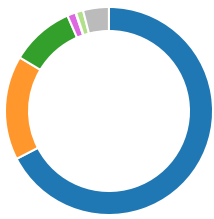


School Level: Elementary School  
 Grade Levels: PK-05  
 District: Clark  
 School Address: 6350 Hyde Ave.  
 Las Vegas, NV 89107



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



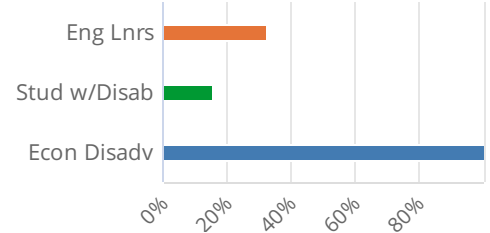
**Student Race/Ethnicity**

- 16.1% White
- 9.8% BI/Afr Am
- 67% Hisp/Latino
- 1.3% Asian
- 0.1% Am Ind/AK Nat
- 1.1% Pac Isl
- 4% Two or More

### School Performance History

School Year	Index Score/Star Rating
2017-2018	41 ★★
2016-2017	28.5 ★★

### 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?

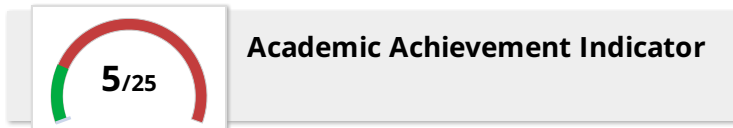
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

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

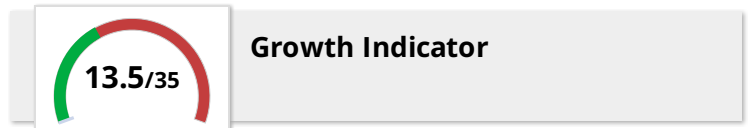
- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★★
- At or above 84 ★★★★★★

**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.

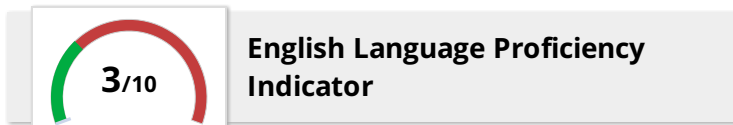
## 2018-2019 School Performance



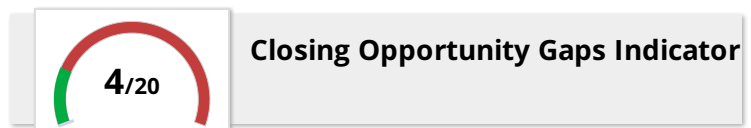
Measure	School Rate	District Rate
Pooled Proficiency	31.8	42.1
Math Proficiency	31.3	41.8
ELA Proficiency	40.2	49.1
Science Proficiency	13	22.5
Read-by-Grade-3 Proficiency	36	46.2



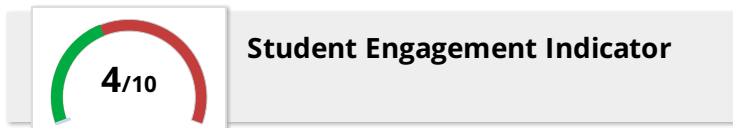
Measure	School Median	District Median
Math MGP	46	49
ELA MGP	48	50
	School Rate	District Rate
Met Math AGP Target	26.6	38.1
Met ELA AGP Target	45.3	52.3



Measure	School Rate	District Rate
Met EL AGP Target	36.8	50.6



Measure	School Rate	District Rate
Prior Non-Proficient Met	14.8	20.3
Math AGP Target		
Prior Non-Proficient Met	32.7	34.6
ELA AGP Target		



Measure	School Rate	District Rate
Chronic Absenteeism	16.3	14.3
Climate Survey Participation	84.9	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.

