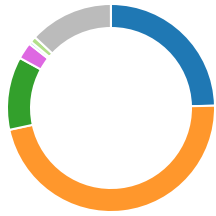


School Level: Elementary School
 Grade Levels: PK-05
 District: Clark
 School Address: 7350 Tealwood St.
 Las Vegas, NV 89131



School Type: *Regular*
 School Designation: *No Designation*
 95% Assessment Participation: *Met*



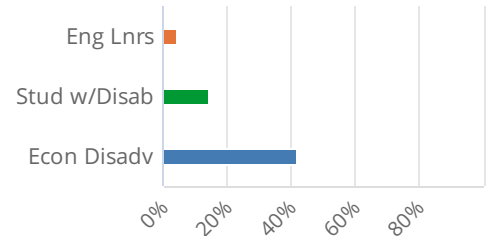
Student Race/Ethnicity

- 46.7% White
- 11.3% Bl/Afr Am
- 24.5% Hisp/Latino
- 2.6% Asian
- 0.4% Am Ind/AK Nat
- 0.9% Pac Isl
- 13% Two or More

School Performance History

School Year	Index Score/Star Rating
2017-2018	75.5 ★★★★★
2016-2017	71.5 ★★★★★

Alternative Student Groups



What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

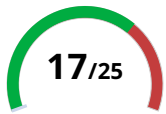
How are school star ratings determined?

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?

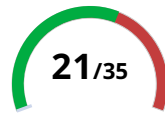
- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	51.2	42.1
Math Proficiency	46.5	41.8
ELA Proficiency	64.7	49.1
Science Proficiency	28	22.5
Read-by-Grade-3 Proficiency	60.3	46.2



Growth Indicator

Measure	School Median	District Median
Math MGP	42	49
ELA MGP	55	50
	School Rate	District Rate
Met Math AGP Target	34.7	38.1
Met ELA AGP Target	65.2	52.3



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	46.6	50.6



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met	19.1	20.3
Math AGP Target		
Prior Non-Proficient Met	46.7	34.6
ELA AGP Target		



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	8.9	14.3
Climate Survey Participation	92.4	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

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.

