

Oran K. Gragson Elementary School

Clark County School District

555 N. Honolulu Ave.
Las Vegas, NV 89110
Ph: 702-799-7330, Fax: 702-799-7339

Lucia A. Valenzuela, Principal
Grade Levels: PK-5
Website: schools.ccsd.net/gragson



2015-2016 School Accountability Report

For more information visit www.nevadareportcard.com

Mission Statement

Our mission at Gragson Elementary School is to provide rigorous and purposeful instruction that develops the potential of all of our students by modeling respect and high expectations of academic excellence in school and beyond.

Principal's Highlights

Oran K. Gragson Elementary School is a PK-5 school whose population celebrates individual and collective growth and diversity. Students, parents and teachers working together, build our community.

- Teachers participated in weekly Professional Learning Communities to collaborate and plan instruction in order to increase achievement.
- After-school tutoring was offered to students in need of additional academic assistance utilizing research-based instruction.
- Student attendance was recognized weekly and monthly and celebrated each semester in collaboration with the school PTA.
- Students participated in extra-curricular activities such as Coding Club, Drama Club, Music Club, Recycling Club, Scrabble Club, Spirit Squad, Homework Club, Math Club, Kickball Team and Student Council.
- Gragson was awarded the Senate Bill-515 grant which provides an on-site, full-time social worker.
- Gragson Elementary offers an after-school Supper Club which provides dinner to our students and their siblings.
- All students took 21st Century Learning classes where they learned coding, computer skills, typing and digital presentations.
- A schoolwide behavior incentive program was established to cultivate a safe, learning-centered school culture and community that maintains high expectations for all students.
- Student celebrations for Reading Ranger Graduations were held monthly and recognized daily.

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 40.94 to 48.75 and 3rd grade IEP students proficient in reading from 14.29 to 15.72 (10% growth) by 2016 as measured by state assessments. Increase the percent of 3rd grade Tier 1 students proficient in reading from 39.5 to 47.4 (20% growth) as measured by AIMSWeb R-CBM Criterion by May 2016.

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 subgroup from 33.2 to 27.6 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 29.4 to 24.6 by 2016 as measured by state assessments.

Goal 3

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

Objective(s):

100% of staff will participate in a mandatory cultural competency professional development session during the 2015-2016 school year as measured by sign-in sheets.

School Communication Efforts

Gragson has established a school parent center that is focused on the development of parent leaders and volunteers, wraparound services, and advocacy for the school community. The Gragson Pre-K program conducts family engagement activities generating positive early school experiences for students and families. K-5 teachers communicate monthly with parents regarding student progress. The marquee and ParentLink phone calls remind parents of upcoming events. Parents are invited to the monthly First Friday where our Reading Rangers graduates are celebrated and topics on how to support their child's learning are shared.

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
Gragson ES	887	-	-	14	1.58	755	85.12	53	5.98	39	4.4	-	-	22	2.48	436	49.15	451	50.85

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
Gragson ES	887	102	11.5	492	55.47	818	92.22	700	78.92	818	92.22	699	78.8	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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| means these schools are CEP or Provision 2 Schools and officials do not track who eats breakfast or lunch.

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
Gragson ES	94.3	-	94.9	94.6	91.2	94.4	-	91.5	92.7	95.0	94.3

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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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	
Gragson ES	34	0	0	

2015-2016 School Accountability Report

	# 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
Gragson ES	10	4	2	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
Gragson ES	19	11	4	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
Gragson ES	-	-	-	-	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
Gragson ES	21:1	19:1	17:1	17:1	18:1	27:1	42:1	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.

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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
Gragson ES	\$5,507.00	63.9	\$725.00	8.4	\$1,711.00	19.9	\$670.00	7.8	\$8,612.00	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	
Gragson ES	0	0	0	0	0	0	6.5	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
Gragson ES	95.8	0	1	0

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

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Parent/Teacher Conference Attendance

	Accountability Year	Parent/ Teacher Conference Attendance
Gragson ES	2016	96
Gragson ES	2015	94
Gragson ES	2014	99

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.