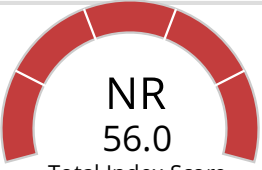
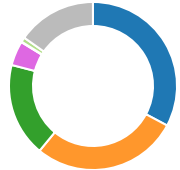
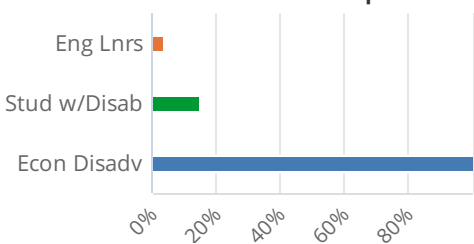


<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> PK-05 <i>District:</i> Clark <i>School Address:</i> 4470 W Rome Blvd N Las Vegas, NV 89084</p>	 <p>NR 56.0 Total Index Score</p>	<p>School Type: <i>Regular</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 28.1% White 18.0% BI/Afr Am 32.7% Hisp/Latino 4.7% Asian 0.1% Am Ind/AK Nat 0.9% Pac Isl 15.2% 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>87.0 ★★★★★</td> </tr> <tr> <td>2019-2020</td> <td>87.0 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	87.0 ★★★★★	2019-2020	87.0 ★★★★★	<p>Additional Student Groups</p>  <p>Eng Lnrs Stud w/Disab Econ Disadv</p>
School Year	Index Score/Star Rating							
2020-2021	87.0 ★★★★★							
2019-2020	87.0 ★★★★★							

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 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.

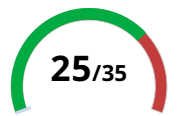
How are school star ratings determined?

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.


2021-2022 School Performance

 **Academic Achievement Indicator**

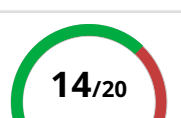
Measure	School Rate	District Rate
Pooled Proficiency	39.5	33.5
Math Proficiency	39.1	31.4
ELA Proficiency	46.1	41.1
Science Proficiency	22.1	17.3
Read-by-Grade-3 Proficiency	44.3	39.5

 **Growth Indicator**


Measure	School Median	District Median
Math MGP	54.0	55.0
ELA MGP	52.0	52.0
	School Rate	District Rate
Met Math AGP Target	47.6	45.7
Met ELA AGP Target	55.1	55.1

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	53.3	33.2

 **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	34.4	37.9
Prior Non-Proficient Met ELA AGP Target	43.5	47.6

 **Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	29.0	34.4
Climate Survey Participation	87.0	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.

