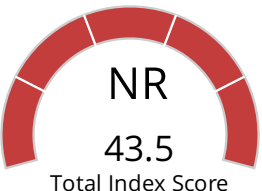
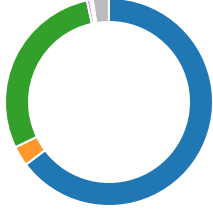
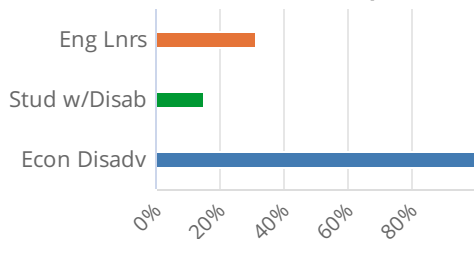


<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> PK-05 <i>District:</i> Clark <i>School Address:</i> 350 E Judson Ave N Las Vegas, NV 89030</p>	 <p>NR 43.5 Total Index Score</p>	<p>School Type: <i>Regular</i> School Designation: <i>TSI/ATSI</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 3.1% White 28.6% Bl/Afr Am 64.4% Hisp/Latino 0.5% Asian 0.1% Am Ind/AK Nat 0.3% Pac Isl 2.5% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>59.0 ★★★★★</td> </tr> <tr> <td>2019-2020</td> <td>59.0 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	59.0 ★★★★★	2019-2020	59.0 ★★★★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2020-2021	59.0 ★★★★★							
2019-2020	59.0 ★★★★★							

What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are school star ratings determined?


Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2021-2022 School Performance

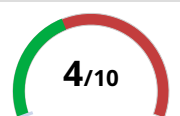
 **Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	19.0	33.5
Math Proficiency	18.8	31.4
ELA Proficiency	22.7	41.1
Science Proficiency	9.6	17.3
Read-by-Grade-3 Proficiency	15.3	39.5


 **Growth Indicator**

Measure	School Median	District Median
Math MGP	55.0	55.0
ELA MGP	52.0	52.0


	School Rate	District Rate
Met Math AGP Target	40.3	45.7
Met ELA AGP Target	48.8	55.1

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	40.5	33.2

 **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met	39.1	37.9
Math AGP Target		
Prior Non-Proficient Met	43.1	47.6
ELA AGP Target		

 **Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	40.2	34.4
Climate Survey Participation	89.0	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

