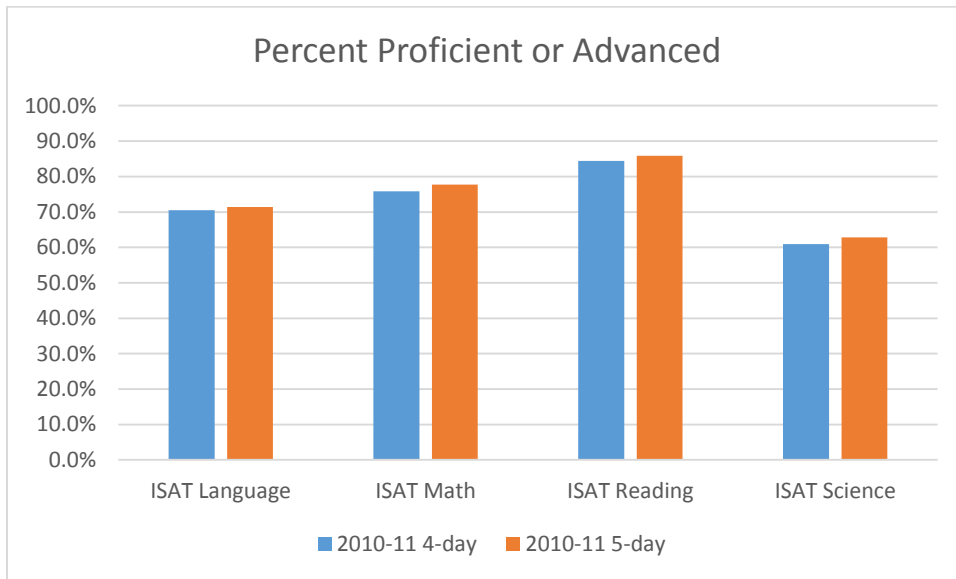


## Four Day School Week and Five Day School Week Comparison

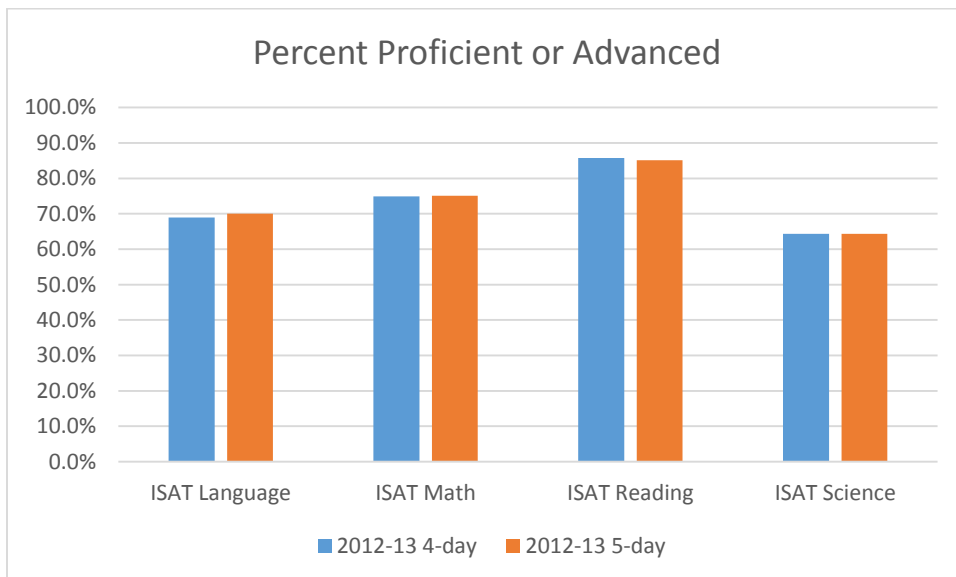
An analysis of student achievement for 4-day schools and 5-day schools was conducted. The student achievement measures examined were ISAT scores, IRI scores, and college go-on rates. Student achievement was measured in 2010-2011 and then again for 2012-2013.

### ISAT

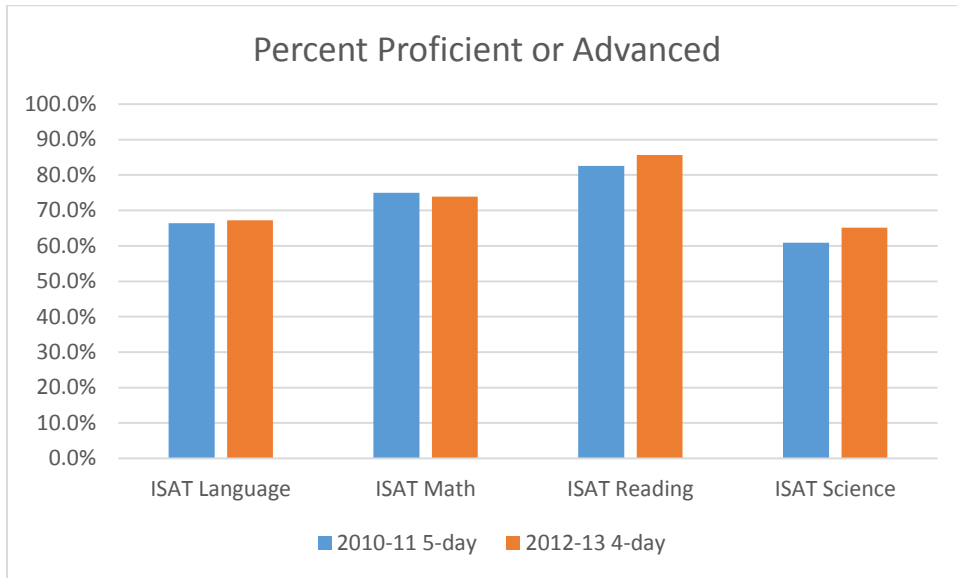
In 2010-2011 the 5-day schools had a slight edge on the 4-day schools. Both math and science were approximately 2% higher than the 4-day schools.



