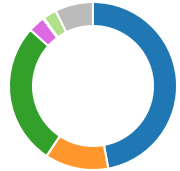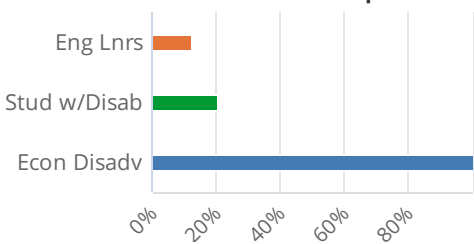# Watson, Fredric W ES

School Level: Elementary School
Grade Levels: PK-05
District: Clark
School Address: 5845 N Commerce St
N Las Vegas, NV 89031

15.0
Total Index Score

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

Student Race/Ethnicity

%	Group
12.2%	White
27.2%	Bl/Afr Am
46.9%	Hisp/Latino
3.2%	Asian
0.2%	Am Ind/AK Nat
2.6%	Pac Isl
7.3%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2022-2023	14.0 ★
2021-2022	57.5 NR

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

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?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2023-2024 School Performance

Academic Achievement Indicator

 2/25

Measure	School Rate	District Rate
Pooled Proficiency	**22.2**	35.5
Math Proficiency	24.9	36.7
ELA Proficiency	27.2	42.2
Science Proficiency	<5	12.4
Read-by-Grade-3 Proficiency	23.3	40.4

Growth Indicator

 6/35

Measure	School Median	District Median
Math MGP	39.5	51.0
ELA MGP	42.0	50.0

Measure	School Rate	District Rate
Met Math AGP Target	21.5	34.5
Met ELA AGP Target	31.0	44.0

English Language Proficiency Indicator

 5/10

Measure	School Rate	District Rate
Met EL AGP Target	43.7	38.7

Closing Opportunity Gaps Indicator

 2/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	10.8	19.8
Prior Non-Proficient Met ELA AGP Target	22.5	29.9

Student Engagement Indicator

 0/10

Measure	School Rate	District Rate
Chronic Absenteeism	26.7	26.9
Climate Survey Participation	87.0	N/A

Climate Survey Participation is not a point-earning measure.

Watson, Fredric W ES
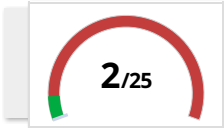
2/25 **Academic Achievement**

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: 1/20

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	22.2	35.5	24.0	34.1

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	24.9	36.7	55.8	25.2	33.6	53.5
American Indian/Alaska Native	-	21.6	43.7	-	23.5	40.7
Asian	40.0	65.4	73.3	54.5	61.8	71.9
Black/African American	11.6	20.7	42	16.8	17.5	38.9
Hispanic/Latino	24.4	29.0	48.2	23.2	26.1	45.5
Pacific Islander	-	37.4	55.7	-	33.9	53.4
Two or More Races	33.3	45.1	61.6	37.5	42.4	59.6
White/Caucasian	43.5	55.5	65.1	37.5	51.6	63.3
Special Education	6.3	14.7	38.8	5.7	13.9	35.5
English Learners Current + Former	31.7	26.2	44.9	30.6	23.8	42
English Learners Current	19.3	17.9		26.1	16.5	
Economically Disadvantaged	25.0	37.1	47.7	16.4	23.4	44.9

