

School Level: Middle School

Grade Levels: 06-08

District: Clark

School 5350 W Tropical Pkwy

Address: Las Vegas, NV 89130

87.5
Total Index Score

School Type: Regular

School Designation: No Designation

Student Race/Ethnicity

35.3% White/Caucasian

9.7% Black/African American

37.6% Hispanic/Latino

5.2% Asian

0.1% American Indian/Alaska Native

1.1% Pacific Islander

10.7% Two or More Races

School Performance History

School Year	Index Score/Star Rating
2024-2025	88.5 ★★★★★
2023-2024	82 ★★★★★

Additional Student Groups

2.2% English Learners

7% Students with Disabilities

100% Economically Disadvantaged

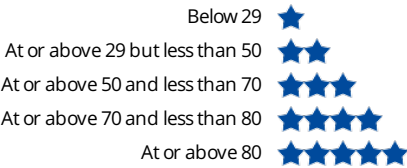
What does my school rating mean?

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

25/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	59.9	34.4
Math Proficiency	59.8	28.9
ELA Proficiency	63.1	41
Science Proficiency	49.5	31.3

9/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	35.2	23.7

13.5/15

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	7.2	18.7
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	81.8

24/30

Student Growth Indicator

Measure	School Median	District Median
Math MGP	61	49
ELA MGP	51	49

	School Rate	District Rate
Met Math AGP Target	58.5	29.7
Met ELA AGP Target	57.3	40.8

16/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	29.4	11.5
Prior Non-Proficient Met ELA AGP Target	26.8	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.

25/25

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: 25/25

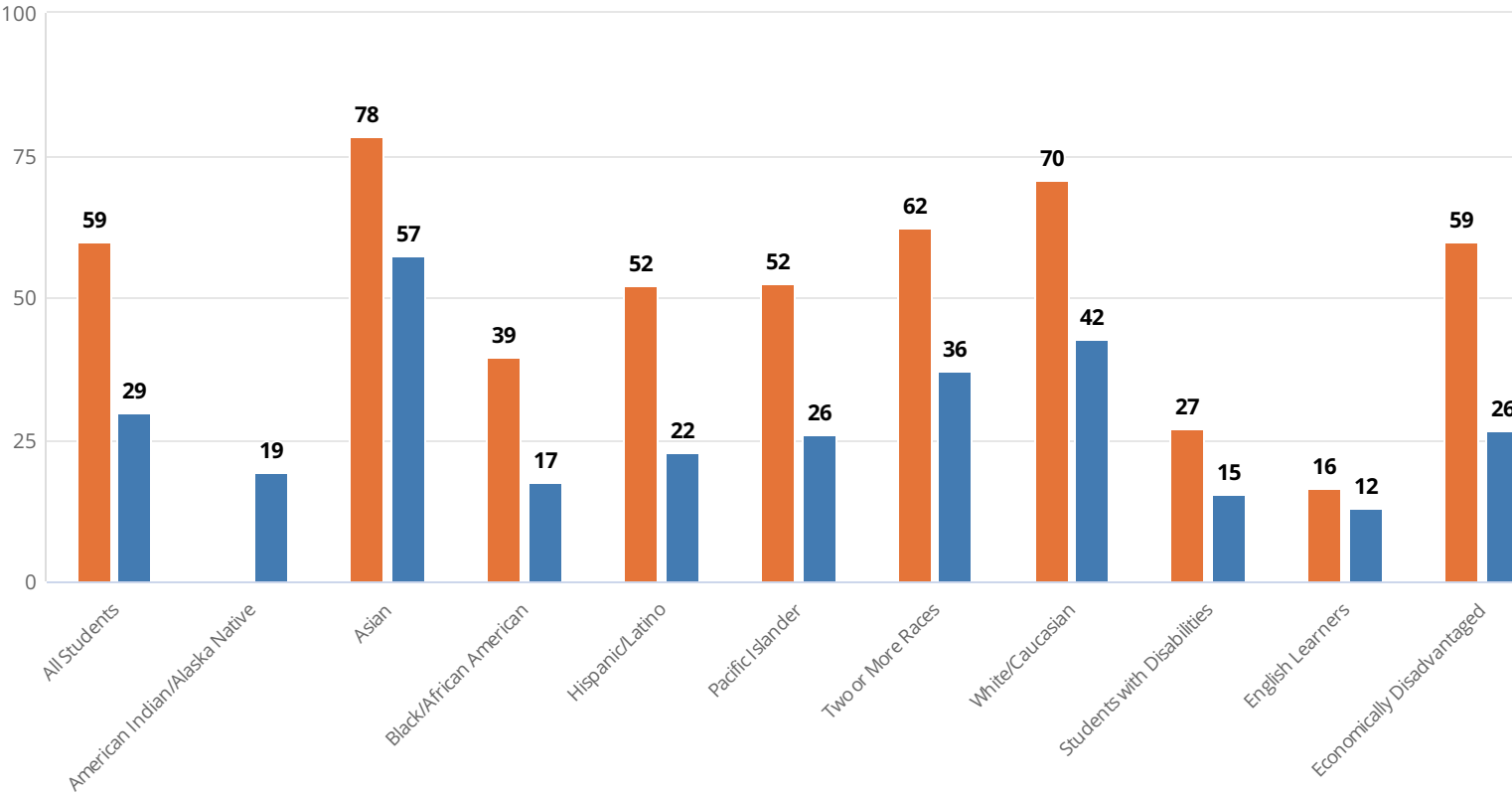
	2026 %	2026 % District	2025 %	2025 % District
Pooled Proficiency	59.9	34.4	57.2	35.1

