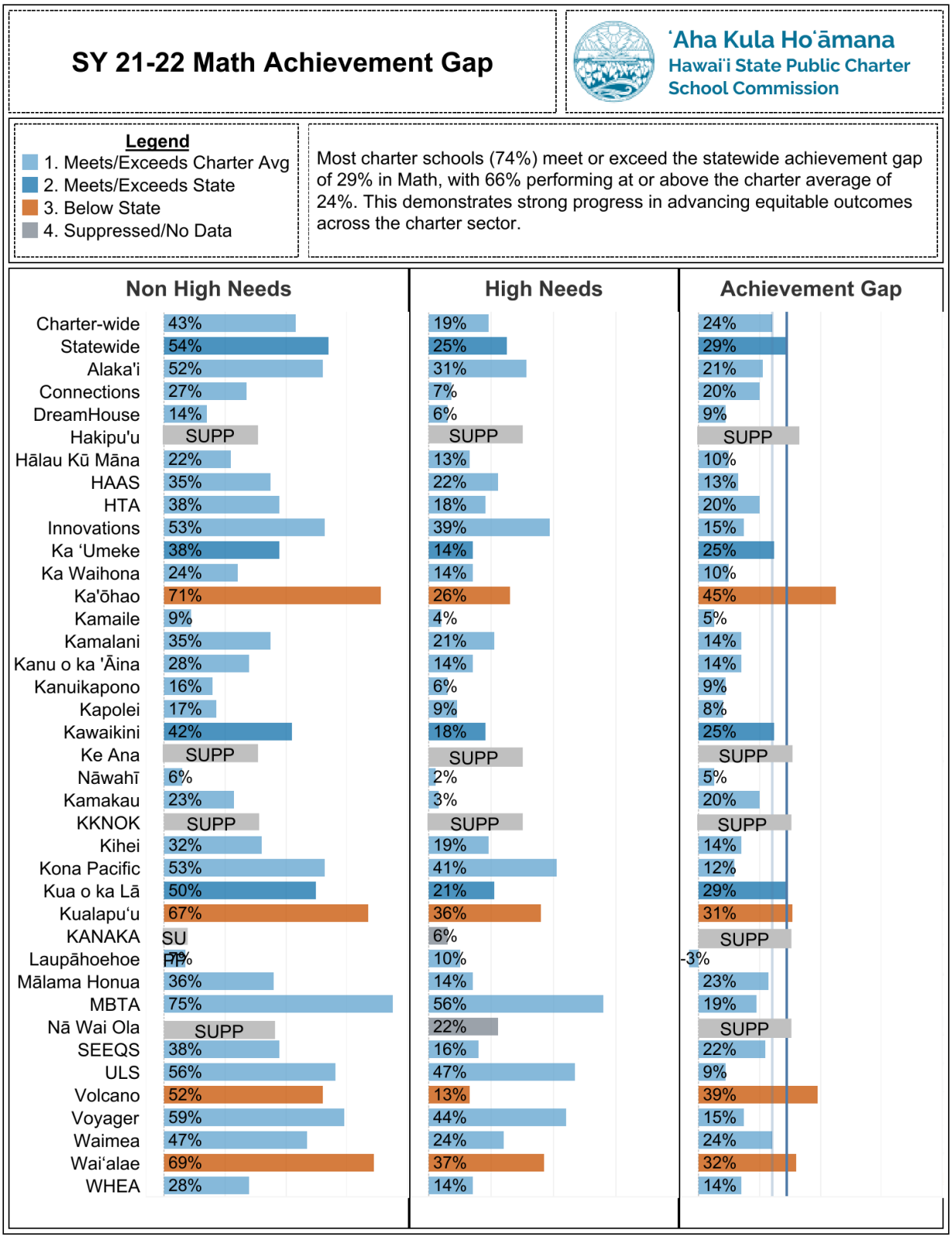


Table 11 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap – School Year 2022-2023

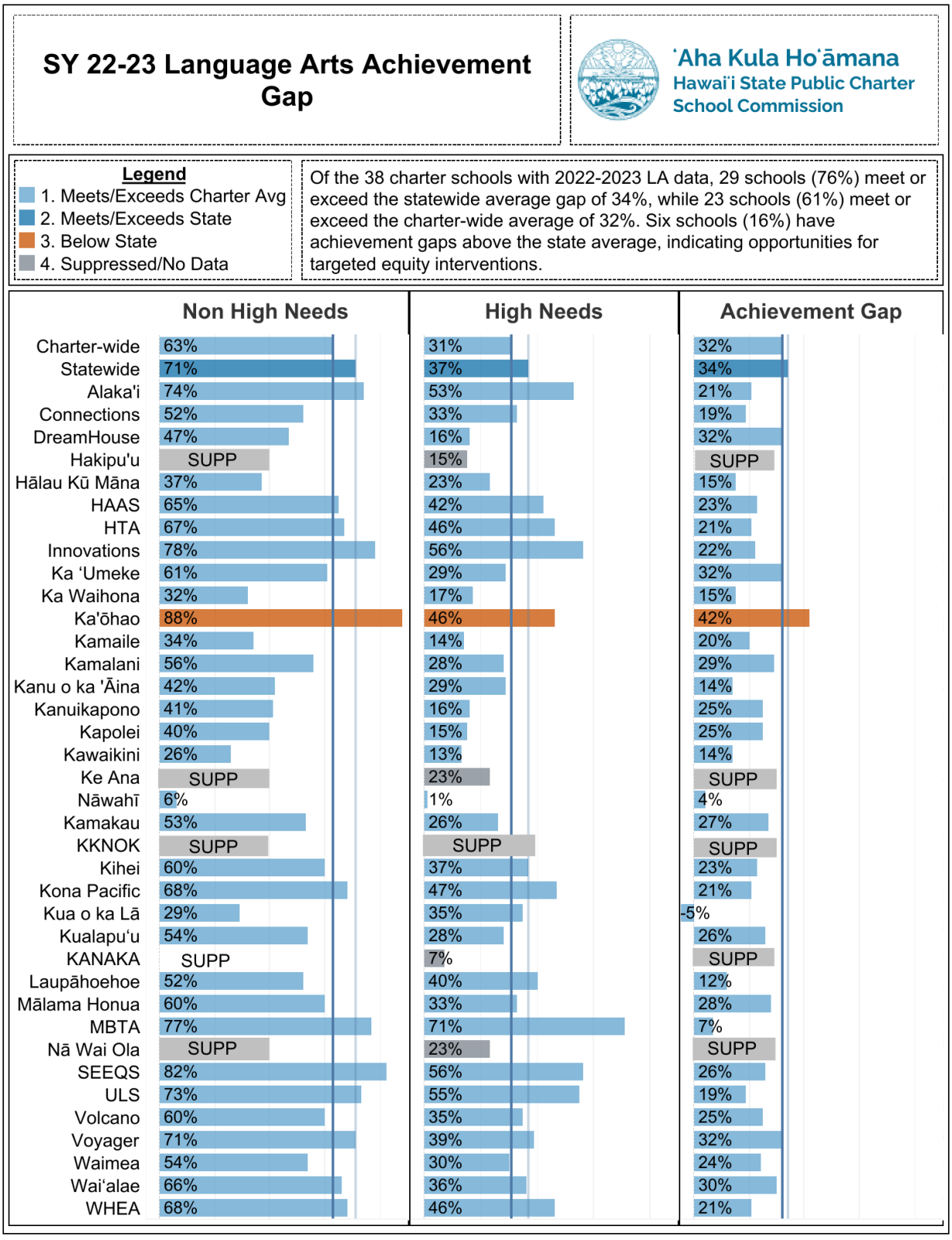


Table 12 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap – School Year 2022-2023

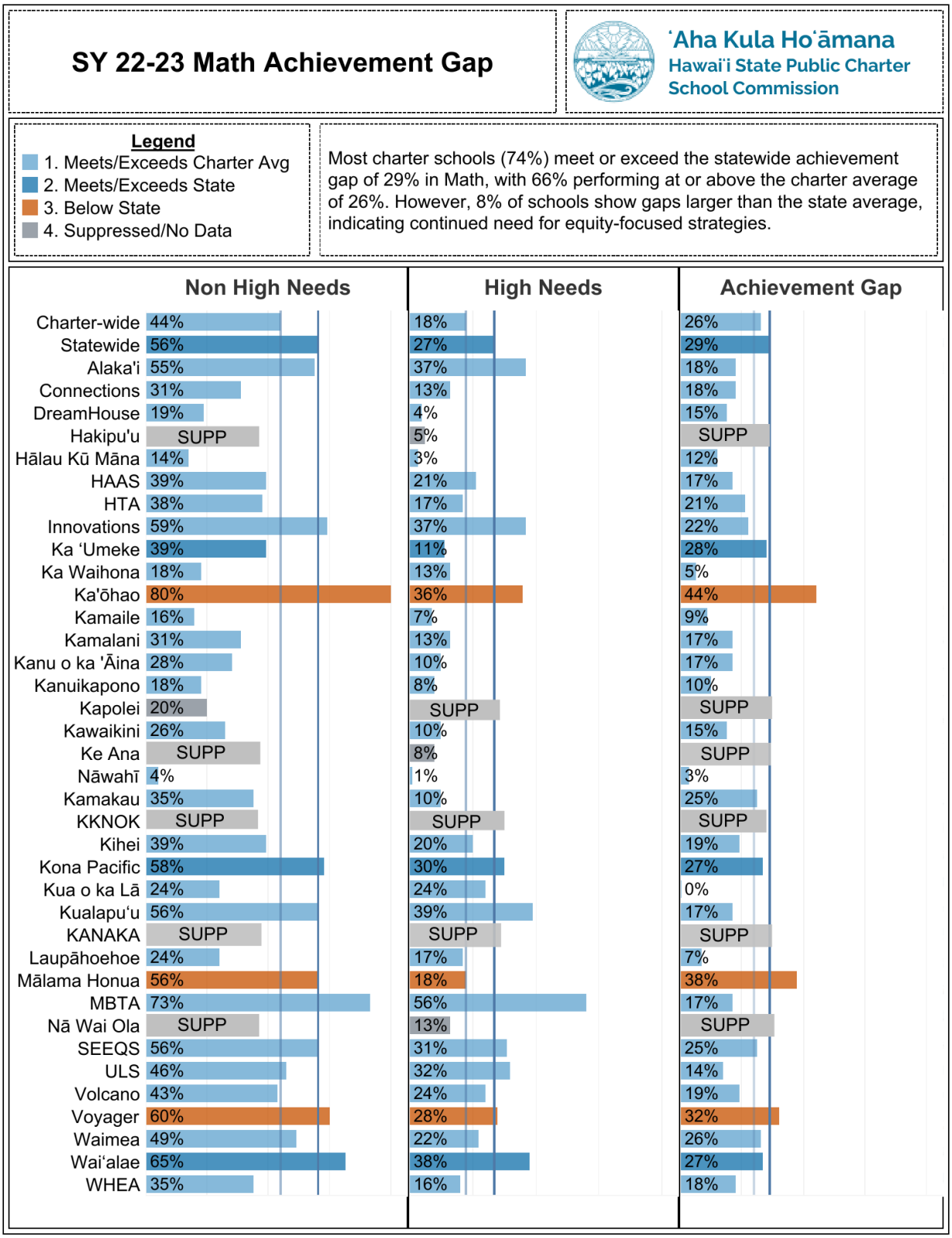


Table 13 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap – School Year 2023-2024

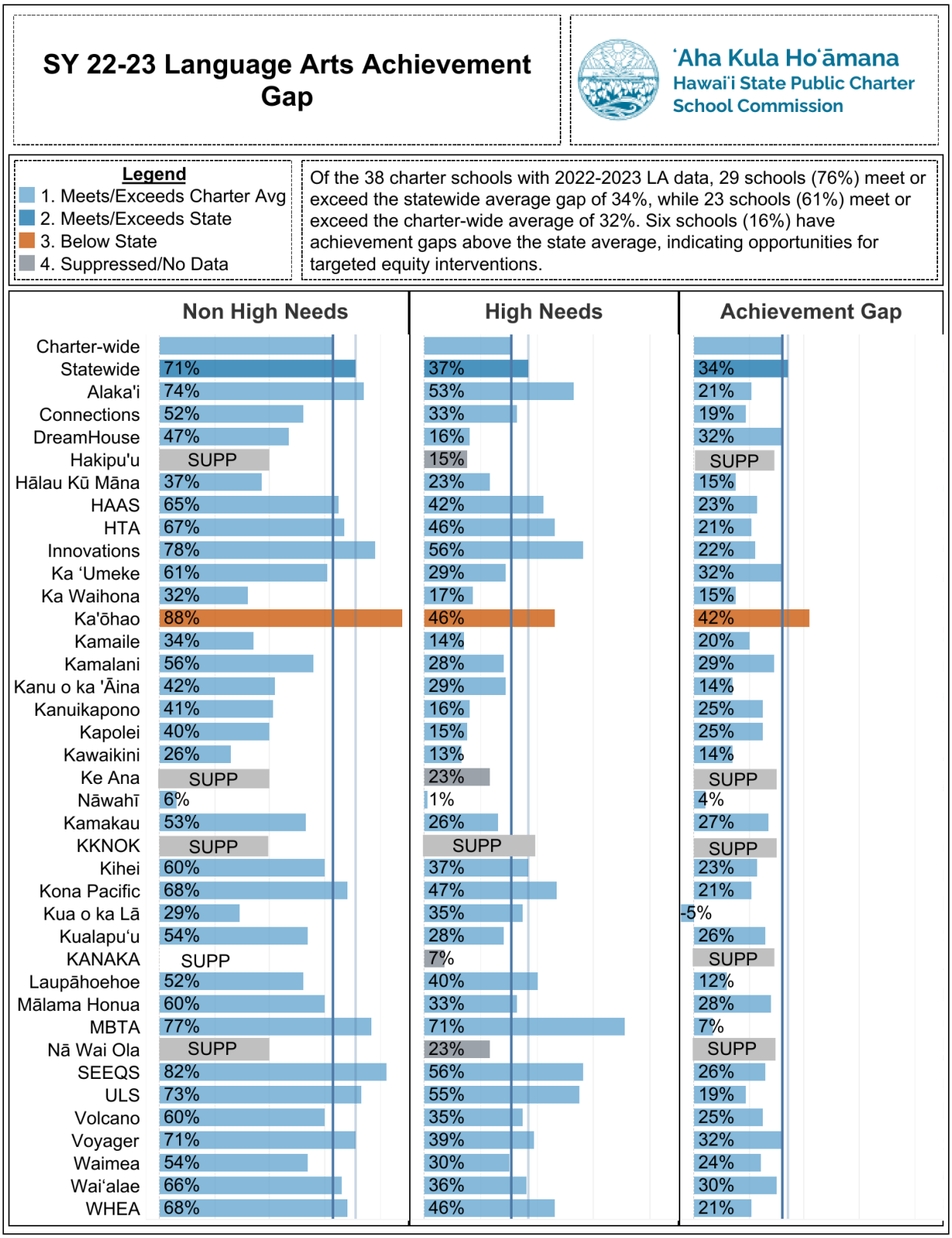


Table 14 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap – School Year 2023-2024

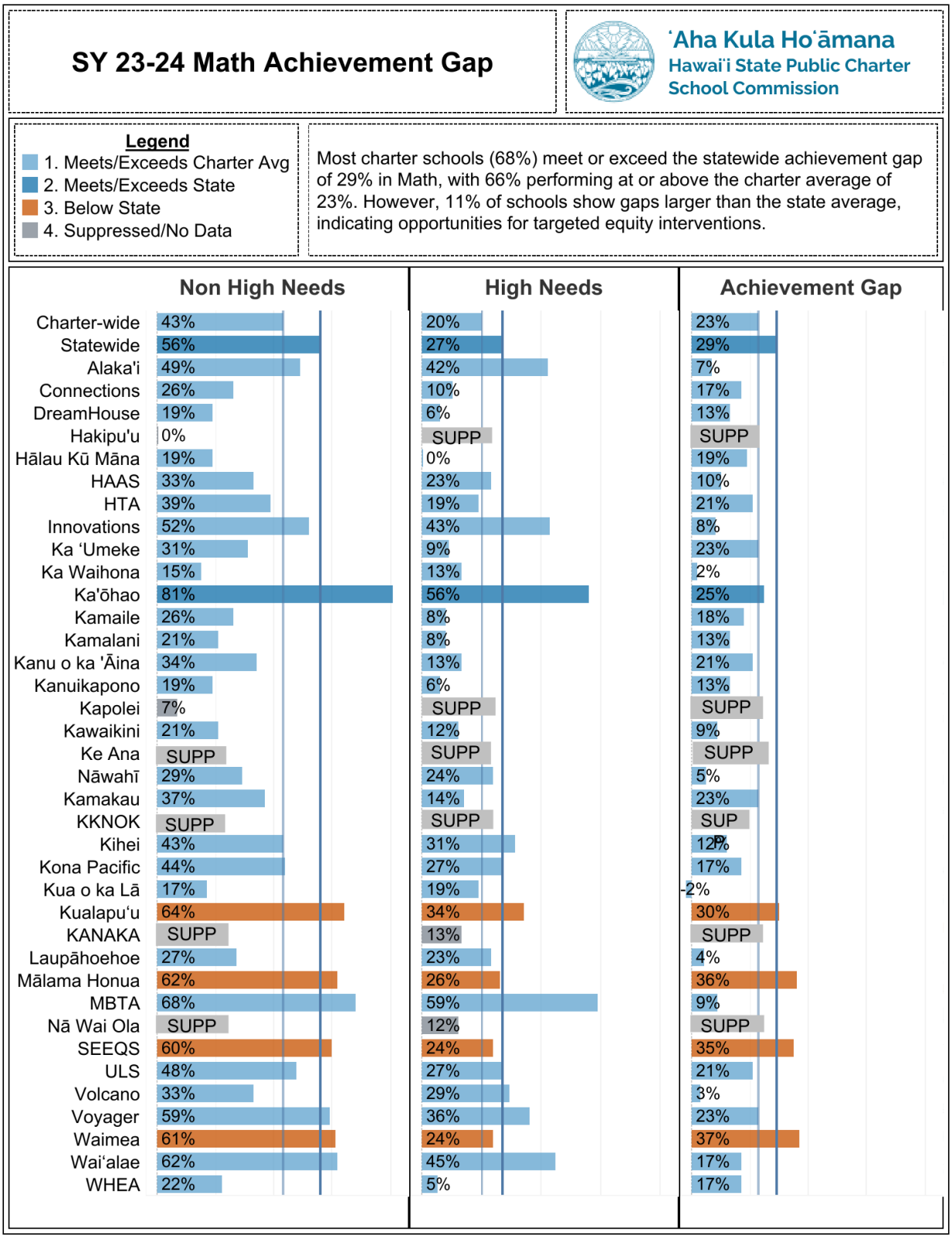


Table 15 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap – School Year 2024-2025

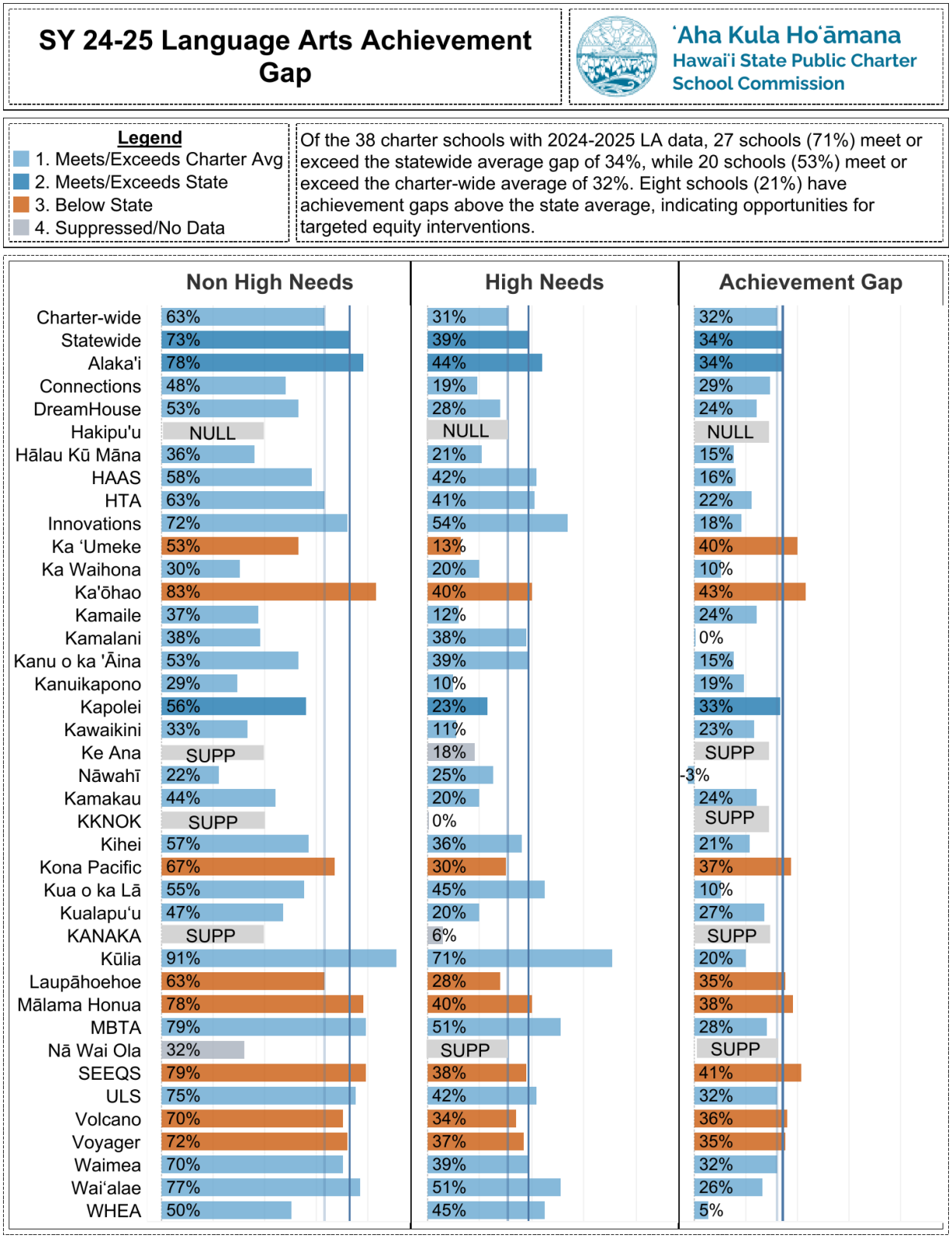


Table 16 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap – School Year 2024-2025

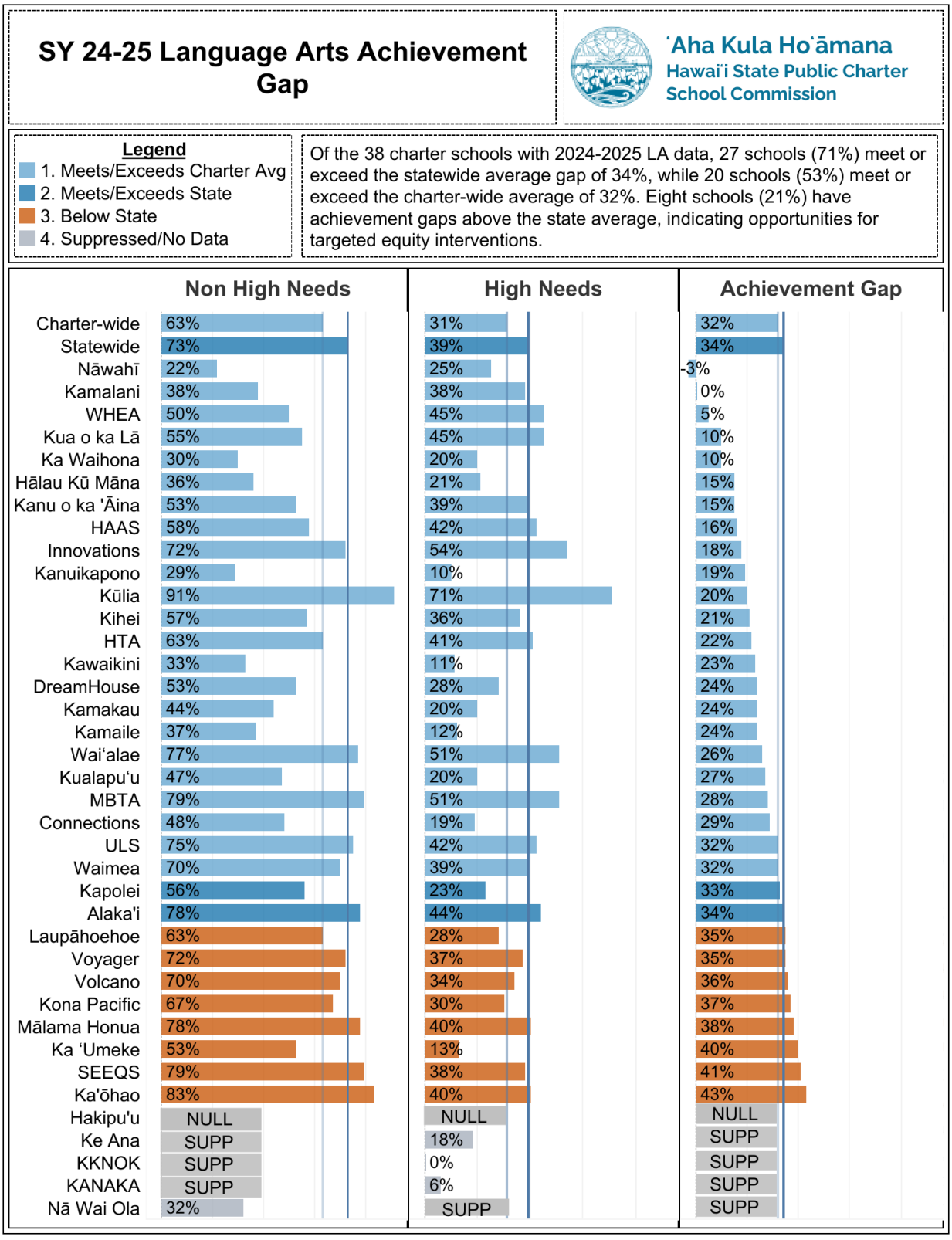


Table 17 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap – School Year 2024-2025

