

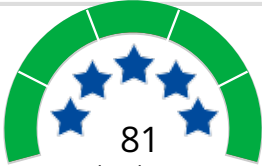
School Level: Middle School

Grade Levels: 06-08

District: Clark

School 1450 Radwick Dr

Address: Las Vegas, NV 89110



81
Total Index Score

School Type: Regular

School Designation: No Designation

Student Race/Ethnicity

9.8% White/Caucasian

4.4% Black/African American

77.7% Hispanic/Latino

3.1% Asian

0.1% American Indian/Alaska Native

1.3% Pacific Islander

3.2% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2024-2025	90.5 ★★★★★
2023-2024	81.5 ★★★★★

Additional Student Groups

12% English Learners

9.1% 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?

Below 29 ★

At or above 29 but less than 50 ★★

At or above 50 and less than 70 ★★★

At or above 70 and less than 80 ★★★★

At or above 80 ★★★★★

2025-2026 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	49.7	34.4
Math Proficiency	44.3	28.9
ELA Proficiency	55.4	41
Science Proficiency	48.7	31.3



Student Growth Indicator

Measure	School Median	District Median
Math MGP	58	49
ELA MGP	55	49

	School Rate	District Rate
Met Math AGP Target	45.8	29.7
Met ELA AGP Target	55.5	40.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	44.1	23.7



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	8.2	18.7
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	93.9	81.8



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	19	11.5
Prior Non-Proficient Met ELA AGP Target	26.9	16.9

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

[Click here](#) to learn more about the NSPF.



