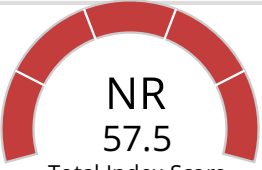
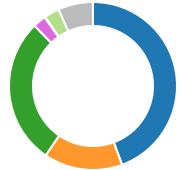
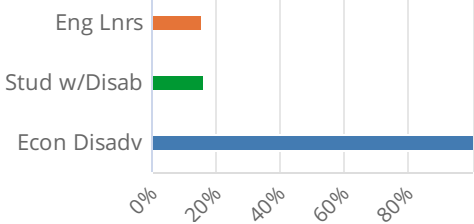


<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> PK-05 <i>District:</i> Clark <i>School Address:</i> 5845 N Commerce St N Las Vegas, NV 89031</p>	 <p>NR 57.5 Total Index Score</p>	<p>School Type: <i>Regular</i> School Designation: <i>CSI</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 15.1% White 28.1% BI/Afr Am 44.2% Hisp/Latino 2.5% Asian 0.1% Am Ind/AK Nat 2.9% Pac Isl 6.7% 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>46.0 ★★</td> </tr> <tr> <td>2019-2020</td> <td>46.0 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	46.0 ★★	2019-2020	46.0 ★★	<p>Additional Student Groups</p>  <p>Eng Lnrs Stud w/Disab Econ Disadv</p>
School Year	Index Score/Star Rating							
2020-2021	46.0 ★★							
2019-2020	46.0 ★★							

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.

CSI designation: This school is one of the lowest performing schools in the state. CSI schools cannot receive more than a two-star rating in the year they are first designated. See the CSI designation report for more information.

2021-2022 School Performance

 **Academic Achievement Indicator**

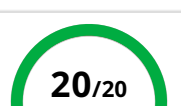
Measure	School Rate	District Rate
Pooled Proficiency	26.9	33.5
Math Proficiency	27.2	31.4
ELA Proficiency	34.4	41.1
Science Proficiency	<5	17.3
Read-by-Grade-3 Proficiency	27.7	39.5

 **Growth Indicator**

Measure	School Median	District Median
Math MGP	65.5	55.0
ELA MGP	54.0	52.0
	School Rate	District Rate
Met Math AGP Target	52.7	45.7
Met ELA AGP Target	57.6	55.1

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	36.2	33.2

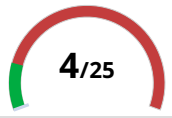
 **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	48.9	37.9
Prior Non-Proficient Met ELA AGP Target	53.7	47.6

 **Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	37.0	34.4
Climate Survey Participation	94.0	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.

