

2016-2017 QUARTER 4
ACADEMIC PROGRESS REPORT
PRESENTATION TO THE BOE
SEPTEMBER 20, 2017

SCHENECTADY CITY SCHOOL DISTRICT



OUTLINE OF PRESENTATION



Summary

Academic Data:

- Reading Achievement
- ELA Achievement
- NYS ELA 3-8 Achievement
- NYS Common Core ELA Regents Achievement
- Math Achievement
- NYS Math 3-8 Achievement
- NYS Common Core Math Regents Achievement
- NYS Science 4th and 8th Grade Achievement
- NYS Additional Achievement
- Report Card Achievement
- Additional Academic
- Graduation Rate
- Summer School

Non-Academic Data:

- Student Behavior
- Student Attendance
- Teacher Attendance

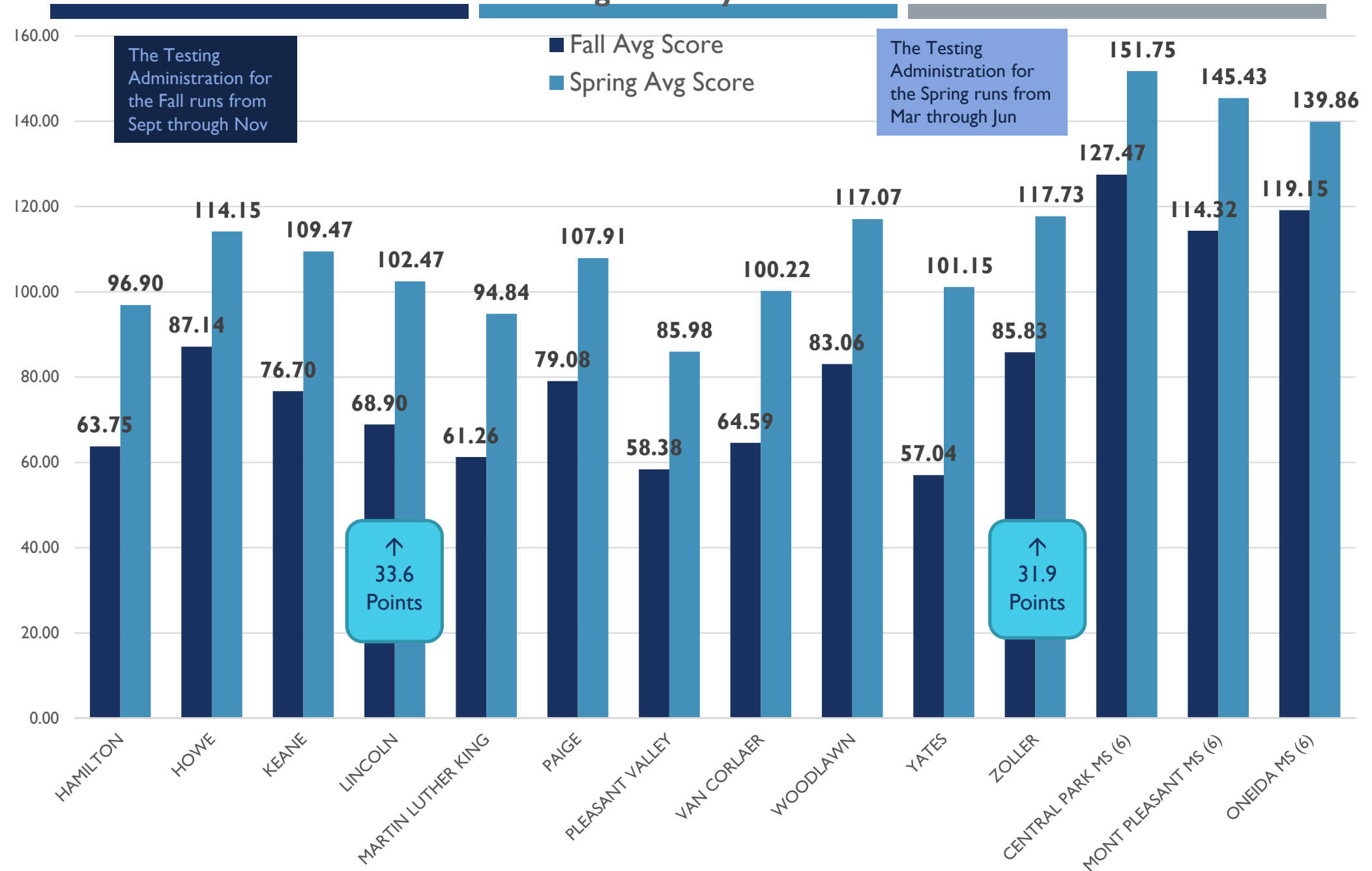


Reading Achievement

2016-17 Fall to Spring Average Benchmark Score Comparison AIMS Web

Reading/Literacy Grades 2-6

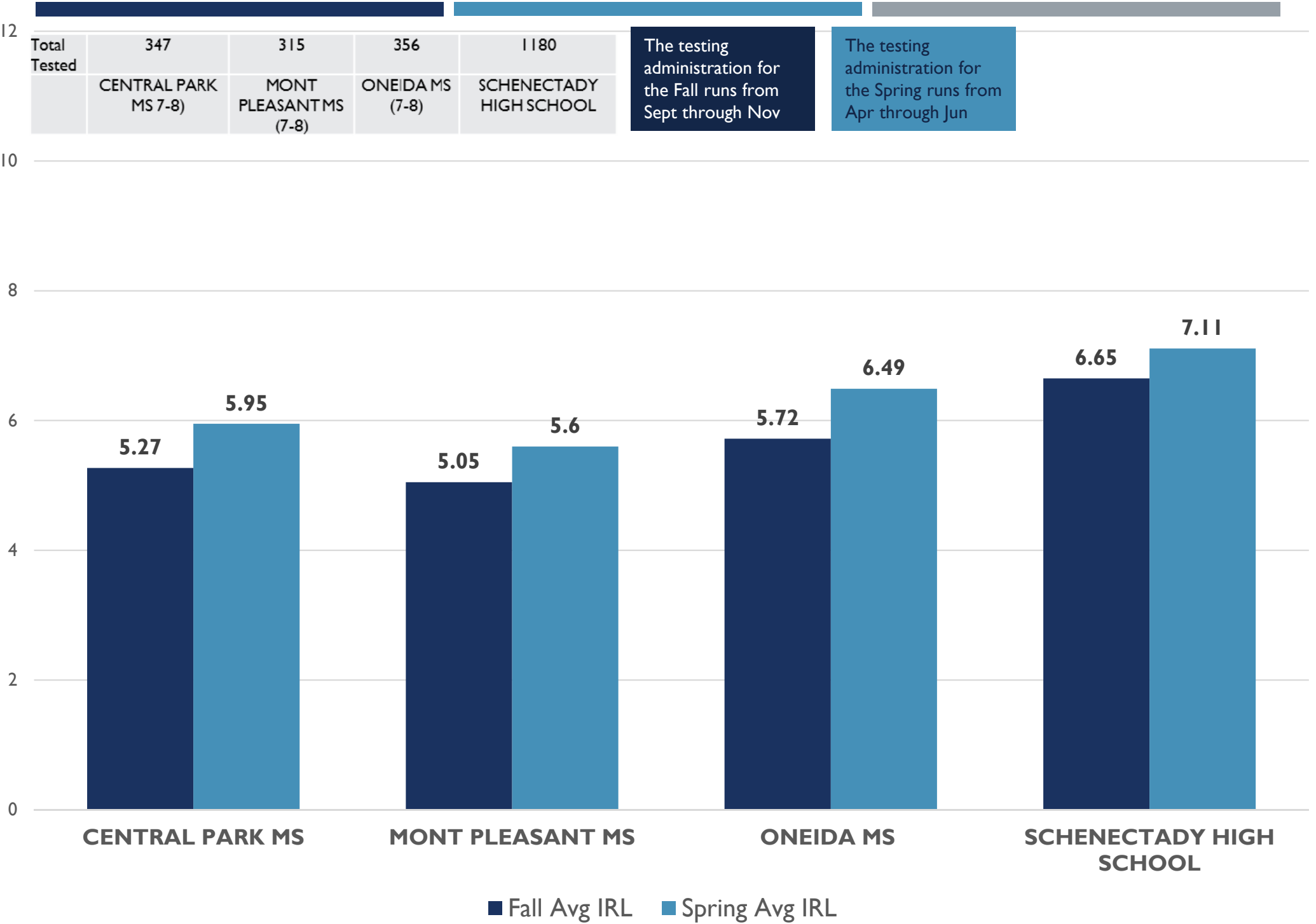
4



Total Tested	353	282	218	210	326	286	214	223	250	218	196	161	188	176
	HAMILTON	HOWE	KEANE	LINCOLN	MLK	PAIGE	PLVY	VC	WDLN	YATES	ZOLLER	CPNK(6)	MTPL(6)	ONDA(6)

Average Instructional Reading Level*

*based on STAR Reading National Norms



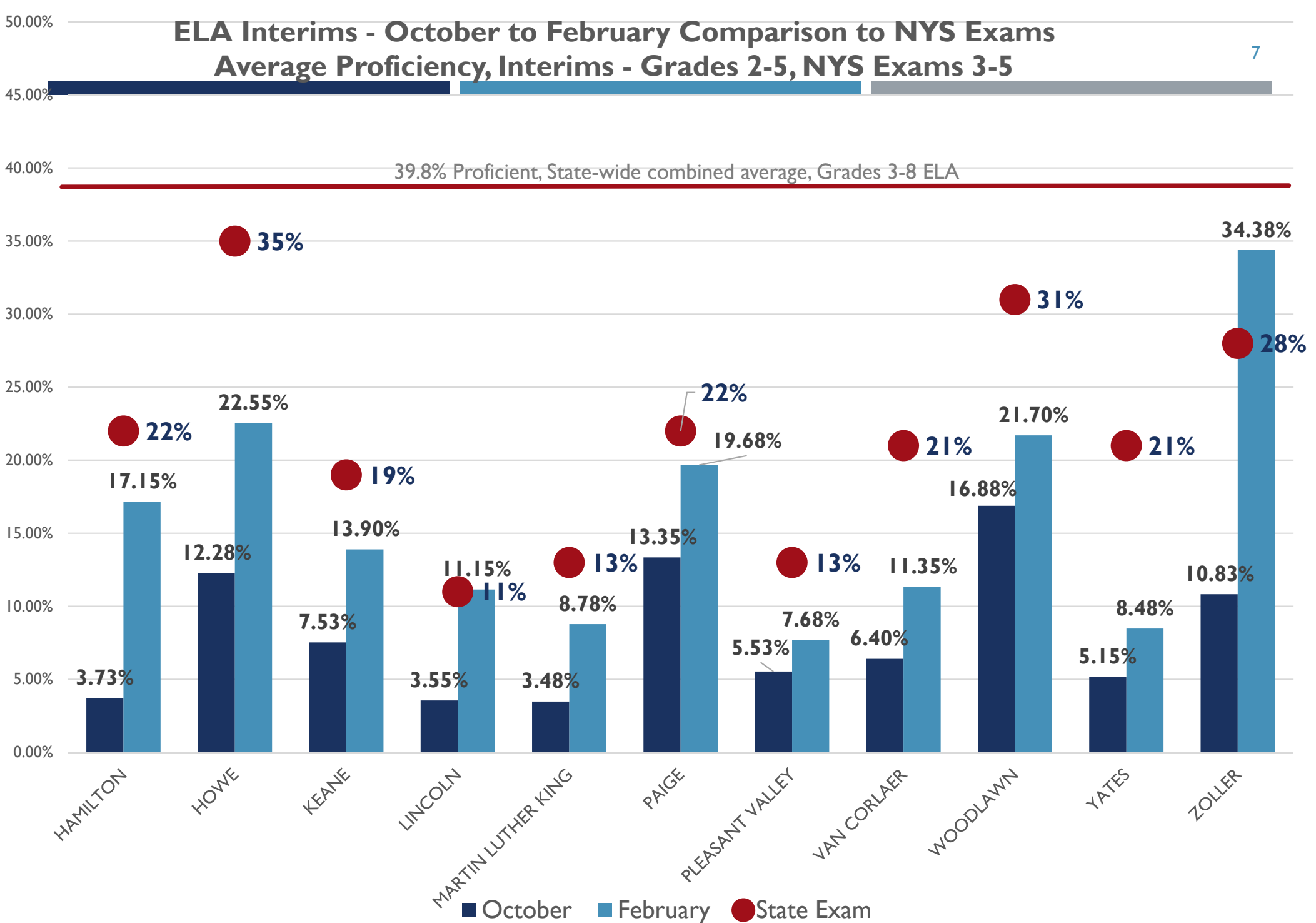


ELA Achievement

ELA Interims - October to February Comparison to NYS Exams

Average Proficiency, Interims - Grades 2-5, NYS Exams 3-5

7

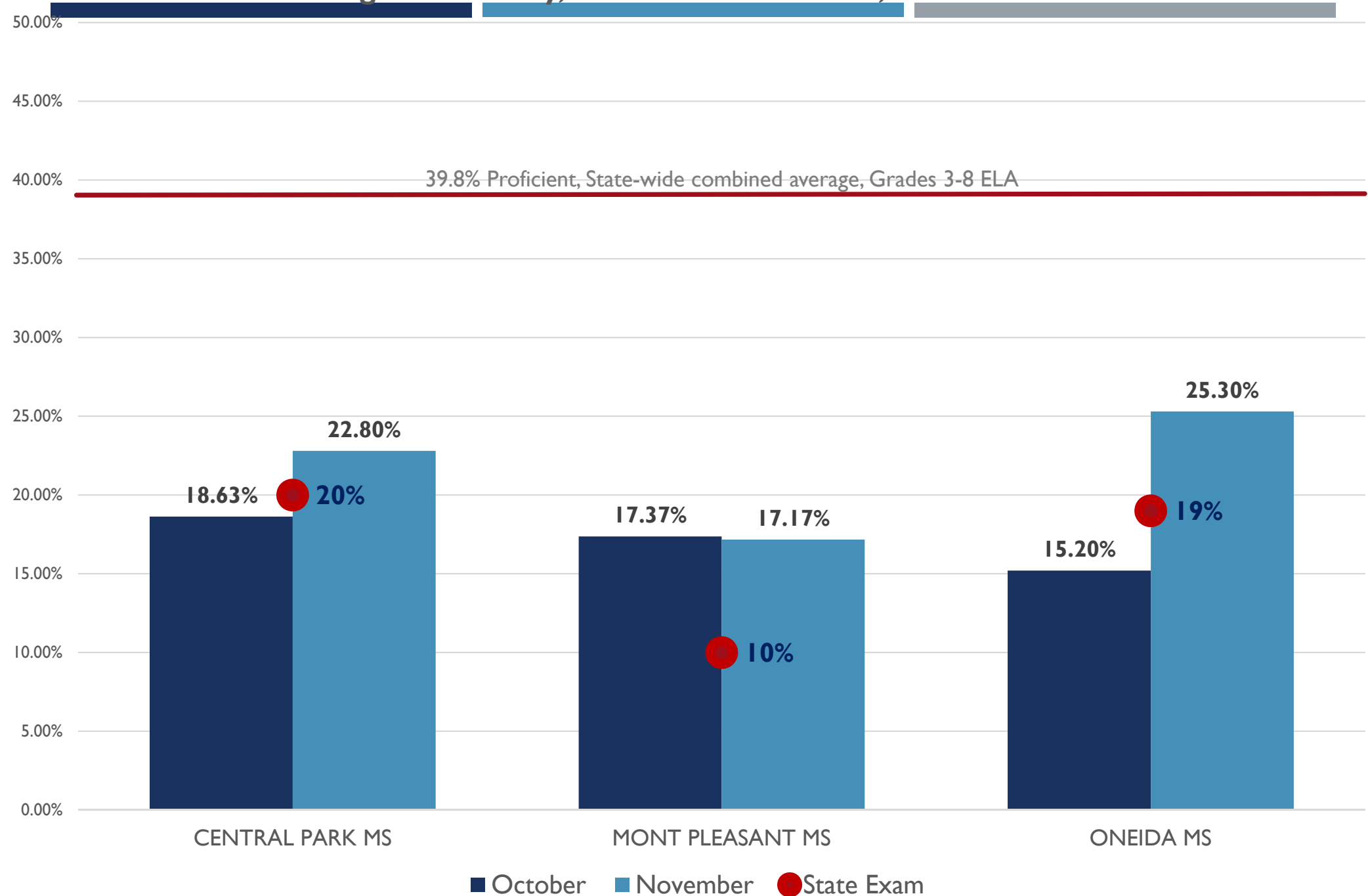


Total Tested	263	203	192	206	329	306	182	196	207	209	231
	HAMILTON	HOWE	KEANE	LINCOLN	MLK	PAIGE	PLEASANT VALLEY	VAN CORLAER	WOODLAWN	YATES	ZOLLER

