

# FALL FEST

A DAY OF FUN FOR GRADES K-12

OOGIE BOOGIE MAZE - TRUNK OR TREAT- GAMES  
COSTUME CONTEST - POPSICLES - AND MORE!

OCTOBER 31ST DURING SCHOOL

Please view our Candy Drive and Costume Guideline flyers  
for information on how to prepare for the festivities



# **COSTUME DAY**

## **OCTOBER 31, 2023**

### **GUIDELINES FOR GRADES K-12**

**STUDENTS WILL BE ASKED TO CHANGE OR BE PICKED UP FROM SCHOOL IF THEIR COSTUMES DO NOT FOLLOW THESE GUIDELINES**

- Absolutely NO simulated weapons of any kind. No pretend swords, guns, grenades, knives. Nothing that could possibly be perceived as a weapon or simulated weapon is allowed.
- Costumes must comply with our EKA Dress Code. Please use good judgement.
- No gang related attire allowed. Dressing up like a “gangster” will not be permitted.
- Hats that are part of a costume are allowed. Staff members have the right to have students remove the hat during class at their discretion.
- Costumes should not be so large or obtrusive that it prevents the child from sitting comfortably, or so obtrusive that they block of the view of those sitting behind the student.
- Student costumes need to be respectful of body images and should not emphasize negative stereotypes of any person, gender, ethnicity, or group of people. Cultural sensitivity is required.
- Students should not interfere with another person’s costume. Students spend a lot of time, thought, money, and energy in preparing their costumes so we do not want their costume damaged by others.
- Costume masks are not allowed, including anything that covers up a student’s face or any part of their face. Students must remain recognizable by the staff. Additionally, faces may be painted, but in small portions (a scar, for example).
- No fake blood.
- Hair may be sprayed a different color but no colored hair spray is allowed on campus.
- No Glitter! These items will be confiscated and not returned if brought to school.
- NO CLOWN COSTUMES.
- Costumes brought to campus after the start of the school day will NOT be delivered to students.



# Help Support

## Explore Knowledge Academy Elementary

**Our Apex leadership program and fundraiser starts on  
11/07/23!**



### **PARTNERSHIP WITH APEX**

Apex provides an amazing two-week interactive leadership program combined with a fitness-focused event fundraiser that helps schools all over the country raise funds the healthy way. During the fun-filled program, Apex encourages development of leadership habits, good character, and fitness.



### **ALL STUDENTS INCLUDED**

Every student at our school participates in the daily leadership and character lessons, receives daily lesson silicone wristbands, enjoys classroom & school wide rewards, and takes part in the celebratory, high-energy fitness event, regardless of financial participation in the fundraiser.



### **SUPPORT OUR SCHOOL**

When the fundraiser kicks off, help our school by:

- 1) Making a donation online at [www.MyApexEvent.com](http://www.MyApexEvent.com)
- 2) Sending a link to invite family and friends to also donate online.
- 3) Encouraging your child to do their best at our fitness event!

**More info will be coming home soon. THANK YOU FOR SUPPORTING OUR SCHOOL!**



# Ayuda y apoyo

## Explore Knowledge Academy

### Elementary School

¡Nuestro programa de **liderazgo** y evento de **recaudación de fondos** de Apex comienza el día

**11/07/23!**



#### ASOCIACIÓN **CON APEX**

Apex ofrece un increíble programa de liderazgo interactivo de dos semanas combinado con un evento de recaudación de fondos enfocado en el acondicionamiento físico que ayuda a las escuelas de todo el país a recaudar fondos de manera saludable. Durante el programa lleno de diversión, Apex fomenta el desarrollo de hábitos de liderazgo, buen carácter y acondicionamiento físico.



#### INCLUSIÓN DE TODOS LOS **ESTUDIANTES**

Todos los estudiantes de nuestra escuela participan en las lecciones diarias de liderazgo y carácter, reciben pulseras de silicona de lecciones diarias, disfrutan de recompensas en el aula y en toda la escuela, y participan en el evento de acondicionamiento físico festivo y de mucha energía, independientemente de la participación financiera en el evento de recaudación de fondos.



#### APOYE **NUESTRA ESCUELA**

Cuando se inaugure el evento de recaudación de fondos, ayude a nuestra escuela así:

- 1) Haga una donación en línea en [www.MyApexEvent.com](http://www.MyApexEvent.com).
- 2) Envíe un enlace para invitar a familiares y amigos a que también donen en línea.
- 3) ¡Motive a su hijo a hacer lo mejor que pueda en nuestro evento de acondicionamiento físico!

**Más información llegará a casa pronto. ¡GRACIAS POR APOYAR A SU ESCUELA!**





## Board Vacancy Announcement

We would appreciate your help in recruiting four remaining candidates for our Board of Trustees. It is acknowledged that membership on the board is voluntary and at no time will it be considered a paid position. Board members may be parents of EKA students; however, it is not a requirement.

Board members' terms are for two years and the terms are staggered so that four members are elected in one year and three the next year. NRS 386.549, the board must have the following make up:

- a) Licensed teacher or other person licensed pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing.
- b) Licensed teacher or a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing.
- c) Parent or legal guardian who is not a teacher or employee of the school.
- d) Two members who possess knowledge and expertise in one or more of the following areas:  
(1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.

**There is one opening on our Board at this time. The remaining applicant must have knowledge or expertise in at least one of the following areas: knowledge in Accounting, Financial Services, Law, Human Resources, or they can be an EKA parent.** A board member cannot be an employee of the school, a member of an employee's immediate family, or a member of a current board member's immediate family.

A board member cannot be an employee of the school, a member of an employee's immediate family, or a member of a current board member's immediate family.

The responsibilities of board members are:

- to work collaboratively with the other board members and the administration to implement the vision, mission, and goals of EKA as specified in our strategic plan,
- to maintain compliance with our charter contract with CCSD
- to keep informed of charter school laws,
- to keep informed of EKA board business,
- to attend the meetings of the board, and
- to attend the annual retreat and other board training events as scheduled by the board and administration of EKA.

The guidelines for the election of new board members are as follows: *The prospective board members will be interviewed by the Governing Board of Directors. Applicants will be selected and appointed to the Governing Board at an open Board Meeting.*

Interested persons should submit the attached application and a brief resume to the Business Office using one of the following methods: Fax to 702 547-9069, email to [amattson@ekacademy.org](mailto:amattson@ekacademy.org) or deliver to 5871 Mountain Vista Street, Las Vegas, Nevada 89120.

Thank you for your help.

Ms. Michelle Alarie, Board President, on behalf of Explore Knowledge Academy Board of Trustees



## APPLICATION FOR BOARD OF TRUSTEES

Name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Phone number(s) \_\_\_\_\_

Email address \_\_\_\_\_

1. ☐ Attached is a brief resume, evidence of two years of full-time teaching experience and a copy of my teaching license, if applicable.
2. Reason you are interested in serving on the EKA Board of Trustees:

3. If I am elected to the EKA Board, I will:  
(please initial)

\_\_\_\_\_ work collaboratively with the other board members and the administration to implement the vision, mission, and goals of EKA as specified in our strategic plan,  
\_\_\_\_\_ help maintain compliance with our charter contract with CCSD  
\_\_\_\_\_ keep informed of charter school laws,  
\_\_\_\_\_ keep informed of EKA board business and  
\_\_\_\_\_ attend the meetings of the board, (at least quarterly)  
\_\_\_\_\_ attend the annual retreat and other board training events as scheduled by the board and administration of EKA.

4. \_\_\_\_\_ I have never been convicted of a felony, or any offense of moral turpitude and there are not any such charges pending to the best of my knowledge.

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

# THE CHICKEN SHACK

FINGERS • WINGS • FRIES



Wednesday, NOVEMBER 29TH

**\$7 per BOX**

2 - CHICKEN FINGERS  
&  
fries

ALL orders for NOV 29TH must be  
Placed no Later than NOV 24TH

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



COLLEGE OF SOUTHERN NEVADA

# PLANETARIUM

## 4/5 FIELD TRIP

### FRIDAY, DECEMBER 1, 2023



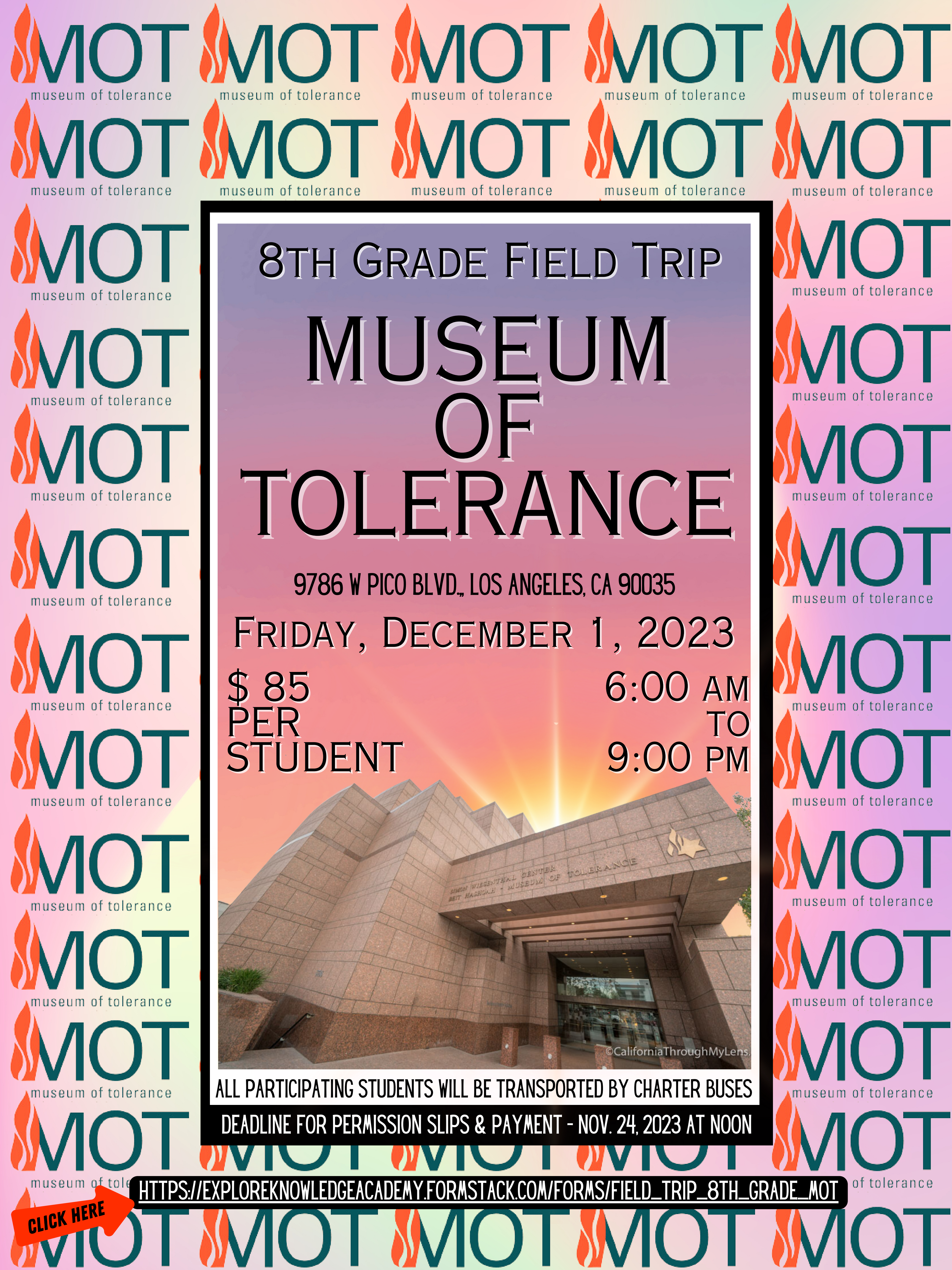
**\$15  
PER  
STUDENT**

ALL PARTICIPATING STUDENTS WILL BE TRANSPORTED BY CHARTER BUSES

Deadline for Permission Slips & Payment - Nov 17, 2023 at noon

[HTTPS://EXPLOREKNOWLEDGEACADEMY.FORMSTACK.COM/FORMS/FIELD\\_TRIP\\_PLANETARIUM](https://exploreknowledgeacademy.formstack.com/forms/field_trip_planetarium)





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



# Smith Center Field Trip

TUESDAY, JANUARY 9, 2024

PERFORMANCE BY

CATAPULT  
*Magic Shadows*

PERMISSION  
SLIPS  
AND  
PAYMENT DUE  
BY NOON ON  
JANUARY 2, 2024



6TH  
&  
7TH  
GRADE  
ONLY

\$25  
PER  
STUDENT

9:00 AM  
TO  
NOON

ALL PARTICIPATING STUDENTS WILL BE TRANSPORTED BY CHARTER BUSES

CLICK HERE

[HTTPS://EXPLOREKNOWLEDGEACADEMY.FORMSTACK.COM/FORMS/FIELD\\_TRIP\\_6\\_7\\_SMITH\\_CENTER](https://exploreknowledgeacademy.formstack.com/forms/field_trip_6_7_smith_center)





**EXPLORE KNOWLEDGE ACADEMY**

# *Book Fair*

**SUPPORT OUR SCHOOL**

[HTTPS://WWW.BOOKFAIR.ORG/WELCOME/?REF=417RUOI](https://www.bookfair.org/welcome/?ref=417RUOI)



**15% OF YOUR PURCHASE  
WILL GO DIRECTLY TO  
EXPLORE KNOWLEDGE  
ACADEMY**



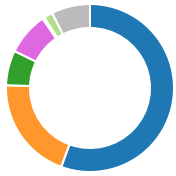
# Explore Knowledge Academy ES

School Year 2022-2023 Nevada School Rating

*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*



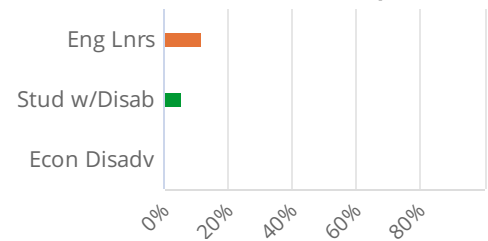
## Student Race/Ethnicity

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



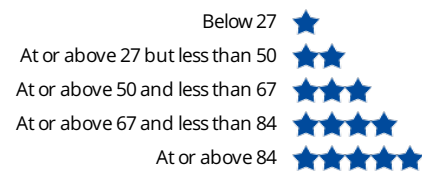
## What does my school rating mean?