Math Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	59.8	28.9	29.6	53.2	27.4	28.2
American Indian/ Alaska Native	-	17	19.1	-	21.1	16.6
Asian	78.3	58.1	57.5	70.9	56.2	56.6
Black/ African American	39.6	14.2	17.4	34.1	13	14.9
Hispanic/ Latino	52.1	20.9	22.7	44.3	19.3	20.3
Pacific Islander	52.6	28.3	26	35.2	25.7	24.5
Two or More Races	62.2	38.4	36.9	58.3	36.4	35.7
White/ Caucasian	70.8	47.1	42.8	65	46.8	41.6
Students with Disabilities	27	6.3	15.5	22.7	6.1	11
English Learners	16.6	<5	12.8	16.6	<5	8.2
Economically Disadvantaged	59.8	29.3	26.4	53.2	27.6	24.9

Math Assessments % Proficient

2025-2026 Lied STEM Academy Middle School 2025-2026 MIPs





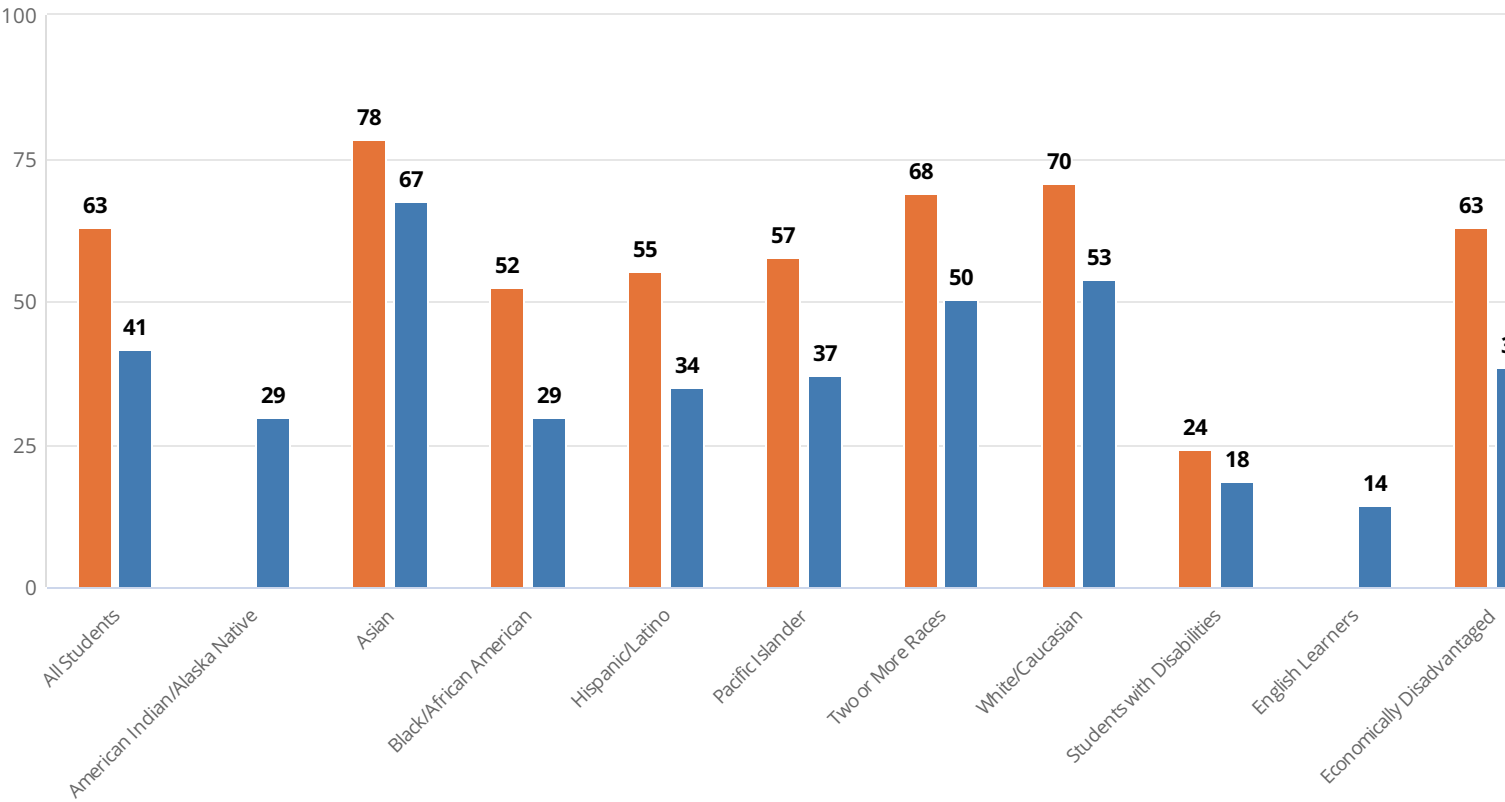
Academic Achievement

ELA Proficient

Groups	2026 %	2026 % District	2026 % MIP	2025 %	2025 % District	2025 % MIP
All Students	63.1	41	41.5	62.3	42.9	40.3
American Indian/ Alaska Native	-	28	29.6	-	32.2	27.5
Asian	78.3	65.4	67.5	83.7	68	66.8
Black/ African American	52.5	26.5	29.6	48.3	28.7	27.4
Hispanic/ Latino	55.4	33.9	34.8	53.1	35.8	32.8
Pacific Islander	57.8	40.9	37.2	52.9	42.5	35.9
Two or More Races	68.8	51.3	50.3	67.7	53.5	49.3
White/ Caucasian	70.6	57.9	53.8	72	60.4	52.8
Students with Disabilities	24	9.5	18.4	26.1	10.2	14.1
English Learners	<5	6.1	14.3	26.1	8.4	9.8
Economically Disadvantaged	63.1	41.5	38.3	62.3	43	37