ELA Interims - October to February Comparison to NYS Exams

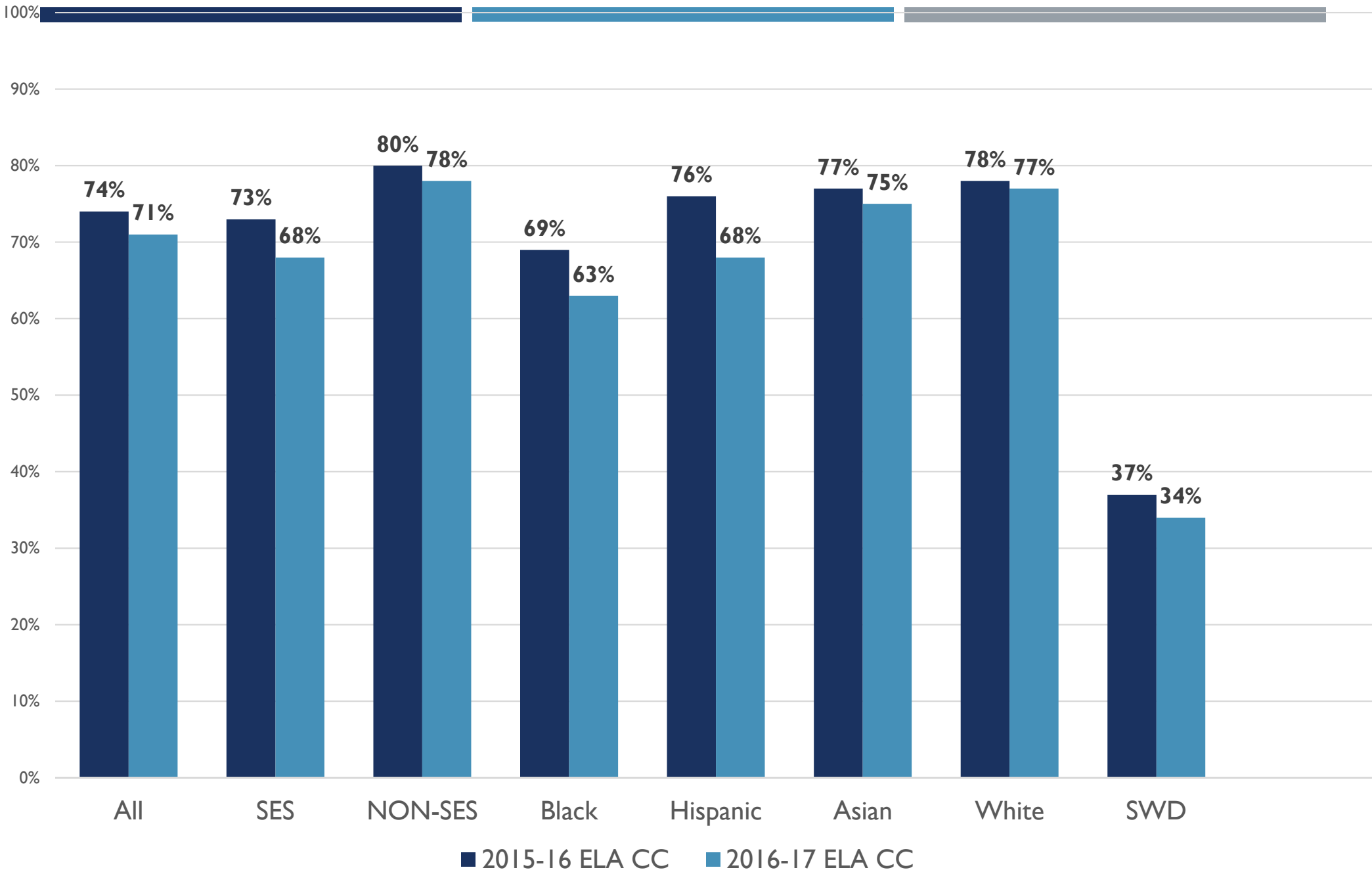
Average Proficiency, Interims - Grades 6-8, NYS Exams 6-8

8



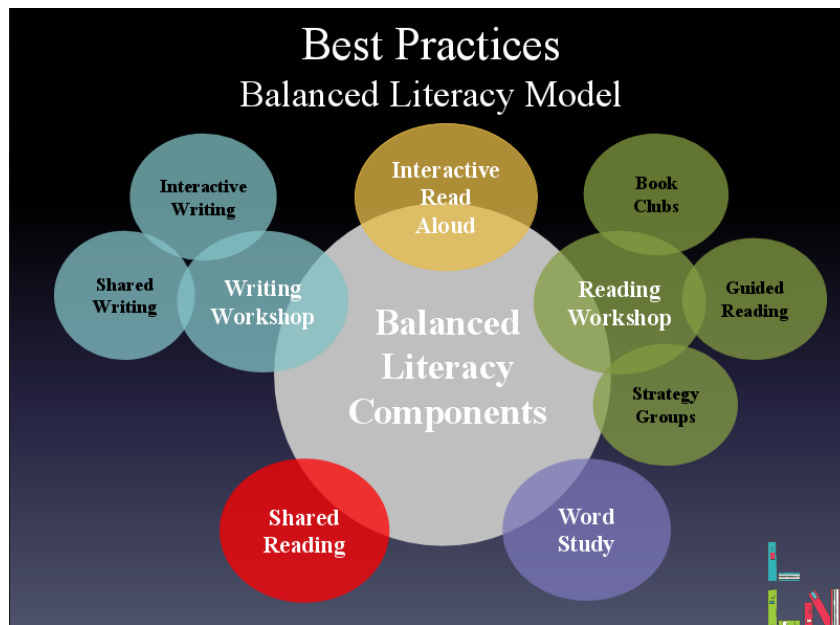
Total Tested	570	377	502
	CENTRAL PARK MS	MONT PLEASANT MS	ONEIDA MS

ELA Common Core Regents Percent Proficient Year to Year Comparison

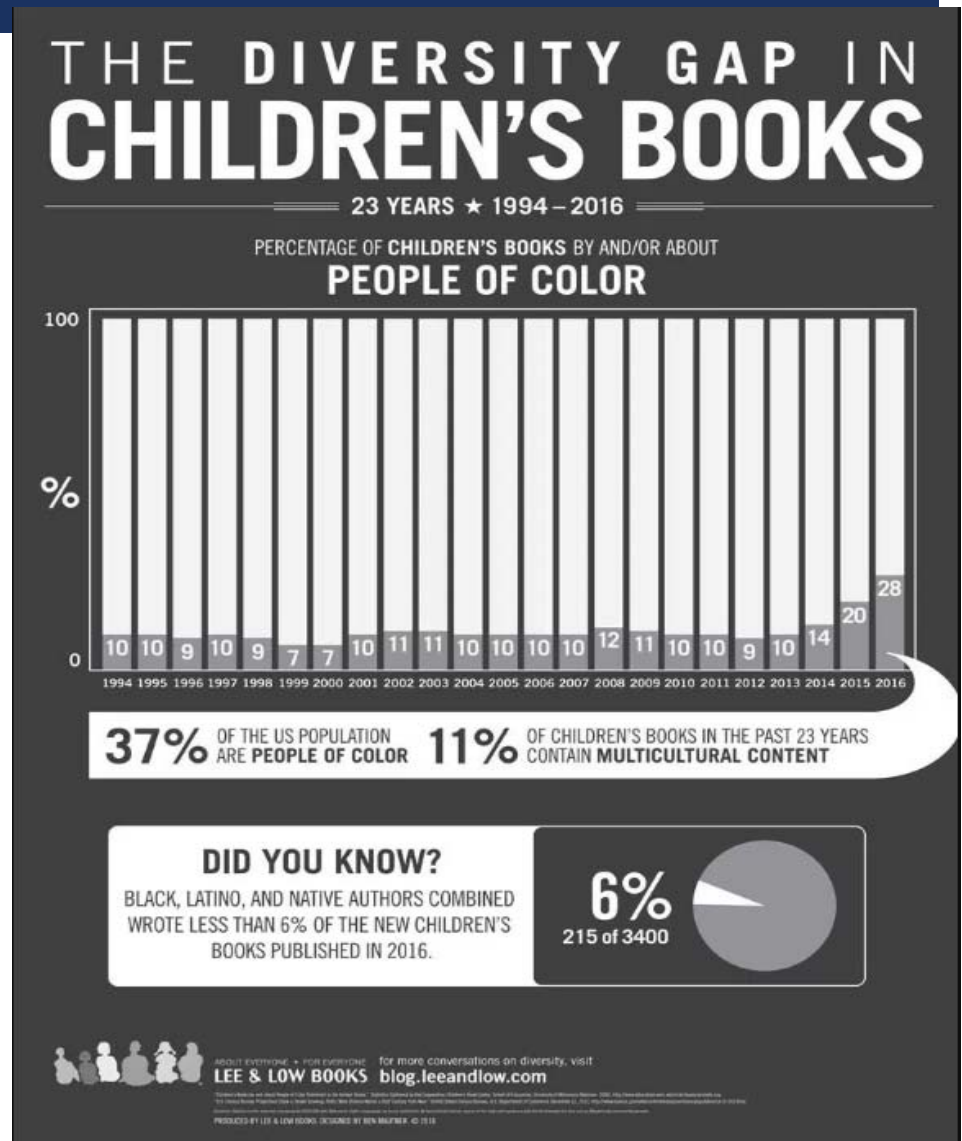


Total N 2015-16	634	495	139	234	83	138	173	101
Total N 2016-17	553	412	141	179	59	140	162	99
	All	SES	NON-SES	Black	Hispanic	Asian	White	SWD

LITERACY WORK K-8



208 Teachers and Administrators Attended the Summer Literacy Institute 2017!



ELA ACHIEVEMENT

Craft and Structure:

meaning of words, part to whole of stories,
POV/perspective taking

Integration of Knowledge and Ideas: mood/tone, claims supported with reasons and evidence, text features, and intertextuality

Text Ranges: 1215-1355

Lexile	Grade Level AR	Fountas & Pinnell	Reading 3d Level	Reading Stage
675	3.9	P	P	Transitional Reader
700	4.1	Q	Q	Fluent Reader
725	4.3	Q	Q	
750	4.5	R	R	
775	4.7	S	S	
800	5.0	S	S	
825	5.2	S	S	
850	5.5	T	T	
875	5.8	U	U	
900	6.0	V		
925	6.4	V		
950	6.7	W		
975	7.0	W		
1000	7.4	X		
1025	7.8	Y		
1050	8.2	Z		College and Career Ready
1075	8.6	Z		
1100	9.0	Z+		
1125	9.5			
1150	10.0			
1175	10.5			
1200	11.0			
1225	11.6			
1250	12.2			
1275	12.8			
1300	13.5			



Mathematics Achievement

2016-17 Fall to Spring Average Benchmark Score Comparison

AIMS Web Math Computation Grades 2-6

13

The testing administration for the Fall runs from September through November

The testing administration for the Spring runs from April through June

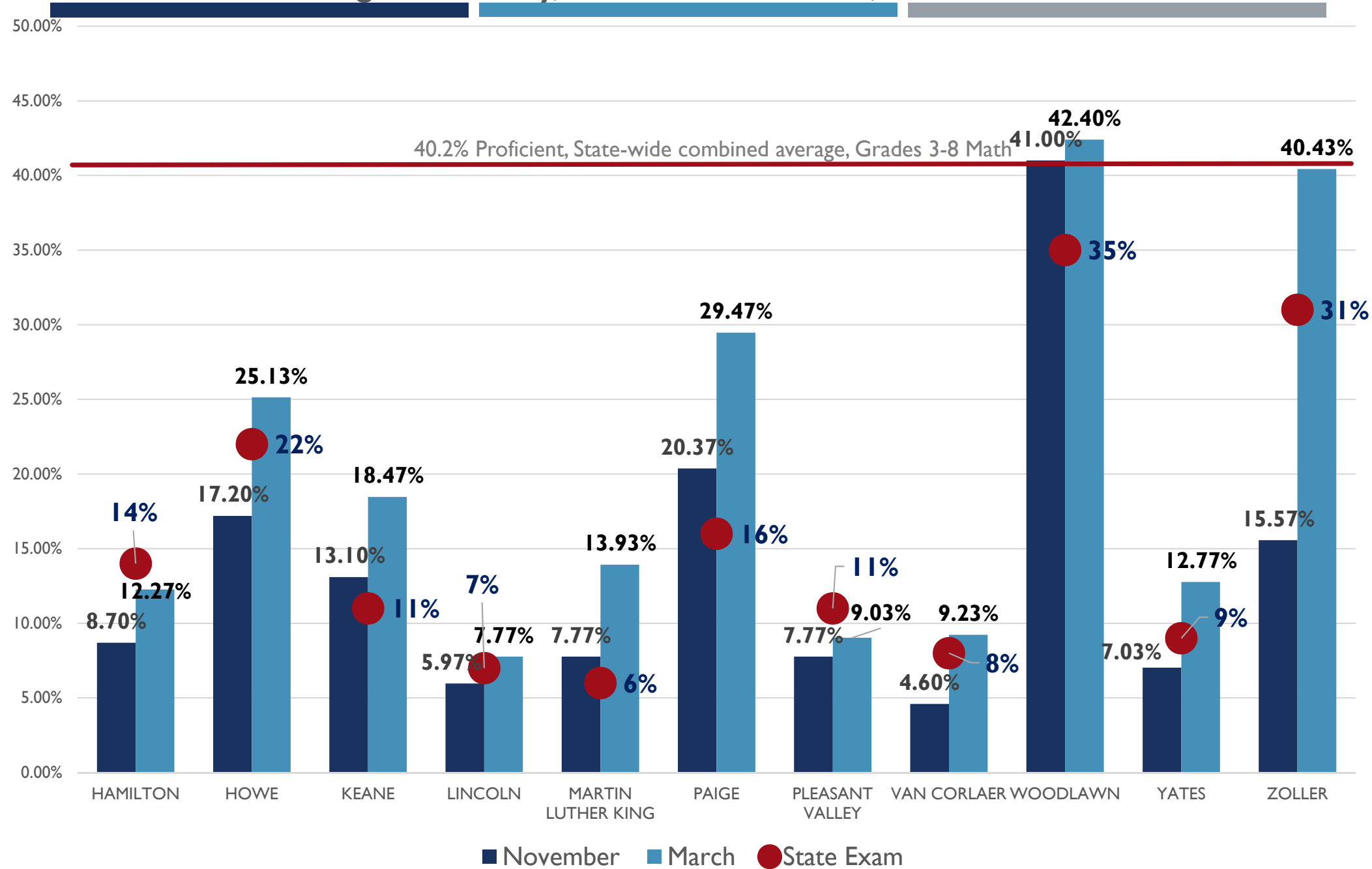


Total Tested	279	277	194	263	396	393	172	296	248	236	296	189	149	166
	HAMILTON	HOWE	KEANE	LINCOLN	MLK	PAIGE	PLVY	VC	WDLN	YATES	ZOLLER	CNPK(6)	MTPLS (6)	ONDA(6)