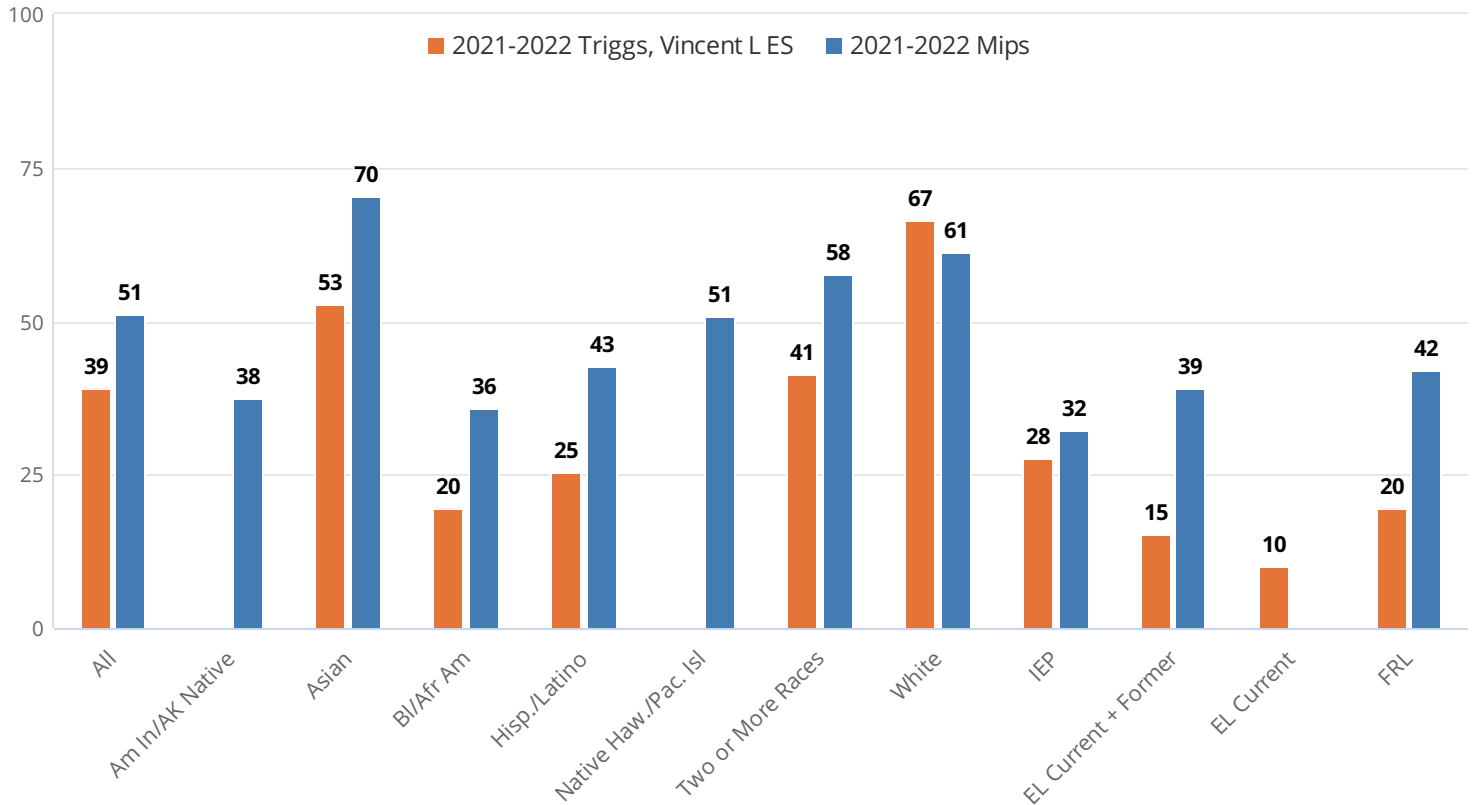
Pooled Proficiency Points Earned: 6/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	39.5	33.5		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	39.1	31.4	51.1			
American Indian/Alaska Native	-	22.3	37.6			
Asian	52.9	57.4	70.4			
Black/African American	19.5	16.0	35.7			
Hispanic/Latino	25.4	24.1	42.7			
Pacific Islander	-	29.8	50.9			
Two or More Races	41.4	39.3	57.5			
White/Caucasian	66.6	50.0	61.3			
Special Education	27.7	12.8	32.1			
English Learners Current + Former	15.3	21.2	39			
English Learners Current	10.0	14.2				
Economically Disadvantaged	19.7	20.9	42			

