



# High Desert Montessori Charter School

101 Fantastic Drive. Reno, Nevada 89512 - 775-624-2800

## NOTICE OF PUBLIC MEETING

Board of Directors Meeting  
9/25/2024 @ 5:00 PM on ZOOM

Zoom Link: <https://us02web.zoom.us/j/86205215591?pwd=NoMmOzHSv255UjlrBYjoWcClyZQjeC.1>

Meeting ID: 862 0521 5591

Passcode: 189081

Phone: 669 900 6833

High Desert Montessori School's Board of Directors will conduct their public meeting either in-person, virtually, or by phone. All Directors shall attend the meeting in person or remotely. Public members wishing to attend the virtual meeting may do so by using the virtual link or phone information as directed below. Unless otherwise restricted, as noted, the Board may take action on any item. Unless otherwise stated, items may be taken out of order at the discretion of the chairperson. Items may be combined for the Board to consider. Items may be pulled or removed from the agenda at any time. Reasonable efforts will be made to assist and accommodate physically disabled persons desiring to attend the meeting. Please contact the school at 775-624-2800 in advance so arrangements may be conveniently made. Supporting materials will be posted on our website, <https://www.hdmsreno.com/board-information/> no later than 10:00 AM on the day of the board meeting.

The Board of Directors will receive public comment virtually, in person, or via email, at [publiccomment@hdmsreno.com](mailto:publiccomment@hdmsreno.com). All public comments received before and during the meeting will be provided to the Board of Directors. Such comments shall not be read aloud at the meeting but will be recorded in the public record and in the minutes. In-person public comment will be limited to 3 minutes. No action can be taken on any comments, but public input is welcome.

## AGENDA

1. Call to Order and Roll Call (FOR POSSIBLE ACTION)
2. Public Comment
3. Adopt the Agenda (FOR POSSIBLE ACTION)
4. Approval of Board Minutes from 8/28/2024 (FOR POSSIBLE ACTION)
5. 2024-2025 Revised Final Budget (FOR POSSIBLE ACTION)
6. Discussion on the HDMS Staff/Board Liaison Position (FOR DISCUSSION)
7. Principal Update with School Performance Plan (FOR POSSIBLE ACTION)
8. PTO Liaison Update (FOR DISCUSSION)
9. Update on potential consultants for organizational consultants (FOR DISCUSSION)
10. Presentation of Revised 2024-2025 HDMS Employee Handbook (FOR DISCUSSION)
11. Public Comment
12. Adjournment and Future Agenda Items (FOR POSSIBLE ACTION)

**Items not acted on at this meeting may be acted on at future meetings.**

*"High Desert Montessori School provides a safe, nurturing school environment that fosters independence, problem-solving skills, and great work in our students. We offer tools to explore the universe through Montessori's Cosmic Education, the purpose of which is to link all areas of human knowledge. We urge all of our students to be participating members of a socially conscious and green community by inspiring them to be critical thinkers capable of reflection, communication, and action. We comply with all Nevada State and Common Core State Standards."*



# High Desert Montessori Charter School

101 Fantastic Drive. Reno, Nevada 89512 - 775-624-2800

HDMS Board meetings are posted at the following places:

- Washoe County School District
- Sparks Library
- Washoe County Administration
- HDMS 101 Fantastic Drive, Reno, NV 89512
- HDMS Website [www.hdmsreno.com](http://www.hdmsreno.com)



**Board of Directors Meeting  
August 28, 2024, @ 5:00 PM via Zoom  
101 Fantastic Drive, Reno, Nevada 89512**

**1. Call to Order and Roll Call at 5:01**

Ashley Allen  
Bonnie Pillaro  
Brigitte Frost  
Jennifer Linn (not present)  
Kristen Ashbaugh (joined at 5:09)  
Max Haynes (not present)  
Nancy Smith (joined at 5:07)  
Reid Riker  
Kelly Ryder

**2. Public Comment**

No public comment at this time.

**3. Adopt the Agenda**

Member Pillaro motions to approve the agenda (see supporting documents), Member Allen seconds the motion and it passes unanimously.

**4. Approval of Board Minutes from 6/12/2024, 7/12/2024, and 7/15/2024**

Member Frost motions to approve the Board Meeting minutes from 6/12/24, 7/12/24, and 7/15/24 (see supporting documents). Member Allen seconds the motion and it passes unanimously.

**5. Closed Session**

Member Pillaro motions to move into a closed session, Member Allen seconds the motion and it passes unanimously.

**6. Letter of Resignation of Brigitte Frost from the HDMS Board of Directors**

Member Frost presented her letter of resignation from the HDMS Board of Directors.

Member Smith motions to accept the resignation letter. Member Pillaro seconds the motion and it passes unanimously.

#### **7. Introduction of Pamala Pollard and Hope Davis as potential new board members**

Chairperson Riker presented Pam Pollard and Hope Davis as potential HDMS board members. Pamala Pollard and Hope Davis introduced themselves.

#### **8. Approval of 2024-2025 HDMS Board Meeting Dates, Including Finance Committee and Board Retreat Dates**

Administrator Perez presented the Board Meeting, Financial Committee, and Board Retreat Dates for the 2024-2025 school year (see supporting documents).

Member Allen motions to approve the 2024-2025 HDMS Board Meeting Dates, Including Finance Committee and Board Retreat Dates. Member Pillaro seconds the motion and it passes unanimously.

#### **9. Principal Update**

Administrator Perez presented his Principal Update and introduced new HDMS staff members.

#### **10. PTO Liaison Report**

Member Ashbaugh presented the PTO update.

#### **11. Edward Jones Corporate Resolution Certification and Authorized Controller(s)**

Administrator Miller Mintz presented the naming of authorized controllers on the Edward Jones Corporate Resolution as Reid Riker, Bonnie Pillaro and Eric Perez.

Member Allen motions to approve the naming of the authorized controllers on the Edward Jones Corporate Resolution as Reid Riker, Bonnie Pillaro and Eric Perez. Member Ashbaugh seconds the motion and it passes unanimously.

#### **12. Public Comment**

No public comment at this time.

#### **13. Adjournment and Future Agenda Items**

Members discussed future agenda items.

The next meeting will be September 25, 2024 at 5:00 PM via Zoom.

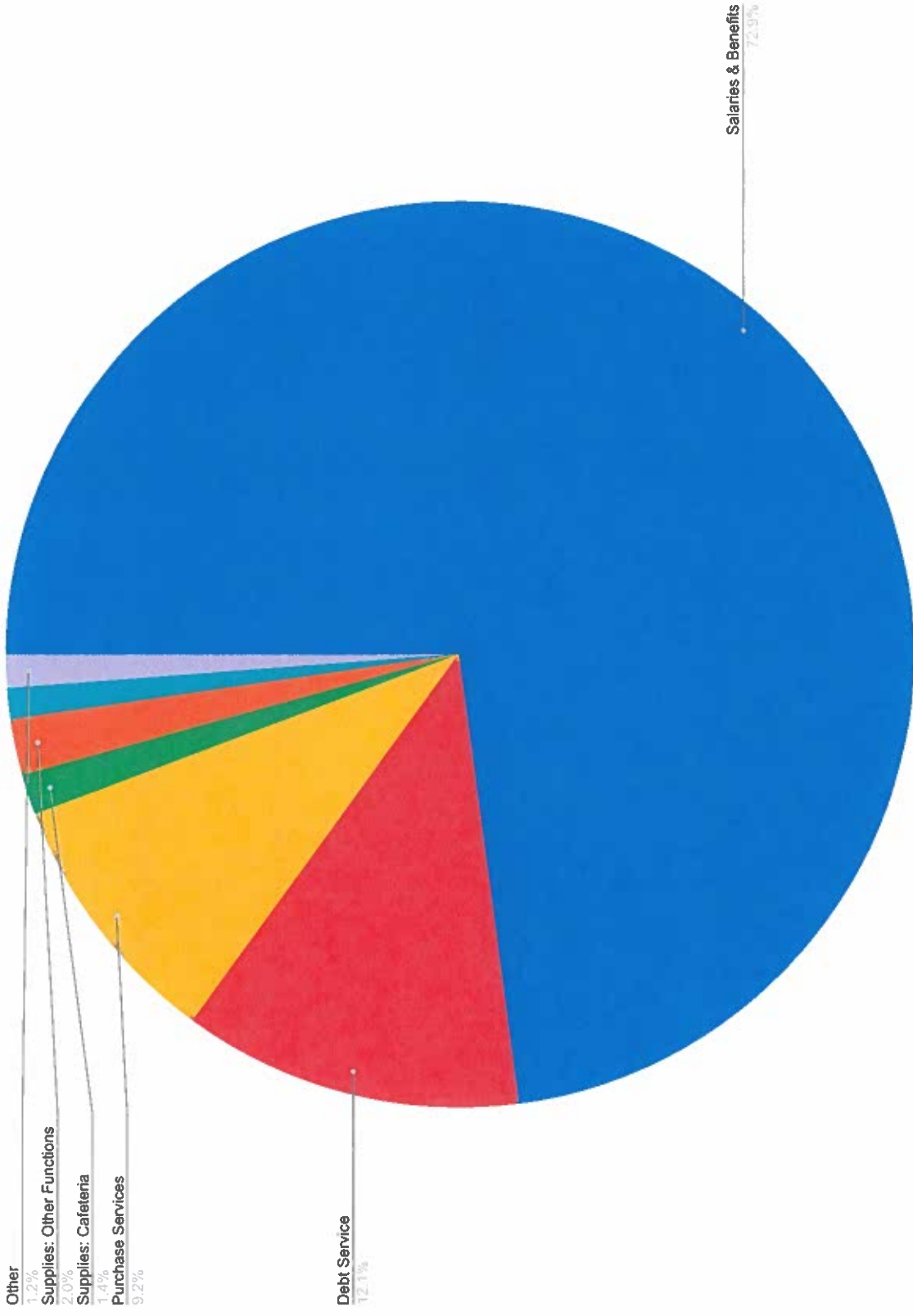
Member Pillaro motions to adjourn the meeting, Member Frost seconds the motion and it passes unanimously. The meeting is adjourned.

2024-2025 Revised Final Budget Summary

	FUNDS & REVENUES	FUNCTION 1000 INSTRUCTION	FUNCTION 2100 SUPPORT SVCS STUDENTS	FUNCTION 2200 SUPPORT SVCS INSTRUCTION	FUNCTION 2400 GENERAL ADMIN	FUNCTION 2500 CENTRAL SERVICES	FUNCTION 2600 OPERATION / MAINTENANCE	FUNCTION 3100 FOOD SERVICE	FUNCTION 2900 PRE-K PROGRAM	FUNCTION 2900 ENRICHMENT PROGRAM	FUNCTION 1000 SPECIAL ED STATE	FUNCTION 1000 SPECIAL ED FEDERAL	FUNCTION 1000 NRIPK	FUNCTION 5000 DEBT SERVICE	Expense Totals
Investment Income	\$ 55,000.00														
Donations-Unrestricted	\$ 50,000.00														
Other Revenue	\$ 19,500.00														
Bond Premium	\$ 25,638.36														
State Distributive Funds	\$ 4,374,367.00														
Lunch Program	\$ 147,696.75														
Pre-K Fees	\$ 617,000.00														
Enrichment Program	\$ 120,000.00														
Special Ed State Funding	\$ 234,630.79														
Special Ed Fed Funding	\$ 84,967.59														
NRIPK	\$ 142,500.00														
Salaries		1,591,400.57	209,836.13	62,680.54	82,439.26	197,451.49	43,942.42	53,141.21	422,755.54	91,885.18	147,064.84	53,250.15	105,700.20	-	\$ 3,061,551.53
Benefits		613,179.98	91,824.46	22,852.09	35,693.14	82,983.18	10,116.29	17,246.60	143,426.46	35,928.77	56,564.75	20,488.44	36,799.80	-	\$ 1,167,103.96
Purchase Services		51,398.60	30,500.00	-	600.00	218,275.10	192,520.24	1,000.00	-	-	31,001.20	11,229.00	-	-	\$ 536,524.14
Supplies		50,800.00	2,000.00	-	-	4,500.00	47,000.00	83,593.00	5,250.00	6,500.00	-	-	-	-	\$ 199,643.00
Property		-	-	-	-	-	63,652.96	-	-	-	-	-	-	-	\$ 63,652.96
Other		31,500.00	-	-	-	36,785.96	-	456.00	1,060.00	250.00	-	-	702,437.65	-	\$ 772,489.61
<b>TOTALS:</b>	\$ 5,871,350.49	\$ 2,338,279.15	\$ 334,160.59	\$ 85,532.63	\$ 118,732.40	\$ 539,995.73	\$ 357,231.91	\$ 155,436.81	\$ 572,492.00	\$ 134,567.95	\$ 234,630.79	\$ 84,967.59	\$ 142,500.00	\$ 702,437.65	\$ 5,800,965.20

Revenues Over/(Under) Expenses	\$ 70,385.29
Unrestricted Funds to be expended	
Net Revenues Over/(Under) Expenses	\$ 70,385.29

# 2024-25 Expenditure Budget



**Principal Board Update September 25, 2024**  
**High Desert Montessori Charter School**

**Submitted by Principal Eric Perez**  
**Report on Results of 2023-2024 High Stakes Testing**

**SBAC DATA:**

- **Elementary Levels (grades 4-6):**
  - **Mathematics:**
    - Median Growth Percentile (MGP) = between 44-48 percent **resulting in a score of 4 out of a possible 10**. This means that a typical student outperformed 44-48% of typical students in Math.
    - Adequate Growth Percentile (AGP) = >23 **resulting in a score of 0.5 out of a possible 7.5**. This means that less than 23% of our children are growing at a rate to reach proficiency within 3 years or by the end of 8th grade.
    - Opportunity Gap: Less than 16% met AGP while still not passing, **resulting in a score of 1 out of a possible 10**.
  - **ELA:**
    - Median Growth Percentile (MGP) = between 48-51 percent **resulting in a score of 5 out of a possible 10**.
    - Adequate Growth Percentile (AGP) = >35 **resulting in a score of 0.5 out of a possible 7.5**.
    - Opportunity Gap: Less than 27% met AGP while still not passing, **resulting in a score of 1 out of a possible 10**.
  - **Pooled Proficiency:**
    - Less than 26% of students reached a passing score in SBAC or the 5th grade Science CRT, **resulting in a score of 1 out of a possible 20**.
  - **SBAC Grade 3 Reading**
    - Between 36-39 Percent of 3rd graders passed the SBAC reading, **resulting in a score of 3 out of a possible 10**.
  - **Chronic Absenteeism:**
    - 14.9 percent of students are defined as chronically absent (absent more than 10% of the school year) **resulting in a score of 5 out of a possible 10**.
  - **WIDA/Access Testing for English Language Learners**
    - Between 36-39% of the **thirteen students tested** received a score that would indicate they would exit the ELL program within 5 years. **This results in a score of 3 out of 10**.
  - **Total Score for the HDMS Elementary School was 23 out of 100 points resulting in a 1 star rating.**
    - **Cut Scores for Star Ratings:**
      - <26.9 = 1 Star
      - 27-49.9 = 2 Star
      - 50-66.9 = 3 Star
      - 70-83.9 = 4 Star
      - >84 = 5 star

100 Points Possible

CSI Cut: 10

<b>Growth</b> <small>(35 Points Possible)</small> Earned Points: 10.0	<b>Academic Achievement</b> <small>(25 Points Possible)</small> Earned Points: 3.0	<b>Opportunity Gaps</b> <small>(20 Points Possible)</small> Earned Points: 2.0	<b>EL</b> <small>(10 Points Possible)</small> Earned: 3.0	<b>Engagement</b> <small>(17 Points Possible)</small> Earned: 5.0
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o **Middle School Levels (grades 7-8)**

■ **Mathematics:**

- Median Growth Percentile (MGP) = between 44-48 percent resulting in a score of 4 out of a possible 10.
- Adequate Growth Percentile (AGP) = >15 resulting in a score of 0.5 out of a possible 5.
- Opportunity Gap: Less than 8% met AGP while still not passing, resulting in a score of 1 out of a possible 10.

■ **ELA:**

- Median Growth Percentile (MGP) = between 58-61 percent resulting in a score of 8 out of a possible 10.
- Adequate Growth Percentile (AGP) = 37-41 percent resulting in a score of 1.5 out of a possible 5.
- Opportunity Gap: Less than 16% met AGP while still not passing, resulting in a score of 1 out of a possible 10.

■ **Pooled Proficiency:**

- Less than 28% of students reached a passing score in SBAC or the 5th grade Science CRT, resulting in a score of 8 out of a possible 25.

■ **Students receiving required credits - 3 out of 3**

■ **Academic Learning Plans in place - 2 out of 2**

■ **Chronic Absenteeism:**

- 18.9 percent of students are defined as chronically absent (absent more than 10% of the school year) resulting in a score of 3 out of a possible 10.

■ **WIDA/Access Testing for English Language Learners**

- HDMS Had too few students to report WIDA/access for the purposes of star ratings. The overall score is prorated for 90 possible points,

■ **Total Score for the HDMS Middle School was 35.56 out of 90 points resulting in a 2-star rating.**

90 Points Possible - Score is prorated (No WIDA/ACCESS)

CSI Cut: 12

<b>Growth</b> <small>(30 Points Possible)</small> Earned Points: 14.0	<b>Academic Achievement</b> <small>(25 Points Possible)</small> Earned Points: 8.0	<b>Opportunity Gaps</b> <small>(20 Points Possible)</small> Earned Points: 2.0	<b>EL</b> <small>(10 Points Possible)</small> Earned: 0	<b>Engagement</b> <small>(15 Points Possible)</small> Earned: 8.0
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For Context:

Star Rating	State Wide All Schools (858)	Washoe All Schools (103)
1 Star	232 - 27%	33 - 32%
2 Star	197 - 23%	25 - 24%
3 Star	156 - 18%	24 - 23%
4 Star	91 - 11%	8 - 8%
5 Star	92 - 11%	13 - 13%

Next Steps:

- Increase and streamline the use of i-Ready interventions to improve test scores
- Implement SBAC Test Prep in Upper Elementary and Middle School
- Increase the use of interventions to target students needing extra help
- Increase the use of science of reading for strategies to improve literacy
- Increased usage of alignment tools for linking common core state standards to Montessori lessons

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**Principal Board Update August 28, 2024**  
**High Desert Montessori Charter School**

**Submitted by Principal Eric Perez**

**Montessori Principles and Tenets:**

- **Montessori Training:** All of our teachers, except for our new hires, have either completed Montessori training through AMI, AMS, or another MACTE-accredited program or are currently enrolled in such a program.
- **Newly Hired Certified Staff:** I would like to welcome the following newly hired faculty members to HDMS.
  - Ms. Liz Kelly - School Counselor
  - Ms. Allison - Primary Teacher
  - Ms. Amanda Nichols - Elementary Teacher
  - Ms. Jennifer Young - Elementary Teacher
  - Ms. Keri Worthen - Certified interventionist
  - Ms. Pelly Remick - Adolescent Math/Special Education Teacher
  - Ms. Nicky Reams - Stockton - Adolescent English Teacher
  - Ms. Tracy Kiltz - Special Education Teacher

**Academics/Student Success**

- We are currently administering fall i-Ready assessments to inform our curriculum. Once i-Ready is complete, we will begin fall MAP reading assessments, as required by Nevada's Read by 3 law. Kindergarten students underwent Briggance placement testing before the school year started, and some are taking MAP tests at their teacher's discretion.
- We have received preliminary summative data for the 2023-2024 school year. This data is still very raw and has not been analyzed by category. Our internal leadership team is reviewing the data and developing our state-mandated school improvement plan.

**Parent Outreach and Engagement**

- Our PTO is offering our school calendars with student artwork. This helps to inform parents of upcoming events in addition to the information we send through our school website, school newsletter, and text blasts.
- PTO Has planned multiple events including the Fantastic Fair, Bocce Nights, Brews and Bites, and the family picnic.
- We have held multiple events for parents already.
  - 8/9 - Open house. Families were invited to meet teachers, fill out paperwork for school,

and taste our lunch menu provided by the Boys and Girls Club of the Truckee Meadows

- 8/21 - Primary Back to School night
- 8/29 - Elementary and Adolescent back-to-school night.
- Many more parent engagement events including Northern Nevada Literacy Nights, Family STEM nights, Montessori Through My Eyes, HDMS World Expo, and many others are planned.

**NEXT STEPS:**

- Begin the process of teacher evaluations for the 2024-2025
- Complete the edit of the school's employee handbook with the help of legal
- Make changes and revisions to the school's internal safety procedures manual through the school's safety team
- Complete the school's state-mandated School Performance Plan
- Resume the everyday operations in classrooms, administration, and our school community.

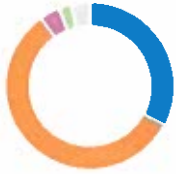
# High Desert Montessori

# School Year 2023-2024 Nevada School Rating

School Level: Middle School  
 Grade Levels: PK-08  
 District: Washoe  
 School Address: 2590 OROVADA ST  
 RENO, NV 89512



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



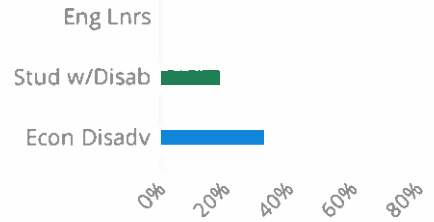
### Student Race/Ethnicity

57.4%	White
N/A%	Bl/Afr Am
32.5%	Hisp/Latino
3.7%	Asian
N/A%	Am Ind/AK Nat
2.5%	Pac Isl
3.7%	Two or More

### School Performance History

School Year	Index Score/ Star Rating
2022-2023	45.0 ★★
2021-2022	47.2 NR

### Additional Student Groups



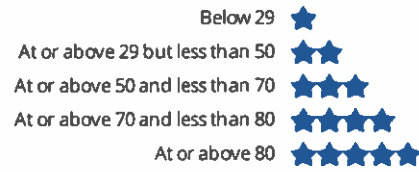
## What does my school rating mean?

**Two-Star school:** Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

## How are school star ratings determined?

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

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



## 2023-2024 School Performance



### Academic Achievement Indicator

Measure	School Rate	District Rate
<b>Pooled Proficiency</b>	<b>28.2</b>	34.7
Math Proficiency	13.3	28.7
ELA Proficiency	40.2	38.9
Science Proficiency	33.3	39.5



### Student Growth Indicator

Measure	School Median	District Median
Math MGP	47.0	44.0
ELA MGP	59.5	45.0
	<b>School Rate</b>	<b>District Rate</b>
Met Math AGP Target	8.6	27.0
Met ELA AGP Target	37.1	36.3



### English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	17.3



### Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	<5	8.3
Prior Non-Proficient Met ELA AGP Target	10.0	13.9



### Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	18.9	27.1
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	92.1	88.5
Climate Survey Participation	N/A	N/A

Climate Survey Participation is not a point-earning measure.



## Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

### Pooled Proficiency

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	28.2	34.7	29.8	34.2

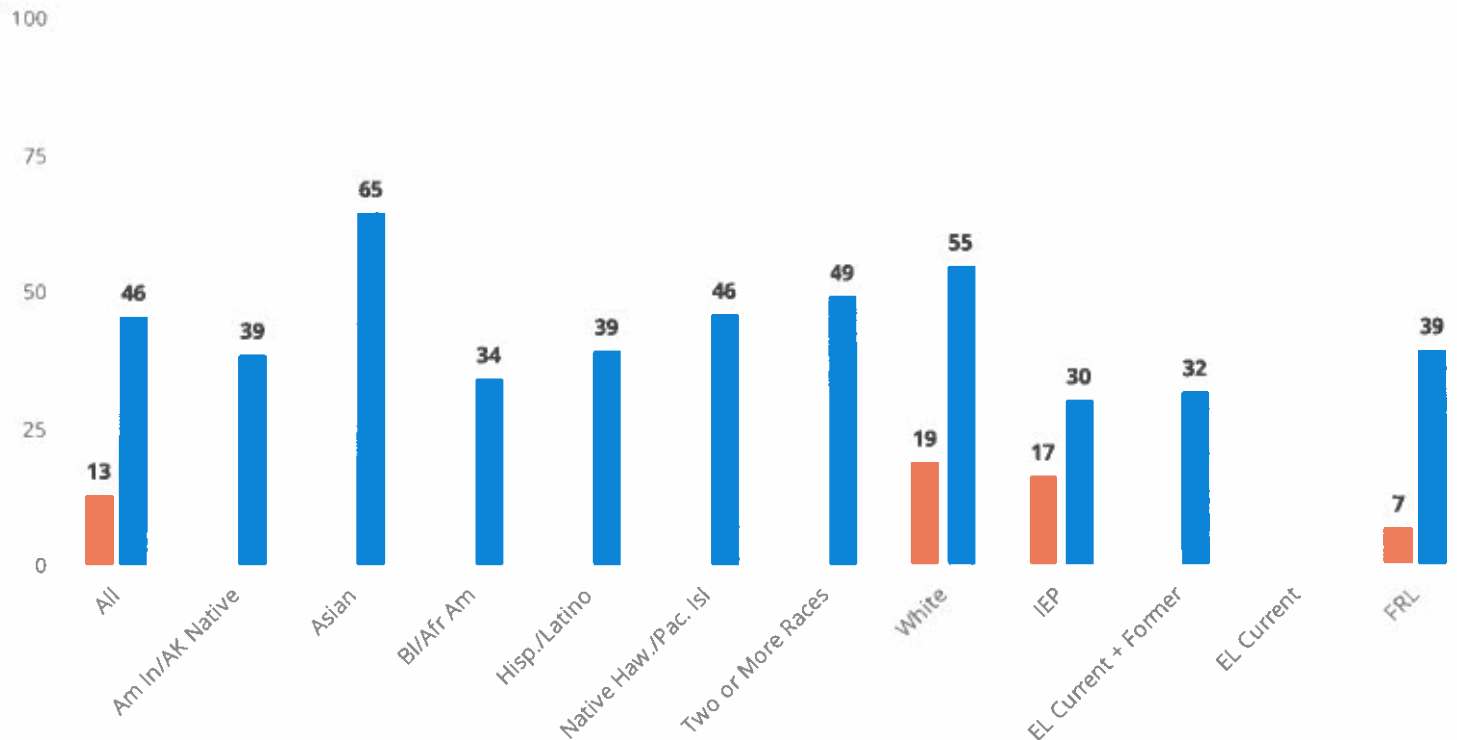
### Pooled Proficiency Points Earned: 8/25

### Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	13.3	28.7	45.6	11.8	27.7	42.7
American Indian/Alaska Native	N/A	17.7	38.6	N/A	16.2	35.3
Asian	-	53.1	64.5	-	50.9	62.6
Black/African American	N/A	12.7	34.4	N/A	12.0	31
Hispanic/Latino	<5	14.5	39.4	<5	13.8	36.2
Pacific Islander	-	12.3	45.9	-	12.3	43.1
Two or More Races	-	33.2	49.1	-	33.6	46.4
White/Caucasian	19.0	41.9	54.7	19.3	40.4	52.3
Special Education	16.6	7.7	30.2	-	6.7	26.5
English Learners Current + Former	-	8.7	31.6	-	8.1	28
English Learners Current	-	<5	-	-	<5	-
Economically Disadvantaged	6.8	14.8	39.3	5.3	14.0	36.1

Math Assessments  
% Proficient

2023-2024 High Desert Montessori 2023-2024 Mips



'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.



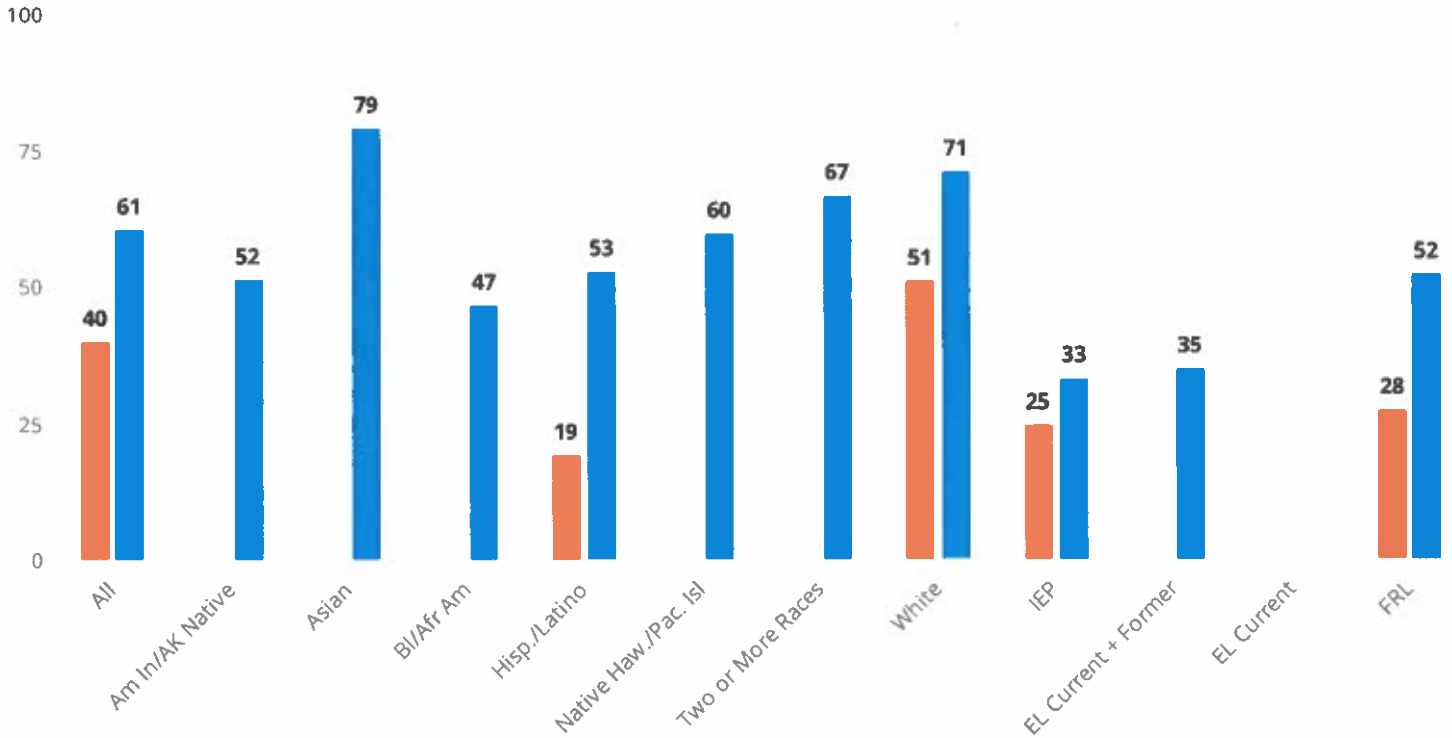
## Academic Achievement

### ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	40.2	38.9	60.6	44.4	39.9	58.6
American Indian/Alaska Native	N/A	29.9	51.5	N/A	28.5	49
Asian	-	64.7	79.3	-	63.3	78.2
Black/African American	N/A	23.2	46.7	N/A	24.9	43.9
Hispanic/Latino	19.2	24.9	53	35.0	26.6	50.5
Pacific Islander	-	15.7	59.9	-	15.5	57.8
Two or More Races	-	47.6	66.8	-	46.8	65
White/Caucasian	51.1	51.3	71.1	52.6	52.1	69.6
Special Education	25.0	9.4	33.1	-	8.6	29.6
English Learners Current + Former	-	14.5	35.1	-	16.7	31.7
English Learners Current	-	<5	-	-	<5	-
Economically Disadvantaged	27.5	24.4	52.3	43.1	26.2	49.8

### ELA Assessments % Proficient

2023-2024 High Desert Montessori 2023-2024 Mips





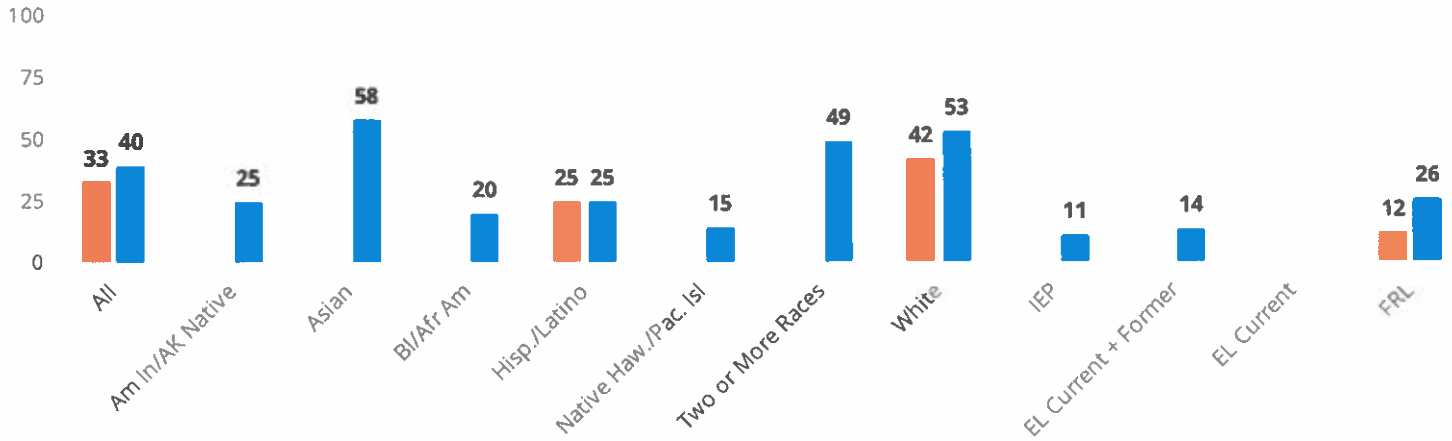
## Academic Achievement

### Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	33.3	39.5	37.9	36.5
American Indian/Alaska Native	N/A	25.0	N/A	23.6
Asian	-	58.2	-	57.2
Black/African American	N/A	19.8	N/A	12.6
Hispanic/Latino	25.0	25.0	23.0	23.0
Pacific Islander	-	14.5	N/A	20.0
Two or More Races	-	49.0	-	43.4
White/Caucasian	41.6	53.2	61.5	49.8
Special Education	-	11.0	-	10.0
English Learners Current + Former	-	14.1	-	11.7
English Learners Current	-	<5	-	<5
Economically Disadvantaged	11.7	26.2	25.0	24.2

Science Assessments  
% Proficient

■ 2023-2024 High Desert Montessori ■ 2023-2024 District



### 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	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Studentss	>=95%	>=95%	93.0%	93.0%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/African American	N/A	N/A	N/A	N/A
Hispanic/Latino	>=95%	>=95%	92.5%	92.5%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	92.3%	92.3%
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	92.5%	92.5%

Yellow indicates 95% participation requirement not met.



## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

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

### MGP Growth Data

### Math MGP Points Earned: 4/10

### ELA MGP Points Earned: 8/10

Groups	2024	2024	2024	2024	2023	2023	2023	2023
	Math MGP	District Math MGP	ELA MGP	District ELA MGP	Math MGP	District Math MGP	ELA MGP	District ELA MGP
All Students	47.0	44.0	59.5	45.0	46.0	40.0	77.0	44.0
American Indian/Alaska Native	N/A	40.5	N/A	41.5	N/A	34.0	N/A	48.0
Asian	-	53.0	-	55.0	-	52.0	-	52.5
Black/African American	N/A	42.0	N/A	46.0	N/A	36.5	N/A	36.0
Hispanic/Latino	47.0	41.0	60.0	42.0	49.5	36.0	68.5	41.0
Pacific Islander	-	39.0	-	40.0	-	44.0	-	43.0
Two or More Races	-	44.0	-	48.0	-	42.0	-	46.0
White/Caucasian	50.0	46.0	59.0	46.0	46.5	43.0	80.5	47.0
Special Education	41.0	44.0	81.5	40.0	-	38.0	-	39.0
English Learners Current + Former	-	43.0	-	42.0	-	35.0	-	41.0
English Learners Current	-	43.0	-	41.0	-	35.0	-	38.0
Economically Disadvantaged	41.0	41.0	60.5	42.0	38.0	37.0	72.5	42.0

### AGP Growth Data

### Math AGP Points Earned: 0.5/5

### ELA AGP Points Earned: 1.5/5

Groups	2024	2024	2024	2024	2023	2023	2023	2023
	Math AGP	District Math AGP	ELA AGP	District ELA AGP	Math AGP	District Math AGP	ELA AGP	District ELA AGP
All Students	8.6	27.0	37.1	36.3	12.6	25.1	50.8	36.7
American Indian/Alaska Native	N/A	18.6	N/A	27.4	N/A	19.6	N/A	29.7
Asian	-	50.5	-	59.4	-	50.0	-	56.1
Black/African American	N/A	12.6	N/A	23.4	N/A	12.5	N/A	20.4
Hispanic/Latino	<5	13.7	20.0	23.8	<5	12.3	40.9	24.6
Pacific Islander	-	10.8	-	16.6	-	11.2	-	14.6
Two or More Races	-	30.9	-	45.0	-	28.9	-	42.7
White/Caucasian	10.8	39.2	45.9	47.1	23.5	36.4	58.8	48.3
Special Education	8.3	8.2	41.6	10.9	-	7.2	-	10.3
English Learners Current + Former	-	9.2	-	15.3	-	8.3	-	16.6
English Learners Current	-	<5	-	<5	-	<5	-	<5
Economically Disadvantaged	7.1	14.4	25.0	23.6	<5	13.4	50.0	25.0

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



## English Language

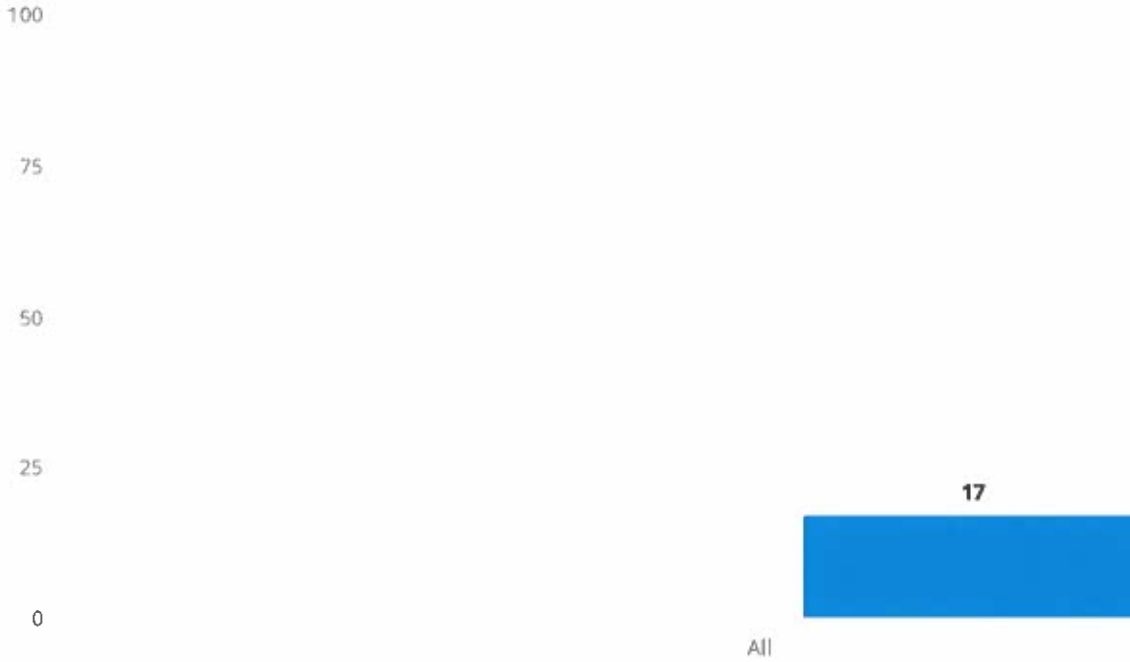
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

### English Language Points Earned: NA/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	-	-	17.3	-	-	19.4

### % English Learners Meeting AGP on WIDA

■ 2023-2024 High Desert Montessori ■ 2023-2024 District



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

'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.



## 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: 1/10				ELA AGP Points Earned: 1/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	<5	8.3	10.0	13.9	<5	8.3	25.0	12.4
American Indian/Alaska Native	N/A	7.5	N/A	15.9	N/A	10.2	N/A	15.6
Asian	-	16.7	-	27.3	-	20.0	-	18.0
Black/African American	N/A	<5	N/A	8.7	N/A	8.0	N/A	7.5
Hispanic/Latino	<5	5.5	<5	10.9	<5	5.1	18.1	9.7
Pacific Islander	-	<5	-	9.8	-	<5	-	<5
Two or More Races	-	8.9	-	18.8	-	8.1	-	15.6
White/Caucasian	6.4	12.5	16.6	17.6	7.4	12.5	29.4	17.1
Special Education	<5	<5	30.0	6.1	-	<5	-	5.2
English Learners Current + Former	-	<5	-	8.3	-	<5	-	8.3
English Learners Current	-	<5	-	<5	-	<5	-	<5
Economically Disadvantaged	7.6	5.6	5.5	10.8	<5	5.8	31.5	10.0



## 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

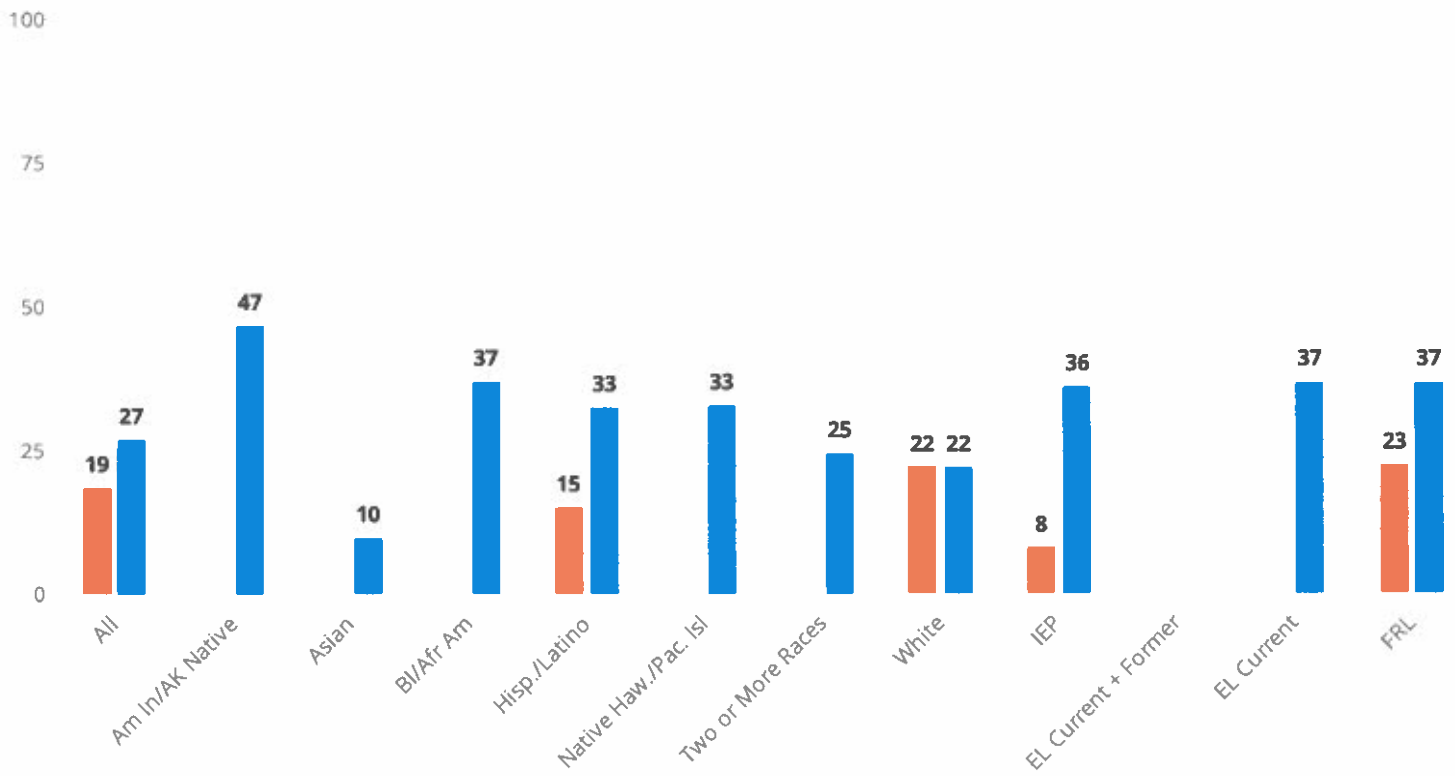
**Chronic Absenteeism Points Earned: 3/10**

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	18.9	27.1	14.0	28.8
American Indian/Alaska Native	N/A	46.9	N/A	44.2
Asian	-	10.1	-	13.3
Black/African American	N/A	37.3	N/A	35.5
Hispanic/Latino	15.3	32.5	7.4	33.5
Pacific Islander	-	33.1	-	41.0
Two or More Races	-	24.8	-	27.8
White/Caucasian	22.2	22.2	15.7	24.4
Special Education	8.3	36.2	-	38.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	36.8	-	40.0
Economically Disadvantaged	22.7	36.7	20.5	37.7

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)

■ 2023-2024 High Desert Montessori ■ 2023-2024 District





## Student Engagement

### Academic Learning Plans

Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	N/A	>95	N/A	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	-	>95	-	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>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	>95

### Academic Learning Plans Points Earned 2/2

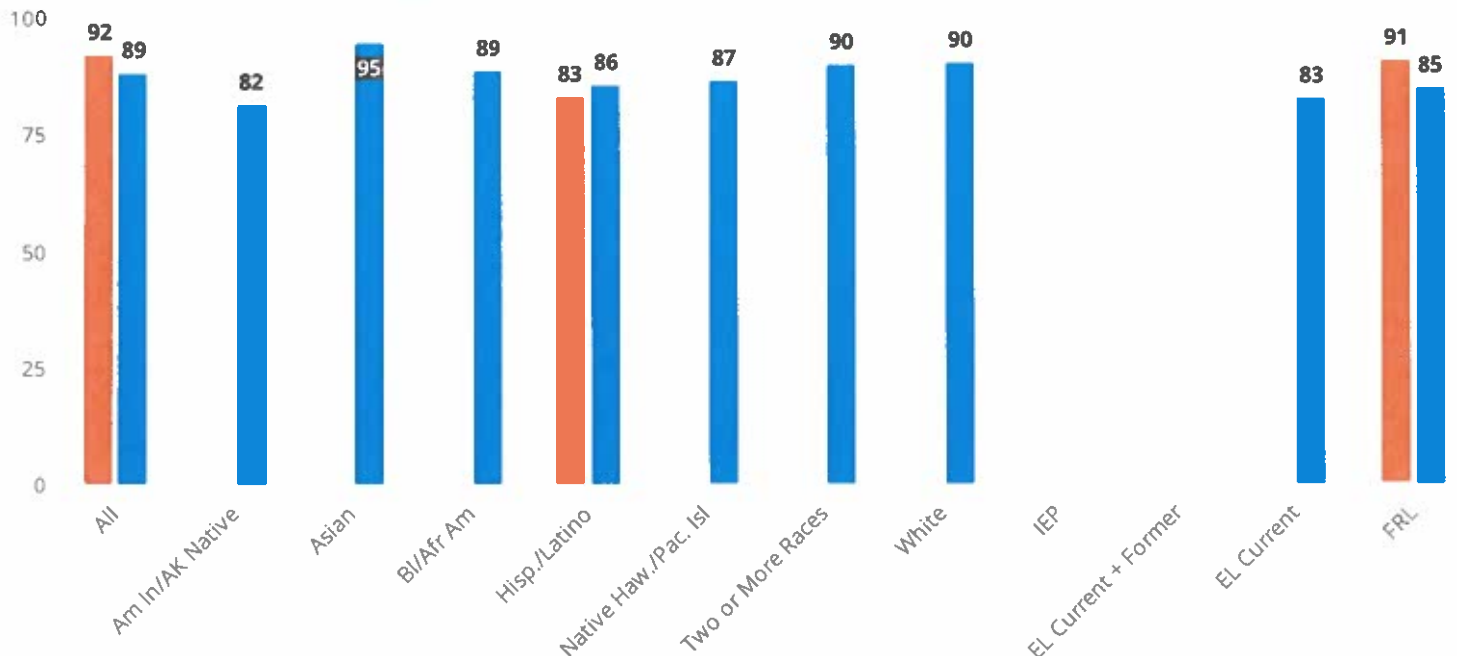
### NAC 389.445 Credit Requirements

Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	92.1	88.5	>95	93.6
American Indian/Alaska Native	N/A	81.5	N/A	88.8
Asian	-	95.0	-	>95
Black/African American	N/A	88.8	N/A	93.9
Hispanic/Latino	83.3	86.0	93.3	91.4
Pacific Islander	-	86.5	N/A	87.3
Two or More Races	-	90.0	-	93.4
White/Caucasian	>95	90.4	>95	>95
Special Education	-	>95	-	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	82.8	-	89.3
Economically Disadvantaged	90.9	85.1	94.7	92.4

### NAC 389.445 Credit Requirements Points Earned 3/3

#### % of Students Meeting 8th Grade Credit Requirements

■ 2023-2024 High Desert Montessori ■ 2023-2024 District



'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.

