

Fast Facts about Phelps Luck Elementary

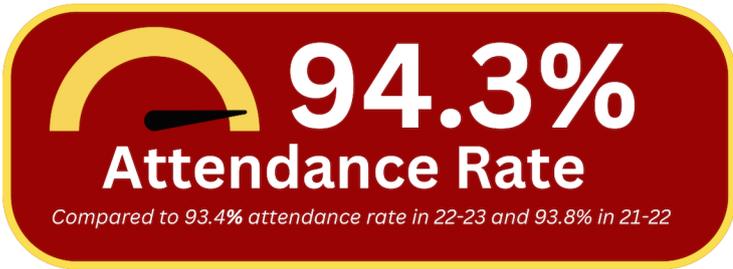
Total Enrollment: 720
 Pre-Kindergarten: 43
 Kindergarten: 100
 First grade: 125
 Second grade: 116
 Third grade: 100
 Fourth grade: 104
 Fifth grade: 132

Race/Ethnicity
 Asian: 8.6%
 Black/African American: 26.6%
 Hispanic/Latino: 32.8%
 Two or more races: 7.1%
 White: 24.9%
 Other: Less than 1%

Students Receiving Special Services
 Free/reduced-priced meals: 54.17%
 English Learners: 22.92%
 Special Education: 13.06%

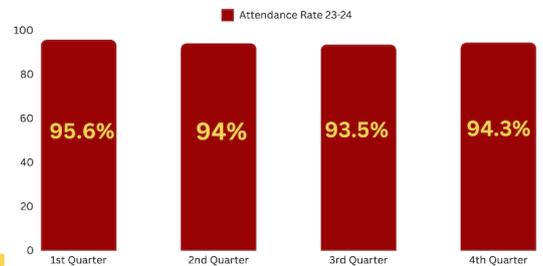


Attendance



94.3%
Attendance Rate
 Compared to 93.4% attendance rate in 22-23 and 93.8% in 21-22

Quarterly Attendance Rate



Attendance Rate by Grade

Pre-Kindergarten: 92.2% Second grade: 95.1%
 Kindergarten: 93.8% Third grade: 94.5%
 First grade: 94.4% Fourth grade: 94%
 Fifth grade: 95%

Chronic Absentee Rate

12.6%

85 Students were Chronically Absent during the 23-24 school year.

There was a 25% reduction in chronic absenteeism compared to SY 22-23

During the 22-23 school year, 118 students (16.9%) were considered chronically absent.

The Maryland State Department of Education (MSDE) defines chronic absenteeism as a student's absence for 10% of the school year or 18 days or more.

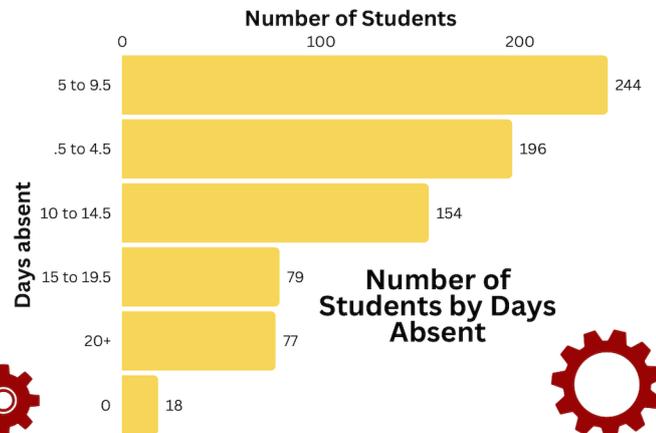
Months with the BEST Attendance

September 95.5%
 October 95.5%

ATTENDANCE by MONTH

Months with the WORST Attendance

June 90.7%
 March 92.6%



18 students with perfect attendance!

Reasons for Absences

The most frequent reason for absence is **illness** accounting for 2,975.5 days absent.

3,933.5 absences were recorded as **unexcused** because no note followed the absence.

Absence Frequency by Days of the Week

Monday 6.5%
Friday 6.0%
Tuesday 5.8%
Wednesday 5.2%
Thursday 4.9%

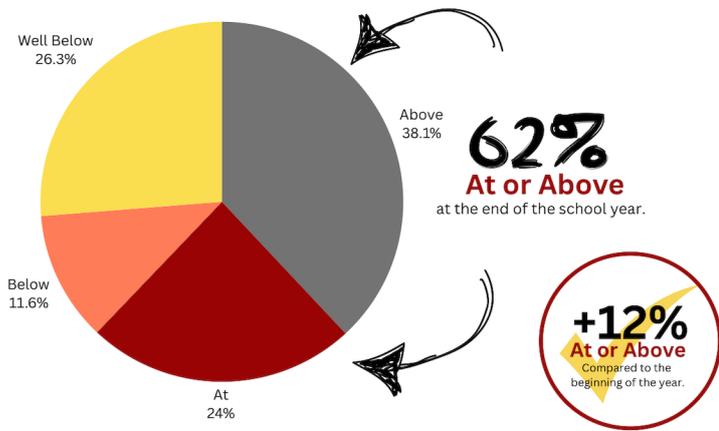


2023-2024 *Fourth Quarter* Measures that Matter

Performance

DIBELS - End of Year

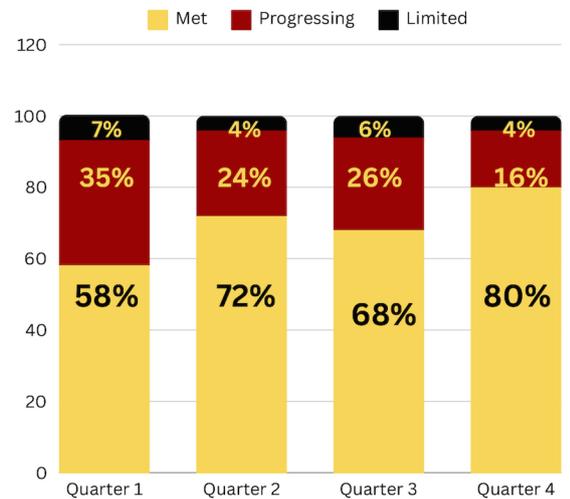
DIBELS® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one-minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early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



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.

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



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.



Behavior

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

Frequent reasons for IRs:

Physical aggression and disrespect

96% Had 0 or 1 incident report during the 24-25 school year.

55 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 and disrespect



325
Students recognized as
Falcons of the Month

More Information