Math Assessments
% Proficient

■ 2023-2024 Watson, Fredric W ES   ■ 2023-2024 Mips

Watson, Fredric W ES
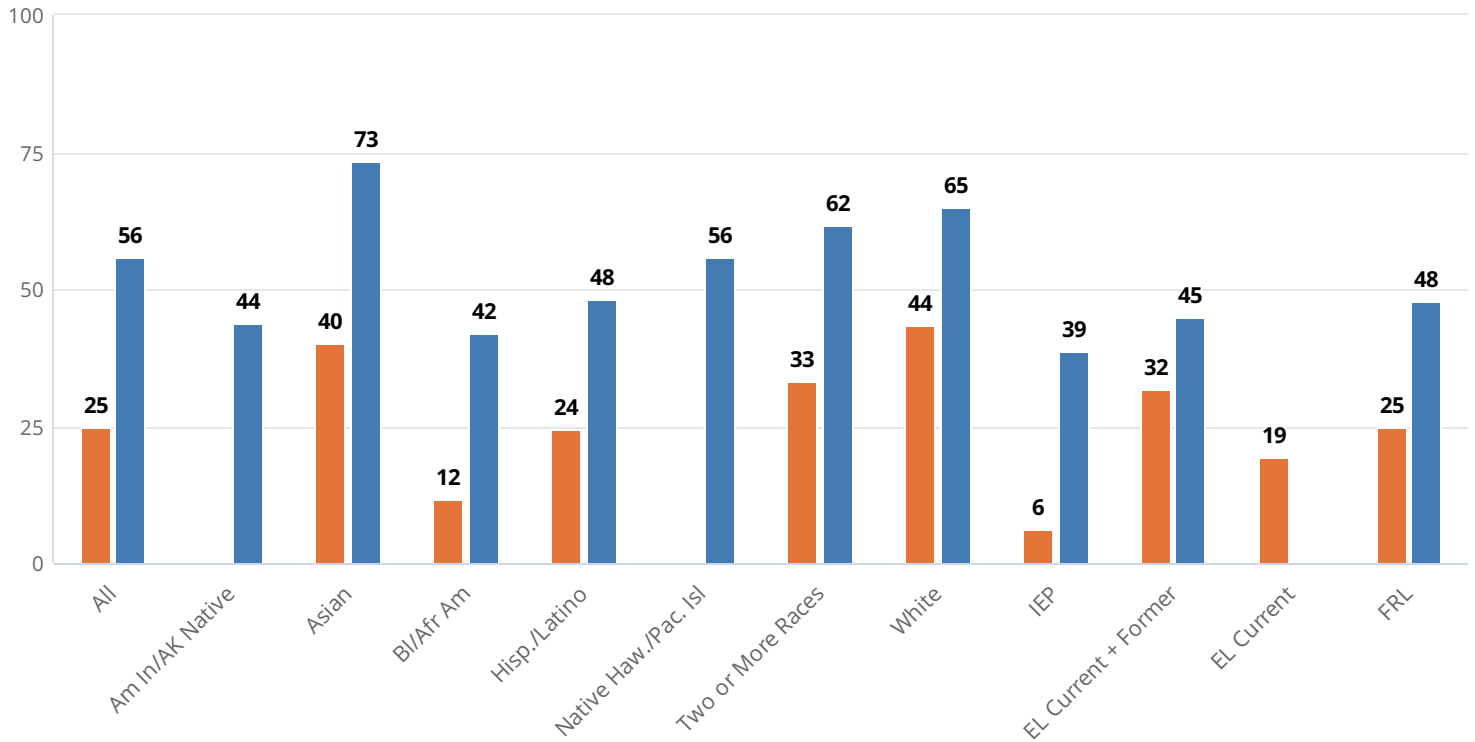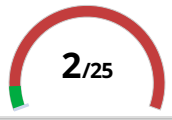
2/25 Academic Achievement

