

School Level: Elementary School

Grade Levels: PK-05

District: Clark

School 701 Skyline Rd

Address: Henderson, NV 89002

24
Total Index Score

School Type: Regular

School Designation: CSI

Student Race/Ethnicity

40.4% White/Caucasian

11.7% Black/African American

36% Hispanic/Latino

1.8% Asian

1.3% American Indian/Alaska Native

1.8% Pacific Islander

6.6% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2024-2025	44.5 ★★
2023-2024	19.5 ★

Additional Student Groups

2.7% English Learners

23.2% Students with Disabilities

100% Economically Disadvantaged

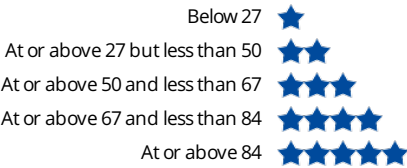
What does my school rating mean?

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.

2025-2026 School Performance

8/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	37.6	38.9
Math Proficiency	41.3	39.5
ELA Proficiency	43.2	45.9
Science Proficiency	10	16
Read-by-Grade-3 Proficiency	49.1	43.1

8.5/35

Growth Indicator

Measure	School Median	District Median
Math MGP	40	49
ELA MGP	33	49

	School Rate	District Rate
Met Math AGP Target	32.8	35.6
Met ELA AGP Target	38.5	48.4

1/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	25	48.4

3/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.2	19.6
Prior Non-Proficient Met ELA AGP Target	29.1	34.7

3.5/10

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	17.4	17.7

District percentages reflect the district the school was associated with when the data was collected.
[Click here](#) to learn more about the NSPF.



Academic Achievement

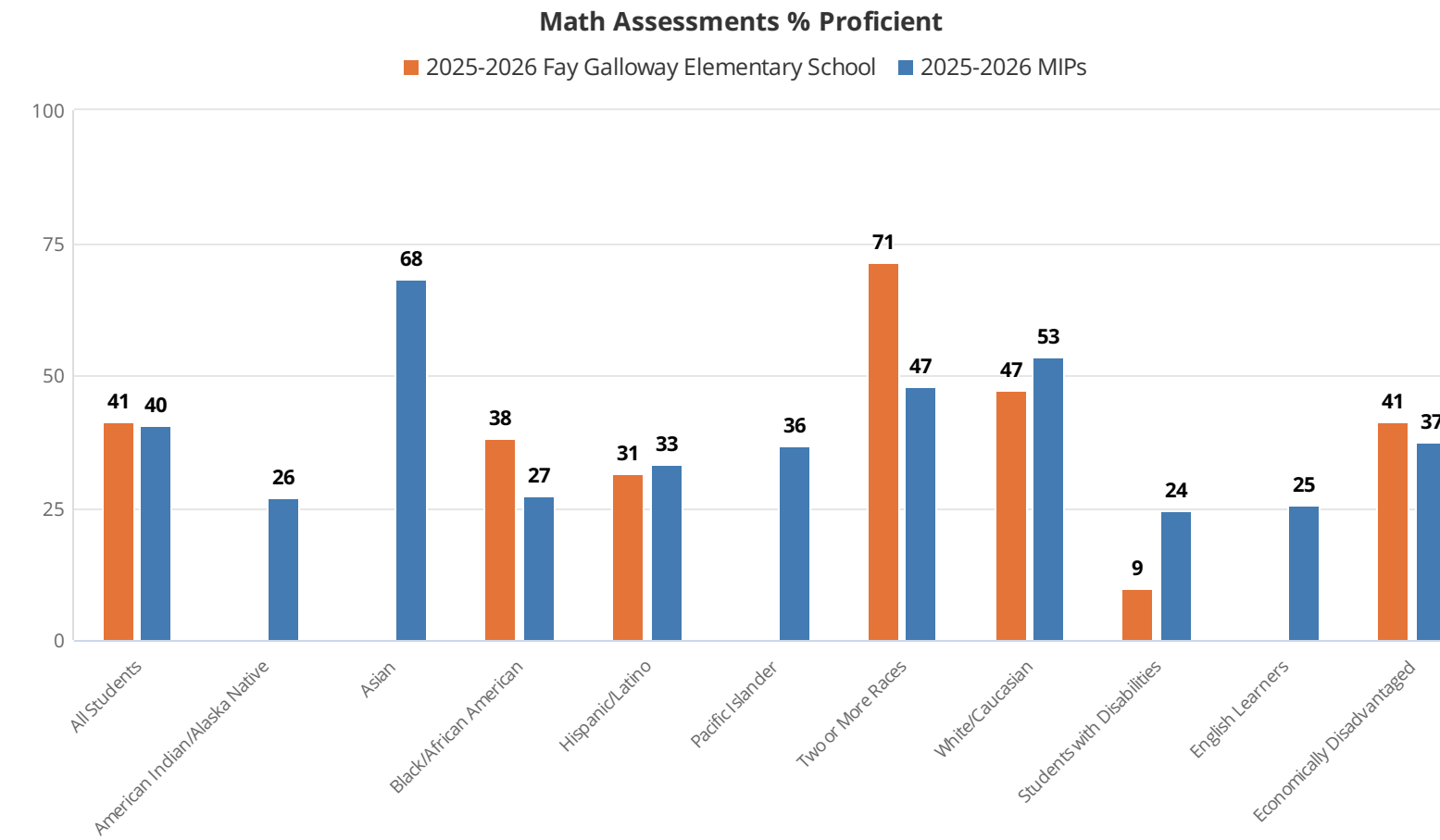
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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.

