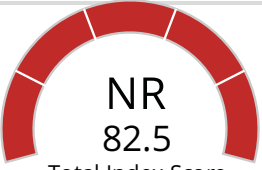
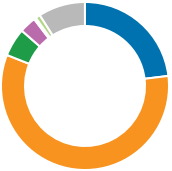
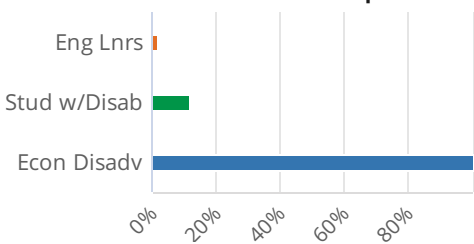


<p><i>School Level:</i> Middle School  <i>Grade Levels:</i> 06-08  <i>District:</i> Clark  <i>School Address:</i> 155 E Paradise Hills Dr  Henderson, NV 89002</p>	 <p><b>NR</b> 82.5 Total Index Score</p>	<p>School Type: <i>Regular</i>  School Designation: <i>TSI/ATSI</i>  95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>57.7% White</li> <li>5.4% BI/Afr Am</li> <li>23.0% Hisp/Latino</li> <li>3.2% Asian</li> <li>0.4% Am Ind/AK Nat</li> <li>0.9% Pac Isl</li> <li>9.0% Two or More</li> </ul>	<p><b>School Performance History</b></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>82.5 ★★★★★</td> </tr> <tr> <td>2019-2020</td> <td>82.5 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	82.5 ★★★★★	2019-2020	82.5 ★★★★★	<p><b>Additional Student Groups</b></p>  <p>Eng Lnrs Stud w/Disab Econ Disadv</p>
School Year	Index Score/Star Rating							
2020-2021	82.5 ★★★★★							
2019-2020	82.5 ★★★★★							

## 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

**20/25 Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	49.0	31.8
Math Proficiency	38.0	22.2
ELA Proficiency	62.6	41.9
Science Proficiency	41.4	30.6

**27/30 Student Growth Indicator**

Measure	School Median	District Median
Math MGP	58.0	51.0
ELA MGP	61.5	51.0
	School Rate	District Rate
Met Math AGP Target	47.9	29.2
Met ELA AGP Target	66.2	47.7

**10/10 English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	50.0	15.6

**20/20 Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	27.9	17.5
Prior Non-Proficient Met ELA AGP Target	49.5	29.4

**5.5/15 Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	21.8	33.3
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	82.9	73.6
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**