Math Interims - November to March Comparison to NYS Exams

Average Proficiency, Interims - Grades 2-5, NYS Exams 3-5

14

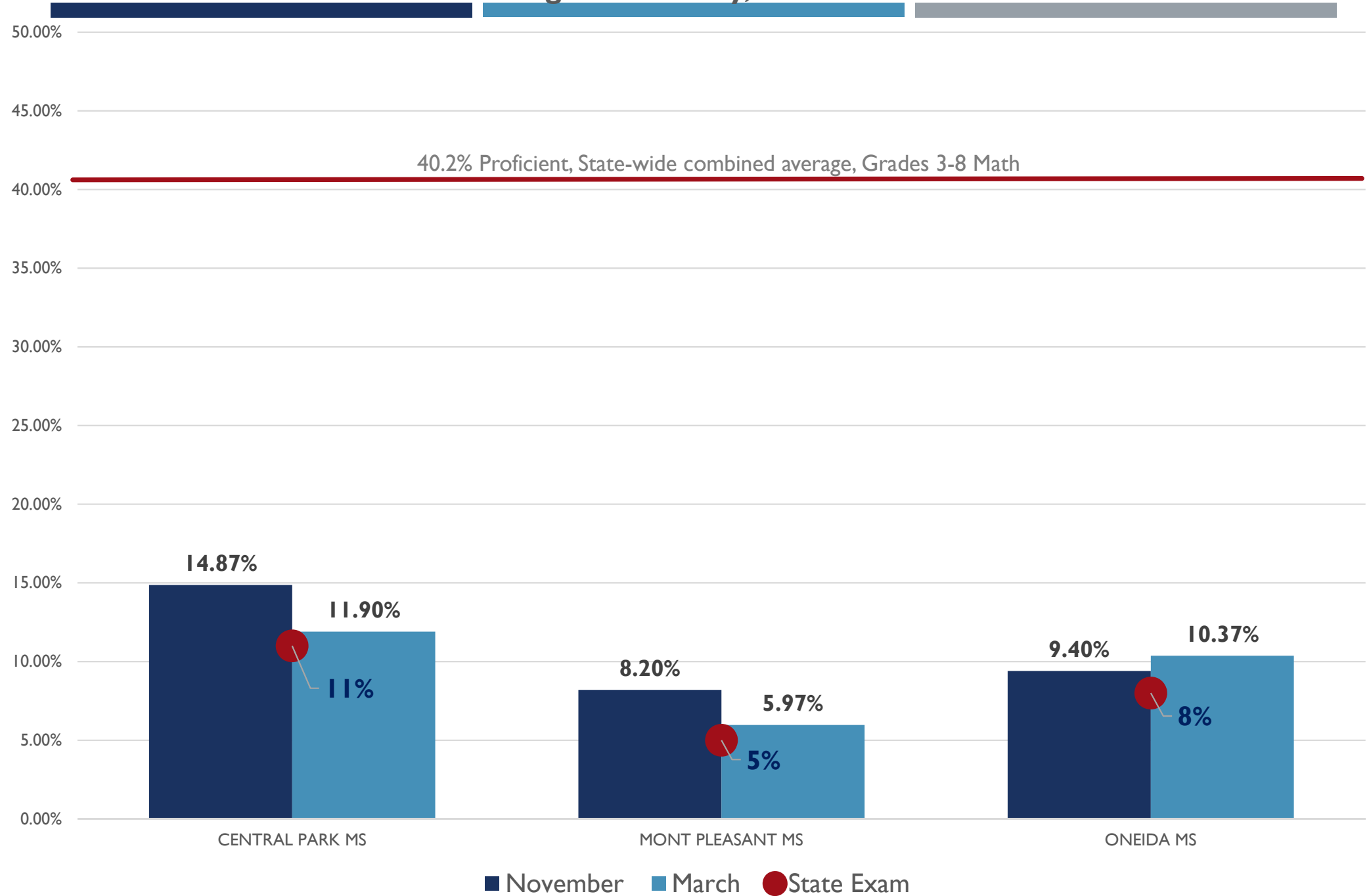


Total Tested	181	156	155	156	248	221	120	171	142	135	176
	HAMILTON	HOWE	KEANE	LINCOLN	MLK	PAIGE	PLEASANT VALLEY	VAN CORLAER	WOODLAWN	YATES	ZOLLER

