

# Tony Alamo Elementary School

Clark County School District

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Las Vegas, NV 89139

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Rodney Kissinger, Principal

Grade Levels: PK-5

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



## 2010-2011 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

The community of Tony Alamo Elementary School works together to create a positive environment that ensures that students will master essential skills and demonstrate their strengths.

- Achieved most improved status for adequate yearly progress in second language math
- Exceeded previous year's growth goals according to the state CRT in overall reading for 3rd grade 59% to 70%
- Increased performance (grade 3 reading) according to CRT: Hispanic 46% to 60%, African American 33% to 60%, ELL 45% to 65%
- Increased performance (grade 4 reading) according to CRT: Hispanic 51% to 56%, African American 55% to 63%, ELL 41% to 51%
- Increased subgroup performance (grade 5 reading) according to CRT: African American 45% to 46%
- Increased proficiency in comprehension of expository text from 66% to 67% (fourth grade)
- Increased proficiency in comprehension of expository text from 68% to 69% (fifth grade)
- Achieved adequate yearly progress in all areas and subgroups for mathematics
- Increased academic assistance through tutoring in reading: 78% (3rd), 64% (4th), 70% (5th)

### Goals and Objectives

#### Goal 1

All 3rd, 4th and 5th grade students will increase reading proficiency from 64% to 70% on the 2011 CRT.

#### Objective(s):

Increase reading scores on the state CRT: Hispanic 60% to 65%, African American 60% to 65%, IEP 15% to 25%, LEP 65% to 70% (3rd); Hispanic 56% to 65%, African American 63% to 65% IEP 25% to 35%, LEP 51% to 65% (4th); Hispanic 36% to 46%, African American 46% to 56%, IEP 21% to 31% and LEP 58% to 65%

#### Goal 2

All 3rd, 4th and 5th grade students will increase math proficiency from 77% to 80% on the 2011 CRT.

#### Objective(s):

Increase reading scores on the state CRT: Hispanic 71% to 75%, African American 65% to 70%, IEP 23% to 33%, LEP 79% to 81% (3rd); Hispanic 59% to 65%, African American 57% to 65% IEP 33% to 43%, LEP 67% to 70% (4th); Hispanic 65% to 70%, African American 65% to 70%, IEP 42% to 52% and LEP 83% to 85%

## 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	932	309,749	100.0 %	100.0 %	95.8 %	94.8 %	94.6 %
Male	488	159,484	52.4 %	51.5 %	*	*	*
Female	444	150,265	47.6 %	48.5 %	*	*	*
American Indian/Alaskan Native	-	1,935	-	0.6 %	-	93.8 %	93.8 %
Asian	283	21,976	30.4 %	7.1 %	96.9 %	96.8 %	96.8 %
Hispanic	187	130,260	20.1 %	42.1 %	94.7 %	94.8 %	94.8 %
Black/African American	123	38,434	13.2 %	12.4 %	95.1 %	93.4 %	93.5 %
White	278	98,874	29.8 %	31.9 %	95.8 %	94.8 %	94.8 %
Pacific Islander	15	3,859	1.6 %	1.2 %	96.5 %	94.9 %	94.8 %
Multi-Race	40	14,411	4.3 %	4.7 %	96.1 %	95.0 %	95.0 %
IEP	85	31,561	9.1 %	10.2 %	92.2 %	93.1 %	93.3 %
LEP	265	71,247	28.4 %	23.0 %	96.2 %	95.4 %	95.4 %
FRL	323	157,290	34.7 %	50.8 %	95.5 %	94.4 %	94.4 %
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.