ELA Proficient

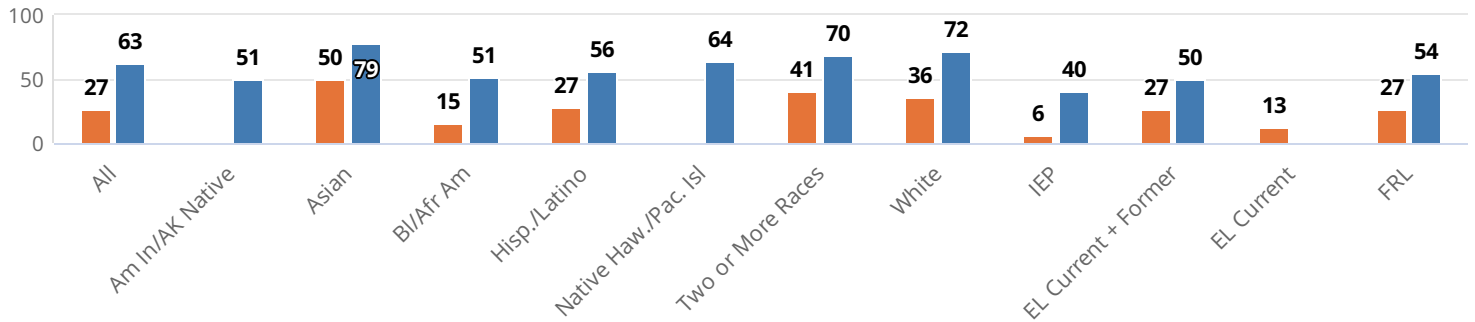| Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	27.2	42.2	63.1	29.0	40.6	61.2
American Indian/Alaska Native	-	27.2	50.7	-	33.1	48.1
Asian	50.0	65.6	78.9	45.4	64.2	77.8
Black/African American	15.1	27.9	50.8	21.6	25.7	48.2
Hispanic/Latino	27.4	35.3	55.6	28.3	33.7	53.2
Pacific Islander	-	41.4	63.9	-	39.8	62
Two or More Races	40.7	51.7	69.5	31.2	50.4	67.9
White/Caucasian	35.8	59.1	72.1	40.0	57.4	70.6
Special Education	6.3	15.2	39.9	<5	14.9	36.8
English Learners Current + Former	26.8	28.2	49.8	22.4	27.9	47.2
English Learners Current	12.9	17.0		16.6	17.8	
Economically Disadvantaged	27.3	42.6	54.4	21.1	30.2	51.9

ELA Assessments
% Proficient

■ 2023-2024 Watson, Fredric W ES   ■ 2023-2024 Mips

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	<5	12.4	<5	16.7
American Indian/Alaska Native	N/A	5.7	N/A	15.7
Asian	-	24.9	-	34.0
Black/African American	<5	<5	<5	7.0
Hispanic/Latino	<5	7.1	<5	11.0
Pacific Islander	-	7.5	-	13.9
Two or More Races	10.0	17.9	-	21.4
White/Caucasian	<5	25.5	9.0	31.2
Special Education	<5	<5	<5	<5
English Learners Current + Former	<5	5.1	5.8	8.5
English Learners Current	-	<5	7.1	<5
Economically Disadvantaged	<5	6.4	<5	9.4

Science Assessments
% Proficient

■ 2023-2024 Watson, Fredric W ES   ■ 2023-2024 District

Watson, Fredric W ES
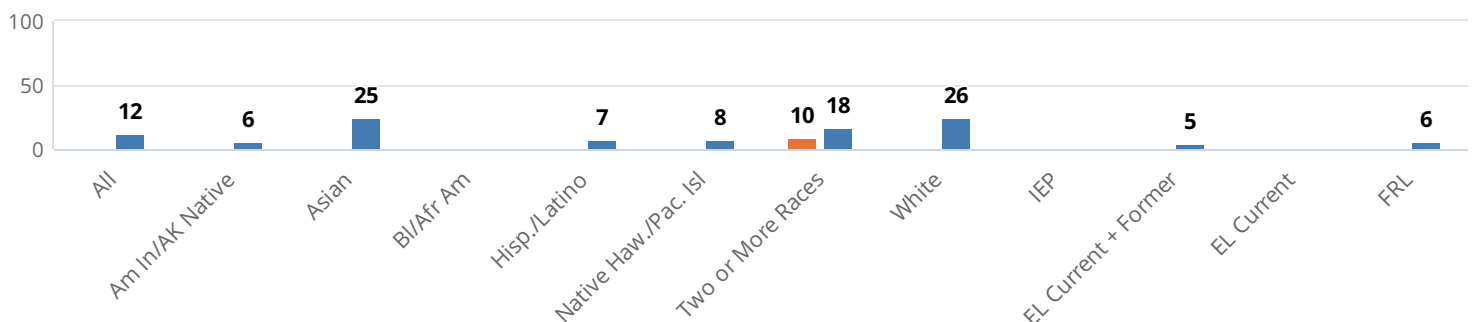
2/25 **Academic Achievement**

