

# Roosevelt High

1120 Nehoa Street | Oahu | Kaimuki-McKinley-Roosevelt Complex Area

**THE 2021-22 STRIVE HI SCHOOL PERFORMANCE REPORT** is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' progress on federally-required indicators under the Every Student Succeeds Act; in addition to state-adopted measures focused on student equity, achievement and success. These results help inform action for teachers, principals, and other stakeholders.

## Our Story

Roosevelt High School has a culturally diverse enrollment of 1,440 students. As Rough Riders, we have a continuous drive to improve and engage students, teachers, parents, professional networks, and community partners to support our core values that bring operational efficiency and a successful learning environment.

One focus is increasing student satisfaction, voice, and empowerment. We have formed committees focusing on important programs and processes, which also align to our school's Academic Plan. The eight committees are Advisory, AVID, Formative Instruction/Data Teams, ILT, PBIS, Post High School, SPED Inclusion, and Technology. Teachers' strengths were considered when placing faculty in various committees. Five of the eight committees have student representation to validate and empower their voice. The combining of teacher and student voice through the committees has led to improved dialogue among stakeholders.

We have also partnered with Honolulu Community College and University of Hawaii's Manoa Academy, to provide free dual-credit learning opportunities. It has allowed our students to complete high school requirements, while getting a head-start with earning credits for college. Our Early College program has shown positive academic growth and continues to expand.

As a school we foster a culture that exemplifies our mission to "Educate and Empower," and strive to attain our vision by providing opportunities for our students to be "College Ready, Career Ready, and World Ready." Our faculty and staff are committed to creating and sustaining a school climate that is warm, inviting, safe, and secure, with a strong sense of 'ohana and academic excellence for our students.

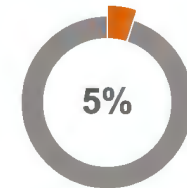
How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

## About Our School

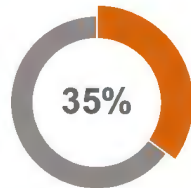
Principal | Sean Wong  
Grades | 9-12  
808-307-0500  
[www.roosevelthigh.org](http://www.roosevelthigh.org)

1,441

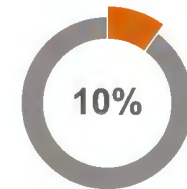
students enrolled



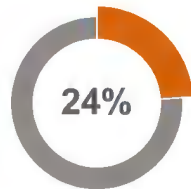
of students are English learners



of students are eligible for Free or Reduced Lunch



of students receive special education services



of special education students are in general education classes most of the day

Learn more at <http://bit.ly/StriveHISystem>



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## Pandemic Related Considerations When Assessing Strive HI Results

Throughout this 2021-22 school year (SY), numerous pandemic-related challenges arose across Hawai'i's public schools. Many challenges were common across schools, yet others were unique to a particular school or group of schools within a particular geographic area. The pandemic's impact on instruction and learning had an effect on teachers and students, and those conditions should be considered when examining student achievement and school performance results.

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### Chronic Absenteeism and the Pandemic

(For 2022 results, see Page 4)

In school year 2021-22, there was a substantial, statewide increase in the chronic absenteeism rate. These increases were largely pandemic related and schools had very little control over such absences. While schools continued to implement follow-up procedures for absent students, the impact was minimal given the large number of students kept home due to several pandemic related factors. A number of factors described below were also seen nationally and are not unique to Hawaii only.

It is important to reiterate that the purpose of the Strive HI Chronic Absenteeism Measure is to identify schools where a substantial proportion of students did not receive the full year of instructional time. The measure is not intended to place fault with schools and is based on all student absences, both unexcused and excused absences. The following is a summary of key pandemic related factors that contributed to the large increase in chronic absenteeism rates across schools.

#### Statewide factors

The single most influential factor attributable to 2021-22 absences was due to COVID infections and quarantines due to potential exposure. Increases in absences and peaks in infection rates were consistently mirrored during September – November 2021 (Delta variant) and January – May 2022 (Omicron variant). Key factors observed included the following:

- Elementary students were disproportionately negatively impacted, accounting for over half of 2021-22 chronically absent students.
- Vaccinations for elementary age students were not readily available through the first half of the school year.
- Vaccine apprehension resulting in parents/guardians more likely to keep their child home knowing he/she is unvaccinated.
- Changes with COVID exposure/infection guidance caused confusion around when students should attend or not attend school.
- Exposure or infection of a single student impacting an entire household including multiple school aged siblings.
- Convenient and abundant access to home tests increased identification of positive results (including non-symptomatic cases) resulting in isolation and quarantines within the household.

