

# CCSD is Headed in the Wrong Direction

*This report is issued by the Clark County Education Association (CCEA), July 2023*

As front-line educators, we are alarmed at the wrong direction CCSD is heading in. We have seen firsthand the effects of this administration's leadership on our school district. During Superintendent Jara's tenure, CCEA's Board of Directors has had several meetings with him. Our discussions were frank, direct, and private. We wanted CCSD to succeed while we were navigating through two challenges that had an impact on CCSD: the pandemic and its effect on students' education and educators, and a dysfunctional school board in a constant state of infighting. The purpose of this report is not to highlight the number of issues and concerns we had with Superintendent Jara during this period but to sound an alarm to the community that CCSD is heading in the wrong direction.

After the 2022 election and the \$2.1 billion education budget that Governor Lombardo had proposed, it became clear to our organization that with investment comes accountability. CCEA has a long-standing history of advocating for public education funding and outcomes in the last decade. Every time we advocated for more funding we had to answer, "Will student outcomes get better with additional funding?" We supported the 2015 Commerce Tax; we supported the 2017 marijuana tax; we supported the new Pupil Centered Funding Plan that reformed our State's education funding systems that would now be based on equity and need; we supported the 2021 mining tax that put new revenue into education; and, in the 2023 Session that just ended CCEA supported the \$2.4 billion education budget passed by the Legislature and signed by Governor Lombardo. We were also very aggressive and public during the Session that there must be strong accountability to improve student outcomes.

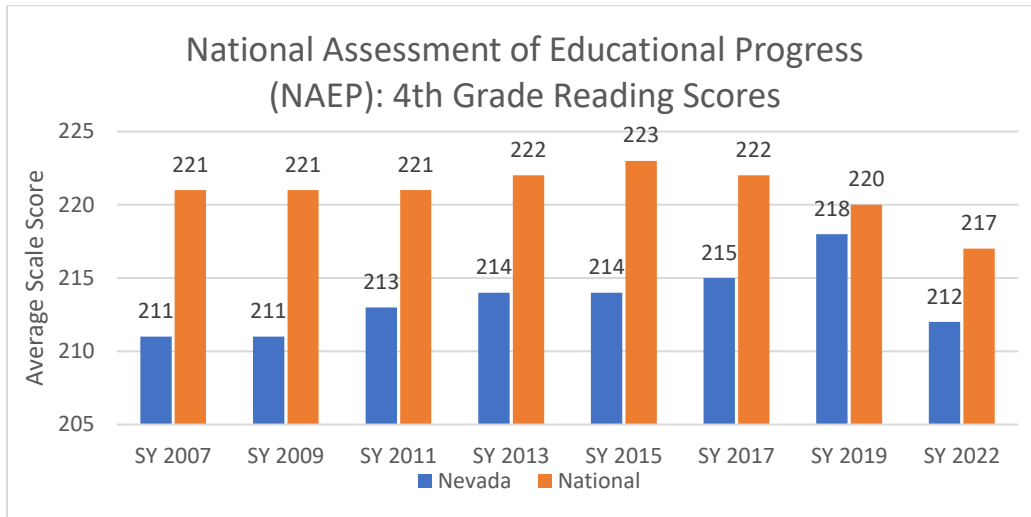
Accordingly, in December 2022 CCEA had a discussion with Superintendent Jara and stated our concerns that things had to change to get our schools on track and to improve student outcomes. We asked what his administration would do differently since we were now two years out of the Pandemic. The response we received from Superintendent Jara was more of the same—vague promotions of what would be different and no clear plan on how he would use the historic levels of funding CCSD was going to receive to improve student outcomes. We also had very frank discussions with key CCSD Trustees, whom CCEA supported in elections, about our concerns and that we had lost confidence in Superintendent Jara. When we learned from these Trustees that they felt CCSD was doing fine and heading in the right direction, it was at that moment we went public with our lack of confidence in Superintendent Jara. Over 75% of educators surveyed indicated they had no confidence in Superintendent Jara to use the new funding to achieve better student outcomes.

CCSD has significant challenges that contribute to poor student outcomes. The number one issue is the high rate of educator vacancies which translates to over 35,000 students not having a full-time educator in the classroom. This last legislative session has allowed CCSD to address this issue strategically. There is now a teacher pipeline law in effect to increase the number of graduates and increase diverse teachers from our own ranks to bridge the vacancy gap. There is also more than enough funding specifically designed to recruit and retain educators and address the hard to fill high vacancy schools. Even with this progress, we believe that CCSD's leadership is not up for the task.

CCEA's Board of Directors, made up of front-line educators, believes we have an obligation to share with the community how students are performing. The data we use in this report is not ours but CCSD's and that of the Nevada Department of Education.

# Overview

When Dr. Jesus Jara became Superintendent of CCSD in June of 2018, he inherited a district with several years of incremental academic growth as evidenced by student progress on the NAEP. Between 2009 and 2019, only three states made more progress than Nevada on 4<sup>th</sup> grade reading ability, and, for the first time ever, Nevada was performing on par with our national peers<sup>i</sup>. In 2022, 4<sup>th</sup> grade reading ability decreased to a level not seen since 2011.



Since the 2018-19 school year, CCSD schools have experienced fluctuations in annual academic progress, but when comparing CCSD’s Pre-COVID to Post-COVID outcomes it is clear that *Dr. Jesus Jara has led CCSD schools in a downward spiral.*

- In 2021-22, a historic 2,435 teachers and licensed professionals separated from CCSD<sup>ii</sup>.
- Close to 30,000 students ended the school year without a full-time licensed educator.
- Student enrollment has plummeted with nearly 30,000 fewer students<sup>iii</sup> projected to attend CCSD schools in 2023-24 in comparison to 2018-19.

## Not College or Career Ready

What CCSD has been trying to promote to the community is that graduation rates are improving. But what’s behind those graduation rates? According to CCSD’s Quarterly Municipality report<sup>iv</sup>, 81.3% of students in the Class of 2022 graduated—BUT the large majority of students are not graduating academically prepared, with 19.5% of 11<sup>th</sup> grade students proficient in math and 44% of 11<sup>th</sup> grade students proficient in reading.

The Clark County School District states that student success is their primary focus, but it is clear—CCSD’s *definition of success is high school graduation.* The fact is that students across Clark County Schools are less likely to attend school regularly and less likely to be academically proficient today than when Dr. Jesus Jara became superintendent in 2018. Dr. Jara’s philosophy appears to be that CCSD’s responsibility is over once a student graduates, regardless of whether the graduates have the skills and knowledge needed for a successful future.

Nearly 41%<sup>v</sup> of CCSD K-12 students were chronically absent during the 2021-22 school year, *nearly twice the percentage chronically absent in with 2018-19*—Students who are not in school are likely not learning, resulting in students graduating without the skills and knowledge needed for their future. *Proficiency rates in both math*

and reading decline as students' progress into high school, where 56% of high school graduates leave CCSD schools without the needed reading skills and 80.5% leave without the needed math skills for their future.

Another misstep occurred in 2021 when CCSD adopted a new grading initiative for all students that has had adverse impact on student proficiency levels. The *Grading Reform Initiative*, states that “grades are not impacted by late or missing assignments, attendance, participation, or responsibility.”<sup>vi</sup> When assignments are not completed or turned in, students receive a minimum of a 50%. When students are unable to demonstrate knowledge of grade level standards, they are able to retake assessments on an alternative or abbreviated assessment until a higher grade is received. In practice, this means that students can do nothing all semester and earn 50%. If they take one assessment and pass with a C or better, they have passed the class.

In summary, fewer students are attending school regularly, 19.5% of 11<sup>th</sup> graders are proficient in math, and 44% are proficient in reading—leaving the majority of CCSD’s graduating seniors ill-prepared for their future. To compound this problem, *proficiency projections for CCSD’s graduating seniors of 2024-25 and 2025-26*<sup>vii</sup> show a dire situation with a projected math proficiency of 8.8% and reading proficiency of 28.4%.

Clark County School District	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Chronic Absenteeism	21.9% 71,193 Students	40.6% 126,086 Students	<b>18.7% increase</b>
Proficiency Rate: Math (11 <sup>th</sup> Gr.)	24.5% 23,633 Tested 5,791 Proficient	19.5% 22,609 Tested 4,409 Proficient	<b>5% decrease</b>
Proficiency Rate: Reading (11 <sup>th</sup> Gr.)	46.2% 23404 Tested 10,813 Proficient	44.0% 22,209 Tested 9,772 Proficient	<b>2.2% decrease</b>

**COVID Can No Longer Be an Excuse for Poor Student Outcomes**

COVID-19 impacted schools across our valley, and learning loss was experienced by all. *COVID-19 can no longer be the excuse doled out by CCSD—CCSD has had the time and funding needed to address the learning loss in our schools. They were allocated \$1.2B in federal relief funds to support schools and address learning loss. Of the \$777M received for ESSER III funding, over half of these funds are earmarked for student success*<sup>viii</sup>, of which *the majority of funds are being spent on textbooks, instructional materials, and upgrading technology.*

To address learning loss and reduce achievement gaps for students, schools must understand what learning gaps exist and align interventions and supports accordingly. *CCSD had an opportunity to increase instructional time in every school, but more important at elementary schools, by another 49 minutes each day with those federal dollars but failed to do so. Proven strategies, like direct supports to students, personalized learning, and increasing instructional time*<sup>ix</sup>, *were not utilized by CCSD—and as a result our students are continuing to struggle academically.*

*CCSD, under Superintendent Jara’s leadership, has failed to improve student outcomes.* CCSD had the funding, was given the time and choices that *could have* reversed the learning loss. Three years later, achievement gaps are expanding with the large majority of students in CCSD achieving well-below grade level.