**Math Assessments
% Proficient**



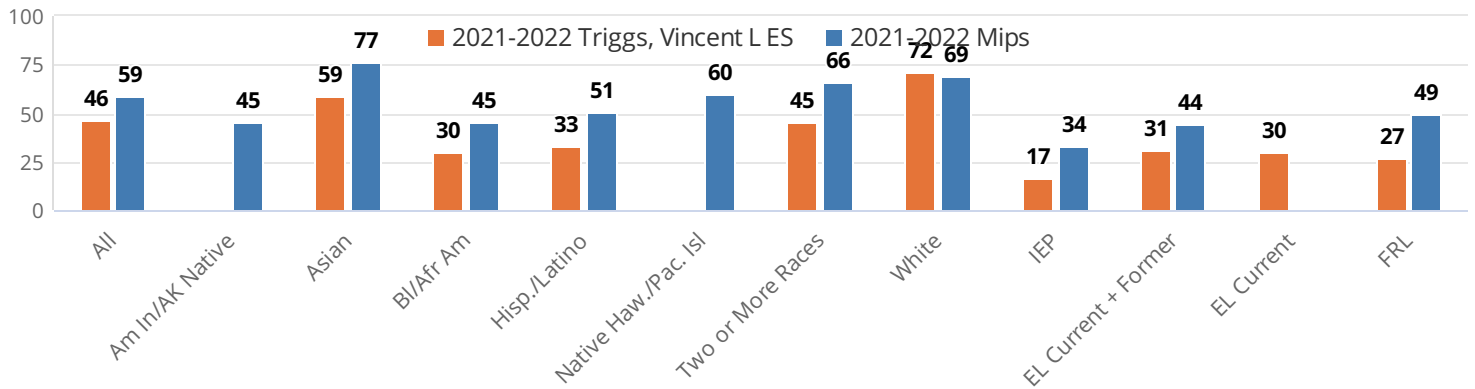


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	46.1	41.1	59.2			
American Indian/Alaska Native	-	31.1	45.4			
Asian	58.8	64.1	76.7			
Black/African American	30.4	25.4	45.4			
Hispanic/Latino	33.0	34.8	50.8			
Pacific Islander	-	38.6	60			
Two or More Races	45.2	50.4	66.2			
White/Caucasian	71.6	58.0	69			
Special Education	16.6	14.5	33.5			
English Learners Current + Former	30.7	28.6	44.4			
English Learners Current	30.0	17.9				
Economically Disadvantaged	26.6	30.0	49.4			

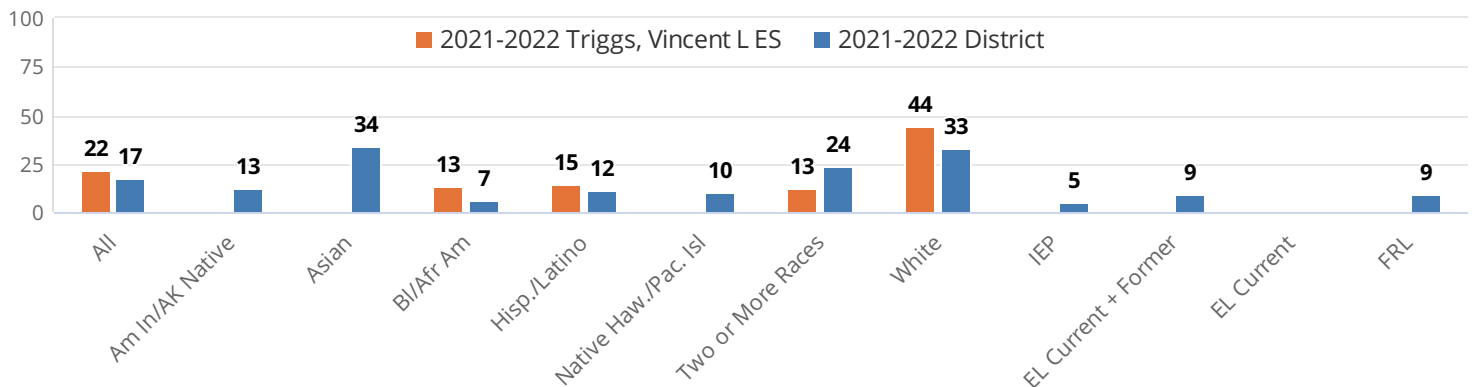
**ELA Assessments
% Proficient**



Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	22.1	17.3		
American Indian/Alaska Native	-	12.8		
Asian	-	33.6		
Black/African American	13.3	6.6		
Hispanic/Latino	14.6	11.5		
Pacific Islander	-	10.1		
Two or More Races	12.5	24.1		
White/Caucasian	44.4	32.6		
Special Education	-	5.1		
English Learners Current + Former	-	9.2		
English Learners Current	-	<5		
Economically Disadvantaged	<5	9.3		

