
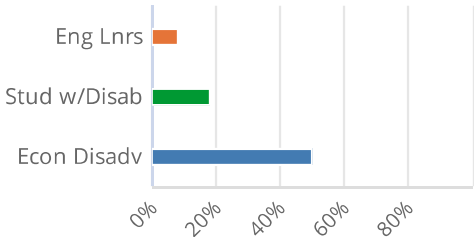


<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> 05-06 <i>District:</i> Humboldt <i>School Address:</i> 5495 Palisade Drive Winnemucca, NV 89445-4156</p>	 <p>27.3 Total Index Score</p>	<p>School Type: <i>Regular</i> School Designation: <i>TSI</i> 95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 56.2% White 0.2% BI/Afr Am 37.0% Hisp/Latino 0.4% Asian 2.7% Am Ind/AK Nat N/A% Pac Isl 3.3% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>22.6 NR</td> </tr> <tr> <td>2020-2021</td> <td>28.9 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	22.6 NR	2020-2021	28.9 ★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2021-2022	22.6 NR							
2020-2021	28.9 ★★							

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?

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

TSI designation: This school has consistently underperforming subgroups. See the TSI designation report for more information.

2022-2023 School Performance

Academic Achievement Indicator 2/25

Measure	School Rate	District Rate
Pooled Proficiency	28.1	30.6
Math Proficiency	29.6	33.1
ELA Proficiency	33.1	32.2
Science Proficiency	14.4	13.4
Read-by-Grade-3 Proficiency	N/A	30.9

Growth Indicator 16/35

Measure	School Median	District Median
Math MGP	55.0	55.0
ELA MGP	45.0	53.0
	School Rate	District Rate
Met Math AGP Target	38.6	39.2
Met ELA AGP Target	30.6	38.4

English Language Proficiency Indicator 1/10

Measure	School Rate	District Rate
Met EL AGP Target	30.3	33.8

Closing Opportunity Gaps Indicator 6/20

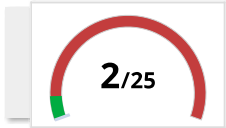
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	27.5	28.5
Prior Non-Proficient Met ELA AGP Target	20.4	30.5

Student Engagement Indicator **1/10

Measure	School Rate	District Rate
Chronic Absenteeism	30.8	29.3
Climate Survey Participation	N/A	N/A