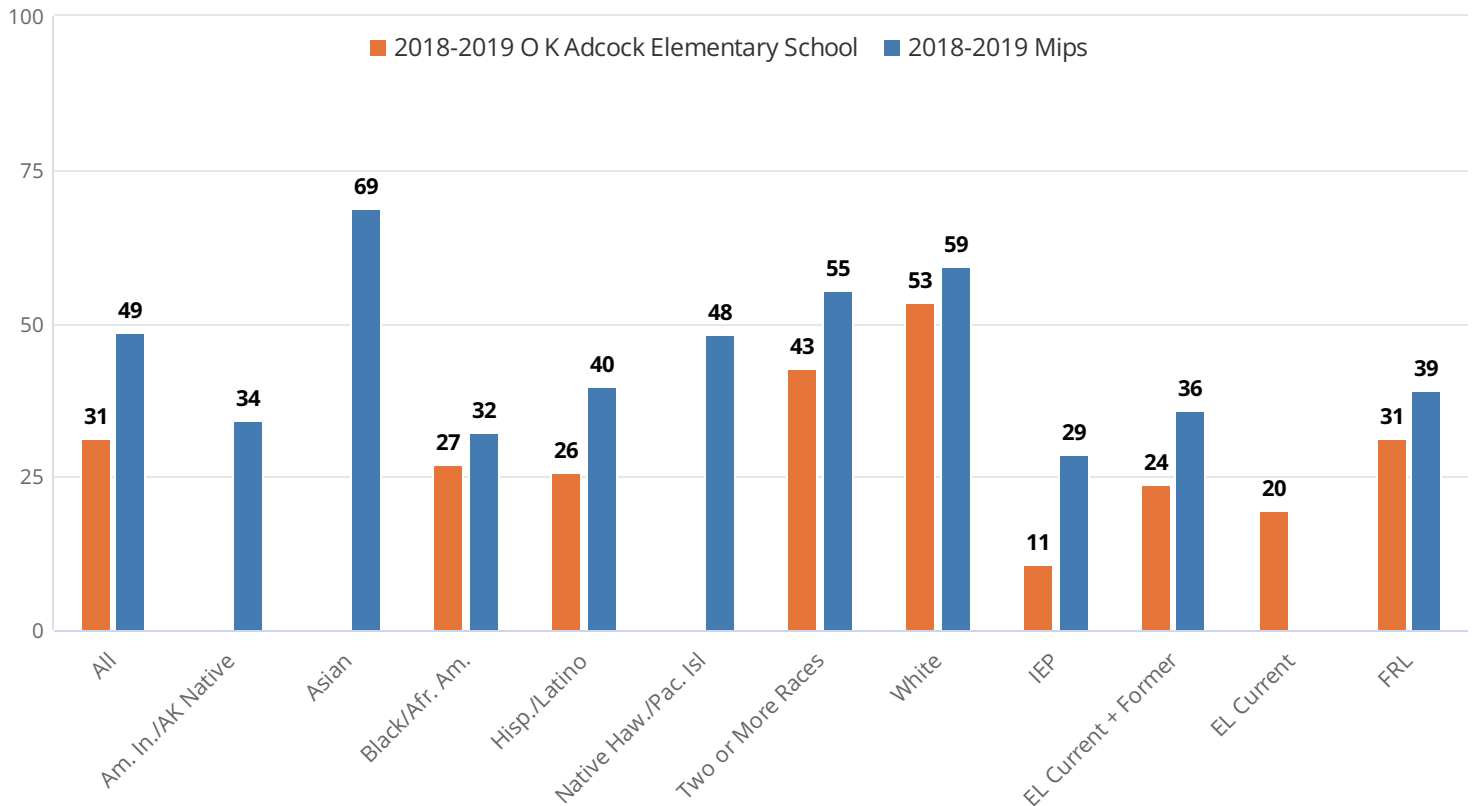
### Pooled Proficiency Points Earned: 3/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	31.8	42.1	36.8	41.9

### Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	31.3	41.8	48.5	34.7	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	27.1	23	32.3	5.2	23	28.8
Hispanic/Latino	25.8	35.7	39.6	27.1	34.4	36.5
Pacific Islander	-	45.8	48.3	-	44.9	45.6
Two or More Races	42.7	48.2	55.3	64.2	47.8	52.9
White/Caucasian	53.3	58.6	59.3	70.4	58.7	57.2
Special Education	10.8	14.5	28.6	6.2	14.5	24.8
English Learners Current + Former	23.8	32.7	35.8	20.4	30.3	32.4
English Learners Current	19.6	22.1		12.5	22.2	
Economically Disadvantaged	31.3	35.6	39	34.7	34.6	35.7

