

# Doris Reed Elementary School

Clark County School District

2501 Winwood

Las Vegas, NV 89108

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

Gary I. Namba, Principal

Grade Levels: K-5

Website: [www.ccsd.net/schools/reed/](http://www.ccsd.net/schools/reed/)



## 2004-2005 School Accountability Report

### Mission Statement

The staff, 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, where "Reading" is "First" everyday.

- The Scott-Foreman Reading program is being utilized with fidelity at all grade levels.
- Awarded Remediation Grant providing additional technology and teacher resource material in reading/language arts instruction
- Awarded the Tutoring Fund Grant additional tutoring for students outside of school instructional time
- After school reading intervention program utilizing the Voyager-Passport Program
- Classroom Size Reduction in Kindergarten, First, Second and Third grades
- Participant in the State Reading First Grant

---

### Goals and Objectives

#### Goal 1

Students in grades 3 and 5 at Doris Reed Elementary School will show increased achievement in math on the CRT.

#### Objective(s):

Specific improvement will be made by African American, Hispanic/Latino, Low SES, LEP, and IEP subgroups in the strands of Problem Solving and Algebra and Functions.

#### Goal 2

Students in grades 3 & 5 at Doris Reed ES will show increased achievement in Reading on the Spring 2004-2005 Nevada CRT.

#### Objective(s):

Specific improvement will be made by African American, Hispanic/Latino, Low SES, LEP, and IEP subgroups in the strands of Read to Comprehend, Interpret and Evaluate Literature, and Developing an Interpretation.

*For more information visit [www.nevadareportcard.com](http://www.nevadareportcard.com)*

## Demographics and Student Information

Demographic profiles are reported by gender, race/ethnicity, and special student populations, as of December 1, 2004. 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 Number		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	811	280,840	100.0 %	100.0 %	94.1 %	94.3 %	94.5 %
Male	432	144,392	53.3 %	51.4 %	*	*	*
Female	379	136,448	46.7 %	48.6 %	*	*	*
American Indian/Alaskan Native	4	2,312	0.5 %	0.8 %	96.7 %	92.6 %	93.1 %
Asian/Pacific Islander	37	23,038	4.6 %	8.2 %	94.8 %	96.1 %	96.2 %
Hispanic	325	99,368	40.1 %	35.4 %	94.5 %	93.8 %	94.1 %
Black/African American	185	40,325	22.8 %	14.4 %	93.7 %	93.0 %	93.1 %
White	260	115,797	32.1 %	41.2 %	93.6 %	94.5 %	94.7 %
IEP	98	30,408	12.1 %	10.8 %	93.3 %	92.5 %	93.0 %
LEP	183	59,092	22.6 %	21.0 %	94.9 %	94.7 %	94.9 %
FRL	520	124,678	64.1 %	44.4 %	94.6 %	94.2 %	94.3 %
Migrant	-	24	-	0.0 %	*	*	*

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 that this population was not represented.  
 '\*\*' indicates data are not available.

## Transiency, Truancy, and Discipline

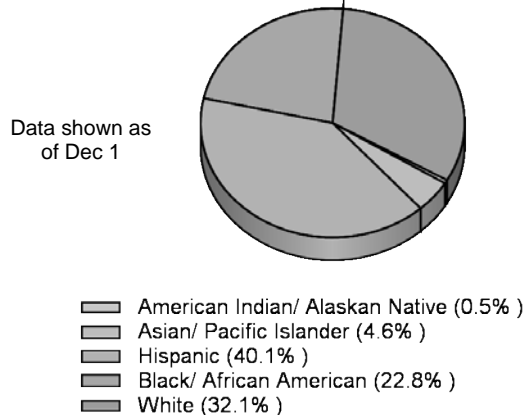
	School	District
<b>Transiency Rate</b>	36.0 %	37.0 %
<b>Habitual Truancy - # of Incidents</b>	0	1,016
<b>Discipline - # of Incidents Resulting in Suspension/Expulsion for:</b>		
Violence to Other Students	0	9,687
Violence to Staff	0	302
Possession of Weapon	1	1,084
Distribution of Controlled Substance	0	156
Possession/Use of Controlled Substance	0	1,009
Possession/Use of Alcohol	0	321
<b>Habitual Disciplinary Expulsions</b>	0	16

Incidents are reported at the school where the action occurred.

