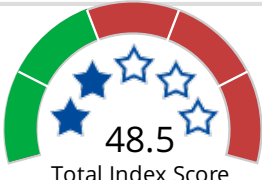


School Level: Middle School
Grade Levels: 06-08
District: Clark
School 140 N Valle Verde
Address: Henderson, NV 89074



48.5
Total Index Score

School Type: Regular
School Designation: TSI

Student Race/Ethnicity
32.1% White/Caucasian
11.8% Black/African American
37.5% Hispanic/Latino
5.6% Asian
0.5% American Indian/Alaska Native
1.8% Pacific Islander
10.4% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2024-2025	60 ★★★★★
2023-2024	56.5 ★★★★★

Additional Student Groups
7.1% English Learners
16.9% Students with Disabilities
100% Economically Disadvantaged

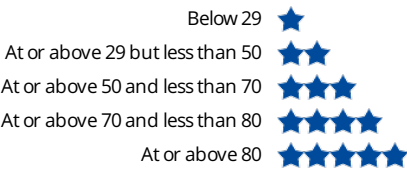
What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state’s standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



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

2025-2026 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	40.5	34.4
Math Proficiency	34.4	28.9
ELA Proficiency	46.9	41
Science Proficiency	39.6	31.3



Student Growth Indicator

Measure	School Median	District Median
Math MGP	46	49
ELA MGP	44	49

	School Rate	District Rate
Met Math AGP Target	33.1	29.7
Met ELA AGP Target	45	40.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	19	23.7



