

School Level:Elementary School

Grade Levels:PK-05

District:Clark

School Address:9850 Copper Edge Rd
Las Vegas, NV 89148

65.5
Total Index Score

School Type:Regular

School Designation:No Designation

95% Assessment Participation:Met

| | |
|-------|---------------|
| 24.5% | White |
| 15.7% | Bl/Afr Am |
| 29.9% | Hisp/Latino |
| 13.5% | Asian |
| 0.0% | Am Ind/AK Nat |
| 2.4% | Pac Isl |
| 13.7% | Two or More |

School Performance History

| School Year | Index Score/Star Rating |
|-------------|-------------------------|
| 2021-2022 | 58.5 NR |
| 2020-2021 | 64.0 ★★ |

Additional Student Groups

| | |
|--------------|-----|
| Eng Lnrs | 10% |
| Stud w/Disab | 15% |
| Econ Disadv | 85% |

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 | ★★★★★ |

2022-2023 School Performance

16/25

Academic Achievement Indicator

| Measure | School Rate | District Rate |
|-----------------------------|-------------|---------------|
| Pooled Proficiency | 49.3 | 34.1 |
| Math Proficiency | 49.8 | 33.6 |
| ELA Proficiency | 53.8 | 40.6 |
| Science Proficiency | 33.3 | 16.7 |
| Read-by-Grade-3 Proficiency | 51.7 | 39.8 |

31/35

Growth Indicator

| Measure | School Median | District Median |
|----------|---------------|-----------------|
| Math MGP | 71.0 | 51.0 |
| ELA MGP | 57.0 | 50.0 |

| | School Rate | District Rate |
|---------------------|-------------|---------------|
| Met Math AGP Target | 60.0 | 36.9 |
| Met ELA AGP Target | 59.4 | 42.8 |

1/10

English Language Proficiency Indicator

| Measure | School Rate | District Rate |
|-------------------|-------------|---------------|
| Met EL AGP Target | 27.0 | 34.9 |

**1.5/10

Student Engagement Indicator

| Measure | School Rate | District Rate |
|------------------------------|-------------|---------------|
| Chronic Absenteeism | 23.6 | 31.8 |
| Climate Survey Participation | >95 | N/A |

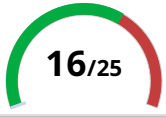
16/20

Closing Opportunity Gaps Indicator

| Measure | School Rate | District Rate |
|------------------------------------------|-------------|---------------|
| Prior Non-Proficient Met Math AGP Target | 47.0 | 23.5 |
| Prior Non-Proficient Met ELA AGP Target | 40.7 | 29.1 |

