LEGISLATIVE REPORT

<u>SUBJECT</u>: Educational assessment and accountability; annual reports

<u>REFERENCE</u>: **§302A-1004**, Hawaii Revised Statutes.

- (b) The department shall submit to the legislature and to the governor, at least twenty days prior to the convening of each regular legislative session, an educational status report that includes but is not limited to the following:
 - (1) Results of school-by-school assessments of educational outcomes;
 - (2) Summaries of each school's standards implementation design;
 - (3) Summary descriptions of the demographic makeup of the schools, with indications of the range of these conditions among schools within Hawaii;
 - (4) Comparisons of conditions affecting Hawaii's schools with the conditions of schools in other states; and
 - (5) Other such assessments as may be deemed appropriate by the board.

ACTION

<u>REQUESTED</u>: That the department submit a report to the legislature and the governor containing the required accountability information.

DOE REPORT: Two reports have been prepared annually since 1990 by the staff of the Department of Education's assessment and accountability system. The *School Status and Improvement Report* (SSIR) is a report about individual schools. An SSIR is prepared for each regular public school in the State. For the 2002-03 school year, 256 *School Status and Improvement Reports* will be prepared. The second report, *The Superintendent's Annual Report on School Performance and Improvement in Hawaii*, is a statewide summary of performance and progress being made in Hawaii's public school system. Both the SSIRs and the *Superintendent's Report* include multi-year data wherever relevant and possible, and both employ a model taking account of context, process, and outcomes in reporting and analyzing educational indicators. The *Superintendent's Report* also includes state-by-state data for comparative analyses of Hawaii's educational system.

The specific educational assessment and accountability information requested by the Legislature, together with reference to the report containing that information, is as follows:

- Results of school-by-school assessments of educational outcomes <u>Attachment A</u>, *School Status and Improvement Report*, pp. 5-7¹ (For summary, see *Superintendent's Annual Report...*, pp. 12-15)
- Summaries of schools' Standards Implementation Designs (SIDs)

 <u>Attachment A</u>, *School Status and Improvement Report*, p. 3
- Summary of demographic makeup of schools
 <u>Attachment A</u>, School Status and Improvement Report, p. 2
 (For summary, see Superintendent's Annual Report..., pp. 3-6)
- Comparisons of conditions affecting Hawaii's schools with those of schools in other states

<u>Attachment B</u>, Superintendent's Annual Report on School Performance and Improvement in Hawaii (pp. 7-11.)

The Superintendent's Annual Report on School Performance and Improvement in Hawaii and the 2002-03 SSIRs are in preparation at this time. A sample SSIR for 2001-02 and The Superintendent's Thirteenth Annual Report on School Performance and Improvement in Hawaii, covering 2001-02 are attached to this report. Copies of these documents are posted online at http://arch.k12.hi.us.

Because of the volume of the reports and the cost of reproducing complete sets of SSIRs (over 1,600 pages per set), only a sample copy is attached here. Complete sets will be presented to the Governor, President of the Senate, Speaker of the House, and Chairs of the Legislature's Education Committees. Additional sets will be made available upon request.

The Superintendent's 13th Annual Report on

School Performance and Improvement in Hawai'i 2002

OFFICE OF THE SUPERINTENDENT/PLANNING AND EVALUATION BRANCH DEPARTMENT OF EDUCATION STATE OF HAWAI'I RS 04-0017 • AUGUST 2003



The Superintendent's Annual Report on School Performance and Improvement in Hawaii

FOREWORD

The Superintendent's Annual Report on School Performance and Improvement in Hawaii is one of two reports in the state's system of school accountability. This report contains collective data on our schools for school year 2001-02, showing trends over time and, where appropriate, comparisons with data from other states. The other report, the School Status and Improvement Report, is prepared annually for each school. These reports contain school data and summaries of the schools' standards implementation plans and improvement activities. They are available at public libraries and online at http://arch.k12.hi.us on the world wide web.

These reports are the most visible parts of the Department of Education's assessment and accountability system, the purpose of which is to hold everyone in the department, including me, responsible for student learning. These reports grew out of the department's initiative, begun over 10 years ago, to develop a comprehensive accountability system for the public schools of Hawaii. The department's efforts have laid a sound foundation for the system, but the system is very much a "work in progress."

This year's report is abbreviated. It contains updates on all of the data regularly reported, but without the narrative explanations and graphs that have been included in previous reports. This has been done to present the report in a timely fashion in view of the extensive efforts that the Department of Education staff have made planning and developing accountability and reporting systems to comply with the federal "No Child Left Behind" Act (PL107-110). Future reports in this series will again present data graphically, with explanations of their import; and they will do so within the framework of both the federal and state accountability systems, reflecting our progress toward both a sound system of accountability and the achievement of the standards we have set for our children's education in public schools.

Patricia Hamamoto Superintendent



ACKNOWLEDGMENTS

Preparation of *The Superintendent's Annual Report on School Performance and Improvement in Hawaii* requires the cooperative effort of a number of people. The report is prepared by Dr. Thomas Gans of the Evaluation Section of the Department of Education's Planning and Evaluation Office under the general supervision of Michael W. Heim, Director of the Planning and Evaluation Office, and Dr. Glenn T. Hirata, Administrator of the Evaluation Section. In the course of its preparation the report is reviewed by a number of individuals including Mr. Heim and Dr. Hirata.

The Superintendent's Annual Report on School Performance and Improvement in Hawaii requires accurate and consistent data, and a number of people in the Department of Education have contributed to the report by providing the needed data. The help of the staff of the Information Systems Services Branch and the Information Resource Management Branch is gratefully acknowledged.



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Data Highlights

- **SCOPE.** The report for school year 2001-02 covers public education in kindergarten through 12th grade in Hawaii, including data from 255 regular public schools and 22 public charter schools in the seven administrative districts, now organized into 15 complex areas. (Tables 1 and 2, Page 3)
- ENROLLMENT. Overall enrollment, which had grown at better than 1.5% between 1991-92 and 1995-96, has been declining or stable since. However, schools have still experienced pressure from population shifts, especially the westward movement of population on Oahu. (Tables 3-5, Pages 3-4)
- SPECIAL NEEDS. Over the last 14 years, the numbers of students in need of special services has increased much more rapidly than the population of students at large. These students are those from poor economic circumstances, those with limited English proficiency, and those who need special education services. Students with these special needs have increased in numbers by 50 to 120 percent since 1988-89. This means that the task facing public schools is steadily becoming more difficult and more costly. Nearly one-third of all children born in Hawaii are now born to single mothers. (Tables 6-8, Pages 5-6)
- **STABILITY**. Despite the "conventional wisdom" about supposedly highly mobile students in Hawaii, very large majorities of students at all levels stay in the same school for the entire school year. (Table 9, Page 6)
- STAFFING. Hawaii has a relatively high pupil-to-teacher ratio in comparison to other states. Overall pupil-to-staff ratios have improved over the last decade, but Hawaii remains among the bottom quarter of states on this measure. Hawaii has fewer of its professional staff performing administrative functions than comparison states. (Tables 10 and 11, Page 7)
- **FINANCE**. The state's commitment to public education has persistently lagged behind that of other states. Hawaii ranks **last** among the states in the percentage of state and local expenditures allocated to public schools. Its per pupil expenditures are about 10% below the national average. Hawaii is the only state that funds its public schools from state revenues and does not require or permit using local government funds. (Tables 12-14, Pages 8-9)
- **FACILITIES**. Hawaii has made great progress in easing classroom shortages in the last six years; classroom shortages are largely confined to the Leeward and Maui Districts. However, schools' library facilities remain chronically underdeveloped; almost half of our schools have inadequate library space. The state's schools remain among the largest in the nation. (Tables 15-18, Pages 9-10)
- HAWAII CONTENT & PERFORMANCE STANDARDS (HCPS-II). Hawaii's assessments of student performance against the revised Hawaii Content & Performance Standards in reading, writing, and mathematics were administered in 2002, and standards of performance in reading and mathematics were established. The performance of students on the initial assessments is shown, along with performance on the norm-referenced Stanford Achievement Test. (Tables 21 and 22, Page 12)



