

School Level: Middle School
Grade Levels: 06-08
District: Clark
School 140 N Valle Verde
Address: Henderson, NV 89074



60
Total Index Score

School Type: Regular
School Designation: TSI
95% Assessment Participation: Met

Student Race/Ethnicity
30.2% White/Caucasian
11% Black/African American
38.7% Hispanic/Latino
5.1% Asian
0.6% American Indian/Alaska Native
2.1% Pacific Islander
11.9% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2023-2024	56.5 ★★★★★
2022-2023	54 ★★★★★

Additional Student Groups
5.7% English Learners
14.4% Students with Disabilities
100% Economically Disadvantaged

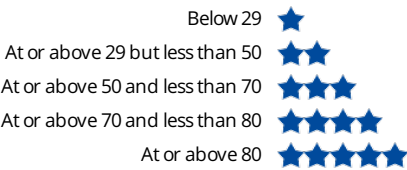
What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. 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?



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

2024-2025 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	45	35.1
Math Proficiency	35.3	27.4
ELA Proficiency	51.8	42.9
Science Proficiency	53.1	34.6



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	35	27.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	21	24.1
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	78.2	80.2
Climate Survey Participation	82	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	49	50
ELA MGP	43	49
	School Rate	District Rate
Met Math AGP Target	35.8	28.9
Met ELA AGP Target	52.9	46.1



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.3	11.9
Prior Non-Proficient Met ELA AGP Target	26.9	24.5

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.

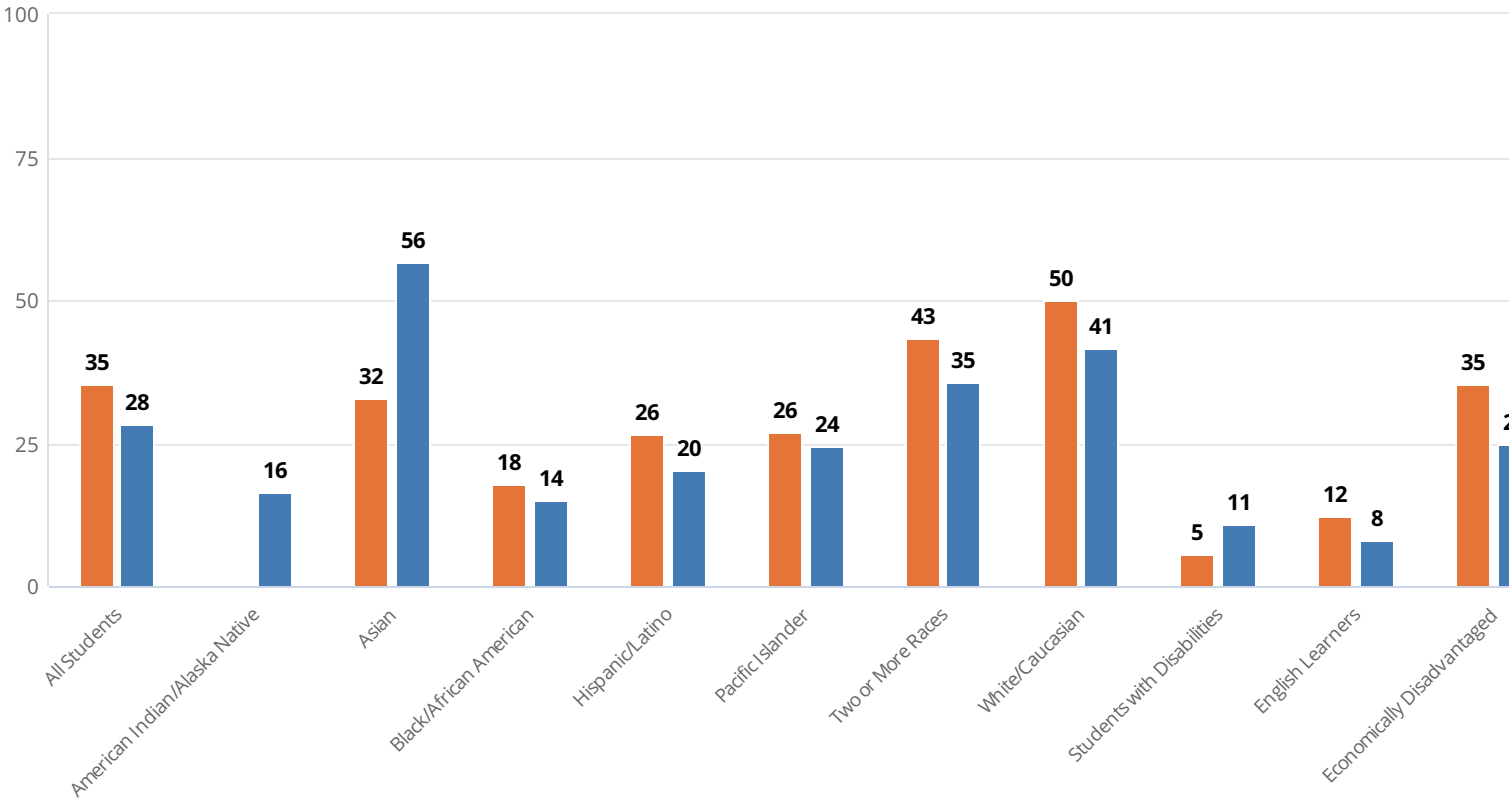
Pooled Proficiency		Pooled Proficiency Points Earned: 18/25		
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	45	35.1	41.8	31.7

