

School Level: High School
Grade Levels: 09-12
District: Douglas
School: 1680 Bently Parkway South
Address: Minden, NV 89423



School Type: Alternative
School Designation: CSI
95% Assessment Participation: Penalty

Student Race/Ethnicity

60.9% White/Caucasian
 N/A% Black/African American
 24.3% Hispanic/Latino
 2.4% Asian
 4.8% American Indian/Alaska Native
 1.2% Pacific Islander
 6% Two or More Races

School Performance History

School Year	Index Score/ Star Rating
2023-2024	7.3 ★
2022-2023	4.1 ★

Additional Student Groups

-% English Learners
 15.8% Students with Disabilities
 100% Economically Disadvantaged

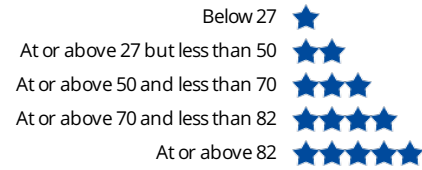
What does my school rating mean?

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?



CSI designation: This school is one of the lowest performing schools in the state. See the CSI designation report for more information.

2024-2025 School Performance

Academic Achievement Indicator

*Participation Penalty

Measure	School Rate	District Rate
Math Proficiency	10.5	30.7
ELA Proficiency	36.8	49.3
Science Proficiency	-	26.2

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	55.1	88.1
5-Year	30.7	87.1

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	N/A	15.3

College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	40.0	83.2
Post-Secondary Preparation Completion	20.0	67.6
Advanced or CCR Diploma	31.2	50.8

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	66.6	91.5
Chronic Absenteeism	54.4	24.4
Climate Survey Participation	72.0	N/A

* Lost 2 points from Academic Achievement because 95% assessment participation was not met.

** Reduction in Chronic Absenteeism (CA): Received points in Chronic Absenteeism due to the Chronic Absenteeism Reduction alternative measure.

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2023-2024.



Academic Achievement

*Participation Penalty

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

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

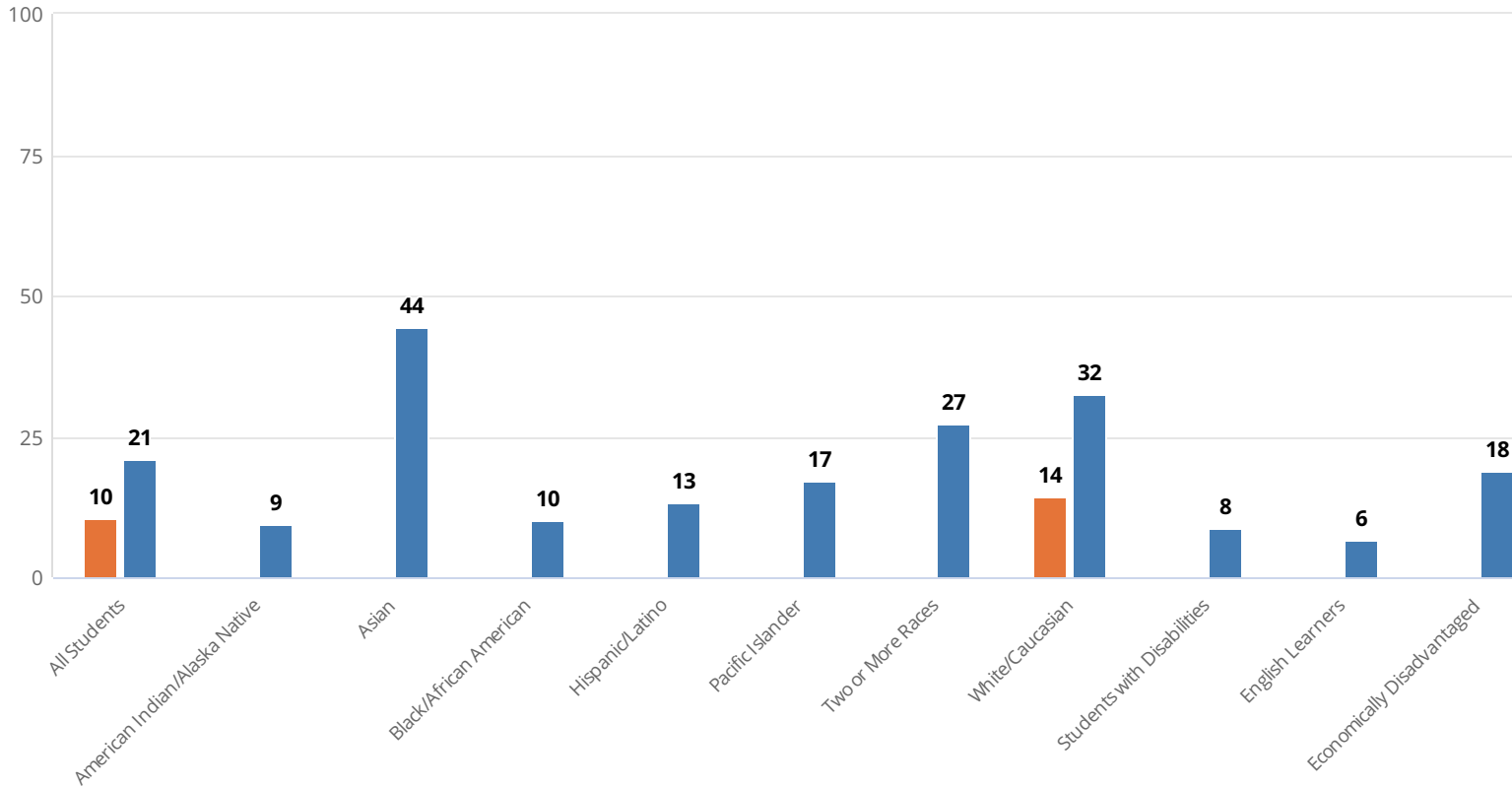
Math Proficient

Math Proficient Points Earned: 1.5/10

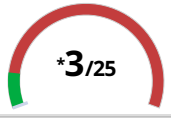
Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	10.5	30.7	21	13.1	25.3	42.41
American Indian/ Alaska Native	-	10	9.4	-	9	34.09
Asian	-	-	44.5	-	-	57.36
Black/ African American	N/A	N/A	10.2	N/A	-	30.05
Hispanic/ Latino	-	14.7	13.4	-	13.7	33.92
Pacific Islander	N/A	N/A	17.2	-	-	39.35
Two or More Races	-	31.2	27.3	-	29	45.95
White/ Caucasian	14.2	36.4	32.6	-	29.9	52.2
Students with Disabilities	-	5.8	8.7	-	<5	24.88
English Learners	N/A	-	6.8	-	<5	24.22
Economically Disadvantaged	-	18.5	18.9	-	13.8	34.84