Math Interims - November to March Comparison to NYS Exams

Average Proficiency, Grades 6-8

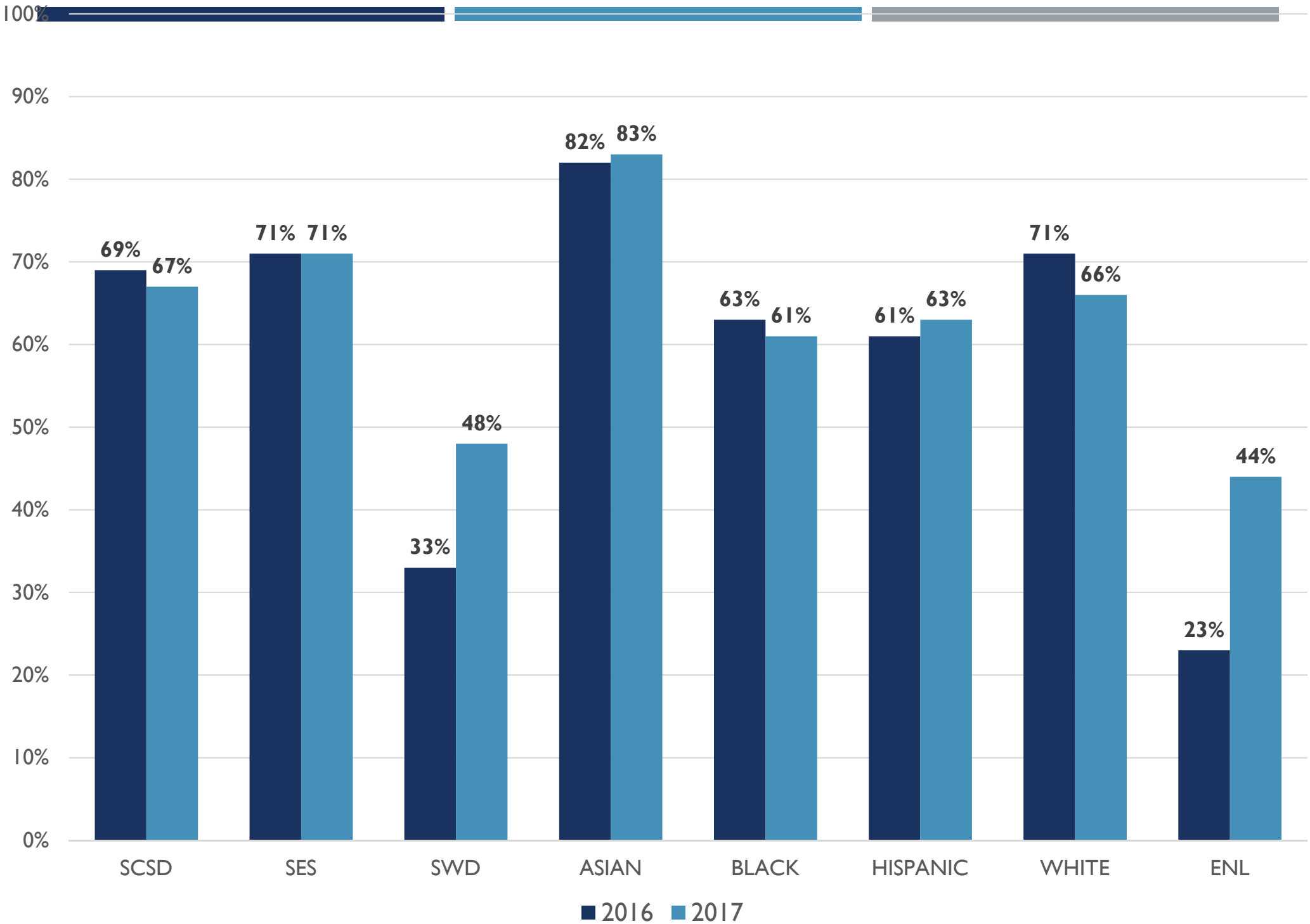
15



Total Tested	487	376	381
	CENTRAL PARK MS	MONT PLEASANT MS	ONEIDA MS

SHS August Graduation Rate

16



Math Common Core Percent Proficient Year to Year Comparison

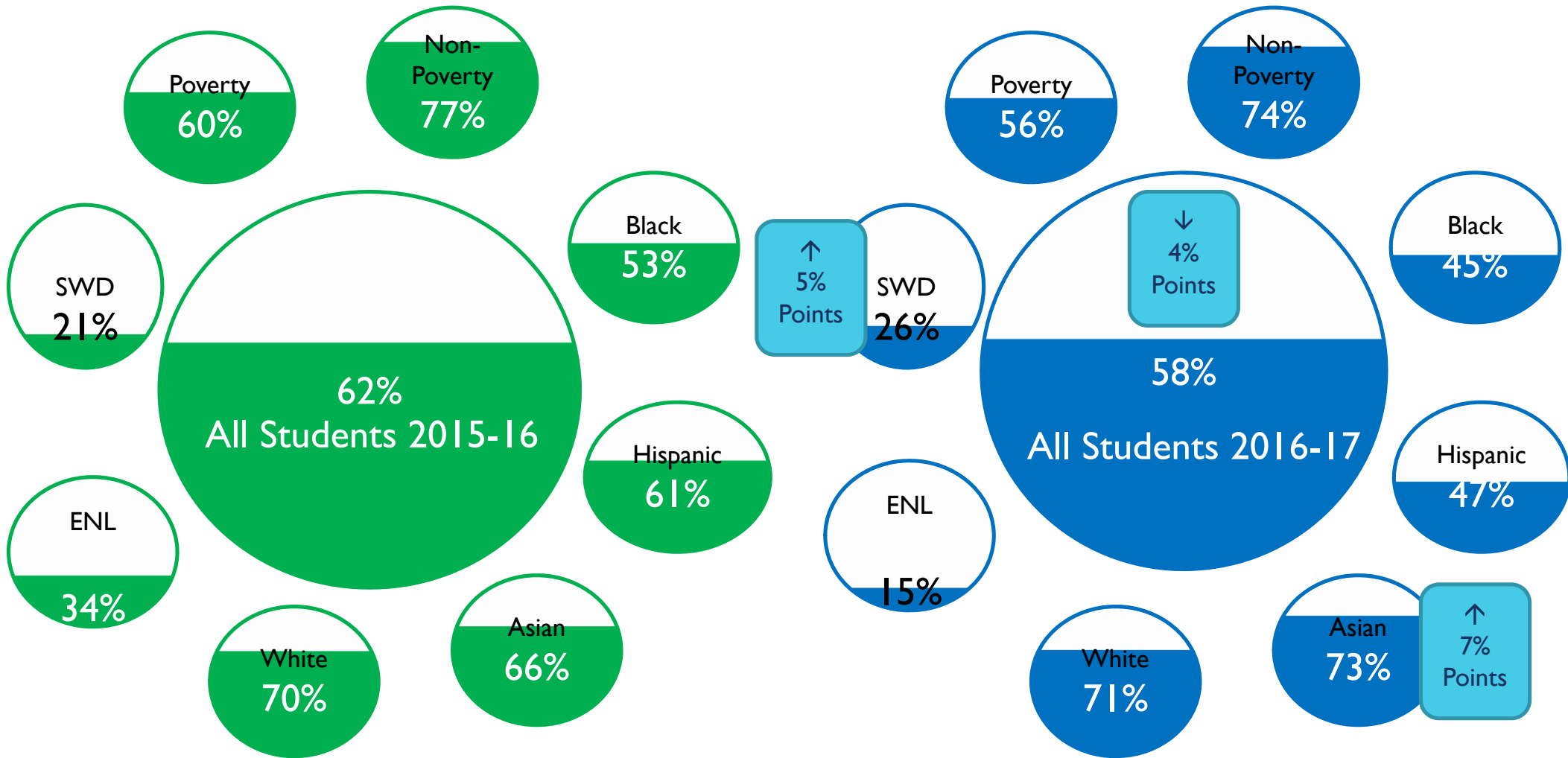




NYS Science Achievement

4th Grade Science Assessment Percent Proficient Year to Year Comparison

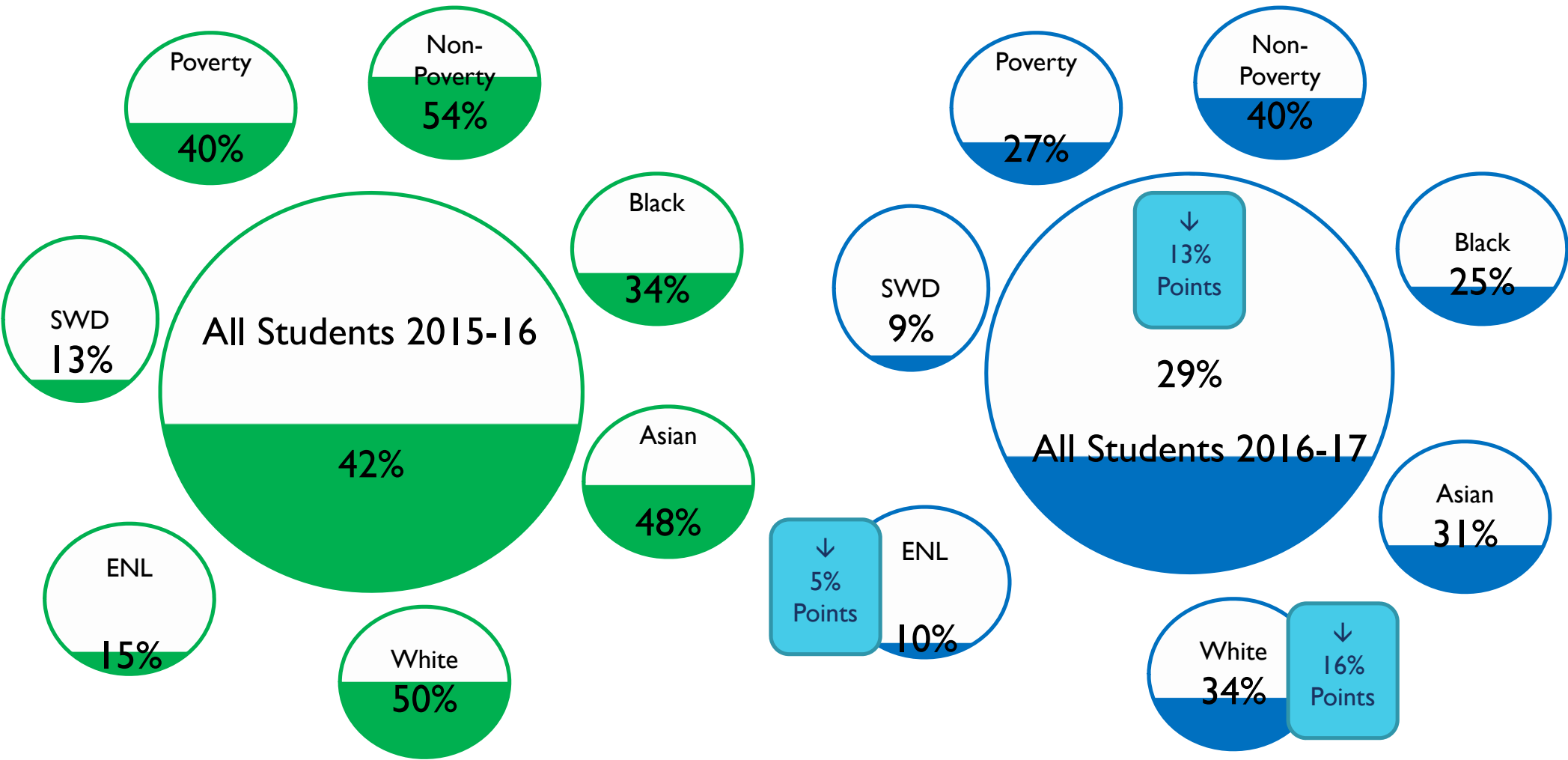
19



	All	Poverty	Non-Poverty	Black	Hispanic	Asian	White	ENL	SWD
Total Tested 2015-16	698	602	96	216	143	115	190	35	108
Total Tested 2016-17	692	593	100	203	152	122	156	41	117

8th Grade Science Assessment Percent Proficient Year to Year Comparison

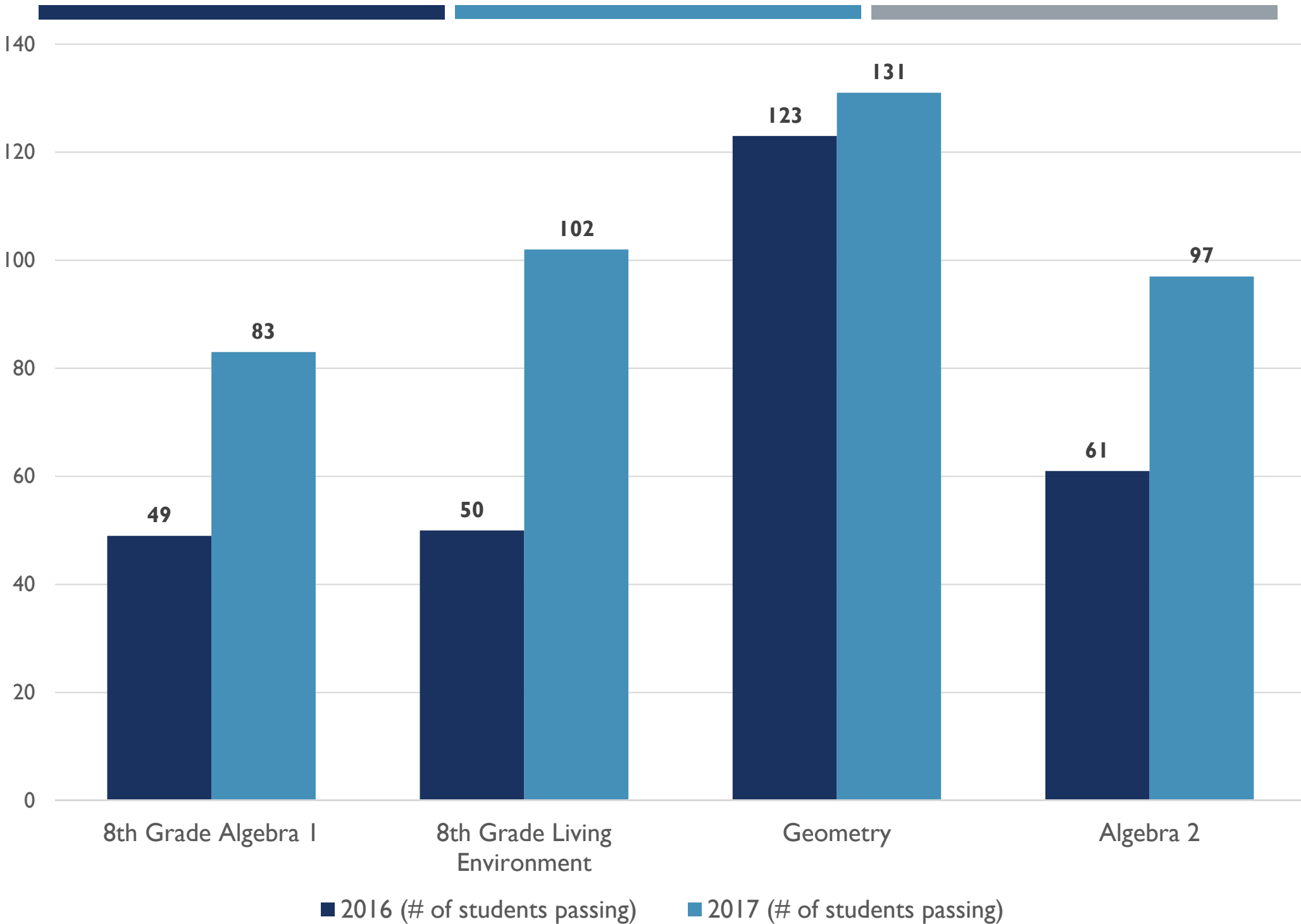
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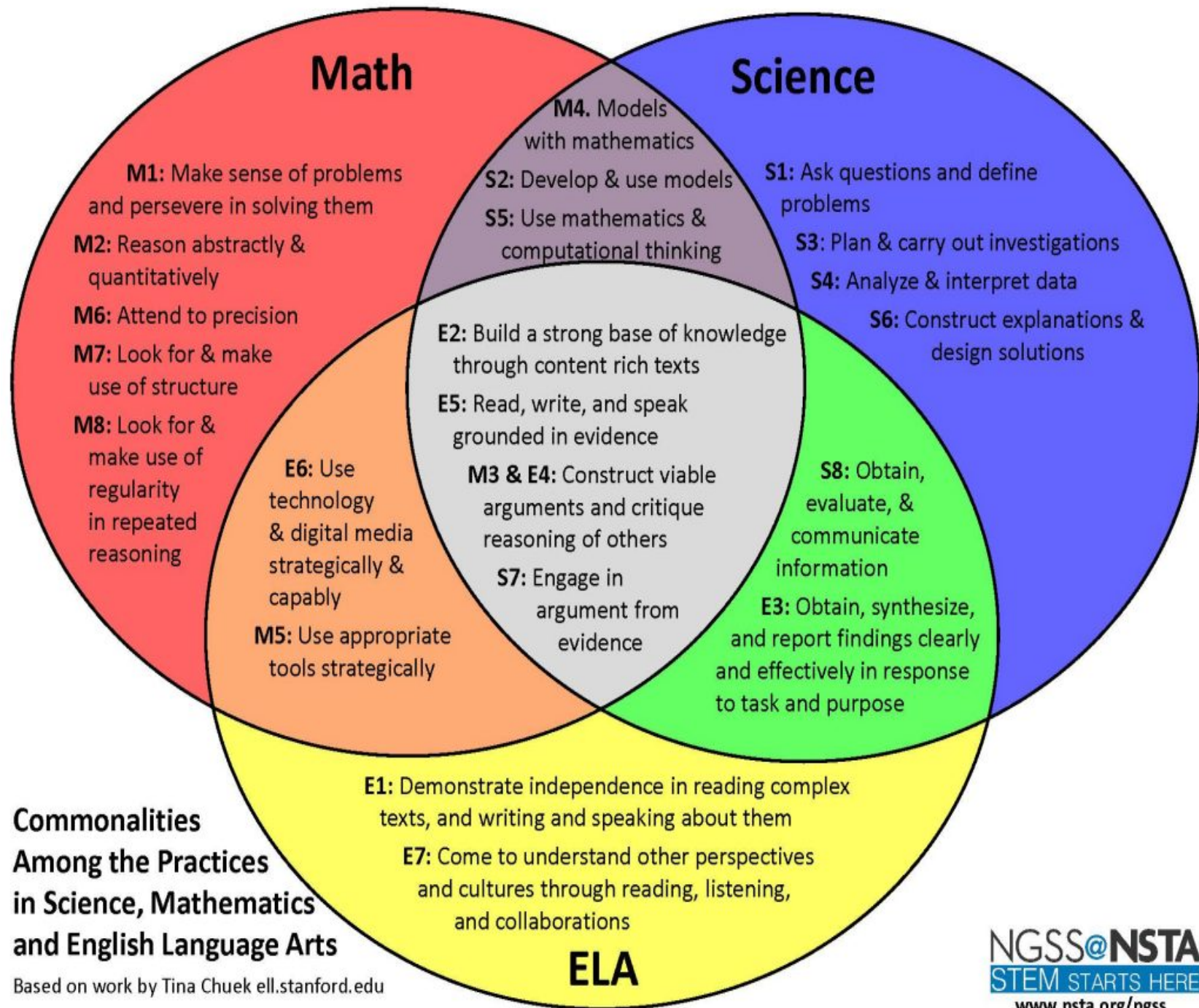


	All	SES	Non-Poverty	Black	Asian	White	ENL	SWD
Total Tested 2015-16	486	412	74	182	98	128	13	98
Total Tested 2016-17	428	366	62	139	87	106	29	102

Accelerated/Advanced Course Numbers

21

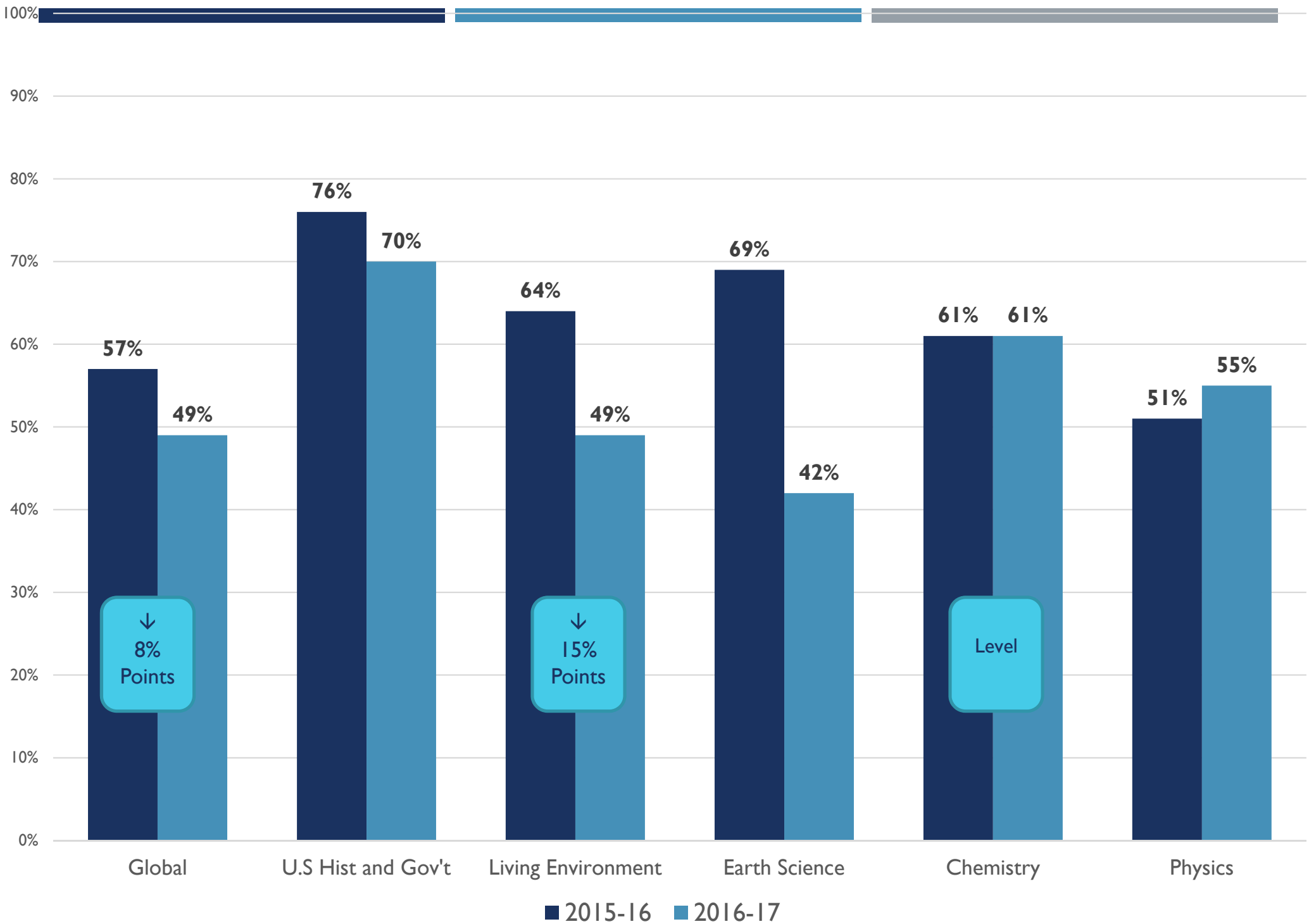






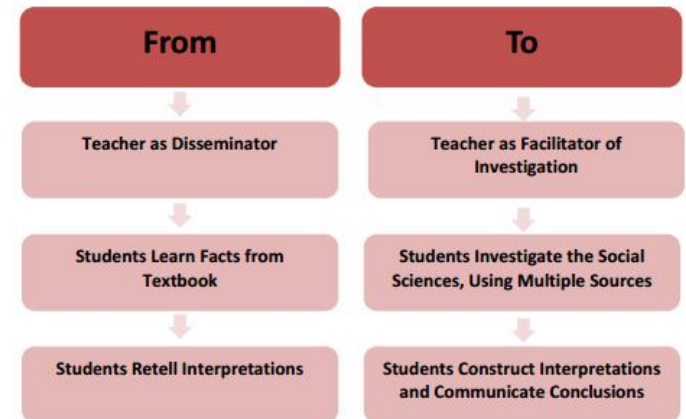
NYS Additional Regents Exam Data

NYS Additional Regents Summary Year to Year Comparison



Social Studies Action Plans

Shift #2: Foster Student Inquiry, Collaboration, and Informed Action



Shift #3: Integrate Content and Skills Purposefully

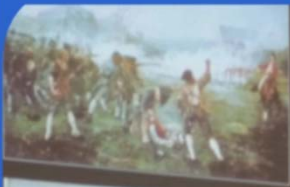
FROM A Social Studies Classroom Where...	TO A Social Studies Classroom Where...
Students experience an additional nonfiction reading class or textbook-focused instruction.	Students learn to read, discuss, and write like social scientists.
Students develop literacy skills and social studies practices separately.	Students develop disciplinary literacy skills and social science practices in tandem.
Students learn content knowledge.	Students integrate and apply concepts, skills, and content knowledge.