**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            |



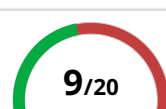
## English Language Proficiency Indicator

| 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.

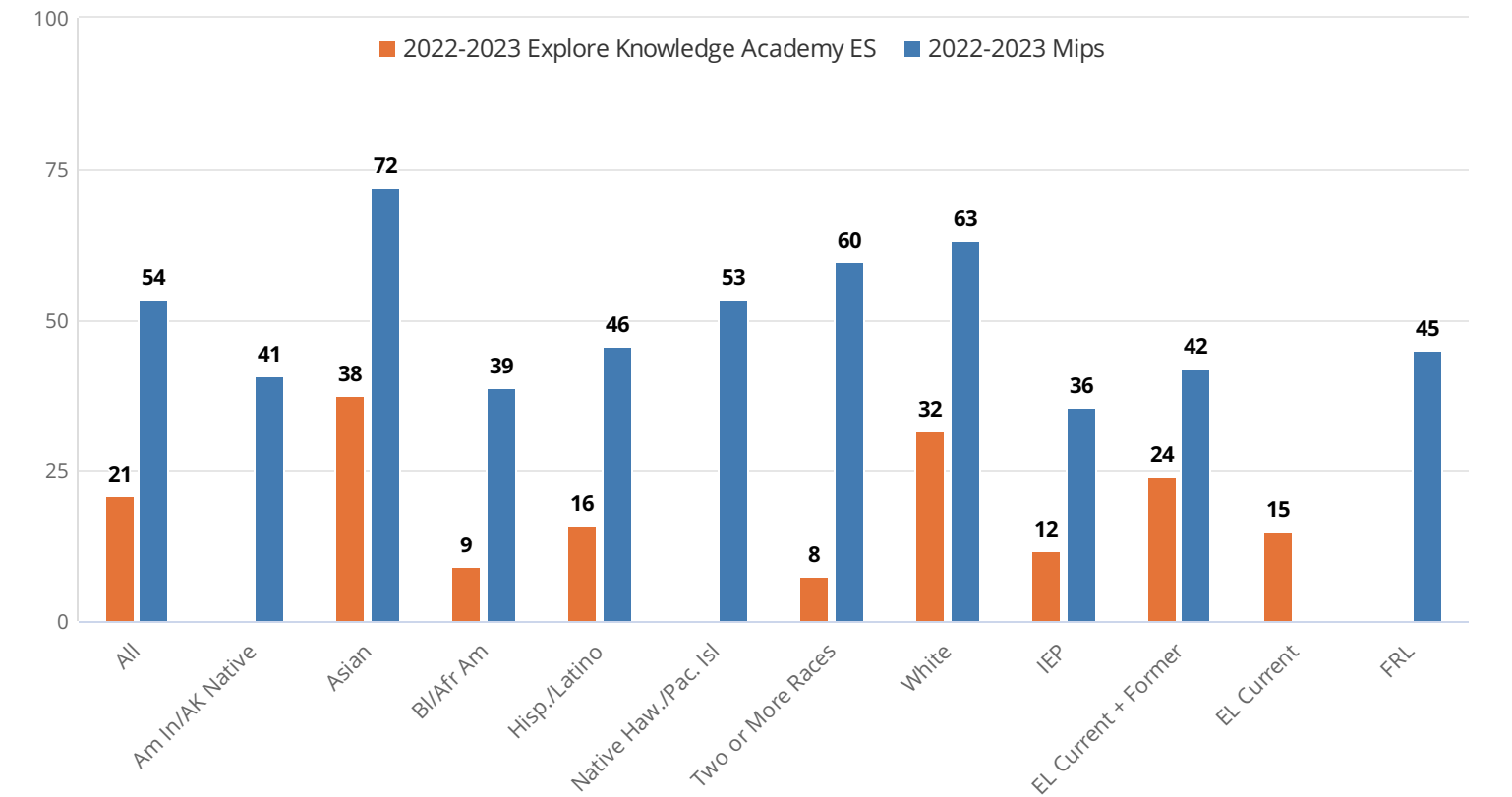
Pooled Proficiency Points Earned: 6/20

|                    | 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



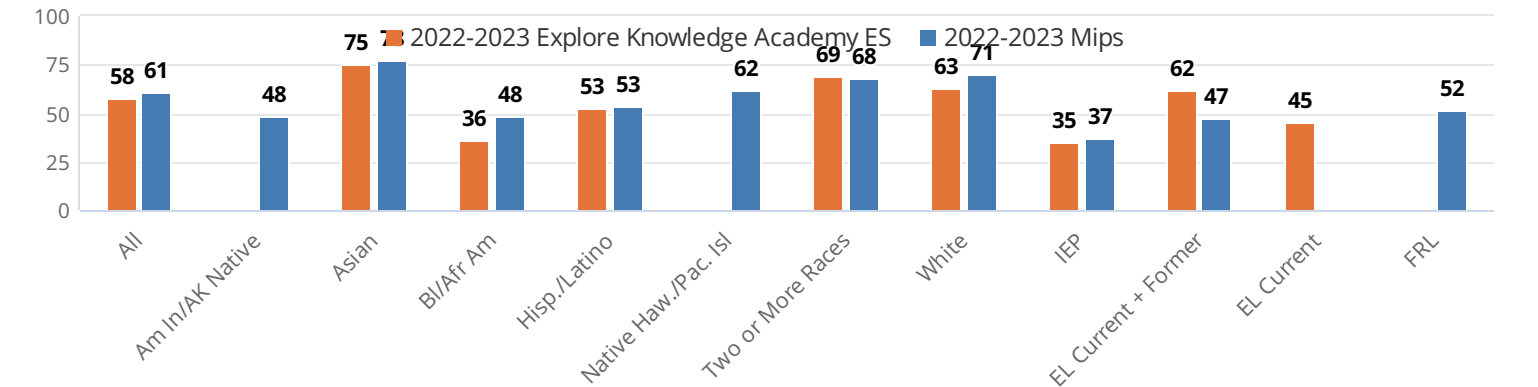
10/25

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       |

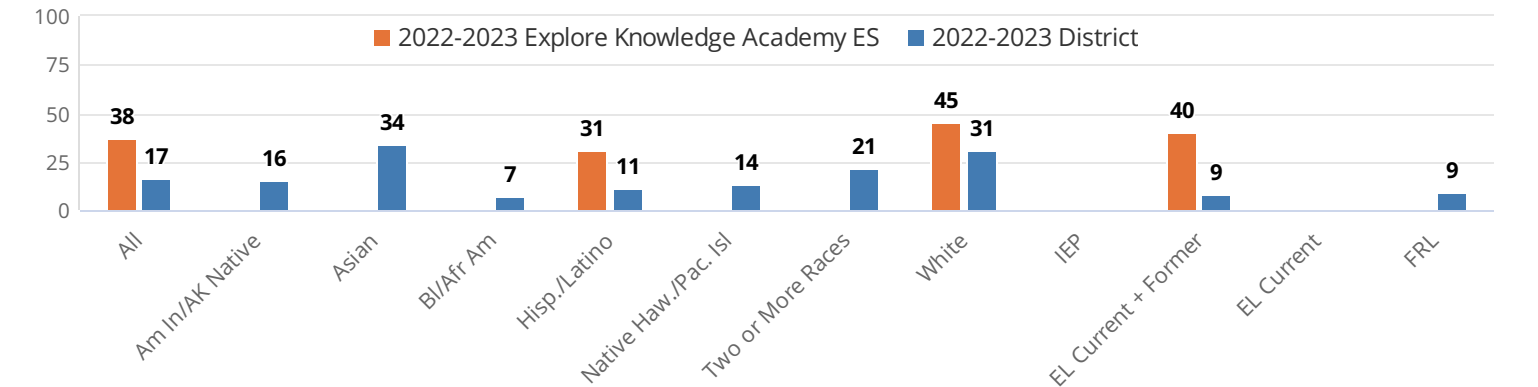
ELA Assessments  
% Proficient



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







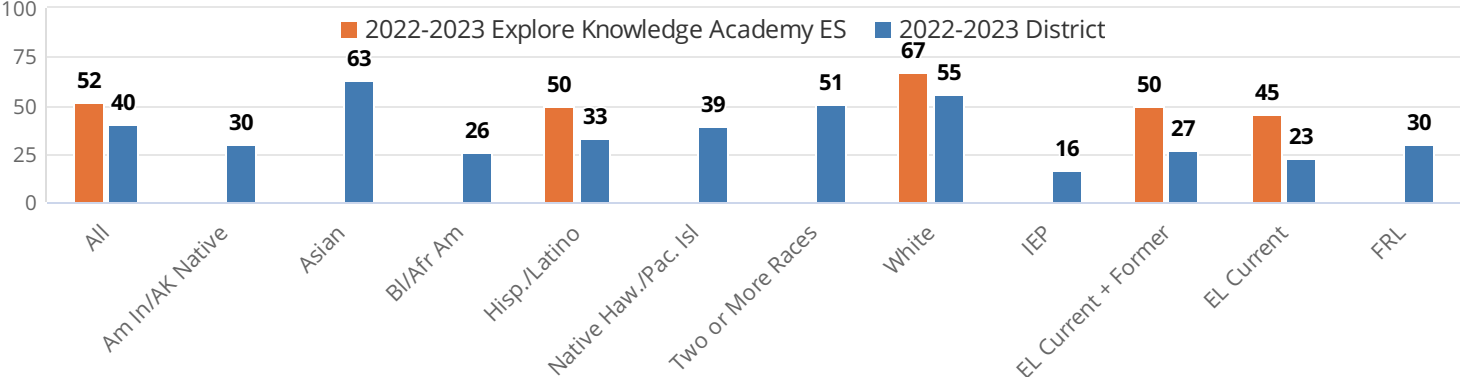
Academic Achievement

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

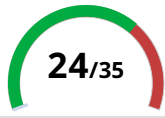
**Participation on State Assessments**

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        | -           | -          | -           | -          |



## 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/>.



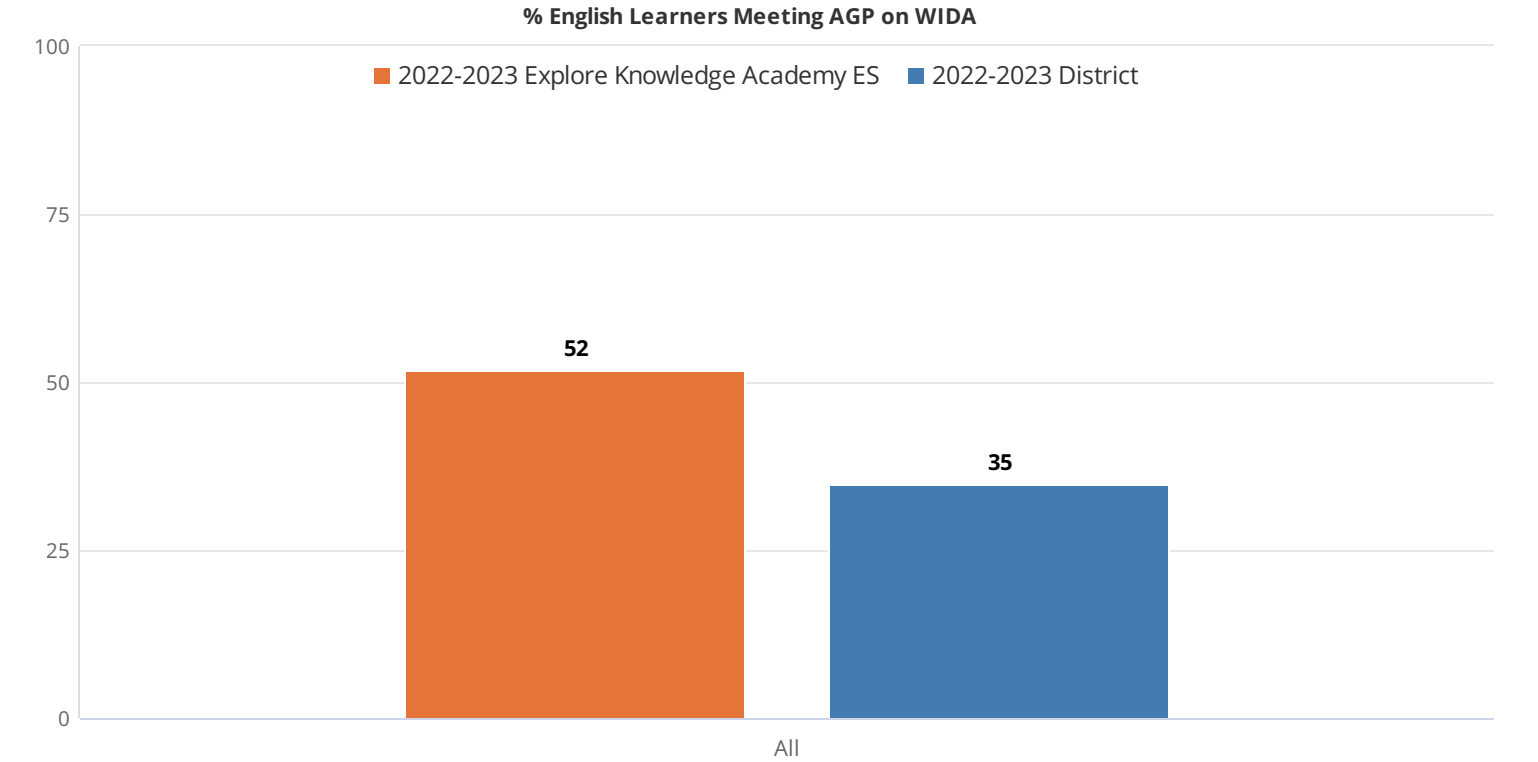
8/10

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<br>% Meeting<br>AGP Math | 2023<br>% District<br>Math | 2023<br>% Meeting<br>AGP ELA | 2023<br>% District<br>ELA | 2022<br>% Meeting<br>AGP Math | 2022<br>% District<br>Math | 2022<br>% Meeting<br>AGP ELA | 2022<br>% District<br>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**

