

Nevada Alternative Performance Framework

The Delta Academy J-SHS

School Level: High School
Grade Level: 06-12
District: Clark

School APF Category: Credit Recovery
School Type: District Charter
School NSPF Designation: Additional TSI

About the Alternative Performance Framework

The APF is intended to collect and report additional performance data for alternative schools where at least 75% of the enrollment is comprised of students with unique needs. Schools usually fall into one of four categories: schools offering credit recovery programs; schools offering behavioral/continuation programs; Juvenile Detention Facilities providing services to adjudicated youth; and Special Education schools serving students identified as having significant cognitive disabilities. Some APF schools include grade levels that cross the typical elementary, middle, and/or high school configurations. The APF Report compiles data for all grade levels represented in the school.

School Performance SY2022-2023

School Mission

The Delta Academy will provide a safe and nurturing instructional environment in which students from various backgrounds expand their knowledge base to fulfill academic and personal goals through differentiated instruction and reinforcement of positive character traits.

Continuum of Performance

Schools approved under the APF are rated based on a continuum of performance. The school is rated as Improving, Maintaining, Declining, or Not Applicable (N/A) on each applicable APF Measure. Some Measures included in the APD are not relevant to certain categories of schools. The rating compares the school's performance in the current school year to that of the prior year for each applicable APF Measure.



Academic Achievement Indicator

School Narrative: Delta's academic goals are to increase the percent of all students proficient on the ELA ACT from 37.8% to 40.3% and on the Math ACT from 14.4% to 19.4%. Also, average scores on the Scholastic Reading and Math Inventories will increase 100 points from the September, 2022 administration to the May, 2023 administration.

	2021-2022	2022-2023	Continuum of Performance
Math Pooled Average	14.4	12.9	Maintaining
ELA Pooled Average	37.8	30.6	Declining
Science Pooled Average	20.6	16.4	Declining

This Indicator reports academic proficiency for students enrolled for at least 30 consecutive days. Results are based on administration of the state mandated assessments including criterion-referenced English Language Arts (ELA) and Math assessments in grades 3-8; Science assessments in grades 5, 8 and high school; the Nevada Alternative Assessment (NAA); and a college and career readiness assessment for grade 11. Rates are determined through a pooled average of all students who assessed in the content area regardless of grade level.



Academic Progress Indicator

School Narrative: Delta Academy's course completion goal is 85%. In order to achieve this goal, students have been assigned to one of ten houses. Each house has a teacher assigned to contact every student once per week to review student progress and grades. At the end of the 1st quarter, Delta's course completion rate was 64.17%.

	2021-2022	2022-2023	Continuum of Performance
Credit Earning Rate	77.9	77.5	Maintaining
Academic IEP Math Goals	N/A	N/A	NA
Academic IEP ELA Goals	N/A	N/A	NA

Performance on this Indicator reflects student academic progress for students enrolled in the current school year. For the Credit Earning Rate Measure, a credit earning rate is calculated for each student in grades 9-12 based on the total number of credits earned divided by the total number of credits attempted. The school's credit earning rate is the average of the credit earning rate for all students enrolled for at least 30 consecutive school days. The Academic IEP Math and ELA Goal Measures reflect the progress of students with an Individualized Education Program (IEP). A school IEP Goal rate is based on the school-wide percentage of IEP goals (Math and ELA) identified as having Satisfactory Progress or Goal Met on student fourth quarter of final progress reports from the last annual IEPs.



Graduation Indicator

School Narrative: Delta's graduation rate goal is 67%. To achieve this, we monitor all students' academic progress. If a student starts falling behind, there are numerous programs available to assist the student. Credit recovery classes, before and after school tutoring and social/emotional support services are available all year long.

	2021-2022	2022-2023	Continuum of Performance
4-Year ACGR	58.7	68.8	Improving
5-Year ACGR	82	71.3	Declining
Graduation Attainment	4.8	4.8	Maintaining

The Graduation Indicator reports the extent to which students successfully complete or make substantial progress toward completing high school. Data for the 4-and 5-year cohort graduation rates (ACGRs) lag by one year due to the cohort collection and data validation process. The Graduation Attainment Measure is determined by mapping high school completion status or exit codes to a ten-point scale for students with an Original Year of Graduation (OYOG) for the current year or earlier. The reported rate is the average of all points earned for qualifying students.



Attendance Indicator

School Narrative: Delta Academy's average daily attendance goal is 98%. In order to achieve this goal, students have been assigned to one of ten houses. Each house has a teacher assigned to contact every student once per week to review any attendance or social/emotional concerns. During the first semester, Delta's attendance rate was 98.16%.

	2021-2022	2022-2023	Continuum of Performance
Attendance Rate	78.4	83.6	Improving
Chronic Absenteeism	7.2	8.5	Declining

The Attendance Indicator reports school-wide performance on attendance and absenteeism rates. For the Attendance Rate Measure, an attendance rate is calculated for each student based on the total number of days enrolled divided by the total number of days attended. A school attendance rate is the average of the student attendance rates. For the Chronic Absenteeism Measure, the percentage of chronically absent students is determined. Chronically absent students are those enrolled for 10 or more school days and absent for 10% or more of the days for any reason (e.g., illness, suspension, the need to care for a family), regardless of whether absences are excused or unexcused. A student is considered absent if they are not physically on school grounds and not participating in instruction or instruction-related activities at an approved off-grounds location for at least 50% of the school day.



Student Engagement Indicator

	2021-2022	2022-2023	Continuum of Performance
Transferred to Traditional School	98.3	0	To Be Determined
Persisted at Traditional School	94.6	-	To Be Determined
Transferred to or Stayed at Alternative School	1.6	100	Improving
Persisted at Alternative School	80	93.4	Maintaining
Student Participation	N/A	N/A	NA

The Student Engagement Indicator reports the extent to which students are engaged in the educational process. The Student Persistence data reveal the percentage of students who remained enrolled in the current alternative setting, transferred to another alternative setting, or transferred to a traditional school within the school year. A further calculation is done to determine how many of these students ended the current year at that setting. The Student Participation Measure is specific to Special Education schools and reflects the percentage of students participating in a purposeful learning activity. Calculations are based on the number of students observed and the number of students engaged over the span of the current school year.



