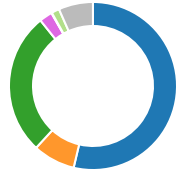
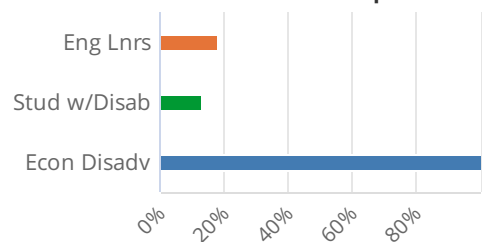


<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> PK-05 <i>District:</i> Clark <i>School Address:</i> 4150 Fuselier Dr N Las Vegas, NV 89032</p>	 <p>19.5 Total Index Score</p>	<p>School Type: <i>Regular</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 8.1% White 27.3% BI/Afr Am 53.5% Hisp/Latino 2.5% Asian 0.1% Am Ind/AK Nat 1.5% Pac Isl 6.6% 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>2021-2022</td> <td>43.0 NR</td> </tr> <tr> <td>2020-2021</td> <td>33.5 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	43.0 NR	2020-2021	33.5 ★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2021-2022	43.0 NR							
2020-2021	33.5 ★★							

What does my school rating mean?

One-Star school: Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state inventions.

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. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

2022-2023 School Performance

Academic Achievement Indicator 6/25

Measure	School Rate	District Rate
Pooled Proficiency	30.7	34.1
Math Proficiency	27.8	33.6
ELA Proficiency	40.2	40.6
Science Proficiency	8.7	16.7
Read-by-Grade-3 Proficiency	44.0	39.8

Growth Indicator 10.5/35

Measure	School Median	District Median
Math MGP	41.0	51.0
ELA MGP	47.0	50.0
	School Rate	District Rate
Met Math AGP Target	26.4	36.9
Met ELA AGP Target	41.0	42.8

English Language Proficiency Indicator 1/10

Measure	School Rate	District Rate
Met EL AGP Target	32.4	34.9

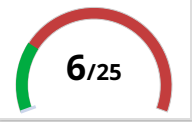
Closing Opportunity Gaps Indicator 2/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	13.5	23.5
Prior Non-Proficient Met ELA AGP Target	26.5	29.1

Student Engagement Indicator 0/10

Measure	School Rate	District Rate
Chronic Absenteeism	37.7	31.8
Climate Survey Participation	86.0	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.