- **DROPOUTS AND SCHOOL COMPLETION**. Dropout rates for students in grades 9-12 average about 5.1% per year. The estimated cumulative dropout rate is just under 18%. Of students who entered high school in Hawaii in fall, 1998, just under 80% graduated from high school within four years. School completion rates for seniors have improved over the last decade. Almost 80% of public school seniors plan to continue their education. (Tables 23-26, Pages 13-14)
- STUDENT DISCIPLINE. Overall incidence rates of disciplinary offenses have decreased since 1995-96, both overall and in each category of threat to safety. Incidence rates of the most serious (Type A) offenses remained stable while incidence rates of Type B, C and D offenses decreased markedly. (Tables 27 and 28, Pages 14-15)



Data Tables

Table 1. Grade-Level Organization of Regular Public Schools in Hawaii, 2001-02

	GRADE LEVELS INCLUDED											
K	1	2	3	4 5 6			7	8	9	10	11	12
60 schools, median size: 5/9 publis					•				chools, median size: 1,467 pupils			
]	Linapuni School, 265 pupils					12 sch mediar 910 pu	ı size:					
	105 sc	hools, n	nedian s	ize: 546	pupils		7	schools	s, media	n size: 7	794 pupi	ls
6 schools, median size: 426 pupils												
Pa`auilo Elementary & Intermediate School, 234 pupils												
				7 sch	ools, m	edian siz	ze: 333 j	pupils				

Table 2. Grade-level Organization of Public Charter Schools in Hawaii, 2001-02

GRADE LEVELS INCLUDED												
K	1	2	3	4	5	6	7	8	9	10	11	12
	2 schools, 623 pupils								3 s	chools, 2	262 pup	ils
Innovations PCS, 94 pupils						Halau Ku Mana PCS, 62 pupils						
4 schools, 997 pupils								3 5	Schools,	217 pup	ils	
					6 scho	ols, 452	pupils					

Table 3. Enrollment in Hawaii Public and Private Schools, 1992-93 to 2001-02

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-1999	1999-2000	2000-1	2001-2
Public										
Elementary	103,356	104,227	105,598	107,254	107,979	108,197	107,046	105,509	104,253	103,216
Secondary	73,567	75,649	77,566	79,327	80,506	81,084	80,349	79,527	79,267	80,413
Total	176,923	179,876	183,164	186,581	188,485	189,281	187,395	185,036	183,520	183,629
Charter Schools			708	746	844	808	835	784	1,341	3,066
No. schools			2	2	2	2	2	2	6	22
Percent of Total			0.3%		0.4%	0.4%	0.4%	0.4%	0.6%	1.4%
Private										
Elementary	16,497	16,546	16,191	No	15,504	15,440	15,021	14,868	17,390	16,064
Secondary	16,611	17,031	17,343	Data	17,046	17,126	17,337	18,194	16,304	17,162
Total	33,108	33,577	33,534	Reported	32,550	32,566	32,358	33,062	33,694	33,226
Percent of Total	15.8%	15.7%	15.5%		14.7%	14.7%	14.7%	15.2%	15.5%	15.3%



Table 4. Enrollment by District, 1986-87 to 1999-2000

_	Honolulu	Central	Leeward	Windward	Hawaii	Maui	Kauai
1986-87	36,031	33,802	29,131	19,224	21,787	15,438	8,651
1987-88	35,093	34,673	29,510	19,099	22,180	16,116	9,009
1988-89	34,530	34,985	29,653	19,143	22,875	16,643	9,210
1989-90	34,052	35,239	30,019	19,244	23,745	17,312	9,427
1990-91	34,128	35,177	30,320	19,324	24,564	17,788	9,561
1991-92	33,978	35,593	31,066	19,494	25,472	18,379	10,109
1992-93	34,195	35,763	31,449	19,784	26,318	18,835	10,503
1993-94	34,597	35,985	32,126	19,785	29,946	19,527	10,826
1994-95	34,715	36,575	33,235	19,745	27,703	20,189	10,937
1995-96	35,098	36,436	34,721	19,994	28,083	20,992	11,176
1996-97	35,365	35,985	35,982	20,297	28,257	21,463	11,065
1997-98	35,354	35,538	37,071	19,980	28,508	21,712	11,039
1998-99	35,256	34,706	37,110	19,673	27,993	21,608	10,962
1999-2000	34,743	33,924	36,919	19,424	27,557	21,570	10,821

Table 5. Enrollment by Complex Area, 2000-01 and 2001-02

District	Complex Area	2001	2002
Honolulu	Farrington-Kaiser	11,516	11,319
	Kaimuki-Kalani	9,925	9,850
	McKinley-Roosevelt	12,862	13,422
Central	Aiea-Moanalua-Radford	16,866	17,124
	Leilehua-Mililani-Waialua	16,639	16,625
Leeward	Campbell-Kapolei-Waianae	18,582	19,160
	Nanakuli-Pearl City-Waipahu	18,570	18,512
Windward	Castle-Kahuku	10,564	10,448
	Kailua-Kalaheo	8,421	8,259
Hawaii	Hilo-Laupahoehoe-Waiakea	10,115	9,657
	Kau-Keaau-Pahoa	5,746	5,852
	Honokaa-Kealakehe-Kohala-Konawaena	11,372	11,231
Maui	Baldwin-Kekaulike-Maui	16,092	16,126
	Hana-Lahainaluna-Lanai-Molokai	5,553	5,534
Kauai	Kapaa-Kauai-Waimea	10,697	10,510
	Total Enrollment	183,520	183,629



Table 6. Students with Special Needs in Hawaii Public Schools, 1988-89 to 2001-02

