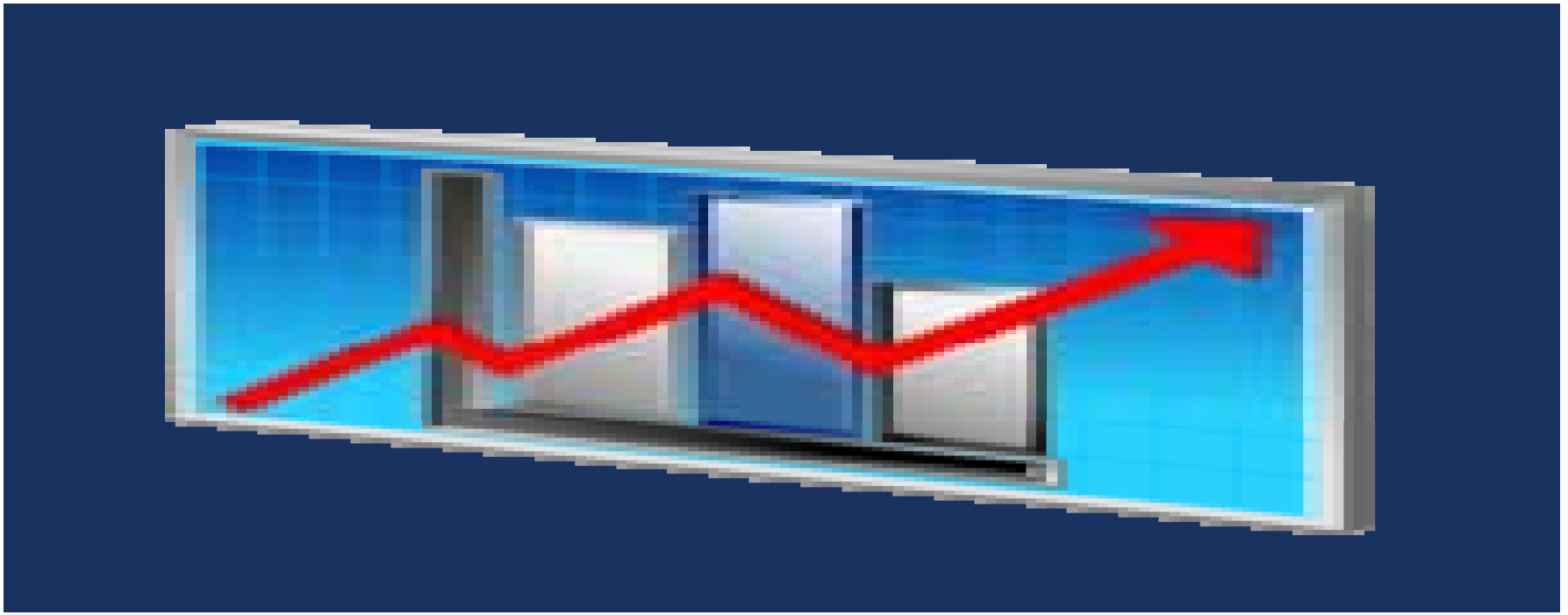
2016-2017 QUARTER 3 ACADEMIC PROGRESS REPORT PRESENTATION TO THE BOE MAY 17, 2017

SCHENECTADY CITY SCHOOL DISTRICT



OUTLINE OF PRESENTATION

Summary of Data:	Action Steps:
Math Interim Scores	➲ Specific, targeted examples of action and planning, across cross the district, in response to achievement, behavior and attendance data. ➲ Summative in nature and illustrative of actions across SCSD
Report Card Achievement	
Behavior	
Student Attendance	
Teacher Attendance	

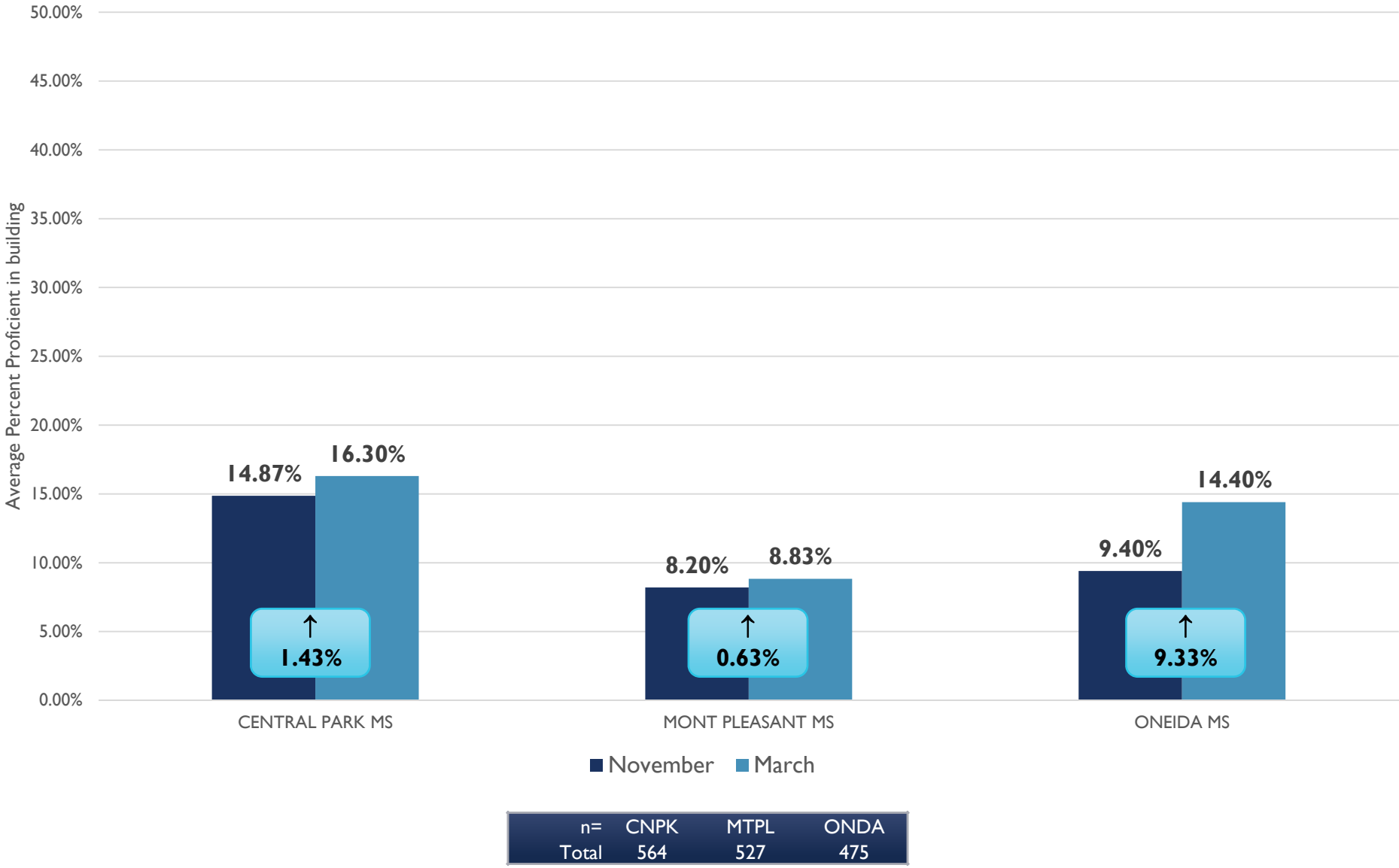
STUDENT ACADEMIC ACHIEVEMENT DATA AND ACTION PLANS

OFFICE OF CURRICULUM & INSTRUCTION

SUMMARY OF DATA

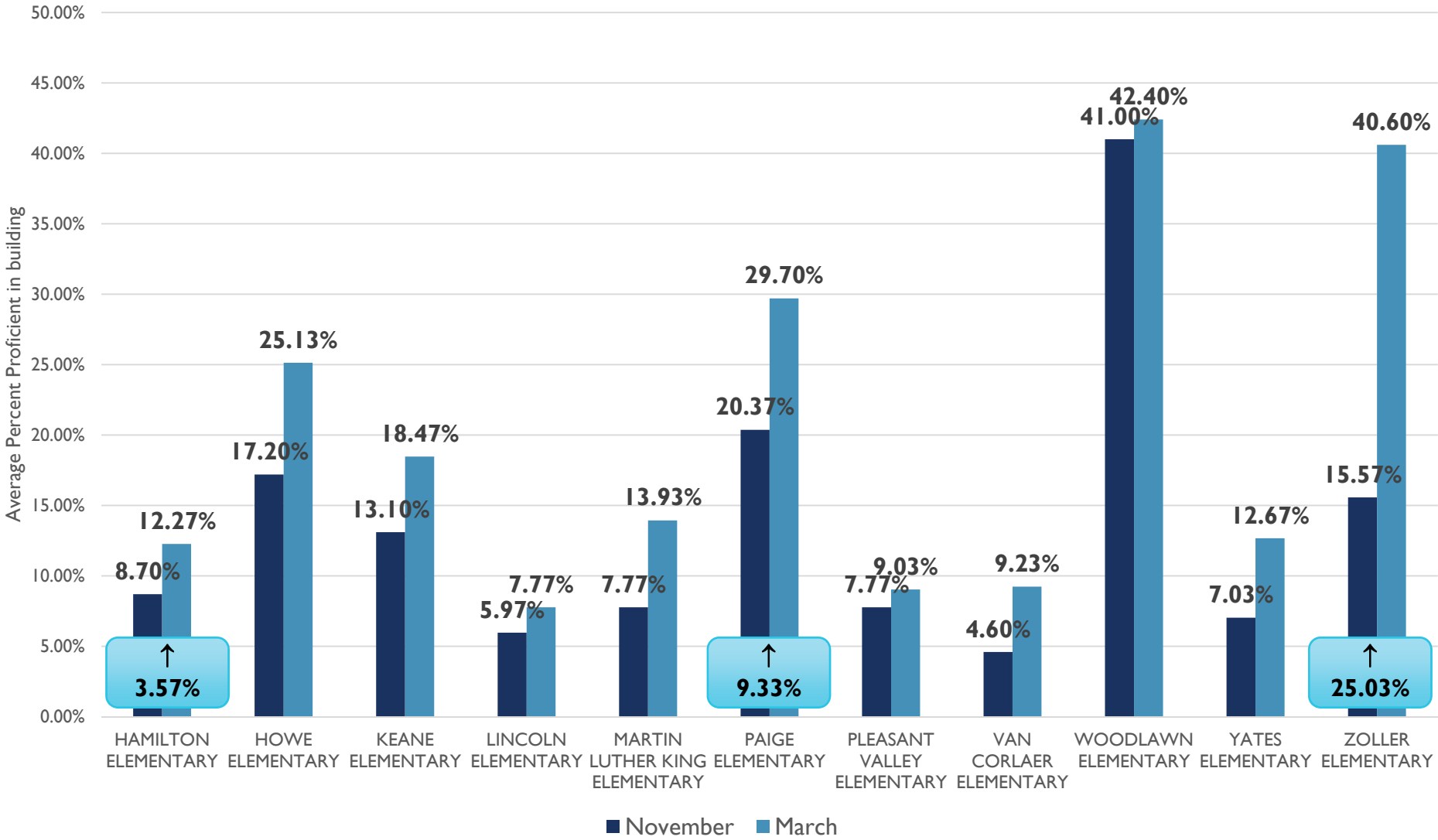
Mathematics Achievement Data

Math Interims - November to March Comparison
Average Proficiency, Grades 6-8



n=	CNPK	MTPL	ONDA
Total	564	527	475

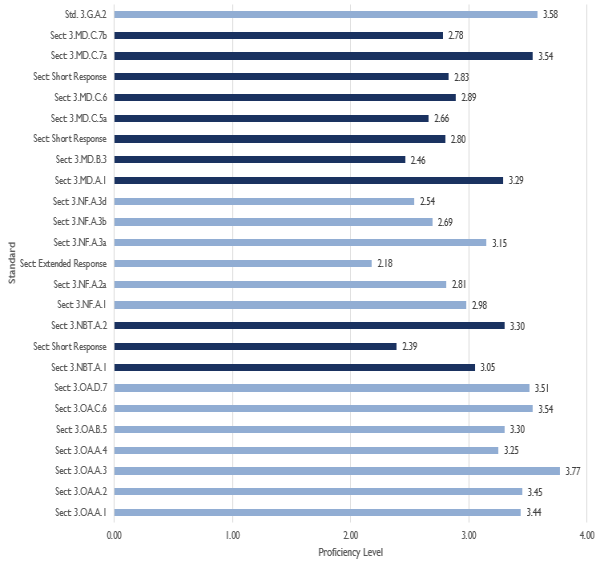
Math Interims - November to March Comparison
Average Proficiency, Grades 3-5



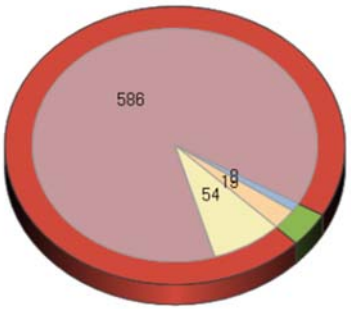
n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR
Total	208	172	170	168	268	244	167	197	161	176	186

DATA PROTOCOL

- What does the data say? What does it mean?
- What is our next step to make it look different?
- How will you know if it is working?