Planning for Success Indicator

Delta's graduation rate goal is 67%. To achieve this, we monitor all students' academic progress. If a student starts falling behind, there are numerous programs available to assist the student. Credit recovery classes, before and after school tutoring and social/emotional support services are available all year long.

	2021-2022	2022-2023	Continuum of Performance
Data Driven Literacy Instruction	Level 3: Beginning Level of Implementation	Level 3: Beginning Level of Implementation	To Be Determined
Academic Learning Plans	100	100	Maintaining
Life Skills IEP Goals	N/A	N/A	NA

Performance on the Planning for Success Indicator reflects student success towards career, college, and life pathways. The Data Driven Literacy Instruction Measure reflects the school's status based on the 5-point scale in the Nevada State Literacy Plan (NSLP) self-assessment tool. The NSLP provides schools with a number of tools to help them engage students in meaningful and effective data-driven and standards-based literacy instruction and intervention. Academic Learning Plans (ALPs) are mandated by NRS 388.205 and must set forth specific education goals that the pupil intends to achieve before graduation from high school; the rate shown is the percentage of students with an ALP. Life Readiness Skills IEP Goals are based on the progress found on a student's fourth quarter or final progress report from the last annual IEP.

'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. Some APF schools include grade levels that cross the typical elementary, middle and/or high school configurations. The APF report includes compiled data for all grade levels represented in that school

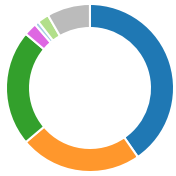
The Delta Academy J-SHS

School Year 2022-2023 Nevada School Rating

School Level: High School
Grade Levels: 06-12
District: Clark
School Address: 818 West Brooks Avenue
 North Las Vegas, NV 89030



School Type: District Charter
School Designation: No Designation
 95% Assessment Participation: *Warning*



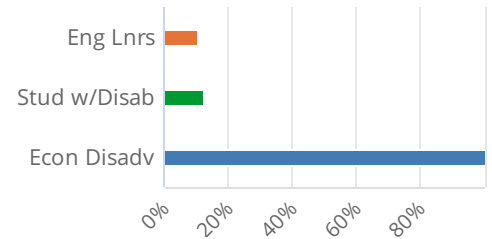
Student Race/Ethnicity

23.4% White
 22.2% BI/Afr Am
 40.2% Hisp/Latino
 2.5% Asian
 0.8% Am Ind/AK Nat
 2.2% Pac Isl
 8.3% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	19.5 NR
2020-2021	13.5 ★

Additional Student Groups



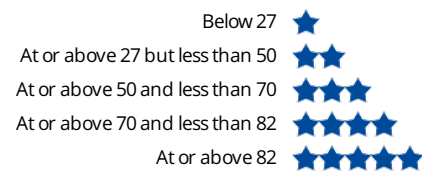
What does my school rating mean?

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 interventions.

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?

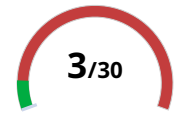


2022-2023 School Performance



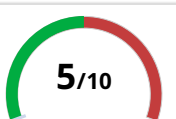
Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	5.4	19.4
ELA Proficiency	22.7	46.0
Science Proficiency	<5	20.2



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	68.8	81.3
5-Year	71.3	81.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	8.8	7.3

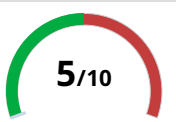


College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	43.8	71.2
Post-Secondary Preparation Completion	7.0	46.9
Advanced or CCR Diploma	6.6	39.9

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2021-2022.



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	68.2	87.9
Chronic Absenteeism	8.6	38.1
Climate Survey Participation	57.0	N/A



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

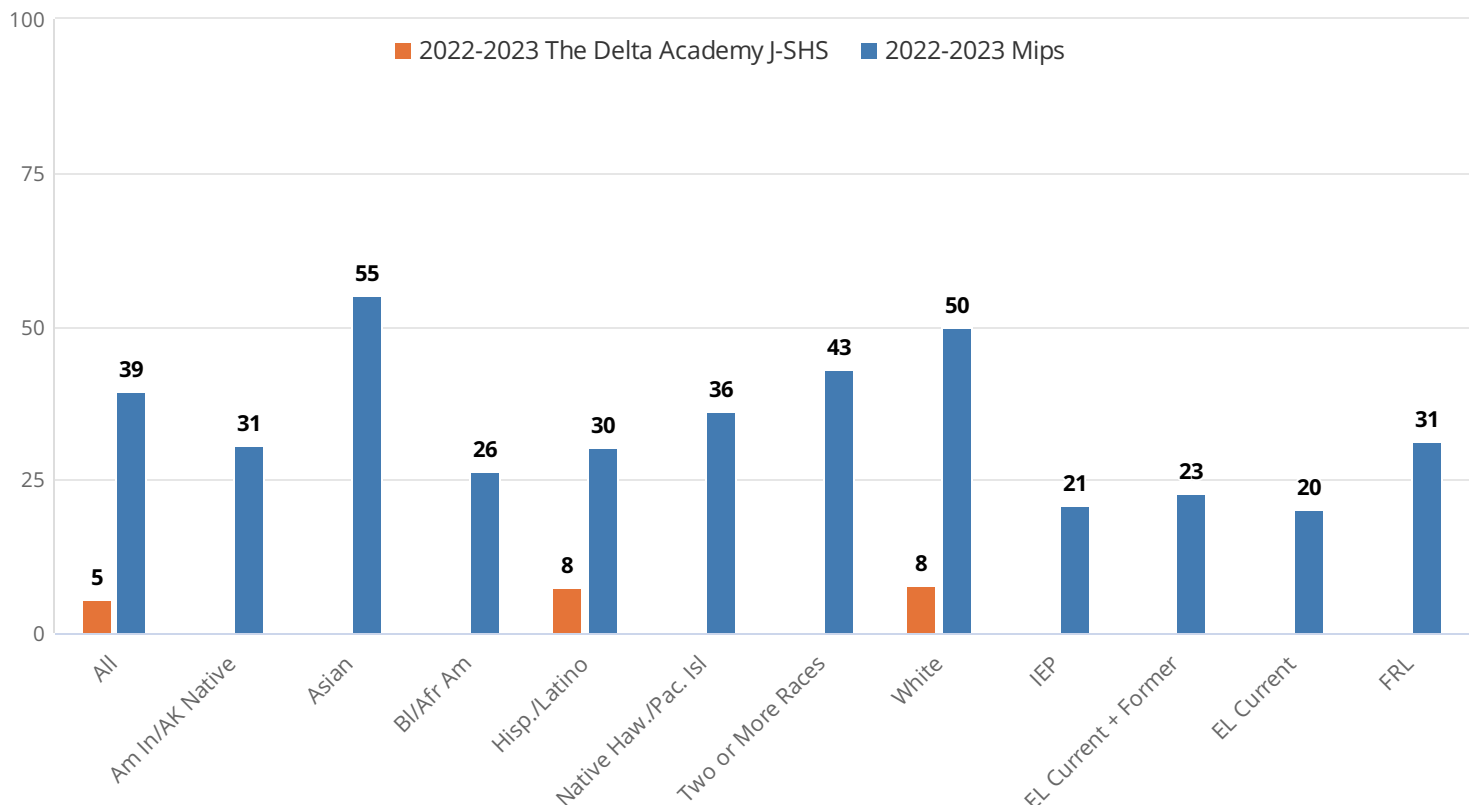
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 1/10