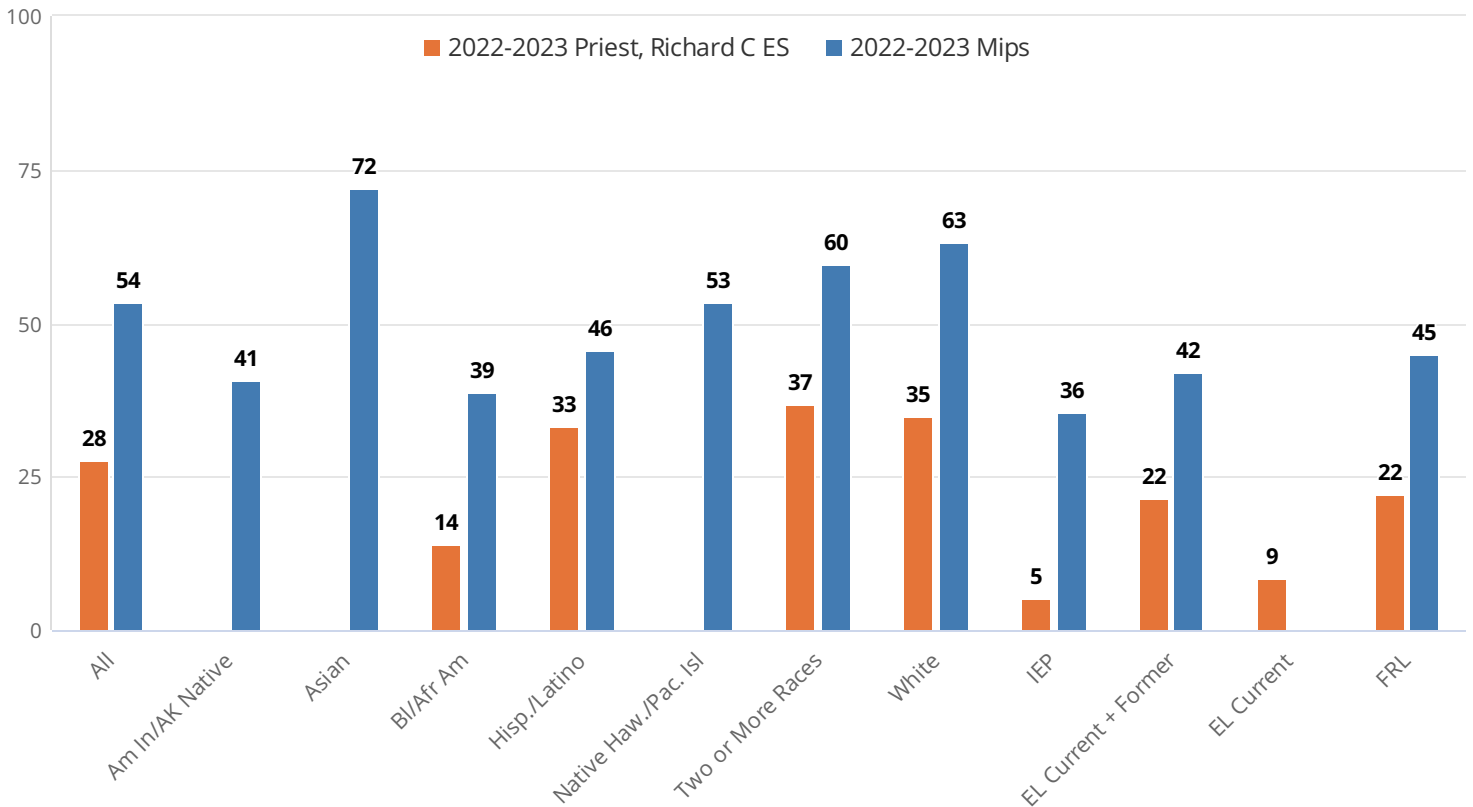
Pooled Proficiency Points Earned: 3/20

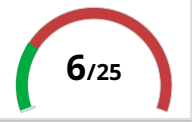
	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	30.7	34.1	30.1	33.5

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	27.8	33.6	53.5	29.6	31.4	51.1
American Indian/Alaska Native	-	23.5	40.7	-	22.3	37.6
Asian	-	61.8	71.9	36.3	57.4	70.4
Black/African American	14.0	17.5	38.9	17.3	16.0	35.7
Hispanic/Latino	33.1	26.1	45.5	35.3	24.1	42.7
Pacific Islander	-	33.9	53.4	-	29.8	50.9
Two or More Races	36.8	42.4	59.6	33.3	39.3	57.5
White/Caucasian	35.0	51.6	63.3	35.2	50.0	61.3
Special Education	5.1	13.9	35.5	14.2	12.8	32.1
English Learners Current + Former	21.5	23.8	42	27.7	21.2	39
English Learners Current	8.6	16.5		23.8	14.2	
Economically Disadvantaged	22.0	23.4	44.9	26.5	20.9	42