Standards Comparison By Assessment
Detail for Standard 4.NF, D04MATH_MarchInterim



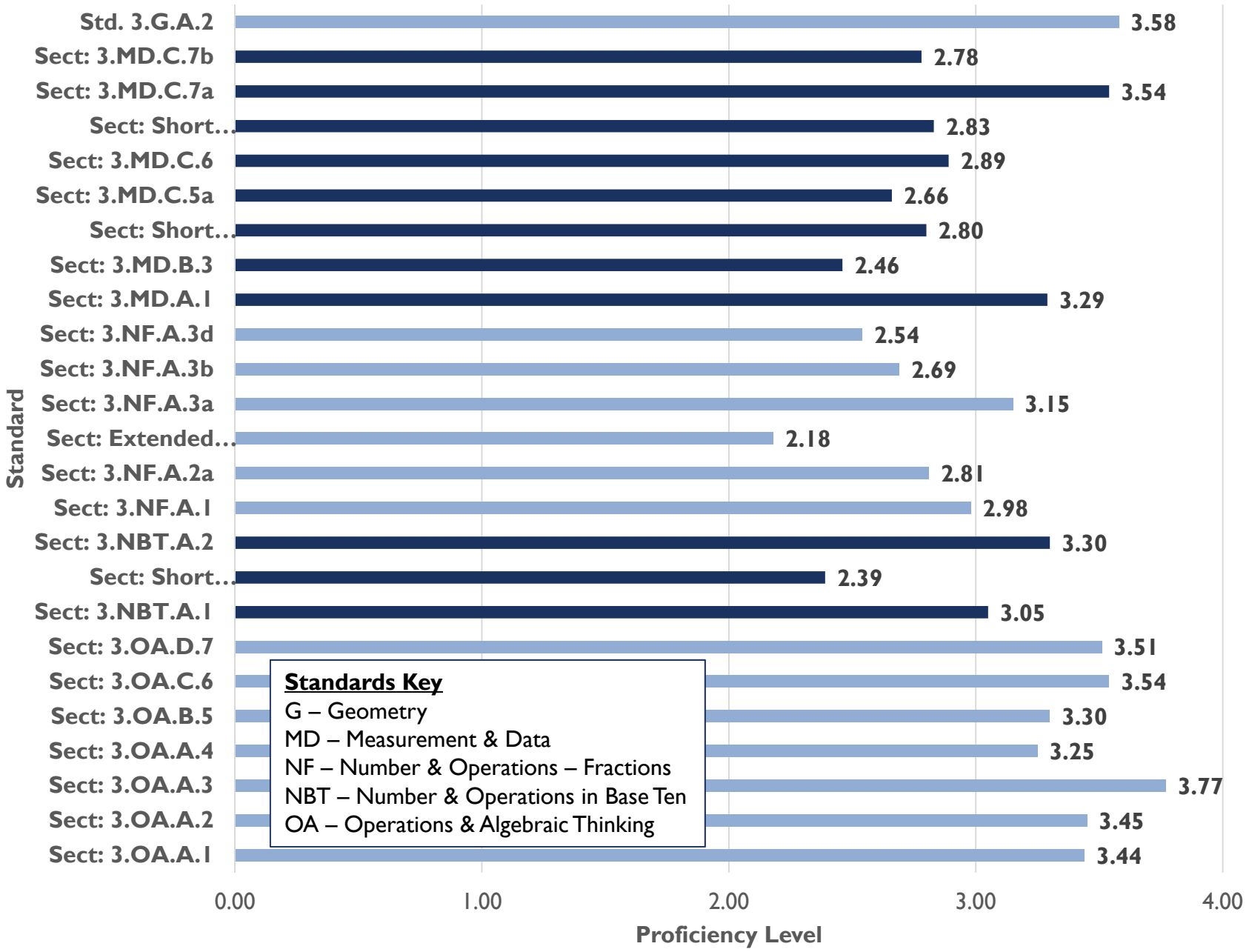
Proficiency Level	# of Students	% of Students
Level 4	8	1.2%
Level 3	19	2.8%
Level 2	54	8.1%
Level 1	586	87.9%
Total	667	

Number and Operations: Fractions Checklist

Category I: Understands and Compares Fractions

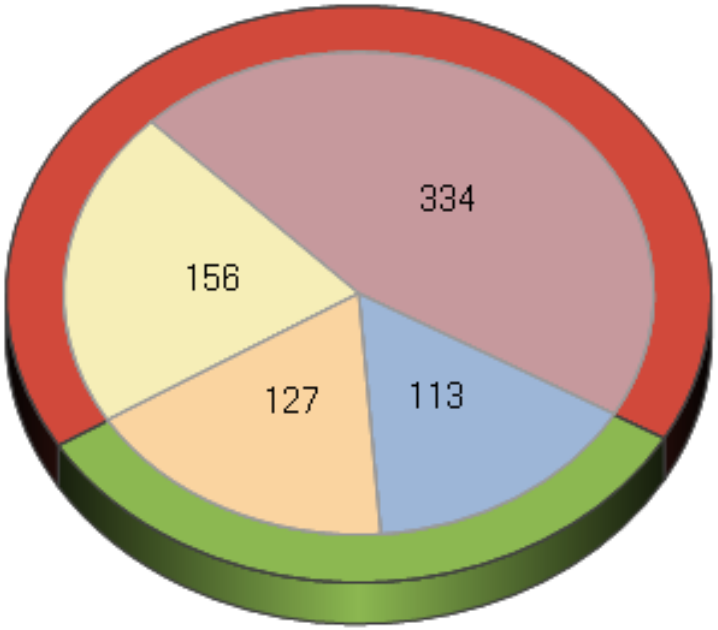
Category I	1. Names Fractions *Names $\frac{1}{4}$, $\frac{2}{3}$, $\frac{2}{6}$, and $2\frac{2}{3}$ or $\frac{8}{3}$ from visual models.*	2. Represents Fractions *Shows fractions $\frac{1}{4}$, $\frac{3}{4}$, $\frac{3}{8}$, and $\frac{5}{3}$ using area and linear models.*	3. Identifies Equivalent Fractions *Identifies $\frac{1}{2} = \frac{3}{6}$.*
Models Mathematics	**Names and writes fractions from visual models.** ___ Names a unit fraction shown with an *area* model. ___ Names a non-unit fraction shown with an *area* model. ___ Names a fraction shown with a *linear* model. ___ Writes fractions.	**Creates a visual model of a fraction.** ___ Represents a unit fraction with an *area* model. ___ Represents a non-unit fraction with an *area* model. ___ Represents a fraction with a *linear* model.	*No representations required.*
Understands Structure of Fractions	**Identifies the meaning of the numerator and denominator.** ___ Identifies the meaning of the denominator as the number of equal-sized partitions in the whole. ___ Identifies the meaning of the numerator as the number of indicated pieces. ___ States that only the whole number of pieces shown, rather than the fractional amount, is represented. *(inaccurate)*	**Makes use of the meanings of the numerator and denominator.** ___ Identifies that the denominator determines the number of partitions in the whole. ___ Identifies that the numerator determines the number of partitions indicated. ___ Represents incorrect number of partitions. *(inaccurate)* ___ Represents unequal partitions. *(inaccurate)*	**Recognizes equivalence.** ___ States or shows two equal size wholes for each equivalent fraction. ___ Identifies the fractions with the same amount of area or the same point on the number line. ___ Identifies when visual models of fractions are equivalent. ___ Looks solely at the numerators or denominators and identifies the fraction based on the magnitude of the numerator with the greatest number (e.g., $\frac{3}{8}$ is greater than $\frac{1}{2}$ because 3 is greater than 1 and 8 is greater than 2). *(inaccurate)*
Provides Explanation	**Relates the written fraction to the visual model.** ___ Explains that the denominator represents the number of pieces in the whole in the visual model and the numerator represents the shaded pieces in the visual model.	**Relates the visual model to the written fraction.** ___ Explains that the denominator represents the number of pieces in the whole in the visual model and the numerator represents the shaded pieces in the visual model.	**Constructs a viable argument.** ___ Identifies that two of the fractions are equivalent. ___ Justifies the equivalence of the two fractions by indicating via a visual model that the pieces cover the same amount of space. ___ Justifies the equivalence of the two fractions through the use of the equation $\frac{a}{b} \times \frac{n}{n} = \frac{an}{bn}$.

Math Interims – Standards Comparison – Student's Average Level



Detailed Standard 3.NF Pie Chart

(Grade 3, Number & Operations—Fractions)



Proficiency Level	# of Students	% of Students
Level 4	113	15.5%
Level 3	127	17.4%
Level 2	156	21.4%
Level 1	334	45.8%
Total	730	

Number and Operations: Fractions Checklist

Category I: Understands and Compares Fractions

Category I	1. Names Fractions *Names $\frac{1}{4}$, $\frac{2}{3}$, $\frac{2}{6}$, and $2\frac{2}{3}$ or $\frac{8}{3}$ from visual models.*	2. Represents Fractions *Shows fractions $\frac{1}{4}$, $\frac{3}{4}$, $\frac{3}{8}$, and $\frac{5}{3}$ using area and linear models.*	3. Identifies Equivalent Fractions *Identifies $\frac{1}{2} = \frac{3}{6}$.*	4. Compares Fractions *Compares $\frac{4}{5}$ and $\frac{2}{5}$; compares $\frac{1}{2}$ and $\frac{1}{4}$; compares $\frac{2}{3}$ and $\frac{3}{6}$; compares s $\frac{3}{5}$ and $\frac{7}{8}$.*
Models Mathematics	**Names and writes fractions from visual models.** ___ Names a unit fraction shown with an *area* model. ___ Names a non-unit fraction shown with an *area* model. ___ Names a fraction shown with a *linear* model. ___ Writes fractions.	**Creates a visual model of a fraction.** ___ Represents a unit fraction with an *area* model. ___ Represents a non-unit fraction with an *area* model. ___ Represents a fraction with a *linear* model.	*No representations required.*	**Represent the relationship between fractions.** ___ Creates a visual model of fractions ___ Uses the <, >, or = symbols accurately
Understands Structure of Fractions	**Identifies the meaning of the numerator and denominator.** ___ Identifies the meaning of the denominator as the number of equal-sized partitions in the whole. ___ Identifies the meaning of the numerator as the number of indicated pieces. ___ States that only the whole number of pieces shown, rather than the fractional amount, is represented. *(inaccurate)*	**Makes use of the meanings of the numerator and denominator.** ___ Identifies that the denominator determines the number of partitions in the whole. ___ Identifies that the numerator determines the number of partitions indicated. ___ Represents incorrect number of partitions. *(inaccurate)* ___ Represents unequal partitions. *(inaccurate)*	**Recognizes equivalence.** ___ States or shows two equal size wholes for each equivalent fraction. ___ Identifies the fractions with the same amount of area or the same point on the number line. ___ Identifies when visual models of fractions are equivalent. ___ Looks solely at the numerators or denominators and identifies the fraction based on the magnitude of the numerator with the greatest number (e.g., $\frac{3}{8}$ is greater than $\frac{1}{2}$ because 3 is greater than 1 and 8 is greater than 2). *(inaccurate)*	**Comparisons with common denominators or numerators** ___ Identifies that the larger fraction of two fractions with like denominators is the one with the largest numerator. ___ Identifies that the larger fraction of two fractions with common numerators and unlike denominators is the one with the smallest denominator because the pieces are greater. ___ Identifies that the largest non-unit fraction is the one with the greatest denominator. *(inaccurate)* **Comparisons with unlike denominators** ___ Compares fractions to benchmarks of $\frac{1}{2}$, $\frac{1}{4}$, and 1. ___ Finds common numerators or denominators.
Provides Explanation	**Relates the written fraction to the visual model.** ___ Explains that the denominator represents the number of pieces in the whole in the visual model and the numerator represents the shaded pieces in the visual model.	**Relates the visual model to the written fraction.** ___ Explains that the denominator represents the number of pieces in the whole in the visual model and the numerator represents the shaded pieces in the visual model.	**Constructs a viable argument.** ___ Identifies that two of the fractions are equivalent. ___ Justifies the equivalence of the two fractions by indicating via a visual model that the pieces cover the same amount of space. ___ Justifies the equivalence of the two fractions through the use of the equation $\frac{a}{b} \times \frac{n}{n} = \frac{an}{bn}$.	**Comparisons with common denominators or numerators** ___ Justifies the larger fraction as having the greatest amount because of the greater numerator/denominator. **Comparison with unlike denominators** ___ Justifies the larger fraction via models, benchmarks, or equivalency.

