



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2380
HONOLULU, HAWAII 96804

OFFICE OF FISCAL SERVICES

September 1, 2011

TO: The Honorable Wesley Lo, Chairperson
Committee on Finance and Infrastructure

FROM: *Suzanne Mulcahy*
Suzanne Mulcahy, Chairperson
Committee on Weights VII

SUBJECT: DISCUSSION/RECOMMENDATION FOR BOARD ACTION ON THE
COMMITTEE ON WEIGHTS RECOMMENDATION ON THE WEIGHTED
STUDENT FORMULA FOR SCHOOL YEAR 2012-2013

1. **RECOMMENDATION**

The Committee on Weights recommends that the Board of Education (Board) adopt the 2011 Committee on Weights (Committee) recommendation for the Weighted Student Formula (WSF) for implementation in SY12-13. (See Attachment A: 2011 Committee on Weights Recommendation, Attachment B: Details of the Proposed FY12-13 WSF Allocation Calculation, and Attachment C: Comparison of Current FY12 to PROPOSED FY13 WSF.)

This recommendation includes several changes to the WSF, made largely in the interest of simplifying the formula to support transparency and funding predictability, as well as providing a source of funding to help smaller schools, in particular, address basic operating expenses. In addition, the recommendation includes a call for the department to review the comparability of neighbor island mowing, repair and maintenance services, as well as to contract for an evaluation of the implementation of the WSF. Finally, the recommendation includes a suggestion that the Board reconsider its June 7, 2011 decision to move Alternative Learning Center funding into the WSF.

2. **RECOMMENDED EFFECTIVE DATE**

Recommended effective date is for SY12-13, but distributed upon adoption for financial planning purposes.

3. **RECOMMENDED COMPLIANCE DATE**

Same as effective date.

4. **DISCUSSION**

a. Conditions leading to the recommendation

Hawaii Revised Statutes (HRS) 302A-1303.5 calls for the Committee to meet at least every odd numbered year for the purpose of reviewing the WSF and, if the Committee deems it necessary, to recommend a new weighted student formula for adoption by the Board.

The Committee held a series of five meetings between June 3, 2011 and August 22, 2011. The Committee has deemed it necessary to recommend changes to the current Board-adopted WSF following its review and deliberations on: recommended formula amendments from the department; budget and allocation information made available by the department; presentations made by program managers from the English Language Learner (ELL) program, student transportation program, School Based Behavioral Health program, Hawaii Content and Performance Standards program, and testimony (Attachment D) from several principals, School Community Council members, and other interested individuals.

Committee discussion this year focused largely on:

- Abolishing the loss threshold adjustment, the small school adjustment, and the geographically isolated school adjustment;
- Including varying levels of foundation funding;
- Middle school foundation vs. middle school grade level adjustment and appropriate level of additional support;
- Multi-track foundation vs. multi-track adjustment funding and appropriate level of additional support;
- Superintendent's WSF reserve level and clarification on Committee's expectations on its use;
- Collapsing or expanding the current three ELL levels; and,
- Consideration of moving programs into the WSF: student transportation, School Based Behavioral Health, auxiliary services, repair and maintenance.

The Committee recognized that its review of the WSF was conducted amidst the backdrop of the continuing turbulent and uncertain fiscal conditions. Hawaii state legislature and governor have both required drastic reductions of the department, and the potential for further budget restrictions and reductions remains. On June 7, 2011 the Board adopted changes to the department's budget to move approximately \$5 million in funding from the Alternative Learning Center, Learning Centers, and Peer Education categorical programs into the WSF. As a result, no current categorical funded programs are being recommended to be moved into the WSF.

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

Each year since 2005, the Board voted to modify the WSF. A history of approved formula was presented to the Board at the August 2, 2011 General Business Meeting.

c. Other policies affected

None.

d. Arguments in support of the recommendation

The recommendation will enable the department to issue financial plan templates to all schools in a timely manner so that they may begin the planning process with their school community councils (SCCs) to develop their SY12-13 academic and financial plans. It is important that schools be afforded adequate time to complete their financial plans and that the plans be reviewed and approved by complex area superintendents in advance of the March 1 first posting for the teacher assignment and transfer period.

Establishment of foundation funding will provide all schools with a set amount of funds to address basic operating expenses. This will help small schools, in particular, that might otherwise need to commit a larger percentage of their annual WSF allocation to meet basic operating expenses.

The additional \$80,000 in foundation funding provided to multi-track schools over schools with similar grade levels recognizes that there are additional costs associated with operating a school on a year round basis.

Converting the \$1 million supplement to loss threshold to a \$3 million superintendent's WSF Reserve with guidelines on how funds may be allocated both recognizes that there may be outlier schools with unique student or school characteristics that require additional financial assistance and provides a means to provide that assistance.

e. Arguments against the recommendation

Some may argue that school communities cannot be trusted or should not be placed in the position to determine whether or not specific programs or activities will be maintained via WSF funds.

Schools with lower enrollments may express concern that they cannot provide an adequate or equal educational experience for students with the level of funding provided through the foundation funding.

Schools with higher enrollment may express concern that the establishment of foundation funding results in a considerable amount of WSF funds being distributed via a non-weighted characteristic. This has the impact of reducing the weight of 1.0.

Multi-track schools may argue that the additional \$80,000 they are proposed to be provided via the foundation funding is not sufficient to meet the added expense of operating a school with multiple tracks on a year round basis.

f. Findings and conclusions of the Board Committee

Not applicable.

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

The Department of Accounting and General Services will need to be consulted with in the review of the neighbor island service level agreements for repair and maintenance services.

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

The possible reaction from school communities may range from positive to mixed, and will likely align with the enrollment size of the school.

i. Educational implications

The Committee does not believe that the amount of funds in the WSF is adequate to support all students to achieve the Hawaii Content and Performance Standards III.

j. Personnel implications

None. Procedures are already established to add and reduce positions per the annually created WSF Financial Plan and via the Buy/Sell Process during the school year through February.

k. Facilities implications

None.

l. Financial implications

None identified. This recommendation primarily involves the method of distribution of the existing WSF budget.

SM:BH:lg

Attachments

- c: Members of the Board of Education
Kathryn S. Matayoshi, Superintendent
Ronn Nozoe, Deputy Superintendent
Assistant Superintendents
Complex Area Superintendents

Committee On Weights VII
Attachment A

2011 Committee on Weights Recommendation

(Passed 15-0 at August 22, 2011 Committee Meeting)

The 2011 Committee on Weights (Committee or COW VII) held a series of five meetings between June and August of 2011 to review the current weighted student formula (WSF), receive public input, and develop a recommendation to forward to the Board of Education pursuant to Chapter 302A-1303.5.

The Committee's recommendation for changes to the current weighted student formula to be applied for SY2012-13 includes the following:

- Abolish the School Size (Sliding Scale) Adjustment
- Abolish the Loss Threshold Adjustment
- Abolish the Geographically Isolated Adjustment
- Reduce the Grade Level Adjustments to Middle School only and set adjustment at \$150
- Create Foundation Funding as follows:

School Type	Foundation Amounts
Elementary	\$200,000
Elementary Multi-track	\$280,000
Middle	\$347,000
Middle Multi-track	\$427,000
High	\$354,000
K-8 or K-9 Combination	\$403,000
6-12 Combination	\$410,000
K-12 Combination	\$465,000

*Note – Foundation Amounts subject to change commensurate to changes in average salary.

- Convert the \$1 million Supplement to Loss Threshold currently distributed at the discretion of the Superintendent up to \$3 million WSF Reserve Fund to be distributed as determined by the Superintendent specifically to provide assistance to combination schools, geographically isolated schools, schools with very low enrollment, and other extraordinary circumstances. In the event the full \$3 million is not required to provide assistance to these types of schools the balance is to be returned to the WSF pot to be distributed to all schools via formula either prior to the issuance of the Financial Plan templates or after the start of the school year.
- Neighbor Island Mowing Coverage – recommend that the Department of Education (Department) review the current placement and work schedule of mowing crews on Hawaii Island and make adjustments aimed at providing comparable service levels regardless of location.
- Oahu mowing services – recommend OSFSS develop a pilot program to allow a limited number of schools that want to take on the responsibility for mowing to evaluate the feasibility of implementing by island or statewide.
- Neighbor Island Service Level Agreements – recommends that the Department revisit the existing Service Level Agreement that formalizes a September 2006 agreement with the Department of Accounting and General Services (DAGS). The objective of finding a model that allows all schools to access comparable repair and maintenance services should serve as a guide for discussions. The current practice of having DAGS' work crews service both school and other state facilities in select locations should be revisited.
- WSF Study – Committee recommends that the Department contract an expert to evaluate implementation and effectiveness of Hawaii Revised Statutes, Chapter 302A-1303.6 Weighted Student Formula.
- Adult Education – Committee suggests that it is not fair to ask school to transfer funds for students that complete a 4140 if WSF funds were never allocated for that student; and, there are logistical problems in validating the number of students who withdraw and those for whom funds were allocated.
- Alternative Learning Centers – Committee suggests that the Board reconsider its decision to move these programs into the Weighted Student Formula.

Committee On Weights VII

Attachment B

**Committee on Weights VII (2011) Recommendation
for WSF FY2012-13**

Details of the <u>PROPOSED</u> WSF Allocation Calculation						
as recommended by Committee on Weights (COW VII)						
based on FY2011-12 Preliminary Appropriation and Projected Enrollment						
		<u>Total PROJECTED Enrollment</u> ¹	<u>Weighting Factor</u> *	<u>Weighted PROJECTED Enrollment</u>	<u>\$ per Student</u>	<u>TOTAL ALLOCATION</u>
1	Pre-K	1,392	1.000	1,392.00	\$3,493.96	\$ 4,863,594
2	Jr. K - 2	44,109	1.000	44,109.00	\$3,493.96	\$ 154,115,130
3	Other Elem	45,873	1.000	45,873.00	\$3,493.96	\$ 160,278,478
4	Middle	31,189	1.000	31,189.00	\$3,493.96	\$ 108,973,153
5	High	49,753	1.000	49,753.00	\$3,493.96	\$ 173,835,047
6	Subtotal	172,316		172,316.00		\$ 602,065,402
¹ Total Enrollment includes General Education, Special Education and Pre-K students, at a rate of 1.00 per student.						
Student Characteristics						
7	Grade Level Adjustment					
8	Middle	31,189	0.043	1,338.94	\$150.00	\$ 4,678,350
9	K-2 Class Size	44,109	0.150	6,616.35	\$524.09	\$ 23,117,086
10	English Language Learners (Aggregate)	17,677				\$ 13,197,863
11	Fully English Proficient (FEP)	475	0.056	26.45	\$194.55	\$ 92,412
12	Limited English Proficiency (LEP)	11,952	0.167	1,996.55	\$583.66	\$ 6,975,877
13	Non-English Proficient (NEP)	5,251	0.334	1,754.33	\$1,167.32	\$ 6,129,573
14	Economically Disadvantaged	81,458	0.100	8,145.80	\$349.40	\$ 28,461,425
15	Gifted & Talented	5,105	0.265	1,352.75	\$925.90	\$ 4,726,451
16	Transiency	13,032	0.050	651.60	\$174.70	\$ 2,276,684
17	Subtotal			21,882.78		\$ 76,457,859
School Characteristics						
18	Neighbor Island	53,175	0.004	212.70	\$13.98	\$ 743,387
19	Subtotal			212.70		\$ 743,387
20		172,316		194,411.48		\$ 679,266,134
Non-Weighted School Characteristics						
21	Base Funding - per school based on school type					\$ 65,243,000
22	Elem			\$200,000		\$ 33,760,000
23	Elem - Multi-Track			\$280,000		
24	Middle			\$347,000		\$ 13,346,000
25	Middle - Multi-Track			\$427,000		
26	High			\$354,000		\$ 11,682,000
27	Combination Schools					\$ 6,455,000
28	K-12			\$465,500		
29	K-8			\$403,000		
30	6-12			\$410,000		
31	Subtotal					\$ 65,243,000
32	TOTAL WSF FUNDS AVAILABLE FOR TENTATIVE ENROLLMENT ALLOCATION²					\$ 744,509,134
² DISCLAIMER: Projected allocations are tentative and are subject to change based on the Department's final appropriation for Weighted Student Formula and statewide enrollment figures.						
* Weighting Factors figures are rounded for display purposes only. Actual values/weights used in calculation are not rounded.						

Committee On Weights VII
Attachment C

Comparison of Current FY12 to PROPOSED FY13 WSF
as recommended by the Committee on Weights VII (2011)

Attachment C

					CURRENT FY12								PROPOSED FY13			
Dist	CA ID	Org ID	Org Desc	Gr	FY11-12	School	LOSS		Projected	TENTATIVE	Tent WSF		Projected	TENTATIVE	Tent WSF	
					PROJECT	Size	THRESHOLD	TOTAL	WEIGHTED	WSF	Alloc per		BASE	WEIGHTED	WSF	Alloc per
				Lvl	ENROLL	Adjust	ALLOC ADJ	ADJUST	Enrollment	ALLOC	Student		Funding	Enrollment	ALLOC	Student
																% Change
																in Alloc
20	921	202	AIEA HIGH	H	1,189	0	0	0	1,292.22	4,691,620	3,945.85		354,000	1,264.37	4,764,598	4,007.23
60	961	400	BALDWIN HIGH	H	1,641	0	0	0	1,772.05	6,438,700	3,923.64		354,000	1,733.53	6,406,171	3,903.82
30	931	252	CAMPBELL HIGH	H	2,697	0	0	0	2,935.08	10,656,398	3,951.20		354,000	2,871.72	10,371,697	3,845.64
40	941	301	CASTLE HIGH	H	1,295	0	0	0	1,394.35	5,066,623	3,912.45		354,000	1,363.54	5,114,714	3,949.59
10	917	106	FARRINGTON HIGH	H	2,455	0	0	0	2,792.77	10,137,486	4,129.32		354,000	2,738.12	9,903,478	4,034.00
50	951	355	HILO HIGH	H	1,227	0	0	0	1,352.53	4,913,570	4,004.54		354,000	1,323.65	4,974,364	4,054.09
40	942	309	KAILUA HIGH	H	842	0	236,799	236,799	919.23	3,577,516	4,248.83		354,000	899.16	3,493,889	4,149.51
10	919	115	KAIMUKI HIGH	H	1,079	0	0	0	1,214.22	4,413,199	4,090.08		354,000	1,189.87	4,509,488	4,179.32
10	917	154	KAISER HIGH	H	1,181	0	0	0	1,246.54	4,531,385	3,836.90		354,000	1,218.48	4,610,094	3,903.55
40	942	312	KALAHEO HIGH	H	787	0	285,831	285,831	837.20	3,327,583	4,228.19		354,000	818.47	3,211,280	4,080.41
10	917	119	KALANI HIGH	H	1,153	0	0	0	1,221.14	4,440,765	3,851.49		354,000	1,193.85	4,525,781	3,925.22
70	971	455	KAPAA HIGH	H	1,038	0	0	0	1,130.44	4,107,956	3,957.57		354,000	1,105.93	4,215,627	4,061.30
30	931	292	KAPOLEI HIGH	H	2,015	0	0	0	2,152.41	7,823,306	3,882.53		354,000	2,104.46	7,703,727	3,823.19
70	971	456	KAUAI HIGH	H	1,186	0	0	0	1,283.36	4,664,398	3,932.88		354,000	1,255.46	4,738,488	3,995.35
50	952	354	KEAAU HIGH	H	950	0	0	0	1,068.05	3,874,487	4,078.41		354,000	1,046.12	4,000,013	4,210.54
50	953	392	KEALAKEHE HIGH	H	1,482	0	0	0	1,635.23	5,944,687	4,011.26		354,000	1,600.77	5,945,803	4,012.01
60	961	435	KEKAULIKE HIGH	H	1,074	0	287,811	287,811	1,159.61	4,502,142	4,191.94		354,000	1,134.01	4,314,052	4,016.81
50	953	373	KOHALA HIGH	H	236	264,647	398,062	662,709	260.10	1,604,619	6,799.23		354,000	254.56	1,239,576	5,252.44
50	953	374	KONAWAENA HIGH	H	678	106,501	87,594	194,095	758.13	2,948,090	4,348.22		354,000	742.61	2,946,001	4,345.13
60	962	414	LAHAINALUNA HIGH	H	1,044	0	0	0	1,134.05	4,131,160	3,957.05		354,000	1,109.80	4,239,215	4,060.55
20	922	214	LEILEHUA HIGH	H	1,931	0	0	0	2,109.12	7,656,490	3,965.04		354,000	2,063.78	7,552,205	3,911.03
60	961	418	MAUI HIGH	H	1,719	0	0	0	1,900.45	6,894,491	4,010.76		354,000	1,861.24	6,841,291	3,979.81
10	919	138	MCKINLEY HIGH	H	1,786	0	0	0	2,020.07	7,353,573	4,117.34		354,000	1,979.92	7,280,078	4,076.19
20	922	216	MILILANI HIGH	H	2,375	0	0	0	2,492.66	9,061,396	3,815.32		354,000	2,436.01	8,863,057	3,731.81
20	921	218	MOANALUA HIGH	H	2,094	0	0	0	2,220.82	8,071,502	3,854.59		354,000	2,171.19	7,936,338	3,790.04
60	962	421	MOLOKAI HI	H	352	305,646	16,942	322,588	393.83	1,802,245	5,120.01		354,000	385.54	1,698,714	4,825.89
30	932	266	PEARL CITY HIGH	H	1,826	0	0	0	1,947.69	7,079,432	3,877.02		354,000	1,904.80	7,006,647	3,837.16
20	921	224	RADFORD HIGH	H	1,295	0	0	0	1,390.65	5,050,300	3,899.85		354,000	1,360.31	5,100,579	3,938.67
10	919	146	ROOSEVELT HIGH	H	1,442	0	0	0	1,568.23	5,712,695	3,961.65		354,000	1,534.77	5,726,818	3,971.44
50	951	389	WAIAKEA HIGH	H	1,130	0	0	0	1,225.51	4,454,861	3,942.36		354,000	1,198.81	4,541,340	4,018.88
30	933	272	WAIANAE HIGH	H	1,828	0	0	0	2,031.46	7,387,683	4,041.40		354,000	1,988.58	7,303,039	3,995.10
70	971	462	WAIMEA HIGH	H	636	158,181	344,994	503,175	692.25	3,017,940	4,745.19		354,000	677.26	2,717,961	4,273.52
30	932	277	WAIPAHU HIGH	H	2,398	0	0	0	2,695.54	9,770,033	4,074.24		354,000	2,641.92	9,553,423	3,983.91
SUBTOTAL - ALL HIGH SCHOOLS					46,061	834,975	1,658,032	2,493,008	50,246.97	185,108,330	4,018.76		11,682,000	49,172.62	183,349,548	3,980.58
																(1,758,782)
																-0.9501%

