

Consolidation Study of Elementary Schools in the McKinley Complex

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

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

The six elementary schools are:

- Kaahumanu
- Kaiulani
- Kauluwela
- Lanakila
- Likelike
- Royal

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 2011-12 enrollments, classroom needs, and classroom inventory at the six McKinley complex elementary schools are:

	SY 2011-12 Enrollment	SY 2011-12 Classroom Need		Classroom Inventory	Classroom Excess (Shortage)	
		DOE Criteria	Alternate Criteria		DOE Criteria	Alternate Criteria
Kaahumanu	560	29.5	33.8	37	7.5	3.2
Kaiulani	420	22.0	24.9	30	8.0	5.1
Kauluwela	366	18.7	21.5	28	9.3	6.5
Lanakila	442	22.2	25.9	31	8.8	5.1
Likeline	366	22.7	22.8	30	7.3	7.2
Royal	364	20.6	22.3	23	2.4	0.7
Total	2,518	135.7	151.2	179	43.3	27.8

Source: Enrollment is “official enrollment”
See tables in Section 2 below for classroom need calculations.

Summary of Study

It appears from the table above that there is adequate capacity to close one of the smaller schools. This report considered the possible closure of Likeline because it is the most centrally located, relative to other schools to which the students could be transferred – Kaiulani, Kauluwela, and Lanakila. Kauluwela is the smallest of the four schools, in the number of classrooms, the size of classrooms, and campus acreage. Its location adjacent to the H-1 freeway means it must be air conditioned to reduce the ambient noise. However, it is second highest of the four schools (Lanakila being the first), as measured by the percentage of economically disadvantaged students that are proficient in reading and mathematics.

Comparing the facilities of these four schools:

	Likeline	Kaiulani	Kauluwela	Lanakila
Number of classrooms	30	30	28	31
Average classroom size (sq.ft.)	1,028	922	894	979
Administration/library (sq.ft.)	6,484	6,616	7,956	8,082
Cafeteria (sq.ft.)	7,139	7,846	7,651	7,183
Campus size (acres)	5.588	6.016	4.834	5.639

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

	Likelike	Kaiulani	Kauluwela	Lanakila
Percentage of students who are economically disadvantaged	84%	87%	84%	72%
Percentage of students proficient or better on 2010 Hawaii State Assessment				
All students				
Reading	55%	83%	76%	90%
Math	45%	81%	70%	79%
Not economically disadvantaged				
Reading	55%	83%	76%	90%
Math	60%	81%	68%	94%
Economically disadvantaged				
Reading	55%	60%	70%	79%
Math	54%	58%	68%	83%
Achievement gap between students economically disadvantaged and not economically disadvantaged (3-yr avg)				
Reading (percentage points)	0	-23	-6	-11
Math (percentage points)	-6	-23	0	-11
NCLB status	In good standing, pending	In good standing, uncond.	In good standing, uncond.	In good standing, uncond.
Made adequate yearly progress in 2010?	No	Yes	Yes	Yes

Note: student demographic data is as of year-end SY 2010-11

This study considered the following transfers, if Likelike School were closed:

- a) Students living mauka of the H-1 freeway would transfer to Lanakila (approx. 124 students)
- b) Students living makai of the H-1 freeway and Ewa of Pua Lane would transfer to Kaiulani (approx. 111 students).
- c) Students living on Pua Lane and on the town side of Pua Lane would transfer to Kauluwela (approx. 81 students).
- d) Students living outside the Likelike attendance area would be split equally among the three “receiving” schools (approx. 50 students).

If these changes had been made at the beginning of SY 2011-12, the enrollment, classroom needs, and classroom inventory for SY 2011-12 would have been:

	SY 2011-12 Enrollment	Transfers	Pro forma Enrollment	Classroom Need		Classroom Inventory	Classroom Excess (Shortage)	
				DOE Criteria	Alternate Criteria		DOE Criteria	Alternate Criteria
Kaahumanu	560		560	29.5	33.8	37	7.5	3.2
Kaiulani	420	+128	548	30.0	32.8	30	0.0	(2.8)
Kauluwela	366	+ 97	463	24.7	27.5	28	3.3	0.5
Lanakila	442	+141	583	30.9	34.6	31	0.1	(3.6)
Likelike	366	- 366	0					
Royal	364		364	20.6	22.4	23	2.4	0.6
Total	2,518	0	2,518	135.6	151.0	149	13.4	(2.0)

Note: see the classroom need calculation for Kaiulani, Kauluwela, and Lanakila in Table 6 attached to this report.