Math Assessments  
% Proficient



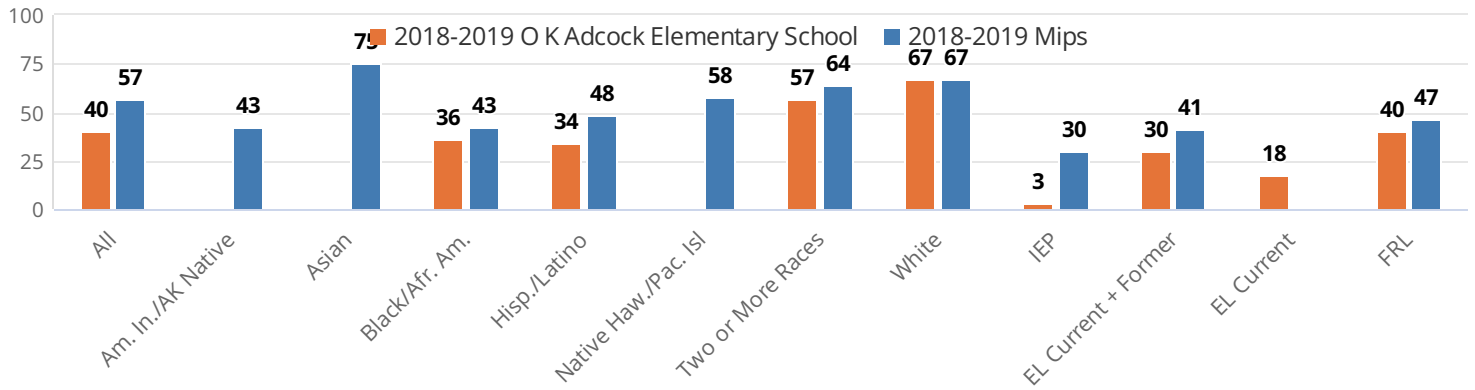


## Academic Achievement

### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.2	49.1	57	46.4	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	36.2	31.6	42.6	15.7	31.2	39.6
Hispanic/Latino	33.6	43.2	48.2	38.5	41.8	45.5
Pacific Islander	-	50.6	57.9	-	52.6	55.7
Two or More Races	57.1	56.7	64.4	85.7	57	62.6
White/Caucasian	66.5	65	67.4	77.2	66.2	65.7
Special Education	2.7	15.1	30	6.2	15.6	26.3
English Learners Current + Former	30.3	38.2	41.4	27.7	34.6	38.4
English Learners Current	17.6	22.8		13.4	21.8	
Economically Disadvantaged	40.2	42.8	46.8	46.4	42.1	44

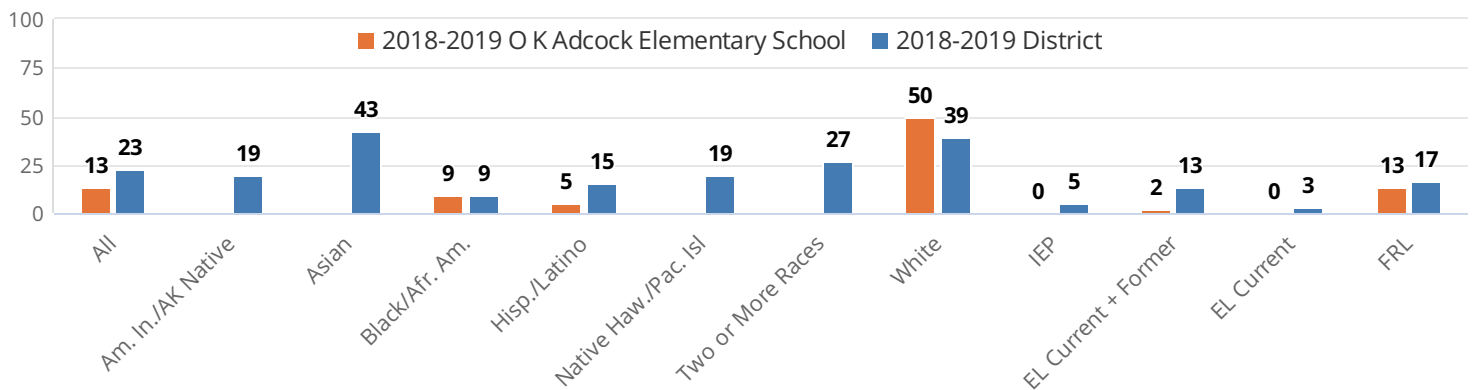
ELA Assessments  
% Proficient



### Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	13	22.5	15.9	21.8
American Indian/Alaska Native	-	19.3	-	17.9
Asian	-	42.7	-	41.7
Black/African American	9	9.3	-	8.5
Hispanic/Latino	4.7	15.4	7.6	14.6
Pacific Islander	-	19.3	-	19.2
Two or More Races	-	27	-	28.4
White/Caucasian	50	39	53.8	37.5
Special Education	0	5.2	0	4.9
English Learners Current + Former	1.7	13.3	10.4	12.5
English Learners Current	0	2.6	0	1.6
Economically Disadvantaged	13	16.8	15.8	16