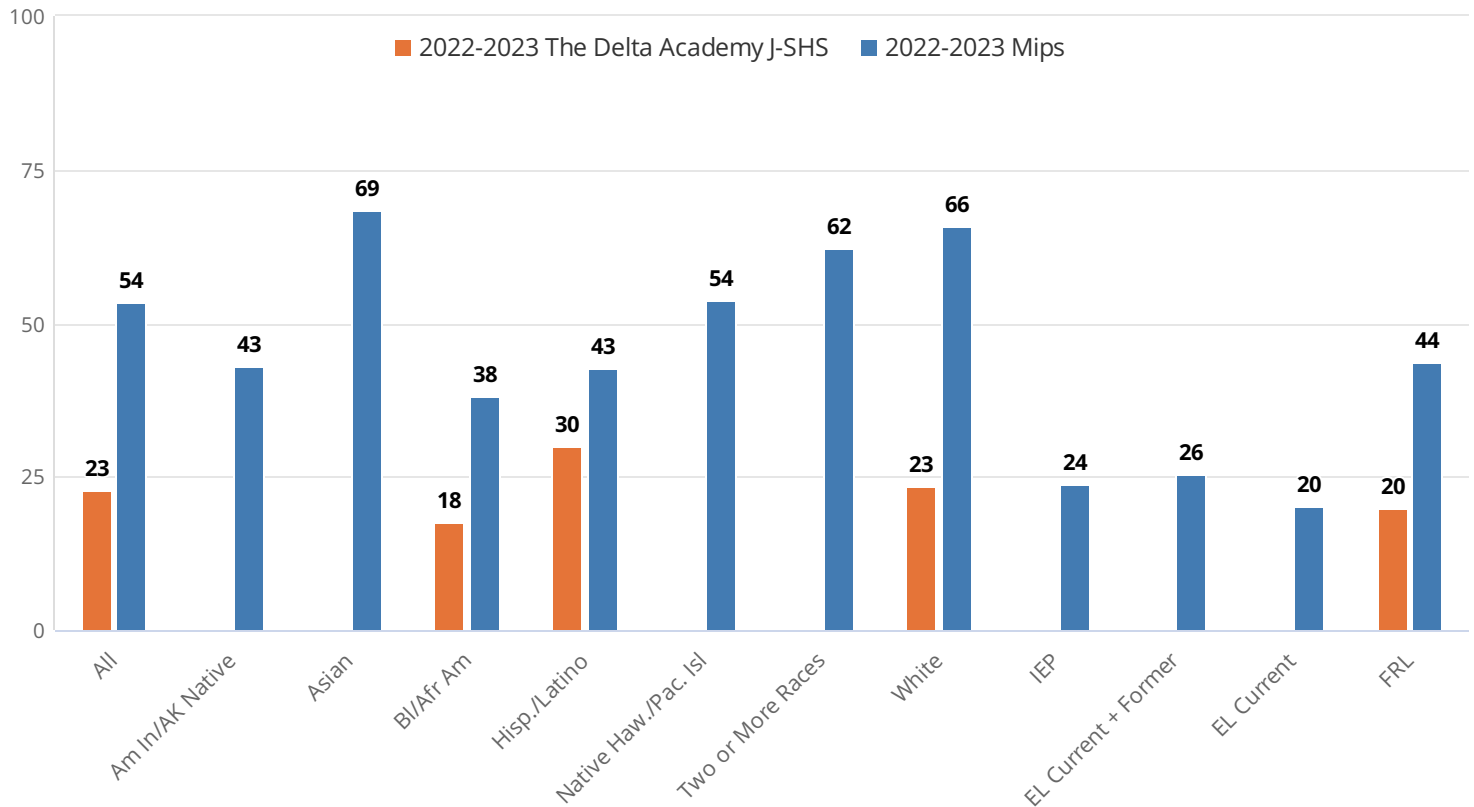
Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	5.4	19.4	39.38	4.9	19.7	36.19
American Indian/Alaska Native	-	13.4	30.62	-	17.5	26.96
Asian	-	41.3	55.12	-	42.5	52.76
Black/African American	<5	7.1	26.37	<5	6.8	22.5
Hispanic/Latino	7.5	11.6	30.44	<5	11.5	26.78
Pacific Islander	-	17.7	36.16	-	16.1	32.8
Two or More Races	-	23.9	43.1	-	26.7	40.11
White/Caucasian	7.7	34.1	49.68	5.2	33.5	47.04
Special Education	-	<5	20.93	<5	<5	16.76
English Learners Current + Former	-	<5	22.86	-	<5	18.8
English Learners Current	-	<5	20.23	-	<5	16.04
Economically Disadvantaged	<5	9.5	31.41	7.4	10.1	27.8

