

# Democracy Prep at Agassi Elementary

State Public Charter School Authority

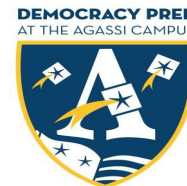
1201 W Lake Mead Blvd

Grade Levels: KG-05

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## 2022-2023 School Accountability Report

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

### Mission Statement

The Mission of Democracy Prep Public Schools 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 is a K-12 community including an elementary, middle and high school. The campus is located in the historic Westside of Las Vegas. The school currently enrolls approximately 1100 students with a focus on Global Citizenship, College Readiness and Civic Engagement.

- Korean Language offered
- Full Athletic Programs with State Championship teams
- College Readiness
- Community Engagement

### Goals and Objectives

#### Goal 1

Increase the overall STAR rating from 2 STAR to 4 STAR.

#### Objective(s):

60% of 3-5 scholars will grow at least 1.5yrs as measured by I-Ready Assessment. This will correlate directly to the proficiency level as measured by SBAC.

#### Goal 2

Increase Teacher retention and effectiveness through structured coaching and feedback.

#### Objective(s):

Increase teacher retention rate to 85% for the 23-24 SY.

#### Goal 3

Implement a social and emotional program to support a positive and inclusive student culture.

#### Objective(s):

90% of all students will complete a social emotional assessment and will receive 30 minutes of support during advisory period.

### School Communication Efforts

Families are updated on important events weekly via email. They receive progress and report cards 4 times per year on the status of their child's academic success. Multiple messages are sent out in our internal system on grades, attendance, and behavior. We host monthly parent universities to discuss important key academic events, social-emotional wellness and pure engagement. We host a family teacher conference once per quarter, and host a number of family gathering events like Muffins with Moms, Doughnuts with Dads, Family Holiday Night, orientations, and more. We also have a Community Impact Director who will focus on helping and supporting with bringing in partnerships outside of the community directly with DPAC. They are the liaison for attendance, family enrollment, engagement, and family events.

### Curriculum Details

Scholars at Democracy Prep participate in a rigorous, civics-infused, college preparatory academic program that begins in Kindergarten. Academic decisions across DPAC are made by a variety of stakeholders and are driven by DPPS' internal team of Curriculum Specialists. These individuals create and curate the K-12 program for scholars across DPPS.

The DPPS elementary curriculum is designed to provide scholars with a balance of direct instruction and conceptual understanding of rigorous concepts through a mixture of in-house and curated curricular resources. All units across K-5 are based on the NVSS and the Next Gen Science Standards. At the K-2 level, a heavy emphasis is placed on phonics and guided reading, while 3-5 reading instruction represents a shift toward close reading of shared novels paired with discussion and writing tasks. K-5 math is based on Eureka, which provides scholars with a deep conceptual understanding of mathematical concepts, paired with a problem solving block to reinforce these skills. Science and Social Studies instruction, which happens daily across K-5, pairs learning and discussion around content with reading, writing, and exploratory tasks. At Democracy Prep, we know that background knowledge matters as we develop strong readers and critical thinkers. Therefore, Science and Social Studies are core subjects with the same expectations regarding frequency, rigor, and assessments as are literacy and math blocks.

## 2022-2023 School Accountability Report

The DPAC middle school curriculum builds on the foundation of direct instruction set at Elementary Schools across the network. All units across 6-8 are based on the NVSS and the Next Gen Science Standards. Scholars receive instruction in their core courses (Language Arts, Writing, Science, Social Studies, and Math) every day, Language Arts last for 94 minutes each day so that scholars have time to both read and discuss a grade-level novel and to engage with supplementary texts (i.e. nonfiction, poetry, short stories) that enhance their understanding of that novel. Math courses are also provided 94 minutes so that scholars can apply their understanding of mathematical concepts through real-world problem solving tasks and projects.

The DPPS high school curriculum includes a balance of network-provided courses and teacher-produced resources, designed to provide a floor for excellence while still maintaining a degree of teacher autonomy across the network. All network-provided resources are aligned to the NVSS. 9th and 10th grade courses provide core instruction aligned to each region's requirements, including some AP courses. Scholars also learn a foreign language throughout their time in high school. DPPS High School curriculum also places a high degree of emphasis on civics and civic skills, with scholars completing an intensive Change the World project as part of their graduation requirements.

## 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.

	#	Race/ Ethnicity														Gender			
		Am In/AK Native		Asian		Hispanic		Black		White		Pacific Islander		Two or More Races		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	484,240	3,717	0.77	26,628	5.5	213,795	44.15	59,194	12.22	137,495	28.39	7,172	1.48	36,239	7.48	248,830	51.39	235,256	48.58
State Public Charter Schools	59,670	219	0.37	4,777	8.01	23,061	38.65	7,524	12.61	17,829	29.88	864	1.45	5,396	9.04	29,647	49.68	29,996	50.27
DPACES	521	N/A	N/A	2	0.38	118	22.65	380	72.94	9	1.73	1	0.19	11	2.11	248	47.6	273	52.4

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.