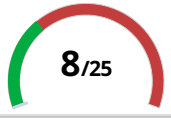
Pooled Proficiency Points Earned: 5/20

	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	37.6	38.9	43	38.8

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	41.3	39.5	40.4	48.4	39.6	39.2
American Indian/ Alaska Native	-	30.1	26.8	-	24.5	23
Asian	-	68	68.2	-	68.5	67.5
Black/ African American	38	23.3	27.4	25	23.2	25.2
Hispanic/ Latino	31.3	33.1	33.3	45.7	32.5	31.3
Pacific Islander	-	40.6	36.6	-	39.8	35.3
Two or More Races	71.4	47.7	47.9	70	49.2	46.8
White/ Caucasian	47.3	58.2	53.4	48.3	58	52.4
Students with Disabilities	9.8	14.5	24.5	18	15.1	20.5
English Learners	<5	19.3	25.4	-	19.5	21.5
Economically Disadvantaged	41.3	39.8	37.5	48.4	39.8	36.3





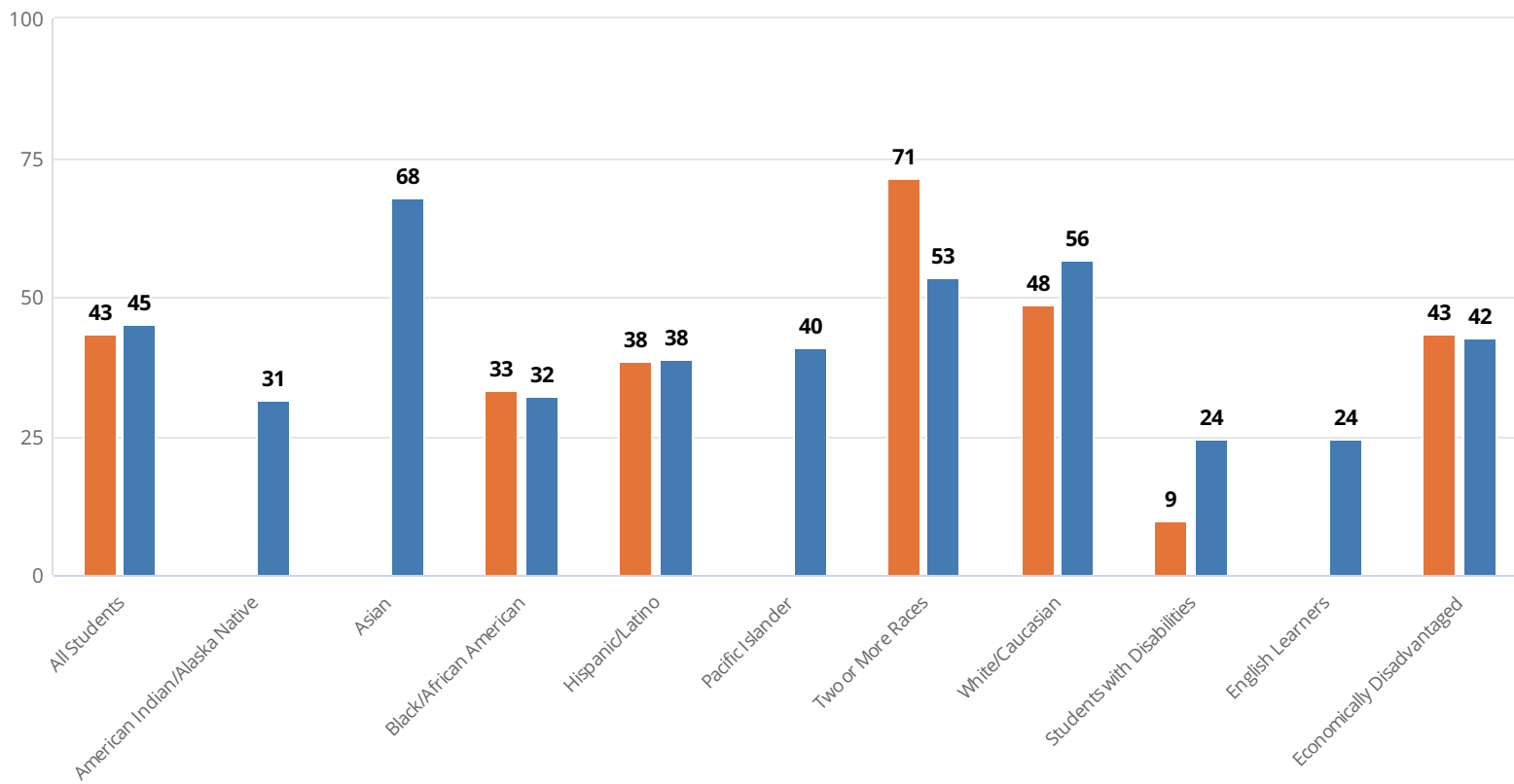
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	43.2	45.9	45	47.8	45.6	43.9
American Indian/ Alaska Native	-	32.1	31.5	-	33.4	27.9
Asian	-	68.2	68	-	68.7	67.3
Black/ African American	33.3	31.9	32.3	29.1	31	30.2
Hispanic/ Latino	38.3	39.8	38.7	51.2	38.8	36.8
Pacific Islander	-	45.1	40.9	-	46.4	39.7
Two or More Races	71.4	54.2	53.5	65	56.2	52.5
White/ Caucasian	48.6	63.8	56.8	44	63.3	55.9
Students with Disabilities	9.8	15	24.6	14	15.3	20.6
English Learners	<5	18.7	24.4	-	18.7	20.4
Economically Disadvantaged	43.2	46.1	42.5	47.8	45.6	41.3

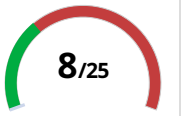
ELA Assessments % Proficient

■ 2025-2026 Fay Galloway Elementary School ■ 2025-2026 MIPs



District percentages reflect the district the school was associated with when the data was collected.

'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.



