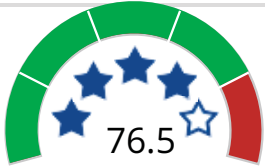
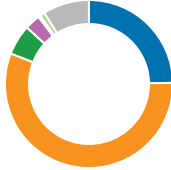
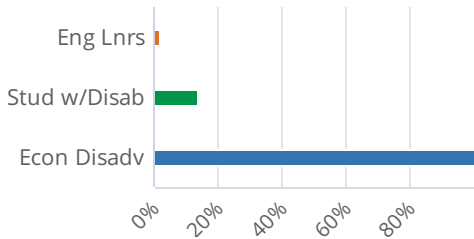


<p><i>School Level:</i> Middle School <i>Grade Levels:</i> 06-08 <i>District:</i> Clark <i>School Address:</i> 155 E Paradise Hills Dr Henderson, NV 89002</p>	 <p>76.5 Total Index Score</p>	<p>School Type: <i>Regular</i> School Designation: <i>Additional TSI</i> 95% Assessment Participation: <i>Warning</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 55.9% White 5.8% BI/Afr Am 24.7% Hisp/Latino 3.0% Asian 0.4% Am Ind/AK Nat 0.9% Pac Isl 8.9% 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>82.5 NR</td> </tr> <tr> <td>2020-2021</td> <td>82.5 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	82.5 NR	2020-2021	82.5 ★★★★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2021-2022	82.5 NR							
2020-2021	82.5 ★★★★★							

What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.


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 ★★★★★

2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	50.8	30.9
Math Proficiency	42.5	23.8
ELA Proficiency	61.4	38.3
Science Proficiency	44.3	30.0




Student Growth Indicator

Measure	School Median	District Median
Math MGP	58.0	52.0
ELA MGP	62.0	50.0
	School Rate	District Rate
Met Math AGP Target	43.4	26.6
Met ELA AGP Target	60.6	38.5




English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	57.1	24.3



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.1	11.4
Prior Non-Proficient Met ELA AGP Target	29.5	15.1



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	22.4	33.4
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	94.9	84.3
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

