



SEPTEMBER 29 5:00-7:30

HOLLYWOOD GALA



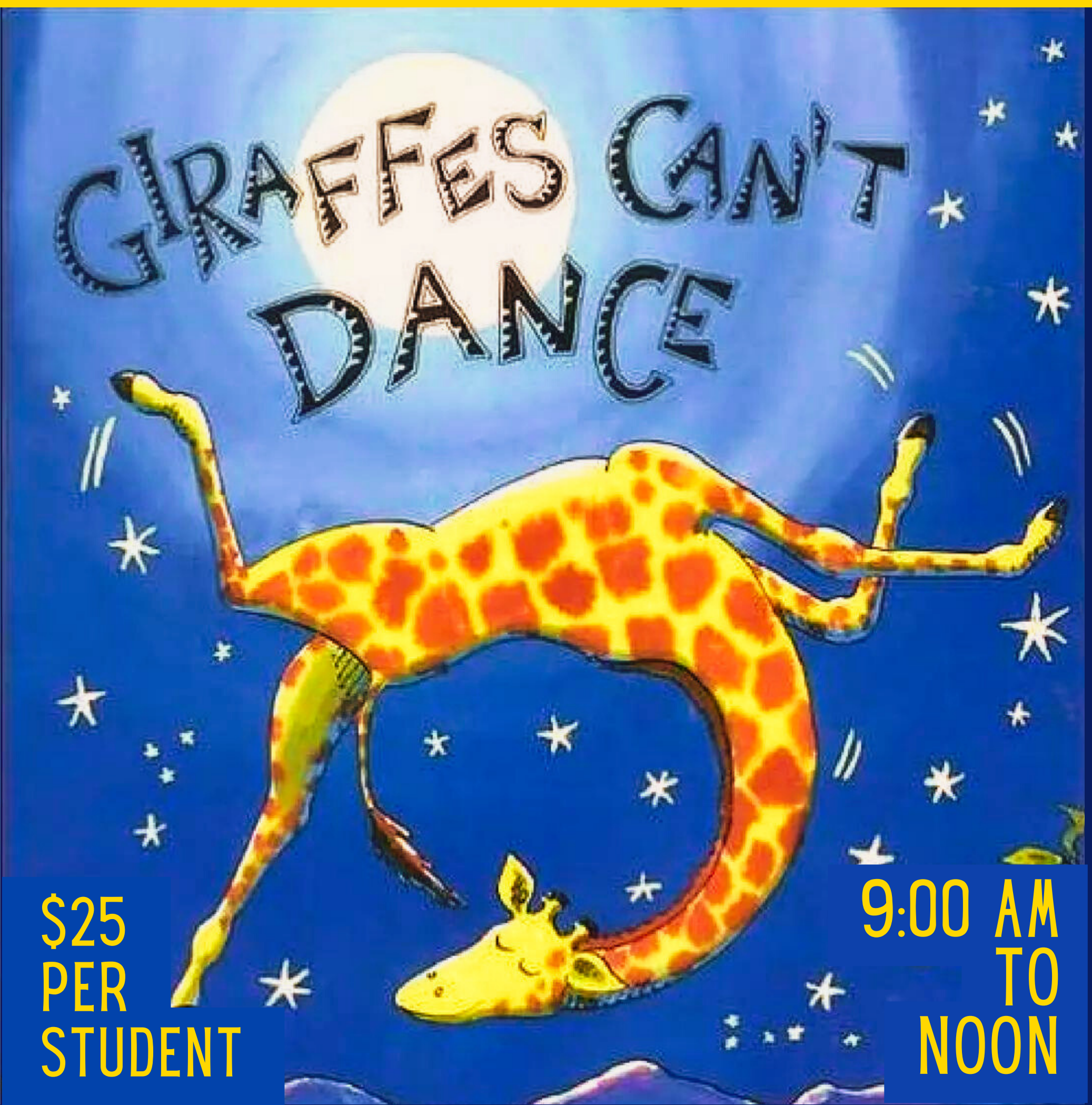
Current EKA Secondary Students Only

Tickets \$6
ekacademy.org or buy at door
Formal/Semi-Formal



Smith Center Field Trip

PERFORMANCE OF



GIRAFFES CAN'T
DANCE

\$25
PER
STUDENT

9:00 AM
TO
NOON

Thursday, October 5, 2023

ALL PARTICIPATING STUDENTS WILL BE TRANSPORTED BY CHARTER BUSES

https://exploreknowledgeacademy.formstack.com/forms/field_trip_kindergarten_giraffes_cant_dance

CLICK HERE

AGE OF CHIVALRY RENAISSANCE FESTIVAL SUNSET PARK

High School Field Trip
Friday, October 13, 2023



Deadline for Permission Slips & Payment - Oct 6, 2023 at noon

[HTTPS://EXPLOREKNOWLEDGEACADEMY.FORMSTACK.COM/FORMS/FIELD_TRIP_HS_RENAISSANCE](https://exploreknowledgeacademy.formstack.com/forms/field_trip_hs_renaissance)



OCTOBER 25TH

6.5" Sandwich & Bag of Chips

\$7 per BOX

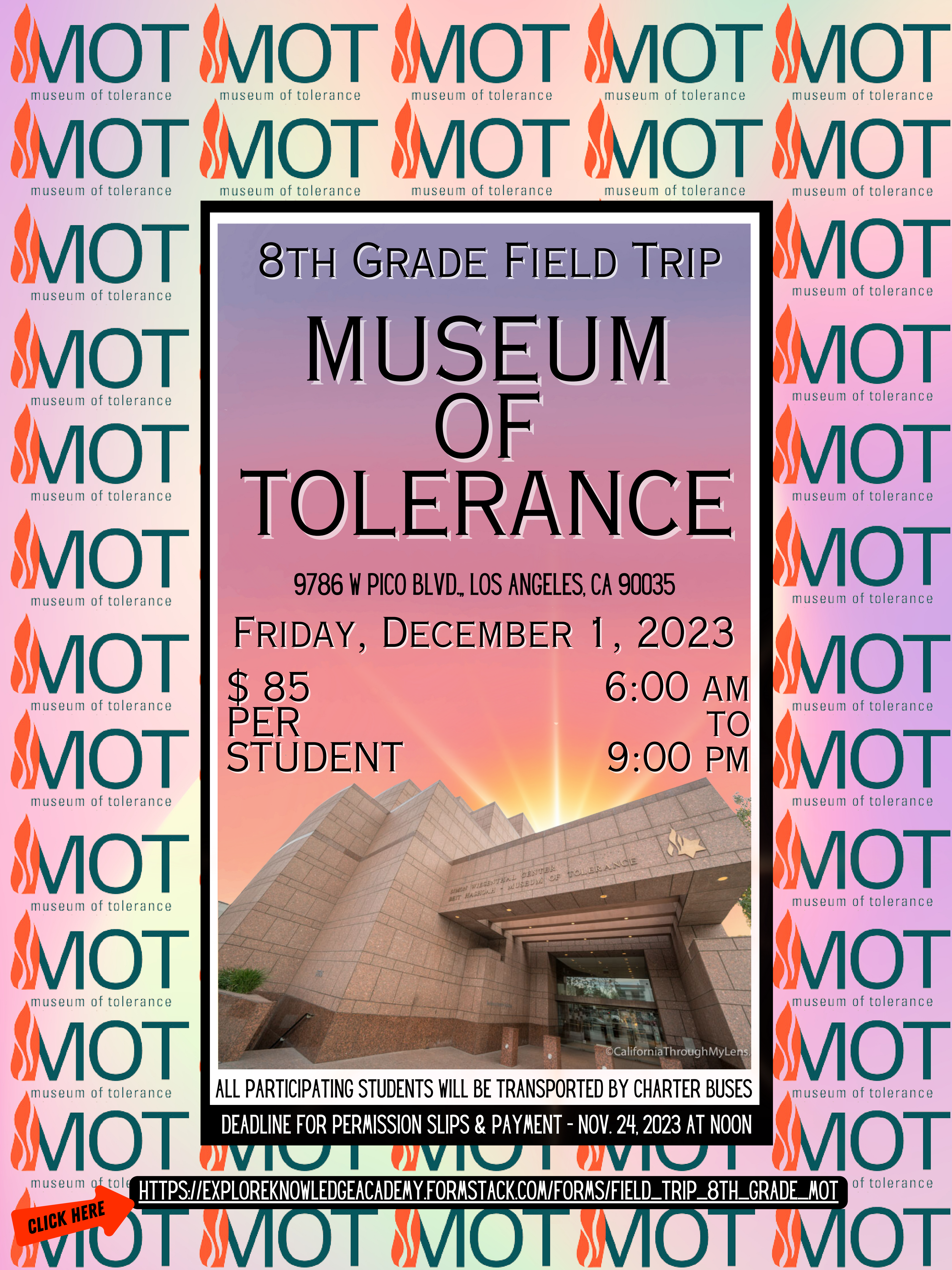


**TWO SANDWICH OPTIONS
(NO CUSTOMIZATIONS)**

CHOOSE FROM:

- 1. TURKEY, LETTUCE, TOMATO**
- 2. PROVOLONE, AVOCADO,
LETTUCE, TOMATO, CUCUMBER**

[HTTPS://EKACADEMY.ORG/PRODUCT/JIMMY-JOHN-FUNDRAISER/](https://ekacademy.org/product/jimmy-john-fundraiser/)



8TH GRADE FIELD TRIP

MUSEUM OF TOLERANCE

9786 W PICO BLVD., LOS ANGELES, CA 90035

FRIDAY, DECEMBER 1, 2023

\$ 85
PER
STUDENT

6:00 AM
TO
9:00 PM



ALL PARTICIPATING STUDENTS WILL BE TRANSPORTED BY CHARTER BUSES

DEADLINE FOR PERMISSION SLIPS & PAYMENT - NOV. 24, 2023 AT NOON

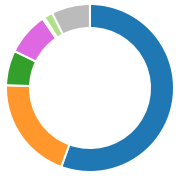
[HTTPS://EXPLOREKNOWLEDGEACADEMY.FORMSTACK.COM/FORMS/FIELD_TRIP_8TH_GRADE_MOT](https://exploreknowledgeacademy.formstack.com/forms/field_trip_8th_grade_mot)

CLICK HERE

School Level: Elementary School
 Grade Levels: PK-05
 District: Clark
 School Address: 5871 Mountain Vista St
 Las Vegas, NV 89120



School Type: *District Charter*
 School Designation: *No Designation*
 95% Assessment Participation: *Met*



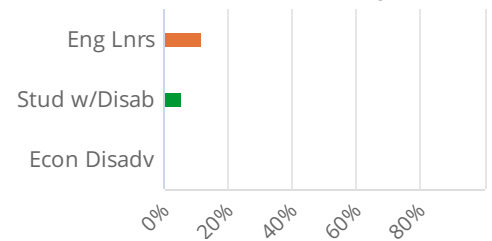
Student Race/Ethnicity

19.9% White
 6.7% BI/Afr Am
 55.4% Hisp/Latino
 8.2% Asian
 0.4% Am Ind/AK Nat
 1.7% Pac Isl
 7.4% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	45.5 NR
2020-2021	61.0 ★★

Additional Student Groups



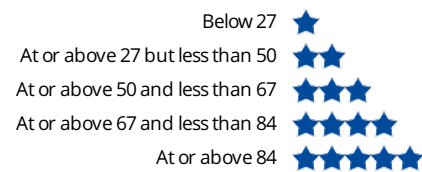
What does my school rating mean?

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?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	39.0	34.1
Math Proficiency	20.8	33.6
ELA Proficiency	57.7	40.6
Science Proficiency	37.5	16.7
Read-by-Grade-3 Proficiency	51.5	39.8



Growth Indicator

Measure	School Median	District Median
Math MGP	48.0	51.0
ELA MGP	69.0	50.0
	School Rate	District Rate
Met Math AGP Target	26.8	36.9
Met ELA AGP Target	63.8	42.8



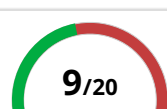
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	51.7	34.9



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	7.7	31.8
Climate Survey Participation	>95	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	21.0	23.5
Prior Non-Proficient Met ELA AGP Target	41.5	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.

10/25

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.

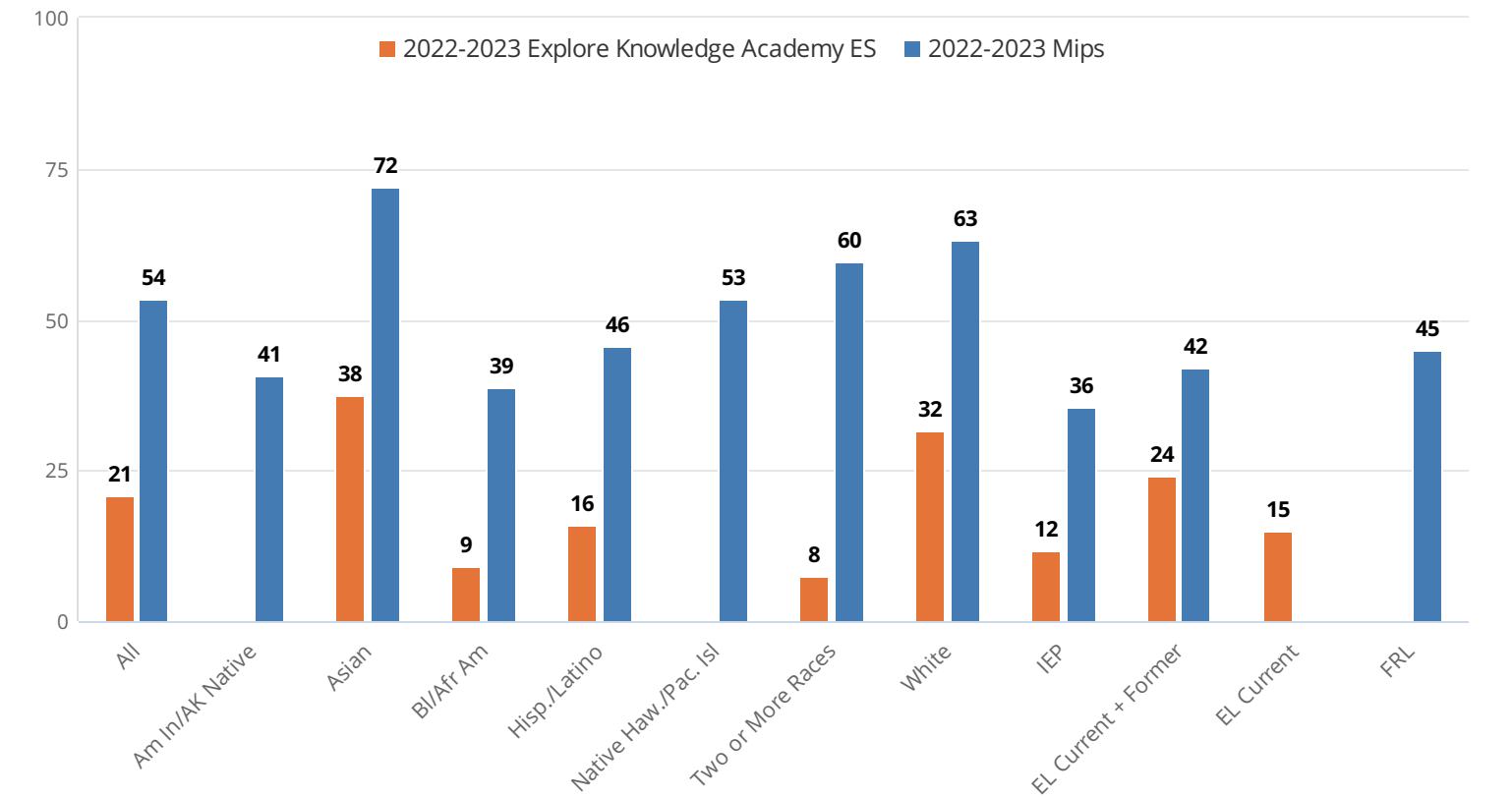
Pooled Proficiency Points Earned: 6/20

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	39.0	34.1	34.8	33.5

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	20.8	33.6	53.5	17.6	31.4	51.1
American Indian/Alaska Native	-	23.5	40.7	-	22.3	37.6
Asian	37.5	61.8	71.9	42.8	57.4	70.4
Black/African American	9.0	17.5	38.9	9.0	16.0	35.7
Hispanic/Latino	16.0	26.1	45.5	15.0	24.1	42.7
Pacific Islander	-	33.9	53.4	-	29.8	50.9
Two or More Races	7.6	42.4	59.6	<5	39.3	57.5
White/Caucasian	31.5	51.6	63.3	18.7	50.0	61.3
Special Education	11.7	13.9	35.5	25.0	12.8	32.1
English Learners Current + Former	24.1	23.8	42	5.2	21.2	39
English Learners Current	15.0	16.5		8.3	14.2	
Economically Disadvantaged	-	23.4	44.9	-	20.9	42

Math Assessments
% Proficient



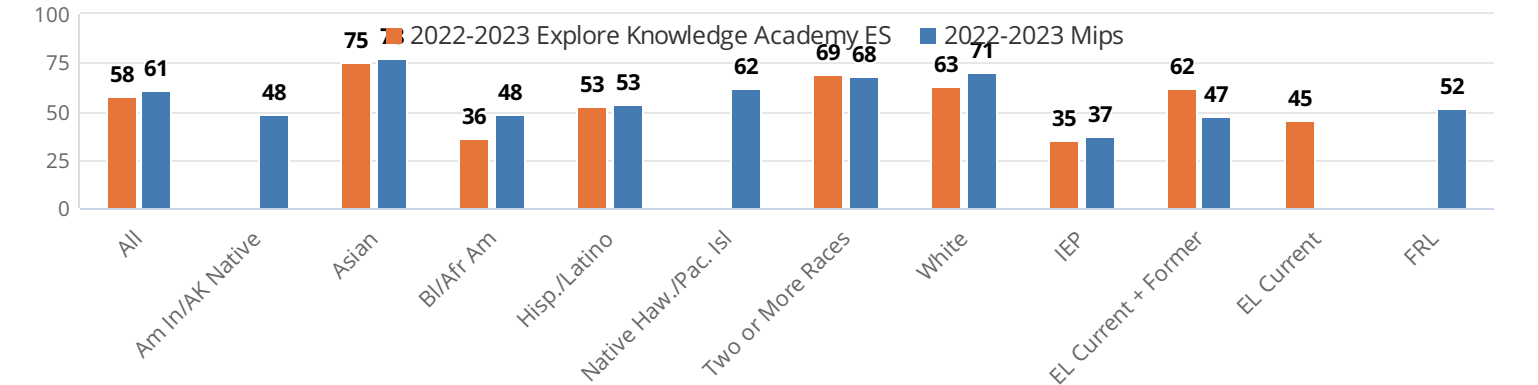
10/25

Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	57.7	40.6	61.2	54.0	41.1	59.2
American Indian/Alaska Native	-	33.1	48.1	-	31.1	45.4
Asian	75.0	64.2	77.8	78.5	64.1	76.7
Black/African American	36.3	25.7	48.2	36.3	25.4	45.4
Hispanic/Latino	52.8	33.7	53.2	47.3	34.8	50.8
Pacific Islander	-	39.8	62	-	38.6	60
Two or More Races	69.2	50.4	67.9	66.6	50.4	66.2
White/Caucasian	63.1	57.4	70.6	58.3	58.0	69
Special Education	35.2	14.9	36.8	37.5	14.5	33.5
English Learners Current + Former	62.0	27.9	47.2	52.6	28.6	44.4
English Learners Current	45.0	17.8		33.3	17.9	
Economically Disadvantaged	-	30.2	51.9	-	30.0	49.4

