

Hal Smith Elementary School

Clark County School District

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Shannon L. Williamson, Principal
Grade Levels: PK-5
Website: schools.ccsd.net/smith/



2015-2016 School Accountability Report

For more information visit www.nevadareportcard.com

Mission Statement

Hal Smith Elementary School strives to provide students with: High expectations, Unification, Safety, Kindness, Independence, Engagement, and Success.

Principal's Highlights

Hal Smith students, staff and families are dedicated to improving literacy instruction as outlined in the CCSD Pledge of Achievement, to increase grade 3 proficiency rates in reading.

- Through Reading Rangers, we have graduated over 900 students and will exceed our goal of reading 65,000 books this school year. Our Reading Rangers club has added 56 hours of reading for each club member.
- Toyota Financial Savings Bank funded Goodie Two Shoes and provided 420 of our students with new shoes and socks. Toyota Financial Savings Bank provided funds for student incentives to assist in the support of our Reading Rangers program.
- A daily 30-minute intervention/extension period was implemented for grades 1-5.
- ELL students accessed Imagine Learning software and will take part in Summer Language Academy to assist in Language acquisition. Our ELL students are progressing in language acquisition with an increase in an AMAO score of 30%.
- We held award assemblies, Lunch with the Principal, & Reading Ranger celebrations to promote academic success.
- Teachers received ongoing training to support Reading and Math instruction as well as Cultural Competency.
- Independence and creativity were developed through Student Council, Choir, Art, chess, Functional Fitness, Disney Musical and Reading Rangers Clubs.
- Tutoring was provided through multiple programs and serviced over 200 students.
- Students took part in field trips such as Smith Center, Magical Forest, Springs Preserve, Natural History, and Mirage.

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 42.37% to 50% by 2016 as measured by state assessments.

Goal 2

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

Objective(s):

Reduce the math proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 35.7 to 29.6 by 2016 as measured by state assessments.

Goal 3

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

Objective(s):

Reduce the reading proficiency gap between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 29.8 to 24.9 by 2016 as measured by state assessments.

School Communication Efforts

Hal Smith Strives to keep all stakeholders informed and involved. The monthly bilingual newsletter contains information about school events, student recognition, and school calendar. Through our monthly Cookies and Chat meetings, we educate parents on school initiatives, and ways to assist their child academically. In order to communicate academic progress, Hal Smith teachers send home progress reports, as well as "Good News" post cards. Parent-Teacher Conferences were held in the winter/spring in order to share student academic growth. Administration and the school counselor meet with parents to set up attendance plans for students with excessive absences. ParentLink/school marquee is used to keep parents informed of events and celebrations. Parent involvement is promoted through events such as: Open House, Reading Rangers Kick off, Fall Festival, monthly movie nights, Science Day, Pastries and Parents, Talent Show, and Multicultural Night. Prior to School starting, we began the year with Kinder Kamp for all new kindergarten students entering school. This year we introduced "PIE" nights. These monthly events were grade-level specific and provided families with Literature and Math activities to support learning at home.

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
Smith (Hal) ES	931	-	-	18	1.93	495	53.17	203	21.8	140	15.04	-	-	61	6.55	474	50.91	457	49.09

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
Smith (Hal) ES	931	130	13.96	275	29.54	838	90.01	659	70.78	838	90.01	677	72.72	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
Smith (Hal) ES	93.1	-	94.6	93.9	91.5	92.8	91.2	93.3	91.7	94.6	93.3

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
State	27.5	1,318	2,397	
Clark	30.5	0	632	
Smith (Hal) ES	42	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
Smith (Hal) ES	8	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
State	9,468	8,203	4,355	544	511	353
Clark	7,630	7,135	3,828	419	414	286
Smith (Hal) ES	11	9	6	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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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
Smith (Hal) ES	-	-	-	-	-	-	-	-	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
Smith (Hal) ES	22:1	19:1	19:1	18:1	19:1	41:1	37:1	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
Smith (Hal) ES	\$5,679.00	68.1	\$773.00	9.3	\$1,356.00	16.3	\$535.00	6.4	\$8,343.00	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	
Smith (Hal) ES	0	0	0	0	0	0	4.3	H

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

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

(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
Smith (Hal) ES	95.8	0	0	0

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

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Parent/Teacher Conference Attendance

	Accountability Year	Parent/ Teacher Conference Attendance
Smith (Hal) ES	2016	95
Smith (Hal) ES	2015	95
Smith (Hal) ES	2014	93

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.