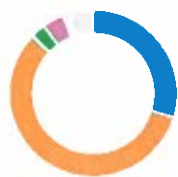
# High Desert Montessori

School Year 2023-2024 Nevada School Rating

School Level: Elementary School  
 Grade Levels: PK-08  
 District: Washoe  
 School Address: 2590 OROVADA ST  
 RENO, NV 89512



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



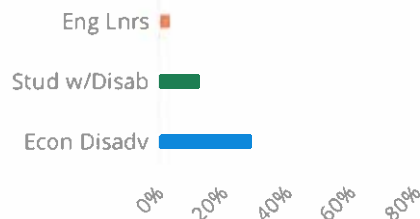
### Student Race/Ethnicity

57.4%	White
2.8%	Bl/Afr Am
29.4%	Hisp/Latino
4.1%	Asian
0.4%	Am Ind/AK Nat
0.7%	Pac Isl
4.8%	Two or More

### School Performance History

School Year	Index Score/ Star Rating
2022-2023	31.5 ★★
2021-2022	26.0 NR

### Additional Student Groups



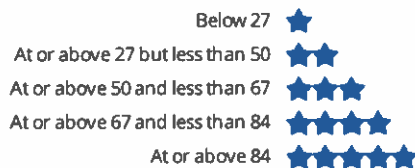
## What does my school rating mean?

**One-Star school:** Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state inventions.

## 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?



## 2023-2024 School Performance



### Academic Achievement Indicator

Measure	School Rate	District Rate
<b>Pooled Proficiency</b>	<b>21.8</b>	38.8
Math Proficiency	15.9	40.2
ELA Proficiency	32.4	44.7
Science Proficiency	<5	16.9
Read-by-Grade-3 Proficiency	25.5	41.6



### Growth Indicator

Measure	School Median	District Median
Math MGP	45.0	50.0
ELA MGP	49.5	50.0
	<b>School Rate</b>	<b>District Rate</b>
Met Math AGP Target	14.2	36.7
Met ELA AGP Target	34.0	45.4



### English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	38.4	39.5



### Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	10.9	20.1
Prior Non-Proficient Met ELA AGP Target	24.2	31.4



### Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	14.9	19.4
Climate Survey Participation	N/A	N/A

Climate Survey Participation is not a point-earning measure.



## Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

### Pooled Proficiency Points Earned: 1/20

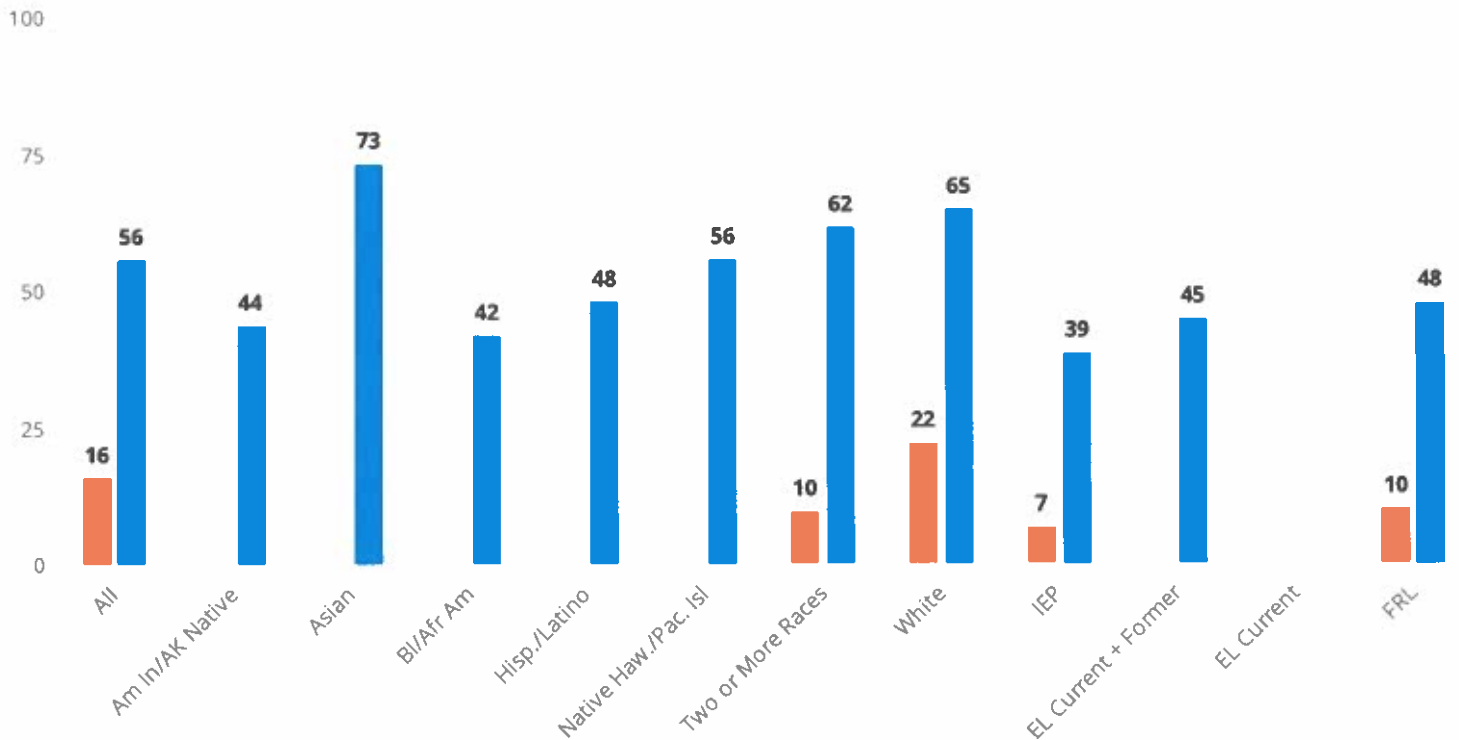
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	21.8	38.8	21.2	39.2

## Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	15.9	40.2	55.8	13.5	40.2	53.5
American Indian/Alaska Native	-	20.3	43.7	N/A	21.3	40.7
Asian	-	64.8	73.3	-	65.3	71.9
Black/African American	-	21.2	42	-	20.1	38.9
Hispanic/Latino	<5	25.5	48.2	<5	26.4	45.5
Pacific Islander	N/A	18.7	55.7	-	21.1	53.4
Two or More Races	10.0	45.3	61.6	10.0	46.3	59.6
White/Caucasian	22.2	53.6	65.1	24.0	52.8	63.3
Special Education	7.0	19.3	38.8	5.5	19.4	35.5
English Learners Current + Former	<5	22.0	44.9	<5	22.2	42
English Learners Current	-	13.9	-	<5	14.1	-
Economically Disadvantaged	10.1	27.2	47.7	<5	26.9	44.9

Math Assessments  
% Proficient

2023-2024 High Desert Montessori 2023-2024 Mips



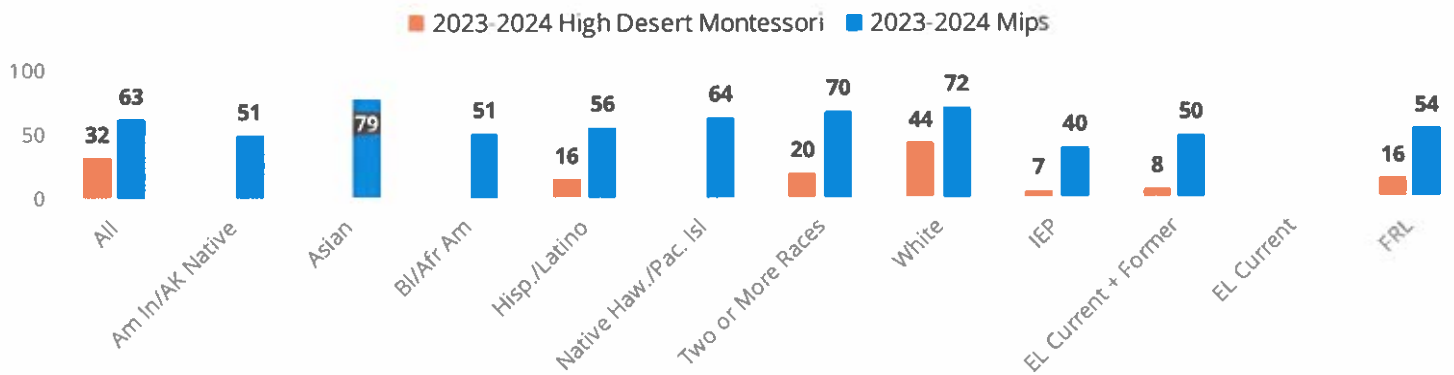


## Academic Achievement

### ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	32.4	44.7	63.1	31.5	43.3	61.2
American Indian/Alaska Native	-	22.8	50.7	N/A	22.4	48.1
Asian	-	60.9	78.9	-	64.8	77.8
Black/African American	-	27.3	50.8	-	24.8	48.2
Hispanic/Latino	15.5	30.8	55.6	15.6	29.9	53.2
Pacific Islander	N/A	25.9	63.9	-	22.9	62
Two or More Races	20.0	52.3	69.5	-	50.4	67.9
White/Caucasian	43.9	57.6	72.1	43.5	55.7	70.6
Special Education	6.6	18.7	39.9	5.7	18.4	36.8
English Learners Current + Former	7.6	24.5	49.8	12.5	22.5	47.2
English Learners Current	<5	13.4		7.1	11.7	
Economically Disadvantaged	16.1	32.7	54.4	23.1	30.3	51.9

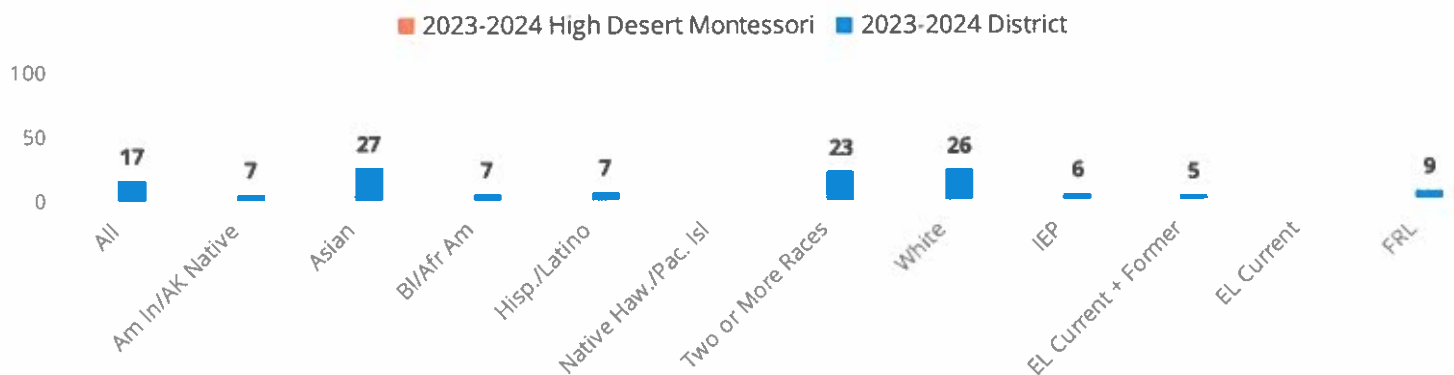
### ELA Assessments % Proficient



### Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	<5	16.9	9.6	23.4
American Indian/Alaska Native	N/A	6.6	N/A	12.9
Asian	N/A	26.9	N/A	44.3
Black/African American	N/A	7.0	-	10.4
Hispanic/Latino	-	7.2	<5	12.2
Pacific Islander	N/A	<5	N/A	7.2
Two or More Races	-	22.7	-	29.4
White/Caucasian	<5	25.7	18.7	33.8
Special Education	-	6.1	-	9.6
English Learners Current + Former	-	5.2	-	6.6
English Learners Current	N/A	<5	-	<5
Economically Disadvantaged	<5	8.5	5.2	11.3

### Science Assessments % Proficient





## Academic Achievement

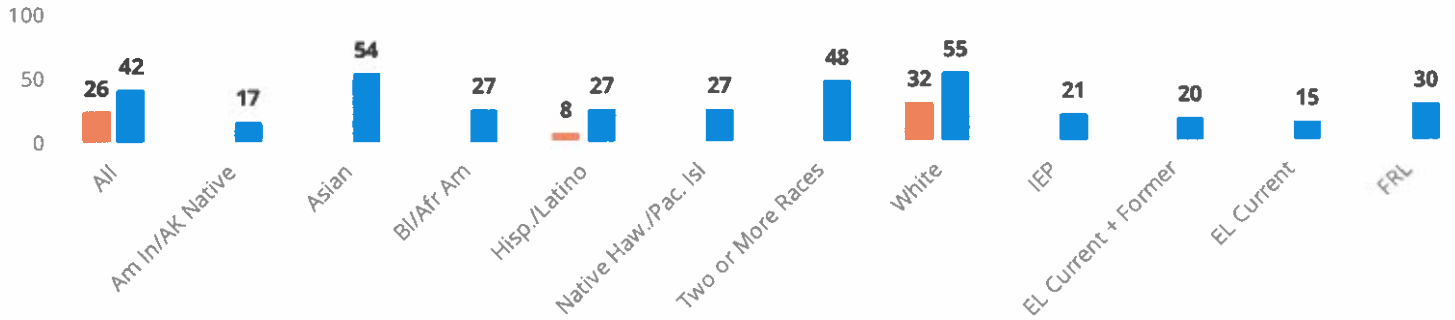
### Read by Grade 3 Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	25.5	41.6	22.4	41.1
American Indian/Alaska Native	-	16.9	N/A	27.6
Asian	-	54.3	-	58.7
Black/African American	-	26.8	-	25.2
Hispanic/Latino	7.6	27.0	6.6	27.4
Pacific Islander	N/A	26.9	N/A	25.3
Two or More Races	-	47.8	-	49.3
White/Caucasian	32.0	55.3	32.1	52.9
Special Education	-	21.1	<5	19.3
English Learners Current + Former	-	19.5	-	22.0
English Learners Current	-	15.3	-	17.3
Economically Disadvantaged	<5	29.6	14.2	29.5

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

### Read by Grade 3 % Proficient

2023-2024 High Desert Montessori 2023-2024 District





## 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	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	N/A	N/A
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	93.3%	>=95%	>=95%	>=95%
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



## Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

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

### MGP Growth Data

**Math MGP Points Earned: 4/10**

**ELA MGP Points Earned: 5/10**

Groups	2024	2024	2024	2024	2023	2023	2023	2023
	Math MGP	District Math MGP	ELA MGP	District ELA MGP	Math MGP	District Math MGP	ELA MGP	District ELA MGP
All Students	45.0	50.0	49.5	50.0	52.0	47.0	54.0	47.0
American Indian/Alaska Native	N/A	46.0	N/A	47.0	N/A	41.0	N/A	43.5
Asian	-	56.0	-	57.0	-	55.0	-	54.5
Black/African American	-	41.0	-	46.5	-	42.5	-	45.0
Hispanic/Latino	38.5	46.0	52.5	48.0	46.5	45.0	47.0	45.0
Pacific Islander	N/A	45.0	N/A	48.0	-	49.5	-	38.0
Two or More Races	-	51.0	-	53.5	-	49.0	-	49.0
White/Caucasian	54.0	53.0	52.0	52.0	57.0	48.0	58.0	49.0
Special Education	34.5	45.0	52.0	46.0	61.5	44.0	48.0	43.0
English Learners Current + Former	-	47.0	58.0	47.0	48.0	46.0	48.0	45.0
English Learners Current	-	46.0	-	45.0	-	46.0	-	44.0
Economically Disadvantaged	40.0	46.0	42.0	48.0	44.0	45.0	55.5	45.0

### AGP Growth Data

**Math AGP Points Earned: 0.5/7.5**

**ELA AGP Points Earned: 0.5/7.5**

Groups	2024	2024	2024	2024	2023	2023	2023	2023
	Math AGP	District Math AGP	ELA AGP	District ELA AGP	Math AGP	District Math AGP	ELA AGP	District ELA AGP
All Students	14.2	36.7	34.0	45.4	24.2	39.1	40.2	42.4
American Indian/Alaska Native	N/A	19.4	N/A	36.1	N/A	22.8	N/A	27.1
Asian	-	58.8	-	55.8	-	61.1	-	61.6
Black/African American	-	22.4	-	32.6	-	25.2	-	30.9
Hispanic/Latino	<5	25.6	25.0	35.7	8.3	29.8	27.7	33.1
Pacific Islander	N/A	22.9	N/A	30.8	-	28.4	-	27.2
Two or More Races	-	40.9	-	54.0	-	44.5	-	47.2
White/Caucasian	22.6	46.4	43.3	53.9	37.2	47.3	52.0	50.8
Special Education	<5	19.9	13.0	26.6	27.2	24.2	23.8	25.0
English Learners Current + Former	-	24.1	20.0	32.0	9.0	27.0	18.1	28.0
English Learners Current	-	17.2	-	22.8	-	20.0	-	19.5
Economically Disadvantaged	10.8	26.4	18.7	36.8	16.0	30.2	35.4	33.2

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



## English Language

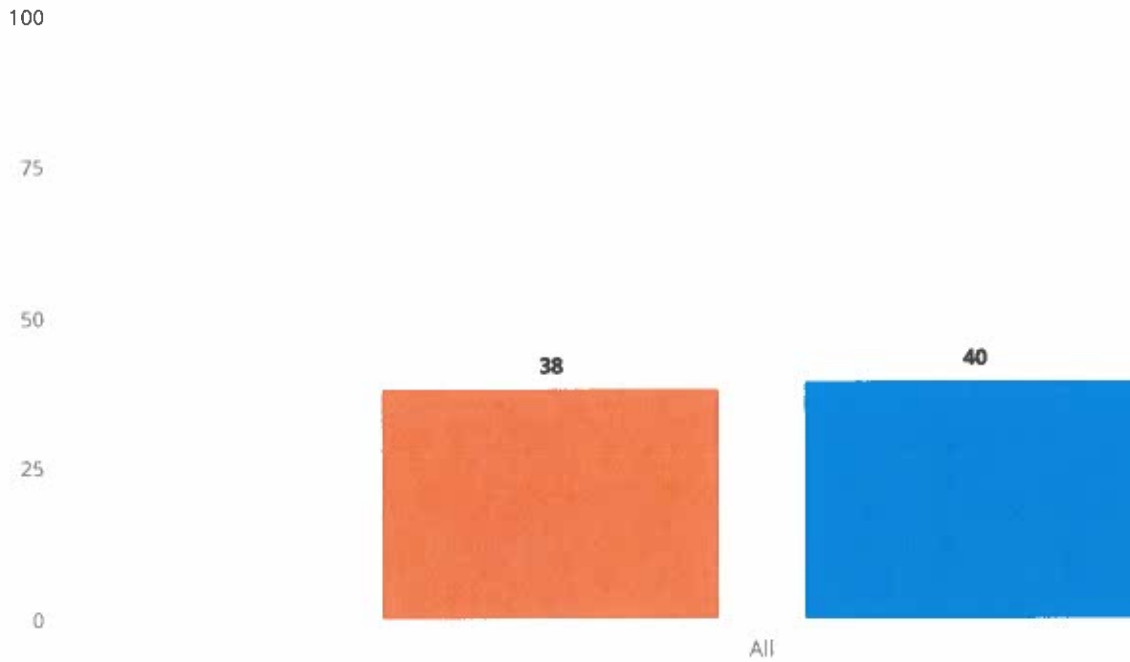
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

### English Language Points Earned: 3/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	13	38.4	39.5	19	21.0	34.8

### % English Learners Meeting AGP on WIDA

■ 2023-2024 High Desert Montessori ■ 2023-2024 District



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: 1/10				ELA AGP Points Earned: 1/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	10.9	20.1	24.2	31.4	21.2	25.0	27.4	27.4
American Indian/Alaska Native	N/A	14.4	N/A	26.0	N/A	15.5	N/A	19.5
Asian	-	25.2	-	35.9	-	38.1	-	37.0
Black/African American	-	12.2	-	24.5	-	18.9	-	22.0
Hispanic/Latino	<5	16.2	20.6	26.8	8.8	21.0	16.6	23.7
Pacific Islander	N/A	16.2	N/A	23.6	-	22.0	-	23.3
Two or More Races	-	19.7	-	38.9	-	27.7	-	29.2
White/Caucasian	18.4	27.0	34.4	38.3	36.1	31.4	44.0	33.6
Special Education	<5	12.5	9.0	21.1	28.5	16.0	23.5	17.5
English Learners Current + Former	-	15.2	-	24.3	9.0	19.6	10.0	21.2
English Learners Current	-	14.2	-	21.3	-	17.5	-	18.5
Economically Disadvantaged	<5	16.3	16.6	27.6	17.0	22.2	22.8	24.5

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



## Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

### Chronic Absenteeism

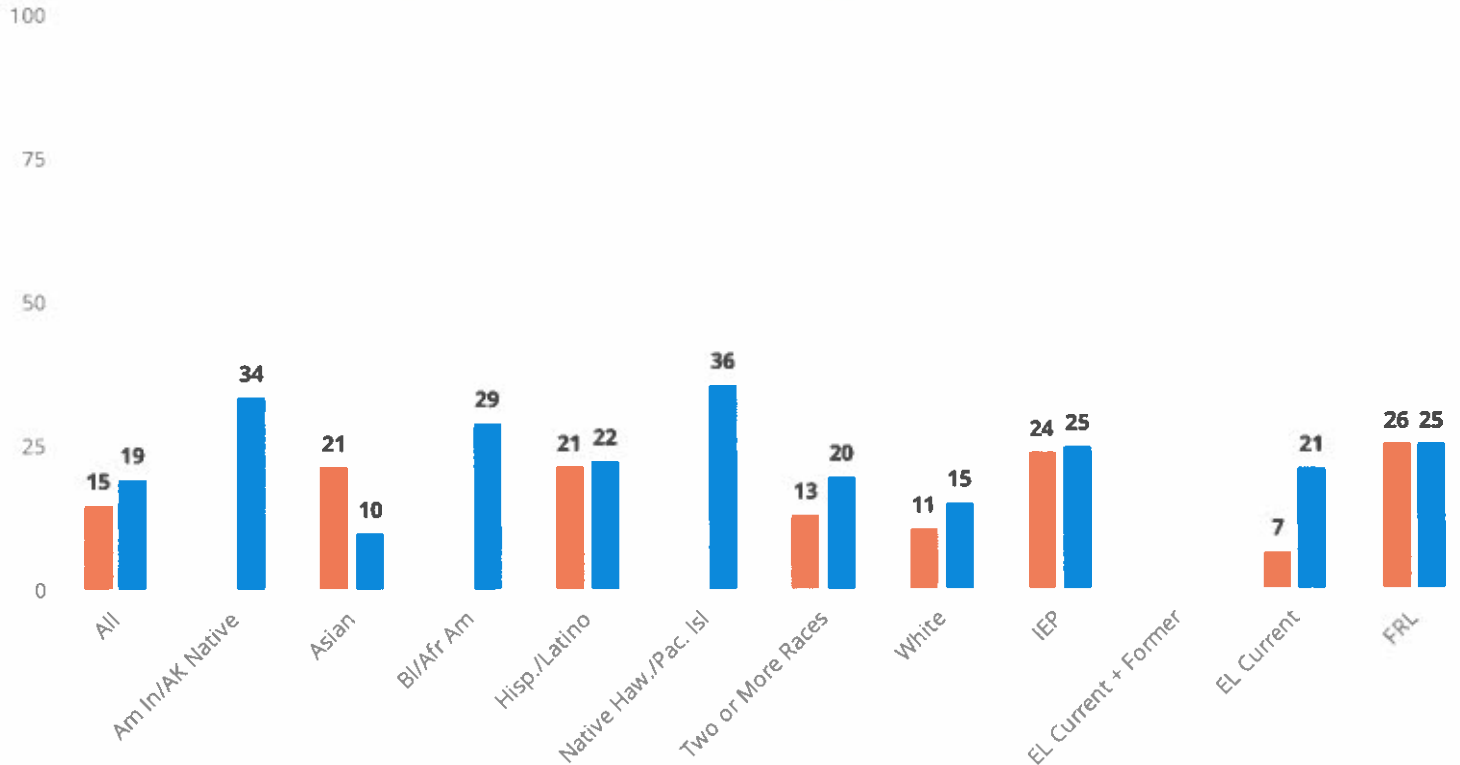
**Chronic Absenteeism Points Earned: 5/10**

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	14.9	19.4	10.6	20.0
American Indian/Alaska Native	-	33.6	-	26.9
Asian	21.4	10.1	15.3	11.4
Black/African American	-	29.0	-	29.2
Hispanic/Latino	21.4	22.4	12.7	23.4
Pacific Islander	-	35.6	-	35.1
Two or More Races	13.3	19.8	11.1	21.2
White/Caucasian	10.9	15.3	7.4	15.7
Special Education	24.1	24.9	<5	24.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	6.6	21.2	<5	22.3
Economically Disadvantaged	25.5	25.2	13.4	25.7

**Reducing Chronic Absenteeism by 10% Points Earned: NA**

Chronic Absenteeism Rate (%)

■ 2023-2024 High Desert Montessori ■ 2023-2024 District



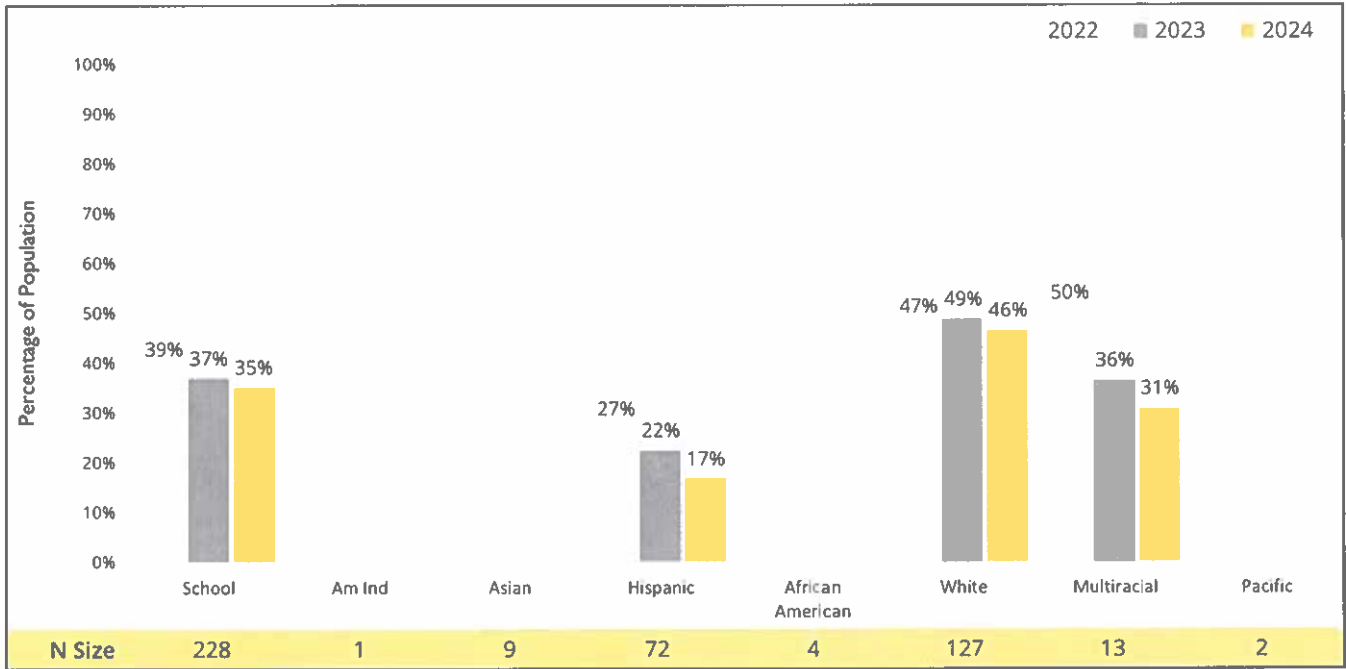
'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