**Math Assessments
% Proficient**



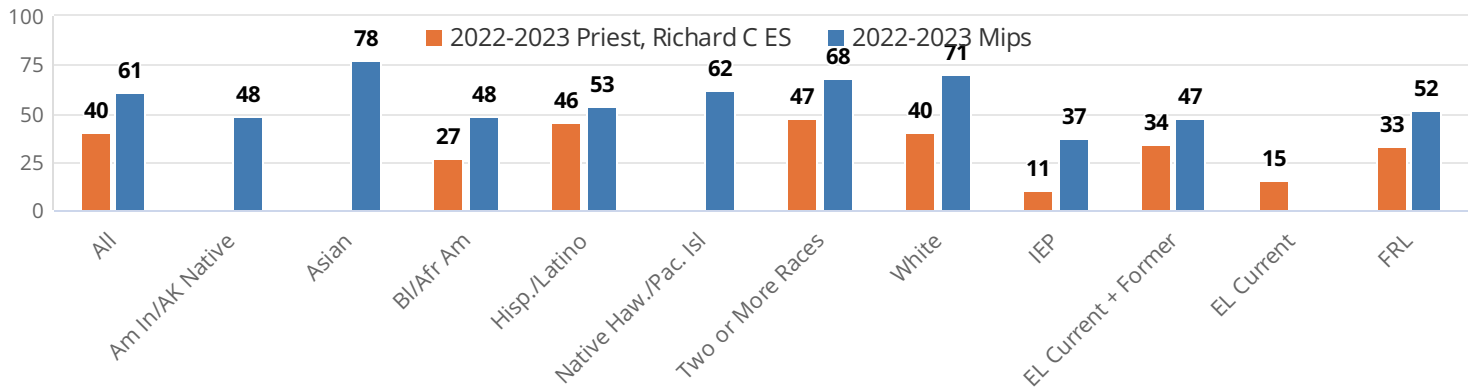


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	40.2	40.6	61.2	36.9	41.1	59.2
American Indian/Alaska Native	-	33.1	48.1	-	31.1	45.4
Asian	-	64.2	77.8	63.6	64.1	76.7
Black/African American	26.7	25.7	48.2	24.6	25.4	45.4
Hispanic/Latino	45.5	33.7	53.2	43.3	34.8	50.8
Pacific Islander	-	39.8	62	-	38.6	60
Two or More Races	47.3	50.4	67.9	27.7	50.4	66.2
White/Caucasian	40.0	57.4	70.6	35.2	58.0	69
Special Education	10.5	14.9	36.8	8.5	14.5	33.5
English Learners Current + Former	33.8	27.9	47.2	30.4	28.6	44.4
English Learners Current	15.2	17.8		22.2	17.9	
Economically Disadvantaged	33.1	30.2	51.9	32.7	30.0	49.4

