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[date]

To: Ms. Kathryn S. Matayoshi  
Interim Superintendent

From: Randolph G. Moore  
Assistant Superintendent

Subject: Report on 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  
Kaewai  
Kalihi  
Kalihi-kai  
Kalihi-uka  
Kalihi-waena  
Kapalama  
Linapuni  
Puuhale

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.

The public hearing required by Chapter 8-38 was held on \_\_\_\_ [date]\_\_\_\_\_ at \_\_\_\_\_ [venue]\_\_\_\_\_.

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 2<sup>nd</sup> grade students to other schools.

### Summary of study

It appears from the table above that there is adequate capacity to close any two of the schools except Kalihi Kai. 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 Kalihi 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 2<sup>nd</sup> graders transferred to Kalihi Waena), the enrollment, classroom needs, and classroom inventory for SY 2010-11 would have been:

|              | SY 2010-11 enrollment | SY 2010-11 classroom need | Classroom inventory | Classroom excess (shortage) |
|--------------|-----------------------|---------------------------|---------------------|-----------------------------|
| Fern         | 503                   | 22                        | 30                  | 8                           |
| Kaewai       | 490                   | 27                        | 30                  | 3                           |
| Kalihi Kai   | 833                   | 39                        | 45                  | 6                           |
| Kalihi Uka   | 401                   | 22                        | 25                  | 3                           |
| Kalihi Waena | 643                   | 32                        | 33                  | 1                           |
| Kapalama     | 668                   | 31                        | 37                  | 6                           |
| Linapuni     | 184                   | 14                        | 16                  | 2                           |
| Total        | 3722                  | 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 2<sup>nd</sup> graders transfer to Kalihi Waena.

The projected net annual savings from consolidating the schools in this manner is approximately \$1.5 million, which includes fringe benefit costs of approximately \$400,000.

The Puuhale facility could be used by DOE state office staff who are now scattered in schools and other state facilities across Honolulu. It is less clear what immediate future use could be made of the Kalili facility. The school 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  |
|--|---|
| <u>Efficient school administration:</u> <ul style="list-style-type: none"> <li>• Closing one or two schools and transferring the students to the remaining schools will eliminate one or two school administrations.</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul>   |
| <u>Providing equal educational opportunity</u> <ul style="list-style-type: none"> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>• The closure of one or two of the schools may reduce the leadership opportunities for elementary students at all affected schools.</li> <li>• The closure of one or 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.</li> <li>•</li> </ul> |

**Student achievement data**

Student achievement data, as measured by the Hawaii State Assessment, at the three 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’s student proficiency is measured by a different test. The results are not comparable to the Hawaii State Assessment.

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%         |
| Linapuni (not HSA) | 51%         | 54%         | 72%         | 82%         | 74%         | 68%         |
| 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%         |
| Linapuni (not HSA) | 16%         | 6%          | 62%         | 77%         | 76%         | 70%         |
| 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 | In good standing – unconditional | In good standing – unconditional | In good standing – unconditional | 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         |
| Linapuni     | Yes         | No          | 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       |
| Linapuni     | 13/13       | 10/13       | 13/13       | 13/13       | 13/13       | 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%      | 85%      |
| 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 schoolwide 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 schoolwide 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 table below.

| <b>Fern percentages</b>                | <b>SY 2004-05</b> | <b>SY 2005-06</b> | <b>SY 2006-07</b> | <b>SY 2007-08</b> | <b>SY 2008-09</b> | <b>SY 2009-10</b> |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 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%               | n/a               |
| Kindergarteners who attended preschool | 49%               | 32%               | 31%               | 27%               | 34%               | n/a               |



| <b>Kaewai</b><br>percentages           | SY<br>2004-05 | SY<br>2005-06 | SY<br>2006-07 | SY<br>2007-08 | SY<br>2008-09 | SY<br>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%           | n/a           |
| Kindergarteners who attended preschool | 39%           | 25%           | 44%           | 21%           | 42%           | n/a           |

| <b>Kalihi</b><br>percentages           | SY<br>2004-05 | SY<br>2005-06 | SY<br>2006-07 | SY<br>2007-08 | SY<br>2008-09 | SY<br>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%           | n/a           |
| Kindergarteners who attended preschool | 32%           | 33%           | 39%           | 38%           | 43%           | n/a           |

| <b>Kalihi Kai</b><br>percentages       | SY<br>2004-05 | SY<br>2005-06 | SY<br>2006-07 | SY<br>2007-08 | SY<br>2008-09 | SY<br>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%           | n/a           |
| Kindergarteners who attended preschool | 32%           | 43%           | 38%           | 32%           | 64%           | n/a           |

| <b>Kalihi Uka</b><br>Percentages       | SY<br>2004-05 | SY<br>2005-06 | SY<br>2006-07 | SY<br>2007-08 | SY<br>2008-09 | SY<br>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%           | n/a           |
| Kindergarteners who attended preschool | 60%           | 52%           | 44%           | 61%           | 57%           | n/a           |

