



**STATE OF HAWAII
BOARD OF EDUCATION**

P.O. BOX 2360
HONOLULU, HAWAII 96804

March 3, 2011

MEMO TO: The Honorable Garrett Toguchi, Chairperson
Board of Education

FROM: John R. Penebacker, Chairperson
Committee on Administrative Services

A handwritten signature in black ink, appearing to read "John R. Penebacker", written over the printed name in the "FROM:" field.

SUBJECT: **RECOMMENDATION FOR BOARD ACTION ON THE CLOSURE OF
QUEEN LYDIA LILIUOKALANI ELEMENTARY SCHOOL**

1. RECOMMENDATION

It is recommended that Queen Lydia Liliuokalani Elementary School be closed.

2. RECOMMENDED EFFECTIVE DATE

The effective date shall take place on June 30, 2011.

3. RECOMMENDED COMPLIANCE DATE

Not applicable.

4. DISCUSSION

a. Conditions leading to the recommendation

Pursuant to Chapter 8-38 (Consolidation of Public Schools), Hawaii Administrative Rules, the Department of Education (Department) initiated a study of the possible consolidation of schools in the Kalani complex because it appeared, based on a comparison of enrollment at the Kalani complex elementary schools with the inventory of classrooms, that the supply of classrooms exceeded the current and projected enrollment by a sufficient margin to indicate that at least one of the existing elementary schools could be closed.

One of the elementary schools, Waialae Elementary, is a conversion charter school. It was included in this study because, although it is a charter school, as a conversion charter school it has a defined attendance area from which it must, like all Department of Education neighborhood schools, accept all students. The

Department solicited and incorporated input from school administrators and school community councils in the complex. The enrollment of the six schools and their current capacities are:

	SY 2010-11 Enrollment	SY 2009-10 Capacity	Enrollment Over or (Under) Capacity
Kahala	425	608	(183)
Liholiho	371	508	(137)
Liliuokalani	99	242	(143)
Waialae	435	616	(181)
Waikiki	436	467	(31)
Wilson	586	535	51
Total	2,352	2,976	(624)

See the consolidation report, page 13 for the enrollment history and enrollment projection for elementary schools in the Kalani complex. Enrollment has been relatively stable, primarily because the schools have attracted students from outside the complex. In SY 2010-11, 49% of the Kalani complex elementary students live outside the complex. The table below shows the percentages for each school of students living (a) within the schools' attendance area, (b) outside the schools' attendance area but within the combined attendance area of the six Kalani complex elementary schools, and (c) outside the combined attendance area of the six Kalani complex elementary schools.

	Kahala	Liholiho	Liliu- kalani	Waialae	Waikiki	Wilson	Total
In school area	29%	53%	63%	38%	43%	34%	39%
In Kalani area but outside school area	14%	6%	5%	14%	3%	18%	12%
Outside Kalani area	57%	41%	32%	48%	54%	48%	49%
Total	100%	100%	100%	100%	100%	100%	100 %

As provided by Chapter 38, the Department held a public hearing on the draft consolidation study on December 13, 2010 at Kalani High School. Public testimony was overwhelmingly supportive of the status quo. The consolidation study, revised following the public hearing, together with written testimony received prior to, at, and subsequent to the public hearing, notes of oral testimony presented at the public hearing, and two petitions presented at the public hearing, (copies of two petitions are available at the DOE school

consolidation website <http://consolidation.k12.hi.us/studies/kalani/index.htm>) are all attached to this memorandum.

There are two reasons for the recommendation to close Liliuokalani Elementary. One is to save money. The estimated annual savings in FY 2011-12 is about \$530,000, without considering possible savings from consolidating the special education staff and savings and efficiencies that would result if some Department state and/or district office functions were relocated to the Liliuokalani Elementary School campus if the school were closed (consolidation report, page 12). The second reason is that as the subsidy for small schools is reduced over time, it will be increasingly difficult for students to receive the same level of educational opportunities that are available at neighboring schools. The table below shows the weighted student formula allocation to the five elementary schools on a per student basis:

	Enrollment incl		WSF Alloc/Student	
	pre-K 2010-11	2011-12	2010-11	2011-12
Kahala	428	420	4,389	4,206
Liholiho	376	388	4,637	4,272
Liliuokalani	102	106	8,574	7,725
Waikiki	436	430	4,579	4,424
Wilson	589	583	4,057	4,140

While all six elementary schools in the complex have consistently made adequate yearly progress and are “in good standing – unconditional” under the federal No Child Left Behind Act, overall student achievement has been stronger at the other five schools than it has been at Liliuokalani Elementary, as shown in the tables below:

Reading – percent of students proficient or better

	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Kahala	86	88	85	89
Liholiho	68	70	78	84
Liliuokalani	59	58	61	62
Waialae	72	72	70	76
Waikiki	73	72	72	77
Wilson	72	77	82	80

Mathematics – percent of students proficient or better

	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Kahala	83	82	79	86
Liholiho	54	68	75	79
Liliuokalani	52	58	58	50
Waialae	51	53	54	53
Waikiki	69	68	63	72
Wilson	64	73	77	75

There is capacity at Liholiho Elementary and Waialae Schools to accommodate all the Liliuokalani Elementary students.

b. Previous action of the Board on the same or similar matter

The consolidation of schools in the Kalani complex has not been considered by the Board.

In May 2009, the Board approved the closure of Wailupe Valley Elementary School and the transfer of its students to Aina Haina Elementary School, and in February 2010 the Board approved the closure of Keanae School, formerly a K-3 school. Keanae students had been attending Hana School since the opening of SY 2005-06. Consistent with the Department's recommendation, the Board voted not to consolidate the following schools on the dates shown below:

Kohala Schools	August 19, 2010
Maunaloa Elementary School	September 16, 2010
Kaaawa Elementary School	October 7, 2010

c. Other policies affected

None

d. Arguments in support of the recommendation

See above.

e. Arguments against the recommendation

Three general arguments have been expressed against the possible closure of Liliuokalani Elementary School.

First is that next year will be the one hundredth anniversary of the school, which is the only Hawaii school personally dedicated by a monarch. Queen

Liliuokalani was present at the school's dedication in April 1912. The argument is that the school should remain open to perpetuate the school's traditions. While tradition is important, we do not believe it is a sufficiently powerful argument in the face of the arguments in support of the recommendation.

Second is that the school provides a nurturing environment for its students. This is true. However, there is no evidence that Liliuokalani Elementary students would not thrive at either Liholiho Elementary or Waialae schools, and based on student achievement at all three schools, the evidence suggests Liliuokalani Elementary students may do better at either of the other two schools.

Third is that larger class sizes for Liliuokalani Elementary School students, as well as students at the receiving schools, would result if Liliuokalani Elementary were closed. While it is true that average class sizes are larger at Liholiho Elementary and Waialae schools, the average class sizes would not increase at Liholiho Elementary or Waialae schools, and the student achievement results at the latter schools indicate that larger class sizes are not detrimental to students.

f. Findings and conclusions of the Board Committee

On February 24, 2011, the Committee on Administrative Services (Committee) recommended to the full Board to approve the closure of Queen Lydia Liliuokalani Elementary School.

g. Other agencies or departments of the State involved in the action

None.

h. Possible reaction of the public, professional organizations, unions, Department staff and/or others to the recommendation

As noted above, 33 individuals testified at the public hearing, and 58 pieces of written testimony were submitted prior to, at, and subsequent to the public hearing. Some of these are written copies of oral testimony. All of the testimony was in favor of keeping Liliuokalani Elementary School open.

