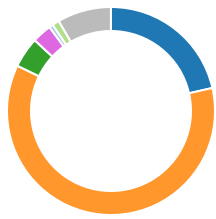


School Level: Middle School
Grade Levels: 06-08
District: Clark
School Address: 155 E. Paradise Hills Dr.
 Henderson, NV 89002



School Type: *Regular*
 School Designation: *TSI/ATSI*
 95% Assessment Participation: *Met*



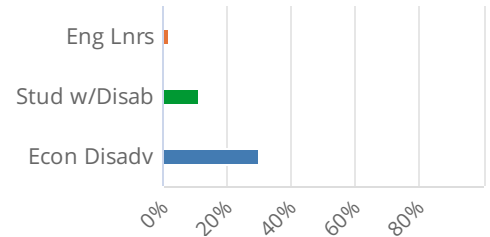
Student Race/Ethnicity

- 60.3% White
- 4.7% BI/Afr Am
- 21.3% Hisp/Latino
- 3% Asian
- 0.6% Am Ind/AK Nat
- 1.1% Pac Isl
- 8.3% Two or More

School Performance History

School Year	Index Score/Star Rating
2017-2018	81 ★★★★★
2016-2017	93 ★★★★★★

Alternative Student Groups



What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

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 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

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.

2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	58	38.1
Math Proficiency	49.7	30.6