| <b>Kalihi Waena</b><br>Percentages     | SY<br>2004-05 | SY<br>2005-06 | SY<br>2006-07 | SY<br>2007-08 | SY<br>2008-09 | SY<br>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%           | n/a           |
| Kindergarteners who attended preschool | 26%           | 31%           | 30%           | 45%           | 43%           | n/a           |

| <b>Kapalama</b><br>Percentages         | SY<br>2004-05 | SY<br>2005-06 | SY<br>2006-07 | SY<br>2007-08 | SY<br>2008-09 | SY<br>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%           | n/a           |
| Kindergarteners who attended preschool | 66%           | 68%           | 63%           | 65%           | 52%           | n/a           |

| <b>Linapuni</b><br>percentages         | SY<br>2004-05 | SY<br>2005-06 | SY<br>2006-07 | SY<br>2007-08 | SY<br>2008-09 | SY<br>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%           | n/a           |
| Kindergarteners who attended preschool | 40%           | 53%           | 63%           | 62%           | 59%           | n/a           |

| <b>Puuahale</b><br>percentages         | SY<br>2004-05 | SY<br>2005-06 | SY<br>2006-07 | SY<br>2007-08 | SY<br>2008-09 | SY<br>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%           | n/a           |
| Kindergarteners who attended preschool | 14%           | n/a           | 21%           | 36%           | 45%           | n/a           |

Sources: 2005-09 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 nine 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 |
| Linapuni     | 68                             | 68                         | 0   | 70                             | 70                         | 0   |
| 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 |
| Linapuni     | 74                             | 74                         | 0   | 76                             | 76                         | 0   |
| 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 other.

## 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.

## 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        | 3722               | 3722                 |

Kalihi Kai would exceed 800 students.

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.)

**(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 | Kapa-lama | Lina-puni | 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 | Kapa-lama | Lina-puni | 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 | Kapa-lama | Lina-puni | 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 | Kapa-lama | Lina-puni | 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. If Linapuni is converted to an early education center, serving students only through grade 1, 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                 | 1.0                      |       |       | 2.0     |        | 3.0   | 27.0           |
| 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                | 2.25                     |       |       | 7.5     | 1.0    | 10.75 | 256.25         |

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 | Classrm avail. | Classrm 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 certain special needs students requiring curb-to-curb transportation services. Closing one or two of the Farrington complex elementary schools will not significantly alter the cost of special education transportation services.

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

#### **Community uses of schools**

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

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

#### **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.
- (e) 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           | 600,000        |
| Close Kalihi, transfer students to Kalihi Uka and Kaewai | 950,000        |

Note: Figures are estimates, to be refined later

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  | 1,499,000 | 4,225,000  | 5,724,000  |
| Puuhale | 392,000   | 19,365,000 | 19,757,000 |
| Total   | 1,891,000 | 23,590,000 | 25,481,000 |

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  | 586,000   | 0   | 586,000   |
| Puuhale | 3,915,000 | 0   | 3,915,000 |
| Total   | 4,501,000 | 0   | 4,501,000 |

The major current project is replacing the air conditioning at Puuhale, currently in design, with an estimated total cost of \$3,200,000. 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 | Kapa-lama | Lina-puni | Puu-hale | 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 6<sup>th</sup> grade classes and some did not. The table below shows the K-12 enrollment in the Farrington complex from 1995 through 2010. 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 | Kapa-lama | Lina-puni | Puu-hale | 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: 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. 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%                |
| <b>Subtotal Farrington complex</b> | <b>3,585</b>    | <b>91.3%</b>        |
| 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%                |
| <b>Total</b>                       | <b>3,926</b>    | <b>100.0%</b>       |

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  | 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.

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 Puuhale facility could be used by DOE state office staff who are now scattered in schools and other state facilities across Honolulu. It is less clear what immediate future use could be made of the Kalili facility. The school 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.

**(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.**

a.

b.

## Tables

### 1. Community organizations using school facilities currently [to be completed]

### 2. Financial savings

| <b>Savings from closure of Puuhale and the transfer of its students to Kalihi Kai</b> |          |         |
|---|----------|---------|
|   |          |         |
| Elimination of Puuhale small school adjustment  | 192,756  |         |
| Fringe benefits @ 40.66% of 96%   | 75,240   | 267,996 |
|   |          |         |
| Elimination of non-WSF positions (based on SY 09-10)                                  |          |         |
| School health aide (incl fringes)   | 37,841   |         |
| Cafeteria staff (manager, cook, baker, all incl fringes)                              | 120,000  | 158,841 |
|   |          |         |
| Elimination of campus costs:  |          |         |
| Electricity   | 131,389  |         |
| Water   | 8,721    |         |
| Gas   | 7,934    |         |
| Sewer   | 10,646   |         |
| Tree trimming   | 780      |         |
| Air conditioning maintenance  | 27,899   |         |
| Tree trimming   | 7,225    |         |
| Refuse collection   | 6,572    |         |
| Time controls & program signal system   | 800      |         |
| Courier   | 2,322    |         |
| Subtotal  | 204,288  |         |
| Less estimated cost attributable to PDERI (10%)                                       | (20,429) | 183,859 |
| Building repair and maintenance costs \$2.35/sq.ft. x 33,141 sq.ft.                   |          | 77,881  |
| Total   |          | 688,777 |
| Offsets   |          |         |
| Increased utility costs at Kalihi Kai   | 20,000   |         |
| Increased cafeteria labor cost at Kalihi Kai (incl fringes)                           | 40,000   | 60,000  |
|   |          |         |
| Net savings   |          | 628,777 |

