

School Level: Elementary School
Grade Levels: PK-05
District: Clark
School: 11175 W Desert Inn Rd
Address: Las Vegas, NV 89135



School Type: Regular
School Designation: No Designation

Student Race/Ethnicity

47.8% White/Caucasian
 5% Black/African American
 18.4% Hispanic/Latino
 16.1% Asian
 0.2% American Indian/Alaska Native
 0.9% Pacific Islander
 11.2% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2024-2025	81.5 ★★★★★
2023-2024	84.5 ★★★★★

Additional Student Groups

8.1% English Learners
 10.9% Students with Disabilities
 100% Economically Disadvantaged

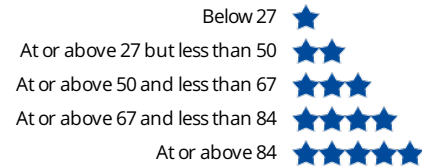
What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

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?

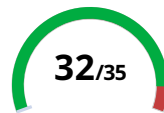


2025-2026 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	71.4	38.9
Math Proficiency	72.4	39.5
ELA Proficiency	77.4	45.9
Science Proficiency	49.1	16
Read-by-Grade-3 Proficiency	66.1	43.1



Growth Indicator

Measure	School Median	District Median
Math MGP	58	49
ELA MGP	64	49
	School Rate	District Rate
Met Math AGP Target	64.8	35.6
Met ELA AGP Target	76.9	48.4



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	75	48.4



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	41.3	19.6
Prior Non-Proficient Met ELA AGP Target	71.7	34.7

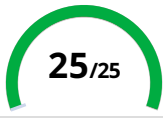


Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	9.6	17.7

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 Points Earned: 20/20

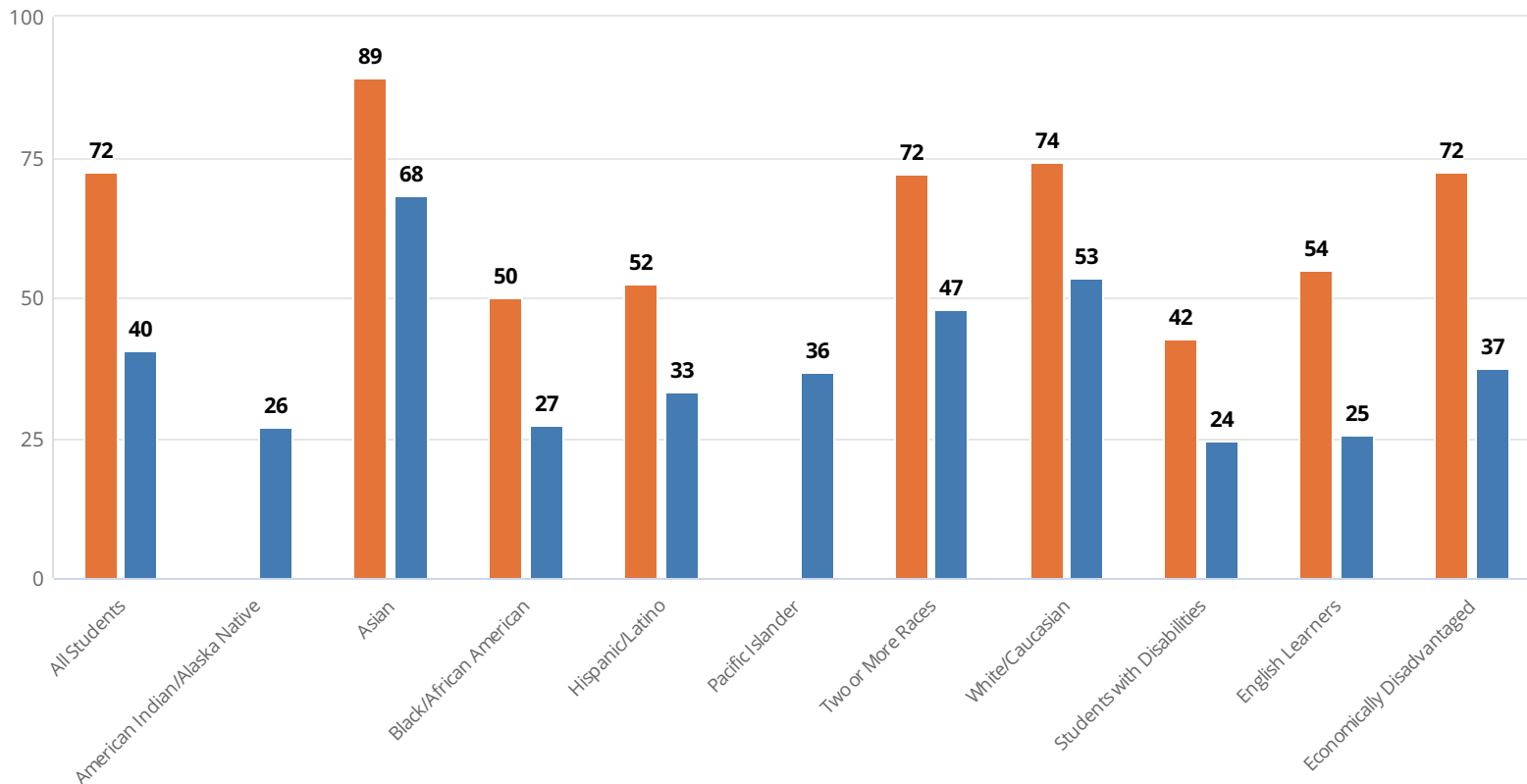
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	71.4	38.9	73.5	38.8