** 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.

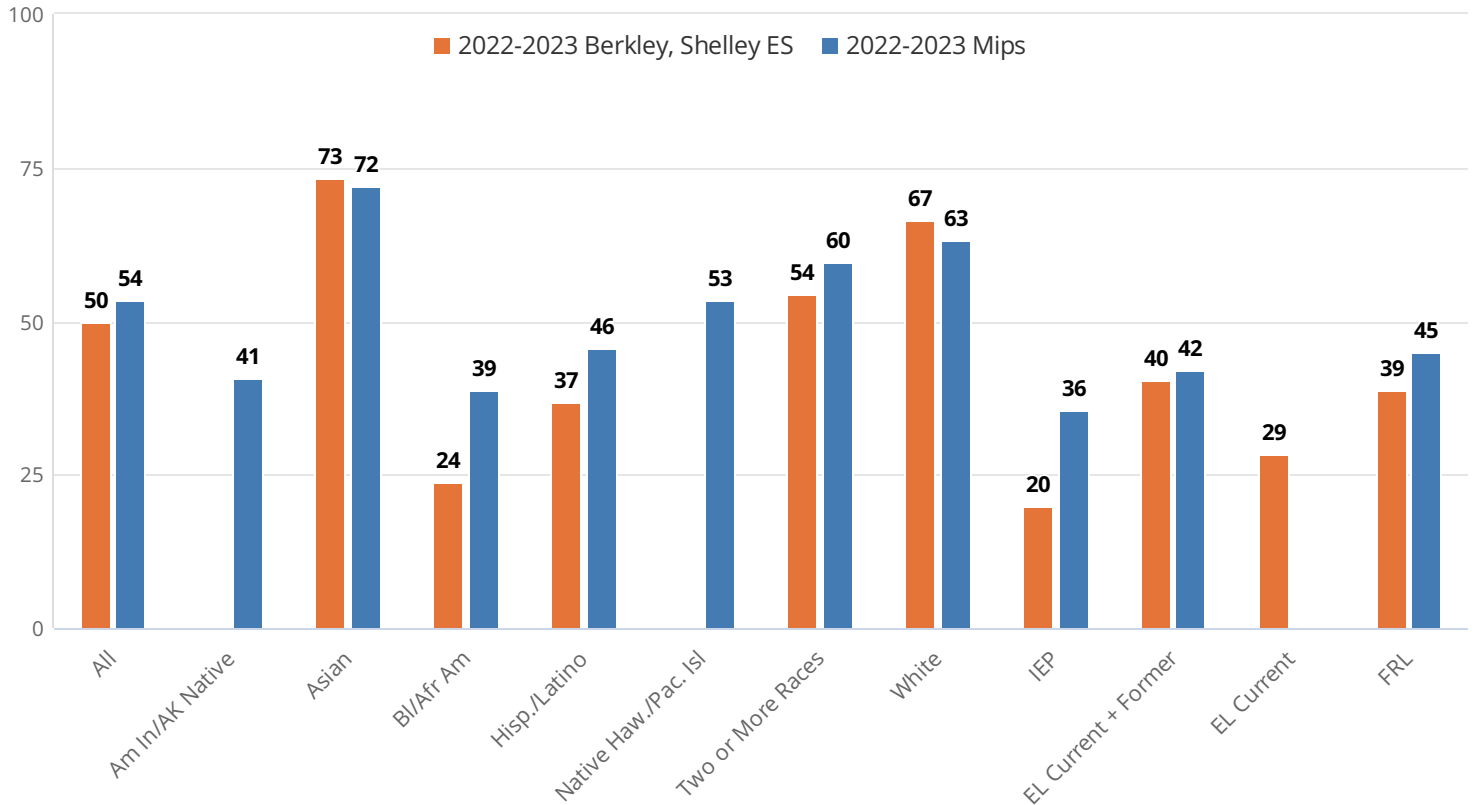
Pooled Proficiency Points Earned: 12/20

| | 2023 % | 2023 % District | 2022 % | 2022 % District |
|--------------------|--------|-----------------|--------|-----------------|
| Pooled Proficiency | 49.3 | 34.1 | 38.7 | 33.5 |

Math Proficient

| Groups | 2023 % | 2023 % District | 2023 % MIP | 2022 % | 2022 % District | 2022 % MIP |
|-----------------------------------|--------|-----------------|------------|--------|-----------------|------------|
| All Students | 49.8 | 33.6 | 53.5 | 36.8 | 31.4 | 51.1 |
| American Indian/Alaska Native | - | 23.5 | 40.7 | - | 22.3 | 37.6 |
| Asian | 73.4 | 61.8 | 71.9 | 65.0 | 57.4 | 70.4 |
| Black/African American | 23.9 | 17.5 | 38.9 | 20.0 | 16.0 | 35.7 |
| Hispanic/Latino | 36.8 | 26.1 | 45.5 | 25.5 | 24.1 | 42.7 |
| Pacific Islander | - | 33.9 | 53.4 | - | 29.8 | 50.9 |
| Two or More Races | 54.3 | 42.4 | 59.6 | 41.0 | 39.3 | 57.5 |
| White/Caucasian | 66.6 | 51.6 | 63.3 | 44.4 | 50.0 | 61.3 |
| Special Education | 20.0 | 13.9 | 35.5 | 11.5 | 12.8 | 32.1 |
| English Learners Current + Former | 40.4 | 23.8 | 42 | 40.9 | 21.2 | 39 |
| English Learners Current | 28.5 | 16.5 | | 25.0 | 14.2 | |
| Economically Disadvantaged | 38.8 | 23.4 | 44.9 | 23.8 | 20.9 | 42 |