Note: some of the figures are estimates, to be refined later

| <b>Savings from closure of Kalihi and the transfer of its students to Kalihi Uka and Kaewai</b> |         |           |
|---|---------|-----------|
| Elimination of Kalihi small school adjustment   | 219,091 |           |
| Reduction of Kalihi Uka small school adjustment   | 79,235  |           |
| Reduction of Kaewai small school adjustment   | 180,272 |           |
| Fringe benefits @ 40.66% of 96% of 478,598  | 179,007 | 657,605   |
| Elimination of non-WSF positions (based on SY 09-10)  |         |           |
| School health aide (incl fringes)   | 37,841  |           |
| Cafeteria staff (mgr, cook, baker, 0.5 cafeteria helper, all incl fringes)                      | 140,000 | 177,841   |
| Elimination of campus costs:  |         |           |
| Electricity   | 56,512  |           |
| Water   | 4,584   |           |
| Gas   | 5,943   |           |
| Sewer   | 12,873  |           |
| Tree trimming   | 799     |           |
| Air conditioning maintenance  | 2,903   |           |
| Tree trimming   | 8,665   |           |
| Refuse collection   | 6,572   |           |
| Time controls & program signal system   | 80      |           |
| Courier   | 2,322   |           |
| Subtotal  |         | 101,253   |
| Building repair and maintenance costs \$2.35/sq.ft. x 43,712 sq.ft.                             |         | 102,723   |
| Total   |         | 1,039,422 |
| Offsets   |         |           |
| Increased utility costs at Kalihi Uka and Kaewai  | 25,000  |           |
| Increased cafeteria labor cost at Kalihi Uka and Kaewai (incl fringes)                          | 50,000  | 76,000    |
| Net savings   |         | 953,422   |

Note: some of the figures are estimates, to be refined later



### 3. Planned (not funded) projects

#### Kalihi

| dDw tMTg1NDQ1I |   |      |         |                      |
|----------------|---|------|---------|----------------------|
| Project Number | Project Name                                    | Type | Status  | Total Estimated Cost |
| E0402746       | 04 RESRF WKWY                                   | R&M  | Backlog | 30,000               |
| E0406018       | A RPLC TLT DRS                                  | R&M  | Backlog | 20,000               |
| E0410650       | A REPAIR & RECOAT UPPER ROOF                    | R&M  | Backlog | 90,000               |
| E0420844       | CAMPUS FURNITURE                                | R&M  | Backlog | 9,000                |
| E0421131       | INTERG PROGRAM BELL/ PA SYSTEM                  | R&M  | Backlog | 120,000              |
| E0421349       | B REROOF UPPER SECTION                          | R&M  | Backlog | 240,000              |
| E0421353       | B REPAINT EXTERIOR                              | R&M  | Backlog | 95,000               |
| E0421351       | D RPR CONCRETE WLKWY                            | R&M  | Backlog | 10,000               |
| E0421354       | D REPAINT EXTERIOR                              | R&M  | Backlog | 60,000               |
| E0421352       | A REPAINT EXTERIOR                              | R&M  | Backlog | 95,000               |
| E0421355       | E REPAINT EXTERIOR                              | R&M  | Backlog | 60,000               |
| E0421619       | CAMPUS FENCING IMPROVEMENTS                     | R&M  | Backlog | 90,000               |
| E0421683       | 04 REROOF COVERED PLAYCOURT                     | R&M  | Backlog | 150,000              |
| E0421684       | CAMPUS REROOF WALKWAYS                          | R&M  | Backlog | 120,000              |
| E0421682       | VARIOUS BLDGS WLKWY RPRS                        | R&M  | Backlog | 60,000               |
| E0421696       | A REROOF UPPER SECTION                          | R&M  | Backlog | 250,000              |
| C0002104       | ADA Transition Accessibility                    | CIP  | Backlog | 375,000              |
| C0002463       | Air Condition School                            | CIP  | Backlog | 3,500,000            |
| C0003079       | Retaining Wall and Fence Along Likelike Highway | CIP  | Backlog | 350,000              |
|                | <b>Total</b>                                    |      |         | <b>5,724,000</b>     |

