

Tony Alamo Elementary School

Clark County School District

7455 El Camino Rd.

Las Vegas, NV 89139

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Rodney Kissinger, Principal

Grade Levels: PK-5

Website: schools.ccsd.net/alamo



2008-2009 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

The mission of Tony Alamo Elementary School is to provide a safe and positive educational program that promotes learning and achievement. Students, staff, families and the community will work together in a caring and respectful manner in order to achieve academic and behavioral expectations. Tony Alamo Elementary School is committed to academic excellence. Be Kind Be Safe Be Your Best

Principal's Highlights

The staff, community and administration are committed to promoting the greatest educational benefits to the students attending Alamo ES through a focus on high social and academic expectations.

- Implemented the Lexia reading software program to provide intervention for students at-risk of failure
- Purchased and implemented the Destinations Math software program for students at-risk of failure in math
- Coordinated and implemented a before-school tutoring program for students at-risk of failure in math and reading
- Organized monthly Family Academic Nights with focus on increasing academic growth in math and literacy
- Implemented the Mike Rettig model for school-wide scheduling to meet individual learner needs, intervention or enrichment
- Participated in the district's Inclusive Schools Practices program to increase academic success of special needs students
- Implemented weekly Plan-Do-Check-Act program through weekly grade level meetings to target standards difficult to master
- Recognized student citizenship and behavioral achievement through the Dream Dollar program and Alamo Stars of the Week
- Conducted progress monitoring, part of reauthorization of IDEA through implementation of the Response to Intervention program

Goals and Objectives

Goal 1

Students in grades 3-5 will increase achievement in geometry, measurement and problem solving for targeted subgroups.

Objective(s):

Increase math achievement, grades 3-5 according to the NV CRT for African American students, 45% to 54%, 55% to 60%, 30% to 54%; IEP, 17% to 54%, 57% to 62%, 42% to 54%; FRL 42% to 54%, 68% to 73%, 46% to 54%; LEP 48% to 54%, 78% to 83%, 57% to 62%; Hispanic 52% to 57%, 45% to 54%.

Goal 2

Students in grades 3-5 will raise achievement in interpret/evaluate text and critical stance for targeted subgroups.

Objective(s):

Increase reading achievement, grades 3-5 according to the NV CRT for African American students, 52% to 57%, 45% to 51%, 33% to 51%, IEP 23% to 51%, 42% to 51%, 7% to 51%, FRL 48% to 53%, 42% to 51%, 41% to 51%; LEP 43% to 51%, 66% to 71%, 40% to 51%; Hispanic 47% to 52%, 61% to 66%, 35% to 57%.

Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. 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	1,058	311,039	100.0 %	100.0 %	96.2 %	94.5 %	94.7 %
Male	551	160,299	52.1 %	51.5 %	*	*	*
Female	507	150,740	47.9 %	48.5 %	*	*	*
American Indian/Alaskan Native	-	2,413	-	0.8 %	-	93.0 %	93.6 %
Asian/Pacific Islander	313	29,401	29.6 %	9.5 %	97.5 %	96.3 %	96.3 %
Hispanic	262	125,817	24.8 %	40.5 %	95.9 %	94.5 %	94.7 %
Black/African American	122	43,682	11.5 %	14.0 %	95.3 %	92.9 %	93.1 %
White	354	109,726	33.5 %	35.3 %	95.5 %	94.8 %	94.8 %
IEP	104	31,860	9.8 %	10.2 %	95.5 %	92.8 %	93.2 %
LEP	210	62,734	19.8 %	20.2 %	96.8 %	95.2 %	95.3 %
FRL	273	132,587	25.8 %	42.6 %	95.2 %	94.0 %	94.2 %
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	32.9 %	32.5 %
Habitual Truancy - # of Incidents	0	1,961
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	0	5,150
Violence to Staff	0	109
Possession of Weapon	0	370
Distribution of Controlled Substance	0	108
Possession/Use of Controlled Substance	0	770
Possession/Use of Alcohol	0	219
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.