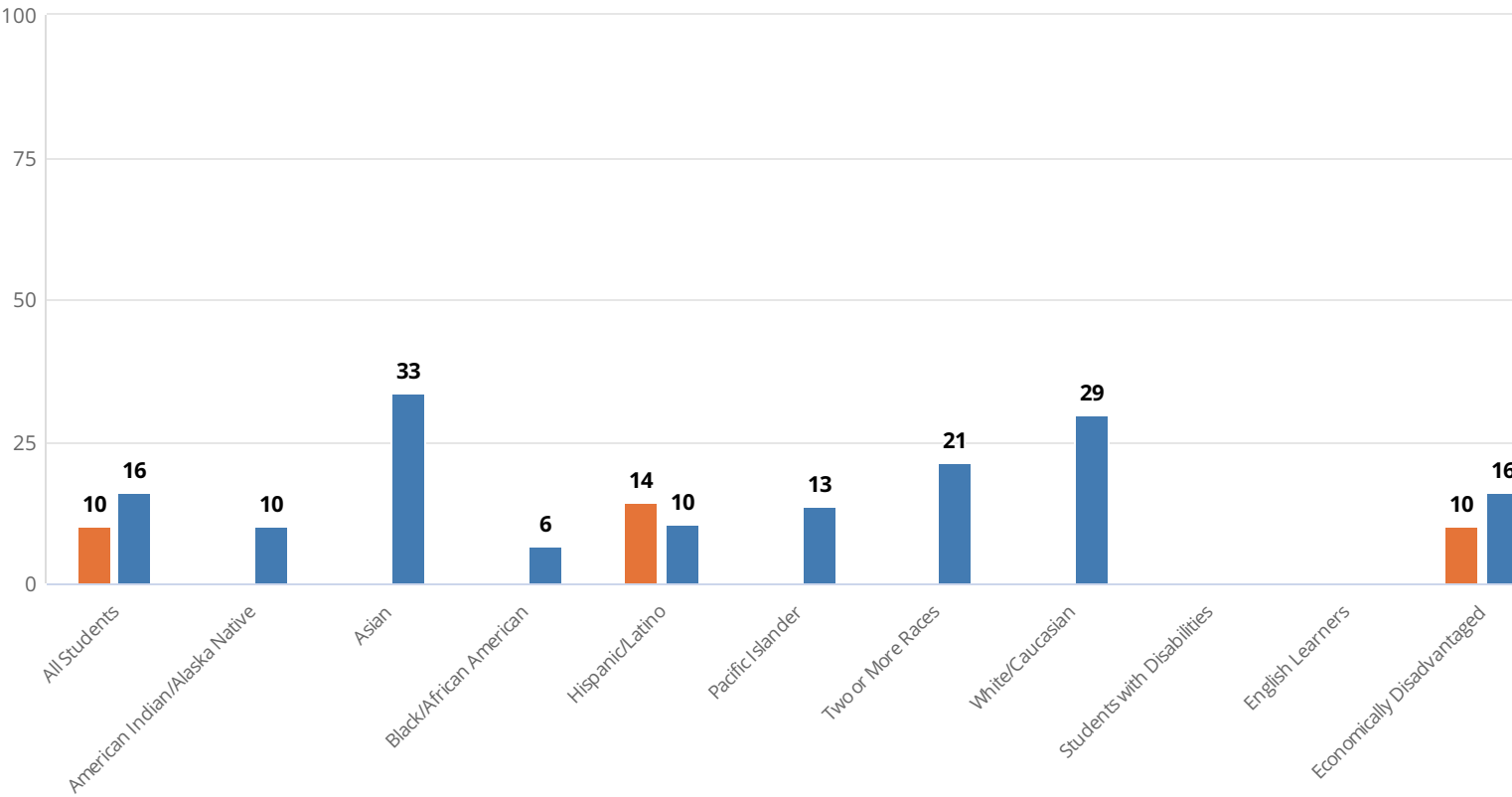
Academic Achievement

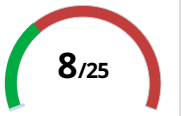
Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	10	16	14.4	15.9
American Indian/ Alaska Native	-	10.3	N/A	<5
Asian	-	33.7	-	32.6
Black/ African American	-	6.7	-	6.9
Hispanic/ Latino	14.2	10.5	<5	10
Pacific Islander	-	13.5	-	11.5
Two or More Races	-	21.4	20	20.8
White/ Caucasian	<5	29.6	20	29.9
Students with Disabilities	<5	<5	<5	<5
English Learners	N/A	<5	-	<5
Economically Disadvantaged	10	16.1	14.4	15.9

