

**Consolidation Study
Farrington Complex Elementary Schools**

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

This study was initiated because it appeared, based on a comparison of enrollment at the Farrington 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 nine elementary schools could be closed.

The nine elementary schools are:

| | |
|------------|--------------|
| Fern | Kalihi Waena |
| Kaewai | Kapalama |
| Kalihi | Linapuni |
| Kalihi Kai | Puuhale |
| Kalihi Uka | |

A map of the Farrington complex showing the location of the schools is attached as Exhibit A. 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 16, 2010 in the Kalakaua Middle School cafeteria. Fifty-one individuals testified at the public hearing. The sign-in sheet lists 55 individuals, but not all who signed to testify actually testified and a few who testified did not sign up. The sign-in sheet is attached as Exhibit B. Forty-eight 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 no consolidation. A summary of the oral testimony is attached as Exhibit C.

The written testimony is Exhibit D and will be available on the DOE school consolidation website whose URL is <http://consolidation.k12.hi.us/studies/kaiser/index.htm>.

DOE received two petitions:

- a petition with the names of 131 Puuhale students “who don’t want the school to close down.” It is attached as Exhibit E..
- a petition to keep Kalihi open with 1,361 manual signatures by individuals who listed addresses all over the island.. The first page of this petition is attached as Exhibit F. The remaining pages will be available in a PDF posted on the DOE school consolidation website referred to above.

DOE also received two binders:

- “Why We Love Puuhale Elementary School” written and illustrated by Puuhale students. A scanned copy will be available as Exhibit G on the DOE website cited above.
- “Testimonies and Petitions” from Kalihi Elementary School. A scanned copy will be available as Exhibit H on the DOE website cited above.

Summary of the study

The SY 2010-11 enrollments, classroom needs, and classroom inventory at the nine Farrington complex elementary schools are:

| | SY 2010-11 Enrollment | SY 2010-11 Classroom Need | Classroom Inventory | Classroom Excess (Shortage) |
|--------------|--------------------------|------------------------------|------------------------|-----------------------------------|
| Fern | 497 | 22 | 30 | 8 |
| Kaewai | 346 | 19 | 30 | 11 |
| Kalihi | 294 | 16 | 30 | 14 |
| Kalihi Kai | 605 | 28 | 45 | 17 |
| Kalihi Uka | 251 | 13 | 25 | 12 |
| Kalihi Waena | 572 | 29 | 33 | 4 |
| Kapalama | 668 | 31 | 37 | 6 |
| Linapuni | 255 | 18 | 16 | (2) |
| Puuhale | 234 | 11 | 21 | 10 |
| Total | 3722 | 187 | 267 | 80 |

Source: Enrollment is "official enrollment," revised 10/5/10
See table on page 15 below for classroom need.

The DOE intends to use Linapuni as an early education center, so although it is one of the smaller schools, its possible closure will not be considered in this study. This study will consider the effect on other schools of transferring Linapuni's 2nd grade students to other schools.

It appears from the table above that there is adequate capacity to close at least two of the schools. This report considered the possible closure of two of the four smaller schools that have ten or more classrooms in excess of the school's current need – Kaewai, Kalihi, Kalihi Uka, and Puuhale.

Comparing the facilities of these four schools:

| | Kaewai | Kalihi | Kalihi Uka | Puuhale |
|------------------------------------|--------|--------|------------|---------|
| Number of classrooms | 30 | 30 | 25 | 21 |
| Average classroom size (sq.ft.) | 852 | 980 | 965 | 835 |
| Administration/library (sq.ft.) | 7,376 | 6,676 | 5,314 | 8,879 |
| Cafeteria (sq.ft.) | 7,694 | 7,636 | 7,237 | 6,718 |
| Campus size (acres) | 5.758 | 18.823 | 1.616 | 6.026 |

Comparing the student demographics, learning outcomes and the schools' status under the No Child Left Behind Act at these four schools:

| | Kaewai | Kalihi | Kalihi Uka | Puuhale |
|---|----------------|----------------|---------------------------|-------------------------|
| Percentage of students who are economically disadvantaged | 86% | 80% | 63% | 78% |
| Percentage of students proficient or better on 2010 Hawaii State Assessment | | | | |
| Reading | 47% | 48% | 59% | 62% |
| Math | 40% | 42% | 46% | 43% |
| Achievement gap between students economically disadvantaged and not economically disadvantaged (3-yr avg) | | | | |
| Reading (percentage points) | -21 | -25 | - 5 | - 5 |
| Math (percentage points) | -37 | -23 | - 9 | -25 |
| NCLB status | Sch imp., yr 2 | Sch imp., yr 2 | In good standing, uncond. | Corrective action, yr 1 |
| Made adequate yearly progress in 2010? | No | No | Yes | Yes |

Considering all factors, it appears to be least disruptive to close Puuhale and Kalihi, with:

- a) Puuhale students transferred to Kalihi Kai;
- b) Kalihi students living on the Kalihi Street side of Likelike Highway transferred to Kalihi Uka and the Kalihi students living on the Kaewai School side of Likelike Highway transferred to Kaewai.

If these changes had been made at the beginning of SY 2010-11 and Linapuni had been converted to a pre-K, K, and Grade 1 school (with the 71 2nd graders transferred to Kalihi Waena), the enrollment, classroom needs, and classroom inventory for SY 2010-11 would have been:

| | SY 2010-11 Actual Enrollment | Changes | SY 2010-11 Pro-Forma Enrollment | SY 2010-11 Classroom Need | Classroom Inventory | Classroom Excess (shortage) |
|--------------|------------------------------|---------|---------------------------------|---------------------------|---------------------|-----------------------------|
| Fern | 497 | + 6 | 503 | 22 | 30 | 8 |
| Kaewai | 346 | +144 | 490 | 27 | 30 | 3 |
| Kalihi | 294 | -294 | 0 | | | |
| Kalihi Kai | 605 | +228 | 833 | 39 | 45 | 6 |
| Kalihi Uka | 251 | +150 | 401 | 22 | 25 | 3 |
| Kalihi Waena | 572 | + 71 | 643 | 32 | 33 | 1 |
| Kapalama | 668 | | 668 | 31 | 37 | 6 |
| Linapuni | 255 | - 71 | 184 | 14 | 16 | 2 |
| Puuhale | 234 | -234 | 0 | | | |
| Total | 3,722 | 0 | 3,722 | 187 | 216 | 29 |

Notes:

(1) Kalihi Elementary: assumes 150 students living on the Kalihi St. side of Likelike Hwy transfer to Kalihi Uka, the remaining 144, including 14 who do not live in the Kalihi Elementary attendance area, transfer to Kaewai.

(2) Puuhale: assumes 6 students attending Puuhale but living in the Fern attendance area transfer to Fern, the remaining Puuhale students transfer to Kalihi Kai.

(3) Linapuni: assumes 71 2nd graders transfer to Kalihi Waena.

The projected net annual savings from consolidating the schools in this manner is approximately \$1.2 million, which includes savings in fringe benefit costs of approximately \$400,000.

There are a variety of uses to which the Puuhale and Kalihi facilities could be put. Details are in Section 6 below. Kalihi is on a hillside, and the cost to bring the facility into compliance with the requirements of the Americans with Disabilities Act will be higher than at most schools.