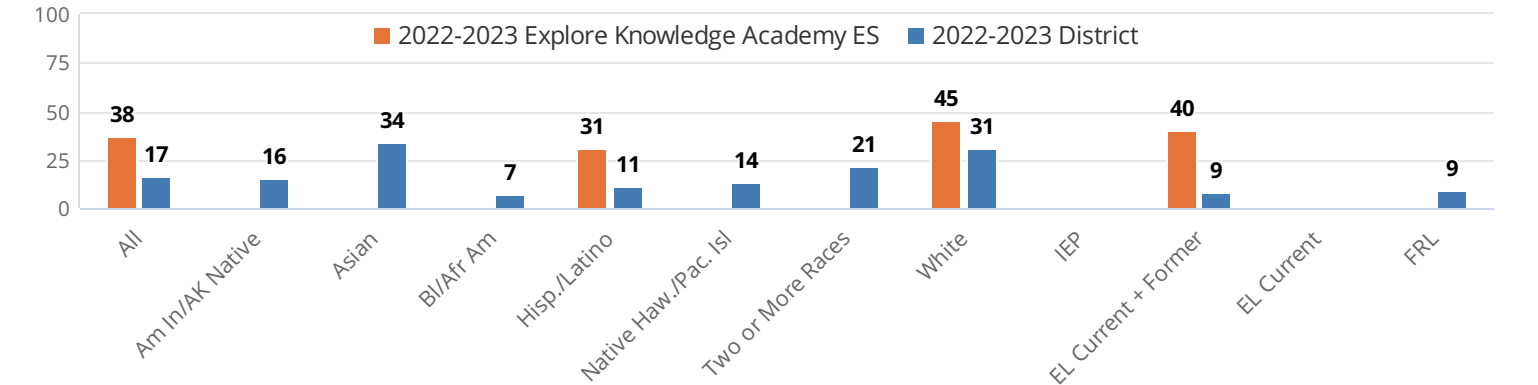
ELA Assessments
% Proficient



Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	37.5	16.7	28.5	17.3
American Indian/Alaska Native	-	15.7	-	12.8
Asian	-	34.0	-	33.6
Black/African American	-	7.0	-	6.6
Hispanic/Latino	31.0	11.0	25.9	11.5
Pacific Islander	-	13.9	-	10.1
Two or More Races	-	21.4	-	24.1
White/Caucasian	45.4	31.2	27.7	32.6
Special Education	-	<5	-	5.1
English Learners Current + Former	40.0	8.5	-	9.2
English Learners Current	-	<5	-	<5
Economically Disadvantaged	-	9.4	-	9.3

Science Assessments
% Proficient





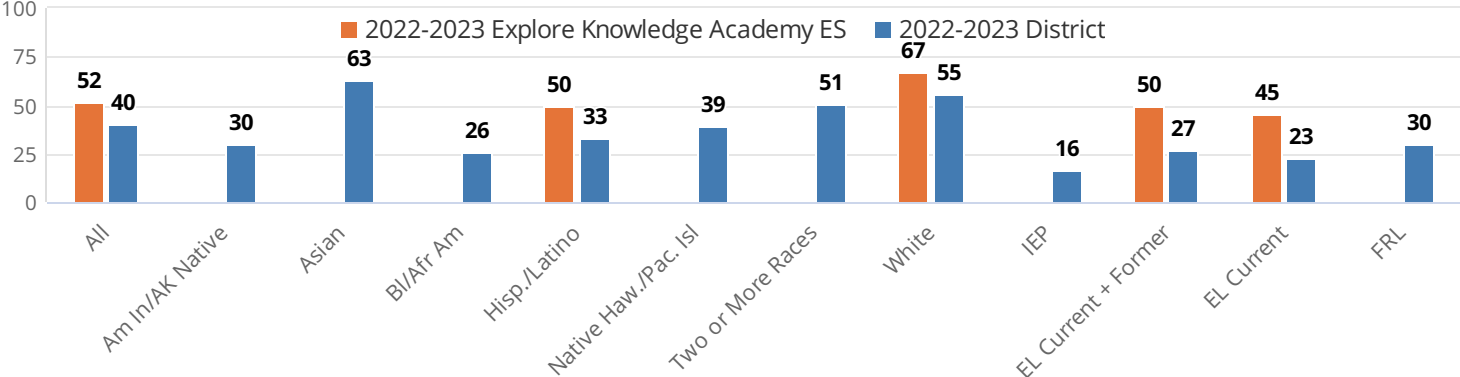
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	51.5	39.8	50.0	39.5
American Indian/Alaska Native	-	30.0	-	23.1
Asian	-	63.0	-	62.9
Black/African American	-	25.5	-	24.0
Hispanic/Latino	50.0	32.5	47.2	32.3
Pacific Islander	-	39.3	-	40.2
Two or More Races	-	50.6	-	49.8
White/Caucasian	66.6	55.3	55.5	56.7
Special Education	-	16.4	-	16.7
English Learners Current + Former	50.0	27.3	-	26.5
English Learners Current	45.4	23.0	-	21.5
Economically Disadvantaged	-	29.7	-	28.7

Read by Grade 3
% Proficient





Academic Achievement

Participation on State Assessments

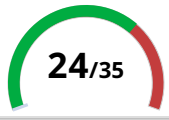
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will 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	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	-	-
Economically Disadvantaged	-	-	-	-

'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 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: 5/10

ELA MGP Points Earned: 10/10

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	48.0	51.0	69.0	50.0	32.5	55.0	57.0	52.0
American Indian/Alaska Native	-	55.0	-	46.0	-	56.5	-	54.0
Asian	67.0	62.0	77.0	60.0	-	63.0	-	61.0
Black/African American	42.5	46.0	30.5	45.0	-	48.0	-	45.0
Hispanic/Latino	44.0	50.0	69.0	49.0	33.5	53.0	50.5	52.0
Pacific Islander	-	50.0	-	50.0	-	52.0	-	51.0
Two or More Races	-	53.0	-	51.0	-	56.0	-	54.0
White/Caucasian	52.0	55.0	77.0	54.0	40.0	60.0	70.0	56.0
Special Education	41.5	43.0	81.5	40.0	-	42.0	-	38.0
English Learners Current + Former	59.0	51.0	71.0	50.0	44.0	53.0	58.0	52.0
English Learners Current	-	49.0	-	47.0	-	51.0	-	49.0
Economically Disadvantaged	-	49.0	-	48.0	-	51.0	-	49.0

AGP Growth Data

Math AGP Points Earned: 1.5/7.5

ELA AGP Points Earned: 7.5/7.5

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	26.8	36.9	63.8	42.8	21.7	45.7	66.6	55.1
American Indian/Alaska Native	-	33.3	-	36.5	-	34.6	-	53.8
Asian	45.4	58.9	>95	63.5	-	63.3	-	69.8
Black/African American	20.0	23.1	30.0	31.5	-	32.7	-	43.1
Hispanic/Latino	20.3	31.7	62.5	37.8	20.4	41.0	61.3	52.1
Pacific Islander	-	36.3	-	43.7	-	42.6	-	53.5
Two or More Races	-	43.2	-	48.1	-	51.4	-	59.7
White/Caucasian	30.4	51.0	60.8	55.2	29.4	58.2	76.4	64.2
Special Education	30.0	17.7	60.0	21.7	-	24.5	-	31.8
English Learners Current + Former	29.4	30.7	64.7	35.0	15.3	38.7	61.5	50.1
English Learners Current	-	22.8	-	26.2	-	31.5	-	42.9
Economically Disadvantaged	-	29.0	-	35.4	-	37.3	-	48.2

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

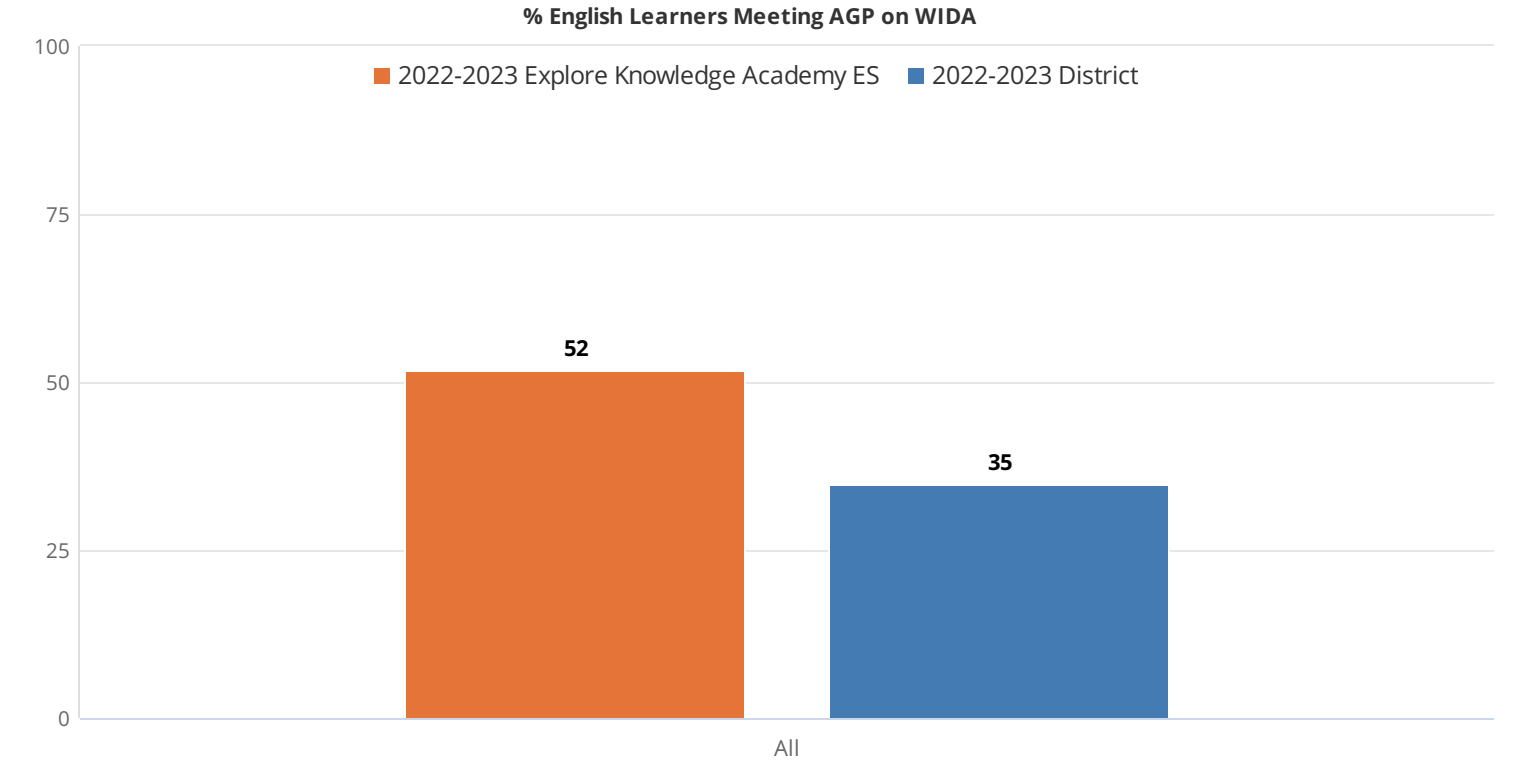


English Language

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: 8/10

	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	29	51.7	34.9	26	38.4	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: 3/10				ELA AGP Points Earned: 6/10			
	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	21.0	23.5	41.5	29.1	16.9	37.9	58.1	47.6
American Indian/Alaska Native	-	20.0	-	24.0	-	33.3	-	52.4
Asian	-	36.9	-	44.0	-	50.3	-	59.2
Black/African American	-	16.7	-	23.6	-	29.1	-	38.2
Hispanic/Latino	20.0	22.7	41.1	27.8	8.3	36.0	50.0	47.2
Pacific Islander	-	26.6	-	31.4	-	35.8	-	49.0
Two or More Races	-	25.9	-	32.3	-	42.6	-	51.5
White/Caucasian	17.6	30.7	36.3	36.2	33.3	47.6	-	53.7
Special Education	-	11.2	-	15.4	-	20.6	-	27.6
English Learners Current + Former	28.5	22.1	-	26.3	N/A	N/A	N/A	N/A
English Learners Current	-	19.1	-	23.8	-	29.9	-	42.0
Economically Disadvantaged	-	20.6	-	26.5	-	33.3	-	43.5



Student Engagement

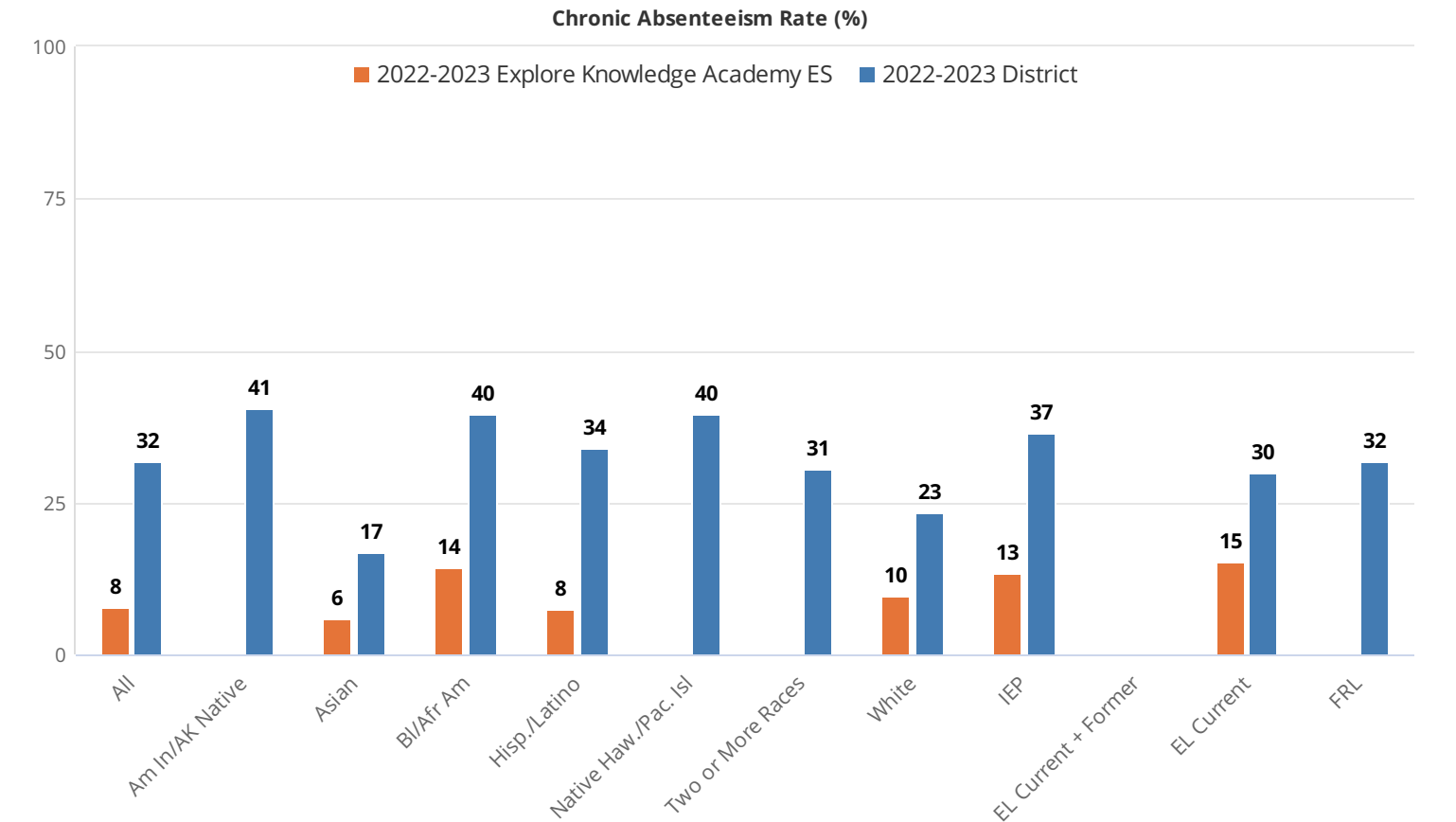
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored 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: 8.5/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	7.7	31.8	9.1	34.4
American Indian/Alaska Native	-	40.5	-	43.3
Asian	5.8	16.7	<5	19.4
Black/African American	14.2	39.7	10.0	41.6
Hispanic/Latino	7.5	33.9	9.5	36.3
Pacific Islander	-	39.6	-	42.8
Two or More Races	<5	30.5	8.8	33.8
White/Caucasian	9.6	23.4	9.7	26.6
Special Education	13.3	36.5	8.3	39.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	15.2	30.0	5.5	32.1
Economically Disadvantaged	-	31.8	-	34.5

Reducing Chronic Absenteeism by 10% Points Earned: 1

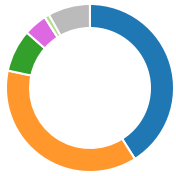


'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: High School
 Grade Levels: 06-12
 District: Clark
 School Address: 5871 Mountain Vista St
 Las Vegas, NV 89120



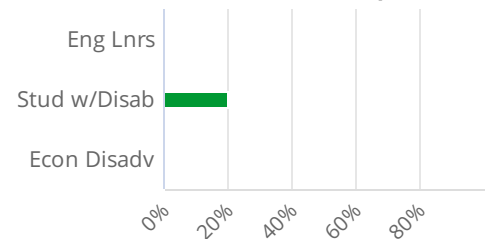
School Type: *District Charter*
 School Designation: *No Designation*
 95% Assessment Participation: *Met*

