

Draft #6 11/27/09

12/2/09

To: Mr. Art Souza
Complex Area Superintendent

From: Kohala Complex Task Force
Ranee Golden, Chair

Subject: Kohala Complex Schools Task Force Report
Results of the requested Chapter 8-38 task force study on the possible consolidation of the Kohala schools

This is the report of the task force appointed by Art Souza pursuant to Chapter 8-38, Hawaii Administrative Rules, to study the possible consolidation of the Department of Education's schools in Kohala. As provided by Chapter 8-38, your task force considered the following to determine if the consolidation of Kohala Middle School with the Kohala Elementary and Kohala High Schools was a feasible option:

- (1) The advantages and disadvantages of consolidation in respect to school administration and providing equal quality 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 both tangible and intangible;
- (3) Social and academic impact on the children, schools, community and those involved in the consolidation including community support and investment in the school;
- (4) The net financial savings or expenditures 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 at the Kohala Middle School campus as well as the other schools sites looked at in this report; and
- (7) If consolidation is recommended, a suggested timetable.
- (8) Other issues not specifically addressed in Chapter 8-38.

Your task force met on the following dates, times, and locations:

Date	Time	Place
Friday, 6/26/09	5:00 p.m. to 7:00 p.m.	Kohala Middle School
Wednesday, 8/19/09	5:00 p.m. to 7:00 p.m.	Kohala High School
Thursday, 9/21/09	5:00 p.m. to 7:00 p.m.	Kohala High School
Thursday, 10/15/09	5:00 p.m. to 7:00 p.m.	Kohala High School
Wednesday, 12/2/09	5:00 p.m. to 7:00 p.m.	Kohala High School

These meetings were conducted in accordance with Chapter 92, Hawaii Revised Statutes (the “Sunshine Law”).

Our findings follow, in the order listed above:

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

Advantages of consolidation	Disadvantages of consolidation
<u>EFFICIENT SCHOOL ADMINISTRATION:</u>	
<ul style="list-style-type: none"> • If the middle school were physically combined with the elementary and high school in K-6, 7-12 configurations, the annual maintenance costs to operate a separate middle school facility would be eliminated as the campus would not be used as a DOE facility. • Combining schools would decrease the amount of non-teaching support and administrative positions, thus effecting cost efficiency. 	<ul style="list-style-type: none"> • The high school and elementary campuses are physically not equipped to house the additional numbers of students. The space required for additional classrooms has been compromised by the use of two prime areas for drainage. • There is only one outlet to both the high and elementary schools. An addition of approximately 200 students will create even more traffic and parking congestion. • The complex has operated under a K-5, 6-12 configuration in past years with three campuses/two administrators and found this configuration to be inefficient and inequitable. (Refer to narrative at the end of this section of the report)
<u>PROVIDING EQUAL EDUCATIONAL OPPORTUNITY:</u>	
	<ul style="list-style-type: none"> • Consolidation of campuses would result in a decrease of course offerings for both middle and high school students based on the resulting funding. (See Tables 1G and 1H) • Combining campuses would result in a decrease of extra-curricular programs. • The decrease in WSF funding as a result of the creation of a multi-level

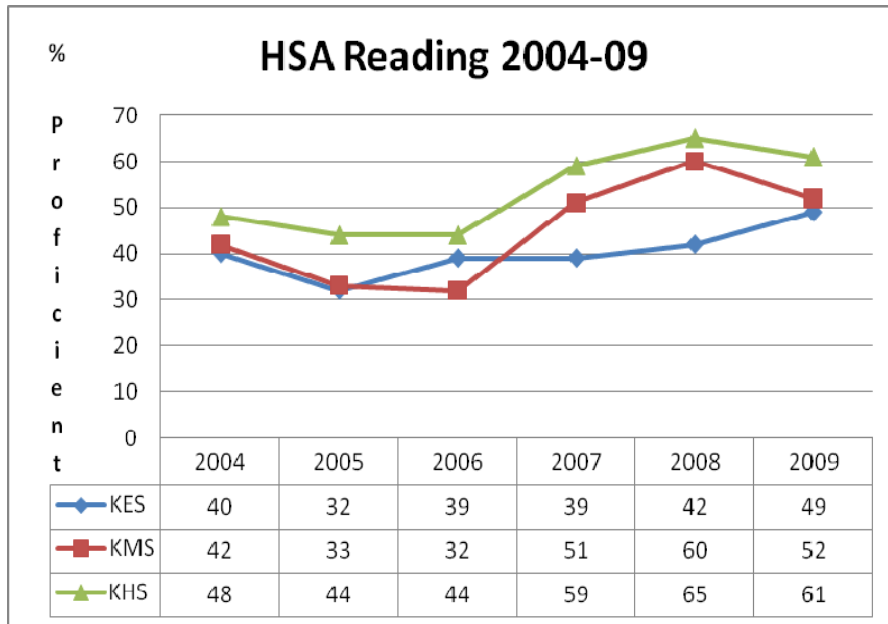
	<p>school (gr. 7-12) would limit the school's ability to adequately provide a master schedule that is comparable to what is presently offered.</p> <ul style="list-style-type: none"> • Despite the seemingly manageable numbers in caseload, the range of needs and coverage will leave groups of students with less services and attention. • Should Kohala Middle School meet its AYP targets this year, it will emerge as a school in good standing. The momentum that Kohala Middle School has could be jeopardized were it to be disrupted during this crucial year. • Middle School students would have less opportunity to participate in a leadership capacity as a result of consolidation (Explanation within narrative at the end of this section) • Consolidating schools will prevent a focus on the unique needs of the middle school child. The middle school concept is an important reasoning that went into the initial separation of campuses. The sharp decrease in funding would be a major limiting factor in terms of creating a "school within a school" found in other areas in the state.
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Student achievement on the Hawaii State Assessment at the three schools from 2004 to 2009 is shown in the table 1A- 1G below:

Reading – percent of students proficient or better

Table 1A

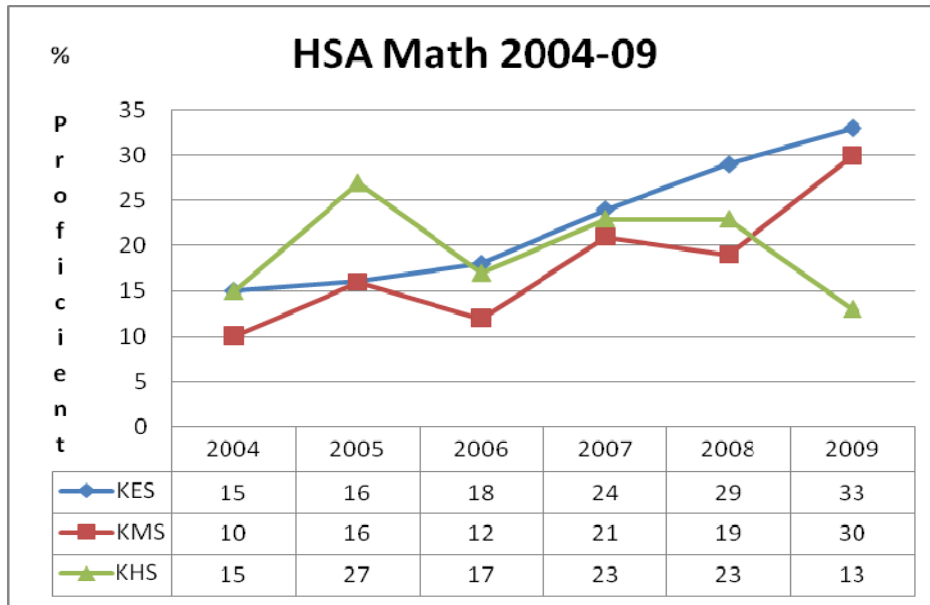
	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
Kohala Elementary	40%	42%	39%	39%	42%	49%
Kohala Middle	42%	33%	32%	51%	60%	52%
Kohala High	48%	44%	44%	59%	65%	61%