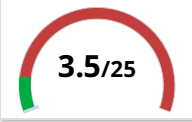
Math Assessments % Proficient



**Academic Achievement****ELA Proficient****ELA Proficient Points Earned: 2/10**

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	22.7	46.0	53.55	38.3	44.0	51.11
American Indian/Alaska Native	-	37.8	42.92	-	45.0	39.92
Asian	-	67.2	68.51	-	68.6	66.85
Black/African American	17.5	27.6	38.08	27.2	24.5	34.82
Hispanic/Latino	30.0	36.0	42.69	40.0	33.3	39.67
Pacific Islander	-	45.9	53.74	-	41.2	51.31
Two or More Races	-	57.8	62.16	-	55.5	60.16
White/Caucasian	23.3	66.0	65.93	42.1	64.0	64.14
Special Education	-	8.9	23.93	10.0	6.5	19.92
English Learners Current + Former	-	10.6	25.56	-	6.6	21.64
English Learners Current	-	<5	20.18	-	<5	15.98
Economically Disadvantaged	19.9	31.2	43.73	33.3	29.3	40.77

**ELA Assessments
% Proficient**



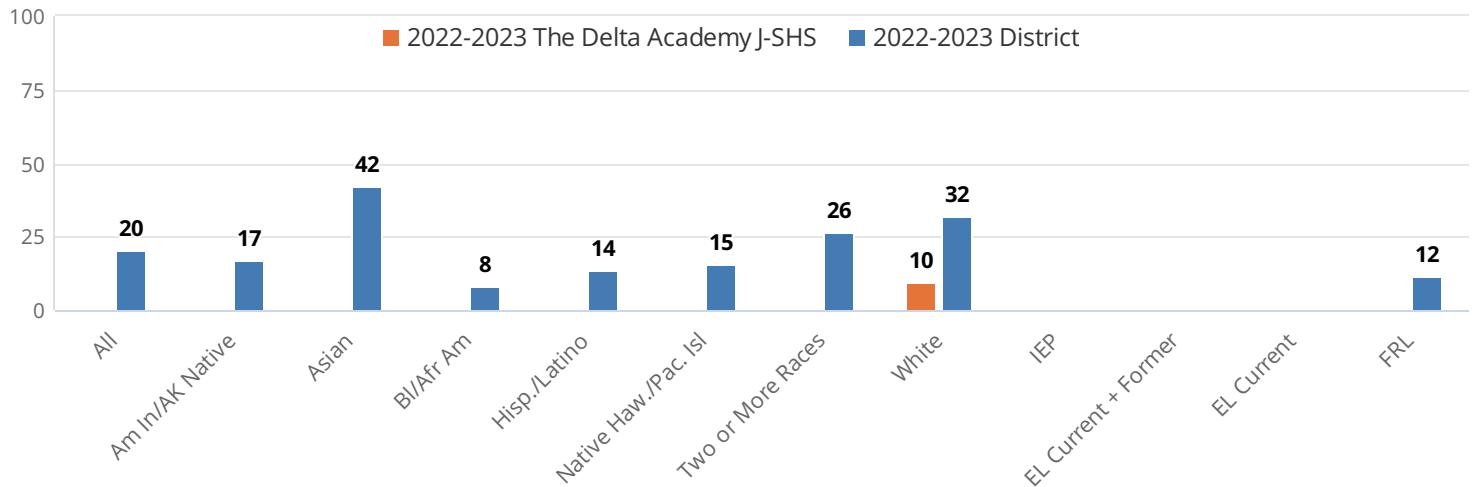
Academic Achievement

Science Proficient

Science Proficient Points Earned: 0.5/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	<5	20.2	18.7	21.5
American Indian/Alaska Native	-	17.1	-	13.5
Asian	-	42.2	-	43.2
Black/African American	<5	8.3	-	9.2
Hispanic/Latino	<5	13.5	6.2	15.6
Pacific Islander	-	15.4	-	17.1
Two or More Races	-	26.2	-	25.5
White/Caucasian	9.6	32.3	-	31.9
Special Education	<5	<5	-	5.2
English Learners Current + Former	-	<5	-	5.6
English Learners Current	-	<5	-	<5
Economically Disadvantaged	<5	11.8	21.0	17.1

Science Assessments % Proficient



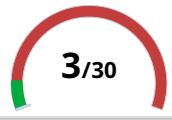
Participation on State Assessments

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

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	64.5%	64.5%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	47.2%	47.2%	-	-
Hispanic/Latino	69.5%	69.5%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	72.7%	72.7%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	55.5%	55.5%	N/A	N/A
English Learners Current	56.0%	56.0%	-	-
Economically Disadvantaged	60.3%	60.3%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.



