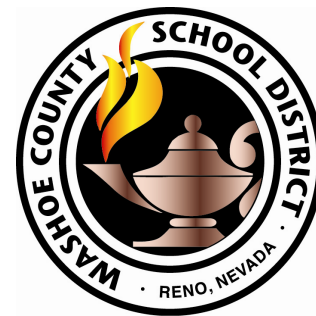


# Alyce Taylor Elementary School

Washoe County School District

252 Egyptian Drive  
Sparks, NV 89436  
Ph: 775-425-7700 Fax: 775-425-7704

Alan Reeder, Principal  
Grade Levels: PK-6  
Website: [www.washoe.k12.nv.us/taylor](http://www.washoe.k12.nv.us/taylor)



## 2008-2009 School Accountability Summary Report

For more information visit [www.nevadareportcard.com](http://www.nevadareportcard.com)

### Mission Statement

The Washoe County School District provides each student the opportunity to achieve his or her potential through a superior education in a safe and challenging environment in order to develop responsible and productive citizens for our diverse and rapidly changing community.

### Principal's Highlights

- Á
- Alyce Taylor Elem School (TES) Gators, composed of 700 brilliant students, passionate staff and supportive parents, enjoyed another excellent year in terms of achievement and enriching opportunities.
- Á
- TES secured \$182,000 in state grants (SB 185) to be used for training and reading interventions throughout 2008-2009.
  - TES secured over \$24,000 in private grants to support classroom technology and student rewards programs.
  - TES 6th grade students and teachers participated in a 4-day/3-night Tahoe Environmental/Leadership Camp (SNJ).
  - TES student awards assemblies, enrichment assemblies & evening academic events contributed to a positive, kids-first culture.
  - TES Marathon Madness was initiated, resulting in over 20 students completing 1 or more marathons (26.2 miles) during recess!
  - TES Math Wizard was initiated, resulting in over 50 students mastering math facts with 100% accuracy in under 90 seconds!
  - TES continued the pe enrichment program with talented coaches, allowing students weekly services, thanks to our PTO.
  - TES PTO helped to provide all classrooms with a computer projector, and 75% of classrooms with an interactive whiteboard.
  - TES staff focused on process writing, differentiated instruction & T4S/Engagement for professional development.

### Goals and Objectives

#### Goal 1

Increase achievement in math, as measured by CRT's (75%), Benchmarks (75%) and Math facts mastery (75%).

#### Objective(s):

TES staff supplemented the curriculum with math facts practice, identified essential outcomes and common assessments, initiated an extensive math review, sought additional materials, vertically articulated, differentiating instruction and utilized "best practices" instructional strategies.

#### Goal 2

Increase reading/language arts/writing achievement as measured by CRT's (75%), state writing (70%) & benchmarks (75%).

#### Objective(s):

TES staff focused on process writing with pro dev, collaborative writing lessons, practice writing assessments and an overall emphasis on student writing throughout all subjects. Additionally, essential outcomes and common assessments were implemented in reading and articulated vertically.

#### Goal 3

Provide additional enriching opportunities for students (pe, field trips, assemblies, tech, etc).

#### Objective(s):

Sierra Nevada Journeys with 6th graders, assemblies, physical education for all students, increased technology and a kids-first culture all contributed to a great place for kids as they received a solid education in core subjects, along with additional enriching opportunities.

## Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. 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.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	690	63,282	100.0 %	100.0 %	95.9 %	95.1 %	94.7 %
Male	381	32,797	55.2 %	51.8 %	*	*	*
Female	309	30,485	44.8 %	48.2 %	*	*	*
American Indian/Alaskan Native	32	1,566	4.6 %	2.5 %	94.6 %	93.7 %	93.6 %
Asian/Pacific Islander	18	4,123	2.6 %	6.5 %	96.2 %	96.5 %	96.3 %
Hispanic	93	21,151	13.5 %	33.4 %	95.8 %	95.2 %	94.7 %
Black/African American	25	2,383	3.6 %	3.8 %	96.1 %	94.5 %	93.1 %
White	522	34,059	75.7 %	53.8 %	96.0 %	95.0 %	94.8 %
IEP	98	8,223	14.2 %	13.0 %	95.8 %	94.1 %	93.2 %
LEP	31	11,156	4.5 %	17.6 %	96.0 %	95.9 %	95.3 %
FRL	76	24,092	11.0 %	38.1 %	95.5 %	94.9 %	94.2 %
Migrant	N/A	26	N/A	0.0 %	*	*	*

IEP = Students with Disabilities  
 LEP = Students with Limited English Proficiency  
 FRL = Students qualifying for Free/Reduced Lunch

'-' indicates data not presented for groups fewer than 10.  
 'N/A' indicates a population of zero.  
 '\*\*' indicates data are not available.

## Transiency, Truancy, and Discipline

	School	District
<b>Transiency Rate</b>	23.6 %	26.2 %
<b>Habitual Truancy - # of Incidents</b>	0	774
<b>Discipline - # of Incidents Resulting in Suspension/Expulsion for:</b>		
Violence to Other Students	0	1,951
Violence to Staff	0	51
Possession of Weapon	0	113
Distribution of Controlled Substance	0	41
Possession/Use of Controlled Substance	0	406
Possession/Use of Alcohol	0	180
<b>Habitual Disciplinary Expulsions</b>	0	13

Incidents are reported at the school where the action occurred.  
 Data reported as of the end of the school year.