**Science Assessments
% Proficient**





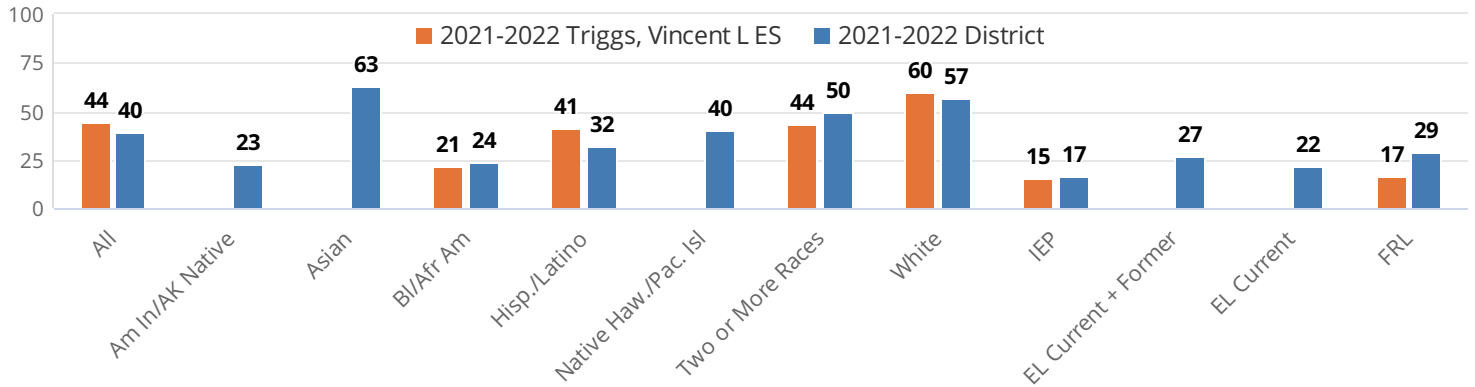
Academic Achievement

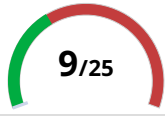
Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	44.3	39.5		
American Indian/Alaska Native	-	23.1		
Asian	-	62.9		
Black/African American	21.4	24.0		
Hispanic/Latino	40.9	32.3		
Pacific Islander	-	40.2		
Two or More Races	43.7	49.8		
White/Caucasian	60.0	56.7		
Special Education	15.3	16.7		
English Learners Current + Former	-	26.5		
English Learners Current	-	21.5		
Economically Disadvantaged	16.6	28.7		

**Read by Grade 3
% Proficient**





Academic Achievement

Participation on State Assessments

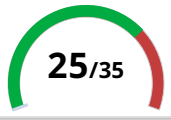
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will 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	-	-		
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: 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	54.0	55.0	52.0	52.0				
American Indian/Alaska Native	-	56.5	-	54.0				
Asian	-	63.0	-	61.0				
Black/African American	34.0	48.0	32.0	45.0				
Hispanic/Latino	47.0	53.0	48.5	52.0				
Pacific Islander	-	52.0	-	51.0				
Two or More Races	59.0	56.0	56.0	54.0				
White/Caucasian	68.5	60.0	72.5	56.0				
Special Education	39.5	42.0	37.0	38.0				
English Learners Current + Former	-	53.0	-	52.0				
English Learners Current	-	51.0	-	49.0				
Economically Disadvantaged	38.5	51.0	50.0	49.0				

AGP Growth Data

Math AGP Points Earned: 6.5/7.5

ELA AGP Points Earned: 5.5/7.5

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	47.6	45.7	55.1	55.1				
American Indian/Alaska Native	-	34.6	-	53.8				
Asian	-	63.3	-	69.8				
Black/African American	23.8	32.7	28.5	43.1				
Hispanic/Latino	36.0	41.0	48.0	52.1				
Pacific Islander	-	42.6	-	53.5				
Two or More Races	56.2	51.4	58.8	59.7				
White/Caucasian	73.3	58.2	73.3	64.2				
Special Education	21.4	24.5	40.0	31.8				
English Learners Current + Former	-	38.7	-	50.1				
English Learners Current	-	31.5	-	42.9				
Economically Disadvantaged	29.5	37.3	47.7	48.2				

