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DATE: November 27, 2019

TO: The Honorable Catherine Payne, Chairperson
Hawaii State Board of Education

FROM: Sione Thompson, Executive Director
Hawaii State Public Charter School Commission 

SUBJECT: Presentation on the State Public Charter School Commission’s annual report

The State Public Charter School Commission is pleased to submit its annual report on Hawaii’s charter school sector for the 2018-2019 school year, pursuant to HRS §302D-7 and your memorandum of October 10, 2019. The Commission approved this report at its general business meeting on November 14, 2019.

We are submitting the Commission’s 2019 Annual Report to the Board for its general business meeting on December 5, 2019.

Please contact me with any questions at sione.thompson@spsc.hawaii.gov or (808) 586-3775.



**State Public Charter School
Commission
(‘Aha Kula Ho‘āmana)
2018-19 Annual Report**

Approved by Commission: November 14, 2019

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Executive Summary

This annual report is the eighth issued by the State Public Charter School Commission (Commission) since its inception in 2012 and provides information on Hawai'i's charter school system for the 2018-19 school year.

Thirty-six public charter schools were in operation during the 2018-19 school year. No new charter applications were approved during the 2018-19 school year.

Charter School Performance

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

Academic Performance

The Commission annually evaluates the academic performance of all public charter schools in Hawai'i using its Academic Performance Framework (APF), which is the Commission's academic accountability system. In the current version of the APF, which was first implemented in school year 2017-18, the majority of the measures are the same as those in Strive HI — the accountability and improvement system for Hawai'i public schools — plus information related to school-selected measures approved by the Commission and included in a school's Charter Contract. The APF contains two sections:

1. Student Academic Outcomes
2. Value Added

Student Academic Outcomes consists of a variety of measures that focus on a fairly standard set of student outcomes — those that are required by Act 130, Session Laws of Hawai'i 2012, and drawn from Strive HI, as well as other optional measures of a school's choosing — and corresponding performance targets for each year of the contract, which are developed by charter schools in consultation with Commission staff.

Value Added measures or goals capture the work that a charter school is doing to impact student academic performance through mission-aligned initiatives. The measures focus on the unique aspects of a school's model that may not be captured by the Student Academic Outcomes portion of the APF or Strive HI and are intended to help to assess a school's effectiveness in fulfilling its mission and achieving the desired results of its educational program.

Overall, the Strive HI results of charter schools continues to be mixed. As in previous years, charter school performance is varied and spans a wide range, with charter schools appearing at both ends of the spectrum of academic accountability results for public schools statewide.¹ Twenty charter schools were among the highest-performing of the state's 292 K-12 public schools on the Strive HI measures — for the measures of college enrollment, growth on the English statewide assessments in both language arts and math, math achievement gap, ninth grade promotion, and school climate, charter schools were *the* highest-performing schools in the state — while 25 charter schools appeared at or near the low end of

the statewide performance range, and 11 charter schools appeared in both the top 10 percent and the bottom 10 percent of public schools statewide on different Strive HI measures.

Other significant results include: Four charter schools were in the top 10 percent statewide for 8th grade literacy, and five charter schools had among the top ten highest positive student response rates about the climate at their schools on the Tripod Student Perception Survey.

Overall, from school year 2017-18 to school year 2018-19, about half of the state's charter schools made gains in student proficiency in math, language arts, and science, as well as in growth in math and language arts on the English statewide assessments.

Financial Performance

The Financial Performance Framework incorporated a risk-based assessment to measure financial performance for Hawai'i charter schools. Utilizing this method of assessment, the Commission was better able to assess the potential risk of fiscal insolvency for each school using a balanced weighted formula that incorporated six fiscal measures.

The results of the risk assessment were encouraging. Twenty charters were assessed a risk of "Low", the lowest measure of risk for the assessment. Another twelve schools received a risk rating of "Acceptable" and appear to have a solid fiscal foundation for sustainability. Three schools received a risk rating of "Moderate" for 2018-19, and one charter school received a risk rating of "High."

Organizational Performance

For the 2018-19 school year, the Organizational Performance Framework monitored eight indicators that are required submissions through the Commission's online compliance management system to verify the school's compliance:

1. List of Key School Employees/Contacts
2. Uniform Informational Practices Act Annual Log
3. Governing Board Membership Roster
4. Teacher Licensure Task- Commission
5. Student Admission Packet Material for Upcoming Student Application Period
6. Uniform Information Practices Act Semi-Annual Summary Log
7. Annual Fire Inspection Report
8. Statement of Assurances.

The 2018-19 school year was the first year in which all charter schools were in compliance with the above indicators since the Organizational Performance Framework measures were updated in school year 2017-18.

Commission's Priorities for the 2019-20 School Year

Strategic Plan Implementation and the Four Pillars of Support

The Commission's focus for the 2019-20 School Year will center around the implementation of its strategic plan through the restructured Commission office, as well as the four pillars of support in successful schools: Governance, Leadership, Instruction, and Community. All of the Commission's teams will support each of these pillars while guiding schools to compliance with their charter contracts and the Commission's performance expectations.

Health and Safety

The safety of students is a priority of the Commission. In collaboration with the DOE, the Commission will develop procedures that inform policy on health and safety guidelines for charter schools and their facilities. The Commission will communicate, implement, and support charter school compliance with health- and safety-related requirements and gather data that will inform the Commission's future policies and advocacy on these priority issues.

Revisions to the Performance Framework

The unique proposition of chartering allows schools to implement an educational model that is consistent with its individual mission and values and meets the needs of its community. The Commission honors each school's mission and vision. However, the Commission previously measured performance through operational tasks, financial health, and standardized state assessments of student outcomes. The Commission has taken feedback from its portfolio of schools, community members, and educational partners, and desires to analyze these data to inform a differentiated performance framework that includes measures of success that are more reflective of each school's mission and vision. This strategy is focused on strengthening school accountability while maintaining school autonomy. As a learning organization, the Commission will revise its Performance Framework, which sets the Commission's performance expectations for the schools it authorizes. The revised performance framework will collect data from its portfolio of schools that also measures the conditions, practices, and systems necessary for learning and, ultimately, the provision of high quality education, to occur.

Early Learning and a P-3 System in Charter Schools

The implementation of Act 276, Session Laws of Hawai'i 2019, resulted in the first state-funded pre-K classrooms in charter schools and the initiation of a pre-K-to-grade 3 (P-3) continuum of learning, which are key components of the Commission's portfolio strategy. Through state funding, the Commission will be working with these charter schools to establish a P-3 learning system that is designed to build foundational learning for its students and future improvements in student outcomes.

Academic Outcomes

The Commission advocates for multiple measures of success. Other partner organizations and 17 Hawaiian culture-focused charter schools have collaborated on a multi-year initiative focused on the development of Culturally Relevant Assessments. The Commission will continue to work with all charter schools to support conditions for multiple and alternative academic measures of student success.

I. Introduction

This Annual Report is the eighth to be issued by the State Public Charter School Commission (“Commission”), which was created under Act 130 (“Act 130”), Session Laws of Hawai‘i (“SLH”) 2012, as the State’s only statewide charter school authorizer. This report addresses developments during the 2018-19 fiscal and academic years.

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

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

As of November 21, 2013, all 33 Hawai‘i public charter schools, then in existence, had entered into the first Charter Contract, which incorporated a Performance Framework comprised of three substantive areas: Academic, Financial, and Organizational. The Commission’s first Charter Contract was still a work-in-progress because the DOE’s Strive HI Performance System (the school accountability and improvement system for all Hawai‘i public schools, both DOE and charter) had not yet received federal approval. In order to allow for the 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. No school faced potential non-renewal of its Charter Contract for inadequate performance.

During the 2013-14 school year, after extensive meetings with the charter schools, both the Academic Performance Framework and the second Charter Contract² were finalized and adopted. The second Charter Contract incorporated the new Academic Performance Framework, a more developed Organizational Performance Framework, and retained the same Financial Performance Framework approved in June 2013. The third Charter Contracts were for three years for 33 schools, from school year 2014-15 to school year 2016-17. Subsequently, charter schools received new charter contracts for terms ranging from two to five years based upon the individual school’s performance under the Performance Framework. This report encompasses the reviews of individual school performances for school year 2018-19.

II. Strategic Vision

Strategic Vision and Plan Project

The Commission's strategic vision and planning efforts was triggered by a number of factors, including the BOE's Fall 2016 Special Review Report. In the spring of 2017, the Commission initiated a Strategic Vision and Plan project and organized a Permitted Interaction Group (PIG) as the project Steering Committee, which periodically reported back to the Commission on the project's progress. The project scope acknowledged that vision and planning encompassed both chartering and authorizing.

Based on the its strategic vision and plan, the Commission implemented project activities that included input from charter school communities, as well as frameworks, plans, and strategies during the 2018-19 school year.

Strategic Anchors

The following purposes for chartering in Hawai'i function as anchors for the Commission's Strategic Vision and Plan and are in alignment with the BOE's Philosophy of Education (BOE Policy E-1 and the overall Need for Education by:

- A. **Meeting Family and Community Educational Needs.** To meet the educational needs of families and communities—academically, socially and emotionally with educational *ea* (essence).
- B. **Operating Laboratories of Innovation.** Charter schools are laboratories where action research innovations are hypothesized, researched, designed, implemented, refined and studied to improve the innovation to better meet the needs of families and communities.
- C. **Reflecting Hawai'i's Values and Practices.** Charter schools in Hawai'i reflect family and community choices, values, places, language, culture, practices and whole child perspectives. Project, place, *'āina* (land), Pacific, Hawai'i and Hawaiian culture based beliefs, values, principles, pedagogies, mindsets and practices, are mechanisms uniquely valued by island families and communities.

Commission's Statutory Mission

The statutory mission of the Commission "**to authorize high-quality public charter schools throughout the State**" (HRS 302D-3(b)) remains unchanged.

High Quality Public Charter Schools

High quality public charter schools are evidenced by:

- A. **Purpose.** A clearly stated and articulated mission statement (purpose) focused on meeting the needs of families in their communities, with a shared understanding of that purpose throughout the school community, including Governing Board members, administrators, teachers, school community members, students, parents, families, collaborators and communities at large.

B. **Program.** A holistic programming aligned to the school’s mission including; rigorous academic expectations with whole child perspectives and supports. Iterative, innovative, continuous improvement, action research and data informed approaches for the achievement of targeted academic, social and behavioral outcomes that meet the needs of families and communities.

C. **Perpetuity.** A long view of the premise and need for education including management of resources (financial, human, social, community) responsibly and prudently with multi-faceted accountabilities. Schools sustain systems of development for leaders and positively influence in their communities.

Commission’s Strategic Authorizing Vision

The proposed vision of the Commission is to **authorize, actualize and amplify a portfolio of high-quality community based schools throughout the State that are meeting the educational needs of families and communities.**

The vision of the Commission is to authorize with ALOHA, actualize a learning organization and system, and to amplify its charter school portfolio.

A. **Authorize with ALOHA.** As a member of the National Association of Charter School Authorizers (NACSA), the belief of improving families’ access to quality schools; providing school communities the autonomy they need for schools to excel; and holding schools accountable for their performance; are shared beliefs, implemented in ways that evidence Hawai’i’s uniqueness framed in the ALOHA spirit: Akahai (kindness with tenderness), Lōkahi (unity with harmony), ‘Olu’olu (agreeable with pleasantness), Ha’aha’a (humility with modesty), Ahonui (patience with perseverance).

B. **Actualize a Learning Organization and System.** Authorizers should model learning organization practices by using the “component technologies”: systems thinking, personal (organization) mastery, mental models, shared vision and team (organization) learning. An authorizer that functions as a learning organization is better able to create the conditions and the support for learning and growth mindset environments and practices necessary for portfolio schools.

C. **Amplify Charter School Portfolio and Practices.** A strategic authorizer recognizes the mission, identity, value and contribution of schools individually, and enables and strengthens, individual schools for the collective benefit of the portfolio and chartering in the State of Hawai’i as a whole.

Strategic Framework

The Commission’s strategic framework operates with an understanding that the authorizer in Hawai’i operates in the public chartering and choice context within the larger statewide public PK-12 education context. The framework has three dimensions to articulate and frame strategies; and then to enable monitoring and reporting about the progress of the implementation of strategies, tactics and activities of the plan itself.

- A. **Vision for Public Education.** Hawai'i's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society (Board of Education Ends Policy E-2).
- B. **Strategic Anchors & Purposes of Chartering.** Meets family and community educational needs; operates laboratories of innovation; and reflects Hawai'i's values and practices.
- C. **Statutory Mission.** The statutory mission of the Commission "**to authorize high-quality public charter schools throughout the State**" (HRS 302D-3(b)) remains unchanged.
- D. **Vision for Authorizing.** Authorize with ALOHA, actualize a learning organization and system, and amplify the charter school portfolio and practices.
- E. **NACSA Beliefs as Framing Guidelines.** Providing better schools to more children by improving families' access to quality schools, provide educators the autonomy they need for schools to excel, hold schools accountable for their performance. Quality authorizing is essential to ensure access, autonomy and accountability. Authorizers are responsible for the overall performance of their portfolio of schools.
- F. **Time.** The strategic vision and plan is framed within a 5-year vision and three strategy focus areas: portfolio, practice and policy strategies. **Strategies and implementation actions will focus on five years to acknowledge the urgency and focus needed.**
- G. **Strategies.** Strategies for moving from the current "AS IS" state to realize the visions of chartering and authorizing are organized into the following three strategy categories in order of priority:

Portfolio Strategies

Strategies to strengthen and/or risk mitigate individual schools and the portfolio as a collective.

During the 2018-19 school year, the Commission supported the eleven charter schools that were classified in the federal category of "Comprehensive Support and Improvement" (CSI) by the DOE. Commission staff held a Comprehensive Needs Assessment workshop and guided school teams through data analysis to uncover schools' root causes for low performance, as measured by the Strive HI Performance System. The Commission provided individualized coaching and mentoring for CSI school leaders to implement school improvement plans and increase leadership capacity.. CSI school leaders also had an opportunity to participate in a leadership professional learning community (PLC) in which leaders identified different problems of practice and explore research- and evidence-based solutions.

Additionally, professional development was provided in the areas of governance, school leadership, instructional practices, and community engagement. Targeted professional development specific to schools' identified curriculum and program implementation plans were offered to build the capacity of teachers and leaders on instructional strategies and the use of data to inform school- and classroom-level decisions. Governing board training was offered to develop board capacity and ensure that boards understand their basic educational, operational, and fiduciary duties.

As a result of its strategic plan, the Commission redesigned the organizational structure of its staff, including the creation of positions dedicated to specific charter schools for the purpose of providing individualized support to all schools in the Commission's portfolio. This guidance is designed to provide schools with support and resources to execute their mission and vision and to develop comprehensive, thoughtful schoolwide improvement plans that are aligned with the Commission's Performance Framework.

A portfolio priority focused on early learning aims to strengthen childhood literacy. The Commission partnered with various legislators to pass legislation for the Executive Office of Early Learning (EOEL) to support and fund four million dollars for eighteen pre-kindergarten classrooms in charter schools that will serve up to three hundred and sixty students. Act 276 provided the Commission the opportunity to partner with EOEL in furthering the development of the structures for this Early Education program. To strengthen literacy in the early years, the Commission has developed a strategy to deliver the up-front resources into the pre-kindergarten program and support it through grade 3 by supplying schools with learning and teaching coaches, structured tools for evaluation, and continuous improvement resources. This P-3 strategy attempts to address potential "drop-off" in student outcomes. The Commission is committed to high quality early childhood education and seeing it through the formative years of elementary education.

As a major function of the Commission, applications have been a part of the portfolio strategy for the Commission to meet the needs of communities and uphold high quality standards. The Commission decided to push the timeline for open applications to 2020, allowing time for the Commission to engage with multiple stakeholders in Hawai'i's educational community. The Commission continues to facilitate discussions and will analyze the data which will inform the application process. The application strategy is to use the data received over this past year create and implement an application that reflects meeting Hawai'i's diverse community needs.

Along with revamping the application process the Commission has utilized this past year to study performance standards from other authorizers around the nation with the intention to enhance the performance frameworks. By engaging with various stakeholders locally and nationally, the Commission identified multiple measures of success that contextually represent Hawai'i's diverse and unique culture. The information gathered from charter schools, community members, and national partners will be part of the strategy to develop performance measures for the next iteration of the charter school contract.

Through implementation of its new organizational structure, the Commission provides systems support for its portfolio of charter schools. One of the Commission's priorities is strengthening Health and Safety infrastructure at charter schools. Through its Director of Communication and Services Team, the Commission provided safety planning support, along with emergency procedure communication protocols, centralized guidance documents, trainings, building safety standards, and communication support between multiple state agencies.

Practice Strategies

Strategies focused on the authorizer, its mission/statutory responsibilities and its opportunities to innovate and create conditions for quality chartering and charter schools to thrive.

In keeping with its vision of authorizing with ALOHA and amplifying the work of charter schools, the Commission has implemented a strengths-based approach toward authorizing that promotes the high-quality programs and models that charter schools offer. The Commission celebrates charter school successes by displaying “bright spots” in its monthly newsletters and sharing positive stories and data about charter schools through social media and press releases to local media. This communication strategy is a way to enhance the public narrative around charter schools and to highlight the contributions of these schools to their communities.

The Commission strives to honor the unique mission and vision of each of its charter schools. The proposition of chartering is that, by implementing an educational model aligned with the school’s mission and values that meets the needs of its community. The Commission previously measured performance through operational task, financial health, and standardized state assessment of student outcomes. The Commission has taken feedback from portfolio schools, community members, and educational partners and it is the Commission’s desire to analyze this data to inform a differentiated performance framework and measurements of success that are more reflective of the school's mission and vision. This strategy is focused on strengthening school accountability and autonomy. The Commission seeks to understand its schools through systems of feedback that enable the conditions and appropriate support for learning and growth. Further, this feedback informs practices necessary for high-quality education.

Policy Strategies

Philosophical, high level policy, legislative, statutory, administrative rule or other strategies to provide a foundation and basis for quality chartering and authorizing.

Early Education: In school year 2018-19, the Commission worked to support and pass legislation for supporting early education. Through Act 276 the Commission was able to advocate for \$4M to support continuation of eighteen pre-kindergarten classrooms.

Health and Safety: Safety of students is a priority of the Commission. In collaboration with the DOE, the Commission has developed procedures that are informing policy on safety guidelines for charter school facilities. Charter schools are under resourced and supported in this area. The Commission has implemented communication and facility requirements. Support for compliance of these requirements is the strategy to inform future policy.

Academic Outcomes: The Commission is advocating for multiple measures of success. Other organizations have partnered with the Commission in looking at culturally relevant measures and assessments. The Commission desires to support conditions for multiple and alternative academic measures for student success.

III. Authorized Charter Schools in School Year 2018-19

In school year 2018-19, there were 36 charter schools operating across the state. Hawai'i Island and O'ahu were each home to 14 charter schools and a new charter school opened on Kaua'i, bringing that island's total to 5 charter schools. Maui and Moloka'i each had one charter school, and the Commission had one charter school operating statewide. Collectively, charter schools enrolled 11,546 students in kindergarten through grade 12, a 3 percent increase over the previous year, during which charter school enrollment was 11,160 students.

The 2018-19 school year was also the fourth and final year of the Commission's federally funded Preschool Development Grant, during which 11 charter schools across the state provided 360 no-cost public prekindergarten slots for four-year-old students. Participating charter schools on Hawai'i Island, Kaua'i, Moloka'i, and O'ahu were able to enroll 241 students, of which 167, or more than two-thirds, had no prior preschool experience. This means that more students are ready for school or have the supports in place to begin their educational experiences ready to learn.

The following chart provides basic information on all charter schools that were authorized to operate in Hawai'i during the 2018-19 school year.

Table 1: Basic Charter School Information 2018-19

School	Governing Board Chair	School Director	Year Authorized	Grades Served	Total K-12 Enrollment ³	Title I Funding? ⁴	Blended or Virtual Learning?
Alaka'i O Kaua'i Public Charter School	Rick Eckert	Fred Birkett	2016	K-5	123	No	No
Connections Public Charter School	Libby Oshiyama	John Thatcher	2000	K-12	335	Yes	No
Hakipu'u Learning Center	Kau'i Pratt-Aquino	Sue Deuber	2001	4-12	54	Yes	No
Hālau Kū Māna Public Charter School	Keoni Lee	Brandon Keoni Bunag	2000	4-12	140	No	No
Hawai'i Academy of Arts & Science Public Charter School	Michael Dodge	Steve Hirakami	2001	K-12	644	Yes	Blended & virtual
Hawai'i Technology Academy	Wendy Marx-Cunitz	Leigh Fitzgerald	2008	K-12	1,197	No	Blended only
Innovations Public Charter School	Jolene Mears	Jennifer Hiro	2001	K-8	240	Yes	No
Ka 'Umeke Kā'eo	Puakalima Naipo	Olani Lilly	2001	Pre-K-10	207	Yes	No
Ka Waihona o ka Na'auao Public Charter School	Dawn Kau'i Sang	Misipati Karapani	2001	K-8	738	Yes	Blended only
Kamaile Academy, PCS	Joe Uno	Paul Kepka	2007	Pre-K-12	839	Yes	No
Kamalani Academy Charter School	Ku'uipo Laumatia	Amanda Langston	2016	K-8	297	Yes	No
Kanu o ka 'Āina New Century Public Charter School	Kanani (Marion) Kapuniai	Allyson Tamura	2000	K-12	548	Yes	Blended & virtual

Table 1: Basic Charter School Information 2018-19

School	Governing Board Chair	School Director	Year Authorized	Grades Served	Total K-12 Enrollment ³	Title I Funding? ⁴	Blended or Virtual Learning?
Kanuikapono Public Charter School	Jade Danner-Jones	Kanoe Ahuna	2001	K-12	187	Yes	No
Ka'ōhao Public Charter School⁵	Phil Whitesell	Ed Noh	1996	K-6	341	No	No
The Kapolei Charter School by Goodwill Hawai'i	Malcolm Lau	Wanda Villareal	2016	9-10	89	No	No
Kawaikini New Century Public Charter School	Leilima Rapozo	Jessell Tanaka	2008	K-12	155	Yes	No
Ke Ana La'ahana Public Charter School	Patrick Kahawaiolaa	W. Mapuana Waipa	2001	7-12	38	Yes	No
Ke Kula Niihau O Kekaha Learning Center	Kelley Phillips	Tia (Jamie) Koerte	2001	Pre-K-12	52	Yes	No
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Tricia Kehaulani Aipia-Peters	Kauanoë Kamanā	2001	Pre-K-8	450	No	No
Ke Kula 'o Samuel M. Kamakau, LPCS	Arianne Chock	Meahilahila (Ivy) Kelling	2001	Pre-K-12	119	No	No
Kihei Charter School	Michael Sweeney	John Colson	2001	K-12	652	No	Blended only
Kona Pacific Public Charter School	Cecilia Royale	Kim Le Bas	2008	K-8	218	Yes	No

Table 1: Basic Charter School Information 2018-19

School	Governing Board Chair	School Director	Year Authorized	Grades Served	Total K-12 Enrollment ³	Title I Funding? ⁴	Blended or Virtual Learning?
Kua o ka Lā New Century Public Charter School	Glen Calvert	Susan Osborne Kapoula Thompson	2001	Pre-K-12	185	Yes	Blended & virtual
Kualapu‘u School: A Public Conversion Charter	Joe Uno	Lydia Trinidad	2004	Pre-K-6	315	Yes	No
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Kuulei Keaumoana	Hedy Sullivan	2001	K-12	50	No (but eligible)	No
Laupāhoehoe Community Public Charter School	Pam Elders	Kahele Nahale-a	2011	Pre-K-12	359	Yes	Virtual only
Mālama Honua Public Charter School	Herb Lee	Denise Espania	2012	K-6	126	Yes	No
Myron B. Thompson Academy	Myron Thompson	Diana Oshiro	2001	K-12	568	No	Blended only
Nā Wai Ola Public Charter School	Melissa Postler	Jason Wong	2000	Pre-K-6	146	Yes	No
SEEQS: the School for Examining Essential Questions of Sustainability	Jason D’Olier	Buffy Cushman-Patz	2012	6-8	185	No	No
University Laboratory School	Denise Yoshimori-Yamamoto	Keoni Jeremiah	2001	K-12	437	No	No
The Volcano School of Arts & Sciences	Joan McDonald	Kalima Kinney	2001	Pre-K-8	191	Yes	Blended only

Table 1: Basic Charter School Information 2018-19

School	Governing Board Chair	School Director	Year Authorized	Grades Served	Total K-12 Enrollment ³	Title I Funding? ⁴	Blended or Virtual Learning?
Voyager: A Public Charter School	Chuck Harris	Evan Anderson	2000	K-8	291	No	No
Wai'ālae Elementary Public Charter School	Lianna Lam	John Constantinou	1999	Pre-K-5	505	No	No
Waimea Middle Public Conversion Charter School	Joe Uno	Janice English	2003	6-8	259	Yes	No
West Hawai'i Explorations Academy	Andi Losalio-Pawarasat	Heather Nakakura	2000	6-12	266	No	No

IV. School Year 2018-19: Year in Review

The Commission worked on numerous issues and projects throughout the 2018-19 school year, acting in its authorizing, oversight, administrative, and advocacy role for chartering in Hawai'i. The major projects and actions taken during the 2018-19 school year were:

A. Authorizer & Oversight Functions

- 1. New Charter Applications:** With the Commission's focus on the implementation of its first Strategic Plan, the Commission voted to postpone the release of new applications until January 2020, to ensure the alignment of its application for new charter schools with its Strategic Plan.
- 2. Opening of New Charter Schools:** On June 13, 2019, the Commission approved DreamHouse Ewa Beach as a full-fledged charter school that is able to open its doors to students in the 2019-20 school year.
- 3. Extension of Contract for one year for two Charter Schools:** On January 24, 2019, the Commission approved a one-year extension of their existing charter contracts for Hakipu'u Learning Center and Nā Wai Ola Public Charter School. The Commission will consider each school's application for renewal for the 2019-20 renewal cycle.
- 4. Suspension of approval for new Online, Virtual and Blended Learning Programs:** Due to concerns with the effectiveness of online, virtual and blended learning programs for student learning nationally and within the state, on January 10, 2019, the Commission voted to suspend consideration of new online, virtual or blended learning programs or applications for such schools until the Commission can adopt specific guidelines and definitions. The Commission formed an Online Blended Learning Workgroup consisting of two Commissioners and Commission staff to research, draft, and recommend to the full Commission definitions and guidelines.
- 5. Amendments to Charter Schools' Academic Performance Framework measures:** Throughout the fall of 2018, the Commission reviewed and approved the academic performance, and value-added measures for fifteen (15) charter schools.
- 6. Amendments to the Admissions and Enrollment Policies for three charter schools:** On January 10, 2019, the Commission reviewed and approved revisions to the admissions and enrollment policies for Innovations Public Charter School. On February 14, 2019, the Commission reviewed and approved revisions to the admissions and enrollment policies for Wai'alae Elementary Public Charter School. And, on May 9, 2019, the Commission reviewed and approved revisions to the admissions and enrollment policies for the Hawai'i Academy of Arts and Science Public Charter School.

- 7. Board of Education waivers from the high school graduation requirements for two schools:** On June 13, 2019, the Commission reviewed and voted to recommend that University Laboratory School and Hawai'i Technology Academy be granted waivers by the Hawai'i Board of Education from its high school graduation requirements.
- 8. Governing Board Reconstitutions:** During the 2018-19 school year the Commission took action to reconstitute the governing boards for three public charter schools.
 - a. Kanuikapono Public Charter School:** On July 19, 2018, the Commission voted to reconstitute the governing board of Kanuikapono Public Charter School due to questions regarding the constitution of their governing board members and other financial audit findings.
 - b. Ka Waihona o ka Na'auao Public Charter School:** On August 31, 2018, the Commission voted to reconstitute the governing board of Ka Waihona o ka Na'auao Public Charter School due to ongoing financial concerns, payroll issues, and governance concerns.
 - c. Kona Pacific Public Charter School:** On March 14, 2019, the Commission took action to issue a Notice of Prospect of Revocation of the charter contract of Kona Pacific Public Charter School (KPPCS). The Commission took this action after evidence of material and substantial violations of the terms, conditions, standards, or procedures required under Section 302D-18, Hawai'i Revised Statutes and the charter school contract. Additionally, the Commission noted evidence of failure to meet: sufficient progress towards performance expectations set for in the contract; generally accepted accounting procedures of fiscal management; and substantial violations of material provisions of law from which the school is not exempted. On April 30, 2019, the Commission moved to accept KPPCS governing board's full resignation and request to reconstitute the entire board as an alternative to revocation of the school's charter contract under HRS 302D-17(d)(2)(B).

B. Administrative Functions

- 1. Established a Federal Impact Aid Committee:** On July 12, 2018, the Commission voted to establish a Federal Impact Aid Committee, led by Commissioners Sylvia Hussey and Harald Barkhoff to work with the charter schools to draft and recommend changes to the Commission's distribution of federal impact aid funds. The current methodology of distribution will remain in effect until such time a recommendation is made and adopted by the Commission.

C. Advocacy Functions

1. **Legislative Advocacy – On September 13, 2018,** the Commission adopted and supported the following advocacy positions during the 2019 legislative session:
 - a. **Charter school funding and facilities:** The Commission’s on-going priority during for the 2019 legislative session was to continue to seek funding for school facilities. Other organizations introduced legislation supporting charter school facilities and the Commission collaborated with and supported these efforts.
 - b. **Strengthening of early learning:** Support proposed legislation to improve Hawai’i’s infrastructure for quality early learning by sustaining existing preschool programs in all public schools, but especially for the 18 charter classrooms whose federal development grant funding ends in the 2018-19 school year.
 - c. **Strengthening and improving the Governance of Charter Schools** Support proposed legislation to address current gaps in the Charter School law regarding the governance of charter schools; specifically, to address situations that arise when a charter school’s governing board is unable to fulfill its statutory responsibilities, as well as to strengthen the requirements of governing board members to serve on a charter school governing board, require certification and approval process of a member to serve on a charter school governing board.
2. **Charter School Facilities Framework:** On February 14, 2019, the Commission’s Facilities Funding Workgroup completed its legislatively directed task of recommending to the Commission a Charter School Facilities Framework to be followed in the event that future funding for charter school facilities is made available through state funding. The Commission reviewed and adopted the Workgroup’s recommendation with additional provisions. The Commission’s Framework was formally adopted and subsequently transmitted to the Legislature and all required parties.
3. **Charter School Teacher of the Year:**

The Commission selected Shane Albritton , a social studies teacher and SEEQers for Environmental Action Advisor at SEEQS: the School for Examining Essential Questions of Sustainability, as the 2019 Charter School Teacher of the Year.

D. Other Commission Action

1. **Commission Strategic Plan Implementation and Commission office reorganization:** In the 2018-19 school year, in addition to implementing its statutorily mandated mission and responsibilities, the Commission worked to implement its first Strategic Plan adopted in the 2017-18 school year.

Through funding from the U.S. Department of Education’s Institute of Education Services, Regional Education Laboratory Program, contracted through Pacific Resources for Education and Learning (PREL) and Building State Capacity and Productivity Center (BSCP), the Commission and its staff initiated and completed its plan to implement the Commission’s strategic plan during the fall of 2018. By the spring of 2019, the Commission started the implementation of its Strategic Plan, beginning with a restructuring of the organization and functions. The reorganization of the Commission culminated with an Education Summit held on June 14, 2019, hosted by the Commission for all the Charter Schools and respective governing boards in the Commission’s portfolio. The Commission office’s new organizational structure reflects its strategic plan goal of addressing the needs of charter schools. The new structure consists of five teams: Executive, Performance, Achievement, Services, and Operations. Commission staff support charter schools within the Commission’s portfolio through a System of Support that focuses on four key areas that function as the pillars of the system: Governance, Leadership, Instruction, and Community.

The Commission operationalizes its strategic plan through a foundation of relationships, responsibility, and authorizing with ALOHA. The foundation supports the Commission’s four pillars of servicing its portfolio of schools and effectuating a system of support through its contractual agreement. The four pillars of governance, leadership, instruction, and community uphold the Commission’s commitment of guidance and support.

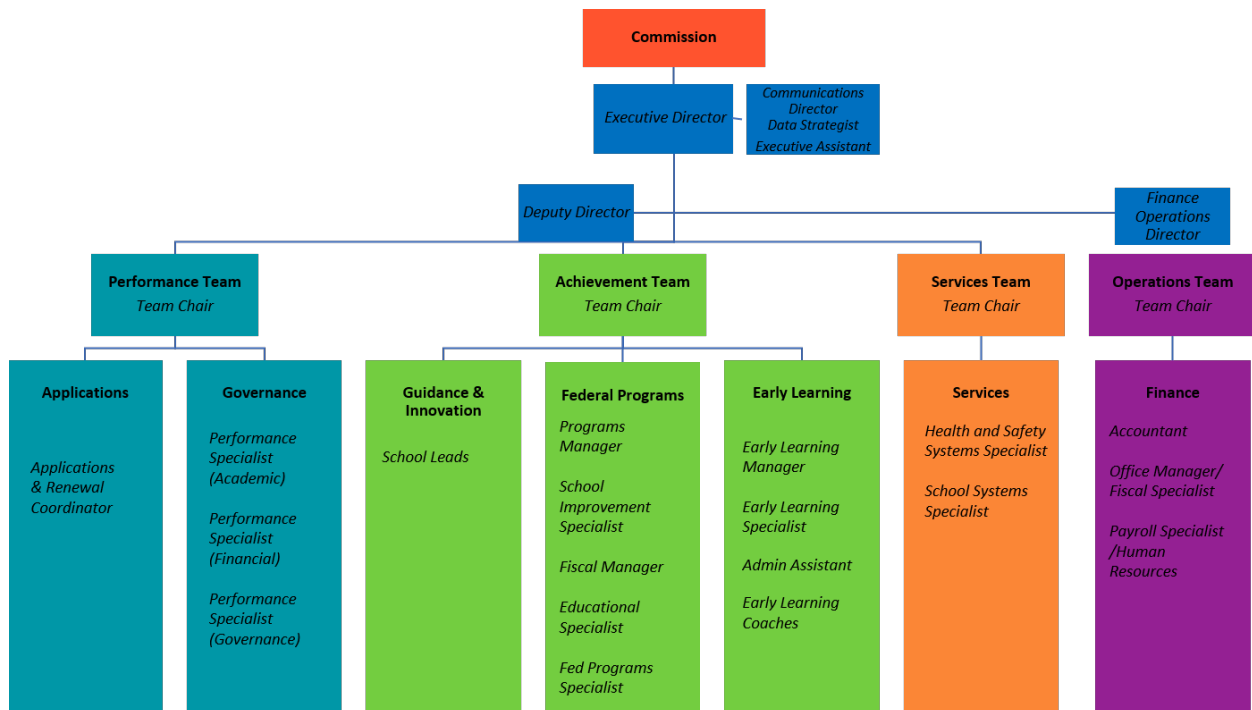


Figure 1: Commission Staff Organizational Chart

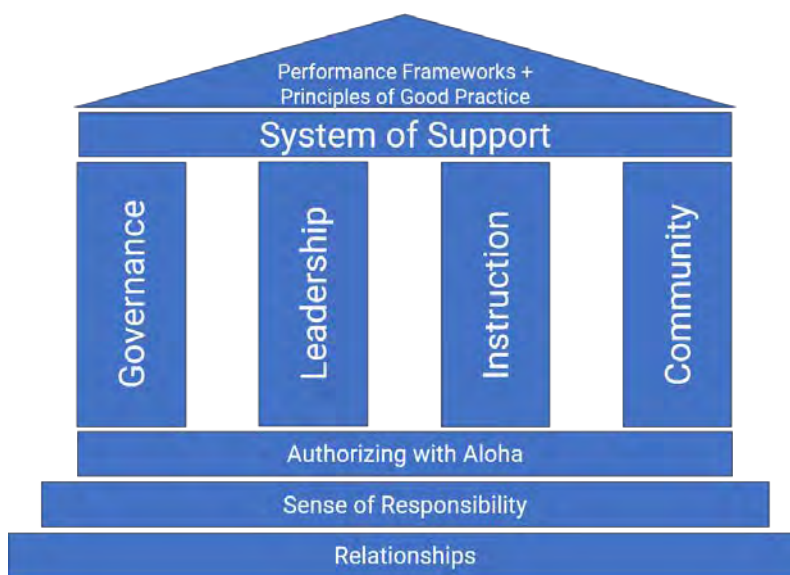


Figure 2: Diagram of Commission's System of Support

The new organizational structure allows the Commission staff to focus on all schools in its portfolio. This new structure includes the addition of School Leads who work directly with each Charter School's governing board to guide schools to compliance with the Charter Contract as well as bring out the innovations and high-quality chartering practices of the charter schools in the Commission's portfolio. Through systematic, generative, documented conversations, School Leads worked to build strong relationships with Governing Board Chairs and thus strengthen and enhance the relationships between School Directors and Governing Board Chairs; and between the Commission and School Directors/Board Chairs. This non-supervisory position supports school leadership and Boards by coaching and guiding in the areas of governance, academics, fiscal stewardship and compliance. The School Lead may also assist and support the development of individual school plans to facilitate oversight, promote strengths and address weaknesses.

In addition, the Commission collaborated with the National Charter School Institute (NCSI) to assess and engage charter school governing boards. An introductory training of governing board members was provided by nationally recognized charter school governance expert, Brian Carpenter, at the June 2019 Education Summit. The NCSI met with or attended 15 governing board meetings of charter schools across the state. Based on the needs identified in their June 2019 visits, more in-depth training was developed for our portfolio of schools focused on governance principles of great charter schools. This follow up training will be provided in September of 2019.