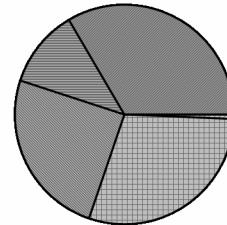
Retention

Grade	School #	School %	District #	District %
K	0	0.0 %	391	1.7 %
1	2	1.1 %	595	2.4 %
2	3	1.7 %	321	1.3 %
3	2	1.2 %	193	0.8 %
4	0	0.0 %	106	0.4 %
5	0	0.0 %	41	0.2 %

Data reported as of count day.

Student Ethnicity

Data reported by NDE as of count day.



- White (33.5%)
- Black/ African American (11.5%)
- Hispanic (24.8%)
- Asian/ Pacific Islander (29.6%)
- American Indian/ Alaskan Native (0.7%)

Student/Teacher Ratio

Grade	School	District
ALL	22:1	21:1
K*	26:1	24:1
1	17:1	17:1
2	17:1	17:1
3	19:1	20:1
4	31:1	27:1
5	29:1	27:1

* Kindergarten ratios are based on the number of classes, not teachers.
 - Teachers may serve multiple grade levels as needed.
 Therefore, Student/Teacher Ratio is reported for the school as a whole.
 Data reported as of December 1.

Adequate Yearly Progress (AYP)

Elementary Designation: Adequate

Alamo Elementary School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 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	7 %	32 %	44 %	17 %	7 %	41 %	44 %	8 %	9 %	29 %	39 %	23 %	9 %	32 %	48 %	11 %
District	8 %	33 %	43 %	17 %	8 %	41 %	43 %	8 %	9 %	30 %	38 %	23 %	10 %	33 %	46 %	10 %
School	5 %	32 %	44 %	19 %	2 %	28 %	49 %	21 %	3 %	23 %	41 %	33 %	7 %	40 %	41 %	12 %

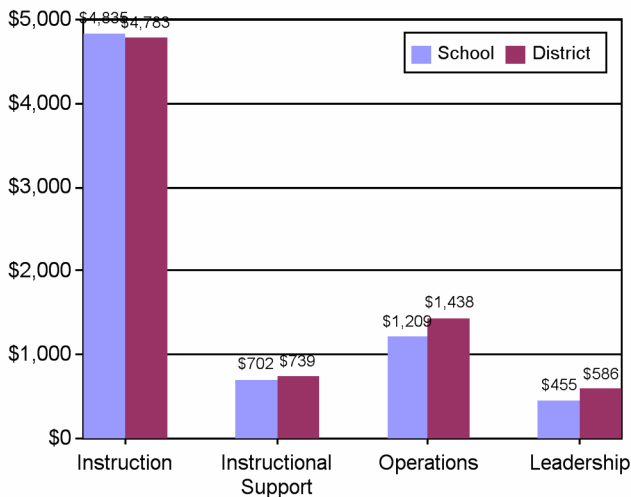
'-' indicates data not presented for groups fewer than 10.
 'N/A' indicates that data are not available.

Per-Pupil Expenditures 2007-2008

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.

Alamo ES Total Cost Per Pupil = \$7,201.29
 District Total Cost Per Pupil = \$7,546.33

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	5.8 %	10.3 %
Arts	N/A	13.1 %
English	N/A	14.4 %
Foreign Language	N/A	15.9 %
Mathematics	N/A	12.3 %
Science	N/A	13.7 %
Social Studies	N/A	13.6 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2009. 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	96.2 %	665	248	203
District	96.4 %	640	176	155
School	96.1 %	3	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

08-09	07-08	06-07
91.0 %	97.0 %	100.0 %

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

Regular two-way communication has been established between the school and parents through traditional newsletters and electronically through e-mail, the Alamo website and ParentLink. Every month an Alamo Announcer was published that described upcoming events, useful academic and safety information. An Alamo billboard also provided parents with school-wide events information as they picked up or dropped off their children. The school website provided parents access to important information regarding standards being taught in math and reading as a means for parents to contact their child's teacher. Parents were able to contact their child's teacher through regular e-mail, voice mail or messages through the front office. Parent/student/teacher conferences were held at the end of the first trimester to review student progress in relationship to standards and to discuss how to improve performance through involvement of each stakeholder. Every two weeks a progress report was distributed on ParentLink to parents followed by a formal report card each trimester. The PTA also regularly furnished information through the school's newsletter for social events.

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.