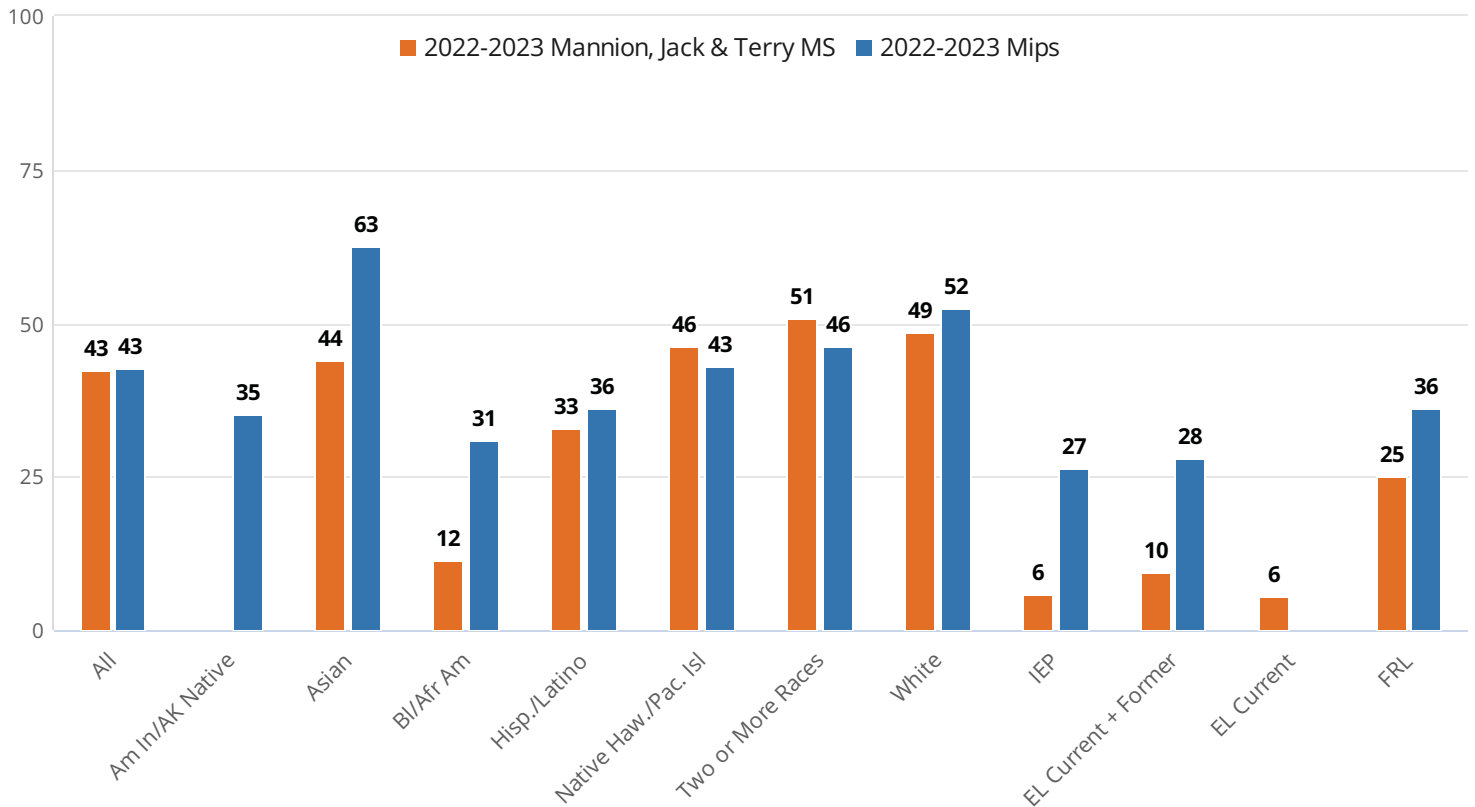
Pooled Proficiency Points Earned: 21/25

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	50.8	30.9	49.0	31.8

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	42.5	23.8	42.7	38.0	22.2	39.7
American Indian/Alaska Native	-	13.4	35.3	-	15.1	31.9
Asian	43.9	52.6	62.6	40.4	49.5	60.6
Black/African American	11.5	9.5	31	7.1	8.4	27.3
Hispanic/Latino	32.8	16.3	36.2	26.3	15.5	32.8
Pacific Islander	46.1	21.5	43.1	28.5	19.3	40.1
Two or More Races	50.7	32.5	46.4	38.6	28.0	43.6
White/Caucasian	48.5	41.0	52.3	45.5	37.4	49.8
Special Education	5.9	5.3	26.5	9.2	<5	22.7
English Learners Current + Former	9.5	10.5	28	13.1	10.3	24.2
English Learners Current	5.5	<5		<5	<5	
Economically Disadvantaged	25.0	13.5	36.1	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.