The projected net annual savings from consolidating the schools in this manner is approximately \$1 million, which includes fringe benefit costs of approximately \$300,000, but does not include any building maintenance savings. [Note: these figures from a study conducted last SY; once the weighted student formula for SY 2012-13 has been approved by BOE, these figures will be revised.]

There is a variety of uses to which the Likelike School facility could be used if the school were closed, including a charter school, a private school, a pre-school, various arts uses, DOE archives, and workforce housing.

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"> Closing Likelike and transferring the students to the remaining schools will eliminate one school administration. 	
<u>Providing equal educational opportunity</u>	<ul style="list-style-type: none"> The closure of Likelike may reduce the leadership opportunities for elementary students at all affected schools. The closure of Likelike will result in larger enrollments at some of the remaining schools, which may reduce the feeling of “family” at all affected elementary schools. Elementary-age population increases in the neighborhood of the four elementary schools may result in overcrowding or a need for portable classrooms.

Student achievement data

Student achievement data, as measured by the Hawaii State Assessment, at the six schools are shown in the tables below.

Reading – percent of students proficient or better

	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
Kaahumanu	56	49	63	59	62	68	64
Kaiulani	54	48	44	52	54	56	63
Kauluwela	68	50	57	59	67	69	71
Lanakila	43	57	78	80	68	75	82
Likelike	33	37	57	64	55	58	55
Royal	60	59	59	69	71	73	78

Mathematics – percent of students proficient or better

	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
Kaahumanu	31	34	61	49	52	59	62
Kaiulani	30	30	37	41	37	43	61
Kauluwela	40	38	56	59	59	61	68
Lanakila	19	27	70	67	57	66	86
Likelike	18	22	42	56	46	48	55
Royal	35	44	51	60	62	69	72

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	2011-12
Kaahumanu	In good standing – pending	School imp yr 1	School imp yr 1	In good standing – unconditional	In good standing – unconditional	In good standing – unconditional	In good standing – pending
Kaiulani	In good standing – unconditional	In good standing – unconditional	In good standing – unconditional	In good standing – pending	School imp yr 1	School imp yr 1	In good standing – unconditional
Kauluwela	In good standing – unconditional	In good standing – unconditional	In good standing – unconditional	In good standing – unconditional	In good standing – unconditional	In good standing – unconditional	In good standing – unconditional
Lanakila	School imp yr 2	Corrective action yr 1	Corrective action yr 1	In good standing – unconditional	In good standing – pending	In good standing – unconditional	In good standing – unconditional
Likelike	School imp yr 2	School imp yr 2	In good standing – unconditional	In good standing – pending	In good standing – unconditional	In good standing – unconditional	In good standing – pending
Royal	In good standing – pending	In good standing – unconditional	In good standing – unconditional	In good standing – unconditional	In good standing – unconditional	In good standing – unconditional	In good standing – unconditional

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

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	Spring 2011
Kaahumanu	No	No	Yes	Yes	Yes	Yes	No
Kaiulani	Yes	Yes	Yes	No	No	Yes	Yes
Kauluwela	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Lanakila	No	Yes	Yes	Yes	Yes	Yes	Yes
Likelike	No	No	Yes	Yes	No	Yes	No
Royal	No	Yes	Yes	Yes	Yes	Yes	Yes

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

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	Spring 2011
Kaahumanu	14/15	13/15	15/15	15/15	15/15	15/15	13/17
Kaiulani	13/13	13/13	14/15	12/15	9/17	17/17	17/17
Kauluwela	13/13	13/13	13/13	13/13	13/13	13/13	13/13
Lanakila	10/13	13/13	13/13	15/15	15/15	15/15	13/13
Likelike	7/13	9/15	15/15	15/15	12/17	15/15	10/13
Royal	13/17	13/13	15/15	13/13	13/13	13/13	13/13

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 six schools has been:

	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11
Kaahumanu	100%	100%	97%	97%
Kaiulani	92%	89%	89%	92%
Kauluwela	96%	100%	100%	90%
Lanakila	100%	91%	96%	100%
Likelike	97%	97%	96%	97%
Royal	92%	100%	100%	100%

Source: DOE, Honolulu district office

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

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

between the percentage of economically disadvantaged students who are academically proficient and the percentage of economically disadvantaged students in the school population: the higher the percentage of students who are economically disadvantaged, the lower the percentage of economically disadvantaged students who are academically proficient.