The detailed 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 two schools and transferring the students to the remaining schools will eliminate two school administrations. | |
| <p><u>Providing equal educational opportunity</u></p> <ul style="list-style-type: none"> • Reducing the per-student cost by closing a school will, if total DOE resources are not reduced, provide additional resources to students at other schools. • Adding students to Kaewai and Kalihi Uka will give these schools additional resources that will benefit students. | <ul style="list-style-type: none"> • The closure of two of the schools may reduce the leadership opportunities for elementary students at all affected schools. • The closure of two of the schools will result in larger enrollments at some of the remaining schools, which may reduce the feeling of “family” at all affected elementary schools. • If class sizes increase as a result of consolidation, student achievement may suffer. • Research indicates the optimal enrollment for an elementary school is 300 to 400. The closure of Puuhale will increase the enrollment at Kalihi Kai from 605 to 833, considerably above the optimal range. The closure of Kalihi will increase the enrollment at Kaewai from 346 to 490, somewhat above the optimal range. |

Student achievement data

Student achievement data, as measured by the Hawaii State Assessment, at eight of the nine schools are shown in the tables below. Because Linapuni is a K-2 school and the Hawaii State Assessment is not given to students until the third grade, Linapuni does not have student achievement results that can be compared to other schools.

Reading – percent of students proficient or better

| | Spring 2005 | Spring 2006 | Spring 2007 | Spring 2008 | Spring 2009 | Spring 2010 |
|--------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Fern | 26% | 27% | 34% | 40% | 43% | 46% |
| Kaewai | 46% | 46% | 44% | 50% | 38% | 47% |
| Kalihi | 29% | 40% | 52% | 51% | 57% | 48% |
| Kalihi Kai | 44% | 38% | 44% | 49% | 49% | 53% |
| Kalihi Uka | 56% | 53% | 62% | 58% | 59% | 59% |
| Kalihi Waena | 47% | 44% | 48% | 50% | 54% | 59% |
| Kapalama | 56% | 51% | 63% | 66% | 66% | 71% |
| Puuhale | 38% | 43% | 50% | 54% | 53% | 62% |

Mathematics – percent of students proficient or better

| | Spring 2005 | Spring 2006 | Spring 2007 | Spring 2008 | Spring 2009 | Spring 2010 |
|--------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Fern | 19% | 13% | 27% | 28% | 36% | 42% |
| Kaewai | 20% | 27% | 32% | 29% | 35% | 40% |
| Kalihi | 9% | 21% | 36% | 40% | 45% | 42% |
| Kalihi Kai | 21% | 26% | 39% | 40% | 41% | 40% |
| Kalihi Uka | 32% | 28% | 37% | 51% | 47% | 46% |
| Kalihi Waena | 17% | 18% | 32% | 43% | 50% | 47% |
| Kapalama | 30% | 32% | 46% | 50% | 51% | 52% |
| Puuhale | 15% | 21% | 26% | 32% | 40% | 43% |

Source: DOE ARCH website, NCLB reports by school, by year.

Adequate yearly progress data

Each school's status under the federal No Child Left Behind Act ("NCLB") is in the table below:

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--------------|----------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Fern | School imp yr 1 | School imp yr 2 | Corrective action yr 1 | Planning for restructuring | Restructuring | Restructuring |
| Kaewai | In good standing-pending | In good standing-unconditional | In good standing-unconditional | In good standing-pending | School imp yr 1 | School imp yr 2 |
| Kalihi | Planning for restructuring | Planning for restructuring | In good standing-unconditional | In good standing-pending | School imp yr 1 | School imp yr 2 |
| Kalihi Kai | Restructuring | Restructuring | Restructuring | Restructuring | Restructuring | Restructuring |
| Kalihi Uka | School imp yr 2 | School imp yr 2 | In good standing-unconditional | In good standing-pending | In good standing-unconditional | In good standing-unconditional |
| Kalihi Waena | School imp yr 2 | Corrective action yr 1 | Corrective action yr 2 | Planning for restructuring | Restructuring | Restructuring |
| Kapalama | In good standing-pending | In good standing-unconditional |
| Linapuni | School imp yr 1 | School imp yr 2 | School imp yr 2 | In good standing-unconditional | In good standing-unconditional | In good standing-unconditional |
| Puuhale | In good standing-pending | School imp yr 1 | School imp yr 2 | School imp yr 2 | Corrective action yr 1 | Corrective action yr 1 |

Did the schools make adequate yearly progress, as defined under the NCLB Act and measured on the Hawaii State Assessment given each spring? The answer is in the table below:

| | Spring 2005 | Spring 2006 | Spring 2007 | Spring 2008 | Spring 2009 | Spring 2010 |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Fern | Yes | No | No | No | No | No |
| Kaewai | No | Yes | Yes | No | No | No |
| Kalihi | No | Yes | Yes | No | No | No |
| Kalihi Kai | No | No | No | No | No | No |
| Kalihi Uka | No | Yes | Yes | No | Yes | Yes |
| Kalihi Waena | No | No | No | No | No | No |
| Kapalama | No | Yes | Yes | Yes | Yes | Yes |
| Puuhale | No | No | No | No | No | Yes |

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 |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Fern | 15/15 | 11/19 | 16/17 | 11/17 | 11/17 | 12/17 |
| Kaewai | 10/13 | 13/13 | 13/13 | 7/13 | 8/13 | 10/13 |
| Kalihi | 7/13 | 13/13 | 13/13 | 13/15 | 10/15 | 9/17 |
| Kalihi Kai | 12/17 | 9/17 | 15/17 | 11/17 | 9/17 | 13/17 |
| Kalihi Uka | 12/13 | 13/13 | 13/13 | 12/13 | 13/13 | 13/13 |
| Kalihi Waena | 10/13 | 11/17 | 18/19 | 13/17 | 15/17 | 13/17 |
| Kapalama | 12/13 | 15/15 | 15/15 | 15/15 | 15/15 | 15/15 |
| Puuhale | 7/13 | 7/13 | 10/13 | 13/15 | 9/15 | 15/15 |

Sources: DOE ARCH website, NCLB reports by school, by year.

Highly qualified teacher data

The percentage of classes taught by “highly qualified” teachers, as defined under NCLB for the three schools has been:

| | SY 04-05 | SY 05-06 | SY 06-07 | SY 07-08 | SY 08-09 | SY 09-10 |
|--------------|----------|----------|----------|----------|----------|----------|
| Fern | 89% | 96% | 74% | 100% | 100% | 82% |
| Kaewai | 95% | 100% | 71% | 95% | 88% | 96% |
| Kalihi | 88% | 100% | 78% | 95% | 85% | 100% |
| Kalihi Kai | 96% | 97% | 98% | 100% | 100% | 100% |
| Kalihi Uka | 100% | 100% | 87% | 94% | 94% | 100% |
| Kalihi Waena | 100% | 97% | 76% | 100% | 95% | 91% |
| Kapalama | 97% | 100% | 92% | 95% | 100% | 100% |
| Linapuni | 100% | 100% | 100% | 86% | 100% | 93% |
| Puuhale | 95% | 100% | 89% | 100% | 100% | 93% |

Source: DOE, Honolulu district office

Discussion of the effect on school-wide student achievement of various student demographic factors

Nationally and in Hawaii there is a correlation between the percentage of students who are academically proficient, measured by the percentage that 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.

Although the Hawaii State Assessment results of students who have not been in the same school the entire school year are not “counted” in determining the percentage of students who are proficient in reading and math, the percentage of students who remain at school the entire year is an indicator for the stability or transiency of the student population at a school. All other factors equal, a stable population of students will generally perform better academically than a transient population.

A final student demographic marker shown below is the percentage of kindergarten students who enter kindergarten having attended preschool. All other factors equal, students with preschool experience perform better academically than students who have not attended preschool.