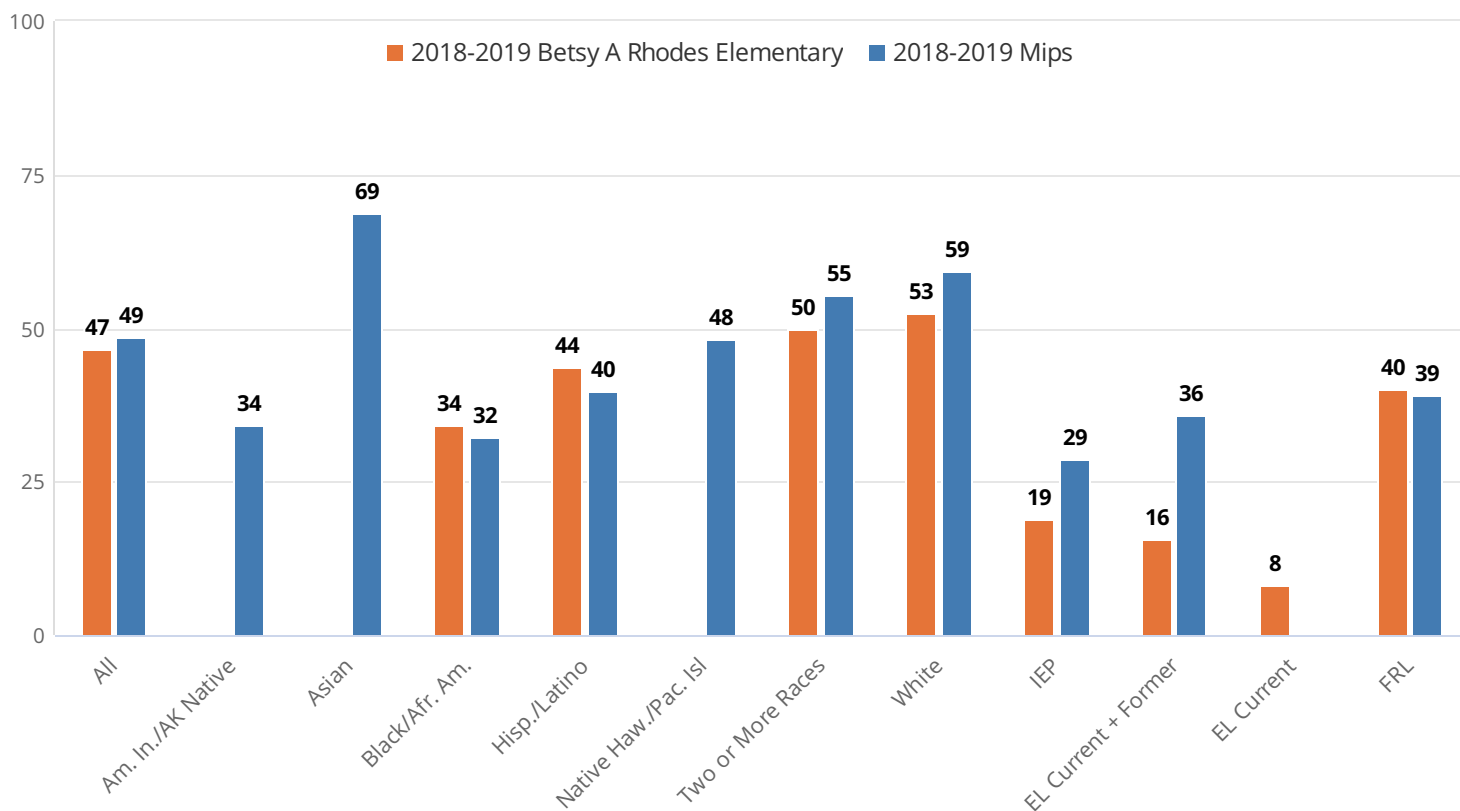
Pooled Proficiency Points Earned: 13/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	51.2	42.1	55.6	41.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	46.5	41.8	48.5	53.4	41.6	45.8
American Indian/Alaska Native	-	31.3	34.3	-	36.5	30.9
Asian	-	67.9	68.8	45.4	67.7	67.2
Black/African American	34.2	23	32.3	33.3	23	28.8
Hispanic/Latino	43.7	35.7	39.6	47.2	34.4	36.5
Pacific Islander	-	45.8	48.3	-	44.9	45.6
Two or More Races	50	48.2	55.3	52.1	47.8	52.9
White/Caucasian	52.5	58.6	59.3	61.3	58.7	57.2
Special Education	18.8	14.5	28.6	40	14.5	24.8
English Learners Current + Former	15.6	32.7	35.8	42.8	30.3	32.4
English Learners Current	8.3	22.1		27.2	22.2	
Economically Disadvantaged	40.1	35.6	39	42	34.6	35.7