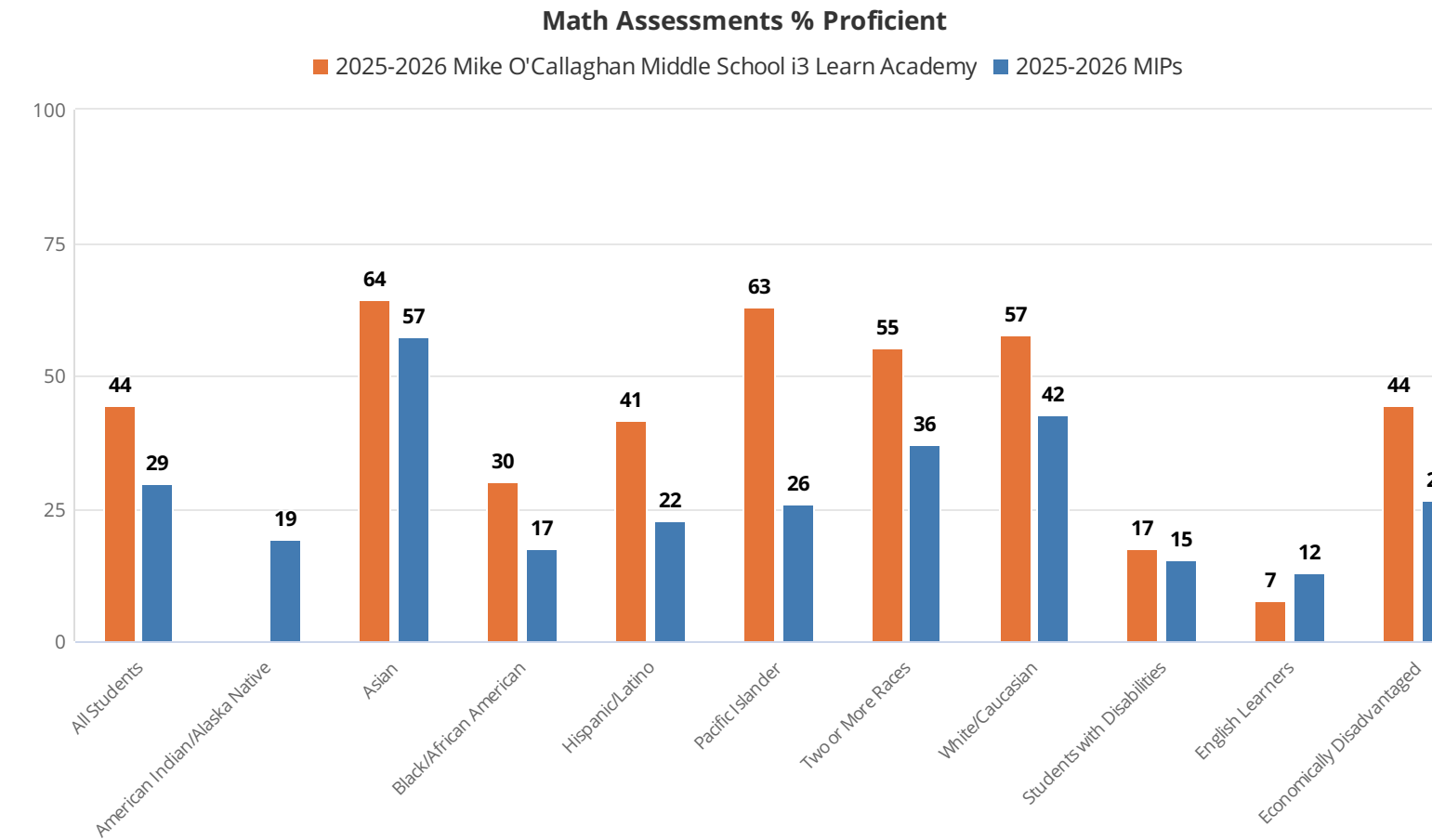
Academic Achievement

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: 20/25		
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	49.7	34.4	52.6	35.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	44.3	28.9	29.6	45.1	27.4	28.2
American Indian/ Alaska Native	-	17	19.1	-	21.1	16.6
Asian	64.4	58.1	57.5	73.9	56.2	56.6
Black/ African American	30.1	14.2	17.4	30.3	13	14.9
Hispanic/ Latino	41.7	20.9	22.7	42.7	19.3	20.3
Pacific Islander	63.1	28.3	26	66.6	25.7	24.5
Two or More Races	55.3	38.4	36.9	48	36.4	35.7
White/ Caucasian	57.7	47.1	42.8	56.9	46.8	41.6
Students with Disabilities	17.6	6.3	15.5	15.1	6.1	11
English Learners	7.6	<5	12.8	10.8	<5	8.2