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

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

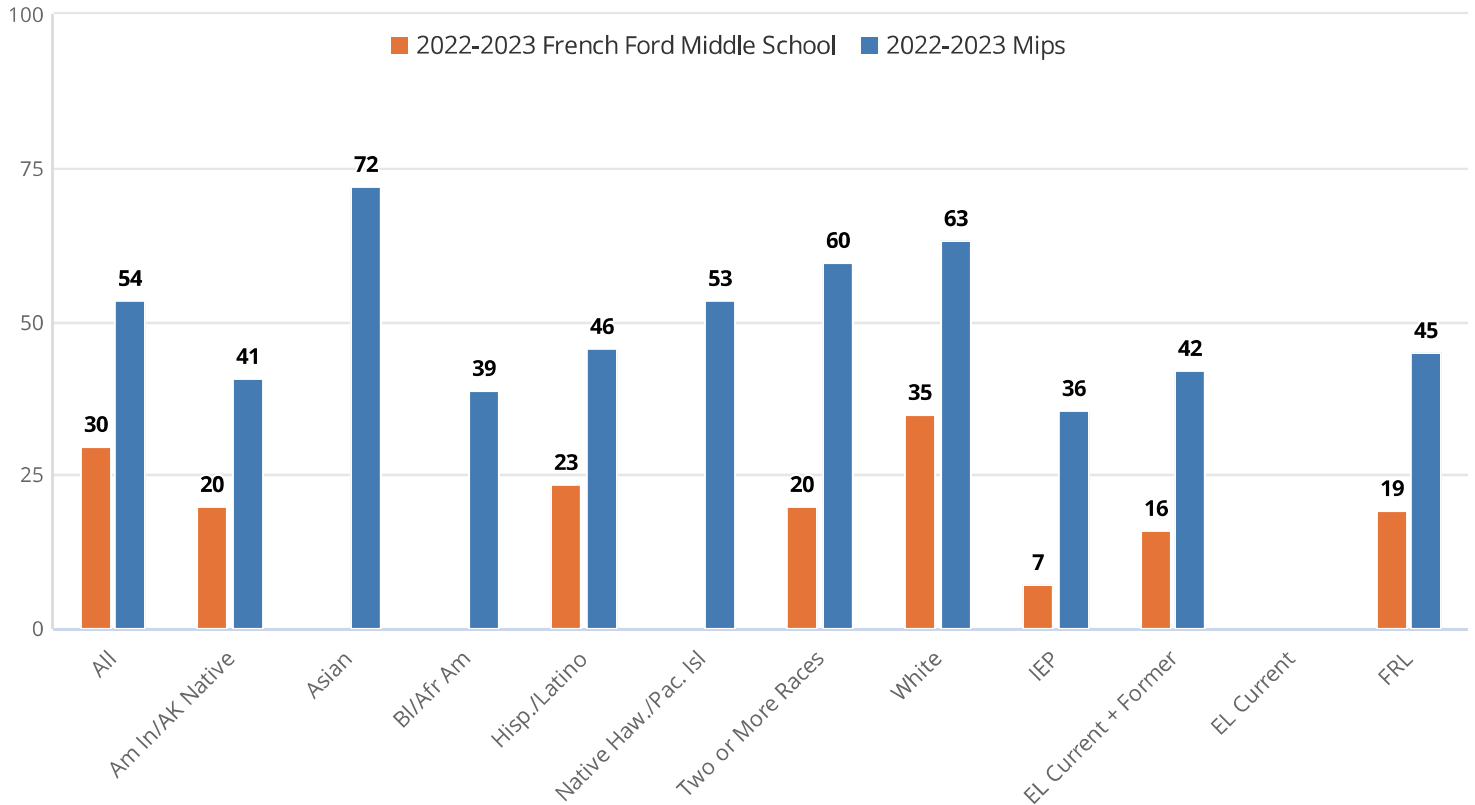
Pooled Proficiency Points Earned: 2/20

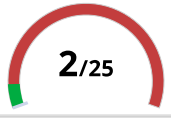
	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	28.1	30.6	30.1	31.8

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	29.6	33.1	53.5	29.2	31.7	51.1
American Indian/Alaska Native	20.0	13.1	40.7	-	6.3	37.6
Asian	-	-	71.9	-	-	70.4
Black/African American	-	-	38.9	-	-	35.7
Hispanic/Latino	23.3	25.2	45.5	22.8	25.0	42.7
Pacific Islander	N/A	-	53.4	N/A	-	50.9
Two or More Races	20.0	25.9	59.6	31.2	34.4	57.5
White/Caucasian	35.0	40.2	63.3	34.0	38.0	61.3
Special Education	7.3	10.5	35.5	5.3	7.5	32.1
English Learners Current + Former	15.8	15.7	42	17.1	17.9	39
English Learners Current	<5	7.4		<5	10.8	
Economically Disadvantaged	19.3	30.3	44.9	15.7	16.9	42

