



Mobile County Public School System

Elementary School

2009-2011 SAE Comprehensive Needs Assessment
2008-2009 Data

W. D. Robbins Elementary

Chairperson's Signature/Date

Principal's Signature/Date

Demographic Narrative Summary

Community Factors

In narrative form, list any of the community factors that influence student achievement at your school.

W. D. Robbins Elementary School is a neighborhood school located at 2416 West Main St. in Prichard, Alabama. The dynamics of the neighborhood have changed somewhat as Prichard has undergone a re-development and community improvement project. Currently, the ethnicity make-up is 99% African American and 97% of our school receives free/reduced lunch. We have several community partners and always strive to maintain a highly safe and orderly environment.

Attributes

List any awards or schoolwide attributes that set your school apart from others, i.e., MMI, ARFI, AMSTI, etc.

Robbins Elementary School is an ARI and AMSTI school that also utilizes Compass Learning, Ticket to Read, and participates in the Reading Renaissance Program. Robbins offers many various clubs to the students as extra-curricular activities, such as Robotics, Technology, Dance, Cheerleading, Gardening, Photography, Newspaper, and Choir. We also conducted a GED program at our school which was the first to be offered in our community. Robbins Elementary has consistently made AYP over the past several years.

School Profile – Demographics

Insert School Profile Demographics

AYP Progress Report

Insert School AYP Progress Report

[This information can be obtained at http://www.alsde.edu/Accountability/Accountability.asp](http://www.alsde.edu/Accountability/Accountability.asp)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

2008-2009 Data

School: W. D. Robbins Elementary

Goal 80%

Milestones:	Fall Percentage of students in each level					Winter Percentage of students in each level					Spring Percentage of students in each level				
	Initial	Letter	Phoneme	Nonsense	Oral	Initial	Letter	Phoneme	Nonsense	Oral	Initial	Letter	Phoneme	Nonsense	Oral
B-80%	Sound	Naming	Segmentation	Word	Reading	Sound	Naming	Segmentation	Word	Reading	Sound	Naming	Segmentation	Word	Reading
S-15%	Fluency	Fluency	Fluency	Fluency	Fluency	Fluency	Fluency	Fluency	Fluency	Fluency	Fluency	Fluency	Fluency	Fluency	Fluency
I-5%															
Kindergarten															
Benchmark	53	68				86	82	53	88			81	96	82	
Strategic	21	10				11	10	29	6			8	4	8	
Intensive	26	22				3	8	18	7			11	0	10	
First Grade															
Benchmark		66	78	70				95	84	66			97	83	73
Strategic		22	17	20				4	15	27			2	14	14
Intensive		12	5	10				1	1	8			1	3	13
Second Grade															
Benchmark				73	54					78					56
Strategic				24	29					5					21
Intensive				3	18					17					23
Third Grade															
Benchmark					46					56					53
Strategic					36					28					30
Intensive					18					16					17
Fourth Grade															
Benchmark															
Strategic															
Intensive															
Fifth Grade															
Benchmark															
Strategic															
Intensive															

This information can be obtained at <http://www.testtrax.com>

Alabama Direct Assessment of Writing

School: W. D. Robbins Elementary School

Grade Level: Fifth

Category	2008-2009 Data								
		Holistic Composition		Writing Mechanics		Sentence Formation		Grammar	Usage
	# Tested	Percent Met Levels 3 & 4	Percent Met Levels 1 & 2	Percent Met Levels 3 & 4	Percent Met Levels 1 & 2	Percent Met Levels 3 & 4	Percent Met Levels 1 & 2	Percent Met Levels 3 & 4	Percent Met Levels 1 & 2
All Students	85	58	42	22	78	39	61	15	85
Special Ed.	10	40	60	0	100	0	100	0	100
Regular Ed.	75	60	40	25	75	44	56	17	83
*Female	45	67	33	27	73	42	58	11	89
*Male	40	48	52	18	82	35	65	20	80
*Am. Indian									
*Asian									
*Black	85	58	42	22	78	39	61	15	85
*Hispanic									
*White									
*LEP									
*Prepaid	2	50	50	0	100	0	100	0	100
*Free&Reduced	83	58	42	23	77	40	60	16	84

[This information can be obtained at http://www.alsde.edu/Accountability/Accountability.asp](http://www.alsde.edu/Accountability/Accountability.asp)