Math Assessments % Proficient



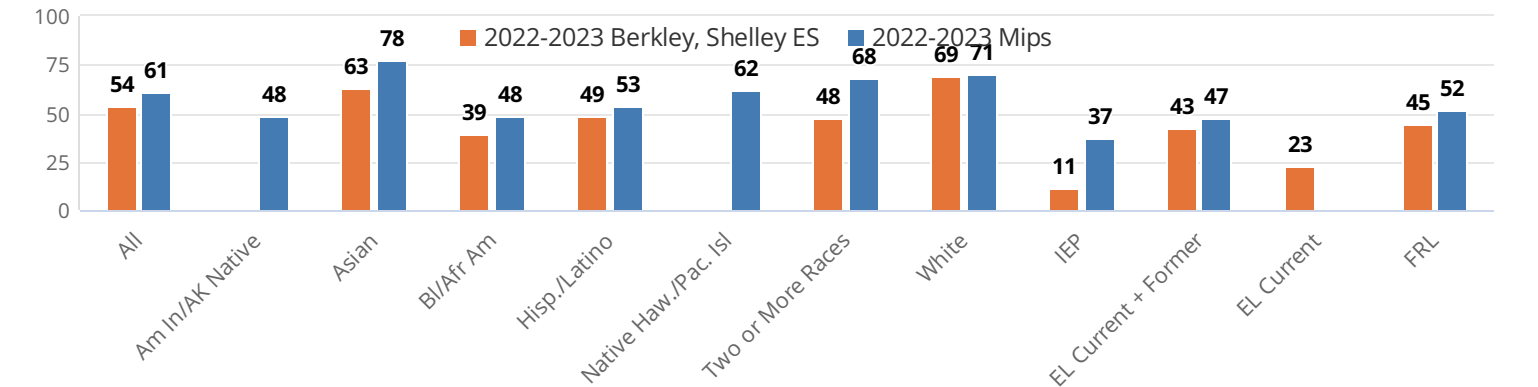
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Academic Achievement

ELA Proficient

| Groups | 2023 % | 2023 % District | 2023 % MIP | 2022 % | 2022 % District | 2022 % MIP |
|-----------------------------------|--------|-----------------|------------|--------|-----------------|------------|
| All Students | 53.8 | 40.6 | 61.2 | 47.2 | 41.1 | 59.2 |
| American Indian/Alaska Native | - | 33.1 | 48.1 | - | 31.1 | 45.4 |
| Asian | 63.2 | 64.2 | 77.8 | 65.0 | 64.1 | 76.7 |
| Black/African American | 39.1 | 25.7 | 48.2 | 30.0 | 25.4 | 45.4 |
| Hispanic/Latino | 48.5 | 33.7 | 53.2 | 41.4 | 34.8 | 50.8 |
| Pacific Islander | - | 39.8 | 62 | - | 38.6 | 60 |
| Two or More Races | 47.8 | 50.4 | 67.9 | 41.0 | 50.4 | 66.2 |
| White/Caucasian | 69.4 | 57.4 | 70.6 | 60.4 | 58.0 | 69 |
| Special Education | 11.4 | 14.9 | 36.8 | 19.2 | 14.5 | 33.5 |
| English Learners Current + Former | 42.5 | 27.9 | 47.2 | 38.0 | 28.6 | 44.4 |
| English Learners Current | 22.8 | 17.8 | | 20.8 | 17.9 | |
| Economically Disadvantaged | 44.6 | 30.2 | 51.9 | 31.7 | 30.0 | 49.4 |

