

# Democracy Prep at Agassi Elementary

Achievement School District

1201 W Lake Mead Blvd  
Grade Levels: 0K-05  
Website: [DPAC.democracyprep.org](http://DPAC.democracyprep.org)

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## 2019-2020 School Accountability Report

For more information visit [www.nevadareportcard.nv.gov](http://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

The Elementary School has take great strides to ensure Academic growth through additional intervention time as well as enrichment. We valueScholar voices and we created multiple avenues to ensure all scholars feel valued and heard.

1. In 2019, scholars made MAP Growth from Fall to Winter.
2. Established a Student Council to promote more scholar voice on campus and increase engagement.
3. Our Student Body President created a proposal to have Strawberry milk brought to the entire K-12 campus.
4. Created a Coding, Creative-Writing, and Science Club to increase scholar proficiency through enrichment.

### 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.

### 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".

## 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	N/A
DPAC	494	N/A	N/A	3	0.61	149	30.16	315	63.77	11	2.23	1	0.2	15	3.04	238	48.18	256	51.82	

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	494	56	11.34	66	13.36	494	100	-	494	100	-	0	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

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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	94.5	N/A	-	>95	93.8	>95	-	93.6	94.0	>95	94.5

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.

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

## 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	13.3	47	0	

## 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	35	4	1	0	0	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	72	33	13	1	0	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	0	<5	0	<5	0	<5	0	<5	0	<5	0	<5	N/A	N/A	N/A	N/A	N/A	N/A

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	31:1	33:1	33:1	31:1	29:1	27:1	32:1	+	+	+

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)

### 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](http://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.  
 '\*\*' indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)  
 (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	97.5

Teacher Data as of: May 1st (2008-Current)  
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### 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	OK-05	2	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.

### Parent/Teacher Conference Attendance

	Accountability Year	Parent/ Teacher Conference Attendance
DPAC	2020	64
DP Agassi ES	2018	69

Data as of: Fall  
 'N/A' indicates that this population was not present.

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### 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](http://www.nevadareportcard.nv.gov).*