

Ernest J. May Elementary School

Clark County School District

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Las Vegas, NV 89130

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Janice Musante, Principal

Grade Levels: K-5

Website: www.ccsd.net/schools/may/



2004-2005 School Accountability Report

Mission Statement

At Ernest J. May School, opportunities are provided for all students to succeed in an emotionally healthy environment where high self-esteem is fostered. All students are given opportunities to develop and display individual talents and to acquire the capacity to articulate ideas, respond to change, and become lifelong learners.

Principal's Highlights

Here are some of the highlights of the 2004-2005 school year at Ernest May Elementary School:

- A reading incentive program, "Reading is the Key to Magical Adventures" was implemented to encourage a love for reading.
- Storytelling skills were taught and students were selected to participate in the Northwest Bristlecone Storytelling Festival.
- Kindergarten Round-Up was held to register and assess kindergarten students prior to school entrance.
- Family Literacy Nights were held to provide fun, educational literacy activities for family participation.
- Monthly Award Assemblies were held to honor students for academic achievement and outstanding citizenship.
- Career Day allowed community members the opportunity to share their career choice with students.
- The Accelerated Reader Program was implemented to promote literacy skills and encourage lifelong, independent reading.
- The Accelerated Math Program was implemented to assess math skills, individualize assignments, and improve math proficiency.
- Counseling programs were designed by the school counselor to improve self-confidence and help deal with family changes.

Goals and Objectives

Goal 1

Students in grades 3 and 5 will show increased achievement in math problem solving on the 2004-2005 Nevada CRT.

Objective(s):

Students in grades 3 and 5 will show an increase in math achievement as measured by the Nevada Criterion Referenced Test. Results indicated that 62.2% of students were proficient or above. At the end of one year, Spring 2005, 65.9% of students in grades 3 and 5 will be proficient or above.

Goal 2

Students in grades 3 and 5 will show increased achievement in Reading Comprehension on the 2004-2005 Nevada CRT.

Objective(s):

Students in grades 3 and 5 will show an increase in reading achievement as measured by the Nevada Criterion Referenced Test. Results indicated that 56.1% of students were proficient or above. At the end of one year, Spring 2005, 60.49% of students in grades 3 and 5 will be proficient or above.

Goal 3

Fourth grade students will show increased achievement on the 2005 Nevada Writing Proficiency Test.

Objective(s):

Students in grade four will show an increase in writing proficiency as measured by the 2005 Nevada Writing Proficiency Test. Results indicated that 43.1% of students were proficient or above. At the end of one year, 48.8% of fourth grade students will be proficient or above on this test.

For more information visit 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	796	280,840	100.0 %	100.0 %	95.7 %	94.3 %	94.5 %
Male	419	144,392	52.6 %	51.4 %	*	*	*
Female	377	136,448	47.4 %	48.6 %	*	*	*
American Indian/Alaskan Native	9	2,312	1.1 %	0.8 %	95.5 %	92.6 %	93.1 %
Asian/Pacific Islander	42	23,038	5.3 %	8.2 %	97.0 %	96.1 %	96.2 %
Hispanic	117	99,368	14.7 %	35.4 %	95.5 %	93.8 %	94.1 %
Black/African American	97	40,325	12.2 %	14.4 %	94.7 %	93.0 %	93.1 %
White	531	115,797	66.7 %	41.2 %	95.9 %	94.5 %	94.7 %
IEP	86	30,408	10.8 %	10.8 %	95.3 %	92.5 %	93.0 %
LEP	23	59,092	2.9 %	21.0 %	96.2 %	94.7 %	94.9 %
FRL	172	124,678	21.6 %	44.4 %	94.4 %	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

