



# Theodore Roosevelt High School

School Code: 146

Grades 9-12

## School Status and Improvement Report School Year 2019-20



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### School Address:

Theodore Roosevelt High School  
1120 Nehoa Street  
Honolulu, Hawaii 96822

### Focus On Standards

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

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

### School Description

Located in the heart of Honolulu, Roosevelt High School (RHS) is a public high school for grades 9 through 12, serving 1,420 students. RHS draws students from the Manoa, Makiki, Nuuanu, Papakolea, Pauoa, and Punchbowl neighborhoods, resulting in a culturally and ethnically diverse student population.

With the vision of "College Ready, Career Ready, World Ready!" RHS offers numerous programs, which promotes readiness for all students. A variety of AP courses are offered: English, Psychology, Calculus, Statistics, Biology, Chemistry, and Art. Students at RHS also have opportunities to take Early College classes through the University of Hawaii system. Courses offered on campus include English 100, Hawaiian Studies 107, Speech 151, Sociology 100 and Psychology 100. The RHS World Language program offers four languages: Japanese, Spanish, French, and Hawaiian. A rich offering of electives include Performing Arts, Visual Arts, Fitness, and Career and Technical Education pathways – STEM, Broadcast/Journalism, Building and Construction, Hotel Occupations, Culinary Arts, Business, and Health Occupations. There are also specialized programs for English Learner students and inclusion, resource and community-based instruction for Special Education students.

Roosevelt has made a commitment to investing in technology. There are multiple computer labs for students to use as well as online learning programs to support student learning. In addition, each department has at least one laptop cart to utilize in their classes. Technology tools encourage student engagement and allow teachers to use innovative methods via the Internet.

Beyond academics, students have the opportunity to participate in over 35 clubs and a variety of sports teams. To promote student voice, RHS encourages students to participate in school-wide committees alongside their teachers. Students on the Post High School Committee planned and carried out a College and Career Fair with more than 100 participating community speakers. Students on the PBIS Committee posed the idea to implement the Rider Rewards Program, which recognizes positive behaviors of their classmates. Other committees, such as Technology, Advisory, and Student Voice, welcomed students' perspective to better enhance learning opportunities and experiences at RHS.

To build self-confidence and hone their communication and collaborative skills, students are provided with opportunities to be problem solvers. In addition, they are encouraged to present and share ideas at multiple venues: classrooms, faculty meetings, learning showcases, and assemblies.

RHS will continue to seek innovative ways to increase student achievement through professional development, collaboration, targeted interventions, community partnerships and improved support services in order to educate and prepare all students to be successful and productive citizens in the 21<sup>st</sup> century global society. RHS is committed to providing the best for Rough Riders and fulfilling the school's vision and mission!