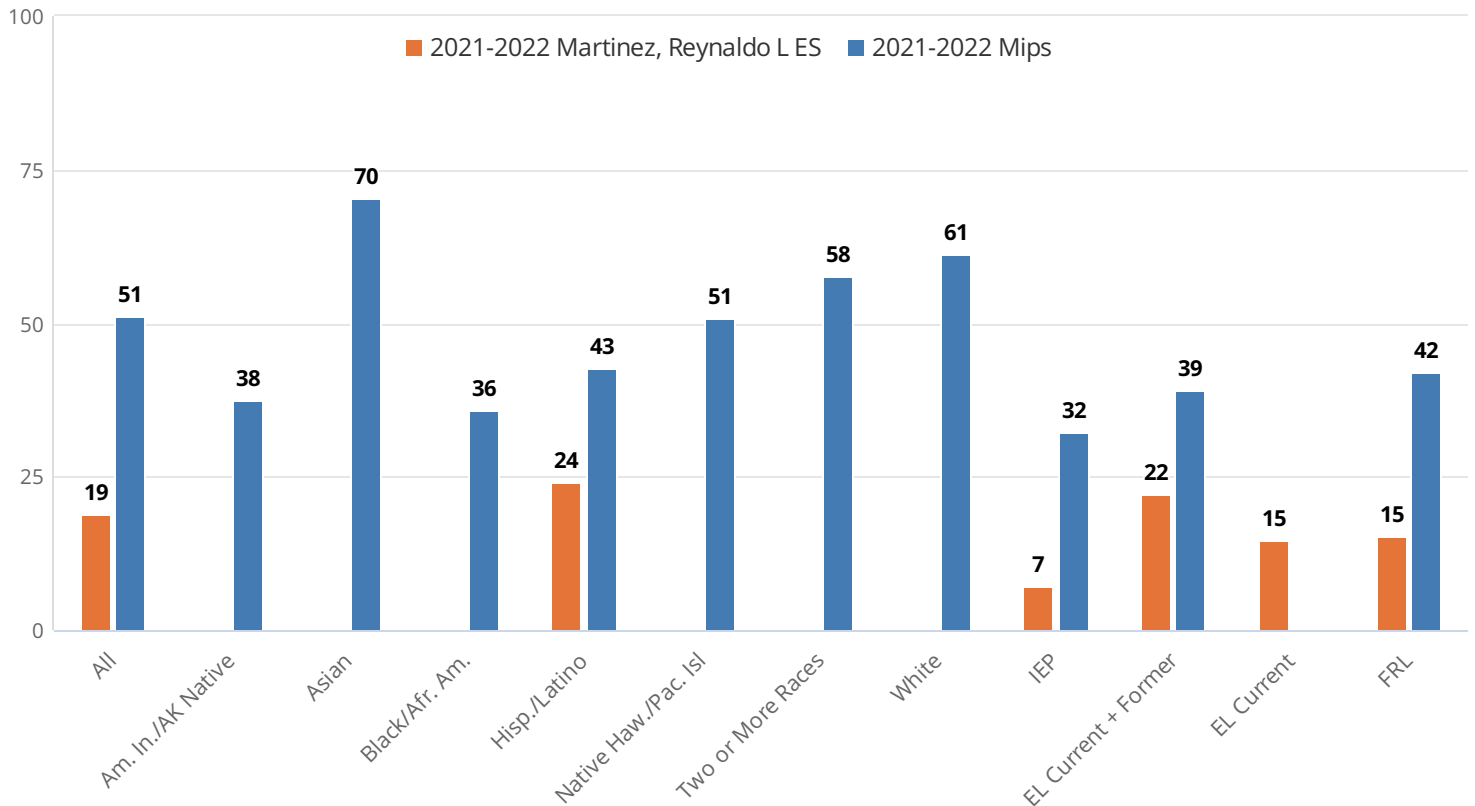
Pooled Proficiency Points Earned: 1/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	19.0	33.5		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	18.8	31.4	51.1			
American Indian/Alaska Native	-	22.3	37.6			
Asian	-	57.4	70.4			
Black/African American	<5	16.0	35.7			
Hispanic/Latino	24.1	24.1	42.7			
Pacific Islander	-	29.8	50.9			
Two or More Races	-	39.3	57.5			
White/Caucasian	-	50.0	61.3			
Special Education	7.1	12.8	32.1			
English Learners Current + Former	22.1	21.2	39			
English Learners Current	14.6	14.2				
Economically Disadvantaged	15.4	20.9	42			