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	72.4	39.5	40.4	75.7	39.6	39.2
American Indian/ Alaska Native	-	30.1	26.8	N/A	24.5	23
Asian	89.3	68	68.2	87.5	68.5	67.5
Black/ African American	50	23.3	27.4	66.6	23.2	25.2
Hispanic/ Latino	52.5	33.1	33.3	56.6	32.5	31.3
Pacific Islander	-	40.6	36.6	-	39.8	35.3
Two or More Races	72.2	47.7	47.9	74.3	49.2	46.8
White/ Caucasian	74.1	58.2	53.4	78.8	58	52.4
Students with Disabilities	42.8	14.5	24.5	38.7	15.1	20.5
English Learners	54.8	19.3	25.4	58.3	19.5	21.5
Economically Disadvantaged	72.4	39.8	37.5	75.7	39.8	36.3

Math Assessments % Proficient

■ 2025-2026 Judy & John L Goolsby Elementary School ■ 2025-2026 MIPs



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25/25

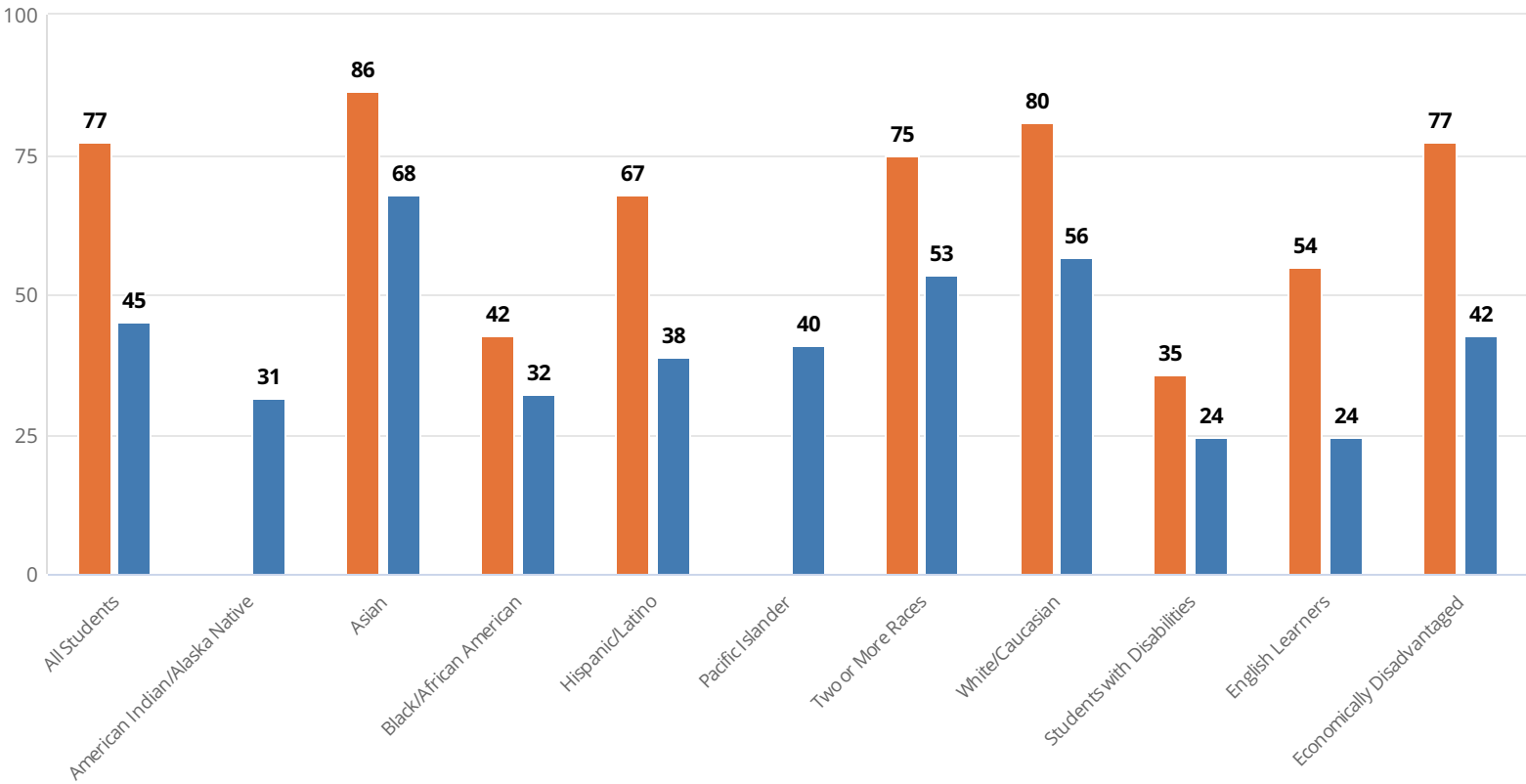
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	77.4	45.9	45	80	45.6	43.9
American Indian/ Alaska Native	-	32.1	31.5	N/A	33.4	27.9
Asian	86.3	68.2	68	84.3	68.7	67.3
Black/ African American	42.8	31.9	32.3	60	31	30.2
Hispanic/ Latino	67.7	39.8	38.7	66	38.8	36.8
Pacific Islander	-	45.1	40.9	-	46.4	39.7
Two or More Races	75	54.2	53.5	87.1	56.2	52.5
White/ Caucasian	80.8	63.8	56.8	82.9	63.3	55.9
Students with Disabilities	35.7	15	24.6	58	15.3	20.6
English Learners	54.8	18.7	24.4	47.2	18.7	20.4
Economically Disadvantaged	77.4	46.1	42.5	80	45.6	41.3