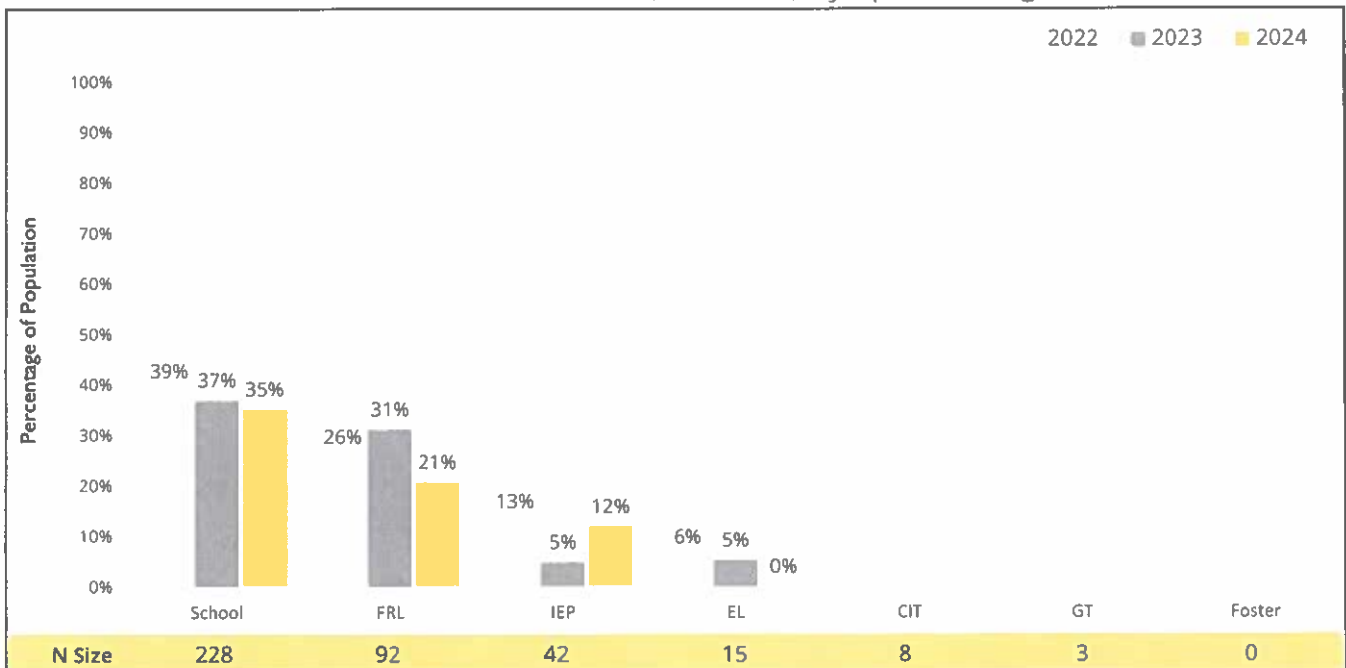
**PRELIMINARY**  
**High Desert**

**Overall English/Language Arts**  
**Percent At or Above Standard (AL 3 or 4)**

Overall ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



Overall ELA Percent At or Above Standard (AL 3 or 4) by Special Program

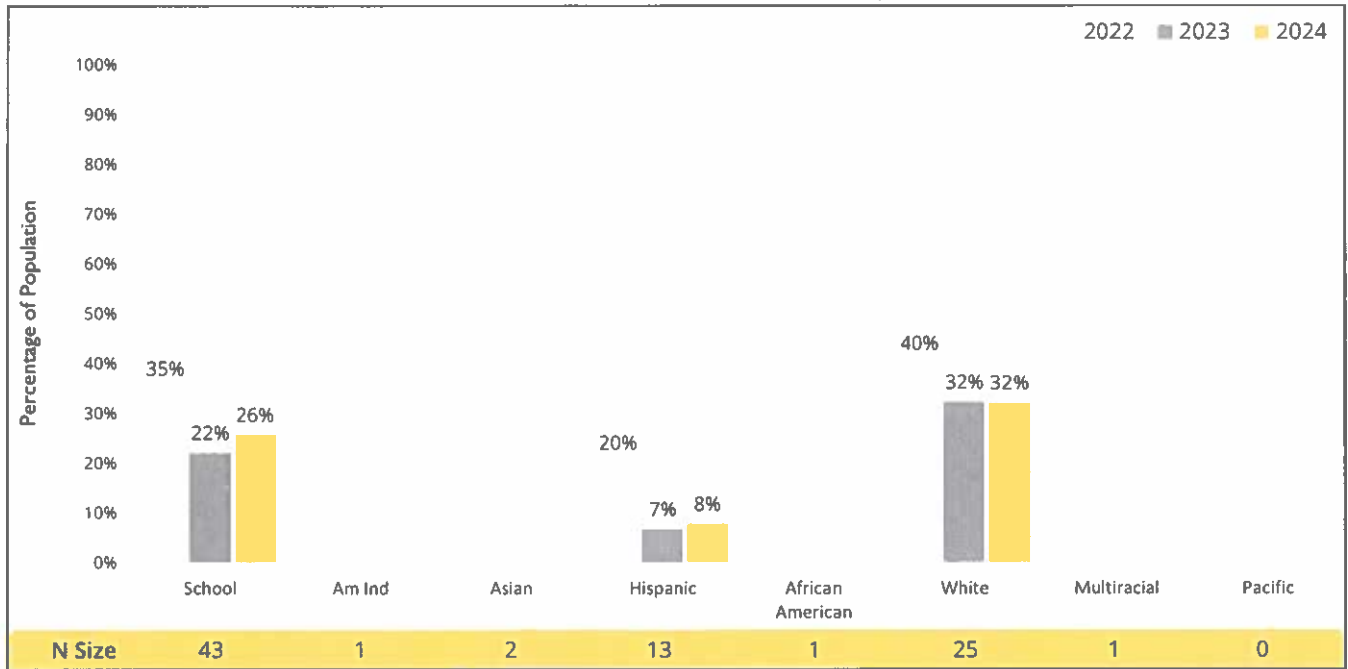




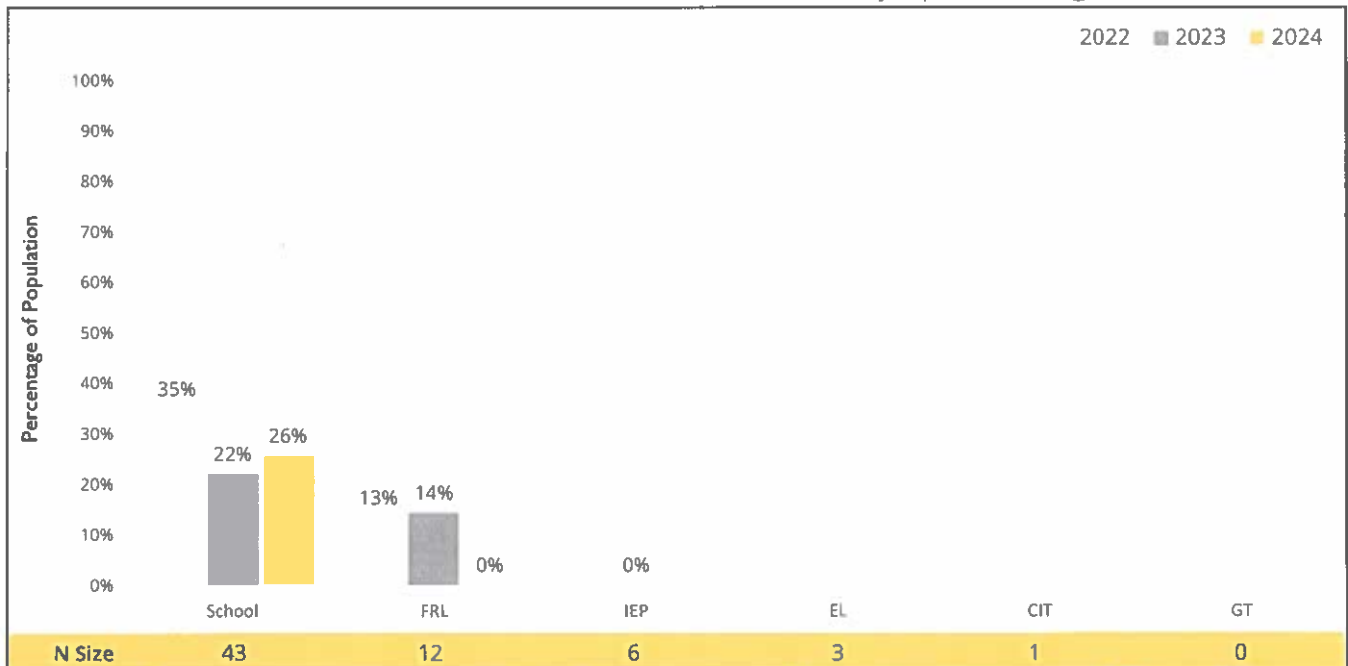
**PRELIMINARY**  
**High Desert**

**3rd Grade English/Language Arts**  
**Percent At or Above Standard (AL 3 or 4)**

3rd Grade ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



3rd Grade ELA Percent At or Above Standard (AL 3 or 4) by Special Program

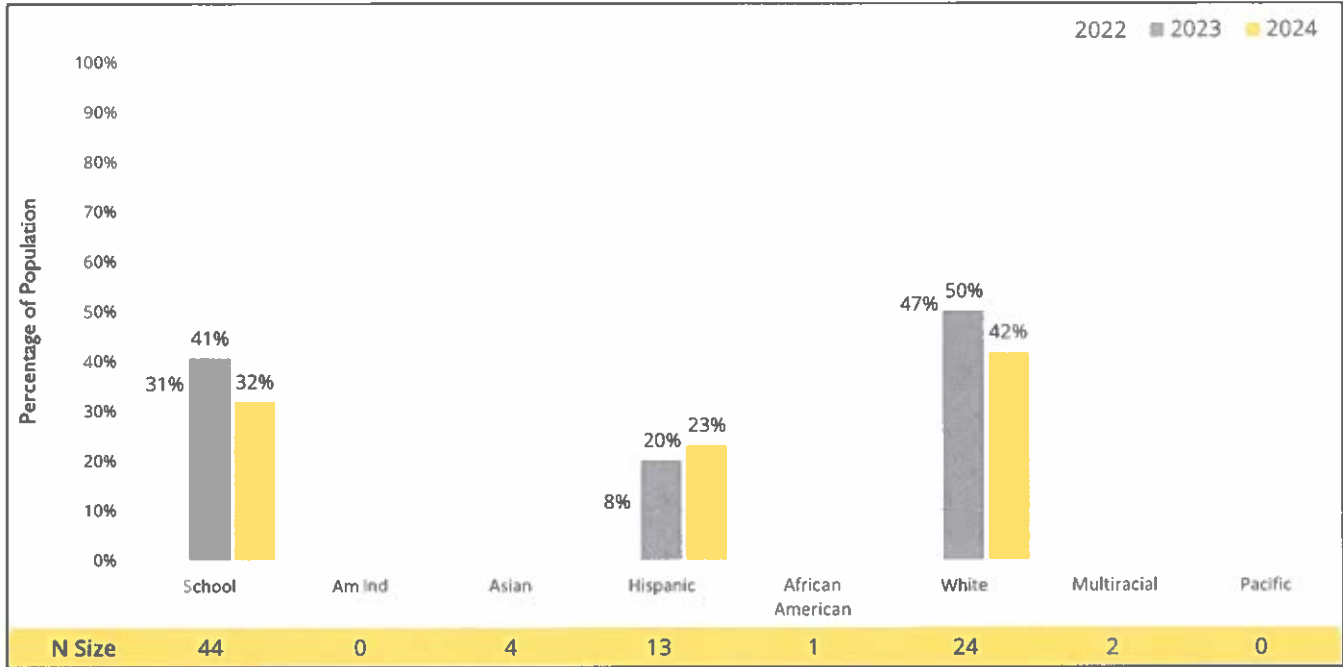




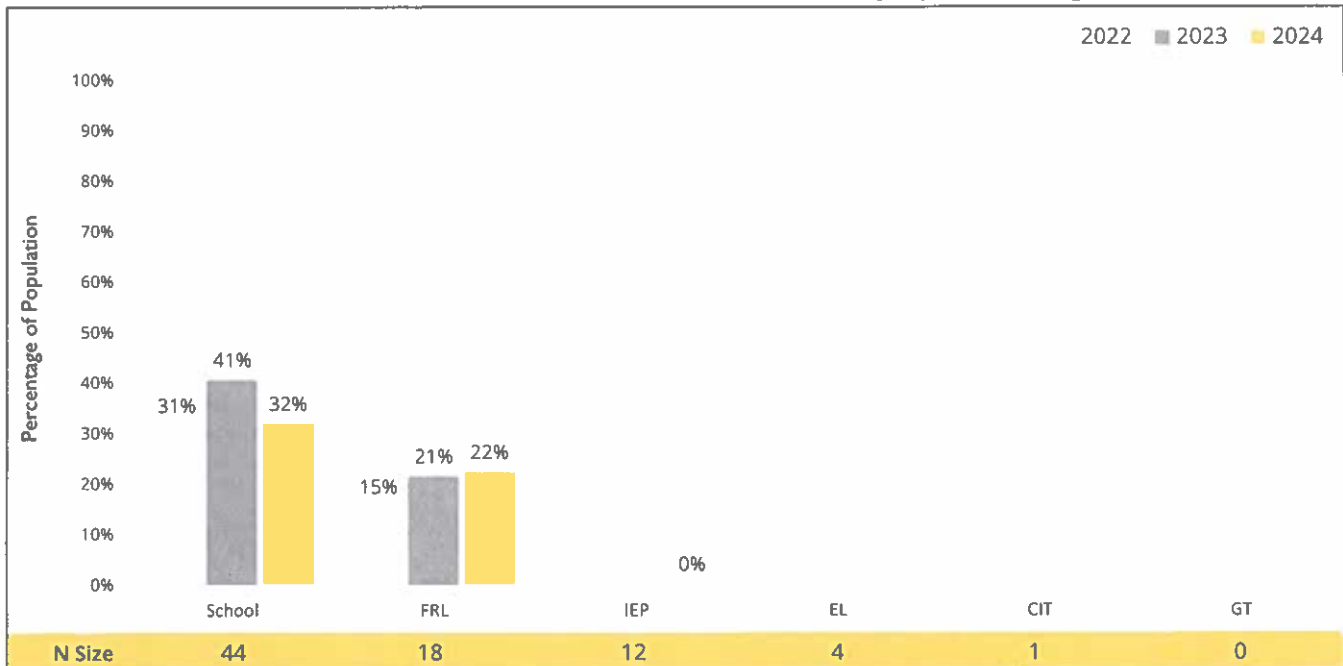
**PRELIMINARY**  
**High Desert**

**4th Grade English/Language Arts**  
**Percent At or Above Standard (AL 3 or 4)**

4th Grade ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



4th Grade ELA Percent At or Above Standard (AL 3 or 4) by Special Program

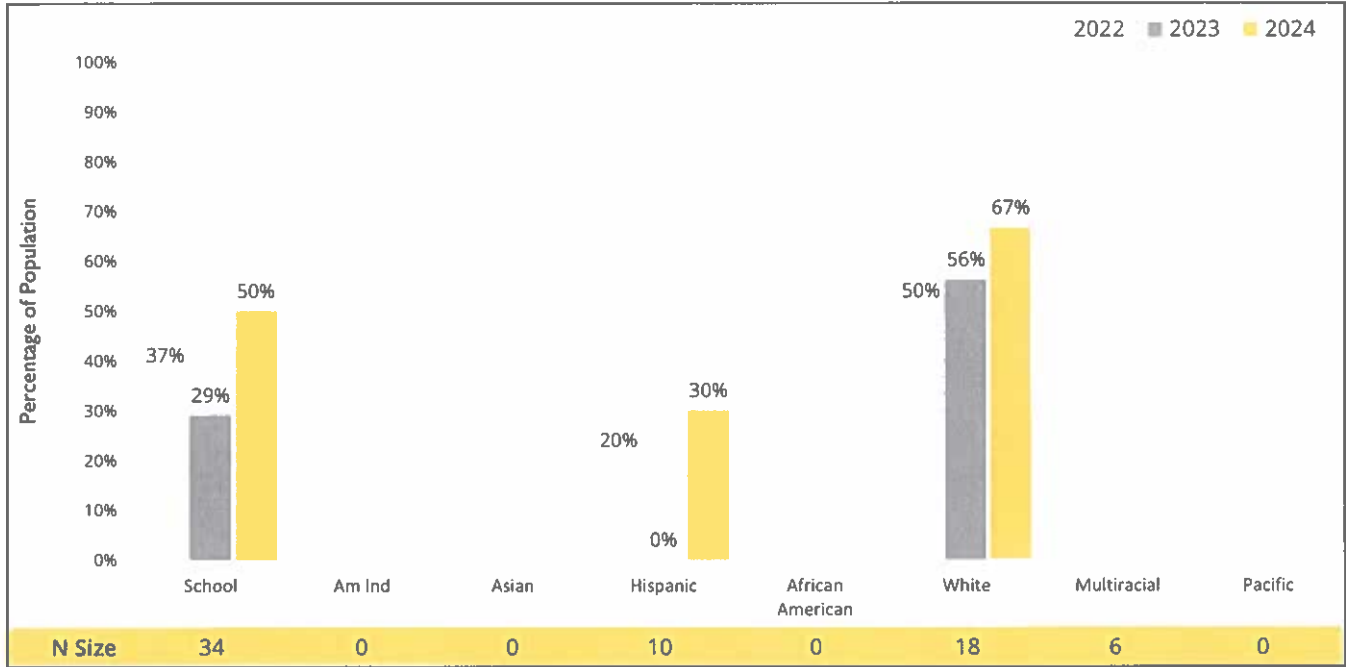




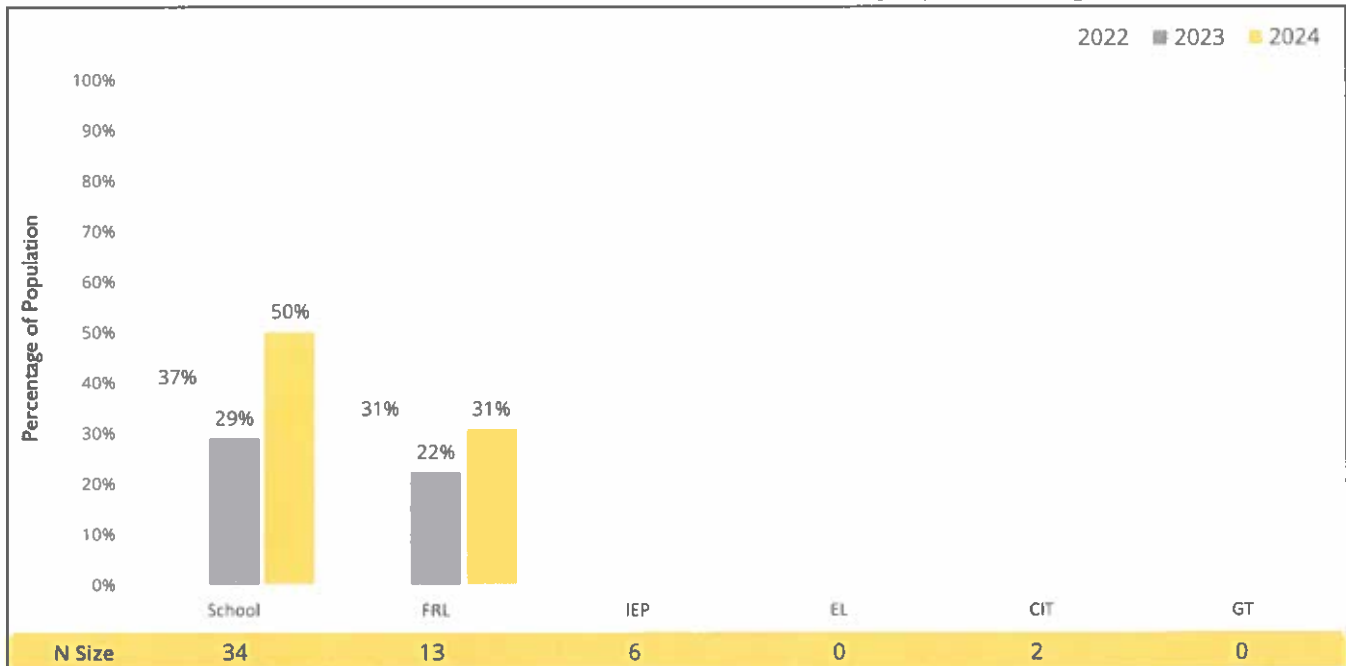
**PRELIMINARY**  
**High Desert**

**5th Grade English/Language Arts**  
**Percent At or Above Standard (AL 3 or 4)**

5th Grade ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



5th Grade ELA Percent At or Above Standard (AL 3 or 4) by Special Program

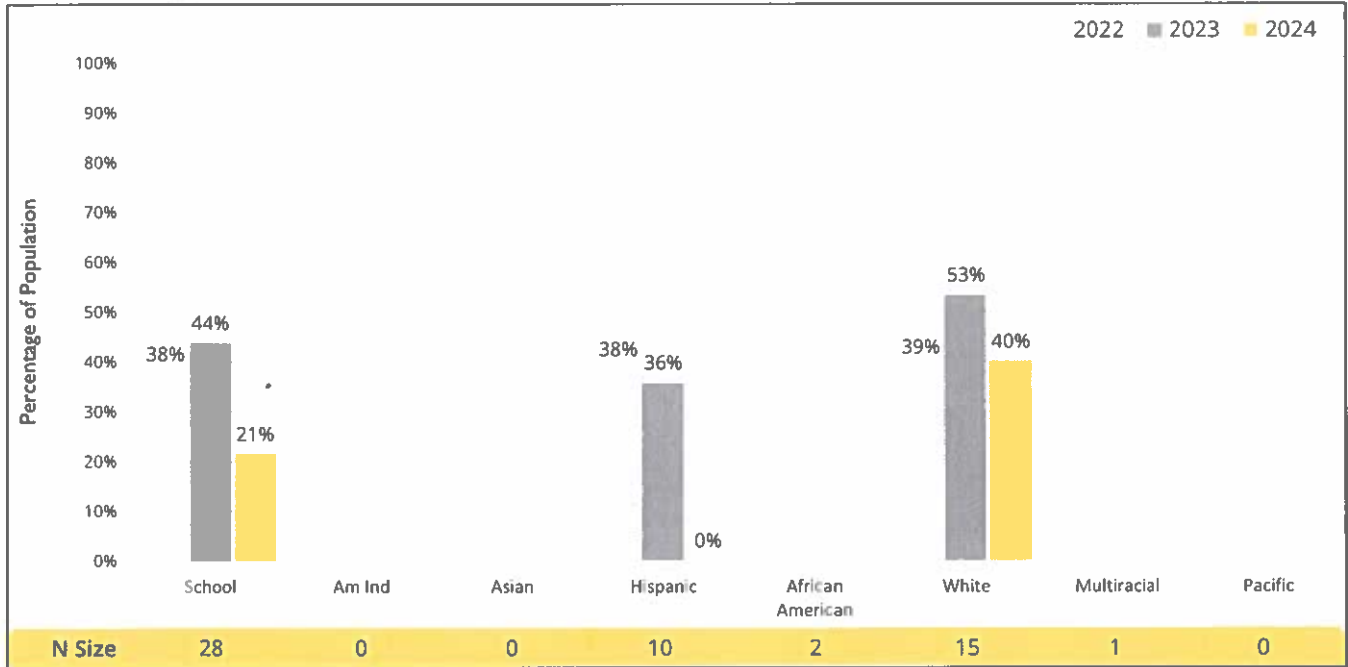




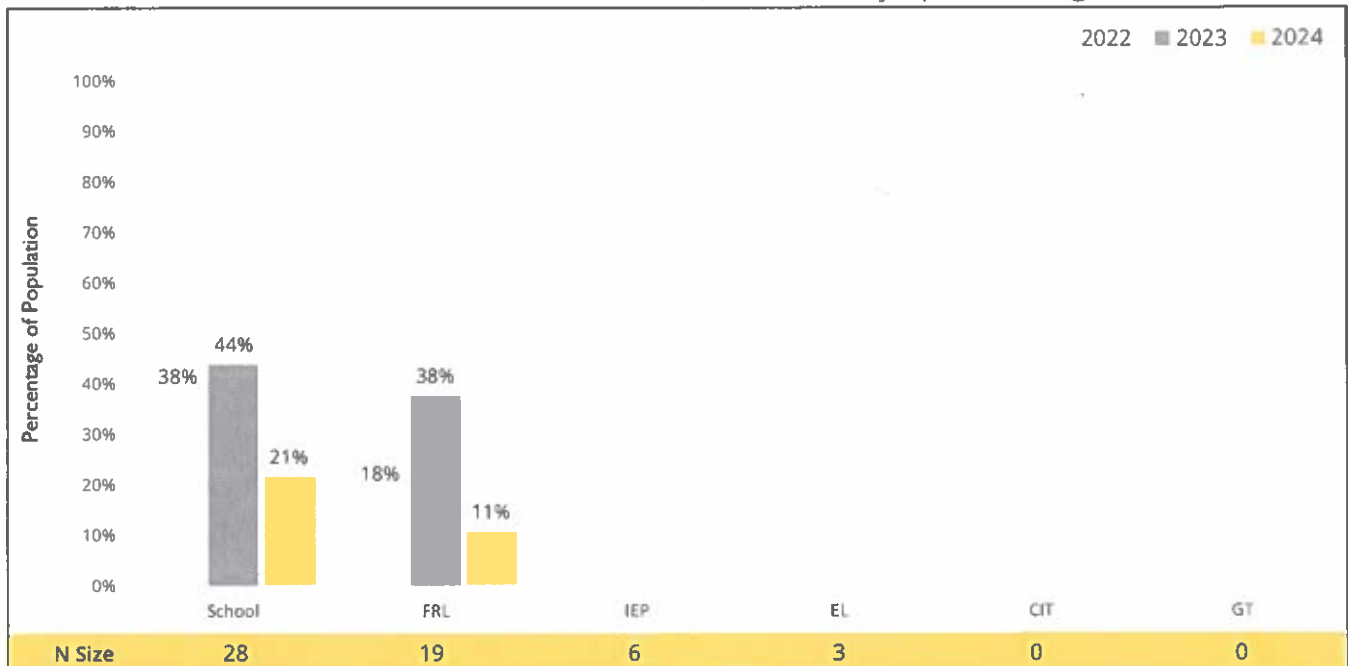
**PRELIMINARY**  
**High Desert**

**6th Grade English/Language Arts**  
**Percent At or Above Standard (AL 3 or 4)**

6th Grade ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



6th Grade ELA Percent At or Above Standard (AL 3 or 4) by Special Program

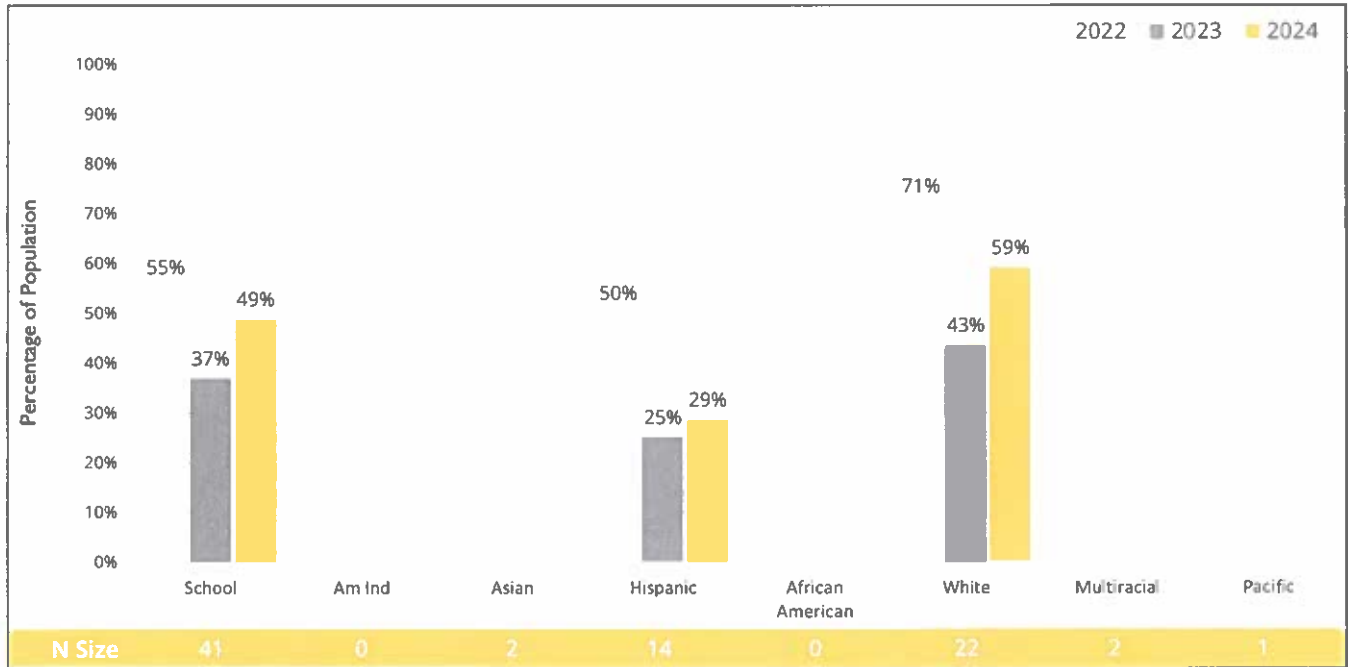




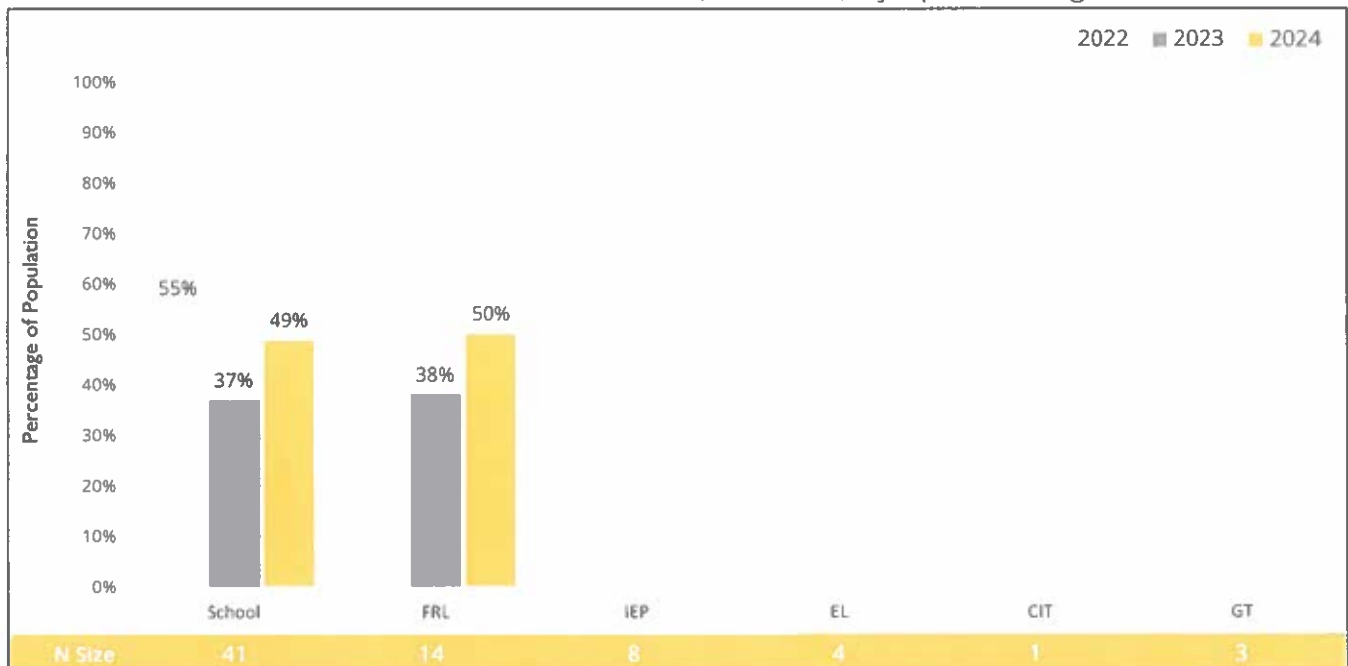
**PRELIMINARY**  
**High Desert**

**7th Grade English/Language Arts**  
**Percent At or Above Standard (AL 3 or 4)**

7th Grade ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



7th Grade ELA Percent At or Above Standard (AL 3 or 4) by Special Program

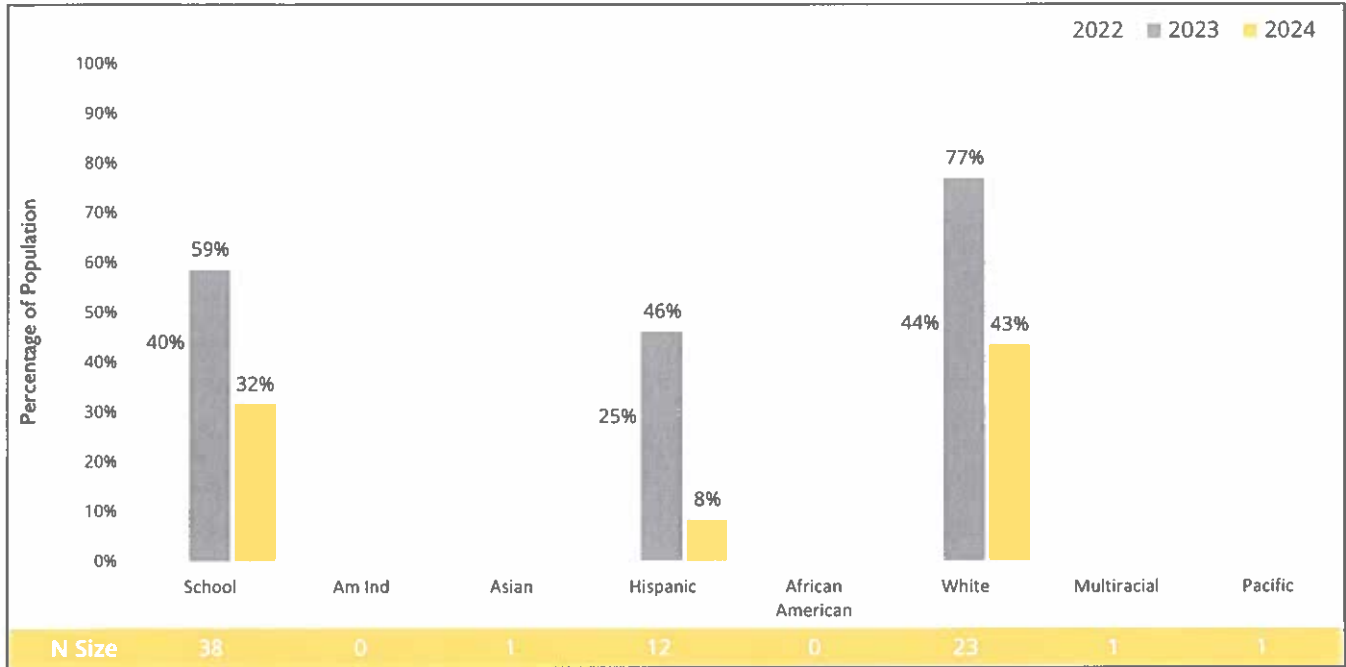




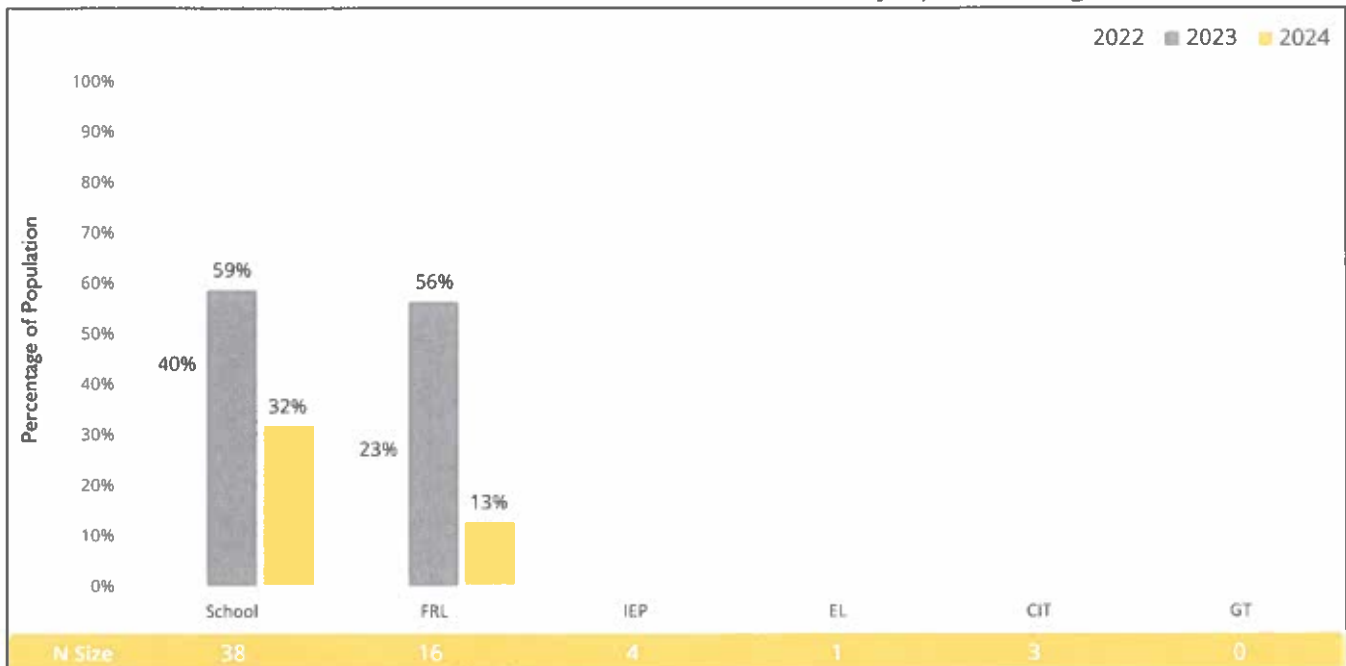
**PRELIMINARY**  
**High Desert**

**8th Grade English/Language Arts**  
**Percent At or Above Standard (AL 3 or 4)**

8th Grade ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



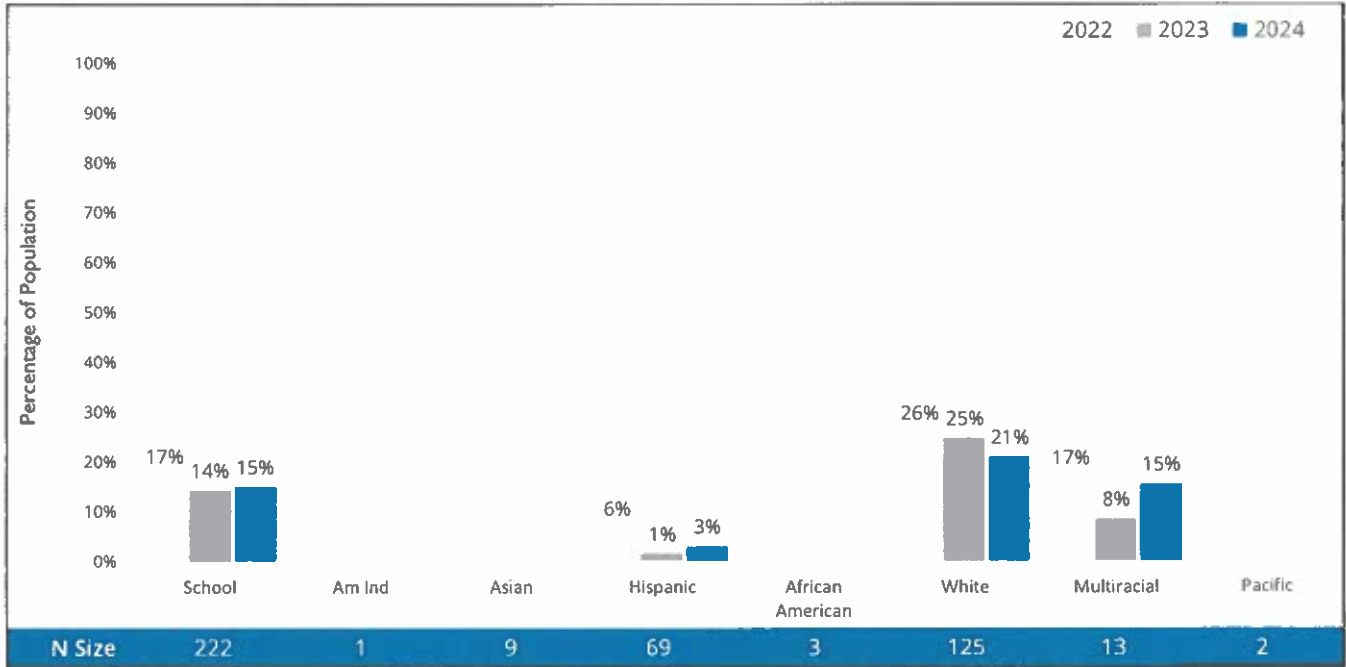
8th Grade ELA Percent At or Above Standard (AL 3 or 4) by Special Program



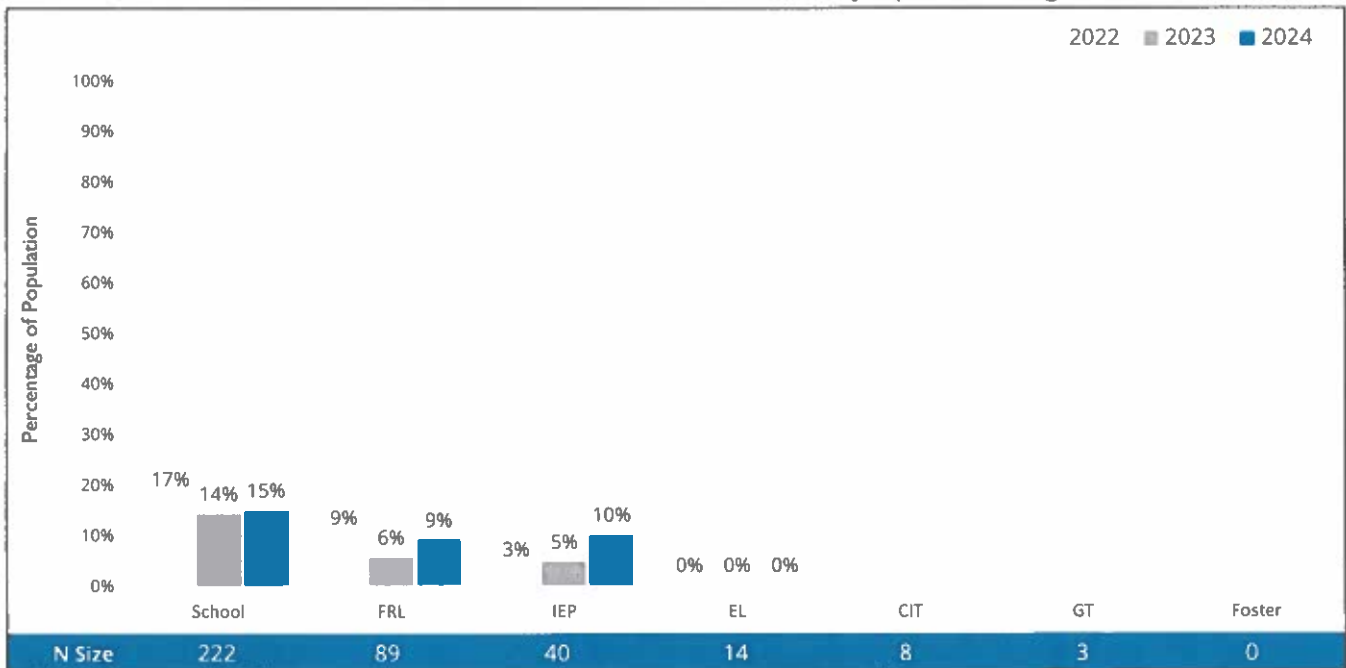


**PRELIMINARY**  
**High Desert**  
**Overall Mathematics**  
**Percent At or Above Standard (AL 3 or 4)**

Overall Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



Overall Math Percent At or Above Standard (AL 3 or 4) by Special Program





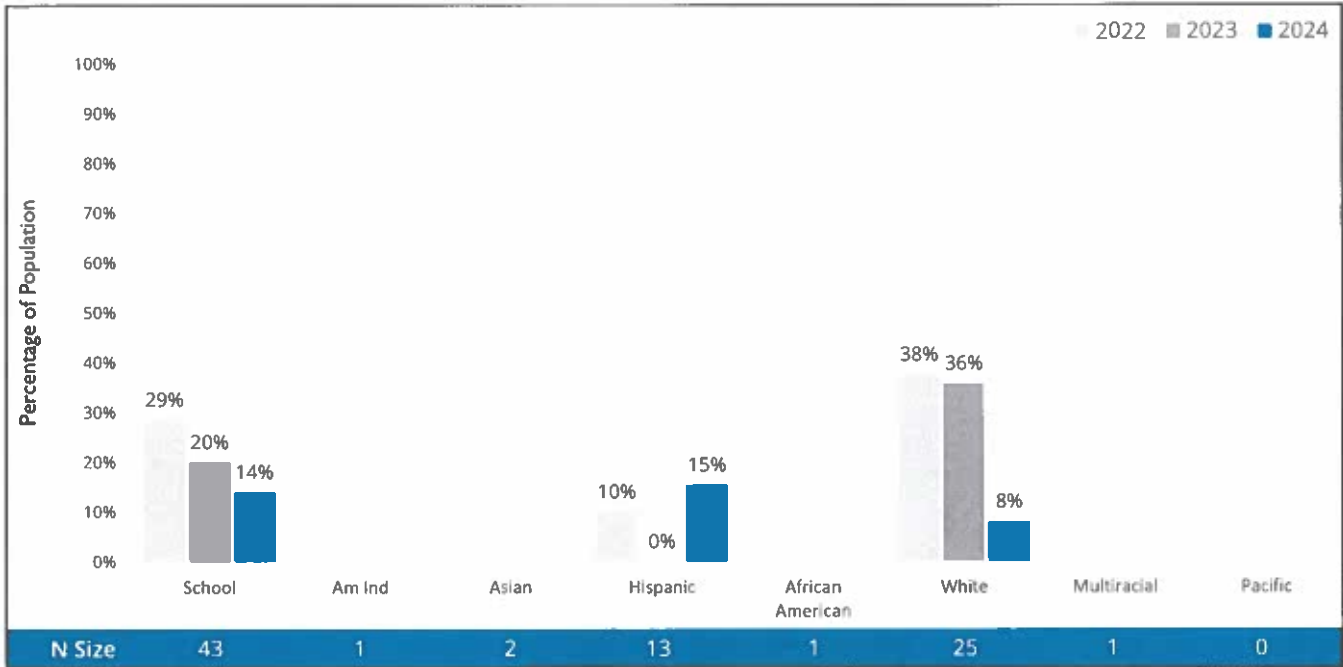
**PRELIMINARY**

**High Desert**

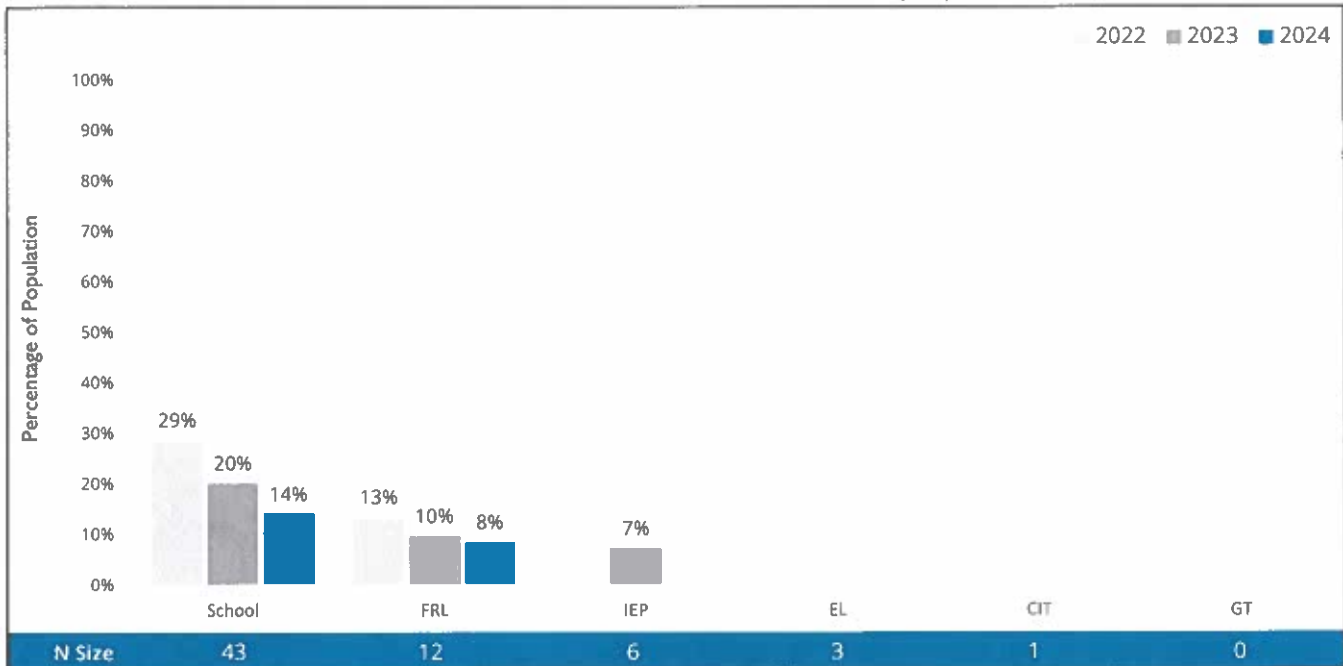
**3rd Grade Mathematics**

**Percent At or Above Standard (AL 3 or 4)**

3rd Grade Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



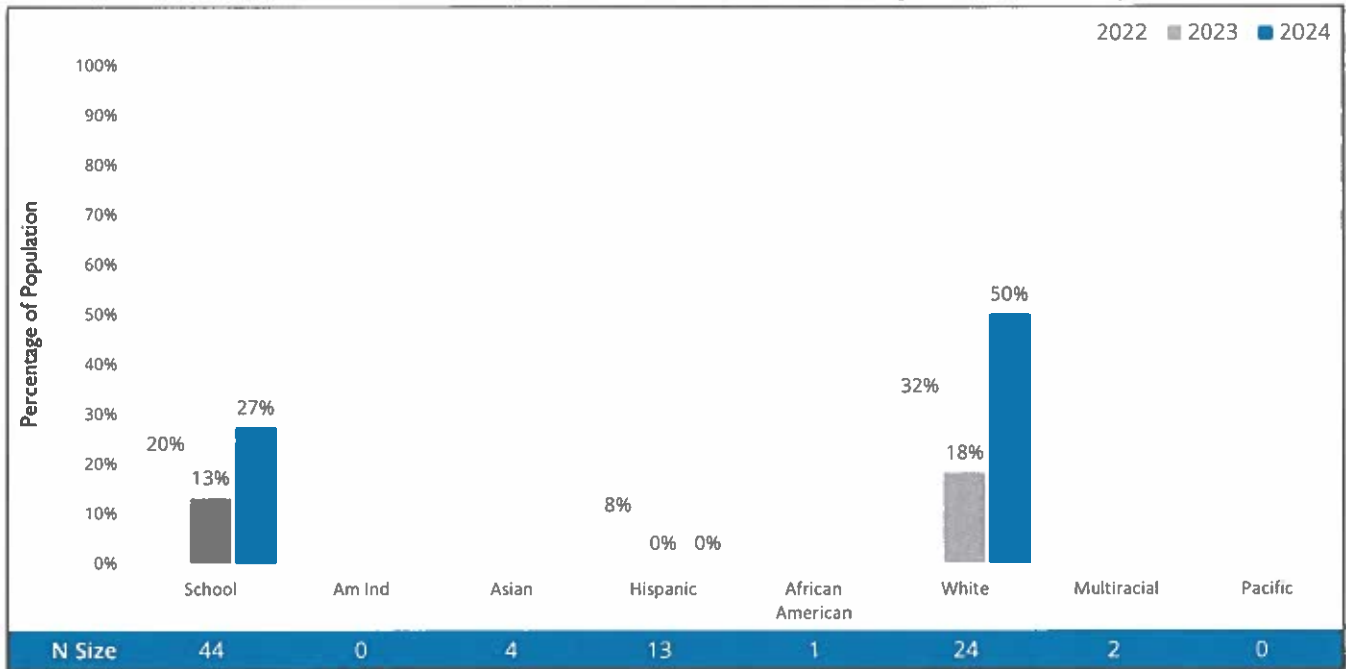
3rd Grade Math Percent At or Above Standard (AL 3 or 4) by Special Program



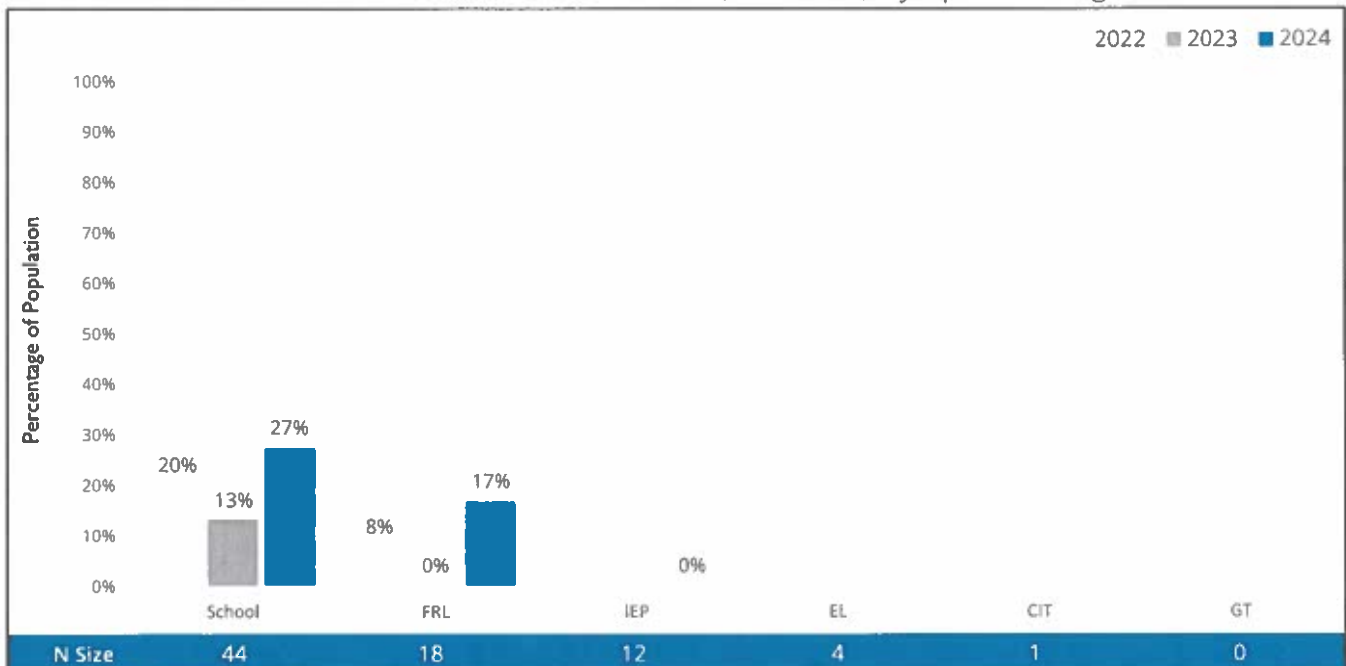


**PRELIMINARY**  
**High Desert**  
 4th Grade Mathematics  
 Percent At or Above Standard (AL 3 or 4)

4th Grade Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



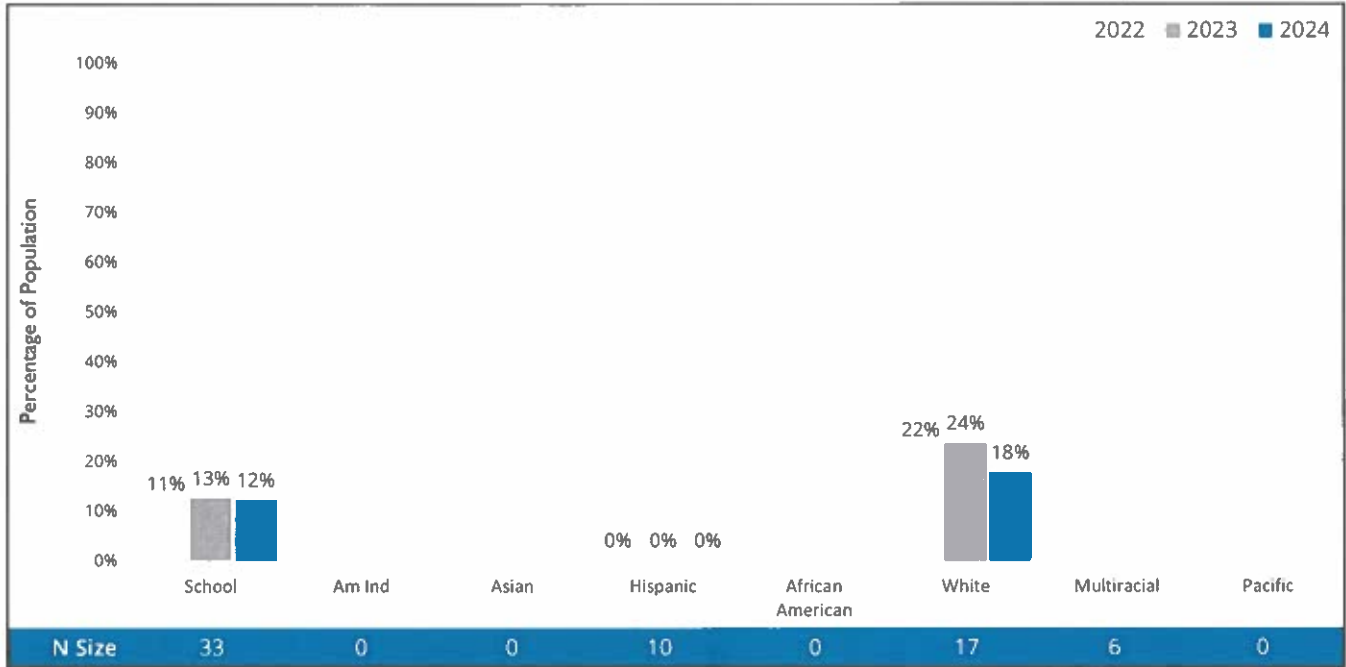
4th Grade Math Percent At or Above Standard (AL 3 or 4) by Special Program



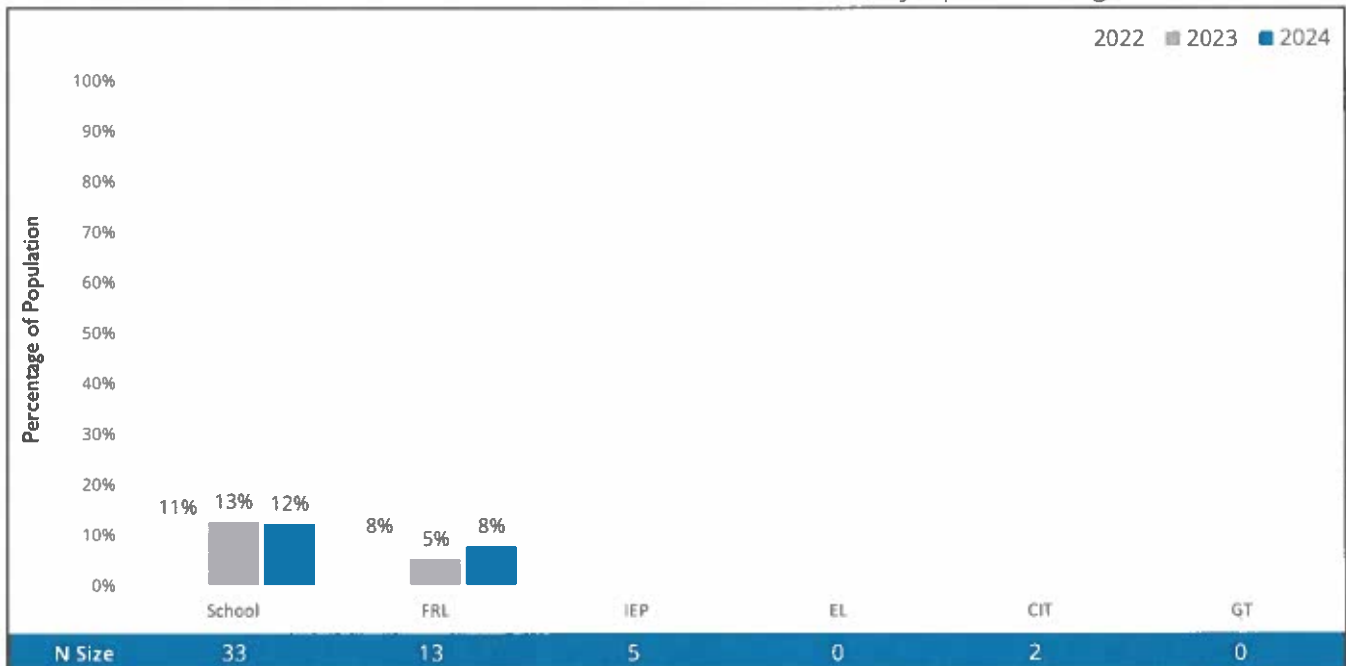


**PRELIMINARY**  
**High Desert**  
 5th Grade Mathematics  
 Percent At or Above Standard (AL 3 or 4)

5th Grade Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



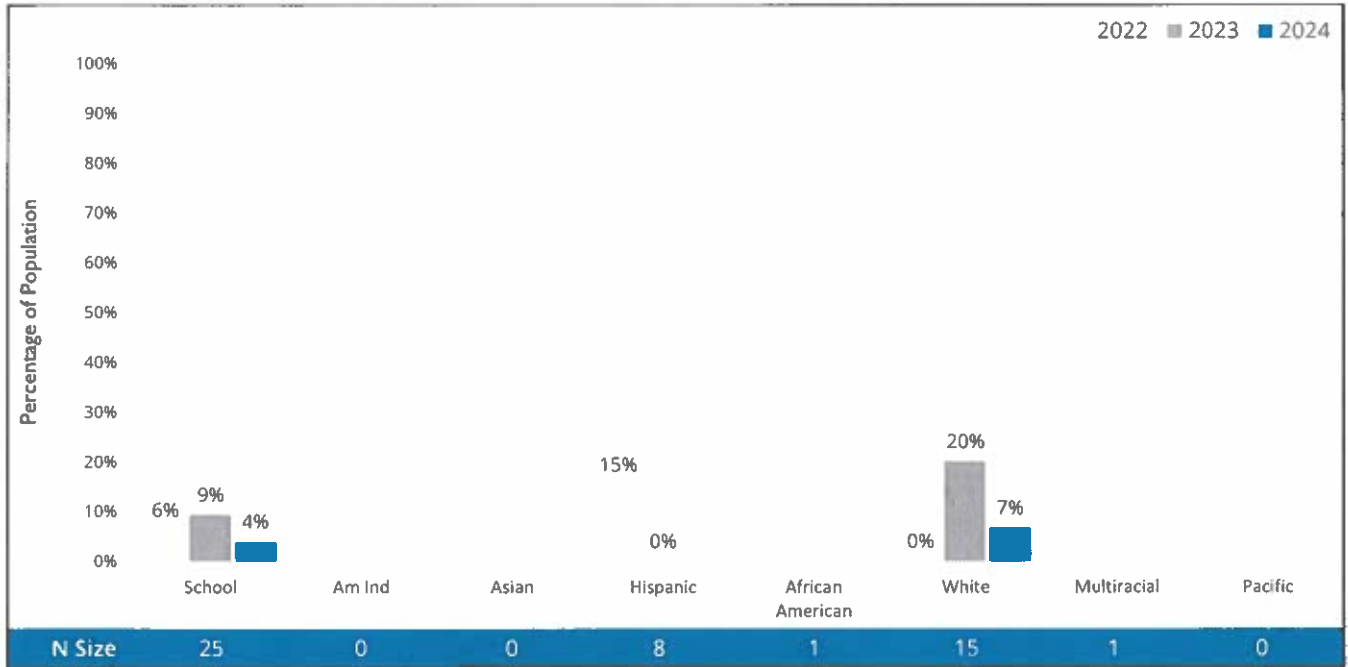
5th Grade Math Percent At or Above Standard (AL 3 or 4) by Special Program



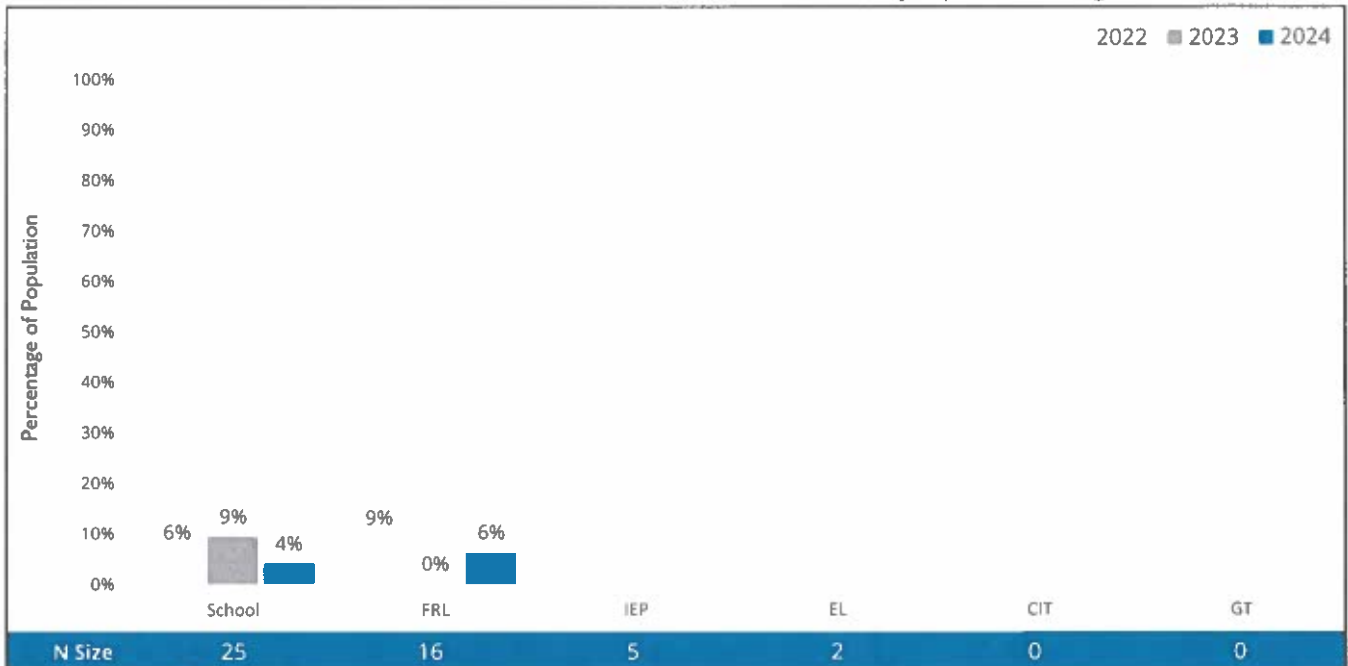


**PRELIMINARY**  
**High Desert**  
 6th Grade Mathematics  
 Percent At or Above Standard (AL 3 or 4)

6th Grade Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



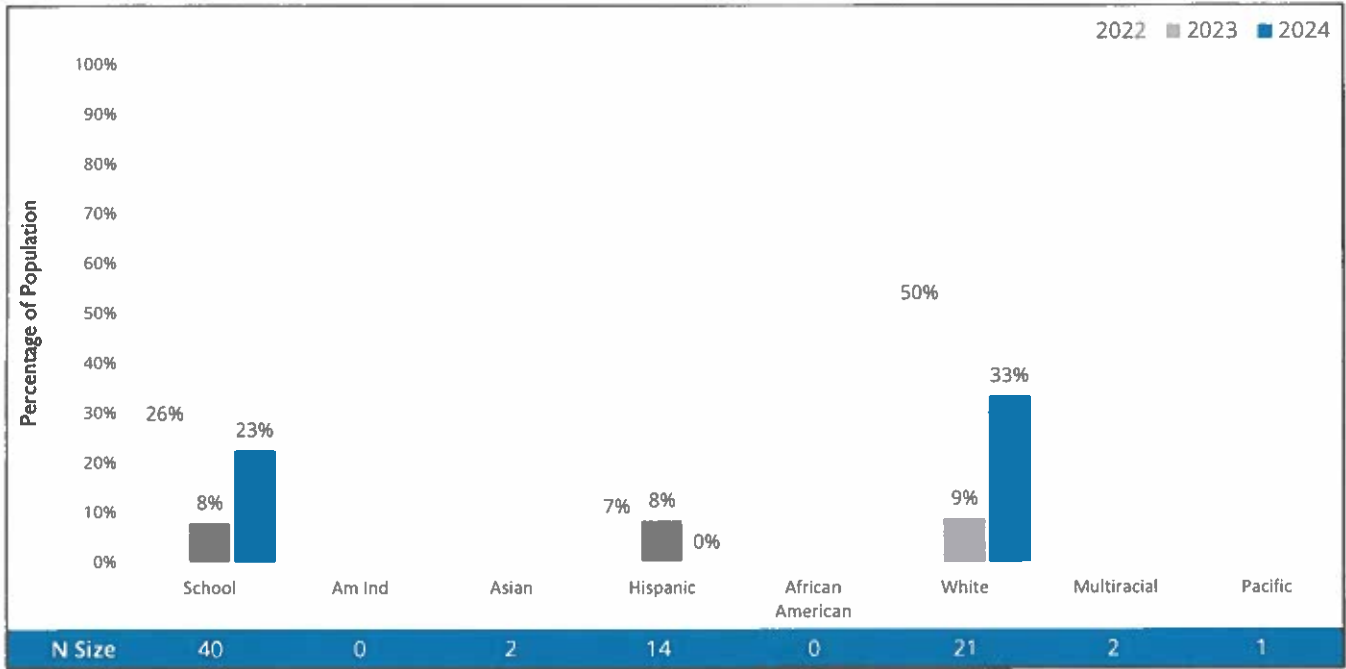
6th Grade Math Percent At or Above Standard (AL 3 or 4) by Special Program