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 1/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	23.3	40.4	30.4	39.8
American Indian/Alaska Native	N/A	16.0	-	30.0
Asian	-	63.9	-	63.0
Black/African American	9.5	26.7	22.5	25.5
Hispanic/Latino	23.3	33.7	32.6	32.5
Pacific Islander	-	40.0	-	39.3
Two or More Races	50.0	48.8	-	50.6
White/Caucasian	20.0	57.0	30.7	55.3
Special Education	6.6	16.4	<5	16.4
English Learners Current + Former	20.0	25.1	41.1	27.3
English Learners Current	20.0	20.4	33.3	23.0
Economically Disadvantaged	23.6	40.7	21.0	29.7

**Read by Grade 3
% Proficient**

■ 2023-2024 Watson, Fredric W ES ■ 2023-2024 District
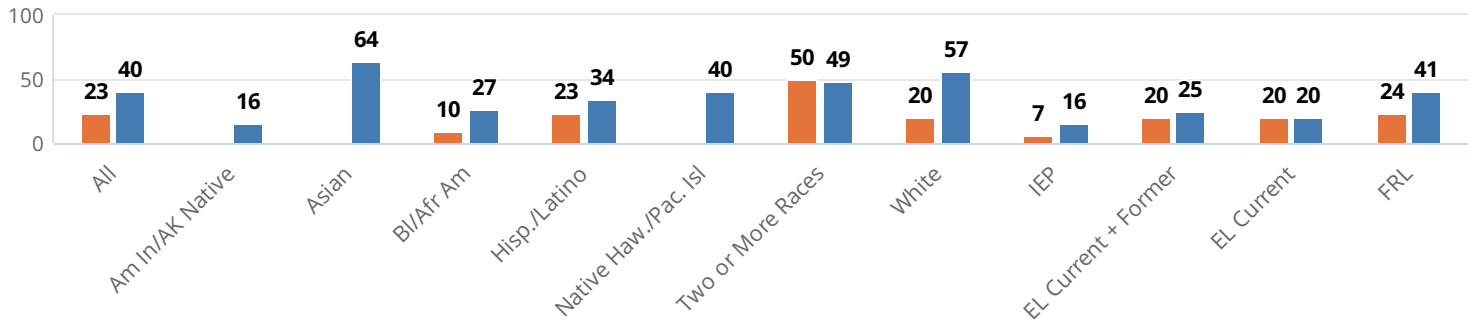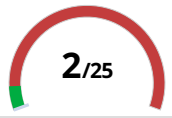
2/25   **Academic Achievement**

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	2024 % Math	2024 % ELA	2023 % Math	2023 % 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	>=95%	>=95%	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=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.

6/35   **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: 2/10   ELA MGP Points Earned: 3/10

Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	39.5	51.0	42.0	50.0	34.0	51.0	40.0	50.0
American Indian/Alaska Native	-	50.0	-	59.0	N/A	55.0	N/A	46.0
Asian	-	59.0	-	58.0	-	62.0	-	60.0
Black/African American	44.5	46.0	34.0	46.0	31.5	46.0	30.0	45.0
Hispanic/Latino	36.0	50.0	36.5	48.0	38.0	50.0	44.0	49.0
Pacific Islander	-	54.0	-	51.0	-	50.0	-	50.0
Two or More Races	36.0	54.0	48.0	52.0	28.0	53.0	52.0	51.0
White/Caucasian	48.0	54.0	51.0	53.0	34.5	55.0	43.0	54.0
Special Education	37.0	43.0	31.5	40.0	49.0	43.0	32.0	40.0
English Learners Current + Former	43.0	51.0	39.0	49.0	36.5	51.0	47.0	50.0
English Learners Current	43.0	50.0	36.5	47.0	36.5	49.0	47.0	47.0
Economically Disadvantaged	39.5	51.0	42.0	50.0	38.0	49.0	39.5	48.0

AGP Growth Data   Math AGP Points Earned: 0.5/7.5   ELA AGP Points Earned: 0.5/7.5

Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	21.5	34.5	31.0	44.0	19.6	36.9	26.9	42.8
American Indian/Alaska Native	-	30.3	-	38.9	N/A	33.3	N/A	36.5
Asian	-	57.3	-	63.1	-	58.9	-	63.5
Black/African American	11.2	21.0	23.8	32.6	13.6	23.1	15.9	31.5
Hispanic/Latino	23.5	29.0	31.3	38.9	18.4	31.7	29.1	37.8
Pacific Islander	-	34.4	-	42.7	-	36.3	-	43.7
Two or More Races	21.4	41.8	35.7	51.8	20.0	43.2	20.0	48.1
White/Caucasian	39.2	47.8	42.8	55.7	34.6	51.0	34.6	55.2
Special Education	9.3	16.3	13.6	21.5	6.9	17.7	<5	21.7
English Learners Current + Former	26.6	28.6	30.0	36.4	25.0	30.7	25.0	35.0
English Learners Current	15.0	20.7	20.0	27.0	20.8	22.8	20.8	26.2
Economically Disadvantaged	21.5	34.7	31.0	44.2	19.6	29.0	26.2	35.4

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

'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.

Watson, Fredric W ES
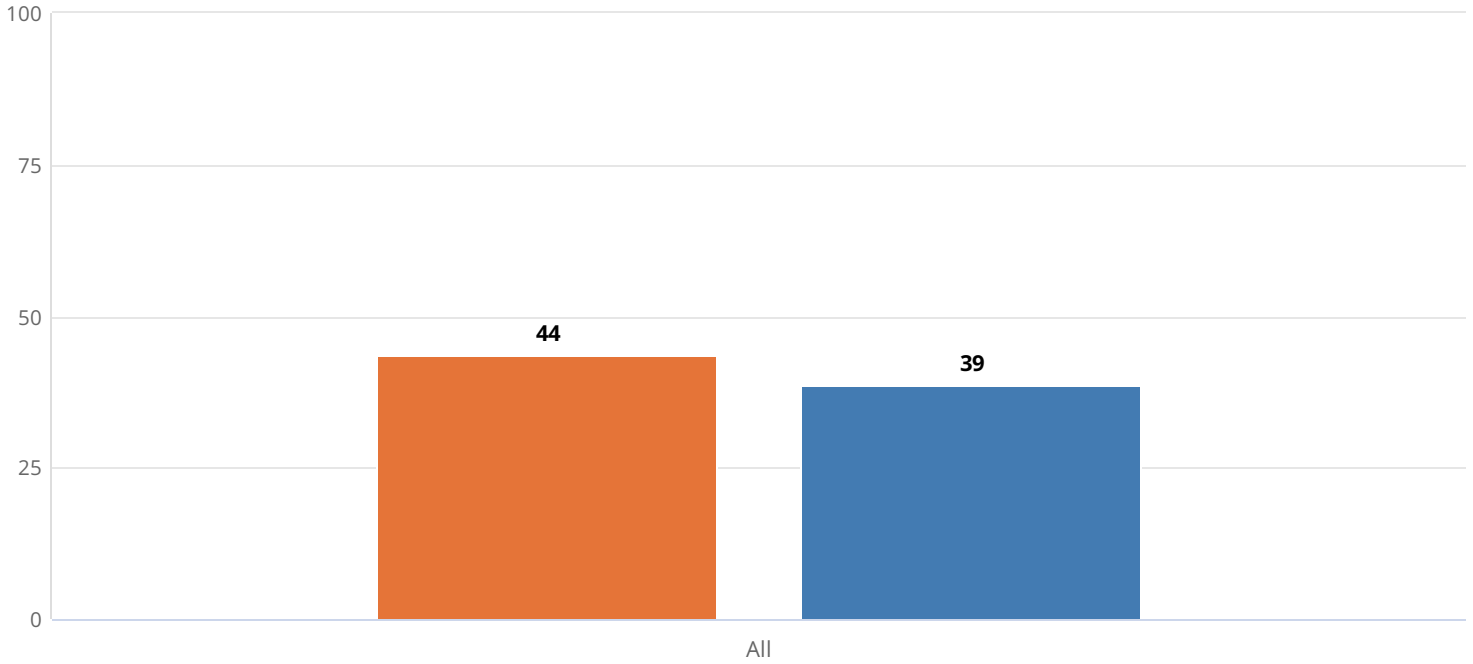
5/10 **English Language**