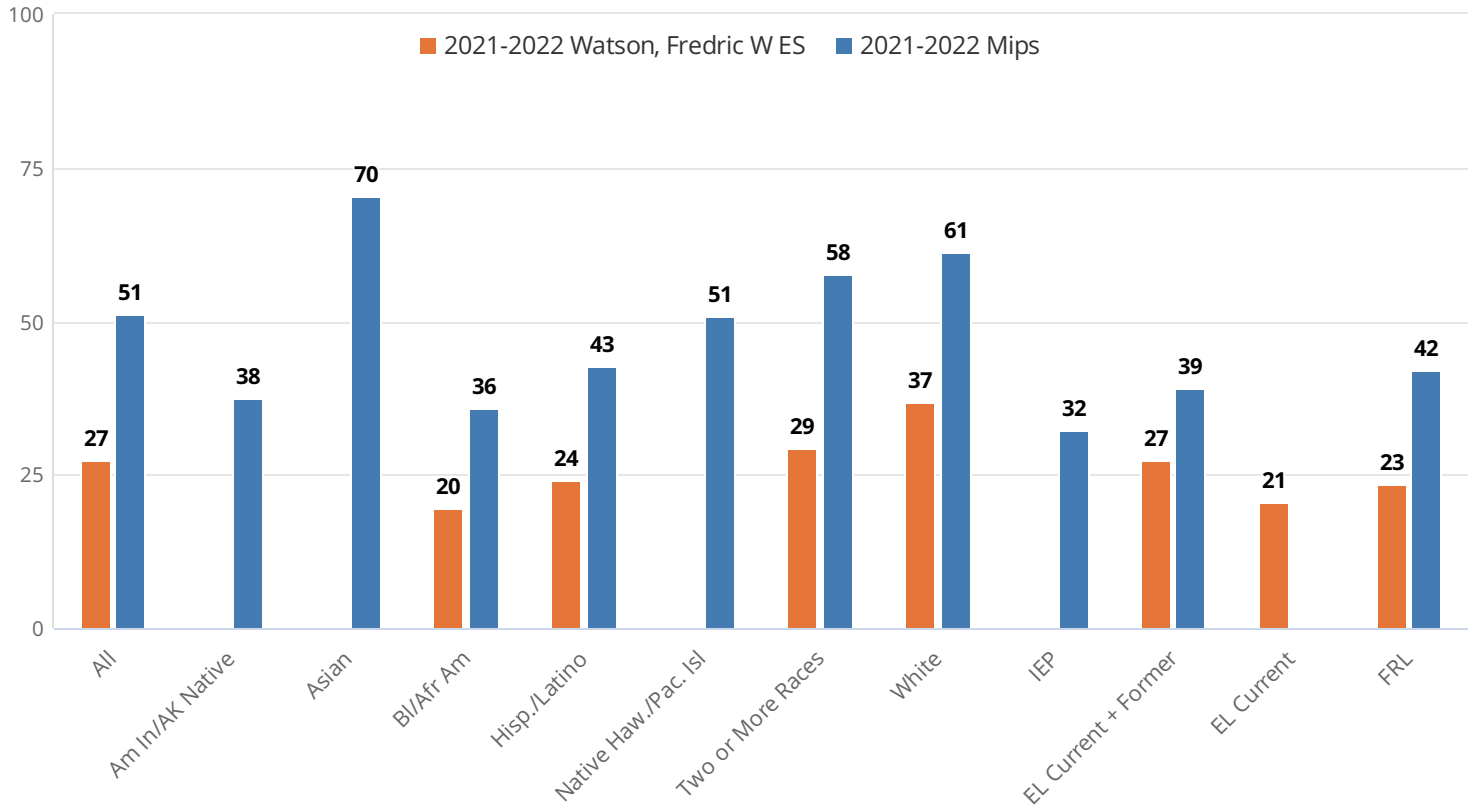
Pooled Proficiency Points Earned: 2/20

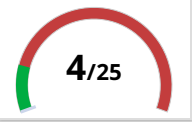
	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	26.9	33.5		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	27.2	31.4	51.1			
American Indian/Alaska Native	-	22.3	37.6			
Asian	-	57.4	70.4			
Black/African American	19.7	16.0	35.7			
Hispanic/Latino	24.1	24.1	42.7			
Pacific Islander	-	29.8	50.9			
Two or More Races	29.4	39.3	57.5			
White/Caucasian	36.8	50.0	61.3			
Special Education	<5	12.8	32.1			
English Learners Current + Former	27.4	21.2	39			
English Learners Current	20.5	14.2				
Economically Disadvantaged	23.3	20.9	42			