#### Localized factors

The following are localized factors that were reported to increase absences. One was clustered in an individual complex area and the other disproportionately impacted a specific island:

- U.S. Navy emergency fuel storage leak coinciding with increases in absenteeism across one Central Oahu complex area.
- Bus driver shortages were already an issue pre-pandemic and exacerbated further by the pandemic. Approximately 15% of schools statewide were impacted to some degree. Big Island schools were most impacted with around 50% of schools across the island.



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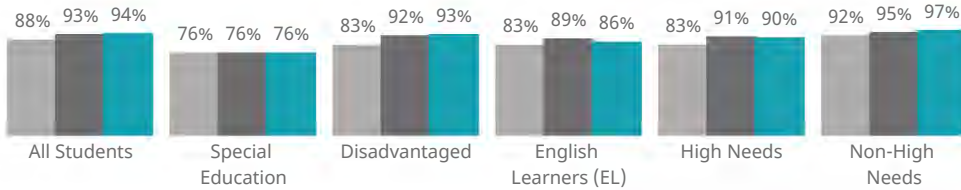
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## How many students participated in testing?

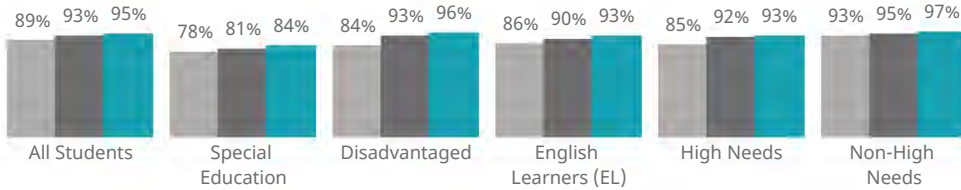
These bar charts display participation rates across language arts, math, and science for All Students and high-needs subgroups. School rates are accompanied by complex area and statewide rates allowing for side-by-side comparisons. Consideration should be given to the following: (A) Participation rates should always be taken into consideration when reviewing proficiency results, and especially so, when students' modes of learning, instruction, and test-taking options are disrupted or altered during the school year; (B) School participation rates should be compared across key subgroups as well as complex area and statewide rates; (C) Participation rates allow readers to judge the extent proficiency and other test derived results such as growth, achievement gap, and 3rd and 8th grade literacy rates, are representative of all students eligible to test; and (D) When participation rates drop below 95%, one should ask, "To what extent are these results reflective of all students eligible to test?" "Are certain student subgroups over- or under-represented?" "Do those differences skew achievement results?" The following link provides guidelines and considerations when examining achievement results derived from low-participation rates, as well as other important pandemic related considerations: Appropriate Use of SY 2020-21 Hawai'i Statewide Assessment Program (HSAP) Results.

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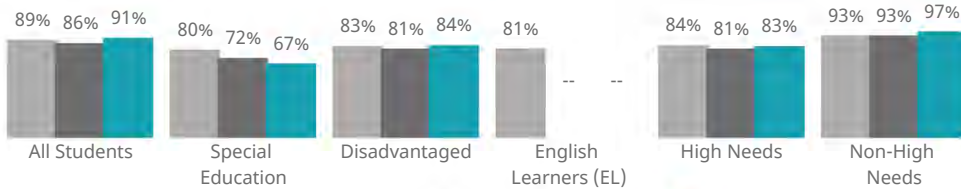
**Language Arts Participation - By School, Complex Area, and State**



