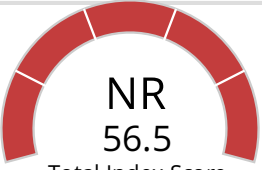
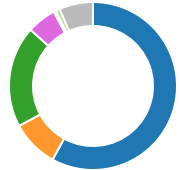
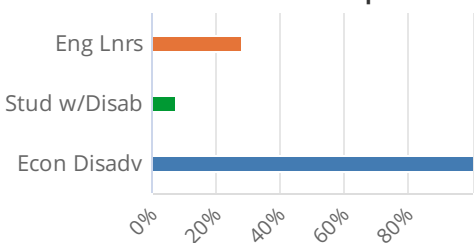


# Hoggard, Mabel ES

# School Year 2021-2022 Nevada School Rating

<p><i>School Level:</i> Elementary School  <i>Grade Levels:</i> PK-05  <i>District:</i> Clark  <i>School Address:</i> 950 N Tonopah Dr          Las Vegas, NV 89106</p>	 <p><b>NR</b> 56.5 Total Index Score</p>	<p>School Type: <i>Regular</i>          School Designation: <i>No Designation</i>          95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>9.1% White</li> <li>19.5% BI/Afr Am</li> <li>57.9% Hisp/Latino</li> <li>5.6% Asian</li> <li>0.4% Am Ind/AK Nat</li> <li>0.8% Pac Isl</li> <li>6.5% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>74.5 ★★★★★</td> </tr> <tr> <td>2019-2020</td> <td>74.5 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	74.5 ★★★★★	2019-2020	74.5 ★★★★★	<p><b>Additional Student Groups</b></p>  <p>Eng Lnrs: ~35%          Stud w/Disab: ~5%          Econ Disadv: ~95%</p>
School Year	Index Score/Star Rating							
2020-2021	74.5 ★★★★★							
2019-2020	74.5 ★★★★★							

## What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.


## How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.


## 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.


### 2021-2022 School Performance

 **Academic Achievement Indicator**


Measure	School Rate	District Rate
Pooled Proficiency	40.0	33.5
Math Proficiency	40.4	31.4
ELA Proficiency	46.9	41.1
Science Proficiency	19.5	17.3
Read-by-Grade-3 Proficiency	50.7	39.5

 **Growth Indicator**

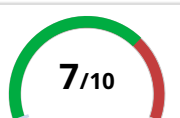
Measure	School Median	District Median
Math MGP	59.5	55.0
ELA MGP	43.0	52.0
	School Rate	District Rate
Met Math AGP Target	48.6	45.7
Met ELA AGP Target	50.0	55.1

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	35.7	33.2

 **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	42.2	37.9
Prior Non-Proficient Met ELA AGP Target	42.3	47.6

 **Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	10.8	34.4
Climate Survey Participation	83.0	N/A

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.