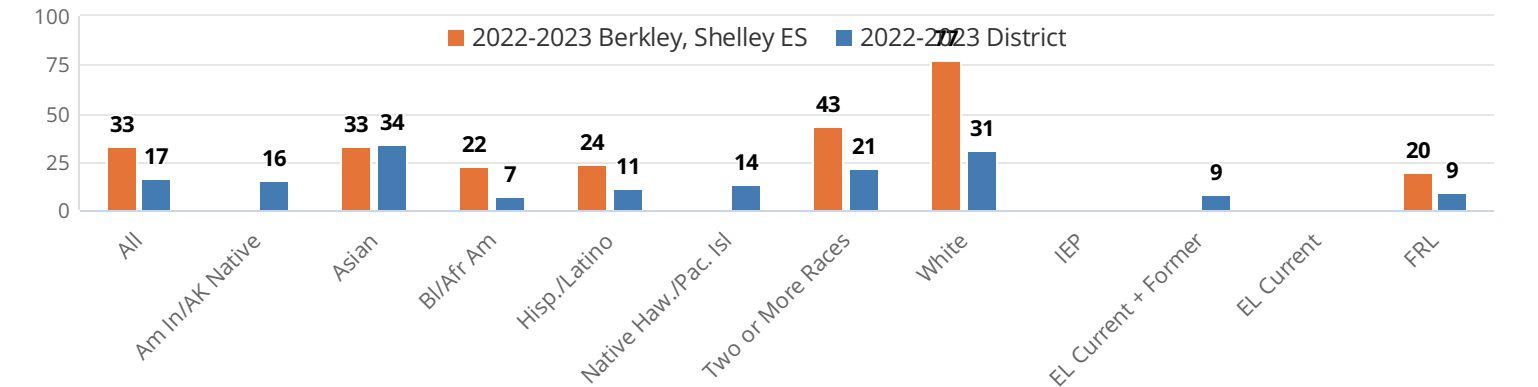
ELA Assessments
% Proficient



Science Proficient

| Groups | 2023 % | 2023 % District | 2022 % | 2022 % District |
|-----------------------------------|--------|-----------------|--------|-----------------|
| All Students | 33.3 | 16.7 | 19.2 | 17.3 |
| American Indian/Alaska Native | - | 15.7 | - | 12.8 |
| Asian | 33.3 | 34.0 | 25.0 | 33.6 |
| Black/African American | 22.2 | 7.0 | <5 | 6.6 |
| Hispanic/Latino | 23.6 | 11.0 | 22.7 | 11.5 |
| Pacific Islander | - | 13.9 | - | 10.1 |
| Two or More Races | 42.8 | 21.4 | 15.3 | 24.1 |
| White/Caucasian | 76.9 | 31.2 | 26.6 | 32.6 |
| Special Education | - | <5 | <5 | 5.1 |
| English Learners Current + Former | - | 8.5 | 15.3 | 9.2 |
| English Learners Current | - | <5 | - | <5 |
| Economically Disadvantaged | 20.0 | 9.4 | 11.6 | 9.3 |