The Department also received two petitions. One is an on-line petition with the title "Help Save Queen Liliuokalani School." There are 335 names of individuals who responded to the request to electronically sign the petition. The template allows individual comments, and all comments were supportive of keeping the school open. The other is a 122-page petition in opposition to closing Liliuokalani Elementary School with 1,168 manual signatures.

The Kaimuki Neighborhood Board by a vote of 8-0 with one abstention adopted a resolution opposing the closure of Liliuokalani Elementary School.

In summary, all of the publicly-expressed reaction has been in opposition to the closure of Liliuokalani Elementary School.

Privately, some Department of Education personnel, members of the public, and legislators have encouraged the Department to recommend closure of Liliuokalani Elementary School.

i. Educational implications

See above.

j. Personnel implications

Consolidation will eliminate all of the positions at Liliuokalani Elementary School. All regular full- and part-time Liliuokalani Elementary employees will be placed elsewhere in the Honolulu district.

k. Facilities implications

Closure of Liliuokalani Elementary School will make the facilities available for a wide range of possible uses, including DOE offices that would be consolidated from other scattered locations, a charter school, and an autism center. These are described more fully on pages 14 and 15 of the consolidation study.

l. Financial implications

The closure of Liliuokalani Elementary is estimated to save approximately \$530,000 annually, including fringes of approximately \$150,000. Additional financial savings, operational efficiencies, and educational improvements may result from the reuse of the school's facilities, depending on the futures uses of the facility.

5. OTHER SUPPLEMENTAL RECOMMENDATIONS

None.

Attachment

**Consolidation Study
Kalani Complex Elementary Schools**

This report is prepared pursuant to Chapter 8-38, Hawaii Administrative Rules, on the possible consolidation of elementary schools in the Kalani complex.

This study was initiated because it appeared, based on a comparison of enrollment at the Kalani complex elementary schools with the inventory of classrooms, that the supply of classrooms exceeded the current and projected enrollment by a sufficient margin to indicate that at least one of the existing elementary schools could be closed.

One of the elementary schools, Waialae, is a conversion charter school. It is included in this study because, although it is a charter school, as a conversion charter school it has a defined attendance area from which it must, like all Department of Education neighborhood schools, accept all students.

As provided by Chapter 8-38, this report considered the following:

- (1) The advantages and disadvantages of consolidation in respect to efficient school administration and providing equal educational opportunity;
- (2) The adequacy of facilities, equipment, programs, transportation service, and other support services at the school which may be closed and the school to which students may be transferred;
- (3) Social impact on the children, schools, community and those involved in the consolidation;
- (4) The net financial savings that may be realized from consolidation, including projections of additional expenditures at the school which may receive transferred students;
- (5) Potential new residential developments, projected changes in enrollment, and other relevant demographic considerations;
- (6) Suitability of using portions of the school facilities to accommodate space requirements of other department or state activities; and
- (7) A suggested timetable for implementation if consolidation is recommended.
- (8) Other issues not specifically addressed in Chapter 8-38.

Public testimony

The public hearing required by Chapter 8-38 was held on December 13, 2010 in the Kalani High School cafeteria. Thirty-three individuals testified at the public hearing, and 58 pieces of written testimony were submitted prior to, at, and subsequent to the public hearing. Some of these are written copies of oral testimony. All of the testimony was in favor of keeping Liliuokalani School open. A summary of the oral testimony is attached as Exhibit A. The written testimony is Exhibit B and will be available on the DOE school consolidation website whose URL is <http://consolidation.k12.hi.us/studies/kalani/index.htm>.

DOE also received two petitions. One is an on-line petition with the title "Help Save Queen Liliuokalani School." There are 335 names of individuals who responded to the request to electronically sign the petition. The template allows individual comments, and all comments were supportive of keeping the school open. The print-out of the petition is included in the written testimony that was submitted by Lori Yamada, which is in Exhibit B. The other is a two-page petition in opposition to closing Liliuokalani school with 20 manual signatures. It is attached as Exhibit C.

On October 20, 2010 the Kaimuki Neighborhood Board by a vote of 8-0 with one abstention adopted a resolution opposing the closure of Liliuokalani School. A copy of the resolution is attached as Exhibit D.

Summary of the study

The SY 2010-11 official enrollment (revised) at the six Kalani complex elementary schools, and the capacity of the schools determined in May 2010 based on SY 2009-10 enrollments, were:

	SY 2010-11 Enrollment	SY 2009-10 Capacity	Enrollment Over or (under) Capacity
Kahala	425	608	(183)
Liholiho	371	508	(137)
Liliuokalani	99	242	(143)
Waiālae	435	616	(181)
Waikiki	436	467	(31)
Wilson	586	535	51
Total	2,352	2,976	(624)

Source: DOE official enrollment, revised. SY 2009-10 capacity is from SY 2009-10 classroom utilization report, May 2010

The “capacity” figures in the table above assume that the non-school uses of classrooms will continue. These are the data for SY 2009-10 (Liliuokalani updated to Oct 2010):

	Number of Classrooms	Used by Others or Vacant						Used by School
		District	State	Gov't	Private	Vacant	Total	
Kahala	32	0.5					0.5	31.5
Liholiho	27						0	27
Liliuokalani	24	7	1		2	2	12	12
Waialae	30						0	30
Waikiki	25						0	25
Wilson	29						0	29
Total	167	7.5	1	0	2	2	12.5	158.5

Source: Classroom Utilization Report for SY 2009-10, May 2010, personal visit Oct 2010

While at first blush it appears from the first table above that there is adequate capacity to close any one of the schools or Liliuokalani School and Liholiho together. Upon closer examination, it would be difficult to close two schools simultaneously without significant disruption and adjustment of the attendance areas of most or all of the remaining schools.

This report, therefore, considered only the closure of Liliuokalani School and the adjustment of the attendance areas of Waialae and Liholiho schools to accommodate Liliuokalani students.

The findings follow, in the order listed above:

(1) The advantages and disadvantages of consolidation in respect to efficient school administration and providing equal educational opportunity.

Advantages of consolidation	Disadvantages of consolidation
<p><u>Efficient school administration:</u></p> <ul style="list-style-type: none"> Closing Liliuokalani and transferring the students to the other two schools will eliminate one school’s administration. 	
<p><u>Providing equal educational opportunity</u></p> <ul style="list-style-type: none"> Reducing the per-student cost by closing Liliuokalani will, if total DOE resources are not reduced, provide additional resources to students at other schools. Research indicates the optimal enrollment for an elementary school is 300 to 400. Liliuokalani is well below the bottom of the optimal range. Continuing reductions in the subsidies provided to small schools will reduce Liliuokalani’s ability to provide educational opportunities to its students that are available at nearby schools. 	<ul style="list-style-type: none"> The closure of Liliuokalani may reduce the leadership opportunities for elementary students at all affected schools. The closure of Liliuokalani will result in larger enrollments at the receiving schools, which may reduce the feeling of “family” at the receiving schools. If class sizes increase as a result of consolidation, student achievement may suffer.

Student achievement data

Student assessment data at the six schools are shown in the tables below. The data are for students at the school one year or longer.