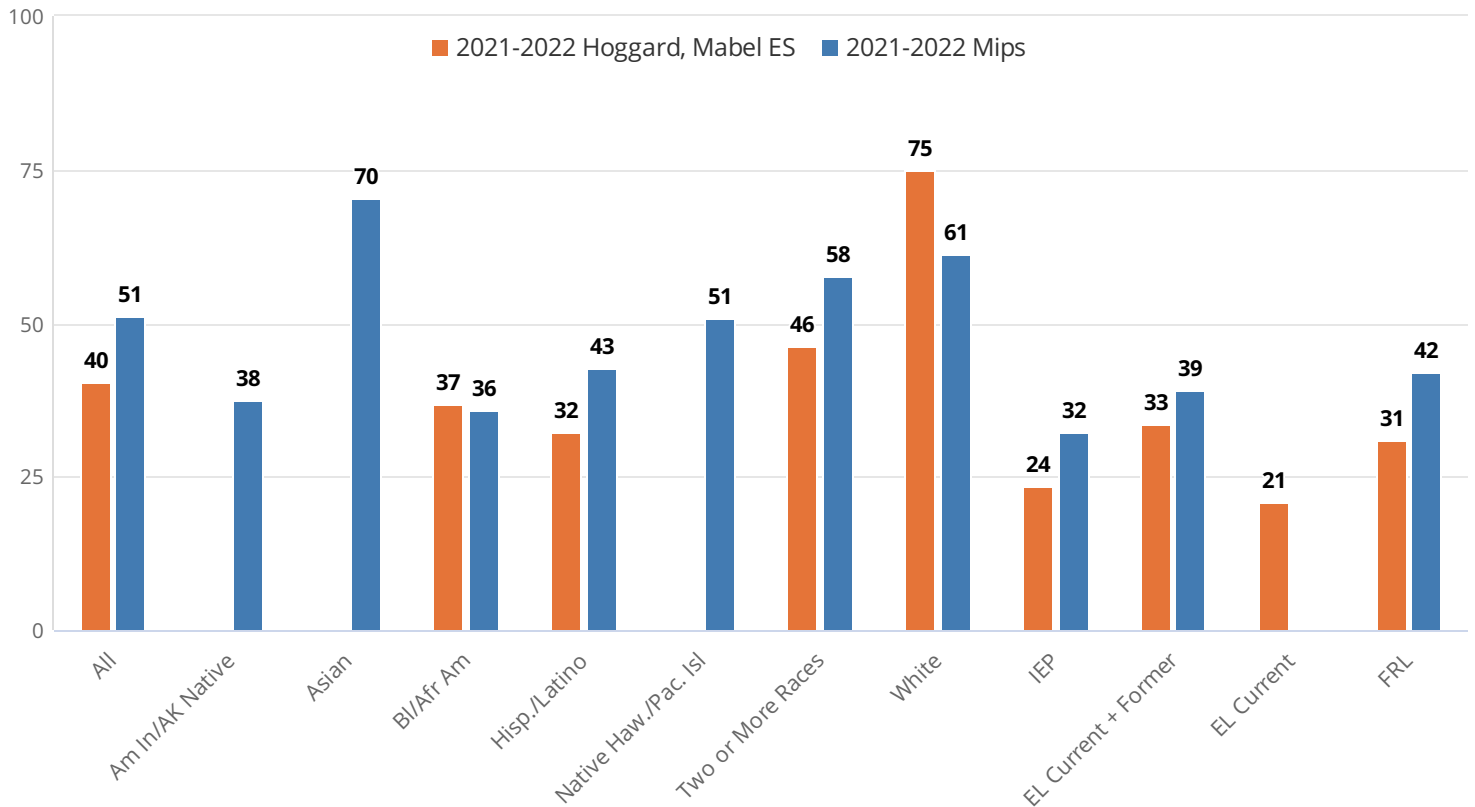
**Pooled Proficiency Points Earned: 7/20**

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	40.0	33.5		

**Math Proficient**

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	40.4	31.4	51.1			
American Indian/Alaska Native	-	22.3	37.6			
Asian	>95	57.4	70.4			
Black/African American	36.7	16.0	35.7			
Hispanic/Latino	32.3	24.1	42.7			
Pacific Islander	-	29.8	50.9			
Two or More Races	46.1	39.3	57.5			
White/Caucasian	75.0	50.0	61.3			
Special Education	23.5	12.8	32.1			
English Learners Current + Former	33.4	21.2	39			
English Learners Current	21.0	14.2				
Economically Disadvantaged	30.9	20.9	42			

