

Robert O. Gibson Middle School

Clark County School District

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Grade Levels: 6-8
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2014-2015 School Accountability Report

For more information visit www.nevadareportcard.com

Mission Statement

Robert O. Gibson Middle School empowers all students with the academic skills, character traits, and self-confidence necessary to excel in high school, college, and the competitive world beyond. Students internalize a critical consciousness and sense of social responsibility to improve the world around them.

Principal's Highlights

Robert O. Gibson MS is committed to ensuring our students are Ready by Exit. We work alongside students, families, and the community to promote social development and academic excellence.

- All science classes utilized Project Lead the Way Gateway to Technology curriculum to infuse STEM throughout the curriculum.
- Twenty four accelerated course offerings were expanded to science, social studies, English language arts and mathematics classes.
- Advanced Band and Advanced Orchestra earned superior ratings at CCSD music festivals.
- Drum line classes were offered for the second year and performers entertained at various venues such as: House of Blues, UNLV, and the Rio Hotel.
- 540 Gibson students were honored at monthly Student of the Month Award Ceremony luncheons.
- 50+ parents regularly attended monthly PAC meetings that included Spanish translation services and parent-driven topics and agenda items.
- The faculty was trained in the use of SpringBoard (a pre AP curriculum) and Kagan structures to increase academic achievement and student engagement.
- UNLV GEAR UP donated \$39,000 towards the purchase of student laptops.
- In partnership with After School All Stars and UNLV GEAR UP, there were over twenty eight after school clubs/activities available for students.

Goals and Objectives

Goal 1

All students will demonstrate growth in reading as measured by the spring 2015 SBAC assessment. 2015 is a baseline year for the SBAC assessment.

Objective(s):

Close the achievement gap by increasing the reading proficiency of subgroups performing at or above target by 10% based on district levels, while decreasing the nonproficient students in subgroups by 10% based on district levels, as measured by the 2015 SBAC data.

Goal 2

All students will demonstrate growth in math as measured by the spring 2015 SBAC assessment. 2015 is a baseline year for the SBAC assessment.

Objective(s):

Close the achievement gap by increasing the math proficiency of subgroups performing at or above target by 10% based on district levels, while decreasing the nonproficient students in subgroups by 10% based on district levels, as measured by the 2015 SBAC data.

School Communication Efforts

Gibson MS recognizes the critical role parents play in student achievement and success. Meaningful communication between school and home occurs daily between teachers and parents through the use of the student agenda. Parents and students regularly access Infinite Campus to gain information on attendance, assignment completion, earned grades, and current events. Most communication is provided in English and Spanish. The school's website is updated weekly which allows parents to view the daily announcements and keep abreast of school events and activities. Parents are encouraged to participate in school events such as Zumba, Open House, Tamale Night, College Night, Parent Advisory meetings, carnivals, Bar-B-Ques, and fundraisers as well as assist in the office and classrooms. Newsletters are mailed home, posted on the website and distributed monthly to students. Finally, the principal holds monthly Parent Advisory Committee meetings, with Spanish translation, to foster an environment of two-way, meaningful communication. Our newly installed two-way LED sign along Washington Ave. provides yet another layer of communication with the community.

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	459,095	4,649	1.01%	25,276	5.51%	188,701	41.10%	46,667	10.16%	160,997	35.07%	6,220	1.35%	26,585	5.79%	236,666	51.55%	222,429	48.45%
Clark	318,040	1,393	0.44%	20,491	6.44%	143,274	45.05%	40,691	12.79%	87,723	27.58%	4,903	1.54%	19,565	6.15%	164,188	51.62%	153,852	48.38%
Gibson (Robert) MS	1,293	-	-	39	3.02%	984	76.10%	122	9.44%	115	8.89%	-	-	22	1.70%	623	48.18%	670	51.82%

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.

Special Populations

	#	IEP		ELL		FRL		Migrant	
		#	%	#	%	#	%	#	%
State	459,095	54,312	11.83%	74,889	16.31%	244,120	53.17%	178	0.04%
Clark	318,040	37,000	11.63%	58,523	18.40%	182,950	57.52%	78	0.02%
Gibson (Robert) MS	1,293	114	8.82%	333	25.75%	1,105	85.46%	-	-

Data as of: Count Day

IEP= Students with disabilities

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ELL= Students who are English Language Learners

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

FRL= Students qualifying for Free/Reduced Price Lunch

District totals do not include state or district sponsored charter school data. (2008-Current)

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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	94.60%	93.40%	96.90%	94.50%	93.60%	94.70%	94.70%	94.70%	93.30%	95.20%	94.30%
Clark	94.60%	92.90%	96.90%	94.50%	93.40%	94.80%	94.70%	94.70%	93.20%	95.20%	94.20%
Gibson (Robert) MS	95.60%	-	98.50%	96.20%	92.30%	94.00%	-	91.50%	91.20%	95.70%	95.50%