2008-2009 SAT-10 Elementary Data Form

School: W. D. Robbins Elementary School

Percent Proficient

Subpopulation	SAT-10 - Third Grade						SAT-10 - Fourth Grade						SAT-10 - Fifth Grade																					
	Total Reading	Word Study Skills	Reading Vocabulary	Reading Comprehension	Total Math	Math Problem Solving	Math Procedures	Language	Science	Social Science	Total Reading	Reading Vocabulary	Reading Comp	Total Math	Math-Problem Solving	Math Procedures	Language	Language Mechanics	Language Expression	Science	Social Science	Total Reading	Reading Vocabulary	Reading Comp	Total Math	Math Procedures	Math Problem Solving	Language	Language Mechanics	Language Expression	Science	Social Science		
All Students	64	52	76	56	56	46	63	41			50	55	61	63	58	74	67	70	66			54	49	59	62	72	50	55	45	58	47			
Special Ed.	29	14	40	33	27	7	47	13			33	33	33	42	33	42	25	33	17			17	0	17	8	17	0	8	8	8	8			
Regular Ed.	72	60	82	60	61	52	66	46			53	59	66	67	63	80	75	77	75			60	57	66	70	81	58	62	51	66	53			
Female	73	53	78	61	59	49	68	44			46	55	61	64	64	73	76	76	76			57	50	64	71	82	52	64	52	68	48			
Male	59	51	74	52	53	43	59	40			54	56	61	63	54	74	61	65	58			50	48	55	52	62	48	45	38	48	45			
American Indian																																		
Asian																																		
Black	64	51	76	55	55	45	62	41			50	55	61	63	58	74	67	70	66			54	49	59	62	72	50	55	45	58	47			
Hispanic																																		
White	100	100	100	100	100	100	100	100																										
LEP																																		
Paid			100	100	100	100	100	100			100	100	100	100	0	100	100	100	0			0	0	0	50	50	0	0	50	0	0			
Free/Reduced	64	52	76	55	55	45	62	41			49	55	60	63	59	73	67	69	67			55	50	61	62	73	51	56	45	60	48			

This information can be obtained at <http://www.testtrax.com>

Alabama Reading and Math Test (ARMT)

School: W. D. Robbins Elementary School

AYP Status:

Category	3rd Grade 2008-2009 Data			4th Grade 2008-2009 Data			5th Grade 2008-2009 Data		
	Reading 81%	Math 74%		Reading 77%	Math 72%		Reading 81%	Math 71%	
	% Meeting Standards Levels III & IV	% Meeting Standards Levels III & IV		% Meeting Standards Levels III & IV	% Meeting Standards Levels III & IV		% Meeting Standards Levels III & IV	% Meeting Standards Levels III & IV	
All Students	83	78		87	84		83	85	
Special Ed.	62	40		58	46		42	27	
Regular Ed.	87	85		92	91		89	93	
Female	90	76		91	85		91	89	
Male	78	79		84	83		74	81	
American Indian									
Asian									
Black	82	78		87	84		83	85	
Hispanic									
White	100	100							
LEP									
Paid		100		100	100		50	50	
Free/Reduced	83	78		87	84		83	86	

[This information can be obtained at http://www.alsde.edu/Accountability/Accountability.asp](http://www.alsde.edu/Accountability/Accountability.asp)

Alabama Alternate Assessment

Insert School AAA Report Provided by the System.

ACCESS for ELL Students

Insert School ACCESS Report Provided by the System.

Criterion Referenced Test (CRT)