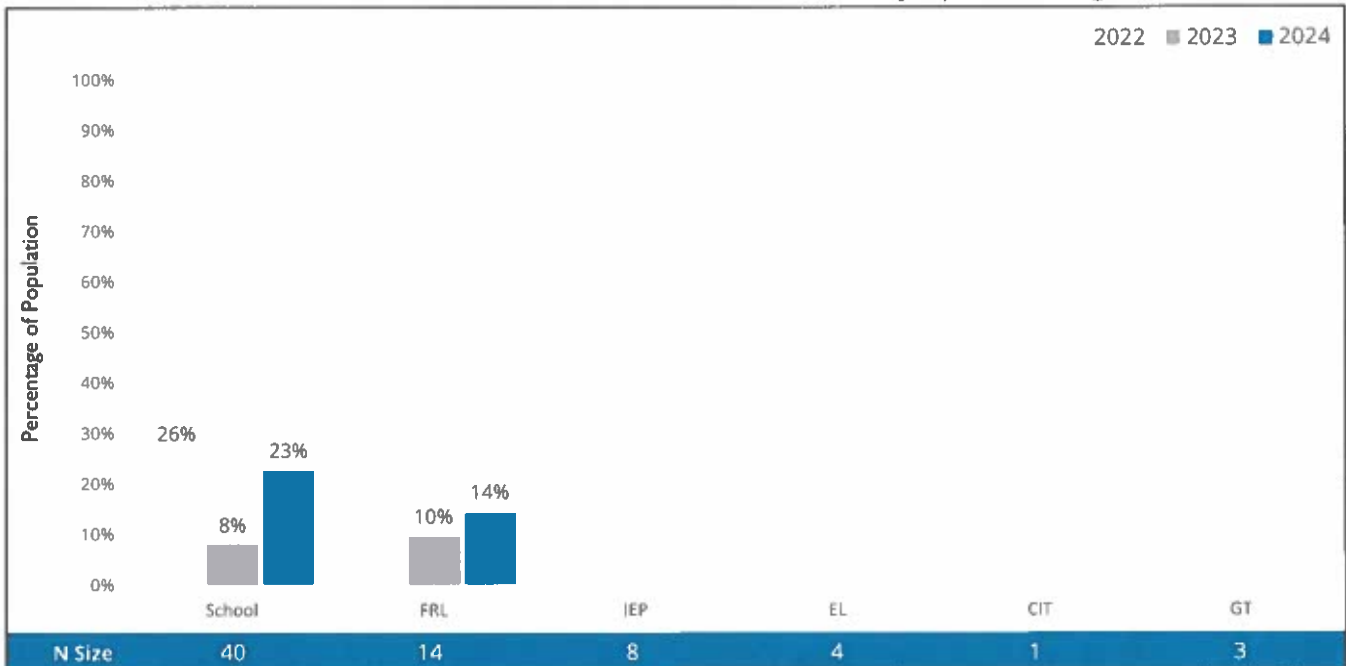


**PRELIMINARY**  
**High Desert**  
 7th Grade Mathematics  
 Percent At or Above Standard (AL 3 or 4)

7th Grade Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



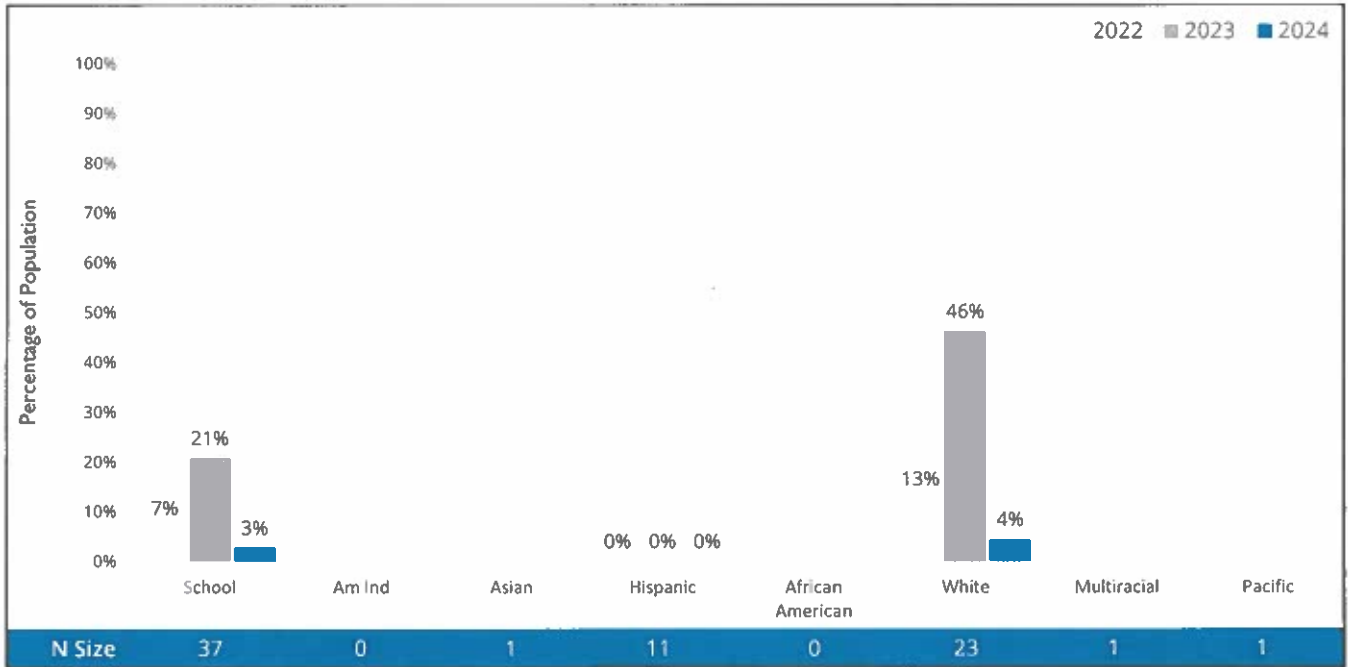
7th Grade Math Percent At or Above Standard (AL 3 or 4) by Special Program



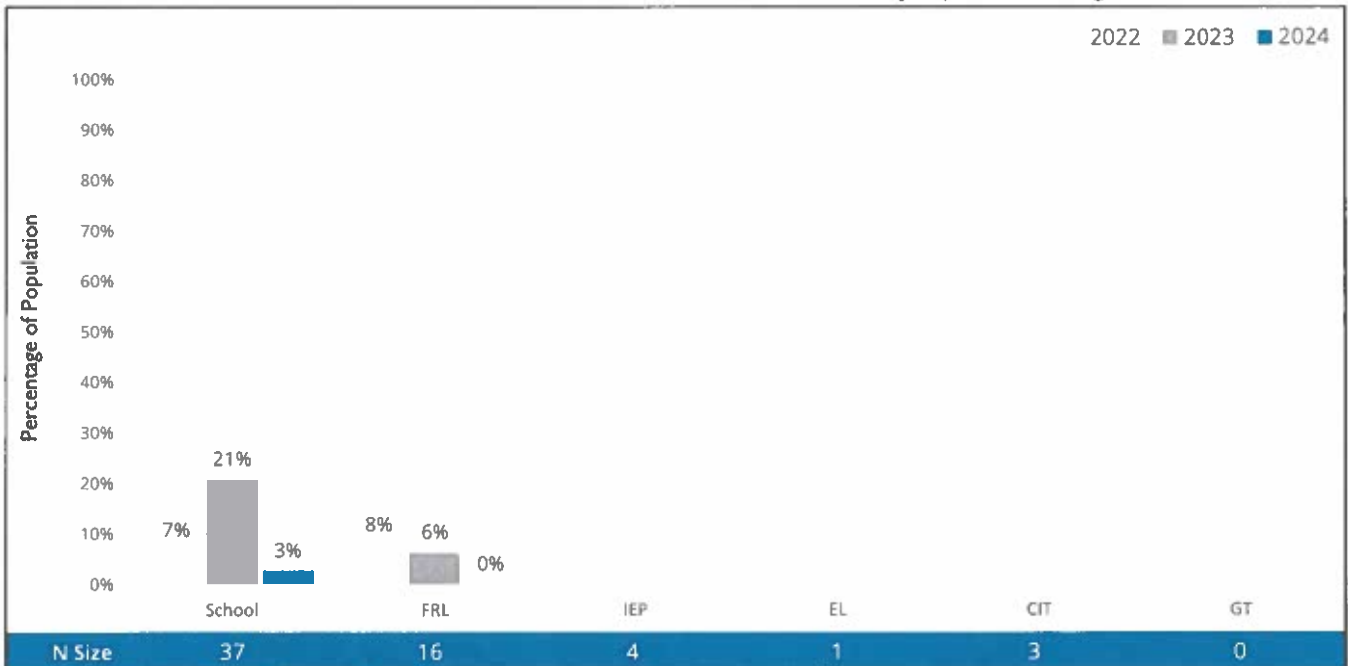


**PRELIMINARY**  
**High Desert**  
 8th Grade Mathematics  
 Percent At or Above Standard (AL 3 or 4)

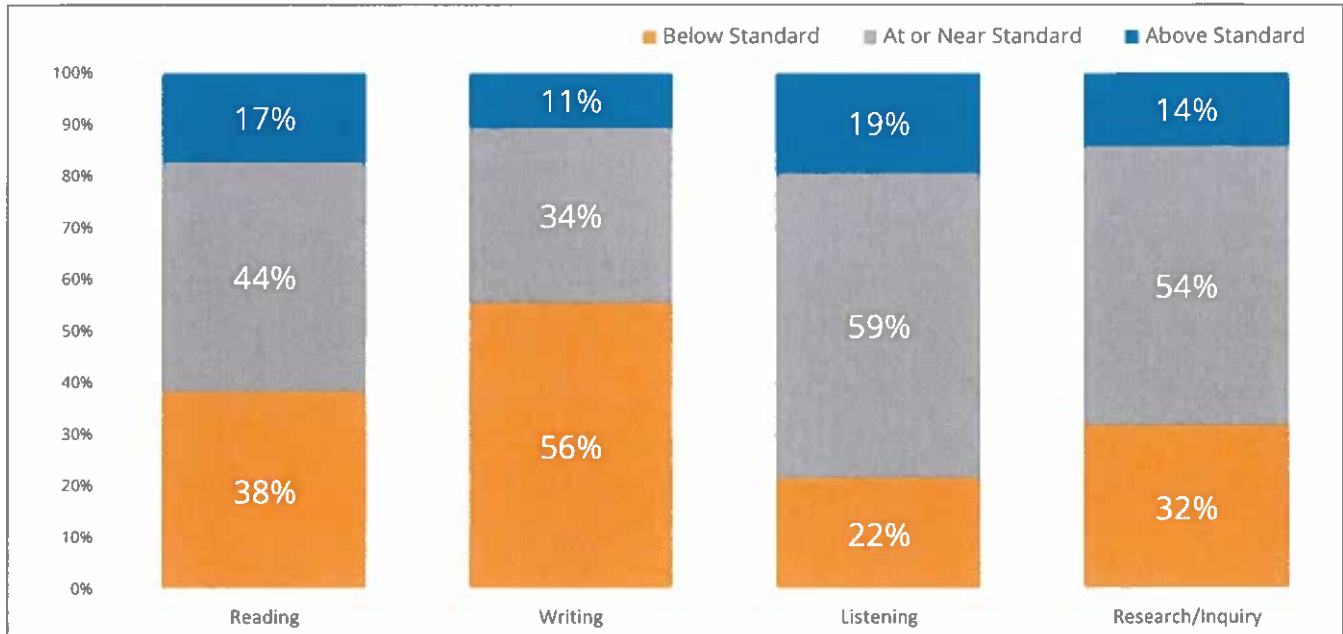
8th Grade Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



8th Grade Math Percent At or Above Standard (AL 3 or 4) by Special Program



## English/Language Arts Claims



\* Claims may not equal 100% due to rounding.

## Mathematics Claims



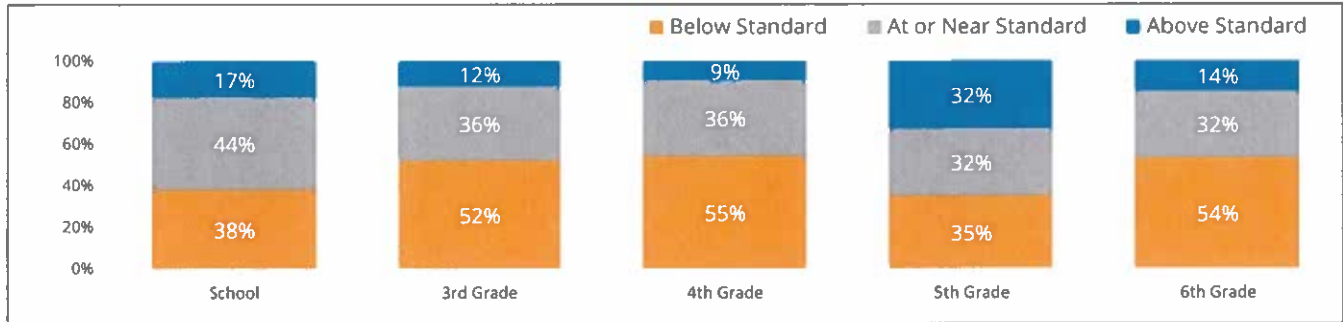
\* Claims may not equal 100% due to rounding.



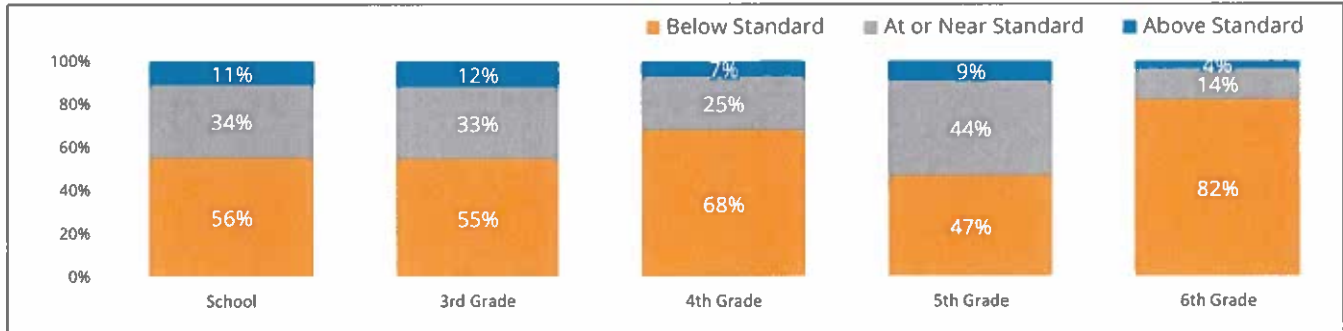
**PRELIMINARY**  
**High Desert**

**Overall English/Language Arts**  
**2024 Smarter Balanced Claims**

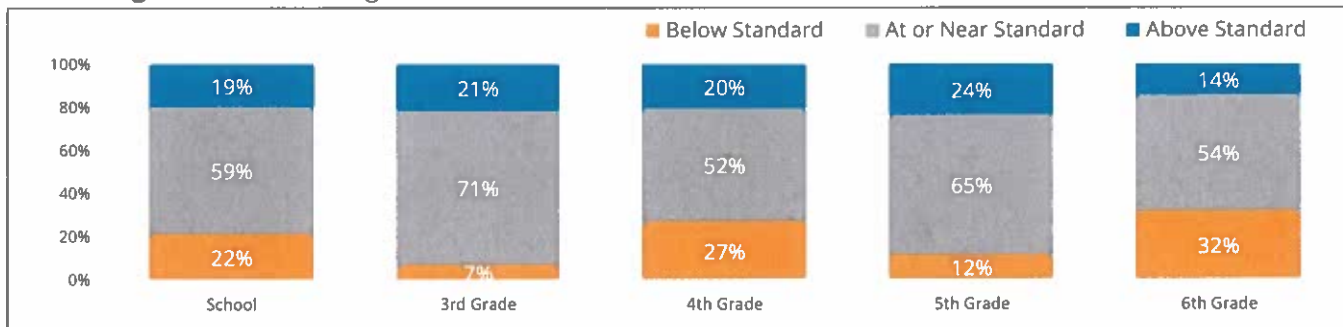
**Reading: Demonstrating understanding of literary and non-fictional texts**



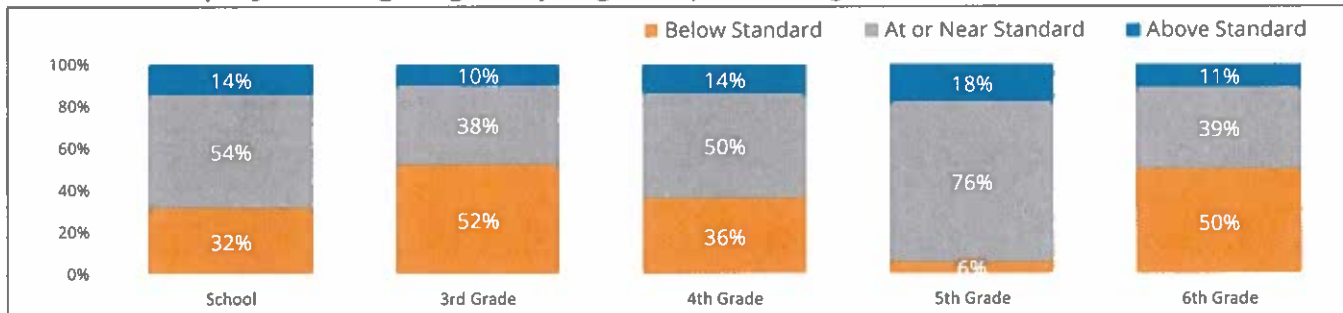
**Writing: Producing clear and purposeful writing**



**Listening: Demonstrating effective communication skills**



**Research/Inquiry: Investigating, analyzing, and presenting information**

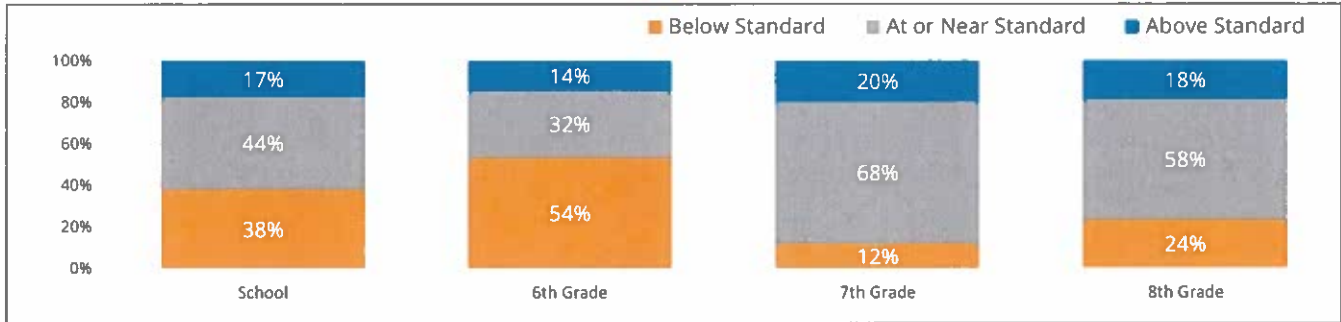




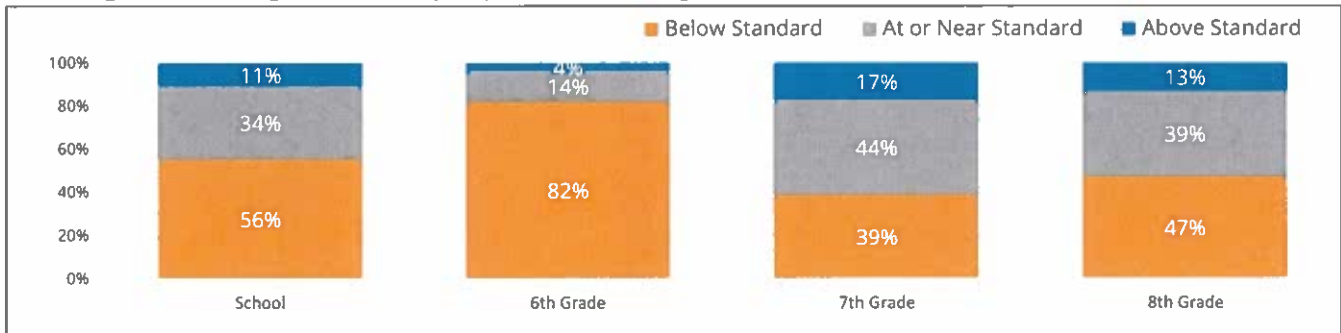
**PRELIMINARY**  
High Desert

Overall English/Language Arts  
2024 Smarter Balanced Claims

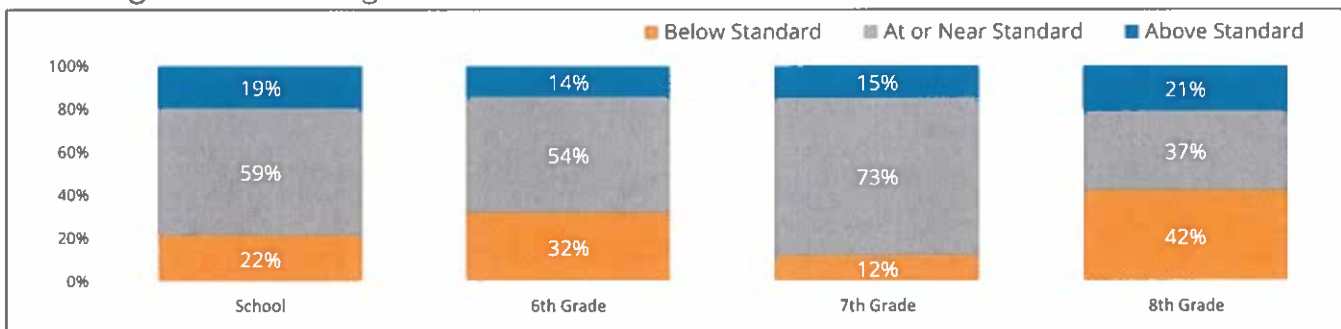
Reading: Demonstrating understanding of literary and non-fictional texts



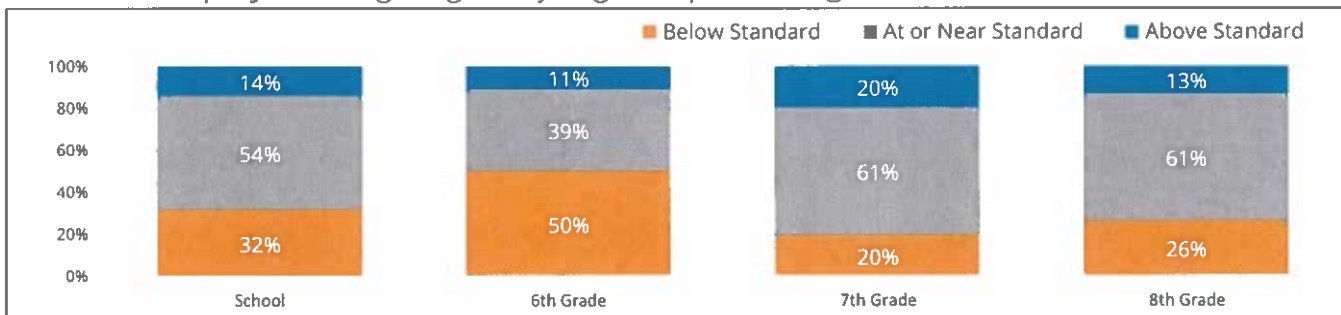
Writing: Producing clear and purposeful writing



Listening: Demonstrating effective communication skills



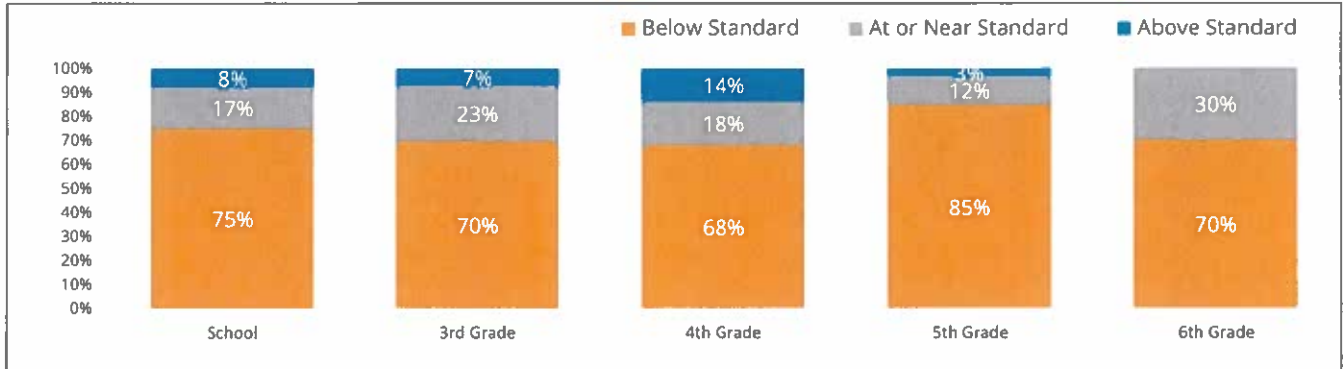
Research/Inquiry: Investigating, analyzing, and presenting information



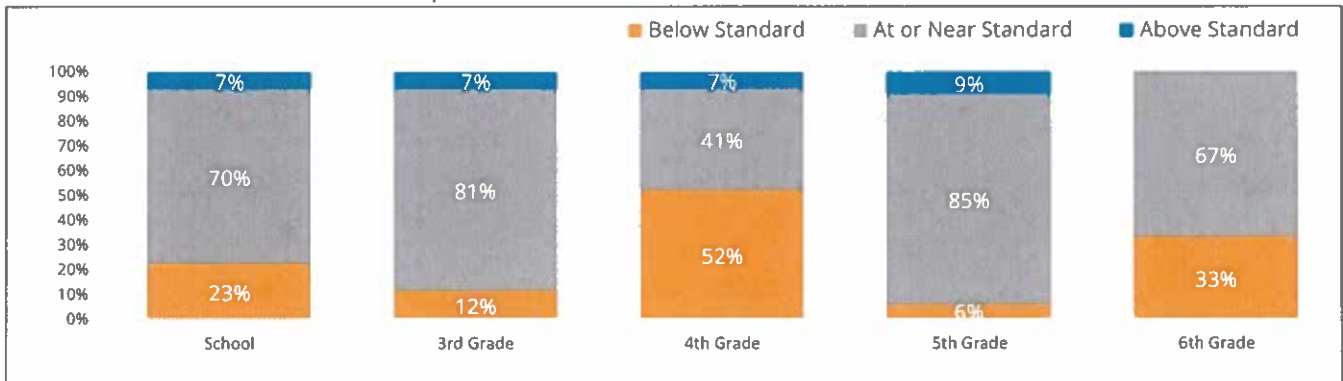


**PRELIMINARY**  
**High Desert**  
 Overall Mathematics  
 2024 Smarter Balanced Claims

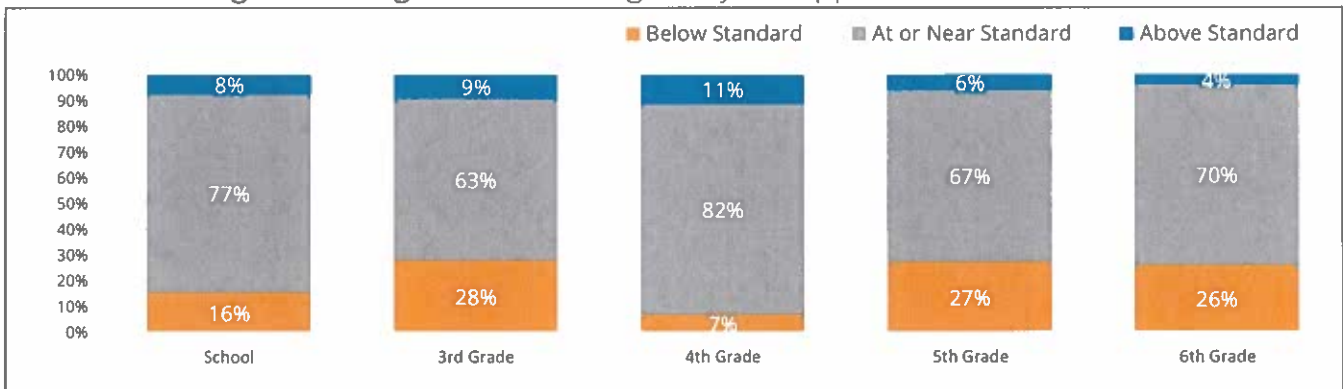
Concepts & Procedures: Applying mathematical concepts and procedures



Problem Solving & Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems



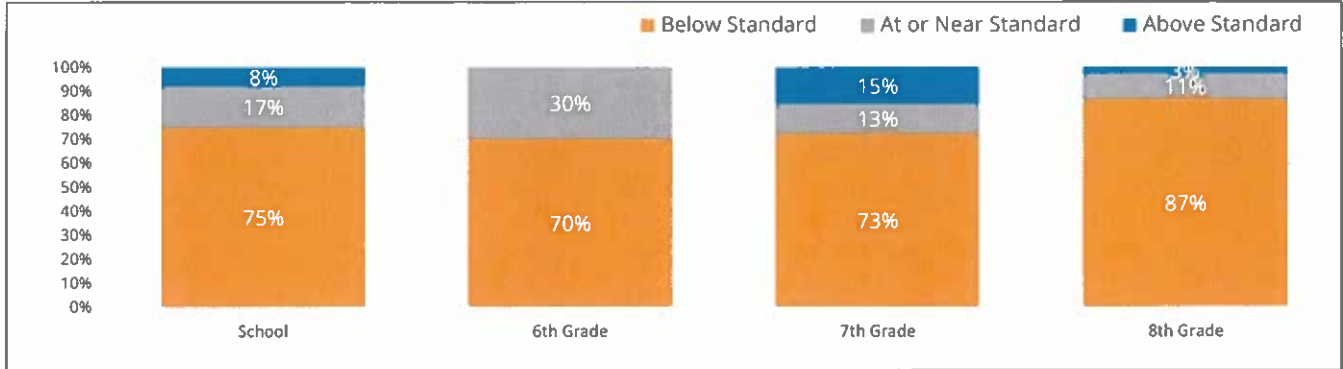
Communicating Reasoning: Demonstrating ability to support mathematical conclusions



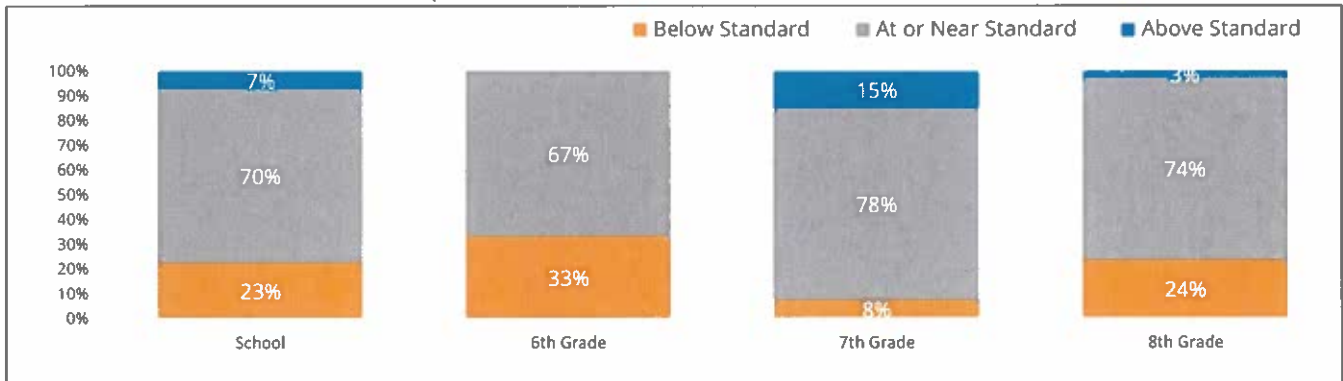


**PRELIMINARY**  
**High Desert**  
 Overall Mathematics  
 2024 Smarter Balanced Claims

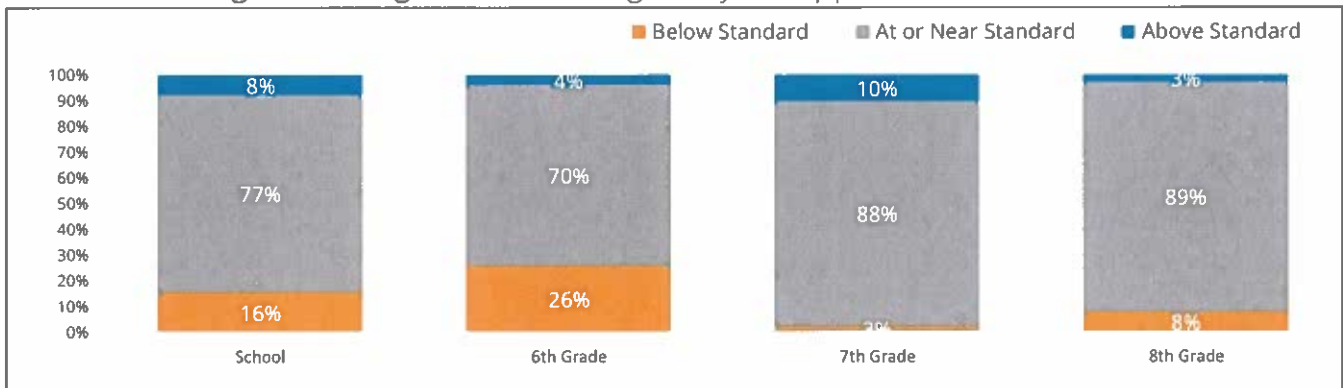
Concepts & Procedures: Applying mathematical concepts and procedures



Problem Solving & Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems

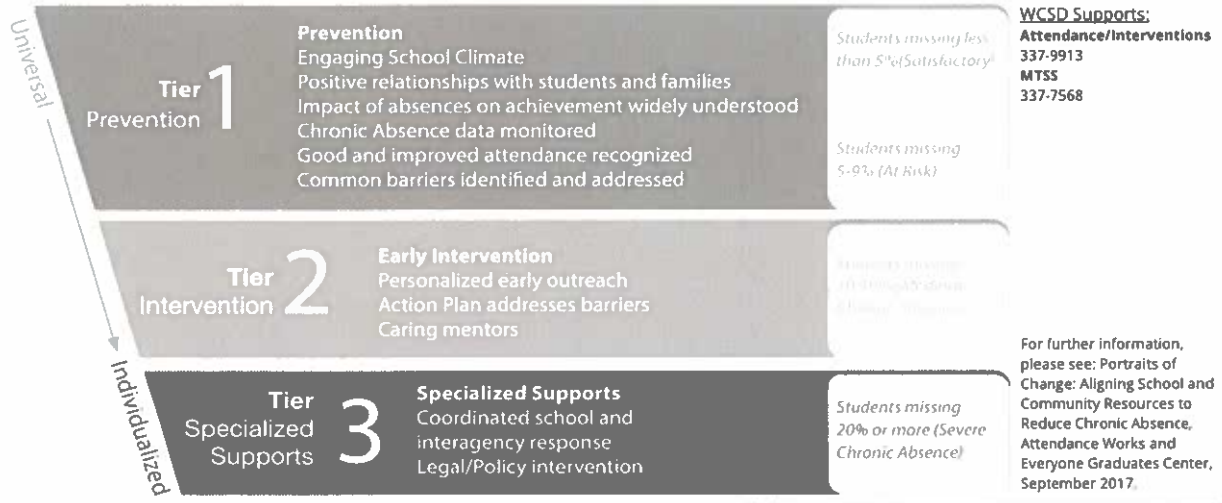


Communicating Reasoning: Demonstrating ability to support mathematical conclusions



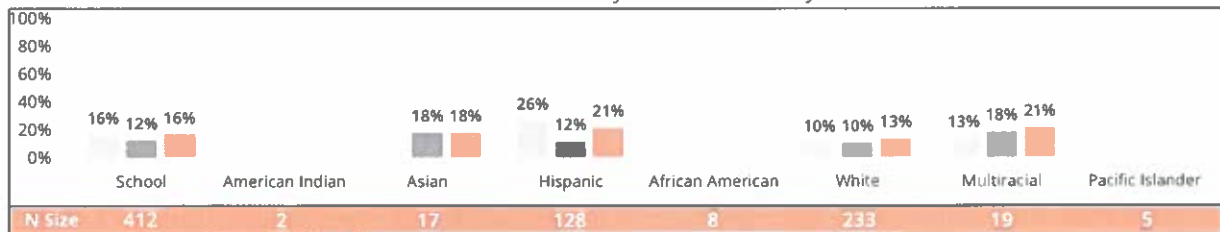
Chronic absenteeism is useful data for exposing risks that are often masked by looking at average daily attendance (ADA) alone. These displays show all chronic absences, and are presented by "chronic absence" and "severe chronic absence" to indicate intensity.

**Calculation:** A student must be enrolled for a minimum of 10 days at a school to be included in the calculation. Students missing 10% or more of enrolled days are chronically absent. Students missing 20% or more of enrolled days are severely chronically absent.

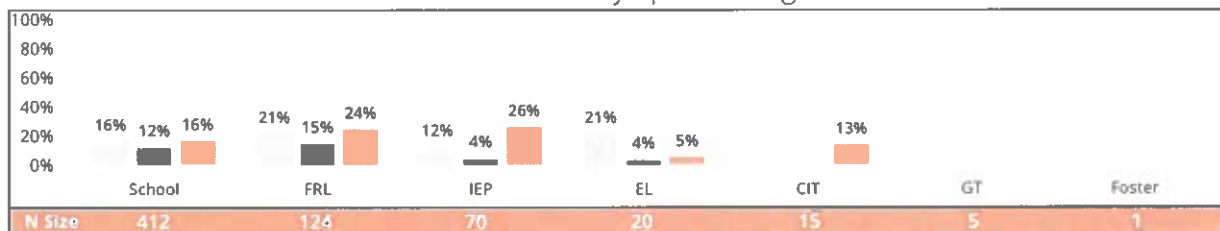


School | 2022-2023 | 2023-2024

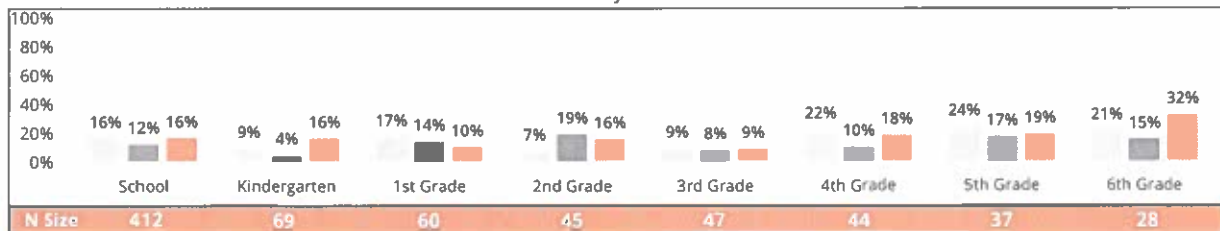
Percent of Students with Attendance < 90% by Race/Ethnicity



Percent of Students with Attendance < 90% by Special Program

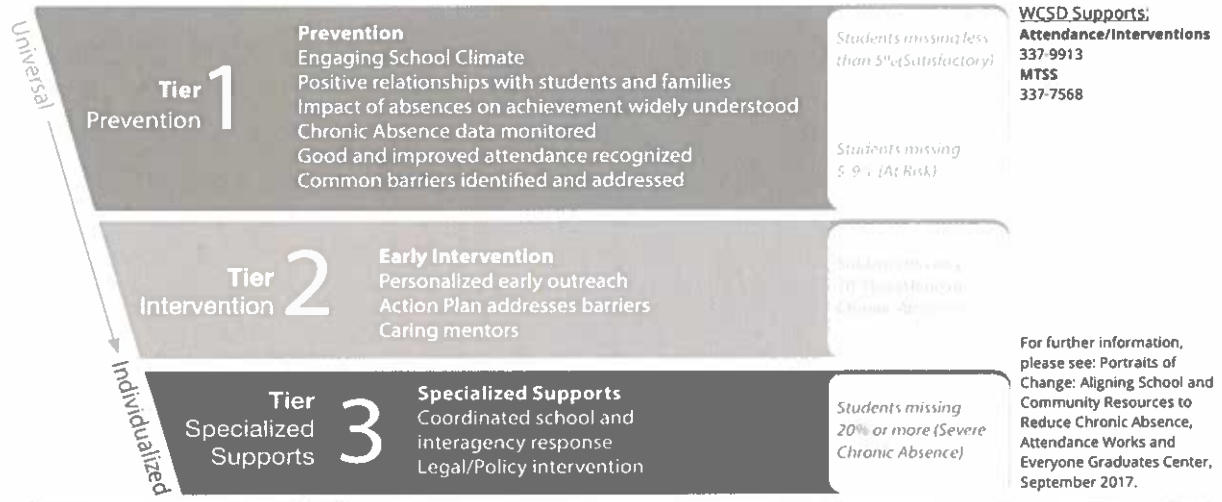


Percent of Students with Attendance < 90% by Grade Level



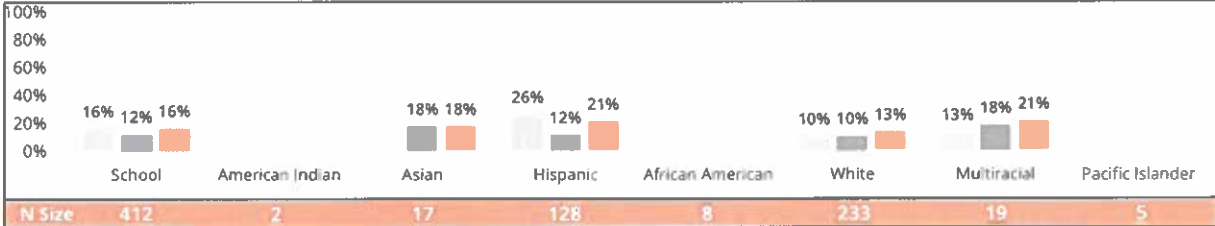
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**Calculation:** A student must be enrolled for a minimum of 10 days at a school to be included in the calculation. Students missing 10% or more of enrolled days are chronically absent. Students missing 20% or more of enrolled days are severely chronically absent.

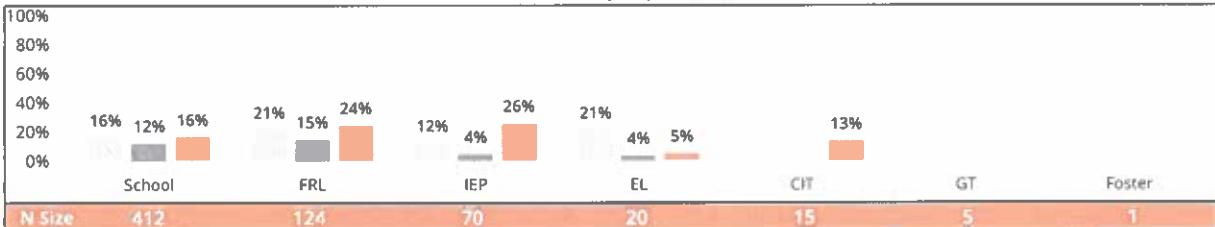


2011-2022    2022-2023    **2023-2024**

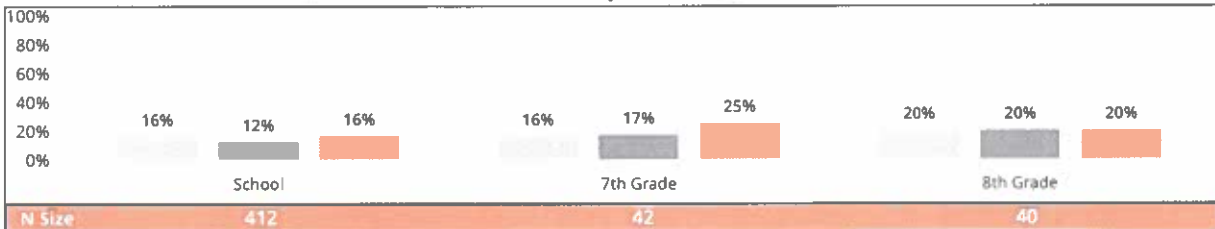
Percent of Students with Attendance < 90% by Race/Ethnicity



Percent of Students with Attendance < 90% by Special Program

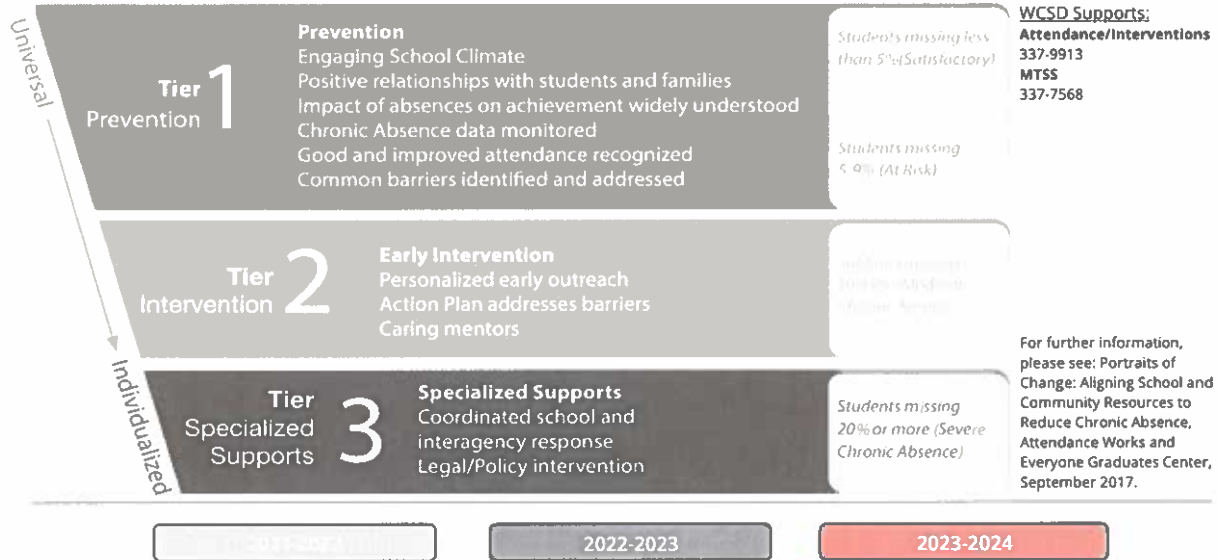


Percent of Students with Attendance < 90% by Grade Level

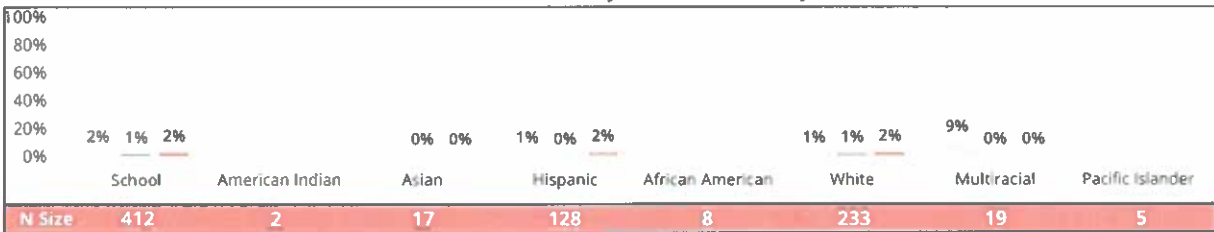


Chronic absenteeism is useful data for exposing risks that are often masked by looking at average daily attendance (ADA) alone. These displays show all chronic absences, and are presented by "chronic absence" and "severe chronic absence" to indicate intensity.

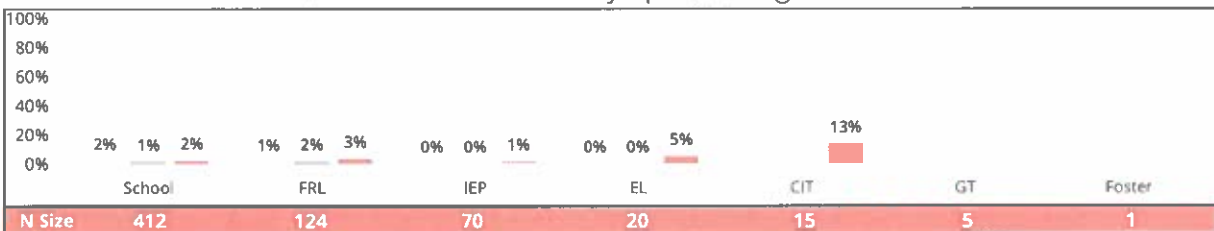
**Calculation:** A student must be enrolled for a minimum of 10 days at a school to be included in the calculation. Students missing 10% or more of enrolled days are chronically absent. Students missing 20% or more of enrolled days are severely chronically absent.



