

Fast Facts about Phelps Luck Elementary

Total Enrollment: 726

Pre-Kindergarten: 43
 Kindergarten: 102
 First grade: 121
 Second grade: 120
 Third grade: 101
 Fourth grade: 105
 Fifth grade: 134

Race/Ethnicity

Asian: 8.5%
 Black/African American: 26.6%
 Hispanic/Latino: 32.5%
 Two or more races: 7.3%
 White: 24.9%
 Other: Less than 1%

Students Receiving Special Services

Free/reduced-priced meals: 53.72%
 English Learners: 22.31%
 Special Education: 12.95%

Attendance

Year-to-date through the end of 3rd quarter

94.4%

Attendance Rate by Grade

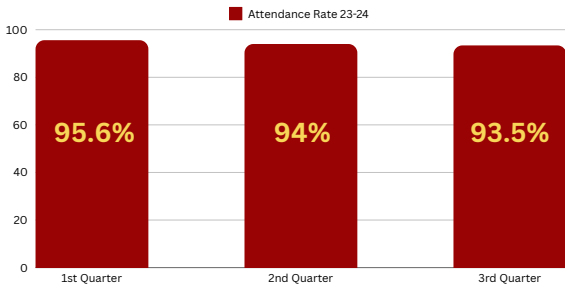
Pre-Kindergarten: 92.2%
 Kindergarten: 93.6%
 First grade: 94.5%
 Second grade: 95.1%
 Third grade: 94.3%
 Fourth grade: 93.8%
 Fifth grade: 94.8%

Tardy

3.1%

Early Dismissals

1.5%



14.1%

96 Students are designated as Chronically Absent

MSDE defines chronically absent as being absent for 10% of school days or more.

59%

430 (or 59%) of our students received an attendance award at the end of 3rd quarter. Awards were given to students who attended school 95% or more.

Reasons for Absences

The most frequent reason for absence is **illness** accounting for **2,447.5 days** absent.

2,778 absences were recorded as **unexcused** because no note followed the absence.

Submit absence notes to your child's teacher and/or PLESabsence@hcppss.org

Attendance Goal 96%

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.

When Do Absences Become a Problem?

CHRONIC ABSENCE

18 or more days

WARNING SIGNS

10 to 17 days

SATISFACTORY

9 or fewer absences

Absence Frequency by Days of the Week

Monday 6.8%

Tuesday 6.3%

Friday 5.7%

Wednesday 5.2%

Thursday 4.9%



2023-2024 *Third Quarter* Measures that Matter

Performance

What is a MAP Assessment?

MAP (Measures of Academic Progress) is a computerized adaptive assessment that measures your child's knowledge of reading and math. It is administered to grades 1 through 5 in the fall and winter and grades 1 and 2 in the spring. All students are asked the same number of questions, but the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier and then become progressively more challenging. This enables the assessment to precisely identify the full spectrum of a student's strengths and weaknesses.

MAP Growth vs. Proficiency

Growth is individual progress, whereas proficiency is achieving some set of standards. Previously, we shared student proficiency on MAP at PLES. Below is the percentage of students who met their individualized growth from fall to winter.

Growth on the Measure of Academic Progress (MAP)

Percent of 1st grade through 5th grade students who made growth on MAP from Fall 23 to Winter 24

54%
Math

46%
Reading

Math Grade Reading

59%	1	52%
51%	2	40%
54%	3	48%
55%	4	59%
53%	5	33%

More Information

hcpss.org/scta

hcpss.org/academics/

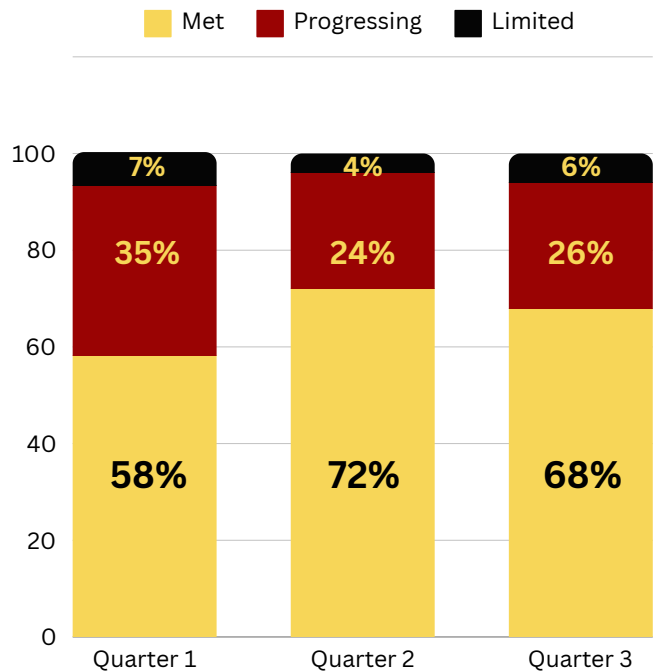
hcpss.org/academics/testing/

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

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 expectation of the learning goals rather than a comparison among and between students. Evidence of student understanding is gathered through multiple measures. Better detail strengthens communication with students and family while also providing better insight into how instruction can advance each and every student.

The graph below shows Kindergarten, first, and second grade students and the cumulative grade distribution for the first three quarters of the 2023-2024 school year.



M = Meets Expectations of the Curriculum Standards

- "M" indicates the student is achieving the grade-level expectations of the standards.
- The student consistently demonstrates understanding of content and applies the skills required in the academic standards.

P = Making Progress Toward Meeting Expectations of the Curriculum Standards

- "P" indicates the student is progressing toward the grade-level expectations of the standards.
- The student may need more instruction, support, or monitoring to meet the grade level standards.
- The student demonstrates some understanding of the content and applies some of the skills required in the academic standards.

L = Limited/No Progress Toward Meeting Expectations of the Curriculum Standards

- "L" indicates the student is demonstrating limited proficiency with the grade-level expectations of the standards.
- This student requires more instruction, support, and monitoring to meet the grade level standards.
- The student demonstrates little (to no) understanding of the content and is unable to apply the skills required in the academic standards.