Mathematics – percent of students proficient or better

Table 1B

	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
Kohala Elementary	15%	16%	18%	24%	29%	33%
Kohala Middle	10%	16%	12%	21%	19%	30%
Kohala High	15%	27%	17%	23%	23%	13%



The following table outlines the AYP status for the three schools from 2004 to 2009:

Table 1C

	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
Kohala Elementary	Met AYP	Not Met	Not Met	Not Met	Not Met	Not Met
Kohala Middle	Not met	Not met	Not met	Not Met	Not Met	Met AYP
Kohala High	Met AYP	Not Met	Not Met	Met AYP	Not Met	Not Met

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

Table 1D

	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
Kohala Elementary	13/13	10/13	8/13	7/13	10/13	7/13
Kohala Middle	10/11	5/9	8/15	8/9	10/13	13/13
Kohala High	9/9	7/9	7/9	9/9	7/9	7/9

One of the subgroups measured for AYP calculations include the disadvantaged category as determined by the number of student qualifying for free and reduced price meals. The following tables 1E and 1F show the percentage of student receiving free and reduced lunch and the percentage of the disadvantaged subgroup meeting proficiency. In looking at the data from the three schools in the complex, the information shows that in general, scores for the total school and disadvantaged populations fall within the same percentage ranges and are not significantly different. That is, the disadvantaged population has not been the sole cause of any of the three schools in the complex not meeting adequate yearly progress on any given year.

Table 1E: Free and Reduced Lunch Percentages

	SY 2003- 04	SY 2004- 05	SY 2005- 06	SY 2006- 07	SY 2007- 08	SY 2008- 09	SY 2009- 10
Kohala Elementary	57%	60%	57%	50%	51%		%
Kohala Middle	50%	43%	49%	46%	45%	52%	54%
Kohala High	44%	36%	36%	34%	44%		50%
State							

Table 1F: Proficiency rates for Disadvantaged subgroup in Reading and Math

	SY 2003- 04	SY 2004- 05	SY 2005- 06	SY 2006- 07	SY 2007- 08	SY 2008- 09
Kohala Elem- Reading	17%	34%	39%	35%	42%	44%
Kohala Elem- Math	8%	9%	17%	21%	27%	23%
Kohala Middle Reading	24%	n/a	28%	44%	59%	49%
Kohala Middle- Math	3%	n/a	6%	16%	13%	29%
Kohala High- Reading	41%	n/a	n/a	n/a	n/a	n/a
Kohala High- Math	13%	n/a	n/a	n/a	n/a	n/a

The status of the three schools under the federal No Child Left Behind Act (NCLB) is shown below:

Table 1G

	SY 2004-05	SY 2005-06	SY 2006-07	SY 2007-08	SY 2008-09	SY 2009-10
Kohala Elem.	School improvement, year 1	In good standing, pending	School improvement, year 1	School improvement, year 2	Corrective Action	Planning for Restructuring
Kohala Middle	School improvement year 1	School improvement, year 2	Corrective action, year 1	Planning for Restructuring	Restructuring	Restructuring
Kohala High	In good standing, unconditional	In good standing, pending	School improvement, year 1	School improvement, year 1	School Improvement Year 2	Corrective Action

A historical analysis of AYP status of the three schools from 2004 to 2009 indicates a complex that has not met proficiency in reading and math for the majority of these years. Both the high and elementary schools met AYP in 2004. The high school met its targets in 2007. And most recently, the middle school met AYP in 2009. As shown in the above table, Kohala Elementary School is currently in Planning for Restructuring, Kohala High is in Corrective Action, and Kohala Middle is in its second year of Restructuring despite meeting AYP in 2009. As per federal guidelines, the middle school must meet AYP for two years in a row to emerge as a school in good standing.

Based on AYP data, the benefits of consolidation in terms of increasing the ability to meet achievement targets are unclear as the three schools are at different places in the AYP continuum. Different strategies and focus are being implemented to meet their achievement goals. As an

example, Kohala Middle School worked with Edison as its restructuring provider while the other schools' status does not warrant provider services. With differing objectives, consolidation may be more of a disruptive force within the complex.

The following tables provide a display of the curricular program currently offered within the master schedules of the Middle and High Schools in the Kohala Complex:

Kohala Middle School:

Table 1H

	Grade 6	Grade 7	Grade 8
Language Arts	Language Arts 6	Language Arts 7	Language Arts 8
Math	Math 6	Math 7	Math 8-Pre-Algebra
Math			Algebra
Social Studies	World Civilizations	Hawaiian History/Pacific Studies	U.S. History
Science	Physical Science	Life Science	Earth Science
Math/LA support	Study Skills 6	Study Skills 7	Study Skills 8
Support	Special Motivation Program: SMP		
Support	ELL		
Elective	Exploratory Wheel: -Reading -Ukulele -Healthy Lifestyles -Service Learning	Exploratory Wheel: -Reading -Japanese -Career Guidance -Keyboarding	Exploratory Wheel: -Reading -Latin -Video Production -Critical Thinking
Elective		AVID 7	AVID 8
Elective	Computer Technology		
Elective	Leadership		
Elective	GT Reading		
Elective	Yearbook/Newswriting		
Elective	Online Courses		
Elective	Art		
Elective	PE		

Online courses for Middle School include language courses (18 language options) and core courses. Online courses are offered through HVLN (Aventa), Rosetta Stone, Novanet, and Plato Learning and represent both enrichment and credit recovery options.

Kohala High School:

Table 1J

	Grade 9	Grade 10	Grade 11	Grade 12
Language Arts	LangArts 9	Lang Arts 10	Lang Arts 11	Lang Arts 12
			AP Lit	
Math	Pre-Alg/Alg Topics, Core Alg/ Geometry, Algebra I, Algebra II,			

	Geometry, Trigonometry/Pre-Calculus			
Social Studies	World History	U.S. History	AP US Civics/Modern History of HI Psy/Soc	AP US Civics/Modern History of Hawaii Psy/Soc
Science	Biology, Zoology, Human Physiology, General Science			
Math/LA support	Study Skills	Study Skills		
Support	CSAP			
Support	ELL			
Career Tech Elective	Keyboarding/Computer Applications, Accounting, Business Applications, Auto Technology, Building and Construction, Food Service, Food Science			
Other Required	Health, PE			
Elective	AVID 9	AVID 10	AVID 11	AVID 12
Elective	Online Courses			
Elective	Leadership			
Art Elective	Basic Art, Yearbook			

Online courses for High School include: Advanced Placement (AP) courses in Calculus, World History, Art History, and Computer Science as well as language options. Online courses are offered through the Hawaii Virtual Learning Network (HVLN), Rosetta Stone, Novanet, and Plato Learning.

In consideration of a K-6, 7-12 consolidation model, three additional classrooms would be required on the elementary campus if sixth grade was added. Currently, as a K-5 school, Kohala Elementary is using every classroom space available on campus. The curricular impact would be significant for sixth graders should this model be adopted. Presently, at the middle school, sixth graders change classrooms and teachers by content. The unavailability of classroom space for an additional grade is a deterrent for consolidation.

