



State Public Charter School Commission (‘Aha Kula Ho‘āmana) 2014-2015 Annual Report

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DATE: December 1, 2015

TO: The Honorable Ronald D. Kouchi, President
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The Honorable Joseph M. Souki, Speaker
Hawaii State House of Representatives

The Honorable Lance A. Mizumoto, Chairperson
Hawaii State Board of Education

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

SUBJECT: The 2015 State Public Charter School Commission Annual Report

The State Public Charter School Commission is pleased to present its annual report on Hawaii’s charter school sector for 2015, pursuant to HRS §302D-7. This is the fourth annual report since the Commission’s creation in 2012 under Act 130, Session Laws of Hawaii (“SLH”), which replaced the State’s previous charter school law with Hawaii Revised Statutes (“HRS”) Chapter 302D.

Act 130 created the Commission with a principal focus on accountability-related authorizer functions, including the development and implementation of a rigorous accountability system that safeguards student and public interests while at the same time valuing the autonomy and flexibility of Hawaii’s charter schools. Among other things, the new law directed the Commission to enter into a performance contract with every existing and every newly authorized public charter school and required this annual report and dictated its contents.

The Commission continues diligently to implement the changes to the charter school system brought forth under HRS Chapter 302D, as enacted by Act 130 and revised by subsequent legislation. As specified by HRS §302D-7, this report addresses:

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

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

With charter contracting and school performance frameworks in place, Hawaii’s new chartering structure laid out in HRS Chapter 302D has largely been realized, although not without great difficulty and ongoing growing pains. The Commission remains committed to working with the Legislature, Hawaii’s charter schools, and other stakeholders to improve chartering in Hawaii and thereby contribute to the continuing improvement of Hawaii’s public education system as a whole. The future of our state demands this, and Hawaii’s keiki deserve nothing less.

Contents

Contents.....	iii
Executive Summary.....	1
I. Introduction	3
II. Strategic Vision	6
III. School Year 2014-2015: Year in Review	11
A. ACADEMIC PERFORMANCE FRAMEWORK REFINEMENT	11
B. PROMULGATION OF ADMINISTRATIVE RULES.....	12
C. COMPREHENSIVE REVIEW OF CHARTER SCHOOL ADMISSIONS AND ENROLLMENT POLICIES	12
D. APPLICATIONS.....	12
1. 2014-2015 APPLICATIONS CYCLE FOR NEW CHARTER SCHOOLS	12
2. KA’U LEARNING ACADEMY.....	13
E. CHANGES TO COMMISSION BYLAWS	13
F. CHANGES TO COMMISSION LEADERSHIP AND COMMITTEE MEMBERSHIP.....	14
G. FULL IMPLEMENTATION OF THE ONLINE COMPLIANCE MANAGEMENT SYSTEM.....	15
H. APPROVED CHARTER SCHOOL CONTRACT EXHIBIT A AMENDMENTS.....	15
I. CHARTER CONTRACT RENEWAL CRITERIA.....	15
J. FEDERAL IMPACT AID DISTRIBUTION	15
K. GOVERNING BOARD WAIVER REQUESTS.....	16
L. CLOSURE OF HĀLAU LŌKAHI CHARTER SCHOOL	16
M. LEGISLATIVE ADVOCACY AND ENACTMENTS	18
N. FEDERAL PRESCHOOL DEVELOPMENT GRANT	19
O. POSTING OF SCHOOL POLICIES.....	19
P. TEACHER LICENSURE	20
IV. Academic, Financial, and Organizational Performance of Charter Schools	21
A. ACADEMIC PERFORMANCE	22
1. HIGHLIGHTS	22
2. STRIVE HI	23
3. ACHIEVEMENT	31
4. THREE-YEAR TREND DATA	32
5. SCHOOL YEAR 2014-2015 DATA	33
6. ACHIEVEMENT BY HIGH NEEDS STUDENT SUBGROUPS AND ACHIEVEMENT GAP	37

7.	GROWTH	42
8.	READINESS	50
9.	ELEMENTARY SCHOOL READINESS: CHRONIC ABSENTEEISM.....	51
10.	MIDDLE SCHOOL READINESS: 8 TH GRADE ACT EXPLORE EXAM	53
11.	HIGH SCHOOL READINESS: 11 TH GRADE ACT EXAM	54
12.	HIGH SCHOOL READINESS: ON-TIME GRADUATION RATE	55
13.	HIGH SCHOOL READINESS: COLLEGE-GOING RATE	57
14.	THE ACADEMIC PERFORMANCE FRAMEWORK	58
15.	HAWAIIAN CULTURE-FOCUSED AND HAWAIIAN LANGUAGE IMMERSION SCHOOLS.....	67
16.	ACCREDITATION STATUS	68
17.	VIRTUAL AND BLENDED SCHOOLS.....	70
B.	FINANCIAL PERFORMANCE	72
1.	FINANCIAL PERFORMANCE FRAMEWORK.....	72
2.	OVERALL EVALUATION OF FINANCIAL PERFORMANCE	81
C.	ORGANIZATIONAL PERFORMANCE	84
1.	ORGANIZATIONAL PERFORMANCE FRAMEWORK.....	84
2.	OVERALL EVALUATION OF ORGANIZATIONAL PERFORMANCE.....	85
V.	Portfolio Status	91
VI.	Authorizing Functions Provided to Schools	92
A.	AUTHORIZING FUNCTIONS.....	92
B.	AUTHORIZER’S OPERATING COSTS AND EXPENSES	94
C.	AUTHORIZER SERVICES PURCHASED BY CHARTER SCHOOLS.....	94
D.	FEDERAL FUNDS	95
1.	FEDERAL FUNDS RECEIVED.....	95
E.	EQUITY CONCERNS AND ACCESS AND DISTRIBUTION RECOMMENDATIONS	99
VII.	Conclusion.....	100
VIII.	GLOSSARY OF DEFINED TERMS	102
IX.	Appendices	104
A.	APPENDIX A: PERFORMANCE FRAMEWORK - INDIVIDUAL SCHOOL PERFORMANCE SUMMARIES.....	105
B.	APPENDIX B: STRIVE HI INDIVIDUAL SCHOOL PERFORMANCE REPORTS.....	172
C.	APPENDIX C: CHARTER SCHOOL ACADEMIC DATA FOR SCHOOL YEARS 2012-2013, 2013-2014, 2014-2015 AND STUDENT DISCIPLINE DATA FOR SCHOOL YEAR 2013-2014	206

D.	APPENDIX D: INDIVIDUAL SCHOOL PERFORMANCE ON EACH OF THE FINANCIAL PERFORMANCE MEASURES	232
E.	APPENDIX E: SUMMARY OF FISCAL YEAR 2013-2014 FEDERAL TITLE PROGRAM FUNDS EXPENDED BY CHARTER SCHOOLS.....	242
F.	APPENDIX F: SUMMARY OF FISCAL YEAR 2014-2015 FEDERAL TITLE PROGRAM FUNDS EXPENDED BY CHARTER SCHOOLS.....	251
G.	APPENDIX G: COMMISSION’S AUDITED FINANCIAL STATEMENTS FOR FISCAL YEAR 2014-2015	255

Figures

Figure 1: Strive HI Academic Performance Index	24
Figure 2: Weighting of Strive HI Measures by School Divisions.....	25
Figure 3: Strive HI Performance Steps	26
Figure 4: Proficiency Rates of Non-High Needs and High Needs Students	41
Figure 5: DOE Strive HI Rubric for Median Growth Percentiles in ELA and Math	43
Figure 6: DOE Strive HI Rubric for Chronic Absenteeism	51
Figure 7: Updated APF with SSM	59
Figure 8: Academic Performance Framework – Previous Version.....	60
Figure 9: Financial Performance Framework Near-Term and Sustainability Measures	72
Figure 10: Charter Sector Average Current Ratio	73
Figure 11: Charter Sector Average Unrestricted Days Cash on Hand	74
Figure 12: Charter Sector Average Enrollment Variance	75
Figure 13: Charter Sector Average Total Margin	76
Figure 14: Charter Sector Average Debt to Assets Ratio	77
Figure 15: Charter Sector Average Cash Flow.....	78
Figure 16: Charter Sector Average Unrestricted Fund Balance Percentage.....	79
Figure 17: Charter Sector Average Change in Total Fund Balance	80

Tables

Table 1: Charter School Names.....	4
Table 2: Basic Charter School Information for School Year 2014-2015.....	7
Table 3: Strive HI API Score Comparison Over Three Years and Strive HI Classification	28
Table 4: Strive HI – Percentages of Students Meeting Standard in ELA/Literacy	33
Table 5: Strive HI – Percentages of Students Meeting Standard in Math	35
Table 6: Strive HI – Science Proficiency Rates	36
Table 7: Strive HI – Percentages of Non-High Needs and High Needs Students Meeting Standards in Math and ELA and Achievement Gap Rate.....	39
Table 8: Proficiency Rates of Non-High Needs and High Needs Students:Charter-wide and Statewide Trends	41
Table 9: Strive HI – Median Student Growth Percentiles (SGPs) for ELA/Literacy	44
Table 10: Strive HI – Median Student Growth Percentiles (SGPs) for Math.....	45
Table 11: Median Student Growth Percentiles (SGPs) for High Needs Students and All Tested Students for ELA/Literacy.....	47
Table 12: Median Student Growth Percentiles (SGPs) for High Needs Students and All Tested Students for Math	49
Table 13: Elementary School College and Career Readiness Measure: Chronic Absenteeism Rate	52
Table 14: Middle School College and Career Readiness Measure: Percentage of 8 th Graders with a Composite Score of 15 or Higher on 8 th Grade ACT EXPLORE	53
Table 15: High School College and Career Readiness Measure: Strive HI – Percentage of 11 th Graders with a Composite Score of 19 or Higher on ACT.....	55
Table 16: High School College and Career Readiness Measure: Strive HI – On-Time Graduation Rate.....	56

Table 17: High School College and Career Readiness Measure: Strive HI – College-Going Rate.....	58
Table 18: Excluded Grade Levels and English Language Statewide Assessment Data for Hawaiian Language Immersion Schools.....	60
Table 19: Strive HI API Score and Weighted API Score Comparison.....	62
Table 20: Academic Performance Framework Results	65
Table 21: Weighted API Score Comparison Over Two Years	66
Table 22: Hawaiian Culture-Focused Schools	67
Table 23: Hawaiian Language Immersion Schools.....	68
Table 24: Western Association of Schools and Colleges (WASC) Accreditation Status	68
Table 25: Charter Schools with Online and Blended Learning Models.....	71
Table 26: Licensure of Teachers in all Charter Schools during the 2014-2015 School Year	86
Table 27: Epicenter Compliance Submissions.....	89
Table 28: Charter School Status.....	91
Table 29: Federal Funds Distributed by DOE to Commission and to Charter Schools for 2013-2014.....	95
Table 30: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S).....	208
Table 31: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S) of Non-High Needs and High Needs Students	210
Table 32: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S) of Special Education Students	213
Table 33: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S) of Students Eligible for Free or Reduced-Price Lunch	215
Table 34: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S) of English Language Learners	217
Table 35: Student Proficiency of Non-High Needs (NHN) and High Needs (HN) Students and Achievement Gap Rate.....	219
Table 36: Median Student Growth Percentiles for Reading (R)/ELA and Math (M).....	221
Table 37: Student Performance on the 8 th Grade ACT EXPLORE	222
Table 38: Percentage of 11 th Graders with a Composite Score of 19 or Higher on the ACT	223
Table 39: On-Time Graduation Rate and College-Going Rate	224
Table 40: Enrollment by Charter School for School Years 2012-2013, 2013-2014, and 2014-2015	226
Table 41: 2013–2014 Academic Performance Framework Scores	227
Table 42: USDE Civil Rights Data Collection Survey SY 2013-14 - Student Totals for all Charter Schools of Affected Disciplined Students by gender, and race ethnicity.....	228
Table 43: Current Ratio	233
Table 44: Unrestricted Days Cash on Hand.....	235
Table 45: Enrollment Variance.....	236
Table 46: Total Margin	237
Table 47: Debt to Assets Ratio	238
Table 48: Cash Flow	239
Table 49: Unrestricted Fund Balance Percentage.....	240
Table 50: Change in Total Fund Balance	241

Executive Summary

This Annual Report is the fourth issued by the Commission since its creation in 2012 and provides information on Hawaii's charter school system for the 2014-2015 school year. Thirty-three of Hawaii's 34 public charter schools currently operate under the auspices of the three-year Charter Contract developed and executed during the 2013-2014 school year. The 34th and newest charter school, Ka'u Learning Academy, was awarded its five-year Charter Contract on May 8, 2014, after undergoing the Commission's new and more rigorous application and start-up processes. Ka'u Learning Academy opened its doors to students beginning in the 2015-2016 school year.

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

The Commission evaluates the academic performance of charter schools using its Academic Performance Framework, which utilizes the same measures as the Hawaii Department of Education's Strive HI Performance System but calculates scores differently to reflect the performance of all grade divisions (elementary, middle, or high school) of multi-division schools, an important feature since 26 of Hawaii's charter schools have multiple grade divisions. An additional, optional component of the Academic Performance Framework is School-Specific Measures, which are developed by schools, aligned to their missions and visions, and focused on measurable student outcomes. Thus far, the Commission has approved school-specific measures for two charter schools, one of which implemented its measure during the 2014-2015 school year.

This is the second Annual Report to include results from the Commission's Academic Performance Framework, which was first implemented during the 2013-2014 school year and then updated for the 2014-2015 school year. The Academic Performance section of this report discusses charter schools' performance on both the Strive HI measures and the Academic Performance Framework and compares schools' performance under both academic accountability systems.

Overall, individual charter school performance was mixed, with six schools performing in the top 20 percent of their respective grade divisions and ten in the bottom 20 percent. A few charter schools experienced changes to their Strive HI scores from the 2013-2014 school year of over 100 points in one direction or the other. Noteworthy is that under Strive HI, four of Hawaii's ten highest-performing high schools and two of its ten highest-performing middle schools are charter schools, including the top scorers in both divisions. Charter schools also demonstrated strong performance on many of the college and career readiness measures, out-performing the state as a whole on the 8th grade ACT EXPLORE and 11th grade ACT exams and sending higher percentages of their graduates to college.

In the Financial area, charter schools generally were in fair financial positions as of June 30, 2015, and appear to have exercised sound stewardship of public funds. Compared to last fiscal year there were fluctuations among some schools, resulting in slight deterioration on some key financial Performance

Framework measures and improvement on others. The 2014-2015 results suggest that the financial prediction in last year's Annual Report still holds true: sustainability challenges lie ahead if funding levels remain essentially flat and/or schools cannot realize cost savings. As a result of operating appropriations to the Department of Education ("DOE") and a statutory clarification enacted at the Commission's behest that the Commission's budget is to be appropriated separately from, and in addition to, funding for the charter schools' per-pupil funding, the most important source of charter school funds, has increased from about \$6,009 in 2013-2014 to 6,315 in 2014-2015, the year addressed by this report. As of this writing per pupil funding is expected to be about \$6,846 for fiscal year 2015-2016. Further increases, and assistance in the critical need area of facilities, will help strengthen the financial position of Hawaii's charter schools.

In the Organizational area, the Commission continued to implement the Organizational Performance Framework in an incremental manner as accountability systems and compliance processes continue to be developed. This incremental approach allowed the Commission to focus on key priorities that required in-depth examination. In the 2014-2015 school year, the Commission focused on fully implementing its online compliance management system, reviewing and approving the admission policies and practices of all charter schools in the State, reviewing compliance with teacher licensure requirements, and verifying that required school policies were posted on school websites. The Commission's emphasis on, and charter schools' efforts to meet, these particular requirements resulted in improved overall compliance with the Organizational Performance Framework.

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

I. Introduction

This Annual Report is the fourth to be issued by the State Public Charter School Commission (“Commission”), which was created under Act 130 (“Act 130”), Session Laws of Hawaii (“SLH”) 2012, as the State’s only statewide charter school authorizer. This report addresses developments during the 2014-2015 fiscal and academic years.

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

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

As of November 21, 2013, all 33 Hawaii 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. At the time of the first Charter Contract’s development and execution, the Commission’s Academic Performance Framework was still a work-in-progress because the Hawaii Department of Education’s (“DOE’s”) Strive HI Performance System (“Strive HI”), the school accountability and improvement system for all Hawaii 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, and no school faced potential non-renewal of its Charter Contract for inadequate performance under the Academic, Financial, or Organizational Performance Frameworks (collectively, the “Performance Framework”).

During the 2013-2014 school year, after extensive meetings with the charter schools, both the Academic Performance Framework and the second, current Charter Contract were finalized and adopted. The second Charter Contract¹ incorporated the new Academic Performance Framework, a more developed

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

Organizational Performance Framework, and retained the same Financial Performance Framework approved in June 2013. The term of this Charter Contract is three years for 33 schools, from school year 2014-2015 to school year 2016-2017. Schools that achieve exemplary performance under the Performance Framework will be eligible for an automatic two-year extension of this contract and will not be required to undergo the contract renewal process. This report encompasses reviews of schools' performance for the first year of the new Charter Contract, school year 2014-2015.

Throughout this Annual Report, charter schools will be referred to by either their official school names, as stated in the current Charter Contract, or their shortened names, as shown in the chart below:

Table 1: Charter School Names	
Official School Names	Shortened School Names
1. Connections Public Charter School	Connections
2. Hakipu'u Learning Center	Hakipuu
3. Halau Ku Mana Public Charter School	Halau Ku Mana
4. Hālau Lōkahi Charter School	Halau Lokahi
5. Hawaii Academy of Arts & Science Public Charter School (HAAS)	HAAS
6. Hawaii Technology Academy	HTA
7. Innovations Public Charter School	Innovations
8. Ka 'Umeke Kā'eo	Ka Umeke
9. Ka Waihona o ka Na'auao Public Charter School	Ka Waihona
10. Kamaile Academy, PCS	Kamaile
11. Kanu o ka 'Āina New Century Public Charter School	KANU
12. Kanuikapono Public Charter School	Kanuikapono
13. Ka'u Learning Academy	KLA
14. Kawaikini New Century Public Charter School	Kawaikini
15. Ke Ana La'ahana PCS	Ke Ana Laahana
16. Ke Kula Niihau O Kekaha Learning Center	Ke Kula Niihau
17. Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Nawahi
18. Ke Kula 'o Samuel M. Kamakau, LPCS	Kamakau
19. Kihei Charter School	Kihei
20. Kona Pacific Public Charter School	Kona Pacific
21. Kua o ka Lā New Century Public Charter School	Kua o ka La
22. Kualapu'u School: A Public Conversion Charter	Kualapuu
23. Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	KANAKA
24. Lanikai Elementary Public Charter School	Lanikai
25. Laupahoehoe Community Public Charter School	Laupahoehoe
26. Mālama Honua Public Charter School	Malama Honua
27. Myron B. Thompson Academy	MBTA
28. Na Wai Ola Public Charter School	Na Wai Ola

Table 1: Charter School Names	
Official School Names	Shortened School Names
29. SEEQS: the School for Examining Essential Questions of Sustainability	SEEQS
30. University Laboratory School	University Lab
31. Volcano School of Arts & Sciences	Volcano
32. Voyager: A Public Charter School	Voyager
33. Waialae Elementary Public Charter School	Waialae
34. Waimea Middle Public Conversion Charter School	Waimea
35. West Hawai'i Explorations Academy	WHEA

II. Strategic Vision

Hawaii Revised Statutes §302D-(7) states:

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

The Commission's statutory mission is to "authorize high-quality public charter schools throughout the State."² The Commission's strategic vision for the chartering of these high-quality schools is that they provide excellent and diverse educational options for Hawaii's families, prepare our students for future academic or career success, and contribute meaningfully to the continued improvement of Hawaii's public education system as a whole. Hawaii's public charter schools have already demonstrated their potential to have a positive catalytic effect on public education in our state, whether by modeling innovation for the larger public school system, focusing on particular system needs and challenges, or attracting families to their specialty programs and specialized instructional approaches in the system. The Commission believes they have the potential to do even more.

The Commission's current Request for Proposals ("RFP") for new charter applicants embodies this strategic vision. The Application Requirements and Criteria ask each charter applicant to articulate what contributions the proposed new school is expected to make to public education in Hawaii. In addition, for the first time, the RFP identifies certain "Priority Needs" and particularly welcomes proposals that would address these needs. For the 2015 application cycle, the Priority Needs are:

1. New schools that would provide additional school capacity in geographic areas where existing public schools already are exceeding, already have reached, or are projected to reach or exceed full enrollment capacity; and
2. New schools that would serve communities where existing public schools are not performing well academically, as measured by the State's Strive HI Performance System and other student outcomes, and that present a convincing plan for improving these outcomes.

For Hawaii's charter school sector to realize its potential to fulfill this mission and strategic vision requires that Hawaii's charter schools be of high quality, as our charter school law appropriately emphasizes. The Commission's implementation of the Charter Contract with its Performance Framework encompassing academic, financial, and organizational elements, as well as its implementation of a rigorous application process, can be understood in this light. Additional steps toward realizing the Commission's vision are highlighted in the conclusion to this Annual Report. The Commission is confident that implementation of these measures will help ensure, over time, that all public charter schools operating and authorized in Hawaii will be of high quality and that these schools will contribute meaningfully to the improvement and strength of Hawaii's public education system.

² HRS §302D-3(b).

Authorized Charter Schools as of School Year 2014-2015

In school year 2014-2015, 10,413 students in kindergarten through grade 12 were enrolled in charter schools statewide. This figure represents an increase of 5.9 percent from the previous year, during which charter school enrollment was 9,797 students, and an increase of 7.8 percent from two years prior, when the number of students enrolled charter-wide was 9,593.

The following chart provides basic information on all charter schools that were authorized to operate in Hawaii as of the 2014-2015 school year:

Table 2: Basic Charter School Information for School Year 2014-2015							
School	Governing Board Chair	School Director	Year Authorized	DOE Complex/ Geographic Region	Grades Served	Total Enrollment ³	Title I Eligibility & Funding ⁴
Connections Public Charter School	Tierney McClary	John Thatcher	2000	Hilo Complex/ East Hawaii	K-12	350	Yes
Hakipu'u Learning Center	Kylee P. Mar	Charlene Hoe	2001	Castle Complex/ Windward Oahu	4-12	63	Yes
Halau Ku Mana Public Charter School	Patricia Brandt	Brandon Keoni Bunag	2000	Roosevelt Complex/ Honolulu	4-12	134	No
Hālau Lōkahi Charter School	Fay Uyeda	Callei Allbrett, Kirsten Kalilikane-Lau	2001	Farrington Complex/ Honolulu	K-12	161	Yes
Hawaii Academy of Arts & Science Public Charter School (HAAS)	Michael Dodge	Steve Hirakami	2001	Pahoa Complex/ East Hawaii	K-12	547	Yes

³ These enrollment figures are the August official enrollment counts reported in the DOE Official Enrollment Count Report for SY 2014-2015 for students in kindergarten through grade 12.

⁴ A "Yes" in this column indicates that a school both a) was eligible to receive Title I funding (because at least 47.2 percent of the students enrolled during the previous school year were eligible for free or reduced-cost lunch) and b) applied for and received Title I funding.

A "No" indicates that a school was not eligible to receive Title I funding.

A "No (eligible, but no funding)" indicates that a school was eligible to receive Title I funding, but did not apply for any Title I funds.

An "n/a" indicates that, because no students were enrolled during the previous school year, the DOE did not have the necessary enrollment and free and reduced-cost lunch eligibility data to determine whether a school was eligible to receive Title I funding.

Table 2: Basic Charter School Information for School Year 2014-2015

School	Governing Board Chair	School Director	Year Authorized	DOE Complex/ Geographic Region	Grades Served	Total Enrollment ³	Title I Eligibility & Funding ⁴
Hawaii Technology Academy	John Kim	Leigh Fitzgerald	2008	Waipahu Complex/ Statewide	K-12	1,154	No
Innovations Public Charter School	Doug Mallardi	Jennifer Hiro	2001	Kealahou Complex/ West Hawaii	K-8	228	No
Ka 'Umeke Kā'eo	Lima Naipo	Huihui Kanahale-Mossman	2001	Hilo Complex/ East Hawaii	K-12	260	Yes
Ka Waihona o ka Na'auao Public Charter School	Roberta Searle	Alvin Parker	2001	Waianae Complex/ Leeward Oahu	K-8	646	Yes
Kamaile Academy, PCS	Pauline Lo Bailey	Anna Winslow	2007	Waianae Complex/ Leeward Oahu	Pre-K-12	952	Yes
Kanu o ka 'Āina New Century Public Charter School	Mason Maikui	Allyson Tamura, Faylene Mahina Duarte	2000	Kealahou Complex/ West Hawaii	K-12	307	Yes
Kanuikapono Public Charter School	Puna Kalama Dawson	Ipo Torio	2001	Kapaa Complex/ Kauai	K-12	179	Yes
Ka'u Learning Academy⁵	Mark Fournier	Kathryn Tydlacka	2014	Kau Complex/ East Hawaii	3-6	--	n/a
Kawaikini New Century Public Charter School	Lei'ilima Rapozo	Kaleimakamae Kaaui	2008	Kauai Complex/ Kauai	K-12	136	Yes
Ke Ana La'ahana PCS	Demetra - Ka'ohu Martins	Kamaka Gunderson	2001	Hilo Complex/ East Hawaii	7-12	45	No (eligible, but no funding)

⁵ Although KLA was authorized during the 2014-2015 school year, the school had yet to commence full operations and did not have any enrolled students; thus, this chart includes no information on enrollment or Title I status and funding.

Table 2: Basic Charter School Information for School Year 2014-2015

School	Governing Board Chair	School Director	Year Authorized	DOE Complex/ Geographic Region	Grades Served	Total Enrollment ³	Title I Eligibility & Funding ⁴
Ke Kula Niihau O Kekaha Learning Center	Dana Kaohelauii	Tia Koerte	2001	Waimea Complex/ Kauai	K-12	44	Yes
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Tricia Kehaulani Aipia-Peters	Kauanoē Kamana	2001	Pahoa Complex/ East Hawaii	K-8	294	Yes
Ke Kula 'o Samuel M. Kamakau, LPCS	Carey Kamamilika'a Vierra	Meahilhila Kelling	2001	Kailua Complex/ Windward Oahu	Pre-K-12	127	Yes
Kihei Charter School	Todd Lawson	Jennifer Fordyce	2001	Maui Complex/ Maui	K-12	526	No
Kona Pacific Public Charter School	Eric Ziemelis	Usha Kotner	2008	Konawaena Complex/ West Hawaii	K-8	236	Yes
Kua o ka Lā New Century Public Charter School	Kaimi Kaupiko	Susan Osborne	2001	Pahoa Complex/ East Hawaii	K-12	229	Yes
Kualapu'u School: A Public Conversion Charter	Pauline Lo Bailey	Lydia Trinidad	2004	Molokai Complex/ Molokai	Pre-K-6	306	Yes
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Heidi Kanahele	Hedy Sullivan	2001	Waimea Complex/ Kauai	K-12	60	No (eligible, but no funding)
Lanikai Elementary Public Charter School	Todd Cullison	Ed Noh	1996	Kalaheo Complex/ Windward Oahu	K-6	328	No
Laupahoehoe Community Public Charter School	Bethany Morrison	Alapaki Nahale-a	2011	Laupahoehoe Complex/ East Hawaii	Pre-K-12	246	Yes
Mālama Honua Public Charter School	Marisa Castuera-Hayase	Denise Espania	2012	Kailua Complex/ Windward Oahu	K-2	41	n/a

Table 2: Basic Charter School Information for School Year 2014-2015

School	Governing Board Chair	School Director	Year Authorized	DOE Complex/ Geographic Region	Grades Served	Total Enrollment ³	Title I Eligibility & Funding ⁴
Myron B. Thompson Academy	Malia Chow, Myron Thompson	Diana Oshiro	2001	McKinley Complex/ Honolulu (online)	K-12	584	No
Na Wai Ola Public Charter School	Maurice Messina	Daniel Caluya	2000	Keaau Complex/ East Hawaii	K-6	172	Yes
SEEQS: the School for Examining Essential Questions of Sustainability	Carole Ota	Buffy Cushman-Patz	2012	Kalani Complex/ Honolulu	6-8	126	No
University Laboratory School	David Oride	Keoni Jeremiah	2001	Roosevelt Complex / Honolulu	K-12	444	No
Volcano School of Arts & Sciences	Gina MacIlwraith	Ardith Renteria	2001	Kau Complex/ East Hawaii	K-8	171	Yes
Voyager: A Public Charter School	George Moyer	Jeff Vilardi	2000	McKinley Complex/ Honolulu	K-8	282	No
Waialae Elementary Public Charter School	Christopher Walling	Kapono Ciotti	1995	Kalani Complex/ Honolulu	SPED Pre-K-5	499	No
Waimea Middle Public Conversion Charter School	Pauline Lo Bailey	Matt Horne	2003	Honokaa Complex/ West Hawaii	6-8	288	Yes
West Hawai'i Explorations Academy	Lougene Baird	Curtis Muraoka and Heather Nakakura	2000	Kealakehe Complex/ West Hawaii	6-12	248	No

III. School Year 2014-2015: Year in Review

In its 2014 Annual Report, the Commission identified the following priorities for school year 2014–2015:

- Continuing to gain experience with, and refining as necessary, the Academic, Organizational, and Financial Performance Frameworks;
- Engaging with the DOE in discussions over potential revisions to Strive HI and the ongoing development of an educational infrastructure that fully reflects the fact that Hawaii has two official languages;
- Developing the process and criteria for automatic extensions of Charter Contracts and for contract renewal;
- Successfully implementing the new charter school start-up process, as well as a revised two-phase application process;
- Continuing to improve the public transparency of charter schools and the Commission itself;
- Exploring with other stakeholders ways to address capacity challenges among the charter schools with needed supports, particularly in recognition of the Commission’s primary focus on its authorizing responsibilities;
- Compiling data relating to charter school facilities and identifying options for improving the availability of resources to charter schools to meet their facility needs;
- Improving engagement with charter school governing boards in recognition of their increased importance to accountability and school capacity under Act 130;
- Reviewing and approving the admissions and enrollment policies and practices of all charter schools;
- Working with the Hawaii Teacher Standards Board to address teacher licensure issues in charter schools; and
- Collaborating with the charter schools, other state agencies, and stakeholders to ensure that compliance requirements are properly communicated.

A review of the Commission’s actions during the 2014-2015 school show that the Commission has addressed or is actively in the process of addressing many of the priorities listed above. These actions are summarized below:

A. Academic Performance Framework Refinement

The original Academic Performance Framework (“APF”), first implemented in school year 2013-2014, consisted of several accountability measures. One was a “weighted API score” that was similar to a school’s Strive HI Academic Performance Index score (“Strive HI API score”), but designed to more accurately reflect the performance of all of the grade divisions (elementary, middle, or high school) of charter schools that serve multiple grade divisions (*e.g.*, schools serving kindergarten through grade 12). Based on school input, the APF also included measures specifically dedicated to the proficiency and growth of high needs students in Reading/English Language Arts and Math. Finally, the Commission encouraged charter schools to propose one or more school-specific measures focused on academic outcomes that, with Commission approval, could count for up to 25 percent of a school’s APF.

In May 2015, the Commission modified the APF for the 2014-2015 school year in response to concerns from school leaders that there was an over-emphasis on the performance of high needs students, with over 50 percent of a school's academic evaluation dependent on the performance of this subgroup. The modifications removed the heavy emphasis on the performance of high needs students and simplified the overall calculations to make them more easily understandable to stakeholders.

B. Promulgation of Administrative Rules

During the 2014-2015 school year, the Commission completed the promulgation of its administrative rules. After a series of public hearings in all four of Hawaii's counties, the Commission adopted the proposed rules on November 13, 2014. Chapter 8-501, Hawaii Administrative Rules ("HAR"), entitled "State Public Charter School Commission Rules of Practice and Procedure," and Chapter 8-505, HAR, entitled "Applications, Renewals or Non-renewals, and Revocations," went into effect when they were reviewed and approved by the Governor on November 30, 2014.⁶

C. Comprehensive Review of Charter School Admissions and Enrollment Policies

From November 2014 through June 2015, the Commission undertook a laborious and comprehensive review of all admissions and enrollment policies and practices. After many schools made various modifications that were necessary to fulfill the principle of open public school enrollment, the Commission approved the admissions and enrollment policies and practices of all of the schools, as required by the Charter Contract.

D. Applications

1. 2014-2015 Applications Cycle for New Charter Schools

The 2014 application cycle for new charter schools marked the start of the second entirely Commission-implemented charter application process.⁷ After considering feedback and experience from the 2013-2014 applications process, the Commission modified this year's process to include two phases. As a result, on October 9, 2014, the Request for Proposals for the 2014-2015 applications process was approved and the timeline adjusted accordingly. The Commission also implemented FluidReview, a web-based applications management system, to automate certain elements of the applications process, standardize applications, streamline the review of applications, and organize materials.

⁶ HAR Chapter 8-501 and 8-505 can be viewed on the Commission's website at <http://www.chartercommission.hawaii.gov/#!administrative-rules/ckbj>

⁷ The National Association of Charter School Authorizers ("NACSA") had primarily managed the process of the 2012 application cycle, which had been initiated by one of the Commission's predecessor agencies, the Charter School Review Panel.

A total of five applicants applied for a charter contract: (1) Accelerated Learning Laboratory Hawaii; (2) Acorn Montessori Charter School; (3) iLEAD Kaua'i – Alaka'i O Kaua'i Charter School ("iLEAD Kauai"); (4) IMAG Academy; and (5) Kamalani Academy. Of the five applicants, the Commission recommended that three of the applicants—Accelerated Learning Laboratory Hawaii, Acorn Montessori Charter School, and IMAG Academy—voluntarily withdraw their applications and that the remaining two—iLEAD Kauai and Kamalani Academy—move forward to the second phase of the process but address the concerns raised in their initial proposal recommendation reports. Accelerated Learning Laboratory Hawaii and Acorn Montessori Charter School chose to withdraw their applications after the initial phase, while the other three proceeded with second phase.

The application process was still in progress during the time period covered by this report, but at its conclusion during the 2015-2016 academic year, the three applications that proceeded through the second phase were denied.

2. Ka'u Learning Academy

On May 8, 2014, the Commission approved the application of KLA, which began serving children in the 2015-2016 school year. During the 2014-2015 academic year, the Commission worked closely with KLA as it fulfilled its obligations under the Commission's start-up protocol, which outlines a school's deliverables from approval to opening. With the opening of KLA coinciding with the closure of Halau Lokahi, as discussed below (see Item M), the number of public charter schools in Hawaii remained at 34.

E. Changes to Commission Bylaws

The Commission adopted changes to its bylaws to include minor housekeeping changes but also added a new provision to address the Commission's desire to have non-voting advisors take part in discussions and deliberations at Commission meetings. The bylaws allow for one advisory member who is a current or former school director and one who is a current or former school governing board chair. In March 2015, Alapaki Nahale-a, School Director of Laupahoehoe, was appointed to serve as the school director advisor to the Commission.

Other changes to the bylaws included: (1) a new section allowing for informational briefings at the discretion of the Commission chairperson; (2) an amendment generally requiring written testimony to be submitted no later than two business days prior to a meeting, with allowances made for late submittals and those provided at the meeting; and (3) amendments on public testimony adding language to address communication by individuals with disabilities.⁸

⁸ See the September 11, 2014 submittal to the Commission at: http://sharepoint.spcsc.hawaii.gov/SPCSC/Documents/VI_Commission%20Action%20on%20Amendments%20to%20the%20Commission%20Bylaws.pdf.

F. Changes to Commission Leadership and Committee Membership

At the beginning of school year 2014-2015, the Hawaii Board of Education (“BOE”) appointed Jill Baldemor and Ernest Nishizaki (August 5, 2014) to the Commission, replacing departing Commissioners Usha Kotner and Curtis Muraoka. The other Commissioners serving as of July 1, 2014 were: Catherine Payne, Karen Street, Roger Takabayashi, Peter Tomozawa, Peter Hanohano, and Kalehua Krug. The Commission elected Commissioner Payne as the new Chairperson and Commissioner Tomozawa as Vice-Chair of the Commission. In May of 2015, the Commission added Alapaki Nahale-a, School Director of Laupahoehoe, to serve as the non-voting school director advisor for the Commission. The following chart shows the membership, leadership, and committee assignments of the Commissioners during the 2014-2015 academic year (committee changes are noted by dates).

Commissioners:	Catherine Payne (Chairperson) Peter Tomozawa (Vice-Chair) Mitch D’Olier Karen Street Roger Takabayashi	Peter Hanohano Kalehua Krug Jill Baldemor Ernest Nishizaki Alapaki Nahale-a (School Director Advisor - non-voting)
Committees	Leadership	Standing members
Applications Committee	Mitch D’Olier (Chairperson) Jill Baldemor (Vice Chair)	Roger Takabayashi Peter Hanohano Ernest Nishizaki
Administration and Operations Committee	(July 10, 2014 to Feb. 12, 2015) Peter Tomozawa (Chair) Roger Takabayashi (Vice-Chair) (From Feb 12, 2015) Roger Takabayashi (Chair) Karen Street (Vice-Chair)	Karen Street Kalehua Krug Ernest Nishizaki Kalehua Krug Ernest Nishizaki Peter Tomozawa Catherine Payne
Performance and Accountability	Catherine Payne (Chair) Peter Hanohano (Vice-Chair)	Jill Baldemor Mitch D’Olier Kalehua Krug

G. Full Implementation of the Online Compliance Management System

The Commission fully implemented the use of Epicenter as the cloud-based reporting and compliance management system. Through Epicenter, schools can upload compliance-related documentation, and both the Commission and the charter schools can schedule, notify, and manage deliverables and deadlines. Epicenter augments direct email and telephone notifications to schools, the Commission website, annual master calendar, weekly e-newsletter, DOE's Lotus Notes memos and notices, and direct notices from other agencies, by automatically notifying schools of impending deadlines and allowing them to track their completion rates.

H. Approved Charter School Contract Exhibit A Amendments

As allowed by the Charter Contract, the Commission approved amendments to the Educational Program, Exhibits A of the Charter Contract, for four charter schools. Exhibit A sets forth a school's "Essential Terms," such as its mission or focus, grades served, location(s), etc. The Commission approved the amendment requests of two charter schools to expand to serve additional grade levels in the 2015-2016 academic year: Malama Honua to add third grade, and Na Wai Ola to add seventh grade.

The Commission also approved Kanu o ka Aina's request to add a virtual program within the school, which would serve students statewide starting in the 2015-2016 school year, as well as other minor amendments to the school's "Essential Terms."⁹ Finally, the Commission also approved HTA's request to amend its Exhibit A to incorporate its sites on the neighbor islands to better emphasize the school's statewide operations. The Commission also approved the addition of a virtual program to HTA's primarily blended learning model.

I. Charter Contract Renewal Criteria

On March 12, 2015, the Commission initiated development of the process and criteria for automatic extensions of Charter Contracts and for contract renewal as articulated in the Charter Contract, by adopting procedures and a timeline for this work. As of this writing, the draft contract renewal application, criteria, and guidance have been under discussion for several months, with Commission adoption expected by the end of 2015.

J. Federal Impact Aid Distribution

Historically, the distribution of federal Impact Aid funds to schools was made on a per-pupil basis. In an effort to help schools serving populations with disproportionately large high needs and those paying more for facilities, the Commission developed a more targeted allocation methodology to do so in 2013-

⁹ Essential Terms are the critical characteristics that define a charter school's program. They do not evaluate the performance of the school but simply address the program itself and the school's fidelity to that program.

2014. Half of the funds were distributed on a per pupil basis and the remaining half was distributed on a targeted basis that focused on brick and mortar startup schools and considered factors such as enrollment of high needs populations, high school programs, and financial need. The schools provided input to the 2014-2015 process, and with the help of the Hawaii Public Charter Schools Network, the methodology was modified, resulting in the distribution of federal Impact Aid funds taking into consideration the following factors:

- High Needs population served – weighted 30 percent
- High school/Small school size – weighted 20 percent
- Facilities cost – weighted 50 percent

The targeted distribution was provided more funds to those schools serving high needs populations, incurring significant facilities costs, providing high school programs, and operating small schools. Since all schools fall into one or more of the above categories, all schools still were included in the targeted distribution of the funds.

K. Governing Board waiver requests

During the 2014-2015 school year, two schools requested waivers from HRS §302D-12(c)'s general prohibition against an employee or former employee of a charter school, relative of an employee or former employee, or vendor or contractor providing goods or services to a charter school serving as that school's governing board chair unless one year has elapsed.

On August 14, 2014, the Commission granted Ke Kula Niihau's request for a waiver to allow the school's then board chair to continue to serve as chair until June 30, 2015. The school was encouraged to nominate an interim co-chair to work closely with the current chair to ensure a smooth transition by the end of the school year 2014-2015.

On October 9, 2014, the Commission granted Nāwahi's request for a waiver to allow the individual who has served as governing board chair since 2010 to continue in that capacity despite having provided indirect services to the school through a federal grant and thus being considered a vendor. Although the grant ended in 2014, the statutory conflict of interest provision would have required one year to have elapsed. At the end of the year, the statutory "cooling-off" period would have concluded.

L. Closure of Hālau Lōkahi Charter School

Late in fiscal year 2013-2014, Halau Lokahi was unable to meet its financial obligations. Through difficult and often contentious engagement with the school's leadership, and in response to school community pleas that the school be given another chance in spite of the risk of a mid-year closure if it failed, the Commission ultimately offered Halau Lokahi a new Charter Contract on the conditions that the school's governing board and school director resign, the Commission appoint a new governing board, and the school submit a viable plan for financial recovery and sustainability through the 2014-2015 fiscal and academic year. Halau Lokahi accepted this offer, and on July 10, 2014, the Commission appointed a new governing board for the school.

On October 9, 2014, after Commission monitoring revealed further erosion of the school's financial condition, the Commission voted to require Halau Lokahi submit an overdue detailed listing of any FY2014 obligations not yet paid; a new School Improvement Plan; a cash flow forecast showing it will be able to sustain operations through June 30, 2015; and a contingency plan to address the impact of the loss of \$270,000 Kamehameha Schools funding, as well as any other material changes to the financial assumptions underlying the financial recovery plan that previously had been approved by the Commission.

On November 13, 2014, the Commission approved the new restructuring plan and cash flow forecast by the new governing board. However, the Commission voted to withhold 50% of the second allocation of per-pupil funding until January 5, 2015, when implementation of the restructuring plan was expected to be completed.

By December 11, 2014, many members of the new governing board had resigned, causing the overall membership of the governing board to come into conflict with the statutory prohibitions on governing board membership. In addition, the Attorney General was actively investigating the school as a result of questionable expenditures uncovered by the Commission, and the review by the school's own external auditor raised serious concerns. The leadership at the charter school had also changed.

Another review of the school's financial condition revealed that the school's per-pupil funding allocation would be exhausted by February 2015. Yet another restructuring plan was now even more critical for the school, and the Commission directed the governing board to address the situation and to come up with a restructuring plan by the next Commission meeting.

On January 8, 2015, Halau Lokahi presented another restructuring plan that essentially would have engaged K12 Classroom LLC, Inc., a vendor of online instruction, to provide most of the teachers and curriculum virtually at no cost, with the promise of a multi-year contract from the school. The Commission rejected this plan and instructed the Commission staff to issue a notice of prospect of revocation to the school and withhold further funding, other than such funds as it deemed essential for orderly school closure and dissolution and transition. Halau Lokahi exercised its right to a hearing on the revocation. The Commission held the hearing on March 30, 2015 and voted to revoke the school's charter contract. The Commission released funds for school operations through May 2015 and ordered the school closed effective May 31, 2015.

Upon the revocation vote, a special master was hired to assist with the task of winding down and, in accordance with statute and with the Commission's school closure protocol, the Commission established a Commission/school closure team and set about addressing the school's outstanding obligations. It fell largely to the Commission to deal with vacating the rented premises and disposing of the school's remaining furniture, materials, computers, equipment, and other assets, as the school staff essentially left everything on the premises behind.

Throughout Halau Lokahi's struggles, Commission staff worked hard to accommodate the needs of the students and their families and worked diligently to transition all students to other schools. Many of the students who remained through the closure of the school did not receive grades, nor were some of their

academic transcripts or files ready for transfer, despite the Commission's pleas to the school's remaining staff and governing board members to prioritize student records management before the school's closure.

Other Oahu charter schools, as well as DOE Complex Area Superintendents and schools, were immensely helpful in reaching out and welcoming students and assisting them and their families with this very difficult transition. The DOE also generously assisted the Commission in storing student files and other important records at a DOE site and with other tasks related to the transition.

It should be noted that the DOE did not prepare a Strive HI report for Halau Lokahi for the 2014-2015 school year. Any available academic data are reported in the tables in Appendix C.

M. Legislative Advocacy and Enactments

The 2015 Legislative Session saw the consideration and enactment of numerous pieces of legislation that addressed public charter schools. Among other provisions, the Legislature enacted the following measures at Commission instigation and/or with significant Commission engagement:

Provide that the Legislature shall consider each year giving general obligation bond authority and appropriating general funds to the Commission for allocation to charter schools for facilities, and, to make recommendations on such allocations within certain legislative parameters and based on Commission criteria, establishes an interdepartmental Charter School Facilities Funding Working Group (Act 234, Session Laws of Hawaii 2015);

Require state agencies to notify the Commission and the DOE of any closed or unused state facilities that may be suitable for use by a public charter school or an early learning program affiliated with a public charter school, require the Department of Accounting and General Services ("DAGS") to inventory such facilities, and establish a process for the Commission to submit a prioritized list to DAGS for its determination of schools or early programs to use such a facility (Act 234, SLH 2015);

In response to the experience with Halau Lokahi, provide that in the event that any public charter school becomes financially insolvent, defined narrowly as when the school is unable to pay its staff when payroll is due, shall be deemed to have surrendered its charter contract and shall be closed (Act 110, SLH 2015);

Allow a charter school to adopt an admissions preference, via a weighted lottery, for educationally disadvantaged students (Act 114, SLH 2015);

Establish a pilot program allowing the University Laboratory School to conform its student admissions practices to the University of Hawaii College of Education's research need for a representative student population, while requiring the submission of annual reports on those practices as well as a report on whether the school should become a private school (Act 111, SLH 2015);

Require the Hawaii Emergency Management Agency to consider the needs of charter schools adversely impacted by natural disasters when recommending expenditures under the state Major Disaster Fund, resulting in the consideration of reimbursement of lava flow mitigation costs by two schools in the Puna area of Hawaii Island (Act 119, SLH 2015);

Ensure that terms related to the probationary period of specified licensed charter school teachers transferring between charter and DOE schools are equitable to those applicable to other teachers and in accordance with policies and practices as determined by the DOE, the BOE, and collective bargaining agreements, including supplemental agreements with specific charter schools (Act 112, SLH 2015);

Provide that the budget appropriation for bonuses for teachers serving hard to staff areas is to include charter school teachers and directing the Commission and the DOE to work together on distribution of the funds (Act 119, SLH 2015);

Make housekeeping amendments to the charter school law related to requirements for start-up and conversion charter schools and the application and start-up process (Act 114, SLH 2015); and

Provide a separate state budget code for the Commission, reflecting the fact that the law now specifies that the Commission's budget shall be appropriated separately from, and in addition to, funding for the charter schools (Act 119, SLH 2015).

N. Federal Preschool Development Grant

In October of 2014, the Commission approved the submission of an application to the U.S. Departments of Education and Health and Human Services for a federal Preschool Development Grant to support high-quality pre-kindergarten programs in Hawaii's charter schools. On January 1, 2015, the Commission was awarded a four-year grant to build, develop, and expand voluntary, high-quality pre-kindergarten programs for children from low- and moderate-income families. The grant, totaling \$14,881,368 over the next four years will serve a total of 920 children. The Commission's grant was the only award made in the nation that focused solely on charter schools.¹⁰

Four charter schools on the island of Hawaii each have opened a pre-kindergarten classroom to income-eligible four-year-olds beginning in the 2015-2016 school year: Na Wai Ola, Laupahoehoe, Nawahi, and Ka Umeke. Two of these schools are Hawaiian immersion schools. In addition, professional development opportunities starting in the 2015-2016 academic year will be available to all of the schools that eventually will participate in the grant over its four years.

O. Posting of School Policies

The Commission reviewed all charter school websites to confirm that school policies and procedures adopted by the school's governing board were posted as required by the Charter Contract. The

¹⁰ See <http://www2.ed.gov/programs/preschooldevelopmentgrants/pdgfactsheet81115.pdf>
<http://www2.ed.gov/programs/preschooldevelopmentgrants/applications/hiapplicationpdg2015.pdf>

requirement is intended to ensure transparency of school operations for students, parents, and the general public. The following policies and procedures are to be readily available from the school's homepage:

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

P. Teacher Licensure

The Commission issued its first annual report to the Hawaii Teacher Standards Board ("HTSB") in October 2014, as required by Section 302A-804, HRS. This was the first time that information on teacher licensure in charter schools had been collected and reviewed.¹¹ Charter-wide, 621 out of 706 teachers, or 88 percent, were licensed. In eleven charter schools, every teacher was licensed.

Additionally, Commission staff participated in several HTSB teacher licensure working groups to represent the charter school perspective while attempting to redefine and reassess areas of teacher licensure.

¹¹ The report is available here: http://media.wix.com/ugd/448fc8_f6a549067a154c99b6bc812f460e10fb.pdf.

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

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

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

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

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

A. Academic Performance

This section includes:

- Highlights from the 2014-2015 school year;
- A description and review of charter schools' performance on the Strive HI Performance System; the DOE's academic accountability system;
- A description of the Commission's Academic Performance Framework; and
- An evaluation of charter schools' performance under this framework.

1. Highlights

The academic accomplishments of charter schools were highlighted in the DOE's press release, *More Hawaii Schools make notable gains, join the ranks of the high performers*, dated October 20, 2015. Charter schools were recognized for their impressive accomplishments in the following categories:

Recognition Category	Recognized Charter Schools
Outstanding Strive HI Schools	Voyager
Outstanding Schools in Science	Lanikai WHEA
Outstanding Schools in English Language Arts/ Literacy Growth	Voyager SEEQS Ka Umeke
Outstanding Schools in Math Growth	Voyager Innovations Kona Pacific Volcano
Outstanding Schools in 8 th grade EXPLORE Test- top scorers and most improved	Voyager Innovations Kona Pacific Volcano
Outstanding Schools in 11 th grade ACT	Kihei University Lab MBTA HAAS
Most Improved in 11 th grade ACT	Halau Ku Mana Kihei

Although there are many differences between charter schools and DOE schools, all charter schools are a part of the Hawaii public school system and receive both state and federal funding; therefore, they are subject to the same federal education accountability and assessment requirements as are DOE schools, including the annual evaluation of school performance via Strive HI and the annual administration of the statewide assessments in English language arts/literacy (“ELA”), math, and science.



b) Strive HI Performance System

Strive HI is composed of four indicators:

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

Within each indicator are multiple measures. The measures for achievement, growth, and achievement gap are the same for all schools, but the readiness measures differ for elementary, middle, and high schools.¹³ Figure 1 shows the measures and the Strive HI Academic Performance Index (“Strive HI API”).

Figure 1: Strive HI Academic Performance Index

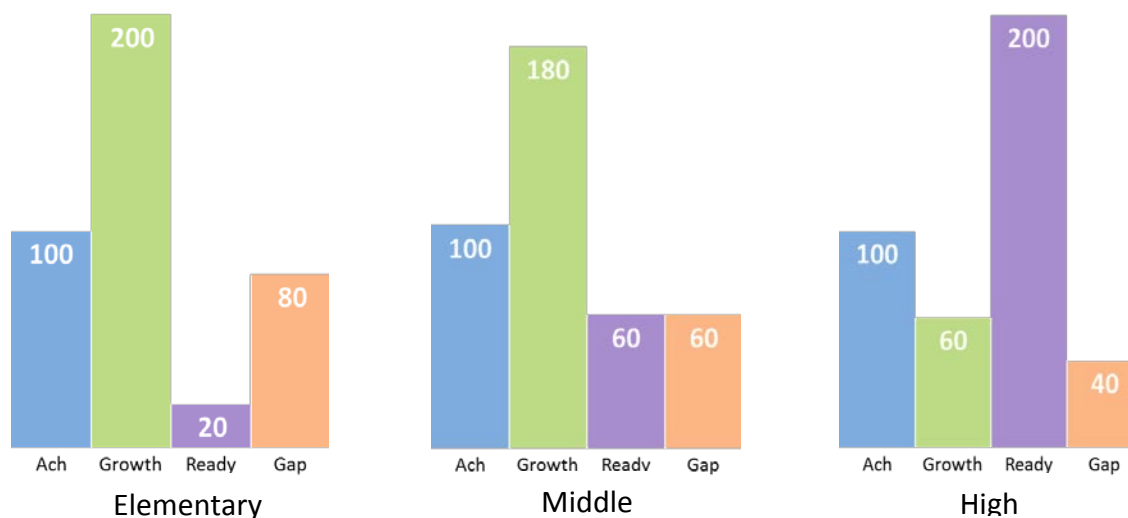
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  </div> <div> Performance Index </div> <div style="text-align: right;">  </div> </div>				
Achievement		Reading proficiency	Math proficiency	Science proficiency
Growth		Reading growth		Math growth
Readiness	<i>Elementary</i>	Chronic absenteeism		
	<i>Middle</i>	8 th grade ACT/Explore		
	<i>High</i>	11 th grade ACT	HS Graduation Rate	College-going rate
Achievement Gap		Current Year Gap Rate		2-Year Gap Reduction Rate

¹³ Under Strive HI, each school is categorized according to its highest grade level served. For example, a school that serves kindergarten through grade 12 is considered a high school, and the high school measures shown in Figure 1 are applied, even though the school also has elementary and middle school divisions.

Schools earn points for each measure and can earn a maximum score of 400 points on the Strive HI API. It is important to note that, although many of the measures apply to all schools, they are weighted differently for elementary, middle, and high schools, resulting in a different number of maximum points that schools may earn for each measure and indicator.

As illustrated in Figure 2 below, for student **achievement**, the maximum number of points awarded is 100 points for all schools. The maximum point value for student **growth** is 200 points at the elementary school level and 180 points for middle schools, emphasizing the importance of growth in the early stages of a student’s schooling, but decreases to 60 points at the high school level, when students have fewer years to reach proficiency. College and career **readiness**, on the other hand, is more strongly emphasized in the higher grade levels, with potential point values increasing from 20 points for elementary schools to 60 points for middle schools and 200 points for high schools. The maximum **achievement gap** point values are fairly close for all school types, but decrease as grade levels increase, starting with 80 points for elementary schools and then decreasing to 60 points for middle schools and 40 points for high schools.

Figure 2: Weighting of Strive HI Measures by School Divisions



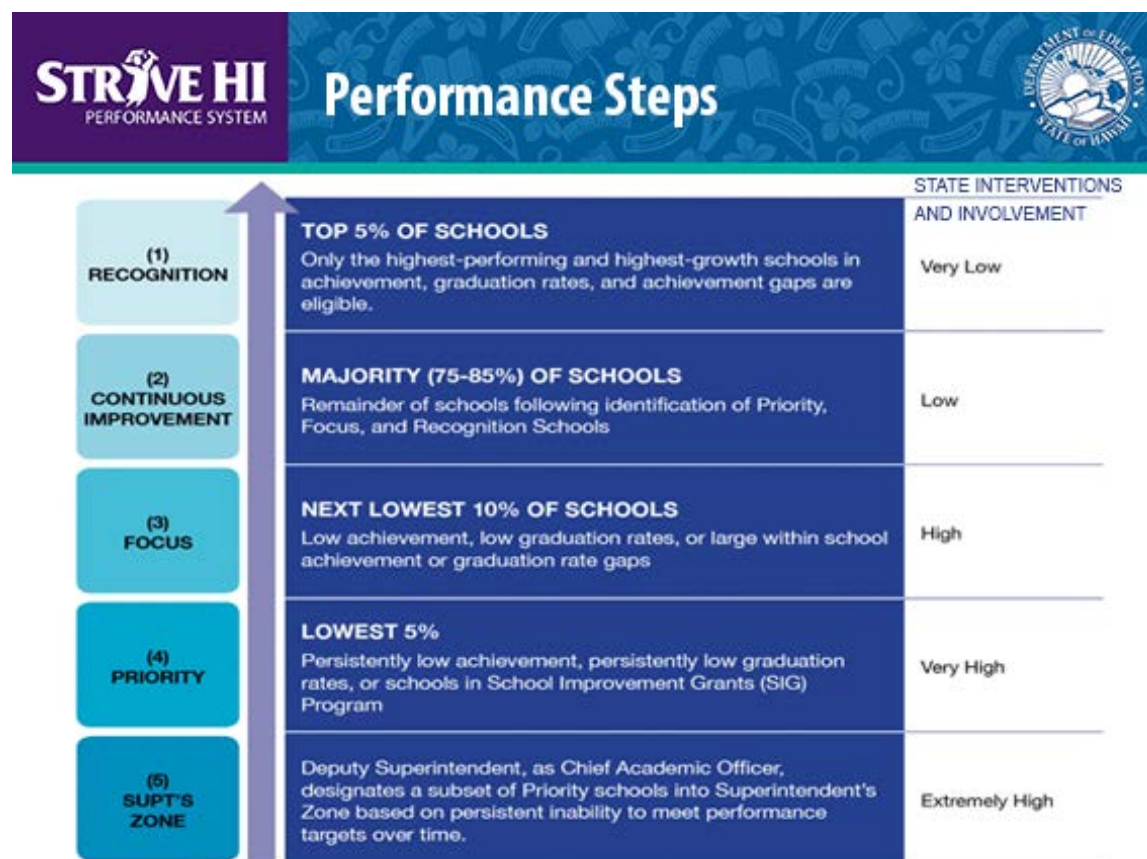
c) Strive HI API Score and Classification Status

Once the DOE has calculated a Strive HI API score for each school, schools are grouped by school type (elementary, middle, or high school), ranked according to their Strive HI API score, and assigned a classification status based on the Strive HI Performance Steps.