Science Assessments
% Proficient

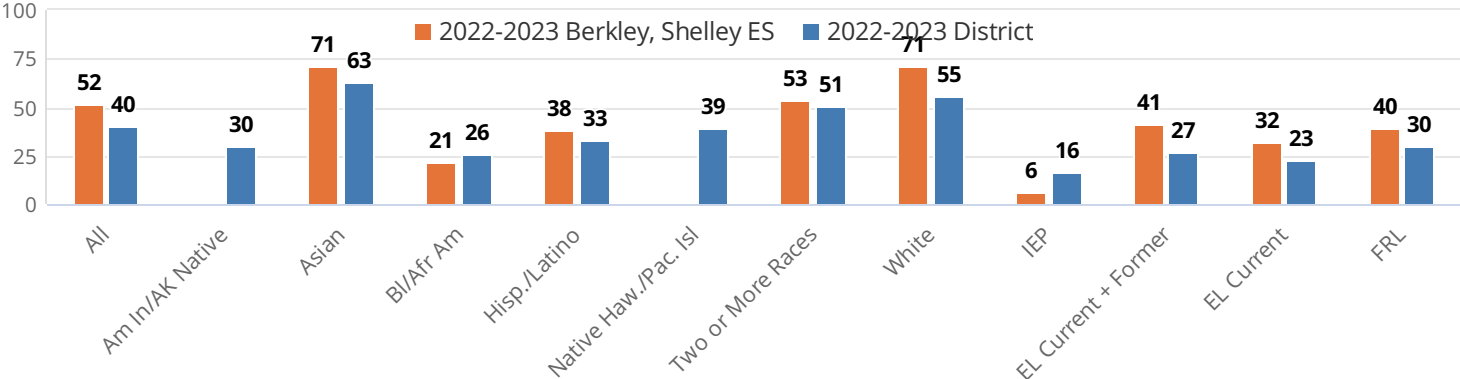



16/25

Academic Achievement

| Read by Grade 3 Proficient | | | Read by Grade 3 Points Earned: 4/5 | |
|-----------------------------------|--------|-----------------|------------------------------------|-----------------|
| Groups | 2023 % | 2023 % District | 2022 % | 2022 % District |
| All Students | 51.7 | 39.8 | 41.6 | 39.5 |
| American Indian/Alaska Native | - | 30.0 | - | 23.1 |
| Asian | 71.4 | 63.0 | 64.2 | 62.9 |
| Black/African American | 21.4 | 25.5 | 28.5 | 24.0 |
| Hispanic/Latino | 38.2 | 32.5 | 29.0 | 32.3 |
| Pacific Islander | - | 39.3 | - | 40.2 |
| Two or More Races | 53.3 | 50.6 | 25.0 | 49.8 |
| White/Caucasian | 71.4 | 55.3 | 57.5 | 56.7 |
| Special Education | 6.2 | 16.4 | 10.0 | 16.7 |
| English Learners Current + Former | 40.9 | 27.3 | 43.7 | 26.5 |
| English Learners Current | 31.5 | 23.0 | 33.3 | 21.5 |
| Economically Disadvantaged | 39.6 | 29.7 | 26.6 | 28.7 |

Read by Grade 3
% Proficient





Academic Achievement

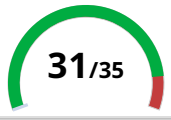
Participation on State Assessments

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 | 2023 % Math | 2023 % ELA | 2022 % Math | 2022 % ELA |
|-----------------------------------|-------------|------------|-------------|------------|
| All Students | >=95% | >=95% | >=95% | >=95% |
| American Indian/Alaska Native | - | - | - | - |
| Asian | >=95% | >=95% | >=95% | >=95% |
| 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 | >=95% | >=95% | N/A | N/A |
| 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: 10/10

ELA MGP Points Earned: 7/10

| 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 | 71.0 | 51.0 | 57.0 | 50.0 | 54.5 | 55.0 | 57.0 | 52.0 |
| American Indian/Alaska Native | - | 55.0 | - | 46.0 | - | 56.5 | - | 54.0 |
| Asian | 70.0 | 62.0 | 66.0 | 60.0 | 46.0 | 63.0 | 43.5 | 61.0 |
| Black/African American | 57.0 | 46.0 | 46.0 | 45.0 | 45.0 | 48.0 | 59.0 | 45.0 |
| Hispanic/Latino | 74.0 | 50.0 | 57.0 | 49.0 | 51.0 | 53.0 | 51.0 | 52.0 |
| Pacific Islander | - | 50.0 | - | 50.0 | - | 52.0 | - | 51.0 |
| Two or More Races | 70.0 | 53.0 | 50.0 | 51.0 | 79.0 | 56.0 | 61.0 | 54.0 |
| White/Caucasian | 75.0 | 55.0 | 62.0 | 54.0 | 76.0 | 60.0 | 65.0 | 56.0 |
| Special Education | 80.5 | 43.0 | 52.5 | 40.0 | - | 42.0 | - | 38.0 |
| English Learners Current + Former | 60.0 | 51.0 | 50.5 | 50.0 | 75.5 | 53.0 | 72.0 | 52.0 |
| English Learners Current | 68.0 | 49.0 | 49.0 | 47.0 | - | 51.0 | - | 49.0 |
| Economically Disadvantaged | 69.0 | 49.0 | 54.0 | 48.0 | 60.0 | 51.0 | 57.0 | 49.0 |