**Math Assessments
% Proficient**



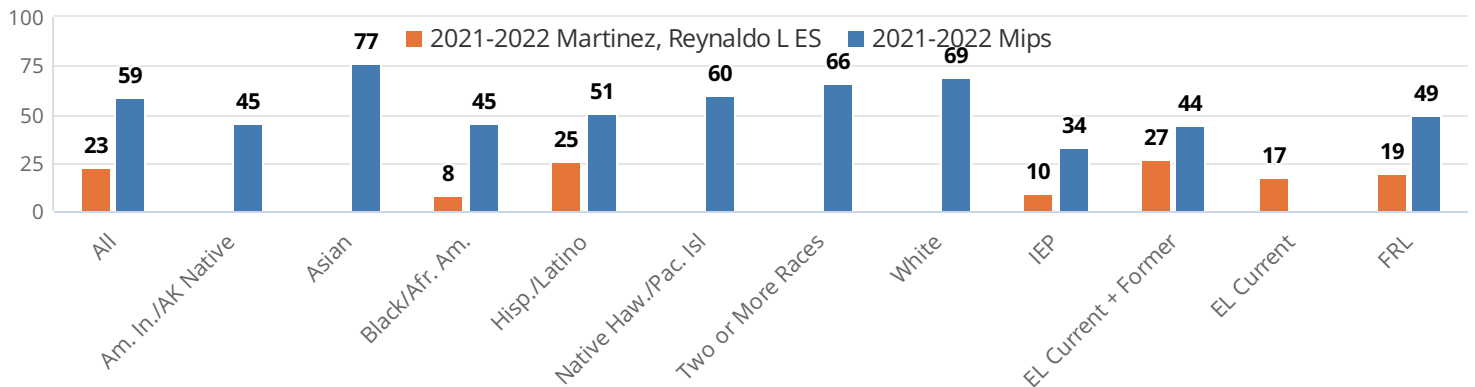


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	22.7	41.1	59.2			
American Indian/Alaska Native	-	31.1	45.4			
Asian	-	64.1	76.7			
Black/African American	8.3	25.4	45.4			
Hispanic/Latino	25.4	34.8	50.8			
Pacific Islander	-	38.6	60			
Two or More Races	-	50.4	66.2			
White/Caucasian	-	58.0	69			
Special Education	9.5	14.5	33.5			
English Learners Current + Former	26.5	28.6	44.4			
English Learners Current	17.3	17.9				
Economically Disadvantaged	19.2	30.0	49.4			

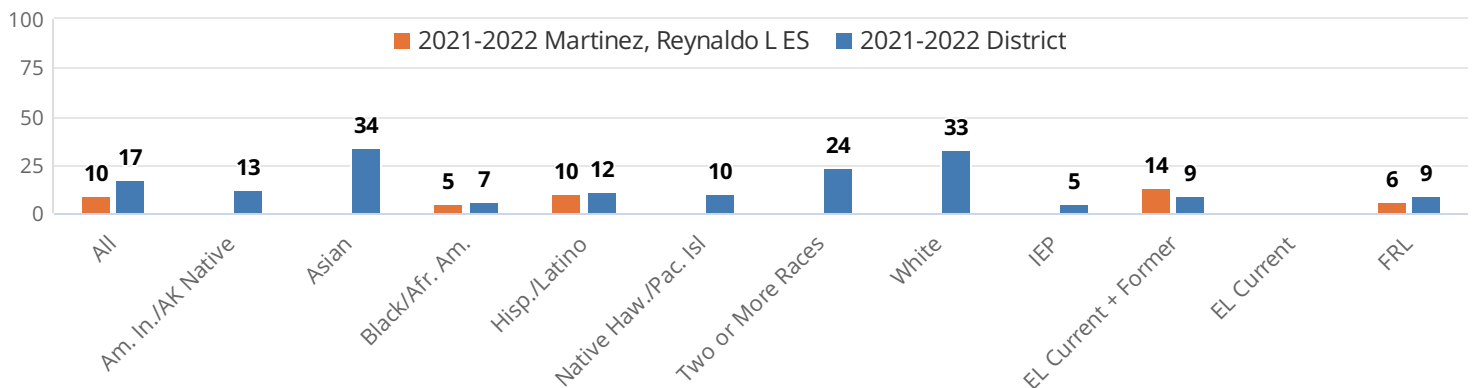
**ELA Assessments
% Proficient**



Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	9.6	17.3		
American Indian/Alaska Native	-	12.8		
Asian	-	33.6		
Black/African American	5.2	6.6		
Hispanic/Latino	10.3	11.5		
Pacific Islander	-	10.1		
Two or More Races	-	24.1		
White/Caucasian	-	32.6		
Special Education	<5	5.1		
English Learners Current + Former	13.8	9.2		
English Learners Current	<5	<5		
Economically Disadvantaged	6.0	9.3		