## School Setting

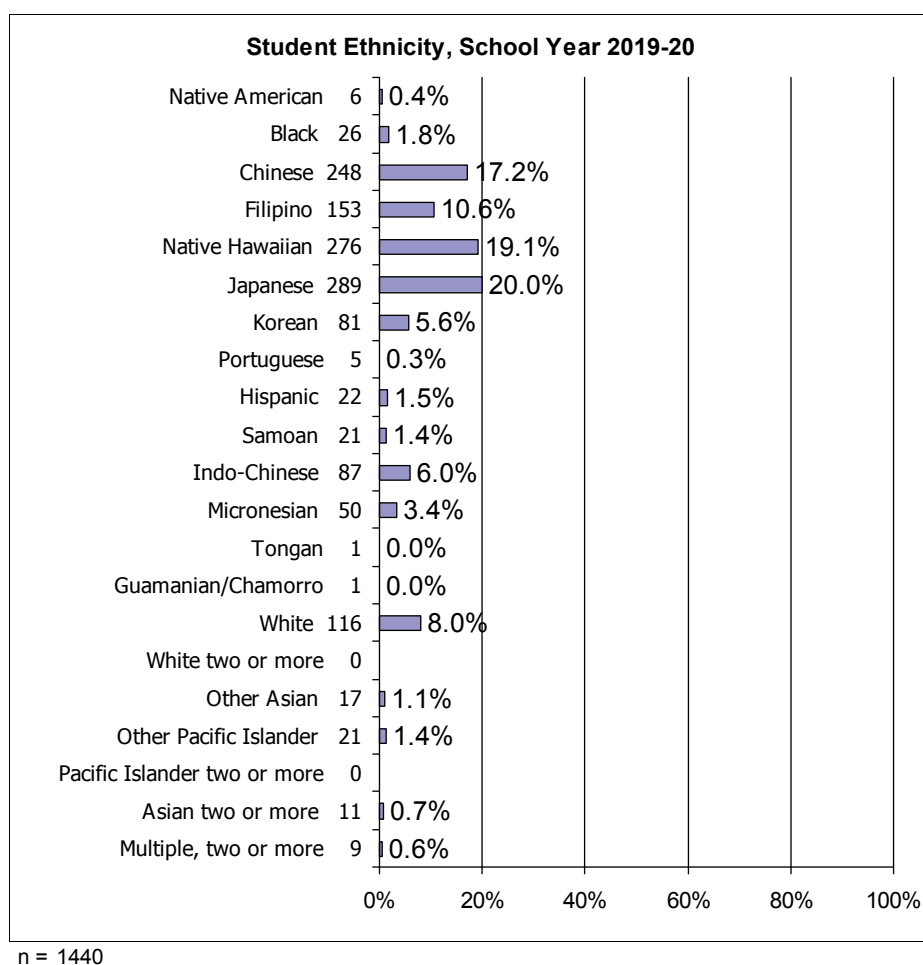
### Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	1363	1372	1440	Number and percent of students in Special Education programs	140	149	160
					10.2%	10.8%	11.1%
Number and percent of students enrolled for the entire school year	1306	1318	1385	Number and percent of students with limited English proficiency	65	77	78
	95.8%	96.0%	96.1%		4.7%	5.6%	5.4%
Number and percent of students receiving free or reduced-cost lunch	617	553	548				
	45.2%	40.3%	38.0%				

Note. -- means missing data.

\* means data not reported to maintain student confidentiality (see FERPA).

\*\* means School is participating in the Community Eligibility Provision.



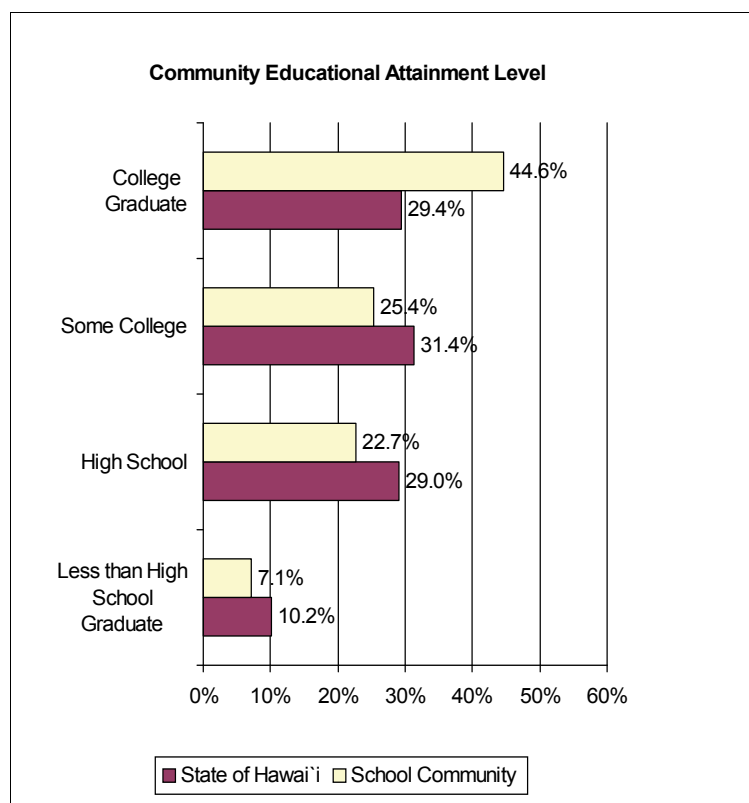
## School Setting

### Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

#### Based on the 2010 U.S. Census

<b>Roosevelt HSC</b>	<b>School Community</b>	<b>State of Hawai'i</b>
Total population	61,209	1,360,301
Percentage of population aged 5-19	13.2%	18.4%
Median age of population	44.3	38.6
Number of family households	14,214	313,907
Median household income	\$78,049	\$66,420



## School Improvement

### Summary of Progress

Roosevelt High School (RHS) has focused on increasing opportunities for academic rigor and engagement for our students in order to support our vision and mission.