Lesson Debrief

- 1) What are your impressions of this lesson? How might your students engage with the materials?
- 2) How was the lesson taught? How was it paced? What were the different activity structures? What scaffolds were involved?
- 3) How might you further adapt the instruction or modify the materials in this lesson?

Photo Grid



Henry Sandham
1886



Anton Doolittle
1775

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> Who wrote this? What is the author's perspective? When was it written? Where was it written? Why was it written? Is it reliable? Why? Why not? 	<ul style="list-style-type: none"> Identify the author's position on the historical event Identify and evaluate the author's purpose in producing the document Hypothesize what the author will say before reading the document Evaluate the source's trustworthiness by considering genre, audience, and purpose 	<ul style="list-style-type: none"> The author probably believes . . . I think the audience is . . . Based on the source information, I think the author might . . . I do/don't trust this document because . . .
Contextualization	<ul style="list-style-type: none"> When and where was the document created? What was different then? What was the same? How might the circumstances in which the document was created affect its content? 	<ul style="list-style-type: none"> Understand how context/background information influences the content of the document Recognize that documents are products of particular points in time 	<ul style="list-style-type: none"> Based on the background information, I understand this document differently because . . . The author might have been influenced by _____ (historical context) . . . This document might not give me the whole picture because . . .
Corroboration	<ul style="list-style-type: none"> What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable? 	<ul style="list-style-type: none"> Establish what is probable by comparing documents to each other Recognize disparities between accounts 	<ul style="list-style-type: none"> The author agrees/disagrees with . . . These documents all agree/disagree about . . . Another document to consider might be . . .
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use? What language (words, phrases, images, symbols) does the author use to persuade the document's audience? How does the document's language indicate the author's perspective? 	<ul style="list-style-type: none"> Identify the author's claims about an event Evaluate the evidence and reasoning the author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	<ul style="list-style-type: none"> I think the author chose these words in order to . . . The author is trying to convince me . . . The author claims . . . The evidence used to support the author's claims is . . .

STANFORD HISTORY EDUCATION GROUP

SHEG.STANFORD.EDU

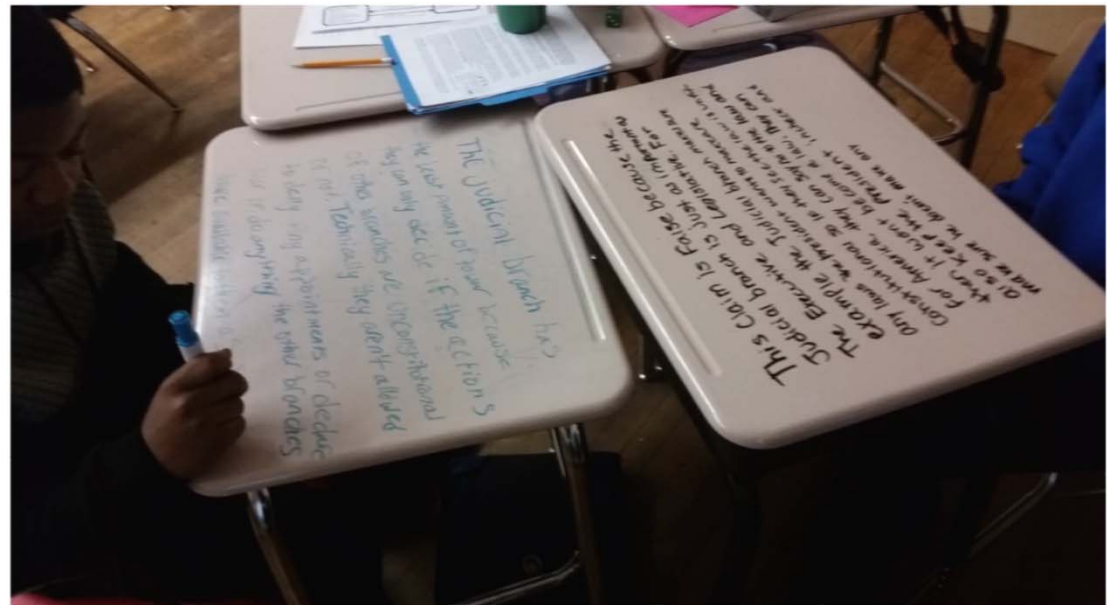


Lunchroom Fight



A fight breaks out in the lunchroom and the needs to figure out who started it. But who witnesses what they saw, she hears conflict. Why might these accounts differ? As students with this question, they will hone the ability conflicting claims, consider multiple perspectives, evaluate the reliability of sources. Not only lesson engage students, it helps to lay the historical thinking throughout the year.

Image: Girl Scout Building Lunchroom, New York City, Schleisner, Inc. From the [Library of Congress](#).





Report Card Achievement

28

n=	CNPK78	MTPL78	ONDA78	SCHS	SCLA
Total	487	466	432	1846	188

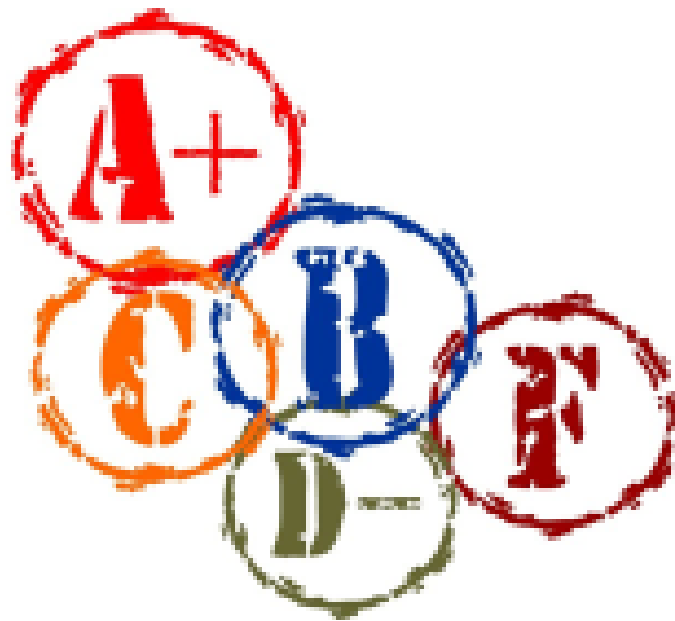
Number of Students (K-6) Below Achievement for Grade Level on Report Cards

(i.e. Working on key concepts, processes and skills that are below grade level expectations)

	1 course				2 courses				3 or > courses			
Building	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Hamilton	66	57	40	44	50	35	30	30	87	72	78	62
Howe	34	40	45	44	27	17	26	25	53	57	45	42
Keane	25	23	23	18	17	15	9	8	29	33	28	20
Lincoln	51	67	56	44	43	30	23	23	72	79	64	51
M. L. King	73	76	70	66	50	50	46	34	83	75	58	55
Paige	71	52	32	71	46	42	22	38	92	87	60	70
Pleasant Valley	85	11	5	70	41	13		30	64	5	9	74
Van Corlaer	47	14	4	36	27			23	63	5	3	37
Woodlawn	47	50	48	43	26	32	24	19	59	52	43	43
Yates	50	53	64	62	49	34	39	32	80	69	73	66
Zoller	32	36	27	22	18	19	16	15	27	35	27	23
Central Park (6 th Grade)	32	23	30	17	16	11	5	8	12	15	13	12
Mont Pleasant (6 th Grade)	38	22	33	37	30	19	14	13	31	33	25	35
Oneida (6 th Grade)	32	28	44	43	28	26	17	13	36	33	26	30

n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK6	MTPL6	ONDA6
Total	451	360	315	350	554	530	406	382	391	390	425	235	216	218

Report Card Action Plan



Spring 2017 – Elementary and
Secondary Grading Committees

Grading and Reporting Guidelines
Produced

Continue with Grading and
Reporting Committees to
examine Grading and Reporting
Practices – produce the Do's and
Don'ts of Grading and review the
report cards to make sure they
are reporting what we need them
to be reporting

