

# Measures that Matter

## Fast Facts about Clemens Crossing Elementary

### Total Enrollment: 545

Kindergarten: 93  
 First grade: 89  
 Second grade: 92  
 Third grade: 86  
 Fourth grade: 95  
 Fifth grade: 90

### Race/Ethnicity

Asian: 13.6%  
 Black/African American: 25.3%  
 Hispanic/Latino: 12.1%  
 Two or more races: 9.36%  
 White: 39.08%  
 Other: Less than 5%

### Students Receiving Special Services

Free/reduced-priced meals: 26.79%  
 English Learners: 6.24%  
 Special Education: 12.66%

## Attendance

**94.36%**

### Attendance Rate by Grade

Kindergarten: 92.69%  
 First grade: 93.50%  
 Second grade: 94.69%  
 Third grade: 95.06%  
 Fourth grade: 95.79%  
 Fifth grade: 94.38%

### Tardy

**2.60%**

### Early Dismissals

**1.83%**

**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.

## Attendance Support

Our Student Support Team (SST) monitors attendance patterns and reaches out to families when attendance rates surpass 10%. **132 Students are being supported or monitored for attendance concerns.** The purpose of the team is to connect students and families with resources and support. The ultimate goal is to enhance students' academic achievement and well-being.

## When Do Absences Become a Problem?

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

## Performance

**40.3%**

**Met the Fall Math MAP Performance Benchmark**

### Students who met the Math MAP Performance Benchmark by Grade

First grade: 35.6%  
 Second grade: 50.5%  
 Third grade: 42.9%  
 Fourth grade: 41.8%  
 Fifth grade: 30.3%

**46.2%**

**Met the Fall Reading MAP Performance Benchmark**

### Students who met the Reading MAP Performance Benchmark by Grade

First grade: 34.5%  
 Second grade: 49.5%  
 Third grade: 44.0%  
 Fourth grade: 53.8%  
 Fifth grade: 48.3%

## What is the HCPSS

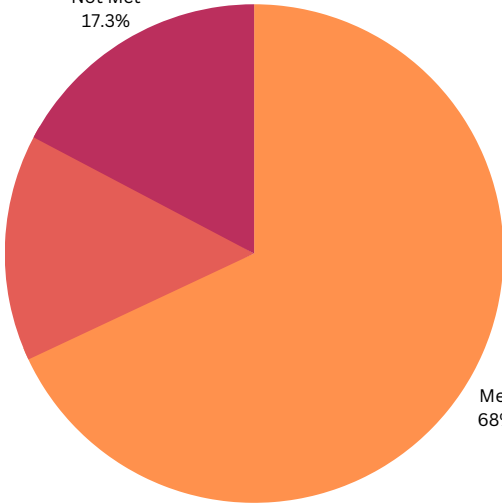
### Performance Benchmark?

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).*

# Measures that Matter

## Performance Being a Reader™

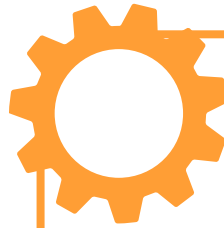
Not Met  
17.3%



Approached  
14.7%

Met  
68%

**82.7%** of students in kindergarten, first grade, and second grade have met or are approaching grade level progression in the Being a Reader™ continuum during first quarter.



## Instruction Being a Reader™

### What is Being a Reader™?

A comprehensive reading program, **Being a Reader™** is the first of its kind to integrate foundational skills instruction, practice in reading comprehension strategies, and rich literacy experiences with explicit social skills instruction and activities that foster students' growth as responsible, caring, and collaborative people. Grounded in scientific research **Being a Reader™** follows a continuum of reading development to meet each student at their instructional point of need and take them to their next level of literacy.

### Reading Instructional Level

**85%**

of all 2nd through 5th-grade students are on or above grade level in reading.

The reporting of instructional reading level starts in 2nd quarter of 1st grade.

### Math Instructional Level

**95%**

of all 2nd through 5th-grade students are on or above grade level in math.

The reporting of instructional math level starts in 2nd quarter of 1st grade.

### More Information

[hcpss.org/scta](http://hcpss.org/scta)

[hcpss.org/academics/](http://hcpss.org/academics/)

[hcpss.org/academics/testing/](http://hcpss.org/academics/testing/)

[cces.hcpss.org/about/school-improvement-plan](http://cces.hcpss.org/about/school-improvement-plan)

## PBIS: Positive Behavior Interventions & Supports

**25,650**

Paw tickets distributed

**135** Students recognized as Cougar of the Week

Minor incident reports (MIRs) given to students in 1st quarter to help students reflect and learn appropriate behavior and interactions in school.

**31**

### Frequent reasons for MIRs:

*Classroom disruption and inappropriate language*

**11**

### Office Disciplinary Referrals (ODRs)

Frequent reasons for ODRs:  
*Physical attack and disrespect*

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