

<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> PK-05 <i>District:</i> Clark <i>School:</i> 701 Skyline Rd <i>Address:</i> Henderson, NV 89002</p>	 <p>44.5 Total Index Score</p>	<p><i>School Type:</i> Regular <i>School Designation:</i> Additional TSI <i>95% Assessment Participation:</i> Met</p>
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<p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 38.6% White/Caucasian 12.1% Black/African American 36.4% Hispanic/Latino 2.2% Asian 1.1% American Indian/Alaska Native 1.5% Pacific Islander 7.9% Two or More Races 	<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>2023-2024</td> <td>19.5 ★</td> </tr> <tr> <td>2022-2023</td> <td>17.5 ★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2023-2024	19.5 ★	2022-2023	17.5 ★	<p>Additional Student Groups</p> <ul style="list-style-type: none"> 3.5% English Learners 24% Students with Disabilities 100% Economically Disadvantaged
School Year	Index Score/Star Rating							
2023-2024	19.5 ★							
2022-2023	17.5 ★							

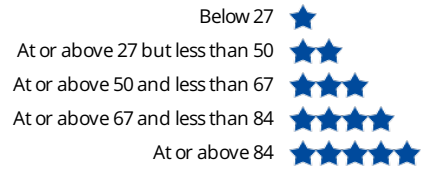
What does my school rating mean?