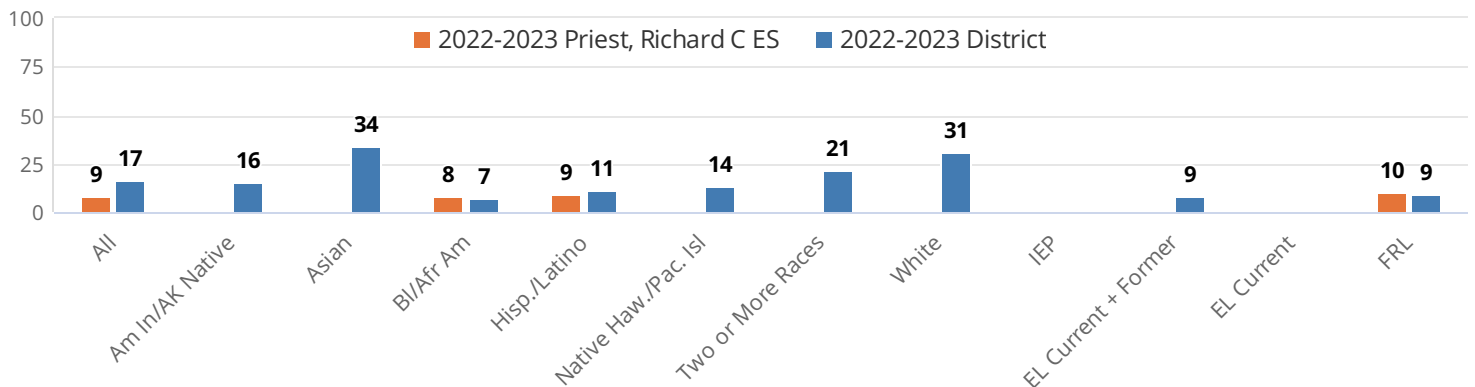
ELA Assessments % Proficient

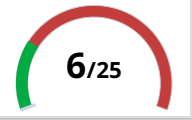


Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	8.7	16.7	13.8	17.3
American Indian/Alaska Native	-	15.7	-	12.8
Asian	-	34.0	-	33.6
Black/African American	8.3	7.0	<5	6.6
Hispanic/Latino	9.3	11.0	15.7	11.5
Pacific Islander	-	13.9	-	10.1
Two or More Races	-	21.4	-	24.1
White/Caucasian	-	31.2	-	32.6
Special Education	<5	<5	<5	5.1
English Learners Current + Former	<5	8.5	12.1	9.2
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	10.0	9.4	10.1	9.3

Science Assessments % Proficient





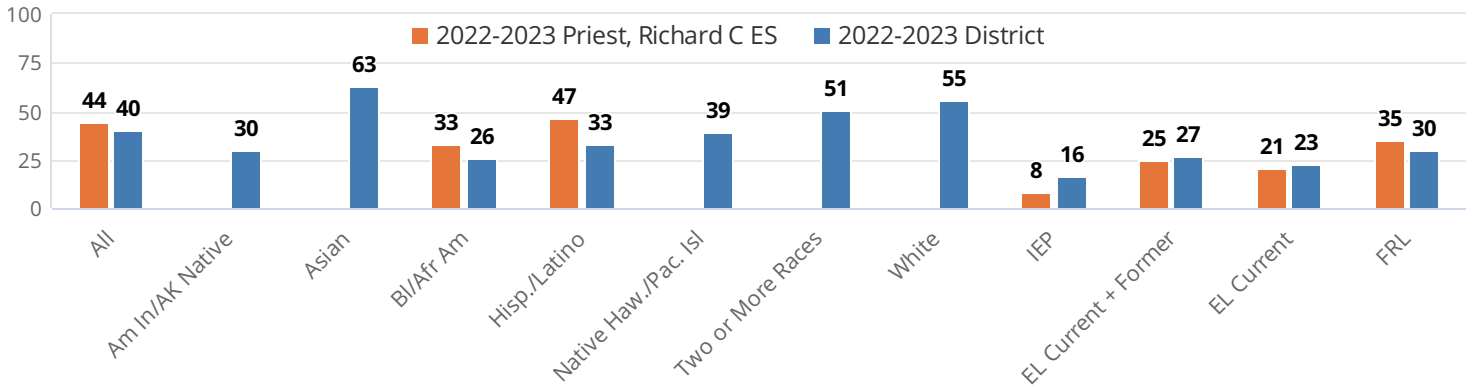
Academic Achievement

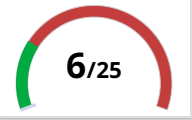
Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	44.0	39.8	43.0	39.5
American Indian/Alaska Native	-	30.0	-	23.1
Asian	-	63.0	-	62.9
Black/African American	33.3	25.5	20.8	24.0
Hispanic/Latino	46.9	32.5	53.7	32.3
Pacific Islander	-	39.3	-	40.2
Two or More Races	-	50.6	-	49.8
White/Caucasian	-	55.3	-	56.7
Special Education	8.3	16.4	16.6	16.7
English Learners Current + Former	25.0	27.3	48.0	26.5
English Learners Current	21.0	23.0	45.4	21.5
Economically Disadvantaged	35.0	29.7	35.9	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: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	>=95%	>=95%
White/Caucasian	>=95%	>=95%	-	-
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'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.