Science Assessments  
% Proficient





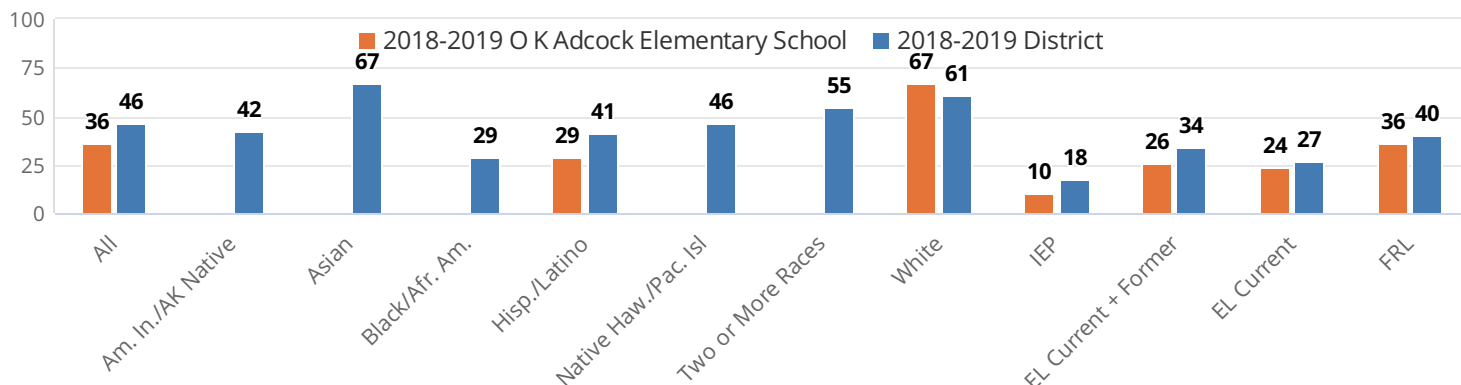
**Academic Achievement**

**Read by Grade 3 Proficient**

**Read by Grade 3 Points Earned: 2/5**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	36	46.2	40.8	46.6
American Indian/Alaska Native	-	42.1	-	42.4
Asian	-	67	-	67.5
Black/African American	-	29.1	-	30.3
Hispanic/Latino	28.8	41.2	28.8	39.5
Pacific Islander	-	46.2	-	49.5
Two or More Races	-	54.8	-	53.7
White/Caucasian	66.5	61.2	84.6	63.9
Special Education	10	17.6	9	17.4
English Learners Current + Former	25.6	34.2	20	30.4
English Learners Current	23.5	26.8	18.1	25.4
Economically Disadvantaged	36	40.2	40.8	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	37	31
1st Grade	54	43
Kindergarten	-	-



**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	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
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. 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: 4/10    ELA MGP Points Earned: 5/10**

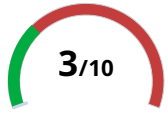
Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	46	49	48	50	48	50	48	51
American Indian/Alaska Native	-	50	-	48	-	46	-	39
Asian	-	59	-	59	-	60	-	61
Black/African American	48	44	48	46	28	44	37	45
Hispanic/Latino	44	48	44	50	47	49	45	51
Pacific Islander	-	53	-	49	-	54	-	51
Two or More Races	-	51	-	50	31	50	53.5	51
White/Caucasian	39	53	61	52	65	52	61	53
Special Education	48	41	34	41	28	42	35	38
English Learners Current + Former	47.5	49	44	51	45	49	42.5	52
English Learners Current	48	47	39	48	44	47	41	49
Economically Disadvantaged	46	48	48	49	48	48	48	50