Additionally, the percentage of students in special education programs, and the percentage of students whose English language proficiency is limited have an effect on school-wide student achievement.

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

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

The percentages of students at the nine schools who are economically disadvantaged, in special education programs, have limited English language proficiency, and attended the same school for the entire school year, and the percentage of kindergarteners with preschool experience are shown in the table below.

Kaahumanu Percentages	SY 2004-05	SY 2005-06	SY 2006-07	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11
Economically Disadvantaged	54	54	55	52	53	60	66
Special Education	6	7	7	7	7	8	7
Limited English Language Proficiency	32	31	28	32	35	35	39
Enrolled All Year	87	88	87	88	88	84	n/a
Kindergarteners who Attended Preschool	43	25	50	43	54	59	n/a

Kaiulani Percentages	SY 2004-05	SY 2005-06	SY 2006-07	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11
Economically Disadvantaged	82	80	71	67	77	77	87
Special Education	4	5	5	5	6	8	7
Limited English Language Proficiency	34	26	34	31	36	41	50
Enrolled All Year	92	92	90	86	92	87	n/a
Kindergarteners who Attended Preschool	47	57	47	61	53	39	n/a

Kauluwela Percentages	SY 2004-05	SY 2005-06	SY 2006-07	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11
Economically Disadvantaged	84	78	76	74	78	80	84
Special Education	7	5	5	5	9	8	6
Limited English Language Proficiency	24	17	26	20	23	26	32
Enrolled All Year	98	95	95	94	92	96	n/a
Kindergarteners who Attended Preschool	85	84	n/a	83	69	75	n/a

Lanakila Percentages	SY 2004-05	SY 2005-06	SY 2006-07	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11
Economically Disadvantaged	66	69	67	65	67	68	72
Special Education	9	7	7	7	9	8	5
Limited English Language Proficiency	26	26	28	32	27	32	27
Enrolled All Year	89	92	88	85	96	94	n/a
Kindergarteners who Attended Preschool	49	56	70	60	73	68	n/a

Likeli Percentages	SY 2004-05	SY 2005-06	SY 2006-07	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11
Economically Disadvantaged	86	76	78	72	81	77	84
Special Education	8	8	6	7	10	13	12
Limited English Language Proficiency	24	24	29	37	38	32	32
Enrolled All Year	90	87	86	82	86	91	n/a
Kindergarteners who Attended Preschool	38	47	33	30	39	34	n/a

Royal Percentages	SY 2004-05	SY 2005-06	SY 2006-07	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11
Economically Disadvantaged	67	66	60	65	69	64	74
Special Education	6	11	8	9	10	10	10
Limited English Language Proficiency	29	25	25	22	26	23	27
Enrolled All Year	85	85	85	79	84	89	n/a
Kindergarteners who Attended Preschool	68	48	56	52	67	49	n/a

Sources: 2005-109 DOE ARCH website, School Status & Improvement Reports by school, by year
2011 economically disadvantaged and ELL percentages as of year-end, special education percentages as of official enrollment count date (Aug 2010)

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 six schools are economically disadvantaged. The table below summarizes the achievement gap in reading and mathematics at each of the schools in SY 2010-11.

	Percent Proficient in Reading			Percent Proficient in Math		
	Not Economically Disadvantaged	Economically Disadvantaged	Gap	Not Economically Disadvantaged	Economically Disadvantaged	Gap
Kaahumanu	72	60	-12	76	55	-21
Kaiulani	83	60	-23	81	58	-23
Kauluwela	76	70	- 6	68	68	0
Lanakila	90	79	-11	94	83	-11
Likelike	55	55	0	60	54	- 6
Royal	84	76	- 8	92	65	-27

Sources: DOE year-end enrollment data for percentage of disadvantaged students
DOE ARCH website, NCLB reports for proficiency percentages

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
Kaahumanu	560	560
Kaiulani	420	548
Kauluwela	366	464
Lanakila	442	583
Likelike	366	0
Royal	364	364
Total	2,518	2,518

The combined enrollments of the six schools are projected to remain relatively stable through school year 2016-17, if the schools are not consolidated. (See enrollment projections in Section 5 below.)