**Math Assessments
% Proficient**



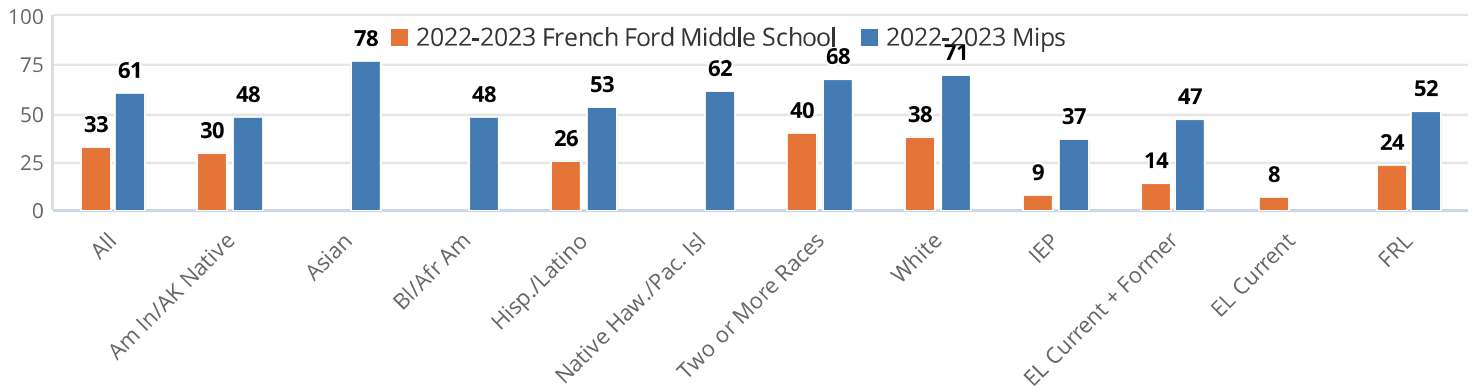


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	33.1	32.2	61.2	39.1	36.8	59.2
American Indian/Alaska Native	30.0	15.7	48.1	-	17.0	45.4
Asian	-	-	77.8	-	-	76.7
Black/African American	-	-	48.2	-	-	45.4
Hispanic/Latino	25.8	24.7	53.2	31.5	28.6	50.8
Pacific Islander	N/A	-	62	N/A	-	60
Two or More Races	40.0	37.0	67.9	12.5	24.1	66.2
White/Caucasian	37.9	38.4	70.6	46.5	44.5	69
Special Education	8.5	8.1	36.8	5.3	5.0	33.5
English Learners Current + Former	14.2	13.9	47.2	24.4	19.1	44.4
English Learners Current	7.6	9.4		5.7	5.8	
Economically Disadvantaged	23.6	28.8	51.9	25.7	25.9	49.4

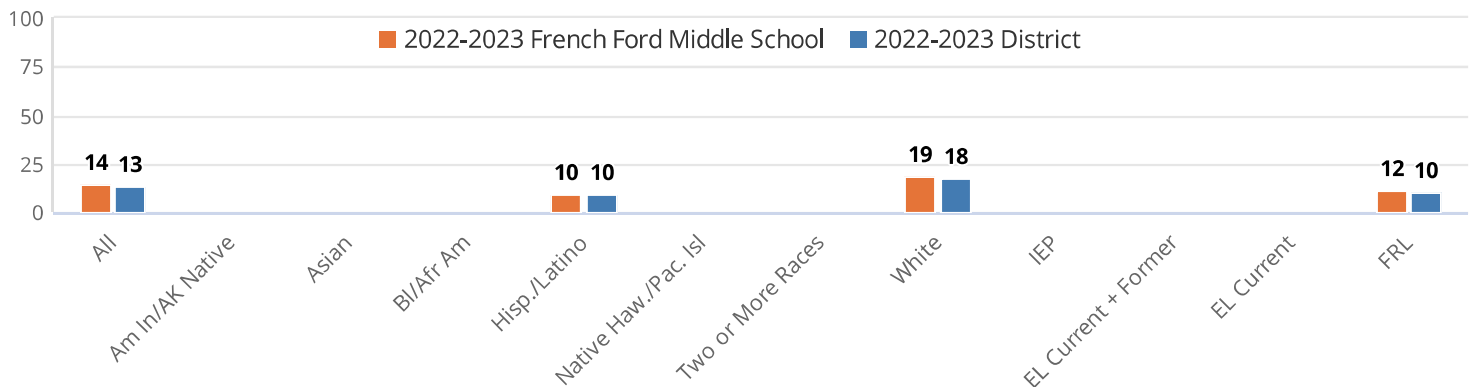
ELA Assessments % Proficient

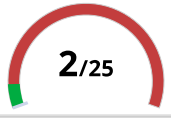


Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	14.4	13.4	14.8	14.3
American Indian/Alaska Native	-	<5	-	7.1
Asian	-	-	N/A	N/A
Black/African American	-	-	-	-
Hispanic/Latino	9.7	9.5	7.0	7.0
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/Caucasian	19.0	17.9	20.4	20.2
Special Education	<5	<5	5.5	5.5
English Learners Current + Former	<5	<5	9.0	8.8
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	11.8	10.3	5.7	5.0