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	35.3	27.4	28.2	32.6	24.9	45.6
American Indian/ Alaska Native	-	21.1	16.6	40	23.1	38.6
Asian	32.8	56.2	56.6	44.2	54	64.5
Black/ African American	18	13	14.9	10.5	11.2	34.4
Hispanic/ Latino	26.7	19.3	20.3	25.5	17.3	39.4
Pacific Islander	26.9	25.7	24.5	16.6	23	45.9
Two or More Races	43.2	36.4	35.7	43.2	33.2	49.1
White/ Caucasian	50	46.8	41.6	42	42.3	54.7
Students with Disabilities	5.5	6.1	11	<5	5.5	30.2
English Learners	12.1	<5	8.2	10	<5	
Economically Disadvantaged	35.3	27.6	24.9	32.7	25.1	39.3

Math Assessments % Proficient

2024-2025 Barbara & Hank Greenspun Junior High 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.



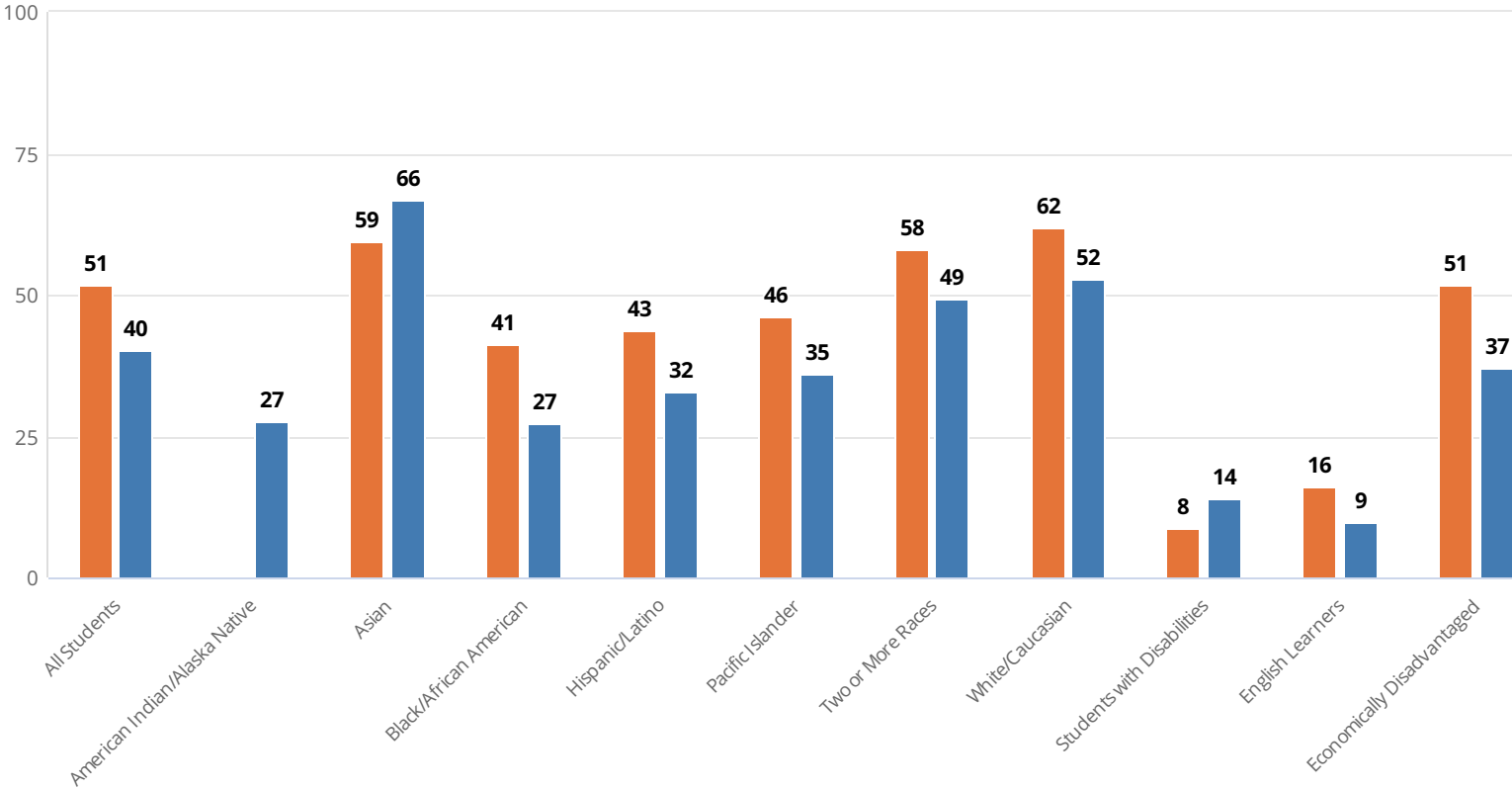
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	51.8	42.9	40.3	49.7	37.8	60.6
American Indian/ Alaska Native	-	32.2	27.5	40	31.4	51.5
Asian	59.3	68	66.8	58.5	63.6	79.3
Black/ African American	41.4	28.7	27.4	25.4	23.7	46.7
Hispanic/ Latino	43.6	35.8	32.8	45.5	30.6	53
Pacific Islander	46.1	42.5	35.9	11.1	35.3	59.9
Two or More Races	58.1	53.5	49.3	57.7	47	66.8
White/ Caucasian	62	60.4	52.8	59.1	55.2	71.1
Students with Disabilities	8.8	10.2	14.1	9	8.8	33.1
English Learners	16.2	8.4	9.8	9.8	5.1	
Economically Disadvantaged	51.8	43	37	49.8	37.9	52.3