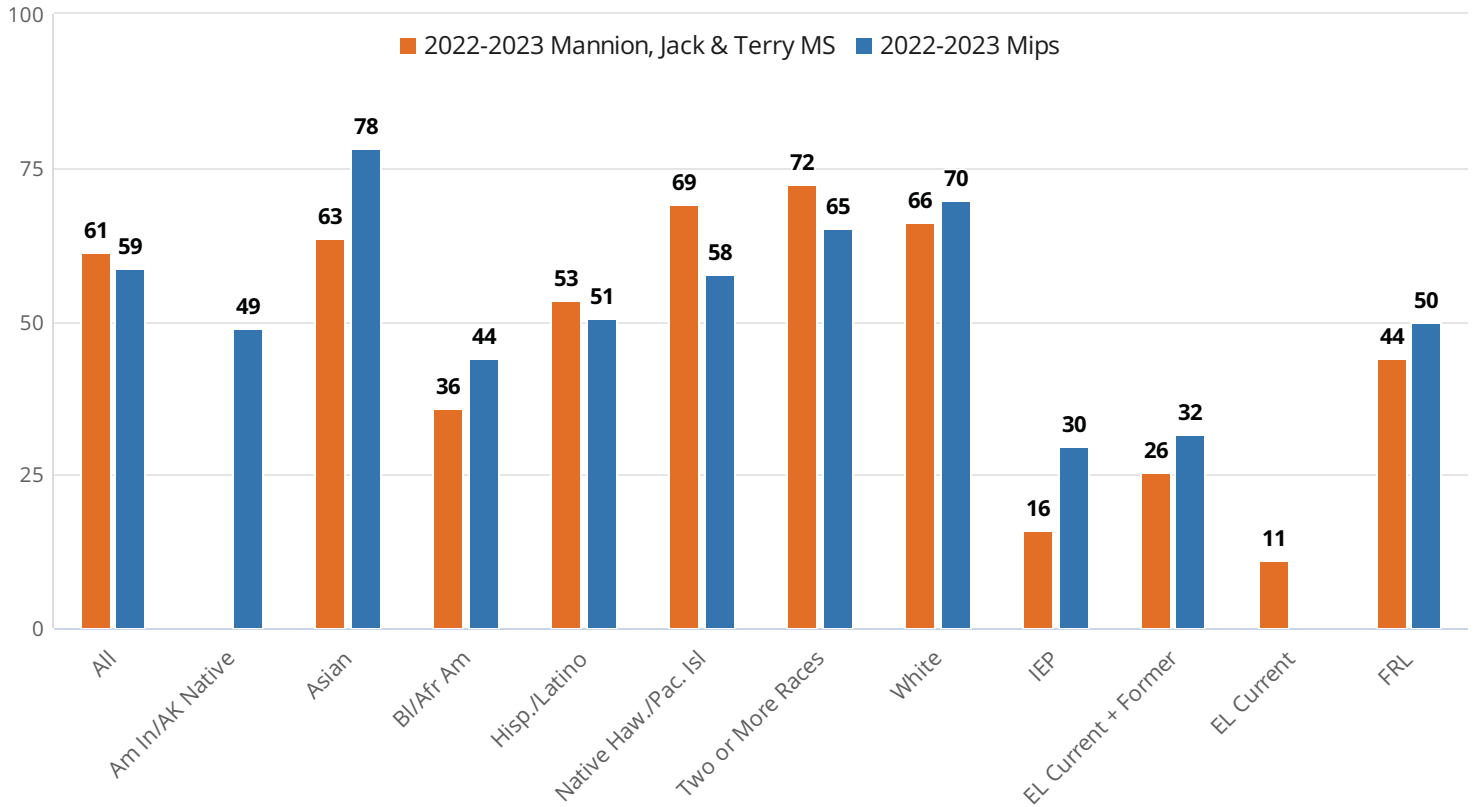


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	61.4	38.3	58.6	62.6	41.9	56.4
American Indian/Alaska Native	-	26.7	49	-	35.3	46.3
Asian	63.4	64.5	78.2	64.2	69.8	77.1
Black/African American	35.7	22.9	43.9	41.4	25.4	40.9
Hispanic/Latino	53.4	31.3	50.5	55.0	34.8	47.9
Pacific Islander	69.2	34.9	57.8	42.8	39.7	55.5
Two or More Races	72.3	48.4	65	61.6	50.0	63.2
White/Caucasian	66.0	55.3	69.6	68.2	58.9	68
Special Education	16.0	9.0	29.6	16.3	9.3	25.8
English Learners Current + Former	25.5	20.7	31.7	52.6	24.6	28.1
English Learners Current	11.0	5.0		22.7	5.4	
Economically Disadvantaged	44.0	27.3	49.8	47.4	30.4	47.1