AGP Growth Data

Math AGP Points Earned: 7.5/7.5

ELA AGP Points Earned: 6.5/7.5

| 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 | 60.0 | 36.9 | 59.4 | 42.8 | 55.4 | 45.7 | 58.1 | 55.1 |
| American Indian/Alaska Native | - | 33.3 | - | 36.5 | - | 34.6 | - | 53.8 |
| Asian | 69.5 | 58.9 | 73.9 | 63.5 | 50.0 | 63.3 | 62.5 | 69.8 |
| Black/African American | 45.1 | 23.1 | 35.4 | 31.5 | 36.8 | 32.7 | 47.3 | 43.1 |
| Hispanic/Latino | 53.8 | 31.7 | 60.0 | 37.8 | 52.5 | 41.0 | 51.2 | 52.1 |
| Pacific Islander | - | 36.3 | - | 43.7 | - | 42.6 | - | 53.5 |
| Two or More Races | 62.0 | 43.2 | 58.6 | 48.1 | 73.3 | 51.4 | 73.3 | 59.7 |
| White/Caucasian | 69.7 | 51.0 | 67.4 | 55.2 | 65.7 | 58.2 | 65.7 | 64.2 |
| Special Education | 55.5 | 17.7 | 44.4 | 21.7 | - | 24.5 | - | 31.8 |
| English Learners Current + Former | 45.4 | 30.7 | 45.4 | 35.0 | 90.0 | 38.7 | 70.0 | 50.1 |
| English Learners Current | 30.7 | 22.8 | 30.7 | 26.2 | - | 31.5 | - | 42.9 |
| Economically Disadvantaged | 56.7 | 29.0 | 48.1 | 35.4 | 48.9 | 37.3 | 55.1 | 48.2 |