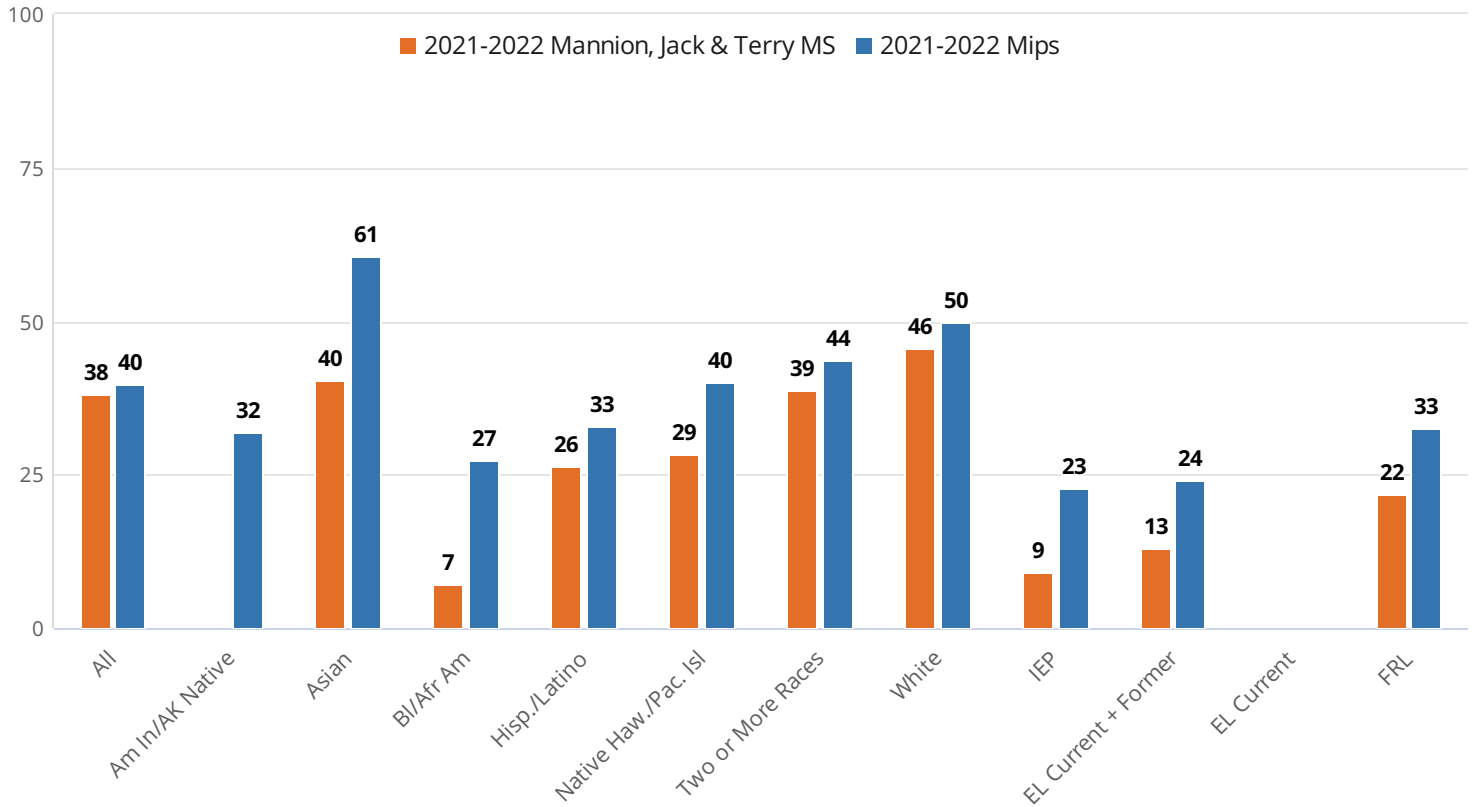
**Pooled Proficiency Points Earned: 20/25**

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	49.0	31.8		

**Math Proficient**

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	38.0	22.2	39.7			
American Indian/Alaska Native	-	15.1	31.9			
Asian	40.4	49.5	60.6			
Black/African American	7.1	8.4	27.3			
Hispanic/Latino	26.3	15.5	32.8			
Pacific Islander	28.5	19.3	40.1			
Two or More Races	38.6	28.0	43.6			
White/Caucasian	45.5	37.4	49.8			
Special Education	9.2	<5	22.7			
English Learners Current + Former	13.1	10.3	24.2			
English Learners Current	<5	<5				
Economically Disadvantaged	21.9	12.7	32.7			