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?




ATSI designation: This school has an underperforming subgroup that, on its own, would result in a CSI designation. See the ATSI designation report for more information.

2024-2025 School Performance




Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	43	38.8
Math Proficiency	48.4	39.6
ELA Proficiency	47.8	45.6
Science Proficiency	14.4	15.9
Read-by-Grade-3 Proficiency	49.3	43.9




Growth Indicator

Measure	School Median	District Median
Math MGP	50	49
ELA MGP	46	50
	School Rate	District Rate
Met Math AGP Target	41.6	37.4
Met ELA AGP Target	51.7	52.8




English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	40	44.6



Closing Opportunity Gaps Indicator

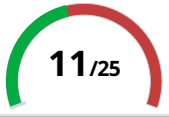
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	23	22
Prior Non-Proficient Met ELA AGP Target	37	41.4



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	21.6	23.7
Climate Survey Participation	71	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: 8/20

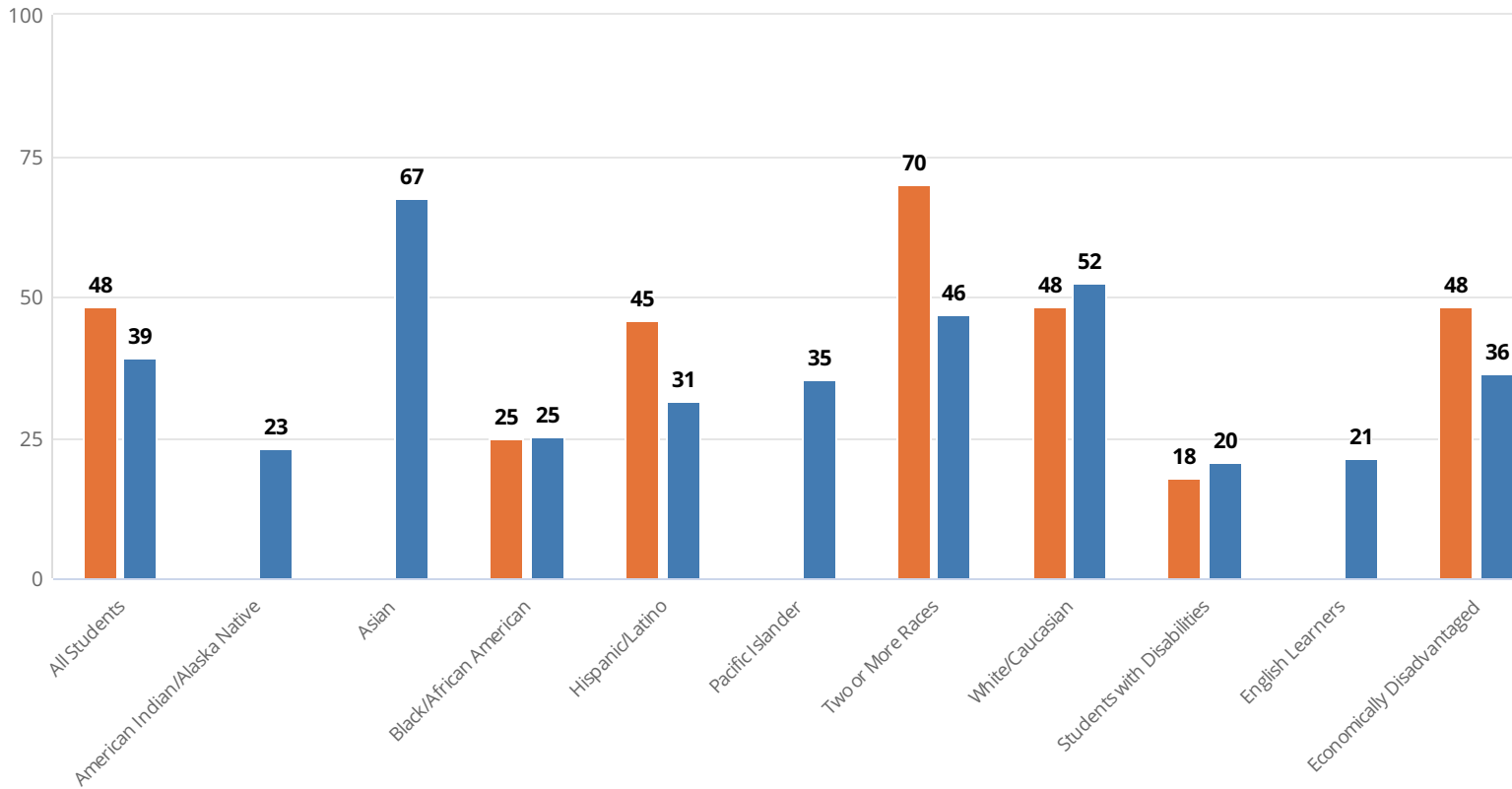
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	43	38.8	33.6	35.5