ELA Proficiency	67.5	46.5
Science Proficiency	54	34.8



Student Growth Indicator

Measure	School Median	District Median
Math MGP	51	49
ELA MGP	53	49
	School Rate	District Rate
Met Math AGP Target	49.7	31.5
Met ELA AGP Target	67.7	48.2



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	33.2	22.8



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met	18.1	12.1
Math AGP Target		
Prior Non-Proficient Met	29.3	20.1
ELA AGP Target		



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	9.9	16
Academic Learning Plans	99.5	99.9
8th Grade Credit Requirements	93.2	85.2
Climate Survey Participation	93.5	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

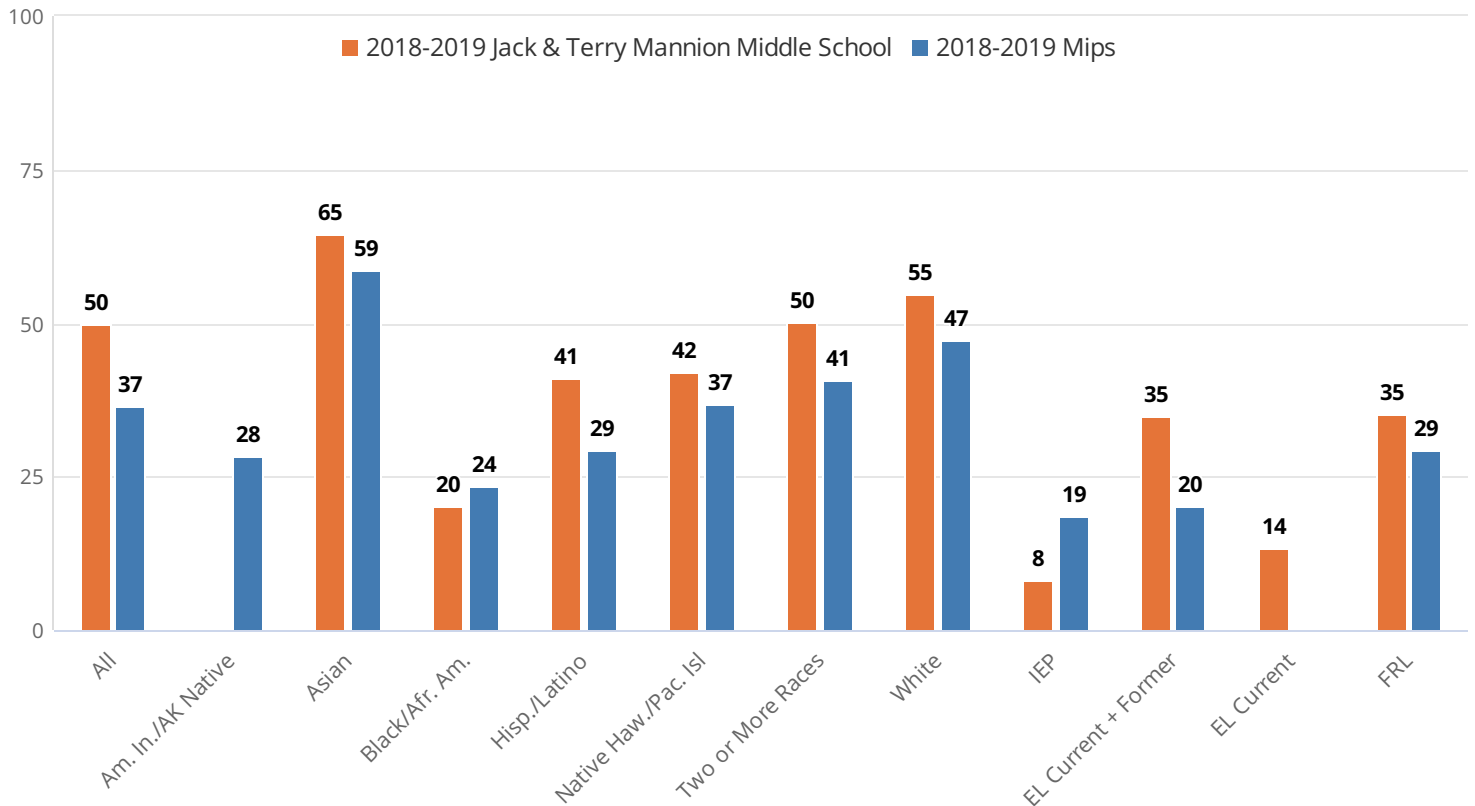
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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: 25/25			
	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	58	38.1	55	37.8