Math Assessments % Proficient

■ 2024-2025 ASPIRE Academy High School ■ 2024-2025 MIPs



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Academic Achievement

*Participation Penalty

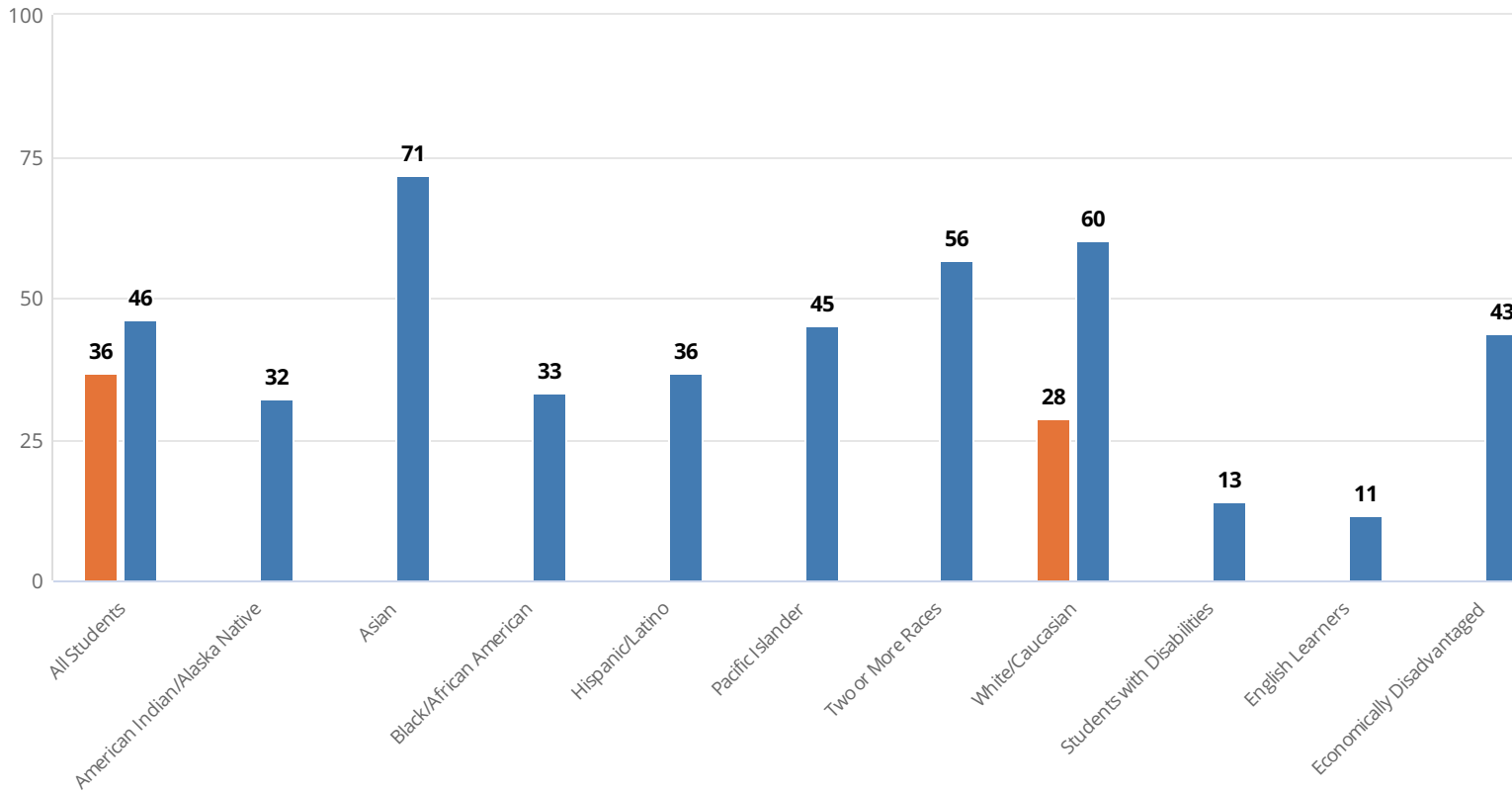
ELA Proficient

ELA Proficient Points Earned: 3.5/10

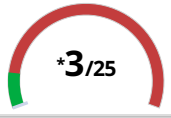
Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	36.8	49.3	46.2	26.3	46.1	55.88
American Indian/ Alaska Native	-	30	32.1	N/A	30	45.78
Asian	-	-	71.6	-	-	70.08
Black/ African American	N/A	N/A	33.1	N/A	-	41.18
Hispanic/ Latino	-	37.5	36.6	-	29.8	45.55
Pacific Islander	N/A	N/A	45	-	-	56.06
Two or More Races	-	62.5	56.8	-	45.1	64.05
White/ Caucasian	28.5	52.8	60.3	-	52.7	67.63
Students with Disabilities	-	<5	13.9	-	9.7	27.73
English Learners	N/A	-	11.4	-	<5	24.17
Economically Disadvantaged	-	35.4	43.7	-	23.9	46.55

