



State Public Charter School Commission (‘Aha Kula Ho‘āmana) 2013-2014 Annual Report

Commission Approved: November 18, 2014

NEIL ABERCROMBIE
GOVERNOR



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TO: The Honorable Donna Mercado Kim, President
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The Honorable Joseph M. Souki, Speaker
Hawaii State House of Representatives

The Honorable Donald G. Horner, Chairperson
Hawaii State Board of Education

FROM: Catherine Payne, Chairperson
Hawaii State Public Charter School Commission

SUBJECT: The 2014 State Public Charter School Commission Annual Report

The State Public Charter School Commission is pleased to present its annual report for 2014, pursuant to HRS §302D-7.

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

The Commission continues diligently to implement the changes to the charter school system brought forth under HRS Chapter 302D, as subsequently revised by Act 159, SLH 2013 and Act 99, SLH 2014. As specified by HRS §302D-7, this report addresses:

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

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

With the completion of the Academic Performance Framework, the last major outstanding piece of the new structure laid out in HRS Chapter 302D has been realized. With this solid foundation in place, the rest of the systemic pieces can be further developed or refined.

The Commission remains committed to working with Hawaii's charter schools and other stakeholders to improve chartering in Hawaii and thereby contribute to the gains of Hawaii's public education system as a whole. The future of our state demands this, and Hawaii's keiki deserve nothing less.

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Executive Summary

This Annual Report is the third to be issued by the Commission since its creation in 2012 and primarily provides information on Hawaii's charter school system from the 2013-2014 school year. All of Hawaii's 34 public charter schools currently operate under the auspices of the three-year Charter Contract developed and executed during that school year. The Charter Contract incorporates a Performance Framework under which charter schools are evaluated in three areas: Academic, Financial, and Organizational.

In the Academic area, this is the first Annual Report to include results from the Commission's Academic Performance Framework, which was finalized during the 2013-2014 school year. The Academic Performance Framework is based mostly on data provided by the State's Strive HI Performance System for all public schools, but it applies that data in some ways that depart significantly from Strive HI. This means that the respective school results under Strive HI and the Academic Performance Framework generally tend to be aligned but in some instances differ significantly. As with last year's results, important data caveats should be borne in mind when evaluating results.

In this first run of the Academic Performance Framework, 36% of charter schools met or exceeded the overall standard, while 63% did not meet or fell far below the standard. The framework's added emphasis on High Needs Students, and the reality that charter schools currently are underperforming relative to statewide averages on some outcomes for High Needs Students, appears to have been a significant factor in these results. As measured under Strive HI, charter schools in 2013-2014 collectively improved, on average, on every measure except two: Reading proficiency and, in elementary schools, chronic absenteeism, which both remained essentially flat. The rate by which charter schools collectively reduced the achievement gap between High Needs Students and their Non-High Needs Students showed particularly impressive progress. Notably, five of the eleven highest performing public high schools in the state and two of the four highest-performing middle schools, as measured by Strive HI, are charter schools.

In the Financial area, charter schools generally were in good financial positions as of June 30, 2014, and appear to have exercised sound stewardship of public funds, but there was a slight deterioration in their positions from last fiscal year. The 2013-2014 results suggest that the financial prediction in last year's Annual Report still holds true: that sustainability challenges lie ahead if funding levels remain essentially flat and/or schools cannot realize cost savings. While there was overall improvement this year in some near-term indicators, schools are starting to struggle to meet the near-term targets, and more are having difficulty meeting standards for the long-term sustainability indicators.

In the Organizational area, most schools met all expectations under the Commission's Preliminary Organizational Performance Assessment, which in 2013-2014 primarily addressed timely submittal of fairly basic public school policies and practices in five areas. This incremental approach was deliberately formative rather than qualitative in nature and reflects the minimal expectations formerly

placed on Hawaii charter schools and the challenges confronting schools that tend to be lightly staffed administratively, stretched financially, and still transitioning from a previous model of governance that was primarily constituency- and community-based. The results nonetheless highlight some areas that will require additional attention from schools and the Commission.

In all three areas, Hawaii's charter sector shows promising sign of improvement, but clearly much work remains to be done. The strains of systemic improvement efforts on schools with multi-faceted resource and capacity challenges—however necessary and overdue these efforts are in the interests of Hawaii's children—are evident. This Annual Report helps detail both the progress and the challenges for consideration by policymakers, parents, schools, and other stakeholders.

I. Introduction

This Annual Report is the third to be issued by the State Public Charter School Commission (“Commission”), which was created under Act 130 (“Act 130”), Session Laws of Hawaii (“SLH”) 2012, as the State’s new statewide charter school authorizer. The report primarily addresses developments during the 2013-2014 fiscal and academic year.

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

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

As of the release of the Commission’s 2013 Annual Report, dated November 21, 2013, all 33 Hawaii public charter schools then in existence had entered into the first Charter Contract, which incorporated a Performance Framework comprising three substantive areas: Academic, Financial, and Organizational. At the time of the first Charter Contract’s development and execution, the Commission’s Academic Performance Framework still was a work in progress, as the State’s Strive HI Performance System (“Strive HI”), Hawaii’s public school accountability and improvement system that is incorporated into the Commission’s Performance Framework, had not yet received federal approval. In order to allow for the development of the Academic Performance Framework, and to allow the Commission and the schools to gain experience with the other frameworks and Charter Contract provisions, the first Charter Contract had a term of only one year, and no school faced potential revocation of its Charter Contract for inadequate performance under the Academic Performance Framework, Financial Performance Framework, and Organizational Performance Framework (collectively, “Performance Framework.”)

During the 2013-2014 school year, after extensive meetings with the schools, both the Academic Performance Framework and the current Charter Contract were adopted. The new Charter Contract¹ incorporates the new Academic Performance Framework, a more developed Organizational Performance Framework, and the same Financial Performance Framework.² The term of the Charter Contract is three years for all current schools, but schools that achieve high performance under the Performance Framework will be eligible for an automatic two-year extension of their contracts, without having to go through the contract renewal process.

The Academic Performance Framework incorporates school data from Strive HI, which applies to all public schools including public charter schools, but in some notable ways the Academic Performance Framework applies or weights that data differently. The Commission's Academic Performance Framework places strong additional emphasis on academic achievement and growth by High Needs Students, *i.e.*, students who are eligible for free and reduced price lunch, students receiving special education, and students who are English language learners. The framework calculates data for each of the grade divisions (elementary, middle, and high) served by a multi-division school, rather than calculating data for just the highest grade division of the school. Schools also are able to propose School-Specific Measures that, upon Commission review and approval, also will be used to evaluate the school according to its mission and circumstances.

Also, as of last year's Annual Report, the Commission had initiated promulgation of its administrative rules. The formal promulgation process commenced only after the rules had been discussed with the charter schools during the drafting stage in 2012. Two chapters were proposed: Chapter 8-501, entitled "State Public Charter School Commission Rules of Practice and Procedure," and Chapter 8-505, entitled "Applications, Renewals or Nonrenewals, and Revocations." After a series of public hearings in all four of Hawaii's counties, the Commission adopted the proposed rules on November 13, 2014. As of the writing of this report, the rules are poised for final review by the Governor.

The 2014 Legislative Session saw the enactment of Act 99, SLH 2014, which among things:

- Clarified that, starting with fiscal year 2015, the entire appropriation for the Commission's operations will be made separately from, and in addition to, the appropriation made to the charter schools;
- Clarified the status of approved charter applicants and established a more phased-in start-up period, better positioning newly approved schools to prepare to serve children upon completion of the start-up period;

¹ The current Charter Contract can be viewed on the Commission's website at http://media.wix.com/ugd/448fc8_742ae5d970eb4f96b0eb815ac4c66ece.pdf.

² The Financial Performance Framework is included in this report as **Appendix C**, the Organizational Performance Framework as **Appendix D**, and the Academic Performance Framework as **Appendix E**.

- Authorized the Commission to reconstitute the governing board of a charter school under certain exigent circumstances; and
- Authorized the Commission to make adjustments in charter school funding allocations based on a school’s noncompliance with the Charter Contract.

The 2013 application cycle for new charter schools marked another milestone, as it was the first entirely Commission-run charter application process.³ On May 8, 2014, the Commission approved the application of Ka’u Learning Academy, which plans to begin serving children in the 2015-2016 school year as Hawaii’s thirty-fifth public charter school. This was the only application approved in the revamped 2013 cycle, a reflection of the increased rigor that the Commission has brought to the application process. In addition, a school approved in the 2012 application cycle, Mālama Honua Public Charter School, had requested and was granted a deferral of its opening date to July 2014. On July 16, 2014, the Commission executed a Charter Contract with the school, thus allowing the school to open for the current school year.

Late in fiscal year 2013-2014, Hālau Lōkahi Charter School (“Halau Lokahi”) was unable to meet its financial obligations. The Commission offered a new Charter Contract to Halau Lokahi only on the conditions that the school’s governing board and school director resign, the school consent to the Commission’s appointment of a new governing board, and the school submit a viable plan for financial recovery and sustainability through the 2014-2015 fiscal and academic year. Halau Lokahi accepted the offer, and on July 10, 2014, the Commission appointed the new governing board for the school. As of this writing, that governing board has committed itself to the painful task of a drastic restructuring of the school’s staff at the end of the first semester.

Other highlights from school year 2013-2014 include the following actions by the Commission and other developments:

- Implementation of a comprehensive and administratively manageable monitoring and reporting system for charter schools, known as Epicenter;
- Improved communications and transparency through measures such as continuing and adding features to the weekly e-newsletter, “Ka ‘Elele;” for the first time preparing and making available to the public written submittals on Commission agenda items; improving the Commission website (www.chartercommission.gov), and providing more webinars designed to accommodate the busy schedules and limited travel budgets not only of charter school staff members but also their volunteer governing board members;

³ The National Association of Charter School Authorizers (“NACSA”) had primarily managed the process of the 2012 application cycle, which had been initiated by the Commission’s predecessor agency, the Charter School Review Panel.

- Orientation sessions to prospective charter applicants to familiarize them not only with the application process itself but also with the challenges of starting and operating a successful public charter school and, on the front end, with the Performance Framework under which a new school will be accountable to families and to the public; and
- Facilitating the improvement of communications among the charter schools and State agencies, including the Department of Education (“DOE,”) the Hawaii Department of Human Resources Development (“DHRD”), Hawaii Employees’ Retirement System (“ERS”), and Hawaii Employer-Union Health Benefits Trust Fund (“EUTF”).

At the end of fiscal year 2012-2013, the Hawaii Board of Education (“BOE”) appointed Mitch D’Olier as a Commissioner to replace Richard Hogeboom, whose term expired on June 30, 2013, and reappointed Commissioners Terri Fujii and Peter Hanohano. The other Commissioners serving as of July 1, 2013 were: Usha Kotner, Curtis Muraoka, Catherine Payne, Karen Street, Roger Takabayashi, and Peter Tomozawa. The Commission elected Ms. Fujii as its new chairperson, replacing Ms. Street. Ms. Fujii resigned from the Commission on January 29, 2014, and Ms. Payne was elected as the new chairperson. On May 20, 2014, the BOE appointed Kalehua Krug to fulfill the remainder of Ms. Fujii’s term. Ms. Kotner’s and Mr. Muraoka’s terms expired on June 30, 2014. Mr. Tomozawa’s term also expired, but the BOE reappointed him to another term. Ms. Kotner and Mr. Muraoka subsequently have been replaced by the appointments of Jill Baldemor and Ernest Nishizaki.

In April 2014, the Office of the Auditor of the State of Hawaii issued a report, entitled *Report on the Implementation of the State Auditor’s 2011 Recommendations* (Report No. 14-06), an update to the Governor and the Legislature on the implementation of recommendations the Office had issued in its December 2011 audit report, entitled *Performance Audit of the Hawaii Public Charter School System* (Report No. 11-03). The 2011 audit report was subtitled “Hawai’i Charter Schools: Autonomy Without Accountability” and raised some of the concerns that precipitated the enactment of Act 130. The 2014 update acknowledged that much work remains to be done to improve Hawaii’s charter school system but concluded that, “the [C]ommission should be commended for the significant progress it has made in a relatively short time.”

Throughout this Annual Report, the charter schools will be referred to by either their official school names⁴ or their shortened names, as shown on the chart below:

Table 1: Official Charter School Names		Shortened Names
1.	Connections Public Charter School	Connections
2.	Hakipu’u Learning Center	Hakipuu
3.	Halau Ku Mana Public Charter School	Halau Ku Mana
4.	Hālau Lōkahi Charter School	Halau Lokahi

⁴ The official names are the names schools used on their individual Charter Contracts.

Table 1: Official Charter School Names		Shortened Names
5.	Hawaii Academy of Arts & Science Public Charter School (HAAS)	HAAS
6.	Hawaii Technology Academy	HTA
7.	Innovations Public Charter School	Innovations
8.	Ka 'Umeke Kā'eo	Ka Umeke
9.	Ka Waihona o ka Na'auao Public Charter School	Ka Waihona
10.	Kamaile Academy, PCS	Kamaile
11.	Kanu o ka 'Āina New Century Public Charter School	KANU
12.	Kanuikapono Public Charter School	Kanuikapono
13.	Ka'u Learning Academy	KLA
14.	Kawaikini New Century Public Charter School	Kawaikini
15.	Ke Ana La'ahana PCS	Ke Ana Laahana
16.	Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Nawahi
17.	Ke Kula 'o Samuel M. Kamakau, LPCS	Kamakau
18.	Ke Kula Niihau O Kekaha Learning Center	Ke Kula Niihau
19.	Kihei Charter School	Kihei
20.	Kona Pacific Public Charter School	Kona Pacific
21.	Kua o ka Lā New Century Public Charter School	Kua o ka La
22.	Kualapu'u School: A Public Conversion Charter	Kualapuu
23.	Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	KANAKA
24.	Lanikai Elementary Public Charter School	Lanikai
25.	Laupahoehoe Community Public Charter School	Laupahoehoe
26.	Mālama Honua Public Charter School	Malama Honua
27.	Myron B. Thompson Academy	MBTA
28.	Na Wai Ola (Waters Of Life) Public Charter School	Na Wai Ola
29.	SEEQS: The School for Examining Essential Questions of Sustainability	SEEQS
30.	University Laboratory School	University Lab
31.	Volcano School of Arts & Sciences	Volcano
32.	Voyager: A Public Charter School	Voyager
33.	Waialae Elementary Public Charter School	Waialae
34.	Waimea Middle Public Conversion Charter School	Waimea
35.	West Hawai'i Explorations Academy	WHEA

II. Strategic Vision

*The authorizer's strategic vision for chartering and progress toward achieving that vision.*⁵

The Commission's statutory mission is to "authorize high-quality public charter schools throughout the State."⁶ The strategic vision for the chartering of these high-quality schools is that they not only provide excellent and diverse educational options for Hawaii's families but that they also contribute meaningfully to the continued improvement of Hawaii's public education system as a whole.

The Commission's development and execution with the existing charter schools of the Charter Contract and development of the Performance Framework with academic, financial, and organizational elements represent significant progress toward pursuing the Commission's mission and strategic vision. The charter application process that the Commission employs is also built around the Performance Framework and sets rigorous expectations of charter applications and a high bar for approval of an application to a create new charter school. In addition, under the Commission's new timeline and process for charter school start-ups, newly approved applicants have twelve months from the approval of the application to the opening of the new school, a significantly longer time in which to lay the groundwork needed for excellence, and an incremental contracting process during the start-up period will provide new start-ups with improved legal status and some additional supports.

Other shorter-term steps toward realizing the Commission's vision are highlighted in the conclusion to this Annual Report. The Commission is confident that implementation of these measures will help ensure, over time, that only high-quality public charter schools will continue to operate and be authorized in the future and that these schools will contribute to the strength of Hawaii's public education system. The following chart provides basic information on all existing charter schools in Hawaii as of the 2013-2014 academic year.

Table 2: Basic Charter School Information as of 2013-2014

School	Governing Board Chair	School Director	Authorized in	Region	DOE Complex ⁷	Grades	Total Enrollment ⁸
1. Connections Public Charter School	Tierney McClary	John Thatcher	2000	East Hawaii	Waiakea	K-12	359
2. Hakipu'u Learning Center	Kylee P. Mar	Charlene Hoe	2001	Windward Oahu	Castle	4-12	61
3. Halau Ku Mana Public Charter School	Patricia Brandt	Mahina Duarte	2000	Honolulu	Roosevelt	4-12	121
4. Hālau Lōkahi Charter School	June Nagasawa	Laara Allbrett	2001	Honolulu	Farrington	K-12	183

⁵ HRS §302D-7(1).

⁶ HRS §302D-3(b).

⁷ DOE schools are divided into complex areas and then further divided into complexes. Complexes are made up of a high school and the middle and elementary schools that feed into it. This chart lists the DOE complexes, not complex areas. A complex is responsible for providing certain supports to the assigned charter school, like special education services.

⁸ October 15, 2014 official enrollment count.

Table 2: Basic Charter School Information as of 2013-2014

School	Governing Board Chair	School Director	Authorized in	Region	DOE Complex ⁷	Grades	Total Enrollment ⁸
5. Hawaii Academy of Arts & Science Public Charter School (HAAS)	Winston Albright	Steve Hirakami	2001	East Hawaii	Pahoa	K-12	637
6. Hawaii Technology Academy	Michael Findley	Leigh Fitzgerald	2008	Central Oahu, Kauai (online)	Waipahu	K-12	1,244
7. Innovations Public Charter School	Michelle Conrey	Jennifer Hiro	2001	West Hawaii	Kealakehe	K-8	223
8. Ka 'Umeke Kā'eo	Lauren Lii Nahiwa	Huihui Kanahela-Mossman	2001	East Hawaii	Waiakea	K-12	275
9. Ka Waihona o ka Na'auao Public Charter School	Roberta Searle	Alvin Parker	2001	Leeward Oahu	Nanakuli	K-8	633
10. Kamaile Academy, PCS	Pauline Lo Bailey	Emma Weiss	2007	Leeward Oahu	Waianae	PreK-12	919
11. Kanu o ka 'Āina New Century Public Charter School	Mason Maikui	Allyson Tamura, Pat Bergin	2000	West Hawaii	Honokaa	K-12	269
12. Kanuikapono Public Charter School	Puna Kalama Dawson	Ipo Torio	2001	Kauai	Kapaa	K-12	150
13. Ka'u Learning Academy⁹	--	Kathryn Tydlacka	2014	East Hawaii	Pahoa	--	--
14. Kawaikini New Century Public Charter School	Lei'ilima Rapozo	Kaleimakamae Kaauwai	2007	Kauai	Kauai	K-12	117
15. Ke Ana La'ahana PCS	Jason Cifra	Mapuana Waipa	2001	East Hawaii	Waiakea	7-12	51
16. Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Tricia Kehaulani Aipia-Peters	Kauanoē Kamana	2001	East Hawaii	Keaau	K-8	273
17. Ke Kula 'o Samuel M. Kamakau, LPCS	Kehau Glassco	Meahilhila Kelling	2001	Windward Oahu	Castle	PreK-12	134
18. Ke Kula Niihau O Kekaha Learning Center	Dana Kaohelaulii	Haunani Seward	2001	Kauai	Waimea	K-12	39
19. Kihei Charter School	Steve Perkins	George Winterscheid	2001	Maui	Maui High	K-12	558
20. Kona Pacific Public Charter School	Cecilia Royale	Usha Kotner	2007	West Hawaii	Konawaena	JK-8	243

⁹ KLA's charter application actually was approved during the 2013-2014 school year, and the school is not scheduled to open until the 2015-2016 school year.

Table 2: Basic Charter School Information as of 2013-2014

School	Governing Board Chair	School Director	Authorized in	Region	DOE Complex ⁷	Grades	Total Enrollment ⁸
21. Kua o ka Lā New Century Public Charter School	Kaimi Kaupiko	Susie Osborne	2001	East Hawaii	Pahoa	K-12	284
22. Kualapu'u School: A Public Conversion Charter	Pauline Lo Bailey	Lydia Trinidad	2004	Molokai	Molokai	PreK-6	349
23. Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Heidi Kanahele	Hedy Sullivan	2001	Kauai	Waimea	K-12	62
24. Lanikai Elementary Public Charter School	Todd Cullison	Ed Noh	1996	Windward Oahu	Kalaheo	JK-6	349
25. Laupahoehoe Community Public Charter School	George Martin	David Rizer	2011	East Hawaii	Hilo/Laupahoehoe	PreK-12	220
26. Mālama Honua Public Charter School¹⁰	Robert Witt	Denise Espania	2012	Honolulu	--	K-2	--
27. Myron B. Thompson Academy	Malia Chow, Myron Thompson	Diana Oshiro	2001	Honolulu (online)	McKinley	K-12	511
28. Na Wai Ola (Waters Of Life) Public Charter School	Maurice Messina	Daniel Caluya	2000	East Hawaii	Keaau	K-6	128
29. SEEQS: The School for Examining Essential Questions of Sustainability	Carol Ota	Buffy Cushman-Patz	2012	Honolulu	Kalani	6-7	64
30. University Laboratory School	David Oride	Keoni Jeremiah	2001	Honolulu	Roosevelt	K-12	444
31. Volcano School of Arts & Sciences	John Broward	Ardith Renteria	2001	East Hawaii	Kau	K-8	188
32. Voyager: A Public Charter School	Diane Anderson	Mary Beth Barr	2000	Honolulu	McKinley	K-8	287
33. Waialae Elementary Public Charter School	Christopher Walling	Wendy Lagareta	1999	Honolulu	Kalani	K-5	499
34. Waimea Middle Public Conversion Charter School	Pauline Lo Bailey	Matt Horne	2003	West Hawaii	Honokaa	6-8	280
35. West Hawai'i Explorations Academy	Lougene Baird	Curtis Muraoka, Heather Nakakura	2000	West Hawaii	Kealakehe	6-12	235

¹⁰ Mālama Hōnua Learning Center changed its name to Mālama Honua Public Charter School. The school did not have students enrolled during the 2013-2014 school year.

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

*The academic performance of all operating public charter schools overseen by the Commission, according to the performance expectations for public charter schools set forth in HRS Chapter 302D, including a comparison of the performance of public charter school students with public school students statewide.*¹¹

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

The Commission's accountability system, known as the Performance Framework, encompasses three substantive areas: the Academic Performance Framework, the Financial Performance Framework, and the Organizational Performance Framework. Each of the Performance Frameworks has measures with factors that the Commission will consider when evaluating schools. All three frameworks are used together as a single evaluation tool.

A. Academic Performance

This section will start with a description of the Academic Performance Framework and the results from applying it to the 2013-2014 academic data for the charter schools. This is the inaugural year for the Academic Performance Framework, which was adopted by the Commission in April of 2014. This is therefore the first year that the charter schools are seeing how the Academic Framework differs from Strive HI and how those differences account for their results.

The results of the Academic Performance Assessment are contained in individual school summaries, included as **Appendix A**, as well as within the section discussing the results. The discussion then will move to charter schools' results under Strive HI and include comparisons to statewide averages where relevant. Strive HI results for each school is included as **Appendix B**. A chart showing all comparisons of statewide averages and charter school-wide averages is included as **Appendix C**. The section will conclude with information on charter school accreditation, Hawaiian culture focused or Hawaiian immersion school status, and virtual schools and schools with significant blended learning programs.

Data Caveats.

A number of significant data caveats should be borne in mind when reviewing and considering the academic data compiled in this report. The most important relate to data suppression, pooled data, small school population size, and Strive HI.

Data Suppression. The federal Family Educational Rights and Privacy Act ("FERPA") regulates disclosure of student data and requires the suppression of data from publication or other disclosure if the data can potentially be used to identify individual students. As a general rule observed in Hawaii to

¹¹ HRS §302D-7(2).

comply with this requirement, if the sample size is smaller than twenty students in any cell (a specific group of analyzed students), the data must be suppressed.¹² Because many charter schools have small student populations and/or small subgroups, data from several of them is suppressed. For these small schools, the only Strive HI data that can be publicly released are the school’s Strive HI Academic Performance Index score and Strive HI Classification.

Table 3: Schools Where Data Must be Suppressed
Hakipu’u Learning Center
Halau Ku Mana Public Charter School
Ka ‘Umeke Kā’eo
Ka Waihona o ka Na’auao Public Charter School
Kanu o ka ‘Āina New Century Public Charter School
Kanuikaponu Public Charter School
Kawaikini New Century Public Charter School
Ke Ana La’ahana PCS
Ke Kula ‘o Nāwahīokalani’ōpu’u Iki, LPCS
Ke Kula ‘o Samuel M. Kamakau, LPCS
Ke Kula Niihau O Kekaha Learning Center
Kua o ka Lā New Century Public Charter School
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)
Laupahoehoe Community Public Charter School

Pooled Data. “Pooled data” means that more than one year of data was used in order to create a more reliable measure when the sample size was very small.¹³ If the sample size is very small, the sample size will be increased to include data for the last two to three years in order to calculate the measure. At most, three years of data may have been used in calculating achievement, growth, readiness, and achievement gaps.

Population Size. Schools with small populations may see greater fluctuations in performance between years. Such fluctuations are not indicators of invalidity but of volatility due to the impact of small but significant changes in the student population. In addition, some measures cannot be conducted when a student subgroup is too small.

Exclusion of Grades for Hawaiian Immersion and Medium Schools. Hawaii’s public education system is working hard to ensure that the State’s educational infrastructure reflects the reality that ours is a state with two official languages: English and Hawaiian. Under an option the Commission made available to them as a short-term mitigating measure, five of the six Hawaiian Medium and Immersion schools requested that the Commission exclude the Hawaii State Bridge Assessment results for some

¹² DOE guidelines for reporting and interpreting student data from DOE Office of Strategic Reform. The minimum cell size can vary from anywhere between ten to thirty students. For public reporting purposes, in all cases where the cell size was less than ten students, data was suppressed. Data was further suppressed for all cells if the reporting of one data cell, though unsuppressed, could provide information on a suppressed data cell.

¹³ The minimum sample size is 30 students.

grades from consideration under the Academic Performance Framework because the students in the grades excluded are taught exclusively or primarily in the Hawaiian language. The Commission approved the exclusion of results for the following grades from the following schools:

- Results from Ka Umeke’s grades 3, 4, and 5 were excluded;
- Results from Kawaikini’s grades 3, 4, and 5 were excluded;
- Results from Kamakau’s grades 3, 4, 5, and 6 were excluded;
- Results from KKNOK’s grades 3, 4, and 5 were excluded; and
- Results from Kualapuu’s students in grades 3 and 4 who are on the school’s Hawaiian immersion track were excluded.

Strive HI Year-to-Year Comparisons.

Strive HI Academic Performance Index Scores and Classifications. The Strive HI Academic Performance Index (“API”) score for a public school is made up of multiple indicators measuring achievement, growth, readiness, and achievement gaps. While Strive HI API scores may shift each year, most Strive HI Classifications will not change in this second year of Strive HI because they are two-year designations. However, schools that attained the criteria for Recognition status only in this past year will be reclassified as Recognition schools. All school classifications will be re-evaluated after the 2014-2015 school year.

Schools Serving Multiple Grade Divisions. Strive HI considers a school’s grade division to be determined by the highest grade level the school serves. Because of this, for purposes of the Readiness category under Strive HI, DOE does not require a K-12 school, for example, to participate in the 8th grade ACT EXPLORE exam and does not measure the elementary grades’ chronic absenteeism. However, the Commission’s Academic Performance Framework evaluates multi-division charter schools for each grade division served; therefore charter schools are now required to provide the data for each grade division served.

8th Grade ACT EXPLORE and 11th Grade ACT Exams. The 8th grade ACT EXPLORE exam is the only measure for the Strive HI College and Career Readiness indicator for middle or intermediate schools. It measures whether or not a student is on track to be college-ready. Last year, a school’s median 8th grade ACT EXPLORE Composite score was used to earn points on the Strive HI rubric. This measure is now calculated by multiplying the percent of students scoring a Composite score above 15 on the 8th grade ACT EXPLORE by the total possible points in the measure. Charter schools were not required to administer the 8th grade ACT EXPLORE or 11th grade ACT in the 2012-2013 school year, complicating comparisons between data from that year and the 2013-2014 school year, in which charter schools did participate.

Missing Data. Again, charter schools were required to administer the 8th grade ACT EXPLORE and 11th grade ACT exams for the 2013-2014 school year but not for the previous year; thus, there are more data available this year on these measures. In addition, some measures are missing data in one or both years simply because some schools' student populations were too small to conduct the measure.

1. Academic Performance Framework

The Academic Performance Framework is used to evaluate a school's academic performance by measuring the school's academic outcomes. Educational processes and inputs, like observation of classroom instruction, are not measures of academic outcomes and are, therefore, not included in the Academic Performance Framework. In other words, the Commission focuses on a school's academic results; it does not evaluate *how* a school obtains its results. The Academic Performance Framework is made up of three indicators: (1) the State and Federal Accountability System indicator (Strive HI), (2) proficiency and growth of High Needs Students, and (3) School-Specific Measures, an optional indicator. Each of these measures has corresponding measures as shown in Figure 1 below and is described in more detail.

Figure 1: Academic Performance Framework Measures

State and Federal Accountability System Indicator			Performance of High Needs Students				School-Specific Measures (Optional)
Measure 1a	Measure 1b	Measure 1c	Measure 2a	Measure 2b	Measure 2c		Measure 3
Strive HI Academic Performance Index (API) Score	Strive HI Performance Classification	Annual Measurable Outcomes	High Needs Students Proficiency Rates	High Needs Students Growth	High Needs Adequate Growth		School-Specific Measures
			Math	Reading	Math	Reading	

a. State and Federal Accountability System Indicator

Charter schools are public schools and operate as a part of the State's public school system. As such, they are accountable under both the State's accountability system, the Strive HI Performance System ("Strive HI"), and the Commission's accountability system, the Academic Performance Framework. In recognition of this, the State's accountability system serves as a very important indicator in the Academic Performance Framework. The Academic Performance Framework incorporates information from Strive HI but also includes additional data that are not currently captured by Strive HI. The Commission framework also attempts to address charter-specific issues with Strive HI to provide more accurate data on charter schools' academic performance.

The State and Federal Accountability System indicator is made up of three measures: (1) the Strive HI API; the Strive HI Performance Classification; and Annual Measurable Outcomes, which are broken down further by Math and Reading subject areas.

The first measure answers the question, "Is the school meeting acceptable standards according to Strive HI?" This measure captures and incorporates into the Academic Performance Framework all of

the data that were in Strive HI. Because Strive HI provides a snapshot of the performance of all students, this measure provides a snapshot of all students' academic performance in this system.

For most charter schools, this measure uses a different API score than that assigned by Strive HI in order to address the charter-specific issue of multi-divisional schools. Most DOE schools are single-division schools—either elementary, middle, or high schools. Most charter schools, however, are multi-divisional, with many schools offering grades kindergarten through 12th grade. Strive HI examines each school's performance according to the measures specific to the school's division, which is determined by the highest grade level served at the school. The Readiness category under Strive HI is calculated differently for each grade division, and each grade division's relative weighting of the four categories under Strive HI also differs, even though student achievement results from all of a school's tested grades are factored into the results that are weighted. Therefore, in some ways a charter school that serves grades K-12, for example, is evaluated as a high school, even if a majority of the school's population is in its elementary division.

In order to address this issue, the Commission's Academic Performance Framework simulates an API score for each grade division that the school serves (elementary, middle, and high) and then weights the API score for each division based on the percentage of the student population in each division. The result is an overall Weighted API score.

This method is intended to give a more accurate view of how schools are performing within each division rather than having the indicator depend solely on the highest grade level served. Because the overall Weighted API score takes into account the multi-divisional nature of most charter schools and acknowledges that the number of students in each division differs, the overall Weighted API score should provide a more accurate picture of school performance, especially for K-12 charter schools that—as is often the case—serve fewer students in the upper grades than in the lower.

The second measure in the State and Federal Accountability System indicator is the Strive HI Classification. This measure is used for informational purposes only. Strive HI separates schools into four classes. The top 5% of schools are classified as "Recognition" schools, the next highest 75-85% of schools are classified as "Continuous Improvement" schools, the next 10% are classified as "Focus" schools, and the lowest 5% are "Priority" schools. The Strive HI system then makes additional resources available to Priority and Focus schools to support their school improvement efforts.

The third measure is Annual Measurable Outcomes. This measure is used for informational purposes only, is currently unweighted, and this year is not included in the calculation of the overall score. Within this measure, school-specific achievement targets are set for Math and Reading over a five-year period. Annual Measurable Outcomes are intended to demonstrate school-specific growth in proficiency based on the school's current rates of proficiency. As the Academic Performance Framework was approved in July 2014, targets could not be set before the 2013-2014 school year.

b. High Needs Students

The Academic Performance Framework also takes a closer look at how well charter schools serve High Needs Students—students who qualify for Free and Reduced Lunch (“FRL”), English Language Learners (“ELL”), and students who are receiving special education. The Commission assigns a relatively higher priority to a school’s performance in serving High Needs Students than does Strive HI, and rather than considering the school’s performance as to such students only relative to its performance as to Non-High Needs Students, it looks closely at the results for High Needs Students on their own. Student academic proficiency and growth are critical indicators of a school’s academic performance, so the framework gives significant consideration to data that report on High Needs Student proficiency in state-tested subjects and academic growth over time. Proficiency measures show how well students are performing in Math and Reading. Growth measures show how effective schools are in impacting student learning within the school year. It is important to look at both types of measures together to get a clearer picture of a school’s academic performance and effectiveness for this student subgroup.

Proficiency rates of High Needs Students are calculated by evaluating the percentage of High Needs Students who are proficient in Math and Reading on the state assessment. This percentage is compared to proficiency rates of High Needs Students statewide. The performance of a school’s High Needs population is compared only to proficiency rates of schools serving the same grades. The metric for this measure uses a percentile ranking to evaluate performance.

Growth of High Needs Students is measured by determining the median Student Growth Percentile among the High Needs population at a school. The metric for this measure uses a revised version of the Strive HI growth scoring model.¹⁴

The Academic Performance Framework also looks at High Needs Adequate Growth. This measure evaluates the growth of the High Needs Students and indicates whether this rate of growth would lead students to be proficient in three years or by 10th grade, whichever comes first. Data were not available to conduct this measure this year.

c. School-Specific Measures

The Academic Performance Framework includes an optional measure that provides schools an opportunity to capture the accomplishment of their specific missions. Many charter schools have educational missions extending beyond imparting skills and content that are assessed and captured by state and federal accountability measures. Allowing these schools to propose School-Specific Measures

¹⁴ The Strive HI growth scoring model measures an individual student’s growth by measuring the student’s progress in academic achievement. For individual students, the Student Growth Percentile (“SGP”) compares the performance of an individual student to her or his academic peers. The SGP indicates whether an individual student’s growth is high, average, or low compared to that student’s academic peers. An academic peer is another student who has historically performed similarly to the student. At the school level, the median SGP of all students is used to determine the school’s score in the growth indicator. The median SGP is calculated by taking all of the individual students’ SGPs at a school, ordering them from lowest to highest, and then identifying the middle score. The median SGP indicates the growth that the school’s students are making as a whole.

provides the schools the opportunity to develop best practices and be accountable to the Commission and the public for measures that capture such a distinctive education focus or purpose. The Commission evaluates and approves all School-Specific Measures, which must be rigorous, valid, and reliable before they can be included in the results for that school.

The 2014-2015 school year is the first year in which School-Specific Measures will be proposed by schools to be approved for use in the Academic Performance Framework. Schools that have a Commission approved School-Specific Measure will collect student data according to the defined metric of their School-Specific Measure. The school collected data will be used in the calculation of Academic Performance Framework for the 2014-2015 school year. The results of the School-Specific Measures for schools that have successfully collected and provided data therefore will be included in next year's Annual Report. Currently, several schools are developing measures that attempt to capture student academic performance that is aligned to their specific school mission and collecting baseline data to create School-Specific Measures. Two of these schools, Kamakau and Volcano, have completed development of these measures, which have been approved by the Commission for inclusion in 2014-2015 results.

d. Weighting, Rating, Overall Score, and Overall Rating

Weighting. In 2014, the Academic Performance Framework evaluated performance for three measures: State and Federal Accountability System (Strive HI API score); Proficiency of High Needs Students; and Growth of High Needs Students. Schools can earn a score on a scale of 0-100 points on each of these measures. These measures are then weighted as part of the overall framework to produce an Overall Score, which is also on a 0-100 point scale. The State and Federal Accountability System (Strive HI API score, as modified for multi-division schools) accounts for 65% of a school's Overall Score; Proficiency of High Needs Students accounts for 13.5%; and Growth of High Needs Students accounts for 21.5%. See [Figure 2](#) for a diagram showing the weighting of the Academic Performance Framework for 2014.

While these were the weights that were used to calculate the overall score in 2014, the amount of weight assigned to each measure in future years may change as additional data become available and as more School-Specific Measures proposed by schools are approved by the Commission and included in the schools' evaluation under the framework. See [Figure 3](#) for a diagram showing a possible weighting scenario once a School-Specific Measure assigned a 25% weight is included.

Figure 2: 2014 Academic Performance Framework Weighting

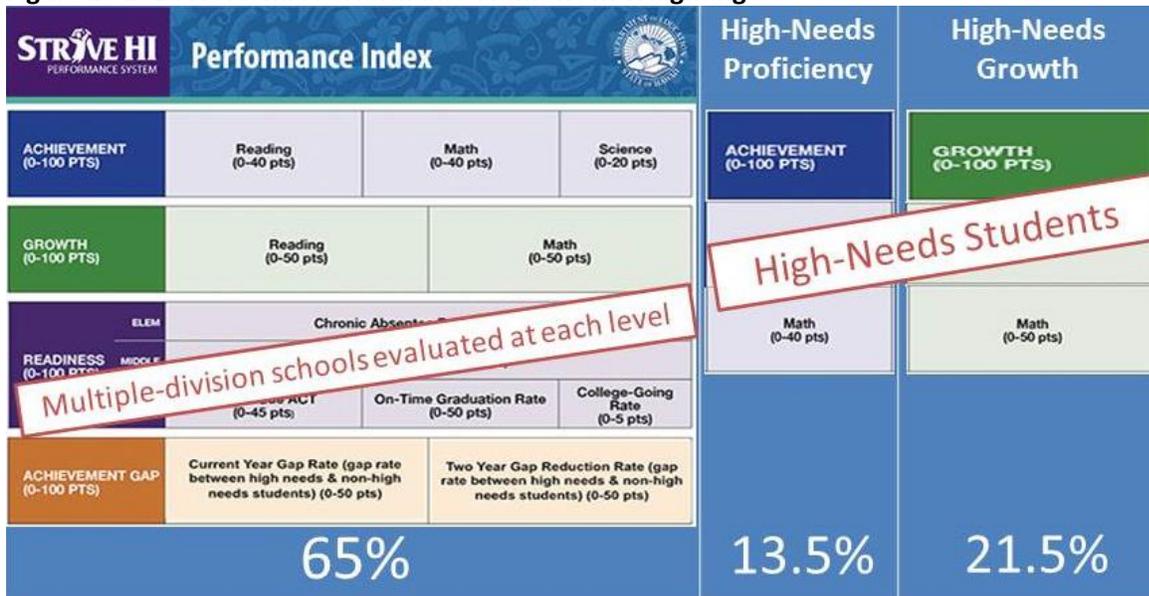


Figure 3: Example of Weighting with a 25% School-Specific Measure



Rating. The Academic Performance Framework attempts to answer the evaluative question, “Is the academic program a success?” In order to answer this question, for each measure a school receives one of four ratings on its Overall Score: “Exceeds Standard,” “Meets Standard,” “Does Not Meet Standard,” or “Falls Far Below Standard.” A charter school that meets or exceeds the standard is implementing its academic program effectively, as reflected in student outcomes, and student learning, the central purpose of every school, is taking place. Each of these ratings has been assigned a color, as show in Figure 4.

Figure 4: Academic Performance Framework Ratings

Exceeds Standard	Meets Standard	Does Not Meet Standard	Falls Far Below Standard

Overall Score and Overall Rating

Each school is assigned an Overall Rating based on where its Overall Score falls, according to following target ranges:

Rating Category	Overall Score Target Ranges
Exceeds Standard	75-100
Meets Standard	50-74
Does Not Meet Standard	25-49
Falls Far Below Standard	Below 25

e. 2013-2014 Academic Performance Framework Results

Overall Results. Table 4 below shows the point awarded each school under each of the Academic Performance Framework’s measures, with Proficiency and Growth results separated by Math and Reading.

Table 4: Academic Performance Framework Results							
Schools	Weighted API Score	Weighted API Score Points	Math Proficiency Score	Reading Proficiency Score	Math Growth Points	Reading Growth Points	Overall Score
Connections Public Charter School	267	42.96	3.20	4.05	8.21	8.39	66.81
Hakipu’u Learning Center	70	7.64	0.84	1.49	0.69	1.19	11.85
Halau Ku Mana Public Charter School	249	40.34	1.52	4.14	6.84	8.39	61.24
Hālau Lōkahi Charter School	155	17.28	1.11	2.60	6.35	6.14	33.50
Hawaii Academy of Arts & Science Public Charter School (HAAS)	215	33.54	3.48	5.14	2.69	7.29	52.15
Hawaii Technology Academy	186	26.91	0.93	1.42	4.18	8.19	41.65
Innovations Public Charter School	301	45.26	4.35	5.19	7.82	8.46	71.07

Table 4: Academic Performance Framework Results							
Schools	Weighted API Score	Weighted API Score Points	Math Proficiency Score	Reading Proficiency Score	Math Growth Points	Reading Growth Points	Overall Score
Ka 'Umeke Kā'eo	284	49.20	3.20	5.46	8.14	8.78	74.78
Ka Waihona o ka Na'auao Public Charter School	146	17.04	1.59	2.76	2.25	4.22	27.86
Kamaile Academy, PCS	206	29.86	1.35	1.39	7.33	4.61	44.55
Kanu o ka 'Āina New Century Public Charter School	219	33.91	2.83	4.28	2.63	3.84	47.50
Kanuikapono Public Charter School	244	37.73	2.56	4.39	6.35	4.22	55.27
Kawaikini New Century Public Charter School	253	40.97	3.90	1.15	10.39	8.98	65.40
Ke Ana La'ahana PCS	144	15.55	0.41	1.41	1.88	4.99	24.25
Ke Kula Niihau O Kekaha Learning Center	162	21.14	3.65	1.42	8.35	7.68	42.25
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	70	7.98	0.04	0.04	4.78	8.78	21.62
Ke Kula 'o Samuel M. Kamakau, LPCS	136	15.34	0.93	2.30	3.28	2.45	24.31
Kihei Charter School	177	25.77	4.84	5.51	2.50	2.51	41.14
Kona Pacific Public Charter School	158	20.79	0.65	1.99	3.28	2.69	29.40
Kua o ka Lā New Century Public Charter School	53	5.83	0.57	1.22	1.69	2.03	11.35
Kualapu'u School: A Public Conversion Charter	301	42.79	3.91	3.34	8.14	7.68	65.86

Table 4: Academic Performance Framework Results							
Schools	Weighted API Score	Weighted API Score Points	Math Proficiency Score	Reading Proficiency Score	Math Growth Points	Reading Growth Points	Overall Score
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	333	54.30	6.15	6.75	10.60	10.62	88.43
Lanikai Elementary Public Charter School	203	27.67	4.54	4.16	3.88	1.91	42.16
Laupahoehoe Community Public Charter School	90	9.95	0.80	1.35	2.25	2.15	16.52
Myron B. Thompson Academy	239	37.77	5.17	5.89	3.88	8.13	60.86
Na Wai Ola (Waters Of Life) Public Charter School	143	15.76	4.54	4.39	1.94	1.25	27.88
SEEQS: The School for Examining Essential Questions of Sustainability	118	13.01	1.24	2.63	1.75	0.60	19.22
University Laboratory School	203	33.62	1.67	5.22	2.06	3.46	46.05
Volcano School of Arts & Sciences	131	15.61	1.65	2.30	2.56	2.15	24.27
Voyager: A Public Charter School	318	47.61	3.01	3.88	8.79	4.61	67.89
Waialae Elementary Public Charter School	283	40.26	4.01	4.73	5.38	7.29	61.66
Waimea Middle Public Conversion Charter School	158	23.78	1.65	3.38	2.69	2.69	34.18
West Hawai'i Explorations Academy	166	21.91	4.26	5.44	2.25	4.99	38.87

Overall Rating. Overall, 36% of charter schools met or exceeded standards under the Commission’s Academic Performance Framework. However, 63% of charter schools were rated as “Does Not Meet Standard” or “Falls Far Below Standard,” as shown in [Table 5](#) below. This is consistent with results under Strive HI and also reflects the Academic Performance Framework’s added emphasis on measuring the achievement and growth of High Needs Students. Some outcomes for High Needs Students in charter schools, particularly Growth, are low compared to results from all public schools statewide. This reality, combined with the Academic Performance Framework’s emphasis on High-Needs Students and on Growth,¹⁵ appears to have contributed to the relatively high number of charter schools failing to achieve overall ratings of “Meets Standard” or “Exceed Standard.”

By contrast, there are schools that received high ratings on the Academic Performance Framework. One of the two schools that achieved an Overall Rating of “Exceeds Standard” on the Academic Performance Framework, KANAKA, scored 275 points out of 400 points on its straight Strive HI API. The school had received a “Continuous Improvement” classification under Strive HI based on its prior year’s Strive HI API score of 238. The school has achieved high levels of academic proficiency and growth, while serving a student population composed almost entirely of High Needs Students. In addition, the Commission’s weighting of the school’s results proportionally by the grade divisions served meant that the school’s Overall Rating under the Academic Performance Framework was not as adversely affected by its 11th grade ACT scores as was its API score under Strive HI.

Schools	Overall Rating	Overall Score
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Exceeds Standard	88.43
Ka ‘Umeke Kā’eo	Exceeds Standard	74.78
Innovations Public Charter School	Meets Standard	71.07
Voyager: A Public Charter School	Meets Standard	67.89
Connections Public Charter School	Meets Standard	66.81
Kualapu’u School: A Public Conversion Charter	Meets Standard	65.86
Kawaikini New Century Public Charter School	Meets Standard	65.40
Waialae Elementary Public Charter School	Meets Standard	61.66

¹⁵ High Needs proficiency rates are assigned a weight of 13.5% under the Academic Performance framework and High Needs growth constitutes 21.5% of the framework.

Table 5: Academic Performance Framework – Overall Rating

Schools	Overall Rating	Overall Score
Halau Ku Mana Public Charter School	Meets Standard	61.24
Myron B. Thompson Academy	Meets Standard	60.86
Kanuikapono Public Charter School	Meets Standard	55.27
Hawaii Academy of Arts & Science Public Charter School (HAAS)	Meets Standard	52.15
Kanu o ka 'Āina New Century Public Charter School	Does Not Meet Standard	47.50
University Laboratory School	Does Not Meet Standard	46.05
Kamaile Academy, PCS	Does Not Meet Standard	44.55
Ke Kula Niihau O Kekaha Learning Center	Does Not Meet Standard	42.25
 Lanikai Elementary Public Charter School	Does Not Meet Standard	42.16
Hawaii Technology Academy	Does Not Meet Standard	41.65
Kihei Charter School	Does Not Meet Standard	41.14
West Hawai'i Explorations Academy	Does Not Meet Standard	38.87
Waimea Middle Public Conversion Charter School	Does Not Meet Standard	34.18
Hālau Lōkahi Charter School	Does Not Meet Standard	33.50
Kona Pacific Public Charter School	Does Not Meet Standard	29.40
Na Wai Ola (Waters Of Life) Public Charter School	Does Not Meet Standard	27.88
Ka Waihona o ka Na'auao Public Charter School	Does Not Meet	27.86

Table 5: Academic Performance Framework – Overall Rating		
Schools	Overall Rating	Overall Score
	Standard	
Ke Kula ‘o Samuel M. Kamakau, LPCS	Falls Far Below Standard	24.31
Volcano School of Arts & Sciences	Falls Far Below Standard	24.27
Ke Ana La‘ahana PCS	Falls Far Below Standard	24.25
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	Falls Far Below Standard	21.62
SEEQS: The School for Examining Essential Questions of Sustainability	Falls Far Below Standard	19.22
Laupahoe Community Public Charter School	Falls Far Below Standard	16.52
Hakipu‘u Learning Center	Falls Far Below Standard	11.85
Kua o ka Lā New Century Public Charter School	Falls Far Below Standard	11.35

As discussed above, the Commission’s Academic Performance Framework attempted to address the issue of multi-divisional schools and how they are treated under Strive HI by simulating an API score for each grade division that the school serves (elementary, middle, and high) and then weighting the API score for each division based on the percentage of the student population in each division. While there are some differences between the Strive HI API score and the Weighted API score, overall these were not significant, as shown in [Table 6](#). Overall, the Framework assigned a Weighted API score about ten points above or below the Strive HI API score for 23 of 33 schools. The Weighted API score provides important information for the performance of a multi-division school at each grade division, yet this methodology does not produce significantly different scores in comparison to Strive HI API scores.