**Math Assessments  
% Proficient**



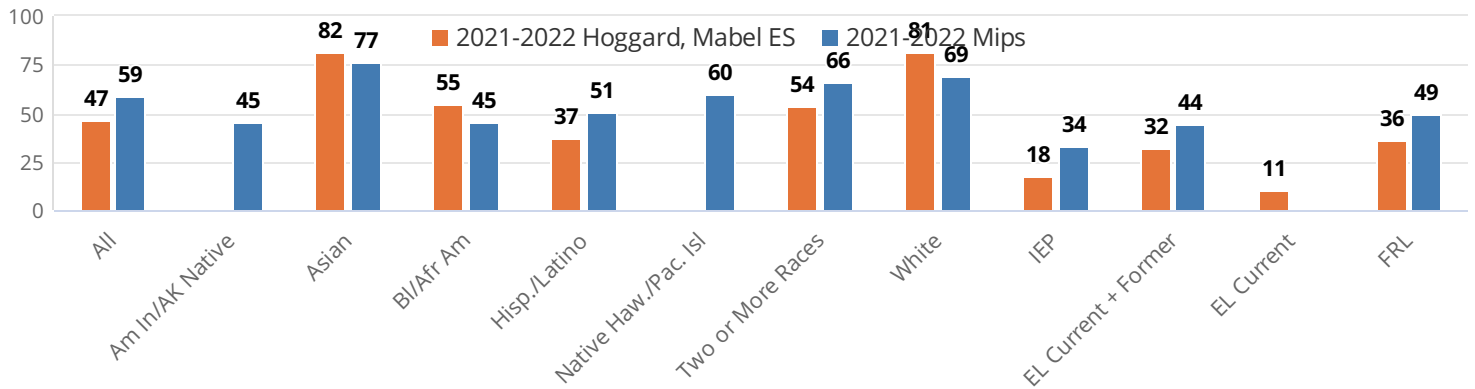


## Academic Achievement

### ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	46.9	41.1	59.2			
American Indian/Alaska Native	-	31.1	45.4			
Asian	81.8	64.1	76.7			
Black/African American	55.1	25.4	45.4			
Hispanic/Latino	36.9	34.8	50.8			
Pacific Islander	-	38.6	60			
Two or More Races	53.8	50.4	66.2			
White/Caucasian	81.2	58.0	69			
Special Education	17.6	14.5	33.5			
English Learners Current + Former	32.1	28.6	44.4			
English Learners Current	10.5	17.9				
Economically Disadvantaged	36.2	30.0	49.4			

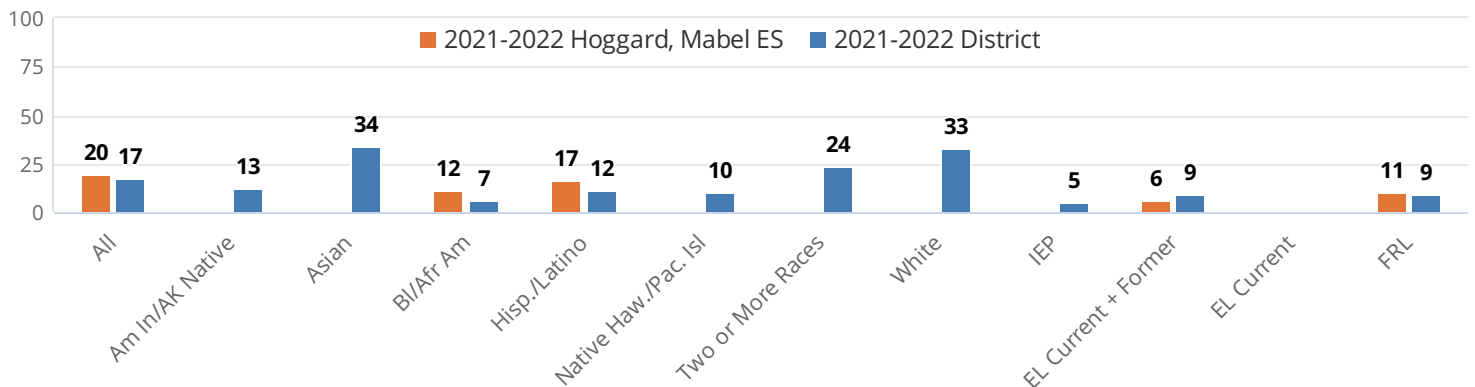
ELA Assessments  
% Proficient



### Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	19.5	17.3		
American Indian/Alaska Native	-	12.8		
Asian	-	33.6		
Black/African American	11.7	6.6		
Hispanic/Latino	16.6	11.5		
Pacific Islander	-	10.1		
Two or More Races	-	24.1		
White/Caucasian	-	32.6		
Special Education	-	5.1		
English Learners Current + Former	5.7	9.2		
English Learners Current	<5	<5		
Economically Disadvantaged	10.8	9.3		