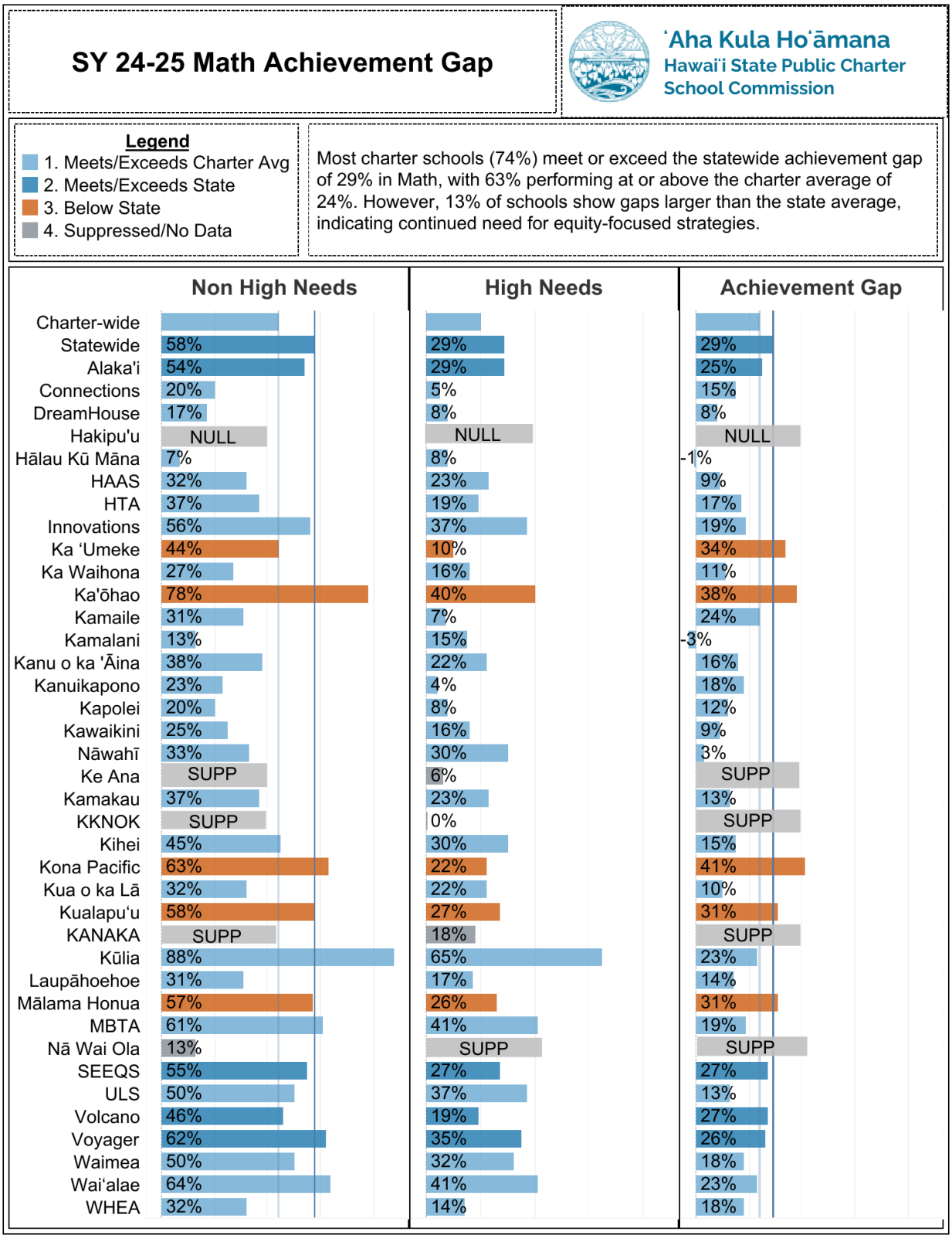


Table 18 Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and Achievement Gap – School Year 2024-2025

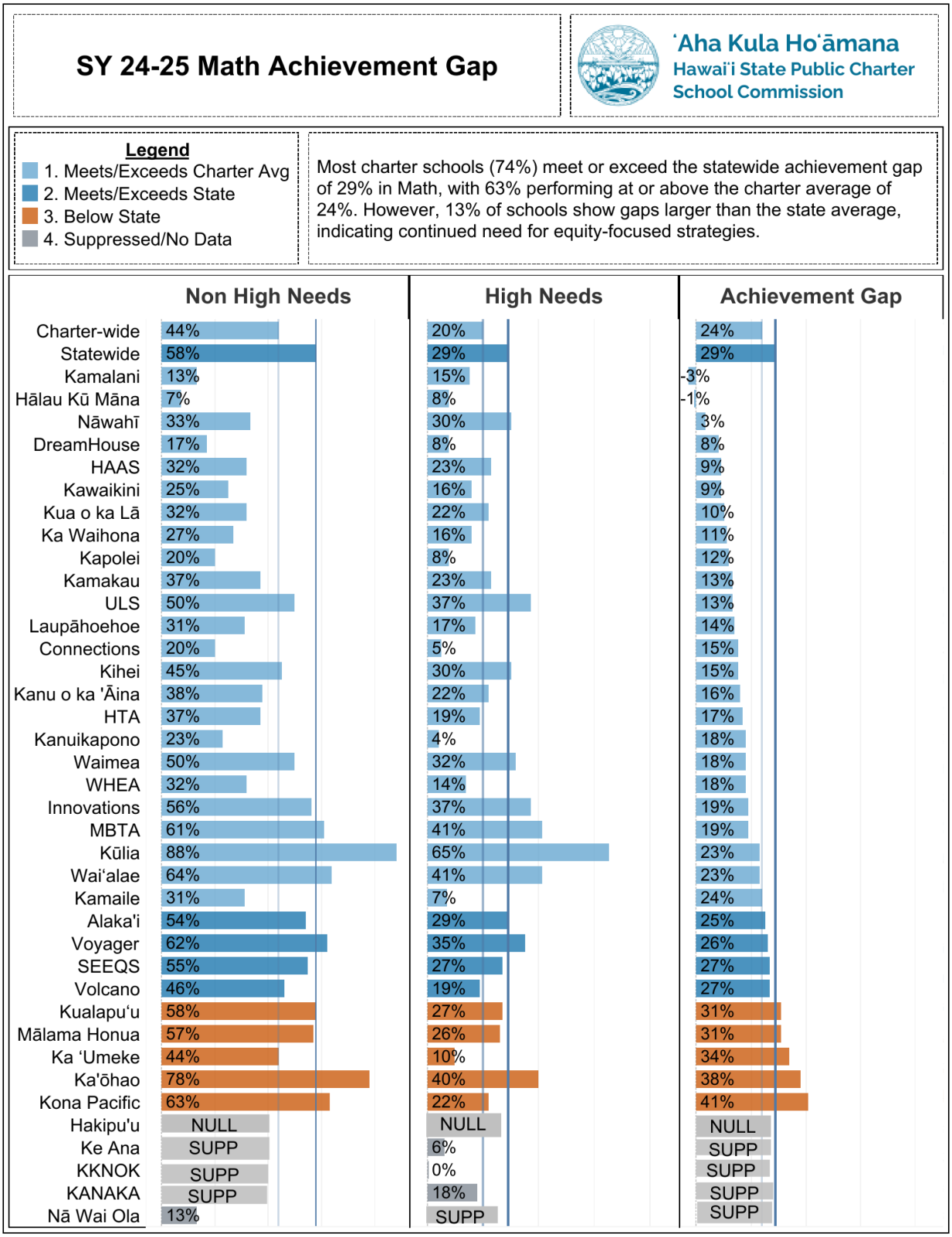
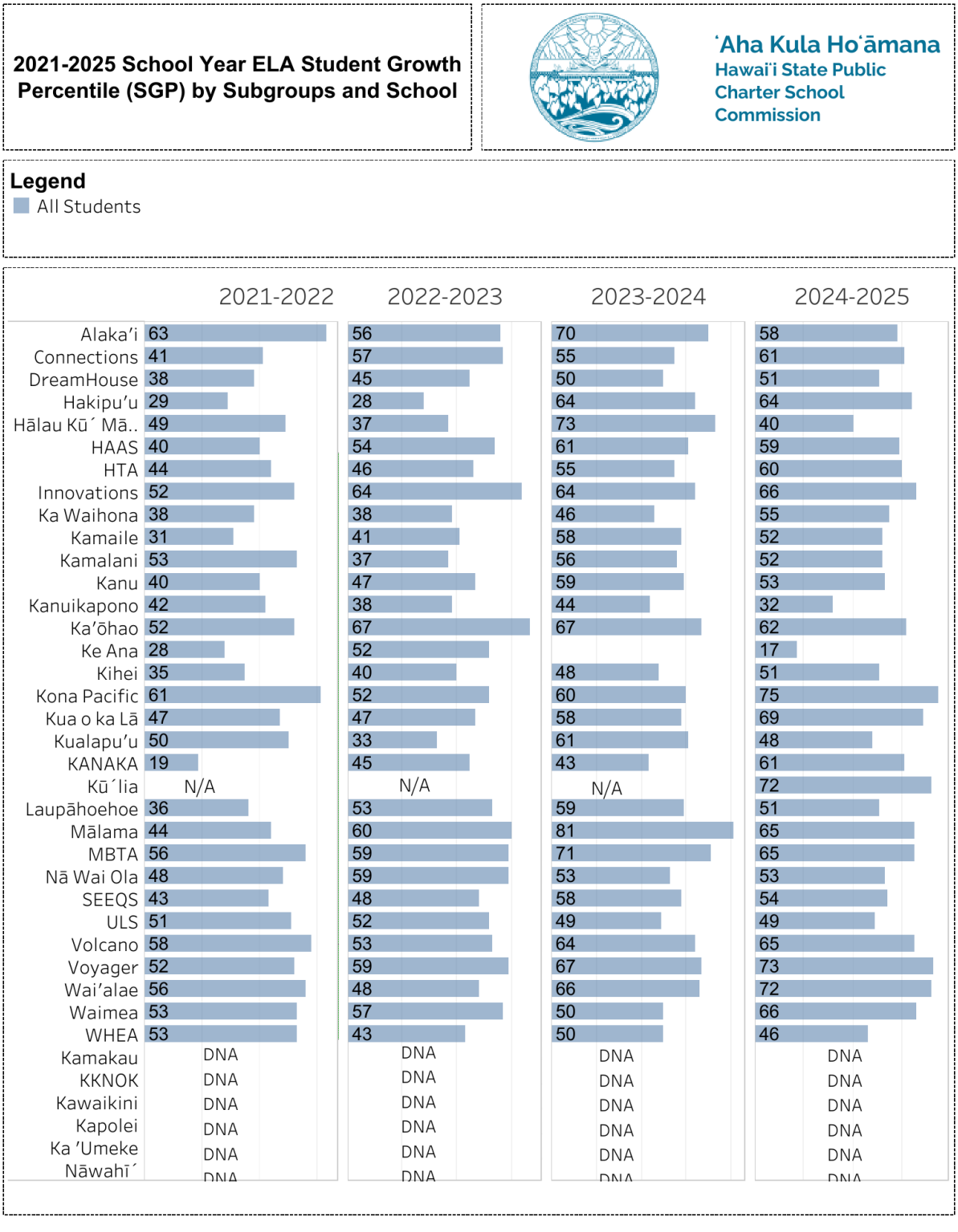


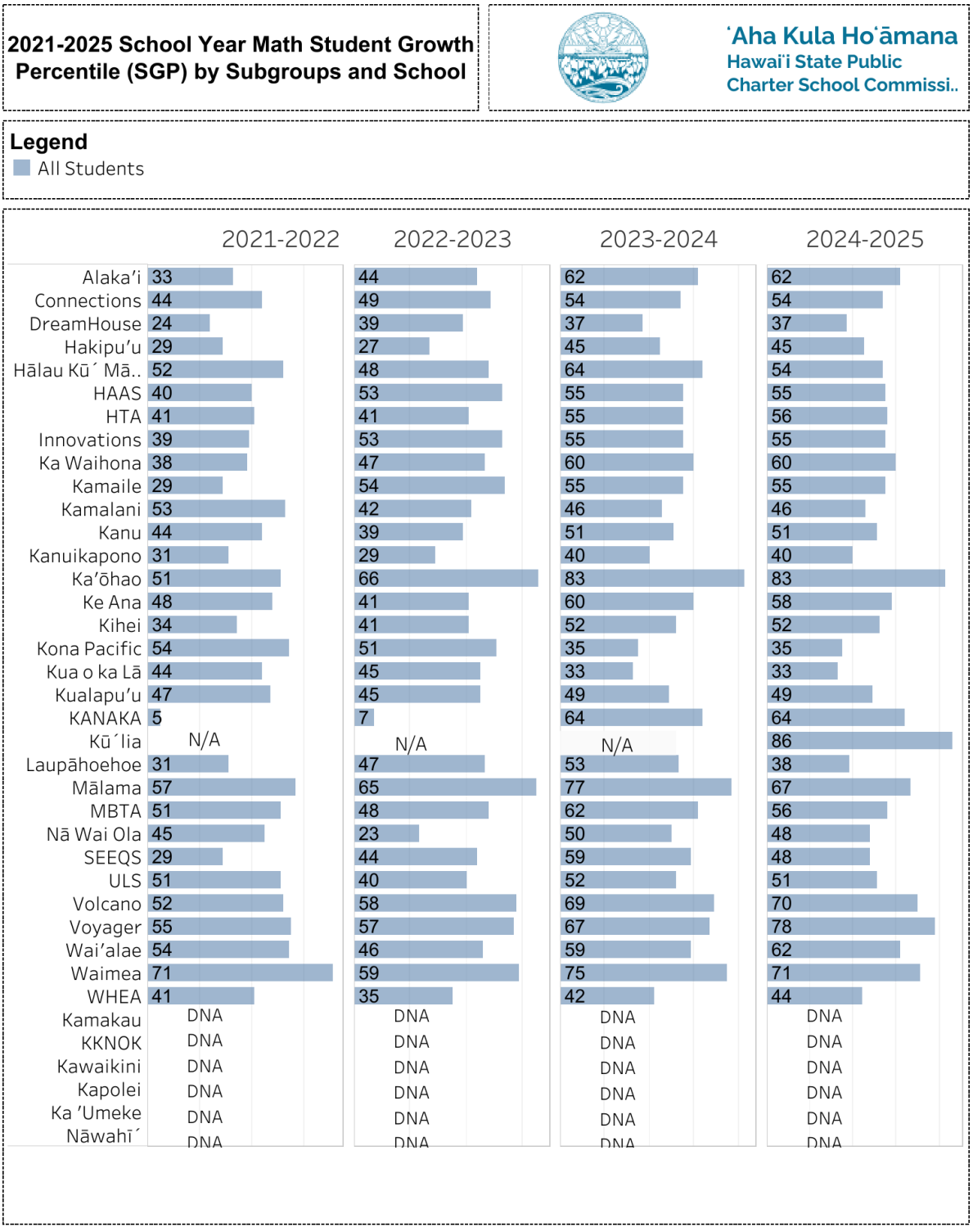
Table 19 Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Years 2021-2022, 2022-2023, 2023-2024, 2024-2025



[1]

[1] 2021-2022 & 2022-2023 reflects Median Growth Percentile data 2023-2024 & 2024-2025 reflects Student Growth Percentile Baseline data

Table 20 Median & Student Growth Percentiles for Math - School Years 2021-2022, 2022-2023, 2023-2024, 2024-2025



[2]

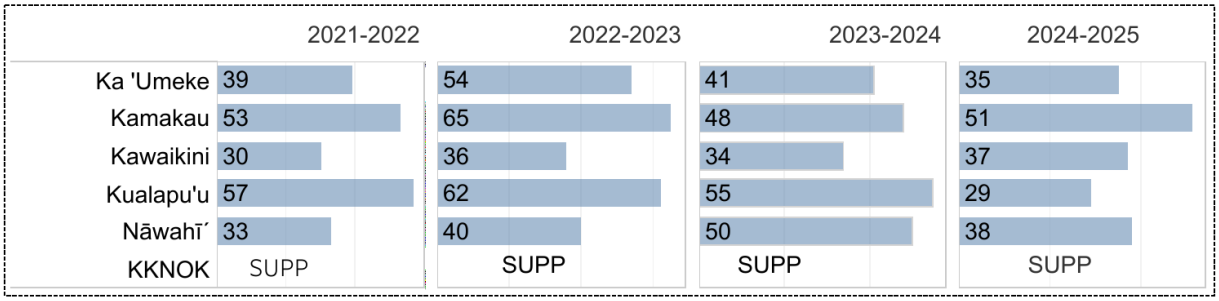
[2] 2021-2022 & 2022-2023 reflects Median Growth Percentile data 2023-2024 & 2024-2025 reflects Student Growth Percentile Baseline data

Table 21 Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) - School Years 2021-2022, 2022-2023, 2023-2024, 2024-2025

KĀ'EO Hawaiian Language Arts School Years 2021-2025

ʻAha Kula Hoʻāmana
Hawai'i State Public Charter School Commission

There are 6 school who take the Kaiapuni Assessment of Educational Outcomes (KĀʻEO), which is a culturally grounded assessment developed in Hawaiian language for students at Hawaiian Immersion schools. The bar graph isslustrates their performance results.



The following schools list below do not take the KĀʻEO assesment as indicated by DNA (Does not apply)

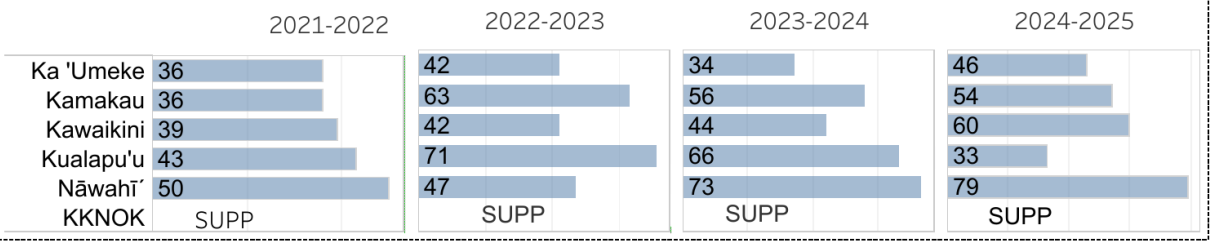
	All Students	All Students	2023-2024	2024-2025
Alaka'i	DNA	DNA	DNA	DNA
Connections	DNA	DNA	DNA	DNA
DreamHouse	DNA	DNA	DNA	DNA
HAAS	DNA	DNA	DNA	DNA
Hakipu'u	DNA	DNA	DNA	DNA
Hālau Kūʻ Māna	DNA	DNA	DNA	DNA
HTA	DNA	DNA	DNA	DNA
Innovations	DNA	DNA	DNA	DNA
Ka Waihona	DNA	DNA	DNA	42
Ka'ōhao	DNA	DNA	DNA	DNA
Kamaile	DNA	DNA	DNA	DNA
Kamalani	DNA	DNA	DNA	DNA
KANAKA	DNA	DNA	DNA	DNA
Kanu o ka 'Aina	DNA	DNA	DNA	DNA
Kanuikapono	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA
Ke Ana	DNA	DNA	DNA	DNA
Kihei	DNA	DNA	DNA	DNA
Kona Pacific	DNA	DNA	DNA	DNA
Kūʻlia	DNA	DNA	DNA	DNA
Kua o ka Lā	DNA	DNA	DNA	DNA
Laupāhoehoe	DNA	DNA	DNA	DNA
Mālama	DNA	DNA	DNA	DNA
MBTA	DNA	DNA	DNA	DNA
Nā Wai Ola	DNA	DNA	DNA	DNA
SEEQS	DNA	DNA	DNA	DNA
ULS	DNA	DNA	DNA	DNA
Volcano	DNA	DNA	DNA	DNA
Voyager	DNA	DNA	DNA	DNA
Wai'alae	DNA	DNA	DNA	DNA
Waimea	DNA	DNA	DNA	DNA
WHEA	DNA	DNA	DNA	DNA

Table 22 Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math - School Years 2021-2022, 2022-2023, 2023-2024, 2024-2025

KĀ'EO Hawaiian Math School Years 2021-2025

ʻAha Kula Hoʻāmana
Hawai'i State Public Charter School Commission

There are 6 school who take the Kaiapuni Assessment of Educational Outcomes (KĀʻEO), which is a culturally grounded assessment developed in Hawaiian language for students at Hawaiian Immersion schools. The bar graph isslustrates their performance results.



The following schools listed below do not take the KĀʻEO assesment as indicated by DNA (Does not apply)

	2021-2022	2022-2023	2023-2024	2024-2025
Alaka'i	DNA	DNA	DNA	DNA
Connections	DNA	DNA	DNA	DNA
DreamHouse	DNA	DNA	DNA	DNA
HAAS	DNA	DNA	DNA	DNA
Hakipu'u	DNA	DNA	DNA	DNA
Hālau Kūʻ Māna	DNA	DNA	DNA	DNA
HTA	DNA	DNA	DNA	DNA
Innovations	DNA	DNA	DNA	DNA
Ka Waihona	DNA	DNA	DNA	42
Ka'ōhao	DNA	DNA	DNA	DNA
Kamaile	DNA	DNA	DNA	DNA
Kamalani	DNA	DNA	DNA	DNA
KANAKA	DNA	DNA	DNA	DNA
Kanu o ka 'Aina	DNA	DNA	DNA	DNA
Kanuikapono	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA
Ke Ana	DNA	DNA	DNA	DNA
Kihei	DNA	DNA	DNA	DNA
Kona Pacific	DNA	DNA	DNA	DNA
Kūʻlia	DNA	DNA	DNA	DNA
Kua o ka Lā	DNA	DNA	DNA	DNA
Laupāhoehoe	DNA	DNA	DNA	DNA
Mālama	DNA	DNA	DNA	DNA
MBTA	DNA	DNA	DNA	DNA
Nā Wai Ola	DNA	DNA	DNA	DNA
SEEQS	DNA	DNA	DNA	DNA
ULS	DNA	DNA	DNA	DNA
Volcano	DNA	DNA	DNA	DNA
Voyager	DNA	DNA	DNA	DNA
Wai'alae	DNA	DNA	DNA	DNA
Waimea	DNA	DNA	DNA	DNA
WHEA	DNA	DNA	DNA	DNA

Table 23 Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in English Language Arts/Literacy (ELA) - School Years 2021-2022, 2022-2023, 2023-2024, 2024-2025

Hawaii State Alternative ELA
School Years
2021-2022, 2022-2023, 2023-2024, 2024-2025

ʻAha Kula Hoʻāmana
Hawai'i State Public Charter School Commission

Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in ELA – School Years 2021-2022, 2022-2023, 2023-2024, and 2024-2025

	2021-2022	2022-2023	2023-2024	2024-2025
DreamHouse	SUPP	SUPP	SUPP	SUPP
HAAS	N/A	SUPP	SUPP	SUPP
Hālau Kū´ Māna	N/A	N/A	SUPP	SUPP
Ka Waihona	SUPP	N/A	N/A	N/A
Kamaile	50	SUPP	SUPP	SUPP
Kanu o ka 'Aina	SUPP	N/A	N/A	N/A
Kanuikapono	SUPP	N/A	N/A	N/A
Kihei	N/A	N/A	SUPP	N/A
Kona Pacific	N/A	SUPP	SUPP	SUPP
Kualapu'u	SUPP	SUPP	SUPP	SUPP
Laupāhoehoe	SUPP	SUPP	SUPP	SUPP
MBTA	N/A	N/A	SUPP	SUPP
Nā Wai Ola	N/A	N/A	N/A	N/A
SEEQS	SUPP	SUPP	N/A	N/A
Volcano	SUPP	N/A	SUPP	N/A
Wai'alae	SUPP	SUPP	SUPP	SUPP
Waimea	SUPP	SUPP	SUPP	N/A

The following schools listed below did not take the HSA (Hawai`i State Alternative) assesment as indicated by N/A

Alaka'i	N/A	N/A	N/A	N/A
Connections	N/A	N/A	N/A	N/A
Hakipu'u	N/A	N/A	N/A	N/A
HTA	N/A	N/A	N/A	N/A
Innovations	N/A	N/A	N/A	N/A
Ka 'Umeke	N/A	N/A	N/A	N/A
Ka'ōhao	N/A	N/A	N/A	N/A
Kamakau	N/A	N/A	N/A	N/A
KANAKA	N/A	N/A	N/A	N/A
Kapolei	N/A	N/A	N/A	N/A
Kawaikini	N/A	N/A	N/A	N/A
Ke Ana	N/A	N/A	N/A	N/A
KKNOK	N/A	N/A	N/A	N/A
Kū´lia	N/A	N/A	N/A	N/A
Kua o ka Lā	N/A	N/A	N/A	N/A
Mālama	N/A	N/A	N/A	N/A
Nāwahī´	N/A	N/A	N/A	N/A
ULS	N/A	N/A	N/A	N/A
Voyager	N/A	N/A	N/A	N/A
WHEA	N/A	N/A	N/A	N/A

Table 24 Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math - School Years 2021-2022, 2022-2023, 2023-2024, 2024-2025

Hawaii State Alternative Math
School Years
2021-2022, 2022-2023, 2023-2024, 2024-2025