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.

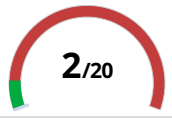## English Language Points Earned: 5/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	64	43.7	38.7	63	36.5	34.9

% English Learners Meeting AGP on WIDA

■ 2023-2024 Watson, Fredric W ES ■ 2023-2024 District

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

'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.

2/20 **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: 1/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	10.8	19.8	22.5	29.9	9.8	23.5	20.0	29.1
American Indian/Alaska Native	-	25.4	-	26.3	N/A	20.0	N/A	24.0
Asian	-	30.8	-	40.0	-	36.9	-	44.0
Black/African American	7.8	13.9	20.7	24.2	6.0	16.7	12.5	23.6
Hispanic/Latino	10.0	18.7	22.3	28.5	10.6	22.7	23.9	27.8
Pacific Islander	-	21.6	-	30.6	-	26.6	-	31.4
Two or More Races	18.1	23.8	36.3	36.1	-	25.9	-	32.3
White/Caucasian	23.5	26.7	23.5	36.9	15.3	30.7	28.5	36.2
Special Education	<5	10.1	11.6	15.5	<5	11.2	<5	15.4
English Learners Current + Former	5.8	18.4	19.0	27.0	15.7	22.1	19.0	26.3
English Learners Current	6.6	16.7	17.6	24.7	15.7	19.1	15.0	23.8
Economically Disadvantaged	10.8	19.9	22.5	30.1	12.0	20.6	18.2	26.5

'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.

0/10

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: 0/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	26.7	26.9	27.7	31.8
American Indian/Alaska Native	-	33.9	-	40.5
Asian	<5	13.2	5.8	16.7
Black/African American	34.2	36.9	41.5	39.7
Hispanic/Latino	23.8	27.8	22.4	33.9
Pacific Islander	58.8	37.3	31.2	39.6
Two or More Races	19.2	26.3	28.0	30.5
White/Caucasian	23.8	19.0	20.0	23.4
Special Education	34.4	32.5	33.0	36.5
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	21.4	24.3	18.4	30.0
Economically Disadvantaged	26.7	27.0	27.7	31.8

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)