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

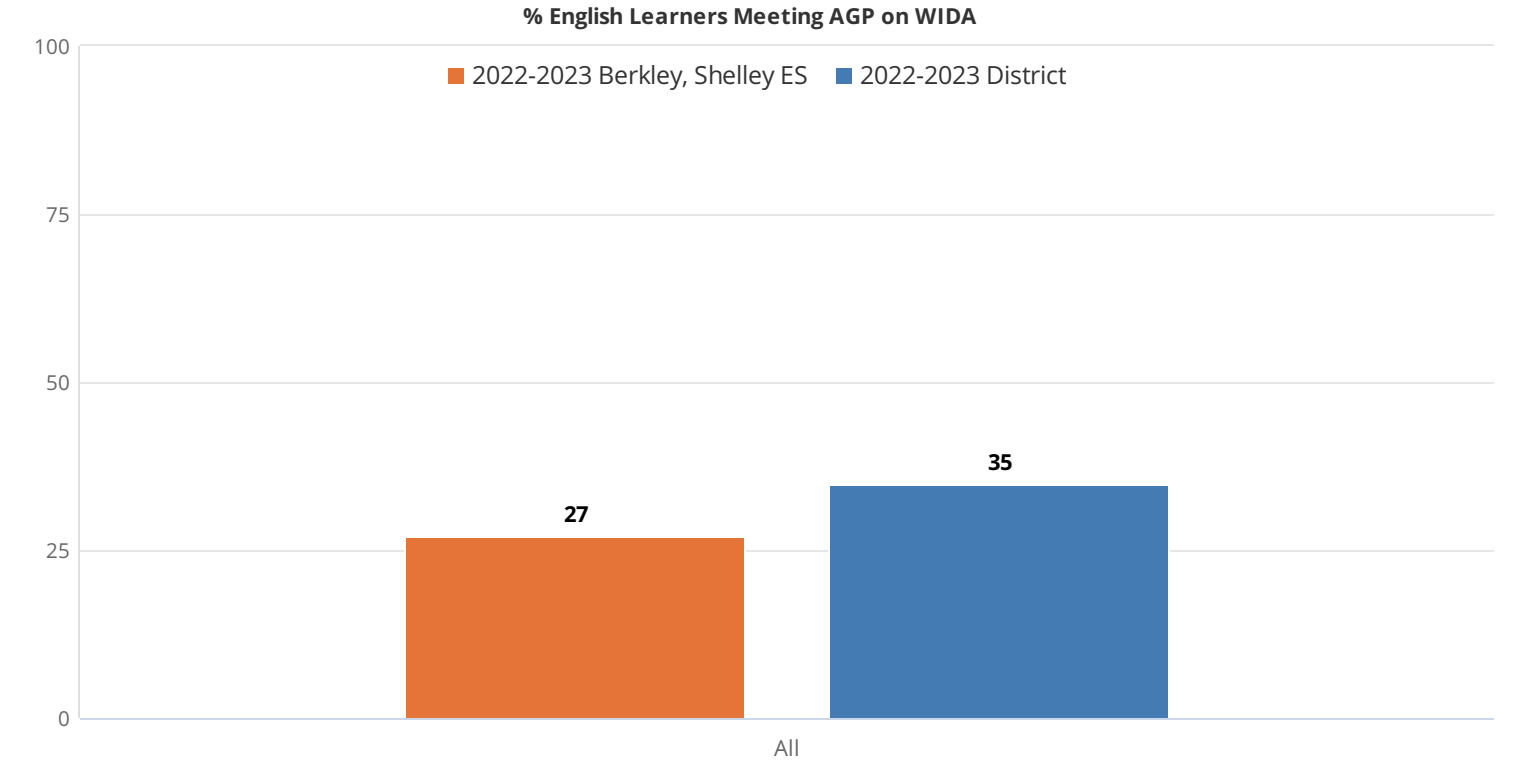


English Language


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: 1/10

| | 2023 number of ELs With AGP | 2023 % of EL Meeting AGP | 2023 % District | 2022 number of ELs With AGP | 2022 % of EL Meeting AGP | 2022 % District |
|------|-----------------------------|--------------------------|-----------------|-----------------------------|--------------------------|-----------------|
| | Target | AGP | | Target | AGP | |
| ELPA | 48 | 27.0 | 34.9 | 46 | 45.6 | 33.2 |



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.

| Groups | Math AGP Points Earned: 10/10 | | | | ELA AGP Points Earned: 6/10 | | | |
|-----------------------------------|-------------------------------|--------------------|----------------------|-------------------|-----------------------------|--------------------|----------------------|-------------------|
| | 2023 | 2023 | 2023 | 2023 | 2022 | 2022 | 2022 | 2022 |
| | % Meeting AGP Math | % District Math | % Meeting AGP ELA | % District ELA | % Meeting AGP Math | % District Math | % Meeting AGP ELA | % District ELA |
| All Students | 47.0 | 23.5 | 40.7 | 29.1 | 41.9 | 37.9 | 43.9 | 47.6 |
| American Indian/Alaska Native | - | 20.0 | - | 24.0 | - | 33.3 | - | 52.4 |
| Asian | 60.0 | 36.9 | 58.3 | 44.0 | - | 50.3 | - | 59.2 |
| Black/African American | 31.8 | 16.7 | 19.0 | 23.6 | 20.0 | 29.1 | 30.7 | 38.2 |
| Hispanic/Latino | 48.0 | 22.7 | 41.6 | 27.8 | 43.3 | 36.0 | 43.4 | 47.2 |
| Pacific Islander | - | 26.6 | - | 31.4 | - | 35.8 | - | 49.0 |
| Two or More Races | 35.7 | 25.9 | 47.0 | 32.3 | - | 42.6 | - | 51.5 |
| White/Caucasian | 52.6 | 30.7 | 38.4 | 36.2 | 55.5 | 47.6 | 53.8 | 53.7 |
| Special Education | 50.0 | 11.2 | 41.1 | 15.4 | - | 20.6 | - | 27.6 |
| English Learners Current + Former | 25.0 | 22.1 | 30.7 | 26.3 | N/A | N/A | N/A | N/A |
| English Learners Current | 27.2 | 19.1 | 25.0 | 23.8 | - | 29.9 | - | 42.0 |
| Economically Disadvantaged | 45.7 | 20.6 | 36.5 | 26.5 | 36.8 | 33.3 | 40.0 | 43.5 |