#### Puuhale

| dDw tMTg1NDQ1I |                                      |      |         |                      |
|----------------|--------------------------------------|------|---------|----------------------|
| Project Number | Project Name                         | Type | Status  | Total Estimated Cost |
| E0403071       | A RPL WALL ACST TILE                 | R&M  | Backlog | 18,000               |
| E0406781       | A INSTL SEC SC ALL                   | R&M  | Backlog | 30,000               |
| E0420867       | CAMPUS FURNITURE                     | R&M  | Backlog | 3,000                |
| E0420919       | P-5 RENOVATE RRM                     | R&M  | Backlog | 25,000               |
| E0421504       | CAMPUS IRRIGATION PH2                | R&M  | Backlog | 90,000               |
| E0421635       | PO052 REROOF                         | R&M  | Backlog | 16,000               |
| E0421634       | B REROOF                             | R&M  | Backlog | 110,000              |
| E0421633       | A REROOF UPPER                       | R&M  | Backlog | 100,000              |
| C0002254       | Electrical Upgrade                   | CIP  | Backlog | 465,000              |
| C0002636       | Classroom Wall Dividers (Five Walls) | CIP  | Backlog | 400,000              |
| C0003476       | Building Annex                       | CIP  | Backlog | 3,500,000            |
| C0003510       | Gymnasium with Classrooms            | CIP  | Backlog | 15,000,000           |
|                | <b>Total</b>                         |      |         | <b>19,757,000</b>    |

Source: FACTRAK Nov 2, 2010

#### 4. Current (funded) projects.

##### Kalihi

| dDw tMTg1NDQ1I |                                    |      |        |                      |
|----------------|------------------------------------|------|--------|----------------------|
| Project Number | Project Name                       | Type | Status | Total Estimated Cost |
| E0406447       | 04 CVRD PLYCT RESURFACE            | R&M  |        | 60,000               |
| E0410044       | D EXTEND SCH BELL                  | R&M  | Bid    | 4,000                |
| E0410231       | FIRE ALARM UPGRADE                 | R&M  | Design | 107,000              |
| E0421130       | A / B REROOF LOWER ROOFS           | R&M  |        | 194,000              |
| E0421216       | 04 RPR/ REPAINT PLAYCOURT          | R&M  |        | 85,000               |
| E0421261       | B-4 REPLACE CARPET & ACM ABATEMENT | R&M  |        | 14,000               |
| E0421356       | A REPL LOUVERED VENT               | R&M  |        | 51,000               |
| E0421357       | B REPLACE LOUVERED VENT            | R&M  |        | 51,000               |
| E0421350       | A-D CARP RPRS TO CVRD WLKWY        | R&M  |        | 20,000               |
|                | Total                              |      |        | 586,000              |

##### Puuhale

| dDw tMTg1NDQ1I |   |      |        |                      |
|----------------|---|------|--------|----------------------|
| Project Number | Project Name                            | Type | Status | Total Estimated Cost |
| E0401615       | 02 RESURF & STRIPE                      | R&M  |        | 90,000               |
| E0411048       | MECH/ TRANS BLDGS REROOF                | R&M  |        | 90,000               |
| E0420948       | CAMPUS FIRE ALARM                       | R&M  | Design | 107,000              |
| E0420966       | A ADD OUTLETS                           | R&M  |        | 22,000               |
| E0421204       | ADD EXT PROG BELL                       | R&M  |        | 10,000               |
| E0421206       | 02 RESURF & STRIPE PH2                  | R&M  |        | 90,000               |
| E0421598       | A REPLACE AHU                           | R&M  | Design | 50,000               |
| E0421597       | A REPLACE AC                            | R&M  | Design | 3,200,000            |
| E0421632       | 03 REPLACE ACU (2) CHILLER (3) PUMP (2) | R&M  |        | 206,000              |
| E0421691       | B CAFE REPLACE CEILING FANS             | R&M  |        | 50,000               |
|                | total                                   |      |        | 3,915,000            |

Source: FACTRAK Nov 2, 2010

## 5. Enrollment data for SY 2010-11

| Attending →<br>Living in ↓ | Fern       | Kae-<br>wai | Kalihi     | Kalihi<br>Kai | Kalihi<br>Uka | Kalihi<br>Waena | Kapa-<br>lama | Lina-<br>puni | Puu-<br>hale |
|----------------------------|------------|-------------|------------|---------------|---------------|-----------------|---------------|---------------|--------------|
| Fern                       | <b>423</b> | 6           |            | 3             | 2             | 77              | 10            | 3             | 6            |
| Kaewai                     | 10         | <b>241</b>  | 8          |               |               | 10              | 5             |               | 2            |
| Kalihi                     | 8          | 65          | <b>280</b> | 6             | 32            | 6               | 26            | 1             | 2            |
| Kalihi Kai                 |            | 1           | 2          | <b>530</b>    |               | 19              | 11            |               | 13           |
| Kalihi Uka                 | 8          | 3           | 1          | 4             | <b>215</b>    | 7               | 14            |               | 3            |
| Kalihi Waena               | 34         | 4           |            | 10            |               | <b>428</b>      | 38            |               | 1            |
| Kapalama                   |            | 7           |            | 5             | 2             | 5               | <b>513</b>    |               | 1            |
| Linapuni                   |            | 9           |            | 3             |               |                 | 3             | <b>280</b>    | 1            |
| Puuhale                    |            | 1           | 1          | 19            |               | 2               | 2             |               | <b>154</b>   |
| Outside                    | 24         | 22          | 11         | 32            | 7             | 27              | 56            | 14            | 50           |
| Total                      | 507        | 358         | 303        | 612           | 258           | 581             | 678           | 298           | 233          |

Because this information was obtained on a different date from the official enrollment count date, the figures will vary from the official enrollment used elsewhere. While the enrollment figures change daily, the overall order of magnitude does not.