ELA Assessments % Proficient

2024-2025 Barbara & Hank Greenspun Junior High School 2024-2025 MIPs





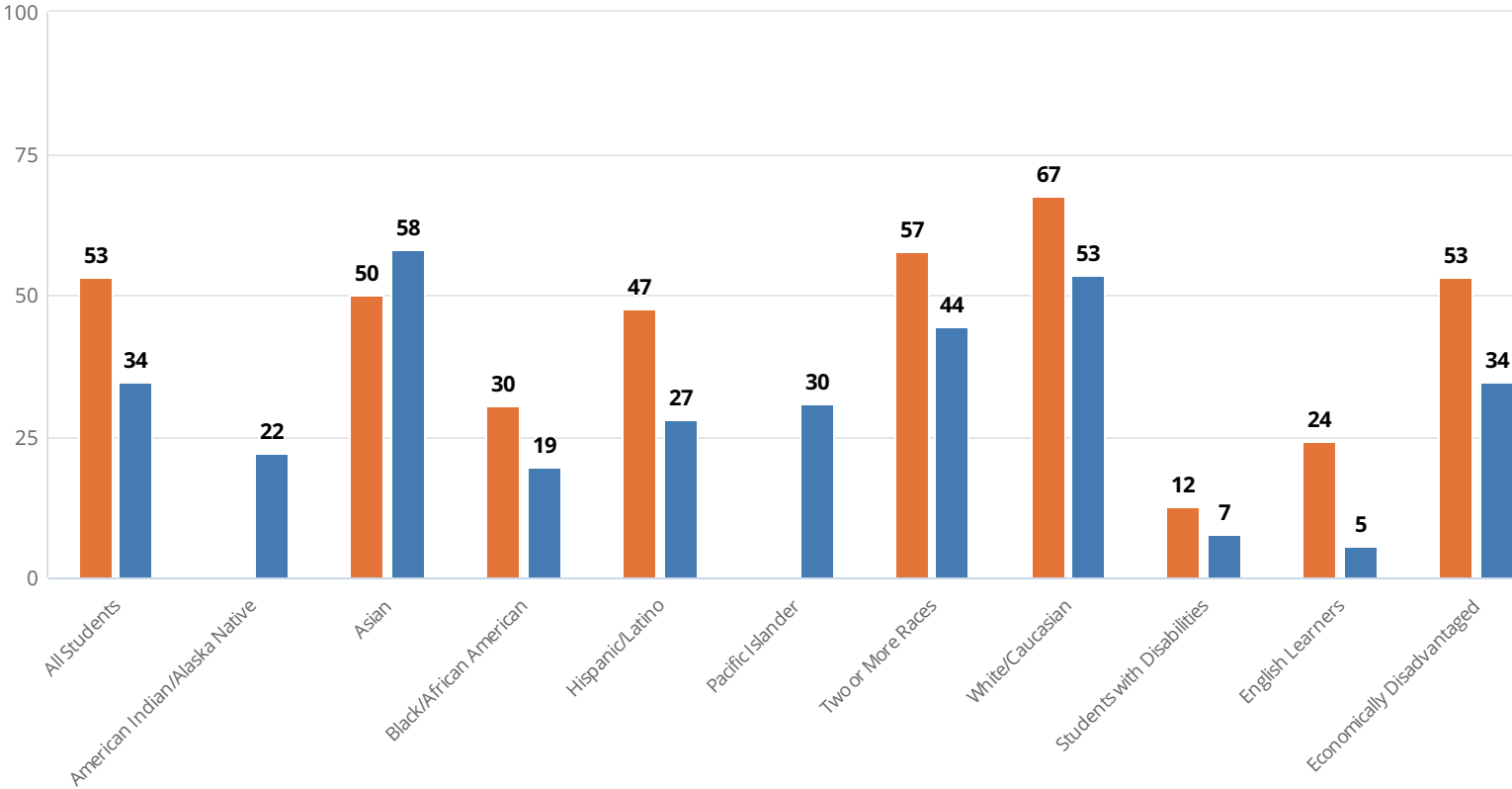
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	53.1	34.6	45.4	33.7
American Indian/ Alaska Native	-	22	-	26.7
Asian	50	58	60	59.4
Black/ African American	30.5	19.7	27.9	18.2
Hispanic/ Latino	47.7	27.8	36.9	27.1
Pacific Islander	-	30.8	-	27.8
Two or More Races	57.8	44.3	55	43
White/ Caucasian	67.4	53.6	54	50.9
Students with Disabilities	12.7	7.8	<5	8.5
English Learners	24	5.7	10.7	<5
Economically Disadvantaged	53.1	34.7	35.8	22.8

