

Nevada Alternative Performance Framework

The Delta Academy J-SHS

School Level: Middle 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

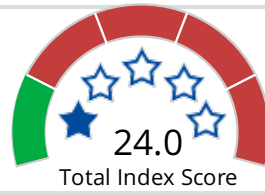
Performance on the Planning for Success Indicator reflects student success towards career, college, and life pathways. The Data Driven Literacy Instruction Measure reflects the school's status based on the 5-point scale in the Nevada State Literacy Plan (NSLP) self-assessment tool. The NSLP provides 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

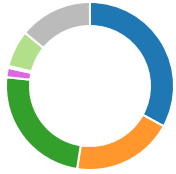
The Delta Academy J-SHS

School Year 2022-2023 Nevada School Rating

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



School Type: District Charter
School Designation: Additional TSI
 95% Assessment Participation: Penalty



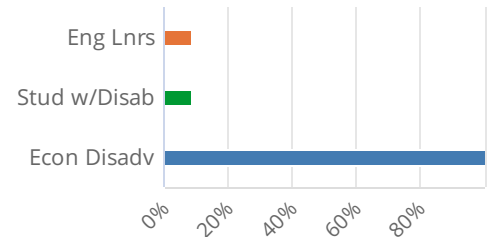
Student Race/Ethnicity

19.4% White
 24.1% BI/Afr Am
 32.8% Hisp/Latino
 1.8% Asian
 0.4% Am Ind/AK Nat
 7.0% Pac Isl
 14.0% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	23.5 NR
2020-2021	36.0 ★★

Additional Student Groups



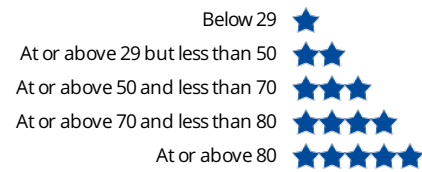
What does my school rating mean?

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

*Participation Penalty

Measure	School Rate	District Rate
Pooled Proficiency	17.9	30.9
Math Proficiency	9.6	23.8
ELA Proficiency	24.3	38.3
Science Proficiency	21.2	30.0



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	13.6	24.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	6.2	33.4
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	79.7	84.3
Climate Survey Participation	54.0	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	35.0	52.0
ELA MGP	45.0	50.0
School Rate		District Rate
Met Math AGP Target	8.7	26.6
Met ELA AGP Target	25.1	38.5

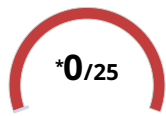


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	<5	11.4
Prior Non-Proficient Met ELA AGP Target	11.4	15.1

* Lost 2 points from Academic Achievement because 95% assessment participation was not met.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

