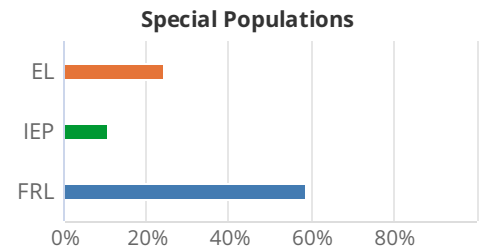
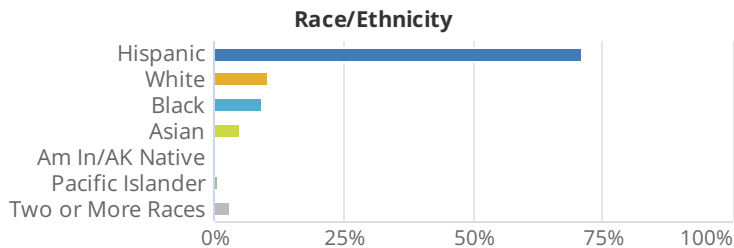


School Year 2017-2018 Nevada School Rating for Las Vegas High School

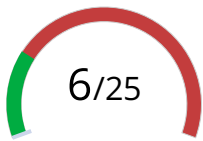


School Type: Regular
 School Level: High School
 Grade Levels: 09-12
 District: Clark
 Website:

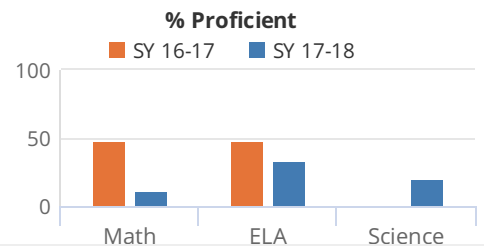
Total Index Score: 62
 School Designation:
 6500 E. Sahara Ave.
 Las Vegas, NV 89142
 Phone: 702-799-0180



Academic Achievement



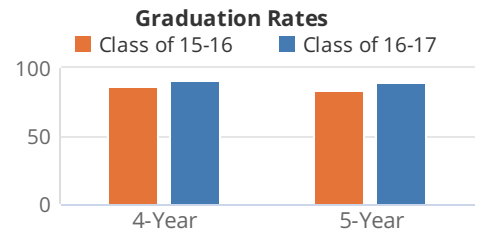
	% Proficient	% District
CCR Math	11.2	24.4
CCR ELA	33.2	44.5
Nevada High School Science	21	34.3



Graduation



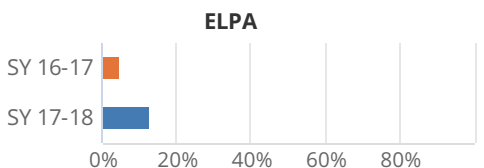
	Graduation Rate	% School	% District
4-Year	90.8	90.8	83.2
5-Year	89.8	89.8	78.3



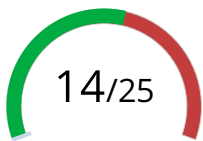
English Language Proficiency



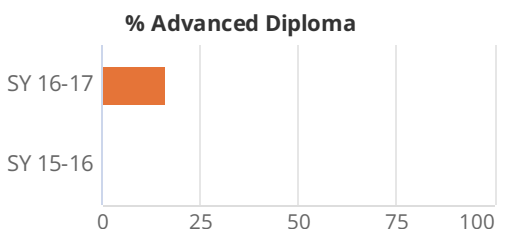
	% of EL Meeting AGP	% District
ELPA	13	20.4



College and Career Readiness



	% School	% District
Post-Secondary Preparation Participation	68.5	63.2
Post-Secondary Preparation Completion	21.9	32.8
Advanced Diploma	16.2	26.1

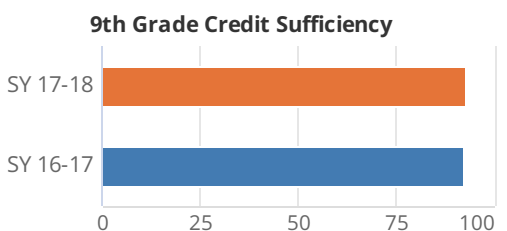


Student Engagement



*Bonus points included

	% School	% District
9th Grade Credit Sufficiency	92.9	88.2
Chronic Absenteeism	29.8	28.0
Climate Survey	86.6	YES



