

# Kermit Roosevelt Booker, Sr. Innovative Elementary School

Clark County School District

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## 2015-2016 School Accountability Report

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

### Mission Statement

We inspire, challenge, and engage the minds of the future through innovation, collaboration, and recognition.

### Principal's Highlights

It's a wonderful world at Kermit R. Booker Sr. Innovative School. The successes and achievements for the 2015-16 school year were:

- Overall, students in grades 2-5 increased in math proficiency from 10% (Sept.) to 38% (March) as measured by Evaluate assessment.
- ELL students in grades 2-5 increased in math proficiency from 11% (Sept.) to 34% (March) as measured by Evaluate assessment.
- African-American students in grades 2-5 increased in math proficiency from 5% (Oct.) to 35% (April) as measured by Evaluate assessment.
- Overall, students in grades 2-5 increased in ELA proficiency from 5% (Sept.) to 36% (May) in 2016 in grades 2-5 as measured by Evaluate assessment.
- We have exceeded the performance zone in ELA and math except for 1st grade math test B (Booker 53%, PZ-4 61%) as measured by Acuity.
- Booker ES participated in the second year of Disney in Schools theater production of Lion King in conjunction with the Smith Center.
- PreK-5th grade students engaged in 158 minutes daily leveled reading/language arts instruction using the 3 Tier Model.
- Students in grades Pre-K through 5th increased their use of iPads and integrated technology as a part of the school's S.T.E.A.M. initiative.
- We had partnerships with Mark L. Fine & Ass.; NLV, Fremont and Summerlin Rotaries; & The My Brother's Keeper Initiative.
- Booker ES was designated as a Victory School by Governor Sandoval for the 2015-16 and 2016-17 school year.

### Goals and Objectives

#### Goal 1

Increase Grade 3 proficiency rates in reading.

**Measurable Objective 1:** Increase the percent of 3rd grade students proficient in reading from 51.95% to 61.95% by 2016 as measured by state assessments.

**Measurable Objective 2:** Increase the average Acuity scores for students K-2 in range 3 & 4 to meet or exceed the performance zone average on test A, B, & C in ELA.

**Measurable Objective 3:** Increase the average Acuity scores for students K-2 in range 3 & 4 to meet or exceed the performance zone average on test A, B, & C in math.

#### Goal 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.

**Measurable Objective 1:** Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 41.4 to 34.1 by 2016 as measured by state assessments.

**Measurable Objective 2:** Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 26.7 to 22.4 by 2016 as measured by state assessments.

**Measurable Objective 3:** Reading: Increase student scores in the Evaluate Assessment from 5% (Sept.) to 36% (May) in 2016 in grades 2-5.

**Measurable Objective 4:** Math: Increase student scores in the Evaluate Assessment from 8% (Sept.) to 55% (May) in 2016 in grades 2-5.

#### Goal 3:

Increase the percentage of school-based personnel trained in cultural competency.

**Measurable Objective 1:** 100% of staff will participate in a mandatory cultural competency professional development session during the 2015-2016 school year as measured by sign-in sheets.

**Measurable Objective 2:** Reduce the number of: RPC's from 50 to 25. Suspensions from 39 to 19. Referrals maintain 0 referrals. Expulsions from 1 student to 0 students.

### School Communication Efforts

Kermit R. Booker Sr. Innovative Elementary School provided regular two-way communication with parents by sending weekly written progress reports for each student, which provided parents the opportunity to respond to their child's academic progress. The Nevada Academic Content Standards and assessments were the topics of discussion during our regularly scheduled Title I Parent Meetings. Open House and grade-level parent meetings were held to focus on the high expectations of the children at

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Booker. The administration and staff were consistent with ongoing telephone contacts, home visits and written communication with our Booker families through student agendas, social media, newsletters and flyers, as well as daily visible contact in the morning during opening ceremonies and in the afternoon at dismissal time. Collaborative efforts and planning resulted in the successful implementation of our school carnival, study trips and community outreach activities that contributed to student success. This year we continued the use of ParentLink as well as Booker's school website ([schools.ccsd.net/booker/](http://schools.ccsd.net/booker/)) to keep our parents informed of upcoming activities and information that would be beneficial to all.

## Demographics and Student Information

Data are provided by the Nevada Department of Education from the state student information system. Gender, race/ethnicity, and special student populations are reported as of count day.