Math Proficient

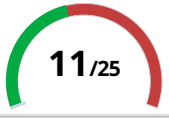
Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	48.4	39.6	39.2	38.8	36.7	55.8
American Indian/ Alaska Native	-	24.5	23	N/A	21.6	43.7
Asian	-	68.5	67.5	60	65.4	73.3
Black/ African American	25	23.2	25.2	5.8	20.7	42
Hispanic/ Latino	45.7	32.5	31.3	37	29	48.2
Pacific Islander	-	39.8	35.3	-	37.4	55.7
Two or More Races	70	49.2	46.8	40.7	45.1	61.6
White/ Caucasian	48.3	58	52.4	42.5	55.5	65.1
Students with Disabilities	18	15.1	20.5	17.7	14.7	38.8
English Learners	-	19.5	21.5	13.3	17.9	
Economically Disadvantaged	48.4	39.8	36.3	39.5	37.1	47.7

Math Assessments % Proficient

2024-2025 Fay Galloway Elementary School 2024-2025 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.



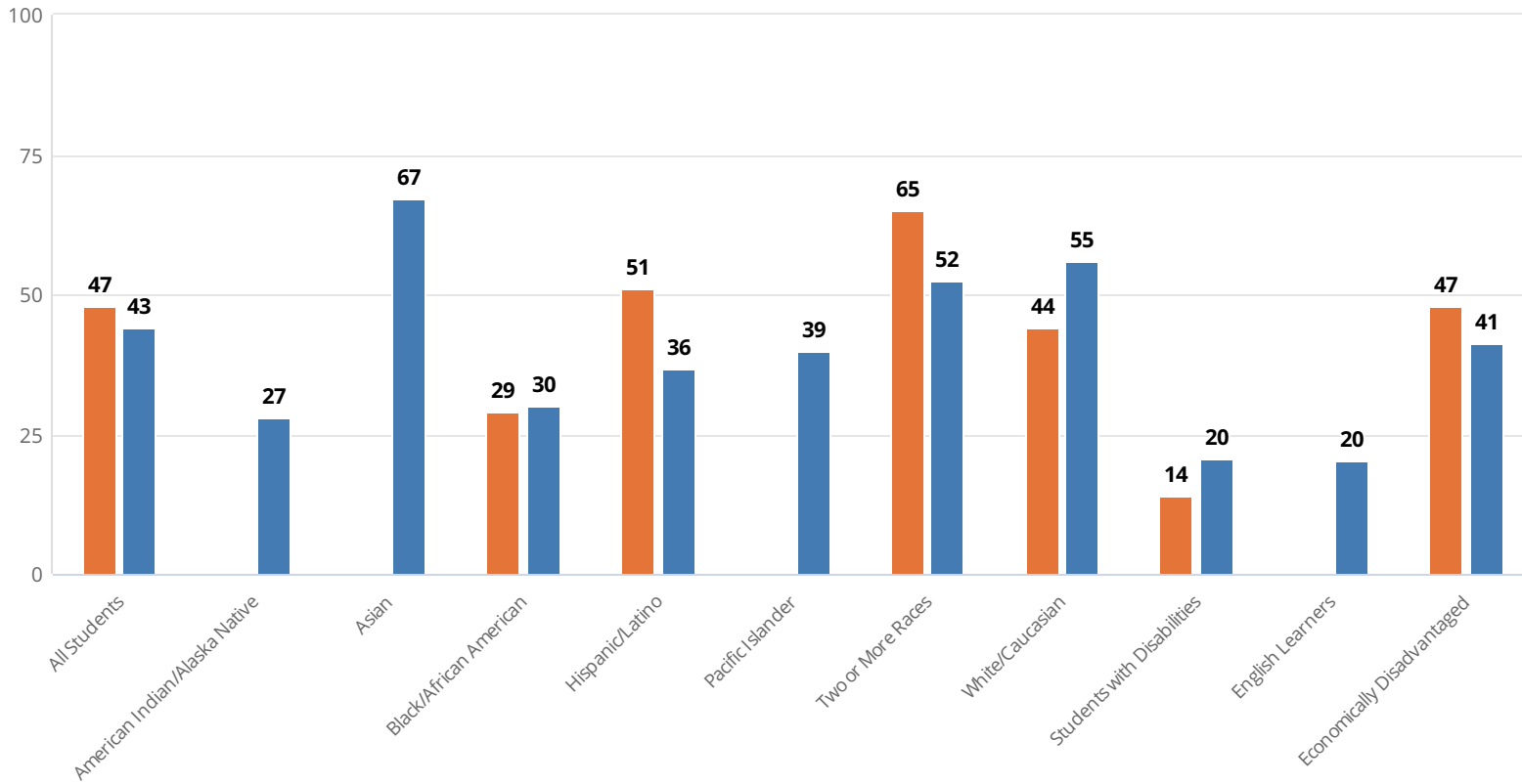
Academic Achievement

ELA Proficient

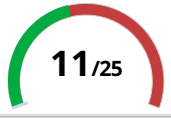
Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	47.8	45.6	43.9	39.4	42.2	63.1
American Indian/ Alaska Native	-	33.4	27.9	N/A	27.2	50.7
Asian	-	68.7	67.3	50	65.6	78.9
Black/ African American	29.1	31	30.2	11.7	27.9	50.8
Hispanic/ Latino	51.2	38.8	36.8	35.5	35.3	55.6
Pacific Islander	-	46.4	39.7	-	41.4	63.9
Two or More Races	65	56.2	52.5	48.1	51.7	69.5
White/ Caucasian	44	63.3	55.9	43.5	59.1	72.1
Students with Disabilities	14	15.3	20.6	14.2	15.2	39.9
English Learners	-	18.7	20.4	20	17	
Economically Disadvantaged	47.8	45.6	41.3	40.2	42.6	54.4