The difference between the Strive HI API score and the Weighted API score is attributed to the weighting of school performance proportionate to the student body. For example, Connections serves grades K-12 and its Strive HI API score is 236. Connections currently serves 379 students in elementary grades, 86 students at the middle school level, and 99 students at the high school level. When the

performance of each division is calculated separately,¹⁶ and then re-weighted to represent the school's population, the Weighted API score is 267, 31 points higher than the Strive HI API score.

In this way, the Weighted API reveals a more accurate picture of the entire school's academic performance when there are multiple divisions in one school.

Table 6: Strive HI API Score Comparison to Weighted API Score		
Schools	Strive HI API Score	Weighted API Score
Connections Public Charter School	236	267
Hakipu'u Learning Center	107	70
Halau Ku Mana Public Charter School	238	249
Hālau Lōkahi Charter School	140	155
Hawaii Academy of Arts & Science Public Charter School (HAAS)	243	215
Hawaii Technology Academy	199	186
Innovations Public Charter School	304	301
Ka 'Umeke Kā'eo	104	284
Ka Waihona o ka Na'auao Public Charter School	146	146
Kamaile Academy, PCS	175	206
Kanu o ka 'Āina New Century Public Charter School	213	219
Kanuikapono Public Charter School	154	244
Kawaikini New Century Public Charter School	202	253
Ke Ana La'ahana PCS	170	144

¹⁶ In this case, the elementary division's Weighted API is 263, representing 67% of the student body, the Middle school division's Weighted API is 345, representing 15% of the student body, and the high school division's Weighted API is 205, representing only 17% of the student body. The higher score from the middle school students are due to higher levels of Reading and Math proficiency and a higher SGP than the high school or elementary students. Elementary students, representing more than half the student body, scored significantly higher than their high school peers, and this is reflected in the schools' higher Weighted API score.

Table 6: Strive HI API Score Comparison to Weighted API Score

Schools	Strive HI API Score	Weighted API Score
Ke Kula Niihau O Kekaha Learning Center	151	162
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	76	70
Ke Kula 'o Samuel M. Kamakau, LPCS	202	136
Kihei Charter School	208	177
Kona Pacific Public Charter School	168	158
Kua o ka Lā New Century Public Charter School	124	53
Kualapu'u School: A Public Conversion Charter	256	301
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	275	333
Lanikai Elementary Public Charter School	203	203
Laupahoehoe Community Public Charter School	158	90
Myron B. Thompson Academy	290	239
Na Wai Ola (Waters Of Life) Public Charter School	143	143
SEEQS: The School for Examining Essential Questions of Sustainability	118	118
University Laboratory School	265	203
Volcano School of Arts & Sciences	103	131
Voyager: A Public Charter School	316	318
Waialae Elementary Public Charter School	283	283
Waimea Middle Public Conversion Charter School	158	158
West Hawai'i Explorations Academy	198	166

State and Federal Accountability System Indicator. As discussed above, the Academic Performance Framework recognizes Strive HI as an important indicator by incorporating it as part of one of the three measures in the framework. Schools were given ratings based on the following chart:

Exceeds Standard	Weighted API Score at or above the 90 th percentile of all schools serving the same grade divisions in the state
Meets Standard	Weighted API Score between the 50 th and 90 th percentile of all schools serving the same grade divisions in the state
Does Not Meet Standard	Weighted API Score between the 20 th and 49 th percentile of all schools serving the same grade divisions in the state
Falls Far Below Standard	Weighted API Score below the 20 th percentile of all schools serving the same grade divisions in the state

Each school received points¹⁷ and a rating for the measure, as shown in [Table 7](#) below.

Two charter schools (6% of the schools) earned the overall rating of “Exceeds Standard.” When these schools’ Weighted API scores are compared to the Strive HI API scores of schools serving the same grade divisions statewide, these schools ranked at or above the 90th percentile. Thirty percent of charter schools earned the “Meets Standard” rating, which places them between the 50th and 90th percentiles of Strive HI API scores of schools serving the same grade divisions statewide. Thirty-nine percent of charter schools earned the rating of “Does Not Meet Standard,” placing them among the 20th to 49th percentiles of schools serving the same grade divisions statewide. Finally, 24% of charter schools earned “Falls Far Below Standard,” ranking their Weighted API scores below the 20th percentile of schools serving the same grade divisions statewide. Overall, when comparing Weighted API scores to Strive HI API scores statewide, 63% of charter schools performed at the 49th percentile or below, and 36% scored above the median.

Schools	Measure 1 a. Rating	Weighted Points
Connections Public Charter School	Meets Standard	42.96
Hakipu’u Learning Center	Falls Far Below Standard	7.64
Halau Ku Mana Public Charter School	Meets Standard	40.34
Hālau Lōkahi Charter School	Does Not Meet Standard	17.28
Hawaii Academy of Arts & Science Public Charter School	Meets Standard	33.54

¹⁷ The points shown are weighted points, which means that these are the points that were assigned to the measure once the 65% weighting assigned to the measure was applied.

Table 7: Academic Performance Framework – State and Federal Accountability System

Schools	Measure 1 a. Rating	Weighted Points
(HAAS)		
Hawaii Technology Academy	Does Not Meet Standard	26.91
Innovations Public Charter School	Meets Standard	45.26
Ka ‘Umeke Kā’eo	Exceeds Standard	49.20
Ka Waihona o ka Na‘auao Public Charter School	Does Not Meet Standard	17.04
Kamaile Academy, PCS	Does Not Meet Standard	29.86
Kanu o ka ‘Āina New Century Public Charter School	Meets Standard	33.91
Kanuikapono Public Charter School	Meets Standard	37.73
Kawaikini New Century Public Charter School	Meets Standard	40.97
Ke Ana La‘ahana PCS	Falls Far Below Standard	15.55
Ke Kula Niihau O Kekaha Learning Center	Does Not Meet Standard	21.14
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	Falls Far Below Standard	7.98
Ke Kula ‘o Samuel M. Kamakau, LPCS	Falls Far Below Standard	15.34
Kihei Charter School	Does Not Meet Standard	25.77
Kona Pacific Public Charter School	Does Not Meet Standard	20.79
Kua o ka Lā New Century Public Charter School	Falls Far Below Standard	5.83
Kualapu‘u School: A Public Conversion Charter	Meets Standard	42.79
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Exceeds Standard	54.30
Lanikai Elementary Public Charter School	Does Not Meet Standard	27.67
Laupahoe Community Public Charter School	Falls Far Below Standard	9.95
Myron B. Thompson Academy	Meets Standard	37.77

Table 7: Academic Performance Framework – State and Federal Accountability System		
Schools	Measure 1 a. Rating	Weighted Points
Na Wai Ola (Waters Of Life) Public Charter School	Falls Far Below Standard	15.76
SEEQS: The School for Examining Essential Questions of Sustainability	Falls Far Below Standard	13.01
University Laboratory School	Meets Standard	33.62
Volcano School of Arts & Sciences	Falls Far Below Standard	15.61
Voyager: A Public Charter School	Meets Standard	47.61
Waialae Elementary Public Charter School	Meets Standard	40.26
Waimea Middle Public Conversion Charter School	Does Not Meet Standard	23.78
West Hawai'i Explorations Academy	Does Not Meet Standard	21.91

As shown on the table above, most charter schools are underperforming the median of all public schools serving the same grade divisions statewide when the charter schools' API scores are weighted to account for multiple grade divisions. The two schools that received an "Exceeds Standard" rating are performing in the top 10% of all public schools serving the same grade divisions statewide when the charter schools' API scores are weighted to account for multiple grade divisions.

High Needs Students – Proficiency. As discussed above, the Academic Performance Framework addresses whether the school's High Needs Students, *i.e.*, those students who are economically disadvantaged, English language learners or students receiving special education, are meeting or exceeding statewide proficiency rates for High Needs Students in Reading and Math. Each school received points¹⁸ and a rating for each submeasure (Reading and Math), as shown in [Table 8](#).

Exceeds Standard	The school's average High Needs proficiency rate is in the top 10% of statewide High Needs performance in schools serving the same grades.
Meets Standard	The school's average High Needs proficiency rate meets or exceeds the statewide average High Needs performance of schools serving the same grades but is below the top 10%.
Does Not Meet Standard	The school's average High Needs proficiency rate is below the statewide average High Needs performance of schools serving the same grades but is above the bottom 20%.

¹⁸ The points shown are weighted points, which means that these are the points that were assigned to the measure once the 13.5% weighting assigned to the measure was applied.

Falls Far Below Standard	The school’s average High Needs proficiency rate is in the bottom 20% of statewide average High Needs performance of schools serving the same grades.
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This table shows that 52% of charter schools earned ratings of “Meets Standard” or “Exceeds Standard” in the measure of High Needs Student Reading proficiency, while 48% of charter schools received ratings of “Does Not Meet Standard” or “Falls Far Below Standard.” In achieving Math proficiency, 63% of charter schools earned ratings of “Meets Standard” or “Exceeds Standard,” while 36% were rated as “Does Not Meet Standard” or “Falls Far Below Standard.”

Charter schools are doing a relatively better job at Math proficiency than Reading proficiency. In both Math and Reading, most charter schools are performing above statewide averages for High Needs Students in the same grade divisions.

Table 8: Academic Performance Framework – High Needs Proficiency				
Schools	Rating (Math)	Weighted Points	Rating (Reading)	Weighted Points
Connections Public Charter School	Does Not Meet Standard	3.20	Meets Standard	4.05
Hakipu’u Learning Center	Falls Far Below Standard	0.84	Falls Far Below Standard	1.49
Halau Ku Mana Public Charter School	Falls Far Below Standard	1.52	Meets Standard	4.14
Hālau Lōkahi Charter School	Falls Far Below Standard	1.11	Does Not Meet Standard	2.60
Hawaii Academy of Arts & Science Public Charter School (HAAS)	Meets Standard	3.48	Exceeds Standard	5.14
Hawaii Technology Academy	Falls Far Below Standard	0.93	Falls Far Below Standard	1.42
Innovations Public Charter School	Meets Standard	4.35	Exceeds Standard	5.19
Ka ‘Umeke Kā’eo	Does Not Meet Standard	3.20	Exceeds Standard	5.46
Ka Waihona o ka Na’auao Public Charter School	Falls Far Below Standard	1.59	Does Not Meet Standard	2.76

Table 8: Academic Performance Framework – High Needs Proficiency				
Schools	Rating (Math)	Weighted Points	Rating (Reading)	Weighted Points
Kamaile Academy, PCS	Falls Far Below Standard	1.35	Falls Far Below Standard	1.39
Kanu o ka 'Āina New Century Public Charter School	Does Not Meet Standard	2.83	Meets Standard	4.28
Kanuikapono Public Charter School	Does Not Meet Standard	2.56	Meets Standard	4.39
Kawaikini New Century Public Charter School	Meets Standard	3.90	Falls Far Below Standard	1.15
Ke Ana La'ahana PCS	Falls Far Below Standard	0.41	Falls Far Below Standard	1.41
Ke Kula Niihau O Kekaha Learning Center	Meets Standard	3.65	Falls Far Below Standard	1.42
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Falls Far Below Standard	0.04	Falls Far Below Standard	0.04
Ke Kula 'o Samuel M. Kamakau, LPCS	Falls Far Below Standard	0.93	Does Not Meet Standard	2.30
Kihei Charter School	Meets Standard	4.84	Exceeds Standard	5.51
Kona Pacific Public Charter School	Falls Far Below Standard	0.65	Does Not Meet Standard	1.99
Kua o ka Lā New Century Public Charter School	Falls Far Below Standard	0.57	Falls Far Below Standard	1.22
Kualapu'u School: A Public Conversion Charter	Meets Standard	3.91	Does Not Meet Standard	3.34
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Exceeds Standard	6.15	Exceeds Standard	6.75
Lanikai Elementary Public Charter School	Meets Standard	4.54	Meets Standard	4.16

Table 8: Academic Performance Framework – High Needs Proficiency				
Schools	Rating (Math)	Weighted Points	Rating (Reading)	Weighted Points
Laupahoehoe Community Public Charter School	Falls Far Below Standard	0.80	Falls Far Below Standard	1.35
Myron B. Thompson Academy	Exceeds Standard	5.17	Exceeds Standard	5.89
Na Wai Ola (Waters Of Life) Public Charter School	Meets Standard	4.54	Meets Standard	4.39
SEEQS: The School for Examining Essential Questions of Sustainability	Falls Far Below Standard	1.24	Does Not Meet Standard	2.63
University Laboratory School	Falls Far Below Standard	1.67	Exceeds Standard	5.22
Volcano School of Arts & Sciences	Falls Far Below Standard	1.65	Does Not Meet Standard	2.30
Voyager: A Public Charter School	Does Not Meet Standard	3.01	Meets Standard	3.88
Waialae Elementary Public Charter School	Meets Standard	4.01	Meets Standard	4.73
Waimea Middle Public Conversion Charter School	Falls Far Below Standard	1.65	Meets Standard	3.38
West Hawai'i Explorations Academy	Meets Standard	4.26	Exceeds Standard	5.44

High Needs Students – Growth. As discussed above, the Academic Performance Framework also looks at whether High Needs Students are showing growth in Reading and Math based on the Hawaii Growth Model’s median Student Growth Percentile (“SGP”).¹⁹ In other words, this measure looks at whether High Needs Students in the school are gaining proficiency at the same rate as peers

¹⁹ The Academic Performance Framework follows the DOE’s methodology to measure the growth of High Needs Students. The Growth measurement captures individual student growth by measuring their academic gains over time. Each student is compared to other students who scored similarly. The SGP indicates whether the individual’s growth is high, average, or low compared to his or her academic peers. The median SGP indicates the growth that the schools are making as a whole. The MGP is calculated by taking the individual SGPs at a school, ordering them from lowest to highest, and then identifying the middle score.

statewide who tested similarly in previous assessments. Each school received points²⁰ and a rating for each submeasure (Reading and Math), as shown in [Table 9](#) below.

Table 9: Academic Performance Framework – High Needs (Growth)				
Schools	Math (Rating)	Weighted Points	Reading (Rating)	Weighted Points
Connections Public Charter School	Exceeds Standard	8.21	Exceeds Standard	8.39
Hakipu‘u Learning Center	Falls Far Below Standard	0.69	Falls Far Below Standard	1.19
Halau Ku Mana Public Charter School	Meets Standard	6.84	Exceeds Standard	8.39
Hālau Lōkahi Charter School	Meets Standard	6.35	Meets Standard	6.14
Hawaii Academy of Arts & Science Public Charter School (HAAS)	Does Not Meet Standard	2.69	Meets Standard	7.29
Hawaii Technology Academy	Does Not Meet Standard	4.18	Exceeds Standard	8.19
Innovations Public Charter School	Meets Standard	7.82	Exceeds Standard	8.46
Ka ‘Umeke Kā‘eo	Exceeds Standard	8.14	Exceeds Standard	8.78
Ka Waihona o ka Na‘auao Public Charter School	Falls Far Below Standard	2.25	Does Not Meet Standard	4.22
Kamaile Academy, PCS	Meets Standard	7.33	Does Not Meet Standard	4.61
Kanu o ka ‘Āina New Century Public Charter School	Falls Far Below Standard	2.63	Does Not Meet Standard	3.84
Kanuikapono Public Charter School	Meets Standard	6.35	Does Not Meet Standard	4.22
Kawaikini New Century Public Charter School	Exceeds Standard	10.39	Exceeds Standard	8.98
Ke Ana La‘ahana PCS	Falls Far Below Standard	1.88	Does Not Meet Standard	4.99

²⁰ The points shown are weighted points, which means that these are the points that were assigned to the measure once the 13.5% weighting assigned to the measure was applied.

Table 9: Academic Performance Framework – High Needs (Growth)

Schools	Math (Rating)	Weighted Points	Reading (Rating)	Weighted Points
Ke Kula Niihau O Kekaha Learning Center	Exceeds Standard	8.35	Meets Standard	7.68
Ke Kula ‘o Nāwahīokalani’ōpu‘u Iki, LPCS	Does Not Meet Standard	4.78	Exceeds Standard	8.78
Ke Kula ‘o Samuel M. Kamakau, LPCS	Does Not Meet Standard	3.28	Falls Far Below Standard	2.45
Kihei Charter School	Falls Far Below Standard	2.50	Falls Far Below Standard	2.51
Kona Pacific Public Charter School	Does Not Meet Standard	3.28	Does Not Meet Standard	2.69
Kua o ka Lā New Century Public Charter School	Falls Far Below Standard	1.69	Falls Far Below Standard	2.03
Kualapu‘u School: A Public Conversion Charter	Exceeds Standard	8.14	Meets Standard	7.68
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Exceeds Standard	10.60	Exceeds Standard	10.62
Lanikai Elementary Public Charter School	Does Not Meet Standard	3.88	Falls Far Below Standard	1.91
Laupahoehoe Community Public Charter School	Falls Far Below Standard	2.25	Falls Far Below Standard	2.15
Myron B. Thompson Academy	Does Not Meet Standard	3.88	Exceeds Standard	8.13
Na Wai Ola (Waters Of Life) Public Charter School	Falls Far Below Standard	1.94	Falls Far Below Standard	1.25
SEEQS: The School for Examining Essential Questions of Sustainability	Falls Far Below Standard	1.75	Falls Far Below Standard	0.60
University Laboratory School	Falls Far Below Standard	2.06	Does Not Meet Standard	3.46
Volcano School of Arts & Sciences	Falls Far Below Standard	2.56	Falls Far Below Standard	2.15

Table 9: Academic Performance Framework – High Needs (Growth)

Schools	Math (Rating)	Weighted Points	Reading (Rating)	Weighted Points
Voyager: A Public Charter School	Exceeds Standard	8.79	Does Not Meet Standard	4.61
Waialae Elementary Public Charter School	Meets Standard	5.38	Meets Standard	7.29
Waimea Middle Public Conversion Charter School	Does Not Meet Standard	2.69	Does Not Meet Standard	2.69
West Hawai'i Explorations Academy	Falls Far Below Standard	2.25	Does Not Meet Standard	4.99

The results show that seven schools received ratings of “Exceeds Standard” in High Needs Growth for Math, and six received ratings of “Meets Standard.” Eight schools received ratings of “Did Not Meet Standard” for High Needs Growth for Math, and twelve received ratings of “Falls Far Below Standard.”

The results show that ten schools received ratings of “Exceeds Standard” for High Needs Growth in Reading, and four received ratings of “Meets Standard.” Ten schools received ratings of “Did Not Meet Standard” for High Needs Growth for Reading, while nine received ratings of “Falls Far Below Standard.”

Overall a majority of charter schools appear to be underperforming on Growth with High Needs Students statewide serving the same grade levels in both subjects. However, some charters have demonstrated significant improvement in High-Needs Student Growth in both Reading and Math.

Academic Performance Framework Overall Ratings Compared to Strive HI Classifications. As a point of information and comparison, the next table shows the school’s Overall Ratings under the Academic Performance Framework alongside the schools’ Strive HI Classifications. There is no exact correlation between Academic Performance Framework Overall Ratings and Strive HI Classifications because the two were designed for different purposes. The Academic Performance Framework was designed to rate schools against a standard. Strive HI Classifications are designed to inform the distribution of resources to schools that need it the most.

Although the Strive HI classifications and the Academic Performance Framework Overall Ratings serve different functions, as a point of information comparing the schools’ Classifications and Overall Ratings highlights both the overall consistency between the two systems as well as some differences in results that reflect the differences in their respective methodologies and purposes. The following table shows the four ratings under the Academic Performance Framework and the four Strive HI Classifications.

Exceeds Standard	Recognition
Meets Standard	Continuous Improvement
Does Not Meet Standard	Focus
Falls Far Below Standard	Priority

Table 10 shows the results for each school.

Table 10: Academic Performance Framework Overall Rating Compared to Strive HI Classification		
Schools	APF Overall Rating	Strive HI Classification
Connections Public Charter School	Meets Standard	Continuous Improvement
Hakipu'u Learning Center	Falls Far Below Standard	Priority
Halau Ku Mana Public Charter School	Meets Standard	Continuous Improvement
Hālau Lōkahi Charter School	Does Not Meet Standard	Continuous Improvement
Hawaii Academy of Arts & Science Public Charter School (HAAS)	Meets Standard	Focus
Hawaii Technology Academy	Does Not Meet Standard	Focus
Innovations Public Charter School	Meets Standard	Continuous Improvement
Ka 'Umeke Kā'eo	Exceeds Standard	Priority
Ka Waihona o ka Na'auao Public Charter School	Does Not Meet Standard	Continuous Improvement
Kamaile Academy, PCS	Does Not Meet Standard	Priority
Kanu o ka 'Āina New Century Public Charter School	Does Not Meet Standard	Continuous Improvement
Kanuikapono Public Charter School	Meets Standard	Continuous Improvement
Kawaikini New Century Public Charter School	Meets Standard	Continuous Improvement
Ke Ana La'ahana PCS	Falls Far Below Standard	Continuous Improvement
Ke Kula Niihau O Kekaha Learning Center	Does Not Meet Standard	Focus
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Falls Far Below Standard	Priority

Table 10: Academic Performance Framework Overall Rating Compared to Strive HI Classification		
Schools	APF Overall Rating	Strive HI Classification
Ke Kula 'o Samuel M. Kamakau, LPCS	Falls Far Below Standard	Continuous Improvement
Kihei Charter School	Does Not Meet Standard	Focus
Kona Pacific Public Charter School	Does Not Meet Standard	Continuous Improvement
Kua o ka Lā New Century Public Charter School	Falls Far Below Standard	Continuous Improvement
Kualapu'u School: A Public Conversion Charter	Meets Standard	Continuous Improvement
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Exceeds Standard	Continuous Improvement
Lanikai Elementary Public Charter School	Does Not Meet Standard	Continuous Improvement
Laupahoehoe Community Public Charter School	Falls Far Below Standard	Focus
Myron B. Thompson Academy	Meets Standard	Continuous Improvement
Na Wai Ola (Waters Of Life) Public Charter School	Does Not Meet Standard	Recognition
SEEQS: The School for Examining Essential Questions of Sustainability	Falls Far Below Standard	Classification Not Determined
University Laboratory School	Does Not Meet Standard	Continuous Improvement
Volcano School of Arts & Sciences	Falls Far Below Standard	Continuous Improvement
Voyager: A Public Charter School	Meets Standard	Continuous Improvement
Waialae Elementary Public Charter School	Meets Standard	Continuous Improvement
Waimea Middle Public Conversion Charter School	Does Not Meet Standard	Continuous Improvement
West Hawai'i Explorations Academy	Does Not Meet Standard	Focus

Generally speaking, the Strive HI Classifications are not dramatically misaligned with the Academic Performance Framework Overall Ratings. This is not surprising because of the significant ways that the Academic Performance Framework relies on Strive HI data.

However, several schools' Academic Performance Framework Overall Ratings differed significantly from their Strive HI Classifications. Among the explanations for these differences are:

- Strive HI Classifications were determined during the 2012-2013 school year, while the Academic Performance Framework ratings were established during the 2013-2014 school year;
- Strive HI Classifications are intended to highlight the highest and lowest performing schools so that 75-85% of schools are classified under Strive HI in Continuous Improvement;
- Strive HI has automatic triggers which result in an automatic Focus or Priority classification based on one indicator (*e.g.*, low graduation rate) even if the school's overall indicators would not otherwise place it in that classification;
- Because the Academic Performance Framework so heavily emphasizes achievement and growth of High Needs populations, schools' results on these measures could account for Overall Ratings that present a contrast to these schools' Strive HI Classifications; and
- As described in [Section III.A](#), regarding data caveats, the Commission allowed Hawaiian medium and immersion schools to request that the Commission exclude the Hawaii State Bridge Assessment results for some early grades from consideration under the Academic Performance Framework because students in those grades are taught exclusively or primarily in the Hawaiian language, and the exclusion of the results could yield a higher or a lower rating under the Academic Performance Framework and account for some differences.

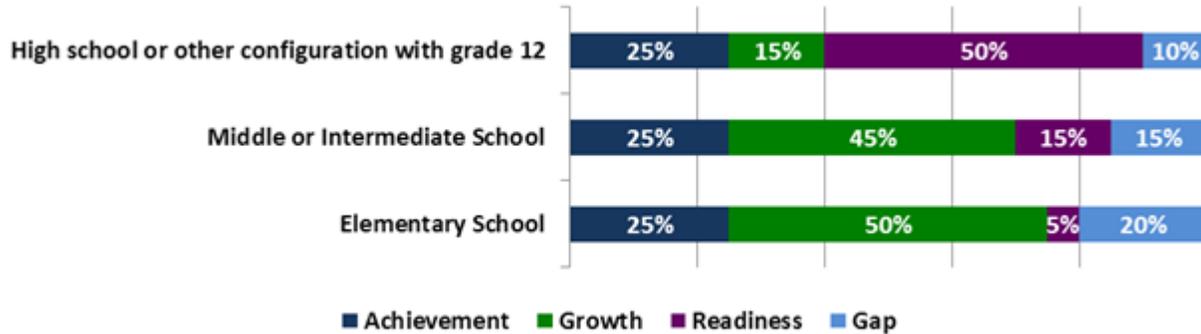
2. Strive HI

The DOE released the first performance reports under Strive HI for the 2012-2013 school year in July of 2013. The 2013-2014 school year is the second year of Strive HI results. Because some changes have been made to Strive HI, there are certain considerations that should be made when interpreting this year's data and making year-to-year comparisons.

Strive HI uses multiple indicators to measure the categories of student achievement, growth, college and career readiness, and achievement gaps. Schools earn points in each category and can earn a maximum of 400 points on the Strive HI Academic Performance Index ("API"). The categories are weighted differently for elementary, middle, and high schools. The points for each indicator are weighted according to the highest grade level the school serves. For example, a school that serves grades kindergarten through 12th grade would be considered a high school under Strive HI and would be

weighted according to [Figure 5](#) below using the “High School and other configuration with grade 12” category.

Figure 5: Strive HI Weighting for Elementary, Middle, and High School Divisions



These weighted indicators are then used to create a Strive HI Academic Performance Index API score for each school. Schools are ranked according to Strive HI API score and classified. The top 5% of schools are classified as “Recognition” schools, the top 75-85% of schools are classified as “Continuous Improvement” schools; the next 10% are classified as “Focus” schools, and the lowest 5% are “Priority” schools. See [Figure 6](#) below. In addition—and importantly—certain triggers, such as a low graduation rate, will automatically classify a school as Focus or Priority, despite a relatively higher Strive HI API score.

Figure 6: Strive HI Performance Steps



Strive HI results will be discussed in the following order and cover the following information:

Strive HI API Score and Classification Status. The Strive HI section discusses charter school Strive HI API scores and Classifications, examine overall trends from the 2012-2013 to the 2013-2014 school year in charter schools, and compare them to overall statewide trends. This section will also address specific schools that had large fluctuations in Strive HI API scores.

Achievement. The Achievement section breaks down the levels of student proficiency in Math, Reading, and Science, and proficiency rates of High Needs Students as a whole and achievement by subgroups within the High Needs classification.

Growth. The Growth section discusses growth in Math and Reading and also High Needs growth in comparison to Non-High Needs growth.

Readiness. The Readiness section discusses the indicators for college and career readiness at the elementary, middle, and high school levels. This includes ACT scores, on-time graduation rates and college-going rates, elementary chronic absenteeism and the 8th grade ACT EXPLORE test.

Achievement Gap. The Achievement Gap section will discuss the Current Year Gap and Two-Year Gap Reduction rate.

Strive HI API Score and Classification Status. While Strive HI API scores may shift each year, Classifications will not change because they are two-year designations. However, schools that attained the criteria for Recognition status only in this past year can be reclassified as Recognition schools. All school Classifications will be re-evaluated for the 2014-2015 school year. There is one exception for this year only: the DOE was allowed by the U.S. Department of Education to reclassify Priority schools as Focus schools if they met specific criteria. One charter school, Ke Kula Niihau o Kekaha Learning Center, was reclassified through this exception. The Strive HI Classifications of all of the existing charter schools are listed in [Table 11](#) below. Table 6 also includes the Strive HI API scores from 2012-2013. Full Strive HI reports on each school are contained in [Appendix B](#).

Table 11: Strive HI – API Score and Classification			
School	Strive HI API Score 2012-2013	Strive HI API Score 2013-2014	Strive HI Status
Connections Public Charter School	223	236	Continuous Improvement
Hakipu’u Learning Center	84	107	Priority
Halau Ku Mana Public Charter School	133	238	Continuous Improvement
Hālau Lōkahi Charter School	140	140	Continuous Improvement
Hawaii Academy of Arts & Science Public Charter School (HAAS)	192	243	Focus

Table 11: Strive HI – API Score and Classification

School	Strive HI API Score 2012-2013	Strive HI API Score 2013-2014	Strive HI Status
Hawaii Technology Academy	202	199	Focus
Innovations Public Charter School	139	304	Continuous Improvement
Ka 'Umeke Kā'eo	36	104	Priority
Ka Waihona o ka Na'auao Public Charter School	182	146	Continuous Improvement
Kamaile Academy, PCS	166	175	Priority
Kanu o ka 'Āina New Century Public Charter School	219	213	Continuous Improvement
Kanuikapono Public Charter School	135	154	Continuous Improvement
Kawaikini New Century Public Charter School	158	202	Continuous Improvement
Ke Ana La'ahana PCS	147	170	Continuous Improvement
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	20	76	Priority
Ke Kula 'o Samuel M. Kamakau, LPCS	173	202	Continuous Improvement
Ke Kula Niihau O Kekaha Learning Center	17	151	Focus ²¹
Kihei Charter School	235	208	Focus
Kona Pacific Public Charter School	125	168	Continuous Improvement
Kua o ka Lā New Century Public Charter School	135	124	Continuous Improvement
Kualapu'u School: A Public Conversion Charter	282	256	Continuous Improvement
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	238	275	Continuous Improvement
Lanikai Elementary Public Charter School	251	203	Continuous Improvement
Laupahoehoe Community Public Charter School	202	158	Focus
Mālama Honua Public Charter School	N/A	N/A ²⁹	Classification not determined ²²
Myron B. Thompson Academy	297	290	Continuous Improvement
Na Wai Ola (Waters Of Life) Public Charter School	364	143	Recognition
SEEQS: The School for Examining Essential Questions of Sustainability	n/a	118	Classification not determined ²³
University Laboratory School	249	265	Continuous Improvement
Volcano School of Arts & Sciences	247	103	Continuous Improvement

²¹ All Strive HI classification remained the same, except for Ke Kula Niihau, which was reclassified from Priority to Focus because it met the exit criteria specified by the U.S. Department of Education.

²² Malama Honua is open for the 2014-2015 school year, so there were was no academic data for the 2013-2014 year.

²³ Strive HI classifications were determined in the 2012-2013 school year. Because SEEQS opened for the 2013-2014 school year, it was not given a classification.

Table 11: Strive HI – API Score and Classification			
School	Strive HI API Score 2012-2013	Strive HI API Score 2013-2014	Strive HI Status
Voyager: A Public Charter School	185	316	Continuous Improvement
Waialae Elementary Public Charter School	283	283	Continuous Improvement
Waimea Middle Public Conversion Charter School	147	158	Continuous Improvement
West Hawai'i Explorations Academy	245	198	Focus

In the 2013-2014 academic year, charter schools collectively improved, on average, in each measure of Strive HI, except for Reading proficiency and Chronic Absenteeism. Reading proficiency dropped one percentage point, and Chronic Absenteeism, which indicates the percentage of elementary students that were absent more than fifteen days during the school year, increased by three percentage points. In all other measures of student academic outcomes, charter schools as a sector showed overall improvement. The gap reduction rate, in particular, represents how well charter schools are narrowing the achievement gap between “High Needs Students,” including any of three federally defined subgroups—disability, language, for family income—to “Non-High Needs Students” over time. The charter schools’ average two-year gap reduction rate increased significantly from -21% to 12%. That is, the rate by which charter schools reduced the achievement gap between their High Needs Students and their Non-High Needs Students showed impressive progress.

Statewide trends for all public schools showed the average Math proficiency falling from 60 to 59, the average Reading proficiency falling from 72 to 70, and Science climbing from 34 percent to 40 percent. ACT scores, high school graduation rates, and college-going rates remained steady statewide, with the statewide college-going rate at 82% and high school graduation rate at 63%. Some charter school highlights include:

- The average Strive HI API score rose six points, from 184 to 190.
- The average Math proficiency rate rose from 44% to 46%.
- The average Reading proficiency rate fell from 65% to 64%.
- The average Science proficiency rate rose from 28% to 30%.
- The average Math median growth percentile rose from 44 to 47.
- The average Reading median growth percentile rose from 48 to 50.
- The average Chronic Absenteeism rate rose from 13% to 16%.

- The average percentage of students scoring above 19 on the 11th grade ACT increased from 21% to 25%.
- The average graduation rate increased from 66% to 69%.
- The average two year gap reduction rate increased from -21% to 12%.

Notably, five of the eleven highest performing public high schools in the state, as measured by the Strive HI API score, are charter schools: Myron B. Thompson Academy, Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School, University Laboratory School, Hawaii Academy of Arts and Science Public Charter School (HAAS), and Halau Ku Mana Public Charter School.

Also noteworthy is the fact that two of the four highest-performing middle schools in the state, as measured by the Strive HI API score, are charter schools: Voyager: A Public Charter School and Innovations Public Charter School.

a. Year-to-Year Comparisons of Significant Fluctuations in Strive HI API Scores

The following schools showed significant fluctuations in Strive HI API scores from the 2012-2013 school year to the 2013-2014 school year. These schools are discussed below and are organized by Strive HI Classification.

Recognition. Na Wai Ola (Waters of Life) Public Charter School is the only charter school currently classified as a “Recognition” school under Strive HI. This year, the school’s Strive HI API score fell from 364 to 143. In 2012-2013, the school was classified as a Recognition school for demonstrating high levels of achievement and growth. At that time, the school served grades K-8 and thus was evaluated under Strive HI as a middle school. In 2013-2014 the school served grades K-6 and was evaluated as an elementary school. This could have affected its Strive HI API score because as an elementary school this year, its Readiness measure was weighted at 5%, and the only factor measured was Chronic Absenteeism. As a middle school, its Readiness measure was weighted at 15%, and the factor measured was student results on the 8th grade ACT EXPLORE assessment. These are very different measurements and weights. While proficiency rates remained relatively constant, Math growth fell from 77 to 31, and Reading growth from 69 to 26. This measure, combined with a Chronic Absenteeism rate of 39%, which was calculated for the first time now that the schools served elementary grades only, accounts for much of the change in the Strive HI API scores.

Continuous Improvement. Of the charter schools classified as “Continuous Improvement,” the following had significant changes in their Strive HI API scores from the 2012-2013 school year to the 2013-2014 school year:

- Innovations Public Charter School gained 165 Strive HI API points by increasing student growth, increasing Science proficiency to 55%, and making significant progress in closing

the gap rate between High Needs Student achievement and Non-High Needs Student achievement.

- Lanikai Elementary PCS's Strive HI API score decreased from 251 points to 203 points. Points were lost due to a decrease in Reading growth.
- Volcano School of Arts & Science's Strive HI API score decreased by 144 points. The school's scores for Math proficiency, Reading proficiency, and Growth all decreased compared to the 2012-2013 school year.
- Voyager: A Public Charter School's Strive HI API score increased by 131 points. Growth improved significantly, as did Science proficiency.
- Halau Ku Mana Public Charter School's Strive HI API score increased by 105 points to 238 due to increased proficiency rates in Math, Reading, and Science and increased Growth.

Focus. Schools with Strive HI API scores that fall in the next bottom 10% of all public schools in the state after the lowest-scoring 5% of schools are classified as "Priority" schools are classified as "Focus" schools. Schools also can fall into this classification automatically, even if their API scores are higher than this range, because of "automatic triggers" such as low achievement, low graduation rates, or large within-school achievement or graduation rate gaps. Focus schools receive more state interventions and involvement. Significant changes for schools classified as "Focus" from the 2012-2013 year to the 2013-2014 school year include:

- Hawaii Academy of Arts & Science Public Charter School's Strive HI API score increased from 192 to 243. The school improved in each measure and is performing above average for all public high schools. The school was classified as a Focus school due to a low graduation rate of 68% but has increased its graduation rate to 85% for the 2013-2014 school year.
- Ke Kula Ni'ihau o Kekaha Learning Center's Strive HI API score increased from 17 to 151. Last year, the school was missing data for the college-going rate, current gap rate, and two-year gap reduction rate. This year, data are unavailable for the current gap rate and two-year gap reduction rate due to a small student population.²⁴ The data are also unavailable for the college-going rate measure. The school was classified as a Priority school

²⁴ In order to conduct an achievement gap evaluation, there must be a sample size of at least 20 students in each group (High Needs Students and Non-High Needs Students). If there are not enough students in each group then the data will not be calculated to show an achievement gap.

due to a low Strive HI API score and Title I status. Because the school met the exit criteria²⁵ specified by the U.S. Department of Education after Strive HI's first year of implementation, the school was reclassified as a Focus school for the 2013-2014 school year. This type of reclassification only applied to schools classified as Priority in the 2012-2013 school year that met the Priority status exit criteria in the 2013-2014 school year.

- Kihei Charter School's Strive HI API fell from 235 to 208. Kihei gained points in the Readiness measure but lost points in Growth and the Achievement Gap measures. Last year, the school did not have 11th grade ACT data; this year, 55% of students scored a composite score of 19 or higher. The school was classified as a Focus school due to a low graduation rate of 51%; the graduation rate has increased to 64% for the 2013-2014 school year.
- Laupahoehoe Community Public Charter School's Strive HI API score fell from 202 to 158. This year, the school is missing data for the two-year gap reduction rate measure due to a small student population;²⁶ last year the school had data for each measure. The current gap rate is 56%, which is large and means that there is a considerable gap between achievement of Non-High Needs and High Needs students. Proficiency in Math fell from 40% to 29%, Reading proficiency from 63% to 50%, but Science proficiency increased from 28% to 29%.
- West Hawai'i Explorations Academy's Strive HI API score fell from 245 to 198. Last year, the school did not have data for the two-year gap reduction measure. This year, the school's two-year gap reduction rate is 4%. This means that the school is closing its achievement gap over time. Proficiency rates stayed relatively constant. The percentage of 11th graders demonstrating college readiness by scoring 19 or higher on the ACT fell from 75% to 45%.

Priority. Schools with the lowest 5% of API scores in the state are classified as "Priority" schools. Schools also will automatically be classified as "Priority" if they have persistently low achievement, a low high school graduation rate, or are participating in the federal School Improvement Grants ("SIGs") program. Priority schools are eligible to receive higher levels of support and intervention. Four charter schools currently have a "Priority" classification. While all four increased their Strive API scores during the 2013-2014 school year, two made significant increases:

²⁵ According to the Flex Waiver, dated May 13, 2013, "[i]n order to exit Priority status, schools will have to meet both of the following criteria for two consecutive years: (1) the school can no longer fall within the bottom 5% of schools on the Hawaii API; (2) the school must successfully meet the annual AMO for all student subgroups."

²⁶ In order to conduct an achievement gap evaluation, there must be a sample size of at least 20 students in each group (High Needs Students and Non-High Needs Students). If there are not enough students in each group then the data will not be calculated to show an achievement gap.

- Ka ‘Umeke Ka‘eo’s Strive HI API score increased from 35 to 104 due to increased growth in Reading and Math.
- Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, Laboratory Public Charter School’s Strive HI API score increased from 20 to 76. Last year the school was missing data for the 8th grade ACT EXPLORE, current gap rate, and two-year gap reduction rate. This year, data are still unavailable for the current gap rate and two-year gap reduction rate.

Charter schools that were classified as “Focus” or “Priority” schools in Strive HI’s first year have the option of receiving the support of a full- or part-time position of Charter Academic Officer (“CAO”), the equivalent of a Complex Academic Officer at the DOE. The CAO is responsible for working with the school to develop and adhere to a strategic plan that is based on a comprehensive needs assessment conducted by the school and is intended to improve the school’s academic performance, with the goal of removing the school from of “Focus” or “Priority” status.

b. Achievement

Under Strive HI, achievement measures the percentage of students who scored proficient or higher on the Hawaii State Assessment (“HSA”) in Math, Reading, and Science. Charter schools’ average Math proficiency rate rose from 44% to 46%. The Reading proficiency rate fell from 65% to 64%, and the Science proficiency rate rose from 28% to 30%. Statewide, Math proficiency fell from 60 to 59%, Reading fell from 72 to 70%, and Science rose from 34% to 41%. The DOE had anticipated lower proficiency in Reading and Math as schools adjusted to new standards and a new baseline was established.

Table 12: Strive HI – Achievement Rates and Statewide Comparison			
School (* = Data Suppressed)	Achievement Math (Statewide rate 60%)	Achievement Reading (Statewide rate 72%)	Achievement Science (Statewide rate 34%)
Connections Public Charter School	55%	71%	29%
Hakipu‘u Learning Center*	SUPP	SUPP	SUPP
Halau Ku Mana Public Charter School*	SUPP	SUPP	SUPP
Hālau Lōkahi Charter School	26%	60%	9%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	54%	78%	47%
Hawaii Technology Academy	60%	83%	50%
Innovations Public Charter School	70%	83%	55%
Ka ‘Umeke Kā‘eo*	SUPP	SUPP	SUPP
Ka Waihona o ka Na‘auao Public Charter School*	SUPP	SUPP	SUPP
Kamaile Academy, PCS	35%	44%	16%

Table 12: Strive HI – Achievement Rates and Statewide Comparison			
School (* = Data Suppressed)	Achievement Math (Statewide rate 60%)	Achievement Reading (Statewide rate 72%)	Achievement Science (Statewide rate 34%)
Kanu o ka 'Āina New Century Public Charter School*	SUPP	SUPP	SUPP
Kanuikapono Public Charter School*	SUPP	SUPP	SUPP
Kawaikini New Century Public Charter School*	SUPP	SUPP	SUPP
Ke Ana La'ahana PCS*	SUPP	SUPP	SUPP
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS*	SUPP	SUPP	SUPP
Ke Kula 'o Samuel M. Kamakau, LPCS*	SUPP	SUPP	SUPP
Ke Kula Niihau O Kekaha Learning Center*	SUPP	SUPP	SUPP
Kihei Charter School	67%	87%	49%
Kona Pacific Public Charter School	20%	62%	37%
Kua o ka Lā New Century Public Charter School*	SUPP	SUPP	SUPP
Kualapu'u School: A Public Conversion Charter	58%	57%	26%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)*	SUPP	SUPP	SUPP
Lanikai Elementary Public Charter School	85%	89%	72%
Laupahoehoe Community Public Charter School*	SUPP	SUPP	SUPP
Myron B. Thompson Academy	69%	88%	68%
Na Wai Ola (Waters Of Life) Public Charter School	72%	72%	56%
SEEQS: The School for Examining Essential Questions of Sustainability	48%	65%	N/A ²⁷
University Laboratory School	49%	84%	29%
Volcano School of Arts & Sciences	48%	62%	54%
Voyager: A Public Charter School	68%	79%	41%
Waialae Elementary Public Charter School	77%	84%	37%
Waimea Middle Public Conversion Charter School	50%	67%	26%
West Hawai'i Explorations Academy	54%	83%	26%

Achievement by Subgroup. The student subgroups that are the focus of this report are students that qualify for FRL, ELL, and Special Education students. A student who is in any one of these

²⁷ The DOE did not report Science proficiency for SEEQS due to missing data.

subgroups is considered a “High Needs Student.” All students who do not fall into any of the subgroups are referred to as “Non-High Needs Students.”

The FRL student subgroup is significant because it is used to help focus on the performance of students who are economically disadvantaged. The ELL student subgroup is made up of students with limited English proficiency. The Special Education student subgroup includes students who have been evaluated as “deaf, hard of hearing, having an intellectual disability, a developmental delay, a speech or language disability, a visual disability (including blindness), and emotional disability, an orthopedic disability, autism spectrum disorder, traumatic brain injury, a specific learning disability, deaf-blindness, multiple disabilities, or other health disability and who, by reason thereof, needs special education and related services.”²⁸ It is important to examine and track the performance of High Needs Students as compared to Non-High Needs Students, because schools should be serving all students and ensuring that they are performing well.

Proficiency rates show the percentage of students who score “meets” or “exceeds” on an assessment. The overall proficiency rate among all charter school students for 2013-2014 was 74% for Non-High Needs Students and 55% for High Needs Students. The Proficiency rates for each of the charter schools are shown in the chart below. Statewide, 53% of High Needs Students scored proficient in Reading and Math, as compared to 82% of Non-High Needs Students.

Charter schools’ average proficiency rates for High Needs and Non-High Needs Students is provided in [Table 13](#) below.

Table 13: Strive HI – High Needs and Non-High Needs Proficiency		
School	Non-High Needs Proficiency	High Needs Proficiency
Connections Public Charter School	85%	57%
Hakipu’u Learning Center*	SUPP	SUPP
Halau Ku Mana Public Charter School*	SUPP	SUPP
Hālau Lōkahi Charter School	45%	42%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	80%	63%
Hawaii Technology Academy	76%	32%
Innovations Public Charter School	85%	69%
Ka ‘Umeke Kā’eo*	SUPP	SUPP
Ka Waihona o ka Na’auao Public Charter School*	SUPP	SUPP
Kamaile Academy, PCS	45%	38%

²⁸ Hawaii Administrative Rules section 80-60-2.

Table 13: Strive HI – High Needs and Non-High Needs Proficiency		
School	Non-High Needs Proficiency	High Needs Proficiency
Kanu o ka 'Āina New Century Public Charter School*	SUPP	SUPP
Kanuikapono Public Charter School*	SUPP	SUPP
Kawaikini New Century Public Charter School*	SUPP	SUPP
Ke Ana La'ahana PCS*	SUPP	SUPP
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS*	SUPP	SUPP
Ke Kula 'o Samuel M. Kamakau, LPCS*	SUPP	SUPP
Ke Kula Niihau O Kekaha Learning Center*	SUPP	SUPP
Kihei Charter School	82%	68%
Kona Pacific Public Charter School	53%	36%
Kua o ka Lā New Century Public Charter School*	SUPP	SUPP
Kualapu'u School: A Public Conversion Charter	67%	55%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)*	SUPP	SUPP
Lanikai Elementary Public Charter School	92%	68%
Laupahoehoe Community Public Charter School*	SUPP	SUPP
Myron B. Thompson Academy	79%	77%
Na Wai Ola (Waters Of Life) Public Charter School	75%	69%
SEEQS: The School for Examining Essential Questions of Sustainability	66%	46%
University Laboratory School	70%	57%
Volcano School of Arts & Sciences	75%	49%
Voyager: A Public Charter School	85%	58%
Waialae Elementary Public Charter School	88%	68%
Waimea Middle Public Conversion Charter School	79%	50%
West Hawai'i Explorations Academy	73%	64%

The following tables show Proficiency levels of Special Education Students, FRL students, and ELL students in Math, Reading, and Science at each school.