Economically Disadvantaged	44.3	29.3	26.4	45.1	27.6	24.9



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.



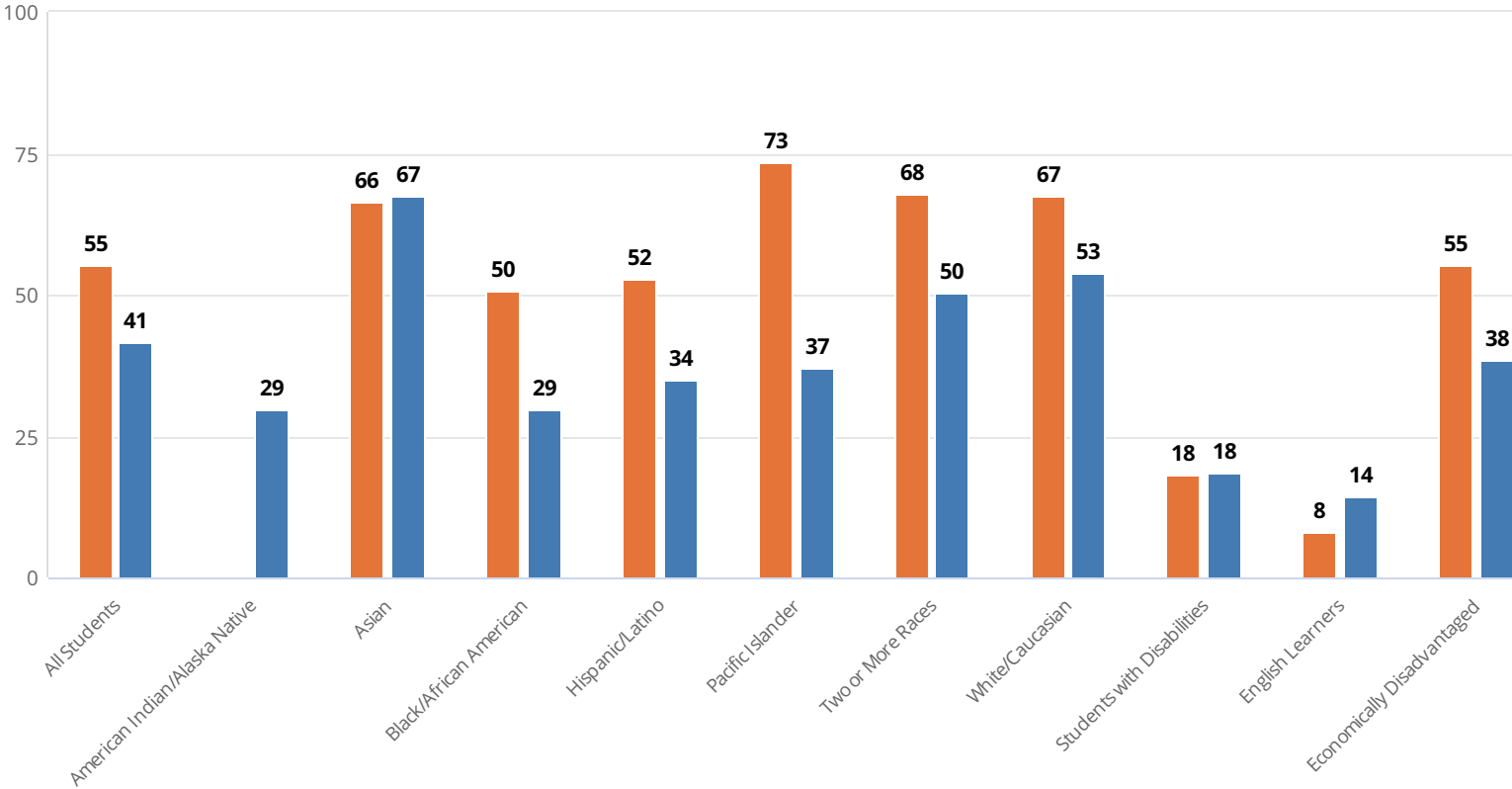
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	55.4	41	41.5	60.1	42.9	40.3
American Indian/ Alaska Native	-	28	29.6	-	32.2	27.5
Asian	66.6	65.4	67.5	89.1	68	66.8
Black/ African American	50.7	26.5	29.6	60.7	28.7	27.4
Hispanic/ Latino	52.8	33.9	34.8	57.2	35.8	32.8
Pacific Islander	73.6	40.9	37.2	66.6	42.5	35.9
Two or More Races	68	51.3	50.3	71.1	53.5	49.3
White/ Caucasian	67.4	57.9	53.8	69.2	60.4	52.8
Students with Disabilities	18.2	9.5	18.4	17.1	10.2	14.1
English Learners	8.1	6.1	14.3	13.8	8.4	9.8
Economically Disadvantaged	55.4	41.5	38.3	60.1	43	37