Comparison of Current FY12 to PROPOSED FY13 WSF
as recommended by the Committee on Weights VII (2011)

Attachment C

Dist	CA ID	Org ID	Org Desc	Gr Lvl	FY11-12	CURRENT FY12						PROPOSED FY13				DIFFERENCE	% Change
					PROJECT	School	LOSS	TOTAL	Projected	TENTATIVE	Tent WSF	BASE	Projected	TENTATIVE	Tent WSF		
					ENROLL	Size Adjust	THRESHOLD ALLOC ADJ		WEIGHTED	WSF	Alloc per Student		WEIGHTED	WSF	Alloc per Student		
20	921	201	AIEA INTER	M	591	0	119,747	119,747	693.29	2,635,209	4,458.90	347,000	659.77	2,646,782	4,478.48	11,573	0.4392%
20	921	204	ALIAMANU MIDDLE	M	685	0	0	0	793.75	2,883,153	4,208.98	347,000	754.80	2,981,213	4,352.14	98,060	3.4011%
10	919	104	CENTRAL MIDDLE	M	393	81,453	89,520	170,973	498.15	1,990,476	5,064.82	347,000	476.66	2,020,598	5,141.47	30,122	1.5133%
10	917	105	DOLE MIDDLE	M	771	0	0	0	961.55	3,489,221	4,525.58	347,000	919.05	3,551,018	4,605.73	61,797	1.7711%
30	931	296	EWA MAKAI MIDDLE	M	740	0	0	0	864.59	3,139,004	4,241.90	347,000	823.29	3,218,767	4,349.69	79,763	2.5410%
30	932	255	HIGHLANDS INTER	M	940	0	0	0	1,083.61	3,935,910	4,187.14	347,000	1,029.95	3,941,365	4,192.94	5,455	0.1386%
50	951	356	HILO INTER	M	488	0	58,475	58,475	578.17	2,162,552	4,431.46	347,000	550.36	2,271,703	4,655.13	109,151	5.0473%
60	961	404	IAO	M	862	0	0	0	1,010.03	3,667,221	4,254.32	347,000	961.06	3,699,554	4,291.83	32,333	0.8817%
30	931	279	ILIMA INTER	M	818	0	0	0	961.74	3,488,526	4,264.70	347,000	915.98	3,538,901	4,326.28	50,375	1.4440%
10	919	110	JARRETT MIDDLE	M	238	183,465	328,165	511,630	293.87	1,576,368	6,623.39	347,000	280.69	1,323,901	5,562.61	(252,467)	-16.0157%
40	942	310	KAILUA INTER	M	622	0	0	0	716.45	2,603,559	4,185.79	347,000	680.89	2,724,431	4,380.11	120,872	4.6426%
10	917	116	KAIMUKI MIDDLE	M	943	0	0	0	1,077.23	3,913,050	4,149.58	347,000	1,023.38	3,918,751	4,155.62	5,701	0.1457%
10	917	118	KALAKAUA MIDDLE	M	938	0	0	0	1,158.38	4,202,151	4,479.91	347,000	1,106.59	4,203,480	4,481.32	1,329	0.0316%
60	961	420	KALAMA INTER	M	851	0	0	0	995.02	3,616,667	4,249.90	347,000	946.36	3,652,173	4,291.62	35,505	0.9817%
70	971	448	KAMAKAHELEI MIDDLE	M	899	0	0	0	1,051.77	3,824,768	4,254.47	347,000	1,000.71	3,843,860	4,275.71	19,092	0.4992%
70	971	447	KAPAA MIDDLE SCHOOL	M	611	0	0	0	718.71	2,610,689	4,272.81	347,000	683.91	2,733,891	4,474.45	123,201	4.7191%
30	931	291	KAPOLEI MIDDLE	M	1,427	0	0	0	1,647.83	5,988,416	4,196.51	427,000	1,566.81	5,898,047	4,133.18	(90,368)	-1.5091%
10	919	126	KAWANANAKOA MIDDLE	M	862	0	0	0	1,020.19	3,714,989	4,309.73	347,000	971.41	3,746,512	4,346.30	31,524	0.8485%
50	952	370	KEAAU MIDDLE	M	629	0	0	0	759.92	2,761,842	4,390.85	347,000	724.17	2,875,896	4,572.17	114,054	4.1296%
50	953	390	KEALAKEHE INTER	M	755	0	14,298	14,298	907.31	3,308,540	4,382.17	347,000	864.93	3,364,193	4,455.88	55,652	1.6821%
40	941	318	KING INTER	M	635	0	0	0	741.02	2,691,954	4,239.30	347,000	704.72	2,806,754	4,420.09	114,800	4.2646%
50	953	366	KOHALA MIDDLE	M	199	181,622	106,881	288,503	235.59	1,143,669	5,747.08	347,000	224.24	1,129,010	5,673.42	(14,659)	-1.2817%
50	953	376	KONAWAENA MIDDLE SCHOOL	M	544	0	0	0	654.64	2,374,496	4,364.88	347,000	623.91	2,521,067	4,634.31	146,571	6.1727%
60	962	413	LAHAINA INTER	M	644	0	0	0	770.73	2,796,285	4,342.06	347,000	734.79	2,908,127	4,515.73	111,842	3.9996%
60	961	430	LOKELANI INTER	M	567	0	0	0	675.82	2,445,605	4,313.24	347,000	643.96	2,585,191	4,559.42	139,586	5.7076%
60	961	428	MAUI WAENA INTER	M	1,075	0	0	0	1,289.87	4,680,857	4,354.29	347,000	1,229.70	4,634,233	4,310.91	(46,624)	-0.9961%
20	922	238	MILILANI MIDDLE	M	1,748	0	0	0	1,979.51	7,197,703	4,117.68	427,000	1,879.48	6,993,730	4,000.99	(203,973)	-2.8339%
20	921	219	MOANALUA MIDDLE	M	826	0	0	0	945.94	3,435,407	4,159.09	347,000	898.80	3,483,189	4,216.94	47,782	1.3909%
60	962	434	MOLOKAI MIDDLE	M	174	174,622	0	174,622	208.57	981,596	5,641.36	347,000	198.62	1,039,529	5,974.30	57,933	5.9019%
10	917	139	NIU VALLEY MIDDLE	M	789	0	0	0	895.17	3,252,518	4,122.33	347,000	850.09	3,314,738	4,201.19	62,219	1.9130%
10	919	148	STEVENSON MIDDLE	M	650	0	0	0	774.46	2,819,148	4,337.15	347,000	737.85	2,928,141	4,504.83	108,993	3.8662%
20	922	230	WAHIAWA MIDDLE	M	787	0	0	0	940.76	3,414,845	4,339.07	347,000	896.28	3,472,650	4,412.52	57,805	1.6928%
50	951	385	WAIAKEA INTER	M	860	0	0	0	1,007.78	3,662,490	4,258.71	347,000	958.71	3,694,755	4,296.23	32,265	0.8810%
30	933	273	WAIANAE INTER	M	880	0	0	0	1,062.16	3,864,333	4,391.29	347,000	1,012.20	3,885,783	4,415.66	21,451	0.5551%
70	971	464	WAIIMEA CANYON	M	414	54,193	215,445	269,639	486.33	2,037,793	4,922.21	347,000	462.81	1,963,829	4,743.55	(73,964)	-3.6296%
30	932	278	WAIPAHU INTER	M	1,226	0	0	0	1,491.72	5,425,003	4,424.96	347,000	1,423.77	5,322,500	4,341.35	(102,502)	-1.8894%
10	919	152	WASHINGTON MIDDLE	M	820	0	53,174	53,174	996.80	3,671,932	4,477.97	347,000	951.13	3,664,457	4,468.85	(7,475)	-0.2036%
20	922	237	WHEELER MIDDLE	M	846	0	0	0	995.15	3,613,896	4,271.74	347,000	946.79	3,650,437	4,314.94	36,541	1.0111%
SUBTOTAL - ALL MIDDLE SCHOOLS					28,747	675,356	985,704	1,661,060	33,943.60	125,021,842	4,349.04	13,346,000	32,318.59	126,153,157	4,388.39	1,131,315	0.9049%

**Comparison of Current FY12 to PROPOSED FY13 WSF
as recommended by the Committee on Weights VII (2011)**

Attachment C

					CURRENT FY12							PROPOSED FY13					
					FY11-12	School	LOSS	Projected			Tent WSF	Projected			Tent WSF		
Dist	CA ID	Org ID	Org Desc	Gr	PROJECT	Size	THRESHOLD	TOTAL	WEIGHTED	TENTATIVE	Alloc per	BASE	WEIGHTED	TENTATIVE	Alloc per	DIFFERENCE	% Change
				Lvl	ENROLL	Adjust	ALLOC ADJ	ADJUST	Enrollment	ALLOC	Student	Funding	Enrollment	ALLOC	Student		in Alloc
10	917	100	AINA HAINA	E	650	0	0	0	737.62	2,681,091	4,124.76	200,000	715.47	2,698,816	4,152.02	17,724	0.6611%
10	919	101	ALA WAI	E	459	0	0	0	587.04	2,147,989	4,679.71	200,000	572.99	2,215,423	4,826.63	67,434	3.1394%
10	919	102	ALIOLANI	E	252	43,983	77,848	121,831	305.20	1,228,738	4,875.94	200,000	297.00	1,234,882	4,900.32	6,144	0.5000%
10	917	107	FERN	E	522	0	0	0	668.54	2,435,743	4,666.17	200,000	652.24	2,483,762	4,758.16	48,019	1.9714%
10	917	108	HAAHIONE	E	491	0	0	0	566.47	2,062,133	4,199.86	200,000	549.82	2,123,436	4,324.72	61,303	2.9728%
10	919	109	HOKULANI	E	355	0	90,793	90,793	409.93	1,579,456	4,449.17	200,000	398.05	1,588,864	4,475.67	9,409	0.5957%
10	919	111	JEFFERSON	E	436	0	0	0	553.38	2,020,545	4,634.28	200,000	539.73	2,094,187	4,803.18	73,642	3.6447%
10	919	112	KAHUMANU	E	595	0	0	0	756.67	2,789,571	4,688.35	200,000	738.56	2,818,702	4,737.31	29,131	1.0443%
10	917	113	KAEWAI	E	358	0	10,149	10,149	455.03	1,669,245	4,662.70	200,000	443.60	1,754,485	4,900.80	85,240	5.1065%
10	917	114	KAHALA	E	420	0	0	0	492.19	1,780,675	4,239.70	200,000	478.39	1,862,509	4,434.54	81,833	4.5956%
10	919	117	KAIULANI	E	415	0	0	0	544.00	2,014,240	4,853.59	200,000	531.37	2,092,759	5,042.79	78,519	3.8982%
10	917	120	KALIHI	E	295	5,363	98,928	104,291	381.40	1,498,510	5,079.70	200,000	372.45	1,508,711	5,114.27	10,200	0.6807%
10	917	121	KALIHI KAI	E	596	0	0	0	750.74	2,723,665	4,569.91	200,000	731.86	2,750,961	4,615.71	27,296	1.0022%
10	917	122	KALIHI UKA	E	270	29,453	25,362	54,815	330.87	1,259,262	4,663.93	200,000	322.13	1,326,868	4,914.33	67,606	5.3687%
10	917	123	KALIHI WAENA	E	587	0	0	0	737.15	2,683,303	4,571.21	200,000	718.49	2,713,318	4,622.35	30,015	1.1186%
10	917	155	KAMILOIKI	E	373	0	22,596	22,596	427.71	1,576,699	4,227.07	200,000	415.18	1,649,502	4,422.26	72,804	4.6175%
10	917	124	KAPALAMA	E	655	0	0	0	791.14	2,881,554	4,399.32	200,000	769.42	2,893,171	4,417.06	11,618	0.4032%
10	919	125	KAULUWELA	E	353	0	91,926	91,926	448.69	1,733,274	4,910.12	200,000	437.43	1,738,236	4,924.18	4,962	0.2863%
10	917	127	KOKO HEAD	E	273	26,802	93,796	120,598	315.77	1,270,609	4,654.25	200,000	306.52	1,272,792	4,662.24	2,183	0.1718%
10	919	128	KUHIO	E	317	0	77,238	77,238	401.36	1,542,955	4,867.37	200,000	391.48	1,574,149	4,965.77	31,193	2.0217%
10	919	129	LANAKILA	E	415	0	0	0	518.37	1,891,252	4,557.23	200,000	504.96	1,970,700	4,748.67	79,448	4.2008%
10	917	130	LIHOLIHO	E	388	0	0	0	460.59	1,670,918	4,306.49	200,000	448.00	1,761,433	4,539.78	90,515	5.4171%
10	919	131	LIKELIKE	E	368	0	2,124	2,124	467.58	1,713,158	4,655.32	200,000	456.17	1,804,714	4,904.11	91,556	5.3443%
10	917	132	LILUOKALANI	E	106	74,774	290,702	365,476	127.01	825,528	7,788.00	200,000	123.54	629,872	5,942.19	(195,656)	-23.7007%
10	917	133	LINAPUNI	E	261	37,012	297,475	334,487	335.31	1,562,693	5,987.33	200,000	329.87	1,361,505	5,216.49	(201,188)	-12.8744%
10	919	134	LINCOLN	E	356	0	105,179	105,179	436.37	1,698,461	4,770.96	200,000	424.73	1,690,573	4,748.80	(7,888)	-0.4644%
10	919	135	LUNALILO	E	484	0	0	0	593.63	2,174,007	4,491.75	200,000	577.93	2,234,774	4,617.30	60,768	2.7952%
10	919	136	MAEMAE	E	654	0	0	0	749.87	2,724,245	4,165.51	200,000	727.73	2,740,252	4,189.99	16,007	0.5876%
10	919	137	MANOA	E	545	0	0	0	625.14	2,267,324	4,160.23	200,000	606.68	2,313,937	4,245.76	46,613	2.0559%
10	919	140	NOELANI	E	456	0	0	0	522.86	1,900,491	4,167.74	200,000	507.37	1,972,019	4,324.60	71,528	3.7637%
10	919	141	NUUANU	E	378	0	49,400	49,400	429.52	1,609,167	4,257.05	200,000	416.54	1,653,339	4,373.91	44,173	2.7451%
10	919	142	PALOLO	E	283	17,493	80,522	98,016	373.51	1,456,067	5,145.11	200,000	365.16	1,475,746	5,214.65	19,680	1.3516%
10	919	143	PAUOA	E	294	6,414	144,052	150,466	356.20	1,448,728	4,927.65	200,000	346.41	1,413,433	4,807.60	(35,295)	-2.4363%
10	917	145	PUUHALE	E	227	60,255	140,280	200,535	286.92	1,246,539	5,491.36	200,000	279.57	1,179,535	5,196.19	(67,004)	-5.3752%
10	919	147	ROYAL	E	374	0	0	0	464.11	1,694,474	4,530.68	200,000	452.19	1,786,822	4,777.60	92,348	5.4499%
10	917	150	WAIKIKI	E	430	0	0	0	528.71	1,916,980	4,458.09	200,000	515.03	1,994,033	4,637.29	77,053	4.0195%
10	917	153	WILSON	E	583	0	0	0	669.44	2,433,407	4,173.94	200,000	649.77	2,469,509	4,235.86	36,102	1.4836%
SUBTOTAL - HONOLULU DISTRICT ELEM					15,274	301,549	1,698,372	1,999,921	18,605.98	69,812,693	4,570.69	7,400,000	18,113.82	70,847,731	4,638.45	1,035,038	1.4826%