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

Hawai'i Revised Statutes HRS §302D-7(2) and (3) states:

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

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

The Commission's accountability system, known as the Performance Framework, is comprised of three content-specific frameworks: the Academic Performance Framework, the Financial Performance Framework, and the Organizational Performance Framework. Each framework contains measures that the Commission uses to evaluate the performance of the charter schools in its portfolio.

A. Academic Performance

The Hawai'i Department of Education (DOE) annually evaluates all public schools statewide through its Strive HI Performance System. The State Public Charter School Commission, as authorizer of Hawai'i's charter schools, evaluates the academic performance of each school annually through its Academic Performance Framework (APF). The APF incorporates data from many of the Strive HI measures, but allows for additional flexibility — such as offering Hawaiian immersion charter schools the option to request the exclusion of English assessment results for grade levels taught primarily in Hawaiian — and includes school-selected and school-developed measures that provide a more comprehensive analysis of charter schools' academic performance, taking into account the unique features and innovative practices of charter schools.

This report presents charter school data for those Strive HI measures that are included in schools' Charter Contracts and, for comparison and reference, the statewide performance on these measures. It also describes how the Academic Performance Framework differs from Strive HI and provides information about school-selected performance measures.

Overall, the Strive HI results of charter schools continues to be mixed. As in previous years, charter school performance is varied and spans a wide range, with charter schools appearing at both ends of the spectrum of academic accountability results for public schools statewide.⁶ Twenty charter schools were among the highest-performing of the state's 292 K-12 public schools on the Strive HI measures — for the measures of college enrollment, growth on the English statewide assessments in both language arts and math, math achievement gap, ninth grade promotion, and school climate, charter schools were *the* highest-performing schools in the state — while 25 charter schools appeared at or near the low end of the statewide performance range, and 11 charter schools appeared in both the top 10 percent and the

bottom 10 percent of public schools statewide on different Strive HI measures.

In an effort to encourage the academic growth of charter schools at all levels of performance, the Commission shifted to a continuous improvement model. Under the Charter Contracts that went into effect on July 1, 2017, the APF moved away from a points-based assessment and instead focuses on progress toward performance targets that are designed to support the improvement of individual charter schools and the state's charter school sector as a whole. This shift is reinforced by the inclusion of school-selected measures, the purpose of which is to capture the work that a charter school is doing to impact student academic performance that may not be reflected in the Student Academic Outcomes portion of the APF or Strive HI, and to paint a more comprehensive picture of a charter school's effectiveness in fulfilling its mission and achieving the desired results of its educational program.

1. Strive HI Performance System

In September 2012, the DOE responded to the invitation extended by the U.S. Department of Education (USDE) to all states to request a flexibility waiver from certain requirements of the federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act of 2001 (NCLB). The DOE's flexibility waiver request was approved in May 2013, and the result was the DOE's Strive HI Performance System, which replaced many NCLB requirements in favor of measures that align with the DOE and BOE joint strategic plan.⁷

On December 10, 2015, President Obama reauthorized ESEA by signing the Every Student Succeeds Act (ESSA) into law. This law replaced No Child Left Behind (NCLB), the 2002 reauthorization of ESEA, and began full implementation in the 2017-18 school year, replacing the second iteration of Strive HI (Strive HI 2.0), which was in effect for school year 2015-16. Implementation of ESSA applied not only to the state accountability system, but also to the related reports; thus, the 2016-17 school year Strive HI reports that were released in Fall 2017 follow the Hawai'i Consolidated State Plan for ESSA⁸ (Strive HI 3.0) rather than Strive HI 2.0.

In order to ensure a smooth transition from the approved flexibility waiver to ESSA, the DOE approved revisions to Strive HI for the 2015-16 school year performance evaluations, the most significant of which was the discontinuation of the Strive HI index score. Instead, each measure was reported with information about the school's performance in each indicator over multiple years with comparisons to the state and complex areas. The DOE has continued this practice, and the Commission followed suit beginning in school year 2016-17, as Academic Performance Framework scores were no longer necessary for the new charter contracts that went into effect on July 1, 2017.

2. Guide to Reading School Results

a) Data Presented in this Report

The school-level results for the Strive HI measures included in this report are presented in Appendix B. It is important to note that, for any one of the following reasons, these tables do not always include data for all 36 charter schools in operation during the 2018-19 school year:

- Data were suppressed due to small sample sizes. (For more details, see “Data Caveats” below.)
- Data were not available for one of the following reasons:
 - The measure did not apply to the school. For example, as described in the “Readiness” section, there are different college and career readiness measures for each grade division; thus, the high school readiness measures do not apply to schools that only have elementary and/or middle school divisions.
 - There were no students in a particular group at a school and, therefore, data were not generated. For example, if a school did not have any non-high needs students, there would be no data for the non-high needs ELA/HLA and math proficiency rate measures.

Please refer to the “Legend for Appendix Tables” at the beginning of Appendix B for more details.

b) Data Caveats

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

Suppressed Data

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

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

1. Whenever the sample size (also referred to as “n-size”) of a reported group of students is smaller than 20,⁹ the data and school name are excluded from the related data table.

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

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

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

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

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

Pooled Data

When sample sizes (n-sizes) are too small to be considered reliable, multiple years of data are "pooled" together and treated as one year's worth of data. For the following Strive HI measures, if the current year's n-size is fewer than 20 students, then the current year's data will be pooled with the data from the previous one or two years until the size of the group reaches 20 students. If, after pooling the data for these three years, an n-size of 20 students still has not been reached, then the data are suppressed.

- Achievement:
 - Proficiency in English language arts/literacy (ELA) or Hawaiian language arts (HLA)
 - Proficiency in math
- Growth:
 - Growth in ELA/HLA
 - Growth in math
- Readiness:
 - Chronic absenteeism
 - Four-year graduation rate

For all other Strive HI measures, the data are not pooled and are only publicly reported if the n-size is 20 or more students for that school year.

3. Strive HI Measures

As in previous years, the Commission continued to focus its academic performance assessment on the measures within four primary areas:¹⁰

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

a) Achievement

The proficiency measures present the collective results from a variety of statewide assessments in three subject areas:

1. Language arts
2. Math
3. Science

For more information about the specific assessment data used to calculate the Strive HI achievement measures for school year 2018-19, see Table 2 below.

b) Kaiapuni (Hawaiian Language Immersion/Medium) Charter Schools and Kaiapuni Assessment of Educational Outcomes (KĀ'EO)

Six charter schools are Kaiapuni schools,¹¹ or Hawaiian language immersion/medium schools:

1. Ka 'Umeke Kā'eo Public Charter School
2. Kawaikini New Century Public Charter School
3. Ke Kula Niihau O Kekaha Learning Center
4. Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School
5. Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School
6. Kualapu'u Public Conversion Charter School

Kaiapuni schools and programs deliver instruction in 'Ōlelo Hawai'i (the Hawaiian language) — which may include Olelo Niihau or Olelo Kanaka (Niihau dialect) — and, typically, instruction is entirely in 'Ōlelo Hawai'i until fifth grade, at which point English is introduced at an increasing rate. They administer the Kaiapuni Assessment of Educational Outcomes (KĀ'EO) in language arts, math, and science¹² to students in elementary and middle school grade levels.

Of the six Kaiapuni charter schools, one (Kualapu'u School) is an English medium school that operates a Hawaiian immersion program. Another, KKNOK, has adopted a heritage, two-way bilingual immersion program, also known as a dual language immersion, in which Native Niihau speakers and native English speakers maintain and develop their first language while acquiring native-like communication and literacy skills in a second language. Academic content is taught and assessed in two languages over an extended period of time.

An additional charter school, KANAKA, also delivers some instruction in Olelo Kanaka, but is not considered a Kaiapuni school and, therefore, does not participate in KĀ'EO.

Table 2: Statewide Assessments for English Medium and Kaiapuni Schools – School Year 2018-19

English Medium Schools	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11/ High School
English Language Arts & Math							
Smarter Balanced Assessment	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Hawai'i State Alternate Assessment, ¹³ <i>if applicable</i>	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Science							
Hawai'i State Science Bridge Assessment ¹⁴		Yes				Yes	
Biology 1 end-of-course exam ¹³							Yes
Hawai'i State Alternate Assessment, <i>if applicable</i>		Yes				Yes	Yes

Kaiapuni Schools	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11/ High School
Hawaiian/English Language Arts & Math							
Kaiapuni Assessment of Educational Outcomes	Yes	Yes	Yes	Yes	Yes	Yes	
Hawai'i State Alternate Assessment, <i>if applicable</i>	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Smarter Balanced Assessment							Yes
Science							
Kaiapuni Assessment of Educational Outcomes		Yes				Yes	
Biology 1 end-of-course exam ¹³							Yes
Hawai'i State Alternate Assessment, <i>if applicable</i>		Yes				Yes	Yes

c) Achievement Gap

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

1. Students who qualify for free or reduced-price lunch (FRL)
2. Students receiving special education services (SPED)
3. English learners (EL), including those who exited within the past two years

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

Previously, the proficiency rates of the non-high needs and high needs students represented combined proficiency rates for both ELA and math. Then, beginning in the 2015-16 school year, these data were reported separately by subject, to maintain consistency with the achievement gap measures, which were also separated out by subject (*i.e.*, ELA/HLA achievement gap rate and math achievement gap rate).

An additional change in school year 2016-17 was the shift from achievement gap *rate* to *achievement gap*. Both measures look at the difference between the proficiency rates of high needs and non-high needs students, but an achievement gap rate takes this difference and represents it as a percentage of the high needs proficiency rate. Achievement gap rates are calculated as follows:

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

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

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

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

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

In order for an achievement gap to be reported, a school needs to have at least 20 tested students in its non-high needs group and at least 20 tested students in its high needs group, in accordance with the Strive HI calculation methodology. No achievement gap is reported for schools that do not meet the minimum threshold for both groups.

d) Growth

Beginning with school year 2017-18, the DOE started measuring language arts and math growth in two different ways: for the Smarter Balanced Assessment, Strive HI continues to use median student growth percentiles (median SGPs) produced by the Hawai'i Growth Model to assess how well a school is helping to improve students' statewide assessment performance; in addition, Strive HI reports growth results for students who participated in KĀ'EO and the Hawai'i State Alternate Assessment, in the form of the percentage of students who have made at least one year's worth of growth. In school year 2017-18, growth results for KĀ'EO and the Hawai'i State Alternate Assessment were reported as a

single combined measure; in school year 2018-19, they were reported separately.

For KĀ'EO and the Hawai'i State Alternate Assessment, growth is assessed by comparing a student's assessment scores in one year to the same student's scores the year prior. The Hawai'i Growth Model, on the other hand, uses assessment data from a single year and compares the performance of an individual student to that of other students statewide in the same grade level who performed similarly on the statewide assessments in previous years. This group is referred to as a student's "academic peers."¹⁵

Both of these growth measures only apply to elementary and middle schools/divisions and, because they require at least two consecutive years' worth of assessment data, exclude the assessment results for students in grade 3, as this is the earliest year that students participate in any statewide assessments. Unlike the Achievement measures, which focus on statewide assessment data in all tested subjects, the Growth measures only focus on English and Hawaiian language arts and math and exclude data from all statewide assessments in science.

e) College and Career Readiness

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

- For all schools:
 - Chronic absenteeism
- For high schools only:
 - Four-year high school graduation rate
 - College-going (college enrollment) rate

f) Chronic Absenteeism

Chronic absenteeism rates represent the percentage of students who were absent (either excused or unexcused) for 15 days or more during the school year. As the goal of this measure is to have as few chronically absent students as possible, lower percentages are more desirable.

Previously, chronic absenteeism was only calculated for elementary schools, and then only for elementary and middle schools; however, beginning in school year 2016-17, the measure was broadened to apply to all schools and grade divisions. Chronic absenteeism now functions as a schoolwide measure that applies to all students at a school, regardless of which or how many grade divisions that school has.

g) Four-Year Graduation Rate

To determine the four-year graduation rate for Strive HI, the DOE follows the federal four-year adjusted cohort graduation rate guidelines and calculates the percentage of students in a ninth-grade cohort who graduate by their fourth year of high school. This graduation rate is referred to as "adjusted" because

adjustments are made to the cohorts as students transfer in and out of schools. When students leave a high school, they are removed from their ninth-grade cohort at their old school and are either added to the equivalent cohort at their new school, or, if they have exited the Hawai'i public school system, are not added to any cohorts.

Students who earn a diploma in the summer after their fourth year of high school are still considered four-year graduates; therefore, in order for these students to be reflected in a school's graduation rate, the DOE waits until the following fall to make its calculations and reports the data on a one-year lag. For this reason, the 2018-19 school year data represent the Class of 2018 rather than the Class of 2019.

h) College-Going Rate

The college-going rate, or college enrollment rate, represents the percentage of high school graduates who have enrolled at a National Student Clearinghouse¹⁶-participating college or university during the fall after graduation.

Previously, this measure focused on college enrollment during a 16-month window following graduation and was therefore reported on a two-year lag; starting in school year 2016-17, however, the DOE shortened the timeline so that the four-year graduation and college-going results were both on a one-year lag and would present data about the same graduating class. For this reason, the college-going data for school year 2018-19 represent students who graduated in the Class of 2018, the same cohort represented by the four-year graduation rates reported for that school year.

One key difference between the four-year graduation and college-going measures is that the college-going rate focuses on *all* students in a graduating class, regardless of whether they graduated "on time," or within four years.

4. Academic Performance Framework

The Commission annually evaluates the academic performance of all public charter schools in Hawai'i using its Academic Performance Framework (APF), the Commission's academic accountability system. The current version of the APF, which was implemented in school year 2017-18 uses measures from Strive HI, plus information related to school-selected measures approved by the Commission and included in a school's Charter Contract and contains student academic outcomes and value added measures.

a) Student Academic Outcomes

This section consists of a variety of measures that focus on a fairly standard set of student outcomes — both those that are required by Hawai'i Revised Statutes and drawn from Strive HI, and other optional measures of a school's choosing — and corresponding performance targets for each year of the contract, which are developed by charter schools in consultation with Commission staff.

The required measures focus on student outcomes in the areas of:

- Student academic proficiency
- Student academic growth
- Achievement gaps in proficiency between high needs and non-high needs students
- College and career readiness

Charter school performance on these measures is reported in the tables in Appendix B, as well as in the individual school performance summaries in Appendix A.

The optional, school-selected measures center on student outcomes in these same areas, but utilize different assessment tools than the Strive HI measures or have a different, or more specific, focus. Some examples include:

- ELA/reading and/or math proficiency, as assessed by various standardized assessment tools
- Reading proficiency in Hawaiian, as assessed by school-developed assessment tools
- Growth over the course of a single school year (rather than from one year to the next) in ELA/reading and/or math, as assessed by various standardized assessment tools
- Average daily attendance (rather than chronic absenteeism)
- 11th grade ACT
- 5-year graduation rate (rather than 4-year graduation rate)
- Comparison of the proficiency rates of a school's high needs students with those of all charter schools statewide

b) Value Added Measures

The purpose of value added measures is to capture the work that a charter school is doing to impact student academic performance through mission-aligned initiatives. They focus on the unique aspects of a school's model that may not be captured by the Student Academic Outcomes portion of the APF or Strive HI and are intended to help to assess a school's effectiveness in fulfilling its mission and achieving the desired results of its educational program.

Across all charter schools, value added measures were designed to measure its overall effectiveness at the end of the contract term. Therefore, for school year 2018-19 value added submissions are noted as "Submitted and Received" and "Submission Pending." For the Value Added results for all charter schools, see Appendix B.

B. Financial Performance

1. Financial Performance Framework

The Financial Performance Framework (“Framework”) serves as a tool for the Commission to assess the financial health and viability of charter schools in its portfolio. The framework intends to provide a financial frame of reference based on current and past financial performance of charter schools. The indicators used in the framework are based on industry standard financial measures (e.g. ratios, variances) designed to be viewed in the aggregate with other complementary and supplementary information (e.g. timely and accurate financial and reporting practices, management practices). No single indicator or point in time data point gives a full picture of the financial situation of a school. Taken together, however, the indicators provide a qualitative assessment of the school’s near-term financial health, mid-term capacity, and long-term financial sustainability.

a) Changes to the Financial Performance Framework

Beginning with Fiscal Year 2017-18, the Commission adopted a Financial Performance Framework that utilizes a risk-based assessment model in lieu of a framework that relied on a standards-based assessment model for each financial indicator as well as an overall rating. The Financial Performance Framework utilizes a balanced weighted formula that identifies each indicators risk as well as providing an overall risk assessment rating for each school. Financial indicators for *Change in Total Fund Balance* and *Unrestricted Fund Balance Percentage* that were assessed in the prior standards-based assessment model have been eliminated in the risk-based model. Also, the *Enrollment Variance* indicator has been modified to *Budget Variance*, creating a more comprehensive analysis of revenue planning and budgeting by incorporating all sources of revenues available to charter schools.

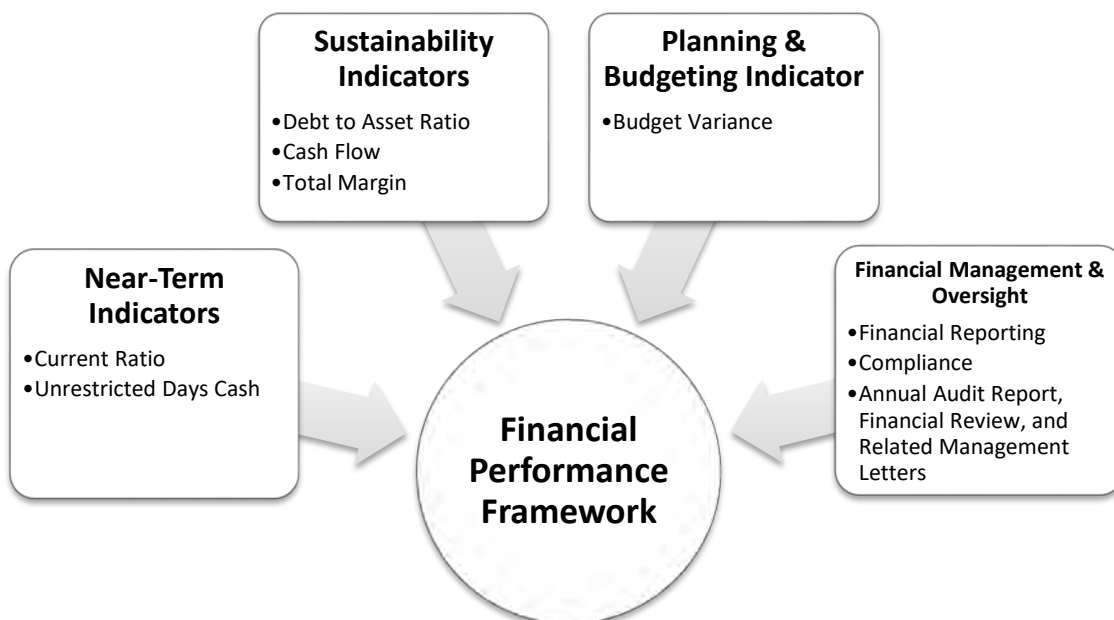


Figure 3: Diagram of Financial Performance Framework

b) Risk-Based Approach

The Framework adopts a risk assessment model as part of the Commission’s ongoing oversight and monitoring of a charter school’s fiscal activities, and the renewal decision-making process. The model aligns the Framework to the unique funding and governance environment for charter schools in the State of Hawai`i. This risk-based approach identifies areas of strengths and weaknesses, highlighting controls that are designed to mitigate risks.

Schools are closely monitored if there is a heightened risk of financial problems. Financial monitoring may include, but is not limited to, requests for reports or other documentation, inquiries through written or telephone communications, desk audits, or on-site visits. A school may be requested to develop an appropriate corrective action plan in accordance with the Intervention Protocol of their charter contract to address any monitoring issues identified during the risk assessment. The corrective action plan provides a school an opportunity to explain any issues; identify measurable solutions; identify anyone who will be responsible for each solution; set timelines; and monitor the progress of the corrective action plan.

c) Annual Risk Assessment Process

The annual risk assessment evaluates whether the financial viability of a charter school is at risk based on the Commission’s review of financial information drawn from the school’s annual audited financial statements or financial review. The inclusion of a “component unit” (an affiliated non-profit entity) may apply when a school’s annual audited financial statements include the presentation of reporting the audited component unit. The Commission’s assessment may also include other financial information and/or a more detailed examination of the school’s financial position and practices, as needed. The Commission may also consider the more current and more detailed information to determine whether the risk assessment result is still applicable throughout the assessment period and the degree to which it is, in fact, an indication of financial risk or distress or mitigation.

The risk assessment focuses on six indicators, each of which is assessed on a scale from 1 to 5, with 1 being the lowest risk and 5 the highest risk. The annual risk assessment result for a charter school is determined using a weighted formula that utilizes the individual indicator scores as follows:

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

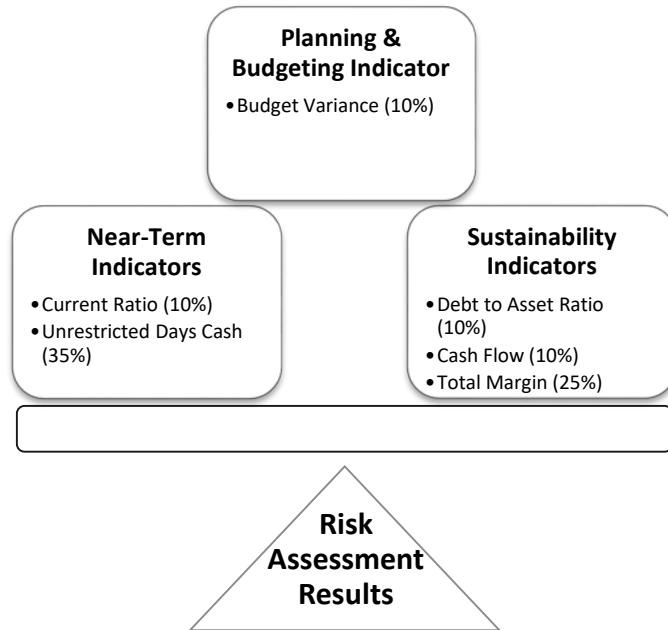


Figure 4: Diagram of Annual Financial Risk Assessment Process

The individual indicator and final risk assessment results are represented as one of five categories based on the school’s risk assessment calculations as color-coded below and will be rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

d) Near Term Indicators

Current Ratio

$$\text{Current Ratio} = \text{Current Assets} \div \text{Current Liabilities}$$

The current ratio shows the relationship between a school’s current assets and current liabilities. Current assets are balance sheet accounts (e.g. cash, receivables) that include the value of all assets that are expected to be converted to cash through normal operations within the current fiscal year. Current liabilities represent obligations (e.g. payables, accrued payroll, accrued vacation) that are payable in cash within a fiscal year. This ratio gives an indication of a school’s ability to pay its obligations over the next twelve months. A school may be at-risk if it is unable to meet its current obligations.

This indicator accounts for **10 percent** of a school’s aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Ratio is greater than (>) 1.5	Ratio is between 1.36 – 1.5	Ratio is between 1.21 – 1.35	Ratio is between 1.0 – 1.2	Ratio is less than (<) 1.0

Unrestricted Days of Cash on Hand

$$\text{Unrestricted Days Cash} = \text{Unrestricted Cash} \div [(\text{Total Expenses} - \text{Depreciation Expense}) \div 365]$$

The unrestricted days of cash on hand provides the number of days a school can pay its current expenses without another inflow of cash. Cash balances fluctuate since schools can expend and receive money on an almost daily basis. It indicates whether a school maintains a sufficient cash balance to meet its cash obligations. A school may be at-risk if there is insufficient cash to meet its cash obligations.

The indicator looks at a fixed point in time (the time the financial statement is prepared) and a trend over a period of time. Although this indicator is at a fixed point in time, it tells whether a school may have challenges in meeting its cash obligations. Note that this indicator looks at unrestricted cash, not cash that already has been earmarked for a specific purpose, such as renovations or facilities.

This indicator accounts for **35 percent** of a school’s aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Days Cash is more than 60 days and having an upward or downward trend over three years or more	Days Cash is between 51 – 60 days and having an upward or downward trend over three years or more	Days Cash is between 31 – 50 days and having an upward or downward trend over three years or more	Days Cash is between 20 – 30 days and having an upward or downward trend over three years or more	Days Cash is less than 20 days and having a downward trend over three years or more

e) Sustainability Indicators

Debt to Asset Ratio

$$\text{Debt to Asset Ratio} = \text{Total Liabilities} \div \text{Total Assets}$$

The Debt to Asset Ratio compares a school’s financial liabilities against the assets it owns. A lower ratio generally indicates stronger financial health. A higher ratio indicates that the school may be at-risk of not being able to pay back its debts. It is a generally accepted indicator of potential long-term financial issues.

This indicator accounts for **10 percent** of a school’s aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Ratio is less than (<) 0.2	Ratio is between 0.2 – 0.4	Ratio is between 0.41 – 0.5	Ratio is between 0.51 – 0.75	Ratio is greater than (>) 0.75

Cash Flow

$$\text{Cash Flow} = \text{Year-end Cash Balance} - \text{Beginning Year Cash Balance}$$

Cash Flow measures a school’s change in cash balance from one period to another. This indicator 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. A positive cash flow over time generally indicates increasing financial health and sustainability.

This indicator and accounts for **10 percent** of a school’s aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Current Year Cash Flow is positive (+) and having an upward trend over three years or more	Current Year Cash Flow is positive (+) and having an upward or a downward trend over three years or more	Current Year Cash Flow is either positive or negative (+/-) and having an upward or a downward trend over three years or more	Current Year Cash Flow is negative (-) and having an upward or a downward trend over three years or more	Current Year Cash Flow is negative (-) and having a downward trend over three years or more

Total Margin

$$\text{Total Margin} = \text{Net Income} \div \text{Total Revenue}$$

Total Margin measures the surplus or deficit a school yields out of its total revenues. This indicator is important because a school cannot operate at a deficit for a sustained period of time without the risk of closure. The intent of this indicator is for charter schools to operate within its available resources in a particular year and to build a reserve to support growth and sustainability.

This indicator is calculated by dividing net income by total revenue and accounts for **25 percent** of a school’s aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Current Year Margin is positive (+) and having an upward trend over three years or more	Current Year Margin is positive (+) and having an upward or a downward trend over three years or more	Current Year Margin is either positive or negative (+/-) and having an upward or a downward trend over three years or more	Current Year Margin is negative (-) and having an upward or a downward trend over three years or more	Current Year Margin is negative (-) and having a downward trend over three years or more

f) Planning and Budgeting

Budget Variance

$$\text{Budget Variance} = \text{Actual Total Revenues} \div \text{Projected Total Revenues in the Charter School's Board-Approved Budget}$$

The budget variance depicts actual versus projected incoming revenues for a fiscal year. This indicator is important because revenues drive the development of a school’s budget. While the per-pupil funding is the primary revenue source for charter schools, there are other sources (e.g., federal funds, grants, other state funds) that provide the basis for determining costs such as staffing and supplies. A budget based on revenues that are significantly more than its actual revenues may be at-risk of not meeting all of its budgeted expenses. Budgeted revenues that do not exceed actual revenues would not have a significant impact to the risk assessment rating scale.

This indicator accounts for **10 percent** of a school’s aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Variance is greater than or equal to (\geq) 99%	Variance is between 96% – 98%	Variance is between 94% – 95%	Variance is between 90% – 93%	Variance is less than ($<$) 90%

g) Financial Management and Oversight

Compliance

A primary function of the Commission is to ensure that public charter schools comply with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting requirements. This also includes financial management and oversight expectations, as evidenced by an annual independent audit or review, including, but not limited, to:

- Complete and on-time submissions of financial reports, including an 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
- 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

If the School does not comply with the requirements of this Financial Performance Framework, the School is subject to the Intervention Protocol, provided in Exhibit D of their Charter Contract.¹⁷

2. Financial Performance Framework Results

The Financial Performance Framework incorporates a risk-based assessment to measure the financial performance of Hawai'i charter schools. Utilizing this method of assessment enables the Commission to better assess the potential risk of fiscal insolvency for each charter school using a weighted formula that incorporates the six indicators.

The results of the fiscal year 2018-19 Financial Performance Framework assessment were encouraging. Twenty charter schools fell into the category of "Low," the lowest level of risk for the assessment. Another twelve charter schools received a risk rating of "Acceptable" and appear to have a solid foundation for fiscal sustainability. Three schools received a risk rating of "Moderate," and one charter school received a risk rating of "High." Charter school performance on the Financial Performance Framework indicators is reported in the tables in Appendix C, as well as in the individual school performance summaries in Appendix A.

C. Organizational Performance

1. Organizational Performance Framework

The Organizational Performance Framework serves as the means by which the Commission addresses one of an authorizer's core responsibilities: protecting the public interest. It ensures that charter schools meet applicable federal, state, local laws and regulations, as well as contractual requirements.

The Organizational Performance Framework requires the School to complete the Assurance of Compliance Statement on an annual basis. The Assurance of Compliance Statement specifies federal, state, and local laws and regulations and contractual requirements. Regardless of the specific references to law, rule, regulation, or contractual provision contained in the Statement, charter schools are required to comply with all relevant laws and regulations at all times.

a) Overall Evaluation of Organizational Performance

The Commission evaluates and assesses performance under the framework by:

1. Conducting audits of any compliance requirements associated with the references identified in the Statement of Assurances;
2. Conducting at least one school site visit during the term of the Charter Contract;
3. Requiring submission of documentation verifying compliance through the Commission's online compliance management system; and
4. Reporting on the School's fulfillment of compliance requirements specified in this framework.

If a charter school does not comply with the requirements of the Organizational Performance Framework, the school is subject to the Intervention Protocol of the Charter Contract.

For the 2018-19 school year, the Organizational Performance Framework monitored eight indicators that required submissions through the Commission's online compliance management system to verify the school's compliance:

1. List of Key School Employees/Contacts
2. Uniform Informational Practices Act Annual Log
3. Governing Board Membership Roster
4. Teacher Licensure Task- Commission
5. Student Admission Packet Material for Upcoming Student Application Period
6. Uniform Information Practices Act Semi-Annual Summary Log
7. Annual Fire Inspection Report
8. Statement of Assurances

For the 2018-19 school year, all charter schools were in compliance with the above indicators. Charter school performance on these indicators is reported in the tables in Appendix D, as well as in the individual school performance summaries in Appendix A.

VI. 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.¹⁸

When the Commission first began operating in 2012, all charter schools were given a one-year contract for the 2013-14 school year. This gave the Commission an opportunity to make any necessary revisions to the Charter Contract and Performance Framework before adopting the first multi-year Charter Contracts, whose terms were from school years 2014-15 through 2016-17.

All schools whose charter contracts expired on June 30, 2017, underwent the Commission's contract renewal process during school year 2017-18 and all were awarded new contracts of lengths varying from two to five years. The length of each of the contracts were determined based on each charter school's performance during the previous contract, which had a three-year term from July 1, 2014, to June 30, 2017. Under the terms of the contracts that expired on June 30, 2017, a charter school that achieved high levels of performance under the Performance Framework was eligible for an automatic two-year extension and was not required to undergo the Commission's contract renewal process. Newly authorized charter schools currently receive a five-year contract.

In the 2018-19 school year, there were 36 public charter schools operating, with one school approved to open in school year 2019-20.

Table 3: Status of Charter Schools and Applicants in State Public Charter School Commission's Portfolio – School Year 2018-19

School	Status
Alaka'i O Kaua'i Public Charter School	Operating
Connections Public Charter School	Operating
Hakipu'u Learning Center	Operating
Hālau Kū Māna Public Charter School	Operating
Hawai'i Academy of Arts & Science Public Charter School	Operating
Hawai'i Technology Academy	Operating
Innovations Public Charter School	Operating
Ka 'Umeke Kā'eo	Operating
Ka Waihona o ka Na'auao Public Charter School	Operating
Kamaile Academy, PCS	Operating
Kamalani Academy Charter School	Operating
Kanu o ka 'Āina New Century Public Charter School	Operating
Kanuikapono Public Charter School	Operating
Ka'ōhao Public Charter School	Operating
The Kapolei Charter School by Goodwill Hawaii	Operating
Kawaikini New Century Public Charter School	Operating
Ke Ana La'ahana Public Charter School	Operating
Ke Kula Niihau O Kekaha Learning Center	Operating
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Operating
Ke Kula 'o Samuel M. Kamakau, LPCS	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 Kahelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Operating
Laupāhoehoe Community Public Charter School	Operating
Mālama Honua Public Charter School	Operating
Myron B. Thompson Academy	Operating
Nā Wai Ola Public Charter School	Operating
SEEQS: the School for Examining Essential Questions of Sustainability	Operating
University Laboratory School	Operating
The Volcano School of Arts & Sciences	Operating
Voyager: A Public Charter School	Operating
Wai'alaie Elementary Public Charter School	Operating
Waimea Middle Public Conversion Charter School	Operating
West Hawai'i Explorations Academy	Operating
DreamHouse Ewa Beach	Approved

VII. 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.¹⁹

A. Authorizing Functions

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

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

On November 19, 2016, the Commission approved a renewal process, criteria, application, and guidance, for schools that have a charter contract. This renewal process resulted in charter schools entering into the Commission's first multi-year contract to begin on July 1, 2017. The renewal process was completed well into the second contract term due to the fact that the Charter Contract was negotiated at the end of the 2013-14 school year and there was not a renewal of the previous one-year Charter Contract.

During the 2013-14 school year, the Commission went through a charter school application cycle during which it solicited and evaluated charter applications, approved one quality charter application, and declined weaker charter applications. It also began monitoring charter schools during the 2013-14 school year for organizational and financial compliance. Academic monitoring was not in place during the 2013-14 school year because the Academic Performance Framework was not approved until the end of the 2013-14 school year. The Commission continues to solicit and evaluate charter applications and monitor charter schools to ensure compliance with the Academic, Organizational, and Financial performance frameworks.

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

- Acting as the point of contact between the DOE and charter schools;
- Being responsible for and ensuring the compliance of a charter school with all applicable

state and federal laws, including reporting requirements;

- Being responsible for the receipt of applicable federal funds from DOE and the distribution of funds to the charter schools; and
- Being responsible for the receipt and distribution of per-pupil funding from the State Department of Budget and Finance.²⁰

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

The Commission continues to evaluate these functions with an eye towards determining whether and to what degree any of these functions should be distinct from the Commission's role as authorizer. The Commission has continued to provide many non-authorizing functions to the charter schools, such as payroll, federal funding pass-through, and human resources support so that charter schools could continue to operate seamlessly without additional costs. The Commission continues to explore ways to ensure that schools or other third parties can assume some of these necessary non-authorizer functions.

B. Authorizer's Operating Costs and Expenses

Total operating costs and expenses cover a range of services, as required by statute, to support the Commission in its role as the only authorizer in the State of Hawai'i. For FY 2018-19, the legislature appropriated \$1.55 million in general funds for the Commission.

During FY 2018-19, the Commission's operating costs, primarily supported with general funds, totaled \$1.55 million.

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

C. Authorizer Services Purchased by Charter Schools

*The services purchased from the authorizer by the public charter schools under its purview.*²¹

No services were purchased from the Commission by charter schools in the 2018-19 fiscal year.

D. Federal Funds

A line-item breakdown of the federal funds received by the department and distributed by the authorizer to public charter schools under its control. ²²

Any concerns regarding equity and recommendations to improve access to and distribution of federal funds to public charter schools. ²³

1. Federal Funds Received

Since July 1, 2013, the Commission staff has been responsible for receiving and distributing federal funds to charter schools. The Commission serves as a pass through entity allocating federal funds from the DOE to charter schools. The following table sets forth the federal funds that the Commission disbursed to the schools for the 2018-19 fiscal year.

Table 4: Federal Fund Allocations and Expenditures for Charter Schools			
Federal Program ²⁴	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2018-19	Amount Provided to Charter Schools in FY 2018-19
Migrant Education State Grant Program	To support education programs that address the needs of migratory children. Distribution made based on a percentage formula incorporating at-risk factors and number of migrant students at each school.	\$32,594	\$32,594
U.S. Department of Education Impact Aid	To provide financial assistance to local education agencies affected by Federal presence. Distribution based on proportion of total public school enrollment.	\$2,520,789	\$2,520,789
U.S. Department of the Interior- U.S. Department of Education Economic, Social, and Political Development of the Territories	To provide charter schools with a pro-rata share based on enrollment of the federal Compact Impact funds received from the U.S. Department of the Interior. In lieu of directly allocating Compact Impact funds that carry with them spending restrictions and reporting requirements, this allocation was made using U.S. Department of Defense Supplement to Impact Aid funds that only requires the funds be expended pursuant to State law.	\$100,000	\$100,000
U.S. Department of Defense Impact Aid	To provide financial assistance to local education agencies affected by military presence. Distribution based on proportion of total public school enrollment.	\$484,120	\$484,120

Table 4: Federal Fund Allocations and Expenditures for Charter Schools

Federal Program ²⁴	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2018-19	Amount Provided to Charter Schools in FY 2018-19
Education for Homeless Children & Youth	To support all homeless children so that they have equal access to free and appropriate public education. Funds support staffing for personnel that provide technical assistance to various groups. Distribution is based on the cost of a homeless liaison position and related expenses.	\$18,612	\$0
Title I Grants to Local Education Agencies (LEA)	To help disadvantaged students enrolled in schools with the highest concentrations of poverty to meet the same high standards expected of all students. Distribution made to only schools with 47.2% or more students receiving free or reduced-price meals. Distribution to these schools based on Title I formula using number of students eligible for free or reduced-price meals, multiplied by the per-pupil funding amount for the school's county.	\$8,727,475	\$7,052,951
Improving Teacher Quality State Grants	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.	\$234,953	\$205,489
English Language Acquisition State Grants	To supplement efforts to improve the education of limited English proficient students. Distribution based on the number of English language learners enrolled in schools after submission and approval of Title III written plans.	\$13,643	\$1,643
Special Education Grants to State	To provide financial assistance to state education agencies to assist in the provision of special education services as determined by IDEA and ESSA.	\$627,294	\$627,294
Preschool Development Grant	To build or enhance a preschool program infrastructure that enables the delivery of high-quality preschool services to children	\$5,241,451	\$4,535,128
TOTAL		\$18,000,931	\$15,560,008

E. Equity Concerns and Access and Distribution Recommendations

The Commission continued its efforts to raise awareness regarding access and equity of funding for public charter schools within the public school system of Hawai'i. These efforts have resulted in increased communication and collaboration with multiple state agencies, such as the Departments of Education (DOE), Budget and Finance (B&F), and Accounting and General Services (DAGS).