Special Education		Limited E	English	Lunch Sub	sidy	Enrollment
9,214	5.5%	7,674	4.6%	51,997	31.1%	167,227
9,572	5.7%	8,035	4.7%	48,522	28.7%	169,193
9,778	5.7%	8,861	5.2%	46,849	27.4%	171,056
10,800	6.2%	8,834	5.1%	47,719	27.4%	174,249
11,515	6.5%	9,124	5.2%	55,295	31.3%	176,923
11,692	6.5%	10,603	5.9%	60,339	33.5%	179,876
12,182	6.7%	11,088	6.1%	64,748	35.3%	183,164
13,108	7.0%	12,902	6.9%	70,033	37.5%	186,581
13,931	7.4%	13,366	7.1%	74,793	39.7%	188,485
15,561	8.2%	13,146	6.9%	77,367	40.9%	189,281
17,521	9.3%	18,178	9.7%	79,107	42.2%	187,395
19,269	10.4%	15,323	8.3%	77,876	42.1%	185,036
20,138	11.0%	12,837	7.0%	74,558	40.6%	183,520
20,320	11.1%	15,981	8.7%	78,904	43.0%	183,629
	9,214 9,572 9,778 10,800 11,515 11,692 12,182 13,108 13,931 15,561 17,521 19,269 20,138	9,214 5.5% 9,572 5.7% 9,778 5.7% 10,800 6.2% 11,515 6.5% 11,692 6.5% 12,182 6.7% 13,108 7.0% 13,931 7.4% 15,561 8.2% 17,521 9.3% 19,269 10.4% 20,138 11.0%	9,214 5.5% 7,674 9,572 5.7% 8,035 9,778 5.7% 8,861 10,800 6.2% 8,834 11,515 6.5% 9,124 11,692 6.5% 10,603 12,182 6.7% 11,088 13,108 7.0% 12,902 13,931 7.4% 13,366 15,561 8.2% 13,146 17,521 9.3% 18,178 19,269 10.4% 15,323 20,138 11.0% 12,837	9,214 5.5% 7,674 4.6% 9,572 5.7% 8,035 4.7% 9,778 5.7% 8,861 5.2% 10,800 6.2% 8,834 5.1% 11,515 6.5% 9,124 5.2% 11,692 6.5% 10,603 5.9% 12,182 6.7% 11,088 6.1% 13,108 7.0% 12,902 6.9% 13,931 7.4% 13,366 7.1% 15,561 8.2% 13,146 6.9% 17,521 9.3% 18,178 9.7% 19,269 10.4% 15,323 8.3% 20,138 11.0% 12,837 7.0%	9,214 5.5% 7,674 4.6% 51,997 9,572 5.7% 8,035 4.7% 48,522 9,778 5.7% 8,861 5.2% 46,849 10,800 6.2% 8,834 5.1% 47,719 11,515 6.5% 9,124 5.2% 55,295 11,692 6.5% 10,603 5.9% 60,339 12,182 6.7% 11,088 6.1% 64,748 13,108 7.0% 12,902 6.9% 70,033 13,931 7.4% 13,366 7.1% 74,793 15,561 8.2% 13,146 6.9% 77,367 17,521 9.3% 18,178 9.7% 79,107 19,269 10.4% 15,323 8.3% 77,876 20,138 11.0% 12,837 7.0% 74,558	9,214 5.5% 7,674 4.6% 51,997 31.1% 9,572 5.7% 8,035 4.7% 48,522 28.7% 9,778 5.7% 8,861 5.2% 46,849 27.4% 10,800 6.2% 8,834 5.1% 47,719 27.4% 11,515 6.5% 9,124 5.2% 55,295 31.3% 11,692 6.5% 10,603 5.9% 60,339 33.5% 12,182 6.7% 11,088 6.1% 64,748 35.3% 13,108 7.0% 12,902 6.9% 70,033 37.5% 13,931 7.4% 13,366 7.1% 74,793 39.7% 15,561 8.2% 13,146 6.9% 77,367 40.9% 17,521 9.3% 18,178 9.7% 79,107 42.2% 19,269 10.4% 15,323 8.3% 77,876 42.1% 20,138 11.0% 12,837 7.0% 74,558 40.6%

Enrollment Growth by Category (Since 1988-89)

Total enrollment: 9.8%
Special education: 120.5%
Limited English: 108.2%
Lunch subsidy: 51.7%

Table 7. Classification of Students by Special Needs Status, 2001-02

	Headcount	Percent
E.S.L. only	3,994	2.2%
Special Education only	8,273	4.5%
Poverty only	56,891	31.0%
Sect. 504 only	1,590	0.9%
Multiple Disadvantages	22,563	12.3%
Non-Disadvantaged	89,280	48.6%
Total	182,591	

Source: Student roster of December 2001. These totals differ from "official" enrollment because they reflect students enrolled at mid-year. Official enrollment reflects students enrolled at the beginning of the school year.



Table 8. Incidence of Low Birth Weight and Single Mothers, 1985-2001

		Births to	Babies with
	Total	Single	Low Birth
Year	Births	Mothers	Weight
1985	18,267	20.1%	6.6%
1986	18,253	20.4%	6.1%
1987	18,555	21.4%	7.2%
1988	18,937	22.3%	6.9%
1989	19,335	23.9%	7.1%
1990	20,438	24.9%	7.1%
1991	19,880	26.3%	6.8%
1992	19,837	26.5%	7.2%
1993	19,567	27.3%	6.9%
1994	19,438	28.4%	6.5%
1995	18,552	29.3%	6.6%
1996	18,378	30.3%	6.7%
1997	17,326	30.0%	7.1%
1998	17,567	31.9%	7.9%
1999	17,032	32.8%	7.6%
2000	17,514	32.3%	7.5%
2001	17,043	33.1%	n/a

Source:

Hawaii Department of Business, Economic Development and Tourism, *The State of Hawaii Data Book 2001*, online, http://www.hawaii.gov/dbedt/db01/index.html, Table 2.01, Table 2.05, accessed 14 April 2003.

Table 9. Percentage of Students Who Attend the Same School All Year, 1991-92 to 2001-02

_	Type of School								
Year	Elementary	Intermediate	High	Multi-Grade					
1991-92	90.2%	93.5%	92.4%	93.2%					
1992-93	89.7%	92.3%	91.5%	91.3%					
1993-94	95.2%	96.0%	94.2%	95.2%					
1994-95	89.5%	88.8%	88.8%	89.7%					
1995-96	92.1%	93.8%	93.1%	93.6%					
1996-97	91.0%	93.4%	92.9%	92.9%					
1997-98	91.0%	93.2%	94.3%	92.5%					
1998-99	90.1%	94.7%	95.1%	93.3%					
1999-2000	85.7%	91.9%	94.7%	93.4%					
2000-01	88.9%	92.3%	90.9%	89.8%					
2001-02	91.6%	94.6%	95.0%	93.3%					



Table 10. Pupil-to-Teacher Ratios in Hawaii and Comparison States, 1991-92 to 2001-02