Science Assessments  
% Proficient





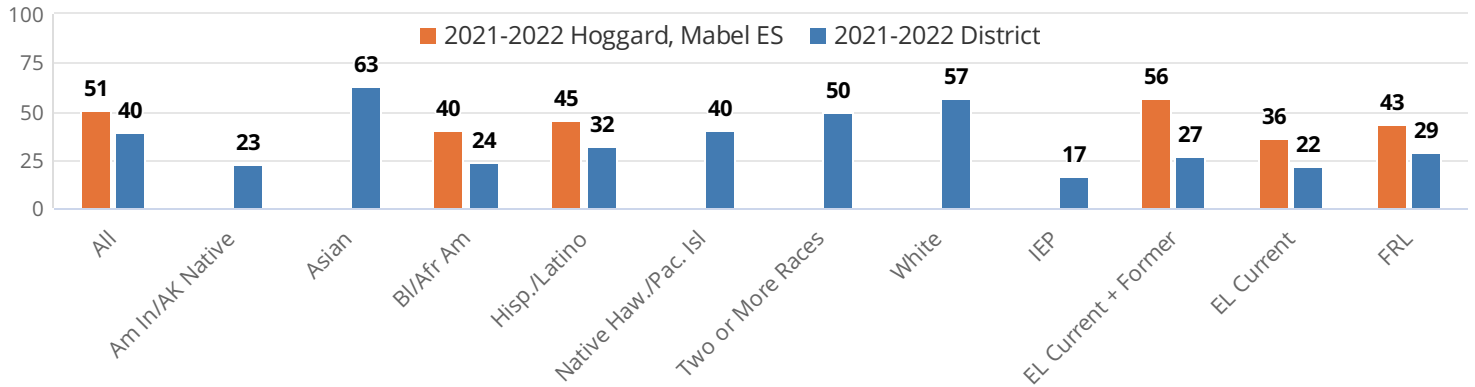
## Academic Achievement

### Read by Grade 3 Proficient

### Read by Grade 3 Points Earned: 3/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	50.7	39.5		
American Indian/Alaska Native	-	23.1		
Asian	-	62.9		
Black/African American	40.0	24.0		
Hispanic/Latino	45.1	32.3		
Pacific Islander	-	40.2		
Two or More Races	-	49.8		
White/Caucasian	-	56.7		
Special Education	-	16.7		
English Learners Current + Former	56.2	26.5		
English Learners Current	36.3	21.5		
Economically Disadvantaged	43.2	28.7		

Read by Grade 3  
% Proficient





**Academic Achievement**

**Participation on State Assessments**

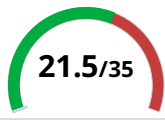
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will 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:**

**Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	-	-		
White/Caucasian	-	-		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	>=95%	>=95%		
Economically Disadvantaged	>=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: 8/10**

**ELA MGP Points Earned: 3/10**

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	59.5	55.0	43.0	52.0				
American Indian/Alaska Native	-	56.5	-	54.0				
Asian	-	63.0	-	61.0				
Black/African American	52.0	48.0	42.0	45.0				
Hispanic/Latino	59.0	53.0	43.0	52.0				
Pacific Islander	-	52.0	-	51.0				
Two or More Races	-	56.0	-	54.0				
White/Caucasian	-	60.0	-	56.0				
Special Education	-	42.0	-	38.0				
English Learners Current + Former	61.0	53.0	42.5	52.0				
English Learners Current	46.0	51.0	42.0	49.0				
Economically Disadvantaged	56.0	51.0	43.0	49.0				

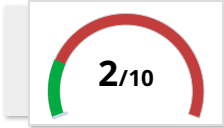
**AGP Growth Data**

**Math AGP Points Earned: 6.5/7.5**

**ELA AGP Points Earned: 4/7.5**

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	48.6	45.7	50.0	55.1				
American Indian/Alaska Native	-	34.6	-	53.8				
Asian	-	63.3	-	69.8				
Black/African American	42.3	32.7	56.0	43.1				
Hispanic/Latino	46.4	41.0	48.0	52.1				
Pacific Islander	-	42.6	-	53.5				
Two or More Races	-	51.4	-	59.7				
White/Caucasian	-	58.2	-	64.2				
Special Education	-	24.5	-	31.8				
English Learners Current + Former	42.4	38.7	37.8	50.1				
English Learners Current	28.8	31.5	31.1	42.9				
Economically Disadvantaged	43.3	37.3	44.5	48.2				