Reading – percent of students proficient or better

	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Kahala	80	83	86	88	85	89
Liholiho	66	62	68	70	78	84
Liliuokalani	42	50	59	58	61	62
Waiālae	68	58	72	72	70	76
Waikiki	78	68	73	72	72	77
Wilson	67	73	72	77	82	80

Mathematics – percent of students proficient or better

	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Kahala	61	59	83	82	79	86
Liholiho	34	39	54	68	75	79
Liliuokalani	32	41	52	58	58	50
Waiālae	29	32	51	53	54	53
Waikiki	55	55	69	68	63	72
Wilson	42	57	64	73	77	75

Adequate yearly progress data

The six schools have consistently made adequate yearly progress under the federal No Child Left Behind Act (NCLB). All six schools have consistently been “In good standing, unconditional.”

The number of adequate yearly progress targets that have been met at each school has been:

	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Kahala	9/9	9/9	9/9	9/9	9/9	9/9
Liholiho	9/9	11/11	11/11	11/11	11/11	13/13
Liliuokalani	3/3	9/9	9/9	9/9	9/9	9/9
Waiālae	9/9	9/9	13/13	13/13	13/13	9/9
Waikiki	9/9	13/13	13/13	15/15	13/13	13/13
Wilson	9/9	9/9	9/9	9/9	9/9	9/9

Discussion of the affect on school-wide student achievement of the percentage of economically disadvantaged students

Nationally and in Hawaii there is a correlation between the percentage of students who are academically proficient, measured by the percentage who are proficient in reading and mathematics, and the percentage of students who are economically disadvantaged, measured by students who are eligible for free and reduced price school meals. There is also a correlation between the percentage of economically disadvantaged students who are academically proficient and the percentage of economically disadvantaged students in the school population: the higher the percentage of students who are economically disadvantaged, the lower the percentage of economically disadvantaged students who are academically proficient.

Additionally, the percentage of students in special education programs, and the percentage of students whose English language proficiency is limited have an effect on school-wide student achievement. The percentage of students at the six schools who are economically disadvantaged, in special education programs, and of limited English language proficiency are in the table below. All three “subgroups” are too small at four of the schools for the student achievement results of the subgroups to be separately reported for any of the six years. For the most recent three years, only Waialae and Waikiki have sufficiently large subgroups of economically disadvantaged students to report data for this subgroup. Student demographics for all six schools (percentages of the student body that are economically disadvantaged, receiving special education services, and having limited English proficiency) are in **Table 1** at the end of this report. Data showing the achievement gap between students who are economically disadvantaged and students who are not economically disadvantaged for Waikiki and Waialae are in **Table 2**.

Discussion of class size

Frequently-cited research conducted in Tennessee (Project STAR, 1985-1989) and Wisconsin (SAGE program, 1996 to the present) indicates that kindergarteners and first graders learn more reading and mathematics in classes smaller than 17 students than in classes larger than 25 students. A subsequent study (Ready and Lee, 2006) found that kindergarten literacy and mathematics learning, and first grade mathematics learning, are not different in medium-sized classes (17 to 25 students) than in small classes, although small first grade classes show more literacy learning than medium-sized first grade classes. Rather than “small is good,” Ready and Lee conclude that “large is bad.”

These researchers suggest that it may not be class size *per se* that influences student learning, but rather the pedagogical approaches – more individualized teaching – and better classroom disciplinary environment that typify smaller classrooms.

Compared to small schools, larger schools typically:

- Offer more educational programs and extra-curricular options.
- Have a greater ability to create individual classes that are heterogeneous.
- Can better match students with teachers.
- Can separate students who would be more successful socially and/or academically if they were in separate classes.

- Have a greater variety of students who bring diverse experiences to their fellow students.
- Offer teachers greater opportunities to collaborate and reflect on practice with other teachers at the same grade level.

Average class size is not a particularly meaningful figure. The median and mean class sizes are affected by the extent to which a school includes special education students in regular classes and has a few or many unusually large or small classes. The quality of a student’s classroom experience depends on the effectiveness of the teacher, the number of teachers or educational assistants in a classroom, as well as the number of students in the classroom.

Discussion of school size

The research of Ready and Lee (2006) indicates that literacy learning is lower in large schools (more than 800 students). Consensus among researchers identifies elementary schools with enrollment of 300 to 400 students as optimal.

Closing Liliuokalani and dividing the 83 K-5 students between Liholiho (2/3) and Waialae (1/3) would have resulted in schools sizes in SY 2010-11 shown in the table below.

	Actual Enrollment	Adjustment	Pro Forma Enrollment
Kahala	425		425
Liholiho	371	+ 66	437
Liliuokalani	99	- 99	0
Waialae	435	+ 33	468
Waikiki	436		436
Wilson	586		586
Total	2,352	0	2,352

The enrollments of the six schools are projected to remain fairly steady through school year 2014-15, if the schools are not consolidated. (See enrollment projections in Section 5 below.)

Discussion of continuing reduction of subsidies for small schools

Weighted student formula dollar allocations replaced position allocations as the method of allocating state general funds to individual schools. The theory of weighted student formula is that funds to operate a school should follow the child, students with more challenging learning needs should receive more resources, and children of equivalent learning needs should receive the same resources, no matter which school they attend. One of the consequences of the introduction of allocation by weighted student formula was the availability of data that showed how much more expensive, on a per-student basis, small schools are to operate than large schools. Since then, there has been a steady reduction in the amount of extra funds that are allocated to small schools, and this will affect the ability of small schools to provide the small classes that has characterized them. The table below shows the total dollar and per-student amounts of weighted student allocations, this school year and projected for next year:

	Enrollment incl pre-K		WSF Allocation		WSF Alloc/Student	
	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
Kahala	428	420	1,878,640	1,766,491	4,389	4,206
Liholiho	376	388	1,743,674	1,657,615	4,637	4,272
Liliuokalani	102	106	874,507	818,856	8,574	7,725
Waikiki	436	430	1,996,514	1,902,124	4,579	4,424
Wilson	589	583	2,389,826	2,413,800	4,057	4,140

Despite a slight increase in projected enrollment, Liliuokalani is projected to receive approximately \$55,000 less next year than it received this year. Liliuokalani's per-student weighted student formula allocation this year is more than twice as much as the largest elementary school in the complex, Wilson.

(2) The adequacy of facilities, equipment, programs, transportation service, and other support services at the six elementary schools

The current enrollment (SY 2010-11 official enrollment, revised) at the six schools is:

	Kahala			Liholiho			Liliuokalani		
	Reg	SpEd	Total	Reg	SpEd	Total	Reg	SpEd	Total
K	81	1	82	64	2	66	19	3	22
Grade 1	71	1	72	66	5	71	18	2	20
Grade 2	72	5	77	59	2	61	13	3	16
Grade 3	69	5	74	42	6	48	5	1	6
Grade 4	58	7	65	64	4	68	17	1	18
Grade 5	47	8	55	54	3	57	16	1	17
Grade 6									
Total	398	27	425	349	22	361	88	11	99

	Waialae			Waikiki			Wilson		
	Reg	SpEd	Total	Reg	SpEd	Total	Reg	SpEd	Total
K	85	3	88	72	1	73	88	6	94
Grade 1	82	2	84	71	4	75	92	2	94
Grade 2	69	1	70	65	3	68	91	5	96
Grade 3	64	4	68	68	0	68	98	7	105
Grade 4	48	6	54	38	6	44	79	16	95
Grade 5	64	7	71	49	8	57	93	9	102
Grade 6				44	7	51			
Total	412	23	435	407	29	436	541	45	586

A significant percentage of the students at these schools live outside the Kalani complex attendance area. Approximately half of the students enrolled in the five DOE schools at of August 23, 2010 and at Waialae as of September 1, 2010 do not live in the Kalani complex attendance area. The data on residences was not taken on the official enrollment count date, so the enrollment figures below will differ from the official enrollments.