ELA Assessments % Proficient

2025-2026 Judy & John L Goolsby Elementary School 2025-2026 MIPs



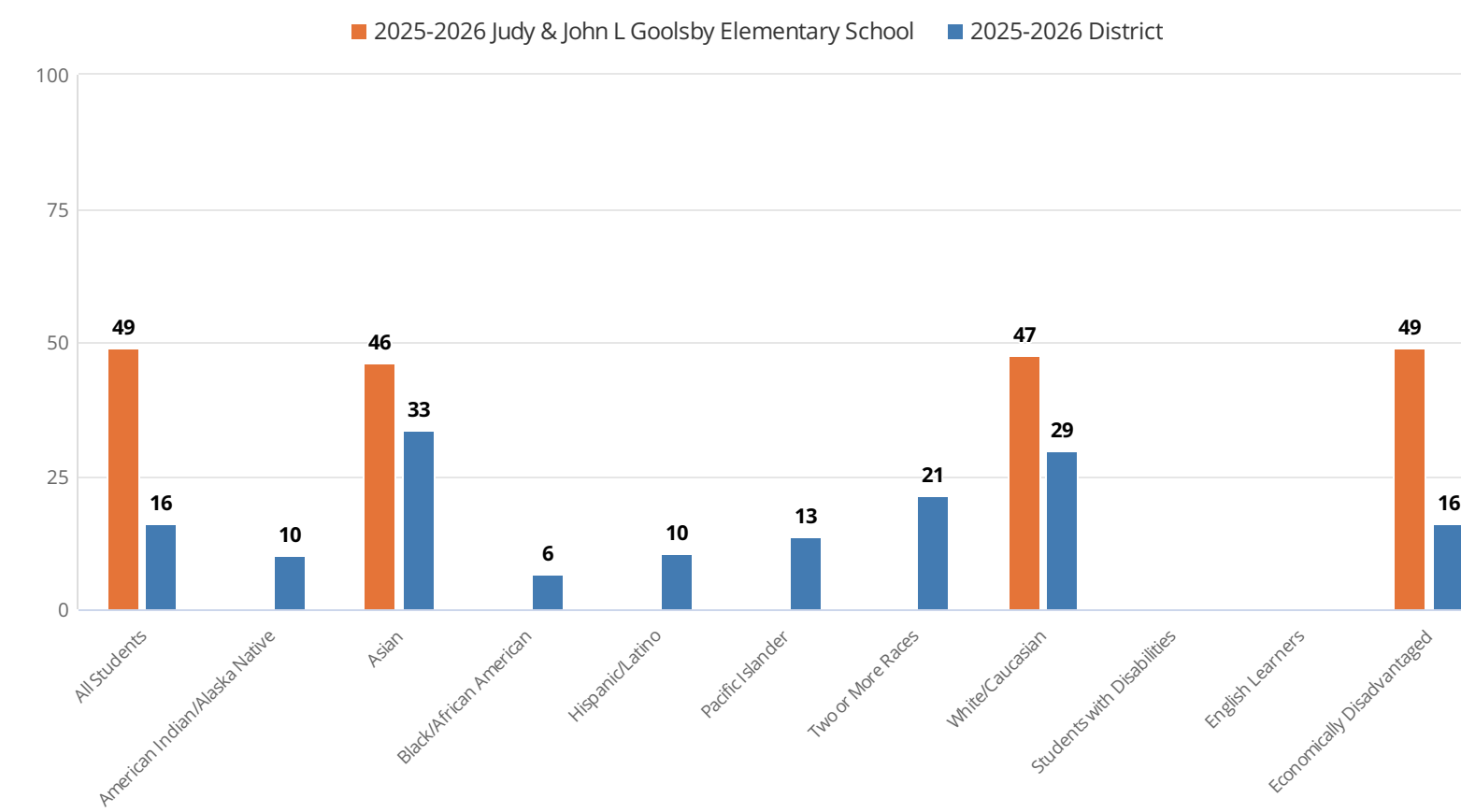
25/25

Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	49.1	16	47.4	15.9
American Indian/ Alaska Native	N/A	10.3	N/A	<5
Asian	46.1	33.7	61.5	32.6
Black/ African American	-	6.7	-	6.9
Hispanic/ Latino	-	10.5	27.7	10
Pacific Islander	-	13.5	-	11.5
Two or More Races	-	21.4	46.1	20.8
White/ Caucasian	47.7	29.6	52.8	29.9
Students with Disabilities	-	<5	20	<5
English Learners	-	<5	16.6	<5
Economically Disadvantaged	49.1	16.1	47.4	15.9