Table 14: Strive HI – Math, Reading, and Science Proficiency of Special Education Students			
School	Math Proficiency% (N/A = not applicable (no students in subgroup))	Reading Proficiency% (N/A = not applicable (no students in subgroup))	Science Proficiency% (N/A = not applicable (no students in subgroup))
(* = Data Suppressed)			
Connections Public Charter School	4%	12%	0%
Hakipu'u Learning Center*	SUPP	SUPP	SUPP

Table 14: Strive HI – Math, Reading, and Science Proficiency of Special Education Students

School	Math Proficiency% (N/A = not applicable (no students in subgroup))	Reading Proficiency% (N/A = not applicable (no students in subgroup))	Science Proficiency% (N/A = not applicable (no students in subgroup))
(* = Data Suppressed)			
Halau Ku Mana Public Charter School*	SUPP	SUPP	SUPP
Hālau Lōkahi Charter School	14%	14%	0%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	27%	23%	0%
Hawaii Technology Academy	20%	42%	27%
Innovations Public Charter School	35%	59%	0%
Ka ‘Umeke Kā‘eo*	SUPP	SUPP	SUPP
Ka Waihona o ka Na‘auao Public Charter School*	SUPP	SUPP	SUPP
Kamaile Academy, PCS	6%	8%	7%
Kanu o ka ‘Āina New Century Public Charter School*	SUPP	SUPP	SUPP
Kanuikapono Public Charter School*	SUPP	SUPP	SUPP
Kawaikini New Century Public Charter School*	SUPP	SUPP	SUPP
Ke Ana La‘ahana PCS*	SUPP	SUPP	SUPP
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS*	SUPP	SUPP	SUPP
Ke Kula ‘o Samuel M. Kamakau, LPCS*	SUPP	SUPP	SUPP
Ke Kula Niihau O Kekaha Learning Center*	SUPP	SUPP	SUPP
Kihei Charter School	42%	33%	17%
Kona Pacific Public Charter School	0%	8%	0%
Kua o ka Lā New Century Public Charter School*	SUPP	SUPP	SUPP
Kualapu‘u School: A Public Conversion Charter	11%	6%	0%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)*	SUPP	SUPP	SUPP
Lanikai Elementary Public Charter School	33%	67%	N/A
Laupahoehoe Community Public Charter School*	SUPP	SUPP	SUPP
Myron B. Thompson Academy	N/A	N/A	100%
Na Wai Ola (Waters Of Life) Public Charter School	100%	67%	100%
SEEQS: The School for Examining Essential Questions of Sustainability	0%	0%	N/A
University Laboratory School	11%	44%	0%
Volcano School of Arts & Sciences	9%	21%	0%
Voyager: A Public Charter School	8%	44%	10%
Waialae Elementary Public Charter School	13%	30%	0%
Waimea Middle Public Conversion Charter School	6%	29%	0%
West Hawai‘i Explorations Academy	38%	63%	20%

Table 15: Strive HI – Math, Reading, and Science Proficiency of Free and Reduced Lunch Students

School (* = Data Suppressed)	Math Proficiency %	Reading Proficiency %	Science Proficiency % (N/A = not applicable (no students in subgroup))
Connections Public Charter School	48%	66%	25%
Hakipu‘u Learning Center*	SUPP	SUPP	SUPP
Halau Ku Mana Public Charter School*	SUPP	SUPP	SUPP
Hālau Lōkahi Charter School	26%	63%	13%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	50%	76%	45%
Hawaii Technology Academy	50%	100%	N/A
Innovations Public Charter School	63%	76%	48%
Ka ‘Umeke Kā‘eo*	SUPP	SUPP	SUPP
Ka Waihona o ka Na‘auao Public Charter School*	SUPP	SUPP	SUPP
Kamaile Academy, PCS	36%	44%	15%
Kanu o ka ‘Āina New Century Public Charter School*	SUPP	SUPP	SUPP
Kanuikapono Public Charter School*	SUPP	SUPP	SUPP
Kawaikini New Century Public Charter School*	SUPP	SUPP	SUPP
Ke Ana La‘ahana PCS*	SUPP	SUPP	SUPP
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS*	SUPP	SUPP	SUPP
Ke Kula ‘o Samuel M. Kamakau, LPCS*	SUPP	SUPP	SUPP
Ke Kula Niihau O Kekaha Learning Center*	SUPP	SUPP	SUPP
Kihei Charter School	57%	81%	43%
Kona Pacific Public Charter School	17%	56%	36%
Kua o ka Lā New Century Public Charter School*	SUPP	SUPP	SUPP
Kualapu‘u School: A Public Conversion Charter	57%	56%	22%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)*	SUPP	SUPP	SUPP
Lanikai Elementary Public Charter School	70%	63%	50%
Laupahoehoe Community Public Charter School*	SUPP	SUPP	SUPP
Myron B. Thompson Academy	67%	87%	50%
Na Wai Ola (Waters Of Life) Public Charter School	59%	71%	50%
SEEQS: The School for Examining Essential Questions of Sustainability	37%	68%	N/A
University Laboratory School	46%	88%	8%
Volcano School of Arts & Sciences	43%	59%	42%

Table 15: Strive HI – Math, Reading, and Science Proficiency of Free and Reduced Lunch Students

School (* = Data Suppressed)	Math Proficiency %	Reading Proficiency %	Science Proficiency % (N/A = not applicable (no students in subgroup))
Voyager: A Public Charter School	65%	71%	43%
Waialae Elementary Public Charter School	66%	79%	17%
Waimea Middle Public Conversion Charter School	41%	62%	27%
West Hawai'i Explorations Academy	50%	78%	23%

Table 16: Strive HI – Math, Reading, and Science Proficiency of English Language Learners

School (* = Data Suppressed)	Math Proficiency % (N/A = not applicable (no students in subgroup))	Reading Proficiency % (N/A = not applicable (no students in subgroup))	Science Proficiency % (N/A = not applicable (no students in subgroup))
Connections Public Charter School	0%	0%	0%
Hakipu'u Learning Center*	SUPP	SUPP	SUPP
Halau Ku Mana Public Charter School*	SUPP	SUPP	SUPP
Hālau Lōkahi Charter School	100%	0%	0%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	N/A	N/A	N/A
Hawaii Technology Academy	0%	0%	N/A
Innovations Public Charter School	N/A	N/A	N/A
Ka 'Umeke Kā'eo*	SUPP	SUPP	SUPP
Ka Waihona o ka Na'auao Public Charter School*	SUPP	SUPP	SUPP
Kamaile Academy, PCS	4%	4%	40%
Kanu o ka 'Āina New Century Public Charter School*	SUPP	SUPP	SUPP
Kanuikapono Public Charter School*	SUPP	SUPP	SUPP
Kawaikini New Century Public Charter School*	SUPP	SUPP	SUPP
Ke Ana La'ahana PCS*	SUPP	SUPP	SUPP
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS*	SUPP	SUPP	SUPP
Ke Kula 'o Samuel M. Kamakau, LPCS*	SUPP	SUPP	SUPP
Ke Kula Niihau O Kekaha Learning Center*	SUPP	SUPP	SUPP
Kihei Charter School	100%	100%	0%
Kona Pacific Public Charter School	0%	0%	N/A
Kua o ka Lā New Century Public Charter School*	SUPP	SUPP	SUPP
Kualapu'u School: A Public Conversion Charter	N/A	N/A	N/A

Table 16: Strive HI – Math, Reading, and Science Proficiency of English Language Learners			
School (* = Data Suppressed)	Math Proficiency % (N/A = not applicable (no students in subgroup))	Reading Proficiency % (N/A = not applicable (no students in subgroup))	Science Proficiency % (N/A = not applicable (no students in subgroup))
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)*	SUPP	SUPP	SUPP
Lanikai Elementary Public Charter School	N/A	N/A	N/A
Laupahoehoe Community Public Charter School*	SUPP	SUPP	SUPP
Myron B. Thompson Academy	N/A	N/A	N/A
Na Wai Ola (Waters Of Life) Public Charter School	100%	100%	N/A
SEEQS: The School for Examining Essential Questions of Sustainability	0%	0%	N/A
University Laboratory School	N/A	N/A	N/A
Volcano School of Arts & Sciences	0%	0%	N/A
Voyager: A Public Charter School	N/A	N/A	N/A
Waialae Elementary Public Charter School	33%	0%	N/A
Waimea Middle Public Conversion Charter School	6%	12%	0%
West Hawai'i Explorations Academy	N/A	N/A	N/A

Table 17 shows overall proficiency levels of High Needs Students and Non-High Needs Students in each subgroup and compares charter proficiency levels to statewide proficiency levels.

Table 17: Strive HI Proficiency Levels of High Needs Students and Non-High Needs Students in Charter Schools Compared to Statewide		
	Charter Schools	State-Wide
Overall Proficiency High Needs	55%	53%
Overall Proficiency Non-High Needs	74%	82%
SPED Proficiency	Math 14% Reading 27% Science 8%	Math 35% Reading 47% Science 12%
ELL Proficiency	Math 18% Reading 20% Science 3%	Math 41% Reading 43% Science 20%
FRL Proficiency	Math 44% Reading 62% Science 29%	Math 74% Reading 51% Science 30%

Of the three subgroups, economically disadvantaged students in charter schools came closer to matching the statewide average for proficiency in Math, Reading, and Science but still had lower proficiency rates than statewide levels. SPED and ELL subgroups scored even lower in each subject area compared to the statewide average.

When comparing the subgroup proficiency scores to the overall proficiency scores, it is important to remember that some students may fall into more than one subgroup. For example, a student may be in the ELL subgroup and also qualify for free or reduced price lunch. In that situation, the student's score would be counted in each subgroup. As a result, the overall High Needs proficiency rate may not appear to be accurate when compared to the subgroup proficiency rates. That is because the rate is determined by using two different denominators. The subgroup rate looks at the percentage proficient out of the subgroup, and the overall High Needs proficiency rate uses a denominator of the combined group.

The overall Proficiency rate of High Needs Students in charter schools is 55%, as compared to 53% statewide. However, when analyzing the subgroup proficiency rates individually, the charter school performance shows significant deficits when compared to schools statewide. The Academic Performance Framework places a greater emphasis on examining the academic achievement of High Needs students both on their own and relative to how each school serves Non-High Needs Students.

c. Growth

Strive HI uses the Hawaii Growth Model to measure how well a school is improving students' Reading and Math scores over time. The Hawaii Growth Model measures an individual student's growth by measuring the student's progress in academic achievement. For individual students, the Student Growth Percentile ("SGP") compares the performance of an individual student to her or his academic peers. The SGP indicates either an individual student's growth is high, average, or low compared to the academic peers of the student. An academic peer is considered the student who has historically performed similarly to the student. At the school level, the median SGP of all students is used to determine the school's score in the Growth indicator. The median SGP is calculated by taking all of the individual students' SGPs at a school, ordering them from lowest to highest, and then identifying the middle score. The median SGP indicates the growth that the school's students are making as a whole.

The Hawaii Growth Model sets the median SGP at 52 for Reading and 52 for Math. The average median SGP in Reading for charter schools is 50, and the average median SGP in Math is 47. Fifteen charter schools had suppressed data. Twelve fell below the median in Math, and 10 fell below the median in Reading.

Strive HI categorizes student growth percentile scores into low, typical and high categories. Scores below the 35th percentile is categorized as low, scores between the 35th and 65th are typical and scores above the 65th percentile are categorized as high. When examining the median student growth percentile for each school, median student growth percentile above the 50th percentile indicates that a majority of the students at the school performed better than a majority of students who scored similarly in the past across the state.

The median SGP for each charter school is indicated in [Table 18](#) below.

Table 18: Strive HI – Median SGP Growth for Math and Reading		
School (* = Data Suppressed)	Median SGP Growth Math (State MGP 52)	Median SGP Growth Reading (State MGP 52)
Connections Public Charter School	66	64
Hakipu‘u Learning Center*	SUPP	SUPP
Halau Ku Mana Public Charter School*	SUPP	SUPP
Hālau Lōkahi Charter School	41	54
Hawaii Academy of Arts & Science Public Charter School (HAAS)	43	57
Hawaii Technology Academy	43	51
Innovations Public Charter School	62	64
Ka ‘Umeke Kā‘eo*	SUPP	SUPP
Ka Waihona o ka Na‘auao Public Charter School*	SUPP	SUPP
Kamaile Academy, PCS	60	50
Kanu o ka ‘Āina New Century Public Charter School*	SUPP	SUPP
Kanuikaponu Public Charter School*	SUPP	SUPP
Kawaikini New Century Public Charter School*	SUPP	SUPP
Ke Ana La‘ahana PCS*	SUPP	SUPP
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS*	SUPP	SUPP
Ke Kula ‘o Samuel M. Kamakau, LPCS*	SUPP	SUPP
Ke Kula Niihau O Kekaha Learning Center*	SUPP	SUPP
Kihei Charter School	38	40
Kona Pacific Public Charter School	43	51
Kua o ka Lā New Century Public Charter School*	SUPP	SUPP
Kualapu‘u School: A Public Conversion Charter	60	54
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)*	SUPP	SUPP
Lanikai Elementary Public Charter School	53	42
Laupahoehoe Community Public Charter School*	SUPP	SUPP
Myron B. Thompson Academy	43	54
Na Wai Ola (Waters Of Life) Public Charter School	31	26
SEEQS: The School for Examining Essential Questions of Sustainability	25	13
University Laboratory School	33	42
Volcano School of Arts & Sciences	42	36
Voyager: A Public Charter School	73	61
Waialae Elementary Public Charter School	50	58

Table 18: Strive HI – Median SGP Growth for Math and Reading		
School (* = Data Suppressed)	Median SGP Growth Math (State MGP 52)	Median SGP Growth Reading (State MGP 52)
Waimea Middle Public Conversion Charter School	46	45
West Hawai'i Explorations Academy	34	39

The average median SGP for among charter schools for was 47 for Math and 50 for Reading, which is considered below average growth.

The State sets the MGP at 52. Schools that are above the state MGP 52 have a median student that is growing faster than the median student statewide.

Table 19: Strive HI – High Needs Median SGP Growth for Math and Reading		
School	High Needs Math MGP (State MGP 52)	High Needs Reading MGP (State MGP 52)
Connections Public Charter School	65	64
Hakipu'u Learning Center*	SUPP	SUPP
Halau Ku Mana Public Charter School*	SUPP	SUPP
Hālau Lōkahi Charter School	56	54
Hawaii Academy of Arts & Science Public Charter School (HAAS)	43	57
Hawaii Technology Academy	48	61
Innovations Public Charter School	62	65
Ka 'Umeke Kā'eo*	SUPP	SUPP
Ka Waihona o ka Na'auao Public Charter School*	SUPP	SUPP
Kamaile Academy, PCS	60	50
Kanu o ka 'Āina New Century Public Charter School*	SUPP	SUPP
Kanuikapono Public Charter School*	SUPP	SUPP
Kawaikini New Century Public Charter School*	SUPP	SUPP
Ke Ana La'ahana PCS*	SUPP	SUPP
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS*	SUPP	SUPP
Ke Kula 'o Samuel M. Kamakau, LPCS*	SUPP	SUPP
Ke Kula Niihau O Kekaha Learning Center*	SUPP	SUPP
Kihei Charter School	40	42
Kona Pacific Public Charter School	45	45
Kua o ka Lā New Century Public Charter School*	SUPP	SUPP
Kualapu'u School: A Public Conversion Charter	64	58
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)*	SUPP	SUPP

Table 19: Strive HI – High Needs Median SGP Growth for Math and Reading		
School	High Needs Math MGP (State MGP 52)	High Needs Reading MGP (State MGP 52)
Lanikai Elementary Public Charter School	47	32
Laupahoehoe Community Public Charter School*	SUPP	SUPP
Myron B. Thompson Academy	47	60
Na Wai Ola (Waters Of Life) Public Charter School	31	21
SEEQS: The School for Examining Essential Questions of Sustainability	28	10
University Laboratory School	33	47
Volcano School of Arts & Sciences	41	36
Voyager: A Public Charter School	73	50
Waiālae Elementary Public Charter School	52	57
Waimea Middle Public Conversion Charter School	43	45
West Hawai'i Explorations Academy	36	51

Eight charter schools are at or above the State Median SGP in Reading for their High Needs Students, and seven charter schools are at or above the State Median SGP in Math for their High Needs Students.²⁹

d. Readiness

Readiness is measured by five indicators: Elementary Chronic Absenteeism, the percentage of 8th graders scoring 15 or above (out of 25) on the 8th grade ACT EXPLORE exam, the percentage of 11th graders scoring above 19 or above (out of 36) on the ACT exam, on-time graduation rate, and college-going rate. Each of these indicators is addressed below.

Elementary School Chronic Absenteeism. Chronic Absenteeism captures the percentage of students who were absent for fifteen days or more in a school year. The statewide Elementary Chronic Absenteeism rate is 11%. Though most charter schools serve elementary grades, the Chronic Absenteeism rate is only calculated for schools that only serve elementary grades. There are four charter schools that serve only elementary grades; the average Chronic Absenteeism rate for these four schools collectively was not calculated because they number so few.³⁰

Median Eighth Grade EXPLORE. The Strive HI API considers results for the 8th grade ACT EXPLORE exam as the only measure for the Strive HI College and Career Readiness indicator for middle or intermediate schools. It measures whether or not a student is on track to be college-ready. Last year, a school's median 8th grade ACT EXPLORE Composite score was used to earn points on the Strive HI

²⁹ Note that these numbers do not include schools with suppressed data.

³⁰ SEEQS was evaluated as an elementary school for the 2013-2014 school year only, since it did not yet serve an 8th grade in the 2013-2014 school year. The school does have; it has an 8th grade for the 2014-2015 school year. Next year the school will be evaluated as a middle school.

rubric. This measure is now calculated by multiplying the percent of students scoring a composite score at or above 15 on the 8th grade ACT EXPLORE by the total possible points in the measure. Charter schools were not required to administer the 8th grade ACT EXPLORE or 11th grade ACT in the 2012-2013 school year.

Table 20: Strive HI – Percentage of 8th Graders Scoring at or Above 15 on 8th grade ACT EXPLORE	
School	ACT EXPLORE - % 8th graders at or above 15
(* = Data Suppressed)	N/A= No 8th grade SUPP = Suppressed Data DNP=Did Not Participate
Connections Public Charter School	DNP
Hakipu'u Learning Center*	SUPP
Halau Ku Mana Public Charter School*	SUPP
Hālau Lōkahi Charter School	DNP
Hawaii Academy of Arts & Science Public Charter School (HAAS)	DNP
Hawaii Technology Academy*	SUPP
Innovations Public Charter School	56%
Ka 'Umeke Kā'eo*	SUPP
Ka Waihona o ka Na'auao Public Charter School*	DNP
Kamaile Academy, PCS	DNP
Kanu o ka 'Āina New Century Public Charter School*	SUPP
Kanuikapono Public Charter School*	SUPP
Kawaikini New Century Public Charter School*	SUPP
Ke Ana La'ahana PCS*	SUPP
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS*	SUPP
Ke Kula 'o Samuel M. Kamakau, LPCS*	SUPP
Ke Kula Niihau O Kekaha Learning Center*	SUPP
Kihei Charter School	DNP
Kona Pacific Public Charter School	60%
Kua o ka Lā New Century Public Charter School*	SUPP
Kualapu'u School: A Public Conversion Charter	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)*	SUPP
Lanikai Elementary Public Charter School	N/A
Laupahoehoe Community Public Charter School*	SUPP
Myron B. Thompson Academy	DNP
Na Wai Ola (Waters Of Life) Public Charter School	N/A
SEEQS: The School for Examining Essential Questions of Sustainability	N/A
University Laboratory School	DNP

Table 20: Strive HI – Percentage of 8 th Graders Scoring at or Above 15 on 8th grade ACT EXPLORE	
School	ACT EXPLORE - % 8th graders at or above 15
(* = Data Suppressed)	N/A= No 8 th grade SUPP = Suppressed Data DNP=Did Not Participate
Volcano School of Arts & Sciences	47%
Voyager: A Public Charter School	47%
Waialae Elementary Public Charter School	N/A
Waimea Middle Public Conversion Charter School	40%
West Hawai'i Explorations Academy	DNP

College Readiness.

Strive HI looks at ACT composite scores, One-Time Graduation Rate, and College-Going Rate as indicators of readiness for high schools. Each of these indicators is reviewed in more detail below.

ACT. Strive HI measures the percentage of 11th graders who scored at or above 19 on the ACT as part of the College and Career Readiness measure. ACT composite scores range from 1 (low) to 36 (high). The University of Hawaii research notes that a score of 19 predicts success in local college courses. Statewide, 34% of eleventh graders scored a 19 or above on the ACT exam both in 2012-2013 and 2013-2014. In charter schools, 25% of eleventh graders scored a 19 or above on the ACT in 2013-2014.

Table 21: Strive HI – Percentage of 11th Graders with Composite Score of 19 or Higher on ACT	
School	ACT - % 11 th graders at or above 19
(* = Data Suppressed)	DNP = Did Not Participate N/A = No 11 th Graders SUPP = Suppressed Data
Connections Public Charter School	32%
Hakipu'u Learning Center*	SUPP
Halau Ku Mana Public Charter School*	SUPP
Hālau Lōkahi Charter School	6%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	39%
Hawaii Technology Academy	53%
Innovations Public Charter School	N/A
Ka 'Umeke Kā'eo*	SUPP
Ka Waihona o ka Na'auao Public Charter School*	N/A
Kamaile Academy, PCS	33%
Kanu o ka 'Āina New Century Public Charter School*	SUPP

Table 21: Strive HI – Percentage of 11th Graders with Composite Score of 19 or Higher on ACT

School (* = Data Suppressed)	ACT - % 11 th graders at or above 19
Kanuikapono Public Charter School*	SUPP
Kawaikini New Century Public Charter School*	SUPP
Ke Ana La’ahana PCS*	SUPP
Ke Kula ‘o Nāwahīokalani’ōpu’u Iki, LPCS*	N/A
Ke Kula ‘o Samuel M. Kamakau, LPCS*	SUPP
Ke Kula Niihau O Kekaha Learning Center*	SUPP
Kihei Charter School	55%
Kona Pacific Public Charter School	N/A
Kua o ka Lā New Century Public Charter School*	SUPP
Kualapu’u School: A Public Conversion Charter	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)*	SUPP
Lanikai Elementary Public Charter School	N/A
Laupahoehoe Community Public Charter School*	SUPP
Myron B. Thompson Academy	63%
Na Wai Ola (Waters Of Life) Public Charter School	N/A
SEEQS: The School for Examining Essential Questions of Sustainability	N/A
University Laboratory School	69%
Volcano School of Arts & Sciences	N/A
Voyager: A Public Charter School	N/A
Waialae Elementary Public Charter School	N/A
Waimea Middle Public Conversion Charter School	N/A
West Hawai’i Explorations Academy	45%

On-Time Graduation Rate and College-Going Rate. The On-Time Graduation Rate shows the percentage of students who graduated that were part of the 9th grade cohort when they first entered high school four years prior. The statewide On-Time Graduation rate was 82%. The average On-Time Graduation Rate among charter schools with 12th graders was 71%.

The College-Going Rate shows the percentage of graduates who enrolled in college within sixteen months of graduation. Statewide, the College-Going Rate was 63%. The College-Going Rate for charter schools was 58%.

Table 22: Strive HI – On-Time Graduation Rate and College-Going Rate

School (* = Data Suppressed)	On-Time Graduation Rate	College-Going Rate
	N/A = No 12 th graders SUPP = Suppressed Data	N/A = No 12 th graders SUPP = Suppressed Data
Connections Public Charter School	62%	59%
Hakipu‘u Learning Center*	SUPP	SUPP
Halau Ku Mana Public Charter School*	SUPP	SUPP
Hālau Lōkahi Charter School	51%	40%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	85%	50%
Hawaii Technology Academy	44%	70%
Innovations Public Charter School	N/A	N/A
Ka ‘Umeke Kā‘eo*	SUPP	SUPP
Ka Waihona o ka Na‘auao Public Charter School*	N/A	N/A
Kamaile Academy, PCS	N/A	N/A
Kanu o ka ‘Āina New Century Public Charter School*	SUPP	SUPP
Kanuikapono Public Charter School*	SUPP	SUPP
Kawaikini New Century Public Charter School*	SUPP	SUPP
Ke Ana La‘ahana PCS*	SUPP	SUPP
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS*	N/A	N/A
Ke Kula ‘o Samuel M. Kamakau, LPCS*	SUPP	SUPP
Ke Kula Niihau O Kekaha Learning Center*	SUPP	SUPP
Kihei Charter School	64%	65%
Kona Pacific Public Charter School	N/A	N/A
Kua o ka Lā New Century Public Charter School*	SUPP	SUPP
Kualapu‘u School: A Public Conversion Charter	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)*	SUPP	SUPP
Lanikai Elementary Public Charter School	N/A	N/A
Laupahoehoe Community Public Charter School*	SUPP	SUPP
Myron B. Thompson Academy	88%	50%
Na Wai Ola (Waters Of Life) Public Charter School	N/A	N/A
SEEQS: The School for Examining Essential Questions of Sustainability	N/A	N/A
University Laboratory School	100%	86%
Volcano School of Arts & Sciences	N/A	N/A
Voyager: A Public Charter School	N/A	N/A
Waiālae Elementary Public Charter School	N/A	N/A
Waimea Middle Public Conversion Charter School	N/A	N/A

Table 22: Strive HI – On-Time Graduation Rate and College-Going Rate		
School (* = Data Suppressed)	On-Time Graduation Rate N/A = No 12 th graders SUPP = Suppressed Data	College-Going Rate N/A = No 12 th graders SUPP = Suppressed Data
West Hawai'i Explorations Academy	70%	41%

e. Achievement Gap

Achievement gaps are calculated for the current year and over the past two years between High Needs Students and Non-High Needs Students. The current gap rate is calculated by dividing the difference between the proficiency rates of Non-High Needs and High Needs Students by the proficiency rate of Non-High Needs Students. The two-year gap reduction rate measures how much the current year gap has closed over the past two years. For two-year gap reduction rate, a positive gap rate indicates that a gap is closing and negative gap rate indicates that a gap is growing. A gap closes as High Needs and Non-High Needs Students achieve increasingly similar proficiency rates on an assessment. Schools earn more points on this measure as this gap closes and all students achieve higher rates of proficiency (*i.e.*, as the proficiency rate increases toward 100%).

The current gap rate between High Needs and Non-High Needs Students statewide is 35%. Overall, the current gap rate among charter schools is 23%, a moderate gap rate. Statewide, the two-year gap reduction rate is -4%. However, in charter schools, the average two-year gap reduction rate is 12%, indicating that schools are moderately closing the gap.

Table 23: Strive HI – Current Year Gap Rate and Two-Year Gap Reduction Rate		
School (* = Data Suppressed)	Current Year Gap SUPP = Suppressed Data	Two-Year Gap Reduction N/A = Data Not Available SUPP = Suppressed Data
Connections Public Charter School	33%	18%
Hakipu'u Learning Center*	SUPP	SUPP
Halau Ku Mana Public Charter School*	SUPP	SUPP
Hālau Lōkahi Charter School	8%	9%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	22%	11%
Hawaii Technology Academy	58%	-80%
Innovations Public Charter School	18%	-11%
Ka 'Umeke Kā'eo*	SUPP	SUPP
Ka Waihona o ka Na'auao Public Charter School*	SUPP	SUPP
Kamaile Academy, PCS	14%	61%
Kanu o ka 'Āina New Century Public Charter School*	SUPP	SUPP
Kanuikapono Public Charter School*	SUPP	SUPP

Table 23: Strive HI – Current Year Gap Rate and Two-Year Gap Reduction Rate		
School	Current Year Gap	Two-Year Gap Reduction
(* = Data Suppressed)	SUPP = Suppressed Data	N/A = Data Not Available SUPP = Suppressed Data
Kawaikini New Century Public Charter School*	SUPP	SUPP
Ke Ana La‘ahana PCS*	SUPP	SUPP
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS*	SUPP	SUPP
Ke Kula ‘o Samuel M. Kamakau, LPCS*	SUPP	SUPP
Ke Kula Niihau O Kekaha Learning Center*	SUPP	SUPP
Kihei Charter School	17%	-46%
Kona Pacific Public Charter School	33%	-15%
Kua o ka Lā New Century Public Charter School*	SUPP	SUPP
Kualapu‘u School: A Public Conversion Charter	18%	44%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)*	SUPP	SUPP
Lanikai Elementary Public Charter School	26%	12%
Laupahoe Community Public Charter School*	SUPP	SUPP
Myron B. Thompson Academy	3%	80%
Na Wai Ola (Waters Of Life) Public Charter School	8%	N/A
SEEQS: The School for Examining Essential Questions of Sustainability	31	N/A
University Laboratory School	18%	34%
Volcano School of Arts & Sciences	35%	-32%
Voyager: A Public Charter School	31%	25%
Waialae Elementary Public Charter School	22%	40%
Waimea Middle Public Conversion Charter School	36%	3%
West Hawai‘i Explorations Academy	13%	4%

3. Accreditation Status, Hawaiian Culture Focused or Immersion Schools, and Virtual and Blended Schools

a. Accreditation

DOE has a school accreditation plan that aims to fully accredit all of its schools by 2018-2019.³¹ Accreditation is encouraged because it fosters excellence and encourages school improvement through

³¹ See *BOE approves Department’s school accreditation plan*, September 18, 2012, available at: <http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Board-approves-Department%27s-school-accreditation-plan.aspx>.

a process of continual evaluation.³² It also recognizes that schools must meet an acceptable level of quality.³³

Twenty-one charter schools currently are accredited by Western Association of Schools and Colleges (“WASC”), at least as to some grade divisions served.³⁴ Four additional charter schools have conducted their initial school visits and are candidates for accreditation.³⁵ Six charter schools have indicated that they are planning on initiating the accreditation process within the next year, and two charter schools are not currently seeking accreditation.³⁶ The chart below shows the accreditation status of each of the schools.

School Name	Accreditation Status
Connections Public Charter School	Not Currently Seeking Accreditation
Hakipu‘u Learning Center	Candidate
Halau Ku Mana Public Charter School	Accredited ³⁷
Hālau Lōkahi Charter School	Planning on Initiating Accreditation
Hawaii Academy of Arts & Science Public Charter School (HAAS)	Accredited ³⁸
Hawaii Technology Academy	Accredited
Innovations Public Charter School	Not Currently Seeking Accreditation
Ka ‘Umeke Kā‘eo	Accredited
Ka Waihona o ka Na‘auao Public Charter School	Candidate
Kamaile Academy, PCS	Accredited ³⁹
Kanu o ka ‘Āina New Century Public Charter School	Accredited ⁴⁰
Kanuikapono Public Charter School	Candidate
Kawaikini New Century Public Charter School	Accredited
Ke Ana La‘ahana PCS	Planning on Initiating Accreditation
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	Accredited ⁴¹
Ke Kula ‘o Samuel M. Kamakau, LPCS	Accredited

³² *Id.*

³³ *Id.*

³⁴ Western Association of Schools & Colleges, Directory of Schools, available at: http://www.acswasc.org/directory_search.cfm.

³⁵ *Id.*

³⁶ Based on information collected directly from the charter schools.

³⁷ Grades 6-12 accredited.

³⁸ Grades 9-12 accredited.

³⁹ Grades PreK-12 accredited.

⁴⁰ Grades PreK-12 accredited.

⁴¹ Grades K-12 accredited.

Table 24: Accreditation	
School Name	Accreditation Status
Ke Kula Niihau O Kekaha Learning Center	Accredited
Kihei Charter School	Accredited
Kona Pacific Public Charter School	Planning on Initiating Accreditation
Kua o ka Lā New Century Public Charter School	Candidate
Kualapu‘u School: A Public Conversion Charter	Accredited
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Accredited
Lanikai Elementary Public Charter School	Accredited ⁴²
Laupahoehoe Community Public Charter School	Accredited ⁴³
Myron B. Thompson Academy	Accredited
Na Wai Ola (Waters Of Life) Public Charter School	Planning on Initiating Accreditation
SEEQS: The School for Examining Essential Questions of Sustainability	Planning on Initiating Accreditation
University Laboratory School	Accredited
Volcano School of Arts & Sciences	Accredited
Voyager: A Public Charter School	Planning on Initiating Accreditation
Waialae Elementary Public Charter School	Accredited ⁴⁴
Waimea Middle Public Conversion Charter School	Accredited
West Hawai‘i Explorations Academy	Accredited

b. Hawaiian Culture Focus or Immersion Schools

Eighteen of the thirty-four existing charter schools have a Hawaiian culture focus. Six of these eighteen are considered immersion language schools. The Hawaiian culture focused schools are listed below, along with a notation of whether the school is considered an immersion language school.

Table 25: Hawaiian Culture Focus and Immersion Schools	
School	Immersion
Hakipu‘u Learning Center	No
Halau Ku Mana Public Charter School	No
Hālau Lōkahi Charter School	No
Ka ‘Umeke Kā‘eo	Yes
Ka Waihona o ka Na‘auao Public Charter School	No
Kamaile Academy, PCS	No

⁴² Grades PreK-6 accredited.

⁴³ Grades K-12 accredited.

⁴⁴ Grades K-5 accredited.

School	Immersion
Kanu o ka 'Āina New Century Public Charter School	No
Kanuikapono Public Charter School	No
Kawaikini New Century Public Charter School	Yes
Ke Ana La'ahana PCS	No
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Yes
Ke Kula 'o Samuel M. Kamakau, LPCS	Yes
Ke Kula Niihau O Kekaha Learning Center	Yes
Kua o ka Lā New Century Public Charter School	No
Kualapu'u School: A Public Conversion Charter	Yes ⁴⁵
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	No
Mālama Honua Public Charter School	No
Waimea Middle Public Conversion Charter School	No

c. Performance of Virtual and Blended Schools

The Commission considers a school that uses an online instructional model in which students typically spend fewer than five hours per week in a school building to be a virtual school. Blended Learning is the delivery of instruction in a combination of time on-site in a supervised, physical location away from home and online delivery where the student has some control over the time, place, path, and/or pace of learning.

Under these definitions, Myron B. Thompson Academy is considered a Virtual School. Hawaii Technology Academy has a significant Blended Learning Program. Other charter schools have some element of blended learning, but not a significant enough one to be discussed here.

The average Math proficiency rate among students in the Blended and Virtual Schools was 65%, compared to the statewide Math proficiency average of 59% and an average of 46% proficiency for charter school students as a whole. In Reading, 86% of students in the Blended and Virtual schools achieved proficiency, 16 percentage points higher than the statewide average of 70% and 22 percentage points higher than the charter school average of 64%.

School	Math Proficiency	Reading Proficiency
Myron B. Thompson Academy	69%	88%
Hawaii Technology Academy	60%	83%

⁴⁵ This school provides an immersion program within its elementary division, but its entire educational program is not immersion.

In conclusion, the collective academic performance of students in charter schools improved from the 2012-2013 school year, on average, in every measure of Strive HI, except for Reading proficiency and elementary school Chronic Absenteeism. However, these improved proficiency rates still fell below the statewide averages for Reading, Math, and Science. The overall proficiency rate for High Needs Students in charter schools exceeded the statewide average by two percentage points, but when the High Needs Students are broken down into subgroups, the charter school performance fell below the statewide average in each measure, sometimes drastically. In the measurement of growth, charter schools were only slightly behind the statewide average. On the 11th grade ACT exam, where a score of 19 or above indicates that the student is likely to experience success in local college courses, 44% of charter school students tested scored a 19 or above, while statewide the average was 34%. Charter schools fell slightly below statewide averages on the other high school college readiness measures of On-Time Graduation and the College-Going Rate.

With the second year of Strive HI results and the first year of analyzing student academic performance through the Commission’s Academic Framework, charter schools have a much richer context for evaluating their student outcomes and can better diagnose their own strengths and identify areas in need of improvement. Both of these evaluation systems provide the schools with multiple data points from which they can make informed decisions about effective instructional practices to target the needs of their unique student population. The Commission will continue to work with school governing boards and directors to help them to understand the data points in these reports and examine the context for evaluating student performance. There are some encouraging signs in the 2013-2014 results, and some schools are performing strongly, but it is clear that much work remains to be done.

B. Financial Performance

1. Financial Performance Framework

The Financial Performance Framework is used to evaluate a school’s financial health and viability on an ongoing basis and for the purposes of an annual review. The Financial Performance Framework measures, listed in the chart below, are divided into two general categories: near-term and sustainability. Near-term measures illustrate the school’s financial health and viability in the upcoming year. Schools that attain a “Meets Standard” rating for a near-term measure likely have a lower risk of financial distress in the upcoming year. Sustainability measures are designed to show the school’s financial health and viability over the long term. Schools that receive a “Meets Standard” rating for a sustainability measure have a lower risk of financial distress in the future. No single measure gives a full picture of a school’s financial situation, but taken together, the measures provide a more comprehensive assessment.

Figure 7: Financial Performance Framework Near-Term and Sustainability Measures

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

The Commission's Financial Performance Framework has a two-tiered review process, under which schools receive a preliminary rating and a final rating. The preliminary rating indicates whether, on its face, the school has met the standard. If a school has not met standard, the Commission conducts further analysis of the school's financials using current financial information,⁴⁶ reviews detailed financial information, and clarifies its understanding with the school's leadership to determine whether the raw data truly constitute an indication of financial risk or distress. If the school's overall financial record shows that the school is financially viable, the school will receive a final rating of "Meets Standard" overall. A copy of the full Financial Performance Framework in its form as of this writing is attached as **Appendix D**.

A description of each measure and how it is calculated follows:

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

Unrestricted Days Cash. This measure indicates whether a school maintains a sufficient cash balance to meet its cash obligations. The measure looks at a fixed point in time (the time the financial statement is prepared), but cash balances fluctuate since schools can expend and receive money on an almost daily basis. Although this measure is at a fixed point in time, it does indicate whether a school may have challenges in meeting its cash obligations. Note that this measure looks at unrestricted cash, not cash that already has been earmarked for a specific purpose, like repairs or staffing. This measure is determined by dividing the unrestricted cash balance by the total expenses for the year, less depreciation, and then dividing that quotient by 365 days to determine the number of days of cash. In order to meet this standard, the school must have at least sixty days of unrestricted cash.

Enrollment Variance. This measure is important because it drives the development of a school's budget. Per-pupil funding is the primary source of revenue for charter schools, so student enrollment is a key driver of the school's revenue. Per-pupil counts also determine a school's expenses because they provide the basis for determining costs like staffing and supplies. Variance shows the actual enrollment versus the projected enrollment. A school that budgets based on projected enrollment that is significantly more than its actual enrollment may not be able to meet all of its budgeted expenses. This indicator is calculated by dividing actual student enrollment by projected student enrollment. In order to meet this standard, a school's actual enrollment variance must be at least 95% of projected enrollment.

⁴⁶ Note that when evaluating schools for the purpose of this report, the Commission did not consider current financial information because this report is meant to be a snapshot of the schools' performance during the 2013-2014 fiscal year.

Total Margin. This measures whether a school is living within its available resources in a particular year. The intent of this measure is not for the schools to be profitable, but “it is important for charter schools to build a reserve to support growth or sustain the school in an uncertain funding environment.”⁴⁷ This measure is calculated by dividing net income by total revenue. In order to meet this standard, a school must have a positive margin, which shows that a school has a surplus at the end of the year.

Debt to Assets Ratio. This measure compares a school’s obligations against the assets it owns. “In other words, it measures the extent to which the school relies on borrowed funds to finance its operations.”⁴⁸ Generally, a lower ratio indicates stronger financial health. This measure is calculated by dividing a school’s total liabilities by its total assets. Since many of the charter schools do not own the buildings they occupy, a more reasonable ratio of .50 is the standard.

Cash Flow. This measure indicates a trend in a school’s cash balance over a year and over a two-year period (since the Financial Performance Framework was adopted). This measure is similar to days cash on hand, but it provides insight into a school’s long-term stability, as it helps to assess a school’s sustainability over a period of time in an uncertain funding environment. This measure is calculated by comparing the cash balance at the beginning of a period to the cash balance at the end of the period. In order to meet standard, a school’s balance at the end of the period must be greater than the cash balance at the beginning of the year.

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

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

2. Overall Evaluation of Financial Performance

The information in this report is based on unaudited financial data as of June 30, 2014, and covers the 2013-2014 fiscal year, not 2014-2015. The report is not based on audited financial

⁴⁷ NACSA Core Performance Framework and Guidance at page 53.

⁴⁸ NACSA Core Performance Framework and Guidance at page 54.

information because the deadline for charter school annual audits was November 15, 2014, which was too close to the deadline for submittal of this report for the audits to be analyzed and included.

Overall, the schools were generally in good financial positions as of June 30, 2014, but there has been a slight deterioration in their positions from last fiscal year. Last year, when the individual measures were analyzed on a consolidated basis,⁴⁹ the data indicated that challenges lay ahead because there were issues with schools reaching standards for long term sustainability indicators. Data that the schools have provided for the 2013-2014 fiscal year suggest that this prediction will be fulfilled. While there was overall improvement in some near term measures, schools still show signs of struggling to meet targets for these measures. Even more schools are having difficulty meeting standards for the long term sustainability indicators.

The following table provides an overview of the schools financial performance as measured under the Financial Performance Framework.

Table 27: Financial Performance Framework Results

School	Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year (%)	Enrollment Variance equals or exceeds 95% in the most recent year as text (%)	Days Cash on Hand ≥ 60 days	Total Margin is positive	Two year Margin	Debt to Assets Ratio is less than 50%	Cash Flow is positive	Two Year Cash Flow	Unrestricted Fund Balance Percentage greater than 25%	Change in Total Fund Balance is positive
Connections Public Charter School	0.97	97.0	9702.7	25.19	(0.07)	(0.17)	28%	(136,404)	(642,257)	23.0%	(203,232)
Hakipu'u Learning Center	2.42	81.3	8133.3	131.48	(0.02)	0.00	38%	58,814	78,117	28.4%	(13,862)
Halau Ku Mana Public Charter School	29.56	100.8	10083.3	503.28	0.06	(0.13)	16%	27,438	(183,305)	169.6%	76,212
Hālau Lōkahi Charter School	0.22	77.2	7721.5	0.55	(0.18)	(0.07)	256%	(4,761)	(2,384)	-34.6%	(216,641)
Hawaii Academy of Arts & Science Public Charter School (HAAS)	2.83	100.3	10031.5	134.03	0.01	(0.06)	38%	394,271	309,371	74.4%	161,665
Hawaii Technology Academy	0.67	104.5	10453.8	27.88	-	(0.00)	100%	(170,801)	(586,179)	0.0%	-
Innovations Public Charter School	2.72	99.6	9955.4	126.38	(0.03)	(0.10)	38%	5,129	(63,407)	23.6%	(41,130)

⁴⁹ When analyzing numbers on a consolidated basis, all of the schools numbers in a particular measure were added together, then the metric or formula was applied to the total. Ratings were then applied to the resulting number or ratio.

Table 27: Financial Performance Framework Results

School	Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year (%)	Enrollment Variance equals or exceeds 95% in the most recent year as text (%)	Days Cash on Hand ≥ 60 days	Total Margin is positive	Two year Margin	Debt to Assets Ratio is less than 50%	Cash Flow is positive	Two Year Cash Flow	Unrestricted Fund Balance Percentage greater than 25%	Change in Total Fund Balance is positive
Ka 'Umeke Kā'eo	14.21	78.6	7857.1	247.64	0.14	0.07	5%	(29,414)	(48,669)	95.7%	(83,547)
Ka Waihona o ka Na'auao Public Charter School	1.03	101.9	10193.2	16.85	0.01	(0.15)	14%	269,489	137,360	54.7%	68,986
Kamaile Academy, PCS	3.04	96.7	9673.7	111.95	(0.05)	(0.02)	3%	(528,913)	(2,305,356)	109.1%	(487,057)
Kanu o ka 'Āina New Century Public Charter School	1.08	107.6	10760.0	19.73	0.00	(0.07)	91%	59,525	5,885	4.0%	8,841
Kanuikapono Public Charter School	5.20	96.8	9677.4	35.94	0.07	0.05	18%	47,995	46,229	31.7%	86,069
Kawaikini New Century Public Charter School	1.65	88.0	8797.0	45.36	(0.21)	0.00	9%	(36,413)	(430,128)	96.5%	(267,664)
Ke Ana La'ahana PCS	20.30	78.5	7846.2	470.75	(0.04)	0.07	5%	106,827	17,386	139.4%	(26,252)
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	29.59	98.6	9855.6	369.10	0.13	0.15	3%	1,795,023	742,360	100.8%	371,325
Ke Kula 'o Samuel M. Kamakau, LPCS	5.95	95.7	9571.4	172.09	(0.11)	0.02	13%	(36,333)	307,658	78.4%	(134,808)
Ke Kula Niihau O Kekaha Learning Center	5.92	108.3	10833.3	136.26	(0.07)	(0.13)	8%	(46,601)	(128,486)	92.9%	(58,757)
Kihei Charter School	50.06	93.0	9300.0	162.09	0.00	(0.04)	2%	(12,309)	165,854	44.4%	5,679
Kona Pacific Public Charter School	2.06	105.2	10519.5	41.70	0.02	(0.04)	46%	35,031	40,266	9.2%	32,309
Kua o ka Lā New Century Public Charter School	9.84	88.8	8875.0	101.17	0.06	0.04	13%	187,008	462,267	45.1%	187,462
Kualapu'u School: A Public Conversion Charter	3.54	92.6	9257.3	97.46	(0.19)	(0.23)	6%	(492,275)	(767,606)	141.4%	(660,461)
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New	7.89	95.4	9538.5	163.56	(0.04)	(0.09)	11%	14,453	23,255	52.3%	(34,271)

Table 27: Financial Performance Framework Results

School	Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year (%)	Enrollment Variance equals or exceeds 95% in the most recent year as text (%)	Days Cash on Hand ≥ 60 days	Total Margin is positive	Two year Margin	Debt to Assets Ratio is less than 50%	Cash Flow is positive	Two Year Cash Flow	Unrestricted Fund Balance Percentage greater than 25%	Change in Total Fund Balance is positive
Lanikai Elementary Public Charter School	16.47	100.3	10028.7	275.53	0.41	0.19	4%	319,333	292,201	99.6%	206,889
Laupahoehoe Community Public Charter School	2.37	104.8	10476.2	49.11	(0.04)	N/A	35%	(36,185)	N/A	13.0%	(94,661)
Myron B. Thompson Academy	13.20	118.0	11801.4	395.25	(0.05)	(0.20)	7%	(76,422)	(964,738)	106.1%	(165,711)
Na Wai Ola (Waters Of Life) Public Charter School	0.94	91.4	9142.9	22.36	0.00	(0.06)	49%	(130)	14,230	12.0%	4,385
SEEQS: The School for Examining Essential Questions of	1.12	97.0	9697.0	53.14	0.12	N/A	50%	94,507	N/A	12.5%	82,846
University Laboratory School	8.79	98.2	9823.0	101.99	0.05	0.02	11%	24,449	(63,679)	26.3%	164,655
Volcano School of Arts & Sciences	4.16	95.9	9591.8	118.57	0.02	(0.02)	23%	30,033	(63,072)	36.7%	25,249
Voyager: A Public Charter School	1.73	108.3	10830.2	44.96	0.28	(0.13)	51%	164,546	83,352	4.2%	140,803
Waialae Elementary Public Charter School	7.08	100.4	10040.2	149.75	0.05	(0.01)	32%	21,462	(91,999)	43.0%	199,815
Waimea Middle Public Conversion Charter School	5.99	98.9	9894.0	185.75	(0.23)	(0.21)	10%	(132,807)	801,995	102.7%	(582,061)
West Hawai'i Explorations Academy	5.43	102.2	10217.4	202.45	0.10	(0.01)	7%	(141,124)	(260,347)	140.9%	171,770

Three schools hit all targets while one school failed to meet all targets in FY 2013-2014. Thirty-two of thirty-three charter schools met standards overall.

The consolidated Current Ratio of 4.11 is well above the 1.1 standard and shows improvement over last year's ratio of 3.41. Unrestricted Days Cash is 127 days is well above the standard 60 days, although it decreased two days from last year. However, the range of values among schools for each of these indicators is wide, with Current Ratios ranging from .22 to 29.56 and Unrestricted Days Cash on hand ranging from zero to 471 days.

The consolidated Total Margin for charter schools is 0%, or break-even for this year. This is an improvement over last year's consolidated margin of -3% but is cause for concern. The median of Total Margins across all schools is 0%. One conclusion that may be reached is that the schools, as a whole, are managing their operations on a break-even basis. If the margins continue at this level, schools will be unable to create and maintain reserves in the coming years, posing significant challenges and risks.

Total Margin directly impacts the Change in Total Fund Balance since the Total Fund Balance is a measure of the reserves that the school has built over time. If a school's Total Margin is positive every year (meaning it has a surplus at the end of the year), the school can use this surplus to build its Total Fund Balance. Negative Total Margins decrease the Total Fund Balance, while positive Total Margins increase the Total Fund Balance. When analyzed on a consolidated basis, the current Total Fund Balance is a negative number: -\$1,075,155. This is an improvement over last year's change in fund balance of -\$2,175,280. The possible explanations for this continued negative number include (1) that despite a consolidated margin of 0%, some schools operated at a loss, and/or (2) that schools invested in their physical facilities to the point of impacting this measure.⁵⁰ The consolidated Change in Total Fund Balance of -\$1,075,155 represents .67% of revenues. This is consistent with the consolidated Total Margin for all charter schools of 0% and suggests that the schools effectively operated at break-even.

The Total Margin also directly influences Cash Flow for the year, since Cash Flow is the comparison of inflows (revenues and receipts) and out flows (expenses and payments) over a period of time. On a consolidated basis, the net Cash Flow for the fiscal year was \$1,774,441, which represents an increase in cash of approximately 7% across the charter schools. This particular measure is reassuring because it indicates schools were able to build reserves, at least for this year.

In conclusion, charter schools appear to have exercised sound stewardship of State funds. Most schools are on solid footing for FY15, while some schools show signs of struggling with increased operating costs while trying to maintain the quality of their programs. Overall, schools met the near-term measures. However, meeting the longer term sustainability measures presented more of a challenge for most schools. This reinforces the concern that the charter schools may not be on firm financial footing for the long term if current levels of available funding remain essentially flat in coming years and/or if schools are unable to realize cost savings.