## 6. Calculation of classroom need following consolidation:

### Criteria:

- \* 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.

### Assumptions:

- a) Kalihi classroom need is split evenly between Kalihi Uka and Kaewai
- b) 71 Linapuni 2<sup>nd</sup> graders are transferred to Kalihi Waena
- c) All Puuhale students are transferred to Kalihi Kai

|                                 | Gr. K-2 gen ed | Gr. 3-5 Gen ed | SPED | sub-total | PRE-K | Total need | Classrm avail. | Classrm excess (shortage) |
|---------------------------------|----------------|----------------|------|-----------|-------|------------|----------------|---------------------------|
| <b>Kaewai</b>                   |                |                |      |           |       |            |                |                           |
| current                         | 8.4            | 5.7            | 4.0  | 18.1      | 1.0   | 19.1       | 30             | 10.9                      |
| add ½ Kalihi                    | 3.6            | 2.4            | 1.5  | 7.5       | 0.5   | 8.0        | 0              | (8.0)                     |
| new total                       | 12.0           | 8.1            | 5.5  | 25.6      | 1.5   | 27.1       | 30             | 2.9                       |
| <b>Kalihi Uka</b>               |                |                |      |           |       |            |                |                           |
| current                         | 5.9            | 4.5            | 2.0  | 12.4      | 1.0   | 13.4       | 25             | 11.6                      |
| add ½ Kalihi                    | 3.6            | 2.4            | 1.5  | 7.5       | 0.5   | 8.0        | 0              | (8.0)                     |
| new total                       | 9.5            | 6.9            | 3.5  | 19.9      | 1.5   | 21.4       | 25             | 3.6                       |
| <b>Kalihi Kai</b>               |                |                |      |           |       |            |                |                           |
| current                         | 12.8           | 11.8           | 2.0  | 26.6      | 1.0   | 27.6       | 45             | 17.4                      |
| add Puuhale                     | 5.7            | 4.2            | 1.0  | 10.9      | 0.0   | 10.9       | 0              | (10.9)                    |
| new total                       | 18.5           | 16.0           | 3.0  | 37.5      | 1.0   | 38.5       | 45             | 6.5                       |
| <b>Kalihi Waena</b>             |                |                |      |           |       |            |                |                           |
| current                         | 10.5           | 13.0           | 4.0  | 27.5      | 1.0   | 28.5       | 33             | 4.5                       |
| add Linapuni 2 <sup>nd</sup> gr | 3.4            | 0              | 0.3  | 3.7       | 0     | 3.7        | 0              | (3.7)                     |
| new total                       | 13.9           | 13.0           | 4.3  | 31.2      | 1.0   | 32.2       | 33             | 0.8                       |

The result for the six remaining schools (excluding Linapuni):

|              | Gr. K-2 gen ed | Gr. 3-5 Gen ed | SPED        | sub-total    | PRE-K      | Total need   | Classrm avail. | Classrm excess (shortage) |
|--------------|----------------|----------------|-------------|--------------|------------|--------------|----------------|---------------------------|
| Fern         | 9.2            | 7.4            | 4.0         | 20.6         | 1.0        | 21.6         | 30             | 8.4                       |
| Kaewai       | 12.0           | 8.1            | 5.5         | 25.6         | 1.5        | 27.1         | 30             | 2.9                       |
| Kalihi Kai   | 18.5           | 16.0           | 3.0         | 37.5         | 1.0        | 38.5         | 45             | 6.5                       |
| Kalihi Uka   | 9.5            | 6.9            | 3.5         | 19.9         | 1.5        | 21.4         | 25             | 3.6                       |
| Kalihi Waena | 13.9           | 13.0           | 4.3         | 31.2         | 1.0        | 32.2         | 33             | 0.8                       |
| Kapalama     | 16.7           | 12.6           | 1.0         | 30.3         | 1.0        | 31.3         | 37             | 5.7                       |
| <b>Total</b> | <b>79.8</b>    | <b>64.0</b>    | <b>21.3</b> | <b>165.1</b> | <b>7.0</b> | <b>172.1</b> | <b>200</b>     | <b>27.9</b>               |

## **7. School Status and Improvement Reports for 2009-10**

### **Fern**

Mayor Joseph J. Fern Elementary School is located in lower Kalihi. The school serves the public housing units of Kuhio Park Terrace, Linapuni Street Low-Rise Housing, and Kahauiki Homes. It also services an older residential community with many extended families. Linapuni Elementary School is a feeder school providing about one-third of Fern's third, fourth and fifth grade students.

Fern's reading curriculum is Story Town and Trophies. Online student support can be obtained through the Harcourt/Brace website. In kindergarten, students will participate in the Slingerland writing program which emphasizes improved upper body strength through large arm movements while singing catchy jingles.