- A. **Smarter Balance Assessment:** Our scores for Language Arts and Math continue to be among the top of all high schools in Hawaii. However, we will analyze our data to determine next steps to improve.
- B. **Career and Technical Education:** We will continue to strengthen our six pathways- Business, Health Occupations, Arts and Communication, Industrial Education Technology, and Public and Human Services- by refining our curriculum and providing opportunities for our students to engage with community partners.
- C. **Advanced Placement Courses (AP):** We continue to see a consistent number of students taking AP courses. We will analyze the AP test results to determine ways to increase students earning a score of 3 or higher.
- D. **Early College:** Over the last 3 years, Honolulu Community College and the University of Hawaii at Manoa (Manoa Academy) have provided opportunities for our students to take college courses on our campus. For the 2019-2020 school year, Windward Community College will be an additional partner. Some of the courses we will offer are English 100, Speech 151 and Hawaiian Studies 107, Math 103, and Theater.
- E. **Teacher Professional Development:** Our teachers will continue to support their colleagues in implementing effective classroom strategies that increase rigor and improve student achievement. We will utilize cycles of professional learning to examine real-time data, set instructional targets, review classroom practices, plan for improvement, and provide professional development for teachers.
- F. **Curriculum Mapping Aligned to Standards:** All teachers have been working on curriculum maps that align course work to rigorous standards and describe strategies and assessments that will ensure achievement of those standards. When completed, curriculum maps will ensure rigor in all courses and consistency in courses from various teachers on campus.
- G. **Technology Integration:** Our teachers participated and led faculty professional development sessions throughout the school year to increase their understanding and ability to integrate technology in their curriculum.
- H. **Community Engagement and Support:** We will continue to collaborate with organizations who have contributed to providing various learning opportunities for our students. Some of our partnerships include Kamehameha Schools, UH Manoa, Honolulu Community College, Windward Community College, Center for Tomorrow's Leaders and Project Search.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b> <sup>1</sup>		80.0
Regular Instruction, FTE	80.0%	64.0
Special Instruction, FTE	17.5%	14.0
Supplemental Instruction, FTE	2.5%	2.0

Teacher headcount		80
Teachers with 5 or more years at this school		45
Teachers' average years of experience		12.4
Teachers with advanced degrees		32

#### Professional Teacher Credentials

<sup>1</sup>

Fully licensed	98.7%	79
Emergency hires	1.2%	1

<sup>1</sup> Totals may not equal 100% due to rounding.  
Professional Teacher Credentials are based on teacher headcount number.

#### Students per Teaching Staff

<sup>2</sup>

Regular Instruction	20.0
Special Instruction	11.4

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE	10.0
Librarians, FTE	0.0
Counselors, FTE	8.0
Number of principals at this school in the last five years	1

<sup>3</sup> Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

### Facilities

School Year Ending 2020

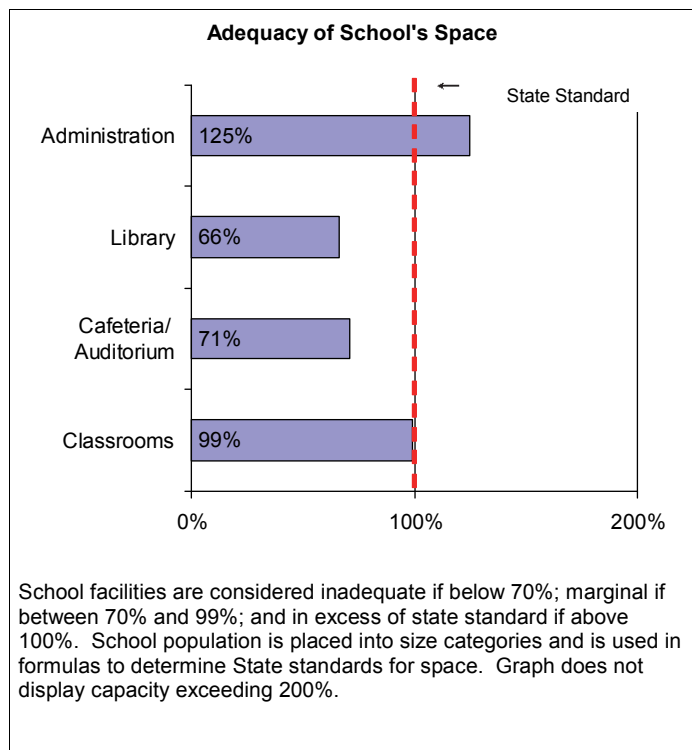
Classrooms available	77
Number of classrooms short (-) or over (+)	0