In particular, collaboration with the DOE resulted in significant improvements in efficiency and accountability through implementation of effective procedures for the draw-down of federal funds. In addition to efficiency gains, these procedures ensure compliance with federal requirements pertaining to the amount of time between the draw-down of funds and release/expenditure of those federal funds.

The Commission also continues to strengthen its communication and collaboration with B&F and DAGS to clarify the Commission's responsibilities, as sole authorizer in the State of Hawai'i, pertaining to budget requirements and charter school funding management.

VIII. Information requested by the Board of Education in its Memo to the State Public Charter School Commission, dated October 10, 2019, for the Board of Education’s Annual Report to the Governor, State Legislature, and Public on the State’s Public Charter Schools, as required by HRS §302D-21

As requested by the BOE in its memo to the Commission, dated October 10, 2019, the Commission hereby provides the following information:

Statutory Reference	Requested Information	Format of Information	SPCSC Response
Hawai'i Revised Statutes (HRS) §302D-21 ²⁵	1) The Commission’s assessment of the successes, challenges, and areas for improvement in meeting the purposes of this chapter, including the board’s assessment of the sufficiency of funding for public schools, and any suggested changes in state law or policy necessary to strengthen the State’s public charter schools.	Narrative description. The narrative must include an update on the issues and statements made in the Conclusion of the Commission’s 2017-18 annual report. For example, the 2017-18 annual report states that the Commission set priorities for the 2018-19 school year, including engaging with “charter school governing boards to improve their understanding of and capacity to carry out governance best practices, with emphasis on their fiduciary obligations and responsibilities.” Include an update on what the Commission did during the 2018-19 school year to address this priority. If it makes sense, include priorities for the 2019-20 school year or describe what the Commission’s plans are for the school year.	See Appendix F.
HRS §302D-21	2) Any concerns regarding equity and recommendations to improve access to and distribution of federal funds to public charter schools.	Narrative description.	See Section VII-E: Equity Concerns and Access and Distribution

Statutory Reference	Requested Information	Format of Information	SPCSC Response
			Recommendations above.
HRS §302D-21	3) A summary of the criteria used by the charter school facilities funding working group, established pursuant to section 302D-29.5, in allocating facilities funding.	Narrative description.	See Appendix F.
HRS §302D-21	4) A detailed breakdown of the allocation of funding through general funds and bond funds.	Charts, tables, and, if necessary, narrative description.	See Appendix F.
HRS §302D-21	5) A detailed list of the projects funded by general funds and bond funds.	Listing.	The Commission did not engage in any projects funded by general funds or bond funds in FY2018-19.
HRS §302D-21	6) The status of funding for projects previously awarded.	Narrative description.	The Commission did not engage in or manage any projects previously awarded with general funds or bond funds in FY2018-19.

IX. Conclusion

In the 2018-19 school year, the Commission instituted major changes to its structure and focus, emphasizing its Four Pillars of Support for successful schools and reorganizing the Commission staff structure to support this focus. While the Commission continued to implement its statutorily mandated mission and responsibilities, a thorough implementation plan was drafted and adopted by the Commission staff and, in June of 2019, the plan was officially implemented.

As is expected with any major change, the anxiety of such a reorganization has given way to an excitement towards improvement and greater student outcomes. The Commission understands that the schools in its portfolio serve each of their respective communities in unique ways, and is also aware that it needs to do more to share information about charter schools' successes and distinctive programs with the broader public. In order to do this, the Commission strives to gather more data about each of its charter schools.

Commission's Priorities 2019-20 School Year

Among the Commission's priorities for the 2019-20 school year are:

Strategic Plan Implementation and the Four Pillars of Support

The Commission's focus for the 2019-20 School Year will center around the implementation of its strategic plan through the restructured Commission office, as well as the four pillars of support in successful schools: Governance, Leadership, Instruction, and Community. All of the Commission's teams will support each of these pillars while guiding schools to compliance with their charter contracts and the Commission's performance expectations.

Health and Safety

The safety of students is a priority of the Commission. In collaboration with the DOE, the Commission will develop procedures that inform policy on health and safety guidelines for charter schools and their facilities. The Commission will communicate, implement, and support charter school compliance with health- and safety-related requirements and gather data that will inform the Commission's future policies and advocacy on these priority issues.

Revisions to the Performance Framework

The special proposition of chartering allows schools to implement an educational model that is consistent with its individual mission and values and meets the needs of its community. The Commission honors each school's mission and vision. However, the Commission previously measured performance through operational tasks, financial health, and standardized state assessments of student outcomes. The Commission has taken feedback from its portfolio of schools, community members, and educational partners, and desires to analyze these data to inform a differentiated performance framework that includes measures of success that are more reflective of each school's mission and vision. This strategy is focused on strengthening school accountability while maintaining school

autonomy. As a learning organization, the Commission will revise its Performance Framework, which sets the Commission’s performance expectations for the schools it authorizes. The revised performance framework will collect data from its portfolio of schools that also measures the conditions, practices, and systems necessary for learning and, ultimately, the provision of high quality education, to occur.

Early Learning and a P-3 System in Charter Schools

The implementation of Act 276, Session Laws of Hawai’i 2019, resulted in the first state-funded pre-K classrooms in charter schools and the initiation of a pre-K-to-grade 3 (P-3) continuum of learning, which are key components of the Commission’s portfolio strategy. Through state funding, the Commission will be working with these charter schools to establish a P-3 learning system that is designed to build foundational learning for its students and future improvements in student outcomes.

Academic Outcomes

The Commission advocates for multiple measures of success. Other partner organizations and 17 Hawaiian culture-focused charter schools have collaborated on a multi-year initiative focused on the development of Culturally Relevant Assessments. The Commission will continue to work with all charter schools to support conditions for multiple and alternative academic measures of student success.

With a primary focus on providing students and their parents with high-quality choices in public education, the Commission looks forward to implementing and making further improvements to the public charter school system, as guided by the Commission’s newly adopted strategic plan and vision..

X. Glossary of Key Terms

Term	Definition
Academic Performance Framework	The framework used by the Commission to assess the academic performance of charter schools
Act 130	Act 130 of the 2012 Session Laws of Hawai'i, which established the Commission as the State's only charter school authorizer
B&F	State of Hawai'i Department of Budget and Finance
Blended learning	An educational model that delivers instruction in both an online environment and a "brick-and-mortar" setting
BOE	State of Hawai'i Board of Education
Charter Contract	State Public Charter School Contract, a contract between the Commission and a charter school's governing board
Commission	State Public Charter School Commission
DAGS	State of Hawai'i Department of Accounting and General Services
DOE	State of Hawai'i Department of Education
EL	English learners, a student subgroup that is made up of students with limited English proficiency
ESEA	Federal Elementary and Secondary Education Act of 1964
ESSA	Federal Every Student Succeeds Act of 2015
FERPA	Federal Family Educational Rights and Privacy Act, 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 used by the Commission to assess the financial performance of charter schools
FRL	Students who qualify for free and reduced-price meals under the National School Lunch Program
High needs students	Students who are in one or more of the DOE's designated high need student subgroups: students eligible for free or reduced-price meals, Special Education students, and English learners
HRS	Hawai'i Revised Statutes
Hawai'i State Alternate Assessment	A system of assessments for students with significant cognitive disabilities who participate in a school curriculum that includes academic instruction as well as functional life skills

Term	Definition
Hawai'i State Science Bridge Assessments	A standardized assessment for science that is administered to students in grades 4 and 8 who are enrolled at English medium public schools statewide
IDEA	Federal Individuals with Disabilities Education Act
KĀ'EO	Kaiapuni Assessment of Educational Outcomes, a standardized assessment for Hawaiian language arts, math, and science that is administered to students in grades 3 to 8 who are enrolled at Kaiapuni schools (Hawaiian medium public schools) statewide
MGP	Median student growth percentile, the growth measure used to compare students' performance on statewide assessments to that of their academic peers
NACSA	National Association of Charter School Authorizers
NCLB	No Child Left Behind
Non-high needs students	Students who are not classified as "high needs students" (see definition above)
Organizational Performance Framework	The framework used by the Commission to assess the organizational performance of charter schools
Performance Framework	The Commission's accountability system, consisting of the Academic, Financial, and Organizational Performance Frameworks
SLH	Session Laws of Hawai'i
Smarter Balanced Assessment	A standardized assessment for English language arts/literacy and math that is administered to students in grades 3 to 8 and 11 who are enrolled at English medium public schools statewide
SPED	Students who receive special education services
Strive HI	Strive HI Performance System, the DOE's accountability and improvement system that is applied to all Hawai'i public schools, including charter schools
Task Force	The charter school governance, accountability, and authority task force
USDE	United States Department of Education
Value Added measure	Measures whose purpose is to capture the work that a charter school is doing to impact student academic performance through mission-aligned initiatives
Virtual learning	An educational model that delivers instruction exclusively in an online environment rather than in a "brick-and-mortar" setting

XI. Appendices

- A. Appendix A: Performance Frameworks – Individual School Performance Summaries
- B. Appendix B: Charter School Academic Performance Data for School Years 2015-16, 2016-17, 2017-18, and 2018-19
- C. Appendix C: Charter School Financial Performance Framework Data for School Years 2015-16, 2016-17, 2017-18, and 2018-19
- D. Appendix D: Charter School Organizational Performance Framework Data for School Years 2015-16, 2016-17, 2017-18, and 2018-19
- E. Appendix E: The State Public Charter School Commission’s Annual Audit Report for Fiscal Year 2018-19
- F. Appendix F: Information requested by the Board of Education in its Memo to the State Public Charter School Commission, dated October 10, 2019, for the Board of Education’s Annual Report to the Governor, State Legislature, and Public on the State’s Public Charter Schools, as required by HRS §302D-21

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

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	N/A	33%	N/A
ELA	N/A	62%	N/A
Science	N/A	Data suppressed	N/A

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

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
N/A	25% ¹	N/A

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

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

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Alaka'i O Kaua'i Public Charter School

$$(4 \times 0.10) + (4 \times 0.35) + (5 \times 0.10) + (1 \times 0.10) + (3 \times 0.25) + (4 \times 0.10) = 3.55$$

$$0.40 + 1.40 + 0.50 + 0.10 + 0.75 + 0.40 = 3.55 \text{ (Rounded)} = 4$$

Final Fiscal Year 2018-19 Risk Assessment: HIGH

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	37% - 46%	23%	Did Not Meet
ELA	51% - 60%	46%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	56	Met
ELA	50 - 54	63	Exceeded

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16% - 19%	23% ¹	<i>Did not meet</i>

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
65% - 75%	69%	Met

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
56% - 65%	42%	Did Not Meet

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

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	34% - 43%	20%	Did not meet
ELA	48% - 57%	42%	Did not meet

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Connections Public Charter School

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

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

Final Fiscal Year 2018-19 Risk Assessment: LOW

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	24%-29%	6%	Did Not Meet
ELA	33%-39%	24%	Did Not Meet
Science	<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	46-53	50	Met
ELA	46-52	50	Met

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16%-29%	41% ¹	Did Not Meet

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
68%-73%	48%	Did Not Meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

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

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	No Target	<i>Data suppressed</i>	Not applicable
ELA	No Target	<i>Data suppressed</i>	Not applicable

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hakipu`u Learning Center

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (2 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 1.45$$

$$0.10 + 0.35 + 0.20 + 0.20 + 0.50 + .10 = 1.45 \text{ (Rounded)} = 1$$

Final Fiscal Year 2018-19 Risk Assessment: **LOW**

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	23%-32%	18%	Did Not Meet
ELA	43%-52%	41%	Did Not Meet
Science	23%-32%	50%	Exceeded

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	43-49	43	Met
ELA	40-48	38	Did Not Meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	20 ¹	Did Not Meet

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data Suppressed</i>	Did Not Meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
75%-84%	84%	Met

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

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

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	23% - 32%	13%	Did not meet
ELA	33% - 42%	25%	Did not meet

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Halau Ku Mana Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (5 \times 0.10) + (4 \times 0.25) + (1 \times 0.10) = 2.15$$

$$0.10 + 0.35 + 0.10 + 0.50 + 1.00 + 0.10 = 2.15 \text{ (Rounded)} = 2$$

Final Fiscal Year 2018-19 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	47% - 56%	28%	Did Not Meet
ELA	57% - 66%	51%	Did Not Meet
Science	48% - 57%	43%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	41	Did Not Meet
ELA	55 - 58	47	Did Not Meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% - 15%	14% ¹	Met

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
67% - 76%	81%	Exceeded

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
59% - 68%	46%	Did Not Meet

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

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	46% - 50%	26%	Did not meet
ELA	55% - 57%	48%	Did not meet

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hawai`i Academy of Arts & Science Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.1$$

$$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.10 = 1.1 \text{ (Rounded)} = 1$$

Final Fiscal Year 2018-19 Risk Assessment: **LOW**

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	52% - 59%	43%	Did Not Meet
ELA	66% - 74%	68%	Met
Science	48% - 54%	47%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	49	Did Not Meet
ELA	50 - 55	52	Met

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	19%	Did Not Meet

4-Year Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
65% - 70%	89%	Exceeded

5-Year Graduation Rate		
% Grad in 5 yrs: TARGET	% Grad in 5 yrs: ACTUAL	Met target?
85%-92%	Data Not Available at time of Reporting	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	41% - 49%	26%	Did Not Meet
ELA	51% - 58%	53%	Met

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hawai`i Technology Academy

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (2 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.2$$

$$0.10 + 0.35 + 0.20 + 0.20 + 0.25 + 0.10 = 1.2 \text{ (Rounded)} = 1$$

Final Fiscal Year 2018-19 Risk Assessment: LOW

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency				Academic Growth			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?	Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50% - 58%	59%	Exceeded	Math	51 - 56	63	Exceeded
ELA	68% - 72%	70%	Met	ELA	51 - 56	56	Met

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
15% or less	6%	Exceeded

Achievement Gap				
Subject	% Proficient High Needs: TARGET	% Proficient High Needs - Charter-wide: ACTUAL	% Proficient High Needs: ACTUAL	Met target?
Math	39% or higher and equal to or better than charter rate % Proficient High Needs	28%	51%	Exceeded
ELA	38% or higher and equal to or better than charter rate % Proficient High Needs	35%	64%	Exceeded

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Innovations Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (4 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.4$

$0.10 + 0.35 + 0.20 + 0.40 + 0.25 + 0.10 = 1.4$ (Rounded) = 1

Final Fiscal Year 2018-19 Risk Assessment: LOW

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	No target/TBD	14%	Not applicable
HLA	No target/TBD	43%	Not applicable
Science	No target	43%	Not Applicable

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	TBD	34	Not applicable
HLA	TBD	61	Not applicable

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% - 15%	14% ¹	Met

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
N/A	Not available	Not applicable

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
N/A (No seniors)	Data suppressed	Not applicable

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

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

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	<i>No target</i>	6%	<i>Not applicable</i>
HLA	<i>No target</i>	32%	<i>Not applicable</i>

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ka 'Umeke Kā'eo

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.1$

$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.10 = 1.1$ (Rounded) = 1

Final Fiscal Year 2018-19 Risk Assessment: **LOW**

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	32% - 41%	19%	Did Not Meet
ELA	36% - 45%	29%	Did Not Meet
Science	20% - 29%	28%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 -62	31	Did Not Meet
ELA	50 - 54	46	Did Not Meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% or less	21%	Did Not Meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	24% - 33%	14%	Did Not Meet
ELA	27% - 36%	23%	Did Not Meet

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ka Waihona O Ka Na` Auao Public Charter School

$$(4 \times 0.10) + (4 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (1 \times 0.25) + (4 \times 0.10) = 2.85$$

$$0.40 + 1.4 + 0.10 + 0.30 + 0.25 + 0.40 = 2.85 \text{ (Rounded)} = 3$$

Final Fiscal Year 2018-19 Risk Assessment: MODERATE

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	23% - 32%	9%	Did Not Meet
ELA	35% - 44%	21%	Did Not Meet
Science	25% - 34%	15%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	44	Did Not Meet
ELA	50 - 54	44	Did Not Meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
29% - 20%	33% ¹	<i>Did Not Meet</i>

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
42% - 51%	10%	Did Not Meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
89% - 100%	76%	Did Not Meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

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

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	17% - 27%	9%	Did Not Meet
ELA	28% - 37%	21%	Did Not Meet

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kamaile Academy Public Charter School

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

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

Final Fiscal Year 2018-19 Risk Assessment: **LOW**

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	5% increase from baseline 36%	25%	Did Not Meet
ELA	4% increase from baseline 61%	48%	Did Not Meet
Science	6% increase from baseline 44%	39%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	TBD	29	TBD
ELA	TBD	35	TBD

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
TBD	11%	TBD

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	TBD	14%	Not applicable
ELA	TBD	37%	Not applicable

II. Value Added

Value Added	
Status:	Submission Pending

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kamalani Academy

$$(4 \times 0.10) + (4 \times 0.35) + (5 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 2.75$$

$$0.40 + 1.40 + 0.50 + 0.10 + 0.25 + 0.10 = 2.75 \text{ (Rounded)} = 3$$

Final Fiscal Year 2018-19 Risk Assessment: MODERATE

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	43% - 52%	27%	Did Not Meet
ELA	62% - 71%	55%	Did Not Meet
Science	45% - 54%	42%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	38	Did Not Meet
ELA	50 - 54	57	Exceeded

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16% - 19%	19% ¹	Met

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
84% - 93%	30%	Did Not Meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Does Not Apply</i>	N/A

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

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	43% - 52%	21%	Did Not Meet
ELA	60% - 69%	48%	Did Not Meet

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kanu O Ka `Aina New Century Public Charter School

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

$$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.10 = 1.00$$

Final Fiscal Year 2018-19 Risk Assessment: LOW

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	32% - 41%	27%	Did Not Meet
ELA	38% - 47%	47%	Met
Science	48% - 57%	38%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	43 - 49	37	Did Not Meet
ELA	45 - 49	40	Did Not Meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
20% - 24%	21% ¹	Met

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

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

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	30% - 39%	25%	Did Not Meet
ELA	37% - 46%	42%	Met

II. Value Added

Value Added	
Status:	Submission Pending

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kanuikapono Public Charter School

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

$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.10 = 1.$

Final Fiscal Year 2018-19 Risk Assessment: **LOW**

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	84% - 93%	74%	Did Not Meet
ELA	84% - 93%	82%	Did Not Meet
Science	86% - 95%	80%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	61	Exceeded
ELA	50 - 54	52	Met

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
12% - 15%	(0-5%)	Exceeded

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	54% - 63%	33%	Did Not Meet
ELA	42% - 51%	37%	Did Not Meet

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ka‘ōhāo Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.2$

$0.10 + 0.35 + 0.10 + 0.30 + 0.25 + 0.10 = 1.2$ (Rounded) = 1

Final Fiscal Year 2018-19 Risk Assessment: LOW

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	No target, no student results	N/A	N/A
ELA	No target, no student results	N/A	N/A
Science	N/A	39%	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	No target, no student results	N/A	N/A
ELA	No target, no student results	N/A	N/A

College and Career Readiness

Graduation Rate: High School		
% in Grad in 4 years: TARGET	% in Grad in 4 years: ACTUAL	Met target?
No target, no student results	N/A	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	No target, no student results	N/A	N/A
ELA	No target, no student results	N/A	N/A

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kapolei Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.1$$

$$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.10 = 1.1 \text{ (Rounded)} = 1$$

Final Fiscal Year 2018-19 Risk Assessment: LOW

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	No Target	20%	Not applicable
HLA	No Target	30%	Not applicable
Science	No Target	31%	Not applicable

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	No Target	Data Suppressed	Not applicable
HLA	No Target	Data Suppressed	Not applicable

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
31% - 35%	19% ¹	Exceeded

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
Target suppressed	Data suppressed	Did Not Meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
Target suppressed	Data suppressed	Met

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

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	No Target	15%	Not applicable
HLA	No Target	26%	Not applicable

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kawaikini New Century Public Charter School

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

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

Final Fiscal Year 2018-19 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	26% - 35%	16%	Did Not Meet
ELA	31% - 40%	24%	Did Not Meet
Science	<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	40	Did Not Meet
ELA	55 - 58	26	Did Not Meet

College and Career Readiness

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	<i>Target suppressed</i>	<i>Data suppressed</i>	Met
ELA	<i>Target suppressed</i>	<i>Data suppressed</i>	Met

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Ana La`Ahana Public Charter School

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

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

Final Fiscal Year 2018-19 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency				Academic Growth			
Subject	% Proficient: TARGET	% Proficient: ACTUAL ¹	Met target?	Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	No target	Data Suppressed	Not applicable	Math	Target suppressed	Data Suppressed	Did Not Meet
ELA	No target	Data Suppressed	Not applicable	ELA	Target suppressed	Data Suppressed	Exceeded

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
34% - 25%	26% ²	Met

Graduation Rate			11 th Grade ACT		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?	% Scoring 19+: TARGET	% Scoring 19+ ACTUAL	Met target?
Target suppressed	Data suppressed	Met	Target suppressed	Data Not Available	N/A

¹ Due to the Hawaii Department of Education's decision to end the practice of "courtesy testing" for students at Hawaiian immersion schools, which allowed for the administration of the statewide assessment in English in addition to the statewide assessment in Hawaiian, it was not possible for the school to administer different statewide assessments to different grade levels, as outlined in its contract. Thus, the proficiency rates reported here represent results from the Kaiapuni Assessment of Educational Outcomes (KAEO), the statewide assessment in Hawaiian, only.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

II. Value Added

Value Added	
Status:	Submission Pending

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Kula Niihau O Kekaha Learning Center

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (2 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 1.6$

$0.10 + 0.35 + 0.10 + 0.20 + 0.75 + 0.10 = 1.6 \text{ (Rounded)} = 2$

Final Fiscal Year 2018-19 Risk Assessment: **ACCEPTABLE**

Organizational Performance Framework

Ke Kula Niihau O Kekaha Learning Center

School Year 2018-2019

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	No target	20%	Not applicable
ELA/ HLA	No target	39%	Not applicable
Science	No target	34%	Not applicable

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	No target	Data suppressed	Not applicable
ELA/ HLA	No target	Data suppressed	Not applicable

College and Career Readiness

Average Daily Attendance (ADA) Rate: Elementary and Middle		
% ADA Combined: Elementary & Middle TARGET	% ADA Combined: Elementary & Middle ACTUAL	Met target?
95%	94%	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	No target	17%	Not applicable
ELA	No target	32%	Not applicable

II. Value Added

Value Added	
Status:	Submission Pending

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Kula `O Nawahiokalani`Opu`u Iki, LPCS

$$(1 \times 0.10) + (2 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (3 \times 0.75) + (1 \times 0.10) = 2.05$$

$$0.10 + 0.70 + 0.10 + 0.30 + 0.75 + 0.10 = 2.05 \text{ (Rounded)} = 2$$

Final Fiscal Year 2018-19 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	No target	32%	Not applicable
ELA/ HLA	No target	46%	Not applicable
Science	No target	27%	Not applicable

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	No target	61	Not applicable
ELA/ HLA	No target	58	Not applicable

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent TARGET	% Chronically Absent ACTUAL	Met target?
11% or less	21%	Did Not Meet

Graduation Rate: High School		
% Graduating in 4 years TARGET	% Graduating in 4 years ACTUAL	Met target?
Target suppressed	Data suppressed	Met

College-going Rate : High School		
% College-Going TARGET	% College-Going -ACTUAL	Met target?
N/A	Data suppressed	Not applicable

Early College Access/Dual Enrollment: High School		
% 10th-12th Graders Earning Dual Credit TARGET	% 10th-12th Graders Earning Dual Credit ACTUAL	Met target?
55% or greater	Data Not Available at time of reporting	Data Not Available at time of reporting

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	<i>No target</i>	17%	<i>Not applicable</i>
ELA	<i>No target</i>	27%	<i>Not applicable</i>

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Kula `O Samuel M. Kamakau, LPCS

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.2$

$0.10 + 0.35 + 0.10 + 0.30 + 0.25 + 0.10 = 1.2 \text{ (Rounded)} = 1$

Final Fiscal Year 2018-19 Risk Assessment: **LOW**

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	53% - 62%	39%	Did Not Meet
ELA	73% - 82%	59%	Did Not Meet
Science	48% -57%	60%	Exceeded

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	57-61	37	Did Not Meet
ELA	52-56	42	Did Not Meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% -15%	(0-5%) ¹	Exceeded

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
72% - 76%	66%	Did Not Meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
84% - 88%	86%	Met

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
78% - 84%	49%	Did Not Meet

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

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	35% - 44%	29%	Did Not Meet
ELA	56% - 65%	48%	Did Not Meet

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kihei Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (2 \times 0.10) + (1 \times 0.25) + (2 \times 0.10) = 1.2$$

$$0.10 + 0.35 + 0.10 + 0.20 + 0.25 + 0.20 = 1.2 \text{ (Rounded)} = 1$$

Final Fiscal Year 2018-19 Risk Assessment: LOW

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	27% - 36%	30%	Met
ELA	42% - 51%	50%	Met
Science	20% - 29%	58%	Exceeded

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	49-57	86	Exceeded
ELA	45-54	84	Exceeded

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
18% - 21%	19% ¹	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	23% - 32%	21%	Did Not Meet
ELA	36% - 45%	49%	Exceeded

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

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kona Pacific Public Charter School

$$(1 \times 0.10) + (5 \times 0.35) + (5 \times 0.10) + (1 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 3.3$$

$$0.10 + 1.75 + 0.50 + 0.10 + 0.75 + 0.10 = 3.3 \text{ (Rounded)} = 3$$

Final Fiscal Year 2018-19 Risk Assessment: MODERATE

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	15% - 24%	24%	Met
ELA	23% - 32%	33%	Exceeded
Science	41% - 50%	38%	Did not meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	66	Exceeded
ELA	45 - 49	59	Exceeded

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
18%-22%	13% ¹	<i>Exceeded</i>

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
38% - 47%	43%	Met

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

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kua O Ka Lā New Century Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 1.7$$

$$0.10 + 0.35 + 0.10 + 0.30 + 0.75 + 0.10 = 1.7 \text{ (Rounded)} = 2$$

Final Fiscal Year 2018-19 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	49% -58%	32%	Did Not Meet
ELA	29% -38%	28%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50-55	23	Did Not Meet
ELA	50-54	36	Did Not Meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	9%	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	44% - 53%	28%	Did Not Meet
ELA	29% - 38%	22%	Did Not Meet

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kualapu`u School: A Public Conversion Charter

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.1$$

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

Final Fiscal Year 2018-19 Risk Assessment: LOW

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to

Kualapu'u School: A Public Conversion Charter School

School Year 2018-2019

verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	23% - 32%	16%	Did not meet
ELA	23% - 32%	13%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	28 - 37	29	Met
ELA	28 - 37	46	Exceeded

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16% - 19%	66% ¹	Did Not Meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
<i>Target Suppressed</i>	<i>Data Suppressed</i>	Did Not Meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
<i>Target Suppressed</i>	<i>Data Suppressed</i>	Did Not Meet

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

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kula Aupuni Niihau A Kahelehani Aloha (KANAKA)

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

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

Final Fiscal Year 2018-19 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	29% - 38%	23%	Did Not Meet
ELA	46% - 55%	38%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	37	Did Not Meet
ELA	50 - 54	38	Did Not Meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16% - 19%	14% ¹	<i>Exceeded</i>

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
88% - 100%	70%	Did Not Meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	23% - 32%	22%	Did Not Meet
ELA	33% - 42%	35%	Met

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

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Laupāhoehoe Community Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.2$$

$$0.10 + 0.35 + 0.10 + 0.30 + 0.25 + 0.10 = 1.2 \text{ (Rounded)} = 1$$

Final Fiscal Year 2018-19 Risk Assessment: LOW

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	77% - 86%	27%	Did Not Meet
ELA	83% - 92%	45%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	No target	27	N/A
ELA	No target	33	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
16% - 19%	9%	Exceeded

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Malama Honua Public Charter School

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

$$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.10 = 1$$

Final Fiscal Year 2018-19 Risk Assessment: LOW

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	52% - 61%	56%	Met
ELA	76% - 85%	80%	Met
Science	70% - 79%	86%	Exceeded

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	49 - 54	55	Exceeded
ELA	58 - 63	60	Met

College and Career Readiness

Chronic Absenteeism Elementary & Middle Combined		
% Chronically Absent Combined Elementary & Middle TARGET	% Chronically Absent Combined Elementary & Middle ACTUAL	Met target?
5% or less	10% ¹	<i>Did Not Meet</i>

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
89% - 93%	(95-100%)	Exceeded

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
59% - 68%	47%	Did Not Meet

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

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	49% - 58%	45%	Did Not Meet
ELA	66% - 75%	71%	Met

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Myron B. Thompson Academy

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

$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.10 = 1$

Final Fiscal Year 2018-19 Risk Assessment: **LOW**

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	26% - 35%	21%	Did Not Meet
ELA	25% - 34%	30%	Met
Science	Target suppressed	Data suppressed	Exceeded

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	45 - 54	40	Did Not Meet
ELA	45 - 54	53	Met

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
22% - 31%	40%	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	26% - 35%	24%	Did Not Meet
ELA	25% - 34%	31%	Met

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Na Wai Ola (Waters of Life) Public Charter School

$$(1 \times 0.10) + (2 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 1.95$$

$$0.10 + 0.70 + 0.20 + 0.10 + 0.75 + 0.10 = 1.95 \text{ (Rounded)} = 2$$

Final Fiscal Year 2018-19 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency					Academic Growth			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	% Proficient State ACTUAL	Met target?	Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	46%-55% OR above State Percentage	45%	43%	Met	Math	46-55	40	Did Not Meet
ELA	68%-77% OR above State Percentage	74%	54%	Exceeded	ELA	51-55	50	Did Not Meet
Science	Above State Percentage	67%	44%	Exceeded				

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	9%	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	26%-35%	24%	Did Not Meet
ELA	46%-55%	48%	Met

II. Value Added

Value Added	
Status:	Submitted and Received

:

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

SEEQS: The School For Examining Essential Questions of Sustainability

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (3 \times 0.10) = 1.2$

$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.30 = 1.2 \text{ (Rounded)} = 1$

Final Fiscal Year 2018-19 Risk Assessment: LOW

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	40% - 49%	45%	Met
ELA	63% - 72%	71%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 – 55	45	Did Not Meet
ELA	45 - 49	49	Met

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	6% ¹	Met

11 th Grade ACT: High School		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
70% - 79%	65%	Did Not Meet

High Needs 11 th Grade ACT: High School		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
No Target	Data Suppressed	N/A

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

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
91% - 100%	(95-100%)	Met

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
85% - 94%	92%	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	20% - 29%	21%	Met
ELA	45% - 54%	39%	Did Not Meet

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

University Laboratory School

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (3 \times 0.25) + (2 \times 0.10) = 1.7$

$0.10 + 0.35 + 0.20 + 0.10 + 0.75 + 0.20 = 1.7$ (Rounded)= 2

Final Fiscal Year 2018-19 Risk Assessment: Acceptable

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	36% - 45%	40%	Met
ELA	42% - 51%	53%	Exceeded
Science	49% - 58%	47%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50-55	59	Exceeded
ELA	48-52	50	Met

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
16% - 19%	19%	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	17% - 26%	35%	Exceeded
ELA	27%- 36%	45%	Exceeded

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Volcano School of Arts & Sciences

$$(1 \times 0.10) + (3 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 2.25$$

$$0.10 + 1.05 + 0.20 + 0.30 + 0.50 + 0.10 = 2.25 \text{ (Rounded)} = 2$$

Final Fiscal Year 2018-19 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	66% - 75%	56%	Did Not Meet
ELA	66% - 75%	68%	Met
Science	28% - 37%	48%	Exceeded

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	63 or higher	57	Did Not Meet
ELA	59 or higher	61	Met

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	10%	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	43% - 52%	37%	Did Not Meet
ELA	35% - 44%	37%	Met

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Voyager: A Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.3$

$0.10 + 0.35 + 0.20 + 0.30 + 0.25 + 0.10 = 1.3 \text{ (Rounded)} = 1$

Final Fiscal Year 2018-19 Risk Assessment: **LOW**

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	68% - 77%	52%	Did not meet
ELA	63% - 72%	56%	Did not meet
Science	35% - 44%	62%	Exceeded

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	62	Exceeded
ELA	50 - 54	51	Met

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	6%	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	42% - 51%	28%	Did Not Meet
ELA	33% - 44%	29%	Did Not Meet

Optional Student Academic Outcome

Optional Student Academic Outcome 1: 2nd Grade DRA Proficiency		
% Proficient TARGET	% Proficient ACTUAL	Met target?
<i>No target</i>	Data Not Available at time of Reporting	<i>Not applicable</i>

Optional Student Academic Outcome 2: Science and Social Studies Conceptual Themes Intended Learning Outcomes		
% Percent of ILOs that increase 0.1 (2.5%) TARGET	% Percent of ILOs that increase 0.1 (2.5%) ACTUAL	Met target?
<i>No target</i>	<i>Data Not Available at time of Reporting</i>	<i>Not applicable</i>

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Waialae Elementary Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (2 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.2$

$0.10 + 0.35 + 0.20 + 0.20 + 0.25 + 0.10 = 1.2 \text{ (Rounded)} = 1$

Final Fiscal Year 2018-19 Risk Assessment: **LOW**

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	41% - 50%	34%	Did Not Meet
ELA	45% - 54%	39%	Did Not Meet
Science	45% - 54%	49%	Met

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	60 or higher	57	Did Not Meet
ELA	53-58	62	Exceeded

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
16% -19%	23%	Did Not Meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	34% -43%	25%	Did Not Meet
ELA	36% -45%	31%	Did Not Meet

II. Value Added

Value Added	
Status:	Submitted and Received

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Waimea Middle Public Conversion Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (4 \times 0.25) + (1 \times 0.10) = 1.85$$

$$0.10 + 0.35 + 0.20 + 0.10 + 1.00 + 0.10 = 1.85 \text{ (Rounded)} = 2$$

Final Fiscal Year 2018-19 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	42% - 51%	37%	Did not meet
ELA	58% - 67%	63%	Met
Science	56% - 65%	35%	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	47 - 55	30	Did Not Meet
ELA	48 - 54	36	Did Not Meet

College and Career Readiness

Daily Attendance: Middle		
% Daily Attendance: TARGET	% Daily Attendance: ACTUAL	Met target?
95% - 100%	95%	Met

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
36% - 45%	52%	Exceeded

Graduation Rate: High School		
% Graduating in 4 years: TARGET	% Graduating in 4 years : ACTUAL	Met target?
90% - 100%	79%	Did Not Meet

College-Going Rate: High School		
% College-going: TARGET	% College-going : ACTUAL	Met target?
60% - 69%	35%	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	38% - 47%	28%	Did Not Meet
ELA	57% - 66%	51%	Did Not Meet

II. Value Added

Value Added	
Status:	Submission Pending

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2018-19 Risk Assessment Result

Formula

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

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

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

West Hawai'i Explorations Academy

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 1.5$$

$$0.10 + 0.35 + 0.10 + 0.10 + 0.75 + 0.10 = 1.5 \text{ (Rounded)} = 2$$

Final Fiscal Year 2018-19 Risk Assessment: **ACCEPTABLE**

Organizational Performance Framework

For the 2018-2019 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

Indicator	Status
List of Key School Employees/Contacts	Compliant
Uniform Informational Practices Act Annual Log	Compliant
Governing Board Membership Roster	Compliant
Teacher Licensure Task- Commission	Compliant
Student Admission Packet Material for Upcoming Student Application Period	Compliant
Uniform Information Practices Act Semi-Annual Summary Log	Compliant
Annual Fire Inspection Report	Compliant
Statement of Assurances	Compliant

**B. Appendix B: Charter School Academic Performance Data for School Years
2015-16, 2016-17, 2017-18, and 2018-19**

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

Legend for Appendix Tables	
Grey fill	The data have been suppressed because the sample size (“n size”) is less than the minimum threshold required by the Hawai’i Department of Education for public reports (less than 10 students through school year 2015-16; less than 20 students for school year 2016-17 onward).
(95-100%)	Replaces all data in the range of 95% to 100%. <i>Reason: Reporting school results of 100% would effectively reveal the performance of all students in the reported group, so, in order to protect students’ privacy, the Commission masks these data by providing a performance range.</i>
(0-5%)	Replaces all data in the range of 0% to 5%. <i>Reason: Reporting school results of 0% would effectively reveal the performance of all students in the reported group, so, in order to protect students’ privacy, the Commission masks these data by providing a performance range.</i>
Not available	The measure applies to the school, but there are no data to report. <i>Examples:</i> <ul style="list-style-type: none"> • <i>A school served all tested grade levels, but did not have any English learners (ELs) enrolled in these grade levels, so the school did not have any EL proficiency data.</i> • <i>The number of tested non-high needs students at a school was less than 20, so neither the proficiency rate of non-high needs students nor the achievement gap was calculated for the school.</i>
Does not apply	The measure does not apply to the school. <i>Examples:</i> <ul style="list-style-type: none"> • <i>An elementary school does not serve grade 12, so the four-year graduation rate measure does not apply to the school.</i> • <i>The Kaiapuni Assessment of Educational Outcomes (the Hawaiian language statewide assessment) is only administered at Kaiapuni schools, so the growth measure for this assessment does not apply to English medium schools.</i>
Not open	The school was not open in the given school year.
I	The school’s results were invalidated by the Hawai’i Department of Education.