## Retention

Grade	School #	School %	District #	District %
K	0	0.0 %	249	1.2 %
1	0	0.0 %	566	2.5 %
2	0	0.0 %	198	0.9 %
3	0	0.0 %	130	0.6 %
4	0	0.0 %	72	0.3 %
5	0	0.0 %	27	0.1 %

## Student Ethnicity



## Student/Teacher Ratio

Grade	School	District
K*	20:1	26:1
1	20:1	18:1
2	17:1	17:1
3	21:1	20:1
4	26:1	28:1
5	29:1	28:1

\* Kindergarten ratios are based on the number of classes, not teachers.

## Adequate Yearly Progress (AYP)

**Elementary Classification:** Did Not Make Adequate Yearly Progress     **Designation:** In Need of Improvement (Year 2)

Reed Elementary School has been classified as a school which did not demonstrate Adequate Yearly Progress (AYP) during the 2004-2005 school year. Classification as not demonstrating AYP is due to the school's not meeting 11 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 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). Math, 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](http://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	12 %	42 %	35 %	11 %	10 %	36 %	41 %	12 %	14 %	36 %	35 %	15 %	13 %	34 %	41 %	12 %
District	14 %	43 %	33 %	10 %	11 %	38 %	40 %	11 %	16 %	37 %	33 %	15 %	16 %	36 %	38 %	10 %
School	20 %	51 %	25 %	4 %	13 %	47 %	34 %	6 %	18 %	49 %	24 %	9 %	16 %	48 %	27 %	9 %

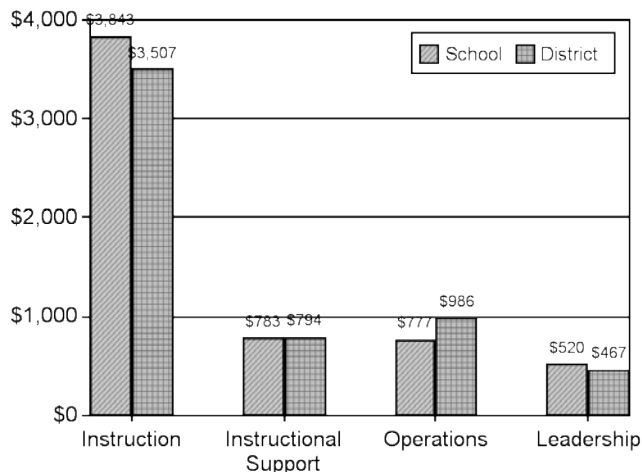
'-' indicates data not presented for groups fewer than 10.  
 'N/A' indicates that this population was not represented.

### Per-Pupil Expenditures 2003-04

Beginning in 2002-2003 total per pupil expenditures for all Nevada school districts and their schools have been 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 = \$5,923.05  
 District Total Cost Per Pupil = \$5,753.94

**Per-Pupil Expenditures By Category**



### Personnel Information

#### Classes Not Taught by Highly Qualified Teachers

	School	District
	Percent	Percent
Elementary	25.9 %	34.9 %
Arts	33.3 %	27.6 %
English	50.0 %	44.8 %
Foreign Language	N/A	36.2 %
Mathematics	N/A	47.2 %
Science	N/A	51.4 %
Social Studies	N/A	39.5 %

'N/A' indicates that this population was not represented. Data obtained from the Office of Teacher Licensure as of October 1, 2004.

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	96.0 %	0	128	0
District	95.9 %	0	71	0
School	95.6 %	0	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".

## Parent/Community Involvement

### Parent/Teacher Conference Participation

2004-05	2003-04
93.0 %	86.0 %

'N/A' indicates the data were not available. Some schools may have opened during the 04/05 school year.

At Doris Reed, teachers utilize weekly/bi-monthly student progress reports and conferences to keep parents informed on student progress. At the school level, Doris Reed Elementary School communicates with parents through flyers, notes, and newsletters. The Doris Reed PTA and the school has generated web sites which all students and parents may access through the internet.

*The development of this annual school accountability report is a joint effort between 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. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at <http://www.nevadareportcard.com>.*