**Science Assessments
% Proficient**





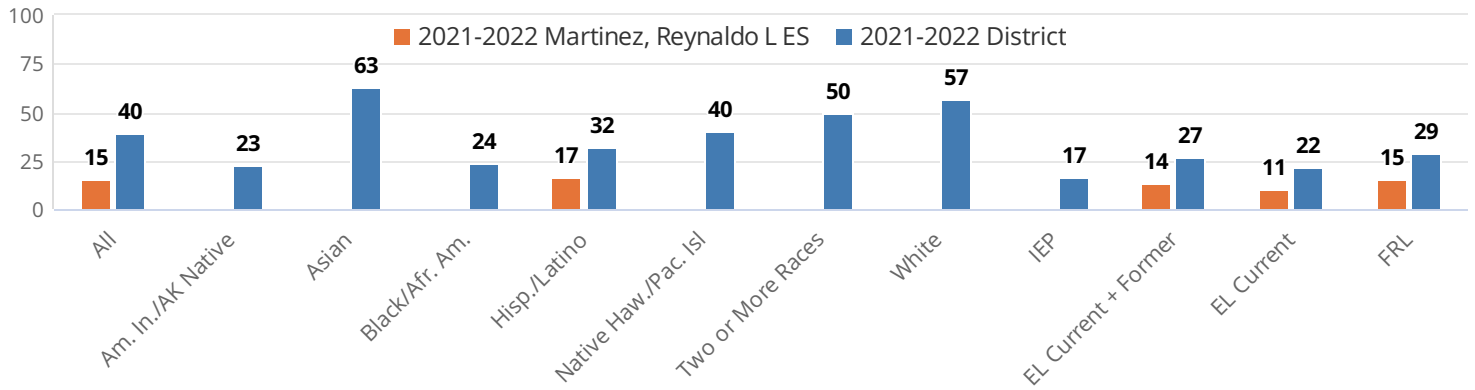
Academic Achievement

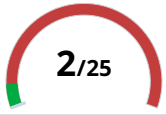
Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 1/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	15.3	39.5		
American Indian/Alaska Native	-	23.1		
Asian	-	62.9		
Black/African American	<5	24.0		
Hispanic/Latino	17.0	32.3		
Pacific Islander	-	40.2		
Two or More Races	-	49.8		
White/Caucasian	-	56.7		
Special Education	-	16.7		
English Learners Current + Former	13.7	26.5		
English Learners Current	10.7	21.5		
Economically Disadvantaged	15.1	28.7		

**Read by Grade 3
% Proficient**





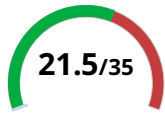
Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty:**Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	-	-		
White/Caucasian	-	-		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	>=95%	>=95%		
Economically Disadvantaged	>=95%	>=95%		



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 7/10 ELA MGP Points Earned: 6/10

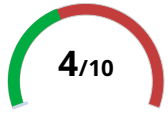
Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	55.0	55.0	52.0	52.0				
American Indian/Alaska Native	-	56.5	-	54.0				
Asian	-	63.0	-	61.0				
Black/African American	44.0	48.0	30.0	45.0				
Hispanic/Latino	55.0	53.0	60.0	52.0				
Pacific Islander	-	52.0	-	51.0				
Two or More Races	-	56.0	-	54.0				
White/Caucasian	-	60.0	-	56.0				
Special Education	44.0	42.0	32.5	38.0				
English Learners Current + Former	55.0	53.0	62.0	52.0				
English Learners Current	53.5	51.0	65.0	49.0				
Economically Disadvantaged	52.0	51.0	54.0	49.0				

AGP Growth Data

Math AGP Points Earned: 5/7.5 ELA AGP Points Earned: 3.5/7.5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	40.3	45.7	48.8	55.1				
American Indian/Alaska Native	-	34.6	-	53.8				
Asian	-	63.3	-	69.8				
Black/African American	29.1	32.7	24.0	43.1				
Hispanic/Latino	43.0	41.0	54.7	52.1				
Pacific Islander	-	42.6	-	53.5				
Two or More Races	-	51.4	-	59.7				
White/Caucasian	-	58.2	-	64.2				
Special Education	14.2	24.5	26.6	31.8				
English Learners Current + Former	43.8	38.7	58.6	50.1				
English Learners Current	42.5	31.5	54.7	42.9				
Economically Disadvantaged	37.6	37.3	48.4	48.2				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