This report will outline what’s behind CCSD’s graduation rates in key areas of the school district where we review the data that outlines proficiency and chronic absenteeism rates in our schools.

# North Las Vegas

During the 2021-22 school year, *around 38,928 students<sup>x</sup>* attended regular CCSD schools in North Las Vegas. Of the 2,952 seniors at comprehensive and magnet high schools in North Las Vegas, *2,499 students (84.7%)<sup>xi</sup>* graduated. For a complete list of comprehensive and magnet high schools in North Las Vegas utilized for the calculations below, see Appendix A. For a list of those schools excluded from calculations, see Appendix B.

## Chronic Absenteeism Increases

CCSD reported that 47.6% of students<sup>xii</sup> at comprehensive and magnet schools in North Las Vegas were deemed chronically absent during the 2021-22 school year. High schools in North Las Vegas paint a more dire picture with an average of 55.4% of students in regular high schools reported as chronically absent. In other words, *around 7,500 of the 13,555 high school students in North Las Vegas do not attend school regularly.*

## Academic Proficiency Decreases

Proficiency rates for elementary schools in North Las Vegas have decreased in both math and reading between 2018-19 (Pre-COVID) and 2021-22 (Post-COVID). Currently, 22.8% of students can complete mathematics at grade level and 32.8% are reading at grade level.<sup>xiii</sup> Data shows that an achievement gap is developing for Black students in both reading and mathematics.<sup>xiv</sup>

Elementary School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	36.7% 8,102 Tested 2,976 Proficient	22.8% 8,020 Tested 1,826 Proficient	<b>13.9% decrease</b>
Proficiency Rate: Reading	43.8% 8,106 Tested 3,549 Proficient	32.8% 8,031 Tested 2,633 Proficient	<b>11.0% decrease</b>
Proficiency Rate for Black Students: Math	21.0% 1,739 Tested 366 Proficient	13.9% 1,630 Tested 227 Proficient	<b>7.1% decrease</b>
Proficiency Rate for Black Students: Reading	30.4% 1,739 Tested 528 Proficient	23.3% 1,620 Tested 377 Proficient	<b>7.1% decrease</b>

Proficiency rates in middle schools in North Las Vegas are also decreasing. Of the approximately 8,400 middle school students, 926 can complete math at grade level and 2,336 can read on grade level.<sup>xv</sup> Of the 1,939 Black students, 84 can complete math at grade level and 374 can read on grade level.<sup>xvi</sup>

Middle School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	21.9% 7,876 Tested 1,723 Proficient	11.2% 8,243 Tested 926 Proficient	<b>10.7% decrease</b>
Proficiency Rate: Reading	36.5% 7,866 Tested 2,869 Proficient	28.2% 8,281 Tested 2,336 Proficient	<b>8.3% decrease</b>
Proficiency Rate for Black Students: Math	10.5% 1,763 Tested	4.3% 1,939 Tested	<b>6.2% decrease</b>

	185 Proficient	84 Proficient	
Proficiency Rate for Black Students: Reading	24.2% 1,758 Tested 425 Proficient	18.4% 2,029 Tested 374 Proficient	<b>5.8% decrease</b>

In the last years of K-12, students in high school have fallen *far* behind grade level expectations. Of the 2,821 11<sup>th</sup> grade students, 274 students are proficient in math and 747 are proficient in reading.<sup>xvii</sup> Black students fared much worse with 23 proficient in math and 110 proficient in reading out of population of about 651 students.<sup>xviii</sup>

High School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	11.8% 3,087 Tested 364 Proficient	9.7% 2,821 Tested 274 Proficient	<b>2.1% decrease</b>
Proficiency Rate: Reading	30.1% 3,056 Tested 921 Proficient	27.1% 2,749 Tested 747 Proficient	<b>2.9% decrease</b>
Proficiency Rate for Black Students: Math	4.4% 748 Tested 33 Proficient	3.5% 651 Tested 23 Proficient	<b>0.9% decrease</b>
Proficiency Rate for Black Students: Reading	18.9% 740 Tested 140 Proficient	17.4% 633 Tested 110 Proficient	<b>1.5% decrease</b>

# Henderson

During the 2021-22 school year, *around 39,728 students<sup>xxix</sup>* attended CCSD schools in Henderson. Of the 3,376 high school seniors, *92.1%*, or 3,109 graduated consistently making Henderson one of the highest achieving municipalities in Clark County. For a complete list of comprehensive and magnet high schools in Henderson utilized for the calculations below, see Appendix A. For a list of those schools excluded from calculations, see Appendix B.

## Chronic Absenteeism Increases

CCSD reported that *34.0% of students* in Henderson were deemed chronically absent during the 2021-22 school year<sup>xx</sup>. When examining only high schools in Henderson, *only 40.1% of high school students in comprehensive and magnet schools were reported as chronically absent*. In other words, *nearly 5,855 of the 14,592 high school students in Henderson do not attend school regularly*.

## Academic Proficiency Decreases

Proficiency rates for elementary schools in Henderson have decreased in both math and reading between 2018-19 (Pre-COVID) and 2021-22 (Post-COVID). Currently, 49.3% of students can complete mathematics at grade level and 57.5% are reading at grade level.<sup>xxi</sup>

Elementary School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	58.0% 8,494 Tested 4,934 Proficient	49.3% 7,831 Tested 3,865 Proficient	<b>8.7% decrease</b>
Proficiency Rate: Reading	65.4% 8,497 Tested 5,554 Proficient	57.5% 7,837 Tested 4,508 Proficient	<b>7.9% decrease</b>

Proficiency rates in middle schools are also falling. Of the 8,763 middle school students, 2,994 can complete math at grade level and 5,034 can read on grade level.<sup>xxii</sup> When comparing proficiency Pre- and Post-COVID, this is a decrease of 11.1% and 5.2%, respectively.

Middle School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	45.3% 9,161 Tested 4,152 Proficient	34.2% 8,757 Tested 2,994 Proficient	<b>11.1% decrease</b>
Proficiency Rate: Reading	62.6% 9,172 Tested 5,743 Proficient	57.5% 8,763 Tested 5,034 Proficient	<b>5.2% decrease</b>

In the last years of K-12, Henderson high school students have fallen further behind grade level expectations. Of the approximate 3,255 11<sup>th</sup> grade students, only 856 are proficient in math and 1,725 are proficient in reading.<sup>xxiii</sup> It is important to note that math proficiency fell from nearly 50% in Henderson elementary schools, to one-third of middle school students demonstrating proficiency, to a mere one-quarter of Henderson high school students.

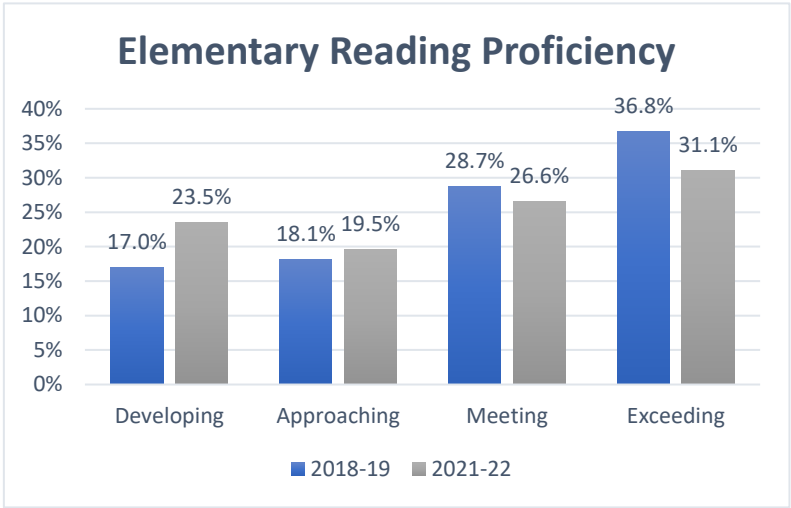
High School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	34.9% 3,472 Tested 1,211 Proficient	26.3% 3,255 Tested 856 Proficient	<b>8.6% decrease</b>
Proficiency Rate: Reading	60.7% 3,450 Tested	53.6% 3,216 Tested	<b>7.1% decrease</b>

	2,093 Proficient	1,725 Proficient	
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### Shifting Achievement Gap

The chart to the right shows the shifting reading achievement gap emerging in Henderson elementary schools.

The percent of “developing” readers, or students with the lowest reading ability, has increased from 17.0% in 2018-19 to 23.5% in 2021-22, while the percent of “exceeding” readers, or students with the highest reading ability, has decreased from 36.8% in 2018-19 to 31.1% in 2021-22. In other words, the number of low achieving students is increasing in Henderson elementary classrooms while the percentage of high achieving students is decreasing.



# Las Vegas

During the 2021-22 school year, *around 95,761 students<sup>xxiv</sup>* attended CCSD schools in Las Vegas. Of the 7,419 seniors attending comprehensive and magnet high schools in Las Vegas, 6,764 (91.2%)<sup>xxv</sup> graduated. For a complete list of comprehensive and magnet high schools in Las Vegas utilized for the calculations below, see Appendix A. For a list of those schools excluded from calculations, see Appendix B.

## Chronic Absenteeism Increases

CCSD reported around 39.6% of students<sup>xxvi</sup> in Las Vegas were deemed chronically absent during the 2021-22 school year. When examining only high schools in Las Vegas, *43.3% of high school students in comprehensive and magnet schools were reported as chronically absent*. In other words, *about 14,060 of the 32,458 high school students in Las Vegas do not attend school regularly*.