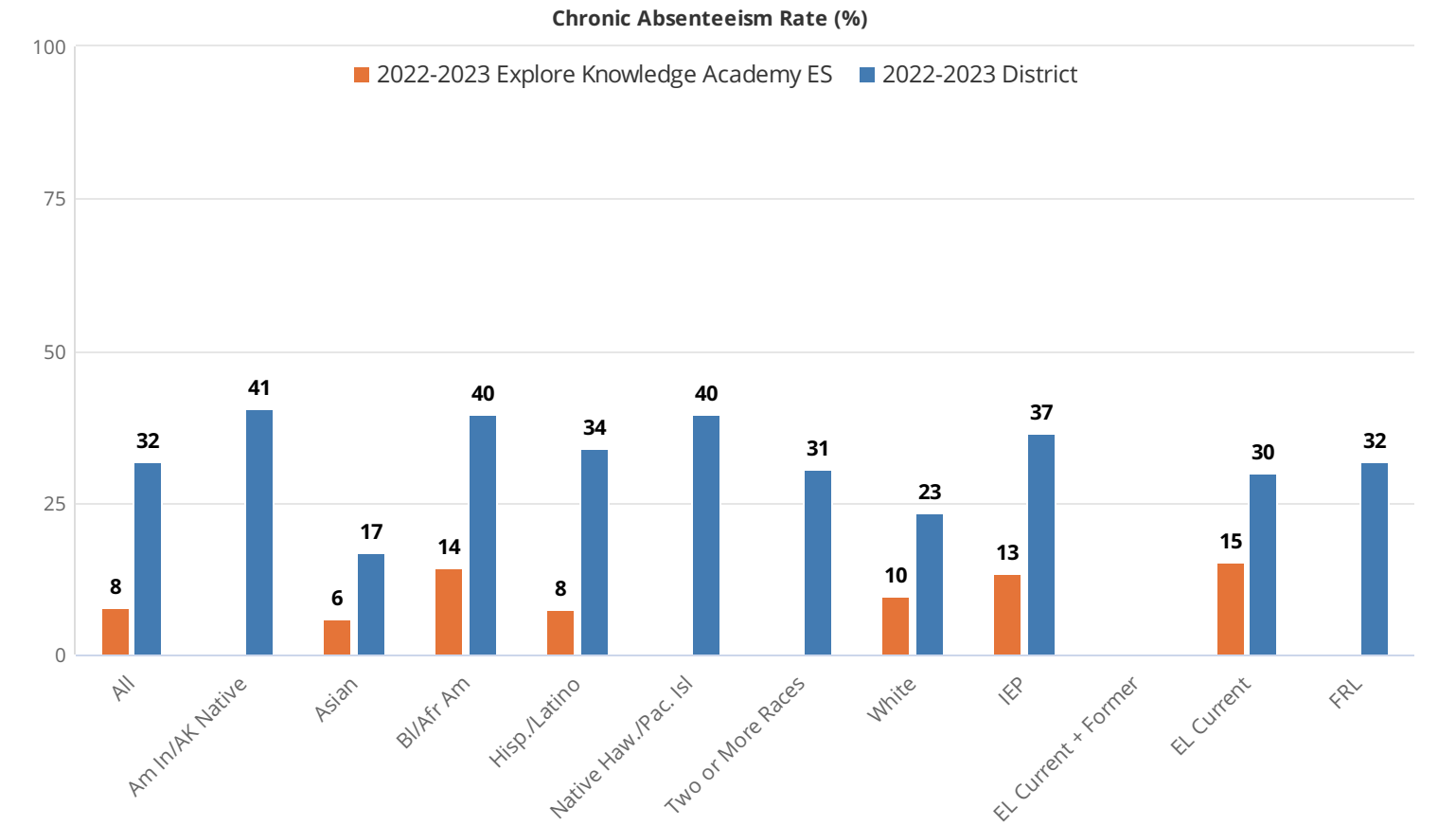
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored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



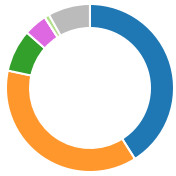
'N/A' indicates that this population was not present. '\*\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



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



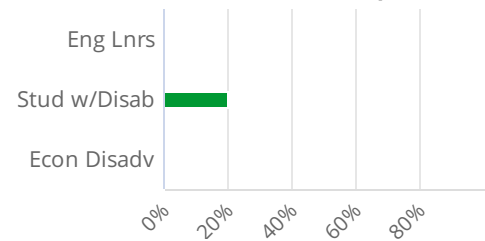
School Type: *District Charter*  
 School Designation: *No Designation*  
 95% Assessment Participation: *Met*

**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**

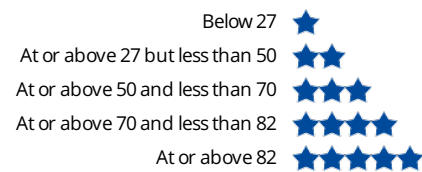
| School Year | Index Score/Star Rating |
|-------------|-------------------------|
| 2021-2022   | 68.5 NR                 |
| 2020-2021   | 74.4 ★★★★★              |

**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**

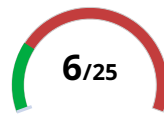
| Measure             | School Rate | District Rate |
|---------------------|-------------|---------------|
| Math Proficiency    | 28.5        | 19.4          |
| ELA Proficiency     | 80.9        | 46.0          |
| Science Proficiency | 51.1        | 20.2          |

**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

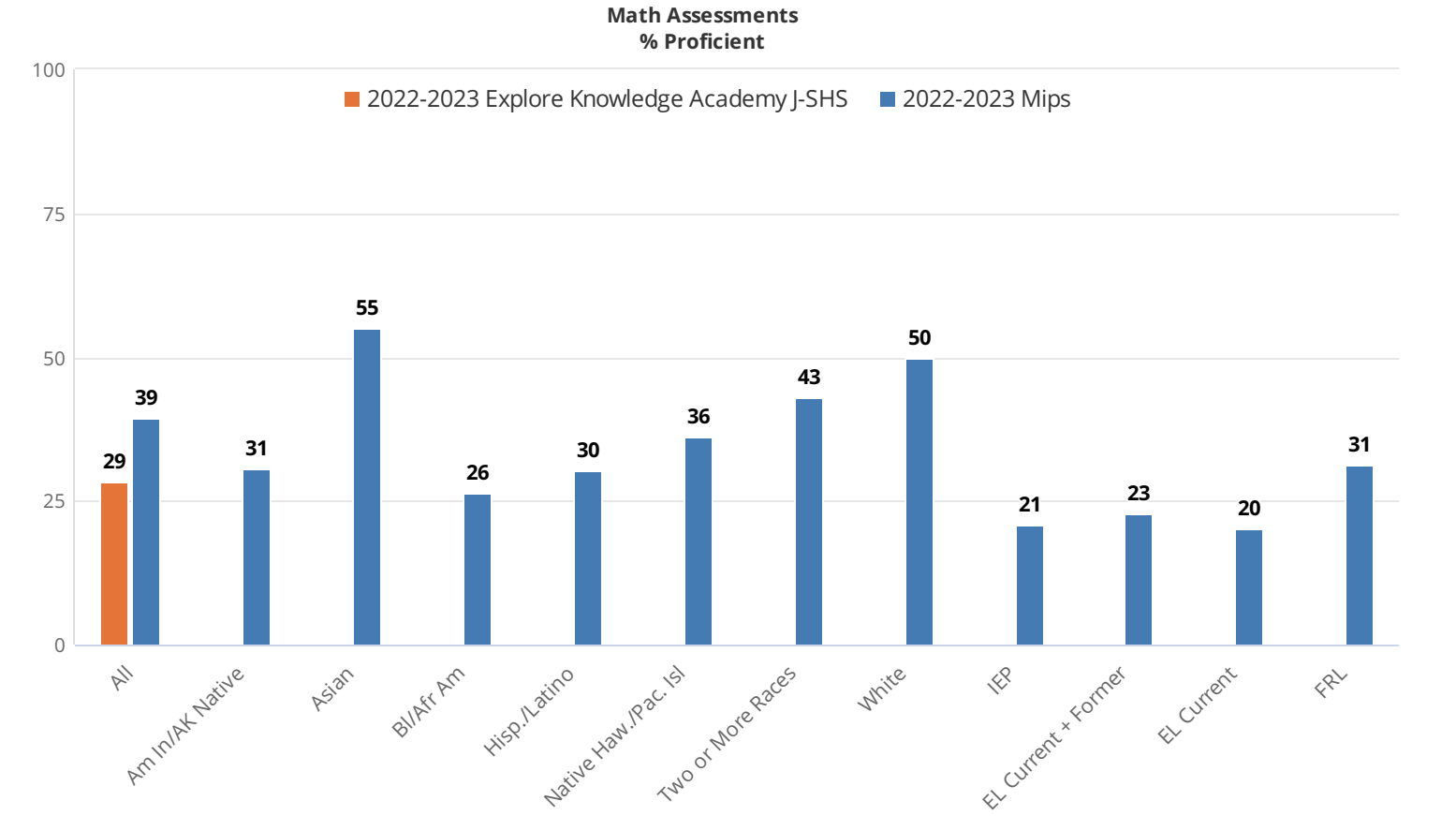
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language 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       |



'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.

