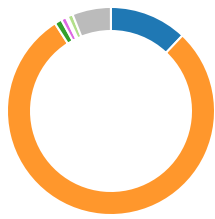


School Level: High School
 Grade Levels: 09-12
 District: Clark
 School Address: 1101 Fifth St.
 Boulder City, NV 89005



School Type: *Regular*
 School Designation: *No Designation*
 95% Assessment Participation: *Met*



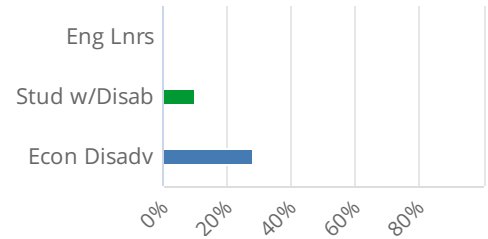
Student Race/Ethnicity

- 78.5% White
- 1.1% BI/Afr Am
- 12% Hisp/Latino
- 0.8% Asian
- 0.3% Am Ind/AK Nat
- 0.8% Pac Isl
- 6% Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	79.7 ★★★★★
2016-2017	69.7 N/A

Alternative 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 a superior graduation rate. 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?

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

2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	42.8	24.8
ELA Proficiency	68.5	46.5
Science Proficiency	26.8	21.3



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	92.5	85.2
5-Year	92.5	85.0



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	14.9



College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	73.7	65.0
Post-Secondary Preparation Completion	34.8	39.1
Advanced or CCR Diploma	35.8	27.6



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	87.5	88.5
Chronic Absenteeism	2.7	25.0
Climate Survey Participation	85.2	N/A

** 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 2017-18.



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.

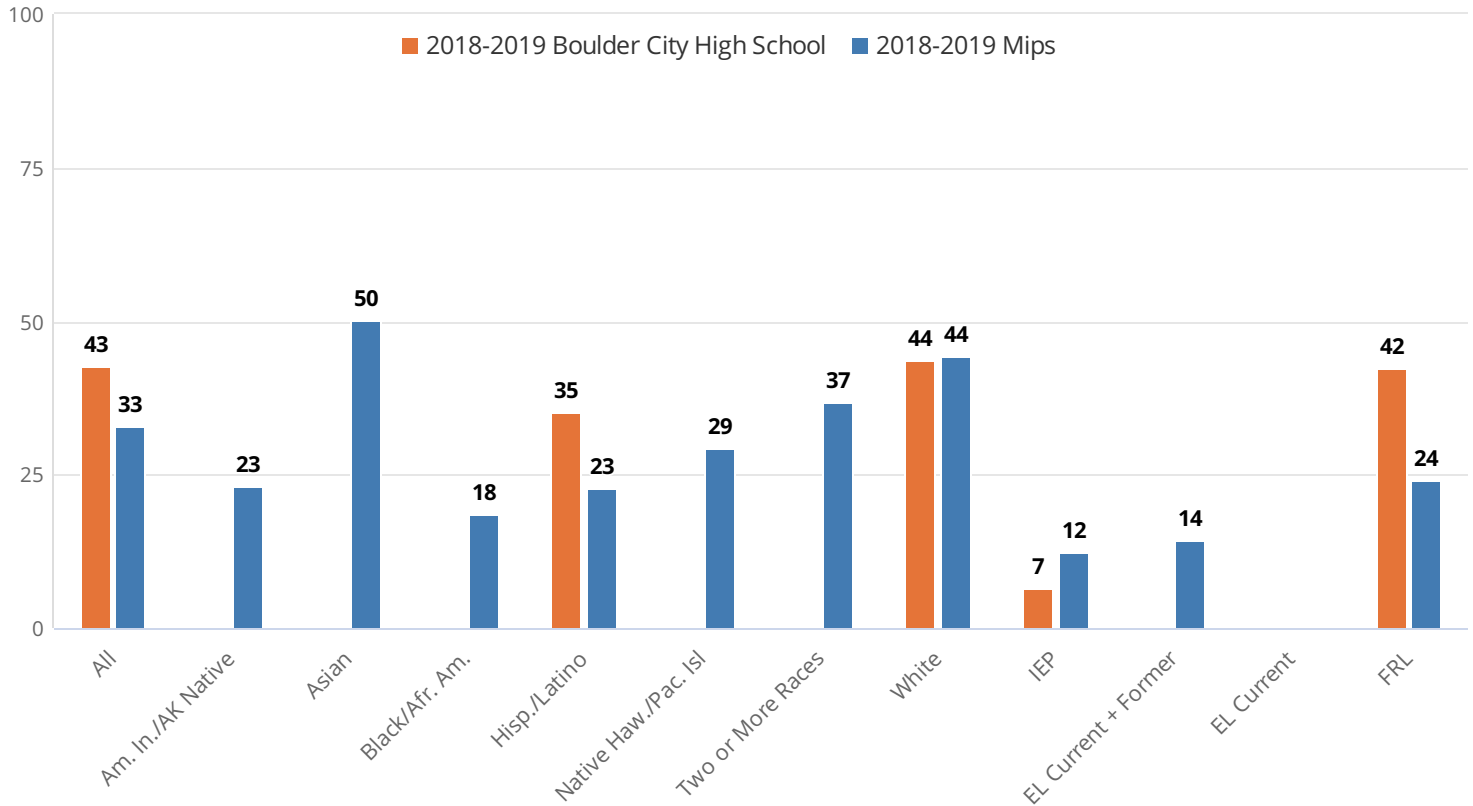
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 10/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	42.8	24.8	32.83	43.8	24.4	29.29
American Indian/Alaska Native	-	19.3	23.12	-	20.1	19.07
Asian	-	51.1	50.27	-	46.9	47.65
Black/African American	-	8.1	18.42	-	9.5	14.12
Hispanic/Latino	35.2	15.5	22.93	36.3	14.5	18.87
Pacific Islander	-	20.6	29.26	-	23.4	25.54
Two or More Races	-	29.6	36.96	-	31	33.64
White/Caucasian	43.5	40.2	44.25	44.1	38.6	41.31
Special Education	6.5	3.7	12.38	-	2.1	7.77
English Learners Current + Former	-	3.7	14.2	-	4.2	10.02
English Learners Current	-	1.3	-	-	1.4	6.96
Economically Disadvantaged	42.3	15.9	24	17.2	15.7	20.01