The percentages of students at the nine schools who are economically disadvantaged, in special education programs, have limited English language proficiency, and attended the same school for

the entire school year, and the percentage of kindergarteners with preschool experience are shown in the tables below.

| Fern Percentages | SY 2004-05 | SY 2005-06 | SY 2006-07 | SY 2007-08 | SY 2008-09 | SY 2009-10 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
| Economically disadvantaged | 80% | 74% | 73% | 65% | 80% | 84% |
| Special education | 10% | 10% | 10% | 9% | 7% | 9% |
| Limited English language proficiency | 30% | 31% | 37% | 41% | 39% | 40% |
| Enrolled all year | 93% | 93% | 89% | 86% | 87% | 93% |
| Kindergarteners who attended preschool | 49% | 32% | 31% | 27% | 34% | 48% |

| Kaewai Percentages | SY 2004-05 | SY 2005-06 | SY 2006-07 | SY 2007-08 | SY 2008-09 | SY 2009-10 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
| Economically disadvantaged | 75% | 84% | 83% | 83% | 83% | 86% |
| Special education | 7% | 77% | 8% | 8% | 8% | 13% |
| Limited English language proficiency | 25% | 30% | 29% | 31% | 31% | 30% |
| Enrolled all year | 89% | 92% | 93% | 81% | 94% | 88% |
| Kindergarteners who attended preschool | 39% | 25% | 44% | 21% | 42% | 26% |

| Kalihi Percentages | SY 2004-05 | SY 2005-06 | SY 2006-07 | SY 2007-08 | SY 2008-09 | SY 2009-10 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
| Economically disadvantaged | 80% | 68% | 62% | 66% | 72% | 80% |
| Special education | 6% | 8% | 8% | 6% | 9% | 13% |
| Limited English language proficiency | 34% | 28% | 36% | 46% | 41% | 40% |
| Enrolled all year | 95% | 87% | 91% | 94% | 87% | 84% |
| Kindergarteners who attended preschool | 32% | 33% | 39% | 38% | 43% | 48% |

| Kalihi Kai Percentages | SY 2004-05 | SY 2005-06 | SY 2006-07 | SY 2007-08 | SY 2008-09 | SY 2009-10 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
| Economically disadvantaged | 78% | 75% | 73% | 72% | 68% | 75% |
| Special education | 5% | 5% | 7% | 9% | 8% | 10% |
| Limited English language proficiency | 22% | 21% | 26% | 30% | 35% | 35% |
| Enrolled all year | 95% | 93% | 90% | 93% | 93% | 92% |
| Kindergarteners who attended preschool | 32% | 43% | 38% | 32% | 64% | 33% |

| Kalihi Uka Percentages | SY 2004-05 | SY 2005-06 | SY 2006-07 | SY 2007-08 | SY 2008-09 | SY 2009-10 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
| Economically disadvantaged | 60% | 60% | 56% | 56% | 60% | 63% |
| Special education | 9% | 6% | 7% | 7% | 7% | 13% |
| Limited English language proficiency | 21% | 23% | 24% | 23% | 16% | 18% |
| Enrolled all year | 91% | 99% | 92% | 91% | 88% | 92% |
| Kindergarteners who attended preschool | 60% | 52% | 44% | 61% | 57% | 39% |

| Kalihi Waena Percentages | SY 2004-05 | SY 2005-06 | SY 2006-07 | SY 2007-08 | SY 2008-09 | SY 2009-10 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
| Economically disadvantaged | 81% | 76% | 71% | 76% | 77% | 83% |
| Special education | 10% | 11% | 10% | 10% | 10% | 7% |
| Limited English language proficiency | 26% | 20% | 26% | 36% | 26% | 29% |
| Enrolled all year | 91% | 90% | 88% | 91% | 90% | 95% |
| Kindergarteners who attended preschool | 26% | 31% | 30% | 45% | 43% | 49% |

| Kapalama Percentages | SY 2004-05 | SY 2005-06 | SY 2006-07 | SY 2007-08 | SY 2008-09 | SY 2009-10 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
| Economically disadvantaged | 53% | 52% | 55% | 53% | 58% | 59% |
| Special education | 4% | 4% | 3% | 2% | 2% | 4% |
| Limited English language proficiency | 16% | 14% | 17% | 16% | 16% | 13% |
| Enrolled all year | 97% | 96% | 95% | 96% | 95% | 93% |
| Kindergarteners who attended preschool | 66% | 68% | 63% | 65% | 52% | 50% |

| Linapuni Percentages | SY 2004-05 | SY 2005-06 | SY 2006-07 | SY 2007-08 | SY 2008-09 | SY 2009-10 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|
| Economically disadvantaged | 100% | 100% | 97% | 98% | 97% | 99% |
| Special education | 2% | 4% | 4% | 4% | 6% | 6% |
| Limited English language proficiency | 42% | 51% | 46% | 51% | 56% | 52% |
| Enrolled all year | 87% | 98% | 85% | 94% | 91% | 88% |
| Kindergarteners who attended preschool | 40% | 53% | 63% | 62% | 59% | 51% |

| Puuhale Percentages | SY 2004-05 | SY 2005-06 | SY 2006-07 | SY 2007-08 | SY 2008-09 | SY 2009-10 |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Economically disadvantaged | 78% | 71% | 67% | 72% | 66% | 78% |
| Special education | 5% | 4% | 3% | 4% | 4% | 8% |
| Limited English language proficiency | 25% | 26% | 30% | 36% | 35% | 32% |
| Enrolled all year | 89% | 90% | 82% | 84% | 76% | 88% |
| Kindergarteners who attended preschool | 14% | n/a | 21% | 36% | 45% | 39% |

Sources: 2005-10 DOE ARCH website, School Status & Improvement Reports by school, by year
2010 DOE Systems Accountability Office, 3/30/10 student rosters from DOE student information system

Discussion of the “achievement gap”

One of the primary objectives of the NCLB Act is to eliminate the gap between the percentage of students not economically disadvantaged who are proficient or better in reading and mathematics and the percentage of economically disadvantaged students who are proficient or better in reading and mathematics.

More than half of the students at each of the eight schools are economically disadvantaged. The table below summarizes the achievement gap in reading and mathematics at each of the schools in SY 2009-10.

| | Percent Proficient in Reading | | | Percent Proficient in Math | | |
|--------------|--------------------------------|----------------------------|-----|--------------------------------|----------------------------|-----|
| | Not Economically Disadvantaged | Economically Disadvantaged | Gap | Not Economically Disadvantaged | Economically Disadvantaged | Gap |
| Fern | 62 | 43 | -19 | 75 | 37 | -38 |
| Kaewai | 65 | 44 | -21 | 65 | 36 | -29 |
| Kalihi | 72 | 42 | -30 | 62 | 37 | -25 |
| Kalihi Kai | 56 | 52 | - 4 | 43 | 39 | - 4 |
| Kalihi Uka | 63 | 52 | -11 | 41 | 49 | + 8 |
| Kalihi Waena | 88 | 53 | -35 | 67 | 43 | -24 |
| Kapalama | 83 | 63 | -20 | 58 | 48 | -10 |
| Puuhale | 66 | 61 | - 5 | 57 | 29 | -18 |

The same data, using the median of the most recent three school years to reduce the effect of single year aberrations, is shown in the table below:

| | Percent Proficient in Reading | | | Percent Proficient in Math | | |
|--------------|--------------------------------|----------------------------|-----|--------------------------------|----------------------------|-----|
| | Not Economically Disadvantaged | Economically Disadvantaged | Gap | Not Economically Disadvantaged | Economically Disadvantaged | Gap |
| Fern | 55 | 40 | -15 | 44 | 34 | -10 |
| Kaewai | 65 | 44 | -21 | 63 | 26 | -37 |
| Kalihi | 72 | 47 | -25 | 60 | 37 | -23 |
| Kalihi Kai | 53 | 48 | - 5 | 47 | 38 | - 9 |
| Kalihi Uka | 62 | 57 | - 5 | 55 | 46 | - 9 |
| Kalihi Waena | 67 | 50 | -17 | 63 | 43 | -20 |
| Kapalama | 76 | 63 | -13 | 57 | 48 | - 9 |
| Puuhale | 59 | 54 | - 5 | 57 | 32 | -25 |

Sources: DOE ARCH website, School Status & Improvement Reports by school, (percentage of economically disadvantaged students 2008 and 2009)

DOE Systems Accountability Office, 3/30/10 student rosters from DOE student information system (percentage of disadvantaged students, 2010)

DOE ARCH website, NCLB reports by school, by year, 2008-2010 (proficiency percentages)

It appears from the two tables above that some of the schools have had better success reducing the achievement gap than others.