ELA Assessments % Proficient

■ 2024-2025 ASPIRE Academy High School ■ 2024-2025 MIPs



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Academic Achievement

*Participation Penalty

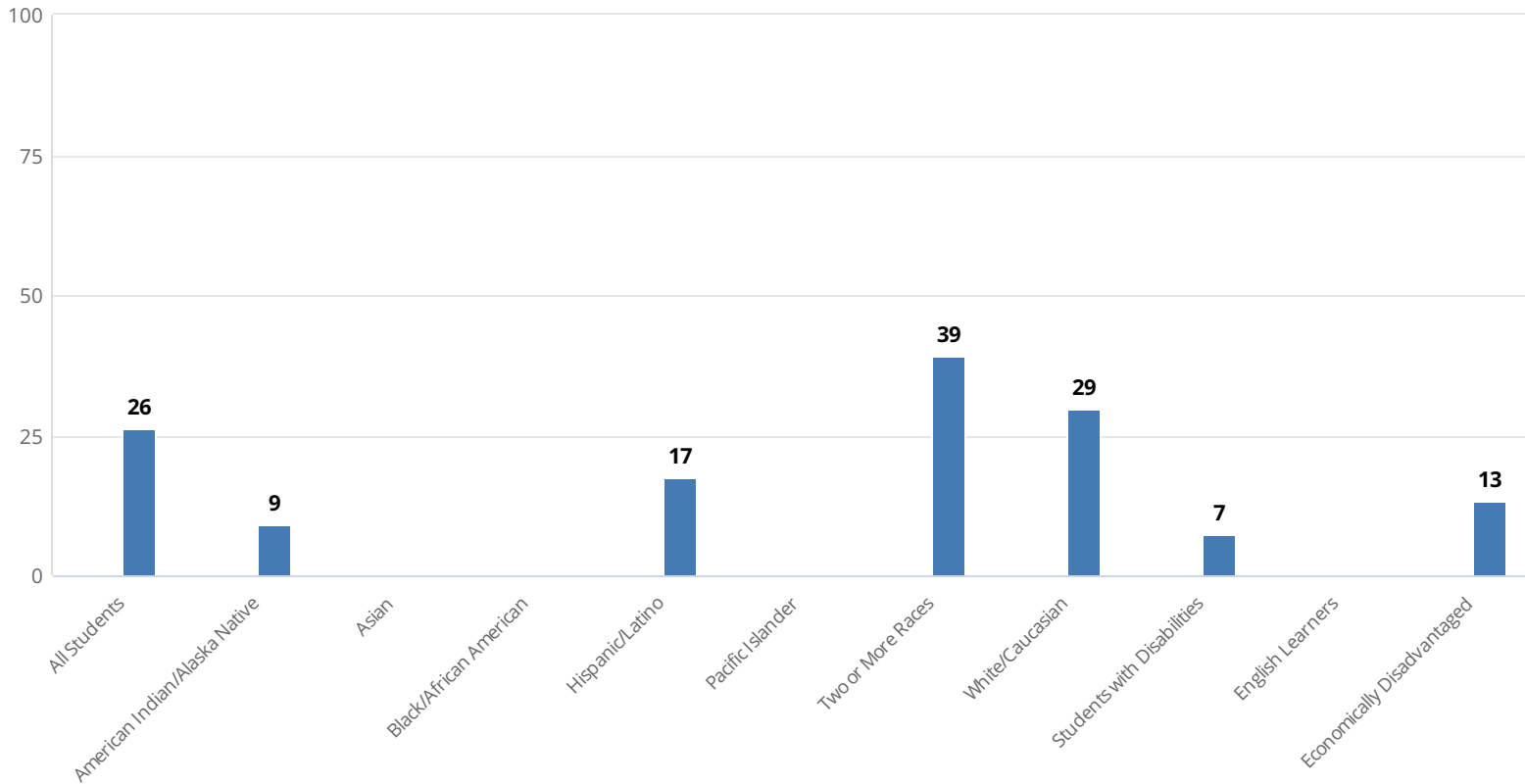
Science Proficient

Science Proficient Points Earned: NA/5

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	-	26.2	-	33.2
American Indian/ Alaska Native	N/A	9	-	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	17.5	N/A	26.5
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	N/A	39.1	N/A	47
White/ Caucasian	-	29.7	-	35.3
Students with Disabilities	-	7.3	-	6.9
English Learners	N/A	<5	N/A	<5
Economically Disadvantaged	N/A	13.4	-	20.1

Science Assessments % Proficient

■ 2024-2025 ASPIRE Academy High School ■ 2024-2025 District



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Academic Achievement

*Participation Penalty

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: 2

Groups	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	92%	92%	87%	87%
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	N/A	N/A	N/A	N/A
Hispanic/ Latino	-	-	-	-
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	-	-	-	-
English Learners	N/A	N/A	-	-
Economically Disadvantaged	-	-	-	-

Yellow indicates 95% participation requirement not met.



Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

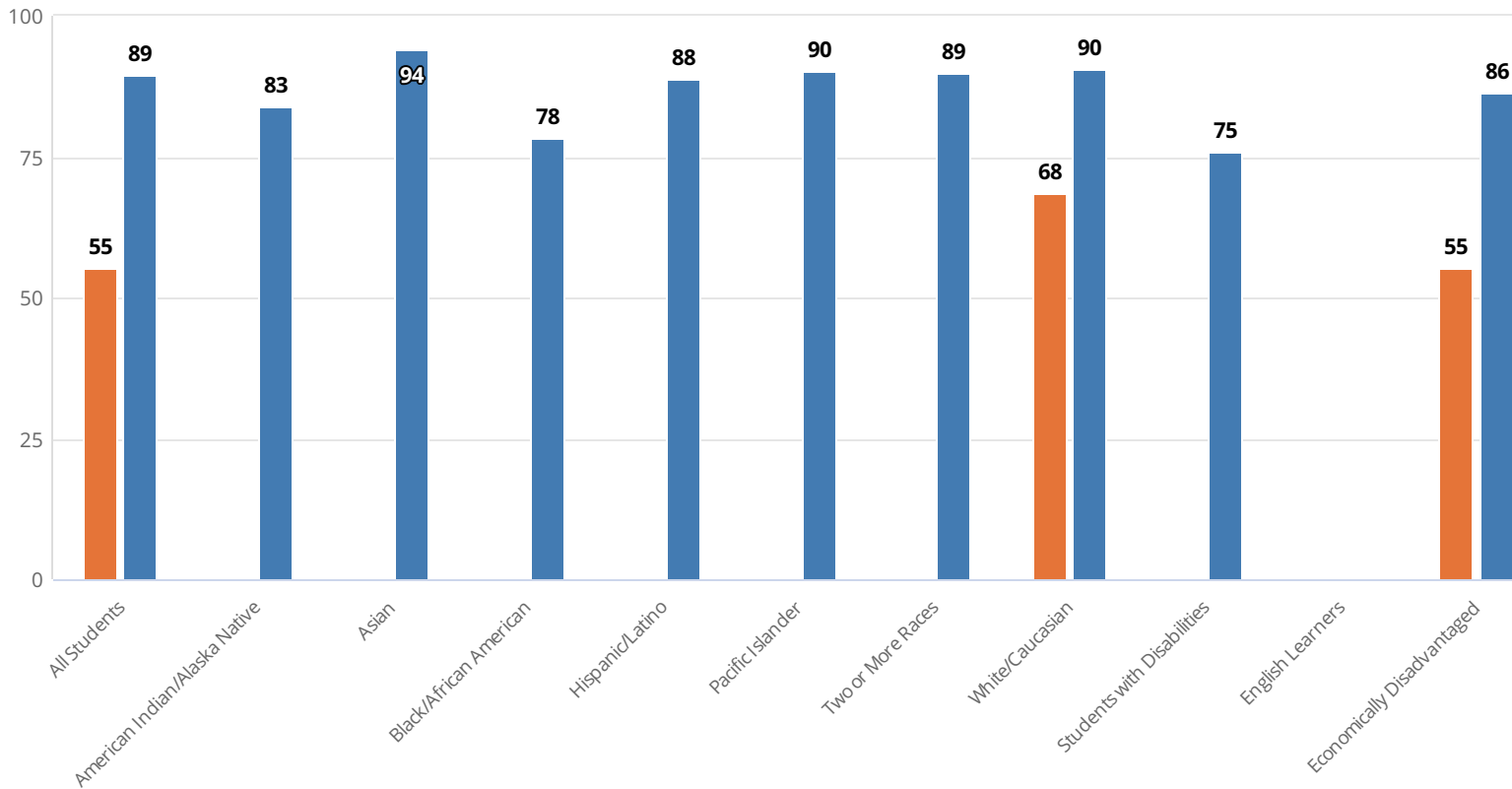
4-Year ACGR Data

4-Year ACGR Points Earned: 0/25

Groups	2024	2024	2024	2023	2023	2023
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	55.1	88.1	89.4	30.7	86	87.7
American Indian/ Alaska Native	-	66.6	83.9	N/A	70	81.9
Asian	N/A	-	94.2	N/A	-	93.9
Black/ African American	N/A	-	78.2	N/A	-	76.1
Hispanic/ Latino	-	82.4	88.7	-	86	86.9
Pacific Islander	N/A	N/A	90.3	N/A	-	88.7
Two or More Races	-	85.7	89.8	-	93.1	88.1
White/ Caucasian	68.4	91.8	90.7	30	86.4	89.4
Students with Disabilities	-	70.1	75.7	-	71.6	73.5
English Learners	-	84.2		N/A	71.4	
Economically Disadvantaged	55.1	77.1	86.3	-	75.7	84.4

Graduation Rates 4-Year ACGR

■ 2024-2025 ASPIRE Academy High School ■ 2024-2025 MIPs



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Graduation Rates

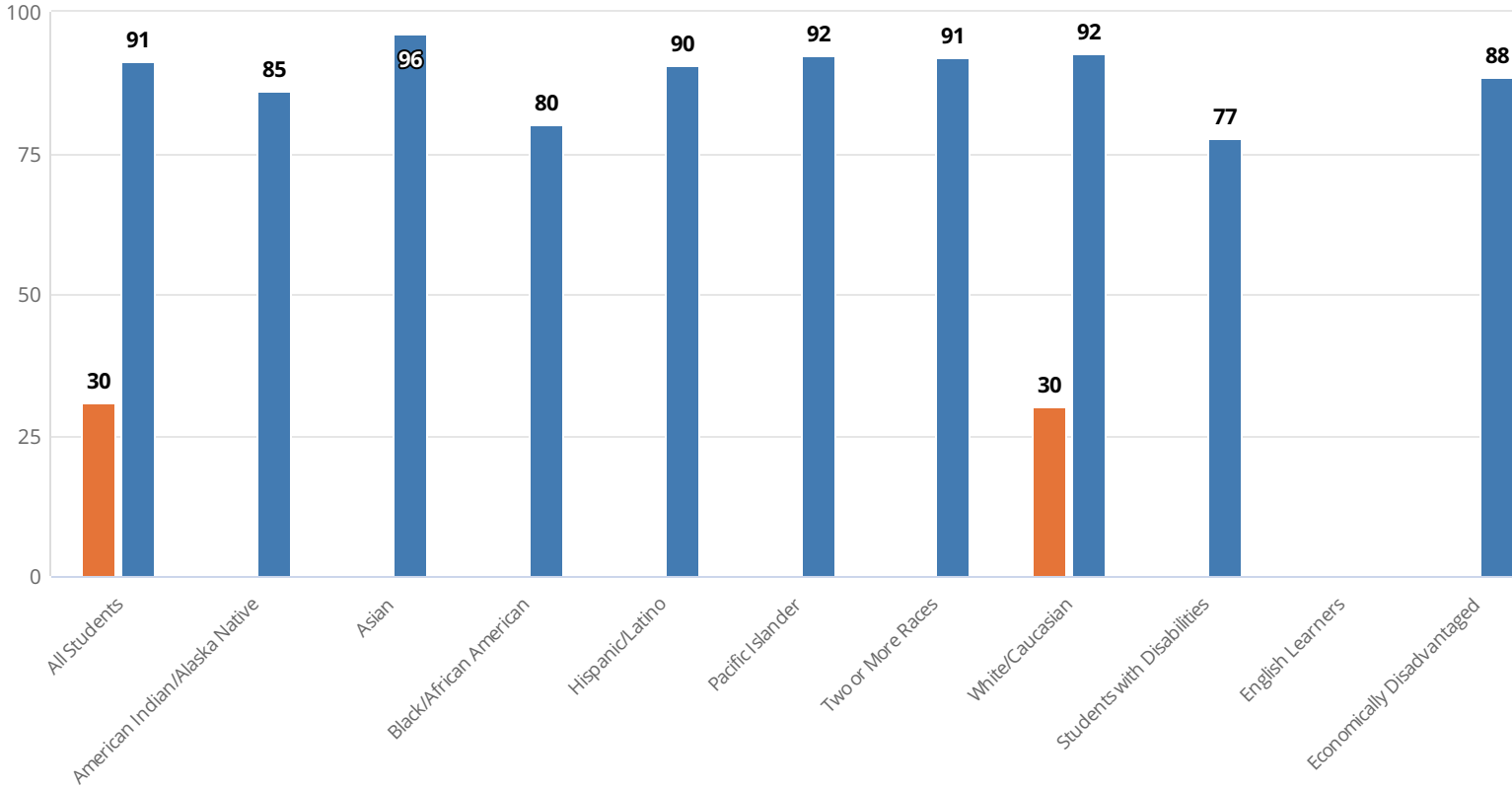
5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 0/5