*Participation Penalty

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

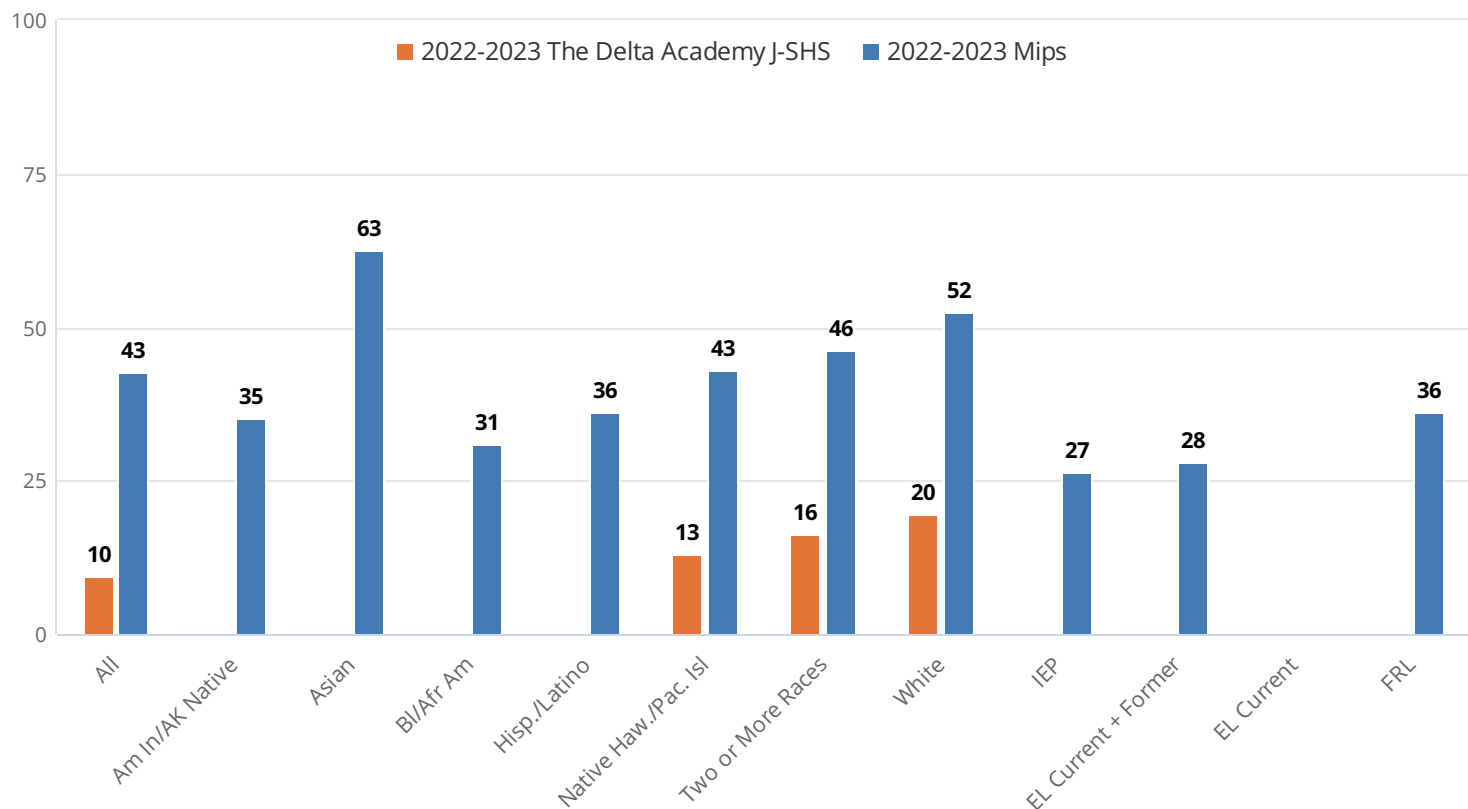
Pooled Proficiency Points Earned: 1/25

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	17.9	30.9	21.1	31.8

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	9.6	23.8	42.7	12.3	22.2	39.7
American Indian/Alaska Native	-	13.4	35.3	-	15.1	31.9
Asian	-	52.6	62.6	-	49.5	60.6
Black/African American	<5	9.5	31	<5	8.4	27.3
Hispanic/Latino	<5	16.3	36.2	6.0	15.5	32.8
Pacific Islander	13.1	21.5	43.1	22.8	19.3	40.1
Two or More Races	16.3	32.5	46.4	16.9	28.0	43.6
White/Caucasian	19.7	41.0	52.3	26.8	37.4	49.8
Special Education	<5	5.3	26.5	<5	<5	22.7
English Learners Current + Former	<5	10.5	28	6.5	10.3	24.2
English Learners Current	<5	<5		<5	<5	
Economically Disadvantaged	<5	13.5	36.1	7.0	12.7	32.7