ELA Assessments % Proficient

2025-2026 Mike O'Callaghan Middle School i3 Learn Academy 2025-2026 MIPs



20/25

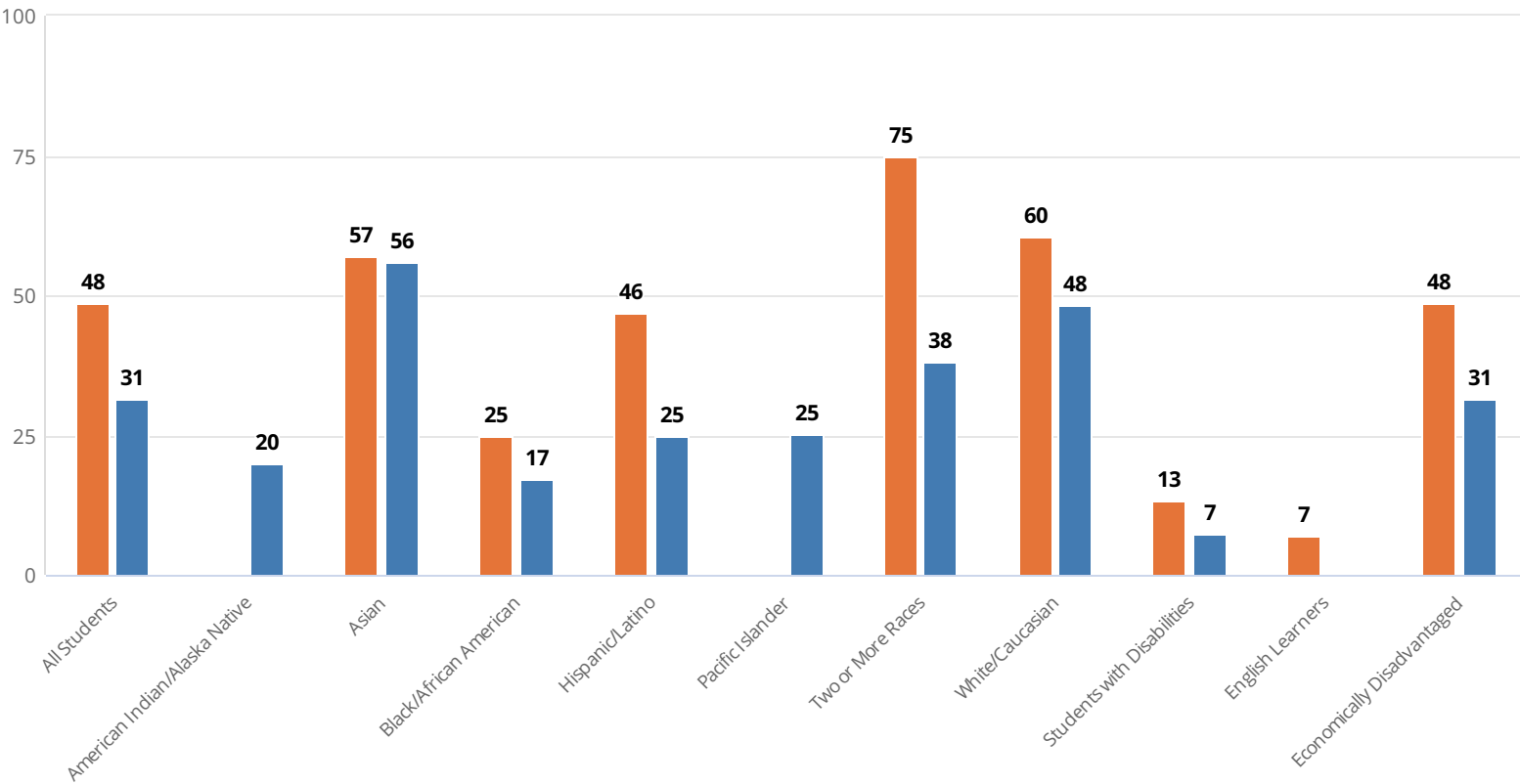
Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	48.7	31.3	52.4	34.6
American Indian/ Alaska Native	N/A	20	-	22
Asian	57.1	56	83.3	58
Black/ African American	25	17.1	64.7	19.7
Hispanic/ Latino	46.7	25	49.3	27.8
Pacific Islander	-	25.2	-	30.8
Two or More Races	75	38.1	44.4	44.3
White/ Caucasian	60.6	48.4	60.9	53.6
Students with Disabilities	13.3	7.3	18.1	7.8
English Learners	7.1	<5	9	5.7
Economically Disadvantaged	48.7	31.6	52.4	34.7

Science Assessments % Proficient

2025-2026 Mike O'Callaghan Middle School i3 Learn Academy 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	-	-	-	-
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: 7/10

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	55	49	62	50	53	49
American Indian/ Alaska Native	-	50	-	48	-	46	-	49
Asian	64.5	58	55.5	56	54.5	58	70	57
Black/ African American	57	46	60.5	46	73	48	54	46
Hispanic/ Latino	57	48	54	48	62	49	53	48
Pacific Islander	75	50	59	48	62	48	33	50
Two or More Races	64	51	53	50	50.5	52	50	51
White/ Caucasian	58.5	51	56.5	50	66	54	49	51
Students with Disabilities	49	43	56	43	66.5	46	43.5	41
English Learners	51	45	52.5	44	61	48	60	45
Economically Disadvantaged	58	49	55	49	62	51	53	49

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 4/5

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	45.8	29.7	55.5	40.8	48.9	28.9	63	46.1
American Indian/ Alaska Native	-	21.9	-	29.8	-	22.6	-	39.1
Asian	68.1	58.4	70.4	64.7	73.9	56.9	86.9	70.3
Black/ African American	28.5	16.1	54.8	27.9	45.4	15.2	62.5	33
Hispanic/ Latino	43.5	22.1	53.2	34.6	46.5	21.5	60.7	39.8
Pacific Islander	63.1	28.2	73.6	40.1	66.6	26.7	66.6	48.3
Two or More Races	57.4	38.3	65.9	49.6	48	36.8	67.3	54.6
White/ Caucasian	58.2	46.3	63.4	55.1	61.4	46.1	72.4	61.3
Students with Disabilities	17.6	8.2	23.8	13.3	22.4	8.5	26.5	16.3
English Learners	14.6	6.5	19.7	9.9	22.8	7	28.9	14.5
Economically Disadvantaged	45.8	30	55.5	41.2	48.9	29.1	63	46.1