Reading CRT 2008-2009

	1st Quarter						2nd Quarter						3rd Quarter						4th Quarter						Yearly Average					
	% of Students Scoring 70% or Higher						% of Students Scoring 70% or Higher						% of Students Scoring 70% or Higher						% of Students Scoring 70% or Higher						% of Students Scoring 70% or Higher					
	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5
All Students	76	63	61	73	61	32	86	78	69	78	60	82	89	81	75	77	47	69	89	68	74	71	74	63	85	72	70	75	61	62
Special Ed	40	29	58	44	55	0	60	57	42	44	46	42	50	69	30	56	25	36	67	54	44	31	67	30	54	52	44	44	48	27
Regular Ed	79	68	62	78	62	37	89	80	73	84	62	88	92	83	81	81	52	74	92	71	78	78	75	68	88	76	74	80	63	67
Female	94	65	61	70	53	35	97	79	64	84	53	80	100	85	73	71	53	71	100	76	69	80	62	62	98	76	67	76	55	62
Male	63	61	62	74	68	29	80	76	73	73	65	83	80	78	76	81	43	67	83	63	81	66	83	65	77	70	73	74	65	61
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Black	76	63	61	72	61	32	87	78	69	78	60	81	89	81	75	77	47	69	90	69	74	71	74	63	86	73	70	75	61	61
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	100	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
White	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
LEP	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Paid	50	100	0	100	100	33	50	100	100	100	100	67	100	100	100	0	0	100	100	100	100	100	50	75	100	75	100	75	38	
Free/Reduced	77	62	62	72	61	32	88	77	68	78	59	82	89	81	74	77	48	71	90	68	74	71	73	64	86	72	70	75	60	62

Math CRT 2008-2009

	1st Quarter						2nd Quarter						3rd Quarter						4th Quarter						Yearly Average					
	% of Students Scoring 70% or Higher						% of Students Scoring 70% or Higher						% of Students Scoring 70% or Higher						% of Students Scoring 70% or Higher						% of Students Scoring 70% or Higher					
	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5
All Students	88	76	57	50	45	53	89	66	60	63	71	82	86	80	72	62	51	71	84	75	54	52	47	65	87	74	61	57	54	68
Special Ed	60	50	58	19	50	8	60	43	58	31	73	25	50	57	50	50	42	27	50	46	33	25	23	11	55	49	50	31	47	18
Regular Ed	90	79	57	55	44	61	92	69	60	69	70	92	89	83	75	64	52	77	88	79	57	55	52	71	90	78	62	61	55	75
Female	97	79	61	48	42	58	100	73	62	67	71	89	94	83	78	61	50	80	94	81	53	63	56	73	96	79	64	60	55	75
Male	80	73	52	50	48	49	83	60	57	60	70	76	80	77	67	63	51	61	78	70	55	44	40	57	80	70	58	54	52	61
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Black	88	76	57	50	45	53	90	66	60	63	70	83	86	80	72	63	51	70	85	75	54	52	47	65	87	74	61	57	53	68
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	100	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
White	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
LEP	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Paid	50	100	0	100	100	33	50	100	100	100	100	67	100	100	100	100	50	100	100	100	0	50	100	75	100	75	75	88	63	
Free/Reduced	89	75	58	49	44	54	91	65	59	63	70	83	86	79	72	62	50	71	84	74	54	51	47	65	88	73	61	56	53	68

This information can be obtained at <http://www.edutrax.us/tt-login.asp>

Criterion Referenced Test (CRT)

Science CRT 2008-2009

	1st Quarter					2nd Quarter					3rd Quarter					4th Quarter					Yearly Average									
	% of Students Scoring 70% or Higher					% of Students Scoring 70% or Higher					% of Students Scoring 70% or Higher					% of Students Scoring 70% or Higher					% of Students Scoring 70% or Higher									
	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5	K	1	2	3	4	5
All Students					70	65					92	91					92	92					86	93	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	85	85
Special Ed					46	25					91	83					91	91					83	70	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	78	67
Regular Ed					74	71					92	92					92	92					86	96	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	86	88
Female					83	61					88	91					88	89					82	93	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	85	84
Male					59	68					95	91					95	96					88	93	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	84	87
American Indian					NA	NA					NA	NA					NA	NA					NA	NA	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Asian					NA	NA					NA	NA					NA	NA					NA	NA	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Black					70	65					92	91					92	92					86	93	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	85	85
Hispanic					NA	NA					NA	NA					NA	100					NA	100	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	100
White					NA	NA					NA	NA					NA	NA					NA	NA	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
LEP					NA	NA					NA	NA					NA	NA					NA	NA	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Paid					100	33					100	100					100	100					100	100	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	100	83
Free/Reduced					70	70					92	90					92	92					86	93	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	85	86

This information can be obtained at <http://www.edutrax.us/tt-login.asp>

Comprehensive Needs Assessment Summary

Prioritized Student Needs

In narrative form, provide a detailed analysis of all academic data. Write a summary explaining how you will address the needs of those students not meeting proficiency and what changes will be made to the schoolwide program to increase student achievement and meet AYP. Include all professional development needs.