ELA Assessments % Proficient

2024-2025 Fay Galloway Elementary School 2024-2025 MIPs



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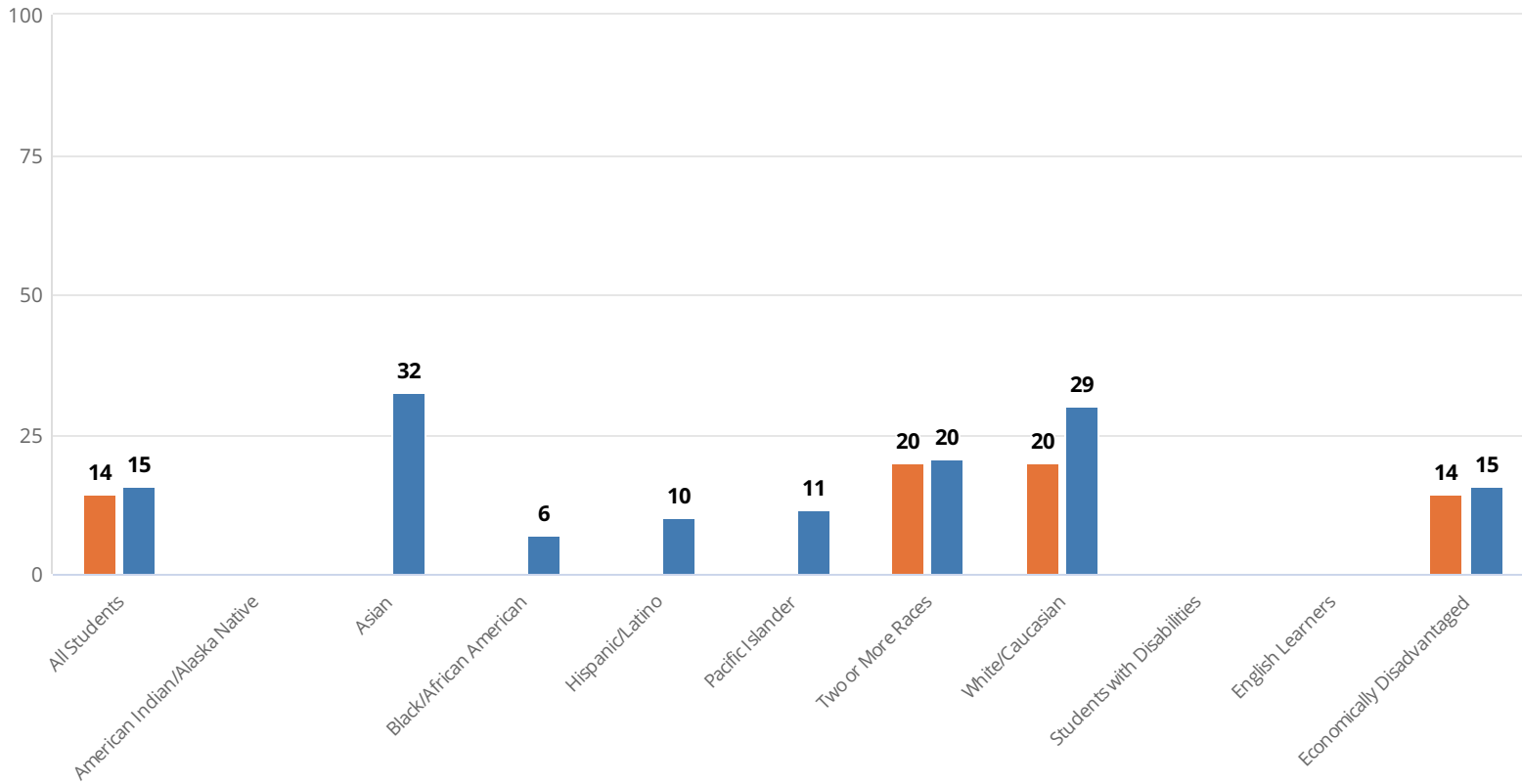
Academic Achievement

Science Proficient

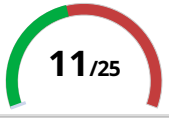
Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	14.4	15.9	6	12.4
American Indian/ Alaska Native	N/A	<5	N/A	5.7
Asian	-	32.6	-	24.9
Black/ African American	-	6.9	-	<5
Hispanic/ Latino	<5	10	6.2	7.1
Pacific Islander	-	11.5	-	7.5
Two or More Races	20	20.8	<5	17.9
White/ Caucasian	20	29.9	9.3	25.5
Students with Disabilities	<5	<5	<5	<5
English Learners	-	<5	-	<5
Economically Disadvantaged	14.4	15.9	<5	6.4