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	12	11.5
Prior Non-Proficient Met ELA AGP Target	16.8	16.9



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	13	18.7
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	79.1	81.8

District percentages reflect the district the school was associated with when the data was collected.
[Click here](#) to learn more about the NSPF.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

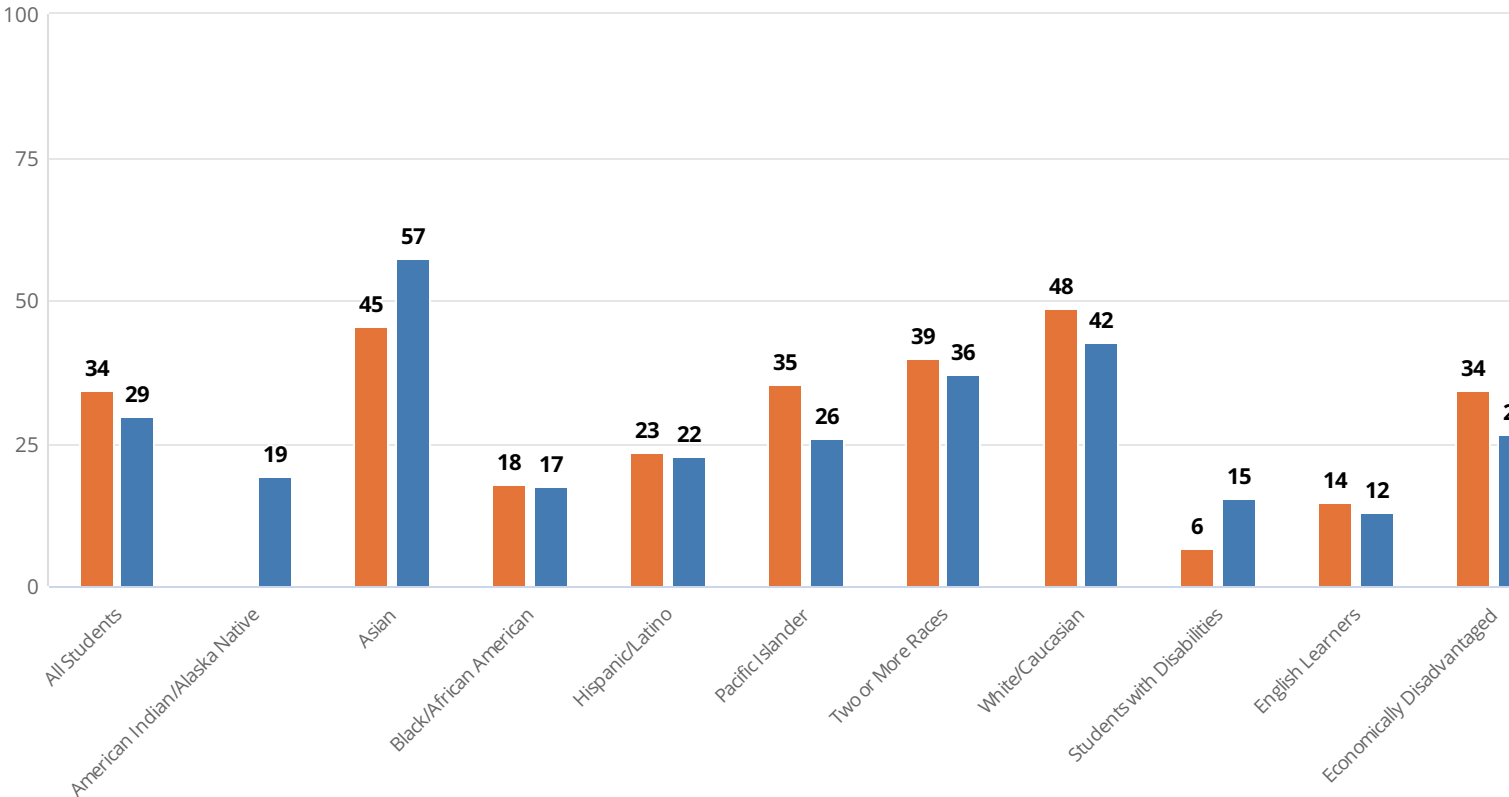
Pooled Proficiency		Pooled Proficiency Points Earned: 15/25		
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	40.5	34.4	45	35.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	34.4	28.9	29.6	35.3	27.4	28.2
American Indian/ Alaska Native	-	17	19.1	-	21.1	16.6
Asian	45.5	58.1	57.5	32.8	56.2	56.6
Black/ African American	18	14.2	17.4	18	13	14.9
Hispanic/ Latino	23.4	20.9	22.7	26.7	19.3	20.3
Pacific Islander	35.2	28.3	26	26.9	25.7	24.5
Two or More Races	39.8	38.4	36.9	43.2	36.4	35.7
White/ Caucasian	48.5	47.1	42.8	50	46.8	41.6
Students with Disabilities	6.7	6.3	15.5	5.5	6.1	11
English Learners	14.8	<5	12.8	12.1	<5	8.2
Economically Disadvantaged	34.4	29.3	26.4	35.3	27.6	24.9