Number of Students (7-12) with Report Cards <65

	1 course			2 courses			3 or > courses		
Building	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Central Park Middle School (7 & 8 Grade)	1[illegible]		116			64			91
Mont Pleasant Middle School (7 & 8 Grade)	120	106	98	86	69	49	142	199	147
Oneida Middle School (7 & 8 Grade)	99	104	80	72	76	43	138	162	121
Schenectady High School	457	408	393	245	268	276	611	856	891
SCLA	33	37	20	30	22	32	100	118	121

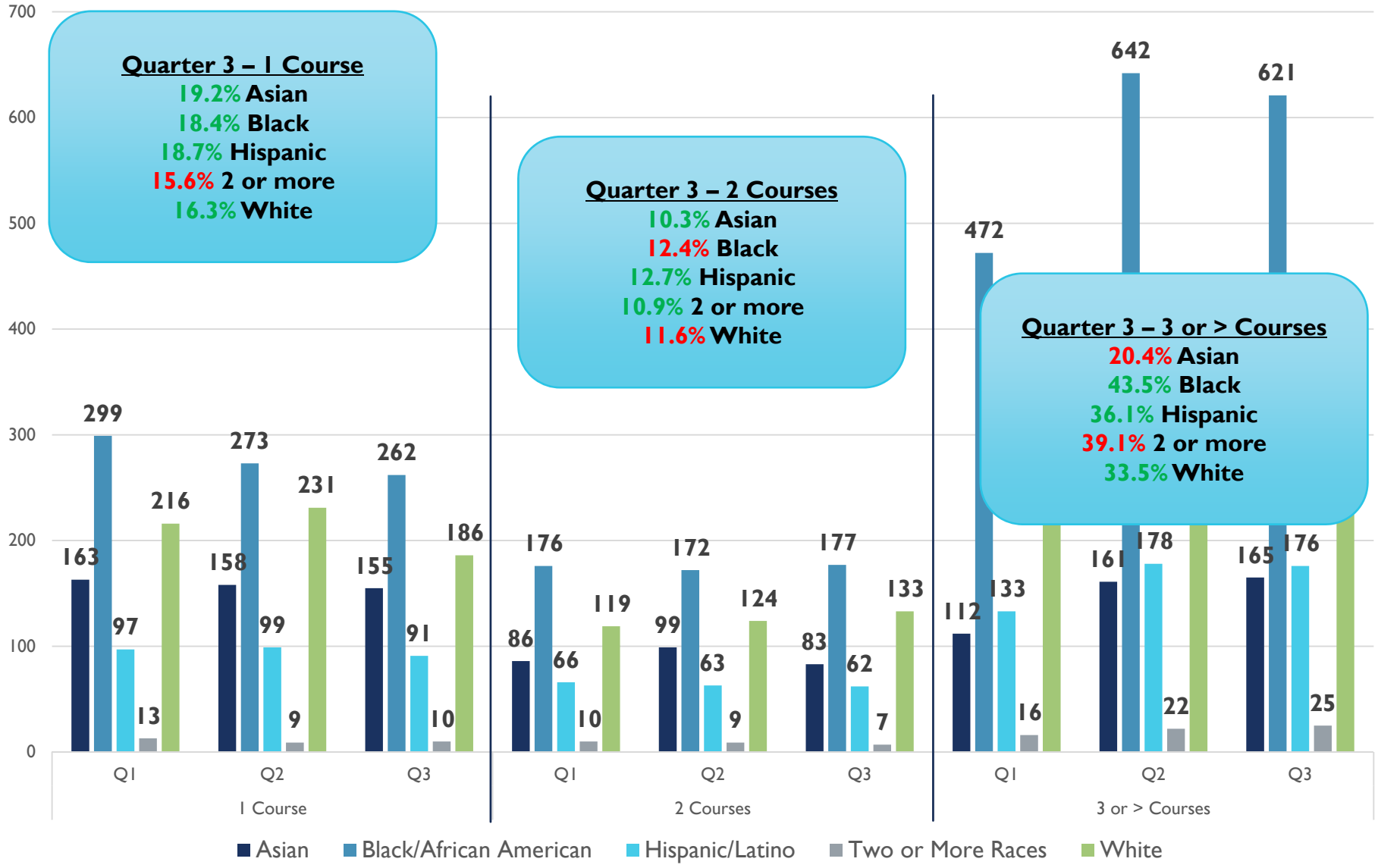
69 students ↑ proficiency

46 students ↑ proficiency

81 students ↑ proficiency

n=	CNPK78	MTPL78	ONDA78	SCHS	SCLA
Total	483	477	437	2311	229

Number of Students (7-12) with Report Cards <65 within Race



n=	Asian (A)	Black/African American (B)	Hispanic/Latino (H)	Two or More Races (2+)	White (W)
Total (7-12)	808	1427	487	64	1142

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**	**Q1**	**Q2**	**Q3**	**Q1**	**Q2**	**Q3**
Hamilton			40	50	35	30	87	72	78
Howe			45			26	53	57	45
Keane	25	23	23			9	2[illegible]		28
Lincoln	51	67	56	43	30	23	7[illegible]		64
M. L. King	73	76	70	50	50	46	83	[illegible]	58
Paige	71	79	82	46	48	38	92	87	80
Pleasant Valley	85	85	65	41	38	44	64	55	70
Van Corlaer	47	33	44	27	40	37	63	53	36
Woodlawn	47	50	48	26	32	24	59	52	43
Yates	50	53	64	49	34	39	80	69	73
Zoller	32	36	27	18	19	16	27	35	27
Central Park (6th Grade)	32	23	30	16	11	5	12	15	13
Mont Pleasant (6th Grade)	38	22	33	30	19	14	31	33	25
Oneida (6th Grade)	32	28	44	28	26	17	36	33	26

↓ or = 7 buildings

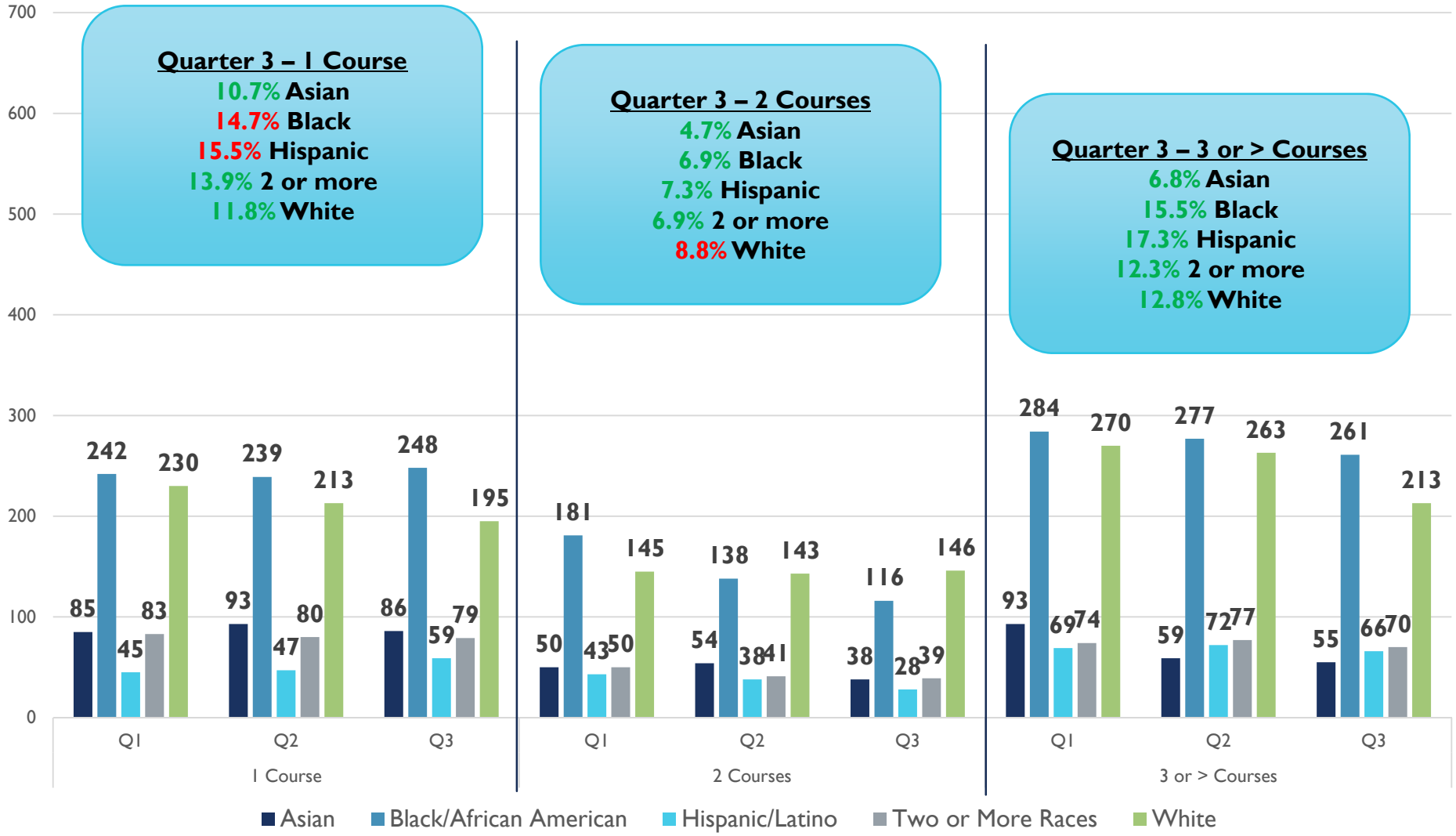
↓ or = 11 buildings

↓ or = 11 buildings

n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK6	MTPL6	ONDA6
Total	446	363	316	358	550	527	406	384	386	385	422	217	237	220

Number of Students (K-6) Below Achievement for Grade Level within Race

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



n=	Asian	Black/African American	Hispanic/Latino	Two or More Races	White
Total (K-6)	803	1684	381	569	1659

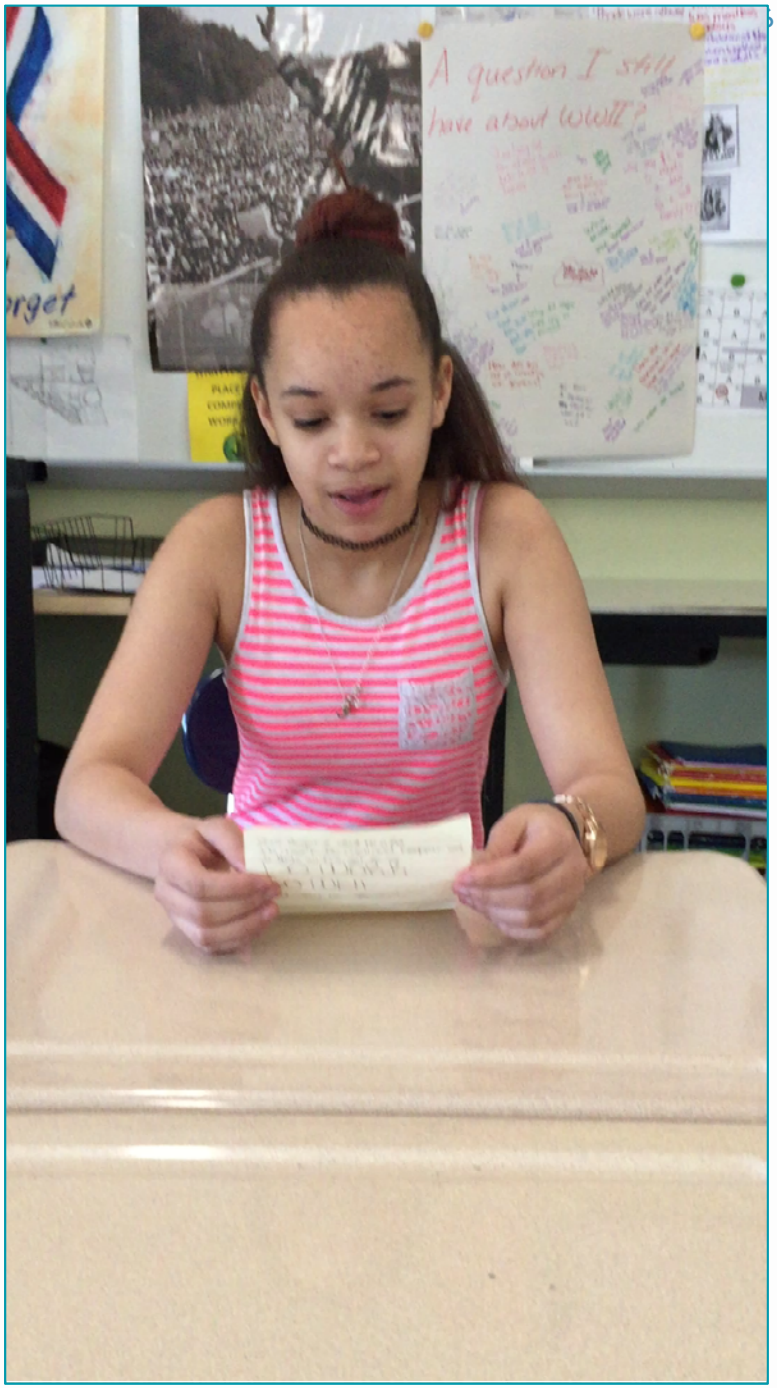

GROWTH

Do work Do well
And you know you wont fail
Even though I only got one tale to tell
Do work Do well
And you know you wont fail
And then you pass and you havent failed
So Today Im gonna tell you about yourself
A couple steps you have to do. To do so well
First listen in class and dont give
em a sass.
Just finish your work and just stay
in class.
Yes, You only have one thing to do
Just pass that class and you'll see
right through
Youve gotta grow up and stop
being a kid
Just as one time as your parents did
Theres another thing I just have to
say
Just hand in that work and dont
delay
Last thing is to follow all of the rules
dont forget I dont be a fool
Do work Do well and keep your cool
So thats all Ive got to say