Science Assessments % Proficient

■ 2024-2025 Fay Galloway Elementary School ■ 2024-2025 District



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Academic Achievement

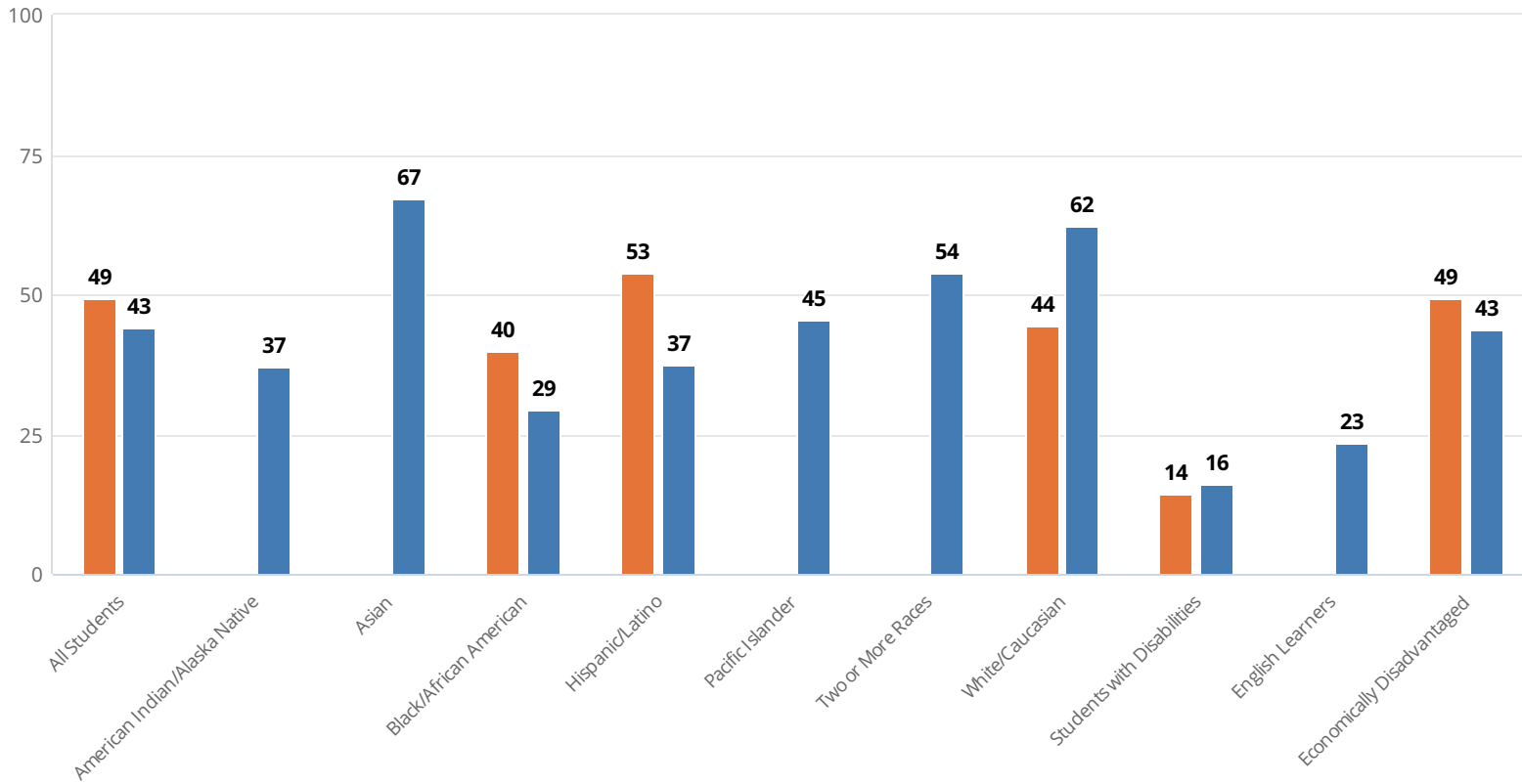
Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	49.3	43.9	44.2	40.4
American Indian/ Alaska Native	-	37.1	N/A	16
Asian	-	67.3	-	63.9
Black/ African American	40	29.5	-	26.7
Hispanic/ Latino	53.8	37.3	48.1	33.7
Pacific Islander	-	45.5	-	40
Two or More Races	-	54	-	48.8
White/ Caucasian	44.4	62.2	46.1	57
Students with Disabilities	14.2	16.1	16.6	16.4
English Learners	-	23.4	-	20.4
Economically Disadvantaged	49.3	43.8	44.9	40.7

Read by Grade 3 % Proficient

2024-2025 Fay Galloway Elementary School 2024-2025 District





Academic Achievement

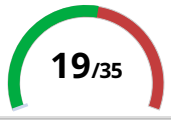
Participation on State Assessments

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	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	>=95%	>=95%	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	>=95%	>=95%
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	93%	>=95%
English Learners	-	-	-	-
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: 5/10