#### School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. -- means missing data.



## Vital Signs

### School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

#### Percent of Positive Responses

School Quality Survey <sup>*</sup> Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	78.2%	72.7%	80.2%	73.8%	66.5%	64%
	2020	84.1%	69.9%	79.0%	73.7%	62.0%	59.2%
Well-Being	2019	80.2%	73.1%	79.6%	80.2%	--	--
	2020	86.7%	71.4%	85.0%	79.9%	--	--
Satisfaction	2019	75.3%	67.6%	75.9%	74.4%	--	--
	2020	82.5%	64.8%	78.5%	75.3%	--	--
Involvement/Engagement	2019	77.1%	70.9%	49.1%	54.5%	--	--
	2020	83.7%	68.1%	52.5%	54.5%	--	--

Survey Return Rate <sup>**</sup>		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	98.6%	81.9%	14.9%	18.7%	81.8%	81.2%
	2020	84.7%	82.8%	20.5%	18.7%	75.5%	70.0%

<sup>\*</sup> The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

<sup>\*\*</sup> State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

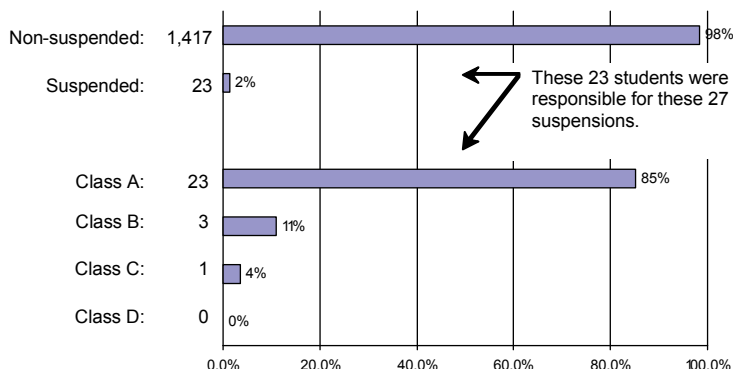
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
<b>Average Daily Attendance: %</b> (higher is better)			
93.6%	93.7%	94.0%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
11.4	11.1	8.0	<b>9</b>

#### Suspensions, School Year 2019-2020



Examples of class of suspension:

Class A: Burglary, robbery, sale of dangerous drugs  
 Class B: Disorderly conduct, trespassing  
 Class C: Class cutting, insubordination, smoking  
 Class D: Contraband (e.g. possession of tobacco)

### School Completion

#### School Dropouts

School Year	Number	Percent
2017-18	39	10.4%
2018-19	27	8.0%
2019-20	34	9.8%

The dropout figures are based on the cohort of first-time 9th graders who dropped out prior to graduating.

#### Graduates and Other Completers

	2017-18	2018-19	2019-20
Total number of Seniors	347	322	309
Percent of Diploma graduates	95.3%	94.7%	95.4%
Percent of Individually Prescribed Program	2.0%	3.1%	1.6%
Percent of school completers <sup>1</sup>	97.4%	97.8%	97.0%

Total number of Freshmen	329	299	302
Percent graduated on time	87.7%	88.7%	87.7%

Freshmen who began high school in school year 2016-17 and graduated in 2019-20.

<sup>1</sup> Slight variances are due to rounding.

