

Marion B. Earl Elementary School

Clark County School District

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2014-2015 School Accountability Report

For more information visit www.nevadareportcard.com

Mission Statement

At Marion Earl Elementary School, our mission is to provide the tools for students to be independent and successful, both academically and socially. The Marion Earl ES community will provide a safe, flexible learning environment where students can develop the social and academic skills needed to become productive, confident, lifelong learners.

Principal's Highlights

The 2014-2015 school year was full of continued successes and proud achievements:

- Over the last three years, ELA and math proficiency has steadily increased; in 2013-14, we exceeded the District's % proficiency in ELA and math.
- Marion Earl ES is one of only four CCSD elementary schools to have a chartered National Elementary Honor Society chapter.
- IEP subgroup continues to thrive with an increase in reading/ELA proficiency from 15% in 2012 to 38% in 2014.
- IEP subgroup continues to thrive in math proficiency from 26% in 2012 to 47% in 2014. Increased student proficiency in all at-risk subgroups.
- "Be Kind" initiative, Eagle Chip reward system, anti-bullying campaign, monthly character lessons, daily, live student broadcasts, and Good News Club.
- Offered tutoring for targeted students in grades K-5 utilizing PASS and Title I funds. Provided support through the Foster Grandparents program.
- Ongoing teacher professional development, weekly teacher collaboration, utilization of instructional coaches to support teacher growth.
- Jogging and Walking Superstars (JAWS), musical and theatrical performances, movement within the curriculum and two competitive flag football teams.
- Utilized technology in school and at home through MobyMax, Accelerated Reader, Lexia, Math Facts in a Flash, IXL Math, and Raz-Kids.

Goals and Objectives

Goal 1

Increase Grade 3 proficiency rates in reading/ELA.

Objective(s):

Increase the percent of 3rd grade students proficient in reading from 55.7 to 60.56 by 2015 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 and reading proficiency gaps between the District's highest performing subgroup and lower performing ethnic/racial supergroup from 17.8 to 15.3 by 2015 (math), and from 14.9 to 13 by 2015 (reading).

Goal 3

Increase the percentage of school based personnel trained in cultural competency.

Objective(s):

By April 2015, both school administrators will have completed all mandatory cultural competency training.

School Communication Efforts

Parents are an integral part of our school community and we strive to improve our home/school connection every day. Marion Earl ES utilizes the ParentLink communication, greatly increasing effective and timely communications with parents and families. ParentLink phonecalls and emails are often sent home bilingually to keep parents informed of important events and school activities. New this year, parents were invited to utilize a free online account on Rosetta Stone to learn English. Family members are asked to attend annual parent/teacher/student conferences for goal-setting. Our school website provides information regarding staff, programs and resources. The website also promotes communication with administration via an email button to easily send messages. In addition, teachers and administration provide a monthly formative newsletter, phone calls, conferences, positive postcards, and progress reports to communicate with parents. Infinite Campus provides academic progress and attendance reporting. Along with PTA, we promote family events for literacy and family engagement. All parents are encouraged to volunteer at Marion Earl ES for traffic control, office assistance or classroom help.

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	459,095	4,649	1.01%	25,276	5.51%	188,701	41.10%	46,667	10.16%	160,997	35.07%	6,220	1.35%	26,585	5.79%	236,666	51.55%	222,429	48.45%
Clark	318,040	1,393	0.44%	20,491	6.44%	143,274	45.05%	40,691	12.79%	87,723	27.58%	4,903	1.54%	19,565	6.15%	164,188	51.62%	153,852	48.38%
Earl (Marion) ES	727	N/A	N/A	92	12.65%	260	35.76%	129	17.74%	164	22.56%	18	2.48%	64	8.80%	376	51.72%	351	48.28%

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.

Special Populations

	#	IEP		ELL		FRL		Migrant	
		#	%	#	%	#	%	#	%
State	459,095	53,387	11.63%	74,889	16.31%	244,120	53.17%	178	0.04%
Clark	318,040	37,000	11.63%	58,523	18.40%	182,950	57.52%	78	0.02%
Earl (Marion) ES	727	64	8.80%	178	24.48%	431	59.28%	0	0.00%

Data as of: Count Day

IEP= Students with disabilities

'-' indicates data not presented for groups fewer than 10. This data is suppressed due to FERPA regulations.

ELL= Students who are English Language Learners

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

FRL= Students qualifying for Free/Reduced Price Lunch

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

** indicates that the data was not available.

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	95.10%	94.50%	96.70%	95.80%	94.80%	95.00%	94.00%	94.70%	94.20%	95.90%	95.70%

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

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

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Transiency, Truancy, and Discipline

	Transiency		Discipline	
	Transiency Rate**	# of Students	# of Students	
			Habitual Disciplinary Problems	Habitual Truants
State	N/A	*	*	

	# of Incidents (Suspensions or Expulsions)					
	Violence to Students	Violence to Staff	Weapons	Dist. Controlled Substances	Possession/ Use Controlled Substances	Possession/ Use of Alcohol
State	*	*	*	*	*	*

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	# 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	*	*	*	*	*	*

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	96	0.30%	100	0.30%	43	0.10%	27	0.10%	18	0.10%	12	0.00%	-	-	19	0.10%	12	0.00%

Data as of: Count Day

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

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	18:1	24:1	21:1	22:1	22:1	23:1	24:1	18:1	7:1	7:1

Data as of: December 1st

'-' indicates data not presented for groups fewer than 10. This data is suppressed due to FERPA regulations.

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*** indicates that the data was not available.

"+" 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)

Per-Pupil Expenditures 2013-2014

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.

No Data Available

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

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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 2015.

	English/ Reading/ Lang. Arts	Mathematics	Science	Social Studies	Foreign Languages	Arts	Elementary	Poverty Level
	%	%	%	%	%	%		
State	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Clark	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Earl (Marion) ES	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

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Teacher Data as of: May 1st (2008-Current)
 'N/A' indicates that this population was not present.
 '**' indicates that the data was not available.

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	94.10%	0	354	242
Clark	*	0	295	83
Earl (Marion) ES	*	0	1	0

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

Parent/Teacher Conference Attendance

	Accountability Year	Parent/ Teacher Conference Attendance
Earl (Marion) ES	2015	97.00%
Earl (Marion) ES	2014	97.00%
Earl (Marion) ES	2013	95.00%

Data as of: Fall
 'N/A' indicates that this population was not present.

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Note: District totals do not include state or district sponsored charter school data.

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.