HOW TO READ YOUR CHILD'S SCHOOL REPORT CARD

This document is designed to help you understand and use the information in your child's School Report Card prepared by the Nevada Department of Education. As you view the report cards, in some tables you will note "N/A" or "*" indicating that population or data is not available. Additionally, in any group where the number of students is less than 10 (and corresponding percentages), actual values are not displayed due to federal regulations (FERPA). In such cases "-" is used.

1. The Heading of Your School's Report Card

Al Seeliger Elementary School

Carson City School District

2800 South Saliman Road	Paula Zona, Principal
Carson City, NV 89706	Grade Levels: 0K-05
Ph: 775-283-2200 Fax: 775-283-2290	Website: www.carsoncityschools.com

The heading of your child's school report card contains all the contact information you might need if you have questions or concerns about report card information. It shows which school district your school belongs to, school address, principal's name, grade levels and its website address.

2. Narratives of Your School's Report Card

Mission Statement

Al Seeliger Elementary School is providing a successful, meaningful, fulfilling, and comprehensive education for all students in order to direct them to productive and meaningful lives as American citizens.

Al Seeliger Elementary School promotes a comprehensive learning environment that maximizes student development and achievement for an increasingly diverse population.

Principal's Highlights

Seeliger Elementary School staff continued to be dedicated to providing the best instructional strategies in a caring environment in order to help our students succeed and achieve. This year we:

- Teachers analyzed student assessment and achievement data to help students achieve in reading, writing and mathematics.
- Teachers reviewed and revised the school improvement plan. Goals were identified in reading/language arts and math.
- Teachers continued to collaborate on student data and achievement during weekly Professional Learning Communities.
- Staff members and PTO hosted various Family Nights increasing parental communication and participation.
- Students participated in Yearbook Club, Spelling Bee, Science Fair, band/chorus, chess club, and D.A.R.E.
- Student Leadership was involved in many school, family, and community related activities.
- Students were recognized for achievement in academics, attendance, and positive behavior.
- Teachers took district professional development courses and workshops that focused on High Quality Sheltered Instruction.

Goals and Objectives

Goal 1

Seeliger students will improve their achievement by 3% in English Language Arts.

Objective(s):

On average, K-2 students will increase MAP scores to reglect a 3% increase in their RIT score from fall to spring. On average, 3-5 students will increase CRT scores to reflect a 3% increase. Teachers will assess current skills of students and establish goals.

Goal 2

Seeliger students will improve their achievement by 3% in Mathematics.

Objective(s):

On average, K-2 students will increase MAP scores to reflect a 3% increase in their RIT score from fall to spring. On average, 3-5 students will increase CRT scores to reflect a 3% increase. Teachers will assess current skills of students and establish goals.
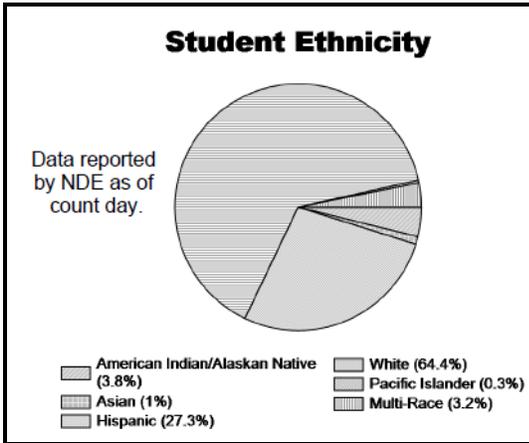
Narrative section of your school's report card starts with the "Mission Statement" of the school, which expresses the school's purpose – why the school exists. Other narratives in this section are "Principal's Highlights" and "Goals and Objectives". Altogether, this section gives information about unique school characteristics, and tells what the school wants to do, how they know if they are succeeding, and what they will do to ensure success.

3. Demographics and Student Information

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. Student Average Daily Attendance (ADA) is the percentage of 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	598	7,530	100.0 %	100.0 %	96.0 %	94.8 %	94.9 %
Male	307	3,815	51.3 %	50.7 %	*	*	*
Female	291	3,715	48.7 %	49.3 %	*	*	*
American Indian/Alaskan Native	23	170	3.8 %	2.3 %	93.5 %	93.3 %	93.6 %
Asian	-	129	-	1.7 %	97.1 %	97.4 %	97.1 %
Hispanic	163	3,014	27.3 %	40.0 %	96.0 %	95.3 %	95.0 %
Black/African American	N/A	31	N/A	0.4 %	N/A	93.5 %	93.7 %
White	385	3,918	64.4 %	52.0 %	96.1 %	94.5 %	94.8 %
Pacific Islander	-	18	-	0.2 %	98.5 %	93.7 %	95.0 %
Multi-Race	19	250	3.2 %	3.3 %	97.1 %	94.4 %	95.0 %
IEP	73	845	12.2 %	11.2 %	95.3 %	93.9 %	93.4 %
LEP	110	1,284	18.4 %	17.1 %	95.8 %	95.9 %	95.8 %
FRL	241	3,825	40.3 %	50.8 %	95.7 %	94.5 %	94.6 %
Migrant	N/A	N/A	N/A	N/A	*	*	*

(Ethnicities bracket groups: American Indian/Alaskan Native through Multi-Race. Special Populations bracket groups: IEP through Migrant.)