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	49.7	30.6	36.5	45.3	30.3	33.2
American Indian/Alaska Native	-	28.1	28.4	45.4	26.6	24.6
Asian	64.5	60.5	58.6	64	58.6	56.4
Black/African American	20.1	13	23.5	12.9	12.9	19.5
Hispanic/Latino	41	22.1	29.3	34.6	21.7	25.5
Pacific Islander	42.1	33.5	36.9	31.2	31.8	33.6
Two or More Races	50.3	37.7	40.6	45.9	37.5	37.5
White/Caucasian	54.6	48	47.1	51.1	46.9	44.4
Special Education	8	5	18.6	6	4	14.3
English Learners Current + Former	35	18.8	20.2	33.3	16.3	16
English Learners Current	13.5	4		11.1	4.2	
Economically Disadvantaged	35.2	21.6	29.2	28.1	21.1	25.5

**Math Assessments
% Proficient**



'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.

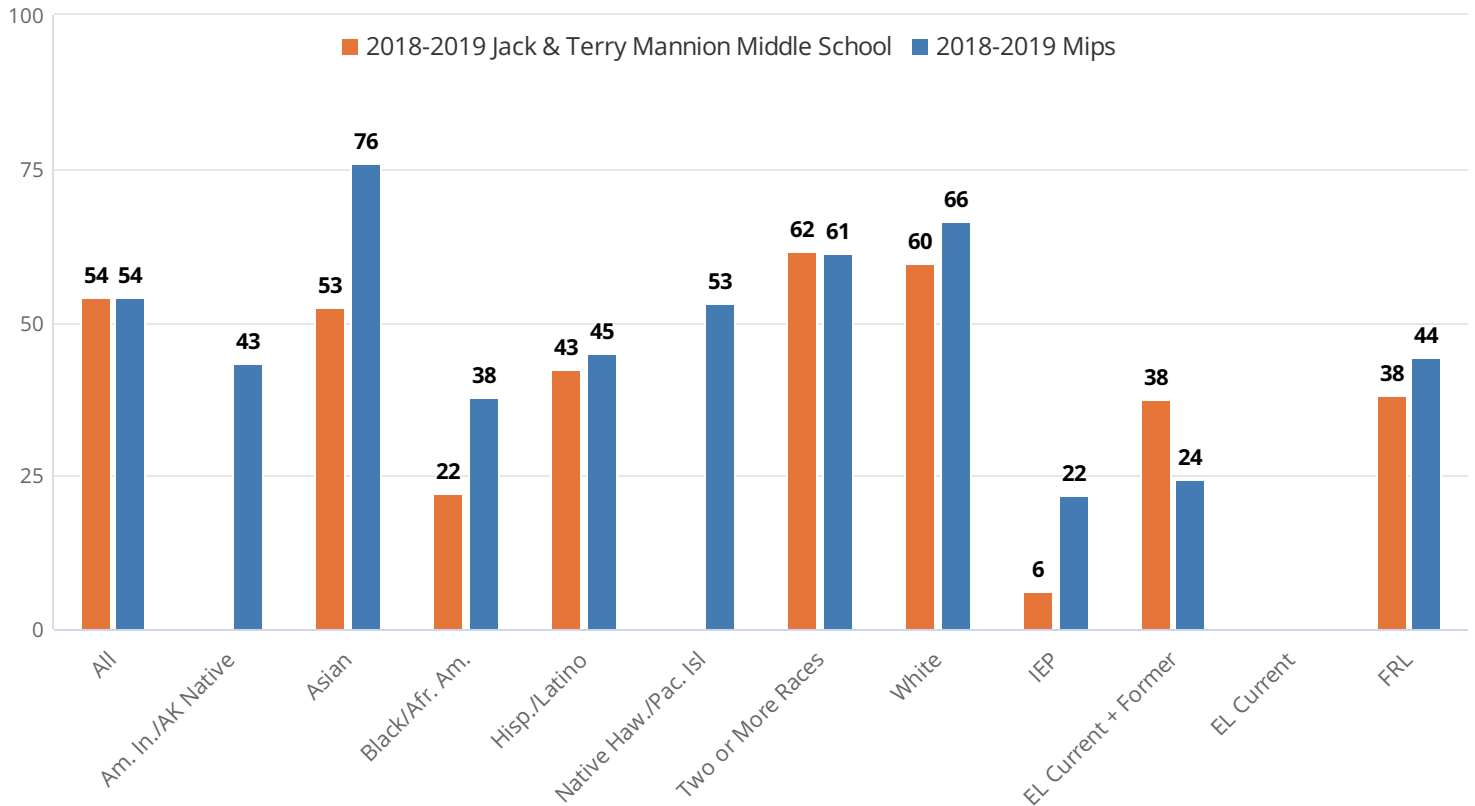


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	67.5	46.5	54.1	64.6	45.7	51.7
American Indian/Alaska Native	-	45.7	43.4	54.5	44	40.5
Asian	79	71.5	75.9	82	72.3	74.6
Black/African American	39.1	27.3	37.8	35.4	27.5	34.5
Hispanic/Latino	64.5	38.8	45.1	58.6	37	42.2
Pacific Islander	57.7	49.1	53.2	56.2	49.4	50.7
Two or More Races	65.7	56.1	61.3	65.7	55.4	59.2
White/Caucasian	70.5	63.7	66.3	68.3	62.7	64.6
Special Education	15	8	21.9	11.5	7.3	17.8
English Learners Current + Former	55.3	31.6	24.3	46.6	27.3	20.3
English Learners Current	9	6.2		14.8	6.5	
Economically Disadvantaged	57.1	37.2	44.4	48.2	35.8	41.4