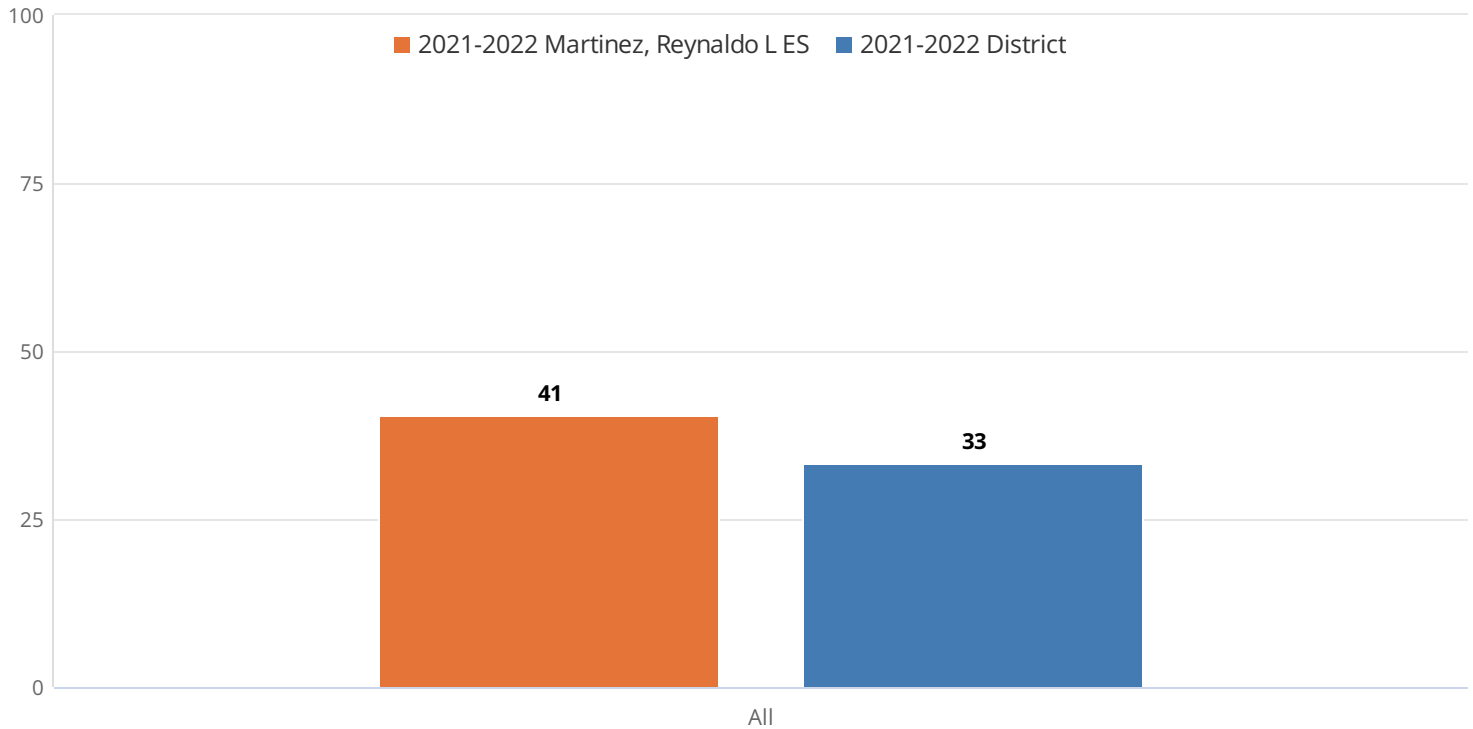
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 4/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	101	40.5	33.2			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 9/10

ELA AGP Points Earned: 7/10

Groups	Math AGP Points Earned: 9/10				ELA AGP Points Earned: 7/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	39.1	37.9	43.1	47.6				
American Indian/Alaska Native	-	33.3	-	52.4				
Asian	-	50.3	-	59.2				
Black/African American	29.1	29.1	20.8	38.2				
Hispanic/Latino	40.6	36.0	50.6	47.2				
Pacific Islander	-	35.8	-	49.0				
Two or More Races	-	42.6	-	51.5				
White/Caucasian	-	47.6	-	53.7				
Special Education	7.6	20.6	24.1	27.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	42.5	29.9	53.6	42.0				
Economically Disadvantaged	36.3	33.3	43.6	43.5				