Math Assessments
% Proficient



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



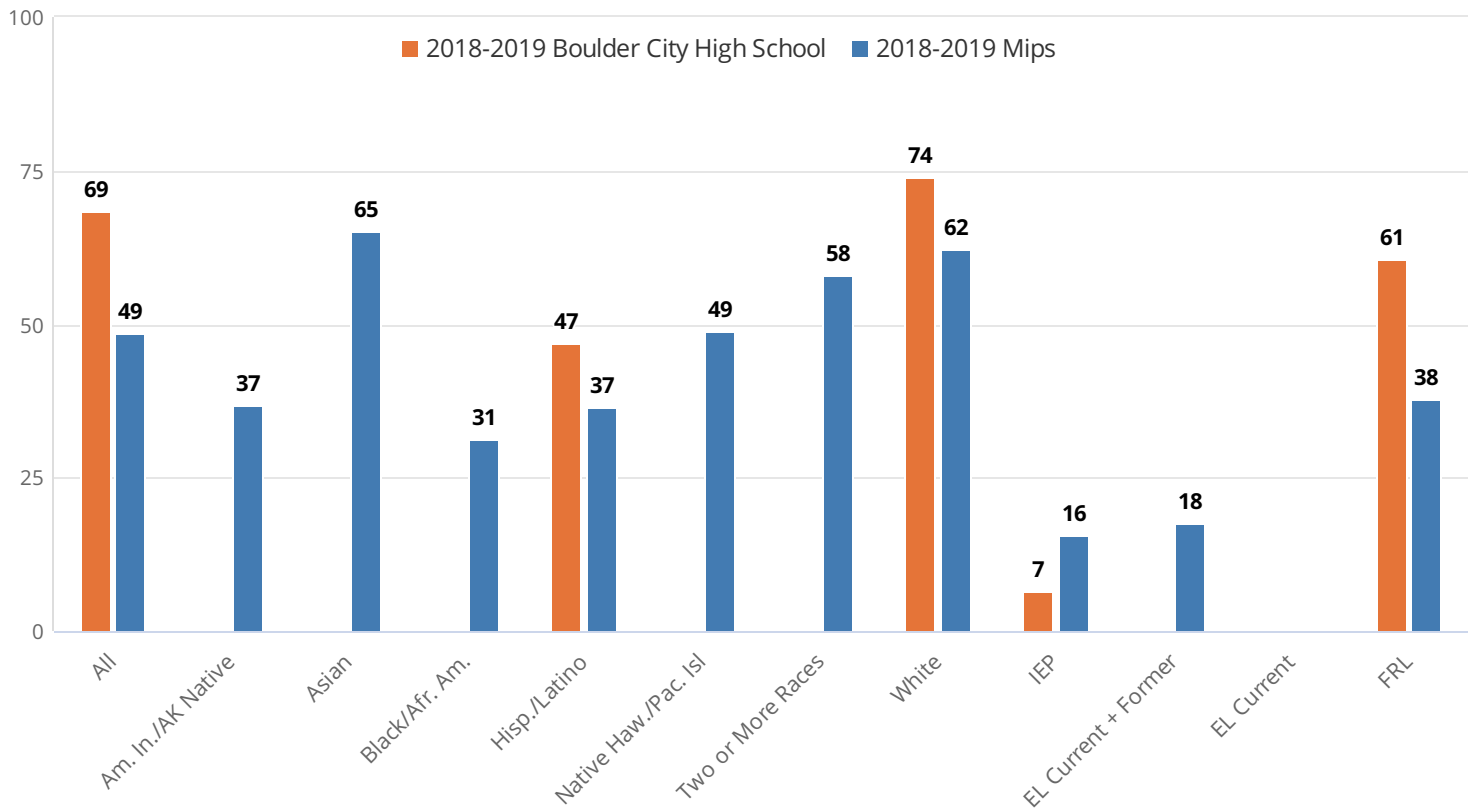
Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	68.5	46.5	48.54	58.5	44.5	45.83
American Indian/Alaska Native	-	40.8	36.76	-	40.7	33.43
Asian	-	70	65.11	-	67.2	63.27
Black/African American	-	25.8	31.39	-	26.8	27.78
Hispanic/Latino	47	35.6	36.5	45.4	33	33.15
Pacific Islander	-	46.2	48.75	-	44.2	46.05
Two or More Races	-	57.6	58.07	-	53.8	55.86
White/Caucasian	74	65.5	62.25	60.7	62	60.26
Special Education	6.5	7.7	15.71	-	6.6	11.27
English Learners Current + Former	-	9.4	17.52	-	9.5	13.18
English Learners Current	-	4.4	-	-	3	6.9
Economically Disadvantaged	60.6	35.2	37.66	37.9	33.2	34.37