	Kahala	Liholiho	Liliu- kalani	Waialae	Waikiki	Wilson	Total
Outside Kalani area	247	155	33	205	236	281	1,157
In Kalani area but outside school area	60	24	5	59	14	107	269
In school area	123	197	64	160	184	198	926
Total	430	376	102	424	434	586	2,352
Percentages							
Outside Kalani area	57%	41%	32%	48%	54%	48%	49%
In Kalani area but outside school area	14%	6%	5%	14%	3%	18%	12%
In school area	29%	53%	63%	38%	43%	34%	39%
Total	100%	100%	100%	100%	100%	100%	100%

The table below shows the number of students living in each school's attendance area and attending a school within the Kalani complex. It does not include students living outside the Kalani attendance area, nor does it consider students living in the Kalani attendance area but attending a school outside the Kalani attendance area. The DOE's system is not yet able easily to identify students who live in the Kalani attendance area but attend school outside the Kalani attendance area. These data indicate that, if it were not for geographic exceptions, the 1,195 students living within the Kalani attendance area and attending Kalani elementary schools could be accommodated within any three of the six schools in the complex. Please refer to the table of school capacities on page 2 above.

Living in School's Attendance Area ↓	School Attending						
	Kahala	Liholiho	Liliu- kalani	Waialae	Waikiki	Wilson	Total
Kahala	123	2	0	4	2	11	142
Liholiho	10	197	0	7	5	16	235
Liliuokalani	13	6	64	26	6	44	159
Waialae	16	8	4	160	1	26	215
Waikiki	9	6	1	11	184	10	221
Wilson	12	2	0	11	0	198	223
Total	183	221	69	219	198	305	1,195

The percentage of special education students at the six schools in SY 2010-11 was 6.7% and ranged from 5% to 11%, compared to the statewide average of the special education population in K-6 schools of 8%. The individual school data are unremarkable, and can be found in **Table 3**.

The six schools have the following facilities:

	Kahala	Liholiho	Liliuokalani	Waialae	Waikiki	Wilson
No. of Classrooms	32	27	24	31	24	29
Sq. ft of:						
Office	8,902	6,317	7,021		6,528	5,839
Cafeteria	7,176	4,486	4,859		6,919	7,696
Total	16,078	10,783	12,872		13,447	13,535

Details are in **Table 4** at the end of this report.

Food service

Meals for both Liholiho and Liliuokalani are delivered from Anuenue School. The other four Kalani complex elementary schools have preparation kitchens. As a conversion charter school, Waialae sets its meal prices independent of the DOE. For the first semester of SY 2010-11, meal prices are:

	Breakfast		Lunch	
	Waialae	DOE Schools	Waialae	DOE Schools
Students				
Full price	\$1.25	\$0.95	\$3.00	\$2.20
Reduced price	\$0.30	\$0.30	\$0.40	\$0.40
Free	Free	Free	Free	Free
Second meal	\$2.75	\$1.90	\$4.25	\$4.40
Adults	\$2.75	\$1.90	\$4.25	\$4.40

Liliuokalani students who transfer to Waialae will pay the Waialae meal prices.

To the extent that Liliuokalani students transfer to Waialae instead of Liholiho, the number of meals prepared at Anuenue will decrease, which may affect the level of cafeteria staff employment at Anuenue.

Student transportation

The DOE does not provide school bus service in urban Honolulu. Students eligible for free or reduced price meals are also eligible for free City bus passes if they live more than one mile from school (1.5 miles for 6th graders). If the consolidation results in more students becoming eligible for free City bus passes, the cost is approximately \$300 per student per year.

Maunalani Heights is in the Liliuokalani attendance area. The Maunalani Heights City bus (route 14) stops at Liliuokalani and stops again one block from Waialae School. Students living on Maunalani Heights who take the City bus to school would need to transfer or walk approximately one-half mile from the Route 14 bus stop nearest to Liholiho if they were to

attend Liholiho. Since Waialae is a charter school, if Manunalani Heights were included in the Liholiho attendance area, students living on Maunalani Heights would be able to attend Waialae without having to obtain a geographic exception.

For Liliuokalani students receiving curb-to-curb transportation services, the additional distance a student would need to be transported if Liliuokalani were closed is inconsequential.

(3) Social impact on the children, schools, community, and those involved in the consolidation.

School consolidation is difficult, irrespective of the logic that supports it. Liliuokalani students, parents, alumni, and staff will feel a sense of loss if the school is closed. Receiving schools will need to make adjustments.

Lilioukalani School has a long and rich history. The site for the school was purchased by the Territory of Hawaii in 1911, and it is reported that the cornerstone for the first school building on the site was dedicated by the queen herself.

Nature abhors a vacuum. Schools with extra space rarely leave it vacant. Use expands to fill space that is available. While space is available at the receiving schools to accommodate the increased enrollment that would result if Liliuokalani were closed, that space is currently used. Those who are using that space currently, as well as others at the receiving schools whose use of space will change as the school enrollment expands, will be affected by the consolidation.

If the future use of the Liliuokalani campus is for a school, there will likely be little impact on the community. If the future use of the Liliuokalani campus is for offices, there will likely be a reduction of before-school student drop-off and after-school student pick-up traffic, but there will likely be an increased demand for parking during the workday. A net increase in the number of adults on the campus and a decrease in the number of students will likely affect retailers in Kaimuki, some positively and some negatively depending on their clientele.

There was some testimony at the public hearing that the closure of Liliuokalani would be the death of the Kaimuki business district.

DOE employees at Liliuokalani School would all be displaced if the school were to close. Because the DOE hires approximately 2,000 employees annually, DOE will be able to find positions for all the displaced employees. Most of the teachers and educational assistants will follow their students to their new schools.

The school staff as of May 2010 was:

	No. of Employees	FTE
Principal	1	1.0
Student services coordinator	1	1.0
Clerical	2	1.0
Counselor	1	1.0
Educational assistant	7	7.0
Elementary teacher	8	8.0
Special education teacher	3	3.0
SASA	1	1.0
Custodian	2	2.0
Health Aide	1	1.0
Total	27	26.0

DOE guidelines for staff reductions for teachers are set forth in the DOE's School Code for Certificated Personnel on pages 5700-19 through 33 (amended December 2005). In summary, and at the risk of oversimplification, if Liliuokalani were closed and the students transferred to Liholiho and Waialae, the following would apply and may be subject to further discussion between DOE and HSTA:

- (a) Teachers at the closing school would have first priority to move with students to the schools to which the students were transferred, provided vacancies at receiving schools were available. If a closing school teacher chose not to move to with the transferring students, the teacher would be placed in a pool of unassigned staff reduced teachers.
- (b) Teachers at the closing school who transfer to the receiving schools would carry their closing school seniority to the receiving school.
- (c) Teachers at the closing school who are placed in a pool of unassigned staff reduced teachers would not carry over their closing school seniority to a new assignment.
- (d) Staff reduced teachers would be reassigned by the complex area superintendent within the district. If reassignment within the district were not possible, the staff reduced teachers would be considered for placement in other districts.
- (e) Teachers at the closing school with tenure and appropriate preparation for licensure may replace teachers at the receiving schools without tenure or permanent assignment.
- (f) Staff reduced teachers may submit to the personnel regional officer a preferred list of not more than three schools, three geographic areas within the district and/or three districts within seven days of the decision by the BOE to close a school. This teacher will have priority for a vacant position in his/her area of certification over less senior tenured teachers in similar situations. If preference of placement is in another district, the teacher

is to be considered after all unassigned tenured teachers in that district have been placed. If the teacher fails to accept any bona fide offer made by the DOE by May 1, the DOE may assign the teacher to an appropriate vacancy.