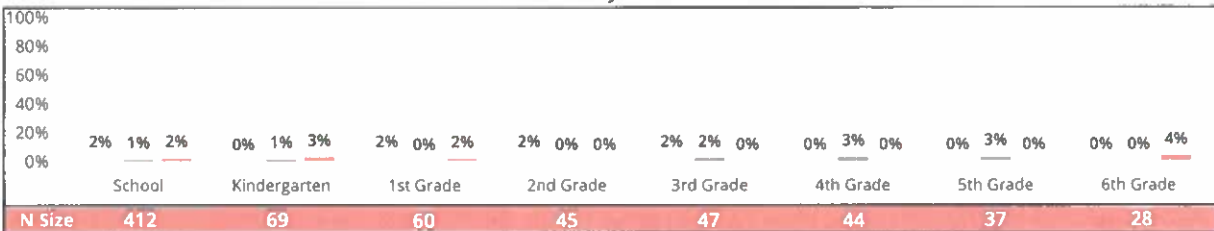
Percent of Students with Attendance < 80% by Race/Ethnicity



Percent of Students with Attendance < 80% by Special Program

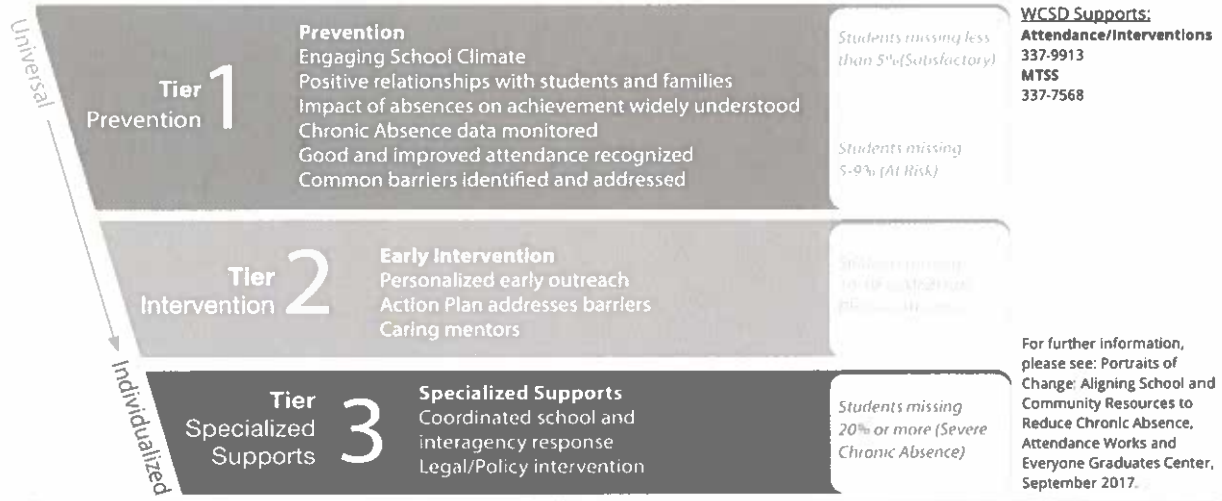


Percent of Students with Attendance < 80% by Grade Level



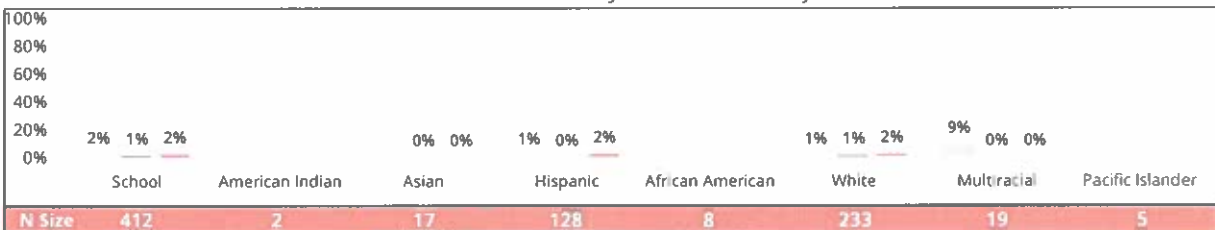
Chronic absenteeism is useful data for exposing risks that are often masked by looking at average daily attendance (ADA) alone. These displays show all chronic absences, and are presented by "chronic absence" and "severe chronic absence" to indicate intensity.

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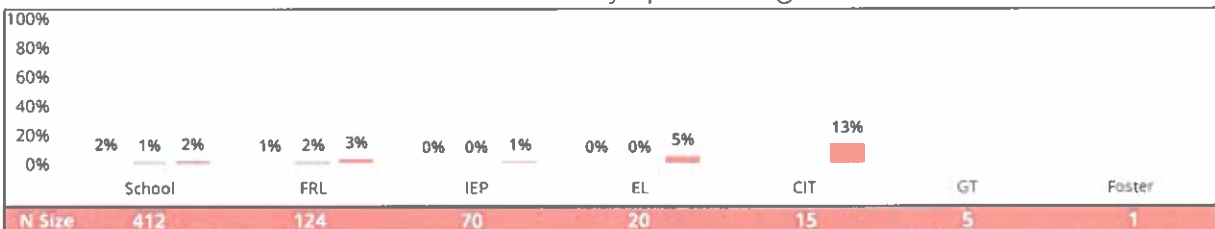


2021-2022    2022-2023    2023-2024

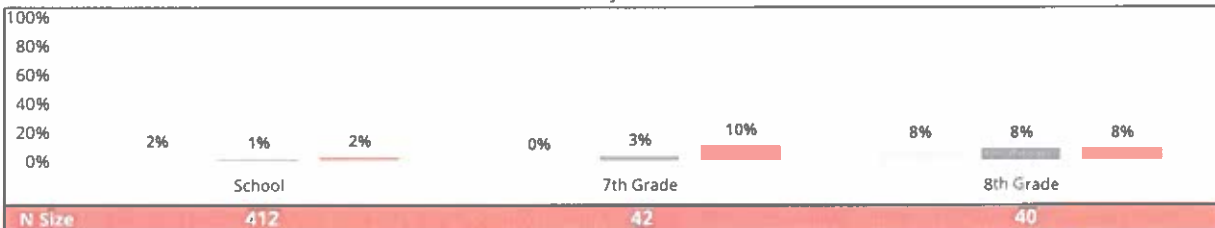
Percent of Students with Attendance < 80% by Race/Ethnicity



Percent of Students with Attendance < 80% by Special Program



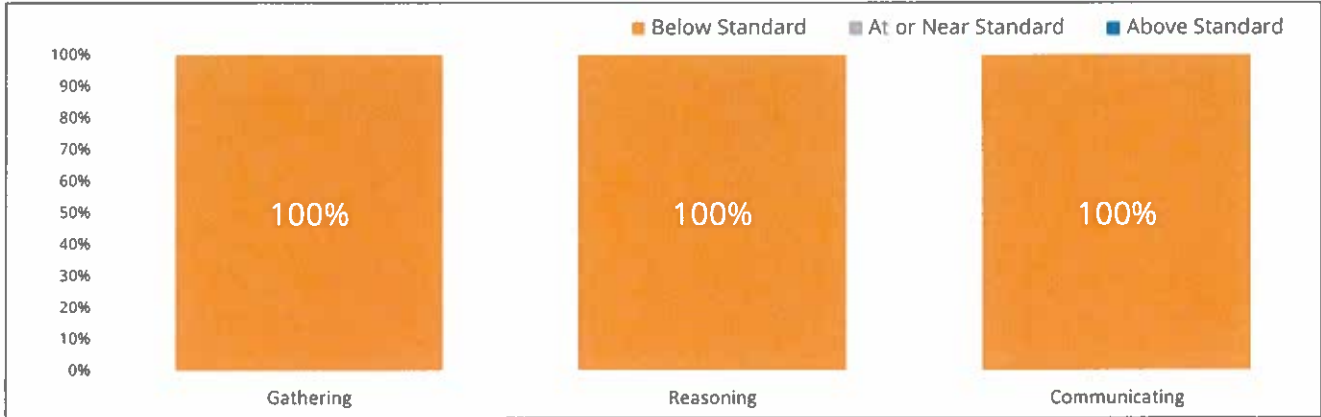
Percent of Students with Attendance < 80% by Grade Level





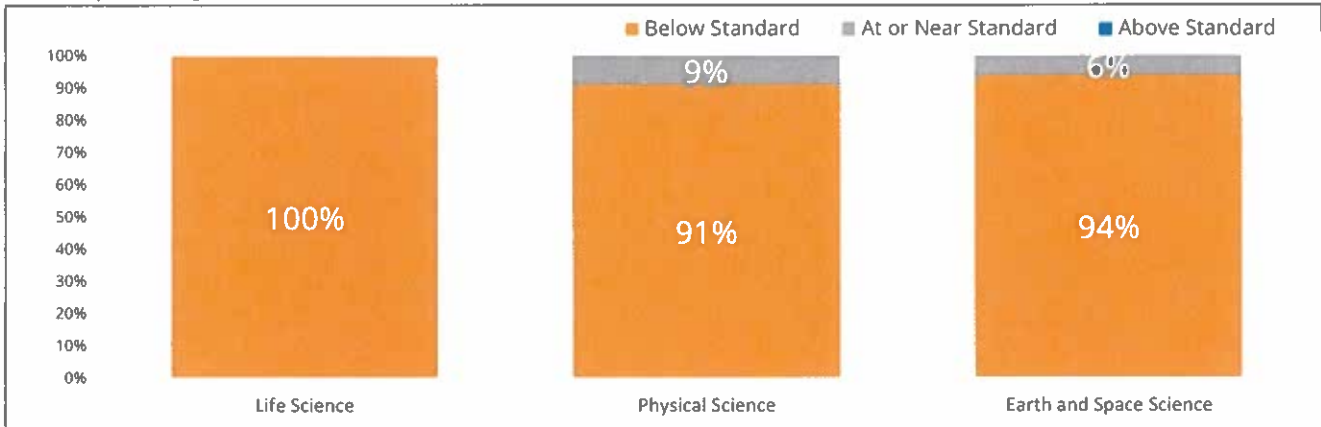
**PRELIMINARY**  
**High Desert**  
 5th Grade Science Claims

Science and Engineering Practices (Reporting Categories)



\* Percentages may not sum to 100 due to rounding.

Disciplinary Core Ideas (Reporting Categories)



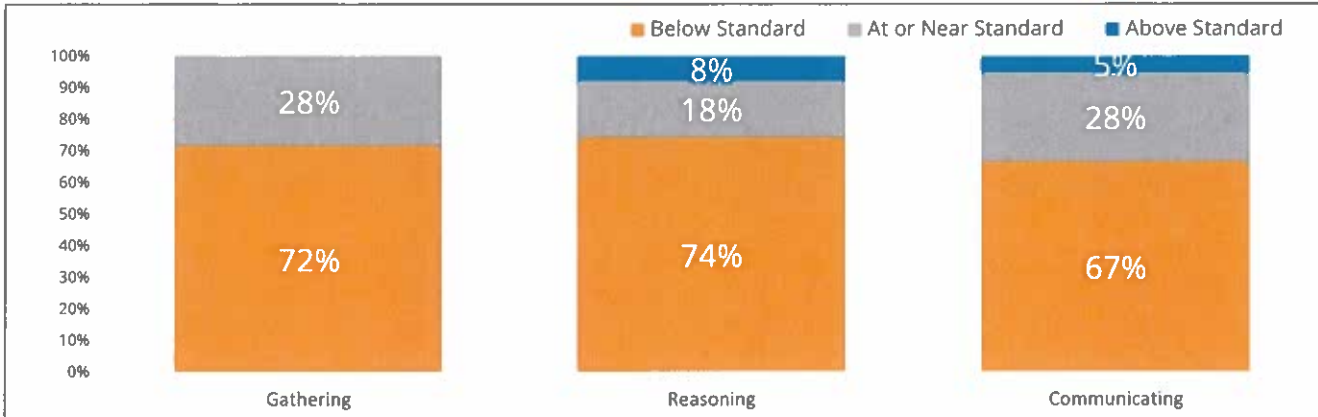
\* Percentages may not sum to 100 due to rounding.

Crosscutting Concepts (Reporting Categories)



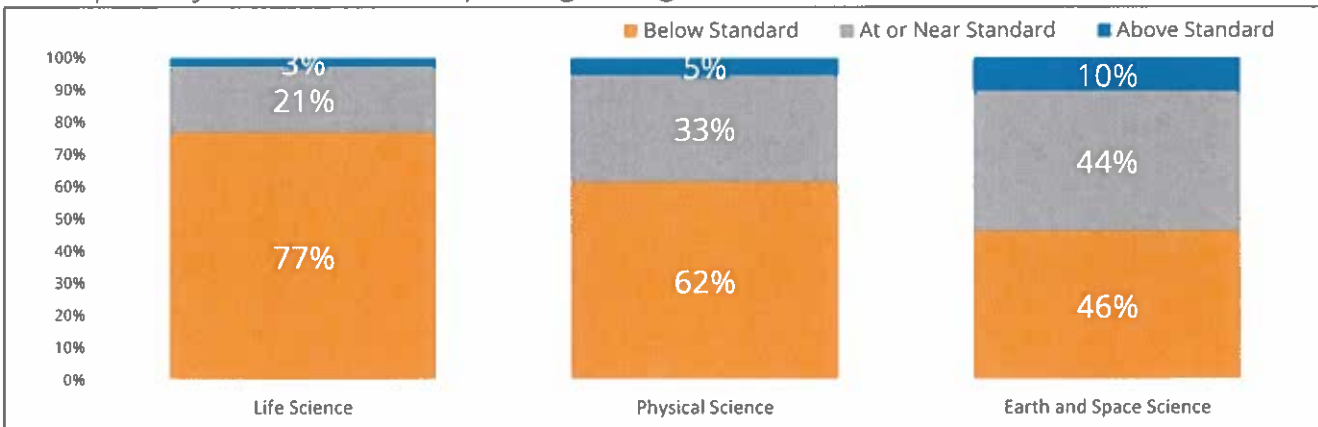
\* Percentages may not sum to 100 due to rounding.

### Science and Engineering Practices (Reporting Categories)



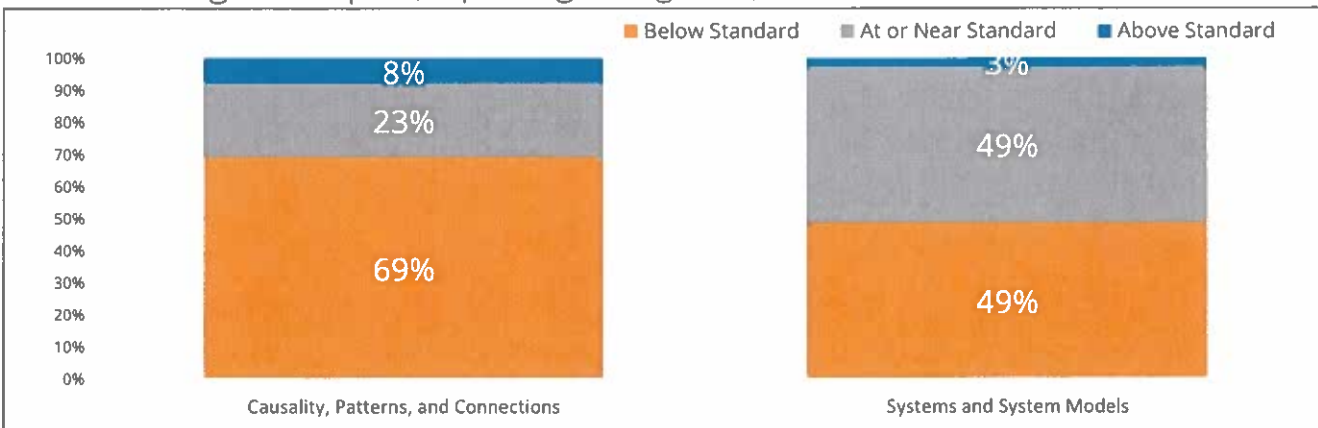
\* Percentages may not sum to 100 due to rounding.

### Disciplinary Core Ideas (Reporting Categories)



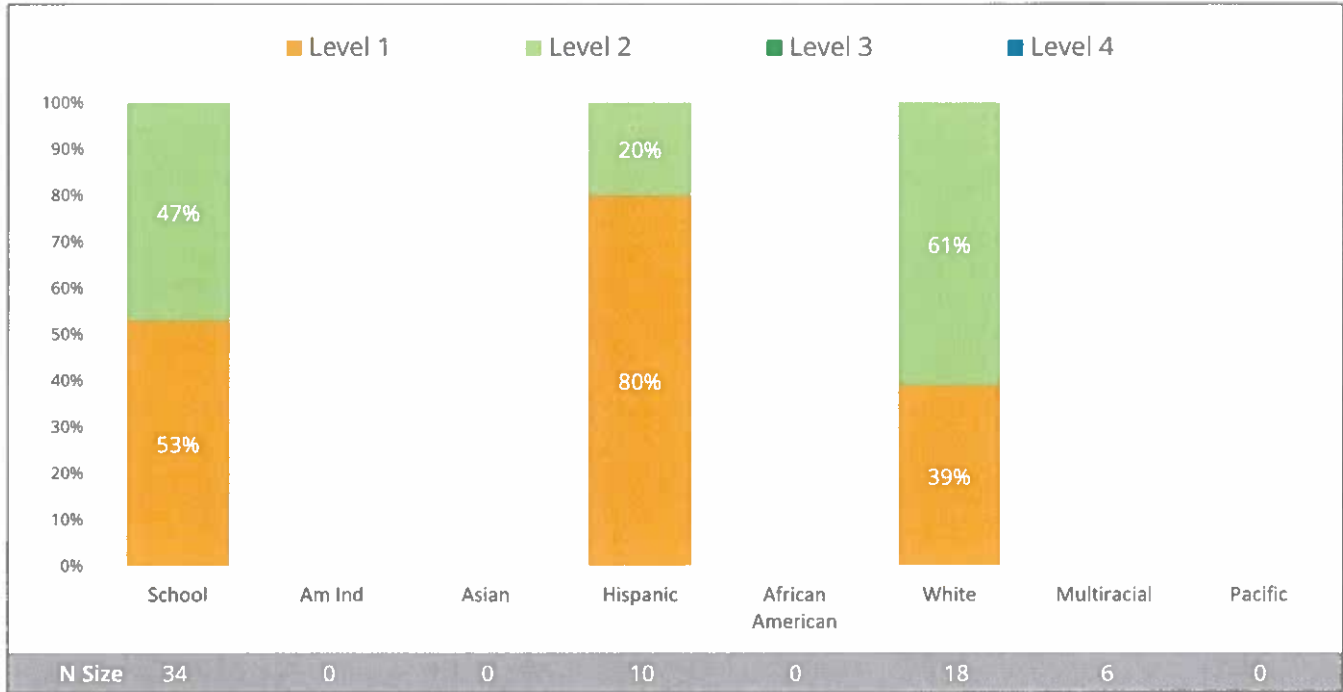
\* Percentages may not sum to 100 due to rounding.

### Crosscutting Concepts (Reporting Categories)



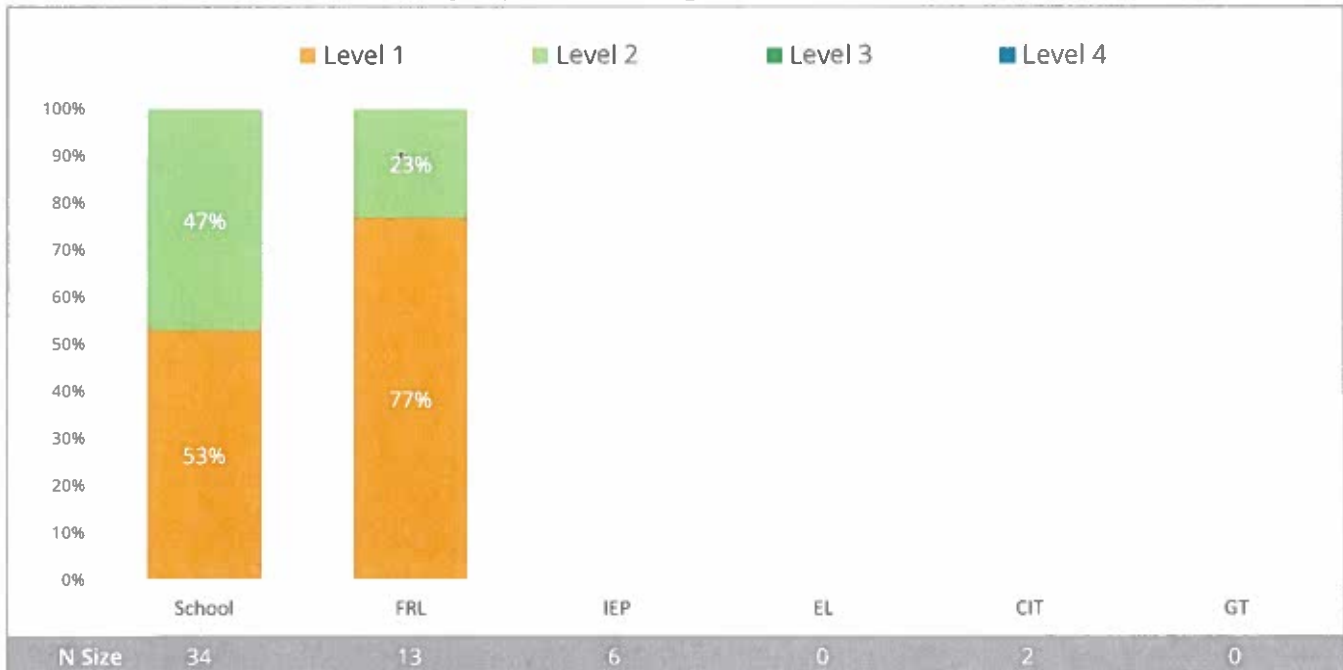
\* Percentages may not sum to 100 due to rounding.

### Overall Science Levels by Race/Ethnicity



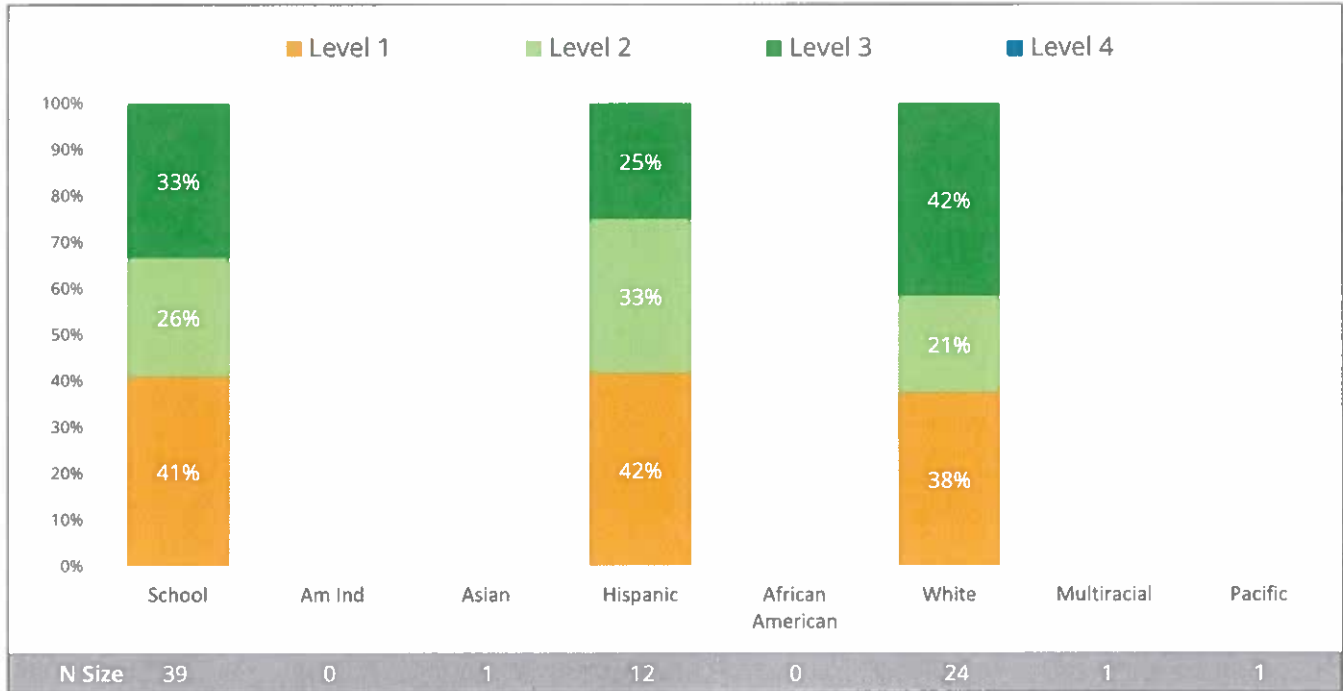
\* Percentages may not sum to 100 due to rounding.

### Overall Science Levels by Special Program



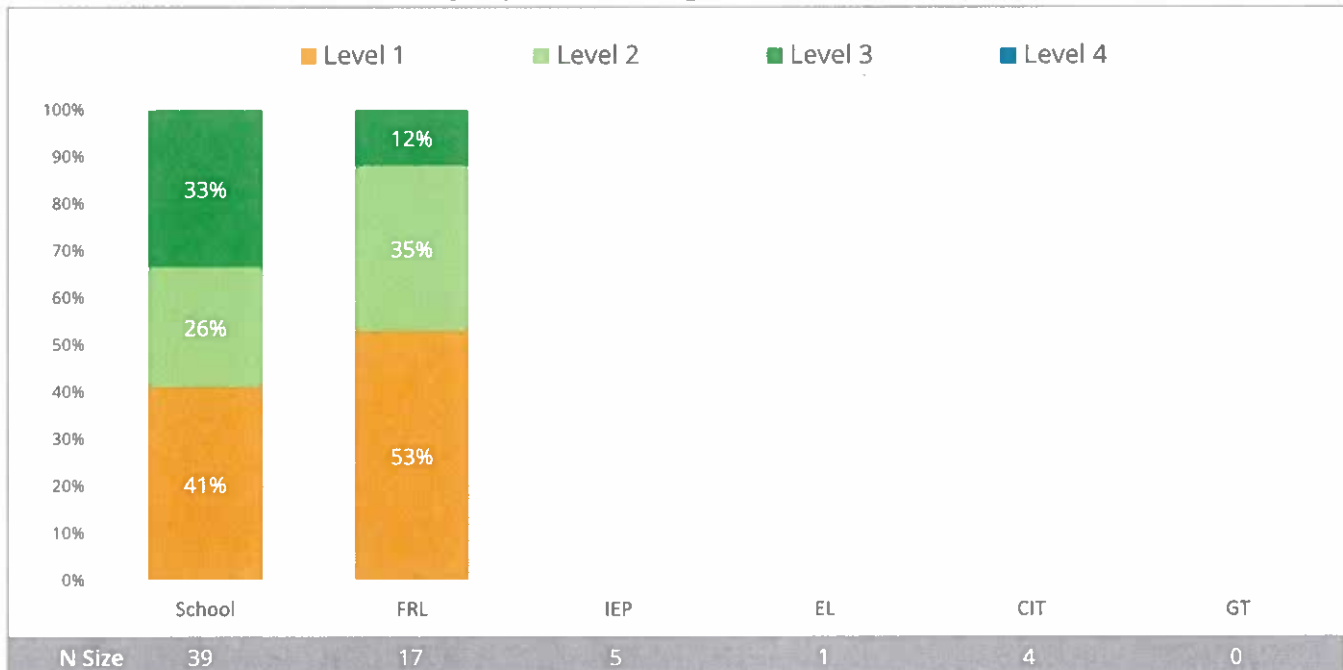
\* Percentages may not sum to 100 due to rounding.

### Overall Science Levels by Race/Ethnicity



\* Percentages may not sum to 100 due to rounding.

### Overall Science Levels by Special Program

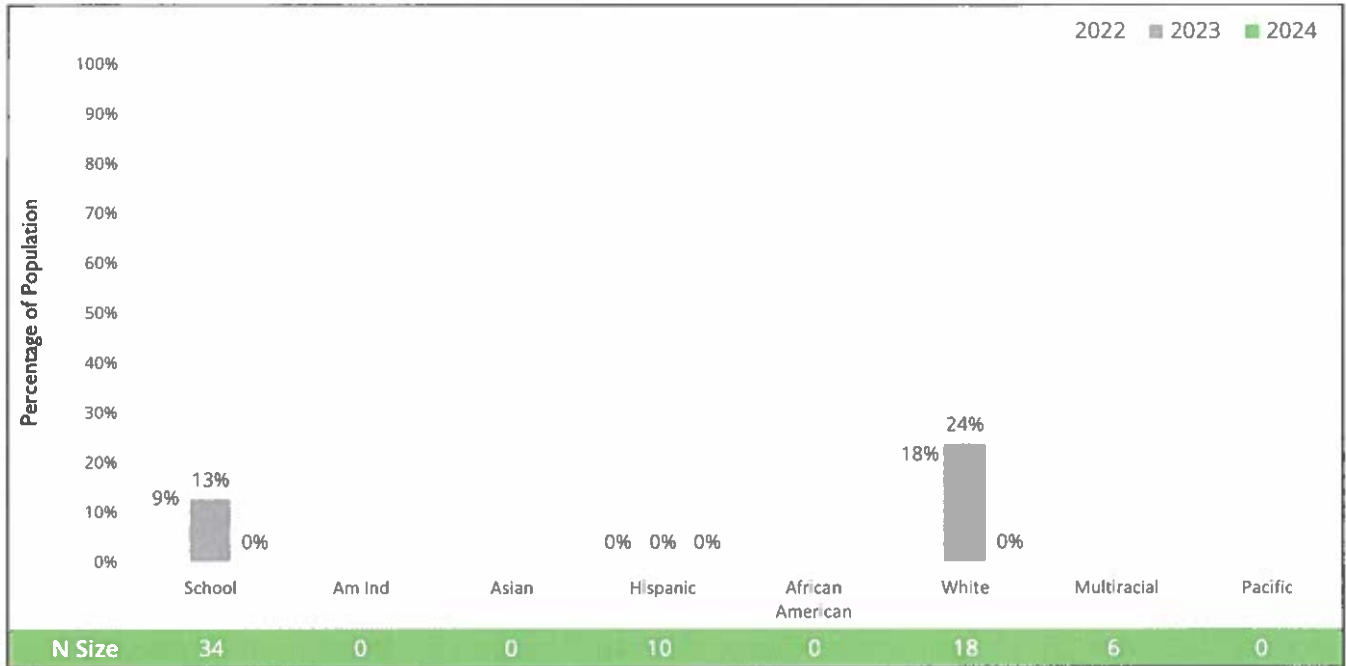


\* Percentages may not sum to 100 due to rounding.



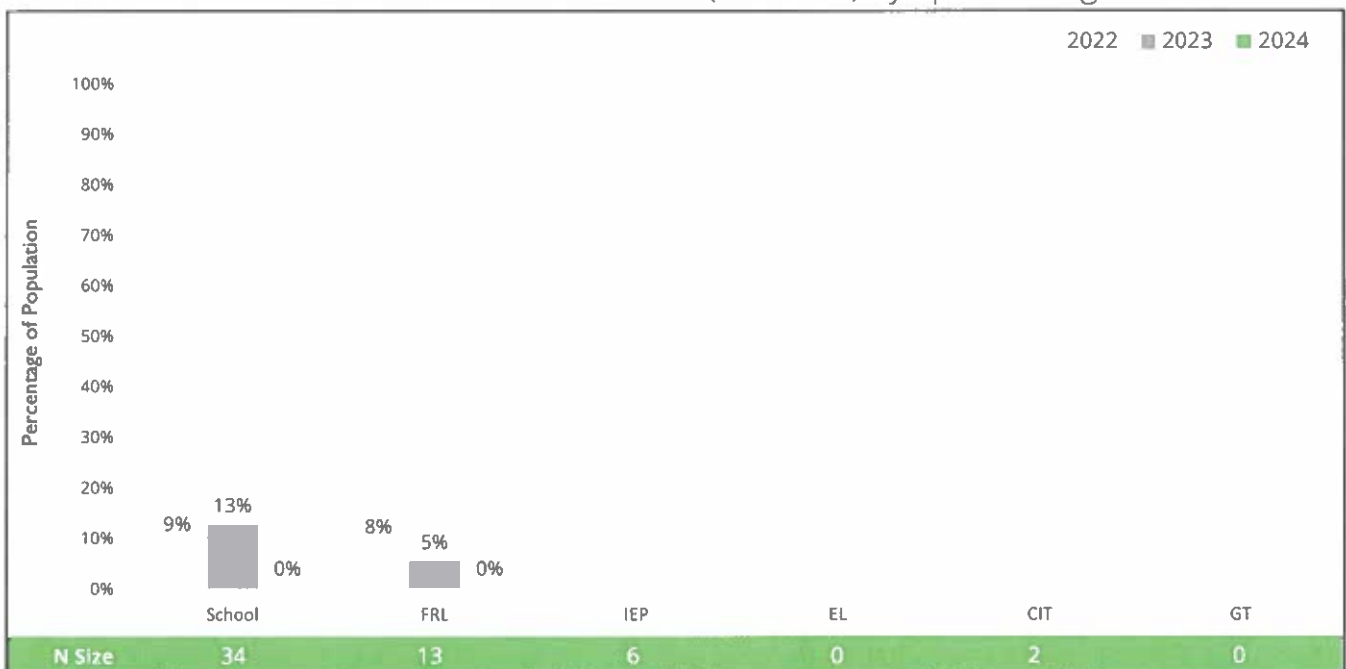
**PRELIMINARY**  
**High Desert**  
**5th Grade Science**  
 Percent At or Above Standard (AL 3 or 4)

Overall Science Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



\* Percentages may differ slightly due to rounding.

Overall Science Percent At or Above Standard (AL 3 or 4) by Special Program



\* Percentages may differ slightly due to rounding.

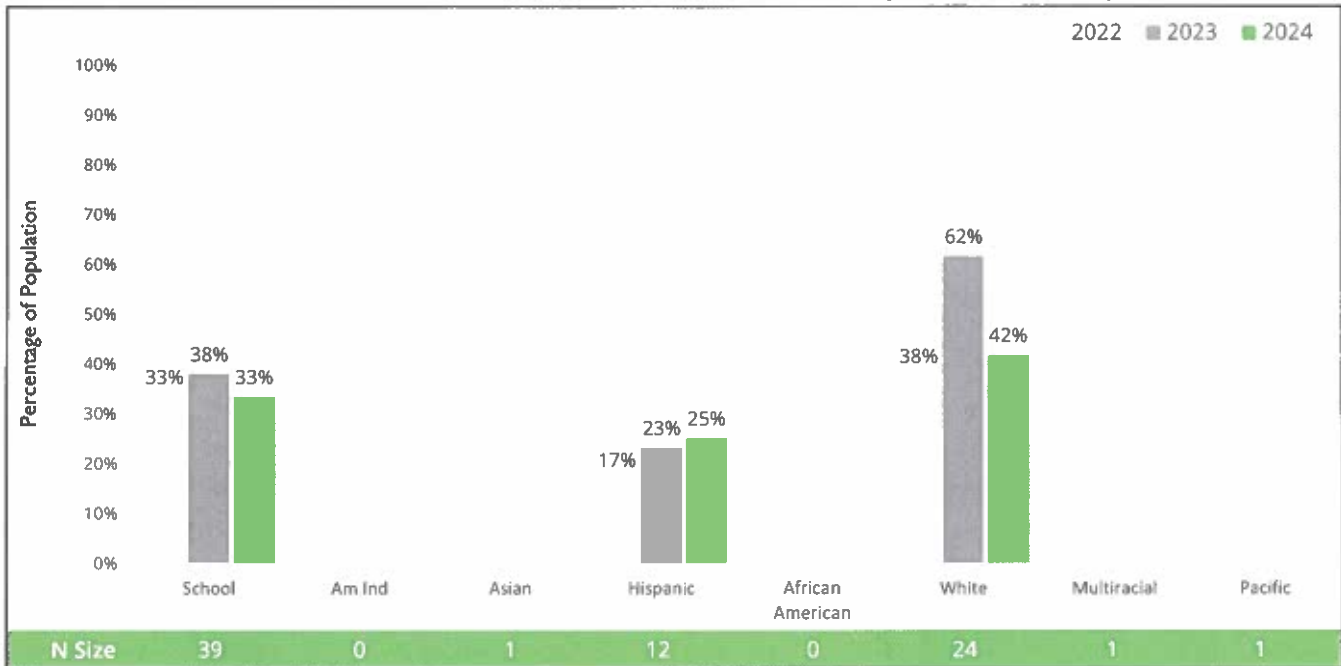


**PRELIMINARY**  
**High Desert**

**8th Grade Science**

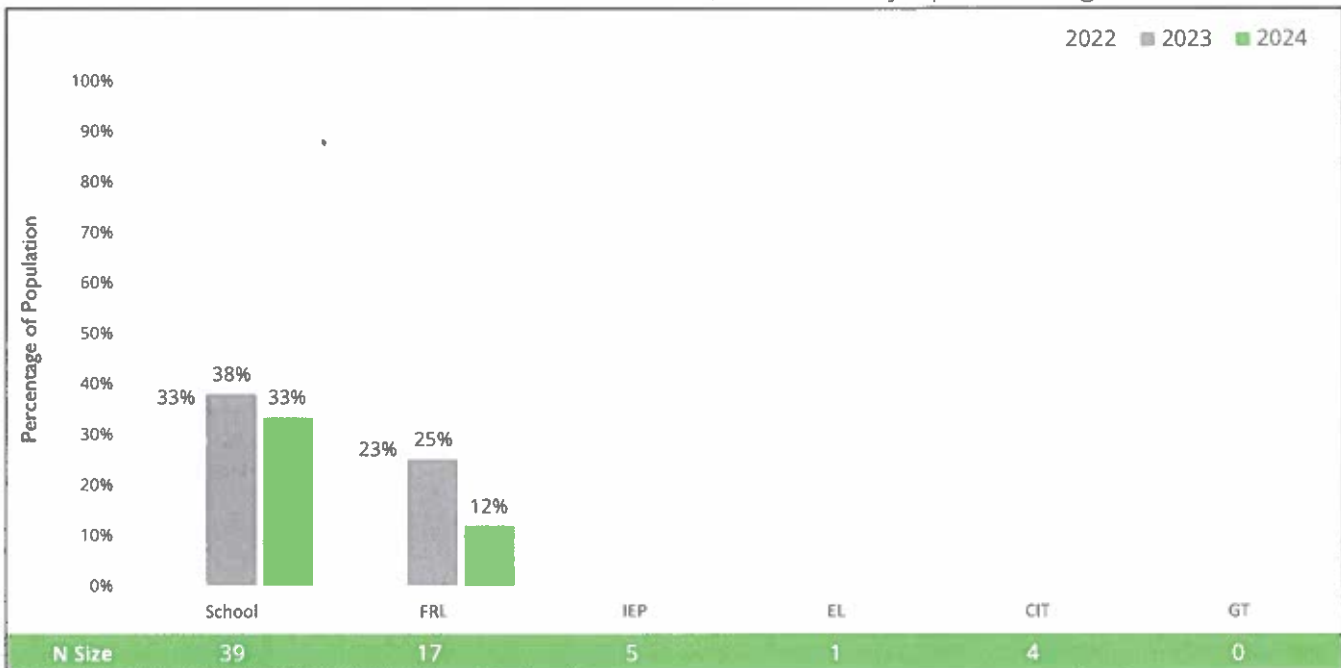
Percent At or Above Standard (AL 3 or 4)

Overall Science Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



\* Percentages may differ slightly due to rounding.

Overall Science Percent At or Above Standard (AL 3 or 4) by Special Program

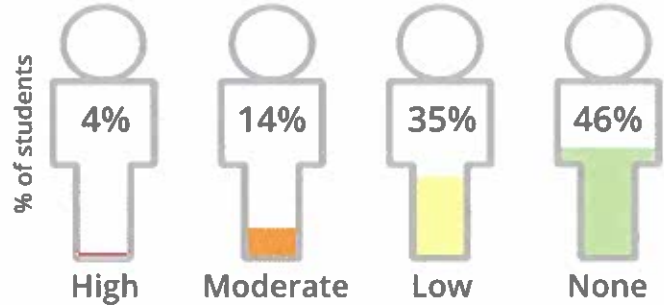


\* Percentages may differ slightly due to rounding.

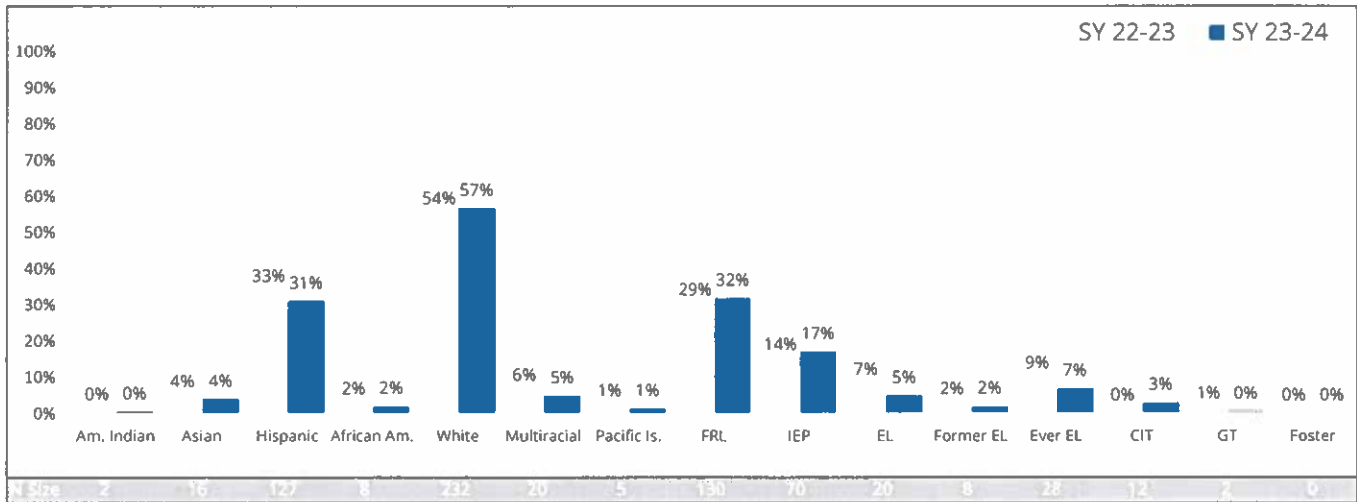
# High Desert 2023-2024 School Profile

## Early Warning System

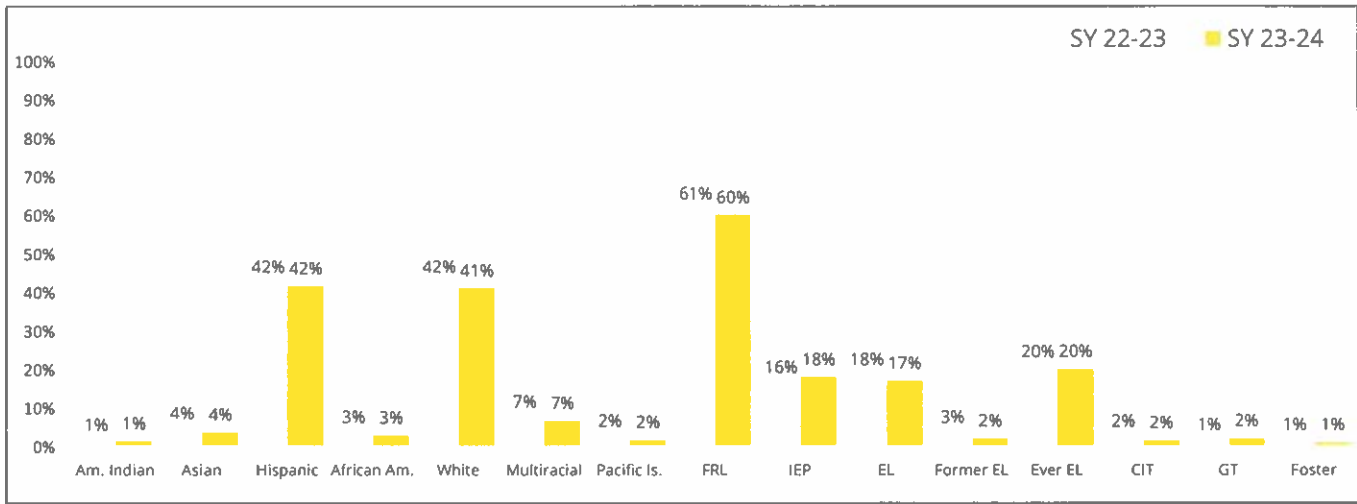
	<b>SY 22-23</b>	<b>SY 23-24</b>
Count Day:	392	410
Ever Enrolled:	405	417
Transiency Rate:	5%	5%



## Student Demographics & Special Populations



## District (Elementary) Student Demographics & Special Populations



Nevada School Performance Framework Scoring (Preliminary Rating)

2023-2024 School Year ★★★★★

All ratings and scoring are EMBARGOED until September 15, 2024.

School: **High Desert CS MS**

Testing Participation Warning:

State Designations
No

Total Index Score: **35.56**

90 Points Possible - Score is prorated (No WIDA/ACCESS)

CSI Cut: 12

<b>Growth</b> <i>(30 Points Possible)</i> Earned Points: 14.0	<b>Academic Achievement</b> <i>(25 Points Possible)</i> Earned Points: 8.0	<b>Opportunity Gaps</b> <i>(20 Points Possible)</i> Earned Points: 2.0	<b>EL</b> <i>(10 Points Possible)</i> Earned: -	<b>Engagement</b> <i>(15 Points Possible)</i> Earned: 8.0
---	--	--	---	---

**Calculated Measure Value Tables and Your School**

Math	School Value: 47
Median Growth Percentile	Points Earned: 4
>= 65	10
< 65 and >= 61	9
< 61 and >= 58	8
< 58 and >= 54	7
< 54 and >= 51	6
< 51 and >= 48	5
< 48 and >= 44	4
< 44 and >= 40	3
< 40 and >= 35	2
< 35	1

ELA	School Value: 59.5
Median Growth Percentile	Points Earned: 8
>= 65	10
< 65 and >= 61	9
< 61 and >= 58	8
< 58 and >= 54	7
< 54 and >= 51	6
< 51 and >= 48	5
< 48 and >= 44	4
< 44 and >= 40	3
< 40 and >= 35	2
< 35	1

Math	School Value: 8.6
Adequate Growth Percentile	Points Earned: 0.5
>= 42	5
< 42 and >= 39	4.5
< 39 and >= 35	4
< 35 and >= 31	3.5
< 31 and >= 27	3
< 27 and >= 24	2.5
< 24 and >= 21	2
< 21 and >= 18	1.5
< 18 and >= 15	1
< 15	0.5

ELA	School Value: 37.1
Adequate Growth Percentile	Points Earned: 1.5
>= 61	5
< 61 and >= 58	4.5
< 58 and >= 55	4
< 55 and >= 51	3.5
< 51 and >= 48	3
< 48 and >= 45	2.5
< 45 and >= 41	2
< 41 and >= 37	1.5
< 37 and >= 32	1
< 32	0.5

Math	School Value: 3.3
Opportunity Gap (AGP-Catch Up)	Points Earned: 1
>= 24	10
< 24 and >= 21	9
< 21 and >= 19	8
< 19 and >= 17	7
< 17 and >= 15	6
< 15 and >= 13	5
< 13 and >= 11	4
< 11 and >= 10	3
< 10 and >= 8	2
< 8	1

ELA	School Value: 10
Opportunity Gap (AGP-Catch Up)	Points Earned: 1
>= 34	10
< 34 and >= 32	9
< 32 and >= 30	8
< 30 and >= 28	7
< 28 and >= 26	6
< 26 and >= 24	5
< 24 and >= 22	4
< 22 and >= 19	3
< 19 and >= 16	2
< 16	1

ACCESS / WIDA	School Value: -
Adequate Growth Percentile	Points Earned: -
>= 36	10
< 36 and >= 32	9
< 32 and >= 29	8
< 29 and >= 26	7
< 26 and >= 23	6
< 23 and >= 20	5
< 20 and >= 18	4
< 18 and >= 16	3
< 16 and >= 13	2
< 13	1

NAC 389.445 (I) A-D	School Value: 92.1
Points Earned: 3	
>= 90	3
< 90 and >= 75	2
< 75 and >= 60	1
< 60	0

Academic Learning Plan	School Value: 100
Points Earned: 2	
>= 95	2
< 95	0

SBAC Pooled Proficiency	School Value: 28.2 Points Earned: 8
>= 56	25
< 56 and >= 55	24
< 55 and >= 54	23
< 54 and >= 52	22
< 52 and >= 50	21
< 50 and >= 48	20
< 48 and >= 46	19
< 46 and >= 44	18
< 44 and >= 42	17
< 42 and >= 41	16
< 41 and >= 40	15
< 40 and >= 39	14
< 39 and >= 37	13
< 37 and >= 36	12
< 36 and >= 34	11
< 34 and >= 32	10
< 32 and >= 30	9
< 30 and >= 28	8
< 28 and >= 27	7
< 27 and >= 26	6
< 26 and >= 25	5
< 25 and >= 24	4
< 24 and >= 23	3
< 23 and >= 22	2
< 22	1

Chronic Absenteeism	School Value: 18.9 Points Earned: 3
< 5	10
>= 5 and < 6	9.5
>= 6 and < 7	9
>= 7 and < 8	8.5
>= 8 and < 9	8
>= 9 and < 10	7.5
>= 10 and < 11	7
>= 11 and < 12	6.5
>= 12 and < 13	6
>= 13 and < 14	5.5
>= 14 and < 15	5
>= 15 and < 16	4.5
>= 16 and < 17	4
>= 17 and < 18	3.5
>= 18 and < 19	3
>= 19 and < 20	2.5
>= 20 and < 21	2
>= 21 and < 22	1.5
>= 22 and < 23	1
>= 23 and < 24	0.5
>= 24	0

Chronic Absenteeism Reduction Incentive Point: 0

\* - N-size is less than 10, therefore no points calculated for this measure.

## NSPF Measure Definitions & Descriptions

**Student Growth Percentile (SGP)** is a measure of student achievement over time and compares the achievement of similarly scoring students from one test administration to the next. For example, a student with an SGP of 54 in Math would imply that that student outgrew 54% of students with similar score histories from throughout the state.

**Median Growth Percentile (MGP)** is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number. For example, a Median Growth Percentile of 54 in Math for a school would imply that the typical student at the school outgrew 54% of their academic peers from throughout the state.

**Adequate Growth Percentile (AGP)** describes the amount of growth a student needs to become ("catch up") or stay proficient ("keep up") on the state assessment in three years or by the end of eighth grade. For example, a student well below proficiency may need to achieve a SGP of 64 for three consecutive years in order to reach proficiency. If that student achieves an SGP of 64 this year, they met AGP, but if they achieve an SGP of 63, they still grew at a high level, but did not meet AGP. A student well above proficiency may need to achieve an SGP of at least 43 for the next three years in order to remain proficient. As long as that student achieves an SGP of 43 or higher, they have met AGP. NSPF assigns AGP points based on the percentage of students meeting AGP by either "catching up" to proficiency or "keeping up" to proficiency.