One school, Hālau Lōkahi Public Charter School, actually became financially insolvent in May, 2014, when it could not meet its payroll and other operational cost obligations. The financial evaluation for this school as of June 30, 2013, had found that the school was not meeting standard, with seven of the eight measures either below standard or far below standard. The school's poor financial condition at year end then was compounded by a 23% reduction in enrollment for this year compared to the prior year. Unfortunately, the school's governing board failed to adjust expenses to reflect the reduction in

⁵⁰ Charter schools currently receive no funding for the acquisition, construction, leasing, or maintenance of facilities and, particularly in the case of start-up schools, must divert operating funds for these purposes. This makes it more likely that schools are depleting their operating reserves to meet capital expenses.

enrollment. That governing board has been replaced, and the school has been placed under monthly financial monitoring for the fiscal year 2014-2015.

As the Commission has implemented the Financial Performance Framework, it has become evident that receiving consistent and quality data from the schools is essential. Data analysis has proved to be a challenge when the data submitted by the schools is inconsistent. To address this issue, the Commission continues to explore the possibility of standardizing a chart of accounts for all schools. Taking this step would ensure that all schools use the same accounts consistently to reflect the same information, but accomplishing this could present difficulties for the schools. Under the terms of the Charter Contract, this will occur only with input from the schools.

The financial performance of the individual charter schools is contained in their individual performance summaries, attached to this report as **Appendix A**. The individual school reports have additional notes showing how, under the Commission's two-tiered review process, some schools may have been given a rating of "Meets Standard" on a measure even if the data on that measure does not, on its face, meet the standard.

C. Organizational Performance

1. Organizational Performance Framework

The purpose of the Organizational Performance Framework is to communicate to the charter schools and the public the compliance-related standards the schools must meet and to help hold schools accountable for doing so. Compliance with state and federal law, administrative rules, and contractual requirements (such as the Charter Contract, collective bargaining agreements, and any supplemental agreements to the collective bargaining master agreements) is included in the Organizational Performance Framework.

The Organizational Performance Framework currently is divided into six categories: Education Program, Financial Management and Oversight, Governance and Reporting, Students and Employees, School Environment, and Additional Obligations. Each of these categories has measures used to evaluate schools. For example, under Education Program there are four measures. The first measure under Education Program is, "Is the school implementing the material elements of its Educational Program as defined in the Charter Contract?" A school is assigned a rating for each of the measures: Meets Standard, Does Not Meet Standard, or Falls Far Below Standard. A copy of the full Organizational Performance Framework in its current form is attached as **Appendix E**.

Each of the six categories evaluates a different aspect of the school's organizational performance, as described below.

Education Program. This section assesses the school's adherence to the material (relevant and significant) terms of its proposed education program.⁵¹

⁵¹ See NACSA Core Performance Framework and Guidance at page 65.

Financial Management and Oversight. This section is used to set expectations for the school’s management and oversight of its finances. This is distinguishable from the Financial Performance Framework, which is used to analyze a school’s actual financial performance, or the results of the practices evaluated here.⁵²

Governance and Reporting. This section sets forth the expectations for the governing board’s compliance with governance-related laws and the governing board’s own bylaws and policies. This section also includes an indicator to evaluate the extent to which the governing board oversees the individuals or organizations to which it delegates the duties of implementing the school’s program.⁵³

Students and Employees. This section measures compliance with a number of laws relating to students and employees. These include the rights of students and employees as well as operational requirements like teacher licensing and background checks.⁵⁴

School Environment. This section addresses the charter school’s facility, transportation, and health services, among other things.⁵⁵

Additional Obligations. This section is meant to be a catch-all section for measures that represent the authorizer’s relatively lower priority requirements and any requirements that were established after the Organizational Performance Framework was adopted into the Charter Contract.⁵⁶

2. Evaluation Process for 2013-2014 Preliminary Organizational Performance Assessment

The intent of the Organizational Performance Framework is to implement an accountability system that effectively monitors and assesses charter school compliance with federal, state, and contractual requirements and addresses organizational capacity, while recognizing the autonomy of schools and working towards minimizing their administrative and reporting burden. As a practical matter, the Organizational Performance Framework cannot specifically address every compliance requirement; rather, it serves as the starting point for compliance, as it helps explain why charter schools must comply with certain key legal and contractual requirements. For example, the Charter Contract (Sections 6.1 and 11.4) requires schools to submit their policies on student conduct and discipline. The Organizational Performance Framework takes that contractual requirement and uses it to measure whether the school is protecting the rights of all students.

The Commission has been intentionally implementing the Organizational Performance Framework in an incremental manner to give its staff and the charter schools time to put necessary systems in place and to address challenges in a thoughtful and practical manner, while at the same time balancing the importance of compliance with the charter schools’ ability to continue to fulfill their primary purpose of educating children. Last school year, the Commission looked at a single

⁵² *Id.*

⁵³ *Id.*

⁵⁴ *Id.*

⁵⁵ *Id.*

⁵⁶ *Id.*

measurement of whether charter schools were complying with governance requirements: whether the charter school provided a board member roster to the Commission and whether the schools were in compliance with statutory conflict of interest provisions as to governing board chairpersons. During the 2013-2014 school year, the Commission conducted the Preliminary Organizational Performance Assessment (“POPA”), which expanded on the 2012-2013 school year assessment and took measures from five categories—all except the catch-all category, Additional Obligations. The POPA was the next step in the development of a fair and effective monitoring and compliance system that recognizes school autonomy while assuring stakeholders that charter schools are meeting their legal and contractual obligations.

The POPA was formative in nature. It was designed to help the Commission determine whether charter schools were meeting basic requirements captured in the Organizational Performance Framework and to learn which requirements posed challenges to charter schools, why such challenges existed, and what the schools, the Commission, or other organizations could do to address these challenges. Charter schools were primarily assessed on their ability to submit required information on a timely basis; in other words, this was not a qualitative assessment. Partially based on the data gathered through the POPA, the Commission will be focusing special efforts during the 2014-2015 school year on teacher licensure and admission and enrollment policies and practices. The Commission hopes to include this additional information in its 2015 Annual Report to continue to build on the implementation work already done on the Organizational Performance Framework. Charter school performance on the POPA and feedback from schools also helped inform revisions to the Charter Contract and to the Performance Frameworks themselves.

The POPA selected key compliance measures from each of the five major categories. The POPA focused on the timely submittal of key information, but there were some items that were reviewed to determine compliance. The key compliance measures and the categories are as follows:

1. **Education Program.** Charter schools were assessed on the timely submittal of: Essential Terms⁵⁷ to the Commission, required special education information to the DOE, and an ELL plan to the Commission.
2. **Financial Management and Oversight.** Charter schools were assessed on the timely submittal of quarterly financial statements, annual audits, and annual budgets to the Commission.
3. **Governance and Reporting.** Charter schools were assessed on whether statutory conflict of interest requirements for governing board membership were fulfilled, whether public posting requirements for governing board meeting agendas and minutes were met, whether the school’s procurement and conflict of interest policies were timely submitted, and whether the school’s plan for a principal evaluation system was timely submitted.

⁵⁷ Essential Terms are a part of the school’s Exhibit A of the Charter Contract and provide details on the unique characteristics of the school.

4. **Students and Employees.** Charter schools were assessed on timely submittal of policies on student conduct and discipline, conflict resolution, complaints, admissions, and personnel; timely submittal of a 100% Highly Qualified Teacher (“HQT”) School Plan; the conducting of required employee background checks; and timely submittal of a plan for a teacher evaluator system.
5. **School Environment.** Charter schools were assessed on whether Certificates of Occupancy and all necessary building permits were timely submitted; whether each school met county Fire Department requirements for school inspections and fire drills; whether a safety/emergency plan was timely submitted; whether each school met State Department of Health immunization requirements; and whether each school notified parents of student privacy rights.
6. **Additional Obligations.** Charter schools were not assessed on any measures in this category.

The ratings for items in this assessment were:

- **Meets Standard**
Schools received a rating of “Meets Standard” if Commission received the required information by the end of the POPA review period, if applicable, or was approved for an extension, **and** if the school either had no unaddressed Notices of Deficiency pertaining to the measure **or** if the school was addressing a Notice of Deficiency⁵⁸ through a Corrective Action Plan that was approved by the Commission.
- **Does Not Meet Standard**
Schools received a rating of “Does Not Meet Standard” if required documentation was turned in after the POPA review period. In addition, for certain tasks, such as the posting of governing board meeting agendas and minutes, a school received a rating of “Does Not Meet Standard” if the school did not meet the requirements set forth in law.⁵⁹ As to the required financial statements, due to the shortened evaluation period, only schools with more than one late financial requirement received a rating of “Does Not Meet Standard.”
- **Falls Far Below Standard**
Schools received a rating of “Falls Far Below Standard” if the Commission never received any information, and the school did not receive an extension, **or** if the school had any unaddressed Notices of Deficiency pertaining to the measure.

⁵⁸A Notice of Deficiency is a written notification that a school receives if it is in violation of law or the Charter Contract, per the Intervention Protocol of the Charter Contract.

⁵⁹Section 302D-12(g), HRS, requires governing boards to post meeting agendas of public meetings in the school office and on the school website not less than six calendar days prior to the meeting. State law also requires the meeting minutes to be made available within thirty days.

Following an initial deadline for POPA reporting of January 13, 2014, schools received an initial report and then had an additional opportunity to respond and submit any outstanding information within a review period, which occurred from January through the end of February 2013. Based on additional information submitted during the review period, a school’s rating could be changed from “Falls Far Below Standard” or “Does Not Meet Standard” to “Meet Standard.” If information was submitted after the POPA review period, however, the school still received a rating of “Does Not Meet Standard.” A school only could receive a rating of “Falls Far Below Standard” if it failed to provide the information at all, such as not posting governing board meeting agendas and minutes, or failed to address a deficiency.

3. 2013-2014 Organizational Performance Results

It must be acknowledged again that the compliance measures under the POPA addressed some fairly basic public school policies and practices and that, for the most part, even these basics were not evaluated for quality but just for being in place and being submitted in a timely manner. This incremental approach is in part a reflection of the minimal expectations formerly placed on Hawaii charter schools under the previous law, but it also is a function of the real capacity challenges confronting schools that tend to be lightly staffed administratively, stretched financially, and still transitioning from a previous model of governance that was primarily constituency- and community-based.

The following table summarizes the performance of the schools under the POPA.

Table 28: Organizational Performance Framework Results						
School	Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Connections Public Charter School	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Hakipu’u Learning Center	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard	N/A
Halau Ku Mana Public Charter School	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard	N/A
Hālau Lōkahi Charter School	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Hawaii Academy of Arts & Science Public Charter School (HAAS)	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Hawaii Technology Academy	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A

Table 28: Organizational Performance Framework Results

School	Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Innovations Public Charter School	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Ka 'Umeke Kā'eo	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	N/A
Ka Waihona o ka Na'auao Public Charter School	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Kamaile Academy, PCS	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Kanu o ka 'Āina New Century Public Charter School	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard	N/A
Kanuikapono Public Charter School	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard	N/A
Kawaikini New Century Public Charter School	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Ke Ana La'ahana PCS	Meets Standard	Meets Standard	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Ke Kula Niihau O Kekaha Learning Center	Meets Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Meets Standard	N/A
Kihei Charter School	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	N/A
Kona Pacific Public Charter School	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Kua o ka Lā New Century Public Charter School	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Kualapu'u School: A Public Conversion Charter	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A

Table 28: Organizational Performance Framework Results

School	Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Lanikai Elementary Public Charter School	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Laupahoehoe Community Public Charter School	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Myron B. Thompson Academy	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Na Wai Ola (Waters Of Life) Public Charter School	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard	N/A
SEEQS: The School for Examining Essential Questions of Sustainability	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
University Laboratory School	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Volcano School of Arts & Sciences	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Voyager: A Public Charter School	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard	N/A
Waialae Elementary Public Charter School	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
Waimea Middle Public Conversion Charter School	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A
West Hawai'i Explorations Academy	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	N/A

Based on the results of the POPA, one area that will require more attention and diligence by the charter schools is simply the important public transparency function of posting of their governing board meeting agendas and minutes within statutorily-mandated time periods. In the 2013-2014 school year, charter schools were required to post this governing board information both on the school’s own website and the Commission’s website. At the Commission’s request, the Legislature amended the charter statute during the 2014 legislative session so that charter schools now need only post the governing board agendas and meeting minutes on their own websites.

Another area of difficulty revealed by the POPA is securing the necessary building permits and certificates for charter school facilities located on State lands. This has proven to be especially

challenging for charter schools that are using older State facilities, as it requires the collaboration of the charter schools, the Commission, and various other State agencies.

Also under the POPA, charter schools only were required this year to have plans to develop and implement both principal and teacher evaluations. The charter schools had the choice of opting in to the DOE’s new Educator Effectiveness System (“EES”) and/or the DOE’s new Comprehensive Evaluation System for School Administrators (“CESSA”), but all opted instead to develop their own systems. Moving forward, charter schools will need to complete the process of developing and implementing these evaluations, which will require the negotiation of supplemental collective bargaining agreements with the relevant public worker unions.

In summary, most of the charter schools performed well on the POPA by submitting the required information by the January deadline, allowing them to achieve a rating of “Meets Standard” for most, if not all, of the five areas assessed. Since the intention of the POPA was to assess areas of compliance that may present some difficulties for charter schools, the Commission worked with eight schools, allowing them to submit the required information after the initial deadline but during the review period, which enabled these schools as well to meet the standard.

IV. Portfolio Status

*The status of the authorizer's public charter school portfolio, identifying all public charter schools and applicants in each of the following categories: approved (but not yet open), approved (but withdrawn), not approved, operating, renewed, transferred, revoked, not renewed, or voluntarily closed.*⁶⁰

The current Charter Contract has a three-year term that is set to expire on June 30, 2017, except that a school that is performing highly under the Performance Framework will be eligible for an automatic two-year extension of its Charter Contract without having to go through the Commission’s renewal process. All charter schools initially were given the same one-year contract term for the 2013-2014 school year, in part to give the Commission the opportunity to revisit the Charter Contract and Performance Framework and make necessary revisions before adopting the first multi-year Charter Contract. The schools now are in the first year of the multi-year Charter Contract. Consequently, no schools currently are categorized as renewed, transferred, revoked, not renewed, voluntarily closed, or never opened. The schools falling in the other categories are as follows:

Table 29: Charter School Status	
Public Charter School	Status
Connections Public Charter School	Operating
Hakipu’u Learning Center	Operating
Halau Ku Mana Public Charter School	Operating

⁶⁰ HRS §302D-7(3).

Table 29: Charter School Status	
Public Charter School	Status
Hālau Lōkahi Charter School	Operating
Hawaii Academy of Arts & Science Public Charter School (HAAS)	Operating
Hawaii Technology Academy	Operating
Innovations Public Charter School	Operating
Ka 'Umeke Kā'eo	Operating
Ka Waihona o ka Na'auao Public Charter School	Operating
Kamaile Academy, PCS	Operating
Kanu o ka 'Āina New Century Public Charter School	Operating
Kanuikaponu Public Charter School	Operating
Ka'u Learning Academy	Approved (but not yet open)
Kawaikini New Century Public Charter School	Operating
Ke Ana La'ahana PCS	Operating
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Operating
Ke Kula 'o Samuel M. Kamakau, LPCS	Operating
Ke Kula Niihau O Kekaha Learning Center	Operating
Kihei Charter School	Operating
Kona Pacific Public Charter School	Operating
Kua o ka Lā New Century Public Charter School	Operating
Kualapu'u School: A Public Conversion Charter	Operating
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Operating
Lanikai Elementary Public Charter School	Operating
Laupahoehoe Community Public Charter School	Operating
Mālama Honua Public Charter School	Operating
Myron B. Thompson Academy	Operating
Na Wai Ola (Waters Of Life) Public Charter School	Operating
SEEQS: The School for Examining Essential Questions of Sustainability	Operating
University Laboratory School	Operating
Volcano School of Arts & Sciences	Operating
Voyager: A Public Charter School	Operating
Waialae Elementary Public Charter School	Operating
Waimea Middle Public Conversion Charter School	Operating
West Hawai'i Explorations Academy	Operating
Hawaii Arts Repertoire & Tech (HART)	Not approved
iLEAD Kauai Charter School	Not approved
IMAG Academy	Not approved

Table 29: Charter School Status	
Public Charter School	Status
Montessori of O’ahu Public Charter School	Not approved
North Shore Middle School	Not approved

V. Authorizing Functions Provided to Schools

The authorizing functions provided by the authorizer to the public charter schools under its purview, including the authorizer's operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles.⁶¹

A. Authorizing Functions

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

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

The Commission fulfilled five of these six powers and duties during the 2013-2014 school year. The last remaining power and duty—making renewal, nonrenewal, or revocation determinations—was not exercised due to the fact that the Charter Contract that was negotiated at the end of the 2013-2014 school year was not a renewal of the previous one-year Charter Contract but the entering into the Commission’s first multi-year contract. During the 2013-2014 school year, the Commission went through a charter school application cycle where it solicited and evaluated charter applications, approved one quality charter application, and declined weaker charter applications. It also began monitoring charter schools during the 2013-2014 school year for organizational and financial compliance. Academic monitoring was not in place during the 2013-2014 school year because the Academic Performance Framework was not approved until the end of the 2013-2014 school year.

⁶¹ HRS 302D-7(4).

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

- Acting as the point of contact between the DOE and charter schools;
- Being responsible for and ensuring the compliance of a charter school with all applicable state and federal laws, including reporting requirements;
- Being responsible for the receipt of applicable federal funds from DOE and the distribution of funds to the charter schools; and
- Being responsible for the receipt and distribution of per-pupil funding from the Department of Budget and Finance.⁶²

In addition to fulfilling its statutorily charged duties, the Commission also provides human resources support for schools that do not purchase payroll and human resources from DOE, provides federal program support, acts as a point of contact between other State agencies (such as the Department of Human Resources Development, the Hawaii Employees' Retirement System, and the Hawaii Employer-Union Health Benefits Trust Fund), serves as a point of contact for charter school sector-wide issues relating to unions, and provides information systems support for schools, among other functions. The Commission is evaluating the functions it provides to charter schools and determining whether and to what degree any of these functions conflict with the Commission's role as authorizer. The Commission has continued to provide many functions, such as payroll and human resources support so that charter schools could continue to operate seamlessly. However, the Commission is exploring ways to increase capacity in the schools to ensure that schools or other third parties can assume some of these necessary non-authorizer functions.

B. Authorizer's Operating Costs and Expenses

Attached as **Appendix G** is the Commission's 2013-2014 financial audit report, which conforms with generally accepted accounting principles. The Commission's audit report was prepared by James D. Jennings, CPA, Inc. The financial audit resulted in net operating loss of \$615,576. This loss includes a distribution to schools of approximately \$477,000 of budget savings the Commission realized from accumulated Charter School Administrative Office ("CSAO") funding and approximately \$120,000 in expenses for transitioning the CSAO into Commission staff.⁶³

This year's audit resulted in a finding regarding compliance with U.S. Office of Management and Budget Circular A 133 that, as a pass through entity, the Commission issue a management decision on audit decisions on audit findings within six months after receipt of the sub-recipient's (charter school's) audit report and ensure the sub-recipient take timely and appropriate corrective action on all audit findings. The Commission will review all audit reports as they are received, note any audit findings for monitoring, and follow up with schools as part of its quarterly financial review.

⁶² HRS §302D-5(b).

⁶³ Commission staff expenses increased in 2013-2014 because newly hired staff completed their first full work year.

VI. Authorizer Services Purchased by Charter Schools

*The services purchased from the authorizer by the public charter schools under its purview.*⁶⁴

No services were purchased from the Commission by charter schools in the 2013-2014 fiscal year.

VII. Federal Funds

*A line-item breakdown of the federal funds received by the department and distributed by the authorizer to public charter schools under its control.*⁶⁵

*Any concerns regarding equity and recommendations to improve access to and distribution of federal funds to public charter schools.*⁶⁶

A. Federal Funds Received

From July 1, 2013 on, Commission staff has been responsible for receiving and distributing federal funds to charter schools. The following table sets forth the federal funds that the Commission had a role in distributing to charter schools, as well as those funds that were disbursed directly to the schools by the DOE, for the 2013-2014 fiscal year.

Federal Program	Grant Purpose and Basis for Allocation	Funds distributed to the Charter School Commission in Fiscal Year 2013-2014 (in dollars)	Funds distributed directly to Charter Schools in Fiscal Year 2013-2014 (in dollars)
U.S. DOE Impact Aid	Grant provided financial assistance to local education agencies affected by Federal presence. Distribution based on proportion of total public school enrollment.	4,443,740	0

⁶⁴ HRS 302D-7(5).

⁶⁵ HRS 302D-7(6).

⁶⁶ HRS 302D-7(7).

Table 30: Federal Funds Distributed to Commission and to Charter Schools for 2013-2014			
Federal Program	Grant Purpose and Basis for Allocation	Funds distributed to the Charter School Commission in Fiscal Year 2013-2014 (in dollars)	Funds distributed directly to Charter Schools in Fiscal Year 2013-2014 (in dollars)
NCLB Title I LEA Grant – Schools	Grant provided to help disadvantaged students in school with the highest concentrations of poverty meet the same high standards expected of all students. Distribution made to only schools with 35% or more students receiving free or reduced-price meals. Distribution to these schools based on Title I formula using number of free or reduced-price eligible students multiplied by the per pupil amount for the school’s county.	1,675,872	11,142
ARRA Title I – School Improvement Grant	Grant provided to support competitive sub-grants to Title I eligible schools ranked in the bottom 5 percent. Schools must implement one of four school intervention models. Distribution based on evaluation of applications.	1,308,875	0
Title VIB Special Education Project I (“IDEA”)	Grant provided special education and related services to eligible students in accordance with federal regulations. Distribution based on award for 100% input into the SPED information system, funds required to clear deficits, and funds for program rated costs. NOTE: IDEA funds are primarily allocated to Complex Areas to assist in supporting special education related services for all public school students, including charter school students.	0	187,352
DoD Supplement to Impact Aid	Grant provided financial assistance to local education agencies affected by military presence. Distribution based on proportion of total public school enrollment.	166,715	0

Table 30: Federal Funds Distributed to Commission and to Charter Schools for 2013-2014

Federal Program	Grant Purpose and Basis for Allocation	Funds distributed to the Charter School Commission in Fiscal Year 2013-2014 (in dollars)	Funds distributed directly to Charter Schools in Fiscal Year 2013-2014 (in dollars)
NCLB Title IIA High Quality Professional Development	Grant provided to improve teacher and principal quality and increase the number of highly qualified teachers in the classroom. Distribution based on an approved Title IIA Highly Qualified Plan.	342,189	328
Native Hawaiian Piha Pono-UH FY13	Grant to improve education outcomes and support services for Native Hawaiian students and their families. Distribution to elementary schools that serve high percentages of students of Hawaiian ancestry that have also submitted a proposed budget and signed an agreement to implement project activities.	0	139,000
NCLB Title I LEA Grant – Professional Development	Grant to provide training and professional development to assist all teachers in Title I schools in becoming highly qualified by the end of SY2012-2013 and assist paraprofessionals in Title I schools meet educational requirements of NCLB Act of 2001. Distribution based on Title I formula.	120,602	0
NCLB Title I LEA Grant – School Improvement	Grant provided to support competitive sub-grants to Title I eligible schools ranked in the bottom 5 percent. Schools must implement one of four school intervention models. Distribution based on evaluation of applications.	104,019	0
NCLB Title I LEA Grant – Resource Teachers	Grant is to provide technical support to Title I schools. Distribution to provide a Title I Linker to provide technical support to Title I charter schools.	87,405	0

Table 30: Federal Funds Distributed to Commission and to Charter Schools for 2013-2014

Federal Program	Grant Purpose and Basis for Allocation	Funds distributed to the Charter School Commission in Fiscal Year 2013-2014 (in dollars)	Funds distributed directly to Charter Schools in Fiscal Year 2013-2014 (in dollars)
NCLB Title III Language Instruction	Grant to supplement efforts to improve the education of limited English proficient children. Distribution based on the number of ELL students enrolled in schools after submission of approved written plans.	39,196	0
NCLB Migrant Education	Grant provided to support education programs that address the needs of migratory children. Distribution made based on a percentage formula incorporating at-risk factors and the number of migrant students at each school.	18,620	0
RTTT-Common Core State Standard Implementation	Grant to provide professional development for teachers of all subjects and grade levels in the area of Common Core. Funds are allocated to pay teacher substitutes \$159 per day.	2,775	0
NCLB Title IIA Asst Non Highly Qualified Teacher (“NHQT”) to Highly Qualified Teachers (“HQT”)	Grant to support professional development and other activities that assist NQHTs become HQTs in core academic subjects assigned by the end of SY2012-2013. Distribution is based on \$150 for each (Tier I) NHQT as of June of the prior school year.	18,383	0
NCLB Title I LEA Grant – Parent Involvement	Grant to provide support for parent involvement activities, including but not limited to family literacy training, training to enhance parenting skills, etc. Distribution based on Title I formula.	23,951	0

Table 30: Federal Funds Distributed to Commission and to Charter Schools for 2013-2014			
Federal Program	Grant Purpose and Basis for Allocation	Funds distributed to the Charter School Commission in Fiscal Year 2013-2014 (in dollars)	Funds distributed directly to Charter Schools in Fiscal Year 2013-2014 (in dollars)
NCLB Administration	Grant funds to support planning, implementation, and management of NCLB programs included in Hawaii's consolidated NCLB application. Distribution made based on proportion of statewide enrollment at Title I eligible schools.	25,118	0
Education for Homeless Children & Youth	Grant provided to support all homeless children have equal access to free and appropriate public education. Distribution is based on the cost of a homeless liaison position and related expenses – 8.8% of total grant award.	18,875	0
NCLB Title I LEA-Trans & Supplemental Services	Grant to support school improvement/turnaround at the complex and school level with supplemental education supports and services for Priority, Focus, and low performing schools.	32,935	0
NCLB Assessment	Grant to support the development, administration, and maintenance of three large scale assessments in the areas of Reading/Language Arts, Mathematics, and Science: Hawaii State Assessments, the Hawaii State Assessment Translated into Hawaiian, and the Hawaii State Alternate Assessment. These are carryover funds.	151	5,882
Vocational Education – Program Improvement FY13	Grant to provide resource and services to identified project schools that are developing and implementing improved and expanded CTE programs during the school year. Distribution to provide Laupahoehoe funds to support CTE program improvements.	639	0

Table 30: Federal Funds Distributed to Commission and to Charter Schools for 2013-2014			
Federal Program	Grant Purpose and Basis for Allocation	Funds distributed to the Charter School Commission in Fiscal Year 2013-2014 (in dollars)	Funds distributed directly to Charter Schools in Fiscal Year 2013-2014 (in dollars)
Vocational Education – Program Improvement FY14	Grant to provide resource and services to identified project schools that are developing and implementing improved and expanded CTE programs during the school year. Distribution to provide Laupahoehoe funds to support CTE program improvements.	3,630	0
NCLB Math and Science Partnership FY13	Grant supports partnerships between institutions of higher education and local elementary and secondary schools to design and implement professional development models to increase subject matter knowledge of mathematics and science teachers. Distribution based on a competitive grant application process.	2,708	0
NCLB Math and Science Partnership FY14	Grant supports partnerships between institutions of higher education and local elementary and secondary schools to design and implement professional development models to increase subject matter knowledge of mathematics and science teachers. Distribution based on a competitive grant application process.	327	0
Special Education Pre-School Grant	Grant to provide supplemental services to support the special education students with disabilities 3 to 5 years of age. Distribution to provide Kamaile and Laupahoehoe funds to clear deficits.	0	15

Table 30: Federal Funds Distributed to Commission and to Charter Schools for 2013-2014			
Federal Program	Grant Purpose and Basis for Allocation	Funds distributed to the Charter School Commission in Fiscal Year 2013-2014 (in dollars)	Funds distributed directly to Charter Schools in Fiscal Year 2013-2014 (in dollars)
DoD-EA-Expanding Virtual Learning Opportunities	Grant to support middle and high school military students via online learning opportunities. Distribution made to schools that have students enrolled in one of seven on-line E-School Advanced Placement courses who have also signed up to take the AP exam. Funds are to cover AP exam cost.	0	356
Title VIB Private School Participation Project	Grant supports services aligned to the Private School Participation Project. Distribution to the Complex Areas based on a base amount as well as special education eligible students whose parents unilaterally placed them in private school settings. These are carryover funds allocated in the prior year.	0	219
Total		8,436,725	344,294

B. Equity Concerns and Access and Distribution Recommendations

Historically, charter schools have expressed concerns about a perceived lack of transparency and a lack of notification from the DOE regarding the availability and allocations of certain federal funds. For example, there has been a perception that charter schools received very little support from Hawaii’s Race to the Top grant in comparison to DOE schools. The Commission has discussed these concerns with the DOE and explored options for improving communications about, access to, and distribution of federal funds for charter schools.

In its Annual Report last year, the Commission welcomed the initial progress that had been made on this issue and noted that the DOE was in the process of reviewing and revising its internal procedures on planning of federal programs and management of federal funds, one byproduct of which process was expected to be greater understanding of the complexities of these programs and increased transparency as to funding distributions. The Commission has been informed that this internal and more comprehensive process at the DOE is ongoing.

In the meantime, the Commission would like to propose that one federal program and funding area currently of particular concern be addressed jointly. A DOE-Commission-charter school working

group already has commenced work on updating informational guidance and resources on special education in charter schools. The group has discussed addressing in its work the process by which special education positions and other resources are allocated to all public schools, DOE and charter. The Commission would recommend that the working group be tasked with this function and be provided whatever information and support from the DOE, the Commission, and the charter schools as may be needed to fulfill this task. If appropriate, the group would make recommendations for improving the process or for improving the transparency and understanding of that process.

If this approach to clarification of this program area proves successful, it could serve as a model for clarifying other federal programs on a case-by-case basis.

VIII. Conclusion

Events during and since the 2013-2014 school year have continued to highlight both the successes and strengths of Hawaii's charter school system as well as its continued challenges and weaknesses. Difficult but relatively rapid progress continues to be made, despite some setbacks, toward realizing the vision of Act 130 for a vigorous and accountable chartering system.

Among the Commission's priorities during the 2014-2015 fiscal year are:

- Continuing to gain experience with, and refining as necessary, the Academic, Organizational, and Financial Performance Frameworks;
- Engaging with the DOE in discussions over potential revisions to Strive HI and the ongoing development of an educational infrastructure that fully reflects the fact that Hawaii has two official languages;
- Developing the process and criteria for automatic extensions of Charter Contracts and for contract renewal;
- Successfully implementing the new charter school start-up process, as well as a revised and phased application process;
- Continuing to improve the public transparency of charter schools and the Commission itself;
- Exploring with other stakeholders ways to address capacity challenges among the charter schools with needed supports, particularly in recognition of the Commission's primary focus on its authorizing responsibilities;
- Compiling data relating to charter school facilities and identifying options for improving the availability of resources to charter schools to meet their facility needs;

- Improving engagement with charter school governing boards in recognition of their increased importance to accountability and school capacity under Act 130;
- Reviewing and approving the admissions and enrollment policies and practices of all charter schools;
- Working with the Hawaii Teacher Standards Board to address teacher licensure issues in charter schools; and
- Collaborating with the charter schools, other State agencies, and stakeholders to ensure that compliance requirements are properly communicated in a timely manner and to minimize duplicative reporting requirements.

As these and other measures are taken to build upon the difficult work already completed, the Commission looks forward to being able to report continued improvement in the outcomes detailed in its annual reports in the years to come.

IX. Glossary of Defined Terms

Term	Definition
Academic Performance Framework	The framework described in Section III.A.1 .
ACT	The 11 th grade assessment mandated by Strive HI to determine college readiness.
Act 130	Act 130 of the 2012 Session Laws of Hawaii
ARRA	Federal American Recovery and Reinvestment Act of 2009
Blended School	A school where the education of a student occurs in both an online environment and brick and mortar setting.
BOE	State of Hawaii Board of Education
Charter Contract	State Public Charter School Contract
Commission	State Public Charter School Commission
CSAO	Charter School Administrative Office
DOE	State of Hawaii Department of Education
ELL	English Language Learners, a student subgroup that is made up of students with limited English proficiency.
ESEA	Federal Elementary and Secondary Education Act of 1964
EUTF	State of Hawaii Employer-Union Health Benefits Trust Fund
EXPLORE	The 8 th grade ACT assessment mandated by Strive HI to determine readiness.

Term	Definition
FERPA	Family Educational Rights and Privacy Act, a federal law that protects the privacy of student education records and applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
Financial Performance Framework	The framework described in Section III.B.1 .
FRL	Free and Reduced Lunch, a student subgroup that is made up of economically disadvantaged students.
High Needs Students	Students that are classified as FRL, ELL or special education.
HQT	Highly Qualified Teacher
HRS	Hawaii Revised Statutes
HSA	Hawaii State Assessment
HSTA	Hawaii State Teachers Association
LDS	Longitudinal Data System
IDEA	Federal Individuals with Disabilities Education Act
LEA	Local Education Agency
NACSA	National Association of Charter School Authorizers
NCLB	No Child Left Behind
NHQT	Non-Highly Qualified Teacher
Non-High Needs Students	Students that are not classified as High-Needs.
Organizational Performance Framework	The framework described in Section III.C.1 .
Performance Framework	The Commission’s accountability system, consisting of the Academic Performance Framework, Financial Performance Framework, and Organizational Performance Framework.
PLAN	A test taken in the 10 th grade to measure academic progress in high school.
School-Specific Measures	School-specific indicators to measure the school’s academic performance
SGP	Student Growth Percentile, growth measure used to compare students to their academic peers.
SIG	School Improvement Grant, grants awarded by the U.S. Department of Education to make grants to local educational agencies that “demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest performing schools.”
SLH	Session Laws of Hawaii
Strive HI	Strive HI Performance System, the State of Hawaii’s accountability and improvement system that is applied to all Hawaii public schools, including both DOE schools and charter schools.

Term	Definition
Task Force	The charter school governance, accountability, and authority task force.
UPW	United Public Workers
Virtual School	A school where the students enrolled in the school complete their curriculum online, in a web-based environment rather than attending school in a brick-and-mortar setting.
WASC	Western Association of Schools and Colleges

X. Appendices

- Appendix A: Performance Framework - Individual School Performance Summaries
- Appendix B: Strive HI Individual School Performance Reports
- Appendix C: Comparison of Statewide Averages and Charter School-Wide Averages
- Appendix D: Financial Performance Framework for 2014-2017 Charter Contract
- Appendix E: Organizational Performance Framework for 2014-2017 Charter Contract
- Appendix F: Academic Performance Framework for 2014-2017 Charter Contract
- Appendix G: Commission's Audited Financial Statements for FY 2013-2014

Appendix A: Performance Framework - Individual School Performance Summaries

Connections Public Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

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

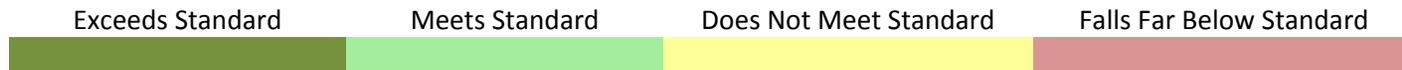
Notes: None

Board Chairperson(s): Tierney McClary
Director(s): John Thatcher
Region: East Hawaii
Grades: K-12

Total Enrollment: 359
SPED: 14.12%
FRL: 75.71%
ELL: 1.69%

Strive HI API Score: 236
Classification: Continuous Improvement
Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100)*
			Math	Reading	Math	Reading			
42.96	Continuous Improvement ^x	No Data ⁺	3.20	4.05	8.21	8.39	No Data [■]	No Data [◇]	66.81

^x A school’s Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

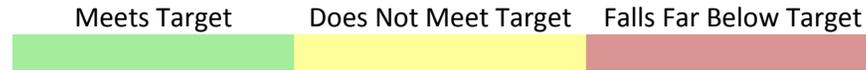
⁺ Annual Measureable Outcomes (“AMO’s”) were not developed for the 2013-2014 school year. Even if they were developed, this measure is for informational purposes only, and AMOs are not calculated in the Overall Score.

[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

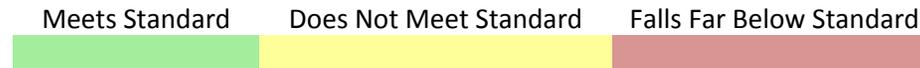
^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
0.97	97%	25.19	-0.07	28%	-136,404	23%	-203,232

Organizational Performance



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	Not assessed
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

Hakipu‘u Learning Center

Hawaii State Public Charter School Commission – Annual Report 2014

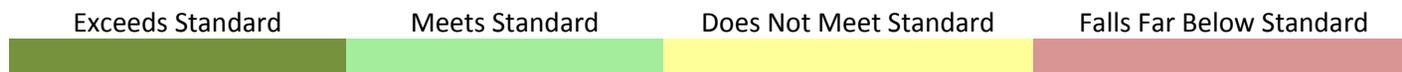
Mission: Hakipu‘u Learning Center (HLC) - an innovative, community-based school rooted in the traditional wisdom of Hawai‘i - utilizes a studentcentered, place and project based approach to build an ‘ohana of lifelong learners who apply critical thinking, creativity, and problem solving skills to achieve success now and into the future.

Board Chairperson(s): Kylee P. Mar
Director(s): Charlene Hoe
Region: Windward Oahu
Grades: 4-12

Total Enrollment: 61
SPED: 11.76%
FRL: 52.94%
ELL: 0%

Strive HI API Score: 107
Classification: Priority
Automatic Trigger: Low Performance

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
7.64	Priority [×]	No Data ⁺	0.84	1.49	0.69	1.19	No Data [■]	No Data [◇]	11.85

[×] A school’s Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes (“AMO’s”) were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

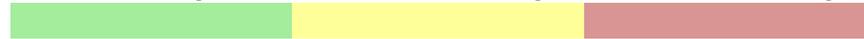
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

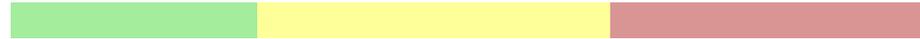
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
2.42	81.3%	131.48	-0.02	38%	58,814	28.4%	-13,862

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Not assessed

Halau Ku Mana Public Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

Mission: Ho’okumu – Foster a sense of esteem, stewardship and kuleana to the ‘aina, our communities and ourselves, through grounding in the ancestral knowledges and practices of Hawai’i and the academic skills necessary to excel in the 21st century.
 Ho’okele – Explore and inquire in ways that build upon our ancestral wisdom and bridge to other communities and cultures in a harmonious manner, thus moving toward our highest personal and community goals.
 Ho’omana – Provide sustenance and empowerment for ourselves and our communities by striving for high academic, cultural, social, environmental, and economic standards, thus nourishing all piko (centers) – cognitive, emotional, spiritual, and physical.

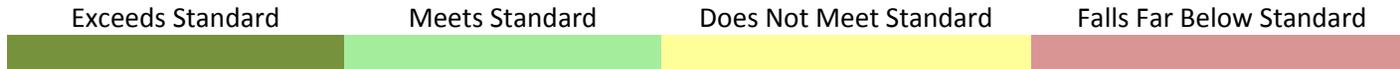
Notes: None

Board Chairperson(s): Patricia Brandt
Director(s): Mahina Duarte
Region: Honolulu
Grades: 4-12

Total Enrollment: 121
SPED: 11.49%
FRL: 45.98%
ELL: 0%

Strive HI API Score: 238
Classification: Continuous Improvement
Automatic Trigger: None

Academic Performance

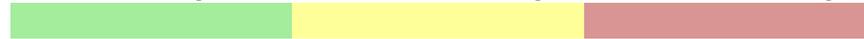


Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
40.34	Continuous Improvement ^x	No Data ⁺	1.52	4.14	6.84	8.39	No Data [■]	No Data [◇]	61.24

^x A school’s Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.
⁺ Annual Measureable Outcomes (“AMO’s”) were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.
[■] Data were not available for the 2013-2014 school year.
[◇] No schools had School-Specific Measures in school year 2013-2014.
^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

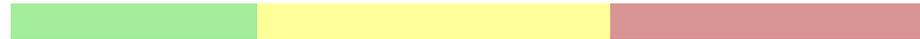
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
29.56	100.8%	503.28	0.06	16%	27,438	169.6%	76,212

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Not assessed

Hālau Lōkahi Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

Mission: The mission of Halau Lokahi is to provide a means to personal sovereignty through the use of the principles of Lokahi, acceptance and self-responsibility. We call this commitment: “Learning to be self responsibly free”

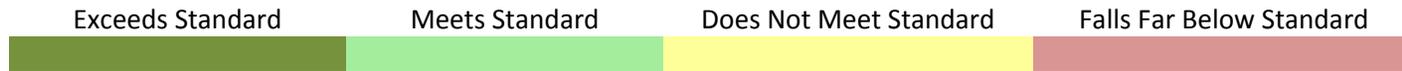
Notes: None

Board Chairperson(s): June Nagasawa
Director(s): Laara Allbrett
Region: Honolulu
Grades: K-12

Total Enrollment: 183
SPED: 8.24%
FRL: 50.59%
ELL: 1.18%

Strive HI API Score: 140
Classification: Continuous Improvement
Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
17.28	Continuous Improvement [×]	No Data ⁺	1.11	2.60	6.35	6.14	No Data [■]	No Data [◇]	33.50

[×] A school’s Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes (“AMO’s”) were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

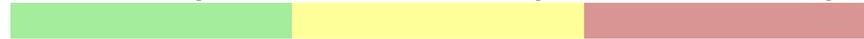
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

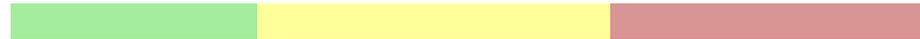
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
0.22	77.2%	0.55	-0.18	256%	-4,761	-34.6%	-216,641

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard*	Meets Standard	Meets Standard[†]	Not assessed

* School keeps hard copy meeting agendas and meeting minutes in the school office, the school acknowledged that it must post this information on the school website.

[†] The school originally did not submit the required information by the set deadline; the school was able to provide the information at a later date which allowed it to "Meet Standard."

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

Hawaii State Public Charter School Commission – Annual Report 2014

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

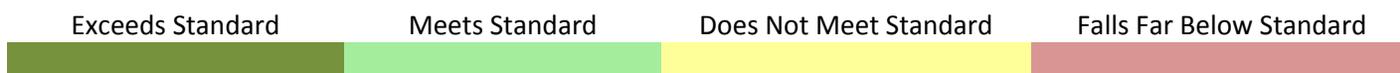
Notes: None

Board Chairperson(s): Winston Albright
Director(s): Steve Hirakami
Region: East Hawaii
Grades: K-12

Total Enrollment: 637
SPED: 8.19%
FRL: 79.52%
ELL: 0%

Strive HI API Score: 243
Classification: Focus
Automatic Trigger: Low Grad Rate

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
33.54	Focus ^x	No Data ⁺	3.48	5.14	2.69	7.29	No Data [■]	No Data [◇]	52.15

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

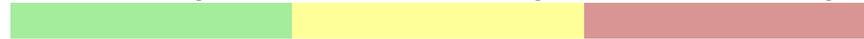
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

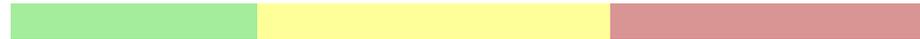
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
2.83	100.3%	134.03	0.01	38%	394,271	74.4%	161,665

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

Hawaii Technology Academy

Hawaii State Public Charter School Commission – Annual Report 2014

Mission: Hawaii Technology Academy is a state-wide kindergarten through grade 12 public charter school that partners educators, families (learning coaches) and students through differentiated curriculum and delivery methods. HTA is committed to providing the highest education for a diverse population, taking pride in being the right fit for the right student at the right time. With mobility and flexibility woven into every fiber of the data driven individualized learning plans (ILPs), sustainable student success, facilitated by faculty and family, creates value in the home, community and world.

Notes: None

Board Chairperson(s): Michael Findley

Director(s): Leigh Fitzgerald

Region: Sites in Central Oahu and on Kauai.

Multiple remote sites on Hawaii island, Maui, Lanai, and Molokai. (Blended Learning)

Grades: K-12

Total Enrollment: 1,244

SPED: 9.92%

FRL: 0.54%

ELL: 0.27%

Strive HI API Score: 199

Classification: Focus

Automatic Trigger: Low Grad Rate

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100)*
			Math	Reading	Math	Reading			
26.91	Focus ^x	No Data ⁺	0.93	1.42	4.18	8.19	No Data [■]	No Data [◇]	41.65

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

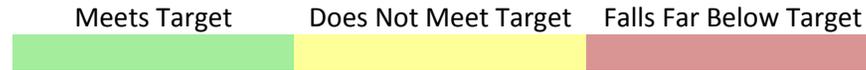
⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

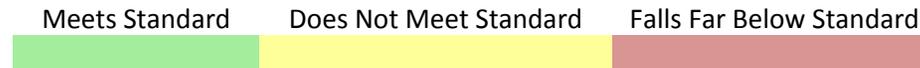
^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
0.67	104.5%	27.88	-	100%	-170,801	0.0%	-

Organizational Performance



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	Additional Obligations
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard [†]	Not assessed

[†] The school originally did not submit the required information by the set deadline; the school was able to provide the information at a later date which allowed it to “Meet Standard.”

Innovations Public Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

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.

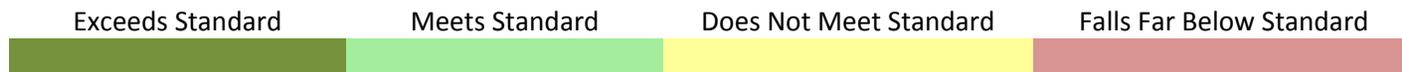
Notes: None

Board Chairperson(s): Michelle Conrey
Director(s): Jennifer Hiro
Region: West Hawaii
Grades: K-8

Total Enrollment: 223
SPED: 11.11%
FRL: 50.98%
ELL: 0%

Strive HI API Score: 304
Classification: Continuous Improvement
Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
45.26	Continuous Improvement ^x	No Data ⁺	4.35	5.19	7.82	8.46	No Data [■]	No Data [◇]	71.07

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

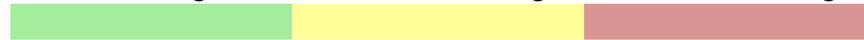
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

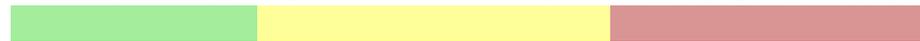
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
2.72	99.6%	126.38	-0.03	38%	5,129	23.6%	-41,130

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

Ka ‘Umeke Kā‘eo

Hawaii State Public Charter School Commission – Annual Report 2014

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

Notes: This school opted to exclude grades 3-5 from the 2014 Academic Performance Assessment. This option was available only for Hawaiian medium and immersion schools.

Board Chairperson(s): Lauren Lii Nahiwa

Director(s): Huihui Kanahale-Mossman

Region: East Hawaii

Grades: K-12

Total Enrollment: 275

SPED: 9.29%

FRL: 73.57%

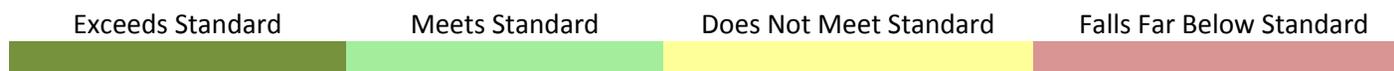
ELL: 0%

Strive HI API Score: 104

Classification: Priority

Automatic Trigger: Low Performance

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
49.20	Priority ^x	No Data ⁺	3.20	5.46	8.14	8.78	No Data [■]	No Data [◇]	74.78 [‡]

^x A school’s Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes (“AMO’s”) were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

[‡]The overall score is rounded up for the purposes of designating a rating.