ELA Assessments % Proficient

2025-2026 Lied STEM Academy Middle School 2025-2026 MIPs





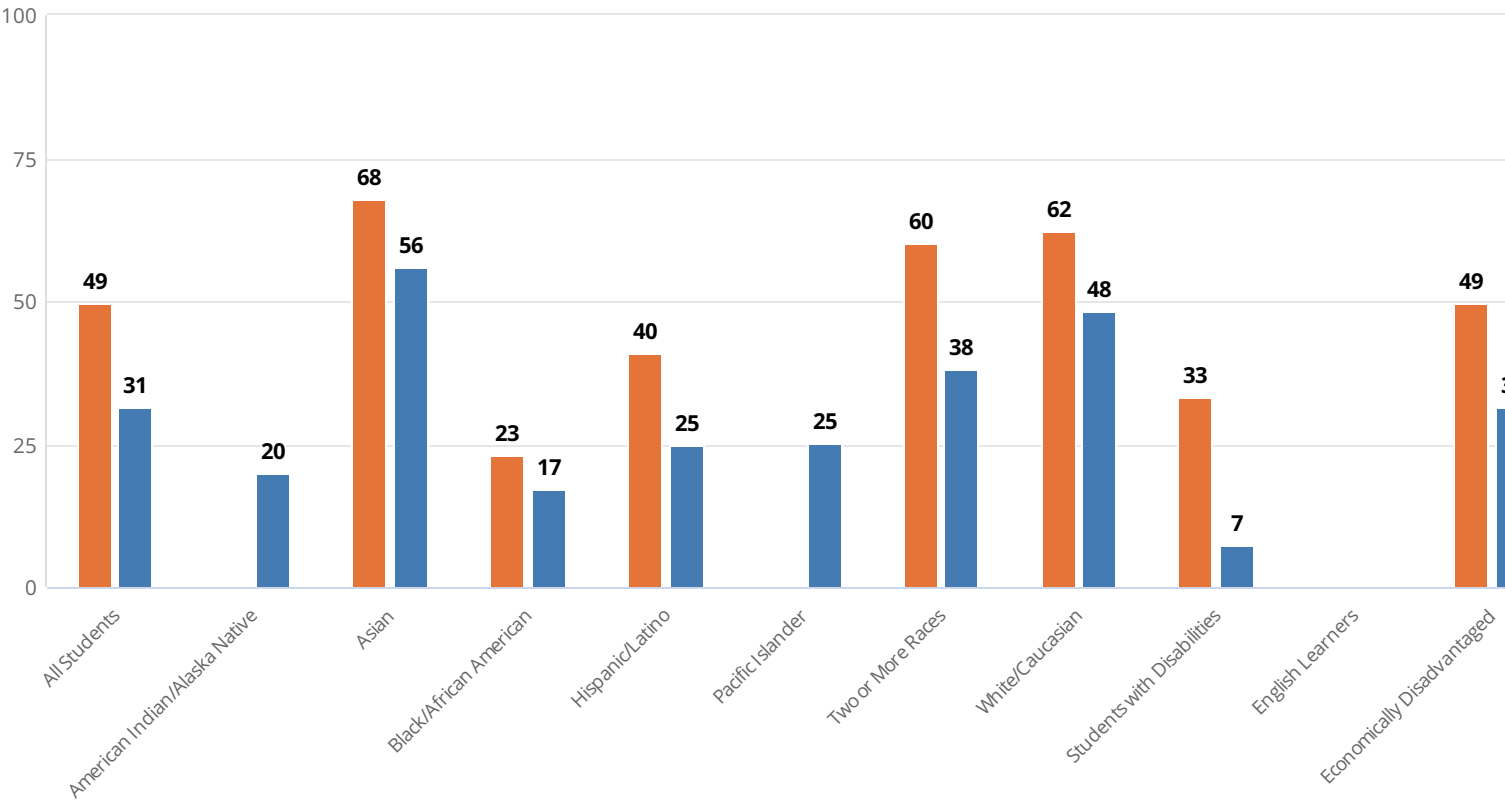
Academic Achievement

Science Proficient

Groups	2026 %	2026 % District	2025 %	2025 % District
All Students	49.5	31.3	53.7	34.6
American Indian/ Alaska Native	N/A	20	N/A	22
Asian	68	56	80	58
Black/ African American	23.2	17.1	36.3	19.7
Hispanic/ Latino	40.9	25	45.1	27.8
Pacific Islander	-	25.2	-	30.8
Two or More Races	60	38.1	53.8	44.3
White/ Caucasian	62.1	48.4	64.3	53.6
Students with Disabilities	33.3	7.3	21.4	7.8
English Learners	-	<5	8.3	5.7
Economically Disadvantaged	49.5	31.6	53.7	34.7

Science Assessments % Proficient

2025-2026 Lied STEM Academy Middle 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	-	-	-	-
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

Groups	Math MGP Points Earned: 9/10				ELA MGP Points Earned: 6/10			
	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	61	49	51	49	54	50	44	49
American Indian/ Alaska Native	-	50	-	48	-	46	-	49
Asian	69	58	57	56	55	58	56.5	57
Black/ African American	52.5	46	57.5	46	54	48	45	46
Hispanic/ Latino	62	48	52	48	52	49	40	48