ELA MGP Points Earned: 4/10

Groups	Math MGP Points Earned: 5/10				ELA MGP Points Earned: 4/10			
	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP
All Students	50	49	46	50	40.5	51	28	50
American Indian/ Alaska Native	N/A	44	N/A	41	N/A	50	N/A	59
Asian	-	54	-	55	-	59	-	58
Black/ African American	39.5	44	28.5	45	-	46	-	46
Hispanic/ Latino	49	49	60	49	40	50	30.5	48
Pacific Islander	-	48	-	50	-	54	-	51
Two or More Races	78.5	50	36	52	45.5	54	27.5	52
White/ Caucasian	39.5	52	42.5	53	34	54	28.5	53
Students with Disabilities	36	43	23	39	34	43	26	40
English Learners	-	49	-	46	38.5	50	24.5	47
Economically Disadvantaged	50	49	46	50	40.5	51	28	50

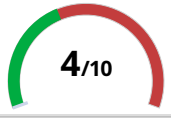
AGP Growth Data

Math AGP Points Earned: 5.5/7.5

ELA AGP Points Earned: 4.5/7.5

Groups	Math AGP Points Earned: 5.5/7.5				ELA AGP Points Earned: 4.5/7.5			
	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP
All Students	41.6	37.4	51.7	52.8	28.4	34.5	27.7	44
American Indian/ Alaska Native	N/A	26.4	N/A	43.6	N/A	30.3	N/A	38.9
Asian	-	59.7	-	68.2	-	57.3	-	63.1
Black/ African American	25	24.4	33.3	42.5	-	21	-	32.6
Hispanic/ Latino	38.8	32.9	56.6	48.9	27.1	29	26.6	38.9
Pacific Islander	-	37	-	52.1	-	34.4	-	42.7
Two or More Races	71.4	42.6	64.2	60	27.2	41.8	31.8	51.8
White/ Caucasian	35.7	50	48.2	63	28.5	47.8	28.5	55.7
Students with Disabilities	12.1	18.6	18.1	28.7	15.3	16.3	12.5	21.5
English Learners	-	23.3	-	35.7	8.3	20.7	16.6	27
Economically Disadvantaged	41.6	37.7	51.7	52.8	28.4	34.7	27.7	44.2

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



English Language

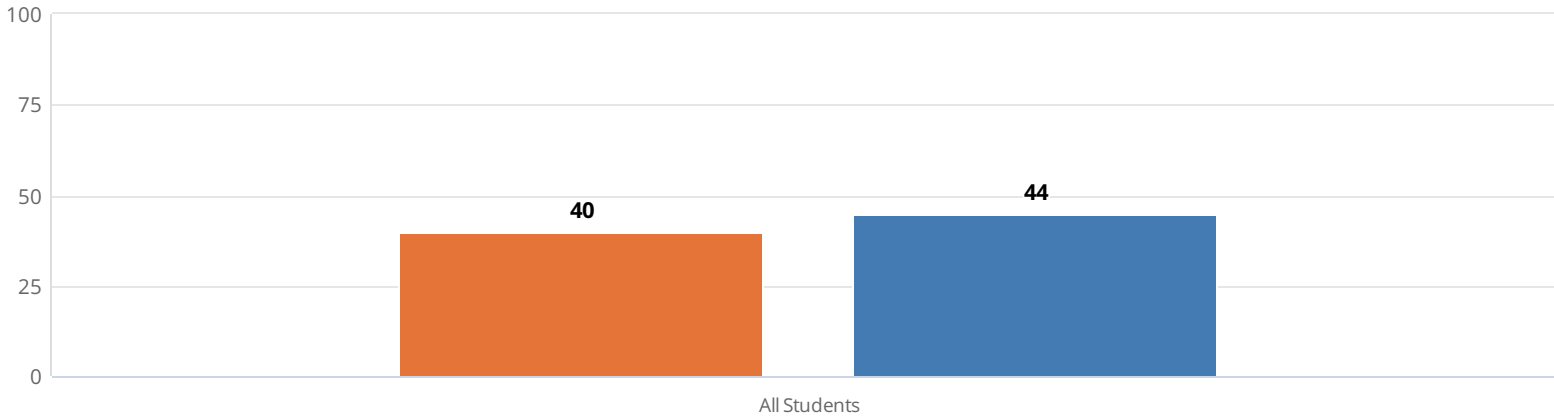
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 4/10

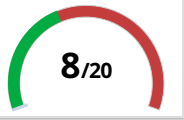
	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	15	40	44.6	21	38	38.7

% English Learners Meeting AGP on WIDA

■ 2024-2025 Fay Galloway Elementary School ■ 2024-2025 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.