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: 3/10

ELA MGP Points Earned: 4/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	41.0	51.0	47.0	50.0	52.0	55.0	43.5	52.0
American Indian/Alaska Native	-	55.0	-	46.0	-	56.5	-	54.0
Asian	-	62.0	-	60.0	-	63.0	-	61.0
Black/African American	43.0	46.0	33.0	45.0	39.0	48.0	37.0	45.0
Hispanic/Latino	39.5	50.0	46.0	49.0	64.0	53.0	47.5	52.0
Pacific Islander	-	50.0	-	50.0	-	52.0	-	51.0
Two or More Races	43.0	53.0	46.5	51.0	-	56.0	-	54.0
White/Caucasian	-	55.0	-	54.0	-	60.0	-	56.0
Special Education	40.0	43.0	43.0	40.0	-	42.0	-	38.0
English Learners Current + Former	39.0	51.0	51.5	50.0	54.0	53.0	45.0	52.0
English Learners Current	39.0	49.0	49.0	47.0	53.5	51.0	38.0	49.0
Economically Disadvantaged	41.0	49.0	41.5	48.0	52.0	51.0	33.5	49.0


AGP Growth Data

Math AGP Points Earned: 1.5/7.5

ELA AGP Points Earned: 2/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	26.4	36.9	41.0	42.8	40.1	45.7	45.2	55.1
American Indian/Alaska Native	-	33.3	-	36.5	-	34.6	-	53.8
Asian	-	58.9	-	63.5	-	63.3	-	69.8
Black/African American	11.9	23.1	32.5	31.5	22.2	32.7	46.4	43.1
Hispanic/Latino	32.9	31.7	42.0	37.8	54.7	41.0	46.2	52.1
Pacific Islander	-	36.3	-	43.7	-	42.6	-	53.5
Two or More Races	40.0	43.2	40.0	48.1	-	51.4	-	59.7
White/Caucasian	-	51.0	-	55.2	-	58.2	-	64.2
Special Education	5.2	17.7	31.5	21.7	-	24.5	-	31.8
English Learners Current + Former	31.5	30.7	47.3	35.0	45.7	38.7	34.2	50.1
English Learners Current	20.0	22.8	30.0	26.2	42.8	31.5	25.0	42.9
Economically Disadvantaged	24.2	29.0	40.0	35.4	40.9	37.3	42.4	48.2