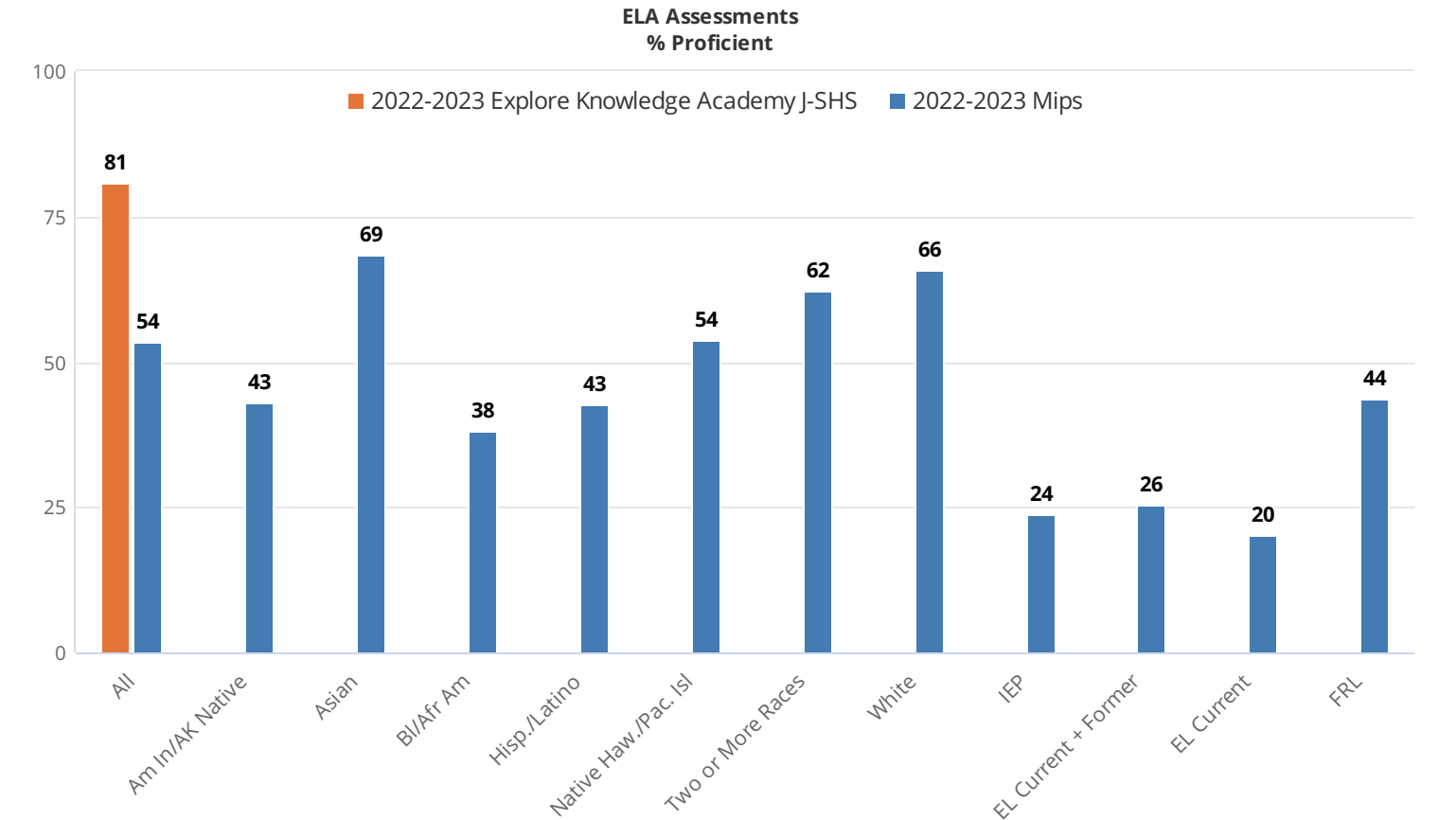


Academic Achievement

ELA Proficient

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      |



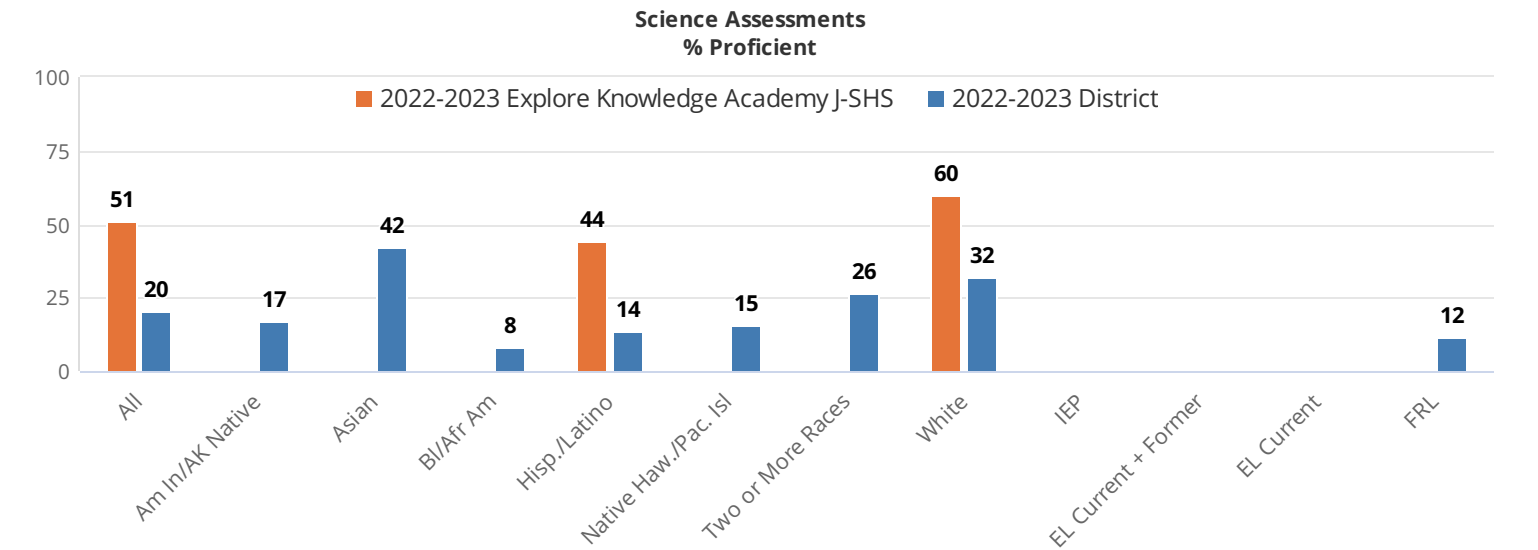
19.5/25

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.





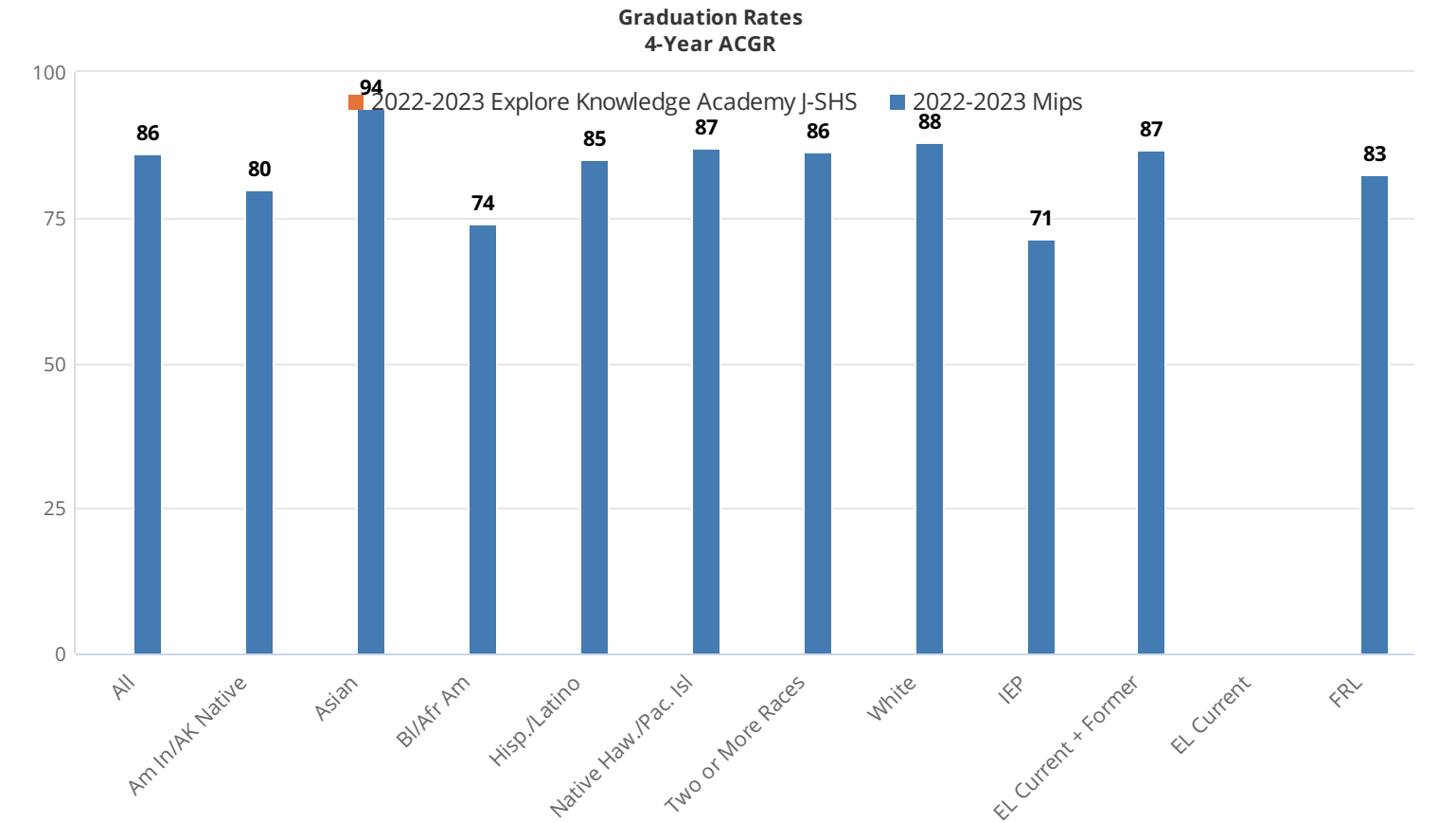
Graduation Rates

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<br>% 4-Year ACGR | 2022<br>% District | 2022<br>% 4-Year ACGR MIP | 2021<br>% 4-Year ACGR | 2021<br>% District | 2021<br>% 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                      |



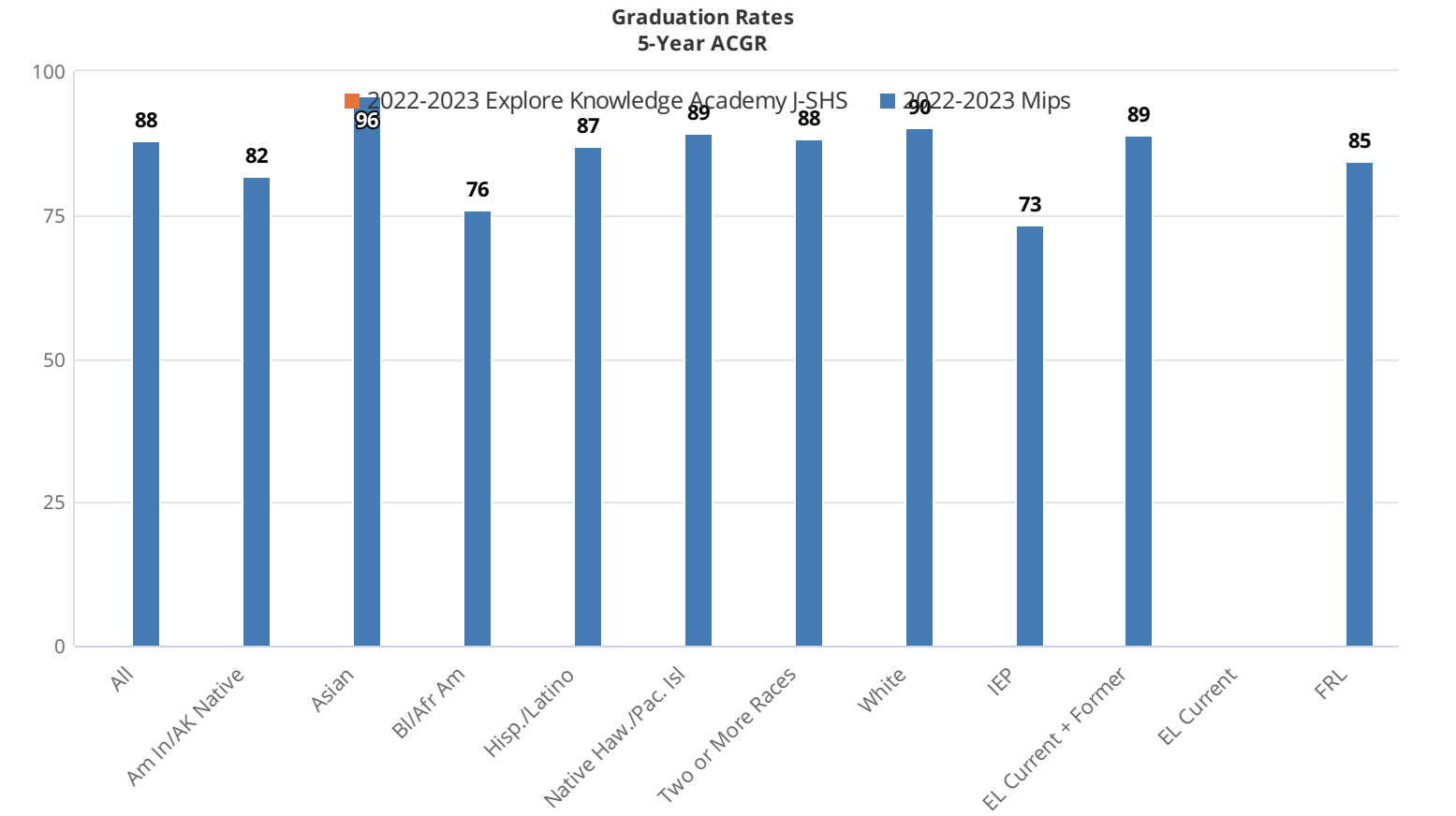
30/30

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

| Groups                            | 2022<br>% 5-Year ACGR | 2022<br>% District | 2022<br>% 5-Year ACGR MIP | 2021<br>% 5-Year ACGR | 2021<br>% District | 2021<br>% 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.

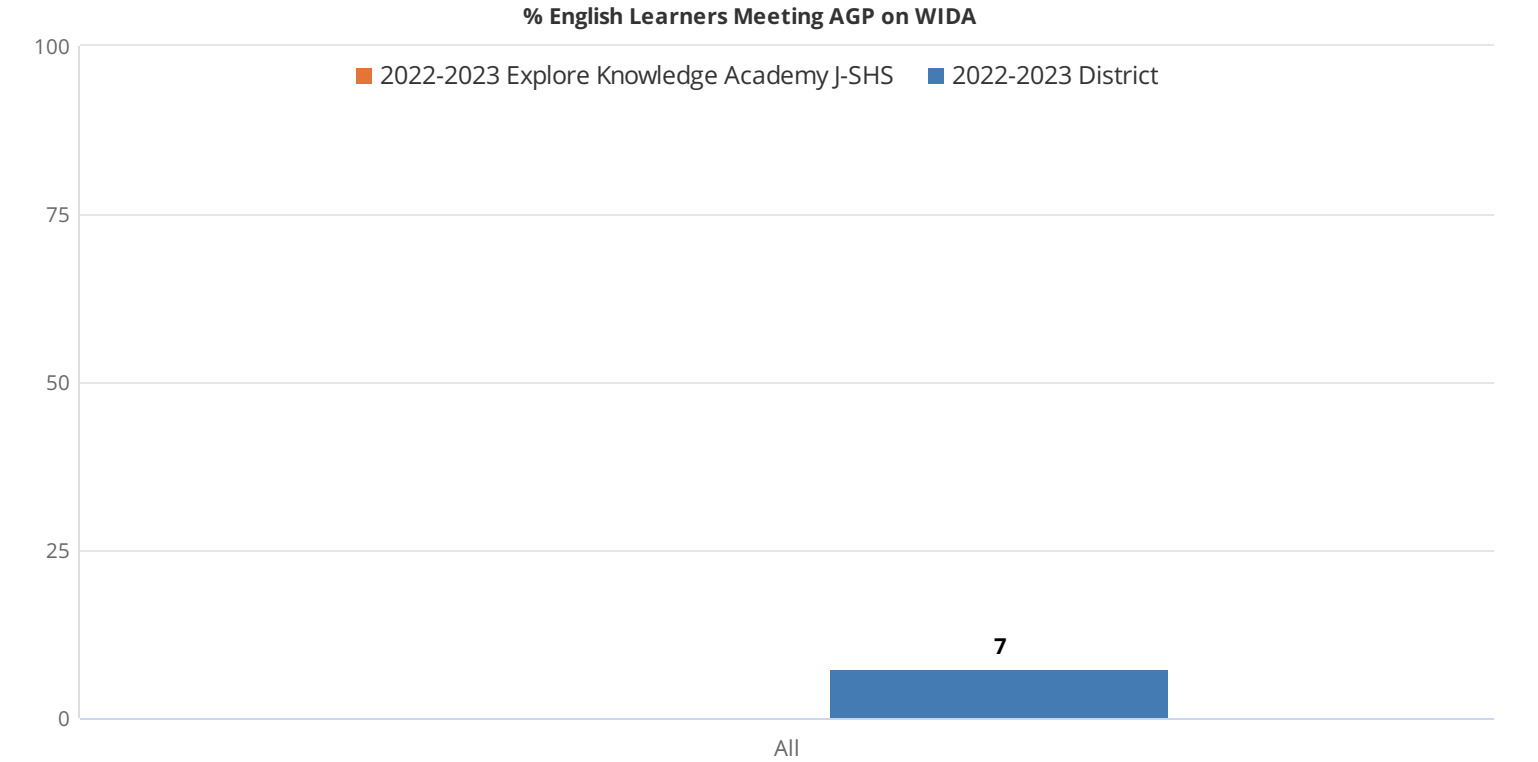
N/A

English Language

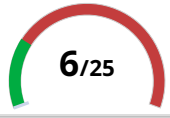
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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<br>% Participation | 2023<br>% Participation District | 2022<br>% Participation | 2022<br>% 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<br>% Completion | 2023<br>% Completion District | 2022<br>% Completion | 2022<br>% 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                          |