**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.

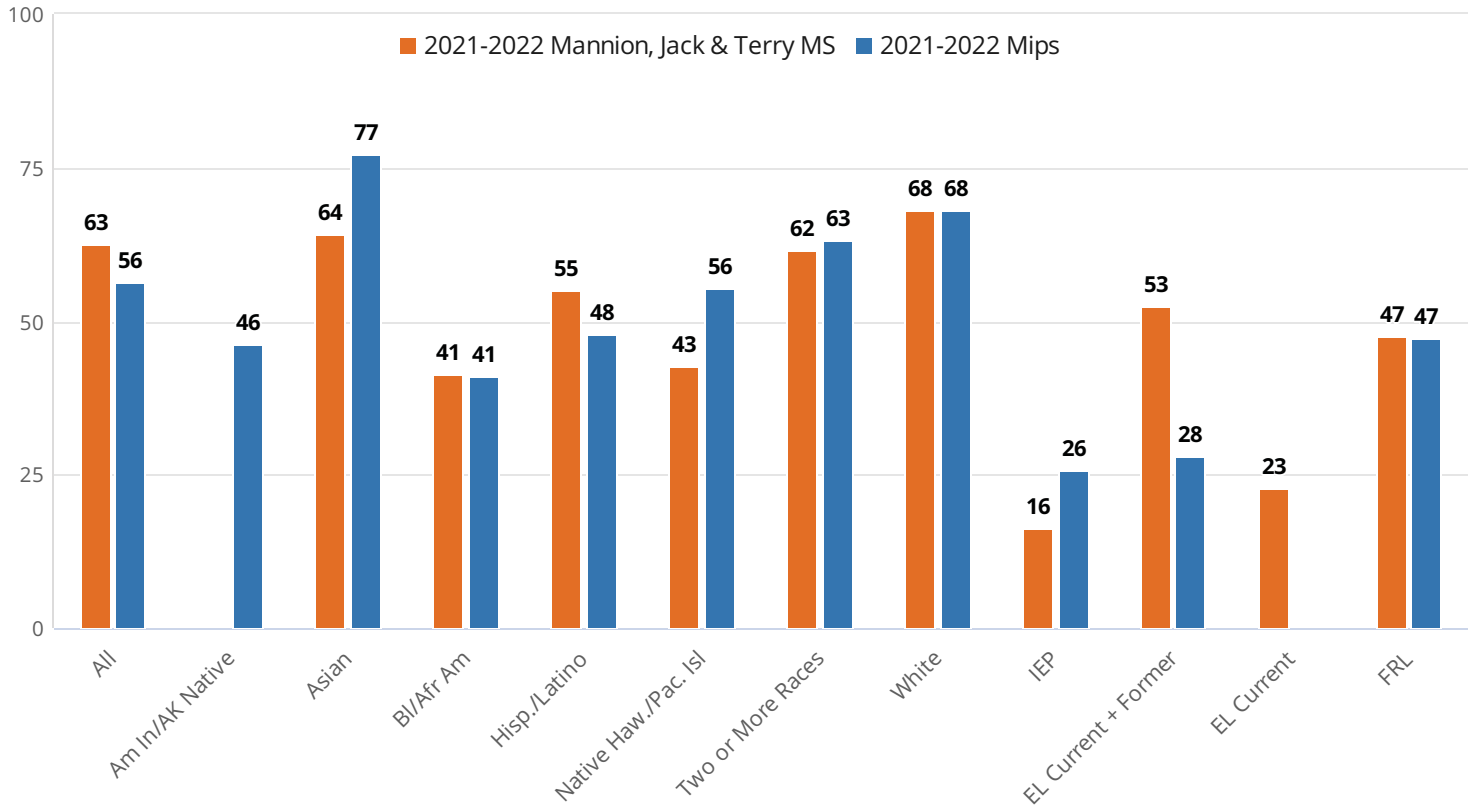


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	62.6	41.9	56.4			
American Indian/Alaska Native	-	35.3	46.3			
Asian	64.2	69.8	77.1			
Black/African American	41.4	25.4	40.9			
Hispanic/Latino	55.0	34.8	47.9			
Pacific Islander	42.8	39.7	55.5			
Two or More Races	61.6	50.0	63.2			
White/Caucasian	68.2	58.9	68			
Special Education	16.3	9.3	25.8			
English Learners Current + Former	52.6	24.6	28.1			
English Learners Current	22.7	5.4				
Economically Disadvantaged	47.4	30.4	47.1			

