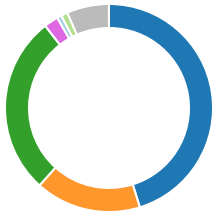


School Level: Elementary School  
 Grade Levels: PK-05  
 District: Clark  
 School Address: 4100 Thom Blvd  
 Las Vegas, NV 89130



School Type: *Regular*  
 School Designation: *CSI*  
 95% Assessment Participation: *Met*



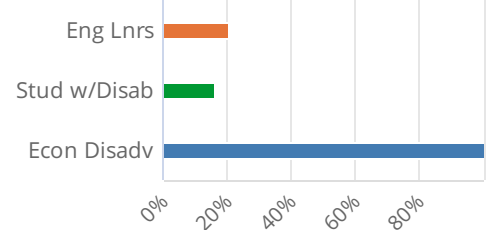
### Student Race/Ethnicity

16.3%	White
27.6%	Bl/Afr Am
44.8%	Hisp/Latino
2.2%	Asian
0.7%	Am Ind/AK Nat
1%	Pac Isl
6.5%	Two or More

### School Performance History

School Year	Index Score/ Star Rating
2017-2018	11.5 ★
2016-2017	42.5 ★★

### Alternative Student Groups



## What does my school rating mean?

**Two-Star school:** Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. 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?

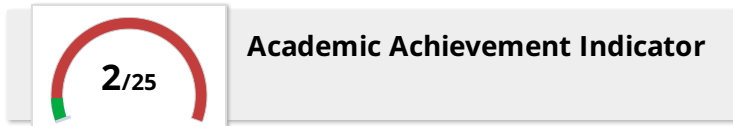
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

## How are star ratings determined based on total index score?

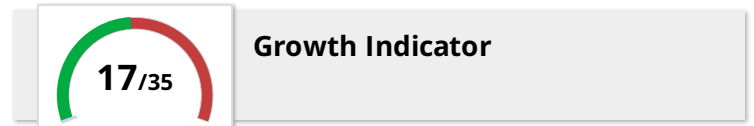
- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

**CSI designation:** This school is one of the lowest performing schools in the state. CSI schools cannot receive more than a two-star rating in the year they are first designated. See the CSI designation report for more information.

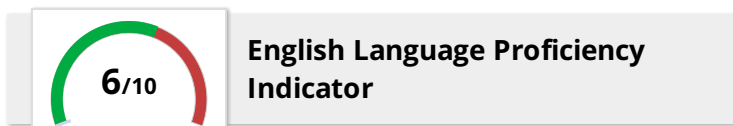
## 2018-2019 School Performance



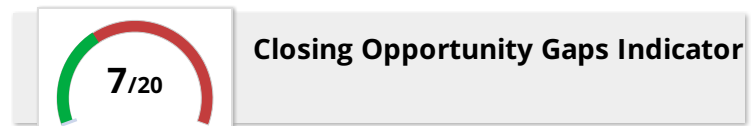
Measure	School Rate	District Rate
Pooled Proficiency	22.5	42.1
Math Proficiency	21	41.8
ELA Proficiency	29.8	49.1
Science Proficiency	10	22.5
Read-by-Grade-3 Proficiency	24.3	46.2



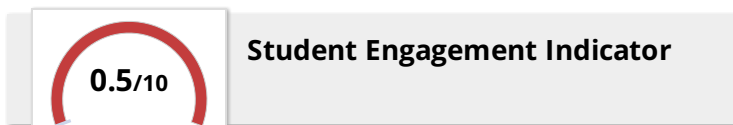
Measure	School Median	District Median
Math MGP	53	49
ELA MGP	57	50
	School Rate	District Rate
Met Math AGP Target	24.1	38.1
Met ELA AGP Target	46.8	52.3



Measure	School Rate	District Rate
Met EL AGP Target	47.6	50.6



Measure	School Rate	District Rate
Prior Non-Proficient Met	16.3	20.3
Math AGP Target		
Prior Non-Proficient Met	38.8	34.6
ELA AGP Target		



Measure	School Rate	District Rate
Chronic Absenteeism	23.1	14.3
Climate Survey Participation	87.5	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.