Strive HI classifications are intended to highlight the highest- and lowest-performing schools and inform the distribution of resources. The DOE calculates new Strive HI API scores each year and re-classifies schools every two years; however, schools may exit a classification status in any year if they meet certain exit criteria.

The top five percent of schools are classified as “Recognition” schools, while the lowest five percent are classified as “Priority” schools. The next ten percent of schools above those at the “Priority” step are classified as “Focus” schools, and the remaining 75 to 85 percent of schools are classified as “Continuous Improvement” schools. In addition, certain triggers, such as a low graduation rate, will automatically classify a school as “Focus” or “Priority,” even if that school has a relatively high Strive HI API score. See Figure 3 below for the Strive HI Performance Steps and a brief description of each corresponding classification status and related classification triggers.

Figure 3: Strive HI Performance Steps



Although schools ordinarily should have been reclassified in the 2014-2015 school year, this was a “hold harmless” year due to the change from the Hawaii State Bridge Assessment to the Smarter Balanced Assessment. Thus, schools retained their classifications from the previous year unless they met the criteria to exit out of “Priority” or “Focus” status or to ascend to “Recognition” status. In school year 2014-2015, two charter schools, WHEA and Laupahoehoe, exited “Focus” status and moved to “Continuous Improvement,” and one school, Voyager, moved up into “Recognition” status.

d) Charter School Performance on Strive HI ¹⁴

Overall, in the 2014-2015 school year, individual charter school performance was mixed, with six schools performing in the top 20 percent of their respective grade divisions and ten in the bottom 20 percent. Some charter schools experienced changes to their Strive HI scores from the 2013-2014 school year of over 100 points in either direction. Noteworthy was the fact that under Strive HI, four of Hawaii's ten highest-performing public high schools and two of its ten highest-performing public middle schools were charter schools, including the top scorers in both categories. Charter schools collectively also showed strong performances on many of the college and career readiness measures, out-performing the state as a whole on the 8th grade ACT EXPLORE and 11th grade ACT exams and sending higher percentages of their graduates to college.

e) Three-Year Strive HI API Trend Data

Table 3 below shows the Strive HI API scores of charter schools over the course of the three years of Strive HI's existence (school years 2012-2013, 2013-2014, and 2014-2015). The three dark-shaded columns show the Strive HI API scores for the indicated years, and the columns in between show the increase or decrease in points from one year to the next. The schools are listed in order by Strive HI API scores for school year 2014-2015 (in bold), from highest to lowest. The last two columns at the far right show schools' 2014-2015 Strive HI classifications and any automatic classification triggers.

Eight out of 31 charter schools¹⁵ (over 25 percent) have demonstrated an upward academic trend for two consecutive years, while six (nearly 20 percent) have shown a downward trend for the past two years. Of the thirteen charter schools whose Strive HI API scores decreased from school year 2012-2013 to school year 2013-2014, over half (seven schools, or roughly 23 percent) reversed the trend and increased their scores in the 2014-2015 school year.

The ten highest-scoring charter schools in the 2014-2015 school year earned Strive HI API scores ranging from 225 to 341 points (out of 400 points total). Eight of these schools increased their scores from school year 2013-2014 to school year 2014-2015, effectively "rising" to the top with point increases of anywhere from 7 to 121, while one school's score remained the same. Conversely, all six charter

¹⁴ This report contains school year 2014-2015 Strive HI and APF data for 33 charter schools, including Malama Honua, but excluding Halau Lokahi. Malama Honua is excluded from the Strive HI sections on achievement, achievement gap, and growth because the related measures are dependent upon statewide assessment data and the school did not serve any of the tested grade levels (grades 3 to 8 and 11) or have any statewide assessment data in the 2014-2015 school year. Chronic absenteeism is the only Strive HI measure for which the school has any data, so both its Strive HI API and APF scores are solely derived from the school's performance on this measure. In the Strive HI section, Malama Honua appears in Tables 3 and 13, and in the APF section, it appears in Tables 19, 20, and 21.

¹⁵ Although 33 charter schools appear in Table 3, SEEQS has only two years of Strive HI API data and Malama Honua has only one, so only 31 schools have enough data with which to conduct a three-year trend analysis.

schools that earned scores of 100 or fewer points experienced declines of 16 to 116 points from school year 2013-2014 to school year 2014-2015.

Table 3: Strive HI API Score Comparison Over Three Years and Strive HI Classification									
School	Strive HI API Score (out of 400)						Strive HI Classification 2014-2015	Strive HI Classification : Automatic Trigger/ Reason	
	2012- 2013	Point Difference 2012-13 to 2013-14	2013- 2014	Point Difference 2013-14 to 2014-15	2014- 2015				
Voyager: A Public Charter School	185	↑ 131	316	↑ 25	341	Recognition	High Progress		
Myron B. Thompson Academy	297	↓ -7	290	↑ 14	304	Continuous Improvement	-		
Waialae Elementary Public Charter School	298	↓ -15	283	↑ 7	290	Continuous Improvement	-		
Innovations Public Charter School	139	↑ 165	304	↓ -25	279	Continuous Improvement	-		
Lanikai Elementary Public Charter School	251	↓ -48	203	↑ 74	277	Continuous Improvement	-		
University Laboratory School	249	↑ 16	265	↑ 8	273	Continuous Improvement	-		
Hawaii Academy of Arts & Science Public Charter School (HAAS)	192	↑ 51	243	↑ 27	270	Continuous Improvement	-		
Kualapu'u School: A Public Conversion Charter	282	↓ -26	256	/ 0	256	Continuous Improvement	-		
Ke Kula 'o Samuel M. Kamakau, LPCS	173	↑ 29	202	↑ 50	252	Continuous Improvement	-		
Ka 'Umeke Kā'eo	36	↑ 68	104	↑ 121	225	Priority	Low Performance		
Hawaii Technology Academy	202	↓ -3	199	↑ 25	224	Focus	Low Graduation Rate		
Kihei Charter School	235	↓ -27	208	↑ 14	222	Focus	Low Graduation Rate		
Kanu o ka 'Āina New Century Public Charter School	219	↓ -6	213	↓ -10	203	Continuous Improvement	-		
Kona Pacific Public Charter School	125	↑ 43	168	↑ 35	203	Continuous Improvement	-		
West Hawai'i Explorations Academy	245	↓ -47	198	↑ 5	203	Continuous Improvement	Exited Focus		

Table 3: Strive HI API Score Comparison Over Three Years and Strive HI Classification

School	Strive HI API Score (out of 400)						Strive HI Classification 2014-2015	Strive HI Classification : Automatic Trigger/ Reason
	2012- 2013	Point Difference 2012-13 to 2013-14	2013- 2014	Point Difference 2013-14 to 2014-15	2014- 2015			
Waimea Middle Public Conversion Charter School	147	↑ 11	158	↑ 33	191	Continuous Improvement	-	
Connections Public Charter School	223	↑ 13	236	↓ -50	186	Continuous Improvement	-	
Kamaile Academy, PCS	166	↑ 9	175	↓ -3	172	Priority	SIG Status	
SEEQS: the School for Examining Essential Questions of Sustainability	-	-	118	↑ 49	167	Continuous Improvement	-	
Halau Ku Mana Public Charter School	133	↑ 105	238	↓ -73	165	Continuous Improvement	-	
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	238	↑ 37	275	↓ -113	162	Continuous Improvement	-	
Laupahoehoe Community Public Charter School	202	↓ -44	158	↓ -1	157	Continuous Improvement	Exited Focus	
Kawaikini New Century Public Charter School	158	↑ 44	202	↓ -57	145	Continuous Improvement	-	
Volcano School of Arts & Sciences	247	↓ -144	103	↑ 39	142	Continuous Improvement	-	
Mālama Honua Public Charter School	-	-	-	-	120	Not determined	-	
Ke Kula Niihau O Kekaha Learning Center	17	↑ 134	151	↓ -37	114	Focus	Low Performance	
Ke Kula ‘o Nāwahīokalani’ōpu‘u Iki, LPCS	20	↑ 56	76	↑ 34	110	Priority	Low Performance	
Kanuikapono Public Charter School	135	↑ 19	154	↓ -54	100	Continuous Improvement	-	
Ke Ana La‘ahana PCS	147	↑ 23	170	↓ -78	92	Continuous Improvement	-	
Kua o ka Lā New Century Public Charter School	135	↓ -11	124	↓ -32	92	Continuous Improvement	-	
Hakipu‘u Learning Center	84	↑ 23	107	↓ -16	91	Priority	Low Performance	

Table 3: Strive HI API Score Comparison Over Three Years and Strive HI Classification									
School	Strive HI API Score <i>(out of 400)</i>					Strive HI Classification 2014-2015	Strive HI Classification : Automatic Trigger/ Reason		
	2012- 2013	Point <i>Difference</i> 2012-13 to 2013-14		2013- 2014	Point <i>Difference</i> 2013-14 to 2014-15				
		2014- 2015							
Ka Waihona o ka Na‘auao Public Charter School	182	↓	-36	146	↓	-63	83	Continuous Improvement	-
Na Wai Ola Public Charter School	364	↓	- 221	143	↓	-116	27	Recognition	High Performance & Significant Progress

f) 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:

Whenever the sample size (also referred to as "n size") of a reported group of students is smaller than ten,¹⁶ 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 suppressed as a precaution.

Whenever a reported percentage is five percent or less, the school's data are replaced with "(0-5%)" so that the exact percentage is masked.

¹⁶ It is important to note that the sample size is the *total* number of students in a given group and not just the number of students who have met a target. For example, data are suppressed when the total number of students tested is fewer than ten, not when the number of students considered proficient or meeting the standard on the assessment is fewer than ten.

Rationale: Percentages of zero percent effectively reveal the performance of all students in a reported group (e.g., if zero percent of the tested students at a school met the standard on an assessment, then reporting this figure publicly discloses that all tested students at the school did not meet the standard on the assessment), so they must be suppressed in order to protect students' privacy.

Rather than completely suppressing the data, however, the Commission is using the placeholder "(0-5%)" for all data in the zero-to-five percent range so that it may give a general indication of school performance on a given measure without reporting the exact data or revealing whether the percentage was zero percent.

Rather than follow the practice of "blanket suppression," which calls for the suppression of all of a school's data if at least one data element is suppressed, the Commission has elected to apply its suppression rules to each data element individually and has only suppressed data when needed. For this reason, the schools whose data are suppressed varies from table to table; however, every charter school has had data suppressed in one or both ways on one or more of the tables in this report.

Pooled Data

When sample 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 sample size is fewer than 30 students, the current year's data will be pooled with the data from previous years until the sample size reaches 30 students:

Achievement: ELA, math, and science proficiency data

Growth: Median SGPs in ELA and math

Readiness: Graduation rate

If three years' of data (i.e., the data for the current year and from one and two years prior) still do not result in a sample size of 30 students, the calculations will be "forced" and the three-year pooled data will be used regardless of sample size.

3. Achievement

a) Overview

Under Strive HI's "Achievement" indicator, there are three measures. For school year 2014-2015, these measures represented the following:

1. Achievement on the statewide assessment in ELA
 - a. The percentage of tested students who met the standard on the Smarter Balanced Assessment in English language arts/literacy (ELA) (grades 3 to 8 and 11); and

- b. The percentage of tested students who performed at the level of “proficient” or higher on the Hawaii State Alternate Assessment¹⁷ in reading (grades 3 to 8 and 11).
- 2. Achievement on the statewide assessment in math
 - a. The percentage of tested students who met the standard on the Smarter Balanced Assessment in math (grades 3 to 8 and 11); and
 - b. The percentage of tested students who performed at the level of “proficient” or higher on the Hawaii State Alternate Assessment in math (grades 3 to 8 and 11).
- 3. Achievement on the statewide assessment in science

The percentage of tested students who performed at the level of “proficient” or higher on:

 - a. The Hawaii State Assessment in Science (grades 4 and 8);
 - b. The Hawaii State Alternate Assessment in Science (grades 4, 8, and 11); or
 - c. The Biology I end-of-course (EOC) exam (grades 9 to 12, as appropriate, depending on when students complete all Biology I coursework).

The Hawaii State Assessment in Science, the Biology I EOC exam, and the Hawaii State Alternate Assessment in all subjects (reading, math, and science) have been administered each year since the inception of Strive HI in school year 2012-2013; however, the Common Core State Standards-aligned Smarter Balanced Assessment was administered to students in Hawaii for the first time in school year 2014-2015. The previous statewide assessment, the Hawaii State Assessment (which covered the subjects of reading and math), was last administered in school year 2012-2013, and was followed by the Hawaii State Bridge Assessment, which was designed to help students and schools transition to the forthcoming Smarter Balanced Assessment, in the 2013-2014 school year. These changes in statewide assessments must be kept in mind when making comparisons between the school year 2014-2015 ELA and math achievement data and the reading and math achievement data from previous years.

4. Three-Year Trend Data

In school year 2014-2015, the statewide and charter-wide achievement rates in ELA were fairly close, at 48 percent and 46 percent, respectively. Over the past three years, the performance of students statewide and charter-wide in ELA has declined: the decrease was slight from the 2012-2013 school year to the 2013-2014 school year, when students transitioned from the Hawaii State Assessment to the Hawaii State Bridge Assessment, followed by a steeper decline the 2014-2015 school year, both statewide and charter-wide, when students took the Smarter Balanced Assessment for the first time.

¹⁷ As described by the DOE, the Hawaii State Alternate Assessment is “a system of assessments for students with significant cognitive disabilities who participate in a school curriculum that includes academic instruction as well as functional life skills.”

For more information about the test, see the “Hawaii State Alternate Assessment Parent Brochure 2015-2016” at http://alohahsap.org/HSA_ALT/wp-content/uploads/2014/11/HSA_Alt_Parent_Brochure_2015-2016.pdf.

ELA Proficiency Trends	Statewide	Charter-wide
2012-2013	72%	72%
2013-2014	69%	70%
2014-2015	48%	46%

5. School Year 2014-2015 Data

English Language Arts/Literacy

Of the 31 charter schools whose data are presented below, twelve (nearly 40 percent) performed above both the statewide and charter-wide rates, with achievement rates ranging from 49 to 76 percent. The remaining 19 charter schools performed below both the statewide and charter-wide rates, with achievement rates as high as 45 percent and as low as somewhere within the range of zero to five percent.

Table 4: Strive HI – Percentages of Students Meeting Standard in ELA/Literacy	
School	Percentage Meeting Standard <i>Charter-wide: 46%</i> <i>Statewide: 48%</i>
Lanikai Elementary Public Charter School	76%
Innovations Public Charter School	71%
Voyager: A Public Charter School	69%
Myron B. Thompson Academy	67%
Hawaii Technology Academy	64%
University Laboratory School	63%
Kihei Charter School	60%
Waialae Elementary Public Charter School	59%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	55%
SEEQS: the School for Examining Essential Questions of Sustainability	54%
Halau Ku Mana Public Charter School	51%
West Hawai'i Explorations Academy	49%
Statewide percentage: 48%	
Charter-wide percentage: 46%	
Kanu o ka 'Āina New Century Public Charter School	45%
Connections Public Charter School	43%
Volcano School of Arts & Sciences	40%
Kona Pacific Public Charter School	38%
Waimea Middle Public Conversion Charter School	34%

Table 4: Strive HI – Percentages of Students Meeting Standard in ELA/Literacy

School	Percentage Meeting Standard
	<i>Charter-wide: 46% Statewide: 48%</i>
Hakipu'u Learning Center	33%
Laupahoehoe Community Public Charter School	33%
Ke Kula 'o Samuel M. Kamakau, LPCS	32%
Ka Waihona o ka Na'auao Public Charter School	29%
Kanuikapono Public Charter School	28%
Kualapu'u School: A Public Conversion Charter	28%
Ka 'Umeke Kā'eo	25%
Kamaile Academy, PCS	23%
Ke Kula Niihau O Kekaha Learning Center	18%
Kua o ka Lā New Century Public Charter School	16%
Na Wai Ola Public Charter School	16%
Kawaikini New Century Public Charter School	12%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	8%
Ke Ana La'ahana PCS	(0-5%)

Mathematics

In math, the statewide achievement rate for school year 2014-2015 was 41 percent, and the charter-wide rate was 36 percent. The previous year, the charter-wide rate held steady at 52 percent, while the statewide rate dropped slightly from 60 to 59 percent. Similar to the achievement rates in ELA, there was also a steep decline both statewide and charter-wide in the 2014-2015 school year as students transitioned to the Smarter Balanced Assessment.

Math Proficiency Trends	Statewide	Charter-wide
2012-2013	60%	52%
2013-2014	59%	52%
2014-2015	41%	36%

Examining the math achievement results at the school level reveals that nine of 31 charter schools (nearly 30 percent) performed above the statewide rate, with achievement rates ranging from 41 to 76 percent, while an additional three schools fell below the statewide rate, but above the overall charter rate of 36 percent. The remaining 19 charter schools scored below both the statewide and charter rates, and three of these schools fell in the zero-to-five percent range.

Table 5: Strive HI – Percentages of Students Meeting Standard in Math

School	Percentage Meeting Standard
	<i>Charter-wide: 36% Statewide: 41%</i>
Lanikai Elementary Public Charter School	76%
Waialae Elementary Public Charter School	66%
Voyager: A Public Charter School	60%
Myron B. Thompson Academy	50%
Innovations Public Charter School	49%
Hawaii Technology Academy	47%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	44%
Kualapu'u School: A Public Conversion Charter	43%
Kihei Charter School	41%
<i>Statewide percentage: 41%</i>	
University Laboratory School	40%
Kanu o ka 'Āina New Century Public Charter School	38%
SEEQS: the School for Examining Essential Questions of Sustainability	38%
<i>Charter-wide percentage: 36%</i>	
West Hawai'i Explorations Academy	33%
Ke Kula 'o Samuel M. Kamakau, LPCS	32%
Connections Public Charter School	31%
Volcano School of Arts & Sciences	30%
Waimea Middle Public Conversion Charter School	28%
Kanuikapono Public Charter School	26%
Ka Waihona o ka Na'auao Public Charter School	24%
Laupahoehoe Community Public Charter School	24%
Halau Ku Mana Public Charter School	23%
Kona Pacific Public Charter School	17%
Na Wai Ola Public Charter School	16%
Kamaile Academy, PCS	15%
Hakipu'u Learning Center	13%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	12%
Ka 'Umeke Kā'eo	10%
Kawaikini New Century Public Charter School	9%
Kua o ka Lā New Century Public Charter School	6%
Ke Ana La'ahana PCS	(0-5%)
Ke Kula Niihau O Kekaha Learning Center	(0-5%)

Science

Proficiency levels in science have remained fairly consistent over the past three years, likely attributable to the fact that those students have been taking the same assessment, the Hawaii State Assessment in Science, throughout this period. Charter-wide performance has been two to three percentage points lower than the statewide performance each year, but it has risen five percentage points over the course of three years, increasing to 37 percent in school year 2014-2015.

Science Proficiency Trends	Statewide	Charter-wide
2012-2013	34%	32%
2013-2014	40%	38%
2014-2015	41%	37%

In science, thirteen of 31 charter schools (roughly 42 percent) matched or out-performed the statewide proficiency rate of 41 percent, with achievement rates of 42 to 87 percent. Three schools fell below the statewide rate but at or above the charter-wide rate of 37 percent, and 15 charter schools performed below the charter-wide rate, with four of these schools falling in the zero-to-five percent range.

Table 6: Strive HI – Science Proficiency Rates	
School	Proficiency Rate Charter-wide: 37% Statewide: 41%
Lanikai Elementary Public Charter School	87%
Myron B. Thompson Academy	68%
West Hawai'i Explorations Academy	59%
Volcano School of Arts & Sciences	56%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	55%
Kanuikapono Public Charter School	51%
Kanu o ka 'Āina New Century Public Charter School	47%
Kihei Charter School	47%
Innovations Public Charter School	45%
Waialae Elementary Public Charter School	44%
Voyager: A Public Charter School	43%
Kona Pacific Public Charter School	42%
Na Wai Ola Public Charter School	42%
Statewide rate: 41%	
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	40%
Hawaii Technology Academy	39%
Waimea Middle Public Conversion Charter School	37%

Table 6: Strive HI – Science Proficiency Rates	
School	Proficiency Rate <i>Charter-wide: 37%</i> <i>Statewide: 41%</i>
Charter-wide rate: 37%	
University Laboratory School	36%
Kualapu‘u School: A Public Conversion Charter	35%
Connections Public Charter School	28%
Ke Kula ‘o Samuel M. Kamakau, LPCS	26%
SEEQS: the School for Examining Essential Questions of Sustainability	23%
Laupahoehoe Community Public Charter School	21%
Halau Ku Mana Public Charter School	19%
Kamaile Academy, PCS	19%
Kua o ka Lā New Century Public Charter School	17%
Ka Waihona o ka Na‘auao Public Charter School	13%
Ka ‘Umeke Kā‘eo	12%
Kawaikini New Century Public Charter School	11%
Hakipu‘u Learning Center	(0-5%)
Ke Ana La‘ahana PCS	(0-5%)
Ke Kula Niihau O Kekaha Learning Center	(0-5%)

6. Achievement by High Needs Student Subgroups and Achievement Gap

a) Overview

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

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

The proficiency rates of the non-high needs and high needs students represent combined proficiency rates for both ELA and math. These are calculated by averaging the ELA and math proficiency rates of each group as follows:

$$\text{NHN proficiency rate: } \frac{\text{NHN ELA proficiency rate} + \text{NHN math proficiency rate}}{2}$$

$$\text{HN proficiency rate: } \frac{\text{HN ELA proficiency rate} + \text{HN math proficiency rate}}{2}$$

The combined non-high needs and high needs proficiency rates are then used to calculate the achievement gap between the two groups according to the following formula:

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

The achievement gap rate is one of two measures in the “Achievement Gap” indicator. In the 2014-2015 school year, the other measure, the two-year gap reduction rate, did not apply and was treated as missing data for all schools, because it would not have been reasonable to compare a school’s achievement gap from school year 2014-2015 with the achievement gap two years prior, when students participated in a very different statewide assessment.

Unlike the “Achievement” indicator, which includes data for all tested subjects (ELA, math, and science), the “Achievement Gap” indicator only focuses on the statewide assessment data for ELA and math and includes both Smarter Balanced Assessment data and Hawaii State Alternate Assessment data, since SPED students are one of the high needs subgroups and the achievement gap looks specifically at the proficiency rates of high needs students.

b) School Year 2014-2015 Data

The overall proficiency rate in ELA and math among non-high needs students at all charter schools was 57 percent, and the overall proficiency rate in ELA and math among high needs students was 30 percent. This resulted in a charter-wide achievement gap between non-high needs and high needs students of 47 percent.

The corresponding statewide proficiency rates in ELA and math were 63 percent for non-high needs students and 34 percent for high needs students, resulting in a statewide achievement gap rate of 46 percent.

Table 7 below compares the achievement of high-needs students and non-high needs students at each school, ordered by smallest to largest achievement gap rate (in bold at the far right). A low achievement gap rate is positive, in that it demonstrates that there is a consistent level of performance between a school’s non-high needs and high needs students. However, the desired situation is a combination of both a small achievement gap and high percentages of students meeting the standards on the statewide assessment, so the overall proficiency levels of both groups always should be kept in mind when evaluating the achievement gap rate.

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

School	Percentage of Non-High Needs (NHN) Students Meeting Standards	Percentage of High Needs (HN) Students Meeting Standards	Achievement Gap Rate <u>NHN - HN</u> NHN
	<i>Charter-wide: 57%</i> <i>Statewide: 63%</i>	<i>Charter-wide: 30%</i> <i>Statewide: 34%</i>	<i>Charter-wide: 47%</i> <i>Statewide: 46%</i>
SEEQS: the School for Examining Essential Questions of Sustainability	50%	42%	17%
Kanu o ka 'Āina New Century Public Charter School	47%	39%	17%
Kamaile Academy, PCS	22%	18%	18%
Waialae Elementary Public Charter School	69%	53%	23%
Myron B. Thompson Academy	63%	47%	26%
Kihei Charter School	59%	41%	30%
Kanuikapono Public Charter School	33%	23%	30%
University Laboratory School	56%	38%	32%
Kona Pacific Public Charter School	36%	25%	32%
Voyager: A Public Charter School	75%	51%	33%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	70%	47%	33%
Innovations Public Charter School	73%	48%	35%
Ka Waihona o ka Na'auao Public Charter School	35%	23%	35%
Volcano School of Arts & Sciences	43%	28%	36%
Hawaii Technology Academy	63%	39%	37%
Lanikai Elementary Public Charter School	83%	50%	39%
Laupahoehoe Community Public Charter School	43%	26%	40%
Halau Ku Mana Public Charter School	47%	28%	42%
West Hawai'i Explorations Academy	52%	28%	45%
Connections Public Charter School	59%	32%	46%
Waimea Middle Public Conversion Charter School	53%	23%	56%
Kua o ka Lā New Century Public Charter School	24%	7%	70%

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

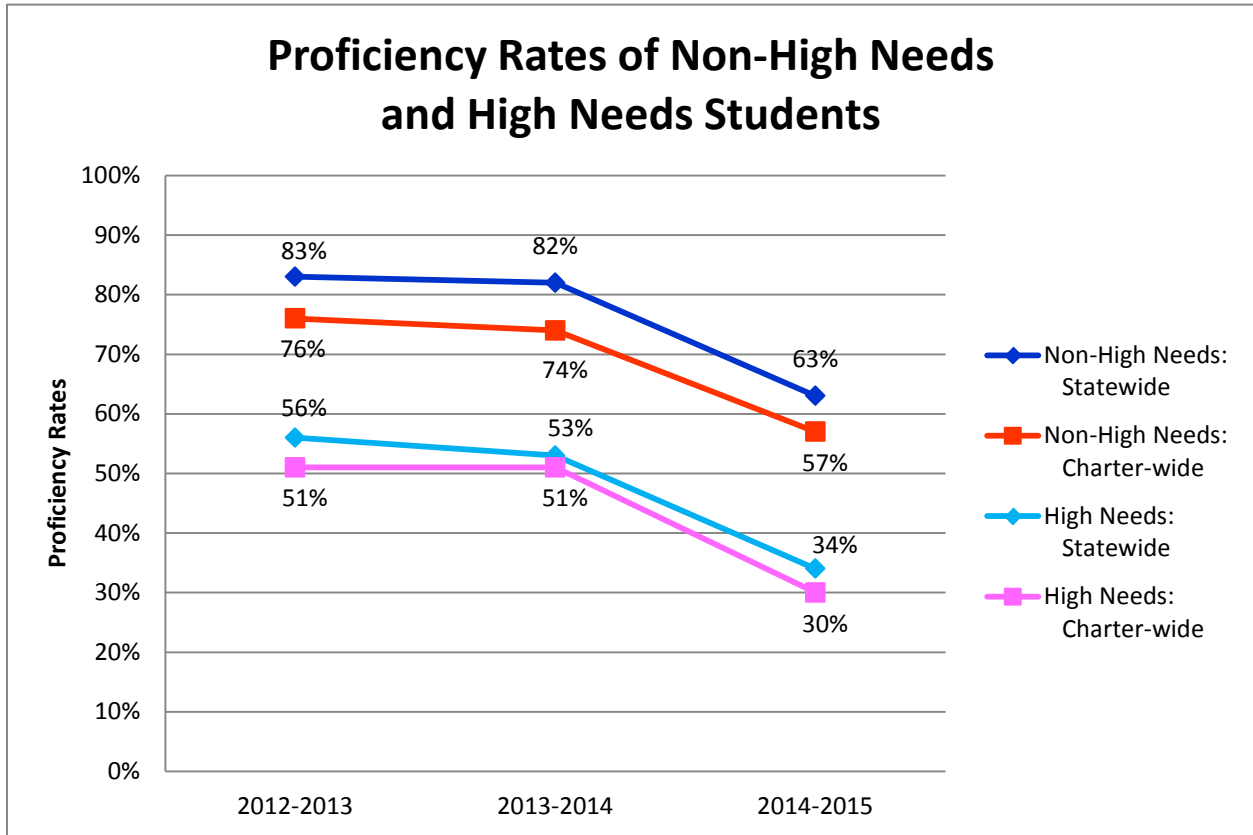
School	Percentage of Non-High Needs (NHN) Students Meeting Standards	Percentage of High Needs (HN) Students Meeting Standards	Achievement Gap Rate <u>NHN - HN</u> NHN
	<i>Charter-wide: 57%</i> <i>Statewide: 63%</i>	<i>Charter-wide: 30%</i> <i>Statewide: 34%</i>	<i>Charter-wide: 47%</i> <i>Statewide: 46%</i>
<i>No Achievement Gap¹⁸</i>			
Kualapu‘u School: A Public Conversion Charter	N/A	32%	N/A
Ke Kula ‘o Samuel M. Kamakau, LPCS	N/A	30%	N/A
Ka ‘Umeke Kā‘eo	N/A	17%	N/A
Na Wai Ola Public Charter School	N/A	16%	N/A
Kawaikini New Century Public Charter School	N/A	13%	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	10%	N/A

c) Three-Year Trend Data for All Schools Charter-wide and Statewide

The three-year trend of the charter schools’ non-high needs and high needs students has been consistent in relation to the performance of those same student groups statewide. Figure 4 below shows a downward trend in performance for non-high needs students both state and charter wide (in dark blue and red, respectively) with a significant drop in performance in school year 2014-2015 as schools transitioned to the Smarter Balanced Assessment. The high-needs students’ performance mirrors the non-high needs students’ performance year to year (light blue for statewide and pink for charter-wide).

¹⁸ In accordance with the Strive HI calculation methodology, an achievement gap rate is only calculated if a school has at least 20 tested non-high needs students and at least 20 tested high needs students. If a school does not have an achievement gap rate, as was the case this year in six charter schools, then the school’s achievement gap data are considered “missing” and the potential points assigned to this measure are evenly re-distributed to the other measures under achievement, growth, and readiness.

Figure 4: Proficiency Rates of Non-High Needs and High Needs Students



The following table repeats the trend data for charter-wide and statewide proficiency rates for the past three years and also shows the performance for each high needs subgroup for math, ELA, and science.

Table 8: Proficiency Rates of Non-High Needs and High Needs Students: Charter-wide and Statewide Trends						
	Charter-wide Proficiency Rates			Statewide Proficiency Rates		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Non-High Needs Students	76%	74%	57%	83%	82%	63%
High Needs Students	51%	51%	30%	56%	53%	34%
High Needs Subgroup: <i>Special Education Students</i>						
Math	17%	14%	11%	15%	15%	10%
Reading or ELA/Literacy	29%	26%	13%	24%	22%	12%
Science	12%	8%	17%	10%	11%	13%

Table 8: Proficiency Rates of Non-High Needs and High Needs Students: Charter-wide and Statewide Trends

	Charter-wide Proficiency Rates			Statewide Proficiency Rates		
	2012- 2013	2013- 2014	2014- 2015	2012- 2013	2013- 2014	2014- 2015
High Needs Subgroup: <i>Students Eligible for Free or Reduced-Price Lunch</i>						
Math	42%	43%	26%	51%	48%	30%
Reading or ELA/Literacy	63%	62%	35%	63%	59%	36%
Science	23%	29%	29%	24%	30%	31%
High Needs Subgroup: <i>English Language Learners</i>						
Math	14%	18%	6%	19%	16%	8%
Reading or ELA/Literacy	26%	20%	4%	19%	13%	4%
Science	0%	30%	0%	3%	5%	5%

7. Growth

a) Overview

Strive HI uses median student growth percentiles (“median SGPs”) produced by the Hawaii Growth Model to assess how well a school is helping to improve students’ statewide assessment performance. Rather than compare a student’s assessment scores in one year to the same student’s scores the year prior, the Hawaii Growth Model uses assessment data from a single year and compares the performance of an individual student to that of students statewide in the same grade level who performed similarly on the statewide assessments in previous years. This group is referred to as a student’s “academic peers.”¹⁹

Since a student’s academic peers are identified using statewide assessment scores from previous years, the Hawaii Growth Model requires at least two consecutive years’ of assessment data in order to create academic peer groups and to calculate growth percentiles. For this reason, the Strive HI growth measures use the assessment results of students in grades 4 to 8 and 11, but not those of third graders, as students do not begin participation in the statewide assessment until grade 3.

The student growth percentiles (“SGPs”) used by Strive HI function in the same way as the growth percentiles used by doctors: if a one-year-old is at the 89th percentile in height, then we know that the

¹⁹ 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.

child is taller than 89 percent of one-year-olds; likewise, if a student's SGP is 89, then we know that the student out-performed 89 percent of the student's academic peers on the statewide assessment.

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

Unlike the "Achievement" indicator, which comprises measures that focus on statewide assessment data in all tested subjects (ELA, math, and science), the "Growth" indicator only uses the current year's statewide assessment data in ELA and math; it excludes statewide assessment data in science and Hawaii State Alternate Assessment data in all tested subjects. Thus, the growth data for the 2014-2015 school year are only based on results of the Smarter Balanced Assessment in ELA and math.

Strive HI sorts median SGPs into five categories: very high, high, average, low, and very low growth. See Figure 5 below for the DOE's Strive HI scoring rubric for growth, which outlines the median SGP ranges for each category and the corresponding number of points awarded to elementary, middle, and high schools.

Figure 5: DOE Strive HI Rubric for Median Growth Percentiles in ELA and Math

Reading (ELA)		<i>Points</i>		
	Median SGP	Elementary School	Middle School	High School
Very High Growth	≥ 59	100	90	30
High Growth	55-58	70	63	21
Average Growth	50-54	50	45	15
Low Growth	45-49	30	27	9
Very Low Growth	≤ 44	0	0	0
Total Possible Points		100	90	30

Math		<i>Points</i>		
	Median SGP	Elementary School	Middle School	High School
Very High Growth	≥ 63	100	90	30
High Growth	56-62	70	63	21
Average Growth	50-55	50	45	15
Low Growth	43-49	30	27	9
Very Low Growth	≤ 42	0	0	0
Total Possible Points		100	90	30

b) School Year 2014-2015 Data

For all charter schools, the median SGP in ELA was the 48th percentile and the median SGP in math was the 51st percentile. The corresponding statewide median SGPs are not available because the DOE does not calculate or report statewide median SGPs for Strive HI: due to the large number of tested students included in the statewide group, the statewide median SGP will always be at or around the 50th percentile, so the DOE does not feel that calculating this figure is necessary.

Table 9 shows the median SGPs in ELA for individual charter schools. Two charter schools had median SGPs above the 70th percentile, while five of 31 charter schools had a median SGP of 30 or lower.

Table 9: Strive HI – Median Student Growth Percentiles (SGPs) for ELA/Literacy	
School	Median SGP <i>Charter-wide: 48</i> <i>Statewide: n/a²⁰</i>
Ka 'Umeke Kā'eo	86
Voyager: A Public Charter School	74
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	66
Innovations Public Charter School	63
Hawaii Academy of Arts & Science Public Charter School (HAAS)	62
Ke Kula 'o Samuel M. Kamakau, LPCS	61
Myron B. Thompson Academy	59
Kawaikini New Century Public Charter School	56
Waialae Elementary Public Charter School	54
Hawaii Technology Academy	53
Waimea Middle Public Conversion Charter School	53
Kualapu'u School: A Public Conversion Charter	51
SEEQS: the School for Examining Essential Questions of Sustainability	51
Connections Public Charter School	50
Lanikai Elementary Public Charter School	48
Kamaile Academy, PCS	48
Charter-wide Median SGP: 48	
Ke Kula Niihau O Kekaha Learning Center	47
Volcano School of Arts & Sciences	47
University Laboratory School	45

²⁰ Due to the large number of students included in the statewide group of tested students, the statewide median SGP will always be around the 50th percentile, so the DOE does not feel that it is necessary to calculate this figure.

Table 9: Strive HI – Median Student Growth Percentiles (SGPs) for ELA/Literacy	
School	Median SGP <i>Charter-wide: 48</i> <i>Statewide: n/a²⁰</i>
Kanu o ka 'Āina New Century Public Charter School	45
West Hawai'i Explorations Academy	45
Kona Pacific Public Charter School	43
Ka Waihona o ka Na'auao Public Charter School	40
Kihei Charter School	38
Halau Ku Mana Public Charter School	36
Laupahoehoe Community Public Charter School	31
Kua o ka Lā New Century Public Charter School	30
Ke Ana La'ahana PCS	30
Hakipu'u Learning Center	27
Kanuikapono Public Charter School	26
Na Wai Ola Public Charter School	12

Table 10 shows the median SGPs in math for individual charter schools. Charter-wide, the median SGP in math was 51, slightly higher than the charter-wide median SGP in ELA of 48. Four of 31 charter schools had a median SGP of 70 or higher, while the median SGPs of three schools were at the 30th percentile or lower.

Between the median SGPs in ELA and math, there was a fair amount of consistency at both the high and low ends of the spectrum: two schools—Ka Umeke and Voyager—had among the five highest median SGPs of all charter schools in both ELA and math (see Tables 9 and 10, respectively), and three schools—Hakipuu, Ke Ana, and Na Wai Ola—had among the five lowest median SGPs in both ELA and math.

Table 10: Strive HI – Median Student Growth Percentiles (SGPs) for Math	
School	Median SGP <i>Charter-wide: 51</i> <i>Statewide: n/a²¹</i>
Voyager: A Public Charter School	76
Ke Kula 'o Samuel M. Kamakau, LPCS	73
Ke Kula Niihau O Kekaha Learning Center	70
Kualapu'u School: A Public Conversion Charter	70
Ka 'Umeke Kā'eo	69
Kona Pacific Public Charter School	66

²¹ Due to the large number of students included in the statewide group of tested students, the statewide median SGP will always be around the 50th percentile, so the DOE does not feel that it is necessary to calculate this figure.

Table 10: Strive HI – Median Student Growth Percentiles (SGPs) for Math	
School	Median SGP <i>Charter-wide: 51 Statewide: n/a²¹</i>
Waialae Elementary Public Charter School	66
Lanikai Elementary Public Charter School	64
Hawaii Academy of Arts & Science Public Charter School (HAAS)	63
Hawaii Technology Academy	62
Myron B. Thompson Academy	59
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)	58
Waimea Middle Public Conversion Charter School	56
Connections Public Charter School	55
Innovations Public Charter School	53
University Laboratory School	52
Charter-wide Median SGP: 51	
Kanu o ka 'Āina New Century Public Charter School	50
Kawaikini New Century Public Charter School	49
Kanuikapono Public Charter School	46
West Hawai'i Explorations Academy	44
Kihei Charter School	41
Kamaile Academy, PCS	39
Volcano School of Arts & Sciences	39
Ka Waihona o ka Na'auao Public Charter School	37
Halau Ku Mana Public Charter School	35
Kua o ka Lā New Century Public Charter School	35
Laupahoehoe Community Public Charter School	32
SEEQS: the School for Examining Essential Questions of Sustainability	32
Ke Ana La'ahana PCS	30
Hakipu'u Learning Center	22
Na Wai Ola Public Charter School	14

Table 11 below shows the median SGP in ELA for the high-needs students at individual charter schools in bold and also includes the median SGP in ELA for all students, the same data presented in Table 9, as a comparative reference (see the far right column). For high needs students, the median SGPs in ELA were above the 70th percentile for three of 31 schools and below the 30th percentile for five.

It is important to note that, unlike Table 7 above, which presented data for two separate groups of students (high needs and non-high needs students), Tables 11 and 12 below present data for two

overlapping groups (high needs students and all students, which include both high needs and non-high needs students).

Table 11: Median Student Growth Percentiles (SGPs) for High Needs Students and All Tested Students for ELA/Literacy		
School	Median SGP for High Needs Students	Median SGP for All Students
	Charter-wide: 46 Statewide: n/a ²²	Charter-wide: 48 Statewide: n/a ²³
Ke Kula 'o Samuel M. Kamakau, LPCS	76	61
Ka 'Umeke Kā'eo	76	86
Voyager: A Public Charter School	74	74
Myron B. Thompson Academy	68	59
Waialae Elementary Public Charter School	57	54
Hawaii Academy of Arts & Science Public Charter School (HAAS)	57	62
Innovations Public Charter School	54	63
Connections Public Charter School	52	50
Waimea Middle Public Conversion Charter School	51	53
SEEQS: the School for Examining Essential Questions of Sustainability	51	51
Hawaii Technology Academy	49	53
Kamaile Academy, PCS	48	48
Kualapu'u School: A Public Conversion Charter	48	51
Volcano School of Arts & Sciences	48	47
Kihei Charter School	45	38
Kanu o ka 'Āina New Century Public Charter School	44	45
University Laboratory School	44	45
Ke Kula Niihau O Kekaha Learning Center	44	47
Kawaikini New Century Public Charter School	44	56
Kona Pacific Public Charter School	44	43
Kua o ka Lā New Century Public Charter School	39	30
Ka Waihona o ka Na'auao Public Charter School	38	40
Lanikai Elementary Public Charter School	37	48
West Hawai'i Explorations Academy	37	45
Laupahoehoe Community Public Charter School	31	31

²² The DOE does not calculate or report median SGPs for high needs students.

²³ Due to the large number of students included in the statewide group of tested students, the statewide median SGP will always be around the 50th percentile, so the DOE does not feel that it is necessary to calculate this figure.

Table 11: Median Student Growth Percentiles (SGPs) for High Needs Students and All Tested Students for ELA/Literacy

School	Median SGP for <i>High Needs</i> Students	Median SGP for <i>All Students</i>
	<i>Charter-wide: 46</i> <i>Statewide: n/a</i> ²²	<i>Charter-wide: 48</i> <i>Statewide: n/a</i> ²³
Halau Ku Mana Public Charter School	31	36
Kanuikapono Public Charter School	27	26
Hakipu'u Learning Center	24	27
Ke Ana La'ahana PCS	19	30
Na Wai Ola Public Charter School	12	12
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	3	66

Similarly, Table 12 below presents the median SGP in math for the high needs students at individual charter schools in bold and the median SGP in math for all high needs and non-high needs students at each school. In math, the median SGPs for high needs students were above the 70th percentile for only one of 31 schools, but below the 30th percentile for five schools.

Comparing the growth percentile data for high needs students in ELA and in math (Tables 11 and 12), the performance of charter schools appears to be even more consistent across the two subjects than it is when comparing the data for all students (Tables 9 and 10): for high needs student growth, the lists of the five highest-performing schools in ELA and in math have four schools in common—Ka Umeke, Kamakau, MBTA, and Voyager—and the lists of the five lowest-performing schools in ELA and in math also share four members—Hakipuu, KANAKA, Ke Ana, and Na Wai Ola.

Table 12: Median Student Growth Percentiles (SGPs) for High Needs Students and All Tested Students for Math

School	Median SGP for High Needs Students	Median SGP for All Students
	Charter-wide: 47 Statewide: n/a ²⁴	Charter-wide: 51 Statewide: n/a ²⁵
Ke Kula 'o Samuel M. Kamakau, LPCS	84	73
Kualapu'u School: A Public Conversion Charter	69	70
Voyager: A Public Charter School	67	76
Myron B. Thompson Academy	67	59
Ka 'Umeke Kā'eo	66	69
Hawaii Academy of Arts & Science Public Charter School (HAAS)	63	63
Kona Pacific Public Charter School	63	66
Hawaii Technology Academy	61	62
Waialae Elementary Public Charter School	57	66
Connections Public Charter School	57	55
Waimea Middle Public Conversion Charter School	55	56
Lanikai Elementary Public Charter School	52	64
University Laboratory School	49	52
Kanu o ka 'Āina New Century Public Charter School	48	50
Innovations Public Charter School	48	53
Kanuikapono Public Charter School	46	46
West Hawai'i Explorations Academy	44	44
Volcano School of Arts & Sciences	43	39
Kamaile Academy, PCS	40	39
Kihei Charter School	39	41
Ke Kula Niihau O Kekaha Learning Center	36	70
Kua o ka Lā New Century Public Charter School	35	35
Laupahoehoe Community Public Charter School	33	32
Ka Waihona o ka Na'auao Public Charter School	32	37
Kawaikini New Century Public Charter School	32	49
SEEQS: the School for Examining Essential Questions of Sustainability	32	32
Ke Ana La'ahana PCS	30	30
Halau Ku Mana Public Charter School	28	35

²⁴ The DOE does not calculate or report median SGPs for high needs students.

²⁵ Due to the large number of students included in the statewide group of tested students, the statewide median SGP will always be around the 50th percentile, so the DOE does not feel that it is necessary to calculate this figure.

Table 12: Median Student Growth Percentiles (SGPs) for High Needs Students and All Tested Students for Math

School	Median SGP for <i>High Needs</i> Students	Median SGP for <i>All Students</i>
	<i>Charter-wide: 47</i> <i>Statewide: n/a</i> ²⁴	<i>Charter-wide: 51</i> <i>Statewide: n/a</i> ²⁵
Hakipu'u Learning Center	18	22
Na Wai Ola Public Charter School	12	14
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	8	58

8. Readiness

a) Overview

As mentioned earlier in this report, the measures for student achievement, student growth, and achievement gap are the same for all schools, but the readiness measures differ depending on whether a school is considered an elementary, middle or high school.

Strive HI treats all schools as single division schools and categorizes them according to their highest grade level served, and only one set of readiness measures applies to each school. Thus, if a multi-division school serves students in kindergarten through grade 12, then the school is treated as a high school under Strive HI and only the high school readiness measures apply.

One of the key differences between Strive HI and the APF is that the APF incorporates data for all grade divisions served by multi-division schools. For example, if a school serves students in kindergarten through grade 12, then not only do the high school readiness measures apply, but the elementary and middle school readiness measures apply as well.

Although this section of the report focuses on Strive HI data, because the Commission has data for all of the readiness measures that apply to each charter school under the APF, these data are included in the tables below to provide a comprehensive overview of the performance of all of the grade divisions of multi-division charter schools.

The “Readiness” indicator encompasses five measures:

For elementary schools (and, under the APF, multi-division schools with an elementary school division):

1. Chronic absenteeism rate.

For middle schools (and, under the APF, multi-division schools with a middle school division):

2. Percentage of 8th graders with a composite score of 15 or above (out of 25) on the ACT EXPLORE exam.

For high schools (and, under the APF, multi-division schools with a high school division):

3. Percentage of 11th graders with a composite score of 19 or above (out of 36) on the ACT exam;
4. On-time graduation rate; and
5. College-going rate.

9. Elementary School Readiness: Chronic Absenteeism

a) Overview

The use of chronic absenteeism as a readiness measure is based on the belief that elementary school students must be present in school in order to learn the skills and content that will enable them to be ready for college and careers upon graduation.

Chronic absenteeism rates represent the percentage of students who were absent for fifteen days or more during the school year. This measure only applies to students in grade 1 through a school's highest elementary grade served. Since the goal for this measure is to have as few chronically absent students as possible, the table below is ordered from lowest chronic absenteeism rate to highest, rather than highest to lowest.

Strive HI sorts chronic absenteeism rates into five categories: very low, low, average, high, and very high absenteeism. See Figure 6 below for the DOE's Strive HI scoring rubric for chronic absenteeism, which outlines the ranges for each category and the corresponding number of points awarded to elementary schools. The Commission uses the same rubric to award points to multi-division schools for their elementary school divisions when calculating a school's APF score.

Figure 6: DOE Strive HI Rubric for Chronic Absenteeism

	% of Students Chronically Absent	Points
Very Low Absenteeism	≤ 11%	20
Low Absenteeism	12 - 15%	12
Average Absenteeism	16% - 19%	6
High Absenteeism	20% - 24%	3
Very High Absenteeism	≥ 25%	0
Total Possible Points		20

b) School Year 2014-2015 Data

The chronic absenteeism rate for elementary schools statewide was 11 percent and the charter-wide rate was 19 percent. Eight of 28 charter schools performed better than the statewide rate; with chronic absenteeism rates of 8 percent or less, these schools were also within the “very low absenteeism” range of 11 percent or lower and, therefore, received full points on this measure. At nine charter schools, however, at least 25 percent of the elementary school students in grade 1 and above missed 15 or more days of school in the 2014-2015 school year, which, according to the Strive HI rubric, puts them in the category of “very high absenteeism.”

Table 13: Elementary School College and Career Readiness Measure: Chronic Absenteeism Rate	
School	Chronic Absenteeism Rate <i>Charter-wide: 19%</i> <i>Statewide: 11%</i>
Myron B. Thompson Academy	(0-5%)
Innovations Public Charter School	(0-5%)
Kihei Charter School	(0-5%)
Waialae Elementary Public Charter School	(0-5%)
Ke Kula ‘o Samuel M. Kamakau, LPCS	8%
Kualapu‘u School: A Public Conversion Charter	8%
Lanikai Elementary Public Charter School	8%
University Laboratory School	8%
Statewide rate: 11%	
Ka Waihona o ka Na‘auao Public Charter School	12%
Voyager: A Public Charter School	12%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	15%
Halau Ku Mana Public Charter School	16%
Kanu o ka ‘Āina New Century Public Charter School	16%
Mālama Honua Public Charter School	16%
Ka ‘Umeke Kā‘eo	19%
Kua o ka Lā New Century Public Charter School	19%
Charter-wide rate: 19%	
Kawaikini New Century Public Charter School	20%
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	20%
Laupahoehoe Community Public Charter School	21%
Kanuikapono Public Charter School	25%
Kona Pacific Public Charter School	27%
Volcano School of Arts & Sciences	27%
Connections Public Charter School	28%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public	29%

**Table 13: Elementary School College and Career Readiness Measure:
Chronic Absenteeism Rate**

School	Chronic Absenteeism Rate
	<i>Charter-wide: 19% Statewide: 11%</i>
Charter School (PCS)	
Hawaii Technology Academy	35%
Na Wai Ola Public Charter School	40%
Kamaile Academy, PCS	46%
Ke Kula Niihau O Kekaha Learning Center	58%

10. Middle School Readiness: 8th Grade ACT EXPLORE Exam

a) Overview

The eighth grade ACT EXPLORE exam serves as both a predictor of a student's eleventh grade ACT performance and an indicator of whether a student is on track to be college- and career-ready.

Strive HI uses composite ACT EXPLORE scores, which are the average of a student's score on each of the four subject tests (English, math, reading, and science), rounded to the nearest whole number, and measures the percentage of students who have received a composite score of 15 or higher (out of 25).²⁶

b) School Year 2014-2015 Data

Charter schools out-performed schools statewide, with 57 percent of eighth graders on-track to be college ready, seven percentage points higher than the statewide achievement rate of 50 percent. Twelve of 21 charter schools performed above the statewide rate and at one school, Voyager, one hundred percent of the tested eighth graders received a composite score of 15 or higher.

**Table 14: Middle School College and Career Readiness Measure:
Percentage of 8th Graders with a Composite Score of 15 or Higher on
8th Grade ACT EXPLORE**

²⁶ In the first year of Strive HI (school year 2012-2013), a school's median score was used, but the DOE changed the measure in school year 2013-2014 to focus on the percentage of students with a composite score of 15 or higher.

School	Percentage of 8 th Graders with Composite Score of 15 or Higher
	<i>Charter-wide: 57% Statewide: 50%</i>
Voyager: A Public Charter School	100%
University Laboratory School	81%
Innovations Public Charter School	79%
Kihei Charter School	73%
Kona Pacific Public Charter School	71%
West Hawai'i Explorations Academy	71%
Hawaii Technology Academy	65%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	62%
Volcano School of Arts & Sciences	61%
Ke Kula 'o Samuel M. Kamakau, LPCS	60%
Myron B. Thompson Academy	59%
<i>Charter-wide percentage: 57%</i>	
SEEQS: the School for Examining Essential Questions of Sustainability	52%
<i>Statewide percentage: 50%</i>	
Kamaile Academy, PCS	41%
Waimea Middle Public Conversion Charter School	41%
Ka 'Umeke Kā'eo	40%
Connections Public Charter School	37%
Ka Waihona o ka Na'auao Public Charter School	34%
Halau Ku Mana Public Charter School	29%
Ke Ana La'ahana PCS	10%
Kua o ka Lā New Century Public Charter School	9%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	6%
Kanu o ka 'Āina New Century Public Charter School	(0-5%)
Laupahoehoe Community Public Charter School	(0-5%)

11. High School Readiness: 11th Grade ACT Exam

a) Overview

The eleventh grade ACT is one of the two primary exams whose scores are used for college and university admissions and student performance on this test is a strong indicator of college readiness.

Strive HI measures the percentage of eleventh graders who scored 19 or higher (out of 36) on the ACT using composite scores, which are an average of a student's scores on all four subject area tests (English,

math, reading, and science), rounded to the nearest whole number. This cut score is based on research conducted by the University of Hawaii, which concluded that students scoring in this range are likely to succeed in entry-level, credit-bearing college courses locally.

b) School Year 2014-2015 Data

As with the eighth grade ACT EXPLORE exam, the performance of charter schools exceeded statewide performance on the eleventh grade ACT exam, this time by nearly ten percentage points. The charter-wide achievement rate was 48 percent, compared to the statewide rate of 39 percent, and seven of twelve charter schools had percentages above that of the state.

Table 15: High School College and Career Readiness Measure: Strive HI – Percentage of 11 th Graders with a Composite Score of 19 or Higher on ACT	
School	Percentage of 11 th Graders with Composite Score of 19 or Higher <i>Charter-wide: 48% Statewide: 39%</i>
Kihei Charter School	75%
University Laboratory School	72%
Myron B. Thompson Academy	69%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	50%
<i>Charter-wide percentage: 48%</i>	
Halau Ku Mana Public Charter School	43%
Hawaii Technology Academy	42%
Kamaile Academy, PCS	41%
<i>Statewide percentage: 39%</i>	
Connections Public Charter School	31%
West Hawai'i Explorations Academy	29%
Laupahoehoe Community Public Charter School	18%
Kanu o ka 'Āina New Century Public Charter School	9%
Kua o ka Lā New Century Public Charter School	9%

12. High School Readiness: On-Time Graduation Rate

a) Overview

The on-time graduation rate used for Strive HI is calculated according to the federal four-year adjusted cohort graduation rate guidelines and represents the percentage of students in a ninth-grade cohort that graduate by the 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 schools: when students leave a high school, they are removed from their ninth-grade cohort at their old school and either are added to the equivalent cohort at their new school (whether it be a DOE or public charter school) or, if they have exited the Hawaii public school system, are not added to any cohorts.

Since students who earn a diploma in the summer after their fourth year of high school are considered on-time graduates, graduation rates are calculated after the end of the school year and reported the following school year, on a one-year lag. Thus, the graduation rates presented below for the 2014-2015 school year represent the Class of 2014 rather than the Class of 2015.

b) School Year 2014-2015 Data

The statewide on-time graduation rate was 82 percent and the charter-wide rate was 76 percent. Seven of 18 charter schools performed above the statewide rate, and two of these schools, Kamakau and University Laboratory, had graduation rates of one hundred percent. Meanwhile, ten charter schools fell below both the statewide and charter-wide rates, and two of these schools graduated only half or fewer of their students on time.

Table 16: High School College and Career Readiness Measure: Strive HI – On-Time Graduation Rate	
School	On-Time Graduation Rate <i>Charter-wide: 76%</i> <i>Statewide: 82%</i>
Ke Kula ‘o Samuel M. Kamakau, LPCS	100%
University Laboratory School	100%
Myron B. Thompson Academy	95%
Kanu o ka ‘Āina New Century Public Charter School	89%
West Hawai‘i Explorations Academy	87%
Laupahoehoe Community Public Charter School	85%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	82%
Statewide rate: 82%	
Kawaikini New Century Public Charter School	80%
Ke Ana La‘ahana PCS	76%
Charter-wide rate: 76%	
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	72%
Kihei Charter School	70%
Kamaile Academy, PCS	69%
Connections Public Charter School	67%

Table 16: High School College and Career Readiness Measure: Strive HI – On-Time Graduation Rate	
School	On-Time Graduation Rate <i>Charter-wide: 76% Statewide: 82%</i>
Halau Ku Mana Public Charter School	65%
Hawaii Technology Academy	65%
Kua o ka Lā New Century Public Charter School	55%
Hakipu‘u Learning Center	53%
Kanuikaponu Public Charter School	29%

13. High School Readiness: College-Going Rate

a) Overview

The college-going rate represents the percentage of graduates who have enrolled at a National Student Clearinghouse²⁷-participating college or university at any time within 16 months of graduation. For this reason, the college-going data presented below represent students who graduated in the Class of 2013.

b) School Year 2014-2015 Data

At 64 percent, the college-going rate for charter schools was two points higher than the statewide rate of 62 percent. Seven of twelve charter schools performed above the statewide rate and, of these seven schools, four had college-going rates of over 80 percent. Five of twelve schools were lower than both the charter-wide and statewide rates, and two of these schools had college-going rates of 50 percent or lower.