Graduation Rates

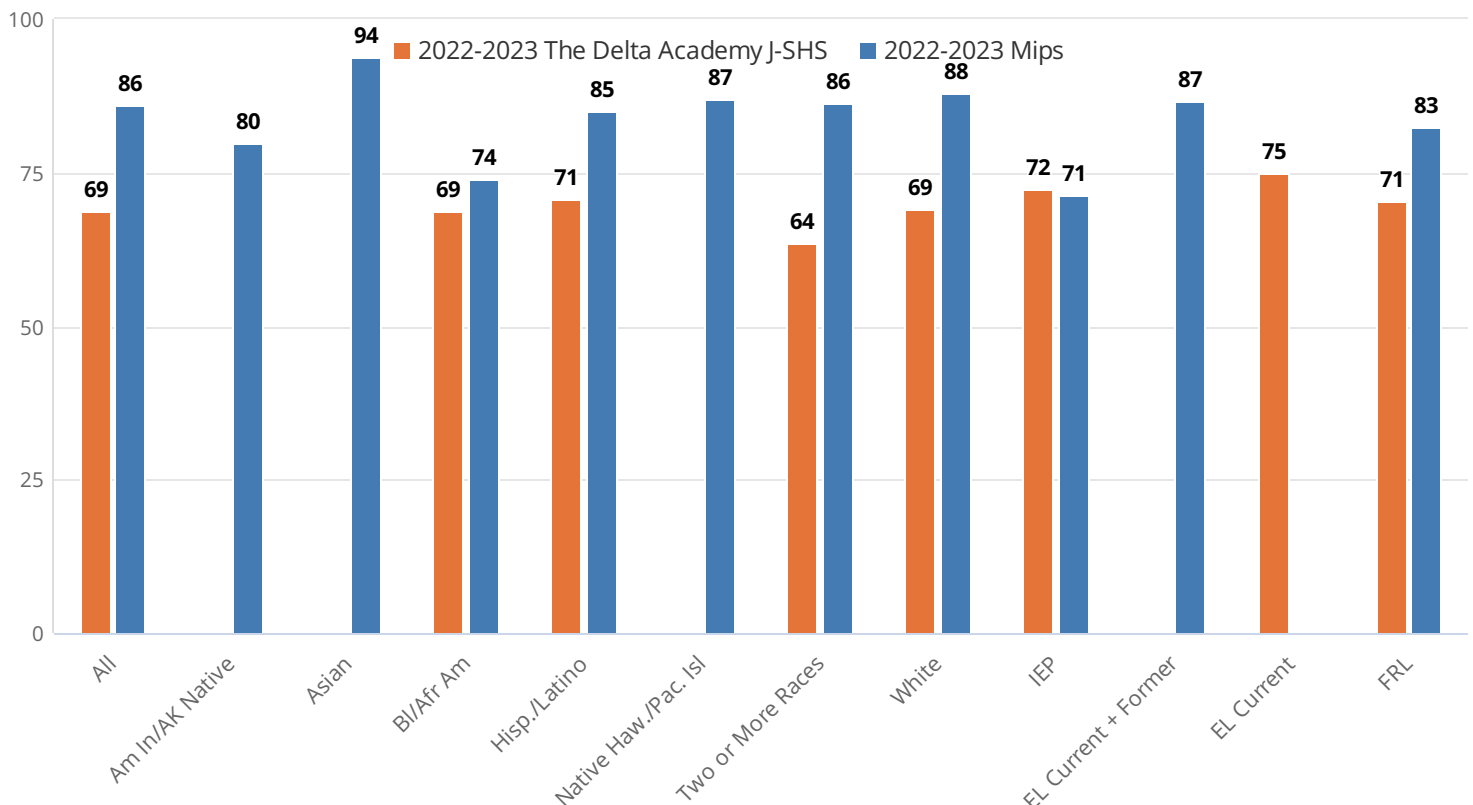
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 2/25

Groups	2022 % 4-Year ACGR	2022 % District	2022 % 4-Year ACGR MIP	2021 % 4-Year ACGR	2021 % District	2021 % 4-Year ACGR MIP
All Students	68.8	81.3	86	58.7	80.9	84.3
American Indian/Alaska Native	-	74.2	79.9	-	77.0	77.9
Asian	-	92.9	93.7	-	92.5	93.5
Black/African American	68.8	69.4	74	55.5	71.7	71.9
Hispanic/Latino	70.6	80.3	85.1	50.0	79.1	83.3
Pacific Islander	-	84.2	87.1	-	84.1	85.5
Two or More Races	63.6	81.8	86.4	60.0	83.4	84.7
White/Caucasian	69.2	86.3	88.1	66.1	85.2	86.8
Special Education	72.4	66.7	71.3	40.0	65.4	69.1
English Learners Current + Former	N/A	N/A	86.8	N/A	N/A	85.1
English Learners Current	75.0	71.6		56.5	70.5	
Economically Disadvantaged	70.5	83.0	82.5	58.7	78.9	80.6