The array of courses and instructional programs in the high and middle schools currently being offered will be adversely affected by consolidation. The overall Weighted Student Formula (WSF) monetary distribution would be significantly less in a combined configuration. With the amount of reduction in WSF funds, reducing non-instructional staff only would not balance the budget. A reduction in teaching staff would be unavoidable (i.e, in a K-6, 7-12 configuration, the total WSF budget would be reduced by \$1,067,358).

In curricular terms, this means that the minimum core course requirements must first be addressed and the range of elective courses available for students currently being offered would be compromised by less funding within a multi-level school configuration. The data listed above in Tables 1H and 1J, substantiates the schools' conscientious attempts to create a master schedule that offers the widest range of offerings to its students within the constraints and challenges of small

schools. In an already problematic situation, consolidation would magnify the chasm that small schools experience in their ability to offer a breadth of course offerings to its students as compared to their urban counterparts.

The “Highly Qualified Teacher” (HQT) status for the three schools for SY 2009-10 school year is:

Table 1K

	HQT classes	Non-HQT classes	Percent of classes taught by HQT
Kohala Elem	27	0	100%
Kohala Middle	43	12	72%
Kohala High	*	*	*

The following programs and support services are now available at the three schools:

Table 1L

	Kohala Elem	Kohala Middle	Kohala High
Academic Support Personnel			
Art teacher		x	x
Music teacher –one class		x (ukulele)	X (guitar)
Hawaiian Studies teachers	x (Kupuna)	x (Kupuna gr 6)	x
Technology coordinator	x	x	
Librarian	x		
School Based Behavior Health (SBBH)	x	x	x
Registrar		x	x
Counselor	x	x (.5)	x
Advanced Placement Program			x
Gifted and Talented Program	x	x	x
Language Teacher	x (Japan)	x (Japan/Latin)	x (Japan/Span)
PCNC	x	x	x
ELL services	x	x	x
School-based substance abuse counselor	x	x	x

Academic Support Programs		X	
PBS/Diana Day (Behavior Mgmt)	X	X	X
Kindergarten Camp	X		
PSAP	X		
Science Program	X		
Schools Attuned	X		
RSVP (Reading Volunteer Tutors)	X		
NOVAnet		X	X
Rosetta Stone		X	
PLATO		X	
Marine Science elective class		X	X
Online course offerings		X	X
Hawaii Edison Alliance		X	
Spring School-reinforcement of math and science		X	
ELO academic support	X	X	X
AVID		X	X
STEM Participant teachers		X	
Success Tracker: Math and Reading		X	
Leadership course		X	X
NWEA			X
Computer Lab		X	X
Math and Language arts study skills courses		X	X
Athletic Program			X
Accelerated Reader/literacy program		X	
Drug Prevention Programs:			
Swimming/Tennis	X		
Yoga	X		
Dance	X		
DARE	X		
Exploratory wheel		X	
School Yearbook		X	X
School newspaper		X	X
After School Programs:		X	
UPLink		X	
After-school Reading/Math Tutors		X	
Gardening		X	
Stained Glass Workshops		X	
Comic Book Club		X	
Skateboard construction		X	
Sports		X	
Yoga		X	

Ocean Warriors		x	
Music		x	
SES Tutoring	x	x	
A Plus	x		
21st Century	x	x	x

The Complex schools have been proactive in applying for grants to supplement the services and programs for the complex schools. For the past three years, Kohala Elementary has been affiliated with the Schools Attuned Program through grant funding. This program has brought focused professional development into the school in providing targeted, differentiated services to students based on individual learning styles. The Middle School has been a recipient of an UpLink grant to run a comprehensive after school program that like A+, runs daily. Both Kohala Middle and Kohala High Schools are recipients of a Title IID grant that has allowed the school to integrate technology within instruction. The above table (1K) lists the activities that are part of this after school program. Additionally, the complex was awarded a 21st century grant in the Fall of 2009 to build their after school tutorial and enrichment programs. The grant will help the schools build strong community-based programs and broaden the spectrum of partnerships within the Kohala Complex.

(2) The adequacy of facilities, equipment, programs, transportation service, and other support services at Kohala Elementary, Kohala Middle, and Kohala High

Advantages of consolidation	Disadvantages of consolidation
<ul style="list-style-type: none"> • If the middle school were physically combined with the elementary and high school in K-6, 7-12 configurations, the annual maintenance costs to operate a separate middle school facility would be eliminated. • Less personnel required: administrative, certificated, custodial • Bus service would be consolidated to one site • Elimination of satellite cafeteria services 	<ul style="list-style-type: none"> • The high school and elementary campuses are physically not equipped to house the additional numbers of students. • No physical space ample enough to accommodate the additional number of classroom buildings/portables that would be required • Increased traffic congestion. • The investment in equipment and technology has been substantial at the middle school campus (i.e., septic system, technology in the classrooms, telephone system) and would be wasted in a move to

	<p>consolidate. Investments that are portable (i.e, could be relocated) represent 5% of the expenditures.</p> <ul style="list-style-type: none">• The middle school currently supports and active after school program through UPLink and 21st century grant programs. It has created a positive physical environment where students are comfortable seeking additional supports and develop positive personal identity. Although the programs could continue if the schools were consolidated, the scope of services would be curtailed because of competing needs for facility and space with high school and middle school students (i.e., Uplink program students use the field daily and high school athletics require daily use of the field at the same time. Currently this is not an issue as the campuses are separate, but in consolidation, it would present scheduling issues).• There is different needs for the allocation of space required that has occurred prior to the splitting of campuses and the present time (i.e., SPED, SBBH, AP classes). Prior to 1991, when the 7th and 8th graders moved to the middle school campus, the high school campus did accommodate approximately a hundred additional students. This was possible because technology was not present in the classroom to the extent it is now. Adding computers to a classroom decreases the amount of desk space for students. In an older school like Kohala, the rooms tend to be smaller to begin with. Additionally, special education requirements and
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	counseling services are vastly different and require both space and resources.
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Facilities:

The three schools have the following facilities:

Table 2A

	Kohala Elem.		Kohala Middle		Kohala High	
	Number	Sq.ft.	Number	Sq.ft.	Number	Sq.ft.
Classrooms:	25	27,400	15	12,858	24	26,352
median classrm size		975		784		1,031
classroom use	25	25,785	14	12,074	18.5	20,428
office use	1	1,615				
cafeteria use						
computer lab	.5	487	1	784	1	1,077
library			1	784	1	1038
IRA						
PSAP						
Title I						
OT/PT, SBBH			.5	392		
Other:			.5	392	.5	4,847
total classrooms	26.5		17	14,426	21	26,306
admin			1	784	1	5,719
cafeteria/kitchen			1	1,568	1	6,066
total nonclassrms					2	11,785
total all buildings	26.5	27,887	19	16,778	25	38,091

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

- * one classroom for each special education teacher
- * one classroom for every 20 students grades K-2
- * one classroom for every 27 students grades 3-5

Middle and High School classroom needs however must be calculated differently than elementary calculations as student promotion and graduation are determined by specific number of credits in prescribed content areas. This factor drives the number of sections needed and thus affects the number of classrooms required to deliver a curricular program that allows students to earn the prescribed credits at more than the minimum level.