Math Assessments % Proficient





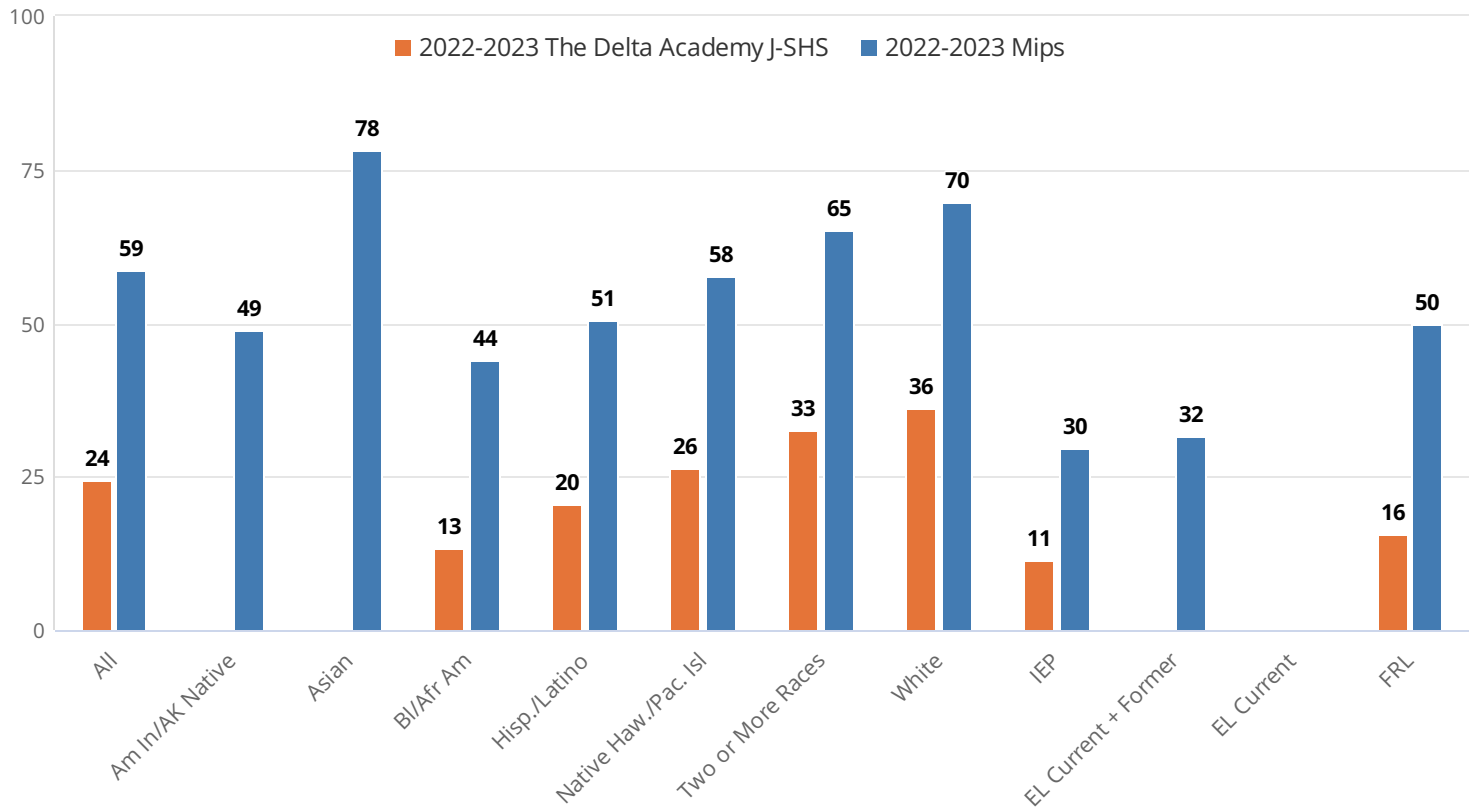
Academic Achievement

*Participation Penalty

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	24.3	38.3	58.6	27.5	41.9	56.4
American Indian/Alaska Native	-	26.7	49	-	35.3	46.3
Asian	-	64.5	78.2	-	69.8	77.1
Black/African American	13.4	22.9	43.9	17.9	25.4	40.9
Hispanic/Latino	20.4	31.3	50.5	21.0	34.8	47.9
Pacific Islander	26.3	34.9	57.8	27.4	39.7	55.5
Two or More Races	32.7	48.4	65	33.9	50.0	63.2
White/Caucasian	36.3	55.3	69.6	40.3	58.9	68
Special Education	11.4	9.0	29.6	<5	9.3	25.8
English Learners Current + Former	<5	20.7	31.7	23.0	24.6	28.1
English Learners Current	<5	5.0		5.5	5.4	
Economically Disadvantaged	15.6	27.3	49.8	21.9	30.4	47.1