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

School	2015-16			2016-17			2017-18			2018-19		
	ELA	M	S	ELA	M	S	ELA	M	S	ELA	M	S
Charter-wide	47%	37%	36%	47%	36%	40%	52%	35%	43%	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Statewide	51%	42%	43%	51%	43%	46%	55%	43%	46%	54%	43%	44%
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	62%	33%	
Connections Public Charter School	46%	33%	33%	36%	28%	13%	37%	17%	19%	46%	23%	25%
Hakipu'u Learning Center	14%	(0-5%)	(0-5%)	6%	(0-5%)		21%	(0-5%)		24%	6%	
Hālau Kū Māna Public Charter School	35%	11%	15%	44%	14%	32%	38%	13%	15%	41%	18%	50%
Hawai'i Academy of Arts & Science Public Charter School	62%	46%	45%	53%	39%	55%	56%	28%	49%	51%	28%	43%
Hawai'i Technology Academy	60%	46%	45%	62%	41%	48%	68%	45%	52%	68%	43%	47%
Innovations Public Charter School	68%	57%	52%	64%	49%	42%	65%	54%	49%	70%	59%	37%
Ka 'Umeke Kā'eo	27%	11%	7%	24%	13%	19%	36%	19%	28%	43%	14%	43%
Ka Waihona o ka Na'auao Public Charter School	30%	26%	12%	25%	23%	11%	28%	21%	11%	29%	19%	28%
Kamaile Academy, PCS	22%	11%	15%	21%	9%	16%	21%	8%	14%	21%	9%	15%
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	61%	36%	44%	48%	25%	39%
Kanu o ka 'Āina New Century Public Charter School	57%	38%	39%	48%	33%	37%	52%	24%	50%	55%	27%	42%
Kanuikapono Public Charter School	32%	26%	44%	50%	34%	50%	55%	37%	61%	47%	27%	38%
Ka'ōhao Public Charter School	81%	80%	83%	88%	89%	(95-100%)	86%	73%	94%	82%	74%	80%
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	39%
Ka'ū Learning Academy	35%	28%	61%				20%	9%		<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	16%	19%	(0-5%)	18%	14%	33%	38%	23%		30%	20%	31%

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

School	2015-16			2016-17			2017-18			2018-19		
	ELA	M	S	ELA	M	S	ELA	M	S	ELA	M	S
Ke Ana La'ahana Public Charter School	21%	11%	(0-5%)	(0-5%)	(0-5%)		11%	(0-5%)		24%	16%	
Ke Kula Niihau O Kekaha Learning Center	8%	(0-5%)	20%	13%	9%		9%	6%				
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	29%	12%		10%	(0-5%)	13%	41%	21%	38%	39%	20%	34%
Ke Kula 'o Samuel M. Kamakau, LPCS	39%	40%	25%	34%	37%	29%	51%	37%		46%	32%	27%
Kihei Charter School	66%	47%	42%	64%	54%	50%	64%	46%	61%	59%	39%	60%
Kona Pacific Public Charter School	35%	20%	13%	30%	20%	38%	26%	14%	19%	50%	30%	58%
Kua o ka Lā New Century Public Charter School	17%	9%	37%	19%	17%	56%	38%	18%	20%	33%	24%	38%
Kualapu'u School: A Public Conversion Charter	23%	42%	52%	19%	34%	27%	30%	33%	32%	28%	32%	28%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	9%	9%	42%	11%	8%		12%	6%		13%	16%	
Laupāhoehoe Community Public Charter School	36%	23%	26%	39%	31%	17%	43%	25%	34%	38%	23%	26%
Mālama Honua Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	70%	52%	<i>Does not apply</i>	57%	24%		45%	27%	
Myron B. Thompson Academy	72%	48%	67%	73%	52%	83%	78%	54%	72%	80%	56%	86%
Nā Wai Ola Public Charter School	19%	20%	32%	30%	16%		41%	36%		30%	21%	
SEEQS: the School for Examining Essential Questions of Sustainability	70%	43%	50%	74%	50%	37%	72%	44%	55%	74%	45%	67%
University Laboratory School	70%	46%	46%	69%	46%	48%	70%	37%	44%	71%	45%	62%
The Volcano School of Arts & Sciences	36%	30%	43%	35%	27%	36%	48%	34%	29%	53%	40%	47%

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

School	2015-16			2016-17			2017-18			2018-19		
	ELA	M	S	ELA	M	S	ELA	M	S	ELA	M	S
Voyager: A Public Charter School	60%	60%	25%	62%	57%	39%	71%	65%	59%	68%	56%	48%
Wai'ala'e Elementary Public Charter School	57%	63%	29%	51%	57%	37%	54%	57%	47%	56%	52%	62%
Waimea Middle Public Conversion Charter School	38%	34%	38%	46%	29%	30%	39%	31%	46%	39%	34%	49%
West Hawai'i Explorations Academy	54%	38%	40%	61%	38%	40%	69%	36%	55%	63%	37%	35%

Table 6: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap Rate²⁶/Gap²⁷ – School Years 2015-16 and 2016-17

School	2015-16 – Math			2015-16 – ELA			2016-17 – Math			2016-17 – ELA/HLA		
	NHN	HN	Gap Rate ²⁸	NHN	HN	Gap Rate	NHN	HN	Gap	NHN	HN	Gap
Charter-wide	52%	25%	49%	65%	33%	46%	49%	24%	25	62%	32%	30
Statewide	59%	30%	50%	70%	37%	46%	58%	30%	28	69%	36%	33
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Connections Public Charter School	59%	28%	<i>Not available</i>	66%	42%	<i>Not available</i>	49%	23%	26	54%	32%	22
Hakipu'u Learning Center		(0-5%)	<i>Not available</i>		13%	<i>Not available</i>		(0-5%)	<i>Not available</i>		7%	<i>Not available</i>
Hālau Kū Māna Public Charter School	13%	7%	<i>Not available</i>	40%	27%	34%	17%	7%	10	49%	33%	16
Hawai'i Academy of Arts & Science Public Charter School	61%	42%	30%	82%	58%	30%	46%	36%	10	64%	48%	16
Hawai'i Technology Academy	53%	35%	34%	69%	45%	34%	47%	28%	19	70%	46%	24
Innovations Public Charter School	72%	45%	38%	83%	58%	29%	60%	39%	21	82%	47%	35
Ka 'Umeke Kā'eo	18%	9%	<i>Not available</i>	50%	20%	<i>Not available</i>	18%	10%	9	33%	18%	14
Ka Waihona o ka Na'auao Public Charter School	38%	20%	47%	46%	23%	51%	30%	15%	14	32%	17%	15
Kamaile Academy, PCS	19%	11%	<i>Not available</i>	33%	22%	<i>Not available</i>	12%	8%	4	25%	20%	5
Kanu o ka 'Āina New Century Public Charter School	38%	38%	(0-5%)	66%	54%	19%	38%	29%	9	57%	40%	16
Kanuikapono Public Charter School	29%	24%	17%	35%	31%	13%	40%	29%	12	62%	41%	21
Ka'ū Learning Academy	58%	23%	<i>Not available</i>	75%	27%	<i>Not available</i>						

Table 6: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap Rate²⁶/Gap²⁷ – School Years 2015-16 and 2016-17

School	2015-16 – Math			2015-16 – ELA			2016-17 – Math			2016-17 – ELA/HLA		
	NHN	HN	Gap Rate ²⁸	NHN	HN	Gap Rate	NHN	HN	Gap	NHN	HN	Gap
Kawaikini New Century Public Charter School	31%	(0-5%)	Not available	18%	14%	Not available	18%	9%	9	21%	14%	6
Ke Ana La’ahana Public Charter School		6%	Not available		13%	Not available	Not available	(0-5%)	Not available	Not available	(0-5%)	Not available
Ke Kula Niihau O Kekaha Learning Center		(0-5%)	Not available		9%	Not available	Not available	9%	Not available	Not available	13%	Not available
Ke Kula ‘o Nāwahīokalani’ōpu’u Iki, LPCS	10%	13%	-29%	48%	20%	58%	(0-5%)	(0-5%)	-1	12%	9%	3
Ke Kula ‘o Samuel M. Kamakau, LPCS	52%	32%	Not available	41%	37%	Not available	49%	25%	24	48%	20%	28
Kihei Charter School	56%	28%	50%	75%	46%	38%	59%	40%	19	67%	53%	15
Kona Pacific Public Charter School	23%	19%	17%	42%	32%	23%	29%	15%	14	43%	22%	20
Kua o ka Lā New Century Public Charter School	8%	10%	Not available	31%	13%	Not available		16%	Not available		18%	Not available
Kualapu’u School: A Public Conversion Charter	73%	38%	Not available	40%	21%	Not available	60%	31%	29	35%	17%	18
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)		7%	Not available		7%	Not available	Not available		Not available	Not available		Not available
Ka’ōhao Public Charter School	86%	48%	Not available	90%	36%	Not available	92%	63%	30	89%	83%	5
Laupāhoehoe Community Public Charter School	44%	17%	Not available	68%	27%	Not available	45%	28%	17	65%	34%	31
Mālama Honua Public Charter School		73%	Not available		82%	Not available			Not available			Not available

Table 6: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap Rate²⁶/Gap²⁷ – School Years 2015-16 and 2016-17

School	2015-16 – Math			2015-16 – ELA			2016-17 – Math			2016-17 – ELA/HLA		
	NHN	HN	Gap Rate ²⁸	NHN	HN	Gap Rate	NHN	HN	Gap	NHN	HN	Gap
Myron B. Thompson Academy	48%	47%	3%	74%	63%	15%	54%	42%	12	73%	67%	7
Nā Wai Ola Public Charter School	19%	20%	<i>Not available</i>	19%	19%	<i>Not available</i>		15%	<i>Not available</i>		30%	<i>Not available</i>
SEEQS: the School for Examining Essential Questions of Sustainability	51%	21%	59%	79%	45%	43%	59%	19%	41	87%	33%	54
University Laboratory School	51%	26%	48%	75%	49%	35%	49%	31%	18	75%	40%	34
The Volcano School of Arts & Sciences	53%	11%	79%	56%	21%	63%	44%	17%	27	46%	28%	18
Voyager: A Public Charter School	69%	38%	46%	71%	31%	56%	64%	42%	22	69%	42%	28
Wai‘alae Elementary Public Charter School	71%	39%	44%	65%	32%	51%	64%	41%	23	57%	37%	20
Waimea Middle Public Conversion Charter School	52%	28%	46%	58%	30%	48%	52%	20%	33	71%	36%	35
West Hawai‘i Explorations Academy	43%	32%	25%	57%	51%	11%	42%	31%	11	67%	49%	18

Table 7: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap – School Year 2017-18

School	Math Proficiency			ELA/HLA Proficiency		
	NHN	HN	Gap	NHN	HN	Gap
Charter-wide	47%	22%	25	66%	37%	29
Statewide	58%	30%	28	72%	40%	32
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Connections Public Charter School	24%	16%	8	53%	33%	20
Hakipu'u Learning Center		(0-5%)	<i>Not available</i>		25%	<i>Not available</i>
Hālau Kū Māna Public Charter School	17%	(0-5%)	13	46%	21%	24
Hawai'i Academy of Arts & Science Public Charter School	29%	27%	2	65%	52%	13
Hawai'i Technology Academy	51%	32%	19	74%	56%	18
Innovations Public Charter School	74%	43%	31	84%	54%	29
Ka 'Umeke Kā'eo		21%	<i>Not available</i>		21%	<i>Not available</i>
Ka Waihona o ka Na'auao Public Charter School	27%	12%	15	34%	21%	13
Kamaile Academy, PCS	10%	8%	2	25%	21%	5
Kamalani Academy Charter School	42%	24%	18	66%	50%	16
Kanu o ka 'Āina New Century Public Charter School	28%	22%	7	66%	43%	23
Kanuikapono Public Charter School	42%	32%	11	69%	43%	25
Ka'ōhao Public Charter School	79%	45%	34	91%	59%	33
The Kapolei Charter School by Goodwill Hawaii	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Ka'ū Learning Academy		8%	<i>Not available</i>		20%	<i>Not available</i>
Kawaikini New Century Public Charter School			<i>Not available</i>			<i>Not available</i>
Ke Ana La'ahana Public Charter School			<i>Not available</i>			<i>Not available</i>
Ke Kula Niihau O Kekaha Learning Center			<i>Not available</i>			<i>Not available</i>
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	31%	12%	19	51%	30%	21
Ke Kula 'o Samuel M. Kamakau, LPCS			<i>Not available</i>			<i>Not available</i>
Kihei Charter School	53%	28%	25	70%	48%	21
Kona Pacific Public Charter School	20%	10%	9	35%	19%	16

Table 7: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap – School Year 2017-18

School	Math Proficiency			ELA/HLA Proficiency		
	NHN	HN	Gap	NHN	HN	Gap
Kua o ka Lā New Century Public Charter School		15%	<i>Not available</i>		32%	<i>Not available</i>
Kualapu‘u School: A Public Conversion Charter	43%	30%	13	41%	27%	14
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)			<i>Not available</i>			<i>Not available</i>
Laupāhoehoe Community Public Charter School	33%	22%	11	62%	36%	26
Mālama Honua Public Charter School		33%	<i>Not available</i>		48%	<i>Not available</i>
Myron B. Thompson Academy	55%	46%	9	77%	90%	-13
Nā Wai Ola Public Charter School		36%	<i>Not available</i>		41%	<i>Not available</i>
SEEQS: the School for Examining Essential Questions of Sustainability	57%	25%	33	85%	53%	32
University Laboratory School	40%	18%	22	74%	47%	27
The Volcano School of Arts & Sciences	60%	15%	45	73%	28%	45
Voyager: A Public Charter School	73%	43%	30	80%	45%	36
Wai‘alae Elementary Public Charter School	63%	28%	34	57%	37%	20
Waimea Middle Public Conversion Charter School	58%	22%	36	68%	29%	39
West Hawai‘i Explorations Academy	43%	23%	19	76%	56%	20

Table 8: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Math (M) and Achievement Gap – School Year 2018-19

School	Math			ELA/HLA		
	NHN	HN	Gap	NHN	HN	Gap
Charter-wide	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Statewide	59%	30%	29	72%	38%	34
Alaka'i O Kaua'i Public Charter School	39%		<i>Not available</i>	71%		<i>Not available</i>
Connections Public Charter School	34%	20%	14	63%	42%	21
Hakipu'u Learning Center			<i>Not available</i>			<i>Not available</i>
Hālau Kū Māna Public Charter School	20%	13%	8	47%	25%	22
Hawai'i Academy of Arts & Science Public Charter School	37%	26%	11	60%	48%	12
Hawai'i Technology Academy	49%	26%	23	73%	53%	20
Innovations Public Charter School	72%	51%	21	80%	64%	16
Ka 'Umeke Kā'eo	24%	6%	18	58%	32%	26
Ka Waihona o ka Na'auao Public Charter School	27%	14%	13	39%	23%	16
Kamaile Academy, PCS	7%	9%	-2	25%	21%	4
Kamalani Academy Charter School	35%	14%	21	59%	37%	22
Kanu o ka 'Āina New Century Public Charter School	36%	21%	15	66%	48%	18
Kanuikapono Public Charter School	29%	25%	4	53%	42%	12
Ka'ōhao Public Charter School	80%	33%	47	89%	37%	52
The Kapolei Charter School by Goodwill Hawaii	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Ka'ū Learning Academy	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	27%	15%	12	36%	26%	11
Ke Ana La'ahana Public Charter School	<i>Not available</i>		<i>Not available</i>	<i>Not available</i>		<i>Not available</i>
Ke Kula Niihau O Kekaha Learning Center			<i>Not available</i>			<i>Not available</i>
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	25%	17%	8	47%	32%	15
Ke Kula 'o Samuel M. Kamakau, LPCS	45%	17%	28	61%	27%	34
Kihei Charter School	44%	29%	15	63%	48%	15
Kona Pacific Public Charter School	38%	21%	17	50%	49%	1
Kua o ka Lā New Century Public Charter School		21%	<i>Not available</i>		25%	<i>Not available</i>
Kualapu'u School: A Public Conversion Charter	45%	28%	16	47%	22%	25
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<i>Not available</i>		<i>Not available</i>	<i>Does not apply</i>		<i>Not available</i>

Table 8: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Math (M) and Achievement Gap – School Year 2018-19

School	Math			ELA/HLA		
	NHN	HN	Gap	NHN	HN	Gap
Laupāhoehoe Community Public Charter School	32%	22%	10	55%	35%	19
Mālama Honua Public Charter School	33%	23%	10	67%	33%	33
Myron B. Thompson Academy	58%	45%	13	82%	71%	11
Nā Wai Ola Public Charter School		24%	<i>Not available</i>		31%	<i>Not available</i>
SEEQS: the School for Examining Essential Questions of Sustainability	55%	24%	31	86%	48%	38
University Laboratory School	49%	21%	28	75%	39%	36
The Volcano School of Arts & Sciences	59%	35%	24	78%	45%	33
Voyager: A Public Charter School	63%	37%	26	79%	37%	42
Wai‘alae Elementary Public Charter School	58%	28%	30	64%	29%	35
Waimea Middle Public Conversion Charter School	64%	25%	39	67%	31%	37
West Hawai‘i Explorations Academy	43%	28%	14	71%	51%	20

Table 9: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) and Math – All Students

School	2015-16		2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Charter-wide	46	49	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Statewide	<i>Not calculated</i>	<i>Not calculated</i>	<i>Not calculated</i>	<i>Not calculated</i>	<i>Not calculated</i>	<i>Not calculated</i>	<i>Not calculated</i>	<i>Not calculated</i>
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>		
Connections Public Charter School	47	58	50	59	52	38	63	56
Hakipu'u Learning Center	20	25	17	25	21	25	50	50
Hālau Kū Māna Public Charter School	32	34	55	54	53	37	38	43
Hawai'i Academy of Arts & Science Public Charter School	53	55	47	42	43	37	47	41
Hawai'i Technology Academy (HTA)	45	48	59	51	56	46	52	49
Innovations Public Charter School	55	57	52	44	58	55	56	63
Ka 'Umeke Kā'eo	38	49	61	34	<i>Does not apply</i>	<i>Does not apply</i>	61	34
Ka Waihona o ka Na'auao Public Charter School	46	44	43	41	44	36	46	31
Kamaile Academy, PCS	42	36	39	42	41	38	44	44
Kamalani Academy Charter School	--	--	--	--	33	26	35	29
Kanu o ka 'Āina New Century Public Charter School	65	50	60	31	53	39	57	38
Kanuikapono Public Charter School	40	40	53	59	55	45	40	37
Ka'ōhao Public Charter School	51	68	58	76	51	53	52	61
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Ka'ū Learning Academy	35	34	63	79	35	35	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	45	80	33	54				
Ke Ana La'ahana Public Charter School	36	49	36	43	35	43	26	40
Ke Kula Niihau O Kekaha Learning Center	72	74	70	60	70	60		
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS					<i>Does not apply</i>	<i>Does not apply</i>		

Table 9: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) and Math – All Students

School	2015-16		2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Ke Kula 'o Samuel M. Kamakau, LPCS	79	71	58	61	58	61	58	61
Kihei Charter School	40	52	45	54	47	39	42	37
Kona Pacific Public Charter School	41	45	42	36	41	57	84	86
Kua o ka Lā New Century Public Charter School	38	58	56	55	57	40	59	66
Kualapu'u School: A Public Conversion Charter	45	49	20	46	40	36	36	23
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	10	13	16	18	46	24	46	29
Laupāhoehoe Community Public Charter School	45	43	43	47	36	33	38	37
Mālama Honua Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>			43	16	33	27
Myron B. Thompson Academy	55	47	60	42	58	54	60	55
Nā Wai Ola Public Charter School	37	11	45	37	67	71	53	40
SEEQS: the School for Examining Essential Questions of Sustainability	51	40	57	42	54	38	50	40
University Laboratory School	43	57	49	43	41	31	49	45
The Volcano School of Arts & Sciences	40	46	52	41	56	60	50	59
Voyager: A Public Charter School	59	70	59	61	61	60	61	57
Wai'ālae Elementary Public Charter School	43	60	49	59	55	65	51	62
Waimea Middle Public Conversion Charter School	47	58	58	49	42	57	62	57
West Hawai'i Explorations Academy	44	43	50	58	56	49	36	30

Table 10: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes and Hawai'i State Alternate Assessment – School Year 2017-18

School	Language Arts	Math
<i>Charter-wide</i>	<i>Not available</i>	<i>Not available</i>
<i>Statewide</i>	<i>Not available</i>	<i>Not available</i>
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>
Connections Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Hakipu'u Learning Center	<i>Does not apply</i>	<i>Does not apply</i>
Hālau Kū Māna Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Hawai'i Academy of Arts & Science Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Hawai'i Technology Academy	<i>Does not apply</i>	<i>Does not apply</i>
Innovations Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Ka 'Umeke Kā'eo	43%	14%
Ka Waihona o ka Na'auao Public Charter School		
Kamaile Academy, PCS		
Kamalani Academy Charter School		
Kanu o ka 'Āina New Century Public Charter School		
Kanuikapono Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Ka'ōhao Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
The Kapolei Charter School by Goodwill Hawaii	<i>Does not apply</i>	<i>Does not apply</i>
Ka'ū Learning Academy	<i>Does not apply</i>	<i>Does not apply</i>
Kawaikini New Century Public Charter School		
Ke Ana La'ahana Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Ke Kula Niihau O Kekaha Learning Center		
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	47%	21%
Ke Kula 'o Samuel M. Kamakau, LPCS		
Kihei Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Kona Pacific Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Kua o ka Lā New Century Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Kualapu'u School: A Public Conversion Charter		
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<i>Does not apply</i>	<i>Does not apply</i>
Laupāhoehoe Community Public Charter School		
Mālama Honua Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Myron B. Thompson Academy	<i>Does not apply</i>	<i>Does not apply</i>
Nā Wai Ola Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
SEEQS: the School for Examining Essential Questions of Sustainability	<i>Does not apply</i>	<i>Does not apply</i>
University Laboratory School	<i>Does not apply</i>	<i>Does not apply</i>
The Volcano School of Arts & Sciences	<i>Does not apply</i>	<i>Does not apply</i>
Voyager: A Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Wai'alaie Elementary Public Charter School		
Waimea Middle Public Conversion Charter School		
West Hawai'i Explorations Academy	<i>Does not apply</i>	<i>Does not apply</i>

Table 11: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) and Math – School Year 2018-19

School	HLA	Math
	<i>Not available</i>	<i>Not available</i>
	Charter-wide	
	Statewide	
	55%	50%
Alaka'i O Kaua'i Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Connections Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Hakipu'u Learning Center	<i>Does not apply</i>	<i>Does not apply</i>
Hālau Kū Māna Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Hawai'i Academy of Arts & Science Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Hawai'i Technology Academy	<i>Does not apply</i>	<i>Does not apply</i>
Innovations Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Ka 'Umeke Kā'eo	61%	45%
Ka Waihona o ka Na'auao Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Kamaile Academy, PCS	<i>Does not apply</i>	<i>Does not apply</i>
Kamalani Academy Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Kanu o ka 'Āina New Century Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Kanuikapono Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Ka'ōhao Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
The Kapolei Charter School by Goodwill Hawaii	<i>Does not apply</i>	<i>Does not apply</i>
Ka'ū Learning Academy	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	57%	50%
Ke Ana La'ahana Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Ke Kula Niihau O Kekaha Learning Center		
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	62%	66%
Ke Kula 'o Samuel M. Kamakau, LPCS	38%	38%
Kihei Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Kona Pacific Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Kua o ka Lā New Century Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Kualapu'u School: A Public Conversion Charter	43%	61%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<i>Does not apply</i>	<i>Does not apply</i>
Laupāhoehoe Community Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Mālama Honua Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Myron B. Thompson Academy	<i>Does not apply</i>	<i>Does not apply</i>
Nā Wai Ola Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
SEEQS: the School for Examining Essential Questions of Sustainability	<i>Does not apply</i>	<i>Does not apply</i>
University Laboratory School	<i>Does not apply</i>	<i>Does not apply</i>
The Volcano School of Arts & Sciences	<i>Does not apply</i>	<i>Does not apply</i>
Voyager: A Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Wai'alaie Elementary Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Waimea Middle Public Conversion Charter School	<i>Does not apply</i>	<i>Does not apply</i>
West Hawai'i Explorations Academy	<i>Does not apply</i>	<i>Does not apply</i>

Table 12: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in English Language Arts/Literacy (ELA) and Math – School Year 2018-19

School	ELA	Math
Charter-wide	<i>Not available</i>	<i>Not available</i>
Statewide	37%	45%
Alaka'i O Kaua'i Public Charter School	<i>Not available</i>	<i>Not available</i>
Connections Public Charter School	<i>Not available</i>	<i>Not available</i>
Hakipu'u Learning Center	<i>Not available</i>	
Hālau Kū Māna Public Charter School	<i>Not available</i>	<i>Not available</i>
Hawai'i Academy of Arts & Science Public Charter School	<i>Not available</i>	<i>Not available</i>
Hawai'i Technology Academy	<i>Not available</i>	<i>Not available</i>
Innovations Public Charter School	<i>Not available</i>	<i>Not available</i>
Ka 'Umeke Kā'eo	<i>Not available</i>	<i>Not available</i>
Ka Waihona o ka Na'auao Public Charter School		
Kamaile Academy, PCS		
Kamalani Academy Charter School		
Kanu o ka 'Āina New Century Public Charter School		
Kanuikaponu Public Charter School		
Ka'ōhao Public Charter School	<i>Not available</i>	<i>Not available</i>
The Kapolei Charter School by Goodwill Hawaii	<i>Not available</i>	<i>Not available</i>
Ka'ū Learning Academy	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	<i>Not available</i>	<i>Not available</i>
Ke Ana La'ahana Public Charter School	<i>Not available</i>	<i>Not available</i>
Ke Kula Niihau O Kekaha Learning Center	<i>Not available</i>	<i>Not available</i>
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	<i>Not available</i>	<i>Not available</i>
Ke Kula 'o Samuel M. Kamakau, LPCS	<i>Not available</i>	<i>Not available</i>
Kihei Charter School	<i>Not available</i>	<i>Not available</i>
Kona Pacific Public Charter School	<i>Not available</i>	<i>Not available</i>
Kua o ka Lā New Century Public Charter School	<i>Not available</i>	<i>Not available</i>
Kualapu'u School: A Public Conversion Charter		
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<i>Not available</i>	<i>Not available</i>
Laupāhoehoe Community Public Charter School		
Mālama Honua Public Charter School	<i>Not available</i>	<i>Not available</i>
Myron B. Thompson Academy	<i>Not available</i>	<i>Not available</i>
Nā Wai Ola Public Charter School	<i>Not available</i>	<i>Not available</i>
SEEQS: the School for Examining Essential Questions of Sustainability	<i>Not available</i>	<i>Not available</i>
University Laboratory School	<i>Not available</i>	<i>Not available</i>
The Volcano School of Arts & Sciences	<i>Not available</i>	<i>Not available</i>
Voyager: A Public Charter School	<i>Not available</i>	<i>Not available</i>
Wai'alae Elementary Public Charter School		
Waimea Middle Public Conversion Charter School		
West Hawai'i Explorations Academy	<i>Not available</i>	<i>Not available</i>

Table 13: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Connections Public Charter School	52	51	39					51		61	
Hakipu'u Learning Center	21			<i>Not available</i>		<i>Not available</i>				<i>Not available</i>	<i>Not available</i>
Hālau Kū Māna Public Charter School	53			<i>Not available</i>				53	<i>Not available</i>		
Hawai'i Academy of Arts & Science Public Charter School	43	40						39		48	
Hawai'i Technology Academy	56	59	39		60	58		48		59	
Innovations Public Charter School	58	58						50	<i>Not available</i>	60	
Ka 'Umeke Kā'eo	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Ka Waihona o ka Na'auao Public Charter School	44	45	29	<i>Not available</i>				45			
Kamaile Academy, PCS	41	38	20			36	42	41		42	
Kamalani Academy Charter School	33	43				28		30		36	
Kanu o ka 'Āina New Century Public Charter School	53	56		<i>Not available</i>			<i>Not available</i>	57		47	<i>Not available</i>
Kanuikapono Public Charter School	55	48					<i>Not available</i>	45		62	<i>Not available</i>
Ka'ōhao Public Charter School	51						<i>Not available</i>			48	

Table 13: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
The Kapolei Charter School by Goodwill Hawaii	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Ka'ū Learning Academy	35		<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>		<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Kawaikini New Century Public Charter School		<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Ke Ana La'ahana Public Charter School	35			<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>		<i>Not available</i>		<i>Not available</i>
Ke Kula Niihau O Kekaha Learning Center	70	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Ke Kula 'o Samuel M. Kamakau, LPCS	58	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Kihei Charter School	47	43		<i>Not available</i>						50	
Kona Pacific Public Charter School	41	37		<i>Not available</i>						41	
Kua o ka Lā New Century Public Charter School	57	60			<i>Not available</i>			43		62	<i>Not available</i>
Kualapu'u School: A Public Conversion Charter	40	40			<i>Not available</i>			40			<i>Not available</i>

Table 13: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	46				Not available	Not available	Not available			Not available	Not available
Laupāhoehoe Community Public Charter School	36	36						38	Not available	38	
Mālama Honua Public Charter School	43			Not available		Not available	Not available				Not available
Myron B. Thompson Academy	58	50	Not available	Not available						58	82
Nā Wai Ola Public Charter School	67	69						58	Not available	83	Not available
SEEQS: the School for Examining Essential Questions of Sustainability	54	40		Not available	48					55	
University Laboratory School	41				45	39				47	
The Volcano School of Arts & Sciences	56	57						50	Not available	66	Not available
Voyager: A Public Charter School	61	53	43		59	70		55		60	
Wai'alaie Elementary Public Charter School	55				61					54	
Waimea Middle Public Conversion Charter School	42	40				39		39		54	
West Hawai'i Explorations Academy	56	56		Not available				59		54	

Table 14: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Connections Public Charter School	38	36	24					38		40	
Hakipu'u Learning Center	25			Not available		Not available				Not available	Not available
Hālau Kū Māna Public Charter School	37			Not available				36	Not available		
Hawai'i Academy of Arts & Science Public Charter School	37	37						44		40	
Hawai'i Technology Academy	46	46	53		41	37		46		47	
Innovations Public Charter School	55	53						58	Not available	54	
Ka 'Umeke Kā'eo	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka Waihona o ka Na'auao Public Charter School	36	39	47	Not available				36			
Kamaile Academy, PCS	38	37	27			42	45	38		21	
Kamalani Academy Charter School	26	25				34		20		30	
Kanu o ka 'Āina New Century Public Charter School	39	38		Not available			Not available	42		30	Not available
Kanuikapono Public Charter School	45	47					Not available	34		47	Not available
Ka'ōhao Public Charter School	53						Not available			55	

Table 14: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
The Kapolei Charter School by Goodwill Hawaii	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka'ū Learning Academy	35		Not available	Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kawaikini New Century Public Charter School		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Ana La'ahana Public Charter School	43			Not available	Not available	Not available	Not available		Not available		Not available
Ke Kula Niihau O Kekaha Learning Center	60	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ke Kula 'o Samuel M. Kamakau, LPCS	61	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kihei Charter School	39	36		Not available						39	
Kona Pacific Public Charter School	57	50		Not available						50	
Kua o ka Lā New Century Public Charter School	40	44			Not available			44		42	Not available
Kualapu'u School: A Public Conversion Charter	36	33			Not available			35			Not available
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	24				Not available	Not available	Not available			Not available	Not available

Table 14: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Laupāhoehoe Community Public Charter School	33	31						34	<i>Not available</i>	29	
Mālama Honua Public Charter School	16			<i>Not available</i>		<i>Not available</i>	<i>Not available</i>				<i>Not available</i>
Myron B. Thompson Academy	54	48	<i>Not available</i>	<i>Not available</i>						53	64
Nā Wai Ola Public Charter School	71	72						65	<i>Not available</i>	71	<i>Not available</i>
SEEQS: the School for Examining Essential Questions of Sustainability	38	40		<i>Not available</i>	43					30	
University Laboratory School	31				28	35				34	
The Volcano School of Arts & Sciences	60	53						50	<i>Not available</i>	60	<i>Not available</i>
Voyager: A Public Charter School	60	36	47		62	60		64		53	
Wai‘alae Elementary Public Charter School	65				66					65	
Waimea Middle Public Conversion Charter School	57	54	58			49		59		65	
West Hawai‘i Explorations Academy	49	44		<i>Not available</i>				47		44	

Table 15: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) and Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Connections Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hakipu'u Learning Center	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hālau Kū Māna Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Academy of Arts & Science Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Technology Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Innovations Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka 'Umeke Kā'eo	43%			Not available		Not available		45%	Not available		Not available
Ka Waihona o ka Na'auao Public Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kamaile Academy, PCS					Not available	Not available			Not available	Not available	Not available
Kamalani Academy Charter School		Not available		Not available		Not available	Not available	Not available	Not available	Not available	Not available
Kanu o ka 'Āina New Century Public Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kanuikapono Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available

Table 15: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) and Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ka'ōhao Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Kapolei Charter School by Goodwill Hawaii	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka'ū Learning Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kawaikini New Century Public Charter School			Not available	Not available	Not available	Not available	Not available		Not available		Not available
Ke Ana La'ahana Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula Niihau O Kekaha Learning Center			Not available		Not available	Not available	Not available		Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	47%	33%		Not available	Not available		Not available	47%	Not available		Not available
Ke Kula 'o Samuel M. Kamakau, LPCS			Not available		Not available		Not available		Not available	Not available	Not available
Kihei Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kona Pacific Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kua o ka Lā New Century Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kualapu'u School: A Public Conversion Charter			Not available	Not available	Not available	Not available	Not available		Not available	Not available	Not available

Table 15: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) and Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Laupāhoehoe Community Public Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available
Mālama Honua Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Myron B. Thompson Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Nā Wai Ola Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
SEEQS: the School for Examining Essential Questions of Sustainability	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
University Laboratory School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Volcano School of Arts & Sciences	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Voyager: A Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Wai‘alae Elementary Public Charter School		Not available		Not available	Not available	Not available	Not available	Not available	Not available		Not available
Waimea Middle Public Conversion Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available
West Hawai‘i Explorations Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available

Table 16: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes and Hawaii State Alternate Assessment in Math – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Connections Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hakipu'u Learning Center	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hālau Kū Māna Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Academy of Arts & Science Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Technology Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Innovations Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka 'Umeke Kā'eo	14%			Not available		Not available		14%	Not available		Not available
Ka Waihona o ka Na'auao Public Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kamaile Academy, PCS				Not available	Not available	Not available			Not available	Not available	Not available
Kamalani Academy Charter School		Not available		Not available		Not available	Not available	Not available	Not available	Not available	Not available
Kanu o ka 'Āina New Century Public Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kanuikapono Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available

Table 16: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes and Hawaii State Alternate Assessment in Math – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ka'ōhao Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Kapolei Charter School by Goodwill Hawaii	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka'ū Learning Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kawaikini New Century Public Charter School			Not available	Not available	Not available	Not available	Not available		Not available		Not available
Ke Ana La'ahana Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula Niihau O Kekaha Learning Center			Not available		Not available	Not available	Not available		Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	21%	14%		Not available	Not available		Not available	22%	Not available		Not available
Ke Kula 'o Samuel M. Kamakau, LPCS			Not available		Not available		Not available		Not available	Not available	Not available
Kihei Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kona Pacific Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kua o ka Lā New Century Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kualapu'u School: A Public Conversion Charter			Not available	Not available	Not available	Not available	Not available		Not available	Not available	Not available

Table 16: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes and Hawaii State Alternate Assessment in Math – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Laupāhoehoe Community Public Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available
Mālama Honua Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Myron B. Thompson Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Nā Wai Ola Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
SEEQS: the School for Examining Essential Questions of Sustainability	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
University Laboratory School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Volcano School of Arts & Sciences	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Voyager: A Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Wai‘alae Elementary Public Charter School		Not available		Not available	Not available	Not available	Not available	Not available	Not available		Not available
Waimea Middle Public Conversion Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available
West Hawai‘i Explorations Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available

Table 17: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School			Not available	Not available	Not available	Not available	Not available	Not available	Not available		
Connections Public Charter School	63	63	40					72		59	
Hakipu'u Learning Center	50			Not available	Not available	Not available					Not available
Hālau Kū Māna Public Charter School	38			Not available		Not available		53	Not available		Not available
Hawai'i Academy of Arts & Science Public Charter School	47	51	60					43		48	
Hawai'i Technology Academy	52	48			43	56		48		52	
Innovations Public Charter School	56	55						57	Not available	67	
Ka 'Umeke Kā'eo	61	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka Waihona o ka Na'auao Public Charter School	46	46	40	Not available				46			
Kamaile Academy, PCS	44	44	44				47	44		31	
Kamalani Academy Charter School	35	28						36			
Kanu o ka 'Āina New Century Public Charter School	57	56			Not available		Not available	58		53	Not available
Kanuikapono Public Charter School	40	49		Not available	Not available		Not available	41		41	Not available
Ka'ōhao Public Charter School	52									53	