This section contains "enrollment data" and "average daily attendance" for groups of students in your school, and is disaggregated on the basis of gender, race/ethinicy, disability (IEP), poverty level (FRL), migrant, and English Profiency (LEP). Third column expresses the average daily attendance rate for school/program, district and State, which is simply the percent of enrollment in attendance on an average school day. Most of the numbers and percentages in your school report card are presented along with the district and state values to help you compare and understand your school's data. You can use the district and state values as a reference point to chart the place of your school's relative progress.

4. Student Ethnicity Pie Chart

Student Ethnicity

Data reported by NDE as of count day.

American Indian/Alaskan Native (3.8%)
Asian (1%)
Hispanic (27.3%)
White (64.4%)
Pacific Islander (0.3%)
Multi-Race (3.2%)

Pie charts are best to use when you are trying to compare parts of a whole. This pie chart in this section shows the distribution ot total ethnicities in your school.

5. Transiency, Truancy, and Discipline

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	11.0 %	17.9 %
Habitual Truancy - # of Incidents		
Discipline - Incidents Resulting in Supension/Expulsion for:		
Violence to Other Students	0	12
Violence to Staff	0	3
Possession of Weapon	0	5
Distribution of Controlled Substance	0	6
Possession/Use of Controlled Substance	0	37
Possession/Use of Alcohol	0	15
Habitual Disciplinary Expulsions	0	1

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

This section expresses the transiency rate of the students in your school and the district, number of habitual truants, how many disciplinary incidents happened and how many students were suspended/expuled at your school with a comparison to your school district. If you want to learn what specific behaviors of your child will result in your child's suspension or expulsion, you can consult the Nevada Revised Statutue NRS 392.140 and NRS 392.466 or contact your child's school.

6. Retention

Retention

Grade	School #	School %	District #	District %
K	0	0.0 %	1	0.2 %
1	2	2.0 %	6	1.0 %
2	0	0.0 %	3	0.6 %
3	0	0.0 %	1	0.2 %
4	0	0.0 %	1	0.2 %
5	0	0.0 %	0	0.0 %

Data reported as of count day.

Retention data tells you the number and percentage of students who were retained in grades K-8 in your school (in this specific example, grades K-5 since this is elementary schools).

7. Student Teacher Ratio and Class Size

Student/Teacher Ratio

Grade	School	District
ALL	21:1	22:1
K*	22:1	22:1
1	16:1	18:1
2	16:1	17:1
3	23:1	22:1
4	24:1	24:1
5	27:1	24:1
6	-	25:1
7	-	24:1
8	-	28:1

Average Class Size

Subject Area	School	District
English	27	25
Mathematics	27	25
Science	30	26
Social Studies	28	27

In this section, you'll find information about your school's student to teacher ratio and the average class size. Student to teacher ratio is provided for each grade level for the elementary schools, whereas for secondary schools, average class size is listed for each core academic subject. Class size is important because it may influence the one-on-one attention that teachers provide to students, as well as the discipline level in the classroom. You can compare your school's class size and student to teacher ratio with those in your district.

For instance, the left snaphot is for an elemetary school: it tells that for the first grade there is 1 teacher for every 16 student in that school whereas the average for the district is 1 teacher for every 22 students. The right snapshot is from a seconday school report, and is showing the number of students in core subjects. More specifically, for this particular secondary school, average class size for an English class is 27 whereas it is 25 in the district.
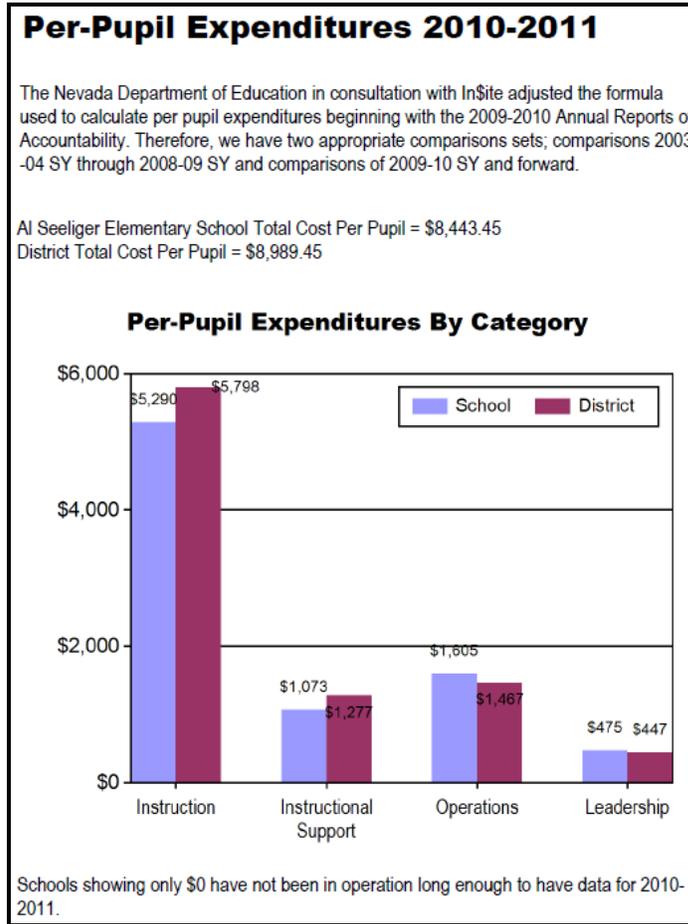
8. Summary of Standards-Based Test Performance