Financial Performance

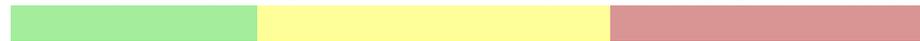
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
14.21	78.6%	247.64	0.14	5%	-29,414	95.7%	-83,547

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Not assessed

Ka Waihona o ka Na‘auao Public Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

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

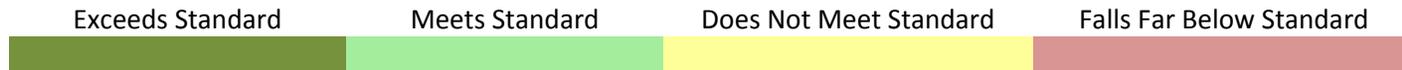
Notes: None

Board Chairperson(s): Roberta Searle
Director(s): Alvin Parker
Region: Leeward Oahu
Grades: K-8

Total Enrollment: 633
SPED: 7.11%
FRL: 67.65%
ELL: 0%

Strive HI API Score: 146
Classification: Continuous Improvement
Automatic Trigger: None

Academic Performance

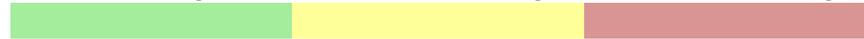


Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100)*
			Math	Reading	Math	Reading			
17.04	Continuous Improvement ^x	No Data ⁺	1.59	2.76	2.25	4.22	No Data [■]	No Data [◇]	27.86

^x A school’s Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.
⁺ Annual Measureable Outcomes (“AMO’s”) were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.
[■] Data were not available for the 2013-2014 school year.
[◇] No schools had School-Specific Measures in school year 2013-2014.
^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

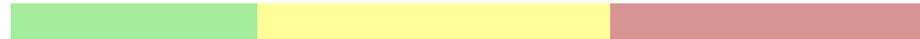
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
1.03	101.9%	16.85	0.01	14%	269,489	54.7%	68,986

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard⁵	Meets Standard	Meets Standard	Not assessed

⁵ The school originally did not submit the required policies by the set deadline; the school was able to provide its policies at a later date which allowed it to “Meet Standard.”

Kamaile Academy, PCS

Hawaii State Public Charter School Commission – Annual Report 2014

Mission: To prepare self-directed, self-aware, college-ready learners who will embrace the challenge of obstacles, experience the pride of perseverance and accomplishment, and demonstrate the strength of ‘ohana and community.” Rationale: The school community at Kamaile Academy believes that this school must foster in each child, from pre-school through 12th grade, an intrinsic drive toward achievement and betterment, enabling youth to become self-directed learners. Throughout this process of growth, the school also seeks to instill in each child a selfawareness of her or his own academic, social, emotional, and physical growth. In a community that has experienced years of academic underachievement, college-readiness has become the clear marker by which teachers, staff, and families will measure the school’s success. While all of these are noble goals, there are daunting challenges in the community. Rather than trying to separate the child from this environment, the school looks to develop the ability of students to embrace the obstacles in life as opportunities for growth. In this way, each child experiences the pride that comes with perseverance and eventual success. All the while, Kamaile Academy promotes the strength and support that can be found in family and community. Keeping with the metaphor, the hope is to see students follow the path of the traditional Polynesian navigators—disciplined training, cooperation with a crew, and respect for one’s roots enabling one to cross oceans of great struggle toward new lands of discovery.

Board Chairperson(s): Pauline Lo Bailey

Total Enrollment: 919

Strive HI API Score: 175

Director(s): Emma Weiss

SPED: 11.82%

Classification: Priority

Region: Leeward Oahu

FRL: 79.21%

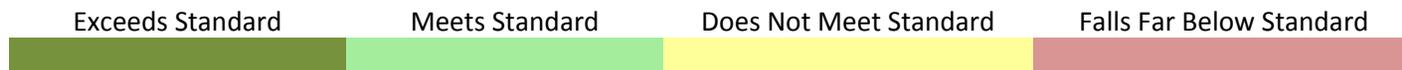
Automatic Trigger: SIG Status

Grades: PreK-12

ELL: 5.25%

Notes: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100)*
			Math	Reading	Math	Reading			
29.86	Priority ^x	No Data ⁺	1.35	1.39	7.33	4.61	No Data [■]	No Data [◇]	44.55

^x A school’s Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes (“AMO’s”) were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

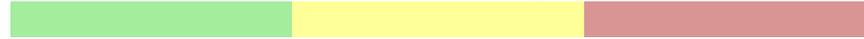
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

* The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
3.04	96.7%	111.95	-0.05	3%	-528,913	109.1%	-487,057

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	Additional Obligations
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

Kanu o ka 'Āina New Century Public Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

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.

Notes: None

Board Chairperson(s): Mason Maikui

Director(s): Allyson Tamura, Pat Bergin

Region: West Hawaii

Grades: K-12

Total Enrollment: 269

SPED: 8.53%

FRL: 54.26%

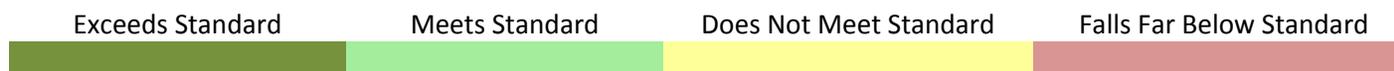
ELL: 0.78%

Strive HI API Score: 213

Classification: Continuous Improvement

Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
33.91	Continuous Improvement ^x	No Data ⁺	2.83	4.28	2.63	3.84	No Data [■]	No Data [◇]	47.50

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

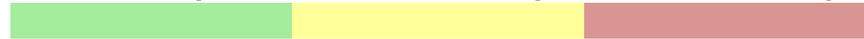
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

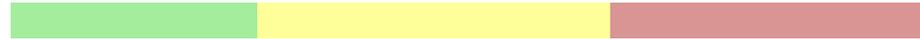
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
1.08	107.6%	19.73	0.00	91%	59,525	4%	8,841

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Does Not Meet Standard [‡]	Meets Standard [§]	Meets Standard	Not assessed

[‡] The school originally did not submit the required policies by the set deadline; the school was able to provide its policies at a later date; however, the school ‘Does Not Meet Standards’ due to it not meeting posting requirements for governing board agendas and minutes.

[§] The school originally did not submit the required policies by the set deadline; the school was able to provide its policies at a later date which allowed it to “Meet Standard.”

Kanuikapono Public Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

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

Notes: None

Board Chairperson(s): Puna Kalama Dawson
Director(s): Ipo Torio
Region: Kauai
Grades: K-12

Total Enrollment: 150
SPED: 7.06%
FRL: 55.29%
ELL: 0%

Strive HI API Score: 154
Classification: Continuous Improvement
Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High-Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
37.73	Continuous Improvement ^x	No Data ⁺	2.56	4.39	6.35	4.22	No Data [■]	No Data [◇]	55.27

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

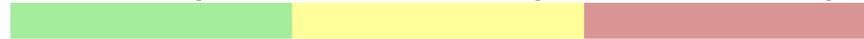
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

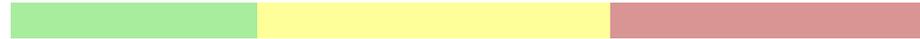
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
5.20	96.8%	35.94	0.07	18%	47,995	31.7%	86,069

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meet Standard	Does Not Meet Standard[‡]	Meets Standard[§]	Meets Standard[†]	Not assessed

[‡] The school originally did not submit the required policies by the set deadline; the school was able to provide its policies at a later date; however, the school ‘Does Not Meet Standards’ due to it not meeting posting requirements for governing board agendas and minutes.

[§] The school originally did not submit the required policies by the set deadline; the school was able to provide its policies at a later date which allowed it to “Meet Standard.”

[†] The school originally did not submit the required information by the set deadline; the school was able to provide the information at a later date which allowed it to “Meet Standard.”

Kawaikini New Century Public Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

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

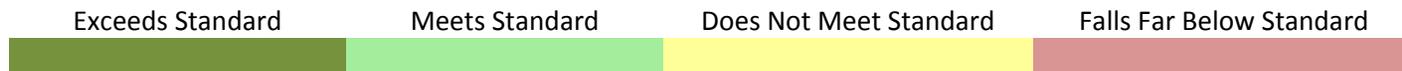
Notes: This school opted to exclude grades 3-5 from the 2014 Academic Performance Assessment. This option was available only for Hawaiian medium and immersion schools.

Board Chairperson(s): Lei'ilima Rapozo
Director(s): Kaleimakamae Kaauiwai
Region: Kauai
Grades: K-12

Total Enrollment: 117
SPED: 5.36%
FRL: 73.21%
ELL: 0%

Strive HI API Score: 202
Classification: Continuous Improvement
Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
40.97	Continuous Improvement ^x	No Data ⁺	3.90	1.15	10.39	8.98	No Data [■]	No Data [◇]	65.40

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

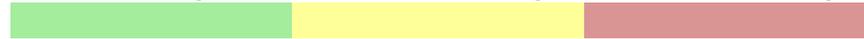
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

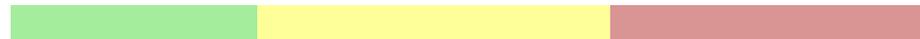
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
1.65	88%	45.36	-0.21	9%	-36,413	96.5%	-267,664

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

Ke Ana La‘ahana PCS

Hawaii State Public Charter School Commission – Annual Report 2014

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.

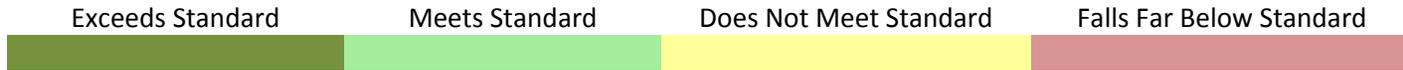
Notes: None

Board Chairperson(s): Jason Cifra
Director(s): Mapuana Waipa
Region: East Hawaii
Grades: 7-12

Total Enrollment: 51
SPED: 15.38%
FRL: 88.46%
ELL: 0%

Strive HI API Score: 170
Classification: Continuous Improvement
Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
15.55	Continuous Improvement ^x	No Data ⁺	0.41	1.41	1.88	4.99	No Data [■]	No Data [◇]	24.25

^x A school’s Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes (“AMO’s”) were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

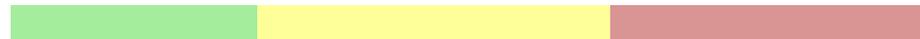
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
20.30	78.5%	470.75	-0.04	5%	106,827	139.4%	-26,252

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Falls Far Below Standard	Does Not Meet Standard	Meets Standard	Not assessed

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

Hawaii State Public Charter School Commission – Annual Report 2014

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

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

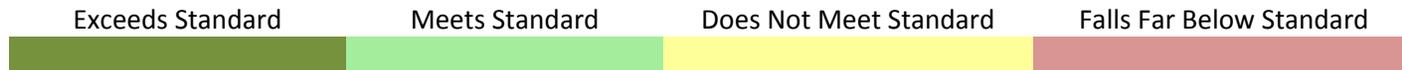
School Mission – Ke Kula ‘O Nāwahīokalani‘ōpu‘u is committed to securing a school community built upon culturally rooted principles that reflect love of spirituality, love of family, love of language, love of knowledge, love of land, love of fellow man, and love of all people.

Board Chairperson(s): Tricia Kehaulani Aipia-Peters
Director(s): Kauanoē Kamana
Region: East Hawaii
Grades: K-8

Total Enrollment: 273
SPED: 2.84%
FRL: 68.09%
ELL: 0%

Strive HI API Score: 76
Classification: Priority
Automatic Trigger: Low Performance
Notes: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100)*
			Math	Reading	Math	Reading			
7.98	Priority ^x	No Data ⁺	0.04	0.04	4.78	8.78	No Data [■]	No Data [◇]	21.62

^x A school’s Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes (“AMO’s”) were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

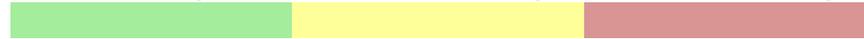
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

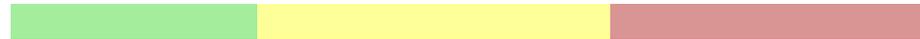
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
29.59	98.6%	369.10	0.13	3%	1,795,023	100.8%	371,325

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Not assessed

Ke Kula ‘o Samuel M. Kamakau, LPCS

Hawaii State Public Charter School Commission – Annual Report 2014

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

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

Notes: This school opted to exclude grades 3-6 from the 2014 Academic Performance Assessment. This option was available only for Hawaiian medium and immersion schools.

Board Chairperson(s): Kehau Glassco

Director(s): Meahilhila Kelling

Region: Windward Oahu

Grades: PreK-12

Total Enrollment: 134

SPED: 0%

FRL: 60%

ELL: 0%

Strive HI API Score: 202

Classification: Continuous Improvement

Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100)*
			Math	Reading	Math	Reading			
15.34	Continuous Improvement ^x	No Data ⁺	0.93	2.30	3.28	2.45	No Data [■]	No Data [◇]	24.31

^x A school’s Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes (“AMO’s”) were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

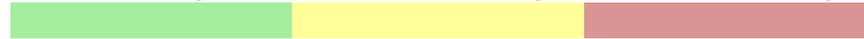
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

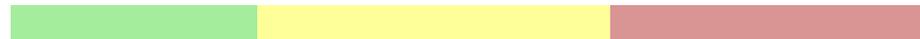
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
5.95	95.7%	172.09	-0.11	13%	-36,333	78.4%	-134,808

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

Ke Kula Niihau O Kekaha Learning Center

Hawaii State Public Charter School Commission – Annual Report 2014

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

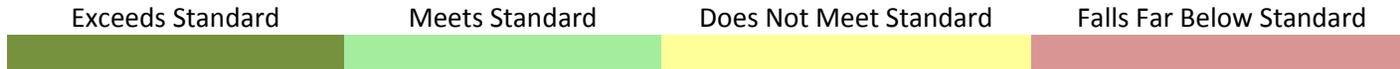
Notes: This school opted to exclude grades 3-5 from the 2014 Academic Performance Assessment. This option was available only for Hawaiian medium and immersion schools.

Board Chairperson(s): Dana Kaohelaulii
Director(s): Haunani Seward
Region: Kauai
Grades: K-12

Total Enrollment: 39
SPED: 0%
FRL: 100%
ELL: 100%

Strive HI API Score: 151
Classification: Focus
Automatic Trigger: Low Performance

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
21.14	Focus ^x	No Data ⁺	3.65	1.42	8.35	7.68	No Data [■]	No Data [◇]	42.25

^x A school’s Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes (“AMO’s”) were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

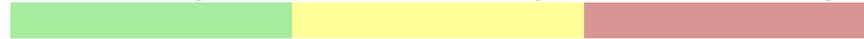
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

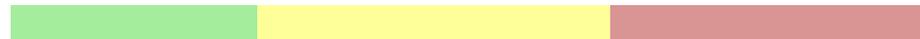
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
5.92	108.3%	136.26	-0.07	8%	-46,601	92.9%	-58,757

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Meets Standard[†]	Not assessed

[†] The school did not submit its governing board bylaws by the set deadline; the school was able to provide its bylaws at a later date which allowed it to “Meet Standard.”

Kihei Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

Mission: 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.

Notes: None

Board Chairperson(s): Steve Perkins

Director(s): George Winterscheid

Region: Maui

Grades: K-12

Total Enrollment: 558

SPED: 4.18%

FRL: 31.71%

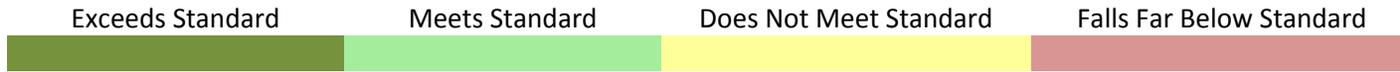
ELL: 0.35%

Strive HI API Score: 208

Classification: Focus

Automatic Trigger: Low Grad Rate

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100)*
			Math	Reading	Math	Reading			
25.77	Focus ^x	No Data ⁺	4.84	5.51	2.50	2.51	No Data [■]	No Data [◇]	41.14

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

[■] Data were not available for the 2013-2014 school year.

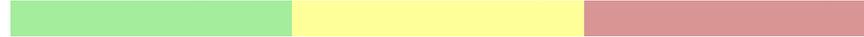
[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

[†] The school originally did not submit the required information by the set deadline; the school was able to provide the information at a later date which allowed it to "Meet Standard."

Financial Performance

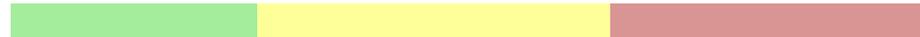
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
50.06	93%	162.09	0.00	2%	-12,309	44.4%	5,679

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Does Not Meet Standard[‡]	Meets Standard[§]	Does Not Meet Standard	Not assessed

[‡] The school originally did not submit the required policies by the set deadline; the school was able to provide its policies at a later date; however, the school 'Does Not Meet Standards' due to it not meeting posting requirements for governing board agendas and minutes.

[§] The school originally did not submit the required policies by the set deadline; the school was able to provide its policies at a later date which allowed it to "Meet Standard."

Kona Pacific Public Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

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

Notes: None

Board Chairperson(s): Cecilia Royale

Director(s): Usha Kotner

Region: West Hawaii

Grades: JK-8

Total Enrollment: 243

SPED: 11.4%

FRL: 69.3%

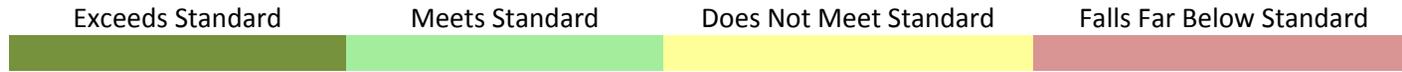
ELL: 0.88%

Strive HI API Score: 168

Classification: Continuous Improvement

Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
20.79	Continuous Improvement ^x	No Data ⁺	0.65	1.99	3.28	2.69	No Data [■]	No Data [◇]	29.40

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

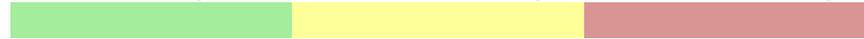
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

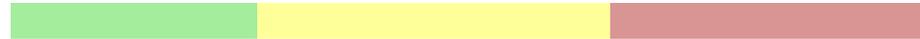
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
2.06	105.2%	41.70	0.02	46%	35,031	9.2%	32,309

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

Kua o ka Lā New Century Public Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

Mission: To provide Ka Pae 'Aina o Hawai'i with the knowledge and skills, through Hawaiian values and place-based educational opportunities, that prepare receptive, responsive, and self-sustaining individuals that live "ke ala pono" (positive pilina 'aina, pilina kanaka, and pilina 'uhane).

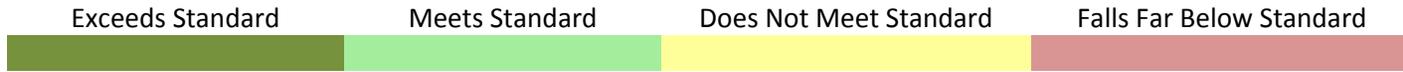
Notes: None

Board Chairperson(s): Kaimi Kaupiko
Director(s): Susie Osborne
Region: East Hawaii
Grades: K-12

Total Enrollment: 284
SPED: 11.2%
FRL: 64.8%
ELL: 1.6%

Strive HI API Score: 124
Classification: Continuous Improvement
Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
5.83	Continuous Improvement ^x	No Data ⁺	0.57	1.22	1.69	2.03	No Data [■]	No Data [◇]	11.35

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

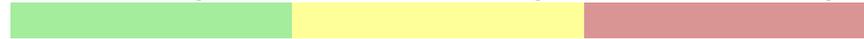
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

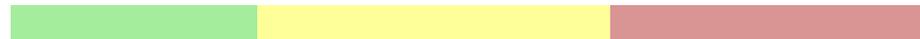
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
9.84	88.8%	101.17	0.06	13%	187,008	45.1%	187,462

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard[§]	Meets Standard	Meets Standard	Not assessed

[§] The school originally did not submit the required policies by the set deadline; the school was able to provide its policies at a later date which allowed it to "Meet Standard."

Kualapu‘u School: A Public Conversion Charter

Hawaii State Public Charter School Commission – Annual Report 2014

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

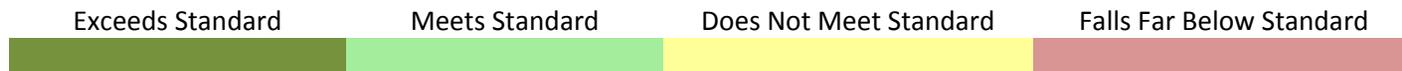
Notes: This school opted to exclude grades 3-4 from the 2014 Academic Performance Assessment. This option was available only for Hawaiian medium and immersion schools.

Board Chairperson(s): Pauline Lo Bailey
Director(s): Lydia Trinidad
Region: Molokai
Grades: PreK-6

Total Enrollment: 349
SPED: 9.33%
FRL: 83.42%
ELL: 0%

Strive HI API Score: 256
Classification: Continuous Improvement
Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
42.79	Continuous Improvement ^x	No Data ⁺	3.91	3.34	8.14	7.68	No Data [■]	No Data [◇]	65.86

^x A school’s Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes (“AMO’s”) were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

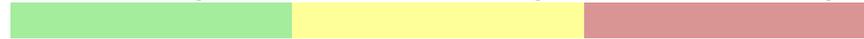
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

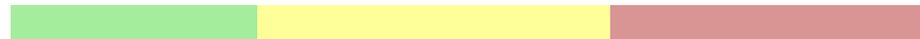
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
3.54	92.6%	97.46	-0.19	6%	-492,275	141.4%	-660,461

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

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

Hawaii State Public Charter School Commission – Annual Report 2014

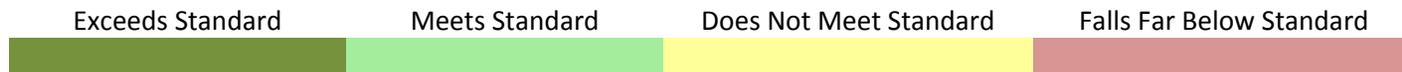
Mission: Our mission is to educate our youth so that they may lead the direction for their own future and that of the Niihau community. It is our mission to raise the level of literacy, education, and awareness of this native community by educating its youth and preparing them to function independently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

Board Chairperson(s): Heidi Kanahale
Director(s): Hedy Sullivan
Region: Kauai
Grades: K-12

Total Enrollment: 62
SPED: 20%
FRL: 100%
ELL: 28%

Strive HI API Score: 275
Classification: Continuous Improvement
Automatic Trigger: None
Notes: None

Academic Performance

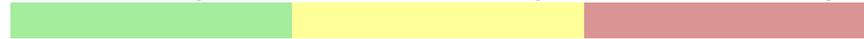


Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
54.30	Continuous Improvement ^x	No Data ⁺	6.15	6.75	10.60	10.62	No Data [■]	No Data [◇]	88.43

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.
⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.
[■] Data were not available for the 2013-2014 school year.
[◇] No schools had School-Specific Measures in school year 2013-2014.
^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

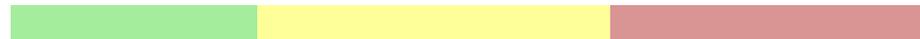
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
7.89	95.4%	163.56	-0.04	11%	14,453	52.3%	-34,271

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

Lanikai Elementary Public Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

Mission: At Lanikai School our mission, through combined efforts of staff, parents, students and community, is:
 To **focus** on the whole child by offering an integrated and challenging curriculum that reaches across the disciplines, which includes Physical Wellness, Technology and an emphasis on The Arts.
 To **empower** students to meet academic challenges with enthusiasm and a willingness to solve real-world problems.
 To **create** an atmosphere of cooperation, with respect for individual differences, the community and cultural values.
 To **develop** children who are confident and creative builders of their future.

Notes: None

Board Chairperson(s): Todd Cullison

Director(s): Ed Noh

Region: Windward Oahu

Grades: JK-6

Total Enrollment: 349

SPED: 5%

FRL: 15%

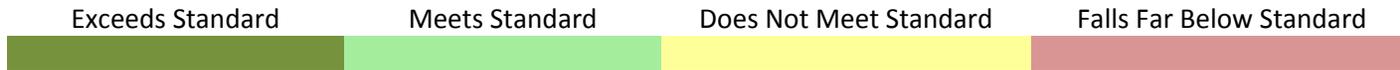
ELL: 0%

Strive HI API Score: 203

Classification: Continuous Improvement

Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100)*
			Math	Reading	Math	Reading			
27.67	Continuous Improvement ^x	No Data ⁺	4.54	4.16	3.88	1.91	No Data [■]	No Data [◇]	42.16

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

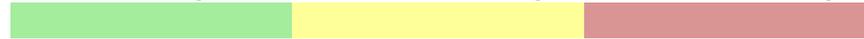
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

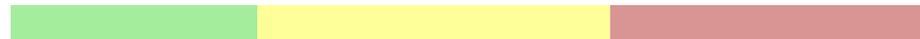
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
16.47	100.3%	275.53	0.41	4%	319,333	99.6%	206,889

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

Laupahoehoe Community Public Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

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.

Notes: None

Board Chairperson(s): George Martin

Director(s): David Rizor

Region: East Hawaii

Grades: PreK-12

Total Enrollment: 220

SPED: 23.64%

FRL: 74.55%

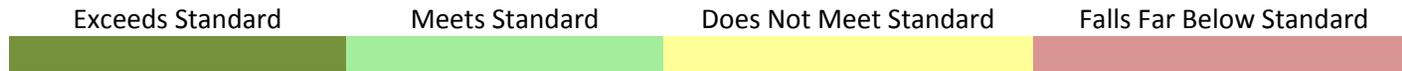
ELL: 7.27%

Strive HI API Score: 158

Classification: Focus

Automatic Trigger: Large Grad Gap

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
9.95	Focus ^x	No Data ⁺	0.80	1.35	2.25	2.15	No Data [■]	No Data [◇]	16.52

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

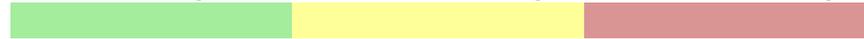
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

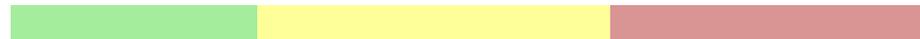
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
2.37	104.8%	49.11	-0.04	35%	-36,185	13%	-94,661

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

Myron B. Thompson Academy

Hawaii State Public Charter School Commission – Annual Report 2014

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.

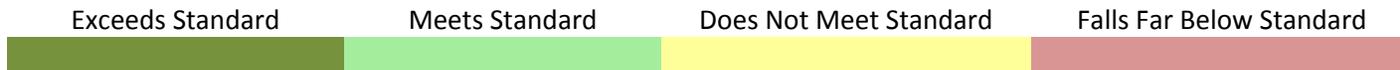
Notes: None

Board Chairperson(s): Malia Chow, Myron Thompson
Director(s): Diana Oshiro
Region: Honolulu (online)
Grades: K-12

Total Enrollment: 511
SPED: 0%
FRL: 21.43%
ELL: 0%

Strive HI API Score: 290
Classification: Continuous Improvement
Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
37.77	Continuous Improvement ^x	No Data ⁺	5.17	5.89	3.88	8.13	No Data [■]	No Data [◇]	60.86

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

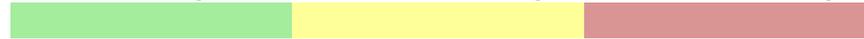
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

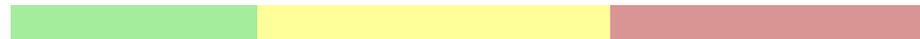
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
13.20	118.0%	395.25	-0.05	7%	-76,422	106.1%	-165,711

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meet Standard	Meets Standard	Meets Standard	Not assessed

Na Wai Ola (Waters Of Life) Public Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

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

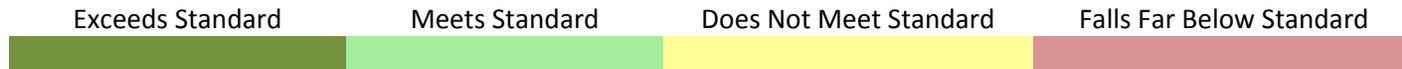
Notes: None

Board Chairperson(s): Maurice Messina
Director(s): Daniel Caluya
Region: East Hawaii
Grades: K-6

Total Enrollment: 128
SPED: 6.25%
FRL: 35.42%
ELL: 2.08%

Strive HI API Score: 143
Classification: Recognition
Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
15.76	Recognition ^x	No Data ⁺	4.54	4.39	1.94	1.25	No Data [■]	No Data [◇]	27.88

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

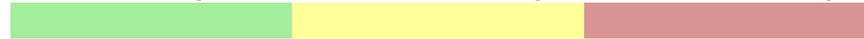
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

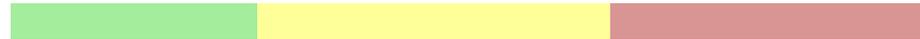
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
0.94	91.4%	22.36	0.00	49%	-130	12%	4,385

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard*	Does Not Meet Standard [‡]	Not assessed

* The school did not submit the required policies by the set deadline; while the school was able to provide its policies at a later date; the school 'Does Not Meet Standards' due to the policies being received past the POPA review period.

[‡] The school did not submit the required information by the set deadline; while the school was able to provide the information at a later date; the school 'Does Not Meet Standards' due to the policies being received past the POPA review period.

SEEQS: The School for Examining Essential Questions of Sustainability

Hawaii State Public Charter School Commission – Annual Report 2014

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

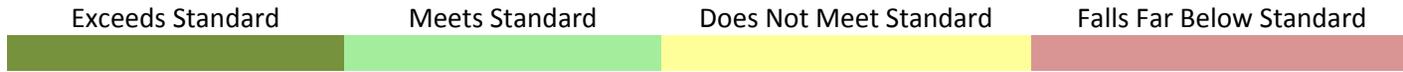
Notes: SEEQS was in its first year of operation in 2013-2014.

Board Chairperson(s): Carol Ota
Director(s): Buffy Cushman-Patz
Region: Honolulu
Grades: 6-7

Total Enrollment: 64
SPED: 9.62%
FRL: 36.54%
ELL: 1.92%

Strive HI API Score: 118
Classification: Classification not determined
Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
13.01	Classification not determined ^x	No Data ⁺	1.24	2.63	1.75	0.60	No Data [■]	No Data [◇]	19.22

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

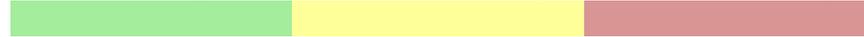
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
1.12	97%	53.14	0.12	50%	94,507	12.5%	82,846

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

University Laboratory School

Hawaii State Public Charter School Commission – Annual Report 2014

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.

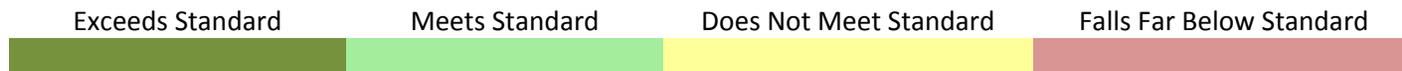
Notes: None

Board Chairperson(s): David Oride
Director(s): Keoni Jeremiah
Region: Honolulu
Grades: K-12

Total Enrollment: 444
SPED: 7.22%
FRL: 19.27%
ELL: 0%

Strive HI API Score: 265
Classification: Continuous Improvement
Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
33.62	Continuous Improvement ^x	No Data ⁺	1.67	5.22	2.06	3.46	No Data [■]	No Data [◇]	46.05

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

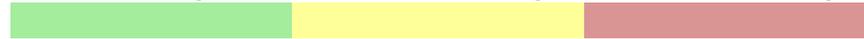
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

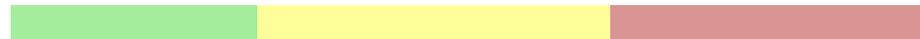
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
8.79	98.2%	101.99	0.05	11%	24,449	26.3%	164,655

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

Volcano School of Arts & Sciences

Hawaii State Public Charter School Commission – Annual Report 2014

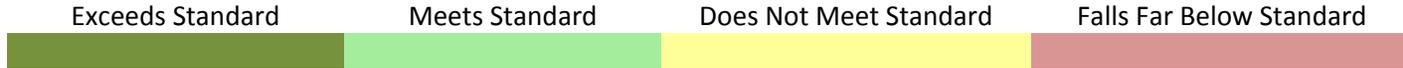
Mission: The mission of the Volcano School of Arts & Sciences is to: Focus on the unique ecosystems and geology of the Volcano area; cultivate responsibility for nature and the environment; Involve the community in ongoing partnership; provide a solid academic foundation for students; encourage creative problem-solving and critical thinking; provide avenues for creative expressions; teach practical life skills; offer a rich multicultural program; nurture respect and understanding of Hawaiian culture; foster social responsibility and respect for others; impart a lifelong love of learning; serve the Volcano community; celebrate learning success of all children; all in a safe and supportive “learning village” environment.

Board Chairperson(s): John Broward
Director(s): Ardith Renteria
Region: East Hawaii
Grades: K-8

Total Enrollment: 188
SPED: 21.62%
FRL: 73.87%
ELL: 0.9%

Strive HI API Score: 103
Classification: Continuous Improvement
Automatic Trigger: None
Notes: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
15.61	Continuous Improvement ^x	No Data ⁺	1.65	2.30	2.56	2.15	No Data [■]	No Data [◇]	24.27

^x A school’s Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes (“AMO’s”) were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

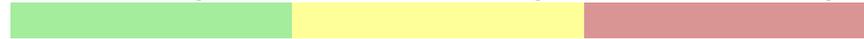
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

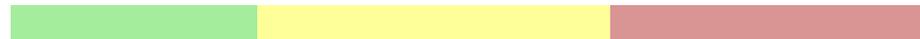
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
4.16	95.9%	118.57	0.02	23%	30,033	36.7%	25,249

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

Voyager: A Public Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

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.

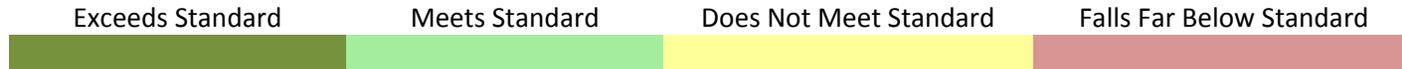
Notes: None

Board Chairperson(s): Diane Anderson
Director(s): Mary Beth Barr
Region: Honolulu
Grades: K-8

Total Enrollment: 287
SPED: 15.63%
FRL: 31.88%
ELL: 0%

Strive HI API Score: 316
Classification: Continuous Improvement
Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100)*
			Math	Reading	Math	Reading			
47.61	Continuous Improvement ^x	No Data ⁺	3.01	3.88	8.79	4.61	No Data [■]	No Data [◇]	67.89

^x A school’s Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes (“AMO’s”) were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

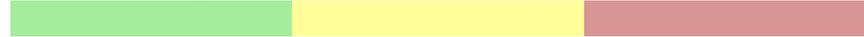
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
1.73	108.3%	44.96	0.28	51%	164,546	4.2%	140,803

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Not assessed

Waialae Elementary Public Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

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

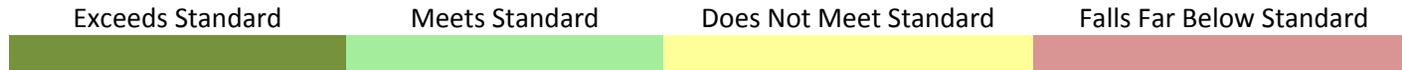
Notes: None

Board Chairperson(s): Christopher Walling
Director(s): Wendy Lagareta
Region: Honolulu
Grades: K-5

Total Enrollment: 499
SPED: 7.76%
FRL: 25.43%
ELL: 1.72%

Strive HI API Score: 283
Classification: Continuous Improvement
Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100) [*]
			Math	Reading	Math	Reading			
40.26	Continuous Improvement ^x	No Data ⁺	4.01	4.73	5.38	7.29	No Data [■]	No Data [◇]	61.66

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

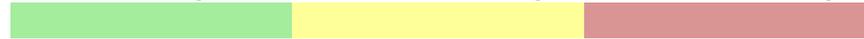
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

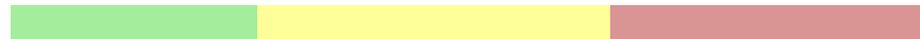
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
7.08	100.4%	149.75	0.05	32%	21,462	43%	199,815

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

Waimea Middle Public Conversion Charter School

Hawaii State Public Charter School Commission – Annual Report 2014

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

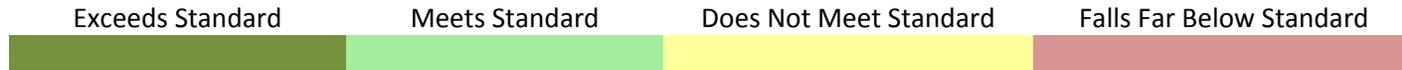
Notes: None

Board Chairperson(s): Pauline Lo Bailey
Director(s): Matt Horne
Region: West Hawaii
Grades: 6-8

Total Enrollment: 280
SPED: 12.08%
FRL: 66.79%
ELL: 6.79%

Strive HI API Score: 158
Classification: Continuous Improvement
Automatic Trigger: None

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100)*
			Math	Reading	Math	Reading			
23.78	Continuous Improvement ^x	No Data ⁺	1.65	3.38	2.69	2.69	No Data [■]	No Data [◇]	34.18

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

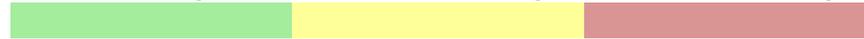
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

* The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

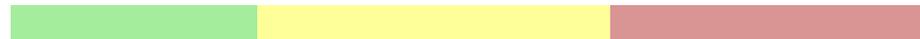
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
5.99	98.9%	185.75	-0.23	10%	-132,807	102.7%	-582,061

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Not assessed

West Hawai'i Explorations Academy

Hawaii State Public Charter School Commission – Annual Report 2014

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

Notes: None

Board Chairperson(s): Lougene Baird

Director(s): Curtis Muraoka, Heather Nakakura

Region: West Hawaii

Grades: 6-12

Total Enrollment: 235

SPED: 6.67%

FRL: 41.67%

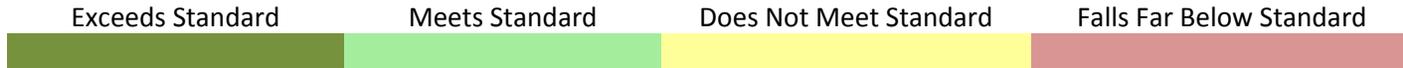
ELL: 0%

Strive HI API Score: 198

Classification: Focus

Automatic Trigger: Large Grad Gap

Academic Performance



Strive HI API	Strive HI Performance Classification	Annual Measureable Outcomes	High Needs Students Proficiency Rates		High Needs Students Growth		High Needs Adequate Growth	School-Specific Measures	Overall Score (0-100)*
			Math	Reading	Math	Reading			
21.91	Focus ^x	No Data ⁺	4.26	5.44	2.25	4.99	No Data [■]	No Data [◇]	38.87

^x A school's Strive HI Classification is noted for informational purposes only and is not calculated in the Overall Score.

⁺ Annual Measureable Outcomes ("AMO's") were not developed for the 2013-2014 school year. Even if they were developed, this measure is noted for informational purposes only and AMOs are not calculated in the Overall Score.

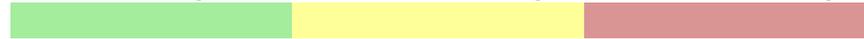
[■] Data were not available for the 2013-2014 school year.

[◇] No schools had School-Specific Measures in school year 2013-2014.

^{*} The overall score is calculated by weighting the three previous measures Strive HI API (65%), High Needs Students Proficiency Rates (13.5%), and High Needs Students Growth (21.5%). Within Proficiency and Growth, the measures are split evenly between Math and Reading. The following rubric was used to determine whether the Overall Score met standard: Exceeds Standard (75-100); Meets Standard (50-74); Does Not Meet Standard (25-49); and Falls Far Below Standard (Below 25).

Financial Performance

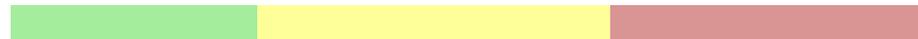
Meets Target Does Not Meet Target Falls Far Below Target



Current Ratio Greater than or equal to 1.1	Enrollment Variance equals or exceeds 95% in the most recent year	Days Cash on Hand 60 days cash on hand	Total Margin is positive	Debt to Assets Ratio is less than .50	Cash Flow is positive	Unrestricted Fund Balance Percentage	Change in Total Fund Balance is positive
5.43	102.2%	202.45	0.10	7%	-141,124	140.9%	171,770

Organizational Performance

Meets Standard Does Not Meet Standard Falls Far Below Standard



Education Program	Financial Management and Oversight	Governance and Reporting	Students and Employees	School Environment	Additional Obligations
Submitted Essential Terms, SPED information, and ELL plan.	Submitted required financial information by deadlines.	Met governing board requirements, submitted required policies, and a principal evaluator system plan.	Submitted policies, an HQT school plan, a teacher evaluator system plan and conducted background checks.	Submitted COO, building permits, and safety plan; met fire safety, immunization and parent notification of privacy rights requirements.	
Meets Standard	Meets Standard	Meets Standard[§]	Meets Standard	Meets Standard	Not assessed

[§] The school originally did not submit the required policies by the set deadline; the school was able to provide its policies at a later date which allowed it to "Meet Standard."

Appendix B: Strive HI Individual School Performance Reports

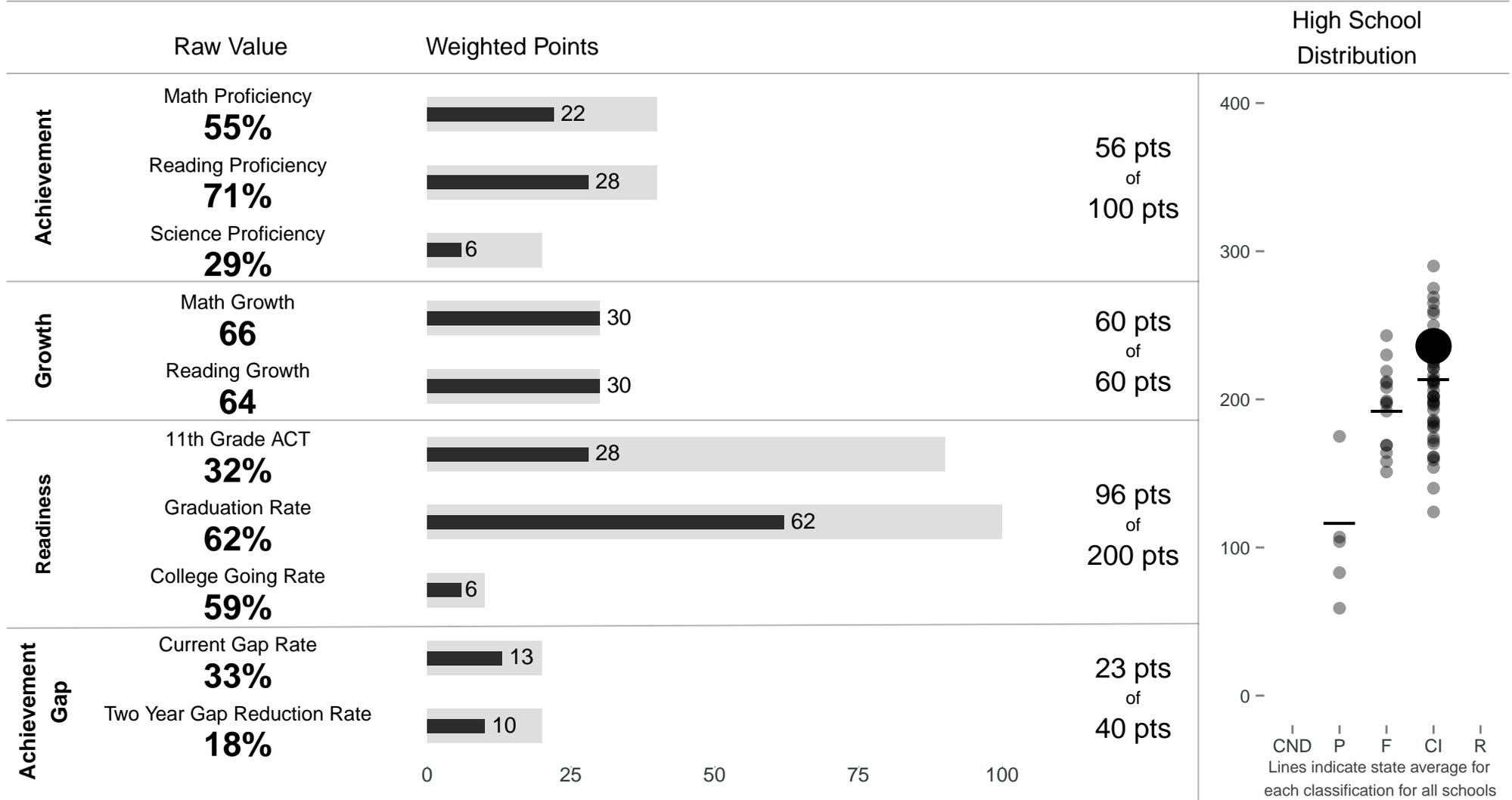
Connections NCPCS

236 points of 400 points

School Year 2013–2014: Continuous Improvement

Trigger: None

School Year 2012–2013: Continuous Improvement



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Thursday, September 11, 2014 – Final Run

Hakipu'u Learning Center

School Year 2013-14: Priority

School Year 2012-13: Priority

107 points of 400 points

Trigger: Low Performance

	Raw Value	Weighted Points		High School Distribution
Achievement	Math Proficiency --%*			
	Reading Proficiency --%*	--*	-- pts* of 100 pts	400 -
	Science Proficiency --%*			300 -
Growth	Math Growth --*	--*	-- pts* of 60 pts	--*
	Reading Growth --*			200 -
Readiness	11 th Grade ACT --%*			
	Graduation Rate --%*	--*	-- pts* of 200 pts	100 -
	College Going Rate --%*			0 -
Achievement Gap	Current Gap Rate --%*	--*	-- pts* of 40 pts	'
	Two Year Gap Reduction Rate --%*			CND P F CI R

Lines indicate state average for each classification for all schools

*All other data suppressed because of small student populations and/or small subgroups.

Halau Ku Mana Public Charter School

School Year 2013-14: Continuous Improvement

School Year 2012-13: Continuous Improvement

238 points of 400 points

Trigger: None

	Raw Value	Weighted Points		High School Distribution
Achievement	Math Proficiency --%*			
	Reading Proficiency --%*	--*	-- pts* of 100 pts	400 -
	Science Proficiency --%*			300 -
Growth	Math Growth --*	--*	-- pts* of 60 pts	--*
	Reading Growth --*			200 -
Readiness	11 th Grade ACT --%*			
	Graduation Rate --%*	--*	-- pts* of 200 pts	100 -
	College Going Rate --%*			0 -
Achievement Gap	Current Gap Rate --%*	--*	-- pts* of 40 pts	' ' ' ' ' CND P F CI R
	Two Year Gap Reduction Rate --%*			Lines indicate state average for each classification for all schools

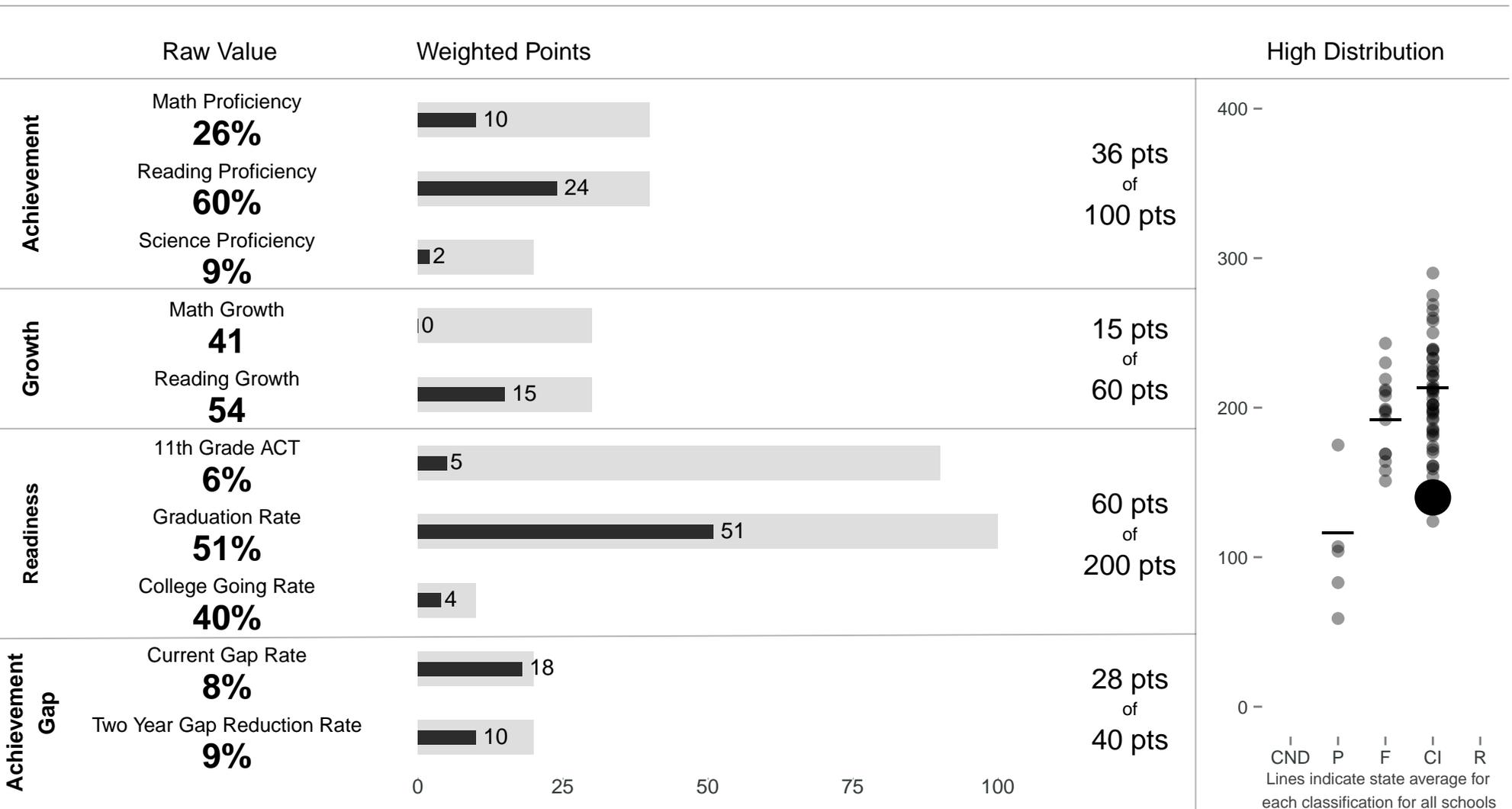
*All other data suppressed because of small student populations and/or small subgroups.