ELA Assessments
% Proficient





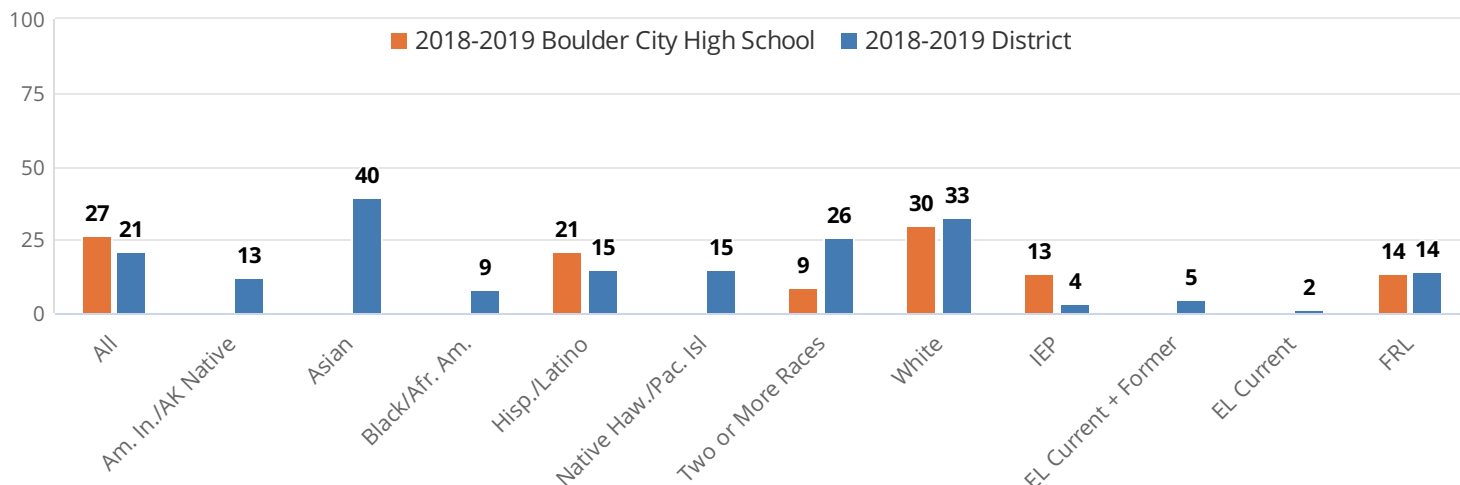
Academic Achievement

Science Proficient

Science Proficient Points Earned: 2/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	26.8	21.3	56.2	34.3
American Indian/Alaska Native	-	12.5	-	32.3
Asian	-	39.7	-	56.3
Black/African American	-	8.5	-	15
Hispanic/Latino	21	14.9	45	25.6
Pacific Islander	-	15.1	-	32
Two or More Races	9	26	63.6	40.4
White/Caucasian	30	32.7	58.4	50.9
Special Education	13.3	3.7	11.7	7.3
English Learners Current + Former	-	4.7	-	11.4
English Learners Current	-	1.6	-	6.4
Economically Disadvantaged	13.9	14.4	36.6	25

Science Assessments
% Proficient



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	2019 % Math	2019 % ELA	2018 % Math	2018 % 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	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.