**Math Assessments
% Proficient**



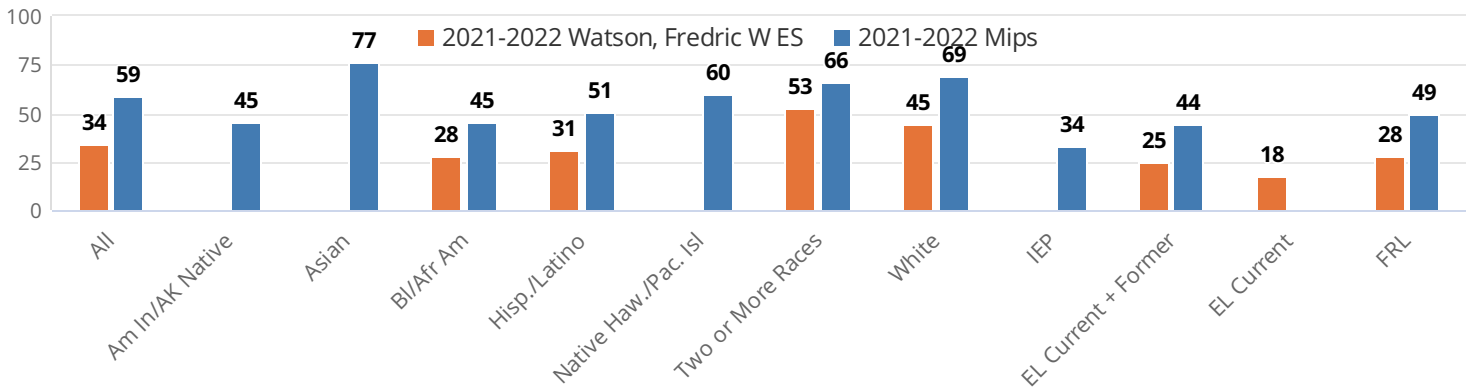


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	34.4	41.1	59.2			
American Indian/Alaska Native	-	31.1	45.4			
Asian	-	64.1	76.7			
Black/African American	27.6	25.4	45.4			
Hispanic/Latino	31.2	34.8	50.8			
Pacific Islander	-	38.6	60			
Two or More Races	52.9	50.4	66.2			
White/Caucasian	44.7	58.0	69			
Special Education	<5	14.5	33.5			
English Learners Current + Former	25.1	28.6	44.4			
English Learners Current	17.9	17.9				
Economically Disadvantaged	28.1	30.0	49.4			

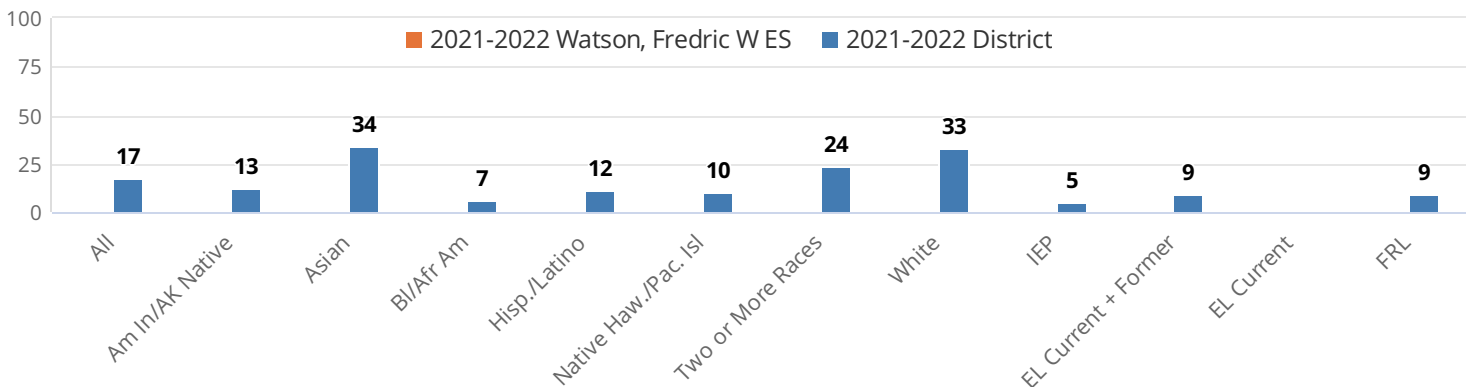
**ELA Assessments
% Proficient**



Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	<5	17.3		
American Indian/Alaska Native	-	12.8		
Asian	-	33.6		
Black/African American	<5	6.6		
Hispanic/Latino	<5	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	<5	9.2		
English Learners Current	<5	<5		
Economically Disadvantaged	<5	9.3		