ELA Assessments  
% Proficient



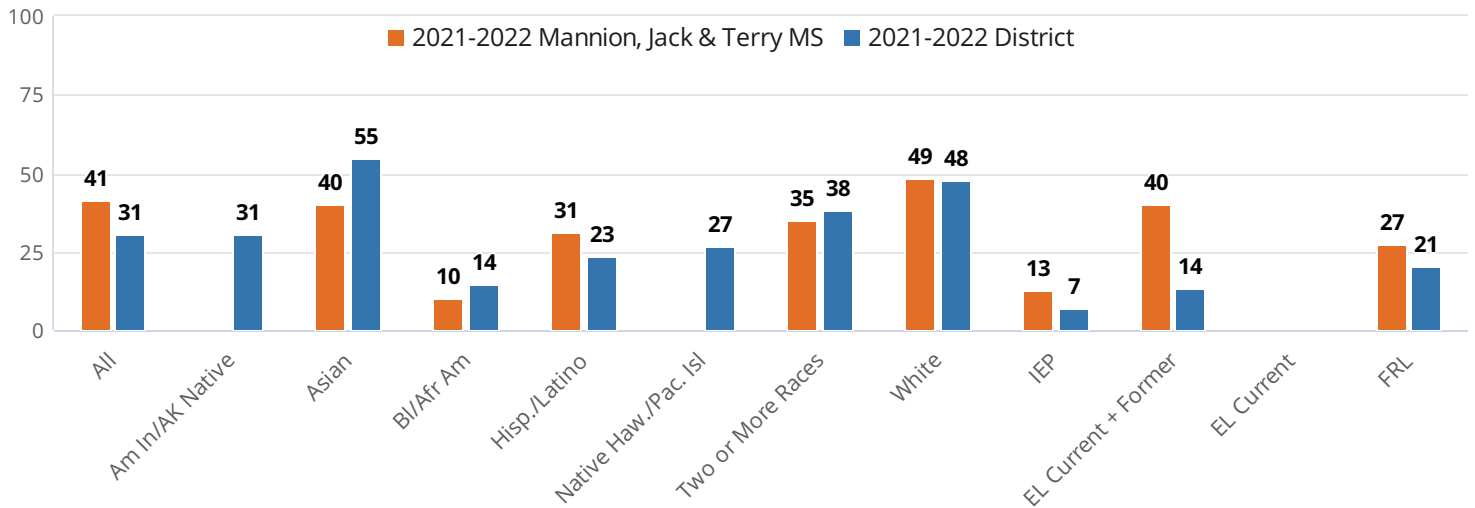


**Academic Achievement**

**Science Proficient**

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	41.4	30.6		
American Indian/Alaska Native	-	30.8		
Asian	40.0	54.6		
Black/African American	10.0	14.4		
Hispanic/Latino	31.2	23.4		
Pacific Islander	-	26.7		
Two or More Races	35.1	38.3		
White/Caucasian	48.6	47.8		
Special Education	13.0	6.9		
English Learners Current + Former	40.0	13.6		
English Learners Current	-	<5		
Economically Disadvantaged	27.1	20.7		

**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:**

**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	>=95%	>=95%		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	93.3%	>=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: 8/10

## ELA MGP Points Earned: 9/10

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	58.0	51.0	61.5	51.0				
American Indian/Alaska Native	-	58.0	-	52.0				
Asian	71.0	62.0	61.0	63.0				
Black/African American	59.0	43.0	62.0	44.0				
Hispanic/Latino	58.0	48.0	63.0	48.0				
Pacific Islander	-	48.0	-	50.0				
Two or More Races	55.5	53.0	61.0	52.0				
White/Caucasian	58.0	57.0	61.0	55.0				
Special Education	49.5	36.0	46.5	36.0				
English Learners Current + Former	65.0	46.0	60.0	47.0				
English Learners Current	-	40.0	-	41.5				
Economically Disadvantaged	61.0	46.0	64.0	46.0				

## AGP Growth Data

## Math AGP Points Earned: 5/5

## ELA AGP Points Earned: 5/5

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	47.9	29.2	66.2	47.7				
American Indian/Alaska Native	-	29.8	-	42.6				
Asian	58.8	53.5	70.5	72.5				
Black/African American	13.5	14.1	43.2	33.4				
Hispanic/Latino	42.0	21.8	64.5	40.7				
Pacific Islander	-	28.3	-	47.5				
Two or More Races	41.9	36.3	60.3	55.3				
White/Caucasian	53.3	44.2	70.0	61.2				
Special Education	15.8	8.9	24.4	16.5				
English Learners Current + Former	34.7	16.2	60.8	32.4				
English Learners Current	-	6.1	-	15.0				
Economically Disadvantaged	34.2	19.1	61.2	37.2				