Staff reductions for school administrators are addressed in the DOE's contract with HGEA, Unit 6. Based on the length of service as an educational officer, displaced employees have the right to "bump" other educational officers with less service, or they may elect to waive this right and instead be placed in a vacant position. If an educational officer cannot be placed or refuses placement, he/she will be laid off and placed on a reemployment list, to be rehired when a position is available for which the employee is qualified.

Staff reductions for custodians (except the head custodian, who is in a different bargaining unit) and cafeteria workers are addressed in the DOE's contract with UPW. Based on the length of service in civil service with DOE, displaced employees may bump other employees in DOE in the same or lower class with less service, or they may elect to waive this right and instead be placed in a vacant position. If an employee cannot be placed, he/she will be laid off and placed on a recall list, to be rehired when a position in the same or lower class is available.

Staff reductions for HGEA members other than school administrators generally follow procedures similar to those described for custodians and cafeteria workers.

There are no contractual provisions governing staff reductions of hourly or casual employees.

(4) The net financial savings that may be realized from consolidation, including projections of additional expenditures that will be incurred as a result of consolidation.

The net annual financial savings, including the savings on fringe benefits, from closing Liliuokalani is approximately \$530,000, based on projected enrollment and costs for SY 2011-12, assuming:

- (a) The Liliuokalani students are divided 2/3rds to Liholiho and 1/3rd to Waialae.
- (b) There are no savings from closing the Liliuokalani campus, because the DOE will continue to use it.
- (c) There are no savings from combining the special education staffs.

Details are in **Table 5** at the end of this report.

Not included in the savings is the annual value of the space, if used for offices. The Liliuokalani campus has 36,180 sq.ft. of building space. Using a conservative value of \$1.20 per sq.ft. per month, net of all expenses, the space is worth about \$520,000 annually.

Classroom space 27 x 900 sq.ft./classroom	24,300 sq.ft.
Office	7,021 sq.ft.
Cafeteria	<u>4,859</u> sq.ft.
Total	36,180 sq.ft.

Because it is likely that the school facilities would continue to be used, funds programmed for facility maintenance and improvements will likely be spent even if the school is closed. Details of facilities projects for Liliuokalani are in **Table 6** at the end of this report.

Because current non-school uses at Liliuokalani would continue, the facility would be actively used, and the closure of the school would not create security issues or additional opportunities for vandalism.

(5) Potential new residential developments, projected changes in enrollment, and other relevant demographic considerations.

The 15-year enrollment history and six-year enrollment projections of the six schools is:

School Year	Kahala	Liholiho	Liliuokalani	Waialae	Waikiki	Wilson	Total
1995-96	626	376	175	467	317	522	2,483
1996-97	603	364	180	483	343	535	2,508
1997-98	607	405	169	488	334	543	2,546
1998-99	615	404	149	517	342	561	2,588
1999-2000	607	394	144	472	338	598	2,553
2000-01	596	368	159	450	326	587	2,486
2001-02	583	339	155	473	326	574	2,450
2002-03	512	327	149	489	336	542	2,355
2003-04	512	336	141	486	363	588	2,426
2004-05	523	346	125	468	340	613	2,415
2005-06	538	333	123	439	346	607	2,386
2006-07	540	342	124	405	371	619	2,401
2007-08	524	324	146	397	391	552	2,334
2008-09	445	345	130	412	403	567	2,302
2009-10	443	356	127	406	426	550	2,308
2010-11	425	371	99	435	436	586	2,291
2011-12	417	383	103	430	434	581	2,296
2012-13	442	365	127	392	443	534	2,303
2013-14	441	364	129	392	455	535	2,316
2014-15	441	363	128	392	466	533	2,323
2015-16	444	365	130	392	465	535	2,331

Note: During the historic period 6th grade had a varying status. While Kaimuki Middle School offered a 6th grade program, the elementary schools continued to offer 6th grade, although at most schools the 6th grade enrollment was lower than in the other grades, as some 6th graders opted to go to Kaimuki Middle. Waialae converted from K-6 to K-5 effective SY 2001-02, Liholiho effective SY 2007-08, Liliuokalani effective SY 10-11. Waikiki continues to offer 6th grade.

In earlier years, the enrollment at Liliuokalani was higher, peaking at 246 in SY 1985-86. Two of the likely reasons for the significant decrease in Liliuokalani’s enrollment this year are the discontinuation of the 6th grade and the continuing talk of closing the school. If parents believe the school will be closed before their child has completed 5th grade, they are likely to enroll their child elsewhere. To some extent, predictions of the possible closure because of declining enrollment are self-fulfilling.

Elementary enrollment has been relatively stable in the Kalani complex over the past 15 years. Historically, the elementary schools in the Kalani complex have maintained relatively stable enrollment by managing the number of students admitted on a geographic exception basis, despite the decline and eventual discontinuance at all elementary schools of a 6th grade program except at Waikiki.

Projected enrollment (before consideration of the consolidation discussed in this report) for the upcoming six years is expected to be stable. It should be noted that the enrollment projections assume the schools will continue to replace the expected slow decrease in the school-age population within the schools' attendance areas with students admitted with geographic exceptions.

Little if any residential development, other than the ongoing tear-down of older houses and replacing them with larger homes, is projected for the Kalani complex.

The current economic conditions in Hawaii have caused a number of small private schools to close, potentially increasing enrollment in the public schools. The enrollment data for SY 2010-11 do not show any significant impact on enrollment in the Kalani complex elementary schools.

(6) Suitability of using portions of the school facilities to accommodate space requirements of other department or state activities.

School ownership and sizes are:

	Tax Map Key No.	Acres	Titleholder
Kahala	3-5-11:27	6.593	City & County
Liholiho	3-2-21:35	3.673	City & County
Liliuokalani	3-2-37:27	2.698	State
Waialae	3-2-45:3	4.132	City & County
Waikiki	3-1-25:1	5.698	State and City & County as tenants in common
Wilson	3-5-17:12 (por.)	5.946	City & County

The Territory of Hawaii acquired the land that is now Liliuokalani School from Charles A. Bidenger on May 11, 1911 for the sum of \$8,000. There are no restrictions in the deed on the use of the property.

Act 144 of the 2010 Legislature requires the DOE to notify the Charter School Review Panel ("Panel") not later than 30 days after the Board of Education votes to close a DOE school. The Panel must then solicit applications from charter schools interested in using all or portions of the school facility and submit a prioritized list of charter schools to the DOE. The DOE makes the final determination of which charter school, if any, shall be authorized to use and occupy the public school facilities. Upon the selection of a charter school to use a vacant school facility or

portion of a school facility, the DOE and the Panel shall, within ninety days of the selection, enter into necessary agreements to enable the charter school to use the facility.

If no charter schools are interested, or if the DOE determines that no charter school on the list is an appropriate candidate to occupy and use the facilities, the DOE shall give reasonable consideration to making all or portions of the facilities of the public school, if closed, available for occupancy and use for other educational purposes. Act 144 requires the DOE to adopt administrative rules, and the Panel to adopt policies and procedures, to carry out their respective responsibilities under this bill.