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



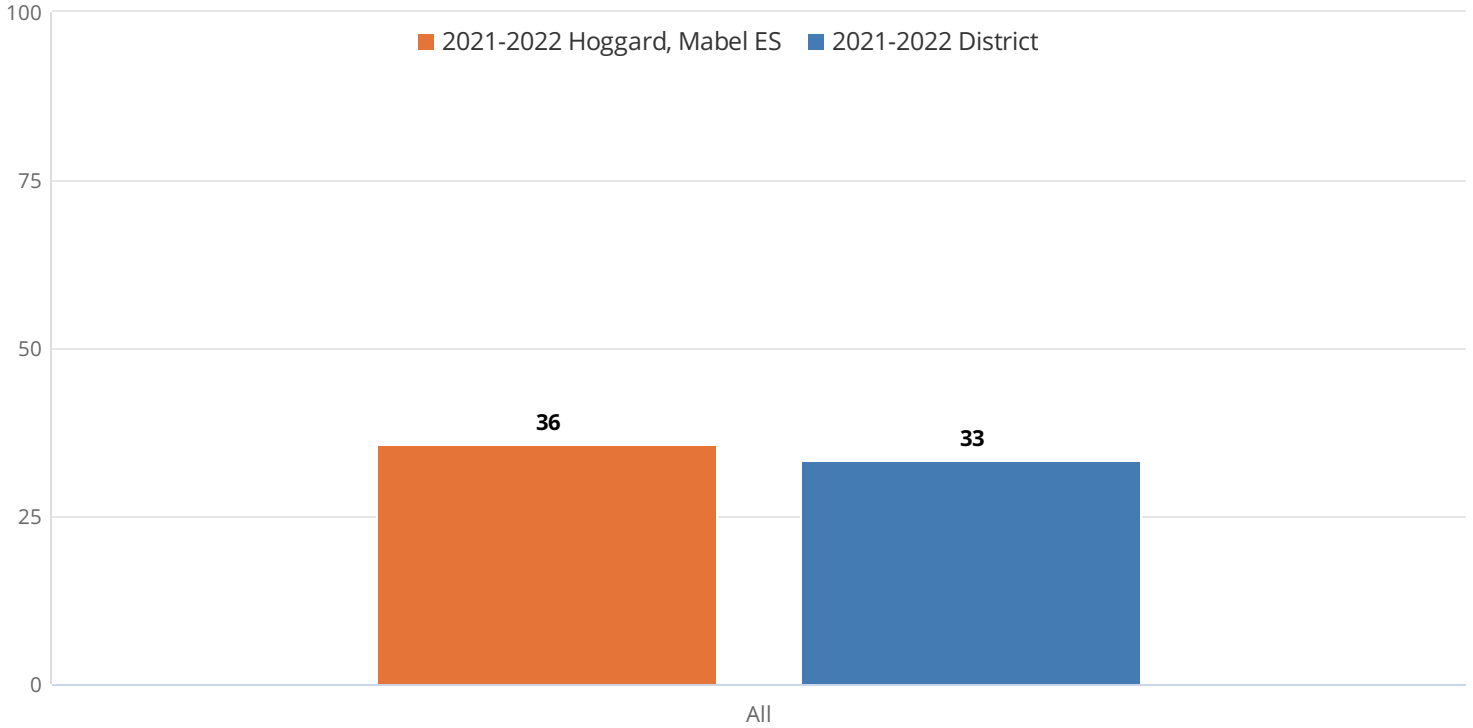
**English Language**

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.

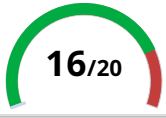
**English Language Points Earned: 2/10**

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	95	35.7	33.2			

**% English Learners Meeting AGP on WIDA**



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



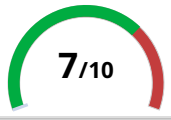
**Closing Opportunity Gaps**

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: 10/10				ELA AGP Points Earned: 6/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	42.2	37.9	42.3	47.6				
American Indian/Alaska Native	-	33.3	-	52.4				
Asian	-	50.3	-	59.2				
Black/African American	40.9	29.1	66.6	38.2				
Hispanic/Latino	40.9	36.0	40.2	47.2				
Pacific Islander	-	35.8	-	49.0				
Two or More Races	-	42.6	-	51.5				
White/Caucasian	-	47.6	-	53.7				
Special Education	-	20.6	-	27.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	28.5	29.9	32.5	42.0				
Economically Disadvantaged	37.1	33.3	42.5	43.5				

'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.