	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	19 %	21 %	36 %	25 %	8 %	41 %	42 %	8 %	9 %	20 %	57 %	14 %	19 %	26 %	41 %	14 %
District	13 %	22 %	39 %	26 %	7 %	36 %	45 %	12 %	4 %	18 %	62 %	16 %	13 %	27 %	44 %	16 %
School	11 %	15 %	44 %	29 %	6 %	36 %	44 %	14 %	6 %	17 %	55 %	23 %	7 %	27 %	54 %	12 %

This section provides information about how your school is doing on the criterion referenced tests, as well as your district and the state. It doesn't show the grade specific assessment results in your school, but just the compilation of test results for grades available in this school. For grade specific results, you should visit the Nevada Report Card Website at www.nevadareportcard.com. The CRT test is an overall measure of achievement as well as a measure of mastery in the basic skills of reading, writing, mathematics and science. These tests are designed to measure important learning outcomes of the school surriculum and identify students who might require additional assitance in order to maintain academic progress through their elemenatry and secondary school.

Student achievement is broken down into four levels of proficiency:

- "ED" Emergency/Developing: Student occasionally/does not apply skills/strategies and requires extensive remediation.

- "AS" Approaches Standard: Student inconsistently/incompletely applies skills/strategies and requires targeted remediation

- "MS" Meets Standard: Student consistently applies skills/strategies without need for remediation

- "ES" Exceeds Standard: Student comprehensively/consistently applies and generalizes skills/strategies in a variety of situations.

9. Per-Pupil Expenditures

Per-Pupil Expenditures 2010-2011

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.

Al Seeliger Elementary School Total Cost Per Pupil = $8,443.45
District Total Cost Per Pupil = $8,989.45

Per-Pupil Expenditures By Category

	School	District
Instruction	$5,290	$5,798
Instructional Support	$1,073	$1,277
Operations	$1,605	$1,467
Leadership	$475	$447

Schools showing only $0 have not been in operation long enough to have data for 2010-2011.

This section shows how much money your school spends per student, and you can compare the distribution of spendings with your district. These figures will reflect the total expenditure per student from the previous school year, because such information for the current school year is not available in time for reporting. For details on the types iof spending pelase check the accountability terminology page at http://nvreportcardtest.doe.nv.gov/Dl/Help/Glossary.

10. Personnal Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	0.0 %	0.0 %
Arts	N/A	10.0 %
English	N/A	0.8 %
Foreign Language	N/A	0.0 %
Mathematics	N/A	1.0 %
Science	N/A	0.0 %
Social Studies	N/A	0.0 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2012.
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	95.7 %	266	16	20
District	91.1 %	0	2	0
School	87.4 %	0	0	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.

This section provides information to help you understand the overall quality of the teachers working in your child's school as well as the district and the state. The federal law "No Child Left Behind" requires that every teacher assigned to a core academic area (reading, language arts, mathematics, science,

social science, foreign language, arts) demonstrate the highly qualified teacher "HQT"" status appropriate to their assignments. Teachers, including elementary education, special education, alternative education, gifted education and ESL, who teach one more classes in any of these areas in grades K-12 must meet the HQT requirement. To be "highly qualified" means that all teachers who teach core academic subjects must hold at minimum a bachelor's degree; have "full state certification" (i.e. state licensure) in each assigned core area; and demonstrate competency in each assigned core area. For more information please check the website at http://www.doe.nv.gov/NCLB_Highly_Qualified_Teacher/ for details on HQT definition.

Besides the HQT information, teacher average daily attendance and licensure information is also provided in this section. You can learn the teacher average daily attendance (ADA) which is the percentage of licensed educators in your school, as well as the district and state, who provide instruction to students in a classroom on an average school day.

11. Parent/Community Involvement

Parent/Community Involvement

Parent/Teacher Conference Participation

2011-2012	2010-2011	2009-2010
99.0 %	96.4 %	98.0 %

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

This section provides information about the attendance rate of the parents at the first parent-teacher conference, which should be held during the first half of the school year. For this particular school, for instance, 99% of the elementary school parents attend the first parent-teacher conference in 2011-2012.