Science Assessments % Proficient





Academic Achievement

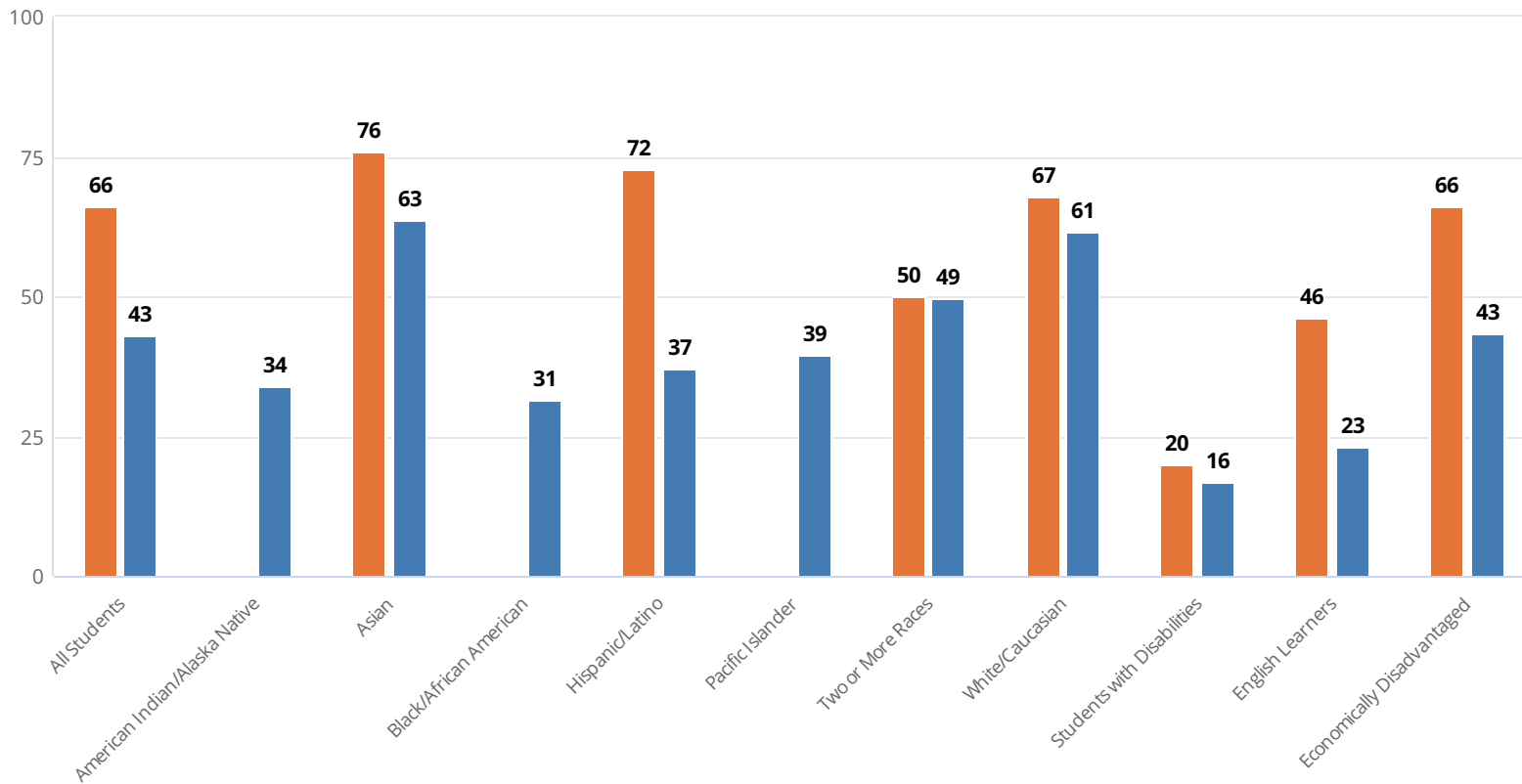
Read by Grade 3 Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	66.1	43.1	82.4	43.9
American Indian/ Alaska Native	-	34	N/A	37.1
Asian	76	63.5	85.7	67.3
Black/ African American	-	31.4	-	29.5
Hispanic/ Latino	72.7	37.1	65.3	37.3
Pacific Islander	-	39.5	-	45.5
Two or More Races	50	49.5	86.6	54
White/ Caucasian	67.9	61.6	89.8	62.2
Students with Disabilities	20	16.7	57.1	16.1
English Learners	46.1	23.2	45.4	23.4
Economically Disadvantaged	66.1	43.3	82.4	43.8