Science Assessments % Proficient

2024-2025 Barbara & Hank Greenspun Junior High 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	>=95%	>=95%	>=95%	>=95%
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	>=95%	>=95%	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
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: 3/10		
Groups	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	49	50	43	49	53	50	55	49
American Indian/ Alaska Native	-	46	-	49	-	48	-	49
Asian	47	58	50	57	62	61	62.5	60
Black/ African American	51	48	48	46	51.5	49	48	47
Hispanic/ Latino	49	49	39	48	53	48	51	48
Pacific Islander	47.5	48	39	50	52.5	52	35	53
Two or More Races	50	52	46	51	51	51	65	51
White/ Caucasian	53	54	44	51	54	53	59	51
Students with Disabilities	43	46	35	41	51	45	42.5	43
English Learners	49.5	48	41	45	59	47	44	45
Economically Disadvantaged	49	51	43	49	53	50	55	49

AGP Growth Data		Math AGP Points Earned: 4/5				ELA AGP Points Earned: 3.5/5		
Groups	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	35.8	28.9	52.9	46.1	33.6	26	50	38
American Indian/ Alaska Native	-	22.6	-	39.1	-	24.5	-	33.1
Asian	28	56.9	54.3	70.3	45.1	54.9	57.8	63.5
Black/ African American	20.1	15.2	41.2	33	12.5	13.1	24.2	25.3
Hispanic/ Latino	28.3	21.5	44.2	39.8	25.6	18.6	43.4	31.3
Pacific Islander	30.7	26.7	53.8	48.3	18.7	26.1	6.2	36.5
Two or More Races	42.8	36.8	60.2	54.6	39.3	33.9	63.7	46.5
White/ Caucasian	49	46.1	63.6	61.3	45	42	60.8	53.1
Students with Disabilities	8.1	8.5	13	16.3	9	7.5	9.8	11.3
English Learners	14.5	7	27.4	14.5	16	5.5	10.1	8
Economically Disadvantaged	35.8	29.1	52.9	46.1	33.6	26.1	50	38

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



English Language

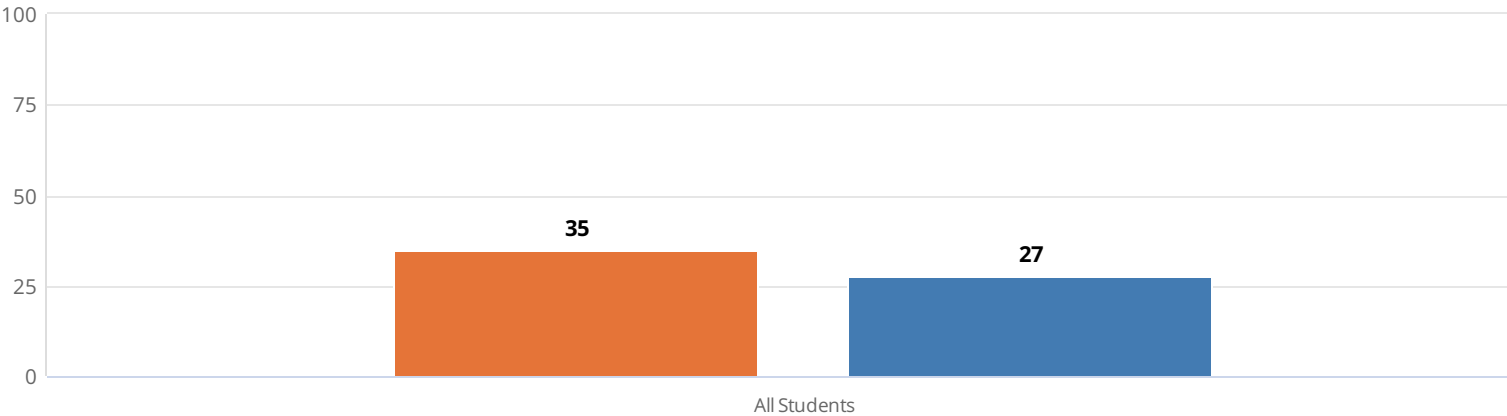
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 9/10

	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	57	35	27.5	53	26.4	23.6

% English Learners Meeting AGP on WIDA

2024-2025 Barbara & Hank Greenspun Junior High 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 AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students 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.

