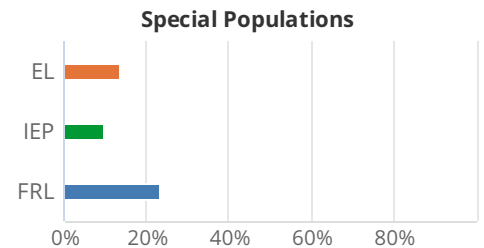
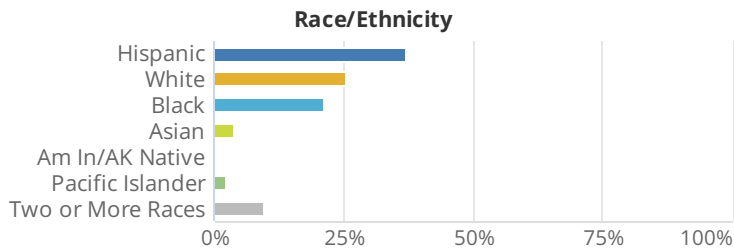


# School Year 2017-2018 Nevada School Rating for Somerset Academy North Las Vegas



School Type: Charter SPCSA  
 School Level: Middle School  
 Grade Levels: 0K-08  
 District: State Public Charter School Authority  
 Website: <http://www.somersetnlv.org/>

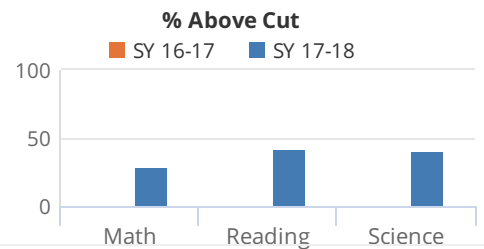
Total Index Score: 55.61  
 School Designation:  
 385 W. Centennial Parkway  
 North Las Vegas, NV 89084  
 Phone: 702-633-5616



## Academic Achievement



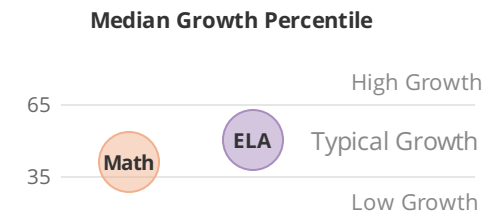
	% Above Cut	% District
% Math CRT	30.1	36.5
% ELA CRT	43.3	56.1
% Science CRT	40.7	45.2
% Pooled Average	37.3	46.2



## Student Growth



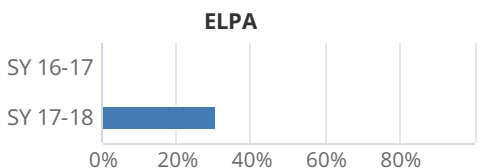
	% SY 17-18
Math CRT MGP	41.0
ELA CRT MGP	50.0
Math CRT AGP	26.9
ELA CRT AGP	43.3



## English Language



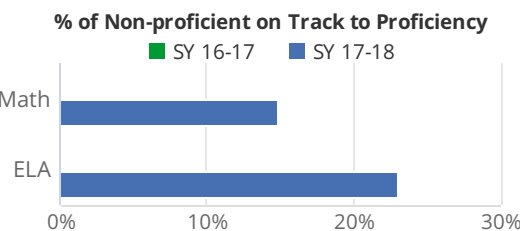
	% of EL Meeting AGP	% District
ELPA	30.7	32.4



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~15%	14.9
ELA CRT	~25%	23.1



## Student Engagement

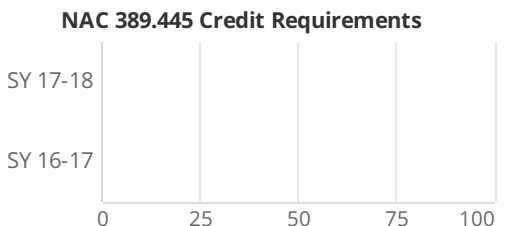


\*Bonus points included

	% School	% District
Chronic Absenteeism	9.9	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	N/A	91.5

	% Participation	Met Target
Climate Survey	89.6	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	53.3	63.6	56.4	73.3	77.3	74.6	-	62.2	N/A
Black/African American	15.4	17.5	19.5	32.1	38.4	34.5	28.5	25	N/A
Hispanic/Latino	22.5	25.9	25.5	33.7	46.3	42.2	22.2	34.9	N/A
Pacific Islander	50	34.9	33.6	60	53.2	50.7	-	42.8	N/A
Two or More Races	36.1	41.1	37.5	47.2	61	59.2	43.7	51.6	N/A
White/Caucasian	46.9	44.3	44.4	60.2	63.5	64.6	66.6	54	N/A
Special Education	14.7	11.5	14.3	17.6	20.7	17.8	-	14.6	N/A
English Learners Current + Former	17.6	22.1	16	19.6	34.8	20.3	6.6	25.7	N/A
English Learners Current	18.3	8.3		20.4	15.8		6.6	9.3	N/A
Economically Disadvantaged	24.2	21.4	25.5	34.3	41.5	41.4	27.2	30.7	N/A

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	53	35	46.6	66.6
Black/African American	34	48	11.3	31.6
Hispanic/Latino	39	48	21.5	35.1
Pacific Islander	35	47.5	30	60
Two or More Races	46	53	28.5	42.8
White/Caucasian	48.5	54	44.5	60.8
Special Education	24	41	18.1	27.2
English Learners Current + Former	48.5	37	18	17.6
English Learners Current	52.5	38	18.7	18.3
Economically Disadvantaged	38	47.5	21.2	32.9

**Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	6.7	21.7
Hispanic/Latino	9.8	19.3
Pacific Islander	-	-
Two or More Races	25	0
White/Caucasian	27.6	38.1
Special Education	3.5	22.2
English Learners Current + Former	9	10
English Learners Current	10	10.8
Economically Disadvantaged	9.6	24.3

**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	N/A	85
Asian	0	3.6	-	98.4	N/A	99.4
Black/African American	10.3	12.9	100	96.3	N/A	85.4
Hispanic/Latino	9	11.7	100	97.5	N/A	89.4
Pacific Islander	0	11.9	-	95.9	N/A	91
Two or More Races	14.6	12	-	97.3	N/A	91.7
White/Caucasian	11.9	10.9	100	97.8	N/A	93.4
Special Education	11.6	15.3	100	96.8	N/A	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	7.5	8.5	100	98.2	N/A	85.6
Economically Disadvantaged	12.5	14.3	100	98.2	N/A	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