**ELA Assessments
% Proficient**



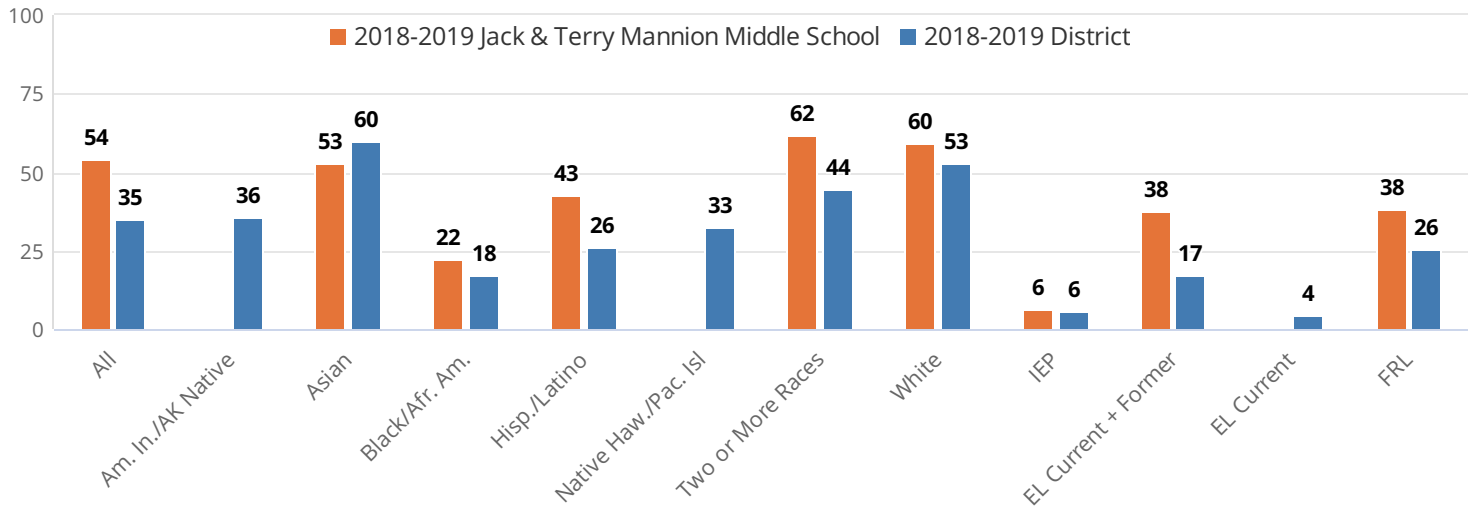


Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	54	34.8	55.3	36.7
American Indian/Alaska Native	-	35.7	-	31.5
Asian	52.6	60	66.6	59.2
Black/African American	22.1	17.5	17.6	18.2
Hispanic/Latino	42.5	26.1	42.9	27.8
Pacific Islander	-	32.7	-	33.1
Two or More Races	61.5	44.3	43.2	44.1
White/Caucasian	59.5	52.8	63.7	54.9
Special Education	6.2	5.7	9.6	6.5
English Learners Current + Former	37.5	17.3	22.7	13.3
English Learners Current	-	4.2	0	5.1
Economically Disadvantaged	38	25.6	39.7	26.6

**Science Assessments
% Proficient**



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	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=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.

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

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	51	49	53	49	46	49	51	49
American Indian/Alaska Native	-	53.5	-	48	-	45.5	-	55
Asian	56.5	61	70	59	52.5	61	65	61
Black/African American	53	44	59	45	39	45	48	44
Hispanic/Latino	51	47	47	48	44	48	49	47
Pacific Islander	57	53	40	49	30	51	52	52
Two or More Races	41.5	50	51.5	50	38.5	51	47.5	51
White/Caucasian	52	51	54	51	47	51	51	52
Special Education	46	44	59	45	43	40	45	44
English Learners Current + Former	52	48	57	49	48	47	57	48
English Learners Current	53	45	65	46	48	45	47	46
Economically Disadvantaged	52	47	54	48	45	47	48.5	47