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 and the number and effectiveness of other

teachers or educational assistants in a classroom, as well as the number of students in the classroom.

A summary of student-teacher ratios in the eight elementary schools, excluding pre-K students and teachers, is in the table below. Further details are in Table 8 at the end of this report.

| No. of teachers* | Fern | Kaewai | Kalihi | Kalihi Kai | Kalihi Uka | Kalihi Waena | Kapalama | Puuhale |
|--------------------------|------|--------|--------|------------|------------|--------------|----------|---------|
| General Ed | 26 | 19.5 | 19 | 33 | 13.5 | 30 | 33 | 16 |
| Article VI | 1 | 1 | 1 | 2 | 0 | 1 | 0 | 1 |
| Special Ed | 4 | 4 | 3 | 2 | 2 | 4 | 1 | 1 |
| Total | 31 | 24.5 | 23 | 37 | 15.5 | 35 | 34 | 15 |
| No. of Students | 497 | 346 | 294 | 605 | 251 | 572 | 668 | 234 |
| Ratio: students-teachers | 16 | 14 | 13 | 16 | 16 | 16 | 20 | 16 |

* Full-time equivalent

Considerable concern has been expressed by parents that a larger single school will necessarily result in larger classes and poorer student achievement. It is not the case. More students at the school that receives students means more weighted student formula funds will come to the school, and the school will hire more teachers. The student-teacher ratio will not change significantly.

Except for very small schools, there is little difference statewide in average class size among schools with differing enrollments. And although research supports the premise that elementary students do better in schools of 300 to 400 students, this is if all other factors are equal. Far more significant than the size of the school is the leadership of the principal, the effectiveness of the teachers, a campus culture of high expectations, and parents who believe education is important. The data do not indicate that students in the Farrington complex do better if they are in small schools.

When schools are consolidated, the resulting student-teacher ratio will in part be dependent on how the principal elects to use the weighted formula funds. As shown in the table above, the student-teacher ratio at Kalihi is slightly lower than at either Kaewai or Kalihi Uka. There is no evidence, however, that student achievement is better at Kalihi, or that the slightly smaller class sizes have produced superior student achievement at Kalihi, and there is no indication that the achievement of Kalihi students would suffer if Kalihi were closed and the students transferred to Kaewai and Kalihi.

The table above also shows that the student-teacher ratio at Kalihi Kai is the same as at Puuhale. There is no reason to believe the student-teacher ratio would change significantly at Kalihi Kai if Puuhale were closed and its students transferred to Kalihi Kai.

Discussion of school size

The research of Ready and Lee (cited above) 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.

The consolidation of schools discussed in this report would result in the following enrollment changes:

| | Current Enrollment | Pro forma Enrollment |
|--------------|--------------------|----------------------|
| Fern | 497 | 503 |
| Kaewai | 346 | 490 |
| Kalihi | 294 | 0 |
| Kalihi Kai | 605 | 833 |
| Kalihi Uka | 251 | 401 |
| Kalihi Waena | 572 | 643 |
| Kapalama | 668 | 668 |
| Linapuni | 255 | 184 |
| Puuhale | 234 | 0 |
| Total | 3,722 | 3,722 |

Kalihi Kai would exceed 800 students. If this occurred, Kalihi Kai would be the 23rd largest elementary school in the state. A list of the elementary schools with enrollments greater than 700 is in **Table 9** at the end of this report.

The combined enrollments of the nine schools are projected to increase slightly but steadily through school year 2015-16, 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 (WSF) dollar allocations replaced position allocations as the method of allocating state general funds to individual schools. The theory of WSF 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 WSF 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. The table below shows the total dollar and per-student amounts of WSF allocations, this school year and projected for next year:

| | Enrollment Including Pre-K | | WSF Allocation | | WSF Allocation/Student | | |
|--------------|----------------------------|---------|----------------|-----------|------------------------|---------|----------------------|
| | 2010-11 | 2011-12 | 2011-12 | 2011-12 | 2010-11 | 2011-12 | Increase/ (Decrease) |
| Fern | 502 | 522 | 2,264,799 | 2,417,136 | 4,512 | 4,631 | 119 |
| Kaewai | 350 | 358 | 1,768,283 | 1,655,754 | 5,052 | 4,625 | -427 |
| Kalihi | 300 | 295 | 1,587,418 | 1,486,399 | 5,291 | 5,039 | -253 |
| Kalihi Kai | 608 | 596 | 2,723,528 | 2,702,517 | 4,479 | 4,534 | 55 |
| Kalihi Uka | 257 | 270 | 1,333,975 | 1,249,085 | 5,191 | 4,628 | -536 |
| Kalihi Waena | 579 | 587 | 2,559,477 | 2,662,394 | 4,421 | 4,536 | 115 |
| Kapalama | 674 | 655 | 2,888,152 | 2,858,540 | 4,285 | 4,364 | 79 |
| Linapuni | 298 | 261 | 1,655,409 | 1,550,063 | 5,555 | 5,939 | 384 |
| Puuhale | 234 | 227 | 1,320,498 | 1,236,465 | 5,643 | 5,447 | -196 |

Note: enrollment includes pre-K students, because the allocation includes pre-K students.

Linapuni's data are not comparable to the other schools, because Linapuni's students are only in grades K-2. The weight for K-2 students is greater than the weight for students in grades 3-5. The decline in projected enrollment for Linapuni is because it will discontinue second grade in SY 2011-12. Excluding Linapuni, the small schools are all projected to receive less WSF allocations per student and the large schools are all projected to receive more per student. This will affect the ability of small schools to continue to provide range of educational programs that large schools are able to provide, because of the economies of scale of large schools.

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

The current enrollment (SY 2010-11) at the nine schools is:

General education students

| | Fern | Kaewai | Kalihi | Kalihi Kai | Kalihi Uka | Kalihi Waena | Kapalama | Linapuni | Puuhale | Total |
|-----------|------|--------|--------|------------|------------|--------------|----------|----------|---------|-------|
| K | 62 | 55 | 54 | 100 | 43 | 84 | 112 | 96 | 38 | 644 |
| Grade 1 | 61 | 58 | 51 | 79 | 43 | 76 | 109 | 84 | 42 | 603 |
| Grade 2 | 61 | 54 | 38 | 77 | 32 | 50 | 112 | 68 | 34 | 526 |
| Grade 3 | 94 | 48 | 40 | 100 | 42 | 110 | 107 | | 35 | 576 |
| Grade 4 | 94 | 51 | 35 | 94 | 30 | 100 | 106 | | 29 | 539 |
| Grade 5 | 97 | 43 | 45 | 102 | 40 | 115 | 103 | | 40 | 585 |
| Total K-5 | 469 | 309 | 263 | 552 | 230 | 535 | 649 | 248 | 218 | 3473 |