_	Hawaii	Delaware	Nebraska	Rhode Island	Wyoming	U. S. Average	Hawaii's Rank
1991-92	18.5	16.8	14.7	14.6	15.6	17.3	40.5
1992-93	17.6	16.7	14.6	14.3	17.2	17.4	35.5
1993-94	17.8	16.5	14.5	14.8	15.4	17.4	38.5
1994-95	17.9	16.6	14.5	14.7	14.9	17.3	39
1995-96	17.8	16.8	14.5	14.3	14.8	17.3	40
1996-97	17.7	16.6	14.5	14.2	14.7	17.1	41
1997-98	17.8	16.3	14.6	14.5	14.5	16.8	41
1998-99	17.7	16.0	14.3	13.9	14.2	16.5	40.5
1999-2000	17.1	15.4	13.9	14.2	13.3	16.1	39.5
2000-01	16.9	15.3	13.6	14.8	13.3	16.0	39.5
2001-02	16.9	15.4	13.6	15.1	13.0	15.9	39.0

Sources:

U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, *2001*, NCES 2002-130, Washington, D.C., 2002, online, http://nces.ed.gov/pubs2002/2002130.pdf, Table 67, accessed 5 March 2002; National Center for Education Statistics, *Early Estimates of Public Elementary and Secondary Education Statistics*: School Year 2001-02, NCES 2002-311, online, http://nces.ed.gov/pubs2002/2002311.pdf, Tables 6,7, accessed 11 April 2003.

Table 11. Proportions of Professional Staff Performing Administrative Functions in Hawaii and Comparison States, 1994-95 to 1999-2000

_	Hawaii	Delaware	Nebraska	Rhode Island	Wyoming	U. S. Average	District of Columbia
1994-95	2.7%	4.0%	3.6%	3.1%	2.1%	4.0%	7.3%
1995-96	2.4%	4.0%	3.4%	3.5%	2.3%	3.9%	7.4%
1996-97	2.3%	4.1%	3.7%	3.3%	3.2%	4.1%	7.0%
1997-98	2.3%	4.1%	3.6%	3.4%	3.0%	4.0%	3.9%
1998-99	2.2%	4.0%	3.5%	3.1%	3.8%	3.8%	4.0%
1999-2000	2.2%	3.3%	3.5%	3.7%	4.1%	3.9%	3.9%

Note: District of Columbia data for 1996-97 were imputed by NCES.

Source: Digest of Education Statistics, 2001, ibid., Table 83.



Table 12. Percentage of State and Local Revenue Allocated to Public K-12 Education, Hawaii and Comparison States

_	Hawaii	Delaware	Nebraska	Rhode Island	Wyoming	U. S. Average
1987-88	17.3%	21.6%	26.0%	21.4%	26.2%	24.2%
1988-89	16.3%	21.4%	26.2%	20.9%	25.4%	24.4%
1989-90	15.5%	21.4%	26.5%	22.0%	25.1%	24.3%
1990-91	15.0%	20.6%	27.2%	21.8%	24.9%	24.1%
1991-92	13.5%	21.3%	26.9%	19.8%	25.1%	23.5%
1992-93	13.1%	22.2%	27.7%	20.7%	24.7%	23.4%
1994-95	14.3%	21.6%	27.7%	21.4%	23.9%	23.1%
1995-96	14.5%	21.2%	27.8%	22.4%	24.2%	23.5%
1997-98	14.8%	21.9%	25.8%	24.4%	23.6%	24.2%

Note: No data have been reported by NCES for school years 1993-94 or 1996-97.

Sources: Digest of Education Statistics 2001, Table 33; Digest 1990, Table 32; Digest 1991, Table 34; Digest 1992, Table 36; Digest 1994, Table 36; Digest 1996, Table 35; Digest 1997, Table 36; Digest 1998, Table 36; Digest 2000, Table 35.

Table 13. Expenditures per Pupil (ADA) for Hawaii and Comparison States, Long Term Trend

				Rhode		U. S.	HI Differen	ce from
Year	Hawaii	Delaware	Nebraska	Island	Wyoming	Average	U.S. Av	erage
1959-60	\$1,821	\$2,555	\$1,888	\$2,409	\$1,944	\$2,101	-\$280	-13.3%
1969-70	\$3,663	\$3,920	\$3,206	\$3,349	\$3,149	\$3,554	\$109	3.1%
1979-80	\$4,921	\$6,063	\$4,556	\$4,425	\$4,061	\$4,815	\$106	2.2%
1989-90	\$5,787	\$7,545	\$6,299	\$5,356	\$6,901	\$6,453	-\$666	-10.3%

Source: Digest of Education Statistics, 2001, Table 168. Expenditures are in constant 1998-99 dollars per average daily attendee (ADA).



Table 14. Expenditures per Pupil (ADM) for Hawaii and Comparison States

Year	Hawaii	Delaware	Nebraska	Rhode Island	Wyoming	U. S. Average	HI Differen	
	11011011	2010110110	1100100110	isianu	,, , o	Average	U.S. AV	crage
1987-88	\$3,661	\$4,606	\$3,702	\$4,924	\$4,742	\$3,927	-\$266	-6.8%
1988-89	\$3,841	\$4,958	\$4,101	\$5,598	\$5,030	\$4,307	-\$466	-10.8%
1989-90	\$4,130	\$5,326	\$4,553	\$5,908	\$5,239	\$4,643	-\$513	-11.0%
1990-91	\$4,820	\$5,458	\$4,735	\$5,934	\$5,310	\$4,902	-\$82	-1.7%
1991-92	\$5,062	\$5,599	\$4,941	\$6,092	\$5,348	\$5,023	\$39	0.8%
1992-93	\$5,332	\$5,753	\$5,064	\$6,501	\$5,462	\$5,160	\$172	3.3%
1993-94	\$5,533	\$6,101	\$5,310	\$6,797	\$5,534	\$5,327	\$206	3.9%
1994-95	\$5,597	\$6,502	\$5,555	\$7,126	\$5,753	\$5,529	\$68	1.2%
1995-96	\$5,560	\$6,696	\$5,688	\$7,304	\$5,826	\$5,689	-\$129	-2.3%
1996-97	\$5,633	\$7,135	\$5,848	\$7,612	\$5,971	\$5,923	-\$290	-4.9%
1997-98	\$5,858	\$7,420	\$5,958	\$7,928	\$6,218	\$6,189	-\$331	-5.3%
1998-99	\$6,081	\$7,706	\$6,256	\$8,294	\$6,842	\$6,508	-\$427	-6.6%
1999-200	\$6,246	\$8,097	\$6,637	\$9,073	\$7,494	\$6,811	-\$565	-8.3%
2000-01	\$6,682	\$8,609	\$7,118	\$9,717	\$7,883	\$7,156	-\$474	-6.6%
2001-02	\$6,775	\$9,612	\$7,547	\$10,216	\$8,203	\$7,524	-\$749	-10.0%

Sources:

Digest of Education Statistics, 2001, Table 169; Early Estimates, 2000-2001, Tables 6; Early Estimates, 2001-2002, Tables 6,7. Expenditures are in current (unadjusted) dollars per average daily member (ADM). To ensure comparability among states, these data exclude capital and federal fund expenditures. These data differ from those reported in the department's Consolidated Annual Financial Report because the latter includes federal funds in the computation of per pupil expenditures.