Math Assessments % Proficient

2025-2026 Barbara & Hank Greenspun Junior High School 2025-2026 MIPs



District percentages reflect the district the school was associated with when the data was collected. 'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

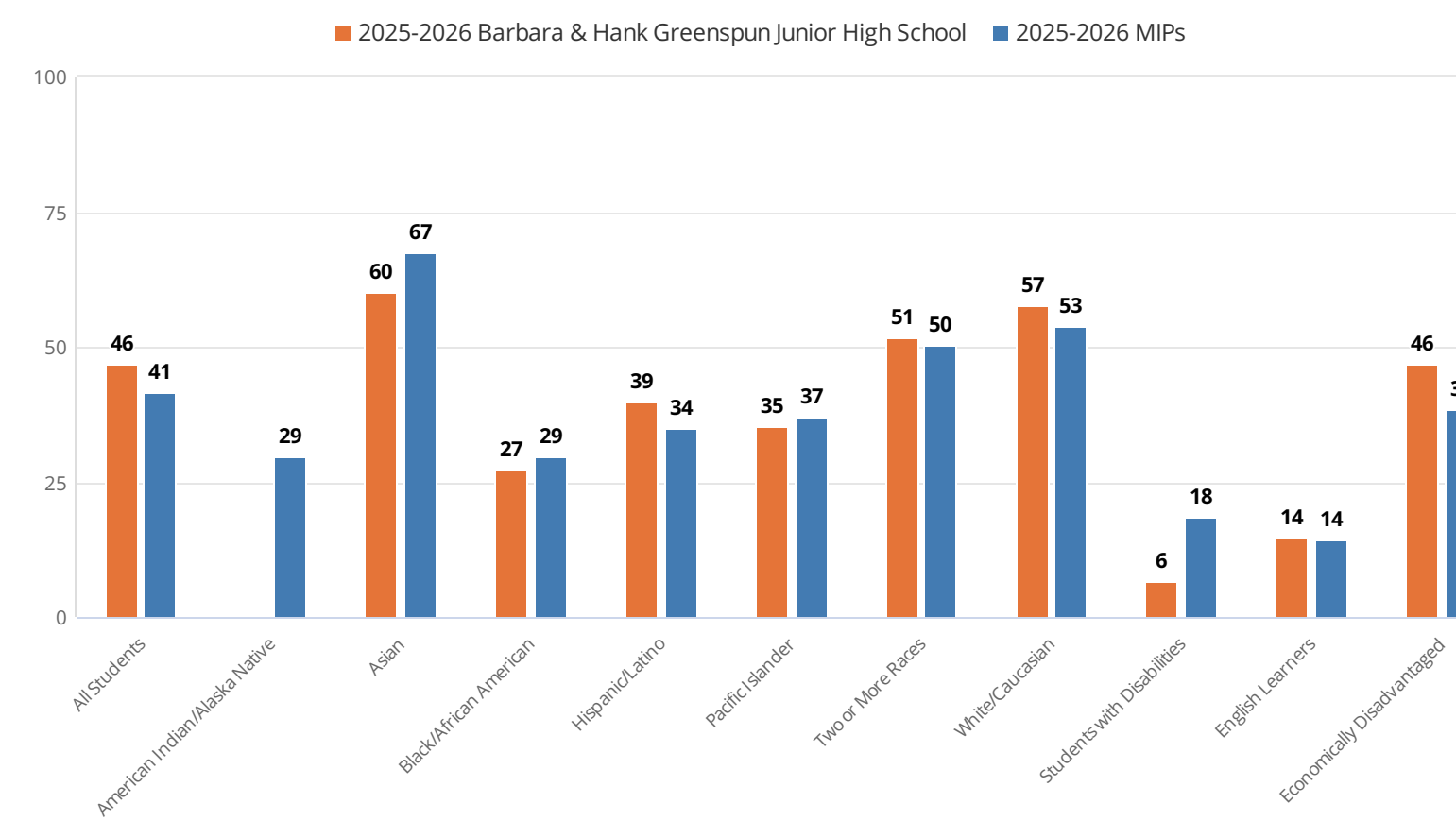


Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	46.9	41	41.5	51.8	42.9	40.3
American Indian/ Alaska Native	-	28	29.6	-	32.2	27.5
Asian	60.2	65.4	67.5	59.3	68	66.8
Black/ African American	27.4	26.5	29.6	41.4	28.7	27.4
Hispanic/ Latino	39.8	33.9	34.8	43.6	35.8	32.8
Pacific Islander	35.2	40.9	37.2	46.1	42.5	35.9
Two or More Races	51.7	51.3	50.3	58.1	53.5	49.3
White/ Caucasian	57.7	57.9	53.8	62	60.4	52.8
Students with Disabilities	6.7	9.5	18.4	8.8	10.2	14.1
English Learners	14.8	6.1	14.3	16.2	8.4	9.8
Economically Disadvantaged	46.9	41.5	38.3	51.8	43	37

