



2024-2025

Fourth Quarter

Measures that Matter

Fast Facts

Students Receiving Special Services

Free/reduced-priced meals: 55.12%
English Learners: 20.78%
Special Education: 16.31%

Total Enrollment: 693

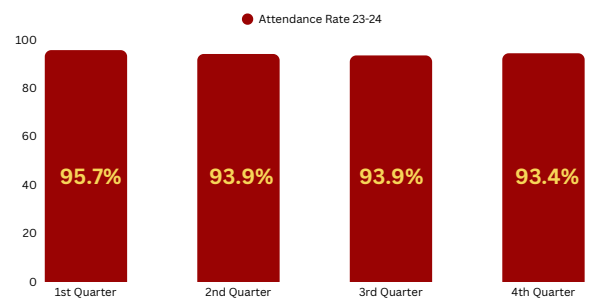
RECC PK: 44
Kindergarten: 111
First grade: 105
Second grade: 121
Third grade: 115
Fourth grade: 96
Fifth grade: 101

Race/Ethnicity

Asian: 7.6%
Black/African American: 25.5%
Hispanic/Latino: 31.6%
Two or more races: 7.94%
White: 27.1%
Other: Less than 1%

Attendance

Quarterly Attendance Rate



Chronic Absentee Rate

15.4%

100 Students were considered Chronically Absent due to missing more than 10% of the school year to date.

Reflection

What is your child's attendance rate?

Attendance Rate by Grade

RECC PK: 93.6%
Kindergarten: 93.0%
First grade: 95%
Second grade: 94.4%
Third grade: 94.8%
Fourth grade: 94.9%
Fifth grade: 94.2%

Tardy

2.9%

Early Dismissals

1.4%

Year to Date Reasons for Absences

The most frequent reason for absence is illness accounting for 2,806.5 days absent.

4,019 absences were recorded as unexcused because no note followed the absence.

Absence Frequency by Days of the Week

BEST - Tuesday 5.2%
WORST - Monday 7.0%

Attendance by Month

BEST - September 95.7%
WORST - February 91.8%

Behavior

219

Incident reports (IRs) were given to 78 students during the 24-25 school year to help them reflect on and learn appropriate behavior and interactions in school.

Frequent reasons for IRs: Physical aggression, disruption, disrespect

Reflection

Did your child earn Falcon of the Week this Year?



713

Students recognized as **Falcons of the Week** so far this year!

44

Office Disciplinary Referrals (ODRs) were given to 21 students when an administrator deemed the incident report a violation of the student code of conduct or was a repetitive incident

Frequent reasons for ODRs: Physical aggression/attack

Reflection

Did your child receive an IR or ODR? Did they learn from the situation?

By reinforcing positive behaviors, teachers spend more time teaching, as class disruptions, office referrals, and suspensions are reduced.

More Information

hcpss.org/academics/

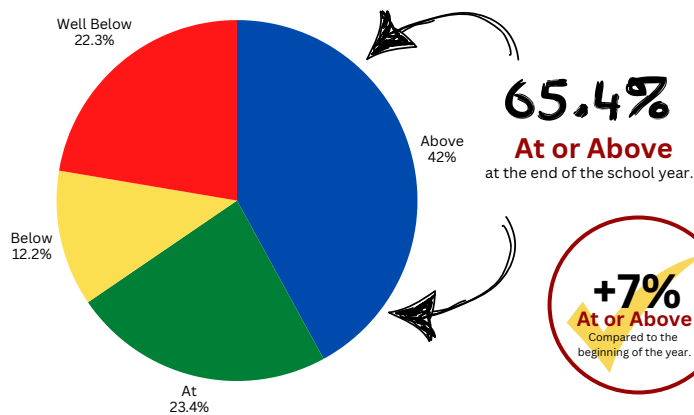
ples.hcpss.org/about/school-improvement-plan

hcpss.org/academics/testing/

Performance

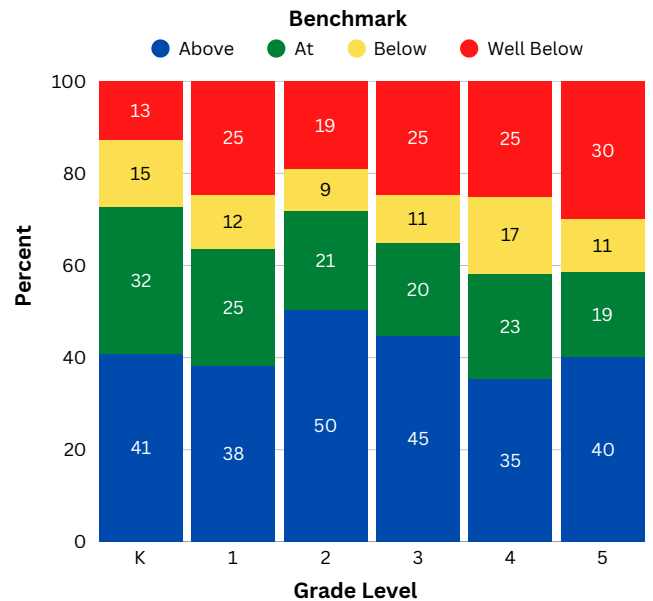
DIBELS - End of Year

DIBELS® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one-minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through fifth grade.



DIBELS - End of Year By Grade

Percent of students at each DIBELS benchmark by grade



Being a Reader (BAR) End of Year Benchmark

The Being a Reader program is a beginning reading curriculum designed to help all students learn the foundational skills and strategies required for reading.

Kindergarten 83% **1st Grade 79%** **2nd Grade 70%**

Students who met or are close to meeting BAR Benchmark

Standards Based Grading

Standards-based instruction and reporting (SBIR) is an equity-based instructional and grading practice grounded in consistent learning goals that are explicitly aligned to grade-level curriculum. Reporting of student progress is relative to the expectations of the learning goals rather than a comparison among and between students. Evidence of student understanding is gathered through multiple measures. B

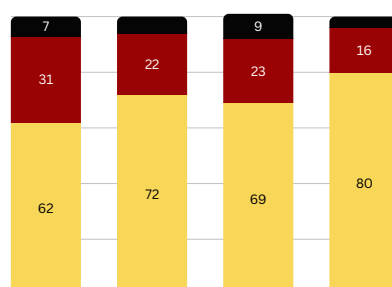
Percentage of grades for all students each quarter as recorded on the report card

Reflection

Review your child's report card. How did your child perform this year?

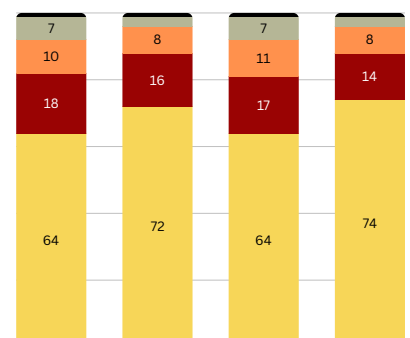
Kindergarten First, and Second Grades

Met Progressing Limited



Third, Fourth, and Fifth Grades

A B C D E



More Information