



# Ilchester Elementary Measures that Matter

4th Quarter  
2025-26

## Fast Facts

### Students Receiving Special Services

Free/reduced-priced meals: 19%  
English Language Learners: 5%  
Special Education: 21%

### Total Enrollment: 494

Pre-K: 47  
Kindergarten: 69  
First grade: 67  
Second grade: 72  
Third grade: 74  
Fourth grade: 74  
Fifth grade: 91

### Race/Ethnicity

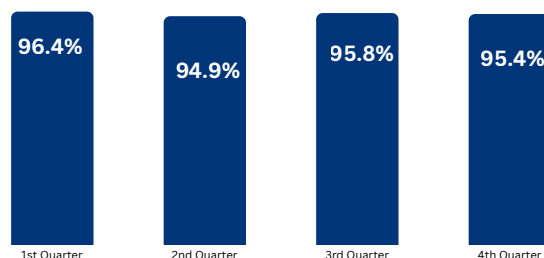
Asian: 28.1%  
Black/African American: 14.6%  
Hispanic/Latino: 5%  
Two or more races: 11.3%  
White: 40.5%  
Other: Less than 1%

## Attendance

 **95.6%**  
**Attendance Rate**

*Highest attendance rate in 5 years!*

### Quarterly Attendance Rate



### Chronic Absentee Rate

**9.6%**

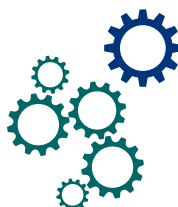
43 Students were considered Chronically Absent due to missing more than 10% of the school year to date.

### Perfect Attendance

**3.1%**

16 had perfect attendance this year!

*Reflection*  
What is your child's attendance rate?



### Attendance Rate by Grade

RECC PK: 95.4%  
Kindergarten: 94.8%  
First grade: 96.0%  
Second grade: 95.7%  
Third grade: 96.1%  
Fourth grade: 95.8%  
Fifth grade: 96.2%

**Tardy**  
**2.1%**  
**Early Dismissals**  
**2.1%**

### Year to Date Reasons for Absences

The most frequent reason for absence is illness accounting for **1,506** days absent.

**2,076** absences were recorded as **unexcused** because no note followed the absence.

### Attendance by Month

**BEST - September 96.3%**  
**WORST - January 93.1%**

### Absence Frequency by Days of the Week

**BEST - Wednesdays 3.4%**  
**WORST - Mondays 5.2%**

## Behavior

**120**

Incident reports (IRs) were given to 58 students this school year to help them reflect on and learn appropriate behavior and interactions in school.

Frequent reasons for IRs: Physical aggression, disruption, disrespect

**5**

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 aggression/attack

### More Information

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

[ples.hcpss.org/about/school-improvement-plan](https://ples.hcpss.org/about/school-improvement-plan)

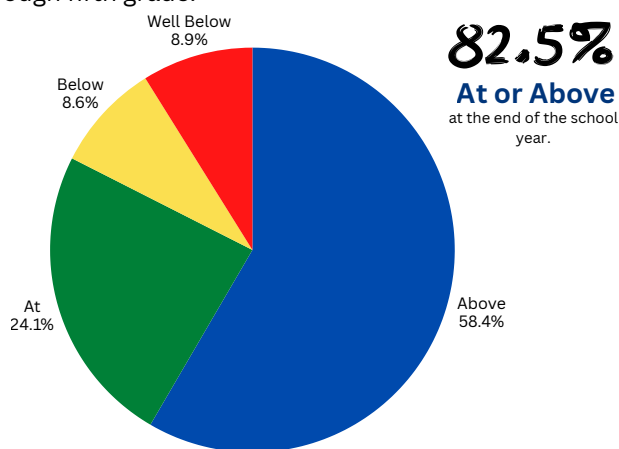
[hcpss.org/academics/testing/](https://hcpss.org/academics/testing/)



## Performance

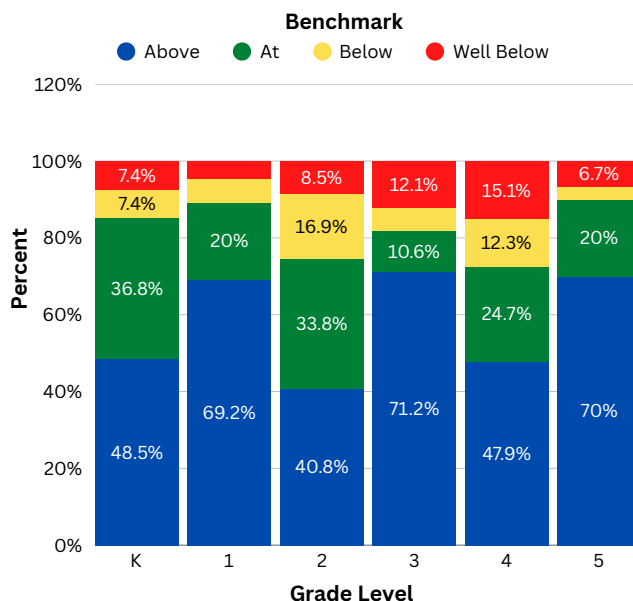
### DIBELS - End of Year

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.



### DIBELS - End of Year By Grade

Percent of students at each DIBELS benchmark by grade



### 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.



Kindergarten

**94%**

1st Grade

**99%**

2nd Grade

**89%**

Students who met or are close to meeting BAR Benchmark



### 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 expectations of the learning goals rather than a comparison among and between students. Evidence of student understanding is gathered through multiple measures.

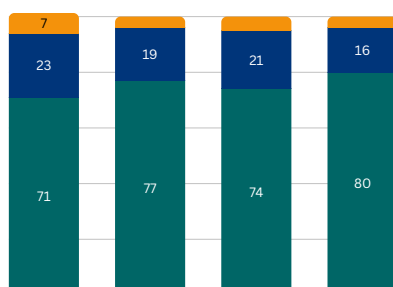
Percentage of grades for all students each quarter as recorded on the report card

#### Reflection

Review your child's report card. How did your child perform this year?

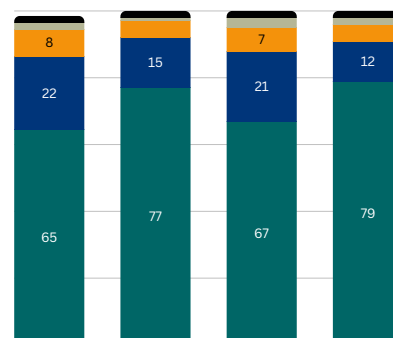
#### Kindergarten First, and Second Grades

Met Progressing Limited



#### Third, Fourth, and Fifth Grades

A B C D E



### More Information