For math, Investigations is the text used by the school. This curriculum encourages students to problem solve and explain processes using several methods. Students are encouraged to use critical thinking skills while problem solving. Science, social studies, music, technology, PE, art, and guidance are also a regular part of our curriculum.

Fern participates in three grants. The P-3 grant, through the Kellogg Foundation, provides support for students transitioning from preschool to kindergarten and second grade to third grade. Teachers receive opportunities to receive professional development, visit other classrooms and participate in college courses. The purpose of this grant is to align teaching and curricular materials from preschool to kindergarten. This forms a smooth transition for students.

The second grant on campus is Kalihi Learning Center and is funded by USDOE federal funds for non school time programs. This includes tutoring and interest based activities such as art, robotics, news broadcast, chorus, ukulele, hula, hip hop, cooking, sports and technology. Students have the opportunity to learn new activities and improve their reading and math skills. Kids Club is offered everyday after school.

The third grant is sponsored by Marshall Realty Foundation which has provided funding to purchase a school wide online instructional program for improving reading and 75 additional laptop, notebook computers.

Fern will continue with the Step Up program with the Edison Alliance group. The focus for this school year is to strengthen all of the learning strategies that we initiated last school year.

## **Kaewai**

Kaewai School serves students from predominantly low income and immigrant families in Kalihi. A stable and experienced teaching staff provides a warm and caring environment for students of various cultures. The staff emphasizes basic academic skills with primary focus on reading, writing and math, and the development of student self-esteem, self-discipline, and sense of responsibility toward self and others through use of the *Positive Action* program. Ka'ewai has been a Success for All reading school since 1999. The *Investigations in Number, Data, and Space* program was adopted in 2005 to teach math and the Full Option Science System (*FOSS*) program was adopted in 2006 to address specific science benchmarks. All are hands-on, research-based programs suited to our school population's needs.

## **Kalihi**

Kalihi Elementary School is a K – 5 school, nestled on the green slopes of upper Kalihi Valley. Established in 1954, our green, landscaped school educates children from the Upper Kalihi Valley area and the Kalihi Valley Homes public housing. We are one of nine public elementary schools in the Farrington Complex. We are a feeder school to Dole Middle School.

Our population is described as lower-middle to low income with 70% of our families qualifying for public assistance and eligible for free or reduced meals. Ethnically, the school's largest representation is Filipino, Part-Hawaiian, and Samoan.

Kalihi School's Academic and Financial Plan are reviewed annually by the School Community Council and then presented to our parents and the community. Parent education and parent involvement is an area we continue to work on and incorporate throughout the school year with programs like: the 6 session Read Aloud Program (RAP), our 12 session Parenting Skills Classes and the monthly Student of the Month Assemblies.

In School Year 2007-08, Kalihi Elementary students met the State Department of Education goal of 44% proficiency in Reading and 28 % proficiency in Math and we became a school "In Good Standing, Unconditional" under the No Child Left Behind Act . In 2008-09, we became a school "In Good Standing, Conditional".

To address the needs of our student population, our school continues

to work with Edison Alliance as our School Reform provider for a fourth year - SY 2009 - 2010. Our goal is to have all learners set high expectations, to provide challenging curricula and effective teaching and learning. We believe all students can learn and by setting standards high, we will increase student achievement levels. We utilize the resources of our partners in education which include the United States Navy – COMPAC Fleet, Ohana Komputers, the Hawaii Youth Opera Chorus, the National Guard, the Honolulu Academy of Arts, the Alliance for Drama Education and the Read Aloud America Program. These as well as other community and business partnerships help to support our students and their families as we strive to accelerate student achievement.

### **Kalihi Kai**

With an enrollment of 668 students, Kalihi-Kai continues to be one of the largest elementary schools in the Honolulu District, serving students in grades kindergarten through five. The school is situated in the heart of a busy Kalihi business community, at the corner of Dillingham Blvd. and Kalihi Street. The majority of our students are of immigrant backgrounds where English is a second language and/or disadvantaged families. Most students entering kindergarten have no previous preschool experiences. Therefore, our teachers are challenged to provide all students with many experiences to develop their language, thinking skills as their build background knowledge and experiences necessary to meet the Kindergarten standards and benchmarks. All classroom instruction includes the development of speaking, reading, writing, thinking and listening skills, through standards-based integrated units that were developed by grade level teams. Based on the review of student products and performances, each grade level team continuously revises and refines their respective standards-based integrated units that are taught consistently through the Kalihi-kai Literacy System. The school is currently enhancing student writing and continuing the development of science units of study,

### **Kalihi Uka (2009-10)**

Kalihi Uka Elementary School located in upper Kalihi Valley of Honolulu, consists of fifteen classrooms, a library, computer lab, physical education room and cafeteria. The year-round school serves 263 students in Preschool, and Kindergarten through Grade 5. Currently 94% teachers are highly qualified with the one teacher working towards becoming highly qualified by December 2010.

