



## Fast Facts about Clemens Crossing Elementary

### Total Enrollment: 538

Kindergarten: 93  
 First grade: 87  
 Second grade: 89  
 Third grade: 86  
 Fourth grade: 93  
 Fifth grade: 90

### Race/Ethnicity

Asian: 13.01%  
 Black/African American: 25.5%  
 Hispanic/Latino: 12.5%  
 Two or more races: 9.1%  
 White: 39.41%  
 Other: Less than 5%

### Students Receiving Special Services

Free/reduced-priced meals: 26.77%  
 English Learners: 5.95%  
 Special Education: 12.64%

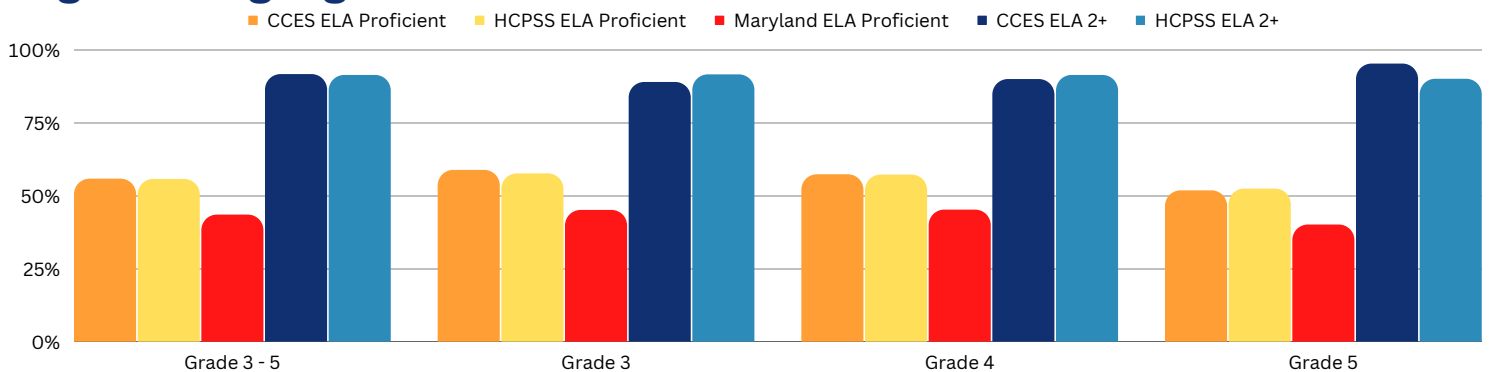


## Performance: 2022 MCAP Results

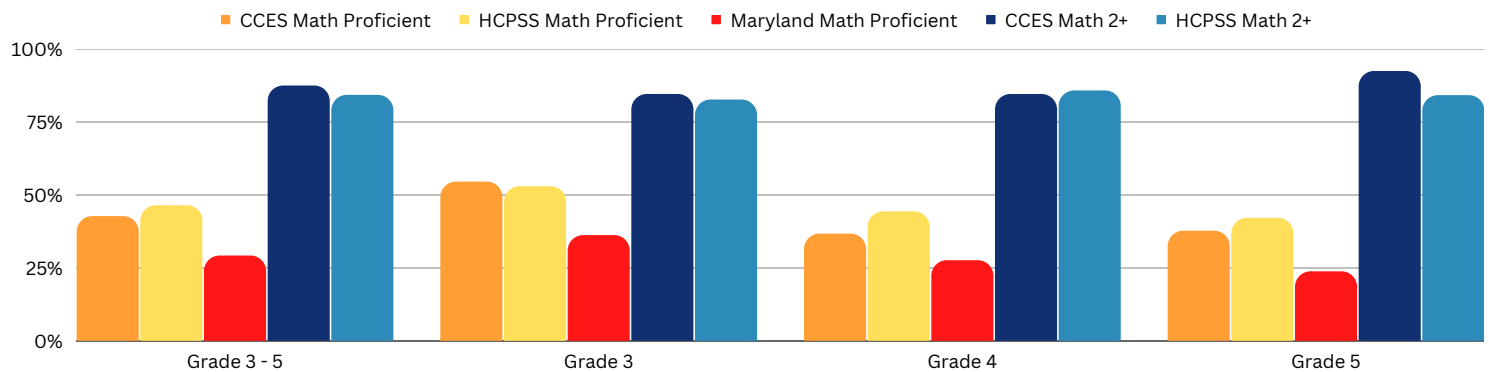
The **Maryland Comprehensive Assessment Program (MCAP)** assessments of Maryland College and Career Ready Standards (MCCRS) builds a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from grade 3 through high school, and provide teachers with timely information to inform instruction and provide student support.

Below, are results for CCES students compared to all HCPSS and Maryland students in grades 3 through 5. The Maryland State Department of Education recently released these results from the spring 2022 administration of MCAP. The bar graph represents students who scored 2+ (Level 2, 3, or 4) and students who were considered Proficient (Levels 3 and 4).

### English/Language Arts Performance



### Mathematics Performance



## MCAP Performance Descriptors

**Level 4 Distinguished Learners:** Demonstrate advanced proficiency.

The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

**Level 3 Proficient Learners:** Demonstrate proficiency.

The students are prepared for the next grade level or course and are on track for college and career readiness.

**Level 2 Developing Learners:** Demonstrate partial proficiency.

The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

**Level 1 Beginning Learners:** Do not yet demonstrate proficiency.

The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.





**Attendance Update**

**Attendance Goal 96%**

**Attendance YTD 93.46%** 0.9% drop from 1st Quarter

**Attendance Rate by Grade**

- Kindergarten: 91.85%
- First grade: 92.37%
- Second grade: 93.90%
- Third grade: 94.19%
- Fourth grade: 94.74%
- Fifth grade: 93.67%

**Tardies**

**1.83%** ↑ (0.77% improvement)

**Early Dismissals**

**2.83%** ↓ (1.0% drop)

**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%. **227 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

**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/)

[earlychildhood.marylandpublicschools.org](http://earlychildhood.marylandpublicschools.org)

[marylandpublicschools.org](http://marylandpublicschools.org)

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

**Kindergarten Readiness Assessment (KRA)**

**2022 51% Demonstrating Readiness**

54% = HCPSS  
42% = Maryland

**51% - Demonstrating Readiness** – consistently demonstrate the foundational skills and behaviors that enable a child to fully participate in the kindergarten curriculum.

**30% - Approaching Readiness** - exhibit some of the foundational skills and behaviors that are needed to participate in the kindergarten curriculum.

**19% - Emerging Readiness** – show minimal foundational skills and behaviors that prepare them to meet kindergarten expectations.

The Kindergarten Readiness Assessment (KRA) is one component of the broader R4K system in Maryland. The KRA is a kindergarten readiness tool that allows teachers to measure each child's school readiness across multiple domains.

Four of the R4K Domains are assessed on the KRA. These domains include:

*Social Foundations, Language and Literacy, Mathematics, Physical Well-Being and Motor Development*

The KRA is an inclusive assessment that is administered to all kindergarten students.

**PBIS: Positive Behavior Interventions & Supports**

**39,675**

**Paw tickets distributed YTD**

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

**Minor incident reports (MIRs)** given to students in 1st & 2nd quarters to help students reflect and learn appropriate behavior and interactions in school.

**81**

**Frequent reasons for MIRs:**

*Classroom disruption and physical aggression*

**17** 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.*