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



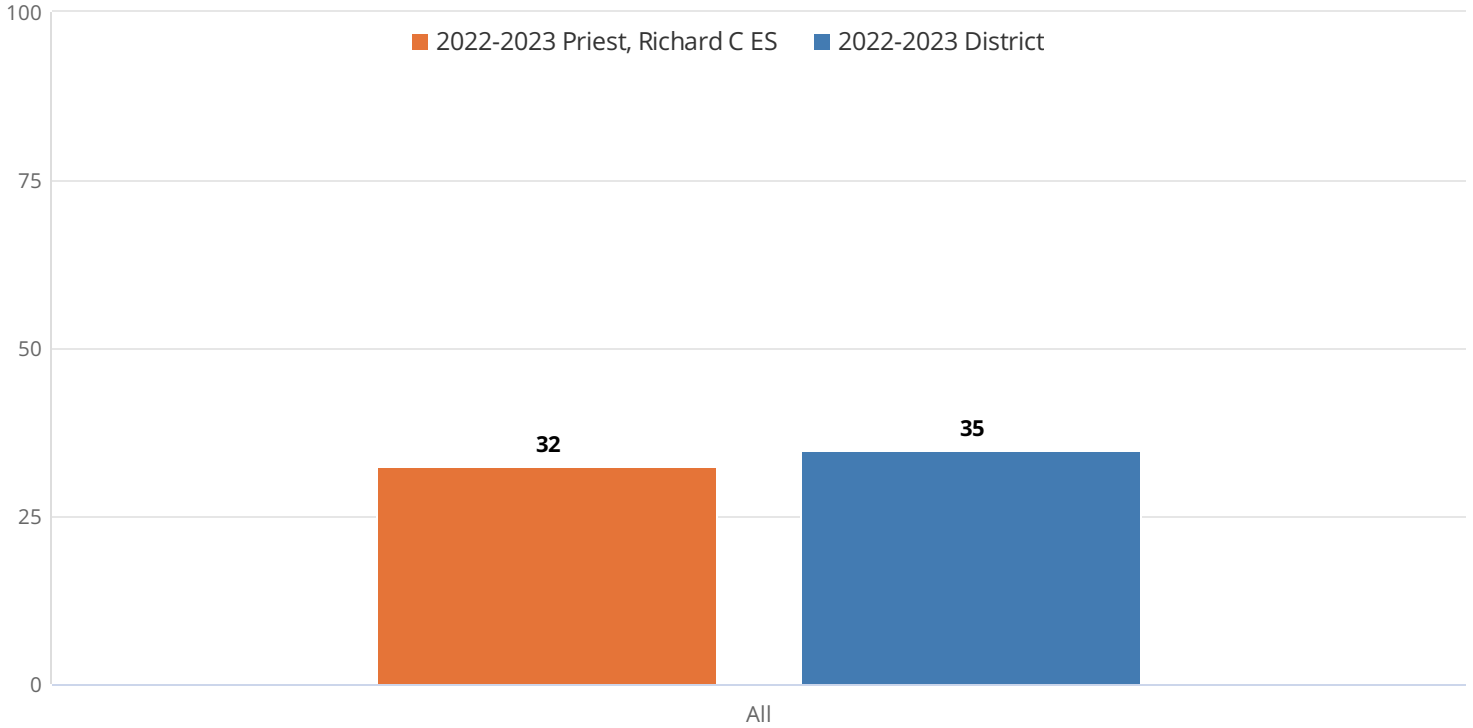
English Language

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 EL 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: 1/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	74	32.4	34.9	63	47.6	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.

Groups	Math AGP Points Earned: 1/10				ELA AGP Points Earned: 1/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	13.5	23.5	26.5	29.1	36.7	37.9	42.1	47.6
American Indian/Alaska Native	-	20.0	-	24.0	-	33.3	-	52.4
Asian	-	36.9	-	44.0	-	50.3	-	59.2
Black/African American	11.4	16.7	29.0	23.6	16.6	29.1	42.8	38.2
Hispanic/Latino	15.3	22.7	23.4	27.8	50.0	36.0	43.2	47.2
Pacific Islander	-	26.6	-	31.4	-	35.8	-	49.0
Two or More Races	-	25.9	-	32.3	-	42.6	-	51.5
White/Caucasian	-	30.7	-	36.2	-	47.6	-	53.7
Special Education	<5	11.2	23.5	15.4	-	20.6	-	27.6
English Learners Current + Former	17.3	22.1	28.5	26.3	N/A	N/A	N/A	N/A
English Learners Current	17.6	19.1	23.5	23.8	38.4	29.9	28.0	42.0
Economically Disadvantaged	14.7	20.6	30.3	26.5	38.0	33.3	39.5	43.5

'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.



Student Engagement

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.