In 2001, Kalihi Uka School adopted the comprehensive school reform model America's Choice School Design (ACSD) to help students achieve National and State Content and

Performance Standards in English Language Arts and Math. The reform model components include Language Arts and Math Workshops, the 25 Book Campaign, the Book of the Month program and Literacy/Math Navigator programs. In 2004, the School Community Council (SCC) was established and the first elected school and community representatives were in place during the 2005-2006 school year.

Over the past three years Kalihi Uka teachers, staff, students, and families are very proud and have worked hard to meet Adequate Yearly Progress (AYP) unconditionally. The school has conducted afterschool and intersession learning opportunities in math, language arts and intramural activities, used formative assessments and data to direct teaching and learning in the classrooms, conducted multiple parent/family activities throughout the year to teach parents how to help their children at home and have supported students emotionally and socially through positive behavior supports.

The school also implements the Comprehensive Student Support System (CSSS) to provide early intervention and prevention strategies to support students in their academic achievement. A school-wide Positive Behavior Support System that focuses on students being responsible, respectful and safe is also implemented by the entire faculty and staff.

Our vision “Kalihi Uka Eagles (**E**nthusiastic, **A**ctive, **G**rowing, **L**earning and **E**ngaged Students) are life-long learners” and mission “to provide quality curriculum and instruction in a nurturing and safe school environment where students develop critical and creative thinking and problem solving, collaboration and global awareness” are sustained by the school’s faculty and staff through curricular, instructional, and assessment efforts to raise student achievement to meet and exceed the Hawaii Content and Performance Standards III in all the content areas. These efforts are reflected in the school’s Academic and Financial Plan, which support student priorities of academic achievement, safety and well-being, and civic responsibility.

### **Kalihi Waena**

Kalihi Waena Elementary School has been located on the western outskirts of downtown Honolulu since 1854. Approximately 15% of our students are in Geographical Exception and about 30% come from the neighboring federal housing project, Kuhio Park Terrace. Due to the large immigrant population in the community, the school has a high number of ELL students.

Kalihi Waena fosters a climate of collaboration among all shareholders and aligns its curricular and instructional efforts with Hawaii State standards. With the intent to meet the diverse needs of its students and provide quality services, the school has a comprehensive network of formal and informal student supports in place (PSAP, PACT, After School Instructional Program, Farrington High School Tutors, Coast Guard, University of Hawaii, etc.). Through the Partnership in Education Program (PIE), Kalihi Waena



Elementary has benefited tremendously from the continuing partnership with the Coast Guard and other volunteer programs that have provided mutually supportive opportunities and experiences for the school, family and community.

Parent involvement is a critical component to support the success of each student. Monthly coffee hours are continuing where parents are provided information about school events/activities, experience the different kinds of curricular required of their children, and have the opportunity to ask questions. Incentives were offered through partnerships to increase parent attendance to coffee hours. Other initiatives include parent-child activities where parents are invited into the classrooms and parent education workshops with ELL, PSAP and PCNC programs. Parent organization PTG was dissolved and reformed into a national affiliation with the PTA. This affords the PTA more opportunities to sponsor activities that promote student success. In supporting the diverse needs of our population, Kalihi Waena School is continuing the GATE program for our students who excel in technology, fine arts and physical education. This program has been a catalyst for motivating students to work towards higher achievement levels.

We have a grant partnership with Fern Elementary and Linapuni Elementary, Headstart and KCCA preschools through a P-3 grant to build transitions for students moving through our educational system. This grant supports our efforts to have all students reading on grade level by 3rd grade. It has funding supports for language acquisition software to better support our ELL students as well as all K-2 students.

### **Kapalama**

Kapalama Elementary School is located at the mouth of the Kalihi Valley. The school community is multi-ethnic, and a substantial number of its students come from outside the school's normal attendance area. Kapalama is the largest elementary school in the Honolulu District. The parents, faculty, staff and students all nurture children's self-esteem and promote children's interest in literacy and critical thinking. Kapalama Elementary School annually conducts a curriculum fair to display student work and to promote better understanding of standards-based learning.

The collaboration of the school community provided the foundation for being recognized as the Department of Education and Frito-Lay Hawaii Blue Ribbon School, 2008-2009, the Frito-Lay Honolulu District Outstanding Elementary School, 1996-97, and the 1995 PTA

Advocate for Children's Award. We continue to have strong partnerships with our community by working closely with the Bishop Museum, McDonalds, and the Kamehameha Shopping Center. It is through these partnerships that we are able to provide our students with many opportunities to learn and promote civic responsibility. Kapalama continues to make Annual Yearly Progress (AYP) and earned the annual Board of Education Achievement Award.

### **Linapuni**

Linapuni School serves students in kindergarten, grades 1 and 2 and a pre-school special education inclusion class with PACT Head Start. Most of our students live in Kuhio Park Terrace or Kuhio Homes, public housing projects in Kalihi. Our school action plan focuses on student achievement through a standards based curriculum, comprehensive support for all students and continuous improvement of performance and service. Literacy through reading and love of books and writing are reinforced throughout the curriculum. Harcourt "Trophies" and Growing with Math are our reading and mathematics programs. A tuition-free summer program is offered annually for our incoming students. In addition, we provide extended learning opportunities before/after school and during intersessions. Linapuni School has a School Community Council that meets monthly. We developed partnerships with the Honolulu Police Department's Weed and Seed Unit and the 94th AAMCD Unit of neighboring Fort Shafter. Linapuni received a Distinguished Achievement Award for 2006-07 SY. Our pre-school teacher, Colleen Uejo, was named 2006 Honolulu District Teacher of the Year. Two of our teachers received national board certification in 2007. This past school year (2008) another teacher received national board certification which brings the total to 3 nationally board certified faculty members teaching at Linapuni School.