ELA Assessments
% Proficient



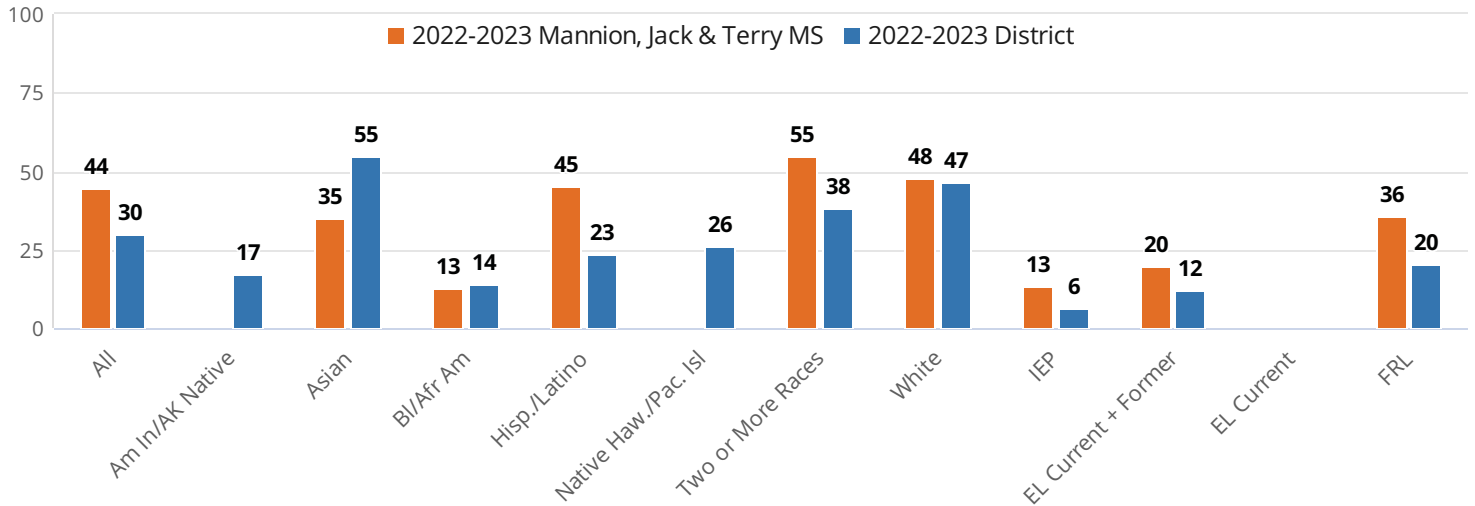


Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	44.3	30.0	41.4	30.6
American Indian/Alaska Native	-	17.2	-	30.8
Asian	35.2	54.8	40.0	54.6
Black/African American	12.9	14.0	10.0	14.4
Hispanic/Latino	45.0	23.3	31.2	23.4
Pacific Islander	-	25.8	-	26.7
Two or More Races	55.0	38.1	35.1	38.3
White/Caucasian	47.7	46.8	48.6	47.8
Special Education	13.1	6.2	13.0	6.9
English Learners Current + Former	20.0	12.1	40.0	13.6
English Learners Current	-	<5	-	<5
Economically Disadvantaged	35.8	20.2	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: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	93.9%	>=95%	>=95%	>=95%
Hispanic/Latino	94.9%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	93.9%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	87.0%	88.1%	93.3%	>=95%
English Learners Current + Former	94.7%	94.7%	N/A	N/A
English Learners Current	91.6%	91.6%	>=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. 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	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	58.0	52.0	62.0	50.0	58.0	51.0	61.5	51.0
American Indian/Alaska Native	-	46.0	-	46.0	-	58.0	-	52.0
Asian	69.0	62.0	66.0	58.0	71.0	62.0	61.0	63.0
Black/African American	44.5	47.0	58.5	46.0	59.0	43.0	62.0	44.0
Hispanic/Latino	53.5	49.0	58.5	49.0	58.0	48.0	63.0	48.0
Pacific Islander	49.0	51.0	78.0	48.0	-	48.0	-	50.0
Two or More Races	63.0	54.0	66.0	53.0	55.5	53.0	61.0	52.0
White/Caucasian	59.0	55.0	62.0	54.0	58.0	57.0	61.0	55.0
Special Education	45.5	43.0	63.5	43.0	49.5	36.0	46.5	36.0
English Learners Current + Former	56.5	49.0	48.0	49.0	65.0	46.0	60.0	47.0
English Learners Current	65.5	47.0	47.5	44.0	-	40.0	-	41.5
Economically Disadvantaged	55.0	48.0	63.0	48.0	61.0	46.0	64.0	46.0