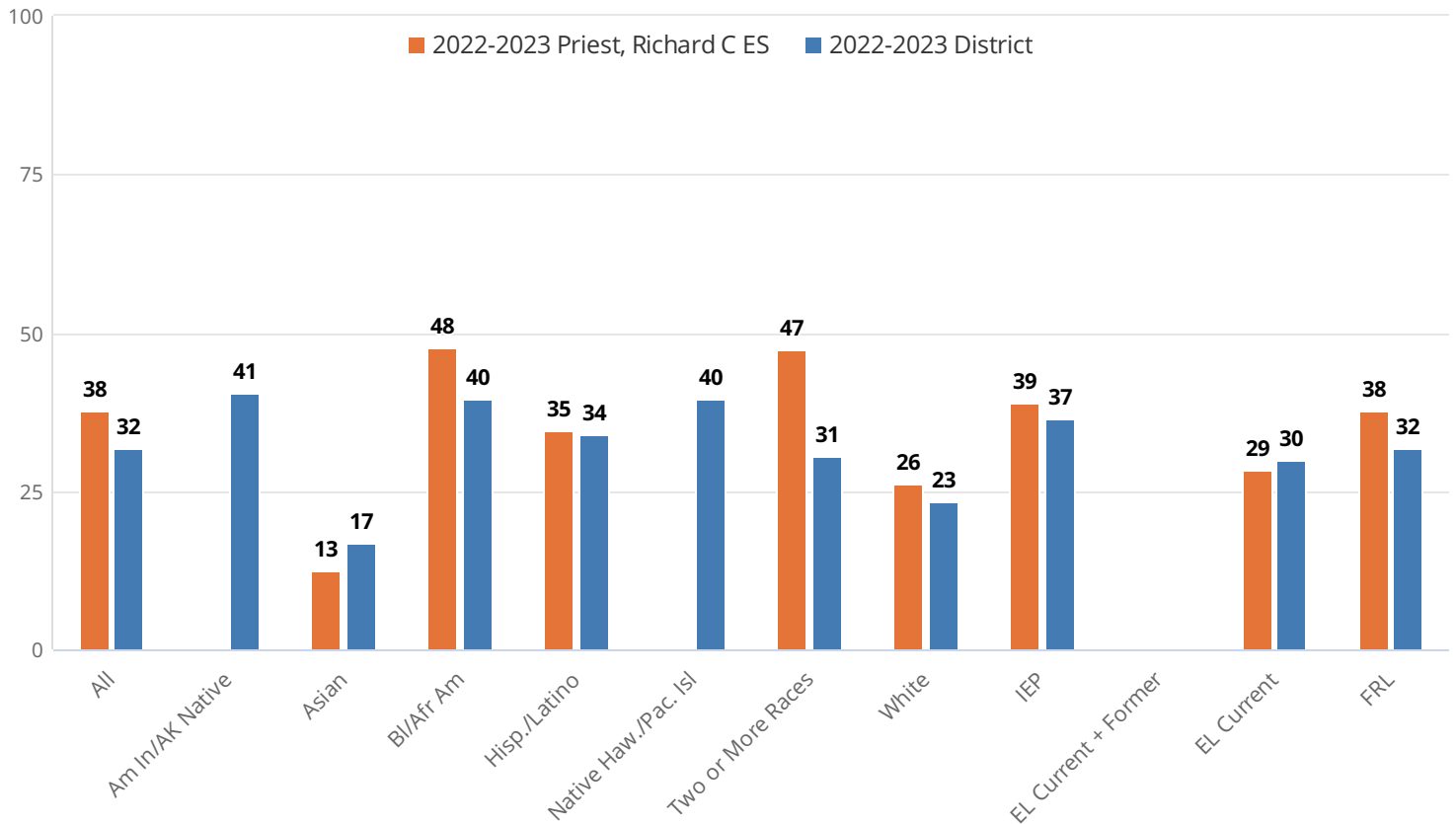
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	37.7	31.8	36.0	34.4
American Indian/Alaska Native	-	40.5	-	43.3
Asian	12.5	16.7	23.5	19.4
Black/African American	47.7	39.7	45.6	41.6
Hispanic/Latino	34.7	33.9	32.8	36.3
Pacific Islander	-	39.6	42.8	42.8
Two or More Races	47.3	30.5	44.7	33.8
White/Caucasian	26.1	23.4	22.2	26.6
Special Education	38.8	36.5	39.7	39.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	28.5	30.0	31.0	32.1
Economically Disadvantaged	37.7	31.8	36.0	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.