### **Puuhale**

Pu'uhale Elementary School is located in the lower Kalihi area of Honolulu. The school community includes a portion of Dillingham Boulevard across from the Oahu Community Correction Center. Known as the Bannister section, all of the homes located makai of Dillingham Boulevard are bounded on the East by Waiakamilo Road, Kalihi Stream on the West, and proceeding to the ocean encompassing Sand Island. The area makai of Kalani Street is zoned for industry and homes are razed as industrial needs arise. Pu'uhale Elementary School is part of the Farrington/Kaiser/Kalani Complex Area in Honolulu. The Farrington Complex consists of a community school, a high school, two (2) middle schools and nine (9) elementary

schools. Students of Pu’uhale progress to Kalakaua Middle School and eventually graduate from Farrington High School. Pu’uhale is an air-conditioned and soundproofed school. The classrooms, library, and office are located in a two-story building. The Pu’uhale School grounds are better known as the “The Park” to the community and are for many, a recreational area in the community. The newly renovated facilities of Pu’uhale are highly utilized by the community and the Department of Education throughout the year. Pu’uhale also houses the Department’s Leadership Academy, a HeadStart preschool classroom and a special education preschool class. Pu’uhale Elementary School strives to enrich the quality of community life by providing students and staff an environment that is safe, nurturing and caring yet responsive to change and sensitive to individual differences. We are committed to maintaining effective communication, goal oriented teamwork, and data driven planning as we focus on student achievement. Our Comprehensive Student Support System incorporates literacy, math, science and technology supports, as well as programs to develop the artistic endeavors. Volunteers and neighboring businesses work side by side in the development of our CSSS support programs.

### 8. School lists (FTE positions)

|                              | Fern | Kae-wai | Kalihi | Kalihi Kai | Kalihi Uka | Kalihi Waena | Kapa-lama | Lina-puni | Puu-hale |
|------------------------------|------|---------|--------|------------|------------|--------------|-----------|-----------|----------|
| Principal                    | 1    | 1       | 1      | 1          | 1          | 1            | 1         | 1         | 1        |
| VP                           | 1    |         |        | 1          |            | 1            | 1         |           |          |
| SASA                         | 1    | 1       | 1      | 1          | 1          | 1            | 1         | 1         | 1        |
| Clerical                     | 2    | 3.5     | 1      | 3.5        | 2.5        | 3.5          | 4         | 2         | 1.5      |
| SSC                          | 1    | 1       | 1      | 1          | 1          | 1            | 1         | 1         | 1        |
| Elem tchr                    | 26   | 19.5    | 19     | 33         | 13.5       | 30           | 33        | 17        | 13       |
| Art VI tchr                  | 1    | 1       | 1      | 2          |            | 1            |           |           | 1        |
| SpEd tchr                    | 4    | 4       | 3      | 2          | 2          | 4            | 1         | 1         | 1        |
| SpEd tchr pk                 | 1    | 1       | 1      | 5          | 1          | 1            | 3         | 1         | 1        |
| Librarian                    |      |         |        | 1          | 1          |              | 1         | 1         |          |
| Counselor                    | 1    | 1       | 1      | 2          | 1          | 1            | 2         | 1         | 0.5      |
| Educ ass't                   | 5.5  | 8.75    | 3.25   | 7          | 4.25       | 10.5         | 4.25      | 4.75      | 4.5      |
| Health aide                  | 1    | 1       | 1      | 1          | 1          | 1            | 1         | 1         | 1        |
| Custodial                    | 3    | 2.5     | 3.5    | 4.5        | 2          | 3            | 4         | 2         | 2.5      |
| Subtotal                     | 48.5 | 45.25   | 36.75  | 65         | 31.25      | 59           | 57.25     | 33.75     | 29       |
| Cafeteria                    | 5    |         | 3.5    | 5          | 2.5        | 7            | 5.5       |           | 3        |
| Fd svc driver                |      |         |        |            |            | 1            |           |           |          |
| Total                        | 53.5 | 45.25   | 40.25  | 70         | 33.75      | 67           | 62.75     | 33.75     | 32       |
| # students                   | 502  | 350     | 300    | 608        | 257        | 579          | 674       | 298       | 234      |
| Students/tchr                | 16   | 14      | 13     | 14         | 16         | 16           | 18        | 16        | 15       |
| Students/FTE excl. cafeteria | 10   | 8       | 8      | 9          | 8          | 10           | 12        | 9         | 8        |

School lists from OHR as of Oct 15, 2010 and include vacant positions.

Note: # students includes pre-K.