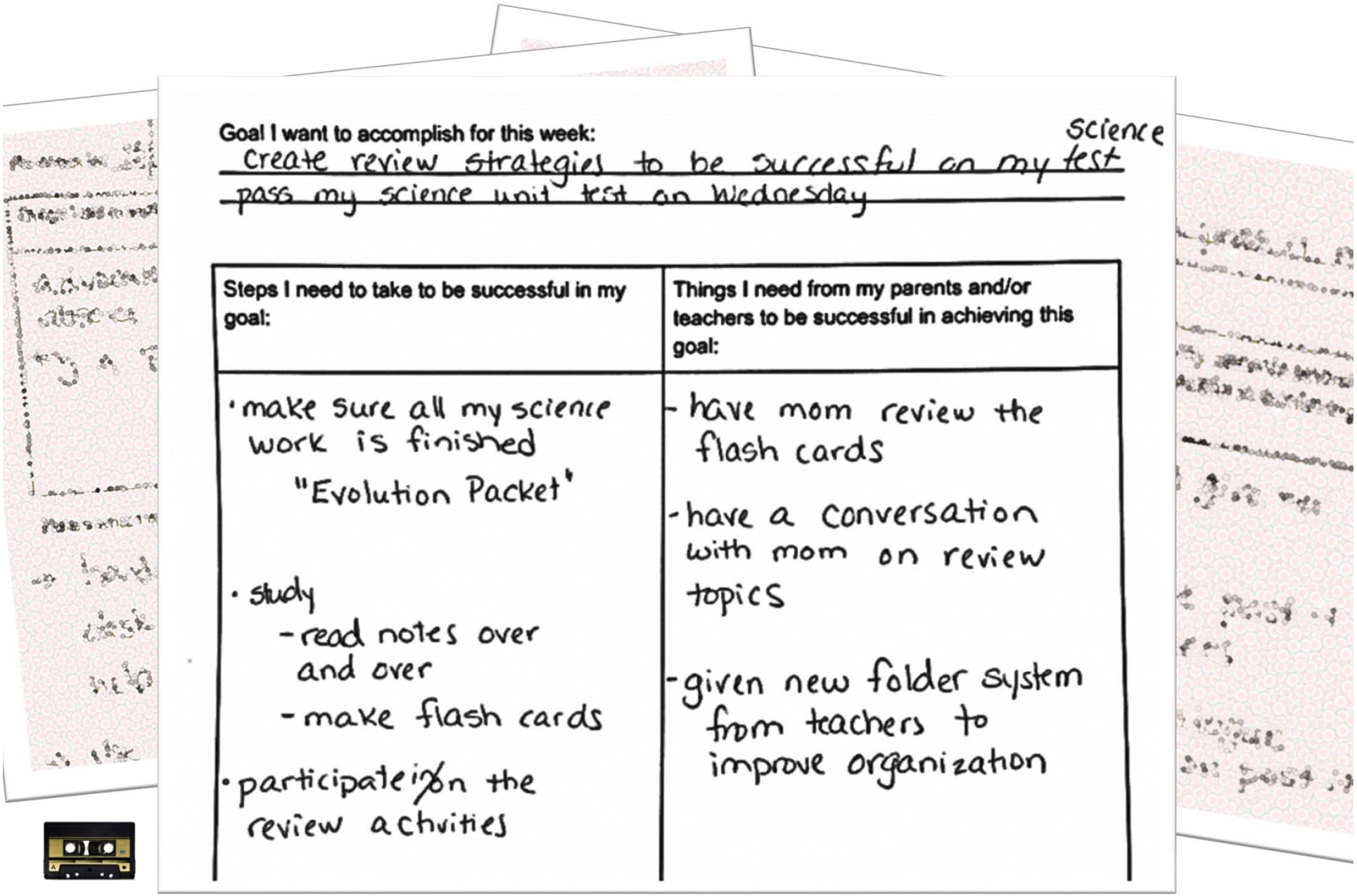
DO WORK

DO WELL

And dont be Afraid!!!



Student Self-directed Learning Plans



Goal I want to accomplish for this week:

create review strategies to be successful on my science test
pass my science unit test on Wednesday

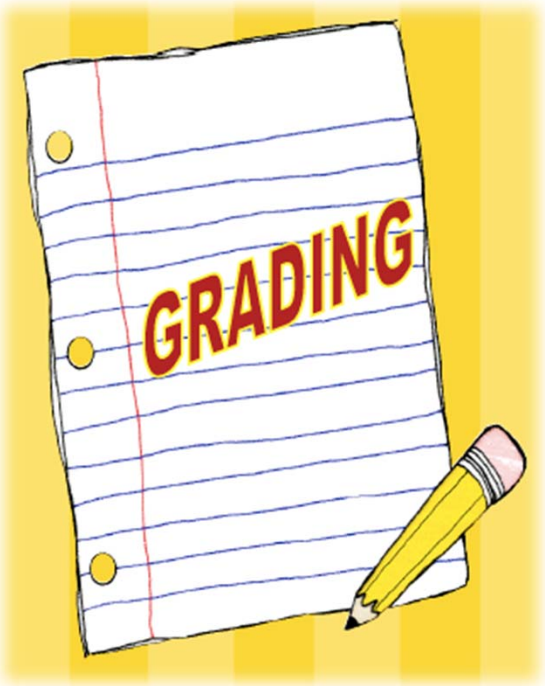
Steps I need to take to be successful in my goal:	Things I need from my parents and/or teachers to be successful in achieving this goal:
• make sure all my science work is finished "Evolution Packet" • study - read notes over and over - make flash cards • participate in the review activities	- have mom review the flash cards - have a conversation with mom on review topics - given new folder system from teachers to improve organization

On-going work, Office of Curriculum and Instruction

High Leverage Practices

- Academically Productive Talk
- Scaffolding
- Formative Assessment
- Feedback

DTSDE Reviews



STUDENT BEHAVIOR & ATTENDANCE DATA AND ACTION PLANS

OFFICE OF PUPIL PERSONNEL SERVICES

SUMMARY OF DATA

Behavior Data

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

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

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

Students having an incident ↓ or = 2 buildings
Total Incidents ↓ or = 4 buildings

Period	CTU Wednesday B	CTU Thursday C	CTU Friday D	CTU Monday A	CTU Tuesday B	CTU Wednesday C	CTU Thursday D	CTU Friday A
	4/26/17	4/27/17	4/28/17	5/1/17	5/2/17	5/3/17	5/4/17	5/5/17
1	71	90	80	75	74	101	80	80
2	65	56	47	61	57	55	52	45
3	55	57	51	63	57	72	57	42
4	61	70	70	62	73	53	76	50
5	73	104	66	63	97	76	89	65
6	93	60	74	85	116	89	88	65
7	79	78	43	70	69	76	76	50
8	65	72	54	64	56	64	50	34
Total	562	587	485	543	599	586	568	431

	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
Q1 Incidents	201	941	446	1967	173
Q2 Incidents	444	1021	446	2103	169
Q3 Incidents	398	893	280	2890	53

Students

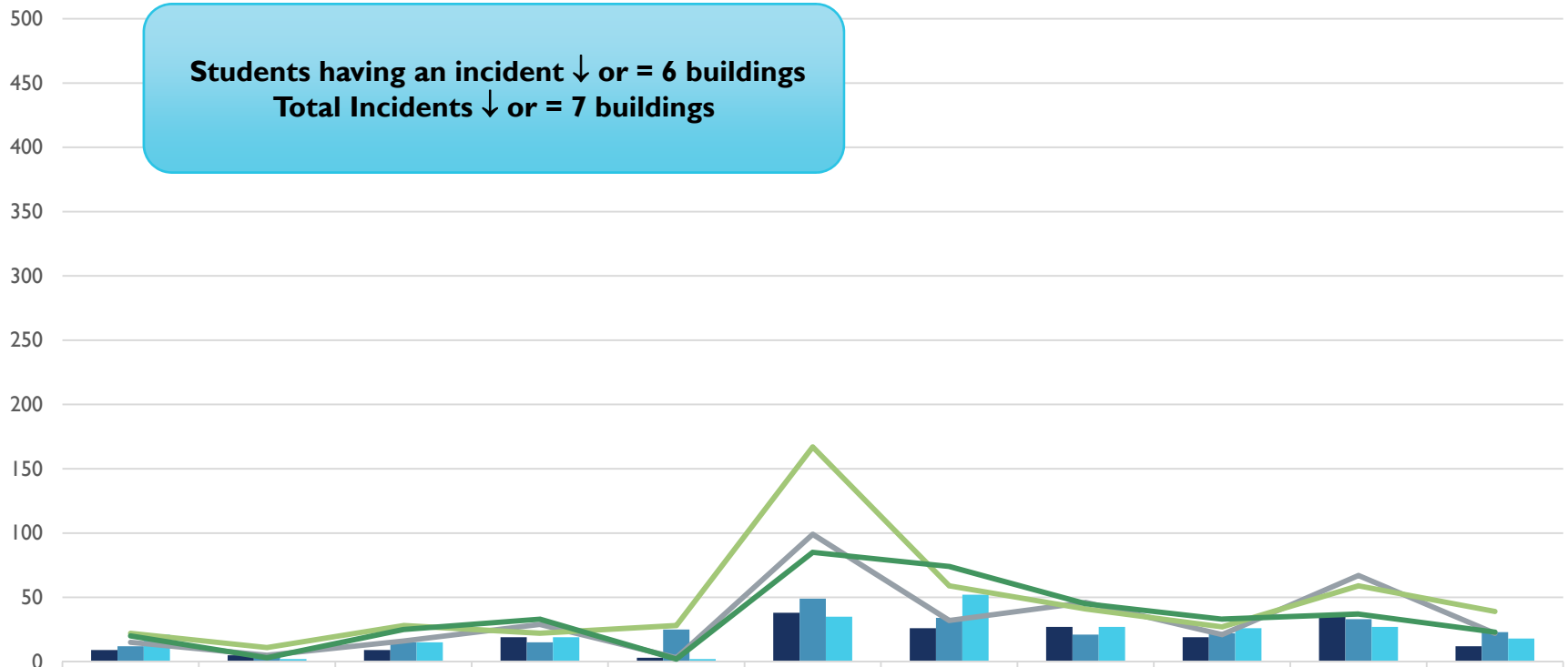
Incidents

Q1 Students Q2 Students Q3Students Q1 Incidents Q2 Incidents Q3 Incidents

n=	CNPK	MTPL	ONDA	SCHS	SCLA
Total	700	714	657	2311	229

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

Students having an incident ↓ or = 6 buildings
Total Incidents ↓ or = 7 buildings

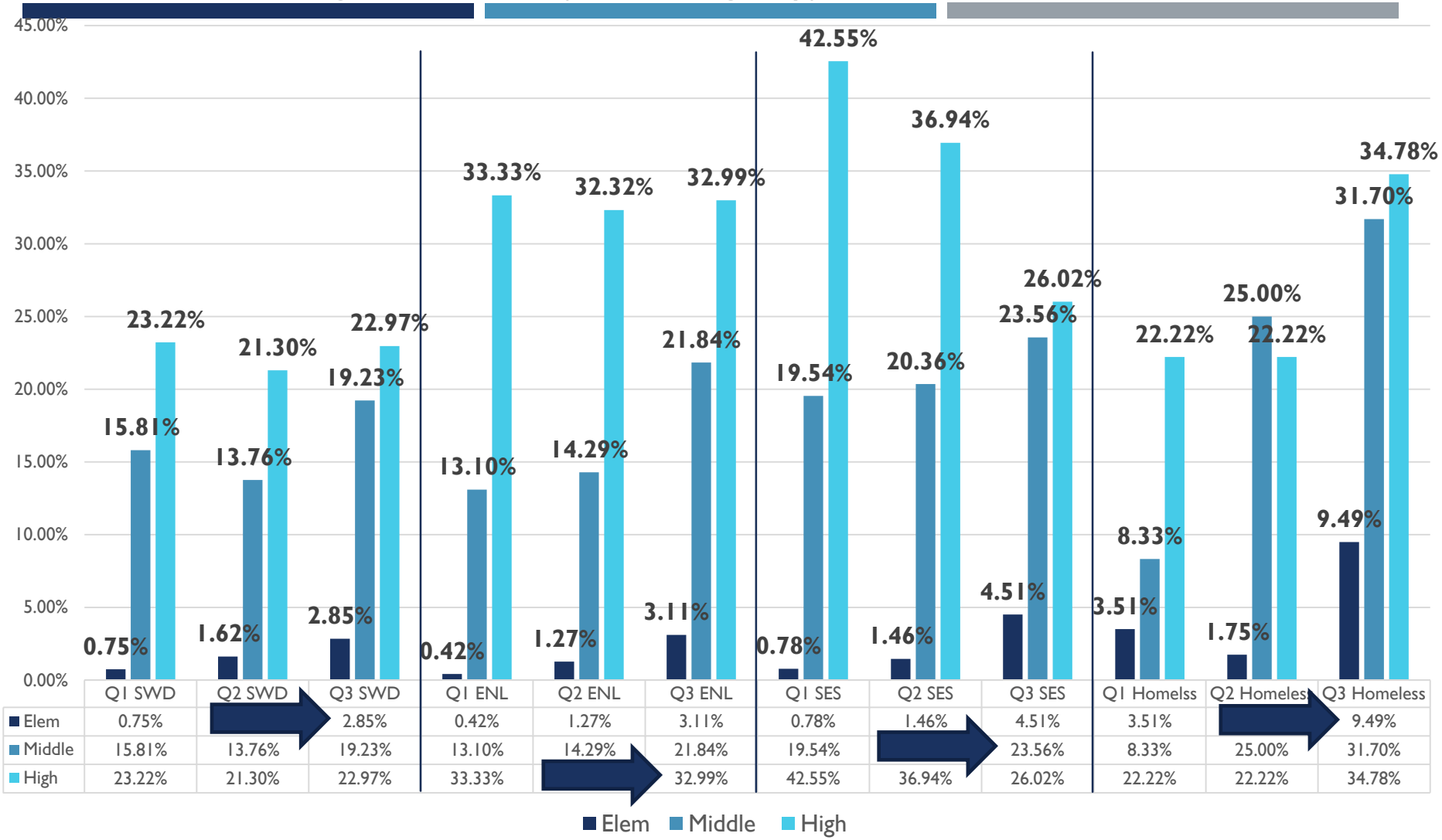


	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR
Q1 Students	9	5	9	19	3	38	26	27	19	35	12
Q2 Students	12	6	15	15	25	49	34	21	22	33	23
Q3Students	21	Students	15	19	2	35	52	Students	26	27	18
Q1 Incidents	15	5	16	29	3	99	32	46	21	67	22
Q2 Incidents	22	11	28	22	28	167	59	41	27	59	39
Q3 Incidents	20	Incidents	25	33	2	85	74	Incidents	33	37	23