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 4.5/5

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	43.4	26.6	60.6	38.5	47.9	29.2	66.2	47.7
American Indian/Alaska Native	-	16.0	-	25.6	-	29.8	-	42.6
Asian	36.8	55.1	63.1	63.5	58.8	53.5	70.5	72.5
Black/African American	15.0	12.3	35.0	24.2	13.5	14.1	43.2	33.4
Hispanic/Latino	33.3	19.5	52.5	32.2	42.0	21.8	64.5	40.7
Pacific Islander	45.4	25.6	72.7	36.9	-	28.3	-	47.5
Two or More Races	53.5	35.2	70.0	46.9	41.9	36.3	60.3	55.3
White/Caucasian	49.1	42.4	64.8	53.6	53.3	44.2	70.0	61.2
Special Education	10.1	7.4	25.0	11.9	15.8	8.9	24.4	16.5
English Learners Current + Former	17.8	13.9	25.0	22.7	34.7	16.2	60.8	32.4
English Learners Current	7.1	5.4	14.2	8.2	-	6.1	-	15.0
Economically Disadvantaged	27.0	16.7	44.8	28.6	34.2	19.1	61.2	37.2

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



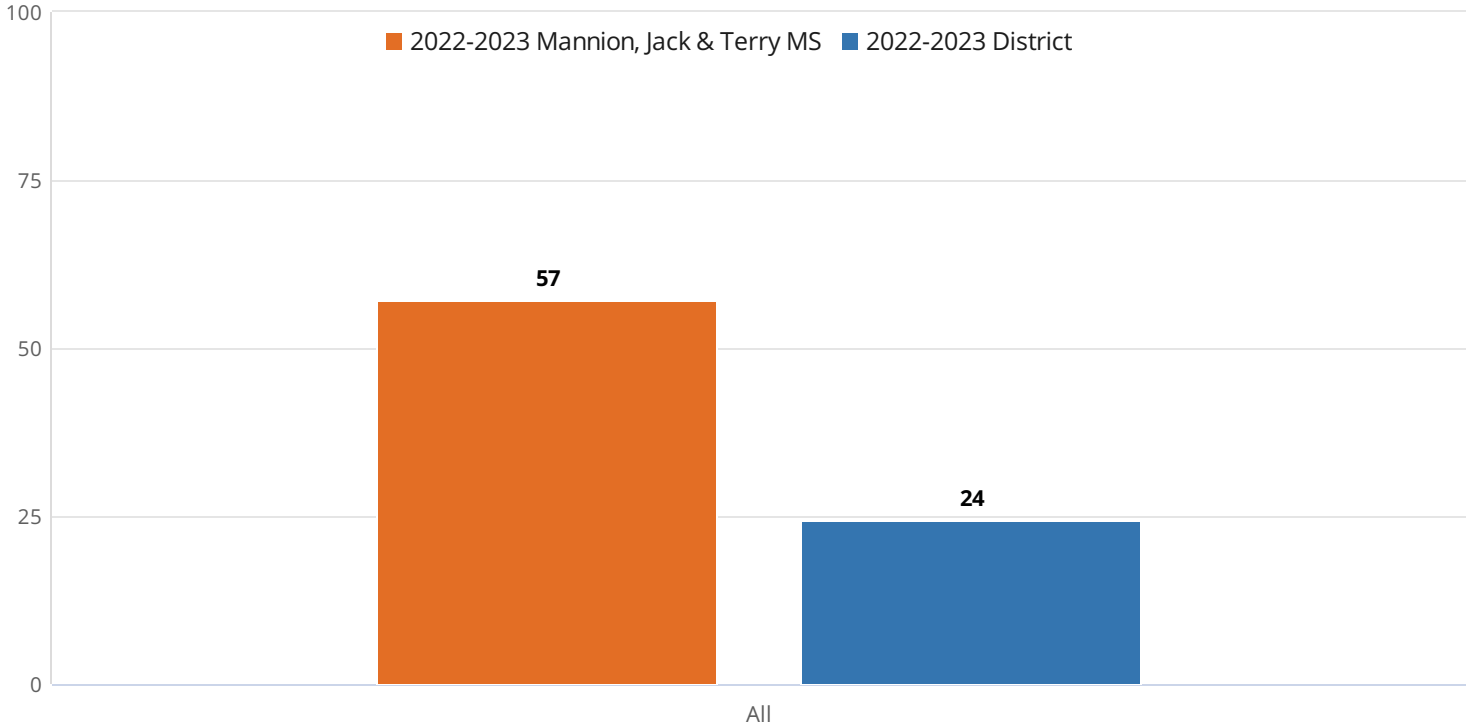
English Language

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

	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	14	57.1	24.3	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: 6/10				ELA AGP Points Earned: 7/10			
	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	15.1	11.4	29.5	15.1	27.9	17.5	49.5	29.4
American Indian/Alaska Native	-	7.3	-	9.2	-	24.6	-	30.7
Asian	<5	24.5	20.0	24.9	-	30.2	-	46.5
Black/African American	<5	6.7	18.1	10.6	8.8	9.9	38.7	22.4
Hispanic/Latino	11.6	9.7	27.7	14.1	28.4	15.0	52.9	27.3
Pacific Islander	-	12.3	-	16.5	-	18.2	-	30.2
Two or More Races	24.0	15.8	43.7	19.2	20.0	22.5	50.0	33.6
White/Caucasian	17.9	17.5	30.8	20.9	32.0	25.6	51.1	37.7
Special Education	7.1	<5	20.3	6.6	11.8	5.6	21.1	11.8
English Learners Current + Former	12.0	8.1	10.0	11.8	N/A	N/A	N/A	N/A
English Learners Current	7.1	<5	7.6	6.9	-	5.5	-	14.3
Economically Disadvantaged	10.9	8.6	24.0	12.9	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.