**Math Assessments
% Proficient**



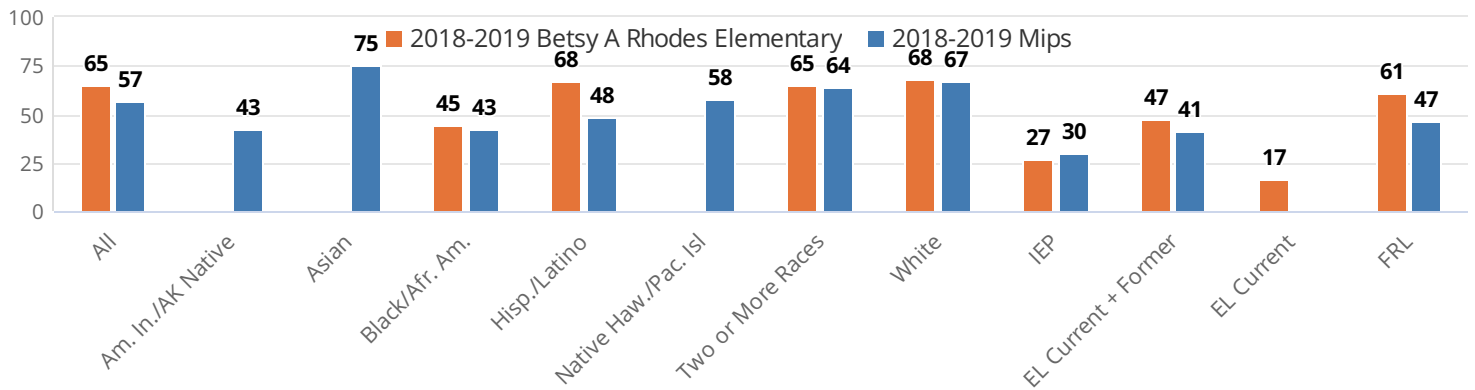


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	64.7	49.1	57	66.7	49	54.7
American Indian/Alaska Native	-	41.6	42.5	-	42.5	39.5
Asian	-	70	75.4	63.6	71.5	74.1
Black/African American	44.7	31.6	42.6	59.2	31.2	39.6
Hispanic/Latino	67.5	43.2	48.2	65.2	41.8	45.5
Pacific Islander	-	50.6	57.9	-	52.6	55.7
Two or More Races	64.7	56.7	64.4	60.8	57	62.6
White/Caucasian	68.2	65	67.4	70.2	66.2	65.7
Special Education	27	15.1	30	40	15.6	26.3
English Learners Current + Former	47.2	38.2	41.4	50	34.6	38.4
English Learners Current	16.6	22.8		36.3	21.8	
Economically Disadvantaged	60.6	42.8	46.8	60.5	42.1	44

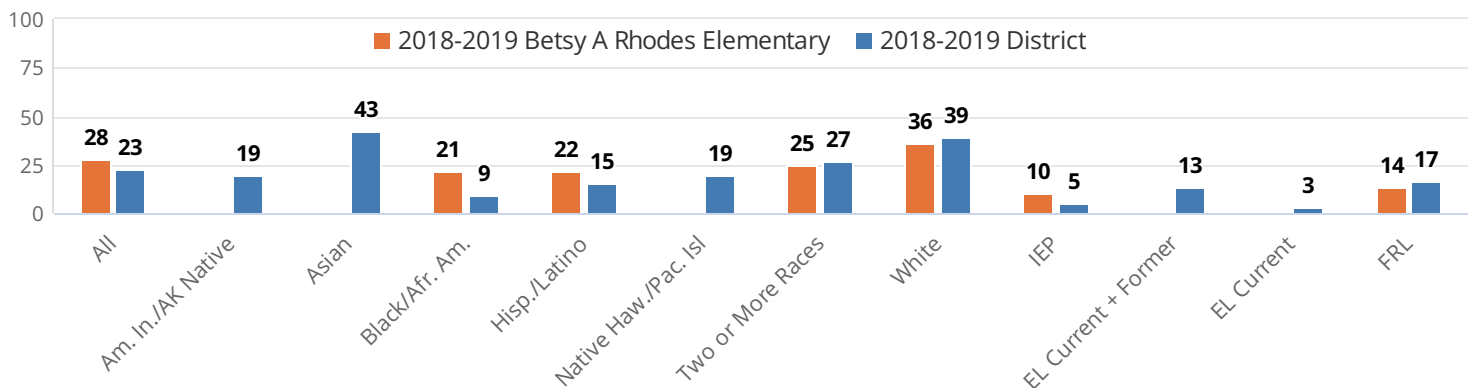
ELA Assessments
% Proficient

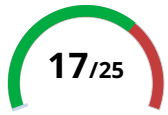


Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	28	22.5	32.5	21.8
American Indian/Alaska Native	-	19.3	-	17.9
Asian	-	42.7	-	41.7
Black/African American	21.3	9.3	0	8.5
Hispanic/Latino	21.6	15.4	13.3	14.6
Pacific Islander	-	19.3	-	19.2
Two or More Races	25	27	47.1	28.4
White/Caucasian	35.7	39	45	37.5
Special Education	10	5.2	26.6	4.9
English Learners Current + Former	-	13.3	-	12.5
English Learners Current	-	2.6	-	1.6
Economically Disadvantaged	13.5	16.8	23	16

Science Assessments
% Proficient





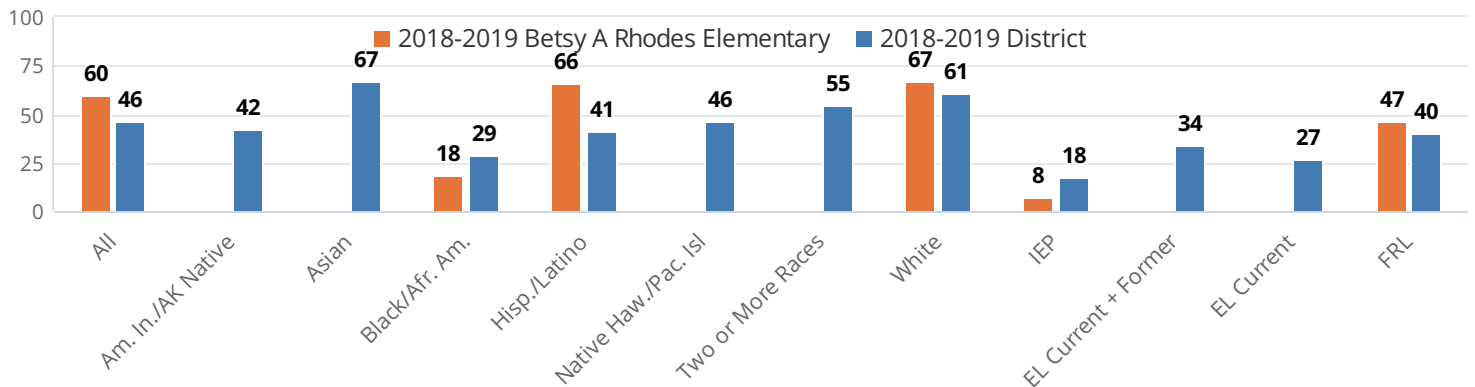
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

