

Elbert B. Edwards Elementary School

Clark County School District

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Kathryn Bausch, Principal

Grade Levels: PK-5

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2007-2008 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

The Edwards Elementary School community of parents, students and staff are working together to raise student achievement.

Principal's Highlights

Edwards is a year-round school. We used scientifically-based programs in all the subjects. We won the East Region Academic Growth Award in 06-07 for 38% increase in math (the highest in the State).

- Edwards increased 17% in reading and 38% in math, due in part to the use scientifically-based programs in these subjects.
- We met the Annual Yearly Progress (AYP) improvement goal of 40% in English language arts (ELA), except in special education.
- We met the AYP improvement goal of 45% in math, except in special education. Title 1 and teachers taught math effectively.
- A Title 1 and Reading First specialists team worked with classroom teachers and staff to improve Edwards in reading and math.
- Our English language learners, 62% of our population, successfully learned the core subjects while they acquired English.
- More than 300 students learned reading and math in our after-school programs. Students were selected based on data analysis.
- We provided English classes for more than 50 parents. Our Parent Literacy Nights had an attendance average of 200 parents.
- Edwards followed a Professional Learner Community government model, and staff, parents and students made the decisions.
- We had a uniform, systematic, data-based educational system, where everybody was accountable and responsible for learning.

Goals and Objectives

Goal 1

K-5th grade students and IEP students will increase achievement in reading, as measured by Interim and CRT tests.

Objective(s):

K-5th grade students in the approaching reading score level (41%-60%) will increase 10% achievement in reading, measured by interim tests. Students in 3rd -5th grades will increase 10% achievement in reading, measured by the CRT test. Improvements will be made mainly in reading comprehension.

Goal 2

Grades K-5, specifically IEP & 3rd grade subgroups, will increase math achievement as measured by interim tests and CRT.

Objective(s):

K-5th grades in the approaching score level (41%-60%) will increase 10% achievement in math. Students in 3rd-5th grades, including IEP, will increase 10% achievement in math, measured by interim and CRT tests. Improvements will be made specifically in problem solving, vocabulary and measurement.

Goal 3

White and IEP students and 3rd-5th grades will increase achievement in writing measured by the Writing Proficiency Exam.

Objective(s):

K-5th grade students in the approaching to proficient score level (41%-60%) will increase 10% achievement in writing, measured by the interim tests. Students in 5th grade will increase 20% in the proficiency category in writing, measured by the State Writing Proficiency Exam.

Demographics and Student Information

Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	817	308,554	100.0 %	100.0 %	95.0 %	94.2 %	94.2 %
Male	435	159,011	53.2 %	51.5 %	*	*	*
Female	382	149,543	46.8 %	48.5 %	*	*	*
American Indian/Alaskan Native	-	2,417	-	0.8 %	-	92.8 %	93.0 %
Asian/Pacific Islander	20	28,584	2.4 %	9.3 %	93.7 %	96.0 %	96.0 %
Hispanic	674	123,147	82.5 %	39.9 %	95.3 %	94.2 %	94.2 %
Black/African American	54	43,022	6.6 %	13.9 %	93.6 %	92.8 %	92.9 %
White	65	111,384	8.0 %	36.1 %	93.7 %	93.9 %	94.1 %
IEP	78	31,888	9.5 %	10.3 %	94.0 %	92.4 %	92.5 %
LEP	510	60,593	62.4 %	19.6 %	95.5 %	94.9 %	94.9 %
FRL	817	131,272	100.0 %	42.5 %	95.0 %	93.2 %	93.4 %
Migrant	N/A	N/A	N/A	N/A	*	*	*

IEP = Students with Disabilities
 LEP = Students with Limited English Proficiency
 FRL = Students qualifying for Free/Reduced Lunch

⌋ indicates data not presented for groups fewer than 10.
 'N/A' indicates a population of zero.
 '**' indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	38.8 %	34.7 %
Habitual Truancy - # of Incidents	0	2,117
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	0	6,019
Violence to Staff	0	126
Possession of Weapon	1	501
Distribution of Controlled Substance	0	82
Possession/Use of Controlled Substance	0	820
Possession/Use of Alcohol	0	163
Habitual Disciplinary Expulsions	0	13

Incidents are reported at the school where the action occurred.
 Data reported as of the end of the school year.

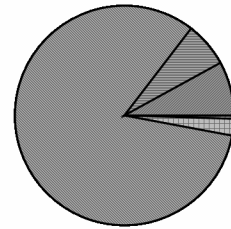
Retention

Grade	School #	School %	District #	District %
K	3	2.0 %	398	1.7 %
1	4	2.7 %	618	2.5 %
2	0	0.0 %	363	1.5 %
3	0	0.0 %	211	0.9 %
4	0	0.0 %	108	0.4 %
5	0	0.0 %	47	0.2 %

Data reported as of count day.