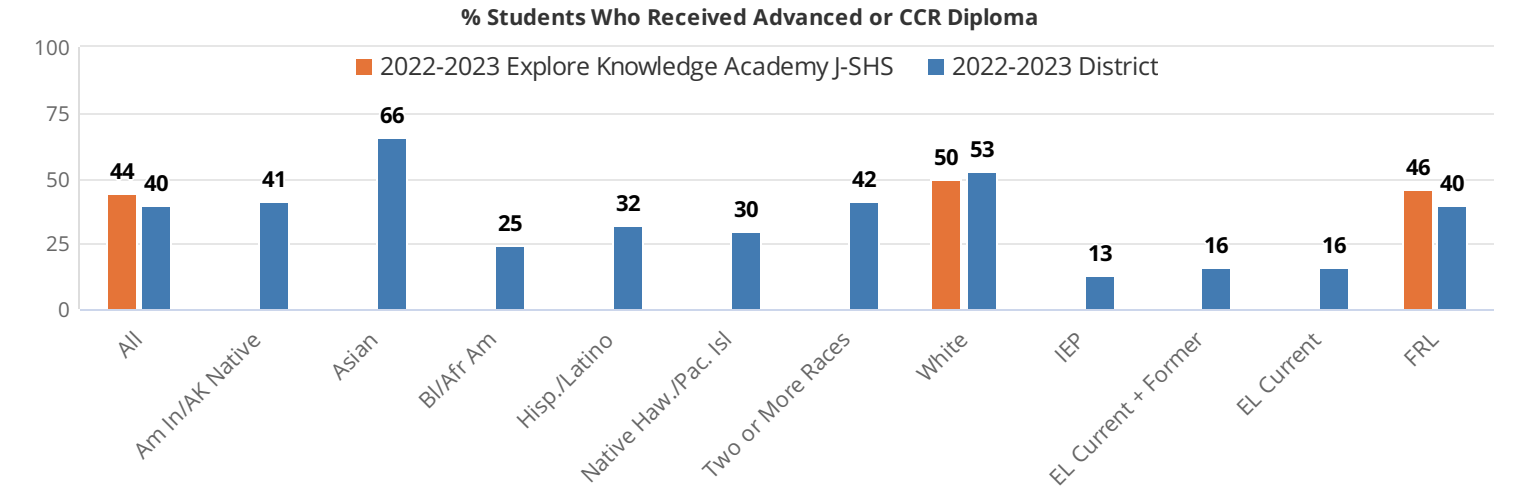
6/25

College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 4/5

| Groups                            | 2023<br>% Advanced or CCR<br>Diploma | 2023<br>% Advanced or CCR Diploma<br>District | 2022<br>% Advanced or CCR<br>Diploma | 2022<br>% Advanced or CCR Diploma<br>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<br>% Part. | AP<br>% Comp. | DC/DE<br>% Part. | DC/DE<br>% Comp. | IB<br>% Part. | IB<br>% Comp. | CTE<br>% Part. | CTE<br>% 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

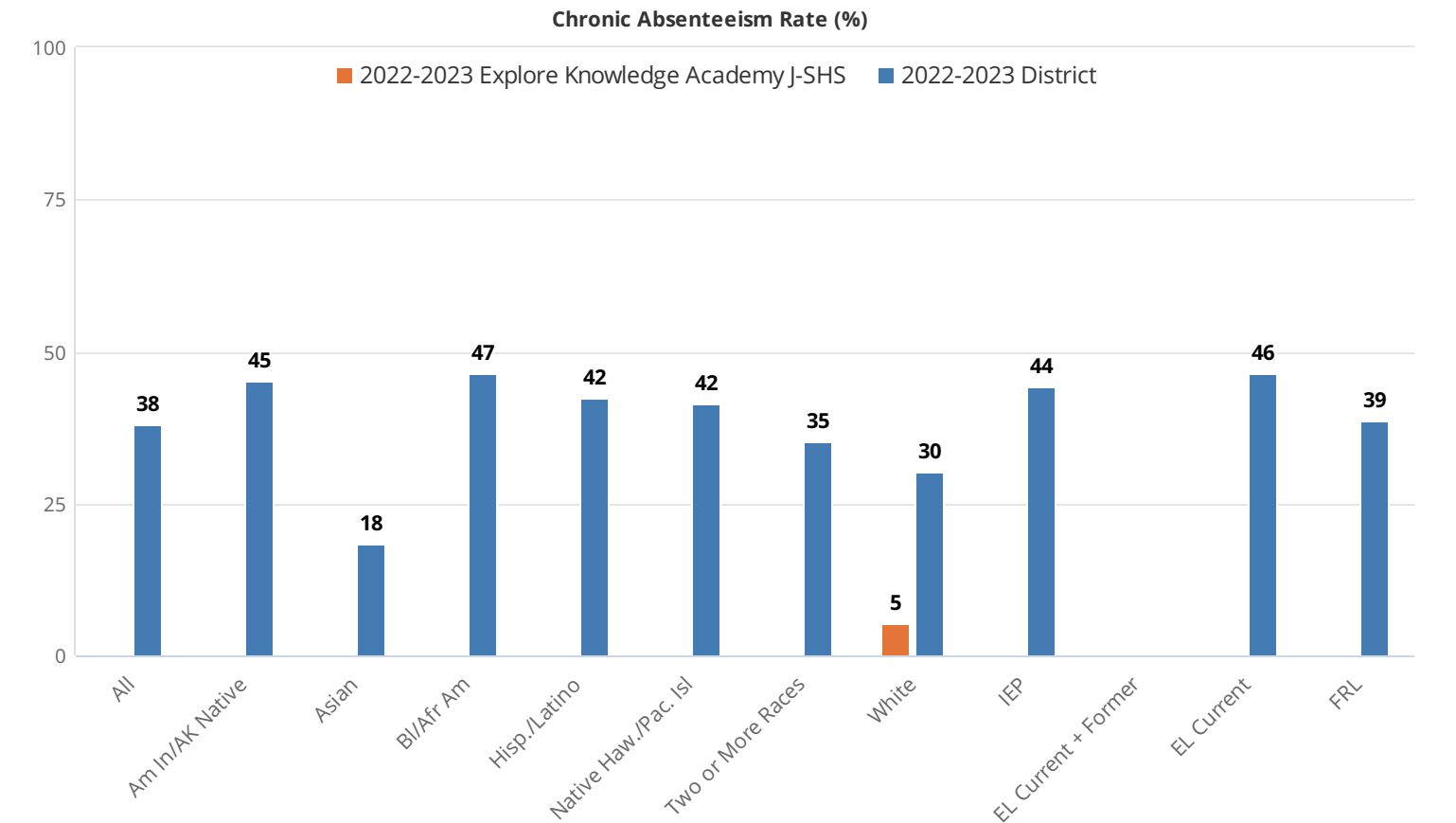
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic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



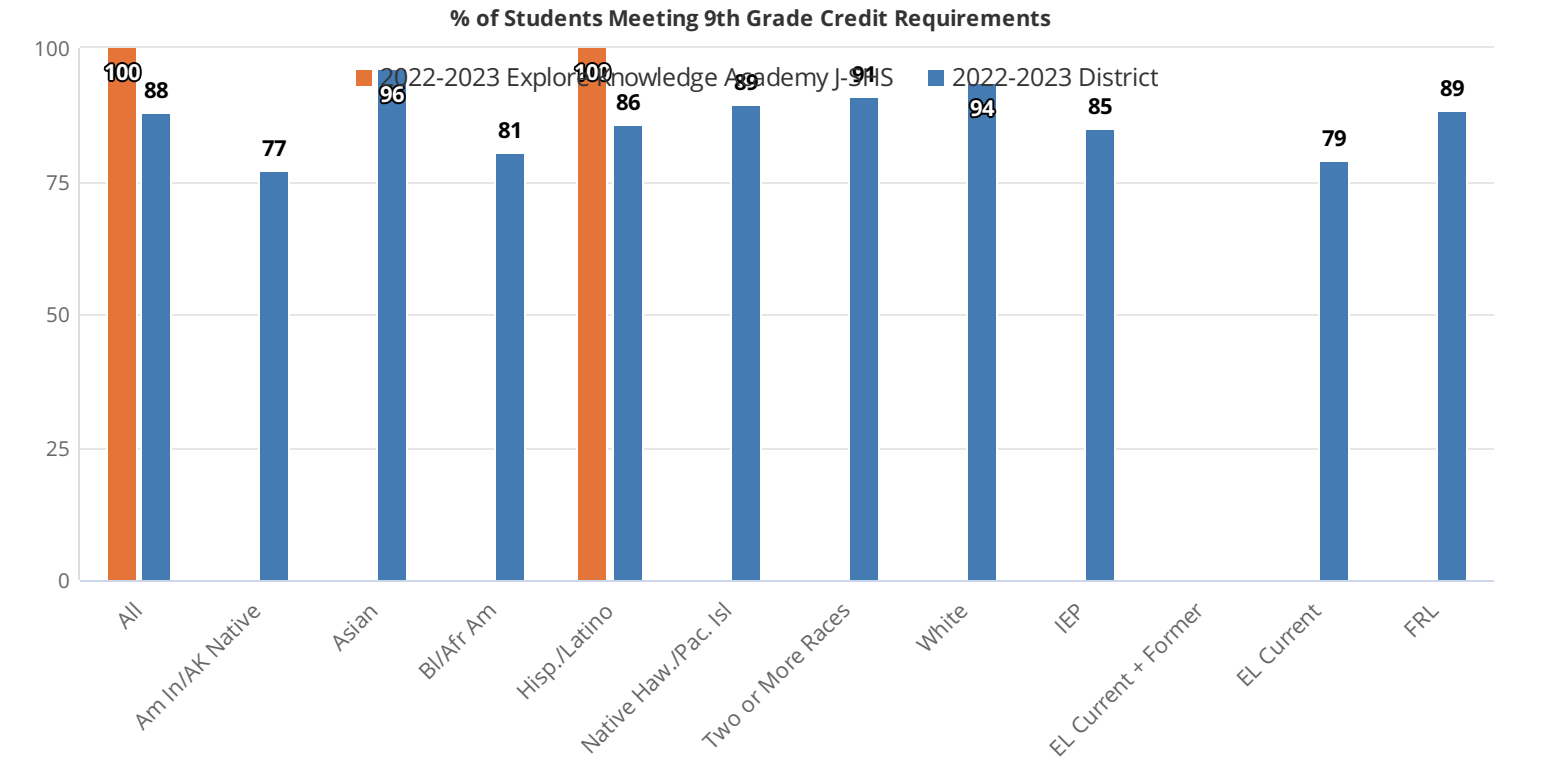
10/10

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                                         |

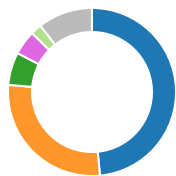


'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

*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



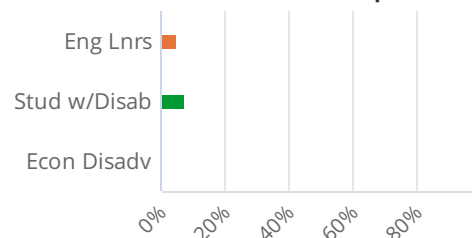
## Student Race/Ethnicity

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



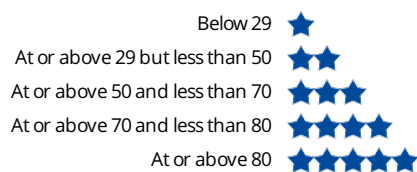
## What does my school rating mean?

**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.



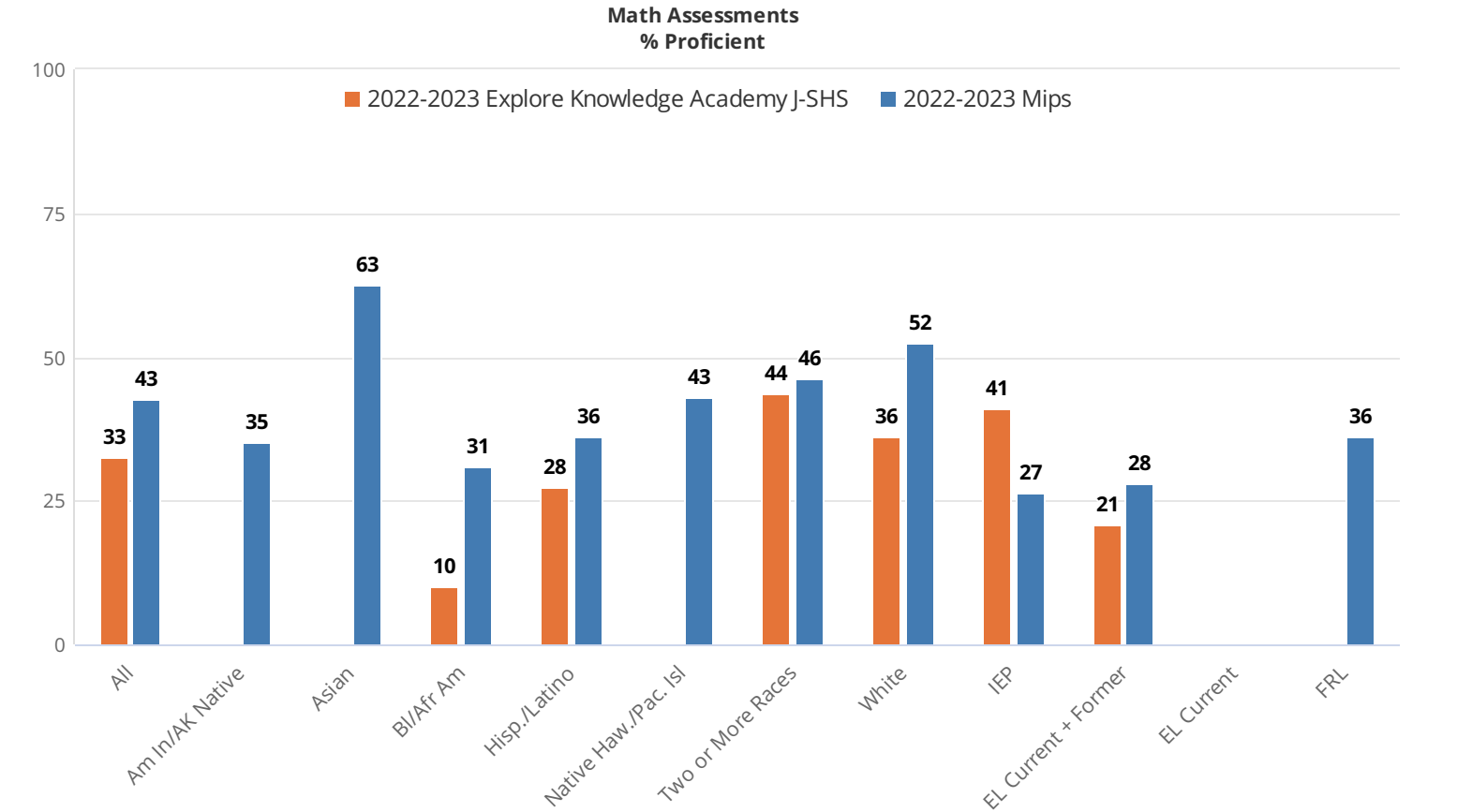
Academic Achievement

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       |



'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.