Discussion of teacher quality

Research of Spyros Konstantopolous (2011) using data from Project STAR (cited above) concluded that having consistently good teachers in elementary school is just as important for student achievement as small class sizes. The study is one of the first scientific experiments to find that teachers can affect student achievement over time in the crucial early grades. The findings support the idea that early elementary teachers significantly affect the reading and mathematics achievement of their students not only in the current or the following year, but in subsequent years as well. The teacher effects are more pronounced in reading. Students who receive effective teachers at the 85th percentile of the teacher effectiveness distribution in three consecutive grades kindergarten through second grade would experience achievement increases of about one-third of a standard deviation in reading in third grade. These effects are considerable and comparable to achievement increases caused by cumulative effects of small classes in early grades. Such effects are nearly one-third of a year’s growth in achievement.

Research of Laura Desimone and Daniel A. Long (2010) looked at the extent to which specific aspects of teacher quality (degree in math, experience, certification, math courses, and professional development) and teaching quality (time spent on math instruction and conceptual, basic procedural, and advanced procedural instruction) influence mathematics achievement growth and the achievement gap between white and black students and low- and high-socioeconomic status students in kindergarten and first grade. The researchers used data from

the National Center for Education Statistics' Early Childhood Longitudinal Study (2000), a nationally representative longitudinal sample of students who were kindergartners in 1998.

The researchers found evidence that lower achieving students are initially assigned to teachers who emphasize basic instruction, and higher achieving students are assigned teachers who emphasize more advanced instruction. The use of advanced procedural instruction and time spent on math were related to achievement growth for traditionally disadvantaged populations—black students and low-socioeconomic status students. Other types of instruction and teacher quality variables were not related to achievement growth.

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

The current enrollment (SY 2011-12) at the six schools is:

General education students

	Kaahumanu	Kaiulani	Kauluwela	Lanakila	Likelike	Royal	Total
K	95	55	54	83	58	54	399
Grade 1	87	83	60	58	66	69	423
Grade 2	86	65	63	80	44	45	383
Grade 3	83	66	57	82	55	56	399
Grade 4	83	69	62	59	49	46	368
Grade 5	87	61	52	61	53	53	367
Total K-5	521	399	348	423	325	323	2,339
Pre-K	0	1	1	0	0	1	3

Special education students

	Kaahumanu	Kaiulani	Kauluwela	Lanakila	Likelike	Royal	Total
K	9	3	3	6	4	4	29
Grade 1	9	2	2	3	8	3	27
Grade 2	1	7	2	6	7	9	32
Grade 3	8	4	5	0	6	13	36
Grade 4	5	3	6	2	7	9	23
Grade 5	7	2	0	2	9	3	32
Total K-5	39	21	18	19	41	41	179
Pre-K	13	6	4	3	10	5	41

Total enrollment

	Kaahumanu	Kaiulani	Kauluwela	Lanakila	Likelike	Royal	Total
K	104	58	57	89	62	58	428
Grade 1	96	85	62	61	74	72	450
Grade 2	87	72	65	86	51	54	366
Grade 3	91	70	62	82	61	69	442
Grade 4	88	72	68	61	56	55	366
Grade 5	94	63	52	63	62	56	364
Total K-5	560	420	366	442	366	364	2,518
Pre-K	13	7	5	3	10	6	44

Source: DOE official enrollment count SY 2011-12

The six schools have the following facilities:

	Kaahumanu	Kaiulani	Kauluwela	Lanakila	Likelike	Royal
No. of classrooms	37	30	28	31	30	23
Avg Classroom sq.ft.	917	922	894	979	1,028	916
Total Classroom sq.ft.	33,924	27,650	25,020	30,346	30,840	21,069
Admin & Library sq.ft.	7,169	6,616	7,956	8,082	6,484	3,039
Cafeteria & Kitchen sq.ft.	7,948	7,846	7,651	7,183	7,139	8,091
Total sq.ft.	15,117	14,462	15,607	15,265	13,623	11,130

Source: DOE facilities planning office 11/3/10

There are 179 classrooms in the six elementary schools.