After looking at data in all areas, it was determined that the special education subgroup is performing significantly lower than the regular education subgroup and the male subgroup is performing significantly below the females. These two subgroups will be specifically targeted for intervention and Extended Day services. Special education students will receive first delivery of instruction from the HQ regular education teacher, then a second dose by the HQ special education teacher, and receive any additional services from the special education teacher and paraprofessional as necessary. The special and regular education teachers will work collaboratively to address the needs and specific concerns of each student. In addition, Ticket to Read is being utilized with the special education subgroup in the computer lab with a paraprofessional to address reading concerns. Teachers will receive professional development on Ticket to Read from Mrs. McCants (Reading Coach). The OGAP Initiative is also being implemented this year to assist with math assessments. AMSTI will help conceptual teaching with math investigations. The addition of technology will boost achievement with the ability to assist with the scaffolding of instruction.

Looking at your data by subgroups, prioritize (1-4) the academic needs based on the student achievement data analysis.

The school's prioritized needs are as follows:

1. Special Education – Reading
2. Special Education - Math
3. Special Education – Writing
4. Males - Reading

Mobile County Public School System

School Year 2008-2009

Suspension Report

School Name	Year	Total Enrollment	Total Students Suspended	Total Days Suspended	Average Days Suspended	% Students Suspended	Total Students Suspended	Subgroups									
								Disability	Race						Lunch Code		
									A	B	H	I	N	W	Free	Paid	Red
<i>Sample</i>	4-Mar	955	85	510	6	8.90%	85	24	0	53	0	0	0	32	70	10	5
	3-Feb	928	136	481	3.54	14.66%	136	28	0	80	0	0	0	56	102	20	14
		27	-51	29	2	-6.75%	-51	-4	0	-27	0	0	0	-24	-32	-10	-9

Insert Suspension Report Provided by the System.

Comprehensive Needs Assessment Summary of Student Suspension Data

Is your school's rate of Average Days Suspended greater or less than the district's average for elementary schools? Less

If your school's rate of Average Days Suspended is greater, by how many days? _____ Days

Looking at the data by subgroups, determine if there are patterns that need your attention and identify the patterns.

Looking at the data by subgroups, there are no readily identified patterns. The entire population at Robbins is African American, therefore, the fact that all 66 suspensions were African American is not significant. It does not identify one group as more likely to be suspended than another. In addition, virtually the entire school is on free/reduced lunch (97%) so there is also no distinction in that subgroup.

Write a summary about your school's suspension data.

While there are no identifiable patterns among subgroups, it should be noted that during 2007 – 2008 the total of suspensions, total days suspended, percent of students suspended, and the number of disability students suspended has increased. This trend was also evident among the elementary school totals. The average days suspended has decreased and was less than the elementary school totals.

**Mobile County Public School System
School Year 2008-2009
Attendance Report**

Insert Attendance Report Provided by the System.

Comprehensive Needs Assessment Summary of Student Attendance Data

Is your school's rate of attendance greater or less than the district's average for elementary schools? District 96.5% > Robbins 95.82%

If less, by what percentage? 0.68%

Is your school's rate of attendance greater or less than the state average for elementary schools? State 96% > Robbins 95.82%

If less, by what percentage? 0.18%

Looking at the data by subgroups, determine if there are patterns that need your attention and identify the patterns.

There is no discernable pattern observed in the attendance data.

Calculate the average participation rate for each quarter (1st-3rd) on the Criterion Referenced Tests (CRTs) in Reading and Mathematics across grade levels. Do not count make-up tests in this calculation. Write a summary statement about your school's participation rate on the CRTs.

On average 98% of Robbins Elementary students participate in the CRT testing on the assigned day. The remaining two percent complete the test during make-ups. The overall participation rate on the CRTs is good.

**Mobile County Public School System
School Year 2008-2009
Retention Report**

	Students	# Retained	% Retained
Kindergarten	58	3	5%
First Grade	114	16	14%
Second Grade	86	14	16%
Third Grade	96	7	7%
Fourth Grade	77	5	6%
Fifth Grade	86	5	6%



Comprehensive Needs Assessment Summary of Student Retention Data

Percent of students retained by grade level:

First grade: 14%
Second grade: 16%
Third grade: 7%
Fourth grade: 6%
Fifth grade: 6%

Write a summary statement about your retention data.