'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

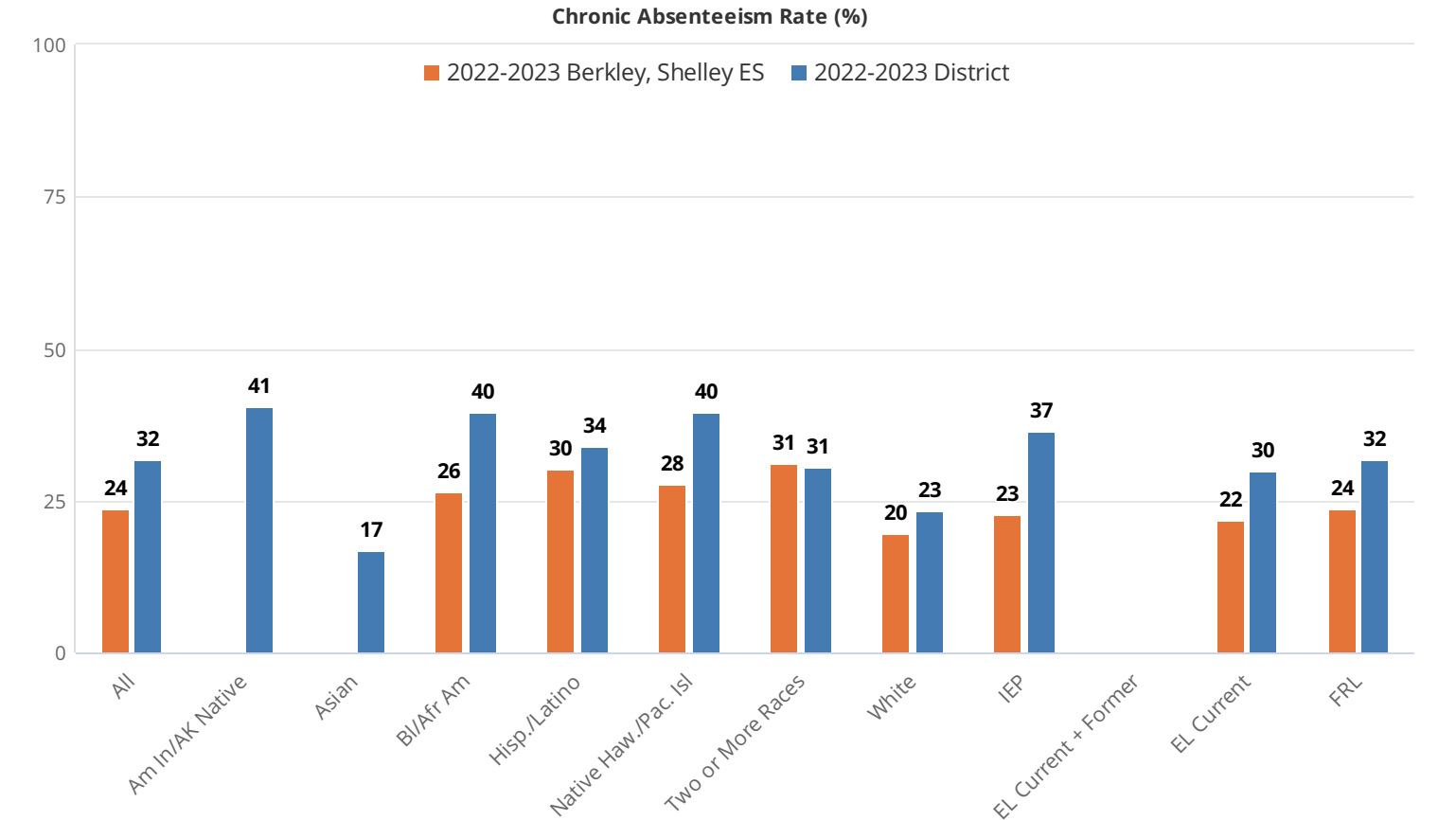
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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 | 2023 % Chronically Absent | 2023 % District | 2022 % Chronically Absent | 2022 % District |
|-----------------------------------|---------------------------|-----------------|---------------------------|-----------------|
| All Students | 23.6 | 31.8 | 33.6 | 34.4 |
| American Indian/Alaska Native | - | 40.5 | - | 43.3 |
| Asian | <5 | 16.7 | 15.9 | 19.4 |
| Black/African American | 26.4 | 39.7 | 38.7 | 41.6 |
| Hispanic/Latino | 30.2 | 33.9 | 45.7 | 36.3 |
| Pacific Islander | 27.7 | 39.6 | - | 42.8 |
| Two or More Races | 31.3 | 30.5 | 35.5 | 33.8 |
| White/Caucasian | 19.7 | 23.4 | 24.1 | 26.6 |
| Special Education | 22.6 | 36.5 | 35.3 | 39.3 |
| English Learners Current + Former | N/A | N/A | N/A | N/A |
| English Learners Current | 21.7 | 30.0 | 30.6 | 32.1 |
| Economically Disadvantaged | 23.6 | 31.8 | 33.6 | 34.5 |

Reducing Chronic Absenteeism by 10% Points Earned: 1



'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.