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

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

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10/10

English Language

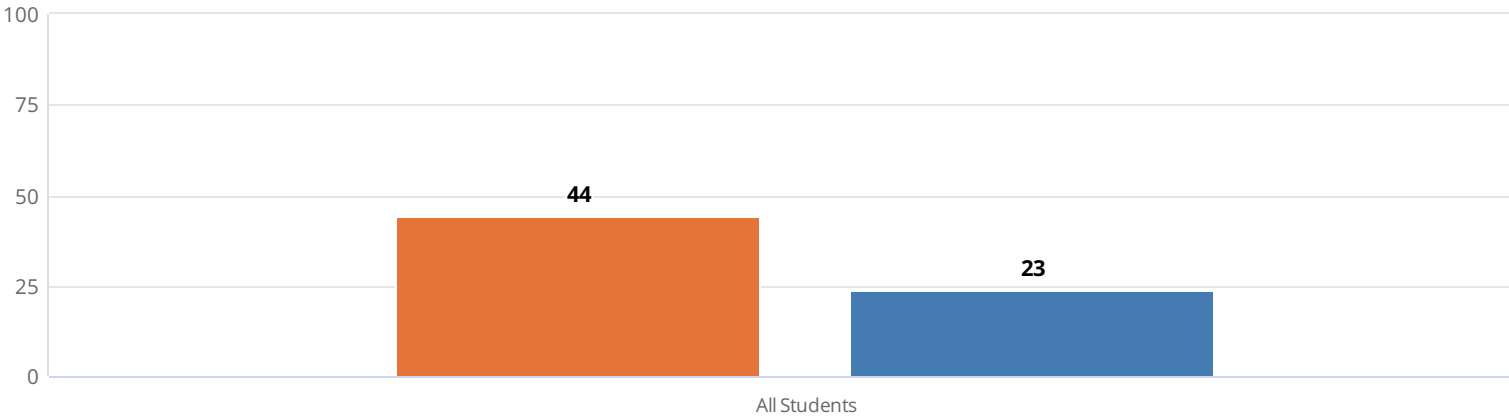
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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 Target	2026 % of EL Meeting AGP	2026 % District	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District
ELPA	170	44.1	23.7	162	62.3	27.5

% English Learners Meeting AGP on WIDA

2025-2026 Mike O'Callaghan Middle School i3 Learn Academy 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: 8/10				ELA AGP Points Earned: 6/10			
	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	19	11.5	26.9	16.9	23.7	11.9	38.4	24.5
American Indian/ Alaska Native	-	10.7	N/A	12.6	-	12.2	-	24.7
Asian	30.7	23.1	-	25.9	18.1	22.1	-	37.4
Black/ African American	11.1	7.7	32.2	12.8	31.7	7.8	51.7	19.3
Hispanic/ Latino	18.7	10.1	26.5	16	23.4	10.5	37.2	23.1
Pacific Islander	-	12.4	-	17.2	-	10.9	-	29.1
Two or More Races	20	14.1	15.3	21.2	15.3	14.6	50	28.5
White/ Caucasian	25.4	17.2	21.4	22.2	25.4	18.2	39.5	31.5
Students with Disabilities	5.6	<5	16.6	7.9	14.1	<5	15.3	11.3
English Learners	11.8	<5	20.4	8.5	18.3	5.5	26.7	12.9
Economically Disadvantaged	19	11.6	26.9	17.1	23.7	11.9	38.4	24.4



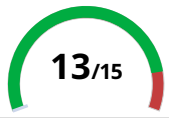
Student Engagement

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: 8/10		
Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	8.2	18.7	7.7	24.1
American Indian/ Alaska Native	-	27.1	-	26.4
Asian	<5	7.1	<5	9.2
Black/ African American	19	27	21	33.3
Hispanic/ Latino	7.8	19.2	7.2	24.9
Pacific Islander	<5	23.4	6.6	29.9
Two or More Races	6.3	17.7	<5	22.6
White/ Caucasian	10.8	14.3	10.6	19
Students with Disabilities	6.2	22.6	<5	29.4
English Learners	8.6	19.7	5.9	26.4
Economically Disadvantaged	8.2	18.7	7.7	24.1

All Students Chronic Absenteeism Percent Change: 6.4%

Points Earned by the Chronic Absenteeism Rate: 8/10
Points Earned by Chronic Absenteeism Reduction Rate: NA/5