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



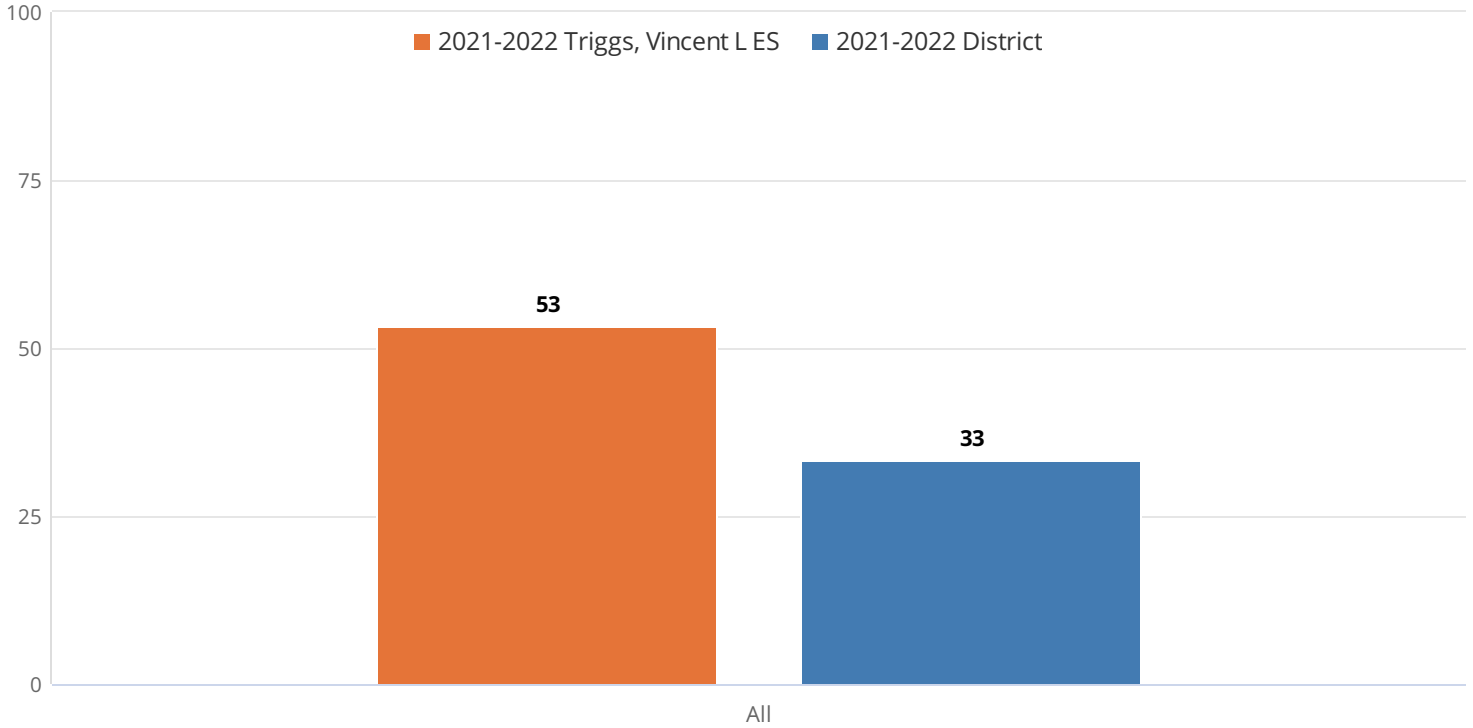
English Language

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.

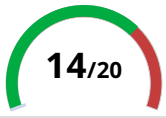
English Language Points Earned: 8/10

	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	15	53.3	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: 7/10				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	34.4	37.9	43.5	47.6				
American Indian/Alaska Native	-	33.3	-	52.4				
Asian	-	50.3	-	59.2				
Black/African American	17.6	29.1	20.0	38.2				
Hispanic/Latino	30.9	36.0	46.1	47.2				
Pacific Islander	-	35.8	-	49.0				
Two or More Races	40.0	42.6	-	51.5				
White/Caucasian	50.0	47.6	58.3	53.7				
Special Education	8.3	20.6	30.7	27.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	29.9	-	42.0				
Economically Disadvantaged	20.0	33.3	44.1	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.

