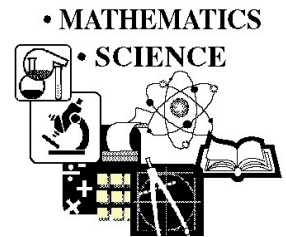


Mabel Hoggard Mathematics and Science Magnet Elementary School



Clark County School District

950 N. Tonopah Dr.
Las Vegas, NV 89106
Ph: 702-799-4740 Fax: 702-799-4884

Celese R. Rayford, Principal
Grade Levels: PK-5
Website: ccsd.net/schools/hoggard/

2006-2007 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

Our mission is to challenge and empower students to reach their fullest potential in an information-based society by providing an enriched education with an emphasis on science, mathematics, and technology.

Principal's Highlights

At Hoggard, students participate in a rigorous academic curriculum with an emphasis on science, mathematics and technology. Students are motivated with extensive hands-on math/science experiences.

- Designated in February 2007 as a Magnet School of Excellence. This is the top award given by Magnet Schools of America.
- Modernized the library, books, software, computers, and a sensory garden with National Basketball Association Cares Project.
- Awarded over \$200,000.00 in grants/donations to fund educational programs.
- Implemented a K-5th grade Learning Lab program emphasizing phonemic awareness, reading comprehension, and fluency.
- Implemented weekly Lab/Exploration Program with exploration periods connecting fine arts to the general curriculum.
- Implemented primary/intermediate math/science labs to provide extensive math and science instruction.
- Involved all students in hands-on planting and plant study as part of the garden/greenhouse program.
- Implemented Accelerated Math Program as an enrichment program for highly gifted students emphasizing algebra.
- Implemented before school math tutorial program to provide remediation.

Goals and Objectives

Goal 1

Increase the percentage of third through fifth grade students demonstrating proficiency in the area of reading.

Objective(s):

All third, fourth, and fifth grade students will demonstrate an increase of 10% proficiency in reading as measured by the Criterion Referenced Test (CRT) administered in spring 2007.

Goal 2

Increase the percentage of third through fifth grade students demonstrating proficiency in the area of problem solving.

Objective(s):

All third, fourth, and fifth grade students will demonstrate an increase of 5% proficiency in mathematics as measured by the Criterion Referenced Test (CRT) administered in spring 2007.

Goal 3

Increase the percentage of fifth grade students demonstrating proficiency in the area of writing.

Objective(s):

All fifth grade students will demonstrate an increase of 10% in writing as measured by the Nevada Writing Proficiency Examination administered January 2007.

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	428	306,099	100.0 %	100.0 %	96.3 %	93.7 %	93.9 %
Male	241	157,679	56.3 %	51.5 %	*	*	*
Female	187	148,420	43.7 %	48.5 %	*	*	*
American Indian/Alaskan Native	-	2,527	-	0.8 %	-	92.5 %	92.9 %
Asian/Pacific Islander	45	27,091	10.5 %	8.9 %	97.4 %	95.7 %	95.7 %
Hispanic	151	117,992	35.3 %	38.5 %	96.0 %	93.6 %	93.9 %
Black/African American	138	43,611	32.2 %	14.2 %	96.1 %	92.1 %	92.2 %
White	86	114,878	20.1 %	37.5 %	96.5 %	93.9 %	94.1 %
IEP	43	32,606	10.0 %	10.7 %	95.6 %	91.9 %	92.3 %
LEP	98	56,272	22.9 %	18.4 %	96.0 %	94.2 %	94.4 %
FRL	183	121,648	42.8 %	39.7 %	96.0 %	93.1 %	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	11.7 %	35.7 %
Habitual Truancy - # of Incidents	0	1,524
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	1	5,787
Violence to Staff	0	154
Possession of Weapon	0	651
Distribution of Controlled Substance	0	479
Possession/Use of Controlled Substance	0	72
Possession/Use of Alcohol	0	216
Habitual Disciplinary Expulsions	0	22

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

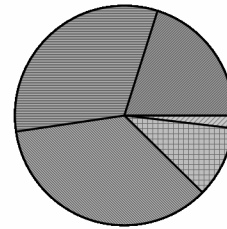
Retention

Grade	School #	School %	District #	District %
K	0	0.0 %	469	2.0 %
1	0	0.0 %	719	2.9 %
2	0	0.0 %	376	1.5 %
3	0	0.0 %	236	1.0 %
4	1	1.2 %	127	0.5 %
5	0	0.0 %	65	0.3 %

Data reported as of count day.