ʻAha Kula Hoʻāmana
Hawai'i State Public Charter School Commission

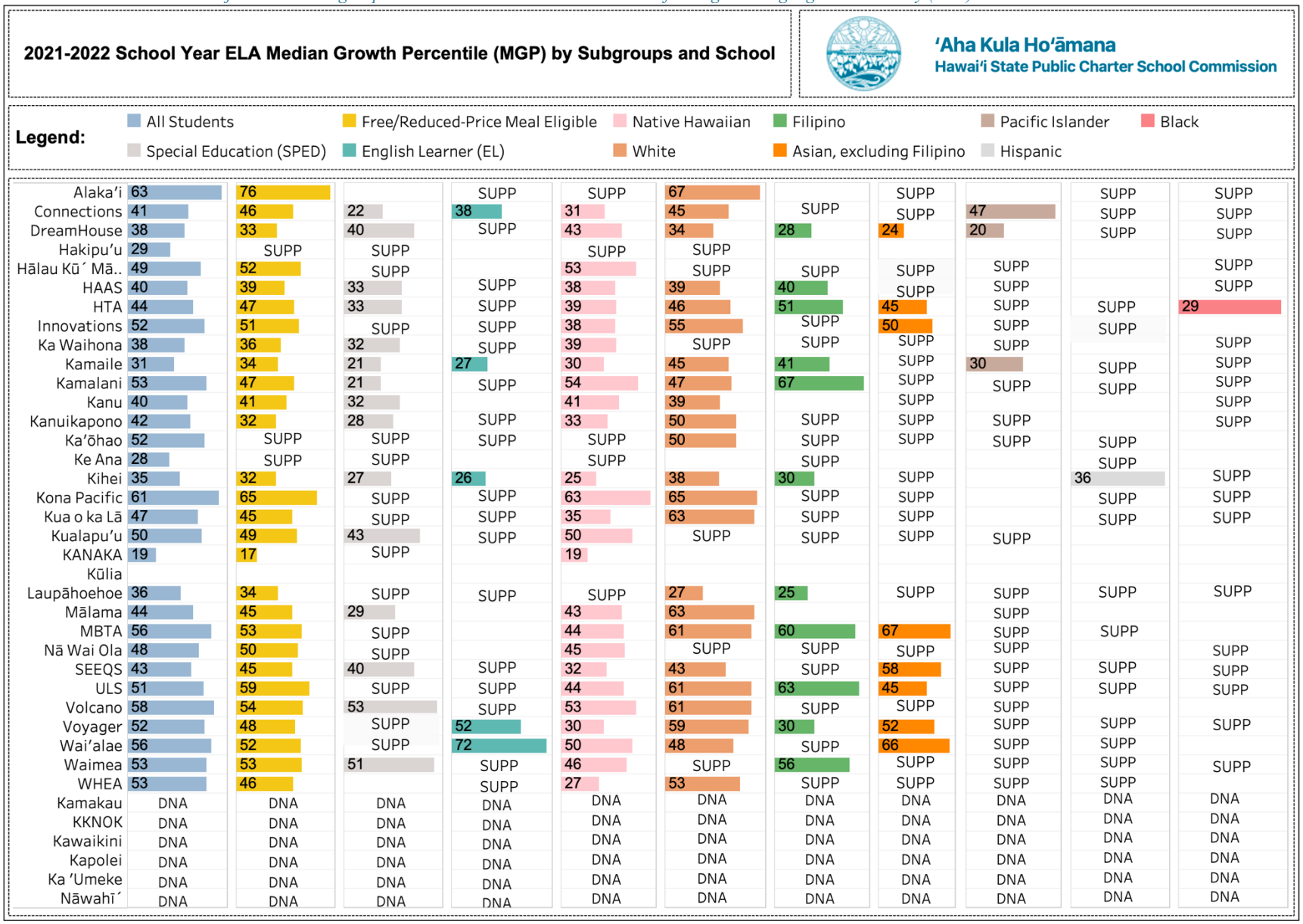
Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Years 2021-2022, 2022-2023, 2023-2024, and 2024-2025

	2021-2022	2022-2023	2023-2024	2024-2025
DreamHouse	SUPP	SUPP	SUPP	SUPP
HAAS	N/A	SUPP	SUPP	SUPP
Hālau Kū´ Māna	N/A	N/A	SUPP	SUPP
Ka Waihona	N/A	N/A	N/A	N/A
Kamaile	58	SUPP	SUPP	SUPP
Kanu o ka 'Aina	SUPP	N/A	N/A	N/A
Kanuikapono	SUPP	N/A	N/A	N/A
Kihei	N/A	N/A	SUPP	N/A
Kona Pacific	N/A	SUPP	SUPP	SUPP
Kualapu'u	SUPP	SUPP	SUPP	SUPP
Laupāhoehoe	N/A	SUPP	SUPP	SUPP
MBTA	N/A	N/A	SUPP	SUPP
Nā Wai Ola	N/A	N/A	N/A	N/A
SEEQS	SUPP	SUPP	N/A	N/A
Volcano	SUPP	N/A	SUPP	SUPP
Wai'alae	SUPP	SUPP	SUPP	SUPP
Waimea	SUPP	SUPP	SUPP	SUPP

The following schools listed below did not take the HSA (Hawai`i State Alternative) assesment as indicated by N/A

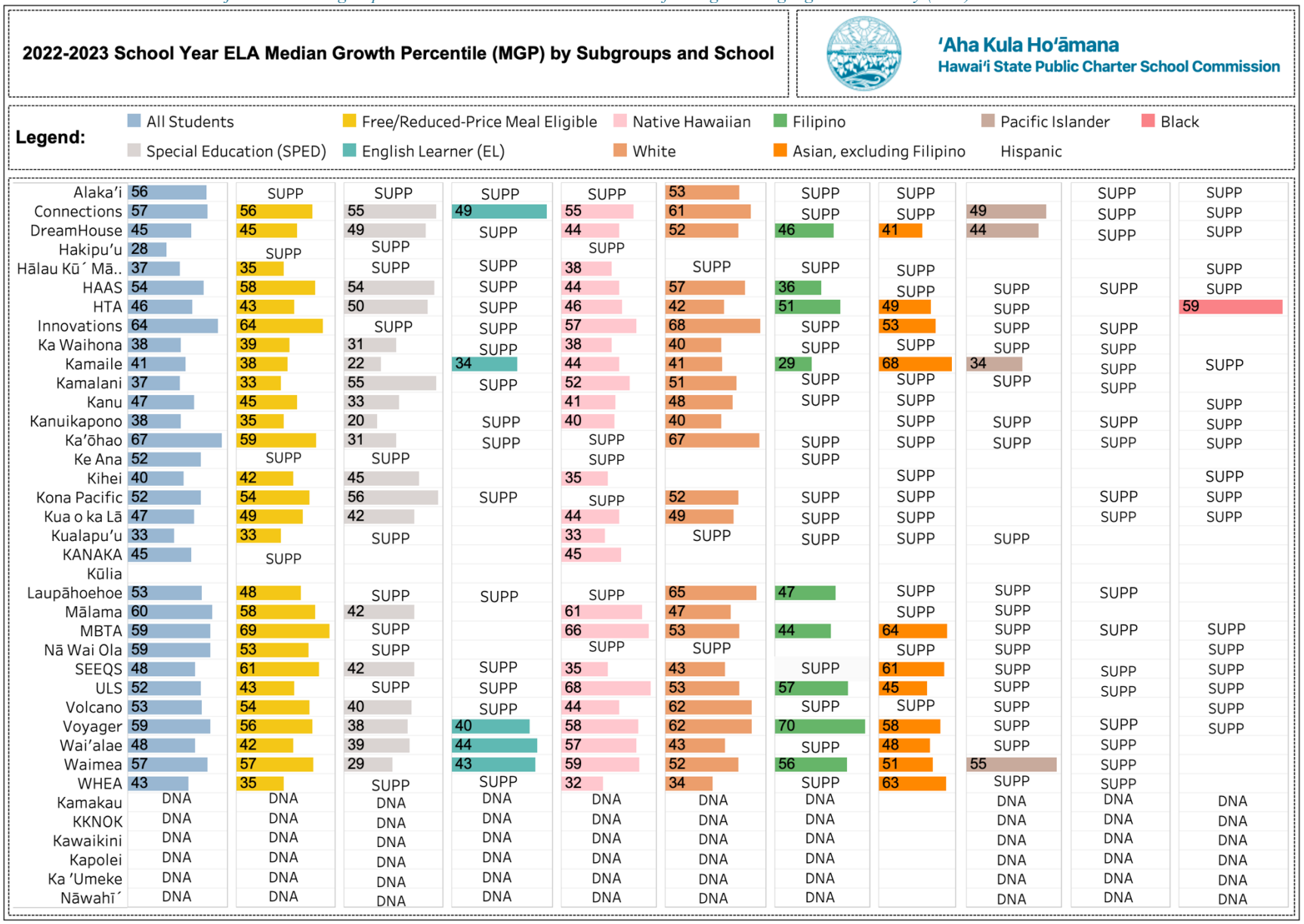
Alaka'i	N/A	N/A	N/A	N/A
Connections	N/A	N/A	N/A	N/A
Hakipu'u	N/A	N/A	N/A	N/A
HTA	N/A	N/A	N/A	N/A
Innovations	N/A	N/A	N/A	N/A
Ka 'Umeke	N/A	N/A	N/A	N/A
Ka'ōhao	N/A	N/A	N/A	N/A
Kamakau	N/A	N/A	N/A	N/A
KANAKA	N/A	N/A	N/A	N/A
Kapolei	N/A	N/A	N/A	N/A
Kawaikini	N/A	N/A	N/A	N/A
Ke Ana	N/A	N/A	N/A	N/A
KKNOK	N/A	N/A	N/A	N/A
Kū´lia	N/A	N/A	N/A	N/A
Kua o ka Lā	N/A	N/A	N/A	N/A
Mālama	N/A	N/A	N/A	N/A
Nāwahī´	N/A	N/A	N/A	N/A
ULS	N/A	N/A	N/A	N/A
Voyager	N/A	N/A	N/A	N/A
WHEA	N/A	N/A	N/A	N/A

Table 25 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2021-2022



	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Native Hawaiian	White	Filipino	Asian, excluding Filipino	Pacific Islander	Hispanic	Black
Alaka’i	63	76		SUPP	SUPP	67		SUPP		SUPP	SUPP
Connections	41	46	22	38	31	45	SUPP	SUPP	47	SUPP	SUPP
DreamHouse	38	33	40	SUPP	43	34	28	24	20	SUPP	SUPP
Hakipu’u	29	SUPP	SUPP		SUPP	SUPP					
Hālau Kū´ Mā..	49	52	SUPP		53	SUPP	SUPP	SUPP	SUPP		SUPP
HAAS	40	39	33	SUPP	38	39	40	SUPP	SUPP		SUPP
HTA	44	47	33	SUPP	39	46	51	45	SUPP	SUPP	29
Innovations	52	51	SUPP	SUPP	38	55	SUPP	50	SUPP	SUPP	
Ka Waihona	38	36	32	SUPP	39	SUPP	SUPP	SUPP	SUPP		SUPP
Kamaile	31	34	21	27	30	45	41	SUPP	30	SUPP	SUPP
Kamalani	53	47	21	SUPP	54	47	67	SUPP	SUPP	SUPP	SUPP
Kanu	40	41	32		41	39		SUPP			SUPP
Kanuikapono	42	32	28	SUPP	33	50	SUPP	SUPP	SUPP		SUPP
Ka’ōhao	52	SUPP	SUPP	SUPP	SUPP	50	SUPP	SUPP	SUPP	SUPP	
Ke Ana	28	SUPP	SUPP		SUPP		SUPP			SUPP	
Kihei	35	32	27	26	25	38	30	SUPP		36	SUPP
Kona Pacific	61	65	SUPP	SUPP	63	65	SUPP	SUPP		SUPP	SUPP
Kua o ka Lā	47	45	SUPP	SUPP	35	63	SUPP	SUPP		SUPP	SUPP
Kualapu’u	50	49	43	SUPP	50	SUPP	SUPP	SUPP	SUPP		
KANAKA	19	17	SUPP		19						
Kūlia											
Laupāhoehoe	36	34	SUPP	SUPP	SUPP	27	25	SUPP	SUPP	SUPP	SUPP
Mālama	44	45	29		43	63			SUPP		
MBTA	56	53	SUPP		44	61	60	67	SUPP	SUPP	
Nā Wai Ola	48	50	SUPP		45	SUPP	SUPP	SUPP	SUPP		SUPP
SEEQS	43	45	40	SUPP	32	43	SUPP	58	SUPP	SUPP	SUPP
ULS	51	59	SUPP	SUPP	44	61	63	45	SUPP	SUPP	SUPP
Volcano	58	54	53	SUPP	53	61	SUPP	SUPP	SUPP		
Voyager	52	48	SUPP	52	30	59	30	52	SUPP	SUPP	SUPP
Wai’alae	56	52	SUPP	72	50	48	SUPP	66	SUPP	SUPP	
Waimea	53	53	51	SUPP	46	SUPP	56	SUPP	SUPP	SUPP	SUPP
WHEA	53	46		SUPP	27	53	SUPP	SUPP	SUPP	SUPP	
Kamakau	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
KKNOK	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka ’Umeke	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nāwahī´	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

Table 26 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2022-2023



	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Native Hawaiian	White	Asian, excluding Filipino	Filipino	Hispanic	Pacific Islander	Black
Alaka’i	56	SUPP	SUPP	SUPP	SUPP	53	SUPP	SUPP		SUPP	SUPP
Connections	57	56	55	49	55	61	SUPP	SUPP	49	SUPP	SUPP
DreamHouse	45	45	49	SUPP	44	52	46	41	44	SUPP	SUPP
Hakipu’u	28	SUPP	SUPP		SUPP						
Hālau Kū´ Mā..	37	35	SUPP	SUPP	38	SUPP	SUPP	SUPP			SUPP
HAAS	54	58	54	SUPP	44	57	36	SUPP	SUPP	SUPP	SUPP
HTA	46	43	50	SUPP	46	42	51	49	SUPP		59
Innovations	64	64	SUPP	SUPP	57	68	SUPP	53	SUPP	SUPP	
Ka Waihona	38	39	31	SUPP	38	40	SUPP	SUPP	SUPP	SUPP	
Kamaile	41	38	22	34	44	41	29	68	34	SUPP	SUPP
Kamalani	37	33	55	SUPP	52	51	SUPP	SUPP	SUPP	SUPP	
Kanu	47	45	33		41	48	SUPP	SUPP			SUPP
Kanuikapono	38	35	20	SUPP	40	40		SUPP	SUPP	SUPP	SUPP
Ka’ōhao	67	59	31	SUPP	SUPP	67	SUPP	SUPP	SUPP	SUPP	SUPP
Ke Ana	52	SUPP	SUPP		SUPP		SUPP				
Kihei	40	42	45		35			SUPP			SUPP
Kona Pacific	52	54	56	SUPP	SUPP	52	SUPP	SUPP		SUPP	SUPP
Kua o ka Lā	47	49	42		44	49	SUPP	SUPP		SUPP	SUPP
Kualapu’u	33	33	SUPP		33	SUPP	SUPP	SUPP	SUPP		
KANAKA Kūlia	45	SUPP			45						
Laupāhoehoe	53	48	SUPP	SUPP	SUPP	65	47	SUPP	SUPP	SUPP	
Mālama	60	58	42		61	47		SUPP	SUPP		
MBTA	59	69	SUPP		66	53	44	64	SUPP	SUPP	SUPP
Nā Wai Ola	59	53	SUPP		SUPP	SUPP		SUPP	SUPP		SUPP
SEEQS	48	61	42	SUPP	35	43	SUPP	61	SUPP	SUPP	SUPP
ULS	52	43	SUPP	SUPP	68	53	57	45	SUPP	SUPP	SUPP
Volcano	53	54	40	SUPP	44	62	SUPP	SUPP	SUPP		SUPP
Voyager	59	56	38	40	58	62	70	58	SUPP	SUPP	SUPP
Wai’alae	48	42	39	44	57	43	SUPP	48	SUPP	SUPP	
Waimea	57	57	29	43	59	52	56	51	55	SUPP	
WHEA	43	35	SUPP	SUPP	32	34	SUPP	63	SUPP	SUPP	
Kamakau	DNA	DNA	DNA	DNA	DNA	DNA	DNA		DNA	DNA	DNA
KKNOK	DNA	DNA	DNA	DNA	DNA	DNA	DNA		DNA	DNA	DNA
Kawaikini	DNA	DNA	DNA	DNA	DNA	DNA	DNA		DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA		DNA	DNA	DNA
Ka ’Umeke	DNA	DNA	DNA	DNA	DNA	DNA	DNA		DNA	DNA	DNA
Nāwahī´	DNA	DNA	DNA	DNA	DNA	DNA	DNA		DNA	DNA	DNA

Table 27 Growth Data For Major Student Subgroups: Student Growth Percentiles Baseline for English Language Arts/Literacy (ELA) – School Year 2023-2024

2023-2024 School Year ELA Student Growth Percentile (SGP) Baseline by Subgroups and School

‘Aha Kula Ho‘āmana
Hawai‘i State Public Charter School Commission

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

	All Students	Free/Reduced-Price Meal Eligible	Native Hawaiian	Filipino	Pacific Islander	Black	Special Education (SPED)	English Learner (EL)	White	Asian, excluding Filipino	Hispanic
Alaka‘i	70	SUPP	SUPP	SUPP	82	67	SUPP	73			SUPP
Connections	55	56	65	SUPP	51	56	SUPP	SUPP	59	SUPP	SUPP
DreamHouse	50	36	34	SUPP	45	56	45	65	38	SUPP	SUPP
Hakipu‘u	64	SUPP	SUPP		SUPP	SUPP	SUPP	SUPP	SUPP		
Hālau Kū´ Mā..	73	73	SUPP	SUPP	72	SUPP	SUPP	SUPP	SUPP		SUPP
HAAS	61	60	51	SUPP	54	61	58	SUPP	SUPP	SUPP	SUPP
HTA	55	53	62	SUPP	63	52	50	55	71		67
Innovations	64	66	SUPP	SUPP	79	66	SUPP	65	SUPP	SUPP	
Ka Waihona	46	47	36	SUPP	44	46	SUPP	SUPP	45	SUPP	
Kamaile	58	60	50	55	59	40	69	60	56	SUPP	SUPP
Kamalani	56	52	55	SUPP	53	SUPP	SUPP	SUPP	SUPP	SUPP	
Kanu	59	51	47	SUPP	55	70	SUPP	SUPP			SUPP
Kanuikapono	44	42	13	SUPP	51	45		SUPP	SUPP	SUPP	SUPP
Ka‘ōhao	67	SUPP	SUPP	SUPP	SUPP	67	SUPP	73	SUPP	SUPP	SUPP
Ke Ana			SUPP		SUPP		SUPP				
Kihei	48	46	54	62	53	46	55	SUPP		48	SUPP
Kona Pacific	60	63	SUPP	SUPP	SUPP	60	SUPP	SUPP		SUPP	SUPP
Kua o ka Lā	58	61	73	SUPP	62	61	SUPP	SUPP			
Kualapu‘u	61	64	SUPP		64	SUPP	SUPP	SUPP	SUPP		
KANAKA	43	SUPP	SUPP	SUPP	50				SUPP		
Kūlia											
Laupāhoehoe	59	57	50	SUPP	SUPP	62	47	SUPP	SUPP	38	
Mālama	81	80	75		81	88		SUPP	SUPP		
MBTA	71	62	SUPP		62	72	57	89	SUPP	SUPP	SUPP
Nā Wai Ola	53	49	SUPP		31	80	SUPP	SUPP	SUPP		SUPP
SEEQS	58	76	58	64	65	48	SUPP	67	SUPP	SUPP	SUPP
ULS	49	29	54	SUPP	30	57	44	52	SUPP	SUPP	SUPP
Volcano	64	65	57	SUPP	60	67	SUPP	SUPP	SUPP	SUPP	SUPP
Voyager	67	74	58	82	50	72	65	71	SUPP	SUPP	SUPP
Wai‘alae	66	64	56	64	79	71	SUPP	64		SUPP	
Waimea	50	51	48	62	42	49	55	SUPP	76	SUPP	SUPP
WHEA	50	36	SUPP	SUPP	50	52	SUPP	46	SUPP	SUPP	SUPP
Kamakau	DNA	DNA	DNA	DNA	DNA		DNA	DNA	DNA	DNA	DNA
KKNOK	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka ‘Umeke	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nāwahī´	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

[3]

[3] Student Growth Percentile Baseline has replaced Median Growth Percentile

Table 28 Growth Data For Major Student Subgroups: Student Growth Percentiles Baseline for English Language Arts/Literacy (ELA) – School Year 2024-2025

2024-2025 School Year ELA Student Growth Percentile (SGP) Baseline by Subgroups and School

‘Aha Kula Ho‘āmana
Hawai‘i State Public Charter School Commission

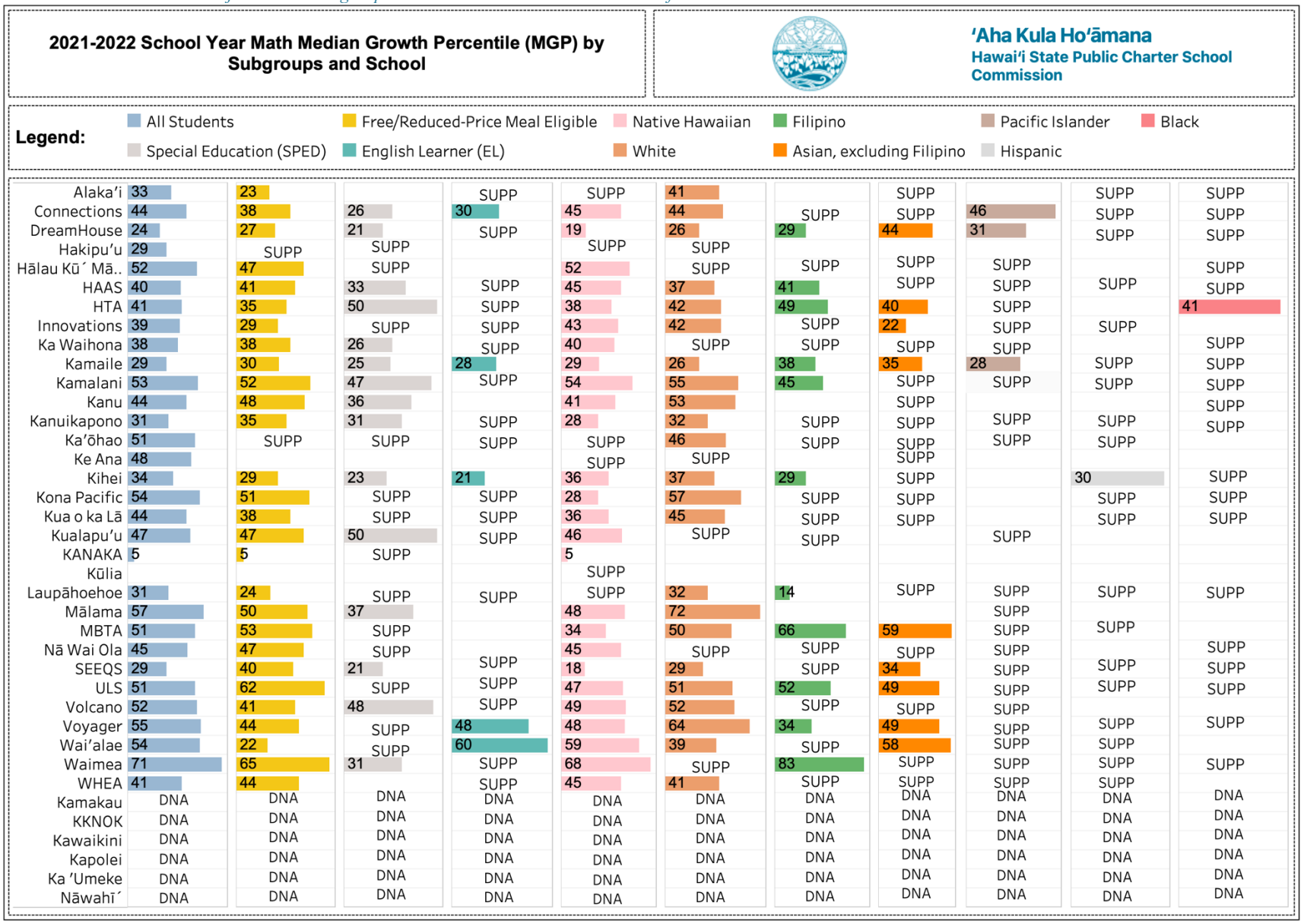
Legend: All Students; Free/Reduced-Price Meal Eligible; Native Hawaiian; Filipino; Pacific Islander; Black; Special Education (SPED); English Learner (EL); White; Asian, excluding Filipino; Hispanic