**Student Race/Ethnicity**

37.2% White
 8.1% BI/Afr Am
 40.9% Hisp/Latino
 4.5% Asian
 0.0% Am Ind/AK Nat
 0.9% Pac Isl
 8.1% Two or More

School Performance History

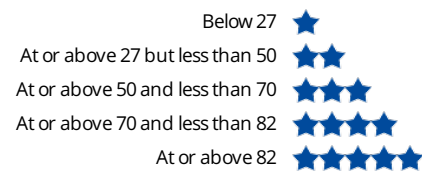
School Year	Index Score/Star Rating
2021-2022	68.5 NR
2020-2021	74.4 ★★★★★

Additional Student Groups**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's graduation rate meets expectations. 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?**2022-2023 School Performance****Academic Achievement Indicator**

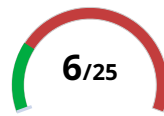
Measure	School Rate	District Rate
Math Proficiency	28.5	19.4
ELA Proficiency	80.9	46.0
Science Proficiency	51.1	20.2

**Graduation Rates Indicator**

Measure	School Rate	District Rate
4-Year	>95	81.3
5-Year	>95	81.9

**English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	-	7.3

**College and Career Readiness Indicator**

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	30.0	71.2
Post-Secondary Preparation Completion	10.0	46.9
Advanced or CCR Diploma	44.0	39.9

** Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2021-2022.

**Student Engagement Indicator**

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	100.0	87.9
Chronic Absenteeism	<5	38.1
Climate Survey Participation	95.0	N/A



Academic Achievement

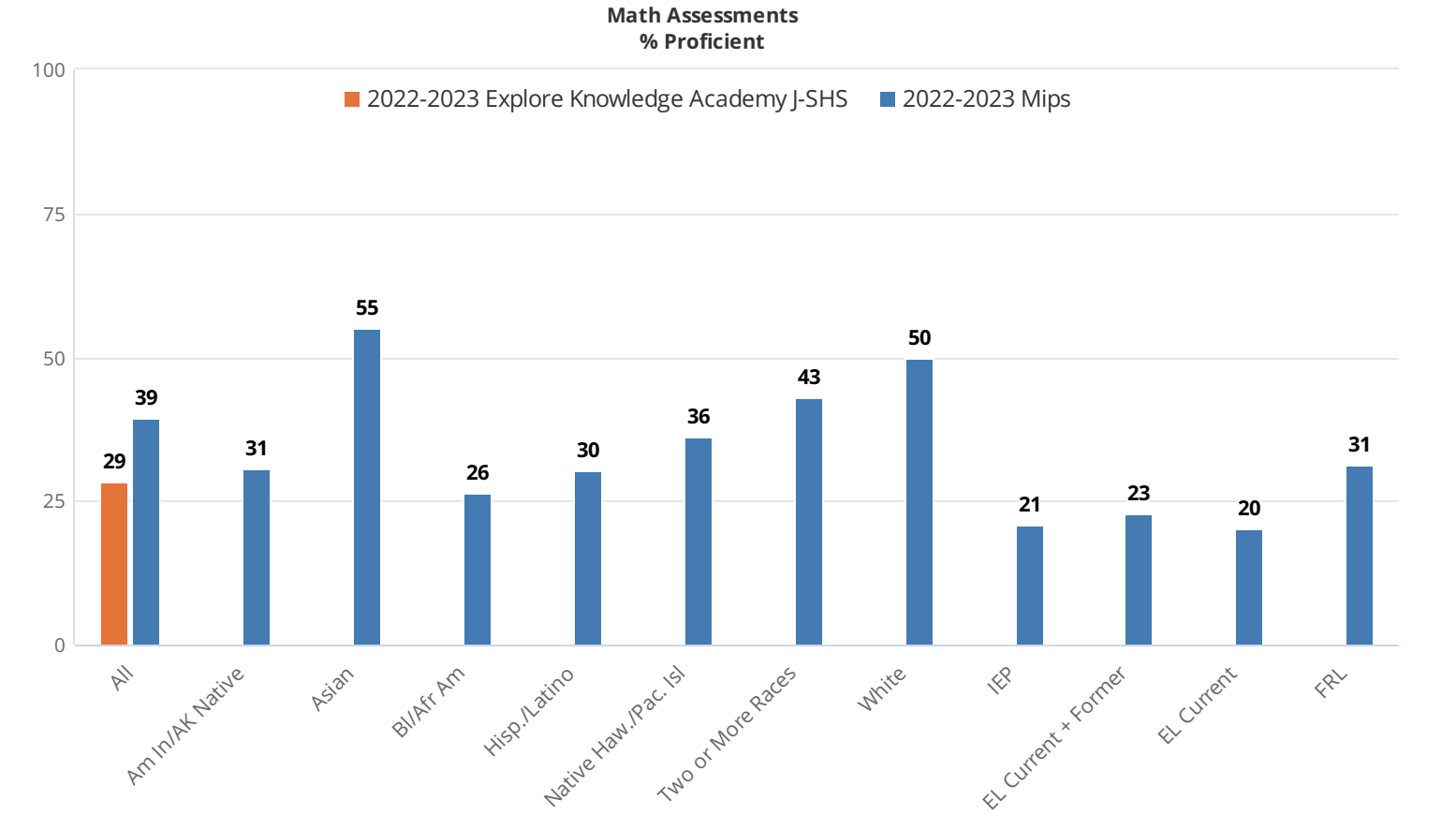
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate 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 ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 5/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	28.5	19.4	39.38	-	19.7	36.19
American Indian/Alaska Native	-	13.4	30.62	-	17.5	26.96
Asian	-	41.3	55.12	-	42.5	52.76
Black/African American	-	7.1	26.37	-	6.8	22.5
Hispanic/Latino	-	11.6	30.44	-	11.5	26.78
Pacific Islander	-	17.7	36.16	-	16.1	32.8
Two or More Races	-	23.9	43.1	-	26.7	40.11
White/Caucasian	-	34.1	49.68	-	33.5	47.04
Special Education	-	<5	20.93	-	<5	16.76
English Learners Current + Former	-	<5	22.86	-	<5	18.8
English Learners Current	-	<5	20.23	-	<5	16.04
Economically Disadvantaged	-	9.5	31.41	-	10.1	27.8





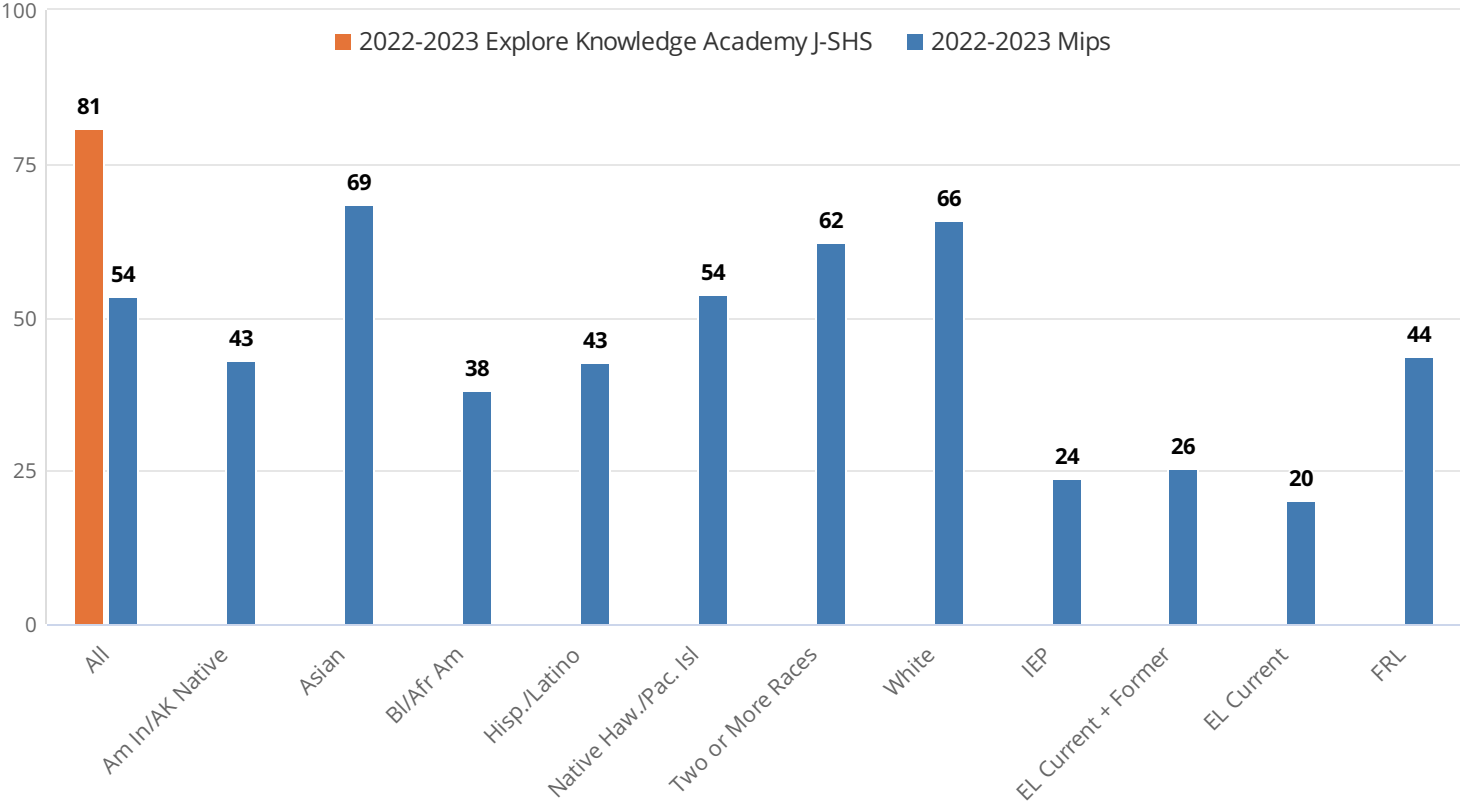
Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	80.9	46.0	53.55	-	44.0	51.11
American Indian/Alaska Native	-	37.8	42.92	-	45.0	39.92
Asian	-	67.2	68.51	-	68.6	66.85
Black/African American	-	27.6	38.08	-	24.5	34.82
Hispanic/Latino	-	36.0	42.69	-	33.3	39.67
Pacific Islander	-	45.9	53.74	-	41.2	51.31
Two or More Races	-	57.8	62.16	-	55.5	60.16
White/Caucasian	-	66.0	65.93	-	64.0	64.14
Special Education	-	8.9	23.93	-	6.5	19.92
English Learners Current + Former	-	10.6	25.56	-	6.6	21.64
English Learners Current	-	<5	20.18	-	<5	15.98
Economically Disadvantaged	-	31.2	43.73	-	29.3	40.77

ELA Assessments
% Proficient



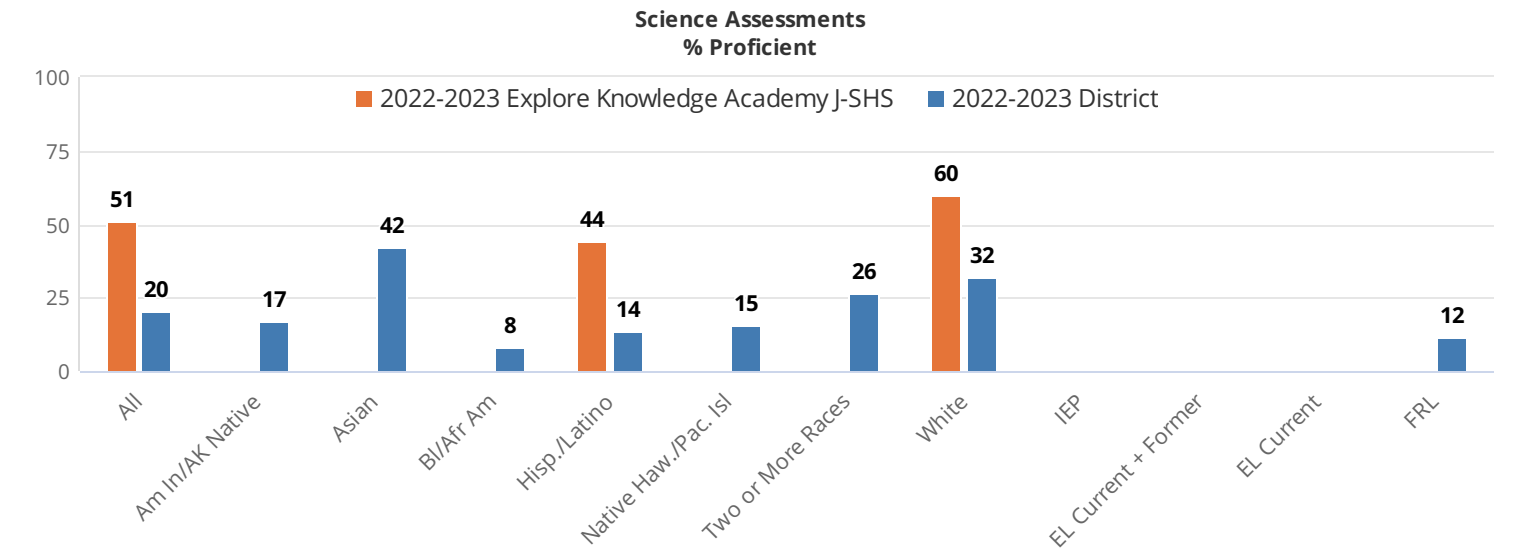
19.5/25

Academic Achievement

Science Proficient

Science Proficient Points Earned: 4.5/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	51.1	20.2	42.8	21.5
American Indian/Alaska Native	-	17.1	-	13.5
Asian	-	42.2	-	43.2
Black/African American	-	8.3	-	9.2
Hispanic/Latino	44.4	13.5	38.4	15.6
Pacific Islander	-	15.4	-	17.1
Two or More Races	-	26.2	-	25.5
White/Caucasian	60.0	32.3	-	31.9
Special Education	-	<5	-	5.2
English Learners Current + Former	-	<5	-	5.6
English Learners Current	-	<5	-	<5
Economically Disadvantaged	-	11.8	-	17.1



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				
Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	-	-	-	-
English Learners Current + Former	-	-	N/A	N/A
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

Yellow indicates 95% participation requirement not met.



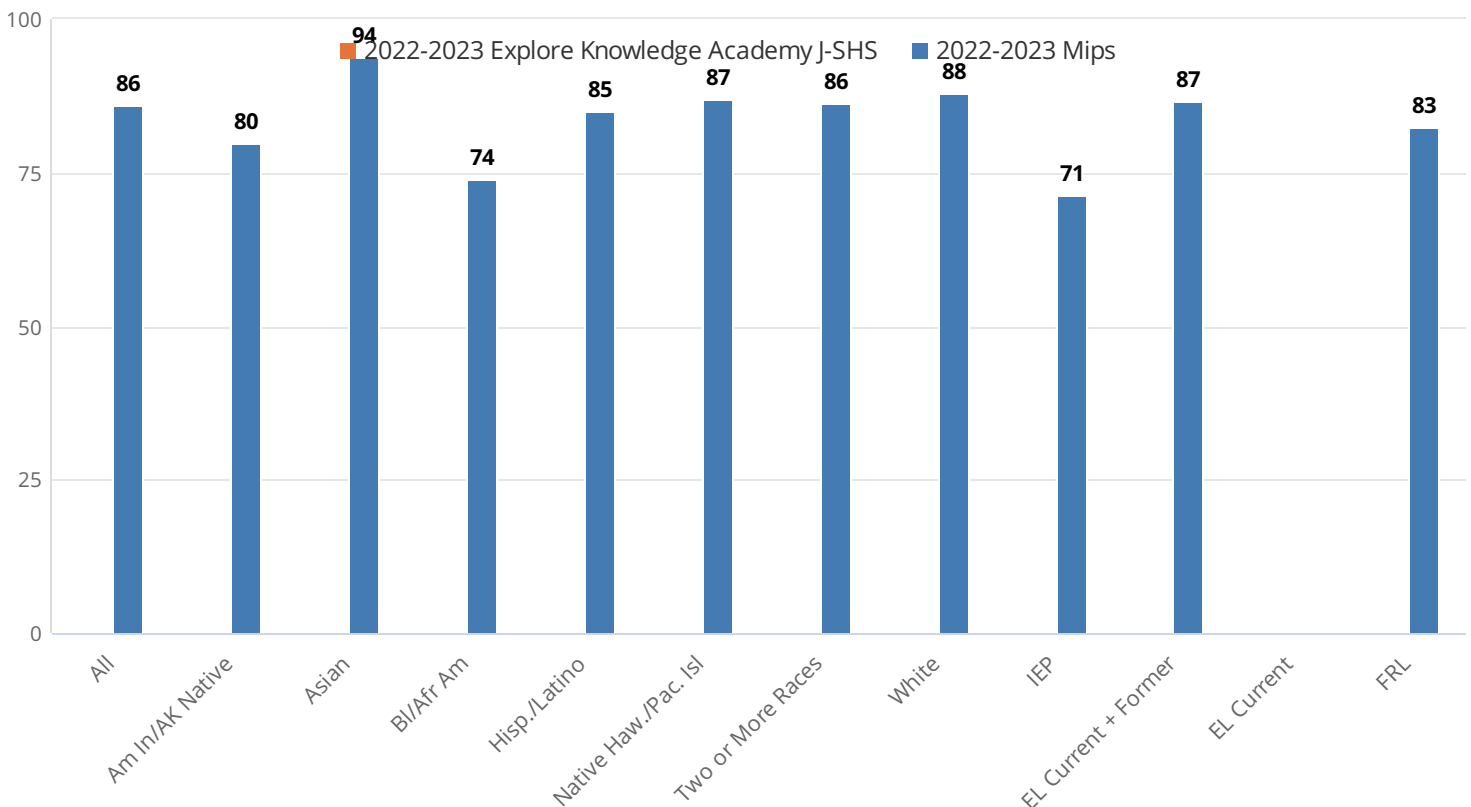
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 25/25