ELA Assessments % Proficient





15/25

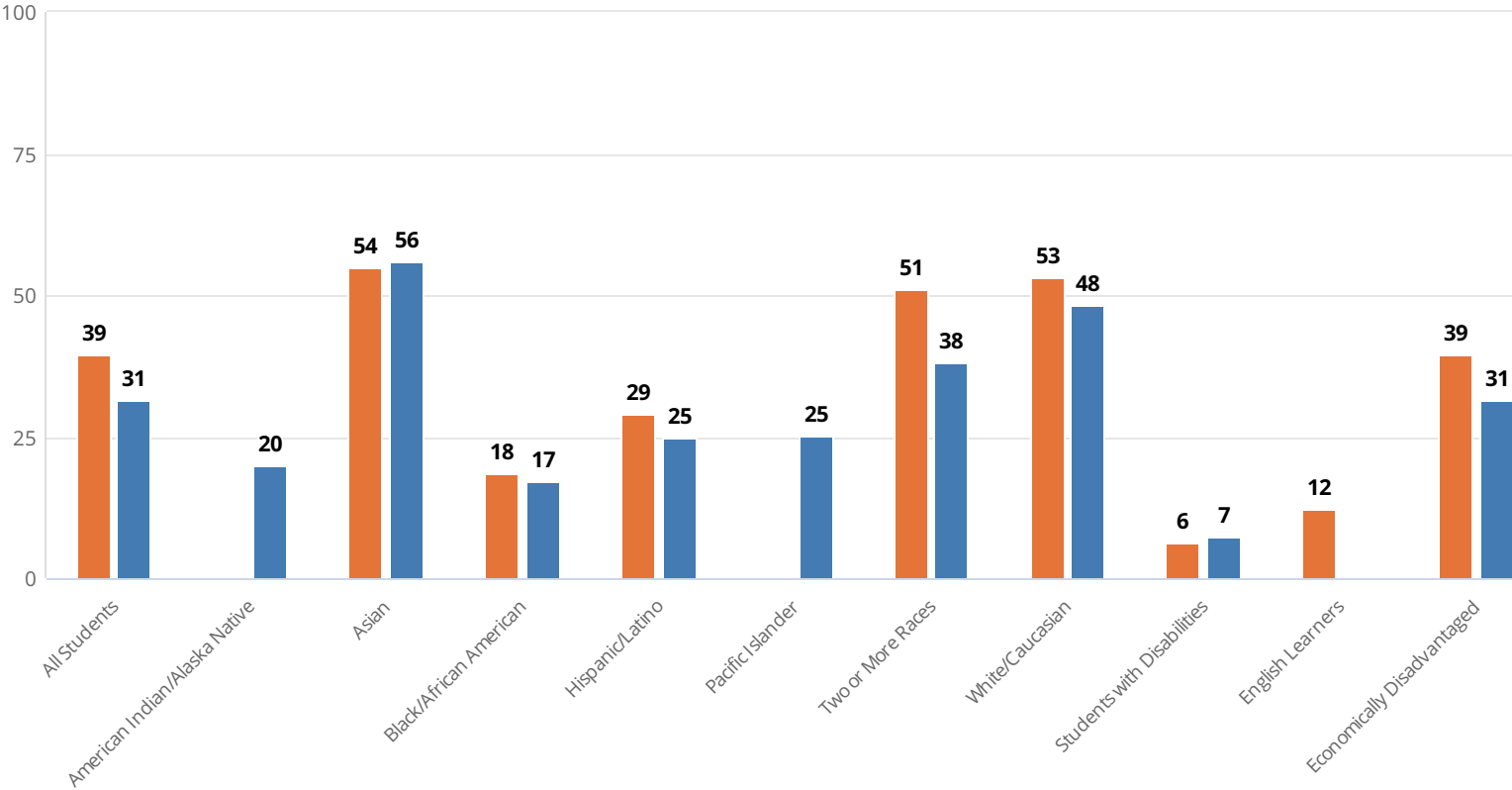
Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	39.6	31.3	53.1	34.6
American Indian/ Alaska Native	-	20	-	22
Asian	54.8	56	50	58
Black/ African American	18.6	17.1	30.5	19.7
Hispanic/ Latino	29.1	25	47.7	27.8
Pacific Islander	-	25.2	-	30.8
Two or More Races	51.1	38.1	57.8	44.3
White/ Caucasian	53	48.4	67.4	53.6
Students with Disabilities	6.4	7.3	12.7	7.8
English Learners	12.1	<5	24	5.7
Economically Disadvantaged	39.6	31.6	53.1	34.7

Science Assessments % Proficient

2025-2026 Barbara & Hank Greenspun Junior High School 2025-2026 District





Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged.