Halau Lokahi PCS

140 points of 400 points

School Year 2013–2014: Continuous Improvement

Trigger: None



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

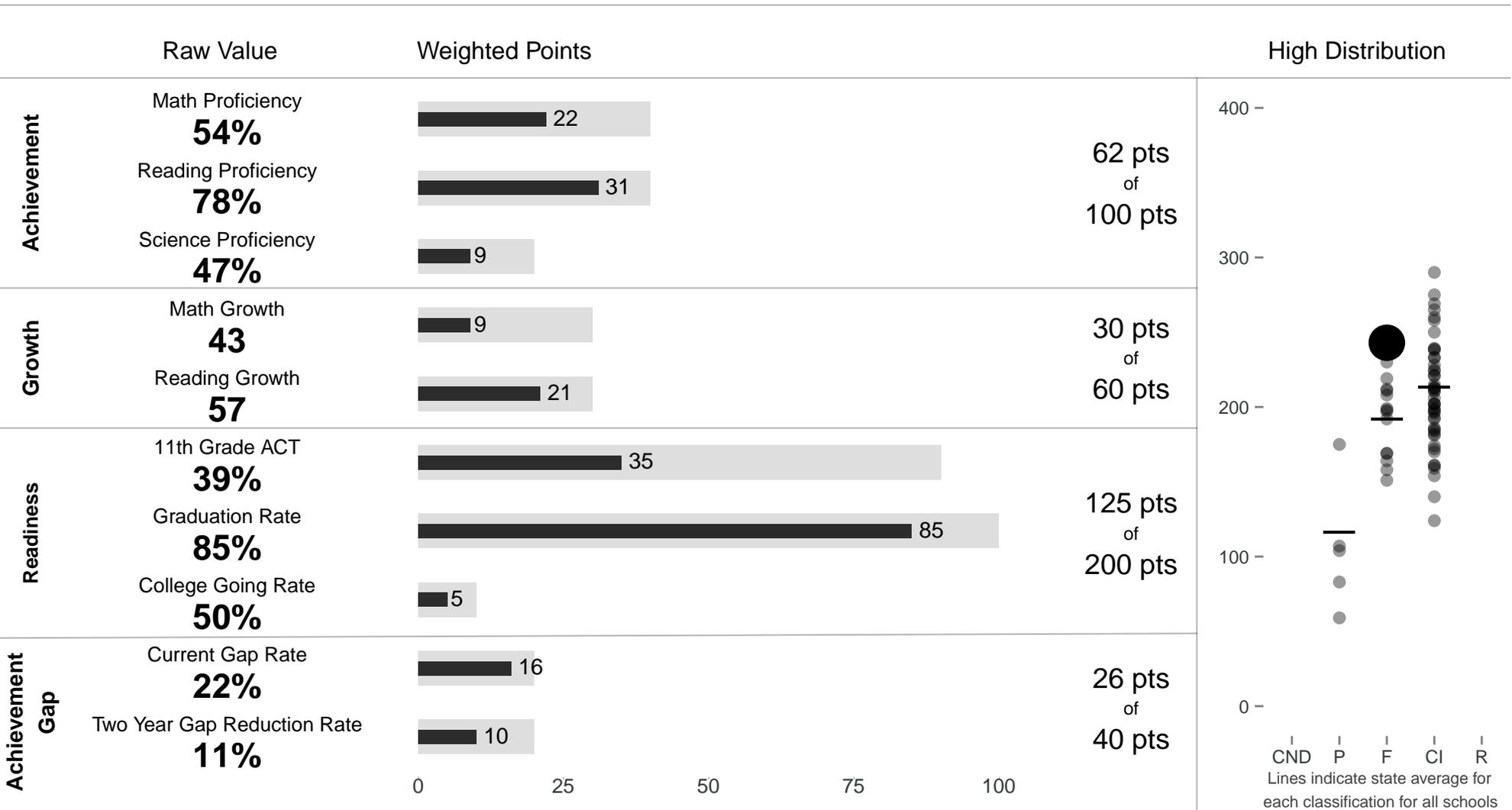
Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

Hawaii Academy of Arts and Science PCS

243 points of 400 points

School Year 2013–2014: Focus

Trigger: Carry Over



www.hawaiipublicschools.org

NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

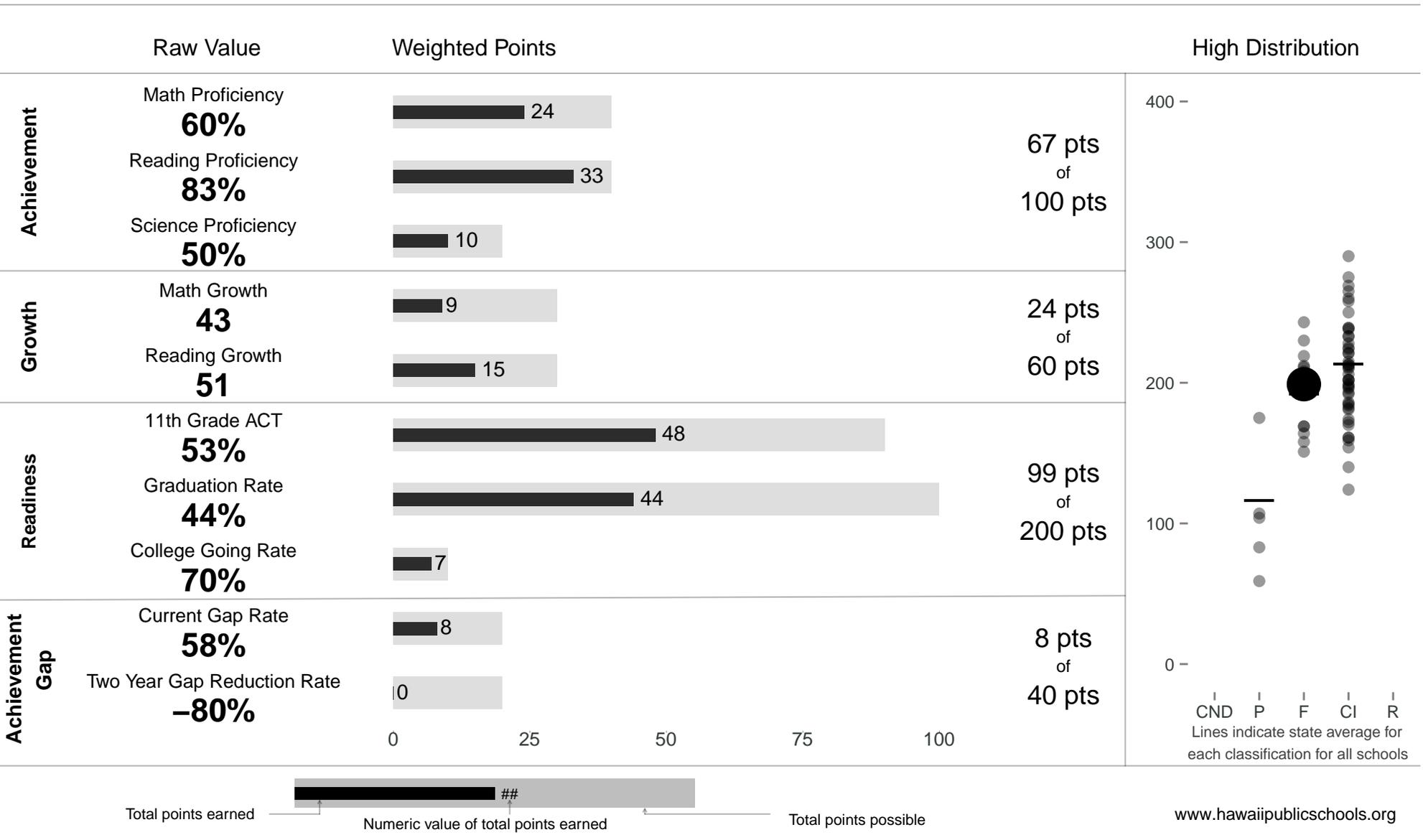
Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

Hawaii Technology Academy PCS

199 points of 400 points

School Year 2013–2014: Focus

Trigger: Carry Over



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

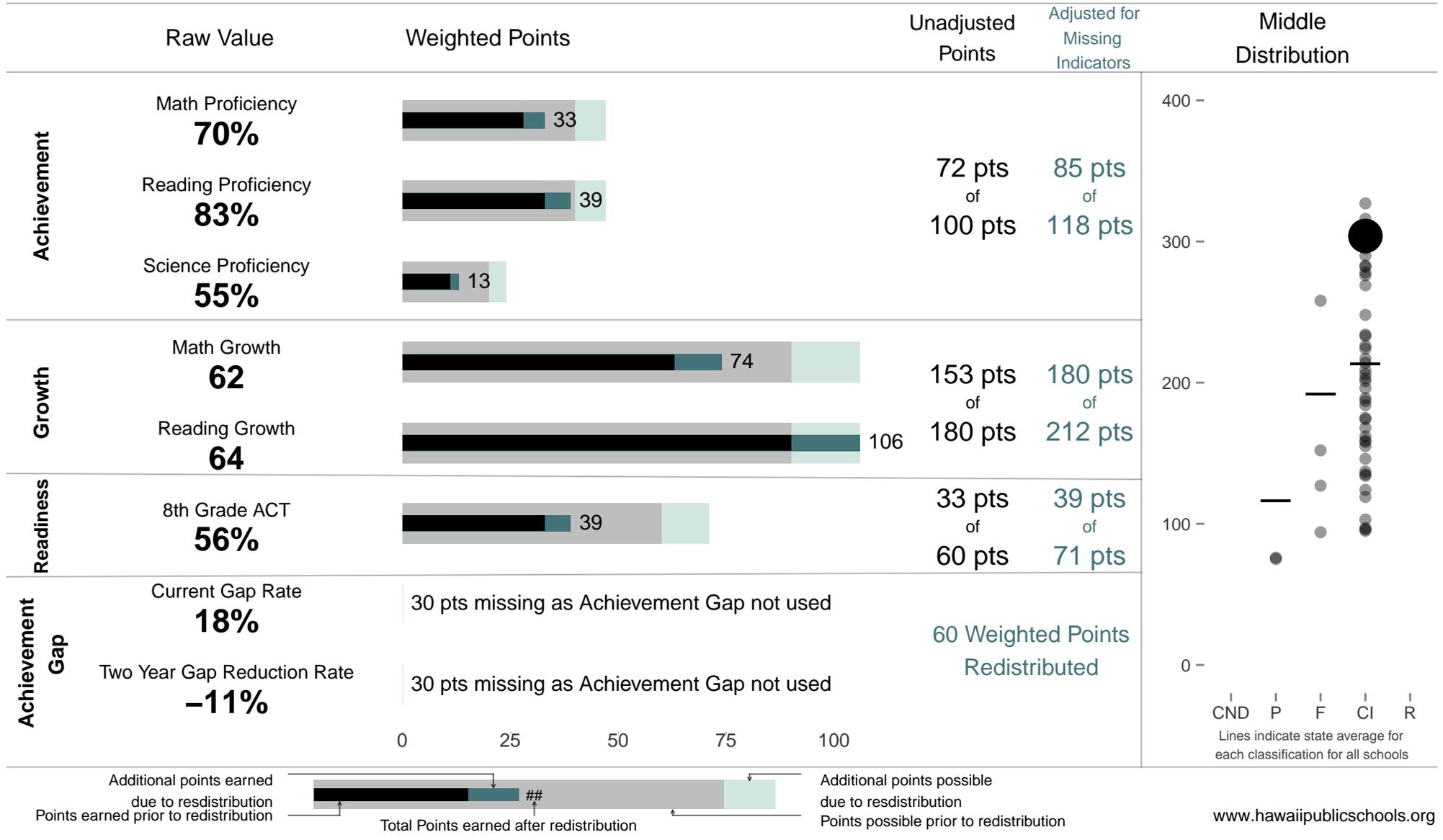
Innovations PCS

304 points of 400 points

School Year 2013–2014: Continuous Improvement

Trigger: None

School Year 2012–2013: Continuous Improvement



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

Ka 'Umeke Kā'eo

School Year 2013-14: Priority

School Year 2012-13: Priority

104 points of 400 points

Trigger: Low Performance

	Raw Value	Weighted Points		High School Distribution
Achievement	Math Proficiency --%*			
	Reading Proficiency --%*	--*	-- pts* of 100 pts	400 -
	Science Proficiency --%*			300 -
Growth	Math Growth --*	--*	-- pts* of 60 pts	--*
	Reading Growth --*			200 -
Readiness	11 th Grade ACT --%*			
	Graduation Rate --%*	--*	-- pts* of 200 pts	100 -
	College Going Rate --%*			0 -
Achievement Gap	Current Gap Rate --%*	--*	-- pts* of 40 pts	' ' ' ' ' CND P F CI R
	Two Year Gap Reduction Rate --%*			Lines indicate state average for each classification for all schools

*All other data suppressed because of small student populations and/or small subgroups.

Ka Waihona o ka Na'auao Public Charter School

School Year 2013-14: Continuous Improvement

School Year 2012-13: Continuous Improvement

146 points of 400 points

Trigger: None

	Raw Value	Weighted Points		High School Distribution
Achievement	Math Proficiency --%*			
	Reading Proficiency --%*	--*	-- pts* of 100 pts	400 -
	Science Proficiency --%*			300 -
Growth	Math Growth --*	--*	-- pts* of 60 pts	--*
	Reading Growth --*			200 -
Readiness	11 th Grade ACT --%*			
	Graduation Rate --%*	--*	-- pts* of 200 pts	100 -
	College Going Rate --%*			0 -
Achievement Gap	Current Gap Rate --%*	--*	-- pts* of 40 pts	' ' ' ' ' CND P F CI R
	Two Year Gap Reduction Rate --%*			Lines indicate state average for each classification for all schools

*All other data suppressed because of small student populations and/or small subgroups.

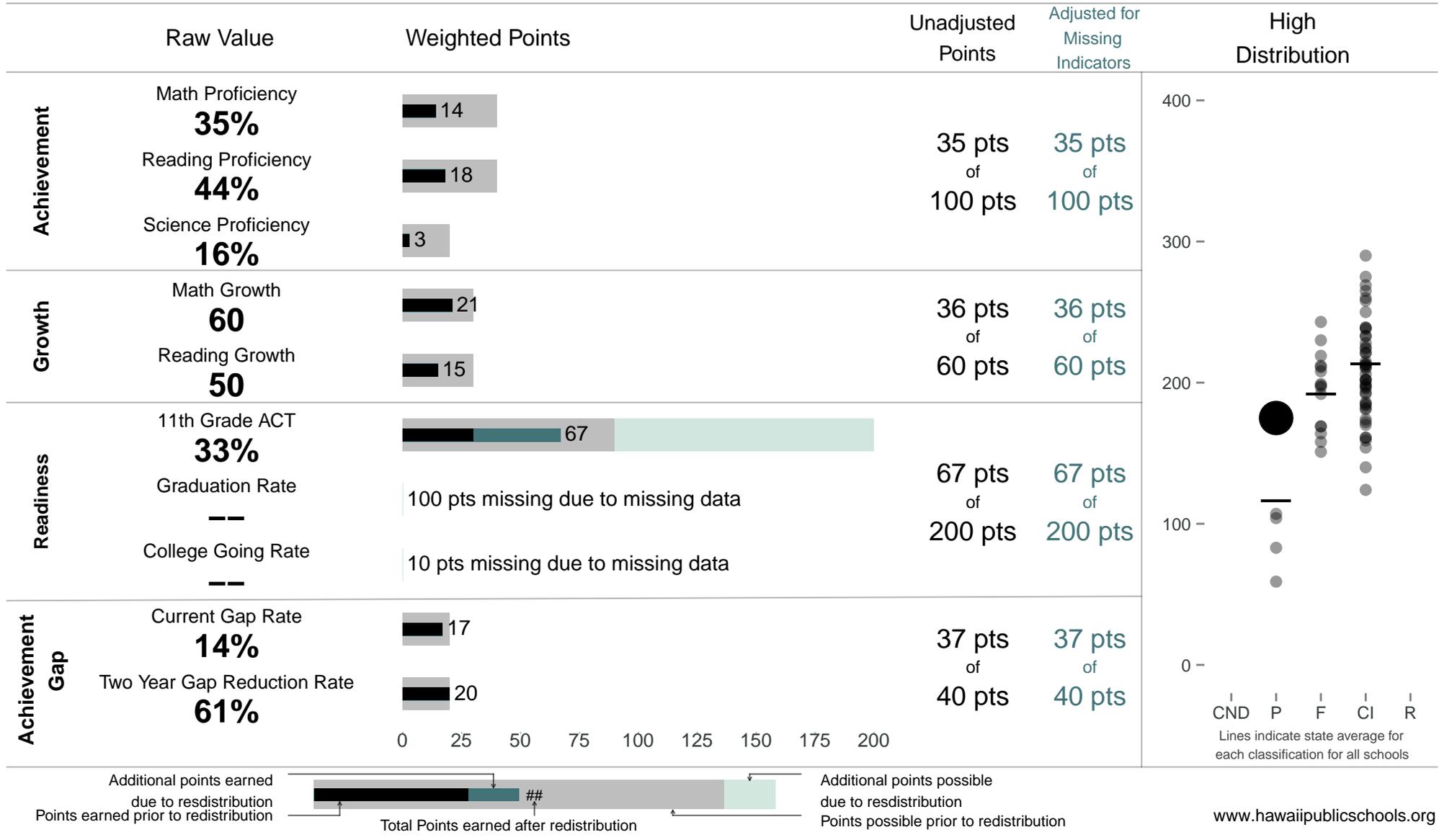
Kamaile Academy PCS

175 points of 400 points

School Year 2013–2014: Priority

Trigger: Carry Over

School Year 2012–2013: Priority



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

Kanu o ka 'Āina New Century Public Charter School

School Year 2013-14: Continuous Improvement

School Year 2012-13: Continuous Improvement

213 points of 400 points

Trigger: None

	Raw Value	Weighted Points		High School Distribution
Achievement	Math Proficiency --%*			
	Reading Proficiency --%*	--*	-- pts* of 100 pts	400 -
	Science Proficiency --%*			300 -
Growth	Math Growth --*			
	Reading Growth --*	--*	-- pts* of 60 pts	200 -
Readiness	11 th Grade ACT --%*			
	Graduation Rate --%*	--*	-- pts* of 200 pts	100 -
	College Going Rate --%*			0 -
Achievement Gap	Current Gap Rate --%*			
	Two Year Gap Reduction Rate --%*	--*	-- pts* of 40 pts	' ' ' ' ' CND P F CI R Lines indicate state average for each classification for all schools

*All other data suppressed because of small student populations and/or small subgroups.

Kanuikapono Public Charter School

School Year 2013-14: Continuous Improvement

School Year 2012-13: Continuous Improvement

154 points of 400 points

Trigger: None

	Raw Value	Weighted Points		High School Distribution										
Achievement	Math Proficiency --%*													
	Reading Proficiency --%*	--*	-- pts* of 100 pts	400 -										
	Science Proficiency --%*			300 -										
Growth	Math Growth --*	--*	-- pts* of 60 pts	200 -										
	Reading Growth --*			--*										
Readiness	11 th Grade ACT --%*													
	Graduation Rate --%*	--*	-- pts* of 200 pts	100 -										
	College Going Rate --%*			0 -										
Achievement Gap	Current Gap Rate --%*	--*	-- pts* of 40 pts	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">CND</td> <td style="text-align: center;">P</td> <td style="text-align: center;">F</td> <td style="text-align: center;">CI</td> <td style="text-align: center;">R</td> </tr> </table>						CND	P	F	CI	R
CND	P	F	CI	R										
	Two Year Gap Reduction Rate --%*			Lines indicate state average for each classification for all schools										

*All other data suppressed because of small student populations and/or small subgroups.

Kawaikini New Century Public Charter School

School Year 2013-14: Continuous Improvement

School Year 2012-13: Continuous Improvement

202 points of 400 points

Trigger: None

	Raw Value	Weighted Points		High School Distribution
Achievement	Math Proficiency --%*			
	Reading Proficiency --%*	--*	-- pts* of 100 pts	400 -
	Science Proficiency --%*			300 -
Growth	Math Growth --*	--*	-- pts* of 60 pts	200 -
	Reading Growth --*			--*
Readiness	11 th Grade ACT --%*			
	Graduation Rate --%*	--*	-- pts* of 200 pts	100 -
	College Going Rate --%*			0 -
Achievement Gap	Current Gap Rate --%*	--*	-- pts* of 40 pts	' ' ' ' ' CND P F CI R
	Two Year Gap Reduction Rate --%*			Lines indicate state average for each classification for all schools

*All other data suppressed because of small student populations and/or small subgroups.

Ke Ana La'ahana PCS

School Year 2013-14: Continuous Improvement

School Year 2012-13: Continuous Improvement

170 points of 400 points

Trigger: None

	Raw Value	Weighted Points		High School Distribution
Achievement	Math Proficiency --%*			
	Reading Proficiency --%*	--*	-- pts* of 100 pts	400 -
	Science Proficiency --%*			300 -
Growth	Math Growth --*	--*	-- pts* of 60 pts	200 -
	Reading Growth --*			--*
Readiness	11 th Grade ACT --%*			
	Graduation Rate --%*	--*	-- pts* of 200 pts	100 -
	College Going Rate --%*			0 -
Achievement Gap	Current Gap Rate --%*	--*	-- pts* of 40 pts	' ' ' ' ' CND P F CI R
	Two Year Gap Reduction Rate --%*			Lines indicate state average for each classification for all schools

*All other data suppressed because of small student populations and/or small subgroups.

Ke Kula 'o Samuel M. Kamakau, LPCS

School Year 2013-14: Continuous Improvement

School Year 2012-13: Continuous Improvement

202 points of 400 points

Trigger: None

	Raw Value	Weighted Points		High School Distribution
Achievement	Math Proficiency --%*			
	Reading Proficiency --%*	--*	-- pts* of 100 pts	400 -
	Science Proficiency --%*			300 -
Growth	Math Growth --*	--*	-- pts* of 60 pts	200 -
	Reading Growth --*			--*
Readiness	11 th Grade ACT --%*			
	Graduation Rate --%*	--*	-- pts* of 200 pts	100 -
	College Going Rate --%*			0 -
Achievement Gap	Current Gap Rate --%*	--*	-- pts* of 40 pts	
	Two Year Gap Reduction Rate --%*			

' ' ' ' '
 CND P F CI R
 Lines indicate state average for each classification for all schools

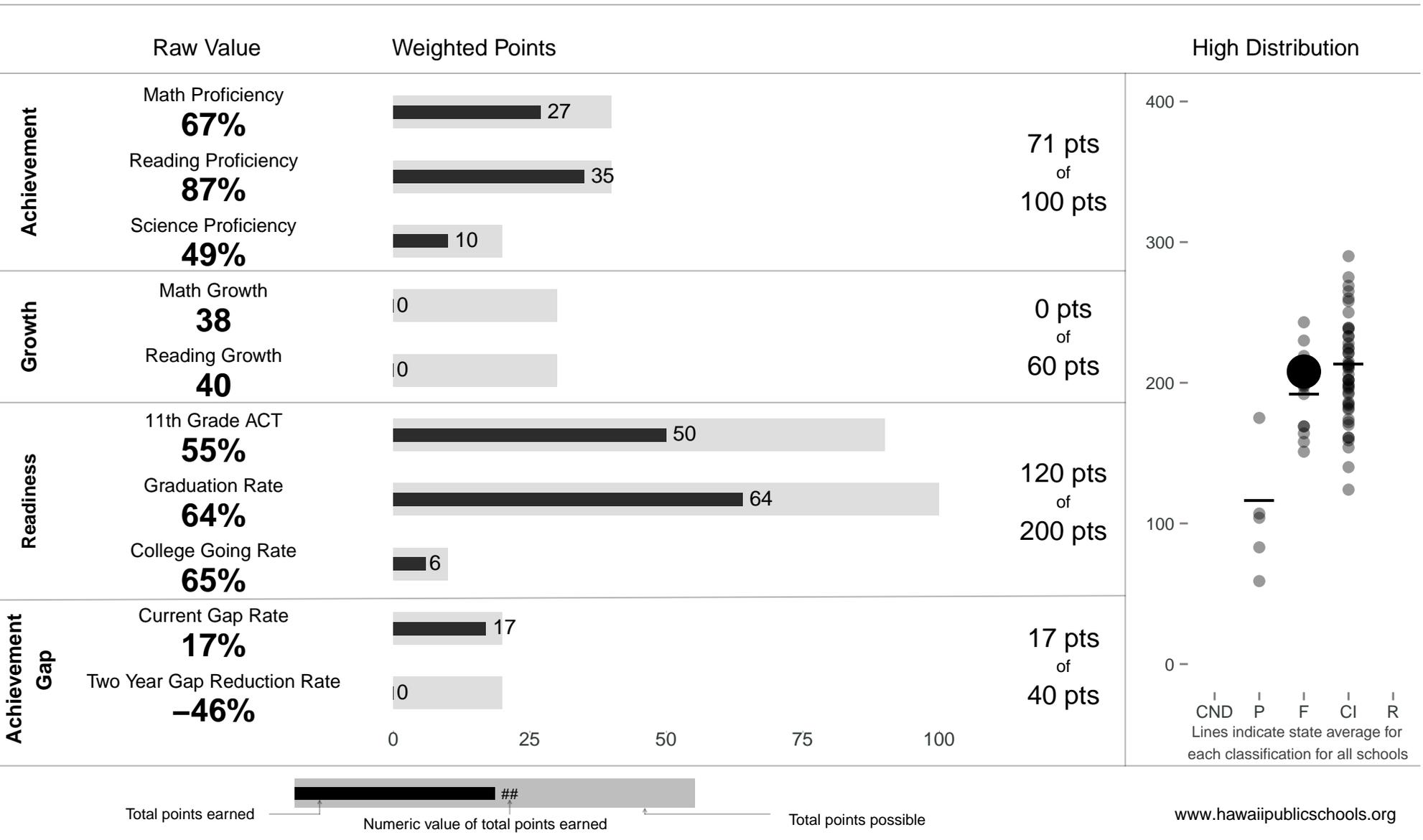
*All other data suppressed because of small student populations and/or small subgroups.

Kihei Charter School

208 points of 400 points

School Year 2013–2014: Focus

Trigger: Carry Over



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

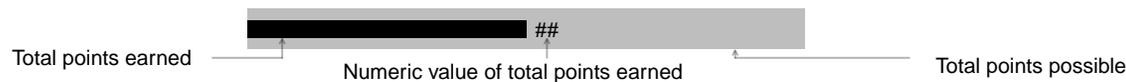
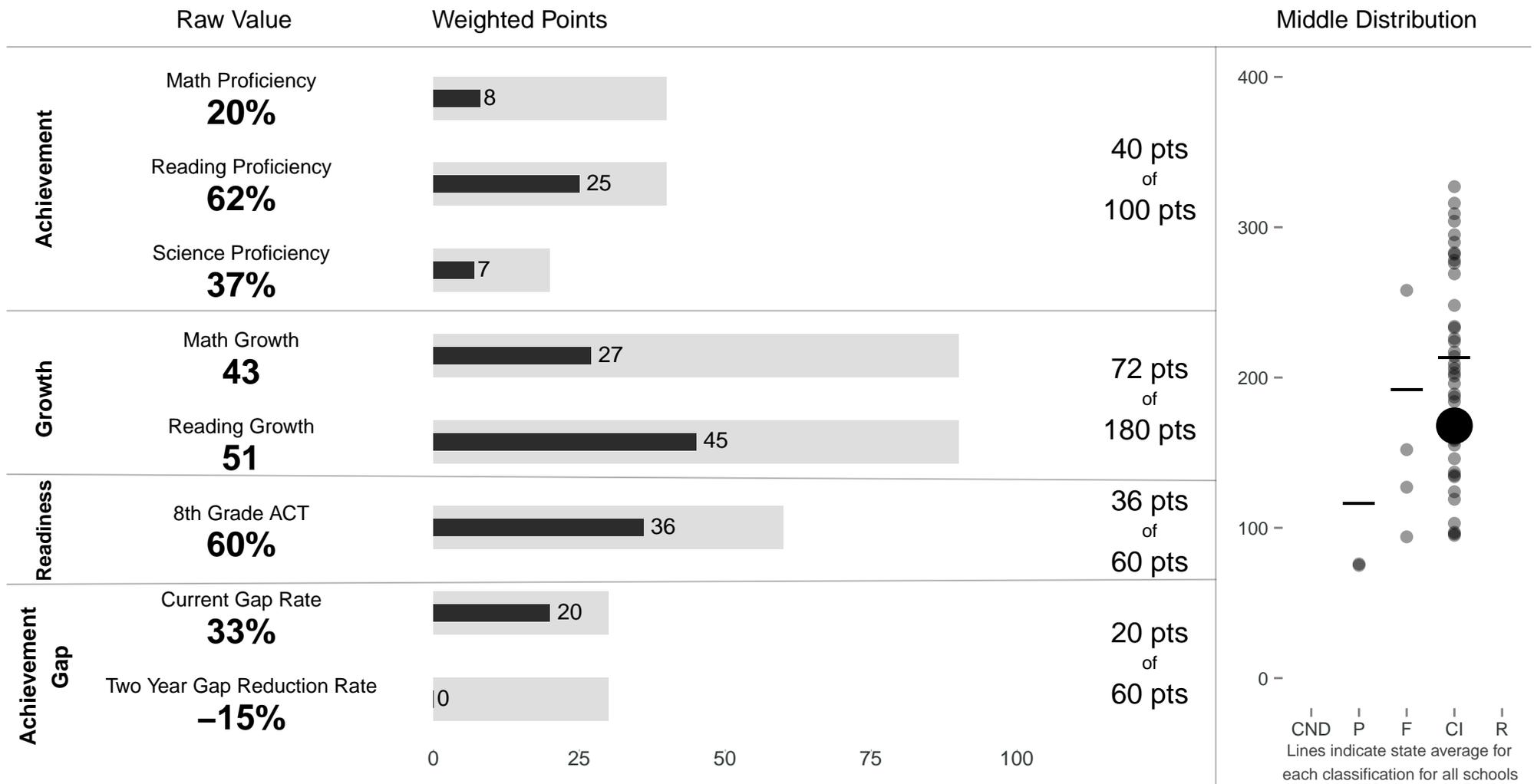
Kona Pacific PCS

168 points of 400 points

School Year 2013–2014: Continuous Improvement

Trigger: None

School Year 2012–2013: Continuous Improvement



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

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Kua o ka Lā New Century Public Charter School

School Year 2013-14: Continuous Improvement

School Year 2012-13: Continuous Improvement

124 points of 400 points

Trigger: None

	Raw Value	Weighted Points		High School Distribution
Achievement	Math Proficiency --%*			
	Reading Proficiency --%*	--*	-- pts* of 100 pts	400 -
	Science Proficiency --%*			300 -
Growth	Math Growth --*	--*	-- pts* of 60 pts	200 -
	Reading Growth --*			--*
Readiness	11 th Grade ACT --%*			
	Graduation Rate --%*	--*	-- pts* of 200 pts	100 -
	College Going Rate --%*			0 -
Achievement Gap	Current Gap Rate --%*	--*	-- pts* of 40 pts	' ' ' ' ' CND P F CI R
	Two Year Gap Reduction Rate --%*			Lines indicate state average for each classification for all schools

*All other data suppressed because of small student populations and/or small subgroups.

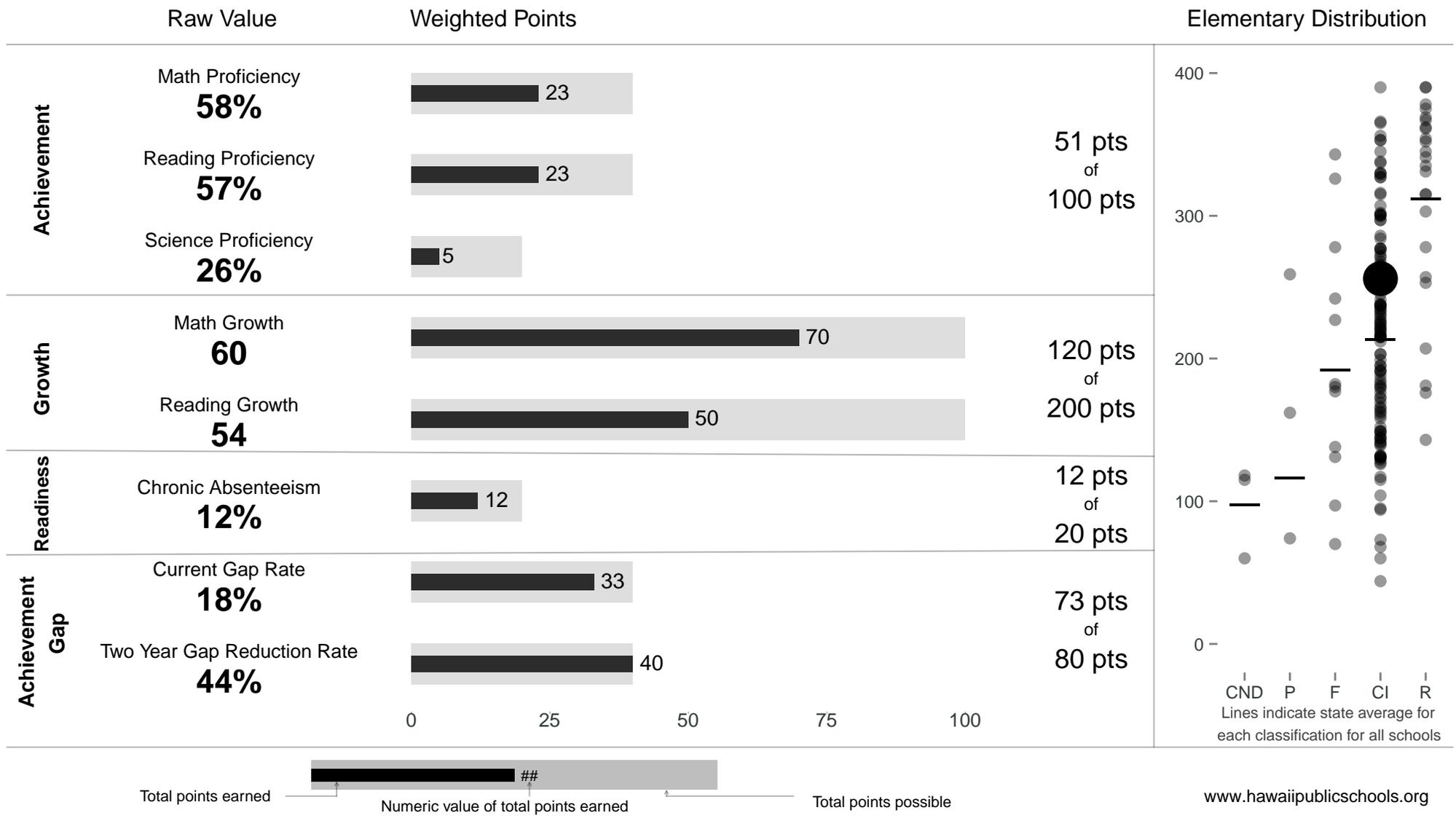
Kualapuu Elementary PCCS

256 points of 400 points

School Year 2013–2014: Continuous Improvement

Trigger: None

School Year 2012–2013: Continuous Improvement



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

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

275 points of 400 points

School Year 2013-14: Continuous Improvement

Trigger: None

School Year 2012-13: Continuous Improvement

	Raw Value	Weighted Points		High School Distribution
Achievement	Math Proficiency --%*			
	Reading Proficiency --%*	--*	-- pts* of 100 pts	400 -
	Science Proficiency --%*			300 -
Growth	Math Growth --*	--*	-- pts* of 60 pts	
	Reading Growth --*			200 -
Readiness	11 th Grade ACT --%*			
	Graduation Rate --%*	--*	-- pts* of 200 pts	100 -
	College Going Rate --%*			0 -
Achievement Gap	Current Gap Rate --%*	--*	-- pts* of 40 pts	
	Two Year Gap Reduction Rate --%*			

' ' ' ' '
 CND P F CI R
 Lines indicate state average for each classification for all schools

*All other data suppressed because of small student populations and/or small subgroups.

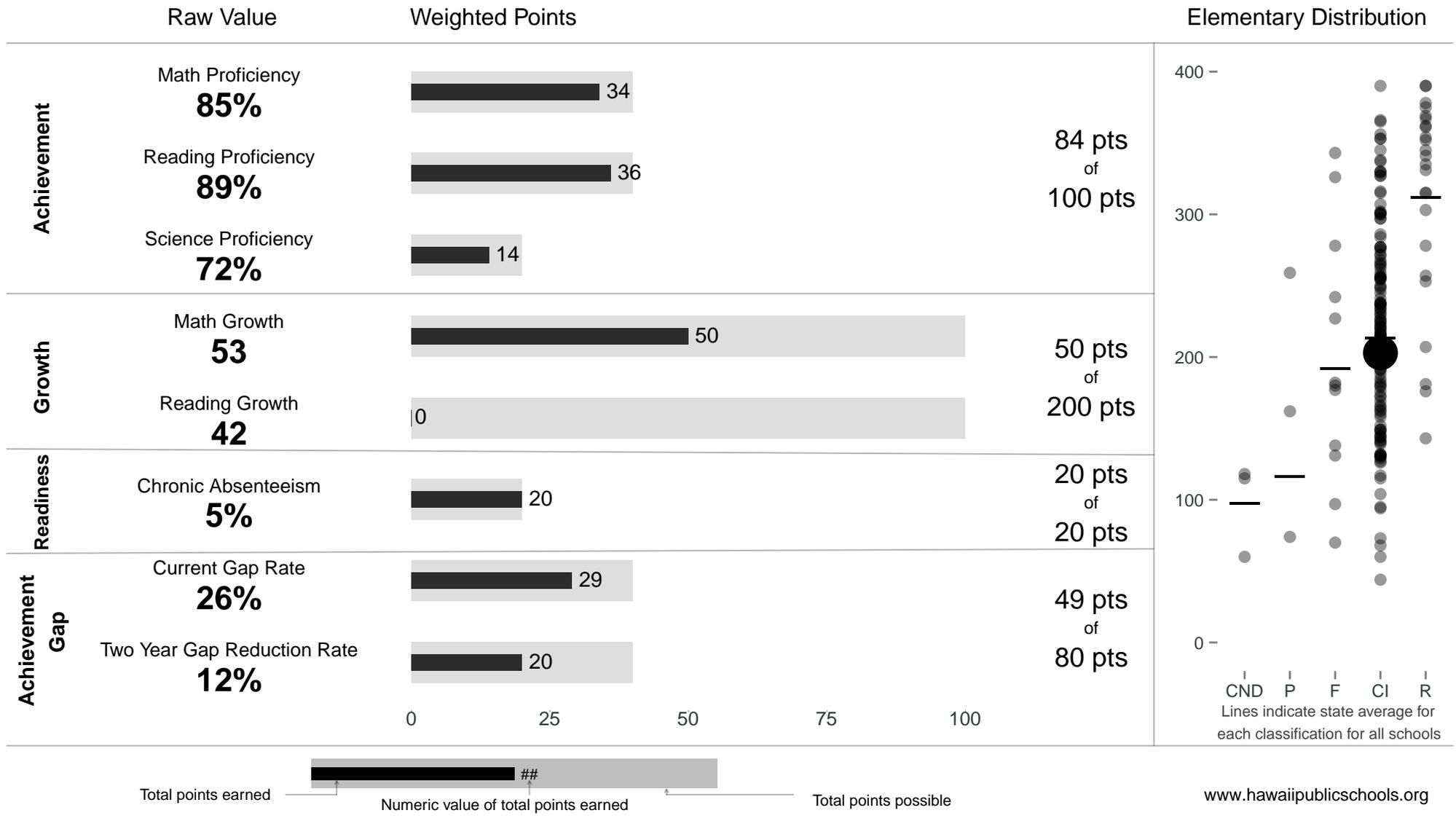
Lanikai Elementary PCS

203 points of 400 points

School Year 2013–2014: Continuous Improvement

Trigger: None

School Year 2012–2013: Continuous Improvement



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

Laupahoehoe Community Public Charter School

School Year 2013-14: Focus

School Year 2012-13: Focus

158 points of 400 points

Trigger: Large Grad Gap

	Raw Value	Weighted Points		High School Distribution
Achievement	Math Proficiency --%*			
	Reading Proficiency --%*	--*	-- pts* of 100 pts	400 -
	Science Proficiency --%*			300 -
Growth	Math Growth --*	--*	-- pts* of 60 pts	200 -
	Reading Growth --*			--*
Readiness	11 th Grade ACT --%*			
	Graduation Rate --%*	--*	-- pts* of 200 pts	100 -
	College Going Rate --%*			0 -
Achievement Gap	Current Gap Rate --%*	--*	-- pts* of 40 pts	' ' ' ' ' CND P F CI R
	Two Year Gap Reduction Rate --%*			Lines indicate state average for each classification for all schools

*All other data suppressed because of small student populations and/or small subgroups.