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

## Special Populations

	#	Individual Education Program		English Learners		EL Continuously Enrolled		EL Continuously Enrolled Proficient		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	484,240	62,623	12.93	65,388	13.5	61,315	12.66	5,832	1.2	394,566	81.48	81.48	394,477	81.46	81.46	34	0.01
State Public Charter Schools	59,670	5,898	9.88	5,495	9.21	5,306	8.89	637	1.07	27,731	46.47	46.48	27,669	46.37	46.37	0	0		
DPACES	521	54	10.36	58	11.13	57	10.94	-	-	521	100	100	521	100	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

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.

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

Continuously enrolled tracks English Learner enrollment from the beginning of the school year (validation day count) to the end of the school year.

## 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	EL	FRL
State	91.6	89.8	94.7	90.9	90.0	92.8	90.5	91.9	90.2	90.8	91.1
State Public Charter Schools	93.6	92.3	>95	93.0	93.5	94.2	93.0	93.5	92.8	93.1	92.7
DPACES	90.6	N/A	-	91.5	90.4	-	-	91.2	90.0	91.9	90.6

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)

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

PY = reported for prior school year

## Transiency, Truancy, and Discipline

	Transiency		Discipline (2004-2020)	
	Transiency Rate**	# of Students		
		Habitual Disciplinary Problems	Habitual Truants	
State	24.7	*	*	
State Public Charter Schools	15.8	*	*	
DPACES	53.8	*	*	

	# of Incidents (Suspensions or Expulsions)					
	Violence to Students	Violence to Staff	Weapons	Dist. Controlled Substances	Possession/ Use Controlled Substances	Possession/ Use of Alcohol
State	*	*	*	*	*	*
State Public Charter Schools	*	*	*	*	*	*
DPACES	*	*	*	*	*	*

	# 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	*	*	*	*	*	*
State Public Charter Schools	*	*	*	*	*	*
DPACES	*	*	*	*	*	*

Data as of: End of school year

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

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 USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

PY = reported for prior school year

\*\*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	403	1.3	385	1.1	251	0.7	121	0.3	89	0.2	64	0.2	118	0.3	140	0.4	254	0.7
State Public Charter Schools	73	<5	64	<5	61	<5	31	<5	32	<5	21	<5	33	<5	28	<5	43	<5
DPACES	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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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.

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

PY = reported for prior school year

## 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	20:1	20:1	20:1	22:1	26:1	26:1	20:1	N/A	N/A
State Public Charter Schools	26:1	24:1	26:1	26:1	27:1	27:1	27:1	27:1	N/A	N/A
DPACES	27:1	16:1	27:1	30:1	31:1	33:1	32:1	N/A	N/A	N/A

# 2022-2023 School Accountability Report

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)

The USDA extended flexibility to allow free meals to all children for the 2020-21 school year in response to the COVID 19 pandemic.

PY = reported for prior school year

## Summary of Standards-Based Test Performance

Nevada uses CRT (Criterion Referenced Test with the new NV Standards, also known as the Smarter Balanced) to measure student achievement relative to Nevada's academic standards. For grade specific assessment results and other assessment information, refer to [www.nevadareportcard.nv.gov](http://www.nevadareportcard.nv.gov).

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the "Approaches Standards" range of achievement

MS = Percentage of students performing in the "Meets Standards" range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

Level 1 = The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school

Level 2 = The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school

Level 3 = The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school

Level 4 = The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school

CRT	Reading				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	35	24	26	16	43	25	18	14	N/A	N/A	N/A	N/A
Democracy Prep at Agassi Elementary	43	20	25	12	38	29	20	13	N/A	N/A	N/A	N/A

Data as of: December 1st

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## Per-Pupil Expenditures 2021-2022

The Nevada Department of Education in consultation with In\$ite adjusted the formula used to calculate per pupil expenditures beginning with the 2009-2010 Annual Reports of Accountability. Therefore, we have two appropriate comparisons sets; comparisons 2003-04 SY through 2008-09 SY and comparisons of 2009-10 SY and forward.

No Data Available

'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)

Schools only showing up with \$0 are new and data was not collected for prior year.

NDE in consultation with In\$ite adjusted formula used to calculate per pupil expenditures with the Annual Reports of Accountability, rendering comparisons between the year and past years data.

## 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 2023.

	English/ Reading/ Lang. Arts	Mathematics	Science	Social Studies	Foreign Languages	Arts	Elementary	Poverty Level (H/ L)
	%	%	%	%	%	%	%	
State	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Public Charter Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
DPACES	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.

Schools under PovertyLevel with a 'N/A' designation indicates that there was no student enrollment on Validation Day.

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	80.9
State Public Charter Schools	95.2
DPACES	97.3

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

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

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

Schools under PovertyLevel with a 'N/A' designation indicates that there was no student enrollment on Validation Day.

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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

### 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	2,307	64,441	297	8,524	329	7,942	483	6,969	314	9,896
State Public Charter Schools	K-12	320	3,875	47	687	47	476	33	535	41	573
DPACES	KG-05	9	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

Schools under PovertyLevel with a 'N/A' designation indicates that there was no student enrollment on Validation Day.

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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
DPACES	2023	37
DPACES	2022	3
DPACES	2021	70

Data as of: Fall

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

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

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### School Rating Report:

School Name	Stars
DP Agassi ES	2

## 2022-2023 School Accountability Report

*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).*