Yellow indicates 95% participation requirement not met.				
Groups	2026 % Math	2026 % ELA	2025 % Math	2025 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	90.4%	90.4%	>=95%	>=95%
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

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

MGP Growth Data		Math MGP Points Earned: 4/10			ELA MGP Points Earned: 4/10			
Groups	2026 Math MGP	2026 District Math MGP	2026 ELA MGP	2026 District ELA MGP	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP
All Students	46	49	44	49	49	50	43	49
American Indian/ Alaska Native	-	50	-	48	-	46	-	49
Asian	56	58	46.5	56	47	58	50	57
Black/ African American	43	46	39.5	46	51	48	48	46
Hispanic/ Latino	40.5	48	39	48	49	49	39	48
Pacific Islander	39	50	27	48	47.5	48	39	50
Two or More Races	49	51	45.5	50	50	52	46	51
White/ Caucasian	50.5	51	49	50	53	54	44	51
Students with Disabilities	38	43	36	43	43	46	35	41
English Learners	43.5	45	34	44	49.5	48	41	45
Economically Disadvantaged	46	49	44	49	49	51	43	49

AGP Growth Data		Math AGP Points Earned: 3.5/5			ELA AGP Points Earned: 2.5/5			
Groups	2026 Math AGP	2026 District Math AGP	2026 ELA AGP	2026 District ELA AGP	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP
All Students	33.1	29.7	45	40.8	35.8	28.9	52.9	46.1
American Indian/ Alaska Native	-	21.9	-	29.8	-	22.6	-	39.1
Asian	45	58.4	58.3	64.7	28	56.9	54.3	70.3
Black/ African American	18.8	16.1	30.5	27.9	20.1	15.2	41.2	33
Hispanic/ Latino	21.5	22.1	36.6	34.6	28.3	21.5	44.2	39.8
Pacific Islander	35.2	28.2	23.5	40.1	30.7	26.7	53.8	48.3
Two or More Races	36.7	38.3	51.9	49.6	42.8	36.8	60.2	54.6
White/ Caucasian	46.8	46.3	55.3	55.1	49	46.1	63.6	61.3
Students with Disabilities	7.2	8.2	11.5	13.3	8.1	8.5	13	16.3
English Learners	13.6	6.5	8.9	9.9	14.5	7	27.4	14.5
Economically Disadvantaged	33.1	30	45	41.2	35.8	29.1	52.9	46.1

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

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English Language

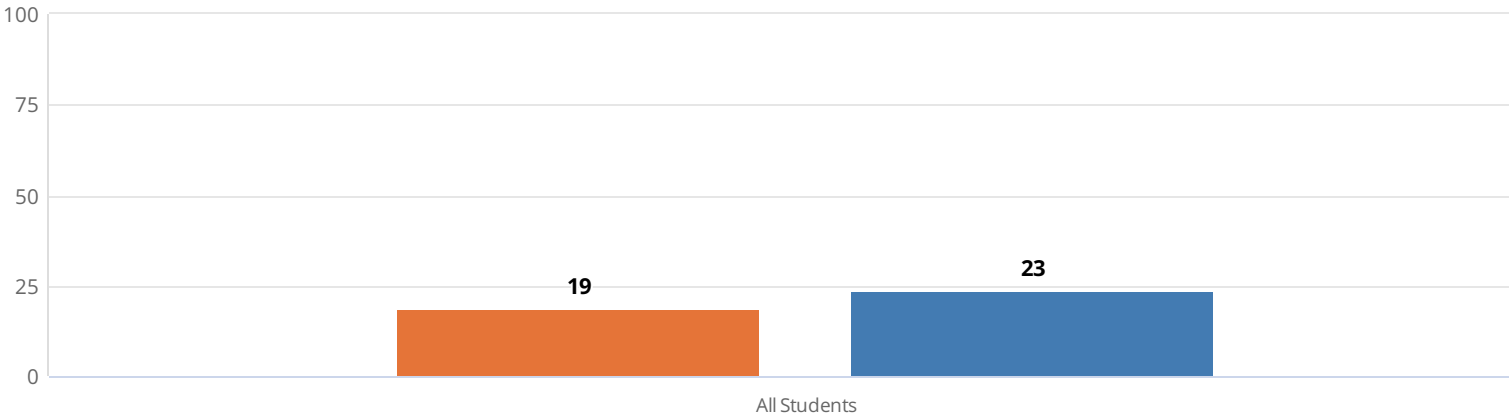
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 4/10

	2026 number of ELs With AGP Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	63	19	23.7	57	35	27.5