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

- * one classroom for each pre-K teacher
- * 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, 136 classrooms are needed for the students currently enrolled at the six schools, as shown in the table below:

	Gr. K-2 Gen Ed	Gr. 3-5 Gen Ed	SPED	Pre-K	Total Need	Classroom Avail.	Classroom Excess (Shortage)
Kaahumanu	13.4	10.1	4.0	2.0	29.5	37	7.5
Kaiulani	10.2	7.8	3.05	1.0	22.0	30	8.0
Kauluwela	8.9	6.8	2.0	1.0	18.7	28	9.3
Lanakila	11.1	8.1	2.0	1.0	22.2	31	8.8
Likelike	8.4	6.3	7.0	1.0	22.7	30	7.3
Royal	8.4	6.2	5.0	1.0	20.6	23	2.4
Total	60.4	45.4	23.0	7.0	135.7	179	43.3

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, 151 classrooms are needed for the students currently enrolled at the six schools, as shown in the table below.

	Gr. K-3 Gen Ed	Gr. 4-5 Gen Ed	SPED	Add 20% for Gen Ed	Add 10% for SPED	Pre-K	Total	Classroom Excess (Shortage)
Kaahumanu	17.6	6.5	3.3	4.8	0.3	1.3	33.8	3.2
Kaiulani	13.5	5.0	1.8	3.7	0.2	0.7	24.9	5.1
Kauluwela	11.7	4.4	1.5	3.2	0.2	0.5	21.5	6.5
Lanakila	15.2	4.6	1.6	4.0	0.2	0.3	25.9	5.1
Likelike	11.2	3.9	3.4	3.0	0.3	1.0	22.8	7.2
Royal	11.2	3.8	3.4	3.0	0.3	0.6	22.3	0.7
Total	80.4	28.2	15.0	21.7	1.5	4.4	151.2	27.8

Food service

All six schools have their own preparation kitchens. If Likelike were closed, the savings would be a cafeteria manager, cook, and baker, net of increased staff needed at the schools to which the students from the closed school(s) were transferred.

Student transportation

DOE does not provide student transportation services for students in the McKinley complex, except for certain special needs students requiring curb-to-curb transportation services. Closing Likelike 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.

Impact on children and their families

Transferring schools is a change in routine, and change affects different people and different families in different ways and in different degrees. For students whose school is closed, it means a new campus, the opportunity for new friends, and the possible loss of old friends. For students at schools receiving students, it means more students on campus, the opportunity for new friends, and the possible dilution of the feeling of family. For parents of students at Likelike, there will be a period of adjustment while new relationships are established among parents of students at the new school.

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

The distances from Likelike to the other three schools is:

Likelike to Kaiulani	0.40 mile
Likelike to Lanakila	0.29 mile
Likelike to Kauluwela	0.70 mile via School Street

Students now attending Likelike would be required to cross King Street if their new school were Kaiulani. There are signalized crossings of King Street at Palama Street and Pua Lane, and Likelike students attending Kaiulani would be joining with existing Kaiulani students living mauka of King Street who now cross King Street to get to school. Some of the students now attending Likelike would also be required to cross Vineyard Blvd. The main crossing point is at Palama and Vineyard, which is signalized.

Some of the students now attending Likelike would need to cross School Street if their new school were Lanakila. There are signalized crossings of School Street at Palama Street and Lanakila Avenue.

The principal street that students now attending Likelike would need to cross if their new school were Kauluwela is Liliha Street, either on Vineyard Blvd or on School Street. Both intersections are signalized. Likelike students attending Kauluwela would be joining with current Kauluwela students living mauka of School Street who now cross Liliha Street to get to school.

Some of the students now attending Likelike and who must cross Vineyard Blvd or School Street will not be required to cross any major streets if their new school is one of the other three schools.

Impact on education-related users of schools

Kaiulani School is currently host to a Head Start classroom that includes Kaiulani pre-K students. This use would continue if Likelike were closed.