**AGP Growth Data**

**Math AGP Points Earned: 1.5/7.5    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	26.6	38.1	45.3	52.3	31.8	38	47.5	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	9	23	36.2	38.3	7.6	23.1	30.7	37.1
Hispanic/Latino	22.8	32.7	39	48.2	25.4	32.8	42	46.2
Pacific Islander	-	41	-	51.7	-	42.7	-	53.2
Two or More Races	-	43.3	-	57.7	40	41.7	50	55.2
White/Caucasian	50	51.1	66.5	64.2	64.5	50.2	74.1	61
Special Education	5.2	14.5	10.5	23.3	4.7	15	9.5	21.6
English Learners Current + Former	21.5	31.8	37.5	46	21.5	31.3	39.2	43.7
English Learners Current	15.8	21.3	28.5	33.3	12.6	22.6	26.7	33
Economically Disadvantaged	26.6	33.1	45.3	48	31.8	33	47.5	45.8

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



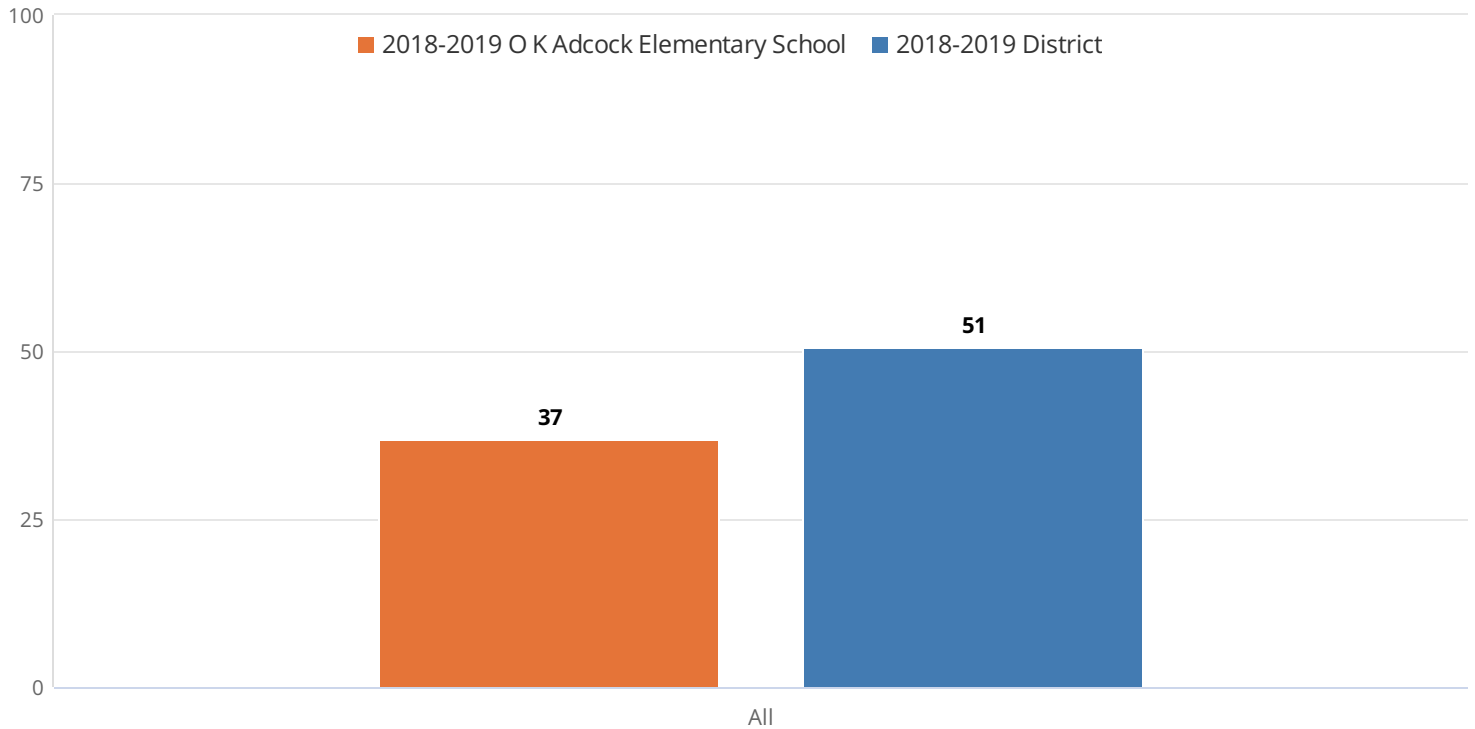
**English Language**

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.

