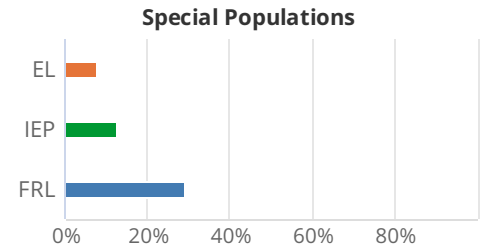
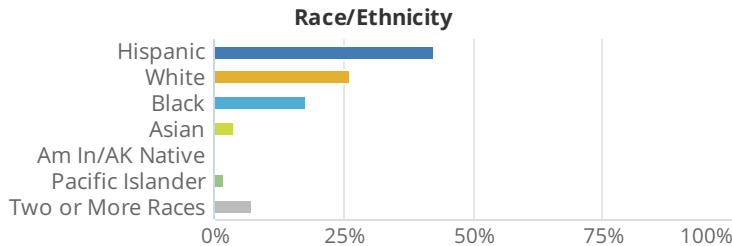


School Year 2017-2018 Nevada School Rating for Somerset Academy Losee



School Type: Charter SPCSA
 School Level: Middle School
 Grade Levels: 0K-12
 District: State Public Charter School Authority
 Website: <http://www.somersetlosee.org/>

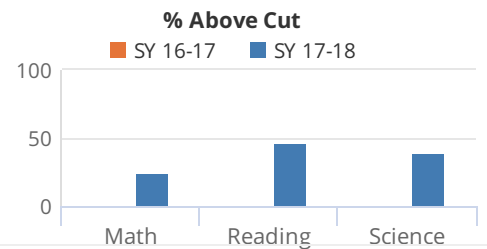
Total Index Score: 53
 School Designation:
 4650 Losee Road
 North Las Vegas, NV 89081
 Phone: 702-902-5466



Academic Achievement



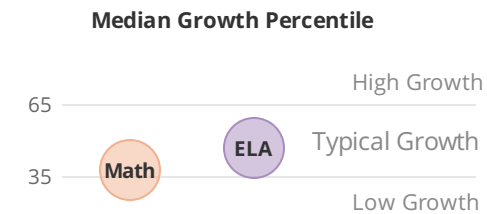
	% Above Cut	% District
% Math CRT	24.5	36.5
% ELA CRT	47.0	56.1
% Science CRT	39.7	45.2
% Pooled Average	36.3	46.2



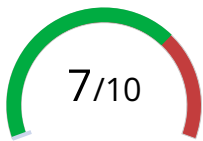
Student Growth



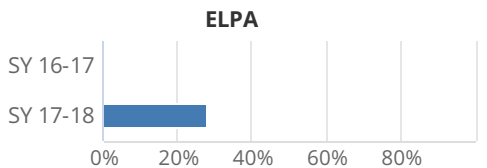
	% SY 17-18
Math CRT MGP	37.5
ELA CRT MGP	47.0
Math CRT AGP	23.2
ELA CRT AGP	46.6



English Language



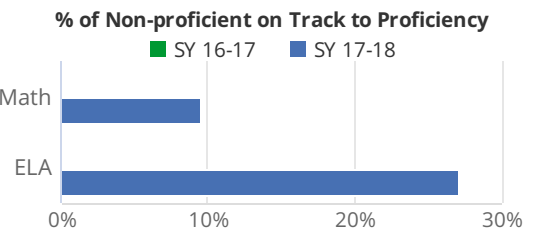
	% of EL Meeting AGP	% District
ELPA	28	32.4



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	9.5	9.5
ELA CRT	27.1	27.1

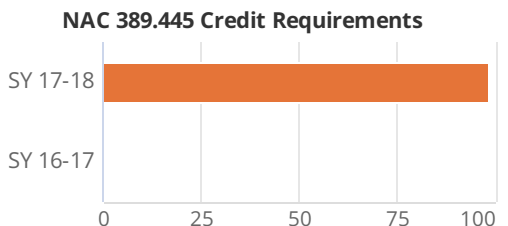


Student Engagement



*Bonus points included

	% School	% District
Chronic Absenteeism	7.7	11.1
Academic Learning Plans	99.4	97.5
NAC 389.445 Credit Requirements	98.3	91.5
	% Participation	Met Target
Climate Survey	80.7	YES



Student CRT Proficiency

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	38.1	63.6	56.4	61.8	77.3	74.6	-	62.2	N/A
Black/African American	14.7	17.5	19.5	34.4	38.4	34.5	24.3	25	N/A
Hispanic/Latino	14.7	25.9	25.5	38.7	46.3	42.2	30	34.9	N/A
Pacific Islander	40	34.9	33.6	50	53.2	50.7	-	42.8	N/A
Two or More Races	28.2	41.1	37.5	61.5	61	59.2	72.7	51.6	N/A
White/Caucasian	41.8	44.3	44.4	62.1	63.5	64.6	60	54	N/A
Special Education	11.2	11.5	14.3	20	20.7	17.8	13.6	14.6	N/A
English Learners Current + Former	16.3	22.1	16	38.1	34.8	20.3	30	25.7	N/A
English Learners Current	0	8.3		16.6	15.8		8.3	9.3	N/A
Economically Disadvantaged	19.4	21.4	25.5	40.5	41.5	41.4	33.8	30.7	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	31.5	63	35	70
Black/African American	34.5	44.5	12.1	37.7
Hispanic/Latino	40.5	45.5	16.6	38.5
Pacific Islander	42.5	41	40	50
Two or More Races	33	49	31.5	57.8
White/Caucasian	37.5	46	35.2	58.5
Special Education	25	46.5	8.8	22
English Learners Current + Former	42.5	49	21.1	42.3
English Learners Current	40	60	7.4	25.9
Economically Disadvantaged	39.5	41	19.5	38.7

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	0	-
Black/African American	1.6	22.9
Hispanic/Latino	10.4	24.1
Pacific Islander	-	-
Two or More Races	23.8	23
White/Caucasian	10.7	32.6
Special Education	1.9	8.6
English Learners Current + Former	11.7	28.9
English Learners Current	6.9	26
Economically Disadvantaged	7	18.9

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	18.1	3.6	100	98.4	-	99.4
Black/African American	7.8	12.9	100	96.3	100	85.4
Hispanic/Latino	6.4	11.7	98.7	97.5	95.9	89.4
Pacific Islander	30	11.9	100	95.9	-	91
Two or More Races	12.1	12	100	97.3	100	91.7
White/Caucasian	5.4	10.9	100	97.8	100	93.4
Special Education	6.8	15.3	98.4	96.8	95.4	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	2.9	8.5	98.3	98.2	95.1	85.6
Economically Disadvantaged	8	14.3	98.3	98.2	95.1	85.6

What does my school rating mean?

3 Star school: Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

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 State 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).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. 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.

Academic Learning Plan reflects 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. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.






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 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 student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from 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.

Closing Opportunity Gaps/Equity

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. This is a measure of gap between proficient and non-proficient students.

Star Rating	Index Score
	at or above 80
	at or above 70, below 80
	at or above 50, below 70
	at or above 29, below 50
	below 29