## Academic Proficiency Decreases

Proficiency rates for elementary schools in Las Vegas have decreased in both math and reading between 2018-19 (Pre-COVID) and 2021-22 (Post-COVID). Currently, 30.6% of students can complete mathematics at grade level and 40.8% are reading at grade level.<sup>xxvii</sup>

Elementary School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	41.9% 21,714 Tested 9,091 Proficient	30.6% 20,927 Tested 6,412 Proficient	<b>11.3% decrease</b>
Proficiency Rate: Reading	50.0% 21,739 Tested 10,865 Proficient	40.8% 20,995 Tested 8,563 Proficient	<b>9.2% decrease</b>

Proficiency rates for middle schools are also decreasing. Of the approximately 18,616 middle school students, 4,550, or 24.5%, can complete math at grade level and 8,157, or 43.8%, can read on grade level.<sup>xxviii</sup>

Middle School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	34.2% 19,626 Tested 6,712 Proficient	24.5% 18,582 Tested 4,553 Proficient	<b>9.7% decrease</b>
Proficiency Rate: Reading	50.5% 19,650 Tested 9,913 Proficient	43.8% 18,616 Tested 8,157 Proficient	<b>6.7% decrease</b>

In the last years of K-12, students in high school have fallen further behind grade level expectations. Of the 6,970 high school students, 1,710 students are proficient in math and 3,320 are proficient in reading.<sup>xxix</sup> It is important to note that, unlike most other municipalities, Las Vegas schools demonstrated an increase in reading proficiency between elementary, middle, and high school although the proficiency rates across school levels remain below Pre-COVID levels.

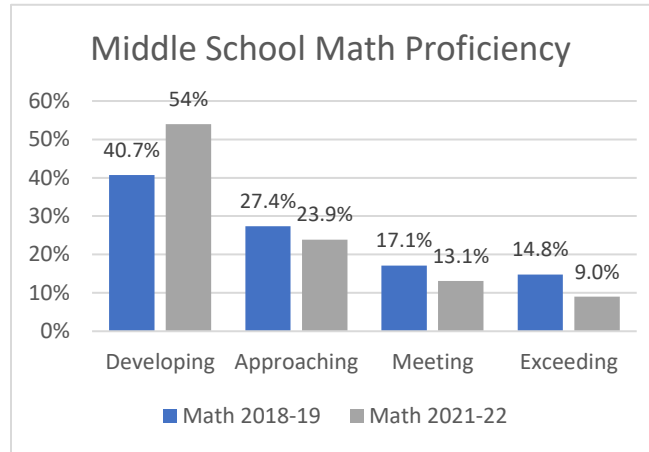
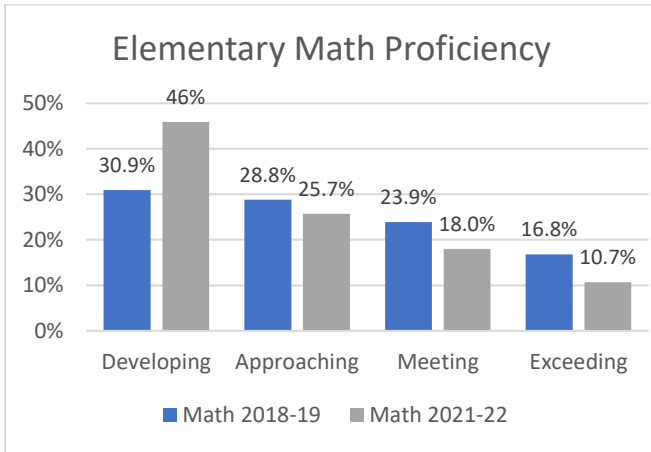
High School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	29.3% 7,526 Tested 2,204 Proficient	24.5% 6,970 Tested 1,710 Proficient	<b>4.8% decrease</b>
Proficiency Rate: Reading	50.1% 7,451 Tested	48.4% 6,858 Tested	<b>1.7% decrease</b>



	3,730 Proficient	3,320 Proficient	
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### Mathematics Achievement Gap

The charts below show the existence of a math achievement gap in Las Vegas elementary and middle schools. The percentage of “developing” students, or *those with the lowest math ability and skills*, has increased to *nearly 50% of students indicating a large gap in the abilities of those proficient and those non-proficient*. Those students who are “exceeding” students, or *those with the highest math ability and skills*, have *decreased substantially and represent an average of 10% of middle and elementary school students*.



# Unincorporated Clark County

During the 2021-22 school year, 124,486<sup>xxx</sup> students attended CCSD schools in Unincorporated Clark County. Of the approximately 8,533 seniors, 89.8%, or 7,660, of Unincorporated Clark County students attending comprehensive and magnet high schools graduated. For a complete list of comprehensive and magnet high schools in Unincorporated Clark County utilized for the calculations below, see Appendix A. For a list of those schools excluded from calculations, see Appendix B.

## Chronic Absenteeism Increases

CCSD reported around 43.2% of students in Unincorporated Clark County were deemed chronically absent during the 2021-22 school year. When examining only high schools in Unincorporated Clark County, 46.7% of students in comprehensive and magnet high schools were reported as chronically absent. In other words, *nearly 16,897 of the 36,190 high school students in Unincorporated Clark County do not attend school regularly.*

## Academic Proficiency Decreases

Proficiency rates for elementary schools in Unincorporated Clark County have decreased in both math and reading between 2018-19 (Pre-COVID) and 2021-22 (Post-COVID). Currently, 28.8% of students can complete mathematics at grade level and 38.6% are reading at grade level<sup>xxxi</sup>. An achievement gap is evident for Black students in both reading and mathematics, where the performance of Black students is significantly lower than the total population of students.<sup>xxxii</sup>

Elementary School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	42.3% 27,312 Tested 11,548 Proficient	28.8% 26,835 Tested 7,736 Proficient	<b>13.5% decrease</b>
Proficiency Rate: Reading	49.2% 27,312 Tested 13,429 Proficient	38.6% 26,890 Tested 10,379 Proficient	<b>10.5% decrease</b>
Proficiency Rate for Black Students: Math	29.0% 3,011 Tested 874 Proficient	18.6% 3,218 Tested 597 Proficient	<b>10.4% decrease</b>
Proficiency Rate for Black Students: Reading	37.7% 3,123 Tested 1,177 Proficient	27.9% 3,706 Tested 1,033 Proficient	<b>9.8% decrease</b>

Proficiency rates for middle schools decrease. Of the approximately 26,751 middle school students, 5,294, or 19.9%, can complete math at grade level and 10,613, or 39.7%, can read on grade level<sup>xxxiii</sup>. Of the 4,100 Black students, 344 can complete math at grade level and 1,076 can read on grade level.

Middle School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	29.5% 27,786 Tested 8,209 Proficient	19.9% 26,642 Tested 5,294 Proficient	<b>9.6% decrease</b>
Proficiency Rate: Reading	46.1% 27,801 Tested 12,804 Proficient	39.7% 26,751 Tested 10,613 Proficient	<b>6.4% decrease</b>
Proficiency Rate for Black Students: Math	16.1% 3,323 Tested	8.7% 3,971 Tested	<b>7.4% decrease</b>

	535 Proficient	344 Proficient	
Proficiency Rate for Black Students: Reading	31.4% 3,324 Tested 1,045 Proficient	26.2% 4,100 Tested 1,076 Proficient	<b>5.2% decrease</b>

In the last years of K-12, students in high school have fallen far behind grade level expectations. Of the 8,099 high school students, 1,400 students are proficient in math and 3,420 are proficient in reading.<sup>xxxiv</sup> Black students have increased their proficiency, but still fair much worse with the total population of 11<sup>th</sup> grade students. Only 79 proficient in math and 248 proficient in reading out of population of about 993 students.

High School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	22.2% 8,023 Tested 1,780 Proficient	17.3% 8,099 Tested 1,399 Proficient	<b>4.9% decrease</b>
Proficiency Rate: Reading	44.6% 7,938 Tested 3,543 Proficient	42.9% 7,975 Tested 3,418 Proficient	<b>1.7% decrease</b>
Proficiency Rate for Black Students: Math	7.1% 819 Tested 58 Proficient	8.3% 879 Tested 73 Proficient	<b>1.2% increase</b>
Proficiency Rate for Black Students: Reading	26.7% 854 Tested 228 Proficient	28.1% 883 Tested 248 Proficient	<b>1.4% increase</b>

# Boulder City

During the 2021-22 school year, around 1,701 students attended CCSD schools in Boulder City. Of the approximately 180 seniors, 83.1%, or 148, of Boulder City students attending the comprehensive high school graduated.<sup>xxxv</sup>

## Chronic Absenteeism Increases

CCSD reported an average of 30.6% of students<sup>xxxvi</sup> in Boulder City were deemed chronically absent during the 2021-22 school year. The Boulder City high school experienced a higher rate with 36% of students chronically absent. In other words, about 230 of the 639 enrolled high school students did not attend school regularly.