Graduation Rates 4-Year ACGR





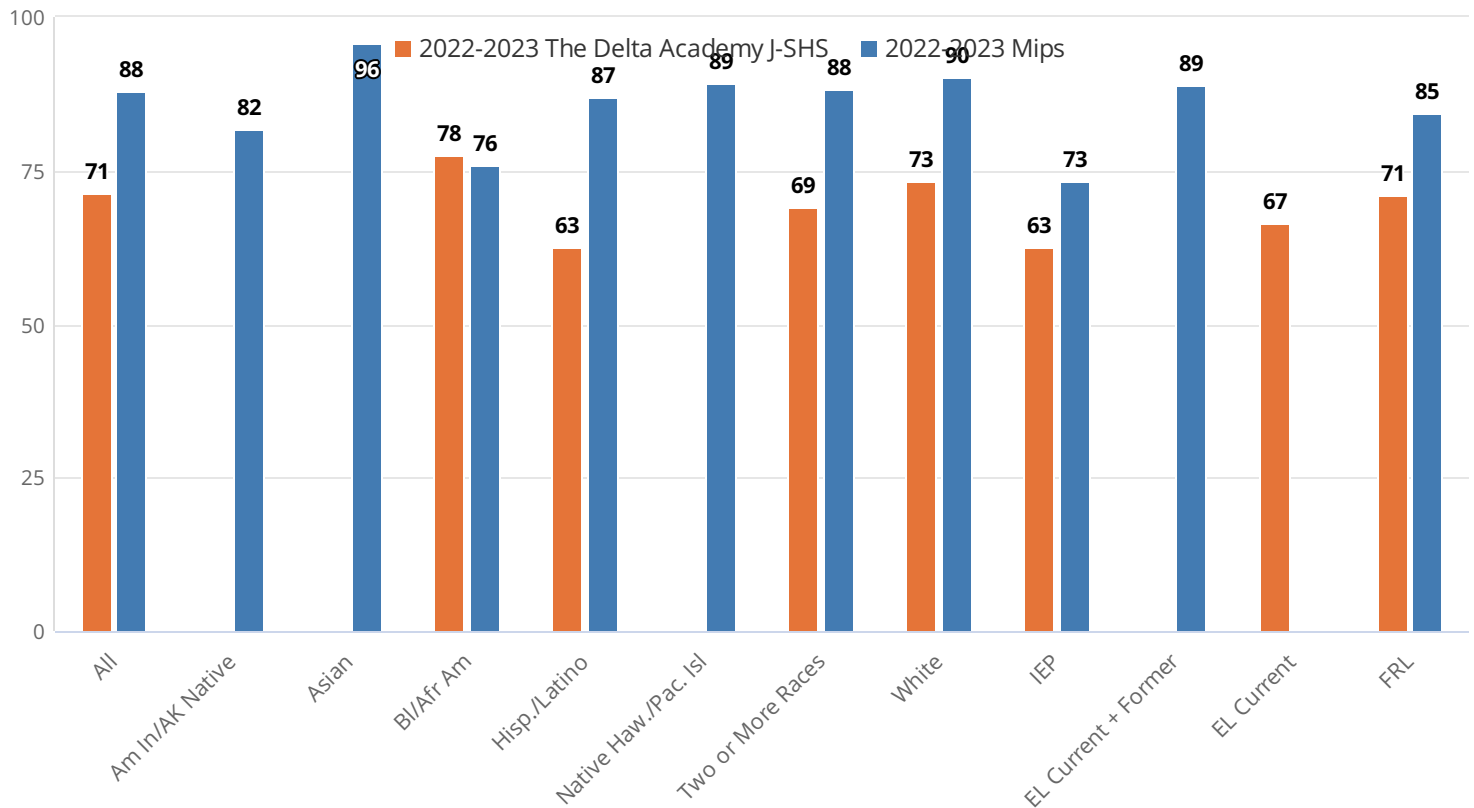
Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 1/5

Groups	2022 % 5-Year ACGR	2022 % District	2022 % 5-Year ACGR MIP	2021 % 5-Year ACGR	2021 % District	2021 % 5-Year ACGR MIP
All Students	71.3	81.9	88	82.0	83.9	86.3
American Indian/Alaska Native	-	78.1	81.9	-	74.0	79.9
Asian	-	93.2	95.7	-	94.3	95.5
Black/African American	77.5	73.1	76	83.3	73.5	73.9
Hispanic/Latino	62.5	80.2	87.1	85.4	82.3	85.3
Pacific Islander	-	85.3	89.1	-	86.4	87.5
Two or More Races	69.2	84.6	88.4	61.5	87.1	86.7
White/Caucasian	73.3	85.9	90.1	79.3	88.8	88.8
Special Education	62.5	68.1	73.3	69.2	70.9	71.1
English Learners Current + Former	N/A	N/A	88.8	N/A	N/A	87.1
English Learners Current	66.6	71.8		92.8	76.1	
Economically Disadvantaged	71.1	80.0	84.5	82.0	82.1	82.6