Science Assessments % Proficient

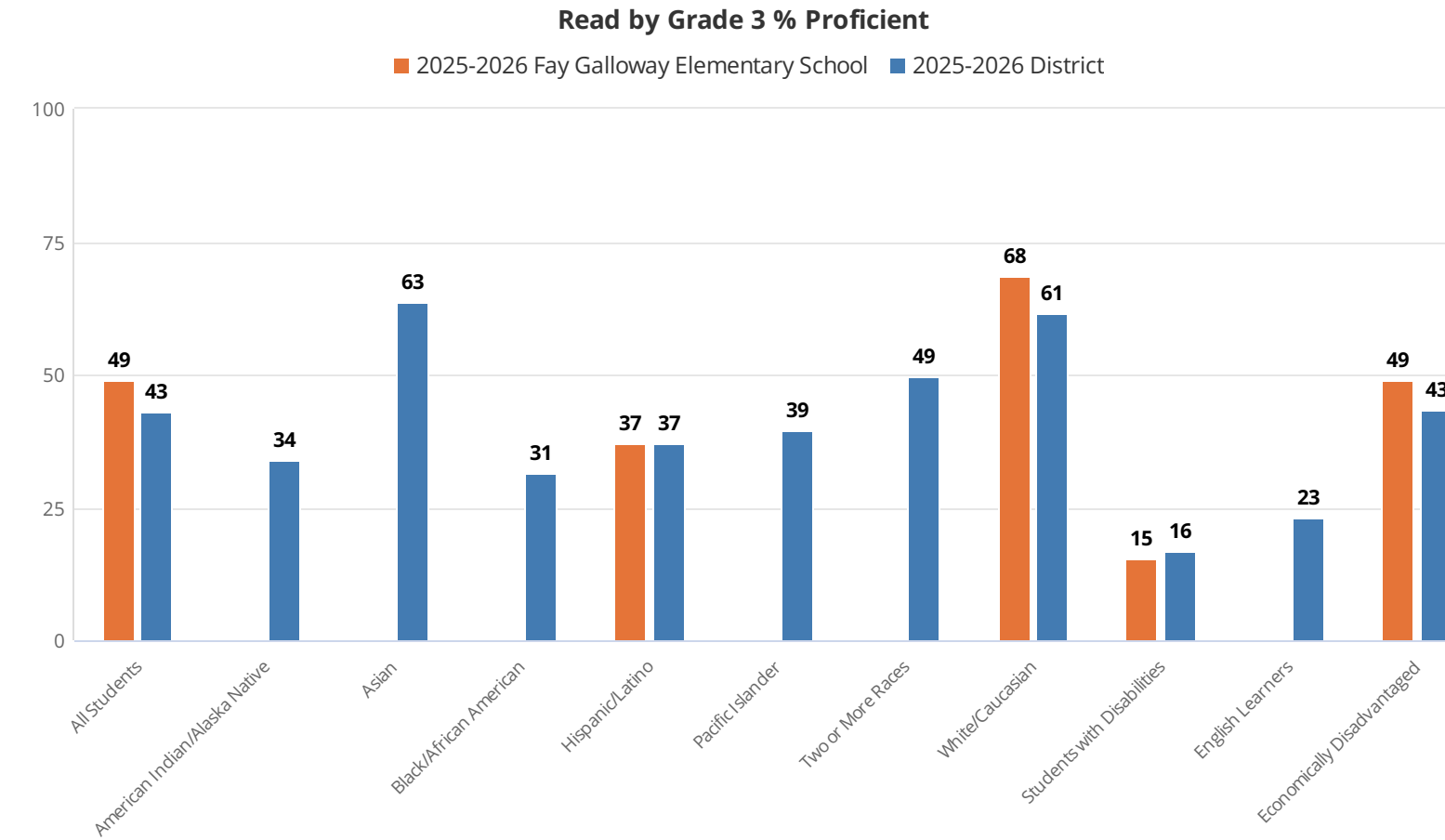
2025-2026 Fay Galloway Elementary School 2025-2026 District





Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 3/5	
Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	49.1	43.1	49.3	43.9
American Indian/ Alaska Native	N/A	34	-	37.1
Asian	N/A	63.5	-	67.3
Black/ African American	-	31.4	40	29.5
Hispanic/ Latino	37	37.1	53.8	37.3
Pacific Islander	-	39.5	-	45.5
Two or More Races	-	49.5	-	54
White/ Caucasian	68.4	61.6	44.4	62.2
Students with Disabilities	15.3	16.7	14.2	16.1
English Learners	-	23.2	-	23.4
Economically Disadvantaged	49.1	43.3	49.3	43.8





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.

Yellow indicates 95% participation requirement not met.

Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	94.8%	94.8%	>=95%	>=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: 3/10****ELA MGP Points Earned: 1/10**

Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	40	49	33	49	50	49	46	50
American Indian/ Alaska Native	-	48	-	52	N/A	44	N/A	41
Asian	-	57	-	57	-	54	-	55
Black/ African American	37.5	45	23	45	39.5	44	28.5	45
Hispanic/ Latino	37.5	48	33.5	48	49	49	60	49
Pacific Islander	-	53	-	52	-	48	-	50
Two or More Races	78	49	72	51	78.5	50	36	52
White/ Caucasian	32	50	31	52	39.5	52	42.5	53
Students with Disabilities	39	41	25	39	36	43	23	39
English Learners	-	49	-	45	-	49	-	46
Economically Disadvantaged	40	49	33	49	50	49	46	50

AGP Growth Data**Math AGP Points Earned: 3/7.5****ELA AGP Points Earned: 1.5/7.5**

Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	32.8	35.6	38.5	48.4	41.6	37.4	51.7	52.8
American Indian/ Alaska Native	-	31.1	-	38.1	N/A	26.4	N/A	43.6
Asian	-	59.3	-	67.2	-	59.7	-	68.2
Black/ African American	35.7	22.7	28.5	37.8	25	24.4	33.3	42.5
Hispanic/ Latino	24	31	40.7	44.4	38.8	32.9	56.6	48.9
Pacific Islander	-	39.1	-	50.5	-	37	-	52.1
Two or More Races	81.8	42.4	72.7	54.9	71.4	42.6	64.2	60
White/ Caucasian	26.9	48	28.8	59	35.7	50	48.2	63
Students with Disabilities	15.1	15.5	21.2	23.8	12.1	18.6	18.1	28.7
English Learners	-	20.9	-	29.7	-	23.3	-	35.7
Economically Disadvantaged	32.8	35.8	38.5	48.7	41.6	37.7	51.7	52.8