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



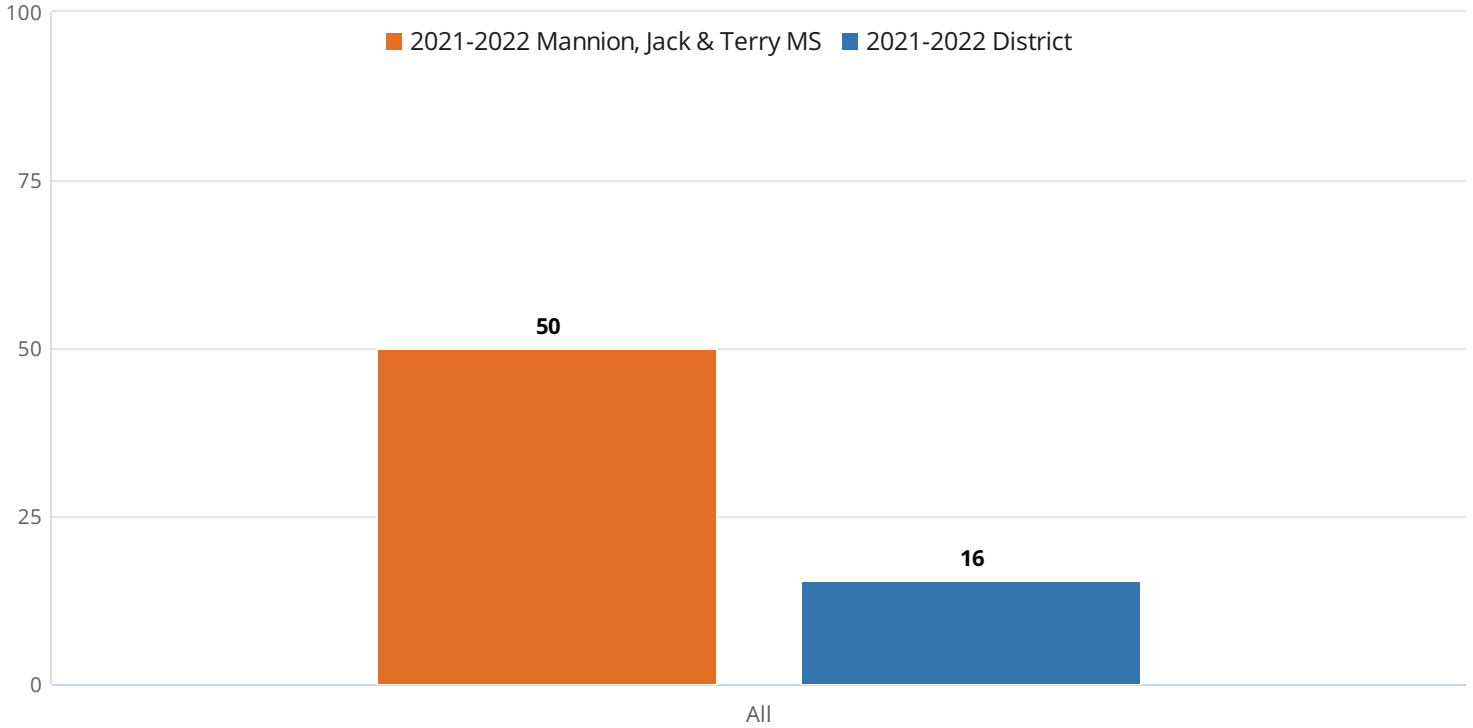
English Language

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: 10/10

ELPA	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
	10	50.0	15.6			

% English Learners Meeting AGP on WIDA



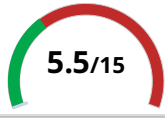
For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



## 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.

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 10/10			
	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	27.9	17.5	49.5	29.4				
American Indian/Alaska Native	-	24.6	-	30.7				
Asian	-	30.2	-	46.5				
Black/African American	8.8	9.9	38.7	22.4				
Hispanic/Latino	28.4	15.0	52.9	27.3				
Pacific Islander	-	18.2	-	30.2				
Two or More Races	20.0	22.5	50.0	33.6				
White/Caucasian	32.0	25.6	51.1	37.7				
Special Education	11.8	5.6	21.1	11.8				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	5.5	-	14.3				
Economically Disadvantaged	24.7	13.3	48.9	25.2				