ELA Assessments % Proficient





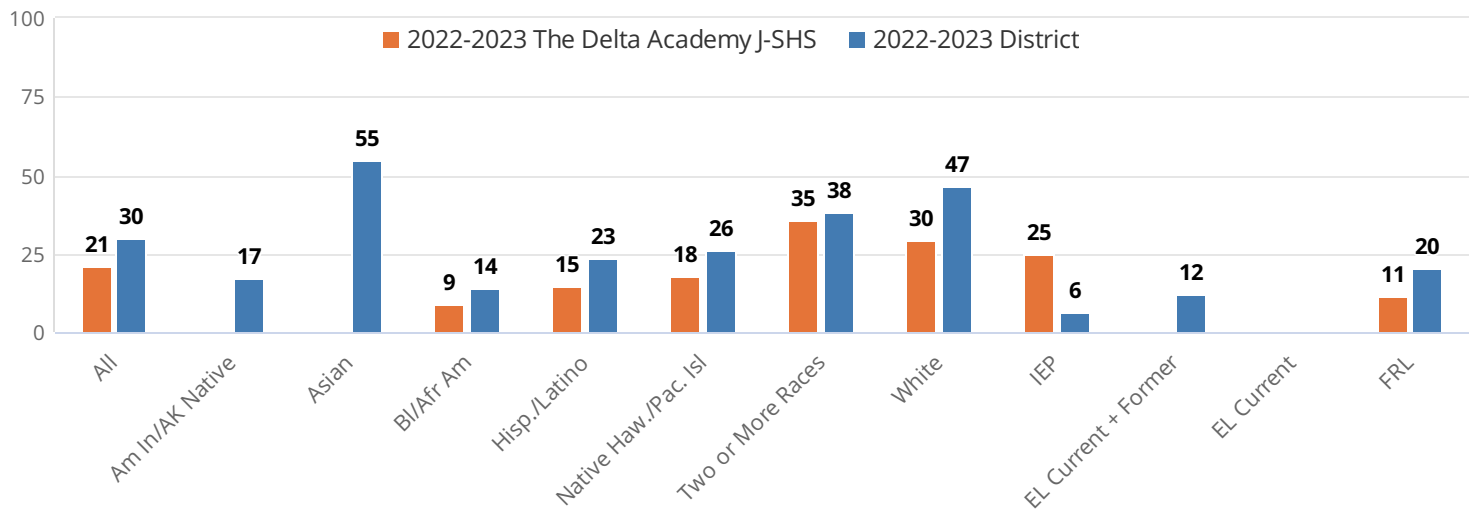
Academic Achievement

*Participation Penalty

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	21.2	30.0	27.0	30.6
American Indian/Alaska Native	-	17.2	-	30.8
Asian	-	54.8	-	54.6
Black/African American	8.8	14.0	14.2	14.4
Hispanic/Latino	14.5	23.3	18.5	23.4
Pacific Islander	17.6	25.8	-	26.7
Two or More Races	35.4	38.1	20.0	38.3
White/Caucasian	29.5	46.8	55.5	47.8
Special Education	25.0	6.2	9.0	6.9
English Learners Current + Former	<5	12.1	20.0	13.6
English Learners Current	<5	<5	-	<5
Economically Disadvantaged	11.3	20.2	12.7	20.7

Science Assessments % Proficient



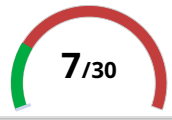
Participation on State Assessments

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: 2

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	88.5%	88.0%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	90.7%	90.7%
Hispanic/Latino	>=95%	>=95%	93.4%	93.4%
Pacific Islander	92.8%	92.8%	82.7%	79.3%
Two or More Races	>=95%	>=95%	86.2%	86.2%
White/Caucasian	>=95%	>=95%	82.9%	81.8%
Special Education	>=95%	>=95%	89.5%	87.5%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	89.1%	89.5%