Q1 Students Q2 Students Q3Students Q1 Incidents Q2 Incidents Q3 Incidents

n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK6	MTPL6	ONDA6
Total	446	363	316	358	550	527	406	384	386	385	422	217	237	220

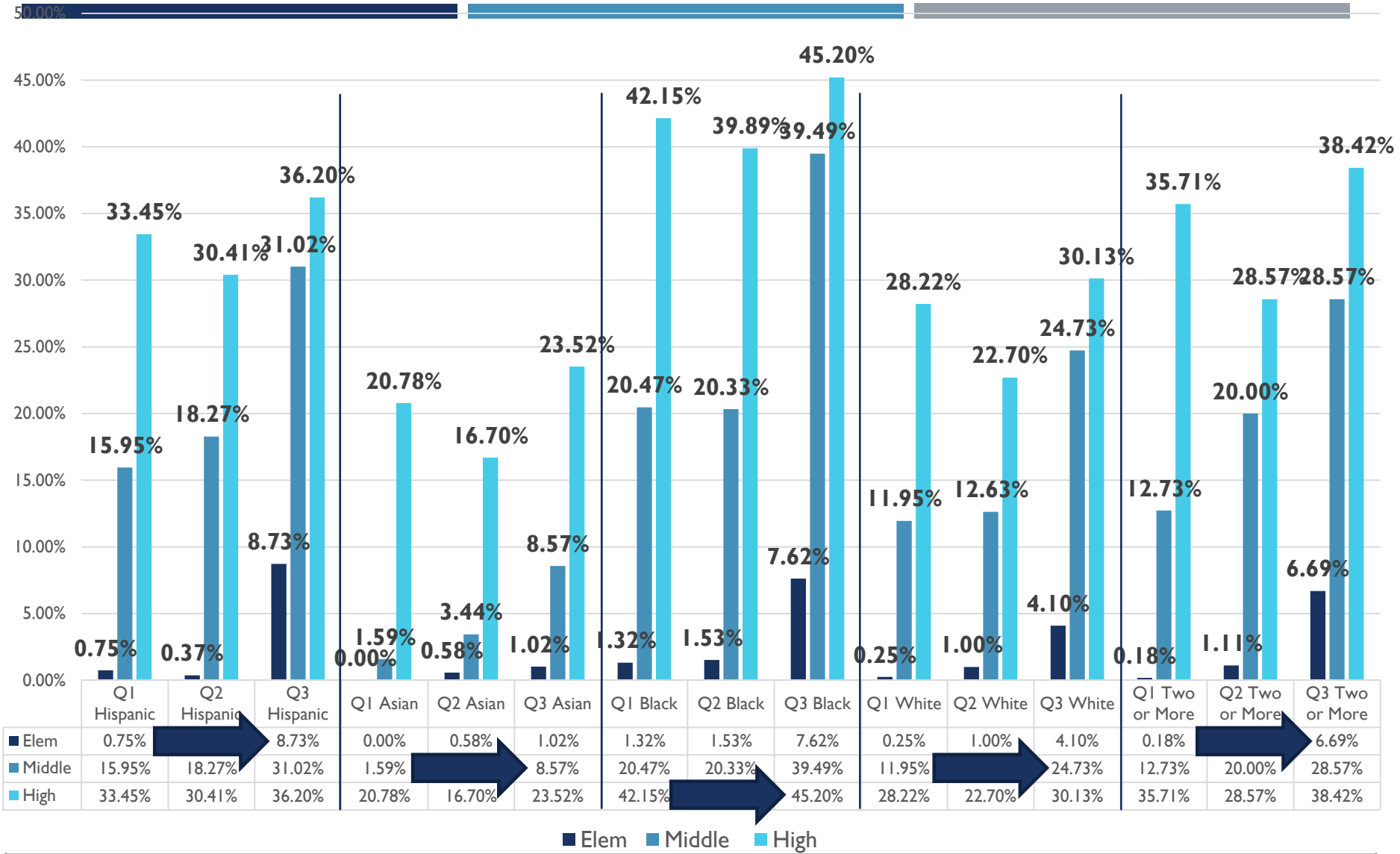
Percentage of Students (within subgroup) that had an Incident, K-12



	Q1 SWD	Q2 SWD	Q3 SWD	Q1 ENL	Q2 ENL	Q3 ENL	Q1 SES	Q2 SES	Q3 SES	Q1 Homelss	Q2 Homeless	Q3 Homeless
Elem	0.75%	1.62%	2.85%	0.42%	1.27%	3.11%	0.78%	1.46%	4.51%	3.51%	1.75%	9.49%
Middle	15.81%	13.76%	19.23%	13.10%	14.29%	21.84%	19.54%	20.36%	23.56%	8.33%	22.22%	31.70%
High	23.22%	21.30%	22.97%	33.33%	32.32%	32.99%	42.55%	36.94%	26.02%	22.22%	22.22%	34.78%

Total enrollment by subgroup				
n=	SWD	ENL	SES	Homeless
Elem	1124	289	3856	137
Middle	598	87	1732	41
High	679	97	1995	23

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

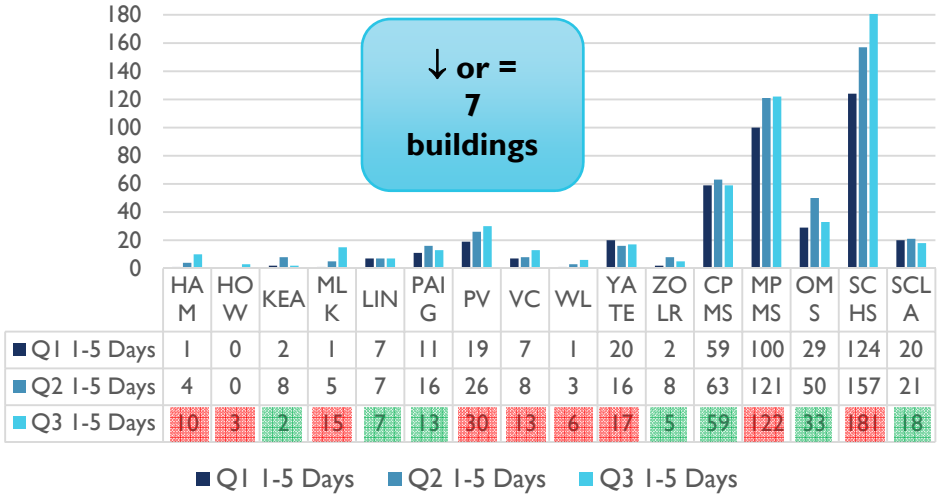


	Q1 Hispanic	Q2 Hispanic	Q3 Hispanic	Q1 Asian	Q2 Asian	Q3 Asian	Q1 Black	Q2 Black	Q3 Black	Q1 White	Q2 White	Q3 White	Q1 Two or More	Q2 Two or More	Q3 Two or More
Elem	0.75%		8.73%	0.00%	0.58%	1.02%	1.32%	1.53%	7.62%	0.25%	1.00%	4.10%	0.18%		6.69%
Middle	15.95%	18.27%	31.02%	1.59%		8.57%	20.47%	20.33%	39.49%	11.95%		24.73%	12.73%	20.00%	28.57%
High	33.45%	30.41%	36.20%	20.78%	16.70%	23.52%	42.15%		45.20%	28.22%	22.70%	30.13%	35.71%	28.57%	38.42%

Total enrollment by race n=	Hispanic/ Latino	Asian	Black or African American	White	Two or more races
Elem	275	686	1443	1585	538
Middle	303	385	752	566	56
High	290	540	916	750	39

Number of (Unique) Student Suspensions by Building

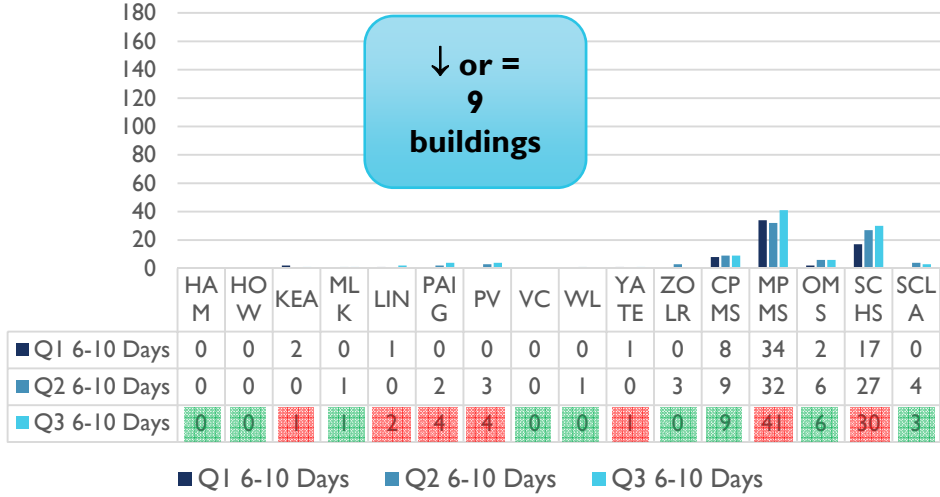
1-5 Days



	HAM	HOW	KEA	MLK	LIN	PAIG	PV	VC	WL	YATE	ZOLR	CPMS	MPMS	OMS	SCHS	SCLA
Q1 1-5 Days	1	0	2	1	7	11	19	7	1	20	2	59	100	29	124	20
Q2 1-5 Days	4	0	8	5	7	16	26	8	3	16	8	63	121	50	157	21
Q3 1-5 Days	10	3	2	15	7	13	30	13	6	17	5	59	122	33	181	18

Q1 1-5 Days Q2 1-5 Days Q3 1-5 Days

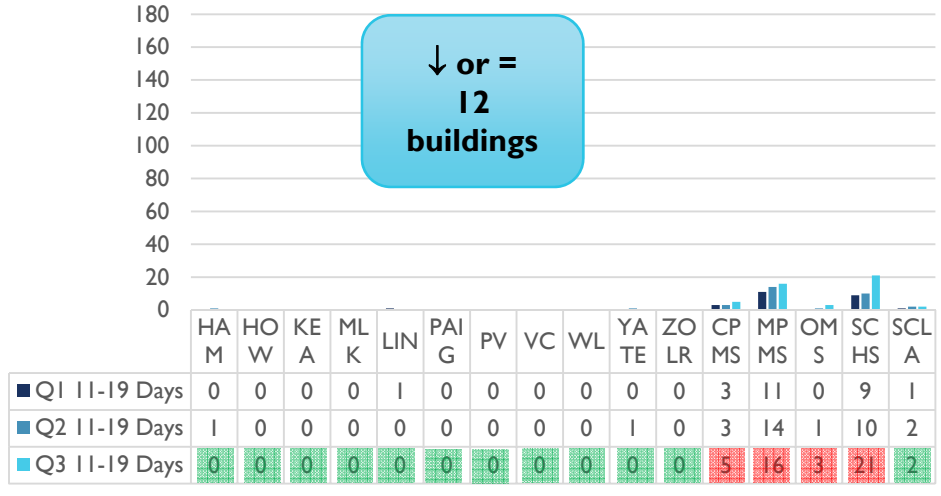
6-10 Days



	HAM	HOW	KEA	MLK	LIN	PAIG	PV	VC	WL	YATE	ZOLR	CPMS	MPMS	OMS	SCHS	SCLA
Q1 6-10 Days	0	0	2	0	1	0	0	0	0	1	0	8	34	2	17	0
Q2 6-10 Days	0	0	0	1	0	2	3	0	1	0	3	9	32	6	27	4
Q3 6-10 Days	0	0	1	1	2	4	4	0	0	1	0	9	41	6	30	3

Q1 6-10 Days Q2 6-10 Days Q3 6-10 Days

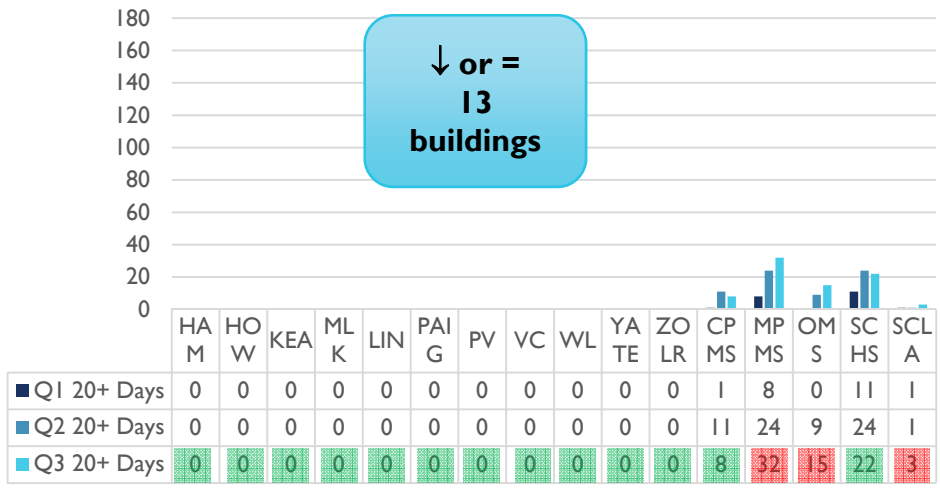
11-19 Days



	HAM	HOW	KEA	MLK	LIN	PAIG	PV	VC	WL	YATE	ZOLR	CPMS	MPMS	OMS	SCHS	SCLA
Q1 11-19 Days	0	0	0	0	1	0	0	0	0	0	0	3	11	0	9	1
Q2 11-19 Days	1	0	0	0	0	0	0	0	0	1	0	3	14	1	10	2
Q3 11-19 Days	0	0	0	0	0	0	0	0	0	0	0	5	16	3	21	2