Science Assessments % Proficient





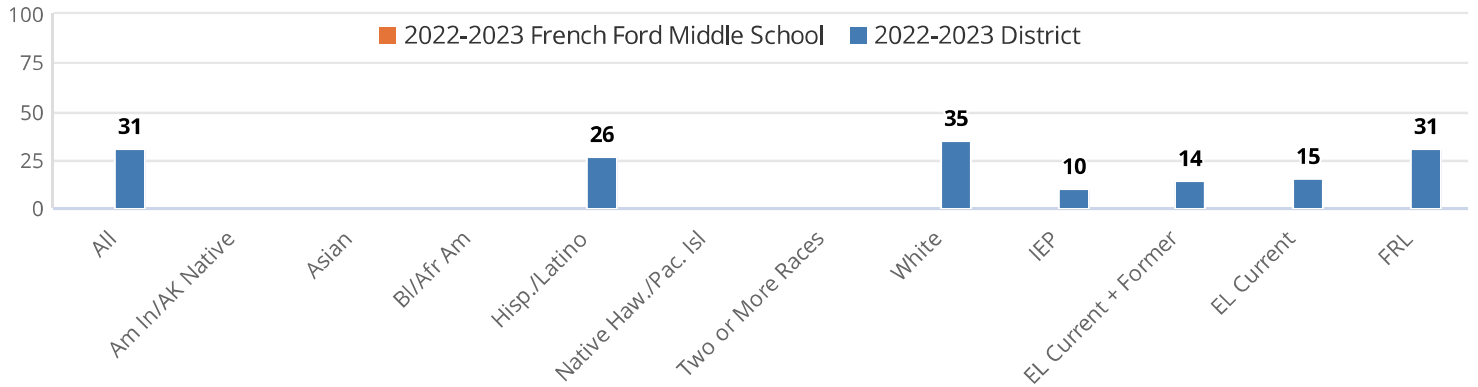
Academic Achievement

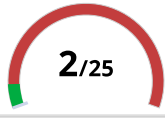
Read by Grade 3 Proficient

Read by Grade 3 Points Earned: NA/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	N/A	30.9	N/A	30.3
American Indian/Alaska Native	N/A	-	N/A	-
Asian	N/A	-	N/A	-
Black/African American	N/A	-	N/A	N/A
Hispanic/Latino	N/A	26.4	N/A	12.5
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	N/A	-	N/A	-
White/Caucasian	N/A	35.4	N/A	42.2
Special Education	N/A	10.2	N/A	<5
English Learners Current + Former	N/A	14.2	N/A	5.4
English Learners Current	N/A	15.0	N/A	5.4
Economically Disadvantaged	N/A	30.8	N/A	20.0

Read by Grade 3 % Proficient





Academic Achievement

Participation on State Assessments

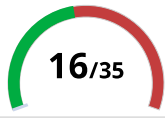
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

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

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



Student Growth

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

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

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

MGP Growth Data

Math MGP Points Earned: 7/10

ELA MGP Points Earned: 4/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	55.0	55.0	45.0	53.0	44.0	44.0	42.0	48.0
American Indian/Alaska Native	48.0	60.5	37.5	67.0	-	32.0	-	51.0
Asian	-	-	-	-	-	-	-	-
Black/African American	N/A	N/A	N/A	N/A	-	-	-	-
Hispanic/Latino	56.5	55.0	49.0	54.0	44.0	44.0	45.0	49.0
Pacific Islander	N/A	-	N/A	-	N/A	N/A	N/A	N/A
Two or More Races	53.0	58.0	48.0	53.0	52.0	44.5	36.0	37.0
White/Caucasian	54.0	55.0	42.0	51.0	44.0	44.0	42.0	48.0
Special Education	50.0	48.5	40.0	45.5	40.0	36.0	34.0	37.0
English Learners Current + Former	55.0	54.5	42.5	48.5	41.0	43.0	51.0	52.5
English Learners Current	54.0	53.5	35.5	48.0	41.0	41.0	47.0	49.0
Economically Disadvantaged	56.0	55.0	46.0	55.0	41.0	39.0	41.0	47.0