Table 17: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
The Kapolei Charter School by Goodwill Hawaii	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka'ū Learning Academy	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Kawaikini New Century Public Charter School		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Ana La'ahana Public Charter School	26			Not available	Not available	Not available	Not available		Not available	Not available	Not available
Ke Kula Niihau O Kekaha Learning Center		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Samuel M. Kamakau, LPCS	58	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kihei Charter School	42	47	46			30	Not available	47		41	46
Kona Pacific Public Charter School	84	82		Not available						86	
Kua o ka Lā New Century Public Charter School	59	59					Not available	42			Not available
Kualapu'u School: A Public Conversion Charter	36	40			Not available		Not available	40			Not available
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	46			Not available	Not available	Not available			Not available	Not available	Not available

Table 17: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Laupāhoehoe Community Public Charter School	38	34							Not available	46	
Mālama Honua Public Charter School	33	45		Not available	Not available			34			Not available
Myron B. Thompson Academy	60	55	Not available	Not available	72				Not available	51	
Nā Wai Ola Public Charter School	53	50									Not available
SEEQS: the School for Examining Essential Questions of Sustainability	50	52	49		50					61	
University Laboratory School	49				54	39				52	
The Volcano School of Arts & Sciences	50	49						47	Not available	43	Not available
Voyager: A Public Charter School	61		73		67	69		55		55	
Wai'ālae Elementary Public Charter School	51				59					42	
Waimea Middle Public Conversion Charter School	62	62	54			53		64	Not available	66	
West Hawai'i Explorations Academy	36	31								34	

Table 18: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School			Not available	Not available	Not available	Not available	Not available	Not available	Not available		
Connections Public Charter School	56	61	41					74		56	
Hakipu'u Learning Center	50			Not available	Not available	Not available					Not available
Hālau Kū Māna Public Charter School	43			Not available		Not available		43	Not available		Not available
Hawai'i Academy of Arts & Science Public Charter School	41	40	52					42		41	
Hawai'i Technology Academy	49	32			57	58		39		53	
Innovations Public Charter School	63	61						59	Not available	70	
Ka 'Umeke Kā'eo	34	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka Waihona o ka Na'auao Public Charter School	31	32	25	Not available				29			
Kamaile Academy, PCS	44	43	46				52	44		39	
Kamalani Academy Charter School	29	30						22			
Kanu o ka 'Āina New Century Public Charter School	38	40			Not available		Not available	40		33	Not available
Kanuikapono Public Charter School	37	31		Not available	Not available		Not available	29		48	Not available
Ka'ōhao Public Charter School	61									62	

Table 18: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
The Kapolei Charter School by Goodwill Hawaii	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka'ū Learning Academy	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Kawaikini New Century Public Charter School		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Ana La'ahana Public Charter School	40			Not available	Not available	Not available	Not available		Not available	Not available	Not available
Ke Kula Niihau O Kekaha Learning Center		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Samuel M. Kamakau, LPCS	61	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kihei Charter School	37	34	29			29	Not available	45		37	
Kona Pacific Public Charter School	86	87		Not available						86	
Kua o ka Lā New Century Public Charter School	66	59					Not available				Not available
Kualapu'u School: A Public Conversion Charter	23	28			Not available		Not available	22			Not available
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	29			Not available	Not available	Not available			Not available	Not available	Not available

Table 18: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Laupāhoehoe Community Public Charter School	37	35							Not available	44	
Mālama Honua Public Charter School	27	31		Not available	Not available			31			Not available
Myron B. Thompson Academy	55	52	Not available	Not available	61				Not available	51	
Nā Wai Ola Public Charter School	40	47									Not available
SEEQS: the School for Examining Essential Questions of Sustainability	40	31	40		41					47	
University Laboratory School	45				46	45				53	
The Volcano School of Arts & Sciences	59	64						61	Not available	55	Not available
Voyager: A Public Charter School	57		30		66	47		46		53	
Wai‘alae Elementary Public Charter School	62				61					58	
Waimea Middle Public Conversion Charter School	57	56	70			64		51	Not available	70	
West Hawai‘i Explorations Academy	30	23								23	

Table 19: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaipuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Connections Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Hakipu'u Learning Center	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Hālau Kū Māna Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Hawai'i Academy of Arts & Science Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Hawai'i Technology Academy	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Innovations Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Ka 'Umeke Kā'eo	61%	45%		Not available		Not available		63%	Not available		Not available
Ka Waihona o ka Na'auao Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kamaile Academy, PCS	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kamalani Academy Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kanu o ka 'Āina New Century Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>

Table 19: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kanuikapono Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka'ōhao Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
The Kapolei Charter School by Goodwill Hawaii	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka'ū Learning Academy	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Kawaikini New Century Public Charter School	57%			Not available	Not available		Not available	56%	Not available		Not available
Ke Ana La'ahana Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ke Kula Niihau O Kekaha Learning Center			Not available		Not available	Not available	Not available		Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	62%	52%	Not available	Not available			Not available	61%	Not available		Not available
Ke Kula 'o Samuel M. Kamakau, LPCS	38%		Not available		Not available		Not available	38%	Not available		Not available
Kihei Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kona Pacific Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kua o ka Lā New Century Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kualapu'u School: A Public Conversion Charter	43%			Not available	Not available	Not available	Not available		Not available	Not available	Not available

Table 19: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaipuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Laupāhoehoe Community Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Mālama Honua Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Myron B. Thompson Academy	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Nā Wai Ola Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
SEEQS: the School for Examining Essential Questions of Sustainability	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
University Laboratory School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
The Volcano School of Arts & Sciences	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Voyager: A Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Wai‘alae Elementary Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Waimea Middle Public Conversion Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
West Hawai‘i Explorations Academy	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>

Table 20: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Connections Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Hakipu'u Learning Center	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Hālau Kū Māna Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Hawai'i Academy of Arts & Science Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Hawai'i Technology Academy	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Innovations Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Ka 'Umeke Kā'eo	45%	36%		<i>Not available</i>		<i>Not available</i>		43%	<i>Not available</i>		<i>Not available</i>
Ka Waihona o ka Na'auao Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kamaile Academy, PCS	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kamalani Academy Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kanu o ka 'Āina New Century Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>

Table 20: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kanuikapono Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Ka'ōhao Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
The Kapolei Charter School by Goodwill Hawaii	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Ka'ū Learning Academy	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	50%			<i>Not available</i>	<i>Not available</i>		<i>Not available</i>	44%	<i>Not available</i>		<i>Not available</i>
Ke Ana La'ahana Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Ke Kula Niihau O Kekaha Learning Center			<i>Not available</i>		<i>Not available</i>	<i>Not available</i>	<i>Not available</i>		<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	66%	50%	<i>Not available</i>	<i>Not available</i>			<i>Not available</i>	68%	<i>Not available</i>		<i>Not available</i>
Ke Kula 'o Samuel M. Kamakau, LPCS	38%		<i>Not available</i>		<i>Not available</i>		<i>Not available</i>	38%	<i>Not available</i>		<i>Not available</i>
Kihei Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kona Pacific Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kua o ka Lā New Century Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kualapu'u School: A Public Conversion Charter	61%			<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>		<i>Not available</i>	<i>Not available</i>	<i>Not available</i>

Table 20: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Laupāhoehoe Community Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Mālama Honua Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Myron B. Thompson Academy	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Nā Wai Ola Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
SEEQS: the School for Examining Essential Questions of Sustainability	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
University Laboratory School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
The Volcano School of Arts & Sciences	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Voyager: A Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Wai‘ālae Elementary Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Waimea Middle Public Conversion Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
West Hawai‘i Explorations Academy	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>

Table 21: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Connections Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hakipu'u Learning Center	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hālau Kū Māna Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Academy of Arts & Science Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Technology Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Innovations Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka 'Umeke Kā'eo	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka Waihona o ka Na'auao Public Charter School				Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kamaile Academy, PCS					Not available	Not available			Not available		Not available
Kamalani Academy Charter School		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kanu o ka 'Āina New Century Public Charter School				Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kanuikapono Public Charter School		Not available		Not available	Not available	Not available	Not available	Not available	Not available		Not available

Table 21: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ka'ōhao Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Kapolei Charter School by Goodwill Hawaii	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka'ū Learning Academy	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Kawaikini New Century Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Ana La'ahana Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula Niihau O Kekaha Learning Center	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Samuel M. Kamakau, LPCS	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kihei Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kona Pacific Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kua o ka Lā New Century Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kualapu'u School: A Public Conversion Charter				Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available

Table 21: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Laupāhoehoe Community Public Charter School				Not available	Not available	Not available	Not available		Not available	Not available	Not available
Mālama Honua Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Myron B. Thompson Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Nā Wai Ola Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
SEEQS: the School for Examining Essential Questions of Sustainability	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
University Laboratory School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Volcano School of Arts & Sciences	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Voyager: A Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Wai‘alae Elementary Public Charter School				Not available		Not available	Not available		Not available		Not available
Waimea Middle Public Conversion Charter School				Not available	Not available	Not available	Not available	Not available	Not available		Not available
West Hawai‘i Explorations Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available

Table 22: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Connections Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hakipu'u Learning Center				Not available		Not available	Not available	Not available	Not available	Not available	Not available
Hālau Kū Māna Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Academy of Arts & Science Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Technology Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Innovations Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka 'Umeke Kā'eo	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka Waihona o ka Na'auao Public Charter School				Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kamaile Academy, PCS					Not available	Not available			Not available		Not available
Kamalani Academy Charter School		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kanu o ka 'Āina New Century Public Charter School				Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kanuikepono Public Charter School		Not available		Not available	Not available	Not available	Not available	Not available	Not available		Not available

Table 22: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ka'ōhao Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Kapolei Charter School by Goodwill Hawaii	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka'ū Learning Academy	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Kawaikini New Century Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Ana La'ahana Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula Niihau O Kekaha Learning Center	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Samuel M. Kamakau, LPCS	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kihei Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kona Pacific Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kua o ka Lā New Century Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kualapu'u School: A Public Conversion Charter				Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available

Table 22: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Laupāhoehoe Community Public Charter School				Not available	Not available	Not available	Not available		Not available	Not available	Not available
Mālama Honua Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Myron B. Thompson Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Nā Wai Ola Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
SEEQS: the School for Examining Essential Questions of Sustainability	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
University Laboratory School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Volcano School of Arts & Sciences	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Voyager: A Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Wai'ālae Elementary Public Charter School				Not available		Not available	Not available		Not available		Not available
Waimea Middle Public Conversion Charter School				Not available	Not available	Not available	Not available	Not available	Not available		Not available
West Hawai'i Explorations Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available

Table 23: Chronic Absenteeism Rates for Elementary & Middle School Grade Levels – School Year 2015-16

School	Elementary	Middle
<i>Charter-wide</i>	<i>Not available</i>	<i>Not available</i>
<i>Statewide</i>	13%	14%
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>
Connections Public Charter School	29%	38%
Hakipu'u Learning Center	<i>Not available</i>	<i>Not available</i>
Hālau Kū Māna Public Charter School	15%	(0-5%)
Hawai'i Academy of Arts & Science Public Charter School	15%	(0-5%)
Hawai'i Technology Academy	7%	9%
Innovations Public Charter School	(0-5%)	6%
Ka 'Umeke Kā'eo	19%	16%
Ka Waihona o ka Na'auao Public Charter School	<i>Not available</i>	<i>Not available</i>
Kamaile Academy, PCS	45%	15%
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>
Kanu o ka 'Āina New Century Public Charter School	24%	20%
Kanuikapono Public Charter School	39%	45%
Ka'ōhao Public Charter School	14%	<i>Does not apply</i>
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>
Ka'ū Learning Academy	(0-5%)	<i>Does not apply</i>
Kawaikini New Century Public Charter School	41%	29%
Ke Ana La'ahana Public Charter School	<i>Does not apply</i>	14%
Ke Kula Niihau O Kekaha Learning Center	41%	73%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	17%	6%
Ke Kula 'o Samuel M. Kamakau, LPCS	11%	(0-5%)
Kihei Charter School	14%	15%
Kona Pacific Public Charter School	29%	26%
Kua o ka Lā New Century Public Charter School	27%	(0-5%)
Kualapu'u School: A Public Conversion Charter	8%	<i>Does not apply</i>
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	32%	
Laupāhoehoe Community Public Charter School	23%	(0-5%)
Mālama Honua Public Charter School	<i>Not available</i>	<i>Does not apply</i>
Myron B. Thompson Academy	(0-5%)	13%
Nā Wai Ola Public Charter School	50%	53%
SEEQS: the School for Examining Essential Questions of Sustainability	<i>Does Not Apply</i>	8%
University Laboratory School	7%	(0-5%)
The Volcano School of Arts & Sciences	22%	25%
Voyager: A Public Charter School	13%	15%
Wai'ālae Elementary Public Charter School	9%	<i>Does not apply</i>
Waimea Middle Public Conversion Charter School	<i>Does not apply</i>	22%
West Hawai'i Explorations Academy	<i>Does not apply</i>	14%

Table 24: Chronic Absenteeism Rates for All Grade Levels

School	2016-17	2017-18	2018-19
Charter-wide	20%	18%	<i>Not available</i>
Statewide	15%	15%	15%
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	25%
Connections Public Charter School	46%	40%	23%
Hakipu'u Learning Center	37%	40%	41%
Hālau Kū Māna Public Charter School	17%	14%	20%
Hawai'i Academy of Arts & Science Public Charter School	10%	11%	14%
Hawai'i Technology Academy	18%	24%	19%
Innovations Public Charter School	8%	3%	6%
Ka 'Umeke Kā'eo	18%	14%	14%
Ka Waihona o ka Na'auao Public Charter School	29%	25%	21%
Kamaile Academy, PCS	36%	27%	33%
Kamalani Academy Charter School	<i>Not open</i>	<i>(0-5%)</i>	11%
Kanu o ka 'Āina New Century Public Charter School	17%	23%	19%
Kanuikapono Public Charter School	20%	29%	21%
Ka'ōhao Public Charter School	11%	9%	<i>(0-5%)</i>
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	18%	16%
Ka'ū Learning Academy	<i>(0-5%)</i>	57%	<i>Not open</i>
Kawaikini New Century Public Charter School	37%	17%	19%
Ke Ana La'ahana Public Charter School	33%	35%	26%
Ke Kula Niihau O Kekaha Learning Center	42%	34%	26%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	17%	18%	14%
Ke Kula 'o Samuel M. Kamakau, LPCS	25%	<i>(0-5%)</i>	21%
Kihei Charter School	23%	11%	<i>(0-5%)</i>
Kona Pacific Public Charter School	41%	36%	19%
Kua o ka Lā New Century Public Charter School	16%	21%	13%
Kualapu'u School: A Public Conversion Charter	7%	9%	9%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	16%	27%	66%
Laupāhoehoe Community Public Charter School	14%	11%	14%
Mālama Honua Public Charter School	15%	13%	9%
Myron B. Thompson Academy	<i>(0-5%)</i>	<i>(0-5%)</i>	10%
Nā Wai Ola Public Charter School	45%	44%	40%
SEEQS: the School for Examining Essential Questions of Sustainability	11%	12%	9%
University Laboratory School	9%	10%	6%
The Volcano School of Arts & Sciences	34%	29%	19%
Voyager: A Public Charter School	18%	10%	10%
Wai'alaie Elementary Public Charter School	9%	7%	6%
Waimea Middle Public Conversion Charter School	23%	23%	23%
West Hawai'i Explorations Academy	11%	16%	14%

Table 25: Four-Year Graduation Rate and College-Going Rate

School	2015-16		2016-17		2017-18		2018-19	
	4-Year Grad	College-Going	4-Year Grad	College-Going	4-Year Grad	College-Going	4-Year Grad	College-Going
Charter-wide	73%	64%	77%	54%	75%	57%	<i>Not available</i>	<i>Not available</i>
Statewide	82%	62%	83%	55%	83%	55%	84%	55%
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Does not apply</i>	<i>Does not apply</i>
Connections Public Charter School	59%	52%	70%	39%	52%	33%	69%	42%
Hakipu'u Learning Center	58%		56%		52%		48%	
Hālau Kū Māna Public Charter School			52%		76%		84%	
Hawai'i Academy of Arts & Science Public Charter School	72%	57%	70%	58%	70%	37%	81%	46%
Hawai'i Technology Academy	51%	37%	66%	44%	83%	57%	89%	39%
Innovations Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Ka 'Umeke Kā'eo						<i>Does not apply</i>		<i>Not available</i>
Ka Waihona o ka Na'auao Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kamaile Academy, PCS	88%		74%	45%	65%		76%	
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kanu o ka 'Āina New Century Public Charter School	80%	70%	82%		40%		30%	<i>Not available</i>
Kanuikapono Public Charter School								
Ka'ōhao Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Ka'ū Learning Academy	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School								
Ke Ana La'ahana Public Charter School			70%					
Ke Kula Niihau O Kekaha Learning Center								
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>

Table 25: Four-Year Graduation Rate and College-Going Rate

School	2015-16		2016-17		2017-18		2018-19	
	4-Year Grad	College-Going	4-Year Grad	College-Going	4-Year Grad	College-Going	4-Year Grad	College-Going
Ke Kula 'o Samuel M. Kamakau, LPCS						Does not apply		
Kihei Charter School	79%	78%	83%	46%	70%	66%	86%	49%
Kona Pacific Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kua o ka Lā New Century Public Charter School	27%		38%		50%		43%	
Kualapu'u School: A Public Conversion Charter	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)								
Laupāhoehoe Community Public Charter School			61%		64%		70%	
Mālama Honua Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Myron B. Thompson Academy	81%	55%	(95-100%)	36%	(95-100%)	50%	(95-100%)	47%
Nā Wai Ola Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
SEEQS: the School for Examining Essential Questions of Sustainability	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
University Laboratory School	(95-100%)	(95-100%)	(95-100%)	86%	(95-100%)	94%	(95-100%)	92%
The Volcano School of Arts & Sciences	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Voyager: A Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Wai'ālae Elementary Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Waimea Middle Public Conversion Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
West Hawai'i Explorations Academy	(95-100%)	54%	79%	42%	91%	56%	79%	35%

Table 26: Status of Value Added Measures/Goals – School Year 2017-18

School	Status
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>
Connections Public Charter School	Making progress
Hakipu'u Learning Center	Did not complete
Hālau Kū Māna Public Charter School	Making limited progress
Hawai'i Academy of Arts & Science Public Charter School	Exceeded target
Hawai'i Technology Academy	Completed
Innovations Public Charter School	Making progress
Ka 'Umeke Kā'eo	Making progress
Ka Waihona o ka Na'auao Public Charter School	Making progress
Kamaile Academy, PCS	Making progress
Kamalani Academy Charter School	<i>Not available</i>
Kanu o ka 'Āina New Century Public Charter School	Making progress
Kanuikapono Public Charter School	Completed
Ka'ōhao Public Charter School	Did not complete
The Kapolei Charter School by Goodwill Hawaii	Making progress
Ka'ū Learning Academy	<i>Does not apply</i>
Kawaikini New Century Public Charter School	Making progress
Ke Ana La'ahana Public Charter School	Did not complete
Ke Kula Niihau O Kekaha Learning Center	Making progress
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Making progress
Ke Kula 'o Samuel M. Kamakau, LPCS	Making progress
Kihei Charter School	Making progress
Kona Pacific Public Charter School	Did not complete
Kua o ka Lā New Century Public Charter School	Making progress
Kualapu'u School: A Public Conversion Charter	Making progress
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<i>Not available</i>
Laupāhoehoe Community Public Charter School	Completed
Mālama Honua Public Charter School	Making progress
Myron B. Thompson Academy	Making progress
Nā Wai Ola Public Charter School	Completed
SEEQS: the School for Examining Essential Questions of Sustainability	Making progress
University Laboratory School	Making progress
The Volcano School of Arts & Sciences	Completed
Voyager: A Public Charter School	Completed
Wai'alaie Elementary Public Charter School	Making progress
Waimea Middle Public Conversion Charter School	Completed
West Hawai'i Explorations Academy	Making progress

Table 27: Status of Value Added Measures/Goals – School Year 2018-19

School	Status
Alaka'i O Kaua'i Public Charter School	Submitted and Received
Connections Public Charter School	Submitted and Received
Hakipu'u Learning Center	Submitted and Received
Hālau Kū Māna Public Charter School	Submitted and Received
Hawai'i Academy of Arts & Science Public Charter School	Submitted and Received
Hawai'i Technology Academy	Submitted and Received
Innovations Public Charter School	Submitted and Received
Ka 'Umeke Kā'eo	Submitted and Received
Ka Waihona o ka Na'auao Public Charter School	Submitted and Received
Kamaile Academy, PCS	Submitted and Received
Kamalani Academy Charter School	Submitted and Received
Kanu o ka 'Āina New Century Public Charter School	Submitted and Received
Kanuikapono Public Charter School	Submission Pending
Ka'ōhao Public Charter School	Submitted and Received
The Kapolei Charter School by Goodwill Hawaii	Submitted and Received
Ka'ū Learning Academy	<i>Not open</i>
Kawaikini New Century Public Charter School	Submitted and Received
Ke Ana La'ahana Public Charter School	Submitted and Received
Ke Kula Niihau O Kekaha Learning Center	Submission Pending
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Submission Pending
Ke Kula 'o Samuel M. Kamakau, LPCS	Submitted and Received
Kihei Charter School	Submitted and Received
Kona Pacific Public Charter School	Submitted and Received
Kua o ka Lā New Century Public Charter School	Submitted and Received
Kualapu'u School: A Public Conversion Charter	Submitted and Received
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Submitted and Received
Laupāhoehoe Community Public Charter School	Submitted and Received
Mālama Honua Public Charter School	Submitted and Received
Myron B. Thompson Academy	Submitted and Received
Nā Wai Ola Public Charter School	Submitted and Received
SEEQS: the School for Examining Essential Questions of Sustainability	Submitted and Received
University Laboratory School	Submitted and Received
The Volcano School of Arts & Sciences	Submitted and Received
Voyager: A Public Charter School	Submitted and Received
Wai'ālae Elementary Public Charter School	Submitted and Received
Waimea Middle Public Conversion Charter School	Submitted and Received
West Hawai'i Explorations Academy	Submission Pending

Table 28: Enrollment by Charter School

School	2015-16	2016-17	2017-18	2018-19
Charter-wide	10,422	10,634	11,160	11,546
Statewide	169,987	179,902	179,255	179,698
Alaka'i O Kaua'i Public Charter School	Not open	Not open	Not open	123
Connections Public Charter School	359	369	363	335
Hakipu'u Learning Center	66	64	63	54
Hālau Kū Māna Public Charter School	143	140	142	140
Hawai'i Academy of Arts & Science Public Charter School	592	637	644	644
Hawai'i Technology Academy	979	1,062	1,111	1,197
Innovations Public Charter School	240	237	239	240
Ka 'Umeke Kā'eo	244	215	205	207
Ka Waihona o ka Na'auao Public Charter School	641	650	653	738
Kamaile Academy, PCS	910	887	858	839
Kamalani Academy Charter School	Not open	Not open	286	297
Kanu o ka 'Āina New Century Public Charter School	325	377	559	548
Kanuikapono Public Charter School	201	186	194	187
Ka'ōhao Public Charter School	316	327	327	341
The Kapolei Charter School by Goodwill Hawaii	Not open	Not open	49	89
Ka'ū Learning Academy	94	96	79	Not open
Kawaikini New Century Public Charter School	141	150	147	155
Ke Ana La'ahana Public Charter School	44	54	43	38
Ke Kula Niihau O Kekaha Learning Center	54	50	54	52
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	345	395	426	450
Ke Kula 'o Samuel M. Kamakau, LPCS	142	141	133	119
Kihei Charter School	560	526	520	652
Kona Pacific Public Charter School	226	223	216	218
Kua o ka Lā New Century Public Charter School	149	202	200	185
Kualapu'u School: A Public Conversion Charter	305	310	325	315
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	56	48	49	50
Laupāhoehoe Community Public Charter School	247	267	305	359
Mālama Honua Public Charter School	63	85	103	126
Myron B. Thompson Academy	683	685	582	568
Nā Wai Ola Public Charter School	211	158	162	146
SEEQS: the School for Examining Essential Questions of Sustainability	151	160	177	185
University Laboratory School	442	443	437	437
The Volcano School of Arts & Sciences	159	170	190	191
Voyager: A Public Charter School	296	299	294	291
Wai'ālae Elementary Public Charter School	485	501	515	505
Waimea Middle Public Conversion Charter School	267	254	258	259
West Hawai'i Explorations Academy	286	266	252	266

C. Appendix C: Charter School Financial Performance Framework Data for School Years 2015-16, 2016-17, 2017-18 , and 2018-19

Table 29: Current Ratio
Current Ratio = Current Assets ÷ Current Liabilities

School	2015-16	2016-17	2017-18	2018-19
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	1.1
Connections Public Charter School	3.7	5.5	6.7	8.5
Hakipu'u Learning Center	2.8	2.7	4.0	3.7
Hālau Kū Māna Public Charter School	18.9	20.8	17.8	12.2
Hawai'i Academy of Arts & Science Public Charter School	2.9	4.0	3.1	4.0
Hawai'i Technology Academy	4.1	3.6	3.1	3.3
Innovations Public Charter School	3.3	2.4	2.8	2.5
Ka 'Umeke Kā'eo	6.0	6.3	3.4	2.8
Ka Waihona o ka Na'auao Public Charter School	0.7	0.8	0.8	1.2
Kamaile Academy, PCS	5.4	6.1	7.9	7.2
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>	1.2	1.1
Kanu o ka 'Āina New Century Public Charter School	3.6	3.2	6.4	8.9
Kanuikapono Public Charter School	4.2	8.3	13.2	7.0
Ka'ōhao Public Charter School	6.7	6.5	7.9	9.6
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>	3.3	5.0
Ka'ū Learning Academy	3.6	2.4	<i>Not available</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	2.9	3.9	13.5	4.5
Ke Ana La'ahana Public Charter School	5.6	6.7	5.7	5.4
Ke Kula Niihau O Kekaha Learning Center	6.0	6.3	6.3	6.8
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	2.2	4.5	2.0	2.1
Ke Kula 'o Samuel M. Kamakau, LPCS	8.7	6.7	7.5	6.9
Kihei Charter School	71.3	79.4	44.7	47.2
Kona Pacific Public Charter School	1.0	1.0	1.3	1.6
Kua o ka Lā New Century Public Charter School	23.0	6.4	4.2	6.8
Kualapu'u School: A Public Conversion Charter	3.3	3.4	3.7	4.7
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	17.0	10.1	14.2	3.8
Laupāhoehoe Community Public Charter School	3.2	3.8	4.3	4.2
Mālama Honua Public Charter School	4.6	11.9	8.9	7.5
Myron B. Thompson Academy	13.8	14.4	18.8	16.5
Nā Wai Ola Public Charter School	0.8	2.6	2.6	2.6
SEEQS: the School for Examining Essential Questions of Sustainability	2.9	5.1	5.7	3.7
University Laboratory School	2.5	2.5	3.3	3.3
The Volcano School of Arts & Sciences	4.6	2.8	4.6	3.3
Voyager: A Public Charter School	3.9	3.4	3.9	4.0
Wai'alae Elementary Public Charter School	3.8	3.8	3.2	5.0
Waimea Middle Public Conversion Charter School	3.7	3.1	3.1	2.9
West Hawai'i Explorations Academy	6.2	6.1	5.8	5.9

Table 30: Unrestricted Days Cash on Hand
Unrestricted Days Cash = Unrestricted Cash ÷ [(Total Expenses – Depreciation Expense) ÷ 365]

School	2015-16	2016-17	2017-18	2018-19
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	23 days
Connections Public Charter School	119 days	187 days	256 days	306 days
Hakipu'u Learning Center	95 days	62 days	102 days	136 days
Hālau Kū Māna Public Charter School	428 days	375 days	310 days	279 days
Hawai'i Academy of Arts & Science Public Charter School	111 days	157 days	177 days	176 days
Hawai'i Technology Academy	123 days	97 days	123 days	112 days
Innovations Public Charter School	127 days	149 days	102 days	100 days
Ka 'Umeke Kā'eo	235 days	254 days	251 days	265 days
Ka Waihona o ka Na'auao Public Charter School	19 days	24 days	9 days	31 days
Kamaile Academy, PCS	201 days	223 days	243 days	274 days
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>	23 days	29 days
Kanu o ka 'Āina New Century Public Charter School	54 days	65 days	135 days	165 days
Kanuikapono Public Charter School	79 days	126 days	204 days	170 days
Ka'ōhao Public Charter School	275 days	182 days	228 days	248 days
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>	152 days	231 days
Ka'ū Learning Academy	35 days	15 days	<i>Not available</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	47 days	83 days	50 days	65 days
Ke Ana La'ahana Public Charter School	260 days	340 days	306 days	403 day
Ke Kula Niihau O Kekaha Learning Center	91 days	56 days	101 days	103 days
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	66 days	86 days	48 days	42 days
Ke Kula 'o Samuel M. Kamakau, LPCS	136 days	157 days	130 days	216 days
Kihei Charter School	155 days	90 days	113 days	117 days
Kona Pacific Public Charter School	9 days	10 days	10 days	35 days
Kua o ka Lā New Century Public Charter School	108 days	109 days	80 days	150 days
Kualapu'u School: A Public Conversion Charter	127 days	158 days	178 days	210 days
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	186 days	191 days	95 days	109 days
Laupāhoehoe Community Public Charter School	105 days	113 days	95 days	106 days
Mālama Honua Public Charter School	93 days	186 days	228 days	269 days
Myron B. Thompson Academy	458 days	512 days	560 days	608 days
Nā Wai Ola Public Charter School	14 days	51 days	52 days	66 days
SEEQS: the School for Examining Essential Questions of Sustainability	51 days	57 days	84 days	83 days
University Laboratory School	77 days	87 days	83 days	90 days
The Volcano School of Arts & Sciences	48 days	52 days	39 days	44 days
Voyager: A Public Charter School	113 days	122 days	115 days	123 days
Wai'alae Elementary Public Charter School	169 days	156 days	166 days	181 days
Waimea Middle Public Conversion Charter School	209 days	199 days	213 days	236 days
West Hawai'i Explorations Academy	161 days	195 days	198 days	197 days

Table 31: Enrollment Variance
Enrollment Variance = Actual Enrollment ÷ Projected Enrollment

School	2015-16	2016-17
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>
Connections Public Charter School	96.8%	104.7%
Hakipu'u Learning Center	94.3%	98.4%
Hālau Kū Māna Public Charter School	90.6%	95.2%
Hawai'i Academy of Arts & Science Public Charter School	105.8%	114.5%
Hawai'i Technology Academy	83.6%	102.6%
Innovations Public Charter School	100.0%	100.0%
Ka 'Umeke Kā'eo	98.8%	103.8%
Ka Waihona o ka Na'auao Public Charter School	99.7%	98.2%
Kamaile Academy, PCS	92.7%	97.8%
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>
Kanu o ka 'Āina New Century Public Charter School	99.7%	157.1%
Kanuikapono Public Charter School	95.3%	89.2%
Ka'ōhao Public Charter School	97.6%	101.5%
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>
Ka'ū Learning Academy	99.0%	124.7%
Kawaikini New Century Public Charter School	88.7%	99.3%
Ke Ana La'ahana Public Charter School	81.5%	138.5%
Ke Kula Niihau O Kekaha Learning Center	100.0%	79.4%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	117.5%	112.1%
Ke Kula 'o Samuel M. Kamakau, LPCS	102.1%	96.6%
Kihei Charter School	102.0%	93.4%
Kona Pacific Public Charter School	92.6%	99.1%
Kua o ka Lā New Century Public Charter School	73.6%	145.1%
Kualapu'u School: A Public Conversion Charter	99.0%	94.2%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	74.2%	106.0%
Laupāhoehoe Community Public Charter School	110.4%	118.3%
Mālama Honua Public Charter School	92.6%	128.8%
Myron B. Thompson Academy	107.1%	90.0%
Nā Wai Ola Public Charter School	113.0%	80.3%
SEEQS: the School for Examining Essential Questions of Sustainability	101.3%	102.5%
University Laboratory School	97.6%	97.8%
The Volcano School of Arts & Sciences	88.5%	94.5%
Voyager: A Public Charter School	96.8%	100.0%
Wai'ālae Elementary Public Charter School	103.2%	99.2%
Waimea Middle Public Conversion Charter School	89.3%	96.5%
West Hawai'i Explorations Academy	104.1%	104.8%

Table 32: Budget Variance
Actual Total Revenues ÷ Projected Total Revenues in the Charter School's Board-Approved Budget

School	2017-18	2018-19
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	90%
Connections Public Charter School	96%	105%
Hakipu'u Learning Center	95%	116%
Hālau Kū Māna Public Charter School	94%	116%
Hawai'i Academy of Arts & Science Public Charter School	97%	109%
Hawai'i Technology Academy	102%	110%
Innovations Public Charter School	100%	105%
Ka 'Umeke Kā'eo	100%	101%
Ka Waihona o ka Na'auao Public Charter School	96%	93%
Kamaile Academy, PCS	96%	106%
Kamalani Academy Charter School	102%	126%
Kanu o ka 'Āina New Century Public Charter School	121%	118%
Kanuikapono Public Charter School	98%	102%
Ka'ōhao Public Charter School	102%	111%
The Kapolei Charter School by Goodwill Hawaii	102%	99%
Ka'ū Learning Academy	<i>Not available</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	90%	100%
Ke Ana La'ahana Public Charter School	78%	109%
Ke Kula Niihau O Kekaha Learning Center	93%	119%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	94%	102%
Ke Kula 'o Samuel M. Kamakau, LPCS	89%	133%
Kihei Charter School	98%	97%
Kona Pacific Public Charter School	90%	101%
Kua o ka Lā New Century Public Charter School	81%	108%
Kualapu'u School: A Public Conversion Charter	102%	107%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	150%	90%
Laupāhoehoe Community Public Charter School	104%	107%
Mālama Honua Public Charter School	99%	102%
Myron B. Thompson Academy	86%	108%
Nā Wai Ola Public Charter School	83%	119%
SEEQS: the School for Examining Essential Questions of Sustainability	101%	94%
University Laboratory School	98%	98%
The Volcano School of Arts & Sciences	100%	107%
Voyager: A Public Charter School	88%	105%
Wai'alaie Elementary Public Charter School	103%	99%
Waimea Middle Public Conversion Charter School	101%	113%
West Hawai'i Explorations Academy	100%	117%

Table 33: Total Margin
Total Margin = Net Income ÷ Total Revenue

School	2015-16	2016-17	2017-18	2018-19
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	-2.6%
Connections Public Charter School	15.9%	18.5%	16.7%	14.6%
Hakipu'u Learning Center	3.6%	-5.9%	9.4%	1.5%
Hālau Kū Māna Public Charter School	3.8%	-2.6%	-0.8%	-5.4%
Hawai'i Academy of Arts & Science Public Charter School	8.7%	9.1%	2.9%	2.6%
Hawai'i Technology Academy	7.2%	3.3%	9.7%	24.1%
Innovations Public Charter School	5.5%	0.5%	4.2%	0.2%
Ka 'Umeke Kā'eo	10.8%	11.0%	1.6%	2.2%
Ka Waihona o ka Na'auao Public Charter School	-6.0%	2.5%	0.2%	0.3%
Kamaile Academy, PCS	17.5%	11.1%	10.0%	4.8%
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>	6.7%	0.2%
Kanu o ka 'Āina New Century Public Charter School	5.6%	11.8%	17.3%	9.0%
Kanuikapono Public Charter School	8.8%	14.3%	18.8%	5.7%
Ka'ōhao Public Charter School	3.0%	5.0%	7.8%	8.5%
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>	22.5%	26.5%
Ka'ū Learning Academy	11.5%	3.4	<i>Not available</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	3.5%	-0.4%	-9.2%	0.8%
Ke Ana La'ahana Public Charter School	-24.1%	8.3%	-3.7%	6.8%
Ke Kula Niihau O Kekaha Learning Center	6.2%	3.6%	-2.1%	17.8%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	-1.1%	5.8%	-6.1%	1.8%
Ke Kula 'o Samuel M. Kamakau, LPCS	6.3%	13.6%	15.6%	32.5%
Kihei Charter School	3.9%	1.0%	1.9%	5.0%
Kona Pacific Public Charter School	-9.7%	0.4%	1.7%	-26.2%
Kua o ka Lā New Century Public Charter School	11.2%	6.7%	-0.9%	12.8%
Kualapu'u School: A Public Conversion Charter	4.5%	11.5%	15.4%	5.3%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	-4.2%	12.2%	-7.8%	-13.6%
Laupāhoehoe Community Public Charter School	11.3%	7.4%	4.5%	9.5%
Mālama Honua Public Charter School	25.3%	23.6%	16.6%	11.6%
Myron B. Thompson Academy	16.6%	16.3%	8.0%	7.6%
Nā Wai Ola Public Charter School	4.0%	11.8%	-1.0%	5.3%
SEEQS: the School for Examining Essential Questions of Sustainability	7.4%	3.1%	11.5%	3.2%
University Laboratory School	-6.3%	0.4%	2.3%	-2.0%
The Volcano School of Arts & Sciences	-6.7%	-4.6%	5.8%	3.1%
Voyager: A Public Charter School	11.3%	5.0%	1.8%	2.0%
Wai'ālae Elementary Public Charter School	1.8%	0.5%	10.3%	3.2%
Waimea Middle Public Conversion Charter School	3.3%	-4.8%	0.1%	4.6%
West Hawai'i Explorations Academy	9.8%	-4.3%	5.8%	-3.6%