Groups	2022 % 4-Year ACGR	2022 % District	2022 % 4-Year ACGR MIP	2021 % 4-Year ACGR	2021 % District	2021 % 4-Year ACGR MIP
All Students	>95	81.3	86	>95	80.9	84.3
American Indian/Alaska Native	-	74.2	79.9	-	77.0	77.9
Asian	-	92.9	93.7	-	92.5	93.5
Black/African American	-	69.4	74	-	71.7	71.9
Hispanic/Latino	-	80.3	85.1	-	79.1	83.3
Pacific Islander	-	84.2	87.1	-	84.1	85.5
Two or More Races	-	81.8	86.4	-	83.4	84.7
White/Caucasian	>95	86.3	88.1	-	85.2	86.8
Special Education	-	66.7	71.3	-	65.4	69.1
English Learners Current + Former	N/A	N/A	86.8	N/A	N/A	85.1
English Learners Current	-	71.6		-	70.5	
Economically Disadvantaged	>95	83.0	82.5	-	78.9	80.6

Graduation Rates
4-Year ACGR

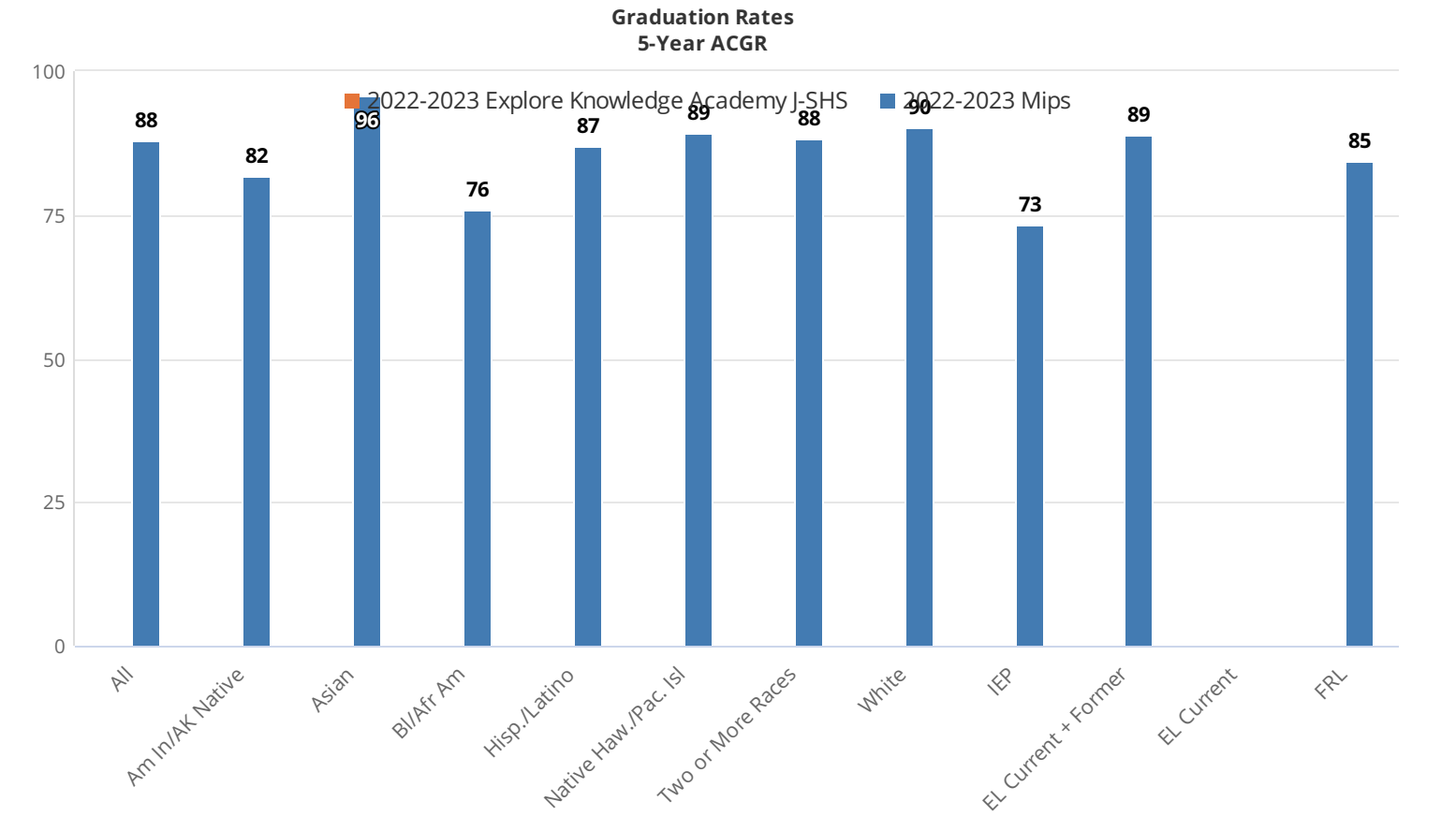
30/30

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2022 % 5-Year ACGR	2022 % District	2022 % 5-Year ACGR MIP	2021 % 5-Year ACGR	2021 % District	2021 % 5-Year ACGR MIP
All Students	>95	81.9	88	>95	83.9	86.3
American Indian/Alaska Native	-	78.1	81.9	-	74.0	79.9
Asian	-	93.2	95.7	-	94.3	95.5
Black/African American	-	73.1	76	-	73.5	73.9
Hispanic/Latino	-	80.2	87.1	-	82.3	85.3
Pacific Islander	-	85.3	89.1	-	86.4	87.5
Two or More Races	-	84.6	88.4	-	87.1	86.7
White/Caucasian	-	85.9	90.1	>95	88.8	88.8
Special Education	-	68.1	73.3	-	70.9	71.1
English Learners Current + Former	N/A	N/A	88.8	N/A	N/A	87.1
English Learners Current	-	71.8		-	76.1	
Economically Disadvantaged	-	80.0	84.5	-	82.1	82.6



'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.

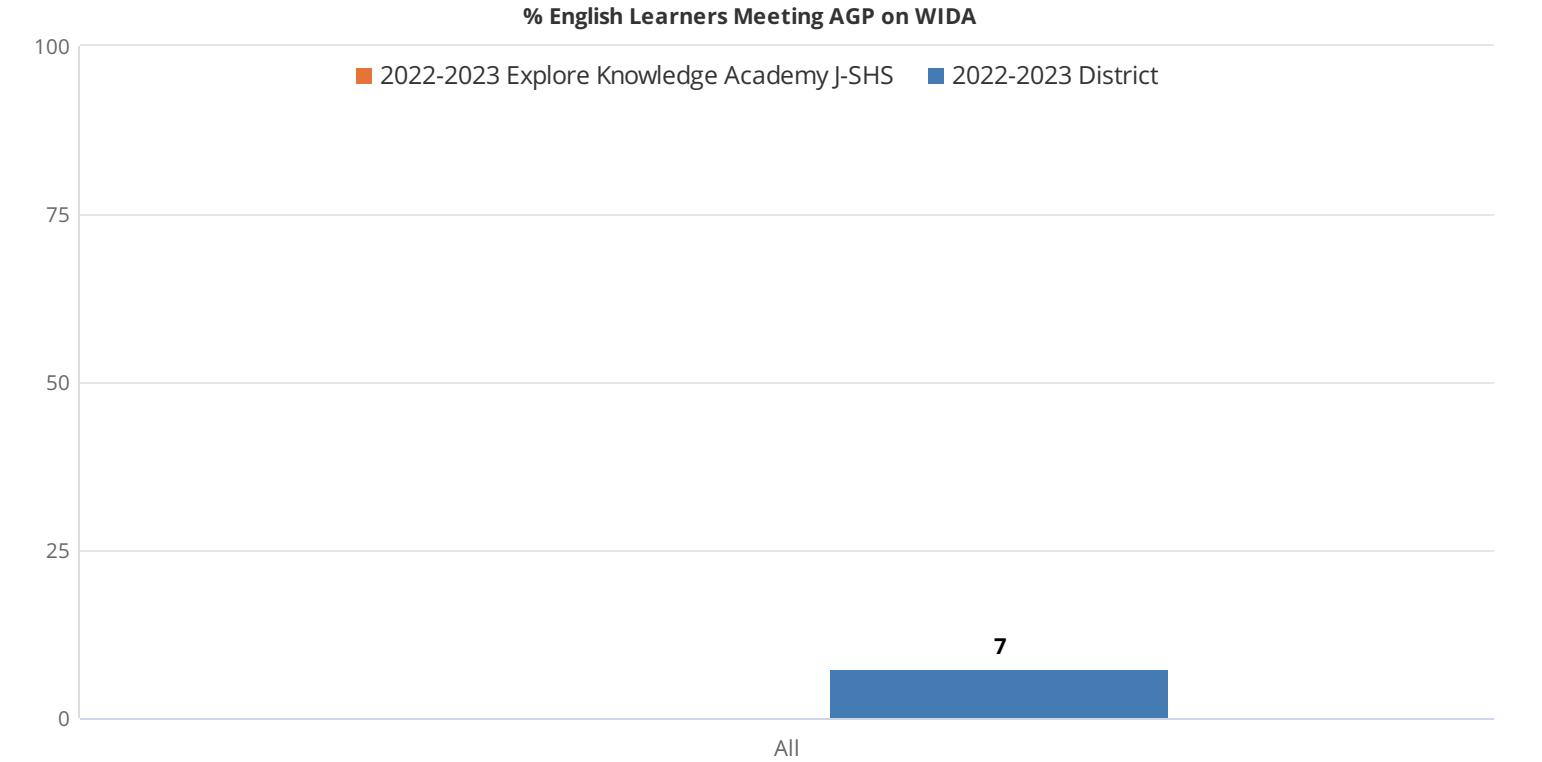
N/A

English Language

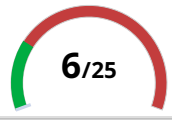
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: NA/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	-	-	7.3	-	-	7.6



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



College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 0.5/10

Groups	2023 % Participation	2023 % Participation District	2022 % Participation	2022 % Participation District
All Students	30.0	71.2	47.6	70.5
American Indian/Alaska Native	-	72.3	-	60.4
Asian	-	84.0	-	85.6
Black/African American	-	59.6	-	57.7
Hispanic/Latino	-	69.9	-	70.0
Pacific Islander	-	64.0	-	61.9
Two or More Races	-	70.3	-	67.7
White/Caucasian	-	76.6	40.0	74.8
Special Education	-	40.4	-	40.5
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	53.5	-	52.7
Economically Disadvantaged	-	72.4	-	71.0

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 1.5/10

Groups	2023 % Completion	2023 % Completion District	2022 % Completion	2022 % Completion District
All Students	10.0	46.9	19.0	45.7
American Indian/Alaska Native	-	44.6	-	32.9
Asian	-	65.1	-	65.3
Black/African American	-	30.6	-	30.3
Hispanic/Latino	-	44.6	-	43.1
Pacific Islander	-	36.9	-	33.2
Two or More Races	-	47.4	-	44.4
White/Caucasian	-	55.1	10.0	53.8
Special Education	-	19.9	-	19.5
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	26.4	-	25.0
Economically Disadvantaged	-	48.3	-	45.9

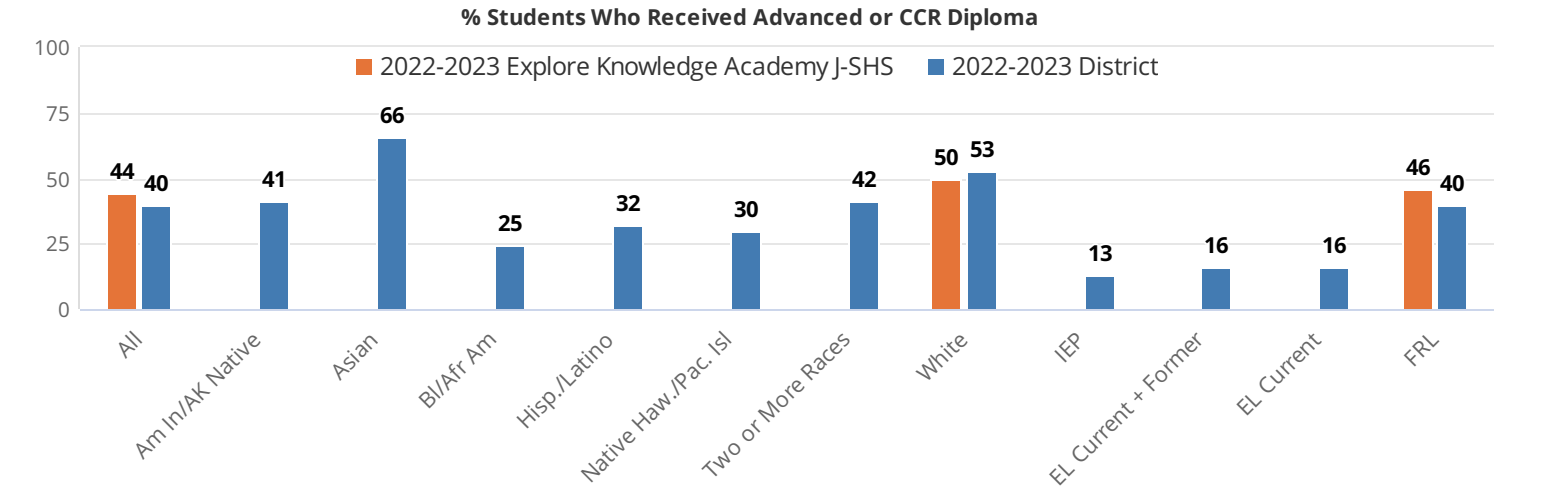
6/25

College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 4/5

Groups	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District
All Students	44.0	39.9	46.6	40.1
American Indian/Alaska Native	-	41.3	-	32.4
Asian	-	66.0	-	67.0
Black/African American	-	24.7	-	24.2
Hispanic/Latino	-	32.4	-	32.2
Pacific Islander	-	30.1	-	38.3
Two or More Races	-	41.5	-	40.4
White/Caucasian	50.0	52.8	-	53.1
Special Education	-	12.7	-	12.0
English Learners Current + Former	-	16.2	-	16.8
English Learners Current	-	16.2	-	16.8
Economically Disadvantaged	45.8	40.0	-	34.9



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	<5	<5	30.0	10.0	<5	<5	<5	<5
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

10/10

Student Engagement

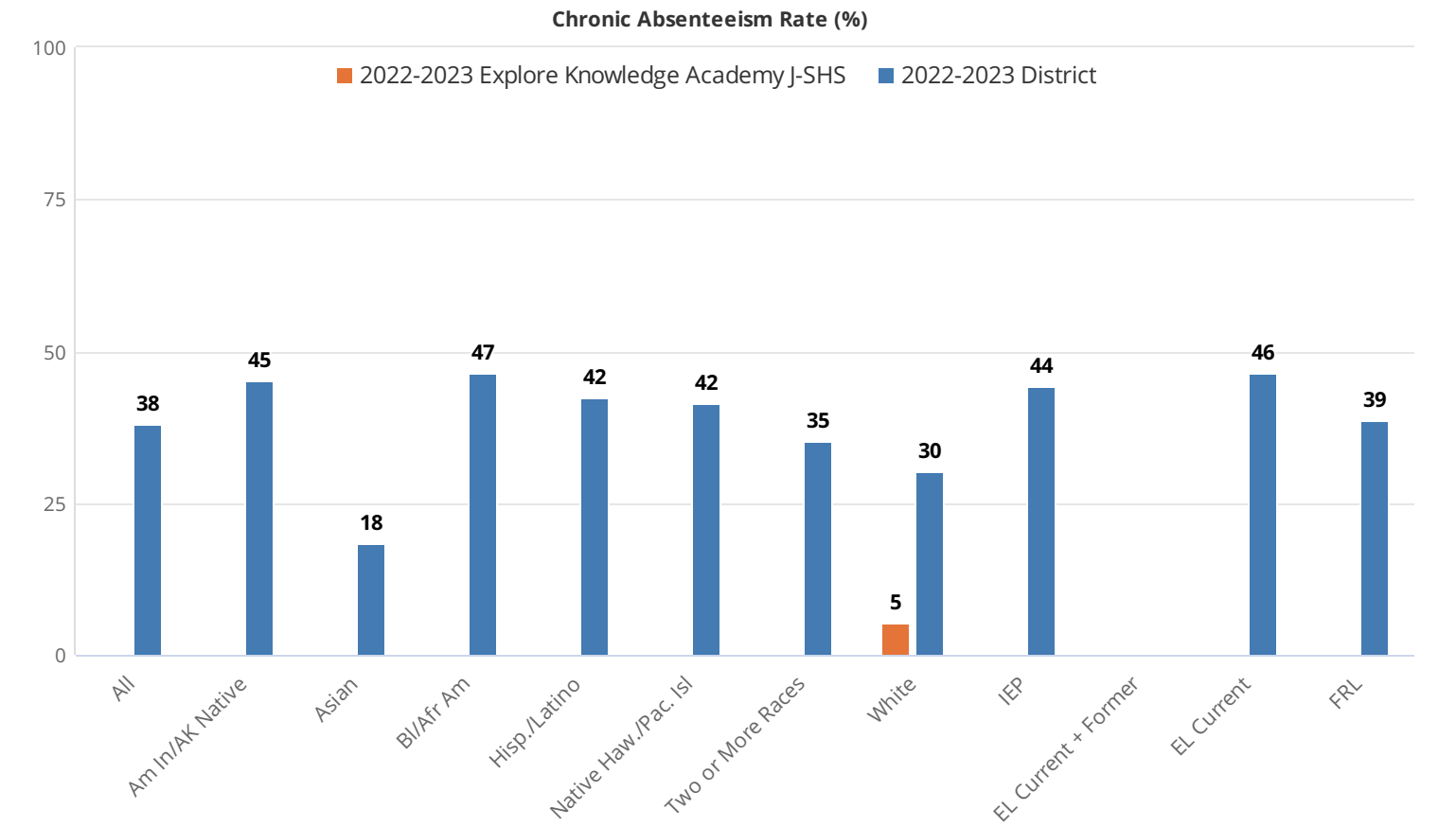
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic 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: 5/5

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	<5	38.1	11.5	39.9
American Indian/Alaska Native	-	45.3	-	45.5
Asian	-	18.3	-	20.3
Black/African American	-	46.5	18.1	47.7
Hispanic/Latino	<5	42.4	6.6	43.5
Pacific Islander	-	41.5	-	45.9
Two or More Races	-	35.3	-	38.2
White/Caucasian	5.2	30.1	11.9	33.0
Special Education	<5	44.3	14.2	45.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	46.3	-	47.8
Economically Disadvantaged	-	38.5	-	40.3