Particularly noteworthy is the fact that the three charter schools with the highest college-going rates, all with rates of over 90 percent and two with rates of 100 percent, are located on college campuses, suggesting that exposure to post-secondary learning environments prior to graduation may have a positive impact on college readiness and enrollment. These schools also demonstrate the power of the

²⁷ The National Student Clearinghouse is a non-profit organization that collects enrollment information from over 3,600 participating colleges (including community colleges) and universities worldwide. These institutions enroll 98 percent of the students who attend public and private U.S. colleges and universities, so their data cover most of the post-secondary institutions at which DOE and public charter school graduates enroll, but not all. Since Strive HI does not include data from institutions that do not participate in the Clearinghouse, some graduates who enroll in a college or university within 16 months of graduation may not be reflected in the Strive HI college-going rates. For more information about the National Student Clearinghouse, visit: <http://www.studentclearinghouse.org>.

partnerships that charter schools are able to develop with other organizations and institutions and the innovative ways in which they are able to leverage community resources.

Table 17: High School College and Career Readiness Measure: Strive HI – College-Going Rate	
School	College-Going Rate <i>Charter-wide: 64%</i> <i>Statewide: 62%</i>
Hakipu'u Learning Center	100%
Kawaikini New Century Public Charter School	100%
University Laboratory School	91%
Hawaii Technology Academy	82%
<i>Charter-wide rate: 64%</i>	
Kihei Charter School	63%
Ke Ana La'ahana PCS	62%
Myron B. Thompson Academy	62%
<i>Statewide rate: 62%</i>	
West Hawai'i Explorations Academy	61%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	58%
Kanu o ka 'Āina New Century Public Charter School	55%
Halau Ku Mana Public Charter School	50%
Connections Public Charter School	38%

14. The Academic Performance Framework

a) Overview

The Commission annually evaluates the academic performance of all public charter schools in Hawaii using the Academic Performance Framework ("APF"), the Commission's academic accountability system. This system uses the same measures much of the same calculation methodology as Strive HI, plus additional data for any readiness measures that Strive HI does not apply to multi-division schools and information related to any school-specific measures approved by the Commission.²⁸

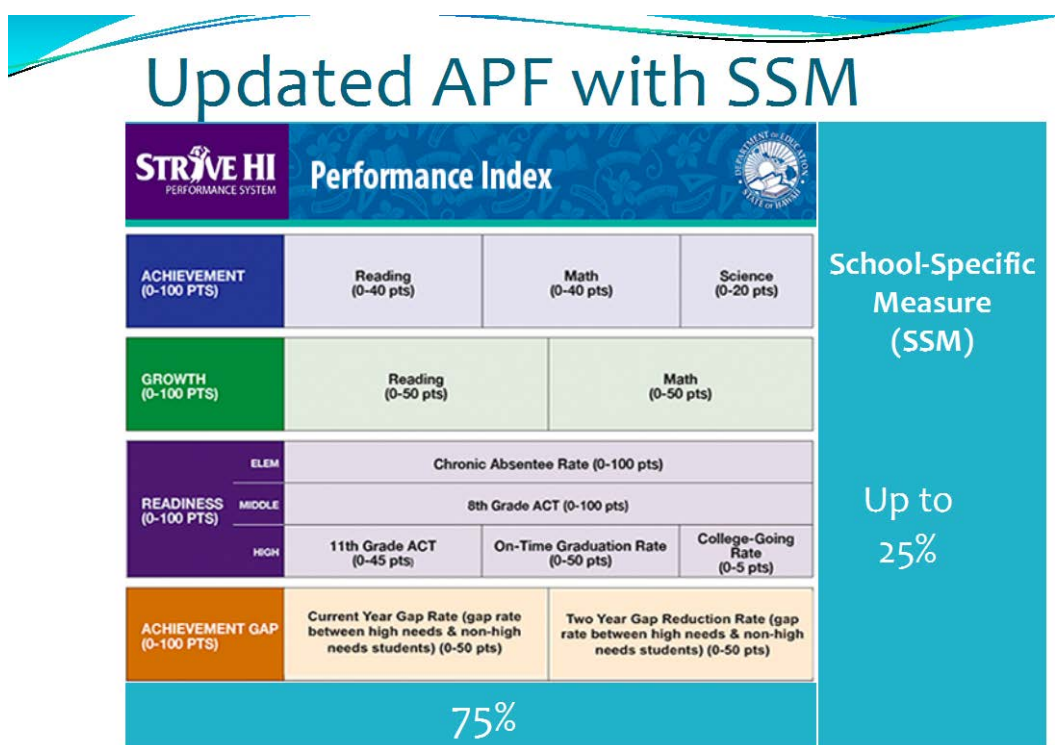
Three significant features of the APF distinguish it from the DOE's Strive HI API score. The first is the weighted API score. The APF calculates the API score for each grade division of a multi-division school (elementary, middle, or high school) and then assigns a weight to each division's score that is proportional to the number of students enrolled in each division. In contrast, Strive HI treats each school as a single-division school that is categorized by the highest division served; for example, Strive HI

²⁸ See the Commission's website for the current version of its APF Methodology Guidance document, which outlines the methodology used to calculate the APF results for school year 2014-2015:
http://media.wix.com/ugd/448fc8_ea386cb116fb4b1a9dffc742abc346ed.pdf.

would consider a school that serves grades 4 through 12 a high school and a school that serves kindergarten through grade 8 a middle school.

The second significant feature is the optional School-Specific Measure (“SSM”). The SSM is a mission- or vision-aligned measure focused on student outcomes that a school may add to their overall academic performance evaluation under the APF. An SSM is subject to approval by the Commission and must meet rigorous requirements to ensure the measure’s validity and reliability. SSMs may be worth up to 25 percent of the APF, as depicted in Figure 7 below. Currently, two schools—Kamakau and Volcano-- have approved SSMs, but only Kamakau implemented its SSM during the 2014-2015 school year.

Figure 7: Updated APF with SSM



The third distinguishing feature of the APF is the option for Hawaiian immersion schools to request the exclusion of the English language statewide assessment results of all students in grade levels that are taught primarily in Hawaiian. The Commission first offered this option to Hawaiian immersion charter schools in the 2013-2014 school year, the first year of the APF, at which time five schools elected to exclude data. In school year 2014-2015, the same five schools opted to exclude data, as described in the chart below.

School year 2014-2015 was also the first year of the Hawaiian Language Statewide Assessment, which was administered as a field test to the third and fourth graders at all Hawaiian language immersion schools. Thanks to a “double-testing” exemption granted by the USDE, these students were able to take

the Hawaiian Language Statewide Assessment in lieu of the Smarter Balanced Assessment rather than having to take both; for this reason, schools that participated in the Hawaiian Language Statewide Assessment have no English language assessment data in ELA or math for students in grades 3 and 4. Since the Hawaiian Language Statewide Assessment does not cover science content, however, fourth graders at Hawaiian language immersion schools were still required to participate in the Hawaii State Assessment in Science. As the science assessment is in English, these data were excluded from the APF for the Hawaiian language immersion schools listed in the table below.

Table 18: Excluded Grade Levels and English Language Statewide Assessment Data for Hawaiian Language Immersion Schools			
School	Grade 4 – Science <i>No ELA or math assessment data to exclude: Students took the Hawaiian Language Statewide Assessment</i>	Grade 5 – ELA & Math <i>No science assessment data to exclude: No statewide science assessment in grade 5</i>	Grade 6 – ELA & Math <i>No science assessment data to exclude: No statewide science assessment in grade 6</i>
Ka ‘Umeke Kā‘eo	✓	✓	
Ke Kula ‘o Samuel M. Kamakau, LPCS	✓	✓	✓
Kawaikini New Century Public Charter School	✓	✓	✓
Ke Kula Niihau O Kekaha Learning Center	✓	✓	
Kualapu‘u School: A Public Conversion Charter	✓		

b) Background

The APF was adopted in April 2014 and first implemented in school year 2013-2014. The original version of the APF was made up of several different measures: the Strive HI API, which was weighted to reflect the performance and enrollment of each grade division of multi-division schools (referred to as the “weighted API”), high needs student proficiency, high needs student growth, and, if applicable, school-specific measures. See Figure 8 below for an outline of the components of the first version of the APF and the weight of each measure. Academic Performance Framework Scores for school year 2013-2014 can be found in Appendix C.

Figure 8: Academic Performance Framework – Previous Version

State and Federal Accountability System Indicator			Performance of High Needs Students						School-Specific Measures
Measure 1a	Measure 1b	Measure 1c	Measure 2a		Measure 2b		Measure 2c		Measure 3
Weighted Strive HI API Score	Strive HI Performance Classification	Annual Measurable Outcomes	High Needs Student Proficiency Rates		High Needs Student Growth		High Needs Student Adequate Growth		School-Specific Measures
			Math	Reading	Math	Reading	Math	Reading	
65%	Informational		13.5%		21.5%		No data		Optional

The APF was modified in May 2015 to address two primary concerns: the heavy emphasis on high needs student data and the complexity of the calculations used to determine each school's overall rating.

High needs student data are already specifically examined as a part of the weighted API via the Strive HI achievement gap rate measure, which compares the performance of non high-needs and high needs students in ELA and math, so the additional high needs student measures in the APF resulted in the reliance of over 50 percent of a school's APF score on the performance of high needs students. This led to volatile APF results for schools with small high needs populations and "double-counting" for schools with large high needs populations, both of which prevented the APF scores from telling a clear story of school performance.

To address these issues, the Commission removed the additional high needs student measures from the APF. The performance of high needs students is still captured by the achievement gap rate, and the achievement data for all high needs students also remains a part of the overall school achievement data that are evaluated by the APF; furthermore, should a school feel that the performance of its high needs students is of particular importance to the school and aligned with its mission, could to submit a proposal for an SSM that focuses on this student population.

The second concern that was addressed in the APF modification was the complexity of the APF components. Due to the complicated nature of the calculation, scoring, and rating processes, it was difficult to understand what the resulting APF score and rating represented. By removing the additional high needs student measures, the APF was streamlined to focus on just the weighted API and SSMs, and the APF score was changed from a 100-point scale to a 400-point scale to mirror Strive HI and further simplify and increase the transparency of the APF. In addition, the overall rating system was not re-established, so APF scores are no longer assigned ratings (i.e., Exceeds, Meets, Does Not Meet, or Falls Far Below) according to a rating rubric.

c) Results of the Academic Performance Framework

This section will compare schools' weighted API scores to Strive HI API scores, provide a comparison of the weighted APIs for the past two years, and present the results of the APF for school year 2014-2015.

Charter schools' weighted API scores ranged from 365 to 27. The table below shows schools' weighted API score as calculated by the Commission for the APF and compares those scores to the Strive HI API scores of the same year. The table also includes a third column, grades served, to illustrate, in some instances, why some schools may have a greater variance than others between the weighted API score and the Strive HI API score.

Kamakau showed the greatest variance between Strive HI and weighted API scores, though 22 schools experienced a double-digit difference between the two scores, with weighted API scores ranging from 116 points higher (Kamakau) to 86 points lower (Kamaile) than Strive HI API scores. In all cases, the schools with the greatest variance were multi-divisional schools, whose weighted API scores, unlike their Strive HI API scores, incorporated data from additional readiness measures and were weighted according to enrollment.

For the weighted API scores of each grade division of multi-division schools and the related enrollment and weight applied to calculate a school's weighted API, please refer to the individual school reports included in this report as Appendix A. For more details about schools' Strive HI API scores, please refer to the Strive HI school reports included in this report as Appendix B.

Table 19: Strive HI API Score and Weighted API Score Comparison				
Schools	Strive HI API Score (out of 400)	Weighted API Score (out of 400)	Point Difference	Grade Divisions Served
Schools Serving One Grade Division				
Waialae Elementary Public Charter School	290	290	0	Elementary
Lanikai Elementary Public Charter School	277	277	0	Elementary
Kualapu'u School: A Public Conversion Charter	256	258	2	Elementary
Waimea Middle Public Conversion Charter School	191	191	0	Middle
SEEQS: the School for Examining Essential Questions of Sustainability	167	167	0	Middle
Mālama Honua Public Charter School	120	120	0	Elementary
Na Wai Ola Public Charter School	27	27	0	Elementary
Schools Serving Two Grade Divisions				

Table 19: Strive HI API Score and Weighted API Score Comparison

Schools	Strive HI API Score (out of 400)	Weighted API Score (out of 400)	Point Difference	Grade Divisions Served
Voyager: A Public Charter School	341	328	-13	Elementary, Middle
Innovations Public Charter School	279	238	-41	Elementary, Middle
West Hawai'i Explorations Academy	203	189	-14	Middle, High
Kona Pacific Public Charter School	203	167	-36	Elementary, Middle
Volcano School of Arts & Sciences	142	157	15	Elementary, Middle
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	110	94	-16	Elementary, Middle
Ke Ana La'ahana PCS	92	58	-34	Middle, High
Ka Waihona o ka Na'auao Public Charter School	83	115	32	Elementary, Middle
<i>Schools Serving Three Grade Divisions</i>				
Myron B. Thompson Academy	304	252	-52	Elementary, Middle, High
University Laboratory School	273	219	-54	Elementary, Middle, High
Hawaii Academy of Arts & Science Public Charter School (HAAS)	270	263	-7	Elementary, Middle, High
Ke Kula 'o Samuel M. Kamakau, LPCS	252	365	113	Elementary, Middle, High
Ka 'Umeke Kā'eo	225	162	-63	Elementary, Middle, High
Hawaii Technology Academy	224	240	16	Elementary, Middle, High
Kihei Charter School	222	170	-52	Elementary, Middle, High
Kanu o ka 'Āina New Century Public Charter School	203	175	-28	Elementary, Middle, High
Connections Public Charter School	186	155	-31	Elementary, Middle, High
Kamaile Academy, PCS	172	86	-86	Elementary, Middle, High

Table 19: Strive HI API Score and Weighted API Score Comparison

Schools	Strive HI API Score (out of 400)	Weighted API Score (out of 400)	Point Difference	Grade Divisions Served
Halau Ku Mana Public Charter School	165	122	-43	Elementary, Middle, High
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)	162	177	15	Elementary, Middle, High
Laupahoehoe Community Public Charter School	157	75	-82	Elementary, Middle, High
Kawaikini New Century Public Charter School	145	83	-62	Elementary, Middle, High
Ke Kula Niihau O Kekaha Learning Center	114	76	-38	Elementary, Middle, High
Kanuikapono Public Charter School	100	100	0	Elementary, Middle, High
Kua o ka Lā New Century Public Charter School	92	68	-24	Elementary, Middle, High
Hakipu'u Learning Center	91	83	-8	Elementary, Middle, High

The following example illustrates why a school's APF score may vary from the Strive HI score. The charter school that earned the highest APF score is Kamakau, a school serving kindergarten through grade 12. Kamakau's APF score is 374, 113 points higher than its Strive HI API score. An examination of the school's data illustrates the major differences between Strive HI and the APF.

First, Kamakau teaches primarily in Hawaiian through grade 6, and the Commission granted the school's request to exclude its results on the Smarter Balanced Assessment in ELA and Math and the Hawaii State Assessment in Science for grades 3 through 6 from the APF.

Second, Kamakau has an approved SSM that makes up 25 percent of its APF. Kamakau's SSM is a rigorous measure of student reading proficiency and reading comprehension growth in the Hawaiian language. For its SSM, Kamakau earned the maximum points possible because over 70 percent of students met or exceeded expectations on the assessment.

Third, unlike Strive HI, the APF incorporates readiness measures for every grade division. For elementary divisions, the readiness measure is chronic absenteeism. Kamakau earned the total points possible for this measure thanks to due to its low rate of chronic absenteeism and, since its elementary division makes up 72 percent of its overall student population, its elementary division API of 400 out of 400

points was weighted accordingly. In addition, at the middle school level, 60 percent of students received a composite score of 15 or higher on the ACT EXPLORE, beating out both the statewide and charter-wide rates.

Table 20: Academic Performance Framework Results			
School	Weighted API Score (out of 400)	SSM Score (out of 100)	APF Score (out of 400)
Ke Kula 'o Samuel M. Kamakau, LPCS	365	100	374
Voyager: A Public Charter School	328	-	328
Waialae Elementary Public Charter School	290	-	290
Lanikai Elementary Public Charter School	277	-	277
Hawaii Academy of Arts & Science Public Charter School (HAAS)	263	-	263
Kualapu'u School: A Public Conversion Charter	258	-	258
Myron B. Thompson Academy	252	-	252
Hawaii Technology Academy	240	-	240
Innovations Public Charter School	238	-	238
University Laboratory School	219	-	219
Waimea Middle Public Conversion Charter School	191	-	191
West Hawai'i Explorations Academy	189	-	189
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	177	-	177
Kanu o ka 'Āina New Century Public Charter School	175	-	175
Kihei Charter School	170	-	170
Kona Pacific Public Charter School	167	-	167
SEEQS: the School for Examining Essential Questions of Sustainability	167	-	167
Ka 'Umeke Kā'eo	162	-	162
Volcano School of Arts & Sciences	157	-	157
Connections Public Charter School	155	-	155
Halau Ku Mana Public Charter School	122	-	122
Mālama Honua Public Charter School	120	-	120
Ka Waihona o ka Na'auao Public Charter School	115	-	115
Kanuikapono Public Charter School	100	-	100
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	94	-	94
Kamaile Academy, PCS	86	-	86
Hakipu'u Learning Center	83	-	83
Kawaikini New Century Public Charter School	83	-	83
Ke Kula Niihau O Kekaha Learning Center	76	-	76

Table 20: Academic Performance Framework Results			
School	Weighted API Score (out of 400)	SSM Score (out of 100)	APF Score (out of 400)
Laupahoehoe Community Public Charter School	75	-	75
Kua o ka Lā New Century Public Charter School	68	-	68
Ke Ana La'ahana PCS	58	-	58
Na Wai Ola Public Charter School	27	-	27

The two-year trend analysis of the weighted API score is detailed below in Table 21. Of the top ten scoring charter schools, eight schools showed improvement in the weighted API score from 2013-2014 to 2014-2015. Of the lowest ten scoring charters, seven showed a drop in weighted API over the course of two years and six of those schools dropped 86 or points or more.

Table 21: Weighted API Score Comparison Over Two Years				
School	Weighted API Score (out of 400)			2014-2015
	2013-2014	Point Difference		
Ke Kula 'o Samuel M. Kamakau, LPCS	136	↑	229	365
Voyager: A Public Charter School	318	↑	10	328
Waialae Elementary Public Charter School	283	↑	7	290
Lanikai Elementary Public Charter School	203	↑	74	277
Hawaii Academy of Arts & Science Public Charter School (HAAS)	215	↑	48	263
Kualapu'u School: A Public Conversion Charter	301	↓	-43	258
Myron B. Thompson Academy	239	↑	13	252
Hawaii Technology Academy	186	↑	54	240
Innovations Public Charter School	301	↓	-63	238
University Laboratory School	203	↑	16	219
Waimea Middle Public Conversion Charter School	158	↑	33	191
West Hawai'i Explorations Academy	166	↑	23	189
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	333	↓	-156	177
Kanu o ka 'Āina New Century Public Charter School	219	↓	-44	175
Kihei Charter School	177	↓	-7	170
Kona Pacific Public Charter School	158	↑	9	167
SEEQS: the School for Examining Essential Questions of Sustainability	118	↑	49	167
Ka 'Umeke Kā'eo	284	↓	-122	162
Volcano School of Arts & Sciences	131	↑	26	157

Table 21: Weighted API Score Comparison Over Two Years

School	Weighted API Score (out of 400)		
	2013-2014	Point Difference	2014-2015
Connections Public Charter School	267	↓ -112	155
Halau Ku Mana Public Charter School	249	↓ -127	122
Mālama Honua Public Charter School	--	--	120
Ka Waihona o ka Na‘auao Public Charter School	146	↓ -31	115
Kanuikapono Public Charter School	244	↓ -144	100
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	70	↑ 24	94
Kamaile Academy, PCS	206	↓ -120	86
Hakipu‘u Learning Center	70	↑ 13	83
Kawaikini New Century Public Charter School	253	↓ -170	83
Ke Kula Niihau O Kekaha Learning Center	162	↓ -86	76
Laupahoe Community Public Charter School	90	↓ -15	75
Kua o ka Lā New Century Public Charter School	53	↑ 15	68
Ke Ana La‘ahana PCS	144	↓ -86	58
Na Wai Ola Public Charter School	143	↓ -116	27

15. Hawaiian Culture-Focused and Hawaiian Language Immersion Schools

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

Table 22: Hawaiian Culture-Focused Schools

Hakipu‘u Learning Center
Halau Ku Mana Public Charter School
Ka Waihona o ka Na‘auao Public Charter School
Kamaile Academy, PCS
Kanu o ka ‘Āina New Century Public Charter School
Kanuikapono Public Charter School
Ke Ana La‘ahana PCS
Kua o ka Lā New Century Public Charter School
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)
Mālama Honua Public Charter School
Waimea Middle Public Conversion Charter School

Five of these 17 are considered immersion language schools, also referred to as Kaiapuni schools. Kaiapuni schools implement a Hawaiian medium education in a full immersion framework. Typically, English is introduced for one hour a day beginning in fifth grade as a separate content area. One of these five schools, Kualapuu, has two parallel tracks, so students are enrolled in either the Hawaiian language immersion program or English language program.

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

Table 23: Hawaiian Language Immersion Schools
Ka ‘Umeke Kā’eo
Kawaikini New Century Public Charter School
Ke Kula Niihau O Kekaha Learning Center
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS
Ke Kula ‘o Samuel M. Kamakau, LPCS
Kualapu‘u School: A Public Conversion Charter

16. Accreditation Status

Currently, 25 of 33 charter schools (over 75 percent) are accredited by the Western Association of Schools and Colleges (WASC) for either some or all of the grade levels that they serve.¹ In 2014-2015, four schools earned accreditation: Hakipuu; Kanuikapono; Ka Waihona; and Kua o ka La. Each school received accreditation for all grades served. The chart below identifies the accreditation status of all charter schools, as well as their accredited grade levels. The Commission has included WASC accreditation information about charter schools in this report for informational purposes only.

¹ Western Association of Schools & Colleges, Directory of Schools, available at: http://www.acswasc.org/directory_search.cfm.

Table 24: Western Association of Schools and Colleges (WASC) Accreditation Status

School	Accreditation Expiration Date	Number of Grades Accredited	Grades Accredited	Grades Served
<i>Accredited for All Grades Served</i>				
Kamaile Academy, PCS	June 30, 2020	14	Pre-K-12	Pre-K-12
Kanu o ka 'Āina New Century Public Charter School	June 30, 2016	14	Pre-K-12	K-12
Ke Kula 'o Samuel M. Kamakau, LPCS	June 30, 2019	14	Pre-K-12	Pre-K-12
Hawaii Technology Academy	June 30, 2020	13	K-12	K-12
Ka 'Umeke Kā'eo	June 30, 2020	13	K-12	K-12
Kanuikapono Public Charter School	June 30, 2021	13	K-12	K-12
Kawaikini New Century Public Charter School	June 30, 2020	13	K-12	K-12
Ke Kula Niihau O Kekaha Learning Center	June 30, 2020	13	K-12	K-12
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	June 30, 2019	13	K-12	K-8
Kihei Charter School	June 30, 2016	13	K-12	K-12
Kua o ka Lā New Century Public Charter School	June 30, 2021	13	K-12	K-12
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	June 30, 2016	13	K-12	K-12
Myron B. Thompson Academy	June 30, 2017	13	K-12	K-12
University Laboratory School	June 30, 2016	13	K-12	K-12
Hakipu'u Learning Center	June 30, 2017	9	4-12	4-12
Ka Waihona o ka Na'auao Public Charter School	June 30, 2021	9	K-8	K-8
Volcano School of Arts & Sciences	June 30, 2017	9	K-8	K-8
Kualapu'u School: A Public Conversion Charter	June 30, 2016	8	Pre-K-6	Pre-K-6
Lanikai Elementary Public Charter School	June 30, 2016	8	Pre-K-6	K-6
West Hawai'i Explorations Academy	June 30, 2017	7	6-12	6-12
Waimea Middle Public Conversion Charter School	June 30, 2020	3	6-8	6-8
<i>Accredited for Some Grades Served</i>				
Laupahoehoe Community Public Charter School	June 30, 2017	13	K-12	Pre-K-12
Halau Ku Mana Public Charter School	June 30, 2020	7	6-12	4-12
Waialae Elementary Public Charter School	June 30, 2018	6	K-5	Pre-K-5
Hawaii Academy of Arts & Science Public Charter School (HAAS)	June 30, 2020	4	9-12	K-12

Table 24: Western Association of Schools and Colleges (WASC) Accreditation Status

School	Accreditation Expiration Date	Number of Grades Accredited	Grades Accredited	Grades Served
<i>Not Accredited</i>				
Connections Public Charter School	-	-	-	K-12
Innovations Public Charter School	-	-	-	K-8
Ke Ana La‘ahana PCS	-	-	-	7-12
Kona Pacific Public Charter School	-	-	-	K-8
Mālama Honua Public Charter School	-	-	-	K-2
Na Wai Ola Public Charter School	-	-	-	K-6
SEEQS: the School for Examining Essential Questions of Sustainability	-	-	-	6-8
Voyager: A Public Charter School	-	-	-	K-8

17. Virtual and Blended Schools

As defined in the current Charter Contract, if a school employs an online instructional model that has students typically spending five hours per week or less in a school building, then the Commission considers the school a “virtual school.” Schools with “blended learning programs,” on the other hand, engage students in a combination of on-site instruction in a supervised, physical location away from home and online delivery in which the students have some control over the time, place, path, or pace of their learning.

Only one school, MBTA, is identified as a virtual school in its Charter Contract, and it also has a blended learning program that serves 78 percent of its students. Ten other schools offer a blended learning program, three of which have 100 percent of their enrolled students participating in blended learning. For more information about the Strive HI and APF performance of these eleven schools, see the tables in the Strive HI and APF sections above and to the tables in Appendix C.

Table 25: Charter Schools with Online and Blended Learning Models

School	Online (Virtual) School	Blended Learning Program	Percentage of Students in Blended Learning Program
Hakipu'u Learning Center	-	✓	100%
Hawaii Technology Academy ³⁰	-	✓	100%
Kihei Charter School	-	✓	100%
Myron B. Thompson Academy	✓	✓	78%
Ke Kula 'o Samuel M. Kamakau, LPCS	-	✓	44%
Halau Ku Mana Public Charter School	-	✓	38%
Kua o ka Lā New Century Public Charter School	-	✓	30%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	-	✓	23%
Na Wai Ola Public Charter School	-	✓	20%
Laupahoehoe Community Public Charter School	-	✓	2%
Kanu o ka 'Āina New Century Public Charter School	-	✓	1%

³⁰ Although HTA is not considered a virtual school, it added a virtual program to its primarily blended learning model. The virtual program is designed to provide flexibility for students who have been successful with less face-to-face support on-site.

B. Financial Performance

1. Financial Performance Framework

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

Going forward, in order to better factor financial performance of a school into the contract renewal criteria and process, a single overall financial rating was approved by the Commission on September 10, 2015. A school will receive a "Meets Standard" overall rating if it meets or exceeds targets for five or more of the eight measures, one of which must be Unrestricted Days' Cash on Hand at the end of the year. A school's overall rating will be considered for school's contract renewal criteria starting in fiscal year 2015-2016, so no such rating was assigned for the year covered by this Annual Report.

Figure 9: Financial Performance Framework Near-Term and Sustainability Measures

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

The Commission's Financial Performance Framework has a two-tiered review process, under which schools receive a preliminary rating and a final rating. The preliminary rating indicates whether, on its face, the school has met the standard. If a school has not met standard, the Commission conducts further analysis of the school's financials using current financial information,³¹ reviews detailed financial information, and clarifies its understanding with the school's leadership to determine whether the raw data truly constitute an indication of financial risk or distress.

A description of each measure an explanation of how it is calculated, and the consolidated charter school sector performance follows.

³¹ Note that when evaluating schools for the purpose of this report, the Commission did not consider the schools' most current financial information because this report is meant to be a snapshot of the schools' performance during the 2014-2015 fiscal year.

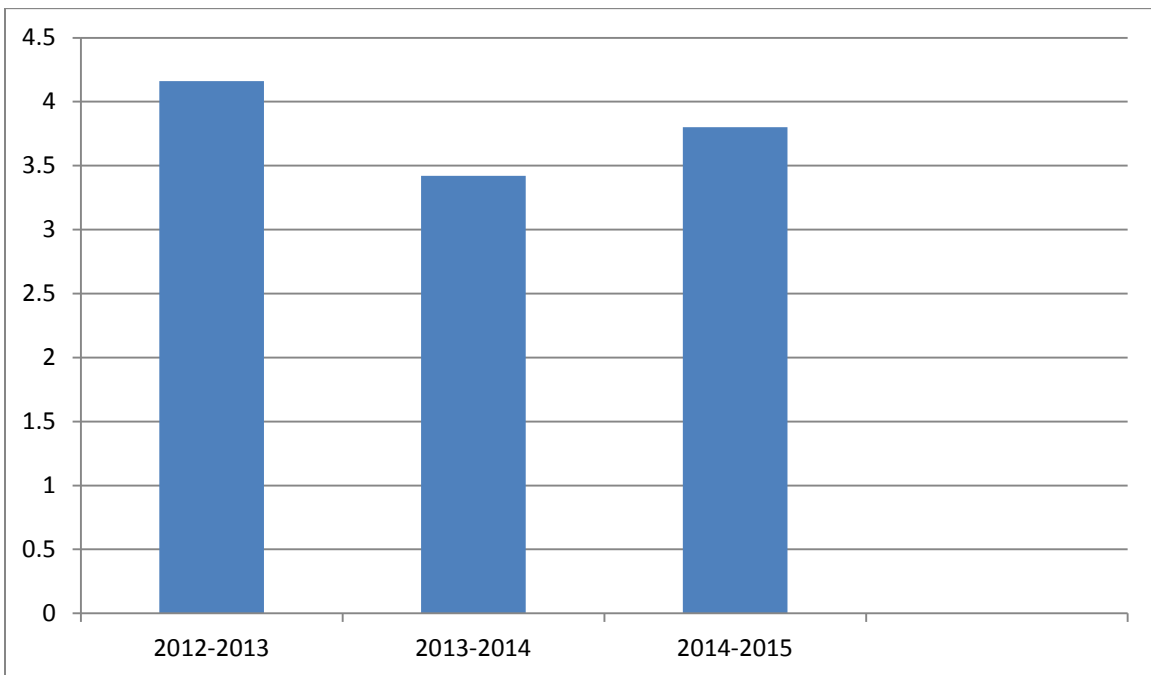
a) Current Ratio

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

As a result of a change in audit reporting standards for government agencies, the audit reports no longer include payroll liabilities for the charter schools. This change in reporting improved the current ratios for many schools.

The consolidated charter schools' current ratio is depicted in the graph below. The schools improved as a group from 2013-2014 to 2014-2015, ending the year with an average of 3.8, and all schools individually met the target for this measure this past year. However the range of values for this measure is rather wide at 0.5 to 645.5, with the median value at 2.9.

Figure 10: Charter Sector Average Current Ratio

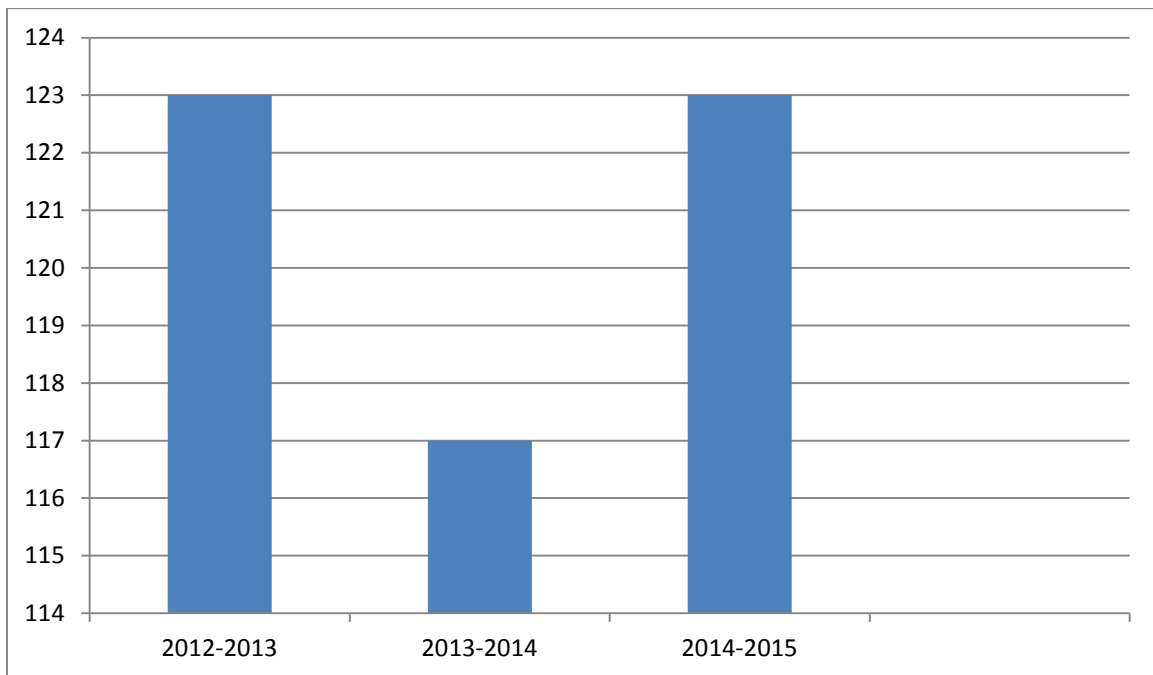


b) Unrestricted Days Cash

Unrestricted Days Cash. This measure indicates whether a school maintains a sufficient cash balance to meet its cash obligations. The measure looks at a fixed point in time (the time the financial statement is prepared), but cash balances fluctuate since schools can expend and receive money on an almost daily basis. Although this measure is at a fixed point in time, it does indicate whether a school may have challenges in meeting its cash obligations. Note that this measure looks at unrestricted cash, not cash that already has been earmarked for a specific purpose, like repairs or facilities. This measure is determined by dividing the unrestricted cash balance by the total expenses for the year, less depreciation, and then dividing that quotient by 365 days to determine the number of days of cash. In order to meet this standard, the school must have either (1) at least sixty days of unrestricted cash at year end, or (2) 30-60 days with a positive trend when compared to the prior year.

The average unrestricted days of cash on hand for charter schools increased over the past year from 117 to 123 days. Four of the 33 schools missed the target on this measure. Although the performance improved over the prior year, the level of funding to schools needs to be increased to ensure they are able to build reserves from year to year and sustain operations. With a median of 100 unrestricted days, the range of values among charter schools for this measure is rather wide at 3 to 422 days.

Figure 11: Charter Sector Average Unrestricted Days Cash on Hand



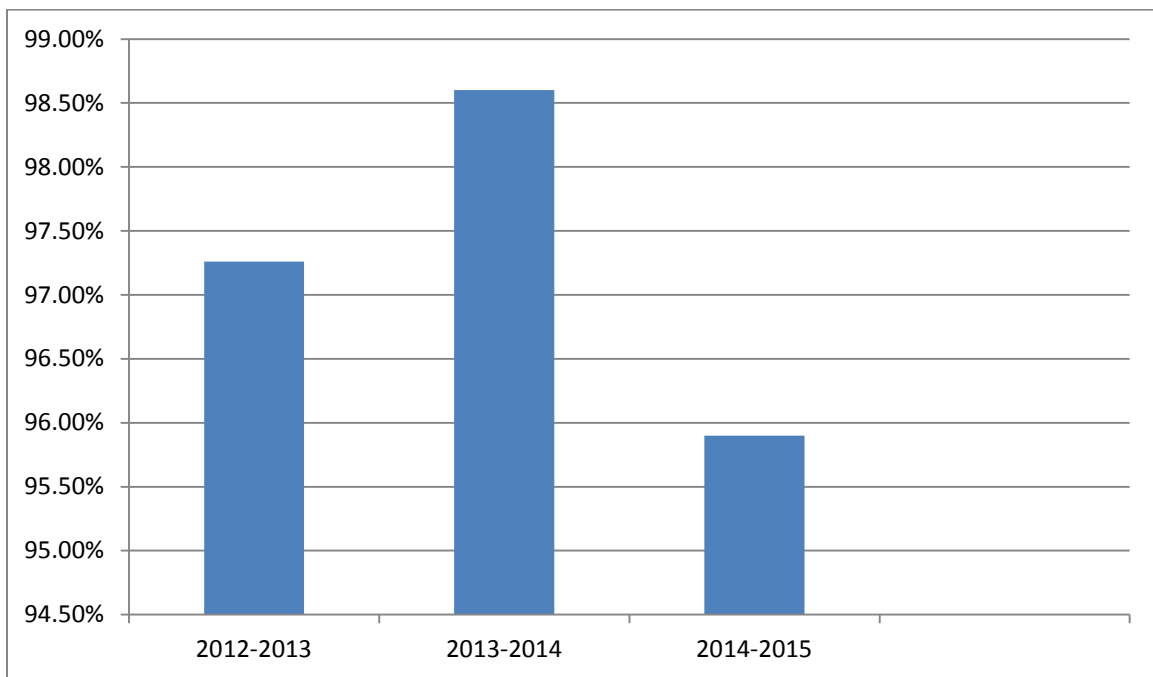
c) *Enrollment Variance*

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

The enrollment variance for 2014-2015 of 95.7 percent is slightly better than the target of 95 percent. Ideally, this measure should be as close to 100 percent as possible as this would indicate expected enrollment is equal to the actual enrollment and anticipated per pupil funding will be received. Unfortunately, schools anticipated higher enrollment for this past school year than actually realized.

Schools across the sector experienced enrollment challenges this past year as a result of homeless and other transient populations. In addition, the lava threat in Pahoehoe also resulted in enrollment shifts as families moved away from the area. Public school students are able to enroll at a public school throughout the year. Unfortunately, the school receives no funding for students enrolled after the official enrollment date of October 15, as annual funding is determined based on enrollment counts as of that day.

Figure 12: Charter Sector Average Enrollment Variance

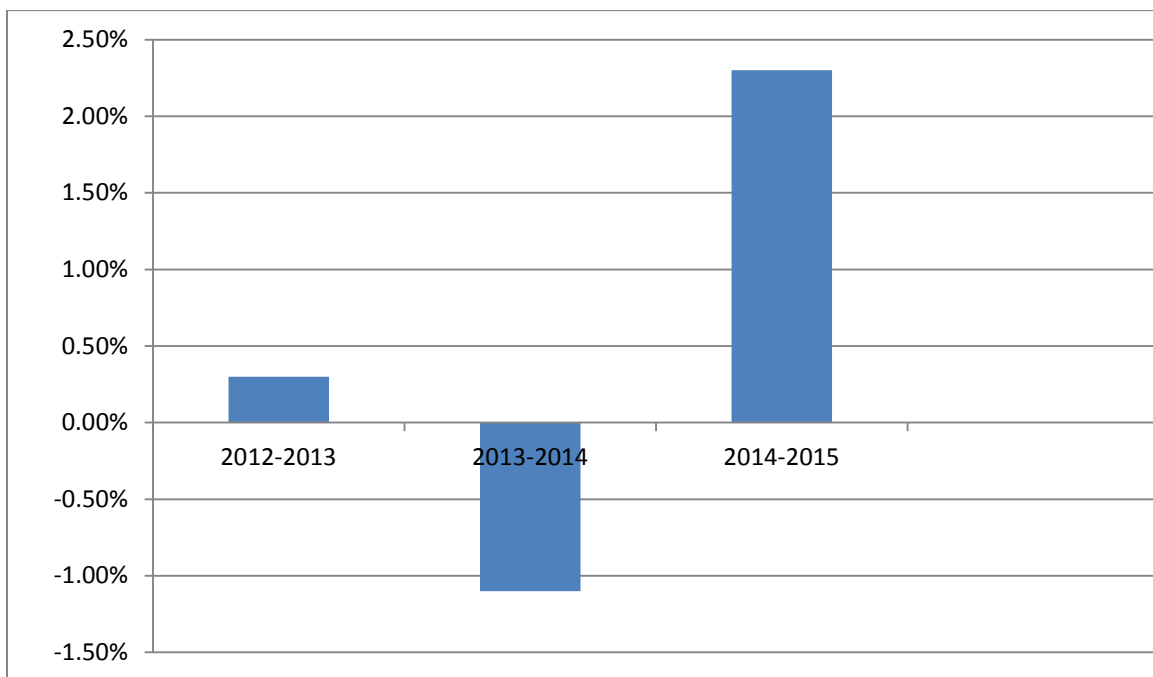


d) Total Margin

Total Margin. This measures whether a school is living within its available resources in a particular year. The intent of this measure is not for the schools to be profitable, but “it is important for charter schools to build a reserve to support growth or sustain the school in an uncertain funding environment.”³² This measure is calculated by dividing net income by total revenue. In order to meet this standard, a school must have a positive margin, which shows that a school has a surplus at the end of the year.

As a sector, the charter schools ended the fiscal year with a positive margin of 3.5 percent, an improvement over last year. However, the range of (-24) to 40.7 percent reflects challenges faced by some schools in sustaining operations with its available resources. The median for this measure of 2.7 percent indicates the majority of schools completed the year with a surplus.

Figure 13: Charter Sector Average Total Margin



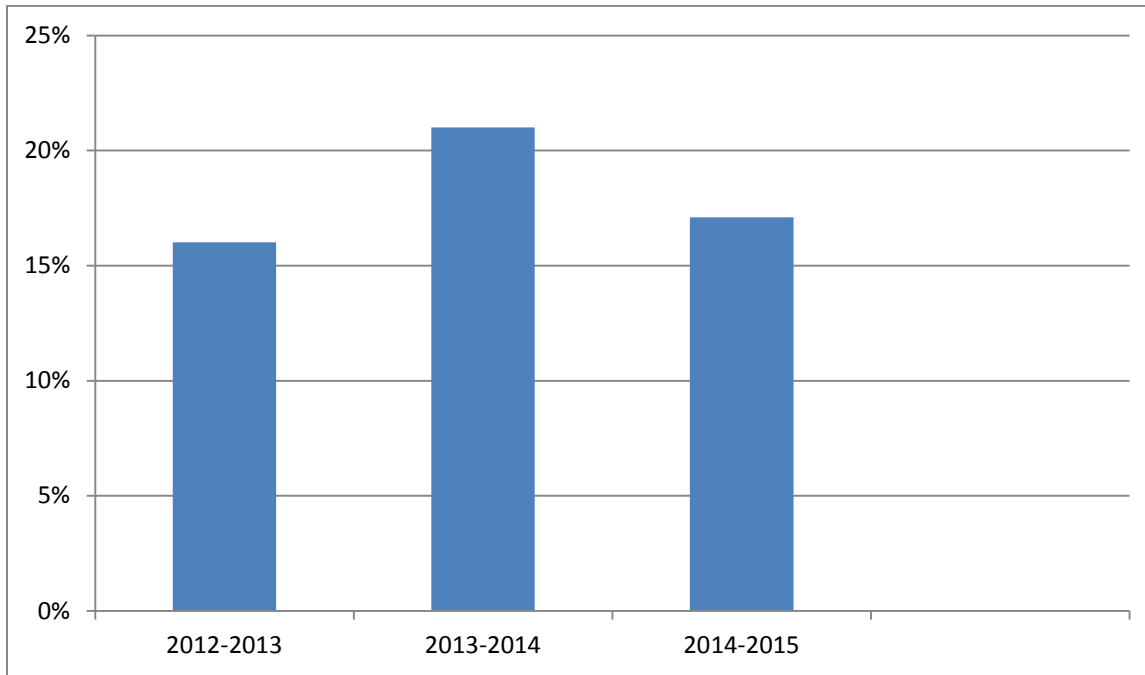
³² NACSA Core Performance Framework and Guidance at page 53.

e) Debt to Assets Ratio

Debt to Assets Ratio. This measure compares a school's financial obligations against the assets it owns. "In other words, it measures the extent to which the school relies on borrowed funds to finance its operations."³³ Generally as described by NACSA, a lower ratio indicates stronger financial health. This measure is calculated by dividing a school's total liabilities by its total assets. Since many of the charter schools do not own the buildings they occupy, a more reasonable ratio of .50 is the standard. It is important to note that NACSA standards assume that Charter Schools are private non-profit entities, unlike Hawaii's charter schools that are state agencies, thus the terminology reflects that understanding.

All schools but one met this measure for 2014-2015. As state agencies, rather than private non-profit entities, Hawaii's charter schools are not allowed to incur debt without proper approvals, so it could be assumed this measure would be met by all schools. However, many schools have unpaid obligations at the end of the year as a result of timing. The median ratio of 18 percent indicates the schools' obligations as a whole are manageable and reasonably low. The three year trend is relatively stable, indicating the schools' obligations as it relates to its assets are manageable.

Figure 14: Charter Sector Average Debt to Assets Ratio



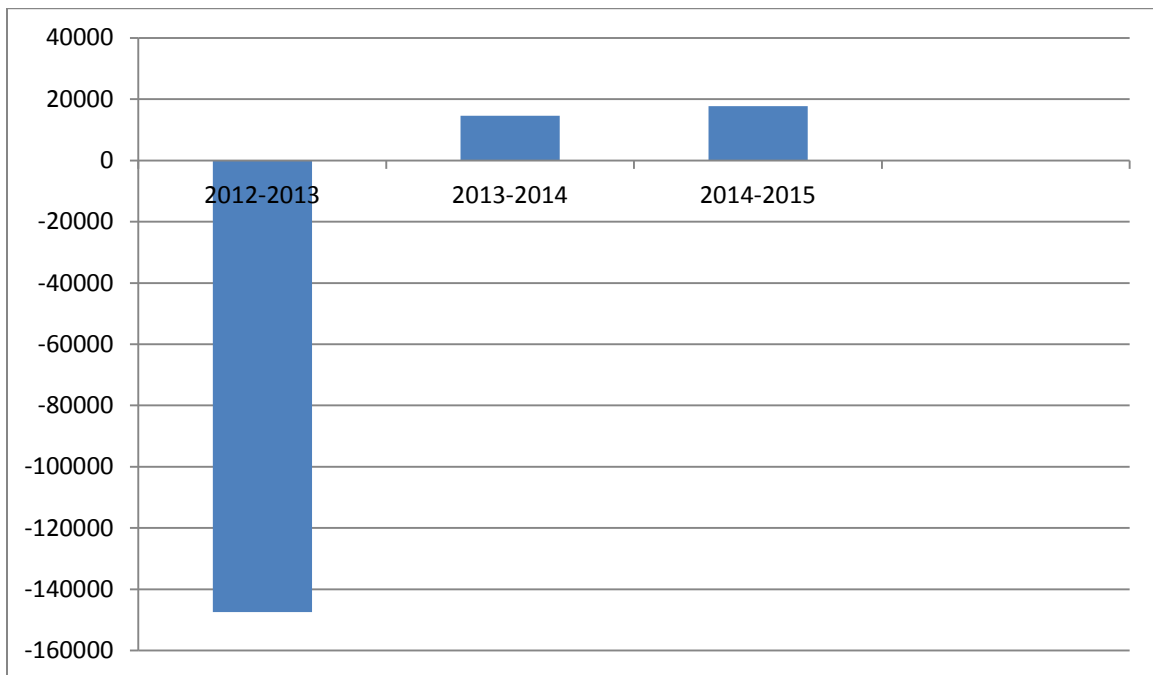
³³ NACSA Core Performance Framework and Guidance at page 54.

f) Cash Flow

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

The cash flow indicator continues to be positive, indicating schools are able to build reserves to mitigate any uncertainty in future funding or operating expenses. The average cash flow change across the sector of \$13,907 for this past year continues the positive trend from 2013-2014. However, the median value of (\$4,452) indicates more schools had a negative cash flow for the year, which speaks to the wide range of values for this measure – some schools are doing very well while others are not. This is troubling and may indicate future challenges for the schools as more than half had to use its reserves to sustain operations this year.

Figure 15: Charter Sector Average Cash Flow

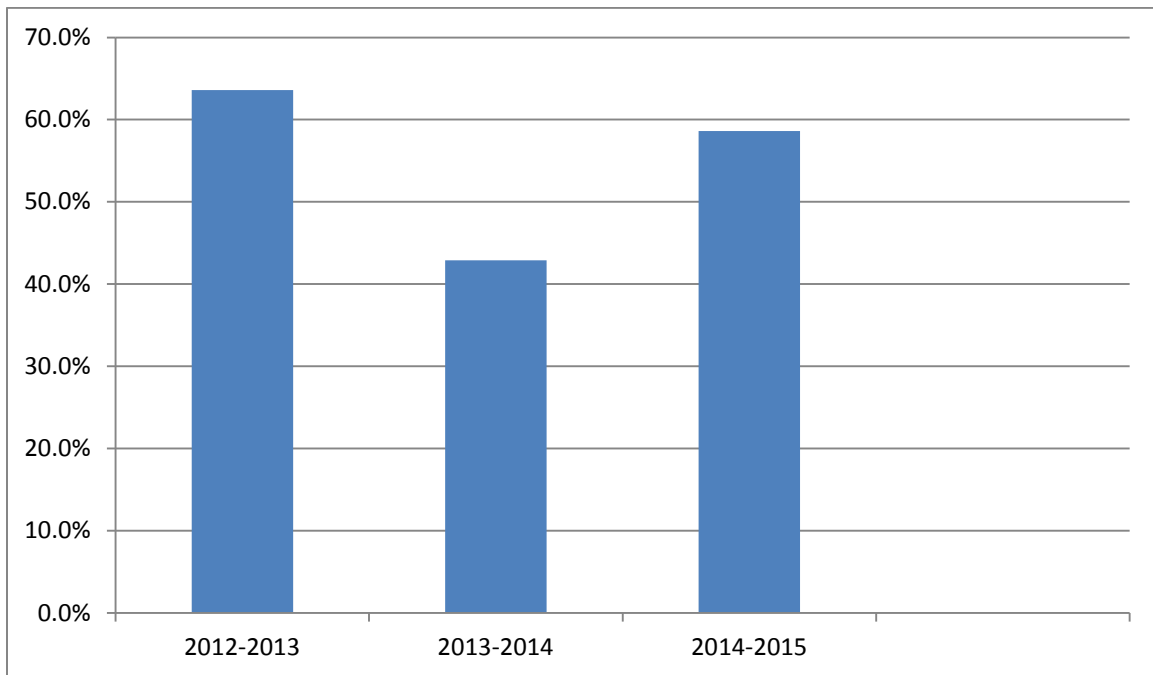


g) Unrestricted Fund Balance Percentage

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

The consolidated charter schools' value for this measure is 56.5 percent, which is significantly better than the target. All except eight schools met this measure, compared to twelve schools not meeting the target in 2013-2014. Although this year is an improvement over last year, the potential that eight schools may be at risk in being unable to sustain unexpected changes in circumstance is still cause for concern. For example, the lava situation this past year in Pahoa is an example of an unexpected circumstance schools must be prepared to face in order to continue serving its students.

Figure 16: Charter Sector Average Unrestricted Fund Balance Percentage

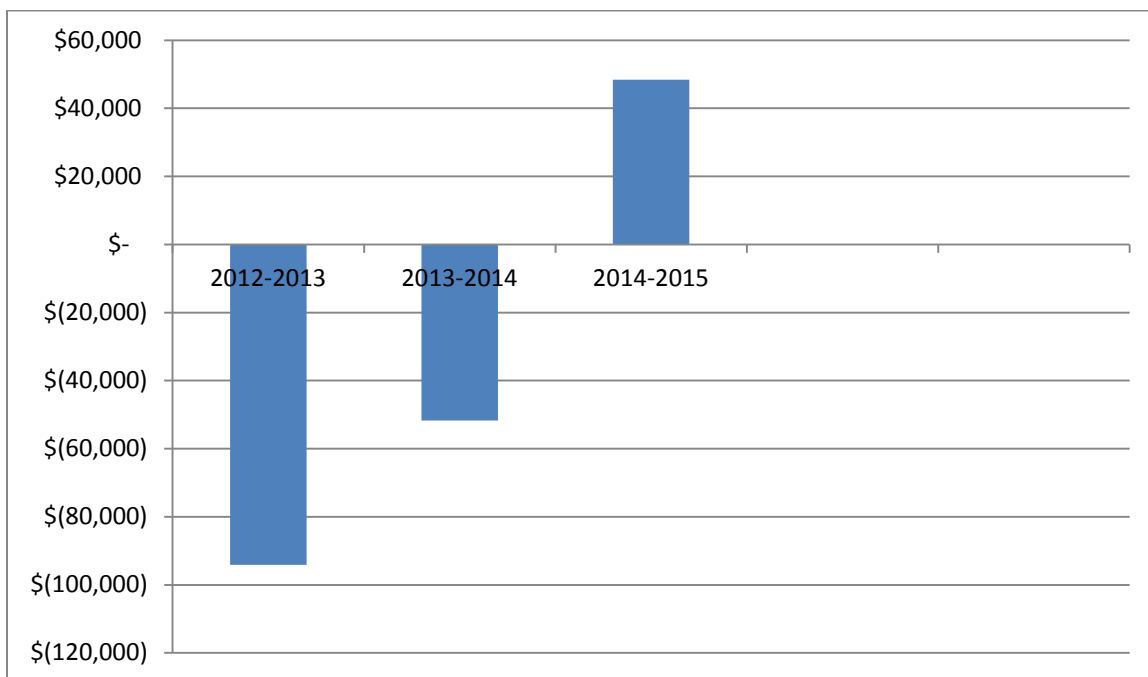


h) Change in Total Fund Balance

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

This year's measure was positive after two years of negative change. On the surface, this indicator shows the charter school sector operating at a slight positive margin, and the earlier consolidated Total Margin indicator of 3.5 percent for charter schools supports this. However, upon deeper review of the detail, approximately half the schools ended the year with a decrease in fund balance, indicating these schools may have operated at a loss for the year or invested in equipment or other fixed assets.

Figure 17: Charter Sector Average Change in Total Fund Balance



2. Overall Evaluation of Financial Performance

Individual school performance for each of the measures is provided in Tables 30 to 36 and included in Appendix D.³⁴

Overall, the schools were generally in fair financial position as of June 30, 2015, but with continued deterioration in their positions for some measures from last fiscal year. Last year, when the individual measures were analyzed on a consolidated basis,³⁵ the data indicated that challenges lay ahead because there were issues with schools reaching standards for long term sustainability indicators. Data that the schools have provided for the 2014-2015 fiscal year suggest that this continues to be a risk. While there was overall improvement in some near-term measures, schools still show signs of struggling to meet targets for these longer-term measures.

Performance on the most telling financial indicator, Year-End Unrestricted Days' Cash on Hand, shows a relative steadiness over the past three years, which speaks well of the schools' financial management in providing services with limited resources. As a result of operating appropriations to the DOE, on which per-pupil funding to charter schools is based under a statutory formula, and as a result of a statutory clarification enacted at the Commission's behest that the Commission's budget is to be appropriated separately from, and in addition to, funding for the charter schools, per-pupil funding, the most important source of charter school funds, has increased from about \$6,009 in 2013-2014 to 6,315 in 2014-2015, the year addressed by this report. As of this writing per pupil funding is expected to be about \$6,846 for fiscal year 2015-2016. However, the data suggest that in the longer term charter school funding will need to increase further and/or greater cost savings will need to be realized in order to meet the cost obligations of schools, especially when it comes to facilities.

Three schools hit all financial targets, the same number as met all targets last year. One of these three schools, Lanikai Elementary, hit targets in both years. This year no school failed to meet all targets this year, compared to one school, Halau Lokahi, which did so last year.

The consolidated Current Ratio of 3.5 is well above the 1.1 standard and an improvement over last year's ratio of 3.4. This was one of two measures met by every charter school this year. The consolidated Unrestricted Days Cash is 123 days is more than double the standard of 60 days, and increased from last year's 117 days. However, the range of values among schools for each of these indicators is wide, with Current Ratios ranging from 1.5 to 98.7 and Unrestricted Days Cash on Hand ranging from 3 to 422 days. This year's ranges for these indicators compare favorably to last year's Current Ratios ranging from .2 to 29.56 days and similar to last year's Unrestricted Days Cash on Hand ranging from 1 to 503 days.

³⁴ Halau Lokahi closed on May 31, 2015 due to financial insolvency. No annual audit was performed for this school, and it will be excluded from the financial analysis of the charter school sector.

³⁵ When analyzing numbers on a consolidated basis, all of the schools numbers in a particular measure were added together, and then the metric or formula was applied to the total. Ratings were then applied to the resulting number or ratio.

The consolidated Total Margin for charter schools is 3.5 percent, for this year. This is an improvement over last year's consolidated margin of -1.1 percent but remains cause for concern. The median of Total Margins across all schools is -1 percent. One conclusion that may be reached is that the schools, as a whole, are managing their operations. However, if the margins continue at this level, schools may be unable to create and maintain reserves in the coming years, posing significant challenges and risks.