Pacific Islander	72	50	53	48	58	48	51	50
Two or More Races	54	51	56	50	53	52	48	51
White/ Caucasian	62	51	48	50	56	54	44	51
Students with Disabilities	66	43	50	43	52.5	46	46	41
English Learners	72	45	35	44	52	48	48	45
Economically Disadvantaged	61	49	51	49	54	51	44	49

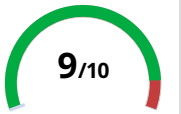
AGP Growth Data

Groups	Math AGP Points Earned: 5/5				ELA AGP Points Earned: 4/5			
	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	58.5	29.7	57.3	40.8	52	28.9	58.8	46.1
American Indian/ Alaska Native	-	21.9	-	29.8	-	22.6	-	39.1
Asian	75.9	58.4	65	64.7	73.2	56.9	79	70.3
Black/ African American	41.5	16.1	48.7	27.9	34.6	15.2	50.6	33
Hispanic/ Latino	50.8	22.1	50.5	34.6	45.3	21.5	50.6	39.8
Pacific Islander	63.1	28.2	63.1	40.1	47	26.7	47	48.3
Two or More Races	56.8	38.3	63.4	49.6	52.3	36.8	61.7	54.6
White/ Caucasian	69.6	46.3	64	55.1	61.4	46.1	66.6	61.3
Students with Disabilities	31.6	8.2	27.5	13.3	25.5	8.5	32.1	16.3
English Learners	28.5	6.5	11.4	9.9	19.5	7	31.7	14.5
Economically Disadvantaged	58.5	30	57.3	41.2	52	29.1	58.8	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.