	All Students	Free/Reduced-Price Meal Eligible	Native Hawaiian	Filipino	Pacific Islander	Black	Special Education (SPED)	English Learner (EL)	White	Asian, excluding Filipino	Hispanic
Alaka‘i	58	50	SUPP	SUPP	56	60	SUPP	50			SUPP
Connections	61	62	59	SUPP	55	54	SUPP	SUPP	76	SUPP	SUPP
DreamHouse	51	44	37	SUPP	42	50	50	55	75	SUPP	SUPP
Hakipu‘u	64										
Hālau Kū´ Mā..	40	27	SUPP	SUPP	30	SUPP	SUPP	SUPP	SUPP		
HAAS	59	56	58	SUPP	60	59	61	SUPP	SUPP	SUPP	SUPP
HTA	60	62	60	SUPP	61	62	60	58	59		54
Innovations	66	62	SUPP		67	65	SUPP	79	SUPP	SUPP	
Ka Waihona	55	61	34	SUPP	57	31	SUPP	SUPP	SUPP	SUPP	
Kamaile	52	51	40	52	50	68	48	60	53	SUPP	SUPP
Kamalani	52	44	SUPP		54	41	SUPP	SUPP	SUPP		SUPP
Kanu	53	51	37		52	61	SUPP	SUPP		SUPP	SUPP
Kanuikapono	32	26	23	SUPP	32	25	SUPP	SUPP	SUPP		SUPP
Ka‘ōhao	62	SUPP	33	SUPP	SUPP	64	SUPP	SUPP	SUPP	SUPP	SUPP
Ke Ana	17	18	SUPP		SUPP	SUPP			SUPP	SUPP	
Kihei	51	47	SUPP	70	38	51	40	SUPP		63	SUPP
Kona Pacific	75	76	70	60	60	78		100		100	100
Kua o ka Lā	69	67	SUPP	SUPP	66		SUPP	SUPP	100		SUPP
Kualapu‘u	48	49	69	SUPP	51	SUPP	SUPP	SUPP	SUPP		
KANAKA	61	55	SUPP	SUPP	64	SUPP			SUPP		
Kūlia	72	72	SUPP	SUPP	SUPP	77	61	90	SUPP		SUPP
Laupāhoehoe	51	44	23	SUPP	53	57	25	SUPP	SUPP	58	
Mālama	65	61	SUPP		64	58		SUPP	SUPP		
MBTA	65	77	SUPP	SUPP	58	70	56	63	SUPP	71	SUPP
Nā Wai Ola	53	53	36		45	92	SUPP	SUPP	SUPP	SUPP	SUPP
SEEQS	54	50	64	SUPP	60	45	SUPP	63	SUPP		SUPP
ULS	49	40	56	SUPP	42	59	62	44	SUPP	SUPP	SUPP
Volcano	65	63	42	SUPP	57	74	SUPP	SUPP		SUPP	SUPP
Voyager	73	85	73	77	78	67	78	69	SUPP	SUPP	SUPP
Wai‘alae	72	65	88	71	86	86	SUPP	66	SUPP	SUPP	
Waimea	66	68	72	68	58	82	66	SUPP	67	SUPP	SUPP
WHEA	46	53	SUPP	SUPP	50	42	SUPP	61	SUPP		SUPP
Kamakau	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
KKNOK	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka ʻUmeke	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nāwahī´	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

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[4] Student Growth Percentile Baseline has replaced Median Growth Percentile

Table 29 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2021-2022



	All Students	Free/Reduced-Price Meal Eligible	Native Hawaiian	Filipino	Pacific Islander	Black	Special Education (SPED)	English Learner (EL)	White	Asian, excluding Filipino	Hispanic
Alaka'i	33	23		SUPP	SUPP	41		SUPP		SUPP	SUPP
Connections	44	38	26	30	45	44	SUPP	SUPP	46	SUPP	SUPP
DreamHouse	24	27	21	SUPP	19	26	29	44	31	SUPP	SUPP
Hakipu'u	29	SUPP	SUPP		SUPP	SUPP					
Hālau Kū´ Mā..	52	47	SUPP		52	SUPP	SUPP	SUPP	SUPP		SUPP
HAAS	40	41	33	SUPP	45	37	41	SUPP	SUPP	SUPP	SUPP
HTA	41	35	50	SUPP	38	42	49	40	SUPP		41
Innovations	39	29	SUPP	SUPP	43	42	SUPP	22	SUPP	SUPP	
Ka Waihona	38	38	26	SUPP	40	SUPP	SUPP	SUPP	SUPP		SUPP
Kamaile	29	30	25	28	29	26	38	35	28	SUPP	SUPP
Kamalani	53	52	47	SUPP	54	55	45	SUPP	SUPP	SUPP	SUPP
Kanu	44	48	36		41	53		SUPP			SUPP
Kanuikapono	31	35	31	SUPP	28	32	SUPP	SUPP	SUPP	SUPP	SUPP
Ka'ōhao	51	SUPP	SUPP	SUPP	SUPP	46	SUPP	SUPP	SUPP	SUPP	
Ke Ana	48				SUPP	SUPP		SUPP			
Kihei	34	29	23	21	36	37	29	SUPP		30	SUPP
Kona Pacific	54	51	SUPP	SUPP	28	57	SUPP	SUPP		SUPP	SUPP
Kua o ka Lā	44	38	SUPP	SUPP	36	45	SUPP	SUPP		SUPP	SUPP
Kualapu'u	47	47	50	SUPP	46	SUPP	SUPP		SUPP		
KANAKA	5	5	SUPP		5						
Kūlia					SUPP						
Laupāhoehoe	31	24	SUPP	SUPP	SUPP	32	14	SUPP	SUPP	SUPP	SUPP
Mālama	57	50	37		48	72			SUPP		
MBTA	51	53	SUPP		34	50	66	59	SUPP	SUPP	
Nā Wai Ola	45	47	SUPP		45	SUPP	SUPP	SUPP	SUPP		SUPP
SEEQS	29	40	21	SUPP	18	29	SUPP	34	SUPP	SUPP	SUPP
ULS	51	62	SUPP	SUPP	47	51	52	49	SUPP	SUPP	SUPP
Volcano	52	41	48	SUPP	49	52	SUPP	SUPP	SUPP		
Voyager	55	44	SUPP	48	48	64	34	49	SUPP	SUPP	SUPP
Wai'alae	54	22	SUPP	60	59	39	SUPP	58	SUPP	SUPP	
Waimea	71	65	31	SUPP	68	SUPP	83	SUPP	SUPP	SUPP	SUPP
WHEA	41	44		SUPP	45	41	SUPP	SUPP	SUPP	SUPP	
Kamakau	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
KKNOK	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka 'Umeke	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nāwahī´	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

Table 30 Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2022-2023

2022-2023 School Year Math Median Growth Percentile (MGP) by Subgroups and School

‘Aha Kula Ho‘āmana
Hawai‘i State Public Charter School Commission

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

	All Students	Free/Reduced-Price Meal Eligible	Native Hawaiian	Filipino	Pacific Islander	Black	Special Education (SPED)	English Learner (EL)	White	Asian, excluding Filipino	Hispanic
Alaka’i	44	SUPP	SUPP	SUPP	SUPP	50	SUPP	SUPP		SUPP	SUPP
Connections	49	47	50	56	46	46	SUPP	SUPP	55	SUPP	SUPP
DreamHouse	39	25	38	SUPP	32	50	39	37	38	SUPP	SUPP
Hakipu’u	27	SUPP	SUPP		SUPP						
Hālau Kū´ Mā..	48	35	SUPP	SUPP	48	SUPP	SUPP	SUPP			SUPP
HAAS	53	52	58	SUPP	42	58	33	SUPP	SUPP	SUPP	SUPP
HTA	41	43	54	SUPP	45	41	44	39	SUPP		23
Innovations	53	53	SUPP	SUPP	51	49	SUPP	60	SUPP	SUPP	
Ka Waihona	47	51	51	SUPP	46	59	SUPP	SUPP	SUPP	SUPP	SUPP
Kamaile	54	51	34	55	57	45	53	61	55	SUPP	
Kamalani	42	41	46	SUPP	38	48	SUPP	SUPP	SUP	SUPP	
Kanu	39	34	34		37	38	SUPP	SUPP		SUPP	SUPP
Kanuikapono	29	29	16	SUPP	25	30		SUPP	SUPP	SUPP	SUPP
Ka’ōhao	66	60	57	SUPP	SUPP	67	SUPP	SUPP		SUPP	SUPP
Ke Ana	41	SUPP	SUPP		SUPP		SUPP		SUPP		
Kihei	41	37	33	26	44	41	13	SUPP		53	SUPP
Kona Pacific	51	56	33	SUPP	SUPP	50	SUPP	SUPP		SUPP	SUPP
Kua o ka Lā	45	46	54		46	49	SUPP	SUPP		SUPP	SUPP
Kualapu’u	45	39	SUPP		41	SUPP	SUPP	SUPP	SUPP		
KANAKA	7	SUPP			7						
Kūlia											
Laupāhoehoe	47	46	SUPP	SUPP	SUPP	56	50	SUPP	SUPP	SUPP	
Mālama	65	54	19		65	67		SUPP	SUPP		
MBTA	48	44	SUPP		40	45	66	39	SUPP	SUPP	SUPP
Nā Wai Ola	23	24	SUPP		SUPP	SUPP		SUPP	SUPP		SUPP
SEEQS	44	32	33	SUPP	34	43	SUPP	51	SUPP	SUPP	SUPP
ULS	40	34	SUPP	SUPP	39	45	33	45	SUPP	SUPP	SUPP
Volcano	58	60	59	SUPP	62	63	SUPP	SUPP	SUPP		SUPP
Voyager	57	71	38	62	45	59	40	66	SUPP	SUPP	SUPP
Wai’alae	46	57	28	53	52	42	SUPP	48	SUPP	SUPP	
Waimea	59	58	33	68	57	70	48	64	66	SUPP	
WHEA	35	48	SUPP	SUPP	59	33	SUPP	34	SUPP	SUPP	
Kamakau	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
KKNOK	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka ’Umeke	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nāwahī´	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

Table 31 Growth Data For Major Student Subgroups: Student Growth Percentiles Baseline for Math – School Year 2023-2024

2023-2024 School Year Math Student Growth Percentile (SGP) by Subgroups and School

‘Aha Kula Ho‘āmana
Hawai‘i State Public Charter School Commission

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

	All Students	Free/Reduced-Price Meal Eligible	Native Hawaiian	Filipino	Pacific Islander	Black	Special Education (SPED)	English Learner (EL)	White	Asian, excluding Filipino	Hispanic
Alaka‘i	62	SUPP	SUPP	SUPP	64	63	SUPP	36			SUPP
Connections	54	56	48	SUPP	46	59	SUPP	SUPP	47	SUPP	SUPP
DreamHouse	37	36	34	SUPP	29	42	33	52	47	SUPP	SUPP
Hakipu‘u	45	SUPP	SUPP		SUPP	SUPP	SUPP	SUPP	SUPP		
Hālau Kū´ Mā..	64	73	SUPP	SUPP	67	SUPP	SUPP	SUPP	SUPP		SUPP
HAAS	55	58	47	SUPP	61	54	33	SUPP	SUPP	SUPP	SUPP
HTA	55	50	57	SUPP	53	56	50	58	50		56
Innovations	55	57	SUPP	SUPP	74	56	SUPP	35	SUPP	SUPP	
Ka Waihona	60	63	49	SUPP	58	69	SUPP	SUPP	73	SUPP	
Kamaile	55	56	49	36	57	48	59	87	49	SUPP	SUPP
Kamalani	46	35	27	SUPP	37	SUPP	SUPP	SUPP	SUPP	SUPP	
Kanu	51	51	56	SUPP	49	54	SUPP	SUPP			SUPP
Kanuikapono	40	42	40	SUPP	32	45		SUPP	SUPP	SUPP	SUPP
Ka‘ōhao	83	SUPP	SUPP	SUPP	SUPP	83	SUPP	82	SUPP	SUPP	SUPP
Ke Ana	60	SUPP	SUPP		SUPP		SUPP				
Kihei	52	56	53	54	56	49	91	SUPP		53	SUPP
Kona Pacific	35	42	45	SUPP	SUPP	32	SUPP	SUPP		SUPP	SUPP
Kua o ka Lā	33	36	42	SUPP	33	30	SUPP	SUPP	SUPP		
Kualapu‘u	49	38	SUPP		48	SUPP	SUPP	SUPP	SUPP		
KANAKA	64	SUPP	SUPP	SUPP	67						
Kūlia											
Laupāhoehoe	53	51	42	SUPP	SUPP	50	47		SUPP	50	
Mālama	77	76	75		78	76			SUPP		
MBTA	62	76	SUPP		58	66	43	83	SUPP	SUPP	SUPP
Nā Wai Ola	50	46	SUPP		46	47	SUPP	SUPP	SUPP		SUPP
SEEQS	59	35	68	91	59	62	SUPP	61	SUPP	SUPP	SUPP
ULS	52	36	62	SUPP	43	61	50	51	SUPP	SUPP	SUPP
Volcano	69	76	67	SUPP	71	62	SUPP	SUPP	SUPP	SUPP	SUPP
Voyager	67	65	58	82	50	67	78	69	SUPP	SUPP	SUPP
Wai‘alae	59	15	59	92	43	62	SUPP	61	SUPP	SUPP	
Waimea	75	77	67	77	75	80	61	SUPP	72	SUPP	SUPP
WHEA	42	45	SUPP	SUPP	57	42	SUPP	23	SUPP	SUPP	SUPP
Kamakau	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
KKNOK	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka ʻUmeke	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nāwahī´	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

[5]

[5] Student Growth Percentile Baseline has replaced Median Growth Percentile

Table 32 Growth Data For Major Student Subgroups: Student Growth Percentiles Baseline for Math – School Year 2024-2025

2024-2025 School Year Math Student Growth Percentile (SGP) by Subgroups and School

ʻAha Kula Hoʻāmana
Hawaiʻi State Public Charter School Commission

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

	All Students	Free/Reduced-Price Meal Eligible	Native Hawaiian	Filipino	Pacific Islander	Black	Special Education (SPED)	English Learner (EL)	White	Asian, excluding Filipino	Hispanic
Alakaʻi	62	SUPP	SUPP	SUPP	64	63	SUPP	36			SUPP
Connections	54	56	48	SUPP	46	59	SUPP	SUPP	47	SUPP	SUPP
DreamHouse	37	36	34	SUPP	29	42	33	52	47	SUPP	SUPP
Hakipuʻu	45	SUPP	SUPP			SUPP	SUPP	SUPP	SUPP		
Hālau Kūʻ Mā..	64	73	SUPP	SUPP	67	SUPP	SUPP	SUPP	SUPP		SUPP
HAAS	55	58	47	SUPP	61	54	33	SUPP	SUPP	SUPP	SUPP
HTA	55	50	57	SUPP	53	56	50	58	50		56
Innovations	55	57	SUPP	SUPP	74	56	SUPP	35	SUPP	SUPP	
Ka Waihona	60	63	49	SUPP	58	69	SUPP	SUPP	73	SUPP	
Kamaile	55	56	49	36	57	48	59	87	49	SUPP	SUPP
Kamalani	46	35	27	SUPP	37	SUPP	SUPP	SUPP	SUPP	SUPP	
Kanu	51	51	56	SUPP	49	54	SUPP	SUPP			SUPP
Kanuikapono	40	42	40	SUPP	32	83		SUPP	SUPP	SUPP	SUPP
Kaʻōhao	83	SUPP	SUPP	SUPP		45	SUPP	82	SUPP	SUPP	SUPP
Ke Ana	58	SUPP	SUPP				SUPP				
Kihei	52	56	53	54	56	49	91	SUPP		53	SUPP
Kona Pacific	35	42	45	SUPP		32	SUPP	SUPP		SUPP	SUPP
Kua o ka Lā	33	36	42	SUPP	33	30	SUPP	SUPP			
Kualapuʻu	49	38	SUPP		48	SUPP	SUPP	SUPP	SUPP		
KANAKA	64	SUPP	SUPP	SUPP	67				SUPP		
Kūlia	86	87	SUPP	SUPP		92	72	95	SUPP		SUPP
Laupāhoehoe	53	51	42	SUPP		50	47	SUPP	SUPP	50	
Mālama	77	76	75		78	76		SUPP	SUPP		
MBTA	62	76	SUPP		58	66	43	83	SUPP	SUPP	SUPP
Nā Wai Ola	50	46	SUPP		46	47	SUPP	SUPP	SUPP		SUPP
SEEQS	59	53	68	91	59	62	SUPP	61	SUPP	SUPP	SUPP
ULS	52	36	62	SUPP	43	61	50	51	SUPP	SUPP	SUPP
Volcano	69	76	67	SUPP	71	62	SUPP	SUPP	SUPP	SUPP	SUPP
Voyager	67	65	58	82	50	67	78	69	SUPP	SUPP	SUPP
Waiʻalae	59	15	59	92	43	62	SUPP	61	SUPP	SUPP	
Waimea	75	77	67	77	75	80	61	SUPP	72	SUPP	SUPP
WHEA	42	45	SUPP	SUPP	57	42	SUPP	23	SUPP	SUPP	SUPP
Kamakau	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
KKNOK	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kawaikini	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka ʻUmeke	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nāwahīʻ	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

[6]

[6] Student Growth Percentile Baseline has replaced Median Growth Percentile

Table 33 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2021-2022

KĀ'EO HLA School Year 2021-2022

ʻAha Kula Hoʻāmana
Hawaiʻi State Public Charter School Commission

	All Students	Free/Reduced	SpEd	EL	Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Ka 'Umeke	39	30	SUPP	N/A	37	SUPP	SUPP	SUPP	SUPP	N/A	N/A
Kamakau	53	37	SUPP	N/A	48	SUPP	SUPP	SUPP	SUPP	N/A	N/A
Kawaikini	30	29	SUPP	SUPP	29	SUPP	SUPP	N/A	N/A	N/A	N/A
Kualapu'u	57	52	SUPP	N/A	57	N/A	SUPP	N/A	SUPP	N/A	N/A
Nāwahīˊ	33	SUPP	N/A	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A
KKNOK	SUPP	SUPP	DNA	DNA	SUPP	DNA	DNA	DNA	DNA	DNA	DNA

The following schools listed below do not take the KĀʻEO assesment as indicated by DNA (Does not apply)

	All Students	Free/Reduced	SpEd	EL	Native Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Alaka'i	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HAAS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hakipu'u	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kūˊ Māna	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka Waihona	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka'ōhao	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
KANAKA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanu o ka 'Aina	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanuikapono	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Ana	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kihei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kona Pacific	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kūʻlia	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kua o ka Lā	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Laupāhoehoe	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Mālama	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
MBTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nā Wai Ola	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
SEEQS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
ULS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Volcano	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Voyager	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Wai'alae	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Waimea	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
WHEA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

Table 34 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2022-2023

KĀ'EO HLA School Year 2022-2023

ʻAha Kula Hoʻāmana
Hawaiʻi State Public Charter School Commission

	All Students	Free/Reduced	SpED	EL	Native Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Ka 'Umeke	54	43	SUPP	N/A	51	82	SUPP	SUPP	SUPP	N/A	N/A
Kamakau	65	45	SUPP	N/A	60	SUPP	N/A	SUPP	SUPP	N/A	N/A
Kawaikini	36	36	SUPP	N/A	35	SUPP	SUPP	SUPP	N/A	N/A	N/A
Kualapu'u	62	55	SUPP	N/A	63	N/A	N/A	N/A	SUPP	N/A	N/A
Nāwahīʻ	40	SUPP	N/A	SUPP		SUPP	SUPP	SUPP	SUPP	N/A	N/A
KKNOK	SUPP	NULL	DNA	DNA	36	DNA	DNA	DNA	DNA	DNA	DNA

The following schools listed below do not take the KĀʻEO assesment as indicated by DNA (Does not apply)

	All Students	Free/Reduced	SpEd	EL	Native Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Alaka'i	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HAAS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hakipu'u	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kūʻ Māna	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka Waihona	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka'ōhao	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
KANAKA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanu o ka 'Aina	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanuikapono	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Ana	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kihei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kona Pacific	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kūʻlia	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kua o ka Lā	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Laupāhoehoe	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Mālama	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
MBTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nā Wai Ola	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
SEEQS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
ULS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Volcano	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Voyager	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Wai'alae	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Waimea	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
WHEA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

Table 35 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2023-2024

KĀʻEO HLA School Year 2023-2024

ʻAha Kula Hoʻāmana
Hawaiʻi State Public Charter School Commission

	All Students	Free/Reduced	SpEd	EL	Native Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Ka 'Umeke	41	36	SUPP	N/A	44	27	SUPP	SUPP	SUPP	N/A	N/A
Kamakau	48	25	SUPP	N/A	41	N/A	N/A	SUPP	SUPP	N/A	N/A
Kawaikini	34	29	SUPP	N/A	32	N/A	SUPP	SUPP	N/A	N/A	N/A
Kualapu'u	55	57	SUPP	N/A	55	N/A	N/A	N/A	SUPP	N/A	N/A
Nāwahīʻ	50	SUPP	N/A	SUPP	SUPP	N/A	SUPP	SUPP	SUPP	N/A	N/A
KKNOK	SUPP	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

The following schools listed below do not take the KĀʻEO assesment as indicated by DNA (Does not apply)

	All Students	Free/Reduced	SpEd	EL	Native Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Alaka'i	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HAAS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hakipu'u	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kūʻ Māna	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka Waihona	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka'ōhao	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
KANAKA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanu o ka 'Aina	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanuikapono	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Ana	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kihei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kona Pacific	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kūʻlia	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kua o ka Lā	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Laupāhoehoe	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Mālama	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
MBTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nā Wai Ola	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
SEEQS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
ULS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Volcano	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Voyager	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Wai'alae	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Waimea	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
WHEA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

Table 36 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in in Hawaiian Language Arts (HLA) – School Year 2024-2025

KĀʻEO HLA School Year 2024-2025

ʻAha Kula Hoʻāmana
Hawaiʻi State Public Charter School Commission

	All Students	Free/Reduced	SpEd	EL	Native Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Ka 'Umeke	35	24	SUPP	NULL	31	36	SUPP	SUPP	SUPP	NULL	NULL
Kamakau	51	48	SUPP	NULL	51	SUPP	SUPP	SUPP	SUPP	NULL	NULL
Kawaikini	37	29	SUPP	NULL	37	SUPP	SUPP	SUPP	NULL	NULL	NULL
Kualapu'u	29	23	SUPP	NULL	29	NULL	NULL	NULL	NULL	NULL	NULL
Nāwahīʻ	38	SUPP	NULL	NULL	27	SUPP	SUPP	SUPP	NULL	NULL	NULL
KKNOK	SUPP	SUPP	SUPP	SUPP	NULL	NULL	SUPP	NULL	NULL	NULL	NULL

The following schools listed below do not take the KĀʻEO assesment as indicated by DNA (Does not apply)

	All Students	Free/Reduced	SpEd	EL	Native Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Alaka'i	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HAAS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hakipu'u	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kūʻ Māna	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka Waihona	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka'ōhao	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
KANAKA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanu o ka 'Aina	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanuikapono	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Ana	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kihei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kona Pacific	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kūʻlia	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kua o ka Lā	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Laupāhoehoe	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Mālama	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
MBTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nā Wai Ola	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
SEEQS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
ULS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Volcano	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Voyager	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Wai'alae	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Waimea	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
WHEA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

Table 37 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2021-2022

KĀ'EO Hawaiian Math School Year 2021-2022

ʻAha Kula Hoʻāmana
Hawai'i State Public Charter School Commission

	All Students	Free/Reduced	SpEd	EL	Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Ka 'Umeke	39	36	33	N/A	32	SUPP	SUPP	SUPP	SUPP	N/A	N/A
Kamakau	53	35	SUPP	N/A	40	SUPP	SUPP	SUPP	SUPP	N/A	N/A
Kawaikini	30	37	SUPP	SUPP	38	SUPP	SUPP	N/A	N/A	N/A	N/A
Kualapu'u	57	30	SUPP	N/A	40	N/A	SUPP	N/A	SUPP	N/A	N/A
Nāwahī	33	SUPP	N/A	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A
KKNOK	SUP	SUPP	DNA	DNA	SUPP	DNA	DNA	DNA	DNA	DNA	DNA

The following schools listed below do not take the KĀʻEO assesment as indicated by DNA (Does not apply)

	All Students	Free/Reduced	SpEd	EL	Native Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Alaka'i	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HAAS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hakipu'u	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kū´ Māna	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka Waihona	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka'ōhao	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
KANAKA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanu o ka 'Aina	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanuikapono	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Ana	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kihei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kona Pacific	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kū´lia	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kua o ka Lā	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Laupāhoehoe	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Mālama	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
MBTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nā Wai Ola	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
SEEQS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
ULS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Volcano	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Voyager	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Wai'alae	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Waimea	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
WHEA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

Table 38 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2022-2023

KĀ'EO Hawaiian Math School Year 2022-2023

ʻAha Kula Hoʻāmana
Hawaiʻi State Public Charter School Commission

	All Students	Free/Reduced	SpED	EL	Native Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Ka 'Umeke	42	39	SUPP	N/A	41	45	SUPP	SUPP	SUPP	N/A	SUPP
Kamakau	63	50	SUPP	N/A	60	SUPP	N/A	SUPP	SUPP	N/A	N/A
Kawaikini	42	42	SUPP	N/A	43	SUPP	SUPP	SUPP	N/A	N/A	N/A
Kualapu'u	71	77	SUPP	N/A	70	N/A	N/A	N/A	SUPP	N/A	N/A
Nāwahīʻ	47	SUPP	N/A	SUPP	46	SUPP	SUPP	SUPP	SUPP	N/A	N/A
KKNOK	SUPP	NULL	DNA	DNA		DNA	DNA	DNA	DNA	DNA	DNA

The following schools listed below do not take the KĀ'EO assesment as indicated by DNA (Does not apply)

	All Students	Free/Reduced	SpEd	EL	Native Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Alaka'i	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HAAS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hakipu'u	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kūʻ Māna	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka Waihona	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka'ōhao	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
KANAKA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanu o ka 'Aina	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanuikapono	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Ana	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kihei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kona Pacific	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kūʻlia	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kua o ka Lā	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Laupāhoehoe	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Mālama	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
MBTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nā Wai Ola	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
SEEQS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
ULS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Volcano	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Voyager	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Wai'alae	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Waimea	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
WHEA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

Table 39 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2023-2024

KĀ'EO Math School Year 2023-2024

ʻAha Kula Hoʻāmana
Hawai'i State Public Charter School Commission

	All Students	Free/Reduced	SpEd	EL	Native Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Ka 'Umeke	34	31	N/A	N/A	35	27	N/A	N/A	N/A	N/A	N/A
Kamakau	56	43	SUPP	N/A	48	N/A	N/A	N/A	N/A	N/A	N/A
Kawaikini	44	37	SUPP	SUPP	40	N/A	N/A	N/A	N/A	N/A	N/A
Kualapu'u	66	67	SUPP	N/A	66	N/A	N/A	N/A	N/A	N/A	N/A
Nāwahīʻ	73	SUPP	SUPP	N/A	64	N/A	N/A	N/A	N/A	N/A	N/A
KKNOK	SUPP	DNA	DNA	DNA	SUPP	DNA	DNA	DNA	DNA	DNA	DNA