Reducing Chronic Absenteeism by 10% bonus points: 0.5



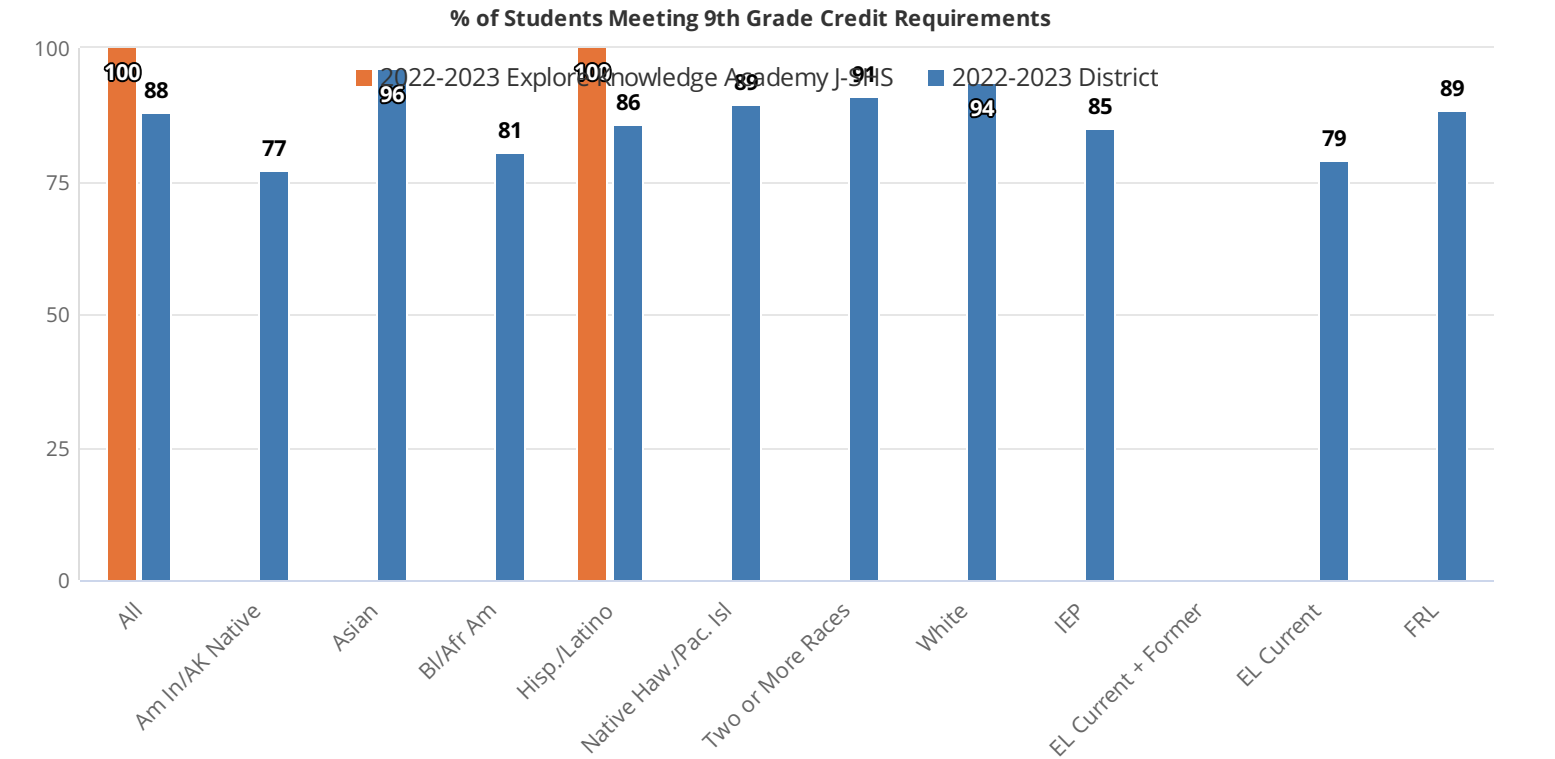
10/10

Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 5/5

Groups	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District
All Students	100.0	87.9	90.6	87.6
American Indian/Alaska Native	-	76.9	-	87.5
Asian	-	96.2	-	96.1
Black/African American	-	80.5	-	79.3
Hispanic/Latino	100.0	85.9	88.8	86.5
Pacific Islander	-	89.3	-	86.7
Two or More Races	-	91.1	-	88.4
White/Caucasian	-	93.5	92.8	92.3
Special Education	-	85.0	-	83.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	78.8	-	80.1
Economically Disadvantaged	-	88.5	90.6	87.6

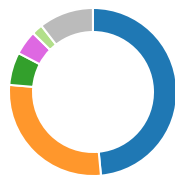


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Level: Middle School
Grade Levels: 06-12
District: Clark
School Address: 5871 Mountain Vista St
 Las Vegas, NV 89120



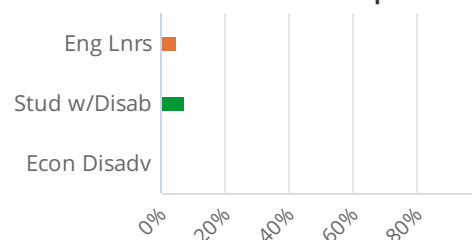
School Type: District Charter
School Designation: No Designation
 95% Assessment Participation: Met

**Student Race/Ethnicity**

27.8% White
 6.3% BI/Afr Am
 48.4% Hisp/Latino
 4.7% Asian
 0.0% Am Ind/AK Nat
 2.1% Pac Isl
 10.5% Two or More

School Performance History

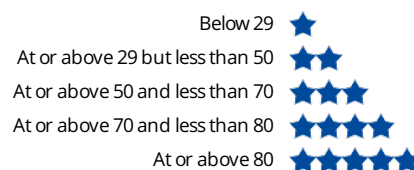
School Year	Index Score/Star Rating
2021-2022	86.1 NR
2020-2021	65.0 ★★

Additional Student Groups**What does my school rating mean?**

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

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?**2022-2023 School Performance****Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	47.3	30.9
Math Proficiency	32.7	23.8
ELA Proficiency	59.2	38.3
Science Proficiency	56.0	30.0

**English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	-	24.3

**Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	<5	33.4
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	79.6	84.3
Climate Survey Participation	95.0	N/A

**Student Growth Indicator**

Measure	School Median	District Median
Math MGP	79.0	52.0
ELA MGP	70.0	50.0
	School Rate	District Rate
Met Math AGP Target	45.4	26.6
Met ELA AGP Target	61.0	38.5

**Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	35.1	11.4
Prior Non-Proficient Met ELA AGP Target	41.5	15.1

** 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

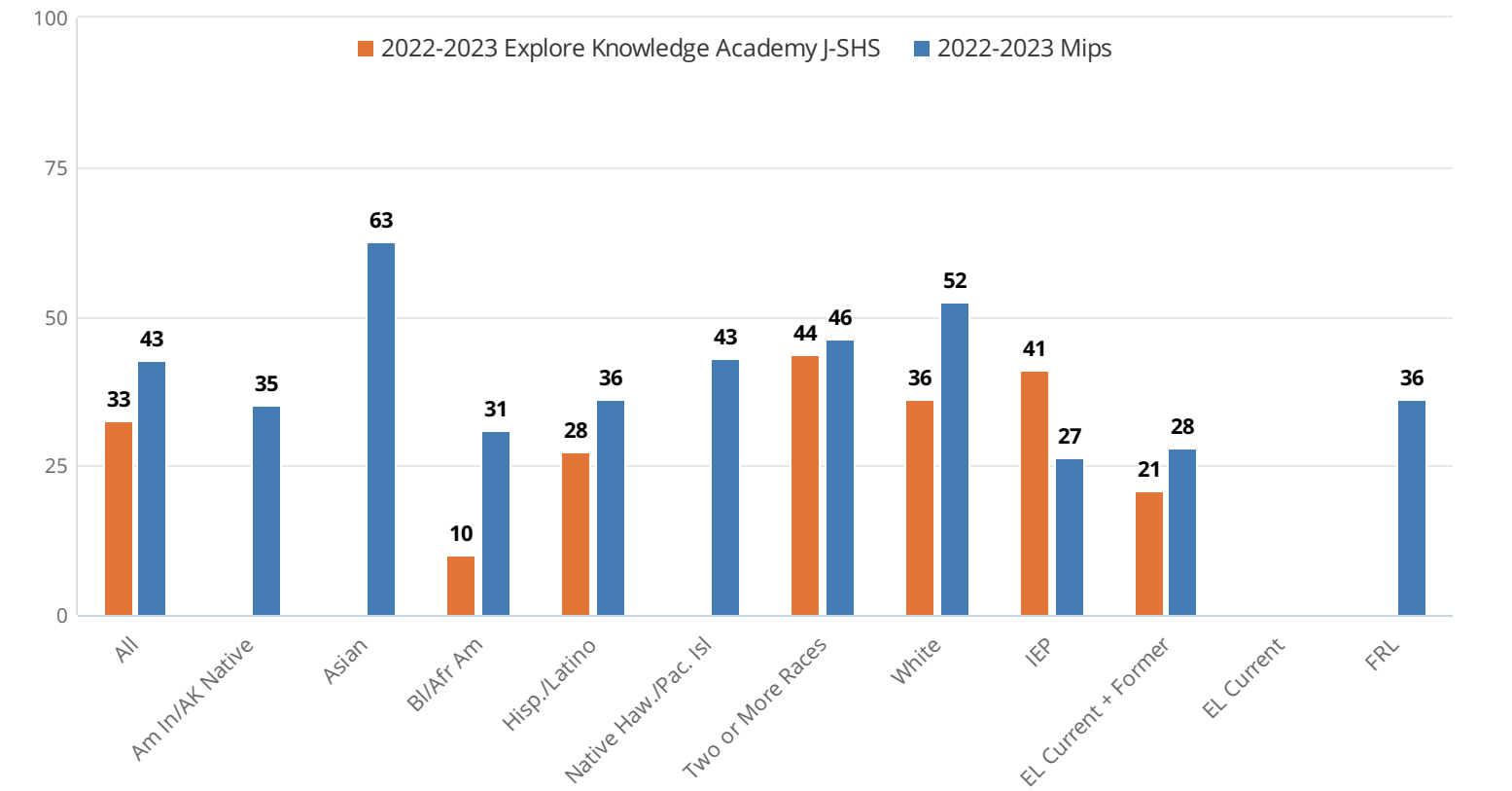
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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		Pooled Proficiency Points Earned: 19/25		
	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	47.3	30.9	46.4	31.8

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	32.7	23.8	42.7	21.5	22.2	39.7
American Indian/Alaska Native	-	13.4	35.3	-	15.1	31.9
Asian	-	52.6	62.6	40.0	49.5	60.6
Black/African American	10.0	9.5	31	9.0	8.4	27.3
Hispanic/Latino	27.5	16.3	36.2	16.3	15.5	32.8
Pacific Islander	-	21.5	43.1	-	19.3	40.1
Two or More Races	43.7	32.5	46.4	46.6	28.0	43.6
White/Caucasian	36.1	41.0	52.3	18.3	37.4	49.8
Special Education	41.1	5.3	26.5	12.5	<5	22.7
English Learners Current + Former	20.8	10.5	28	22.2	10.3	24.2
English Learners Current	-	<5	-	-	<5	-
Economically Disadvantaged	-	13.5	36.1	-	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.

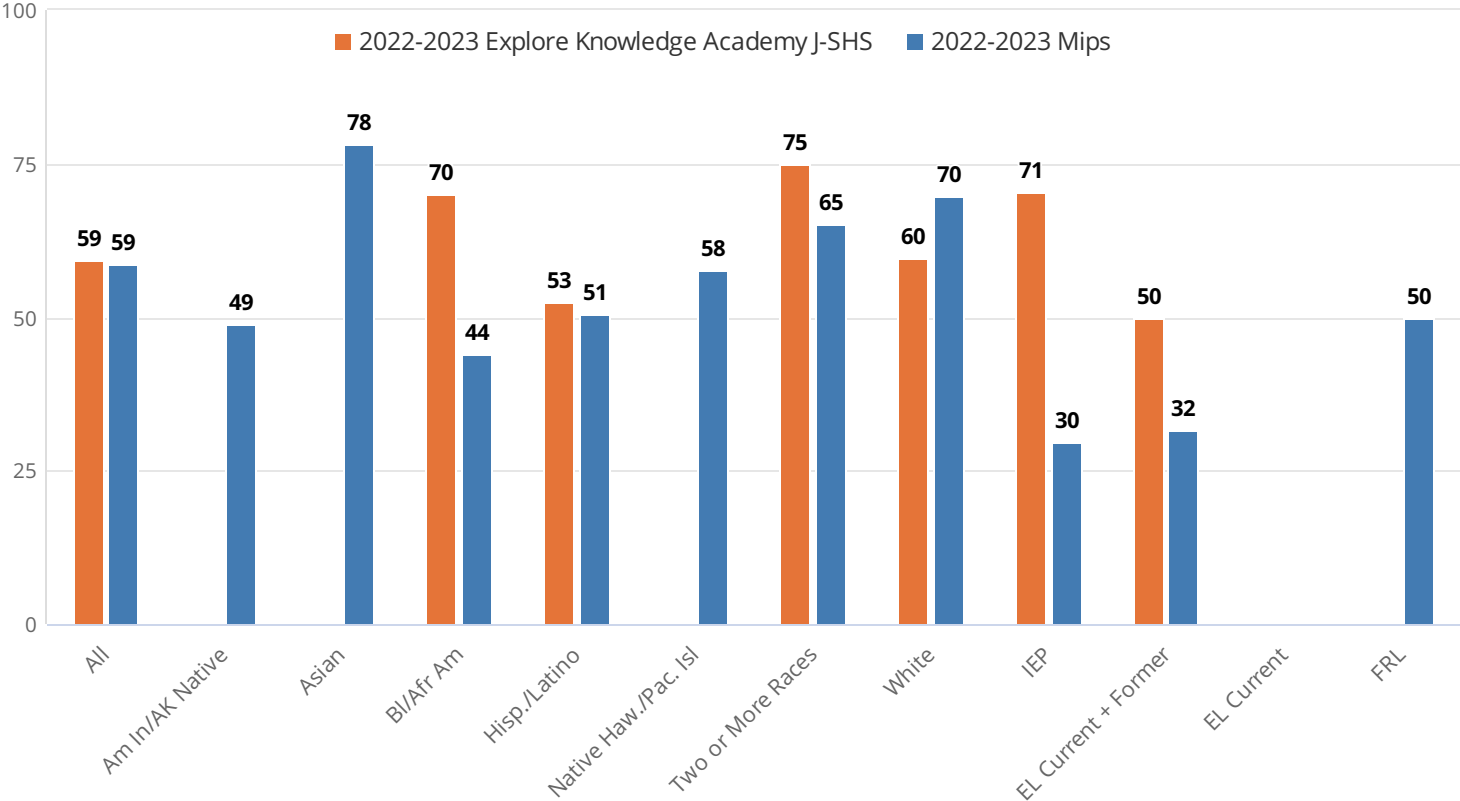


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	59.2	38.3	58.6	66.8	41.9	56.4
American Indian/Alaska Native	-	26.7	49	-	35.3	46.3
Asian	-	64.5	78.2	80.0	69.8	77.1
Black/African American	70.0	22.9	43.9	45.4	25.4	40.9
Hispanic/Latino	52.5	31.3	50.5	63.6	34.8	47.9
Pacific Islander	-	34.9	57.8	-	39.7	55.5
Two or More Races	75.0	48.4	65	66.6	50.0	63.2
White/Caucasian	59.5	55.3	69.6	72.0	58.9	68
Special Education	70.5	9.0	29.6	37.5	9.3	25.8
English Learners Current + Former	50.0	20.7	31.7	61.1	24.6	28.1
English Learners Current	-	5.0	-	-	5.4	-
Economically Disadvantaged	-	27.3	49.8	-	30.4	47.1

ELA Assessments
% Proficient

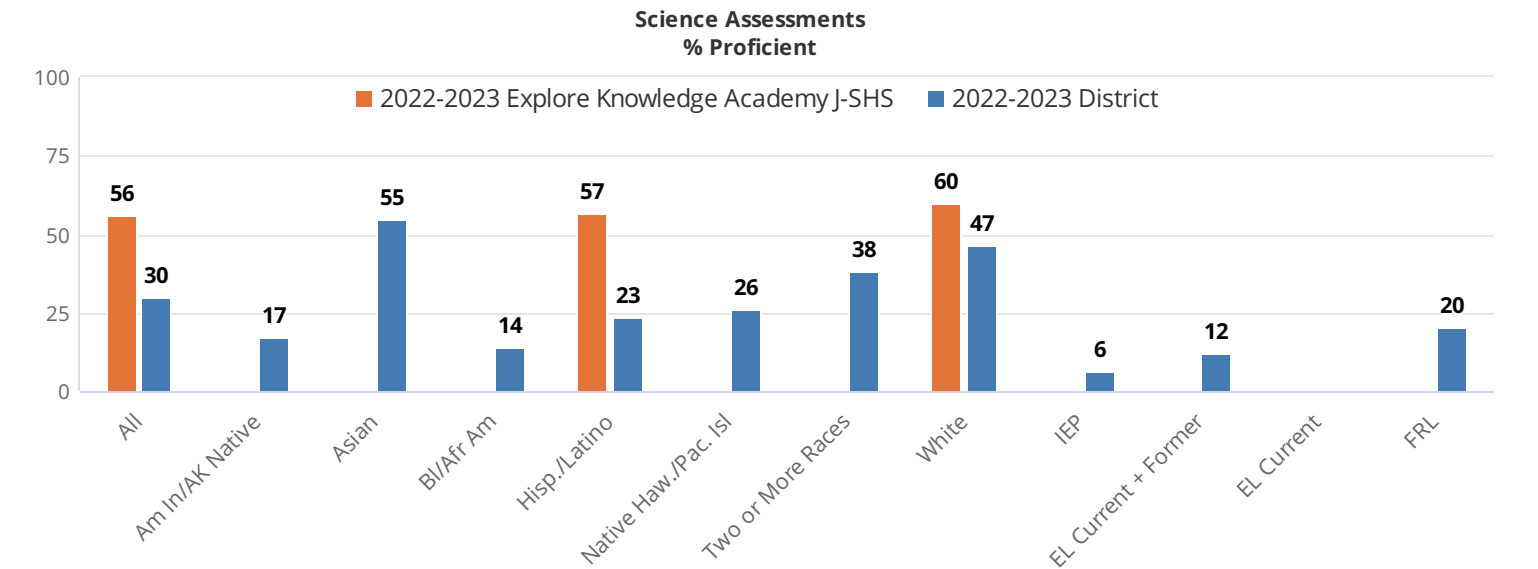


19/25

Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	56.0	30.0	60.0	30.6
American Indian/Alaska Native	-	17.2	-	30.8
Asian	-	54.8	-	54.6
Black/African American	-	14.0	-	14.4
Hispanic/Latino	56.5	23.3	42.8	23.4
Pacific Islander	-	25.8	-	26.7
Two or More Races	-	38.1	-	38.3
White/Caucasian	60.0	46.8	68.7	47.8
Special Education	-	6.2	-	6.9
English Learners Current + Former	-	12.1	-	13.6
English Learners Current	-	<5	-	<5
Economically Disadvantaged	-	20.2	-	20.7