Groups	2024	2024	2024	2023	2023	2023
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	30.7	87.1	91.4	47.8	85.1	89.7
American Indian/ Alaska Native	N/A	70	85.9	-	40	83.9
Asian	N/A	-	96.1	N/A	-	95.9
Black/ African American	N/A	-	80.2	N/A	N/A	78.1
Hispanic/ Latino	-	88.1	90.7	-	78.4	88.9
Pacific Islander	N/A	-	92.3	N/A	-	90.7
Two or More Races	-	93.1	91.8	-	83.7	90.1
White/ Caucasian	30	87.3	92.7	46.6	89.1	91.4
Students with Disabilities	-	71.6	77.7	-	66.6	75.5
English Learners	N/A	85.7		N/A	53.3	
Economically Disadvantaged	-	76.7	88.3	35.2	69.1	86.4

Graduation Rates 5-Year ACGR

■ 2024-2025 ASPIRE Academy High School ■ 2024-2025 MIPs



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English Language

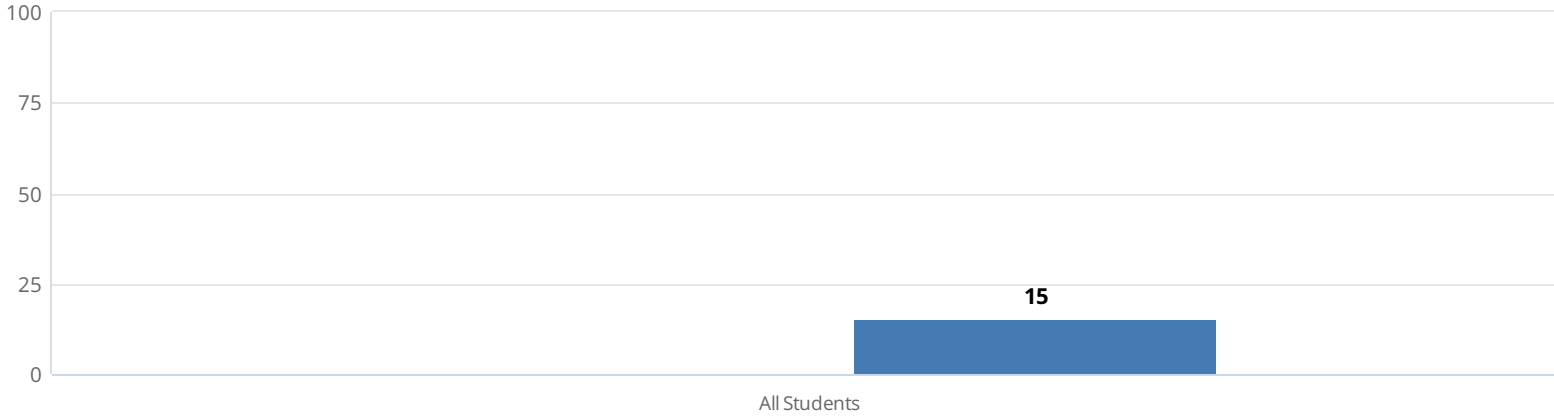
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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

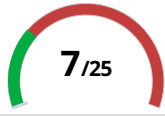
	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	N/A	N/A	15.3	-	-	29.7

% English Learners Meeting AGP on WIDA

2024-2025 ASPIRE Academy High School 2024-2025 District



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



College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

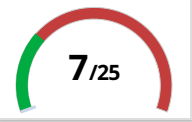
Post-Secondary Preparation Participation **Post-Secondary Preparation Participation Points Earned: 0.5/10**

Groups	2025	2025	2024	2024
	% Participation	% Participation District	% Participation	% Participation District
All Students	40	83.2	43.4	80.8
American Indian/ Alaska Native	-	-	N/A	72.7
Asian	-	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	77.9	-	75.4
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	-	83.3	-	80.9
White/ Caucasian	36.3	86.4	53.3	83.2
Students with Disabilities	-	50	-	66.6
English Learners	N/A	90.9	N/A	73.6
Economically Disadvantaged	-	77.8	-	67.9

Post-Secondary Preparation Completion **Post-Secondary Preparation Completion Points Earned: 3.5/10**

Groups	2025	2025	2024	2024
	% Completion	% Completion District	% Completion	% Completion District
All Students	20	67.6	<5	65.4
American Indian/ Alaska Native	-	-	N/A	72.7
Asian	-	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	54.6	-	58.4
Pacific Islander	N/A	-	N/A	N/A
Two or More Races	-	66.6	-	61.9
White/ Caucasian	18.1	72.9	6.6	68.3
Students with Disabilities	-	31.2	-	43.3
English Learners	N/A	72.7	N/A	63.1
Economically Disadvantaged	-	55.7	-	50.4