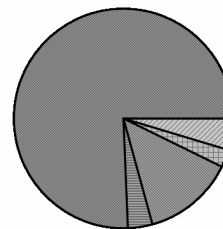
## Retention

Grade	School #	School %	District #	District %
K	1	1.1 %	53	1.2 %
1	4	4.7 %	60	1.2 %
2	3	3.1 %	21	0.4 %
3	3	2.9 %	16	0.3 %
4	1	1.1 %	10	0.2 %
5	0	0.0 %	9	0.2 %
6	1	1.0 %	9	0.2 %

Data reported as of count day.

## Student Ethnicity

Data reported by NDE as of count day.



- American Indian/ Alaskan Native (4.6%)
- Asian/ Pacific Islander (2.6%)
- Hispanic (13.5%)
- Black/ African American (3.6%)
- White (75.7%)

## Student/Teacher Ratio

Grade	School	District
ALL	23:1	21:1
K*	30:1	23:1
1	18:1	17:1
2	19:1	16:1
3	21:1	20:1
4	27:1	26:1
5	26:1	26:1
6	29:1	27:1

\* Kindergarten ratios are based on the number of classes, not teachers.  
 - Teachers may serve multiple grade levels as needed. Therefore, Student/Teacher Ratio is reported for the school as a whole.  
 Data reported as of December 1.

## Adequate Yearly Progress (AYP)

**Elementary Designation:** Adequate

Alyce Taylor Elementary School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

## Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) to measure student achievement relative to Nevada's academic standards. This table reflects a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress (AYP). Mathematics, Reading, and Writing test results are used to determine AYP. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at [www.nevadareportcard.com](http://www.nevadareportcard.com).

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)  
 AS = Percentage of students performing in the Approaches Standards range of achievement  
 MS = Percentage of students performing in the Meets Standards range of achievement  
 ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	7 %	32 %	44 %	17 %	7 %	41 %	44 %	8 %	9 %	29 %	39 %	23 %	9 %	32 %	48 %	11 %
District	6 %	31 %	45 %	18 %	7 %	39 %	45 %	9 %	7 %	28 %	40 %	25 %	7 %	32 %	50 %	11 %
School	3 %	22 %	51 %	24 %	4 %	41 %	42 %	13 %	2 %	20 %	40 %	39 %	1 %	21 %	54 %	24 %

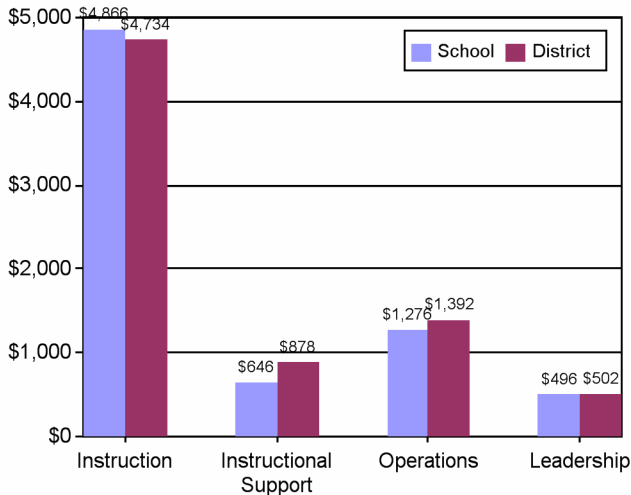
'-' indicates data not presented for groups fewer than 10.  
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## Per-Pupil Expenditures 2007-2008

The per pupil expenditures for all Nevada school districts and schools are calculated by In\$ite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Taylor ES Total Cost Per Pupil = \$7,283.07  
 District Total Cost Per Pupil = \$7,505.94

**Per-Pupil Expenditures By Category**



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

## Personnel Information

### Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	1.4 %	1.2 %
Arts	N/A	4.6 %
English	N/A	6.1 %
Foreign Language	N/A	0.6 %
Mathematics	N/A	8.9 %
Science	N/A	4.4 %
Social Studies	N/A	3.3 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2009. 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.

### Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	96.2 %	665	248	203
District	95.9 %	3	48	11
School	95.2 %	0	1	0

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day". 'N/A' indicates that data are not available.

## Parent/Community Involvement

### Parent/Teacher Conference Participation

08-09	07-08	06-07
97.8 %	98.5 %	98.2 %

'N/A' indicates the data are not available.

The TES students and staff appreciated a positive, productive relationship with the Gator PTO Team, along with many additional parents and businesses.

Parent conferences, evening academic and music assemblies, Gatorfest, Jog-a-thon and an open door, welcome-anytime policy contributed to a positive student-teacher-parent partnership to best serve students and their learning.

Monthly newsletters, weekly phone calls and an extensive, updated, informative website all contributed to effective communication with Taylor Gator families.

The dedicated & generous TES PTO raised over \$40,000 to support technology integration, physical education and a variety of other activities to support our Gators.

Several businesses contributed to numerous fundraisers to support TES students throughout the year.

TES's business friends, Jensen Electric provided extensive labor and materials in several TES classrooms.

The TES PTO has taken on some aggressive goals to fundraise, support and continue the Taylor Gator Physical Education program, increase technology (interactive white boards throughout all classrooms) and continue supporting numerous enriching assemblies.

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

*The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., 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](http://www.nevadareportcard.com).*