The following schools listed below do not take the KĀʻEO assesment as indicated by DNA (Does not apply)

	All Students	Free/Reduced	SpEd	EL	Native Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Alaka'i	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HAAS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hakipu'u	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kūʻ Māna	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka Waihona	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka'ōhao	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
KANAKA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanu o ka 'Aina	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanuikapono	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Ana	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kihei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kona Pacific	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kūʻlia	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kua o ka Lā	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Laupāhoehoe	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Mālama	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
MBTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nā Wai Ola	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
SEEQS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
ULS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Volcano	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Voyager	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Wai'alae	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Waimea	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
WHEA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

Table 40 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2024-2025

KĀʻEO Math School Year 2024-2025

ʻAha Kula Hoʻāmana
Hawaiʻi State Public Charter School Commission

2024-2025	All Students	Free/Reduced	SpEd	EL	Native Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Ka 'Umeke	46	36	SUPP	NULL	45	36	SUPP	SUPP	SUPP	NULL	NULL
Kamakau	54	65	SUPP	NULL	53	SUPP	SUPP	SUPP	SUPP	NULL	NULL
Kawaikini	60	49	SUPP	NULL	61	SUPP	SUPP	SUPP	NULL	NULL	NULL
Kualapu'u	33	33	SUPP	NULL	33	NULL	NULL	NULL	NULL	NULL	NULL
Nāwahīʻ	79	SUPP	NULL	NULL	71	SUPP	SUPP	SUPP	NULL	NULL	NULL
KKNOK	SUPP	SUPP	SUPP	SUPP	NULL	NULL	SUPP	NULL	NULL	NULL	NULL

The following schools listed below do not take the KĀʻEO assesment as indicated by DNA (Does not apply)

	All Students	Free/Reduced	SpEd	EL	Native Hawaiian	White	Filipino	Asian	Pacific	Hispanic	Black
Alaka'i	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Connections	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
DreamHouse	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HAAS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hakipu'u	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Hālau Kūʻ Māna	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
HTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Innovations	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka Waihona	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ka'ōhao	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamaile	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kamalani	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
KANAKA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanu o ka 'Aina	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kanuikapono	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kapolei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Ke Ana	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kihei	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kona Pacific	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kūʻlia	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Kua o ka Lā	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Laupāhoehoe	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Mālama	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
MBTA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Nā Wai Ola	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
SEEQS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
ULS	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Volcano	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Voyager	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Wai'alae	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
Waimea	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA
WHEA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA	DNA

Table 41 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy

2021-2022 HSA ALT ELA

ʻAha Kula Hoʻāmana
Hawaiʻi State Public Charter School Commission

	All Students	Free/Reduced	SpEd	EL	Asian	Filipino	Pacific	Hawaiian	Black	White	Hispanic
DreamHouse	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A
HAAS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hālau Kūʻ Māna	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamaile	50	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kanu o ka 'Aina	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanuikapono	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kualapu'u	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Laupāhoehoe	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
MBTA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nā Wai Ola	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEEQS	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Volcano	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Wai'alae	SUPP	N/A	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A
Waimea	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

The following schools listed below do not take the HSA (Hawai1i State Alternative) assesment as indicated by N/A

Alaka'i	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hakipu'u	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HTA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka 'Umeke	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka'ōhao	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamakau	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KANAKA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kapolei	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kawaikini	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KKNOK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kūʻlia	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mālama	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nāwahīʻ	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ULS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Voyager	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WHEA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 42 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2022-2023

2022-2023 HSA ALT ELA

ʻAha Kula Hoʻāmana
Hawai'i State Public Charter School Commission

	All Students	Free/Reduced	SpEd	EL	Asian	Filipino	Pacific	Hawaiian	Black	White	Hispanic
DreamHouse	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A
HAAS	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Hālau Kū´ Māna	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamaile	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A
Kanu o ka 'Aina	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanuikapono	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kualapu'u	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Laupāhoehoe	SUPP	N/A	SUPP	N/A	N/A	SUPP	SUPP	SUPP	N/A	N/A	N/A
MBTA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nā Wai Ola	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEEQS	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Volcano	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wai'alae	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A
Waimea	SUPP	SUPP	SUPP	N/A	N/A	SUPP	N/A	SUPP	N/A	N/A	N/A

The following schools listed below do not take the HSA (Hawai1i State Alternative) assesment as indicated by N/A

Alaka'i	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hakipu'u	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HTA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka 'Umeke	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka'ōhao	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamakau	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KANAKA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kapolei	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kawaikini	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KKNOK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kū´lia	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mālama	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nāwahī´	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ULS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Voyager	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WHEA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 43 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2023-2024

2023-2024 HSA ALT ELA

ʻAha Kula Hoʻāmana
Hawai'i State Public Charter School Commission

	All Students	Free/Reduced	SpEd	EL	Asian	Filipino	Pacific	Hawaiian	Black	White	Hispanic
DreamHouse	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A
HAAS	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Hālau Kū´ Māna	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Ka Waihona	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamaile	SUPP	SUPP	SUPP	SUPP	N/A	N/A	SUPP	N/A	N/A	SUPP	N/A
Kanu o ka 'Aina	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanuikapono	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kualapu'u	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Laupāhoehoe	SUPP	SUPP	SUPP	N/A	N/A	SUPP	SUPP	SUPP	N/A	N/A	N/A
MBTA	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nā Wai Ola	N/A	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
SEEQS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Volcano	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wai'alae	SUPP	N/A	N/A	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A
Waimea	SUPP	N/A	SUPP	N/A	N/A	SUPP	N/A	SUPP	N/A	SUPP	N/A

The following schools listed below do not take the HSA (Hawai1i State Alternative) assesment as indicated by N/A

Alaka'i	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hakipu'u	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HTA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka 'Umeke	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka'ōhao	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamakau	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KANAKA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kapolei	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kawaikini	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KKNOK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kū´lia	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mālama	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nāwahī´	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ULS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Voyager	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WHEA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 44 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2024-2025

2024-2025 HSA ALT ELA

ʻAha Kula Hoʻāmana
Hawai'i State Public Charter School Commission

	All Students	Free/Reduced	SpEd	EL	Asian	Filipino	Pacific	Hawaiian	Black	White	Hispanic
DreamHouse	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HAAS	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hālau Kū´ Māna	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamaile	SUPP	SUPP	SUPP	SUPP	N/A	N/A	SUPP	N/A	N/A	SUPP	N/A
Kanu o ka 'Aina	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanuikapono	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kualapu'u	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Laupāhoehoe	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
MBTA	SUPP	SUPP	SUPP	N/A	N/A	SUPP	N/A	N/A	N/A	N/A	N/A
Nā Wai Ola	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEEQS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Volcano	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wai'alae	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A
Waimea	N/A	SUPP	SUPP	SUPP	N/A	N/A	N/A	SUPP	N/A	SUPP	N/A

The following schools listed below do not take the HSA (Hawai1i State Alternative) assesment as indicated by N/A

Alaka'i	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hakipu'u	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HTA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka 'Umeke	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka'ōhao	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamakau	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KANAKA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kapolei	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kawaikini	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KKNOK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kū´lia	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mālama	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nāwahī´	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ULS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Voyager	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WHEA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 45 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2021-2022

2021-2022 HSA ALT Math

ʻAha Kula Hoʻāmana
Hawai'i State Public Charter School Commission

	All Students	Free/Reduced	SpEd	EL	Asian	Filipino	Pacific	Hawaiian	Black	White	Hispanic
DreamHouse	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HAAS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hālau Kū´ Māna	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamaile	58	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kanu o ka 'Aina	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanuikapono	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kualapu'u	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Laupāhoehoe	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
MBTA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nā Wai Ola	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEEQS	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Volcano	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Wai'alae	SUPP	N/A	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A
Waimea	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

The following schools listed below do not take the HSA (Hawai`i State Alternative) assesment as indicated by N/A

Alaka'i	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hakipu'u	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HTA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka 'Umeke	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka'ōhao	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamakau	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KANAKA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kapolei	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kawaikini	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KKNOK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kū´lia	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mālama	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nāwahī´	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ULS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Voyager	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WHEA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 46 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2022-2023

2022-2023 HSA ALT Math

ʻAha Kula Hoʻāmana
Hawai'i State Public Charter School Commission

	All Students	Free/Reduced	SpEd	EL	Asian	Filipino	Pacific	Hawaiian	Black	White	Hispanic
DreamHouse	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A
HAAS	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Hālau Kū´ Māna	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamaile	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A
Kanu o ka 'Aina	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanuikapono	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kualapu'u	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Laupāhoehoe	SUPP	N/A	SUPP	N/A	N/A	SUPP	SUPP	SUPP	N/A	N/A	N/A
MBTA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nā Wai Ola	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEEQS	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Volcano	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wai'alae	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A
Waimea	SUPP	SUPP	SUPP	N/A	N/A	SUPP	N/A	SUPP	N/A	N/A	N/A

The following schools listed below do not take the HSA (Hawai`i State Alternative) assesment as indicated by N/A

Alaka'i	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hakipu'u	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HTA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka 'Umeke	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka'ōhao	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamakau	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KANAKA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kapolei	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kawaikini	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KKNOK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kū´lia	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mālama	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nāwahī´	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ULS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Voyager	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WHEA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 47 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2023-2024

2023-2024 HSA ALT Math

ʻAha Kula Hoʻāmana
Hawai'i State Public Charter School Commission

	All Students	Free/Reduced	SpEd	EL	Asian	Filipino	Pacific	Hawaiian	Black	White	Hispanic
DreamHouse	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HAAS	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Hālau Kū´ Māna	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Ka Waihona	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamaile	SUPP	SUPP	SUPP	SUPP	N/A	N/A	SUPP	N/A	N/A	SUPP	N/A
Kanu o ka 'Aina	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanuikapono	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kona Pacific	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Kualapu'u	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Laupāhoehoe	SUPP	SUPP	SUPP	N/A	N/A	SUPP	SUPP	SUPP	N/A	N/A	N/A
MBTA	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Nā Wai Ola	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEEQS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Volcano	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wai'alae	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Waimea	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	SUPP	N/A

The following schools listed below do not take the HSA (Hawai`i State Alternative) assesment as indicated by N/A

Alaka'i	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hakipu'u	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HTA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka 'Umeke	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka'ōhao	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamakau	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KANAKA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kapolei	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kawaikini	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KKNOK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kū´lia	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mālama	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nāwahī´	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ULS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Voyager	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WHEA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 48 Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2024-2025

2024-2025 HSA ALT Math

ʻAha Kula Hoʻāmana
Hawai'i State Public Charter School Commission

	All Students	Free/Reduced	SpEd	EL	Asian	Filipino	Pacific	Hawaiian	Black	White	Hispanic
DreamHouse	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HAAS	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hālau Kūʻ Māna	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka Waihona	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamaile	SUPP	SUPP	SUPP	SUPP	N/A	N/A	SUPP	N/A	N/A	SUPP	N/A
Kanu o ka 'Aina	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kanuikapono	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kihei	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kona Pacific	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kualapu'u	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Laupāhoehoe	SUPP	SUPP	SUPP	N/A	N/A	N/A	SUPP	N/A	N/A	N/A	N/A
MBTA	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	N/A	N/A
Nā Wai Ola	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEEQS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Volcano	SUPP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wai'alae	SUPP	SUPP	SUPP	N/A	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A
Waimea	SUPP	SUPP	SUPP	N/A	N/A	N/A	N/A	SUPP	N/A	SUPP	N/A

The following schools listed below do not take the HSA (Hawai`i State Alternative) assesment as indicated by N/A

Alaka'i	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Connections	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hakipu'u	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HTA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Innovations	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka 'Umeke	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka'ōhao	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kamakau	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KANAKA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kapolei	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kawaikini	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ke Ana	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KKNOK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kūʻlia	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kua o ka Lā	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mālama	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nāwahīʻ	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ULS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Voyager	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
WHEA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 49 Chronic Absenteeism Rates

Chronic Absenteeism

ʻAha Kula Hoʻāmana
Hawai'i State Public Charter School Commission

Chronic absenteeism data was collected through 2022-2023, with a network-wide average of 73% that year. Eight schools maintained rates below 70%, while several schools demonstrated year-over-year improvements. Beginning in 2023-2024, the State of Hawaii transitioned to tracking regular attendance rates as the primary metric for student engagement, which provides a more comprehensive view of daily attendance patterns. This shift aligns with statewide reporting practices and allows for better comparison across all public schools.

	2021-2022	2022-2023	Change in Absenteeism
MBTA	98%	96%	-2%
ULS	91%	86%	-5%
Ka' ōhao	89%	91%	2%
HTA	87%	86%	-1%
Hālau Kū Māna	67%	67%	0%
Kanu o ka 'Aina	90%	91%	1%
SEEQS	86%	81%	-5%
Kamalani	86%	68%	-18%
DreamHouse	61%	77%	16%
Wai'alae	81%	81%	0%
HAAS	72%	75%	3%
Kihei	73%	82%	9%
WHEA	72%	74%	2%
Kamakau	72%	86%	14%
Alaka'i	80%	81%	1%
Laupāhoehoe	80%	81%	1%
Innovations	74%	76%	2%
Kawaikini	68%	72%	4%
Voyager	77%	84%	7%
Ka 'Umeke	71%	71%	0%
Mālama	81%	87%	6%
Ka Waihona	58%	61%	3%
Kapolei	64%	70%	6%
Kona Pacific	61%	74%	13%
Waimea	73%	71%	-2%
Kualapu'u	67%	69%	2%
Nāwahī	68%	68%	0%
Kanuikapono	99%	99%	0%
Kua o ka Lā	57%	61%	4%
Nā Wai Ola	55%	97%	42%
KANAKA	74%	64%	-10%
Volcano	71%	75%	4%
Hakipu'u		76%	
Kamaile	46%	50%	4%
Ke Ana	65%	60%	-5%
KKNOK	44%	59%	15%
Connections	42%	41%	-1%
Kūlia	Not Open	Not Open	Not Open

Table 50 Regular Attendance Rates

Regular Attendance

ʻAha Kula Hoʻāmana
Hawai'i State Public Charter School Commission

Hawaii's charter schools maintained strong attendance performance in 2024-2025, with a network-wide average of 76%. The majority of schools (24 of 37) achieved attendance rates of 70% or higher, and several schools demonstrated significant year-over-year improvements. These results reflect the charter school network's continued focus on creating engaging learning environments and supporting consistent student attendance across diverse school communities.

	2023-2024	2024-2025	Change in Attendance
Kanuikapono	99%	99%	0%
Nā Wai Ola	55%	97%	42%
MBTA	98%	96%	-2%
Kūlia	Not Open	95%	N/A
Ka' ōhao	89%	91%	2%
Kanu o ka 'Aina	90%	91%	1%
Mālama	81%	87%	6%
HTA	87%	86%	-1%
Kamakau	72%	86%	14%
ULS	91%	86%	-5%
Voyager	77%	84%	7%
Kihei	73%	82%	9%
Alaka'i	80%	81%	1%
Laupāhoehoe	80%	81%	1%
SEEQS	86%	81%	-5%
Wai'alae	81%	81%	0%
DreamHouse	61%	77%	16%
Hakipu'u	NULL	76%	
Innovations	74%	76%	2%
HAAS	72%	75%	3%
Volcano	71%	75%	4%
Kona Pacific	61%	74%	13%
WHEA	72%	74%	2%
Kawaikini	68%	72%	4%
Ka 'Umeke	71%	71%	0%
Waimea	73%	71%	-2%
Kapolei	64%	70%	6%
Kualapu'u	67%	69%	2%
Kamalani	86%	68%	-18%
Nāwahī	68%	68%	0%
Hālau Kū Māna	67%	67%	0%
KANAKA	74%	64%	-10%
Ka Waihona	58%	61%	3%
Kua o ka Lā	57%	61%	4%
Ke Ana	65%	60%	-5%
KKNOK	44%	59%	15%
Kamaile	46%	50%	4%
Connections	42%	41%	-1%

Table 51 College-Going Rates

College-Going Rates	2021-2022	2022-2023	2023-2024	2024-2025
School	College-Going	College-Going	College-Going	College-Going
Charter-wide	49%	49%	51%	47%
Statewide	50%	50%	50%	53%
Alakaʻi O Kauaʻi Public Charter School	DNA	DNA	DNA	DNA
Connections Public Charter School	29%	23%	35%	32%
DreamHouse ʻEwa Beach	DNA	DNA	DNA	DNA
Hakipuʻu Academy	SUPP	SUPP	SUPP	SUPP
Hālau Kū Māna Public Charter School	SUPP	SUPP	SUPP	50%
Hawaiʻi Academy of Arts & Science Public Charter School	42%	35%	40%	27%
Hawaiʻi Technology Academy	47%	46%	54%	49%
Innovations Public Charter School	DNA	DNA	DNA	DNA
Ka ʻUmeke Kāʻeo	DNA	SUPP	SUPP	SUPP
Ka Waihona o ka Naʻauao Public Charter School	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	41%	25%	23%	43%
Kamalani Academy Charter School	DNA	DNA	DNA	DNA
Kanu o ka ʻĀina New Century Public Charter School	58%	37%	33%	26%
Kanuikapono Public Charter School	73%	SUPP	SUPP	SUPP
Kaʻōhao Public Charter School	DNA	DNA	DNA	DNA
The Kapolei Charter School by Goodwill Hawaii	52%	32%	20%	34%
Kawaikini New Century Public Charter School	SUPP	SUPP	SUPP	SUPP
Ke Ana Laʻahana Public Charter School	SUPP	SUPP	SUPP	SUPP
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	SUPP	SUPP
Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki, LPCS	DNA	DNA	DNA	DNA
Ke Kula ʻo Samuel M. Kamakau, LPCS	SUPP	SUPP	SUPP	SUPP
Kihei Charter School	55%	63%	65%	61%
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA
Kua o ka Lā New Century Public Charter School	DNA	DNA	DNA	DNA
Kualapuʻu School: A Public Conversion Charter	DNA	DNA	DNA	DNA

College-Going Rates School	2021-2022 College-Going	2022-2023 College-Going	2023-2024 College-Going	2024-2025 College-Going
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Data not available	SUPP	SUPP	0%
Kūlia Academy	N/A	N/A	N/A	DNA
Laupāhoehoe Community Public Charter School	18%	SUPP	29%	SUPP
Mālama Honua Public Charter School	DNA	DNA	DNA	DNA
Myron B. Thompson Academy	56%	52%	67%	47%
Nā Wai Ola Public Charter School	DNA	DNA	DNA	DNA
SEEQS: the School for Examining Essential Questions of Sustainability	DNA	DNA	DNA	DNA
University Laboratory School	86%	83%	91%	81%
The Volcano School of Arts & Sciences	DNA	DNA	DNA	50%
Voyager: A Public Charter School	DNA	DNA	DNA	DNA
Wai‘alae Elementary Public Charter School	DNA	DNA	DNA	DNA
Waimea Middle Public Conversion Charter School	DNA	DNA	DNA	DNA
West Hawai‘i Explorations Academy	31%	27%	44%	48%

Table 52 Four-Year Grad Rates

Four-Year Graduation Rates	2021-2022	2022-2023	2023-2024	2024-2025
School	4-Year Grad	4-Year Grad	4-Year Grad	4-Year Grad
Charter-wide	86%	90%	88%	87%
Statewide	86%	85%	86%	86%
Alakaʻi O Kauaʻi Public Charter School	DNA	DNA	DNA	DNA
Connections Public Charter School	58%	71%	66%	79%
DreamHouse ʻEwa Beach	DNA	DNA	DNA	DNA
Hakipuʻu Academy	41%	73%	87%	59%
Hālau Kū Māna Public Charter School	91%	88%	73%	92%
Hawaiʻi Academy of Arts & Science Public Charter School	89%	91%	80%	89%
Hawaiʻi Technology Academy	89%	95%	93%	92%
Innovations Public Charter School	DNA	DNA	DNA	DNA
Ka ʻUmeke Kāʻeo	SUPP	SUPP	SUPP	100%
Ka Waihona o ka Naʻauao Public Charter School	DNA	DNA	DNA	DNA
Kamaile Academy, PCS	70%	59%	79%	70%
Kamalani Academy Charter School	DNA	DNA	DNA	DNA
Kanu o ka ʻĀina New Century Public Charter School	72%	90%	94%	87%
Kanuikapono Public Charter School	75%	82%	83%	SUPP
Kaʻōhao Public Charter School	DNA	DNA	DNA	DNA
The Kapolei Charter School by Goodwill Hawaii	94%	91%	85%	80%
Kawaikini New Century Public Charter School	91%	93%	91%	SUPP
Ke Ana Laʻahana Public Charter School	88%	85%	88%	SUPP
Ke Kula Niihau O Kekaha Learning Center	SUPP	SUPP	SUPP	SUPP
Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki, LPCS	DNA	DNA	DNA	DNA
Ke Kula ʻo Samuel M. Kamakau, LPCS	38%	SUPP	92%	SUPP
Kihei Charter School	94%	90%	91%	85%
Kona Pacific Public Charter School	DNA	DNA	DNA	DNA
Kua o ka Lā New Century Public Charter School	DNA	DNA	DNA	DNA
Kualapuʻu School: A Public Conversion Charter	DNA	DNA	DNA	DNA

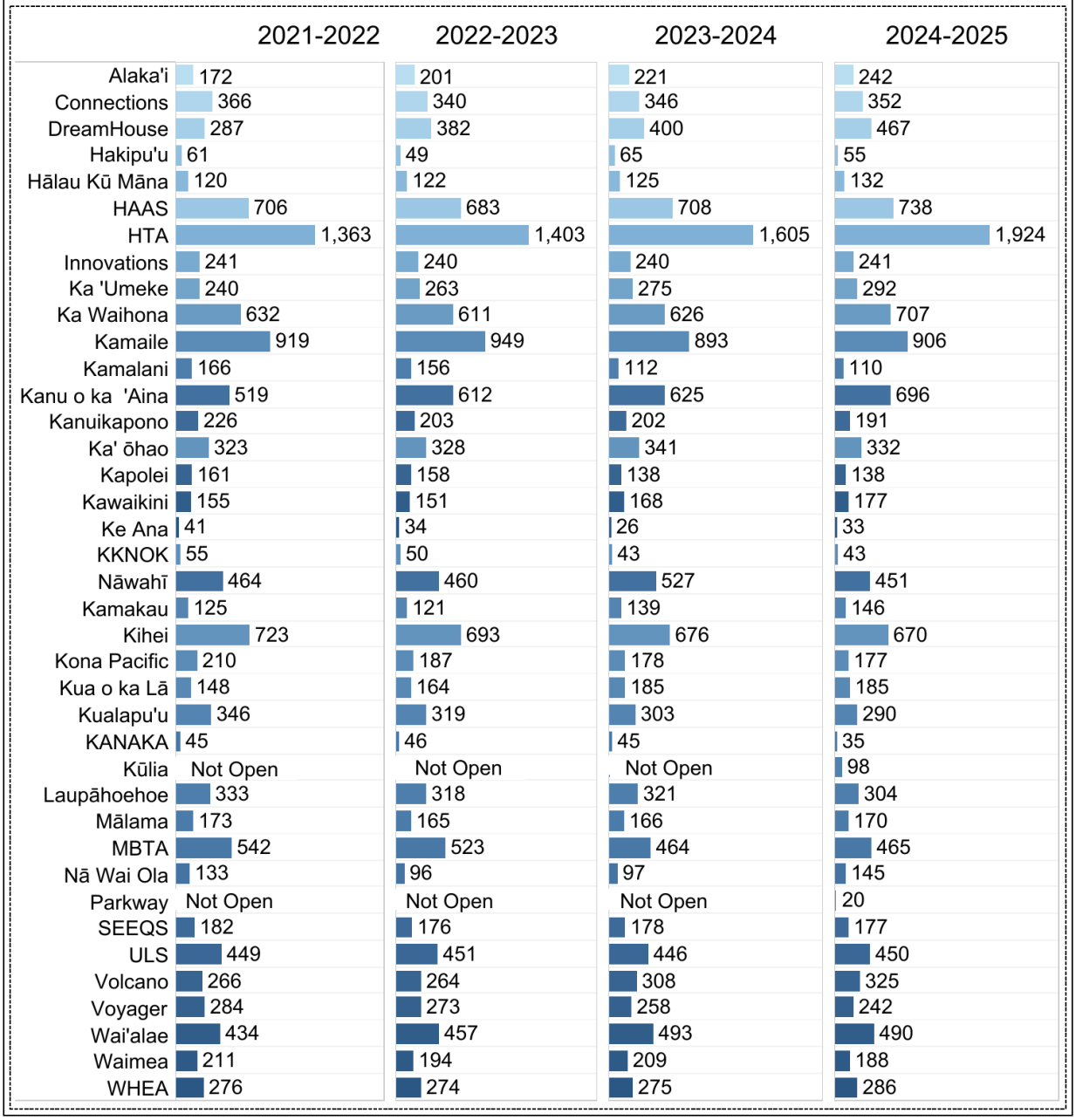
Four-Year Graduation Rates School	2021-2022 4-Year Grad	2022-2023 4-Year Grad	2023-2024 4-Year Grad	2024-2025 4-Year Grad
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	SUPP	SUPP	SUPP	DNA
Kūlia Academy	N/A	N/A	N/A	DNA
Laupāhoehoe Community Public Charter School	82%	67%	74%	57%
Mālama Honua Public Charter School	DNA	DNA	DNA	DNA
Myron B. Thompson Academy	92%	92%	96%	93%
Nā Wai Ola Public Charter School	DNA	DNA	DNA	DNA
SEEQS: the School for Examining Essential Questions of Sustainability	DNA	DNA	DNA	DNA
University Laboratory School	100%	100%	100%	100%
The Volcano School of Arts & Sciences	DNA	DNA	DNA	95%
Voyager: A Public Charter School	DNA	DNA	DNA	DNA
Wai‘alae Elementary Public Charter School	DNA	DNA	DNA	DNA
Waimea Middle Public Conversion Charter School	DNA	DNA	DNA	DNA
West Hawai‘i Explorations Academy	83%	91%	88%	75%

Table 53 Enrollment by Charter School - School Years 2021-2022, 2022-2023, 2023-2024, 2024-2025

Total Enrollment School Years 2021-2025

ʻAha Kula Hoʻāmana
Hawaiʻi State Public Charter School Commission

Hawaii's charter school network demonstrated resilience and growth from 2020-2025, with enrollment increasing 7% over the five-year period. After remaining relatively stable through 2023, the network experienced momentum in recent years, expanding to 39 schools. This growth reflects sustained family confidence in charter schools and the network's commitment to providing innovative, culturally responsive educational options across diverse communities statewide.