**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.

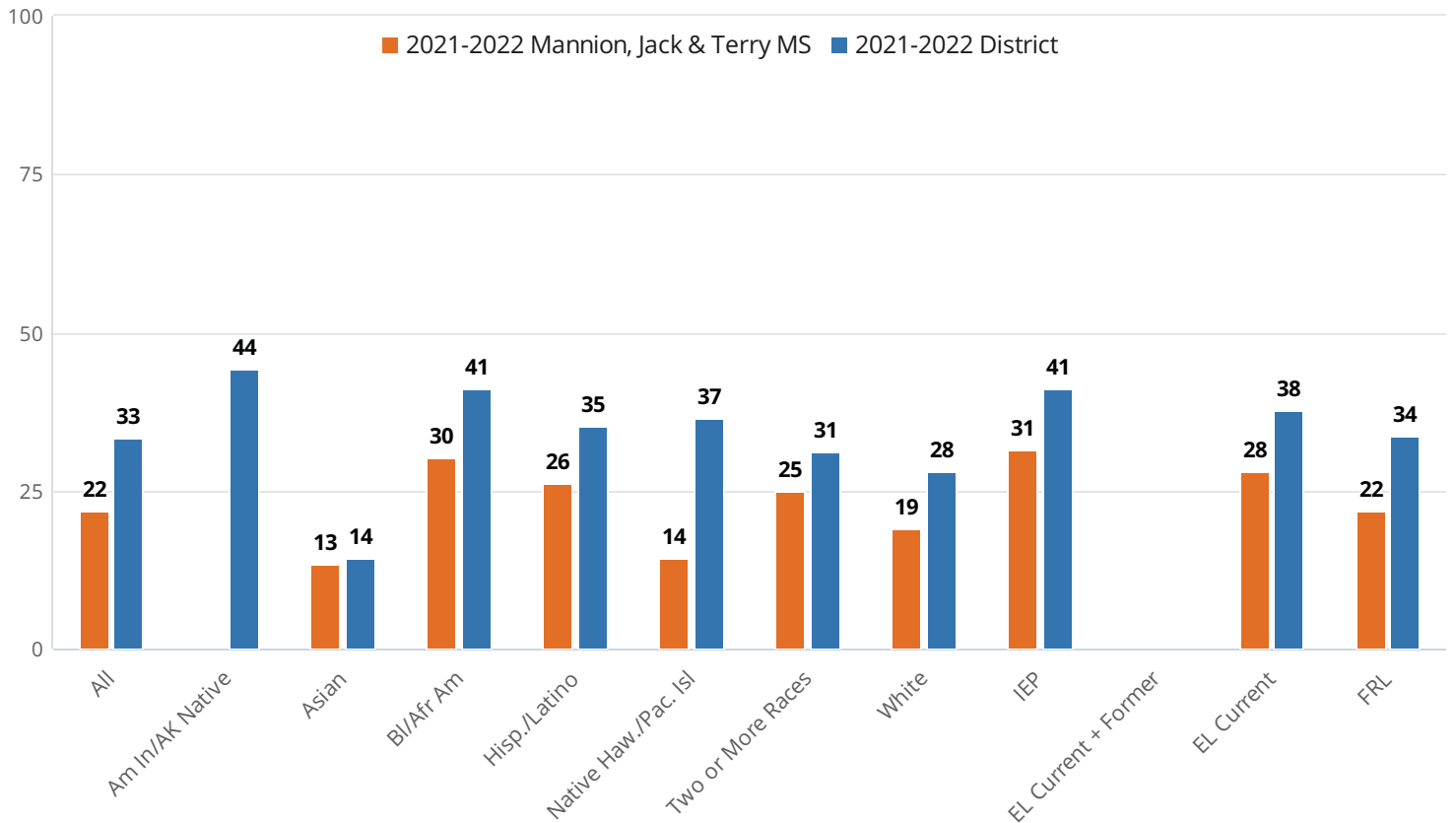
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 1.5/10**

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	21.8	33.3		
American Indian/Alaska Native	-	44.1		
Asian	13.3	14.2		
Black/African American	30.3	41.2		
Hispanic/Latino	26.1	35.3		
Pacific Islander	14.2	36.6		
Two or More Races	24.8	31.1		
White/Caucasian	19.1	28.1		
Special Education	31.4	41.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	28.0	37.8		
Economically Disadvantaged	21.8	33.7		