Table 34: Debt-to-Assets Ratio
Debt to Asset Ratio = Total Liabilities ÷ Total Assets

School	2015-16	2016-17	2017-18	2018-19
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	91%
Connections Public Charter School	16.4%	12.6%	10.5%	9.0%
Hakipu'u Learning Center	33.6%	28.1%	24.6%	29.1%
Hālau Kū Māna Public Charter School	5.3%	3.4%	4.0%	5.8%
Hawai'i Academy of Arts & Science Public Charter School	23.2%	18.8	25.6%	21.0%
Hawai'i Technology Academy	34.8%	30.3	26.5%	24.1%
Innovations Public Charter School	30.0%	42.4	31.0%	32.3%
Ka 'Umeke Kā'eo	13.5%	13.4%	24.5%	29.6%
Ka Waihona o ka Na'auao Public Charter School	22.6%	22.2%	19.0%	16.4%
Kamaile Academy, PCS	11.5%	16.5%	10.2%	11.4%
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>	78.0%	77.8%
Kanu o ka 'Āina New Century Public Charter School	36.0%	26.8%	14.0%	10.1%
Kanuikapono Public Charter School	18.4%	9.8%	7.6%	12.7%
Ka'ōhao Public Charter School	11.2%	13.6%	1.1%	8.5%
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>	23.1%	20.0%
Ka'ū Learning Academy	23.8%	23.3%	<i>Not available</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	7.8%	7.0%	7.0%	6.5%
Ke Ana La'ahana Public Charter School	17.1%	14.6%	17.6%	18.5%
Ke Kula Niihau O Kekaha Learning Center	7.4%	6.7%	15.8%	8.9%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	13.7%	8.2%	13.1%	17.8%
Ke Kula 'o Samuel M. Kamakau, LPCS	10.1%	13.3%	13.4%	11.2%
Kihei Charter School	1.4%	0.8%	1.5%	1.6%
Kona Pacific Public Charter School	96.5%	90.8%	59.4%	201.5%
Kua o ka Lā New Century Public Charter School	3.8%	14.0%	24.1%	13.5%
Kualapu'u School: A Public Conversion Charter	26.4%	28.1%	23.2%	20.6%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	4.9%	8.9%	5.0%	17.5%
Laupāhoehoe Community Public Charter School	28.9%	24.2%	20.0%	20.0%
Mālama Honua Public Charter School	12.7%	6.3%	11.2%	11.6%
Myron B. Thompson Academy	6.6%	6.3%	5.0%	5.7%
Nā Wai Ola Public Charter School	53.3%	24.3%	37.8%	31.4%
SEEQS: the School for Examining Essential Questions of Sustainability	21.1%	15.7%	12.0%	17.9%
University Laboratory School	40.8%	40.5%	30.5%	30.3%
The Volcano School of Arts & Sciences	20.1%	32.8%	19.0%	25.5%
Voyager: A Public Charter School	27.6%	29.6%	25.4%	24.5%
Wai'ālae Elementary Public Charter School	38.6%	37.7%	31.5%	27.9%
Waimea Middle Public Conversion Charter School	27.7%	27.5%	30.9%	28.3%
West Hawai'i Explorations Academy	6.0%	7.6%	9.6%	11.5%

Table 35: Cash Flow
Cash Flow = Year-end Cash Balance – Beginning Year Cash Balance

School	2015-16	2016-17	2017-18	2018-19
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	\$69,775
Connections Public Charter School	\$488,810	\$545,755	\$553,238	\$462,711
Hakipu'u Learning Center	\$28,453	-\$83,015	\$251,601	\$98,857
Hālau Kū Māna Public Charter School	\$222,782	-\$76,286	-\$7,447	-\$54,934
Hawai'i Academy of Arts & Science Public Charter School	\$394,512	\$706,352	\$584,166	\$56,435
Hawai'i Technology Academy	-\$134,975	-\$237,668	\$768,454	\$163,958
Innovations Public Charter School	\$46,121	\$164,043	-\$211,093	-\$11,889
Ka 'Umeke Kā'eo	\$336,101	\$108,186	\$478,626	\$694,444
Ka Waihona o ka Na'auao Public Charter School	\$122,190	\$118,173	-\$264,909	\$453,842
Kamaile Academy, PCS	\$1,867,104	\$1,025,224	\$880,444	\$1,082,679
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>	\$204,043	-\$26,368
Kanu o ka 'Āina New Century Public Charter School	\$329,438	\$291,522	\$1,182,914	\$611,017
Kanuikapono Public Charter School	\$274,588	\$173,170	\$355,145	\$209,263
Ka'ōhao Public Charter School	\$120,352	\$ 207,476	\$338,517	-\$622,659
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>	\$145,720	\$195,165
Ka'ū Learning Academy	\$77,242	-\$38,070	<i>Not available</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	\$134,087	\$172,570	-\$113,860	\$81,052
Ke Ana La'ahana Public Charter School	-\$3,709	\$88,256	-\$36,290	\$94,894
Ke Kula Niihau O Kekaha Learning Center	\$80,628	-\$101,203	\$157,096	\$39,032
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	\$67,671	\$196,085	-\$762,574	\$561,873
Ke Kula 'o Samuel M. Kamakau, LPCS	\$94,167	\$97,675	-\$99,296	\$334,594
Kihei Charter School	\$220,970	-\$708,556	\$237,113	\$280,767
Kona Pacific Public Charter School	-\$147,042	\$4,765	\$8,555	\$233,323
Kua o ka Lā New Century Public Charter School	\$57,904	\$524,962	-\$11,842	\$701,110
Kualapu'u School: A Public Conversion Charter	\$315,238	\$301,748	\$436,753	\$349,592
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	-\$31,768	\$12,475	-\$129,862	-\$343
Laupāhoehoe Community Public Charter School	\$407,021	\$60,807	-\$36,465	\$207,460
Mālama Honua Public Charter School	\$566,167	\$ 233,997	\$217,493	\$266,943
Myron B. Thompson Academy	\$827,075	\$756,021	\$430,234	\$485,873
Nā Wai Ola Public Charter School	\$49,145	\$127,444	\$43,150	\$60,778
SEEQS: the School for Examining Essential Questions of Sustainability	\$76,648	\$219,173	\$109,252	\$59,076
University Laboratory School	-\$125,860	\$55,907	\$11,460	\$107,800
The Volcano School of Arts & Sciences	-\$131,213	\$41,289	-\$43,406	\$84,949
Voyager: A Public Charter School	\$267,288	\$113,620	-\$19,390	\$88,884
Wai'alae Elementary Public Charter School	\$120,115	-\$48,659	\$249,158	\$322,822
Waimea Middle Public Conversion Charter School	\$14,641	\$17,207	\$26,364	\$227,415
West Hawai'i Explorations Academy	-\$117,830	\$310,837	\$175,706	\$47

Table 36: Unrestricted Fund Balance Percentage
Unrestricted Fund Balance Percentage = Year End Unrestricted Fund Balance ÷ Total Expenses

School	2015-16	2016-17
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>
Connections Public Charter School	49.8%	69.5%
Hakipu'u Learning Center	24.0%	17.5%
Hālau Kū Māna Public Charter School	161.3%	143.7%
Hawai'i Academy of Arts & Science Public Charter School	42.9%	48.1%
Hawai'i Technology Academy	29.9%	30.0%
Innovations Public Charter School	24.7%	23.6%
Ka 'Umeke Kā'eo	86.2%	99.9%
Ka Waihona o ka Na'auao Public Charter School	44.3%	43.2%
Kamaile Academy, PCS	97.8%	100.4%
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>
Kanu o ka 'Āina New Century Public Charter School	15.1%	24.8%
Kanuikapono Public Charter School	41.9%	61.9%
Ka'ōhao Public Charter School	89.4%	91.3%
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>
Ka'ū Learning Academy	9.6%	14.3%
Kawaikini New Century Public Charter School	100.4%	89.9%
Ke Ana La'ahana Public Charter School	67.3%	84.3%
Ke Kula Niihau O Kekaha Learning Center	72.8%	73.6%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	59.0%	72.3%
Ke Kula 'o Samuel M. Kamakau, LPCS	81.5%	96.9%
Kihei Charter School	42.9%	43.0%
Kona Pacific Public Charter School	0.3%	0.7%
Kua o ka Lā New Century Public Charter School	62.3%	40.7%
Kualapu'u School: A Public Conversion Charter	29.7%	44.4%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	62.3%	75.7%
Laupāhoehoe Community Public Charter School	23.3%	31.2%
Mālama Honua Public Charter School	51.0%	72.0%
Myron B. Thompson Academy	124.8%	139.7%
Nā Wai Ola Public Charter School	7.8%	23.1%
SEEQS: the School for Examining Essential Questions of Sustainability	20.3%	21.1%
University Laboratory School	14.8%	15.9%
The Volcano School of Arts & Sciences	21.5%	15.1%
Voyager: A Public Charter School	28.5%	3.7%
Wai'ālae Elementary Public Charter School	39.4%	37.9%
Waimea Middle Public Conversion Charter School	45.6%	59.4%
West Hawai'i Explorations Academy	125.0%	108.8%

Table 37: Change in Total Fund Balance
Change in Total Fund Balance = Year End Fund Balance – Total Year Begin Fund Balance

School	2015-16	2016-17
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>
Connections Public Charter School	\$488,932	\$608,122
Hakipu'u Learning Center	\$36,185	-\$56,947
Hālau Kū Māna Public Charter School	\$57,189	-\$40,367
Hawai'i Academy of Arts & Science Public Charter School	\$478,976	\$336,374
Hawai'i Technology Academy	\$548,854	\$277,901
Innovations Public Charter School	\$100,240	\$9,741
Ka 'Umeke Kā'eo	\$320,487	\$321,066
Ka Waihona o ka Na'auao Public Charter School	-\$315,348	\$180,288
Kamaile Academy, PCS	\$1,336,694	\$1,111,604
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>
Kanu o ka 'Āina New Century Public Charter School	\$190,775	\$575,867
Kanuikapono Public Charter School	\$161,103	\$256,593
Ka'ōhao Public Charter School	\$77,676	\$136,628
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>
Ka'ū Learning Academy	\$77,242	-\$33,389
Kawaikini New Century Public Charter School	\$52,003	-\$6,063
Ke Ana La'ahana Public Charter School	-\$150,858	\$59,751
Ke Kula Niihau O Kekaha Learning Center	\$74,794	\$43,998
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	-\$45,084	\$531,992
Ke Kula 'o Samuel M. Kamakau, LPCS	\$107,922	\$255,651
Kihei Charter School	\$167,845	\$41,631
Kona Pacific Public Charter School	-\$190,486	\$7,583
Kua o ka Lā New Century Public Charter School	\$279,327	\$165,890
Kualapu'u School: A Public Conversion Charter	\$160,106	\$306,096
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	-\$27,922	\$99,190
Laupāhoehoe Community Public Charter School	\$341,675	\$220,186
Mālama Honua Public Charter School	\$218,460	\$247,125
Myron B. Thompson Academy	\$809,549	\$818,397
Nā Wai Ola Public Charter School	\$75,433	\$193,857
SEEQS: the School for Examining Essential Questions of Sustainability	\$103,612	\$47,796
University Laboratory School	-\$211,349	\$12,961
The Volcano School of Arts & Sciences	-\$103,897	-\$81,949
Voyager: A Public Charter School	\$265,861	\$121,590
Wai'ālae Elementary Public Charter School	\$75,108	\$23,511
Waimea Middle Public Conversion Charter School	\$99,790	-\$141,184
West Hawai'i Explorations Academy	\$221,725	-\$91,928

Table 38: Audited Fiscal Year 2018-19 Financial Performance Framework Risk Assessment Results

Audited Fiscal Year 2019 Financial Performance Framework Risk Assessment Results	Indicators and Risk Index	Near Term							Sustainability								Budget		Risk Assessment Results			
		Current Ratio: Inability to meet current obligations (10%)		Unrestricted Days Cash: Insufficient cash to meet cash obligations (35%)					Debt to Assets: Not being able to pay back debt (10%)		Cash Flow: Financial instability over time (10%)				Total Margin: Closure risk when operating at a deficit for a sustained period (25%)				Budget Variance: Unable to meet budgeted expenses (10%)		Risk Assessment Results	
		2019	Risk Rating	2017	2018	2019	Avg.	Risk Rating	2019	Risk Rating	2017	2018	2019	Risk Rating	2017	2018	2019	Risk Rating	2019	Risk Rating	4th Qtr	Risk Rating
Wai'ālae Elementary Public Charter School	149	5.0	1	156	166	181	168	1	0.28	2	-\$48,659	\$249,158	\$322,822	2	0.5%	10.3%	3.2%	1	99%	1	1.20	Low
Kamaile Academy, PCS	275	7.2	1	223	243	274	247	1	0.11	1	\$1,025,224	\$880,444	\$1,082,679	1	11.1%	10.0%	4.8%	1	106%	1	1.00	Low
Ka'ōhao School (formerly: Lanikai Elementary Public Charter School)	320	9.6	1	182	228	248	219	1	0.09	1	\$207,476	\$338,517	-\$622,659	3	5.0%	7.8%	8.5%	1	111%	1	1.20	Low
Laupāhoehoe Community Public Charter School	377	4.2	1	113	95	106	105	1	0.20	1	\$60,807	-\$36,465	\$207,460	3	7.4%	4.5%	9.5%	1	107%	1	1.20	Low
Waimea Middle Public Conversion Charter School	394	2.9	1	199	213	236	216	1	0.28	2	\$17,207	\$26,364	\$227,415	1	-4.8%	0.1%	4.6%	4	113%	1	1.85	Acceptable
Connections Public Charter School	396	8.5	1	187	256	306	250	1	0.09	1	\$545,755	\$553,238	\$462,711	1	18.5%	16.7%	14.6%	1	105%	1	1.00	Low
Kanu o ka 'Āina New Century Public Charter School	397	8.9	1	65	135	165	122	1	0.10	1	\$291,522	\$1,182,914	\$611,017	1	11.8%	17.3%	9.0%	1	118%	1	1.00	Low
Nā Wai Ola Public Charter School	398	2.6	1	51	52	66	56	2	0.31	2	\$127,444	\$43,150	\$60,778	1	11.8%	-1.0%	5.3%	3	119%	1	1.95	Acceptable
West Hawai'i Explorations Academy	399	5.9	1	195	198	197	197	1	0.12	1	\$310,837	\$175,706	\$47	1	-4.3%	5.8%	-3.6%	3	117%	1	1.50	Acceptable
Kualapu'u School: A Public Conversion Charter	411	4.7	1	158	178	210	182	1	0.21	2	\$301,748	\$436,753	\$349,592	1	11.5%	15.4%	5.3%	1	107%	1	1.10	Low
Kula Aupuni Niihau A Kahelelani Aloha A New Century Public Charter School	466	3.8	1	191	95	109	132	1	0.17	1	\$12,475	-\$129,862	-\$343	4	12.2%	-7.8%	-13.6%	4	90%	4	2.35	Acceptable
Hālau Kū Māna Public Charter School	540	12.2	1	375	310	279	322	1	0.06	1	-\$76,286	-\$7,447	-\$54,934	5	-2.6%	-0.8%	-5.4%	4	116%	1	2.15	Acceptable
Voyager: A Public Charter School	541	4.0	1	122	115	123	120	1	0.25	2	\$113,620	-\$19,390	\$88,884	3	5.0%	1.8%	2.0%	1	105%	1	1.30	Low
University Laboratory School	543	3.3	1	87	83	90	86	1	0.30	2	\$55,907	\$11,460	\$107,800	1	0.4%	2.3%	-2.0%	3	98%	2	1.70	Acceptable
Myron B. Thompson Academy	544	16.5	1	512	560	608	560	1	0.06	1	\$756,021	\$430,234	\$485,873	1	16.3%	8.0%	7.6%	1	108%	1	1.00	Low
Ka Waihona o ka Na'auao Public Charter School	545	1.2	4	24	9	31	21	4	0.16	1	\$118,173	-\$264,909	\$453,842	3	2.5%	0.2%	0.3%	1	93%	4	2.85	Moderate
Hakipu'u Learning Center	546	3.7	1	62	102	136	100	1	0.29	2	-\$83,015	\$251,601	\$98,857	2	-5.9%	9.4%	1.5%	2	116%	1	1.45	Low
Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School	547	6.9	1	157	130	216	168	1	0.11	1	\$97,675	-\$99,296	\$334,594	3	13.6%	15.6%	32.5%	1	133%	1	1.20	Low
Innovations Public Charter School	548	2.5	1	149	102	100	117	1	0.32	2	\$164,043	-\$211,093	-\$11,889	4	0.5%	4.2%	0.2%	1	105%	1	1.40	Low
Ke Ana La'ahana Public Charter School	549	5.4	1	340	306	403	350	1	0.18	1	\$88,256	-\$36,290	\$94,894	3	8.3%	-3.7%	6.8%	3	109%	1	1.70	Acceptable
Mālama Honua Public Charter School	550	7.5	1	186	228	269	227	1	0.12	1	\$233,997	\$217,493	\$266,943	1	23.6%	16.6%	11.6%	1	102%	1	1.00	Low
Hawai'i Technology Academy (HTA)	551	3.3	1	97	123	112	111	1	0.24	2	-\$237,668	\$768,454	\$163,958	2	3.3%	9.7%	24.1%	1	110%	1	1.20	Low
Kamalani Academy	553	1.1	4	-	23	29	26	4	0.78	5	-	\$204,043	-\$26,368	1	-	6.7%	0.2%	1	126%	1	2.75	Moderate
Kihe'i Charter School	554	47.2	1	90	113	117	107	1	0.02	1	-\$708,556	\$237,113	\$280,767	2	1.0%	1.9%	5.0%	1	97%	2	1.20	Low
Kapolei Charter School	555	5.0	1	-	152	231	192	1	0.20	2	-	\$145,720	\$195,165	1	-	22.5%	26.5%	1	99%	1	1.10	Low
Ke Kula Niihau O Kekaha Learning Center	556	6.8	1	56	101	103	87	1	0.09	1	-\$101,203	\$157,096	\$39,032	2	3.6%	-2.1%	17.8%	3	119%	1	1.60	Acceptable
Kua o ka Lā New Century Public Charter School	557	6.8	1	109	80	150	113	1	0.14	1	\$524,962	-\$11,842	\$701,110	3	6.7%	-0.9%	12.8%	3	108%	1	1.70	Acceptable
Alaka'i O Kaua'i	558	1.1	4	-	-	23	23	4	0.91	5	-	-	\$69,775	1	-	-	-2.6%	3	90%	4	3.55	High
The Volcano School of Arts & Sciences	560	3.3	1	52	39	44	45	3	0.25	2	\$41,289	-\$43,406	\$84,949	3	-4.6%	5.8%	3.1%	2	107%	1	2.25	Acceptable
Hawai'i Academy of Arts & Science Public Charter School	561	4.0	1	157	177	176	170	1	0.21	2	\$706,352	\$584,166	\$56,435	1	9.1%	2.9%	2.6%	1	109%	1	1.10	Low
Ka 'Umeke Kā'eo Public Charter School	562	2.8	1	254	251	265	257	1	0.30	2	\$108,186	\$478,626	\$694,444	1	11.0%	1.6%	2.2%	1	101%	1	1.10	Low
Ke Kula 'o Nāwahīokalani'ōpu'u Iki Lab Public Charter School	563	2.1	1	86	48	42	59	2	0.18	1	\$196,085	-\$762,574	\$561,873	3	5.8%	-6.1%	1.8%	3	102%	1	2.05	Acceptable
KanuiKapono Public Charter School	564	7.0	1	126	204	170	167	1	0.13	1	\$173,170	\$355,145	\$209,263	1	14.3%	18.8%	5.7%	1	102%	1	1.00	Low
Kawaiikini New Century Public Charter School	565	4.5	1	83	50	65	66	1	0.07	1	\$172,570	-\$113,860	\$81,052	3	-0.4%	-9.2%	0.8%	4	100%	1	1.95	Acceptable
Kona Pacific Public Charter School	566	1.6	1	10	10	35	18	5	2.01	5	\$4,765	\$8,555	\$233,323	1	0.4%	1.7%	-26.2%	3	101%	1	3.30	Moderate
SEEQS: the School for Examining Essential Questions of Sustainability	567	3.7	1	57	84	83	75	1	0.18	1	\$219,173	\$109,252	\$59,076	1	3.1%	11.5%	3.2%	1	94%	3	1.20	Low

**D. Appendix D: Charter School Organizational Performance Framework Data
for School Years 2015-16, 2016-17, 2017-18, and 2018-19**

Table 39: On-Time Completion Ratio for Epicenter Tasks		
School	2015-16	2016-17
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>
Connections Public Charter School	100%	100%
Hakipu'u Learning Center	93%	92%
Hālau Kū Māna Public Charter School	85%	100%
Hawai'i Academy of Arts & Science Public Charter School	100%	100%
Hawai'i Technology Academy	100%	100%
Innovations Public Charter School	100%	95%
Ka 'Umeke Kā'eo	88%	95%
Ka Waihona o ka Na'auao Public Charter School	85%	100%
Kamaile Academy, PCS	100%	100%
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>
Kanu o ka 'Āina New Century Public Charter School	100%	100%
Kanuikapono Public Charter School	81%	72%
Ka'ōhao Public Charter School	91%	100%
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>
Ka'ū Learning Academy	80%	88%
Kawaikini New Century Public Charter School	80%	91%
Ke Ana La'ahana Public Charter School	77%	82%
Ke Kula Niihau O Kekaha Learning Center	89%	83%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	96%	100%
Ke Kula 'o Samuel M. Kamakau, LPCS	92%	100%
Kihei Charter School	92%	100%
Kona Pacific Public Charter School	96%	96%
Kua o ka Lā New Century Public Charter School	96%	96%
Kualapu'u School: A Public Conversion Charter	100%	100%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	100%	100%
Laupāhoehoe Community Public Charter School	100%	95%
Mālama Honua Public Charter School	100%	100%
Myron B. Thompson Academy	100%	100%
Nā Wai Ola Public Charter School	77%	68%
SEEQS: the School for Examining Essential Questions of Sustainability	96%	91%
University Laboratory School	100%	100%
The Volcano School of Arts & Sciences	100%	100%
Voyager: A Public Charter School	92%	95%
Wai'ālae Elementary Public Charter School	100%	95%
Waimea Middle Public Conversion Charter School	100%	100%
West Hawai'i Explorations Academy	96%	85%

Table 40: Number of Notices of Deficiency		
School	2015-16	2016-17
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>
Connections Public Charter School	0	0
Hakipu'u Learning Center	1	0
Hālau Kū Māna Public Charter School	0	0
Hawai'i Academy of Arts & Science Public Charter School	0	0
Hawai'i Technology Academy	0	0
Innovations Public Charter School	1	1
Ka 'Umeke Kā'eo	1	1
Ka Waihona o ka Na'auao Public Charter School	0	0
Kamaile Academy, PCS	0	0
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>
Kanu o ka 'Āina New Century Public Charter School	1	0
Kanuikapono Public Charter School	0	0
Ka'ōhao Public Charter School	1	0
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>
Ka'ū Learning Academy	2	0
Kawaikini New Century Public Charter School	0	0
Ke Ana La'ahana Public Charter School	0	0
Ke Kula Niihau O Kekaha Learning Center	0	0
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	0	0
Ke Kula 'o Samuel M. Kamakau, LPCS	0	0
Kihei Charter School	0	0
Kona Pacific Public Charter School	0	0
Kua o ka Lā New Century Public Charter School	0	0
Kualapu'u School: A Public Conversion Charter	0	0
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	0	0
Laupāhoehoe Community Public Charter School	0	0
Mālama Honua Public Charter School	0	0
Myron B. Thompson Academy	0	0
Nā Wai Ola Public Charter School	1	0
SEEQS: the School for Examining Essential Questions of Sustainability	0	0
University Laboratory School	0	0
The Volcano School of Arts & Sciences	0	0
Voyager: A Public Charter School	0	0
Wai'alae Elementary Public Charter School	0	0
Waimea Middle Public Conversion Charter School	0	0
West Hawai'i Explorations Academy	0	0

Table 41: Number of Incidents of Non-Compliance with Governing Board Requirements		
School	2015-16	2016-17
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>
Connections Public Charter School	0	2
Hakipu'u Learning Center	0	1
Hālau Kū Māna Public Charter School	0	0
Hawai'i Academy of Arts & Science Public Charter School	0	0
Hawai'i Technology Academy	0	0
Innovations Public Charter School	0	0
Ka 'Umeke Kā'eo	0	0
Ka Waihona o ka Na'auao Public Charter School	0	1
Kamaile Academy, PCS	0	0
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>
Kanu o ka 'Āina New Century Public Charter School	0	0
Kanuikapono Public Charter School	0	3+
Ka'ōhao Public Charter School	0	2
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>
Ka'ū Learning Academy	0	3+
Kawaikini New Century Public Charter School	0	0
Ke Ana La'ahana Public Charter School	0	1
Ke Kula Niihau O Kekaha Learning Center	0	0
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	2	0
Ke Kula 'o Samuel M. Kamakau, LPCS	0	0
Kihei Charter School	2	3+
Kona Pacific Public Charter School	0	0
Kua o ka Lā New Century Public Charter School	0	3+
Kualapu'u School: A Public Conversion Charter	0	0
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	0	0
Laupāhoehoe Community Public Charter School	0	0
Mālama Honua Public Charter School	0	1
Myron B. Thompson Academy	0	0
Nā Wai Ola Public Charter School	5	2
SEEQS: the School for Examining Essential Questions of Sustainability	0	0
University Laboratory School	0	0
The Volcano School of Arts & Sciences	0	0
Voyager: A Public Charter School	0	2
Wai'alae Elementary Public Charter School	0	0
Waimea Middle Public Conversion Charter School	0	0
West Hawai'i Explorations Academy	0	0

Table 42: Number of Incidents of Non-Compliance with School Policy Requirements

School	2015-16	2016-17
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>
Connections Public Charter School	0	0
Hakipu'u Learning Center	0	2+
Hālau Kū Māna Public Charter School	0	0
Hawai'i Academy of Arts & Science Public Charter School	0	1
Hawai'i Technology Academy	0	0
Innovations Public Charter School	0	0
Ka 'Umeke Kā'eo	0	0
Ka Waihona o ka Na'auao Public Charter School	0	0
Kamaile Academy, PCS	0	0
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>
Kanu o ka 'Āina New Century Public Charter School	0	0
Kanuikapono Public Charter School	0	2+
Ka'ōhao Public Charter School	1	0
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>
Ka'ū Learning Academy	1	0
Kawaikini New Century Public Charter School	0	0
Ke Ana La'ahana Public Charter School	1	1
Ke Kula Niihau O Kekaha Learning Center	0	0
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	0	0
Ke Kula 'o Samuel M. Kamakau, LPCS	0	0
Kihei Charter School	1	0
Kona Pacific Public Charter School	1	0
Kua o ka Lā New Century Public Charter School	0	0
Kualapu'u School: A Public Conversion Charter	0	0
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	0	0
Laupāhoehoe Community Public Charter School	0	0
Mālama Honua Public Charter School	0	0
Myron B. Thompson Academy	0	0
Nā Wai Ola Public Charter School	0	0
SEEQS: the School for Examining Essential Questions of Sustainability	0	0
University Laboratory School	0	0
The Volcano School of Arts & Sciences	0	0
Voyager: A Public Charter School	0	0
Wai'ālae Elementary Public Charter School	0	0
Waimea Middle Public Conversion Charter School	0	0
West Hawai'i Explorations Academy	0	0

Table 43: Completed Assurance of Compliance Statement

School	2017-2018	2018-2019
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	Completed
Connections Public Charter School	Completed	Completed
Hakipu'u Learning Center	Completed	Completed
Hālau Kū Māna Public Charter School	Not Completed	Completed
Hawai'i Academy of Arts & Science Public Charter School	Completed	Completed
Hawai'i Technology Academy	Completed	Completed
Innovations Public Charter School	Completed	Completed
Ka 'Umeke Kā'eo	Completed	Completed
Ka Waihona o ka Na'auao Public Charter School	Completed	Completed
Kamaile Academy, PCS	Completed	Completed
Kamalani Academy Charter School	Completed	Completed
Kanu o ka 'Āina New Century Public Charter School	Completed	Completed
Kanuikapono Public Charter School	Completed	Completed
Ka'ōhao Public Charter School	Completed	Completed
The Kapolei Charter School by Goodwill Hawaii	Completed	Completed
Ka'ū Learning Academy	Completed	<i>Not open</i>
Kawaikini New Century Public Charter School	Completed	Completed
Ke Ana La'ahana Public Charter School	Not Completed	Completed
Ke Kula Niihau O Kekaha Learning Center	Not Completed	Completed
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Completed	Completed
Ke Kula 'o Samuel M. Kamakau, LPCS	Completed	Completed
Kihei Charter School	Completed	Completed
Kona Pacific Public Charter School	Completed	Completed
Kua o ka Lā New Century Public Charter School	Completed	Completed
Kualapu'u School: A Public Conversion Charter	Completed	Completed
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Completed	Completed
Laupāhoehoe Community Public Charter School	Completed	Completed
Mālama Honua Public Charter School	Completed	Completed
Myron B. Thompson Academy	Completed	Completed
Nā Wai Ola Public Charter School	Not Completed	Completed
SEEQS: the School for Examining Essential Questions of Sustainability	Completed	Completed
University Laboratory School	Completed	Completed
The Volcano School of Arts & Sciences	Completed	Completed
Voyager: A Public Charter School	Completed	Completed
Wai'alaie Elementary Public Charter School	Completed	Completed
Waimea Middle Public Conversion Charter School	Completed	Completed
West Hawai'i Explorations Academy	Completed	Completed

E. Appendix E: The State Public Charter School Commission's Annual Audit Report for Fiscal Year 2018-19

**STATE PUBLIC CHARTER SCHOOL
COMMISSION**

(An Agency of the State of Hawaii)

FINANCIAL AND COMPLIANCE AUDIT

**As of and for the Year Ended June 30, 2019
(With Prior Year Comparative Information)**



CW Associates

A Hawaii Certified Public Accounting Corporation

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

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For the Year Ended June 30, 2019
(With Prior Year Comparative Information)

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PART I

MANAGEMENT'S DISCUSSION AND ANALYSIS

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

MANAGEMENT'S DISCUSSION AND ANALYSIS

For the Year Ended June 30, 2019

Effective July 1, 2013, the State Public Charter School Commission ("Commission") was established under Act 130, Chapter 302D, Hawaii Revised Statutes, with statewide chartering jurisdiction and authority. Its predecessor, the Charter School Administrative Office ("CSAO"), which was established by Chapter 302B, Hawaii Revised Statutes in 2014, closed as of June 30, 2013 pursuant to the repeal of Chapter 302B.

The following is management's discussion and analysis of the Commission's financial activities for the fiscal year ended June 30, 2019. Please read it in conjunction with the financial statements and the related notes to the financial statements, which begin on page 16.

FINANCIAL HIGHLIGHTS

- The Commission's total net position increased by \$210 in FY 2018-19.
- The Commission, as a pass-through entity, transferred \$106,869,969 to charter schools comprised of state and federal funding in FY 2018-19, an increase of 11% over FY 2017-18.
- The Commission provided \$4,535,128 in FY 2018-19 to eleven charter schools and \$1,611,552 in FY 2017-18 to eighteen charter schools for the Pre-K program with funds from the U.S. Department of Education Preschool Development Grant.
- During FY 2018-19, the Commission started the reorganization of its structure and purpose, which began the transition to an organization that provides direct support, coaching, and leadership development to both charter school administrators and governing board members. In addition, the Commission appointed more neighbor island members to interact directly with charter schools as the majority of the schools are located on the neighbor islands.

OVERVIEW OF THE FINANCIAL STATEMENTS

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

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

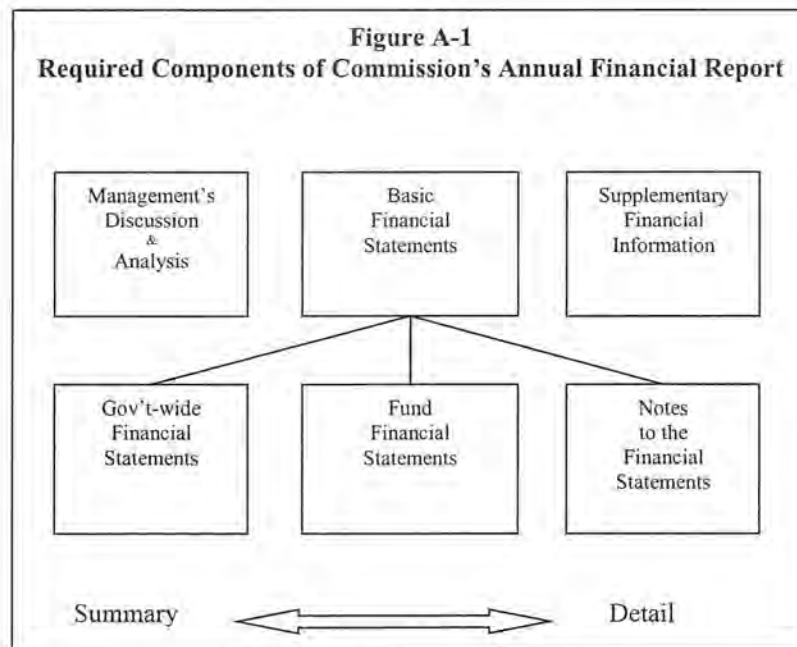
STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2019

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

The financial statements also include notes that explain certain information in the financial statements and provide more detailed information. The statements are followed by supplementary financial information that provides information on the federal expenditures. Figure A-1 shows how the required parts of the annual report are arranged and relate to one another.



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

MANAGEMENT’S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2019

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

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

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

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

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2019

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

Government-Wide Financial Statements

The government-wide financial statements report information about the Commission as a whole using accounting methods similar to those used by private sector companies. The statement of net position includes all of the Commission's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two government-wide statements report the Commission's net position and how net position has changed during the year. Net position, the difference between the Commission's assets and liabilities, is one way to measure the Commission's financial health or position.

- Over time, increases or decreases in the Commission's net position are an indicator of whether its financial health is improving or deteriorating, respectively.
- To assess the overall health of the Commission, one would need to consider additional nonfinancial factors including how well the Commission performed in meeting its statutory obligations.

The government-wide financial statements of the Commission are included in one category, Governmental Activities, although other governmental agencies may report their activities in as many as three categories. For completeness, each of the three different categories is described here even though the Commission's activities are all presented in the Governmental Activities category:

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

Fund Financial Statements

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

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

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2019

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

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

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE

Net Position: The Commission's net position increased between the fiscal years ended June 30, 2019 and 2018 from \$379,146 to \$379,356 (See Table A-1).

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

	<u>2019</u>	<u>2018</u>	<u>Percentage Change</u> <u>2018-2019</u>
ASSETS			
Current assets	\$9,008,547	\$13,450,658	-33%
Capital Assets, net of depreciation	<u>66,692</u>	<u>36,478</u>	83%
Total Assets	<u>\$9,075,239</u>	<u>\$13,487,136</u>	-33%
LIABILITIES			
Current liabilities	\$8,695,883	\$13,107,990	-34%
Total Liabilities	<u>8,695,883</u>	<u>13,107,990</u>	-34%
NET POSITION			
Invested in capital assets	66,692	36,478	83%
Unrestricted position	<u>312,664</u>	<u>342,668</u>	-9%
Total net position	<u>379,356</u>	<u>379,146</u>	0%
Total liabilities and net position	<u>\$9,075,239</u>	<u>\$13,487,136</u>	-33%

Increases or decreases in the net position may serve as a useful indicator of whether the Commission's financial condition is improving or deteriorating. Some of the Commission's net position is restricted as to the purposes for which they can be used because they are invested in capital assets, primarily computer equipment.

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

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2019

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

Changes in the Commission's Net Position

	<u>2019</u>	<u>2018</u>	<u>Percentage Change</u> <u>2018-2019</u>
Revenues			
Federal grants	\$ 2,440,923	\$ 1,368,695	78%
State Commission funding	1,647,537	1,554,761	6%
Other income	35,351	27,943	27%
Total revenues	<u>4,123,811</u>	<u>2,951,399</u>	40%
Expenses			
Payroll and related expenses	2,604,492	2,098,516	24%
Professional services	919,273	329,494	179%
Travel	262,929	165,030	59%
Building leases	99,407	97,297	2%
Professional development	58,767	19,699	198%
Supplies	31,841	24,384	31%
Meeting refreshments and meals	30,879	13,651	126%
Rental	29,141	2,532	1051%
Repairs and maintenance	19,532	17,058	15%
Parking	18,317	6,386	187%
Utilities	15,472	12,992	19%
Capital outlay	14,037	10,518	33%
Telecommunications	8,586	9,862	-13%
Computer	5,026	2,337	115%
Miscellaneous	2,745	209	1213%
Postage	1,543	420	267%
Dues and subscriptions	1,491	3,611	-59%
Equipment purchases	-	2,010	-100%
Printing and advertising	123	437	-72%
Total Expenses	<u>4,123,601</u>	<u>2,816,443</u>	46%
Transfers			
Transfers in	106,869,969	96,634,546	11%
Transfers out	<u>(106,869,969)</u>	<u>(96,634,546)</u>	-11%
Total transfers	-	-	
Change in net position	210	134,956	100%
Net position – beginning of year	<u>379,146</u>	<u>244,190</u>	-55%
Net position – end of year	<u>\$ 379,356</u>	<u>\$ 379,146</u>	0%

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

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

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2019

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

In the fiscal year ended June 30, 2019, the Commission's total revenues increased by 40% to \$4,123,811, compared to total revenues of \$2,951,399 in the fiscal year ended June 30, 2018. State funding continues to be a significant source of funds for charter schools, as provided by statute and appropriated by the State Legislature. In fiscal years ended June 30, 2019 and 2018, federal revenues amounted to 59% and 46% of total revenues for the Commission, or \$2,440,923 and \$1,368,695, respectively. In the fiscal year ended June 30, 2019, funding provided to administer the Commission increased by 6% or by \$92,776 and other income increased by 27% or by \$7,408 due to funding changes from the DOE.