In 2012-2013, the gap was smaller with the reading scores actually favoring the 4-day schools by 0.6%. The 5-day schools had increased their gap on the language test by 0.2%.

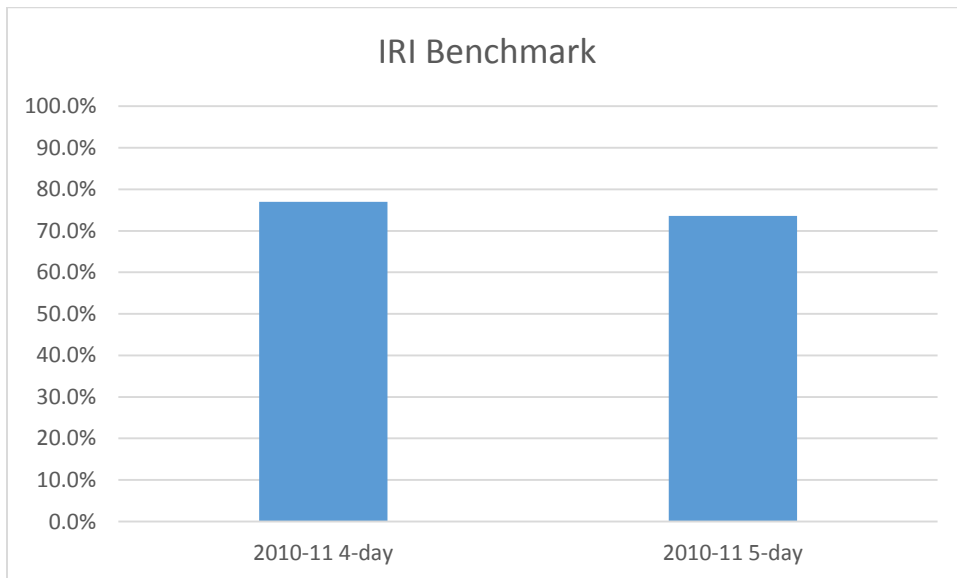


The next chart looks at only those schools that were 5-day schools in 2010-2011 and 4-day schools in 2012-2013. The average scores all increased except for the math test. Math declined 1.1%. The largest increase was seen in science, where in 2012-2013, these schools saw a 4.2% increase.