**Science Assessments
% Proficient**





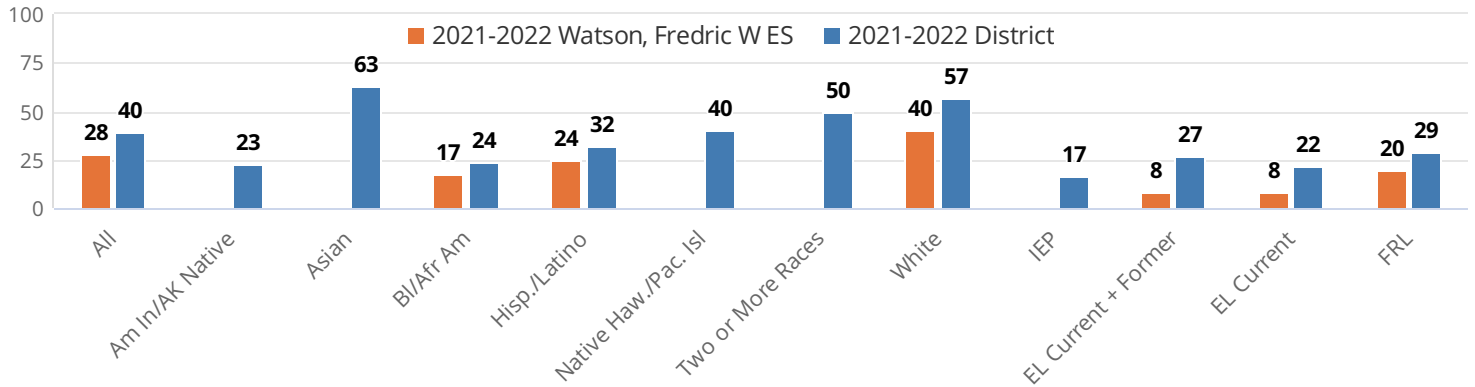
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	27.7	39.5		
American Indian/Alaska Native	-	23.1		
Asian	-	62.9		
Black/African American	17.2	24.0		
Hispanic/Latino	24.4	32.3		
Pacific Islander	-	40.2		
Two or More Races	-	49.8		
White/Caucasian	40.0	56.7		
Special Education	<5	16.7		
English Learners Current + Former	8.3	26.5		
English Learners Current	8.3	21.5		
Economically Disadvantaged	19.6	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	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	>=95%	>=95%		
Economically Disadvantaged	>=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: 10/10

ELA MGP Points Earned: 7/10

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	65.5	55.0	54.0	52.0				
American Indian/Alaska Native	-	56.5	-	54.0				
Asian	-	63.0	-	61.0				
Black/African American	57.0	48.0	41.5	45.0				
Hispanic/Latino	69.0	53.0	62.0	52.0				
Pacific Islander	-	52.0	-	51.0				
Two or More Races	-	56.0	-	54.0				
White/Caucasian	56.0	60.0	49.0	56.0				
Special Education	77.0	42.0	37.0	38.0				
English Learners Current + Former	65.5	53.0	69.0	52.0				
English Learners Current	64.5	51.0	60.0	49.0				
Economically Disadvantaged	67.5	51.0	57.0	49.0				

AGP Growth Data

Math AGP Points Earned: 7.5/7.5

ELA AGP Points Earned: 6/7.5

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	52.7	45.7	57.6	55.1				
American Indian/Alaska Native	-	34.6	-	53.8				
Asian	-	63.3	-	69.8				
Black/African American	48.1	32.7	42.8	43.1				
Hispanic/Latino	57.8	41.0	63.1	52.1				
Pacific Islander	-	42.6	-	53.5				
Two or More Races	-	51.4	-	59.7				
White/Caucasian	46.1	58.2	61.5	64.2				
Special Education	41.6	24.5	15.3	31.8				
English Learners Current + Former	45.0	38.7	65.0	50.1				
English Learners Current	31.2	31.5	56.2	42.9				
Economically Disadvantaged	46.6	37.3	54.0	48.2				