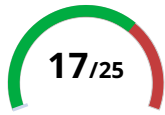
Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	60.3	46.2	68.1	46.6
American Indian/Alaska Native	-	42.1	-	42.4
Asian	-	67	-	67.5
Black/African American	18.1	29.1	-	30.3
Hispanic/Latino	65.5	41.2	55	39.5
Pacific Islander	-	46.2	-	49.5
Two or More Races	-	54.8	80	53.7
White/Caucasian	66.5	61.2	72.9	63.9
Special Education	7.5	17.6	30.7	17.4
English Learners Current + Former	-	34.2	-	30.4
English Learners Current	-	26.8	-	25.4
Economically Disadvantaged	46.7	40.2	60.7	39.5

Read by Grade 3 % Proficient



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40 th Percentile	Student Growth Score
2nd Grade	74	41
1st Grade	80	64
Kindergarten	58.6	51



Academic Achievement

17/25

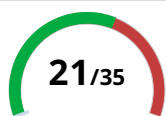
Participation on State Assessments

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	-	-	-	-
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	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

21/35

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: 3/10 ELA MGP Points Earned: 7/10

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	42	49	55	50	49	50	55	51
American Indian/Alaska Native	-	50	-	48	-	46	-	39
Asian	-	59	-	59	-	60	-	61
Black/African American	30	44	63.5	46	33.5	44	53.5	45
Hispanic/Latino	36	48	49	50	43	49	52	51
Pacific Islander	-	53	-	49	-	54	-	51
Two or More Races	55.5	51	60.5	50	56	50	49	51
White/Caucasian	45	53	49.5	52	50	52	59	53
Special Education	25	41	48.5	41	47	42	62	38
English Learners Current + Former	46	49	53	51	50.5	49	61	52
English Learners Current	-	47	-	48	-	47	-	49
Economically Disadvantaged	32.5	48	64	49	43.5	48	58	50

AGP Growth Data

Math AGP Points Earned: 3.5/7.5 ELA AGP Points Earned: 7.5/7.5

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	34.7	38.1	65.2	52.3	43.3	38	61.1	50.6
American Indian/Alaska Native	-	33.5	-	41.3	-	33	-	39.2
Asian	-	61.7	-	70.7	-	60.3	-	70.5
Black/African American	16.6	23	58.2	38.3	20	23.1	55	37.1
Hispanic/Latino	31.8	32.7	65.9	48.2	33.3	32.8	52.9	46.2
Pacific Islander	-	41	-	51.7	-	42.7	-	53.2
Two or More Races	46.3	43.3	78.5	57.7	51.5	41.7	60.6	55.2
White/Caucasian	37.6	51.1	63.7	64.2	50.4	50.2	66.3	61
Special Education	12.5	14.5	50	23.3	29.6	15	44.4	21.6
English Learners Current + Former	23	31.8	61.5	46	20	31.3	80	43.7
English Learners Current	-	21.3	-	33.3	-	22.6	-	33
Economically Disadvantaged	25	33.1	67	48	34	33	55.6	45.8