A private school has expressed interest in renting the facilities of a Honolulu district school, if one is closed, the DOE does not plan to use it, and either no charter schools are interested in using it or the DOE determines that none of the interested charter schools is an appropriate candidate to use the school facility.

The DOE currently rents office space from private landlords. Also, DOE state office staff is scattered among a number of schools in the Honolulu district in a very inefficient pattern. The availability of a school campus in the Honolulu district would provide an opportunity for the DOE either to decrease the amount of commercial office space it now rents or to consolidate in a single location offices that are now scattered around the city.

Various schools and DOE offices currently utilize classroom space at Koko Head Elementary School. As the result of a consolidation study of elementary schools in the Kaiser complex, it is possible that the attendance areas of the schools will be adjusted to increase the enrollment at Koko Head and decrease the enrollment at Aina Haina Elementary School. If this happens, the following current classroom uses at Koko Head may need to be relocated, and a possible site for such relocation is Liliuokalani:

Use	Number of Classrooms
DOE Office of Fiscal Services – leave accounting	3
Honolulu District Office – special education staff	1
DOE Office of Curriculum, Instruction, and Student Support – storage	2
Farrington-Kaiser-Kalani complex area – SPARK	1
Total	7

In addition, the Office of Curriculum, Instruction, and Student Support would like to create a center for teaching of both students and teachers for elementary children with severe autism.

Because of all the possible education-related uses described above, it is very unlikely that if Liliuokalani were closed, the facility would not continue to be used for educational purposes.

(7) A suggested timetable and transition plan for implementation.

A decision in March 2011 to close Liliuokalani School would provide adequate time for the following activities:

- (a) The administrators, teachers, and parents of current students at the affected schools to develop a transition plan, including which furniture, equipment, and supplies would need to be transferred from Liliuokalani to the receiving schools, and programs for parents and students at Liliuokalani to be introduced and welcomed to the receiving schools.
- (b) Parents of current and prospective students to make choices for their children for SY 2011-12.
- (c) Staff members at Liliuokalani School, in accordance with the provisions of their bargaining unit contracts, to make arrangements for their employment in SY 2011-12.
- (d) Pursuant to Act 144, the DOE to notify the Charter School Review Panel of the possible availability of the Liliuokalani School facility, the CSRP to notify charter schools of the possible availability and receive responses (if any) from the charter schools, and to submit a prioritized list of interested charter schools to the DOE.
- (e) The DOE to determine the use of the facility after the school closed, and plan for the implementation of such use.

To minimize further disruption, the DOE district and state staff now located at Liliuokalani would likely remain there until a more permanent use of the facility was determined.

The preschool for the children of University of Hawaii staff currently operating on the Liliuokalani campus would be able to remain at Liliuokalani School through at least SY 2011-12.

(8) Other issues not specifically addressed in Chapter 8-38.

None

Exhibits

- A. Summary of oral testimony at the December 13, 2010 public hearing
- B. Written testimony submitted prior to, at, and after the public hearing (posted on the DOE school consolidation website at <http://consolidation.k12.hi.us/studies/kalani/index.htm>)
- C. Petition with 20 manually signed names in opposition to the closure of Liliuokalani School.
- D. Kaimuki Neighborhood Board resolution of October 20, 2010 opposing the closure of Liliuokalani School.

Tables

1. Student demographics
2. Achievement gap between economically disadvantaged students and students who are not economically disadvantaged.
3. Percentage of students receiving special education services.
4. Facility details
5. Financial savings
6. Future facilities capital and major repair and maintenance costs for Liliuokalani.
7. School descriptions

Table 1
Student Demographics
(percentage of students who are economically disadvantaged, receiving special education services, and having limited English language proficiency)

Kahala Percentages	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Economically disadvantaged	5%	3%	4%	6%	8%	11%
Special education	5%	6%	5%	6%	8%	8%
Limited English language proficiency	5%	5%	7%	14%	18%	15%
Whole school proficient in reading	80%	83%	86%	88%	85%	89%
Whole school proficient in math	61%	59%	83%	82%	79%	86%

Liholiho Percentages	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Economically disadvantaged	30%	25%	24%	25%	23%	28%
Special education	8%	7%	8%	7%	6%	10%
Limited English language proficiency	6%	10%	11%	15%	12%	14%
Whole school proficient in reading	66%	62%	68%	70%	78%	84%
Whole school proficient in math	34%	39%	54%	68%	75%	79%

Liliuokalani Percentages	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Economically disadvantaged	49%	47%	38%	35%	33%	35%
Special education	24%	22%	18%	16%	11%	14%
Limited English language proficiency	8%	7%	9%	10%	10%	10%
Whole school proficient in reading	42%	50%	59%	58%	61%	62%
Economically disadvantaged, proficient in reading	n/a	n/a	n/a	n/a	n/a	n/a
Whole school proficient in math	32%	41%	52%	48%	58%	50%
Economically disadvantaged, proficient in math	n/a	n/a	n/a	n/a	n/a	n/a

Waiālae Percentages	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Economically disadvantaged	14%	21%	21%	25%	24%	24%
Special education	4%	3%	4%	4%	3%	6%
Limited English language proficiency	15%	6%	9%	8%	6%	8%
Whole school proficient in reading	69%	58%	72%	72%	70%	76%
Whole school proficient in math	29%	32%	51%	53%	54%	53%

Waikiki Percentages	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Economically disadvantaged	37%	41%	40%	38%	38%	42%
Special education	6%	7%	7%	7%	9%	8%
Limited English language proficiency	18%	22%	24%	32%	31%	31%
Whole school proficient in reading	78%	68%	73%	72%	72%	77%
Whole school proficient in math	55%	55%	69%	68%	63%	72%

Wilson Percentages	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Economically disadvantaged	10%	10%	9%	8%	9%	13%
Special education	8%	7%	7%	8%	6%	9%
Limited English language proficiency	7%	7%	7%	8%	6%	8%
Whole school proficient in reading	67%	73%	72%	77%	82%	82%
Whole school proficient in math	42%	57%	64%	73%	77%	77%

Source: student demographics: School Status & Improvement Reports, 2006 and 2009; Student Information System roster as of 3/30/10 for 2010.

Source: student proficiency: ARCH NCLB reports

Waialae Percentages	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Economically disadvantaged	14%	21%	21%	25%	24%	24%
Special education	4%	3%	4%	4%	3%	3%
Limited English language proficiency	15%	6%	9%	8%	6%	6%
Whole school proficient in reading	69%	58%	72%	72%	70%	76%
Not economically disadvantaged, proficient in reading	n/a	n/a	70%	73%	72%	n/a
Economically disadvantaged, proficient in reading	n/a	n/a	78%	70%	71%	n/a
Proficiency gap, reading	n/a	n/a	+8 pct pts	-3 pct pts	-1 pct pts	n/a
Whole school proficient in math	29%	32%	51%	53%	54%	53%
Not economically disadvantaged, proficient in math	n/a	n/a	50%	52%	56%	n/a
Economically disadvantaged, proficient in math	n/a	n/a	55%	55%	49%	n/a
Proficiency gap, math	n/a	n/a	+5 pct pts	+3 pct pts	-7 pct pts	n/a

Waikiki Percentages	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Economically disadvantaged	37%	41%	40%	38%	38%	42%
Special education	6%	7%	7%	7%	9%	8%
Limited English language proficiency	18%	22%	24%	32%	31%	31%
Whole school proficient in reading	78%	68%	73%	72%	72%	77%
Not economically disadvantaged, proficient in reading		71%	76%	77%	79%	80%
Economically disadvantaged, proficient in reading	n/a	63%	68%	63%	61%	73%
Proficiency gap, reading		-8 pct pts	-8 pct pts	-14 pct pts	-18 pct pts	-7 pct pts
Whole school proficient in math	55%	55%	69%	68%	63%	72%
Not economically disadvantaged, proficient in math		57%	74%	73%	69%	81%
Economically disadvantaged, proficient in math	n/a	52%	62%	60%	53%	60%
Proficiency gap, math		-5 pct pts	-12 pct pts	-13 pct pts	-16 pct pts	-21 pct pts

Note: if students with limited English proficiency are disproportionately economically disadvantaged, the proficiency gaps are likely to be overstated.