Graduation Rates 5-Year ACGR



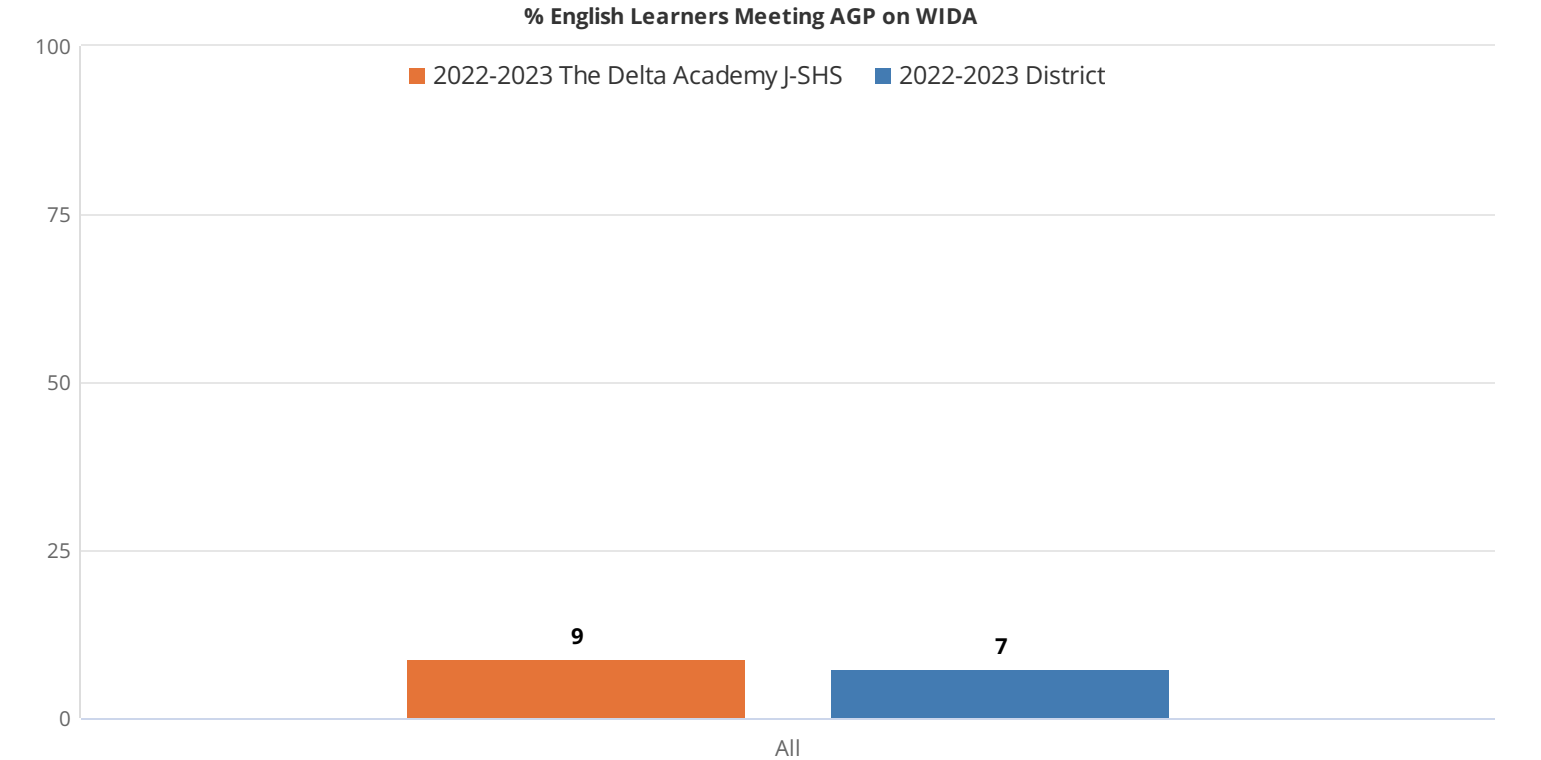
5/10

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

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	45	8.8	7.3	26	<5	7.6



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



College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 0.5/10

Groups	2023 % Participation	2023 % Participation District	2022 % Participation	2022 % Participation District
All Students	43.8	71.2	29.6	70.5
American Indian/Alaska Native	-	72.3	-	60.4
Asian	-	84.0	-	85.6
Black/African American	32.6	59.6	32.1	57.7
Hispanic/Latino	40.0	69.9	32.8	70.0
Pacific Islander	-	64.0	-	61.9
Two or More Races	52.0	70.3	-	67.7
White/Caucasian	52.8	76.6	25.9	74.8
Special Education	31.8	40.4	10.7	40.5
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	35.0	53.5	16.6	52.7
Economically Disadvantaged	43.8	72.4	29.6	71.0

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 1/10

Groups	2023 % Completion	2023 % Completion District	2022 % Completion	2022 % Completion District
All Students	7.0	46.9	<5	45.7
American Indian/Alaska Native	-	44.6	-	32.9
Asian	-	65.1	-	65.3
Black/African American	8.6	30.6	5.3	30.3
Hispanic/Latino	5.5	44.6	<5	43.1
Pacific Islander	-	36.9	-	33.2
Two or More Races	<5	47.4	-	44.4
White/Caucasian	8.5	55.1	7.4	53.8
Special Education	9.0	19.9	<5	19.5
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	26.4	<5	25.0
Economically Disadvantaged	7.0	48.3	<5	45.9



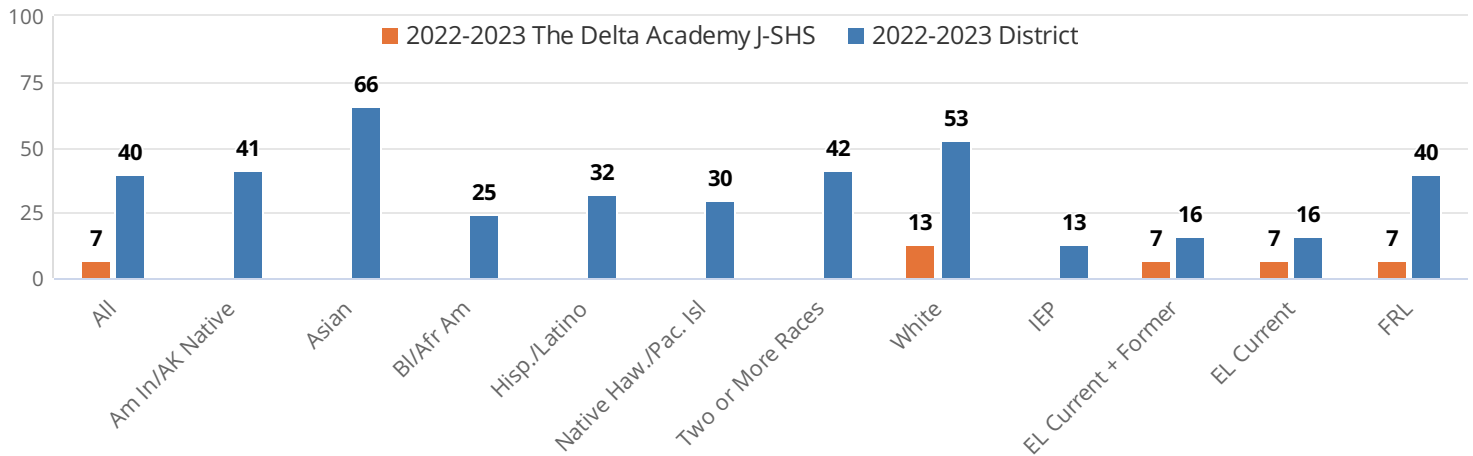
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 1/5

Groups	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District
All Students	6.6	39.9	13.5	40.1
American Indian/Alaska Native	-	41.3	-	32.4
Asian	-	66.0	-	67.0
Black/African American	<5	24.7	<5	24.2
Hispanic/Latino	<5	32.4	20.0	32.2
Pacific Islander	-	30.1	-	38.3
Two or More Races	-	41.5	-	40.4
White/Caucasian	13.3	52.8	12.1	53.1
Special Education	<5	12.7	10.0	12.0
English Learners Current + Former	6.6	16.2	<5	16.8
English Learners Current	6.6	16.2	<5	16.8
Economically Disadvantaged	6.8	40.0	13.5	34.9

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	16.1	<5	<5	<5	<5	<5	35.1	<5
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	13.0	<5	<5	<5	<5	<5	26.0	<5
Hispanic/Latino	14.4	<5	<5	<5	<5	<5	32.2	<5
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	16.0	<5	12.0	<5	<5	<5	40.0	<5
White/Caucasian	20.0	<5	<5	<5	<5	<5	42.8	8.5
Special Education	<5	<5	<5	<5	<5	<5	27.2	<5
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	15.0	<5	<5	<5	<5	<5	20.0	<5
Economically Disadvantaged	16.1	<5	<5	<5	<5	<5	35.1	<5

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.