Special education students

| | Fern | Kaewai | Kalihi | Kalihi Kai | Kalihi Uka | Kalihi Waena | Kapalama | Linapuni | Puuhale | Total |
|-----------|------|--------|--------|------------|------------|--------------|----------|----------|---------|-------|
| K | 0 | 4 | 2 | 7 | 3 | 5 | 2 | 2 | 2 | 27 |
| Grade 1 | 4 | 7 | 5 | 1 | 0 | 3 | 2 | 2 | 0 | 24 |
| Grade 2 | 2 | 8 | 2 | 8 | 4 | 4 | 2 | 3 | 3 | 36 |
| Grade 3 | 10 | 5 | 3 | 10 | 4 | 10 | 4 | | 6 | 52 |
| Grade 4 | 6 | 5 | 10 | 15 | 6 | 10 | 4 | | 1 | 57 |
| Grade 5 | 6 | 8 | 9 | 12 | 4 | 5 | 5 | | 4 | 53 |
| Total K-5 | 28 | 37 | 31 | 53 | 21 | 37 | 19 | 7 | 16 | 249 |
| Pre-K | 5 | 4 | 6 | 3 | 6 | 7 | 6 | 5 | 0 | 42 |

General education preschool students

| | Fern | Kaewai | Kalihi | Kalihi Kai | Kalihi Uka | Kalihi Waena | Kapalama | Linapuni | Puuhale | Total |
|-------|------|--------|--------|------------|------------|--------------|----------|----------|---------|-------|
| pre-K | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 0 | 38 |

Total enrollment

| | Fern | Kaewai | Kalihi | Kalihi Kai | Kalihi Uka | Kalihi Waena | Kapalama | Linapuni | Puuhale | Total |
|-----------|------|--------|--------|------------|------------|--------------|----------|----------|---------|-------|
| K | 62 | 59 | 56 | 107 | 46 | 89 | 114 | 98 | 40 | 671 |
| Grade 1 | 65 | 65 | 56 | 80 | 43 | 79 | 111 | 86 | 42 | 627 |
| Grade 2 | 63 | 62 | 40 | 85 | 36 | 54 | 114 | 71 | 37 | 562 |
| Grade 3 | 104 | 53 | 43 | 110 | 46 | 120 | 111 | | 41 | 628 |
| Grade 4 | 100 | 56 | 45 | 109 | 36 | 110 | 110 | | 30 | 596 |
| Grade 5 | 103 | 51 | 54 | 114 | 44 | 120 | 108 | | 44 | 638 |
| Total K-5 | 497 | 346 | 294 | 605 | 251 | 572 | 668 | 255 | 234 | 3722 |
| Pre-K | 5 | 4 | 6 | 3 | 6 | 7 | 6 | 43 | 0 | 80 |

Source: DOE official enrollment count SY 2010-11 (revised 10/5/10)

The nine schools have the following facilities:

| | Fern | Kaewai | Kalihi | Kalihi Kai | Kalihi Uka | Kalihi Waena | Kapalama | Linapuni | Puuhale |
|----------------------------|--------|--------|--------|------------|------------|--------------|----------|----------|---------|
| No. of Classrooms | 30 | 30 | 30 | 45 | 25 | 33 | 37 | 16 | 21 |
| Avg Classroom sq.ft. | 862 | 852 | 980 | 1,013 | 965 | 1,004 | 900 | 981 | 835 |
| Total Classroom sq.ft. | 25,848 | 25,574 | 29,400 | 45,595 | 24,131 | 33,123 | 33,317 | 15,688 | 17,544 |
| Admin & Library sq.ft. | 8,164 | 7,376 | 6,676 | 6,432 | 5,314 | 6,917 | 7,680 | 0 | 8,879 |
| Cafeteria & Kitchen sq.ft. | 5,097 | 7,694 | 7,636 | 8,083 | 7,237 | 7,918 | 3,817 | 5,120 | 6,718 |
| Total sq.ft. | 39,109 | 40,644 | 43,712 | 60,110 | 36,682 | 47,958 | 44,814 | 20,808 | 33,141 |

Note: Linapuni School library and office are in classrooms

Source: DOE facilities planning office 10/7/10

There are 267 classrooms in the nine elementary schools. When Linapuni is converted to an early education center, serving students only through grade 1 in SY 2011-12, it will increase the number of classroom needed by four.

As of spring 2010, there were the following non-school uses of classrooms in these schools:

| | Number of Classrooms | Used by Others or Vacant | | | | | | Used by School |
|--------------|----------------------|--------------------------|-------|-------|---------|--------|-------|----------------|
| | | District | State | Gov't | Private | Vacant | Total | |
| Fern | 30.0 | | | | 1.0 | | 1.0 | 29.0 |
| Kaewai | 30.0 | | | | 2.0 | | 2.0 | 28.0 |
| Kalihi | 30.0 | 2.0 | | | 2.0 | | 4.0 | 26.0 |
| Kalihi Kai | 45.0 | | | | | 1.0 | 1.0 | 44.0 |
| Kalihi Uka | 25.0 | 0.25 | | | 1.0 | | 1.25 | 23.75 |
| Kalihi Waena | 33.0 | | | | | | | 33.0 |
| Kapalama | 37.0 | | | | 0.5 | | 0.5 | 36.5 |
| Linapuni | 16.0 | | | | | | | 16.0 |
| Puuhale | 21.0 | 1.0 | | | 1.0 | | 2.0 | 19.0 |
| Total | 267.0 | 3.25 | | | 7.5 | 1.0 | 11.75 | 255.25 |

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

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

- one classroom for each 10 pre-K students (minimum of 1)
- 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.

Based on this set of criteria, 186.1 classrooms are needed for the students currently enrolled at the nine schools, as shown in the table below:

| | Gr. K-2 Gen Ed | Gr. 3-5 Gen Ed | SPED | Sub-total | Pre-K | Total Need | Classroom Avail. | Classroom Excess (Shortage) |
|--------------|-------------------|-------------------|------|-----------|-------|---------------|---------------------|-----------------------------------|
| Fern | 9.2 | 7.4 | 4.0 | 20.6 | 1.0 | 21.6 | 30 | 8.4 |
| Kaewai | 8.4 | 5.7 | 4.0 | 18.1 | 1.0 | 19.1 | 30 | 10.9 |
| Kalihi | 7.2 | 4.8 | 3.0 | 15.0 | 1.0 | 16.0 | 30 | 14.0 |
| Kalihi Kai | 12.8 | 11.8 | 2.0 | 26.6 | 1.0 | 27.6 | 45 | 17.4 |
| Kalihi Uka | 5.9 | 4.5 | 2.0 | 12.4 | 1.0 | 13.4 | 25 | 11.6 |
| Kalihi Waena | 10.5 | 13.0 | 4.0 | 27.5 | 1.0 | 28.5 | 33 | 4.5 |
| Kapalama | 16.7 | 12.6 | 1.0 | 30.3 | 1.0 | 31.3 | 37 | 5.7 |
| Linapuni | 12.4 | 0.0 | 1.0 | 13.4 | 4.3 | 17.7 | 16 | (1.7) |
| Puuhale | 5.7 | 4.2 | 1.0 | 10.9 | 0.0 | 10.9 | 21 | 10.1 |
| Total | 88.8 | 64.0 | 22.0 | 174.8 | 11.3 | 186.1 | 267 | 80.9 |

Alternate criteria for determining the number of classrooms needed are one classroom per:

- 10 pre-K students
- 20 general ed students in grades K-3.
- 26 general ed students in grades 4-5.
- 12 special ed students
- Add 20% to the number of classrooms in the general ed formula
- Add 10% to the number of classrooms in the special ed formula (but not pre-K).

