

John Tartan Elementary School

Clark County School District

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Pedro Garcia, Principal
Grade Levels: PK-5
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2015-2016 School Accountability Report

For more information visit www.nevadareportcard.com

Mission Statement

The John Tartan community is committed to excellence in education. It is our mission to provide a caring, positive, and safe learning environment where every child is challenged to achieve excellence in an ever-changing world.

Principal's Highlights

John Tartan Elementary School is proud to highlight the following accomplishments:

- Schoolwide incentives were provided for Attendance, as well as for Accelerated Reader points. Students were recognized for achieving their individualized reading goals.
- Tartan's Parent Teacher Organization honored parents by hosting two events: "Muffins with Moms" and "Donuts with Dads".
- "Kelso's Choices" and "Be Kind" character education and problem-solving programs were implemented schoolwide to teach and promote positive behavior.
- Awards Assemblies honored students for Scholastic Achievement, Academic Excellence, Citizenship, Physical Fitness, Music, Art, and Library.
- A variety of enrichment activities were offered to students: Computer Club, ORF Ensemble, Color Guard, and Family Engagement Night.
- PASS Grant funding was utilized to provide daily tutoring to students in reading and math.
- Student activities included: Sports Day, Nevada Reading Week, a talent show, field trips, Winter and Spring Music Concerts, and Fall Carnival.
- Awarded a grant for a schoolwide social worker to provide community resources and assistance.
- Truancy Diversion Program implemented K – 5 to provide support for students and increase attendance.

Goals and Objectives

Goal 1

Increase Grade 3 proficiency rates in reading

Objective(s):

Increase the percent of 3rd grade students proficient in reading from 52.59% to 57.99% by 2016 as measured by state assessments.

Goal 2

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

Objective(s):

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial subgroup from 23.6 to 19.9 by 2016 as measured by state assessments. Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial subgroup from 27.1 to 22.8 by 2016 as measured by state assessments.

Goal 3

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

Objective(s):

One hundred percent of staff will participate in a mandatory cultural competency professional development session during the 2015-16 school year, as measured by sign-in sheets.

School Communication Efforts

At John Tartan Elementary School, we are committed to building positive relationships and effective collaboration between school and home. Important messages, reminders, and progress reports are sent home with students, as well as sent via ParentLink. Parent/student/teacher conferences are held throughout the year to share academic and behavioral successes. A variety of community activities are held inviting families to school, including a Meet and Greet, musical performances, Fall Carnival, Sports Day, Donuts with Dads, Muffins with Moms, Awards Assemblies, Kindergarten and Fifth Grade Promotion Ceremonies, a student talent show, SBAC Testing Boot Camp, parent volunteers in the classroom, and monthly parent meetings.

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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	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
Clark	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
Tartan ES	643	-	-	21	3.27	229	35.61	220	34.21	93	14.46	-	-	69	10.73	341	53.03	302	46.97

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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	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
Clark	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
Tartan ES	643	136	21.15	84	13.06	487	75.74	387	60.19	487	75.74	195	30.33	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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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
State	95.0	93.2	97.0	94.6	93.6	94.9	94.6	94.7	93.2	95.1	94.1
Clark	94.7	93.0	97.1	94.6	93.5	94.9	94.6	94.7	93.1	95.1	94.2
Tartan ES	94.0	-	96.2	94.8	91.9	95.1	-	95.2	92.9	96.6	93.6

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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Transiency, Truancy, and Discipline

	Transiency		Discipline	
	Transiency Rate**	# of Students	# of Students	
			Habitual Disciplinary Problems	Habitual Truants
State	27.5	1,318	2,397	
Clark	30.5	0	632	
Tartan ES	37	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
State	8,416	855	953	154	2,103	427
Clark	5,847	624	733	100	1,389	190
Tartan ES	20	0	3	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
State	9,468	8,203	4,355	544	511	353
Clark	7,630	7,135	3,828	419	414	286
Tartan ES	20	15	1	1	1	1

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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	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
Clark	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
Tartan ES	-	-	0	0	-	-	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
State	22:1	21:1	19:1	20:1	22:1	28:1	29:1	21:1	13:1	13:1
Clark	22:1	21:1	19:1	20:1	22:1	30:1	31:1	N/A	N/A	N/A
Tartan ES	23:1	19:1	20:1	23:1	27:1	24:1	34:1	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 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	
	\$	%	\$	%	\$	%	\$	%	\$	%
State	\$5,153.00	58.7	\$911.00	10.4	\$1,998.00	22.7	\$724.00	8.2	\$8,785.00	100
Clark	\$5,108.00	60	\$787.00	9.2	\$1,927.00	22.6	\$698.00	8.2	\$8,520.00	100
Tartan ES	\$6,977.00	67.2	\$860.00	8.3	\$1,766.00	17	\$778.00	7.5	\$10,381.00	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
	%	%	%	%	%	%	%	
State	6.4	6.3	5.9	4.6	2.9	1	5.2	
Clark	8.7	8.3	7.9	6.4	3.7	0.4	7.4	
Tartan ES	0	0	0	0	0	0	6.3	

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
State	95.8	0	367	193
Clark	96	0	287	64
Tartan ES	97.9	0	4	0

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

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Parent/Teacher Conference Attendance

	Accountability Year	Parent/ Teacher Conference Attendance
Tartan ES	2015	92
Tartan ES	2014	96

Data as of: Fall

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

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School NSPF Results:

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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.