Student Engagement

9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. 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.

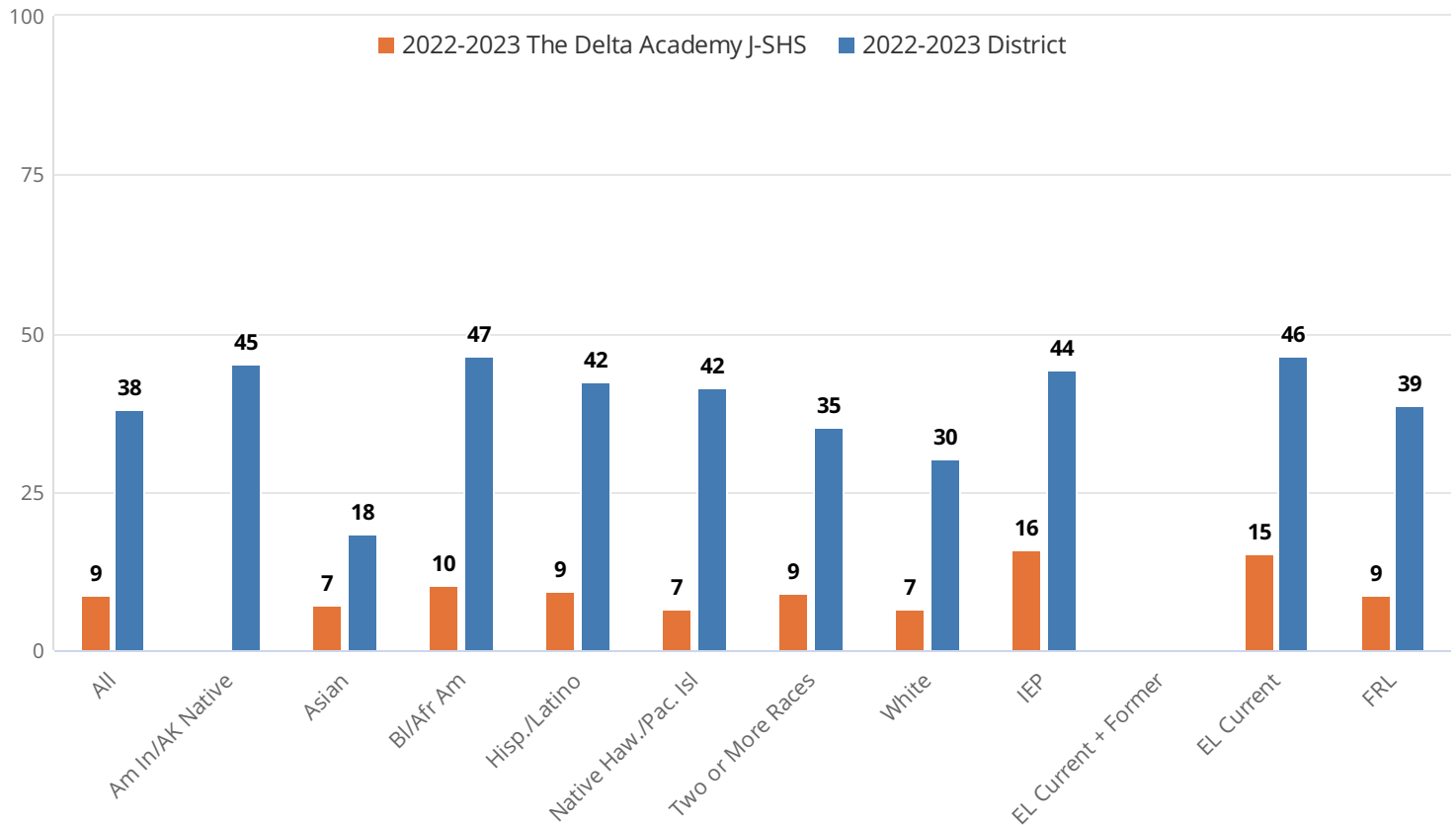
Chronic Absenteeism

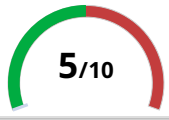
Chronic Absenteeism Points Earned: 4/5

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	8.6	38.1	8.7	39.9
American Indian/Alaska Native	-	45.3	-	45.5
Asian	7.1	18.3	-	20.3
Black/African American	10.3	46.5	5.5	47.7
Hispanic/Latino	9.2	42.4	13.8	43.5
Pacific Islander	6.6	41.5	-	45.9
Two or More Races	9.0	35.3	11.1	38.2
White/Caucasian	6.6	30.1	<5	33.0
Special Education	16.0	44.3	8.6	45.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	15.3	46.3	15.3	47.8
Economically Disadvantaged	8.6	38.5	8.7	40.3

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 1/5

Groups	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District
All Students	68.2	87.9	78.7	87.6
American Indian/Alaska Native	-	76.9	-	87.5
Asian	-	96.2	-	96.1
Black/African American	60.0	80.5	82.6	79.3
Hispanic/Latino	70.0	85.9	65.7	86.5
Pacific Islander	-	89.3	-	86.7
Two or More Races	76.9	91.1	-	88.4
White/Caucasian	75.7	93.5	91.6	92.3
Special Education	55.0	85.0	76.9	83.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	76.4	78.8	-	80.1
Economically Disadvantaged	68.2	88.5	78.7	87.6

% of Students Meeting 9th Grade Credit Requirements