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	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-



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: 10/10

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	79.0	52.0	70.0	50.0	58.0	51.0	58.5	51.0
American Indian/Alaska Native	-	46.0	-	46.0	-	58.0	-	52.0
Asian	-	62.0	-	58.0	-	62.0	-	63.0
Black/African American	64.0	47.0	73.5	46.0	-	43.0	-	44.0
Hispanic/Latino	82.0	49.0	70.5	49.0	52.0	48.0	47.0	48.0
Pacific Islander	-	51.0	-	48.0	-	48.0	-	50.0
Two or More Races	69.0	54.0	83.0	53.0	-	53.0	-	52.0
White/Caucasian	79.5	55.0	68.5	54.0	61.0	57.0	63.0	55.0
Special Education	87.0	43.0	75.0	43.0	61.0	36.0	67.0	36.0
English Learners Current + Former	82.5	49.0	71.0	49.0	57.0	46.0	32.0	47.0
English Learners Current	-	47.0	-	44.0	-	40.0	-	41.5
Economically Disadvantaged	-	48.0	-	48.0	-	46.0	-	46.0

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 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	45.4	26.6	61.0	38.5	38.1	29.2	69.7	47.7
American Indian/Alaska Native	-	16.0	-	25.6	-	29.8	-	42.6
Asian	-	55.1	-	63.5	-	53.5	-	72.5
Black/African American	10.0	12.3	70.0	24.2	-	14.1	-	33.4
Hispanic/Latino	47.2	19.5	60.8	32.2	26.9	21.8	61.5	40.7
Pacific Islander	-	25.6	-	36.9	-	28.3	-	47.5
Two or More Races	40.0	35.2	60.0	46.9	-	36.3	-	55.3
White/Caucasian	47.8	42.4	58.6	53.6	31.0	44.2	72.4	61.2
Special Education	58.8	7.4	82.3	11.9	33.3	8.9	58.3	16.5
English Learners Current + Former	45.4	13.9	63.6	22.7	45.4	16.2	45.4	32.4
English Learners Current	-	5.4	-	8.2	-	6.1	-	15.0
Economically Disadvantaged	-	16.7	-	28.6	-	19.1	-	37.2

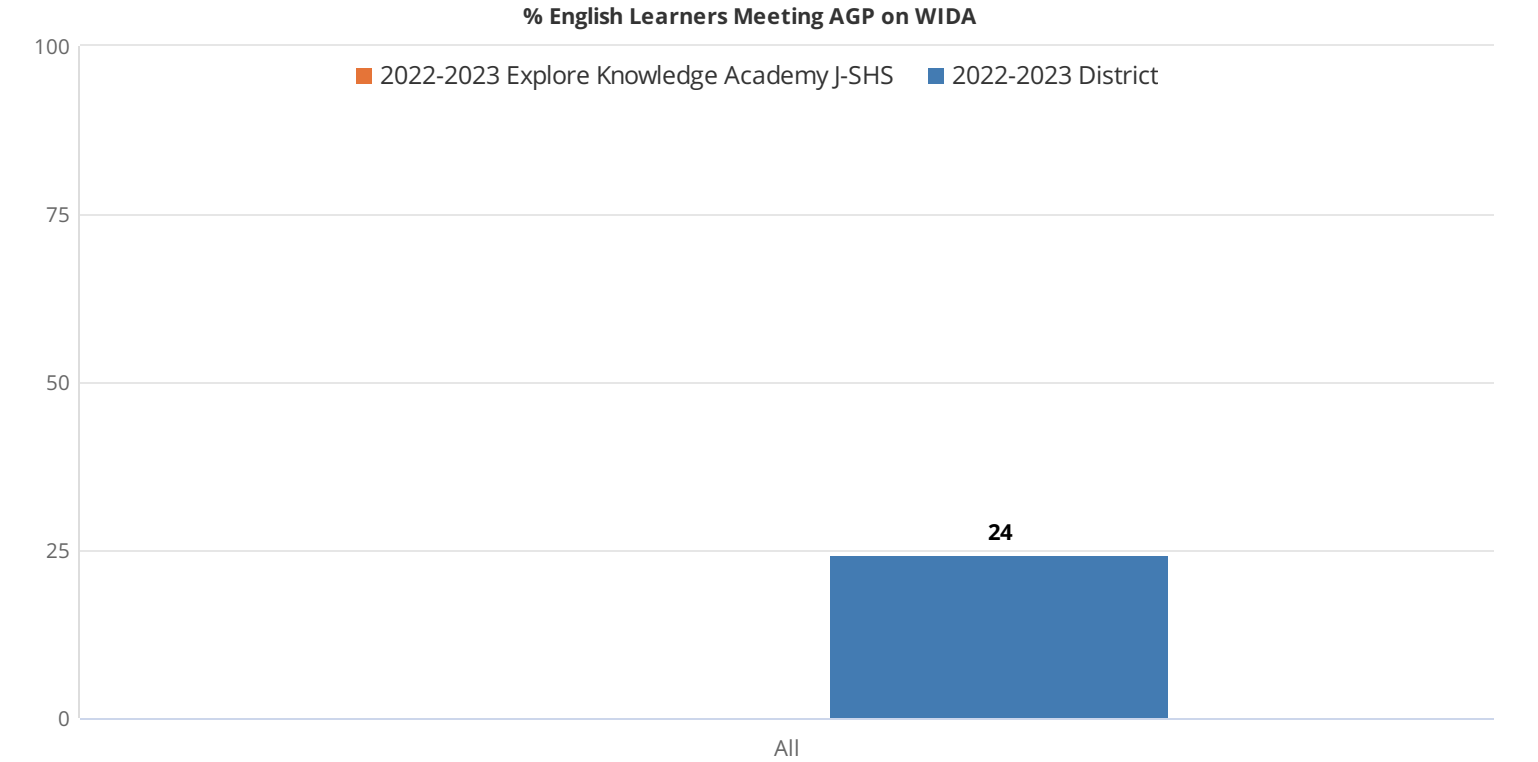
For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.

N/A

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: NA/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	-	-	24.3	-	-	15.6



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: 10/10				ELA AGP Points Earned: 10/10			
	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	35.1	11.4	41.5	15.1	25.8	17.5	61.2	29.4
American Indian/Alaska Native	-	7.3	-	9.2	-	24.6	-	30.7
Asian	-	24.5	-	24.9	-	30.2	-	46.5
Black/African American	10.0	6.7	-	10.6	-	9.9	-	22.4
Hispanic/Latino	38.0	9.7	44.4	14.1	20.0	15.0	58.3	27.3
Pacific Islander	-	12.3	-	16.5	-	18.2	-	30.2
Two or More Races	33.3	15.8	-	19.2	-	22.5	-	33.6
White/Caucasian	36.8	17.5	25.0	20.9	26.9	25.6	64.2	37.7
Special Education	46.1	<5	-	6.6	27.2	5.6	-	11.8
English Learners Current + Former	36.8	8.1	53.8	11.8	N/A	N/A	N/A	N/A
English Learners Current	-	<5	-	6.9	-	5.5	-	14.3
Economically Disadvantaged	-	8.6	-	12.9	-	13.3	-	25.2

**14/15

Student Engagement

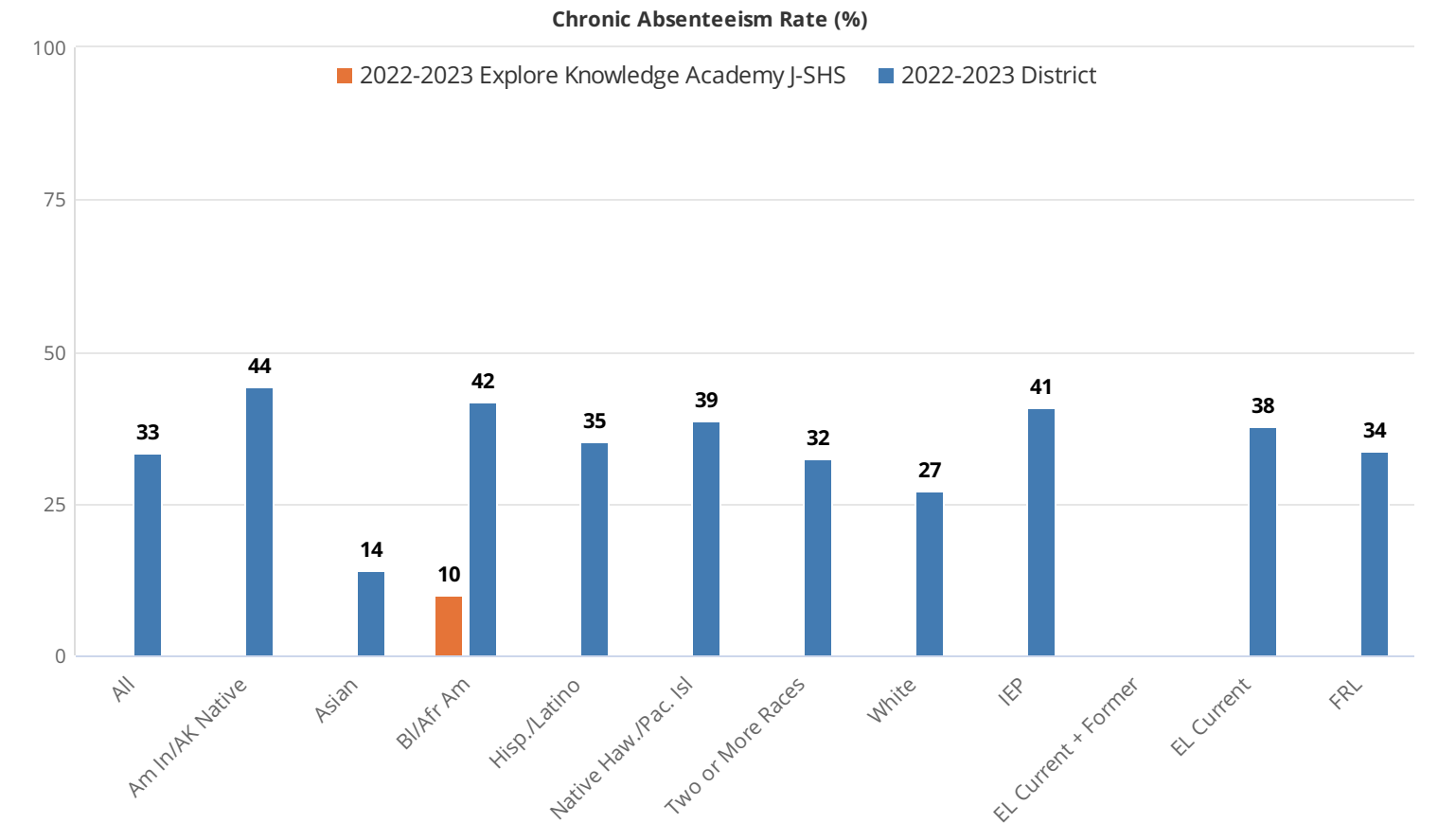
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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.

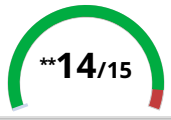
Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	<5	33.4	5.6	33.3
American Indian/Alaska Native	-	44.2	-	44.1
Asian	-	13.9	<5	14.2
Black/African American	10.0	41.9	16.6	41.2
Hispanic/Latino	<5	35.3	<5	35.3
Pacific Islander	-	38.7	-	36.6
Two or More Races	<5	32.4	6.2	31.1
White/Caucasian	<5	27.0	9.0	28.1
Special Education	<5	40.7	<5	41.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	37.6	-	37.8
Economically Disadvantaged	-	33.5	-	33.7

Reducing Chronic Absenteeism by 10% bonus points: 1

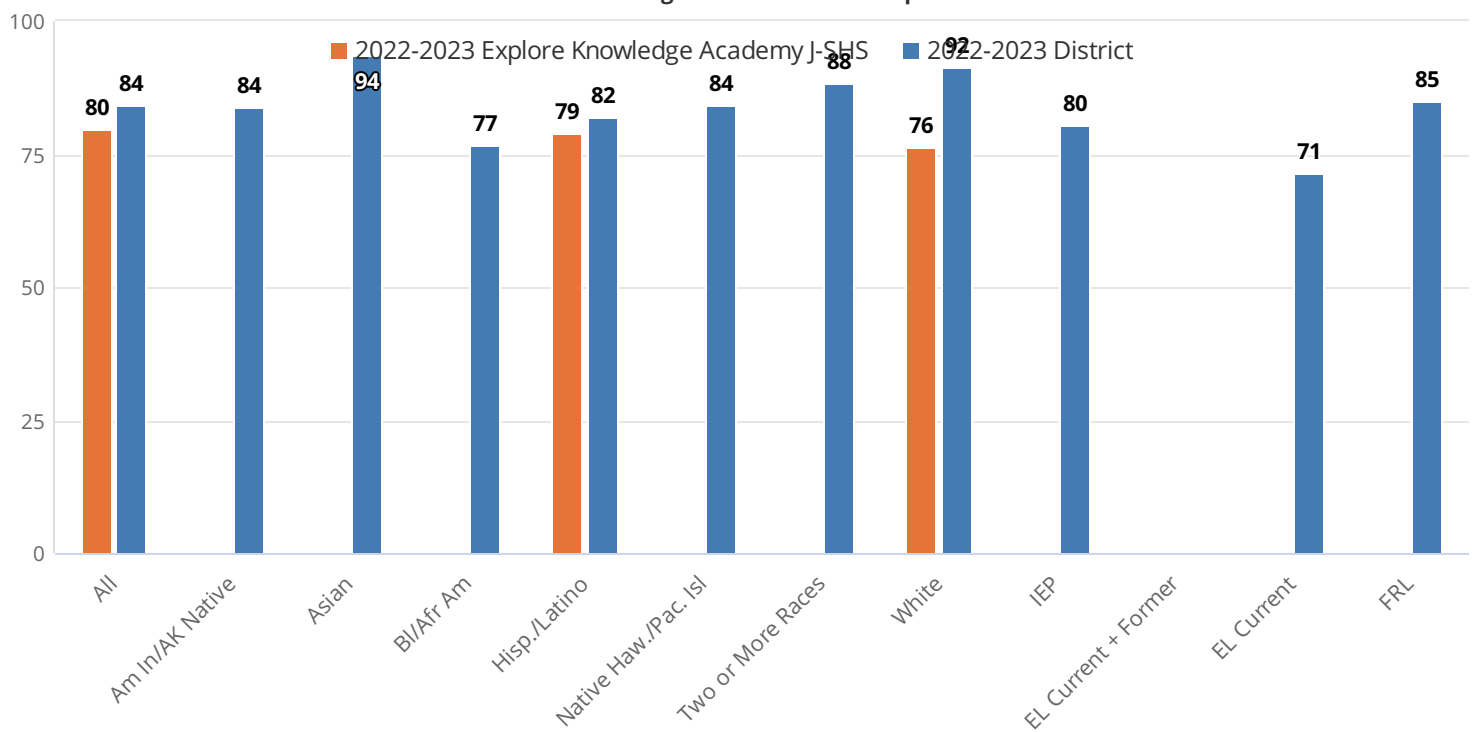


**Student Engagement****Academic Learning Plans**

Groups	2023 % Academic Learning Plans	2023 % District	Academic Learning Plans Points Earned 2/2	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>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
Economically Disadvantaged	-	>95	>95	>95

NAC 389.445 Credit Requirements

Groups	2023 % Credit Requirements Met	2023 % District	NAC 389.445 Credit Requirements Points Earned 2/3	2022 % District
All Students	79.6	84.3	79.2	73.6
American Indian/Alaska Native	-	84.0	-	60.2
Asian	-	93.5	-	87.2
Black/African American	-	76.6	-	63.4
Hispanic/Latino	79.1	81.8	70.0	71.1
Pacific Islander	-	84.3	-	72.7
Two or More Races	-	88.4	-	75.9
White/Caucasian	76.4	91.5	88.8	82.2
Special Education	-	80.3	-	68.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	71.3	-	58.9
Economically Disadvantaged	-	84.9	79.2	73.6

% of Students Meeting 8th Grade Credit Requirements

ATTENDANCE

in the early grades

Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten, and even preK, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?

Who Is Affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

1 in 10 kids

in kindergarten and 1st grade are chronically absent. In some schools, it's as high as 1 in 4.¹



2 in 10
low-income kids

miss too much
school. They're also
more likely to suffer
academically.¹



2.5 in 10
homeless kids

are chronically
absent.²



4 in 10
transient kids

miss too much
school when
families move.²



Why It Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

Who Can Read on Grade Level After 3rd Grade?³



64%

of kids with good attendance in K and 1st
(missed 9 or fewer days both years)



43%

of kids with at-risk attendance
(missed more than 9 days both years)



41%

of kids chronically absent in K or 1st
(missed 18 or more days one year)



17%

of kids chronically absent in K and 1st
(missed 18 or more days both years)

What We Can Do

Engage Families



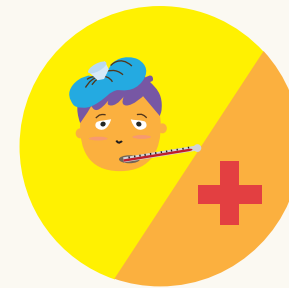
Many parents and students don't realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives and attention to data.

Fix Transportation



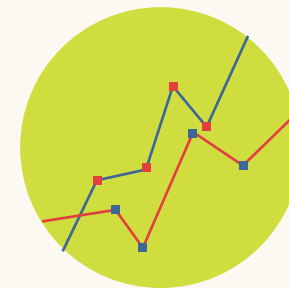
The lack of a reliable car, or simply missing the school bus, can mean some students don't make it to class. Schools, transit agencies and community partners can organize car pools, supply bus passes or find other ways to get kids to school.

Address Health Needs



Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.

Track the Right Data



Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.

These are a few steps that communities and schools can take. How do you think you can help?

¹ Chang, Hedy; Romero, Mariajose, *Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty: NY: NY, September 2008.

² *Chronic Absence in Utah*, Utah Education Policy Center at the University of Utah, 2012.