% English Learners Meeting AGP on WIDA

2025-2026 Barbara & Hank Greenspun Junior High School 2025-2026 District



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 4/10				ELA AGP Points Earned: 2/10			
	2026 % Meeting AGP Math	2026 % District Math	2026 % Meeting AGP ELA	2026 % District ELA	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA
All Students	12	11.5	16.8	16.9	15.3	11.9	26.9	24.5
American Indian/ Alaska Native	-	10.7	-	12.6	-	12.2	-	24.7
Asian	16.6	23.1	31.8	25.9	8.5	22.1	30.4	37.4
Black/ African American	9.5	7.7	9.8	12.8	12.2	7.8	23.9	19.3
Hispanic/ Latino	8.1	10.1	16.8	16	14.9	10.5	24.6	23.1
Pacific Islander	<5	12.4	-	17.2	5.8	10.9	33.3	29.1
Two or More Races	13.3	14.1	20.5	21.2	16.2	14.6	24.5	28.5
White/ Caucasian	19.6	17.2	17	22.2	19.5	18.2	30.7	31.5
Students with Disabilities	6.5	<5	8.2	7.9	7.2	<5	8.5	11.3
English Learners	8.1	<5	5	8.5	10.3	5.5	24	12.9
Economically Disadvantaged	12	11.6	16.8	17.1	15.3	11.9	26.9	24.4



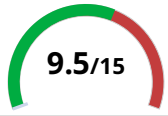
Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism		Chronic Absenteeism Points Earned: 5.5/10		
Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	13	18.7	21	24.1
American Indian/ Alaska Native	-	27.1	-	26.4
Asian	7.2	7.1	11.7	9.2
Black/ African American	11.8	27	28	33.3
Hispanic/ Latino	16.4	19.2	24.7	24.9
Pacific Islander	26.3	23.4	14.8	29.9
Two or More Races	11.6	17.7	19.3	22.6
White/ Caucasian	10.6	14.3	16.2	19
Students with Disabilities	14.2	22.6	27.9	29.4
English Learners	14.6	19.7	25.3	26.4
Economically Disadvantaged	13	18.7	21	24.1

All Students Chronic Absenteeism Percent Change: -38%

Points Earned by the Chronic Absenteeism Rate: 5.5/10
Points Earned by Chronic Absenteeism Reduction Rate: NA/5



Student Engagement

Academic Learning Plans

Groups	2026 % Academic Learning Plans	2026 % District	2025 % Academic Learning Plans	2025 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	-	>95	-	>95
Asian	>95	>95	>95	>95
Black/ African American	>95	>95	>95	>95
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	>95	>95	>95	>95
Two or More Races	>95	>95	>95	>95
White/ Caucasian	>95	>95	>95	>95
Students with Disabilities	>95	>95	>95	>95
English Learners	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