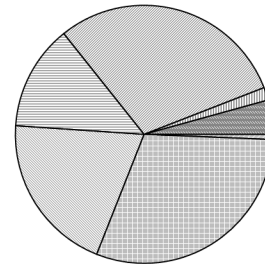
## Transiency, Truancy, and Discipline

	School	District
<b>Transiency Rate</b>	27.9 %	30.7 %
<b>Habitual Truancy - # of Incidents</b>	0	3,381
<b>Discipline - Incidents Resulting in Suspension/Expulsion for:</b>		
Violence to Other Students	0	5,058
Violence to Staff	0	101
Possession of Weapon	1	390
Distribution of Controlled Substance	0	147
Possession/Use of Controlled Substance	0	1,236
Possession/Use of Alcohol	0	220
<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 (0.6%)  
Asian (30.4%)  
Hispanic (20.1%)  
Black/African American (13.2%)  
White (29.8%)  
Pacific Islander (1.6%)  
Multi-Race (4.3%)

## Retention

Grade	School #	School %	District #	District %
K	1	0.8 %	301	1.3 %
1	5	3.0 %	540	2.2 %
2	4	2.6 %	293	1.2 %
3	1	0.6 %	159	0.7 %
4	0	0.0 %	86	0.4 %
5	0	0.0 %	32	0.1 %

Data reported as of count day.

## Student/Teacher Ratio

Grade	School	District
ALL	22:1	22:1
K*	30:1	24:1
1	16:1	18:1
2	19:1	19:1
3	19:1	21:1
4	29:1	27:1
5	30:1	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:** Adequate

Tony Alamo Elementary School has been classified as a school which demonstrated Adequate Yearly Progress during the 2010-2011 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	22 %	21 %	36 %	21 %	5 %	42 %	50 %	3 %	11 %	21 %	56 %	12 %	22 %	27 %	39 %	12 %
District	23 %	21 %	35 %	21 %	5 %	43 %	49 %	3 %	11 %	22 %	55 %	12 %	23 %	27 %	38 %	11 %
School	13 %	18 %	46 %	23 %	7 %	50 %	37 %	6 %	8 %	18 %	51 %	23 %	14 %	28 %	44 %	13 %

<sup>1</sup> indicates data not presented for groups fewer than 10. 'N/A' indicates that data are not available.

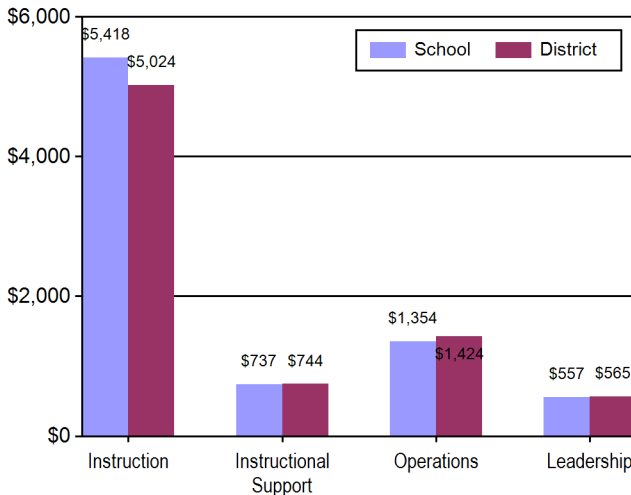
As a result of substantive changes to the content and rigor of the 2011 reading assessments, direct comparisons should not be made between 2011 performance and performance in previous years.

## Per-Pupil Expenditures 2009-2010

The Nevada Department of Education in consultation with InSite 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 = \$8,065.51  
 District Total Cost Per Pupil = \$7,757.17

### Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2009-2010.

## Personnel Information

### Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	2.3 %	5.3 %
Arts	N/A	2.4 %
English	N/A	12.0 %
Foreign Language	N/A	4.3 %
Mathematics	N/A	11.4 %
Science	N/A	8.5 %
Social Studies	N/A	7.5 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2011.

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	95.4 %	439	15	43
District	95.6 %	431	0	7
School	95.5 %	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

2010-2011	2009-2010	2008-2009
98.0 %	95.0 %	91.0 %

'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/PTA 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. Students and staff participated in a food and clothing drive to support families in the Alamo community.

*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](http://www.nevadareportcard.com).*