The 20% and 10% are to account for classrooms needed for programs offered when the regular classroom teachers have their preparation periods.

Based on the second set of criteria, 228.3 classrooms are needed for the students currently enrolled at the nine schools, as shown in the table below.

| | Gr. K-3 Gen Ed | Gr. 4-5 Gen Ed | SPED | Sub-total | Add 20% for Gen Ed | Add 10% for SPED | Pre-K | Total |
|--------------|-------------------|-------------------|------|-----------|-----------------------|---------------------|-------|-------|
| Fern | 13.5 | 7.4 | 2.3 | 23.2 | 4.2 | 0.2 | 0.5 | 28.1 |
| Kaewai | 10.8 | 3.6 | 3.1 | 17.5 | 2.9 | 0.3 | 0.4 | 21.1 |
| Kalihi | 9.2 | 3.1 | 2.6 | 18.9 | 2.5 | 0.3 | 0.6 | 22.3 |
| Kalihi Kai | 17.9 | 7.5 | 4.4 | 29.8 | 5.1 | 0.4 | 0.3 | 35.6 |
| Kalihi Uka | 8.0 | 2.7 | 1.8 | 12.5 | 2.1 | 0.2 | 0.6 | 15.4 |
| Kalihi Waena | 16.0 | 8.3 | 3.1 | 27.4 | 4.9 | 0.3 | 0.7 | 33.3 |
| Kapalama | 22.0 | 8.0 | 1.6 | 31.6 | 6.0 | 0.2 | 0.6 | 38.4 |
| Linapuni | 12.4 | 0.0 | 0.6 | 13.0 | 2.5 | 0.1 | 4.3 | 19.9 |
| Puuhale | 8.0 | 2.7 | 1.3 | 12.0 | 2.1 | 0.1 | 0.0 | 14.2 |
| Total | 117.8 | 43.3 | 20.8 | 185.9 | 32.3 | 2.1 | 8.0 | 228.3 |

Food service

Seven of the nine elementary schools have their own preparation kitchens. The two exceptions are Kaewai and Linapuni. Meals for these schools are prepared at Dole Middle and Kalihi Waena, respectively, and transported by vans (one for each school) to the schools.

If either Kaewai or Linapuni were closed, the savings would be a van, a part-time driver, and a part-time helper.

If any other schools were closed, the savings would be a cafeteria manager, a cook, and one part-time helper, net of increased staff needed at the school(s) to which the students from the closed school(s) were transferred.

Student transportation

DOE does not provide student transportation services for students in the Farrington complex, except for (a) certain special needs students requiring curb-to-curb transportation services and (b) students qualifying for free school meals who live more than one mile from school. Closing one or two of the Farrington complex elementary schools will not significantly alter the cost of special education transportation services.

Closing either Kalihi or Puuhale will likely increase the number of City bus passes DOE now purchases and gives to students qualifying for free school meals who live more than one mile from school. The cost to DOE of student bus passes is about \$300 per student per year.

As of December 2010, DOE provided free bus passes to 41 students at Dole and Kalakaua Middle Schools, which is 2.4% of the 1,712-student combined enrollment of the two schools. It is unlikely that a higher percentage of the Kalihi and Puuhale students would require free City bus passes. 2.4% of the combined enrollment of 528 at Kalihi and Puuhale is approximately 13. If 13 students required DOE-provided City bus passes as a result of consolidation, the annual cost would be about \$4,000.

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

Impact on children and their families

The closure of a school would mean that students at that school would likely need to travel farther to their new school, probably inconveniencing some of the students and their families. To the extent that students who now walk to school would need to take the bus or be driven, because of the greater distance or the greater perceived danger of walking, the closure of a school would have a financial cost to families. As noted in the “Student transportation” discussion above, elementary students who qualify for free school meals living more than one mile from their new school would be eligible for free City bus passes.

Much of the concern about the closure of Kalihi and Puuhale expressed at the public hearing was about the danger to students of walking farther to school along streets with no paved sidewalks and/or crossing busy streets.

For students living in upper Kalihi Valley who now attend Kalihi, to go to Kalihi Uka is an additional 0.1 mile – 2 minutes if walking. For students taking the bus to school from upper Kalihi Valley, Kalihi Uka would be more convenient than Kalihi, because City bus #7 travels down Kalihi Street every 10 minutes between 6:40 and 7:30 a.m. and up Kalihi Street about every 15 minutes between 1:45 and 3:30 p.m. Students living in upper Kalihi Valley who take the bus to Kalihi Elementary must walk from the bus stop at the intersection of Kalihi St. and Nalanieha St. to school, across the Likelike Highway pedestrian overpass, a distance of approximately 0.2 mile.

For students living on the Kalihi Valley Homes side of Likelike Highway who now attend Kalihi, to go to Kaewai would be a longer trip. The distance between Kalihi and Kaewai is about 0.8 mile. The attendance area boundary between the two schools is approximately half-way between the them, so depending on where the student lives, the additional distance to Kaewai, compared to Kalihi, will be between zero and 0.8 mile. There is no City bus service to Kalihi Elementary from the portion of the school's attendance area that is on the Kalihi Valley Homes side of Likelike Highway. There is frequent City bus service (route #7) from Kalihi Valley Housing to Kaewai, but the distance is so short (about 0.6 mile) that it is unlikely many students would use it.

The Kalihi Elementary students most affected by a closure of the school would be those who live in the school's immediate neighborhood on Kula Kolea Drive and Naai Street. If walking to school, they would need to walk on the sidewalk along Likelike Highway for a distance of about 0.2 mile, before reaching Kalihi Valley Homes, where they would walk within the Kalihi Valley Homes roadway until they reached Kamehemeha IV Road. The sidewalk along Likelike Highway is separated from the highway by a chain link fence. Walking students would need to cross Kamehemeha IV Road (to get to the side of the street on which Kaewai is located) at a signalized intersection, along with the students from Kalihi Valley Homes who now attend Kaewai. From the furthest home in the Kula Kolea Drive neighborhood to Kaewai is a driving distance of about 1.0 mile, about 0.7 mile farther than from the end of Kula Kolea Drive to Kalihi Elementary.

Most of the students who live in the Puuhale attendance area and attend Puuhale live on the makai side of Dillingham Boulevard (123 out of 154). A majority of these students (85) live makai of Nimitz and already cross Nimitz to get to Puuhale. The rest live between Dillingham and Nimitz Highway. All of the students living makai of Dillingham would, if Puuhale were closed, have to cross Dillingham at a signalized intersection to get to Kalihi Kai, which is on Dillingham.

The distance between Puuhale and Kalihi Kai is about 0.5 mile. The most distant residence from the school of a Puuhale student living in the Puuhale attendance area is the Keehi small boat harbor. The distance from the Keehi small boat harbor to Puuhale is about 1.1 miles. If Puuhale were closed, the home-to-school distance for students living at this most-distant residence would increase to about 1.6 miles. The second-most distant residence within the Puuhale attendance area for a Puuhale student is Hoe Street. The farthest a Puuhale student would need to travel from Hoe Street to reach Kalihi Kai is about 0.6 miles. The third-most distant residence within the Puuhale attendance area for a Puuhale student is the intersection of Bannister Street and Wilcox Lane. The walking distance from this intersection to Puuhale is about 0.5 mile, about the same distance as from this intersection to Kalihi Kai. The driving distance is farther because of one-way streets.

Community uses of schools

The closure of any of the schools would affect community users of school facilities, who would have to fit their uses into the available time at other schools or make other arrangements.

The community uses the recreational facilities (playground, basketball courts, baseball field, and other open space) on the Puuhale campus, and the covered play court on the Kalihi campus after school, on weekends and holidays, and at other times when school is not in session. The continued availability of these facilities for community use would be important for those who use them.