	#	Ethnicity														Gender			
		Am In/ AK Native		Asian		Hispanic		Black		White		Pacific Islander		Two or More Races		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>State</b>	467,527	4,455	0.95	25,618	5.48	194,914	41.69	48,961	10.47	158,866	33.98	6,506	1.39	28,207	6.03	240,863	51.52	226,664	48.48
<b>Clark</b>	319,712	1,255	0.39	20,399	6.38	146,255	45.75	42,494	13.29	84,030	26.28	5,025	1.57	20,254	6.34	165,157	51.66	154,555	48.34
<b>Booker ES</b>	499	N/A	N/A	-	-	259	51.9	192	38.48	21	4.21	-	-	16	3.21	262	52.51	237	47.49

Data as of: Count Day

\*\* indicates that the data was not available.

'-' indicates data not presented for groups fewer than 10. This data is suppressed due to FERPA regulations.

District totals do not include state or district sponsored charter school data. (2008-Current)

'N/A' indicates that this population was not present.

| means these schools are CEP or Provision 2 Schools and officials do not track who eats breakfast or lunch.

## Special Populations

	#	Individual Education Program		English Learners		Free or Reduced Priced Lunch Eligible		Free or Reduced Priced Lunch Receiver		Free or Reduced Priced Breakfast Eligible		Free or Reduced Priced Breakfast Receiver		Migrant	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>State</b>	467,527	54,944	11.75	78,470	16.78	228,543	48.88	149,077	31.89	225,633	48.26	73,351	15.69	90	0.02
<b>Clark</b>	319,712	36,560	11.44	61,070	19.1	179,198	56.05	120,772	37.78	179,198	56.05	59,469	18.6	0	0
<b>Booker ES</b>	499	56	11.22	163	32.67	458	91.78	396	79.36	458	91.78	124	24.85	0	0

Data as of: Count Day

ELL= Students who are English Language Learners

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FRL= Students qualifying for Free/Reduced Price Lunch

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| means these schools are CEP or Provision 2 Schools and officials do not track who eats breakfast or lunch.

IEP = Students with disabilities

## Student Average Daily Attendance (ADA)

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.

	All Students	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	ELL	FRL
<b>State</b>	95.0	93.2	97.0	94.6	93.6	94.9	94.6	94.7	93.2	95.1	94.1
<b>Clark</b>	94.7	93.0	97.1	94.6	93.5	94.9	94.6	94.7	93.1	95.1	94.2
<b>Booker ES</b>	94.6	N/A	-	94.8	94.7	92.8	-	93.9	92.4	95.5	94.5

ADA Data as of: First 100 days of instruction

IEP = Students with disabilities

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ELL = Students who are English Language Learners

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FRL = Students qualifying for Free/Reduced Price Lunch

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## Transiency, Truancy, and Discipline

	Transiency		Discipline	
	Transiency Rate**	# of Students	# of Students	
			Habitual Disciplinary Problems	Habitual Truants
<b>State</b>	27.5	1,318	2,397	
<b>Clark</b>	30.5	0	632	
<b>Booker ES</b>	27.6	0	0	

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	# of Incidents (Suspensions or Expulsions)					
	Violence to Students	Violence to Staff	Weapons	Dist. Controlled Substances	Possession/ Use Controlled Substances	Possession/ Use of Alcohol
<b>State</b>	8,416	855	953	154	2,103	427
<b>Clark</b>	5,847	624	733	100	1,389	190
<b>Booker ES</b>	9	0	1	0	0	0

	# of Incidents Bullying			# of Incidents Cyber Bullying		
	Incidents Reported	Incidents Determined to be so after an Investigation	Incidents Suspension/ Expulsion	Incidents Reported	Incidents Determined to be so after an Investigation	Incidents Suspension/ Expulsion
<b>State</b>	9,468	8,203	4,355	544	511	353
<b>Clark</b>	7,630	7,135	3,828	419	414	286
<b>Booker ES</b>	20	20	7	0	0	0

Data as of: End of school year

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Discipline and Transiency incidents are reported at the school where the action occurred.

\*\*The purpose of some alternative programs is to enroll students for a short period of time until they can reenroll in a comprehensive school; therefore, transiency rates may be greater than 100% or N/A. Data reported as of the end of the school year.