Table 15. Net Classroom Excess or Shortage by Complex Area, 2000-01 and 2001-02

		2001			2002			
			Secondary			Secondary		
District	Complex Area	Elementary	or K-12	Net	Elementary	or K-12	Net	
Honolulu	Farrington-Kaiser	42	2	44	45	9	54	
	Kaimuki-Kalani	48	48	96	52	68	120	
	McKinley-Roosevelt	4	30	34	5	21	26	
Central	Aiea-M oanalua-Radford	20	11	31	11	0	11	
	Leilehua-M ililani-Waialua	41	-9	32	21	-19	2	
Leeward	Campbell-Kapolei-Waianae	-8	-16	-24	-6	-33	-39	
	Nanakuli-Pearl City-Waipahu	2	-14	-12	-3	-36	-39	
Windward	Castle-Kahuku	12	3	15	14	1	15	
	Kailua-Kalaheo	30	12	42	37	9	46	
Hawaii	Hilo-Laupahoehoe-Waiakea	13	12	25	22	16	38	
	Kau-Keaau-Pahoa	10	16	26	13	16	29	
	Honokaa-Kealakehe-Kohala-Konawaena	28	12	40	-8	-2	-10	
M aui	Baldwin-Kekaulike-Maui	-3	-30	-33	-15	-69	-84	
	Hana-Lahainaluna-Lanai-Molokai	4	-16	-12	3	-24	-21	
Kauai	Kapaa-Kauai-Waimea	12	29	41	16	15	31	

Note: Negative numbers reflect classroom shortages; positive numbers indicate excess.



Table 16. Percentages of Schools with Substandard Facilities, 1992-93 to 2001-02

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02
Administration	40%	40%	41%	42%	37%	35%	35%	31%	31%	31%
Libraries	48%	46%	46%	49%	51%	50%	48%	48%	46%	46%
Cafeteria	17%	16%	14%	17%	13%	12%	11%	10%	9%	8%

Table 17. Percentages of Schools with Substandard Facilities by Complex Area, 2001-02

District	Complex Area	Administrative	Library	Cafeteria	Number of Schools
Honolulu	Farrington-Kaiser	12%	29%	6%	17
	Kaimuki-Kalani	15%	35%	0%	20
	McKinley-Roosevelt	11%	58%	5%	19
Central	Aiea-Moanalua-Radford	5%	59%	5%	22
	Leilehua-Mililani-Waialua	11%	32%	21%	19
Leeward	Campbell-Kapolei-Waianae	5%	24%	5%	21
	Nanakuli-Pearl City-Waipahu	15%	30%	10%	20
Windward	Castle-Kahuku	38%	44%	0%	16
	Kailua-Kalaheo	33%	33%	0%	15
Hawaii	Hilo-Laupahoehoe-Waiakea	57%	57%	7%	14
	Kau-Keaau-Pahoa	67%	56%	11%	9
	Honokaa-Kealakehe-Kohala-Konawaena	63%	74%	21%	19
M aui	Baldwin-Kekaulike-Maui	72%	72%	17%	18
	Hana-Lahainaluna-Lanai-Molokai	92%	67%	8%	12
Kauai	Kapaa-Kauai-Waimea	31%	25%	6%	16
	Statewide	31%	46%	8%	257

Table 18. Average Size of Schools in Hawaii and Comparison States, 1999-2000

	Elementary Schools	Secondary Schools
Hawaii	607	1,334
Delaware	571	969
Nebraska	185	342
Rhode Island	416	1,003
Wyoming	196	393
U.S. Average	482	785
Ratio of Hawaii to U.S. Average	126%	170%

Source: Digest of Education Statistics, 2001, Tables 100, 101.



Table 19. Mean Number of Days Absent by School Type and Year, 1991-92 to 2001-02

	Elementary	Intermediate	High	Multi-Grade	Charter
1991-92	9.8	10.7	13.4	12.7	
1992-93	10.0	9.8	12.7	12.8	
1993-94	9.8	11.2	14.1	14.5	
1994-95	9.9	11.4	17.2	16.1	
1995-96	9.5	11.0	17.2	15.5	
1996-97	9.9	10.8	16.3	16.1	
1997-98	9.7	10.6	17.4	16.9	
1998-99	9.5	11.0	16.9	16.6	
1999-2000	9.6	10.7	17.0	18.2	
2000-01	8.9	9.8	14.3	17.2	
2001-02	9.7	10.7	15.2	17.5	13.5

Table 20. Implementation of School/Community-Based Management, 1989-90 to 2000-01

_	Current Status			Cumulative Status				
	Letters of	Proposals	Approved	Letters of	Proposals	Approved	Percentage	
Year	Intent	filed	by BOE	Intent	filed	by BOE	of Schools	
1989-90	27	3	2	27	3	2	0.9%	
1990-91	42	8	4	69	11	6	2.5%	
1991-92	29	22	19	99	33	25	10.5%	
1992-93	55	23	20	154	56	45	19.0%	
1993-94	24	34	37	178	90	82	34.5%	
1994-95	18	34	22	196	124	105	43.9%	
1995-96	9	30	45	205	154	151	61.9%	
1996-97	7	23	20	212	177	171	69.5%	
1997-98	3	14	15	215	191	189	76.2%	
1998-99	5	3	2	220	194	192	76.5%	
1999-2000	5	11	9	225	206	201	79.4%	
2000-01	1	3	7	226	209	208	81.3%	



Table 21. Hawaii Content and Performance Standards Assessments, 2001-02

		Well Below	Exceeds	Number Tested		
3rd Grade	Reading Mathematics	11.5% 23.4%	46.3% 56.5%	40.2% 18.5%	2.0% 1.6%	14,426
	wathematics	23.4%	30.3%	18.3%	1.0%	14,426
5th Grade	Reading	14.3%	44.3%	40.1%	1.3%	14,981
	Mathematics	26.2%	53.0%	19.0%	1.8%	14,981
0.1 G 1	Reading	19.1%	41.7%	37.7%	1.5%	13,431
8th Grade	Mathematics	31.4%	50.1%	17.1%	1.4%	13,431
10th Grade	Reading	24.3%	40.2%	34.5%	1.0%	11,463
Tour Grade	Mathematics	34.7%	48.7%	15.7%	0.8%	12,043
		Writing Test Mean Std. Dev.		Number Tested		
	3rd Grade 5th Grade 8th Grade 10th Grade	21.67 23.67 22.59 22.22	7.05 6.77 7.78 7.64	13,664 14,355 12,703 10,543		

Note:

Proficiency levels were not established for the writing assessment because that assessment had only one sample of writing from a single prompt. Students' responses were each rated by two readers on a scale from 1 to 5 on each of 5 dimensions: meaning, voice, clarity, design, and conventions. This resulted in scores that ranged from 10 to 50 for each grade level.