Table 3
Percentage of Students as of the SY 2010-11 Official Enrollment Date Receiving Special Education Services in the Six Schools

	General Education	Special Education	Total Enrollment, OEC Date (revised)	Percent Special Education
Kahala	398	27	425	6.4
Liholiho	349	22	371	5.9
Liliuokalani	88	11	99	11.1
Waiālae	412	23	435	5.3
Waikiki	407	29	436	6.7
Wilson	541	45	586	7.7
Total	2,195	157	2,352	6.7

Source: Official enrollment count, 2010 (revised)

**Table 4
Facility Details**

	Kahala		Liholiho		Liliuokalani	
	Number	Sq.ft.	Number	Sq.ft.	Number	Sq.ft.
Classrooms:						
Median Classroom Size		944		924		856
Basic Program Needs (e.g., preK-12, SPED)	26.00		19.00	17,387	9.00	8,555
Temporary Support (e.g., computer lab, library, day adult ed, etc.)			1.00	870	1.00	841
Supplemental Programs (e.g., core, music, ESLL, IRA, PSAP, etc.)	4.25		5.00	4,410	2.00	1,740
DOE Support (e.g., A+, athletics, SAC, PCNC, SBBH, etc.)	0.25		2.00	2,284		0
DOE and Other Offices (e.g., ASA, complex/district/state DOE offices, etc.)	0.50			0	12.00	9,396
Vacant	1.00			0		0
Total Classrooms	32.00	30,206	27.00	24,951	24.00	20,532
Admin/Library Bldgs		8,902		6,317		7,021
Cafeteria/Kitchen Bldgs		7,176		4,486		4,859
Total, Admin/Library/ Cafeteria/Kitchen		16,078		10,783		12,872

	Waialae		Waikiki		Wilson	
	Number	Sq.ft.	Number	Sq.ft.	Number	Sq.ft.
Classrooms:						
Median Classroom Size				1,020		1,024
Basic Program Needs (e.g., preK-12, SPED)	24.50		20.00		25.00	
Temporary Support (e.g., computer lab, library, day adult ed, etc.)	1.00		1.00		1.00	
Supplemental Programs (e.g., core, music, ESLL, IRA, PSAP, etc.)	4.75		3.00		3.00	
DOE Support (e.g., A+, athletics, SAC, PCNC, SBBH, etc.)	0.75					
DOE and Other Offices (e.g., ASA, complex/district/state DOE offices, etc.)						
Vacant						
Total Classrooms	31.00		24.00	24,470	29.00	29,700
Admin/Library Bldgs				6,528		5,839
Cafeteria/Kitchen Bldgs				6,919		7,696
Total, Admin/Library/ Cafeteria/Kitchen				13,447		13,535

DOE's criteria for determining the number of classrooms needed for instructional purposes are:

- * one classroom for each special education teacher
- * one classroom for every 20 students grades K-2
- * one classroom for every 25 students grades 3-12.

Table 5
Financial Savings

Savings from closure of Liliuokalani and equal division of its students between Liholiho and Waialae		
Elimination of Liliuokalani small school allocation	73,176	
Elimination of Liliuokalani loss threshold allocation	288,355	
Total weighted student formula savings	361,531	
Fringe benefits @ 36.96% of 96%	128,277	489,808
Other savings		
Elimination of non-WSF positions (based on SY 10-11)		
School health aide (excl fringes)	21,406	
Special education teacher		
Educational assistant		
Part-time school food services van driver and part-time helper (incl fringes)	38,500	
Food service van (operating costs)	2,500	
Food service van & equipment (\$37,500, 7 year life)	5,500	46,906
Gross savings		536,714
Offsets – water and electricity increase at Liholiho		8,000
Net savings		528,714

**Table 6
Current and Backlogged Facilities Projects at Liliuokalani:**

Current projects (funds are available and contracts have not been awarded)

Job Number	Job Name	Type	Status	Total Estimated Cost
Q2590109	Electrical Upgrade	CIP	Appropriated-Unallocated	465,000
P2590409	D Replace Grease Trap	R&M		100,000
P2502110	B Replace Sink Cabinets	R&M		100,000
P2502210	RPL WATER LINE	R&M		140,000
P2502310	B Renovate Pre-Sch R/Rm	R&M		50,000
	Total			855,000

Backlog (not yet funded)

Project Number	Project Name	Type	Status	Total Estimated Cost
E0100407	E RPNT INT	R&M	Backlog	20,000
E0103804	RR RPR SPRINKLER SYS	R&M	Backlog	20,000
E0106471	C RENO R/RM	R&M	Backlog	350,000
E0106472	D RENO R/RM	R&M	Backlog	120,000
E0106470	B RENO R/RM	R&M	Backlog	350,000
E0120929	RPL BBALL BACKBDS	R&M	Backlog	20,000
E0121063	D, Instl Exhaust Vents	R&M	Backlog	50,000
E0121418	E Electrical Repairs	R&M	Backlog	10,000
E0121573	Campus Unified Communication System	R&M	Backlog	140,000
E0121574	OutDoor Stage , Install Flood Lights	R&M	Backlog	10,000
E0121699	B & C, Rpl Electrical Panels 1st Flr	R&M	Backlog	80,000
C0002372	ADA Transition Accessibility	CIP	Backlog	375,000
C0002579	Air Condition School	CIP	Backlog	2,500,000
	Total			4,045,000

Source: Factrak Jan 9, 2011

Table 7
School Descriptions
(DOE schools from 2009-10 School Status and Improvement Reports;
Waiālae School from school website).

Kahala

Kahala Elementary School is a nurturing environment that provides a foundation for continuous personal and academic growth. Research-based strategies and student data determine improvement of our academic curriculum. Our teachers meet regularly to plan a consistent standards-based curriculum that holds the students accountable for their own learning. Teachers provide enriching activities through differentiation, integrating technology that is student-centered and standards-based. Our Comprehensive Student Support System (CSSS) provides an array of programs which addresses student performance.

For the past seven years, Kahala School's overall status has been recognized as "Exemplary" with a NCLB (No Child Left Behind) AYP (adequate yearly progress) category designation of "In Good Standing, Unconditionally."

As collaborative members of our School Community Council (SCC) the Kahala School teachers, student representatives, parents, administrator, classified staff and community members strive to nurture self-directed, complex thinking communicators who produce quality work, and work together harmoniously. We communicate regularly with our parents through our school Web site, monthly newsletters, weekly communication folders and daily planners. Kahala Elementary, with an enrollment of 435 students, grades K through 5, representing 12 ethnic groups, serves an upper-middle income community in East Honolulu as well as students who reside outside of its geographic area requesting to attend Kahala. In 2005, Kahala was selected as an NCLB Nationally Recognized Blue Ribbon School and continues to be recognized as a Distinguished School yearly. In addition we provide supports such as a reading assistance program, English for second language learners, primary prevention/intervention program and counseling for students in need as well as special education services.