### Retention

	K		1		2		3		4		5		6		7		8	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>State</b>	716	2.1	785	2.2	364	1	201	0.5	113	0.3	67	0.2	334	0.9	398	1.1	557	1.6
<b>Clark</b>	431	1.9	587	2.4	268	1.1	143	0.6	61	0.2	33	0.1	290	1.2	341	1.4	452	1.8
<b>Booker ES</b>	-	-	-	-	-	-	0	0	0	0	0	0	N/A	N/A	N/A	N/A	N/A	N/A

Data as of: Count Day

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Because of the changes in law (NAC 387.659) in 2009-2010 that affected the way credit deficient students are identified, results prior to this date and post this date cannot be compared.

### Student/Teacher Ratio

	All Schools#	Kindergarten++	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
<b>State</b>	22:1	21:1	19:1	20:1	22:1	28:1	29:1	21:1	13:1	13:1
<b>Clark</b>	22:1	21:1	19:1	20:1	22:1	30:1	31:1	N/A	N/A	N/A
<b>Booker ES</b>	21:1	20:1	16:1	21:1	25:1	19:1	28:1	N/A	N/A	N/A

Data as of: December 1st

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"+" Teachers may serve multiple grade levels as needed. Student/Teacher Ratio is reported for the school as a whole.

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

District totals do not include state or district sponsored charter school data. (2008-Current)

### Summary of Standards-Based Test Performance

2015 - 16 assessment results are not yet available. Results for 2015 - 16 will be posted on the Nevada Report Card Website at [www.nevadareportcard.com](http://www.nevadareportcard.com) as soon as they become available.

## Per-Pupil Expenditures 2014-2015

The Nevada Department of Education in consultation with In\$ite adjusted the formula used to calculate per pupil expenditures beginning with the 2009-2010 Annual Reports of Accountability. Therefore, we have two appropriate comparisons sets; comparisons 2003-04 SY through 2008-09 SY and comparisons of 2009-10 SY and forward.

Clark Total Cost Per Pupil = \$8520 District Total Cost Per Pupil = \$8785

	Instruction		Instruction Support		Operations		Leadership		Total Expenditures	
	\$	%	\$	%	\$	%	\$	%	\$	%
<b>State</b>	\$5,153.00	58.7	\$911.00	10.4	\$1,998.00	22.7	\$724.00	8.2	\$8,785.00	100
<b>Clark</b>	\$5,108.00	60	\$787.00	9.2	\$1,927.00	22.6	\$698.00	8.2	\$8,520.00	100
<b>Booker ES</b>	\$7,232.00	65.2	\$1,189.00	10.7	\$1,748.00	15.8	\$916.00	8.3	\$11,085.00	100

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Schools only showing up with \$0 are new and data was not collected for prior year.

NDE in consultation with In\$ite adjusted formula used to calculate per pupil expenditures with the Annual Reports of Accountability, rendering comparisons between the year and past years data.

## Personnel Information

### Classes Not Taught by Highly Qualified Teachers

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. Data were obtained from the Office of Teacher Licensure as of May 2016.

	English/ Reading/ Lang. Arts	Mathematics	Science	Social Studies	Foreign Languages	Arts	Elementary	Poverty Level
	%	%	%	%	%	%	%	
<b>State</b>	6.4	6.3	5.9	4.6	2.9	1	5.2	
<b>Clark</b>	8.7	8.3	7.9	6.4	3.7	0.4	7.4	
<b>Booker ES</b>	0	0	0	0	0	0	6.7	H

Teacher Data as of: May 1st (2008-Current)

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(H) = High Poverty School - defined as being within the bottom quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

(L) = Low Poverty School - defined as being within the top quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

## Teacher ADA and Licensure Information

	Average Daily Attendance	Teachers Providing Instruction		
		# Pursuant to NRS 391.125	# Pursuant to Waiver	# w/ o Endorsement
<b>State</b>	95.8	0	367	193
<b>Clark</b>	96	0	287	64
<b>Booker ES</b>	96.1	0	0	0

Teacher Data as of: May 1st (2008-Current)

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(H) = High Poverty School - defined as being within the bottom quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

(L) = Low Poverty School - defined as being within the top quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

## Parent/Teacher Conference Attendance

	Accountability Year	Parent/ Teacher Conference Attendance
<b>Booker ES</b>	2016	100
<b>Booker ES</b>	2015	100
<b>Booker ES</b>	2014	98

Data as of: Fall

'N/A' indicates that this population was not present.

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**School NSPF Results:**

2015-16 NSPF results are not available. School ratings will be reported in fall 2017.

*The development of this annual state accountability report is a joint effort among the Nevada Department of Education 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](http://www.nevadareportcard.com).*