Math AGP Points Earned: 3/10 ELA AGP Points Earned: 5/10

Groups	2025		2025		2024		2024	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	23	22	37	41.4	10.4	19.8	12.6	29.9
American Indian/ Alaska Native	N/A	18.9	N/A	37.3	N/A	25.4	N/A	26.3
Asian	-	30.2	-	49.8	-	30.8	-	40
Black/ African American	-	15.7	-	35.6	-	13.9	-	24.2
Hispanic/ Latino	21.8	21.9	41.1	40.1	11.1	18.7	13.1	28.5
Pacific Islander	N/A	24.3	N/A	44	-	21.6	-	30.6
Two or More Races	-	24	-	47.3	<5	23.8	16.6	36.1
White/ Caucasian	16.6	28.6	34.4	49.4	13.5	26.7	14.7	36.9
Students with Disabilities	7.4	12.6	17.8	24.1	6	10.1	<5	15.5
English Learners	-	19.4	-	34.5	<5	16.7	18.1	24.7
Economically Disadvantaged	23	22.2	37	41.4	10.4	19.9	12.6	30.1

'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 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. 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: 2.5/10

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	21.6	23.7	25.1	26.9
American Indian/ Alaska Native	-	26.5	-	33.9
Asian	-	12.1	40	13.2
Black/ African American	33.3	32.6	34.6	36.9
Hispanic/ Latino	19	24.2	29.3	27.8
Pacific Islander	-	32.9	30	37.3
Two or More Races	16.1	23.7	17.7	26.3
White/ Caucasian	21.3	17.2	19.1	19
Students with Disabilities	30.7	29.2	27.8	32.5
English Learners	12.5	20.7	25	24.3
Economically Disadvantaged	21.6	23.8	25.1	27

All Students Chronic Absenteeism Percent Change: -13.9%

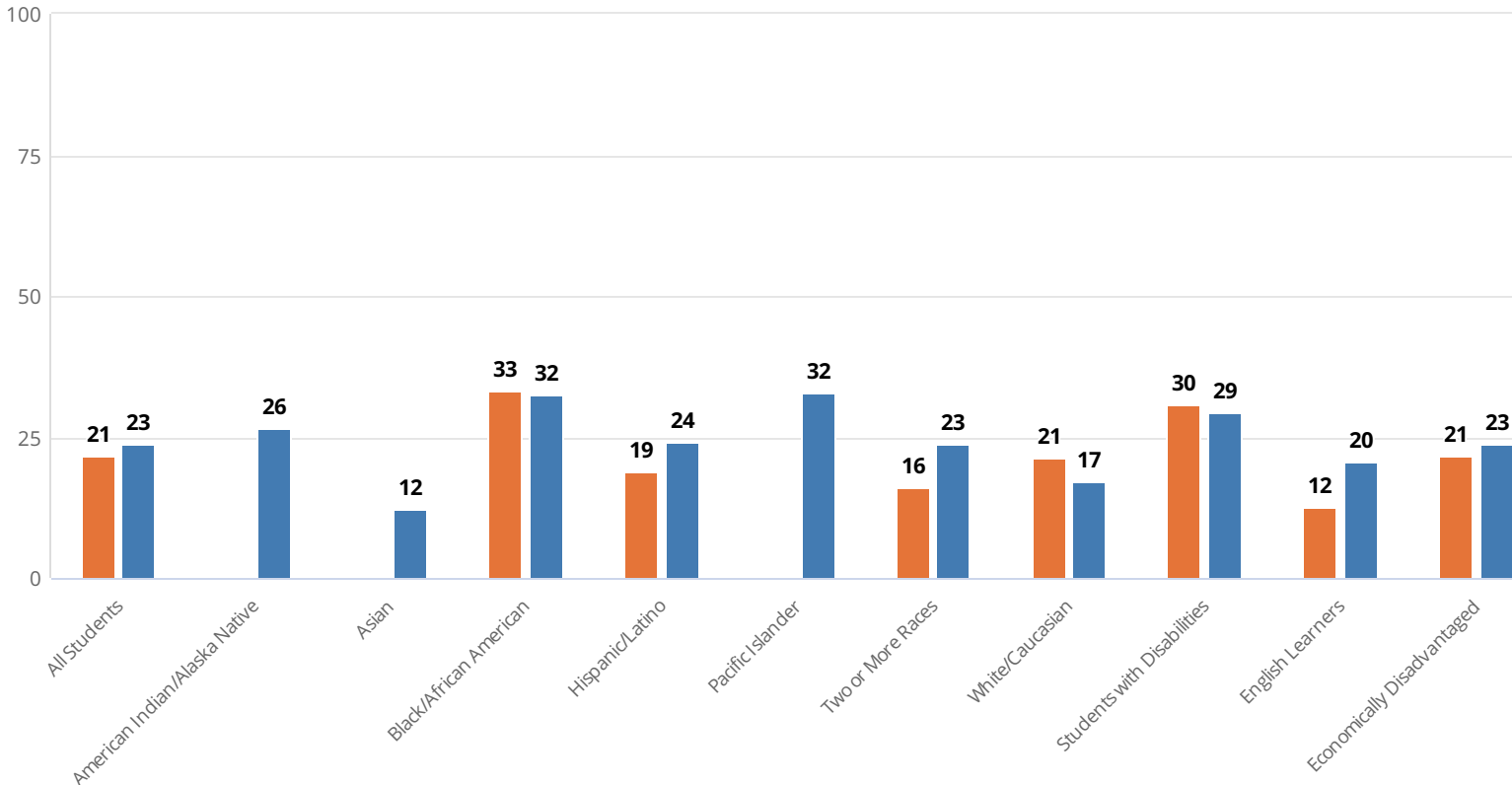
Points Earned by the Chronic Absenteeism Rate: 1.5/10

