



Nevada Annual Reports of Accountability



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DEPARTMENT OF EDUCATION

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Clark County School District

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Clark County School District

District

<p>Clark County School District</p>	<p>Dr. Walt Ruffes, Superintendent 5100 W. Sahara Las Vegas, NV 89146 Phone: 702-799-5000 Fax: 702-799-5125 Website: www.ccsd.net</p>	<p>Board of Trustees: Mrs. Ruth L. Johnson, President, District B Mrs. Terri Janison, Vice President, District E Mrs. Mary Beth Scow, Clerk, District A Mrs. Shirley Barber, Member, District C Ms. Carolyn Edwards, Member, District F Mr. Larry P. Mason, Member, District D Mrs. Sheila R. Moulton, Member, District G</p>
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Mission Statement

Clark County School District students will have the knowledge, skills, attitudes and ethics necessary to succeed academically and will practice responsible citizenship.

Highlights

- Fully funded all-day kindergarten programs for at-risk students were implemented in 312 classrooms. The District also operated 29 tuition-based, extended-day kindergarten classrooms. The results from the Full-Day/Extended Day Kindergarten Study indicated that full-day kindergarten contributed to closing the achievement gap.
- The District expenditures for instruction approached the national recommendation of 65% (Ed Week, October 2005).
- Student enrollment in algebra increased from 44% in 2002-03 to 73% in 2004-05, and enrollment in high school geometry courses showed 11% growth from the onset of the algebra initiative.
- The wide area network (WAN), the largest converged network in any school district, received national and international recognition. Using this network, the District provided high-speed data, internet services, and voice-over-IP services to almost 27,000 classroom and administrative telephones. Video-streaming and video-conferencing services are available throughout the District.
- InterAct, an online network, provided e-mail, conferencing and application services to over 40,000 staff and students. With more than 2 million logins each month, InterAct delivered 3 million plus e-mail messages every month.
- The Instructional Data Management System (IDMS) offered an integrated approach for managing and using data to drive instructional practices and improve student achievement. It supported a standards-based instructional approach and delivered data to the teacher's desktop through a web-based server.
- Between 2003-04 and 2004-05, the percent of graduating students enrolled in four-year and two-year

postsecondary education increased 6% and 2% respectively. The percentage of students taking the SAT and ACT increased and the mean scores on these tests also increased.

- CCSD students in grades three, four, and five, scored at or above the national average (50) in language arts, mathematics, and science on the Iowa Test of Basic Skills.
- All but one of the District's schools demonstrated improvement on state assessments in one or more subgroups.
- In 2004-05, 36,908 (approximately 31%) of all students in grades 7-12 participated in career-related educational opportunities.
- The number of students taking the AP Examination almost doubled from 2000-01 to 2004-05 and 3,347 students (approximately 52%) scored 3 or higher on the AP Examination in 2004-05.
- A new Standards-Based Report Card was implemented for students in grades one through five. This district-wide report card was designed to give parents a detailed look at their child's performance on grade level Nevada state standards.
- Through grant funding made available by NRS 385 and Senate Bill 404, the District and 238 schools were awarded \$20,445,605.00 and \$33,597,060.06, respectively. Grants were used to fund effective programs, practices and strategies to improve the academic achievement and proficiency of CCSD students.
- AVID (Advancement Via Individual Determination), an academic support program utilized in many CCSD secondary schools, helped prepare students for college eligibility. AVID placed and supported academically average students in advanced classes and improved the academic opportunities for minority, rural, low-income and other students.
- Fifteen high schools in the District implemented the block scheduling concept in the 2005-06 school year. Block schedules restructured the school day, allowing teachers to engage students in interactive learning, and providing students with additional credit opportunities. Fourteen of these high schools participated in a research study to examine the effectiveness of block scheduling in the Clark County School District.

Goals and Objectives

GOAL 1

The District will demonstrate increased student achievement in English/language arts and mathematics, a reduction in the achievement gap between subgroups, and a decrease in the number of high school dropouts, by institutionalizing research-based instructional systems.

Measurable Objective 1.a.

CCSD students will demonstrate increased academic achievement in English/language arts as measured by Nevada AYP standards in June 2006 & June 2007, such that there will be at least a 10% decrease in non-proficient students.

Measurable Objective 1.b.

CCSD students will demonstrate increased academic achievement in mathematics as measured by Nevada AYP standards in June 2006 & June 2007, such that there will be at least a 10% decrease in non-proficient students.

Measurable Objective 1.c.

The District will demonstrate a reduction in the achievement gap between AYP disaggregated groups.

Measurable Objective 1.d.

The District will demonstrate a decrease in the number of high school dropouts.

GOAL 2

The District will coordinate, design, deliver and evaluate ongoing professional development aligned to District instructional initiatives.

Measurable Objective 2:

The District will realign professional development to meet District instructional initiatives and identified student needs.

GOAL 3 The District will improve and expand its ability to retain, support, and attract qualified staff including teachers, administrators, and support staff.

Measurable Objective 3.a.

The District will improve and expand its ability to retain qualified teachers such that there will be a decrease in the attrition of teachers by 10%.

Measurable Objective 3.b.

The District will attract qualified staff such that there will be a 10% decrease in unfilled teaching positions.

Measurable Objective 3.c.

The District will increase its teacher retention rate through the creation of a new teacher academy designed to provide intensive professional development for staff assigned to at-risk schools.