Groups	Math AGP Points Earned: 6/10				ELA AGP Points Earned: 6/10			
	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA
All Students	15.3	11.9	26.9	24.5	13.2	9.8	22.2	15.3
American Indian/ Alaska Native	-	12.2	-	24.7	-	8.7	-	15.6
Asian	8.5	22.1	30.4	37.4	16.6	20.4	27.5	24.4
Black/ African American	12.2	7.8	23.9	19.3	9.6	6.6	8.3	11.8
Hispanic/ Latino	14.9	10.5	24.6	23.1	12.6	8.2	21.5	13.7
Pacific Islander	5.8	10.9	33.3	29.1	<5	11.1	<5	17.3
Two or More Races	16.2	14.6	24.5	28.5	13.6	12.3	28.8	17.7
White/ Caucasian	19.5	18.2	30.7	31.5	15.5	15.1	27.2	22.3
Students with Disabilities	7.2	<5	8.5	11.3	5.1	<5	<5	6.2
English Learners	10.3	5.5	24	12.9	12.7	<5	5.7	6.6
Economically Disadvantaged	15.3	11.9	26.9	24.4	13.2	9.7	22.2	15.2



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures 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. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to 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, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism		Chronic Absenteeism Points Earned: 1.5/10		
Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	21	24.1	22.4	28.4
American Indian/ Alaska Native	-	26.4	10	34.9
Asian	11.7	9.2	8.3	11.1
Black/ African American	28	33.3	30.3	38.4
Hispanic/ Latino	24.7	24.9	23.8	29.7
Pacific Islander	14.8	29.9	15.7	32.3
Two or More Races	19.3	22.6	23.8	27.1
White/ Caucasian	16.2	19	20.9	22.3
Students with Disabilities	27.9	29.4	37.5	36
English Learners	25.3	26.4	27.7	32.1
Economically Disadvantaged	21	24.1	22.4	28.5