Comparison of Current FY12 to PROPOSED FY13 WSF
as recommended by the Committee on Weights VII (2011)

Attachment C

					CURRENT FY12							PROPOSED FY13					
					FY11-12 PROJECT	School Size	LOSS THRESHOLD	TOTAL	Projected WEIGHTED	TENTATIVE WSF	Tent WSF Alloc per Student	BASE	Projected WEIGHTED	TENTATIVE WSF	Tent WSF Alloc per Student		% Change
Dist	CA ID	Org ID	Org Desc	Lvl	ENROLL	Adjust	ALLOC ADJ	ADJUST	Enrollment	ALLOC		Funding	Enrollment	ALLOC		DIFFERENCE	in Alloc
20	921	200	AIEA	E	325	0	45,678	45,678	405.75	1,521,407	4,681.25	200,000	395.44	1,582,016	4,867.74	60,609	3.9837%
20	921	203	ALIAMANU	E	909	0	0	0	1,059.05	3,848,901	4,234.21	200,000	1,029.69	3,795,716	4,175.71	(53,185)	-1.3818%
20	922	207	HALE KULA	E	980	0	0	0	1,161.36	4,226,383	4,312.64	200,000	1,128.57	4,146,720	4,231.35	(79,663)	-1.8849%
20	922	206	HALEIWA	E	183	77,854	65,598	143,452	220.00	941,824	5,146.58	200,000	213.98	946,065	5,169.75	4,241	0.4503%
20	922	208	HELEMANO	E	593	0	0	0	715.55	2,603,612	4,390.58	200,000	696.18	2,634,199	4,442.16	30,587	1.1748%
20	921	209	HICKAM	E	583	0	303,467	303,467	665.31	2,720,231	4,665.92	200,000	645.47	2,452,853	4,207.29	(267,378)	-9.8292%
20	922	210	ILIAHI	E	406	0	34,177	34,177	478.05	1,770,652	4,361.21	200,000	464.23	1,820,235	4,483.34	49,583	2.8002%
20	922	211	KAALA	E	452	0	0	0	568.69	2,079,378	4,600.39	200,000	553.93	2,146,984	4,749.96	67,606	3.2512%
20	922	212	KIPAPA	E	745	0	0	0	883.59	3,220,653	4,323.02	200,000	858.86	3,208,630	4,306.89	(12,022)	-0.3733%
20	921	215	MAKALAPA	E	585	0	0	0	692.51	2,519,911	4,307.54	200,000	672.98	2,553,210	4,364.46	33,299	1.3214%
20	922	240	MILILANI IKE	E	1,057	0	0	0	1,181.86	4,296,101	4,064.43	200,000	1,145.88	4,202,366	3,975.75	(93,735)	-2.1819%
20	922	241	MILILANI MAUKA	E	861	0	0	0	977.53	3,553,832	4,127.56	200,000	948.31	3,512,727	4,079.82	(41,105)	-1.1567%
20	922	242	MILILANI UKA	E	638	0	0	0	735.95	2,674,498	4,192.00	200,000	714.38	2,694,523	4,223.39	20,025	0.7488%
20	922	234	MILILANI-WAENA	E	613	0	0	0	711.78	2,588,460	4,222.61	200,000	690.93	2,614,432	4,264.98	25,971	1.0033%
20	921	217	MOANALUA	E	682	0	0	0	770.44	2,800,455	4,106.24	200,000	747.23	2,809,843	4,120.00	9,388	0.3352%
20	921	220	MOKULELE	E	514	0	0	0	599.51	2,177,992	4,237.34	200,000	582.00	2,231,553	4,341.54	53,561	2.4592%
20	921	221	NIMITZ	E	655	0	0	0	756.42	2,749,579	4,197.83	200,000	734.11	2,764,071	4,219.96	14,493	0.5271%
20	921	222	PEARL HARBOR	E	618	0	0	0	726.52	2,640,507	4,272.66	200,000	706.09	2,665,812	4,313.61	25,306	0.9584%
20	921	223	PEARL HARBOR KAI	E	694	0	0	0	808.67	2,939,442	4,235.51	200,000	785.46	2,943,365	4,241.16	3,924	0.1335%
20	921	243	PEARL RIDGE	E	597	0	0	0	682.14	2,477,717	4,150.28	200,000	661.95	2,510,185	4,204.66	32,468	1.3104%
20	921	225	RED HILL	E	325	0	393,855	393,855	381.02	1,779,267	5,474.67	200,000	370.37	1,494,026	4,597.00	(285,241)	-16.0314%
20	921	239	SALT LAKE	E	828	0	0	0	993.98	3,616,770	4,368.08	200,000	967.43	3,582,671	4,326.90	(34,099)	-0.9428%
20	921	227	SCOTT	E	453	0	0	0	535.46	1,950,515	4,305.77	200,000	520.38	2,021,705	4,462.93	71,190	3.6498%
20	921	228	SHAFTER	E	291	9,523	0	9,523	335.47	1,229,736	4,225.90	200,000	325.58	1,337,955	4,597.78	108,219	8.8002%
20	922	226	SOLOMON	E	998	0	305,196	305,196	1,210.26	4,702,968	4,712.39	200,000	1,177.06	4,309,675	4,318.31	(393,293)	-8.3627%
20	922	229	WAHIAWA	E	559	0	0	0	680.21	2,477,134	4,431.37	200,000	661.78	2,516,020	4,500.93	38,886	1.5698%
20	922	231	WAIALUA	E	524	0	0	0	619.45	2,248,490	4,291.01	200,000	601.78	2,298,678	4,386.79	50,188	2.2321%
20	921	233	WAIMALU	E	529	0	0	0	628.44	2,287,111	4,323.46	200,000	611.07	2,337,081	4,417.92	49,970	2.1849%
20	921	235	WEBLING	E	445	0	30,676	30,676	514.02	1,900,395	4,270.55	200,000	498.88	1,943,728	4,367.93	43,334	2.2802%
20	922	236	WHEELER	E	644	0	0	0	759.46	2,761,094	4,287.41	200,000	737.93	2,777,894	4,313.50	16,800	0.6084%
SUBTOTAL - CENTRAL DISTRICT ELEM					18,286	87,377	1,178,646	1,266,023	21,458.43	79,305,012	4,336.93	6,000,000	20,847.95	78,854,938	4,312.31	(450,074)	-0.5675%

Comparison of Current FY12 to PROPOSED FY13 WSF
as recommended by the Committee on Weights VII (2011)

Attachment C

					CURRENT FY12							PROPOSED FY13					
					FY11-12	School	LOSS		Projected	TENTATIVE	Tent WSF		Projected	TENTATIVE	Tent WSF		
				Gr	PROJECT	Size	THRESHOLD	TOTAL	WEIGHTED	WSF	Alloc per	BASE	WEIGHTED	WSF	Alloc per		% Change
Dist	CA ID	Org ID	Org Desc	Lvl	ENROLL	Adjust	ALLOC ADJ	ADJUST	Enrollment	ALLOC	Student	Funding	Enrollment	ALLOC	Student	DIFFERENCE	in Alloc
30	932	250	AHRENS	E	1,321	0	0	0	1,602.38	5,819,871	4,405.66	200,000	1,559.59	5,642,523	4,271.40	(177,348)	-3.0473%
30	931	251	BARBERS POINT	E	493	0	0	0	585.84	2,136,019	4,332.70	200,000	569.73	2,196,451	4,455.28	60,432	2.8292%
30	931	253	EWA	E	1,036	0	0	0	1,226.74	4,457,191	4,302.31	200,000	1,192.24	4,362,232	4,210.65	(94,959)	-2.1305%
30	931	254	EWA BEACH	E	568	0	0	0	676.72	2,455,011	4,322.20	200,000	658.02	2,493,440	4,389.86	38,429	1.5653%
30	931	280	HOLOMUA	E	1,399	0	0	0	1,608.70	5,849,925	4,181.50	280,000	1,560.85	5,734,018	4,098.65	(115,907)	-1.9813%
30	932	276	HONOWAI	E	813	0	0	0	985.92	3,579,239	4,402.51	200,000	959.50	3,546,752	4,362.55	(32,486)	-0.9076%
30	931	256	IROQUOIS POINT	E	702	0	0	0	825.94	3,002,561	4,277.15	200,000	802.38	3,002,801	4,277.49	240	0.0080%
30	931	281	KAIMILOA	E	620	0	0	0	748.75	2,719,105	4,385.65	200,000	729.00	2,743,617	4,425.19	24,512	0.9015%
30	932	287	KALEIOPUU	E	966	0	0	0	1,121.71	4,079,573	4,223.16	200,000	1,089.15	4,006,336	4,147.35	(73,237)	-1.7952%
30	932	283	KANOELANI	E	751	0	0	0	871.29	3,169,286	4,220.09	200,000	845.84	3,156,507	4,203.07	(12,779)	-0.4032%
30	931	282	KAPOLEI	E	1,123	0	0	0	1,306.13	4,748,629	4,228.52	280,000	1,267.56	4,708,140	4,192.47	(40,489)	-0.8526%
30	931	294	KEONEULA	E	899	0	0	0	1,037.92	3,772,681	4,196.53	200,000	1,007.49	3,718,789	4,136.58	(53,892)	-1.4285%
30	932	268	LEHUA	E	413	0	0	0	490.16	1,782,495	4,315.97	200,000	476.71	1,865,800	4,517.67	83,305	4.6735%
30	933	271	LEIHOKU	E	907	0	0	0	1,083.04	3,939,029	4,342.92	200,000	1,052.29	3,877,589	4,275.18	(61,440)	-1.5598%
30	933	257	MAILI	E	877	0	0	0	1,059.78	3,855,207	4,395.90	200,000	1,030.37	3,801,798	4,335.00	(53,409)	-1.3854%
30	933	258	MAKAHA	E	597	0	0	0	721.54	2,622,941	4,393.54	200,000	701.43	2,650,095	4,439.02	27,154	1.0352%
30	931	259	MAKAKILO	E	510	0	0	0	594.89	2,161,876	4,238.97	200,000	577.66	2,217,115	4,347.28	55,238	2.5551%
30	932	260	MANANA	E	425	0	0	0	491.54	1,789,658	4,210.96	200,000	477.16	1,869,523	4,398.88	79,865	4.4626%
30	931	286	MAUKA LANI	E	571	0	0	0	672.03	2,444,958	4,281.89	200,000	652.76	2,482,058	4,346.86	37,101	1.5174%
30	932	285	MOMILANI	E	415	0	0	0	466.81	1,699,186	4,094.42	200,000	452.54	1,782,972	4,296.32	83,786	4.9310%
30	933	261	NANAIKAPONO	E	910	0	0	0	1,105.31	4,028,176	4,426.57	200,000	1,075.16	3,965,674	4,357.88	(62,502)	-1.5516%
30	933	262	NANAKULI EL	E	448	0	0	0	532.30	1,935,355	4,319.99	200,000	517.06	2,006,425	4,478.63	71,070	3.6722%
30	932	264	PALISADES	E	381	0	21,666	21,666	444.56	1,638,824	4,301.38	200,000	431.79	1,709,361	4,486.51	70,537	4.3041%
30	932	265	PEARL CITY	E	563	0	0	0	663.23	2,412,950	4,285.88	200,000	644.34	2,452,639	4,356.37	39,688	1.6448%
30	932	267	PEARL CITY HIGHLANDS	E	411	0	0	0	472.45	1,715,215	4,173.27	200,000	458.37	1,798,860	4,376.79	83,645	4.8766%
30	931	269	POHAKEA	E	582	0	0	0	699.27	2,540,889	4,365.79	200,000	679.61	2,572,776	4,420.58	31,887	1.2550%
30	933	270	WAIANAE	E	601	0	0	0	730.61	2,655,409	4,418.32	200,000	710.53	2,681,372	4,461.52	25,963	0.9777%
30	932	288	WAI'IAU	E	562	0	0	0	653.96	2,374,534	4,225.15	200,000	634.94	2,415,077	4,297.29	40,543	1.7074%
30	932	290	WAIKELE	E	640	0	0	0	744.00	2,704,099	4,225.16	200,000	723.00	2,724,944	4,257.73	20,845	0.7709%
30	932	274	WAI'PAHU	E	1,052	0	0	0	1,363.59	4,976,673	4,730.68	200,000	1,331.49	4,870,616	4,629.86	(106,056)	-2.1311%
SUBTOTAL - LEEWARD DISTRICT ELEM					21,556	0	21,666	21,666	25,587.12	93,066,566	4,317.43	6,160,000	24,868.58	93,056,303	4,316.96	(10,264)	-0.0110%