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

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English Language

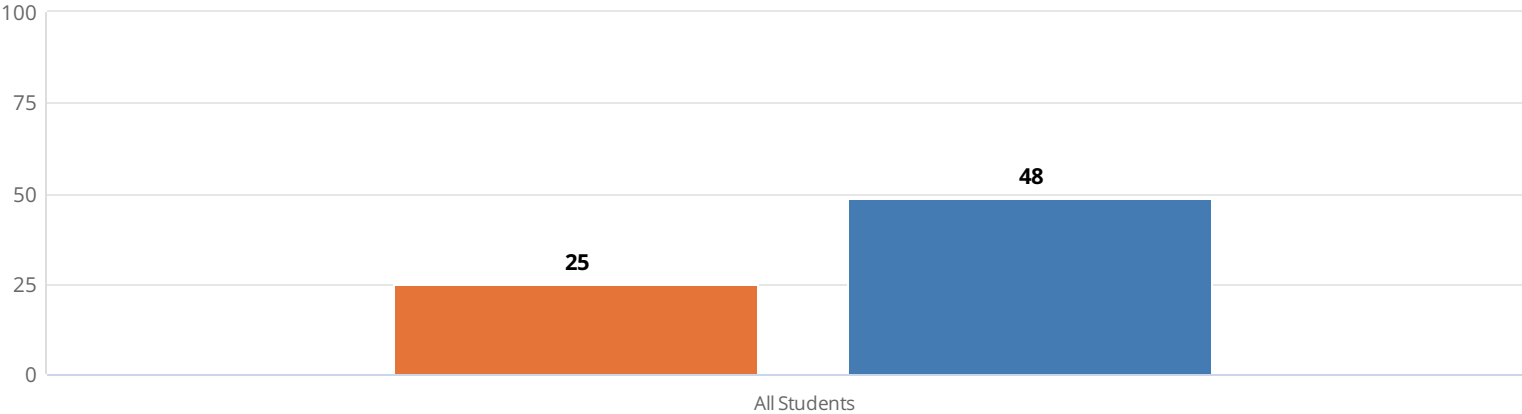
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 1/10

	2026 number of ELs With AGP	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP	2025 % of EL Meeting AGP	2025 % District
	Target			Target		
ELPA	12	25	48.4	15	40	44.6

% English Learners Meeting AGP on WIDA

2025-2026 Fay Galloway Elementary School 2025-2026 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: 2/10			
	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	15.2	19.6	29.1	34.7	23	22	37	41.4
American Indian/ Alaska Native	-	11.1	-	27.5	N/A	18.9	N/A	37.3
Asian	N/A	33	-	47.3	-	30.2	-	49.8
Black/ African American	-	14.4	-	28.8	-	15.7	-	35.6
Hispanic/ Latino	<5	19.3	27.5	33.8	21.8	21.9	41.1	40.1
Pacific Islander	-	26.4	-	37.4	N/A	24.3	N/A	44
Two or More Races	-	22.3	-	40.6	-	24	-	47.3
White/ Caucasian	14.2	24.3	25.8	41.6	16.6	28.6	34.4	49.4
Students with Disabilities	<5	9.4	19.3	18.6	7.4	12.6	17.8	24.1
English Learners	-	17.2	-	28.1	-	19.4	-	34.5
Economically Disadvantaged	15.2	19.7	29.1	34.9	23	22.2	37	41.4