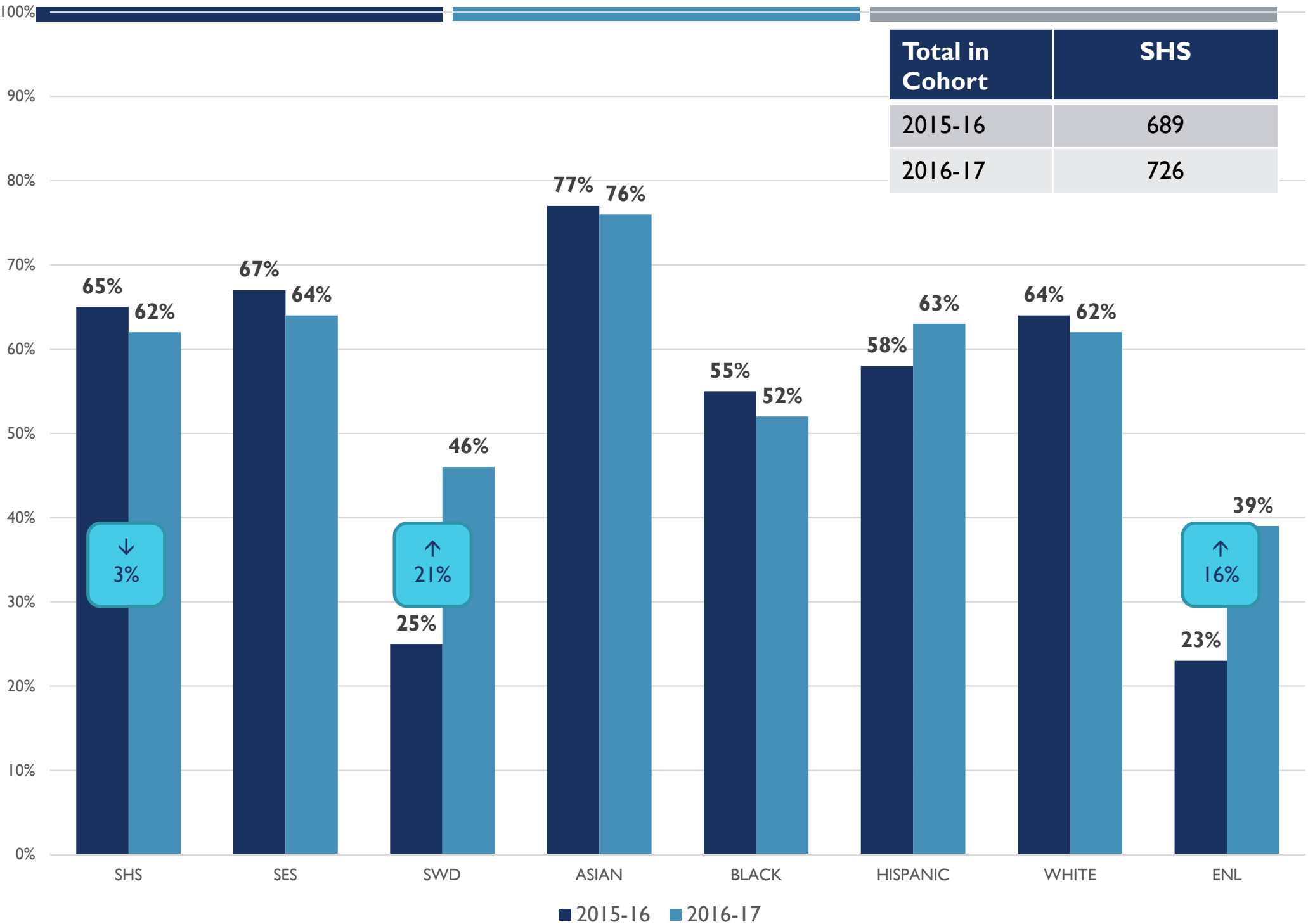


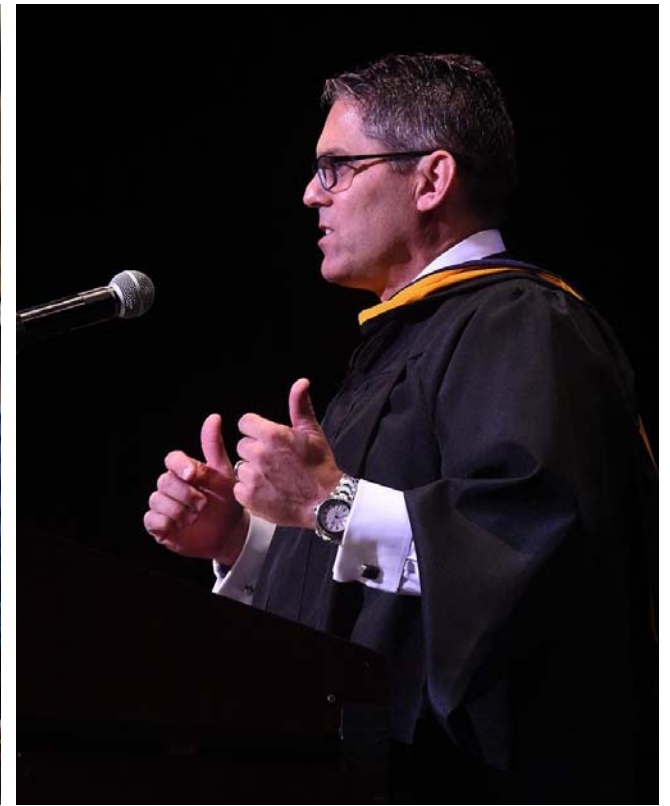
Graduation Rate

Schenectady High School June Graduation Rate

32

Total in Cohort	SHS
2015-16	689
2016-17	726





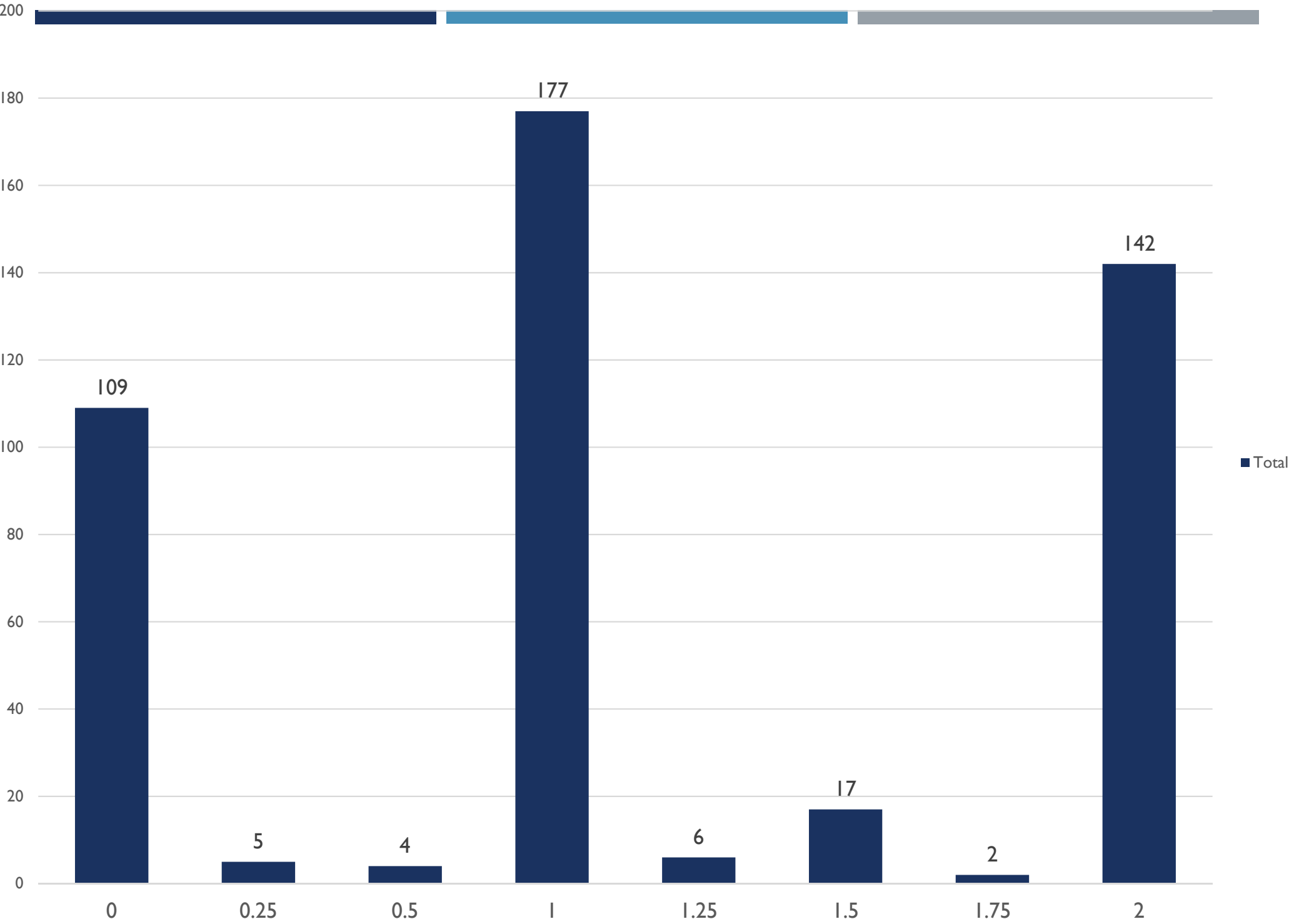
ACTION PLANS FOR GRADUATION

SUMMARY OF DATA



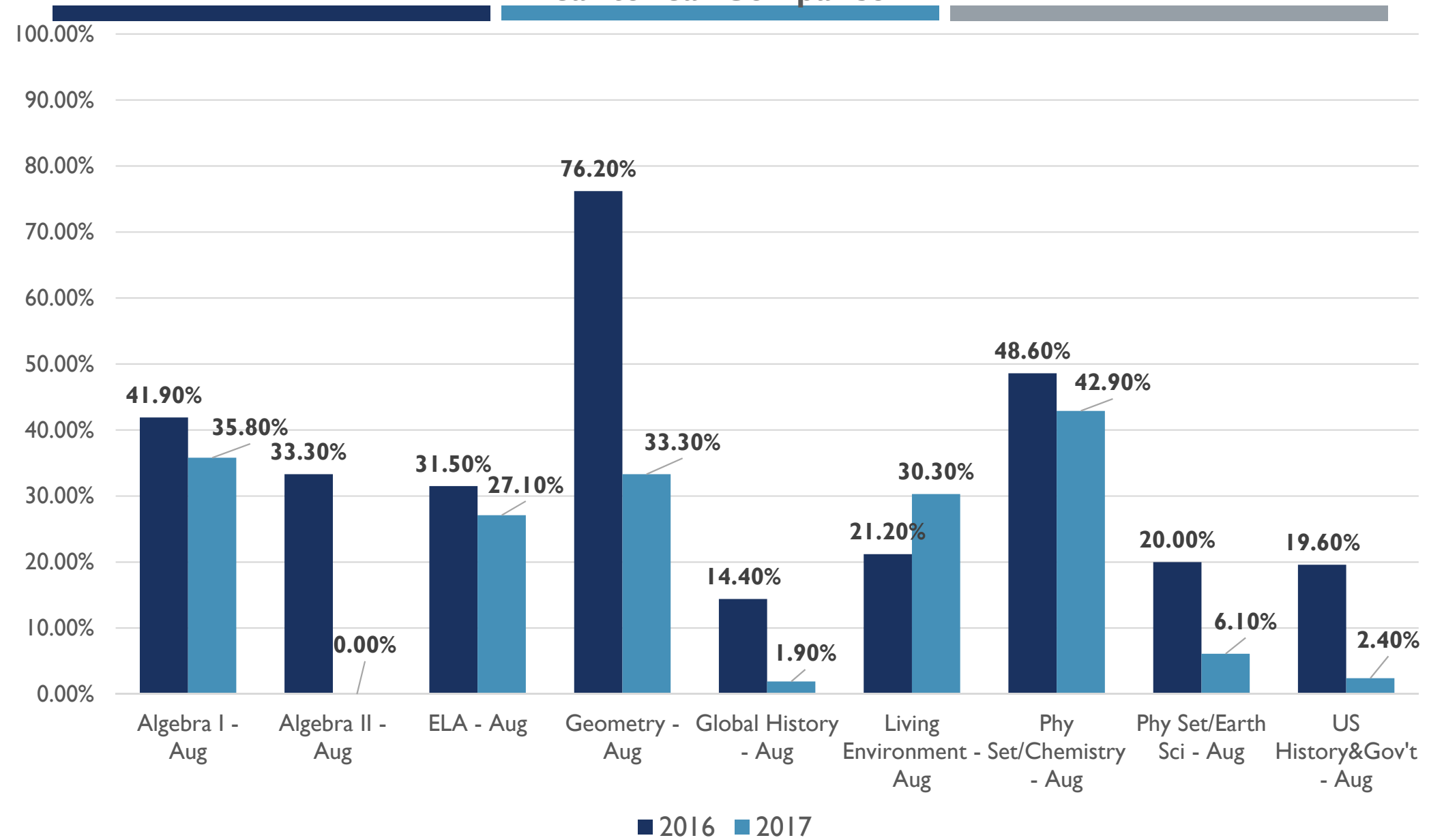
Summer School Achievement Data

Total Number of Students Earning Summer School Credit



Percent Proficient on August Regents by Content Area Year to Year Comparison

36



	Algebra I	Algebra II	ELA	Geometry	Global History	Living Environment	Chemistry	Earth Sci	US History & Gov't
Total Tested 2016	136	6	54	21	97	99	35	15	51
Total Tested 2017	134	1	70	24	108	142	21	33	42

Summer School Action Plans



STUDENT BEHAVIOR DATA

OFFICE OF THE SUPERINTENDENT



Number of Unique Students and Incidents by Building Grades 6-12

3500

3000

2500

2000

1500

1000

500

0

Incident = something that violated the code of conduct and can vary, e.g.:

- Being tardy or cutting class
- Fighting
- Possessing a weapon
- Using drugs

	CNPK	MTPL	ONDA	SCHS	SCLA
■ Q1 Students	100	281	150	833	91
■ Q2 Students	137	304	153	736	69
■ Q3Students	148	311	123	851	38
■ Q4Students	150	330	133	730	68
● Q1 Incidents	201	941	446	1967	173
● Q2 Incidents	444	1021	446	2103	169
● Q3 Incidents	398	893	280	2890	53
● Q4 Incidents	357	766	316	2140	155

■ Q1 Students ■ Q2 Students ■ Q3Students ■ Q4Students ● Q1 Incidents ● Q2 Incidents ● Q3 Incidents ● Q4 Incidents

n=

CNPK

MTPL

ONDA

SCHS

SCLA

703

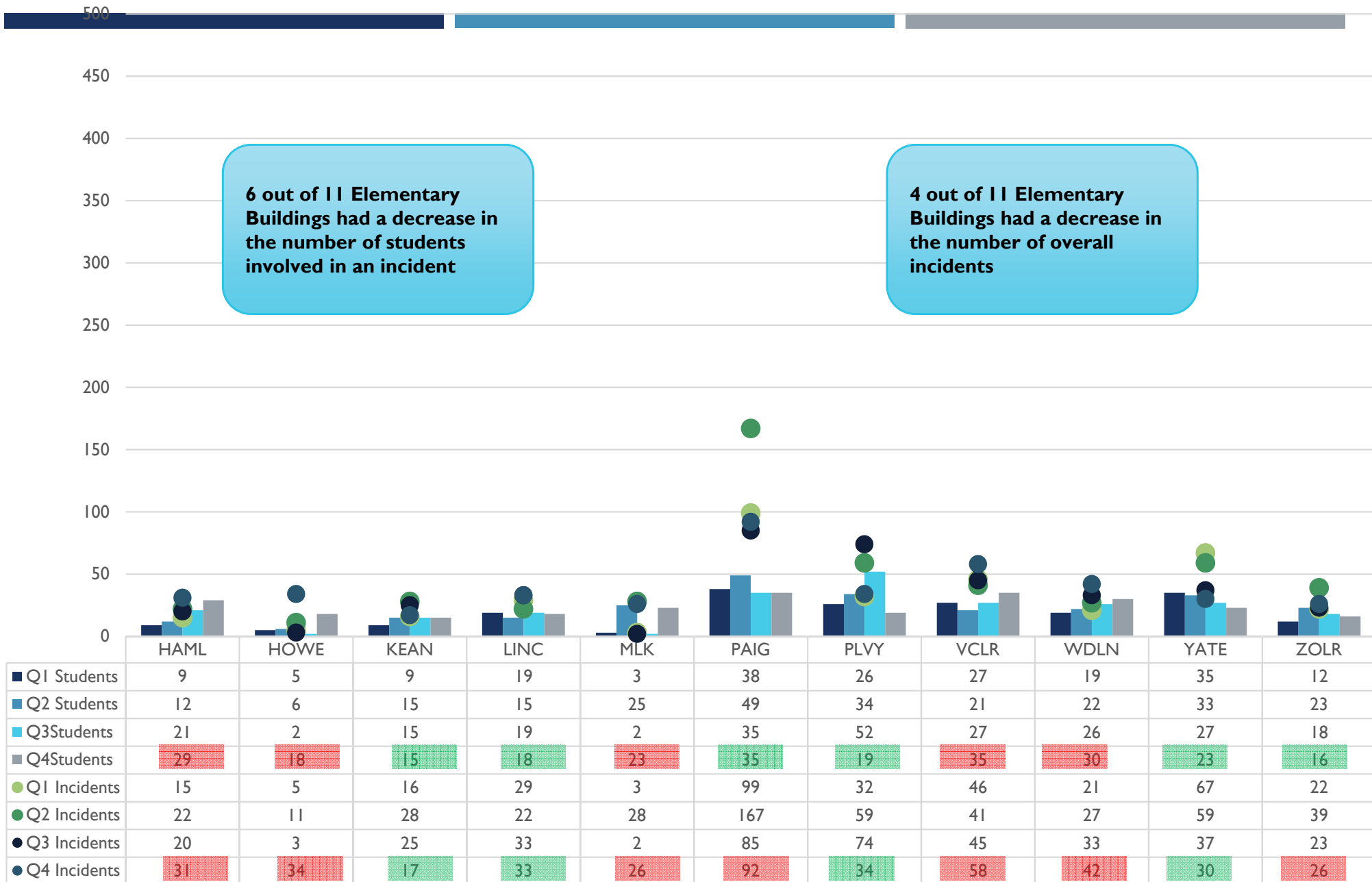
703

650

2291

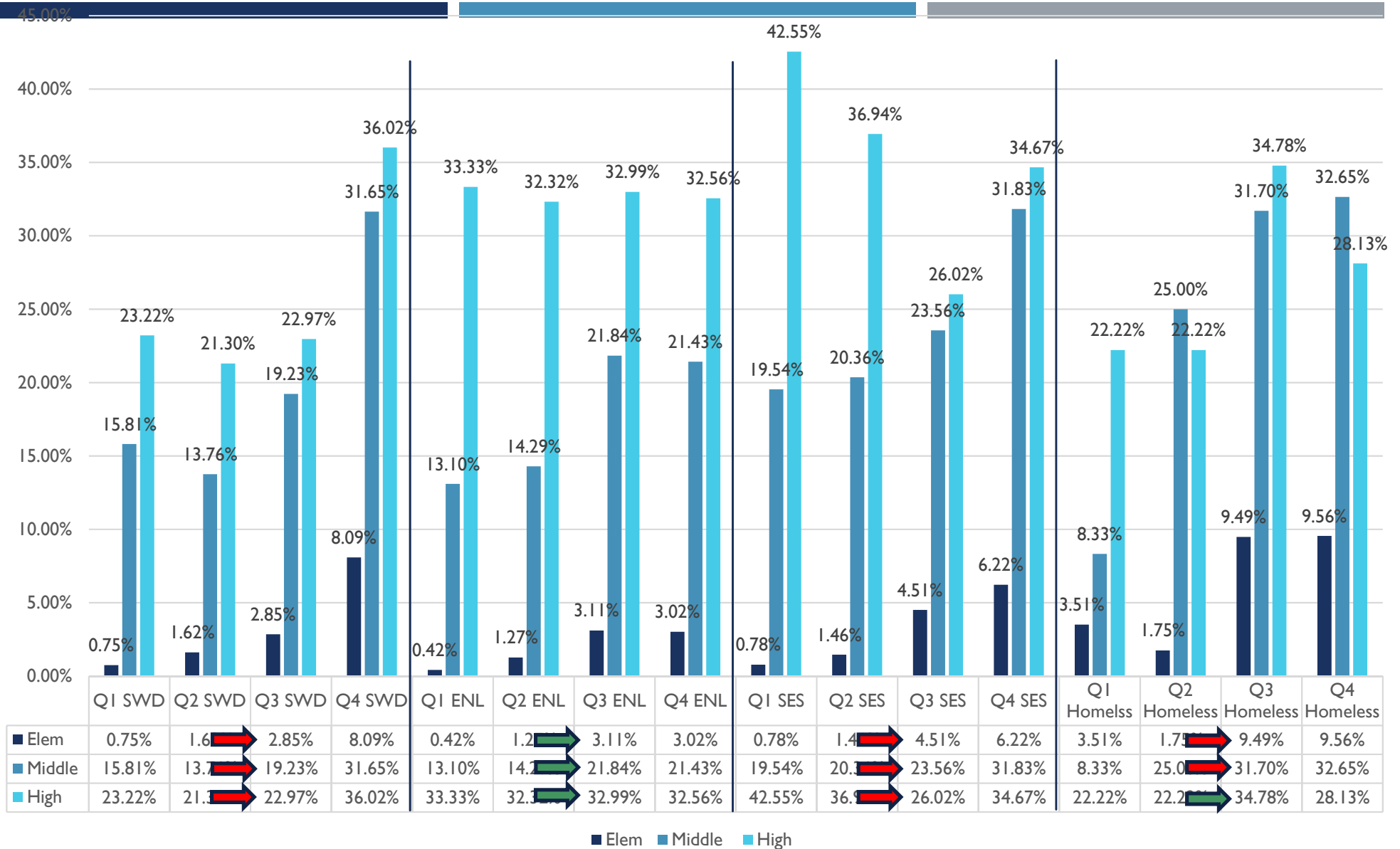
228

Number of Unique Students and Incidents by Building Grades K-5



n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR
	451	360	315	350	554	530	407	382	391	390	425