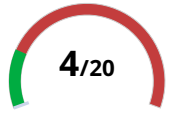
**English Language Points Earned: 10/3**

	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	157	36.8	50.6	151	37	48.5

**% English Learners Meeting AGP on WIDA**



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



**Closing Opportunity Gaps**

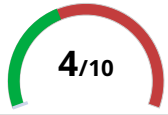
Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need 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: 1/10      ELA AGP Points Earned: 3/10**

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	14.8	20.3	32.7	34.6	19.8	22.3	41.1	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	9	14.5	-	27.3	-	15.1	-	27.6
Hispanic/Latino	12.9	19.3	34.3	34.3	17.5	21.6	38.9	34.7
Pacific Islander	-	25.8	-	32.8	-	26.5	-	38
Two or More Races	-	23.6	-	38.2	-	24.3	-	35
White/Caucasian	40	27.3	40	40.6	36.3	28.3	58.3	39.2
Special Education	5.2	8.1	10.5	17	6.2	10.3	13.3	18
English Learners Current + Former	N/A	N/A	N/A	N/A	15.9	N/A	37.1	N/A
English Learners Current	10.6	15.6	28.3	29.6	10.5	18.8	27.2	31.3
Economically Disadvantaged	14.8	19.1	32.7	33.2	19.1	20.6	40.6	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.

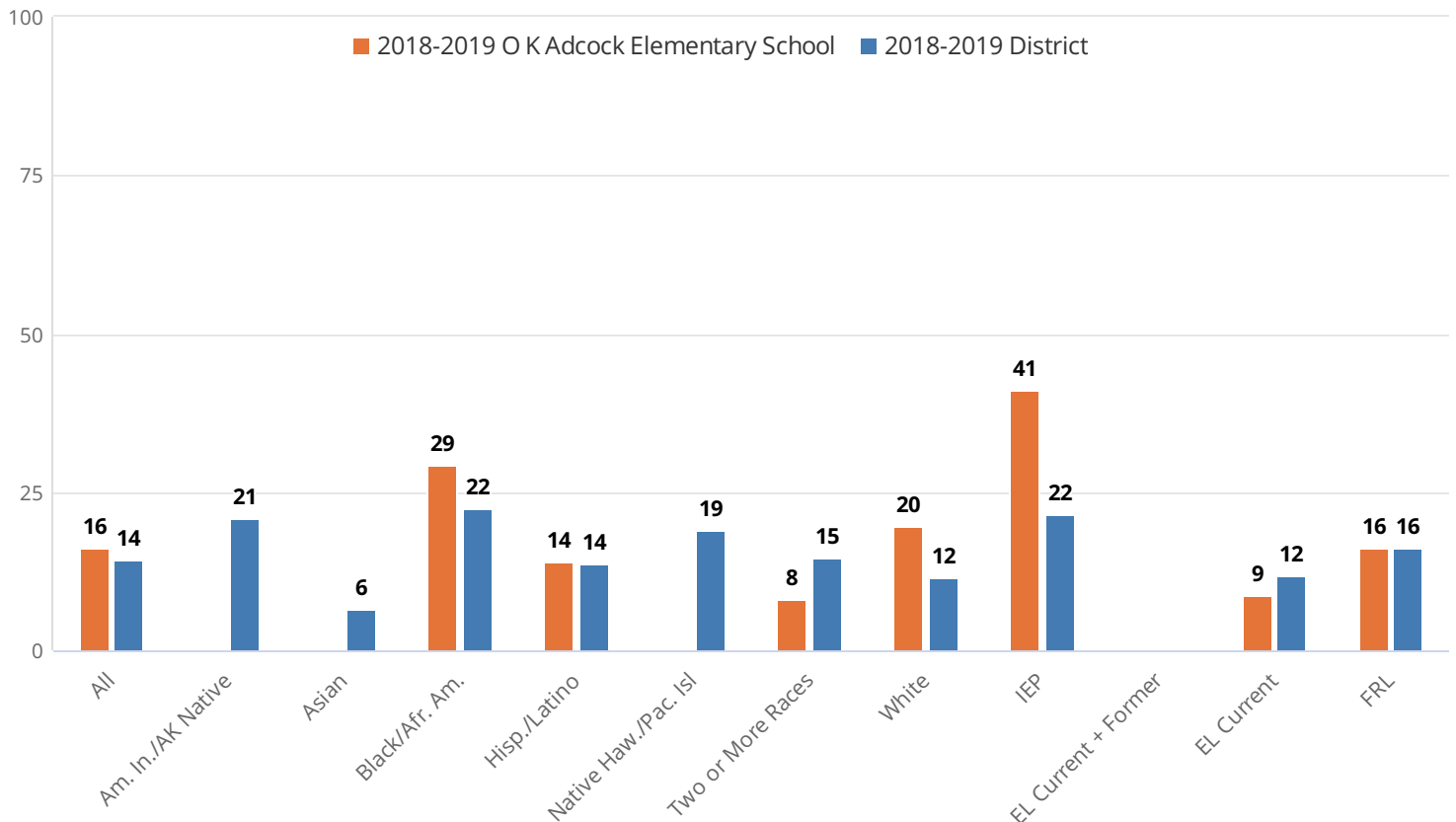
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 4/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	16.3	14.3	17.5	16.3
American Indian/Alaska Native	-	21	-	24.3
Asian	-	6.4	27.2	7.5
Black/African American	29.3	22.3	40.2	26
Hispanic/Latino	14	13.8	12.8	15.2
Pacific Islander	-	19.1	-	20.4
Two or More Races	8	14.5	26.3	17.4
White/Caucasian	19.6	11.5	15.1	13.3
Special Education	41.2	21.6	39.7	23.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	8.8	11.8	11.9	12.7
Economically Disadvantaged	16.3	16.3	17.5	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
TSI/ATSI	2017-2018	Summer 2022