'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.



English Language

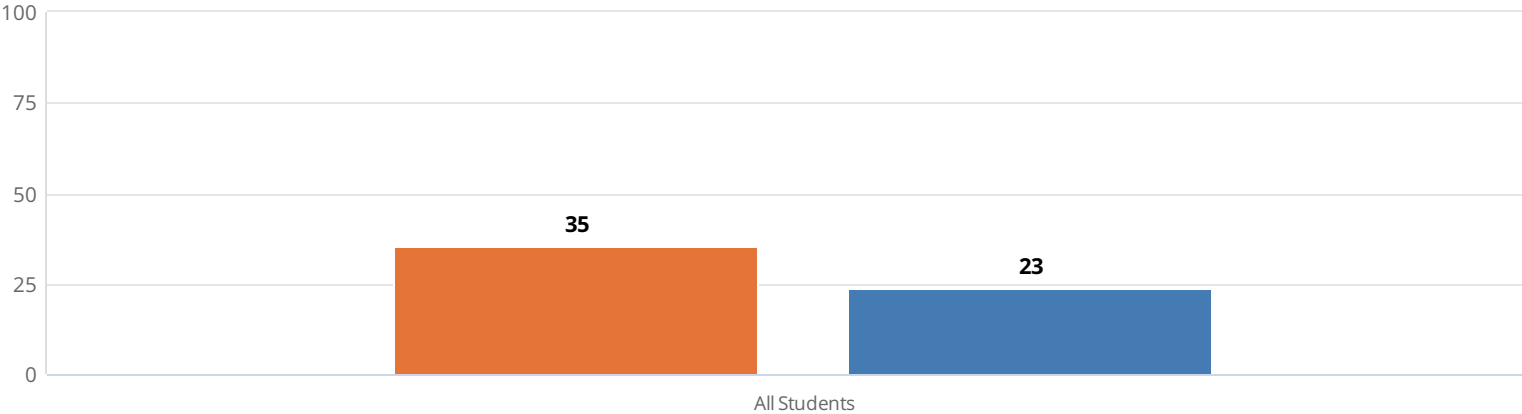
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 9/10

	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	34	35.2	23.7	41	60.9	27.5

% English Learners Meeting AGP on WIDA

2025-2026 Lied STEM Academy Middle 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: 10/10				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	29.4	11.5	26.8	16.9	23.8	11.9	32.1	24.5
American Indian/ Alaska Native	-	10.7	-	12.6	-	12.2	-	24.7
Asian	53.5	23.1	36.8	25.9	34.6	22.1	45	37.4
Black/ African American	25	7.7	30.5	12.8	17.8	7.8	33.7	19.3
Hispanic/ Latino	24	10.1	24.7	16	20.8	10.5	27.5	23.1
Pacific Islander	45.4	12.4	-	17.2	27.2	10.9	-	29.1
Two or More Races	31.6	14.1	36.7	21.2	28.9	14.6	34.7	28.5
White/ Caucasian	35.1	17.2	23.2	22.2	28.6	18.2	36.3	31.5
Students with Disabilities	17.3	<5	11.2	7.9	13	<5	16.9	11.3
English Learners	27.2	<5	11.7	8.5	17.9	5.5	34.2	12.9
Economically Disadvantaged	29.4	11.6	26.8	17.1	23.8	11.9	32.1	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.