There are several education-related users in ___ of the four affected schools, and it is likely that most of them will need to find space for their activities elsewhere if Likelike is closed and students are transferred to Kaiulani, Kauluwela, and Lanakila. These users are: [need to complete]

Impact on community users 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 six schools are in **Table 1** at the end of this report.

Impact on school staff

The closure of a school will cause its staff to be relocated to other schools. The procedures for relocating school staff vary by bargaining unit (teachers, administrators, other classified staff

who are members of the Hawaii Government Employees Association, and classified staff who are members of United Public Workers.

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 Likelike were closed and the students transferred to other schools (the "receiving" schools), the following would apply and may be subject to further discussion between DOE and HSTA:

- a) Teachers at the Likelike 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 Likelike teacher chose not to move with the transferring students, the teacher would be placed in a pool of unassigned staff reduced teachers.
- b) Teachers at Likelike who transfer to the receiving schools would carry their Likelike seniority to the receiving school.
- c) Teachers at Likelike who are placed in a pool of unassigned staff reduced teachers would not carry over their Likelike 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 Likelike with tenure and appropriate preparation for licensure may replace teachers at the receiving schools without tenure or permanent assignment.
- f) Staff reduced teachers may submit to the personnel regional officer a preferred list of not more than three schools, three geographic areas within the district and/or three districts within seven days of the decision by the BOE to close a school. This teacher will have priority for a vacant position in his/her area of certification over less senior tenured teachers in similar situations. If preference of placement is in another district, the teacher is to be considered after all unassigned tenured teachers in that district have been placed. If the teacher fails to accept any bona fide offer made by the DOE by May 1, the DOE may assign the teacher to an appropriate vacancy.

The teacher transfer period for SY 2012-13 begins February 28, 2012. 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.

Likelike is one of the few schools that has housing on campus for the head custodian. It has not yet been determined whether the current head custodian at Likelike would remain in the custodian's cottage if the school were closed.

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 Likelike is approximately \$500,000 million, including fringe benefits of approximately \$100,000. The fringe savings would be reflected in the accounts of the Department of Budget & Finance, not DOE.

The estimated savings are considerably less than the estimated \$1 million savings that were calculated last year. The principal reason for the decrease is that the weighted student formula changed, and no longer includes a small school subsidy or a loss threshold adjustment. Instead of a small school subsidy, every school is allocated a base amount from the weighted student formula, and the per-student amounts are smaller. The base allocation for elementary schools in SY 2012-13 will be \$200,000, so this is the minimum savings that would result from the closure of an elementary school. The weighted student formula last year for SY 2010-11 included small school subsidies for all four of the McKinley complex elementary schools in this study, and the closure of Likelike would have eliminated not only the small school subsidy for Likelike, but would have significantly reduced the small school subsidy for the other three schools, because the closure of Likelike would increase their enrollment and reduce their subsidy. In last year's study, the closure of Likelike would have reduced the total small school subsidy for the for schools together from \$647,000 to \$69,000 for only Kauluwela, a reduction of \$578,000. Savings in fringe benefits on salaries paid with the small school subsidy would have been an additional \$213,000.

Details of the estimated savings for SY 2012-13, using the current weighted student formula, 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 but construction has not yet started) at the Likelike are in the table below. The CIP includes \$3.5 million to centrally air condition

the school, \$465,000 for electrical upgrades, and \$250,000 for fencing and other security measures.

Projects already underway are not included in the table below.

	R&M	CIP	Total
Planned (not yet funded)	2,782,000	4,215,000	6,997,000
Current (funds appropriated)	0	0	0
Total	2,782,000	4,215,000	6,997,000

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

One possible outcome of the closure of Likelike would be to use the \$2.8 million projected cost of R&M backlog projects at Likelike to, as quickly as possible, use these funds to reduce the R&M backlogs at Kaiulani, Kauluwela, and Lanakila. Their backlog projects total \$6.3 million:

Kaiulani	\$1,835,000
Kauluwela	2,309,000
Lanakila	<u>2,136,000</u>
	\$6,280,000

The list of projects at each school is in **Table 5** at the end of this report.