## Academic Proficiency Decreases

Proficiency rates at Martha P. King elementary school have decreased in both math and reading between 2018-19 (Pre-COVID) and 2021-22 (Post-COVID). Currently, 44.4% of students can complete mathematics at grade level and 53.9% are reading at grade level.<sup>xxxvii</sup>

Elementary School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	54.2% 308 Tested 167 Proficient	44.4% 340 Tested 151 Proficient	<b>9.7% decrease</b>
Proficiency Rate: Reading	59.4% 308 Tested 183 Proficient	53.9% 343 Tested 185 Proficient	<b>5.5% decrease</b>

Proficiency rates at Garrett JHS have fallen significantly between 2018-19 and 2021-22. Of the 345 junior high school students, 149 can complete math at grade level and 205 can read on grade level.<sup>xxxviii</sup>

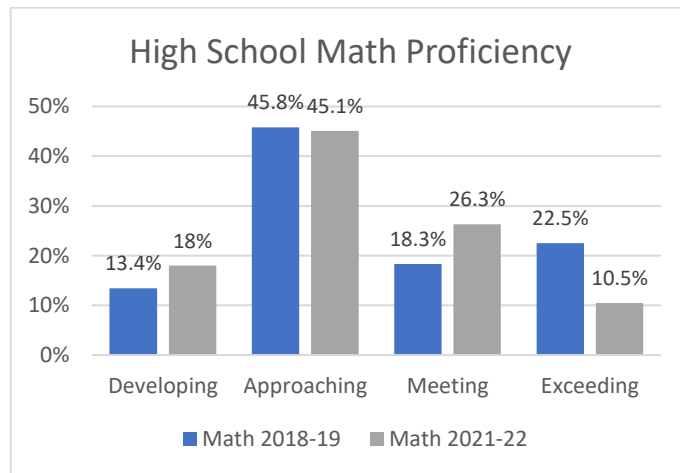
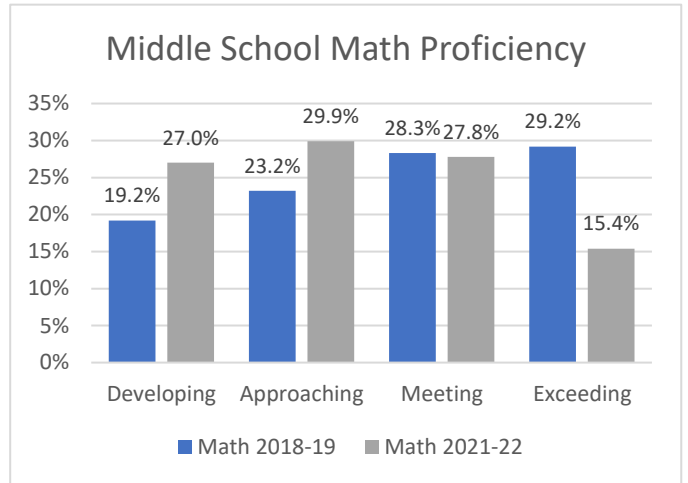
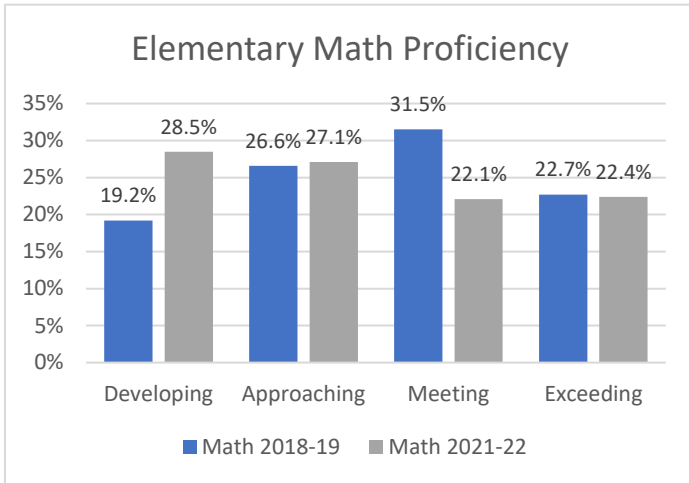
Junior High School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	57.5% 452 Tested 260 Proficient	43.2% 345 Tested 149 Proficient	<b>14.3% decrease</b>
Proficiency Rate: Reading	70.2% 453 Tested 318 Proficient	59.6% 344 Tested 205 Proficient	<b>10.6% decrease</b>

In the last years of K-12, Boulder City high school students have decreased slightly in mathematics proficiency and increased reading proficiency significantly. Of the approximate 133 11<sup>th</sup> grade students, 49 are proficient in math and 96 are proficient in reading.<sup>xxxix</sup>

High School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	40.8% 142 Tested 58 Proficient	36.8% 133 Tested 49 Proficient	<b>4% decrease</b>
Proficiency Rate: Reading	67.4% 141 Tested 95 Proficient	73.8% 130 Tested 96 Proficient	<b>6.4% increase</b>

## Mathematics Achievement Gap

The charts below show the existence of a math achievement gap in Boulder City schools. The percentage of “developing” students in elementary and middle schools, or *those with the lowest math skills*, has increased to *nearly 28% of students indicating an increasing gap in the abilities of those proficient and those non-proficient*. Those students who are “exceeding” students in middle and high schools, or *those with the highest math skills*, have *decreased substantially and represent 15.4% of students in middle school and 10.5% of students in high school*.



# Mesquite

During the 2021-22 school year, *around 1,890 students* attended CCSD schools in Mesquite. Of the approximately 175 seniors, *80.9%, or 140, of Mesquite students* attending comprehensive high schools graduated.<sup>xi</sup>

## Chronic Absenteeism Increases

CCSD reported an average of 39.0% of students<sup>xii</sup> in Mesquite were deemed chronically absent during the 2021-22 school year. The Mesquite high school experienced a higher rate with 36% of students chronically absent. In other words, *about 230 of the 639 enrolled high school students did not attend school regularly.*

## Academic Proficiency Decreases

Proficiency rates at Virgin Valley elementary school have decreased in both math and reading between 2018-19 (Pre-COVID) and 2021-22 (Post-COVID). Currently, 42.4% of students can complete mathematics at grade level and 47.9% are reading at grade level.<sup>xiii</sup>

Elementary School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	56.2% 317 Tested 178 Proficient	42.4% 267 Tested 113 Proficient	<b>13.8% decrease</b>
Proficiency Rate: Reading	54.3% 317 Tested 172 Proficient	47.9% 263 Tested 126 Proficient	<b>6.4% decrease</b>

Proficiency rates at Hughes Middle School have fallen between 2018-19 and 2021-22. Of the 551 middle school students, 146 can complete math at grade level and 217 can read on grade level.<sup>xiii</sup>

Middle School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	39.0% 577 Tested 225 Proficient	26.5% 551 Tested 146 Proficient	<b>12.5% decrease</b>
Proficiency Rate: Reading	42.3% 577 Tested 244 Proficient	39.4% 551 Tested 217 Proficient	<b>2.9% decrease</b>

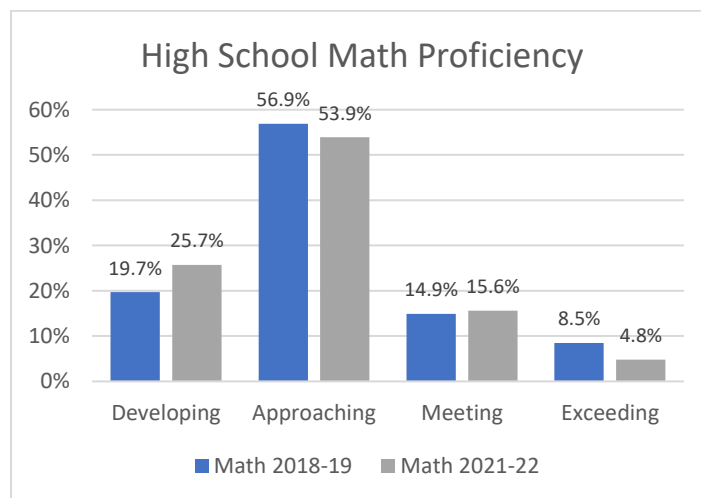
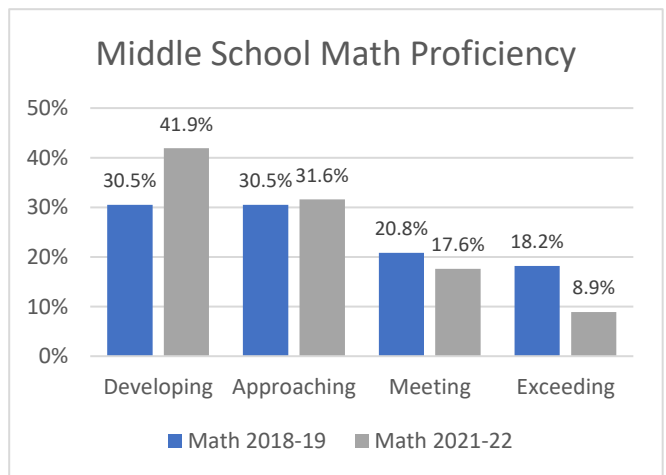
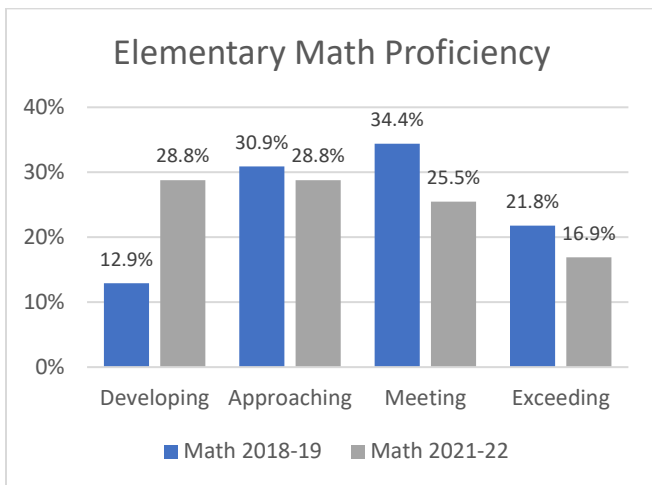
In the last years of K-12, Virgin Valley High School students have decreased slightly in mathematics and reading proficiency. Of the approximate 167 11<sup>th</sup> grade students, 34 are proficient in math and 62 are proficient in reading.<sup>xiv</sup>

High School	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	23.4% 188 Tested 44 Proficient	20.4% 167 Tested 34 Proficient	<b>3% decrease</b>
Proficiency Rate: Reading	39.9% 188 Tested 75 Proficient	37.3% 166 Tested 62 Proficient	<b>2.6% decrease</b>

### Mathematics Achievement Gap

The charts below show the existence of a math achievement gap in Mesquite elementary, middle, and high schools. The percentage of “developing” students, or *those with the lowest math skills*, has increased between 2018-19 for elementary, middle, and high school students *indicating a large gap in the abilities of those proficient and those non-proficient*. Those students who are “exceeding” students, or *those with the highest math skills*, have *decreased substantially in elementary (16.9%), middle (8.9%), and high school (4.8%) students indicating that few students have accelerated learning in math*.