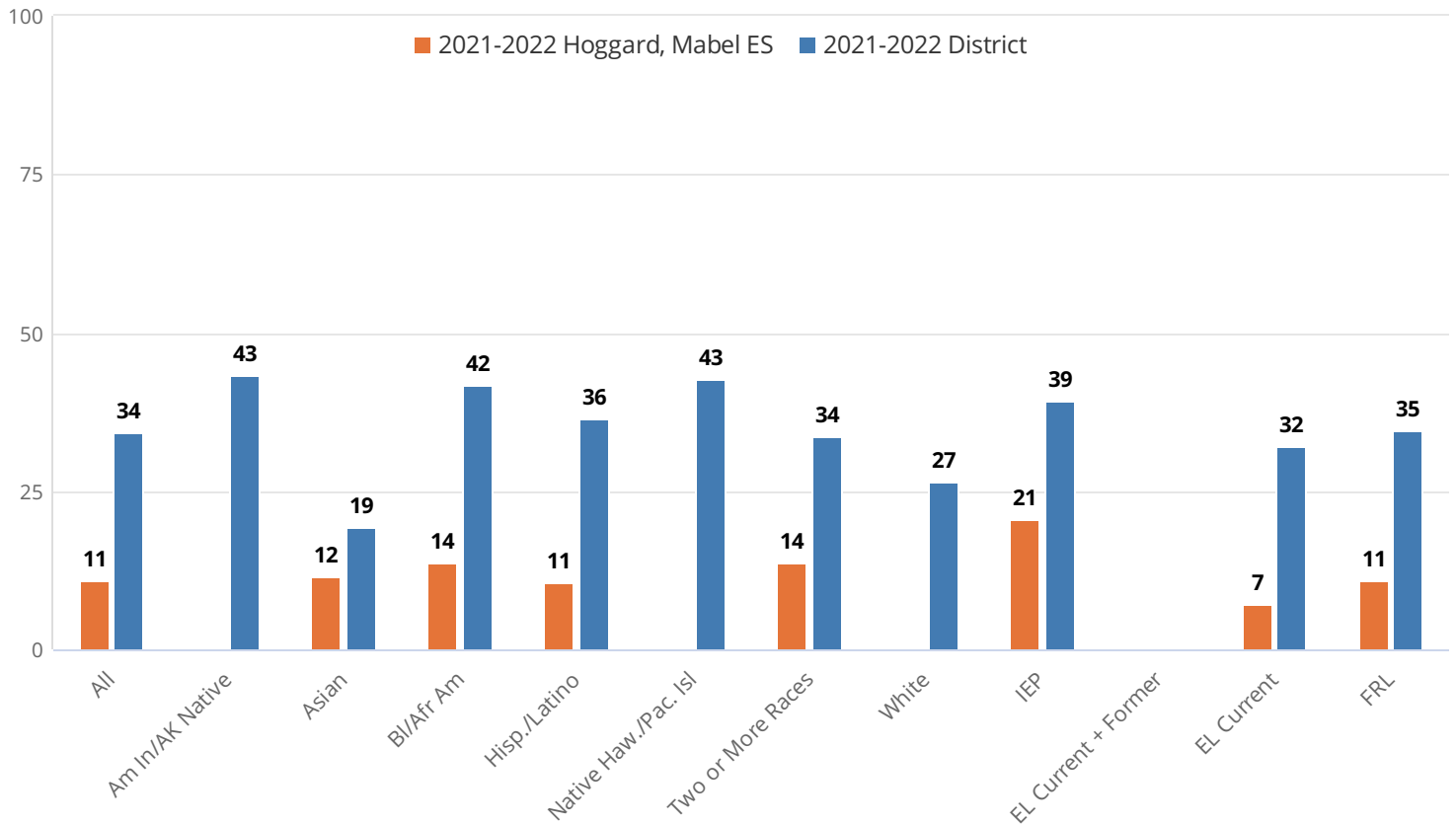
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 7/10**

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	10.8	34.4		
American Indian/Alaska Native	-	43.3		
Asian	11.5	19.4		
Black/African American	13.7	41.6		
Hispanic/Latino	10.6	36.3		
Pacific Islander	-	42.8		
Two or More Races	13.7	33.8		
White/Caucasian	<5	26.6		
Special Education	20.6	39.3		
English Learners Current + Former	N/A	N/A		
English Learners Current	7.3	32.1		
Economically Disadvantaged	10.8	34.5		

**Reducing Chronic Absenteeism by 10% Points Earned: NA**

**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.