Total Margin directly impacts the Change in Total Fund Balance since the Total Fund Balance is a measure of the reserves that the school has built over time. If a school's Total Margin is positive every year (meaning it has a surplus at the end of the year), the school can use this surplus to build its Total Fund Balance. Negative Total Margins decrease the Total Fund Balance, while positive Total Margins increase the Total Fund Balance. When analyzed on a consolidated basis, the current Total Fund Balance is \$51.7 million. This compares positively to the Total Fund Balance at the end of last year of \$50.2 million. The possible explanations for this positive change include (1) that despite a median operating margin of -1 percent, the consolidated margin of 3.5 percent indicates schools operated profitably as a group, and/or (2) that schools did not invest in their physical facilities to the point of impacting this measure.³⁶ The consolidated Change in Total Fund Balance of \$1.6 million represents 1.8 percent of revenues.

The Total Margin also directly influences Cash Flow for the year, since Cash Flow is the comparison of inflows (revenues and receipts) and out flows (expenses and payments) over a period of time. On a consolidated basis, the net Cash Flow for the fiscal year was \$583,658, which represents an increase in cash of approximately 2.1 percent across the charter schools. This particular measure is encouraging because it indicates schools were able to build reserves, as supported by the consolidated margin of 3.5 percent.

One school, Halau Lokahi, actually became financially insolvent in May 2014, when it could not meet its payroll and other operational cost obligations. After prolonged restructuring efforts were unsuccessful, the school was closed May 31, 2015.

Overall, the charter schools appear to have exercised sound stewardship of state funds. The majority of schools are on solid footing for 2015-2016, while more schools show signs of struggling with increased operating costs while trying to maintain the quality of their programs. However, charter schools may not remain on firm financial footing for the long term if current levels of available funding do not continue to rise in coming years and/or if schools are unable to realize cost savings.

Since the Commission has implemented the Financial Performance Framework, it has become evident that receiving consistent and quality data from the schools is essential. Data analysis has proved to be a challenge when the data submitted by the schools are inconsistent. To address this issue, the Commission has started school visits to review the financial systems and information at the schools.

³⁶ Charter schools currently receive no funding for the acquisition, construction, leasing, or maintenance of facilities and, particularly in the case of start-up schools, must divert operating funds for these purposes. This makes it more likely that schools are depleting their operating reserves to meet capital expenses.

The Commission continues to explore the possibility of standardizing a chart of accounts for all schools; however, implementing this may result in some school's loss of comparable information from prior years. Under the terms of the Charter Contract, taking this step will occur only with input from the schools.

The financial performance of the individual charter schools for this fiscal year is contained in their individual performance summaries, attached to this report as **Appendix D**.

C. Organizational Performance

1. Organizational Performance Framework

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

The Organizational Performance Framework is divided into six categories: Education Program, Financial Management and Oversight, Governance and Reporting, Students and Employees, School Environment, and Additional Obligations. Each of the six categories evaluates a different aspect of the school's organizational performance, as described below.

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

Financial Management and Oversight. This section is used to determine compliance of the school's management and oversight of its finances by ensuring that charter schools submit mandatory financial reports by set deadlines —this is distinguishable from the Financial Performance Framework, which is used to analyze a school's actual financial performance.

Governance and Reporting. This section sets forth the expectations of the governing board's compliance with governance-related laws, specifically requirements regarding open meetings and reporting on these meetings to ensure transparency of the board's oversight of the charter school.

Students and Employees. This section measures compliance with a number of laws relating to students and employees. These include the rights of students and employees regarding access and equity as well as operational requirements such as teacher licensing and posting school policies.

School Environment. This section addresses health and safety areas, such as the charter school's facility, transportation, and health services, among other things.

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

Information presented in the individual school summaries in Appendix A incorporate the indicators that comprise an annual overall rating for the Organizational Performance Framework that will be implemented for the 2015-2016 school year. The annual overall rating represents the Commission's

continued effort to develop a manageable accountability system that reduces the administrative burden on the school while at the same time ensuring that compliance requirements continue to be met. Since the overall annual rating was adopted following the 2014-2015 school year, charter schools will not receive annual ratings for the Organizational Performance Framework. The information is being provided in this report to allow charter schools to identify areas of strength and areas where improvement is needed in order to better prepare for the 2015-2016 school year, in which an overall rating will be determined.

2. Overall Evaluation of Organizational Performance

In the 2014-2015 school year, the Commission continued to implement the Organizational Performance Framework in an incremental manner as systems and processes continued to be developed and put in place to address compliance requirements.

As a result, the Commission did not conduct a comprehensive assessment of charter schools using the entire Organizational Performance Framework. Rather, the Commission focused on several key areas of concern that had become evident following the Preliminary Organizational Performance Assessment conducted in the 2013-2014 school year and that were identified in last year's Annual Report. This report highlights those areas that the Organizational Performance section focused on for the 2014-2015 school year, which included a comprehensive review of the admissions policies and procedures of all charter schools, the collection and review of teacher licensure information, and the completion of tasks organized on the Commission's web-based compliance management system that is used by all charter schools.

a) Admissions

Charter schools generally are required to provide equal access to any public school student who is entitled to attend a department school, by enrolling every student who submits an application unless the number of students who submit applications exceeds the capacity and space limitations of the school.³⁷ This principle is fundamental to charter schools being public schools. Under the Charter Contract, the Commission must review and approve admission policies and practices to ensure that all charter schools are complying with state law by providing access and equity.

From November 2014 through June 2015, the Commission reviewed, approved, and, in some instances, required charter schools to amend, admission policies and practices to ensure all were compliant with the law and true to this public purpose.

³⁷ The exceptions are the six conversion schools, which are the default neighborhood schools for their attendance districts, and University Lab, which has been granted special legal authority under a legislative pilot program to conform its admission practices to the University of Hawaii College of Education's need for a representative student population for curriculum development purposes. Under that pilot program, University Lab is subject to annual reporting and scrutiny to ensure that the enrollment results of the practices are consistent with their purpose.

b) Teacher Licensure

Another compliance issue that was closely evaluated in the 2014-2015 school year was the reporting of charter school teacher licensure information to the Hawaii Teacher Standards Board (“HTSB”). During the 2014 legislative session, Act 39 (Senate Bill 2331 SD2 HD1) was passed, which clarified licensing and reporting requirements for the Commission by requiring the submission of an annual report to the HTSB.

Charter-wide, 621 out of 706 teachers in 2014-2015 were licensed with HTSB. In eleven charter schools, every teacher was licensed. Nine charter school teachers taught in subject areas for which HTSB licensure was not available, such as hula and Hawaiian culture, agriculture, and industrial arts. As a result, these teachers were classified by the Commission as “undefined” teachers. For the 2014-2015 report, these undefined teachers were not counted by the Commission or by HTSB as either licensed or unlicensed teachers and thus are not reflected in those counts below or in the total number of teachers for each school.

Unless she or he is teaching in a subject area for which HTSB licensure is not available as described above, state law requires that every teacher be licensed in order to be employed in a Hawaii public school. Otherwise the teacher may be hired as an emergency hire. An emergency hire must be reported by the school and must hold an emergency hire permit from HTSB. The Commission found that a total of 85 unlicensed teachers were employed in charter schools. Of those 85 teachers, only 19 had the required emergency hire permits. Table 26 below provides information on teacher licensure in charter schools for the 2014-2015 school year.

The Commission has continued to work with the charter schools and with HTSB to ensure that teacher licensure requirements are being fulfilled and, where appropriate, to discuss redefining and reassessing areas of teacher licensure with an eye toward the needs of charter schools.

Table 26: Licensure of Teachers in all Charter Schools during the 2014-2015 School Year						
School Name	Total # of Students Per 10/15/14 Count	Total # of Teachers	# of Licensed Teachers	# of Unlicensed Teachers	# of Emergency Hire Permits	# of Undefined Teachers
Connections Public Charter School	351	25	25	0	0	0
Hawaii Technology Academy	1123	46	46	0	0	0
Kanu o ka ‘Āina New Century Public Charter School	311	17	17	0	0	0
Kualapu‘u School: A Public Conversion	325	26	26	0	0	0

Table 26: Licensure of Teachers in all Charter Schools during the 2014-2015 School Year						
School Name	Total # of Students Per 10/15/14 Count	Total # of Teachers	# of Licensed Teachers	# of Unlicensed Teachers	# of Emergency Hire Permits	# of Undefined Teachers
Charter						
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	66	5	5	0	0	0
Lanikai Elementary Public Charter School	329	22	22	0	0	0
Laupahoehoe Community Public Charter School	256	17	17	0	0	0
Mālama Honua Public Charter School	41	2	2	0	0	0
Myron B. Thompson Academy	567	24	24	0	0	0
Voyager: A Public Charter School	279	18	18	0	0	0
Waialae Elementary Public Charter School	504	39	39	0	0	1
Hakipu'u Learning Center	62	5	4	1	1	0
Hawaii Academy of Arts and Science Public Charter School (HAAS)	578	38	37	1	0	0
Innovations Public Charter School	229	15	14	1	0	0
Na Wai Ola Public Charter School	175	9	8	1	0	0
West Hawai'i Explorations Academy	257	16	15	1	0	0
Halau Ku Mana Public Charter School	134	12	10	2	1	1
Ka 'Umeke Kā'eo	253	22	20	2	0	0
Ka Waihona o ka Na'auao Public Charter School	640	44	42	2	2	0
Kanuikapono Public Charter School	179	13	11	2	1	0
Ke Ana La'ahana PCS	43	5	3	2	0	0
Kona Pacific Public	244	12	10	2	0	7

Table 26: Licensure of Teachers in all Charter Schools during the 2014-2015 School Year						
School Name	Total # of Students Per 10/15/14 Count	Total # of Teachers	# of Licensed Teachers	# of Unlicensed Teachers	# of Emergency Hire Permits	# of Undefined Teachers
Charter School						
Kawaikini New Century Public Charter School	138	12	9	3	0	0
Ke Kula 'o Samuel M. Kamakau, LPCS	146	10	7	3	0	0
Kua o ka Lā New Century Public Charter School	244	16	13	3	0	0
Waimea Middle Public Conversion Charter School	296	21	18	3	0	0
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	291	22	18	4	0	0
Ke Kula Ni'ihau O Kekaha Learning Center	49	8	2	6	1	0
SEEQS: the School for Examining Essential Questions of Sustainability	126	11	5	6	4	0
University Laboratory School	442	35	29	6	1	0
Volcano School of Arts and Sciences	188	21	15	6	0	0
Kihei Charter School	547	28	21	7	6	0
Kamaile Academy, PCS	969	76	66	10	2	0
Hālau Lōkahi Charter School	159	14	3	11	0	0
Totals	10,541	706	621	85	19	9

c) Compliance Management

The Commission's web-based compliance management system, Epicenter, was used sparingly in the 2013-2014 school year but was fully implemented in the 2014-2015 school year. Through Epicenter, the Commission tracks and reminds schools of reporting requirements—both from the Commission but also, in many instances, from other agencies—in one convenient place. Schools can submit compliance-related documentation and evidence online into Epicenter. Once the information is submitted into the system, it is reviewed and approved by the Commission and available for future reference and review by

both the charter school and the Commission. Charter schools were required to submit compliance documents (such as proof of fire inspection, teacher licensure verification, and confirmation of employee background checks), as well as financial performance requirements (such as quarterly financial statements, annual audits, and student enrollment information) through Epicenter.

Table 27 below provides information on charter schools' on-time submission of compliance requirements in Epicenter. Diversified requirements due to differences among the schools as to grades served and varied federal requirements primarily account for the varying number of tasks for individual charter schools.

Table 27: Epicenter Compliance Submissions			
School	Total Compliance Submissions	Number of On-time Compliance Submissions	Percentage of On-time Compliance Submissions
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School	49	49	100%
Connections Public Charter School	49	48	98%
Waialae Elementary Public Charter School	46	45	98%
Waimea Middle Public Conversion Charter School	46	45	98%
Hawaii Technology Academy	48	46	96%
Innovations Public Charter School	42	40	95%
Malama Honua Public Charter School	40	38	95%
Kamaile Academy Public Charter School	49	46	94%
Laupahoehoe Community Public Charter School	49	46	94%
Myron B. Thompson Academy	49	46	94%
Kualapu'u School: A Public Conversion Charter	46	43	93%
Hawaii Academy of Arts and Science Public Charter School (HAAS)	49	45	92%
University Laboratory School	49	45	92%
Ke Kula 'o Samuel M. Kamakau, LPCS	47	43	91%
Volcano School of Arts and Sciences	45	41	91%
West Hawaii Explorations Academy	43	39	91%
Hakipu'u Learning Center	50	45	90%
Kanu o ka 'Āina New Century Public Charter School	50	45	90%
Lanikai Elementary Public Charter School	45	40	89%
SEEQS: the School for Examining Essential Questions of Sustainability	46	41	89%
Kihei Charter School	48	40	83%
Ka Waihona o ka Na'auao Public Charter School	43	35	81%
Kona Pacific Public Charter School	47	38	81%
Voyager: A Public Charter School	43	35	81%

Table 27: Epicenter Compliance Submissions			
School	Total Compliance Submissions	Number of On-time Compliance Submissions	Percentage of On-time Compliance Submissions
Kawaikini New Century Public Charter School	48	38	79%
Ka 'Umeke Kā'eo	47	36	77%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	44	34	77%
Kua o ka Lā New Century Public Charter School	49	36	73%
Halau Ku Mana Public Charter School	49	35	71%
Ke Kula Ni'ihau O Kekaha Learning Center	45	31	69%
Na Wai Ola Public Charter School	46	31	67%
Ke Ana La'ahana Public Charter School	43	28	65%
Kanuikapono Public Charter School	46	25	54%
Hālau Lōkahi Charter School	47	25	53%

d) School Policies

Charter school websites were reviewed to confirm that school policies and procedures were posted as required by Section 11.4.1 of the Charter Contract. The Charter Contract requires that charter schools make the current versions of the following policies readily available from the school website:

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

The rationale for this requirement is to ensure transparency of school operations for students, parents, and the general public. The Commission's review found that all charters school had the required policies posted online. Only one school exercised its option, currently allowed under the Charter Contract, to provide its policies and procedures instead to the Commission, which then posted the policies on the individual school's information page on the Commission website.

e) Student Discipline

Schools are required to respond to the USED's Office of Civil Rights survey every two years; thus the only data available and reported are for the 2013-2014 school year only. All charter schools responded to this survey (self-reported), and the data numbers may not reflect what is entered into eCSSS, the DOE's

electronic comprehensive student support system. The number of students in charter schools that were suspended or arrested is found in Table 41 in Appendix C.

V. 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.*³⁸

The current Charter Contract has a three-year term that is set to expire on June 30, 2017; however, under the terms of the contract, a school that achieves high levels of performance under the Performance Framework will be eligible for an automatic two-year extension and will not be required to undergo the Commission's contract renewal process. All charter schools initially were given the same one-year contract term for the 2013-2014 school year, in part to give the Commission the opportunity to revisit the Charter Contract and Performance Framework and make necessary revisions before adopting the first multi-year Charter Contract. School year 2014-2015 was the first year of the three-year Charter Contract.

Table 28: Charter School Status	
School	Status
Connections Public Charter School	Operating
Hakipu'u Learning Center	Operating
Halau Ku Mana Public Charter School	Operating
Hālau Lōkahi Charter School	Revoked
Hawaii Academy of Arts & Science Public Charter School (HAAS)	Operating
Hawaii Technology Academy	Operating
Innovations Public Charter School	Operating
Ka 'Umeke Kā'eo	Operating
Ka Waihona o ka Na'auao Public Charter School	Operating
Kamaile Academy, PCS	Operating
Kanu o ka 'Āina New Century Public Charter School	Operating
Kanuikapono Public Charter School	Operating
Ka'u Learning Academy	Approved (to open SY2015-16)
Kawaikini New Century Public Charter School	Operating
Ke Ana La'ahana PCS	Operating
Ke Kula Niihau O Kekaha Learning Center	Operating

³⁸ HRS §302D-7(3).

Table 28: Charter School Status	
School	Status
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 Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Operating
Lanikai Elementary Public Charter School	Operating
Laupahoehoe Community Public Charter School	Operating
Mālama Honua Public Charter School	Operating
Myron B. Thompson Academy	Operating
Na Wai Ola Public Charter School	Operating
SEEQS: the School for Examining Essential Questions of Sustainability	Operating
University Laboratory School	Operating
Volcano School of Arts & Sciences	Operating
Voyager: A Public Charter School	Operating
Waialae Elementary Public Charter School	Operating
Waimea Middle Public Conversion Charter School	Operating
West Hawai‘i Explorations Academy	Operating
Accelerated Learning Laboratory Hawaii*	Not approved
Acorn Montessori Charter School*	Not Approved
iLEAD Kauai – Alaka‘i O Kaua‘i Charter School	Not approved
IMAG Academy	Not approved
Kamalani Academy	Not approved

**These schools withdrew their applications after the initial proposal review.*

VI. 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.*³⁹

A. Authorizing Functions

³⁹ HRS 302D-7(4).

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

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

The Commission embarked on fulfilling the last of these six powers and duties during the 2014-2015 school year and anticipates the completion of this last task no later than December 2015. The last remaining power and duty—making renewal, nonrenewal, or revocation determinations—was initiated in March 2015 due to the fact that the Charter Contract that was negotiated at the end of the 2013-2014 school year was not a renewal of the previous one-year Charter Contract but the entering into the Commission’s first multi-year contract. During the 2013-2014 school year, the Commission went through a charter school application cycle during which it solicited and evaluated charter applications, approved one quality charter application, and declined weaker charter applications. It also began monitoring charter schools during the 2013-2014 school year for organizational and financial compliance. Academic monitoring was not in place during the 2013-2014 school year because the Academic Performance Framework was not approved until the end of the 2013-2014 school year.

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

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

- Being responsible for the receipt and distribution of per-pupil funding from the Department of Budget and Finance.⁴⁰

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

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

B. Authorizer's Operating Costs and Expenses⁴¹

The Commission's allocation from the Legislature of \$1.4 million included the following supplemental items:

- \$100,000 for arbitration of charter school labor disputes;
- \$68,000 for Epicenter's annual subscription; and
- \$63,000 for partial funding of positions supporting the federal program administration for charter schools.

The budget was essentially the same as the amount allocated in the first year of the biennium, increased for the above mentioned supplemental items.

The Commission's audit report is being prepared by CW and Associates CPAs. As of this writing, the financial audit is not yet completed.

C. Authorizer Services Purchased by Charter Schools

*The services purchased from the authorizer by the public charter schools under its purview.*⁴²

No services were purchased from the Commission by charter schools in the 2014-2015 fiscal year.

⁴⁰ HRS §302D-5(b).

⁴¹ Commission staff expenses increased in 2014-2015 because newly hired staff completed their first full work year.

⁴² HRS 302D-7(5).

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.*⁴³

*Any concerns regarding equity and recommendations to improve access to and distribution of federal funds to public charter schools.*⁴⁴

1. Federal Funds Received

From July 1, 2013 on, the Commission has been responsible for receiving and distributing federal funds to charter schools. In order to ensure compliance in distribution of these funds, the Commission facilitates the writing of the plans in accordance with provisions of applicable Federal laws, regulations, guidelines, and state laws, and guidelines on fiscal, procurement, and personnel matters. The following table sets forth the federal funds that the Commission had a role in distributing to charter schools, as well as those funds that were disbursed directly to the schools by the DOE, for the 2014-2015 fiscal year.

Table 29: Federal Funds Distributed by DOE to Commission and to Charter Schools for 2013-2014			
Federal Program	Grant Purpose and Basis for Allocation	Funds distributed to the Charter Schools via Commission in Fiscal Year 2014-2015 (in dollars)	Funds distributed directly to Charter Schools in Fiscal Year 2014-2015 (in dollars)
USDE Impact Aid	Grant provided financial assistance to local education agencies affected by federal presence. Distribution based on proportion of total public school enrollment.	\$2,225,214	\$0

⁴³ HRS 302D-7(6).

⁴⁴ HRS 302D-7(7).

Table 29: Federal Funds Distributed by DOE to Commission and to Charter Schools for 2013-2014

Federal Program	Grant Purpose and Basis for Allocation	Funds distributed to the Charter Schools via Commission in Fiscal Year 2014-2015 (in dollars)	Funds distributed directly to Charter Schools in Fiscal Year 2014-2015 (in dollars)
NCLB Title I LEA Grant – Schools	Grant provided to help disadvantaged students in school with the highest concentrations of poverty meet the same high standards expected of all students. Distribution made to only schools with 35% or more students receiving free or reduced-price meals that choose to participate. Distribution to these schools based on Title I formula using number of free or reduced-price eligible students multiplied by the per pupil amount for the school's county.	\$1,791,495	\$0
Title VIB Special Education Project I ("IDEA")	Grant provided special education and related services to eligible students in accordance with federal regulations. Distribution based on award for 100% input into the SPED information system, funds required to clear deficits, and funds for program rated costs. NOTE: IDEA funds are primarily allocated to Complex Areas to assist in supporting special education related services for all public school students, including charter school students.	\$11,250	\$0
DoD Supplement to Impact Aid	Grant provided financial assistance to local education agencies affected by military presence. Distribution based on proportion of total public school enrollment.	\$193,717	\$0
NCLB Title IIA High Quality Professional Development	Grant provided to improve teacher and principal quality and increase the number of highly qualified teachers in the classroom. Distribution based on an approved Title IIA Highly Qualified Plan.	\$0	\$2,123

Table 29: Federal Funds Distributed by DOE to Commission and to Charter Schools for 2013-2014

Federal Program	Grant Purpose and Basis for Allocation	Funds distributed to the Charter Schools via Commission in Fiscal Year 2014-2015 (in dollars)	Funds distributed directly to Charter Schools in Fiscal Year 2014-2015 (in dollars)
Native Hawaiian Piha Pono-UH FY13	Grant to improve education outcomes and support services for Native Hawaiian students and their families. Distribution to elementary schools that serve high percentages of students of Hawaiian ancestry that have also submitted a proposed budget and signed an agreement to implement project activities.	\$60,000	\$0
NCLB Title I LEA Grant – Resource Teachers	Grant is to provide technical support to Title I schools. Distribution for a Title I Linker to provide technical support to Title I charter schools.	\$87,828	\$0
NCLB Title I LEA Grant – Trans & Supplemental Services	Grant provided to support school improvement/turnaround at the complex and school level with supplemental education supports and services for Priority, Focus and low performing schools.	\$696,016	\$0
NCLB Title III Language Instruction	Grant to supplement efforts to improve the education of limited English proficient children. Distribution based on the number of ELL students enrolled in schools after submission of approved written plans.	\$39,196	\$0
NCLB Migrant Education	Grant provided to support education programs that address the needs of migratory children. Distribution made based on a percentage formula incorporating at-risk factors and the number of migrant students at each school.	\$22,694	\$0
NCLB Title I LEA Grant – Parent Involvement	Grant to provide support for parent involvement activities, including but not limited to family literacy training, training to enhance parenting skills, etc. Distribution based on Title I formula.	\$25,554	\$0

Table 29: Federal Funds Distributed by DOE to Commission and to Charter Schools for 2013-2014			
Federal Program	Grant Purpose and Basis for Allocation	Funds distributed to the Charter Schools via Commission in Fiscal Year 2014-2015 (in dollars)	Funds distributed directly to Charter Schools in Fiscal Year 2014-2015 (in dollars)
NCLB Administration	Grant funds to support planning, implementation, and management of NCLB programs included in Hawaii's consolidated NCLB application. Distribution made based on proportion of statewide enrollment at Title I eligible schools.	\$25,118	\$0
Education for Homeless Children & Youth	Grant provided to support all homeless children have equal access to free and appropriate public education. Distribution is based on the cost of a homeless liaison position and related expenses – 8.8% of total grant award.	\$18,875	\$0
Vocational Education – Program Improvement FY15	Grant to provide resource and services to identified project schools that are developing and implementing improved and expanded CTE programs during the school year. Distribution to provide Laupahoehoe funds to support CTE program improvements.	\$1,890	\$1,889
Vocational Education – Program Improvement FY14	Grant to provide resource and services to identified project schools that are developing and implementing improved and expanded CTE programs during the school year. Distribution to provide Laupahoehoe funds to support CTE program improvements.	\$0	\$983
Total		\$5,200,765	\$4,995

The total federal funds allocated to the charter schools of \$5,205,760 provide additional resources to improve school and teacher quality. As of June 30, 2015, approximately 51 percent of the allocated fiscal year 2014-2015 funds, or \$2,980,546, had been expended by the schools and approximately 93 percent of the allocated fiscal year 2013-2014 funds, or \$3,888,875, had been expended by the schools. Appendix E and Appendix F list the program allocations and expenditures for each of those years.

E. Equity Concerns and Access and Distribution Recommendations

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

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

In the meantime, the Commission began addressing the special education program and funding jointly with the establishment of a DOE-Commission-charter school working group looking at updating informational guidance and resources in charter schools. The group has discussed addressing in its work the process by which special education positions and other resources are allocated to all public schools, DOE and charter as well as the communication channels between organizations. The Commission recommends that the working group continue and be provided whatever information and support from the BOE, the DOE, the Commission, and the charter schools as may be needed to fulfill this task. If appropriate, the group would make recommendations for improving the process or for improving the transparency and understanding of that process.

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

VII. Conclusion

The continued adjustment to the fundamental changes imposed by Act 130 and the developing understanding of the Commission's role in relation to Hawaii's charter school system were evident during the 2014-2015 school year. The Commission and charter schools continued to make painstaking progress, despite challenges and some setbacks, toward realizing the vision for a high-performing and accountable chartering system and charter school sector.

Among the Commission's priorities for the 2015-2016 school year include:

- Developing a clear vision and strategic plan for the Commission that provides a cohesive understanding of its goals and objectives;
- Working with charter schools, policy makers, and other stakeholders to further develop and pursue the Commission's strategic vision and to improve understanding of quality authorizing;
- Continuing to engage the charter school community and state and private stakeholders in exploring ways to help address capacity needs in the charter schools, particularly in recognition of the Commission's primary focus on its authorizing responsibilities;
- Engaging with the DOE and the BOE about ways to further improve the DOE's interface with public charter schools in its capacities both as local education agency and state education agency;
- On a related matter, continuing to support—and to request the DOE's and BOE's support of—the work of the Commission-DOE special education working group around questions of equity and transparency in allocation of special education resources, both to address those concerns but also as a model for addressing similar questions about other federal funding sources;
- Continuing to increase its engagement with charter school governing boards, through increased direct communications and participation in governing board meetings, and by working with other stakeholders on school governance capacity supports, including resources, training, and member recruitment;
- Convening a Commission-charter school working group on organizational compliance to increase understanding of compliance requirements and explore potential ways of reducing administrative burdens while still meeting those requirements;
- Conducting compliance review site visits at every charter school;

- Implementing academic monitoring, including the development of co-created school improvement goals, at schools with significant academic challenges;
- Preparing to implement the charter contract renewal process and developing the next Charter Contract;
- Convening a School-Specific Measures (“SSM”) discussion group to gather feedback on the SSM review process and explore the development of school partnerships and outside resources to assist schools in developing high-quality measures;
- Working with the charter schools, early learning advocates, state and federal officials, private funders, and other stakeholders on the sustainability of pre-kindergarten programs in charter schools beyond the four-year life of the Commission’s federal Preschool Development Grant;
- Considering additional operational and legislative measures in response to the lessons of the closure of Halau Lokahi;
- Attempting to secure additional start-up resources to support charter applicants and newly approved charter schools during the start-up phase;
- Continue advocating for funding to address charter schools’ facilities needs.

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

VIII. GLOSSARY OF DEFINED TERMS

Term	Definition
Academic Performance Framework	The framework described in Section III.A.1.
ACT	The 11 th grade assessment mandated by Strive HI to determine college readiness.
Act 130	Act 130 of the 2012 Session Laws of Hawaii
ARRA	Federal American Recovery and Reinvestment Act of 2009
Blended School	A school where the education of a student occurs in both an online environment and brick and mortar setting.
BOE	State of Hawaii Board of Education
Charter Contract	State Public Charter School Contract
Commission	State Public Charter School Commission
CSAO	Charter School Administrative Office
DOE	State of Hawaii Department of Education
ELL	English Language Learners, a student subgroup that is made up of students with limited English proficiency.
ESEA	Federal Elementary and Secondary Education Act of 1964
EUTF	State of Hawaii Employer-Union Health Benefits Trust Fund
EXPLORE	The 8 th grade ACT assessment mandated by Strive HI to determine readiness.
FERPA	Family Educational Rights and Privacy Act, a federal law that protects the privacy of student education records and applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
Financial Performance Framework	The framework described in Section III.B.1.
FRL	Students who qualify for free and reduced-price lunch under the National School Lunch Program.
High Needs Students	Students that are classified as FRL, ELL or special education.
HQT	Highly Qualified Teacher
HRS	Hawaii Revised Statutes
HAS	Hawaii State Assessment
HSTA	Hawaii State Teachers Association
LDS	Longitudinal Data System
IDEA	Federal Individuals with Disabilities Education Act
LEA	Local Education Agency
NACSA	National Association of Charter School Authorizers
NCLB	No Child Left Behind
NHQT	Non-Highly Qualified Teacher
Non-High Needs Students	Students that are not classified as High-Needs.

Term	Definition
Organizational Performance Framework	The framework described in Section III.C.1.
Performance Framework	The Commission’s accountability system, consisting of the Academic Performance Framework, Financial Performance Framework, and Organizational Performance Framework.
PLAN	A test taken in the 10 th grade to measure academic progress in high school.
School-Specific Measures	School-specific indicators to measure the school’s academic performance
SGP	Student Growth Percentile, growth measure used to compare students to their academic peers.
SIG	School Improvement Grant, grants awarded by the U.S. Department of Education to make grants to local educational agencies that “demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest performing schools.”
SLH	Session Laws of Hawaii
SPED	Students receiving special education services.
Strive HI	Strive HI Performance System, the State of Hawaii’s accountability and improvement system that is applied to all Hawaii public schools, including both DOE schools and charter schools.
Task Force	The charter school governance, accountability, and authority task force.
UPW	United Public Workers
USDE	United States Department of Education
Virtual School	A school where the students enrolled in the school complete their curriculum online, in a web-based environment rather than attending school in a brick-and-mortar setting.
WASC	Western Association of Schools and Colleges, an accrediting organization for schools.

IX. Appendices

Appendix A: Performance Framework - Individual School Performance Summaries

Appendix B: Strive HI Individual School Performance Reports

Appendix C: Charter School Academic Data for School Years 2012-2013, 2013-2014, 2014-2015; and Student Discipline Data for School Year 2013-2014

Appendix D: Individual School Performance on Each of the Financial Performance Measures

Appendix E: Summary of Fiscal Year 2013-2014 Federal Title Program Funds Expended by Charter Schools

Appendix F: Summary of Fiscal Year 2014-2015 Federal Title Program Funds Expended by Charter Schools

Appendix G: Commission's Audited Financial Statement for Fiscal Year 2014-2015

A. Appendix A: PERFORMANCE FRAMEWORK - INDIVIDUAL SCHOOL PERFORMANCE SUMMARIES

Connections Public Charter School



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

Board Chair: Tierney McClary

Director: John Thatcher

Year authorized: 2000

174 Kamehameha Avenue, Hilo, HI 96720

808-961-3664

www.connectionscharterschool.org

Region: East Hawaii

DOE Complex: Hilo

Total enrollment: 350

Grades: K-12

Elementary: K-6

Middle: 7-8

High: 9-12

Accredited: No

Title I: Yes

High needs populations

School

SPED: 16.6%

FRL: 70.9%

ELL: 4.0%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
155	N/A	155

	Elem	Middle	High
Division API	105	290	148
Enrollment	167	68	115
Weight	48%	19%	33%

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
186	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	1.47	1.1 or higher
2. Unrestricted Days Cash on Hand	45	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	94.9%	95% or higher
4. Total Margin	6.0%	0% or higher
5. Debt to Assets Ratio	28.7%	50% or less
6. Cash Flow	\$115,239.28	\$0.00 or more
7. Unrestricted Fund Balance Percentage	29.0%	25% or higher
8. Change in Total Fund Balance	\$167,016.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	98%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Connections Public Charter School

Hakipu'u Learning Center



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

Board Chair: Kylee P. Mar

Director: Charlene Hoe

Year authorized: 2001

45-720 Kea'ahala, Kaneohe, HI 96744

Mailing: P.O. Box 1159, Kaneohe, HI 96744

808-235-9155

www.hakipuulearningcenter.com

Region: Windward Oahu

DOE Complex: Castle

Total enrollment: 63

Grades: 4-12

Elementary: 4-6

Middle: 7-8

High: 9-12

Accredited: Yes, through 6/30/17

Title I: Yes

High needs populations

School

Statewide

SPED: 14.3%

SPED: 9.6%

FRL: 54.1%

FRL: 50.9%

ELL: 0.0%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
83	N/A	83

	Elem	Middle	High
Division API	63	21	104
Enrollment	7	12	44
Weight	11%	19%	70%

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
91	Priority

Strive HI Steps



Automatic Classification Trigger

Low Performance

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	2.25	1.1 or higher
2. Unrestricted Days Cash on Hand	94	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	88.6%	95% or higher
4. Total Margin	-3.3%	0% or higher
5. Debt to Assets Ratio	40.3%	50% or less
6. Cash Flow	(\$65,533.00)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	22.3%	25% or higher
8. Change in Total Fund Balance	(\$28,438.00)	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	90%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	3+	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Hakipu'u Learning Center

Halau Ku Mana Public Charter School



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

Ho'okele – Explore and inquire in ways that build upon our ancestral wisdom and bridge to other communities and cultures in a harmonious manner, thus moving toward our highest personal and community goals.

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

Board Chair: Patricia Brandt

Director: Brandon Keoni Bunag

Year authorized: 2000

2101 Makiki Heights Drive, Honolulu, HI 96822

808-945-1600

www.halaukumana.org

Region: Honolulu

DOE Complex: Roosevelt

Total enrollment: 134

Grades: 4-12

Elementary: 4-6

Middle: 7-8

High: 9-12

Accredited: Yes, through 6/30/20

Title I: No

High needs populations

School

SPED: 9.7%

FRL: 46.3%

ELL: 0.0%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
122	N/A	122

	Elem	Middle	High
Division API	39	124	182
Enrollment	42	36	56
Weight	31%	27%	42%

Acronyms

DOE = Hawaii Department of Education
 API = Academic performance index
 SPED = Special education students
 FRL = Students eligible for free and reduced-price lunch
 ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
165	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	25.95	1.1 or higher
2. Unrestricted Days Cash on Hand	404	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	114.5%	95% or higher
4. Total Margin	20.1%	0% or higher
5. Debt to Assets Ratio	2.7%	50% or less
6. Cash Flow	(\$160,218.00)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	169.8%	25% or higher
8. Change in Total Fund Balance	\$341,352.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	71%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	3+	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Halau Ku Mana Public Charter School

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



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

Board Chair: Michael Dodge

Director: Steve Hirakami

Year authorized: 2001

15-1397 Homestead Road, Pahoa, HI 96778

Mailing: P.O. Box 1494, Pahoa, HI 96778

808-965-3730

www.haaspcs.org

Region: East Hawaii

DOE Complex: Pahoa

Total enrollment: 547

Grades: K-12

Elementary: K-6

Middle: 7-8

High: 9-12

Accredited: Yes, through 6/30/20

Title I: Yes

High needs populations

School

SPED: 6.9%

FRL: 80.0%

ELL: 0.8%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
263	N/A	263

	Elem	Middle	High
Division API	298	315	197
Enrollment	231	107	209
Weight	42%	20%	38%

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
270	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	2.06	1.1 or higher
2. Unrestricted Days Cash on Hand	96	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	94.1%	95% or higher
4. Total Margin	3.4%	0% or higher
5. Debt to Assets Ratio	29.3%	50% or less
6. Cash Flow	\$173,471.00	\$0.00 or more
7. Unrestricted Fund Balance Percentage	39.1%	25% or higher
8. Change in Total Fund Balance	\$152,493.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	92%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

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

Hawaii Technology Academy



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

Board Chair: John Kim

Director: Leigh Fitzgerald

Year authorized: 2008

91-840 Moloalo Street, Waipahu, HI
96797

808-676-5444

www.myhta.org

Region: Statewide

DOE Complex: Waipahu

Total enrollment: 1,154

Grades: K-12

Elementary: K-6

Middle: 7-8

High: 9-12

Accredited: Yes, through 6/30/20

Title I: No

High needs populations

<u>School</u>	<u>Statewide</u>
SPED: 6.7%	SPED: 9.6%
FRL: 2.3%	FRL: 50.9%
ELL: 0.2%	ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
240	N/A	240

	Elem	Middle	High
Division API	236	257	235
Enrollment	484	270	400
Weight	42%	23%	35%

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
224	Focus

Strive HI Steps



Automatic Classification Trigger

Low Graduation

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	3.10	1.1 or higher
2. Unrestricted Days Cash on Hand	151	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	93.6%	95% or higher
4. Total Margin	20.4%	0% or higher
5. Debt to Assets Ratio	51.1%	50% or less
6. Cash Flow	\$1,912,323.00	\$0.00 or more
7. Unrestricted Fund Balance Percentage	25.6%	25% or higher
8. Change in Total Fund Balance	\$1,579,138.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	96%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Hawaii Technology Academy

Innovations Public Charter School



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

Board Chair: Doug Mallardi

Director: Jennifer Hiro

Year authorized: 2001

75-5815 Queen Kaahumanu Highway, Kailua-Kona, HI

96740

808-327-6205

www.ipcs.info

Region: West Hawaii

DOE Complex: Kealakehe

Total enrollment: 228

Grades: K-8

Elementary: K-6

Middle: 7-8

High: -

Accredited: No

Title I: No

High needs populations

School

SPED: 6.6%

FRL: 46.2%

ELL: 2.7%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
238	N/A	238

	Elem	Middle	High
Division API	204	332	-
Enrollment	167	61	-
Weight	73%	27%	-

Acronyms

DOE = Hawaii Department of Education
 API = Academic performance index
 SPED = Special education students
 FRL = Students eligible for free and reduced-price lunch
 ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
279	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	2.44	1.1 or higher
2. Unrestricted Days Cash on Hand	128	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	95.4%	95% or higher
4. Total Margin	-2.6%	0% or higher
5. Debt to Assets Ratio	41.0%	50% or less
6. Cash Flow	\$18,207.00	\$0.00 or more
7. Unrestricted Fund Balance Percentage	21.0%	25% or higher
8. Change in Total Fund Balance	(\$41,985.00)	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	95%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	3+	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Innovations Public Charter School

Ka 'Umeke Kā'eo



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

Board Chair: Lima Naipo

Director: Huihui Kanahale-Mossman

Year authorized: 2001

222 Desha Avenue, Hilo, HI 96720

808-933-3482; 808-961-0470

www.kaumeke.org

Region: East Hawaii

DOE Complex: Hilo

Total enrollment: 260

Grades: K-12

Elementary: K-5

Middle: 6-8

High: 9-12

Accredited: Yes, through 6/30/20

Title I: Yes

High needs populations

School

SPED: 7.7%

FRL: 75.5%

ELL: N/A¹

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
162	N/A	162

	Elem	Middle	High
Division API	120	267	251
Enrollment	183	52	25
Weight	70%	20%	10%

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
225	Priority

Strive HI Steps



Automatic Classification Trigger

Low Performance

¹ Students enrolled at this charter school are not eligible for English language learner services because the school is a Hawaiian language immersion school.

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	5.24	1.1 or higher
2. Unrestricted Days Cash on Hand	195	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	83.2%	95% or higher
4. Total Margin	-1.5%	0% or higher
5. Debt to Assets Ratio	14.5%	50% or less
6. Cash Flow	(\$228,992.00)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	76.8%	25% or higher
8. Change in Total Fund Balance	(\$37,895.00)	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	77%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Ka ‘Umeke Kā’eo

Ka Waihona o ka Na'auao Public Charter School



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

Board Chair: Roberta Searle

Director: Alvin Parker

Year authorized: 2001

89-195 Farrington Highway, Waianae, HI 96792

808-620-9030

www.kawaihonapcs.org

Region: Leeward Oahu

DOE Complex: Waianae

Total enrollment: 646

Grades: K-8

Elementary: K-6

Middle: 7-8

High: -

Accredited: Yes, through 6/30/21

Title I: Yes

High needs populations

School

SPED: 5.9%

FRL: 68.3%

ELL: 0.3%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
115	N/A	115

	Elem	Middle	High
Division API	86	223	-
Enrollment	510	136	-
Weight	79%	21%	-

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
83	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger
-

Financial Performance – School Year 2014-2015

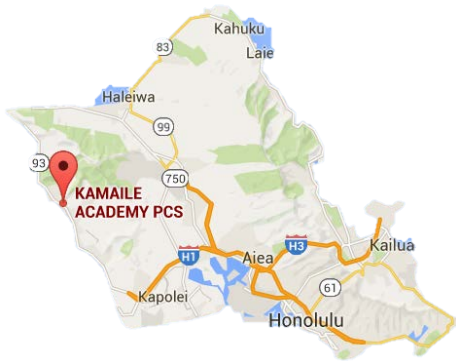
Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	0.88	1.1 or higher
2. Unrestricted Days Cash on Hand	29	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	100.2%	95% or higher
4. Total Margin	1.0%	0% or higher
5. Debt to Assets Ratio	15.0%	50% or less
6. Cash Flow	\$208,235.95	\$0.00 or more
7. Unrestricted Fund Balance Percentage	51.7%	25% or higher
8. Change in Total Fund Balance	\$60,585.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	81%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Ka Waihona o ka Na‘auao Public Charter School

Kamaile Academy, PCS



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

Board Chair: Pauline Lo Bailey

Director: Anna Winslow

Year authorized: 2007

85-180 Ala Akau Street, Waianae, HI 96792

808-697-7110

www.kamaile-academy.org

Region: Leeward Oahu

DOE Complex: Waianae

Total enrollment: 952

Grades: Pre-K-12

Elementary: Pre-K-6

Middle: 7-8

High: 9-12

Accredited: Yes, through 6/30/20

Title I: Yes

High needs populations

School

SPED: 12.8%

FRL: 76.6%

ELL: 8.1%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
86	N/A	86

	Elem	Middle	High
Division API	58	163	191
Enrollment	735	91	126
Weight	77%	10%	13%

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
172	Priority

Strive HI Steps



Automatic Classification Trigger

SIG Status

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	3.20	1.1 or higher
2. Unrestricted Days Cash on Hand	101	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	98.4%	95% or higher
4. Total Margin	-7.1%	0% or higher
5. Debt to Assets Ratio	9.7%	50% or less
6. Cash Flow	(\$579,326.00)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	97.3%	25% or higher
8. Change in Total Fund Balance	(\$614,687.00)	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	94%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Kamaile Academy, PCS

Kanu o ka 'Āina New Century Public Charter School



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

Board Chair: Mason Maikui

Director: Allyson Tamura, Faylene Mahina Duarte

Year authorized: 2000

64-1043 Hiiaka Street, Kamuela HI 96743

Mailing: P.O. Box 398, Kamuela, HI 96743

808-890-8144

<http://kanu.kalo.org>

Region: West Hawaii

DOE Complex: Kealakehe

Total enrollment: 307

Grades: K-12

Elementary: K-5

Middle: 6-8

High: 9-12

Accredited: Yes, through 6/30/16

Title I: Yes

High needs populations

School

SPED: 7.5%

FRL: 58.4%

ELL: 0.3%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
175	N/A	175

	Elem	Middle	High
Division API	204	89	154
Enrollment	197	52	58
Weight	64%	17%	19%

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
203	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

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Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	2.25	1.1 or higher
2. Unrestricted Days Cash on Hand	18	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	97.2%	95% or higher
4. Total Margin	3.6%	0% or higher
5. Debt to Assets Ratio	40.4%	50% or less
6. Cash Flow	(\$6,776.00)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	10.0%	25% or higher
8. Change in Total Fund Balance	\$112,393.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	90%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Kanu o ka 'Āina New Century Public Charter School

Kanuikapono Public Charter School



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

Board Chair: Puna Kalama Dawson

Director: Ipo Torio

Year authorized: 2001

4333 Kukuihale Road, Anahola, HI 96703

Mailing: P.O. Box 12 Anahola, HI 96703

808-822-9032

www.kanuikapono.org

Region: Kauai

DOE Complex: Kapaa

Total enrollment: 179

Grades: K-12

Elementary: K-5

Middle: 6-8

High: 9-12

Accredited: Yes, through 6/30/21

Title I: Yes

High needs populations

School

SPED: 5.6%

FRL: 51.0%

ELL: 1.1%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
100	N/A	100

	Elem	Middle	High
Division API	114	84	74
Enrollment	106	46	27
Weight	59%	26%	15%

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
100	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	8.46	1.1 or higher
2. Unrestricted Days Cash on Hand	20	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	101.1%	95% or higher
4. Total Margin	11.3%	0% or higher
5. Debt to Assets Ratio	7.5%	50% or less
6. Cash Flow	\$64,243.06	\$0.00 or more
7. Unrestricted Fund Balance Percentage	36.2%	25% or higher
8. Change in Total Fund Balance	\$189,900.86	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	54%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	3+	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Kanuikapono Public Charter School

Kawaikini New Century Public Charter School



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

Board Chair: Lei'ilima Rapozo

Director: Kaleimakamae Kaauwai

Year authorized: 2008

3-1821J Kaumualii Highway, Lihue, HI 96766

808-632-2032

www.kawaikini.com

Region: Kauai

DOE Complex: Kauai

Total enrollment: 136

Grades: K-12

Elementary: K-6

Middle: 7-8

High: 9-12

Accredited: Yes, through 6/30/20

Title I: Yes

High needs populations

School

SPED: 4.4%

FRL: 71.8%

ELL: N/A¹

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
83	N/A	83

	Elem	Middle	High
Division API	60	215	172
Enrollment	112	12	12
Weight	82%	9%	9%

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
145	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

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¹ Students enrolled at this charter school are not eligible for English language learner services because the school is a Hawaiian language immersion school.

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	1.61	1.1 or higher
2. Unrestricted Days Cash on Hand	33	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	97.8%	95% or higher
4. Total Margin	-4.8%	0% or higher
5. Debt to Assets Ratio	8.6%	50% or less
6. Cash Flow	(\$59,232.50)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	90.1%	25% or higher
8. Change in Total Fund Balance	(\$70,755.00)	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	79%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Kawaikini New Century Public Charter School

Ke Ana La'ahana PCS



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

Board Chair: Demetra - Ka'ohu Martins

Director: Kamaka Gunderson

Year authorized: 2001

162 Baker Avenue, Hilo, HI 96720

Mailing: Box 4997 Hilo, HI 96720

808-961-6228

www.kalpcs.com

Region: East Hawaii

DOE Complex: Hilo

Total enrollment: 45

Grades: 7-12

Elementary: -

Middle: 7-8

High: 9-12

Accredited: No

Title I: No

High needs populations

<u>School</u>	<u>Statewide</u>
SPED: 20.0%	SPED: 9.6%
FRL: 78.2%	FRL: 50.9%
ELL: 0.0%	ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
58	N/A	58

	Elem	Middle	High
Division API	-	8	101
Enrollment	-	21	24
Weight	-	47%	53%

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
92	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	9.91	1.1 or higher
2. Unrestricted Days Cash on Hand	279	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	67.2%	95% or higher
4. Total Margin	-26.9%	0% or higher
5. Debt to Assets Ratio	9.8%	50% or less
6. Cash Flow	(\$230,104.00)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	92.7%	25% or higher
8. Change in Total Fund Balance	(\$153,987.00)	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	65%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Ke Ana La'ahana PCS

Ke Kula Niihau O Kekaha Learning Center



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

Board Chair: Dana Kaohelauii

Director: Tia Koerte

Year authorized: 2001

8135 Kekaha Rd Kekaha, HI 96752

Mailing: P.O. Box 129 Kekaha, HI 96752

808-337-0481

<http://kknokedu.wix.com/kekulaniihau>

Region: Kauai

DOE Complex: Waimea

Total enrollment: 44

Grades: K-12

Elementary: K-5

Middle: 6-8

High: 9-12

Accredited: Yes, through 6/30/20

Title I: Yes

High needs populations

School

SPED: 6.8%

FRL: 92.1%

ELL: 19.1%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
76	N/A	76

	Elem	Middle	High
Division API	0	125	131
Enrollment	18	10	16
Weight	41%	23%	36%

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
114	Focus

Strive HI Steps



Automatic Classification Trigger

Low Performance
(Exited Priority in 2013-2014)

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	2.32	1.1 or higher
2. Unrestricted Days Cash on Hand	73	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	116.7%	95% or higher
4. Total Margin	-11.8%	0% or higher
5. Debt to Assets Ratio	18.0%	50% or less
6. Cash Flow	(\$134,649.00)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	74.7%	25% or higher
8. Change in Total Fund Balance	(\$106,444.00)	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	69%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	3+	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Ke Kula Niihau O Kekaha Learning Center

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



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

Board Chair: Tricia Kehaulani Aipia-Peters

Director: Kauanoe Kamana

Year authorized: 2001

16-120 Opukahaia Street, Keaau, HI 96749

808-982-4260

www.nawahi.org

Region: East Hawaii

DOE Complex: Pahoa

Total enrollment: 294

Grades: K-8

Elementary: K-6

Middle: 7-8

High: -

Accredited: Yes, through 6/30/19

Title I: Yes

High needs populations

School

SPED: 1.7%

FRL: 67.8%

ELL: N/A¹

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
94	N/A	94

	Elem	Middle	High
Division API	91	111	-
Enrollment	257	37	-
Weight	87%	13%	-

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
110	Priority

Strive HI Steps



Automatic Classification Trigger

Low Performance

¹ Students enrolled at this charter school are not eligible for English language learner services because the school is a Hawaiian language immersion school.

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	1.90	1.1 or higher
2. Unrestricted Days Cash on Hand	75	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	93.3%	95% or higher
4. Total Margin	-5.3%	0% or higher
5. Debt to Assets Ratio	18.6%	50% or less
6. Cash Flow	(\$215,526.00)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	76.2%	25% or higher
8. Change in Total Fund Balance	(\$156,869.00)	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	77%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

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

Ke Kula 'o Samuel M. Kamakau, LPCS



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

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

Board Chair: Carey Kamamilika'a Vierra

Director: Meahilahila Kelling

Year authorized: 2001

46-500 Kuneki Street, Kaneohe, HI 96744

808-235-9175

www.kamakau.com

Region: Windward Oahu

DOE Complex: Kailua

Total enrollment: 127

Grades: Pre-K-12

Elementary: Pre-K-6

Middle: 7-8

High: 9-12

Accredited: Yes, through 6/30/19

Title I: Yes

High needs populations

School

SPED: 0.8%

FRL: 59.4%

ELL: N/A¹

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 75%)	School-Specific Measure (APF weight: 25%)	APF Score (0-400 points)
365	100	374

	Elem	Middle	High
Division API	400	309	241
Enrollment	92	17	18
Weight	72%	13%	14%

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
252	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

¹ Students enrolled at this charter school are not eligible for English language learner services because the school is a Hawaiian language immersion school.