	Percent Non-Proficient Pre-COVID	Percent Proficient Pre-COVID	Percent Non-Proficient Post-COVID	Percent Proficient Post-COVID
Elementary School	43.8%	56.2%	57.6%	42.4%
Middle School	61.0%	39.0%	73.5%	26.5%
High School	76.6%	79.6%	23.4%	20.4%







## APPENDIX A

The table below shows the schools by municipality that we both included and excluded from the calculations presented in this report. Excluded schools fall into one of the following categories:

1. The school was not open during the timeframe examined.
2. The school is a self-contained special education school, located on a correctional facility, an alternative learning, adult learning, or a district sponsored charter school.

Municipality	School Type	Included in Calculations	Excluded in Calculations
Boulder City	Elementary School	King, Martha P ES	
		Mitchell, Andrew ES	
	Middle School	Garrett, Elton M JHS	
	High School	Boulder City HS	
Henderson	Elementary Schools	Bartlett, Selma F ES	
		Brown, Hannah Marie ES	
		Cox, David M ES	
		Dooley, John ES	
		Ellis, Robert & Sandy ES	
		Galloway, Fay ES	
		Gibson, James ES	
		Hinman, Edna F ES	
		Kesterson, Lorna J ES	
		Lamping, Frank ES	
		Mack, Nate ES	
		McCaw, Gordon ES	
		McDoniel, Estes M ES	
		Morrow, Sue H ES	
		Newton, Ulis ES	
		Roberts, Aggie ES	
		Sewell, C T ES	
		Smalley, James E & A Rae ES	
		Stevens, Josh ES	
		Taylor, Glen C ES	
		Taylor, Robert L ES	
		Thorpe, Jim ES	
		Treem, Harriet ES	
		Twitchell, Neil C ES	
		Vanderburg, John ES	
		Walker, J Marlan Int'l School ES	
		Wallin, Shirley & Bill ES	
		Wolff, Elise L ES	
	Middle Schools	Brown, B Mahlon JHS	
		Burkholder, Lyal MS	
Greenspun, Barbara & Hank JHS			
Mannion, Jack & Terry MS			
Miller, Bob MS			

	High Schools	Webb, Del E MS	
		White, Thurman Academy of the Arts MS	
		Basic Academy of Int'l Studies HS	
		College of So NV HS South	
		Coronado HS	
		Foothill HS	
		Green Valley HS	
		Liberty HS	
Las Vegas	Elementary Schools	Adcock, O K ES	NW Career-Technical Academy ES
		Allen, Dean LaMar ES	Quest Program
		Bell, Rex ES	
		Bilbray, James ES	
		Bonner, John W ES	
		Booker, Kermit R Sr ES	
		Bozarth, Henry & Evelyn ES	
		Bracken, Walter ES	
		Bryan, Richard H ES	
		Bunker, Berkeley L ES	
		Cambeiro, Arturo ES	
		Carl, Kay ES	
		Christensen, M J ES	
		Conners, Eileen ES	
		Crestwood ES	
		Culley, Paul E ES	
		Darnell, Marshall C ES	
		Derfelt, Herbert A ES	
		Deskin, Ruthe ES	
		Detwiler, Ollie ES	
		Divich, Kenneth ES	
		Earl, Ira J ES	
		Edwards, Elbert ES	
		Eisenberg, Dorothy ES	
		Fong, Wing and Lilly ES	
		Garehime, Edith ES	
		Givens, Linda Rankin ES	
		Gragson, Oran K ES	
		Gray, R Guild ES	
		Griffith, E W ES	
		Hancock, Doris ES	
		Heckethorn, Howard E ES	
		Hewetson, Halle ES	
		Hoggard, Mabel ES	
Hollingsworth, Howard ES			

		Jacobson, Walter ES	
		Kahre, Marc ES	
		Katz, Edythe & Lloyd ES	
		Kelly, Matt ES	
		Lummis, William ES	
		Lunt, Robert ES	
		May, Ernest ES	
		McMillan, James B ES	
		McWilliams, J T ES	
		Moore, William K ES	
		Neal, Joseph M ES	
		O Roarke, Thomas ES	
		Park, John S ES	
		Parson, Claude & Stella ES	
		Piggott Academy ES	
		Pittman, Vail ES	
		Red Rock ES	
		Reed, Doris M ES	
		Rhodes, Betsy ES	
		Ronnow, C C ES	
		Ronzzone, Bertha ES	
		Roundy, Dr C Owen ES	
		Scherkenbach, William & Mary ES	
		Smith, Helen M ES	
		Staton, Ethel W ES	
		Sunrise Acres ES	
		Tarr, Sheila Academy of Int'l Studies ES	
		Thompson, Sandra L ES	
		Tobler, R E ES	
		Toland, Helen Anderson Intl Academy	
		Twin Lakes ES	
		Vassiliadis, Billy & Rosemary ES	
		Vegas Verdes ES	
		Ward, Kitty McDonough ES	
		Warren, Rose ES	
		Wasden, Howard ES	
		West Prep ES	
		Williams, Wendell ES	
		Wynn, Elaine ES	
	Middle Schools	Becker, Ernest MS	
		Brinley, J Harold MS	
		Cadwallader, Ralph MS	

		Escobedo, Edmundo Eddie Sr MS	
		Fremont, John C Professional Dev MS	
		Garside, Frank F JHS	
		Gibson, Robert O MS Leadership Academy	
		Hyde Park MS	
		Johnson, Walter JHS Academy of Int'l Studies	
		Knudson, K O Academy of the Arts	
		Leavitt, Justice Myron E MS	
		Lied STEM Academy MS	
		Martin, Roy W MS	
		Molasky, Irwin & Susan JHS	
		Robison, Dell H MS	
		Rogich, Sig MS	
		West Preparatory Institute J-SHS	
	High Schools	Advanced Technologies Academy HS	Central Technical Training Academy
		Arbor View HS	
		Bonanza HS	
		Centennial HS	
		Cimarron-Memorial HS	
		Clark, Ed W HS	
		College of So NV HS West	
		Desert Pines HS	
		Las Vegas Academy of the Arts HS	
		Northwest Career-Technical Academy HS	
		Palo Verde HS	
		Shadow Ridge HS	
		Veterans Tribute CTA HS	
		Western HS	
	Special Education		Miley Achievement Center ES
			Desert Willow ES
			Variety ES
			Desert Willow J-SHS
			Miley Achievement Ctr J-SHS
			Variety J-SHS
			Early Childhood ES
			Explore Knowledge Academy ES
	District Charter Schools		Innovations Int'l Charter ES
			Odyssey Charter Schools K-5 ES

			Rainbow Dreams Early Learning Academy	
			Odyssey Charter Schools 9-12 HS	
			Odyssey Charter Schools 6-8 MS	
			Explore Knowledge Academy J-SHS	
			Innovations Int'l Charter J-SHS	
			Juvenile Detention 3-5 ES	
	Correctional Facilities			Clark County Detention Ctr J-SHS
				Juvenile Detention 6-12 J-SHS
				Acceleration Academy
	Alternative Learning			Global Community HS
				Morris Sunset HS
				Child Haven K-12
				Mission High School
			Peterson Academic Center J-SHS	
			South Academic Center J-SHS	
		Virgin Valley ES		
Mesquite	Elementary School	Hughes, Charles Arthur MS		
	Middle School	Virgin Valley HS		
	High School	Antonello, Lee ES		
North Las Vegas	Elementary Schools	Bruner, Lucile ES		
		Cahlan, Marion ES		
		Cozine, Steve and Linda ES		
		Craig, Lois ES		
		Dickens, D L Dusty ES		
		Duncan, Ruby ES		
		Elizondo, Raul P ES		
		Fitzgerald, H P ES		
		Gilbert, CVT ES		
		Goynes, Theron H & Naomi D ES		
		Guy, Addeliar D III ES		
		Hayden, Don E ES		
		Herron, Fay ES		
		Lincoln ES		
		Mackey, Jo ES		
		Martinez, Reynaldo L ES		
		McCall, Quannah ES		
		Perkins, Dr Claude G ES		
		Priest, Richard C ES		
Scott, Jesse D ES				
Simmons, Eva G ES				