Graduation Rates

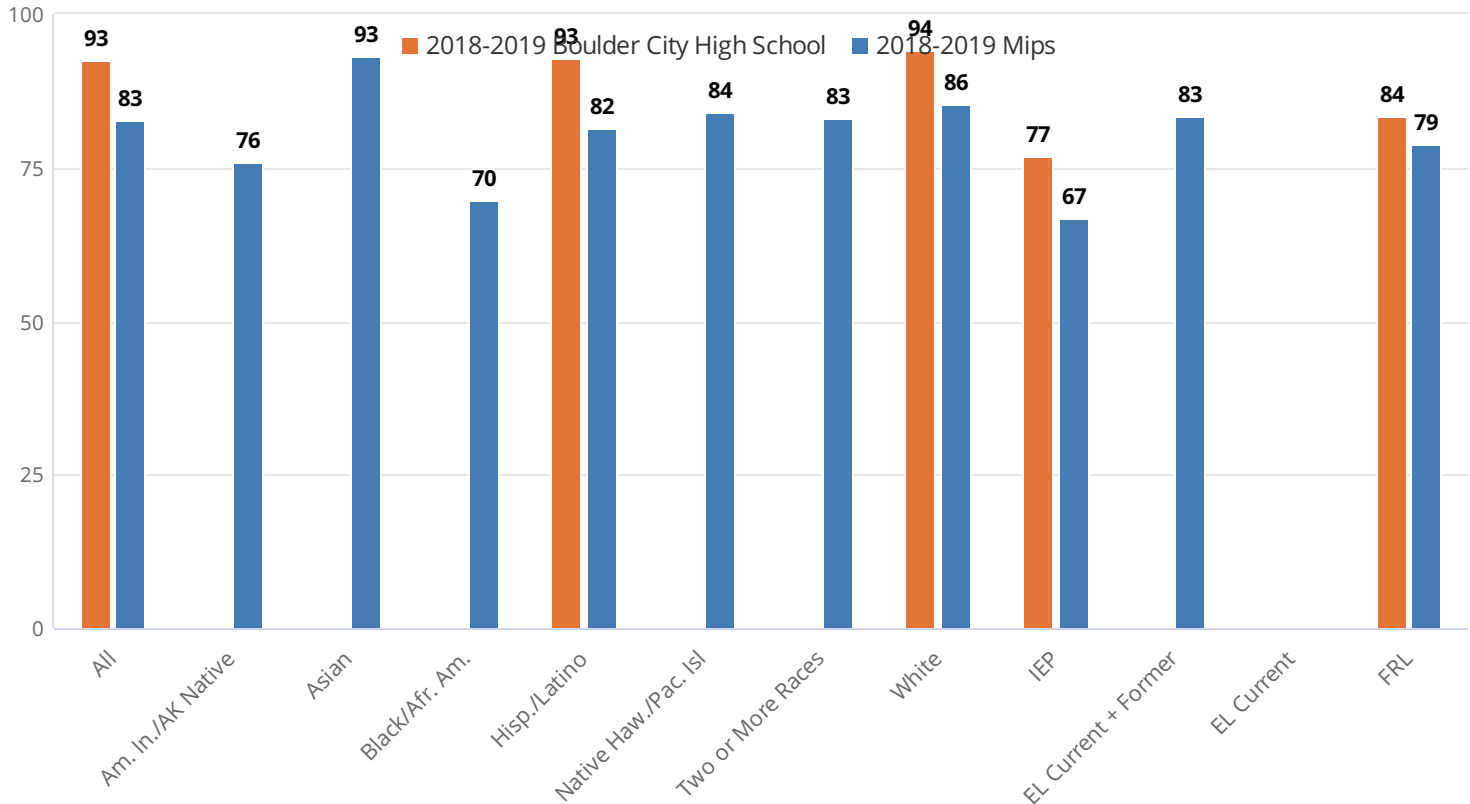
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are 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	2018	2018	2018	2017	2017	2017
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	92.5	85.2	82.6	90.6	83.2	80.9
American Indian/Alaska Native	-	76.9	75.9	-	83.7	73.9
Asian	-	94.9	93.3	-	93.2	93.1
Black/African American	-	75.7	69.8	-	72.8	67.7
Hispanic/Latino	92.7	84	81.5	-	81.7	79.7
Pacific Islander	-	87.5	83.9	-	85.1	82.3
Two or More Races	-	85.5	83	-	84	81.3
White/Caucasian	94	89	85.5	91.3	87.5	84.2
Special Education	76.9	68	66.9	80	69	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	-	76.7	-	-	83.4	-
Economically Disadvantaged	83.5	82.7	78.7	86.7	80.2	76.8