A list of community users of Kalihi and Puuhale schools are in **Table 1** at the end of this report.

The school as a social center of a community

Schools are social centers of their communities. In a transient community with a high percentage of immigrants, such as Kalihi, the physical school is icon of safety and stability for students and their parents, as well as a source of pride for the greater community. The closure of a neighborhood school may diminish the cohesion and stability of the neighborhood, depending in part on the quality of the transition of students and staff to their new school, and in part on the use of the school facility after the school is closed.

Staff reduction guidelines

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 one school were closed and the students transferred to another school (the "receiving" school), 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.

The teacher transfer period for SY 2011-12 begins February 28, 2011. A meeting for displaced teachers (including teachers in schools identified for school consolidation) usually meets two weeks prior to the start of the transfer period.

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 (except the cafeteria manager, who is in a different union) 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 estimated net annual financial savings, including the savings on fringe benefits, from closing Kalihi and Puuhale is summarized below:

| | Annual Savings |
|--|----------------|
| Close Puuhale, transfer students to Kalihi Kai | 667,000 |
| Close Kalihi, transfer students to Kalihi Uka and Kaewai | 544,000 |

Details are in **Table 2** at the end of this report.

The planned repair and maintenance and capital improvement program projects (not yet funded) and current projects (for which funds have been appropriated) at the two schools are:

Planned (not yet funded):

| | R&M | CIP | Total |
|---------|-----------|------------|------------|
| Kalihi | 1,599,000 | 4,225,000 | 5,824,000 |
| Puuhale | 482,000 | 19,365,000 | 19,847,000 |
| Total | 2,081,000 | 23,590,000 | 25,671,000 |

Major planned projects included above that are not likely to be funded in the foreseeable future are:

| | Kalihi | Puuhale | Total |
|---------------------------|-----------|------------|------------|
| Air condition school | 3,500,000 | | 3,500,000 |
| Building annex | | 3,500,000 | 3,500,000 |
| Gymnasium with classrooms | | 15,000,000 | 15,000,000 |
| Total | 3,500,000 | 18,500,000 | 22,000,000 |

Current (funded) projects for which construction has not yet started:

| | R&M | CIP | Total |
|---------|---------|------|---------|
| Kalihi | 500,000 | none | 500,000 |
| Puuhale | none | none | none |
| Total | 500,000 | none | 500,000 |

The facility savings from closing these two schools is probably not a consideration if the facilities will continue to be used by DOE state office staff. However, the use of one or both of these facilities by state office staff would improve the efficiency of the state office, whose personnel are now scattered around Honolulu.

Details of planned and current projects for the two schools are in **Tables 3 and 4** at the end of this report.

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

Historical enrollment at the nine elementary schools has trended downward over the past 15 years, as shown in the table below. The years in the left column are the first year of a school year; for example, “1995” is for SY 1995-96:

| | Fern | Kae-wai | Kalihi | Kalihi Kai | Kalihi Uka | Kalihi Waena | Kapalama | Linapuni | Puuhale | Total |
|---------------|------|---------|--------|------------|------------|--------------|----------|----------|---------|-------|
| 1995 | 550 | 451 | 312 | 794 | 353 | 587 | 776 | 227 | 399 | 4449 |
| 1996 | 597 | 446 | 297 | 792 | 360 | 605 | 792 | 231 | 416 | 4536 |
| 1997 | 578 | 432 | 304 | 802 | 353 | 629 | 776 | 262 | 401 | 4537 |
| 1998 | 569 | 426 | 285 | 866 | 335 | 620 | 774 | 243 | 378 | 4496 |
| 1999 | 590 | 388 | 295 | 880 | 325 | 798 | 798 | 218 | 327 | 4619 |
| 2000 | 572 | 375 | 261 | 885 | 326 | 565 | 791 | 283 | 307 | 4365 |
| 2001 | 510 | 338 | 226 | 876 | 310 | 550 | 744 | 265 | 369 | 4188 |
| 2002 | 517 | 314 | 236 | 851 | 259 | 564 | 740 | 276 | 349 | 4106 |
| 2003 | 557 | 288 | 203 | 826 | 280 | 552 | 716 | 290 | 353 | 4065 |
| 2004 | 524 | 281 | 217 | 763 | 256 | 556 | 702 | 218 | 369 | 3886 |
| 2005 | 555 | 250 | 210 | 706 | 252 | 556 | 728 | 205 | 355 | 3817 |
| 2006 | 466 | 259 | 245 | 683 | 244 | 553 | 615 | 225 | 284 | 3574 |
| 2007 | 488 | 274 | 245 | 687 | 249 | 540 | 630 | 214 | 269 | 3596 |
| 2008 | 511 | 299 | 291 | 631 | 249 | 549 | 663 | 226 | 263 | 3682 |
| 2009 | 492 | 325 | 314 | 623 | 219 | 552 | 687 | 242 | 239 | 3693 |
| 2010 (proj) | 488 | 334 | 319 | 655 | 246 | 546 | 694 | 236 | 236 | 3754 |
| 2010 (actual) | 497 | 346 | 294 | 605 | 251 | 572 | 668 | 255 | 234 | 3722 |

Note: 2010 (proj) was the "official" enrollment projected in May 2010 for SY 2010-11. 2010 (actual) is the actual enrollment as of the August 13, 2010 official enrollment date for SY 2010-11.

The data above do not give a true picture of enrollment trends, because until SY 2006-07, some of the elementary schools had 6th grade classes and some did not. The table below shows the K-12 enrollment in the Farrington complex from 1995 through 2010. Total enrollment is not distorted by the transfer of 6th graders from elementary to middle schools in different years for different schools. Total K-12 enrollment peaked in 1999, declined about 1% per year for the next five years, and has been relatively stable for the past five years.

| | Elem | Middle | High | Total |
|------------------|------|--------|------|-------|
| 1995 | 4449 | 1724 | 2276 | 8449 |
| 1996 | 4536 | 1713 | 2379 | 8628 |
| 1997 | 4537 | 1742 | 2431 | 8710 |
| 1998 | 4496 | 1775 | 2500 | 8771 |
| 1999 | 4619 | 1755 | 2538 | 8912 |
| 2000 | 4365 | 1777 | 2455 | 8597 |
| 2001 | 4188 | 1789 | 2455 | 8432 |
| 2002 | 4106 | 1803 | 2421 | 8330 |
| 2003 | 4065 | 1823 | 2424 | 8312 |
| 2004 | 3886 | 1832 | 2490 | 8208 |
| 2005 | 3817 | 1778 | 2579 | 8174 |
| 2006 | 3574 | 1902 | 2569 | 8045 |
| 2007 | 3596 | 1893 | 2530 | 8019 |
| 2008 | 3682 | 1824 | 2635 | 8141 |
| 2009 | 3693 | 1783 | 2637 | 8113 |
| 2010 (projected) | 3754 | 1774 | 2560 | 8088 |
| 2010 (actual) | 3722 | 1712 | 2521 | 7955 |

There are no significant new residential developments planned that will cause an increase of enrollment in the foreseeable future. Kalihi's school-age population would be expected to continue to decline, as the population in general ages, except that Kalihi is the residential area of choice for many immigrant families. The arrival of immigrant families will, all other factors remaining constant, tend to maintain student population at a more constant level than if the immigrant factor was not present.