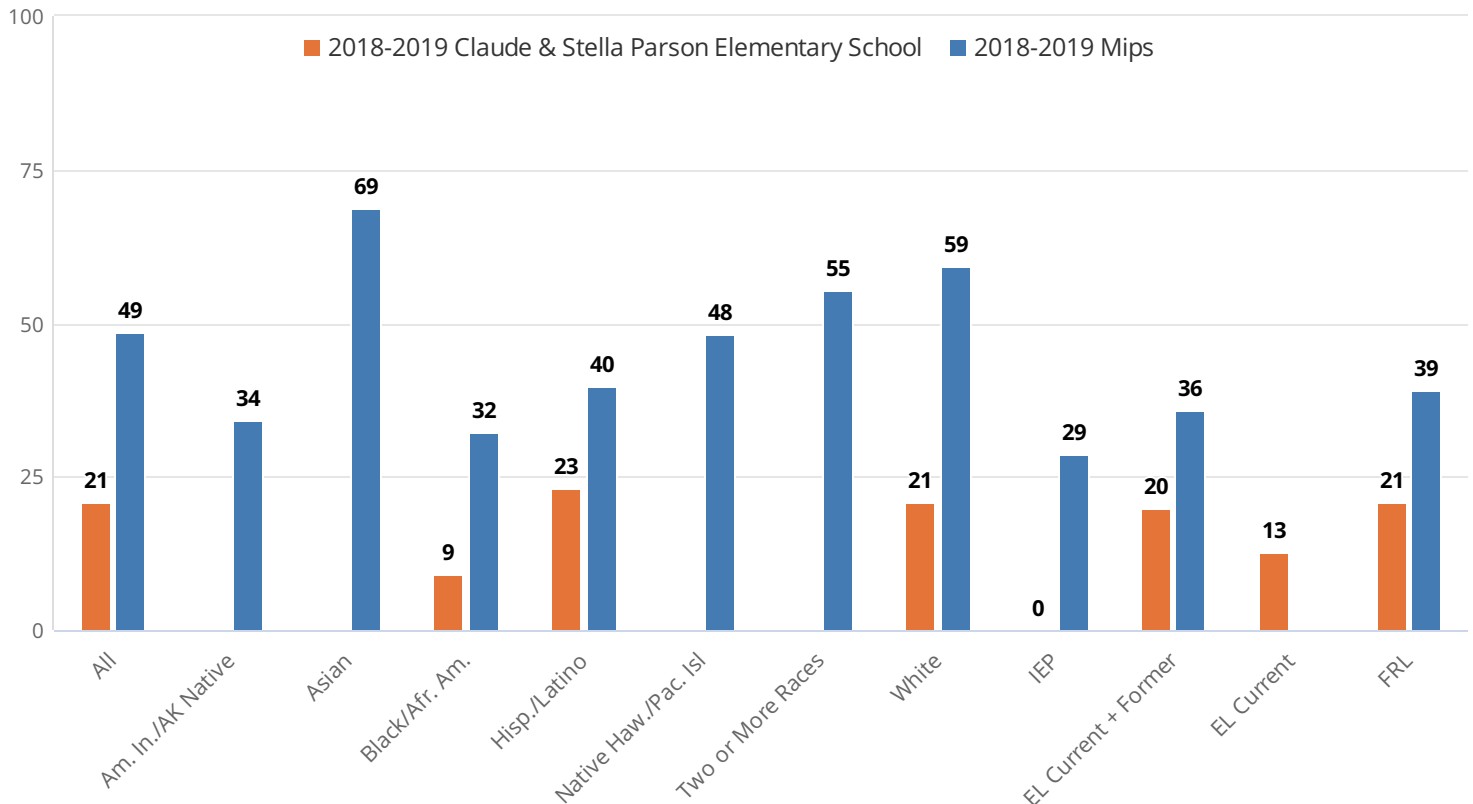
### Pooled Proficiency Points Earned: 1/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	22.5	42.1	23.2	41.9

### Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	21	41.8	48.5	21.8	41.6	45.8
American Indian/Alaska Native	-	31.3	34.3	-	36.5	30.9
Asian	-	67.9	68.8	-	67.7	67.2
Black/African American	9	23	32.3	21.2	23	28.8
Hispanic/Latino	23.1	35.7	39.6	18.7	34.4	36.5
Pacific Islander	-	45.8	48.3	-	44.9	45.6
Two or More Races	-	48.2	55.3	23.5	47.8	52.9
White/Caucasian	21	58.6	59.3	31.7	58.7	57.2
Special Education	0	14.5	28.6	6.9	14.5	24.8
English Learners Current + Former	20	32.7	35.8	21.6	30.3	32.4
English Learners Current	12.8	22.1		12.2	22.2	
Economically Disadvantaged	21	35.6	39	21.8	34.6	35.7

Math Assessments  
% Proficient



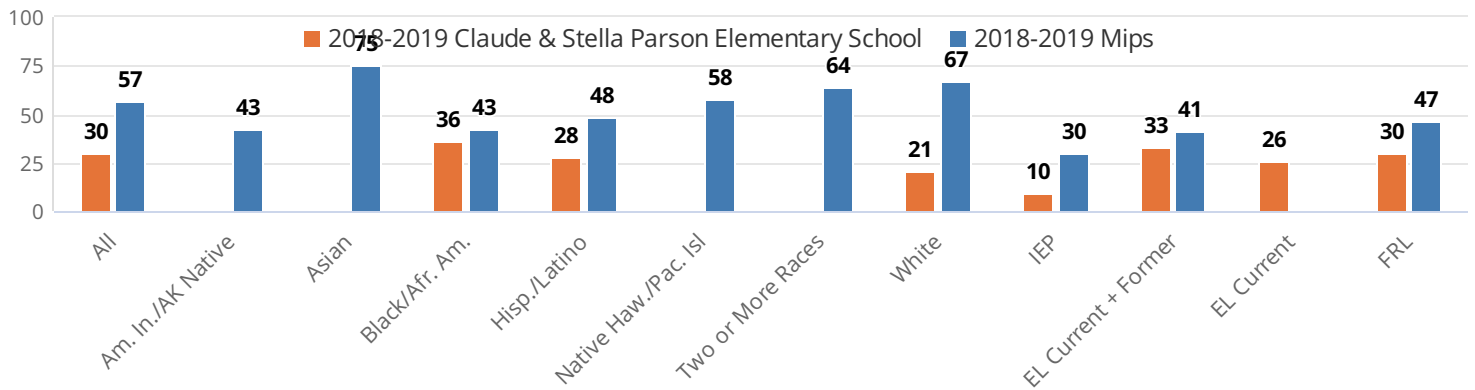


## Academic Achievement

### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	29.8	49.1	57	27.4	49	54.7
American Indian/Alaska Native	-	41.6	42.5	-	42.5	39.5
Asian	-	70	75.4	-	71.5	74.1
Black/African American	36	31.6	42.6	15.1	31.2	39.6
Hispanic/Latino	27.5	43.2	48.2	30.2	41.8	45.5
Pacific Islander	-	50.6	57.9	-	52.6	55.7
Two or More Races	-	56.7	64.4	35.2	57	62.6
White/Caucasian	21	65	67.4	26.1	66.2	65.7
Special Education	9.5	15.1	30	6.9	15.6	26.3
English Learners Current + Former	32.5	38.2	41.4	20	34.6	38.4
English Learners Current	25.6	22.8		8.1	21.8	
Economically Disadvantaged	29.8	42.8	46.8	27.4	42.1	44