**Math Participation - By School, Complex Area, and State**

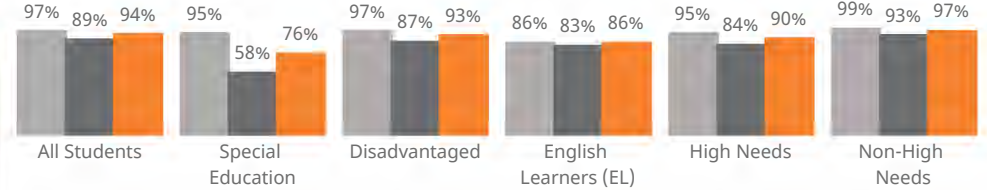


**Science Participation - By School, Complex Area, and State**

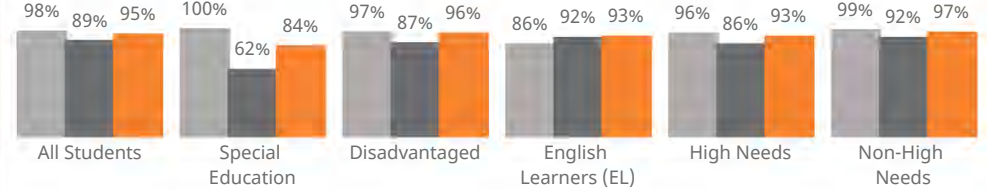


State Complex Area School

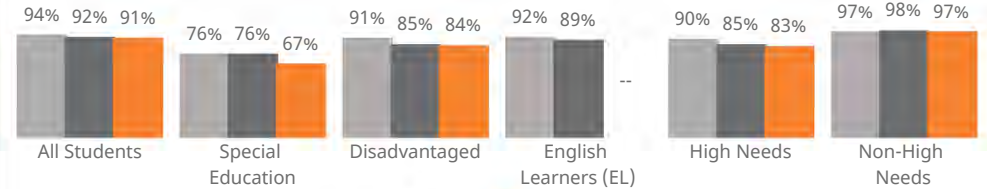
**Language Arts Participation - Three-Year Comparison**



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2019 2021 2022



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## 2021-22 Strive HI School Performance Results

IMPORTANT: Due to COVID-19, in SY 2020, no statewide tests were administered. In SY 2021, Hawai'i public schools administered a shortened version of the statewide assessment, a skip-year growth methodology was used, and participation rate penalties were waived as approved by the U.S. Department of Education.



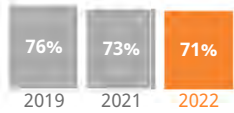
### How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments. No participation penalty was applied to 2021 proficiency results.

Language Arts

Math

Science



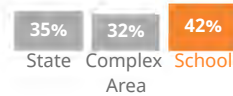
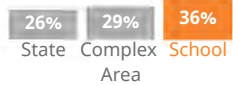
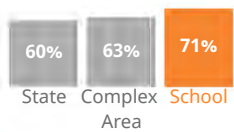
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Compares the percent of students meeting the standard/who are proficient on state assessments.

Language Arts

Math

Science



### How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving special education services. Non-High Needs: All other students.

Language Arts

Math

85% Non-High Needs, 52% High Needs

39% Non-High Needs, 32% High Needs

Achievement gap: 33 points

Achievement gap: 7 points

# 28%

of students learning English are **on-track** to English language proficiency



### How many students are prepared for transition?

93% of 9th graders are **promoted** to 10th grade on-time

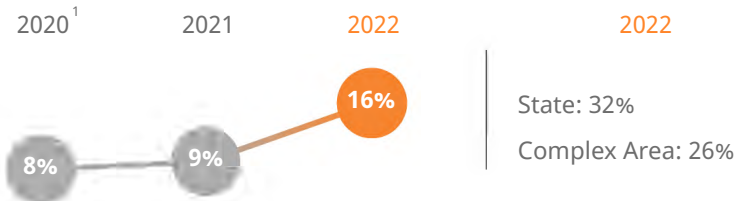
86% of students **graduated** on-time

39% of students completed a **Career & Technical Education** program by 12th grade

71% of students enrolled in **postsecondary institutions** the fall after graduation



### How many students missed 15 or more days of school this year?



### How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Panorama Student Survey by school level.



<sup>1</sup>2020 chronic absenteeism is based on absences only through the end of the third quarter (3/13/20). As such, the rate is not directly comparable with years prior to or following 2020, which were based on absences through May 1 of each school year.

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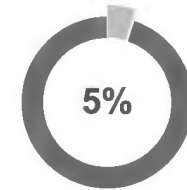
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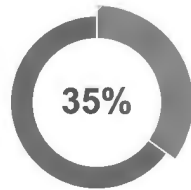
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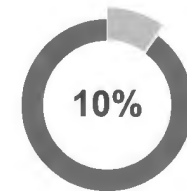
students enrolled



