

# Helen M. Jydstrup Elementary School

Clark County School District

5150 Duneville St.

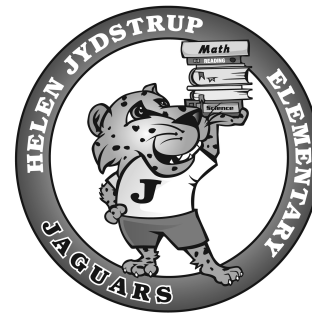
Las Vegas, NV 89118

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David P. Frydman, Principal

Grade Levels: PK-5

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



## 2011-2012 School Accountability Summary Report

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

### Mission Statement

Helen Jydstrup Elementary School is committed to improving the quality of education for all students by being accountable for academic achievement, embracing cultural diversity, encouraging parent involvement, and making Jydstrup a safe, orderly, and desirable place in which to learn and succeed.

### Principal's Highlights

Jydstrup ES uses research-based assessments and strategies to focus on student achievement. We encourage parents to take an active role in their child's education through meetings and activities.

- Kagan Cooperative Learning and Capturing Kids' Hearts were implemented school-wide to increase relational capacity and focus on student engagement.
- Family Academic Nights provided two evenings of academic activities in literacy, math, and science.
- BETA Club (Honor Society) provided Jydstrup with student leadership opportunities, community involvement and school spirit activities.
- School-wide writing instruction on the four traits was used to impact student learning in the area of writing.
- AIMSWeb, a computer based program, was used to assess all students and provide information for interventions for those demonstrating a need.
- School climate was enhanced through the "Be Kind" initiative, and students were honored for "being kind" to others.
- Students were recognized each trimester for achieving school goals in attendance, reading, writing, and mathematics.
- Parent involvement increased through monthly "Coffee with the Principal" meetings and school academic nights.
- A preschool inclusion program allowed students to have the benefit of learning the necessary skills and behaviors to be successful in kindergarten.

### Goals and Objectives

#### Goal 1

Teachers will use effective instructional strategies to improve instruction and academic achievement in English language arts (ELA) and math.

#### Objective(s):

Low growth in 5th grade from the 38th percentile to the typical growth percentile of 40-60th percentile as measured by the Criterion Referenced Test and the Nevada Growth Model.

#### Goal 2

Teachers will implement effective instructional strategies on a daily basis in all core areas (reading, writing, and math).

#### Objective(s):

Low growth school wide (4th and 5th grades) from the 34th percentile to the typical growth percentile of 40-60th percentile as measured by the Criterion Referenced Test and the Nevada Growth Model.

## 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	612	308,237	100.0 %	100.0 %	95.2 %	95.1 %	94.9 %
Male	331	158,571	54.1 %	51.4 %	*	*	*
Female	281	149,666	45.9 %	48.6 %	*	*	*
American Indian/Alaskan Native	N/A	1,673	N/A	0.5 %	N/A	93.7 %	93.6 %
Asian	83	20,350	13.6 %	6.6 %	96.2 %	97.2 %	97.1 %
Hispanic	236	133,733	38.6 %	43.4 %	94.9 %	95.1 %	95.0 %
Black/African American	117	37,040	19.1 %	12.0 %	96.5 %	93.6 %	93.7 %
White	103	93,024	16.8 %	30.2 %	93.2 %	95.2 %	94.8 %
Pacific Islander	21	4,507	3.4 %	1.5 %	96.0 %	95.1 %	95.0 %
Multi-Race	52	17,910	8.5 %	5.8 %	95.3 %	95.2 %	95.0 %
IEP	46	31,852	7.5 %	10.3 %	94.1 %	93.3 %	93.4 %
LEP	202	54,100	33.0 %	17.6 %	96.0 %	95.8 %	95.8 %
FRL	352	174,372	57.5 %	56.6 %	95.2 %	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.

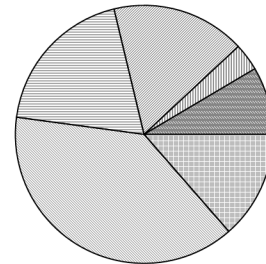
## Transiency, Truancy, and Discipline

	School	District
<b>Transiency Rate</b>	38.9 %	29.9 %
<b>Habitual Truancy - # of Incidents</b>	0	1,556
<b>Discipline - Incidents Resulting in Suspension/Expulsion for:</b>		
Violence to Other Students	0	4,392
Violence to Staff	0	191
Possession of Weapon	0	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	0	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%)  
 Asian (13.6%)  
 Hispanic (38.6%)  
 Black/African American (19.1%)  
 White (16.8%)  
 Pacific Islander (3.4%)  
 Multi-Race (8.5%)

## Retention

Grade	School #	School %	District #	District %
K	0	0.0 %	297	1.3 %
1	2	2.1 %	621	2.6 %
2	0	0.0 %	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	23:1	23:1
K*	23:1	25:1
1	20:1	19:1
2	20:1	20:1
3	23:1	22:1
4	26:1	28:1
5	29:1	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:** In Need of Improvement (Year 2 - Hold)

Helen Jydstrup 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	15 %	21 %	41 %	23 %	18 %	52 %	28 %	3 %	11 %	17 %	54 %	18 %	18 %	28 %	46 %	8 %

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

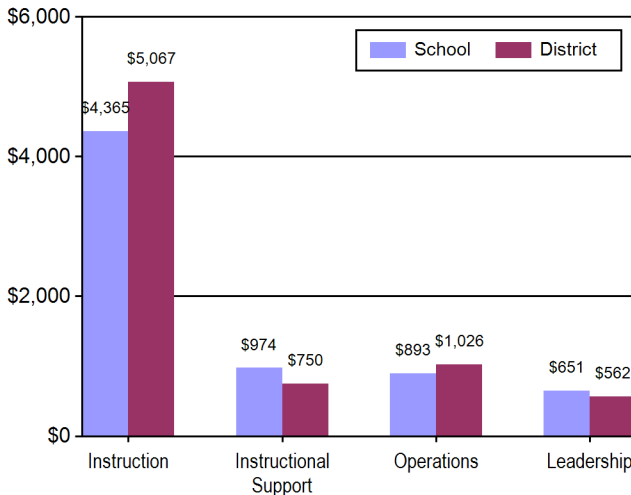
As a result of substantive changes to the content and rigor of the 2011 reading assessments, direct comparisons should not be made between 2011 performance and performance in previous years.

## 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.

Jydstrup ES Total Cost Per Pupil = \$6,882.92  
 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	7.4 %	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	96.3 %	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
97.0 %	96.0 %	97.0 %

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

Jydstrup held its annual Open House to inform parents of grade-level academic expectations. Math/Science Night and Family Reading Night were held to promote parent involvement and academic enrichment. Monthly parent meetings with administration were held to highlight student achievement and progress and to give parents effective strategies to help their children continue to perform. Monthly newsletters were sent home detailing important events going on at the school and highlighting grade level achievements and skills. Trimester awards ceremonies allowed the school to recognize students for their academic successes. Students in grades 3-5 participated in a CRT kickoff assembly which recognized students with awards of achievement for meeting or exceeding standards on the previous year's CRT tests. All students were encouraged to put forth effort and parents were informed of the importance of the tests. Monthly Pre-K parenting meetings were held to share additional curriculum ideas for parents to help prepare their children for kindergarten.

*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).*