**Comparison of Current FY12 to PROPOSED FY13 WSF
as recommended by the Committee on Weights VII (2011)**

Attachment C

Dist	CA ID	Org ID	Org Desc	Gr	Lvl	CURRENT FY12							PROPOSED FY13				DIFFERENCE	% Change in Alloc
						FY11-12 PROJECT ENROLL	School Size Adjust	LOSS THRESHOLD ALLOC ADJ	TOTAL ADJUST	Projected WEIGHTED Enrollment	TENTATIVE WSF ALLOC	Tent WSF Alloc per Student	BASE Funding	Projected WEIGHTED Enrollment	TENTATIVE WSF ALLOC	Tent WSF Alloc per Student		
						ENROLL	Adjust	ALOC ADJ	ADJUST	Enrollment	ALLOC	Student	Funding	Enrollment	ALOC	Student		
40	941	335	AHUIMANU	E		412	0	0	0	475.72	1,730,090	4,199.25	200,000	461.73	1,813,584	4,401.90	83,493	4.8260%
40	942	300	AIKAHI	E		545	0	0	0	621.12	2,257,158	4,141.57	200,000	602.48	2,303,717	4,227.00	46,559	2.0627%
40	942	302	ENCHANTED LAKE	E		431	0	0	0	498.59	1,813,459	4,207.56	200,000	483.76	1,890,740	4,386.87	77,281	4.2615%
40	941	303	HAUULA	E		293	7,458	51,695	59,153	353.76	1,344,803	4,589.77	200,000	343.82	1,400,652	4,780.38	55,849	4.1530%
40	941	304	HEEIA	E		443	0	0	0	516.40	1,876,188	4,235.19	200,000	501.58	1,950,988	4,404.04	74,800	3.9868%
40	941	305	KAAAWA	E		134	80,882	239,663	320,546	157.68	894,327	6,674.08	200,000	153.05	735,166	5,486.31	(159,161)	-17.7968%
40	942	330	KAELEPULU	E		183	77,854	151,949	229,803	208.95	989,612	5,407.72	200,000	202.67	908,146	4,962.54	(81,467)	-8.2322%
40	941	306	KAHALUU	E		259	38,612	0	38,612	310.65	1,168,386	4,511.14	200,000	301.99	1,255,351	4,846.92	86,965	7.4432%
40	941	331	KAHUKU	E		499	0	0	0	597.46	2,169,586	4,347.87	200,000	580.73	2,226,191	4,461.30	56,606	2.6090%
40	942	308	KAILUA	E		370	0	33,868	33,868	435.01	1,615,370	4,365.86	200,000	422.79	1,676,975	4,532.37	61,606	3.8137%
40	942	311	KAINALU	E		439	0	89,003	89,003	508.88	1,941,788	4,423.21	200,000	494.17	1,929,046	4,394.18	(12,743)	-0.6562%
40	941	313	KANEOHE	E		642	0	0	0	735.41	2,672,139	4,162.21	200,000	713.43	2,690,759	4,191.21	18,619	0.6968%
40	941	315	KAPUNAHALA	E		586	0	0	0	672.11	2,443,736	4,170.20	200,000	652.21	2,478,665	4,229.80	34,928	1.4293%
40	942	317	KEOLU	E		195	74,450	15,955	90,405	231.78	934,177	4,790.65	200,000	225.46	988,729	5,070.41	54,552	5.8396%
40	941	319	LAIE	E		659	0	0	0	781.70	2,842,325	4,313.09	200,000	759.73	2,854,431	4,331.46	12,106	0.4259%
40	942	321	MAUNAWILI	E		379	0	58,013	58,013	435.18	1,639,022	4,324.60	200,000	422.20	1,673,782	4,416.31	34,760	2.1208%
40	942	322	MOKAPU	E		827	0	0	0	973.60	3,537,535	4,277.55	200,000	946.35	3,503,904	4,236.89	(33,631)	-0.9507%
40	941	323	PARKER	E		262	36,201	166,184	202,386	311.13	1,332,857	5,087.24	200,000	302.48	1,256,013	4,793.94	(76,844)	-5.7653%
40	942	324	POPE	E		231	57,957	184,983	242,939	277.19	1,252,627	5,422.63	200,000	269.49	1,143,359	4,949.61	(109,268)	-8.7231%
40	941	314	PUOHALA	E		232	57,364	54,673	112,037	276.07	1,116,082	4,810.70	200,000	268.26	1,137,512	4,903.07	21,430	1.9201%
40	941	325	SUNSET BEACH	E		412	0	0	0	472.97	1,722,324	4,180.40	200,000	459.21	1,807,023	4,385.98	84,698	4.9177%
40	941	326	WAIHAOLE	E		59	51,702	252,557	304,259	70.41	560,626	9,502.14	200,000	68.54	439,843	7,454.97	(120,783)	-21.5443%
SUBTOTAL - WINDWARD DISTRICT ELEM						8,492	482,480	1,298,544	1,781,024	9,921.75	37,854,218	4,457.63	4,400,000	9,636.14	38,064,575	4,482.40	210,357	0.5557%
50	951	351	DE SILVA	E		394	0	9,675	9,675	454.47	1,662,730	4,220.13	200,000	441.05	1,741,539	4,420.15	78,809	4.7398%
50	951	352	HAAHEO	E		176	79,355	72,256	151,611	208.44	908,758	5,163.40	200,000	202.45	906,551	5,150.86	(2,207)	-0.2428%
50	951	357	HILO UNION	E		463	0	0	0	569.41	2,075,175	4,482.02	200,000	554.07	2,140,616	4,623.36	65,442	3.1536%
50	953	358	HOLUALOA	E		501	0	0	0	604.08	2,196,370	4,383.97	200,000	587.30	2,251,837	4,494.68	55,467	2.5254%
50	953	359	HONAUNAU	E		145	81,722	188,506	270,228	182.45	932,859	6,433.51	200,000	178.32	822,274	5,670.85	(110,586)	-11.8545%
50	953	361	HONOKAA	E		366	0	24,111	24,111	435.97	1,612,028	4,404.45	200,000	423.48	1,682,289	4,596.42	70,261	4.3585%
50	953	363	HOOKENA	E		118	78,090	224,960	303,050	143.32	824,701	6,988.99	200,000	139.47	687,830	5,829.07	(136,871)	-16.5965%
50	953	371	KAHAKAI	E		629	0	0	0	778.29	2,854,219	4,537.71	200,000	758.11	2,873,054	4,567.65	18,835	0.6599%
50	951	367	KAPIOLANI	E		382	0	1,298	1,298	462.55	1,683,240	4,406.39	200,000	449.93	1,772,087	4,638.97	88,848	5.2784%
50	951	369	KAUMANA	E		256	40,958	106,639	147,596	306.32	1,263,236	4,934.51	200,000	297.74	1,242,105	4,851.97	(21,130)	-1.6727%
50	952	353	KEAAU II	E		773	0	0	0	952.43	3,459,804	4,475.81	200,000	926.71	3,434,504	4,443.08	(25,300)	-0.7313%
50	953	388	KEALAKEHE	E		1,068	0	0	0	1,327.24	4,843,278	4,534.90	200,000	1,292.67	4,733,785	4,432.38	(109,493)	-2.2607%
50	951	372	KEAUKAHA	E		353	0	48,731	48,731	423.57	1,588,895	4,501.12	200,000	411.34	1,637,201	4,637.96	48,306	3.0402%
50	952	391	KEONEPOKO	E		585	0	0	0	721.62	2,622,421	4,482.77	200,000	702.07	2,651,504	4,532.49	29,083	1.1090%
50	953	395	KOHALA	E		374	0	10	10	450.26	1,635,028	4,371.73	200,000	437.72	1,727,183	4,618.14	92,155	5.6363%
50	953	375	KONAWAENA	E		607	0	0	0	738.73	2,699,405	4,447.13	200,000	718.64	2,724,175	4,487.93	24,770	0.9176%
50	952	379	MT. VIEW	E		544	0	0	0	670.27	2,437,114	4,479.99	200,000	651.81	2,477,320	4,553.90	40,206	1.6497%
50	952	380	NAALEHU	E		424	0	17,044	17,044	536.02	2,019,501	4,762.97	200,000	520.88	2,033,265	4,795.44	13,764	0.6816%
50	952	381	PAHOA	E		432	0	0	0	532.06	1,935,710	4,480.81	200,000	517.42	2,008,926	4,650.29	73,216	3.7824%
50	951	384	WAIAKEA	E		829	0	0	0	978.98	3,558,147	4,292.10	200,000	950.90	3,520,861	4,247.12	(37,286)	-1.0479%
50	951	386	WAIAKEAWAENA	E		738	0	0	0	870.88	3,167,438	4,291.92	200,000	845.76	3,155,839	4,276.20	(11,599)	-0.3662%
50	953	387	WAIIMEA	E		528	0	158,332	158,332	650.49	2,527,778	4,787.46	200,000	633.11	2,416,235	4,576.20	(111,543)	-4.4127%
SUBTOTAL - HAWAII DISTRICT ELEM						10,685	280,125	851,561	1,131,686	12,997.85	48,507,834	4,539.81	4,400,000	12,640.92	48,640,981	4,552.27	133,147	0.2745%

Comparison of Current FY12 to PROPOSED FY13 WSF
as recommended by the Committee on Weights VII (2011)

Attachment C

					CURRENT FY12							PROPOSED FY13					
					FY11-12	School	LOSS		Projected	TENTATIVE	Tent WSF		Projected	TENTATIVE	Tent WSF		
					Gr	Size	THRESHOLD	TOTAL	WEIGHTED	WSF	Alloc per	BASE	WEIGHTED	WSF	Alloc per		% Change
Dist	CA ID	Org ID	Org Desc	Lvl	ENROLL	Adjust	ALLOC ADJ	ADJUST	Enrollment	ALLOC	Student	Funding	Enrollment	ALLOC	Student	DIFFERENCE	in Alloc
60	961	401	HAIKU	E	443	0	0	0	526.24	1,914,114	4,320.80	200,000	511.00	1,986,066	4,483.22	71,951	3.7590%
60	961	405	KAHULUI	E	1,007	0	0	0	1,259.77	4,568,762	4,537.00	200,000	1,227.60	4,477,247	4,446.12	(91,515)	-2.0031%
60	961	431	KAMALII	E	638	0	0	0	753.67	2,740,064	4,294.77	200,000	732.09	2,757,520	4,322.13	17,456	0.6371%
60	962	406	KAMEHAMEHA III	E	739	0	0	0	914.65	3,326,430	4,501.26	200,000	890.60	3,312,339	4,482.19	(14,091)	-0.4236%
60	962	407	KAUNAKAKAI	E	249	46,175	10,269	56,445	297.37	1,186,276	4,764.16	200,000	289.05	1,208,477	4,853.32	22,200	1.8714%
60	961	409	KIHEI	E	893	0	0	0	1,108.04	4,038,234	4,522.10	200,000	1,079.30	3,980,298	4,457.22	(57,936)	-1.4347%
60	962	410	KILOHANA	E	80	63,996	243,341	307,337	95.97	706,291	8,828.64	200,000	93.20	525,624	6,570.30	(180,668)	-25.5798%
60	961	412	KULA	E	430	0	0	0	506.10	1,840,180	4,279.49	200,000	491.37	1,916,761	4,457.58	76,581	4.1616%
60	961	416	LIHIKAI	E	1,010	0	0	0	1,258.82	4,578,324	4,532.99	200,000	1,226.54	4,486,582	4,442.16	(91,743)	-2.0038%
60	961	417	MAKAWAO	E	458	0	0	0	548.52	1,992,075	4,349.51	200,000	533.26	2,060,783	4,499.53	68,708	3.4491%
60	962	419	MAUNALOA	E	74	60,811	78,458	139,269	89.26	513,820	6,943.52	200,000	86.69	502,901	6,795.96	(10,919)	-2.1251%
60	962	429	NAHIENAENA	E	621	0	0	0	767.24	2,783,925	4,482.97	200,000	748.09	2,807,914	4,521.60	23,990	0.8617%
60	961	422	PAIA	E	262	36,201	7,967	44,169	317.25	1,197,434	4,570.36	200,000	308.38	1,277,184	4,874.75	79,750	6.6601%
60	961	433	POMAIKAI	E	629	0	0	0	734.90	2,672,712	4,249.15	200,000	713.55	2,693,639	4,282.42	20,927	0.7830%
60	961	426	PUKALANI	E	521	0	0	0	615.13	2,236,010	4,291.77	200,000	597.37	2,286,513	4,388.70	50,503	2.2586%
60	961	424	WAIHEE	E	743	0	0	0	886.46	3,224,926	4,340.41	200,000	861.46	3,211,537	4,322.39	(13,389)	-0.4152%
60	961	425	WAILUKU	E	912	0	0	0	1,096.16	3,992,675	4,377.93	200,000	1,065.95	3,931,291	4,310.63	(61,384)	-1.5374%
SUBTOTAL - MAUI DISTRICT ELEM					9,709	207,184	340,036	547,220	11,775.53	43,512,255	4,481.64	3,400,000	11,455.51	43,422,676	4,472.41	(89,579)	-0.2059%
70	971	451	ELEELE	E	413	0	0	0	499.25	1,814,398	4,393.22	200,000	485.69	1,896,014	4,590.83	81,615	4.4982%
70	971	452	HANAIE	E	224	61,902	76,563	138,465	261.14	1,088,728	4,860.39	200,000	253.47	1,086,305	4,849.57	(2,424)	-0.2226%
70	971	453	KALAHEO	E	481	0	0	0	562.05	2,044,508	4,250.54	200,000	545.49	2,106,736	4,379.91	62,228	3.0437%
70	971	454	KAPAA	E	809	0	0	0	978.64	3,563,934	4,405.36	200,000	951.47	3,529,861	4,363.24	(34,072)	-0.9560%
70	971	457	KAUMUALII	E	596	0	0	0	711.15	2,584,786	4,336.89	200,000	691.18	2,613,909	4,385.75	29,122	1.1267%
70	971	458	KEKAHA	E	360	0	32,316	32,316	433.18	1,611,032	4,475.09	200,000	421.22	1,675,325	4,653.68	64,293	3.9908%
70	971	459	KILAUEA	E	315	0	112,467	112,467	370.17	1,455,293	4,619.98	200,000	359.60	1,453,266	4,613.54	(2,027)	-0.1393%
70	971	460	KOLOA	E	240	52,361	72,186	124,546	291.36	1,184,536	4,935.57	200,000	283.26	1,190,274	4,959.47	5,738	0.4844%
70	971	463	WILCOX	E	921	0	0	0	1,086.54	3,952,196	4,291.20	200,000	1,055.33	3,888,682	4,222.24	(63,514)	-1.6071%
SUBTOTAL - KAUAI DISTRICT ELEM					4,359	114,262	293,531	407,794	5,193.49	19,299,411	4,427.49	1,800,000	5,046.71	19,440,371	4,459.82	140,960	0.7304%
SUBTOTAL - ALL ELEMENTARY SCHOOLS					88,361	1,472,977	5,682,357	7,155,334	105,540.16	391,357,990	4,429.08	33,560,000	102,609.64	392,327,575	4,440.05	969,585	0.2477%