In the fiscal year ended June 30, 2019, the total cost of all programs and services provided by the Commission increased by 46% or by \$1,307,158. Expenses for the Commission cover a range of services as required by statute to support the Commission in its role as authorizer. Significant changes in expenses in the fiscal year ended June 30, 2019 include:

- Payroll and related expenses increased 24% or \$505,976 primarily due to a reorganized staff structure, which created a new department to provide direct support to the charter school administrators and governing board members;
- Professional services increased 179% or \$589,779 primarily due to initiating an increase in service programs for charter schools and governing boards;
- Travel increased 59% or \$97,899 primarily due to beginning a reorganization of the Commission's structure and purpose, which began the transition to an organization that provides direct support, coaching, and leadership development to both charter school administrators and governing board members. In addition, the Commission appointed more neighbor island members to interact directly with charter schools as the majority of the schools are located on the neighbor islands;
- Professional development increased 198% or \$39,068 due to increased training programs and professional development opportunities initiated by the Commission on behalf of the charter schools;
- Supplies increased 31% or \$7,457 due to clarifications in fiscal procedures which emphasized correctly costing items to the Commission rather than charter schools;
- Meeting refreshments and meals increased 126% or \$17,228 due to an increased number of training and professional development opportunities facilitated and presented by the Commission for the charter school administrators, staff, and governing board members at which food and beverages are served;
- Rental expenses increased 1,051% or \$26,609 due to an increased number of training programs and professional development opportunities initiated by the Commission on behalf of the charter schools, which required the rental of space to hold programs;
- Parking increased 187% or \$11,931 due to increased cost and expenses of parking for Commission staff;
- Utilities increased 19% or \$2,480 due to rate increases, additional mobile cell phone plans, mobile hot-spots, and usage for Commission staff that are required to travel to the neighbor islands;
- Capital outlays, which consists of depreciation, increased 33% or \$3,519 due to increased acquisition of office equipment and computers;
- Computer expenses increased 115% or \$2,689 due to hiring additional staff who required computer equipment;

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

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

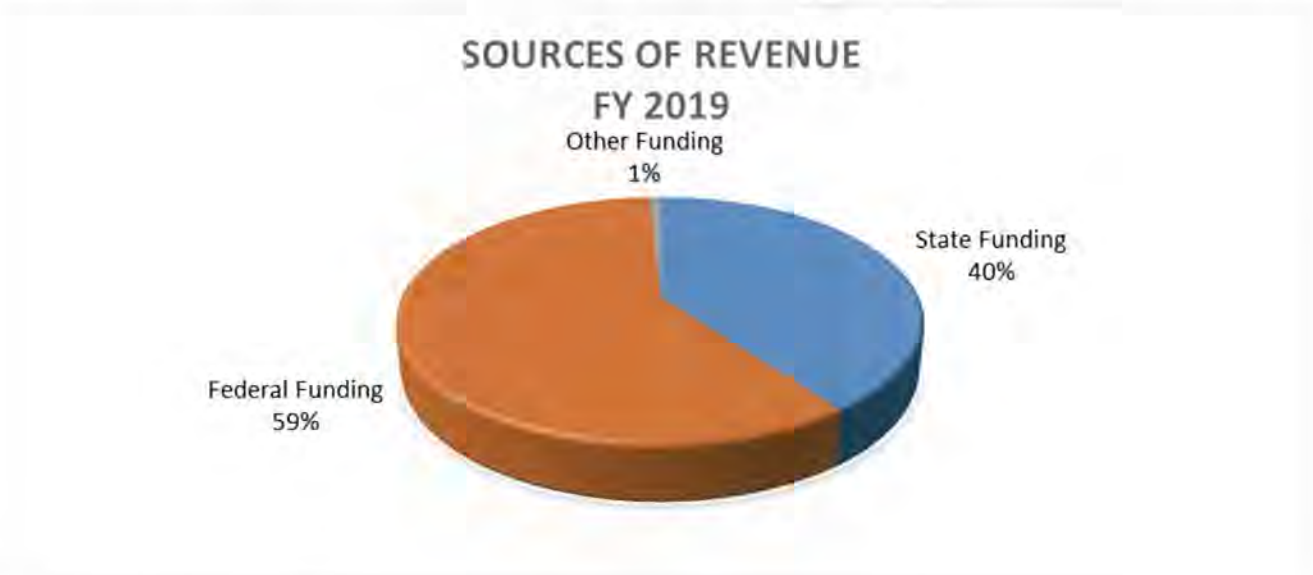
For the Year Ended June 30, 2019

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

- Postage increased 267% or \$1,123 due to an increased number of direct mailings to the charter school students and families.
- Dues and subscriptions decreased 59% or \$2,120 due to cancellation and discontinuation of subscriptions, resources, and memberships that were underutilized;
- Equipment purchases decreased 100% or \$2,010 due to a decrease in staff requests for equipment, furniture, or other replacement items.
- Printing and advertising decreased 72% or \$314 due to a decreased need for advertising and certain printing services; and

The narrative that follows considers the operations of the Commission's governmental activities (Figure-1).

Figure-1



Governmental activities

The cost of all governmental activities of the Commission for the fiscal year ended June 30, 2019 was \$4,117,538, an increase of 48% or \$1,328,535, compared to \$2,789,003 for the fiscal year ended June 30, 2018.

Business-type activities

Some governmental agencies charge fees to customers to fund certain types of services it provides. If the Commission operated business type funds, these activities would be reported as such. For fiscal years ended June 30, 2019 and 2018, the Commission did not engage in any business-type activities.

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

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2019

FINANCIAL ANALYSIS OF THE COMMISSION'S FUNDS

As the Commission completed the year, its governmental funds reported a fund balance of \$379,356, an increase from the prior fiscal year of \$210.

CAPITAL ASSET AND LONG-TERM DEBT ACTIVITIES

The Commission's capital asset policy provides that furniture and equipment purchases that exceed \$500 with a useful life of greater than one year be capitalized and depreciated over the asset's useful life. During the year ended June 30, 2019, the Commission made purchases of \$44,251 of furniture or equipment that were capitalized and had no disposals during the year. The Commission has no long-term debt obligations.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET AND RATES

The official enrollment count date for charter schools is October 15 of each year. Enrollment among the charter schools grew by approximately 3% in the 2018-19 school year to 11,680 compared to 11,343 in the 2017-18 school year.

CONTACTING THE COMMISSION'S FINANCIAL MANAGEMENT

This financial report is designed to provide stakeholders with a general overview of the Commission's finances and to demonstrate the Commission's accountability for the funds it receives. Should you have questions about this report or need additional financial information, contact the SPCSC Fiscal Services team, 1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813.

PART II
FINANCIAL INFORMATION SECTION

INDEPENDENT AUDITOR'S REPORT

State Public Charter School Commission:

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the State Public Charter School Commission (Commission), an agency of the State of Hawaii, as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the Commission's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinions on the Financial Statements

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Commission as of June 30, 2019, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters – Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management’s discussion and analysis on pages 3 through 11 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management’s responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has omitted the budgetary comparison information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by the missing information.

Other Matters – Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Commission’s basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with 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.

Report on Prior Year Comparative Information

We have previously audited the Commission's financial statements as of and for the year ended June 30, 2018, and we expressed an unmodified audit opinion on those audited financial statements in our report dated November 8, 2018. In our opinion, the accompanying prior year comparative information as of and for the year ended June 30, 2018 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 31, 2019, on our consideration of the Commission's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grants agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Commission's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Commission's internal control over financial reporting and compliance.

CW ASSOCIATES, CPAs

Honolulu, Hawaii
October 31, 2019

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

STATEMENT OF NET POSITION – GOVERNMENTAL ACTIVITIES

As of June 30, 2019
(With Prior Year Comparative Information)

	<u>2019</u>	<u>2018</u>
Current Assets		
Cash and cash equivalents	\$ 4,181,656	\$ 11,920,576
Accounts receivable – net	49,120	48,937
Pass through receivable from State	4,419,173	1,134,380
Funds held for others	340,528	346,765
Prepaid expenses	18,070	-
Total current assets	<u>9,008,547</u>	<u>13,450,658</u>
Capital assets, net of depreciation	<u>66,692</u>	<u>36,478</u>
Total assets	<u>9,075,239</u>	<u>13,487,136</u>
Current Liabilities		
Accounts payable	245,590	246,809
Unearned revenue	4,164,282	8,515,537
Pass through payable to charter schools	3,681,154	2,949,041
Pass through payable to State	-	822,024
Liability for funds held for others	340,528	346,765
Accrued leave earnings	262,526	226,249
Accrued liabilities	1,803	1,565
Total current liabilities	<u>8,695,883</u>	<u>13,107,990</u>
Net position		
Invested in capital assets	66,692	36,478
Unrestricted position	<u>312,664</u>	<u>342,668</u>
Total net position	<u>\$ 379,356</u>	<u>\$ 379,146</u>

See accompanying notes to the financial statements.

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

STATEMENT OF ACTIVITIES – GOVERNMENTAL ACTIVITIES

For the Year Ended June 30, 2019
(With Prior Year Comparative Information)

<u>Functions/Programs</u>	2019			2018		
	<u>Expenses</u>	<u>Operating Grants Revenues</u>	<u>Net (Expenses) Revenues and Changes in Net Position</u>	<u>Expenses</u>	<u>Operating Grants Revenues</u>	<u>Net (Expenses) Revenues and Changes in Net Position</u>
Governmental activities						
Support and administrative services	\$ 1,682,678	\$ -	\$ (1,682,678)	\$ 1,447,748	\$ -	\$ (1,447,748)
Instructional enhancement	94,431,277	94,431,277	-	87,486,684	87,486,684	-
Total governmental activities	<u>\$96,113,955</u>	<u>\$94,431,277</u>	<u>(1,682,678)</u>	<u>\$88,934,432</u>	<u>\$87,486,684</u>	<u>(1,447,748)</u>
General revenues						
State Commission funding			1,647,537			1,554,761
Other grants and income			35,351			27,943
Total general revenues			<u>1,682,888</u>			<u>1,582,704</u>
Change in net position			210			134,956
Net position – beginning of year			<u>379,146</u>			<u>244,190</u>
Net position – end of year			<u>\$ 379,356</u>			<u>\$ 379,146</u>

See accompanying notes to the financial statements.

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

BALANCE SHEET – GOVERNMENTAL FUNDS

As of June 30, 2019
(With Prior Year Comparative Information)

	<u>General</u>	<u>Restricted Funds</u>	<u>Total</u>	
			<u>2019</u>	<u>2018</u>
ASSETS				
Cash				
Cash and cash equivalents	\$ 17,079	\$ 4,164,282	\$ 4,181,361	\$ 11,920,419
Cash held for others	-	340,528	340,528	346,765
Petty cash	295	-	295	157
Total cash	<u>17,374</u>	<u>4,504,810</u>	<u>4,522,184</u>	<u>12,267,341</u>
Accounts receivable – net	49,120	-	49,120	48,937
Pass through receivable from State	4,419,173	-	4,419,173	1,134,380
Prepaid expenses	<u>18,070</u>	<u>-</u>	<u>18,070</u>	<u>-</u>
TOTAL ASSETS	<u>\$ 4,503,737</u>	<u>\$ 4,504,810</u>	<u>\$ 9,008,547</u>	<u>\$ 13,450,658</u>
LIABILITIES				
Accounts payable	\$ 245,590	\$ -	\$ 245,590	\$ 246,809
Unearned revenue	-	4,164,282	4,164,282	8,515,537
Pass through payable to schools	3,681,154	-	3,681,154	2,949,041
Pass through payable to state	-	-	-	822,024
Liability for cash held for others	-	340,528	340,528	346,765
Accrued liabilities	<u>1,803</u>	<u>-</u>	<u>1,803</u>	<u>1,565</u>
Total liabilities	<u>3,928,547</u>	<u>4,504,810</u>	<u>8,433,357</u>	<u>12,881,741</u>
FUND BALANCE				
Unassigned	<u>575,190</u>	<u>-</u>	<u>575,190</u>	<u>568,917</u>
Total fund balance	<u>575,190</u>	<u>-</u>	<u>575,190</u>	<u>568,917</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$ 4,503,737</u>	<u>\$ 4,504,810</u>	<u>\$ 9,008,547</u>	<u>\$ 13,450,658</u>

See accompanying notes to the financial statements.

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

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

As of June 30, 2019

Total fund balance – governmental funds	\$ 575,190
Amounts reported for governmental activities that are different in the Statement of Net Position due to	
Capital assets used in governmental activities are not financial resources and therefore not reported in the governmental funds	66,692
Accrued leave earnings are not reported in the governmental funds	<u>(262,526)</u>
Total net position – governmental activities	<u>\$ 379,356</u>

See accompanying notes to the financial statements.

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

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCE – GOVERNMENTAL FUNDS**

**For the Year Ended June 30, 2019
(With Prior Year Comparative Information)**

	Restricted Funds							2019	2018	
	General	Title I	Title II	Title III	Impact Aid	SPED	Pre-K			Other
REVENUES										
Federal grants	\$ -	\$ 1,693,136	\$ 29,464	\$ 12,000	\$ -	\$ -	\$ 706,323	\$ -	\$ 2,440,923	\$ 1,368,695
State Commission funding	1,647,537	-	-	-	-	-	-	-	1,647,537	1,554,761
Other income	35,351	-	-	-	-	-	-	-	35,351	27,943
Total revenues	<u>1,682,888</u>	<u>1,693,136</u>	<u>29,464</u>	<u>12,000</u>	<u>-</u>	<u>-</u>	<u>706,323</u>	<u>-</u>	<u>4,123,811</u>	<u>2,951,399</u>
EXPENDITURES										
Payroll and related expenses	1,227,437	1,040,861	-	-	-	-	299,917	-	2,568,215	2,074,143
Professional services	259,086	444,095	-	-	-	-	216,092	-	919,273	329,494
Travel	33,628	95,147	21,685	-	-	-	112,469	-	262,929	165,030
Building leases	99,407	-	-	-	-	-	-	-	99,407	97,297
Supplies	-	52,592	-	-	-	-	23,500	-	76,092	24,384
Professional development	5,494	8,938	7,360	12,000	-	-	24,975	-	58,767	19,699
Meeting refreshments and meal	1,777	11,473	-	-	-	-	17,629	-	30,879	13,651
Rental	395	28,096	-	-	-	-	650	-	29,141	2,532
Repairs and maintenance	19,532	-	-	-	-	-	-	-	19,532	17,058
Parking	5,183	4,960	419	-	-	-	7,755	-	18,317	6,386
Utilities	15,472	-	-	-	-	-	-	-	15,472	12,992
Telecommunications	2,143	4,959	-	-	-	-	1,484	-	8,586	9,862
Computer	1,873	1,850	-	-	-	-	1,303	-	5,026	9,788
Miscellaneous	2,530	42	-	-	-	-	173	-	2,745	209
Postage	1,485	-	-	-	-	-	58	-	1,543	420
Dues and subscriptions	1,173	-	-	-	-	-	318	-	1,491	3,611
Equipment purchases	-	-	-	-	-	-	-	-	-	2,010
Printing and advertising	-	123	-	-	-	-	-	-	123	437
Total expenditures	<u>1,676,615</u>	<u>1,693,136</u>	<u>29,464</u>	<u>12,000</u>	<u>-</u>	<u>-</u>	<u>706,323</u>	<u>-</u>	<u>4,117,538</u>	<u>2,789,003</u>
CHANGE IN NET POSITION	<u>6,273</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>6,273</u>	<u>162,396</u>

(Continued)

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

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCE – GOVERNMENTAL FUNDS (Continued)**

**For the Year Ended June 30, 2019
(With Prior Year Comparative Information)**

	Restricted Funds							2019	2018	
	General	Title I	Title II	Title III	Impact Aid	SPED	Pre-K			Other
CHANGE IN NET POSITION	\$ 6,273	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,273	\$ 162,396	
OTHER FINANCING SOURCES (USES)										
Transfers in	90,501,123	7,052,951	205,489	1,643	3,104,909	627,294	4,535,128	841,431	106,869,969	96,634,546
Transfers out	<u>(90,501,123)</u>	<u>(7,052,951)</u>	<u>(205,489)</u>	<u>(1,643)</u>	<u>(3,104,909)</u>	<u>(627,294)</u>	<u>(4,535,128)</u>	<u>(841,431)</u>	<u>(106,869,969)</u>	<u>(96,634,546)</u>
Total other financing sources (uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	
NET CHANGE IN FUND BALANCE	6,273	-	-	-	-	-	-	6,273	162,396	
FUND BALANCE, BEGINNING OF YEAR	<u>568,917</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>568,917</u>	<u>406,521</u>	
FUND BALANCE, END OF YEAR	<u>\$ 575,190</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 575,190</u>	<u>\$ 568,917</u>	

See accompanying notes to the financial statements.

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

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

For the Year Ended June 30, 2019

Total net change in fund balance – governmental funds	\$ 6,273
Amounts reported for governmental activities that are different in the Statement of Activities due to	
Governmental funds report capital asset outlays (disposals) as expenditures	
Capital Asset Outlays Recorded in the Current Period	\$ 44,251
Capital Asset Disposals Recorded in the Current Period	-
Depreciation expense	<u>(14,037)</u>
	30,214
Net change in obligations for accrued vested vacation benefits is reported in the Statement of Activities, but is not reported as an expenditure in the governmental funds as it does not require the use of current financial resources.	<u>(36,277)</u>
Change in net position of governmental activities	<u>\$ 210</u>

See accompanying notes to the financial statements.

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

STATEMENT OF CASH FLOWS

For the Year Ended June 30, 2019
(With Prior Year Comparative Information)

	<u>General</u>	<u>Title I</u>	<u>Title II</u>	<u>Title III</u>	<u>Impact Aid</u>	<u>School Improvement Grant</u>	<u>PreK Grant</u>	<u>Other</u>	<u>Total All Funds 2019</u>	<u>Total All Funds 2018</u>
RECONCILIATION OF CHANGE IN NET POSITION TO										
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES										
Change in net position	\$ 210	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 210	\$ 134,956
Adjustments to reconcile change in net position to net cash provided by (used in) operating activities										
Depreciation	14,037	-	-	-	-	-	-	-	14,037	10,518
Changes in operating assets and liabilities										
Accounts receivable and pass through receivable from State	(3,284,976)	-	-	-	-	-	-	-	(3,284,976)	1,721,578
Prepaid expenses	(18,070)	-	-	-	-	-	-	-	(18,070)	-
Accounts payable, pass through payable to State and Charter Schools, and accrued expenses	(60,852)	-	-	-	-	-	-	-	(60,852)	1,537,542
Unearned revenue	-	(2,387,965)	363,721	9,210	179,459	-	(2,563,947)	48,267	(4,351,255)	7,322,312
	<u>-</u>	<u>(2,387,965)</u>	<u>363,721</u>	<u>9,210</u>	<u>179,459</u>	<u>-</u>	<u>(2,563,947)</u>	<u>48,267</u>	<u>(4,351,255)</u>	<u>7,322,312</u>
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	<u>\$ (3,349,651)</u>	<u>\$ (2,387,965)</u>	<u>\$ 363,721</u>	<u>\$ 9,210</u>	<u>\$ 179,459</u>	<u>\$ -</u>	<u>\$ (2,563,947)</u>	<u>\$ 48,267</u>	<u>\$ (7,700,906)</u>	<u>\$ 10,726,906</u>

(Continued)

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

STATEMENT OF CASH FLOWS (Continued)

For the Year Ended June 30, 2019
(With Prior Year Comparative Information)

	<u>General</u>	<u>Title I</u>	<u>Title II</u>	<u>Title III</u>	<u>Impact Aid</u>	<u>School Improvement Grant</u>	<u>PreK Grant</u>	<u>Other</u>	<u>Total All Funds 2019</u>	<u>Total All Funds 2018</u>
Cash Flows from Operating Activities										
Cash received from State	\$ 90,501,123	\$ 4,696,224	\$ 18,577	\$ 22,853	\$ 3,284,368	\$ -	\$ -	\$ 1,516,992	\$ 100,040,137	\$ 100,411,928
Cash received from Federal Government	-	-	-	-	-	-	2,000,000	-	2,000,000	9,019,598
Other cash receipts	35,351	-	374,608	-	-	-	677,504	-	1,087,463	-
Cash paid to Charter Schools	(93,886,125)	(4,889,879)	-	(1,643)	(3,104,909)	-	(4,535,128)	(1,468,725)	(107,886,409)	(96,117,392)
Cash paid to State	-	(1,019,586)	-	-	-	-	-	-	(1,019,586)	(149,220)
Cash paid to employees and vendors	-	(1,174,724)	(29,464)	(12,000)	-	-	(706,323)	-	(1,922,511)	(2,438,008)
Net cash provided by (used in) operating activities	<u>(3,349,651)</u>	<u>(2,387,965)</u>	<u>363,721</u>	<u>9,210</u>	<u>179,459</u>	<u>-</u>	<u>(2,563,947)</u>	<u>48,267</u>	<u>(7,700,906)</u>	<u>10,726,906</u>
Cash Flows from Investing Activities										
Purchase of capital assets	(44,251)	-	-	-	-	-	-	-	(44,251)	(31,512)
Disposal of capital assets	-	-	-	-	-	-	-	-	-	24,061
Net cash used in investing activities	<u>(44,251)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(44,251)</u>	<u>(7,451)</u>
Net increase/(decrease) in cash	(3,393,902)	(2,387,965)	363,721	9,210	179,459	-	(2,563,947)	48,267	(7,745,157)	10,719,455
Cash, including funds held for others, beginning of year	3,751,803	2,094,019	(408,983)	72,561	11,250	153,968	6,467,326	125,397	12,267,341	1,547,886
Cash, including funds held for others, ending of year	<u>\$ 357,901</u>	<u>\$ (293,946)</u>	<u>\$ (45,262)</u>	<u>\$ 81,771</u>	<u>\$ 190,709</u>	<u>\$ 153,968</u>	<u>\$ 3,903,379</u>	<u>\$ 173,664</u>	<u>\$ 4,522,184</u>	<u>\$ 12,267,341</u>

See accompanying notes to the financial statements.

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

NOTES TO THE FINANCIAL STATEMENTS

For the Year Ended June 30, 2019
(With Prior Year Comparative Information)

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization and Activity

The State Public Charter School Commission (Commission) was formed pursuant to Hawaii State Legislature (Legislature) Hawaii Revised Statutes 302D-3 and is attached to the Department of Education (DOE) for administrative purposes only. Among other duties, the Commission is responsible for the following:

- Preparing and executing the budget for the Commission,
- Allocating annual appropriations to the charter schools based on student enrollment,
- Monitoring charter school compliance with various state laws,
- Representing charter schools in communications with the Board of Education (BOE), and
- Chartering jurisdiction and authorizing public charter schools throughout the State of Hawaii (State).

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

The Commission receives funding from the State. Other support is in the form of payments for administrative costs allocated from various federal grants.

These financial statements are intended to present the financial position and activity of only the Commission and not that of the DOE. Additionally, these financial statements do not represent any balances or activities of the individual charter schools.

Basis of Accounting

The accompanying financial statements and accounting policies of the Commission are in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP) as applicable to governmental units.

Government-Wide and Fund Financial Statements

The government-wide financial statements consist of the statement of net position and the statement of activities. These statements report all activities of the primary governmental unit. The statement of activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include grants that are restricted to meeting the operational requirements of a particular function. Other items not properly included among program revenues are reported instead as general revenues. The Commission does not allocate general government (indirect) expenses to other functions.

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2019
(With Prior Year Comparative Information)

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Government-Wide and Fund Financial Statements (Continued)

Governmental funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Commission considers revenues other than federal grants and assistance awards to be available if they are collected within 60 days of the end of the fiscal year.

Federal grants and assistance awards made on the basis of entitlement periods are recorded as revenues when available and entitlement occurs which is generally within 12 months of the end of the current fiscal year. All other federal reimbursement-type grants are recorded as intergovernmental receivables and revenues when the related expenditures or expenses are incurred and funds are available.

Expenditures are generally recorded when a liability is incurred. However, expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

Encumbrances are recorded obligations in the form of purchase orders or contracts. The Commission records encumbrances at the time purchase orders or contracts are awarded and executed. Encumbrances outstanding at fiscal year-end are reported as restrictions, assignments, or commitments (no commitments in 2019 and 2018) of fund balances since they do not constitute expenditures or liabilities.

Fund Accounting

The financial statements of the Commission are recorded in individual funds, each of which is deemed to be a separate accounting entity with a self-balancing set of accounts. The Commission uses fund accounting to report on its financial position and results of operations. Fund accounting is designed to demonstrate legal compliance and to aid financial management by segregating transactions related to certain government functions or activities.

Net Position

In the government-wide financial statements, net position is reported in three categories: net investment in capital assets, net of related debt, if any; restricted (none in 2019 and 2018); and unrestricted. Restricted category components are restricted by parties outside of the State (such as citizens, public interest groups, or the judiciary) or imposed by law through enabling legislation.

Fund Balance Reporting

In the fund financial statements, governmental funds report reservations of fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for use for a specific purpose. Designations of fund balances represent tentative management plans that are subject to change.

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2019
(With Prior Year Comparative Information)

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Balance Reporting (Continued)

In accordance with Government Accounting Standards Board (GASB) Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, the Commission classifies fund balances based primarily on the extent to which it is bound to follow constraints on how resources can be spent. Classifications used by the Commission are:

Restricted – Represents resources that are restricted to specific purposes usually imposed by external parties such as creditors, grantors, or other governments.

Committed – Represents resources that can only be used for specific purposes pursuant to formal action of the Legislature (none in 2019 and 2018).

Assigned – Represents resources that are constrained by management's intent to be used for specific purposes, but are neither restricted nor committed (none in 2019 and 2018).

Unassigned – Represents residual balances that are neither nonspendable, restricted, committed or assigned.

Encumbrance balances at year-end are reflected as assigned. The Commission's Special Funds consist of specific revenue sources restricted or committed as to expenditure for specific purposes other than debt service or capital projects. Restricted and committed revenues are expected to comprise a substantial portion of the fund inflows. Funds not meeting these criteria are reported in the general fund. The spending policy of the Commission's Special Funds is, in order of priority, restricted, committed, and then assigned. The Commission's classification of Special Fund inflows are restricted (federal grants), program revenues (committed), transfers from other funds (assigned), investment income (assigned unless restricted), and miscellaneous revenues (assigned). The Commission's Special Funds are not encumbered.

Use of Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the amounts reported in the basic financial statements and accompanying notes. Actual results could differ from those estimates, and it is reasonably possible that such estimates may change within the near term.

Accrued Leave Earnings

The Commission's policy is to permit employees to accumulate earned but unused vacation and sick leave benefits. There is no liability for unpaid accumulated sick leave as sick leave is not convertible to pay upon termination of employment. All vacation pay is accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in the governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2019
(With Prior Year Comparative Information)

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash and Cash Equivalents

Cash and cash equivalents include all cash and unrestricted highly liquid investments with original maturities of three months or less.

Pass Through Receivable and Payable Accounts

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

Federal program funds that have been received by the Commission by June 30, 2019 and are to be directly passed on to the charter schools, but paid to the charter schools after year-end, are also included in the pass through accounts.

Unearned Revenue

The Commission reports unearned revenue in the financial statements. Unearned revenue arises when potential revenue does not meet both the measurable and available criteria for recognition in the current period. In general, federal monies received in the current year, which have not been expended for the federal purpose by year-end are unearned.

Capital Assets, Net of Depreciation

Capital assets purchased or acquired with an original cost of \$500 or more are reported in the statement of net position, at cost. Maintenance and repairs are charged to operations when incurred. Betterments and major improvements which significantly increase values, change capacities, or extend useful lives are capitalized. When assets are retired or otherwise disposed of, the cost and accumulated depreciation are removed from the accounts, and any resulting gain or loss is recognized in the statement of activities.

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

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2019
(With Prior Year Comparative Information)

NOTE B – CASH AND CASH EQUIVALENTS AND INVESTMENTS

The State of Hawaii, Director of Finance is responsible for the safekeeping of all monies deposited into the State Treasury. The Director of Finance pools and invests any monies of the Commission, which in the Director's judgment, are in excess of the amounts necessary for meeting the specific requirements of the Commission. Investment earnings are allocated to the Commission based on its equity interest in the pooled monies.

Legally authorized investments include obligations of or guaranteed by the U.S. Government, obligations of the State, federally-insured savings and checking accounts, certificates of deposits, and repurchase agreements with federally-insured financial institutions.

NOTE C – CAPITAL ASSETS

For the year ended June 30, 2019, capital asset activity for the governmental activities of the Commission was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Office and Computer Equipment	\$ 279,464	\$ 44,251	\$ -	\$ 323,715
Accumulated depreciation	<u>(242,986)</u>	<u>(14,037)</u>	<u>-</u>	<u>(257,023)</u>
Capital assets, net of depreciation	<u>\$ 36,478</u>	<u>\$ 30,214</u>	<u>\$ -</u>	<u>\$ 66,692</u>

For the year ended June 30, 2018, capital asset activity for the governmental activities of the Commission was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Office and Computer Equipment	\$ 287,015	\$ 31,512	\$ (39,063)	\$ 279,464
Accumulated depreciation	<u>(247,470)</u>	<u>(10,518)</u>	<u>15,002</u>	<u>(242,986)</u>
Capital assets, net of depreciation	<u>\$ 39,545</u>	<u>\$ 20,994</u>	<u>\$ (24,061)</u>	<u>\$ 36,478</u>

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2019
(With Prior Year Comparative Information)

NOTE D – LEASES

The Commission leases office space and office equipment in Honolulu, Hawaii under operating leases. The Commission's leases are effective through August 31, 2020. The office space lease includes a monthly base rent of \$2,927 plus \$4,583 for common area maintenance expenses and property taxes (CAM). CAM was previously \$4,418 at June 30, 2018. The office equipment lease includes a monthly base rent of \$864 plus additional usage charges. Rent expense for the years ended June 30, 2019 and 2018 totaled \$128,548 and \$99,829, respectively. At June 30, 2019, future minimum lease rent payments are expected to approximate the following:

Years Ending June 30th	
2020	\$45,500
2021	\$ 7,600

NOTE E – CONTINGENCIES

The Commission is subject to legal proceedings, claims, or litigation arising in the ordinary course of business for which it seeks the advice of the Attorney General of the State of Hawaii. Management estimates that the cost to resolve such matters, if any, would not be material to the financial statements. However, it is reasonably possible that such estimates may change within the near term.

The Commission operates in the State of Hawaii. Local, national and international events can have severe, adverse effects on economic conditions in Hawaii. The effects on the financial statements of the Commission, from such changes in economic conditions, if any, are not presently determinable.

NOTE F – FINANCIAL STATEMENT PRESENTATION

Certain amounts in the prior year financial statements were reclassified to conform to the current year presentation. The financial statements include certain prior year comparative information. Such information does not include sufficient detail to constitute a complete presentation in accordance with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Commission's financial statements as of and for the year ended June 30, 2018, from which the information was derived.

NOTE G – SUBSEQUENT EVENTS

Management has evaluated subsequent events through October 31, 2019, which is the date the financial statements were available to be issued, and determined that the Commission did not have any subsequent events requiring adjustment to the financial statements or disclosure in the notes to the financial statements.

**SUPPLEMENTARY FINANCIAL
INFORMATION**

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

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

For the Year Ended June 30, 2019

<u>Program Title</u>	<u>Federal CFDA Number</u>	<u>Federal Expenditures</u>	<u>Amount Provided to Subrecipients</u>
<u>United States Department of Education</u>			
Direct Program			
Preschool Development Grants	84.419 *	\$5,241,451	\$4,535,128
Passed through the State of Hawaii, Department of Education			
Title I Grants to Local Education Agencies	84.010	8,727,475	7,052,951
Impact Aid	84.041 *	2,520,789	2,520,789
Improving Teacher Quality State Grants	84.367	234,953	205,489
Migrant Education State Grant Program	84.011	32,594	32,594
Education for Homeless Children and Youth	84.196	18,612	-
English Language Acquisition State Grants	84.365	13,643	1,643
Total before Special Education Cluster		11,548,066	9,813,466
<i>Special Education Cluster (IDEA)</i>			
Special Education Grants to States	84.027	627,294	627,294
Total passed through the State of Hawaii		12,175,360	10,440,760
Total United States Department of Education		17,416,811	14,975,888
<u>United States Department of Defense</u>			
Passed through the State of Hawaii, Department of Education			
Department of Defense Impact Aid (Supplement, CWSD, BRAC)	12.558 *	\$ 484,120	\$ 484,120
Total United States Department of Defense		484,120	484,120

(Continued)

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

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (Continued)

For the Year Ended June 30, 2019

<u>Program Title</u>	<u>Federal CFDA Number</u>	<u>Federal Expenditures</u>	<u>Amount Provided to Subrecipients</u>
<u>United States Department of Interior</u>			
Passed through the State of Hawaii, Department of Education Economic, Social, and Political Development of the Territories	15.875	\$ 100,000	\$ 100,000
Total United States Department of Interior		<u>100,000</u>	<u>100,000</u>
Total Expenditures of Federal Awards		<u>\$ 18,000,931</u>	<u>\$ 15,560,008</u>

See accompanying notes to the schedule of expenditures of federal awards.

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

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

For the Year Ended June 30, 2019

NOTE A – BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (Schedule) includes the federal grant activity of the State Public Charter School Commission (Commission) and is presented on the accrual basis of accounting. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, certain amounts presented in this Schedule may differ from amounts presented in, or used in the preparation of, the financial statements of the Commission.

* Denotes major program expenditures, comprising 45% of total expenditures of federal awards of a low-risk auditee.

NOTE B – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. In addition, pass-through entity identifying numbers are presented where available.

NOTE C – INDIRECT COST RATES

The Commission has not elected to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

PART III

INTERNAL CONTROL AND COMPLIANCE SECTION

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

State Public Charter School Commission:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the State Public Charter School Commission (Commission) as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the Commission's basic financial statements, and have issued our report thereon dated October 31, 2019.

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Commission's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, including applicable provisions of the Hawaii Public Procurement Code (Chapter 103D of the Hawaii Revised Statutes) and procurement rules, directives, and circulars, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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

CW ASSOCIATES, CPAs

Honolulu, Hawaii
October 31, 2019

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

State Public Charter School Commission:

Report on Compliance for Each Major Federal Program

We have audited the compliance of the State Public Charter School Commission (Commission) with the types of compliance requirements described in the *U. S. Office of Management and Budget (OMB) Compliance Supplement* that could have a direct and material effect on the Commission's major federal programs for the year ended June 30, 2019. The major federal programs of the Commission are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

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

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for the Commission's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Commission's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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

Opinion on Each Major Federal Program

In our opinion, the Commission complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal programs for the year ended June 30, 2019.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as *Findings #2019-001, #2019-002, and #2019-003*. Our opinion on the major federal programs is not modified with respect to these matters.

The Commission's responses to the noncompliance findings identified in our audit are described in the accompanying schedule of findings and questioned costs and corrective action plan. The Commission's responses were not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the responses.

Report on Internal Control Over Compliance

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

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

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified significant deficiencies in internal control over compliance, as described in the accompanying schedule of findings and questioned costs as *Findings #2019-001, #2019-002, and #2019-003*.

The Commission's responses to the internal control over compliance findings identified in our audit are described in the accompanying schedule of findings and questioned costs and corrective action plan. The Commission's responses were not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the responses.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CW ASSOCIATES, CPAs

Honolulu, Hawaii
October 31, 2019

PART IV

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS

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

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2019

SECTION I – SUMMARY OF AUDIT RESULTS

FINANCIAL STATEMENTS:

Type of auditor's report issued:

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

FEDERAL AWARDS

- | | |
|---|-------------------------|
| 1. Internal control over major programs:
Material weakness identified?
Reportable condition identified that is not considered to be material weakness? | <u>No</u>
<u>Yes</u> |
| 2. Type of auditor's report issued on compliance for major programs: | <u>Unmodified</u> |
| 3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 2001.516(a)? | <u>Yes</u> |
| 4. Identification of major programs: | |
| a. CFDA No. 84.419 – Preschool Development Grants and CFDA No. 84.041 – Impact Aid and No. 12.558 – Department of Defense Impact Aid (Supplement, CWSD, BRAC) | |
| b. Dollar threshold used to distinguish between type A and type B programs: | <u>\$750,000</u> |
| c. Auditee qualified as low-risk auditee? | <u>Yes</u> |

SECTION II – FINANCIAL STATEMENT FINDINGS

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

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

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS (Continued)

For the Year Ended June 30, 2019

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

In the current year, the auditor expressed an unmodified opinion on compliance for the Commission's major federal award programs. However, the following instances of material noncompliance disclosed by auditing procedures, which are required to be reported in accordance with the Uniform Guidance, are described below as *Findings #2019-001, #2019-002, and #2019-003*. Significant deficiencies in internal control over compliance were reported by the auditor in the current year as described below as *Findings #2019-001, #2019-002, and #2019-003*.