**Pooled Proficiency** measures the percent of students meeting standard (Level 3 or 4) on Smarter Balanced assessments, Nevada Alternate Assessment, and the NV Science exam. For example, if 105 of those students met standard in ELA, 180 met standard in math, and 35 met standard in science the number of proficient students in the "pool" is 105 + 180 + 35, or 320. Thus, the "Pooled Proficiency" rate at the school would be 320 divided by 460: 69.6%. Students must be enrolled for at least 120 days between the first day of school and April 15th to be included.

**ACCESS/WIDA AGP:** The NSPF includes a measure of Adequate Growth Percentile to determine if English Learners have a high enough SGP that they will exit services within five years. Students must be enrolled for at least 90 days by the end of the testing window to be included.

**Chronic Absenteeism** is defined as missing 10 percent, or more, of school days for any reason, excluding exempt absences. Students must be enrolled for at least 91 days to be included.

\*Chronic Absenteeism Incentive Point: A school that reduces their rate of chronic absenteeism by at least 10% or more over the previous year's rate will earn a maximum of one (1) additional point, up to the total possible points for the measure.

**NAC 389.445 Middle School credit requirements:** This is intended to be a measure of credit accrual and "High School" readiness. NAC 389.445A lists the required units of core credit that must be obtained during the seventh and eighth grades for promotion to high school. This measure is calculated using the total number of students meeting the requirements of NAC 389.445 at the end of the eighth-grade year divided by the total number of eighth graders enrolled at the school at the end of the school year.

**Academic Learning Plans:** This measure calculates the percentage of middle school students with an academic learning plan in place.

**Closing Opportunity Gaps** measures the percent of students meeting their AGP who did not achieve proficiency in the prior year's ELA or Math Smarter Balanced exam ("catch up" to proficiency).

## State Designations

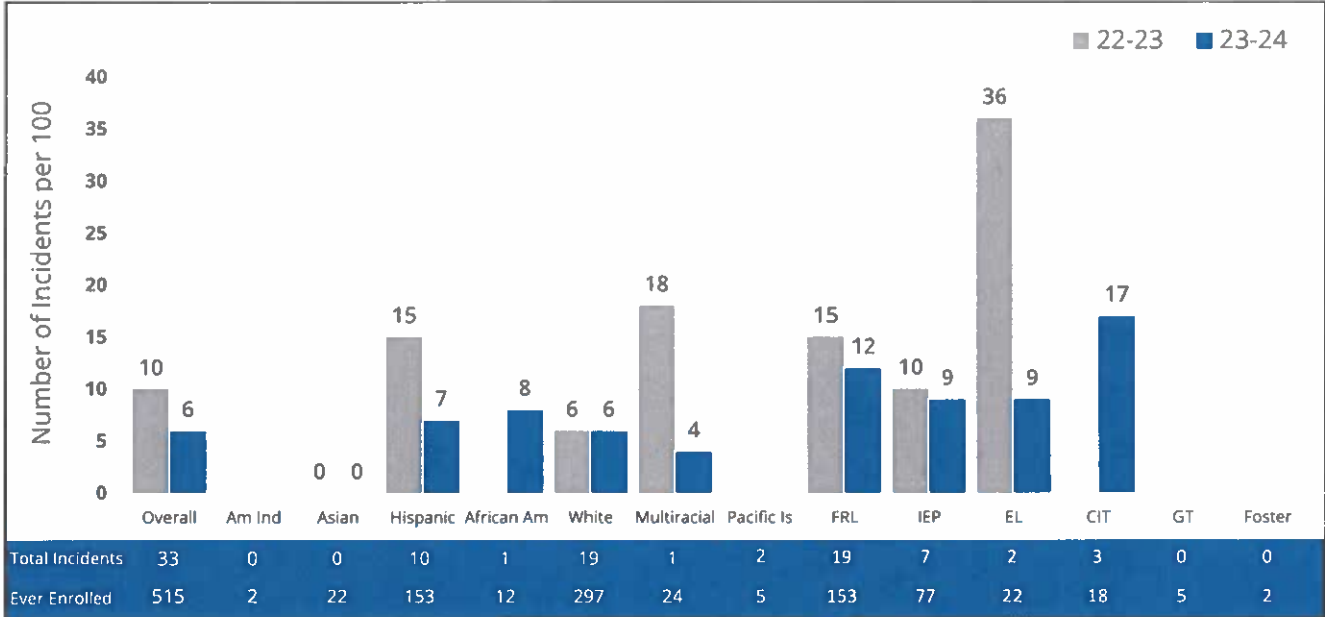
**Comprehensive Support and Improvement (CSI):** CSI schools are identified in three ways: 1) bottom 5th performing Title I schools in the state according to their NSPF index score; 2) high schools with a four-year adjusted cohort graduation rate below 67%; 3) Title I schools not exiting their ATSI designation after a three-year improvement cycle.

**Targeted Support and Improvement (TSI):** A school identified as TSI has one or more student groups not meeting performance targets (above 15th percentile of performance) over two consecutive years in Academic Achievement AND two or more additional indicators. The same student group must be identified in those indicators in order to be designated.

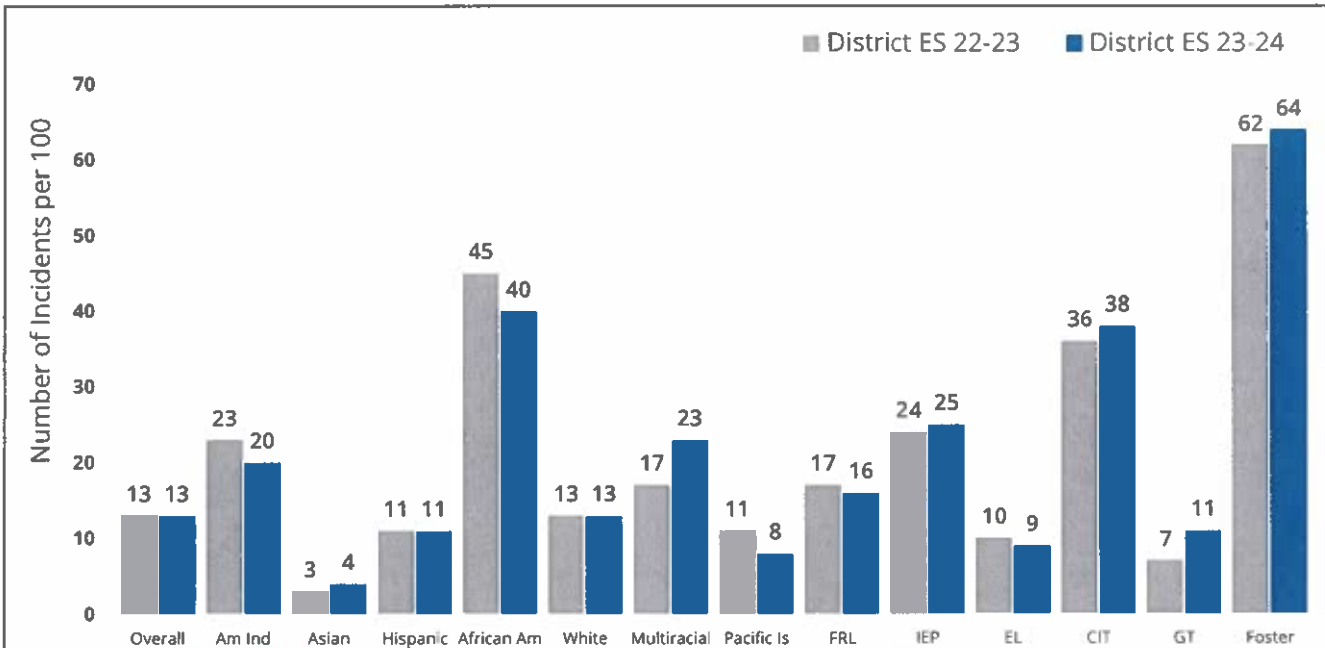
**Additional Targeted Support and Improvement (ATSI):** A school with one or more student groups with an overall index score at or below the bottom 5th percent of schools in the state (i.e., performance of one student group falls below the CSI cut for the year).

**Participation Warnings/Penalties:** ESSA requires 95% participation on Math and ELA assessments for all students and all student groups. A participation warning is issued for schools not meeting the 95% requirement. Schools not meeting the 95% participation requirement for two or more consecutive years are issued a participation penalty. This penalty deducts one point for every student group not meeting the requirement in ELA and Math, up to 6 points, from the Academic Achievement indicator not to exceed earned points in the indicator. ESSA Penalty: For schools that do not meet overall school 95% participation in ELA and/or Math will be assessed a penalty in the same year. This penalty reduces the school's proficiency rate by adjusting the denominator to represent 95% participation in ELA and/or Math.

Major Discipline Events per 100 Students



Major Discipline Events per 100 Students (District Elementary)



Calculation includes **all Major Behavior Incidents\*** divided by the number of students enrolled at any point during the school year (X 100).

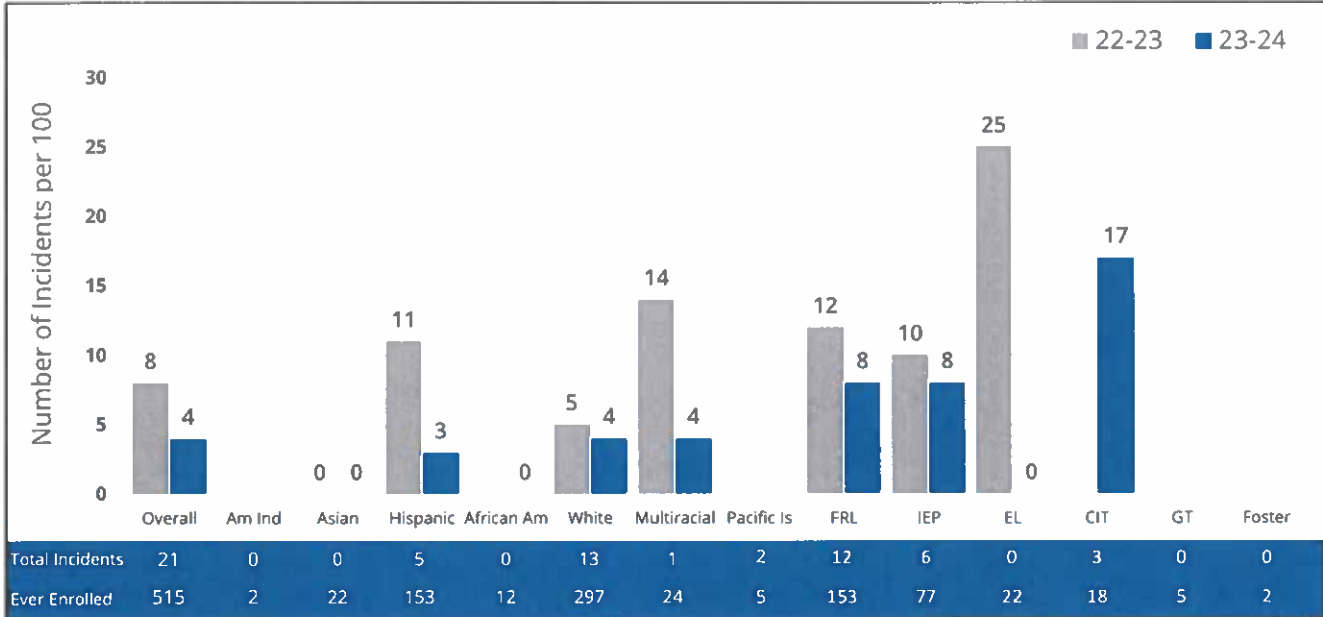
**A single student could have multiple incidents. Only offenders and participants are included.**

\* Excludes positive recognition, attendance related incidents and unsubstantiated incidents (Allegations).

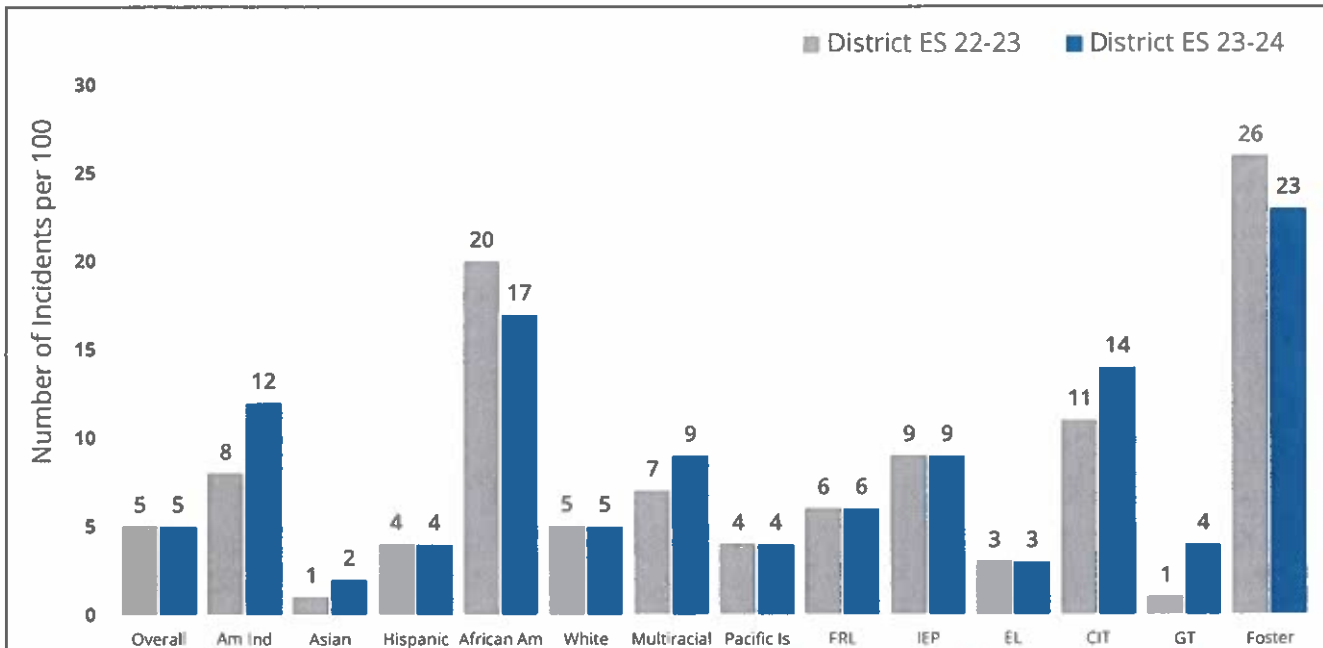
Data includes students who carry an incident role associated with an enrolled student (does not include students associated with other schools).

Reported suspension data is ranked by the most severe suspension listed in the incident.

Suspensions per 100 Students



Suspensions per 100 Students (District Elementary)



**Calculation includes all suspensions\* divided by the number of students enrolled at any point during the school year (X 100). A single student could have multiple suspensions.**

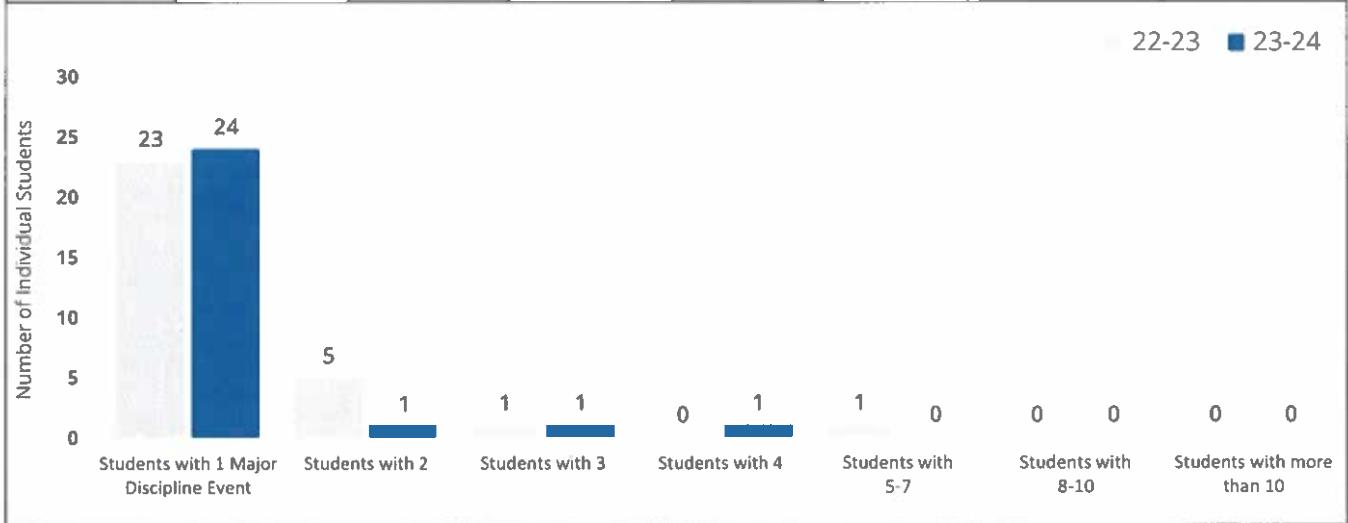
\* Includes all students who received a suspension.

Data includes students who carry an incident role associated with an enrolled student (does not include students associated with other schools).

Reported suspension data is ranked by the most severe suspension listed in the incident.

## Major Discipline Events

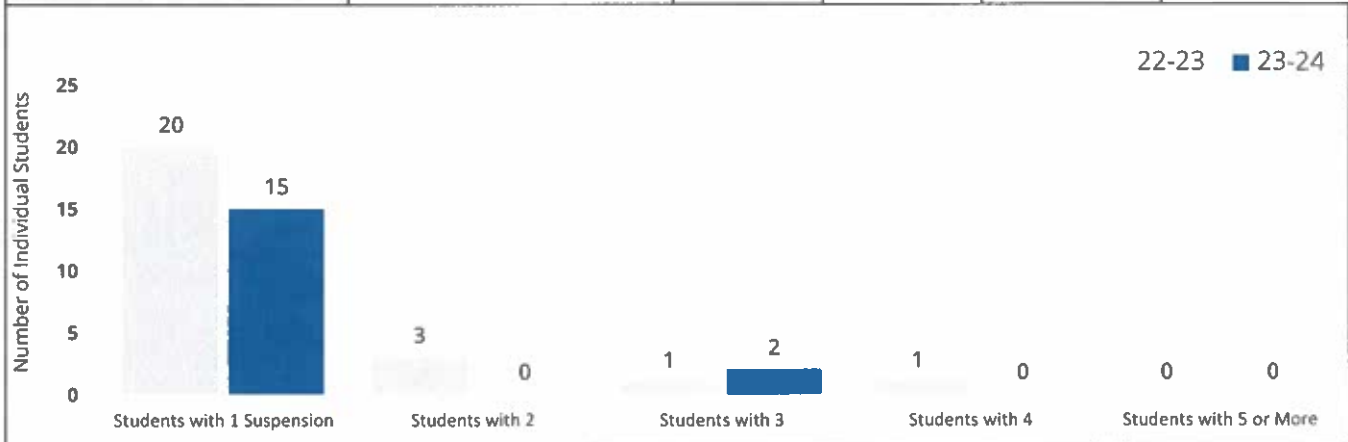
Total Major Discipline Incidents (SY 22-23   SY 23-24)		Total Students Involved in Discipline Incidents (SY 22-23   SY 23-24)		Total Individual Students Who Had a Major Discipline Event (SY 22-23   SY 23-24)		% of Students Ever Enrolled With Major Discipline Events* (SY 22-23   SY 23-24)	
26	27	41	33	30	27	7%	5%



\* Percent based on the number of students enrolled at any point during the school year.

## Suspensions

Total Suspensions (SY 22-23   SY 23-24)		In School Suspensions (SY 22-23   SY 23-24)		Total Individual Students Who Were Suspended* (SY 22-23   SY 23-24)	
33	21	2	7	25	17
		Out of School Suspensions (SY 22-23   SY 23-24)		% of Students Ever Enrolled Who Were Suspended (SY 22-23   SY 23-24)	
		31	14	6%	3%

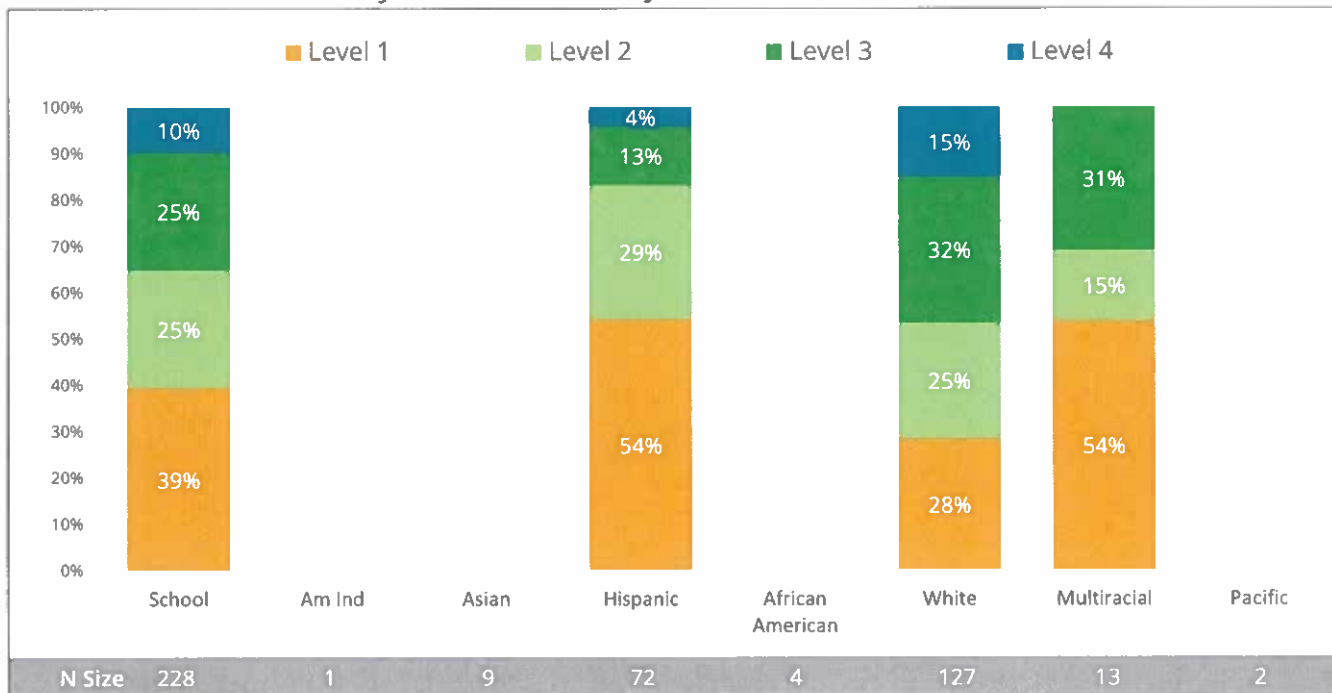


\* Percent based on the number of students enrolled at any point during the school year.



**PRELIMINARY**  
**High Desert**  
 Overall English/Language Arts  
 2024 Levels

Overall ELA Levels by Race/Ethnicity



\* Percentages may not sum to 100 due to rounding.

Overall ELA Levels by Special Program



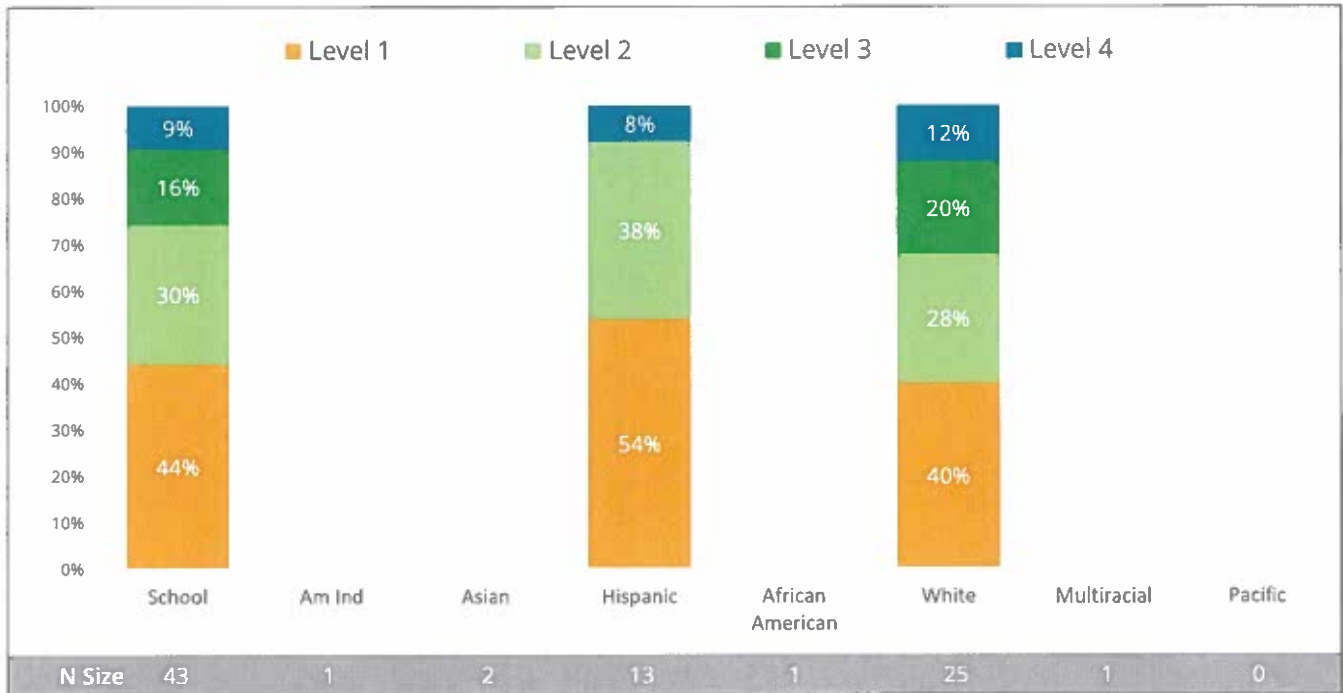
\* Percentages may not sum to 100 due to rounding.



**PRELIMINARY**  
**High Desert**

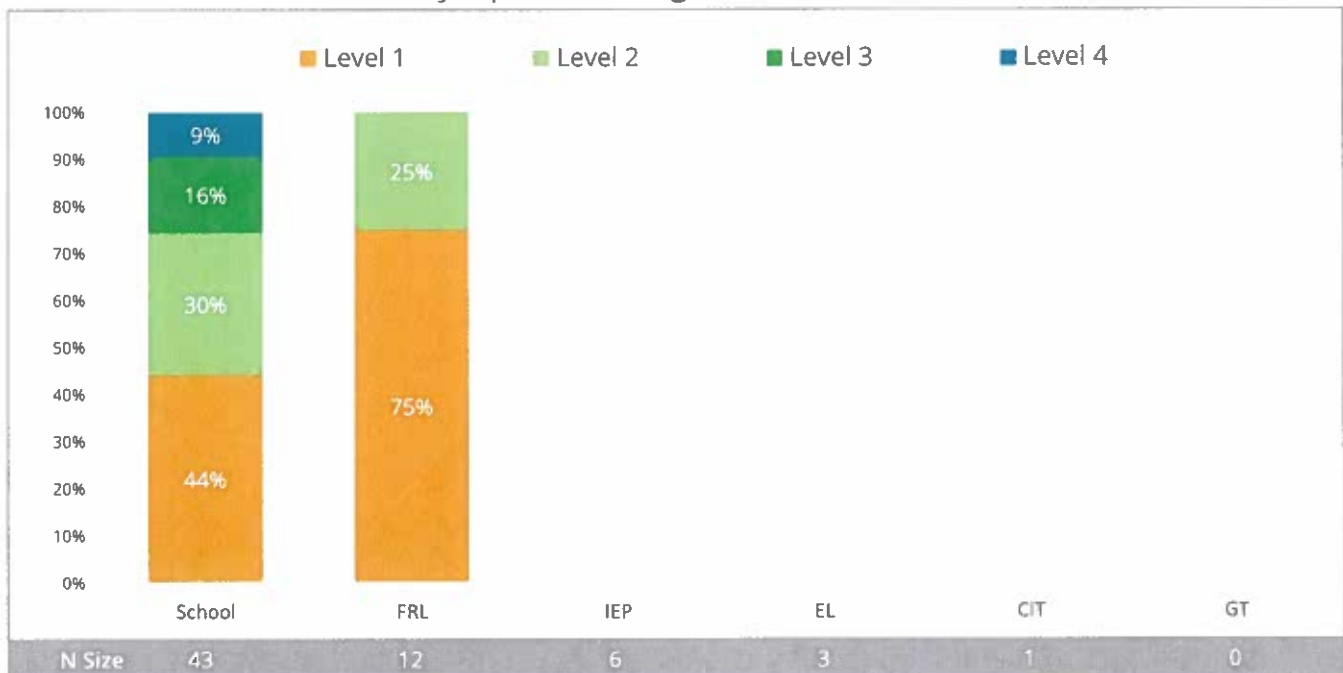
**3rd Grade English/Language Arts**  
**2024 Levels**

3rd Grade ELA Levels by Race/Ethnicity



\* Percentages may not sum to 100 due to rounding.

3rd Grade ELA Levels by Special Program



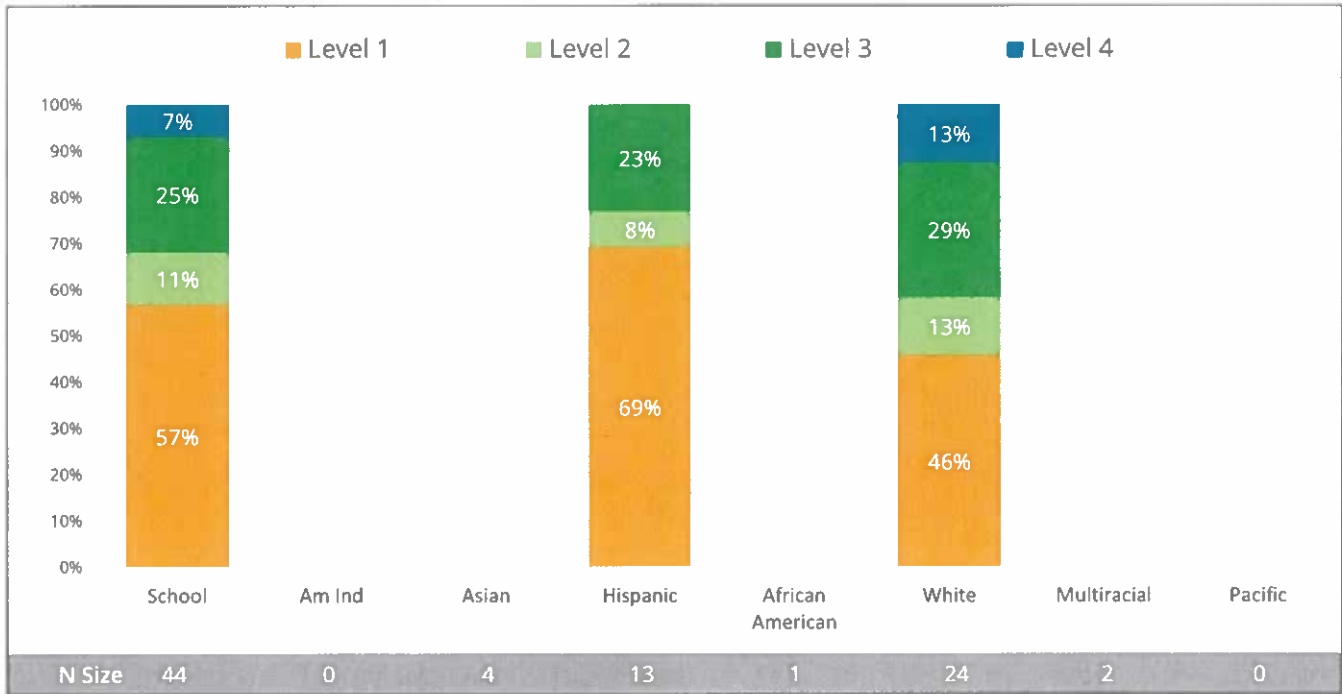
\* Percentages may not sum to 100 due to rounding.



**PRELIMINARY**  
**High Desert**

**4th Grade English/Language Arts**  
**2024 Levels**

4th Grade ELA Levels by Race/Ethnicity



\* Percentages may not sum to 100 due to rounding.

4th Grade ELA Levels by Special Program



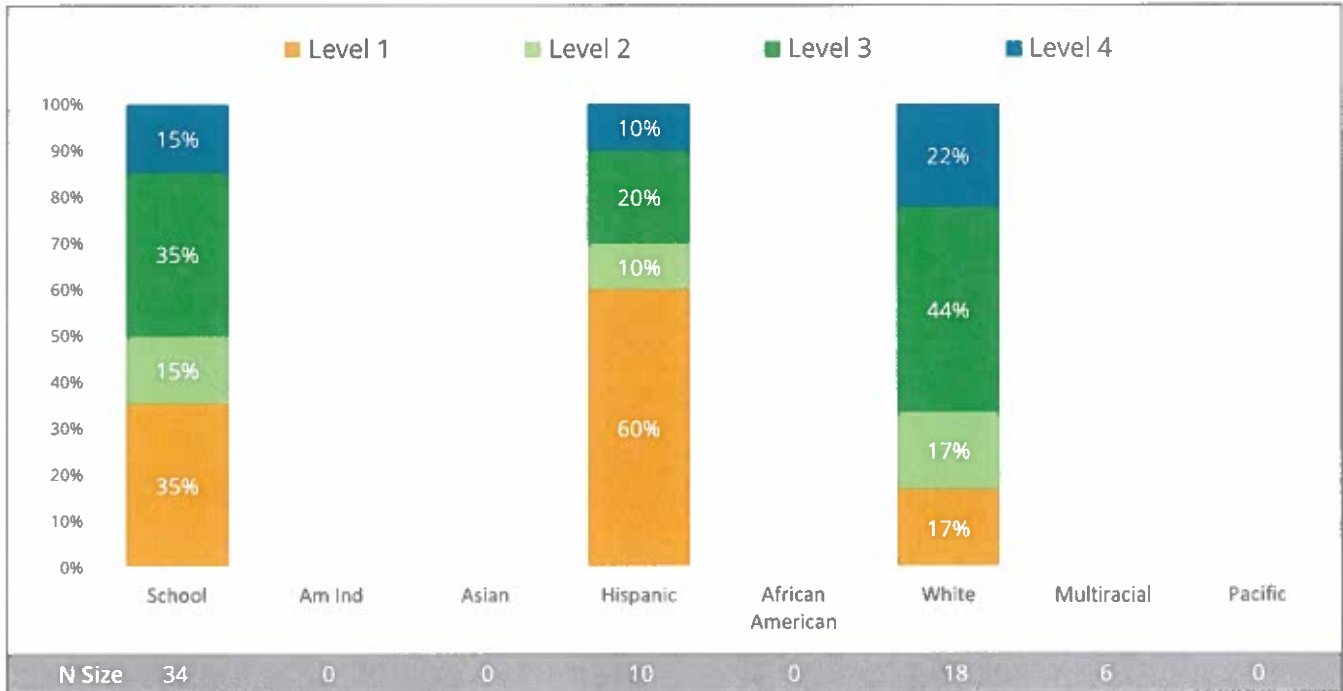
\* Percentages may not sum to 100 due to rounding.



**PRELIMINARY**  
**High Desert**

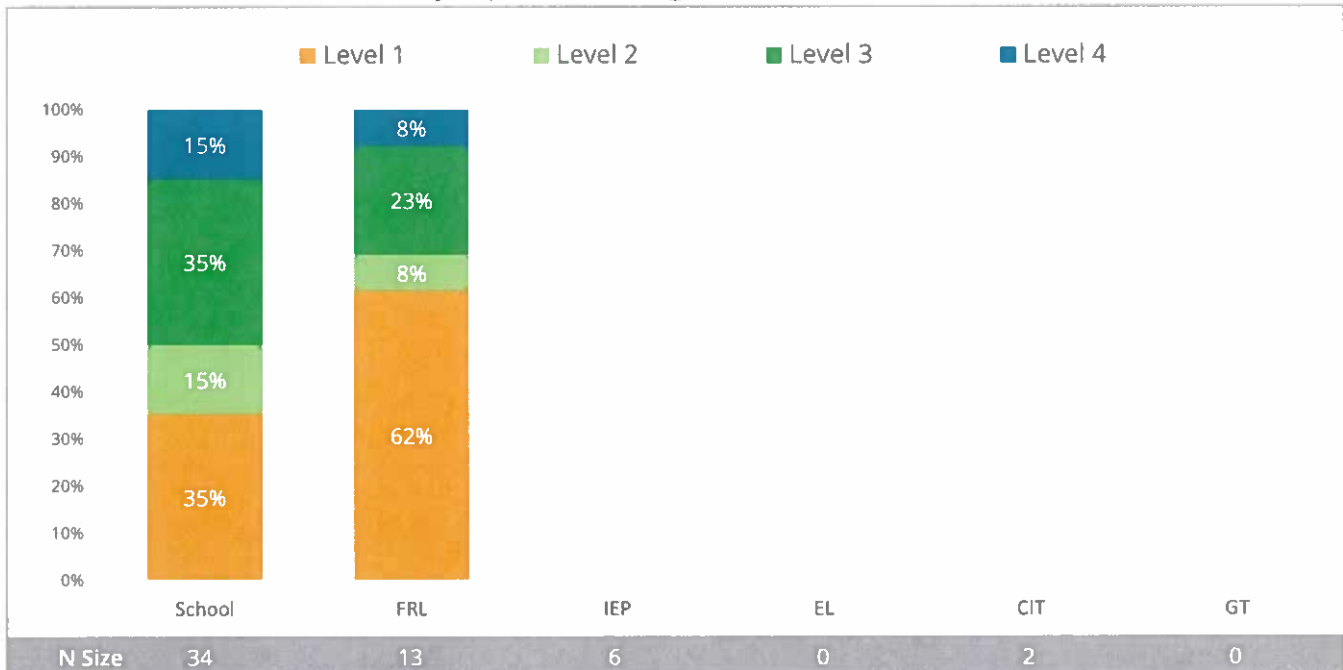
**5th Grade English/Language Arts**  
**2024 Levels**

5th Grade ELA Levels by Race/Ethnicity



\* Percentages may not sum to 100 due to rounding.

5th Grade ELA Levels by Special Program

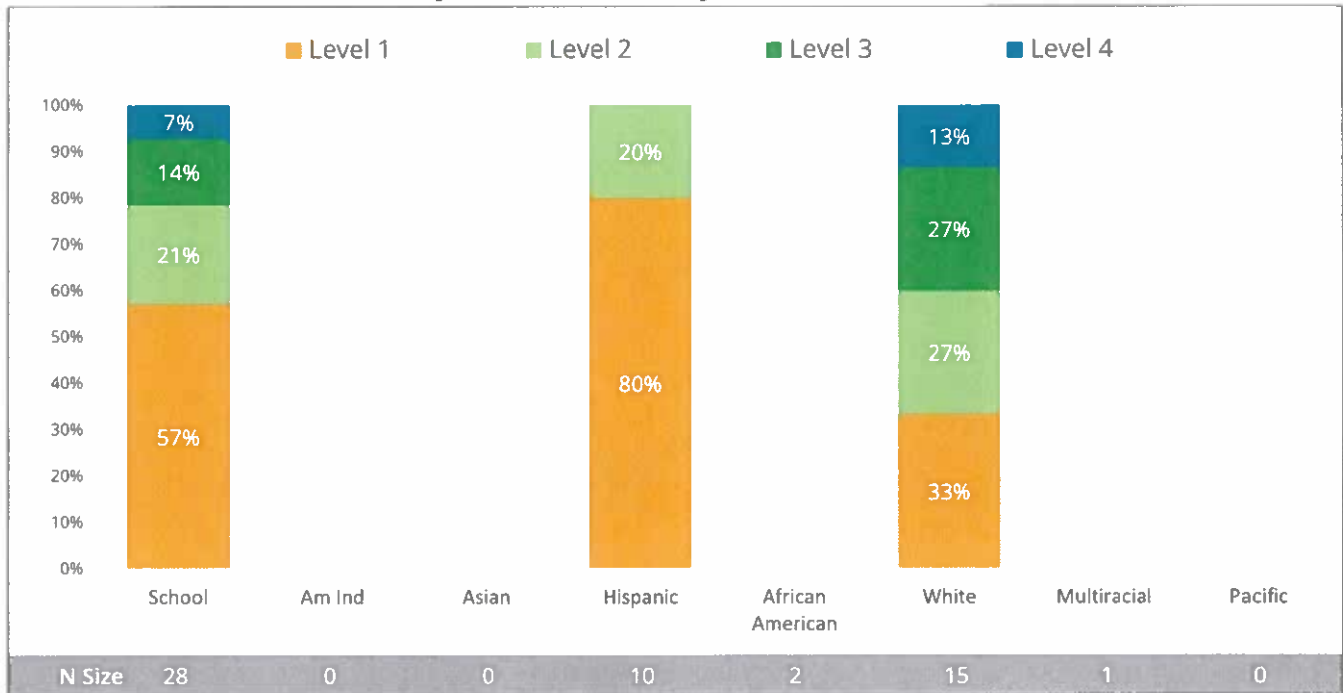


\* Percentages may not sum to 100 due to rounding.



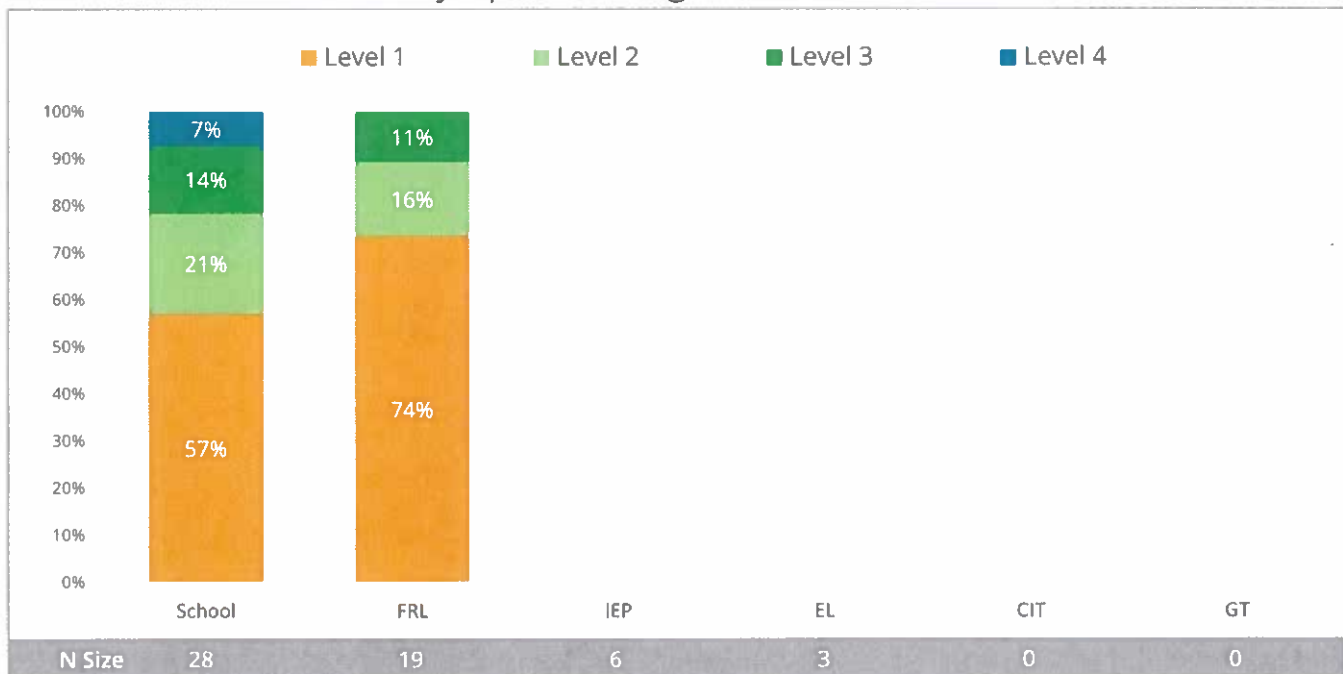
**PRELIMINARY**  
**High Desert**  
 6th Grade English/Language Arts  
 2024 Levels

6th Grade ELA Levels by Race/Ethnicity



\* Percentages may not sum to 100 due to rounding.

6th Grade ELA Levels by Special Program

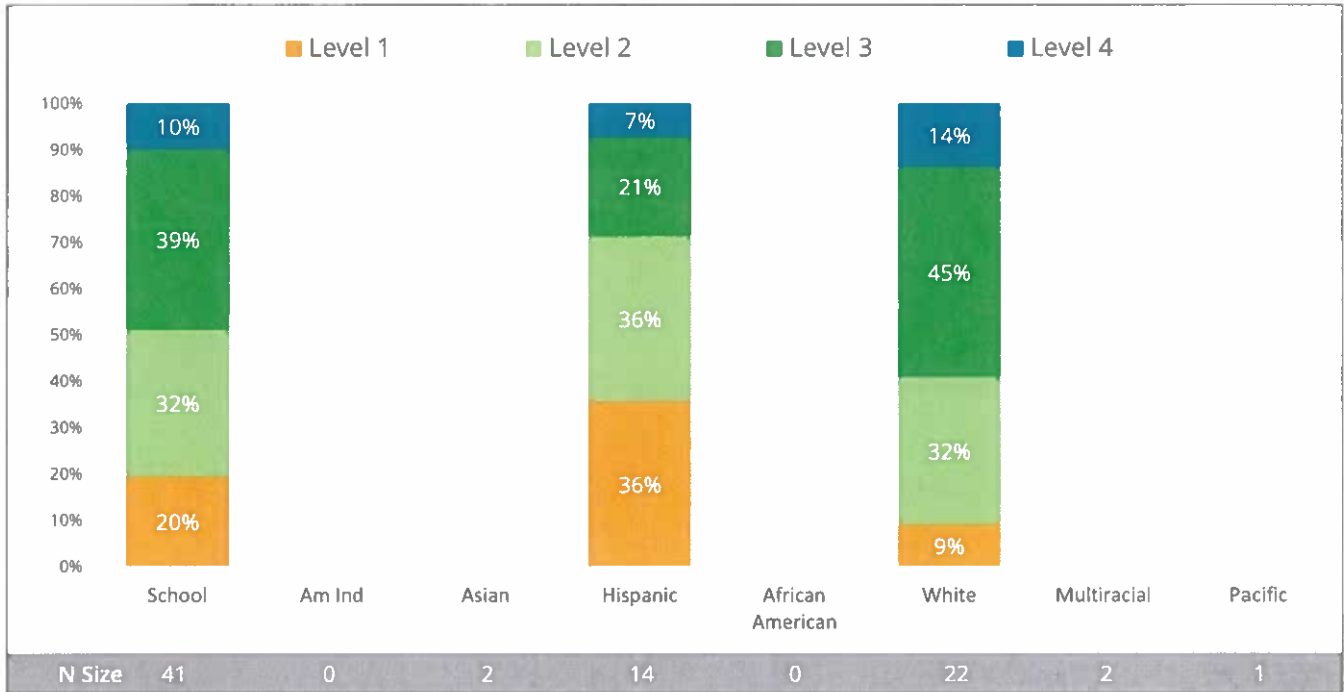


\* Percentages may not sum to 100 due to rounding.