Appendix F: Charter School Financial Performance Framework Data for School Years 2021-2022, 2022-2023, 2023-2024, and 2024-2025

Table 54 Current Ratio

Current Ratio = Current Assets ÷ Current Liabilities	2021-2022	2022-2023	2023-2024	2024-2025
Alakaʻi O Kauaʻi Public Charter School	1.2	4.1	4.2	5.4
Connections Public Charter School	3.8	5.5	4.7	6.5
DreamHouse ʻEwa Beach	0.3	1.9	2.1	3.2
Hakipuʻu Academy	2.7	3.1	8.7	7.1
Hālau Kū Māna Public Charter School	4.6	3.1	5.4	5.4
Hawaiʻi Academy of Arts & Science Public Charter School	4.9	5.5	3.2	4.9
Hawaiʻi Technology Academy	2.7	2.5	2.1	3.0
Innovations Public Charter School	1.2	1.6	2.0	3.1
Ka ʻUmeke Kāʻeo	5.9	6.1	4.8	7.3
Ka Waihona o ka Naʻauao Public Charter School	8.8	9.0	8.0	14.4
Kamaile Academy, PCS	10.2	8.9	6.0	8.4
Kamalani Academy Charter School	0.5		2.8	--
Kanu o ka ʻĀina New Century Public Charter School	3.2	3.5	2.8	3.3
Kanuikapono Public Charter School	7.2	5.5	4.6	3.7
Kaʻōhao Public Charter School	10.4	8.5	4.5	9.1
The Kapolei Charter School by Goodwill Hawaii	14.0	15.9	18.4	19.9
Kawaikini New Century Public Charter School	2.9	5.0	6.6	4.7
Ke Ana Laʻahana Public Charter School	5.6	4.2	3.6	7.2
Ke Kula Niihau O Kekaha Learning Center	5.3	3.1	2.6	13.4
Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki, LPCS	14.7	23.6	10.0	3.3
Ke Kula ʻo Samuel M. Kamakau, LPCS	0.5	8.6	11.1	12.6
Kihei Charter School	11.4	18.8	3.8	5.3
Kona Pacific Public Charter School	0.2	5.2	2.6	2.9
Kua o ka Lā New Century Public Charter School	15.4	14.3	10.4	8.6
Kualapuʻu School: A Public Conversion Charter	3.2	4.4	4.5	3.3
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	3.8	0.5	2.1	3.5
Kūlia Academy	N/A	N/A	N/A	0.2
Laupāhoehoe Community Public Charter School	5.6	6.4	6.8	6.9
Mālama Honua Public Charter School	4.3	5.0	6.0	2.8
Myron B. Thompson Academy	10.3	9.9	10.6	13.6
Nā Wai Ola Public Charter School	4.4	6.3	2.9	5.3

Current Ratio = Current Assets ÷ Current Liabilities	2021-2022	2022-2023	2023-2024	2024-2025
SEEQS: the School for Examining Essential Questions of Sustainability	3.4	3.0	2.1	7.1
University Laboratory School	5.1	5.0	3.1	1.2
The Volcano School of Arts & Sciences	1.1	1.1	1.1	6.5
Voyager: A Public Charter School	2.2	4.2	4.7	5.3
Waiʻalae Elementary Public Charter School	4.6	5.5	6.7	6.8
Waimea Middle Public Conversion Charter School	2.6	2.3	2.5	3.7
West Hawaiʻi Explorations Academy	4.9	5.7	3.0	3.3

Table 55 Budget Variance

Budget Variance: Actual Total Revenues ÷ Projected Total Revenues in the Charter School's Board-Approved Budget	2021-2022	2022-2023	2023-2024	2024-2025
Alakaʻi O Kauaʻi Public Charter School	104%	110%	99%	82%
Connections Public Charter School	108%	111%	114%	110%
DreamHouse ʻEwa Beach	103%	103%	92%	110%
Hakipuʻu Academy	143%	132%	130%	138%
Hālau Kū Māna Public Charter School	121%	114%	136%	120%
Hawaiʻi Academy of Arts & Science Public Charter School	105%	98%	101%	96%
Hawaiʻi Technology Academy	117%	109%	118%	106%
Innovations Public Charter School	107%	106%	122%	119%
Ka ʻUmeke Kāʻeo	117%	116%	117%	112%
Ka Waihona o ka Naʻauao Public Charter School	132%	160%	189%	161%
Kamaile Academy, PCS	102%	98%	109%	122%
Kamalani Academy Charter School	118%			--
Kanu o ka ʻĀina New Century Public Charter School	105%	105%	93%	105%
Kanuikapono Public Charter School	107%	104%	112%	118%
Kaʻōhao Public Charter School	105%	113%	139%	117%
The Kapolei Charter School by Goodwill Hawaii	83%	127%	121%	125%
Kawaikini New Century Public Charter School	99%	105%	98%	113%
Ke Ana Laʻahana Public Charter School	108%	109%	98%	120%
Ke Kula Niihau O Kekaha Learning Center	85%	119%	106%	116%
Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki, LPCS	110%	128%	106%	95%
Ke Kula ʻo Samuel M. Kamakau, LPCS	78%	129%	136%	138%
Kihei Charter School	99%	95%	84%	79%
Kona Pacific Public Charter School	108%	110%	113%	97%
Kua o ka Lā New Century Public Charter School	100%	100%	104%	128%
Kualapuʻu School: A Public Conversion Charter	108%	97%	119%	121%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	88%	83%	100%	94%
Kūlia Academy	N/A	N/A	N/A	78%
Laupāhoehoe Community Public Charter School	107%	105%	110%	102%
Mālama Honua Public Charter School	105%	103%	139%	124%
Myron B. Thompson Academy	97%	112%	107%	104%

Budget Variance: Actual Total Revenues ÷ Projected Total Revenues in the Charter School's Board-Approved Budget	2021-2022	2022-2023	2023-2024	2024-2025
Nā Wai Ola Public Charter School	71%	88%	76%	108%
SEEQS: the School for Examining Essential Questions of Sustainability	111%	109%	125%	119%
University Laboratory School	112%	113%	134%	108%
The Volcano School of Arts & Sciences	159%	154%	153%	143%
Voyager: A Public Charter School	111%	110%	106%	106%
Waiʻalae Elementary Public Charter School	78%	100%	108%	121%
Waimea Middle Public Conversion Charter School	99%	95%	118%	132%
West Hawaiʻi Explorations Academy	136%	118%	116%	110%

Table 56 Total Margin

Total Margin: Total Margin = Net Income ÷ Total Revenue	2021-2022	2022-2023	2023-2024	2024-2025
Alakaʻi O Kauaʻi Public Charter School	0.29%	9.76%	9.91%	8.55%
Connections Public Charter School	4.21%	10.48%	11.11%	11.74%
DreamHouse ʻEwa Beach	15.10%	9.53%	5.01%	6.4%
Hakipuʻu Academy	6.38%	7.13%	19.09%	-4.80%
Hālau Kū Māna Public Charter School	1.48%	22.10%	24.79%	7.44%
Hawaiʻi Academy of Arts & Science Public Charter School	13.38%	11.84%	13.72%	17.19%
Hawaiʻi Technology Academy	47.09%	40.83%	32.77%	29.00%
Innovations Public Charter School	3.70%	14.02%	12.38%	8.63%
Ka ʻUmeke Kāʻeo	2.63%	11.38%	10.92%	13.61%
Ka Waihona o ka Naʻauao Public Charter School	0.90%	10.35%	25.77%	12.09%
Kamaile Academy, PCS	6.91%	12.99%	3.67%	9.30%
Kamalani Academy Charter School	0.94%			--
Kanu o ka ʻĀina New Century Public Charter School	11.19%	15.83%	10.88%	4.45%
Kanuikapono Public Charter School	1.12%	6.86%	7.45%	-6.84%
Kaʻōhao Public Charter School	3.89%	-3.57%	5.05%	9.35%
The Kapolei Charter School by Goodwill Hawaii	10.64%	21.96%	16.87%	22.90%
Kawaikini New Century Public Charter School	-9.48%	15.66%	3.90%	11.93%
Ke Ana Laʻahana Public Charter School	-3.15%	1.62%	-11.27%	1.38%
Ke Kula Niihau O Kekaha Learning Center	-23.57%	-7.28%	-7.21%	14.79%
Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki, LPCS	4.06%	10.94%	19.64%	-2.86%
Ke Kula ʻo Samuel M. Kamakau, LPCS	-27.30%	8.15%	28.32%	21.09%
Kihei Charter School	11.05%	17.93%	14.24%	15.84%
Kona Pacific Public Charter School	11.97%	8.83%	5.19%	-4.44%
Kua o ka Lā New Century Public Charter School	-7.56%	6.75%	9.56%	17.24%
Kualapuʻu School: A Public Conversion Charter	-0.25%	3.07%	0.44%	-0.85%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	6.01%	0.73%	-0.35%	22.38%
Kūlia Academy	N/A	N/A	N/A	-9.60%
Laupāhoehoe Community Public Charter School	2.09%	6.93%	7.35%	-4.25%
Mālama Honua Public Charter School	19.80%	19.55%	15.30%	38.25%
Myron B. Thompson Academy	3.57%	9.42%	12.00%	11.80%
Nā Wai Ola Public Charter School	3.90%	3.52%	0.29%	18.75%

Total Margin: Total Margin = Net Income ÷ Total Revenue	2021-2022	2022-2023	2023-2024	2024-2025
SEEQS: the School for Examining Essential Questions of Sustainability	1.39%	-0.27%	4.92%	5.90%
University Laboratory School	6.59%	7.89%	12.84%	3.95%
The Volcano School of Arts & Sciences	15.91%	14.77%	19.00%	18.08%
Voyager: A Public Charter School	-0.44%	11.02%	17.86%	12.14%
Waiʻalae Elementary Public Charter School	-2.75%	12.71%	19.76%	8.20%
Waimea Middle Public Conversion Charter School	-0.97%	5.44%	13.80%	17.70%
West Hawaiʻi Explorations Academy	-0.29%	0.42%	-0.53%	6.39%

Table 57 Debt-to-Assets Ratio

Debt-to-Assets Ratio (Debt to Asset Ratio = Total Liabilities ÷ Total Assets)	2021-2022	2022-2023	2023-2024	2024-2025
Alakaʻi O Kauaʻi Public Charter School	58.79%	24.55%	20.76%	26.84%
Connections Public Charter School	25.57%	30.43%	27.52%	24.81%
DreamHouse ʻEwa Beach	69.32%	59.08%	48.44%	41.00%
Hakipuʻu Academy	34.11%	29.73%	12.42%	21.34%
Hālau Kū Māna Public Charter School	14.91%	24.07%	11.52%	15.12%
Hawaiʻi Academy of Arts & Science Public Charter School	26.67%	20.52%	29.32%	26.82%
Hawaiʻi Technology Academy	47.09%	40.83%	32.77%	29.00%
Innovations Public Charter School	86.58%	77.73%	69.97%	51.28%
Ka ʻUmeke Kāʻeo	7.94%	9.28%	18.72%	17.11%
Ka Waihona o ka Naʻauao Public Charter School	6.87%	7.15%	8.92%	9.22%
Kamaile Academy, PCS	8.52%	9.82%	15.17%	14.51%
Kamalani Academy Charter School	95.63%	NULL	NULL	--
Kanu o ka ʻĀina New Century Public Charter School	30.31%	26.78%	32.62%	32.44%
Kanuikapono Public Charter School	10.64%	13.72%	13.09%	18.78%
Kaʻōhao Public Charter School	7.23%	9.22%	18.34%	16.33%
The Kapolei Charter School by Goodwill Hawaii	0.71%	7.86%	6.35%	8.68%
Kawaikini New Century Public Charter School	12.02%	10.25%	20.00%	27.19%
Ke Ana Laʻahana Public Charter School	17.93%	24.05%	27.11%	23.68%
Ke Kula Niihau O Kekaha Learning Center	11.98%	22.56%	20.44%	11.38%
Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki, LPCS	8.06%	4.74%	9.57%	39.10%
Ke Kula ʻo Samuel M. Kamakau, LPCS	62.12%	60.39%	54.42%	51.67%
Kihei Charter School	8.30%	5.48%	25.34%	21.78%
Kona Pacific Public Charter School	95.74%	91.37%	88.35%	91.78%
Kua o ka Lā New Century Public Charter School	11.55%	8.52%	23.23%	22.14%
Kualapuʻu School: A Public Conversion Charter	30.96%	23.90%	22.04%	39.34%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	18.11%	63.20%	60.60%	60.27%
Kūlia Academy	N/A	N/A	N/A	96.52%
Laupāhoehoe Community Public Charter School	17.06%	14.46%	13.99%	17.58%
Mālama Honua Public Charter School	19.80%	19.55%	15.30%	38.25%
Myron B. Thompson Academy	21.61%	17.67%	12.69%	15.01%
Nā Wai Ola Public Charter School	21.07%	15.44%	33.92%	40.95%

Debt-to-Assets Ratio (Debt to Asset Ratio = Total Liabilities ÷ Total Assets)	2021-2022	2022-2023	2023-2024	2024-2025
SEEQS: the School for Examining Essential Questions of Sustainability	29.24%	33.29%	32.31%	24.45%
University Laboratory School	19.45%	20.05%	32.45%	73.18%
The Volcano School of Arts & Sciences	86.44%	80.94%	74.25%	22.75%
Voyager: A Public Charter School	34.18%	21.01%	38.52%	32.56%
Waiʻalae Elementary Public Charter School	19.32%	16.78%	14.30%	23.64%
Waimea Middle Public Conversion Charter School	36.84%	41.55%	39.08%	33.44%
West Hawaiʻi Explorations Academy	56.68%	55.41%	62.04%	50.46%

Table 58 Cash Flow

Cash Flow = Year-end Cash Balance – Beginning Year Cash Balance	2021-2022	2022-2023	2023-2024	2024-2025
Alakaʻi O Kauaʻi Public Charter School	$44,671	$44,374	$390,918	$407,029
Connections Public Charter School	$318,321	($71,153)	$1,251,680	$516,153
DreamHouse ʻEwa Beach	$343,603	$198,517	$776,362	$1,140,972
Hakipuʻu Academy	$283,830	$9,865	$48,211	($235,353)
Hālau Kū Māna Public Charter School	($76,024)	$727,757	($499,318)	$540,639
Hawaiʻi Academy of Arts & Science Public Charter School	$946,894	$1,054,373	$3,056,475	($20,347)
Hawaiʻi Technology Academy	($1,712,736)	($1,361,457)	$4,603,017	$1,157,541
Innovations Public Charter School	$109,613	$289,133	$747,130	$448,077
Ka ʻUmeke Kāʻeo	$198,975	$705,941	$814,703	$787,368
Ka Waihona o ka Naʻauao Public Charter School	$704,885	$490,039	$2,718,338	$823,268
Kamaile Academy, PCS	$437,463	$1,510,470	$2,281,652	$1,253,773
Kamalani Academy Charter School	($186,087)	$20,561	($143,880)	--
Kanu o ka ʻĀina New Century Public Charter School	$2,299,506	$707,065	($2,243,135)	($140,607)
Kanuikapono Public Charter School	($137,380)	($427,841)	$359,198	($199,248)
Kaʻōhao Public Charter School	($197,020)	($461,956)	$1,864,345	$579,789
The Kapolei Charter School by Goodwill Hawaii	$350,507	$304,606	$374,589	$389,789
Kawaikini New Century Public Charter School	($161,316)	$523,658	$74,591	$507,380
Ke Ana Laʻahana Public Charter School	($22,478)	$9,319	$3,867	($93,801)
Ke Kula Niihau O Kekaha Learning Center	$41,425	$60,455	($436,673)	($5,366)
Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki, LPCS	$488,621	$679,199	$2,058,151	$1,322,212
Ke Kula ʻo Samuel M. Kamakau, LPCS	($45,642)	$72,462	$72,886	($503,410)
Kihei Charter School	$910,341	$1,202,157	$2,916,945	$1,607,396
Kona Pacific Public Charter School	$204,135	($50,516)	$338,958	($29,671)
Kua o ka Lā New Century Public Charter School	($78,974)	$341,567	$138,657	$244,119
Kualapuʻu School: A Public Conversion Charter	$337,163	($543,706)	$179,138	$365,988
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	$16,680	$42,229	($91,223)	$171,526
Kūlia Academy	N/A	N/A	N/A	$66,364
Laupāhoehoe Community Public Charter School	($93,955)	$168,459	$531,569	($100,960)
Mālama Honua Public Charter School	$287,294	$398,849	$1,071,200	$1,439,410
Myron B. Thompson Academy	$347,496	$708,955	$706,301	$1,028,060

Cash Flow = Year-end Cash Balance – Beginning Year Cash Balance	2021-2022	2022-2023	2023-2024	2024-2025
Nā Wai Ola Public Charter School	$129,376	$25,192	$266,318	$267,706
SEEQS: the School for Examining Essential Questions of Sustainability	($95,567)	($107,480)	$299,511	$225,794
University Laboratory School	$132,047	$564,406	$1,646,867	$1,209,233
The Volcano School of Arts & Sciences	$10,803,036	($303,727)	$456,364	(345,262)
Voyager: A Public Charter School	($86,923)	$364,421	$605,939	$487,448
Waiʻalae Elementary Public Charter School	($22,195)	$784,269	$1,495,995	$883,528
Waimea Middle Public Conversion Charter School	($125,179)	$470,431	$849,412	$163,054
West Hawaiʻi Explorations Academy	($102,999)	($78,156)	$439,599	($147,491)

Table 59 Unrestricted Days Cash on Hand

Unrestricted Days Cash on Hand (Unrestricted Days Cash = Unrestricted Cash ÷ [(Total Expenses – Depreciation Expense) ÷ 365])	2021-2022	2022-2023	2023-2024	2024-2025
Alakaʻi O Kauaʻi Public Charter School	96	80	136	158
Connections Public Charter School	333	276	361	379
DreamHouse ʻEwa Beach	66	61	105	160
Hakipuʻu Academy	233	197	190	89
Hālau Kū Māna Public Charter School	354	492	313	366
Hawaiʻi Academy of Arts & Science Public Charter School	325	332	408	389
Hawaiʻi Technology Academy	123	81	164	150
Innovations Public Charter School	100	134	214	268
Ka ʻUmeke Kāʻeo	125	163	201	287
Ka Waihona o ka Naʻauao Public Charter School	239	229	315	282
Kamaile Academy, PCS	273	282	272	267
Kamalani Academy Charter School	33	NULL	222	--
Kanu o ka ʻĀina New Century Public Charter School	423	373	222	182
Kanuikapono Public Charter School	144	70	102	71
Kaʻōhao Public Charter School	204	125	272	338
The Kapolei Charter School by Goodwill Hawaii	632	543	577	728
Kawaikini New Century Public Charter School	50	139	122	163
Ke Ana Laʻahana Public Charter School	349	304	235	155
Ke Kula Niihau O Kekaha Learning Center	157	140	25	323
Ke Kula ʻo Nāwahīokalaniʻōpuʻu Iki, LPCS	215	211	279	27
Ke Kula ʻo Samuel M. Kamakau, LPCS	206	183	207	100
Kihei Charter School	278	347	450	521
Kona Pacific Public Charter School	187	143	157	167
Kua o ka Lā New Century Public Charter School	240	266	248	262
Kualapuʻu School: A Public Conversion Charter	211	151	142	157
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	143	148	71	243
Kūlia Academy	N/A	N/A	N/A	17

Unrestricted Days Cash on Hand (Unrestricted Days Cash = Unrestricted Cash ÷ [(Total Expenses – Depreciation Expense) ÷ 365])	2021-2022	2022-2023	2023-2024	2024-2025
Laupāhoehoe Community Public Charter School	196	205	228	195
Mālama Honua Public Charter School	365	389	510	700
Myron B. Thompson Academy	678	707	755	766
Nā Wai Ola Public Charter School	207	264	292	254
SEEQS: the School for Examining Essential Questions of Sustainability	102	108	119	141
University Laboratory School	141	183	298	96
The Volcano School of Arts & Sciences	1,186	1027	917	364
Voyager: A Public Charter School	147	190	275	355
Waiʻalae Elementary Public Charter School	271	313	353	373
Waimea Middle Public Conversion Charter School	275	309	325	323
West Hawaiʻi Explorations Academy	197	156	181	195

Appendix G: Charter School OPF 4.0 Data for School Years 2021-2022, 2022-2023, 2023-2024, and 2024-2025

Organizational Performance Framework 3.0 Results 2021-2022 through 2022-2024
All charter schools governed by Contract 3.0 in the referenced school years satisfied the OPF criteria.

LEGEND

✓	Meets
✗	Does Not Meet
--	Does Not Apply

Table 60 Organizational Performance Framework 4.0 Results 2021-2022

School Name	Article II. School Charter and Mission	Article IV. Governance	Article V. School Performance	Article VI. Academic Performance	Article VIII. Financial Performance/Management	Article IX. Admission, Enrollment, and Attendance	Article X. General Operation of School	Article XI. Educational Service Provider	Article XII. Health and Safety	Article XIII. Student Records and Data	Article XIV. School Facilities	Article XV. Personnel and Employment	Article XVI. Insurance and Legal Liabilities	Article XVII. Commission Oversight and Responsibilities	Article XX. Notice
Alakaʻi	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Connections	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
DreamHouse	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Hakipuʻu	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--
Hālau Kū Māna	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--
HAAS	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
HTA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Innovations	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Ka ʻUmeke	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Ka Waihona	✓	✓	✓	✓	✓	✓	--	--	--	--	✓	--	--	--	--
Kamaile	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--

School Name	Article II. School Charter and Mission	Article IV. Governance	Article V. School Performance	Article VI. Academic Performance	Article VIII. Financial Performance/Management	Article IX. Admission, Enrollment, and Attendance	Article X. General Operation of School	Article XI. Educational Service Provider	Article XII. Health and Safety	Article XIII. Student Records and Data	Article XIV. School Facilities	Article XV. Personnel and Employment	Article XVI. Insurance and Legal Liabilities	Article XVII. Commission Oversight and Responsibilities	Article XX. Notice
Kamalani	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kanu o ka ʻĀina	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kanuikapono	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kaʻōhao	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kapolei	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kawaikini	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Ke Ana	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--
KKNOK	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Nāwahī	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kamakau	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kihei	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kona Pacific	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--
Kua O Ka Lā	✓	✓	✓	✓	✓	✓	--	--	--	--	✓	--	--	--	--
Kualapuʻu	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
KANAKA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Laupāhoehoe	✓	✓	✓	✓	✓	✓	--	--	--	--	✓	--	--	--	--
Mālama	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
MBTA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Nā Wai Ola	✓	✓	✓	--	✓	✓	--	--	--	--	✗	--	--	--	--

School Name	Article II. School Charter and Mission	Article IV. Governance	Article V. School Performance	Article VI. Academic Performance	Article VIII. Financial Performance/Management	Article IX. Admission, Enrollment, and Attendance	Article X. General Operation of School	Article XI. Educational Service Provider	Article XII. Health and Safety	Article XIII. Student Records and Data	Article XIV. School Facilities	Article XV. Personnel and Employment	Article XVI. Insurance and Legal Liabilities	Article XVII. Commission Oversight and Responsibilities	Article XX. Notice
Parkway	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
SEEQS	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--
ULS	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Volcano	✓	✓	✓	✓	✓	✓	--	--	--	--	✓	--	--	--	--
Voyager	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Waiʻalae	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Waimea	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--
WHEA	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--

Table 61 Organizational Performance Framework 4.0 Results 2022-2023

School	Article II. School Charter and Mission	Article IV. Governance	Article V. School Performance	Article VI. Academic Performance	Article VIII. Financial Management	Article IX. Admission, Enrollment, and Attendance	Article X. General Operation of School	Article XI. Educational Service Provider	Article XII. Health and Safety	Article XIII. Student Records and Data	Article XIV. School Facilities	Article XV. Personnel and Employment	Article XVI. Insurance and Legal Liabilities	Article XVII. Commission Oversight and Responsibilities	Article XX. Notice
Alakaʻi	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Connections	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
DreamHouse	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Hakipuʻu	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--
Hālau Kū Māna	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--
HAAS	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
HTA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Innovations	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Ka ʻUmeke	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Ka Waihona	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--
Kamaile	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kamalani	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kanu o ka ʻĀina	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kanuikapono	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kaʻōhao	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kapolei	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kawaikini	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Ke Ana	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--