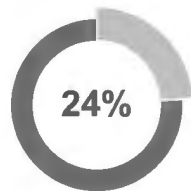
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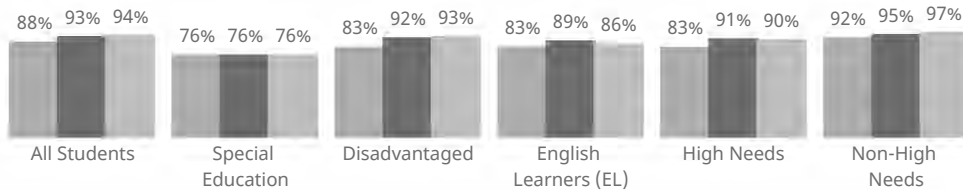
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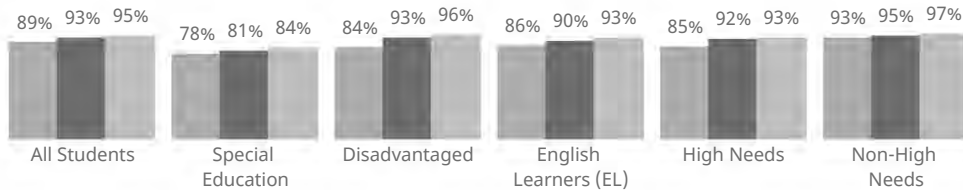
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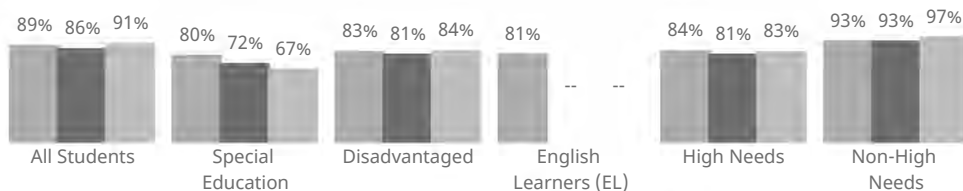
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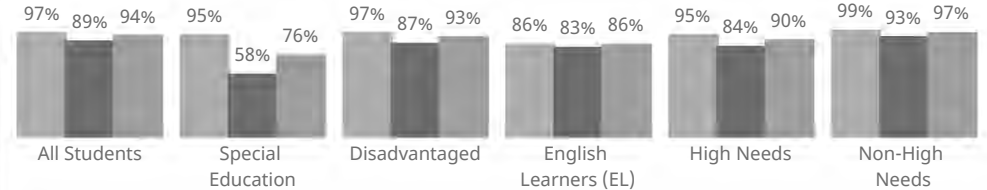


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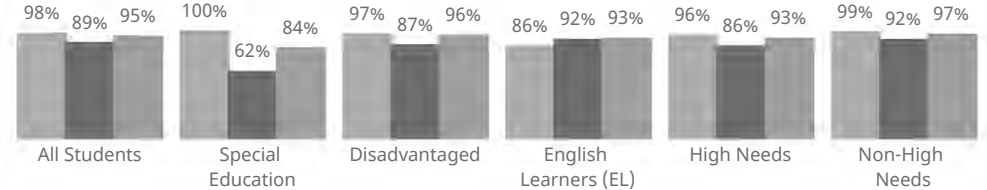


State Complex Area School

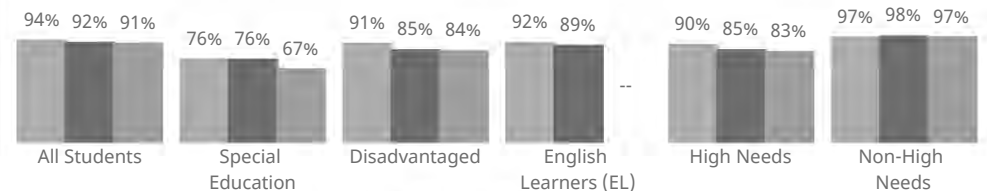
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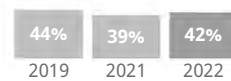
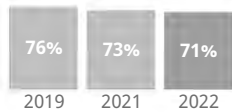
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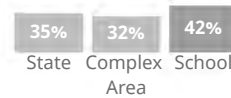
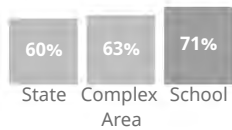
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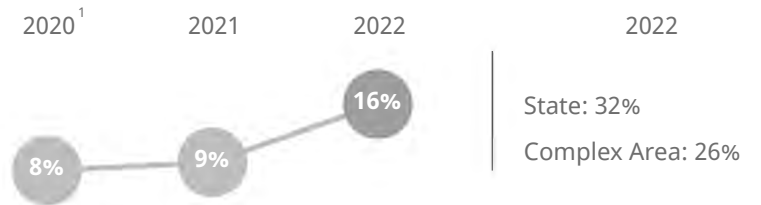
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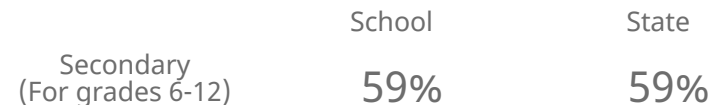


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