

**Fast Facts about Phelps Luck Elementary**

**Total Enrollment: 695**

- RECC PK: 49
- Kindergarten: 99
- First grade: 111
- Second grade: 106
- Third grade: 122
- Fourth grade: 112
- Fifth grade: 96

**Race/Ethnicity**

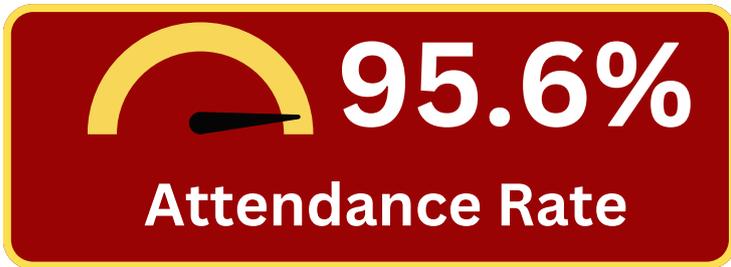
- Asian: 8.8%
- Black/African American: 25.30%
- Hispanic/Latino: 30.22%
- Two or more races: 7.77%
- White: 27.60%
- Other: Less than 1%

**Students Receiving Special Services**

- Free/reduced-priced meals: 48.78%
- English Learners: 19.57%
- Special Education: 16.40%



**Attendance**



**Attendance Matters**

When children are not ill, it is extremely important to be present in school. Here's why:

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just 1 or 2 days every few weeks.
- Being late to school may lead to poor attendance. Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.



**Attendance Goal**

**96%**

**Attendance Rate by Grade**

- RECC PK: 95.3%
- Kindergarten: 94.7%
- First grade: 95.5%
- Second grade: 96%
- Third grade: 96.2%
- Fourth grade: 95.8%
- Fifth grade: 95.8%

**Tardy**  
**2.7%**

**Early Dismissals**  
**1.3%**

**Year to Date Reasons for Absences**

The most frequent reason for absence is **illness** accounting for **1,052.5** days absent.

**1,540.5** absences were recorded as **unexcused** because no note followed the absence.

**Absence Frequency by Days of the Week**

- Monday 4.9%
- Friday 4.7%
- Tuesday 4.6%
- Wednesday 3.8%
- Thursday 3.8%

**When Do Absences Become a Problem?**

- CHRONIC ABSENCE**  
18 or more days
- WARNING SIGNS**  
10 to 17 days
- SATISFACTORY**  
9 or fewer absences

**Reflection**

*What is your child's attendance rate?*

**Chronic Absentee Rate**  
**8.2%**

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

**Attendance Support**

Our Student Support Team (SST) monitors attendance patterns and contacts families when attendance rates surpass 10%.

**130 Students are being supported or monitored for attendance concerns.**

The team's purpose is to connect students and families with resources and support. The ultimate goal is to enhance students' academic achievement and well-being.



# 2025-2026 *Second Quarter* Measures that Matter

## Performance

**MAP Math** *Measure of Academic Progress*  
**35.4%**

Students who met the Math MAP Performance Benchmark by Grade  
First grade: 43.2%  
Second grade: 33.3%  
Third grade: 33.3%  
Fourth grade: 35.1%  
Fifth grade: 31.6%

**Met the Fall Math MAP Performance Benchmark**

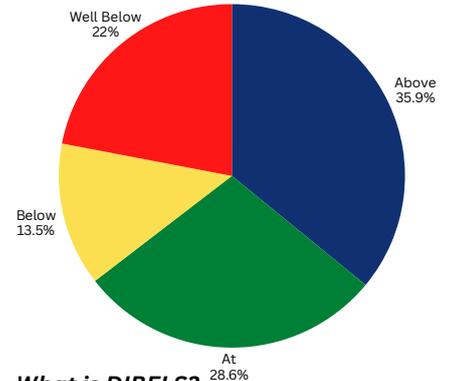
**MAP Reading** *Measure of Academic Progress*  
**36.2%**

Students who met the Reading MAP Performance Benchmark by Grade  
First grade: 27%  
Second grade: 28.8%  
Third grade: 39%  
Fourth grade: 42.3%  
Fifth grade: 44.2%

**Met the Fall Reading MAP Performance Benchmark**

**DIBELS** *Whole School Mid-Year*

● Above ● At ● Below ● Well Below



**What is DIBELS?**  
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 eighth grade.

### What is the HCPSS Performance Benchmark?

The HCPSS Performance Benchmark is defined as: Students who score in the low to mid seventieth percentile to 99th percentile on MAP (Measure of Academic Progress).  
Students who meet the HCPSS Performance Benchmark are likely to earn a 4 or 5 on the state assessment, MCAP (Maryland Comprehensive Assessment Program).

## MAP Growth *Fall to Winter*

**61%** of students made growth on Math MAP

**63%** of students made growth on Reading MAP

### Reflection

How is your child performing on MAP, and DIBELS?

### Reflection

How is your child following our behavioral expectations?

**98**

**Incident reports (IRs)** were given to students during the second quarter of the 25-26 school year to help them reflect on and learn appropriate behavior and interactions in school.

### Frequent reasons for IRs:

Physical aggression and disrespect

**13**

**Office Disciplinary Referrals (ODRs)** were given to 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 attack

### Reflection

How is your child following our behavioral expectations?

## Behavior



**397**

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

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

### More Information