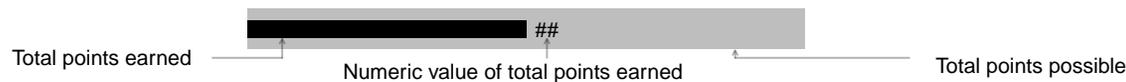
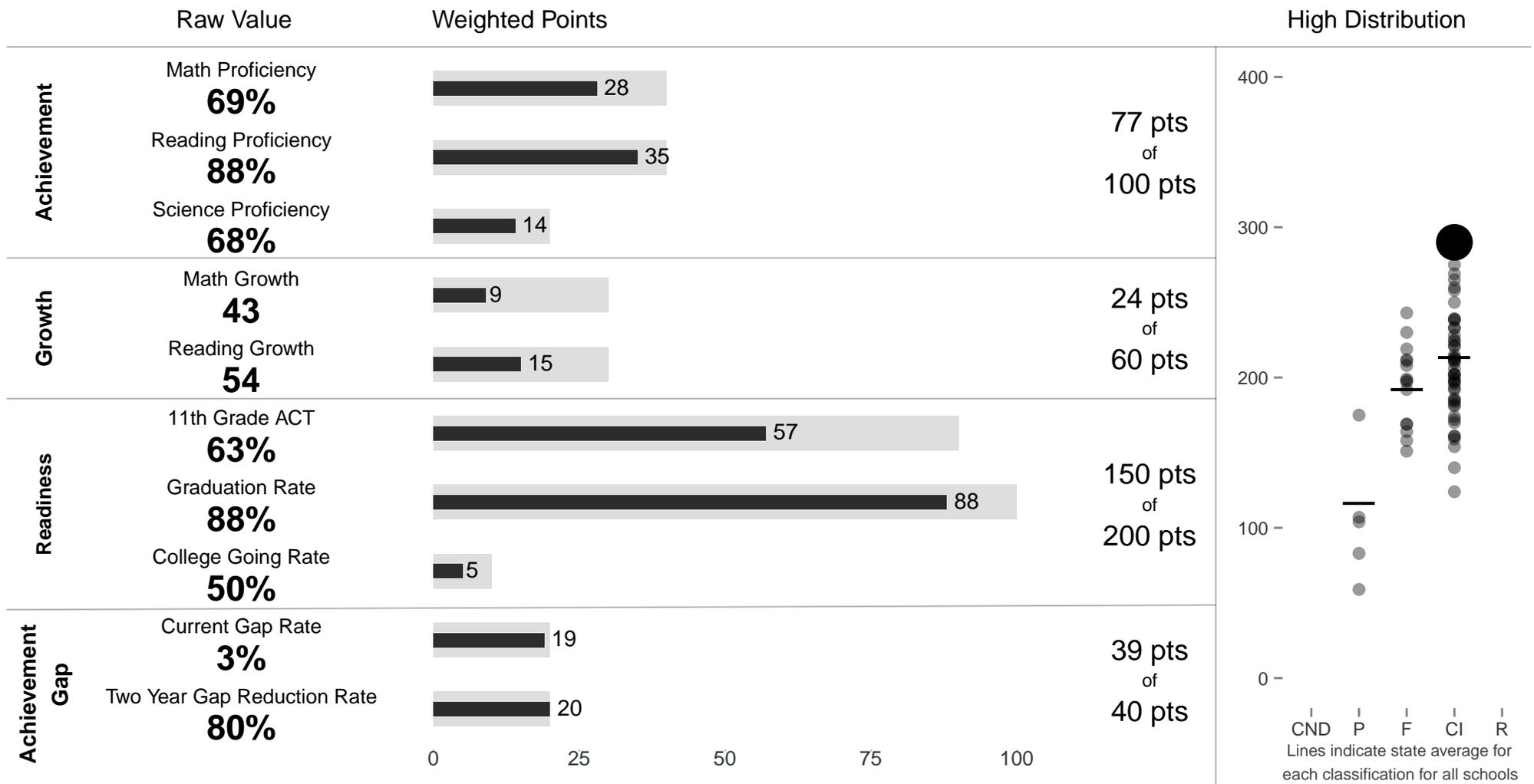
Myron B. Thompson Academy PCS

290 points of 400 points

School Year 2013–2014: Continuous Improvement

Trigger: None

School Year 2012–2013: Continuous Improvement



www.hawaiipublicschools.org

NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

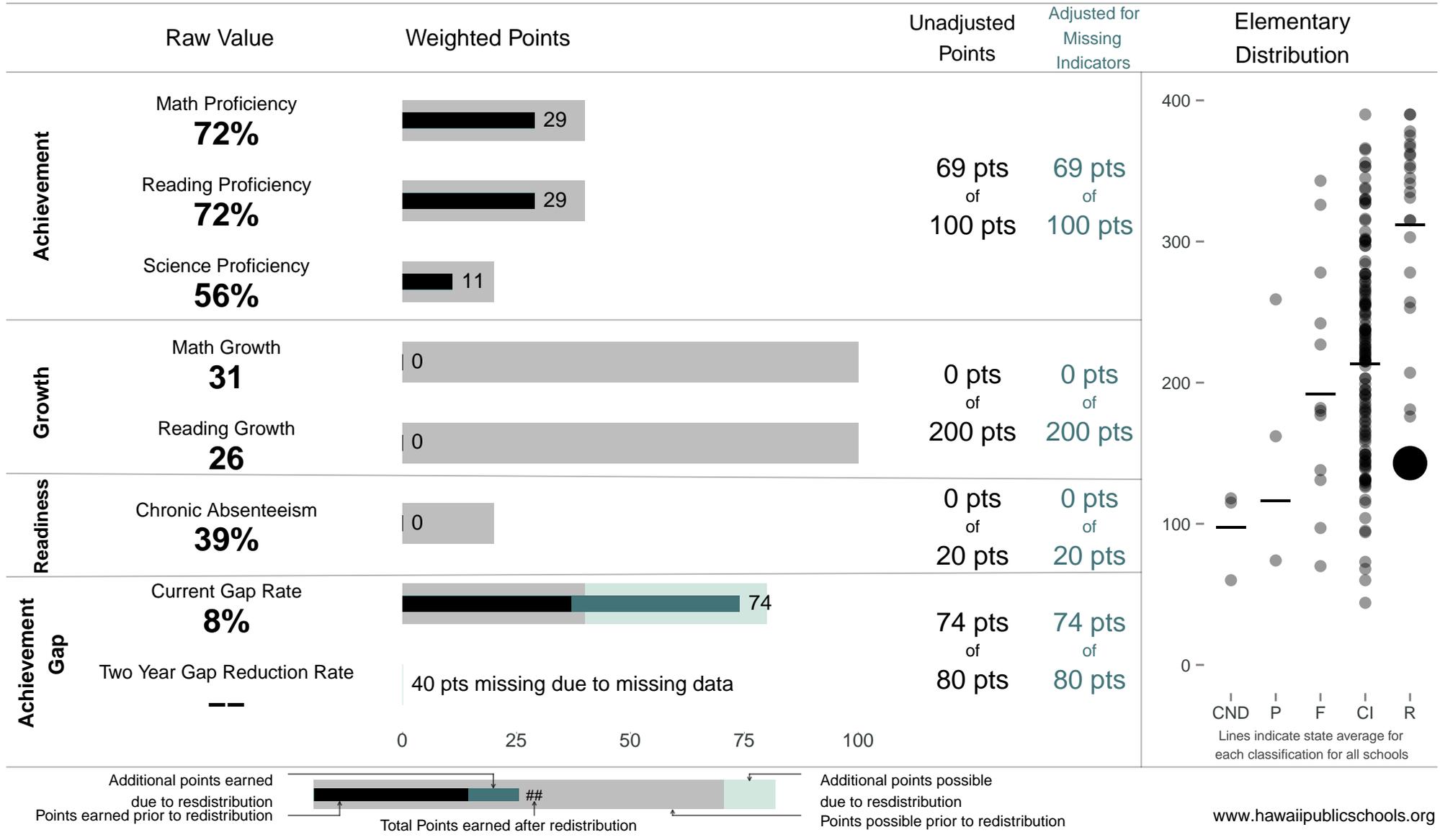
Na Wai Ola Public Charter School

143 points of 400 points

School Year 2013–2014: Recognition

Trigger: Carry Over

School Year 2012–2013: Recognition



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

School for Examining Essential Questions of Sustainability

118 points of 400 points

School Year 2013–2014: Classification Not Determined

Trigger: None

School Year 2012–2013:



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

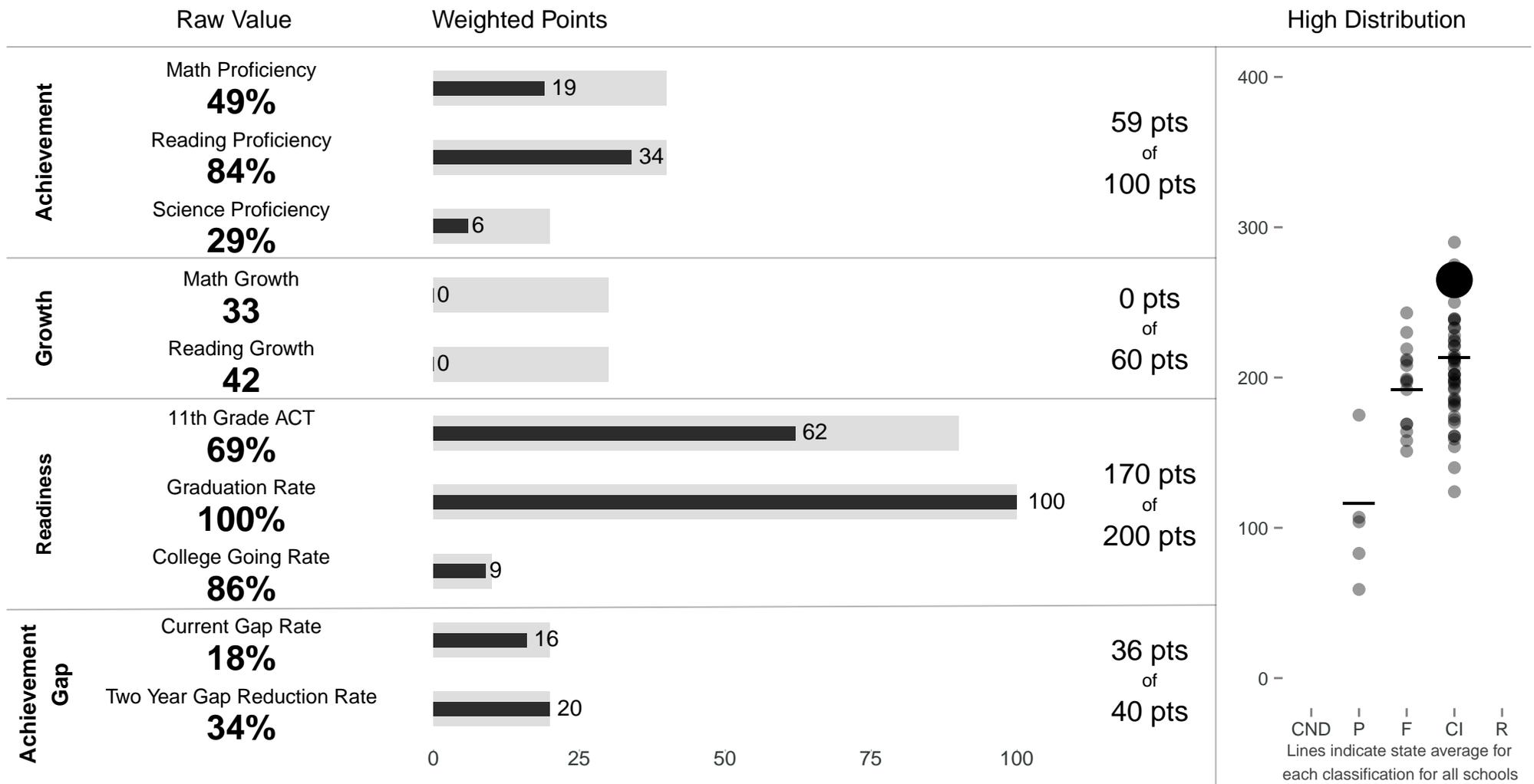
University Laboratory School

265 points of 400 points

School Year 2013–2014: Continuous Improvement

Trigger: None

School Year 2012–2013: Continuous Improvement



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

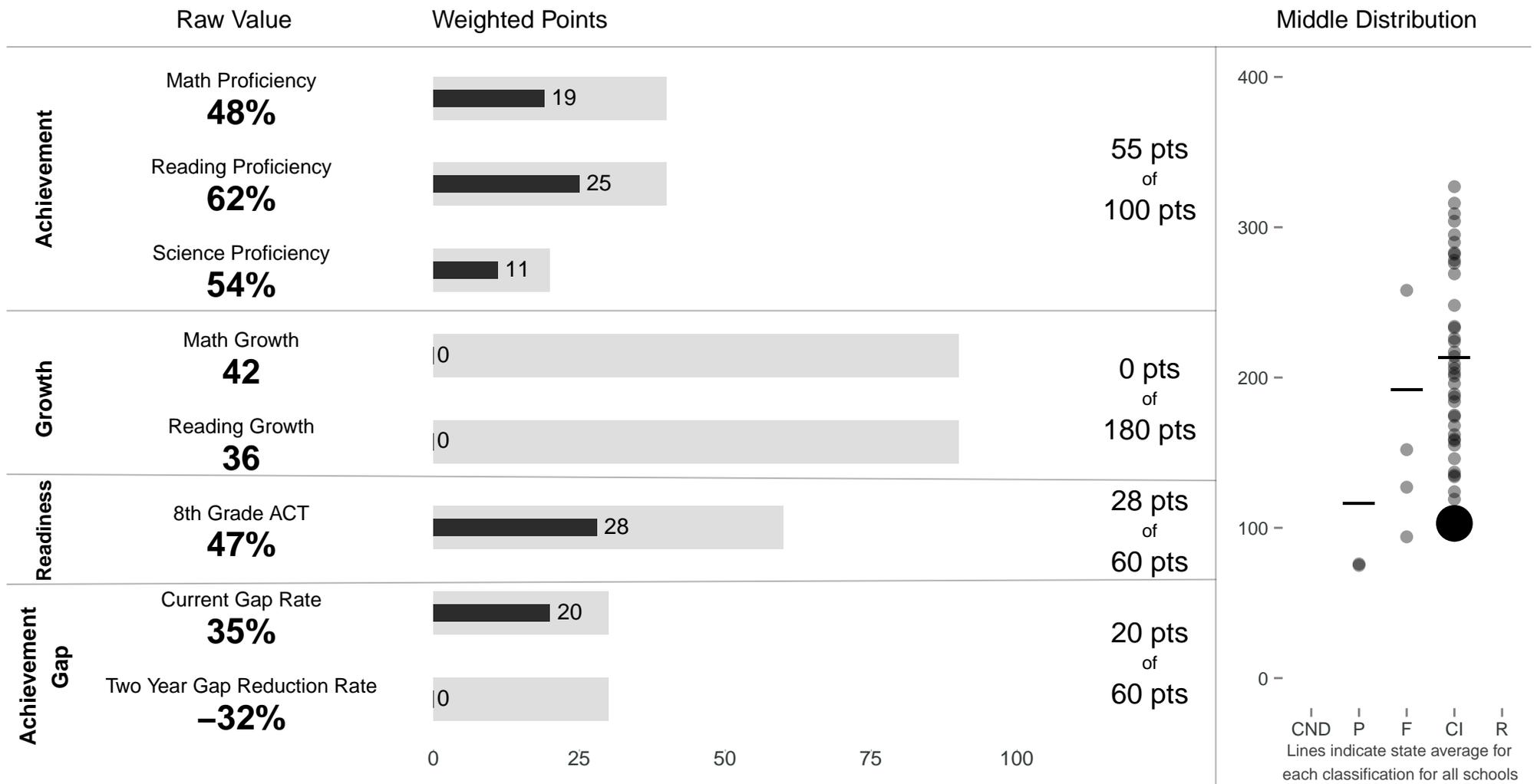
Volcano School of Arts and Sciences A Community PCS

103 points of 400 points

School Year 2013–2014: Continuous Improvement

Trigger: None

School Year 2012–2013: Continuous Improvement



www.hawaiipublicschools.org

NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

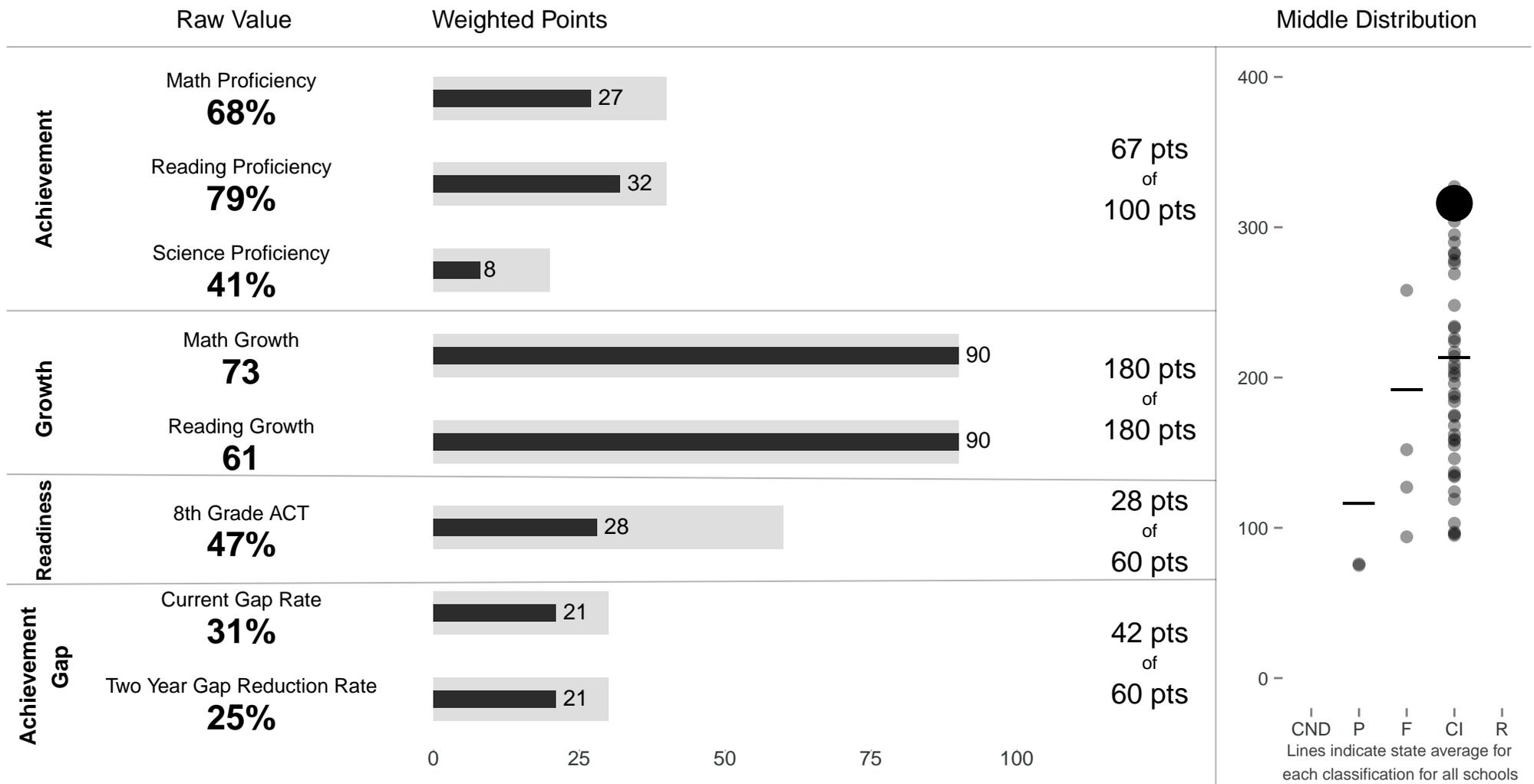
Voyager PCS

316 points of 400 points

School Year 2013–2014: Continuous Improvement

Trigger: None

School Year 2012–2013: Continuous Improvement



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

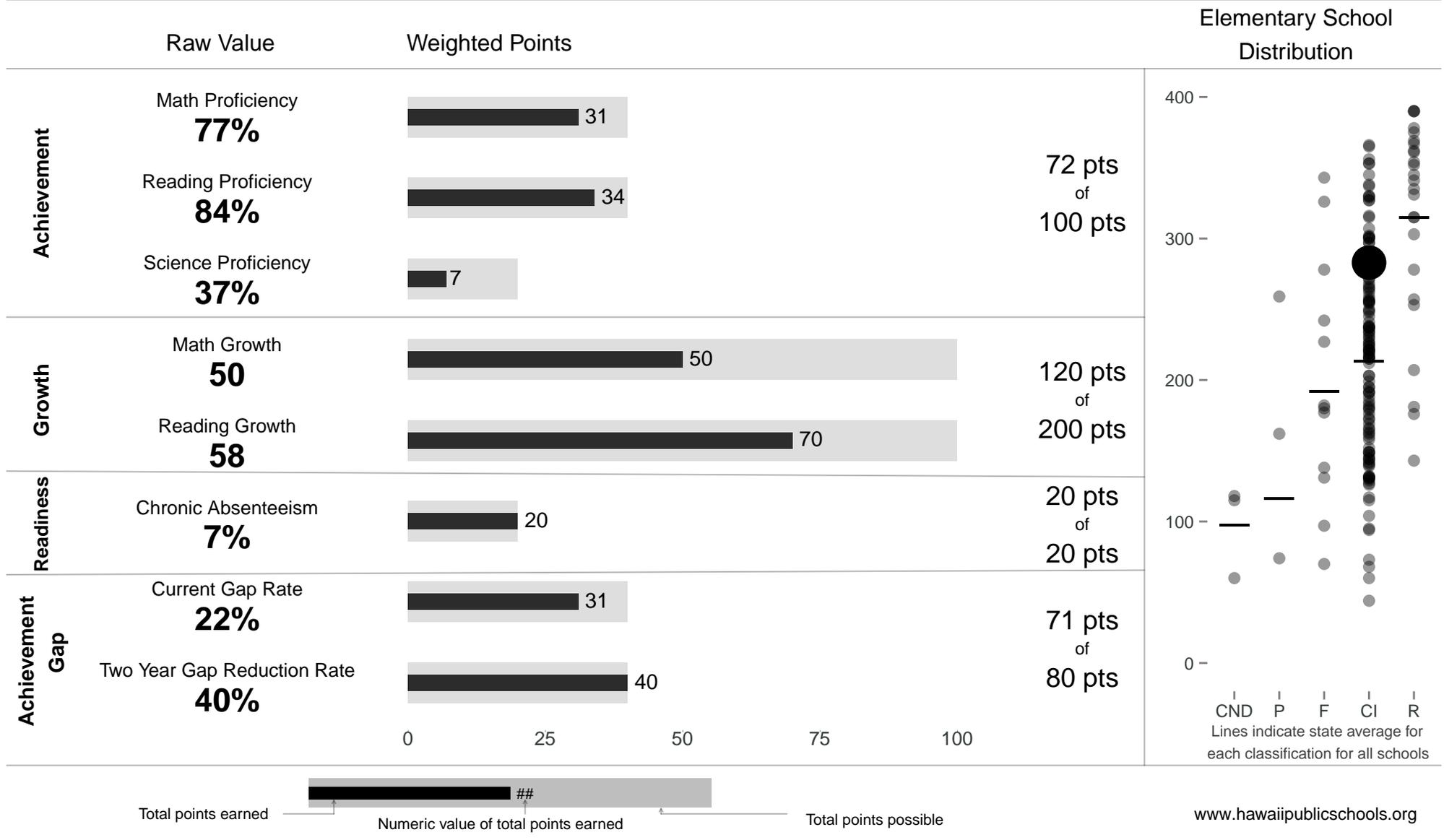
Wai`alae Elementary PCS

283 points of 400 points

School Year 2013–2014: Continuous Improvement

Trigger: None

School Year 2012–2013: Continuous Improvement



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Thursday, September 11, 2014 – Final Run

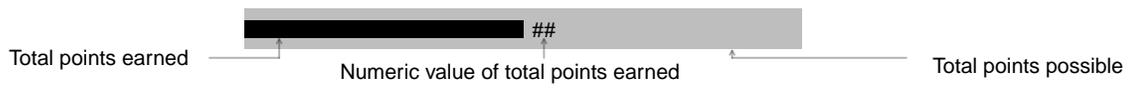
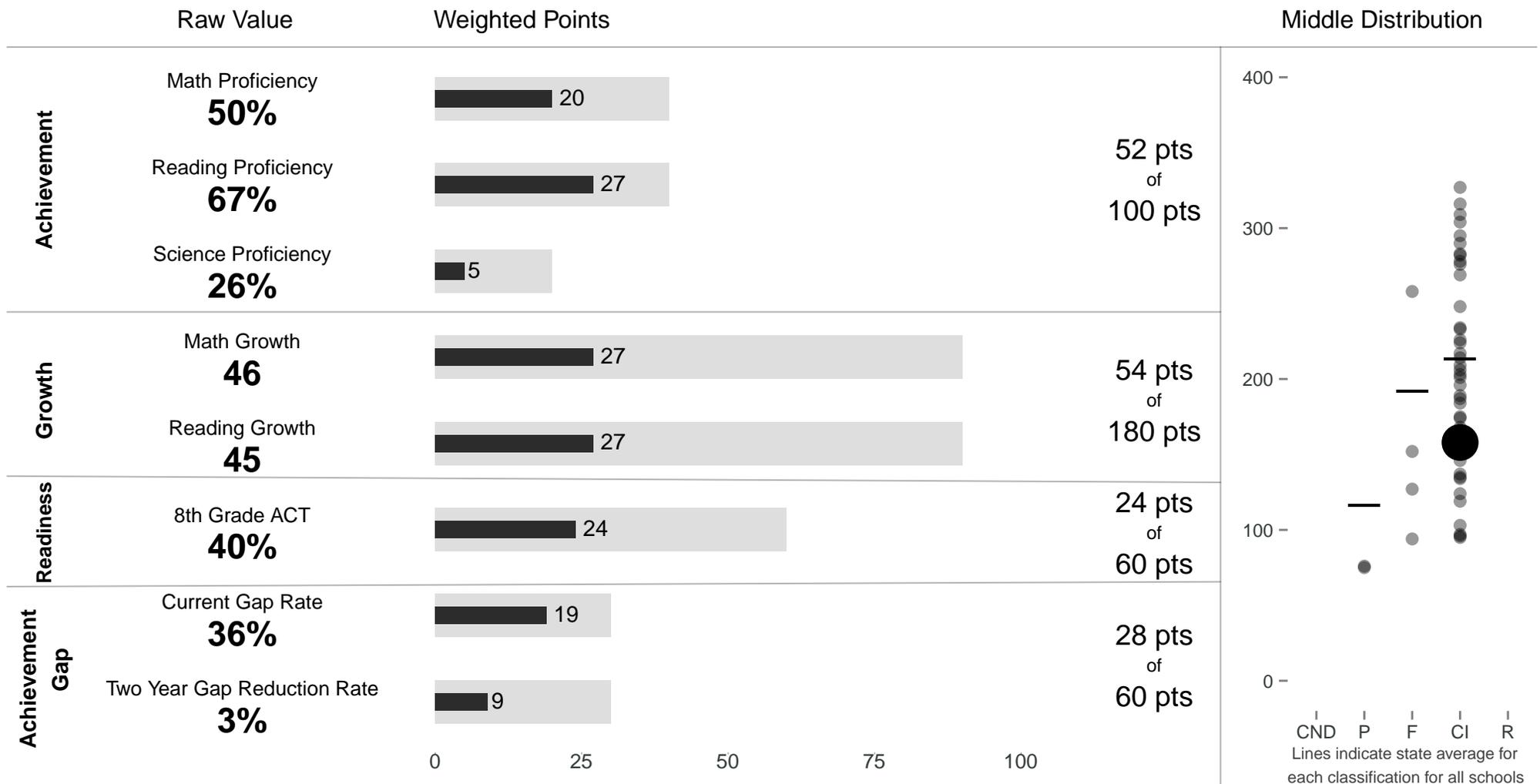
Waimea Middle PCCS

158 points of 400 points

School Year 2013–2014: Continuous Improvement

Trigger: None

School Year 2012–2013: Continuous Improvement



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

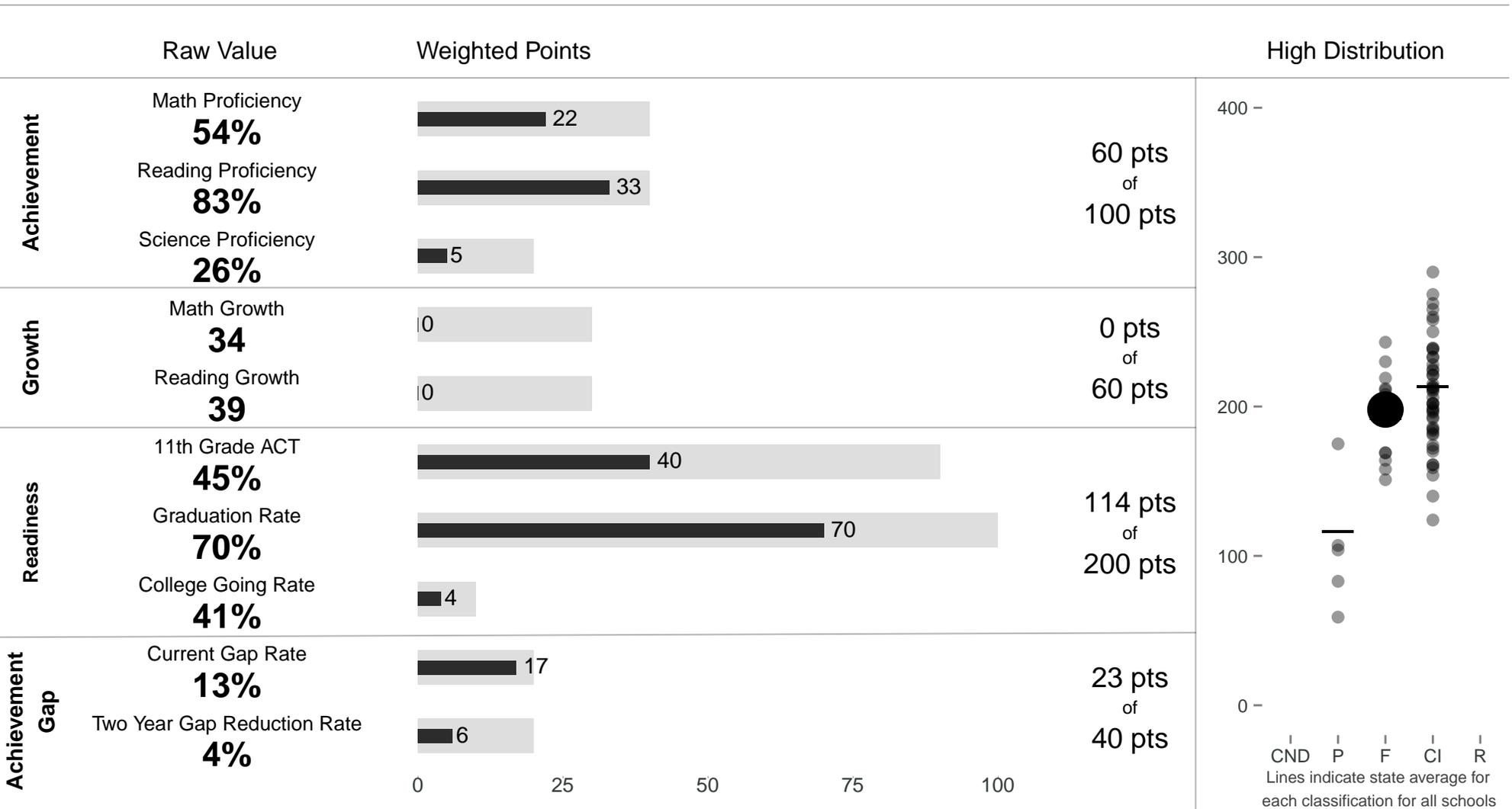
Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

West Hawaii Explorations Academy PCS

198 points of 400 points

School Year 2013–2014: Focus

Trigger: Carry Over



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Friday, July 25, 2014 Data are preliminary and are intended for school use only

Appendix C: Comparison of Statewide Averages and Charter School-Wide Averages

Comparison of Statewide Averages and Charter School-Wide Averages

	Statewide	Charter Schools
ACHIEVEMENT		
Math Proficiency (%)	59	46
Reading Proficiency (%)	70	64
Science Proficiency (%)	41	30
SUBGROUP ACHIEVEMENT:		
FRL		
Math FRL Proficiency (%)	74	44
Reading FRL Proficiency (%)	51	62
Science FRL Proficiency (%)	30	29
ELL		
Math ELL Proficiency (%)	41	18
Reading ELL Proficiency (%)	43	20
Science ELL Proficiency (%)	20	3
SPECIAL EDUCATION		
Math Special Education Proficiency (%)	35	14
Reading Special Education Proficiency (%)	47	27
Science Special Education Proficiency (%)	12	8
GROWTH		
Math Median SGP	52	47
Reading Median SGP	52	50
READINESS		
Chronic Absenteeism (%)	11	N/A
Percent Scoring 15 or higher on 8th grade ACT EXPLORE	50	52
Percent Scoring at or Above 19 on 11th grade ACT (%)	34	44
Graduation Rate Used for 2013 HS Readiness Calculation (%)	63	71
Class of 2012 16-month College Enrollment Rate (%)	82	58
ACHIEVEMENT GAP		
2013-2014 Non-High Needs Proficiency (%)	82	74
2013-2014 High Needs Proficiency (%)	53	55
Current Gap Rate (%)	35	23
Two-Year Gap Reduction Rate (%)	-4	12

Appendix D: Financial Performance Framework for 2014-17 Charter Contract

FINANCIAL PERFORMANCE FRAMEWORK

The Financial Performance Framework is an accountability tool that provides the Commission with data necessary to assess the financial health and viability of charter schools in its portfolio on an ongoing basis and for the purposes of an annual review. The framework summarizes a charter school's current financial health while taking into account the school's financial trends over a period of three years. The measures are designed to be complementary. No single measure gives a full picture of the financial situation of a school. Taken together, however, the measures provide a comprehensive assessment of the school's financial health and viability based on a school's historic trends, near-term financial situation, and future viability.

Within each annual reporting period, the Financial Performance Framework provides for an initial review and a follow-up assessment that together produce two ratings: a Preliminary Rating and a Final Rating. The Preliminary Rating indicates whether the school has met the standard for financial viability based on the Commission's initial review of financial information, which, for an annual review, will be drawn from the school's audited financials. The Final Rating documents the Commission's revised assessment based on more current financial information and/or more detailed examination of the school's financial position, as needed.

Preliminary Ratings

The Preliminary Rating is either *Meets Target* or *Pending Further Analysis*. The *Meets* rating means that the information contained in the financials under review indicates that the school is meeting or exceeding the target for the standard in question. The *Pending* rating means that the school is not meeting the target based on the financials under review. A school that misses the target on any one measure may or may not be at financial risk. It may be in immediate distress, financially trending negatively, both or neither. There are two types of additional information that the Commission may need before assigning a Final Rating. The first is more current information. When conducting a year-end evaluation of a school's financials, the Commission will be reviewing audit numbers that are typically at least four months old by the time the audit has been finalized. The Commission's further analysis will often include review of current, unaudited, financials. The second is more detailed information about the school's financial position to assess the reasons behind the failure to meet the target. For example, a school might make a strategic long-term financial decision that results in it missing a target in the near term. The Commission's follow-up will consider the more current and more detailed information to determine whether the Preliminary Rating is still applicable and the degree to which it is, in fact, an indication of financial risk or distress.

Final Ratings

The Final Rating is *Meets Target*, *Does Not Meet Target*, or *Falls Far Below Target*.

Meets Target

A *Meets* rating indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary *Pending* rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.

Does Not Meet Target

A *Does Not Meet* rating indicates that upon further review following a preliminary *Pending* rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A *Does*

Not Meet rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention.

Falls Far Below Target

A *Falls Far Below* rating indicates that upon further review following a preliminary *Pending* rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary. The school’s rating will be based on both the most recent audited financials and more current unaudited financials. The Commission will also consider any relevant context for the school’s financial position that informs the causes of the school’s substantial shortcomings for the area in question. Appropriate monitoring and/intervention will be determined, in part, by how the rating on the standard in question fits within the school’s overall performance on the framework.

NEAR TERM INDICATORS

1.a. Current Ratio (Working Capital Ratio): Current Assets divided by Current Liabilities	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p><i>Meets Target:</i></p> <p><input type="checkbox"/> Current Ratio is greater than or equal to 1.1</p> <p>or</p> <p><input type="checkbox"/> Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is positive (current year ratio is higher than last year’s)</p> <p>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</p>	<p><i>Meets Target:</i></p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i> rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.</p>
<p><i>Pending Further Analysis:</i></p> <p><input type="checkbox"/> Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is negative</p> <p>or</p> <p><input type="checkbox"/> Current Ratio is less than or equal to 1.0</p>	<p><i>Does Not Meet Target:</i></p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention.</p>
	<p><i>Falls Far Below Target:</i></p>

NEAR TERM INDICATORS

	<p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>
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1.b. Unrestricted Days Cash: Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Target:</p> <p><input type="checkbox"/> 60 Days Cash</p> <p>or</p> <p><input type="checkbox"/> Between 30 and 60 Days Cash <i>and</i> one-year trend is positive</p> <p>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</p>	<p>Meets Target:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the targets based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i> rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.</p>
<p>Pending Further Analysis:</p> <p><input type="checkbox"/> Days Cash is between 30 and 60 days <i>and</i> one-year trend is negative</p> <p>or</p> <p><input type="checkbox"/> Days Cash is below 30 days</p>	<p>Does Not Meet Target:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention.</p>
	<p>Falls Far Below Target:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

1.c. Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget

Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Target:</p> <p><input type="checkbox"/> Enrollment Variance equals or exceeds 95% in the most recent year</p>	<p>Meets Target:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i> rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.</p>
<p>Pending Further Analysis:</p> <p><input type="checkbox"/> Enrollment Variance is below 95% in the most recent year</p>	<p>Does Not Meet Target:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention.</p> <hr/> <p>Falls Far Below Target:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

2. SUSTAINABILITY INDICATORS

2.a. Total Margin: Net Income divided by Total Revenue

Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues

Preliminary Rating	Final Rating (Following Additional Analysis)
<p>Meets Target:</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is positive <i>and</i> the most recent year Total Margin is positive</p> <p>or</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is greater than - 1.5%, the trend is positive for the last two years, <i>and</i> the most recent year Total Margin is positive</p> <p>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</p>	<p>Meets Target:</p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i> rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.</p>
<p>Pending Further Analysis:</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is greater than - 1.5%, but trend does not meet target</p> <p>or</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is less than or equal to -1.5%</p> <p>or</p> <p><input type="checkbox"/> The most recent year Total Margin is less than -10%</p>	<p>Does Not Meet Target:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention.</p> <p>Falls Far Below Target:</p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

2.b. Debt to Asset Ratio: Total Liabilities divided by Total Assets

Preliminary Rating	Final Rating (Following Additional Analysis)
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<p><i>Meets Target:</i></p> <p><input type="checkbox"/> Debt to Asset Ratio is less than 0.50</p>	<p><i>Meets Target:</i></p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i> rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.</p>
<p><i>Pending Further Analysis:</i></p> <p><input type="checkbox"/> Debt to Asset Ratio is greater than or equal to .50</p>	<p><i>Does Not Meet Target:</i></p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention.</p> <p><i>Falls Far Below Target:</i></p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

<p>2.c. Cash Flow:</p> <p>Multi-Year Cash Flow = (Year 3 Total Cash) – (Year 1 Total Cash);</p> <p>One-Year Cash Flow = (Year 2 Total Cash) – (Year 1 Total Cash)</p>	
<p>Preliminary Rating</p>	<p>Final Rating (Following Additional Analysis)</p>
<p><i>Meets Target:</i></p> <p><input type="checkbox"/> Multi-Year cumulative cash flow is positive <i>and</i> cash flow is positive each year</p> <p>or</p>	<p><i>Meets Target:</i></p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i></p>

<p><input type="checkbox"/> Multi-year and most recent year cash flows are positive</p> <p>Note: Schools in their first or second year of operation must have positive cash flow.</p>	<p>rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.</p>
<p><i>Pending Further Analysis:</i></p> <p><input type="checkbox"/> Multi-Year cumulative cash flow is positive, but trend does not meet target</p> <p>or</p> <p><input type="checkbox"/> Multi-Year cumulative cash flow is negative</p>	<p><i>Does Not Meet Target:</i></p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention.</p> <p><i>Falls Far Below Target:</i></p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

2.d. Unrestricted Fund Balance Percentage: $\text{Fund balance} / \text{Total Expenses}$	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p><i>Meets Target:</i></p> <p><input type="checkbox"/> Fund balance percentage is greater than or equal to 25%</p>	<p><i>Meets Target:</i></p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i> rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.</p>
<p><i>Pending Further Analysis:</i></p>	<p><i>Does Not Meet Target:</i></p>

<input type="checkbox"/> Fund balance percentage is less than 25%	<input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants continued attention.
	<p><i>Falls Far Below Target:</i></p> <input type="checkbox"/> Upon further analysis, the school's performance on this component signals a significant financial risk to the school.

<p>2.e. Change in Total Fund Balance:</p> <p>Multi-Year= (Year 3 Fund Balance) – (Year 1 Fund Balance);</p> <p>One-Year= (Year 2 Fund Balance) – (Year 1 Fund Balance)</p>	
Preliminary Rating	Final Rating (Following Additional Analysis)
<p><i>Meets Target (in one of two ways):</i></p> <p><input type="checkbox"/> Multi-Year change in fund balance is positive <i>and</i> change is positive each year</p> <p>or</p> <p><input type="checkbox"/> Multi-year and most recent year changes are positive</p> <p>Note: Schools in their first or second year of operation must have positive change each year.</p>	<p><i>Meets Target:</i></p> <p><input type="checkbox"/> Indicates sound financial viability based on the overall financial record. Either the school has already met the target based on the financials under review, or previous financial concerns that produced a preliminary <i>Pending</i> rating have been adequately remedied based on more current financial data or addressed adequately based on additional information such that the Commission concludes that performance against the target indicates sound financial viability.</p>
<p><i>Pending Further Analysis:</i></p> <p><input type="checkbox"/> Multi-Year change in fund balance is positive, but trend does not meet target</p> <p>or</p> <p><input type="checkbox"/> Multi-Year change in fund balance is negative</p>	<p><i>Does Not Meet Target:</i></p> <p><input type="checkbox"/> Upon further review following a preliminary <i>Pending</i> rating, the Commission concludes that there is financial risk such that heightened monitoring and/or intervention may be warranted. A <i>Does Not Meet</i> rating means that even based on more current financial information, the school is not currently meeting the target or concerns previously identified, although not currently manifested, have been of a depth or duration that warrants</p>

	<p>continued attention.</p>
	<p><i>Falls Far Below Target:</i></p> <p>☐ Upon further review following a preliminary <i>Pending</i> rating, the Commission identifies significant financial risk and has concerns about financial viability such that heightened monitoring and/or intervention are necessary.</p>

Appendix E: Organizational Performance Framework for 2014-17 Charter Contract

ORGANIZATIONAL PERFORMANCE FRAMEWORK

The purpose of the Organizational Performance Framework is to communicate to the charter school and public the compliance-related standards, which the charter school must meet. The Organizational Framework includes the standards that the charter school is already required to meet through state and federal law, rules or the charter contract.

NACSA Principles & Standards (2012) states that,

“A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools’ legally entitled autonomy and minimizing schools’ administrative and reporting burdens” (p. 16).

For each measure a school receives one of three ratings. **For the purposes of defining organizational performance accountability, “material” means whether the information would be relevant and significant to decisions about whether to renew, non-renew, or revoke a charter contract.**

Meets Standard:

The school materially meets the expectations outlined.

Does Not Meet Standard:

The school has failed to implement the program in the manner described; the failure(s) were material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard:

The school failed to implement the program in the described manner; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

1. EDUCATION PROGRAM

Measure 1a

Is the school implementing the material elements of its Educational Program as defined in the charter contract?

Meets Standard:

The school implemented the material elements of its Educational Program in all material respects, and, in operation,

the education program reflects the essential terms as defined in the charter contract, or the school has obtained approval for a modification to the essential terms.

Measure 1b

Is the school complying with applicable education requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements, including but not limited to:

Academic standards, including Common Core

Graduation requirements

State assessment and student testing

Implementation of mandated programming as a result of state or federal funding, including Title I and Title II funding

Measure 1c

Is the school protecting the rights of students with disabilities?

Meets Standard:

Consistent with the school's status and responsibilities as a school within a single LEA under the State Department of Education, the school materially complies with applicable laws, rules, regulations and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendment Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:

Equitable access and opportunity to enroll

Identification and referral

Appropriate development and implementation of Individualized Education Plans (IEPs) and Section 504 plans

Operational compliance including the academic program, assessments and all other aspects of the school's program and responsibilities

Discipline, including due process protections, manifestation determinations and behavioral intervention plans

Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or Section 504 plans

Appropriate use of all available, applicable funding

Measure 1d

Is the school protecting the rights of English Language Learner (ELL) students?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to ELL requirements (including Title III of the Elementary and Secondary Education Act [ESEA] and U.S. Department of Education authorities), including but not limited to:

Equitable access and opportunity to enroll

Required policies related to the service of ELL students

Proper steps for identification of students in need of ELL services

Appropriate and equitable delivery of services to identified students

Appropriate accommodations on assessments

Exiting of students from ELL services

Ongoing monitoring of exited students

2. FINANCIAL MANAGEMENT AND OVERSIGHT

Measure 2a

Is the school meeting financial reporting and compliance requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting requirements, including but not limited to:

Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer and any reporting requirements if the board contracts with an Education Service Provider (ESP)

On-time submission and completion of the annual independent audit and corrective action plans, if applicable

No charging of tuition

Adequate management and financial controls

All reporting requirements related to the use of public funds

Measure 2b

Is the school following Generally Accepted Accounting Principles (GAAP)?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:

An unqualified audit opinion

An audit devoid of significant findings and conditions, material weaknesses or significant internal control weaknesses

An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

3. GOVERNANCE AND REPORTING

Measure 3a

Is the school complying with governance requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to governance by its board, including but not limited to:

Governing board composition and membership requirements pursuant to Ch. 302D, HRS

Governing board policies

Governing board reporting requirements

Procurement policies

State Ethics Code (Ch. 84, HRS), including conflict of interest policy

Measure 3b

Is the school holding management accountable?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to oversight of school management, including but not limited to:

(For Education Service Providers [ESPs]) maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement and requiring annual financial reports of the ESP

(For Others) oversight of management that includes holding it accountable for performance expectations that may or

may not be agreed to under a written performance agreement

Measure 3c

Is the school complying with data and reporting requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to relevant reporting requirements to the State Public Charter School Commission, State Department of Education as the State Education Agency (SEA) and sole Local Education Agency (LEA) and/or federal authorities, including but not limited to:

Compliance with minimum educational data reporting standards established by the BOE

Maintaining and reporting accurate enrollment and attendance data

Maintaining and reporting accurate personnel data

Annual reporting and immediate notice requirements

Additional information requested by the State Public Charter School Commission

4. STUDENTS AND EMPLOYEES

Measure 4a

Is the school protecting the rights of all students?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the rights of students, including but not limited to:

Compliance with admissions, enrollment and dismissal requirements (including nondiscrimination and rights to enroll or maintain enrollment)

The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)

Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction

Conduct of discipline (discipline hearings, suspension and expulsion)

Treatment of students that qualify for services under the McKinney-Vento Act

Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1c.

Measure 4b

Is the school meeting teacher and other staff requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract, including the State licensing requirements and federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act, hiring of qualified non-instructional staff, criminal history background checks and teacher/principal evaluations.

Measure 4c

Is the school respecting employee rights?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to employment considerations, including those relating to state employment law, the Family Medical Leave Act, the Americans with Disabilities Act and nondiscrimination. The school follows collective bargaining requirements.

5. SCHOOL ENVIRONMENT

Measure 5a

Is the school complying with facilities and transportation requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the school facilities, grounds and transportation, including but not limited to:

Compliance with building, zoning, fire health and safety codes

Fire inspections and related records

Viable certificate of occupancy or other required building use authorization

Compliance with DOE requirements for schools occupying DOE facilities

Student transportation

Measure 5b

Is the school complying with health and safety requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to health and safety, including but not limited to:

Health clearances and immunizations

Prohibiting smoking on campus

Appropriate student health services

Safety plan

Measure 5c

Is the school handling information appropriately?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the handling of information, including but not limited to:

Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities

Complying with the Uniform Information Practices Act and other applicable authorities

Transferring of student records

Proper and secure maintenance of testing materials

6. ADDITIONAL OBLIGATIONS

Measure 6a

Is the school complying with all other obligations?

Meets Standard:

The school materially complies with all other legal, statutory, regulatory or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:

Revisions to state charter law

Consent decrees

Intervention requirements by the Commission

Requirements by other entities to which the charter school is accountable (e.g., Hawaii Department of Education)

Appendix F: Academic Performance Framework for 2014-17 Charter Contract

ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework includes measures that allow the Commission to evaluate the school’s academic performance or outcomes and was developed in accordance to the Hawaii Charter Schools Act (2012 Haw. Sess. Laws Act 130, §16 at 41-43.). This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place.

For each measure, a school receives one of four ratings: “Exceeds Standard,” “Meets Standard,” “Does Not Meet Standard,” or “Falls Far Below Standard.”

Standard Goals: State and federal accountability system

The Strive HI Academic Performance Index (API) is based on school performance in four categories:

Student proficiency

Student growth

College and career readiness:

Elementary schools: Attendance

Middle Schools: 8th grade ACT EXPLORE

High Schools: Graduation rate, 11th grade ACT, and college-going rate

Achievement gaps

1.a. Is the school meeting acceptable standards according to Strive HI?

Note: For schools serving more than one grade level, such as K-8 or K-12 charter schools, the Commission will review the API for each division, as well as an overall API weighted by enrollment at each division.

Exceeds Standard:

The school received an API at or above the 90th percentile statewide for schools serving the same grade level.

Meets Standard:

The school received an API between the 50th and 89th percentiles statewide for schools serving the same grade level.

Does Not Meet Standard:

The school received an API between the 20th and 49th percentiles statewide for schools serving the same grade level.

Falls Far Below Standard:

The school received an API below the 20th percentile statewide for schools serving the same grade level.

Additional Information:

1.b. Is the school identified as a Recognition, Continuous Improvement, Focus, Priority, or Superintendent's Zone school?

Exceeds Standard:

The school is classified as a Recognition school.

Meets Standard:

The school is classified as a Continuous Improvement school.

Does Not Meet Standard:

The school is classified as a Focus school.

Falls Far Below Standard:

The school is classified as a Priority or Superintendent's Zone school.

About 1b: This measure is used for information only and will be unweighted.

1.c. Does the school meet its Annual Measurable Objectives (AMOs)?

Note: Reading and math are evaluated separately.

Exceeds Standard:

The school met its subsequent year's AMO or exceeded the state average by 10% or higher.

Meets Standard:

The school met its AMO, met the state average of percent proficient, or exceeded the state average of percent proficient up to 10%.

Does Not Meet Standard:

The school did not meet its AMO and is within 5% range of meeting its AMO.

Falls Far Below Standard:

The school did not meet its AMO or is equal to or below the Established Minimum Proficiency.

About 1c: This measure is used for information only and will be unweighted. This measure uses the Option A, federal methodology which can be found in the Hawai'i ESEA Flexibility Waiver submitted to the USDOE May 10, 2013. This formula produces the rate of increase that is used to develop the annual measurable objectives (AMOs). In order to use the formula, a school must establish "baseline proficiency" in Reading and Math. If a school has a baseline proficiency rate of 68% in Math, and would like to calculate a five-year set of AMOs, it would follow the following steps:

AMO formula: $Yearly\ Increase = ((1 - Baseline\ Proficiency) * 0.5) / 5$

Baseline proficiency = 68% (.68)

Yearly Increase = $((1 - .68) * 0.5) / 5$

Yearly Increase = $((.32) * 0.5) / 5$

Yearly increase = $((.16) / 5)$

Yearly increase = .032

The school is expected to increase its rate of proficiency by 3.2% (.032) each year.

1st Year AMO = .68 + .032 = .712 (71.2%)

2nd Year AMO = .712 + .032 = .744 (74.4%)

3rd Year AMO = .744 + .032 = .776 (77.6%)

4th Year AMO = .776 + .032 = .808 (80.8%)

5th Year AMO = .808 + .032 = .84 (84%)

This metric uses the state average additionally. A school that meets or exceeds the state average meets or exceeds this standard even if it does not meet its AMO.

This metric uses the Established Minimum Proficiency as a floor. A school that does not at least meet the Established Minimum Proficiency will be evaluated as Falls Far Below Standard for this measure.

2. Standard Goals: Performance of High-Needs Students

The “High-Needs student” group includes all students with poverty status, special education status, or English as a second language status. If there are insufficient numbers of these students at a school to meet HI DOE data reporting thresholds, three-year pooled results will be included, if available. *The High-Needs group is used to avoid double-counting students who fall into two or more groups (for example, a student with both poverty and special education status). The Commission will continue to review disaggregated student performance results, including race/ethnicity, but will use the High-Needs evaluation for accountability evaluation, consistent with the state accountability system.*

2.a. Are High-Needs students meeting or exceeding the statewide average proficiency rates for High-Needs students in reading and math?

Note: Reading and math are evaluated separately.

Exceeds Standard:

The school’s average High-Needs proficiency rate is in the top 10 percent of statewide High-Needs performance in schools serving the same grades.

Meets Standard:

The school’s average High-Needs proficiency rate meets or exceeds the statewide average High-Needs performance of schools serving the same grades but is below the top 10 percent.

Does Not Meet Standard:

The school’s average High-Needs proficiency rate is below the statewide average High-Needs performance of schools serving the same grades but is above the bottom 20 percent.

Falls Far Below Standard:

The school's average High-Needs proficiency rate is in the bottom 20 percent of statewide High-Needs performance of schools serving the same grades.

About 2a: This measure compares proficiency of a school's High-Needs students against statewide average proficiency rates of all High-Needs students. The performance of school's High-Needs population is compared only to averages of schools serving the same grades. The metric uses a percentile ranking to evaluate performance.

2.b. Are High-Needs students showing growth in reading and math based on the Hawaii Growth Model median growth percentiles (MGPs)?

Note: Reading and math are evaluated separately.

Exceeds Standard:

Reading: High-Needs MGP is greater than 58.

Math: High-Needs MGP is greater than 62.

Meets Standard:

Reading: High-Needs MGP is between 52 and 58.

Math: High-Needs MGP is between 52 and 62.

Does Not Meet Standard:

Reading: High-Needs MGP is between 45 and 51.