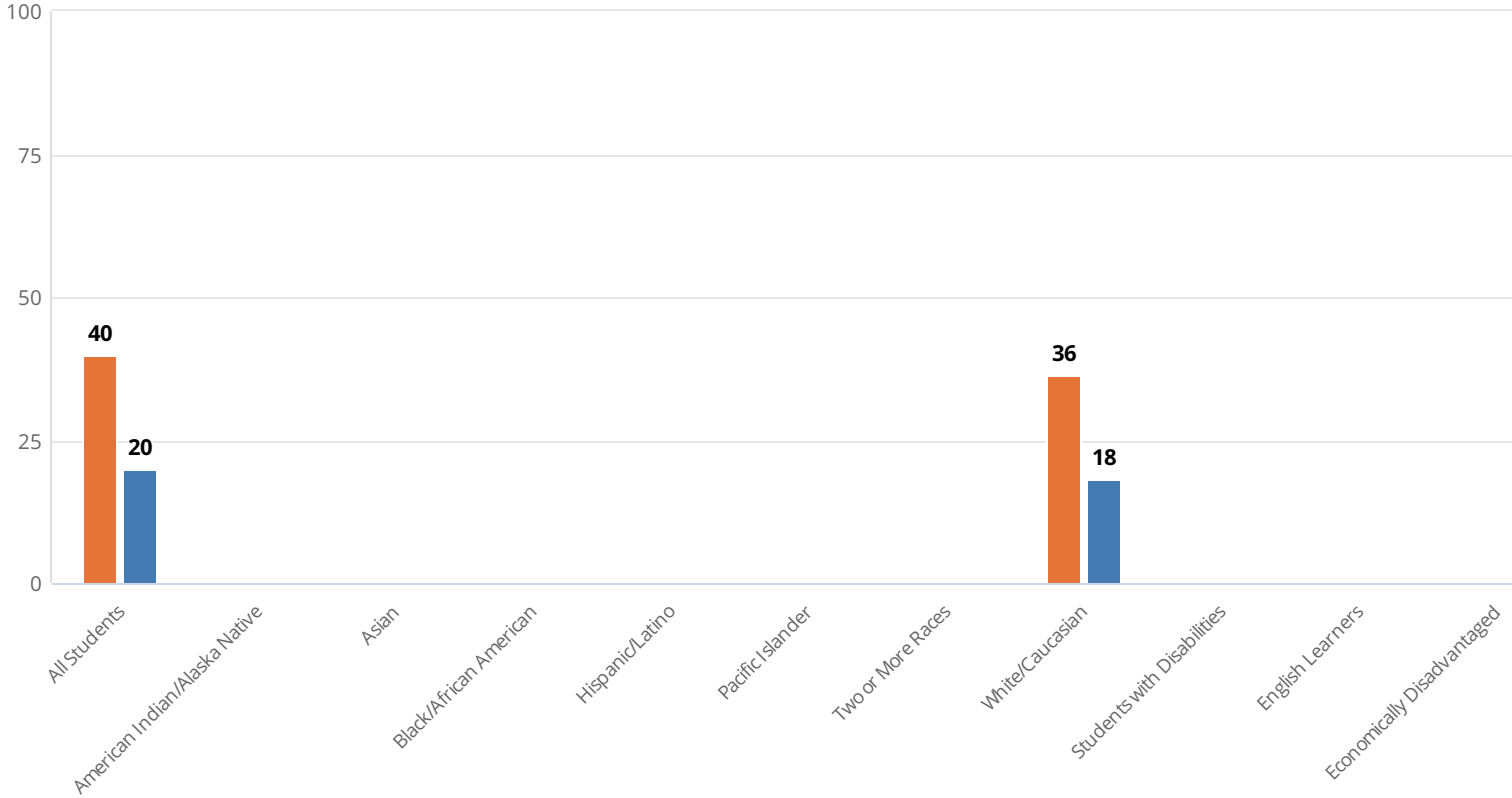
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College and Career Readiness

Post-Secondary Preparation (% Participation vs Completion)

2024-2025 Participation 2024-2025 Completion

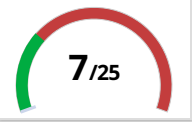


Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 3/5

Groups	2025 % Advanced or CCR Diploma	2025 % Advanced or CCR Diploma District	2024 % Advanced or CCR Diploma	2024 % Advanced or CCR Diploma District
All Students	31.2	50.8	-	48.4
American Indian/ Alaska Native	N/A	33.3	N/A	35.7
Asian	N/A	-	N/A	-
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	-	36.1	-	43.7
Pacific Islander	N/A	N/A	N/A	-
Two or More Races	-	61.1	N/A	50
White/ Caucasian	30.7	55.3	-	50
Students with Disabilities	-	15	-	7.8
English Learners	N/A	12.5	N/A	20
Economically Disadvantaged	31.2	33.1	-	32.5

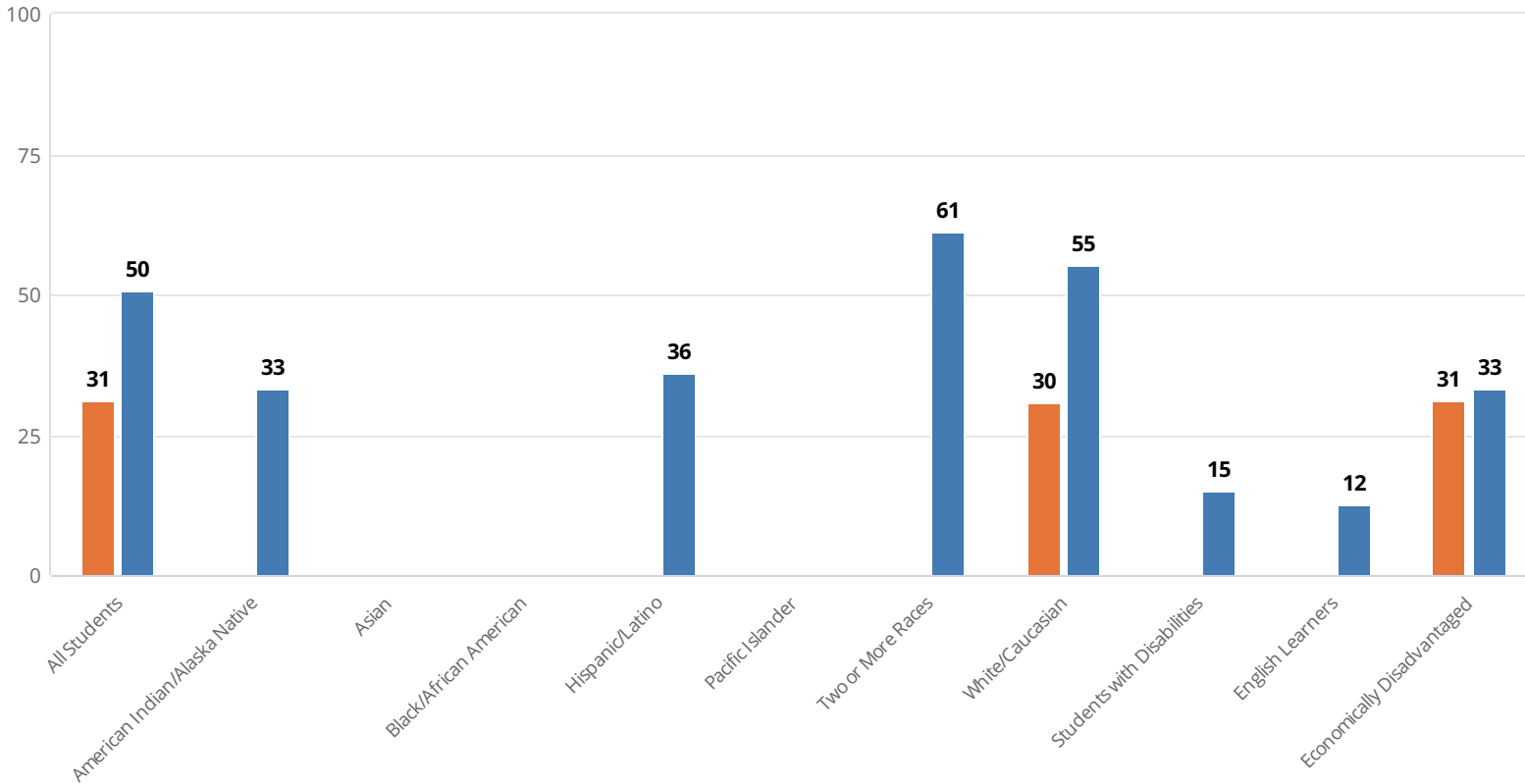
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College and Career Readiness