**Comparison of Current FY12 to PROPOSED FY13 WSF
as recommended by the Committee on Weights VII (2011)**

Attachment C

					CURRENT FY12							PROPOSED FY13					
					FY11-12 PROJECT	School Size	LOSS THRESHOLD	TOTAL	Projected WEIGHTED	TENTATIVE WSF	Tent WSF Alloc per	BASE	Projected WEIGHTED	TENTATIVE WSF	Tent WSF Alloc per		% Change
Dist	CA ID	Org ID	Org Desc	Gr Lvl	ENROLL	Adjust	ALLOC ADJ	ADJUST	Enrollment	ALLOC	Student	Funding	Enrollment	ALLOC	Student	DIFFERENCE	in Alloc
50	951	365	KALANIANA'OLE ELEM & INTER	CEM	262	179,102	264,974	444,076	326.19	1,634,671	6,239.20	403,000	315.91	1,511,306	5,768.35	(123,364)	-7.5467%
50	953	382	PAAU'ULO ELEM & INTER	CEM	240	183,262	145,873	329,135	280.30	1,348,001	5,616.67	403,000	270.71	1,348,516	5,618.82	515	0.0382%
50	953	393	WAIKOLOA	CEM	772	0	0	0	927.12	3,377,229	4,374.65	403,000	897.53	3,545,007	4,591.98	167,778	4.9679%
40	942	327	WAIMANALO ELEM & INTER	CEM	493	0	45,380	45,380	604.76	2,248,408	4,560.66	403,000	582.73	2,443,054	4,955.49	194,647	8.6571%
50	953	360	HONOKAA HI & INTER	CMH	667	120,780	319,463	440,243	739.19	3,126,329	4,687.15	410,000	720.56	2,925,903	4,386.66	(200,426)	-6.4109%
40	941	307	KAHUKU HI & INTER	CMH	1,475	0	17,958	17,958	1,649.27	6,009,420	4,074.18	410,000	1,597.85	5,987,315	4,059.20	(22,106)	-0.3679%
30	933	263	NANAKULI HI & INTER	CMH	977	0	0	0	1,120.33	4,074,246	4,170.16	410,000	1,085.26	4,202,438	4,301.37	128,192	3.1464%
50	952	383	PAHOA HI & INTER	CMH	723	42,589	154,739	197,328	842.83	3,254,509	4,501.40	410,000	817.21	3,257,851	4,506.02	3,342	0.1027%
20	922	232	WAI'ALUA HIGH & INTER	CMH	596	200,244	241,035	441,279	670.04	2,874,153	4,822.40	410,000	649.80	2,676,860	4,491.38	(197,292)	-6.8644%
10	919	103	ANUENUE	K12	382	306,693	27,848	334,541	446.13	1,956,716	5,122.29	465,500	431.96	1,974,735	5,169.46	18,020	0.9209%
60	962	402	HANA HI & ELEMENTARY	K12	359	306,241	85,997	392,238	423.29	1,981,386	5,519.18	465,500	411.09	1,901,845	5,297.62	(79,541)	-4.0144%
50	952	368	KAU HI & PAHALA ELEM	K12	503	271,055	228,503	499,558	602.66	2,694,728	5,357.31	465,500	584.57	2,511,796	4,993.63	(182,931)	-6.7885%
50	953	378	KE KULA 'O 'EHUNUIKAIMALINO	K12	176	220,403	0	220,403	208.27	977,689	5,555.05	465,500	201.52	1,169,612	6,645.53	191,924	19.6304%
60	962	415	LANAI HI & ELEM	K12	542	245,955	61,475	307,429	636.66	2,671,638	4,929.22	465,500	617.72	2,623,038	4,839.55	(48,600)	-1.8191%
50	951	377	LAUPAHOEHOE HI & ELEM	K12	213	249,544	323,298	572,842	251.59	1,487,347	6,982.85	465,500	244.15	1,318,246	6,188.95	(169,101)	-11.3693%
SUBTOTAL - COMBINATION SCHOOLS					8,380	2,325,867	1,916,542	4,242,409	9,728.62	39,716,468	4,739.44	6,455,000	9,428.57	39,397,523	4,701.38	(318,945)	-0.8031%
999 DOE ENROLLMENT RESERVE E					767	0	0	0	908.63	3,303,911	4,307.58	200,000	882.05	3,281,845	4,278.81	(22,066)	-0.6679%
GRAND TOTAL					172,316	5,309,176	10,242,635	15,551,811	200,367.98	744,508,540	4,320.60	65,243,000	194,411.48	744,509,648	4,320.61	1,107	0.0001%

Committee On Weights VII

Attachment D

Summary of Written Testimony Submitted to COW VII			
Page	Meeting	Submitted BY	Topic
1	7/22/2011	Holomua El Principal Gary Yasui and Kapolei El Principal Cindy Otsu	Multi-track
2	7/22/2011	CAS Norman Pang	Multi-track
3	7/22/2011	CAS Annette Nishikawa	Multi-track
4	8/22/2011	CAS Lisa DeLong	Hawaiian Language Immersion
5	8/22/2011	Moanalua HS Principal Darrel Garera	High Core (Central District ALC)
6	8/22/2011	Radford HS Principal Elias Ali	High Core (Central District ALC)
7	8/22/2011	Mililani HS Principal John Brummel	High Core (Central District ALC)
8	8/22/2011	Waiialua HS&Int Principal Randiann Porras-Tang	High Core (Central District ALC)
9	8/22/2011	Leilehua HS Principal Aloha Coleman	High Core (Central District ALC)
10	8/22/2011	Aiea HS Principal Michael Tokioka	High Core (Central District ALC)
11	8/22/2011	CAS Patricia Park	Middle School Funding
13	8/22/2011	Matthew Hall	WSF has failed - small schools in particular
17	8/22/2011	CAS Annette Nishikawa	Middle School Funding
19	8/22/2011	Caroline Wong (retired Moanalua Int Principal)	Middle School Funding
23	8/22/2011	Lahiana Int Principal Marsha Nakamura	Middle School Funding
24	8/22/2011	Lynn Shoji - Hawaii Assoc of Middle Schools	Middle School Funding
26	8/22/2011	Scott - former High Core student	High Core (Central District ALC)
27	8/22/2011	Sgt. Jon Nishikata - former High Core student	High Core (Central District ALC)
29	8/22/2011	Jozette Campollo - former High Core student	High Core (Central District ALC)
30	8/22/2011	Colette Miyamoto-Kajiwara - High Core Coordinator	High Core (Central District ALC)
33	8/22/2011	Lauren Fagaragan - Kapolei Middle Elective Dept	Middle School Funding
35	8/22/2011	Dana Kobashigawa - TA Principal	Middle School Funding

July 14, 2011

To: The Committee on Weights

From: Gary Yasui, Principal
Holomua Elementary

Cindy Otsu, Principal
Kapolei Elementary

To accommodate for our large student population, multi-track schools are faced with a unique calendar where adjustments to scheduling and personnel must be made. In order to provide equal opportunities for all students, multi-track funding becomes essential for us to operate.

The multi-track schedule has four groups or tracks of students rotating in and out of school. To provide equal educational programs to all students, 12 month teachers are critical. These 12 month teachers ensure that all students who are part of programs such as reading and math intervention or enrichment programs are provided equal opportunity among the tracks. There is no lag in providing services with a consistent team of teachers working throughout the year.

Multi-track funding also helps us to have 12 month counselors who are crucial for students who receive counseling services. 12 month counselors provide consistent support for our students. The students can count on their counselors to be there for them throughout the year.

To provide the most current teaching practices for our students, we provide quality professional development and training for our teachers. Multi-track calendars have a limited number of days that the entire faculty is on campus at the same time. Therefore, trainings on the same topic are done twice to accommodate the entire faculty. This means that there is a higher cost for training.

We ask for your support to provide adequate funding for our students in multi-track schools.

Thank you for your time and consideration.

COMMITTEE ON WEIGHTS

TESTIMONY ON MULTI-TRACK FUNDING

July 14, 2011

Good morning, my name is Norman Pang recently retired principal of Holomua Elementary, Hawaii's first multi-track elementary school. I am currently Acting Complex Area Superintendent for the Pearl City-Waipahu schools. I am here to advocate for a funding line item for multi-track.

I was involved in the first discussions of multi-track and was on the state negotiation committee bargaining with HSTA on the Multi-Track Memorandum of Understanding.

Multi-Track is all about education for students. The schools were created after lengthy discussion and hearings by the Board of Education as a way to give students equal education in large population areas where schools could not be build large nor fast enough given fiscal restraints.

Multi-Track incurs additional funding due to the scheduling and the mandate to provide equal education to all students. The Committee on Weights in previous years either reduced or eliminated multi-track funding citing economy of cost reasoning. I am here to tell you that all of the "economy of cost" funding is gone. Multi-track schools are now in danger of not providing the equal education that the people of Hawaii expects the public schools to provide. Others have or will provide examples of educational programs/curriculum needed for students of multi-track that goes beyond the standard WSF funding.

The Board Of Education is serious about providing equal education for all, extra funding must be allocated to the multi-track schools. If not, then the schools should be converted to traditional schools necessitating the building of new classroom building and defer helping other over crowed schools while the multi-track schools are taken care of. The multi-track schools enable the Department Of Education to be cost effective and provide more money to other schools. In other words, you need to spend money to save money.

I want to thank you for your time. Do you have any questions?

July, 2011

To: The Committee on Weights

Fr: Annette Nishikawa, CAS


Campbell/Kapolei Complex Area

Years ago when the state proposed that newly constructed schools were to be multi track schools it promised the principals the support necessary to successfully operate these schools. The four schools got additional personnel and additional funding to create special calendars that would enable these schools to operate for 12 months of the year with students 48 of 52 weeks of the year. Led by innovative, courageous school level leaders, these schools have offered general and specialized curriculum to meet the needs of the various learners that they were charged to educate.

Today, faced with a restructured Department of Education, a different way of allocating funds and a struggling state economy, these schools fight a yearly battle to retain the way of life that they have been predetermined to lead. Yes, you can fund our schools according to the size of their student populations but this is not enough. Unlike the other 282 schools who operate for 36 weeks of the year, the multi track schools operate for 12 weeks longer, have no "down time" for deep cleaning thereby requiring custodians to work on weekends throughout the year, serve meals for 48 weeks instead of 36, provide security staff to maintain safe environments daily for 48 weeks instead of 36, and transition to the new school year in a matter of days.

The challenges that they have faced and overcome with their enthusiasm, creativity and spirit needs the support of the department that created their destiny. Please provide that support through appropriate and adequate funding to sustain the multitrack schools to operate in their required 12 month calendar.

Lisa DeLong/LEEDO/HIDOE
08/16/2011 09:41 PM

To **Brian Hallett/BUDGET/HIDOE@HIDOE**
cc **Lea Albert/WINDO/HIDOE@HIDOE,**
ruby_maunakea@notes.k12.hi.us
<ruby_maunakea@notes.k12.hi.us>, Keoni
bcc
Subject **Re: Opportunity for Public Input to COW VII** 

Hi Brian,
Please forward my written testimony to the Committee on Weights.
Thank you,
Lisa

August 16, 2011

Dear Committee on Weights,

I am respectfully requesting consideration for an additional weight for schools that include Hawaiian Immersion programs. These programs are important to both keeping the Hawaiian language and culture vibrant and supporting Hawaiian and part-Hawaiian students, many of whom under perform in traditional contexts. Without additional funding, most Hawaiian Immersion programs don't have the enrollment necessary to support adequate staffing.

Further, the state-wide Hawaiian Language Immersion Program would benefit from increased funding overall. Additional funding is necessary to keep up with the growth of existing programs. As an example, the Hawaiian Immersion program in the Nanakuli area stops after the sixth grade. The community is asking for the program to be expanded to seventh through 12th grade.

Currently, if students from the K-6 program in Nanakuli want to continue in an immersion setting they have to drive a considerable distance. Forty-five students from the Nanakuli and Waianae area attend Anuenue in Honolulu. If these students were able to receive their education in the Nanakuli area additional funding would be required to support a full contingent of courses within the seventh through 12th grade continuum.

Your consideration of this request is appreciated.

Sincerely,

Lisa DeLong
Complex Area Superintendent
Waianae/Nanakuli Complex Schools

NEIL ASHCROFT
GOVERNOR



KATHRYN L. MATYOSHI
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
MOANALUA HIGH SCHOOL
2825 ALA ILIMA STREET
HONOLULU, HAWAII 96818

August 17, 2011

Letter of Recommendation for High Core Alternative Education Program

It is with extreme pleasure and enthusiasm that I write this letter of recommendation for High Core Alternative Learning Program in Central Oahu District. I have had the privilege to serve as the principal of Moanalua High School for the past 12 years. During that time, the services of the High Core Program have been invaluable to Moanalua High School.

There are four significant areas that the High Core Program provides for students who are at risk and in need of student support outside of the traditional high school setting. The four areas of significant results are: (1) improved student attendance, (2) improved student behavior, (3) increased academic performance and achievement, and (4) improved graduation rates.

Director Calette Miyamoto-Kajiwara is an award winning school leader and one of the most effective school leaders in our state. As a result of her leadership, High Core is one of the most successful learning programs in our state. It is a program that is essential alternative for our high schools and it should be fully supported and funded for continued operations. The High Core Program is one of the most outstanding programs in our state education system. It is deserving of your highest consideration. It has my highest recommendation.

Sincerely,

A handwritten signature in black ink, appearing to read "Darrel M. Galea".

Darrel M. Galea
Principal
Moanalua High School
2825 Ala Ilima Street
Honolulu, Hawaii 96818
(808) 837-8455 ext 1101
Email: darrel_galera@notes.k12.hi.us

Neil Abate/mbie
08/17/2011Kathryn Moleyoshi
08/17/2011

**STATE OF HAWAII
DEPARTMENT OF EDUCATION**
Admiral Arthur W. Radford High School
4381 Salt Lake Blvd
Honolulu, HAWAII 96818

Date: August 18, 2011

From: Elias Ali, Ph.D., Principal *Elias Ali*

To: Committee on Weights

Re: Reconsideration of placing Alternative Learning Centers (ALC) into the Weighted Student Formula (WSF).

Dear Honorable Members of the Committee on Weights:

I am writing for your reconsideration of placing Alternative Learning Centers under the Weighted Student Formula. ALC, like Store-Front in Wahiawa, are not like regular schools in the DOE. ALC are unique in the sense that their population comes from multiple secondary schools. Therefore, it is more problematic to predict enrollments in ALC since their services are needed as cases arise throughout the course of the school year. ALC need to be in place at the beginning of the year to intake students from various secondary schools in their service area.

I do believe in this case that it is not wise to transfer this function from state office level to school-level expenditures, since it would be an inefficient use of funds since such a transfer would duplicate ALC services over multiple schools and that there needs to be an off school site program, like Store-Front in Wahiawa to most efficiently use existing funding. Most students recommended for ALC have conflicts with other students and issues facing them at their regular schools, so an off school site ALC is critical. Hence in this case transferring monies for schools to create ALC on site would be counterproductive since most of these students need an off school site ALC.

I fear the move to place ALC in the WSF, would undermine the proven effectiveness in increasing graduation rates and reducing drop-out rates. Let us not fix something that is not broken. Instead, a dedicated funding source is needed for ALC to ensure that this program continues to effectively and efficiently service students in secondary schools.

Neil Abernethy
GovernorKathryn Matayoshi
Superintendent

**STATE OF HAWAII
DEPARTMENT OF EDUCATION**

Mililani High School
95-1200 Meheula Pkwy.
Mililani, HI 96789

Letter of Recommendation for High Core Alternative Education Program

It has been a privilege to work with the High Core Alternative Learning Program in Central Oahu District for the past seven years. The program has been a tremendous asset to Mililani High School. The High Core Program provides for students who are at risk and in need of support outside of the traditional high school setting. High Core has helped students to (1) improve student attendance (2) improve graduation rates (3) improve student behavior, and (4) increase academic performance and achievement.

Director Colette Miyamoto-Kajiwarra is an excellent director and loves all of the students that attend High Core. Relationship building is an important ingredient to the success of all students who attend there. As a result of her leadership, High Core is one of the most successful learning programs in the state. It is a program that is an essential alternative for our high schools and it should be fully supported and funded for continued operations. This program is deserving of your consideration.

It would not be a wise decision to put the Alternative Learning Center under the weighted student formula (WSF). The situations are complicated and hard to explain in this letter. One situation might be that the student comes full time to our high school and then goes after school to High Core. Who would get the money under WSF? The student went all year full time to our school why wouldn't we get the full WSF? What would High Core get?