Student Ethnicity

Data reported as of count day.



- American Indian/Alaskan Native (0.5%)
- Asian/Pacific Islander (2.4%)
- Hispanic (82.5%)
- Black/African American (6.6%)
- White (8%)

Student/Teacher Ratio

Grade	School	District
K*	29:1	24:1
1	16:1	17:1
2	17:1	17:1
3	18:1	19:1
4	26:1	27:1
5	24:1	27:1

* Kindergarten ratios are based on the number of classes, not teachers.
 Data reported as of December 1.

Adequate Yearly Progress (AYP)

Elementary Designation: In Need of Improvement (Year 1)

Edwards Elementary School has been classified as a school which did not demonstrate Adequate Yearly Progress (AYP) during the 2007-2008 school year. Classification as not demonstrating AYP is due to the schools not meeting 1 of the No Child Left Behind criteria in the area of English language arts (ELA). In order for a school to demonstrate Adequate Yearly Progress, all NCLB criteria must be met.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) to measure student achievement relative to Nevada's academic standards. This table reflects a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress (AYP). Mathematics, Reading, and Writing test results are used to determine AYP. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)
 AS = Percentage of students performing in the Approaches Standards range of achievement
 MS = Percentage of students performing in the Meets Standards range of achievement
 ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	10 %	33 %	42 %	15 %	8 %	42 %	43 %	8 %	11 %	29 %	40 %	20 %	11 %	33 %	45 %	10 %
District	11 %	34 %	40 %	15 %	9 %	42 %	42 %	7 %	12 %	29 %	39 %	20 %	13 %	34 %	43 %	10 %
School	11 %	39 %	39 %	10 %	12 %	54 %	29 %	4 %	7 %	29 %	43 %	20 %	12 %	43 %	41 %	5 %

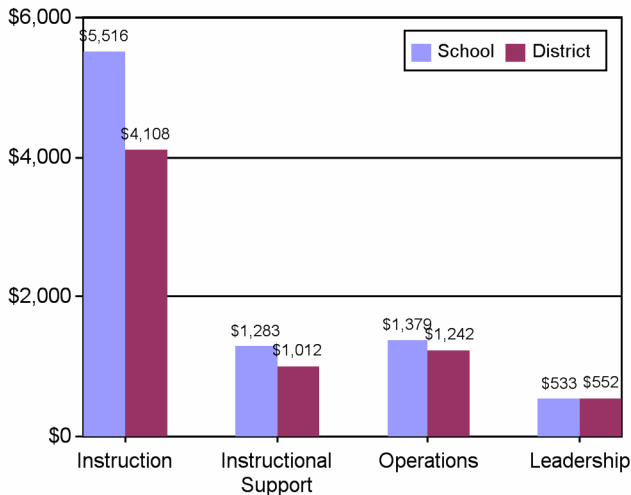
'-' indicates data not presented for groups fewer than 10.
 'N/A' indicates that data are not available.

Per-Pupil Expenditures 2006-2007

The per pupil expenditures for all Nevada school districts and schools are calculated by In\$ite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Edwards ES Total Cost Per Pupil = \$8,712.00
 District Total Cost Per Pupil = \$6,913.14

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2006-2007.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	10.6 %	13.9 %
Arts	N/A	19.6 %
English	N/A	19.9 %
Foreign Language	N/A	15.5 %
Mathematics	N/A	17.5 %
Science	N/A	18.4 %
Social Studies	N/A	15.5 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2008. Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	95.7 %	411	451	141
District	96.0 %	397	296	94
School	96.8 %	2	0	0

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day". 'N/A' indicates that data are not available.

Parent/Community Involvement

Parent/Teacher Conference Participation

07-08	06-07	05-06
95.0 %	90.0 %	90.0 %

'N/A' indicates the data are not available.

School newsletters are sent home in English and Spanish. Teachers send monthly newsletters, and progress reports go home every other week with the student's academic, behavior and attendance status. Report cards are issued three times a year. Test scores are sent home. Parent conferences are held in the fall and as needed. Monthly parent nights are held and they focus on literacy and mathematics. We hold a kindergarten round-up in the spring to enroll new students. Parents volunteer at school. Parent surveys are mailed home, and results are discussed with staff. School committees have parental input. We hold meetings to inform parents about school issues. We provide a Safe-Key program before and after school. During reading week parents and community members are invited as guests to read to our students. After-school programs aim to all ages and needs, and they run throughout the school year, serving almost five hundred students. After-school, adult ESL classes are held on school grounds, serving approximately fifty parents. Parents are involved with the East Region "Parents As Academic Leaders" (PAALS), which is an organization to improve parent involvement at the school and region levels.

Note: District totals do not include state or district sponsored charter school data.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.