School	Article II. School Charter and Mission	Article IV. Governance	Article V. School Performance	Article VI. Academic Performance	Article VIII. Financial Management	Article IX. Admission, Enrollment, and Attendance	Article X. General Operation of School	Article XI. Educational Service Provider	Article XII. Health and Safety	Article XIII. Student Records and Data	Article XIV. School Facilities	Article XV. Personnel and Employment	Article XVI. Insurance and Legal Liabilities	Article XVII. Commission Oversight and Responsibilities	Article XX. Notice
KKNOK	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Nāwahī	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kamakau	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kihei	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Kona Pacific	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--
Kua O Ka Lā	✓	✓	✓	✓	✓	✓	--	--	--	--	✓	--	--	--	--
Kualapuʻu	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
KANAKA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Laupāhoehoe	✓	✓	✓	✓	✓	✓	--	--	--	--	✓	--	--	--	--
Mālama	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
MBTA	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Nā Wai Ola	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--
Parkway	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
SEEQS	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--
ULS	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Volcano	✓	✓	✓	✓	✓	✓	--	--	--	--	✓	--	--	--	--
Voyager	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Waiʻalae	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

School	Article II. School Charter and Mission	Article IV. Governance	Article V. School Performance	Article VI. Academic Performance	Article VIII. Financial Management	Article IX. Admission, Enrollment, and Attendance	Article X. General Operation of School	Article XI. Educational Service Provider	Article XII. Health and Safety	Article XIII. Student Records and Data	Article XIV. School Facilities	Article XV. Personnel and Employment	Article XVI. Insurance and Legal Liabilities	Article XVII. Commission Oversight and Responsibilities	Article XX. Notice
Waimea	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--
WHEA	✓	✓	✓	--	✓	✓	--	--	--	--	✓	--	--	--	--

Table 62 Organizational Performance Framework 4.0 Results 2023-2024

School	Article II. School Charter and Mission	Article IV. Governance	Article V. School Performance	Article VI. Academic Performance	Article VIII. Financial Performance/Management	Article IX. Admission, Enrollment, and Attendance	Article X. General Operation of School	Article XI. Educational Service Provider	Article XII. Health and Safety	Article XIII. Student Records and Data	Article XIV. School Facilities	Article XV. Personnel and Employment	Article XVI. Insurance and Legal Liabilities	Article XVII. Commission Oversight and Responsibilities	Article XX. Notice
Alakaʻi	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Connections	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✗	✓	--	--	--
DreamHouse	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Hakipuʻu	✓	✗	✗	✓	✓	✓	✗	--	✗	✓	✗	✓	--	--	--
Hālau Kū Māna	✓	✓	✓	✓	✓	✓	✗	--	✗	✓	✗	✓	--	--	--
HAAS	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
HTA	✓	✓	✓	✓	✓	✓	✗	--	✓	✓	✓	✓	--	--	--
Innovations	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Ka ʻUmeke	✓	✓	✓	✓	✓	✓	✓	--	✗	✓	✓	✓	--	--	--
Ka Waihona	✓	✗	✓	✓	✓	✓	✗	--	✓	✓	✓	✓	--	--	--
Kamaile	✓	✓	✓	✓	✓	✓	✓	--	✗	✓	✓	✓	--	--	--
Kamalani	✓	✗	✗	✓	✓	✓	✗	--	✓	✓	✓	✓	--	--	--
Kanu o ka ʻĀina	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Kanuikapono	✓	✗	✓	✓	✓	✓	✗	--	✓	✓	✓	✓	--	--	--
Kaʻōhao	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Kapolei	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✗	✓	--	--	--
Kawaikini	✓	✓	✓	✓	✓	✓	✗	--	✓	✓	✗	✓	--	--	--
Ke Ana	✓	✗	✓	✓	✓	✓	✗	--	✓	✓	✓	✓	--	--	--

School	Article II. School Charter and Mission	Article IV. Governance	Article V. School Performance	Article VI. Academic Performance	Article VIII. Financial Performance/Management	Article IX. Admission, Enrollment, and Attendance	Article X. General Operation of School	Article XI. Educational Service Provider	Article XII. Health and Safety	Article XIII. Student Records and Data	Article XIV. School Facilities	Article XV. Personnel and Employment	Article XVI. Insurance and Legal Liabilities	Article XVII. Commission Oversight and Responsibilities	Article XX. Notice
KKNOK	✓	✗	✗	✓	✓	✓	✗	--	✗	✓	✗	✓	--	--	--
Nāwahī	✓	✓	✓	✓	✓	✓	✗	--	✓	✓	✓	✓	--	--	--
Kamakau	✓	✓	✓	✓	✓	✓	✗	--	✓	✓	✓	✓	--	--	--
Kihei	✓	✗	✓	✓	✓	✓	✗	--	✗	✓	✓	✓	--	--	--
Kona Pacific	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Kua O Ka Lā	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Kualapuʻu	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
KANAKA	✓	✗	✓	✓	✗	✓	✗	--	✗	✓	✓	✓	--	--	--
Laupāhoehoe	✓	✓	✓	✓	✓	✓	✗	--	✓	✓	✓	✓	--	--	--
Mālama	✓	✓	✓	✓	✓	✓	✗	--	✓	✓	✓	✓	--	--	--
MBTA	✓	✗	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Nā Wai Ola	✓	✗	✓	✓	✓	✓	✗	--	✓	✓	✓	✓	--	--	--
SEEQS	✓	✓	✓	✓	✓	✓	✓	--	✗	✓	✗	✓	--	--	--
ULS	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Volcano	✓	✗	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Voyager	✓	✗	✓	✓	✓	✓	✓	--	✗	✓	✗	✓	--	--	--
Waiʻalae	✓	✗	✓	✓	✓	✓	✓	--	✓	✓	✗	✓	--	--	--
Waimea	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--

School	Article II. School Charter and Mission	Article IV. Governance	Article V. School Performance	Article VI. Academic Performance	Article VIII. Financial Performance/Management	Article IX. Admission, Enrollment, and Attendance	Article X. General Operation of School	Article XI. Educational Service Provider	Article XII. Health and Safety	Article XIII. Student Records and Data	Article XIV. School Facilities	Article XV. Personnel and Employment	Article XVI. Insurance and Legal Liabilities	Article XVII. Commission Oversight and Responsibilities	Article XX. Notice
WHEA	✓	✗	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--

Table 63 Organizational Performance Framework 4.0 Results 2024-2025

School	Article II. School Charter and Mission	Article IV. Governance	Article V. School Performance	Article VI. Academic Performance	Article VIII. Financial Performance/Management	Article IX. Admission, Enrollment, and Attendance	Article X. General Operation of School	Article XI. Educational Service Provider	Article XII. Health and Safety	Article XIII. Student Records and Data	Article XIV. School Facilities	Article XV. Personnel and Employment	Article XVI. Insurance and Legal Liabilities	Article XVII. Commission Oversight and Responsibilities	Article XX. Notice
Alakaʻi	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Connections	✓	✓	✓	✓	X	✓	X	--	✓	✓	✓	✓	--	--	--
DreamHouse	✓	✓	✓	✓	X	✓	X	--	X	✓	✓	X	--	--	--
Hakipuʻu	✓	X	X	✓	✓	✓	X	--	X	X	✓	✓	--	--	--
Hālau Kū Māna	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
HAAS	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
HTA	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Innovations	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Ka ʻUmeke	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Ka Waihona	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Kamaile	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Kamalani	✓	✓	X	✓	X	✓	X	--	X	✓	✓	✓	--	--	--
Kanu o ka ʻĀina	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Kanuikapono	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Kaʻōhao	✓	✓	✓	✓	✓	X	X	--	✓	✓	✓	✓	--	--	--
Kapolei	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Kawaikini	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Ke Ana	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--

School	Article II. School Charter and Mission	Article IV. Governance	Article V. School Performance	Article VI. Academic Performance	Article VIII. Financial Performance/Management	Article IX. Admission, Enrollment, and Attendance	Article X. General Operation of School	Article XI. Educational Service Provider	Article XII. Health and Safety	Article XIII. Student Records and Data	Article XIV. School Facilities	Article XV. Personnel and Employment	Article XVI. Insurance and Legal Liabilities	Article XVII. Commission Oversight and Responsibilities	Article XX. Notice
KKNOK	✓	✓	✓	✓	✓	✓	✗	--	✓	✓	✓	✓	--	--	--
Nāwahī	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Kamakau	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Kihei	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Kona Pacific	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Kua O Ka Lā	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Kualapuʻu	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
KANAKA	✓	✓	✓	✓	✓	✓	✗	--	✓	✓	✓	✓	--	--	--
Kūlia	✓	✗	✗	✓	✗	✓	✗	--	✗	✓	✗	✗	--	--	--
Laupāhoehoe	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Mālama	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
MBTA	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Nā Wai Ola	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
SEEQS	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
ULS	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Volcano	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Voyager	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
Waiʻalae	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--

School	Article II. School Charter and Mission	Article IV. Governance	Article V. School Performance	Article VI. Academic Performance	Article VIII. Financial Performance/Management	Article IX. Admission, Enrollment, and Attendance	Article X. General Operation of School	Article XI. Educational Service Provider	Article XII. Health and Safety	Article XIII. Student Records and Data	Article XIV. School Facilities	Article XV. Personnel and Employment	Article XVI. Insurance and Legal Liabilities	Article XVII. Commission Oversight and Responsibilities	Article XX. Notice
Waimea	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--
WHEA	✓	✓	✓	✓	✓	✓	✓	--	✓	✓	✓	✓	--	--	--

Appendix H: Hawaiʻi State Public Charter School Commission Annual Audit Report for Fiscal Year 2024-2025

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, 2025

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

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For the Year Ended June 30, 2025

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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, 2025

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, 2025. Please read it in conjunction with the financial statements and the related notes to the financial statements, which begin on page 16.

FINANCIAL HIGHLIGHTS

- The Commission's total net position increased by $313,117 in FY 2024-25.
- The Commission, as a pass-through entity, transferred $177,410,965 to charter schools comprised of state and federal funding in FY 2024-25, an increase of approximately 2% over FY 2023-24.
- The Commission provided to 23 charter schools $3,957,671 in FY 2024-25 from Title I Grants and to all 37 schools $3,924,636 in FY 2024-25 from Impact Aid funds.
- During FY 2024-25, the Commission continued the reorganization of its structure and purpose to an organization that provides direct support, coaching, and leadership development to both charter school administrators and governing board members.

OVERVIEW OF THE FINANCIAL STATEMENTS

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

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

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

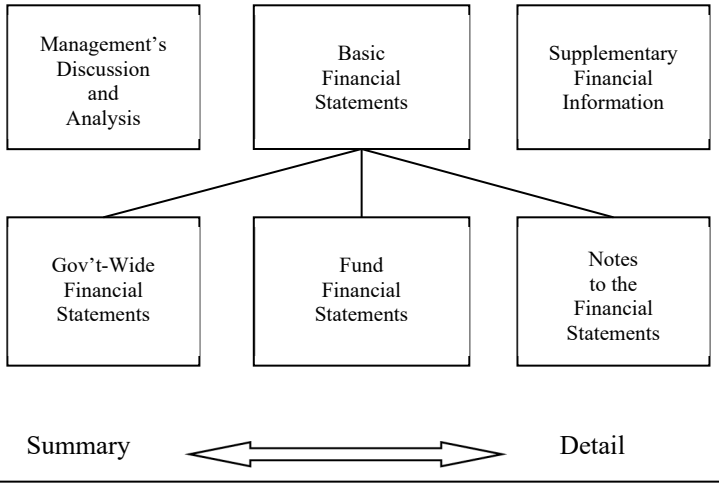
MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2025

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

The financial statements also include notes that explain certain information in the financial statements and provide more detailed information. The statements are followed by supplementary financial information that provides information on the federal expenditures of the Commission. Figure A-1 shows how the required parts of the annual report are arranged and relate to one another.

Figure A-1
Required Components of Commission's Annual Financial Report



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

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2025

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

	Government-Wide Statements	***Fund Statements: Governmental Funds***
Scope	Entire Commission	If the Commission operated proprietary or fiduciary funds they would be excluded from these statements.
Required financial statements	• Statement of Net Position • Statement of Activities	• 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, 2025

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

Government-Wide Financial Statements

The government-wide financial statements report information about the Commission as a whole using accounting methods similar to those used by private sector companies. The statement of net position includes all of the Commission's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two government-wide statements report the Commission's net position and how net position has changed during the year. Net position, the difference between the Commission's assets and liabilities, is one way to measure the Commission's financial health or position.

- Over time, increases or decreases in the Commission's net position are an indicator of whether its financial health is improving or deteriorating, respectively.

- To assess the overall health of the Commission, one would need to consider additional nonfinancial factors including how well the Commission performed in meeting its statutory obligations.

The government-wide financial statements of the Commission are included in one category, Governmental Activities, although other governmental agencies may report their activities in as many as three categories. For completeness, each of the three different categories is described below even though the Commission's activities are all presented in the Governmental Activities category:

- Governmental Activities – All of the Commission's activities are included here, such as administration, financial services, federal programs support, and information technology support. Operating revenues, which include a percentage of total charter school appropriations and federal grant income, pay for most of these activities.

- Business-type Activities – If the Commission engaged in activities, such as self-insurance programs or activities where the Commission was operating more like a business, these activities would be reported in a separate column in its government-wide financial statements.

- Component Units – If the Commission was financially responsible for a separate entity or entities, usually a non-profit corporation that meets certain accounting rules, then the "component unit" would be reported as such because of the Commission's financial responsibility to the component unit.

Fund Financial Statements

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

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

For the Year Ended June 30, 2025

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

The Commission reports its financial activities in two funds: the Commission General Fund and the Restricted – Federal Programs Fund. The Commission's general operations are reflected in the General Fund. Within the Restricted – Federal Programs Fund, the Commission records its activities for Federal Title I, Title II, Title III, Title IV, Pre-K, Impact Aid, Special Education, 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, 2024 (restated) and June 30, 2025 from $980,029 to $1,293,146 (See Table A-1).

Table A-1: Commission's Summary Statement of Net Position as of June 30, 2025

ASSETS	
Current assets	$ 27,763,489
Capital assets, net	591,365
Total Assets	$ 28,354,854
LIABILITIES	
Current liabilities	$ 26,169,985
Non-Current liabilities	891,723
Total Liabilities	27,061,708
NET POSITION	
Invested in capital assets	591,365
Unrestricted position	701,781
Total net position	1,293,146
Total liabilities and net position	$ 28,354,854

Increases or decreases in the net position may serve as a useful indicator of whether the Commission's financial condition is improving or deteriorating. Some of the Commission's net position is restricted as to the purposes for which the funds can be used because they are invested in capital assets, primarily computer equipment.

Changes in Net Position: The change in the Commission's net position decreased by $24,155 between the years ended June 30, 2024 (restated) of $337,272 and June 30, 2025 to $313,117 (See Table A-2).

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

For the Year Ended June 30, 2025

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

Table A-2: Changes in the Commission's Net Position for the Year Ended June 30, 2025

Revenues	
State Commission funding	$ 2,012,104
Federal grants	1,561,360
Other income	627,004
Total revenues	4,200,468
Expenses	
Payroll and related expenses	2,739,352
Professional services	664,162
Travel	167,407
Occupancy	117,913
Dues and subscriptions	31,870
Meeting refreshments and meals	29,105
Professional development	19,846
Interest on lease liabilities	18,104
Rental	17,784
Depreciation of capital assets	16,356
Supplies	14,193
Utilities	13,201
Telecommunications	11,308
Repairs and maintenance	10,339
Parking	9,495
Service fees and miscellaneous expenses	6,623
Postage	293
Total expenses	3,887,351
Transfers	
Transfers in	177,410,965
Transfers out	(177,410,965)
Total transfers	-
Change in net position	313,117
Net position – beginning of year (Restated)	980,029
Net position – end of year	$ 1,293,146

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

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

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2025

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

During the year ended June 30, 2025, the Commission implemented Governmental Accounting Standards Board (GASB) Statement No. 101, *Compensated Absences.* GASB Statement No. 101 requires entities to record an accrual for vacation and sick leave that employees have accumulated but have not yet used. With the implementation of GASB Statement No. 101, the Commission now records an accrual for unused sick leave expected to be taken by each employee. The Commission already accrues for vacation leave. As of June 30, 2025, the Commission recorded an accrual for sick leave of $172,833 and vacation leave of $424,732.

In the fiscal year ended June 30, 2025, the Commission's total revenues increased by 17% to $4,200,468. 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 year ended June 30, 2025, federal revenues amounted to 37% of total revenues for the Commission, or $1,561,360.

In the fiscal year ended June 30, 2025, funding provided to administer the Commission increased by 12%, or by $213,185, and other income increased by 82%, or by $283,078, due to funding changes from the State Department of Education.

Pursuant to a settlement agreement between the State of Hawaii and the Hawaii Government Employees' Association, charter school employees in certain bargaining units who performed essential functions of their job during the COVID-19 pandemic are entitled to temporary hazard pay (THP). The total charter school THP of approximately $8,716,000 was paid from the State of Hawaii legislature's emergency appropriations for public employment cost items during the year ended June 30, 2025.

In the fiscal year ended June 30, 2025, the total cost of all programs and services provided by the Commission increased by 19%, or by $631,392. Expenses for the Commission cover a range of services as required by statute to support the Commission in its role as authorizer. Significant changes in expenses in the fiscal year ended June 30, 2025 include:

- Payroll and related expenses increased 25%, or $541,911, is primarily due to increases in pay rates and the THP that was made to eligible Commission employees.

- Professional services expense increased 14%, or $79,684, due to purchase of new IT infrastructure and related services for the visualization software subscription associated with the creation of a data dashboard. The Commission also provided facilitated feedback sessions with charter schools pertaining to the revised Charter Contract and Performance Frameworks.

- Travel expenses increased 33%, or $41,199, due to a focus on increasing the Commission's physical presence at charter schools. Both the Executive and Frameworks teams visited and conducted in-person monitoring more frequently in the fiscal year ended June 30, 2025.

- Dues and subscriptions increased 276%, or $23,399, due to the new data visualization software subscription and an increase in online meeting capabilities.

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

For the Year Ended June 30, 2025

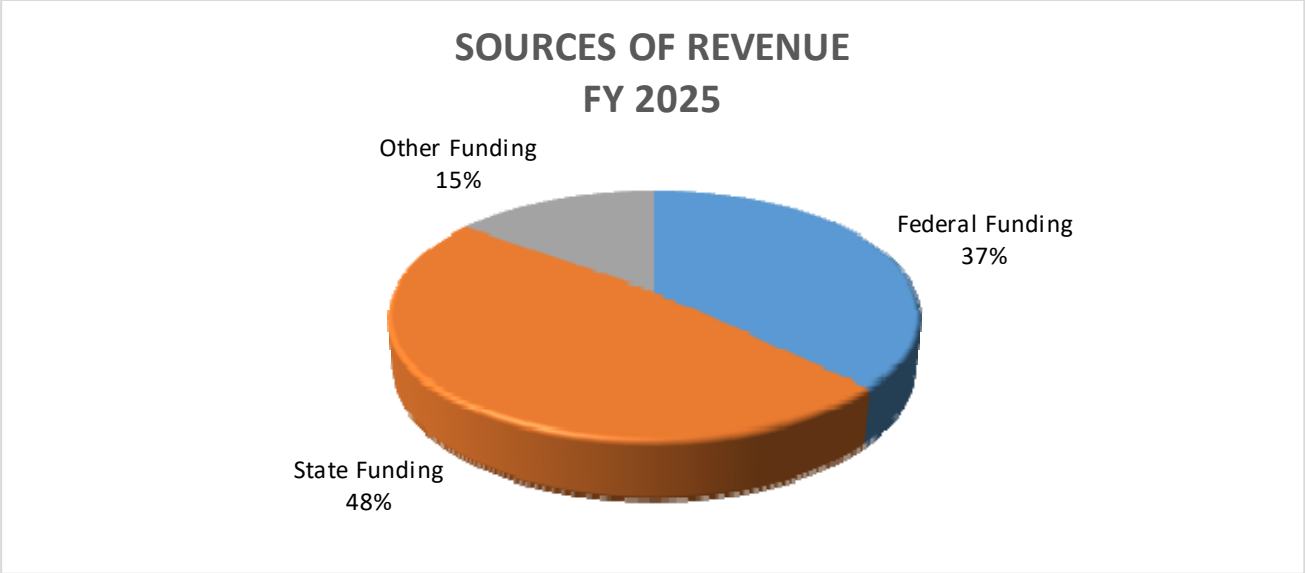
FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

- Meeting refreshments and meals decreased 41%, or $19,940, due to an increase in online meeting participation for the monthly Commission General Business meetings.

- Professional development expense decreased 47%, or $17,266, due to a smaller delegation that attended the annual authorizer conference.

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, 2025 was $3,755,269, a an increase of 21%, or $645,875.

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 year ended June 30, 2025, the Commission did not engage in any business-type activities.

FINANCIAL ANALYSIS OF THE COMMISSION'S FUNDS

As the Commission completed the current fiscal year, its governmental funds reported a fund balance of $1,880,302, an increase of $445,200.

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

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2025

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, 2025, the Commission made purchases of $26,578 of furniture or equipment that were capitalized, and had no disposals during the year. The Commission also had lease assets related to its building lease of $980,035 at June 30, 2025. The accumulated amortization and total lease liabilities related to the building lease amounted to $448,013 and $580,956 at June 30, 2025, respectively.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET AND RATES

The enrollment count date for charter schools is October 15. Enrollment among the charter schools grew by approximately 3% in the 2024-25 school year to 13,054.

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 Commission Fiscal Services team at 1164 Bishop Street, Suite 1100, Honolulu, Hawaii 96813.

PART II

FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS

State Public Charter School Commission:

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the State Public Charter School Commission (Commission), an agency of the State of Hawaii, as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the Commission's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Commission as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Basis for Opinion

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

Change in Accounting Principle

As discussed in Note A to the financial statements, during the year ended June 30, 2025, the Commission adopted Governmental Accounting Standards Board (GASB) Statement No. 101, *Compensated Absences*. Our opinion is not modified with respect to this matter.

2024 Financial Statements Restatement

As discussed in Note A to the financial statements, the June 30, 2024 financial statements have been restated for the implementation of GASB Statement No. 101. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Commission's ability to continue as a going concern for one year after the date the financial statements are issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance, and therefore, is not a guarantee that an audit conducted in accordance with U.S. GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with U.S. GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Commission's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

U.S. GAAP requires that the management's discussion and analysis, on pages 3 through 11, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by GASB, which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context.

Required Supplementary Information (continued)

We have applied certain limited procedures to the required supplementary information in accordance with U.S. GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has omitted the budgetary comparison information that U.S. GAAP requires to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by GASB, which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by the missing information.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise the Commission's basic financial statements as a whole. The Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with U.S. GAAS. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards,* we have also issued our report dated December 2, 2025, on our consideration of the Commission's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Commission's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Commission's internal control over financial reporting and compliance.

