

Louis Wiener, Jr. Elementary School

Clark County School District

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Grade Levels: PK-5
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2015-2016 School Accountability Report

For more information visit www.nevadareportcard.com

Mission Statement

The mission of Louis Wiener, Jr. Elementary School, in cooperation with students, parents, and the community, is dedicated to the development of individual strengths, talents, and the assurance of academic excellence for all students in a positive, caring, and supportive environment.

Principal's Highlights

The motto of Louis Wiener, Jr. Elementary school is "Where who I am and what I do makes a difference." The school provided students with a variety of opportunities to accomplish this:

- ST Math was implemented school-wide in Kindergarten through Grade 5. Students utilized this program regularly at school to develop and practice a variety of skills in mathematics.
- Renaissance Learning STAR and AR were utilized school-wide in Kindergarten through Grade 5. Student reading levels were determined using the STAR assessment, and students took AR quizzes on books after reading them.
- The Be Kind program, in conjunction with the school's citizenship program, encouraged students to follow the school's expectations and be positive, productive citizens. Monthly recognition events were conducted for students who served as positive role models.
- Morning ceremony with the Pledge of Allegiance and announcements gathered students, staff, and families each morning to start the day.
- The Response to Instruction system was continuously refined and implemented throughout the year.
- Habits of Mind were introduced to support critical thinking, problem solving, and social-emotional awareness.
- Cultural competency professional development was conducted for staff.

Goals and Objectives

Goal 1

Increase Grade 3 proficiency rates in reading.

Objective(s):

Increase the percent of third grade students proficient in reading from 69.11 to 80 by 2016 as measured by state assessments.

Goal 2

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

Objective(s):

Decrease the math proficiency gap between the highest performing subgroup and lower performing subgroup from 14.1 to 12.3 by 2016 as measured by state assessments. Decrease the reading proficiency gap between the highest performing subgroup and lower performing subgroup from 12.2 to 10.9 by 2016 as measured by state assessments.

Goal 3

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

Objective(s):

95% of staff will participate in mandatory cultural competency professional development during the 2015-2016 school year as measured by sign-in sheets.

School Communication Efforts

Regular communication was facilitated by sending home progress reports, phone calls, notes, and newsletters, and the school utilized Infinite Campus Parent Portal, ParentLink, the school website, and e-mail. Staff members met with parents when requested. Parent-Student-Teacher Academic Planning Time was conducted in December 2015, and each teacher stayed one evening to accommodate parents' schedules. Parents were welcomed at the school and were encouraged to communicate with staff. Open House and Parent University were conducted for families as well. In addition to regular volunteers, the school and the PTA worked together to bring the community into the school through many organized events. PTA sponsored events such as Chili Cook-Off, Mardi Gras Carnival, Harvest Festival, Pastries with Parents, and various dining out nights.

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
Wiener ES	694	N/A	N/A	54	7.78	223	32.13	58	8.36	285	41.07	19	2.74	55	7.93	347	50	347	50

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
Wiener ES	694	107	15.42	105	15.13	381	54.9	261	37.61	381	54.9	90	12.97	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
Wiener ES	95.8	N/A	96.7	95.5	95.3	96.1	94.2	95.9	95.5	96.5	95.4

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	
Wiener ES	23.8	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
Wiener ES	3	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
Wiener ES	44	24	2	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
Wiener ES	-	-	-	-	-	-	-	-	-	-	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
Wiener ES	24:1	20:1	20:1	20:1	30:1	28:1	28:1	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
Wiener ES	\$5,923.00	65.7	\$877.00	9.7	\$1,644.00	18.2	\$570.00	6.3	\$9,014.00	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	
Wiener ES	0	0	0	0	0	0	2.4	

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

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

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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
Wiener ES	95.9	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
Wiener ES	2016	99
Wiener ES	2015	100
Wiener ES	2014	100

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.