Q1 11-19 Days Q2 11-19 Days Q3 11-19 Days

20+ Days



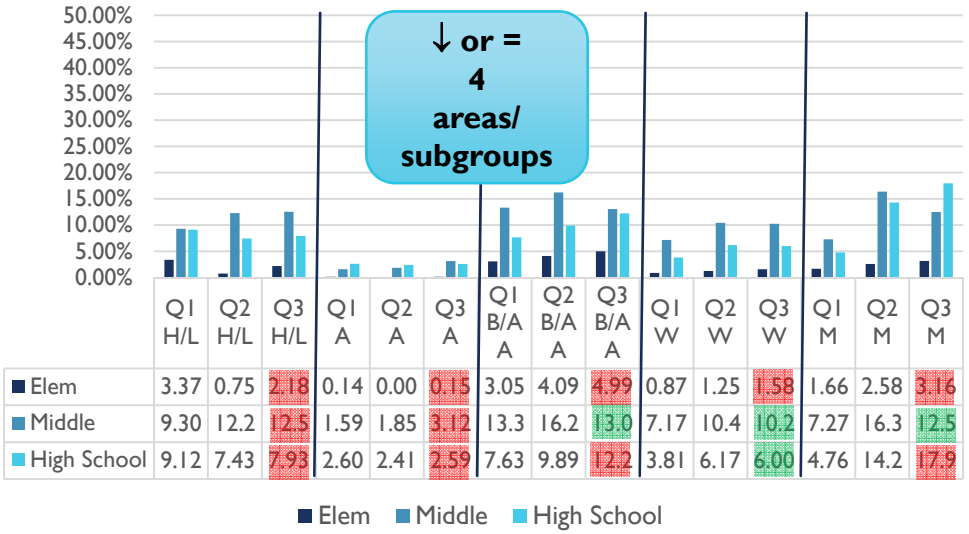
	HAM	HOW	KEA	MLK	LIN	PAIG	PV	VC	WL	YATE	ZOLR	CPMS	MPMS	OMS	SCHS	SCLA
Q1 20+ Days	0	0	0	0	0	0	0	0	0	0	0	1	8	0	11	1
Q2 20+ Days	0	0	0	0	0	0	0	0	0	0	0	11	24	9	24	1
Q3 20+ Days	0	0	0	0	0	0	0	0	0	0	0	8	32	15	22	3

Q1 20+ Days Q2 20+ Days Q3 20+ Days

n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
Total enrollment	446	363	316	358	550	527	406	384	386	385	422	700	714	657	2311	229

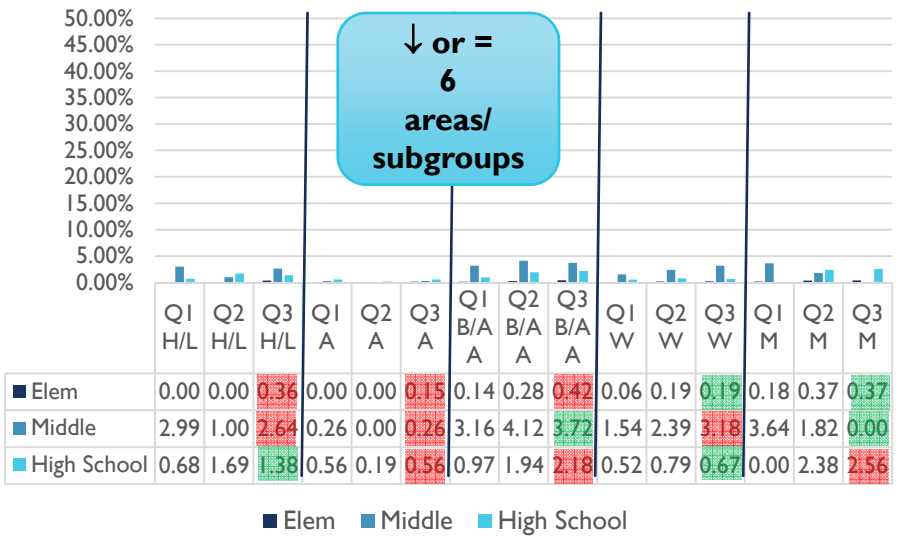
Average Percentage of Student Suspensions (within subgroup) by Building Level

1-5 Days



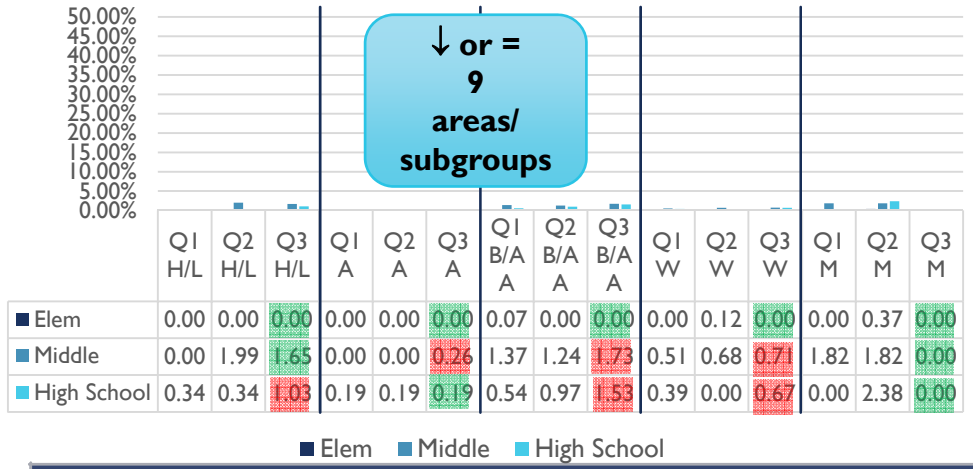
	Q1 H/L	Q2 H/L	Q3 H/L	Q1 A	Q2 A	Q3 A	Q1 B/A A	Q2 B/A A	Q3 B/A A	Q1 W	Q2 W	Q3 W	Q1 M	Q2 M	Q3 M
Elem	3.37	0.75	2.18	0.14	0.00	0.15	3.05	4.09	4.99	0.87	1.25	1.58	1.66	2.58	3.16
Middle	9.30	12.2	12.5	1.59	1.85	3.12	13.3	16.2	13.0	7.17	10.4	10.2	7.27	16.3	12.5
High School	9.12	7.43	7.93	2.60	2.41	2.59	7.63	9.89	12.2	3.81	6.17	6.00	4.76	14.2	17.9

6-10 Days



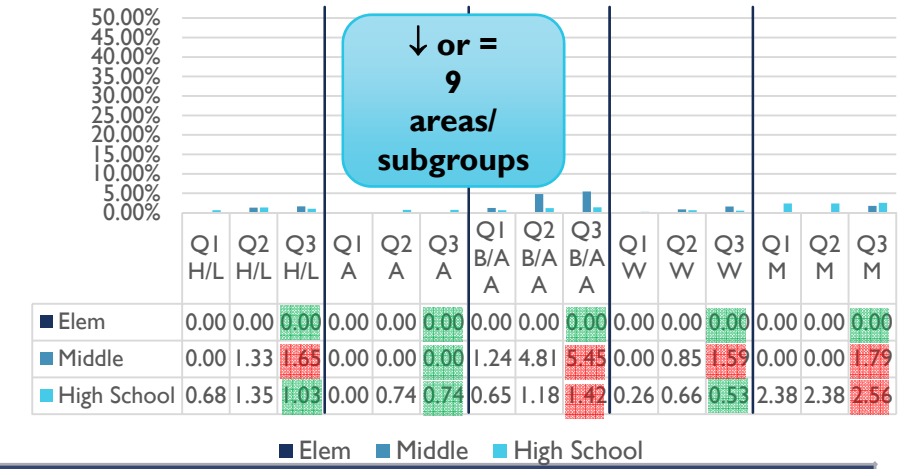
	Q1 H/L	Q2 H/L	Q3 H/L	Q1 A	Q2 A	Q3 A	Q1 B/A A	Q2 B/A A	Q3 B/A A	Q1 W	Q2 W	Q3 W	Q1 M	Q2 M	Q3 M
Elem	0.00	0.00	0.36	0.00	0.00	0.15	0.14	0.28	0.42	0.06	0.19	0.19	0.18	0.37	0.37
Middle	2.99	1.00	2.64	0.26	0.00	0.26	3.16	4.12	3.72	1.54	2.39	3.18	3.64	1.82	0.00
High School	0.68	1.69	1.38	0.56	0.19	0.56	0.97	1.94	2.18	0.52	0.79	0.67	0.00	2.38	2.56

11-19 Days



	Q1 H/L	Q2 H/L	Q3 H/L	Q1 A	Q2 A	Q3 A	Q1 B/A A	Q2 B/A A	Q3 B/A A	Q1 W	Q2 W	Q3 W	Q1 M	Q2 M	Q3 M
Elem	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.00	0.00	0.00	0.12	0.00	0.00	0.37	0.00
Middle	0.00	1.99	1.65	0.00	0.00	0.26	1.37	1.24	1.73	0.51	0.68	0.71	1.82	1.82	0.00
High School	0.34	0.34	1.03	0.19	0.19	0.19	0.54	0.97	1.53	0.39	0.00	0.67	0.00	2.38	0.00

20+ Days



	Q1 H/L	Q2 H/L	Q3 H/L	Q1 A	Q2 A	Q3 A	Q1 B/A A	Q2 B/A A	Q3 B/A A	Q1 W	Q2 W	Q3 W	Q1 M	Q2 M	Q3 M
Elem	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Middle	0.00	1.33	1.65	0.00	0.00	0.00	1.24	4.81	5.45	0.00	0.85	1.59	0.00	0.00	1.79
High School	0.68	1.35	1.03	0.00	0.74	0.74	0.65	1.18	1.42	0.26	0.66	0.53	2.38	2.38	2.56

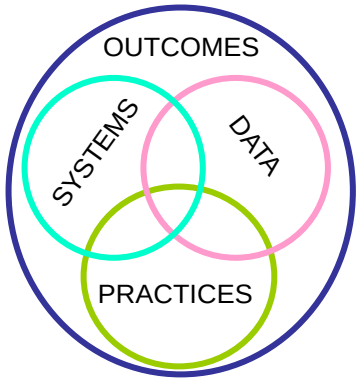
Total Enrollment by race n=	Hispanic/ Latino	Asian	Black or African American	White	Two or more races
Elem	275	686	1443	1585	538
Middle	303	385	752	566	56
High	290	540	916	750	39

DISCIPLINE/BEHAVIOR ACTION PLANS

PBIS Positive Behavioral Interventions & Supports

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

Supporting ***Culturally Knowledgeable*** Staff Behavior



Supporting ***Culturally Valid*** Decision Making

Supporting ***Culturally Relevant*** Evidence-based Interventions

pax Good Behavior Game

SCHENECTADY CITY SCHOOL DISTRICT

SCHOOL BASED DIVERSION

A Model Pathway for At Risk Youth with Behavioral Health Needs

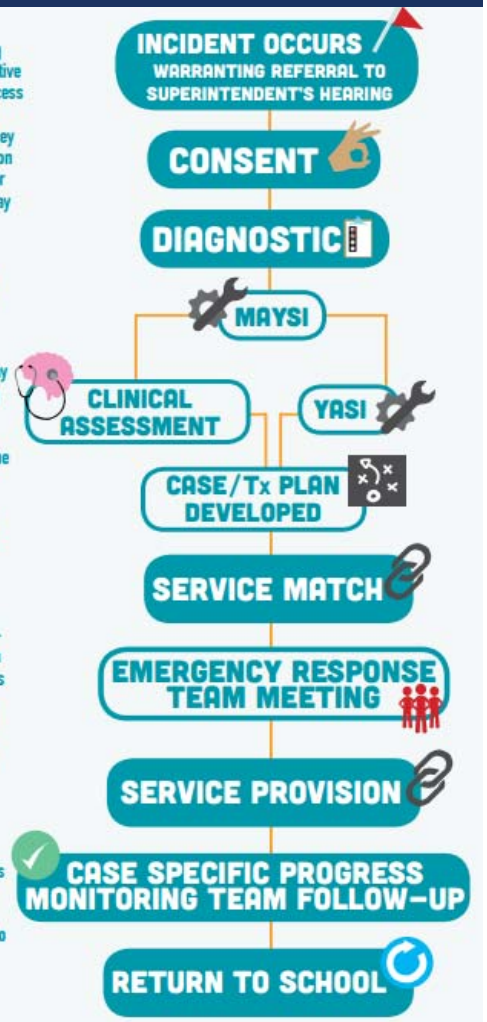
Youth referred to a Superintendent's Hearing are given the opportunity to enter an alternative pathway that provides the opportunity to access mental and behavioral health services and potentially reduce the amount of time that they are removed from school. If after a discussion of this process (that includes a parent and/or guardian) this option is refused, students may choose to 'opt in' later in the process.

A social worker will present youth & their guardians with the opportunity to consent to the alternative pathway within 5 days of the initial offense.

Students who opt in to the alternative pathway will receive a full MAYSI screen (a screening for mental health tool to identify possible needs). If a youth is identified as having mental health needs by the MAYSI, they will be referred to a clinician for a clinical assessment. If the youth does not display mental health needs on the MAYSI, they will receive the YASI (risk, needs, and protective factors assessment) to inform case planning.