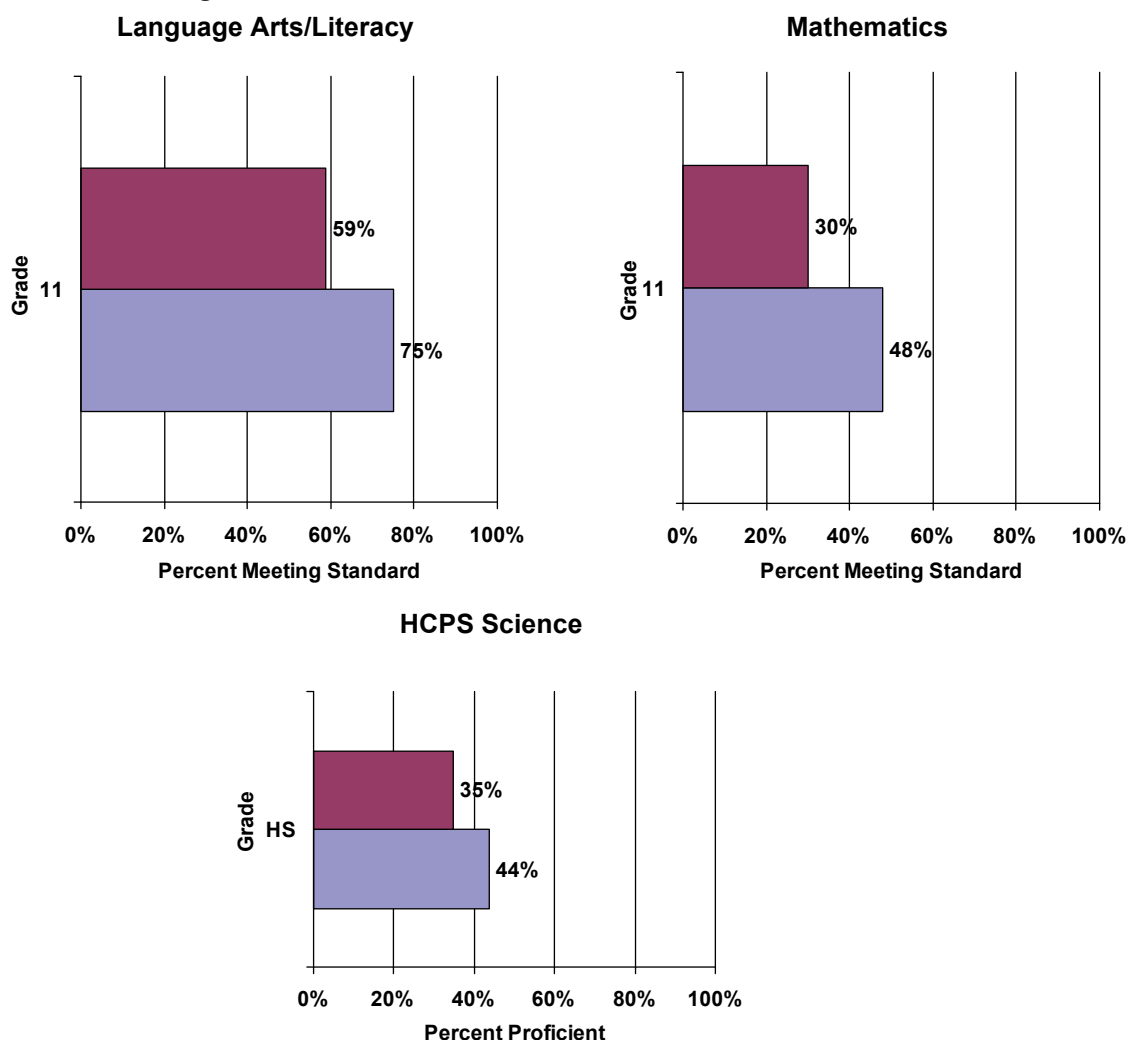
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## Vital Signs

### Hawaii Statewide Assessment Program

**NOTE:** The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



A school's bar may not be shown to maintain student confidentiality (see FERPA).

### Other School Information

Theodore Roosevelt High School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2021.

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Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:  
Hawaii State Department of Education.