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



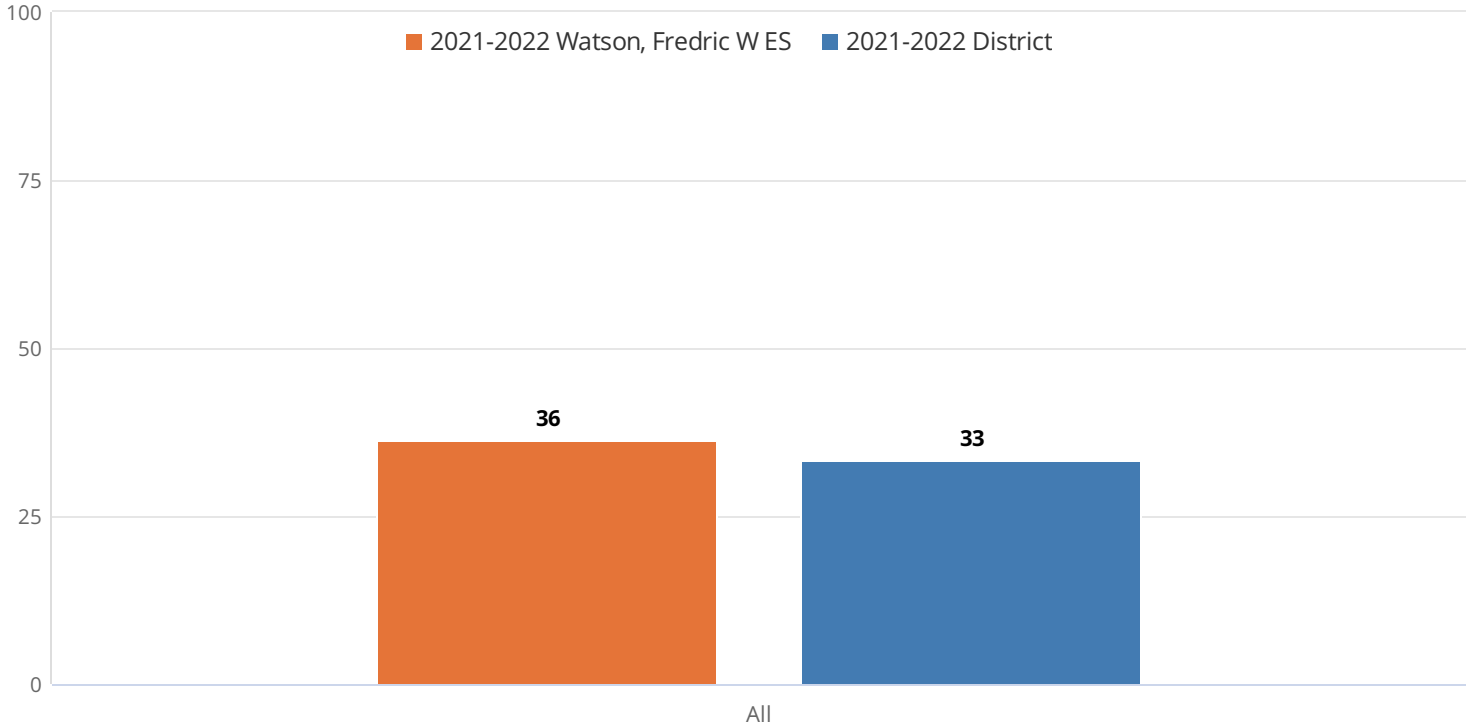
English Language

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: 3/10

	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	58	36.2	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: 10/10 ELA AGP Points Earned: 10/10

Groups	2022		2022		2021		2021	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	48.9	37.9	53.7	47.6				
American Indian/Alaska Native	-	33.3	-	52.4				
Asian	-	50.3	-	59.2				
Black/African American	44.0	29.1	40.9	38.2				
Hispanic/Latino	56.0	36.0	64.2	47.2				
Pacific Islander	-	35.8	-	49.0				
Two or More Races	-	42.6	-	51.5				
White/Caucasian	41.6	47.6	-	53.7				
Special Education	41.6	20.6	15.3	27.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	33.3	29.9	60.0	42.0				
Economically Disadvantaged	46.4	33.3	55.3	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.