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

Historical enrollment at the six elementary schools has trended downward over the past 16 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:

	Kaahu- manu	Kaiulani	Kaulu- wela	Lanakila	Likelike	Royal	Total
1995	750	473	543	413	463	456	3,098
1996	763	516	538	420	471	443	3,151
1997	730	486	544	436	437	455	3,058
1998	760	490	558	412	467	448	3,135
1999	775	470	539	373	472	446	3,075
2000	737	467	560	361	472	437	3,034
2001	684	445	417	326	502	445	2,919
2002	722	428	475	323	486	432	2,866
2003	639	430	462	288	479	431	2,729
2004	600	422	406	286	495	406	2,615
2005	557	414	398	288	455	388	2,500
2006	573	398	378	282	395	385	2,411
2007	566	396	378	282	395	385	2,384
2008	566	380	382	347	362	313	2,350
2009	582	387	364	403	338	330	2,404
2010	583	402	366	406	351	351	2,459
2011 (proj)	581	412	351	412	347	347	2,480
2011 (actual)	560	420	366	442	366	364	2,518

Note: 2011 (proj) was the “official” enrollment projected in May 2011 for SY 2011-12. 2011 (actual) is the actual enrollment as of August 12, 2011, the official enrollment date for SY 2011-12.

There are no significant new residential developments planned that will cause an increase of enrollment in the foreseeable future. McKinley’s school-age population would be expected to continue to decline, as the population in general ages, except that the Palama-Punchbowl-lower Makiki area 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 were not present.

Enrollment projections (before consideration of any possible consolidation of schools) for the upcoming five years are for slight increases. Actual enrollment for SY 2010-11 was 2.2% (54 students) higher than the projection made in May 2010 for SY 2010-11, and was the highest since SY 2005-06. Actual enrollment for the current SY 2011-12 was 1.5% (38 students) higher than the projection made in May 2011 for the current SY 2011-12. The projections assume the SY 2009-10 pattern of students attending a school outside the attendance area of their neighborhood will continue.

	Kaahumanu	Kaiulani	Kauluwela	Lanakila	Likelike	Royal	Total
2011 (projected)	581	412	351	412	357	367	2,480
2011 (actual)	560	420	366	443	366	364	2,518
2012	586	414	351	405	347	366	2,469
2013	585	424	352	399	341	363	2,463
2014	587	427	355	400	342	353	2,466
2015	586	427	354	398	341	356	2,462
2016	585	422	350	394	344	354	2,449

Source: DOE Office of Information Technology Services, Information Resource Branch, Information Management Architecture Section, May 2011

There are approximately 2,831 DOE students living in the attendance areas of the six McKinley complex elementary schools, a reduction of approximately 100 (3%) compared to the prior year. Approximately 22% of the students living in the McKinley complex attend DOE schools outside the McKinley complex, a reduction of 3 percentage points from the 25% of them attended DOE schools outside the McKinley complex in SY 2010-11. The schools they attend this year are:

School Attended	No. of Students	Percent of Students
Kaahumanu	499	18%
Kaiulani	366	13%
Kauluwela	349	12%
Lanakila	368	13%
Likelike	324	11%
Royal	308	11%
Subtotal McKinley complex	2,205	78%
Roosevelt complex schools	235	8%
Farrington complex schools	57	2%
Kaimuki, Kaiser, Kalani complex schools	288	10%
All other DOE schools	46	2%
Total	2,831	100%

Source: eSIS August 1, 2011.

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

No. of public school elementary students living in the McKinley complex	2,831
No. attending public schools outside the McKinley complex	- 626
No. attending public schools in the McKinley complex	2,205
No. of students living outside the complex attending schools in the McKinley complex	+ 275
No. of elementary students enrolled in McKinley complex schools	2,480

Note: the difference between 2,480 students enrolled in the McKinley elementary schools in the table above and the 2,518 official enrollment is because the enrollment data in the table above were taken on different dates.

Details are in **Table 6** at the end of this report.

Effect of elimination of junior kindergarten

Enrollment projections in the tables above do not reflect the scheduled termination of junior kindergarten (JK) effective at the end of SY 2012-13. JK enrolls students whose 5th birthday is after August 1 and before January 1. Effective SY 2013-14 these students will not be able to enroll in school until the following year as kindergarten students, when they will be five years old by August 1. Approximately one-third of JK students are promoted to kindergarten at the end of their JK year, and approximately two-thirds are promoted to first grade. The result is that “kindergarten” enrollment currently reported by DOE includes the one-third of JK students who in effect spend two years in kindergarten, Eliminating JK will reduce the kindergarten enrollment by about 14% and will reduce the K-5 school enrollment by about 2%.