All Students Chronic Absenteeism Percent Change: -6.2%

Points Earned by the Chronic Absenteeism Rate: 1.5/10

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

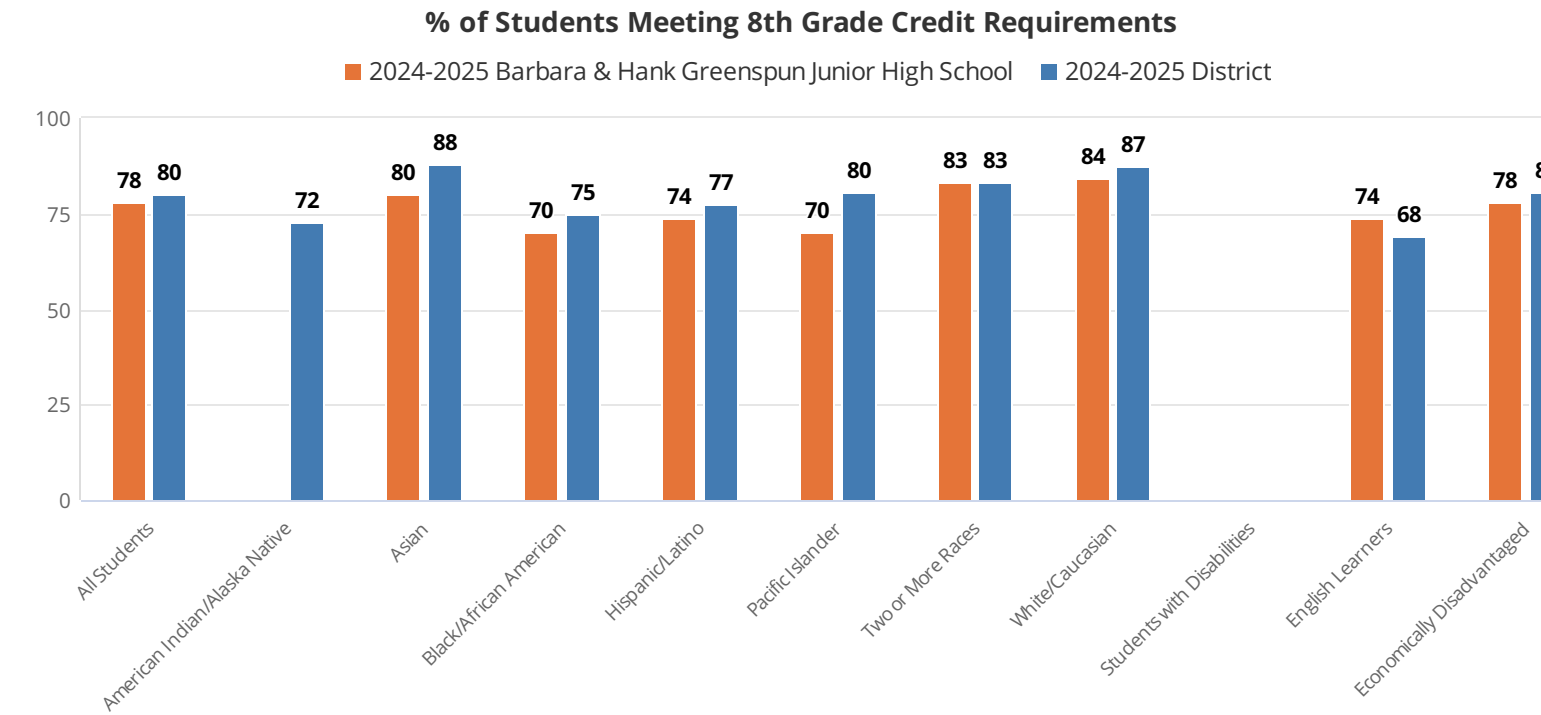
Points Earned by Chronic Absenteeism Reduction Rate: NA/5



Student Engagement

Academic Learning Plans			Academic Learning Plans Points Earned 2/2	
Groups	2025 % Academic Learning Plans	2025 % District	2024 % Academic Learning Plans	2024 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	-	>95	>95	>95
Asian	>95	>95	>95	>95
Black/ African American	>95	>95	>95	>95
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	>95	>95	>95	>95
Two or More Races	>95	>95	>95	>95
White/ Caucasian	>95	>95	>95	>95
Students with Disabilities	>95	>95	>95	>95
English Learners	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements		NAC 389.445 Credit Requirements Points Earned 2/3		
Groups	2025 % Credit Requirements Met	2025 % District	2024 % Credit Requirements Met	2024 % District
All Students	78.2	80.2	79	79.3
American Indian/ Alaska Native	-	72.6	-	65
Asian	80	88.2	77.7	91
Black/ African American	70.2	75	68	71.1
Hispanic/ Latino	74	77.7	76.3	76.5
Pacific Islander	70	80.7	-	80.1
Two or More Races	83.5	83	75	83.5
White/ Caucasian	84.1	87.5	87.2	88.2
Students with Disabilities	>95	>95	71	75.9
English Learners	74	68.9	76.6	65.1
Economically Disadvantaged	78.2	80.5	79	79.9



School Designation	NSPF Designation Year
TSI	2024-2025

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 Students	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian	Students with Disabilities	English Learners	Economically Disadvantaged
Academic Achievement											
Math Proficiency									X		
ELA Proficiency									X	X	
Growth											
Math MGP											
ELA MGP											
Math AGP									X		
ELA AGP									X	X	
Math Opportunity Gaps											
ELA Opportunity Gaps									X		
EL Proficiency											
WIDA AGP											
Student Engagement											
Chronic Absenteeism											
Science Proficiency									X		
8th Grade Credit Requirements				X							
Academic Learning Plans											