³ *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*, Applied Survey Research. May 2011.



Help Your Child Succeed in School: Build the Habit of Good Attendance Early

DID YOU KNOW?

- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just one or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.

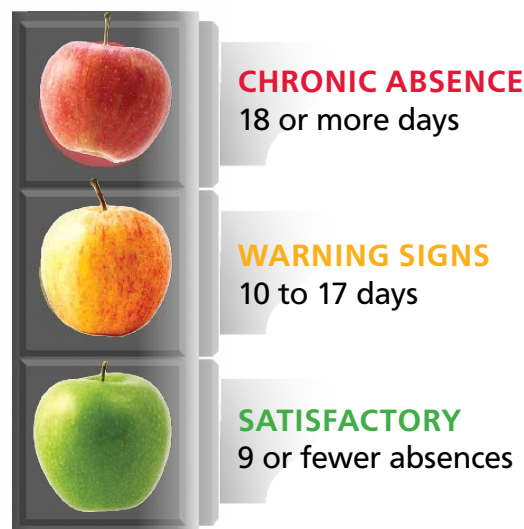
Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Keep your child healthy and make sure your child has the required shots.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor or another parent.
- Try to schedule non-urgent related medical appointments and extended trips when school isn't in session.
- If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If you are concerned that your child may have Covid-19, call your school for advice.
- If your child must stay home due to illness, ask the teacher for resources and ideas to continue learning at home.

Revised September 2023

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.



Keep Your Child On Track in Middle and High School: Pay Attention to Attendance

Showing up for school has a huge impact on a student's academic success. Even as children grow older and more independent, families play a key role in making sure students get to school every day and understand why attendance is so important for success in school and on the job.

DID YOU KNOW?

- Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation.
- Frequent absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10%, or 2 days a month, over the course of the school year, can affect a student's academic success.

WHAT YOU CAN DO

Make school attendance a priority

- Talk about the importance of showing up to school every day.
- Help your children maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try not to schedule dental and non-urgent related medical appointments during the school day.
- Keep your student healthy, and if you are concerned about Covid-19, call your school for advice.
- If your children must stay home because they are sick, make sure they have asked teachers for resources and materials to make up for the missed learning time in the classroom.

Help your teen stay engaged

- Find out if your children feel engaged by their classes, and feel safe from bullies and other threats.
- Make sure your teens are not missing class because of challenges with behavioral issues or school discipline policies. If any of these are problems, contact the school and work with them to find a solution.
- Monitor your teen's academic progress and seek help from teachers or tutors when necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage your child to join meaningful after-school activities, including sports and clubs.
- Notice and support your students if they are showing signs of anxiety.

Communicate with the school

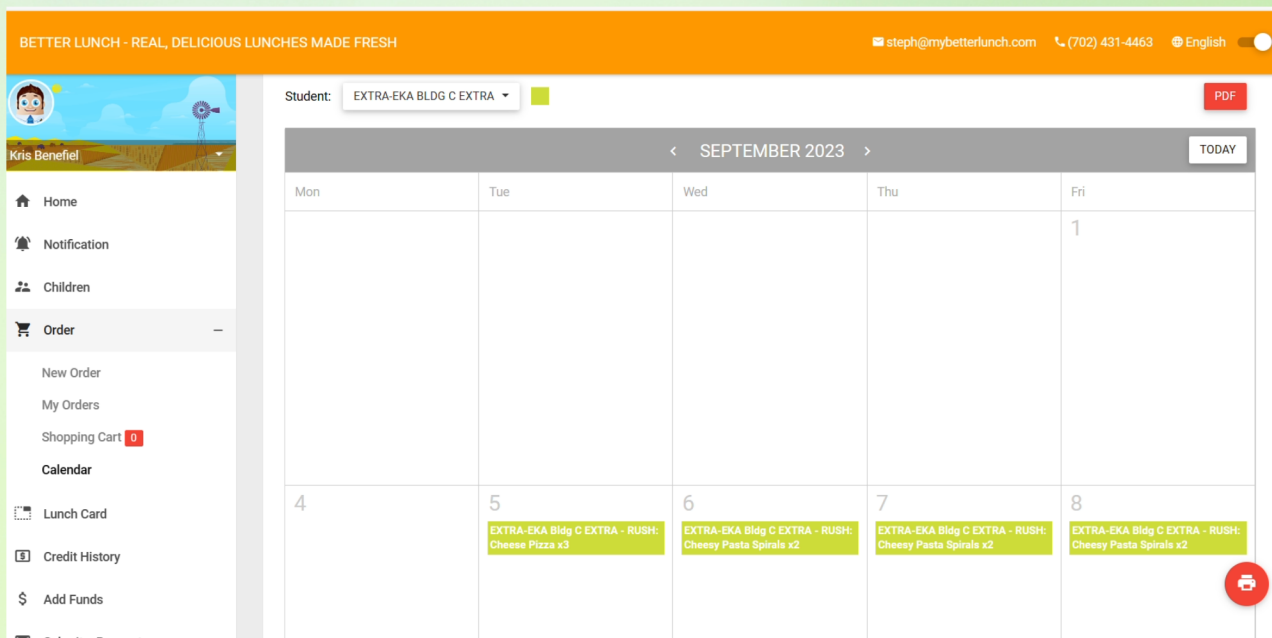
- Know the school's attendance policy – incentives and penalties.
- Check on your child's attendance to be sure absences are not adding up.
- Seek help from school staff, other parents, or community agencies if you need support.



Revised September 2023

Visit Attendance Works at www.attendanceworks.org for free downloadable resources and tools!

How to print your student's My Better Lunches



CALENDAR:

1. Login to your BL account
2. On the left side of the page, click ORDER
3. Using the drop down menu, choose CALENDAR
4. The current month will appear, showing you see which days your child has orders placed.

If you have more than one child, each child who has orders placed, will show on the calendar in a different color. You can see a red PDF button top right side, this means, you can download the calendar and print it out for your records. At the top center of the calendar, you see the current month and arrows on the left and right sides, this enables you to change the month to look at past months or future months.

ORDERS:

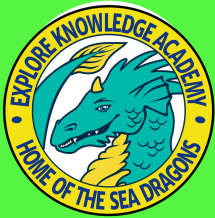
1. Login to your BL account
2. Click on ORDER
3. Choose "MY ORDERS"
4. All of your orders placed will appear
5. Under the "ORDER ID" column, you will see blue order numbers, simply click on an order number to view the order.
6. You can also download the INVOICE/ORDER and print for your records

My Orders								
Campus Explore Knowledge Acad - KINDER			Status All		*Unpaid Orders: \$0.00 VIEW SHOPPING CART			
ORDER ID	NAME	MENU	ORDERED ON	AMOUNT	CREDIT USED	CANCELLATIONS	AMOUNT PAID/DUE	PAID DATE
4103432	EXTRA-EKA Bldg A EXTRA	RUSH MENU	31 Aug, 23 15:15	16.50	17.88		0.00	31 Aug, 23 15:15
4018157	EXTRA-EKA Bldg A EXTRA	August Menu	19 Aug, 23 13:34	63.00	68.28		0.00	19 Aug, 23 13:34
3966972	EXTRA-EKA Bldg A EXTRA	August Menu	06 Aug, 23 16:52	27.00	29.26		0.00	06 Aug, 23 16:52

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PLACARDS NOW!**



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OUR WEB STORE.

ORDERS RECEIVED BY NOON WILL
BE READY FOR PICK UP AT THE
CONCLUSION OF THAT SCHOOL DAY.

[HTTPS://ekacademy.org/product/additional_placard/](https://ekacademy.org/product/additional_placard/)

October

2023 - 2024

Dress up Days



10/3 (Tuesday)
Wear Pink Day



10/6 (Friday)
Golden Knights Day



10/18 (Wednesday)
Basketball Day



10/24 (Tuesday)
Wear Red Day



10/25 (Wednesday)
Crazy Sock Day



10/31 (Tuesday)
Costume Day

November 2023 - 2024

Dress up Days



apex leadership co

11/7 - 11/17

APEX Wear Orange & Blue

December

2023 - 2024

Dress up Days



12/12 (Tuesday)
Beanie Day



12/13 (Wednesday)
Mittens and Scarves Day

HAPPY UGLY
SWEATER DAY!



12/14 (Thursday)

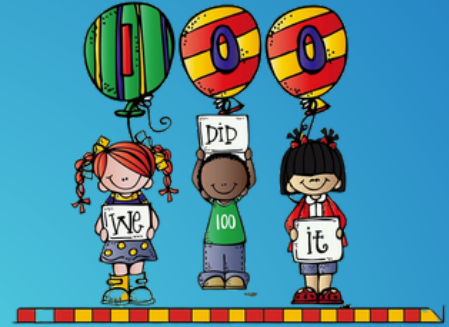
January

Dress up Days

2023 - 2024



1/10 (Wednesday)
Western Day



1/23 (Tuesday)
100th Day of School



1/24 (Wednesday)
Tropical/Hawaii Day



1/25 (Thursday)
Bling Out Day

Crazy Hair Day



1/26 (Friday)
Crazy Hair Day

February 2023 - 2024

Dress up Days



2/2 (Friday) Tutu Day



2/9 (Friday) NFL Day



2/29 (Thursday)
Leap Year Day - Wear Green

March

2023 - 2024

Dress up Days

3/8 (Friday) Hat Day



3/29 (Friday)
Baseball DAY

April

2023 - 2024

Dress up Days

4/4 (Thursday)
Kilt Day



4/12 (Friday)
Scrabble/ Wear Words Day

May

2023 - 2024

Dress up Days



5/1 (Wednesday)
Flower Power Day

5/10 (Friday)
College/ University Day



PLUS get a FREE gift
& enter to win
Vegas Golden Knights tickets!*

Check Out Your FREE Personal WiFi Card*

← Sign up at the Library today!*

Qualified library customers can visit a participating Library District branch to check out a FREE Personal WiFi Card, which will provide FREE internet access until June 30, 2024. For cardholders in areas where Cox WiFi service is limited, please visit your nearby branch to check out a Library District hotspot device.

Service
available
now through
June 30, 2024!

- In order to qualify for this FREE service, you must:
- Be age 18 years or older.
- Have a FREE Las Vegas-Clark County Library card.
- Not currently have internet access to meet your educational and/or employment needs.



Sign up at these locations: Centennial Hills Library, Clark County Library, East Las Vegas Library, Enterprise Library, Meadows Library, Rainbow Library, Sahara West Library, Spring Valley Library, Summerlin Library, Sunrise Library, West Charleston Library, West Las Vegas Library, Whitney Library, and Windmill Library.

For library cardholders in areas where Cox WiFi service is limited, please visit your nearby branch to check out a Library District hotspot device.

* While supplies last; giveaways may vary by branch.



For full details, visit
TheLibraryDistrict.org/FREEWiFi

¡ADEMÁS recibe un regalo GRATIS
& participe para ganar entradas
Vegas Golden Knights!*

Adquiere la Tarjeta de Acceso WiFi GRATIS*

← ¡Inscríbanse hoy mismo en la Biblioteca!

Los clientes de la biblioteca que califican pueden visitar una sucursal participante del Distrito Bibliotecario para solicitar una tarjeta personal WiFi GRATUITA, la cual proporciona acceso GRATIS al internet hasta el 30 de junio de 2024. Los tarjetahabientes en las áreas en donde el servicio de Cox WiFi está limitado pueden visitar su sucursal más cercana para solicitar prestado un punto de acceso al internet del Distrito Bibliotecario.

¡Servicio
disponible ahora
hasta
el 30 de junio
de 2024!

- Tener 18 años o ser mayores de 18.
- Tener una tarjeta GRATUITA de la Biblioteca de Las Vegas-Condado de Clark.
- No tener actualmente acceso a internet para cubrir sus necesidades educativas y/o de empleo.



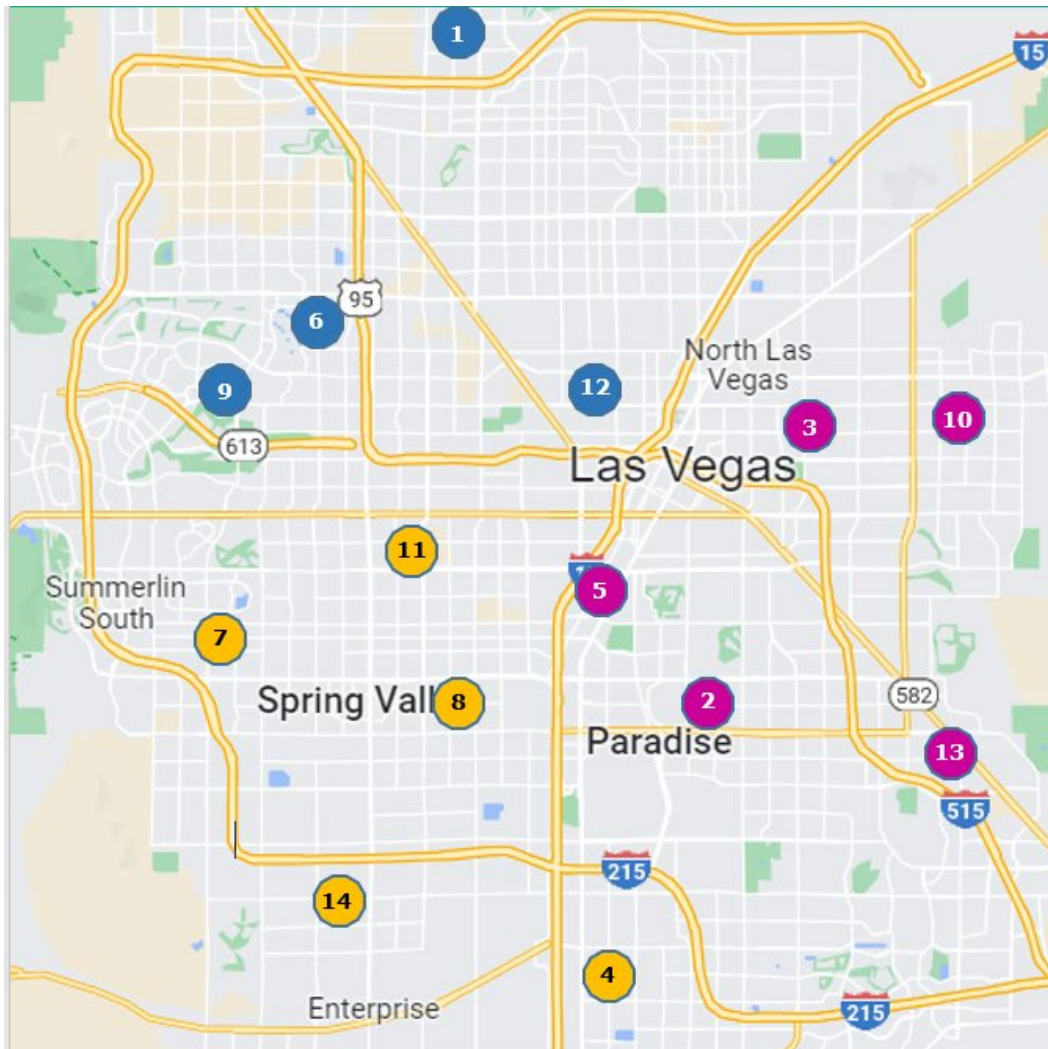
Regístrese en estas sucursales: Biblioteca Centennial Hills, Biblioteca Clark County, Biblioteca East Las Vegas, Biblioteca Enterprise, Biblioteca Meadows, Biblioteca Rainbow, Biblioteca Sahara West, Biblioteca Spring Valley, Biblioteca Summerlin, Biblioteca Sunrise, Biblioteca West Charleston, Biblioteca West Las Vegas, Biblioteca Whitney, y Biblioteca Windmill.

Para los titulares de tarjetas en áreas donde el servicio WiFi de Cox es limitado, visite su sucursal más cercana para retirar un dispositivo de punto de acceso del Distrito Bibliotecario.

* Mientras duren las reservas; Los obsequios pueden variar según la sucursal.



Para más detalles, visite
TheLibraryDistrict.org/FREEWiFi



Library Branches to get Free Personal WiFi

- | | | |
|---------------------|------------------|---------------------|
| 1. Centennial Hills | 6. Rainbow | 11. West Charleston |
| 2. Clark County | 7. Sahara West | 12. West Las Vegas |
| 3. East Las Vegas | 8. Spring Valley | 13. Whitney |
| 4. Enterprise | 9. Summerlin | 14. Windmill |
| 5. Meadows | 10. Sunrise | |

WHITNEY LIBRARY YOUTH SERVICES CALENDAR

5175 E Tropicana Ave.

SEPTEMBER 2023

Kids, Teens, Families

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Programs for Kids, Teens, & Families! <i>Turn this page over for event ages and descriptions!</i>					1 3 p.m.-5 p.m. After School Fun	2 10:30 a.m. Saturday Stories & Play 3 p.m. LEGO League
<u>Free After School Snacks</u> Monday - Friday 2:30 p.m. - 4:30 p.m. Kids and Teens ages 6 - 18		<u>Homework Help & Tutoring</u> Monday - Thursday 4 p.m. - 6 p.m. for grades K-12 <i>*Beginning September 5</i>				
3	4 CLOSED for Labor Day!	5 10:30 a.m. Preschool Storytime 3 p.m.-5 p.m. After School Fun	6 10:30 a.m. 5 & Under Storytime 11:15 a.m. Baby Time 3 p.m.-5 p.m. After School Fun	7 10:30 a.m. Music & Movement Storytime 11 a.m. Stay and Play 3 p.m.-5 p.m. After School Fun	8 3 p.m.-5 p.m. After School Fun	9 10:30 a.m. Saturday Stories & Play 3 p.m. Robot Lab
10 11 a.m. Storytime at the Clark County Wetlands Park	11	12 10:30 a.m. Preschool Storytime 3 p.m.-5 p.m. After School Fun	13 10:30 a.m. 5 & Under Storytime: Bilingual Storytime 11:15 a.m. Baby Time 3 p.m.-5 p.m. After School Fun: Sunflower Quilling	14 10:30 a.m. Music & Movement Storytime 11 a.m. Stay and Play 3 p.m.-5 p.m. After School Fun	15 3 p.m.-5 p.m. After School Fun	16 10:30 a.m. Saturday Stories & Play 3 p.m. Family Game Party
17	18 3 p.m.-5 p.m. After School Fun	19 10:30 a.m. Preschool Storytime 3 p.m.-5 p.m. After School Fun: Pirates Ahoy!	20 10:30 a.m. 5 & Under Storytime 11:15 a.m. Baby Time 3 p.m.-5 p.m. After School Fun	21 10:30 a.m. Music & Movement Storytime 11 a.m. Stay and Play 3 p.m.-5 p.m. After School Fun	22 3 p.m.-5 p.m. After School Fun	23 10:30 a.m. Saturday Stories & Play 3 p.m. STEAM Saturday: Planet Palooza
24 11 a.m. Storytime at the Clark County Wetlands Park	25 3 p.m.-5 p.m. After School Fun	26 10:30 a.m. Preschool Storytime 3 p.m.-5 p.m. After School Fun	27 10:30 a.m. 5 & Under Storytime 11:15 a.m. Baby Time 3 p.m.-5 p.m. After School Fun	28 10:30 a.m. Music & Movement Storytime 11 a.m. Stay and Play 3 p.m.-5 p.m. After School Fun	29 3 p.m.-5 p.m. After School Fun	30 10:30 a.m. Saturday Stories & Play 3 p.m. Family Crafternoon

Program Descriptions and Ages

For questions about any of our free programs, please call 702-507-4015 or stop by.