Percentage of Students (within subgroup) that had an Incident, K-12

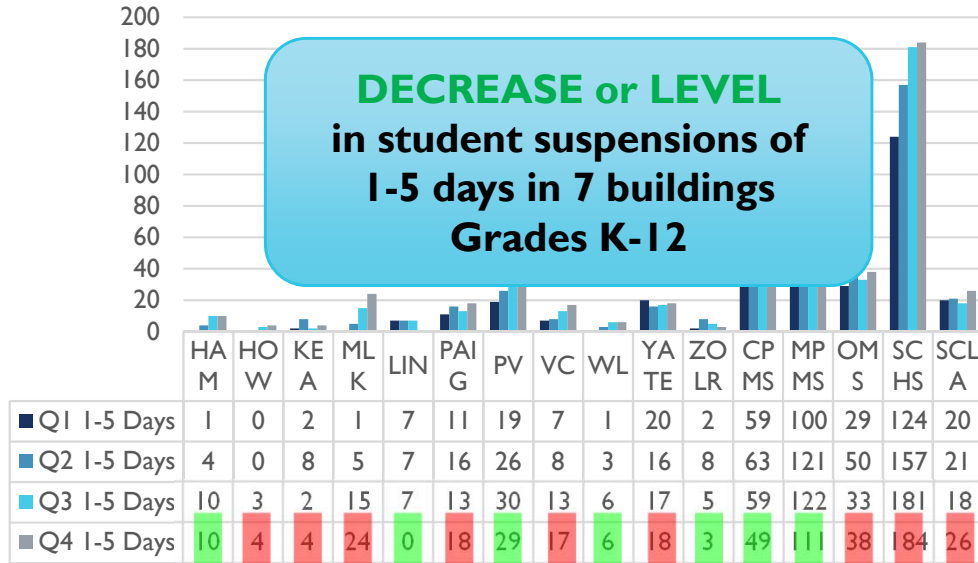


Total Enrollment by subgroup					
	n=	SWD	ENL	SES	HOMELESS
ELEM		717	265	3727	136
HIGH		447	86	2048	32
MIDDLE		455	84	1772	49

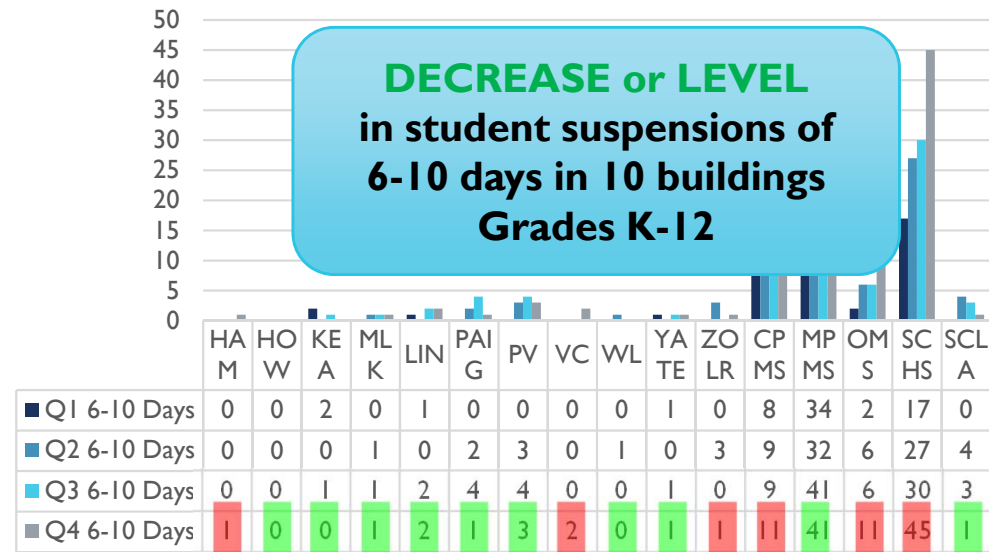
Number of (Unique) Student Suspensions by Building

42

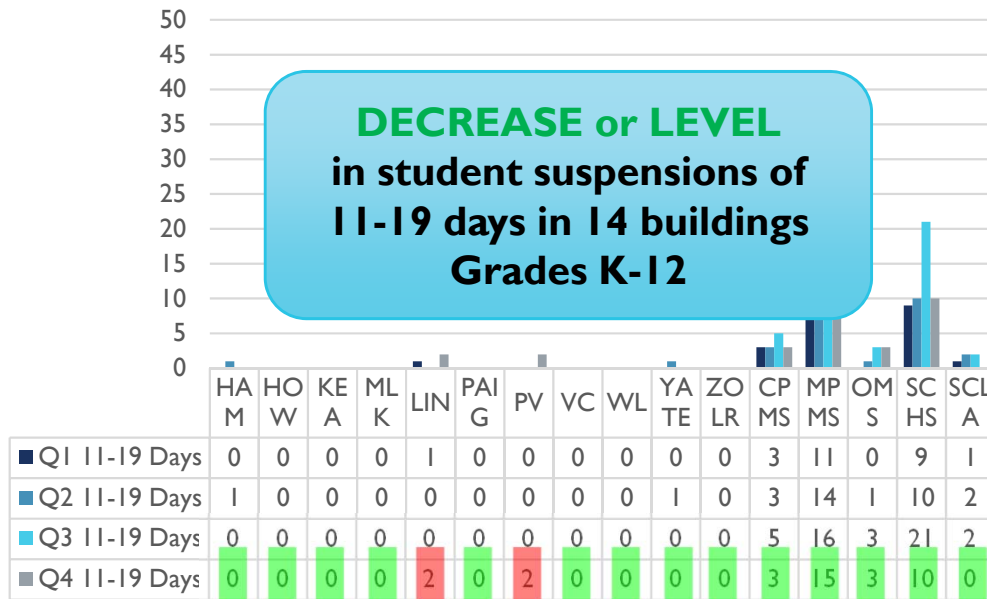
1-5 Days



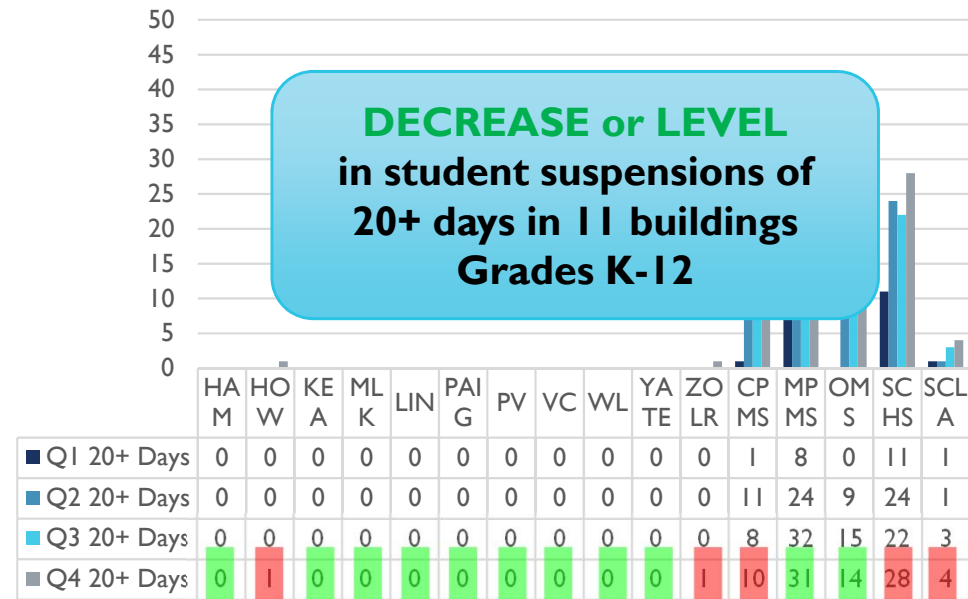
6-10 Days



11-19 Days



20+ Days



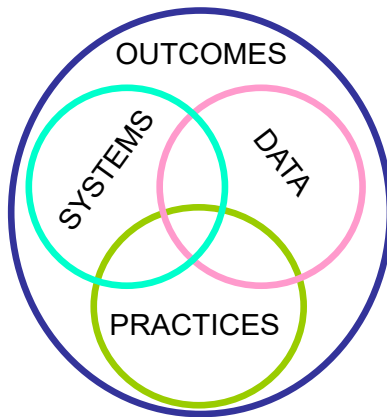
n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
Total enrollment	451	360	315	350	554	530	407	382	391	390	425	703	703	650	2291	228

STUDENT BEHAVIOR ACTION PLANS



Supporting Important **Culturally Equitable** Academic & Social Behavior Competence

Supporting **Culturally Knowledgeable** Staff Behavior



Supporting **Culturally Valid** Decision Making

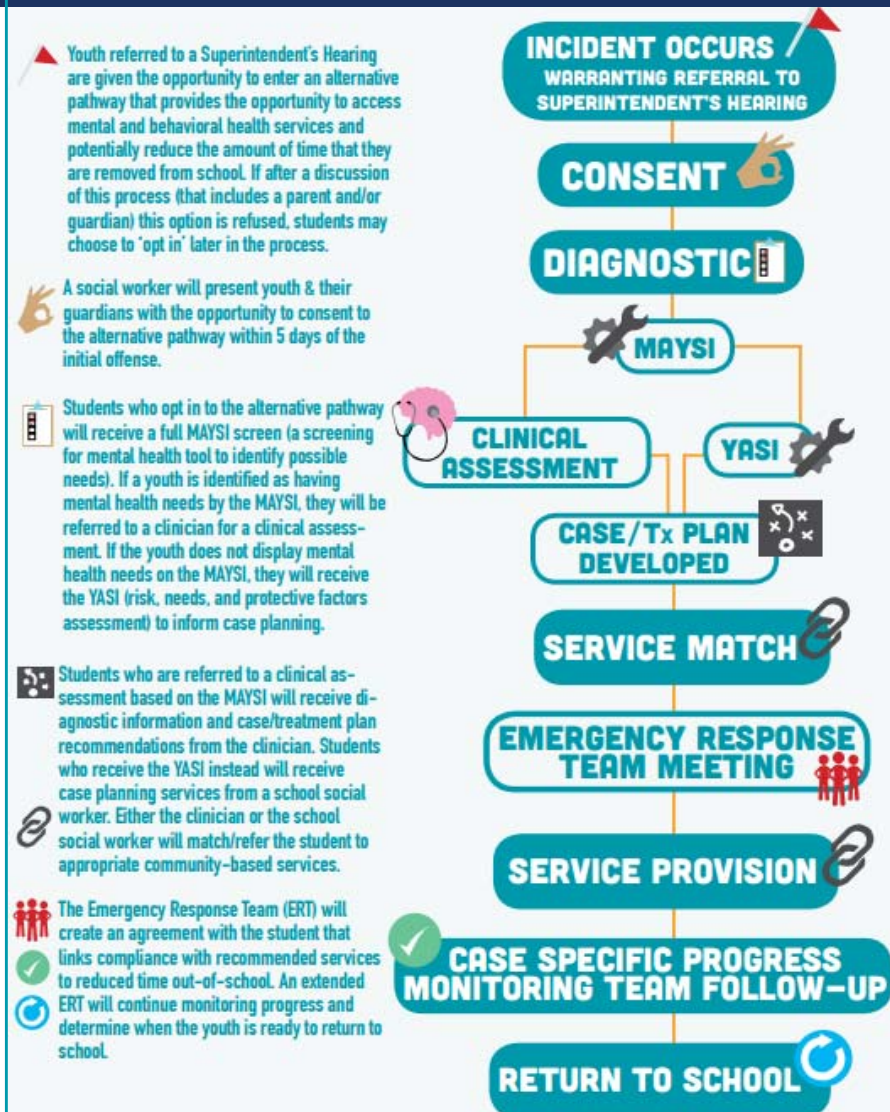
Supporting **Culturally Relevant** Evidence-based Interventions



SCHENECTADY CITY SCHOOL DISTRICT

SCHOOL BASED DIVERSION

A Model Pathway for At Risk Youth with Behavioral Health Needs



STUDENT ATTENDANCE DATA

OFFICE OF PUPIL PERSONNEL SERVICES



Perfect Attendance by Building

45

1000

800

600

400

200

0

Students with perfect attendance ↑ or = 15 buildings

	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
Q1 Perfect Attendance	189	104	63	108	187	161	138	113	115	120	127	189	187	163	397	30
Q2 Perfect Attendance	64	40	39	56	66	85	58	47	56	33	45	41	79	87	256	27
Q3 Perfect Attendance	110	64	103	53	96	141	93	85	86	96	75	156	162	111	432	42
Q4 Perfect Attendance	66	46	87	42	114	92	43	39	67	65	59	95	159	84	323	25