Math: High-Needs MGP is between 43 and 51.

Falls Far Below Standard:

Reading: High-Needs MGP is less than 45.

Math: High-Needs MGP is less than 43.

About 2b: This measure specifically evaluates the growth of the school's High-Needs students. This metric is a revised version of the Strive HI growth scoring rubric (below).

Category	Reading		Mathematics	
	Median SGP	Points	Median SGP	Points
Very High Growth	> 58	50	> 62	50
High Growth	55-58	35	56-62	35
Average Growth	50-54	25	50-55	25
Low Growth	45-49	15	43-49	15
Very Low Growth	≤ 44	0	≤ 42	0

2.c. Are High-Needs students showing adequate growth to proficiency in reading and math based on the Hawaii Growth Model's adequate growth percentile (AGP)?

Note: Adequate Growth Percentile (AGP) will be included in the Academic Performance Framework when they are available from HI DOE.

Exceeds Standard:

TBD

Meets Standard:

TBD

Does Not Meet Standard:

TBD

Falls Far Below Standard:

TBD

About 2c: Currently, the data do not exist to calculate AGP. This measure acts as a placeholder.

3. OPTIONAL Goals: School-Specific Academic

4. Did the school meet its school-specific academic goals?

Note: Specific metric(s) and target(s) must be developed and agreed upon by the charter school and the Commission.

Exceeds Standard:

The school exceeded its school-specific academic goal(s).

Meets Standard:

The school met its school-specific academic goal(s).

Does Not Meet Standard:

The school did not meet its school-specific academic goal(s).

Falls Far Below Standard:

The school fell far below its school-specific academic goal(s).

About 4: Schools have been given Margaret Lin's Making the Mission Matter literature as initial guidance in developing School-Specific Measures (SSMs). The Commission created an Ad Hoc Committee to establish official guidance on SSM development; this guidance is currently being finalized within the Performance and Accountability Committee before being approved by the General Commission for release to schools.

Weighting Plan with 25% Weighted School-Specific Measures

Indicator	Overall Weight by Indicator	Effective Weight by Grade Level and Measure		
		ES	MS	HS
1. API				
Proficiency	50%	12.5%	12.5%	12.5%
Student Growth		25.0%	22.5%	7.5%
Readiness		2.5%	7.5%	25.0%
Achievement Gaps		10.0%	7.5%	5.0%
2. Standards Goals: Achievement				
2a. High-Needs Proficiency	25%	10.0%	10.0%	10.0%
2b. High-Needs Growth (SGP)		15.0%	15.0%	15.0%
2c. High-Needs Growth (AGP)		-	-	-
3. Optional Academic Goals				
School-Specific Measure (SSM)	25%	25.0%	25.0%	25.0%

Weighting Plan with 10% Weighted School-Specific Measures

Indicator	Overall Weight by Indicator	Effective Weight by Grade Level and Measure		
		ES	MS	HS
1. API				
Proficiency	60%	15.0%	15.0%	15.0%
Student Growth		30.0%	27.0%	9.0%
Readiness		3.0%	9.0%	30.0%
Achievement Gaps		12.0%	9.0%	6.0%
2. Standards Goals: Achievement				
2a. High-Needs Proficiency	30%	12.0%	12.0%	12.0%
2b. High-Needs Growth (SGP)		18.0%	18.0%	18.0%
2c. High-Needs Growth (AGP)		-	-	-
4. Optional Academic Goals				
School-Specific Measure (SSM)	10%	10.0%	10.0%	10.0%

Weighting Plan for 0% School-Specific Measures

Indicator	Overall Weight by Indicator	Effective Weight by Grade Level and Measure		
		ES	MS	HS
1. API				
Proficiency	65%	16.25%	16.25%	16.25%
Student Growth		32.5%	29.5%	9.75%
Readiness		3.25%	9.75%	32.5%
Achievement Gaps		13.0%	9.75%	6.5%
2. Standards Goals: Achievement				
2a. High-Needs Proficiency	35%	13.5%	13.5%	13.5%
2b. High-Needs Growth (SGP)		21.5%	21.5%	21.5%
2c. High-Needs Growth (AGP)		-	-	-
3. Optional Academic Goals				
School-Specific Measure (SSM)	0%	0%	0%	0%

Appendix G: Commission's Audited Financial Statements for FY 2013-2014

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

FINANCIAL STATEMENTS

with

**ADDITIONAL INFORMATION
AND SINGLE AUDIT REPORTS**

Year Ended June 30, 2014

(With Summarized Comparative Totals for 2013)

and

INDEPENDENT AUDITOR'S REPORT

JAMES D. JENNINGS, CPA, INC.
Certified Public Accountants
Honolulu, Hawaii

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(AN AGENCY OF THE STATE OF HAWAII)**

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**STATE PUBLIC CHARTER SCHOOL COMMISSION
(AN AGENCY OF THE STATE OF HAWAII)**

**MANAGEMENT DISCUSSION AND ANALYSIS
June 30, 2014**

The Charter School Administrative Office (“CSAO”) closed as of June 30, 2013 pursuant to the repeal of Chapter 302B, Hawaii Revised Statutes. (The CSAO was established by Chapter 302B in 2004.) Effective July 1, 2013, the Hawaii State Public Charter School Commission (“Commission”) was established under Act 130, Chapter 302D, Hawaii Revised Statutes, with statewide chartering jurisdiction and authority.

The following is management’s discussion and analysis of the Commission’s financial activities for the fiscal year ended June 30, 2014. Please read it in conjunction with the financial statements and the related notes to the financial statements, which begin on page 12.

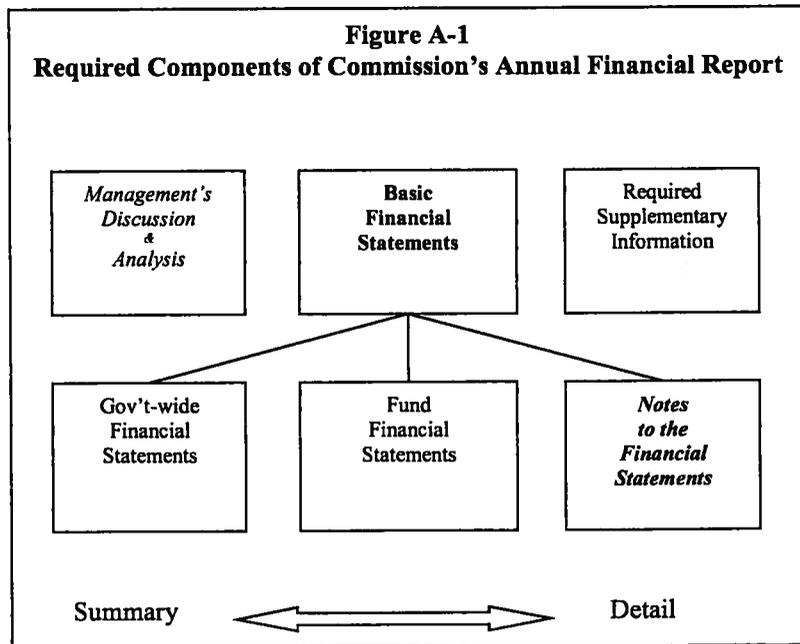
1. FINANCIAL HIGHLIGHTS

- The Commission’s net assets decreased by \$615,576 over the course of this year’s operations.
- The Commission distributed \$476,922 of its accumulated efficiency gains to the schools on a per pupil basis.
- During the year the Commission’s expenditures were \$615,576 greater than the \$1,500,565 in operating revenues earned by the office in fulfilling its responsibilities due to additional costs related to closing the CSAO and transitioning to Commission.
- Total assets exceeded liabilities as of June 30, 2014 by \$117,714.

2. OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts – management’s discussion and analysis (this section), the basic financial statements, and required supplementary information. The basic financial statements include two types of statements that present different view 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 tell how general services were financed in the short term as well as what remains for future spending.

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(AN AGENCY OF THE STATE OF HAWAII)**

**MANAGEMENT DISCUSSION AND ANALYSIS – CONT.
June 30, 2014**

The financial statements also include notes that explain some of the information in the financial statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the information in the financial statements. Figure A-1 shows how the required parts of the annual report are arranged and relate to one another. In addition to these elements, we have included a section with combining statements that provide details about our non-major governmental funds each of which are added together and presented in single columns in the basic financial statements.

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 statements.

Figure A-2 Major Features of CSAO’s Government-wide and Fund Financial Statements		
	<i>Government-wide Statements</i>	<i>Fund Statements: Governmental Funds</i>
Scope	Entire Commission	If the Commission operated proprietary or fiduciary funds these would be excluded from these statements.
Required financial statements	<ul style="list-style-type: none"> • Statement of Net Assets • Statement of Activities 	<ul style="list-style-type: none"> • Balance Sheet • Statement of Revenues, Expenditures & 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 up 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 DISCUSSION AND ANALYSIS – CONT.
June 30, 2014**

Government-wide 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 Assets 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 assets and how net assets have changed over time. Net assets, 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 assets are an indicator of whether its financial health is improving or deteriorating, respectively.
- To assess the overall health of the Commission, one would need to consider additional nonfinancial factors including how well the Commission performed in meeting its statutory obligations.

The government-wide financial statements of the Commission are included in one category, Governmental Activities, although other governmental agencies may report their activities in as many as three categories. For completeness, each of the three different categories is described here even though the Commission's activities are all presented in the Governmental Activities category:

- Governmental Activities – All of the Commission's activities are included here, such as administration, financial services, federal programs support and information technology support. Operating revenues as 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(s) that meet certain accounting rules, then these "component units" would be reported as such because of the Commission's financial responsibility to the component unit(s).

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.

The Commission reports its financial activities in two funds: the Commission General Fund and the Restricted - Federal Programs Fund. The Commission's general operations are reflected in the General Fund. Within the Restricted - Federal Programs Fund, the Commission records its activities for Federal Title I, Title IIa, Title III, Federal Impact Aid, and other Federal Programs.

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(AN AGENCY OF THE STATE OF HAWAII)**

**MANAGEMENT DISCUSSION AND ANALYSIS – CONT.
June 30, 2014**

3. FINANCIAL ANALYSIS OF THE SPCSC AS A WHOLE

Net Assets: The Commission’s net assets decreased between fiscal years 2012-13 and 2013-14 by \$656,709 or 85% to \$117,714 as of June 30, 2014. Included in the decrease is the Commission’s distribution of \$476,922, the majority of its accumulated efficiency gains, to the schools on a per pupil basis. In comparison, the previous year’s net assets decreased by \$202,246, or 21%.

**Table A-1
Commission’s Summary Comparative Statement of Net Assets
(in thousands of dollars)**

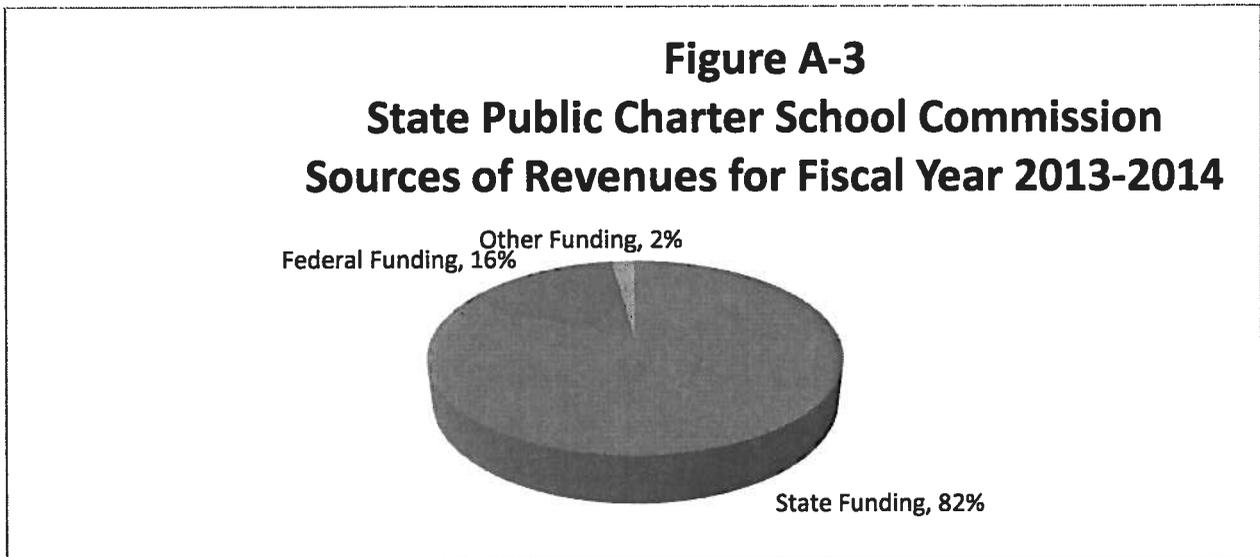
	Governmental Activities		Total Percentage Change
	FY2013	FY2014	FY2013 - FY 2014
Current and Other Assets	3,242	3,413	5%
Capital Assets	<u>113</u>	<u>72</u>	(36%)
Total Assets	3,355	3,485	4%
Current Liabilities	2,193	2,918	33%
Long-term Debt Outstanding	-	-	0%
Other Liabilities	<u>387</u>	<u>450</u>	16%
Total Liabilities	2,580	3,368	31%
Net Assets			
Nonspendable: Prepaid Expenditures	113	72	(36%)
Unrestricted	<u>662</u>	<u>46</u>	(93%)
Total Net Assets	<u>775</u>	<u>118</u>	(85%)

Over time, increases or decreases in net assets may serve as a useful indicator of whether the Commission’s financial condition is improving or deteriorating. Some of the Commission’s net assets are restricted as to the purposes for which they can be used because they are invested in capital assets (primarily computer equipment). During the past year, the Commission distributed a significant portion of the unrestricted net assets to the schools to help address financial needs at the schools.

The Commission’s total revenues decreased by 3% to \$1,500,565, compared to total revenues of \$1,541,726 in fiscal year 2012-13 (See Table A-2). Despite an increase in Commission funding from the State of \$59,729, or 4%, funding from Federal programs decreased by \$113,563 or 33%, primarily due to the timing of receipts of Title I Funding. Unfortunately, a significant amount of Title I funding was received late in the fiscal year and did not allow schools to use the funds before the fiscal year ended. State funding continues to be the significant source of funds for charter schools comprising 82% of total revenues, as provided by statute and approved by the State Legislature. In fiscal year 2014, federal revenues amounted to 16% of total revenues for the Commission, or \$232,637. The remaining revenues (2%) were made up of miscellaneous revenues for specific purposes (i.e. HIDOE funding for a portion of a position) (See Figure A-3).

STATE PUBLIC CHARTER SCHOOL COMMISSION
(AN AGENCY OF THE STATE OF HAWAII)

MANAGEMENT DISCUSSION AND ANALYSIS – CONT.
June 30, 2014



In fiscal year 2014 the total cost of all programs and services provided by the Commission increased by 27% (\$444,647). The increase in expenses was primarily due to the distribution of funds to the charter schools of \$476,922. If this distribution did not occur, actual operating expenses of the Commission decreased by \$32,275 compared to prior year. Expenses for the Commission cover a range of services as required by statute to support the Commission in its role as authorizer. This year, a subscription for an electronic system to facilitate management of documents submitted by the schools was started.

Table A-2 and the narrative that follows consider the operations of the Commission's governmental activities.

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(AN AGENCY OF THE STATE OF HAWAII)**

**MANAGEMENT DISCUSSION AND ANALYSIS – CONT.
June 30, 2014**

Changes in State Public Charter School Commission Net Assets

	Governmental Activities		% Change <u>2013-</u> <u>2014</u>
	<u>FY2012-13</u>	<u>FY2013-14</u>	
Revenues			
State Revenues			
CSAO/Commission Funding	1,175,634	1,235,363	5.08%
Program Fees			
Federal Grants	346,200	232,637	-32.80%
Other Income	19,892	32,565	63.71%
Total Revenues	1,541,726	1,500,565	-2.67%
Expenses			
Payroll & Related Expenses	1,114,965	1,203,239	7.92%
Distribution to schools	0	476,922	100.00%
Professional Services	218,533	216,893	-0.75%
Capital Outlay	19,624	12,678	-35.40%
Travel	92,402	54,011	-41.55%
Building Leases	95,051	90,906	-4.36%
Meeting Refreshments and Meals	25,107	8,560	-65.91%
Computer Supplies	15,101	12,207	-19.16%
Office Supplies	15,636	9,210	-41.10%
Telecommunications	14,810	1,541	-89.59%
Professional Development	28,927	7,219	-75.04%
Miscellaneous	2,748	4,511	64.16%
Rental Expenses	100	587	487.00%
Utilities	3,257	372	-88.58%
Printing and Advertising	7,539	723	-90.41%
Postage	3,631	1,802	-50.37%
Dues and Subscriptions	844	1,474	74.64%
Repairs and Maintenance	9,934	12,033	21.13%
Equipment Purchases	3,197	1,165	-63.56%
Total Expenses	1,671,406	2,116,053	26.60%
Other Financing Sources/(Uses)			
Transfers In	62,590,690	70,680,509	12.92%
Transfers Out	(62,590,690)	(70,680,509)	12.92%
Net Other Financial Sources/(Uses)	0	0	0.00%
Net Change in Fund Balance	(129,680)	(615,576)	374.69%
Fund Balance, Beginning of Year	791,225	661,545	-16.39%
Fund Balance, End of Year	661,545	45,969	-93.05%

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(AN AGENCY OF THE STATE OF HAWAII)**

**MANAGEMENT DISCUSSION AND ANALYSIS – CONT.
June 30, 2014**

Governmental Activities

Revenues in the Commission's governmental activities decreased by 33%, total expenses correspondingly decreased 33%. Total fund balance in 2013-14 decreased \$615,576. This compares to a decrease of \$129,680 in 2012-13.

The Commission closed the CSAO as of June 30, 2013, and reorganized to open the Hawaii State Public Charter School Commission on July 1, 2013. The continuation of the transitional year had the effect of decreasing the fund balance from the prior year to \$104,296.

The cost of all governmental activities of the Commission in 2013-14 was \$2,116,053.

Business-type activities

Some governmental agencies charge fees to customers to fund certain types of services it provides. If the Commission operated business type funds these activities would be reported as such. For fiscal years 2012-13 and 2013-14 the CSAO and Commission, respectively, did not engage in any business-type activities.

4. FINANCIAL ANALYSIS OF THE COMMISSION'S FUNDS

As the Commission completed the year, its governmental funds reported fund balance of \$45,969, a decrease from the prior year of \$615,576. The following paragraphs summarize the significant transactions occurring in the Commission's funds during FY 2014:

The Commission distributed \$476,922 of its accumulated fund balance to the schools on a per pupil basis. This was done to provide more funds to the schools. In prior years, the funding of the CSAO office was provided by taking 2% of the charter schools' per pupil amount. As a result of efficiency gains, the CSAO had a fund balance of \$774,423 as of June 30, 2013. The Commission deemed it more effective use of funds to distribute the funds to the schools rather than have it accumulate at the Commission.

During the 2013-14 fiscal year the continuing impact of the economic slow-down on the State of Hawaii's budget was felt at the program level. As a result State funding for charter school per pupil amounts remained at approximately the same level as the prior year. This fiscal year, the Commission's budget was determined as separate line items within the state budget. The funding of the Commission's budget is still from the charter schools' per pupil allocation. Beginning with FY 2016, the funding of the Commission's operational budget will be separately allocated and no longer come from the charter schools' per pupil allocation.

Despite a decrease in the federal funding for this fiscal year, the funds actually provided to Charter schools increased in fiscal year 2013-14. Due to the federal requirement of drawing down funds as needed, the amount of funds recognized as revenue decreased. However, deferred federal revenue increased by approximately \$64,000 compared to FY 2012-13.

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(AN AGENCY OF THE STATE OF HAWAII)**

**MANAGEMENT DISCUSSION AND ANALYSIS – CONT.
June 30, 2014**

5. CAPITAL ASSET AND LONG-TERM DEBT ACTIVITIES

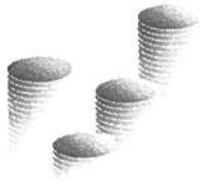
The Commission's capital asset policy provides that furniture and equipment purchases that exceed \$5,000 with a useful life of greater than one year be capitalized and depreciated over the asset's useful life. During fiscal year 2013-14, the Commission made purchases of \$12,678 of furniture or equipment that was capitalized. The Commission has no long-term debt obligations.

6. ECONOMIC FACTORS AND NEXT YEAR'S BUDGET AND RATES

The official enrollment count date for charter schools is October 15 of each year. Enrollment among the charter schools grew by 5.7% in the 2013-14 school year to 10,440. This compares to a growth rate of 5.1% over fiscal year 2012-13. Effective with the 2013-14 fiscal year, the Commission's budget will be determined as a separate line item within the state budget. The proposed funding level for the CSAO/Commission in fiscal year 2013-14 is \$1,235,114, which is approximately 1.7% of the total requested operational funding for charter schools.

7. CONTACTING THE COMMISSION'S FINANCIAL MANAGEMENT

This financial report is designed to provide our stakeholders with a general overview of the Commission's finances and to demonstrate the Commission's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the SPCSC Fiscal Services team, 1111 Bishop Street, Suite 516, Honolulu, HI 96813.



Jennings
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INDEPENDENT AUDITOR'S REPORT

To State Public Charter School Commission
Honolulu, Hawaii

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the State Public Charter School Commission (the "SPCSC") as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the SPCSC's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the State Public Charter School Commission, as of June 30, 2014, and the respective changes in financial position, and, cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Charter School Administrative Office's, the predecessor of the State Public Charter School Commission, 2013 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated November 21, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Emphasis of Matter

As discussed in Note 1, the financial statements of the SPCSC are intended to present the financial position and the changes in financial position, where applicable, of only that portion of the governmental activities, each major fund, and the aggregate remaining fund information of the State of Hawaii Department of Education that is attributable to the transactions of the SPCSC. They do not purport to, and do not, present fairly the financial position of the Department of Education as of June 30, 2014, and the changes in its financial position, where applicable, for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America. Additionally, these financial statements do not represent any balances or activity of the individual charter schools.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 1–8 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

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

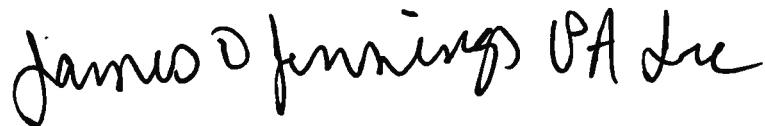
Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the State Public Charter School Commission's basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements.

The schedule of expenditures of federal awards 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. Such 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 auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the 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 November 14, 2014, on our consideration of the State Public Charter School 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 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 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 State Public Charter School Commission's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "James D Jennings CPA". The signature is written in a cursive style.

Honolulu, Hawaii
November 14, 2014

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)
Statements of Net Position
June 30, 2014 and 2013

	<u>2014</u>	<u>2013</u>
ASSETS		
Current assets		
Cash		
Operating Checking - Bank of Hawaii	\$ 1,948,788	\$ 2,024,410
Cash Held for Others	255,001	255,001
CSRP Expenditure Account	3,648	5,535
Petty Cash	<u>200</u>	<u>200</u>
Total Cash	<u>2,207,637</u>	<u>2,285,146</u>
Accounts Receivable:		
Accounts Receivable	33,646	59,269
Pass Through Receivable from State	<u>1,171,032</u>	<u>889,868</u>
Net Accounts Receivable	<u>1,204,678</u>	<u>949,137</u>
Prepaid Expenses	<u>1,437</u>	<u>7,634</u>
Total Current Assets	<u>3,413,752</u>	<u>3,241,917</u>
Noncurrent assets		
Office and Computer Equipment	270,855	258,177
Accumulated Depreciation	<u>(199,110)</u>	<u>(145,299)</u>
Net Capital Assets	<u>71,745</u>	<u>112,878</u>
Total assets	<u>\$ 3,485,497</u>	<u>\$ 3,354,795</u>
LIABILITIES		
Current liabilities		
Accounts payable	\$ 252,177	\$ 544,703
Pass Through Payable to State	55,764	406,168
Pass Through Payable to Charter Schools	2,254,019	889,818
Funds Held for Others	255,001	255,001
Accrued Leave Earnings	100,409	98,059
Unearned Revenue	<u>450,413</u>	<u>386,623</u>
Total liabilities	<u>3,367,783</u>	<u>2,580,372</u>
NET POSITION		
Net position		
Invested in Capital Assets, Net	71,745	112,878
Unrestricted Net Assets	<u>45,969</u>	<u>661,545</u>
Total net position	<u>117,714</u>	<u>774,423</u>
Total liabilities and net position	<u>\$ 3,485,497</u>	<u>\$ 3,354,795</u>

See accompanying notes to financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
 (An Agency of the State of Hawaii)
Statements of Activities
June 30, 2014 and 2013

	2014			2013		
	Expenses	Operating Grants Revenue	Net Revenue (Expense) and Changes in Net Position	Expenses	Operating Grants Revenue	Net Revenue (Expense) and Changes in Net Position
Governmental Activities						
Support and Administrative Services	\$ 1,924,637	\$ -	\$ (1,924,637)	\$ 1,399,522	\$ -	\$ 1,399,522
Instructional Enhancement	<u>2,218,814</u>	<u>2,218,814</u>	<u>-</u>	<u>3,617,958</u>	<u>3,617,958</u>	<u>-</u>
Total Governmental Activities	4,143,451	2,218,814	(1,924,637)	5,017,480	3,617,958	1,399,522
General Revenue:						
Administrative Fees Charged to Charter Schools			\$ 1,235,363			\$ 1,175,634
Other Grants and Income			<u>32,565</u>			<u>21,642</u>
Total General Revenue			1,267,928			1,197,276
Change in Net Position			(656,709)			(202,246)
Net Position - beginning of year			<u>774,423</u>			<u>976,669</u>
Net Position - end of year			<u>\$ 117,714</u>			<u>\$ 774,423</u>

See accompanying notes to financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)
Balance Sheet
Year Ended June 30, 2014 with Summarized Comparative Totals for 2013

	General	Restricted Funds	Total	
			2014	2013
ASSETS				
Current assets				
Cash				
Operating Checking - Bank of Hawaii	\$ 1,498,375	\$ 450,413	\$ 1,948,788	\$ 2,024,410
Cash Held for Others	-	255,001	255,001	255,001
CSRP Expenditure Account	3,648	-	3,648	5,535
Petty Cash	200	-	200	200
Total Cash	<u>1,502,223</u>	<u>705,414</u>	<u>2,207,637</u>	<u>2,285,146</u>
Accounts Receivable:				
Accounts Receivable	33,646	-	33,646	59,269
Pass Through Receivable from State	1,171,032	-	1,171,032	889,868
Net Accounts Receivable	<u>1,204,678</u>	<u>-</u>	<u>1,204,678</u>	<u>949,137</u>
Prepaid Expenses	<u>1,437</u>	<u>-</u>	<u>1,437</u>	<u>7,634</u>
Total Current Assets	<u>2,708,338</u>	<u>705,414</u>	<u>3,413,752</u>	<u>3,241,917</u>
Noncurrent assets				
Total assets	<u>\$ 2,708,338</u>	<u>\$ 705,414</u>	<u>\$ 3,413,752</u>	<u>\$ 3,241,917</u>
LIABILITIES AND FUND BALANCES				
Current liabilities				
Accounts payable	\$ 252,177	\$ -	\$ 252,177	\$ 544,703
Pass Through Payable to State	55,764	-	55,764	406,168
Pass Through Payable to Schools	2,254,019	-	2,254,019	889,818
Funds Held for Others	-	255,001	255,001	255,001
Accrued Leave Earnings	100,409	-	100,409	98,059
Unearned Revenue	-	450,413	450,413	386,623
Total liabilities	<u>2,662,369</u>	<u>705,414</u>	<u>3,367,783</u>	<u>2,580,372</u>
Fund Balances				
Nonspendable: Prepaid Expenditures	1,437	-	1,437	7,634
Unassigned	44,532	-	44,532	653,911
Total fund balances	<u>45,969</u>	<u>-</u>	<u>45,969</u>	<u>661,545</u>
Total liabilities and fund balances	<u>\$ 2,708,338</u>	<u>\$ 705,414</u>	<u>\$ 3,413,752</u>	<u>\$ 3,241,917</u>

See accompanying notes to financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)
Statement of Revenues, Expenditures and Changes in Fund Balances
Year Ended June 30, 2014 with Summarized Comparative Totals for 2013

	Restricted Funds - Federal					School		Total
	Title I	Title II	Title III	Impact Aid	Improvement Grant	Other	2014	
REVENUES:								
Administration Fee to Charter Schools	\$ 1,235,363	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,235,363	\$ 1,175,634
Federal Grants	18,875	49,063	14,845	-	-	-	232,637	346,200
State Special Salary Funding	13,690	-	-	-	-	-	18,875	18,875
Other Income	-	-	-	-	-	-	13,690	1,017
Total Revenues	1,267,928	49,063	14,845	-	-	-	1,500,565	1,541,726
EXPENDITURES:								
Payroll and Related Expenses	1,058,341	30,264	-	-	-	-	1,203,326	1,114,965
Special Fund Assessment	476,922	-	-	-	-	-	476,922	-
Professional Services	174,186	1,966	5,367	-	-	-	216,893	218,533
Building Leases	90,906	-	-	-	-	-	90,906	95,051
Travel	23,293	15,408	2,916	-	-	-	54,011	92,402
Capital Outlay	12,678	-	-	-	-	-	12,678	19,624
Computer Expenses	10,561	-	1,646	-	-	-	12,207	15,101
Repairs and Maintenance	12,033	-	-	-	-	-	12,033	9,934
Supplies	4,534	-	4,465	-	-	-	9,210	15,636
Meeting Refreshments and Meal	4,120	-	350	-	-	-	8,560	25,107
Professional Development	7,219	-	-	-	-	-	7,219	28,927
Miscellaneous	2,374	1,425	-	-	-	-	4,511	2,748
Postage	825	957	20	-	-	-	1,802	3,631
Telecommunications	1,541	-	-	-	-	-	1,541	14,810
Dues and Subscriptions	1,474	-	-	-	-	-	1,474	844
Equipment Purchases	1,165	-	-	-	-	-	1,165	3,197
Printing and Advertising	723	-	-	-	-	-	723	7,539
Rental Expenses	237	270	80	-	-	-	587	100
Utilities	372	-	-	-	-	-	372	3,257
Total Expenditures	1,883,504	49,063	14,844	-	-	-	2,116,140	1,671,406
EXCESS OF REVENUES OVER EXPENDITURES	(615,576)	-	-	-	-	-	(615,576)	(129,680)
OTHER FINANCING SOURCES (USES):								
Transfers in From State of Hawaii	63,812,110	1,750,673	21,228	3,573,346	1,308,875	9,752	70,680,508	62,572,787
Transfers Out to Charter Schools	(63,812,110)	(1,750,673)	(21,228)	(3,573,346)	(1,308,875)	(9,752)	(70,680,508)	(62,572,787)
Total other financing (uses) sources	-	-	-	-	-	-	-	-
NET CHANGE IN FUND BALANCES	(615,576)	-	-	-	-	-	(615,576)	(129,680)
FUND BALANCES - Beginning of year	661,545	-	-	-	-	-	661,545	791,225
FUND BALANCES - End of year	\$ 45,969	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,969	\$ 661,545

See accompanying notes to financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)
Statement of Cash Flows
Year Ended June 30, 2014 with Summarized Comparative Totals for 2013

	Restricted Funds - Federal						Total All Funds 2013	
	General	Title I	Title II	Title III	Impact Aid	School Improvement Grant		Other
CASH FLOWS FROM OPERATING ACTIVITIES								
Cash received from Charter Schools	\$ 18,893,084	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,893,084
Cash received from State of Hawaii	66,418,842	2,067,572	22,277	25,467	3,573,346	1,462,875	9,752	73,580,131
Other Cash Receipts	57,502	-	-	-	-	-	-	57,502
Cash paid to Charter Schools	(67,972,583)	(1,750,673)	(204,524)	(21,228)	(3,573,346)	(1,308,907)	(9,752)	(74,841,013)
Cash paid to State of Hawaii	(15,800,435)	-	-	-	-	-	-	(15,800,435)
Cash paid to Employees and Vendors	(1,736,308)	(168,729)	(49,063)	-	-	-	-	(1,954,100)
Net cash provided by (used in) operating activities	(139,898)	148,170	(231,310)	4,239	-	153,968	-	(64,831)
CASH FLOWS FROM INVESTING ACTIVITIES								
Purchase of Capital assets	(12,678)	-	-	-	-	-	-	(12,678)
Net cash provided by (used in) investing activities	(12,678)	-	-	-	-	-	-	(12,678)
CASH FLOWS FROM FINANCING ACTIVITIES								
NET INCREASE (DECREASE) IN CASH	(152,576)	148,170	(231,310)	4,239	-	153,968	-	(77,509)
CASH - Including restricted amounts - beginning of the year	1,909,799	74,646	287,561	13,140	-	-	-	2,285,146
CASH - including restricted amounts - end of year	\$ 1,757,223	\$ 222,816	\$ 56,251	\$ 17,379	\$ -	\$ 153,968	\$ -	\$ 2,207,637
								\$ 2,285,146

See accompanying notes to financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
 (An Agency of the State of Hawaii)
 Statement of Cash Flows (continued)

Year Ended June 30, 2014 with Summarized Comparative Totals for 2013

	General	Title I	Title II	Title III	School Improvement Grant	Total All Funds 2014	Total All Funds 2013
RECONCILIATION OF NET INCOME TO NET CASH PROVIDED BY OPERATING ACTIVITIES							
Net income	\$ (656,709)	\$ -	\$ -	\$ -	\$ -	\$ (656,709)	(202,246)
Adjustments to reconcile net income to net cash provided by operating activities							
Depreciation	53,811	-	-	-	-	53,811	83,690
Loss on donated assets	-	-	-	-	-	-	8,500
Net change in allowance for doubtful accs	-	-	-	-	-	-	(4,615)
Changes in operating assets and liabilities:							
Accounts Receivable (net)	(255,541)	-	-	-	-	(255,541)	183,273
Prepaid expenses	6,198	-	-	-	-	6,198	3,075
Accounts payable and accrued expenses	723,621	-	-	-	-	723,621	335,438
Unearned Revenue	(11,278)	148,170	(231,310)	4,239	153,968	63,789	(191,688)
Funds held in Trust	-	-	-	-	-	-	-
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	\$ (139,898)	\$ 148,170	\$ (231,310)	\$ 4,239	\$ 153,968	\$ (64,831)	\$ 215,427

See accompanying notes to financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(AN AGENCY OF THE STATE OF HAWAII)
Year Ended June 30, 2014

1. Nature of Activities and Summary of Significant Accounting Policies

Nature of activities

State Public Charter School Commission (the "SPCSC") was formed pursuant to Hawaii State Legislature HRS 302D-3 and is attached to the Department of Education (DOE) for administrative purposes only. Among other duties, SPCSC is responsible for the following:

- Preparing and executing the budget for SPCSC
- Allocating annual appropriations to the charter schools based on student enrollment
- Monitoring charter school compliance with various state laws
- Representing charter schools in communication to the Board of Education (BOE)
- Statewide chartering jurisdiction and authority to authorize high-quality public charter schools throughout the State

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

The SPCSC receives funding from the State. Other support of SPCSC is in the form of administrative costs allocated by various Federal grants.

These financial statements are intended to present the financial position and activity of only the SPCSC and not that of the whole Department of Education. Additionally, these financial statements do not represent any balances or activity of the individual charter schools.

Summary of Significant Accounting Policies

Basis of accounting

The accompanying statements and accounting policies of SPCSC conform to accounting principles generally accepted in the United States of America (GAAP) as applicable to governmental units.

Basis of presentation

The government wide financial statements consist of the statement of net assets and the statement of activities. These statements report on all activities of the primary governmental unit. The statement of activities demonstrates the degree to which the direct expenses of given functions are offset by program revenues. Direct expenses are those that are clearly identified with a specific function. Program revenue includes grants that are restricted to meeting the operational requirements of a particular function. Other items not included among program revenues are reported instead as general revenues.

Cash and cash equivalents

For purposes of the financial statements, SPCSC considers all unrestricted highly liquid investments with an initial maturity of three months or less to be cash equivalents.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(AN AGENCY OF THE STATE OF HAWAII)
Year Ended June 30, 2014

1. Nature of Activities and Summary of Significant Accounting Policies (continued)

Summary of Significant Accounting Policies (continued)

Measurement focus, basis of accounting and financial statement presentation

The government wide and fund financial statements are reported using the economic resources measurement focus and the modified accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Pass through receivable and payable accounts

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

Federal program funds that have been received by SPCSC by June 30, 2014 and are to be directly passed on to the schools, but paid to the schools after year-end, are also included in the pass through accounts.

Unearned Revenue

SPCSC reports unearned revenue in the financial statements. Unearned revenue arises when potential revenue does not meet both the measurable and available criteria for recognition in the current period. In general, Federal monies received in the current year which have not been expended for the federal purpose by year-end are unearned.

Property and equipment

The SPCSC capitalizes furniture and equipment purchases greater than \$5,000 and with a useful life greater than one year. Depreciation is computed using the straight-line method over the assets' estimated useful lives.

Expense/Expenditures

On an accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(AN AGENCY OF THE STATE OF HAWAII)
Year Ended June 30, 2014

1. Nature of Activities and Summary of Significant Accounting Policies (continued)

Summary of Significant Accounting Policies (continued)

Expense allocation

Directly identifiable expenses are charged to programs and supporting activities. Expenses related to more than one function are charged to programs and supporting activities on the basis of periodic time and expense studies. Administration expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall management activities and direction of the SPCSC.

2. Capital Assets

Capital asset activity for the year ended June 30, 2014, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental Activities				
Office and Computer Equipment	\$ 258,177	\$ 12,678	\$ -	\$ 270,855
Less: Accumulated Depreciation	(145,299)	(53,811)	-	(199,110)
Total Capital Assets	<u>\$ 112,878</u>	<u>\$ (41,133)</u>	<u>\$ -</u>	<u>\$ 71,745</u>

Depreciation expense for the year ended June 30, 2014, was \$53,811.

3. Net Asset/Fund Balances

Net assets in the government-wide financial statements are classified as invested in capital assets and unrestricted. As of June 30, 2014, there are no restricted net assets.

In the fund financial statements, fund balance represents the assets less liabilities for each fund. As of June 30, 2014, there are no restricted fund balances.

4. Contingencies

SPCSC has received proceeds from several federal and state grants. These grants are subject to periodic audit and certain costs may be questioned. Such audits could result in the refund of grant moneys to the grantor agencies. Management believes this risk is remote and any funds required to be refunded would not be material. As a result, no provision has been made in the accompanying financial statements for the refund of any grant moneys.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(AN AGENCY OF THE STATE OF HAWAII)
Year Ended June 30, 2014

5. Lease Commitments

SPCSC leases office space at 1111 Bishop Street in Honolulu from 1103, LLC. The lease term is from December 1, 2009 to November 30, 2014. Monthly base rent is \$2,844 with 3% annual increases for the remaining lease term plus \$4,197 for common area maintenance expenses and property taxes.

Future minimum lease payments under operating leases that have remaining terms in excess of one year as of June 30, 2014, are \$14,633 for the fiscal year ending June 30, 2015.

Rent expense for the fiscal year ended June 30, 2014 totaled \$90,906.

6. Reconciliations of Government-wide Financial Statements to Fund Financial Statements

Capital Asset amounts are the only reconciling items between the government and fund financial statements. Reconciliations at June 30, 2014 are:

Statement of Net Position to Balance Sheet

Statement of Net Position Total Net Assets	\$ 117,714
Less: Capital Assets, Net	<u>(71,745)</u>
Balance Sheet Fund Balance	<u>\$ 45,969</u>

**Statement of Activities to Statement of Revenues,
Expenditures and Changes in Fund Balance**

Statement of Activities Change in Net Assets (Loss)	\$ (656,709)
Less: Capital Assets Recorded in the Current Period	(12,678)
Plus: Current Fiscal Year Depreciation	<u>53,811</u>
Net Change in Fund Balances	<u>\$ (615,576)</u>

7. Subsequent Events

In preparing these financial statements, SPCSC has evaluated events and transactions for potential recognition or disclosure through November 14, 2014, the date the financial statements were available to be issued.

ADDITIONAL INFORMATION

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(AN AGENCY OF THE STATE OF HAWAII)
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Year Ended June 30, 2014**

<u>Federal Grantor/Pass-through Grantor/ Program Title</u>	<u>Federal CFDA Number</u>	<u>Federal Expenditures</u>	<u>Amount Provided to Subrecipient</u>
United States Department of Education:			
Passed through the State of Hawaii Department of Education:			
Title I Grants to Local Educational Agencies	84.010	\$ 1,922,110	\$ 1,753,381 *
Improving Teacher Quality - Title II, Part A	84.367	253,587	204,524 *
English Language Acquisition	84.365	36,073	21,228
Impact Aid	84.041	3,573,346	3,573,346 *
Education Jobs Fund	84.410	4,269	4,269
*ARRA - School Improvement Grants, Recovery Act	84.388	<u>1,308,875</u>	<u>1,308,875</u> *
Total Expenditures of Federal Awards		<u>\$ 7,098,260</u>	<u>\$ 6,865,623</u>

A. Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the SPCSC and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

SINGLE AUDIT SECTION

**STATE PUBLIC CHARTER SCHOOL COMMISSION
(AN AGENCY OF THE STATE OF HAWAII)
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
Year Ended June 30, 2014**

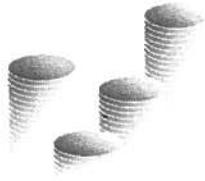
PRIOR YEAR FINANCIAL STATEMENT FINDINGS

None noted.

PRIOR YEAR FINANCIAL FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

2013 – 1 Subrecipient Monitoring

- Condition:** In the prior year, it was noted that the SPCSC did not perform the following: (1) Ensuring that subrecipients expending \$500,000 or more in Federal awards during the subrecipient's fiscal year for fiscal years ending after December 31, 2003 as provided in OMB Circular A-133 have met the audit requirements of OMB Circular A-133 and that the required audits are completed within 9 months of the end of the subrecipient's audit period; (2) issuing a management decision on audit findings within 6 months after receipt of the subrecipient's audit report; and (3) ensuring that the subrecipient takes timely and appropriate corrective action on all audit findings.
- Recommendation:** It was recommended that SPCSC put procedures in place to ensure that the Charter Schools are having A-133 audits when they exceed \$500,000 in federal expenditures, to issue a management decision on the audit findings and to monitor the Charter Schools' corrective actions for timeliness and appropriateness.
- Current status:** Recommendation was partially implemented. See current year finding 2014 – 001.



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**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH GOVERNMENT AUDITING STANDARDS**

To State Public Charter School Commission
Honolulu, Hawaii

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 State Public Charter School Commission (SPCSC), as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise SPCSC's basic financial statements and have issued our report thereon dated November 14, 2014.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered State Public Charter School Commission's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of SPCSC's internal control. Accordingly, we do not express an opinion on the effectiveness of SPCSC'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.

State Public Charter School Commission

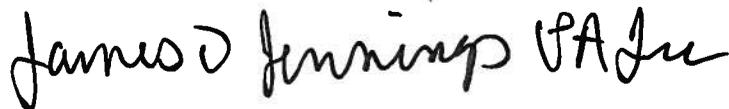
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not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

Compliance and Other Matters

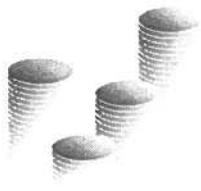
As part of obtaining reasonable assurance about whether the SPCSC's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Purpose of this Report

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

A handwritten signature in black ink that reads "James D Jennings CPA". The signature is written in a cursive style.

Honolulu, Hawaii
November 14, 2014



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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

To State Public Charter School Commission
Honolulu, Hawaii

Report on Compliance for Each Major Federal Program

We have audited State Public Charter School Commission's (SPCSC) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of SPCSC's major federal programs for the year ended June 30, 2014. SPCSC's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

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

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of SPCSC's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about SPCSC's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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

Basis for Qualified Opinion on Improving Teacher Quality State Grants CFDA # 84.367 and Title I Grants to Local Educational Agencies CFDA # 84.010

As described in the accompanying schedule of findings and questioned costs, SPCSC did not comply with requirements regarding CFDA 84.367 Improving Teacher Quality State Grants and CFDA 84.010 Title I Grants to Local Educational Agencies as described in finding number 2014-001 for Subrecipient Monitoring. Compliance with such requirement is necessary, in our opinion, for SPCSC to comply with the requirements applicable to that program.

Qualified Opinion on Improving Teacher Quality State Grants CFDA # 84.367 and Title I Grants to Local Educational Agencies CFDA # 84.010

In our opinion, except for the noncompliance described in the Basis for Qualified Opinion paragraph, SPCSC complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on CFDA 84.367 Improving Teacher Quality State Grants and CFDA 84.010 Title I Grants to Local Educational Agencies for the year ended June 30, 2014.

Unmodified Opinion on Each of the Other Major Federal Programs

In our opinion, SPCSC complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its other major federal programs identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs for the year ended June 30, 2014.

Other Matters

SPCSC's response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. SPCSC's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

Management of SPCSC is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered SPCSC's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of SPCSC's internal control over compliance.

Our consideration of internal control over compliance was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified a deficiency in internal control over compliance that we consider to be a material weakness.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2014-001 to be a material weakness.

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. We did not identify any deficiencies in internal control over compliance that we consider to be significant deficiencies.

SPCSC's response to the internal control over compliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. SPCSC's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

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 OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.



Honolulu, Hawaii
November 14, 2014

STATE PUBLIC CHARTER SCHOOL COMMISSION
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2014

Section I - Summary of Auditor's Results:

Financial Statements

1. The auditor's report expresses an unmodified opinion on the financial statements of State Public Charter School Commission.
2. Internal control over financial reporting:

Material weakness identified	No
Significant deficiency identified	None reported
3. Noncompliance material to financial statements noted No

Federal Awards

4. Internal control over major programs:

Material weakness identified	Yes
Significant deficiency identified	No
5. Type of auditor's report issued on compliance for major programs: Qualified
6. Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133 Yes
7. The programs tested as major program included:

Department of Education – Improving Teacher Quality State Grants	84.367
Department of Education – Impact Aid	84.041
Department of Education – Title I Grants to Local Educational Agencies	84.010
Department of Education – ARRA – School Improvement Grants	84.041
8. Dollar threshold used to distinguish between type A and type B programs: \$ 300,000
9. State Public Charter School Commission qualify as a low-risk auditee No

**STATE PUBLIC CHARTER SCHOOL COMMISSION
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2014**

Section II - Financial Statement Findings

None noted.

Section III – Federal Award Findings and Questioned Costs

2014 – 001 Subrecipient Monitoring

Department of Education – Improving Teacher Quality State Grants	84.367
Department of Education – Title I Grants to Local Educational Agencies	84.010

Criteria: U.S. Office of Management and Budget Circular No. A-133 (OMB Circular A-133), Audits of States, Local Governments, and Non-Profit Organizations, Compliance Supplement sets forth requirements relative to subrecipient monitoring. Pass through entities are responsible for the following: (1) Ensuring that subrecipients expending \$500,000 or more in Federal awards during the subrecipient’s fiscal year for fiscal years ending after December 31, 2003 as provided in OMB Circular A-133 have met the audit requirements of OMB Circular A-133 and that the required audits are completed within 9 months of the end of the subrecipient’s audit period; (2) issuing a management decision on audit findings within 6 months after receipt of the subrecipient’s audit report; and (3) ensuring that the subrecipient takes timely and appropriate corrective action on all audit findings. In cases of continued inability or unwillingness of a subrecipient to have the required audits, the pass-through entity shall take appropriate action using sanctions.

Condition: It was noted that the SPCSC did not perform the number 2 and 3 requirements noted above.

Effect: The SPCSC is not in compliance with federal requirements.

Recommendation: We recommend to the SPCSC to put procedures in place to ensure that the management decision on the audit findings is issued and to monitor the Charter Schools’ corrective actions for timeliness and appropriateness.

**STATE PUBLIC CHARTER SCHOOL COMMISSION
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2014**

Section III – Federal Award Findings and Questioned Costs – (Continued)

2013 – 001 Subrecipient Monitoring – (Continued)

View of Responsible Officials:

With the new charter contracts, audited financial statements are required of all charter schools and need to be submitted to the Commission. Management will review all reports, note any audit findings and monitor the charter school's corrective action for timeliness and appropriateness.

Planned Corrective Action:

Management will review all audit reports and note any findings. The school will be contacted to ensure they are aware of the audit finding and asked for their corrective plan. On a quarterly basis, the Fiscal team will follow up with the school on its progress to ensure that corrective action is taken.