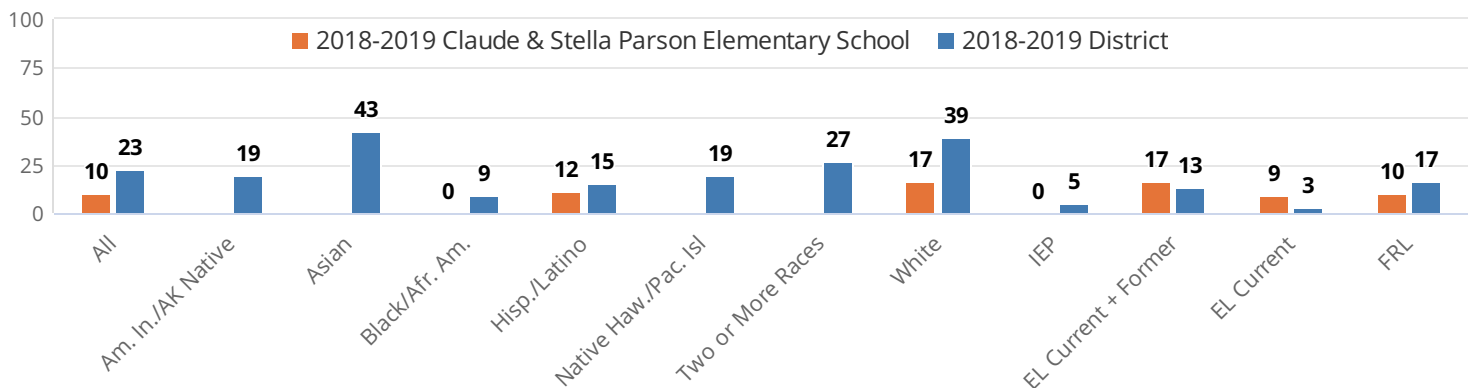
ELA Assessments  
% Proficient



### Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	10	22.5	16	21.8
American Indian/Alaska Native	-	19.3	-	17.9
Asian	-	42.7	-	41.7
Black/African American	0	9.3	0	8.5
Hispanic/Latino	11.6	15.4	19.5	14.6
Pacific Islander	-	19.3	-	19.2
Two or More Races	-	27	-	28.4
White/Caucasian	16.6	39	23	37.5
Special Education	0	5.2	0	4.9
English Learners Current + Former	16.6	13.3	9	12.5
English Learners Current	9	2.6	0	1.6
Economically Disadvantaged	10	16.8	16	16

Science Assessments  
% Proficient





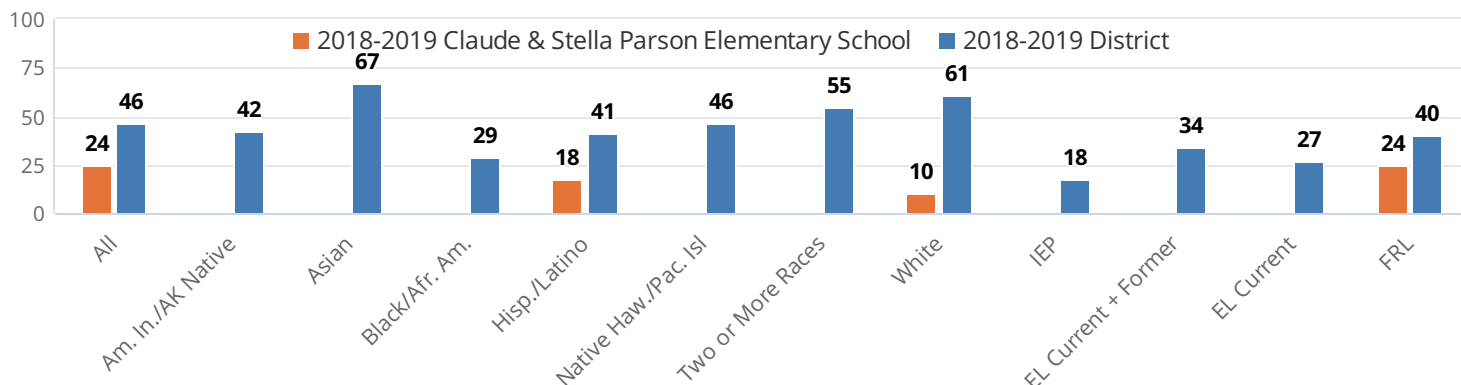
**Academic Achievement**

**Read by Grade 3 Proficient**

**Read by Grade 3 Points Earned: 1/5**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	24.3	46.2	25	46.6
American Indian/Alaska Native	-	42.1	-	42.4
Asian	-	67	-	67.5
Black/African American	-	29.1	-	30.3
Hispanic/Latino	17.6	41.2	30	39.5
Pacific Islander	-	46.2	-	49.5
Two or More Races	-	54.8	-	53.7
White/Caucasian	10	61.2	30	63.9
Special Education	-	17.6	-	17.4
English Learners Current + Former	-	34.2	30	30.4
English Learners Current	-	26.8	-	25.4
Economically Disadvantaged	24.3	40.2	25	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 <sup>th</sup> Percentile	Student Growth Score
2nd Grade	38.3	48
1st Grade	44.4	42
Kindergarten	58	53