Kohala Middle School currently requires 16.5 classrooms to facilitate a master schedule that includes the program outlined in Table 1H. It is not possible to calculate classroom needs by the state recommended guidelines without sacrificing a well rounded academic program. However in calculating classroom needs, if the middle school were consolidated with the high school and elementary, even the most conservative calculations would mean that an additional 10.5 classrooms would be required. This number is derived by dividing the number of regular education students by 27 and adding the 4 rooms required for special education as outlined by the DOE criteria. In reality, 10.5 classrooms would be regressive in terms of being able to offer a curricular program currently in operation within the current middle school curriculum. The Kohala High School curricular program presently requires the use of 22 classrooms of which 6 classrooms are needed for special education teachers and one classroom is used for the school’s Comprehensive Student Alienation Program (CSAP). The remaining 15 classrooms support the classes offered through the master schedule that are inclusive of required courses and electives. In addition, the library is serving the dual purpose of library services and an online learning classroom. Currently, half of the school’s Advanced Placement (AP) courses are offered as online courses due to the fact that offering the class in a face to face environment would mean a small class size as the majority of students do not enroll in AP courses. With the increased requirements for diploma attainment, it is not possible to calculate classroom enrollment by the recommended guidelines and offer the minimum program that would allow students to graduate with the required number of credits. This is one of the continuing challenges that face small schools even without factoring in consolidation.

Kohala Elementary School’s current needs are 7 special education classrooms and 19 regular education classrooms for a total of 26 classroom spaces. Four of these sped classrooms are full sized rooms; The remaining three classrooms are comprised of the teacher’s lounge and shared space with the computer lab. Kindergarten and pre-K divided by bookshelves. The school has 24 available classrooms. In order to accommodate the space requirements, classrooms have been divided into two rooms separated by dividers. There is no available space on campus for a library or computer lab.

Even if Kohala Elementary School’s classroom needs were calculated by the state guidelines stated above, the following table shows that 24 classrooms would be needed. There are no additional rooms available for additional grade levels as consolidation would require.

Table 2C

	Enrollment	Divisor	Total classrooms required
Grades K-2	193	20	10
Grades 3-5	178	27	7
Special Education	7 teachers		7
	Total		24

The above table uses the state guidelines of 20 students/classroom in grades K-2, 27 students /classroom in grades 3-5, and one classroom/each special education teacher.

The number of classrooms needed if the Kohala Middle student population (as of August 12, 2009) were transferred to the Kohala Elementary/High campus would be:

Table 2D

	Student Enrollment	No. of Sped Teachers/classrooms needed	No. of reg ed classrooms needed	Total number of classrooms needed	Add'l classrooms needed if consolidation occurred
Kohala Elementary	408	7	17	26	6
Kohala Middle	198	4	12.5	16.5	0
Kohala High	289	6	17	23	12.5
Total	895	17	46.5	63.5	18.5

*The 17 Kohala High School regular classrooms needed is inclusive of 1 CSAP classroom and the online classes held in the library.

*The total number of additional classrooms that would be needed does not include the added office space for support personnel that would matriculate with the students.

The current (August 12, 2009) enrollment and teaching positions by school level at the three schools are:

Table 2E

	Kohala Elem		Kohala Middle		Kohala High		3-school total	
	No. of students	No. of teachers	No. of students	No. of teachers	No. of students	No. of teachers	No. of students	No. of teachers
Primary								
SpEd	65	7					65	7
Pre-K	17	3					17	3
K-2	181	11					181	11
Gr. 3-5	210	10					210	10
Resource		4						4
Total primary	408	35						
Secondary			198	16.5	289	26.5		
SpEd				4		6		10
Lang. arts				2		3		5
Math				2		2.5		4.5
Social stud.				2		2.5		4.5
Science				2		2.5		4.5
Art				.5		.5		1
Music								
P.E.				.5		1		1.5
Health						.5		.5

World lang.						1		1
Elective				2		3		5
Resource Support				1.5		3		4.5
Total secondary			198	16.5	289	26.5		
Total	408	34	198	16.5	289	26.5	895	77

Table 2F

	2008-09 Enrollment	2009-10 Enrollment	Statistical Official DOE Capacity
Kohala Elementary	391	408	437
Kohala Middle	188	198	287
Kohala High	281	289	422
Total	860	895	1,146

*The enrollment does not include pre-K students which total 17 students.

Site visits were conducted at each campus and are reported as Exhibits A, B, and C. Those conducting the observations noted facilities that were well maintained, with space creatively utilized to maximize teaching and learning.

Kohala High School currently supports 22 classrooms and 23.5 teachers. Every available classroom and office space is being utilized at this time for a combination of instructional and non-instructional uses. Currently, the library serves a dual purpose of library services and online learning classroom.

Currently, the music room is being used as an office/classroom for the Student Activities Coordinator and as a meeting site for community presenters. During the course of the day, there are 6 free periods when a classroom is empty. The high school campus shares a cafeteria and parking lot with the elementary school. The average class size at the high school is 14 students. Class enrollment ranges from 4 to 34 students.

The main office for the elementary is a converted classroom space that has been portioned off to include a principal's office, health room, reception area, and storage. Currently, space is limited at the elementary campus. One classroom of average size has been divided into two rooms in order to accommodate a computer lab that supports 20 computers. Portable storage sheds are currently used for reading and math groups. The alcoves in four rooms have been converted to office space to accommodate different support positions. Small instructional groups also utilize covered lanai space outside of classrooms to extend teaching space. An addition of one grade level would require at minimum three classrooms. The outdoor space usage would also be impacted with additional students.

Kohala Middle School is comprised of 16 classrooms and 14 teaching positions. In addition, 2 support personnel positions are included in the certificated count for a total of 16 certificated positions. Like the high school, the library at Kohala Middle School is a multi-used space. Due to space restrictions, the library serves as library, online learning classroom, and SSC/registrar office. The classroom utilization report lists 15 available classrooms. This is because the far end of the cafeteria has been sectioned off creating classroom space for the PE/study skills teacher to create one additional classroom. Two portable sheds have been constructed to accommodate the need for storage areas for special education and UpLink. The cafeteria is a satellite operation with breakfast, brunch, and lunch being trucked to the cafeteria from the high school campus. To meet the needs of the special education department, one classroom has been divided to create two special education classrooms. The average class size is 18 students. Class enrollment ranges from 13 to 24 students.

This campus also has a huge field that is highly utilized by the students during PE classes, breaks, including a lunchtime intramural program. The field includes a concrete basketball court that was built with community donations and assistance. The field is also a community resource for AYSO Soccer and Bobby Socks Softball teams.

Equipment:

Equipment that is shared among the three schools is limited to custodial and cafeteria equipment at this time. This includes the riding lawn mower and all of the cafeteria equipment used to provide services across campuses.

In the past year, the middle school has invested heavily in technology to support classroom instruction. All classrooms will have access to interactive whiteboards, elmos, senteo systems, desktop computers, laptops, and interactive tablets. One of the school's goal has been to increase literacy in technology and to utilize technology to enhance learning for students. Weighted student formula alone could not support this school-wide acquisition, therefore the school sought support through grant and partnership funding to make this possible. In terms of technology, the middle school is able to provide a curricular program that utilizes technology to enhance engagement within the instructional program. The school has also purchased video equipment to support the after school and elective program in video production.

The high school has also begun to acquire interactive technological equipment within its classrooms. Through the Title IID grant, language arts and math classrooms have been equipped with interactive whiteboards.

The elementary school is equipped with elmo projectors and interactive tablets for its classrooms and students have access to computer use through the computer lab.