Q1 Perfect Attendance

Q2 Perfect Attendance

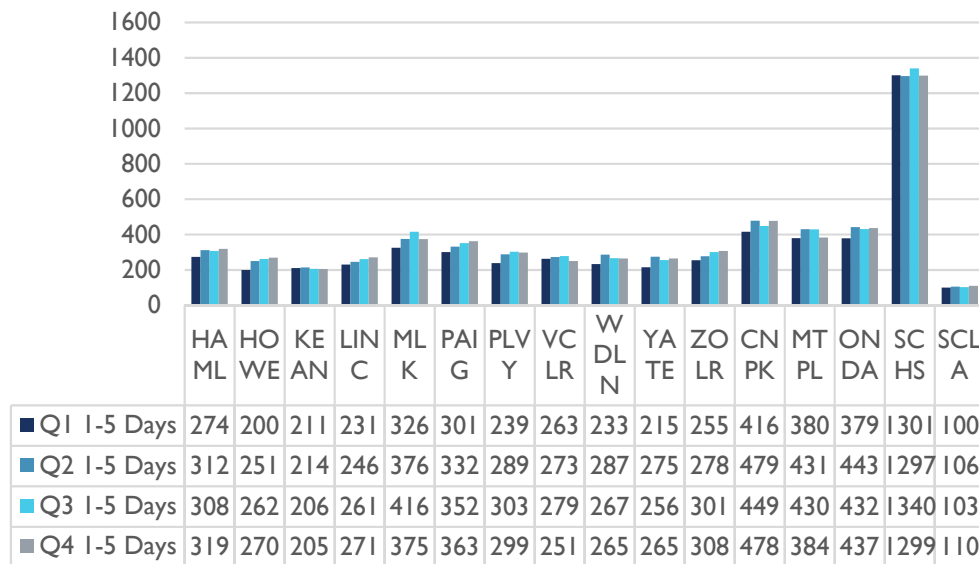
Q3 Perfect Attendance

Q4 Perfect Attendance

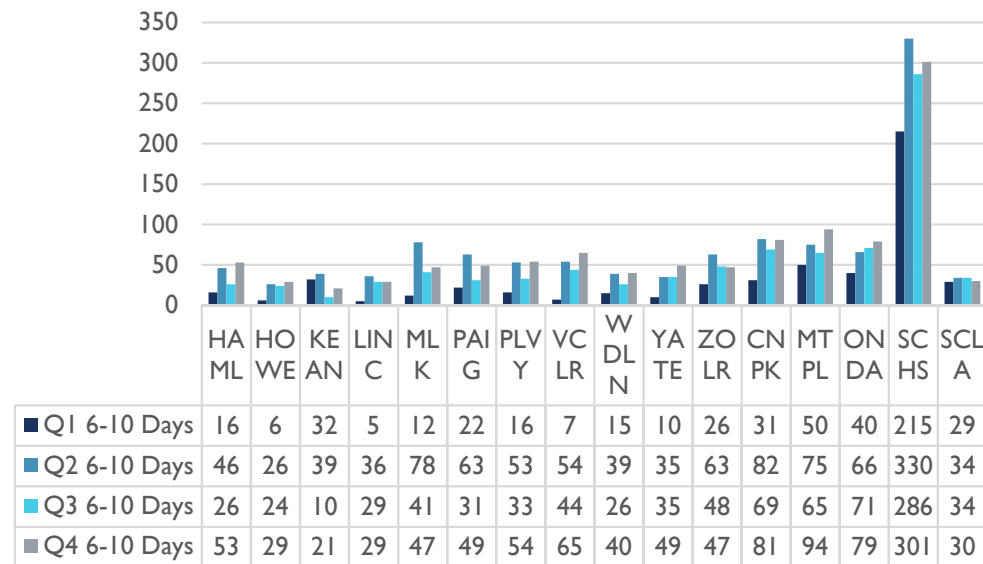
n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
Total enrollment	451	360	315	350	554	530	407	382	391	390	425	703	703	650	2291	228

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Total enrollment		451	360	315	350	554	530	407	382	391	390	425	703	703	650	2291	228

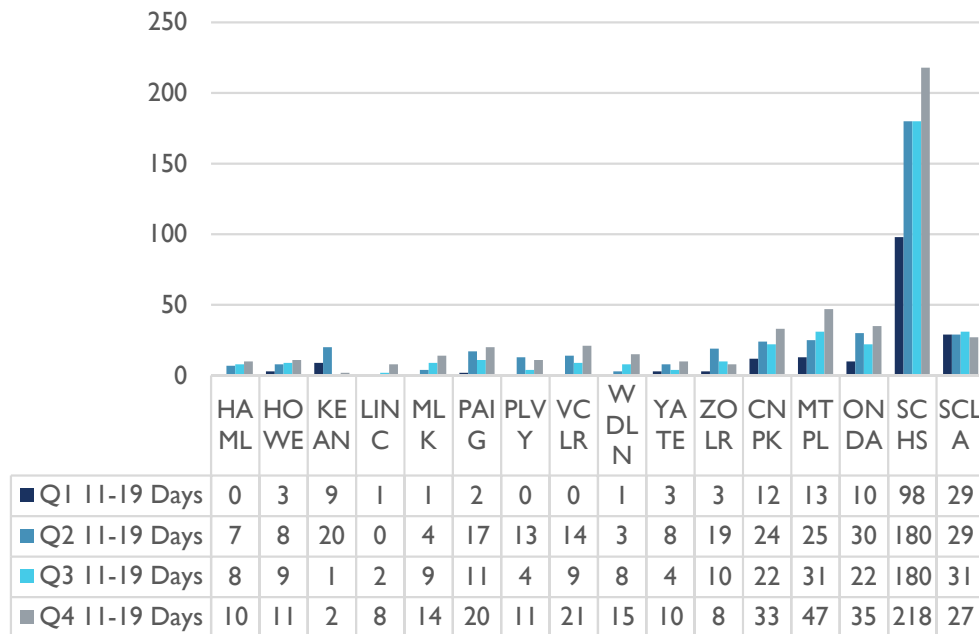
Student Absences, 1-5 Days



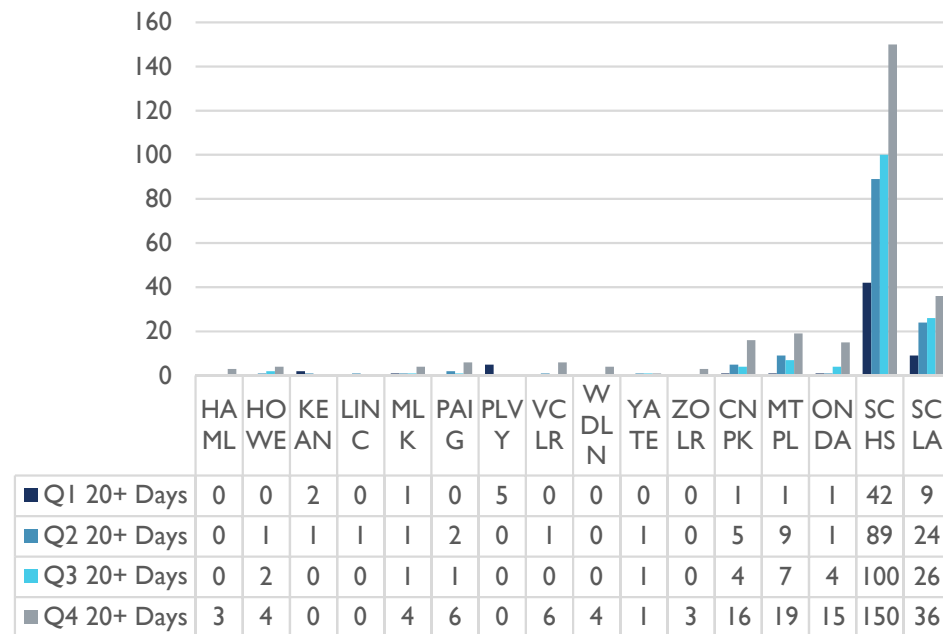
Student Absences, 6-10 Days

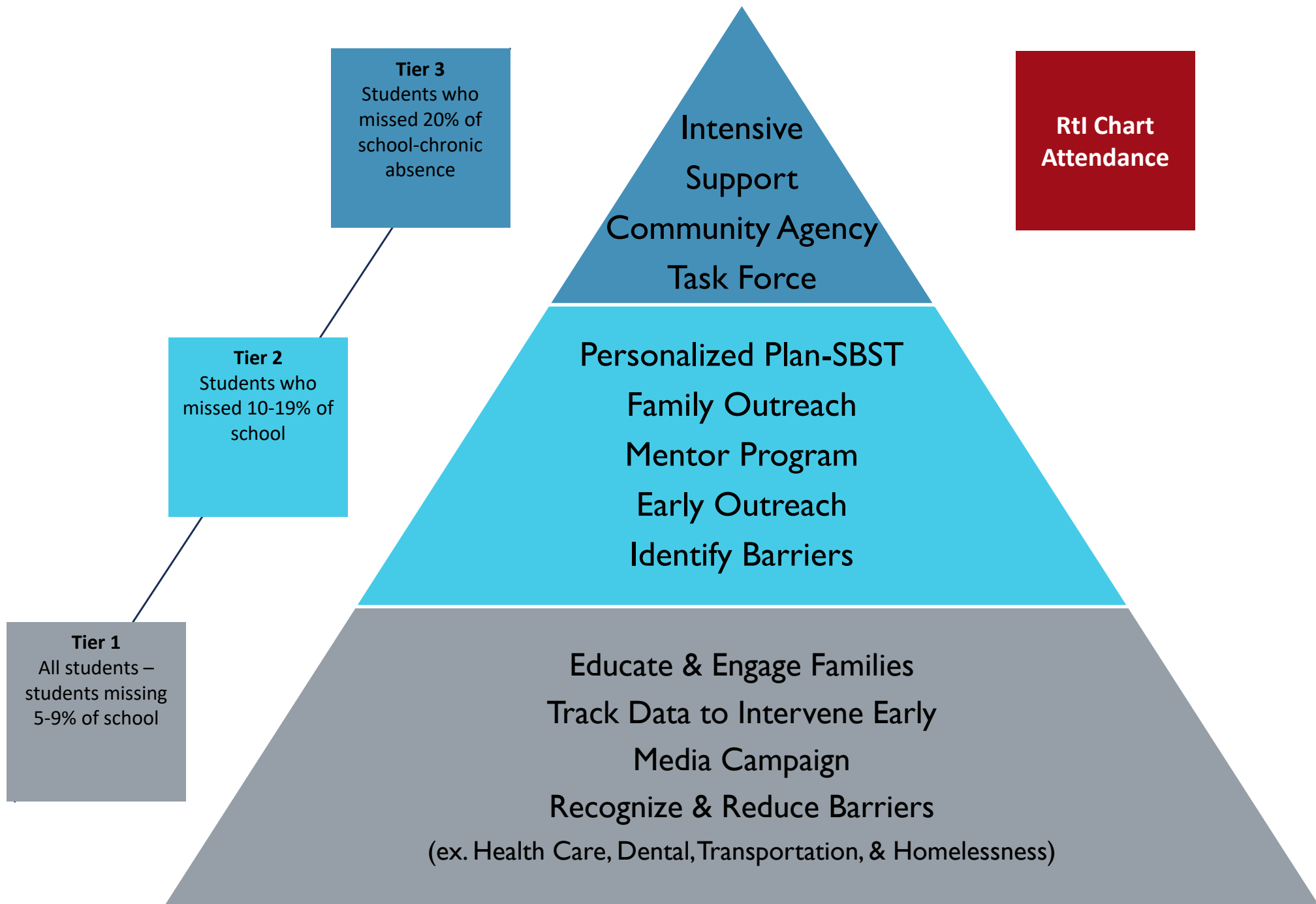


Student Absences, 11-19 Days



Student Absences, 20+ Days





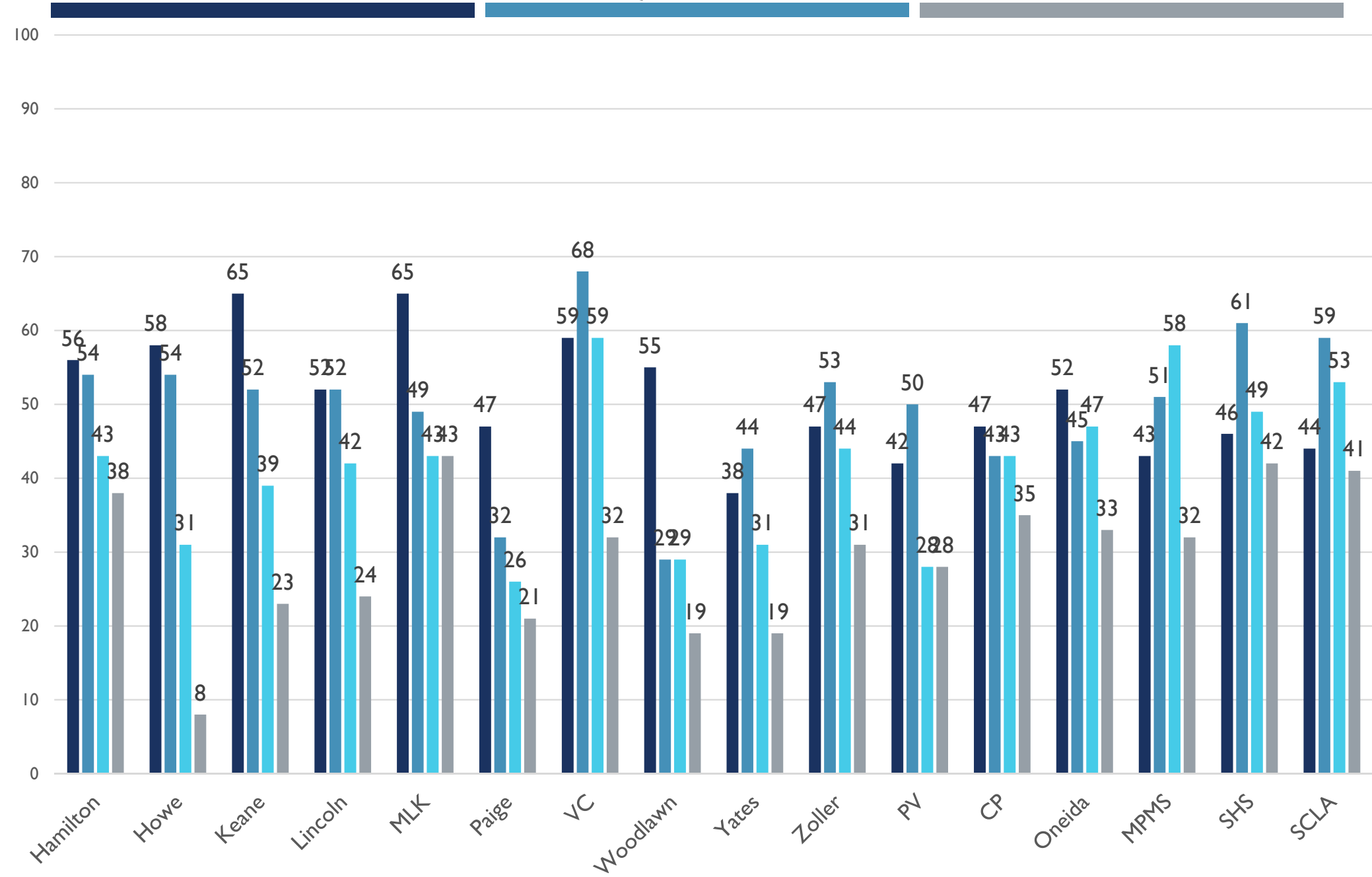
SCHENECTADY FEDERATION OF TEACHERS ATTENDANCE

OFFICE OF HUMAN RESOURCES



Percent of SFT with Less than 2 Absences Quarters 1-4

49



■ % of SFT with less than 2 absences (9/7/2016 - 11/30/2016) ■ % of SFT with less than 2 absences (12/1/16 - 1/27/17)
 ■ % of SFT with less than 2 absences (1/28/17 - 4/6/17) ■ % of SFT with less than 2 absences (4/7/17-6/23/17)