Students who are referred to a clinical assessment based on the MAYSI will receive diagnostic information and case/treatment plan recommendations from the clinician. Students who receive the YASI instead will receive case planning services from a school social worker. Either the clinician or the school social worker will match/refer the student to appropriate community-based services.

The Emergency Response Team (ERT) will create an agreement with the student that links compliance with recommended services to reduced time out-of-school. An extended ERT will continue monitoring progress and determine when the youth is ready to return to school.



Mont Pleasant Middle School
Cafeteria Expectations

Be Safe	Be Respectful	Be Responsible
Keep hands and feet to yourself, and walk in the walkways.	Follow adult directions.	Wait your turn.
Eat or discard food appropriately.	Use peaceful language and actions.	Clean up after yourself.
Seek help from an adult, when you encounter a conflict.	Use “Please” and “Thank You.”	Keep walkways and stairways clear.

Mont Pleasant Middle School
Hallway Expectations

Be Safe	Be Respectful	Be Responsible
Keep hands and feet to yourself.	Follow adult directions.	Be on time to class.
WALK on the right, directly to your destination.	Use peaceful language and actions.	Keep hallways clean.
	Say “Excuse me” and “I’m sorry”, when needed.	Use appropriate volume.


Shout Outs
at MPMS
vhf
uhf
uhf
1
2
3
4
5
6
tokan

SUMMARY OF DATA

Student Attendance Data

Perfect Attendance by Building

n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
Total enrollment	446	363	316	358	550	527	406	384	386	385	422	700	714	657	2311	229

Term Dates	K-6	7-12
Q1	9/7-11/4	9/7-11/9
Q2	11/7-1/20	11/10-1/27
Q3	1/21-4/2	1/28-4/6

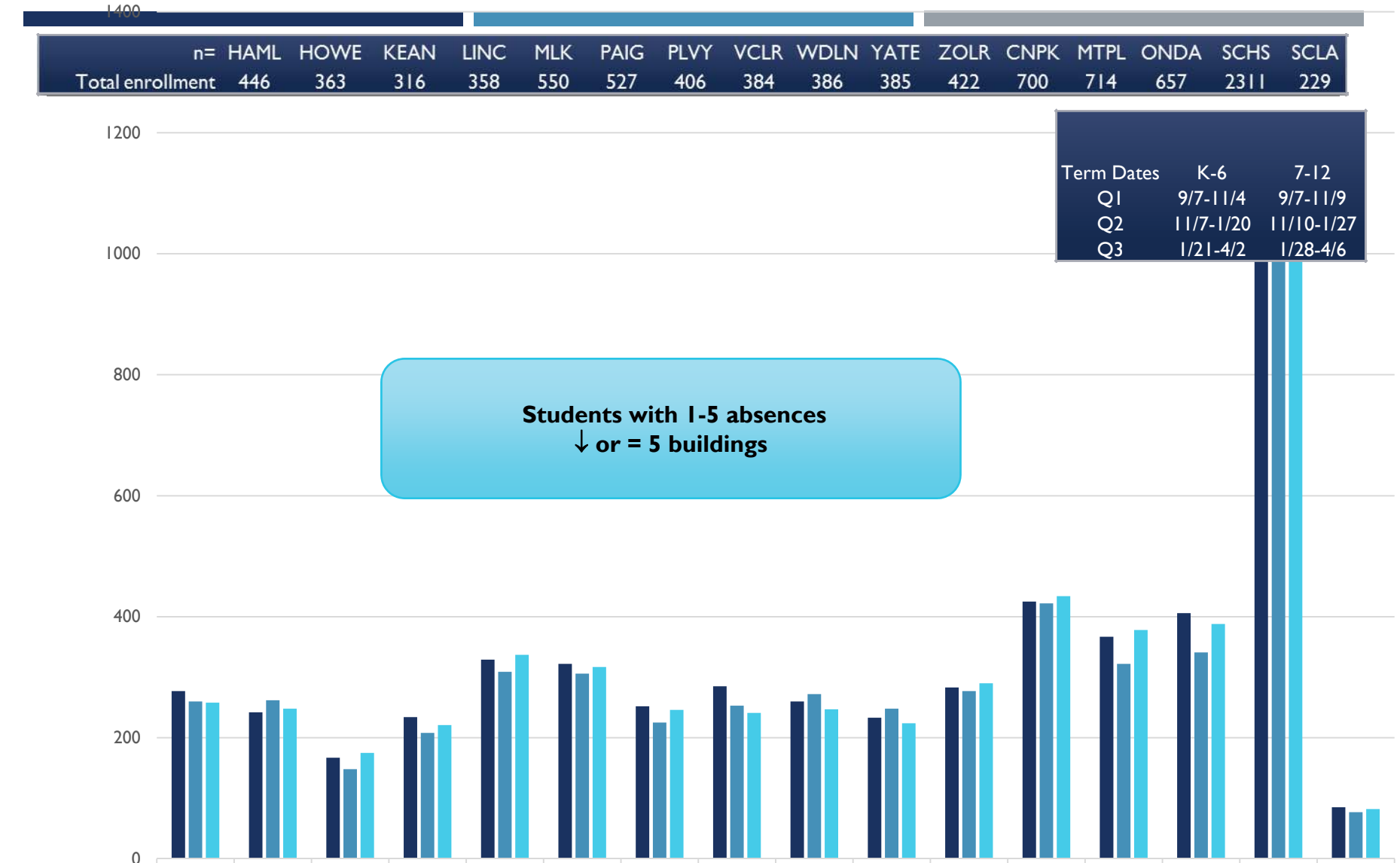
	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
Q1 Perfect Attendance	189	104	63	108	187	161	138	113	115	120	127	189	187	163	397	30
Q2 Perfect Attendance	64	40	39	56	66	85	58	47	56	33	45	41	79	87	256	27
Q3 Perfect Attendance	110	64	103	53	96	141	93	85	86	96	75	156	162	111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

Q1 Perfect Attendance Q2 Perfect Attendance Q3 Perfect Attendance

Student Absences, 1-5 Days

n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
Total enrollment	446	363	316	358	550	527	406	384	386	385	422	700	714	657	2311	229

Term Dates	K-6	7-12
Q1	9/7-11/4	9/7-11/9
Q2	11/7-1/20	11/10-1/27
Q3	1/21-4/2	1/28-4/6



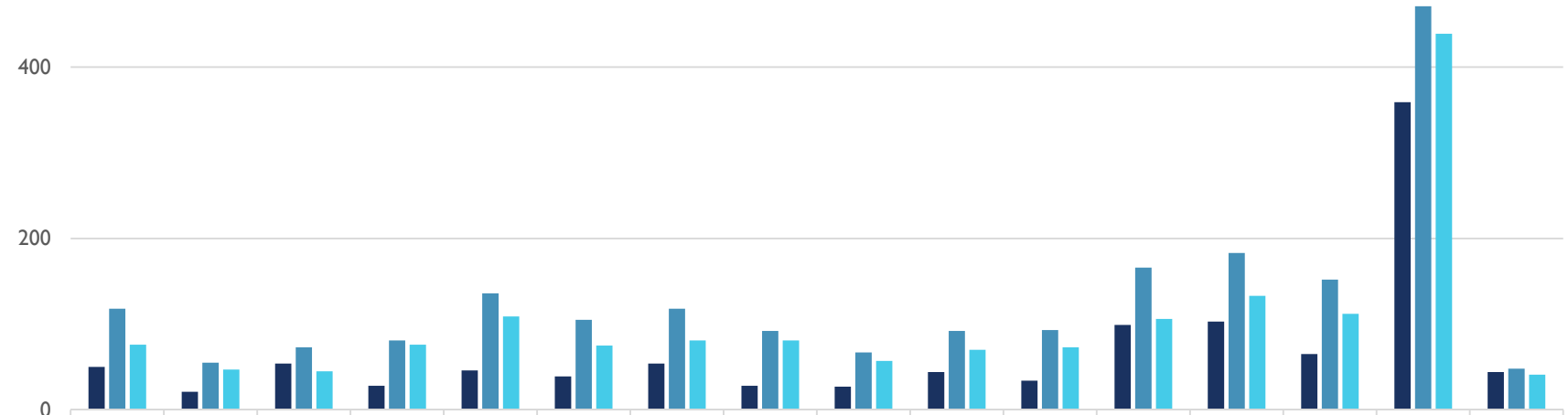
	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
Q1 1-5 Absences	277	242	167	234	329	322	252	285	260	233	283	425	367	406	1215	85
Q2 1-5 Absences	260	262	148	208	309	306	225	253	272	248	277	422	322	341	1010	77
Q3 1-5 Absences	258	248	175	221	337	317	246	241	247	224	290	434	378	388	1012	82

Student Absences, 6-10 Days

n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
Total enrollment	446	363	316	358	550	527	406	384	386	385	422	700	714	657	2311	229

Term Dates	K-6	7-12
Q1	9/7-11/4	9/7-11/9
Q2	11/7-1/20	11/10-1/27
Q3	1/21-4/2	1/28-4/6

Students with 6-10 absences ↓ or = <u>ALL</u> buildings



	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
Q1 6-10 Absences	50	21	54	28	46	39	54	28	27	44	34	99	103	65	359	44
Q2 6-10 Absences	118	55	73	81	136	105	118	92	67	92	93	166	183	152	471	48
Q3 6-10 Absences	76	47	45	76	109	75	81	81	57	70	73	106	133	112	439	41

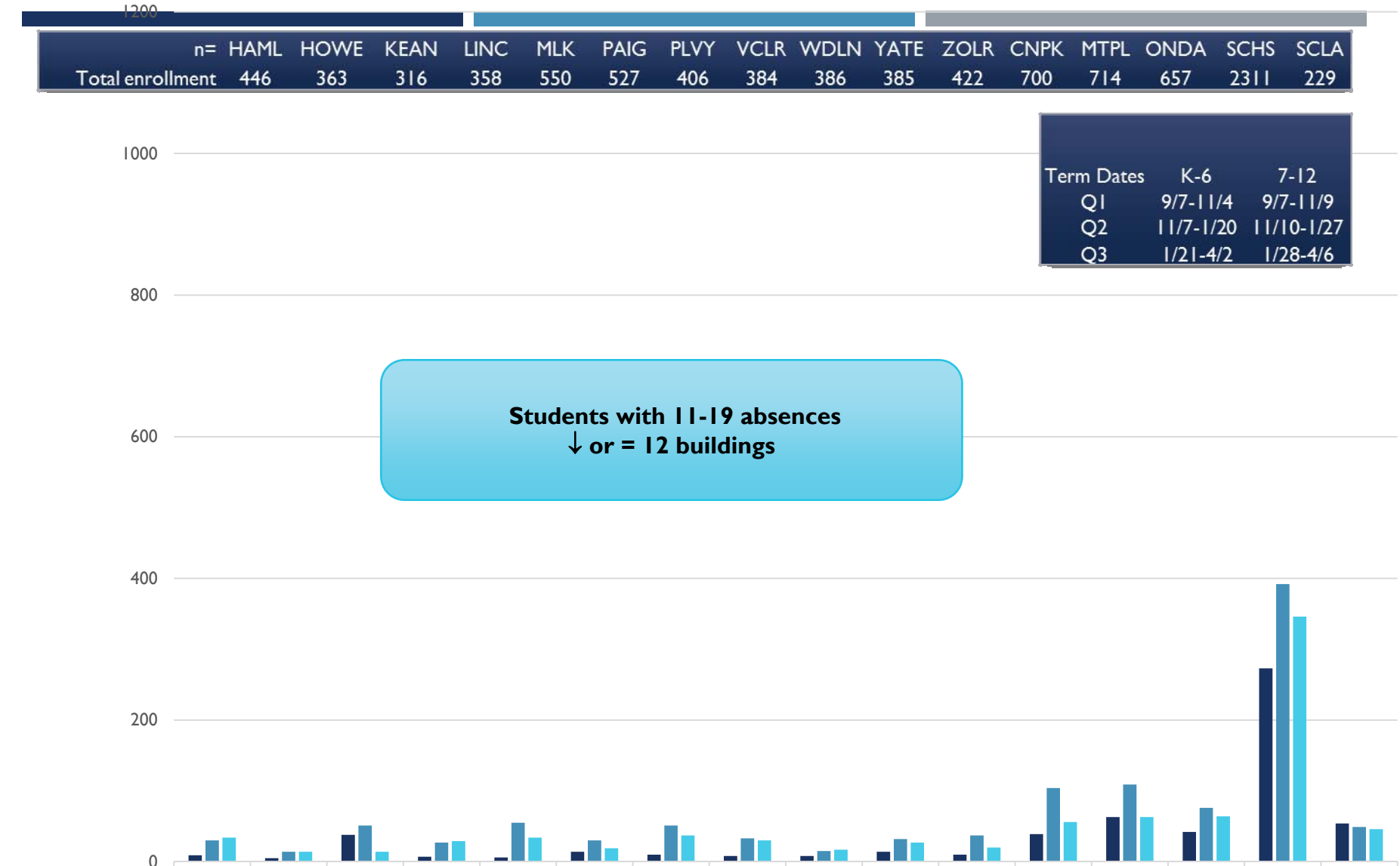
Q1 6-10 Absences Q2 6-10 Absences Q3 6-10 Absences

Student Absences, 11-19 Days

n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
Total enrollment	446	363	316	358	550	527	406	384	386	385	422	700	714	657	2311	229

Term Dates	K-6	7-12
Q1	9/7-11/4	9/7-11/9
Q2	11/7-1/20	11/10-1/27
Q3	1/21-4/2	1/28-4/6