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: 4/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	35.0	52.0	45.0	50.0	39.0	51.0	45.0	51.0
American Indian/Alaska Native	-	46.0	-	46.0	-	58.0	-	52.0
Asian	-	62.0	-	58.0	-	62.0	-	63.0
Black/African American	37.5	47.0	46.5	46.0	38.0	43.0	55.0	44.0
Hispanic/Latino	37.0	49.0	48.0	49.0	43.0	48.0	36.0	48.0
Pacific Islander	-	51.0	-	48.0	-	48.0	-	50.0
Two or More Races	28.0	54.0	48.0	53.0	-	53.0	41.0	52.0
White/Caucasian	32.5	55.0	37.5	54.0	41.5	57.0	50.5	55.0
Special Education	36.0	43.0	39.0	43.0	-	36.0	-	36.0
English Learners Current + Former	44.0	49.0	56.0	49.0	45.5	46.0	35.5	47.0
English Learners Current	46.0	47.0	56.0	44.0	44.5	40.0	-	41.5
Economically Disadvantaged	39.0	48.0	46.0	48.0	43.0	46.0	53.5	46.0

AGP Growth Data

Math AGP Points Earned: 0.5/5

ELA AGP Points Earned: 0.5/5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	8.7	26.6	25.1	38.5	12.0	29.2	30.5	47.7
American Indian/Alaska Native	-	16.0	-	25.6	-	29.8	-	42.6
Asian	-	55.1	-	63.5	-	53.5	-	72.5
Black/African American	<5	12.3	16.1	24.2	<5	14.1	35.2	33.4
Hispanic/Latino	6.8	19.5	22.4	32.2	<5	21.8	24.1	40.7
Pacific Islander	-	25.6	-	36.9	-	28.3	-	47.5
Two or More Races	16.1	35.2	32.2	46.9	-	36.3	20.0	55.3
White/Caucasian	16.6	42.4	37.5	53.6	27.2	44.2	40.9	61.2
Special Education	<5	7.4	13.7	11.9	-	8.9	-	16.5
English Learners Current + Former	5.7	13.9	11.1	22.7	<5	16.2	25.0	32.4
English Learners Current	8.3	5.4	8.0	8.2	<5	6.1	-	15.0
Economically Disadvantaged	6.4	16.7	19.8	28.6	7.6	19.1	33.3	37.2

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

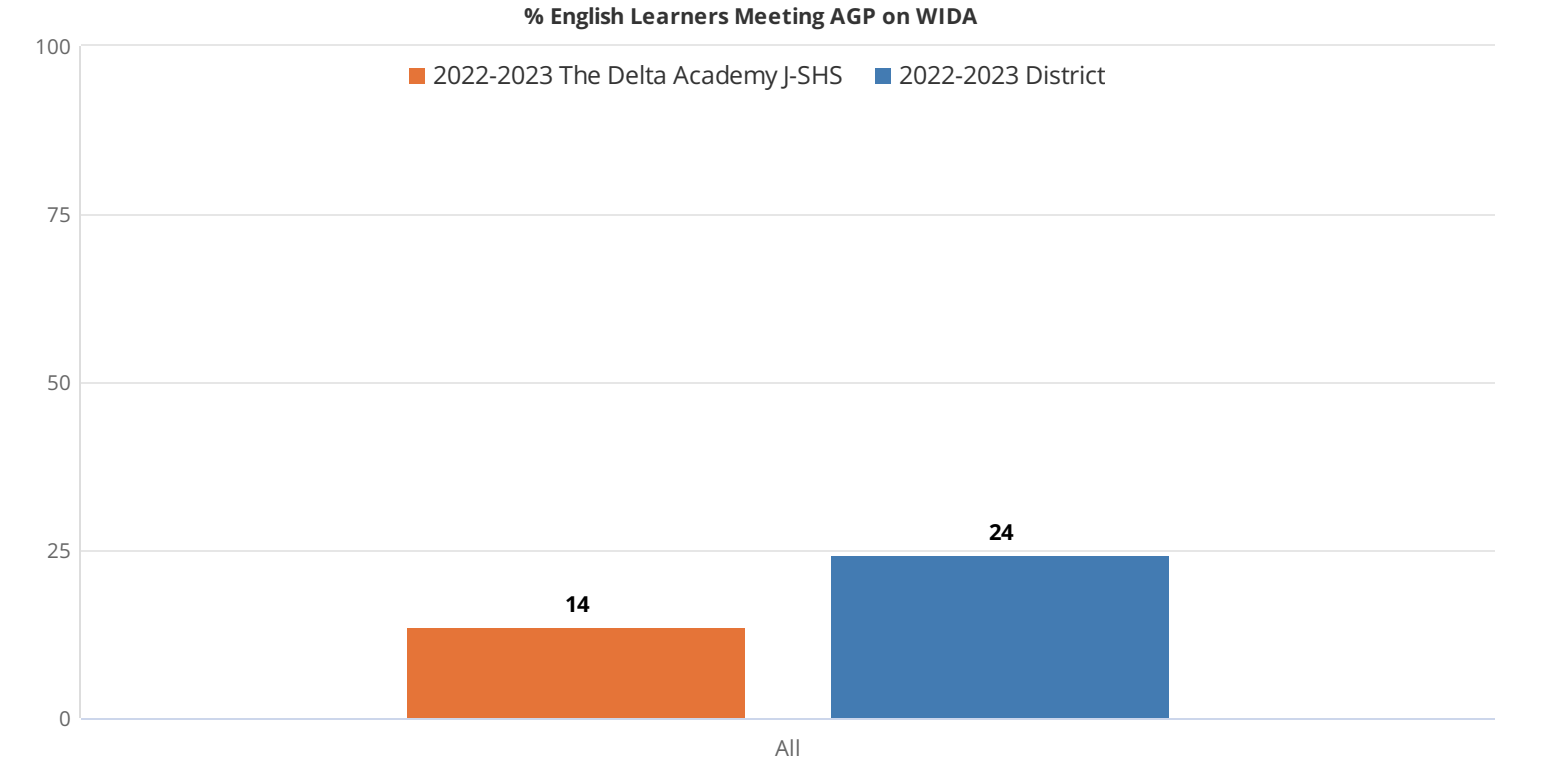
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English Language