AGP Growth Data

Math AGP Points Earned: 4.5/7.5

ELA AGP Points Earned: 0.5/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	38.6	39.2	30.6	38.4	29.7	33.9	42.3	46.4
American Indian/Alaska Native	20.0	28.1	40.0	45.4	-	15.3	-	33.3
Asian	-	-	-	-	-	-	-	-
Black/African American	N/A	N/A	N/A	N/A	-	-	-	-
Hispanic/Latino	32.0	31.3	26.3	33.0	28.0	32.6	42.8	46.2
Pacific Islander	N/A	-	N/A	-	N/A	N/A	N/A	N/A
Two or More Races	41.6	44.4	33.3	33.3	33.3	31.8	40.0	40.9
White/Caucasian	43.9	45.2	33.1	41.8	31.3	36.8	42.7	48.4
Special Education	18.8	18.6	11.5	19.4	11.9	11.7	25.3	24.2
English Learners Current + Former	24.5	24.4	19.3	27.0	24.0	27.3	44.3	47.9
English Learners Current	16.2	19.1	13.1	24.2	17.0	18.6	36.1	40.0
Economically Disadvantaged	32.6	36.0	22.7	37.1	22.5	24.1	35.2	40.8

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



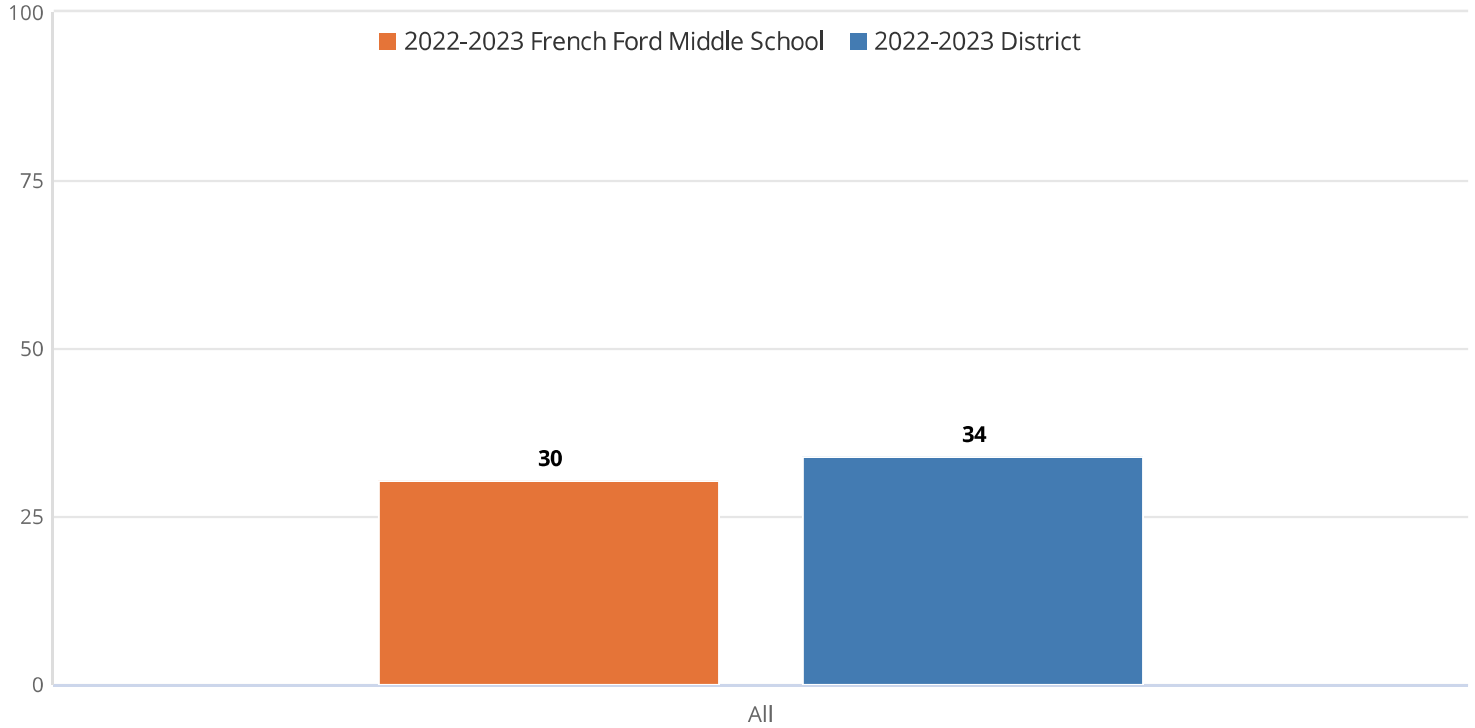
English Language

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.

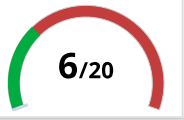