Read by Grade 3 Points Earned: 5/5

Read by Grade 3 % Proficient

■ 2025-2026 Judy & John L Goolsby Elementary School
 ■ 2025-2026 District



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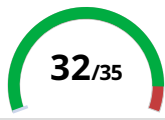
Academic Achievement

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	-	-	N/A	N/A
Asian	>=95%	>=95%	>=95%	>=95%
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
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: 8/10****ELA MGP Points Earned: 9/10**

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	58	49	64	49	48	49	56	50
American Indian/ Alaska Native	N/A	48	N/A	52	N/A	44	N/A	41
Asian	70	57	70	57	64	54	59	55
Black/ African American	-	45	-	45	-	44	-	45
Hispanic/ Latino	46	48	55	48	50	49	53	49
Pacific Islander	-	53	-	52	-	48	-	50
Two or More Races	54	49	70.5	51	36	50	53	52
White/ Caucasian	58.5	50	54	52	49	52	59	53
Students with Disabilities	32	41	44	39	32.5	43	50.5	39
English Learners	80	49	74	45	69.5	49	63.5	46
Economically Disadvantaged	58	49	64	49	48	49	56	50

AGP Growth Data**Math AGP Points Earned: 7.5/7.5****ELA AGP Points Earned: 7.5/7.5**

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	64.8	35.6	76.9	48.4	55.8	37.4	74.4	52.8
American Indian/ Alaska Native	N/A	31.1	N/A	38.1	N/A	26.4	N/A	43.6
Asian	89.7	59.3	89.7	67.2	80	59.7	87.5	68.2
Black/ African American	-	22.7	-	37.8	-	24.4	-	42.5
Hispanic/ Latino	40.5	31	70.2	44.4	44	32.9	64	48.9
Pacific Islander	-	39.1	-	50.5	-	37	-	52.1
Two or More Races	59	42.4	77.2	54.9	37.5	42.6	68.7	60
White/ Caucasian	65.7	48	75.2	59	53.2	50	73.5	63
Students with Disabilities	41.1	15.5	52.9	23.8	37.5	18.6	62.5	28.7
English Learners	80	20.9	73.3	29.7	60	23.3	75	35.7
Economically Disadvantaged	64.8	35.8	76.9	48.7	55.8	37.7	74.4	52.8