		Squires, C P ES	
		Tartan, John ES	
		Triggs, Vincent L ES	
		Watson, Fredric W ES	
		Wilhelm, Elizabeth ES	
		Williams, Tom ES	
		Wolfe, Eva ES	
		Bridger, Jim MS	
	Middle Schools	Cram, Brian & Teri MS	
		Findlay, Clifford O MS	
		Johnston, Carroll M MS	
		Mackey, Jo MS	
		Sedway, Marvin M MS	
		Smith, J D MS	
		Swainston, Theron L MS	
		Canyon Springs HS	
	High Schools	Cheyenne HS	
		College of Southern NV HS East	
		Legacy HS	
		Mojave HS	
		Rancho HS	
			100 Academy of Engineering and Technology ES
	District Charter Schools		100 Academy of Engineering and Technology MS
			The Delta Academy J-SHS
			McClure, Florence Women's Corr
	Correctional Facilities		Desert Rose HS
	Alternative Learning	Abston, Sandra B ES	
Unincorporated Clark County	Elementary Schools	Adams, Kirk ES	
		Alamo, Tony ES	
		Bailey, Sister Robert Joseph ES	
		Barber, Shirley A ES	
		Bass, John C ES	
		Batterman, Kathy L ES	
		Beatty, John R ES	
		Beckley, Will ES	
		Bendorf, Patricia A ES	
		Bennett, William G ES	
		Berkley, Shelley ES	
		Blue Diamond ES	
		Bowler, Grant ES	

		Bowler, Joseph L ES	
		Brookman, Eileen B ES	
		Bryan, Roger M ES	
		Cartwright, Roberta C ES	
		Cortez, Manuel J ES	
		Cox, Clyde C ES	
		Cunningham, Cynthia ES	
		Dailey, Jack ES	
		Dearing, Laura ES	
		Decker, C H ES	
		Diaz, Ruben P ES	
		Diskin, P A ES	
		Dondero, Harvey N ES	
		Earl, Marion B ES	
		Ferron, William E ES	
		Fine, Mark L ES	
		Forbuss, Robert L ES	
		French, Doris ES	
		Frias, Charles & Phyllis ES	
		Gehring, Roger D Acad of Science & Technology ES	
		Goldfarb, Daniel ES	
		Goodsprings ES	
		Goolsby, Judy & John L ES	
		Harmon, Harley ES	
		Harris, George E ES	
		Hayes, Keith C & Karen W ES	
		Heard, Lomie G ES	
		Herr, Helen ES	
		Hickey, Liliam Lujan ES	
		Hill, Charlotte ES	
		Hummel, John R ES	
		Indian Springs ES	
		Iverson, Mervin ES	
		Jeffers, Jay W ES	
		Jenkins, Earl N ES	
		Jones Blackhurst, Jan L ES	
		Jydstrup, Helen ES	
		Keller, Charlotte & Jerry ES	
		Kim, Frank ES	
		King Jr , Martin Luther ES	
		Lake, Robert E ES	
		Long, Walter V ES	
		Lowman, Mary & Zel ES	

		Lundy, Earl B ES	
		Lynch, Ann ES	
		Manch, J E ES	
		Mathis, Dr. Beverly S ES	
		Mendoza, John F ES	
		Miller, Sandy Searles ES	
		Mountain View ES	
		NV Learning Academy ES	
		Ober, D'Vorre & Hal ES	
		Ortwein, Dennis ES	
		Paradise Prof Dev ES	
		Perkins, Ute ES	
		Petersen, Dean ES	
		Reedom, Carolyn S ES	
		Reid, Harry ES	
		Ries, Aldeane Comito ES	
		Rogers, Lucille S ES	
		Rowe, Lewis E ES	
		Rundle, Richard ES	
		Sandy Valley ES	
		Schorr, Steve ES	
		Smith, Hal ES	
		Snyder, Don & Dee ES	
		Snyder, William E ES	
		Stanford ES	
		Steele, Judith D ES	
		Stuckey, Evelyn ES	
		Tanaka, Wayne N ES	
		Tate, Myrtle ES	
		Thiriot, Joseph E ES	
		Thomas, Ruby S ES	
		Thompson, Tyrone ES	
		Tomiyasu, Bill Y ES	
		Ullom, J M ES	
		Ward, Gene ES	
		Wengert, Cyril ES	
		Whitney ES	
		Wiener, Jr , Louis ES	
		Woolley, Gwendolyn ES	
		Wright, William V ES	
		Bailey, Dr William H MS	
	Middle Schools	Canarelli, Lawrence & Heidi MS	
		Cannon, Helen C JHS	
		Cashman, James MS	



		Cortney, Francis H JHS	
		Faiss, Wilbur & Theresa MS	
		Fertitta, Victoria MS	
		Guinn, Kenny C MS	
		Gunderson, Barry and June MS	
		Harney, Kathleen & Tim MS	
		Indian Springs MS	
		Keller, Duane D MS	
		Lawrence, Clifford J JHS	
		Lyon, Mack MS	
		Mack, Jerome MS	
		Monaco, Mario C & JoAnne MS	
		O'Callaghan, Mike MS i3 Learn Academy	
		Orr, William E MS	
		Saville, Anthony MS	
		Sawyer, Grant MS	
		Schofield, Jack Lund MS	
		Silvestri, Charles JHS	
		Tarkanian, Lois & Jerry MS	
		Von Tobel, Ed MS	
		Woodbury, C W MS	
		Laughlin J-SHS	
	Junior/Senior High Schools	NV Learning Academy J-SHS	
		Sandy Valley J-SHS	
		Chaparral HS	
	High Schools	Del Sol Academy of Performing Arts HS	
		Desert Oasis HS	
		Durango HS	
		East Career and Technical Academy HS	
		Eldorado HS	
		Indian Springs HS	
		Las Vegas HS	
		Moapa Valley HS	
		Sierra Vista HS	
		Silverado HS	
		Southeast Career Technical Academy HS	
		Southwest Career & Technical Academy HS	
		Spring Valley HS	
		Sunrise Mountain HS	

		Valley HS	
		West Career & Technical Academy HS	
			Child Find
	Special Education		Miller, John F
			Stewart, Helen J
			High Desert State Prison YOP
	Correctional Facilities		High Desert State Prison Adult HS
			South Desert Correctional Center Adult
			Spring Mountain J-SHS
			Summit View Youth J-SHS
			Burk Horizon-Southwest Sunset HS
	Alternative Learning		Cowan Sunset Southeast HS
			Cowan Academic Center J-SHS
			Adult Education Programs
	Adult Education		Southeast Career Technical Academy PK
Early Learning			

## Appendix B

The table and information below detail the proficiency rates for schools excluded in the calculations within this report. It is important to note that data was not calculated for groups of fewer than 10 to protect the student privacy. Thus, proficiency rates for correctional and special education schools are not included in this report.

During the 2021-22 school year, *around 1,384 students* attended Alternative schools. Of the approximately 657 seniors, 25.9%, or 170, of students attending Alternative high schools graduated.

Alternative Schools	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	14.3% 280 Tested 4 Proficient	8% 25 Tested 2 Proficient	<b>6.3% decrease</b>
Proficiency Rate: Reading	5.2% 192 Tested 10 Proficient	12% 25 Tested 3 Proficient	<b>6.8% increase</b>

During the 2021-22 school year, *around 5,231 students* attended District Charter schools. Of the approximately 690 seniors, 82.5%, or 569, of students attending District Charter high schools graduated.

District Charter Schools	2018-19, Pre-COVID	2021-22, Post-COVID	% Difference
Proficiency Rate: Math	26.4% 2,517 Tested 665 Proficient	15.2% 2,579 Tested 392 Proficient	<b>11.2% decrease</b>
Proficiency Rate: Reading	46.8% 2,474 Tested 1,159 Proficient	41.3% 2,582 Tested 1,067 Proficient	<b>5.5% decrease</b>

During the 2021-22 school year, *around 80 students* attended Correctional schools.

There is not enough data from Correctional schools to calculate graduation rates nor Math and Reading proficiencies.

During the 2021-22 school year, *around 467 students* attended Special Education schools.

There is not enough data from Special Education schools to calculate graduation rates nor Math and Reading proficiencies.

## Endnotes

<sup>i</sup> <https://www.nationsreportcard.gov/ndecore/xplore/NDE>

<sup>ii</sup> Licensed Staff Separations Reports, CCSD Boarddocs

<sup>iii</sup> [https://drive.google.com/file/d/1LA5iE\\_g7Z0uTuEAhwDgBnBPx00TGCuO6/view](https://drive.google.com/file/d/1LA5iE_g7Z0uTuEAhwDgBnBPx00TGCuO6/view)

<sup>iv</sup> <https://clark.legistar.com/View.ashx?M=F&ID=12069665&GUID=87F15CCB-3F53-4856-AFFB-3874967DBBF6>

v

[http://nevadareportcard.nv.gov/di/report/reportcard\\_1?report=reportcard\\_1&scope=e33.y19&organization=c2484&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1446&num=160&page=1&pagesize=20&domain=chronicabsenteeism&](http://nevadareportcard.nv.gov/di/report/reportcard_1?report=reportcard_1&scope=e33.y19&organization=c2484&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1446&num=160&page=1&pagesize=20&domain=chronicabsenteeism&)

<sup>vi</sup> <https://ccsd.net/district/grading-reform-initiative/>

<sup>vii</sup> <https://aarsiapps.ccsd.net/datatransparency/district-overview.html>

<sup>viii</sup> <https://Future.ccsd.net>

<sup>ix</sup> <https://ies.ed.gov/ncee/edlabs/regions/central/blog/mitigating-learning-loss.asp>

x

[http://nevadareportcard.nv.gov/di/report/reportcard\\_1?report=reportcard\\_1&scope=e7.y16.y19&organization=c29057&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1026%2C573%2C574%2C575%2C805%2C576%2C577%2C806&num=160&page=1&pagesize=20&domain=demoprof&](http://nevadareportcard.nv.gov/di/report/reportcard_1?report=reportcard_1&scope=e7.y16.y19&organization=c29057&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1026%2C573%2C574%2C575%2C805%2C576%2C577%2C806&num=160&page=1&pagesize=20&domain=demoprof&)