**What is a Targeted Support and Improvement (TSI) / Additional Targeted Support and Improvement (ATSI) Designation?**

Schools with a TSI/ATSI designation meet the following criteria:

- Not designated for Comprehensive Support and Improvement (CSI)
- Designated as TSI, with consistently underperforming subgroups (subgroup with n - size of at least 25 did not meet performance targets two years in a row) within the Academic Achievement Indicator and two or more remaining Indicators, and
- Designated as ATSI, with significant subgroup performance challenges that would, on their own, lead to a CSI designation—where the performance of any one subgroup (n-size of at least 25) on any one Measure is at or below a performance level representative of CSI schools on that measure.

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

**Why did this school receive a TSI/ATSI Designation?**

The table below shows the reason(s) the school received a TSI designation. An "X" marks Indicators/Measures in which the subgroup underperformed two years in a row.

Indicator/Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrnr	Econ Disadv
Academic Achievement											
Math Proficiency					X				X	X	
ELA Proficiency					X				X	X	
Read-By-Grade-3											
Growth											
Math MGP											
ELA MGP											
Math AGP										X	
ELA AGP											
EL Proficiency											
Student Engagement											
Math Opportunity Gaps											
ELA Opportunity Gaps											
Chronic Absenteeism				X			X		X		

The table below shows the reason(s) the school received a TSI designation. An "X" marks Indicators/Measures in which the subgroup did not meet performance levels representative of CSI Schools

Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrn	Econ Disadv
Math Proficiency											
ELA Proficiency									X		
Science Proficiency											
Read-By-Grade-3											
Math MGP											
ELA MGP											
Math AGP											
ELA AGP											
WIDA AGP											
Math Opportunity Gaps											
ELA Opportunity Gaps											
Chronic Absenteeism				X					X		

### What is required for exit from a TSI/ATSI designation, and how is the school progressing toward exit?

To exit a TSI designation, a school must not meet the TSI designation criteria—subgroups not meeting targets in the Academic Achievement Indicator and two or more remaining Indicators—during each of the two years prior to the exit evaluation. Schools that do not meet the requirements for exiting the TSI designation after three years will be designated a Comprehensive Support and Improvement (CSI) school.

The table below shows the school's progress toward achieving exit from TSI. The table displays subgroup data for the current year. An "X" marks Indicators/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 TSI Designation.

Indicator/Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrn	Econ Disadv
Academic Achievement											
Math Proficiency					X				X	X	X
ELA Proficiency					X				X	X	
Read-By-Grade-3											
Growth											
Math MGP											
ELA MGP											
Math AGP										X	
ELA AGP											
EL Proficiency											
Student Engagement											
Math Opportunity Gaps											
ELA Opportunity Gaps											
Chronic Absenteeism				X					X		

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	X	
Science Proficiency					X					X	
Read-By-Grade-3											
Math MGP											
ELA MGP											
Math AGP					X					X	
ELA AGP											
Math Opportunity Gaps					X						X
ELA Opportunity Gaps											
Chronic Absenteeism				X					X		

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.