Student Engagement

0/10

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

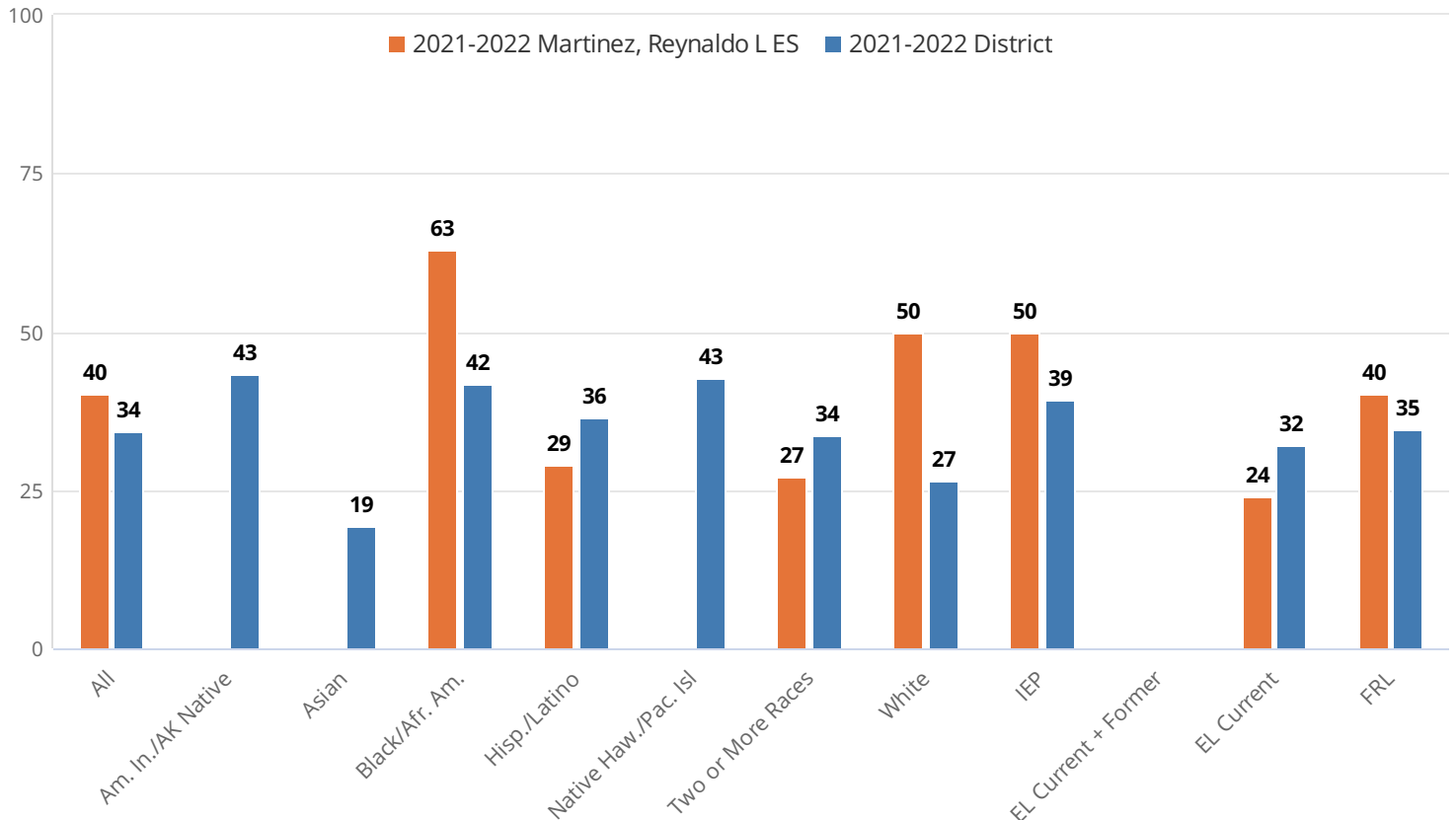
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	40.2	34.4		
American Indian/Alaska Native	-	43.3		
Asian	-	19.4		
Black/African American	62.9	41.6		
Hispanic/Latino	28.9	36.3		
Pacific Islander	-	42.8		
Two or More Races	27.2	33.8		
White/Caucasian	50.0	26.6		
Special Education	50.0	39.3		
English Learners Current + Former	N/A	N/A		
English Learners Current	24.1	32.1		
Economically Disadvantaged	40.2	34.5		

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

An additional requirement to exit a TSI/ATSI designation is that the school must not meet the ATSI designation criteria— one or more subgroups not meeting performance levels representative of CSI schools on one or more Measures—during each of the two years prior to the exit evaluation. The table below shows the school's progress toward achieving exit from ATSI. The table displays subgroup data for the current year. An "X" marks Measures in which the subgroup has underperformed two years in a row. After three years, the school must have met the exit criteria outlined above to exit the ATSI Designation.

Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrn	Econ Disadv
Math Proficiency				X					X		X
ELA Proficiency				X					X		
Science Proficiency											
Read-By-Grade-3										X	X
Math MGP											
ELA MGP				X					X		
Math AGP									X		
ELA AGP				X					X		
Math Opportunity Gaps									X		
ELA Opportunity Gaps									X		
Chronic Absenteeism				X					X		

Schools that do not meet the requirements for exiting the TSI/ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school.