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	7.85	1.1 or higher
2. Unrestricted Days Cash on Hand	119	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	95.6%	95% or higher
4. Total Margin	3.0%	0% or higher
5. Debt to Assets Ratio	10.9%	50% or less
6. Cash Flow	(\$167,395.00)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	77.5%	25% or higher
8. Change in Total Fund Balance	\$48,834.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	91%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Ke Kula ‘o Samuel M. Kamakau, LPCS

Kihei Charter School



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

Board Chair: Todd Lawson

Director: Jennifer Fordyce

Year authorized: 2001

300 Ohukai Road, Suite 209 and 41 E. Lipoa Street,
Kihei, HI 96753

Mailing: P.O. Box 1098 Kihei, HI 96753

808-875-0700

www.kiheicharter.org

Region: Maui

DOE Complex: Maui

Total enrollment: 526

Grades: K-12

Elementary: K-5

Middle: 6-8

High: 9-12

Accredited: Yes, through 6/30/16

Title I: No

High needs populations

School

SPED: 4.9%

FRL: 29.4%

ELL: 0.8%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
170	N/A	170

	Elem	Middle	High
Division API	139	131	215
Enrollment	85	206	235
Weight	16%	39%	45%

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
222	Focus

Strive HI Steps



Automatic Classification Trigger

Low Graduation Rate

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	645.52	1.1 or higher
2. Unrestricted Days Cash on Hand	139	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	96.1%	95% or higher
4. Total Margin	-4.0%	0% or higher
5. Debt to Assets Ratio	0.2%	50% or less
6. Cash Flow	(\$223,002.00)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	40.0%	25% or higher
8. Change in Total Fund Balance	(\$154,319.00)	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	83%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Kihei Charter School

Kona Pacific Public Charter School



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

Board Chair: Eric Ziemelis

Director: Usha Kotner

Year authorized: 2008

79-7595 Mamalahoa Highway, Kealahakua, HI 96750

Mailing: P.O. Box 115 Kealahakua, HI 96750

808-322-4900

www.kppcs.org

Region: West Hawaii

DOE Complex: Konawaena

Total enrollment: 236

Grades: K-8

Elementary: K-6

Middle: 7-8

High: -

Accredited: No

Title I: Yes

High needs populations

School

SPED: 5.5%

FRL: 58.6%

ELL: 0.9%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
167	N/A	167

	Elem	Middle	High
Division API	158	198	-
Enrollment	186	50	-
Weight	79%	21%	-

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
203	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	2.03	1.1 or higher
2. Unrestricted Days Cash on Hand	34	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	105.6%	95% or higher
4. Total Margin	1.2%	0% or higher
5. Debt to Assets Ratio	48.5%	50% or less
6. Cash Flow	\$10,704.00	\$0.00 or more
7. Unrestricted Fund Balance Percentage	8.8%	25% or higher
8. Change in Total Fund Balance	\$25,977.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	81%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Kona Pacific Public Charter School

Kua o ka Lā New Century Public Charter School



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

Board Chair: Kaimi Kaupiko

Director: Susan Osborne

Year authorized: 2001

14-5322 Kaimu-Kapoho Road Pahoa, HI 96778

808-965-2193

<http://www.kuaokala.org>

Region: East Hawaii

DOE Complex: Pahoa

Total enrollment: 229

Grades: K-12

Elementary: K-5

Middle: 6-8

High: 9-12

Accredited: Yes, through 6/30/21

Title I: Yes

High needs populations

	<u>School</u>	<u>Statewide</u>
SPED:	10.0%	9.6%
FRL:	68.1%	50.9%
ELL:	0.5%	6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
68	N/A	68

	Elem	Middle	High
Division API	27	15	163
Enrollment	111	45	73
Weight	48%	20%	32%

Acronyms

DOE = Hawaii Department of Education
 API = Academic performance index
 SPED = Special education students
 FRL = Students eligible for free and reduced-price lunch
 ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
92	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	6.49	1.1 or higher
2. Unrestricted Days Cash on Hand	72	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	70.0%	95% or higher
4. Total Margin	-6.6%	0% or higher
5. Debt to Assets Ratio	15.7%	50% or less
6. Cash Flow	(\$206,586.00)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	35.2%	25% or higher
8. Change in Total Fund Balance	(\$185,339.00)	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	73%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	3+	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Kua o ka Lā New Century Public Charter School

Kualapu'u School: A Public Conversion Charter

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



Board Chair: Pauline Lo Bailey

Director: Lydia Trinidad

Year authorized: 2004

260 Farrington Highway, Kualapuu, HI 96757

Mailing: P.O. Box 260, Kualapuu, HI 96757

808-567-6900

www.kualapuuschool.weebly.com

Region: Molokai

DOE Complex: Molokai

Total enrollment: 306

Grades: Pre-K-6

Elementary: Pre-K-6

Middle: -

High: -

Accredited: Yes, through 6/30/16

Title I: Yes

High needs populations

School	Statewide
SPED: 6.5%	SPED: 9.6%
FRL: 84.5%	FRL: 50.9%
ELL: 1.3%	ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
258	N/A	258

	Elem	Middle	High
Division API	258	-	-
Enrollment	306	-	-
Weight	100%	-	-

Acronyms

DOE = Hawaii Department of Education
 API = Academic performance index
 SPED = Special education students
 FRL = Students eligible for free and reduced-price lunch
 ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
256	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	3.26	1.1 or higher
2. Unrestricted Days Cash on Hand	93	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	100.0%	95% or higher
4. Total Margin	-15.4%	0% or higher
5. Debt to Assets Ratio	7.7%	50% or less
6. Cash Flow	(\$278,180.00)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	138.1%	25% or higher
8. Change in Total Fund Balance	(\$478,728.00)	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	93%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Kualapu'u School: A Public Conversion Charter

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



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

Board Chair: Heidi Kanahele

Director: Hedy Sullivan

Year authorized: 2001

8315 Kekaha Road, Kekaha HI 96752

Mailing: P.O. Box 610, Kekaha, HI 96752

808-337-2022

www.KANAKApcs.org

Region: Kauai

DOE Complex: Waimea

Total enrollment: 60

Grades: K-12

Elementary: K-6

Middle: 7-8

High: 9-12

Accredited: Yes, through 6/30/16

Title I: No

High needs populations

School

SPED: 15.0%

FRL: 100.0%

ELL: 26.5%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
177	N/A	177

	Elem	Middle	High
Division API	189	218	128
Enrollment	34	10	16
Weight	57%	17%	27%

Acronyms

DOE = Hawaii Department of Education
 API = Academic performance index
 SPED = Special education students
 FRL = Students eligible for free and reduced-price lunch
 ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
162	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	17.88	1.1 or higher
2. Unrestricted Days Cash on Hand	195	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	82.5%	95% or higher
4. Total Margin	2.5%	0% or higher
5. Debt to Assets Ratio	4.7%	50% or less
6. Cash Flow	\$38,719.00	\$0.00 or more
7. Unrestricted Fund Balance Percentage	63.8%	25% or higher
8. Change in Total Fund Balance	\$18,294.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	100%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

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

Lanikai Elementary Public Charter School



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

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

Board Chair: Todd Cullison

Director: Ed Noh

Year authorized: 1996

140 Alala Road, Kailua, HI 96734

808-266-7844

www.lanikaischool.com

Region: Windward Oahu

DOE Complex: Kalaheo

Total enrollment: 328

Grades: K-6

Elementary: K-6

Middle: -

High: -

Accredited: Yes, through 6/30/16

Title I: No

High needs populations

School

SPED: 4.3%

FRL: 15.9%

ELL: 0.6%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
277	N/A	277

	Elem	Middle	High
Division API	277	-	-
Enrollment	328	-	-
Weight	100%	-	-

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
277	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	7.30	1.1 or higher
2. Unrestricted Days Cash on Hand	273	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	98.2%	95% or higher
4. Total Margin	39.0%	0% or higher
5. Debt to Assets Ratio	10.3%	50% or less
6. Cash Flow	\$106,410.00	\$0.00 or more
7. Unrestricted Fund Balance Percentage	91.9%	25% or higher
8. Change in Total Fund Balance	\$102,816.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	89%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	1	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Lanikai Elementary Public Charter School

Laupahoehoe Community Public Charter School



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

Board Chair: Bethany Morrison

Director: Alapaki Nahale-a

Year authorized: 2011

35-2065 Mamalahoa Highway, Laupahoehoe, HI 96764

Mailing: P.O. Box 189 Laupahoehoe, HI 96764

808-962-2200

www.lcps.org

Region: East Hawaii

DOE Complex: Laupahoehoe

Total enrollment: 246

Grades: Pre-K-12

Elementary: Pre-K-5

Middle: 6-8

High: 9-12

Accredited: Yes, through 6/30/17

Title I: Yes

High needs populations

School

SPED: 17.9%

FRL: 69.2%

ELL: 8.7%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
75	N/A	75

	Elem	Middle	High
Division API	47	24	176
Enrollment	122	60	64
Weight	50%	24%	26%

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
157	Continuous Improvement (exited Focus)

Strive HI Steps



Priority

Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	1.81	1.1 or higher
2. Unrestricted Days Cash on Hand	60	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	91.9%	95% or higher
4. Total Margin	4.3%	0% or higher
5. Debt to Assets Ratio	47.4%	50% or less
6. Cash Flow	\$113,625.31	\$0.00 or more
7. Unrestricted Fund Balance Percentage	12.8%	25% or higher
8. Change in Total Fund Balance	\$104,770.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	94%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	2	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Laupahoehoe Community Public Charter School

Mālama Honua Public Charter School



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

Board Chair: Marisa Castuera-Hayase

Director: Denise Espania

Year authorized: 2012

41-054 Ehukai Street, Waimanalo, HI 96795

808-259-5522

www.malamahonuapcs.org

Region: Windward Oahu

DOE Complex: Kailua

Total enrollment: 41

Grades: K-2

Elementary: K-2

Middle: -

High: -

Accredited: No

Title I: No

High needs populations

School	Statewide
SPED: 4.9%	SPED: 9.6%
FRL: N/A	FRL: 50.9%
ELL: 0.0%	ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
120	N/A	120

	Elem	Middle	High
Division API	120	-	-
Enrollment	41	-	-
Weight	100%	-	-

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
120	Not determined (school's first year of operation)

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	3.23	1.1 or higher
2. Unrestricted Days Cash on Hand	30	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	82.0%	95% or higher
4. Total Margin	19.2%	0% or higher
5. Debt to Assets Ratio	22.4%	50% or less
6. Cash Flow	\$38,529.00	\$0.00 or more
7. Unrestricted Fund Balance Percentage	23.8%	25% or higher
8. Change in Total Fund Balance	\$110,374.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	98%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Mālama Honua Public Charter School

Myron B. Thompson Academy



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

Board Chair: Malia Chow, Myron Thompson

Director: Diana Oshiro

Year authorized: 2001

1040 Richards St., Ste. 220, Honolulu, HI 96813

808-441-8000

www.ethompson.org

Region: Honolulu (online)

DOE Complex: McKinley

Total enrollment: 584

Grades: K-12

Elementary: K-5

Middle: 6-8

High: 9-12

Accredited: Yes, through 6/30/17

Title I: No

High needs populations

School

Statewide

SPED: 0.9%

SPED: 9.6%

FRL: 18.3%

FRL: 50.9%

ELL: 0.2%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
252	N/A	252

	Elem	Middle	High
Division API	236	290	289
Enrollment	410	87	87
Weight	70%	15%	15%

Acronyms

DOE = Hawaii Department of Education
 API = Academic performance index
 SPED = Special education students
 FRL = Students eligible for free and reduced-price lunch
 ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
304	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

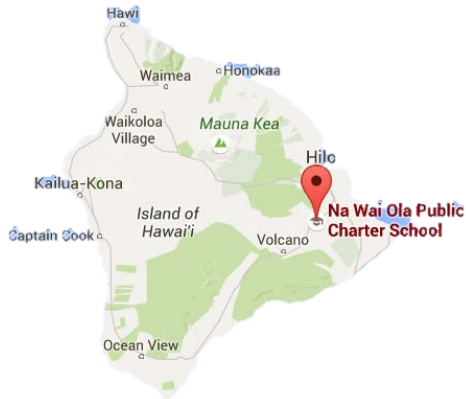
Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	12.63	1.1 or higher
2. Unrestricted Days Cash on Hand	403	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	91.6%	95% or higher
4. Total Margin	6.2%	0% or higher
5. Debt to Assets Ratio	7.2%	50% or less
6. Cash Flow	\$125,509.00	\$0.00 or more
7. Unrestricted Fund Balance Percentage	110.7%	25% or higher
8. Change in Total Fund Balance	\$254,256.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	94%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Myron B. Thompson Academy

Na Wai Ola Public Charter School



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

Board Chair: Maurice Messina

Director: Daniel Caluya

Year authorized: 2000

18-1355 Volcano Road, Mountain View, HI 96771

Mailing: P.O. Box 71539, Mountain View, HI 96771

808-968-2326

www.nawaiolapcs.org

Region: East Hawaii

DOE Complex: Keaau

Total enrollment: 172

Grades: K-6

Elementary: K-6

Middle: -

High: -

Accredited: No

Title I: Yes

High needs populations

School

SPED: 7.0%

FRL: 48.2%

ELL: 2.5%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
27	N/A	27

	Elem	Middle	High
Division API	27	-	-
Enrollment	172	-	-
Weight	100%	-	-

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
27	Recognition

Strive HI Steps



Automatic Classification Trigger

High Performance & Significant Progress

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	0.46	1.1 or higher
2. Unrestricted Days Cash on Hand	5	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	114.4%	95% or higher
4. Total Margin	-4.5%	0% or higher
5. Debt to Assets Ratio	72.1%	50% or less
6. Cash Flow	(\$48,388.00)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	4.9%	25% or higher
8. Change in Total Fund Balance	(\$58,408.00)	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	67%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Na Wai Ola Public Charter School

SEEQS: the School for Examining Essential Questions of Sustainability



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

Board Chair: Carole Ota

Director: Buffy Cushman-Patz

Year authorized: 2012

845 22nd Avenue Honolulu, HI 96816

808-677-3377

www.seeqs.org

Region: Honolulu

DOE Complex: Kalani

Total enrollment: 126

Grades: 6-8

Elementary: -

Middle: 6-8

High: -

Accredited: No

Title I: No

High needs populations

<u>School</u>	<u>Statewide</u>
SPED: 15.1%	SPED: 9.6%
FRL: 30.2%	FRL: 50.9%
ELL: 1.7%	ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
167	N/A	167

	Elem	Middle	High
Division API	-	167	-
Enrollment	-	126	-
Weight	-	100%	-

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
167	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	4.17	1.1 or higher
2. Unrestricted Days Cash on Hand	35	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	100.8%	95% or higher
4. Total Margin	1.8%	0% or higher
5. Debt to Assets Ratio	17.6%	50% or less
6. Cash Flow	(\$44,639.00)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	14.1%	25% or higher
8. Change in Total Fund Balance	\$21,401.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	89%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

**SEEQS: the School for Examining Essential
Questions of Sustainability**

University Laboratory School



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

Board Chair: David Oride

Director: Keoni Jeremiah

Year authorized: 2001

1776 University Avenue, Honolulu, HI 96822

808-956-7833

<http://universitylaboratoryschool.org>

Region: Honolulu

DOE Complex: Roosevelt

Total enrollment: 444

Grades: K-12

Elementary: K-5

Middle: 6-8

High: 9-12

Accredited: Yes, through 6/30/16

Title I: No

High needs populations

School

SPED: 5.6%

FRL: 16.7%

ELL: 0.0%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
219	N/A	219

	Elem	Middle	High
Division API	168	161	279
Enrollment	60	168	216
Weight	14%	38%	49%

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

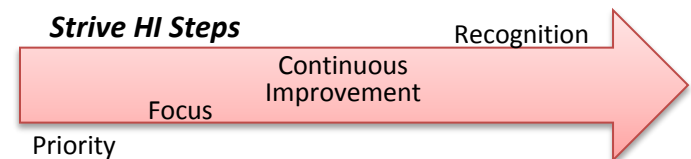
ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
273	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	3.76	1.1 or higher
2. Unrestricted Days Cash on Hand	99	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	98.2%	95% or higher
4. Total Margin	2.3%	0% or higher
5. Debt to Assets Ratio	26.6%	50% or less
6. Cash Flow	\$45,877.00	\$0.00 or more
7. Unrestricted Fund Balance Percentage	22.9%	25% or higher
8. Change in Total Fund Balance	\$73,751.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	92%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

University Laboratory School

Volcano School of Arts & Sciences



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

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

Board Chair: Gina MacIlwraith

Director: Ardith Renteria

Year authorized: 2001

99-128 Old Volcano Road and 19-4024 Haunani Road,
Volcano, HI 96785

Mailing: P.O. Box 845, Volcano, HI 96785

808-985-9800

www.volcanoschool.com

Region: East Hawaii

DOE Complex: Kau

Total enrollment: 171

Grades: K-8

Elementary: K-4

Middle: 5-8

High: -

Accredited: Yes, through 6/30/17

Title I: Yes

High needs populations

	<u>School</u>	<u>Statewide</u>
SPED:	18.1%	9.6%
FRL:	69.7%	50.9%
ELL:	1.2%	6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
157	N/A	157

	Elem	Middle	High
Division API	161	153	-
Enrollment	98	73	-
Weight	57%	43%	-

Acronyms

DOE = Hawaii Department of Education
 API = Academic performance index
 SPED = Special education students
 FRL = Students eligible for free and reduced-price lunch
 ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
142	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	4.00	1.1 or higher
2. Unrestricted Days Cash on Hand	83	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	92.8%	95% or higher
4. Total Margin	-5.4%	0% or higher
5. Debt to Assets Ratio	23.9%	50% or less
6. Cash Flow	(\$120,522.00)	\$0.00 or more
7. Unrestricted Fund Balance Percentage	29.9%	25% or higher
8. Change in Total Fund Balance	(\$79,389.00)	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	91%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	3+	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Volcano School of Arts & Sciences

Voyager: A Public Charter School



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

Board Chair: George Moyer

Director: Jeff Vilardi

Year authorized: 2000

2428 Wilder Avenue, Honolulu, HI 96822

808-521-9770

www.voyagerschool.com

Region: Honolulu

DOE Complex: McKinley

Total enrollment: 282

Grades: K-8

Elementary: K-5

Middle: 6-8

High: -

Accredited: No

Title I: No

High needs populations

<u>School</u>	<u>Statewide</u>
SPED: 8.2%	SPED: 9.6%
FRL: 29.6%	FRL: 50.9%
ELL: 1.8%	ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
328	N/A	328

	Elem	Middle	High
Division API	324	343	-
Enrollment	234	48	-
Weight	83%	17%	-

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
341	Recognition

Strive HI Steps



Automatic Classification Trigger

High Progress

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	2.61	1.1 or higher
2. Unrestricted Days Cash on Hand	69	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	99.6%	95% or higher
4. Total Margin	6.5%	0% or higher
5. Debt to Assets Ratio	37.2%	50% or less
6. Cash Flow	\$127,918.00	\$0.00 or more
7. Unrestricted Fund Balance Percentage	4.2%	25% or higher
8. Change in Total Fund Balance	\$139,942.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	81%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Voyager: A Public Charter School

Waialae Elementary Public Charter School



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

Board Chair: Christopher Walling

Director: Kapono Ciotti

Year authorized: 1995

1045 19th Avenue, Honolulu, HI 96816

808-733-4880

www.waialae.edu

Region: Honolulu

DOE Complex: Kalani

Total enrollment: 499

Grades: SPED Pre-K-5

Elementary: SPED Pre-K-5

Middle: -

High: -

Accredited: Yes, through 6/30/18

Title I: No

High needs populations

School	Statewide
SPED: 5.6%	SPED: 9.6%
FRL: 26.2%	FRL: 50.9%
ELL: 4.7%	ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
290	N/A	290

	Elem	Middle	High
Division API	290	-	-
Enrollment	499	-	-
Weight	100%	-	-

Acronyms

DOE = Hawaii Department of Education
 API = Academic performance index
 SPED = Special education students
 FRL = Students eligible for free and reduced-price lunch
 ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
290	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	3.71	1.1 or higher
2. Unrestricted Days Cash on Hand	155	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	100.2%	95% or higher
4. Total Margin	2.0%	0% or higher
5. Debt to Assets Ratio	39.6%	50% or less
6. Cash Flow	\$130,471.00	\$0.00 or more
7. Unrestricted Fund Balance Percentage	36.8%	25% or higher
8. Change in Total Fund Balance	\$85,866.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	98%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Waialae Elementary Public Charter School

Waimea Middle Public Conversion Charter School



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

Board Chair: Pauline Lo Bailey

Director: Matt Horne

Year authorized: 2003

67-1229 Mamalahoa Highway, Kamuela, HI 96743

808-887-6090

www.waimeamiddleschool.org

Region: West Hawaii

DOE Complex: Honokaa

Total enrollment: 288

Grades: 6-8

Elementary: -

Middle: 6-8

High: -

Accredited: Yes, through 6/30/20

Title I: Yes

High needs populations

School

SPED: 10.8%

FRL: 67.6%

ELL: 7.9%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
191	N/A	191

	Elem	Middle	High
Division API	-	191	-
Enrollment	-	288	-
Weight	-	100%	-

Acronyms

DOE = Hawaii Department of Education

API = Academic performance index

SPED = Special education students

FRL = Students eligible for free and reduced-price lunch

ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
191	Continuous Improvement

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	2.85	1.1 or higher
2. Unrestricted Days Cash on Hand	183	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	106.9%	95% or higher
4. Total Margin	-10.2%	0% or higher
5. Debt to Assets Ratio	21.4%	50% or less
6. Cash Flow	\$21,526.00	\$0.00 or more
7. Unrestricted Fund Balance Percentage	82.1%	25% or higher
8. Change in Total Fund Balance	(\$311,372.00)	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	98%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

Waimea Middle Public Conversion Charter School

West Hawai'i Explorations Academy



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

Board Chair: Lougene Baird

Director: Curtis Muraoka, Heather Nakakura

Year authorized: 2000

73-4500 Kahilihili Street, Kailua-Kona, HI 96740

Mailing: 73-4460 Queen Kaahumanu Hwy., #105,
Kailua-Kona, HI 96740

808-327-4751

www.whea.net

Region: West Hawaii

DOE Complex: Kealakehe

Total enrollment: 248

Grades: 6-12

Elementary: -

Middle: 6-8

High: 9-12

Accredited: Yes, through 6/30/17

Title I: No

High needs populations

School

SPED: 5.6%

FRL: 35.9%

ELL: 0.9%

Statewide

SPED: 9.6%

FRL: 50.9%

ELL: 6.7%

Academic Performance – School Year 2014-2015

Academic Performance Framework (APF)

Hawaii State Public Charter School Commission

Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
189	N/A	189

	Elem	Middle	High
Division API	-	171	200
Enrollment	-	99	149
Weight	-	40%	60%

Acronyms

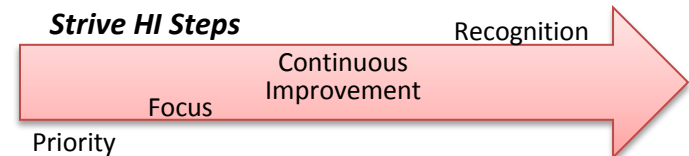
API = Academic performance index
 SPED = Special education students
 FRL = Students eligible for free and reduced-price lunch
 ELL = English language learners

Strive HI Performance System

Hawaii Department of Education

Strive HI API Score (0-400 points)	Strive HI Classification
203	Continuous Improvement (exited Focus)

Strive HI Steps



Automatic Classification Trigger

-

Financial Performance – School Year 2014-2015

Financial Performance Indicators	SY 2014-2015	Target/Standard
1. Current Ratio	5.68	1.1 or higher
2. Unrestricted Days Cash on Hand	202	60 days or more; 30 to 60 days AND positive trend from SY 2013- 2014 to SY 2014- 2015
3. Enrollment Variance	97.3%	95% or higher
4. Total Margin	5.7%	0% or higher
5. Debt to Assets Ratio	7.2%	50% or less
6. Cash Flow	\$103,926.00	\$0.00 or more
7. Unrestricted Fund Balance Percentage	127.0%	25% or higher
8. Change in Total Fund Balance	\$110,021.00	\$0.00 or more

Organizational Performance – School Year 2014-2015

Organizational Performance Indicators	SY 2014-2015	Target/Standard
1. On-time completion rate for Epicenter tasks	91%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Satisfactory completion of Compliance Review tasks		n/a

West Hawai'i Explorations Academy

B. APPENDIX B: STRIVE HI INDIVIDUAL SCHOOL PERFORMANCE REPORTS

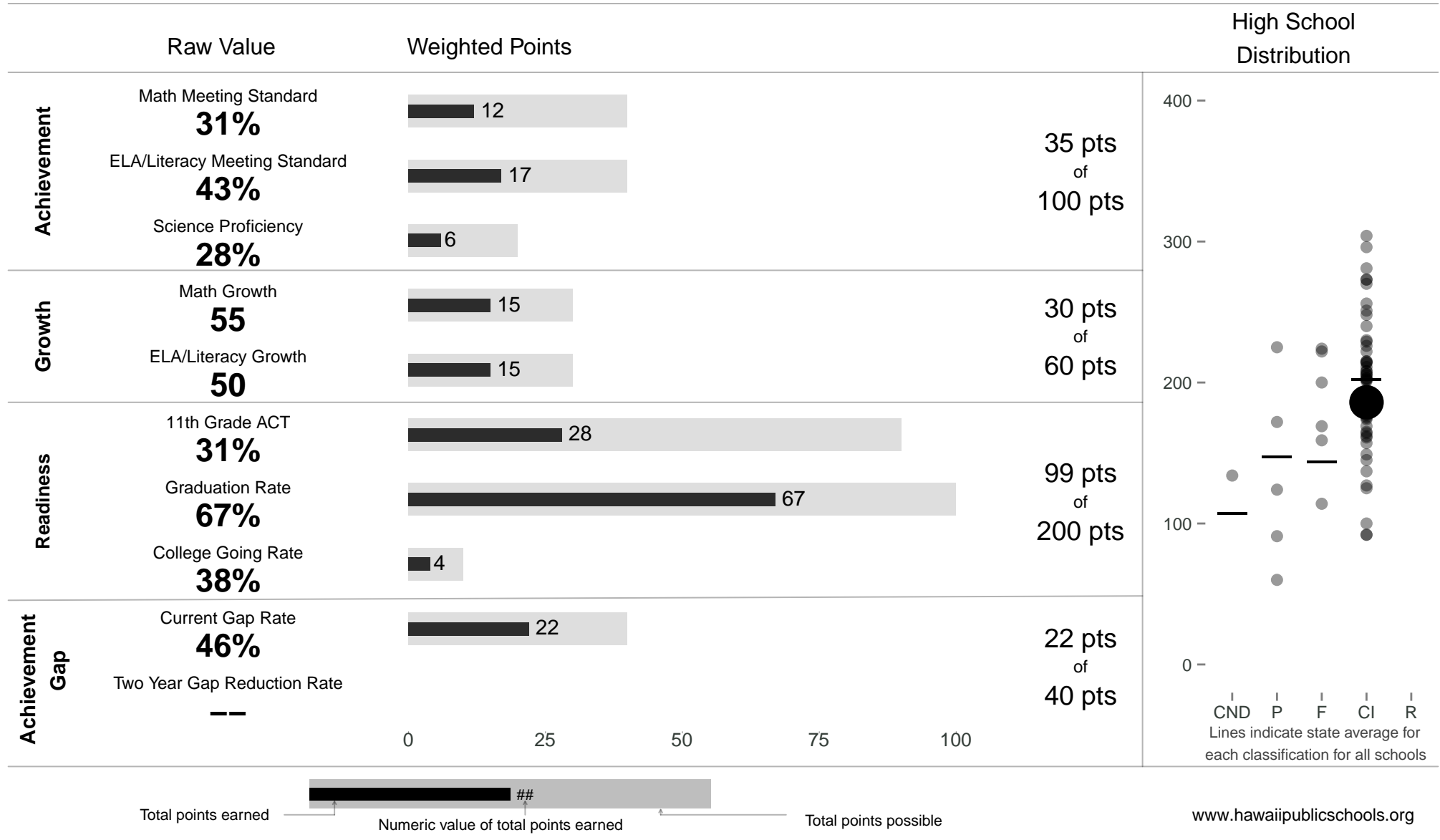
Connections NCPCS

School Year 2014–2015: Continuous Improvement

School Year 2013–2014: Continuous Improvement

186 points of 400 points

Trigger: None



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

Hakipu'u Learning Center

School Year 2014-15: Priority

School Year 2013-14: Priority

91 points of 400 points

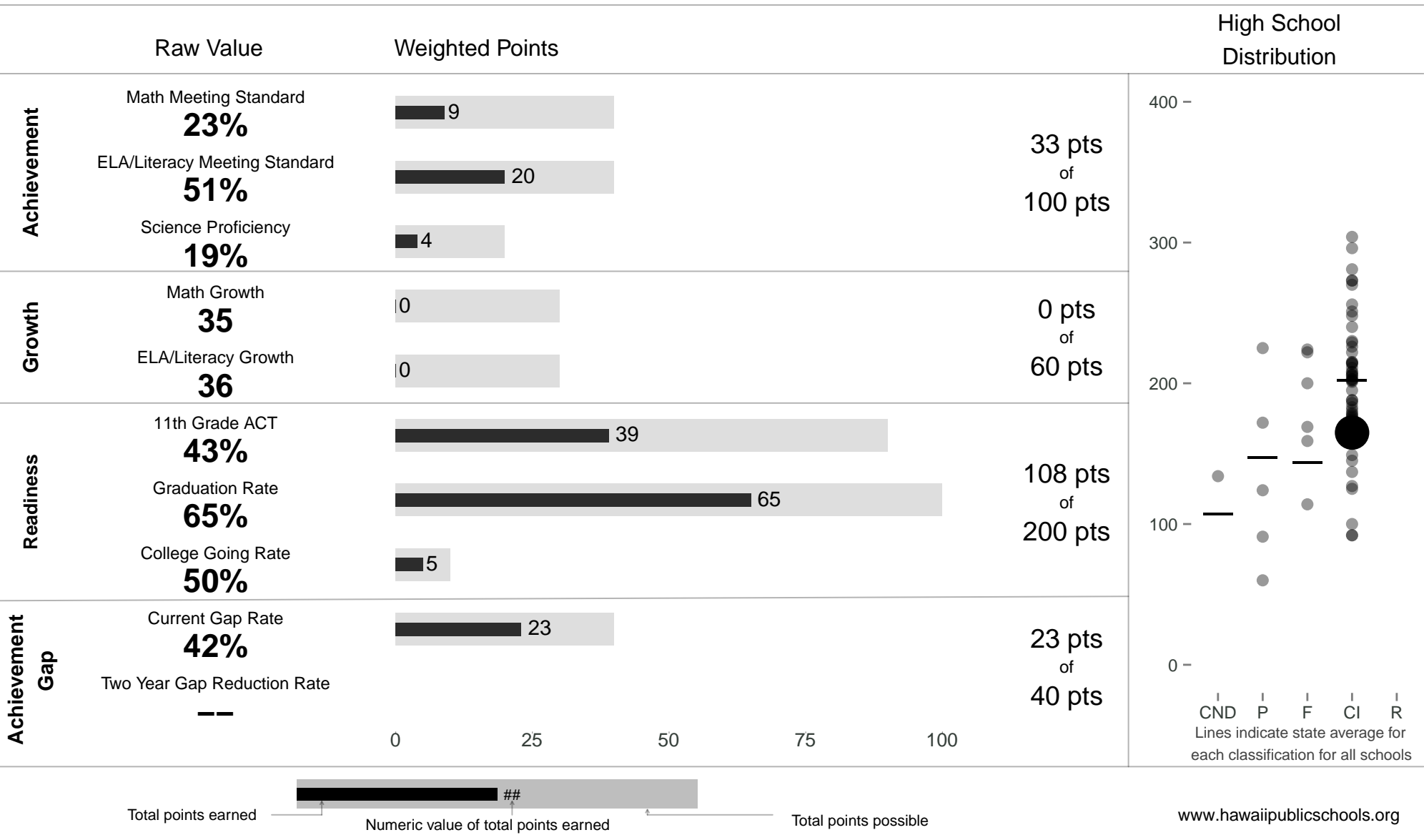
Trigger: Carry Over

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

Halau Ku Mana PCS**165 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None



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

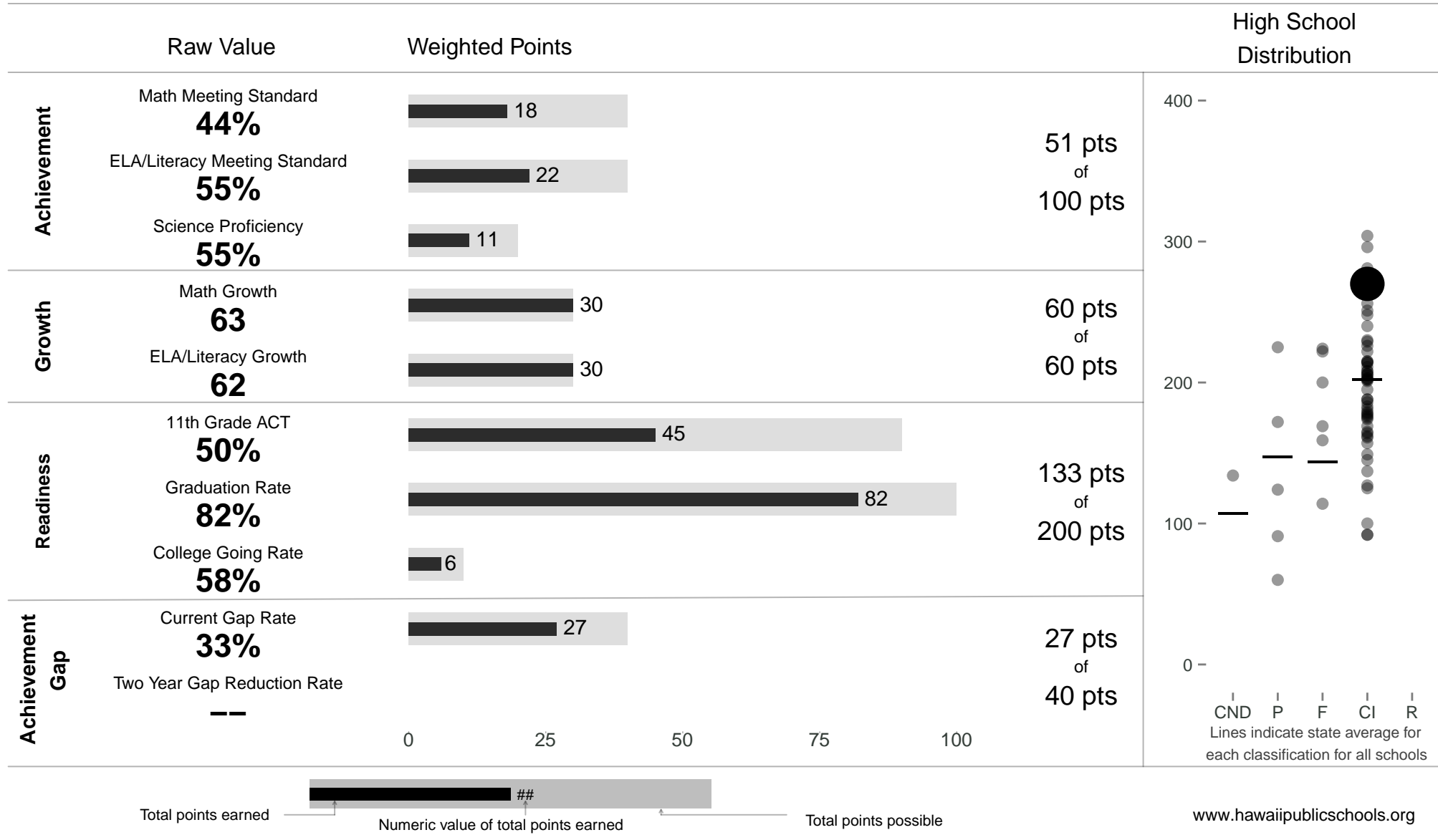
Hawaii Academy of Arts and Science PCS

270 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Focus



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

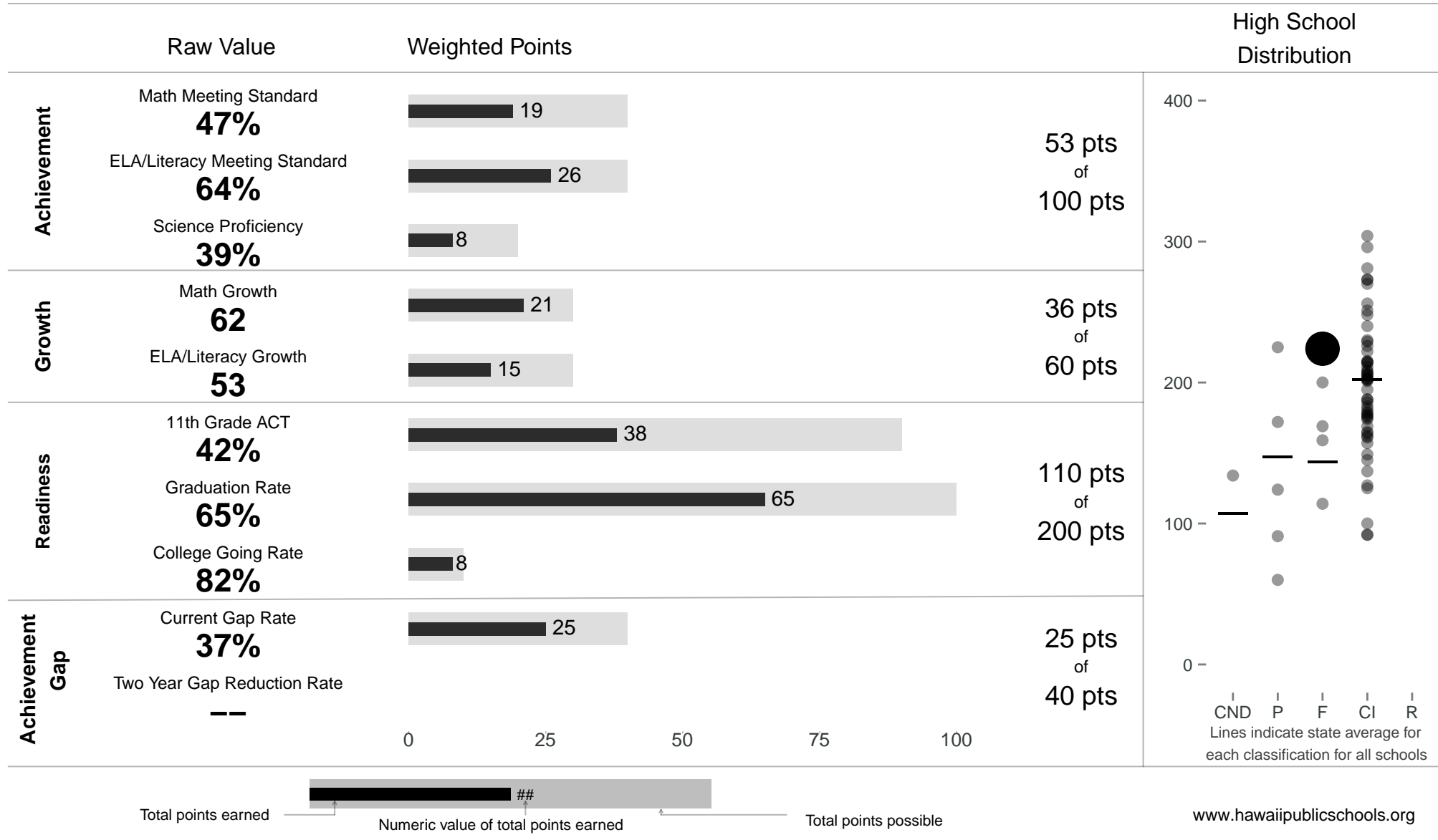
Hawaii Technology Academy PCS

School Year 2014–2015: Focus

School Year 2013–2014: Focus

224 points of 400 points

Trigger: Carry Over



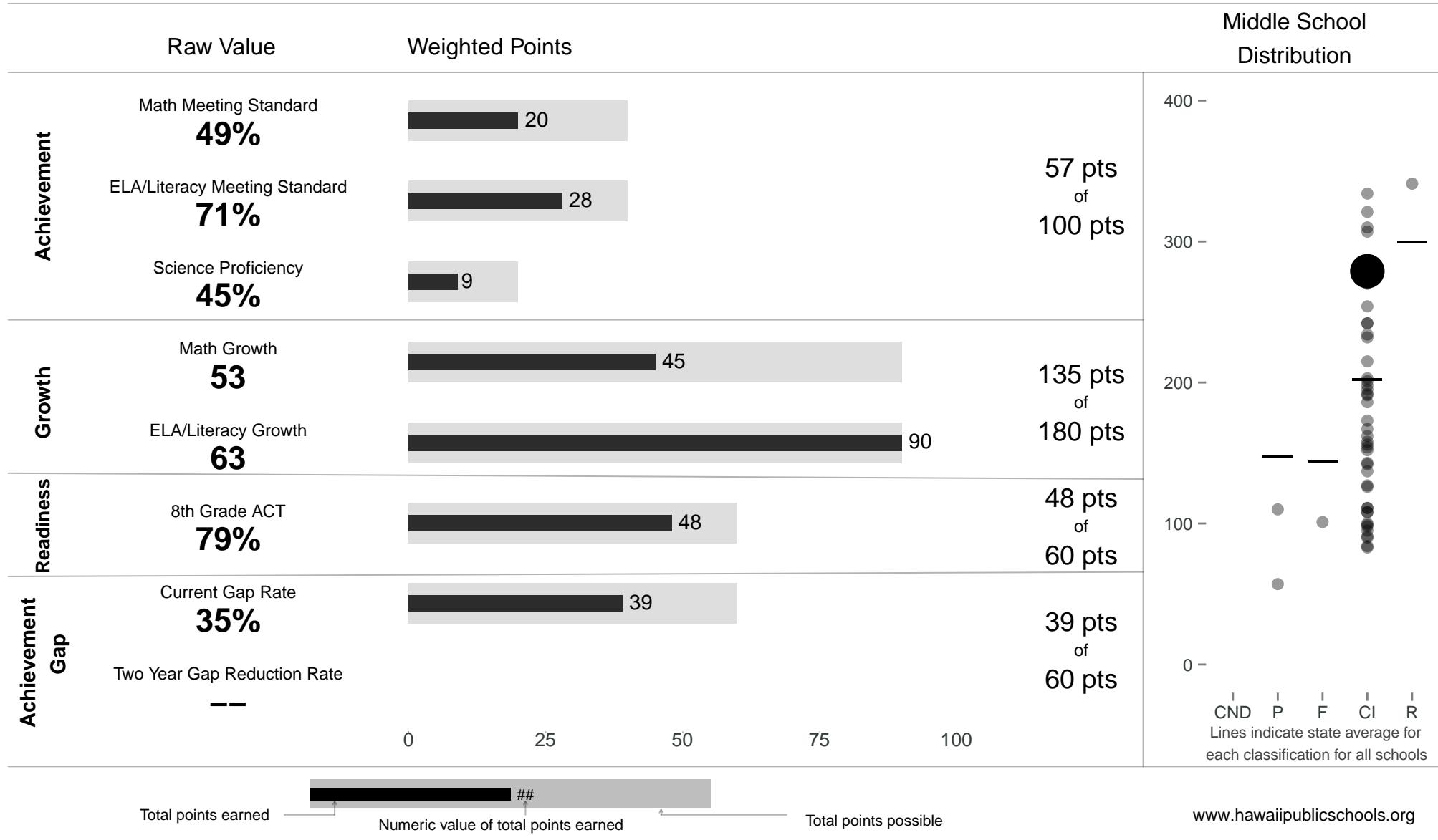
NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Innovations PCS**279 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



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

Ka 'Umeke Kā'eo

School Year 2014-15: Priority

School Year 2013-14: Priority

225 points of 400 points

Trigger: Carry Over

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

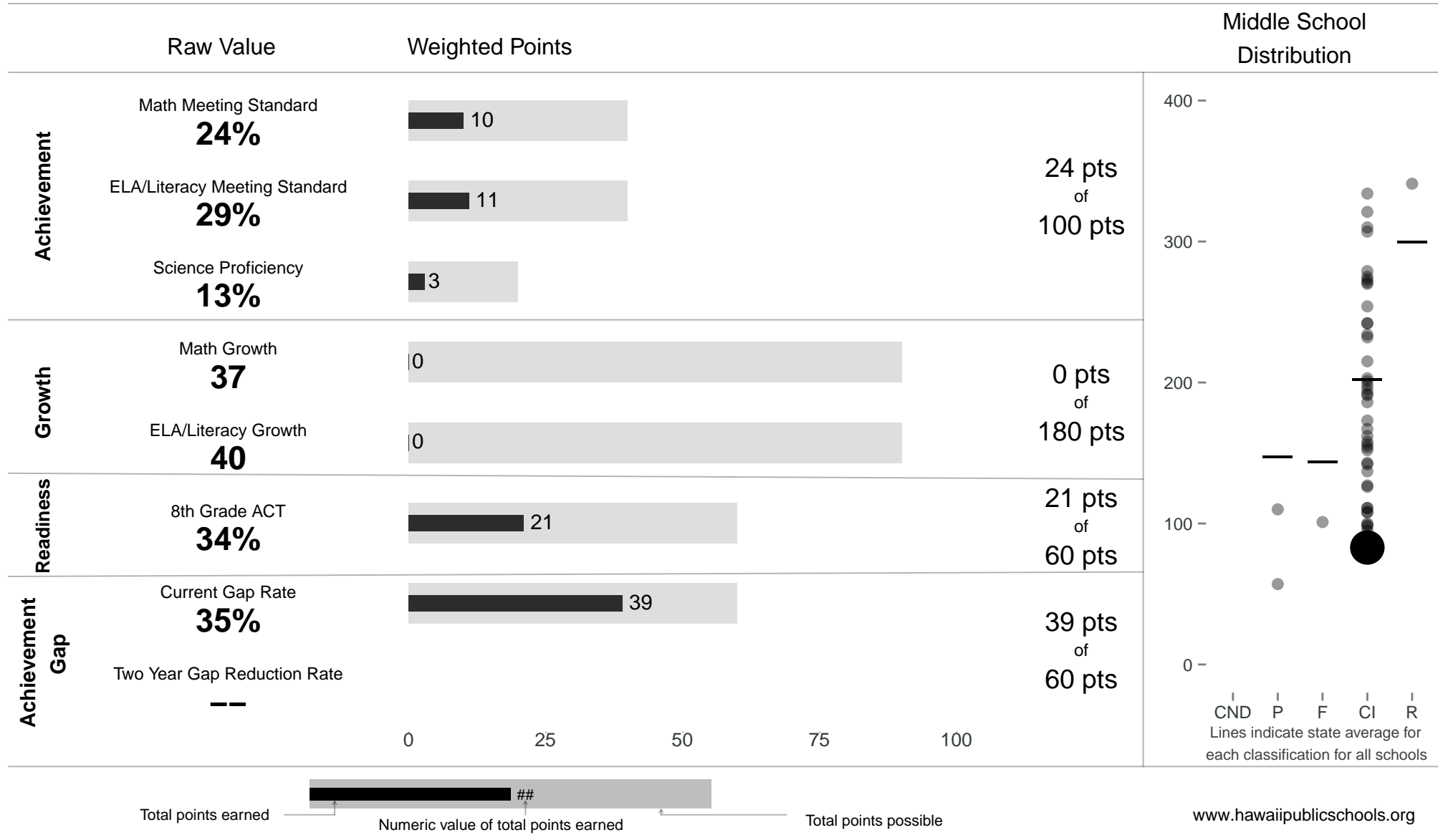
Ka Waihona o ka Naauao PCS

School Year 2014–2015: Continuous Improvement

School Year 2013–2014: Continuous Improvement

83 points of 400 points

Trigger: None



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

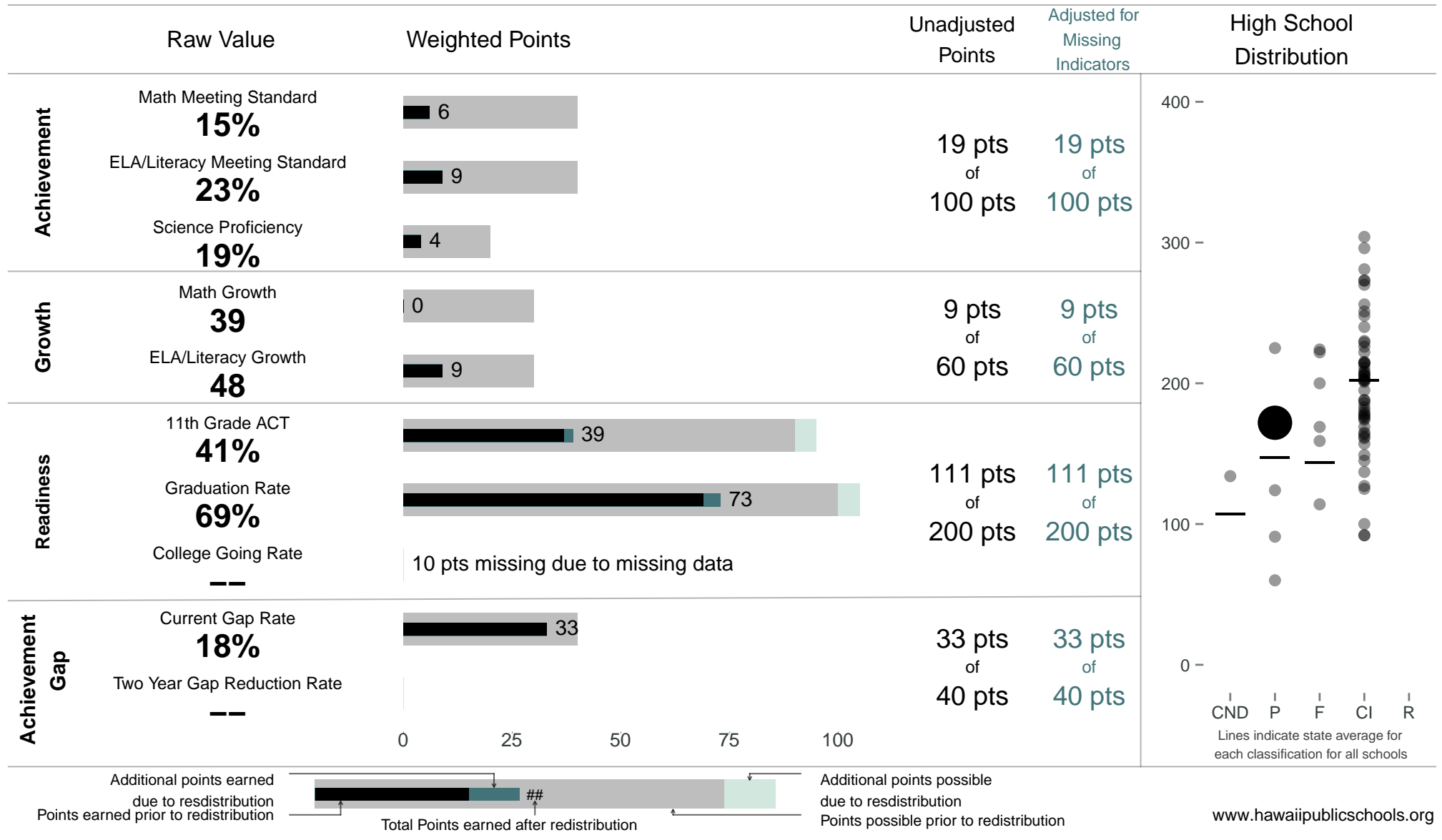
Kamaile Academy PCS

School Year 2014–2015: Priority

School Year 2013–2014: Priority

172 points of 400 points

Trigger: Carry Over



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

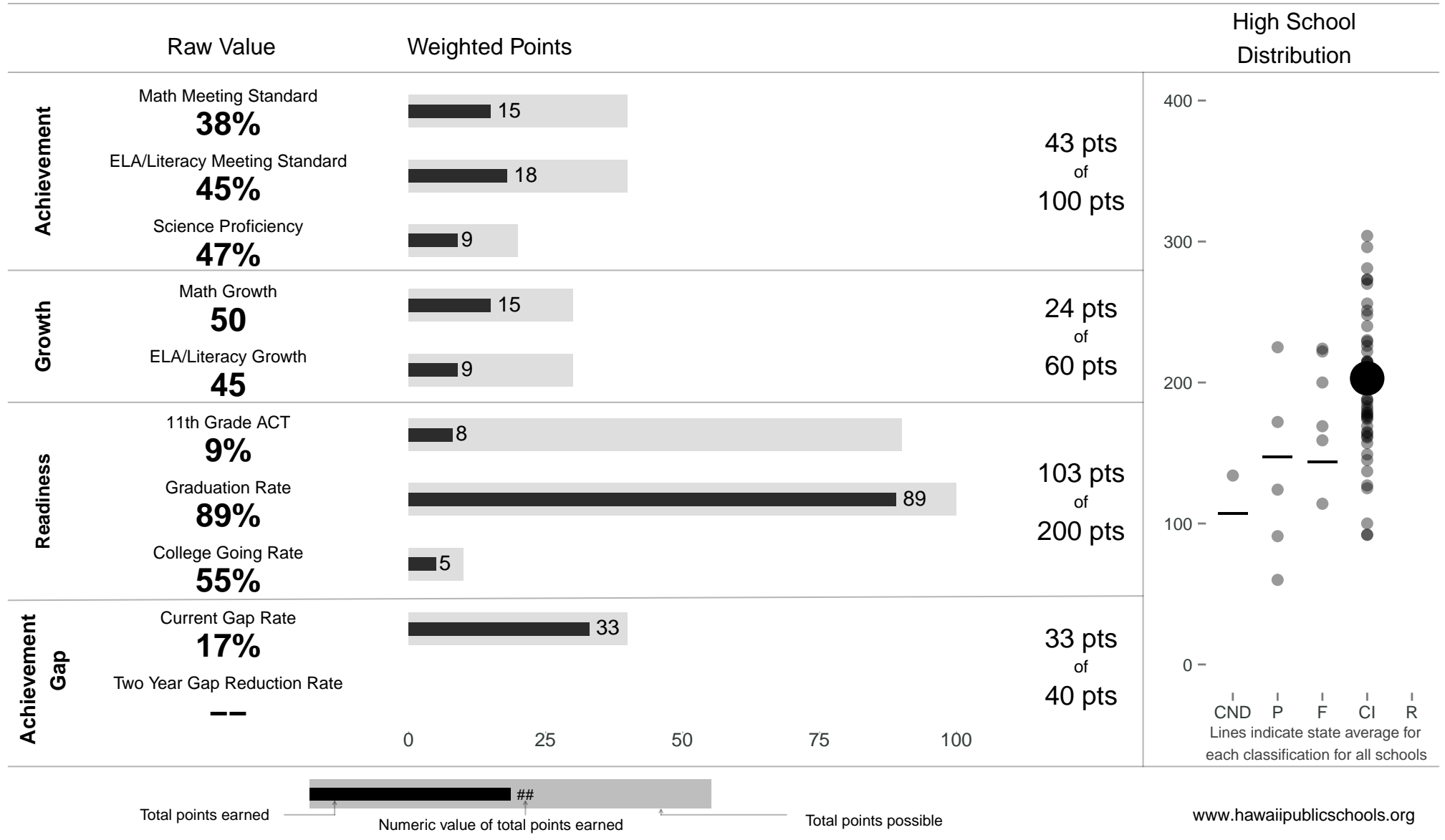
Kanu o ka `Aina New Century PCS

School Year 2014–2015: Continuous Improvement

School Year 2013–2014: Continuous Improvement

203 points of 400 points

Trigger: None



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

Kanuikapono Public Charter School

School Year 2014-15: Continuous Improvement

School Year 2013-14: Continuous Improvement

100 points of 400 points

Trigger: None

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

Kawaikini New Century Public Charter School

School Year 2014-15: Continuous Improvement

School Year 2013-14: Continuous Improvement

145 points of 400 points

Trigger: None

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

Ke Ana La'ahana PCS

School Year 2014-15: Continuous Improvement

School Year 2013-14: Continuous Improvement

92 points of 400 points

Trigger: None

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

Ke Kula `o Nawahiokalani`opu`u Iki, LPCS

School Year 2014-15: Priority

School Year 2013-14: Priority

110 points of 400 points

Trigger: Carry Over

	Raw Value	Weighted Points		Middle School Distribution
Achievement	Math Meeting Standard --%*			
	ELA/Literacy Meeting Standard --%*	--*	-- pts* of 100 pts	400 -
	Science Proficiency --%*			300 -
Growth	Math Growth --*			
	ELA/Literacy Growth --*	--*	-- pts* of 180 pts	--* 200 -
Readiness	8 th Grade ACT --%*	--*	-- pts* of 60 pts	100 - 0 -
Achievement Gap	Current Gap Rate --%*			
	Two Year Gap Reduction Rate --%*	--*	-- pts* of 60 pts	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> <div>CND P F CI R</div> <p>Lines indicate state average for each classification for all schools</p>

Ke Kula 'o Samuel M. Kamakau, LPCS

School Year 2014-15: Continuous Improvement

School Year 2013-14: Continuous Improvement

252 points of 400 points

Trigger: None

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

Ke Kula Niihau O Kekaha Learning Center

School Year 2014-15: Focus

School Year 2013-14: Focus

114 points of 400 points

Trigger: Carry Over

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

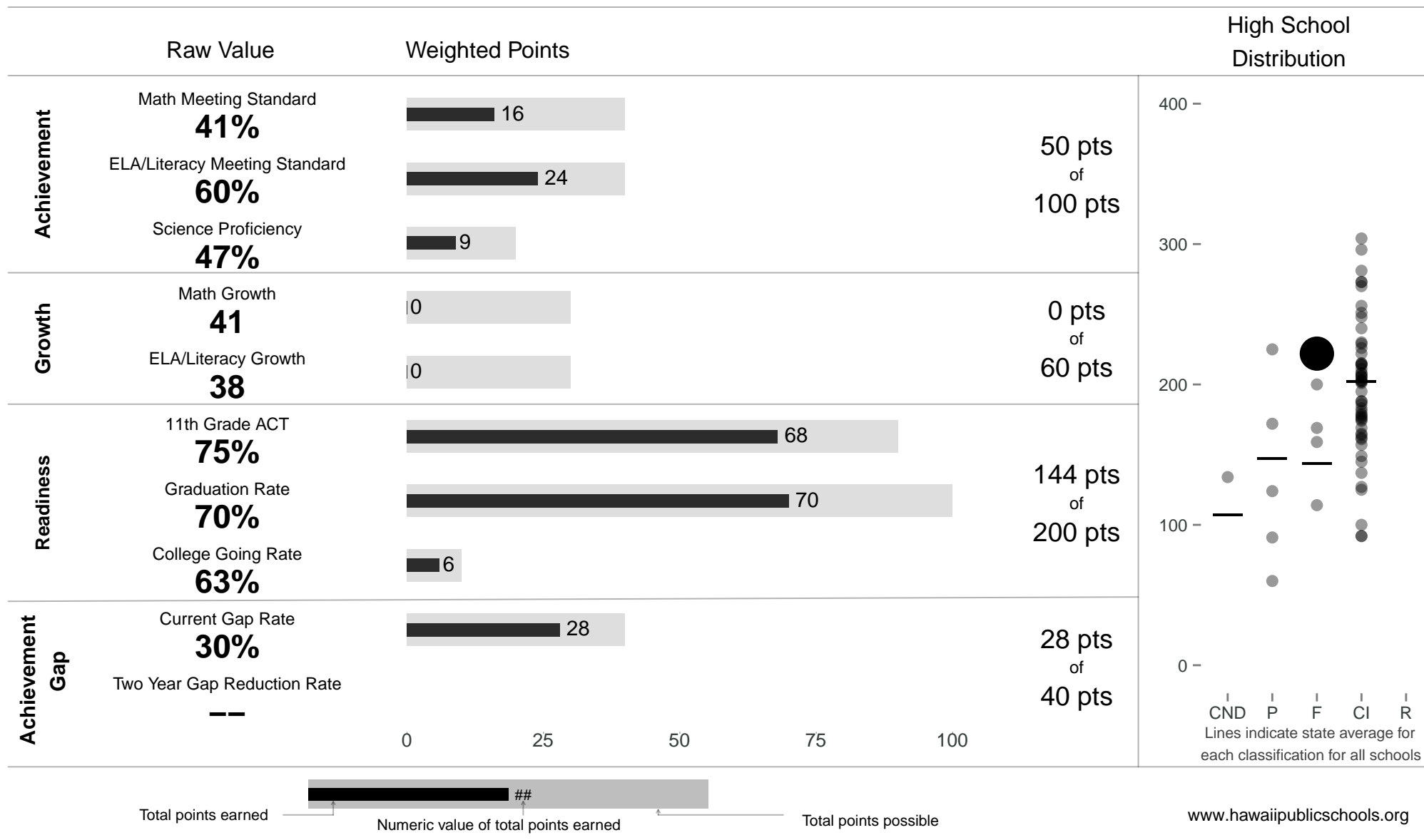
Kihei Charter School

School Year 2014–2015: Focus

School Year 2013–2014: Focus

222 points of 400 points

Trigger: Carry Over



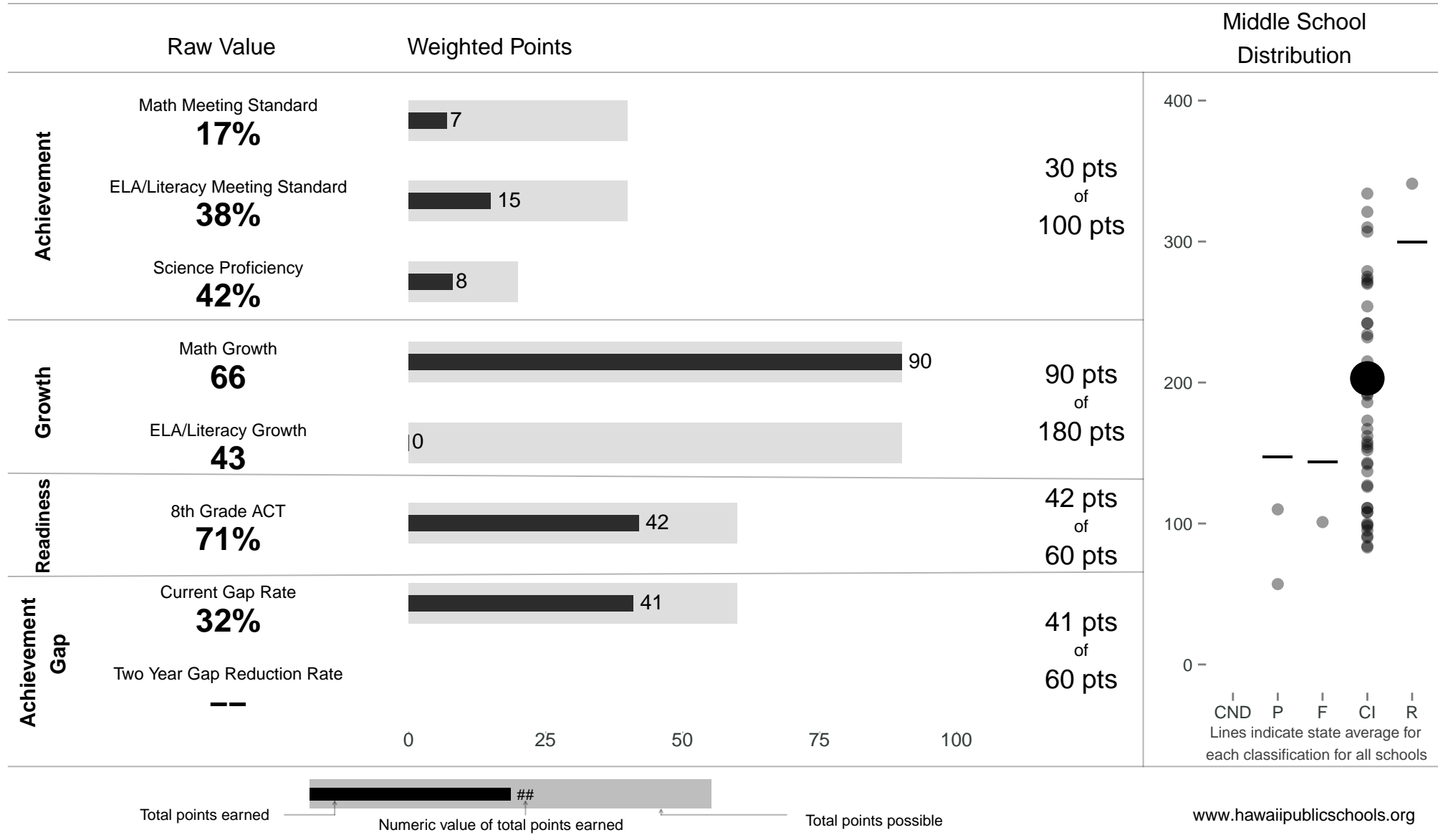
NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Kona Pacific PCS**203 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