% Students Who Received Advanced or CCR Diploma

2024-2025 ASPIRE Academy High School 2024-2025 District

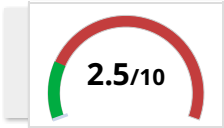


Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	<5	<5	30	15	<5	<5	15	5
American Indian/ Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/ African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/ Latino	-	-	-	-	-	-	-	-
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-	-	-	-	-
White/ Caucasian	<5	<5	27.2	18.1	<5	<5	9	<5
Students with Disabilities	-	-	-	-	-	-	-	-
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	-	-	-	-	-	-	-	-

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

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Student Engagement

Chronic Absenteeism and 9th Grade Credit Sufficiency are Measures of Student Engagement. 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 can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Research shows that attendance is tied to student achievement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. 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: 1.5/5

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	54.4	24.4	61.9	24.5
American Indian/ Alaska Native	-	31.1	-	35.1
Asian	-	13	-	16
Black/ African American	N/A	-	N/A	-
Hispanic/ Latino	64.2	25.8	68.7	26.8
Pacific Islander	N/A	-	-	-
Two or More Races	-	22	-	34.3
White/ Caucasian	52.1	24.1	59.4	22.6
Students with Disabilities	30	25.9	45.4	24.6
English Learners	N/A	21.5	-	27.4
Economically Disadvantaged	54.4	31.9	61.9	35.3

All Students Chronic Absenteeism Percent Change: -12.1%

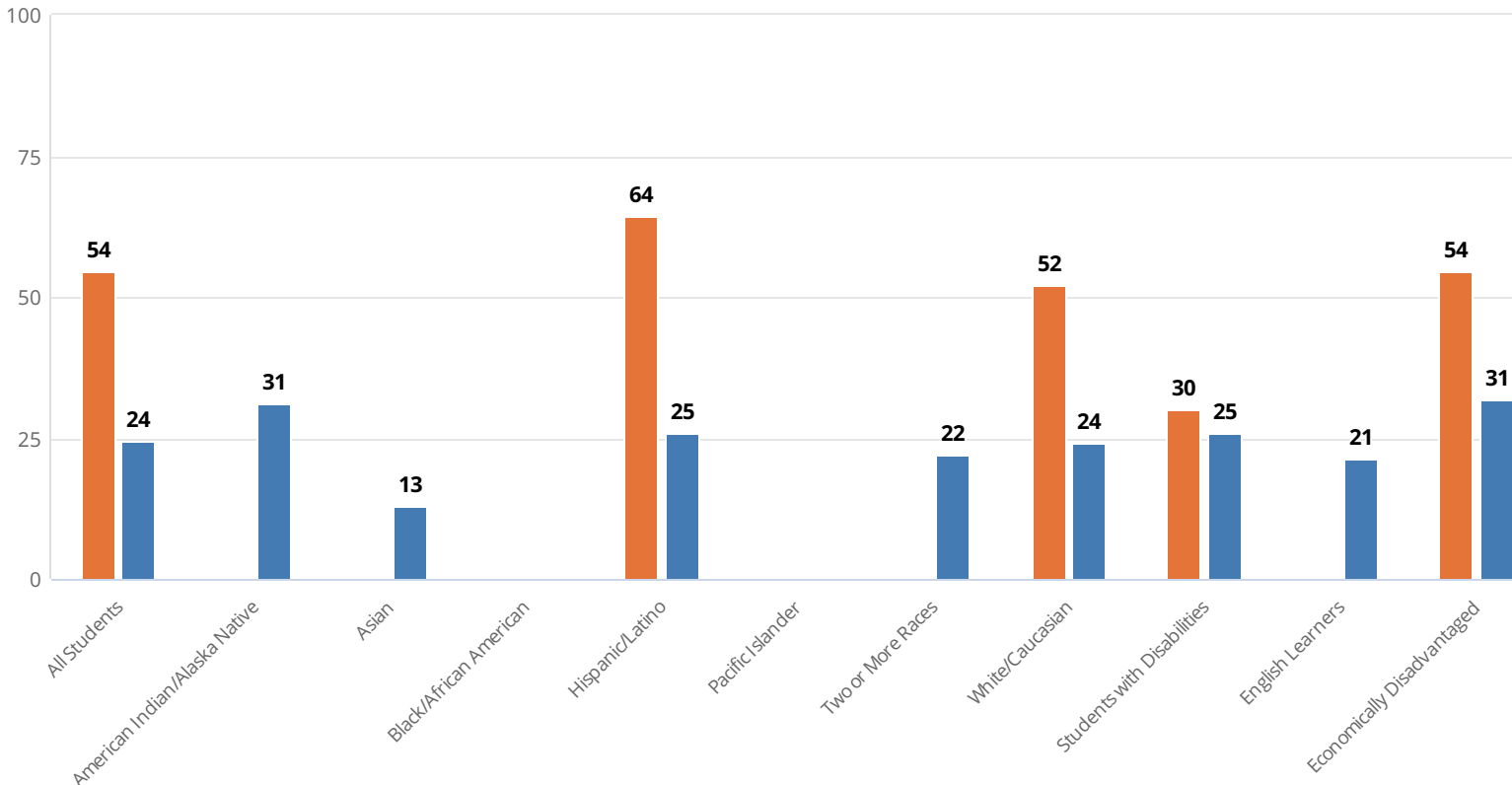
Points Earned by the Chronic Absenteeism Rate: NA/5