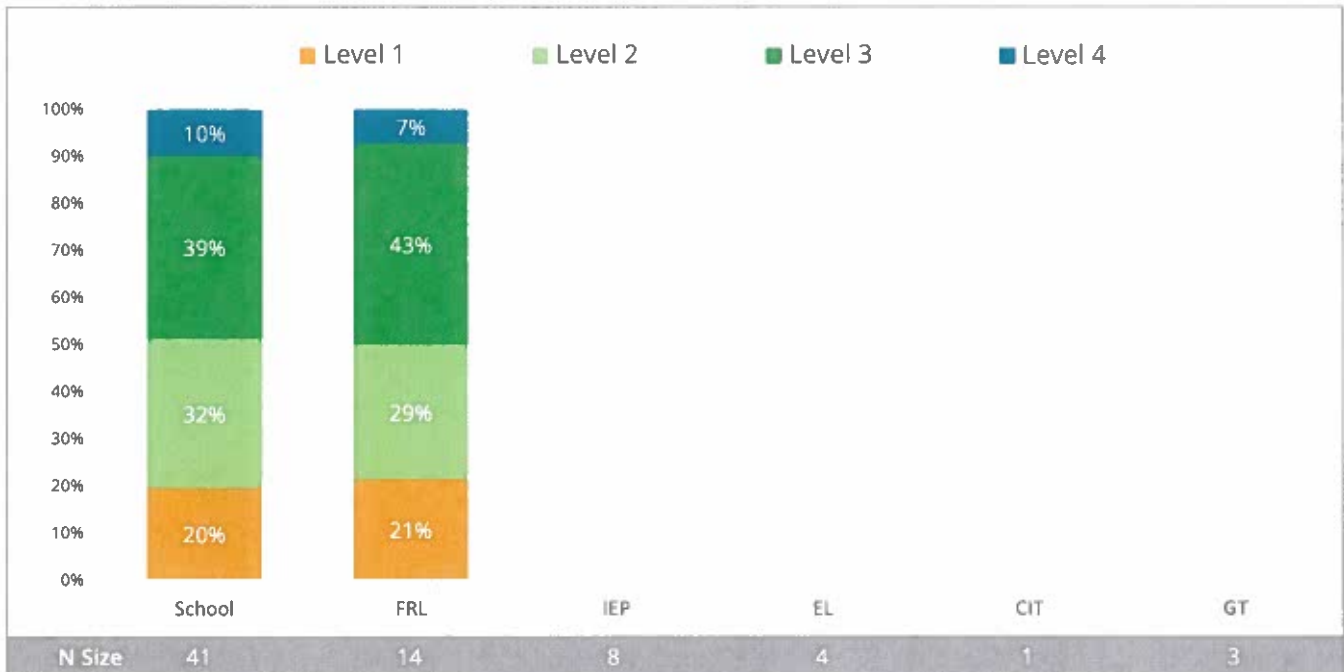
**PRELIMINARY**  
**High Desert**  
 7th Grade English/Language Arts  
 2024 Levels

### 7th Grade ELA Levels by Race/Ethnicity



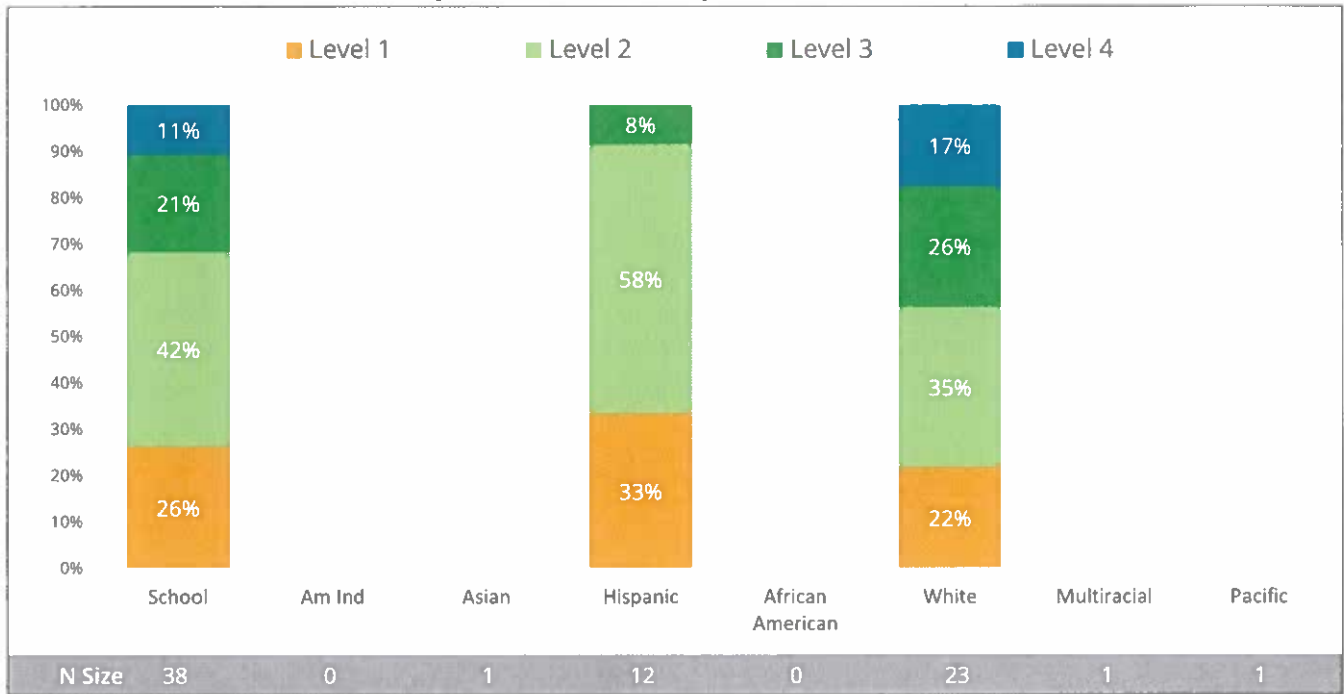
\* Percentages may not sum to 100 due to rounding.

### 7th Grade ELA Levels by Special Program



\* Percentages may not sum to 100 due to rounding.

### 8th Grade ELA Levels by Race/Ethnicity



\* Percentages may not sum to 100 due to rounding.

### 8th Grade ELA Levels by Special Program

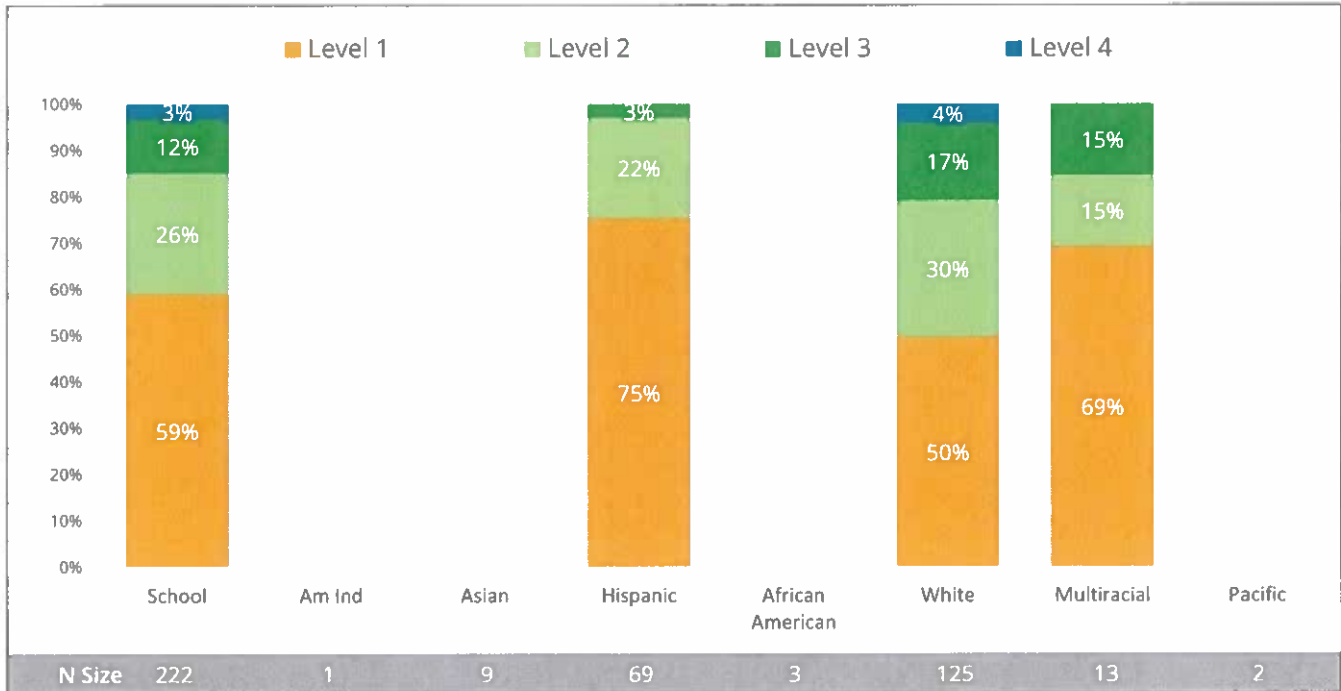


\* Percentages may not sum to 100 due to rounding.



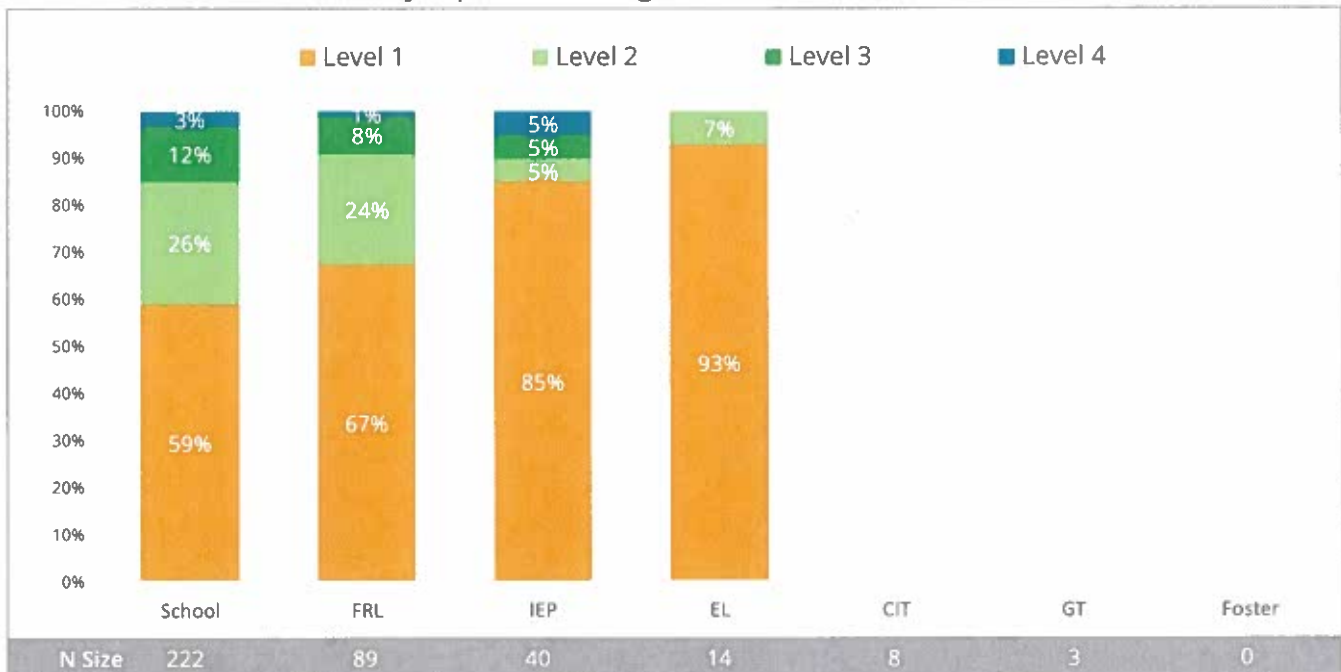
**PRELIMINARY**  
**High Desert**  
**Overall Mathematics**  
**2024 Levels**

Overall Math Levels by Race/Ethnicity



\* Percentages may not sum to 100 due to rounding.

Overall Math Levels by Special Program

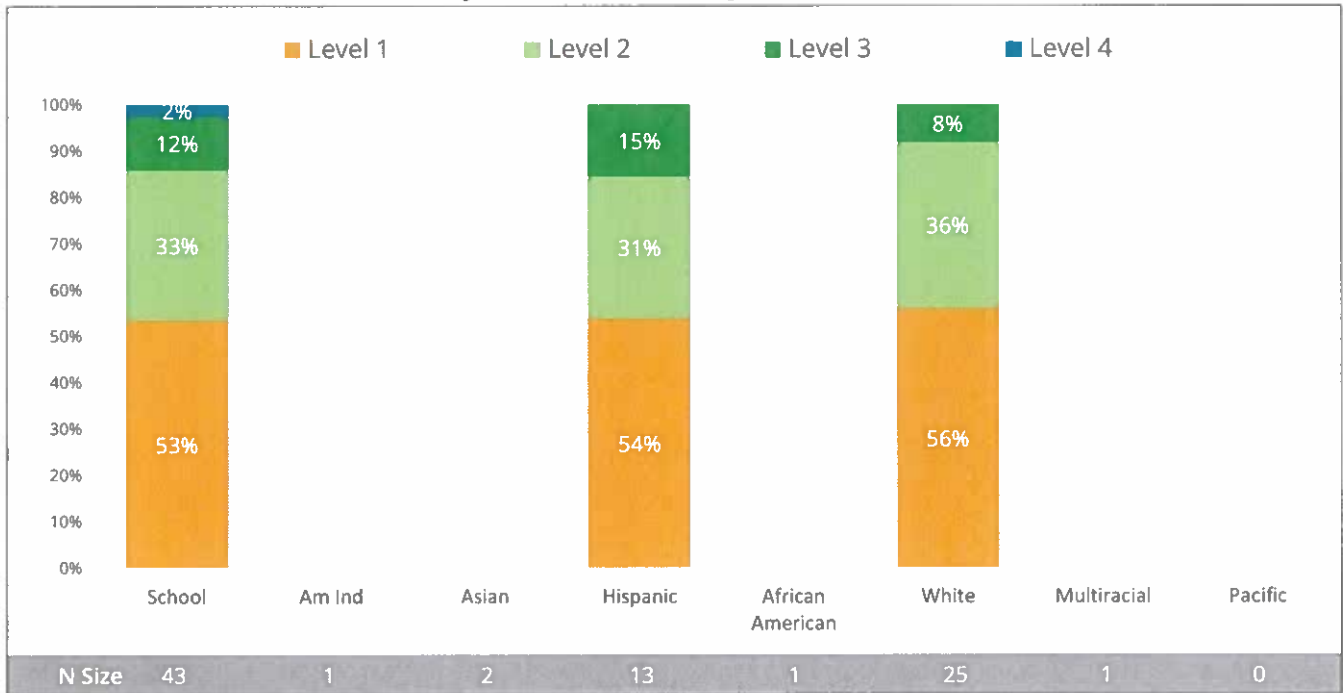


\* Percentages may not sum to 100 due to rounding.



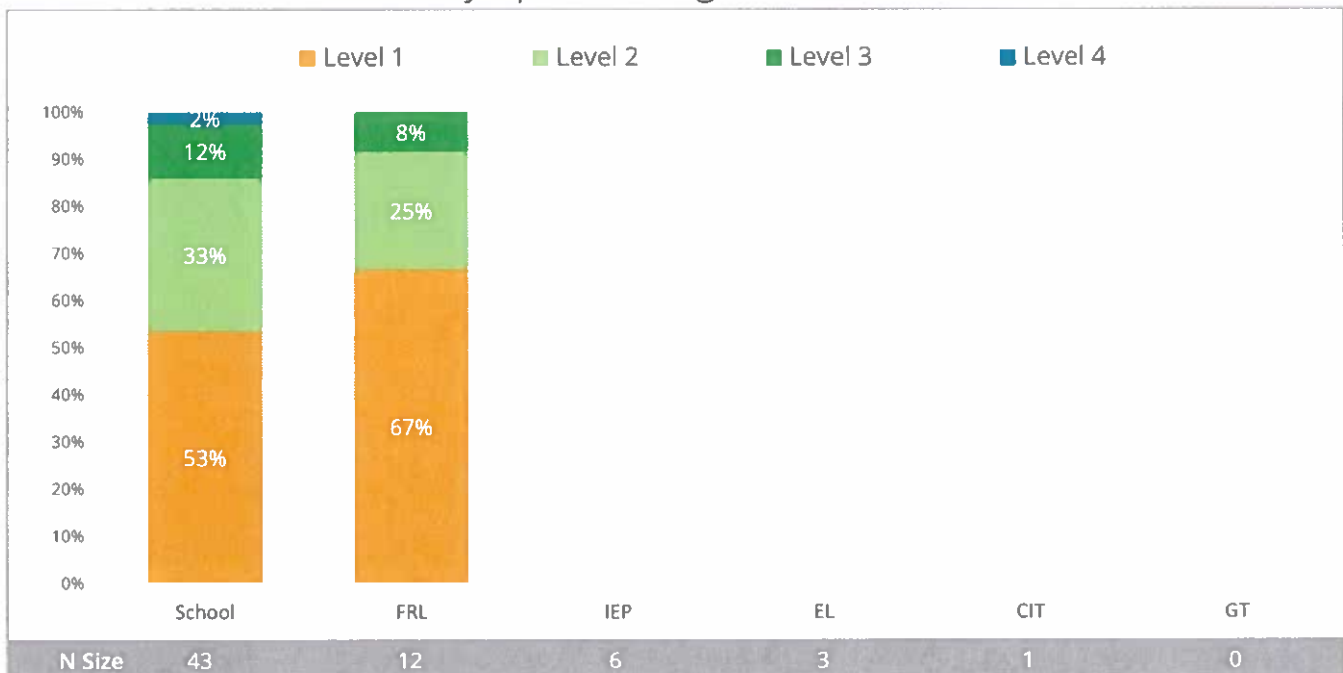
**PRELIMINARY**  
**High Desert**  
 3rd Grade Mathematics  
 2024 Levels

### 3rd Grade Math Levels by Race/Ethnicity



\* Percentages may not sum to 100 due to rounding.

### 3rd Grade Math Levels by Special Program

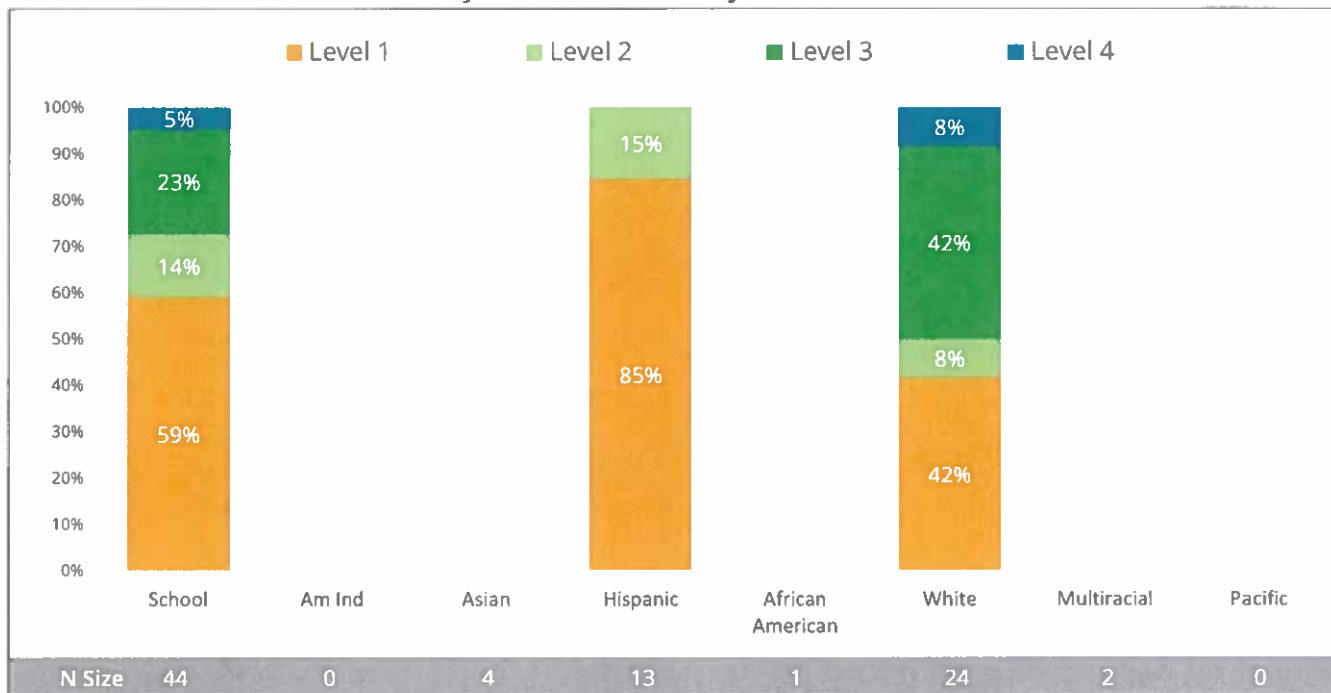


\* Percentages may not sum to 100 due to rounding.



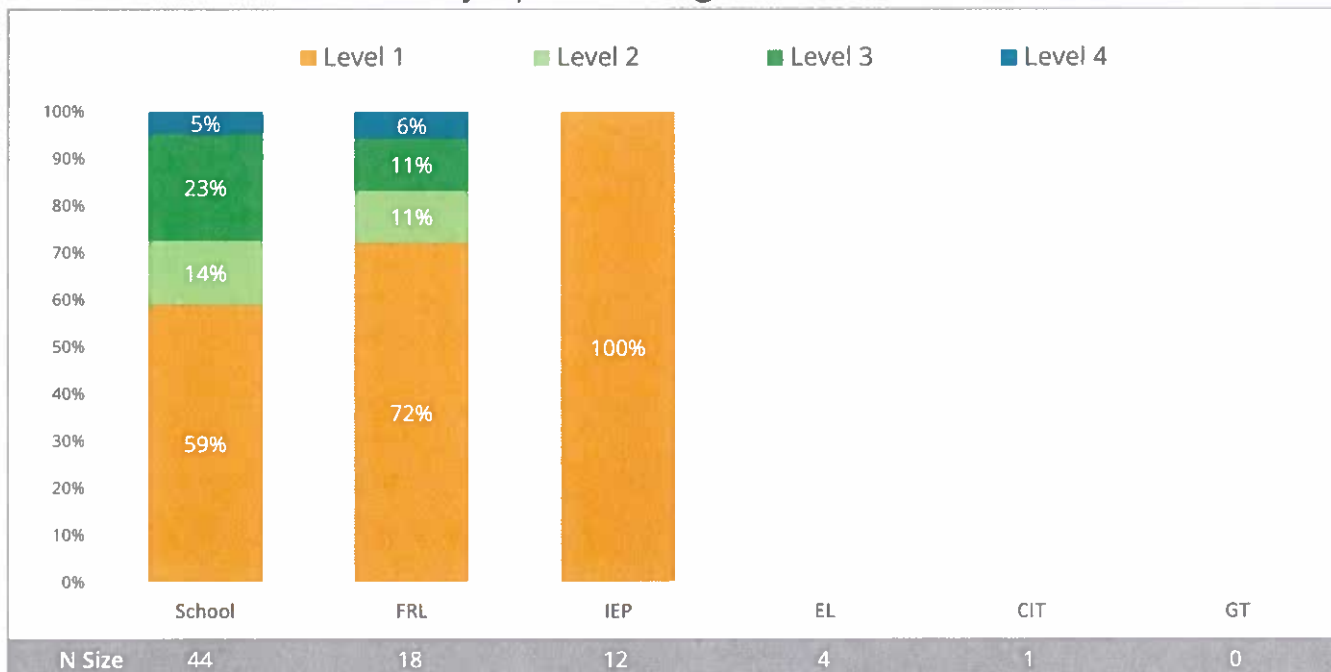
**PRELIMINARY**  
**High Desert**  
 4th Grade Mathematics  
 2024 Levels

### 4th Grade Math Levels by Race/Ethnicity



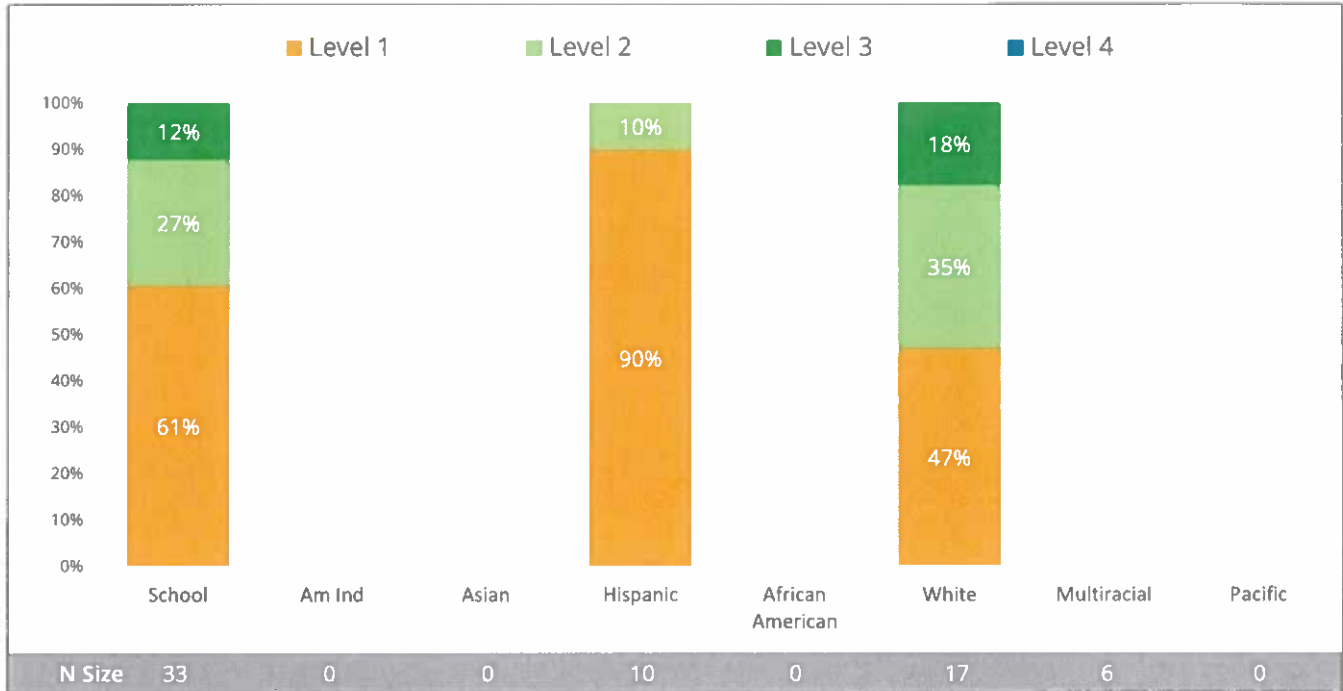
\* Percentages may not sum to 100 due to rounding.

### 4th Grade Math Levels by Special Program



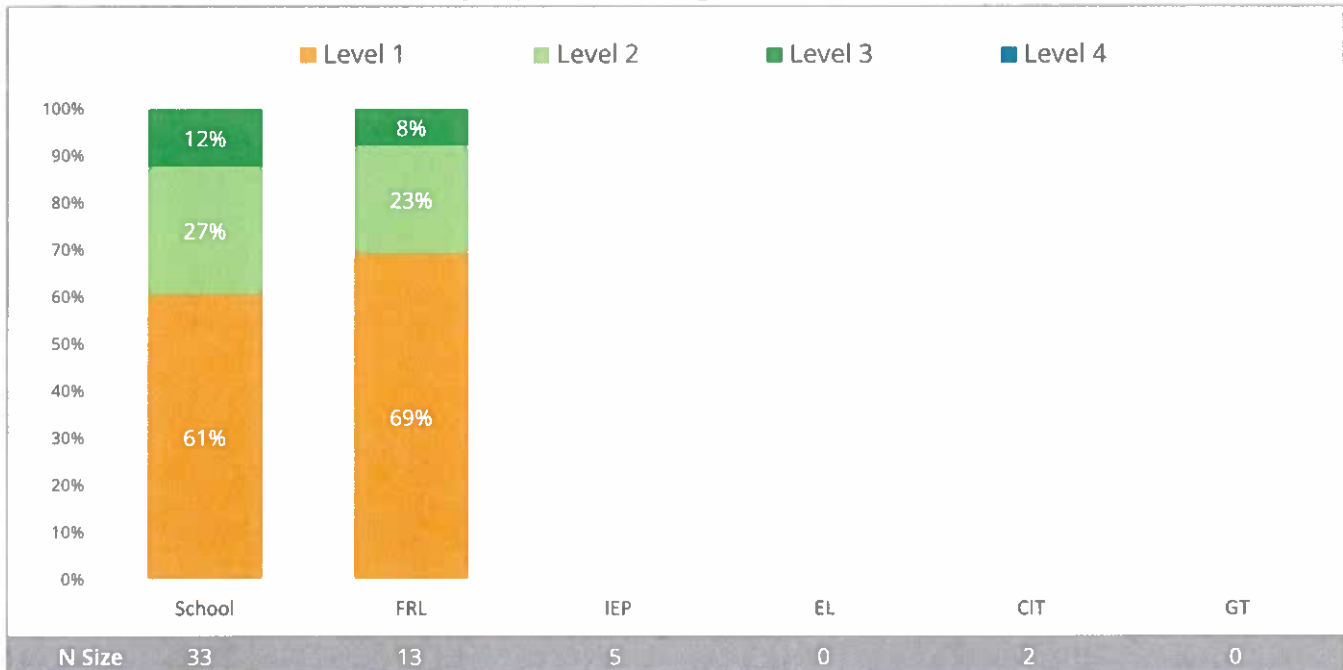
\* Percentages may not sum to 100 due to rounding.

### 5th Grade Math Levels by Race/Ethnicity



\* Percentages may not sum to 100 due to rounding.

### 5th Grade Math Levels by Special Program

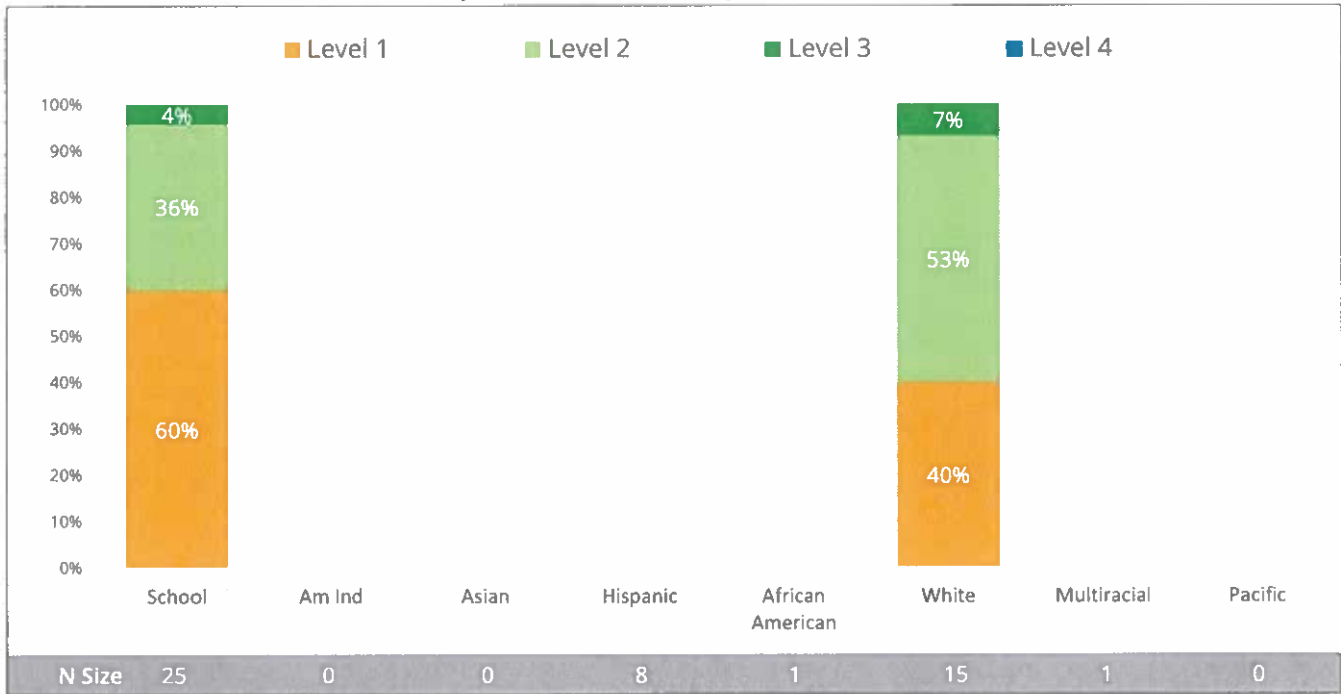


\* Percentages may not sum to 100 due to rounding.



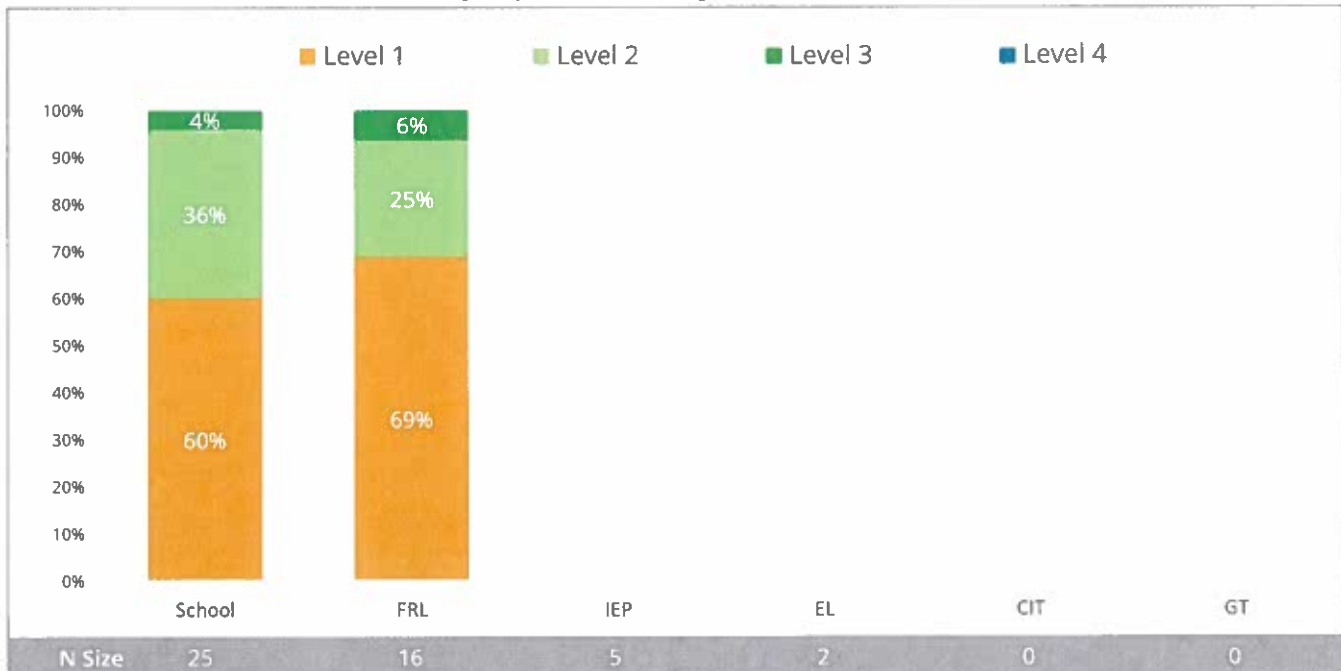
**PRELIMINARY**  
**High Desert**  
 6th Grade Mathematics  
 2024 Levels

6th Grade Math Levels by Race/Ethnicity



\* Percentages may not sum to 100 due to rounding.

6th Grade Math Levels by Special Program

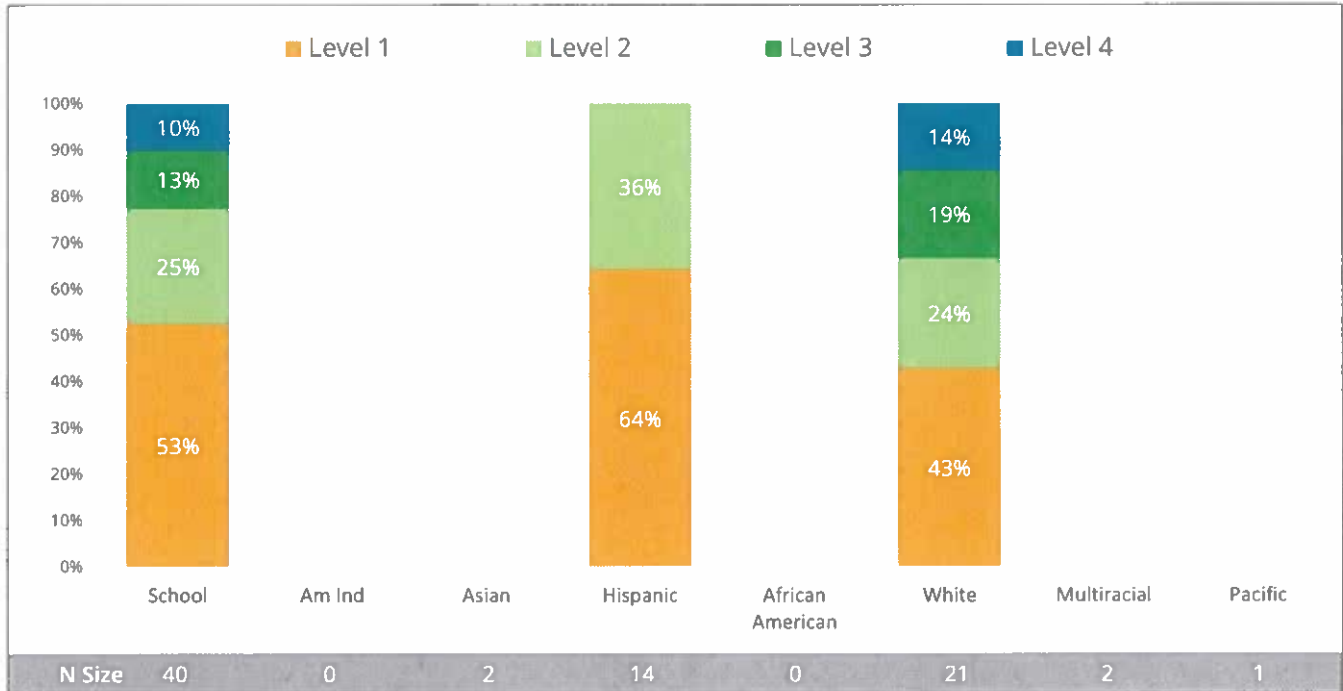


\* Percentages may not sum to 100 due to rounding.



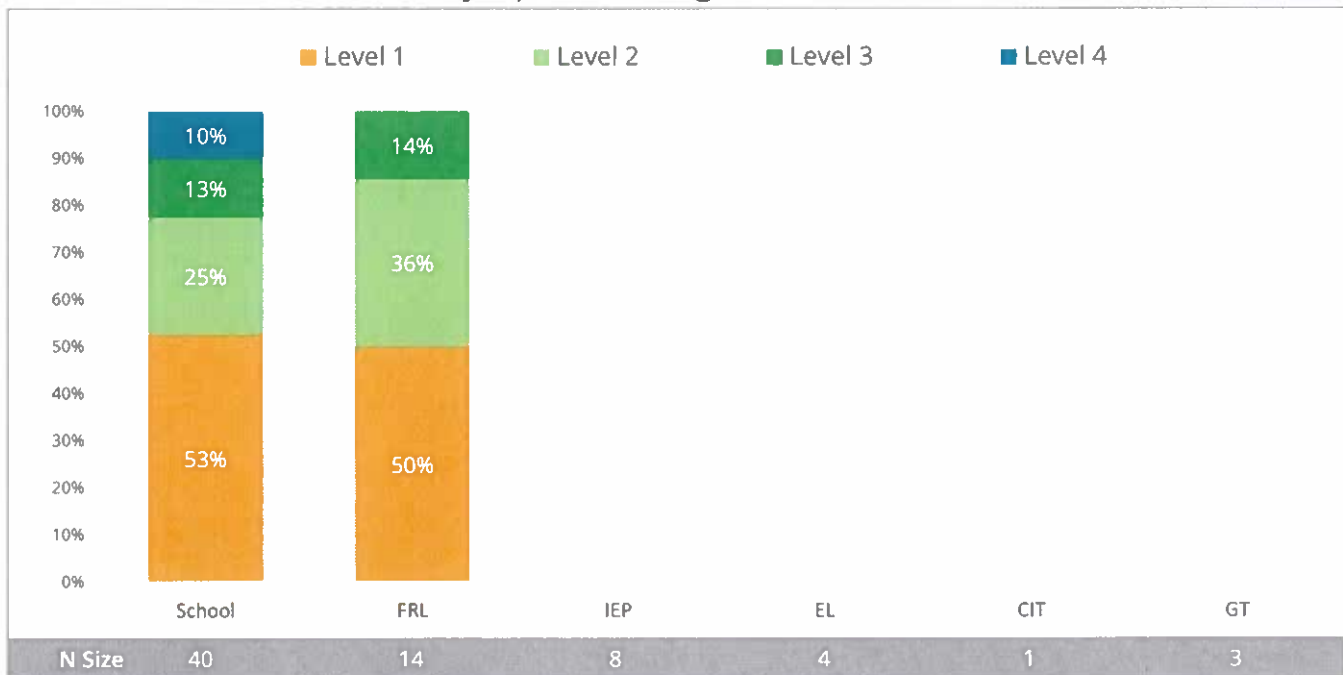
**PRELIMINARY**  
**High Desert**  
 7th Grade Mathematics  
 2024 Levels

### 7th Grade Math Levels by Race/Ethnicity



\* Percentages may not sum to 100 due to rounding.

### 7th Grade Math Levels by Special Program

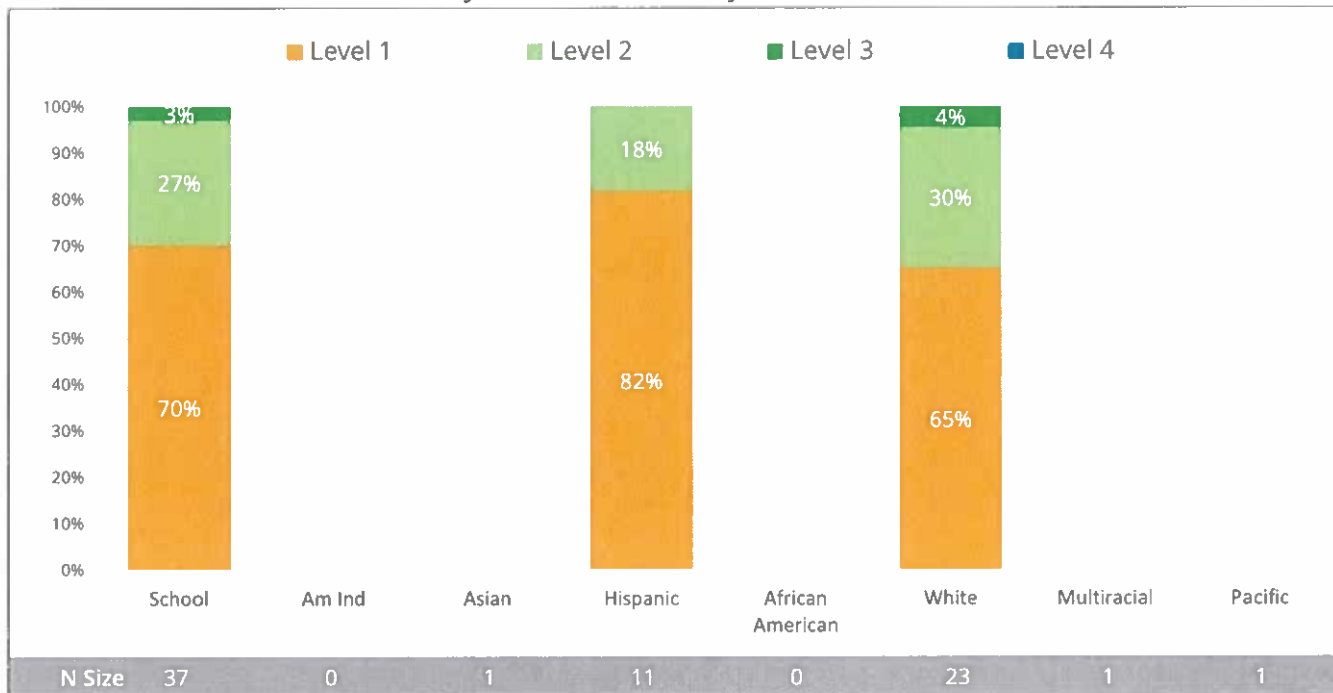


\* Percentages may not sum to 100 due to rounding.



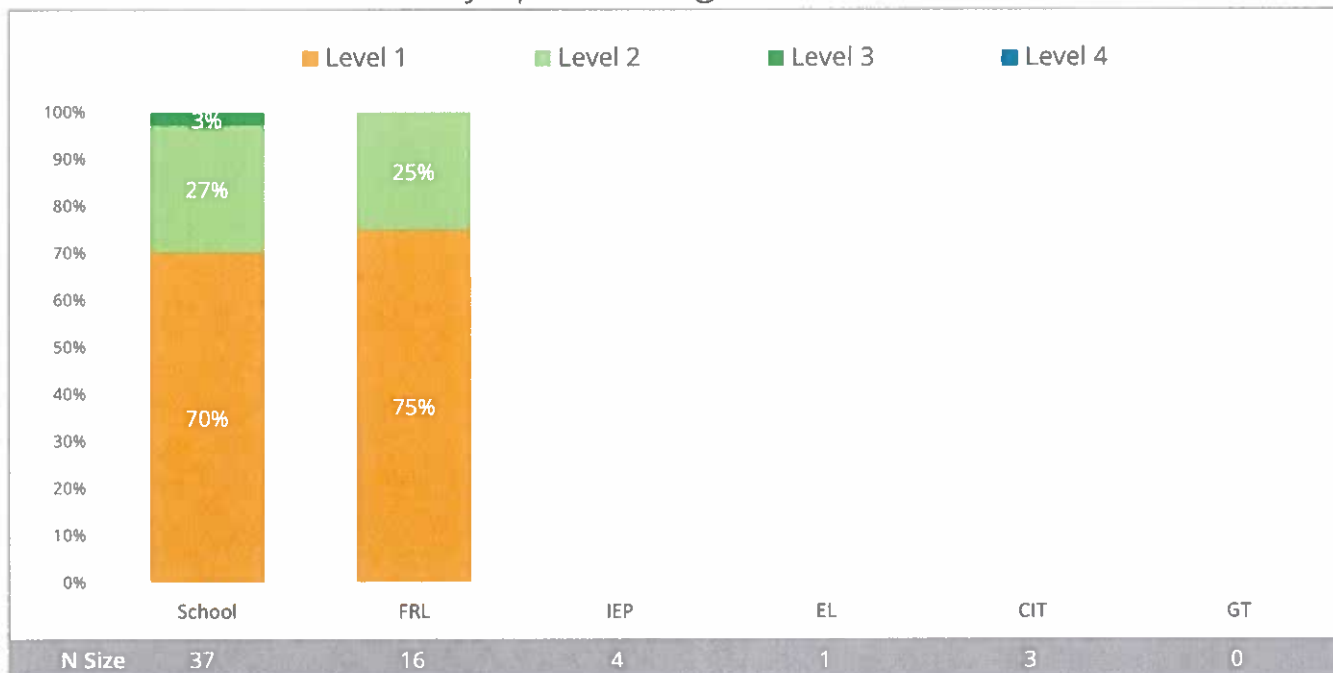
**PRELIMINARY**  
**High Desert**  
 8th Grade Mathematics  
 2024 Levels

### 8th Grade Math Levels by Race/Ethnicity



\* Percentages may not sum to 100 due to rounding.

### 8th Grade Math Levels by Special Program



\* Percentages may not sum to 100 due to rounding.

# Nevada School Performance Framework Scoring (Preliminary Rating)

## 2023-2024 School Year

All ratings and scoring are EMBARGOED until September 15, 2024.

School: **High Desert CS ES**

Testing Participation Warning:

State Designations
No

Total Index Score: **23**

100 Points Possible

CSI Cut: 10

<b>Growth</b> <i>(35 Points Possible)</i> Earned Points: 10.0	<b>Academic Achievement</b> <i>(25 Points Possible)</i> Earned Points: 3.0	<b>Opportunity Gaps</b> <i>(20 Points Possible)</i> Earned Points: 2.0	<b>EL</b> <i>(10 Points Possible)</i> Earned: 3.0	<b>Engagement</b> <i>(10 Points Possible)</i> Earned: 5.0
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### Calculated Measure Value Tables and Your School

Math	School Value: 45
Median Growth Percentile	Points Earned: 4
>= 65	10
< 65 and >= 61	9
< 61 and >= 58	8
< 58 and >= 54	7
< 54 and >= 51	6
< 51 and >= 48	5
< 48 and >= 44	4
< 44 and >= 40	3
< 40 and >= 35	2
< 35	1

ELA	School Value: 49.5
Median Growth Percentile	Points Earned: 5
>= 65	10
< 65 and >= 61	9
< 61 and >= 58	8
< 58 and >= 54	7
< 54 and >= 51	6
< 51 and >= 48	5
< 48 and >= 44	4
< 44 and >= 40	3
< 40 and >= 35	2
< 35	1

Math	School Value: 14.2
Adequate Growth Percentile	Points Earned: 0.5
>= 52	7.5
< 52 and >= 50	7
< 50 and >= 47	6.5
< 47 and >= 44	6
< 44 and >= 41	5.5
< 41 and >= 39	5
< 39 and >= 37	4.5
< 37 and >= 35	4
< 35 and >= 33	3.5
< 33 and >= 31	3
< 31 and >= 29	2.5
< 29 and >= 27	2
< 27 and >= 25	1.5
< 25 and >= 23	1
< 23	0.5

ELA	School Value: 34
Adequate Growth Percentile	Points Earned: 0.5
>= 63	7.5
< 63 and >= 61	7
< 61 and >= 59	6.5
< 59 and >= 57	6
< 57 and >= 55	5.5
< 55 and >= 53	5
< 53 and >= 51	4.5
< 51 and >= 49	4
< 49 and >= 47	3.5
< 47 and >= 45	3
< 45 and >= 43	2.5
< 43 and >= 41	2
< 41 and >= 38	1.5
< 38 and >= 35	1
< 35	0.5

SBAC	School Value: 21.8
Pooled Proficiency	Points Earned: 1
>= 60	20
< 60 and >= 58	19
< 58 and >= 56	18
< 56 and >= 55	17
< 55 and >= 54	16
< 54 and >= 53	15
< 53 and >= 52	14
< 52 and >= 50	13
< 50 and >= 49	12
< 49 and >= 48	11
< 48 and >= 46	10
< 46 and >= 44	9
< 44 and >= 42	8
< 42 and >= 40	7
< 40 and >= 38	6
< 38 and >= 35	5
< 35 and >= 33	4
< 33 and >= 30	3
< 30 and >= 26	2
< 26	1

SBAC	School Value: 25.5
Grade 3 Reading	Points Earned: 2
>= 63	5
< 63 and >= 51	4
< 51 and >= 38	3
< 38 and >= 25	2
< 25	1

ACCESS / WIDA	School Value: 38.4
Adequate Growth Percentile	Points Earned: 3
>= 57	10
< 57 and >= 54	9
< 54 and >= 51	8
< 51 and >= 48	7
< 48 and >= 45	6
< 45 and >= 42	5
< 42 and >= 39	4
< 39 and >= 36	3
< 36 and >= 33	2
< 33	1

Chronic Absenteeism	School Value: 14.9 Points Earned: 5.0
< 5	10
>= 5 and < 6	9.5
>= 6 and < 7	9
>= 7 and < 8	8.5
>= 8 and < 9	8
>= 9 and < 10	7.5
>= 10 and < 11	7
>= 11 and < 12	6.5
>= 12 and < 13	6
>= 13 and < 14	5.5
>= 14 and < 15	5
>= 15 and < 16	4.5
>= 16 and < 17	4
>= 17 and < 18	3.5
>= 18 and < 19	3
>= 19 and < 20	2.5
>= 20 and < 21	2
>= 21 and < 22	1.5
>= 22 and < 23	1
>= 23 and < 24	0.5
>= 24	0

Chronic Absenteeism Reduction Incentive Point: 0

\* - N-size is less than 10, therefore no points calculated for this measure.