**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: 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	90.2%	90.2%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	94.4%	94.4%	>=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. 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: 6/10    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	53	49	57	50	32	50	29	51
American Indian/Alaska Native	-	50	-	48	-	46	-	39
Asian	-	59	-	59	-	60	-	61
Black/African American	70	44	52	46	32	44	39	45
Hispanic/Latino	47	48	66	50	32	49	27	51
Pacific Islander	-	53	-	49	-	54	-	51
Two or More Races	-	51	-	50	16	50	32	51
White/Caucasian	59	53	48	52	40	52	34	53
Special Education	31	41	27.5	41	32	42	25	38
English Learners Current + Former	50	49	74	51	32	49	26	52
English Learners Current	45	47	74.5	48	26	47	22	49
Economically Disadvantaged	53	48	57	49	32	48	29	50

**AGP Growth Data**

**Math AGP Points Earned: 1/7.5    ELA AGP Points Earned: 3/7.5**

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	24.1	38.1	46.8	52.3	19.8	38	29	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	17.3	23	43.3	38.3	21.7	23.1	21.7	37.1
Hispanic/Latino	20.8	32.7	45.7	48.2	18	32.8	26.3	46.2
Pacific Islander	-	41	-	51.7	-	42.7	-	53.2
Two or More Races	-	43.3	-	57.7	9	41.7	27.2	55.2
White/Caucasian	38.7	51.1	52.8	64.2	29	50.2	35.4	61
Special Education	0	14.5	20	23.3	5.2	15	10.5	21.6
English Learners Current + Former	18.1	31.8	54.5	46	22.4	31.3	22.4	43.7
English Learners Current	10	21.3	50	33.3	15.3	22.6	10.2	33
Economically Disadvantaged	24.1	33.1	46.8	48	19.8	33	29	45.8