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

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10/10

English Language

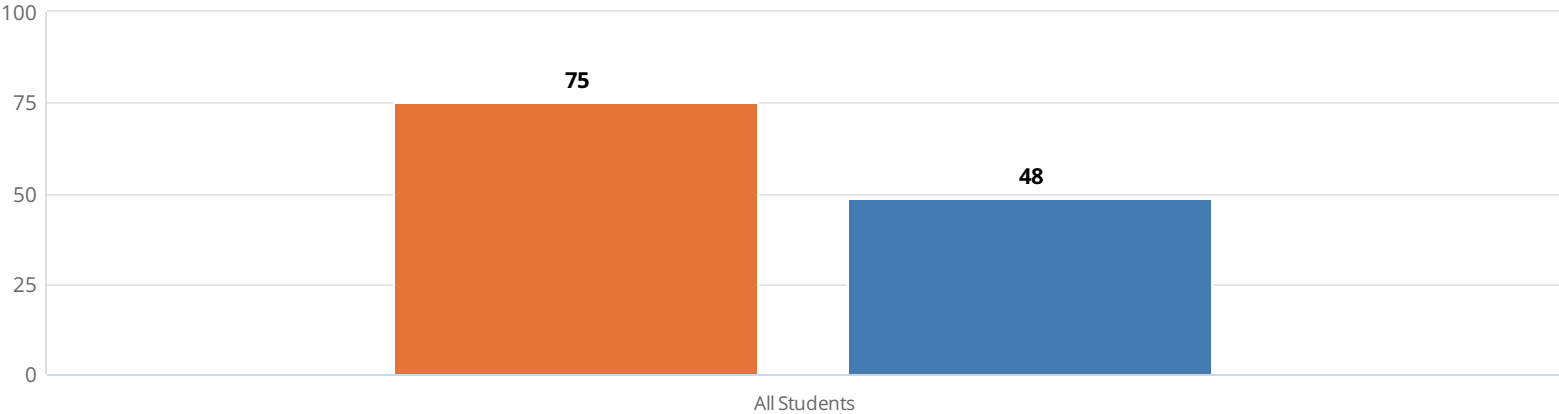
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

	2026 number of ELs With AGP	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP	2025 % of EL Meeting AGP	2025 % District
	Target			Target		
ELPA	40	75	48.4	43	48.8	44.6

% English Learners Meeting AGP on WIDA

2025-2026 Judy & John L Goolsby Elementary School 2025-2026 District



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



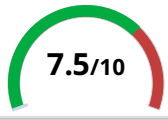
Closing Opportunity Gaps

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 Adequate Growth Percentile 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.

Groups	Math AGP Points Earned: 9/10				ELA AGP Points Earned: 10/10			
	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	41.3	19.6	71.7	34.7	31.2	22	57.1	41.4
American Indian/ Alaska Native	N/A	11.1	N/A	27.5	N/A	18.9	N/A	37.3
Asian	-	33	-	47.3	-	30.2	-	49.8
Black/ African American	-	14.4	-	28.8	-	15.7	-	35.6
Hispanic/ Latino	29.4	19.3	60	33.8	10	21.9	50	40.1
Pacific Islander	N/A	26.4	N/A	37.4	N/A	24.3	-	44
Two or More Races	-	22.3	-	40.6	-	24	-	47.3
White/ Caucasian	52.3	24.3	72.2	41.6	37.5	28.6	55.8	49.4
Students with Disabilities	-	9.4	-	18.6	-	12.6	50	24.1
English Learners	-	17.2	75	28.1	41.6	19.4	70.5	34.5
Economically Disadvantaged	41.3	19.7	71.7	34.9	31.2	22.2	57.1	41.4

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Student Engagement

Chronic absenteeism is a measure 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. 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.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 7.5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	9.6	17.7	11.6	23.7
American Indian/ Alaska Native	-	25.1	N/A	26.5
Asian	5.1	8	<5	12.1
Black/ African American	6	27.1	17.2	32.6
Hispanic/ Latino	16.2	17.1	21.7	24.2
Pacific Islander	-	25.8	-	32.9
Two or More Races	7.5	18.5	6.4	23.7
White/ Caucasian	9.5	12.2	11.8	17.2
Students with Disabilities	17.5	21.5	20.2	29.2
English Learners	6.1	13.7	11.2	20.7
Economically Disadvantaged	9.6	17.7	11.6	23.8