Student Engagement

Academic Learning Plans

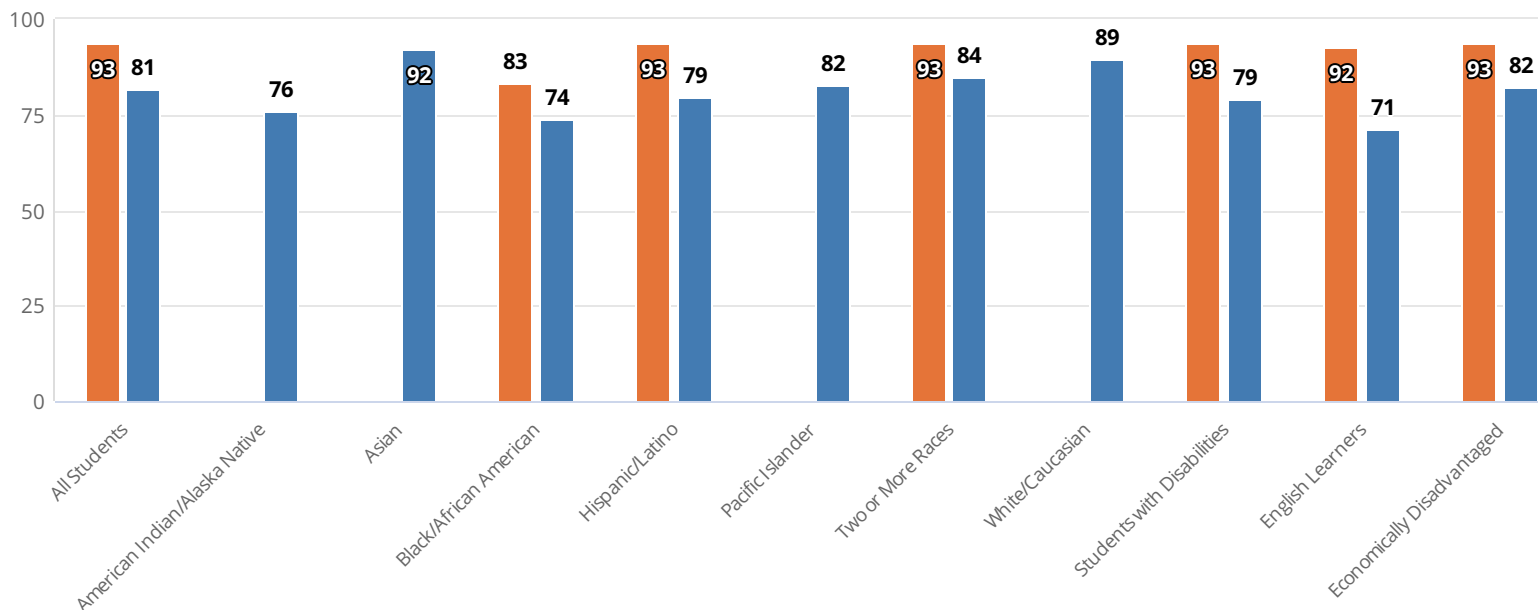
Groups	Academic Learning Plans		Academic Learning Plans Points Earned 2/2	
	2026 % Academic Learning Plans	2026 % District	2025 % Academic Learning Plans	2025 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	-	>95	-	>95
Asian	>95	>95	>95	>95
Black/ African American	>95	>95	>95	>95
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

NAC 389.445 Credit Requirements

Groups	NAC 389.445 Credit Requirements		NAC 389.445 Credit Requirements Points Earned 3/3	
	2026 % Credit Requirements Met	2026 % District	2025 % Credit Requirements Met	2025 % District
All Students	93.9	81.8	>95	80.2
American Indian/ Alaska Native	N/A	76.1	-	72.6
Asian	>95	92.3	>95	88.2
Black/ African American	83.3	74	>95	75
Hispanic/ Latino	93.7	79.5	>95	77.7
Pacific Islander	-	82.6	-	80.7
Two or More Races	93.7	84.6	>95	83
White/ Caucasian	>95	89.4	>95	87.5
Students with Disabilities	93.7	79.2	>95	>95
English Learners	92.8	71	>95	68.9
Economically Disadvantaged	93.9	82.2	>95	80.5

% of Students Meeting 8th Grade Credit Requirements

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