Finding #2019-001: Cash Management

Federal Agency – U.S. Department of Education

Federal Programs – CFDA No. 84.419 – Preschool Development Grants

Criteria – Title 2 CFR 200.305 of the Uniform Guidance requires that program costs be paid with recipient funds before reimbursement is requested from the federal government. Furthermore, when awards provide for advance payments, recipients must follow procedures to minimize the time between the drawdown of funds from the U.S. Treasury and expenditure of funds by the recipient. These regulations include expectations for the Commission to monitor cash drawdowns to ensure subrecipients conform substantially to the same standards that apply to the Commission.

Condition – During our audit for the year ended June 30, 2019, we noted a drawdown of funds by the Commission for subrecipients that did not have adequate documentation, including a review of the purpose or time period covered, to ensure that minimal time passed between the drawdown of funds and the disbursement of funds to the subrecipients. The Commission continues to hold these federal funds due to project cancelations at the subrecipients.

Questioned Costs – \$3,711,658

Effect or Potential Effect – The Commission did not minimize the time between the drawdown of funds and the disbursement of the funds to subrecipients.

Cause – Funds were drawn in advance to meet anticipated cash needs of the subrecipients, but funds were not disbursed due to project cancelations.

Recommendation – The Commission should implement adequate policies and procedures to ensure subrecipient requests for funds are for reimbursements of program expenditures and that the time period between the drawdown of the funds and the use of the funds is minimized.

Responsible Official's Response and Corrective Action Planned – Refer to the Corrective Action Plan.

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

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS (Continued)

For the Year Ended June 30, 2019

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (Continued)

Finding #2019-002: Allowable Costs and Cost Principles

Federal Agency – U.S. Department of Education

Federal Programs – CFDA No. 84.419 – Preschool Development Grants

Criteria – Title 2 CFR 200.430 of the Uniform Guidance requires that the distribution of salaries and wages to federal awards and other activities must be based on records that accurately reflect the work performed. The records must be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated, and be incorporated in the official records of the entity.

Condition – The distribution of time for Commission employees that work on more than one activity was based on predetermined allocation percentages. The predetermined allocation percentages were not updated or supported by documentation of the actual time spent by the employees on the programs during the year.

Questioned Costs – Unknown, if any.

Context – Of the \$5,241,451 in expenditures for federal program CFDA No. 84.419, \$279,917 was for payroll related expenditures.

Effect or Potential Effect – The Commission did not complete employee payroll certifications for the actual time that should have been charged to the federal award for the year ended June 30, 2019.

Cause – The Commission did not ensure employee payroll certifications were completed to support the actual time spent on programs by employees.

Recommendation – When using estimated allocation percentages, a reconciliation of estimates against actual time must be done on a “regular basis” to ensure that estimates confirm actual employee activity. The Commission should complete the employee payroll certifications monthly based on the activities of each employee to be consistent with Title 2 CFR 200.430 of the Uniform Guidance. The reports should be signed by the individual employee, or by a responsible supervisory official having firsthand knowledge of the activities performed by the employee, noting the distribution of activity represents reasonable work performed by the employee during the period covered by the reports.

Responsible Official's Response and Corrective Action Planned – Refer to the Corrective Action Plan.

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

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS (Continued)

For the Year Ended June 30, 2019

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (Continued)

Finding 2019-003: Procurement

Federal Agency – U.S. Department of Education

Federal Programs – CFDA No. 84.419 – Preschool Development Grants

Criteria – The Uniform Guidance procurement requirements became effective for the Commission for the year ended June 30, 2019. The implementation of the Uniform Guidance resulted in changes to the procurement standards for goods and services procured with federal funds, which are provided in Title 2 CFR 200.317 to 200.326.

Condition – During the audit, five of the testing selections, amounting to approximately \$314,363 for contract services, building improvements, and general supplies, did not have documentation of price or rate quotations from an adequate number of qualified sources, or documentation to support a sole source procurement, as required for procurements by small purchases. The Commission must use one of the following procurement methods in accordance with Title 2 CFR 200.320:

- Procurement by micro-purchases for aggregate purchases not exceeding \$10,000, adjusted for inflation.
- Procurement by small purchases for goods and services that allow for relatively simple and informal procurement methods for aggregate purchases not exceeding \$250,000, adjusted for inflation.
- Procurement by sealed bids.
- Procurement by competitive proposals.

In addition, per Title 2 CFR 200.318(h), consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. It was noted during the audit that the Commission did not verify that the contractor or vendor was not suspended or debarred prior to entering into the transaction.

Questioned Cost – None.

Context – Of the \$5,241,451 in expenditures for federal program CFDA No. 84.419, approximately \$236,100, \$152,400, and \$102,900 was for contract services, building improvements, and general supplies, respectively. The total amount paid for the contract services, building improvements, and general supplies noted above was \$188,380, \$105,440 and \$20,543.

Effect or Potential Effect – The expenditures charged to the federal program may not provide full and open competition, or may not have been acquired at the lowest price. The contractor or vendor used could also possibly be suspended or debarred.

Cause – The Commission did not maintain evidence of obtaining price or rate quotations from an adequate number of qualified sources (Title 2 CFR 200.320(b)) or document the rationale for the sole source procurement for small purchases.

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

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS (Continued)

For the Year Ended June 30, 2019

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (Continued)

Finding 2019-003: Procurement (continued)

Recommendation – The Commission should ensure its procurement policy is in-line with current Uniform Guidance requirements. The Commission should also verify contractors and vendors using the system of award management website to ensure they are not suspended or debarred prior to entering into the transactions.

Responsible Official's Response and Corrective Action Planned – Refer to the Corrective Action Plan.

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

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

For the Year Ended June 30, 2019

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAM AUDIT

In the prior year, the auditor expressed an unmodified opinion on compliance for the Commission's major federal award programs. However, the following instances of material noncompliance disclosed by auditing procedures, which are required to be reported in accordance with the Uniform Guidance, are described below as *Findings #2018-001, #2018-002, and #2018-003*. Significant deficiencies in internal control over compliance were reported by the auditor in the prior year as described below as *Findings #2018-001, #2018-002, and #2018-003*.

Finding #2018-001: Subrecipient Monitoring

Federal Agency – U.S. Department of Education

Federal Programs – CFDA No. 84.010 – Title I Grants to Local Education Agencies

Criteria – Title 2 CFR 200.331 provides that the Commission is responsible for ensuring the following as a pass through entity: (1) Ensuring that subrecipients, expending \$750,000 or more in Federal awards during the subrecipient's fiscal year as provided in the Uniform Guidance, have met the audit requirements of the Uniform Guidance and that the required audits are completed within nine months of end of the subrecipient's audit period; (2) issuing a management decision on audit findings within six 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.

Condition – During our audit for the year ended June 30, 2018, we noted for one of the schools selected for testing that the Commission did not perform requirements number two and three listed in the criteria above.

Questioned Costs – Unknown, if any.

Effect or Potential Effect – Subrecipients expenditures may include inappropriate expenditures, which would be unallowable.

Cause – The Commission received the subrecipient's audited financial statements, however, the Commission did not follow its policies of providing a decision on the audit findings and did not perform monitoring of the subrecipient's corrective actions.

Recommendation – The Commission should follow its policy and procedures to ensure that its management decision on the audit findings is documented and to monitor the subrecipient's corrective actions for timeliness and appropriateness.

Responsible Official's Response and Corrective Action Planned – The Commission will increase its monitoring efforts to better ensure that incidents of noncompliance, including federal fund expenditures, are followed up on once designated as significant audit findings.

Current Status – For the year ended June 30, 2019, no exceptions were noted based on the audit procedures performed.

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

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS (Continued)

For the Year Ended June 30, 2019

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAM AUDIT (Continued)

Finding #2018-002: Cash Management

Federal Agency – U.S. Department of Education

Federal Programs – CFDA No. 84.010 – Title I Grants to Local Education Agencies; CFDA 84.419 – Preschool Development Grants

Criteria – Title 2 CFR 200.305 requires that program costs be paid with recipient funds before reimbursement is requested from the federal government. Furthermore, when awards provide for advance payments, recipients must follow procedures to minimize the time between the drawdown of funds from the U.S. Treasury and expenditure of funds by the recipient. These regulations include expectations for the Commission to monitor cash drawdowns to ensure subrecipients conform substantially to the same standards that apply to the Commission.

Condition – During our audit for the year ended June 30, 2018, we noted a drawdown of funds by the Commission for subrecipients that did not have adequate documentation, including a review of the purpose or time period covered, to ensure that minimal time passed between the drawdown of funds and the disbursement of funds to the subrecipients. The Commission continues to hold these federal funds due to project cancellations at the subrecipients.

Questioned Costs – \$8,845,370

Effect or Potential Effect – The Commission did not minimize the time between the drawdown of funds and the disbursement of the funds to subrecipients.

Cause – Funds were drawn in advance to meet anticipated cash needs of the subrecipients, but funds were not disbursed due to project cancellations.

Recommendation – The Commission should implement adequate policies and procedures to ensure subrecipient requests for funds are for reimbursements of program expenditures or are advances for the immediate needs of the program.

Responsible Official's Response and Corrective Action Planned – The Commission will work with public charter schools and staff to amend current drawdown procedures to ensure that funds are not held for an extended period of time from the drawdown to the disbursement to the public charter schools. In addition, the Commission will implement a review and approval process for the drawdown of federal funds, in excess of \$100,000, that will include the review and approval of the Executive Director and Finance Manager.

Current Status – See Finding #2019-001.

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

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS (Continued)

For the Year Ended June 30, 2019

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAM AUDIT (Continued)

Finding #2018-003: Allowable Costs and Cost Principles

Federal Agency – U.S. Department of Education

Federal Programs – CFDA No. 84.010 – Title I Grants to Local Education Agencies

Criteria – Title 2 CFR 200.430 of the Uniform Guidance requires that the distribution of salaries and wages to federal awards and other activities must be based on records that accurately reflect the work performed. The records must be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated, and be incorporated in the official records of the entity.

Condition – The distribution of time for Commission employees that work on more than one activity was based on predetermined allocation percentages. The predetermined allocation percentages were not updated or supported by documentation of the actual time spent by the employees on the programs during the year.

Questioned Costs – Unknown, if any.

Context – Of the \$5,520,183 in expenditures for federal program CFDA No. 84.010, \$506,039 was for payroll related expenditures.

Effect or Potential Effect – The Commission was missing completed employee semi-annual payroll certifications for the actual time that should have been charged to the federal award for the year ended June 30, 2018.

Cause – The Commission did not ensure all payroll certifications were completed to support the actual time spent on programs by employees.

Recommendation – When using estimated allocation percentages, a reconciliation of estimates against actual time must be done on a “regular basis” to ensure that estimates confirm actual employee activity. The Commission should complete the employee payroll certifications monthly based on the activities of each employee to be consistent with Title 2 CFR 200.430 of the Uniform Guidance. The reports should be signed by the individual employee, or by a responsible supervisory official having firsthand knowledge of the activities performed by the employee, noting the distribution of activity represents reasonable work performed by the employee during the period covered by the reports.

Responsible Official's Response and Corrective Action Planned – The Commission will implement more stringent procedures to ensure that payroll certifications are completed on a monthly basis by federal program team staff and reviewed by Commission management, specifically the Executive Director and Federal Programs Manager.

Current Status – See Finding #2019-002.

PART V
CORRECTIVE ACTION PLAN

DAVID Y. IGE
GOVERNOR



JOHN S.S. KIM
CHAIRPERSON

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

October 30, 2019

To Whom It May Concern,

The State Public Charter School Commission, hereinafter referred to as the Commission, respectfully submits the following Corrective Action Plan for the year ended June 30, 2019.

Name and address of independent public accounting firm:

CW Associates, CPAs; 700 Bishop Street, Suite 1040; Honolulu, Hawaii 96813

Audit Period: July 1, 2018 to June 30, 2019

The findings from the June 30, 2019 Schedule of Finding and Questioned Costs (Schedule) are discussed below. The findings are identified with the reference numbers used in the Schedule.

CORRECTIVE ACTION PLAN
For the Year Ended June 30, 2019

Federal Award Findings and Questioned Costs

Finding #2019-001

Preschool Development Grants

CFDA No. 84.419

Action Taken Regarding Cash Management: The Commission will increase its efforts in minimizing the time between drawdown of PDG funds and disbursement to charter schools as the PDG program ends at the close of the calendar year, December 31, 2019. As PDG funds are disbursed to charter schools on a reimbursement basis, the Commission will collaborate with charter schools to ensure that requests are submitted on a timely, regular basis rather than intermittingly or at the end of the term of the grant.

Finding #2019-002
Preschool Development Grants

CFDA No. 84.419

Action Taken Regarding Allowable Costs and Cost Principles: Payroll certifications were inadvertently not completed for FY2018-2019 for the two Commission employees funded through the PDG program. Though after the fact, these payroll certifications will be completed with notation detailing that the completion of these certifications was done after the required time for completion had passed.

Going forward, though this process will not be necessary in FY2019-2020 due to the state funding of early education, the Commission will continue to monitor and assess its performance to ensure that all compliance requirements, both state and federal, are met.

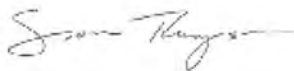
Finding #2019-003
Preschool Development Grants

CFDA No. 84.419

Action Taken Regarding Procurement: Though the majority of purchases mentioned in the audit sample are charter school purchases, the Commission will revise its fiscal oversight duties to include an acknowledgement and/or attestation that charter schools' have followed their own procurement policies. In addition, the revision will require both the schools and the Commission to review the System for Award Management. The revision of the Commission's procurement policies and procedures will be completed by the finance and operations manager and reviewed by the executive director.

Should the U.S. Department of Education have questions regarding this plan, please call Sione Thompson, Executive Director or Danny Vasconcellos, Finance and Operations Director at (808) 586-3775.

Sincerely yours,



Sione Thompson
Executive Director

cc: John S.S. Kim, State Public Charter School Commission, Chairperson
Danny Vasconcellos Jr., State Public Charter School Commission, Finance and Operations Director

F. Appendix F: Information requested by the Board of Education in its Memo to the State Public Charter School Commission, dated October 10, 2019, for the Board of Education’s Annual Report to the Governor, State Legislature, and Public on the State’s Public Charter Schools, as required by HRS §302D-21

Requested information:

1) “The Commission’s assessment of the successes, challenges, and areas of improvement in meeting the purposes of this chapter, including the [Commission’s] assessment of the sufficiency of funding for charter schools, and any suggested changes in state law or policy necessary to strengthen the State’s public charter schools.”

Commission’s response:

Commission’s Goals from 2017-18 Annual Report for 2018-19 were addressed and achieved accordingly:

- ✓ Implementing the Commission’s strategic vision with the goal of improving the overall quality of its authorizing functions;

In the 2018-19 school year, in addition to implementing its statutorily mandated mission and responsibilities, the Commission worked to implement its first Strategic Plan adopted in the 2017-18 school year.

Through funding from the U.S. Department of Education’s Institute of Education Services, Regional Education Laboratory Program, contracted through Pacific Resources for Education and Learning (PREL) and Building State Capacity and Productivity Center (BSCP), the Commission and its staff initiated and completed its plan to implement the Commission’s strategic plan during the fall of 2018 and by spring of 2019, implemented its Strategic Plan, beginning with a restructuring of the organization and functions.

- ✓ To assist with and provide support to schools to address efficiency and effectiveness of governance, management, and student achievement.

The reorganization of the Commission culminated with an Education Summit held on June 14, 2019, hosted by the Commission for all Charter Schools and their governing boards in its portfolio. The Commission office’s new organizational structure (see figure below) reflects its strategic plan goal of addressing the needs of charter schools. The new structure consists of five teams: Executive, Performance, Achievement, Services and Operations. Commission staff support charter schools within the Commission’s portfolio through a System of Support that focuses on four key areas that function as the pillars of the system: Governance, Leadership, Instruction and Community.

The Commission operationalizes its strategic plan through a foundation of relationships, responsibility, and authorizing with Aloha. The foundation supports the Commission’s four pillars of servicing its portfolio of schools and effectuating a system of support through its contractual agreement. The four pillars of governance, leadership, instruction, and community uphold the Commission’s commitment of guidance and support. See the figure below for a diagram of the Commission’s System of Support.

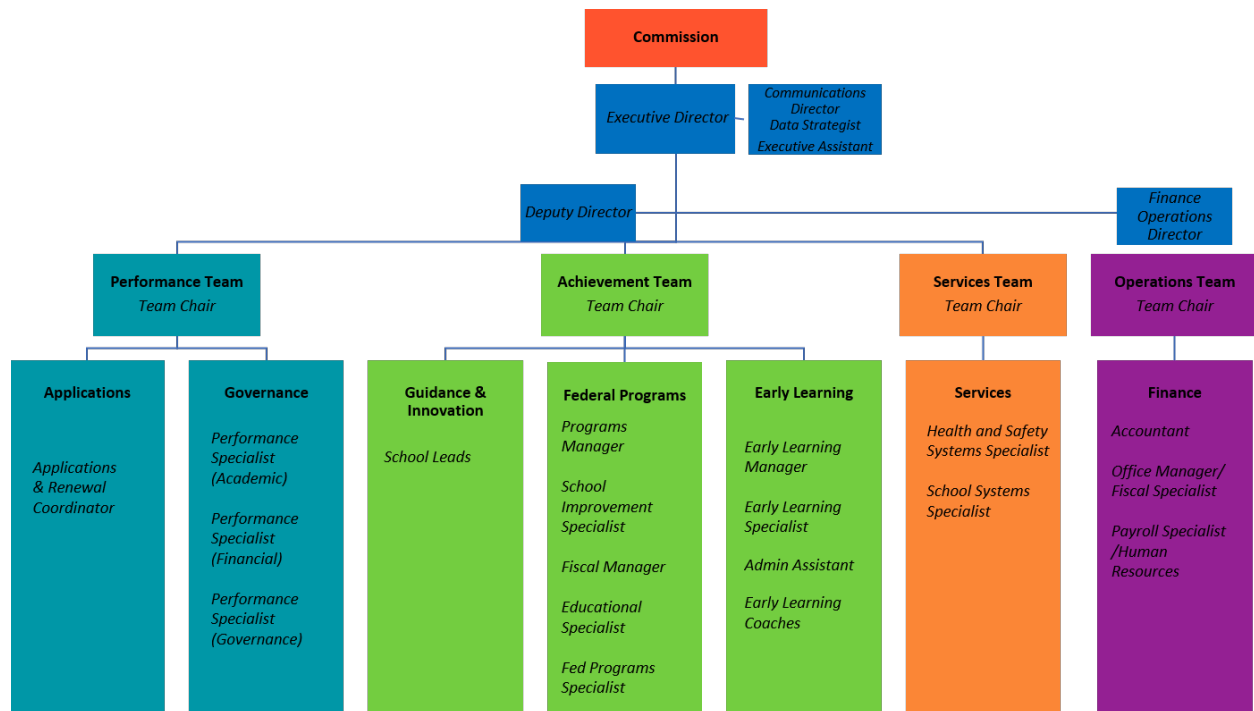


Figure 5: Commission Staff Organizational Chart

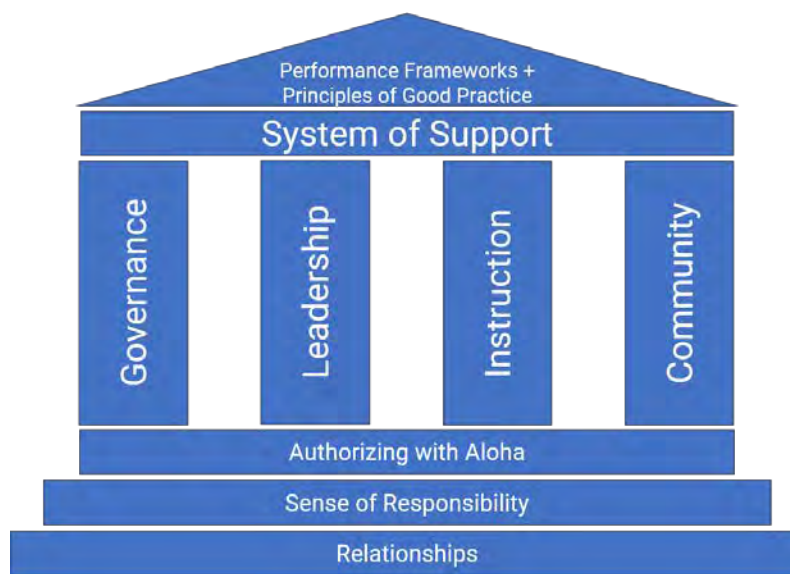


Figure 6: Diagram of Commission's System of Support

The new organization allows the Commission staff to focus on all schools in its portfolio. With the addition of School Leads who work directly with each Charter School's governing board to guide schools to compliance with the Charter Contract as well as to bring out the innovations and high quality chartering practices of the charter schools in the Commission's portfolio. Through systematic, generative, documented conversations, School Leads worked to build strong relationships with Governing Board Chairs and thus strengthen and enhance the relationships between School Directors and Governing Board Chairs; and, between The Commission and School Directors/Board Heads. This non-supervisory position supports school leadership and Boards by coaching and guiding in the areas of governance, academics, fiscal stewardship and compliance. The School Lead may also assist and support the development of individual school plans to facilitate oversight, promote strengths and address weaknesses.

- ✓ Engaging charter school governing boards to improve their understanding of and capacity to carry out governance best practices, with emphasis on their fiduciary obligations and responsibilities.

In addition to the deployment of School Leads for each school in the Commission's portfolio, at the Education Summit, the National Charter School Institute (NCSI), contracted by the Commission was tasked to assess and engage charter school governing boards. An introductory training of governing board members was provided by nationally recognized charter school governance expert, Brian Carpenter, at the Summit. The NCSI met with or attended 15 governing boards of charter schools across the state. Based on the needs identified in their June 2018 visits, more in-depth training was developed for our portfolio of schools focused on governance principles of great charter schools. This follow up training was provided in September of 2019.

- ✓ Continue to engage with the DOE and the BOE about ways to further improve and facilitate the DOE's interface with public charter schools in its capacities both as local education agency and state education agency;

The BOE engaged the Commission throughout the year by gathering information about the needs of the Commission. Members of the BOE have attended national authorizing and charter conferences. This in turn, has led to greater understanding of how chartering in Hawai'i's context should work and support for a system of support for Hawai'i's charter schools. The DOE, through the Superintendent, continued to engage in and build a strong system of communication with the Commission. Superintendent and her administration was supportive in bringing the Commission's voice to decision making including, but not limited to; policy, goals, procedures, communication, technology, and initiatives of the Department. Superintendent has reached out and conducted site visits with charter schools to assist and gather information, which has led to increased support for charter schools. The Department has been collaborative in communicating emergency procedures at a complex area level along with federal Title programs. Complex Area Superintendents (CAS) have been very open in communications and including charters in their areas with resources and technical assistance.

- ✓ Continue to collaborate with charter schools, the DOE, and other stakeholders to answer and/or clarify issues surrounding resource allocation, support systems, and programs;

The Commission collaborated with legislators, the DOE, private organizations, and charter schools to develop and implement support systems and programs. As a result of these collaborative efforts, the Commission has provided greater support, resources, and professional development in the areas of governance, school leadership, instructional practices, and community impact. The Commission also provided continuous support to all charter schools with resource allocation.

- ✓ Work with charter schools, early learning advocates, state and federal officials, private funders, and other stakeholders to secure sustainability funding of high quality pre-kindergarten programs in charter schools beyond the four-year life of the Commission's federal Preschool Development Grant; and

After effectuating the four-year Federal Pre-K Grant awarded to the Commission to establish the foundations for 18 high-quality pre-K classrooms around the state in Charter Schools, the Commission, its charter schools, early learning advocates, state and federal officials, private funders, and other stakeholders successfully secured funding for the continuation of these programs through SB0078 SD2 HD2 (HSCR 2208), Act 276 RELATING TO EDUCATION Effective: July 1, 2019. This Act provides funding to continue the 18 high-quality early education charter school classrooms for the next two years. The Commission will continue to work for the establishment of this programs to be permanently funded in the state budget.

- ✓ Continuing the Commission's advocacy efforts to fully fund Hard to Staff and National Board Certified Teacher bonuses, as well as funding to address charter schools' facilities needs.

Act 53 SLH 2018, made the National Certified Teachers bonuses part of the Commission's budget. While the Commission was finally successful in including this cost item into its budget to be dispersed to the requisite teachers in our various charter schools, the Commission has not been successful in securing legislation to designate Hard to Staff bonuses to be separate out of EDN 600 so that the schools with hard to staff teachers can properly pay these bonuses to its teachers.

Additionally, see Response to Request #3 below for discussion on the Charter School Facilities Framework adopted by the Commission on February 14, 2019 and issued in a report to the Legislature on March 11, 2019.

- ✓ Implement a communication plan, aligned with the Commission's newly adopted Strategic Plan and Vision that assists the general public (*i.e.*, prospective families, government agencies, educators, etc.) in understanding the role of the Commission, and Public Charter Schools in Hawai'i's Pre-K through 12 public education system.

With the assistance of PREL and BSCP, as part of its Strategic Plan implementation, the Commission staff is working to implement a robust set of policies and protocols for communications and a comprehensive marketing plan by the 2019-20 school year.

Regarding “the [Commission’s] assessment of the sufficiency of funding for charter schools, and any suggested changes in state law or policy necessary to strengthen the State’s public charter schools”:

The Commission welcomes additional funding for charter schools as they continue to struggle with many aspects of administering school however, the Commission does not have any suggested changes in state law or policy necessary to strengthen the State’s public charter schools at this time.

Requested information:

3) “A summary of the criteria used by the charter school facilities funding working group, established pursuant to [HRS §]302D-29.5, in allocating facilities funding.”

Commission’s response:

The Commission concluded its work with the Facilities Funding Workgroup by adopting their recommendations, along with some additional comments and issued a report to the Legislature on March 11, 2019.

In the report to the Legislature, the Commission adopted the following framework and made the following recommendations:

Charter School Facilities Funding Framework

Purpose of ACT 234: To provide a framework for providing facilities funding and support for public charter school facilities with adequate prioritization, oversight, and accountability.

Purpose of facilities funding: Ensuring essential infrastructure upgrades are done and to help with the construction, repair, rehabilitation, and improvement of charter school facilities.

Nearly twenty-five years after Hawai’i’s public education statutes were changed first to allow up to 25 existing DOE schools to convert to Student-Centered schools to operate as individual learning units within the public school system, and then five years later amended Hawai’i public education statutes to establish start-up and conversion charter schools, facilities funding was specifically excluded from the funding formula. At the time, proponents of charter schools vowed to make do without funding for facilities in exchange for the autonomy to create public schools that met the needs of each unique community. What worked twenty years ago, doesn’t work in the twenty-first century. Indeed, the time to revisit the need for facilities funding has come, as public education in the form of charter school education has now come at the cost of our public school students. Public charter school students deserve a great public education, like every other public school student that attends a department public school. The Commission is charged to authorize high-quality public charter schools across the state. The Commission

cannot make good on this promise at the cost to public charter school students who attend public charter schools in less than ideal and suitable educational environments. Due to the lack of facilities funding, public charter school students are shortchanged by the learning environments that they have been dealt. Without acknowledgment of facilities funding, public charter schools across the state have been forced to spend many of their per-pupil dollars, not on actual student learning, but on paying the rent for the facilities. It is with this understanding, that the Commission makes the following recommendations for distribution of facilities funding:

1. Commission will solicit applications for facilities funding for charter schools on an annual basis, subject to funding.
2. The charter school's application for facilities funding shall be reviewed based upon the condition of the school's current existing facilities.
3. Virtual education may not be the schools' primary method of delivering core subject instruction.
4. Charter schools eligible for facilities funding shall not have their school facilities' costs paid by DOE/DAGS.

The Commission's annual applications process shall evaluate and prioritize applications for funding based on:

1. The need(s) of the charter school, overall benefit to the surrounding community, amount of risk and availability of recourse to the State, and whether a particular charter school received facilities funding through other state funding, including grants-in-aid or a separate appropriation. (Act 234 of 2015, page 8, line 7-13)
2. The existence of substandard facilities; addresses providing equity and adequacy as well as issues of health, safety, and legal compliance.
3. School facilities located on State of Hawai'i property or under an agreement whereby the State controls the property with at least 20 years remaining.
4. Benefit to surrounding community:
 - Relieve overcrowding in district schools caused by an increasing student population.
 - Provide families an option when schools in their district are low performing.
 - Schools must provide a clear statement of public need along with policies and guidelines for public use if requesting funds for a new building or renovating an existing space, e.g. cafeteria, library or auditorium that would be made available to the public.
5. Title I schools
6. Facilities to be built or repaired meet requirements for or have been issued building permits and comply with county laws;

The Commission's grant application shall require:

1. Applicant charter school to address all of the recommended priorities;
2. A detailed budget of what money will be used for;
3. The submission of the Applicant charter school's procurement policy to the Commission.
4. The Applicant charter school's existing lease agreement(s) between landlord and the charter school or the landlord and the support organization and the support organization and the charter school.

The Commission presents these criteria to determine the distribution of funds appropriated for charter school facilities as required by HRS 302D-29.5, as a first step towards addressing the broader issue of facilities funding for public charter schools. The Commission stands ready to continue to work with the Legislature, public charter schools, and other stakeholders to develop solutions to this on-going problem.

Requested information:

4) "A detailed breakdown of the allocation of funding through general funds and bond funds."

Commission's response:

The Commission received an allocation of \$1,647,537 of general funds in FY2018-19. This was an increase of approximately 6% from the previous year's allocation of \$1,554,761. The breakdown of the allocation of general funds is as follows:

- Legislative appropriation for operating funds: \$1,550,000; and
- Collective bargaining allocation: \$97,537.

The Commission did not receive any bond funding for FY2018-19.

XII. Endnotes

¹ The school year 2018-2019 Strive HI results for all public schools statewide are available on the DOE's website:

<http://www.hawaiipublicschools.org/TeachingAndLearning/EducationInnovation/CharterSchools/Pages/home.aspx>

² A sample of the current Charter Contract can be viewed on the Commission's website at:

http://docs.wixstatic.com/ugd/8c76b8_18d8eda8ef3e4d92a7e9d827686bba1f.pdf

³ Data are from the DOE's Official Enrollment Count Report for school year 2018-19 and represent each school's official August enrollment count for all grades served from kindergarten through grade 12; these figures do not include preschool students.

⁴ "Yes" = the school was eligible to receive Title I funding (because at least 47.2% of the students enrolled during the previous school year were eligible for free or reduced-price lunch) and both applied for and received funds.

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

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

⁵ Effective July 1, 2017, Lanikai Elementary Public Charter School officially changed its name to Ka'ōhao Public Charter School. Ka'ōhao is the traditional Hawaiian name for the area in which the school is located and means "tying together" or "joining together." This report presents information about charter schools during the 2018-19 school year; thus, throughout this report, the school will be referred to as Ka'ōhao Public Charter School.

⁶ The school year 2018-2019 Strive HI results for all public schools statewide are available on the DOE's website:

<http://www.hawaiipublicschools.org/TeachingAndLearning/EducationInnovation/CharterSchools/Pages/home.aspx>

⁷ For an overview of the history of Strive HI and a comparison of Strive HI and NCLB, see the DOE's website:

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

⁸ See the DOE's website for the executive summary of the Hawai'i Consolidated State Plan for ESSA, which was approved by the Hawai'i State Board of Education on September 5, 2017, and by the USDE on January 19, 2018: <https://drive.google.com/file/d/0B4PHgAvFVDHWRIhLVXQ4T2NoT2c/edit>

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

⁹ The sample size is the *total* number of students in a given group, not just the number of students who have met a target. For example, the sample size would be the total number of students who participated in an assessment, not the number of students who met the proficiency target for the assessment. Thus, data would be suppressed if the total number of students participating in an assessment was eight, but not if eight out of 20 students met the proficiency target for the assessment.

¹⁰ More information about charter schools' performance on all of the Strive HI measures may be found in each charter school's Strive HI report on the DOE's website at:
<http://www.hawaiipublicschools.org/TeachingAndLearning/EducationInnovation/CharterSchools/Pages/home.aspx>

¹¹ Additional information about Kaiapuni schools and the DOE's Hawaiian language immersion program, Ka Papahana Kaiapuni, may be found on the DOE website at:
<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/translation.aspx>

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

¹² Additional information about KĀ'EO may be found on the DOE website at:
<http://www.hawaiipublicschools.org/TeachingAndLearning/Testing/StateAssessment/Pages/home.aspx>

¹³ As described by the DOE, the Hawai'i State Alternate Assessment is "a system of assessments for students with significant cognitive disabilities who participate in a school curriculum that includes academic instruction as well as functional life skills."

For more information, see the "Hawai'i State Alternate Assessment Parent Brochure 2018-2019" at:
https://hsa-alt.alohahsap.org/core/fileparse.php/3344/urlt/HSA_Alt_Parent_Brochure_2018-2019.pdf

¹⁴ From the DOE's *Hawai'i State Science Bridge Assessments and End-of-Course Exams Test Administration Manual 2018–2019*:

"Students enrolled in grade 4 or 8 will take the Hawai'i State Science Bridge Assessments...Although the Next Generation Science Standards (NGSS) have been adopted as our state science standards, the 2018-19 science assessments and Biology 1 End of Course Exam (EOC) will be...bridge assessments. The development and implementation of these assessments represents an important milestone in the transition process from Science Hawai'i Content and Performance Standards, Third Edition, (HCPS III) to the Next Generation Science Standards (NGSS). They will provide all students, regardless of the extent to which a school has moved forward with NGSS implementation, with a fair, valid, and reliable test of their science knowledge and skills by measuring only the knowledge and skills found in both HCPS III and NGSS at grades 4, 8, and in biology."

Additional information may be found on the DOE's Hawai'i State Science Assessments website at:
<https://hsa.alohahsap.org/>

¹⁵ A student's academic peers may be enrolled at any DOE or public charter school statewide and may or may not include students enrolled at the same school. These students are identified using statewide assessment results only and not demographic information such as whether students fall within any high needs student subgroups.

For more information about the Hawai'i Growth Model, visit the DOE website:
<http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/Growth-Model/Pages/home.aspx>

¹⁶ The National Student Clearinghouse collects enrollment information from over 3,600 participating colleges (including community colleges) and universities worldwide. These institutions enroll 98 percent of the students who attend public and private U.S. colleges and universities, so the Clearinghouse data cover the majority of the postsecondary institutions at which DOE and public charter school graduates enroll, but not all.

Because Strive HI results do not include college enrollment data from institutions that do not participate in the Clearinghouse, some public school graduates who enroll in a college or university within the first fall of graduation may not be reflected in the Strive HI college-going rates.

For more information about the National Student Clearinghouse, visit;
<http://www.studentclearinghouse.org>

¹⁷ In accordance with HRS §302D-17 Ongoing oversight and corrective actions;

(a) An authorizer shall continually monitor the performance and legal compliance of the public charter schools it oversees, including collecting and analyzing data to support ongoing evaluation according to the Charter Contract.

¹⁸ HRS §302D-7(4)

¹⁹ HRS §302D-5

²⁰ HRS §302D-5(b)

²¹ HRS §302D-7(6)

²² HRS §302D-7(7)

²³ HRS §302D-7(8)

²⁴ The type of federal programs may vary from year to year.

²⁵ HRS §302D-21 Annual board report. No later than the opening day of each regular session of the legislature, the board shall issue to the governor, the legislature, and the public, an annual report on the State's public charter schools, drawing from the annual reports submitted by every authorizer, as well as any additional relevant data compiled by the board, for the school year ending in the preceding calendar year. The annual report shall include:

(1) The board's assessment of the successes, challenges, and areas for improvement in meeting the purposes of this chapter, including the board's assessment of the sufficiency of funding for public charter schools, and any suggested changes in state law or policy necessary to strengthen the State's public charter schools;

(2) A line-item breakdown of all federal funds received by the department and distributed to authorizers;

(3) Any concerns regarding equity and recommendations to improve access to and distribution of federal funds to public charter schools;

(4) A summary of the criteria used by the charter school facilities funding working group, established pursuant to section 302D-29.5, in allocating facilities funding;

(5) A detailed breakdown of the allocation of funding through general funds and bond funds;

(6) A detailed list of the projects funded by general funds and bond funds;

(7) The status of funding for projects previously awarded; and

(8) A discussion of all board policies adopted in the previous year, including a detailed explanation as to whether each policy is or is not applicable to charter schools. [L 2012, c 130, pt of §2; am L 2013, c 159, §13; am L 2014, c 99, §14; am L 2015, c 114, §8 and c 234, §3]

²⁶ For school year 2015-16, the DOE changed the Strive HI achievement gap rate measure from the previous combined ELA-math gap rate to separate gap rates by subject. In accordance with this change, the school year 2015-16 tables for this measure report separate non-high needs and high needs proficiency and achievement gap rates for ELA and math.

²⁷ Beginning in school year 2016-17, the Strive HI achievement gap measure changed from achievement gap rate to *achievement gap*. Both measures look at the difference between the proficiency rates of high needs and non-high needs students, but an achievement gap rate takes this difference and represents it as a percentage of the high needs proficiency rate; an achievement gap, on the other hand, is simply the difference between the proficiency rates of high needs and non-high needs students.

²⁸ According to the Commission's data suppression guidelines (described in the "Data Caveats" section of this report), "whenever a reported percentage is at or near 100% or 0%, the data are masked..." Achievement gap rate is the one exception to this rule, as the gap rate represents the difference between two proficiency rates rather than the performance of a given group of students. For this reason, it does not violate students' privacy to publicly report exact achievement gap rates that are at or near 100% or 0%.