Reducing Chronic Absenteeism by 10% bonus points: NA

**Chronic Absenteeism Rate (%)**







**Student Engagement**

**Academic Learning Plans**

**Academic Learning Plans Points Earned 2/2**

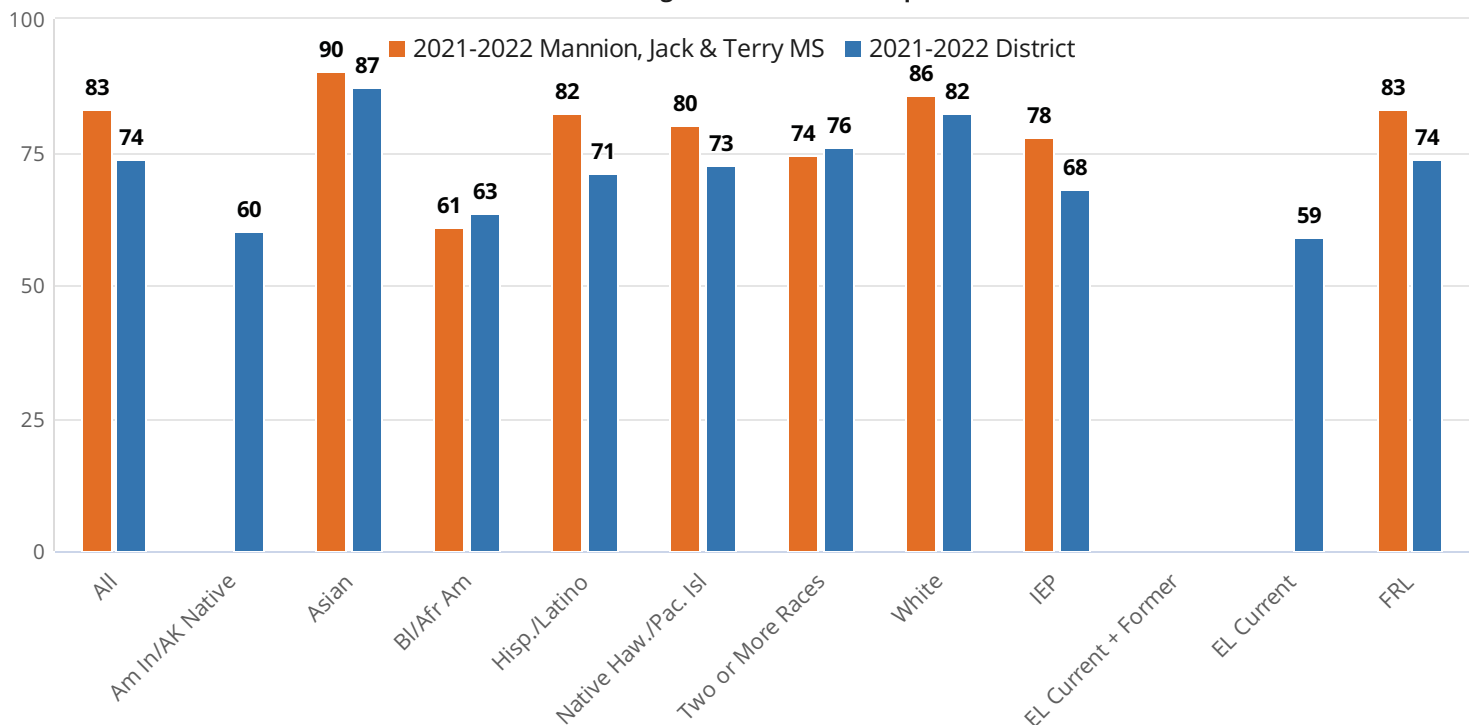
Groups	2022 % Academic Learning Plans	2022 % District	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	93.5	>95		
Hispanic/Latino	>95	>95		
Pacific Islander	>95	>95		
Two or More Races	>95	>95		
White/Caucasian	>95	>95		
Special Education	>95	>95		
English Learners Current + Former	N/A	N/A		
English Learners Current	>95	>95		
Economically Disadvantaged	>95	>95		

**NAC 389.445 Credit Requirements**

**NAC 389.445 Credit Requirements Points Earned 2/3**

Groups	2022 % Credit Requirements Met	2022 % District	2021 % Credit Requirements Met	2021 % District
All Students	82.9	73.6		
American Indian/Alaska Native	-	60.2		
Asian	90.4	87.2		
Black/African American	60.8	63.4		
Hispanic/Latino	82.3	71.1		
Pacific Islander	80.0	72.7		
Two or More Races	74.4	75.9		
White/Caucasian	85.6	82.2		
Special Education	78.0	68.1		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	58.9		
Economically Disadvantaged	82.9	73.6		

**% 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 Lrnrr	Econ Disadv
Math Proficiency				X							
ELA Proficiency									X		
Science Proficiency											
Math MGP											
ELA MGP											
Math AGP											
ELA AGP											
WIDA AGP											
Math Opportunity Gaps											
ELA Opportunity Gaps											
Chronic Absenteeism											
Academic Learning Plans				X							
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.