

Attendance

Attendance rates are an additional measure used in Maryland's Adequate Yearly Progress (AYP) calculations.

Based on the Examination of the Attendance Data (Table 5.5):

Table 5.5: Attendance Rates											
		All Students					Male				
Annual Measurable Objective (AMO):		94%	94%	94%	90%*	94%	94%	94%	94%	90%*	94%
Subgroups by Level		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
All Students	Elementary	95.5	95.3	94.9	94.4	94.8	95.4	95.3	94.9	94.4	94.7
	Middle	92.7	93.4	93.5	93.2	94.0	92.9	92.8	93.1	92.7	93.6
	High	92.2	92.6	92.8	92.3	92.4	91.8	92.7	92.4	92.5	92.7
Hispanic/Latino of any race	Elementary					95.9					96.5
	Middle					96.4					95.9
	High					94.8					96.6
American Indian or Alaska Native	Elementary					97.6					97.5
	Middle					89.5					0.0
	High					88.3					92.9
Asian	Elementary					96.5					95.5
	Middle					97.0					97.5
	High					98.2					99.2
Black or African American	Elementary					95.6					95.2
	Middle					94.9					94.4
	High					92.7					92.9
Native Hawaiian or Other Pacific Islander	Elementary					95.4					0.0
	Middle					97.5					97.5
	High					61.6					0.0
White	Elementary					93.8					93.9
	Middle					93.2					92.7
	High					91.8					92.1
Two or more races	Elementary					94.9					95.4
	Middle					90.2					89.8

Table 5.5: Attendance Rates

	High					94.7					94.9
Special Education	Elementary	94.9	94.1	94.6	93.5	93.7	94.6	93.9	94.5	93.3	93.4
	Middle	91.6	92.2	91.9	91.4	92.3	91.4	91.7	91.1	92.1	91.6
	High	88.9	89.3	90.7	90.5	90.5	88.3	88.2	89.8	90.6	91.5
Limited English Proficient (LEP)	Elementary	95.6	96.5	95.0	95.5	96.3	94.9	96.2	96.0	96.1	96.9
	Middle	91.7	97.6	93.5	89.2	98.0	98.2	98.0	92.4	79.5	97.2
	High	76.2	98.6	94.8	97.9	95.3	94.2	98.9	94.4	97.4	94.8
Free/Reduced Meals (FARMS)	Elementary	95.3	95.0	94.7	94.1	94.5	95.2	94.9	94.8	94.2	94.3
	Middle	91.2	92.5	92.4	92.5	93.2	91.5	91.9	91.8	91.7	92.6
	High	91.2	91.6	92.1	90.8	90.7	90.7	91.5	91.7	90.5	90.8

		Female					
Annual Measurable Objective (AMO):			94%	94%	94%	90%*	94%
Subgroups by Level			2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
All Students	Elementary	95.6	95.3	95.0	94.5	94.9	
	Middle	92.6	94.0	93.9	93.7	94.4	
	High	92.6	92.5	93.3	92.1	92.1	
Hispanic/Latino of any race	Elementary					95.4	
	Middle					97.2	
	High					93.4	
American Indian or Alaska Native	Elementary					97.6	
	Middle					89.5	
	High					83.5	
Asian	Elementary					97.3	
	Middle					94.8	
	High					96.0	
Black or African American	Elementary					96.0	
	Middle					95.4	
	High					92.5	
Native Hawaiian or Other Pacific Islander	Elementary					95.4	
	Middle					0.0	
	High					61.6	

White	Elementary					93.8
	Middle					93.7
	High					91.3
Two or more races	Elementary					94.2
	Middle					90.5
	High					94.6
Special Education	Elementary	95.6	94.5	94.8	93.9	94.0
	Middle	92.0	93.4	93.6	89.8	93.8
	High	90.0	91.2	92.1	90.2	88.9
Limited English Proficient	Elementary	96.5	96.8	93.9	94.5	95.8
	Middle	79.6	97.1	94.8	97.0	99.3
	High	68.4	98.0	97.4	100.0	95.9
Free/Reduced Meals (FARMS)	Elementary	95.4	95.1	94.6	94.0	94.6
	Middle	90.9	93.3	93.0	93.3	93.8
	High	91.6	91.8	92.4	91.2	90.6

1. Challenges of Increasing Attendance Rates:

a. The high school level experiences decreases in attendance with many groups

- All students category: Elementary, middle and high school students all increased over FY2010 with middle school students having the greatest increase
- Special education increased at the elementary and middle levels and remained the same at high school
- LEP increased at elementary and middle levels and dropped 2.6 % at the high school level
- FARMS increased at elementary and middle levels and dropped .1% at the high school level.
- At the high school level, females had the most decrease in attendance for SE, LEP and FARMS.
- The lowest percent of attendance occurs at high school for African American and White students

b. The White subgroup has the lowest percentage of attendance at all three levels

2. Changes or Adjustments That Will be Made

a. SCPS will continue to fund staff and services.

- Continue with attendance clerks at all levels

- Continue the Connect Ed contract
- Maintain all counseling, LSS and other support staff

b. SCPS will continue to work with parents.

- Continue to educate parents about the importance of regular school attendance
- Increase communication between LEP staff and families in their home language
- Target attendance concerns in ELL and IEP discussions, including a review of the data.
- IEP Clerks will make home contacts on all Special Education absences at the high school level

c. School staffs will continue to search for effective strategies to increase attendance.

- Utilize data analysis of the attendance rates for each subgroup to help determine areas of need as well as possible interventions
- Beyond Diversity training for A & S staff.
- PBIS incentive strategies will be included for attendance at the two high schools

CHANGE and TIMELINE	RESOURCE	CATEGORY
Continue to fund attendance clerks at the 2 high schools Timeline: August 2011-June 2012	Staffing	Salaries/Wages Source: Unrestricted Cost:\$36,066
Continue the attendance responsibilities clerks at the elementary schools for the IEP Clerks Timeline: August 2011-June 2012	Staffing	Salaries/Wages Source: Unrestricted Cost: \$37,852 Source: JFE 84.410 Cost: \$17,675
Continue to utilize truancy court Timeline: August 2011-June 2012	Collaboration with Outside Agencies and Staff Time	Source: Staff time Cost: \$0
<i>Circle of Trust/Courage to Teach</i> Timeline: August 2011-June 2012	Professional Development	Source: Unrestricted Cost: \$2,346 Source:

CHANGE and TIMELINE	RESOURCE	CATEGORY
Continue <i>Connect Ed</i> automated attendance contact program at all schools. Timeline: September, 2010-June, 2011	License Agreement	Source: Unrestricted Cost: 4,812
PBIS Incentives for each school	Building Culture	Source: Restricted RTTT 84.395 Cost: \$5000
Parent meetings quarterly at the 2 high schools	Parent Outreach	Source: Restricted RTTT 84.395 Cost: \$4000