Students with 11-19 absences ↓ or = 12 buildings



	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
Q1 11-19 Absences	9	5	38	7	6	14	10	8	8	14	10	39	63	42	273	54
Q2 11-19 Absences	30	14	51	27	55	30	51	33	15	32	37	104	109	76	392	49
Q3 11-19 Absences	34	14	14	29	34	19	37	30	17	27	20	56	63	64	346	46

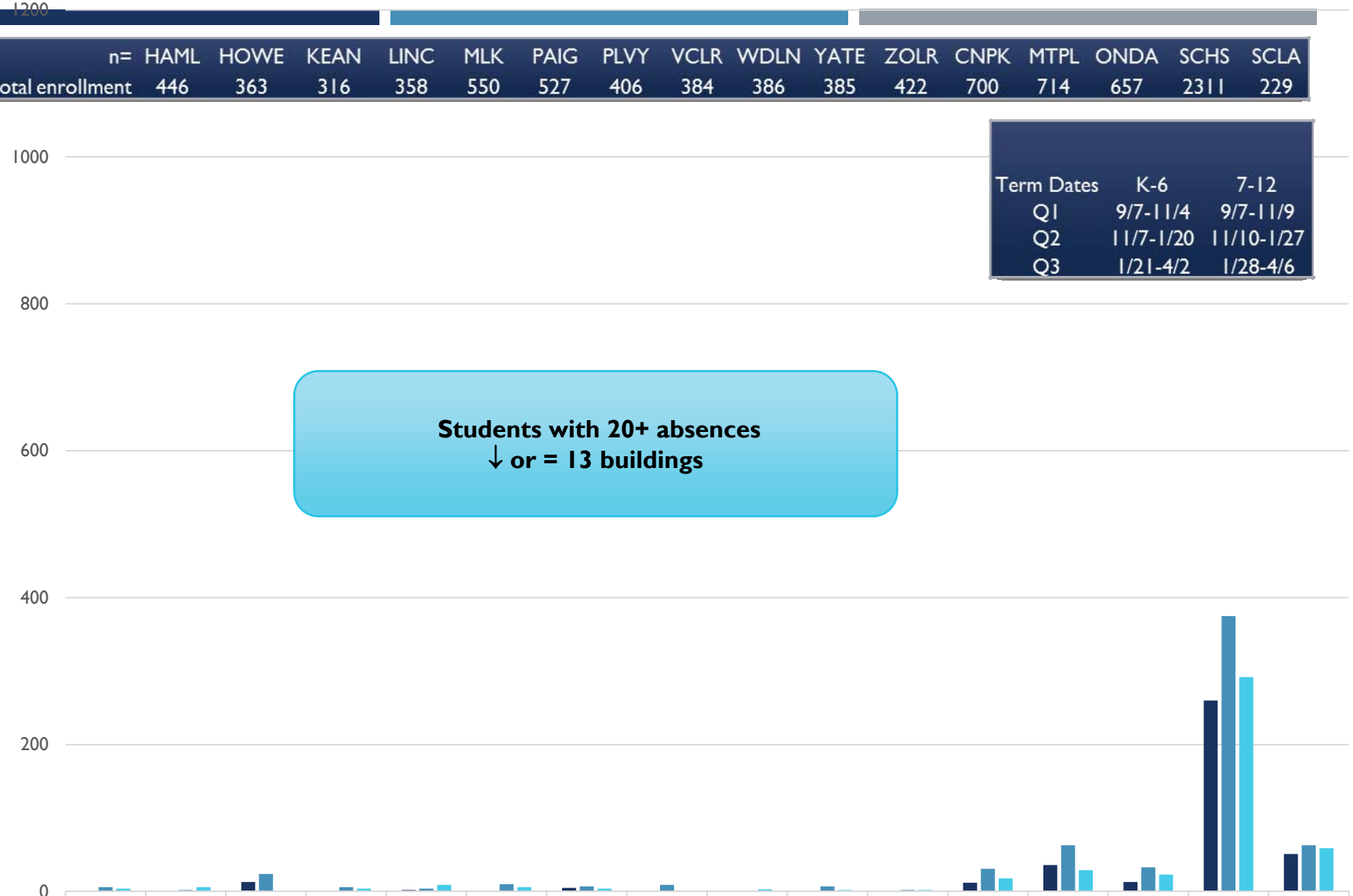
Q1 11-19 Absences Q2 11-19 Absences Q3 11-19 Absences

Student Absences, 20+ Days

n=	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
Total enrollment	446	363	316	358	550	527	406	384	386	385	422	700	714	657	2311	229

Term Dates	K-6	7-12
Q1	9/7-11/4	9/7-11/9
Q2	11/7-1/20	11/10-1/27
Q3	1/21-4/2	1/28-4/6

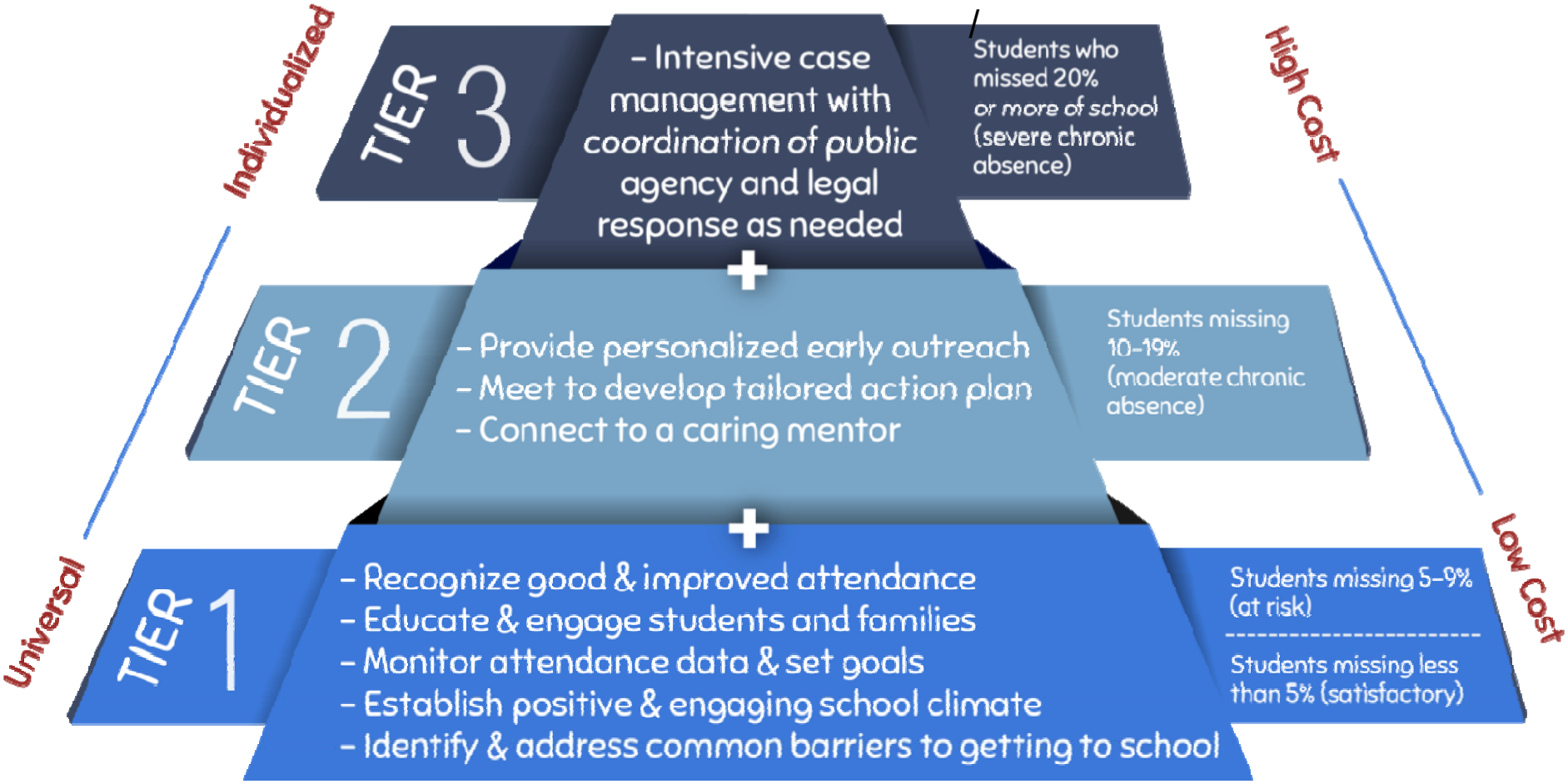
Students with 20+ absences ↓ or = 13 buildings



	HAML	HOWE	KEAN	LINC	MLK	PAIG	PLVY	VCLR	WDLN	YATE	ZOLR	CNPK	MTPL	ONDA	SCHS	SCLA
Q1 20+ Absences	0	1	13	1	2	0	5	0	0	1	0	12	36	13	260	51
Q2 20+ Absences	6	2	24	6	4	10	7	9	0	7	2	31	63	33	375	63
Q3 20+ Absences	4	6	1	4	9	6	4	1	3	2	2	18	29	23	292	59

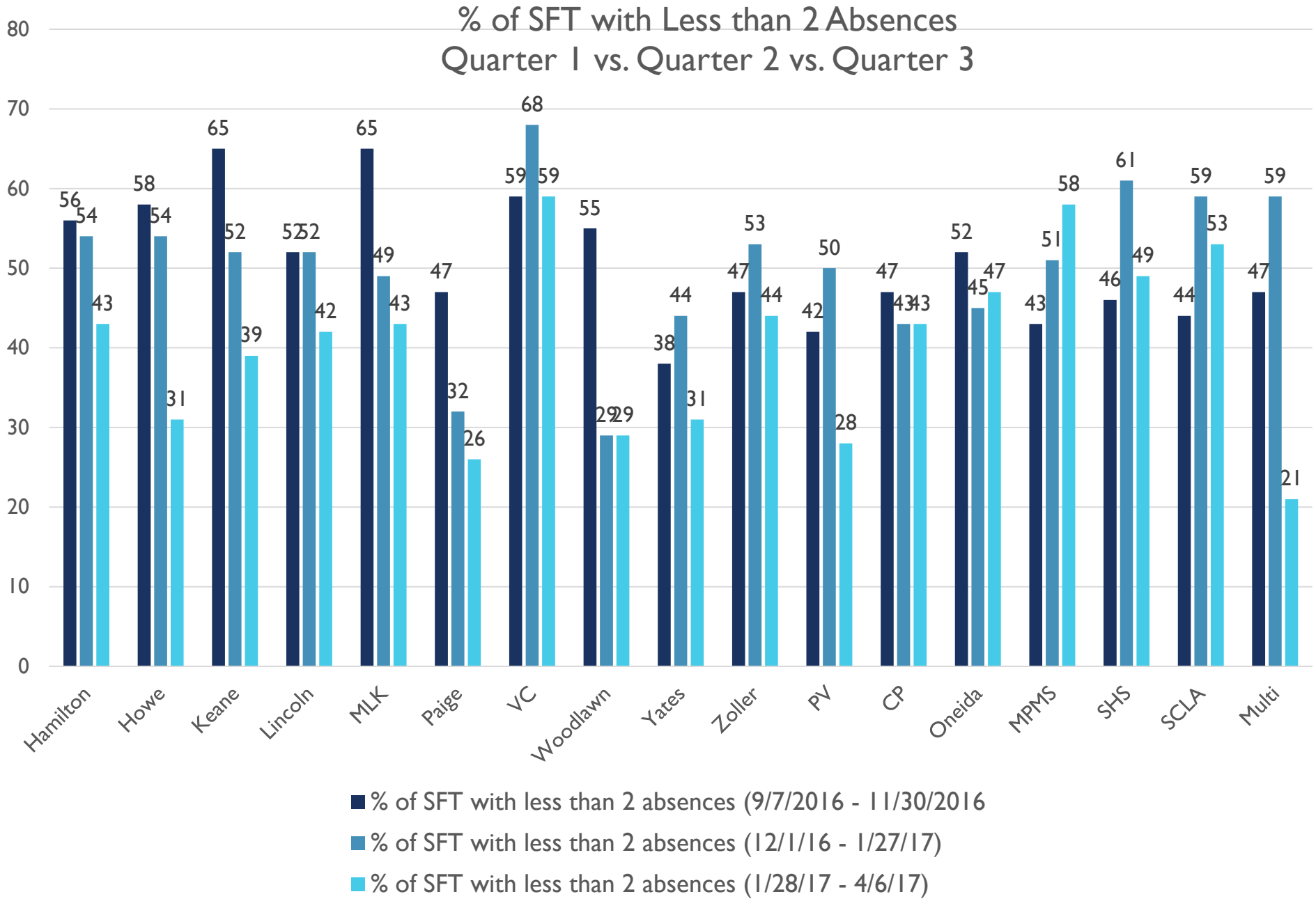
ATTENDANCE

http://www.attendanceworks.org/



SCHENECTADY FEDERATION OF TEACHERS ATTENDANCE

OFFICE OF HUMAN RESOURCES


% of SFT with Less than 2 Absences
Quarter 1 vs. Quarter 2 vs. Quarter 3
80
70
60
50
40
30
20
10
0
Hamilton 56 54 43
Howe 58 54 31
Keane 65 52 39
Lincoln 52 52 42
MLK 65 49 43
Paige 47 32 26
VC 59 68 59
Woodlawn 55 29 29
Yates 38 44 31
Zoller 47 53 44
PV 42 50 28
CP 47 43 43
Oneida 52 45 47
MPMS 43 51 58
SHS 46 61 49
SCLA 44 59 53
Multi 47 59 21
% 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)