Graduation Rates
4-year ACGR





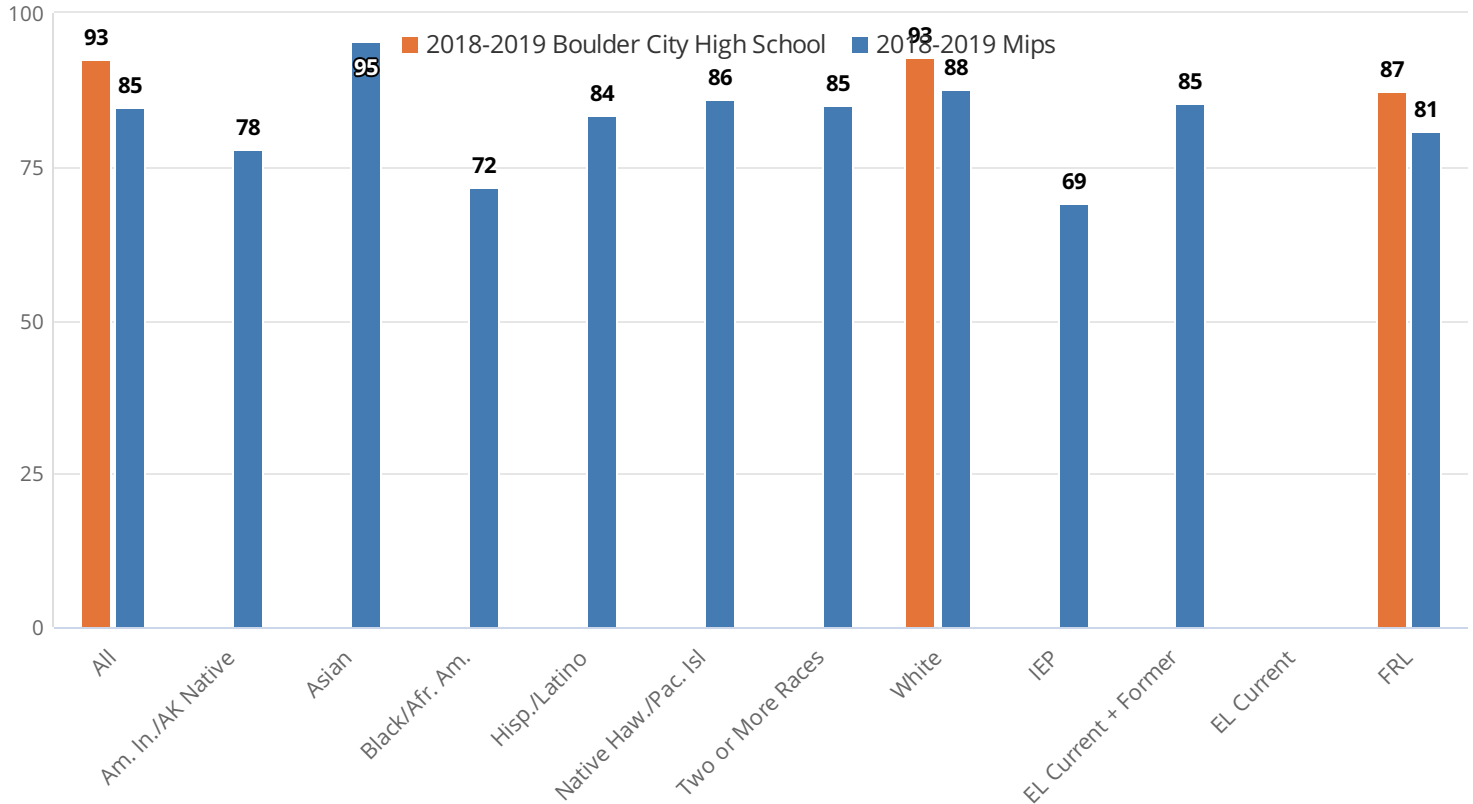
Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2018	2018	2018	2017	2017	2017
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	92.5	85	84.6	89.5	78.3	82.9
American Indian/Alaska Native	-	84.5	77.9	-	76.5	75.9
Asian	-	94	95.3	-	90.4	95.1
Black/African American	-	75.5	71.8	-	65.1	69.7
Hispanic/Latino	-	84	83.5	82.3	75.7	81.7
Pacific Islander	-	87	85.9	-	81	84.3
Two or More Races	-	85.5	85	-	81.5	83.3
White/Caucasian	92.7	88.5	87.5	90.9	84.4	86.2
Special Education	-	65.5	68.9	31.2	33.7	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	-	85.9	-	-	74.6	-
Economically Disadvantaged	87.2	81.7	80.7	82.1	73.4	78.8

Graduation Rates
5-year ACGR



'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.