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: 0.5

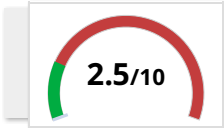
Points Earned by Chronic Absenteeism Reduction Rate: 1.5/2.5

Chronic Absenteeism Rate (%)

■ 2024-2025 ASPIRE Academy High School ■ 2024-2025 District



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Student Engagement

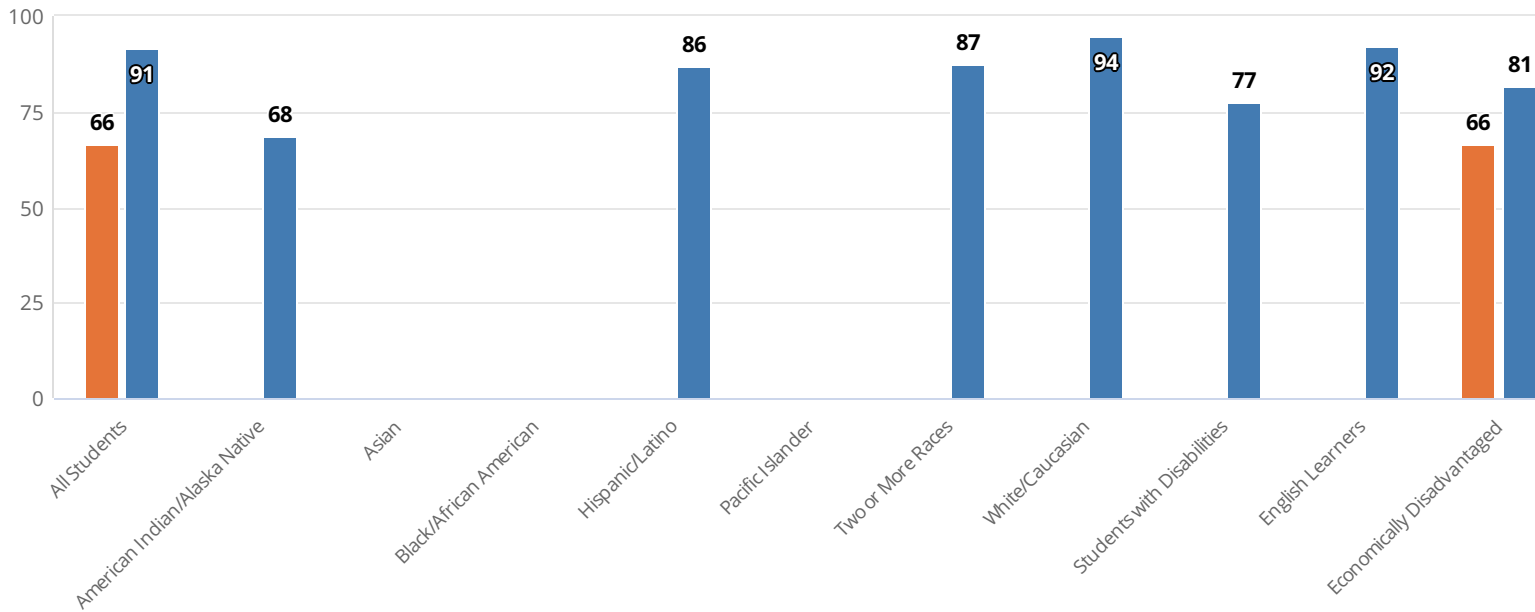
9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 1/5

Groups	2025 % 9th Grade Credit Sufficiency	2025 % 9th Grade Credit Sufficiency District	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District
All Students	66.6	91.5	-	94.7
American Indian/ Alaska Native	-	68.7	N/A	-
Asian	N/A	-	N/A	-
Black/ African American	N/A	N/A	N/A	-
Hispanic/ Latino	-	86.8	-	93.2
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	N/A	87.5	N/A	95.2
White/ Caucasian	-	94.9	-	96.3
Students with Disabilities	-	77.5	-	92.5
English Learners	N/A	92.3	N/A	93.7
Economically Disadvantaged	66.6	81.8	-	91.3

% of Students Meeting 9th Grade Credit Requirements

■ 2024-2025 ASPIRE Academy High School ■ 2024-2025 District



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School Designation	NSPF Designation Year	Exit Evaluation
CSI	2018-2019	Summer 2026

What is a Comprehensive Support and Improvement (CSI) Designation?

Schools with a CSI designation meet the following criteria:

- Among the lowest-performing Title I schools (bottom 5th percentile of adjusted NSPF index scores)
- High schools with a four-year adjusted cohort graduation rate below 67% or
- Title I Schools that did not exit a Additional Targeted Support and Improvement (ATSI) Designation after a three-year improvement plan.

A school designated as CSI must work with their LEA to develop a plan to exit the CSI designation within three years. The plan must be approved by NDE. The school is evaluated for exit at the end of this three year period.

Why did this school receive a CSI Designation?

CSI Criteria Met in Designation Year	One-Star School HS Grad Rate <67%
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What is required for exit from the CSI Designation and how is the school progressing toward exit?

Schools are evaluated for exit after a three-year designation period. To exit, schools must:

- No longer meet CSI Criteria.
- For schools designated because they were among the lowest-performing Title I schools or because they were a Title-I ATSI school that did not exit, the total adjusted NSPF index score in the most recent NSPF must be 10 or more points above the score received in the year the school was identified as CSI.

The table below displays the school's progress toward achieving exit from CSI.

Criteria	Baseline (2018-2019)	Improvement Year (2022-2023)	Improvement Year (2023-2024)	Improvement Year (2024-2025)
Star Rating	1	1	1	1
Index Score	11.8	4.1	7.3	14.7
Graduation Rate	53.8	44	30.7	55.1