ELA Opportunity Gap (AGP-Catch Up)	School Value: 24.2 Points Earned: 1
>= 52	10
< 52 and >= 49	9
< 49 and >= 46	8
< 46 and >= 43	7
< 43 and >= 40	6
< 40 and >= 37	5
< 37 and >= 34	4
< 34 and >= 31	3
< 31 and >= 27	2
< 27	1

Math Opportunity Gap (AGP-Catch Up)	School Value: 10.9 Points Earned: 1
>= 42	10
< 42 and >= 39	9
< 39 and >= 36	8
< 36 and >= 33	7
< 33 and >= 30	6
< 30 and >= 27	5
< 27 and >= 24	4
< 24 and >= 20	3
< 20 and >= 16	2
< 16	1

## NSPF Measure Definitions & Descriptions

**Student Growth Percentile (SGP)** is a measure of student achievement over time and compares the achievement of similarly scoring students from one test administration to the next. For example, a student with an SGP of 54 in Math would imply that that student outgrew 54% of students with similar score histories from throughout the state.

**Median Growth Percentile (MGP)** is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number. For example, a Median Growth Percentile of 54 in Math for a school would imply that the typical student at the school outgrew 54% of their academic peers from throughout the state.

**Adequate Growth Percentile (AGP)** describes the amount of growth a student needs to become ("catch up") or stay proficient ("keep up") on the state assessment in three years or by the end of eighth grade. For example, a student well below proficiency may need to achieve a SGP of 64 for three consecutive years in order to reach proficiency. If that student achieves an SGP of 64 this year, they met AGP, but if they achieve an SGP of 63, they still grew at a high level, but did not meet AGP. A student well above proficiency may need to achieve an SGP of at least 43 for the next three years in order to remain proficient. As long as that student achieves an SGP of 43 or higher, they have met AGP. NSPF assigns AGP points based on the percentage of students meeting AGP by either "catching up" to proficiency or "keeping up" to proficiency.

**Pooled Proficiency** measures the percent of students meeting standard (Level 3 or 4) on Smarter Balanced assessments, Nevada Alternate Assessment, and the NV Science exam. For example, if 210 ELA assessments are given, 200 Math assessments are given, and 50 science exams are given the denominator for the "pool" is 460 (210 in ELA + 200 in Math + 50 in science). If 105 of those students met standard in ELA, 180 met standard in math, and 35 met standard in science the number of proficient students in the "pool" is 105 + 180 + 35, or 320. Thus, the "Pooled Proficiency" rate at the school would be 320 divided by 460: 69.6%. Students must be enrolled for at least 120 days between the first day of school and April 15th to be included.

**ACCESS/WIDA AGP** The NSPF includes a measure of Adequate Growth Percentile to determine if English Learners have a high enough SGP that they will exit services within five years. Students must be enrolled for at least 90 days by the end of the testing window to be included.

**Chronic Absenteeism** is defined as missing 10 percent, or more, of school days for any reason, excluding exempt absences. Students must be enrolled for at least 91 days to be included. \*Chronic Absenteeism Incentive Point: A school that reduces their rate of chronic absenteeism by at least 10% or more over the previous year's rate will earn a maximum of one (1) additional point, up to the total possible points for the measure.

**Closing Opportunity Gaps** measures the percent of students meeting their AGP who did not achieve proficiency in the prior year's ELA or Math Smarter Balanced Assessment ("catch up" to proficiency).

## State Designations

**Comprehensive Support and Improvement (CSI):** CSI schools are identified in three ways: 1) bottom 5th performing Title I schools in the state according to their NSPF index score; 2) high schools with a four-year adjusted cohort graduation rate below 67%; 3) Title I schools not exiting their ATSI designation after a three-year improvement cycle.

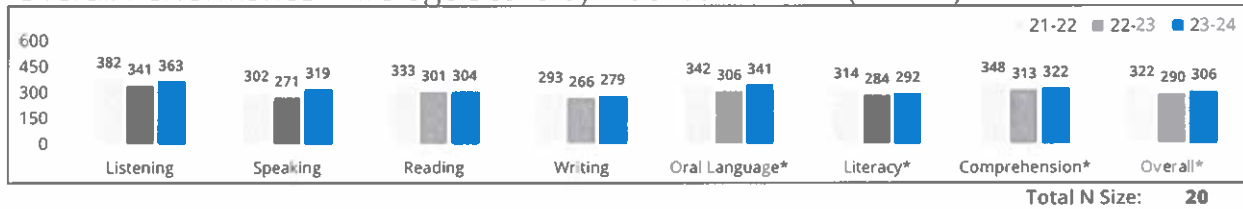
**Targeted Support and Improvement (TSI):** A school identified as TSI has one or more student groups not meeting performance targets (above 15th percentile of performance) over two consecutive years in Academic Achievement AND two or more additional indicators. The same student group must be identified in those indicators in order to be designated.

**Additional Targeted Support and Improvement (ATSI):** A school with one or more student groups with an overall index score at or below the bottom 5th percent of schools in the state (i.e., performance of one student group falls below the CSI cut for the year).

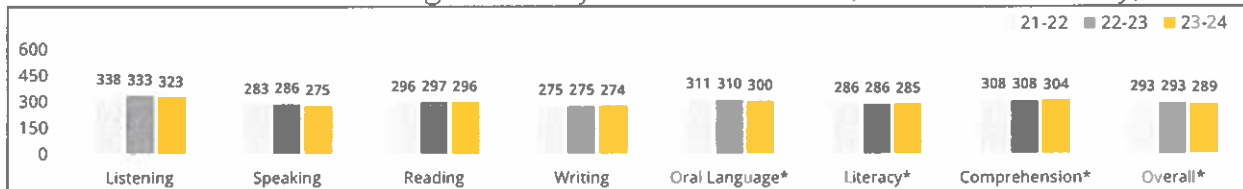
**Participation Warnings/Penalties:** ESSA requires 95% participation on Math and ELA assessments for all students and all student groups. A participation warning is issued for schools not meeting the 95% requirement. Schools not meeting the 95% participation requirement for two or more consecutive years are issued a participation penalty. This penalty deducts one point for every student group not meeting the requirement in ELA and Math, up to 6 points, from the Academic Achievement indicator not to exceed earned points in the indicator. ESSA Penalty: For schools that do not meet overall school 95% participation in ELA and/or Math will be assessed a penalty in the same year. This penalty reduces the school's proficiency rate by adjusting the denominator to represent 95% participation in ELA and/or Math.

Number of English Learner (EL) Students Enrolled 90 Days or More (SY 22-23   SY 23-24)		Percentage of EL Students Enrolled 90 Days or More (SY 22-23   SY 23-24)		Percentage of EL Students Exited (SY 22-23   SY 23-24)	
28	20	100%	100%	11%	0%

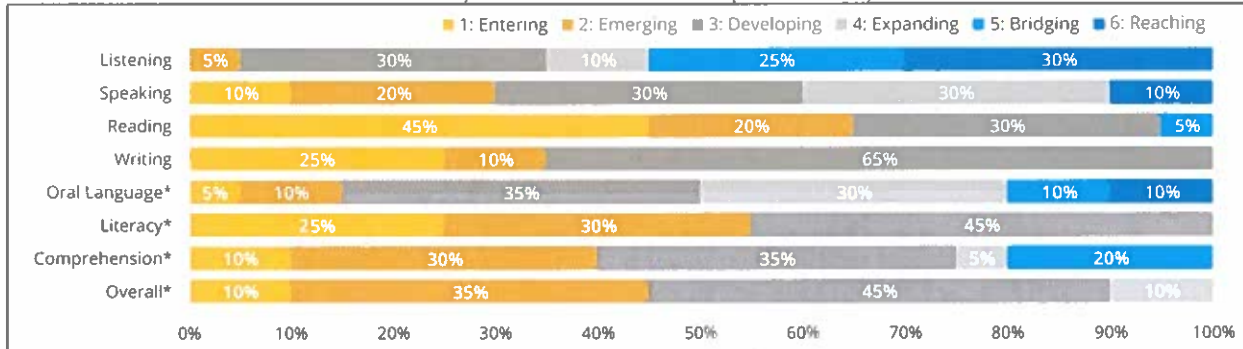
Overall Performance - Average Score by ACCESS Domain (School)



Overall Performance - Average Score by ACCESS Domain (District Elementary)



Overall Performance - Levels by ACCESS Domain (SY 23-24)

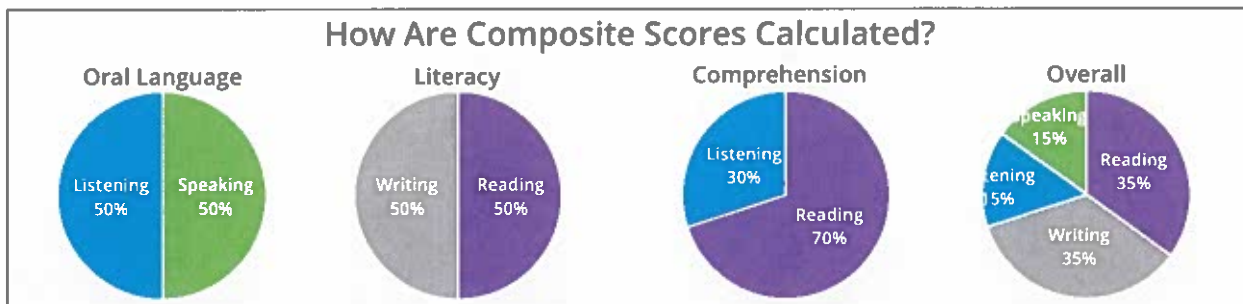


\* Indicates the ACCESS domain is a composite measure of multiple domains. Results do not include WIDA Alternate ACCESS.

**Interpretation Notes:** Composite scores are compensatory, meaning a high score in one language domain could inflate the composite score, compensating for a low score in another domain and vice versa. Keep in mind, language itself represents an integration of the processes of listening, speaking, reading, and writing that are inextricably inter-related. There is an important balance among all 4 language domains.

Proficiency levels are grade specific and domain specific. Students in different grade levels earning the same proficiency level are demonstrating different language skills by responding to specific grade-band level content. Students in higher grade-band levels demonstrate the ability to understand and produce more language than students in lower grade-bands despite earning the same proficiency level.

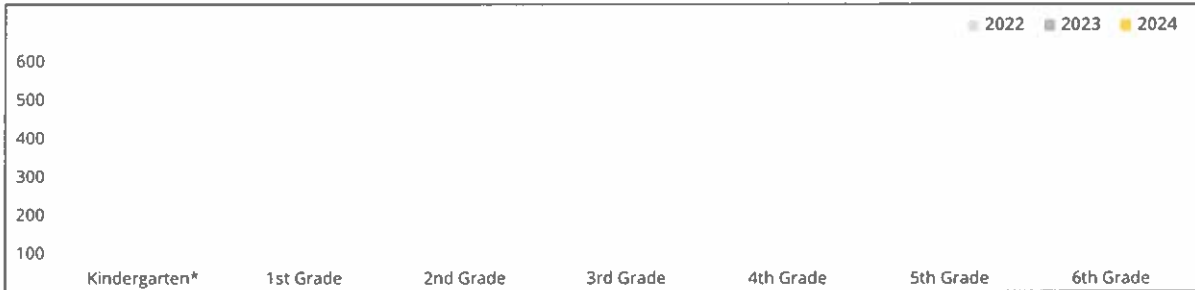
The WIDA grade-bands are: Kindergarten (K), Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, & Grades 9-12.



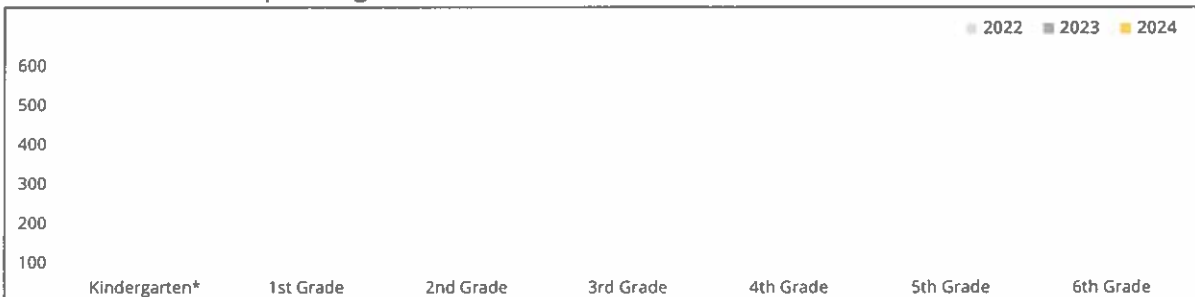


**PRELIMINARY**  
**High Desert**  
 Overall ACCESS Domain Average  
 Scale Scores by Grade

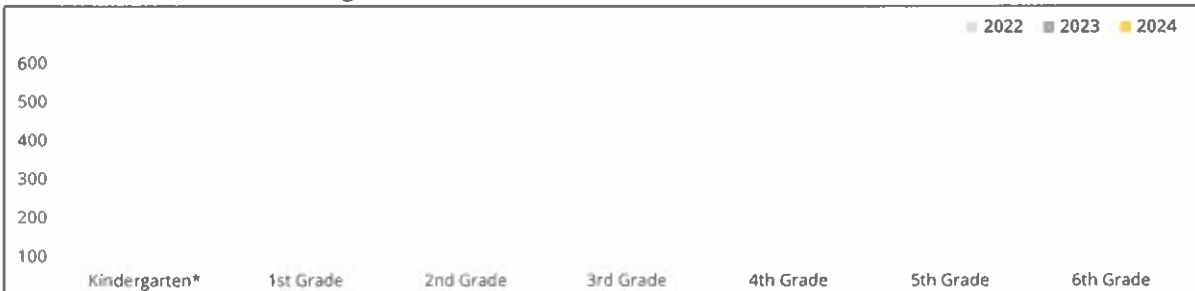
ACCESS Domain: Listening



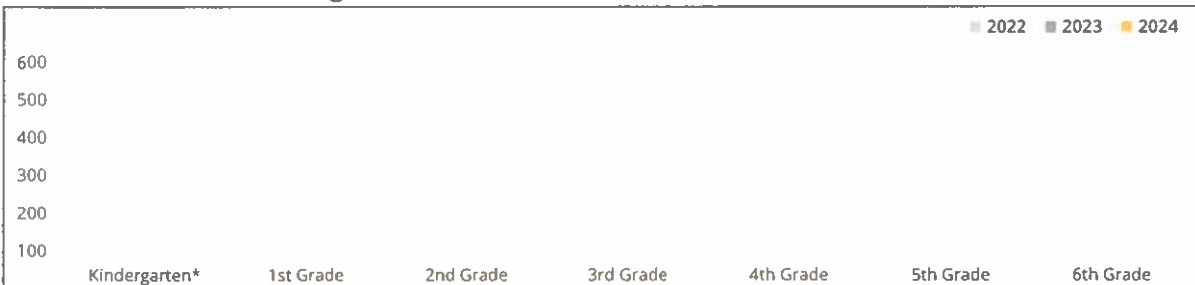
ACCESS Domain: Speaking



ACCESS Domain: Reading



ACCESS Domain: Writing



\*Kindergarten scoring scale is 100-400 - All other grades scoring scale is 100-600.

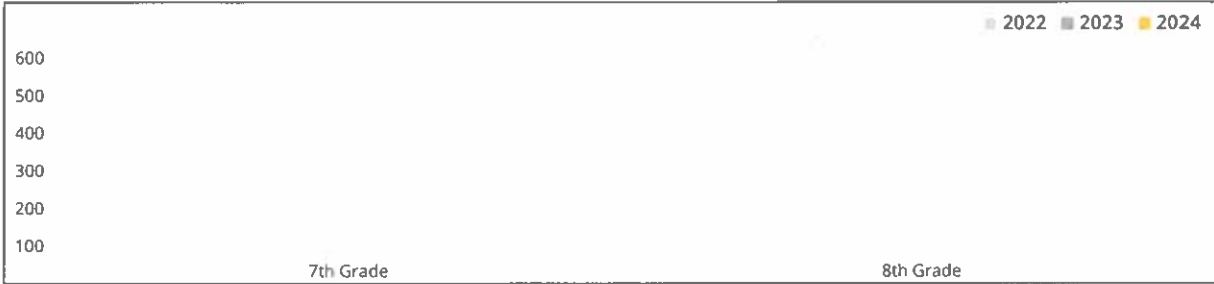
Grade N Sizes

Kindergarten	1st grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2	3	0	3	4	0	3



**PRELIMINARY**  
**High Desert**  
Overall ACCESS Domain Average  
Scale Scores by Grade

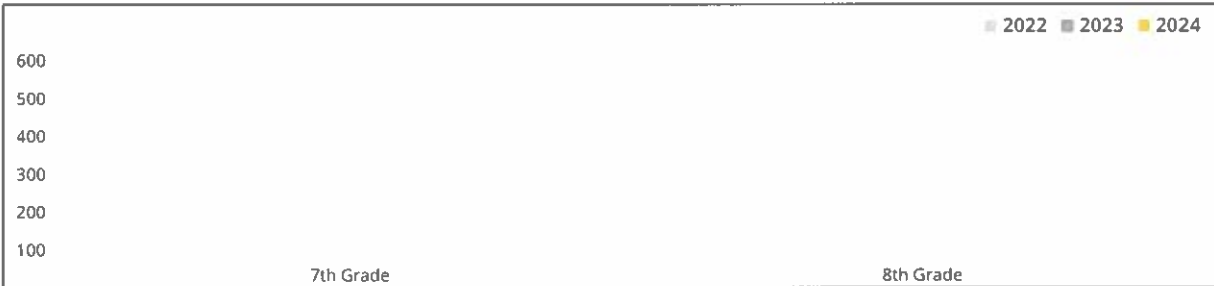
ACCESS Domain: Listening



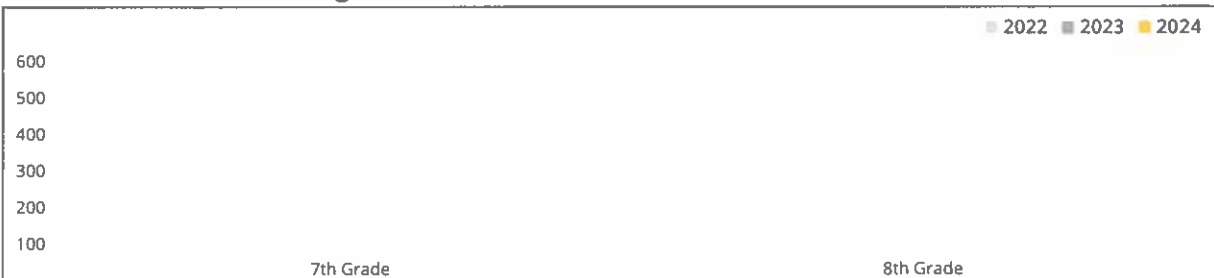
ACCESS Domain: Speaking



ACCESS Domain: Reading



ACCESS Domain: Writing



Grade N Sizes

7th Grade

4

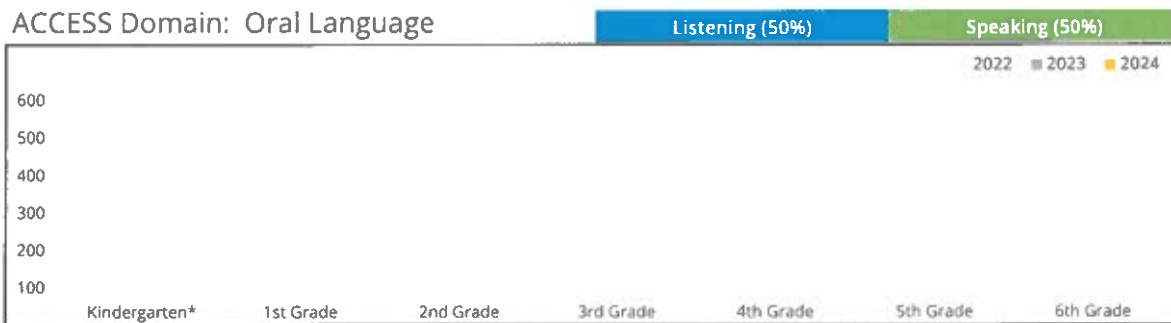
8th Grade

1

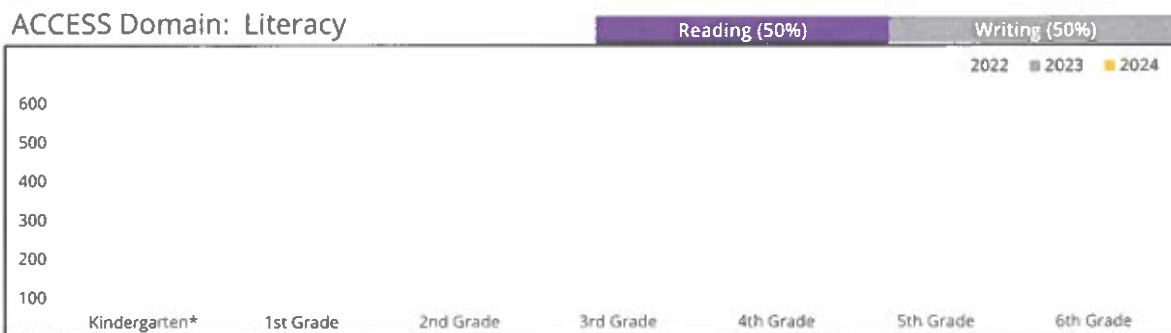


**PRELIMINARY**  
**High Desert**  
 Overall ACCESS Composite Domain  
 Scale Scores by Grade

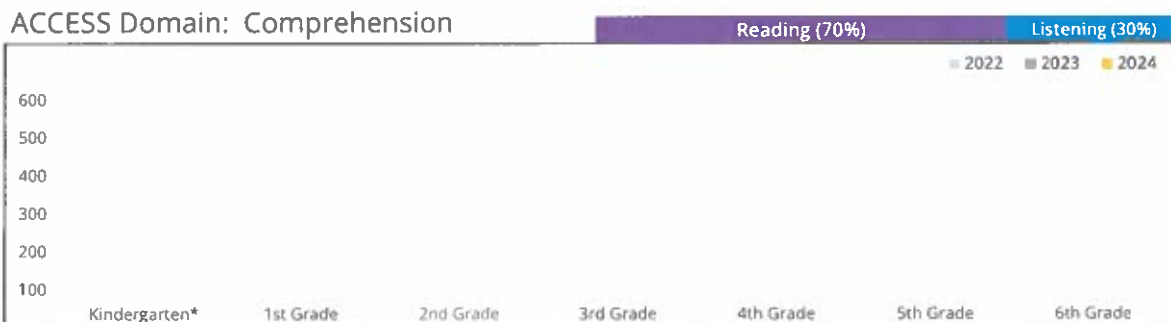
ACCESS Domain: Oral Language



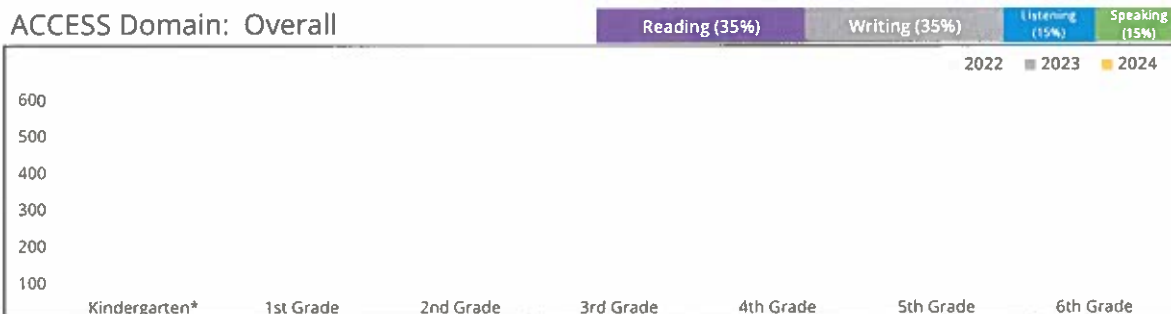
ACCESS Domain: Literacy



ACCESS Domain: Comprehension



ACCESS Domain: Overall



\*Kindergarten scoring scale is 100-400 - All other grades scoring scale is 100-600.

Grade N Sizes



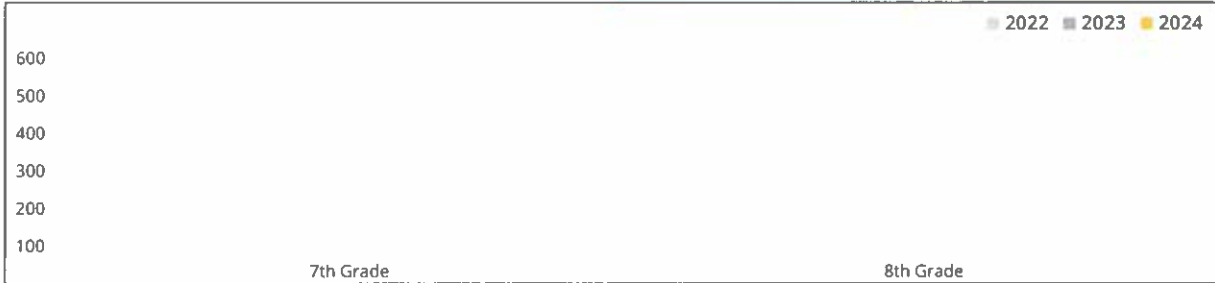


**PRELIMINARY**  
**High Desert**  
 Overall ACCESS Composite Domain  
 Scale Scores by Grade

ACCESS Domain: Oral Language

Listening (50%)

Speaking (50%)



ACCESS Domain: Literacy

Reading (50%)

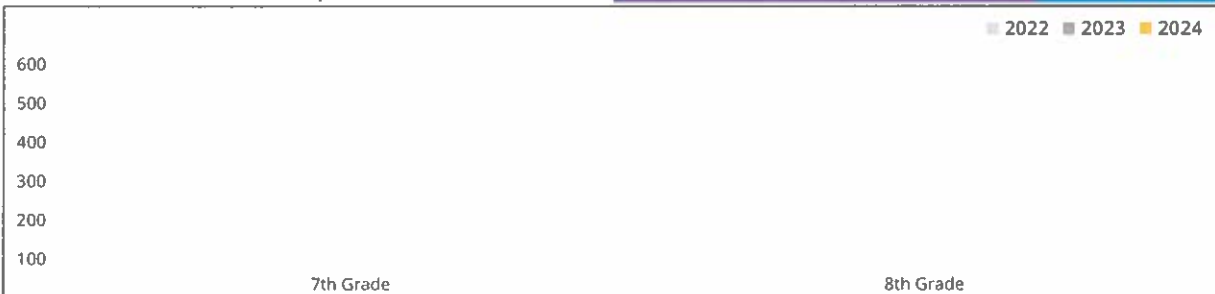
Writing (50%)



ACCESS Domain: Comprehension

Reading (70%)

Listening (30%)



ACCESS Domain: Overall

Reading (35%)

Writing (35%)

Listening (15%)

Speaking (15%)



Grade N Sizes

7th Grade

8th Grade

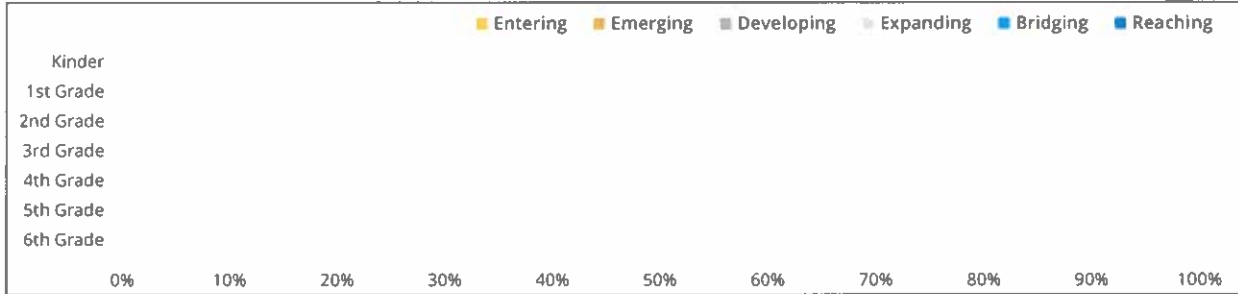
4

1

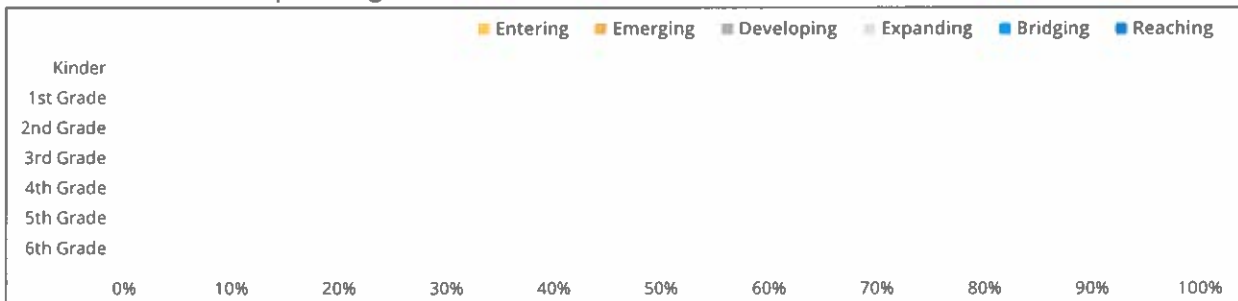


**PRELIMINARY**  
**High Desert**  
 Overall ACCESS Domain  
 Levels by Grade

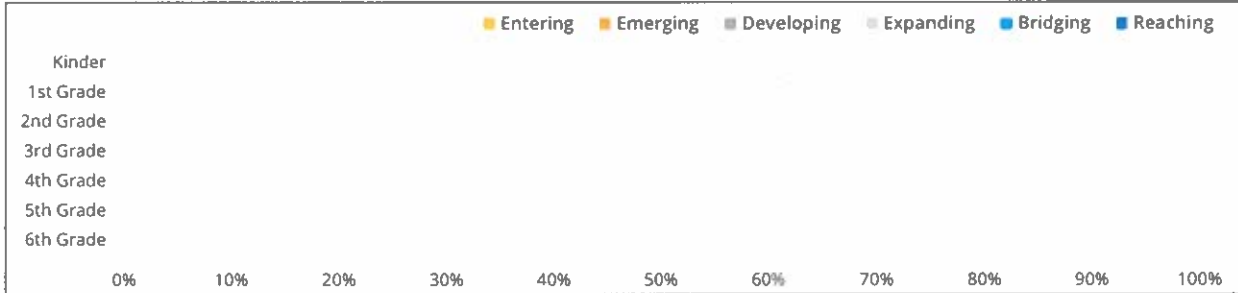
ACCESS Domain: Listening



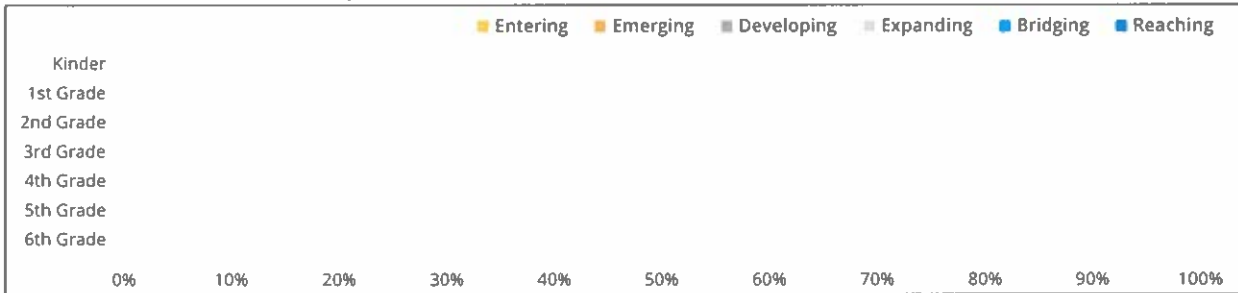
ACCESS Domain: Speaking



ACCESS Domain: Reading



ACCESS Domain: Writing



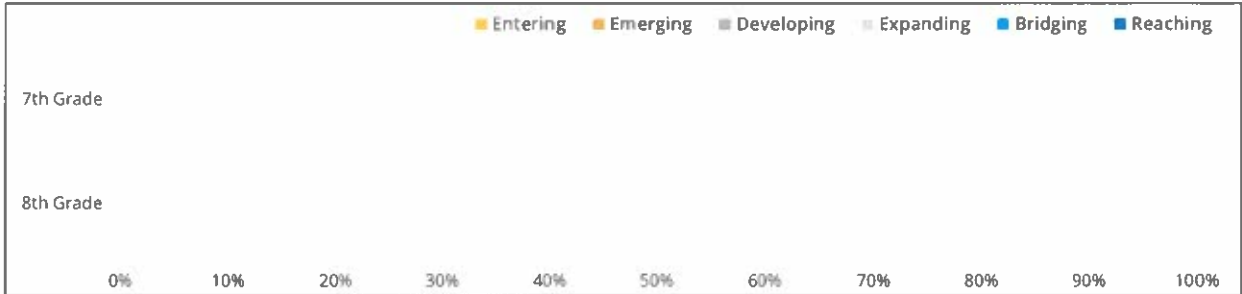
Grade N Sizes



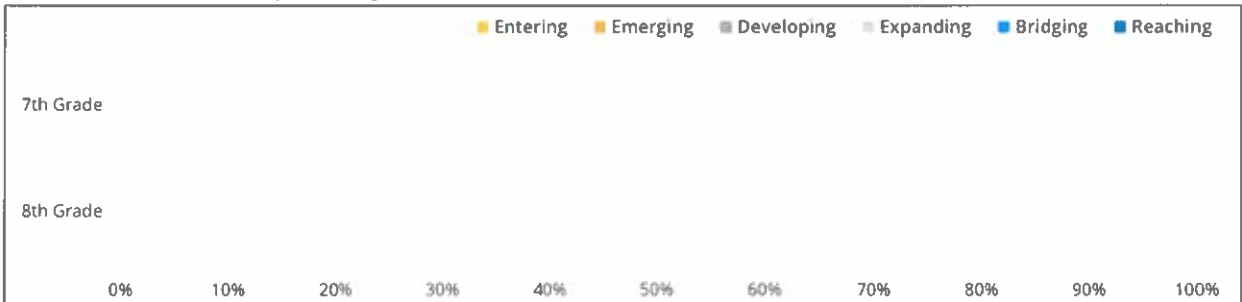


**PRELIMINARY**  
**High Desert**  
 Overall ACCESS Domain  
 Levels by Grade

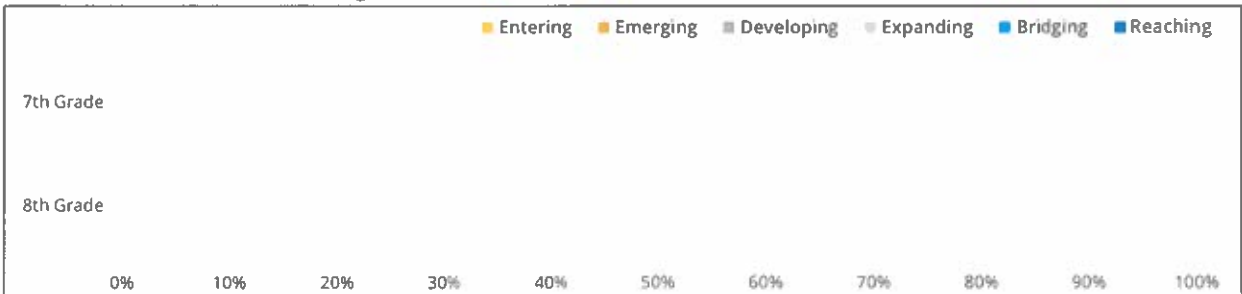
ACCESS Domain: Listening



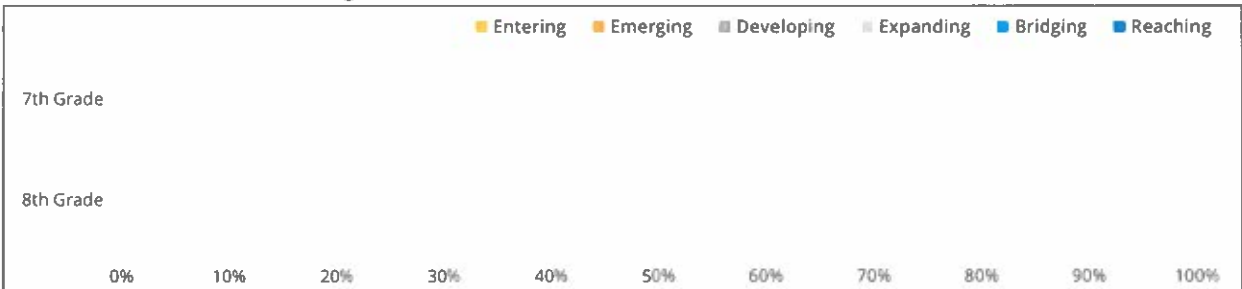
ACCESS Domain: Speaking



ACCESS Domain: Reading



ACCESS Domain: Writing



Grade N Sizes

7th Grade

4

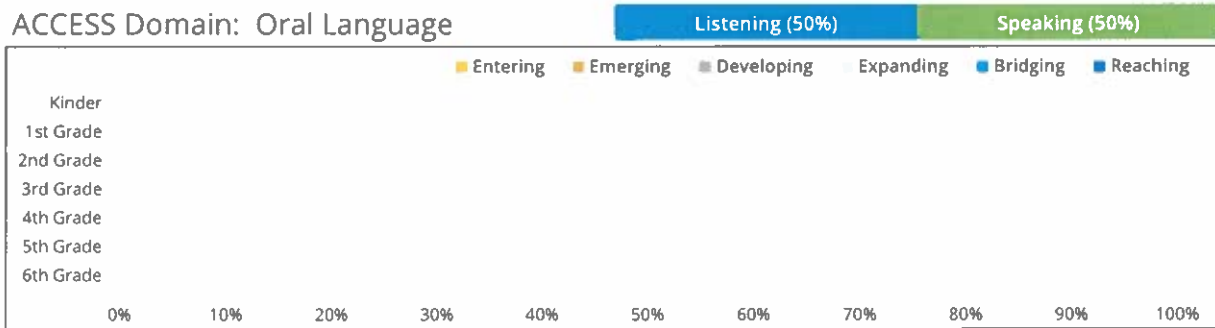
8th Grade

1

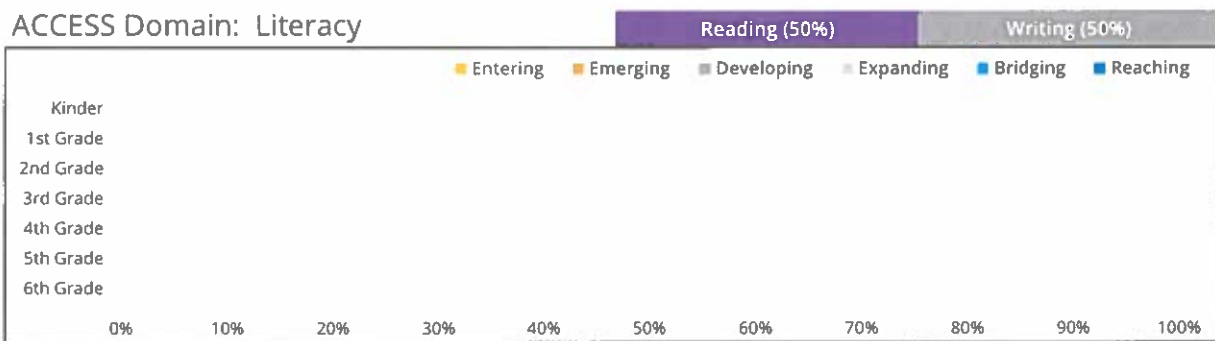


**PRELIMINARY**  
**High Desert**  
 Overall ACCESS Composite Domain  
 Levels by Grade

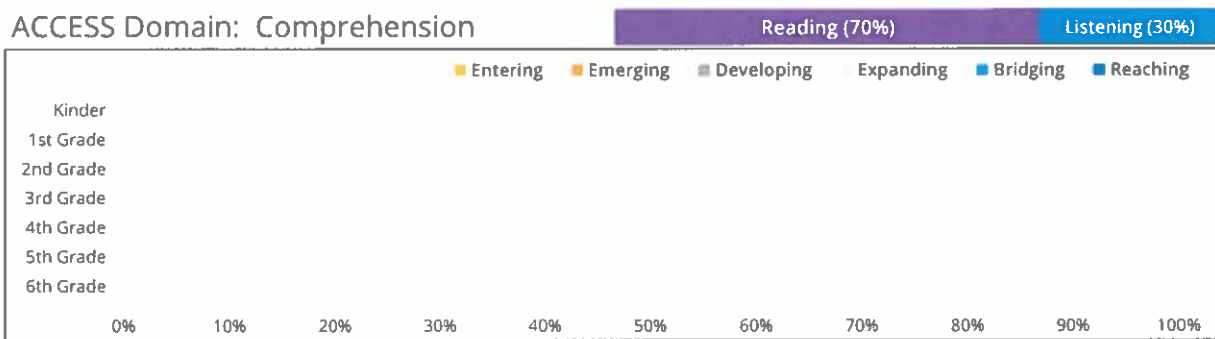
**ACCESS Domain: Oral Language**



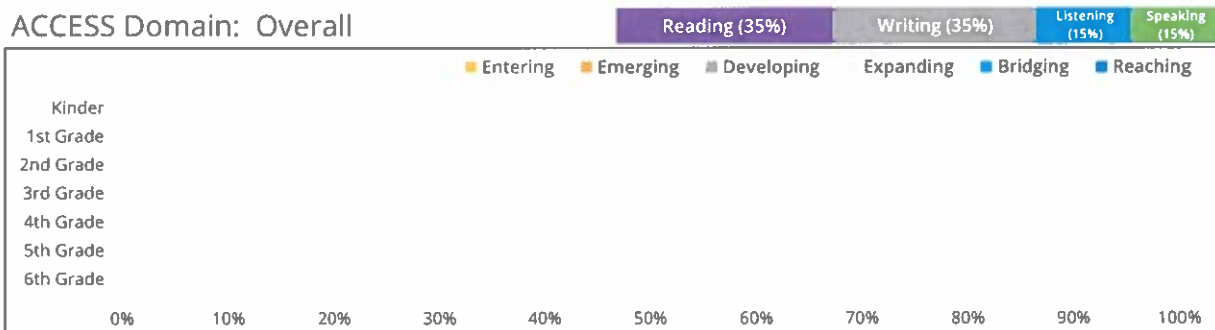
**ACCESS Domain: Literacy**



**ACCESS Domain: Comprehension**



**ACCESS Domain: Overall**



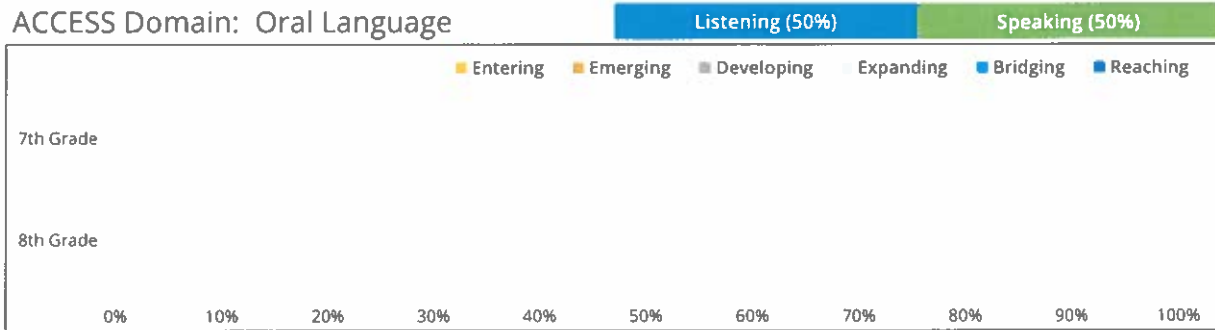
**Grade N Sizes**



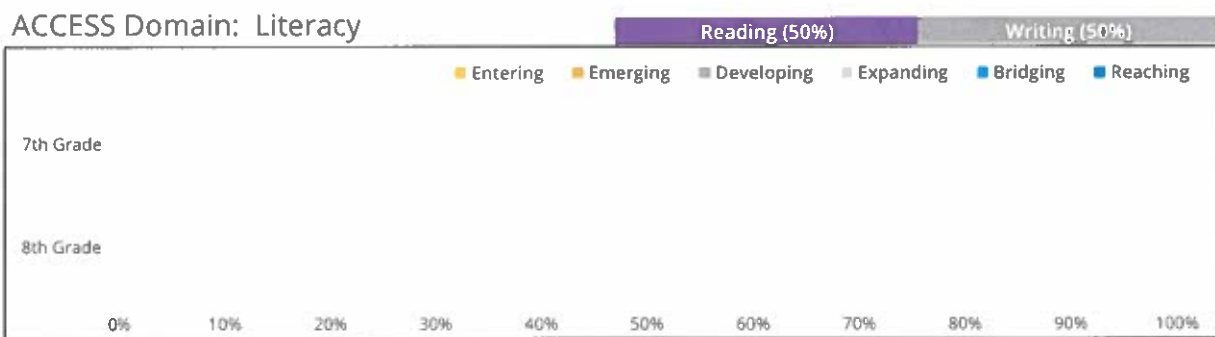


**PRELIMINARY**  
**High Desert**  
 Overall ACCESS Composite Domain  
 Levels by Grade

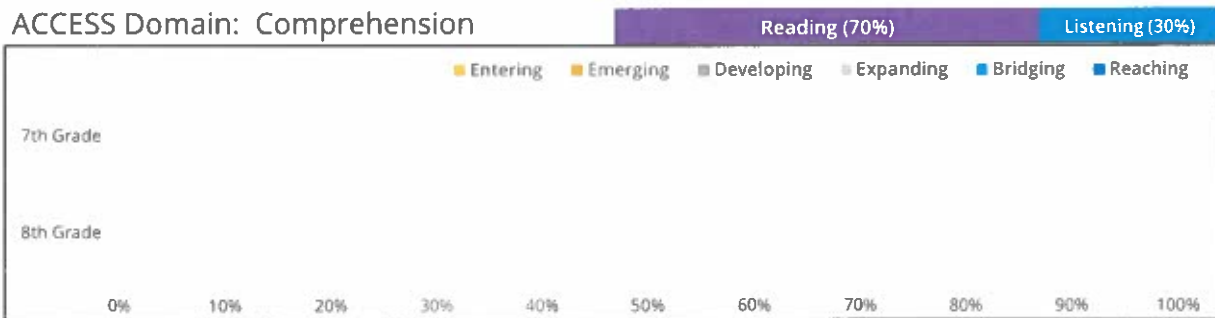
ACCESS Domain: Oral Language



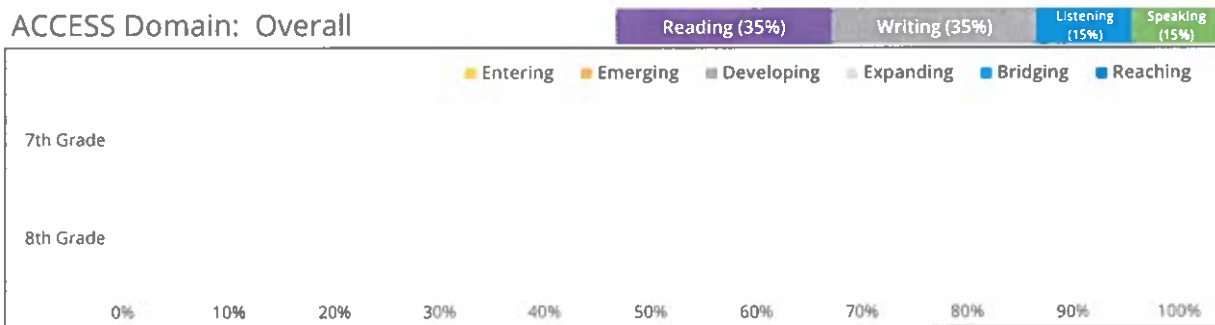
ACCESS Domain: Literacy



ACCESS Domain: Comprehension



ACCESS Domain: Overall



Grade N Sizes

7th Grade

4

8th Grade

1