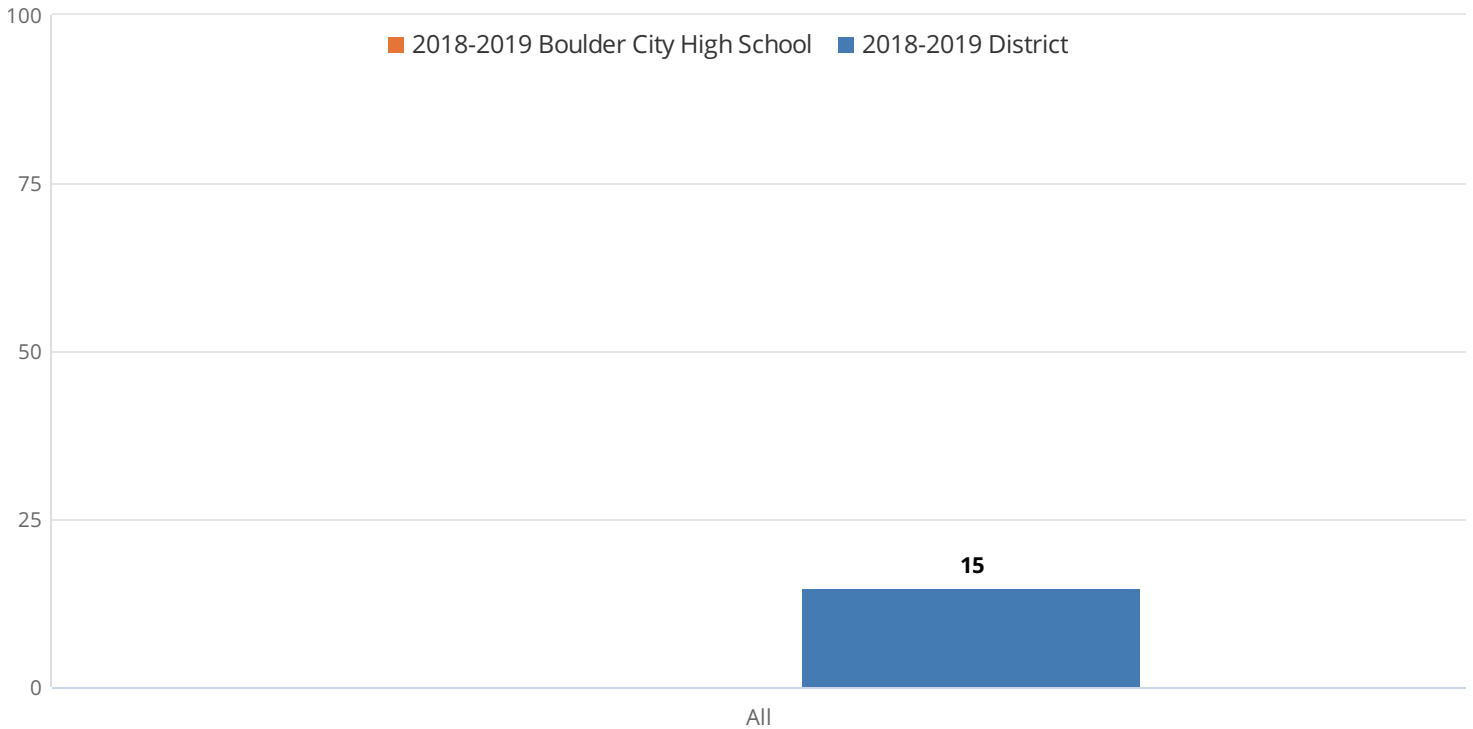
English Language

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

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	14.9	-	-	20.4

% English Learners Meeting AGP on WIDA



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: 9.5/10**

Groups	2019	2019	2018	2018
	% Participation	% Participation District	% Participation	% Participation District
All Students	73.7	65	63.5	63.2
American Indian/Alaska Native	-	58.5	-	59.2
Asian	-	78.7	-	75.7
Black/African American	-	50.6	-	49.1
Hispanic/Latino	56.2	63.1	61.5	60.8
Pacific Islander	-	63.7	-	56.7
Two or More Races	-	66.2	-	65.2
White/Caucasian	76.7	70	65.8	69.2
Special Education	-	33.2	-	16.5
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	38.8	-	35.3
Economically Disadvantaged	50	60.7	59.5	58.5

Post-Secondary Preparation Completion **Post-Secondary Preparation Completion Points Earned: 6/10**

Groups	2019	2019	2018	2018
	% Completion	% Completion District	% Completion	% Completion District
All Students	34.8	39.1	22.9	32.8
American Indian/Alaska Native	-	32.8	-	26.3
Asian	-	57.6	-	48.6
Black/African American	-	22.6	-	16.8
Hispanic/Latino	18.6	37	30.7	30.8
Pacific Islander	-	32.7	-	23.3
Two or More Races	-	39.6	-	33.3
White/Caucasian	39.2	44.5	22.2	39
Special Education	-	17.1	-	3.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	18.8	-	12.3
Economically Disadvantaged	31.5	33.5	23.8	27.6

'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.