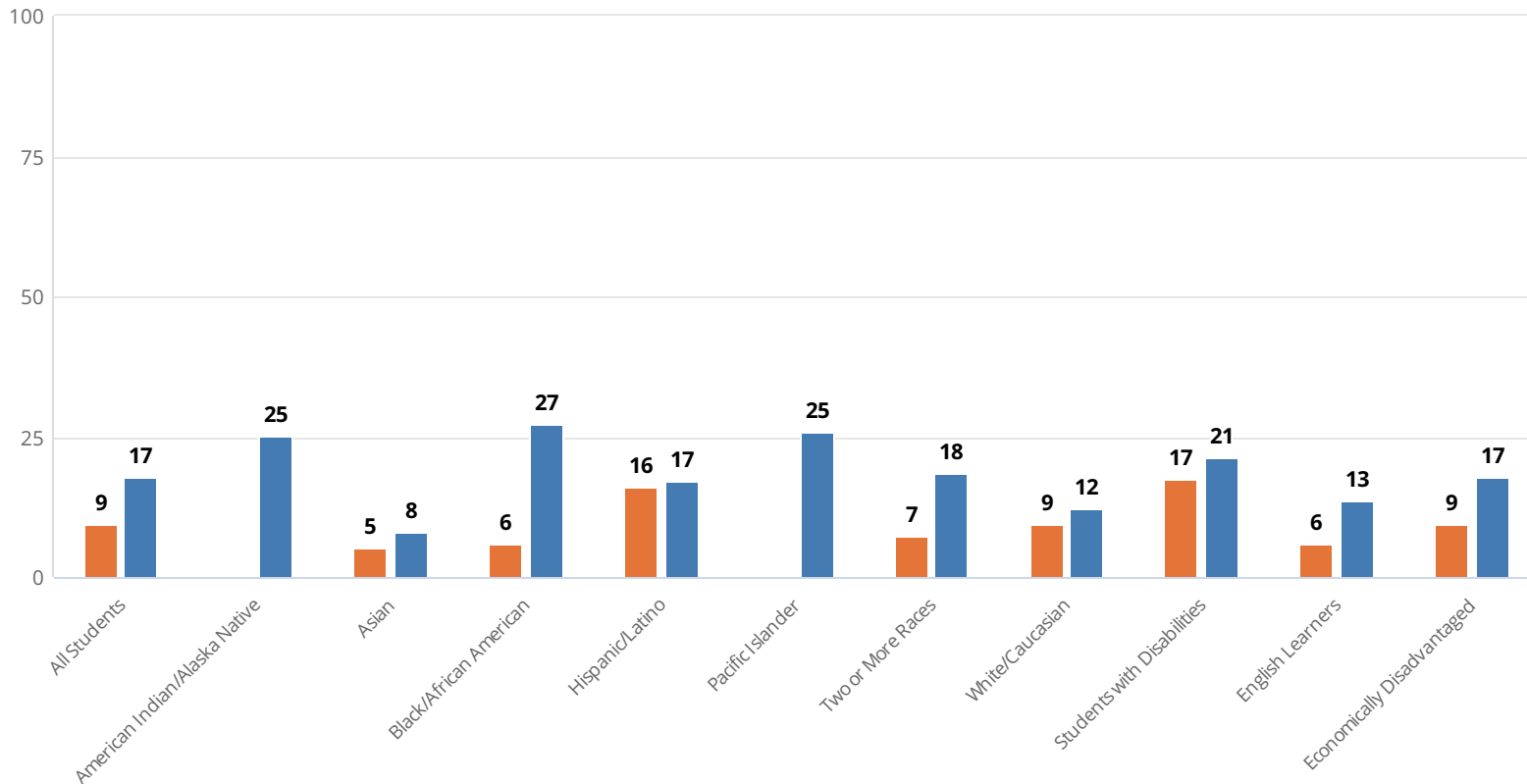
All Students Chronic Absenteeism Percent Change: -17.2%

Points Earned by the Chronic Absenteeism Rate: 7.5/10

Points Earned by Chronic Absenteeism Reduction Rate: NA/5

Chronic Absenteeism Rate (%)

2025-2026 Judy & John L Goolsby Elementary School 2025-2026 District



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