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[http://nevadareportcard.nv.gov/di/report/summary\\_4?report=summary\\_4&scope=e32.y20&organization=c29052&scores=Graduation\\_Rate%2Cn\\_Graduate%2Cn\\_Total%2Cn\\_AdjustedDiploma%2Cn\\_AdultDiploma%2Cn\\_AdvancedDiploma%2Cn\\_AlternativeDiploma%2Cn\\_CertHSA%2Cn\\_ClgandcareerreadyDiploma%2Cn\\_HSE%2Cn\\_StandardDiploma&num=20&page=1&pagesize=20&domain=cohort4yr&](http://nevadareportcard.nv.gov/di/report/summary_4?report=summary_4&scope=e32.y20&organization=c29052&scores=Graduation_Rate%2Cn_Graduate%2Cn_Total%2Cn_AdjustedDiploma%2Cn_AdultDiploma%2Cn_AdvancedDiploma%2Cn_AlternativeDiploma%2Cn_CertHSA%2Cn_ClgandcareerreadyDiploma%2Cn_HSE%2Cn_StandardDiploma&num=20&page=1&pagesize=20&domain=cohort4yr&)

xii

[http://nevadareportcard.nv.gov/di/report/reportcard\\_1?report=reportcard\\_1&scope=e33.y16.y19&organization=c29087&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1446&num=160&page=1&pagesize=20&domain=chronicabsenteeism&](http://nevadareportcard.nv.gov/di/report/reportcard_1?report=reportcard_1&scope=e33.y16.y19&organization=c29087&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1446&num=160&page=1&pagesize=20&domain=chronicabsenteeism&)

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[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e24.y16.y19&organization=c29060&scores=MA\\_level%2CRD\\_level%2CMA\\_NotTested%2CRD\\_NotTested%2CMA\\_pass%2CRD\\_pass%2CMA\\_Tested%2CRD\\_Tested%2CN\\_MA%2CN\\_RD&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e24.y16.y19&organization=c29060&scores=MA_level%2CRD_level%2CMA_NotTested%2CRD_NotTested%2CMA_pass%2CRD_pass%2CMA_Tested%2CRD_Tested%2CN_MA%2CN_RD&num=20&page=1&pagesize=20&domain=assessment&)

xiv

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e24.y16.y19&organization=c29060&scores=MA\\_level%2CMA\\_NotTested%2CMA\\_pass%2CMA\\_Tested%2CN\\_MA%2CRD\\_level%2CRD\\_NotTested%2CRD\\_pass%2CRD\\_Tested%2CN\\_RD&filterdata=ethnicity\\_B&filterkey=ethnicity\\_B&filterrelation=and&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e24.y16.y19&organization=c29060&scores=MA_level%2CMA_NotTested%2CMA_pass%2CMA_Tested%2CN_MA%2CRD_level%2CRD_NotTested%2CRD_pass%2CRD_Tested%2CN_RD&filterdata=ethnicity_B&filterkey=ethnicity_B&filterrelation=and&num=20&page=1&pagesize=20&domain=assessment&)

xv

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e24.y16.y19&organization=c29061&scores=MA\\_level%2CRD\\_level%2CMA\\_NotTested%2CRD\\_NotTested%2CMA\\_pass%2CRD\\_pass%2CMA\\_Tested%2CRD\\_Tested%2CN\\_MA%2CN\\_RD&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e24.y16.y19&organization=c29061&scores=MA_level%2CRD_level%2CMA_NotTested%2CRD_NotTested%2CMA_pass%2CRD_pass%2CMA_Tested%2CRD_Tested%2CN_MA%2CN_RD&num=20&page=1&pagesize=20&domain=assessment&)

xvi

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e24.y16.y19&organization=c29061&scores=MA\\_level%2CMA\\_NotTested%2CMA\\_pass%2CMA\\_Tested%2CN\\_MA%2CRD\\_level%2CRD\\_NotTested%2CRD\\_pass%2CRD\\_Tested%2CN\\_RD&filterdata=ethnicity\\_B&filterkey=ethnicity\\_B&filterrelation=and&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e24.y16.y19&organization=c29061&scores=MA_level%2CMA_NotTested%2CMA_pass%2CMA_Tested%2CN_MA%2CRD_level%2CRD_NotTested%2CRD_pass%2CRD_Tested%2CN_RD&filterdata=ethnicity_B&filterkey=ethnicity_B&filterrelation=and&num=20&page=1&pagesize=20&domain=assessment&)

xvii

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e25.y16.y19&organization=c29062&scores=MA\\_level%2CELA\\_level%2CMA\\_NotTested%2CELA\\_NotTested%2CMA\\_Pass%2CELA\\_Pass%2CMA\\_Tested%2CELA\\_Tested%2CN\\_MA%2CN\\_ELA&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e25.y16.y19&organization=c29062&scores=MA_level%2CELA_level%2CMA_NotTested%2CELA_NotTested%2CMA_Pass%2CELA_Pass%2CMA_Tested%2CELA_Tested%2CN_MA%2CN_ELA&num=20&page=1&pagesize=20&domain=assessment&)

xviii

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[d%2CMA Pass%2CMA Tested%2CN MA%2CELA level%2CELA NotTested%2CELA Pass%2CELA Tested%2CN ELA&filterdata=ethnicity B&filterkey=ethnicity.B&filterrelation=and&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/reportcard_1?report=reportcard_1&scope=e7.y16.y19&organization=c29063&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1026%2C573%2C574%2C575%2C805%2C576%2C577%2C806&num=160&page=1&pagesize=20&domain=demoprof&)

xix

[http://nevadareportcard.nv.gov/di/report/reportcard\\_1?report=reportcard\\_1&scope=e7.y16.y19&organization=c29063&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1026%2C573%2C574%2C575%2C805%2C576%2C577%2C806&num=160&page=1&pagesize=20&domain=demoprof&](http://nevadareportcard.nv.gov/di/report/reportcard_1?report=reportcard_1&scope=e7.y16.y19&organization=c29063&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1026%2C573%2C574%2C575%2C805%2C576%2C577%2C806&num=160&page=1&pagesize=20&domain=demoprof&)

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[http://nevadareportcard.nv.gov/di/report/reportcard\\_1?report=reportcard\\_1&scope=e33.y16.y19&organization=c29083&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1446&num=160&page=1&pagesize=20&domain=chronicabsenteeism&](http://nevadareportcard.nv.gov/di/report/reportcard_1?report=reportcard_1&scope=e33.y16.y19&organization=c29083&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1446&num=160&page=1&pagesize=20&domain=chronicabsenteeism&)

xxi

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e24.y16.y19&organization=c29064&scores=MA level%2CRD level%2CMA NotTested%2CRD NotTested%2CMA pass%2CRD pass%2CMA Tested%2CRD Tested%2CN MA%2CN RD&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e24.y16.y19&organization=c29064&scores=MA level%2CRD level%2CMA NotTested%2CRD NotTested%2CMA pass%2CRD pass%2CMA Tested%2CRD Tested%2CN MA%2CN RD&num=20&page=1&pagesize=20&domain=assessment&)

xxii

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e24.y16.y19&organization=c18161&scores=MA level%2CRD level%2CMA NotTested%2CRD NotTested%2CMA pass%2CRD pass%2CMA Tested%2CRD Tested%2CN MA%2CN RD&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e24.y16.y19&organization=c18161&scores=MA level%2CRD level%2CMA NotTested%2CRD NotTested%2CMA pass%2CRD pass%2CMA Tested%2CRD Tested%2CN MA%2CN RD&num=20&page=1&pagesize=20&domain=assessment&)

xxiii

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e25.y16.y19&organization=c15115&scores=MA level%2CELA level%2CMA NotTested%2CELA NotTested%2CMA Pass%2CELA Pass%2CMA Tested%2CELA Tested%2CN MA%2CN ELA&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e25.y16.y19&organization=c15115&scores=MA level%2CELA level%2CMA NotTested%2CELA NotTested%2CMA Pass%2CELA Pass%2CMA Tested%2CELA Tested%2CN MA%2CN ELA&num=20&page=1&pagesize=20&domain=assessment&)

xxiv

[http://nevadareportcard.nv.gov/di/report/reportcard\\_1?report=reportcard\\_1&scope=e7.y19&organization=c29066&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1026%2C573%2C574%2C575%2C805%2C576%2C577%2C806&num=160&page=1&pagesize=20&domain=demoprof&](http://nevadareportcard.nv.gov/di/report/reportcard_1?report=reportcard_1&scope=e7.y19&organization=c29066&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1026%2C573%2C574%2C575%2C805%2C576%2C577%2C806&num=160&page=1&pagesize=20&domain=demoprof&)

xxv

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xxvi

[http://nevadareportcard.nv.gov/di/report/reportcard\\_1?report=reportcard\\_1&scope=e33.y16.y19&organization=c29095&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1446&num=160&page=1&pagesize=20&domain=chronicabsenteeism&](http://nevadareportcard.nv.gov/di/report/reportcard_1?report=reportcard_1&scope=e33.y16.y19&organization=c29095&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1446&num=160&page=1&pagesize=20&domain=chronicabsenteeism&)

xxvii

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e24.y16.y19&organization=c29069&scores=MA level%2CRD level%2CMA NotTested%2CRD NotTested%2CMA pass%2CRD pass%2CMA Tested%2CRD Tested%2CN MA%2CN RD&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e24.y16.y19&organization=c29069&scores=MA level%2CRD level%2CMA NotTested%2CRD NotTested%2CMA pass%2CRD pass%2CMA Tested%2CRD Tested%2CN MA%2CN RD&num=20&page=1&pagesize=20&domain=assessment&)

xxviii

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e24.y16.y19&organization=c29070&scores=MA level%2CRD level%2CMA NotTested%2CRD NotTested%2CMA pass%2CRD pass%2CMA Tested%2CRD Tested%2CN MA%2CN RD&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e24.y16.y19&organization=c29070&scores=MA level%2CRD level%2CMA NotTested%2CRD NotTested%2CMA pass%2CRD pass%2CMA Tested%2CRD Tested%2CN MA%2CN RD&num=20&page=1&pagesize=20&domain=assessment&)

xxix

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e25.y16.y19&organization=c29068&scores=MA level%2CELA level%2CMA NotTested%2CELA NotTested%2CMA Pass%2CELA Pass%2CMA Tested%2CELA Tested%2CN MA%2CN ELA&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e25.y16.y19&organization=c29068&scores=MA level%2CELA level%2CMA NotTested%2CELA NotTested%2CMA Pass%2CELA Pass%2CMA Tested%2CELA Tested%2CN MA%2CN ELA&num=20&page=1&pagesize=20&domain=assessment&)