I strongly support the High Core Program. Do not take this effective program away from the students who deserve it.

Sincerely,

A handwritten signature in black ink, appearing to read "John Brummel".

Dr. John Brummel

Principal

Mililani High School

95-1200 Meheula Pkwy.

Mililani, HI 96789

(808) 627-7747

Email: john_brummel@notes.k12.hi.us



STATE OF HAWAII
DEPARTMENT OF EDUCATION
WAIALUA HIGH & INTERMEDIATE SCHOOL
67-160 FARRINGTON HIGHWAY
WAIALUA, HAWAII 96791

August 17, 2011

Randiann Porras-Tang, Principal
Waialua High and Intermediate
67-160 Farrington Highway
Waialua, Hawaii 96791
Subject: High Core/Storefront

Dear Members of the Committee of Weights,


High Core/Storefront has been the vehicle towards achieving a diploma for many of our "at risk" students. Without Storefront, these students would drop out of high school and never receive the credits and skills required to receive a diploma and continue on to the world of work as responsible citizens.

Storefront increases students' daily attendance therefore decreasing the drop out rate among high schools. The personnel at storefront personalize the student learning experiences, connect to the "at risk" students, and use curriculum and strategies that are relevant and rigorous.

Storefront is an integral partner with the high schools. The director, Collette Miyamoto-Kajiwara and the staff are essential to the students' success. Their work with the students have successfully increased graduation rates at the high schools allowing the schools to meet graduation rates of the No Child Left Behind Act, keeping the Hawaii Department of Education in line with the Race To The Top requirements.

Funding for Storefront must not be placed in the student weighted formula. This would be a disservice to the "at risk" students. It is crucial that storefront receive direct funding to adequately provide services to these students so that they become college and career ready and valued contributing members of society.

Sincerely,


Randiann Porras-Tang, Principal



STATE OF HAWAII
 DEPARTMENT OF EDUCATION
LEILEHUA HIGH SCHOOL
 1515 CALIFORNIA AVENUE
 WAIHANA, HAWAII 96781 — 2587

August 17, 2011

Dear Committee on Weights,

Please reconsider your decision to remove the direct funding for the High Core program from the Department of Education's budget. This action will result in a decrease in the graduation and attendance rates, as well as an increase in the dropout rates, of the six high schools in the Central District.

Individually, each school will not receive an amount adequate to serve the needs of the many at-risk students who currently attend the High Core program, and each school will be separately striving to replicate a successful program. Since there is not a 'weight' for at-risk students, each student currently attending the High Core program will be reflected in the school's budget as a regular student without any special characteristics. Yet in reality, High Core students have great needs and require a special setting separate from the regular campus. All of the students that earn credits in High Core are successful due to the specially designed program and setting. It would be foolish to try to replicate their program on individual campuses.

With the expectations of graduation rates rising, schools are continually finding ways to keep students in school and earning a high school diploma. Educators are held accountable for reaching those high expectations, and implement innovative programs to meet the needs of students. With the High Core program, the schools in the Central District have a viable alternative to save students from dropping out of school as every year High Core saves over 100 students and makes it possible for them to earn a high school diploma. I understand that the budget needs to be cut, but I implore you to not cut a program that is effective in helping schools to meet the needs of our students.

When I became a teacher many years ago, I volunteered to fight the battle of improving the Hawai'i public schools. Every day as an administrator, I endeavor to improve the lives of the students and communities that I serve through providing my students with quality educational services in a secure and nurturing environment. Please do not remove my ammunition as I fight on the front lines.

Sincerely,

A handwritten signature in cursive script that reads "Aloha Coleman".

Aloha Coleman
 Principal
 Leilehua High

NEA ABERCROMBIE
GOVERNORKATHRYN B. MATATOH
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
AIEA HIGH SCHOOL
88-1276 LILUKE STREET
AIEA, HAWAII 96701

August 18, 2011

Letter of Recommendation for High Core Alternative Education Program

This letter is to convey the need to reconsider placing the Central District High Core Alternative Learning Center into the Weighted Student Formula. High Core has been the savior to many students from Central District and particularly Aiea High School. As the Principal of Aiea, I can unconditionally say that High Core has "saved" students who would otherwise have dropped out of school. Today, these same students are employed and are productive in their lives.

Over the years, High Core has established itself as a very effective learning center for at-risk students who are in need of an appropriate learning environment to be successful in school and life. For Aiea High School, the number of students that have been supported by High Core has been invaluable. The many circumstances and situations that would place a student at High Core are too many to mention; however, the intervention and the alternative placement has a great impact upon the success of the students when they experience the learning environment of High Core.

There have been many students who have utilized the program at High Core; and have done so to meet graduation requirements and to readjust to the transition back to Aiea High School. The placement of students at High Core has been a great alternative for many of our students who would otherwise be dropouts. The success of this program must be credited to Collette Miyamoto-Kajiwara and her staff at High Core who do outstanding work with our students.

Please know that the function that Central District High Core Alternative Program has served has been extremely appropriate for a special segment of the student population. In many cases, it has helped tremendously for the high school campus when these students are able to be placed in a more appropriate and conducive learning environment.

I am strongly recommending that the decision to keep the Central District High Core Alternative Education Program out of the Weighted Student Formula is of great concern and your reconsideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Tokioka".

Michael Tokioka
Principal

Good afternoon Chairperson and Members of the Committee on Weights:

I am Patricia Ann Park, Complex Area Superintendent for Leilehua/Mililani/Waialua Complex Area for Central District. It is my pleasure today to bring to the forefront the middle level needs of our students here in Hawaii Public Schools and in alignment with the BOE Policy #4502, Middle Level Education Promotion Policy.

As a former high school teacher for English Language Learners as well as low-performing language arts students at Castle High School, vice principal at Moanalua High School, first vice principal at Mililani Middle School, and the proud principal of Aliamanu Middle School, I would like to take this opportunity today to highlight how the statewide system must meet the academic and behavioral needs of each individual middle school student and, collectively, all of these students. They are in the MIDDLE. If we lose them at this level, or if they are not truly prepared for high school, as a statewide system we will not have major success for our statewide indicators in the Strategic Plan beginning this school year. Our Society will be negatively affected by not educating and preparing our students for the real world.

Today you will receive and hear different testimonies based on best practices, research, real-world applications and needs of our middle level students. All testimonies will be based on the true passion of presenters to influence but more importantly to provide pertinent information so that the Members of the Committee on Weights and eventually the BOE members can make informed decisions based on a comprehensive understanding. In a way, this is real-life formative instruction to drive the whole Hawaii DOE statewide system.

The whole Middle Level Best Practices are based on Resiliency and the development of the whole child: mind, body, and spirit. This truly is the essence of Middle School Best Practices.

Carnegie Council on Adolescent Development states: "The massive failure of schools to reach and teach to the developmental needs of millions of young people affects all aspects of society and the future of the nation."

The focus of my testimony will center on the needs of our middle level students and the need for their resiliency based on data, best practices, and action research.

Backward mapping the needs for all students to graduate on time and more importantly to be college and career ready so that each individual student can make quality choices both now and for his/her entire life, it is necessary for the students to have the necessary knowledge, skills, and application of a rigorous and relevant learning and education. Just as valuable, is that they have the moral and ethical foundation to be quality citizens in a global society.

To enable students to be able to perform at this high level based on rigor and relevance framework and to be prepared for the Common Core State Standards and, more

importantly, the more in-depth performance assessments, the middle schools need to anchor the relationship as a school, as a grade level, in each class, and with significant and influential adults. Teams, which is like a school within a school, Advisory Class, middle level best practices with emphasis on inclusion, appropriate middle level developmental components, project based learning and cooperative learning are all key components of Middle School Environment.

Without the financial support to ensure middle level programs and high functioning teams to provide all students, we will lose many students. We do not want to revert back to the traditional intermediate environment, which was basically isolated with independent content teachers and classes. In fact, because of middle schools, nationally and locally, many high schools have incorporated Academies modeled after the Middle Level Best Practices.

The foundation of Middle School Programs and Teams enables all levels to collaborate and design project based learning, performance assessments, and have teachers focus collectively on the need of the individual student and all students. As we enhance Response to Intervention, I personally and professionally believe that Middle School is a systematic and statewide RTI support and intervention to enable all students to be successful in both middle school and high school. Hence we will enable our students to graduate on time and be College and Career Ready and be prepared for their post secondary lives.

Therefore, I am highly recommending and advocating that Hawaii DOE can not short change these students by not providing the resources to have Middle Schools be adequately funded to provide middle school programs and provide equal and highly effective teams.

Without appropriate funding, this will affect all middle school students throughout the state whether they are urban/rural, all SES levels, ELL students, special needs students, all ethnic groups, and both genders; in other words, every cell on the AYP status categories. Please do not shortchange these students. They are our future.

Thank you for allowing me to advocate for adequate funding for Middle Schools and for providing the resources to educate our middle school students. They, and we as a society, will benefit and have a moral and ethical responsibility to meet their needs.

TO: The Committee on Weight (COW) VII and Current Appointed BOE Members

**The Weighted Student Formula Experiment Has Failed:
What Should Be Done Now**

SOLUTION

Ensure schools have enough money to staff their respective Fundamental Operational Positions so that schools can comply with departmental requirements and provide the teachers and support consistent with goals set forth by Superintendents.

(1) Make Fundamental Operational Positions Categorical.

(2) Price Out Individual School's Bare Bones Operational Budgets.

- \$1,387,991 for an Elementary School in SY 11-12 with 275 students.

SUMMARY

Since the implementation of the Weighted Student Formula (WSF) in SY 06-07, many of Hawaii's successful smaller schools (those that were meeting their annual AYP requirements) have been shut down. Current small elementary school WSF allocations are less than 65% of their SY 05-06 budgets. Small schools have cut positions, student programs, and resources, and been forced to create multiple dual curriculum classes (combo classes) along with increasing student to teacher ratios. Teachers and administrators have been stretched to a breaking point and small schools are on the verge of operational infeasibility because of insufficient WSF monetary allocations.

With upcoming across the board budget cuts, small schools will not be able to comply with departmental requirements and provide students in their school districts with the teachers and support necessary to comply with goals set forth by their respective Superintendents.

The WSF experiment has failed because (1) it is Inequitable: why should a student in a small school district be forced to sit in dual curriculum classes with less resources, student programs, and support staff, (2) it is Not Transparent: inconsistent ever-changing obtuse WSF mathematical formulas based upon variable student numbers makes it virtually impossible to understand and evaluate the WSF, and (3) the WSF Fails To Empower Principals: there are spending restrictions imposed, and it is virtually impossible to plan for long term budgets with a

complicated system that changes every year where funding is additionally contingent on guesses of what each school's projected enrollment will be.

Smaller schools, at a minimum, need their Fundamental Operational Positions staffed. All schools need their Fundamental Operational Positions staffed (especially in times of budget cuts). Without rudimentary operating positions, schools can't function and effectively educate the children of Hawaii.

There are two relatively simplistic solutions to providing schools with the fundamental operational positions they need.

Make fundamental operational positions Categorical. Funding for teacher positions, supplies, and equipment (things that are contingent on student numbers) can be done through a WSF. For example, the Fundamental Operational Positions for an elementary school of 275 students with a variance of +/- 25 students per year should consist of 14 administrative and student support positions: Principal, SASA, Curriculum Coordinator, Clerk/Registrar, Full Time Librarian, Full Time Tech Coordinator, Health Aide, PCNC, Full Time School Counselor, 2 Custodians, and 2 Class Cleaners. Those are the bare minimum positions needed for an elementary school of 275 students to effectively function.

In the alternative, determine each school's minimal operational budget by adding up salary averages for fundamental operational positions (administrative and student support service positions), teacher positions, supplies, and equipment. In other words, determine the cost for a Bare Bones Operational Budget.

- \$1,387,991 for an Elementary School in SY 11-12 with 275 students.

IN DEPTH DISCUSSION

SUMMARY OF POINTS:

- Insufficient small school funding allocations and lost testimony.
- Inherited deficit, small school closures, upcoming across the board cuts, and operational infeasibility.
- Legislative Act 51 mandating switch to the WSF, which necessitated stop gap measures protecting against abrupt and massive small school budget reductions.
- Conceptual flaws, failed goals, and punishing success.
- Ensure all schools' fundamental operational positions are filled so that schools can comply with departmental requirements and provide the teachers and support consistent with goals set forth by Superintendents.
- In SY 11-12, an elementary school of 275 students requires a minimum budget of \$1,387,991 to effectively operate.

HISTORY OF CRITIQUING HAWAII'S WSF:

In August of 2008, a project was begun to investigate Hawaii's small school closures and why small schools were making budget cuts when DOE funding for the year had significantly increased across the board. The problem was found to be the Weighted Student Formula (WSF). Written testimony concerning the devastating effect of the WSF upon smaller schools was submitted online (September 29 of 09) and the Board Minutes from (October 1 of 09) reflect the testimony was directed to the COW, however, the testimony may have been lost.

CURRENT SITUATION:

Multiple small school closures and two years later, the newly appointed BOE has inherited an education system that is billions of dollars in debt and continues to use a weighted per student funding system that has systematically destroyed our successful smaller schools (the schools that tended to make their AYP's) by cutting their funding allocations to a point of operational infeasibility and forced multiple small school closures.

In light of upcoming across the board BOE budget cuts, it is essential to fix what was broken and create an effective school system with an equitable disbursement of funds that takes into account budgetary cutbacks and all school needs.

BACKGROUND ON THE WSF:

In 2004 the Legislature passed ACT 51, which mandated the DOE implement the WSF by SY 06-07 as one of the Act's 13 main elements. The DOE was forced to terminate the existing Position Allocation System and adopt the WSF as a method of dividing existing budget amongst Hawaii's public schools. The goals of the WSF were to (1) ensure schools with similar kinds of students receive similar resources (Equality), (2) allow for disproportionate resources to be allocated upon student characteristics to achieve similar student outcomes (Transparency), and (3) allow principals to use WSF funds (Empowerment).

A three part report (that came out in SY 06-07) evaluated Hawaii's WSF and found: (1) there are demographic differences amongst most other national WSF systems and Hawaii's, (2) stressed the dire need to evaluate Hawaii's evolving WSF, and (3) recognized that per student costs will have variances because of individual student needs and operational costs were relatively consistent regardless of school size.

The BOE had to originally adopt a 96% stop gap funding reduction measure to prevent small schools from losing too much money, however, that measure was eviscerated in SY 09-10 and small schools have now been hit with the full force of WSF small school allocation shortfalls.

MORE TOPICS FOR DISCUSSION:

For five years, since the implementation of the WSF in SY 06-07, smaller schools have only been cutting positions, student programs, and general operational

costs. Originally, the BOE had to adopt a 96% stop gap funding reduction measure which was a recognition of WSF small school allocation inadequacies. A small Elementary School of an average of 275 students per year had a budget of approximately 1,700,000 in SY 05-06 and now has a budget of 1, 095,538. That is a reduction of just over 35%.

The conceptual flaw of per student funding is that it is unable to adequately compensate for operational costs that remain relatively consistent no matter the school size. A school with twice the students does not need twice the administrators, custodians, secretaries, health aides, student services coordinators, or counselors, but does need more classroom teachers.

Once the Fundamental Operational Positions are paid out, the larger the school, the greater the discretionary funds. Smaller schools may not even have the funding to cover their Fundamental Operational Positions. This example may appear overly simplified because the WSF does attempt to take into account individual student needs and school characteristics. However, the attempt has been unsuccessful and the conceptual flaw of the WSF remains: Smaller schools are still not receiving enough funds through WSF allocations.