Academic Learning Plans Points Earned 2/2

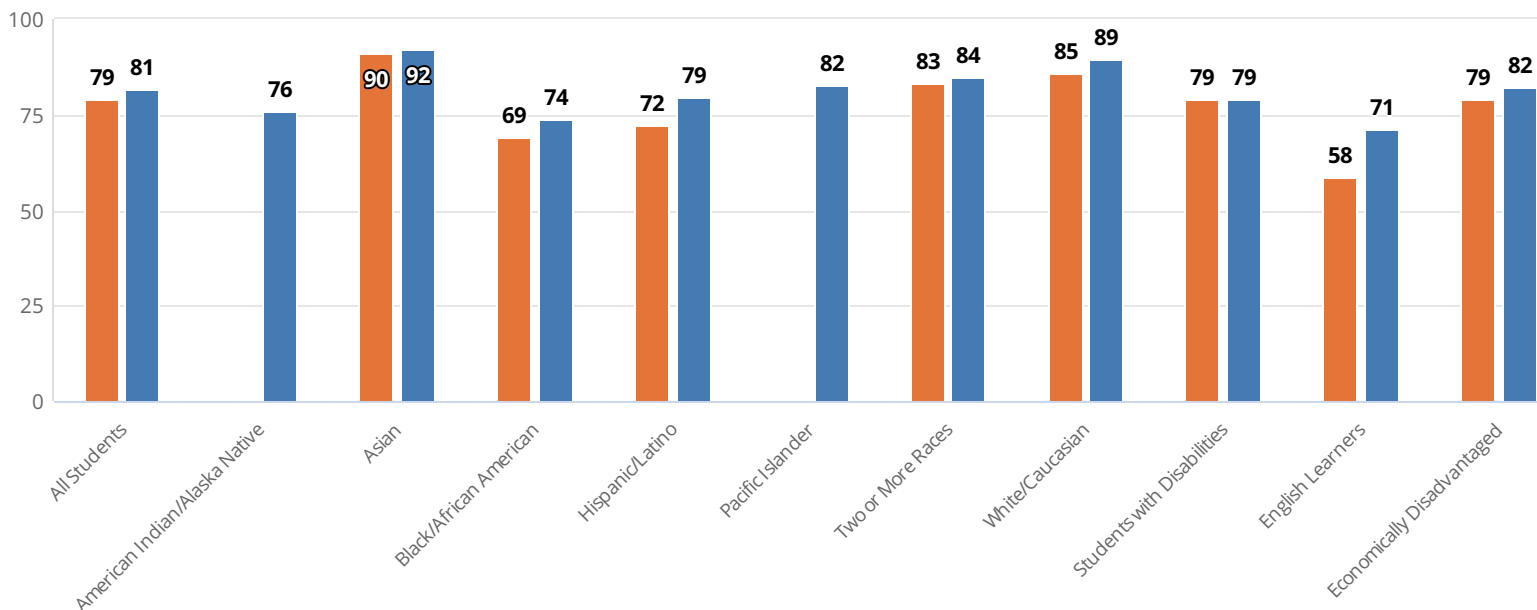
NAC 389.445 Credit Requirements

Groups	2026 % Credit Requirements Met	2026 % District	2025 % Credit Requirements Met	2025 % District
All Students	79.1	81.8	78.2	80.2
American Indian/ Alaska Native	-	76.1	-	72.6
Asian	90.9	92.3	80	88.2
Black/ African American	69.2	74	70.2	75
Hispanic/ Latino	72.1	79.5	74	77.7
Pacific Islander	-	82.6	70	80.7
Two or More Races	83.3	84.6	83.5	83
White/ Caucasian	85.7	89.4	84.1	87.5
Students with Disabilities	79.1	79.2	>95	>95
English Learners	58.8	71	74	68.9
Economically Disadvantaged	79.1	82.2	78.2	80.5

NAC 389.445 Credit Requirements Points Earned 2/3

% of Students Meeting 8th Grade Credit Requirements

2025-2026 Barbara & Hank Greenspun Junior High School 2025-2026 District



District percentages reflect the district the school was associated with when the data was collected.

'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.

School Designation	NSPF Designation Year
TSI	2025-2026

What is a Targeted Support and Improvement (TSI) Designation?

Schools with a TSI designation meet the following criteria:

- The NDE has calculated an adjusted NSPF index score for each subgroup at each school, awarding points for each Measure where the subgroup n-size >= 25, and following applicable rules regarding Measures required for rating. If one or more subgroups had an adjusted NSPF score that is at or below the calculated bottom 15th percentile for the relevant school level for two years in a row, then the school is designated as TSI.
- A school designated as TSI must work with their LEA to develop a plan to exit the TSI designation. TSI schools may be redesignated as CSI or ATSI schools.

Why did this school receive a TSI Designation?

The table below shows the reason(s) the school received a TSI designation. Subgroups are highlighted to show which subgroups underperformed two years in a row.

MS 15th P. Cuts	20.5	21.6
Populations	NSPF Index Score (2024-2025)	NSPF Index Score (2025-2026)
American Indian/ Alaska Native	*	*
Asian	58.7	77.5
Black/ African American	37.2	23.8
Hispanic/ Latino	42.2	31.1
Pacific Islander	45.5	*
Two or More Races	63.3	60
White/ Caucasian	76.6	68.8
Students with Disabilities	15.5	18.8
English Learners	30	20
Economically Disadvantaged	56.6	49.4

* = insufficient n-size (n < 25) to receive an NSPF index score.

For a complete and comprehensive list of the annual school designations, please reference the Nevada Comprehensive Support and Improvement (CSI) Schools report, the Nevada Targeted Support and Improvement (TSI) Schools report, and the Nevada Additional Targeted Support and Improvement (ATSI) Schools report in the NSPF/APF resources under Help & Resources on the Nevada Report Card website.