

# Tony Alamo Elementary School

Clark County School District

7455 El Camino Rd.  
Las Vegas, NV 89139

Ph: 702-799-2590 Fax: 702-799-2622

Rodney Kissinger, Principal

Grade Levels: PK-5

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



## 2011-2012 School Accountability Summary Report

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

### Mission Statement

The mission of Tony Alamo Elementary School is to provide a safe and positive educational environment 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

Tony Alamo Elementary School was recognized as a 5 star school under the Nevada Growth Model and CCSD's School Performance Framework resulting in being a part of the Superintendent's Autonomous Zone.

- Students in the 3rd grade increased ELA proficiency; African American 60% to 62%, LEP 65% to 67%, FRL 59% to 67%.
- Students in the 4th grade increased ELA proficiency; Hispanic 56% to 69%, LEP 51% to 70%.
- Students in the 5th grade increased ELA proficiency; Hispanic 36% to 63%, African American 46% to 59%, FRL 49% to 67%.
- A comparison of AIMSWEB data for reading fluency indicated increased proficiency for 3rd grade, 56% to 69% from midyear scores from 2010 to 2011.
- A comparison of AIMSWEB data for reading fluency indicated increased proficiency for 5th grade, 59% to 63% from midyear scores from 2010 to 2011.
- PASS grant money was utilized to implement a reading intervention program for identified at-risk students, all students showed gains on the CRT.
- We conducted a monthly Alamo Conversation Hour to coach parents on how to support academic achievement at home in math and literacy.
- A new Parent Teacher Organization was created that conducted several very successful fundraisers with proceeds going toward purchase of new computers.
- We initiated an Alamo Newscast daily as part of opening ceremonies with students as anchors.

### Goals and Objectives

#### Goal 1

Students in 3rd-5th grades will increase reading proficiency from 64% to 70% on the 2011 CRT or by 10% to meet Safe Harbor targets.

#### Objective(s):

Students in 3rd-5th grades will increase CRT ELA achievement: Hispanic/Black 60%-65%, IEP 15%-25%, LEP 65%- 70%, FRL 59%-70% (3rd); Hispanic 56%-65%, Black 63%-65%, IEP 25%-35%, LEP 51%-65%, FRL 65%-70% (4th); Black 46%-56%, IEP 21%-31%, LEP 58%-65% and FRL 49%-60% (5th).

#### Goal 2

Students in 3rd-5th grades will increase math proficiency on the math CRT from 77% to 80% or by a minimum of 10% to meet Safe Harbor targets.

#### Objective(s):

Students in 3rd-5th grades will increase percent proficient on CRT math achievement: Hispanic 71-75, Black 65-70, IEP 23-33, LEP 79- 81, FRL 69-74 (3rd); Hispanic 59-65, Black 57-65, IEP 33-43, LEP 67-70, FRL 69-70 (4th); Hispanic 65-70, Black 65-70, IEP 42-52, LEP 83-85 and FRL 67-70 (5th).

## 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. Student Average Daily Attendance (ADA) is the percentage of 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	923	308,237	100.0 %	100.0 %	96.3 %	95.1 %	94.9 %
Male	462	158,571	50.1 %	51.4 %	*	*	*
Female	461	149,666	49.9 %	48.6 %	*	*	*
American Indian/Alaskan Native	-	1,673	-	0.5 %	-	93.7 %	93.6 %
Asian	245	20,350	26.5 %	6.6 %	97.4 %	97.2 %	97.1 %
Hispanic	177	133,733	19.2 %	43.4 %	95.8 %	95.1 %	95.0 %
Black/African American	116	37,040	12.6 %	12.0 %	95.2 %	93.6 %	93.7 %
White	266	93,024	28.8 %	30.2 %	95.8 %	95.2 %	94.8 %
Pacific Islander	44	4,507	4.8 %	1.5 %	96.7 %	95.1 %	95.0 %
Multi-Race	71	17,910	7.7 %	5.8 %	96.6 %	95.2 %	95.0 %
IEP	80	31,852	8.7 %	10.3 %	93.3 %	93.3 %	93.4 %
LEP	195	54,100	21.1 %	17.6 %	97.5 %	95.8 %	95.8 %
FRL	351	174,372	38.0 %	56.6 %	95.8 %	94.7 %	94.6 %
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.