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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FRL = Students qualifying for Free/Reduced Price Lunch

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Transiency, Truancy, and Discipline

	Transiency		Discipline	
	Transiency Rate**	# of Students	# of Students	
			Habitual Disciplinary Problems	Habitual Truants
State	26.50%	187	1,788	
Clark	28.80%	-	668	
Gibson (Robert) MS	15.10%	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	7,098	547	754	150	2,050	350
Clark	4,826	370	583	111	1,375	102
Gibson (Robert) MS	72	0	5	0	4	1

	# 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	5,158	4,481	932	480	458	166
Clark	3,715	3,633	550	404	402	141
Gibson (Robert) MS	53	53	5	3	3	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	703	2.10%	905	2.40%	413	1.10%	226	0.60%	136	0.40%	52	0.20%	368	1.10%	524	1.50%	489	1.40%
Clark	454	2.00%	714	2.80%	334	1.30%	176	0.70%	102	0.40%	30	0.10%	327	1.40%	460	1.90%	432	1.80%
Gibson (Robert) MS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0.00%	-	-	-	-

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	23:1	21:1	21:1	21:1	23:1	28:1	28:1	21:1	13:1	12:1
Clark	24:1	21:1	21:1	21:1	23:1	29:1	29:1	N/A	N/A	N/A
Gibson (Robert) MS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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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Average Class Size

Average Class Size is listed for all classes where students rotate to different teachers for different subjects.

	English	Mathematics	Science	Social Studies
State	22	23	25	25
Clark	23	24	27	27
Gibson (Robert) MS	15	19	29	28

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Data as of: December 1st

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Dropout Rate: Class of 2014

	Grade 8
	%
State	0.82
Clark	1.02
Gibson (Robert) MS	0.36

Data as a of: Previous School Year

who successfully completed HSE assessment

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who are enrolled in approved courses for an adult standard diploma

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

withdrew from school to attend another school.

** indicates that the data was not available.

Data is not displayed for a group where enrollment information is missing.

Data in grade 9-12 excludes pupils:

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) and the High School Proficiency Exam (HSPE) to measure student achievement relative to Nevada's academic standards. For grade specific assessment results and other assessment information, refer to the Nevada Report Card Website at 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)

K-8 assessment data: Reading, Writing, and Mathematics data are from NAA. Science data is from CRT and NAA.

9-12 assessment data: Reading, Writing, Mathematics and Science data are Grade 11 HSPE and NAA.

K-8	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	18%	24%	39%	19%	49%	19%	21%	11%	13%	39%	39%	9%	16%	23%	40%	21%
Clark	19%	25%	38%	18%	53%	19%	18%	9%	15%	40%	37%	9%	18%	24%	38%	20%
Gibson (Robert) MS	39%	17%	39%	6%	-	-	-	-	33%	22%	44%	0%	21%	25%	41%	14%

Data as of: December 1st

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Per-Pupil Expenditures 2013-2014

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 = \$8295 District Total Cost Per Pupil = \$8576

	Instruction		Instruction Support		Operations		Leadership		Total Expenditures	
	\$	%	\$	%	\$	%	\$	%	\$	%
State	\$5,023.00	58.60%	\$931.00	10.90%	\$1,959.00	22.80%	\$663.00	7.70%	\$8,576.00	100.00%
Clark	\$4,966.00	59.90%	\$837.00	10.10%	\$1,872.00	22.60%	\$619.00	7.50%	\$8,295.00	100.00%
Gibson (Robert) MS	\$4,516.00	63.00%	\$726.00	10.10%	\$1,439.00	20.10%	\$483.00	6.70%	\$7,163.00	100.00%

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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 2015.

	English/ Reading/ Lang. Arts	Mathematics	Science	Social Studies	Foreign Languages	Arts	Elementary	Poverty Level
	%	%	%	%	%	%	%	
State	7.10%	7.10%	6.90%	5.00%	2.50%	1.00%	6.30%	
Clark	8.40%	8.80%	8.40%	5.70%	2.60%	0.00%	8.20%	
Gibson (Robert) MS	0.00%	2.20%	0.00%	14.30%	0.00%	0.00%	0.00%	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	95.70%	0	354	216
Clark	95.90%	0	295	83
Gibson (Robert) MS	95.60%	0	0	1

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

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(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

School NSPF Results: 3 Star Rating

Gibson MS

Information on the ratings or rankings of schools in the Nevada School Performance Framework (NSPF) can be found via the Nevada School Performance Framework website at <http://nspf.doe.nv.gov/>

A Focus School at the elementary or middle school-level is a Title I school that has room for substantial improvement in the area of student achievement with specific sub-group populations, such as, students with disabilities, English Language Learners, and/or low-income students.

Performance Indicators	Points Earned	Points Eligible
Growth Measure of Achievement	*	*
Status Measure of Achievement	*	*
Reduction in Achievement Gaps	*	*
Other Indicators	*	*
Total Index Score		

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

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.