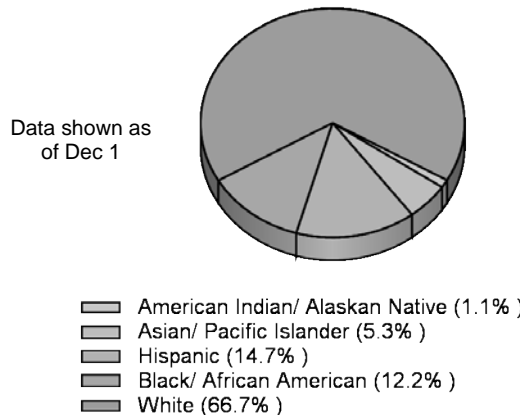
	School	District
Transiency Rate	22.6 %	37.0 %
Habitual Truancy - # of Incidents	0	1,016
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	0	9,687
Violence to Staff	0	302
Possession of Weapon	0	1,084
Distribution of Controlled Substance	0	156
Possession/Use of Controlled Substance	0	1,009
Possession/Use of Alcohol	0	321
Habitual Disciplinary Expulsions	0	16

Incidents are reported at the school where the action occurred.

Retention

Grade	School #	School %	District #	District %
K	1	1.0 %	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*	24:1	26:1
1	15:1	18:1
2	17:1	17:1
3	17:1	20:1
4	31:1	28:1
5	28:1	28:1

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

Adequate Yearly Progress (AYP)

Elementary Classification: Made Adequate Yearly Progress

Designation: Adequate

May Elementary School has been classified as a school which demonstrated Adequate Yearly Progress during the 2004-2005 school year. Classification as demonstrating AYP is due to the school's meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

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.

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	6 %	36 %	48 %	10 %	7 %	46 %	40 %	7 %	4 %	31 %	45 %	19 %	5 %	33 %	43 %	20 %

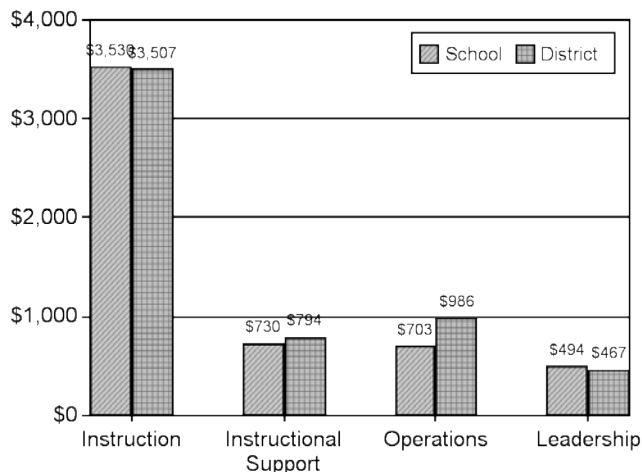
'-' indicates data not presented for groups fewer than 10.
 'N/A' indicates that this population was not represented.

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.

May ES Total Cost Per Pupil = \$5,457.10
 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	16.7 %	34.9 %
Arts	0.0 %	27.6 %
English	0.0 %	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	96.2 %	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
99.0 %	97.0 %

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

Below are some of the ways that the school provides meaningful communication with parents, family and the community:

- A bi-monthly school newsletter was distributed to share students' achievements and communicate pertinent information.
- Open House was held to share classroom programs, homework policies, curriculum objectives, and classroom management/discipline plans with parents.
- The PTSO held monthly meetings, planned and implemented a Harvest Festival, held fundraising activities to support technology and curriculum goals and supported a wide variety of school-wide activities.
- Activities such as Monthly Awards Assemblies, school-wide Reading Incentive Program, Literacy Nights, Career Day, Book Fairs, Music Programs, and Reading Week provided parents with opportunities to be actively involved and to promote student achievement and meet school improvement goals.
- Parent-Teacher Conferences were held that resulted in a 99% parent participation rate.
- Parents were involved in Individual Education Plan (IEP) development, 504 plan development, and Multidisciplinary Team and Student Intervention Team meetings.
- Parents were involved in school committees and volunteered in classrooms.

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>.