Table 22. Stanford Achievement Test (9th Edition) Results by Grade, 1999-2000 and 2001-02

_		1999-2000	2001-02	National Mean
3rd Grade	Reading	619.9	617.7	617.9
	Mathematics	618.2	615.2	608.3
5th Grade	Reading	651.8	647.8	651.1
	Mathematics	652.0	651.3	643.2
8th Grade	Reading	684.3	685.0	687.5
	Mathematics	672.4	670.6	673.9
10th Grade	Reading	699.4	685.3	700.3
Tom Grade	Mathematics	700.5	696.8	701.2



Table 23. Event and Cohort Dropout Rates, Classes of 1997 through 2002

•		Gra	Estimated Cohort		
Event Dropout Rate (%)	9	10	11	12	Dropout Rate
1993-94 to 1994-95	5.57%	5.72%	7.40%	3.66%	
1994-95 to 1995-96	3.71%	4.02%	5.84% 5.29%	6.73% 5.59%	
1995-96 to 1996-97 1996-97 to 1997-98	4.36%	4.54%	5.33%	5.23%	18.6% Class of '97
1997-98 to 1998-99	4.31%	4.75%	5.86%	5.02%	17.2% Class of '98
1998-99 to 1999-2000	4.57%	6.11%	6.20%	4.78%	17.8% Class of '99
1999-2000 to 2000-01	3.85%	4.77%	5.75%	4.33%	18.3% Class of '00
2000-01 to 2001-02	4.32%	5.16%	6.11%	5.27%	19.8% Class of '01
2001-02 to 2002-03	3.52%	4.58%	5.63%	3.70%	17.8% Class of '02
Average	4.3%	4.9%	6.0%	5.0%	5.1%

Note: The formula for estimating the cohort rate is as follows: $r_c = [1-(1-r_9)(1-r_{10})(1-r_{11})(1-r_{12})]$ where r_c is the estimated cohort rate and the other " \mathbf{r} " values are the event rates for 9^{th} through 12^{th} grades. The compounding is necessary to account for the diminishing size of the original cohort.

Table 24. High School Senior Completion and Non-Completion, 1986-87 to 2001-02

Certificate of Completion											
			Co	Course				Did Not			
Year	Gradu	ated	Completion		I	IPP		plete	Seniors		
1986-87	9,595	94.4%					566	5.6%	10,161		
1987-88	10,517	94.1%					656	5.9%	11,173		
1988-89	10,534	94.1%					656	5.9%	11,190		
1989-90	9,393	92.1%			139	1.4%	672	6.6%	10,204		
1990-91	9,066	90.3%	225	2.2%	180	1.8%	570	5.7%	10,041		
1991-92	9,235	91.8%	207	2.1%	168	1.7%	452	4.5%	10,062		
1992-93	8,924	90.6%	211	2.1%	185	1.9%	532	5.4%	9,852		
1993-94	9,411	90.8%	301	2.9%	158	1.5%	497	4.8%	10,367		
1994-95	9,435	89.4%	344	3.3%	205	1.9%	568	5.4%	10,552		
1995-96	9,405	90.5%	365	3.5%	223	2.1%	402	3.9%	10,395		
1996-97	8,977	88.1%	535	5.3%	227	2.2%	450	4.4%	10,189		
1997-98	9,677	89.3%	499	4.6%	202	1.9%	458	4.2%	10,836		
1998-99	9,725	89.0%	509	4.7%	193	1.8%	503	4.6%	10,930		
1999-2000	10,437	93.6%			229	2.1%	479	4.3%	11,145		
2000-01	10,102	94.6%			221	2.1%	356	3.3%	10,679		
2001-02	10,452	94.5%			217	2.0%	390	3.5%	11,059		

Note: Certificates of course completion were discontinued after the 1998-99 school year. They were awarded to students whose only deficiency for a diploma was failure to pass the Hawaii State Test of Essential Competencies, which was discontinued as a diploma requirement, beginning with the class of 2000.



Table 25. Four Year Graduation Rate, Class of 2001-02

		Entering	Graduation
	Graduates	Freshmen	Rate
Within the Same School	8,564	10,507	81.5%
Transfers between Schools	751	1,301	57.7%
All Students	9,316	11,809	78.9%

Note:

These are actual graduation rates of students who entered high school in Hawaii in fall, 1998. Students who transferred between schools were removed from the school's cohort but retained in the state cohort. Students who transferred out of state while in good standing were removed from the calculation.

Table 26. High School Seniors Plans, 1991-92 to 2001-02

_	Attend School	Work Full-Time	Join Military	Other	Undecided
1991-92	77.4%	10.9%	4.6%	2.1%	6.5%
1992-93	83.7%	16.6%	4.6%	1.3%	4.5%
1993-94	79.3%	9.6%	3.8%	2.6%	6.3%
1994-95	79.0%	10.1%	3.9%	2.7%	6.2%
1995-96	79.3%	14.0%	6.0%	3.5%	5.7%
1996-97	77.7%	13.9%	6.0%	3.5%	5.7%
1997-98	78.7%	12.4%	8.8%	2.0%	3.9%
1998-99	81.2%	16.7%	9.0%	3.0%	7.8%
1999-2000	83.7%	21.4%	13.8%	0.3%	0.7%
2000-01	81.7%	20.4%	13.2%	0.3%	0.5%
2001-02	78.4%	13.0%	11.1%	1.0%	0.3%

Table 27. Student Offenses by Chapter 19 Classification, 1991-92 to 2001-02

	Type		Туре		Туре		Туре		All Ty		Number of Students	Overall	
	Number	Rate	Involved	Rate	Enrollment								
1991-92	2,606	15.0	6,717	38.5	9,573	54.9	2,491	14.3	21,387	122.7	10,686	61.3	174,249
1992-93	2,937	16.6	7,618	43.1	11,839	66.9	2,735	15.5	25,129	142.0	12,088	68.3	176,923
1993-94	3,176	17.7	8,415	46.8	12,911	71.8	3,309	18.4	27,811	154.6	13,104	72.9	179,876
1994-95	3,236	17.7	7,831	42.8	12,845	70.1	2,769	15.1	26,681	145.7	12,839	70.1	183,164
1995-96	3,806	20.4	8,538	45.7	14,061	75.3	3,742	20.0	30,147	161.4	14,232	76.2	186,805
1996-97	3,287	17.4	8,541	45.3	11,356	60.3	3,615	19.2	26,799	142.2	13,233	70.2	188,465
1997-98	3,162	16.7	7,558	39.9	8,699	46.0	2,722	14.4	22,141	117.0	12,124	64.1	189,281
1998-99	3,171	16.9	7,529	40.2	7,979	42.6	2,157	11.5	20,836	111.2	11,645	62.1	187,395
1999-2000	2,930	15.8	7,211	39.0	6,455	34.9	2,686	14.5	19,282	104.2	10,553	57.0	185,036
2000-2001	2,867	15.6	6,806	37.1	5,625	30.7	2,194	12.0	17,492	95.3	9,881	53.8	183,520
2001-2002	2,863	15.6	6,049	32.9	4,112	22.4	1,272	6.9	14,296	77.9	8,982	48.9	183,629

Note: Incidence rates are the number of citations per 1,000 students.