Please join us in our quest for academic excellence!

Liholiho

Established in 1926, Liholiho Elementary School is situated in a quiet, residential community in urban Honolulu. It is one of six elementary schools in the Kalani Complex. The school is a feeder school to Kaimuki Middle School.

Liholiho Elementary School provides a nurturing positive environment for students. "The Three Be's-Be Safe, Be Respectful, and Be Responsible" concepts are incorporated into instructional lessons. Parents/guardians, community, students, teachers, staff and administration work together, to support programs and activities at our school. Special events are organized by our PTA Board, SCC-School Community Council and Parent Community Network Coordinator. Our PTA Board and SCC plan to expand support for our school, by reaching out and networking with alumni and corporate sponsors.

The School Community Council representatives work collaboratively to address school issues and policies. Community, parent, teacher, classified staff and student representatives work with the administrator to develop and monitor the annual Academic and Financial Plan. A continuous improvement model based on data analysis is in place.

Our Comprehensive Student Support System provides academic and support programs for our students who reside in our school area, as well as those attending our school by choice, on Geographic Exceptions. The stability of our teachers and staff enables our school to be cohesive and collaborative as we develop, refine and implement curriculum and our annual Academic and Financial goals.

Our school was selected as a 2003 Hawaii Distinguished School, and a 2004 National NCLB Blue Ribbon School. There are 50,000 public and private schools in the United States, and 256 schools were selected as models of excellence. Principal Christina Small was recognized as a semi-finalist for the 2005 Masayuki Tokioka Leadership Award and was Honolulu District's Distinguished Principal nominee. In 2006, Liholiho Elementary was one of three elementary schools receiving the Honolulu Advertiser's People's Choice "Best of the Best Elementary School Award". In the 2009-10 School Year, we were rated an A+ by Honolulu Magazine. Teacher Lynn Sakata was nominated by parents and received 2007 awards from Wal-Mart and Prudential. During the 2008-09 SY, our school implemented the Achieve 3000 Kid Biz Program. Peter Nakashima, computer teacher received the Achieve 3000 Technology Educator of the Year Award and Liholiho Elementary received the Achieve 3000 School of the Year Award. Since 2003, Liholiho Elementary School has continuously exceeded the Department of Education's Annual Yearly Progress No Child Left Behind reading and math criteria.

Liliuokalani

Welcome to Queen Lydia Liliuokalani Elementary School located in popular Kaimuki Town amid small shops and restaurants and a stable community of established generations of families. Founded in 1912, Queen Liliuokalani School is a thriving center of learning for children in kindergarten through fifth grade. Students arrive from the surrounding neighborhood as well as various locations around the island. Enrollment is small with one class per grade level and two classes for Special Education students. This student to teacher ratio makes for a secure educational environment for children and a comfortable partnership with parents and other family members.

Queen Lydia Liliuokalani was Hawaii's last reigning monarch. Her legacy provides a source of pride and a model of resiliency to persevere through challenges. As a namesake school, we strive to make each school day one that is rewarding for children. During the day, students are engaged in standards based lessons utilizing the most current textbooks and resources. In addition to the core subjects of Reading, Math, Science and Social Studies, students participate in special Art, PE, Music and Hawaiian lessons from resource personnel. New resources and a strong emphasis have been made in establishing and improving the use of technology as a tool for learning in the classroom. After school programs on campus extends students' learning experiences through classes such as Japanese language and Intramural Sports. For on going child care, the YMCA provides the after school A Plus program.

The Annual Yearly Progress benchmarks have been consistently met over the years and our goal to continue this unconditional good standing is exemplified by the adjustment of the school bell schedule. The additional time resulting from this adjustment will allow teachers to engage in professional dialogue about teaching, learning and assessment.

The success of Queen Liliuokalani School is perpetuated by the dedication of teachers, staff and a community that is supportive and proactive. With the synergy produced by all, we are truly a school where “learning blossoms.”

Waialae

Our Mission:

Waialae 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.

Our Vision:

The vision of Waialae School is to prepare our children for the 21st century as:

- Creative problem solvers
- Self-confident risk takers
- Well-rounded individuals who are capable of multiple dimensions
- Collaborative
- Socially responsible to others and the world

Waikiki

Waikiki Elementary, “Our Mindful School,” is a small, caring, cohesive school with a special spirit of place. Located at the foot of Diamond Head, Waikiki’s vision is to continually evolve into an ever more mindful school where thinking, collaboration and thoughtfulness are nurtured and practiced. This evolution takes place with the help of all members of the school’s community striving together to provide a safe, vibrant environment that nurtures life-long learning and exemplifies harmony of heart and mind.

Waikiki School offers such programs as Philosophy for Children, Creative Movement and Dance, Hawaiian Studies, computer, peer mediation, drama, reading improvement to support emergent readers, and after-school enrichment academies. Flourishing partnerships with the MEdT program and the Philosophy Department at the University of Hawaii provide exceptional opportunities for professional growth supportive of student achievement. Educators in training are a constant presence on our campus.

Waikiki’s emphasis on developing thinking skills and promoting the direct instruction of mindful behaviors has not only resulted in enhanced student performance, but has led to the emergence of students with a strong sense of civic responsibility. We were recognized as a State Blue Ribbon School in 2006, a National Blue Ribbon School in 2007, and most recently, received a grade of A on Honolulu Magazine’s statewide ranking,

Waikiki, an SCBM school for 15 years, has easily transitioned to the School Community Council model and regularly involves all factions of the school community in essential decision making.

Wilson

“Riding the learning wave’ to ‘grow within’ and ‘go beyond’.”

Mayor John H. Wilson Elementary School is located in Waialae Nui Valley at the foot of the Koolau Mountain Range. It is one of eight schools (five elementary, one middle, one high, one specialty) which comprise the Kalani Complex in the Waialae, Kahala, and Kaimuki areas of East Honolulu.

Wilson Elementary School transitioned from a K-6 to a K-5 school in school year 2007-08. The enrollment as a K-5 elementary school is projected to be approximately five hundred and fifty (550) students. Demographics of the student population reflect a slightly different socioeconomic composition than the larger neighborhood community. Students mainly come from middle-income families, but the number of students from low income families is steadily rising. There are also growing numbers of students from single parent homes and two income families. The population is ethnically diverse with over two-thirds Asians, one-fourth Caucasians and other ethnic groups, and a little less than one-tenth Hawaiian, Part-Hawaiian, and other Pacific Islanders. Nearly three-fourths of students choose to attend Wilson School on geographic exception in order to benefit from the school’s emphasis on development of the “whole child,” focus on visual and performing arts, commitment to academic rigor, and reputation for high student achievement.

Wilson School was one of ten schools which began piloting the Standards-Based Report Card for elementary schools in July, 2003, and it continues to place great emphasis on refining and improving the standards-based teaching, learning, assessing, and reporting process. In accordance with the Reinventing Education in Hawaii Act of 2004, it dissolved its School/Community-Based Management (SCBM) Council and instituted the Wilson Elementary School Community Council (WESCC) in January, 2005. Since 1995, the school has been on the modified school calendar recently adopted by the Hawaii State BOE, and continues its on-going mission to provide a safe, nurturing, and wholesome learning environment with varied, enriching opportunities for the education and development of the “whole child.”