3.5/10

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

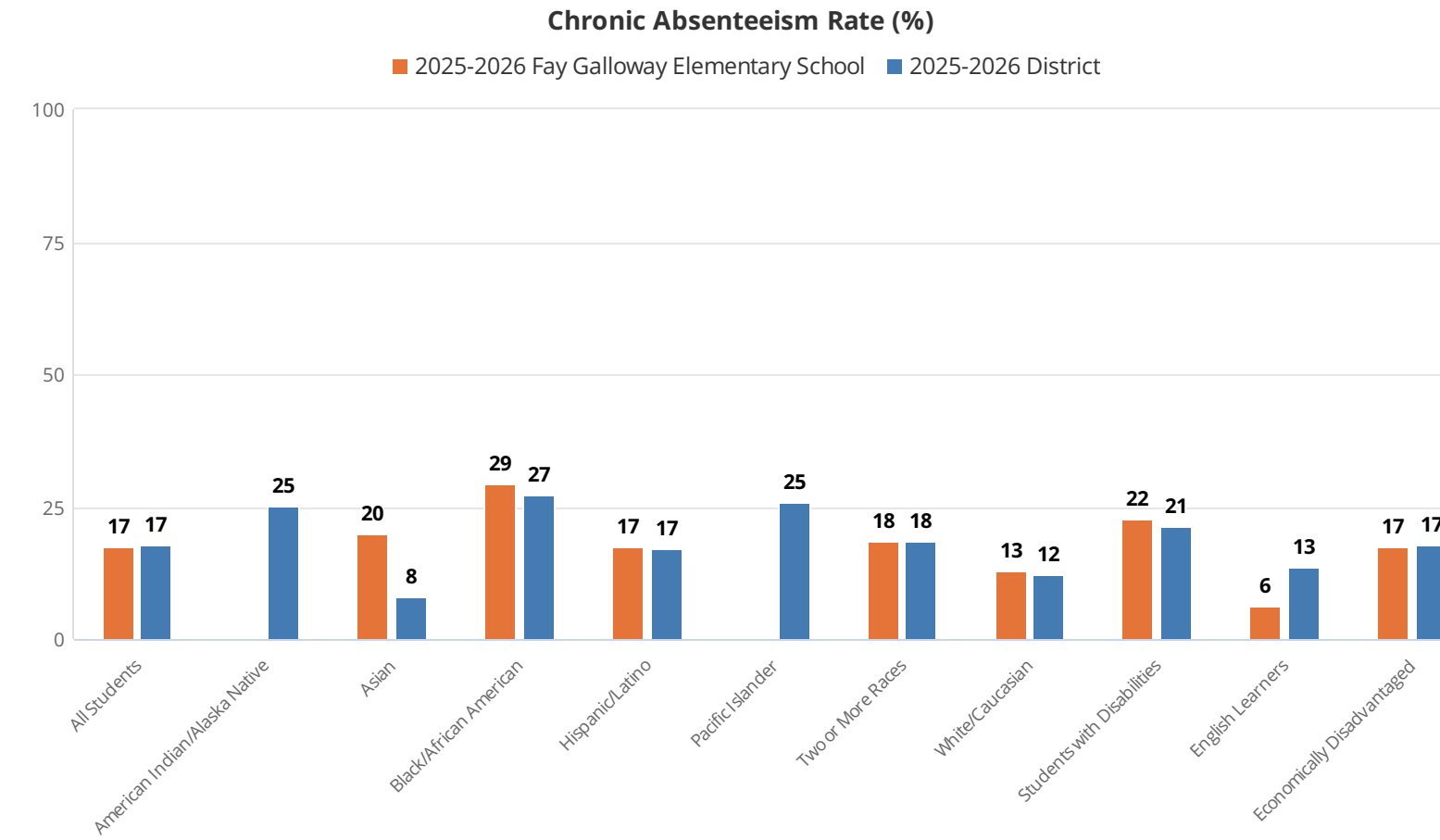
Chronic Absenteeism Points Earned: 3.5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	17.4	17.7	21.6	23.7
American Indian/ Alaska Native	-	25.1	-	26.5
Asian	20	8	-	12.1
Black/ African American	29.2	27.1	33.3	32.6
Hispanic/ Latino	17.6	17.1	19	24.2
Pacific Islander	-	25.8	-	32.9
Two or More Races	18.5	18.5	16.1	23.7
White/ Caucasian	13	12.2	21.3	17.2
Students with Disabilities	22.6	21.5	30.7	29.2
English Learners	6.2	13.7	12.5	20.7
Economically Disadvantaged	17.4	17.7	21.6	23.8

All Students Chronic Absenteeism Percent Change: -19.4%

Points Earned by the Chronic Absenteeism Rate: 3.5/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5



School Designation	NSPF Designation Year	Exit Evaluation
CSI	2025-2026	Summer 2029

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	Non-Exiting ATSI
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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 (2025-2026)	Improvement Year (2026-2027)	Improvement Year (2027-2028)	Improvement Year (2028-2029)
Star Rating	1	TBD	TBD	TBD
Index Score	24	TBD	TBD	TBD
Graduation Rate	N/A	N/A	N/A	N/A

For a complete and comprehensive list of the annual school designations, please reference the Nevada Comprehensive Support and Improvement (CSI) Schools report, the Nevada Targeted Support and Improvement (TSI) Schools report, and the Nevada Additional Targeted Support and Improvement (ATSI) Schools report in the NSPF/APF resources under Help & Resources on the Nevada Report Card website.