AGP Growth Data

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

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	49.7	31.5	67.7	48.2	44.7	31.2	65	47.3
American Indian/Alaska Native	-	28.6	-	45.2	-	29.5	-	49.2
Asian	65.9	61.3	86.2	73	61.1	58.8	88.8	74.5
Black/African American	22.1	14.8	46	30.1	9.4	14.8	39.6	30.3
Hispanic/Latino	40.7	23.6	62	41.1	36.4	23.3	58.8	39
Pacific Islander	29.3	34.7	47	50.7	23	34.3	76.9	51.7
Two or More Races	50.7	38.1	62.7	56.8	47.1	38.1	65	55.7
White/Caucasian	54.2	47.2	71.2	63.7	49.2	46.1	67.9	62.5
Special Education	13.6	6.7	24	12.9	7.3	5.7	12	11
English Learners Current + Former	30.1	20.8	60.2	35.1	32.1	18.5	51.7	30.5
English Learners Current	15.6	6	26.3	10.3	13	6.5	21.7	11
Economically Disadvantaged	37.8	23.1	58.7	39.8	31	23	50.5	38.2

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



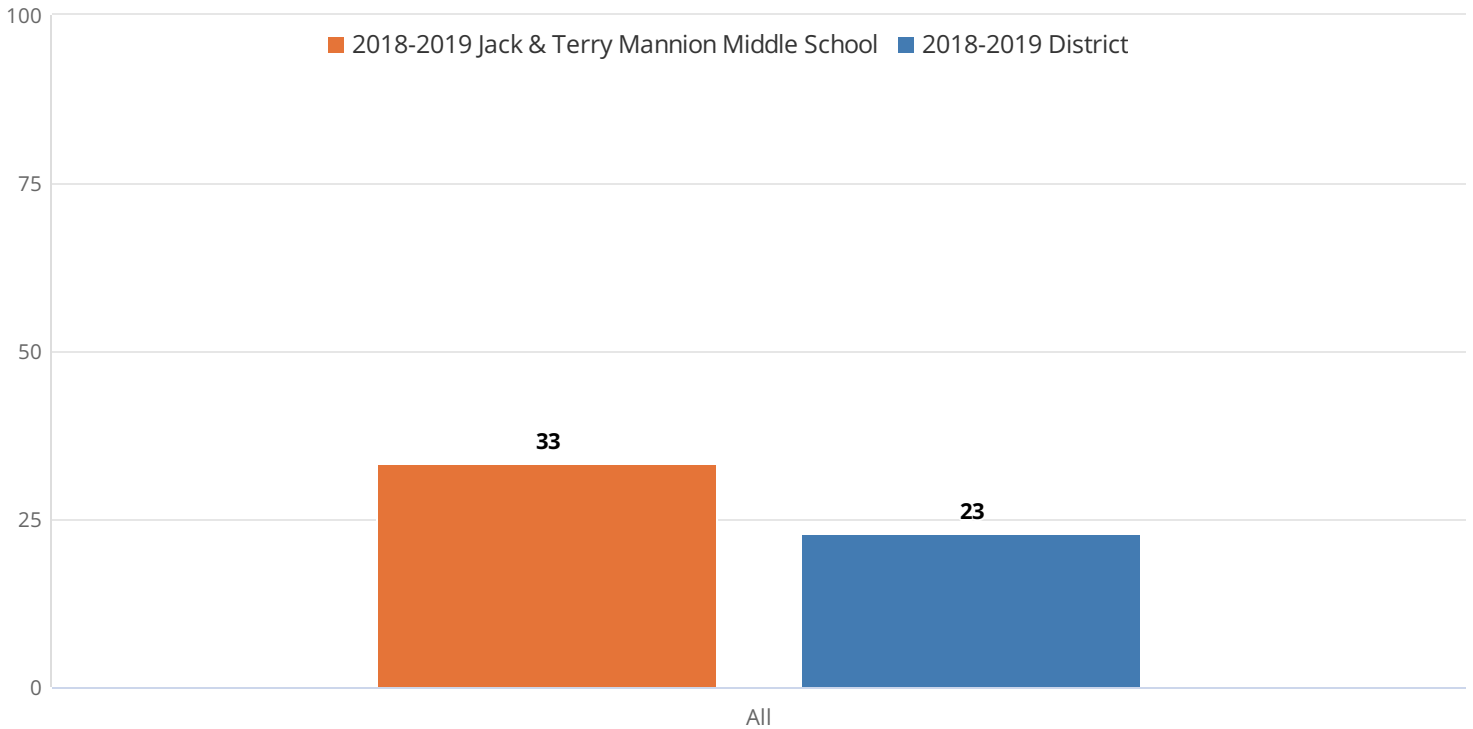
English Language

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.

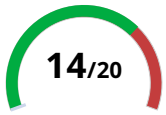
English Language Points Earned: 9/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	18	33.2	22.8	22	40.9	31.9

% English Learners Meeting AGP on WIDA



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



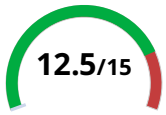
Closing Opportunity Gaps

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 AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students 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.

Math AGP Points Earned: 7/10 ELA AGP Points Earned: 7/10

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	18.1	12.1	29.3	20.1	16.4	13.4	30	19.8
American Indian/Alaska Native	-	12.5	-	17.6	-	11.1	-	24.3
Asian	20	24.8	70	32.6	20	24.3	-	34.3
Black/African American	9.5	7	18.8	14	2.3	7.7	16.1	14.6
Hispanic/Latino	16.6	10.8	33.6	19.1	14.6	11.5	25.4	17.8
Pacific Islander	-	14.8	-	20.8	-	16.3	-	24.8
Two or More Races	12.9	14.4	5.7	22.5	18.3	16.6	34.2	25
White/Caucasian	21.3	17.8	31.3	27.5	18.6	19.6	32.4	26.5
Special Education	9	4	13.8	8	4.7	3.7	9	7.7
English Learners Current + Former	N/A	N/A	N/A	N/A	18.6	N/A	25.8	N/A
English Learners Current	5.7	4.7	31.1	8.6	16	6.2	28.5	11
Economically Disadvantaged	17.5	10.4	29.8	18.1	16.9	11.5	29.1	17.6

'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, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures 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. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. 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, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