English Language Points Earned: 1/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	33	30.3	33.8	46	30.4	37.3

% English Learners Meeting AGP on WIDA



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: 5/10				ELA AGP Points Earned: 1/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	27.5	28.5	20.4	30.5	21.9	23.7	32.4	39.0
American Indian/Alaska Native	-	20.6	-	39.2	-	13.5	-	30.3
Asian	-	-	-	-	-	-	-	-
Black/African American	N/A	N/A	N/A	N/A	-	-	-	-
Hispanic/Latino	24.0	24.3	18.7	27.2	21.8	22.9	35.0	39.6
Pacific Islander	N/A	N/A	N/A	-	N/A	N/A	N/A	N/A
Two or More Races	-	41.6	-	15.3	27.2	25.0	41.6	41.1
White/Caucasian	31.1	32.3	23.0	33.3	22.8	25.8	31.1	40.0
Special Education	14.0	16.5	7.5	15.9	10.7	10.2	24.6	23.7
English Learners Current + Former	20.7	21.7	16.6	25.0	N/A	N/A	N/A	N/A
English Learners Current	16.2	19.3	13.5	24.6	15.2	17.2	34.7	37.9
Economically Disadvantaged	27.2	28.5	12.0	28.5	18.0	18.1	30.0	35.8

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



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.