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[http://nevadareportcard.nv.gov/di/report/reportcard\\_1?report=reportcard\\_1&scope=e33.y16.y19&organization=c29076&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1446&num=160&page=1&pagesize=20&domain=chronicabsenteeism&](http://nevadareportcard.nv.gov/di/report/reportcard_1?report=reportcard_1&scope=e33.y16.y19&organization=c29076&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1446&num=160&page=1&pagesize=20&domain=chronicabsenteeism&)

xxxi

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e24.y16.y19&organization=c29082&scores=MA level%2CRD level%2CMA NotTested%2CRD NotTested%2CMA pass%2CRD pass%2CMA Tested%2CRD Tested%2CN MA%2CN RD&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e24.y16.y19&organization=c29082&scores=MA level%2CRD level%2CMA NotTested%2CRD NotTested%2CMA pass%2CRD pass%2CMA Tested%2CRD Tested%2CN MA%2CN RD&num=20&page=1&pagesize=20&domain=assessment&)

xxxii

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e24.y16.y19&organization=c29060&scores=MA\\_level%2CMA\\_NotTested%2CMA\\_pass%2CMA\\_Tested%2CN\\_MA%2CRD\\_level%2CRD\\_NotTested%2CRD\\_pass%2CRD\\_Tested%2CN\\_RD&filterdata=ethnicity\\_B&filterkey=ethnicity\\_B&filterrelation=and&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e24.y16.y19&organization=c29060&scores=MA_level%2CMA_NotTested%2CMA_pass%2CMA_Tested%2CN_MA%2CRD_level%2CRD_NotTested%2CRD_pass%2CRD_Tested%2CN_RD&filterdata=ethnicity_B&filterkey=ethnicity_B&filterrelation=and&num=20&page=1&pagesize=20&domain=assessment&)

xxxiii

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e24.y16.y19&organization=c29080&scores=MA\\_level%2CRD\\_level%2CMA\\_NotTested%2CRD\\_NotTested%2CMA\\_pass%2CRD\\_pass%2CMA\\_Tested%2CRD\\_Tested%2CN\\_MA%2CN\\_RD&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e24.y16.y19&organization=c29080&scores=MA_level%2CRD_level%2CMA_NotTested%2CRD_NotTested%2CMA_pass%2CRD_pass%2CMA_Tested%2CRD_Tested%2CN_MA%2CN_RD&num=20&page=1&pagesize=20&domain=assessment&)

xxxiv

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e25.y16.y19&organization=c29078&scores=MA\\_level%2CELA\\_level%2CMA\\_NotTested%2CELA\\_NotTested%2CMA\\_Pass%2CELA\\_Pass%2CMA\\_Tested%2CELA\\_Tested%2CN\\_MA%2CN\\_ELA&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e25.y16.y19&organization=c29078&scores=MA_level%2CELA_level%2CMA_NotTested%2CELA_NotTested%2CMA_Pass%2CELA_Pass%2CMA_Tested%2CELA_Tested%2CN_MA%2CN_ELA&num=20&page=1&pagesize=20&domain=assessment&)

xxxv

[http://nevadareportcard.nv.gov/di/report/summary\\_4?report=summary\\_4&scope=e32.y16.y19&organization=c7450&scores=Graduation\\_Rate%2Cn\\_Graduate%2Cn\\_Total%2Cn\\_AdjustedDiploma%2Cn\\_AdultDiploma%2Cn\\_AdvancedDiploma%2Cn\\_AlternativeDiploma%2Cn\\_CertHSA%2Cn\\_ClgandcareerreadyDiploma%2Cn\\_HSE%2Cn\\_StandardDiploma&num=20&page=1&pagesize=20&domain=cohort4yr&](http://nevadareportcard.nv.gov/di/report/summary_4?report=summary_4&scope=e32.y16.y19&organization=c7450&scores=Graduation_Rate%2Cn_Graduate%2Cn_Total%2Cn_AdjustedDiploma%2Cn_AdultDiploma%2Cn_AdvancedDiploma%2Cn_AlternativeDiploma%2Cn_CertHSA%2Cn_ClgandcareerreadyDiploma%2Cn_HSE%2Cn_StandardDiploma&num=20&page=1&pagesize=20&domain=cohort4yr&)

xxxvi

[http://nevadareportcard.nv.gov/di/report/reportcard\\_1?report=reportcard\\_1&scope=e33.y16.y19&organization=c15756&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1446&num=160&page=1&pagesize=20&domain=chronicabsenteeism&](http://nevadareportcard.nv.gov/di/report/reportcard_1?report=reportcard_1&scope=e33.y16.y19&organization=c15756&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1446&num=160&page=1&pagesize=20&domain=chronicabsenteeism&)

xxxvii

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xxxviii

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e24.y16.y19&organization=c4445&scores=MA\\_level%2CRD\\_level%2CMA\\_NotTested%2CRD\\_NotTested%2CMA\\_pass%2CRD\\_pass%2CMA\\_Tested%2CRD\\_Tested%2CN\\_MA%2CN\\_RD&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e24.y16.y19&organization=c4445&scores=MA_level%2CRD_level%2CMA_NotTested%2CRD_NotTested%2CMA_pass%2CRD_pass%2CMA_Tested%2CRD_Tested%2CN_MA%2CN_RD&num=20&page=1&pagesize=20&domain=assessment&)

xxxix

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e25.y16.y19&organization=c4107&scores=MA\\_level%2CELA\\_level%2CMA\\_NotTested%2CELA\\_NotTested%2CMA\\_Pass%2CELA\\_Pass%2CMA\\_Tested%2CELA\\_Tested%2CN\\_MA%2CN\\_ELA&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e25.y16.y19&organization=c4107&scores=MA_level%2CELA_level%2CMA_NotTested%2CELA_NotTested%2CMA_Pass%2CELA_Pass%2CMA_Tested%2CELA_Tested%2CN_MA%2CN_ELA&num=20&page=1&pagesize=20&domain=assessment&)

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[http://nevadareportcard.nv.gov/di/report/summary\\_4?report=summary\\_4&scope=e32.y16.y19&organization=c4117&scores=Graduation\\_Rate%2Cn\\_Graduate%2Cn\\_Total%2Cn\\_AdjustedDiploma%2Cn\\_AdultDiploma%2Cn\\_AdvancedDiploma%2Cn\\_AlternativeDiploma%2Cn\\_CertHSA%2Cn\\_ClgandcareerreadyDiploma%2Cn\\_HSE%2Cn\\_StandardDiploma&num=20&page=1&pagesize=20&domain=cohort4yr&](http://nevadareportcard.nv.gov/di/report/summary_4?report=summary_4&scope=e32.y16.y19&organization=c4117&scores=Graduation_Rate%2Cn_Graduate%2Cn_Total%2Cn_AdjustedDiploma%2Cn_AdultDiploma%2Cn_AdvancedDiploma%2Cn_AlternativeDiploma%2Cn_CertHSA%2Cn_ClgandcareerreadyDiploma%2Cn_HSE%2Cn_StandardDiploma&num=20&page=1&pagesize=20&domain=cohort4yr&)

xli

[http://nevadareportcard.nv.gov/di/report/reportcard\\_1?report=reportcard\\_1&scope=e33.y16.y19&organization=c29083&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1446&num=160&page=1&pagesize=20&domain=chronicabsenteeism&](http://nevadareportcard.nv.gov/di/report/reportcard_1?report=reportcard_1&scope=e33.y16.y19&organization=c29083&fields=309%2C310%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1446&num=160&page=1&pagesize=20&domain=chronicabsenteeism&)

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[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e24.y16.y19&organization=c7606&scores=MA\\_level%2CRD\\_level%2CMA\\_NotTested%2CRD\\_NotTested%2CMA\\_pass%2CRD\\_pass%2CMA\\_Tested%2CRD\\_Tested%2CN\\_MA%2CN\\_RD&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e24.y16.y19&organization=c7606&scores=MA_level%2CRD_level%2CMA_NotTested%2CRD_NotTested%2CMA_pass%2CRD_pass%2CMA_Tested%2CRD_Tested%2CN_MA%2CN_RD&num=20&page=1&pagesize=20&domain=assessment&)

xliii

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xliv

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e25.y16.y19&organization=c4117&scores=MA\\_level%2CELA\\_level%2CMA\\_NotTested%2CELA\\_NotTested%2CMA\\_Pass%2CELA\\_Pass%2CMA\\_Tested%2CELA\\_Tested%2CN\\_MA%2CN\\_ELA&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e25.y16.y19&organization=c4117&scores=MA_level%2CELA_level%2CMA_NotTested%2CELA_NotTested%2CMA_Pass%2CELA_Pass%2CMA_Tested%2CELA_Tested%2CN_MA%2CN_ELA&num=20&page=1&pagesize=20&domain=assessment&)

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