The WSF experiment has failed because (1) it is Inequitable: why should a student in a small school district be forced to sit in dual curriculum classes with less resources, student programs, and support staff, (2) it is Not Transparent: inconsistent ever-changing obtuse WSF mathematical formulas based upon variable student numbers makes it virtually impossible to understand and evaluate the WSF, and (3) the WSF Fails To Empower Principals: there are spending restrictions imposed, and it is virtually impossible to plan for long term budgets with a complicated system that changes every year where funding is additionally contingent on guesses of what each school's projected enrollment will be.

School needs should be the determinate factor of funding. A mathematical formula should not dictate whether a school will have enough staff, faculty, and administrators to educate our children.

The end result of Hawaii's WSF experiment will be the systematic extinction of Hawaii's smaller schools. The combined impact of budget cuts and the WSF experiment upon smaller schools will be devastating. It is imperative to address these funding issues immediately, not at some latter date when Hawaii's smaller successful schools have been completely destroyed.

Date of Hearing: August 22, 2011
Committee: Committee on Weights (COW)

Department: Education

Person Testifying: *Annette A. Nishikawa*
Annette A. Nishikawa, Complex Area Superintendent, Leeward

Title: Committee on Weights Meeting for Middle Level School Weights

Purpose: To prevent cuts to middle level schools that will severely impact
Implementation of the Middle Level Education policy.

The Middle Level Education Policy (#2406) adopted by the Hawaii Board of Education on July 12, 2001 recognized that young adolescence is a critical period in the development and education of students. It says that "middle level schools shall implement specific practices to effectively meet the unique learning needs of young adolescents." The policy says that the Department of Education "shall ensure that middle level schools address the physical, social, and emotional developmental needs of young adolescents and set high expectations for academic achievement through incorporation of the criteria" set forth by the National Middle School Association. These include a rich and challenging standards-based curriculum that addresses the developmental needs of young adolescents, small learning communities involved in interdisciplinary learning, a nurturing environment with at least one adult who knows, cares about and supports the students academic and personal development; varied instructional arrangements, exploratory and co-curricular programs, educators who are knowledgeable about young adolescents, involving families and communities as partners, and programs which foster the development of physical and emotional health, character and positive social relationships.

So who are these young adolescents that this policy so explicitly wants us to provide for? They can be as small as 60 pounds or as big as a middle line backer. They could be playing chase at recess or chasing girls. They want independence from adults at the same time look for and accept routines and structures. They squirm in their seats and concentrate for about 10 minutes because their body structure and hormones are going through multiple changes and don't allow them to sit still. They do things out of the ordinary and don't know why they do them. Imagine 28 of these adolescents in one room, in your charge, and you have to get them "up to snuff", ready to be proficient on the Hawaii State Assessments.

You are a creative, energetic, flexible, knowledgeable teacher who patiently works with these adolescents because no day is ever the same as yesterday. You have support systems and caring people in the school to help you help them. You have a daily bell schedule that allows you special time in the day to meet with your teaching team to develop curriculum, counsel with students, meet with parents, review assessments and plan your team activities and lessons or meet with the curriculum coordinators to plan your next interdisciplinary unit. Your classes are "hands on" filled with activities that

require the students to move around because you realize that these students cannot sit through a period of you lecturing them. You've spent a lot of your money going to university classes and workshops that enable you to be a great middle level educator because you know that this is your calling. You go home at night totally exhausted from it all - and you are happy because you are hopeful that you made a difference in a kid's life. You know that all of this comes at a price and you are glad that the principal and the department recognize the uniqueness of the middle level child.

The Carnegie Foundation - the author of both Breaking Ranks and Turning Points 2000 - reports that systematic implementation of middle level practices and policies improves academic, social and emotional development of adolescents. The Hawaii Middle Level Education Policy requires that the criteria for Middle Level schools be incorporated and addressed through the accreditation process of the Western Association of Schools and Colleges. There is no Elementary Level Education Policy. There is no high school level education policy. There *is* a Middle Level Education Policy. The believers in middle level education - administrators, teachers, and even classified staff - are dedicated to these adolescents and implement the Middle Level Education Policy to the best of their abilities given the limited resources that are given. We do not want you to further cut allocations to middle level schools and doom the implementation of the Middle Level Education Policy. We cannot let that happen. Our adolescents deserve more than that!

Testimony to be presented on August 22, 2011 to the Department of Education Committee on Weights (COW):

Dear Members of the Committee on Weights,

My name is Caroline Wong, and I would like to provide written and public testimony that is compelling enough for you to RETAIN the current *weighting factor* for middle schools.

It was just about 10 years ago when there was a grass-roots effort, led by middle school leaders, to create a DOE Middle School Policy (2406). This effort was not based on a fad or trend but on a wealth of research-based practice. I have included a copy of that policy as an attachment.

When I became principal of Moanalua Intermediate School in 1990, we were confronted with the fact that kids were not only falling through cracks---but chasms. The traditional and impersonal high school organizational structure and teaching methodologies, which were also utilized in junior high schools, were not meeting the needs of most of our early adolescent students. We had 1400 disciplinary referrals THAT school year, including fights every day, which was probably not much different at every other intermediate school at that time. We were collectively desperate for some positive solutions, and they were not forthcoming from our system. We had our students for only two years and we needed to do better to support learning success for all.

MIS did not set out to become a middle school; however, as we looked at researched-based practice and what worked for early adolescent learning success, we were confronted with the Middle School Concept. Do you remember A Nation at Risk written in 1983 --almost 30 years ago? This document contributed greatly to the development of research that led to the Middle School Concept. It provided recommendations based on an exhaustive study that are very much like the initiatives we are attempting to implement **today** in our high schools -- common core standards, smaller learning communities, etc. The Commission recommendations were based on the beliefs that everyone can learn, that everyone is born with an urge to learn which can be nurtured, that a solid high school education is within the reach of virtually all, and that life-long learning will equip people with the skills required for new careers and for citizenship.

The curriculum in the crucial grades leading to the high school years should be specifically designed to provide a sound base for study in those and later years in such areas as English language development and writing, computational and problem solving skills, science, social studies, foreign language, and the arts. These years should foster an enthusiasm for learning and the development of the individual's gifts and talents.

A Nation at Risk - April 1983

But in 1990, seven years after this history making report, there were no significantly systemic changes in our public schools. It is quite ironic that the Commission dedicated its work to the children born in 1983 who would be graduating from high school in 2000. That generation never saw the recommended changes in many of our schools.

During this time, struggling intermediate schools purposefully began to implement the effective middle school practices that we were learning about with our staff and shared learning community. My personal commitment to this process also included a professional improvement leave in the spring of 1997 for the sole purpose of doing a comprehensive review of all of the research literature on middle level education. It provided compelling support for the full implementation of the middle school concept. And so we pushed

for a Board Policy, not to mandate change, but to acknowledge in DOE policy that there are unique and specific needs of early adolescents.

The developmental needs of the early adolescent reflect the greatest personal growth changes since this child was a toddler. Did you know that there is no time during the K-12 schooling years when there is greater physical, emotional, intellectual, and social change than during the early adolescent years? And yet we do not question that the allocations for the *elementary* and *K-2 class size* weighting factors combined have been traditionally more than triple that of the total middle school allocation. There are huge implications for how we purposefully create and support schools for early adolescents.

As you look at ways to cut the budget, it is imperative that we look at research-based practice and what works for kids. Cutting class size does not improve student learning; using research-based teaching and learning strategies is what makes the difference. Right now the majority of our high schools are confronted with the need to structure smaller and more personal learning communities; to purposefully create a culture where there are no invisible students and where every voice is heard; and to develop meaningful learning experiences with real life application. Some of our middle schools have modeled the way in this process for the last 10-15 years. Unfortunately, some middle-level schools cut the fine arts, physical education, and other hands-on, high interest programs when confronted with the challenges of making AYP. We now know that this doesn't work to improve student learning; a better strategy is to make the mathematical thinking and literacy visible through a varied, challenging and relevant curriculum.

I need to share one more thing. In 2005, only 54% of our 8th graders students were reading at grade level. (This is after more than 10 years of investing millions of dollars in K-2 class size reduction so that kids would have the foundation to become proficient readers.) Although secondary teachers are not trained to teach reading, teachers at MMS committed to teach reading strategies across all content areas. Reading intervention classes were created to provide the most intensive intervention. By 2008 the reading scores improved by over 30% in every disaggregated subgroup. We were able to create the reading intervention classes, support the staff learning, and implement an effective program which was responsive to the needs of our students because of the funding we received through the middle school *weighting factor*, which allowed us to do much more than just buy teaching positions.

I can go on and on about the merits of middle school implementation. If the *Weighting Factor* is reduced, middle schools will not be able to offer any (let alone a rich array!) fine arts electives; counseling positions will be cut, and we will lose so much of what we have worked to create through years of research and commitment to best practice. I am cognizant of the many economic and systemic challenges that the DOE faces right now. But when confronted with more systemic change, why would we undermine what we worked so hard to create? It is short-sighted to gut the Middle School Policy through funding cuts. Instead we need to insure that **implementation is integral to funding.**

This We Believe

Keys to Educating Young Adolescents



16 Characteristics

Curriculum, Instruction, and Assessment

Educators value young adolescents and are prepared to teach them. *Value Young Adolescents*

Students and teachers are engaged in active, purposeful learning. *Active Learning*

Curriculum is challenging, exploratory, integrative, and relevant. *Challenging Curriculum*

Educators use multiple learning and teaching approaches. *Multiple Learning Approaches*

Varied and ongoing assessments advance learning as well as measure it. *Varied Assessments*

Leadership and Organization

A shared vision developed by all stakeholders guides every decision. *Shared Vision*

Leaders are committed to and knowledgeable about this age group, educational research, and best practices. *Committed Leaders*

Leaders demonstrate courage and collaboration. *Courageous & Collaborative Leaders*

Ongoing professional development reflects best educational practices. *Professional Development*

Organizational structures foster purposeful learning and meaningful relationships. *Organizational Structures*

Culture and Community

The school environment is inviting, safe, inclusive, and supportive of all. *School Environment*

Every student's academic and personal development is guided by an adult advocate. *Adult Advocate*

Comprehensive guidance and support services meet the needs of young adolescents. *Guidance Services*

Health and wellness are supported in curricula, school-wide programs, and related policies. *Health & Wellness*

The school actively involves families in the education of their children. *Family Involvement*

The school includes community and business partners. *Community & Business*

Essential Attributes

An education for young adolescents must be

Developmentally Responsive

using the nature of young adolescents as the foundation on which all decisions are made.

Challenging

recognizing that every student can learn and everyone is held to high expectations.

Empowering

providing all students with the knowledge and skills they need to take control of their lives.

Equitable

advocating for every student's right to learn and providing challenging and relevant learning opportunities.

National Middle School Association

Successful Schools for Young Adolescents

This chart is based on This We Believe: Keys to Educating Young Adolescents (NMSA 2010). For more information visit us at, www.nmsa.org

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2406**2406**

MIDDLE LEVEL EDUCATION

POLICY

The Board of Education recognizes that young adolescence is a critical period in the development and education of students. Middle level schools shall implement specific practices to effectively meet the unique learning needs of young adolescents. The Department of Education shall ensure that middle level schools address the physical, social, and emotional developmental needs of young adolescents and set high expectations for academic achievement through incorporation of the following criteria based on the National Middle School Association's (NMSA) characteristics of developmentally responsive middle level schools.

- A rich and challenging standards-based curriculum which addresses the developmental needs of young adolescents.
- Small communities of learners through interdisciplinary teaming of students and teachers.
- A nurturing environment where each student has at least one adult on the school staff, who knows, cares about and supports the student's academic and personal development.
- Varied instructional strategies and flexible use of instructional time.
- Varied organizational arrangements to ensure success for all students.
- Exploratory and co-curricular programs which meet the developmental needs of young adolescents.
- Educators who are knowledgeable about and committed to young adolescents.
- Families, communities and other stakeholders engaged in substantive partnership with the school in the education of young adolescents.
- Programs which foster the development of physical and emotional health, character and positive social relationships.

These criteria shall be incorporated and addressed through the Western Association of Schools and Colleges (WASC) accreditation process.

The Department shall implement administrative guidelines that support the integration of middle level education beliefs and practices into the culture of each classroom, team, grade level, and school community. A mechanism to systematically implement middle level schools and ensure that these schools continually meet the criteria shall be specified in the administrative guidelines.

Approved: 07/12/01

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To Whom It May Concern:

The Board of Education passed the Middle Level Policy several years ago. This policy is evidence, within itself, that there is something special about the middle level. All middle schools have been struggling to practice the middle school philosophy and meet the expectations of the BOE Policy with fidelity. All middle schools' approach to carrying out the expectations of the BOE differs according to each school's culture.

Programs to motivate and to support the middle level students to succeed during the most difficult time in their lives...academically, physically, emotionally, and socially, cost money. We realize that funds are tight and that all levels of education are suffering. We are meeting challenges in order to maintain our programs geared toward the adolescent child. With the addition of the Middle Level Education Promotion Policy, students who don't pass the middle level will begin dropping out of school here, with us. We are the "Big Black Hole" in the K – 12 educational system. It is obvious that the Board does recognize a need to put through policies directly focused at our level that they have addressed the need through these two policies mentioned above.

If we, at the middle level, are not able to support our students during a crucial time in their lives, more students will have less of a chance to become successful in high school. The impact of lack of support at our level will reflect in the future years at high school. Already, we have a poor promotion rate in 9th grade. The numbers will increase as a consequence to the lack of proactive, early support at the middle level.

Please reevaluate the needs of the middle level students and make the right decision in favor of our students by funding the middle schools.

Thank you,

Marsha S Nakamura
Lahaina Intermediate School Principal

The middle level adolescent is experiencing rapid change physically, emotionally, socially and intellectually. Each child does not experience this rapid growth and change at the same time or the same rate. The middle school years provide a transition between childhood and adolescence and is an important developmental stage, and maybe the most important stage of life.

Middle schools are designed to support our young adolescence. The Middle School Policy passed by the Board of Education is a policy that supports adolescence as they transcend to become healthy young adults in our school system. It takes monies to support the structures created for our young adults. Each middle school holds high expectations for all students academic achievement as well as support each child's individual needs. Teachers and students may be placed together in teams that provide a sense of family within the large school community. Adult advocate programs maybe developed by each middle school. The adult advocate knows the student well and is available to work with the student and parent about academic or other concerns.

Subjects and courses are linked to integrated learning experiences, which is really how the "real world" operates. Helping students see how each subject relate and support each other is important. Students achieve best when their activities are related to their out-of-school lives and the skills they learn in school relates to real problems in their life. Middle schools try to make these connections for each student.

Additional classes for the middle school student is very important as they grow and mature as individuals. Choices are very important: Art, music, technology, drama, foreign languages and careers offer student opportunities to explore new areas, pursue interests and identify aptitudes as they move to become healthy young adults. There maybe other activities: clubs, intramurals, student government and community service projects. The content studies and activities students engage in help them acquire a balance of fundamental skills and essential knowledge while developing positive attitudes about learning and themselves. There is more research studies that support the effectiveness of middle school programs in improving students academic achievement and overall development.

Please support middle schools by keeping the per pupil allocation of \$150.00 per student.

Sincerely,

Lynn Shoji
Executive Director of HAMS (Hawaii Association of Middle Schools)

Good afternoon.

I am no one special. I could be your relative, your friend, your neighbor, or your classmate. I am the proverbial one who fell through the cracks. I am not a statistic, but there are many more like me.

The circumstances to which I was admitted into the High Core program aren't important. I needed to own up to my academic failures. Fortunately for me, High Core was there. The program isn't easy and it's not a bailout. I had to put in hard work and time to achieve my goal of graduation.