Transportation Service/Traffic:

Student transportation for students at the three schools as follows:

Table 2G

	No. of students enrolled	No. of students provided SpEd bus transportation	No. of students provided regular bus transportation
Kohala Elem	408	26	200
Kohala Middle	198	2	125
Kohala High	272	0	117
total	878	28	442

If Kohala Middle students were transferred to the Kohala High/Elementary campus, there may be changes in bus ridership or bus transportation costs. Students that live within a mile and a half radius from the school that do not ride the bus currently will become riders. On the other hand, bus service to and from the middle school from the high school campus would be eliminated. The changes may reflect a change in specific riders, but the costs are likely to remain the same.

The task force also considered impacts on traffic at the receiving schools. One road off the highway provides the only access in and out of the Kohala High and Elementary campuses. The additional 200 students that consolidation would produce would have a significant impact on traffic congestion on the highway. Because the entrance to the school connects directly to the only highway in town, the through traffic on the highway is currently impacted by the long lines going into and coming out of the school in the mornings and after school. An additional 50 or more cars will create even more congestion during these times. Space for parking for staff would also be a challenge. Currently, most of the main parking lot is consumed by staff parking with students and visitors parking across the street in the grassy lot across from the elementary campus. Space is limited in this area also as the a large area has been portioned off as a drainage area.

The middle school is situated adjacent to the same highway three miles east. There is currently no traffic congestion occurring at the middle school campus in the morning or afternoon.

Support services:

The following support positions are found at each of the schools in the Kohala complex:

Table 2H

	Kohala Elementary	Kohala Middle	Kohala High
Vice Principal	0	0	1
Counselor	1	.5	1
School based Behavioral Health Counselor (SBBH)	1	1	1
Librarian	1	0	0
Custodian	2	1.5	5
Registrar	0	.5	1
Student Services Coordinator (SSC)	1	.5	1

Student Activities Coordinator (SAC)	0	1 period	1
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Meal Program: The average number of student meals served at the three schools in SY 2008-09 was:

Table 2J

	Kohala Elementary	Kohala Middle	Kohala High
Breakfasts served	155	35	50
Lunches served	380	110	100

Kohala Middle is serviced as a satellite cafeteria from the Kohala High/Elementary kitchen.

Programs:

See section 1 of report for information that addresses the adequacy of programs at the three schools.

At the middle school, there have been efforts to embed the middle school philosophy into operations. Given the small population, students in specific grade levels are assigned to a core group of teachers. This has provided the possibility of interdisciplinary teaming. A designated weekly time for advisory programs have been included in the master schedule. An exploratory wheel has also been included in the master schedule to give students exposure to a range of enrichment options. Through its partnership with the Hawaii Edison Alliance, attention is being focused on the quality of instructional strategies and delivery that address varied student needs. The daily schedule has been changed to accommodate time for professional collaboration and meeting times needed to coordinate and refine programs at the middle school.

Over the last few years, the high school has created a system to address the transition from high school to post high school options. Each student will complete a Personal Transition Plan (PTP) prior to graduation from high school. PTP's begin in the ninth grade and culminate during grade 12. The tasks and requirements of the PTP help students to conscientiously plan and assess their progress to meet post high school goals. In addition, students are required to complete a senior project as a requirement for graduation.

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

Advantages of consolidation	Disadvantages of consolidation
<ul style="list-style-type: none"> • There would be less need for transitional services into high school if the middle school were consolidated with the high school. • There would be less need for transitional services for 5th graders if the middle school were consolidated with the elementary school. • Students would be exposed to older role models • Middle school students can mentor and teach elementary students without being transported • Shared resources to address students needs (i.e., teaching middle/hs school art) –idea that you can consolidate faculty use without moving students 	<ul style="list-style-type: none"> • Inappropriate relationships between upperclassmen and middle school students are more likely to occur • Younger students would be intimidated by older high school students • Middle school students have unique needs that should be addressed in a separate physical environment • A separate middle school environment fosters more opportunities for students to engage in leadership capacities • The sense of belonging and sense of place would be severed for this age group • A decrease in consistent monitoring with less personnel to address wider range of needs • Brain research supports middle school philosophy • Anticipated increase in A & B offenses (fights, harassment, bullying, drugs) • Anticipated increase in teen pregnancy • Possible decrease in graduation rates with less opportunities for individualized attention • No safe, designated space for middle school students to socialize • School satisfaction survey improved when schools split

The consensus of the Task Force is that there are multiple compelling reasons why keeping the middle school at the Halaula campus away from the high school is advised and most appropriate for youth in this community. This sentiment was, in fact, the reason the middle school was moved to the Halaula campus in the first place. The middle school philosophy is supported by research on middle school education as well as testimony from professionals, parents, and students.

A detailed social history of why Kohala moved its middle school students was documented by Principal Catherine Bratt, whose history as principal extends back to this time (see attachment D). The Honomaka'u campus was "bursting at the seams" in the early '90s and Mr Watanabe, head of facilities for Hawai'i Island at that time, was looking for 12 more classrooms. Initiating the middle school concept was motivated by teachers who had recently attended a workshop on middle school education. They felt it was imperative to separate the middle and high school populations and begin working toward creating a program that encompassed these research based ideas. A full middle school program was implemented at Halaula campus in 1993-94, with the middle school students for the first time having their own student government, clubs, and activities built around their interest and age appropriateness. .

Kohala Middle School continues to embrace the middle school philosophy as supported by the National Middle School Association, and their recent academic success in achieving annual yearly progress may reflect this growing school culture. As stated in *This We Believe*, a position statement from the National Middle School Association (NMSA) on developmentally responsive middle schools, it is important that intellectual, moral, physical, emotional, and social development all be considered when planning an academic program for students of this transitional age. From the NMSA Executive Summary, this is what they feel is critical for middle schools:

- **“Educators who value working with this age group and are prepared to do so.** Effective middle level educators understand the developmental uniqueness of the age group, the curriculum they teach, and effective learning and assessment strategies. They need specific teacher preparation before entering the classroom and continuous professional development as they pursue their careers.
- **Courageous, collaborative leadership.** Middle level leaders understand adolescents, the society, and the theory and practice of middle level education. As the prime determiner of the school culture, the principal influences student achievement and teacher effectiveness by advocating, nurturing, and sustaining an effective instructional program.
- **A shared vision that guides decisions.** All decisions made about the school should be guided by a shared vision and the mission statement derived from it.
- **An inviting, supportive, and safe environment.** A successful school is an inviting, supportive, and safe place, a joyful community that promotes in-depth learning and enhances students' physical and emotional well-being. In such a school, human relationships are paramount.
- **High expectations for every member of the learning community.** Educators and students hold themselves and each other to high expectations. Such confidence promotes positive attitudes and behaviors and motivates students to tackle challenging learning activities. Successful schools recognize that young adolescents are capable of far more than adults often assume.
- **Students and teachers engaged in active learning.** The most successful learning strategies are ones that involve each student personally. When students routinely assume the role of teacher, and teachers demonstrate that they are still learners, a genuine learning community is present.”

These above considerations for quality middle schools would be compromised with consolidation. High school teachers without knowledge of middle school practices would mostly likely be assigned to work with students of this age bracket. The hands-on and interactive learning being developed currently may be impacted due to space limitations and teachers who practice instructional methods appropriate for high school students. The nurturing environment would be compromised as decisions would be based on the needs of everyone on campus, with the high school student needs most likely to be highly prioritized. The campuses at Honomaka'u would not offer a safe and

supportive environment for the middle school students, which is currently what is offered at their Halaula campus.