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

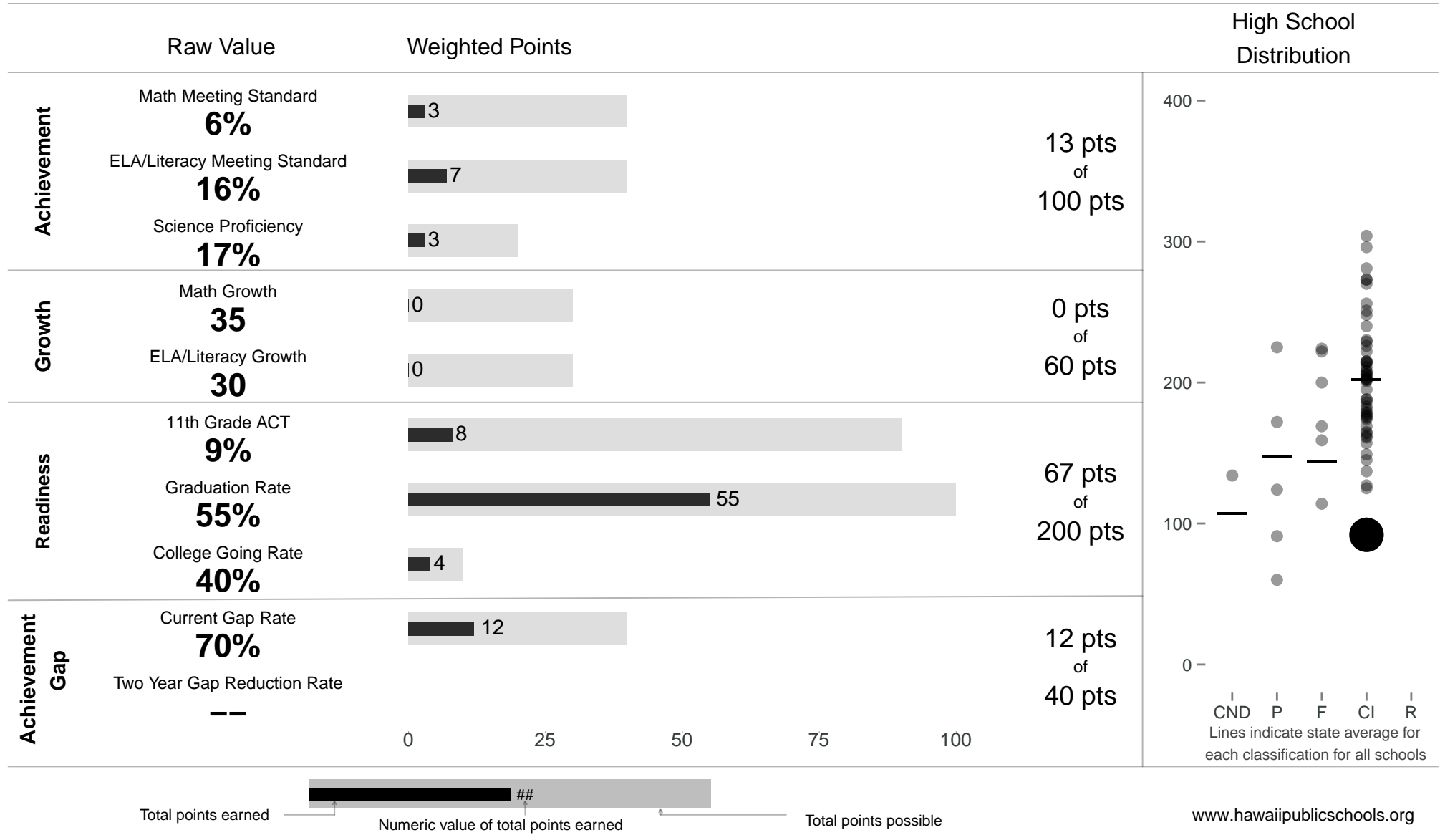
Kua o ka La PCS

School Year 2014–2015: Continuous Improvement

School Year 2013–2014: Continuous Improvement

92 points of 400 points

Trigger: None



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

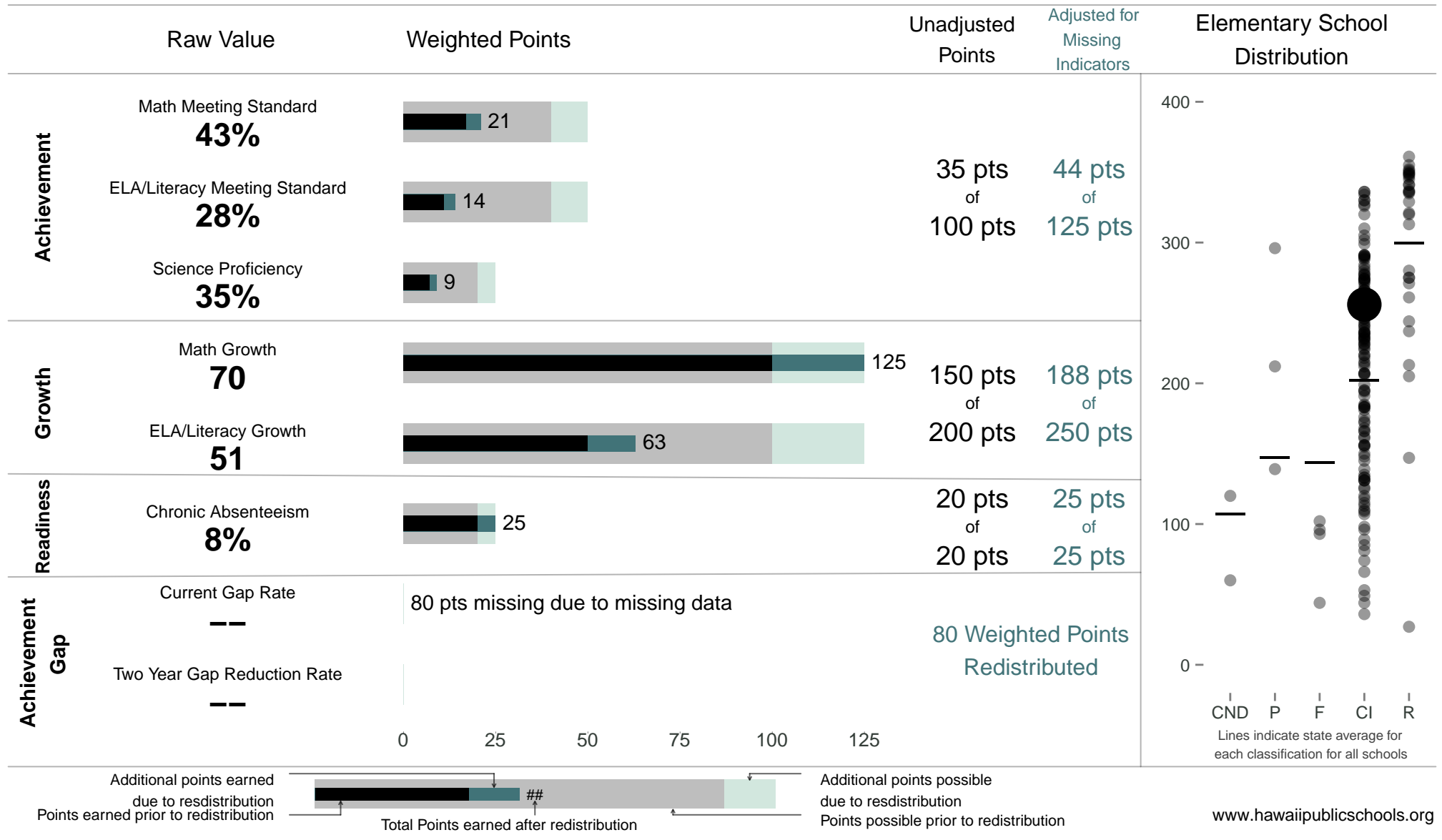
Kualapuu Elementary PCCS

256 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement


www.hawaiipublicschools.org

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

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

162 points of 400 points

School Year 2014-15: Continuous Improvement

Trigger: None

School Year 2013-14: Continuous Improvement

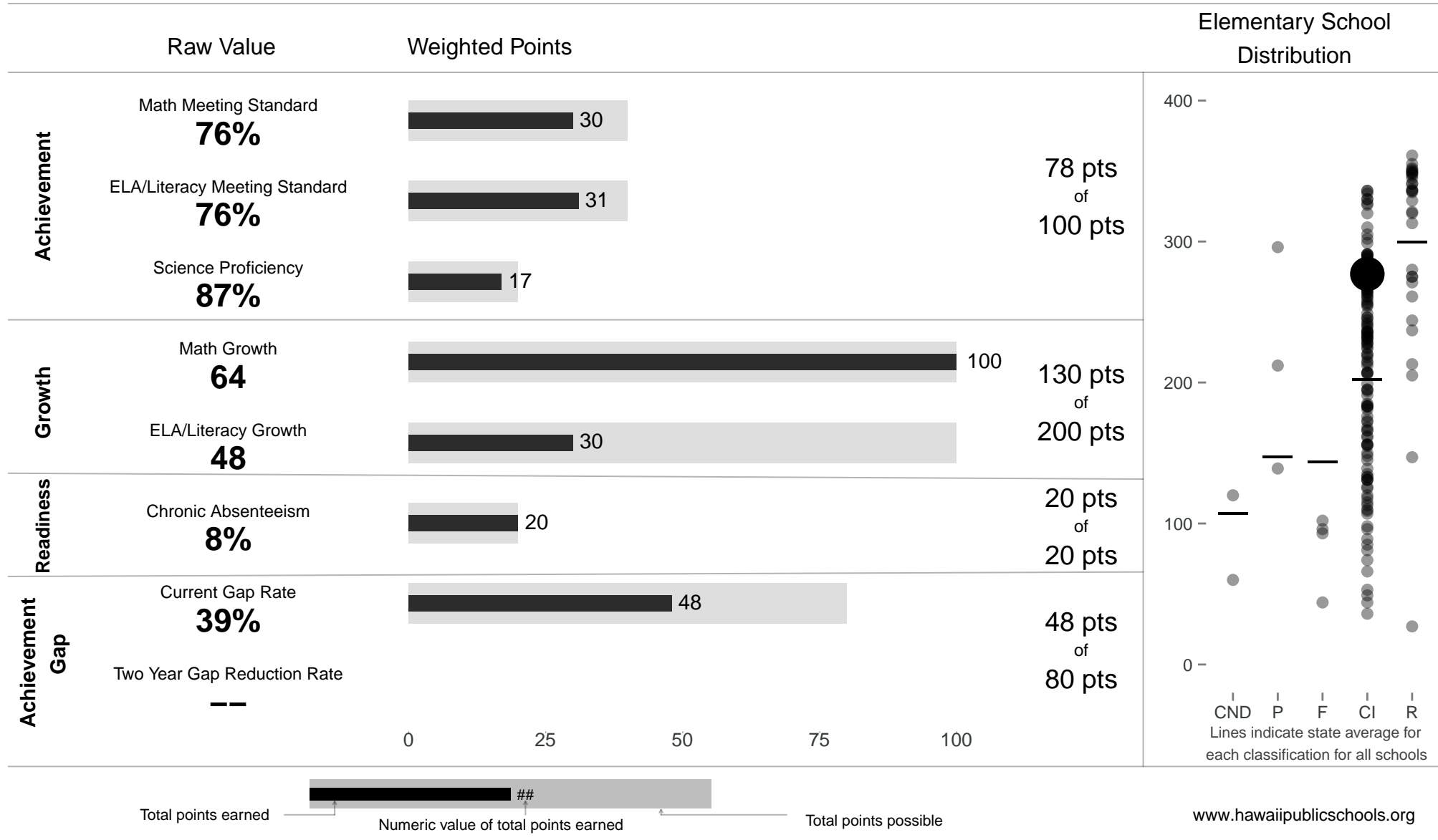
	Raw Value	Weighted Points		High School Distribution
Achievement	Math Meeting Standard --%*			
	ELA/Literacy Meeting Standard --%*	--*	-- pts* of 100 pts	400 -
	Science Proficiency --%*			300 -
Growth	Math Growth --*			
	ELA/Literacy Growth --*	--*	-- pts* of 60 pts	--* 200 -
Readiness	11 th Grade ACT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

Lanikai Elementary PCS**277 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



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

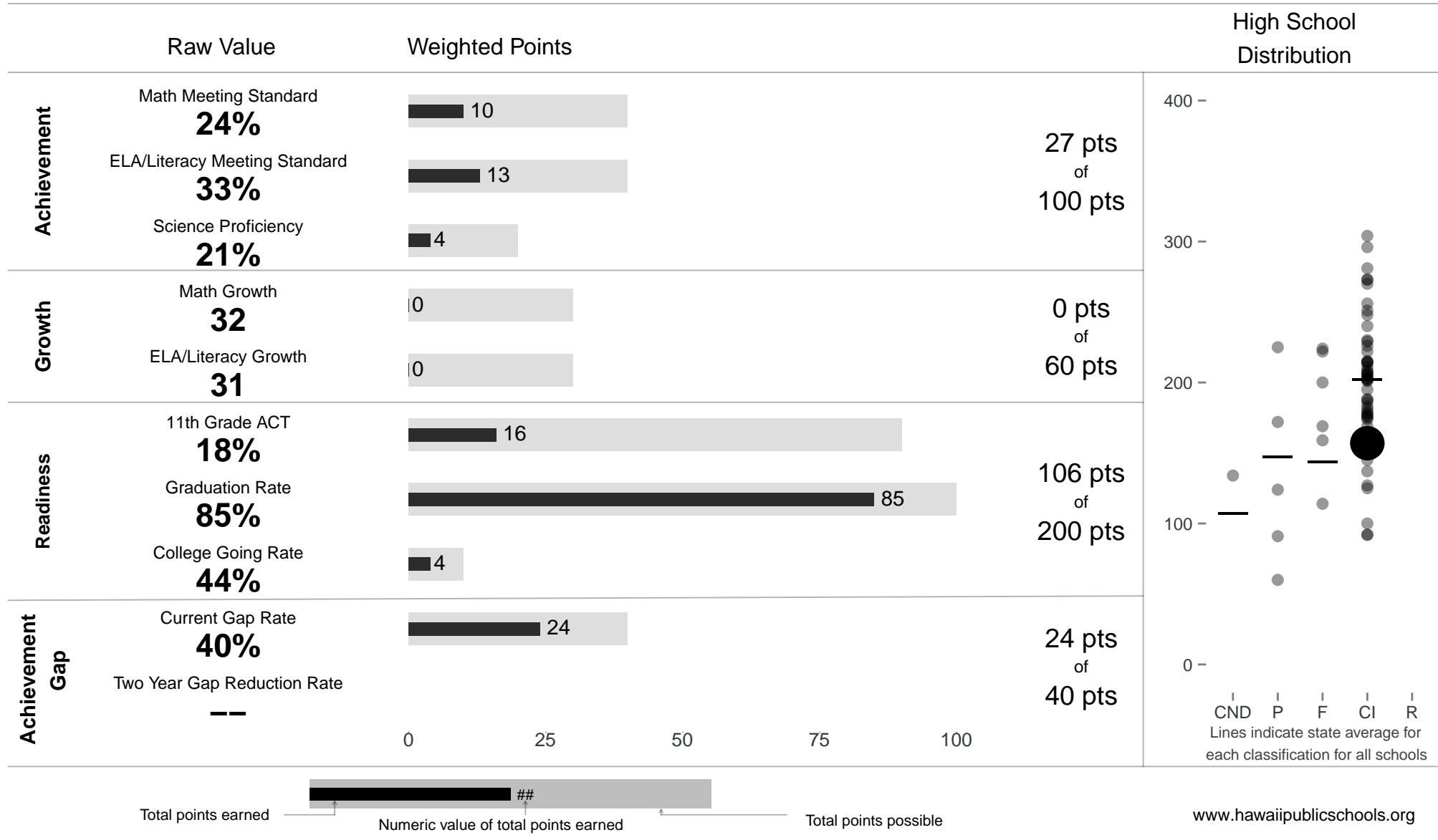
Laupahoehoe Community – PCS

School Year 2014–2015: Continuous Improvement

School Year 2013–2014: Focus

157 points of 400 points

Trigger: None



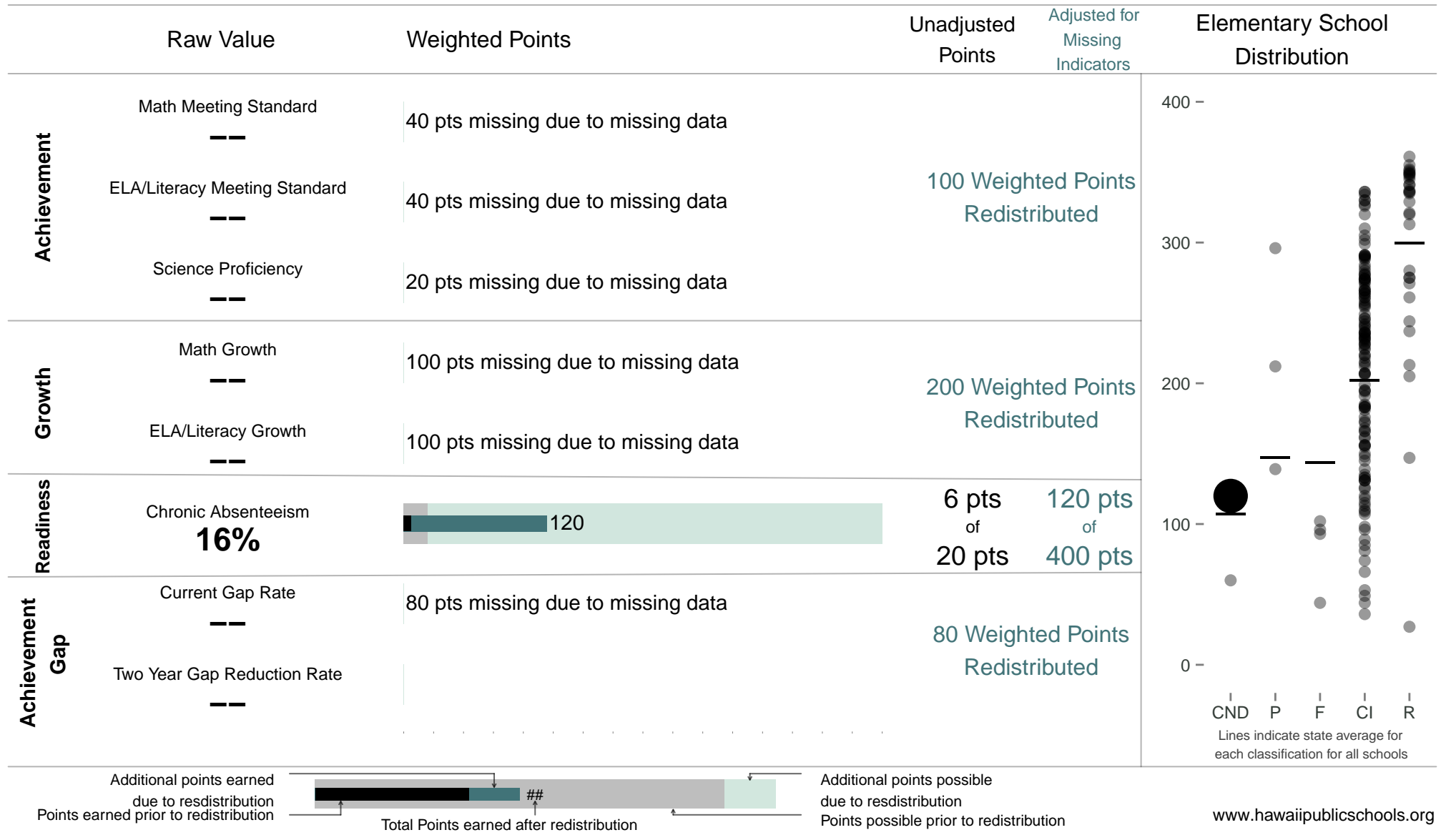
NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Malama Honua Public Charter School**120 points** of 400 points

School Year 2014–2015: Classification Not Determined

Trigger: None

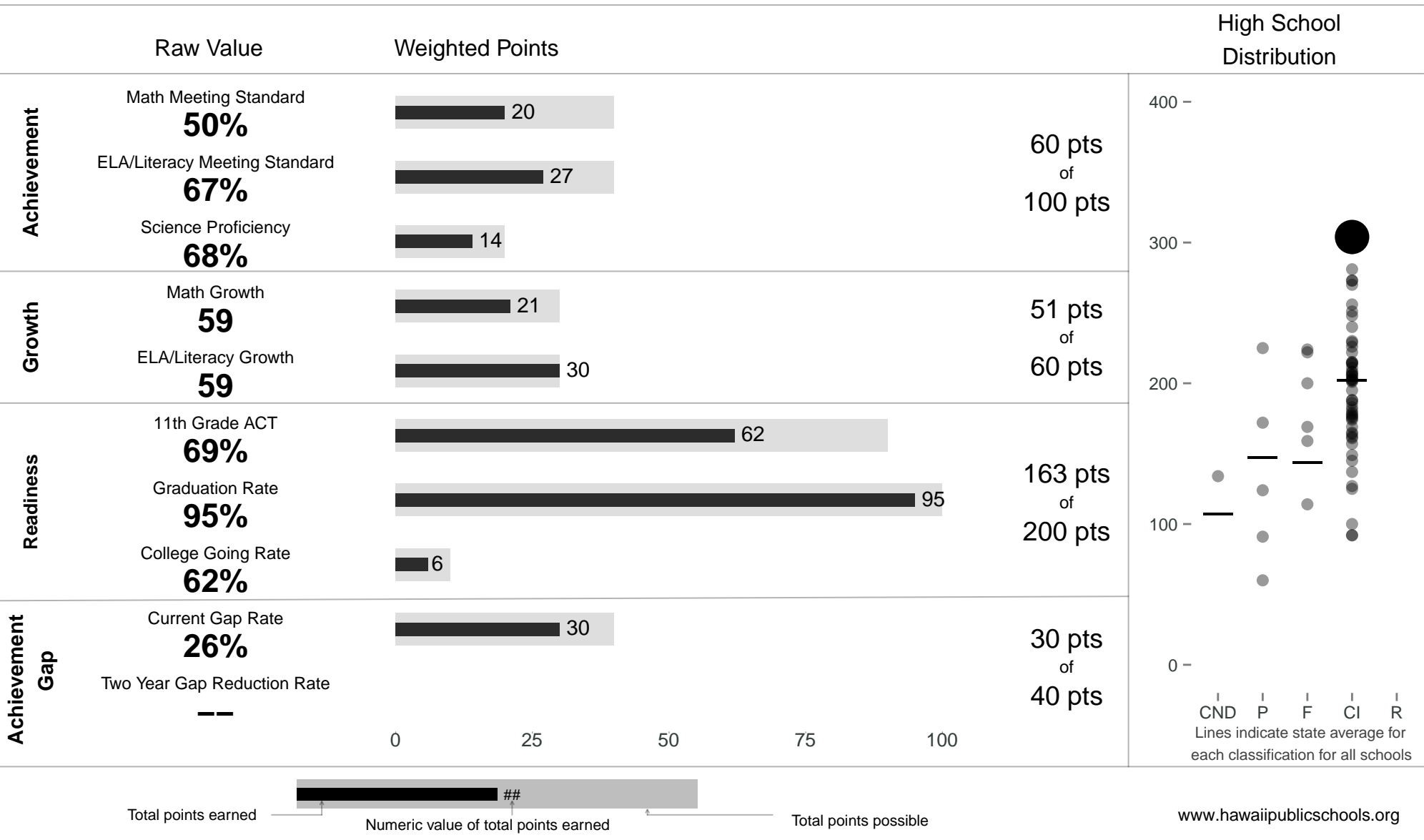
School Year 2013–2014:

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

Myron B. Thompson Academy PCS**304 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None



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

Na Wai Ola Public Charter School

27 points of 400 points

School Year 2014–2015: Recognition

Trigger: Carry Over

School Year 2013–2014: Recognition



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

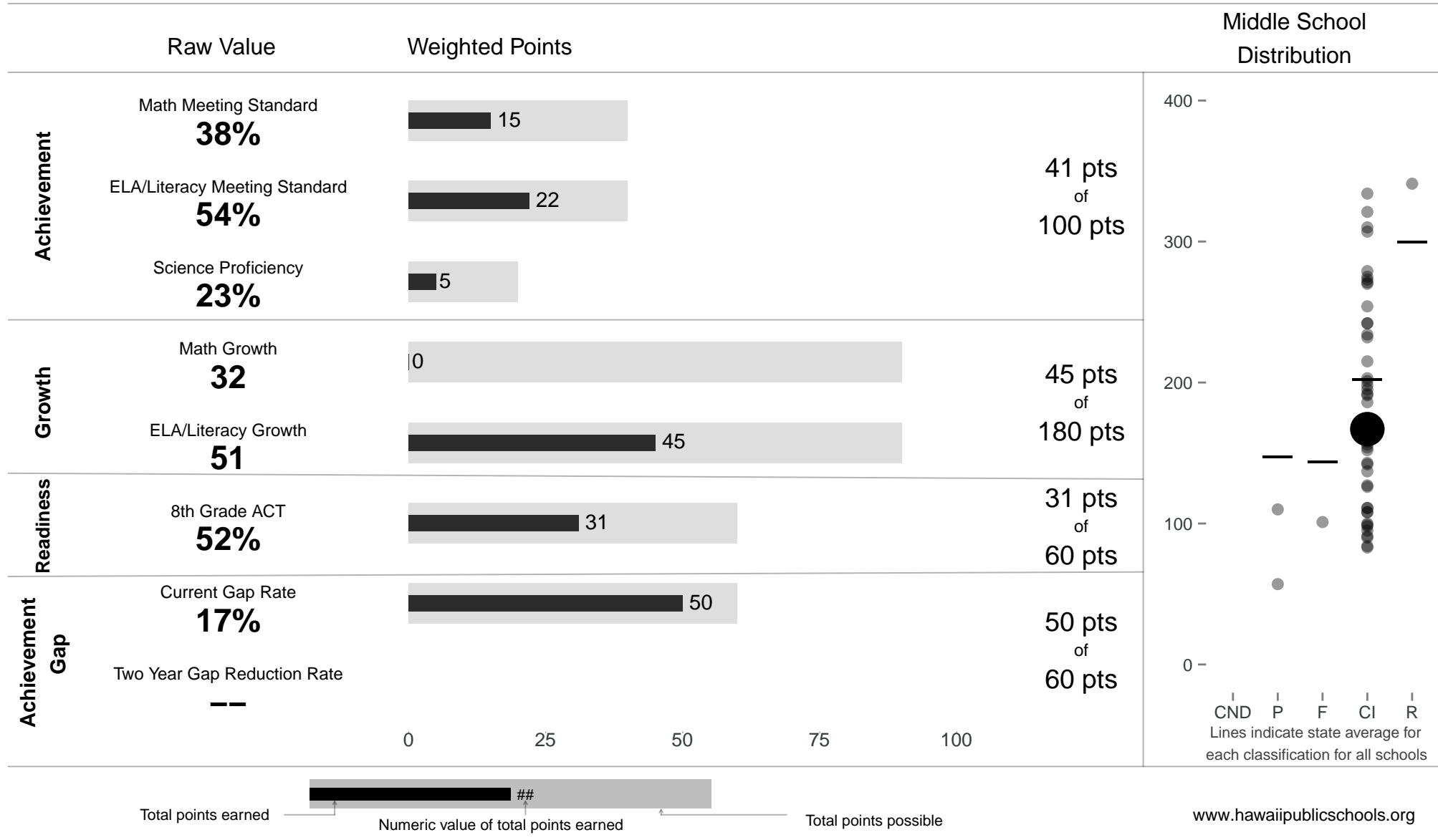
School for Examining Essential Questions of Sustainability

167 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Classification Not Determined



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

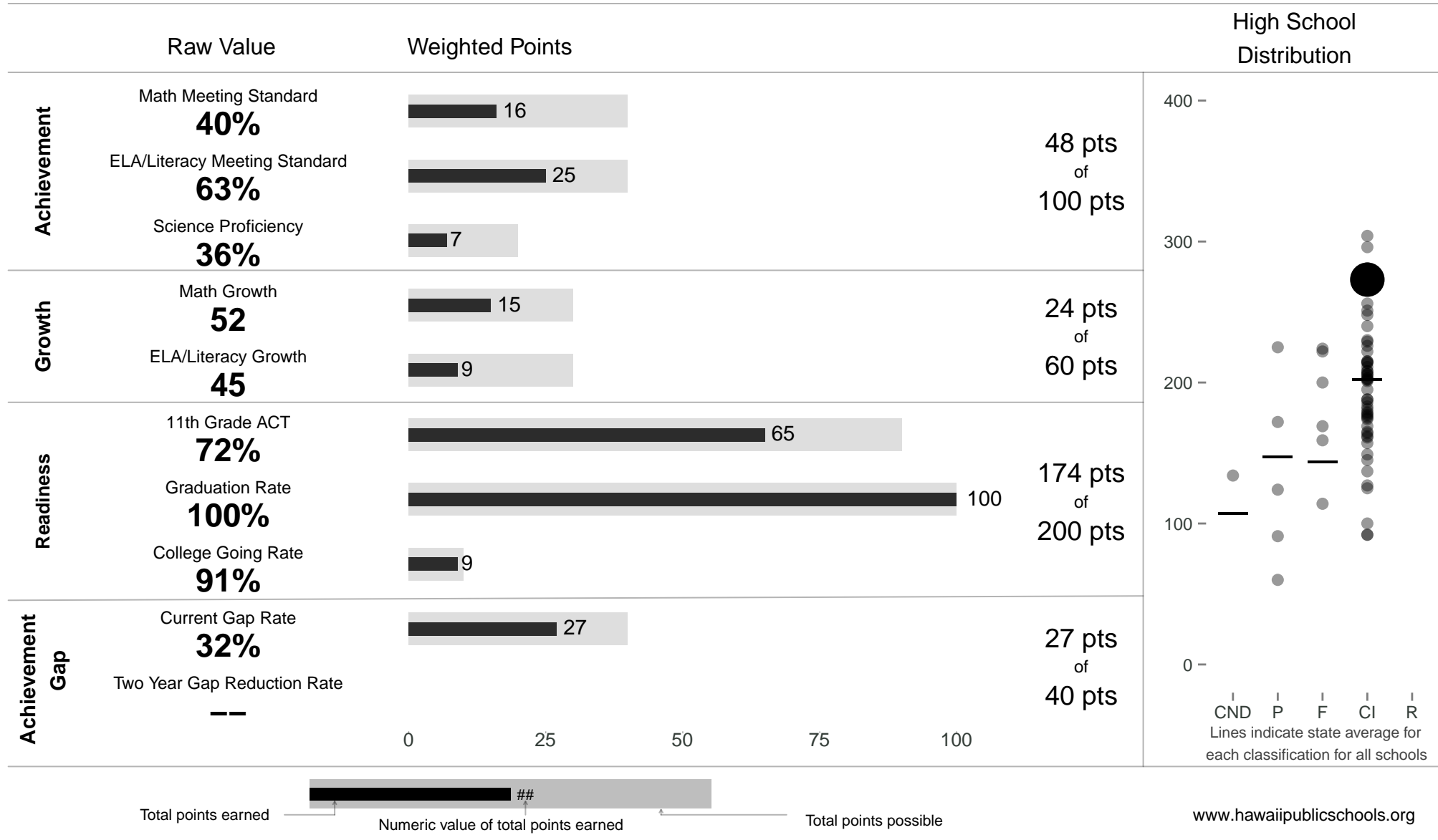
University Laboratory School

School Year 2014–2015: Continuous Improvement

School Year 2013–2014: Continuous Improvement

273 points of 400 points

Trigger: None



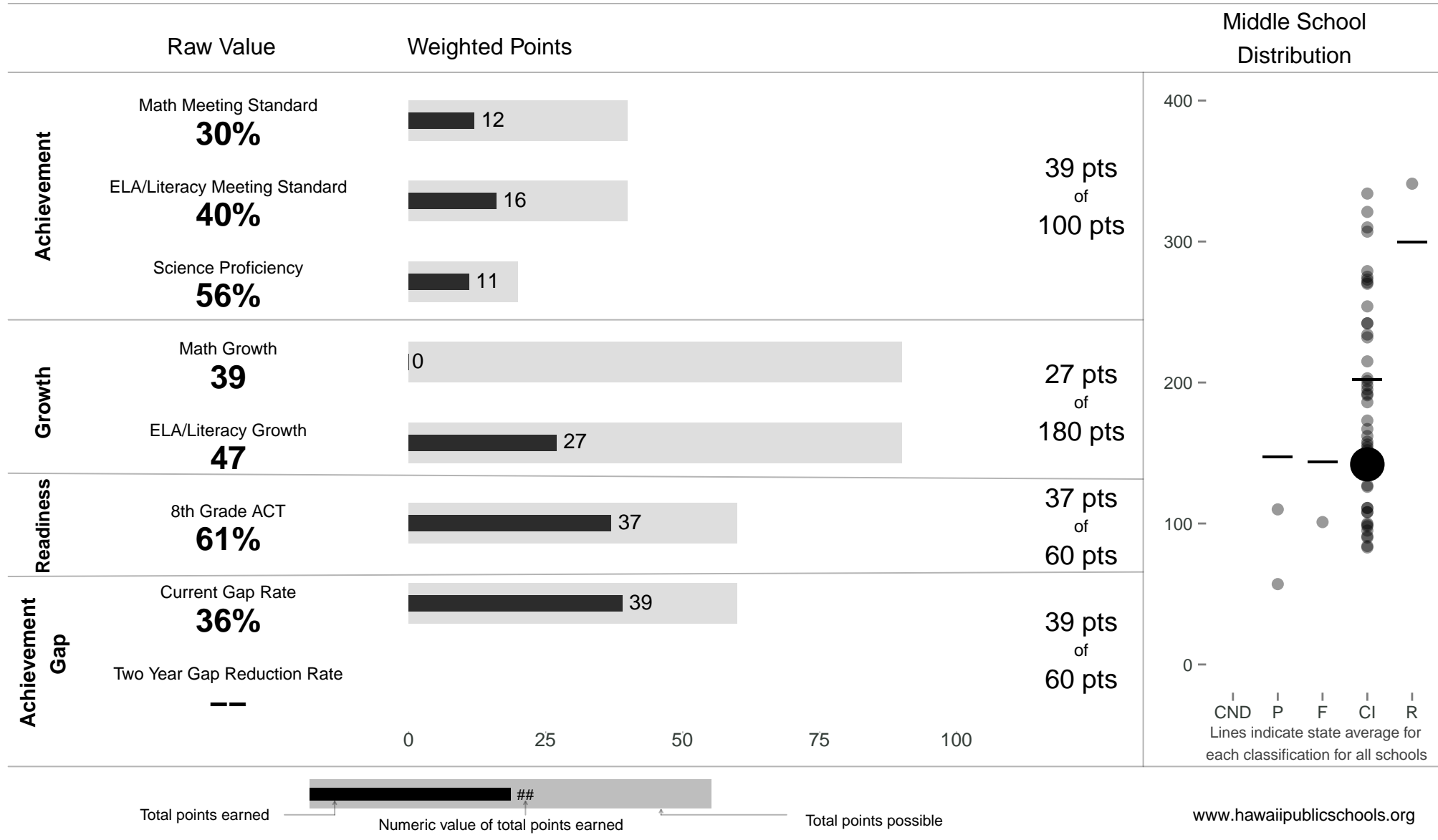
NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Volcano School of Arts and Sciences A Community PCS**142 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



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

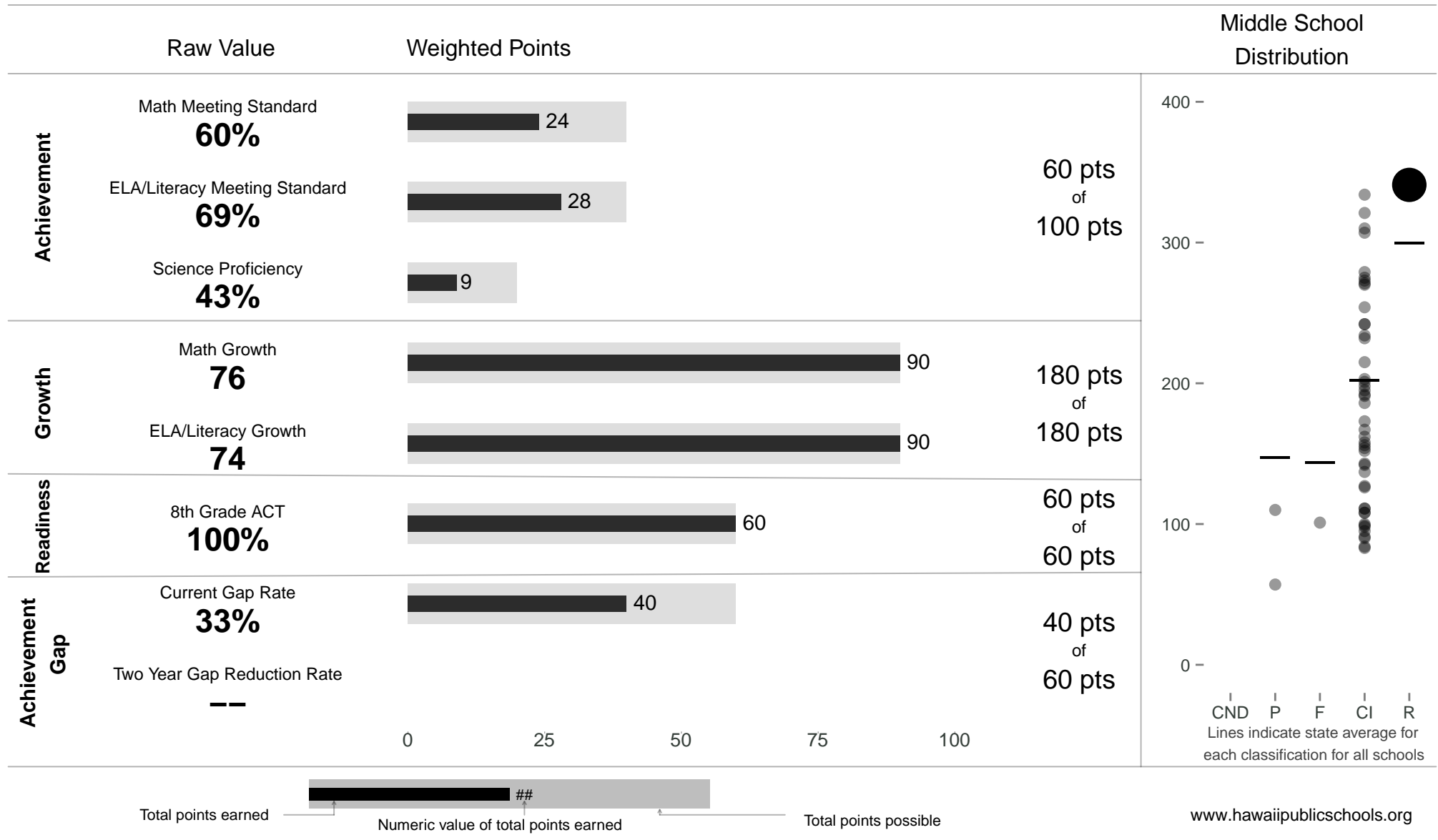
Voyager PCS

School Year 2014–2015: Recognition

School Year 2013–2014: Continuous Improvement

341 points of 400 points

Trigger: High–Progress



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

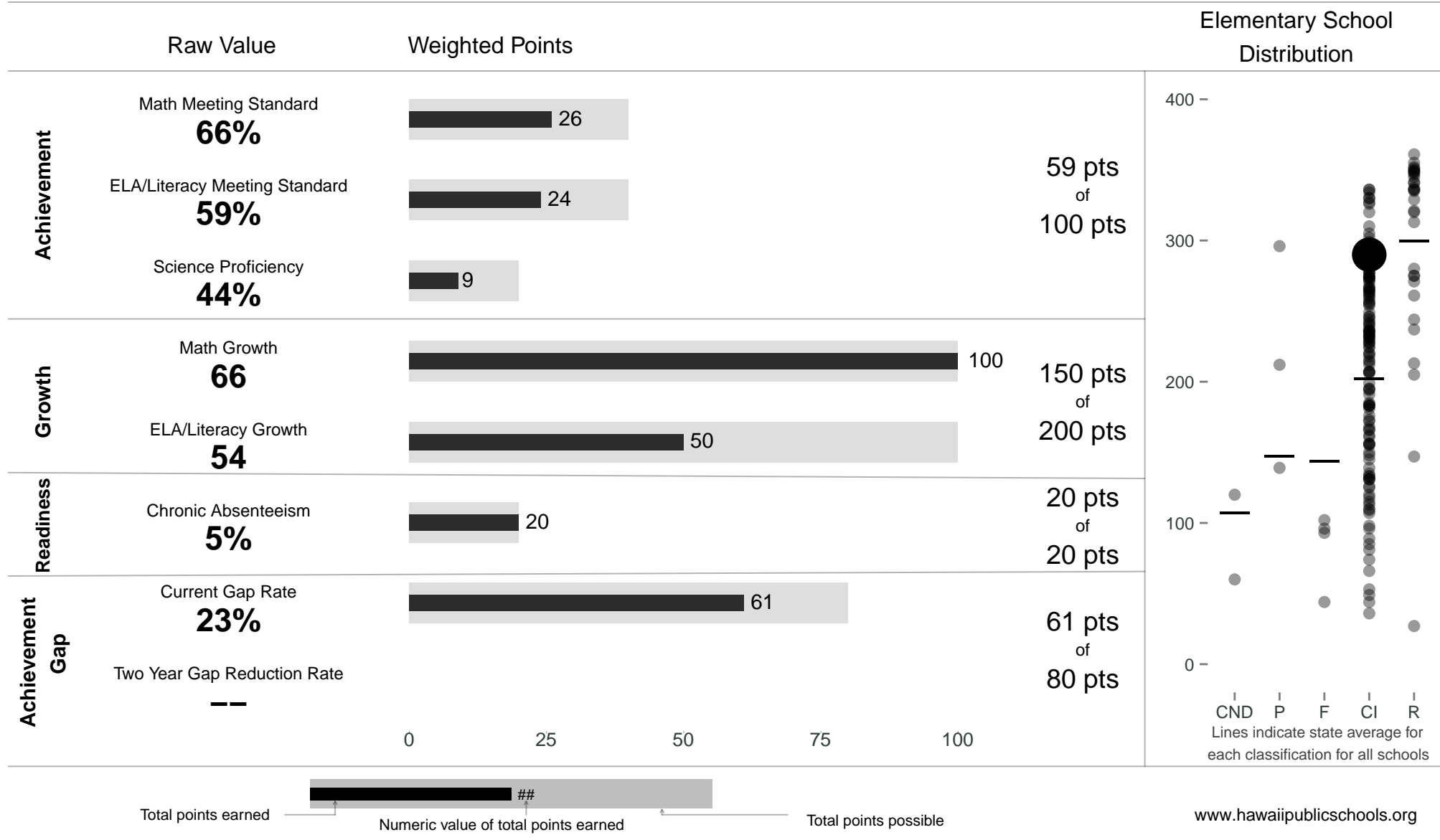
Wai`alae Elementary PCS

290 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



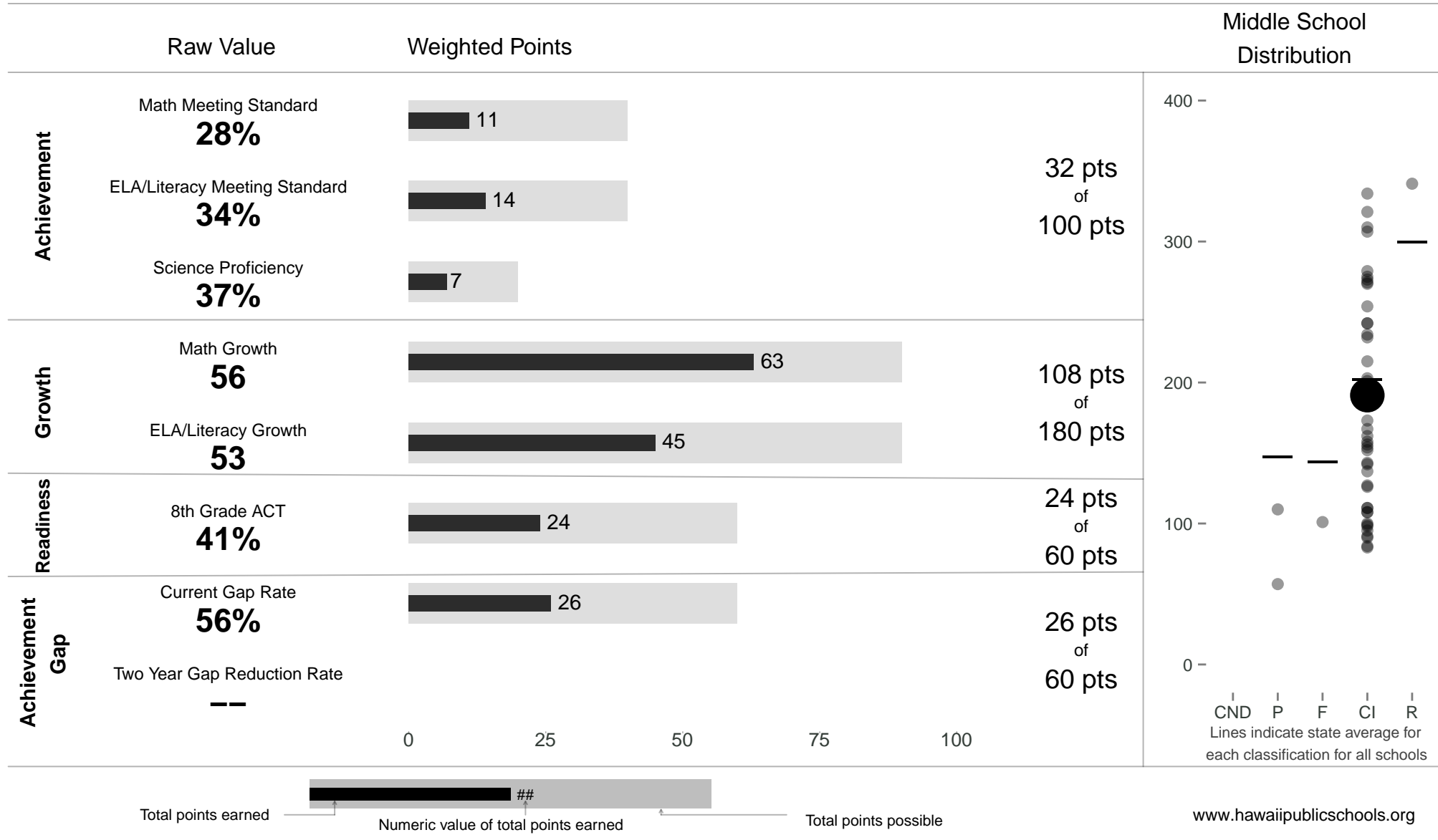
NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Waimea Middle PCCS**191 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



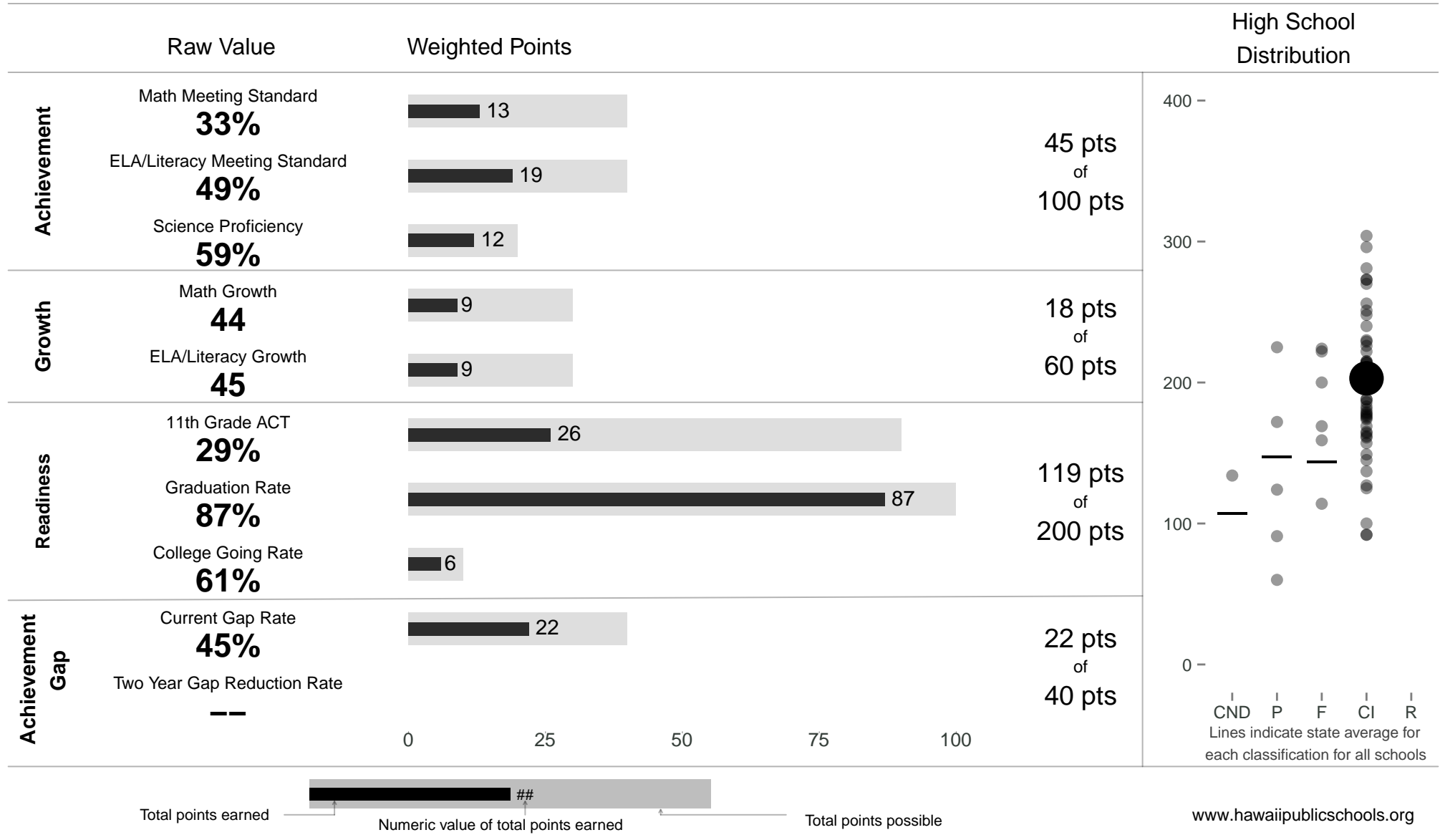
NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

West Hawaii Explorations Academy PCS**203 points** of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Focus



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

C. APPENDIX C: CHARTER SCHOOL ACADEMIC DATA FOR SCHOOL YEARS 2012-2013, 2013-2014, 2014-2015 AND STUDENT DISCIPLINE DATA FOR SCHOOL YEAR 2013-2014

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 on pages 30 to 31.

Legend	
Grey fill	The data have been suppressed because the sample size (“n size”) is less than ten students.
(0-5%)	Replaces all data in the range of zero to five percent. Since reporting percentages of zero percent would effectively reveal the performance of all students in the reported group, the Commission has suppressed all data in the range of zero to five percent to give an indication of a school’s performance without revealing its actual data.
N/A	The measure applies to the school, but the school did not have any data to report. <i>Examples:</i> <i>A school serves tested grade levels, but did not have any ELLs enrolled in their tested grade levels, so the school did not have any ELL proficiency data.</i> <i>A school offers high school, but did not have any students in grade 12, so the school did not have any graduation data.</i>
<i>Does not apply</i>	The measure does not apply to the school. <i>Example: An elementary school does not serve grade 8, so the 8th grade ACT measure does not apply to the school.</i>
<i>Did not participate</i>	The school did not participate in the assessment. <i>Example: A middle school did not participate in the 8th grade ACT because it was optional for charter schools that year.</i>
--	The school was not open and did not have any enrolled students.
Purple colored school name	Indicates a school with an online or blended learning model. NOTE: Proficiency levels are for the entire school, and do not reflect the population of students within the online or blended model at the school, as the data is unavailable.