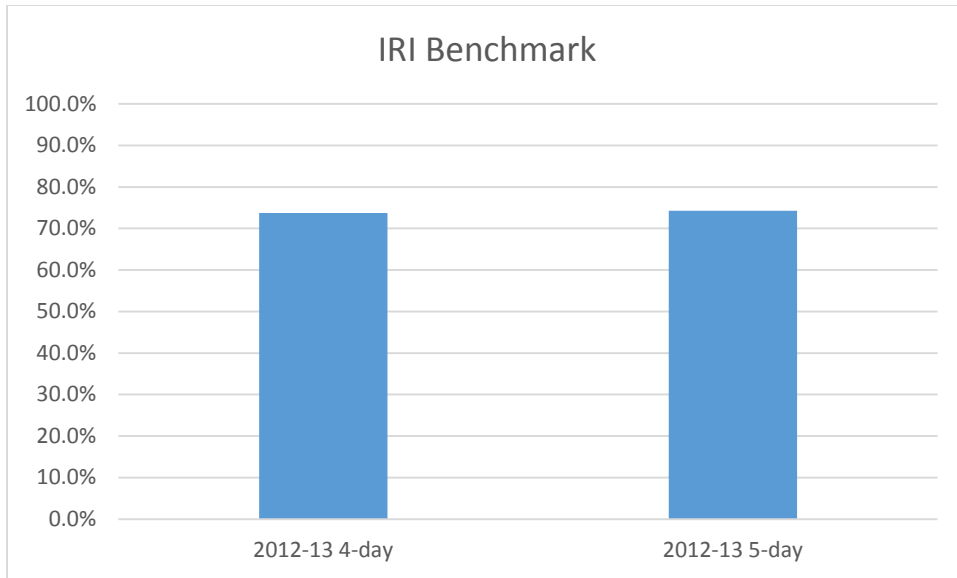


### IRI

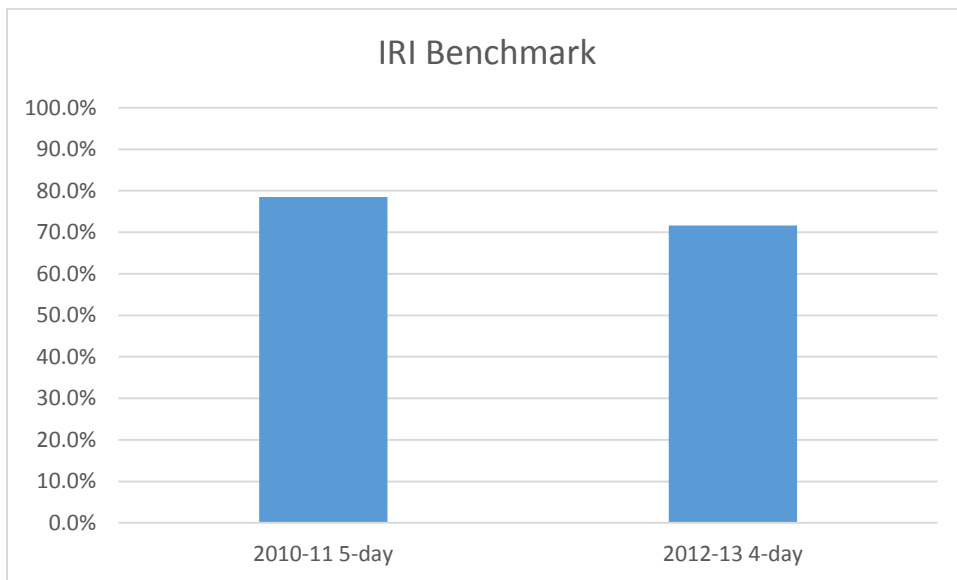
In 2010-2011, the 4-day schools had average IRI scores almost 3.5% higher than the 5-day schools.



However, by 2012-2013, the 5-day schools scored 0.6% higher on the IRI. The 4-day schools actually scored 3.3% lower than they did in 2010-2011 while the 5-day schools increased their average scores by 0.7%

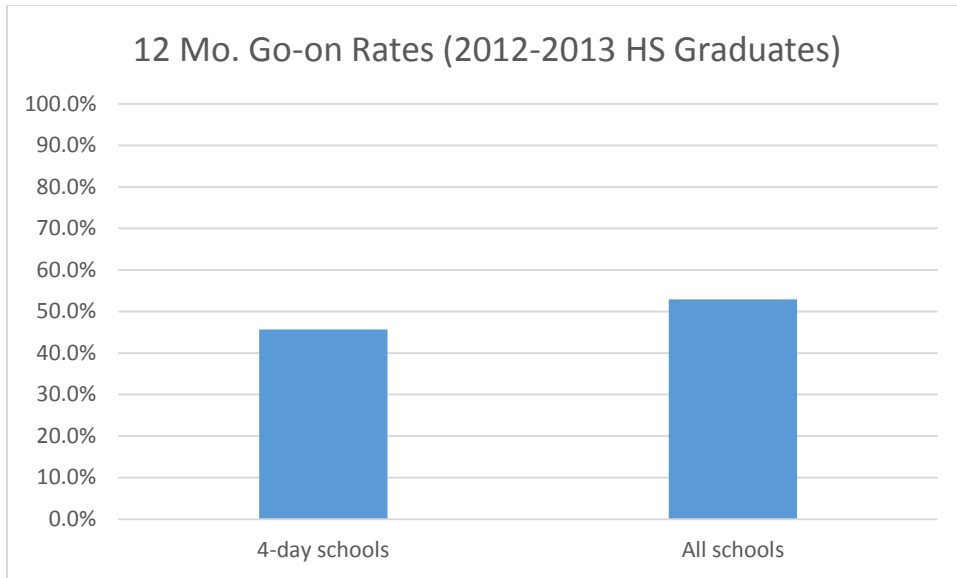


The schools that were 5-day schools in 2010-2011 and 4-day schools in 2012-2013 saw their average scores drop by 6.9%.



**Go-on**

The go-on rates were calculated using the high school graduating class of 2012-2013 and looking at whether those students enrolled in any postsecondary institution (public, private, in-state, out-of-state) within 12 months. The 4-day schools had a go-on rate of 46% while the total high school graduating class had a go-on rate of 53%.



#### Summary

Based on the limited number of years data is available, there is not a significant difference in student achievement between the 4-day schools and the 5-day schools. There were minor gains and minor losses in both the IRI and the ISAT tests. Students from 4-day schools had go-on rates lower than the general population. A longer range data set would be necessary to do a complete analyses. This data would need to include additional factors to determine if there are other factors are significantly relevant to the changes in student achievement in addition to the assessments reviewed in this analysis.