CW Associates, CPAs

CW Associates, CPAs
Honolulu, Hawaii
December 2, 2025

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

STATEMENT OF NET POSITION – GOVERNMENTAL ACTIVITIES

As of June 30, 2025

Current assets	
Cash and cash equivalents	$ 19,731,407
Accounts receivable – net	95,702
Pass through receivable from State	7,113,453
Pass through receivable from Schools	19,951
Funds held for others	784,906
Prepaid expenses	18,070
Total current assets	27,763,489
Capital assets – net	591,365
Total assets	28,354,854
Current liabilities	
Accounts payable	651,399
Unearned revenue	15,765,961
Pass through payable to Schools	7,403,928
Pass through payable to State	1,271,387
Liability for funds held for others	784,906
Accrued vacation leave – current	135,825
Accrued sick leave – current	39,676
Accrued liabilities	5,606
Lease liability – current	111,297
Total current liabilities	26,169,985
Accrued vacation leave – noncurrent	288,907
Accrued sick leave – noncurrent	133,157
Lease liability – noncurrent	469,659
Total liabilities	27,061,708
Net position	
Invested in capital assets	591,365
Unrestricted position	701,781
Total net position	$ 1,293,146

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, 2025

Functions/Programs	Expenses	Operating Grants Revenues	Net (Expenses) Revenues and Changes in Net Position
Governmental activities			
Support and administrative services	$ 3,887,351	$ 1,561,360	$ (2,325,991)
Instructional enhancement	177,410,965	177,410,965	-
Total governmental activities	$ 181,298,316	$ 178,972,325	(2,325,991)
General revenues			
State Commission funding			2,012,104
Other income			627,004
Total general revenues			2,639,108
Change in net position			313,117
Net position – beginning of year (Restated)			980,029
Net position – end of year			$ 1,293,146

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, 2025

	General	Restricted Funds	Total
ASSETS			
Cash			
Cash and cash equivalents	$ 3,965,297	$ 15,765,961	$ 19,731,258
Funds held for others	-	784,906	784,906
Petty cash	149	-	149
Total cash	3,965,446	16,550,867	20,516,313
Accounts receivable – net	95,702	-	95,702
Pass through receivable from State	7,113,453	-	7,113,453
Pass through receivable from Schools	19,951	-	19,951
Prepaid expenses	18,070	-	18,070
TOTAL ASSETS	$ 11,212,622	$ 16,550,867	$ 27,763,489
LIABILITIES			
Accounts payable	$ 651,399	$ -	$ 651,399
Unearned revenue	-	15,765,961	15,765,961
Pass through payable to Schools	7,403,928	-	7,403,928
Pass through payable to State	1,271,387	-	1,271,387
Liability for funds held for others	-	784,906	784,906
Accrued liabilities	5,606	-	5,606
Total liabilities	9,332,320	16,550,867	25,883,187
FUND BALANCE			
Unassigned	1,880,302	-	1,880,302
Total fund balance	1,880,302	-	1,880,302
TOTAL LIABILITIES AND FUND BALANCE	$ 11,212,622	$ 16,550,867	$ 27,763,489

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, 2025

Total fund balance – governmental funds	$ 1,880,302
Amounts reported for governmental activities that are different in the Statement of Net Position due to	
Capital assets, net of accumulated depreciation and amortization, used in governmental activities are not financial resources, and therefore, not reported in the governmental funds	591,365
Lease liabilities are not due and payable in the current period and, therefore, not reported in the governmental funds	(580,956)
Accrued leave earnings are not reported in the governmental funds	(597,565)
Total net position – governmental activities	$ 1,293,146

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, 2025

		Restricted Funds								
	General	Title 1	Title II	Title III	Title IV	PreK Grant	Impact Aid	SPED	Other	Total
REVENUES										
State Commission funding	$ 2,012,104	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,012,104
Federal grants	-	653,912	105,068	72,250	11,579	701,822	-	-	16,729	1,561,360
Other income	627,004	-	-	-	-	-	-	-	-	627,004
Total revenues	2,639,108	653,912	105,068	72,250	11,579	701,822	-	-	16,729	4,200,468
EXPENDITURES										
Payroll and related expenses	1,762,830	344,483	-	-	-	499,584	-	-	16,729	2,623,626
Professional services	92,110	294,500	102,827	72,250	9,979	92,496	-	-	-	664,162
Travel	97,423	3,547	1,468	-	1,005	63,964	-	-	-	167,407
Capital outlay for lease assets	117,913	-	-	-	-	-	-	-	-	117,913
Dues and subscriptions	28,572	1,841	-	-	-	1,457	-	-	-	31,870
Meeting refreshments and meals	10,980	3,876	-	-	-	14,249	-	-	-	29,105
Professional development	8,931	-	-	-	595	10,320	-	-	-	19,846
Interest on lease liabilities	18,104	-	-	-	-	-	-	-	-	18,104
Rental	5,954	2,848	773	-	-	8,209	-	-	-	17,784
Supplies	5,309	493	-	-	-	8,391	-	-	-	14,193
Utilities	13,201	-	-	-	-	-	-	-	-	13,201
Telecommunications	6,108	2,281	-	-	-	2,919	-	-	-	11,308
Repairs and maintenance	10,339	-	-	-	-	-	-	-	-	10,339
Parking	9,495	-	-	-	-	-	-	-	-	9,495
Service fees and miscellaneous expenses	6,347	43	-	-	-	233	-	-	-	6,623
Postage	293	-	-	-	-	-	-	-	-	293
Total expenditures	2,193,909	653,912	105,068	72,250	11,579	701,822	-	-	16,729	3,755,269
CHANGE IN NET POSITION	445,199	-	-	-	-	-	-	-	-	445,199

(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, 2025

		Restricted Funds								
	General	Title 1	Title II	Title III	Title IV	Pre-K	Impact Aid	SPED	Other	Total
CHANGE IN NET POSITION	$ 445,199	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 445,199
OTHER FINANCING SOURCES (USES)										
Transfers in	144,314,231	4,002,688	80,855	7,404	786,398	4,006,503	4,484,105	1,192,256	18,536,525	177,410,965
Transfers out	(144,314,231)	(4,002,688)	(80,855)	(7,404)	(786,398)	(4,006,503)	(4,484,105)	(1,192,256)	(18,536,525)	(177,410,965)
Total other financing sources (uses)	-	-	-	-	-	-	-	-	-	-
NET CHANGE IN FUND BALANCE	445,199	-	-	-	-	-	-	-	-	445,199
FUND BALANCE, BEGINNING OF YEAR (RESTATED)	1,435,103	-	-	-	-	-	-	-	-	1,435,103
FUND BALANCE, END OF YEAR	$ 1,880,302	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,880,302

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, 2025

Total net change in fund balance – governmental funds		$ 445,199
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	$ 26,578	
Depreciation expense	(16,356)	
		10,222
Governmental funds report lease asset disposals as expenditures		
Amortization expense	(112,004)	
		(112,004)
Decreases in lease liabilities provide current financial resources to governmental funds		107,052
Net change in obligations for accrued vested leave 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.		(137,352)
Change in net position of governmental activities		$ 313,117

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, 2025

	General	Title I	Title II	Title III	Title IV	PreK Grant	Impact Aid	School Improvement Grant	Other	Total All Funds 2025
RECONCILIATION OF CHANGE IN NET POSITION TO NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES										
Change in net position	$ 313,117	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 313,117
Adjustments to reconcile change in net position to net cash provided by (used in) operating activities										
Depreciation of capital assets	16,356	-	-	-	-	-	-	-	-	16,356
Amortization of lease assets	112,004	-	-	-	-	-	-	-	-	112,004
Interest on leases liabilities	16,779	-	-	-	-	-	-	-	-	16,779
Changes in operating assets and liabilities										
Accounts receivable and pass through receivable from State and Schools	87,330	-	-	-	-	-	-	-	-	87,330
Accounts payable, pass through payable to State and Schools, liability for funds held for others, and accrued expenses	1,069,615	-	-	-	-	-	-	-	-	1,069,615
Unearned revenue	-	162,568	44,881	29,346	65,690	2,992,928	(9,828)	-	(1,112,079)	2,173,506
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	$ 1,615,201	$ 162,568	$ 44,881	$ 29,346	$ 65,690	$ 2,992,928	$ (9,828)	$ -	$ (1,112,079)	$ 3,788,707

(Continued)

STATE PUBLIC CHARTER SCHOOL COMMISSION
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STATEMENT OF CASH FLOWS (Continued)

For the Year Ended June 30, 2025

	General	Title I	Title II	Title III	Title IV	PreK Grant	Impact Aid	School Improvement Grant	Other	Total All Funds 2025
Cash Flows from Operating Activities										
Cash received from State	$ 148,938,498	$ -	$ -	$ -	$ -	$ 8,280,570	$ -	$ -	$ -	$ 157,219,068
Cash received from Federal Government	-	4,499,226	195,943	109,000	880,831	-	4,484,105	-	15,946,276	26,115,381
Other cash receipts	620,615	-	-	-	-	-	-	-	-	620,615
Cash paid to Schools	(144,314,241)	(3,907,671)	(45,994)	(7,404)	(758,228)	(3,480,404)	(4,484,105)	-	(17,058,355)	(174,056,402)
Cash paid to State	-	(69,058)	-	-	-	-	-	-	-	(69,058)
Cash paid to employees and vendors	(3,629,671)	(359,929)	(105,068)	(72,250)	(56,913)	(1,807,238)	(9,828)	-	-	(6,040,897)
Net cash provided by (used in) operating activities	1,615,201	162,568	44,881	29,346	65,690	2,992,928	(9,828)	-	(1,112,079)	3,788,707
Cash Flows from Investing Activities										
Purchase of capital assets	(26,578)	-	-	-	-	-	-	-	-	(26,578)
Net cash used in investing activities	(26,578)	-	-	-	-	-	-	-	-	(26,578)
Cash Flows from Financing Activities										
Repayments of lease liabilities	(123,831)	-	-	-	-	-	-	-	-	(123,831)
Net cash used in financing activities	(123,831)	-	-	-	-	-	-	-	-	(123,831)
Net increase (decrease) in cash	1,464,792	162,568	44,881	29,346	65,690	2,992,928	(9,828)	-	(1,112,079)	3,638,298
Cash, including funds held for others, beginning of year	3,285,559	(947,760)	558,030	77,271	6,000	5,329,606	1,425,803	153,968	6,989,538	16,878,015
Cash, including funds held for others, ending of year	$ 4,750,351	$ (785,192)	$ 602,911	$ 106,617	$ 71,690	$ 8,322,534	$ 1,415,975	$ 153,968	$ 5,877,459	$ 20,516,313

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
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NOTES TO THE FINANCIAL STATEMENTS

For the Year Ended June 30, 2025

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization and Activity

The State Public Charter School Commission (Commission) was formed pursuant to Hawaii State Legislature (Legislature) Hawaii Revised Statutes 302D-3 and is attached to the Department of Education (DOE) for administrative purposes only. Among other duties, the Commission is responsible for the following:

- Preparing and executing the budget for the Commission,
- Allocating annual appropriations to charter schools based on student enrollment,
- Monitoring charter school compliance with various state laws,
- Representing charter schools in communications with the Board of Education (BOE), and
- Chartering jurisdiction and authorizing public charter schools throughout the State of Hawaii (State).

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

The Commission receives funding from the State. Other support is received in the form of payments for administrative costs allocated from various federal grants.

These financial statements are intended to present the financial position and activity of only the Commission and not that of the DOE. Additionally, these financial statements do not represent any balances or activities of the individual charter schools.

Basis of Presentation

The accompanying financial statements and accounting policies of the Commission are prepared and presented in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP), as applicable to governmental units.

Government-Wide and Fund Financial Statements

The government-wide financial statements consist of the statement of net position and the statement of activities. These statements report all activities of the primary governmental unit. The statement of activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include grants that are restricted to meeting the operational requirements of a particular function. Other items not properly included among program revenues are reported instead as general revenues. The Commission does not allocate general government (indirect) expenses to other functions.

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2025

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Government-Wide and Fund Financial Statements (continued)

Governmental funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Commission considers revenues other than federal grants and assistance awards to be available if they are collected within 60 days of the end of the fiscal year.

Federal grants and assistance awards made on the basis of entitlement periods are recorded as revenues when available and entitlement occurs which is generally within 12 months of the end of the current fiscal year. All other federal reimbursement-type grants are recorded as intergovernmental receivables and revenues when the related expenditures or expenses are incurred and funds are available.

Expenditures are generally recorded when a liability is incurred. However, expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

Encumbrances are recorded obligations in the form of purchase orders or contracts. The Commission records encumbrances at the time purchase orders or contracts are awarded and executed. Encumbrances outstanding at fiscal year-end are reported as restrictions, assignments, or commitments (no commitments in 2025) of fund balances since they do not constitute expenditures or liabilities.

Fund Accounting

The financial statements of the Commission are recorded in individual funds, each of which is deemed to be a separate accounting entity with a self-balancing set of accounts. The Commission uses fund accounting to report on its financial position and results of operations. Fund accounting is designed to demonstrate legal compliance and to aid financial management by segregating transactions related to certain government functions or activities.

Net Position

In the government-wide financial statements, net position is reported in three categories: net investment in capital assets, net of related debt, if any; restricted (none in 2025); and unrestricted. Restricted category components are restricted by parties outside of a State agency (such as citizens, public interest groups, or the judiciary) or imposed by law through enabling legislation.

Fund Balance Reporting

In the fund financial statements, governmental funds report reservations of fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for use for a specific purpose. Designations of fund balances represent tentative management plans that are subject to change.

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2025

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 2025 and 2024).

Assigned – Represents resources that are constrained by management's intent to be used for specific purposes, but are neither restricted nor committed (none in 2025).

Unassigned – Represents residual balances that are neither nonspendable, restricted, committed or assigned.

Encumbrance balances at year-end are reflected as assigned. The Commission's Special Funds consist of specific revenue sources restricted or committed as to expenditure for specific purposes other than debt service or capital projects. Restricted and committed revenues are expected to comprise a substantial portion of the fund inflows. Funds not meeting these criteria are reported in the general fund. The spending policy of the Commission's Special Funds is, in order of priority, restricted, committed, and then assigned. The Commission's classification of Special Fund inflows are restricted (federal grants), program revenues (committed), transfers from other funds (assigned), investment income (assigned unless restricted), and miscellaneous revenues (assigned). The Commission's Special Funds are not encumbered.

Use of Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the amounts reported in the basic financial statements and accompanying notes. Actual results could differ from those estimates, it is reasonably possible that such estimates may change within the near term, and such differences could be material to the basic financial statements.

Cash and Cash Equivalents

Cash and cash equivalents include all cash and unrestricted highly liquid investments with original maturities of three months or less.

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2025

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Capital Assets, Net of Depreciation

Capital assets purchased or acquired with an original cost of $500 or more are reported in the statement of net position, at cost. Maintenance and repairs are charged to operations when incurred. Betterments and major improvements which significantly increase values, change capacities, or extend useful lives are capitalized. When assets are retired or otherwise disposed of, the cost and accumulated depreciation are removed from the accounts, and any resulting gain or loss is recognized in the statement of activities.

The Commission's capital assets include furniture and equipment which are depreciated using the straight-line method over their estimated useful lives of five to seven years.

Lease Assets and Lease Liabilities

The Commission has a policy to recognize a lease liability and a right-to-use lease asset (lease asset) in its financial statements. The Commission recognizes lease liabilities with an initial, individual value of $25,000 or more and with a lease term greater than one year. Variable payments based on future performance of the Commission or usage of the underlying asset are not included in the measurement of the lease liability.

At the commencement of a lease, the Commission initially measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of lease payments made. Lease assets are recorded at the amount of the initial measurement of the lease liabilities and modified by any lease payments made to the lessor at or before the commencement of the lease term, less any lease incentives received from the lessor at or before the commencement of the lease term, together with any initial direct costs that are ancillary charges necessary to place the lease assets into service. Lease assets are amortized using the straight-line method over the shorter of the lease term or the estimated useful life of the underlying asset, unless the lease contains a purchase option that the Commission has determined is reasonably certain of being exercised. In this case, the lease asset is amortized over the estimated useful life of the underlying asset.

Key estimates and judgments related to leases include how the Commission determines: (1) the rate it uses to discount the expected lease payments to present value, (2) the lease term, and (3) the lease payments.

- The Commission uses the interest rate charged by the lessor as the discount rate. When the interest rate charged by the lessor is not provided, the Commission generally uses its estimated incremental borrowing rate as the discount rate for leases, or if that rate is not available, a risk-free interest rate.
- The lease term includes the noncancellable period of the lease.
- Lease payments included in the measurement of the lease liability are composed of fixed payments and the purchase option price that the Commission is reasonably certain to exercise.

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2025

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Lease Assets and Lease Liabilities (continued)

The Commission monitors changes in circumstances that would require a remeasurement of its leases and will remeasure any lease asset and liability if certain changes occur that are expected to significantly affect the value of the lease asset or the amount of the lease liability. Lease assets are reported as right to use assets, together with other capital assets, and leases liabilities are reported with current and noncurrent liabilities on the statement of net position.

Pass Through Receivable and Payable Accounts

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

Federal program funds that have been received by the Commission by June 30, 2025 and are to be directly passed on to the charter schools, but paid to the charter schools after year-end, are also included in the pass through accounts.

Unearned Revenue

The Commission reports unearned revenue in the statement of net position. Unearned revenue arises when potential revenue does not meet both the measurable and available criteria for recognition in the current period. In general, federal monies received in the current year, which have not been expended for the federal purpose by year-end are unearned.

Accrued Leave

The Commission's policy is to permit employees to accumulate earned but unused vacation and sick leave benefits. A liability is accrued for leave that is attributable to services already rendered that is more likely than not to be used for time off or paid to employees. Unused vacation leave is paid to employees at the employee's current hourly rate, up to the limit provided for in the policy, at the time of termination of employment.

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2025

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Accrued Leave (continued)

The amount that would be paid out to the employee is recognized as accrued vacation leave. Unused sick leave is not paid to employees at the time of termination of service. An estimate of the amount of sick leave that the employee may use based on historical usage is accrued for at the employee’s current hourly rate as accrued sick leave. The accrual is classified as current and noncurrent based on the estimated leave that will be used during the next year (current) and beyond (noncurrent).

Implementation of New GASB Pronouncements

GASB Statement No. 101, Compensated Absences

In June 2022, GASB issued Statement No. 101, *Compensated Absences*. GASB Statement No. 101 provides guidance on the accounting and financial reporting for liabilities for compensated absences so that the financial statement of a governmental entity more appropriately reflect when the entity incurs an obligation. GASB Statement No. 101 requires that liabilities for compensated absences be recognized for: (1) leave that has not been used and (2) leave that has been used but not yet paid in cash or settled through noncash means. A liability should be recognized for leave that has not been used if (a) the leave is attributable to services already rendered, (b) the leave accumulates, and (c) the leave is more likely than not to be used for time off or otherwise paid in cash or settled through noncash means. A liability for leave that has not been used, generally would be measured using an employee’s pay rate as of the date of the financial statements. A liability for leave that has been used but not yet paid or settled should be measured at the amount of the cash payment or noncash settlement to be made. Certain salary-related payments that are directly and incrementally associated with payments for leave also should be included in the measurement of the liabilities. GASB Statement No. 101 is effective for fiscal years beginning after December 31, 2023. Retrospective application to beginning balances is required in the year of implementation.

The implementation of GASB Statement No. 101 resulted in the recognition of an accrual for sick leave of $172,833 as of June 30, 2025. The Commission has been recording an accrual for vacation leave.

Beginning net assets as of July 1, 2024 was $1,074,883 prior to the implementation of GASB Statement No. 101. With the implementation of GASB Statement No. 101, beginning net assets decreased by $94,854 for accrued sick leave as of June 30, 2024 to $980,029.

GASB Statement No. 102, Certain Risk Disclosures

In December 2023, GASB issued Statement No. 102, *Certain Risk Disclosures*, which requires disclosure in the notes to the financial statement of certain risks related to vulnerabilities arising from concentrations or constraints. A concentration is a lack of diversity related to a significant inflow of resources or outflow of resources. A constraint is a limitation imposed on the government by an external party or by formal action of the government’s highest level of decision-making authority. The provisions of GASB Statement No. 102 are effective for fiscal years beginning after June 15, 2024.

STATE PUBLIC CHARTER SCHOOL COMMISSION
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NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2025

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Implementation of New GASB Pronouncements (continued)

GASB Statement No. 102, Certain Risk Disclosures (continued)

The implementation of GASB Statement No. 102 resulted in additional disclosure in Note E of the Commission's financial statements as and for the year ended in June 30, 2025.

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, 2025, capital asset activities for the governmental activities of the Commission were as follows:

	Beginning Balance	Additions	Deletions	Ending Balance
Capital assets being depreciated				
Office and computer equipment	$ 401,019	$ 26,578	$ -	$ 427,597
Accumulated depreciation	(351,898)	(16,356)	-	(368,254)
Capital assets, net of depreciation	49,121	10,222	-	59,343
Lease assets				
Building	980,035	-	-	980,035
Accumulated amortization	(336,009)	(112,004)	-	(448,013)
Lease assets, net of amortization	644,026	(112,004)	-	532,022
Total capital assets, net	$ 693,147	$ (101,782)	$ -	$ 591,365

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2025

NOTE D – LEASE LIABILITY

The Commission leases office space in Honolulu, Hawaii through March 31, 2030. The office space lease includes a monthly base rent of $10,115 with no additional common area maintenance (CAM) expenses. The discounted rate used to determine the present value of future lease payments is based on the estimated incremental borrowing rate of 2.87%.

At June 30, 2025, the principal and interest payments to maturity are expected to approximate the following:

	Principal	Interest	Total
Years Ending June 30th			
2026	$ 111,297	$ 15,232	$ 126,529
2027	117,976	11,938	129,914
2028	122,517	8,526	131,043
2029	129,544	4,885	134,429
2030	99,622	1,199	100,821
Total	$ 580,956	$41,780	$ 622,736

In addition, the Commission leases office equipment under a lease agreement that expires in March 2028. Lease expenses for payments not included in the measurement of the lease liabilities for the year ended June 30, 2025 amounted to $10,265, which includes certain usage charges.

At June 30, 2025, future minimum lease payments approximated to the following:

Years Ending June 30th	
2026	$ 8,900
2027	$ 8,900
2028	$ 6,600

NOTE E – CONTINGENCIES AND CONCENTRATIONS

A substantial portion of the Commission's revenue and support is derived from government grants and contracts the loss of which could have a material adverse effect on the Commission. Amounts received for government grants and contracts are subject to audit and adjustment by various government agencies. Any disallowed claim, including amounts already collected, may constitute a liability. Management expects such amounts, if any, to not be material to the financial statements.

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2025

NOTE E – CONTINGENCIES AND CONCENTRATIONS (Continued)

The Commission is in the process of recovering approximately $750,000 from a charter school. Due to remaining uncertainties, no provision for such recovery has been made in the accompanying financial statements. The Commission reported $378,825 in funds held for others related to the respective charter school during the year ended June 30, 2025.

The Commission is subject to legal proceedings, claims, or litigation arising in the ordinary course of business for which it seeks the advice of the Attorney General of the State of Hawaii. Management estimates that the cost to resolve such matters, if any, would not be material to the financial statements. However, it is reasonably possible that such estimates may change within the near term.

The Commission was among the defendants named in a previously pending legal action brought against a former charter school for unpaid rent and other costs. In October 2025, the parties agreed to a settlement of approximately $220,000. The settlement is pending legislative approval. The Commission may need to request additional funding from the State of Hawaii legislature as funds held from the former charter school may not be sufficient to cover the settlement amount.

The Commission is among the defendants in two pending legal actions brought against another former charter school. The first pending legal action relates to a breach of contract by the former charter school for failure to pay under a service contract. The plaintiff has demanded approximately $154,000, plus interest and attorney fees. The second pending legal action relates to unpaid rent and other costs. That plaintiff has demanded approximately $555,000. However, due to the complexity and remaining uncertainties in the ongoing cases, no provision for such claims has been made in the accompanying financial statements. The Commission may need to request additional funding from the State of Hawaii legislature as funds held from the former charter school may not be sufficient to cover the amounts determined to be due to the plaintiffs.

The Commission operates in the State of Hawaii. Local, national, and international events can have severe, adverse effects on economic conditions in Hawaii. These financial statements do not include the adjustments that would result if the Commission were to account for future losses or asset impairments, as the effect on the financial statements of the Commission from such changes in economic conditions are not presently determinable.

NOTE F – SUBSEQUENT EVENTS

Management has evaluated subsequent events through December 2, 2025, which is the date the financial statements were available to be issued, and determined that the Commission did not have any subsequent events requiring adjustment to the financial statements or disclosure in the notes to the financial statements, except as disclosed above in Note E.

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, 2025

Program Title	Federal Assistance Listing Number		Federal Expenditures		Amount Provided to Subrecipients
United States Department of Education					
Passed through the State of Hawaii,					
Department of Education					
Title I Grants to Local Education Agencies	84.010	*	$ 4,317,600	*	$ 3,957,671
Impact Aid	84.041		3,924,636		3,924,636
Title IV Student Support and Academic Enrichment Program	84.424	*	797,977	*	786,397
Supporting Effective Instruction State Grants	84.367		146,122		58,815
Migrant Education State Grant Program	84.011		80,000		80,000
English Language Acquisition State Grants	84.365		49,654		7,404
Education for Homeless Children and Youth	84.196		16,729		-
Twenty-First Century Community Learning Centers	84.287C		16,143		16,143
Total before Special Education (IDEA) cluster			9,348,861		8,831,066
Special Education Cluster (IDEA)					
Special Education Grants to States	84.027		303,641		303,641
Special Education Preschool Grants	84.173		5,777		5,777
Total Special Education (IDEA) cluster			309,418		309,418
Total United States Department of Education			9,658,279		9,140,484
United States Department of Defense					
Passed through the State of Hawaii,					
Department of Education					
Department of Defense Impact Aid	12.558		559,469		559,469
Total United States Department of Defense			559,469		559,469
United States Department of Health and Human Services					
Passed through the State of Hawaii,					
Department of Education					
477 Cluster					
Temporary Assistance for Needy Families (TANF)	93.558		63,274		63,274
Total United States Department of Health and Human Services			63,274		63,274
Total Expenditures of Federal Awards			$ 10,281,022		$ 9,763,227

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, 2025

NOTE A – BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards (Schedule) includes the federal grant activity of the State Public Charter School Commission (Commission) and is presented on the accrual basis of accounting. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, certain amounts presented in this Schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements of the Commission.

* Denotes major programs.

NOTE B – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. In addition, pass-through entity identifying numbers are presented where available.

NOTE C – INDIRECT COST RATES

The Commission has not elected to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

PART III

INTERNAL CONTROL AND COMPLIANCE

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND REPORT ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

State Public Charter School Commission:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the State Public Charter School Commission (Commission) as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the Commission's basic financial statements, and have issued our report thereon dated December 2, 2025.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Commission's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control. Accordingly, we do not express an opinion on the effectiveness of the Commission's internal control.

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Commission's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, including applicable provisions of the Hawaii Public Procurement Code (Chapter 103D of the Hawaii Revised Statutes) and procurement rules, directives, and circulars, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

Purpose of these Reports

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

CW Associates, CPAs

CW Associates, CPAs
Honolulu, Hawaii
December 2, 2025

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH THE UNIFORM GUIDANCE

State Public Charter School Commission:

Report on Compliance for Each Major Federal Program

Opinion on 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 each of the Commission's major federal programs for the year ended June 30, 2025. The Commission's major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs.

In our opinion, the Commission complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2025.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the *Auditor's Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of the Commission and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the Commission's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Commission's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Commission's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Commission's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Commission's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Commission's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

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

Report on Internal Control over Compliance (continued)

Our consideration of internal control over compliance was for the limited purpose described in the *Auditor's Responsibilities for the Audit of Compliance* section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CW Associates, CPAs

CW Associates, CPAs
Honolulu, Hawaii
December 2, 2025

PART IV

FINDINGS AND QUESTIONED COSTS

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

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2025

SUMMARY OF AUDITOR'S RESULTS

Financial statements

Type of auditor's report on the financial statements	X	Unmodified	___	Qualified
	___	Adverse	___	Disclaimer
Internal control over financial reporting				
Material weaknesses(es) identified?	___	Yes	X	No
Significant deficiency(ies) identified?	___	Yes	X	None Reported
Noncompliance material to the financial statements noted?	___	Yes	X	No

Federal awards

Internal control over major federal programs				
Material weaknesses(es) identified?	___	Yes	X	No
Significant deficiency(ies) identified?	___	Yes	X	None Reported
Type of auditor's report on compliance for the major federal programs	X	Unmodified	___	Qualified
	___	Adverse	___	Disclaimer
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	___	Yes	X	No

Identification of major federal award programs
Assistance Listing No. 84.010 – Title I Grants to Local Education Agencies
Assistance Listing No. 84.424 – Title IV Student Support and Academic Enrichment Program

Dollar threshold used to distinguish between Type A and Type B programs: $750,000

Auditee qualified as a low-risk auditee	X	Yes	___	No

FINDINGS – FINANCIAL STATEMENT AUDIT
No matters were reported.

FINDINGS AND QUESTIONED COSTS – FEDERAL AWARDS AUDIT
No matters were reported.