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: 2/10

	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	22	13.6	24.3	10	10.0	15.6



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: 1/10				ELA AGP Points Earned: 1/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	<5	11.4	11.4	15.1	5.8	17.5	15.2	29.4
American Indian/Alaska Native	-	7.3	-	9.2	-	24.6	-	30.7
Asian	-	24.5	-	24.9	-	30.2	-	46.5
Black/African American	<5	6.7	9.4	10.6	<5	9.9	16.6	22.4
Hispanic/Latino	<5	9.7	13.0	14.1	<5	15.0	16.0	27.3
Pacific Islander	-	12.3	-	16.5	-	18.2	-	30.2
Two or More Races	<5	15.8	15.0	19.2	-	22.5	-	33.6
White/Caucasian	6.0	17.5	12.5	20.9	20.0	25.6	8.3	37.7
Special Education	<5	<5	10.7	6.6	-	5.6	-	11.8
English Learners Current + Former	5.7	8.1	9.3	11.8	N/A	N/A	N/A	N/A
English Learners Current	8.3	<5	8.3	6.9	<5	5.5	-	14.3
Economically Disadvantaged	<5	8.6	10.8	12.9	<5	13.3	16.6	25.2



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. 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.

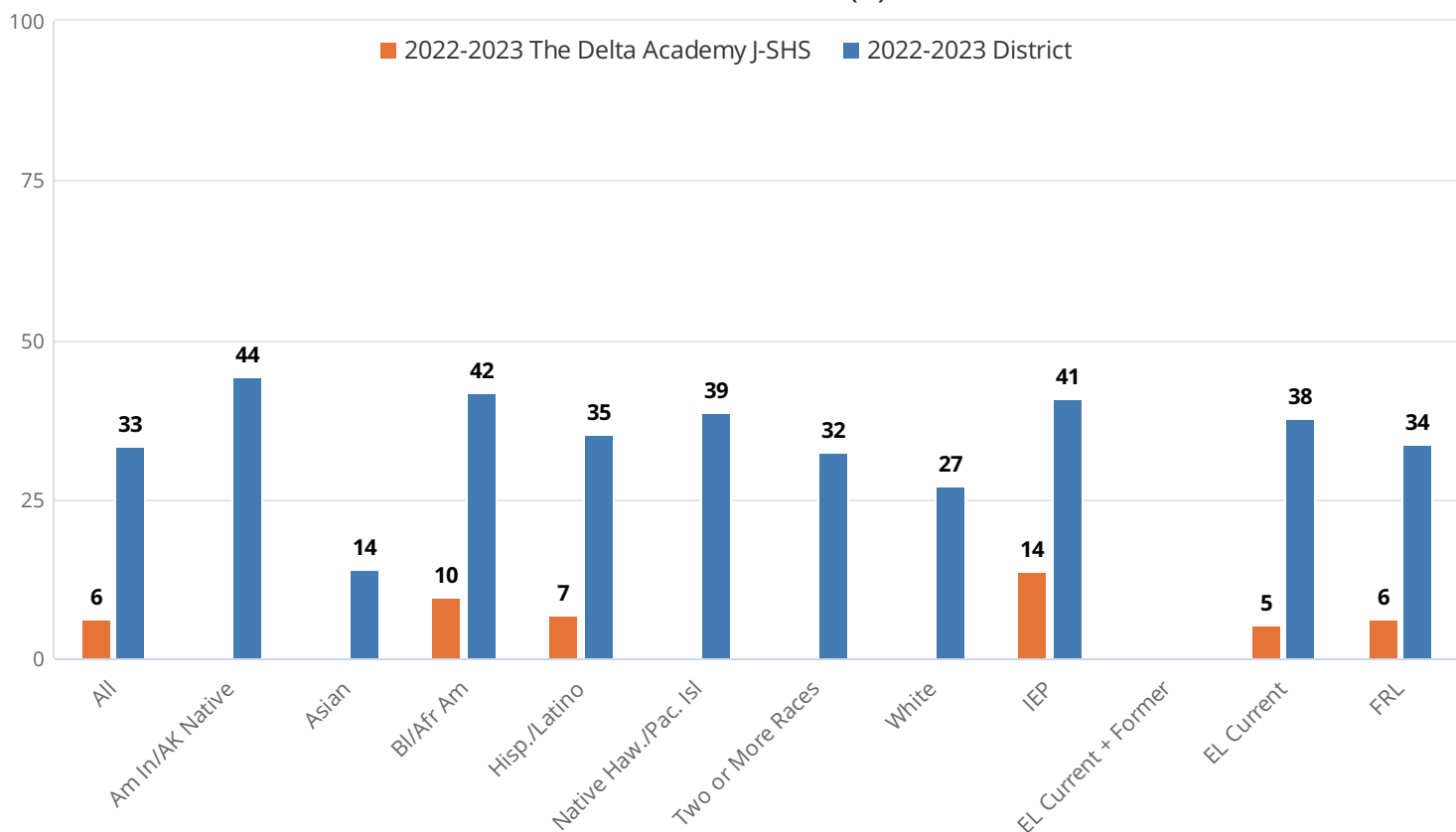
Chronic Absenteeism

Chronic Absenteeism Points Earned: 9/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	6.2	33.4	5.0	33.3