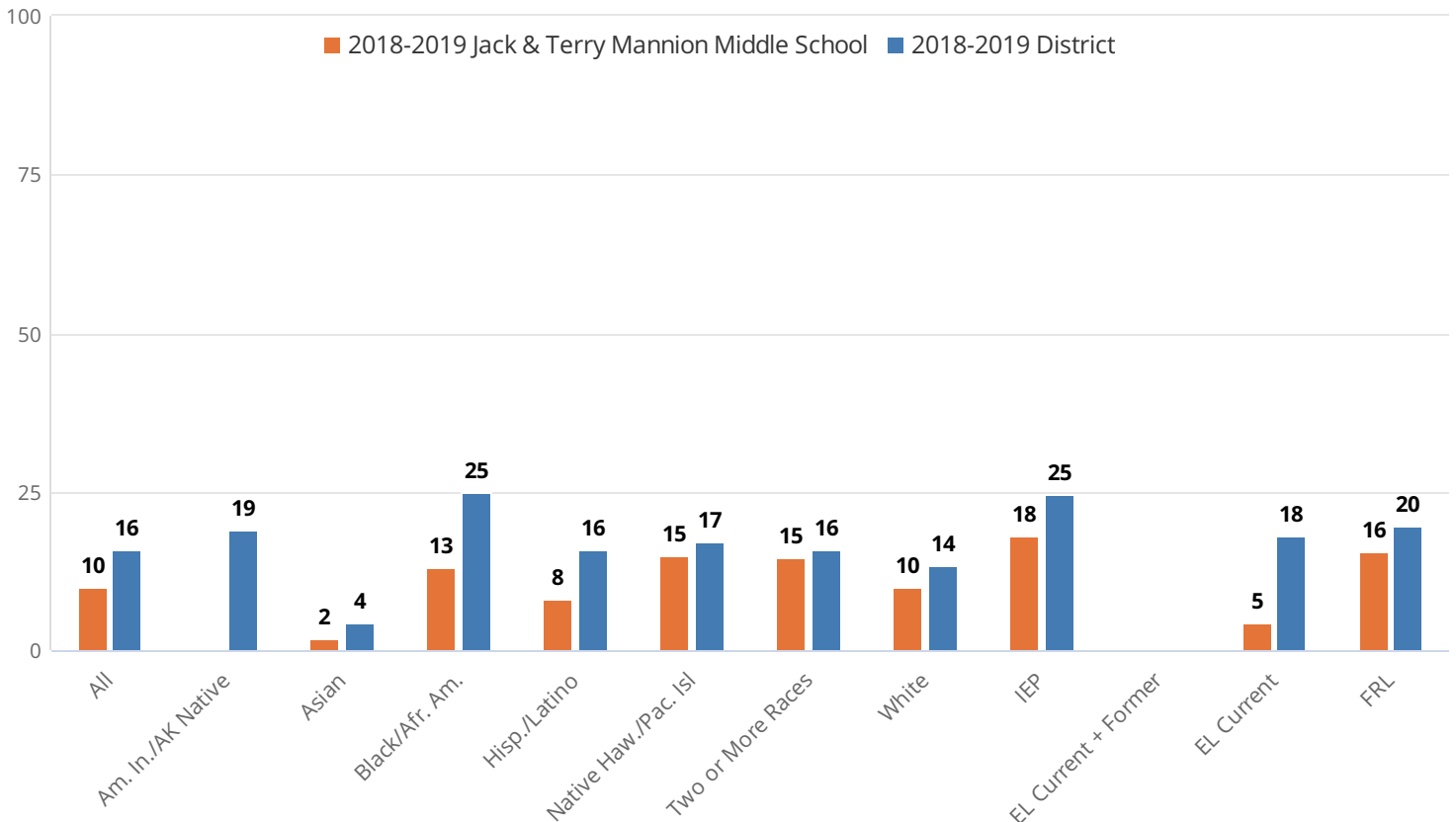
Chronic Absenteeism

Chronic Absenteeism Points Earned: 7.5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	9.9	16	10	19.3
American Indian/Alaska Native	-	19.1	15.3	28.1
Asian	2	4.4	4.1	5.7
Black/African American	13	24.8	18.8	32.4
Hispanic/Latino	8	16	12.2	18.6
Pacific Islander	15	17	30	21.8
Two or More Races	14.5	15.8	7	19.6
White/Caucasian	10	13.5	8.5	15.8
Special Education	18	24.6	16.4	28.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	4.5	18.1	14.7	20.5
Economically Disadvantaged	15.6	19.5	17.4	23.4