Table 30: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S)									
School	2012-13 Proficiency Rates			2013-14 Proficiency Rates			2014-15 Proficiency Rates		
	R	M	S	R	M	S	ELA	M	S
Charter-wide	72%	52%	32%	70%	52%	38%	46%	36%	37%
Statewide	72%	60%	34%	69%	59%	40%	48%	41%	41%
Connections Public Charter School	73%	47%	40%	71%	55%	29%	43%	31%	28%
Hakipu'u Learning Center							33%	13%	(0-5%)
Halau Ku Mana Public Charter School							51%	23%	19%
Hālau Lōkahi Charter School				60%	26%	19%	N/A	N/A	N/A
Hawaii Academy of Arts & Science Public Charter School (HAAS)	75%	50%	34%	78%	54%	48%	55%	44%	55%
Hawaii Technology Academy				83%	60%	52%	64%	47%	39%
Innovations Public Charter School	89%	71%	35%	83%	70%	55%	71%	49%	45%
Ka 'Umeke Kā'eo							25%	10%	12%
Ka Waihona o ka Na'auao Public Charter School	68%	49%	17%				29%	24%	13%
Kamaile Academy, PCS	51%	32%	7%	44%	35%	16%	23%	15%	19%
Kanu o ka 'Āina New Century Public Charter School							45%	38%	47%
Kanuikapono Public Charter School							28%	26%	51%
Kawaikini New Century Public Charter School							12%	9%	11%
Ke Ana La'ahana PCS							(0-5%)	(0-5%)	(0-5%)
Ke Kula Niihau O Kekaha Learning Center							18%	(0-5%)	(0-5%)
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS									
Ke Kula 'o Samuel M. Kamakau, LPCS							32%	32%	26%
Kihei Charter School	91%	68%	63%	87%	67%	49%	60%	41%	47%
Kona Pacific Public Charter School	69%	28%	40%	62%	20%	37%	38%	17%	42%
Kua o ka Lā New Century Public Charter School							16%	6%	17%
Kualapu'u School: A Public Conversion Charter	60%	62%	29%	57%	58%	26%	28%	43%	35%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)							8%	12%	40%
Lanikai Elementary Public Charter School	91%	86%	89%	89%	85%	72%	76%	76%	87%

Table 30: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S)									
School	2012-13 Proficiency Rates			2013-14 Proficiency Rates			2014-15 Proficiency Rates		
	R	M	S	R	M	S	ELA	M	S
Laupahoehoe Community Public Charter School							33%	24%	21%
Mālama Honua Public Charter School	--	--	--	--	--	--	<i>Does Not Apply</i>		
Myron B. Thompson Academy	95%	65%	64%	88%	69%	68%	67%	50%	68%
Na Wai Ola Public Charter School	86%	73%	56%	72%	72%	57%	16%	16%	42%
SEEQS: the School for Examining Essential Questions of Sustainability	--	--	--	65%	48%	<i>Does Not Apply</i>	54%	38%	23%
University Laboratory School	89%	62%	33%	84%	49%	29%	63%	40%	36%
Volcano School of Arts & Sciences	76%	54%	50%	62%	48%	54%	40%	30%	56%
Voyager: A Public Charter School	80%	61%	20%	79%	68%	41%	69%	60%	43%
Waialae Elementary Public Charter School	82%	76%	34%	84%	77%	37%	59%	66%	44%
Waimea Middle Public Conversion Charter School	67%	54%	27%	67%	50%	26%	34%	28%	37%
West Hawai'i Explorations Academy	83%	53%	33%	83%	54%	26%	49%	33%	59%

Table 31: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S) of Non-High Needs and High Needs Students

School	2012-13 Proficiency Rates					
	Non-High Needs			High Needs		
	R	M	S	R	M	S
Connections Public Charter School	93%	73%	79%	66%	39%	28%
Hakipu'u Learning Center	54%	17%		42%	15%	(0-5%)
Halau Ku Mana Public Charter School	63%	44%		65%	38%	
Hālau Lōkahi Charter School	60%	24%	8%	49%	18%	(0-5%)
Hawaii Academy of Arts & Science Public Charter School (HAAS)	89%	67%	48%	72%	45%	30%
Hawaii Technology Academy	87%	70%	50%	60%	44%	37%
Innovations Public Charter School	98%	84%	44%	75%	47%	14%
Ka 'Umeke Kā'eo	44%	25%		29%	20%	8%
Ka Waihona o ka Na'auao Public Charter School	78%	58%	14%	63%	45%	18%
Kamaile Academy, PCS	60%	49%	10%	49%	27%	7%
Kanu o ka 'Āina New Century Public Charter School	77%	46%	58%	70%	45%	41%
Kanuikapono Public Charter School	78%	53%		71%	41%	
Kawaikini New Century Public Charter School				43%	29%	
Ke Ana La'ahana PCS				71%	(0-5%)	(0-5%)
Ke Kula Niihau O Kekaha Learning Center			N/A	15%	(0-5%)	
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS			N/A	8%	(0-5%)	
Ke Kula 'o Samuel M. Kamakau, LPCS	65%	27%		48%	22%	9%
Kihei Charter School	94%	72%	71%	86%	59%	50%
Kona Pacific Public Charter School	78%	49%	67%	63%	12%	22%
Kua o ka Lā New Century Public Charter School	62%	30%		38%	11%	(0-5%)
Kualapu'u School: A Public Conversion Charter	79%	70%		56%	61%	23%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	n/a	n/a	n/a	88%	65%	
Lanikai Elementary Public Charter School	98%	92%	97%	70%	67%	71%
Laupahoehoe Community Public Charter School	79%	46%	N/A	57%	38%	N/A
Mālama Honua Public Charter School	--	--	--	--	--	--
Myron B. Thompson Academy	97%	74%	73%	91%	51%	50%
Na Wai Ola Public Charter School				87%	72%	59%
SEEQS: the School for Examining Essential Questions of Sustainability	--	--	--	--	--	--
University Laboratory School	92%	66%	35%	75%	47%	27%
Volcano School of Arts & Sciences	85%	70%	40%	73%	48%	55%
Voyager: A Public Charter School	88%	75%	26%	72%	47%	16%
Waialae Elementary Public Charter School	91%	88%	50%	65%	53%	8%
Waimea Middle Public Conversion Charter School	89%	78%	46%	58%	44%	21%
West Hawai'i Explorations Academy	87%	61%	39%	77%	42%	25%

School	2013-14 Proficiency Rates					
	Non-High Needs			High Needs		
	R	M	S	R	M	S
Connections Public Charter School	90%	80%	41%	66%	48%	25%
Hakipu'u Learning Center	63%	13%		47%	18%	
Halau Ku Mana Public Charter School	80%	49%	54%	67%	37%	37%
Hālau Lōkahi Charter School	64%	27%	27%	58%	25%	10%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	91%	69%	58%	75%	50%	45%
Hawaii Technology Academy	88%	65%	54%	44%	21%	27%
Innovations Public Charter School	90%	80%	68%	77%	61%	44%
Ka 'Umeke Kā'eo	54%	25%	15%	44%	26%	9%
Ka Waihona o ka Na'auao Public Charter School	71%	51%	31%	59%	41%	17%
Kamaile Academy, PCS	53%	36%	19%	42%	34%	15%
Kanu o ka 'Āina New Century Public Charter School	85%	57%	43%	69%	49%	40%
Kanuikaponu Public Charter School	67%	58%	62%	69%	45%	47%
Kawaikini New Century Public Charter School				47%	53%	
Ke Ana La'ahana PCS				45%	10%	7%
Ke Kula Niihau O Kekaha Learning Center				44%	44%	
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	N/A	N/A			N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	60%	33%		39%	26%	8%
Kihei Charter School	91%	72%	52%	79%	57%	41%
Kona Pacific Public Charter School	77%	29%		56%	16%	35%
Kua o ka Lā New Century Public Charter School	59%	26%	17%	45%	14%	7%
Kualapu'u School: A Public Conversion Charter	66%	69%		55%	55%	21%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	N/A	N/A	100%	88%	85%
Lanikai Elementary Public Charter School	94%	90%	77%	69%	67%	
Laupahoehoe Community Public Charter School	76%	67%		43%	20%	22%
Mālama Honua Public Charter School	--	--	--	--	--	--
Myron B. Thompson Academy	89%	70%	72%	87%	67%	52%
Na Wai Ola Public Charter School	73%	77%		71%	67%	
SEEQS: the School for Examining Essential Questions of Sustainability	71%	61%	Does not apply	58%	33%	Does not apply
University Laboratory School	86%	53%	34%	77%	37%	8%
Volcano School of Arts & Sciences	79%	71%		57%	41%	41%
Voyager: A Public Charter School	89%	81%	50%	66%	51%	27%
Waialae Elementary Public Charter School	90%	86%	43%	74%	62%	23%
Waimea Middle Public Conversion Charter School	81%	76%	29%	61%	39%	25%
West Hawai'i Explorations Academy	89%	57%	27%	78%	50%	25%

School	2014-15 Proficiency Rates					
	Non-High Needs			High Needs		
	ELA	M	S	ELA	M	S
Connections Public Charter School	70%	48%	50%	37%	27%	23%
Hakipu'u Learning Center				28%	11%	8%
Halau Ku Mana Public Charter School	63%	32%	19%	40%	15%	29%
Hālau Lōkahi Charter School	N/A	N/A	N/A	N/A	N/A	N/A
Hawaii Academy of Arts & Science Public Charter School (HAAS)	82%	58%	73%	51%	42%	55%
Hawaii Technology Academy	71%	54%	46%	47%	32%	20%
Innovations Public Charter School	85%	61%	44%	57%	39%	45%
Ka 'Umeke Kā'eo	32%	6%	8%	23%	11%	13%
Ka Waihona o ka Na'auao Public Charter School	37%	33%	15%	25%	21%	12%
Kamaile Academy, PCS	28%	17%	23%	22%	14%	18%
Kanu o ka 'Āina New Century Public Charter School	52%	42%	63%	42%	36%	39%
Kanuikapono Public Charter School	36%	31%	46%	23%	23%	54%
Kawaikini New Century Public Charter School	(0-5%)	10%		17%	9%	
Ke Ana La'ahana PCS				(0-5%)	(0-5%)	(0-5%)
Ke Kula Niihau O Kekaha Learning Center				25%	(0-5%)	
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS						
Ke Kula 'o Samuel M. Kamakau, LPCS	36%	36%		30%	30%	40%
Kihei Charter School	68%	50%	59%	52%	30%	30%
Kona Pacific Public Charter School	44%	29%	50%	36%	13%	38%
Kua o ka Lā New Century Public Charter School	35%	13%		10%	4%	12%
Kualapu'u School: A Public Conversion Charter	56%	75%		25%	40%	36%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	N/A	N/A	N/A	8%	12%	9%
Lanikai Elementary Public Charter School	84%	82%	94%	47%	53%	67%
Laupahoehoe Community Public Charter School	43%	43%		31%	20%	18%
Mālama Honua Public Charter School	Does Not Apply			Does Not Apply		
Myron B. Thompson Academy	72%	54%	72%	56%	37%	59%
Na Wai Ola Public Charter School	18%	18%		16%	16%	33%
SEEQS: the School for Examining Essential Questions of Sustainability	57%	43%	14%	51%	32%	33%
University Laboratory School	68%	44%	39%	49%	27%	27%
Volcano School of Arts & Sciences	47%	40%	67%	34%	22%	44%
Voyager: A Public Charter School	80%	71%	57%	55%	47%	24%
Waialae Elementary Public Charter School	66%	72%	47%	49%	56%	35%
Waimea Middle Public Conversion Charter School	57%	49%	68%	26%	20%	22%
West Hawai'i Explorations Academy	59%	44%	71%	36%	20%	36%

Table 32: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S) of Special Education Students

School	2012-13 Proficiency Rates			2013-14 Proficiency Rates			2014-15 Proficiency Rates		
	R	M	S	R	M	S	ELA	M	S
Connections Public Charter School	23%	6%	10%	12%	(0-5%)	(0-5%)	13%	16%	23%
Hakipu'u Learning Center									
Halau Ku Mana Public Charter School									
Hālau Lōkahi Charter School	9%	(0-5%)					N/A	N/A	N/A
Hawaii Academy of Arts & Science Public Charter School (HAAS)	21%	29%	25%	23%	27%		19%	19%	38%
Hawaii Technology Academy	48%	33%	25%	42%	20%	27%	12%	8%	8%
Innovations Public Charter School	63%	25%		59%	35%		29%	18%	
Ka 'Umeke Kā'eo	14%	7%							
Ka Waihona o ka Na'auao Public Charter School	24%	14%					(0-5%)	(0-5%)	(0-5%)
Kamaile Academy, PCS	17%	10%	(0-5%)	8%	6%	7%	11%	8%	23%
Kanu o ka 'Āina New Century Public Charter School	8%	8%					(0-5%)	10%	
Kanuikapono Public Charter School			N/A						
Kawaikini New Century Public Charter School									N/A
Ke Ana La'ahana PCS									
Ke Kula Niihau O Kekaha Learning Center									N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	N/A	N/A				N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	N/A	N/A	N/A				N/A	N/A	N/A
Kihei Charter School	46%	23%		33%	42%		9%	9%	
Kona Pacific Public Charter School				8%	(0-5%)		18%	10%	
Kua o ka Lā New Century Public Charter School	(0-5%)	(0-5%)						(0-5%)	
Kualapu'u School: A Public Conversion Charter	13%	20%		6%	11%		(0-5%)	13%	
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)			N/A						

Table 32: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S) of Special Education Students

School	2012-13 Proficiency Rates			2013-14 Proficiency Rates			2014-15 Proficiency Rates		
	R	M	S	R	M	S	ELA	M	S
Lanikai Elementary Public Charter School	50%	29%			N/A				
Laupahoehoe Community Public Charter School	19%	19%	N/A				39%	39%	
Mālama Honua Public Charter School	-	-	-	-	-	-	<i>Does not apply</i>		
Myron B. Thompson Academy	N/A	N/A	N/A	N/A	N/A		N/A	N/A	N/A
Na Wai Ola Public Charter School									
SEEQS: the School for Examining Essential Questions of Sustainability	-	-	-			N/A	11%	11%	
University Laboratory School	40%	(0-5%)		44%	11%		20%	7%	
Volcano School of Arts & Sciences	41%	41%		21%	9%	(0-5%)	9%	9%	
Voyager: A Public Charter School	54%	19%		44%	8%	10%	27%	9%	
Waialae Elementary Public Charter School	28%	(0-5%)		30%	13%		17%	10%	
Waimea Middle Public Conversion Charter School	17%	6%	(0-5%)	29%	6%		13%	13%	
West Hawai'i Explorations Academy									

Table 33: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S) of Students Eligible for Free or Reduced-Price Lunch

School	2012-13 Proficiency Rates			2013-14 Proficiency Rates			2014-15 Proficiency Rates		
	R	M	S	R	M	S	ELA	M	S
Connections Public Charter School	66%	40%	28%	66%	48%	25%	38%	28%	20%
Hakipu'u Learning Center	46%	17%	(0-5%)				28%	11%	9%
Halau Ku Mana Public Charter School	72%	45%					45%	18%	28%
Hālau Lōkahi Charter School	54%	20%	(0-5%)	63%	26%		N/A	N/A	N/A
Hawaii Academy of Arts & Science Public Charter School (HAAS)	73%	45%	30%	76%	50%	45%	52%	43%	56%
Hawaii Technology Academy	76%	55%	55%			N/A	52%	32%	20%
Innovations Public Charter School	74%	51%	17%	76%	63%	48%	59%	38%	47%
Ka 'Umeke Kā'eo	29%	20%	8%				25%	12%	14%
Ka Waihona o ka Na'auao Public Charter School	65%	46%	18%				25%	21%	13%
Kamaile Academy, PCS	50%	28%	7%	44%	36%	15%	23%	15%	18%
Kanu o ka 'Āina New Century Public Charter School	72%	46%	41%				45%	37%	40%
Kanuikapono Public Charter School	76%	46%					24%	24%	54%
Kawaikini New Century Public Charter School	44%	30%					17%	9%	
Ke Ana La'ahana PCS	71%	(0-5%)	(0-5%)				(0-5%)	(0-5%)	(0-5%)
Ke Kula Niihau O Kekaha Learning Center	15%	(0-5%)					25%	(0-5%)	
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	8%	(0-5%)							
Ke Kula 'o Samuel M. Kamakau, LPCS	48%	22%	9%				30%	30%	40%
Kihei Charter School	89%	64%	52%	81%	57%	43%	54%	30%	33%
Kona Pacific Public Charter School	67%	13%	24%	56%	17%	36%	35%	14%	38%
Kua o ka Lā New Century Public Charter School	38%	11%	(0-5%)				10%	(0-5%)	13%
Kualapu'u School: A Public Conversion Charter	56%	62%	24%	56%	57%	22%	25%	40%	36%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	88%	63%					8%	12%	9%
Lanikai Elementary Public Charter School	75%	81%		63%	70%		45%	50%	
Laupahoehoe Community Public	58%	37%	N/A				28%	20%	16%

Table 33: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S) of Students Eligible for Free or Reduced-Price Lunch

School	2012-13 Proficiency Rates			2013-14 Proficiency Rates			2014-15 Proficiency Rates		
	R	M	S	R	M	S	ELA	M	S
Charter School									
<i>Mālama Honua Public Charter School</i>	-	-	-	-	-	-	<i>Does not apply</i>		
Myron B. Thompson Academy	91%	51%	50%	87%	67%	50%	55%	36%	58%
Na Wai Ola Public Charter School	87%	72%	59%	71%	59%		18%	16%	25%
SEEQS: the School for Examining Essential Questions of Sustainability	-	-	-	68%	37%	N/A	66%	41%	
University Laboratory School	81%	57%	31%	88%	46%	8%	57%	36%	38%
Volcano School of Arts & Sciences	76%	49%	55%	59%	43%	42%	38%	23%	55%
Voyager: A Public Charter School	80%	54%	21%	71%	65%	43%	61%	64%	33%
Waialae Elementary Public Charter School	71%	64%	9%	79%	66%		53%	64%	31%
Waimea Middle Public Conversion Charter School	61%	48%	23%	62%	41%	27%	28%	20%	23%
West Hawai'i Explorations Academy	83%	41%	25%	78%	50%	23%	38%	20%	30%

Table 34: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S) of English Language Learners

School	2012-13 Proficiency Rates			2013-14 Proficiency Rates			2014-15 Proficiency Rates		
	R	M	S	R	M	S	ELA	M	S
Connections Public Charter School			N/A						N/A
Hakipu'u Learning Center	N/A	N/A	N/A				N/A	N/A	N/A
Halau Ku Mana Public Charter School	N/A	N/A	N/A				N/A	N/A	N/A
Hālau Lōkahi Charter School							N/A	N/A	N/A
Hawaii Academy of Arts & Science Public Charter School (HAAS)	N/A	N/A	N/A	N/A	N/A	N/A			
Hawaii Technology Academy			N/A			N/A	N/A	N/A	N/A
Innovations Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ka 'Umeke Kā'eo	N/A	N/A	N/A				N/A	N/A	N/A
Ka Waihona o ka Na'auao Public Charter School	N/A	N/A	N/A						N/A
Kamaile Academy, PCS	11%	7%		(0-5%)	(0-5%)		(0-5%)	(0-5%)	
Kanu o ka 'Āina New Century Public Charter School			N/A						N/A
Kanuikapono Public Charter School	N/A	N/A	N/A				N/A	N/A	N/A
Kawaikini New Century Public Charter School	N/A	N/A	N/A				N/A	N/A	N/A
Ke Ana La'ahana PCS	N/A	N/A	N/A				N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center									
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	N/A	N/A	N/A				N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS	N/A	N/A	N/A				N/A	N/A	N/A
Kihei Charter School									N/A
Kona Pacific Public Charter School						N/A	N/A	N/A	N/A
Kua o ka Lā New Century Public Charter School							N/A	N/A	N/A
Kualapu'u School: A Public Conversion Charter			N/A	N/A	N/A	N/A	N/A	N/A	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)			N/A						
Lanikai Elementary Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Laupahoehoe Community Public Charter School			N/A						
Mālama Honua Public Charter School	-	-	-	-	-	-	Does not apply		

Table 34: Student Proficiency in Reading (R)/ELA, Math (M), and Science (S) of English Language Learners

School	2012-13 Proficiency Rates			2013-14 Proficiency Rates			2014-15 Proficiency Rates		
	R	M	S	R	M	S	ELA	M	S
Myron B. Thompson Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Na Wai Ola Public Charter School			N/A			N/A	N/A	N/A	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	-	-	-			N/A			
University Laboratory School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Volcano School of Arts & Sciences			N/A			N/A			N/A
Voyager: A Public Charter School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Waialae Elementary Public Charter School						N/A			N/A
Waimea Middle Public Conversion Charter School	26%	(0-5%)		12%	6%		(0-5%)	6%	
West Hawai'i Explorations Academy			N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 35: Student Proficiency of Non-High Needs (NHN) and High Needs (HN) Students and Achievement Gap Rate

School	2012-13			2013-14			2014-15		
	Proficiency NHN	Proficiency HN	Gap Rate	Proficiency NHN	Proficiency HN	Gap Rate	Proficiency NHN	Proficiency HN	Gap Rate
Charter-wide	76%	51%	33%	74%	51%	31%	57%	30%	47%
Statewide	83%	56%	32%	82%	53%	35%	63%	34%	46%
Connections Public Charter School	83%	53%	36%	85%	57%	33%	59%	32%	46%
Hakipu'u Learning Center							N/A	N/A	N/A
Halau Ku Mana Public Charter School							47%	28%	42%
Hālau Lōkahi Charter School				45%	42%	8%	N/A	N/A	N/A
Hawaii Academy of Arts & Science Public Charter School (HAAS)	78%	58%	25%	80%	63%	22%	70%	47%	33%
Hawaii Technology Academy				76%	32%	58%	63%	39%	37%
Innovations Public Charter School	91%	62%	32%	85%	69%	18%	73%	48%	35%
Ka 'Umeke Kā'eo							N/A	17%	N/A
Ka Waihona o ka Na'auao Public Charter School	68%	54%	21%				35%	23%	35%
Kamaile Academy, PCS	59%	38%	35%	45%	38%	14%	22%	18%	18%
Kanu o ka 'Āina New Century Public Charter School							47%	39%	17%
Kanuikapono Public Charter School							33%	23%	30%
Kawaikini New Century Public Charter School							N/A	13%	N/A
Ke Ana La'ahana PCS							N/A	N/A	N/A
Ke Kula Niihau O Kekaha Learning Center							N/A	N/A	N/A
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS							N/A	N/A	N/A
Ke Kula 'o Samuel M. Kamakau, LPCS							N/A	30%	N/A
Kihei Charter School	83%	73%	13%	82%	68%	17%	59%	41%	30%
Kona Pacific Public Charter School	63%	38%	41%	53%	36%	33%	36%	25%	32%
Kua o ka Lā New Century Public Charter School							24%	7%	70%
Kualapu'u School: A Public Conversion Charter	73%	59%	20%	67%	55%	18%	N/A	32%	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)							N/A	10%	N/A
Lanikai Elementary Public Charter School	95%	69%	27%	92%	68%	26%	83%	50%	39%

Table 35: Student Proficiency of Non-High Needs (NHN) and High Needs (HN) Students and Achievement Gap Rate

School	2012-13			2013-14			2014-15		
	Proficiency NHN	HN	Gap Rate	Proficiency NHN	HN	Gap Rate	Proficiency NHN	HN	Gap Rate
Laupahoehoe Community Public Charter School							43%	26%	40%
<i>Mālama Honua Public Charter School</i>	--	--	--	--	--	--	<i>Does not apply</i>		
Myron B. Thompson Academy	85%	71%	17%	79%	77%	3%	63%	47%	26%
Na Wai Ola Public Charter School				75%	69%	8%	N/A	16%	N/A
SEEQS: the School for Examining Essential Questions of Sustainability	--	--	--	66%	46%	31%	50%	42%	17%
University Laboratory School	79%	62%	22%	70%	57%	18%	56%	38%	32%
Volcano School of Arts & Sciences	78%	60%	23%	75%	49%	35%	43%	28%	36%
Voyager: A Public Charter School	82%	59%	29%	85%	58%	31%	75%	51%	33%
Waialae Elementary Public Charter School	90%	60%	33%	88%	68%	22%	69%	53%	23%
Waimea Middle Public Conversion Charter School	83%	52%	38%	79%	50%	36%	53%	23%	56%
West Hawai'i Explorations Academy	74%	60%	18%	73%	64%	13%	52%	28%	45%

Table 36: Median Student Growth Percentiles for Reading (R)/ELA and Math (M)

School	Median Student Growth Percentiles					
	2012-13		2013-14		2014-15	
	R	M	R	M	ELA	M
Charter-wide	49	47	50	48	48	51
Connections Public Charter School	68	49	64	66	50	55
Hakipu'u Learning Center					27	22
Halau Ku Mana Public Charter School					36	35
Hālau Lōkahi Charter School			54	41	54	41
Hawaii Academy of Arts & Science Public Charter School (HAAS)	45	36	57	43	62	63
Hawaii Technology Academy			51	43	53	62
Innovations Public Charter School	43	47	64	62	63	53
Ka 'Umeke Kā'eo					86	69
Ka Waihona o ka Na'auao Public Charter School	52	44			40	37
Kamaile Academy, PCS	66	60	50	60	48	39
Kanu o ka 'Āina New Century Public Charter School					45	50
Kanuikapono Public Charter School					26	46
Kawaikini New Century Public Charter School					56	49
Ke Ana La'ahana PCS					30	30
Ke Kula Niihau O Kekaha Learning Center					47	70
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS						
Ke Kula 'o Samuel M. Kamakau, LPCS					61	73
Kihei Charter School	50	49	40	38	38	41
Kona Pacific Public Charter School	32	34	51	43	43	66
Kua o ka Lā New Century Public Charter School					30	35
Kualapu'u School: A Public Conversion Charter	59	61	54	60	51	70
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)					66	58
Lanikai Elementary Public Charter School	51	54	42	53	48	64
Laupahoehoe Community Public Charter School					31	32
Mālama Honua Public Charter School	--	--	--	--	Does not apply	
Myron B. Thompson Academy	51	54	54	43	59	59
Na Wai Ola Public Charter School	69	77	26	31	12	14
SEEQS: the School for Examining Essential Questions of Sustainability	--	--	13	25	51	32
University Laboratory School	43	38	42	33	45	52
Volcano School of Arts & Sciences	52	49	36	42	47	39
Voyager: A Public Charter School	46	44	61	73	74	76
Waialae Elementary Public Charter School	57	67	58	50	54	66
Waimea Middle Public Conversion Charter School	42	54	45	46	53	56
West Hawai'i Explorations Academy	37	36	39	34	45	44

Table 37: Student Performance on the 8th Grade ACT EXPLORE

School	Median Composite Score 2012-13	Percentage of 8th Graders with a Composite Score of 15 or Higher	
		2013-2014	2014-2015
Charter-wide	Not available	53%	57%
Statewide	Not available	50%	50%
Connections Public Charter School	Did not participate	Did not participate	37%
Hakipu'u Learning Center			
Halau Ku Mana Public Charter School			29%
Hālau Lōkahi Charter School		Did not participate	N/A
Hawaii Academy of Arts & Science Public Charter School (HAAS)	16	Did not participate	62%
Hawaii Technology Academy			65%
Innovations Public Charter School	Did not participate	56%	79%
Ka 'Umeke Kā'eo			40%
Ka Waihona o ka Na'auao Public Charter School	Did not participate	Did not participate	34%
Kamaile Academy, PCS	12	Did not participate	41%
Kanu o ka 'Āina New Century Public Charter School			(0-5%)
Kanuikapono Public Charter School			
Kawaikini New Century Public Charter School			
Ke Ana La'ahana PCS			10%
Ke Kula Niihau O Kekaha Learning Center			
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS			6%
Ke Kula 'o Samuel M. Kamakau, LPCS			60%
Kihei Charter School	Did not participate	Did not participate	73%
Kona Pacific Public Charter School	16	60%	71%
Kua o ka Lā New Century Public Charter School			9%
Kualapu'u School: A Public Conversion Charter	Does not apply	Does not apply	Does not apply
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)			
Lanikai Elementary Public Charter School	Does not apply	Does not apply	Does not apply
Laupahoehoe Community Public Charter School			(0-5%)
Mālama Honua Public Charter School	--	--	Does not apply
Myron B. Thompson Academy	Did not participate	Did not participate	59%
Na Wai Ola Public Charter School	Did not participate	Does not apply	Does not apply
SEEQS: the School for Examining Essential Questions of Sustainability	--	Does not apply	52%
University Laboratory School	16	Did not participate	81%
Volcano School of Arts & Sciences	17	47%	61%
Voyager: A Public Charter School	15	47%	100%
Waiālae Elementary Public Charter School	Does not apply	Does not apply	Does not apply
Waimea Middle Public Conversion Charter School	14	40%	41%
West Hawai'i Explorations Academy	16	Did not participate	71%

Table 38: Percentage of 11th Graders with a Composite Score of 19 or Higher on the ACT

School	Percentage of 11 th Graders with a Composite Score of 19 or Higher		
	2012-13	2013-14	2014-15
Charter-wide	42%	47%	48%
Statewide	34%	36%	39%
Connections Public Charter School	28%	32%	31%
Hakipu'u Learning Center			
Halau Ku Mana Public Charter School			43%
Hālau Lōkahi Charter School		6%	N/A
Hawaii Academy of Arts & Science Public Charter School (HAAS)	42%	39%	50%
Hawaii Technology Academy		53%	42%
Innovations Public Charter School	Does not apply	Does not apply	Does not apply
Ka 'Umeke Kā'eo			
Ka Waihona o ka Na'auao Public Charter School	Does not apply	Does not apply	Does not apply
Kamaile Academy, PCS		33%	41%
Kanu o ka 'Āina New Century Public Charter School			9%
Kanuikapono Public Charter School			
Kawaikini New Century Public Charter School			
Ke Ana La'ahana PCS			
Ke Kula Niihau O Kekaha Learning Center			
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Does not apply	Does not apply	Does not apply
Ke Kula 'o Samuel M. Kamakau, LPCS			
Kihei Charter School	Did not participate	55%	75%
Kona Pacific Public Charter School	Does not apply	Does not apply	Does not apply
Kua o ka Lā New Century Public Charter School			9%
Kualapu'u School: A Public Conversion Charter	Does not apply	Does not apply	Does not apply
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)			
Lanikai Elementary Public Charter School	Does not apply	Does not apply	Does not apply
Laupahoehoe Community Public Charter School			18%
Mālama Honua Public Charter School	--	--	Does not apply
Myron B. Thompson Academy	65%	63%	69%
Na Wai Ola Public Charter School	Does not apply	Does not apply	Does not apply
SEEQS: the School for Examining Essential Questions of Sustainability	--	Does not apply	Does not apply
University Laboratory School	69%	69%	72%
Volcano School of Arts & Sciences	Does not apply	Does not apply	Does not apply
Voyager: A Public Charter School	Does not apply	Does not apply	Does not apply
Waialae Elementary Public Charter School	Does not apply	Does not apply	Does not apply
Waimea Middle Public Conversion Charter School	Does not apply	Does not apply	Does not apply
West Hawai'i Explorations Academy	75%	45%	29%

Table 39: On-Time Graduation Rate and College-Going Rate						
School	2012-13		2013-14		2014-15	
	Grad	College-Going	Grad	College-Going	Grad	College-Going
Charter-wide	72%	64%	74%	63%	76%	64%
Statewide	81%	63%	83%	63%	82%	62%
Connections Public Charter School	87%	40%	62%	59%	67%	38%
Hakipu'u Learning Center					53%	100%
Halau Ku Mana Public Charter School					65%	50%
Hālau Lōkahi Charter School			51%	40%	48%	43%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	68%	56%	85%	50%	82%	58%
Hawaii Technology Academy			44%	70%	65%	82%
Innovations Public Charter School	Does not apply		Does not apply		Does not apply	
Ka 'Umeke Kā'eo						N/A
Ka Waihona o ka Na'auao Public Charter School	Does not apply		Does not apply		Does not apply	
Kamaile Academy, PCS	N/A	N/A	N/A	N/A	69%	N/A
Kanu o ka 'Āina New Century Public Charter School					89%	55%
Kanuikapono Public Charter School					29%	
Kawaikini New Century Public Charter School					80%	100%
Ke Ana La'ahana PCS					76%	62%
Ke Kula Niihau O Kekaha Learning Center						
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Does not apply		Does not apply		Does not apply	
Ke Kula 'o Samuel M. Kamakau, LPCS					100%	N/A
Kihei Charter School	51%	61%	64%	65%	70%	63%
Kona Pacific Public Charter School	Does not apply		Does not apply		Does not apply	
Kua o ka Lā New Century Public Charter School					55%	
Kualapu'u School: A Public Conversion Charter	Does not apply		Does not apply		Does not apply	
Kula Aupuni Niihau A Kāhelelani Aloha (KANAKA) A New Century Public Charter School (PCS)					72%	
Lanikai Elementary Public Charter School	Does not apply		Does not apply		Does not apply	
Laupahoehoe Community Public Charter School					85%	
Mālama Honua Public Charter School	--	--	--	--	Does not apply	
Myron B. Thompson Academy	94%	77%	88%	50%	95%	62%
Na Wai Ola (Waters Of Life) Public Charter School	Does not apply		Does not apply		Does not apply	
SEEQS: the School for Examining Essential Questions of Sustainability	--	--	Does not apply		Does not apply	
University Laboratory School	96%	90%	100%	86%	100%	91%

Table 39: On-Time Graduation Rate and College-Going Rate

School	2012-13		2013-14		2014-15	
	Grad	College-Going	Grad	College-Going	Grad	College-Going
<i>Volcano School of Arts & Sciences</i>	<i>Does not apply</i>		<i>Does not apply</i>		<i>Does not apply</i>	
<i>Voyager: A Public Charter School</i>	<i>Does not apply</i>		<i>Does not apply</i>		<i>Does not apply</i>	
<i>Waialae Elementary Public Charter School</i>	<i>Does not apply</i>		<i>Does not apply</i>		<i>Does not apply</i>	
<i>Waimea Middle Public Conversion Charter School</i>	<i>Does not apply</i>		<i>Does not apply</i>		<i>Does not apply</i>	
West Hawai'i Explorations Academy	78%	59%	70%	41%	87%	61%

Table 40: Enrollment by Charter School for School Years 2012-2013, 2013-2014, and 2014-2015

School	2012-13	2013-2014	2014-2015
<i>Charter-wide</i>	9593	9797	10413
<i>Statewide</i>	183,251	185273	180895
Connections Public Charter School	349	350	350
Hakipu'u Learning Center	73	61	63
Halau Ku Mana Public Charter School	98	121	134
Hālau Lōkahi Charter School	208	176	161
Hawaii Academy of Arts & Science Public Charter School (HAAS)	545	600	547
Hawaii Technology Academy	907	751	1154
Innovations Public Charter School	224	223	228
Ka 'Umeke Kā'eo	286	278	260
Ka Waihona o ka Na'auao Public Charter School	610	634	646
Kamaile Academy, PCS	931	899	952
Kanu o ka 'Āina New Century Public Charter School	236	255	307
Kanuikapono Public Charter School	139	157	179
Kawaikini New Century Public Charter School	115	124	136
Ke Ana La'ahana PCS	55	54	45
Ke Kula Niihau O Kekaha Learning Center	39	38	44
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	268	273	294
Ke Kula 'o Samuel M. Kamakau, LPCS	137	138	127
Kihei Charter School	503	576	526
Kona Pacific Public Charter School	197	215	236
Kua o ka Lā New Century Public Charter School	235	279	229
Kualapu'u School: A Public Conversion Charter	359	336	306
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	62	63	60
Lanikai Elementary Public Charter School	343	352	328
Laupahoehoe Community Public Charter School	201	211	246
Mālama Honua Public Charter School			41
Myron B. Thompson Academy	459	525	584
Na Wai Ola Public Charter School	143	110	172
SEEQS: the School for Examining Essential Questions of Sustainability		63	126
University Laboratory School	450	444	444
Volcano School of Arts & Sciences	162	188	171
Voyager: A Public Charter School	282	284	282
Waialae Elementary Public Charter School	484	501	499
Waimea Middle Public Conversion Charter School	273	284	288
West Hawai'i Explorations Academy	220	234	248

Table 41: 2013–2014 Academic Performance Framework Scores
(The framework was modified for school year 2014-2015)

Schools	Overall Score
Connections Public Charter School	66.81
Hakipu'u Learning Center	11.85
Halau Ku Mana Public Charter School	61.24
Hālau Lōkahi Charter School	33.5
Hawaii Academy of Arts & Science Public Charter School (HAAS)	52.15
Hawaii Technology Academy	41.65
Innovations Public Charter School	71.07
Ka 'Umeke Kā'eo	74.78
Ka Waihona o ka Na'auao Public Charter School	27.86
Kamaile Academy, PCS	44.55
Kanu o ka 'Āina New Century Public Charter School	47.5
Kanuikapono Public Charter School	55.27
Kawaikini New Century Public Charter School	65.4
Ke Ana La'ahana PCS	24.25
Ke Kula Niihau O Kekaha Learning Center	42.25
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	21.62
Ke Kula 'o Samuel M. Kamakau, LPCS	24.31
Kihei Charter School	41.14
Kona Pacific Public Charter School	29.4
Kua o ka Lā New Century Public Charter School	11.35
Kualapu'u School: A Public Conversion Charter	65.86
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	88.43
Lanikai Elementary Public Charter School	42.16
Laupahoehoe Community Public Charter School	16.52
Myron B. Thompson Academy	60.86
Na Wai Ola (Waters Of Life) Public Charter School	27.88
SEEQS: the School for Examining Essential Questions of Sustainability	19.22
University Laboratory School	46.05
Volcano School of Arts & Sciences	24.27
Voyager: A Public Charter School	67.89
Waialae Elementary Public Charter School	61.66
Waimea Middle Public Conversion Charter School	34.18
West Hawai'i Explorations Academy	38.87

Table 42: USDE Civil Rights Data Collection Survey SY 2013-14 - Student Totals for all Charter Schools of Affected Disciplined Students by gender, and race ethnicity	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	Limited English Proficiency	Students with Disabilities (Section 504 Only)
Preschool Suspensions and Expulsions										
Preschool children who received only one out-of-school suspension:										
Male	0	0	0	0	0	0	0	0	0	
Female	0	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	0	0
Preschool children who received more than one out-of-school suspension:										
Male	0	0	0	0	0	0	0	0	0	
Female	0	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	0	0
Preschool children who received an expulsion:										
Male	0	0	0	0	0	0	0	0	0	
Female	0	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	0	0
Discipline of Students without Disabilities										
Students without disabilities who received corporal punishment:										
Male	0	0	0	0	0	0	0	0	0	
Female	0	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	0	0
Students without disabilities who received one or more in-school suspensions:										
Male	2	1	8	15	1	7	7	41	0	
Female	1	0	7	9	2	10	2	31	0	
Total	3	1	15	24	3	17	9	72	0	0
Students without disabilities who received only one out-of-school suspension:										
Male	2	1	5	18	1	5	5	37	0	
Female	3	0	6	2	0	10	5	26	0	
Total	5	1	11	20	1	15	10	63	0	0

Table 42: USDE Civil Rights Data Collection Survey SY 2013-14 - Student Totals for all Charter Schools of Affected Disciplined Students by gender, and race ethnicity	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	Limited English Proficiency	Students with Disabilities (Section 504 Only)
Students without disabilities who received more than one out-of-school suspension										
Male	0	1	6	18	1	7	2	35	2	
Female	0	0	7	3	1	4	4	19	0	
Total	0	1	13	21	2	11	6	54	2	0
Students without disabilities who received an expulsion with educational services:										
Male	0	0	0	0	0	0	0	0	0	
Female	0	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	0	0
Students without disabilities who received an expulsion without educational services:										
Male	0	0	0	0	0	0	0	0	0	
Female	0	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	0	0
Students without disabilities who received an expulsion under zero tolerance policies:										
Male	0	0	0	0	0	0	0	0	0	
Female	0	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	0	0
Students without disabilities who were referred to a law enforcement agency or official:										
Male	0	0	1	3	0	0	0	4	0	
Female	0	0	0	1	0	1	0	2	0	
Total	0	0	1	4	0	1	0	6	0	0
Students without disabilities who received a school-related arrest:										
Male	0	0	1	1	0	0	0	2	0	
Female	0	0	0	1	0	1	0	2	0	
Total	0	0	1	2	0	1	0	4	0	0

Table 42: USDE Civil Rights Data Collection Survey SY 2013-14 - Student Totals for all Charter Schools of Affected Disciplined Students by gender, and race ethnicity	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	Limited English Proficiency	Students with Disabilities (Section 504 Only)
18 - Discipline of Students with Disabilities										
Students with disabilities who received corporal punishment:										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Students with disabilities who received one or more in-school suspensions:										
Male	0	0	5	8	0	1	1	15	0	1
Female	0	0	3	2	0	1	2	8	0	1
Total	0	0	8	10	0	2	3	23	0	2
Students with disabilities who received only one out-of-school suspension :										
Male	2	0	3	15	0	2	3	25	0	2
Female	1	0	2	1	0	2	0	6	0	0
Total	3	0	5	16	0	4	3	31	0	2
Students with disabilities who received more than one out-of-school suspension:										
Male	1	0	6	11	0	1	0	19	1	0
Female	1	0	1	0	0	1	1	4	0	0
Total	2	0	7	11	0	2	1	23	1	0
Students with disabilities who received an expulsion with educational services:										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Students with disabilities who received an expulsion without educational services:										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Table 42: USDE Civil Rights Data Collection Survey SY 2013-14 - Student Totals for all Charter Schools of Affected Disciplined Students by gender, and race ethnicity	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	Limited English Proficiency	Students with Disabilities (Section 504 Only)
Students with disabilities who received an expulsion under zero tolerance policies:										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Students with disabilities who were referred to a law enforcement agency or official:										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Students with disabilities who received a school-related arrest:										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

**D. APPENDIX D: INDIVIDUAL SCHOOL PERFORMANCE ON EACH OF THE FINANCIAL
PERFORMANCE MEASURES**

Table 43: Current Ratio Target: Greater than or equal to 1.1			
School	2014-2015	2013-2014	2012-2013
Kihei Charter School	645.5	28.7	18.1
Halau Ku Mana Public Charter School	25.9	15.3	20.4
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	17.9	9.3	27.0
Myron B. Thompson Academy	12.6	12.2	12.3
Ke Ana La'ahana PCS	9.9	11.1	22.6
Kanuikapono Public Charter School	8.5	5.4	3.9
Ke Kula 'o Samuel M. Kamakau, LPCS	7.8	6.5	7.2
Lanikai Elementary Public Charter School	7.3	15.2	11.7
Kua o ka Lā New Century Public Charter School	6.5	7.0	5.5
West Hawai'i Explorations Academy	5.7	5.3	8.2
Ka 'Umeke Kā'eo	5.2	5.9	8.8
SEEQS: the School for Examining Essential Questions of Sustainability	4.2	1.8	N/A
Volcano School of Arts & Sciences	4.0	4.1	4.9
University Laboratory School	3.8	3.5	3.2
Waialae Elementary Public Charter School	3.7	5.2	3.9
Kualapu'u School: A Public Conversion Charter	3.3	4.1	4.8
Kamaile Academy, PCS	3.2	2.5	3.4
Mālama Honua Public Charter School	3.2	N/A	N/A
Hawaii Technology Academy	3.1	.5	.7
Waimea Middle Public Conversion Charter School	2.9	6.9	10.7
Voyager: A Public Charter School	2.6	2.0	1.1
Innovations Public Charter School	2.4	2.9	3.4
Hakipu'u Learning Center	2.3	2.2	2.5
Kanu o ka 'Āina New Century Public Charter School	2.3	1.3	5.5
Ke Kula Niihau O Kekaha Learning Center	2.3	6.9	6.9
Hawaii Academy of Arts & Science Public Charter School (HAAS)	2.1	1.8	3.0
Kona Pacific Public Charter School	2.0	2.1	1.9
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	1.9	5.6	7.3
Laupahoehoe Community Public Charter School	1.8	1.5	N/A

Table 43: Current Ratio <i>Target: Greater than or equal to 1.1</i>			
School	2014-2015	2013-2014	2012-2013
Kawaikini New Century Public Charter School	1.6	1.3	3.3
Connections Public Charter School	1.5	1.2	2.0
Ka Waihona o ka Na'auao Public Charter School	0.9	.8	.4
Na Wai Ola Public Charter School	0.5	.7	.8
Hālau Lōkahi Charter School	N/A	.2	.9
Consolidated Charter Schools	3.8	3.4	4.2

Table 44: Unrestricted Days Cash on Hand (Cash/(Total Expenses - Depreciation/365 days)) Target: 60 days or 30-60 days with positive trend from prior year			
School	2014-2015	2013-2014	2012-2013
Halau Ku Mana Public Charter School	404 days	481days	545 days
Myron B. Thompson Academy	403 days	382 days	409 days
Ke Ana La‘ahana PCS	279 days	459 days	415 days
Lanikai Elementary Public Charter School	273 days	260 days	220 days
West Hawai‘i Explorations Academy	202 days	223 days	273 days
Ka ‘Umeke Kā‘eo	195 days	206 days	209 days
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	195 days	158 days	181 days
Waimea Middle Public Conversion Charter School	183 days	197 days	242 days
Waialae Elementary Public Charter School	155 days	148 days	149 days
Hawaii Technology Academy	151 days	25 days	45 days
Kihei Charter School	139 days	168 days	174 days
Innovations Public Charter School	128 days	127 days	132 days
Ke Kula ‘o Samuel M. Kamakau, LPCS	119 days	165 days	177 days
Kamaile Academy, PCS	101 days	120 days	138 days
University Laboratory School	99 days	98 days	95 days
Hawaii Academy of Arts & Science Public Charter School (HAAS)	96 days	86 days	16 days
Hakipu‘u Learning Center	94 days	125 days	94 days
Kualapu‘u School: A Public Conversion Charter	93 days	107 days	144 days
Volcano School of Arts & Sciences	83 days	119 days	119 days
Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki, LPCS	75 days	126 days	103 days
Ke Kula Niihau O Kekaha Learning Center	73 days	144 days	173 days
Kua o ka Lā New Century Public Charter School	72 days	107 days	92 days
Voyager: A Public Charter School	69 days	46 days	15 days
Laupahoehoe Community Public Charter School	60 days	47 days	N/A
Connections Public Charter School	45 days	25 days	43 days
SEEQS: the School for Examining Essential Questions of Sustainability	35 days	83 days	N/A
Kona Pacific Public Charter School	34 days	42 days	39 days
Kawaikini New Century Public Charter School	33 days	47 days	60 days
Mālama Honua Public Charter School	30 days	N/A	N/A
Ka Waihona o ka Na‘auao Public Charter School	29 days	17 days	0 days
Kanuikapono Public Charter School	20 days	6 days	24 days
Kanu o ka ‘Āina New Century Public Charter School	18 days	20 days	15 days
Na Wai Ola Public Charter School	5 days	24 days	21 days
Hālau Lōkahi Charter School	N/A	0 days	1 day
Consolidated Charter Schools	123 days	117 days	123 days

Table 45: Enrollment Variance (Actual Enrollment/Projected Enrollment) Target: Equals or exceeds 95% in the most recent year			
School	2014-2015	2013-2014	2012-2013
Ke Kula Niihau O Kekaha Learning Center	116.7%	108.3%	95.0%
Halau Ku Mana Public Charter School	114.5%	100.8%	107.8%
Na Wai Ola Public Charter School	114.4%	91.4%	115.0%
Waimea Middle Public Conversion Charter School	106.9%	98.9%	98.3%
Kona Pacific Public Charter School	105.6%	105.2%	101.3%
Kanuikaponu Public Charter School	101.1%	96.8%	102.1%
SEEQS: the School for Examining Essential Questions of Sustainability	100.8%	97.0%	N/A
Ka Waihona o ka Na'auao Public Charter School	100.2%	101.9%	97.3%
Waialae Elementary Public Charter School	100.2%	100.4%	101.5%
Kualapu'u School: A Public Conversion Charter	100.0%	92.6%	96.9%
Voyager: A Public Charter School	99.6%	108.3%	99.0%
Kamaile Academy, PCS	98.4%	96.7%	94.3%
Lanikai Elementary Public Charter School	98.2%	100.3%	106.2%
University Laboratory School	98.2%	98.2%	98.7%
Kawaikini New Century Public Charter School	97.8%	88.0%	95.8%
West Hawai'i Explorations Academy	97.3%	102.2%	100.5%
Kanu o ka 'Āina New Century Public Charter School	97.2%	107.6%	90.6%
Kihei Charter School	96.1%	93.0%	96.3%
Ke Kula 'o Samuel M. Kamakau, LPCS	95.6%	95.7%	87.0%
Innovations Public Charter School	95.4%	99.6%	97.8%
Connections Public Charter School	94.9%	97.0%	97.8%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	94.1%	100.3%	105.1%
Hawaii Technology Academy	93.6%	104.5%	94.0%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	93.3%	98.6%	96.4%
Volcano School of Arts & Sciences	92.8%	95.9%	92.3%
Laupahoehoe Community Public Charter School	91.9%	104.8%	N/A
Myron B. Thompson Academy	91.6%	118.0%	98.4%
Hakipu'u Learning Center	88.6%	81.3%	90.0%
Ka 'Umeke Kā'eo	83.2%	78.6%	88.4%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	82.5%	95.4%	85.3%
Mālama Honua Public Charter School	82.0%	N/A	N/A
Kua o ka Lā New Century Public Charter School	70.0%	88.8%	109.6%
Ke Ana La'ahana PCS	67.2%	78.5%	67.1%
Hālau Lōkahi Charter School	N/A	77.2%	92.9%
Consolidated Charter Schools	95.9%	98.6%	97.3%

Table 46: Total Margin Calculation: (Total Revenue – Total Expenses)/Total Revenue Target: Positive			
	2014-2015	2013-2014	2012-2013
Lanikai Elementary Public Charter School	39.0%	37.8%	41.2%
Hawaii Technology Academy	20.4%	0%	0%
Halau Ku Mana Public Charter School	20.1%	-1.1%	1.3%
Mālama Honua Public Charter School	19.2%	N/A	N/A
Kanuikapono Public Charter School	11.3%	10.1%	7.8%
Voyager: A Public Charter School	6.5%	7.7%	-3.7%
Myron B. Thompson Academy	6.2%	-4.7%	-29.1%
Connections Public Charter School	6.0%	-6.8%	-16.2%
West Hawai'i Explorations Academy	5.7%	10.8%	7.3%
Laupahoehoe Community Public Charter School	4.3%	-8.4%	N/A
Kanu o ka 'Āina New Century Public Charter School	3.6%	2.8%	1.1%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	3.4%	10.2%	-6.0%
Ke Kula 'o Samuel M. Kamakau, LPCS	3.0%	-6.1%	-3.0%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	2.5%	-2.2%	6.9%
University Laboratory School	2.3%	1.6%	-.6%
Waialae Elementary Public Charter School	2.0%	.2%	-5.4%
SEEQS: the School for Examining Essential Questions of Sustainability	1.8%	11.9%	N/A
Kona Pacific Public Charter School	1.2%	1.1%	1.8%
Ka Waihona o ka Na'auao Public Charter School	1.0%	-.1%	-3.5%
Ka 'Umeke Kā'eo	-1.5%	-5.4%	-3.4%
Innovations Public Charter School	-2.6%	-2.3%	-3.4%
Hakipu'u Learning Center	-3.3%	-1.8%	16.4%
Kihei Charter School	-4.0%	.6%	2.9%
Na Wai Ola Public Charter School	-4.5%	.2%	8.5%
Kawaikini New Century Public Charter School	-4.8%	-21.9%	32.8%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	-5.3%	13.2%	8.4%
Volcano School of Arts & Sciences	-5.4%	2.3%	.4%
Kua o ka Lā New Century Public Charter School	-6.6%	6.6%	13.5%
Kamaile Academy, PCS	-7.1%	-10.2%	-6.5%
Waimea Middle Public Conversion Charter School	-10.2%	-25.1%	-34.1%
Ke Kula Niihau O Kekaha Learning Center	-11.8%	1.8%	-13.1%
Kualapu'u School: A Public Conversion Charter	-15.4%	-18.3%	-52.0%
Ke Ana La'ahana PCS	-26.9%	-7.1%	10.1%
Hālau Lōkahi Charter School	N/A	-24.7%	1.9%
Consolidated Charter Schools	2.3%	-1.1%	.3%

Table 47: Debt to Assets Ratio Calculation: Total Debt/Total Assets Target: Less than 50%			
	2014-2015	2013-2014	2012-2013
Kihei Charter School	0.2%	3.5%	5.5%
Halau Ku Mana Public Charter School	2.7%	18.3%	17.6%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	4.7%	8.5%	3.4%
Myron B. Thompson Academy	7.2%	7.3%	7.6%
West Hawai'i Explorations Academy	7.2%	7.3%	5.9%
Kanuikapono Public Charter School	7.5%	6.2%	12.4%
Kualapu'u School: A Public Conversion Charter	7.7%	28.8%	5.8%
Kawaikini New Century Public Charter School	8.6%	9.4%	8.1%
Kamaile Academy, PCS	9.7%	40.3%	9.5%
Ke Ana La'ahana PCS	9.8%	8.6%	4.3%
Lanikai Elementary Public Charter School	10.3%	4.9%	6.3%
Ke Kula 'o Samuel M. Kamakau, LPCS	10.9%	12.3%	11.4%
Ka 'Umeke Kā'eo	14.5%	13.2%	9.4%
Ka Waihona o ka Na'auao Public Charter School	15.0%	14.9%	17.2%
Kua o ka Lā New Century Public Charter School	15.7%	16.9%	20.9%
SEEQS: the School for Examining Essential Questions of Sustainability	17.6%	37.6%	N/A
Ke Kula Niihau O Kekaha Learning Center	18.0%	5.8%	7.3%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	18.6%	6.2%	6.1%
Waimea Middle Public Conversion Charter School	21.4%	11.4%	6.0%
Mālama Honua Public Charter School	22.4%	N/A	N/A
Volcano School of Arts & Sciences	23.9%	23.1%	20.1%
University Laboratory School	26.6%	28.8%	31.5%
Connections Public Charter School	28.7%	28.5%	25.5%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	29.3%	27.4%	28.0%
Voyager: A Public Charter School	37.2%	43.7%	84.9%
Waialae Elementary Public Charter School	39.6%	19.2%	39.5%
Hakipu'u Learning Center	40.3%	39.6%	36.7%
Kanu o ka 'Āina New Century Public Charter School	40.4%	72.9%	82.6%
Innovations Public Charter School	41.0%	37.3%	33.1%
Laupahoehoe Community Public Charter School	47.4%	52.4%	N/A
Kona Pacific Public Charter School	48.5%	47.4%	48.8%
Hawaii Technology Academy	51.1%	100.0%	100.0%
Na Wai Ola Public Charter School	72.1%	51.2%	56.4%
Hālau Lōkahi Charter School	N/A	328.7%	85.4%
Consolidated Charter Schools	17.1%	20.9%	16.0%

Table 48: Cash Flow Calculation: Total Year End Cash – Total Year Begin Cash Target: Positive			
	2014-2015	2013-2014	2012-2013
Hawaii Technology Academy	\$1,912,323	-\$253,825	-\$415,378
Ka Waihona o ka Na'auao Public Charter School	\$208,236	\$269,488	-\$132,129
Hawaii Academy of Arts & Science Public Charter School (HAAS)	\$173,471	\$761,810	-\$84,900
Waialae Elementary Public Charter School	\$130,471	\$21,462	-\$113,461
Voyager: A Public Charter School	\$127,918	\$166,546	-\$81,194
Myron B. Thompson Academy	\$125,509	-\$76,422	-\$888,316
Connections Public Charter School	\$115,239	-\$136,404	-\$505,853
Laupahoehoe Community Public Charter School	\$113,625	-\$36,185	N/A
Lanikai Elementary Public Charter School	\$106,410	\$319,449	-\$27,132
West Hawai'i Explorations Academy	\$103,926	-\$141,124	-\$119,223
Kanuikapono Public Charter School	\$64,243	-\$47,421	-\$1,766
University Laboratory School	\$45,877	\$24,885	-\$14,162
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	\$38,719	-\$4,066	\$8,802
Mālama Honua Public Charter School	\$38,529	N/A	N/A
Waimea Middle Public Conversion Charter School	\$21,526	-\$132,807	\$934,802
Innovations Public Charter School	\$18,207	\$5,129	-\$68,536
Kona Pacific Public Charter School	\$10,704	\$37,569	\$5,135
Kanu o ka 'Āina New Century Public Charter School	-\$6,776	\$59,525	-\$53,640
SEEQS: the School for Examining Essential Questions of Sustainability	-\$44,639	\$144,507	N/A
Na Wai Ola Public Charter School	-\$48,388	\$2,778	\$14,360
Kawaikini New Century Public Charter School	-\$59,233	-\$36,413	-\$393,715
Hakipu'u Learning Center	-\$65,533	\$58,981	\$19,303
Volcano School of Arts & Sciences	-\$120,522	\$30,033	-\$93,105
Ke Kula Niihau O Kekaha Learning Center	-\$134,649	-\$35,476	-\$81,885
Halau Ku Mana Public Charter School	-\$160,218	\$51,316	-\$210,743
Ke Kula 'o Samuel M. Kamakau, LPCS	-\$167,395	-\$36,333	\$343,991
Kua o ka Lā New Century Public Charter School	-\$206,586	\$208,160	\$275,259
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	-\$215,526	\$165,024	-\$1,052,663
Kihei Charter School	-\$223,002	-\$3,162	\$178,163
Ka 'Umeke Kā'eo	-\$228,992	\$28,210	-\$19,255
Ke Ana La'ahana PCS	-\$230,104	\$106,827	-\$89,441
Kualapu'u School: A Public Conversion Charter	-\$278,180	-\$492,275	-\$275,331
Kamaile Academy, PCS	-\$579,326	-\$528,913	-\$1,776,443
Hālau Lōkahi Charter School	N/A	-\$3,769	\$2,377
Charter Schools Average	\$17,687	\$14,621	-\$147,377

Table 49: Unrestricted Fund Balance Percentage
Calculation: Year End Unrestricted Fund Balance/Total Expenses
Target: Greater than 25%

	2014-2015	2013-2014	2012-2013
Halau Ku Mana Public Charter School	169.8%	151.2%	176.2%
Kualapu'u School: A Public Conversion Charter	138.1%	24.3%	146.9%
West Hawai'i Explorations Academy	127.0%	145.7%	151.3%
Myron B. Thompson Academy	110.7%	109.0%	109.9%
Kamaile Academy, PCS	97.3%	21.2%	111.0%
Ke Ana La'ahana PCS	92.7%	130.4%	145.8%
Lanikai Elementary Public Charter School	91.9%	93.3%	89.3%
Kawaikini New Century Public Charter School	90.1%	95.5%	120.0%
Waimea Middle Public Conversion Charter School	82.1%	99.6%	136.0%
Ke Kula 'o Samuel M. Kamakau, LPCS	77.5%	76.9%	85.0%
Ka 'Umeke Kā'eo	76.8%	70.8%	81.5%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	76.2%	100.4%	86.3%
Ke Kula Niihau O Kekaha Learning Center	74.7%	99.5%	105 .1%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	63.8%	55.5%	65.3%
Ka Waihona o ka Na'auao Public Charter School	51.7%	52.7%	51.4%
Kihei Charter School	40.0%	46.4%	47.2%
Hawaii Academy of Arts & Science Public Charter School (HAAS)	39.1%	37.9%	25.2%
Waialae Elementary Public Charter School	36.8%	33.7%	37.6%
Kanuikapono Public Charter School	36.2%	29.4%	27.4%
Kua o ka Lā New Century Public Charter School	35.2%	44.4%	46.5%
Volcano School of Arts & Sciences	29.9%	37.4%	37.1%
Connections Public Charter School	29.0%	23.3%	30.5%
Hawaii Technology Academy	25.6%	0%	0%
Mālama Honua Public Charter School	23.8%	N/A	N/A
University Laboratory School	22.9%	21.6%	19.9%
Hakipu'u Learning Center	22.3%	26.3%	26.5%
Innovations Public Charter School	21.0%	23.8%	27.5%
SEEQS: the School for Examining Essential Questions of Sustainability	14.1%	20.9%	N/A
Laupahoehoe Community Public Charter School	12.8%	9.3%	N/A
Kanu o ka 'Āina New Century Public Charter School	10.0%	6.8%	4.4%
Kona Pacific Public Charter School	8.8%	8.5%	8.3%
Na Wai Ola Public Charter School	4.9%	11.7%	10.9%
Voyager: A Public Charter School	4.2%	4.3%	4.0%
Hālau Lōkahi Charter School	N/A	-17.7%	2.1%
Consolidated Charter Schools	58.3%	42.9%	63.6%

Table 50: Change in Total Fund Balance Calculation: Total Year End Fund Balance – Total Year Begin Fund Balance Target: Positive			
	2014-2015	2013-2014	2012-2013
Hawaii Technology Academy	\$1,579,138	\$0	\$0
Halau Ku Mana Public Charter School	\$341,352	-\$13,562	\$15,275
Myron B. Thompson Academy	\$254,256	-\$166,735	-\$858,388
Kanuikapono Public Charter School	\$189,901	\$132,227	\$86,144
Connections Public Charter School	\$167,016	-\$194,527	-\$414,297
Hawaii Academy of Arts & Science Public Charter School (HAAS)	\$152,493	\$462,197	-\$278,168
Voyager: A Public Charter School	\$139,942	\$165,350	-\$75,235
Kanu o ka 'Āina New Century Public Charter School	\$112,393	\$80,889	\$26,493
Mālama Honua Public Charter School	\$110,374	N/A	N/A
West Hawai'i Explorations Academy	\$110,021	\$187,777	\$110,679
Laupahoehoe Community Public Charter School	\$104,777	-\$160,142	N/A
Lanikai Elementary Public Charter School	\$102,816	\$203,506	\$120,584
Waialae Elementary Public Charter School	\$85,866	\$7,489	-\$298,156
University Laboratory School	\$73,751	\$49,646	-\$17,288
Ka Waihona o ka Na'auao Public Charter School	\$60,585	-\$8,472	-\$211,937
Ke Kula 'o Samuel M. Kamakau, LPCS	\$48,834	-\$86,986	-\$42,348
Kona Pacific Public Charter School	\$25,977	\$21,369	\$30,970
SEEQS: the School for Examining Essential Questions of Sustainability	\$21,401	\$90,020	N/A
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	\$18,294	-\$17,535	\$52,927
Hakipu'u Learning Center	-\$28,438	-\$15,214	\$179,224
Ka 'Umeke Kā'eo	-\$37,895	-\$144,221	-\$75,210
Innovations Public Charter School	-\$41,985	-\$37,915	-\$51,696
Na Wai Ola Public Charter School	-\$58,408	\$2,384	\$113,368
Kawaikini New Century Public Charter School	-\$70,755	-\$273,832	\$705,072
Volcano School of Arts & Sciences	-\$79,389	\$33,858	\$4,943
Ke Kula Niihau O Kekaha Learning Center	-\$106,444	\$16,205	-\$138,636
Ke Ana La'ahana PCS	-\$153,987	-\$42,162	\$68,820
Kihei Charter School	-\$154,319	\$24,251	\$109,685
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	-\$156,869	\$379,719	\$299,718
Kua o ka Lā New Century Public Charter School	-\$185,339	\$169,245	\$300,915
Waimea Middle Public Conversion Charter School	-\$311,372	-\$688,714	-\$702,059
Kualapu'u School: A Public Conversion Charter	-\$478,728	-\$642,778	-\$1,515,672
Kamaile Academy, PCS	-\$614,687	-\$894,432	-\$595,994
Hālau Lōkahi Charter School	N/A	-\$398,658	\$37,713
Charter Schools Average	\$48,363	-\$51,758	-\$94,142

**E. APPENDIX E: SUMMARY OF FISCAL YEAR 2013-2014 FEDERAL TITLE PROGRAM FUNDS
EXPENDED BY CHARTER SCHOOLS**

APPENDIX E – Summary of FY2013-14 Federal Title Program Funds Expended By Charter Schools					
Federal Program	Grant Purpose and Basis for Allocation	Funds allocated to Charter Schools Fiscal Year 2013-14	Funds allocated directly to Charter Schools ⁴⁵ in Fiscal Year 2013-14	Funds expended in Fiscal Year 2013-14	Funds expended in Fiscal Year 2014-15
ARRA Title I – School Improvement Grant	Grant to support competitive sub-grants to Title I eligible schools ranked in the bottom 5%. Schools must implement of four school intervention models. Distribution based on evaluation of applications.	1,308,875	0	1,308,875	0
Native Hawaiian Pihana Pono - UH FY13	Grant to improve educational outcomes in reading for Native Hawaiian students in pre-kindergarten through grade three. Distribution to eleven elementary schools that serve high percentages of students of Hawaiian ancestry that have also submitted a proposed budget and signed an agreement to implement project activities.	0	139,000	139,000	0
NCLB Title I LEA Grant – Schools Program 18902	Grant provided to help disadvantaged students in school with the highest	1,675,872	11,142	1,675,667	0

⁴⁵ Efforts will continue to be made to route all allocations to charter schools through the Commission.