Table 28. Chapter 19 Charges Categorized by Type of Incident, 1991-92 to 2001-02

			Illicit		
	Violence	Property	Substances	Attendance	Order
1991-92	15.6	4.7	11.8	10.2	58.0
1992-93	18.3	5.2	16.3	15.0	63.1
1993-94	19.2	5.8	19.0	16.4	65.5
1994-95	18.5	5.4	21.6	17.7	82.5
1995-96	19.6	6.3	27.0	16.3	92.1
1996-97	18.4	5.7	23.1	5.4	89.6
1997-98	16.3	4.7	22.6	0.1	75.9
1998-99	15.4	5.2	18.6	0.0	72.0
1999-2000	16.0	5.0	15.3	0.0	68.0
2000-01	15.0	4.6	13.8	0.0	61.9

Note: Figures are incidence rates, given as citations per 1,000 students.



President Theodore

Roosevelt

High School

Grades 9-12

School Status and Improvement Report



Focus on	p. 1
Standards	•

School p. 1 Description

Context: p. 2 School Setting

- * Student Profile
- Community Profile

Process: Standards p. 3 Implementation

Process: School Resources p. 4

- Certified Staff
- Facilities

Outcomes:	pp. 5-6
Vital Signs	

- Effective School Practices
- * Student Conduct
- Statewide Testing
- School Completion

School Address:

Roosevelt High School 1120 Nehoa Street Honolulu, HI 96822

Focus On Standards

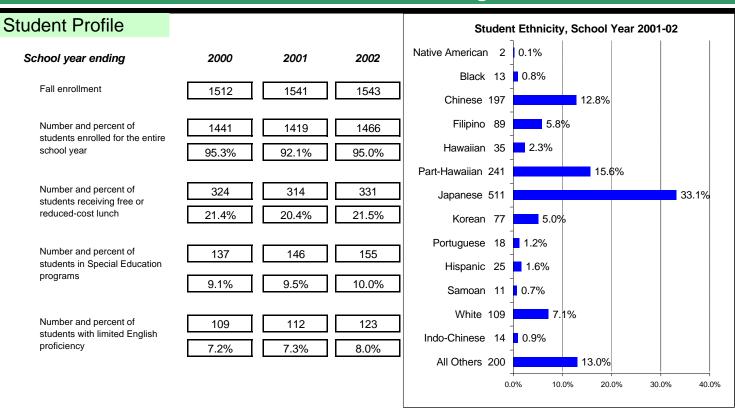
This School Status and Improvement Report has been prepared as part of the Department's educational accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

The report includes a description of the school and information on the **context**, **process**, and **outcomes** at the school for the 2000-2001 school year, including a summary of the school's Standards Implementation Design (SID) **process**.

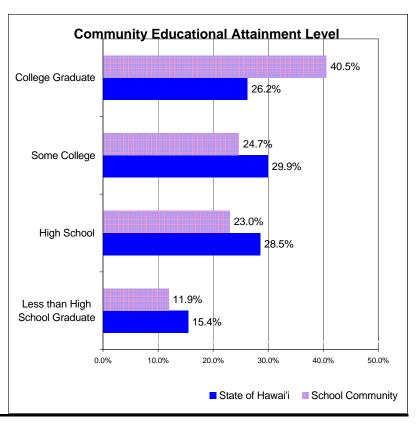
School Description

R oosevelt High campus is located on the lower slopes of Tantalus and serves the neighborhoods of Makiki, Manoa, Papakolea, Nuuanu, Pauoa, and Punchbowl. This extensive area results in a culturally and ethnically diverse student population from a wide range of socio-economic backgrounds. The school provides programs for upper division college preparatory instruction, specialized programs for students with limited English and special education needs, vocational-technical programs, an outreach program for those who are academically and behaviorally at-risk, and a broad selection of co-curricular and athletic programs. The school seeks to prepare students to be self-directed learners, collaborative workers, complex thinkers and problem-solvers, and quality producers and performers.

Context: School Setting



Community Profile Based on the 2000 U.S. Census School State of **Roosevelt Complex** Community Hawai`i 1,211,537 Total population 60,707 14.7% 20.6% Percentage of population aged 5-19 Median age of population 42.2 36.2 14,338 287,068 Number of families 34.0% Percent of families with children 45.0% under 18 Percentage of families with children 22.1% 18.3% headed by a single mother 3.4 3.1 Average family size Median household income \$52,797 \$49,820 Percent of households with Public 4.5% 7.6% Assistance income Percent of families with children 11.7% 11.2% living in poverty



Process: Standards Implementation Design

The following is a summary of the school's standards implementation design for the 2000-01 school year.

Task 2:

School Vision

Rough Riders are self-directed lifelong learners and community contributors.

School Mission

Roosevelt High School enables students to reach their potential by developing partnerships with students, the home, and the community.

Task 3:

Roosevelt High School continues to adopt the Hawaii Department of Education's General Learner Outcomes as our schoolwide learning outcomes:

- The ability to be responsible for one's own learning
- The understanding that is essential for human beings to work together
- The ability to be involved in complex thinking and problem solving
- The ability to recognize and produce quality performance and quality products

Task 4:

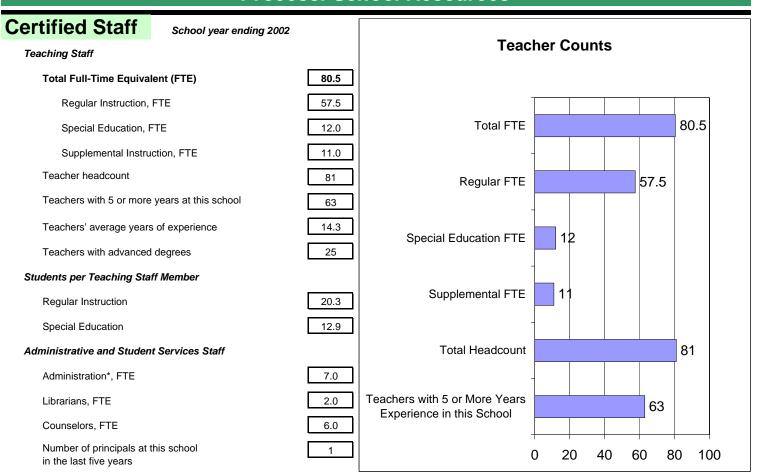
Roosevelt High School is actively engaged in the Focus on Learning /Standards Implementation Design (FOL/SID) self-study process and in completing the accreditation report as the school prepares for the Western Association of Schools and Colleges visitation in March 2003.

As the school proceeds through this endeavor, stakeholders are currently engaged in analyzing and synthesizing all evidence and data pertinent to their Image Group committee to assist in the development of the self-study accreditation report.