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

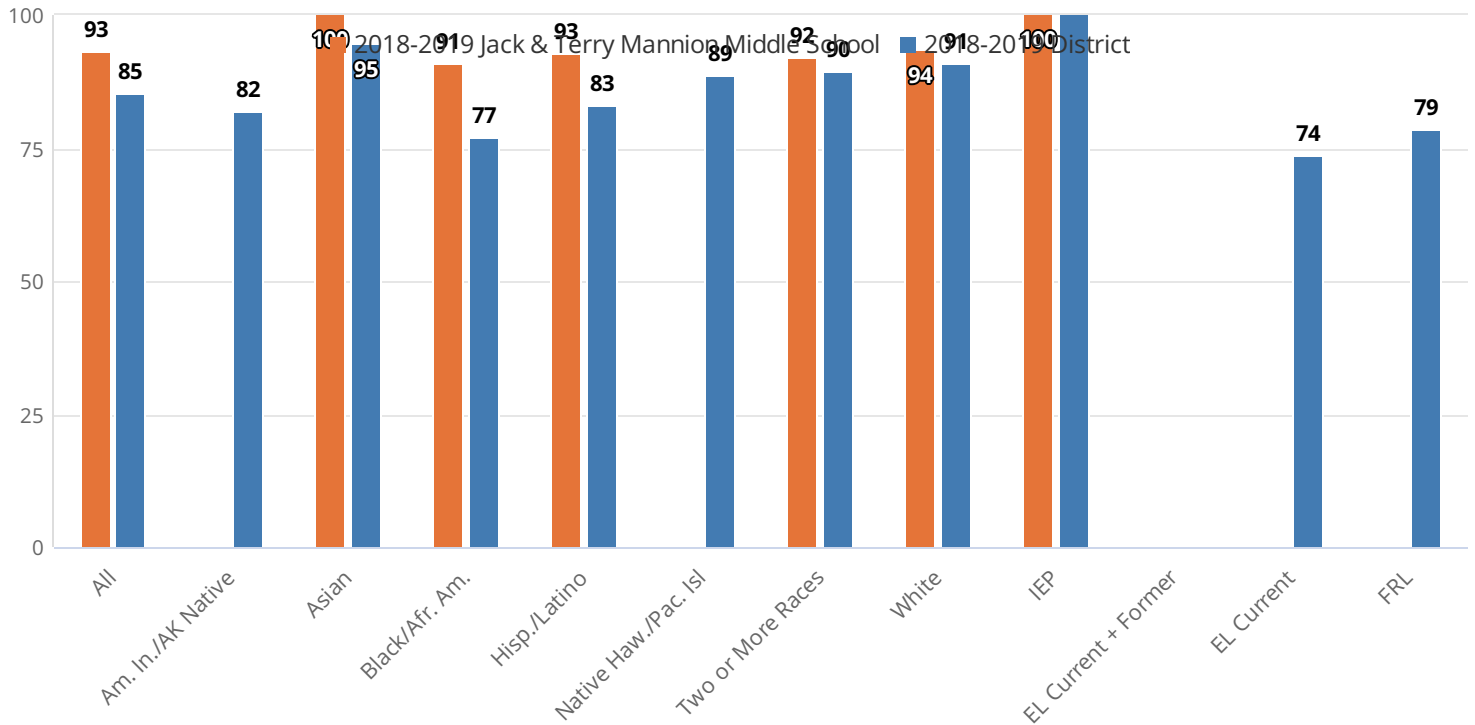
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	99.5	99.9	99.9	95.4
American Indian/Alaska Native	-	99.5	100	92.9
Asian	100	99.9	100	93.4
Black/African American	98.5	99.9	98.6	94.7
Hispanic/Latino	99.2	99.9	100	96.1
Pacific Islander	100	100	100	94.4
Two or More Races	100	99.9	100	93.5
White/Caucasian	99.7	99.9	100	95.4
Special Education	100	99.9	100	95.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100	99.7	99.7	95.4
Economically Disadvantaged	-	99.9	99.7	95.4

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	93.2	85.2	86.9	83.3
American Indian/Alaska Native	-	82	-	77.6
Asian	100	94.7	94.4	93.7
Black/African American	90.9	77.2	80.9	73.1
Hispanic/Latino	93	82.9	81.5	81.4
Pacific Islander	-	88.7	-	84.3
Two or More Races	92.2	89.5	85.2	84.3
White/Caucasian	93.5	91	89.7	89.4
Special Education	100	100	66.6	73.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	73.7	79.1	78.8
Economically Disadvantaged	-	78.7	79.1	78.8

% of Students Meeting 8th Grade Credit Requirements



'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 Lnr	Econ Disadv
Math Proficiency									X		
ELA Proficiency									X		
Science Proficiency											
Math MGP											
ELA MGP											
Math AGP									X		
ELA AGP											
WIDA AGP											
Math Opportunity Gaps											
ELA Opportunity Gaps											
Chronic Absenteeism											
Academic Learning Plans											
8th Grade Credit Suff.											

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.