Additional supporting testimony can be found in the October 15, 2009 Task Force meeting notes, when current middle school students as well as a parent/former student shared their concerns and experiences. The parent remembers being intimidated as a 12 year old on a high school campus. The youth feel apprehension at being thrown into a high school environment.

Also included in the attachments (Attachment E) is a letter to the Board of Education from C. Kimo Alameda, Ph.D, in support of a separate campus for middle school students. Dr. Alameda, a psychologist, consultant, and former special educator, agrees that middle school students have different academic, social and emotional needs. He states, “The middle school time provides the practice needed for students to develop the ego strength to ward of the negative peer pressure that they are likely to face in high school.” He continues to state the middle school environment as most appropriate in educating these youth, and encourages the Board to consider other ways to cut back financially, stating “Our Kids deserve the best education in the best educational environment.” It seems doubtful that the middle school concept could be effectively promoted with any of the possible grade level groupings (k-6, 7-12; k-8, 9-12; k-5, 6-12; k-12).

Additionally, Dr. Peter Clapp, Task Force member and retired physician, shared his observations of Kohala Middle School, with his testimony included as Attachment F. His review paints an objective as well as personal picture of this campus as he shares about recent upgrades and his understanding of the school’s curricular program. His observation of a faculty that seems to genuinely enjoy the “Halaula” experience is one that reflects the spirit of this school.

The current configuration of three smaller schools allows the feeling of ‘ohana on these campuses, with relationships that are personal and reflect a way of life in this isolated country community. Students look forward to their campus change as a new step in their education, and with consolidation, the opportunity to participate in these three communities would be challenged.

The most recent School Quality survey data are included as Attachments G, H, and I.

(4) The net financial savings that may be realized from consolidation, including projections of additional expenditures at the receiving school(s).

Advantages of consolidation	Disadvantages of consolidation																						
<ul style="list-style-type: none"> • Savings in WSF allocation accounting for decrease in personnel, etc) <p>Current allocation:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Elementary:</td> <td style="text-align: right;">\$2,364,875</td> </tr> <tr> <td>Middle :</td> <td style="text-align: right;">\$1,689,823</td> </tr> <tr> <td>High:</td> <td style="text-align: right;">\$2,370,896</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$6,425,594</td> </tr> </table> <p>Hypothetical allocations:</p> <p><u>K-6; 7-12:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Elementary (K-6):</td> <td style="text-align: right;">\$2,588,449</td> </tr> <tr> <td>High/Inter (7-12):</td> <td style="text-align: right;">\$2,769,787</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$5,358,236</td> </tr> </table> <p>* in this allocation schedule, elem would receive \$223,574 (i.e., equivalent to 3 teachers) add'l and high school would increase budget by \$398, 891 (i.e., equivalent to 5 add'l teachers). State WSF savings: \$1,067,358.</p> <p><u>K-5; 6-12:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Elementary (K-5):</td> <td style="text-align: right;">\$2,364,875</td> </tr> <tr> <td>High/Inter (6-12):</td> <td style="text-align: right;">\$3,268,385</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$5,633,260</td> </tr> </table> <p>* same allocation for elementary, \$897,489 (i.e. equivalent to 11 teachers) add'l to high school; State WSF savings: \$792,334</p> <p><u>K-12:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Elem/Inter/High:</td> <td style="text-align: right;">\$4,980,433</td> </tr> </table> <p>*State WSF savings: \$1,445.161</p> <ul style="list-style-type: none"> • Savings in annual repair and maintenance • Savings through the elimination of food services van driver position 	Elementary:	\$2,364,875	Middle :	\$1,689,823	High:	\$2,370,896		\$6,425,594	Elementary (K-6):	\$2,588,449	High/Inter (7-12):	\$2,769,787		\$5,358,236	Elementary (K-5):	\$2,364,875	High/Inter (6-12):	\$3,268,385		\$5,633,260	Elem/Inter/High:	\$4,980,433	<ul style="list-style-type: none"> • Increased health and safety issues due to increased number of students • Capital costs of added infrastructure that would be required (i.e., classrooms, office space) • The extended amount of time and costs to acquire needed classroom space and process will negatively affect students • There is no physical space on the elementary and high school campuses that would accommodate the additional classrooms. • Capital costs may outweigh yearly savings • It is doubtful whether there would be substantial savings on utilities as utility charges are based on use regardless of where students are located • The large repair and maintenance items at the middle school have already been completed.
Elementary:	\$2,364,875																						
Middle :	\$1,689,823																						
High:	\$2,370,896																						
	\$6,425,594																						
Elementary (K-6):	\$2,588,449																						
High/Inter (7-12):	\$2,769,787																						
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High/Inter (6-12):	\$3,268,385																						
	\$5,633,260																						
Elem/Inter/High:	\$4,980,433																						

The current staffing of the three schools is in the table below:

Table 4A

	Kohala Elem	Kohala Middle	Kohala High
Principal	1	1	1
Vice Principal			1
Elementary/Secondary teacher	20	10	17
General education Article VI teacher	3	2	1
Special education teacher	7	4	6
Special education preschool teacher	2		
Registrar		.5	1
Student services coordinator	1	.5	1
Librarian	1		
Counselor	1	.5	1
Education assistant III	7	4	6
School health aide	1	1	1
School administrative services assistant II	1	1	1
Clerk typist	1	1	1
School food services manager II			1
School food services manager I			
School cook II			1
School baker			1
Cafeteria helper			2
School food services driver			1
Custodian III	1	1	2
Custodian II	1	.5	3

The current staffing of the three schools, and their full SY 2008-09 cost (including fringe benefits), is in the table 4B. Position costs are DOE statewide averages and do not necessarily represent the actual figures for the three schools. Future staffing costs should consolidation proceed cannot be outlined in this report as apart from administrative/support positions, a clear picture of resulting staffing positions would require more in depth discussion of priorities and goals within the resulting budget.

Table 4B

Position title	Incl in WSF?	Avg full cost per position	Kohala Elem		Kohala Middle		Kohala High	
			No. of positions	Cost	No. of positions	Cost	No. of positions	Cost
Principal	Yes	\$159,091	1	159,091	1	159,091	1	159,091
Vice Principal	Yes						1	
Athletic Director	Yes						1	
Teacher	Yes	79,131	17	1,345,227	8	633,048	16	1,266,096
Teacher – special education	No	79,131	7	553,917	4	283,344	6	474,786
Teacher – Title I	No	79,131	0		0		0	
Teacher – Article VI	No	79,131	3		2	158,262	1	79,131
Counselor	Yes	79,131	1	79,131	.5	39,566	1	79,131
Student services coordinator (12-mo position)	Yes	85,004	1	85,004	.5	42,502	1 (10 month)	79,131
Librarian	Yes	79,131	1	79,131	0		0	
Library assistant	Yes	39,157	0		0		0	
Educational assistant	No	34,221	7	239,547	4	136,884	6	205,326
Educational Assistant	Yes	34,221			.5	17,111	.5	17,111
Custodian	Yes	41,727	2	83,454	1.5	62,591	5	208,635
School administrative services assistant	Yes	56,149	1	56,149	1	56,149	1	56,149
School health aide (10/12 of Step F SR-09 + 36.46% fringe)	No	37,871	1	37,871	1	37,871	1	37,871
Total			42		24		37	

The weighted student formula allocation to the three schools in FY 2009-10 is:

	Kohala Elem.	Kohala Middle	Kohala High
Amount	2,241,593	1,660,443	2,318,047
Enrollment	408	198	289
Amount per student	5,494.10	8,386.08	8,133.50

Estimated annual facility maintenance costs at the three schools are in the table below and are based on \$2.35 per sq.ft. of building area. The total DOE cost to maintain school facilities is \$105 million (see below) and the total DOE building area is 44.6 million sq.ft., so the cost of facility maintenance is about \$2.35 per sq.ft.