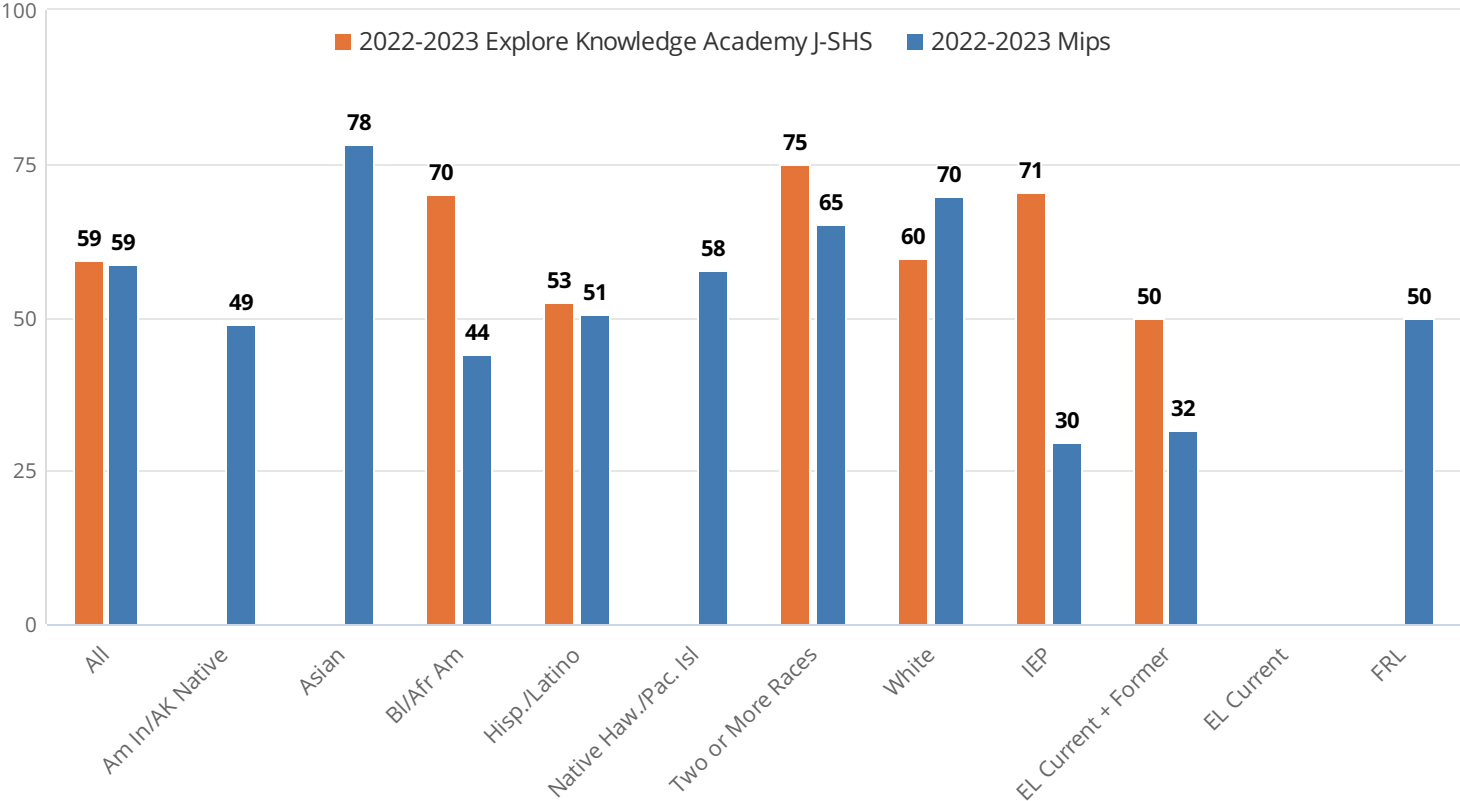


**Academic Achievement**

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

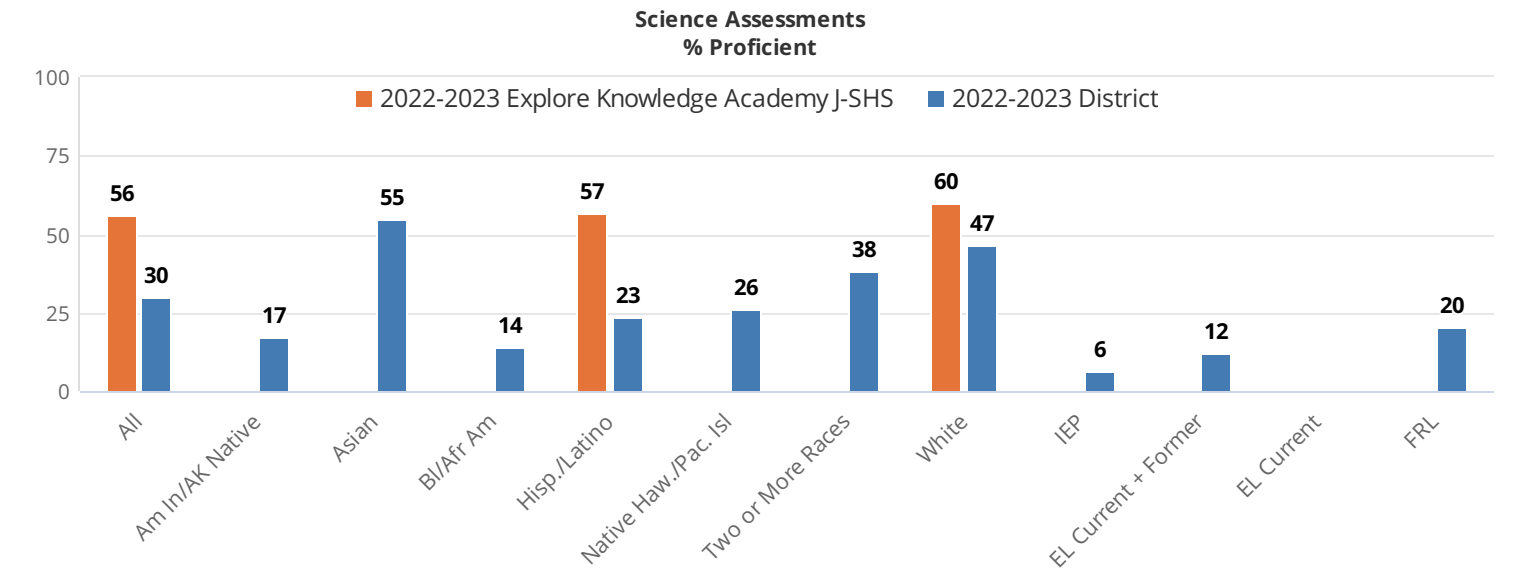


19/25

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                  |

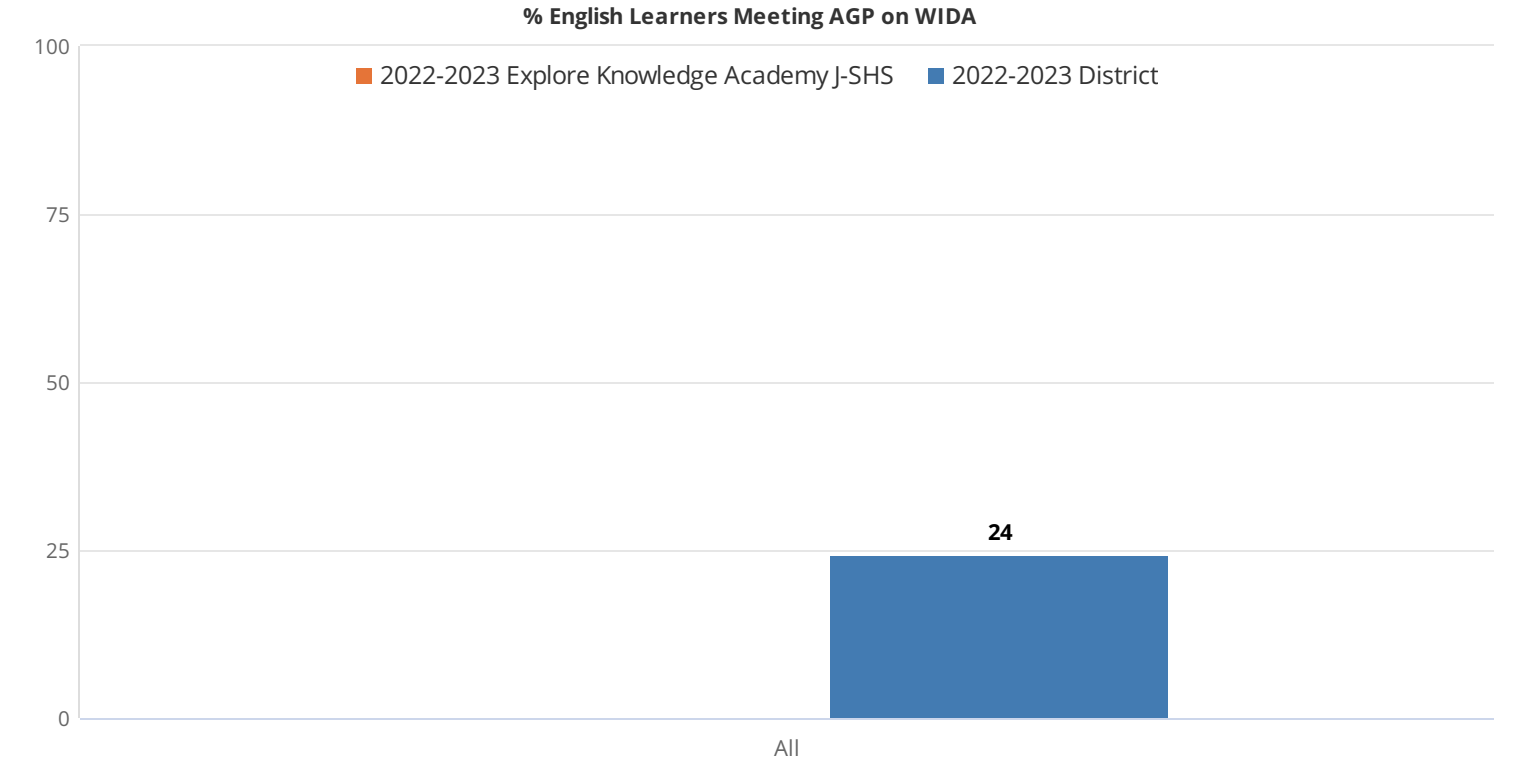
For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.