I truly believe that my experience there was a major turning point in my life. I have went onto graduate with a Bachelor's of Fine Arts in graphic design, from Cornish College of the Arts in Seattle, Washington. Upon my college graduation, I was asked to teach a class at my college. I have also guest lectured at the University of Washington, Seattle University, Seattle Pacific University and Western Washington University. I have worked with the Seattle Children's Hospital and the Moyer Charitable Foundation. I also ran my own graphic design business.

All of these accomplishments would not have been possible without my experience at High Core. Honestly, I believe that I would be dead or in jail. Without my high school diploma there is a strong chance that I would have been selling drugs for my former neighbor and getting involved deeper with questionable people and activities. There are too many temptations and opportunities to do things the wrong way. It's so easy to give up. I've tried more than once to give up but High Core wouldn't let me. They believed in me when I didn't believe in myself. They loved me when I didn't want any. They never gave up on me. I still draw upon my experience at High Core whenever I'm faced with a challenge - if I could get through that, I could do anything.

How do you pay back people and a program that has literally saved your life twice? I'm willing to do anything for Colette, the teachers and the program. It's been 20 years since my time there, but it feels like yesterday. I will fight to save them just as hard as they fought to save me. When I was 17 years old, High Core gave me hope, gave me dreams and a future. The funding for High Core is an investment in our keiki's future. They make

sure that no one gets left behind. It might as not be as glamorous as building a new gymnasium or computer lab for a school, but it is money well spent. I worry about how life would be without programs like High Core around. At risk students may feel even more disassociated with conventional academics. If forced to stay at their own schools, graduation rates may drop, there might be more disruptions for the regular student body and at risk students might opt to drop out completely. I imagine that crime rates may increase and all of these things could be prevented by giving High Core the funding that they need.

When you make your decision, please think of me and whose lives and futures that you may be saving.

Thank you.

A handwritten signature in black ink, appearing to read "S. [unclear]". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

August 22, 2011

Good Afternoon!

My name is Sgt. Jon Nishikata, an eight-year Marine Corp veteran, and a former High Core Program student. I've served two tours in Iraq and hold numerous awards, citations, and certificates of appreciation, all of which would not have been possible without the High Core Program and its staff.

I started having problems and failing school as early as the third grade. Over those years, I struggled through each grade, barely passing. In high school, I was chronically absent and rarely passed my classes. Each year, I had to take afternoon classes and summer school classes just to keep up with my credits. I was also suspended from school multiple times, and was once handcuffed and arrested on school campus for unacceptable behavior. I was definitely headed in the wrong direction fast. In my senior year, I was given the option to attend the High Core Program. With a lot more teacher and student interaction, I was finally getting the help and guidance I needed. I found that the teachers actually cared for each individual student. We called the teachers by their first names, and every student would be disciplined if the rules and guidelines were not adhered to. All of this made us realize that they were actually trying to teach us more than just a school curriculum, but how to survive and prepare for the real world after high school. If it wasn't for the lessons that High Core incorporated into their curriculum, I highly doubt I'd be here before you, and be the person I am today.

I was always interested in the Marine Corps, but never intended to join. But, because of High Core's numerous guest speakers, which included a few from the military, I was able to take the ASVAB military prequalification test to see what my future options may be. The test consisted of high school and college level problems, including math, English, grammar, spelling, and problem solving. My overall score at the beginning of the school year was a 34. By the end of my school year at High Core, my ASVAB score increased to 74 points, a 118% increase, and well above the average score. I joined the Marine Corps in May of 2000, served eight years, during which time I went through two tours in Iraq, and was then stationed at the Kaneohe Marine Corps Base. I am currently working as a government contractor at Kaneohe Marine Corps, while attending the University of Phoenix to obtain my Bachelors degree in Criminal Justice. I hope to reenlist as an officer with the Marine Corps or pursue a career as a Honolulu Police Officer.

The High Core Program staff has been in contact with me on a regular basis since the day I graduated. They contacted me daily while I was deployed to keep up my morale, and ensure I was making it through the ordeal. In my opinion, the teachers and staff at High Core do more than just teach the standards. They change lives around and help guide us down the correct path. I strongly believe this because this is what they have done for me. To show my thanks and appreciation to the teachers and staff of High Core, I volunteer my time and services to them, helping them to correct student assignments, and acting as a guest speaker on behalf of the Marine Corps. I strongly believe that the students have a better chance at life after high school by attending the High Core Program. I also believe that Hawaii needs more programs and teachers like the ones at High Core. Hawaii's education should always be our number one priority, so please help fund the program in a way so that they may continue to serve our Hawaii youths. Funding should never be a topic of concern when it comes to educating our Ohana!

Thank you all for your time and consideration.

Mahalo,

Jon Nishikata

Hello my name is Jozette Campollo and I am a former High Core/Storefront School student. I feel that I was a good kid who made some bad choices in life, which is why I ended up in the High Core Program and some of the choices include getting arrested, not going to school, failing the tenth grade and dropping out of school. I became pregnant when I was sixteen years old and I thought it would be okay if I dropped out of school because my boyfriend at that time could take care of me and my child. So I officially got withdrawn from school and stayed at home for a year which set me back even more. Three months into my pregnancy my boyfriend cheats on me and decides to leave. So for one year I raised my daughter on my own with the help of my family. Finally I decided that I needed to graduate and get my diploma so I could be a good role model for my daughter. I had a meeting with my principal and he allowed me to go back to school. This is when my counselor referred me to the High Core/Storefront School. So I went to school there everyday determined to graduate even though it would be two years later. Early on in the school year I found out I was pregnant again from my current boyfriend. At this time, I knew I couldn't let this pregnancy stop me from getting my diploma. I continued to go to school everyday from 8-5 for the rest of the year. Eventually after a lot of commitment and determination, I finished the school year with good grades. Then in July I gave birth to my son. The next school year started and I was back in school at Storefront. Although I was exhausted from being up with my baby all night, I still made it to school and tried my best to concentrate in school. Finally I finished school and graduated with the class of 2008, although two years late I still did it.

The staff at Storefront helped me a lot. They encouraged me to finish school so I could go to college and make a career for myself. They wouldn't let me give up and always gave me advice when I felt it got too hard for me. If it weren't for the program and their staff I wouldn't have graduated. Thanks to them I am currently attending Kapiolani Community college to become a Phlebotomist. Just as much as the High Core staff didn't give up on me, I don't want anyone to give up on the program and cutting the funds is just as bad as giving up on the program.

Thank you.

HONORABLE MEMBERS OF THE COMMITTEE ON WEIGHTS 7;

I am Colette Miyamoto-Kajiwara, Coordinator of the High Core Program/Storefront School in Wahiawa, the Central District's Alternative Learning Center, annually servicing close to 300 of the most severely alienated and at-risk students, primarily from, but not limited to, the Central area.

**This year the school is 45 years old.
This is my 31st year teaching there.**

We come before you to request that your committee revisit its recent recommendation to place the High Core Program/SF into the Weighted Student Formula.

At High Core/SF we are the students' teacher, counselor, confidant, advisor, surrogate parent, cheerleader.

WE ARE NOT their babysitters.

We do not exist to keep them busy until they "age out".

We remediate, educate, nurture, promote and graduate them.

We are there to insure that they earn a high school diploma from their home schools so they may continue on to become contributing members of their respective communities.

The Weighted Student Formula is neither an appropriate nor an efficient means to fund High Core/SF.

I can only liken our circumstances to that of an Emergency Room.

The ER at a hospital is essential to the community.

It must exist.

It must be fully staffed and stocked.

It must exist and be fully staffed because it must be ready to serve at ALL times AND in an instant.

Emergencies do not occur on a planned or set schedule.

So, IF the ER did not exist and someone got hurt, do we ask the patient to wait until we put together an ER?

We cannot predict how many will need the ER and when, we just KNOW they will.

The same goes for alienation.

Youngsters don't act out on a planned or set schedule.

When the student acts up DURING the school year does the regular school then calculate how much they can pay us for this student and then send it to us so that we can

THEN hire teachers?

THEN buy books?

THEN hook up electricity?

Do we ask the student and parents to wait until we put together a program?

What happens to the extended day?

Like the ER we don't know how many will need High Core and when... we just KNOW they will.

Would WSF work to appropriately fund an ER?

I don't think so.

What would the consequences be to the schools and community should High Core/SF cease to exist?

Students who are excluded from regular school from 8AM to 2PM would not have a physical location to attend, making them vulnerable to unproductive activities.

Students who can now attend regular school from 8AM to 2PM but are behind in credits would not be able to attend our extended program.

The dropout rate would increase.

The graduation rate would drop.

School attendance rates would drop.

These all affect our measures of success for NCLB and Race to the Top.

As the students drop out of school:

*not having a diploma will make it more difficult for them to be hired for a legitimate job, raising the unemployment rate;

*AND the unemployed STILL need money... THEN WHAT WILL INCREASE? (crimes to others and property / drug sales / teenage prostitution / homelessness)

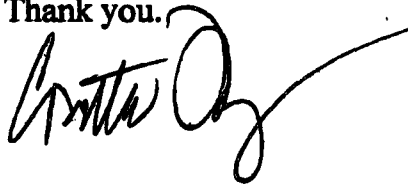
The dollar consequence to our communities will be huge since there will be an increased need for public assistance and incarceration.

Please note that with the 24 credit requirement for graduation, a true freshman is at risk of not graduating the minute they fail even 1 class UNLESS they can afford to pay \$190 for summer school to make up the credit.

This is data that reflects the past 10 years but we have data that goes back more than 25 years.

We are hopeful that you will revisit your recommendation to place the High Core/Storefront School into the Weighted Student Formula and perhaps decide to keep it out of WSF as a fully funded program.

Thank you.

A handwritten signature in black ink, appearing to be "Arthur" followed by a stylized flourish.

NEIL ABERCROMBIE
GOVERNOR



KATHRYN MATAYOSHI
SUPERINTENDENT

State of Hawaii
Department of Education
Kapolei Middle School
91-5335 Kapolei Parkway
Kapolei, Hawaii 96707
Phone: (808) 693-7025 Fax: (808) 693-7030

August 22, 2011

To: The Committee on Weights
From: Kapolei Middle School Elective Dept

Proposal #2, which gives a weight of \$150 per student with an additional \$80,000 for multi-track schools, though not ideal, is the best option for the students and teachers of Kapolei Middle School. The additional funding allocated to multi-track schools is vital, especially at the middle school level, because it is essential for supporting elements of the middle school philosophy, including having advisory, team planning, and a variety of elective offerings.

The Importance of Electives

Given the current budget shortfall, it has been suggested that the Electives should be the first on the "cutting block." However, this is not in the best interest of our students.

- Logistically, elective teachers provide the time for the core teachers to have team planning. It is during this time that core teachers can plan effective instruction, cross-curricular units, and discuss the needs of specific students with parents, support staff, counselors, and vice principals.
- Many elective teachers volunteer their time to provide many of the after school clubs and support programs at our school. Most of these clubs provide rigor in core subject areas through participation in events such as Math Counts, First Lego League, Science Olympiad, etc.
- For some students, elective classes provide the motivation for them to come to school. It should be further noted that students in the "middle years" have different needs as opposed to students in elementary and high school. These different needs—including intellectual, social, emotional, and physical—have all been documented, researched, and empirically deemed as important to adolescent growth. Many core classes do not necessarily address these needs beyond the intellectual aspect, whereas elective classes provide opportunities for students to challenge themselves socially, emotionally, and physically.
- Elective classes are where kids make the connection between core subjects and real life. We bring meaning and relevance to the learning that they have experienced, while providing opportunities to apply new skills and knowledge. Although these skills may not be listed under core standards, these skills can be translated into other occupations and careers in the future.

- Students studying Band/Music can become musicians, conductors, composers, music directors for TV and film, instructors, music therapists, entertainment coordinators, etc.
- Students studying Art can become painters, sculptors, museum curators, photographers, video game designers, art critics, editors, graphic artists, interior designers, etc.
- Students studying Tech Ed can become engineers, carpenters, surveyors, architects, etc.
- Students studying PE/Health can become physical therapists, occupational therapists, fitness trainers, athletic trainers, doctors, nurses, nutritionists, ergonomists, biomechanists, etc.
- Students studying Family and Consumer Science can become fashion designers, chefs, restaurant managers, food critics, etc.
- Students studying Technology can become TV directors, TV producers, computer technicians, programmers, webpage designers, etc.
- Students studying Foreign Languages can become translators, tour/hospitality guides, artists, international business consultants, intelligence agents (CIA, FBI), etc.
- Furthermore, many of the disciplines taught by electives work together in the real world to complete projects and to do business. For example, in a movie, a fight coordinator (PE) is used to teach or perform stunts and action scenes; a composer creates the score, while a music director edits each selection; fashion designers (Family and Consumer Science) choose and make costumes; artists create graphics, CGI effects, and marketing; engineers (Tech Ed) create sound stages and props; and directors, producers, and editors (Tech) put the production together. Electives, therefore, simulate real-world collaboration and team work.

In conclusion, while electives are not tested on the HSA, they are still a fundamental part of middle school education. If we truly care about educating the whole child, we must focus beyond just their intellectual needs. While elective classes do provide academic rigor, they also provide students with opportunities to apply their knowledge and skills in real-world situations that involve problem solving, team work, and commitment, while at the same time fostering creativity and building self confidence. This will prepare students to make positive contributors to the workforce and to society.

Sincerely,
Lauren Fagaragan , Elective Department Head

NEIL ABERCROMBIE
GOVERNOR



KATHRYN MATAYOSHI
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August 21, 2011,

To: The Committee on Weights
From: Dana Kobashigawa, TA Principal
RE: Middle Level Funding

Committee on Weights Members;

Thank you for the opportunity to testify on behalf of Kapolei Middle School and other public schools who work continuously to support the educational experience of students between the ages of 10 to 15. This group reflects adolescents who are moving through the puberty growth cycle at varying times and rates and looks to our schools and middle level teachers for the support they dearly need in a time of developmental chaos.

It is imperative that the Committee on Weights continue to support middle schools and the Board of Education Policy 2406 with appropriate funding. Without giving funding weight to the middle school student you will be dismantling the basic organizational structure of a middle school which supports not only the academic and intellectual development of a student, but their physical, emotional/psychological, social and moral development as well.

The funding weight given to the middle schools allows us to provide our students with meaningful elective and exploratory wheel classes which assist in making real world connections to what students are learning in the core subject areas. However, more importantly, the middle level funding allows schools to implement the BOE middle level policy as it was written and adopted in July of 2001. Additionally, the BOE middle level policy criteria is addressed through the Western Association of Schools and Colleges (WASC) accreditation process.

Key to middle school implementation are the 9 criteria bullets listed in BOE policy 2406. Included in the 9 criteria are "exploratory and co-curricular programs which meet the developmental needs of young adolescents, small communities of learners through interdisciplinary teaming and a nurturing environment where at least one adult on the school staff knows, cares and supports the students academic and personal development". Our basic school structure, team planning time, course offerings and advisory programs support the BOE middle level policy.

Kapolei Middle was just awarded a six year term of accreditation by WASC and it should be noted that the visiting committee was especially pleased to find structure and programs in place

at Kapolei Middle that supported the middle level student despite the unique challenges we face at a year around multi track school.

Is the committee on weights willing to jeopardize our accreditation standing or that of any other public middle school that is undergoing the WASC accreditation process?

I ask the committee on weights on behalf of Kapolei Middle School and all Hawaii public middle school to support us with the funding weight we need to continue to provide a developmentally responsive education.

Lastly I would like to close with a statement taken from the National Middle Schools Association's call for action. It reads in part:

The importance of achieving developmentally responsive middle level schools cannot be overemphasized. The nature of the educational programs young adolescents experience during this formative period of life will, in large measure, determine the future for all of us.

Thank you for your time.