

Democracy Prep at Agassi Middle

Achievement School District

1201 W. Lake Mead BLVD
Grade Levels: 06-08
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2019-2020 School Accountability Report

For more information visit www.nevadareportcard.nv.gov

Mission Statement

The mission of Democracy Prep is to educate responsible citizen scholars for success in the college of their choice and a life of active citizenship.

Principal's Highlights

Democracy Prep at the Agassi Campus has received a few awards over the past three years. First they were awarded a 5-Star school rating by the Nevada Board of Education in 2019. This was based on state test results as well as ELL growth and school culture. Second they were selected as one of five Nevada schools to receive the Elementary and Secondary Success Award (ESSA). Specifically they were given this award for their work for supporting scholars with IEPs and ELLs in 2019. Lastly they were selected as "Best of the Best Schools" by Building Excellent Schools, an educational think-tank located in Boston. They were given this award for significantly outperforming state test averages for two consecutive years here in Nevada.

1. Awarded a 5-Star school rating by the Nevada Board of Education in 2019.
2. One of 5 Nevada schools to receive the Elementary and Secondary Success Award (ESSA) for the success of our special populations specifically scholars with IEPs and ELLs in 2019.
3. Named the "Best of the Best Schools" by Building Excellent Schools (an educational thinktank) for significantly outperforming state test averages for two consecutive years.

Goals and Objectives

Goal 1

1. Improve math & ELA proficiency by 10%.
2. Reduce non-proficient scholars by 10%.
3. Reduce suspensions by 10%.
4. 60% of scholars will indicate "I am proud to say I am a DPAC scholar".

School Communication Efforts

DPAC provides regular two-way and meaningful communication with parents, family, and the community by regularly publishing notices to our families and scholars through email and text messages. Monthly community updates are sent to an email subscription list as well as a variety of social media posts. Board meeting notices are published and include open invitations for parents, family, and community members to attend. Contact information for school leaders and teachers are published on the school website.

Curriculum Details

Democracy Prep's academic program is rooted in research-proven curricula that have been shown to accelerate progress to mastery for low-income students, including those with disabilities and English language deficits. Our curriculum is based on an accelerated introduction to state standards. The core academic program provides more time, and frequent evaluations ensure that teachers and families know exactly where each student stands and what each student needs to do to make progress. Democracy Prep has built consistent instructional systems to ensure that all teachers have the tools to increase student achievement. The curriculum and academic program at DPAC is built on the success and best practices of the highest-performing schools nationwide. Democracy Prep's strong curricular focus on skill mastery is delivered in a manner that maximizes time on task across an extended school day and school year. Structured, highly organized learning environments are reinforced by consistent practices that promote continuity and predictability across all classrooms.

Demographics and Student Information

Data are provided by the Nevada Department of Education from the state student information system. Gender, race/ethnicity, and special student populations are reported as of validation day.

	#	Ethnicity														Gender			
		Am In/ AK Native		Asian		Hispanic		Black		White		Pacific Islander		Two or More Races		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	496,761	4,067	0.82	27,034	5.44	212,070	42.69	56,894	11.45	155,762	31.36	7,246	1.46	33,688	6.78	255,658	51.46	241,103	48.54
Achievement	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DPAC	321	N/A	N/A	2	0.62	112	34.89	198	61.68	5	1.56	N/A	N/A	4	1.25	158	49.22	163	50.78

Data as of Validation Day

'-' indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.

'N/A' indicates that this population was not present.

'**' indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)

| means these schools are CEP or Provision 2 Schools and officials do not track who eats breakfast or lunch.

Adult Education is not included in the totals.

Special Populations

	#	Individual Education Program		English Learners		Free or Reduced Priced Lunch Eligible		Free or Reduced Priced Lunch Receiver	Free or Reduced Priced Breakfast Eligible		Free or Reduced Priced Breakfast Receiver	Migrant	
		#	%	#	%	#	%	%	#	%	%	#	%
State	496,761	62,971	12.68	70,219	14.14	326,822	65.79	54.47	323,503	65.12	47.8	134	0.03
Achievement	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DPAC	321	27	8.41	34	10.59	321	100	-	321	100	0	-	-

Data as of Validation Day

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IEP= Students with disabilities

EL= Students who are English Learners

FRL= Students qualifying for Free/Reduced Price Lunch

District totals do not include state or district sponsored charter school data. (2008-Current)

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Adult Education is not included in the totals.

Student Average Daily Attendance (ADA)

Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	All Students	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	ELL	FRL
State	94.6	93.5	>95	94.3	93.3	95.0	93.9	94.6	93.1	94.2	93.9
Achievement	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DPAC	93.7	N/A	-	94.4	93.1	-	N/A	-	93.8	92.9	93.7

ADA Data as of: First 100 days of instruction

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IEP = Students with disabilities

ELL = Students who are English Language Learners

FRL = Students qualifying for Free/Reduced Price Lunch

Top and bottom coding applied to values that fall <5% or >95%, in order to protect student privacy.