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



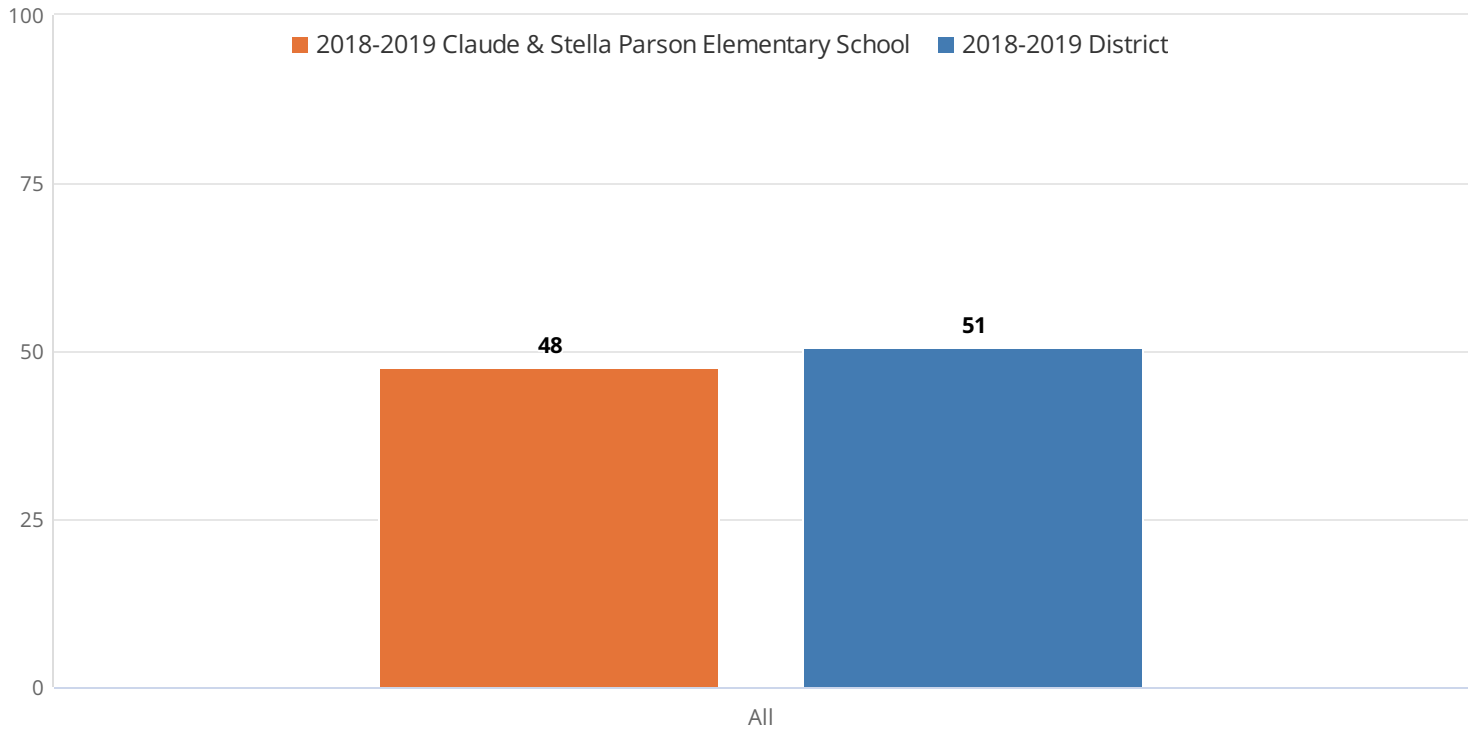
**English Language**

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	63	47.6	50.6	55	21.8	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: 5/10**

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	16.3	20.3	38.8	34.6	9.3	22.3	21.1	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	15	14.5	40	27.3	11.1	15.1	26.6	27.6
Hispanic/Latino	15	19.3	35.1	34.3	8.1	21.6	19.5	34.7
Pacific Islander	-	25.8	-	32.8	-	26.5	-	38
Two or More Races	-	23.6	-	38.2	-	24.3	-	35
White/Caucasian	18.1	27.3	46.1	40.6	13.6	28.3	19	39.2
Special Education	0	8.1	16.6	17	6.6	10.3	7.1	18
English Learners Current + Former	N/A	N/A	N/A	N/A	8.1	N/A	14.7	N/A
English Learners Current	11.5	15.6	42.2	29.6	9	18.8	13.3	31.3
Economically Disadvantaged	16.3	19.1	38.8	33.2	7.6	20.6	17.6	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.