Academic Achievement

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	-	19.07	-	33.43	-	N/A
Asian	25	47.65	61.1	63.27	30	N/A
Black/African American	3.8	14.12	22.4	27.78	11.8	N/A
Hispanic/Latino	9.1	18.87	28.3	33.15	19.2	N/A
Pacific Islander	-	25.54	-	46.05	-	N/A
Two or More Races	15.7	33.64	57.8	55.86	35.7	N/A
White/Caucasian	23.5	41.31	55.8	60.26	32.8	N/A
Special Education	0	7.77	2.5	11.27	2.8	N/A
English Learners Current + Former	1.6	10.02	7.8	13.18	6.9	N/A
English Learners Current	0.7	6.96	4.2	6.9	4.8	N/A
Economically Disadvantaged	10.8	20.01	32.9	34.37	17.8	N/A

Graduation Rates

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	-	73.9	80	75.9
Asian	93.6	93.1	93.4	95.1
Black/African American	89	67.7	83.3	69.7
Hispanic/Latino	90.5	79.7	90.2	81.7
Pacific Islander	-	82.3	-	84.3
Two or More Races	96.2	81.3	92.5	83.3
White/Caucasian	91.2	84.2	89.6	86.2
Special Education	84.8	64.7	40.5	66.7
English Learners Current + Former	89.4	81.7	88.7	83.7
Economically Disadvantaged	89.8	76.8	88.6	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	-	21.4
Asian	71.7	25.6	25	50.8
Black/African American	59.6	16.1	7.6	11.2
Hispanic/Latino	67.2	22.6	14.4	18.2
Pacific Islander	-	-	-	20.8
Two or More Races	85.1	22.2	19.2	28
White/Caucasian	77.7	19.7	25.5	36.3
Special Education	-	-	7.1	10.9
English Learners Current + Former	N/A	N/A	14.8	19.2
English Learners Current	46.2	17.4	14.8	19.2
Economically Disadvantaged	66.4	21.6	14.7	20.2

Student Engagement

	% 9 th Grade Credit Sufficiency Measure		% Chronically Absent	
	School	District	School	District
American Indian/Alaska Native	-	85.8	41.6	41.7
Asian	95.2	96.2	17.1	10.6
Black/African American	89	79	34.8	39.5
Hispanic/Latino	93	87.7	31.2	30.8
Pacific Islander	-	92.4	36.3	29
Two or More Races	100	88.2	19.3	27.3
White/Caucasian	92.4	91.5	24.7	22
Special Education	86.2	81.1	35	39.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	91.2	84.9	32.4	35.7
Economically Disadvantaged	91.2	84.9	31	34.3

***95% Participation on State Assessments**

	% Math	% ELA
All Students	97	97
American Indian/Alaska Native	-	-
Asian	100	100
Black/African American	95.5	95.5
Hispanic/Latino	96.8	96.8
Pacific Islander	-	-
Two or More Races	100	100
White/Caucasian	97.4	97.4
Special Education	85	85
English Learners Current + Former	100	100
English Learners Current	90.9	90.9
Economically Disadvantaged	96.7	96.7

Post-Secondary Preparation Program Information

	Advanced Placement (AP)		Dual Credit/Dual Enrollment		International Baccalaureate		Career and Technical Education	
	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	53.8	12.8	10.2	0	0	0	30.7	12.8
Black/African American	38.7	3.2	1.6	0	0	0	35.4	12.9
Hispanic/Latino	39.8	7.7	5.5	0.6	0	0	41.4	15.2
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	48.1	11.1	11.1	0	0	0	44.4	11.1
White/Caucasian	49.3	13.5	3.7	0	0	0	35.7	6.1
Special Education	-	-	-	-	-	-	-	-
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	12.8	0.7	0.7	0	0	0	40.9	17.4
Economically Disadvantaged	40	9.1	5.3	0.4	0	0	39.4	12.9

What does my school rating mean?

3 Star school: Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

Participation Warning: Schools where assessment participation rates are below 95% for the overall student group or any subgroup and failing to meet the weighted average calculated participation rate of 95 percent over the most recent two or three years for the first year receive a Participation Warning.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment.

Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on assessment scores.

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA.

The NSPF includes Adequate Growth Percentiles (AGP) to determine if English Language Learners are meeting the goal toward English Language Proficiency.

Students meeting their growth targets should be on track to become English proficient and exit English Language Learner status in five years.

Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

Ninth-grade credit sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school.

Research shows attendance matters and chronic absenteeism places students at risk of academic failure. 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.

Climate Survey Bonus

The Climate Survey is a State Survey administered to students in certain grades across the State. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points are reflected in the Student Engagement section.

Graduation

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December.

Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

College and Career Readiness

The college and career readiness indicator is made up of three measures. These include the percent of students:

- participating in post-secondary preparation programs
- completing post-secondary preparation programs
- earning an Advanced Diploma*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

Star Rating



Index Score

at or above 82

at or above 70, below 82

at or above 50, below 70

at or above 27, below 50

below 27