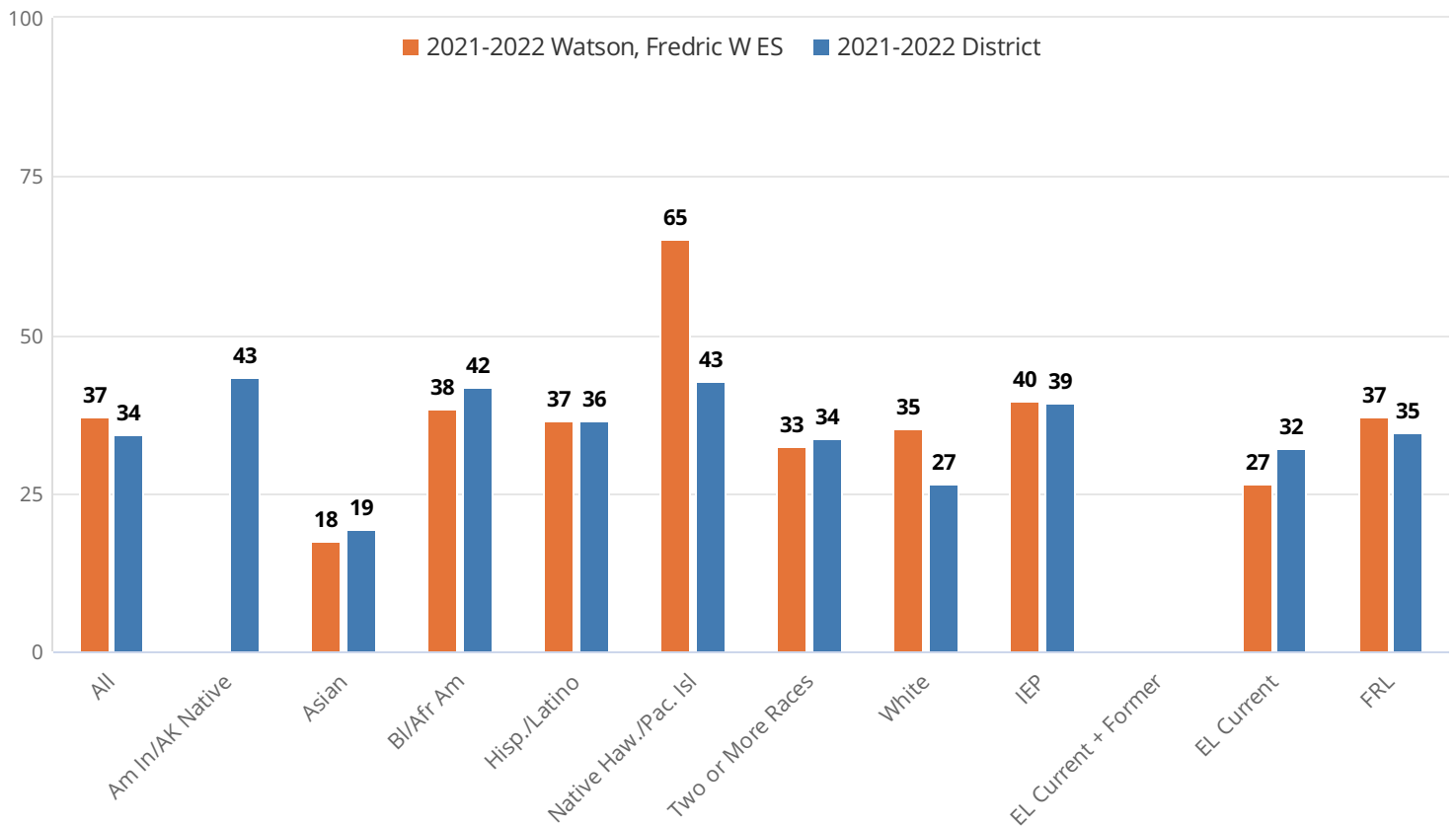
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	37.0	34.4		
American Indian/Alaska Native	-	43.3		
Asian	17.6	19.4		
Black/African American	38.2	41.6		
Hispanic/Latino	36.5	36.3		
Pacific Islander	65.0	42.8		
Two or More Races	32.5	33.8		
White/Caucasian	35.2	26.6		
Special Education	39.6	39.3		
English Learners Current + Former	N/A	N/A		
English Learners Current	26.5	32.1		
Economically Disadvantaged	37.0	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.

School Designation	NSPF Designation Year	Exit Evaluation
CSI	2017-2018	Summer 2024

What is a Comprehensive Support and Improvement (CSI) Designation?

Schools with a CSI designation meet the following criteria:

- Among the lowest-performing rated schools (bottom 5th percentile of adjusted NSPF index scores)
- One-star rated school
- High schools with a four-year adjusted cohort graduation rate below 67% (rating not needed) or
- School that did not exit a Targeted Support and Improvement (TSI) and/or Additional Targeted Support and Improvement (ATSI) Designation after a three-year improvement plan.

A school designated as CSI cannot be classified higher than a two-star school in the designation year--the year the school is first designated. A school designated as CSI must work with their LEA to develop a plan to exit the CSI designation within three years. The plan must be approved by NDE. The school is evaluated for exit at the end of this three year period.

Why did this school receive a CSI Designation?

CSI Criteria Met in Designation Year	One-Star School
---	------------------------

What is required for exit from the CSI Designation and how is the school progressing toward exit?

To exit a CSI designation, a school must achieve a three-star rating and have sustained improvement in index scores over the most recent three years of their identification. CSI schools must also meet both CSI and TSI exit criteria to exit from the CSI designation.

The table below displays the school's progress toward achieving exit from CSI. In "Improvement Year 3", the school must have met the exit criteria outlined above to exit the CSI Designation.

Criteria	Designation Year	Improvement Year 1	Improvement Year 2	Improvement Year 3
Star Rating	1	2	NR	TBD
Index Score	16.5	46	57.5	TBD
TSI Criteria Met	N/A	N/A	N/A	TBD
Graduation Rate	N/A	N/A	N/A	N/A