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Transiency, Truancy, and Discipline

	Transiency		Discipline	
	Transiency Rate**	# of Students	# of Students	
			Habitual Disciplinary Problems	Habitual Truants
State	19.2	184	3,277	
Achievement	N/A	*	*	
DPAC	20.5	-	-	

2019-2020 School Accountability Report

	# of Incidents (Suspensions or Expulsions)					
	Violence to Students	Violence to Staff	Weapons	Dist. Controlled Substances	Possession/ Use Controlled Substances	Possession/ Use of Alcohol
State	9,551	714	688	154	3,205	416
Achievement	*	*	*	*	*	*
DPAC	33	5	0	0	6	0

	# of Incidents Bullying			# of Incidents Cyber Bullying		
	Incidents Reported	Incidents Determined to be so after an Investigation	Incidents Suspension/ Expulsion	Incidents Reported	Incidents Determined to be so after an Investigation	Incidents Suspension/ Expulsion
State	3,543	2,640	2,379	470	370	351
Achievement	*	*	*	*	*	*
DPAC	6	2	2	4	2	0

Data as of: End of school year

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Discipline and Transiency incidents are reported at the school where the action occurred.

Users should note that this data may have been affected by the early closure of school facilities in spring of 2019-20 due to the COVID 19 pandemic. Consequently, results for 2019-20 may not be comparable to previous years.

**The purpose of some alternative programs is to enroll students for a short period of time until they can reenroll in a comprehensive school; therefore, transiency rates may be greater than 100% or N/A. Data reported as of the end of the school year.

Retention by Grade

	K		1		2		3		4		5		6		7		8	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	436	<5	427	<5	214	<5	121	<5	79	<5	43	<5	106	<5	126	<5	186	<5
Achievement	-	-	-	-	-	-	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5
DPAC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	<5	0	<5	0	<5

Data as of: Count Day

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District totals do not include state or district sponsored charter school data. (2008-Current)

Because of the changes in law (NAC 387.659) in 2009-2010 that affected the way credit deficient students are identified, results prior to this date and post this date cannot be compared.

Users should note that this data may have been affected by the early closure of school facilities in spring of 2019-20 due to the COVID 19 pandemic. Consequently, results for 2019-20 may not be comparable to previous years.

Student/Teacher Ratio

	All Schools#	Kindergarten++	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
State	22:1	21:1	19:1	20:1	21:1	27:1	27:1	22:1	18:1	22:1
Achievement	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DPAC	21:1	+	+	+	+	+	+	19:1	30:1	18:1

Data as of: December 1st

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"+" Teachers may serve multiple grade levels as needed. Student/Teacher Ratio is reported for the school as a whole.

"++" Kindergarten ratios are based on the number of classes, not teachers.

District totals do not include state or district sponsored charter school data. (2008-Current)

Average Class Size

Average Class Size is listed for all classes where students rotate to different teachers for different subjects.

	English	Mathematics	Science	Social Studies
State	22	23	26	26
Achievement	N/A	N/A	N/A	N/A
DPAC	29	27	29	29

Data as of: December 1st

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Annual Dropout Rate for the Prior School Year

	Grade 8 %
State	2.28
DPAC	2.38

Data as of: Previous School Year

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Data in grade 9-12 excludes pupils:

who successfully completed HSE assessment,

who are enrolled in approved courses for an adult standard diploma,

withdrew from school to attend another school.

Data is not displayed for a group where enrollment information is missing.

Negative value indicates rate cannot be calculated due to zero enrollment.

Summary of Standards-Based Test Performance

No assessment data is reported in 2020-21 per USDOE COVID-19 Waiver.

Fiscal Information

The Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires the reporting of the per-pupil expenditures including actual personnel and non-personnel expenditures, disaggregated by source of funds, for each school district and each school in the state for the preceding fiscal year. For more details, please visit www.nevadareportcard.nv.gov where comprehensive and interactive data tables and individual school level financial reports are available.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area. Data were obtained from the Office of Teacher Licensure as of May 2020.

	English/ Reading/ Lang. Arts	Mathematics	Science	Social Studies	Foreign Languages	Arts	Elementary	Poverty Level
	%	%	%	%	%	%		
State	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Achievement	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
DPAC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	H

Teacher Data as of: May 1st (2008-Current)

'N/A' indicates that this population was not present.

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(H) = High Poverty School - defined as being within the bottom quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

(L) = Low Poverty School - defined as being within the top quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

Teacher Average Daily Attendance

	Average Daily Attendance
State	95.7
Achievement	-
DPAC	96.9

Teacher Data as of: May 1st (2008-Current)

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(L) = Low Poverty School - defined as being within the top quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

Persons Employed as Substitute Teachers

	Grade Level	Subjects									
		Elementary		Mathematics		Science		Social Studies		English	
		Long Term	Short Term	Long Term	Short Term	Long Term	Short Term	Long Term	Short Term	Long Term	Short Term
State	K-12	2,231	66,877	605	8,015	169	5,121	93	5,065	254	10,671
Achievement	K-12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DPAC	06-08	0	0	0	0	0	0	0	0	0	0

Substitute Teachers Data as of: June 30th (2008-Current)

'N/A' indicates that this population was not present.

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The reporting of long-term substitute teacher data began in 2005-2006. Short-term substitute teacher data will be reported for the first time on the 2006-2007 report.

School NSPF Results:

2019-2020 NSPF results are not available. School ratings will be reported in Fall 2021.

Note: District totals do not include state or district sponsored charter school data.

The development of this annual state accountability report is a joint effort among the Nevada Department of Education and Nevada school districts. This report is provided to the public as required by the federal Every Student Succeeds Act (ESSA) and NRS 385A.400. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.nv.gov.