There is a higher retention rate at the 1st and 2nd grade levels at Robbins Elementary. Third through fifth grade retention rates are at about the same percentage, 6 and 7% respectively.

Comprehensive Needs Assessment Summary of Other Local School Data

Include local school disaggregated data to support non-academic expenditures. This may include the results of the following:

Media Circulation Report (optional)

Nurses Summary Report

Parenting Baseline Data Quarterly Results

Faculty, Staff, Student, and Parent Survey Summaries

In narrative form, provide an analysis of the above data and include other relevant information, including analysis by subgroup.

Media circulation reports show improved circulation of non-fiction and fiction books throughout 2008 – 2009. However, there is a need to increase the volume of circulation this year.

The health aide makes about 40 contacts a day on average including administering medicines, treating sick or injured students, and making phone calls or sending letters to parents.

Parenting Baseline Data shows employing a Parenting Organizer is an effective strategy to reach parents. Compacts were signed, Parent-Teacher conferences were held, and volunteers were in the building. However, there is a continued need to improve on providing family nights and other activities for parents to more actively involve them in the education process.

Prioritize the non-academic needs (1-4), based on the data analysis, including statements from the suspension, attendance and retention summaries.

1. Health aide is needed to assist with general health care and to maintain contact with parents regarding behavior and attendance issues.
2. Parent Organizer is needed to assist with involving families in the education process. She is vital in communicating with parents regarding academic needs and behavior issues.
3. Family Nights are important as they are a positive manner in which to inform parents about their child's education and to encourage them to become more involved.
4. Media Books should be purchased to enhance the library/media center. Circulation should increase to promote reading. Computer workstations should be purchased to increase the availability of computers for Accelerated Reader quizzes. They would also be available for research and other important tasks to enhance the core curriculum subjects.

Principal Attestation

Compliance with NCLB, Section 1119

Qualifications for Teachers and Paraprofessionals

As required by NCLB, Section 1119 of Title I, Part A, I the undersigned school principal attests to the following for the 2009-2010 school year.

Mark an "X" next to each statement in the appropriate column.

Yes	No	
X		<p>1. All teachers teaching core academic subject areas (i.e., reading/English/language arts, math, science, social studies, foreign language, art, music, drama) are highly qualified. This includes the hiring of new teachers and ensuring that they meet the NCLB HQ requirements.</p> <p>If "no", how many teachers are not highly qualified? _____ 1 _____</p>
X		<p>2. All teachers teaching in a program supported by Title I, Part A funds are highly qualified.</p> <p>3. All Title I, Part A paraprofessionals with instructional duties teaching in a program supported by Title I, Part A funds, have a high school diploma or its equivalent and meet the Title I, Part A, qualifications based on their (1) completion of 2 years of education at an institution of higher education, or (2) earning an associate's (or higher) degree, or (3) having met a rigorous standard of quality through a formal local academic assessment that assesses the knowledge of and the ability to assist in instructing reading, writing, and mathematics; or the knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.</p> <p>If "no", how many paraprofessionals do not meet the Title I, Part A qualifications? _____</p>
X		<p>4. Copies of this Attestation are available at the school and school district office and will be made available to the general public upon request.</p> <p>Signature of Principal: _____ Date: _____</p> <p>Typed Name of School Principal: Marcelete Stewart</p>

Analysis and Summary of Teacher Attendance School Level

2008-2009 Data	K	1	2	3	4	5	Other
Number of Teachers	5	5	5	5	5	5	12
Number of Tenured Teachers	3	4	5	3	2	4	8
Number of Non-Tenured Teachers	2	1	0	2	3	1	4
Number of Teachers New to the School	1	1	0	0	1	1	1
Number of Whole Day Absences	26	21	34	32	53	31	130
Number of Professional Development Days	7	14	14	14	20	37	60
Number of Vacancies	0	0	0	0	0	0	0
Number of Long Term Subs	0	0	0	0	0	0	0

Write a summary statement explaining the analysis of the teacher attendance data and how you will address patterns of absences, if applicable.

We will continue to encourage participation in professional development to build teacher content knowledge. We will strive to motivate teachers to increase teacher attendance in the building.