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<br>% Meeting<br>AGP Math | 2023<br>% District<br>Math | 2023<br>% Meeting<br>AGP ELA | 2023<br>% District<br>ELA | 2022<br>% Meeting<br>AGP Math | 2022<br>% District<br>Math | 2022<br>% Meeting<br>AGP ELA | 2022<br>% District<br>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

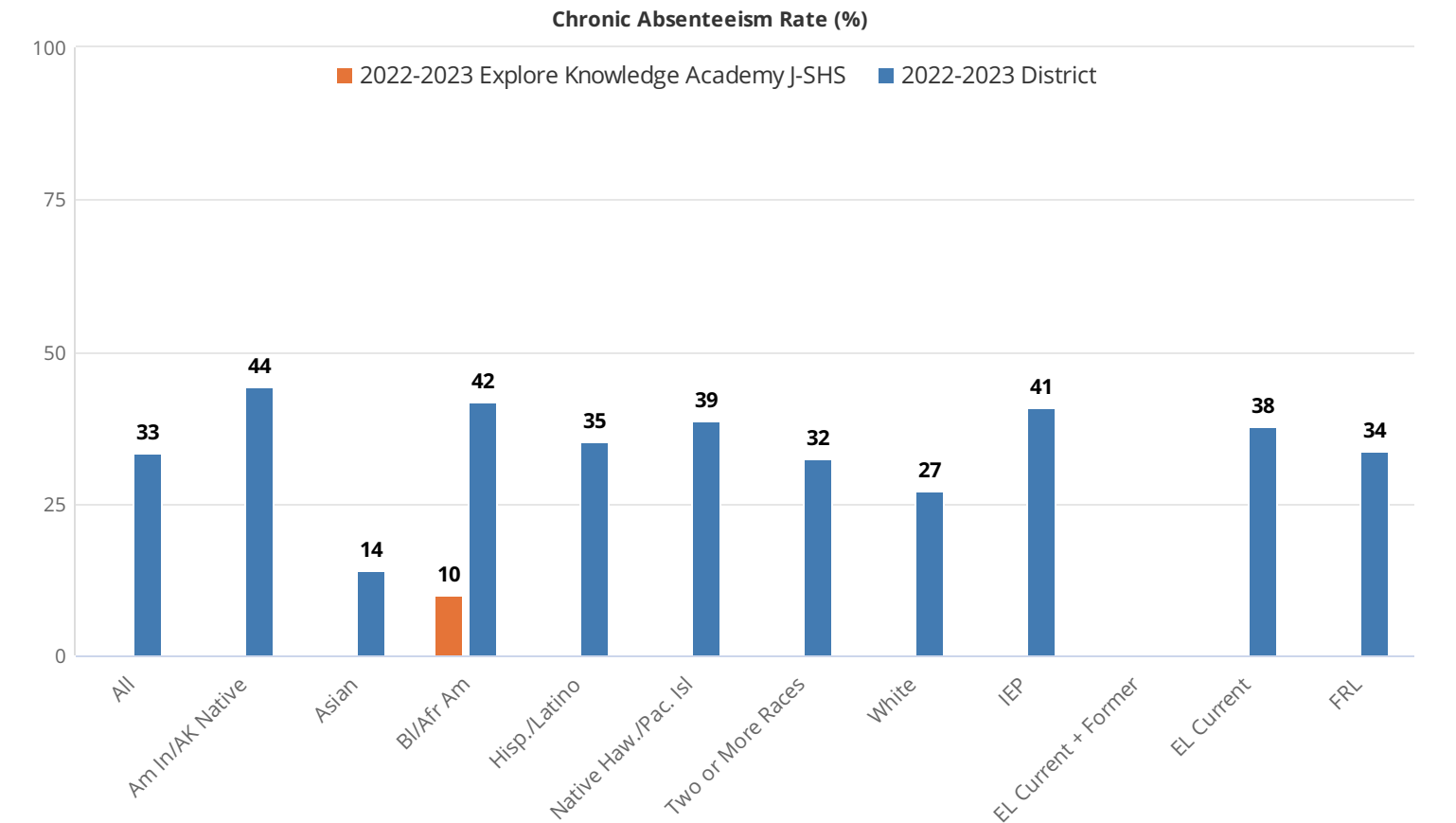
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused,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

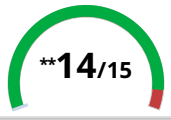
Chronic Absenteeism

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

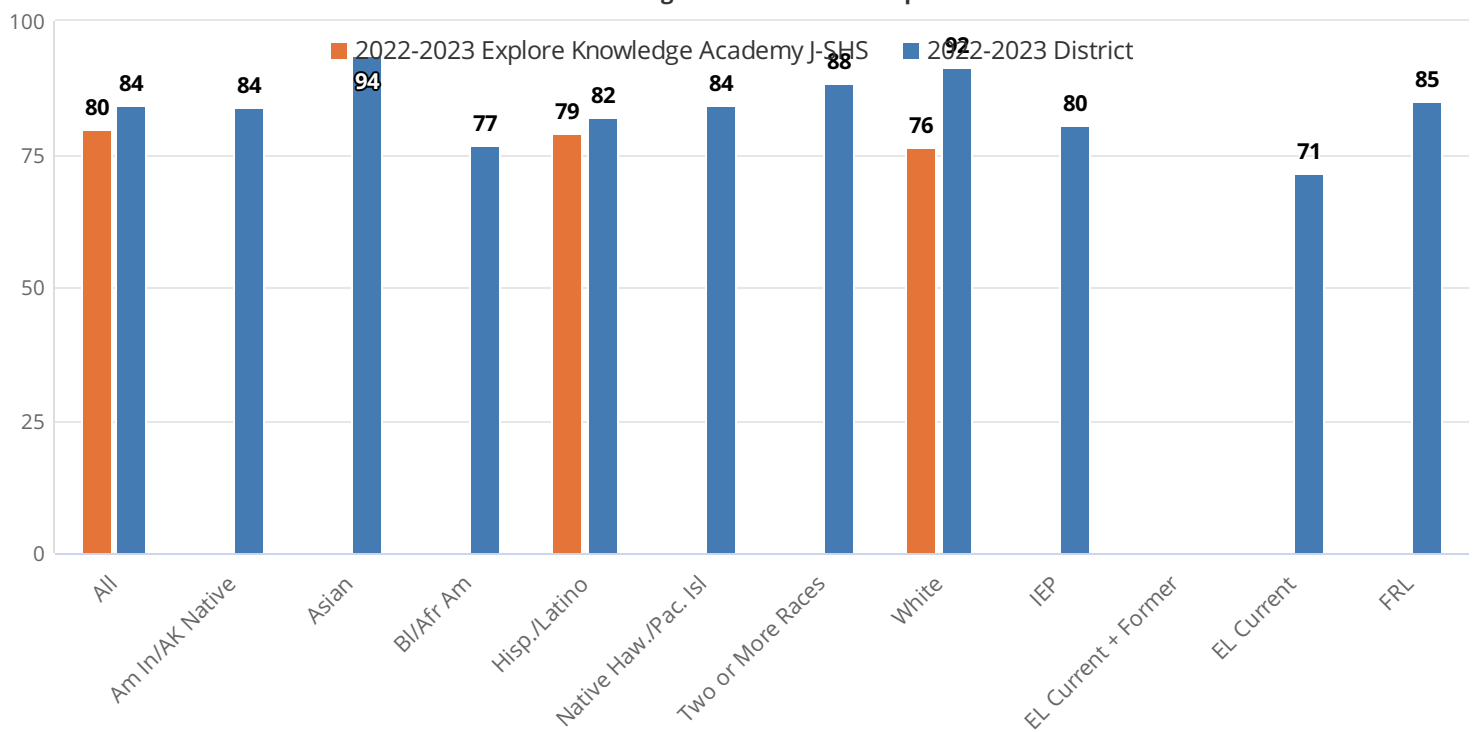


**Student Engagement****Academic Learning Plans**

| 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.<sup>1</sup>



2 in 10  
low-income kids

miss too much school. They're also more likely to suffer academically.<sup>1</sup>



2.5 in 10  
homeless kids

are chronically absent.<sup>2</sup>



4 in 10  
transient kids

miss too much school when families move.<sup>2</sup>



### 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?<sup>3</sup>



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



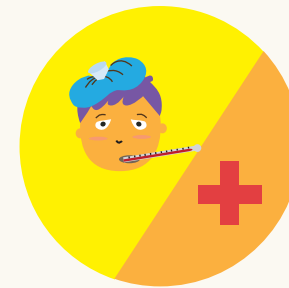
#### Engage Families

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.



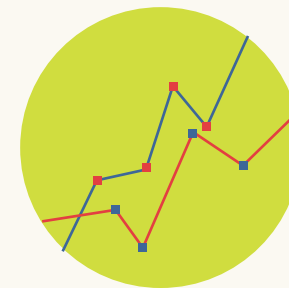
#### Fix Transportation

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?

<sup>1</sup> 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.

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

<sup>3</sup> *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.

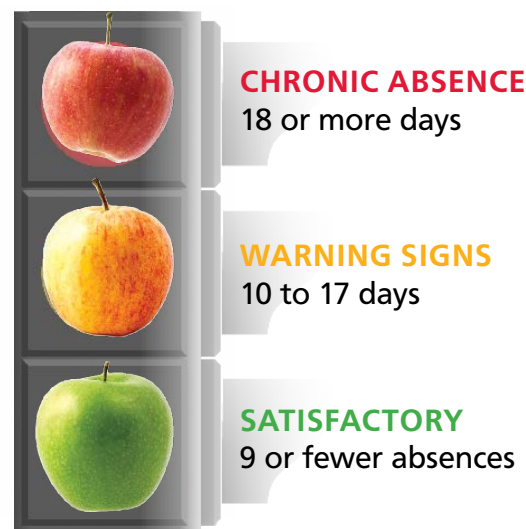
**Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.**

## 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.

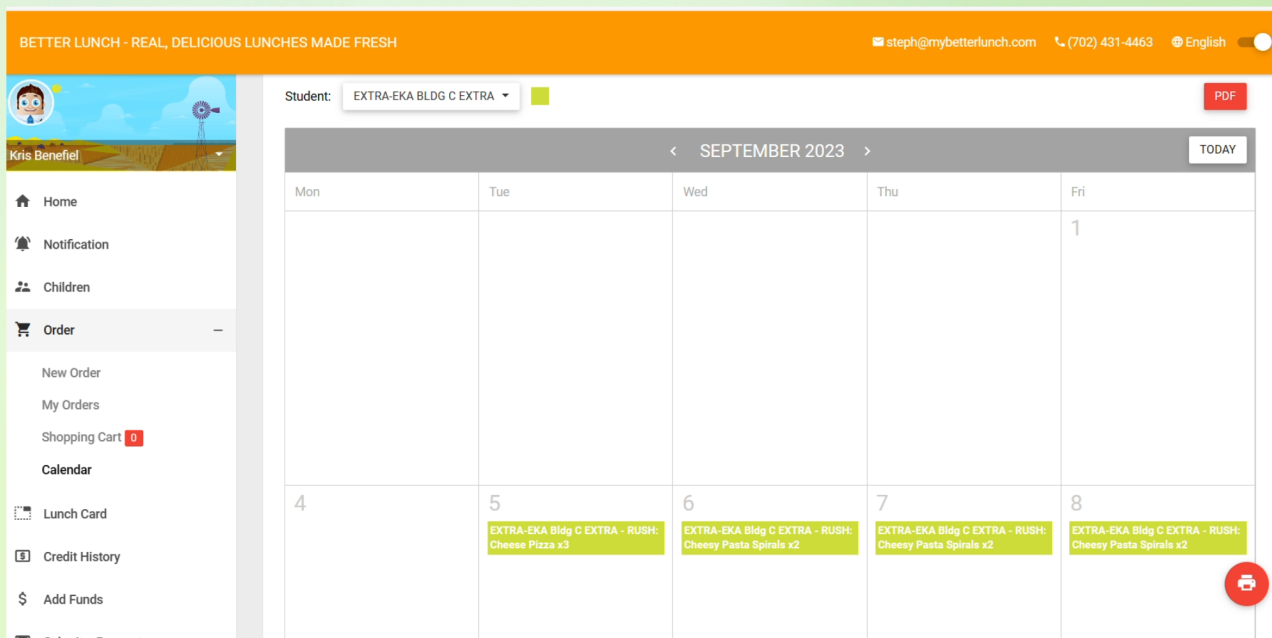


Revised September 2023

Visit Attendance Works at [www.attendanceworks.org](http://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

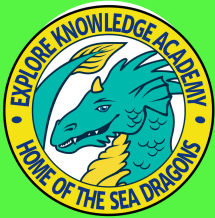
| My Orders                              |                        |                      |                  |        |             |               |                 |                  |
|----------------------------------------|------------------------|----------------------|------------------|--------|-------------|---------------|-----------------|------------------|
| Campus Explore Knowledge Acad - KINDER |                        |                      |                  | Status | All         |               |                 |                  |
| ORDER ID                               | NAME                   | MENU                 | ORDERED ON       | AMOUNT | CREDIT USED | CANCELLATIONS | AMOUNT PAID/DUE | PAID DATE        |
| <input type="text"/>                   | <input type="text"/>   | <input type="text"/> |                  |        |             |               |                 |                  |
| <a href="#">4103432</a>                | EXTRA-EKA Bldg A EXTRA | RUSH MENU            | 31 Aug, 23 15:15 | 16.50  | 17.88       |               | 0.00            | 31 Aug, 23 15:15 |
| <a href="#">4018157</a>                | EXTRA-EKA Bldg A EXTRA | August Menu          | 19 Aug, 23 13:34 | 63.00  | 68.28       |               | 0.00            | 19 Aug, 23 13:34 |
| <a href="#">3966972</a>                | EXTRA-EKA Bldg A EXTRA | August Menu          | 06 Aug, 23 16:52 | 27.00  | 29.26       |               | 0.00            | 06 Aug, 23 16:52 |



# ELEMENTARY PLACARDS

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**123**

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OUR WEB STORE.

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BE READY FOR PICK UP AT THE  
CONCLUSION OF THAT SCHOOL DAY.