■ 2023-2024 Watson, Fredric W ES ■ 2023-2024 District
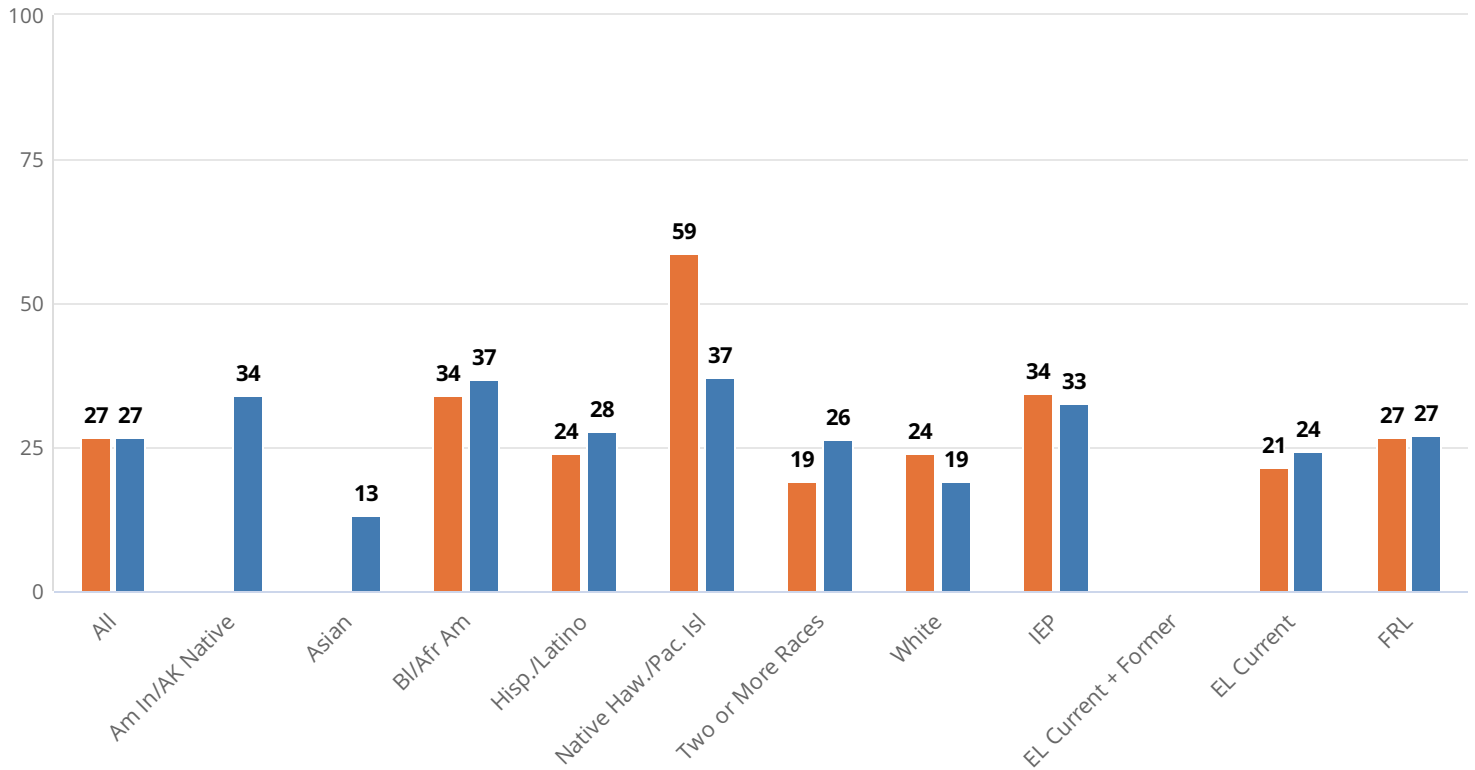
'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

Watson, Fredric W ES

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		
Populations	**Baseline NSPF Index Score (2022-2023)**	**NSPF Index Score (2023-2024)**	**NSPF Index Score (2024-2025)**	**NSPF Index Score (2025-2026)**
Am Indian	*	*		
Asian	*	*		
African American	7.7	10.5		
Hispanic	14.4	11.1		
Pacific Islander	*	*		
Multi Race	*	*		
White	23.0	34.6		
SpEd	11.7	8.2		
English Learner	20.0	20.6		
Econ Disadv	10.0	11.1		

* = 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.