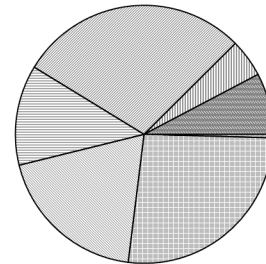
## Transiency, Truancy, and Discipline

	School	District
<b>Transiency Rate</b>	25.5 %	29.9 %
<b>Habitual Truancy - # of Incidents</b>	1	1,556
<b>Discipline - Incidents Resulting in Suspension/Expulsion for:</b>		
Violence to Other Students	3	4,392
Violence to Staff	0	191
Possession of Weapon	1	357
Distribution of Controlled Substance	0	95
Possession/Use of Controlled Substance	0	1,190
Possession/Use of Alcohol	0	146
Bullying, Cyber Bullying, Harassment & Intimidation	6	1,584
<b>Habitual Disciplinary Expulsions</b>	0	19

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

## Student Ethnicity

Data reported by NDE as of count day.



American Indian/Alaskan Native (0.4%)  
Asian (26.5%)  
Hispanic (19.2%)  
Black/African American (12.6%)  
White (28.8%)  
Pacific Islander (4.8%)  
Multi-Race (7.7%)

## Retention

Grade	School #	School %	District #	District %
K	0	0.0 %	297	1.3 %
1	7	4.6 %	621	2.6 %
2	1	0.7 %	445	1.9 %
3	0	0.0 %	237	1.0 %
4	0	0.0 %	113	0.5 %
5	0	0.0 %	45	0.2 %

Data reported as of count day.

## Student/Teacher Ratio

Grade	School	District
ALL	25:1	23:1
K*	32:1	25:1
1	18:1	19:1
2	22:1	20:1
3	21:1	22:1
4	35:1	28:1
5	31:1	28:1

\* 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:** High Achieving - Growth

Tony Alamo Elementary School has been classified as a school which demonstrated Adequate Yearly Progress during the 2011-2012 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 (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](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	19 %	21 %	36 %	25 %	8 %	41 %	42 %	8 %	9 %	20 %	57 %	14 %	19 %	26 %	41 %	14 %
District	20 %	21 %	35 %	24 %	8 %	41 %	42 %	8 %	9 %	21 %	56 %	14 %	20 %	26 %	40 %	14 %
School	10 %	16 %	43 %	31 %	11 %	40 %	45 %	5 %	4 %	10 %	58 %	29 %	13 %	23 %	54 %	11 %

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

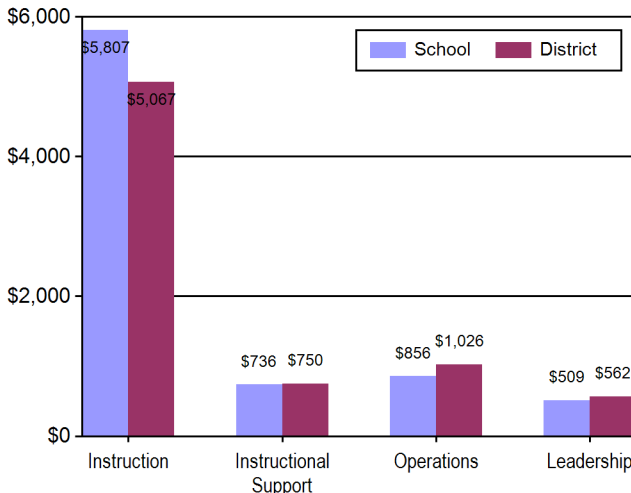
As a result of substantive changes to the content and rigor of the 2011 reading assessments, direct comparisons should not be made between 2011 performance and performance in previous years.

## Per-Pupil Expenditures 2010-2011

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.

Alamo ES Total Cost Per Pupil = \$7,907.20  
 District Total Cost Per Pupil = \$7,404.23

**Per-Pupil Expenditures By Category**



Schools showing only \$0 have not been in operation long enough to have data for 2010-2011.

## Personnel Information

### Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	4.4 %	4.3 %
Arts	N/A	1.3 %
English	N/A	6.6 %
Foreign Language	N/A	1.6 %
Mathematics	N/A	6.1 %
Science	N/A	4.5 %
Social Studies	N/A	4.1 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2012.

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	95.7 %	266	16	20
District	95.7 %	256	0	0
School	94.5 %	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".

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

## Parent/Community Involvement

### Parent/Teacher Conference Participation

2011-2012	2010-2011	2009-2010
98.0 %	98.0 %	95.0 %

'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/PTO 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. School news was communicated to students through Alamo Television as part of opening ceremonies daily.

*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 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).*