

Doris Reed Elementary School

Clark County School District

2501 Winwood

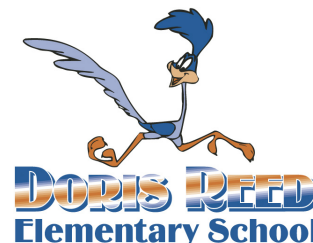
Las Vegas, NV 89108

Ph: 702-799-4777 Fax: 702-799-0680

Karen J. Bennett, Principal

Grade Levels: PK-5

Website: ccsd.net/schools/reed/



2007-2008 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

The staff, students, parents, and community of Doris Reed Elementary School will cooperatively provide a safe, flexible, positive learning environment where students can develop the social and academic skills needed to become productive, confident, lifelong learners.

Principal's Highlights

Doris Reed Elementary School is a Reading First school. We utilize a scientific researched-based reading program as well as reading intervention programs to meet the learning needs of all students.

- Implemented Voyager Passport Reading Intervention Program for fourth and fifth grades through the use of SB185 funds
- Implemented after-school tutoring in reading and math for third, fourth, and fifth grades through SB185 funding
- Supported three paraprofessionals for reading intervention support through SB185 funding
- Instituted for students five full-day kindergartens provided by the Clark County School District
- Provided a three week summer school for kindergarten through fourth grade students focusing on reading through SB185 funding
- Provided after-school Voyager and Compass Learning tutoring in mathematics and reading for grades 2-5
- Recognized students monthly for citizenship through Roadrunner and Most Improved Roadrunner assemblies
- Recognized positive school-wide behavior by rewarding students with Roadrunner Bucks to spend monthly in school store
- Implemented a pep rally for grades 3-5 before CRT testing to encourage students to put forth their best effort

Goals and Objectives

Goal 1

Students in grade 5 will increase achievement in writing on the Nevada Writing Proficiency in all four trait areas.

Objective(s):

Between September 2007 and April 2008 student performance on the Nevada Writing Proficiency Exam will increase from 2.49 to 3.0 in all four writing traits. In addition, the IEP subgroup will increase from 1.59 to 3.0 and the LEP subgroup will increase from 2.26 to 3.0 in all four writing traits.

Goal 2

Students in grades 3-5 will increase reading achievement on the Nevada CRT in content cluster C3 and ability level A2.

Objective(s):

Student performance will increase in C3 from 50% to 65% as well as in the following subgroups: IEP 35% to 50%, LEP 41% to 55%, and African American 43% to 55%. A2 will increase from 55% to 75% as well as in the following subgroups: IEP 31% to 45%, LEP 45% to 60%, and African American 46% to 60%.

Goal 3

Students in grades 3-5 will increase achievement in math on the Nevada CRT in ability level A-3, Problem Solving.

Objective(s):

Student performance in A3 will increase from 45% to 52%. In grades 4-5, subgroups will increase as follows: IEP from 25% to 40%, LEP from 37% to 50%, and African American from 38% to 55%. In grade 3, the subgroups will increase as follows: LEP from 56% to 66%, IEP and Hispanic from 60% to 70%.

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	803	308,554	100.0 %	100.0 %	95.0 %	94.2 %	94.2 %
Male	443	159,011	55.2 %	51.5 %	*	*	*
Female	360	149,543	44.8 %	48.5 %	*	*	*
American Indian/Alaskan Native	-	2,417	-	0.8 %	-	92.8 %	93.0 %
Asian/Pacific Islander	26	28,584	3.2 %	9.3 %	96.3 %	96.0 %	96.0 %
Hispanic	394	123,147	49.1 %	39.9 %	95.8 %	94.2 %	94.2 %
Black/African American	213	43,022	26.5 %	13.9 %	93.3 %	92.8 %	92.9 %
White	168	111,384	20.9 %	36.1 %	95.4 %	93.9 %	94.1 %
IEP	85	31,888	10.6 %	10.3 %	94.5 %	92.4 %	92.5 %
LEP	240	60,593	29.9 %	19.6 %	96.2 %	94.9 %	94.9 %
FRL	509	131,272	63.4 %	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	34.2 %	34.7 %
Habitual Truancy - # of Incidents	0	2,117
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	5	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.

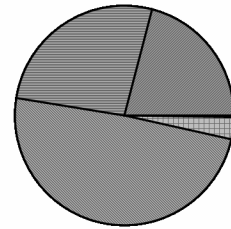
Retention

Grade	School #	School %	District #	District %
K	3	2.1 %	398	1.7 %
1	2	1.5 %	618	2.5 %
2	1	0.8 %	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 (0.2%)
- Asian/Pacific Islander (3.2%)
- Hispanic (49.1%)
- Black/African American (26.5%)
- White (20.9%)

Student/Teacher Ratio

Grade	School	District
K*	28:1	24:1
1	17:1	17:1
2	18:1	17:1
3	20:1	19:1
4	26:1	27:1
5	27:1	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 4)

Reed 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 5 of the No Child Left Behind criteria in the areas of English language arts (ELA) and mathematics. 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	16 %	42 %	34 %	8 %	19 %	60 %	21 %	0 %	15 %	40 %	35 %	10 %	23 %	45 %	23 %	9 %

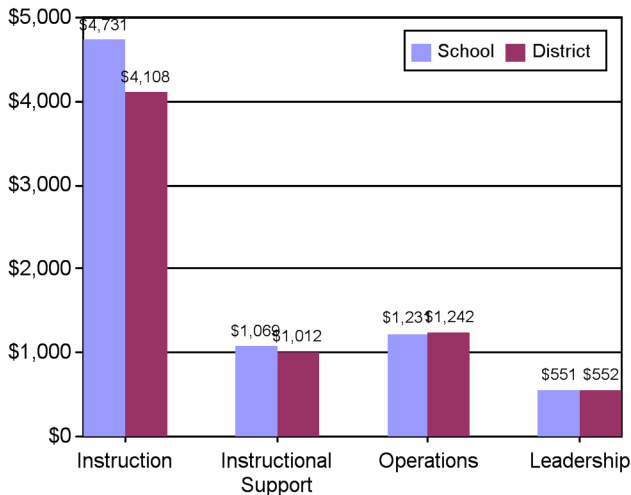
'-' indicates data not presented for groups fewer than 10.
 'N/A' indicates that data are not available.

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.

Reed ES Total Cost Per Pupil = \$7,582.24
 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	9.1 %	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	94.3 %	1	1	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 %	94.0 %	92.0 %

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

Doris Reed ES provides each family with a yellow communication envelope which goes home every Monday and is returned, signed by the parent, every Tuesday. All important information for the week is placed inside the communication envelope. Fifth graders also utilize a daily planner to assist with organization and parent communication. Parents receive a monthly school newsletter filled with information regarding school activities. When necessary, the school also sends out letters, flyers, and memorandums. We have a mini Open House, before school begins, to meet teachers and a formal Open House in September to discuss classroom rules, procedures, and expectations. Teachers communicate with parents through grade level newsletters, phone calls, parent conferences, and bi-weekly progress reports. Family Literacy and Math Nights are always a success with our families. They enjoy playing games, exploring educational websites, and learning how to help their children with their homework. We also have a Multicultural Night to learn about different cultures through art, music, dancing, and food. In addition, parents are invited to attend our Science Fair to view the wonderful science projects created by our students.

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.