	Kohala Elem.	Kohala Middle	Kohala High	Total
Sq. ft.	27,400	15,210	38,137	80,747
Cost per sq.ft.	\$2.35	\$2.35	\$2.35	\$2.35
Total cost	\$64,390	\$35,744	\$89,622	\$189,755

In addition, the annual costs for specific services and contract for each school have been outlined below:

	Kohala Elem	Kohala Middle	Kohala High	Total
Gas				
Electricity				
Tree Trimming Contracts				
Armored Car Services				
Sewer				

The total DOE building repair and maintenance cost is:

	Annual cost	Basis of calculation
Repair/maintenance lump sum	\$ 75,000,000	Amount needed to maintain backlog at a constant amount
Asbestos survey every three years	125,000	1/3 of most recent contract
Cash R&M projects (FDB)	4,000,000	2008-09 allocation from prog ID 37995
Work order repairs (FMB)	4,607,986	2008-09 allocation from prog ID 37995
Staff contracts (Aux Svc Branch)	5,914,312	2008-09 amount in prog ID 37995
U-fund payments to DAGS	1,000,000	2008-09 amount in prog ID 37995
DAGS 807	4,813,844	2008-09 appropriation
FMB	9,255,739	2008-09 amount in prog ID 37711
	\$104,716,881	

The repair and maintenance and capital improvement program backlogs at the three schools are [downloaded from Factrak on June 14, 2009]:

Kohala Elementary
Current:

Project Number	Project Name	Type	Status	Total Estimated Cost
E0504582	P3085 REROOF	R&M	Design	\$27,000.00
E0504583	P3086 REROOF	R&M	Design	\$27,000.00
E0520556	X REROOF	R&M	Construction	\$115,000.00
E0520898	Bldg X Drainage Improv	R&M	Construction	\$47,800.00
E0521220	Bldg A Add Elec Outlets	R&M	Construction	\$25,000.00
E0521222	X ELEV WATER INTRUSN	R&M		\$25,000.00
E0521629	CAMP RPR WKWY	R&M	Bid	\$71,500.00
E0521845	B DRN IMP	R&M		\$40,000.00
E0521908	Earthquake Assessment	R&M		\$0.00
C0003239	Electrical Upgrade	CIP		\$862,500.00
X0000453	PLAYGROUND ACCESSIBILITY IMPROVEMENTS		Construction	\$0.00
X0000462	CESSPOOLS REMOVAL AND NEW SEPTIC SYSTEM		Construction	

Planned:

Project Number	Project Name	Type	Total Estimated Cost
E0504584	P3087 REROOF	R&M	\$35,000.00
E0504585	P3088 REROOF	R&M	\$35,000.00
E0520080	A RPR ROOF	R&M	\$366,000.00
E0520083	B REROOF	R&M	\$95,000.00
E0521338	X RPL RR PARTITIONS	R&M	\$35,000.00
E0521340	M INSTL C/WKWY	R&M	\$150,000.00
E0521631	B ADD ELEC OUTLETS	R&M	\$25,000.00
E0521632	X ADD ELEC OUTLETS	R&M	\$35,000.00
E0521633	PORT ADD ELEC OUTLET	R&M	\$40,000.00
E0521634	B RENOV BOYS RR	R&M	\$113,000.00
E0522052	RPL CLASSROOM FURNITURE	R&M	\$6,000.00
E0522054	CAMPUS RPL P/B SYSTEM	R&M	\$70,000.00
C0002008	Four Classroom Building	CIP	\$6,305,000.00
C0002196	Administration Building	CIP	\$6,000,000.00
C0002330	ABR	CIP	\$550,000.00

C0002527	Air Condition School	CIP	\$3,500,000.00
C0002681	SPED Trailer	CIP	\$350,000.00
C0002866	Walkway Roof from Portable 6 to Building B	CIP	\$75,000.00

Kohala Middle
Current:

Project Number	Project Name	Type	Status	Total Estimated Cost
E0521227	Bldg A Termite tent	R&M	Construction	\$0.00
E0521909	Earthquake Assessment	R&M		\$0.00
E0522058	A HLTH RM RPR BEAM	R&M		\$5,000.00
E0522059	P2 & P3 INSTL SECURITY SCREENS	R&M	X	\$16,000.00 completed
E0522060	RPL CLASSROOM FURNITURE	R&M	X	\$6,000.00 completed
E0522061	A RPL CEILINGS	R&M		\$170,000.00 renovation
E0522319	RPL CLRM FURN	R&M	X	\$6,000.0 Duplication completed
C0002178	Electrical Upgrade	CIP		\$546,000.00
X0000128	CESSPOOLS REMOVAL AND NEW SEPTIC SYSTEM		X	\$388,000.00 completed
X0093406	Bldg A Elec Upgrade		Construction	\$0.00

Of the ten current projects posted on Factrack, seven have already completed and two would be completed if renovation were to proceed. The remaining project, the electrical upgrade is the most costly project on the list; however, it has been on the repair and maintenance list for several years and it is doubtful that this project will be funded. The school has addressed the immediate needs for electrical upgrade through other means in order to create the infrastructure for increased technology needs.

In the past year, approximately \$450,000 has been expended to improve the infrastructure on campus including a new septic system and phone system.

Planned:

Project Number	Project Name	Type	Status	Total Estimated Cost
E0504014	A RPL MASONITE FLOOR	R&M	Backlog	\$10,000.00 renovation
E0504112	A INSTL OUTLETS	R&M	Backlog	\$4,000.00 completed
E0504649	A PNT EXT	R&M	Backlog	\$30,000.00 renovation
E0521332	CAMP TREE TRIM	R&M	Backlog	\$25,000.00 completed
E0522063	C RPL BOYS RESTROOM FIXTURES	R&M	Backlog	\$10,000.00
E0522225	GRND-RPL RAMP RAILING	R&M	Backlog	\$25,000.00 Completed
E0522320	BLDG A - RPR ROOF	R&M	Backlog	\$60,000.00
E0522469	RPL CLSRM FURN	R&M	Backlog	\$6,000.00 removed

Of the eight planned projects listed on the Factrack system, three have been completed and one would be addressed through renovation. Replacing classroom furniture has since been removed from the list as the school received a shipment of tables and chairs in the fall of 2009. There are three projects that remain unaddressed ranging from \$10,000 to \$60,000.