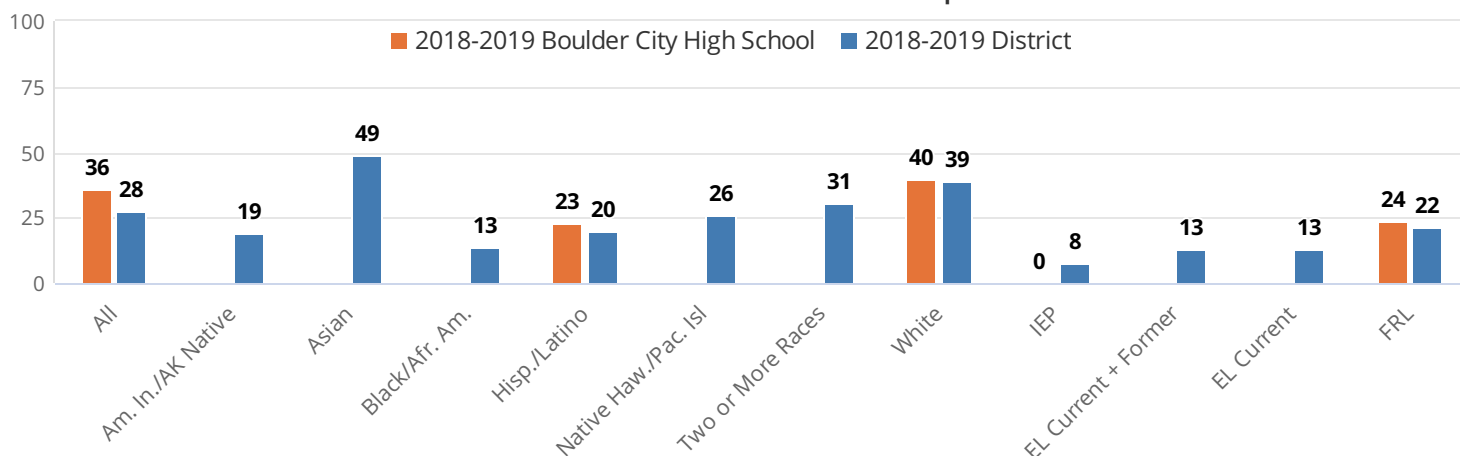
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 3/5

Groups	2019 % Advanced or CCR Diploma	2019 % Advanced or CCR Diploma District	2018 % Advanced or CCR Diploma	2018 % Advanced or CCR Diploma District
All Students	35.8	27.6	33	26.1
American Indian/Alaska Native	-	19.1	-	21.4
Asian	-	48.7	-	50.8
Black/African American	-	13.4	-	11.2
Hispanic/Latino	23	20	-	18.2
Pacific Islander	-	25.8	-	20.8
Two or More Races	-	30.6	-	28
White/Caucasian	40	39	36.2	36.3
Special Education	0	7.9	25	10.9
English Learners Current + Former	-	13.1	-	19.2
English Learners Current	-	13.1	-	19.2
Economically Disadvantaged	23.5	21.6	13.5	20.2

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	42	16.6	11	16.6	0	0	36.5	18.1
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	25	0	6.2	0	0	0	31.1	18.6
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	43.3	19.1	11	1	0	0	39.2	20.1
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	15.6	5.2	2.6	2.6	0	0	36.7	23.6

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.



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.