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: 1

Points Earned by Chronic Absenteeism Reduction Rate: NA/5

Chronic Absenteeism Rate (%)

■ 2024-2025 Fay Galloway Elementary School ■ 2024-2025 District



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School Designation	NSPF Baseline Year	Exit Evaluation
Additional TSI	2022-2023	Summer 2026

What is an Additional Targeted Support and Improvement (ATSI) Designation?

Schools with a ATSI designation meet the following criteria:

- Not designated for Comprehensive Support and Improvement (CSI)
- Significant subgroup performance challenges that would, on their own, lead to a CSI designation. The NDE has calculated an adjusted NSPF index score for each subgroup at each school, awarding points for each Measure where the subgroup n-size ≥ 25, and following applicable rules regarding Measures required for rating. If one or more subgroups had an adjusted NSPF score that is at or below the calculated bottom 5th percentile used for CSI Designations for the relevant school level, then the school is designated as ATSI.

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

Why did this school receive an ATSI Designation, what is required for exit from an ATSI designation, and how is the school progressing toward exit?

The table below shows the populations that were flagged for ATSI designation based on the specific population’s adjusted index score (refer to the Baseline Year column). Highlighted populations in the Baseline Year column are the populations that caused the school to receive the ATSI designation. ATSI schools will be evaluated for exit after a three-year designation period. Schools are exited if the student group(s), for which they were originally identified ATSI, no longer meet ATSI designation criteria in either the most recent NSPF or the year they were designated (whichever cut score is higher). If the school picks up additional flags (student groups that meet ATSI Criteria) during the designation period (highlighted populations in Years 1 and/or 2), those flags do not reset the designation timeline, nor do they need to be cleared to exit the original ATSI designation. However, if these new flag(s) are present upon exit from the original ATSI designation (highlighted populations in Year 3), the school will be redesignated as ATSI with the new student group flag(s) with a new three-year ATSI timeline. During the ATSI designation period, if a school meets CSI criteria (bottom 5th percentile for school’s adjusted index score or 4-year ACGR <67%), the school will be redesignated as CSI and receive a new designation timeline and report.

ES CSI Cut Scores	10.5	10.7	15	
Populations	Baseline NSPF Index Score (2022-2023)	NSPF Index Score (2023-2024)	NSPF Index Score (2024-2025)	NSPF Index Score (2025-2026)
American Indian/ Alaska Native	*	*	*	
Asian	*	*	*	
Black/ African American	*	*	*	
Hispanic/ Latino	14.4	16.1	50.5	
Pacific Islander	*	*	*	
Two or More Races	*	*	*	
White/ Caucasian	21.1	18.8	34.4	
Students with Disabilities	7	7	8.2	
English Learners			*	
Economically Disadvantaged	11.1	18.3	43.8	

* = insufficient n-size (n < 25) to receive an NSPF index score.

Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school. Non-Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be evaluated for exit annually.

Blank cells within this table for the English Learner (EL) population are a result of revised Nevada School Performance Framework (NSPF) business rules for the 2023-24 school year. Because the identification criteria for EL students has been updated, data for this population before the 2024-25 school year can not be provided.