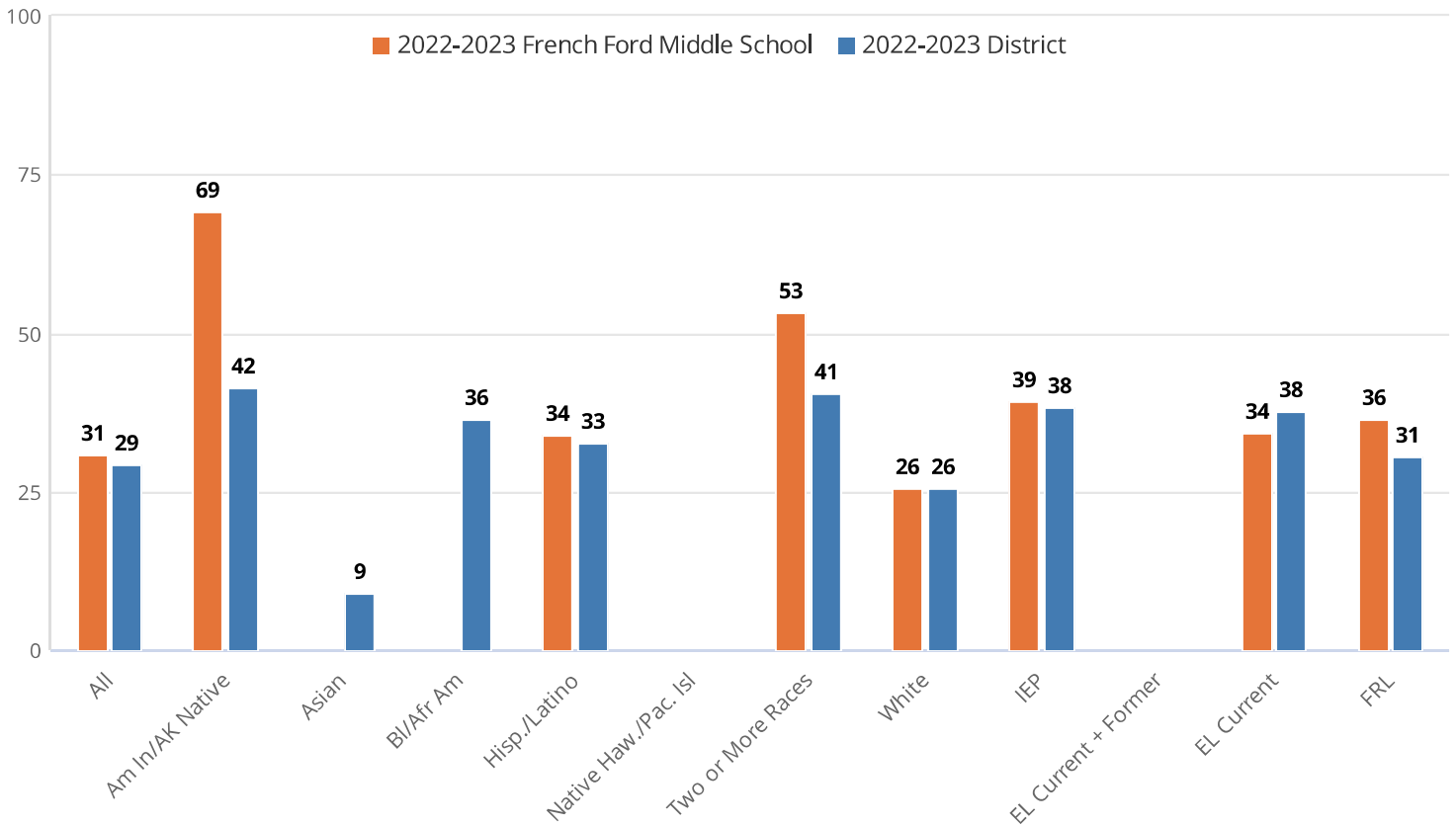
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	30.8	29.3	50.7	45.3
American Indian/Alaska Native	69.2	41.5	-	65.3
Asian	-	9.0	-	25.0
Black/African American	-	36.3	-	-
Hispanic/Latino	34.0	32.8	48.1	48.1
Pacific Islander	N/A	-	N/A	-
Two or More Races	53.3	40.6	52.9	43.8
White/Caucasian	25.5	25.6	51.6	42.4
Special Education	39.1	38.3	56.0	51.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	34.2	37.7	52.8	49.4
Economically Disadvantaged	36.4	30.6	56.5	46.1

Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)



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

School Designation	NSPF Designation Year
TSI	2022-2023

What is a Targeted Support and Improvement (TSI) Designation?

Schools with a TSI designation meet the following criteria:

- One or more consistently underperforming subgroups (subgroup with n-size of at least 25 did not meet performance targets two years in a row within the Academic Achievement Indicator and two or more remaining Indicators).

A school designated as TSI must work with their LEA to develop a plan to exit the TSI designation. TSI schools may be redesignated as CSI or ATSI schools.

Why did this school receive a TSI Designation?

The table below shows the reason(s) the school received a TSI designation. An "X" marks Indicators/Measures in which the subgroup underperformed two years in a row.

Indicator/Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrn	Econ Disadv
Academic Achievement											
Math Proficiency									X		
ELA Proficiency									X	X	
Read-By-Grade-3											
Growth											
Math MGP											
ELA MGP									X		
Math AGP									X		
ELA AGP									X		X
Math Opportunity Gaps											
ELA Opportunity Gaps									X		X
EL Proficiency											
WIDA AGP											
Student Engagement											
Chronic Absenteeism									X		
Science Proficiency									X		