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

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)

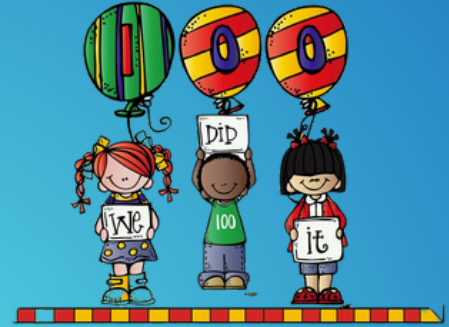
# January

# 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](https://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.

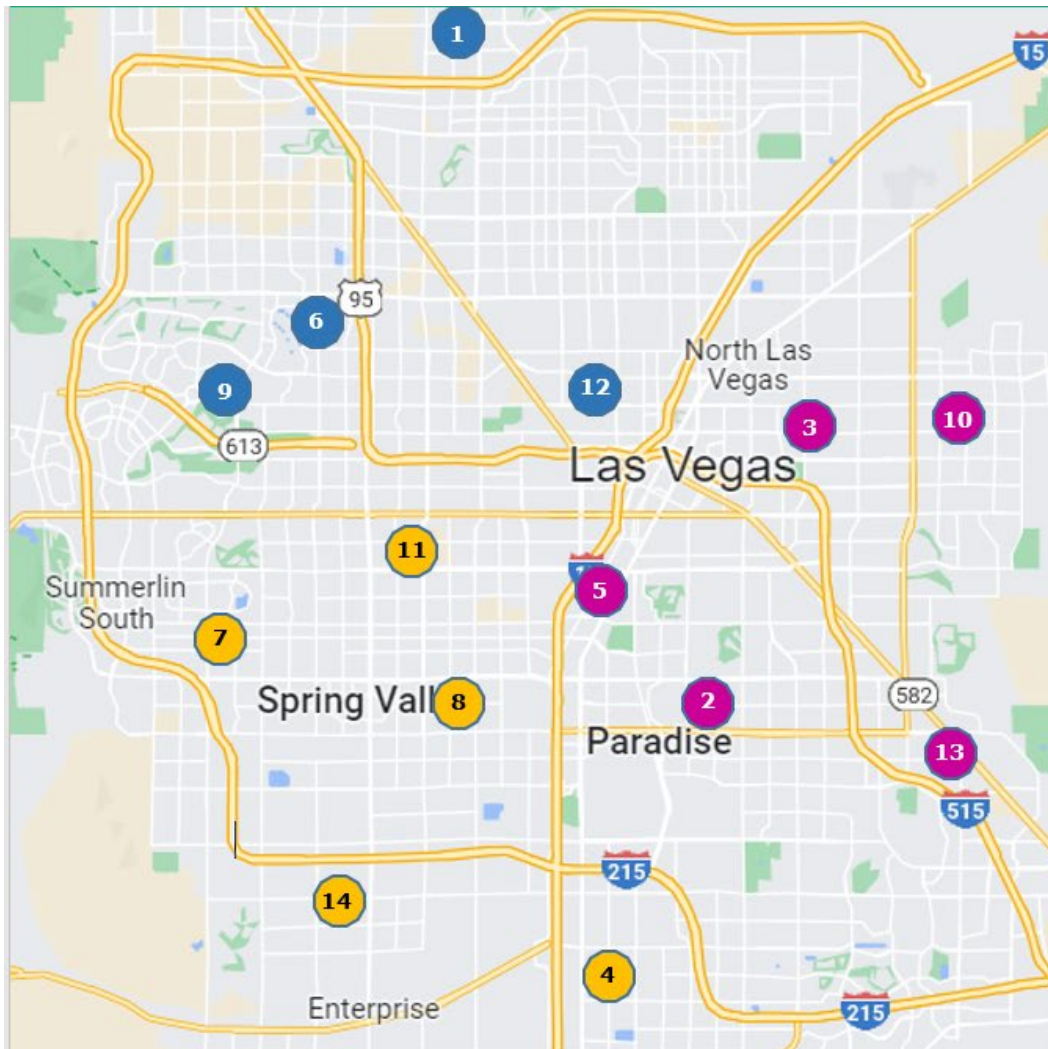
Para los titulares de tarjetas en áreas donde el servicio WiFi de Cox es limitado, visite su sucursal más cercana para retirar un dispositivo de punto de acceso del Distrito Bibliotecario.

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



Para más detalles, visite  
[TheLibraryDistrict.org/FREEWiFi](http://TheLibraryDistrict.org/FREEWiFi)





## Library Branches to get Free Personal WiFi

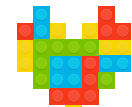
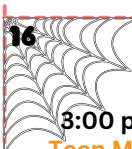
- |                     |                  |                     |
|---------------------|------------------|---------------------|
| 1. Centennial Hills | 6. Rainbow       | 11. West Charleston |
| 2. Clark County     | 7. Sahara West   | 12. West Las Vegas  |
| 3. East Las Vegas   | 8. Spring Valley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

# WHITNEY LIBRARY YOUTH SERVICES CALENDAR

5175 E Tropicana Ave.

# OCTOBER 2023

702-507-4015

| SUNDAY                                                                                                                                                                                                                                                 | MONDAY                                                                                                                                                                                                                        | TUESDAY                                                                                                                                                                                   | WEDNESDAY                                                                                                                                                                                | THURSDAY                                                                                                                                           | FRIDAY                                                                                                                                                         | SATURDAY                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b><br> <b>Hey Teens!</b><br>The Teen Zone<br>is open every<br><b>Mon-Sat</b><br>from 3 - 5!                                                                      | <b>2</b><br>3:00 p.m.<br><b>Teen Movie</b><br><b>Monday:</b><br><i>The Mummy</i><br>(Rated PG-13)<br>3 p.m.-5 p.m.<br>After School Fun                                                                                        | <b>3</b><br>10:30 a.m.<br>Preschool Storytime<br>3 p.m.-5 p.m.<br>After School Fun                                                                                                        | <b>4</b><br>10:30 a.m.<br>5 & Under Storytime<br>11:15 a.m.<br>Baby Time<br>3 p.m.-5 p.m.<br><b>TeenTober</b><br><b>Decorating Day</b><br>3 p.m.-5 p.m.<br>After School Fun              | <b>5</b><br>10:30 a.m.<br>Music & Movement Storytime<br>11:00 a.m.<br>Stay and Play<br>3 p.m.-5 p.m.<br>After School Fun                           | <b>6</b><br>3 p.m.-5 p.m.<br>After School Fun                                                                                                                  | <b>7</b><br>10:30 a.m.<br>Saturday Stories & Play<br>3:00 p.m.<br>LEGO League<br>                               |
| <b>8</b><br>11:00 a.m.<br>Storytime at the Clark County Wetlands Park                                                                                                                                                                                  | <b>9</b> <b>No Tutoring Today</b><br>3:00 p.m.<br><b>Teen Movie</b><br><b>Monday:</b><br><i>Van Helsing</i><br>(Rated PG-13)                                                                                                  | <b>10</b> <b>No Tutoring Today</b><br>10:30 a.m.<br>Preschool Storytime                                                                                                                   | <b>11</b><br>10:30 a.m.<br>5 & Under Storytime<br>11:15 a.m.<br>Baby Time<br>3 p.m.-5 p.m.<br><b>In the Teen Zone:</b><br><b>Paper Doll Witches</b><br>3 p.m.-5 p.m.<br>After School Fun | <b>12</b><br>10:30 a.m.<br>Music & Movement Storytime<br>11:00 a.m.<br>Stay and Play<br>3 p.m.-5 p.m.<br>After School Fun                          | <b>13</b><br>3 p.m.-5 p.m.<br>After School Fun                                                                                                                 | <b>14</b><br>10:30 a.m.<br>Saturday Stories & Play<br>3:00 p.m.<br>Robot Lab                                                                                                                       |
| <b>15</b>                                                                                                                                                                                                                                              | <b>16</b><br> 3:00 p.m.<br><b>Teen Movie</b><br><b>Monday:</b><br><i>The Grudge</i><br>(Rated PG-13)<br>3 p.m.-5 p.m.<br>After School Fun   | <b>17</b><br>10:30 a.m.<br>Preschool Storytime<br>3 p.m.-5 p.m.<br>After School Fun                                                                                                       | <b>18</b><br>10:30 a.m.<br>5 & Under Storytime<br>11:15 a.m.<br>Baby Time<br>3 p.m.-5 p.m.<br>After School Fun<br>4 p.m. - 6 p.m.<br><b>TeenTober</b><br><b>Haunted House</b>            | <b>19</b><br>10:30 a.m.<br>Music & Movement Storytime<br>11:00 a.m.<br>Stay and Play<br>3 p.m.-5 p.m.<br>After School Fun                          | <b>20</b><br>3 p.m.-5 p.m.<br>After School Fun                                                                                                                 | <b>21</b><br>10:30 a.m.<br>Saturday Stories & Play<br>3:00 p.m.<br><b>Halloween</b><br><b>Crafternoon</b><br> |
| <b>22</b><br>11:00 a.m.<br>Storytime at the Clark County Wetlands Park                                                                                                                                                                                 | <b>23</b><br>3:00 p.m.<br><b>Teen Movie</b><br><b>Monday:</b><br><i>Krampus</i><br>(Rated PG-13)<br>3 p.m.-5 p.m.<br>After School Fun                                                                                         | <b>24</b><br>10:30 a.m.<br>Preschool Storytime<br>3 p.m.-5 p.m.<br>After School Fun                                                                                                       | <b>25</b><br>10:30 a.m.<br>5 & Under Storytime<br>11:15 a.m.<br>Baby Time<br>3 p.m.-5 p.m.<br><b>In the Teen Zone:</b><br><b>Mask Painting</b><br>3 p.m.-5 p.m.<br>After School Fun      | <b>26</b> <b>No Tutoring Today</b><br>10:30 a.m.<br>Music & Movement Storytime<br>11:00 a.m.<br>Stay and Play<br>3 p.m.-5 p.m.<br>After School Fun | <b>27</b> <b>CLOSED</b><br><b>for</b><br><b>Nevada</b><br><b>Day!</b><br> | <b>28</b><br>10:30 a.m.<br>Saturday Stories & Play<br>3:00 p.m.<br>STEAM Saturday Tinker Lab                                                                                                       |
| <b>29</b> 11:00 a.m.<br><b>Monster Mash Puppet Show &amp; Trick-or-Treat Parade</b><br><br>3:00 p.m.<br><b>Monster Mash Puppet Show &amp; Trick-or-Treat Parade</b> | <b>30</b><br><br>3:00 p.m.<br><b>Teen Movie</b><br><b>Monday:</b><br><i>The Ring</i><br>(Rated PG-13)<br>3 p.m.-5 p.m.<br>After School Fun | <b>31</b> <b>No Tutoring Today</b><br>10:30 a.m.<br>Preschool Storytime<br>12:00 p.m.<br><b>Monster Mash Puppet Show &amp; Trick-or-Treat Parade</b><br>3 p.m.-5 p.m.<br>After School Fun | <b>Programs for Kids, Teens, &amp; Families!</b><br><i>Turn this page over for event ages and descriptions!</i>                                                                          |                                                                                                                                                    |                                                                                                                                                                |                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                               |                                                                                                                                                                                           | <b>Free Homework Help</b><br>Monday - Thursday<br>4 p.m. - 6 p.m.<br>Grades K-12                                                                                                         |                                                                                                                                                    | <b>Free After School Snacks</b><br>Monday - Friday<br>2:30 p.m. - 4:30 p.m.<br>Kids and Teens ages 6 - 18                                                      |                                                                                                                                                                                                    |

# 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

**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!

**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.

**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.



## 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.*

**Mondays starting at 3 p.m. for teens (grades 6-12): Teen Movie Mondays** - Join us in the Teen Zone every Monday for a scary movie. Free popcorn will be provided. All films are rated PG-13.

**Wednesday, October 4 from 3 p.m. - 5 p.m. for teens (grades 6-12): TeenTober Decorating Day** - Help us decorate the Teen Zone for this year's TeenTober Decorating Contest and enjoy free snacks!

**Saturday, October 7 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!

**Sundays, October 8 and 22 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, October 11 from 3 p.m. - 5 p.m. for teens (grades 6-12): Paper Doll Witches** - Turn Victorian clip art into dimensional spooky and sassy paper witches with this project from Creativebug!

**Saturday, October 14 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.

**Wednesday, October 18 from 4 p.m. - 6 p.m. for ages 11 and up: TeenTober Haunted House** - With the help of SECTA's Key Club, we are transforming our Conference Room into a haunted house of horrors made for teens by teens. Wristbands will be given out starting at 3:30 p.m. For more information, scan the QR code or visit [thelibrarydistrict.org](http://thelibrarydistrict.org) and click on Events.



**Saturday, October 21 at 3 p.m. for all ages: Halloween Crafternoon** - Join us for a variety of spook-tacular crafts.

**Wednesday, October 25 from 3 p.m. - 5 p.m. for teens (grades 6-12): Mask Painting** - Use paint to transform a plain white mask into the design of your dreams to wear for Halloween or any time you need a disguise!

**Saturday, October 28 at 3 p.m. for ages 3-12: STEAM Saturday Tinker Lab** - Explore a variety of STEAM activities appropriate for children ages 3 - 12 at our Tinker Lab! Featured items may include various building sets, microscopes, and 3-D Pens.

**Sunday, October 29 at 11 a.m. and 3 p.m. & Tuesday, October 31 at 12 p.m. for all ages: Monster Mash Halloween Puppet Show & Trick-or-Treat Parade** - Join us for our annual Halloween puppet spectacular followed by trick-or-treating through the library!



WHITNEY LIBRARY

# TEENTOBER

## TEEN MOVIE MONDAYS

Every Monday in October  
starting at 3:00pm

10/2: The Mummy

10/9: Van Helsing

10/16: The Grudge

10/23: Krampus

10/30: The Ring



## TEENTOBER HAUNTED HOUSE



Wednesday, October 18th  
4pm - 6pm

Don't miss the second annual Whitney Library TeenTober Haunted House brought to you by the SECTA Key Club!

We are transforming our Conference Room into a haunted house of horrors made for teens by teens. Wristbands will be handed out starting at 3:30 p.m.

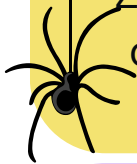


## TEENTOBER

## DECORATING DAY

Wednesday, October 4th  
3pm - 5pm

Help us decorate the Teen Zone for TeenTober and compete against other libraries!



## CRAFTS FROM 3PM - 5PM

10/11 Paper Doll Witches

10/25 Mask Painting



WHITNEY LIBRARY  
5175 E TROPICANA AVE  
702-507-4015



The Library District  
Las Vegas-Clark County





# 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](http://www.thelibrarydistrict.org)



# Program Descriptions and Ages

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## 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!

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**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<br>Business Office Closed                                                        |
| November 10         | Veteran's Day - No School<br>Business Office Closed                                                     |
| November 20 - 24    | Thanksgiving Break - No School<br>Business Office Closed                                                |
| November 28         | Classes Resume                                                                                          |
| December 14         | Student Early Release                                                                                   |
| December 15         | Staff Development Day - No School<br>Business Office Closed<br>End of 2nd Quarter - End of 1st Semester |
| December 19 - Jan 1 | Winter Break - No School<br>Business Office Closed                                                      |

#### **2024**

|               |                                                                                                       |
|---------------|-------------------------------------------------------------------------------------------------------|
| January 2 - 3 | Staff Development Days - No School<br>Business Office Closed                                          |
| January 4     | Classes Resume (Thursday)                                                                             |
| January 15    | Martin Luther King Jr. Day<br>Business Office Closed                                                  |
| February 19   | President's Day - Business Office Closed                                                              |
| March 8       | End of 3rd Quarter                                                                                    |
| March 12 - 22 | Spring Break - No School<br>Business Office Closed                                                    |
| March 26      | Classes Resume                                                                                        |
| May 17        | Student Early Release<br>End of 4th Quarter - End of 2nd Semester<br>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](http://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          |
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