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



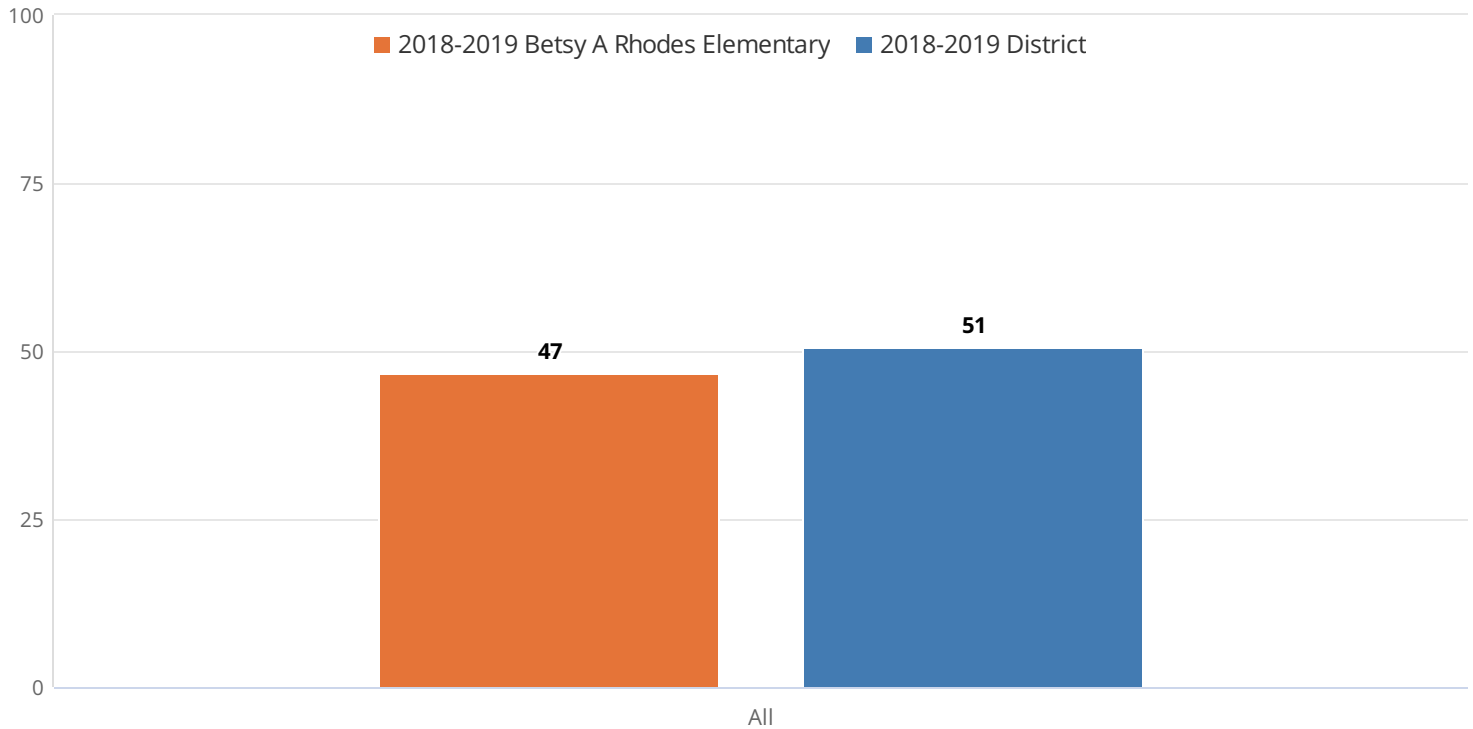
English Language

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 English language 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: 10/6

	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	15	46.6	50.6	13	61.5	48.5

% 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: 2/10 ELA AGP Points Earned: 8/10

Groups	2019		2019		2018		2018	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	19.1	20.3	46.7	34.6	21.5	22.3	44.1	34.7
American Indian/Alaska Native	-	23.3	-	32.6	-	17.5	-	24
Asian	-	33.6	-	46.6	-	35.5	-	46.8
Black/African American	7.5	14.5	36.2	27.3	0	15.1	50	27.6
Hispanic/Latino	15	19.3	52.6	34.3	17.3	21.6	47	34.7
Pacific Islander	-	25.8	-	32.8	-	26.5	-	38
Two or More Races	23.5	23.6	66.5	38.2	31.2	24.3	41.6	35
White/Caucasian	23	27.3	38.7	40.6	25	28.3	40	39.2
Special Education	7	8.1	37.5	17	6.6	10.3	31.5	18
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	15.6	-	29.6	-	18.8	-	31.3
Economically Disadvantaged	15.3	19.1	56.2	33.2	19.1	20.6	45.9	33.3

'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: 8/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	8.9	14.3	10.8	16.3
American Indian/Alaska Native	-	21	-	24.3
Asian	0	6.4	0	7.5
Black/African American	20.5	22.3	10.6	26
Hispanic/Latino	9.3	13.8	15.6	15.2
Pacific Islander	-	19.1	-	20.4
Two or More Races	6.7	14.5	10.5	17.4
White/Caucasian	6.5	11.5	9	13.3
Special Education	11	21.6	15.3	23.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	3.7	11.8	14.2	12.7
Economically Disadvantaged	12.6	16.3	13.1	18.6

Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)