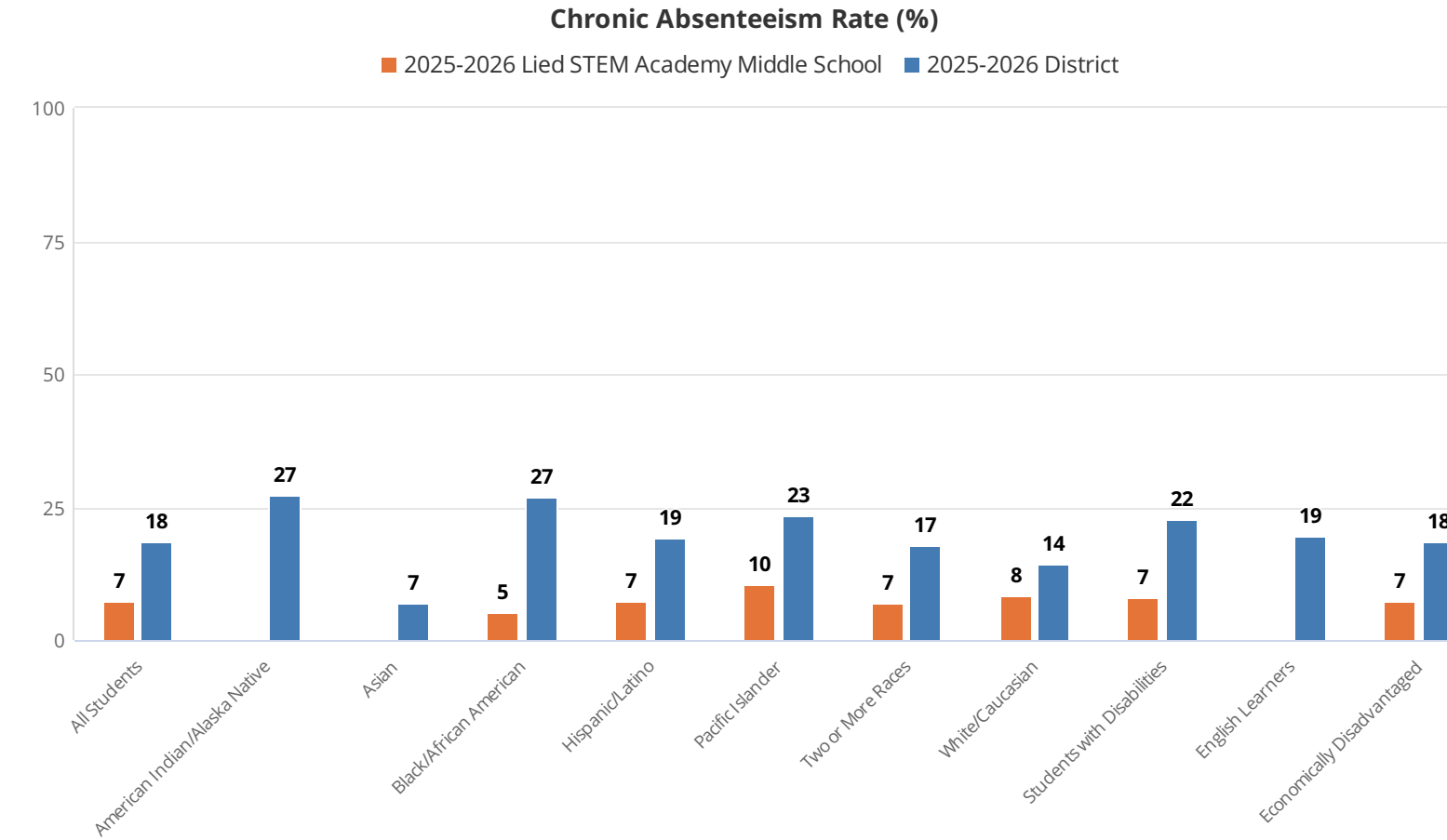
Chronic Absenteeism

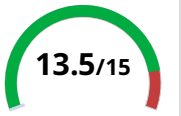
Chronic Absenteeism Points Earned: 8.5/10

Groups	2026 % School	2026 % District	2025 % School	2025 % District
All Students	7.2	18.7	5.9	24.1
American Indian/ Alaska Native	-	27.1	-	26.4
Asian	<5	7.1	<5	9.2
Black/ African American	5.1	27	7.7	33.3
Hispanic/ Latino	7.5	19.2	6.2	24.9
Pacific Islander	10.5	23.4	<5	29.9
Two or More Races	7	17.7	6.5	22.6
White/ Caucasian	8.4	14.3	5.9	19
Students with Disabilities	7.9	22.6	10.7	29.4
English Learners	<5	19.7	<5	26.4
Economically Disadvantaged	7.2	18.7	5.9	24.1

All Students Chronic Absenteeism Percent Change: 22%

Points Earned by the Chronic Absenteeism Rate: 8.5/10
Points Earned by Chronic Absenteeism Reduction Rate: NA/5





Student Engagement

Academic Learning Plans		Academic Learning Plans Points Earned 2/2		
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

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