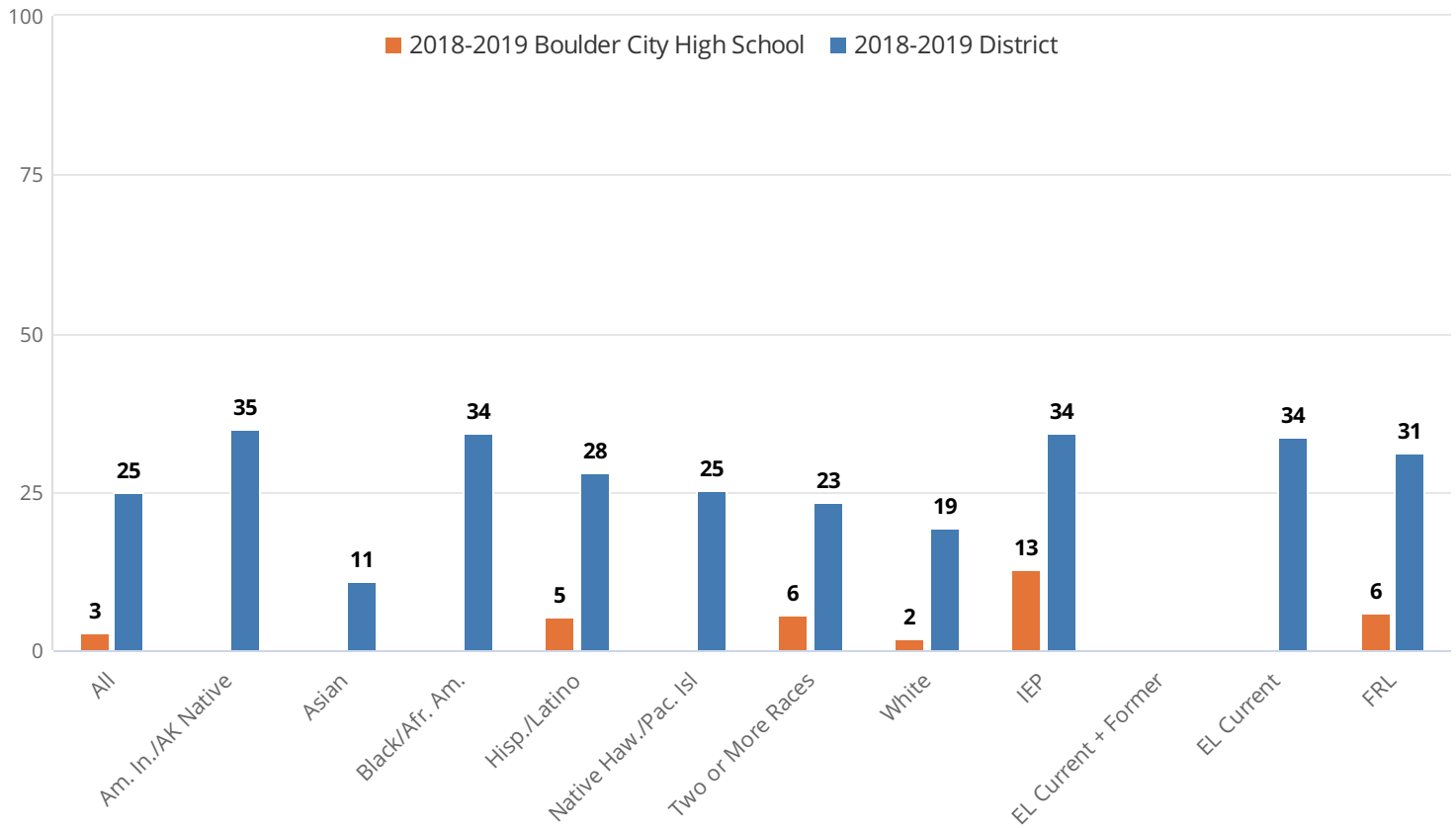
Chronic Absenteeism

Chronic Absenteeism Points Earned: 5/5

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	2.7	25	23.3	28
American Indian/Alaska Native	-	35	-	41.7
Asian	-	11	-	10.6
Black/African American	-	34.3	-	39.5
Hispanic/Latino	5.4	28.1	39.5	30.8
Pacific Islander	-	25.3	-	29
Two or More Races	5.5	23.3	17.9	27.3
White/Caucasian	1.9	19.3	21	22
Special Education	12.8	34.2	40	39.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	33.7	-	35.7
Economically Disadvantaged	6	31.1	43	34.3

Reducing Chronic Absenteeism by 10% bonus points: 0

Chronic Absenteeism Rate (%)





Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 3/5

Groups	2019 % 9th Grade Credit Sufficiency	2019 % 9th Grade Credit Sufficiency District	2018 % 9th Grade Credit Sufficiency	2018 % 9th Grade Credit Sufficiency District
All Students	87.5	88.5	88.7	88.2
American Indian/Alaska Native	-	85.5	-	85.8
Asian	-	96.2	-	96.2
Black/African American	-	80.2	-	79
Hispanic/Latino	88.2	87.5	78.9	87.7
Pacific Islander	-	89.7	-	92.4
Two or More Races	-	88.2	100	88.2
White/Caucasian	89.7	92.4	89.3	91.5
Special Education	72.7	81.9	81.2	81.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	81.5	74.5	84.9
Economically Disadvantaged	-	83	74.5	84.9

% of Students Meeting 9th Grade Credit Requirements