American Indian/Alaska Native	-	44.2	-	44.1
Asian	<5	13.9	-	14.2
Black/African American	9.7	41.9	8.0	41.2
Hispanic/Latino	7.0	35.3	<5	35.3
Pacific Islander	<5	38.7	<5	36.6
Two or More Races	<5	32.4	6.4	31.1
White/Caucasian	<5	27.0	<5	28.1
Special Education	13.6	40.7	12.1	41.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	5.2	37.6	10.5	37.8
Economically Disadvantaged	6.2	33.5	5.0	33.7

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	>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
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

Academic Learning Plans Points Earned 2/2

NAC 389.445 Credit Requirements

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	79.7	84.3	60.1	73.6
American Indian/Alaska Native	-	84.0	-	60.2
Asian	-	93.5	-	87.2
Black/African American	72.0	76.6	59.0	63.4
Hispanic/Latino	71.1	81.8	60.0	71.1
Pacific Islander	89.4	84.3	60.0	72.7
Two or More Races	93.0	88.4	55.5	75.9
White/Caucasian	86.5	91.5	64.2	82.2
Special Education	85.0	80.3	40.9	68.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	72.0	71.3	-	58.9
Economically Disadvantaged	79.7	84.9	60.1	73.6

NAC 389.445 Credit Requirements Points Earned 2/3

% of Students Meeting 8th Grade Credit Requirements