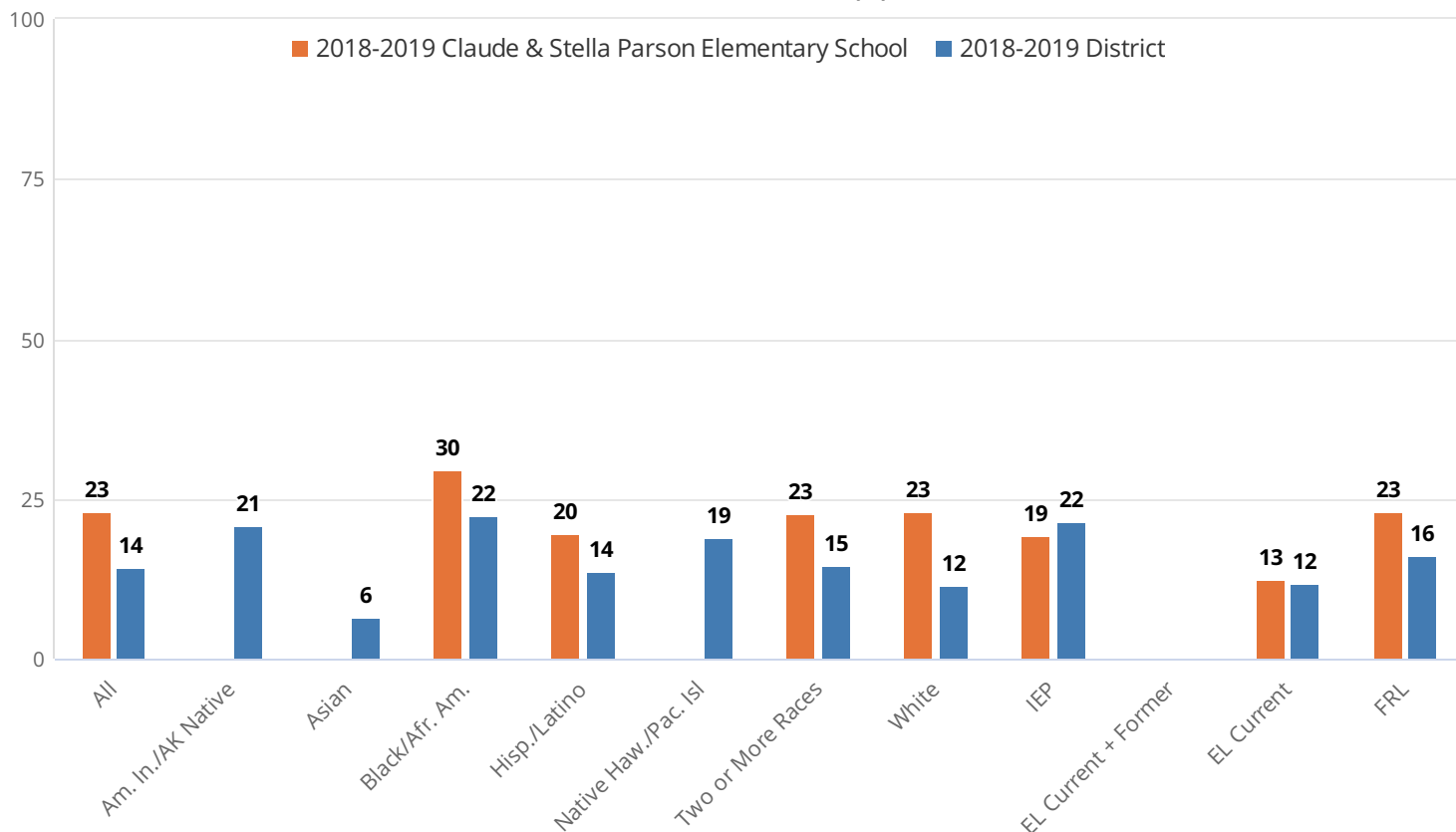
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 0.5/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	23.1	14.3	23.9	16.3
American Indian/Alaska Native	-	21	-	24.3
Asian	-	6.4	-	7.5
Black/African American	29.6	22.3	32.2	26
Hispanic/Latino	19.6	13.8	20.1	15.2
Pacific Islander	-	19.1	-	20.4
Two or More Races	22.6	14.5	20	17.4
White/Caucasian	23.1	11.5	28	13.3
Special Education	19.3	21.6	10.9	23.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	12.5	11.8	13	12.7
Economically Disadvantaged	23.1	16.3	23.9	18.6

**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.

School Designation	NSPF Designation Year	Exit Evaluation
CSI	2017-2018	Summer 2022

**What is a Comprehensive Support and Improvement (CSI) Designation?**

Schools with a CSI designation meet the following criteria:

- Among the lowest-performing rated schools (bottom 5<sup>th</sup> percentile of adjusted NSPF index scores)
- One-star rated school
- High schools with a four-year adjusted cohort graduation rate below 67% (rating not needed) or
- School that did not exit a Targeted Support and Improvement (TSI) and/or Additional Targeted Support and Improvement (ATSI) Designation after a three-year improvement plan.

A school designated as CSI cannot be classified higher than a two-star school in the designation year--the year the school is first designated. A school designated as CSI must work with their LEA to develop a plan to exit the CSI designation within three years. The plan must be approved by NDE. The school is evaluated for exit at the end of this three year period.

**Why did this school receive a CSI Designation?**

<b>CSI Criteria Met in Designation Year</b>	<p><b>Low-Performing School</b></p> <p><b>One-Star School</b></p>
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**What is required for exit from the CSI Designation and how is the school progressing toward exit?**

To exit a CSI designation, a school must achieve a three-star rating and have sustained improvement in index scores over the most recent three years of their identification. CSI schools must also meet both CSI and TSI exit criteria to exit from the CSI designation.

The table below displays the school's progress toward achieving exit from CSI. In "Improvement Year 3", the school must have met the exit criteria outlined above to exit the CSI Designation.

Criteria	Designation Year	Improvement Year 1	Improvement Year 2	Improvement Year 3
Star Rating	1	2	TBD	TBD
Index Score	11.5	32.5	TBD	TBD
TSI Criteria Met	N/A	N/A	N/A	TBD
Graduation Rate	N/A	N/A	N/A	N/A