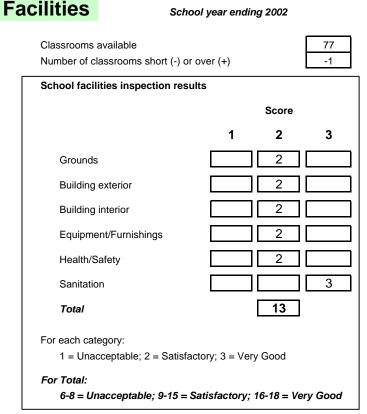
Key elements of the school's current SID action plan emphasizes focus in the following areas:

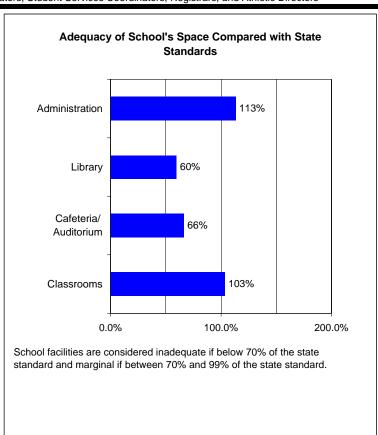
- Focus on instruction and assessment to assist students to meet Hawaii Content Performance Standards II
- Analyze instruction and assessment practices to promote active learning and ensure achievement of schoolwide learner outcomes
- Evaluate, strengthen, and/or expand programs and structures in place enhance student support
- Heighten the capacity of faculty and staff to be able to enhance student support on campus
- Encourage and support teams and task forces to support positive student support activities
- Engage in an internal monitoring process that is ongoing and data driven
- Employ a wide range of strategies to assure that parent and community involvement is included in the student support system

Process: School Resources



^{*} Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

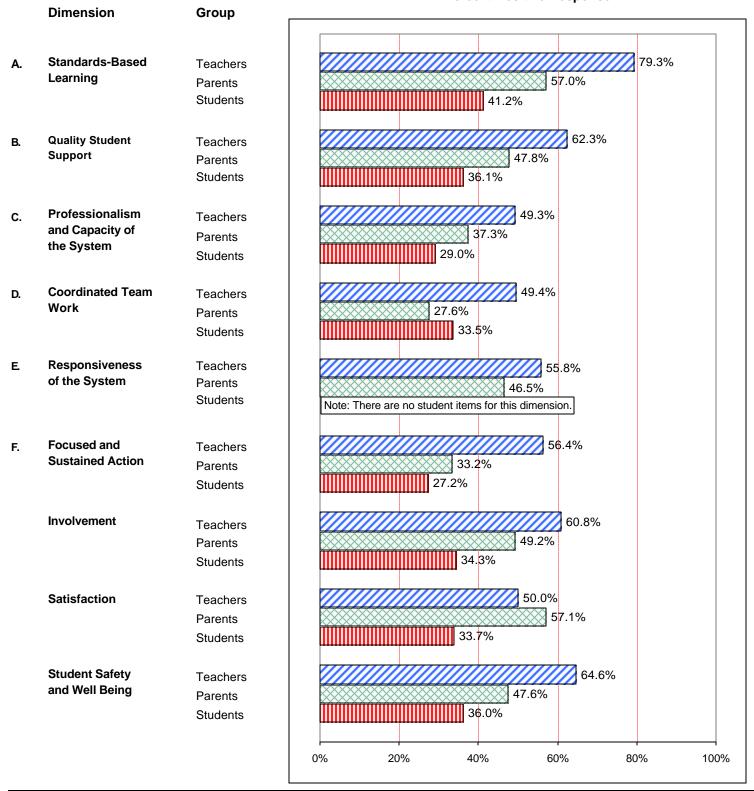




Outcomes: Vital Signs

School Quality Survey

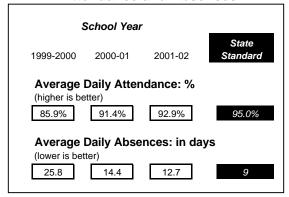
Percent Positive Response

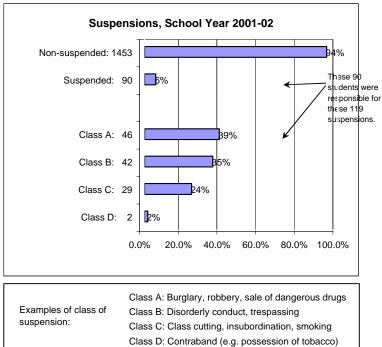


Outcomes: Vital Signs

Student Conduct

Attendance and Absences





School Completion

School Dropouts

School Year	Number	Percent
1999-2000	88	5.8%
2000-01	73	4.7%
2001-02	47	3.0%

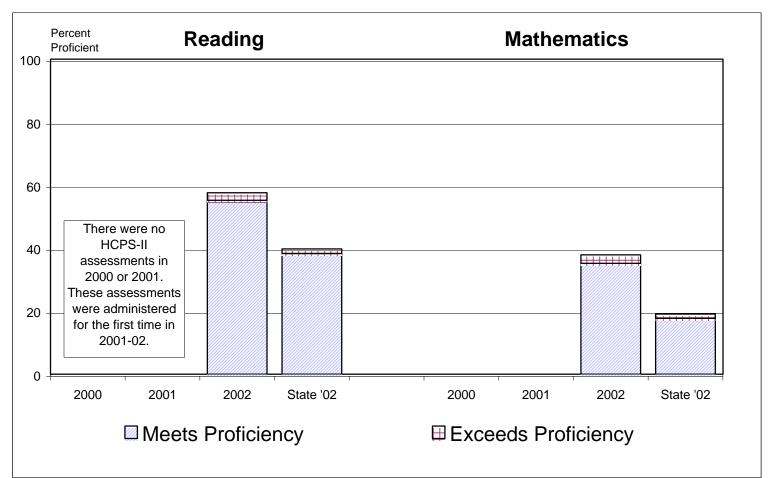
Graduates and Other Completers

	1999-2000	2000-01	2001-02
Number of Seniors	330	323	337
Diploma graduates	90.0%	92.9%	98.8%
Certificate of Course Completion	0.0%	0.0%	0.0%
Individually Prescribed Program	0.9%	0.6%	1.2%
Total school completers	90.9%	93.5%	100.0%

HCPS-II

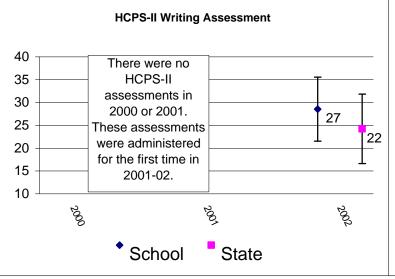
HCPS-II Performance

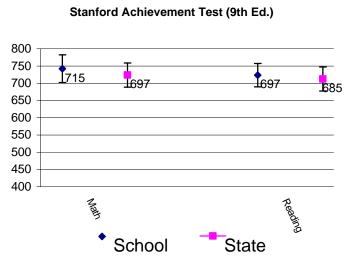
Grade Tested: 10



The figures below show the average score in the center, with a bar around it representing about two-thirds of the scores. A school's score that differs from the state score will have little or no overlap between the two ranges. The writing scores are on a 50 point scale for all grades.

Stanford scores are "scaled" scores, which vary from about 400 to 800 depending on the grade tested.





Other School Information