APPENDIX E – Summary of FY2013-14 Federal Title Program Funds Expended By Charter Schools

Federal Program	Grant Purpose and Basis for Allocation	Funds allocated to Charter Schools Fiscal Year 2013-14	Funds allocated directly to Charter Schools⁴⁵ in Fiscal Year 2013-14	Funds expended in Fiscal Year 2013-14	Funds expended in Fiscal Year 2014-15
	concentrations of poverty 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 free or reduced-price eligible students multiplied by the per pupil amount for the school's county.				
NCLB Title IIA High Quality Professional Development	Grant provided to improve teacher and principal quality and increase the number of highly qualified teachers in the classroom. Distribution based on an approved Title IIA Highly Qualified Plan.	342,189	328	328	201,883
NCLB Title IIA Asst Non Highly Qualified Teacher ("NHQT") to Highly Qualified Teacher)"HQT")	Grant to support professional development and other activities that assist NHQTs to become HQTs in core academic subjects assigned by the end of SY2013-2014. Distribution based on \$150	18,383	0	1,493	837

APPENDIX E – Summary of FY2013-14 Federal Title Program Funds Expended By Charter Schools

Federal Program	Grant Purpose and Basis for Allocation	Funds allocated to Charter Schools Fiscal Year 2013-14	Funds allocated directly to Charter Schools⁴⁵ in Fiscal Year 2013-14	Funds expended in Fiscal Year 2013-14	Funds expended in Fiscal Year 2014-15
	for each (Tier I) NHQT as of June of the prior school year.				
Title VIB Special Education Project I (IDEA) Program 17929	Grant provided special education and related services to eligible students in accordance with federal regulations. Distribution based on award for 100% Oinput into the SPED information system and funds for program costs. NOTE: IDEA funds are primarily allocated to Complex Areas to assist in supporting special education related services for all public school students, including charter school students.	0	187,352	187,352	0
NCLB Title III Language Instruction Program 18085	Grant to supplement efforts to improve the education of limited English proficient children. Distribution based on the number of ELL students enrolled in schools after submission and approval of written plans.	39,196	0	21,228	13,824
NCLB LEA Grant – Professional	Grant to provide training and professional	120,602	0	0	20,397

APPENDIX E – Summary of FY2013-14 Federal Title Program Funds Expended By Charter Schools

Federal Program	Grant Purpose and Basis for Allocation	Funds allocated to Charter Schools Fiscal Year 2013-14	Funds allocated directly to Charter Schools⁴⁵ in Fiscal Year 2013-14	Funds expended in Fiscal Year 2013-14	Funds expended in Fiscal Year 2014-15
Development Program	development to assist all teachers in Title I schools in becoming highly qualified by the end of SY 2013-14 and assist paraprofessionals in Title I schools meet educational requirements of NCLB Act of 2001. Distribution based on Title I formula.				
NCLB Title I LEA Grant – Resource Teachers Program 18936	Grant is to provide technical support to Title I schools. Distribution for a Title I Linker to provide technical support to Title I charter schools.	87,405	0	45,172	42,233
NCLB Title I LEA Grant - School	Grant to support competitive sub-grants to Title I eligible schools ranked in the bottom 5%. Schools must implement of four school intervention models. Distribution based on evaluation of applications.	104,019	0	13,690	79,368
NCLB Title I LEA-Trans & Supplemental Services Program 52002	Grant to support school improvement/turnaround at the complex and school level with supplemental education supports and	32,935	0	32,000	0

APPENDIX E – Summary of FY2013-14 Federal Title Program Funds Expended By Charter Schools

Federal Program	Grant Purpose and Basis for Allocation	Funds allocated to Charter Schools Fiscal Year 2013-14	Funds allocated directly to Charter Schools⁴⁵ in Fiscal Year 2013-14	Funds expended in Fiscal Year 2013-14	Funds expended in Fiscal Year 2014-15
	services for Priority, Focus, and low performing schools.				
NCLB Administration Program 18084	Grant funds to support planning, implementation, and management of NCLB programs included in Hawaii's consolidated NCLB application. Distribution made based on proportion of statewide enrollment at Title I eligible schools.	25,118	0	25,118	0
NCLB Title I LEA Grant – Parent Involvement Program 18935	Grant to provide support for parent involvement activities, including but not limited to family literacy training, training to enhance parenting skills, etc. Distribution based on Title I formula.	23,951	0	22,498	96
NCLB Assessment	Grant to support the development, administration, and maintenance of three large scale assessments in the areas of Reading/Language Arts, Mathematics and Science. Hawaii State Assessment Translated into Hawaiian, and the Hawaii	151	5,882	5,882	0

APPENDIX E – Summary of FY2013-14 Federal Title Program Funds Expended By Charter Schools

Federal Program	Grant Purpose and Basis for Allocation	Funds allocated to Charter Schools Fiscal Year 2013-14	Funds allocated directly to Charter Schools⁴⁵ in Fiscal Year 2013-14	Funds expended in Fiscal Year 2013-14	Funds expended in Fiscal Year 2014-15
	Sate Alternative Assessment. These are carryover funds.				
NCLB Math and Science Partnership FY13	Grant supports partnerships between institutions of higher education and local elementary and secondary schools to design and implement professional development models to increase subject matter knowledge of mathematics and science teachers. Distribution based on a competitive grant application process.	2,708	0	2,708	0
NCLB Math and Science Partnership FY14	Grant supports partnerships between institutions of higher education and local elementary and secondary schools to design and implement professional development models to increase subject matter knowledge of mathematics	327	0	327	0

APPENDIX E – Summary of FY2013-14 Federal Title Program Funds Expended By Charter Schools

Federal Program	Grant Purpose and Basis for Allocation	Funds allocated to Charter Schools Fiscal Year 2013-14	Funds allocated directly to Charter Schools⁴⁵ in Fiscal Year 2013-14	Funds expended in Fiscal Year 2013-14	Funds expended in Fiscal Year 2014-15
	and science teachers. Distribution based on a competitive grant application process.				
Education for Homeless Children & Youth Program 19100	Grant provided to support all homeless children to have equal access to free and appropriate public education. Funds support staffing for personnel that provide technical assistance to various groups. Distribution is based on the cost of a homeless liaison position and related expenses.	18,875	0	18,875	0
NCLB Migrant Education Program 17790	Grant provided to support education programs that address the needs of migratory children. Distribution made based on a percentage formula incorporating at-risk factors and the number of migrant students at each school.	18,620	0	18,620	0
RTTT –Common Core State Standard Implementation	Grant to provide professional development for teachers of all subjects and grade levels in the area	2,775	0	2,775	0

APPENDIX E – Summary of FY2013-14 Federal Title Program Funds Expended By Charter Schools

Federal Program	Grant Purpose and Basis for Allocation	Funds allocated to Charter Schools Fiscal Year 2013-14	Funds allocated directly to Charter Schools⁴⁵ in Fiscal Year 2013-14	Funds expended in Fiscal Year 2013-14	Funds expended in Fiscal Year 2014-15
	of Common Core. Funds are allocated to pay teacher substitutes \$ 159 per day.				
Vocational Education – Program Improvement FY13 Program 15789	Grant to provide resource and services to identified project schools that are developing and implementing improved and expanded CTE programs during the school year. Distribution of funds based on SY14-15 CTE one-year plans that have been submitted and approved.	639	0	639	0
Vocational Education – Program Improvement FY14 Program 15785	Grant to provide resource and services to identified project schools that are developing and implementing improved and expanded CTE programs during the school year. Distribution of funds based on SY13-14 CTE one-year plans that have been submitted and approved.	3,630	0	3,630	0
Total		3,827,270	343,704	3,526,177	358,638

**F. APPENDIX F: SUMMARY OF FISCAL YEAR 2014-2015 FEDERAL TITLE PROGRAM FUNDS EXPENDED
BY CHARTER SCHOOLS**

APPENDIX F – Summary of FY2014-15 Federal Title Program Fund Expended by Charter Schools				
Federal Program	Grant Purpose and Basis for Allocation	Funds allocated to Charter Schools Fiscal Year 2014-15	Funds allocated directly to Charter Schools ⁴⁶ in Fiscal Year 2014-15	Funds expended in Fiscal Year 2014-15
NCLB Title I LEA Grant – Schools Program 18902	Grant provided to help disadvantaged students in school with the highest concentrations of poverty meet the same high standards expected of all students. Distribution made to only schools with 47.2% or more students receiving free or reduced-price meals. Distribution to these schools based on Title I formula using number of free or reduced-price eligible students multiplied by the per pupil amount for the school's county.	1,791,495		883,969
NCLB Title IIA High Quality Professional Development	Grant provided to improve teacher and principal quality and increase the number of highly qualified teachers in the classroom. Distribution based on an approved Title IIA Highly Qualified Plan.		2,123	2,123
Title VIB Special Education Project I (IDEA) Program 17929	Grant provided special education and related services to eligible students in accordance with federal regulations. Distribution based on award for 100% input into the SPED information system and funds for program costs. NOTE: IDEA funds are primarily allocated to Complex Areas to assist in supporting special education related services for all public school students, including charter school students.	11,250		11,250
DoD Supplement to Impact Aid	Grant provided financial assistance to local education agencies affected by military presence. Distribution based on proportion of total public school enrollment.	193,717		193,717

⁴⁶ Efforts will continue to be made to route all allocations to charter schools through the Commission's staff office.

APPENDIX F – Summary of FY2014-15 Federal Title Program Fund Expended by Charter Schools				
Federal Program	Grant Purpose and Basis for Allocation	Funds allocated to Charter Schools Fiscal Year 2014-15	Funds allocated directly to Charter Schools ⁴⁶ in Fiscal Year 2014-15	Funds expended in Fiscal Year 2014-15
Native Hawaiian Pihana Hou-UH FY15	Grant to improve educational outcomes in reading for Native Hawaiian students in pre-kindergarten through grade three. Distribution to eleven elementary schools that serve high percentages of students of Hawaiian ancestry that have also submitted a proposed budget and signed an agreement to implement project activities.	60,000		60,000
NCLB Title I LEA Grant – Resource Teachers Program 18936	Grant is to provide technical support to Title I schools. Distribution for a Title I Linker to provide technical support to Title I charter schools.	87,828		56,408
NCLB Title III Language Instruction Program 18085	Grant to supplement efforts to improve the education of limited English proficient children. Distribution based on the number of ELL students enrolled in schools after submission and approval of written plans.	39,196		8,623
NCLB Title I LEA-Trans & Supplemental Services Program 52002	Grant to support school improvement/turnaround at the complex and school level with supplemental education supports and services for Priority, Focus, and low performing schools.	696,016		260,576
NCLB Administration Program 18084	Grant funds to support planning, implementation, and management of NCLB programs included in Hawaii's consolidated NCLB application. Distribution made based on proportion of statewide enrollment at Title I eligible schools.	27,036		
NCLB Title I LEA Grant – Parent Involvement Program 18935	Grant to provide support for parent involvement activities, including but not limited to family literacy training, training to enhance parenting skills, etc. Distribution based on Title I formula.	25,554		6,172

APPENDIX F – Summary of FY2014-15 Federal Title Program Fund Expended by Charter Schools				
Federal Program	Grant Purpose and Basis for Allocation	Funds allocated to Charter Schools Fiscal Year 2014-15	Funds allocated directly to Charter Schools ⁴⁶ in Fiscal Year 2014-15	Funds expended in Fiscal Year 2014-15
Education for Homeless Children & Youth Program 19100	Grant provided to support all homeless children to have equal access to free and appropriate public education. Funds support staffing for personnel that provide technical assistance to various groups. Distribution is based on the cost of a homeless liaison position and related expenses.	18,875		18,875
NCLB Migrant Education Program 17790	Grant provided to support education programs that address the needs of migratory children. Distribution made based on a percentage formula incorporating at-risk factors and the number of migrant students at each school.	22,694		22,694
Vocational Education – Program Improvement FY15 Program 15789	Grant to provide resource and services to identified project schools that are developing and implementing improved and expanded CTE programs during the school year. Distribution of funds based on SY14-15 CTE one-year plans that have been submitted and approved.	1,890	1,889	3,779
Vocational Education – Program Improvement FY14 Program 15785	Grant to provide resource and services to identified project schools that are developing and implementing improved and expanded CTE programs during the school year. Distribution of funds based on SY13-14 CTE one-year plans that have been submitted and approved.		983	983
Total		2,975,551	4,995	1,529,169

G. Appendix G: Commission's Audited Financial Statements for Fiscal Year 2014-2015

**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, 2015
(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)

TABLE OF CONTENTS

For the Year Ended June 30, 2015
(With Prior Year Comparative Information)

<u>SECTION</u>	<u>PAGE</u>
PART I – MANAGEMENT’S DISCUSSION AND ANALYSIS	3-11
PART II – FINANCIAL SECTION	
Independent Auditor’s Report	13-15
• Financial statements	
– Statement of Net Position (Deficit) – Governmental Activities	16
– Statement of Activities	17
– Balance Sheet – Governmental Funds	18
– Reconciliation of the Balance Sheet – Governmental Funds to the Statement of Net Position (Deficit) – Governmental Activities	19
– Statement of Revenues, Expenditures, and Changes in Fund Balances (Deficits) – Governmental Funds	20-21
– Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances (Deficits) – Governmental Funds to the Statement of Activities	22
– Statement of Cash Flows	23-24
• Notes to the Financial Statements	25-30
• Supplementary Financial Information	
– Schedule of Expenditures of Federal Awards	33
– Notes to the Schedule of Expenditures of Federal Awards	34
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 <i>Government Auditing Standards</i>	36-37
• Independent Auditor’s Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance	38-39
PART IV – SCHEDULE OF FINDINGS AND QUESTIONED COSTS	
• Schedule of Audit Findings and Questioned Costs	41
• Summary Schedule of Prior Audit Findings	42
PART V – CORRECTIVE ACTION PLAN	
• Corrective Action Plan	44

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, 2015

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, 2015. Please read it in conjunction with the financial statements and the related notes to the financial statements, which begin on page 13.

FINANCIAL HIGHLIGHTS

- The Commission's net position (deficit) decreased by \$485,306 during the year ended June 30, 2015.
- Despite a special allocation to Commission and approved supplemental budget requests, the annual funding decreased to \$803,097 as a result of conflicting language in the budget proviso.
- The Commission ended the year in a net deficit position.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of five parts – management's discussion and analysis (this section), the basic financial statements, internal control and compliance, schedule of findings and questioned costs, and corrective action plan. The basic financial statements include two types of statements that present different views of the Commission's financial activities:

The first two statements are government-wide financial statements that provide both long-term and short-term information about the Commission's overall financial status.

The remaining statements are fund financial statements that focus on the individual parts of the Commission, reporting the Commission's operations in more detail than the government-wide statements. The fund financial statements tell how general services were financed in the short term as well as what remains for future spending.

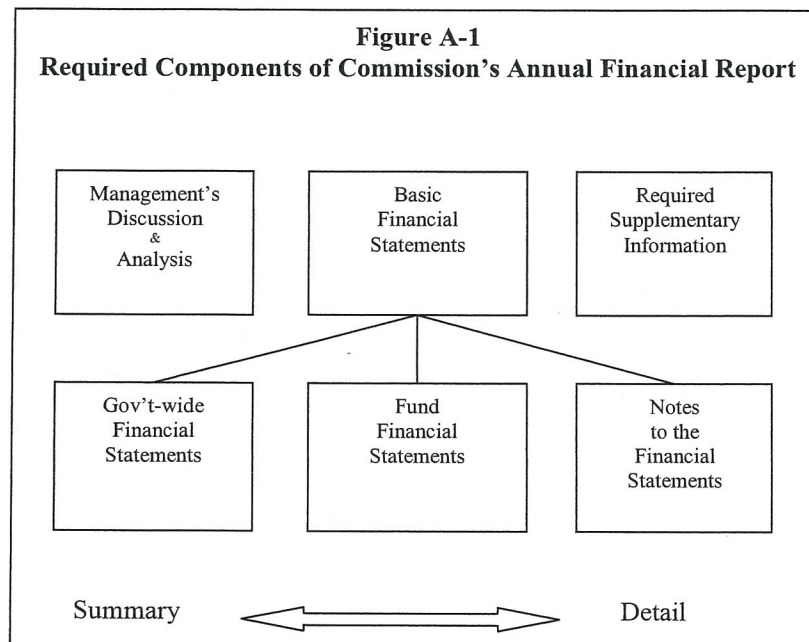
STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2015

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

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



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

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2015

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 statements.

<p style="text-align: center;">Figure A-2 Major Features of CSAO's Government-wide and Fund Financial Statements</p>		
	<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 Position (Deficit) • Statement of Activities 	<ul style="list-style-type: none"> • Balance Sheet • Statement of Revenues, Expenditures and Changes in Fund Balances (Deficits)
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, 2015

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 (deficit) 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 (deficit) and how net position (deficit) has changed during the year. Net position (deficit), 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 (deficit) 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(s) that meet certain accounting rules, then these "component units" would be reported as such because of the Commission's financial responsibility to the component unit(s).

Fund Financial Statements

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

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

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2015

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

The Commission reports its financial activities in two funds: the Commission General Fund and the Restricted – Federal Programs Fund. The Commission's general operations are reflected in the General Fund. Within the Restricted – Federal Programs Fund, the Commission records its activities for Federal Title I, Title IIa, Title III, Federal Impact Aid, and other Federal Programs.

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE

Net Position (Deficit): The Commission's net position (deficit) decreased between the fiscal years ended June 30, 2015 and 2014 from \$117,714 to (\$367,592) as of June 30, 2015 (See Table A-1).

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

	<u>2015</u>	<u>2014</u>	<u>Percentage Change</u> <u>2014-2015</u>
ASSETS			
Current assets	\$ 3,760,747	\$ 3,413,752	10%
Capital Assets, net of depreciation	46,217	71,745	(36%)
Total Assets	<u>\$ 3,806,964</u>	<u>\$ 3,485,497</u>	<u>9%</u>
LIABILITIES			
Current	\$ 4,174,556	\$ 3,367,783	24%
Total Liabilities	<u>4,174,556</u>	<u>3,367,783</u>	<u>24%</u>
NET POSITION			
Invested in capital assets	46,217	71,745	(36%)
Unrestricted	(413,809)	45,969	(1000%)
Total net position (deficit)	<u>(367,592)</u>	<u>117,714</u>	<u>(412%)</u>
Total liabilities and net position	<u>\$ 3,806,964</u>	<u>\$ 3,485,497</u>	<u>9%</u>

Increases or decreases in the net position (deficit) may serve as a useful indicator of whether the Commission's financial condition is improving or deteriorating. Some of the Commission's net position (deficit) is restricted as to the purposes for which they can be used because they are invested in capital assets, primarily computer equipment.

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

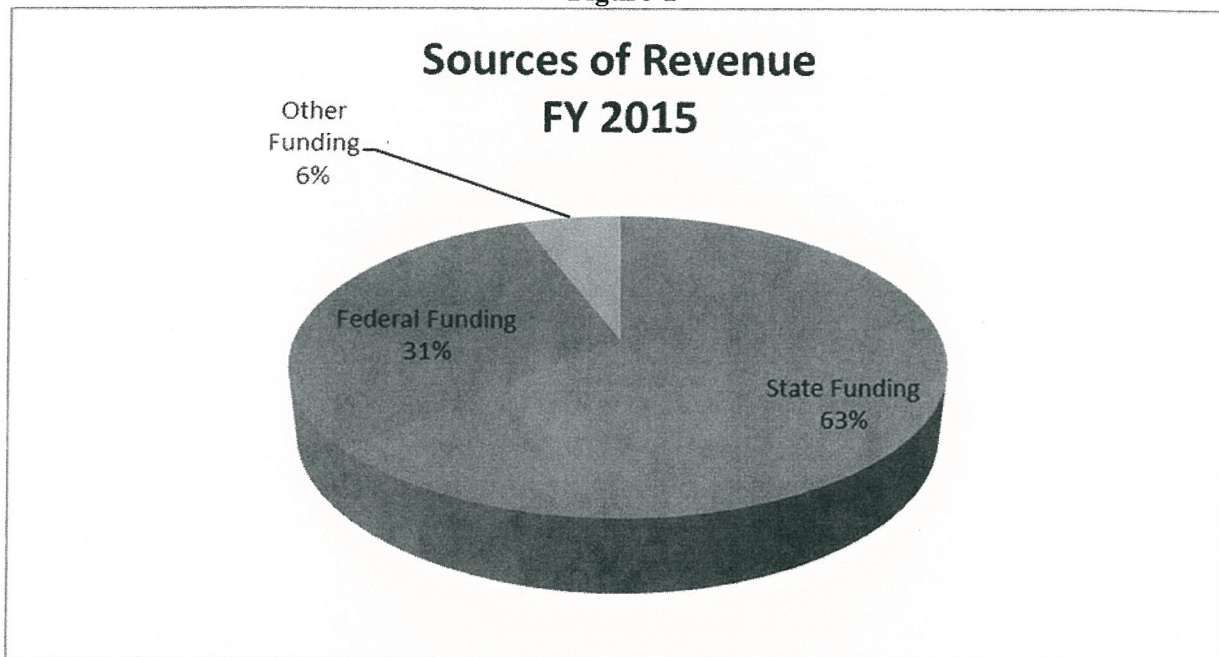
MANAGEMENT'S DISCUSSION AND ANALYSIS

For the Year Ended June 30, 2015

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

In the fiscal year ended June 30, 2015, the Commission's total revenues decreased by 16% to \$1,255,089, compared to total revenues of \$1,500,565 in the fiscal year ended June 30, 2014. Federal programs funding increased by \$145,359 or 62%, primarily due to the addition of Academic Officers to support focus and priority charter schools, as ranked by the Department of Education's (DOE) Strive HI assessment system. State funding continues to be a significant source of funds for charter schools, as provided by statute and approved by the State Legislature. In the fiscal year ended June 30, 2015, federal revenues amounted to 30% of total revenues for the Commission, or \$377,996. As a result of conflicting language in the budget proviso, annual general funds for the Commission were limited to \$800,000, or 63%, compared to the budgeted allocation of \$1,360,000 (see Figure-1).

Figure-1



In the fiscal year ended June 30, 2015, the Commission was awarded a grant to start pre-kindergarten classes at charter schools. This four-year grant, totaling \$14.9 million, will eventually serve 920 pre-school students, with four classrooms scheduled to open in this upcoming school year.

In the fiscal year ended June 30, 2015, the total cost of all programs and services provided by the Commission decreased by 19% or by \$416,879. The decrease in expenses was primarily due to the distribution of funds to the charter schools of \$476,922 in the fiscal year ended June 30, 2014 by way of a special fund assessment. Expenses for the Commission cover a range of services as required by statute to support the Commission in its role as authorizer.

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

MANAGEMENT'S DISCUSSION AND ANALYSIS

For the Year Ended June 30, 2015

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

Changes in the Commission's Net Position (Deficit)

	<u>2015</u>	<u>2014</u>	Percentage Change <u>2014-2015</u>
Revenues			
CSAO/commission funding	\$ 803,067	\$ 1,235,363	(35%)
Federal grants	377,996	232,637	62%
Other income	74,026	32,565	127%
Total revenues	<u>1,255,089</u>	<u>1,500,565</u>	<u>(16%)</u>
Expenses			
Payroll and related expenses	1,321,817	1,203,326	10%
Special fund assessment	-	476,922	(100%)
Professional services	182,113	216,893	(16%)
Building leases	92,284	90,906	2%
Travel	57,907	54,011	7%
Capital outlay	25,528	53,811	(53%)
Repairs and maintenance	12,529	12,033	4%
Computer expenses	11,053	12,207	(9%)
Supplies	10,564	9,210	15%
Miscellaneous	4,492	4,511	0%
Telecommunications	4,253	1,541	176%
Meeting refreshments and meal	3,915	8,560	(54%)
Dues and subscriptions	3,198	1,474	117%
Printing and advertising	3,134	723	333%
Postage	2,180	1,802	21%
Professional development	1,800	7,219	(75%)
Rental expenses	1,584	587	170%
Equipment purchases	1,408	1,165	21%
Utilities	636	373	71%
Total expenses	<u>1,740,395</u>	<u>2,157,274</u>	<u>(19%)</u>
Transfers			
Transfers in	(73,116,061)	(70,680,509)	3%
Transfers out	<u>73,116,061</u>	<u>70,680,509</u>	<u>3%</u>
Total transfers	<u>-</u>	<u>-</u>	<u>0%</u>
Change in net position (deficit)	(485,306)	(656,709)	(26%)
Net position (deficit) – beginning of year	<u>117,714</u>	<u>774,423</u>	<u>(85%)</u>
Net position (deficit) – end of year	<u>\$ (367,592)</u>	<u>\$ 117,714</u>	<u>(412%)</u>

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

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

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2015

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

Governmental Activities

The cost of all governmental activities of the Commission for the fiscal year ended June 30, 2015 was \$1,686,444.

Business-type activities

Certain 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. In the fiscal years ended June 30, 2015 and 2014, the Commission did not engage in any business-type activities.

FINANCIAL ANALYSIS OF THE COMMISSION'S FUNDS

As the Commission completed the year, its governmental funds reported a deficit of (\$284,977), a decrease from the prior year of \$431,355. The following paragraphs summarize the significant transactions occurring in the Commission's funds during fiscal year ended June 30, 2015:

The Commission's general funding for the year was severely reduced due to conflicting language in the budget proviso compared to statute. The Legislature appropriated an additional \$800,000 to the Commission, in addition to its budget of \$1,360,000. However, the budget proviso defined all funds in EDN 600 as per pupil funds, except for the \$800,000 additional allocation. As a result, with the annual enrollment reconciliation with the DOE, any funds in excess of the calculated per pupil funds was transferred to the DOE. Unfortunately for the Commission, the resulting transfer effectively moved the Commission's budget allocation to the DOE.

During the fiscal year ended June 30, 2015, the continuing impact of the economic slow-down on the State of Hawaii's (State) budget was felt at the program level. As a result, State funding for charter school per pupil amounts remained at approximately the same level as the prior year. For the fiscal year ended June 30, 2015, the Commission's budget was determined as a separate line item within the state budget. Beginning with the fiscal year ending June 30, 2016, the funding of the Commission's operational budget will be separately allocated and identified in a separate department, EDN 612, separating its funding from the charter schools' per pupil allocation.

CAPITAL ASSET AND LONG-TERM DEBT ACTIVITIES

The Commission's capital asset policy provides that furniture and equipment purchases that exceed \$5,000 with a useful life of greater than one year be capitalized and depreciated over the asset's useful life.

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

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2015

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET AND RATES

The official enrollment count date for charter schools is October 15 of each year. Enrollment among the charter schools grew by .5% in the 2014-15 school year to 10,493. This compares to a growth rate of 5.7% in the 2013-14 school year. Effective with the fiscal year ending June 30, 2016, the Commission's budget will be determined as a separate line item, and separate from the Charter Schools' per pupil funding, within the State budget. The proposed funding level for the Commission in the fiscal year ending June 30, 2016 is \$1,400,000.

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. If you have questions about this report or need additional financial information, contact the SPCSC Fiscal Services team, 1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813.

PART II
FINANCIAL SECTION

INDEPENDENT AUDITOR'S REPORT

State Public Charter School Commission:

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the State Public Charter School Commission (Commission), an agency of the State of Hawaii, as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the Commission's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinion 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, 2015, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note B to the financial statements, the financial statements as of and for the year ended June 30, 2014 were restated to correct a misstatement. Our opinion is not modified with respect to this matter.

Report on 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.

Report on Prior Year Comparative Information

The financial statements of State Public Charter School Commission for the year ended June 30, 2014 were audited by another auditor who expressed an unmodified opinion on those statements. The information presented herein as of and for the year ended June 30, 2014, is based on the report of the other auditor and audited financial statements from which it has been derived.

Report on Schedule of Expenditures of Federal Awards

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Commission's basic financial statements. The schedule of expenditures of federal awards, as required by the Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

Report on Schedule of Expenditures of Federal Awards (Continued)

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 30, 2015, on our consideration of the Commission's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grants agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Commission's internal control over financial reporting and compliance.

CW ASSOCIATES, CPAs

Honolulu, Hawaii
November 30, 2015

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

STATEMENT OF NET POSITION (DEFICIT) – GOVERNMENTAL ACTIVITIES

As of June 30, 2015
(With Prior Year Comparative Information)

	<u>2015</u>	<u>2014</u>
Current Assets		
Cash and cash equivalents	\$ 881,996	\$ 1,952,637
Accounts receivable – net	1,846,555	33,646
Pass through receivable from State	777,196	1,171,032
Funds held for others	255,000	255,000
Prepaid expenses	-	1,437
Total current assets	<u>3,760,747</u>	<u>3,413,752</u>
Capital assets, net of depreciation	<u>46,217</u>	<u>71,745</u>
Total assets	<u>3,806,964</u>	<u>3,485,497</u>
Current Liabilities		
Accounts payable	1,930,869	252,178
Unearned revenue	776,266	450,413
Pass through payable to charter schools	742,994	2,254,019
Pass through payable to State	287,298	55,764
Funds held for others	255,000	255,000
Accrued leave earnings	128,832	100,409
Accrued liabilities	53,297	-
Total current liabilities	<u>4,174,556</u>	<u>3,367,783</u>
Net position (deficit)		
Invested in capital assets	46,217	71,745
Unrestricted position (deficit)	<u>(413,809)</u>	<u>45,969</u>
Total net position (deficit)	<u>\$ (367,592)</u>	<u>\$ 117,714</u>

See accompanying notes to the financial statements.

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

STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2015
(With Prior Year Comparative Information)

	2015			2014		
<u>Functions/Programs</u>	<u>Expenses</u>	<u>Operating Grants Revenues</u>	<u>Net (Expenses) Revenues and Changes in Net Position</u>	<u>Expenses</u>	<u>Operating Grants Revenues</u>	<u>Net (Expenses) Revenues and Changes in Net Position</u>
Governmental activities						
Support and administrative services	\$ 1,526,889	\$ -	\$ (1,526,889)	\$ 1,924,637	\$ -	\$ (1,924,637)
Instructional enhancement	2,030,615	2,030,615	-	2,218,815	2,218,815	-
Total governmental activities	<u>\$ 3,557,504</u>	<u>\$ 2,030,615</u>	<u>(1,526,889)</u>	<u>\$ 4,143,452</u>	<u>\$ 2,218,815</u>	<u>(1,924,637)</u>
General revenues						
Administrative fees charged to schools			967,558			1,235,363
Other grants and income			74,025			32,565
Total general revenues			<u>1,041,583</u>			<u>1,267,928</u>
Excess of expenses over revenues			(485,306)			(656,709)
Net position – beginning of year			117,714			774,423
Net position (deficit) – end of year			<u>\$ (367,592)</u>			<u>\$ 117,714</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, 2015
(With Prior Year Comparative Information)

	<u>General</u>	Restricted <u>Funds</u>	Total <u>2015</u>	<u>2014</u>
ASSETS				
Cash				
Cash and cash equivalents	\$ 101,972	\$ 776,266	\$ 878,238	\$ 1,948,789
Cash held for others	-	255,000	255,000	255,000
CSRP expenditure account	3,558	-	3,558	3,648
Petty cash	200	-	200	200
Total cash	<u>105,730</u>	<u>1,031,266</u>	<u>1,136,996</u>	<u>2,207,637</u>
Accounts receivable – net	1,846,555	-	1,846,555	33,646
Pass through receivable from State	777,196	-	777,196	1,171,032
Prepaid expenses	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,437</u>
TOTAL ASSETS	<u>\$2,729,481</u>	<u>\$1,031,266</u>	<u>\$3,760,747</u>	<u>\$3,413,752</u>
LIABILITIES				
Accounts payable	\$ 1,930,869	\$ -	\$ 1,930,869	\$ 252,177
Unearned revenue	-	776,266	776,266	450,413
Pass through payable to schools	742,994	-	742,994	2,254,019
Pass through payable to state	287,298	-	287,298	55,764
Funds held for others	-	255,000	255,000	255,001
Accrued liabilities	53,297	-	53,297	-
Total liabilities	<u>3,014,458</u>	<u>1,031,266</u>	<u>4,045,724</u>	<u>3,267,374</u>
FUND BALANCE (DEFICITS)				
Non-spendable: prepaid expenditures	-	-	-	1,437
Unassigned	<u>(284,977)</u>	<u>-</u>	<u>(284,977)</u>	<u>144,941</u>
Total fund balances (deficit)	<u>(284,977)</u>	<u>-</u>	<u>(284,977)</u>	<u>146,378</u>
TOTAL LIABILITIES AND FUND BALANCE (DEFICIT)	<u>\$2,729,481</u>	<u>\$1,031,266</u>	<u>\$3,760,747</u>	<u>\$3,413,752</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 (DEFICIT) – GOVERNMENTAL ACTIVITIES**

As of June 30, 2015

Total fund balances (deficits) – governmental funds	\$ (284,977)
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	46,217
Accrued employee benefits payable not reported in the governmental funds	<u>(128,832)</u>
Total net position (deficit) – governmental activities	<u>\$ (367,592)</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 BALANCES (DEFICITS) – GOVERNMENTAL FUNDS**

**For the Year Ended June 30, 2015
(With Prior Year Comparative Information)**

	General	Restricted Funds					2015	2014
		Title I	Title II	Title III	Impact Aid	SPED		
REVENUES								
Administration fee to charter schools	\$ 967,558	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 967,558	\$ 1,235,363
Federal grant revenues	-	177,131	11,372	25,003	-	-	213,506	232,637
Other	55,150	-	-	-	-	-	55,150	13,690
State special salary funding	18,875	-	-	-	-	-	18,875	18,875
Total revenues	1,041,583	177,131	11,372	25,003	-	-	1,255,089	1,500,565
EXPENDITURES								
Payroll and related expenses	1,172,275	96,619	11,936	12,564	-	-	1,293,394	1,203,326
Special fund assessment	-	-	-	-	-	-	-	476,922
Professional services	134,976	45,026	-	2,111	-	-	182,113	216,893
Building leases	92,284	-	-	-	-	-	92,284	90,906
Travel	23,516	30,464	-	3,927	-	-	57,907	54,011
Capital outlay	-	-	-	-	-	-	-	12,678
Repairs and maintenance	12,529	-	-	-	-	-	12,529	12,033
Computer expenses	11,053	-	-	-	-	-	11,053	12,207
Supplies	5,605	326	-	4,633	-	-	10,564	9,210
Miscellaneous	2,917	1,813	(564)	326	-	-	4,492	4,511
Telecommunications	4,253	-	-	-	-	-	4,253	1,541
Meeting refreshments and meal	2,171	852	-	892	-	-	3,915	8,560
Dues and subscriptions	3,198	-	-	-	-	-	3,198	1,474
Printing and advertising	3,134	-	-	-	-	-	3,134	723
Postage	975	1,205	-	-	-	-	2,180	1,802
Professional development	1,800	-	-	-	-	-	1,800	7,219
Rental expenses	389	645	-	550	-	-	1,584	587
Equipment purchases	1,408	-	-	-	-	-	1,408	1,165
Utilities	455	181	-	-	-	-	636	373
Total expenditures	1,472,938	177,131	11,372	25,003	-	-	1,686,444	2,116,141
EXCESS OF EXPENDITURES OVER REVENUE	(431,355)	-	-	-	-	-	(431,355)	(615,576)

(Continued)

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

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCES (DEFICITS) – GOVERNMENTAL FUNDS (Continued)**

**For the Year Ended June 30, 2015
(With Prior Year Comparative Information)**

	Restricted Funds								
	<u>General</u>	<u>Title I</u>	<u>Title II</u>	<u>Title III</u>	<u>Impact Aid</u>	<u>SPED</u>	<u>Other</u>	<u>2015</u>	<u>2014</u>
EXCESS OF EXPENDITURES OVER REVENUE	\$ (431,355)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (431,355)	\$ (615,576)
OTHER FINANCING SOURCES (USES)									
Transfers in	68,916,775	1,329,445	106,000	27,605	2,407,491	139,175	189,570	73,116,061	70,680,508
Transfers out	<u>(68,916,775)</u>	<u>(1,329,445)</u>	<u>(106,000)</u>	<u>(27,605)</u>	<u>(2,407,491)</u>	<u>(139,175)</u>	<u>(189,570)</u>	<u>(73,116,061)</u>	<u>(70,680,508)</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 BALANCES (DEFICITS)	(431,355)	-	-	-	-	-	-	(431,355)	(615,576)
FUND BALANCES, BEGINNING OF YEAR	<u>146,378</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>146,378</u>	<u>761,954</u>
FUND BALANCES (DEFICITS), END OF YEAR	\$ (284,977)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (284,977)	\$ 146,378

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 (DEFICIT) – GOVERNMENTAL FUNDS TO THE
STATEMENT OF ACTIVITIES**

For the Year Ended June 30, 2015

Total net change in fund balances (deficits) – governmental funds	\$ (431,355)
Amounts reported for governmental activities that are different in the Statement of Activities due to:	
Depreciation expense	(25,528)
The net change in obligations for accrued vested vacation benefits is reported in the Statement of Activities, but is not reported as an expenditure in the governmental funds as it does not require the use of current financial resources.	<u>(28,423)</u>
Change in net position of governmental activities	<u>\$ (485,306)</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, 2015
(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 2015</u>	<u>Total All Funds 2014</u>
RECONCILIATION OF NET LOSS TO NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES										
Change in net position (deficit)	\$ (485,306)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (485,306)	\$ (656,709)
Adjustments to reconcile net position (deficit) to net cash provided by (used in) operating activities:										
Depreciation	25,528	-	-	-	-	-	-	-	25,528	53,811
Changes in operating assets and liabilities:										
Accounts receivable and pass through receivable from State and Charter Schools	(1,419,073)	-	-	-	-	-	-	-	(1,419,073)	(255,541)
Prepaid expenses	1,437	-	-	-	-	-	-	-	1,437	6,198
Pass through payable to State and Charter Schools and accrued expenses	480,920	-	-	-	-	-	-	-	480,920	723,621
Unearned revenue	-	(513,798)	(76,622)	21,341	11,250	-	485,125	398,557	325,853	63,789
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	\$ (1,396,494)	\$ (513,798)	\$ (76,622)	\$ 21,341	\$ 11,250	\$ -	\$ 485,125	\$ 398,557	\$ (1,070,641)	\$ (64,831)

(Continued)

RECONCILIATION OF NET LOSS TO NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES
Change in net position (deficit)
Adjustments to reconcile net position (deficit) to net cash provided by (used in) operating activities:
Depreciation
Changes in operating assets and liabilities:
Accounts receivable and pass through receivable from State and Charter Schools
Prepaid expenses
Pass through payable to State and Charter Schools and accrued expenses
Unearned revenue

NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES

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

STATEMENT OF CASH FLOWS

For the Year Ended June 30, 2015
(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</u> 2015	<u>Total All Funds</u> 2014
Cash Flows from Operating Activities										
Cash received from Charter Schools	\$ 16,974,721	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,974,721	\$ 18,893,084
Cash received from State	72,164,106	815,646	29,378	48,946	2,418,741	-	-	588,212	76,065,029	73,580,131
Cash received from Federal Government	-	-	-	-	-	-	485,125	-	485,125	-
Other cash receipts	585,462	-	-	-	-	-	-	-	585,462	57,502
Cash paid to Charter Schools	(72,990,120)	(1,329,444)	(106,000)	(27,605)	(2,407,491)	-	-	(328,745)	(77,189,405)	(74,841,013)
Cash paid to State	(16,326,139)	-	-	-	-	-	-	-	(16,326,139)	(15,800,435)
Cash paid to employees and vendors	(1,804,524)	-	-	-	-	-	-	139,090	(1,665,434)	(1,954,100)
Net cash provided by (used in) operating activities	(1,396,494)	(513,798)	(76,622)	21,341	11,250	-	485,125	398,557	(1,070,641)	(64,831)
Cash Flows from Investing Activities										
Purchase of capital assets	-	-	-	-	-	-	-	-	-	(12,678)
Net cash used in investing activities	-	-	-	-	-	-	-	-	-	(12,678)
Net increase/(decrease) in Cash	(1,396,494)	(513,798)	(76,622)	21,341	11,250	-	485,125	398,557	(1,070,641)	(77,509)
Cash, including restricted amounts, beginning of year	1,757,224	222,815	56,251	17,379	-	153,968	-	-	2,207,637	2,285,146
Cash, including restricted amounts, ending of year	\$ 360,730	\$ (290,983)	\$ (20,371)	\$ 38,720	\$ 11,250	\$ 153,968	\$ 485,125	\$ 398,557	\$ 1,136,996	\$ 2,207,637

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, 2015
(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 (Legislative) HRS 302D-3 and is attached to the Department of Education (DOE) for administrative purposes only. Among other duties, the Commission is responsible for the following:

- Preparing and executing the budget for the Commission,
- Allocating annual appropriations to the charter schools based on student enrollment,
- Monitoring charter school compliance with various state laws,
- Representing charter schools in communication to the Board of Education (BOE), and
- Statewide chartering jurisdiction and authorization of high-quality public charter schools throughout the State.

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

The Commission receives funding from the State of Hawaii (State). Other support is in the form of payments for administrative costs allocated from various federal grants.

These financial statements are intended to present the financial position and activity of only the Commission and not that of the DOE. Additionally, these financial statements do not represent any balances or activity of the individual charter schools.

Basis of Accounting

The accompanying statements and accounting policies of the Commission conform to accounting principles generally accepted in the United States of America (GAAP) as applicable to governmental units.

Government-Wide and Fund Financial Statements

The government-wide financial statements consist of the statement of net position (deficit) 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, 2015
(With Prior Year Comparative Information)

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Government-Wide and Fund Financial Statements (Continued)

Government funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Commission considers revenues other than federal grants and assistance awards to be available if they are collected within 60 days of the end of the fiscal year.

Federal grants and assistance awards made on the basis of entitlement periods are recorded as revenues when available and entitlement occurs which is generally within 12 months of the end of the current fiscal year. All other federal reimbursement-type grants are recorded as intergovernmental receivables and revenues when the related expenditures or expenses are incurred and funds are available.

Expenditures are generally recorded when a liability is incurred. However, expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

Encumbrances are recorded obligations in the form of purchase orders or contracts. The Commission records encumbrances at the time purchase orders or contracts are awarded and executed. Encumbrances outstanding at fiscal year-end are reported as restrictions, assignments, or commitments (no commitments in 2015 and 2014) of fund balances since they do not constitute expenditures or liabilities.

Fund Accounting

The financial statements of the Commission are recorded in individual funds, each of which is deemed to be a separate accounting entity. The Commission uses fund accounting to report on its financial position and results of operations. Fund accounting is designed to demonstrate legal compliance and to aid financial management by segregating transactions related to certain government functions or activities. A fund is a separate accounting entity with a self-balancing set of accounts.

Net Position

In the government-wide financial statements, net position is reported in three categories: net investment in capital assets, net of related debt, if any; restricted; and unrestricted. Restricted category components are restricted by parties outside of the State (such as citizens, public interest groups or the judiciary) or imposed by law through enabling legislation.

Fund Balance Reporting

In the fund financial statements, governmental funds report reservations of fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for use for a specific purpose. Designations of fund balance represent tentative management plans that are subject to change.

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2015
(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 2015 and 2014).

Assigned – Represents resources that are constrained by management's intent to be used for specific purposes, but are neither restricted nor committed (none in 2015).

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 as or committed as to expenditure for specific purposes other than debt service or capital projects. Restricted and committed as revenues are expected to comprise a substantial portion of the fund inflows. Funds not meeting these criteria are reported in the general fund. The spending policy of the Commission's Special Funds is, in order of priority, restricted, committed, and then assigned. The Commission's classification of Special Fund inflows are restricted (federal grants), program revenues (committed), transfers from other funds (assigned), investment income (assigned unless restricted), and miscellaneous revenues (assigned). The Commission's Special Funds are not encumbered.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the basic financial statements and accompanying notes. Actual results could differ from those estimates.

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, 2015
(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 schools that choose to be on the DOE system, the Commission records a pass through receivable from schools and a payable to the DOE for the payroll amount. Schools on the proprietary payroll system, pay the full report amount, which includes fringe benefits and payroll taxes. As with all State agencies, employer payroll taxes are paid by the State of Hawaii Department of Budget & Finance and the Commission records a pass through receivable from the State and payable to the schools.

Federal program funds that have been received by the Commission by June 30, 2015 and are to be directly passed on to the schools, but paid to the schools after year-end, are also included in the pass through accounts.

Unearned Revenue

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 \$5,000 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, 2015
(With Prior Year Comparative Information)

NOTE B – CORRECTION FOR MODIFIED ACCRUAL BASIS

The Commission has restated the previously issued balance sheet – governmental funds as of and for the year ended June 30, 2014 to conform to the modified accrual basis of accounting under GASB. Previously, the Commission included accrued leave earnings in the balance sheet of \$100,409. Accordingly, the Commission restated its financial statements as of and for the year ended June 30, 2014 to exclude the accrued leave earnings.

NOTE C – 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 D – CAPITAL ASSETS

For the year ended June 30, 2015, 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>
Governmental Activities				
Office and Computer Equipment	\$270,855	\$ -	\$ -	\$270,855
Accumulated depreciation	<u>(199,110)</u>	<u>(25,528)</u>	<u>-</u>	<u>(224,638)</u>
Capital assets, net of depreciation	<u>\$ 71,745</u>	<u>\$ (25,528)</u>	<u>\$ -</u>	<u>\$ 46,217</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, 2015
(With Prior Year Comparative Information)

NOTE D – CAPITAL ASSETS (Continued)

For the year ended June 30, 2014, 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>
Governmental Activities				
Office and Computer Equipment	\$258,177	\$ 12,678	\$ -	\$270,855
Accumulated depreciation	<u>(145,299)</u>	<u>(53,811)</u>	<u>-</u>	<u>(199,110)</u>
Capital assets, net of depreciation	<u>\$112,878</u>	<u>\$ (41,133)</u>	<u>\$ -</u>	<u>\$ 71,745</u>

NOTE E – LEASES

The Commission leases office space in Honolulu, Hawaii under an operating lease. Effective November 2014, the Commission's office lease expired and is on a month-to-month basis, with a monthly base rent of \$2,011 plus \$4,418 for common area maintenance expenses and property taxes. Rent expense for the years ended June 30, 2015 and 2014 totaled \$90,984 and \$90,906, respectively.

NOTE F – CONTINGENCIES

The Commission may be subject to legal proceedings, claims, or litigation arising in the ordinary course of business for which it may seek the advice of the Attorney General of the State of Hawaii. Management estimates that the cost to resolve such matters, if any, would not be material to the financial statements. However, it is at least reasonably possible that such estimates may change within the near term.

The Commission operates in the State of Hawaii. National and international events can have severe, adverse effects on economic conditions in Hawaii. The effects on the financial statements of the Commission, from such changes in economic conditions, if any, are not presently determinable.

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

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2015
(With Prior Year Comparative Information)

NOTE G – FINANCIAL STATEMENT PRESENTATION

The financial statements include certain prior year comparative information. Such information does not include sufficient detail to constitute a complete presentation in conformity 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, 2014, from which the information was derived. Certain amounts in the prior year financial statements have been reclassified to conform to the current year presentation.

NOTE H – SUBSEQUENT EVENTS

Management has evaluated subsequent events through the date of the independent auditor's report, which is the date the financial statements were available to be issued, and determined that the Commission did not have any subsequent events requiring adjustment to the financial statements or disclosure in the notes to the financial statements.

**SUPPLEMENTARY FINANCIAL
INFORMATION**

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

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

For the Year Ended June 30, 2015

<u>Program Title</u>	<u>Federal CFDA Number</u>		<u>Federal Expenditures</u>	<u>Amount Provided to Subrecipient</u>
<u>United States Department of Education:</u>				
Direct Program				
Preschool Development Grants	84.419		\$ 35,051	\$ -
Passed through the State of Hawaii, Department of Education				
Impact Aid	84.041	*	2,407,491	2,407,491
Passed through the State of Hawaii, Department of Education				
Title I Grants to Local Education Agencies	84.010	*	1,622,103	1,445,410
Title I Grants to Local Education Agencies – ARRA	84.010	*	437	-
Passed through the State of Hawaii, Department of Education				
Special Education Grants to States	84.027	*	139,175	139,175
Passed through the State of Hawaii, Department of Education				
Improving Teacher Quality State Grants	84.367		117,372	106,000
Passed through the State of Hawaii, Department of Education				
Title III	84.365		47,450	22,447
Passed through the State of Hawaii, Department of Education				
Education Jobs Fund	84.410		<u>4,762</u>	<u>4,762</u>
Total Expenditures of Federal Awards			<u>\$4,373,841</u>	<u>\$4,125,285</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, 2015

NOTE A – BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards (Schedule) includes the federal grant activity of the State Public Charter School Commission and is presented on the accrual basis of accounting. The information in this Schedule is presented in accordance with the requirements of U.S. Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments, and Non-Profit Organization*. Therefore, certain amounts presented in this Schedule may differ from amounts presented in, or used in the preparation of, the general-purpose financial statements.

* Denotes major program expenditures, comprising 95% of total expenditures of federal awards.

NOTE B – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The expenditures are recognized following the cost principles contained in OMB Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

PART III
INTERNAL CONTROL AND COMPLIANCE SECTION

**INDEPENDENT AUDITOR'S REPORTS 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, 2015, and the related notes to the financial statements, which collectively comprise the Commission's basic financial statements, and have issued our report thereon dated November 30, 2015.

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Commission's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, including applicable provisions of the Hawaii Public Procurement Code (Chapter 103D of the Hawaii Revised Statutes) and procurement rules, directives and circulars, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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

CW ASSOCIATES, CPAs

Honolulu, Hawaii
November 30, 2015

**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 State Public Charter School Commission's (Commission) compliance with the types of compliance requirements described in the U. S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Commission's major programs for the year ended June 30, 2015. The Commission's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

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

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of 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 OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about 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 each major federal program. 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 each of its major federal programs for the year ended June 30, 2015.

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 OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Commission's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

CW ASSOCIATES, CPAs

Honolulu, Hawaii
November 30, 2015

PART IV
SCHEDULE OF 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, 2015

SECTION I – SUMMARY OF AUDIT RESULTS

FINANCIAL STATEMENTS:

Type of auditor's report issued:

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

FEDERAL AWARDS

- | | |
|--|-------------------|
| 1. Internal control over major programs:
Material weakness identified? | <u>No</u> |
| Reportable condition identified that is not considered to be material weakness? | <u>No</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 section 501(a) of Circular A-133? | <u>No</u> |
| 4. Identification of major programs: | |
| a. CFDA No. 84.041 – Impact Aid. CFDA No. 84.010 – Title I Grants to Local Educational Agencies. CFDA No. 84.027 – Special Education – Grants to States. | |
| b. Dollar threshold used to distinguish between type A and type B programs: | <u>\$300,000</u> |
| c. Auditee qualified as low-risk auditee? | <u>No</u> |

SECTION II – FINANCIAL STATEMENT FINDINGS

No matters were reported.

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

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

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

For the Year Ended June 30, 2015

STATUS OF PRIOR YEAR COMMENTS

FINDINGS – FINANCIAL STATEMENTS AUDIT

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

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAM AUDIT

In the prior year, the auditor expressed a qualified opinion on compliance for the Commission's major federal award program. The following deficiencies or combinations of deficiencies significant to the Commission's internal control over compliance were reported by the auditor.

Reference Number – Item #2014 – 001

Condition

The Commission is responsible for ensuring the following as a pass through entity: (1) Ensuring that subrecipient's expending \$500,000 or more in Federal awards during the subrecipient's fiscal year for fiscal years ending after December 31, 2003 as provided in OMB Circular A-133 have met the audit requirements of OMB Circular A-133 and that the required audits are completed within 9 months of end of the subrecipient's audit period; (2) issuing a management decision on audit findings within 6 months after receipt of the subrecipient's audit report; and (3) ensuring that the subrecipient takes timely and appropriate corrective action on all audit findings. The Commission did not perform number 2 and 3 requirements noted above.

Recommendation

The Commission should put procedures in place to ensure that the management decision on the audit findings is issued and to monitor the Charter Schools' corrective actions for timeliness and appropriateness.

Current Status

The Commission implemented procedures to ensure management decisions on audit findings are issued within 6 months after receipt of the subrecipient's audit report and that the subrecipient takes timely and appropriate corrective action on all audit findings.

PART V
CORRECTIVE ACTION PLAN

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

CORRECTIVE ACTION PLAN

For the Year Ended June 30, 2015

CORRECTIVE ACTION PLAN

No findings or questioned costs were reported for the year ended June 30, 2015.