Enrollment projections (before consideration of any possible consolidation of schools) for the upcoming five years are for very slight increases. Actual enrollment for the current SY 2010-11 was 32 students below the projection made in May 2010 for the current school year. The projections assume the SY 2009-10 pattern of students attending a school outside the attendance area of their neighborhood will continue.

| | Fern | Kae-wai | Kalihi | Kalihi Kai | Kalihi Uka | Kalihi Waena | Kapalama | Linapuni | Puuhale | Total |
|---------------|------|---------|--------|------------|------------|--------------|----------|----------|---------|-------|
| 2010 (actual) | 497 | 346 | 294 | 605 | 251 | 572 | 668 | 255 | 234 | 3722 |
| 2011 | 490 | 341 | 322 | 654 | 248 | 541 | 695 | 230 | 232 | 3753 |
| 2012 | 491 | 352 | 328 | 656 | 249 | 539 | 697 | 234 | 230 | 3776 |
| 2013 | 495 | 370 | 333 | 655 | 248 | 542 | 696 | 233 | 229 | 3801 |
| 2014 | 496 | 371 | 342 | 653 | 250 | 547 | 699 | 245 | 233 | 3836 |
| 2015 | 495 | 373 | 347 | 654 | 251 | 546 | 698 | 247 | 232 | 3843 |

Source: For 2012-15, DOE Office of Information Technology Services, Information Resource Branch, Information Management Architecture Section, May 2010.

There are 3,926 DOE students living in the attendance areas of the nine Farrington complex elementary schools. Approximately 9% of these students attend elementary schools outside the Farrington complex. The schools they attend are:

| School Attended | No. of Students | Percent of Students |
|------------------------------------|-----------------|---------------------|
| Fern | 483 | 12.3% |
| Kaewai | 336 | 8.6% |
| Kalihi | 292 | 7.4% |
| Kalihi Kai | 580 | 14.8% |
| Kalihi Uka | 251 | 6.4% |
| Kalihi Waena | 554 | 14.1% |
| Kapalama | 622 | 15.8% |
| Linapuni | 284 | 7.2% |
| Puuhale | 183 | 4.7% |
| Subtotal Farrington complex | 3,585 | 91.3% |
| McKinley complex schools | 116 | 2.9% |
| Roosevelt complex schools | 88 | 2.4% |
| Moanalua complex schools | 41 | 1.0% |
| All other DOE schools | 96 | 2.4% |
| Total | 3,926 | 100.0% |

Source: eSIS August 2010. four students could not be mapped

The table below shows the movement of students in and out of the Farrington complex elementary schools, taken together:

| | | |
|--|-------|-------|
| No. of public school elementary students living in the Farrington complex | 3,926 | |
| No. attending public schools outside the Farrington complex | (341) | |
| No. attending public schools in the Farrington complex | | 3,585 |
| No. of students living outside the complex attending schools in the Farrington complex | | 137 |
| No. of elementary students enrolled in Farrington complex schools | | 3,722 |

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

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

The ownership and size of the nine campuses are:

| | TMK no. | Ownership | Acres | School total | Park adjacent? |
|--------------|-------------------|------------------|--------|--------------|----------------|
| Fern | 1-3-1:23 | City & County | 0.280 | | |
| | 1-3-1:58 | State | 2.575 | | |
| | 1-3-1:17 | Joint City/State | 1.194 | 4.049 | Yes |
| Kaewai | 1-3-24:1 | City & County | 5.000 | | |
| | 1-3-24:2 | City & County | 0.758 | 5.758 | Yes |
| Kalihi | 1-4-7:2 (por) | City & County | 18.823 | 18.823 | No |
| Kalihi Kai | 1-5-25:2 (por) | City & County | 3.970 | | |
| | 1-5-28:75 | State | 2.980 | 6.950 | Yes |
| Kalihi Uka | 1-3-35:1 (por) | City & County | 0.301 | | |
| | 1-3-36:79 | City & County | 0.205 | | |
| | 1-3-36:15 | State | 1.110 | 1.616 | Yes |
| Kalihi Waena | 1-3-8:4 | State | 5.584 | 5.584 | No |
| Kapalama | 1-6-26:22 | City & County | 5.549 | 5.549 | No |
| Linapuni | 1-3-39:5 | City & County | 1.842 | 1.842 | No |
| Puuhale | 1-2-8:1 | City & County | 6.026 | | |
| | None (former rd.) | State | 0.664 | 6.690 | Yes |

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. SB 2589 requires the DOE to adopt administrative rules, and the Panel to adopt policies and procedures, to carry out their respective responsibilities under this bill.

Two charter schools have informally expressed interest in using some or all of school campuses in the Honolulu district that may become available if schools are closed.

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.

DOE has identified a number of productive uses of closed school facilities within the Honolulu district:

- Consolidation of the Office of Human Resources, now split between
 - Liliuokalani Bldg
 - Rented space at the Dole Cannery
 - Puuhale Elementary School
 - Additional staff to be hired for Race to the Top
- Construction of a data center and consolidation of the Office of Information Technology Services, now split between
 - Liliuokalani Bldg basement, 4th floor, and loft
 - Kakuhihewa Bldg in Kapolei
 - Kalani High School
 - McKinley High School
 - Contracted services
- Consolidation of the Office of School Facilities and Support Services, now split between
 - Former Kaimuki public library building
 - Kakoi Street in Mapunapuna
 - Kalanimoku Bldg in Honolulu, 4th and 5th floors
 - Former Lincoln School annex on Young St
 - McKinley High School
- Consolidation of the Office of Curriculum, Instruction, and Student Support, now split between
 - Liliuokalani Bldg
 - OCISS annex on 22nd Avenue
 - Kaimuki Middle School

- Mapunapuna Street
- Radford High School

- Consolidation of the Office of Fiscal Services, now split between
 - Liliuokalani Bldg, basement and 4th floor
 - State Office Bldg in Waipahu
 - Rented space in downtown Honolulu
 - Koko Head Elementary School

- Consolidation of the Office of the Superintendent, now split between
 - Liliuokalani Bldg, 3rd and 4th floors
 - OCISS annex
 - Rented space at the Dole Cannery
 - Kaimuki Middle School
 - Ewa Beach Elementary School
 - Koko Head Elementary School

- Consolidation of the Honolulu District Office, now split between
 - Wilson Elementary School
 - Farrington High School
 - McKinley High School
 - Kaimuki Middle School
 - Kalihi Kai Elementary School
 - Kaahumanu Elementary School
 - Lunalilo Elementary School
 - Jefferson Elementary School
 - Manoa Elementary School
 - Liliuokalani Elementary School
 - Palolo Elementary School
 - Koko Head Elementary School

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. DOE also needs a central archive for “dead” files.

Kalihi Elementary is on a hillside, and the cost to bring the facility into compliance with the requirements of the Americans with Disabilities Act will be higher than at most schools.

There is a cell tower license granted on the Kalihi campus. Its continued use would not likely interfere with any post-closure use of the campus.

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

[Discussion that includes joint parent activities]

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

None.

Exhibits (DOE website referenced below is <http://consolidation.k12.hi.us>)

- A. Map
- B. Public hearing sign-in sheet.
- C. Summary of oral testimony at the public hearing
- D. Written testimony (posted on DOE website only)
- E. Petition of Puuhale School students Petition to keep Kalihi Elementary open (first page; balance posted on DOE website only)
- F. "Why We Love Puuhale Elementary School" (posted on DOE website only)
- G. Kalihi Elementary School "Testimonies and Petitions" (posted on DOE website only)

Tables

- 1. Community Organizations Currently Using School Facilities [to be completed]
- 2. Financial Savings
- 3. Planned (not funded) Projects
- 4. Current (funded) Projects
- 5. Enrollment Data for SY 2010-11
- 6. Calculation of Classroom Need Following Consolidation
- 7. School Status and Improvement Reports for 2009-10
- 8. School Lists (FTE positions)