Student Ethnicity

Data reported as of count day.



- American Indian/ Alaskan Native (1.9%)
- Asian/ Pacific Islander (10.5%)
- Hispanic (35.3%)
- Black/ African American (32.2%)
- White (20.1%)

Student/Teacher Ratio

Grade	School	District
K*	19:1	25:1
1	16:1	17:1
2	16:1	17:1
3	19:1	20:1
4	27:1	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: Adequate

Hoggard Mathematics and Science Magnet Elementary has been classified as a school which demonstrated Adequate Yearly Progress during the 2006-2007 school year. Classification as demonstrating AYP is due to the schools 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 (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 %	45 %	13 %	9 %	38 %	43 %	10 %	12 %	29 %	40 %	18 %	11 %	36 %	42 %	11 %
District	11 %	34 %	43 %	12 %	9 %	39 %	43 %	9 %	14 %	30 %	38 %	18 %	13 %	37 %	40 %	10 %
School	4 %	21 %	57 %	18 %	2 %	41 %	41 %	16 %	5 %	17 %	43 %	35 %	1 %	21 %	35 %	43 %

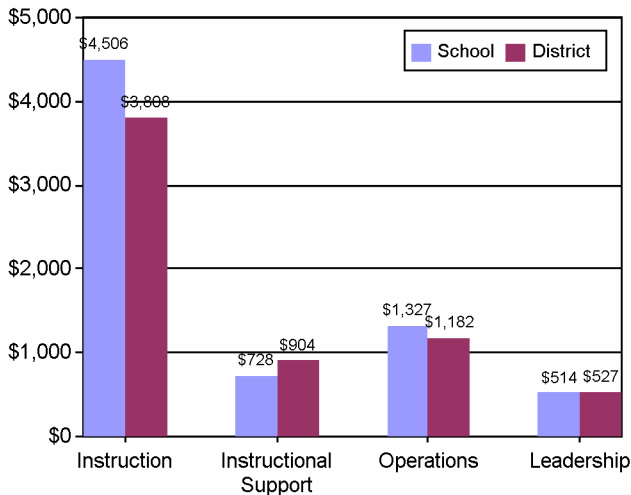
'-' indicates data not presented for groups fewer than 10.
 'N/A' indicates that data are not available.

Per-Pupil Expenditures 2005-2006

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.

Hoggard ES Total Cost Per Pupil = \$7,075.55
 District Total Cost Per Pupil = \$6,421.75

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2005-2006.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	27.3 %	25.5 %
Arts	N/A	25.6 %
English	N/A	32.9 %
Foreign Language	N/A	29.6 %
Mathematics	N/A	30.5 %
Science	N/A	30.1 %
Social Studies	N/A	27.0 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2007. 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	95.8 %	537	638	144
District	96.4 %	522	371	108
School	96.8 %	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

06-07	05-06	04-05
94.3 %	88.0 %	90.0 %

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

We continually promoted ongoing and interactive communication with parents regarding the instructional program through Everyday Mathematics parent trainings, Family Math Night, Parent Support Center, Meet Your Teacher Day, Open House, monthly newsletters, principal roundtable discussions, parent/teacher conferences, and PTSA meetings. Efforts were made to improve family involvement. Activities included: Nutritional Classes, Multicultural Dance Festival, Dads' Breakfast, Moms' Breakfast, Parent Volunteer Appreciation Program, and PTSA newsletters. Additionally, parents and community stakeholders were encouraged to participate as members of the Learning Improvement Team, School-wide Discipline Team, and Library Media committees to discuss curriculum related issues.

Note: Charter school numbers, excluding local state-sponsored charter schools, are reflected in all district totals in this report.

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.