Storytimes

Wednesdays at 10:30 a.m. for ages 0-5: 5 & Under Storytime - This story program is for all children under the age of five and their caregivers. Families will enjoy books, songs, rhymes, and movement activities while building language and literacy skills!

Wednesdays at 11:15 a.m. for ages 0-18 months: Baby Time - Babies from birth to 18 months and their caregivers will enjoy songs, nursery rhymes, and fingerplays together. This brain-building program includes book sharing time and language enrichment activities.

Thursdays at 10:30 a.m. for ages 0-5: Music & Movement Storytime - Children ages 0-5 and their caregivers will enjoy an action-packed, movement-focused interactive storytime featuring music, books, and more!

Thursdays at 11 a.m. for ages 0-5: Stay & Play - Enjoy this play-based program for ages 0-5 and caregivers. Drop in, play with a variety of toys, and meet other families with young children in a relaxed environment.



Special Events



Mondays-Fridays on regular school days from 3 p.m.-5 p.m. for all ages: After School Fun - The fun doesn't stop after school! Join us after school between 3 p.m. and 5 p.m. for a variety of fun and engaging activities for all ages. Choose from board games, STEM activities, art projects, and more at the tables in our Youth Services Department!

Mondays-Fridays beginning August 7 from 2:30 p.m.-4:30 p.m. for all ages: Kids Cafe - Free Meals for Kids and Teens - Free meals are provided in the Youth Services Department for kids and teens up to age 18 every weekday from 2:30 p.m.-4:30 p.m. while supplies last. Meals at this location are shelf stable and must be eaten in the library. Children must be present to receive meals. Food is provided by Three Square. For more information, please call the Youth Services Department at 702-507-4015.



Mondays-Saturdays from 3 p.m.-5 p.m. for ages 13-17: Teen Zone Open Hours - Teens ages 13-17 are invited to hang out in the Teen Zone! Check out a chromebook, play video games, make crafts, or just enjoy your own space to chill with friends or relax and read. Dates and times may change based on staff availability.

Tuesdays from July 25-August 29 at 10:30 a.m. for ages 3-5: Fun to Play for Preschoolers - Join University of Nevada, Reno Extension for a series of workshops that encourage parents to enhance their nurturing skills and abilities through age-appropriate play. Intended for children 3-5 years old, the program also helps parents understand Nevada Pre-Kindergarten Standards and how to play with their children to improve these pre-kindergarten skills. *Registration is required; please call or visit to register.*



Saturday, August 5 at 3 p.m. for ages 6-12: LEGO League - Kids are invited to get inspired by a story and create their own LEGO masterpiece to be displayed all month long in the library!

Saturday, August 12 at 3 p.m. for ages 6-12: Robot Lab - Drop in and learn some coding basics by tinkering with a variety of technology and creating and coding robots! Featured tech may include littleBits, Ozobots, Code and Go Mouse, LEGO WeDo, Dash, and more.



Sunday, August 13 and 27 at 11 a.m. for ages 0-11: Storytime at the Clark County Wetlands Park - Discover the beautiful Clark County Wetlands Park right in our neighborhood! Join us in the Lizard Lounge next to the Nature Center located at 7050 Wetlands Park Ln. for stories and crafts for the whole family.

Saturday, August 19 at 3 p.m. for ages 6-12: Science Saturday - Kids ages 6-12 are invited to test their science, technology, engineering, art, and math skills by taking part in a fun STEAM challenge!



Saturday, August 26 at 3 p.m. for all ages: Family Game Party - Get your game on! Kids and families are invited to play a variety of board games, video games, and party games.



WHITNEY LIBRARY

Free Tutoring

provided by Andson

**STARTING
SEPTEMBER
5TH**

Students in grades K-12 are welcome to drop in for tutoring and homework help from CCSD teachers and teacher aides through Andson.

Students must bring work with them. Tutoring may be provided in small group settings.

MON. - THURS. 4 P.M. - 6 P.M.

*Certain dates
excluded.
See web site for
current schedule.*

Whitney Library
5175 E Tropicana Ave.
702-507-4015

www.thelibrarydistrict.org

Program Descriptions and Ages

For questions about any of our free programs, please call 702-507-4015 or stop by.

Storytimes & Play Groups for Ages 0-5

Saturdays at 10:30 a.m. for ages 0-5: Saturday Stories & Play - Join us for an energizing morning of stories, songs, and play! We'll share a short storytime for ages 0-5 followed by free play with a variety of toys while caregivers enjoy complimentary coffee and learn about resources in our community.

Tuesdays at 10:30 a.m. for ages 3-5: Preschool Storytime - This storytime for children ages 3-5 and their caregivers includes stories, songs, and much more to build literacy skills and help children develop a love for books.

Wednesdays at 10:30 a.m. for ages 0-5: 5 & Under Storytime* - This story program is for all children ages five and under and their caregivers. Families will enjoy books, songs, rhymes, and movement activities while building language and literacy skills! **Enjoy a special Bilingual Storytime in English and Spanish on 9/13!*

Wednesdays at 11:15 a.m. for ages 0-18 months: Baby Time - Babies from birth to 18 months and their caregivers will enjoy songs, nursery rhymes, and fingerplays together. This brain-building program includes book sharing time and language enrichment activities followed by play time!

Thursdays at 10:30 a.m. for ages 0-5: Music & Movement Storytime - Children ages 0-5 and their caregivers will enjoy an action-packed, movement-focused interactive storytime featuring music, books, and more!

Thursdays at 11 a.m. for ages 0-5: Stay & Play - Enjoy this play-based program for ages 0-5 and caregivers. Drop in, play with a variety of toys, and meet other families with young children in a relaxed environment.

Weekly & Special Events

Mondays-Thursdays from 4 p.m.-6 p.m. for grades K-12: Homework Help and Tutoring - Students in grades K-12 are welcome to drop in any time Monday through Thursday between 4 p.m. and 6 p.m. for tutoring and homework help from CCSD teachers and teacher aides through Andson. Students must bring work with them, and tutoring is provided in small group settings.

Mondays-Fridays from 2:30 p.m.-4:30 p.m. for all ages: Kids Cafe - Free Meals for ages 6-18 - Free meals are provided in the Youth Services Department for kids and teens ages 6 - 18 every weekday while supplies last. Meals at this location are shelf stable and must be eaten in the library. Children must be present to receive meals. Food is provided by Three Square.

Mondays-Fridays on regular school days from 3 p.m.-5 p.m. for all ages: After School Fun - The fun doesn't stop after school! Join us for a variety of fun and engaging activities for all ages. Choose from board games, STEM activities, art projects, and more at the tables in our Youth Services Department!

Mondays-Saturdays from 3 p.m.-5 p.m. for teens (grades 6-12): Teen Zone Open Hours - Teens in grades 6-12 are invited to hang out in the Teen Zone! Check out a chromebook, play video games, make crafts, or just enjoy your own space to chill with friends or relax and read. *Dates and times may change based on staff availability.*

Saturday, September 2 at 3 p.m. for ages 6-12: LEGO League - Kids are invited to get inspired by a story and create their own LEGO masterpiece to be displayed all month long in the library!

Saturday, September 9 at 3 p.m. for ages 6-12: Robot Lab - Drop in and learn some coding basics by tinkering with a variety of technology and creating and coding robots! Featured tech may include Ozobots, Code and Go Mouse, LEGO WeDo, Dash, and more.

Sundays, September 10 and 24 at 11 a.m. for ages 0-11: Storytime at the Clark County Wetlands Park - Discover the beautiful Clark County Wetlands Park right in our neighborhood! Join us in the Lizard Lounge next to the Nature Center located at 7050 Wetlands Park Ln. for stories and crafts for the whole family.

Wednesday, September 13 from 3 p.m. - 5 p.m. for all ages: Sunflower Quilling - Learn to turn strips of paper into a sunflower masterpiece!

Saturday, September 16 at 3 p.m. for ages 6-12: Family Game Party - Get your game on! Kids and families are invited to play a variety of board games, video games, and party games.

Tuesday, September 19 from 3 p.m. - 5 p.m. for all ages: Pirates Ahoy! - Join us to create your own unique pirate persona - hats, names, and your own treasure chest in celebration of International Talk Like a Pirate Day!

Saturday, September 23 at 3 p.m. for ages 6-12: STEAM Saturday Planet Palooza - Come learn fun facts about space and make your own model of the planets in our solar system!

Saturday, September 30 at 3 p.m. for all ages: Family Crafternoon - Spend the afternoon creating crafts and enjoying art activities especially for kids and families!

Explore Knowledge Academy

Student Attendance Calendar

August 2023 - May 2024

2023

August 10	Classes Begin
September 4	Labor Day - Business Office Closed
October 13	End of 1st Quarter
October 27	Nevada Day - No School Business Office Closed
November 10	Veteran's Day - No School Business Office Closed
November 20 - 24	Thanksgiving Break - No School Business Office Closed
November 28	Classes Resume
December 14	Student Early Release
December 15	Staff Development Day - No School Business Office Closed End of 2nd Quarter - End of 1st Semester
December 19 - Jan 1	Winter Break - No School Business Office Closed

2024

January 2 - 3	Staff Development Days - No School Business Office Closed
January 4	Classes Resume (Thursday)
January 15	Martin Luther King Jr. Day Business Office Closed
February 19	President's Day - Business Office Closed
March 8	End of 3rd Quarter
March 12 - 22	Spring Break - No School Business Office Closed
March 26	Classes Resume
May 17	Student Early Release End of 4th Quarter - End of 2nd Semester End of the 2023-2024 School Year
May 21	Graduation 2024

EXPLORE KNOWLEDGE ACADEMY PRE-ARRANGED ABSENCE REQUEST

THIS APPLICATION MUST BE SUBMITTED TO THE FRONT OFFICE AT LEAST 1 WEEK PRIOR TO THE REQUESTED ABSENCE

NOTE: Prearranged absences WILL NOT be approved immediately preceding or following any scheduled EKA break. Prearranged exceeding the limitation on total absences WILL NOT be approved.

The Parent/Legal Guardian or student is responsible for checking Google Classroom for make-up work from all teachers and submitting the work as specified.

PLEASE NOTE: Nevada State Law allows a parent or legal guardian to arrange absences in advance. EKA allows up to **4** pre-arranged absences during a school year. All absences whether approved or unapproved count towards the total of absences for the year. Any arranged absence, for which the makeup work is not completed and submitted as required, is considered unapproved.

1 EKA School Day = 1.3 Days

Student's Name: _____ Grade: _____

Date(s) Requested: _____

Reason for pre-arranged absence(s): _____

Parent/Guardian Print: _____

Parent/Guardian Signature: _____ Date: _____

OFFICE PERSONNEL ONLY

Name of Student: _____

Administrative Signature: _____ Date Received: _____

Dates Approved: _____

Parent Notified Date: _____

Office Personnel Initials: _____

Teacher(s) Notified Date: _____

Office Personnel Initials: _____

Absence Note

5871 Mountain Vista Street

Las Vegas NV 89120

Phone: (702) 870-5032

Fax: (702) 871-5032

www.ekacademy.org



*** Three (3) or more consecutive absences will require a note from a medical provider.

1 EKA School Day = 1.3 Days

Please use this form when your child misses school. Additional forms may be downloaded from the website and are available at the office.

Date(s) of Absence	
Period(s) Missed	
Student Name	
Student's Advisor	Grade

Reason for Absence(s)	
Parent/Guardian Signature	Date
Home Phone	Work/Cell Phone
Parent Email	

Students who have been absent must provide written notice from the parent/guardian to the school explaining the reason for the absence within 3 school days after their return from the absence AND turn in **any missing work**.

Failure to provide an excused absence note within 3 days AND turn in missed school work will result in an unexcused absence. In accordance with NRS, an unexcused absence is deemed truant.

It is the parent/guardian responsibility to request homework from the advisor.

Please Note: EKA must report habitual truancy to Child Protective Services for educational neglect.

For Office Use Only: ☐ Excused ☐ Unexcused ☐ Unexcused Due To Incomplete Work

3 SIMPLE STEPS FOR EKA SCHOOL ZONE

OBEY ALL TRAFFIC LAWS & LIGHTS



01

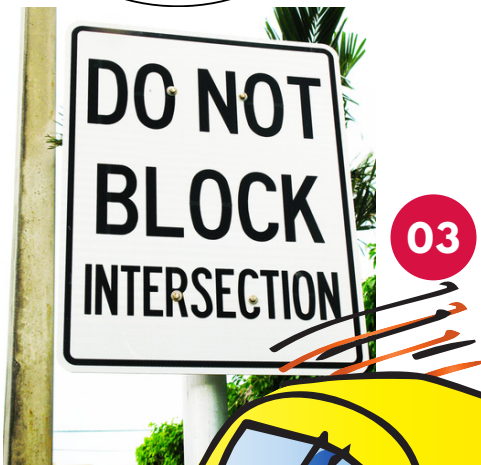
SLOW DOWN and obey all speed limits including the 5 mph speed limit posted on school property.



02

NO U-TURNS IN THE SCHOOL ZONE IF LIGHTS ARE FLASHING!

If lights are flashing you **MUST** go to Russell and make your u-turn.



03

DON'T BLOCK INTERSECTIONS OR THE ENTRANCE TO CAROL CIRCLE

This does **NOT** make things quicker. It actually slows down our valet process.



EKA Administration and Office Staff Email Addresses

Position	Name	Email
Superintendent	Abbe Mattson	amattson@ekacademy.org
Principal	Dawn Gustafson	dgustafson@ekacademy.org
Assistant Principal	Donna Childers	dstewardchilders@ekacademy.org
Dean of Students	Butch Heiss	bheiss@ekacademy.org
Special Ed Facilitator	Maureen Turnbull	mturnbull@ekacademy.org
Operations Manager	Hope Vivas	hvivas@ekacademy.org
Finance Manager	Lori Rogers	lrogers@ekacademy.org
Technology Manager	Wil Jones	wjones@ekacademy.org
Maintenance Supervisor	Louis Rivera Carrasquillo	lrivera@ekacademy.org
School Nurse	Kaitlyn Nichols	knichols@ekacademy.org
Counselor	Imelda Keyer	ikeyer@ekacademy.org
Social Worker	Addison Moses	amoses@ekacademy.org
Literacy Specialist	Stephanie Estores	sestores@ekacademy.org
Registrar	Rita Walls	rwalls@ekacademy.org
Office Specialist	Darlene Acosta	dacosta@ekacademy.org
Office Specialist	Bobbie Gonzalez	bgonzalez@ekacademy.org
FASA (First Aid Safety Assistant)	Michelle Hay	mhay@ekacademy.org
FASA (First Aid Safety Assistant)	Jazmen Locquiao	jlocquiao@ekacademy.org
General Communication / Attendance	Office Staff	parentportal@ekacademy.org

EKA Teacher Email Addresses

Grade Level	Teacher Name	Email
Elementary	Ryan Arguelles	rarguelles@ekacademy.org
Elementary	Jen Cook	jcook@ekacademy.org
Elementary	Sandon Edmonds	sedmonds@ekacademy.org
Elementary	Meggan Fowler	mfowler@ekacademy.org
Elementary	Sonia Guevara Zarate	sguevarazarate@ekacademy.org
Elementary	Mary Harper	mharper@ekacademy.org
Elementary	Annie Jacobites	ajacobites@ekacademy.org
Elementary	Kailene Krukowski	kkrukowski@ekacademy.org
Elementary/Secondary	Shonece Lightner	slightner@ekacademy.org
Elementary	Dawn Maahs	dmaahs@ekacademy.org
Elementary	Brenda McNulty	bmcnulty@ekacademy.org
Elementary	Heather Mills-Jaramillo	hmills-jaramillo@ekacademy.org
Elementary	Tania Ordinola	tordinola@ekacademy.org
Elementary	Kelly Perea	kperea@ekacademy.org
Elementary	Jamie Rivas-Solorzano	jrivas-solorzano@ekacademy.org
Elementary	Judith Rodriguez	jrodriguez@ekacademy.org
Elementary/Secondary	Joanne Sanders	jsanders@ekacademy.org
Elementary	Amanda Snyder	asnyder@ekacademy.org
Elementary	Randy Soddors	rsoddors@ekacademy.org
Elementary	Samantha Steel	ssteel@ekacademy.org
Elementary	Frank Sullivan	fsullivan@ekacademy.org
Elementary/Secondary	Jeter Tavares	jtavares@ekacademy.org
Elementary	Jason Wright	jwright@ekacademy.org
Secondary	Samantha Barnett	sbarnett@ekacademy.org
Secondary	Renee Berto	rberto@ekacademy.org
Secondary	Thomas Brophy	tbrophy@ekacademy.org
Secondary	Kyle Dammeir	kdammeir@ekacademy.org
Secondary	Kara Donnelly	kdonnelly@ekacademy.org
Secondary	Daniel Fuller	dfuller@ekacademy.org
Secondary	Deni LaBree	dlabree@ekacademy.org
Secondary	David Lujan	dlujan@ekacademy.org
Secondary	Samantha Malcolm	smalcolm@ekacademy.org
Secondary	Brittany Mattson	bmattson@ekacademy.org
Secondary	Kimberly McArthur	kmcarthur@ekacademy.org
Secondary	Erin Mc Iver	emciver@ekacademy.org
Secondary	Tonna Purtle	tpurtle@ekacademy.org
Secondary	Anthony Quan-Williams	aquanwilliams@ekacademy.org
Secondary	Patrick Quinn	pquinn@ekacademy.org
Secondary	Kate Smith	ksmith@ekacademy.org
Secondary	Cynthia Winterringer	cwinterringer@ekacademy.org