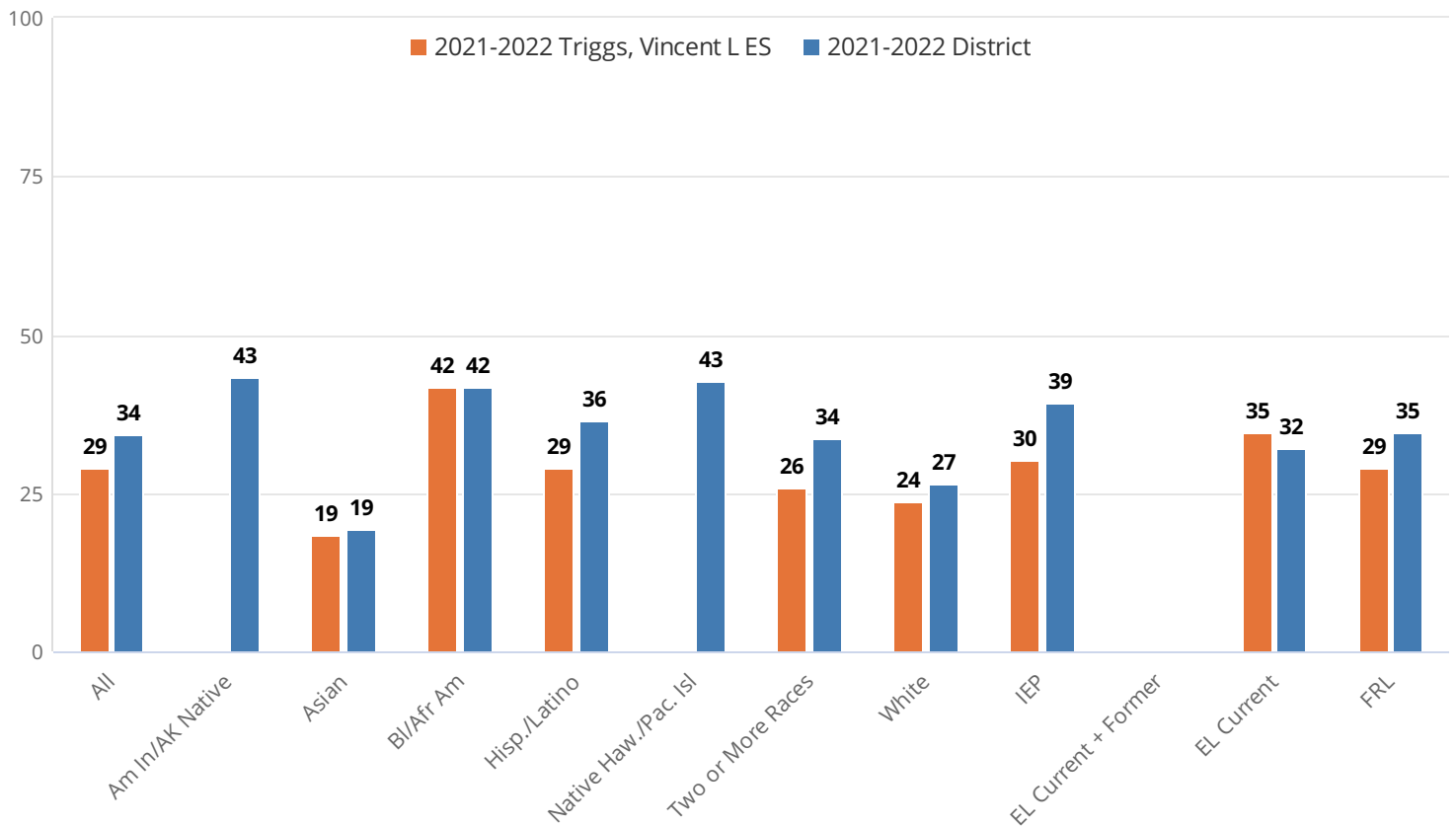
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	29.0	34.4		
American Indian/Alaska Native	-	43.3		
Asian	18.5	19.4		
Black/African American	41.9	41.6		
Hispanic/Latino	28.9	36.3		
Pacific Islander	-	42.8		
Two or More Races	26.0	33.8		
White/Caucasian	23.6	26.6		
Special Education	30.3	39.3		
English Learners Current + Former	N/A	N/A		
English Learners Current	34.7	32.1		
Economically Disadvantaged	29.0	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.