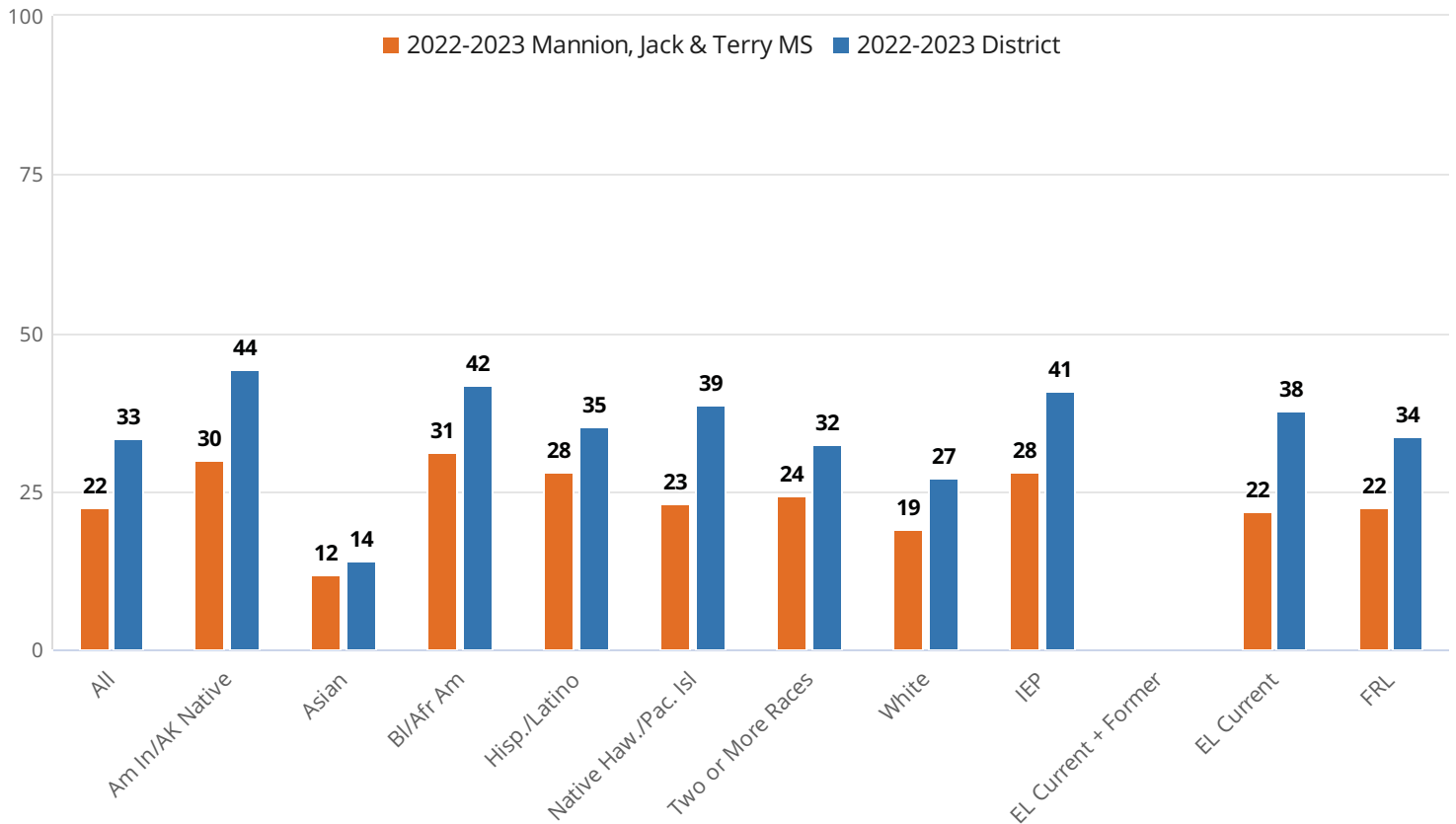
Chronic Absenteeism

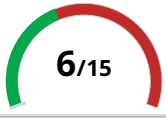
Chronic Absenteeism Points Earned: 1/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	22.4	33.4	21.8	33.3
American Indian/Alaska Native	30.0	44.2	-	44.1
Asian	11.9	13.9	13.3	14.2
Black/African American	31.2	41.9	30.3	41.2
Hispanic/Latino	27.9	35.3	26.1	35.3
Pacific Islander	23.0	38.7	14.2	36.6
Two or More Races	24.3	32.4	24.8	31.1
White/Caucasian	19.1	27.0	19.1	28.1
Special Education	28.1	40.7	31.4	41.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	21.7	37.6	28.0	37.8
Economically Disadvantaged	22.4	33.5	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