Kohala High
Current:

Project Number	Project Name	Type	Status	Total Estimated Cost
E0521227	Bldg A Termite tent	R&M	Construction	\$0.00
E0521909	Earthquake Assessment	R&M		\$0.00
E0522058	A HLTH RM RPR BEAM	R&M		\$5,000.00
E0522059	P2 & P3 INSTL SECURITY SCREENS	R&M		\$16,000.00
E0522060	RPL CLASSROOM FURNITURE	R&M		\$6,000.00
E0522061	A RPL CEILINGS	R&M		\$170,000.00
E0522319	RPL CLRM FURN	R&M		\$6,000.00
C0002178	Electrical Upgrade	CIP		\$546,000.00
X0000128	CESSPOOLS REMOVAL AND NEW SEPTIC SYSTEM		Bid	\$388,000.00

X0093406	Bldg A Elec Upgrade		Construction	\$0.00
X1690409	Special Education Shower		Allotment	\$113,000.00

Planned:

Project Number	Project Name	Type	Status	Total Estimated Cost
E0504014	A RPL MASONITE FLOOR	R&M	Backlog	\$10,000.00
E0504112	A INSTL OUTLETS	R&M	Backlog	\$4,000.00
E0504649	A PNT EXT	R&M	Backlog	\$30,000.00
E0521332	CAMP TREE TRIM	R&M	Backlog	\$25,000.00
E0522063	C RPL BOYS RESTROOM FIXTURES	R&M	Backlog	\$10,000.00
E0522225	GRND-RPL RAMP RAILING	R&M	Backlog	\$25,000.00
E0522318	BLDG C - INSTL SPED SHOWER	R&M	Backlog	\$60,000.00
E0522320	BLDG A - RPR ROOF	R&M	Backlog	\$60,000.00
E0522469	RPL CLSRM FURN	R&M	Backlog	\$6,000.00

The savings to DOE that are likely to be realized if Kohala Middle is closed and its student sent to the Kohala High & Elementary campus are approximately \$ _____.

	Annual amount	Basis of calculation
Reduction of WSF allocation (i.e., elimination of principal position, clerical positions, resource/support positions, addition of VP)	\$1,067,358	Difference between supplemental WSF funds for (a) the three schools separately and (b) whatever school organization is studied.
Elimination of one school health aide	\$37,871	A middle school on the Kapaau campus could share the elementary and/or high school health aide(s)
Elimination of one SBBH position		
Reduction of utility costs	same	usage would remain the same Kohala Middle costs would transfer to site of consolidation. Electricity charges would increase at receiving site(s)
Elimination of contract costs	?	Current Kohala Middle cost
Reduction in Cafeteria service position		Van driver position eliminated

Elimination of annual facility operating costs	\$35,744	Based on \$2.35 per sq ft.
Other		
Subtotal		
Offsets		
Total		

Net Savings through consolidation (K-6, 7-12)		Additional expenditures required:	
Personnel, supplies (WSF)	\$1,067,358	10 additional classrooms	\$3,500,000
Personnel (Non WSF)		Personnel (WSF)	
Annual Repair and maintenance	\$35,744	Additional office space	
Contract costs			

In 2008-09 the weighted student formula provided an additional allocation to elementary schools with enrollment below 650, middle schools with enrollment below ____, and high schools with enrollment below _____. This formula provided additional funds for all three schools as follows:

Kohala Elementary	\$
Kohala Middle	
Kohala High	
Total	\$

For 2009-10, the maximum size for a small school extra allocation will be reduced to 500, so given the current forecast for the enrollment of all three schools for 2009-10 the extra allocations next year would be:

	2009-10 projected enrollment	No consolidation	Kohala Middle consolidated with Kohala High
Kohala Elementary	408		
Kohala Middle	198		
Kohala High	289		
Total			

Whether the savings shown above would be reflected in a reduction in the DOE's total budget, or whether they are reallocated to other schools, is a determination that will be ultimately made by the Board of Education and the Legislature.

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

Current residential developments include the self help residential subdivision that is located approximately a quarter of a mile from the elementary and high school campuses. The development

includes a total of 12 homes. Because the owners were previously either renters or residents of multi-family housing units within Kohala, it is unlikely that enrollment will be affected by completion of the residential development. At this point in time, there are no known plans for additional residential developments that would affect enrollment in this complex. There is another phase going in adjacent to the current subdivision. It is not known whether this future development will bring in new residents into the community.

The historical data and projections provided in tables 5A and B provide a 25 year history of “official” enrollment in at the elementary, middle, and high school levels in Kohala.

Table 5A

School year	Number of students				
	Grades K-5	Grades 6-8	Grades 9-12	Total	Pre-K
1983-84	328	130	217	675	0
1984-85	337	136	205	678	0
1985-86	349	146	198	693	0
1986-87	363	159	200	722	0
1987-88	377	152	205	734	0
1988-89	356	144	197	697	0
1989-90	402	167	212	781	0
1990-91	392	193	217	802	0
1991-92	435	216	238	889	1
1992-93	454	231	255	940	3
1993-94	445	236	271	952	2
1994-95	451	234	302	987	1
1995-96	451	237	332	1020	4
1996-97	446	215	338	999	3
1997-98	430	229	314	973	4
1998-99	403	219	294	916	3
1999-00	387	187	292	866	4
2000-01	392	171	267	830	2
2001-02	377	186	250	813	5
2002-03	379	189	237	805	8
2003-04	388	193	237	818	4
2004-05	361	191	219	771	5
2005-06	361	175	221	757	6
2006-07	337	166	231	734	6
2007-08	331	174	219	724	15
2008-09	391	188	291	870	14
2009-10	408	198	289	895	17

Between the years of 1983 to 2009, enrollment has fluctuated from a low of 675 total enrollment to what it stands today at 895 for the three schools. The data indicates that during the 25 year span, total enrollment grew by 225 students. The growth pattern shows steady growth from 1984 to the highest enrollment in 1996. Since 1996 enrollment has decreased from 1020 to 912 in 2009 inclusive of Pre-K enrollment.

Future projections from the state office indicate a 126 pupil decrease by 2015 with both elementary and high school population showing marked decreases and the middle school remaining at status

quo. These projections are subject to statistical error as actual results from the last two years as outlined below have exceeded projections in both years.

“Official enrollment” (which does not include pre-K students) for the SY 2008-09 and enrollment projections for the upcoming six years are shown in the table below. The DOE does not make projections for pre-K students.

Table 5B

	Kohala Elementary	Kohala Middle	Kohala High	Total
2008-09 (actual)	391	188	291	870
2009-10 (actual)	408	198	289	895
2010-11	371	192	261	824
2011-12	364	207	247	818
2012-13	360	188	253	801
2013-14	354	192	234	780
2014-15	353	187	229	769

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

The land underlying Kohala Middle School is owned by the state. The former Halaula School site is one parcel TMK: 5-3-10:56 and is 8.606 acres.

The school site was acquired, originally as three parcels from Kohala Sugar Company by the Territory of Hawaii. The land was transferred in two Executive Orders by the Governor to the Department of Public Instruction in 1937 and 1942.

There is no reversion language in the deed. If DOE doesn't want the land, it reverts to DLNR.

Halaula School closed in September 1978. The Board of Education voted against returning the land to DLNR in 1984. Kohala Middle began operation there in 2001.

Based on current needs, there is no available space to accommodate space requirements of other departments or state activities.

(7) If consolidation is recommended, the Task force will suggest timetable and transition plan for implementation.

The task force will make a recommendation on the future of Kohala Middle School after it receives input from a public hearing, to be called after this report has been completed and the complex area superintendent instructs the task force to hold a public hearing pursuant to Chapter 8-38.

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

Task Force recommendations to address continuing improvements in the Kohala Complex:

Possible suggestions for discussion at the next CTF meeting.

- Suggestion to leadership from the high and middle schools to engage in ongoing collaborative efforts to share resources to effectively utilize assets and to broaden the spectrum of services available to students
- Recommendation for three schools to fully develop the K-12 construct to provide a seamless educational experience for all students and to collectively prepare students with 21st century skills.
- Investigate the feasibility of tasking the respective School Community Councils to act as a vehicle to continue the articulation process for complex schools.