Effect of enrollment changes during the school year

While the overall DOE enrollment generally decreases slightly during the course of a school year, the elementary enrollment in the McKinley complex has increased during each of the most recent school years. The table below shows the “official” enrollment taken on the tenth day of the school year and the year-end enrollment for the six McKinley complex schools and for the DOE as a whole for each of the most recent three years, and the “official” enrollment for the current school year:

	SY 08-09			SY 09-10			SY 10-11			SY 11-12
	start	end	incr/ (decr)	start	end	incr/ (decr)	start	end	incr/ (decr)	start
Kaahumanu	566	602	36	582	605	23	583	573	-10	560
Kaiulani	380	424	44	387	403	16	402	424	22	420
Kauluwela	382	384	2	364	376	12	366	384	18	366
Lanakila	347	410	63	403	427	24	406	410	4	442
Likelike	362	370	8	338	366	28	351	370	19	366
Royal	313	365	52	330	345	15	351	365	14	364
Total	2350	2555	205	2404	2522	118	2459	2526	67	2518
% increase			8.7%			4.9%			2.7%	
DOE Total	170498	169356	-1142	170830	169622	-1207	169987	170602	615	172104
% increase			-0.7%			-0.7%			0.4%	

If the enrollment increases during SY 2011-12 by 3%, the classroom need based on end-of-year enrollment would be between 3 and 4 classrooms more, complex-wide, than using the SY 2011-12 official enrollment figures.

(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 six campuses are:

	TMK No.	Ownership	Acres	School Total	Park Adjacent?
Kaahumanu	2-4-12:1	State	2.764		
	2-4-12:2	City & County	1.311	4.075	No
Kaiulani	1-5-5:16	State	6.016	6.016	No
Kauluwela	1-7-23:41	State	4.657		
	1-7-23:42	City & County	0.177	4.834	Yes
Lanakila	1-7-42:1	State	5.639	5.639	Yes
Likelike	1-6-8:16	City & County	0.142		
	1-6-8:21	State	3.801		
	1-6-8:22	City & County	0.405		
	1-6-8:23	State	0.130		
	1-6-8:24	City & County	0.058		
	1-6-8:38	City & County	0.602		
	1-6-8:58	City & County	0.450	5.588	No
Royal	2-1-20:1	State	2.886	2.886	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. Act 144 requires the DOE to adopt administrative rules, and the Panel to adopt policies and procedures, to carry out their respective responsibilities under this bill. The BOE approved for public hearing at its August 19, 2010 general business meeting amendments to Chapter 8-38, Hawaii Administrative Rules to address the requirements of Act 144, but no public hearing date has been set.

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.

A consortium of arts organizations providing programs to children is interested in using a portion or all of a school facility as a Hawaii Arts Center for Youth to provide office, rehearsal, and

performance space for organizations such as the Ballet Hawaii, Hawaii Youth Symphony, Hawaii Youth Opera Chorus, and Honolulu Theater for Youth (contact: Selena Ching, sching@hiyouthsymphony.org, 941-9706).

A local artist and arts educator proposes using a school facility as an “Institute for Creative Achievement” that would include an arts and culture center and studios for artists (contact: Jackie Mild Lau, sculptureoutofhand@gmail.com, 232-3971).

A group at University of Hawaii at Manoa in the early childhood education program is interested in starting a preschool using facilities that may be available in DOE schools. (contact: Christopher Lau, topherlau@gmail.com, 388-1348).

DOE needs a central archive, and a portion of the Likelike facility could be used for this purpose.

The Friends of the Library, a nonprofit corporation that supports the Hawaii public libraries, has been looking for a relatively permanent location of about 3,000 sq.ft. from which it could sell used books to the general public.

The City & County of Honolulu’s Department of Emergency Services has inquired about the possibility of relocating its offices from rented space in the Honolulu airport industrial area to two classrooms (contact: Ron Bregman, rbregman@honolulu.gov, 375-8942).

It has also been suggested that the campus, if not used for other purposes, could be the site of a workforce housing development.

(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.