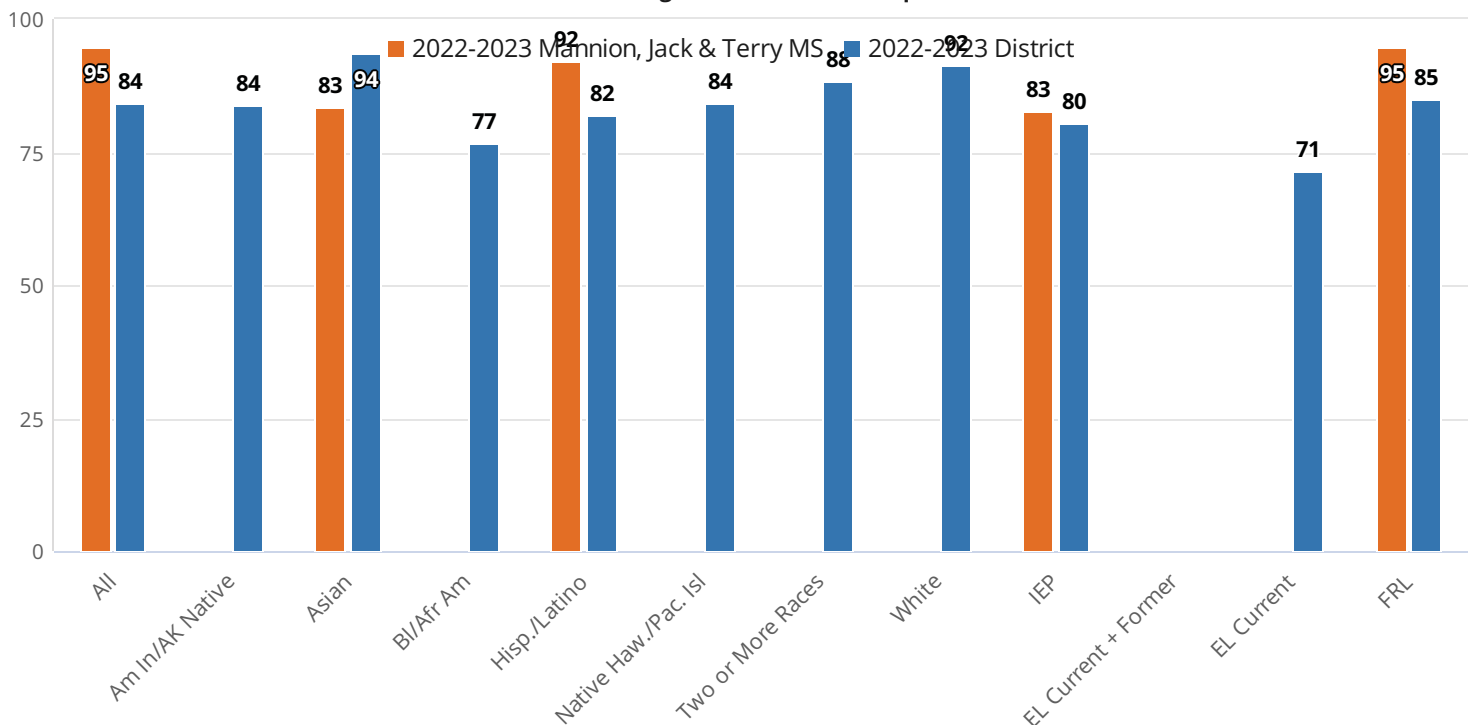
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	>95	>95	-	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	93.5	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	>95	>95	>95	>95
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	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	94.9	84.3	82.9	73.6
American Indian/Alaska Native	-	84.0	-	60.2
Asian	83.3	93.5	90.4	87.2
Black/African American	>95	76.6	60.8	63.4
Hispanic/Latino	92.1	81.8	82.3	71.1
Pacific Islander	-	84.3	80.0	72.7
Two or More Races	>95	88.4	74.4	75.9
White/Caucasian	>95	91.5	85.6	82.2
Special Education	82.6	80.3	78.0	68.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	71.3	-	58.9
Economically Disadvantaged	94.9	84.9	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.