
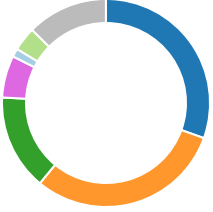
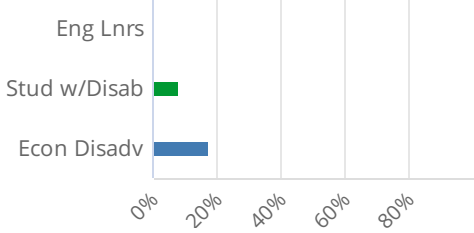


<p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 6475 Valley Drive North Las Vegas, NV 89048</p>	 <p>82.7 Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
---	--	---

 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 30.3% White 14.8% Bl/Afr Am 30.3% Hisp/Latino 6.5% Asian 1.3% Am Ind/AK Nat 3.7% Pac Isl 12.5% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score</th> <th>Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2016-2017</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School Year	Index Score	Star Rating	2017-2018	N/A	N/A	2016-2017	N/A	N/A	<p>Alternative Student Groups</p> 
School Year	Index Score	Star Rating									
2017-2018	N/A	N/A									
2016-2017	N/A	N/A									

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 ★★★★★

2018-2019 School Performance

Academic Achievement Indicator

19/25

Measure	School Rate	District Rate
Pooled Proficiency	47.8	50.2
Math Proficiency	40.2	42.6
ELA Proficiency	55.6	59.6
Science Proficiency	N/A	44.7

English Language Proficiency Indicator

N/A

Measure	School Rate	District Rate
Met EL AGP Target	N/A	38.3

Student Engagement Indicator

12/15

Measure	School Rate	District Rate
Chronic Absenteeism	3.6	7.9
Academic Learning Plans	100	99.5
8th Grade Credit Requirements	N/A	92.7
Climate Survey Participation	98.5	N/A

Student Growth Indicator

22/30

Measure	School Median	District Median
Math MGP	55	58
ELA MGP	52	56
	School Rate	District Rate
Met Math AGP Target	41.1	44.3
Met ELA AGP Target	58.7	61.3

Closing Opportunity Gaps Indicator

19/20

Measure	School Rate	District Rate
Prior Non-Proficient Met	21.8	21.8
Math AGP Target		
Prior Non-Proficient Met	39.5	32.7
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.



Academic Achievement

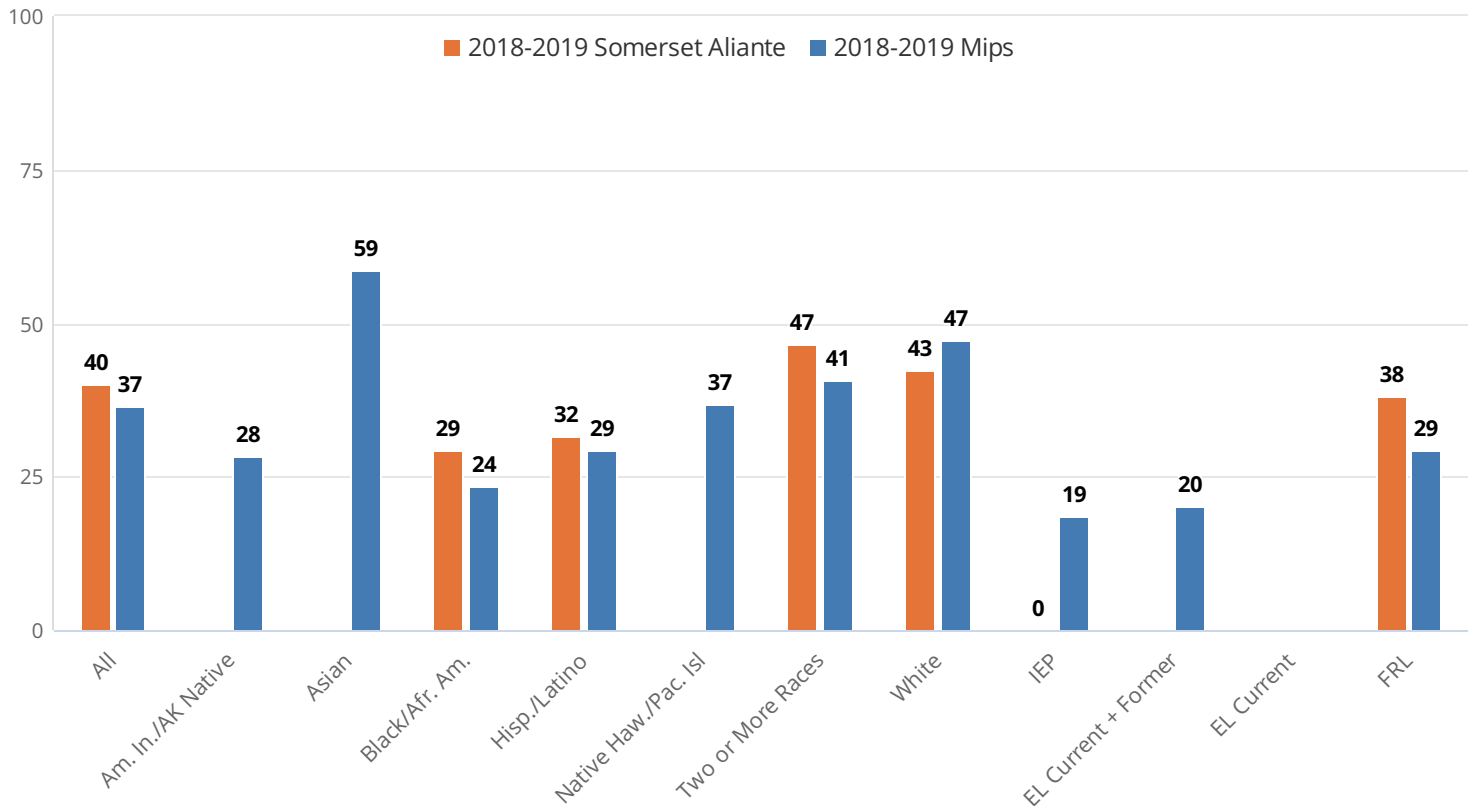
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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 Points Earned: 19/25			
	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	47.8	50.2		

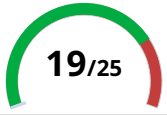
Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.2	42.6	36.5			33.2
American Indian/Alaska Native	-	22.6	28.4			24.6
Asian	-	66.2	58.6			56.4
Black/African American	29.3	24.1	23.5			19.5
Hispanic/Latino	31.5	31.8	29.3			25.5
Pacific Islander	-	44.8	36.9			33.6
Two or More Races	46.6	47.2	40.6			37.5
White/Caucasian	42.5	51.2	47.1			44.4
Special Education	0	12	18.6			14.3
English Learners Current + Former	-	26.8	20.2			16
English Learners Current	-	12.5				
Economically Disadvantaged	38	29	29.2			25.5

**Math Assessments
% Proficient**



'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.

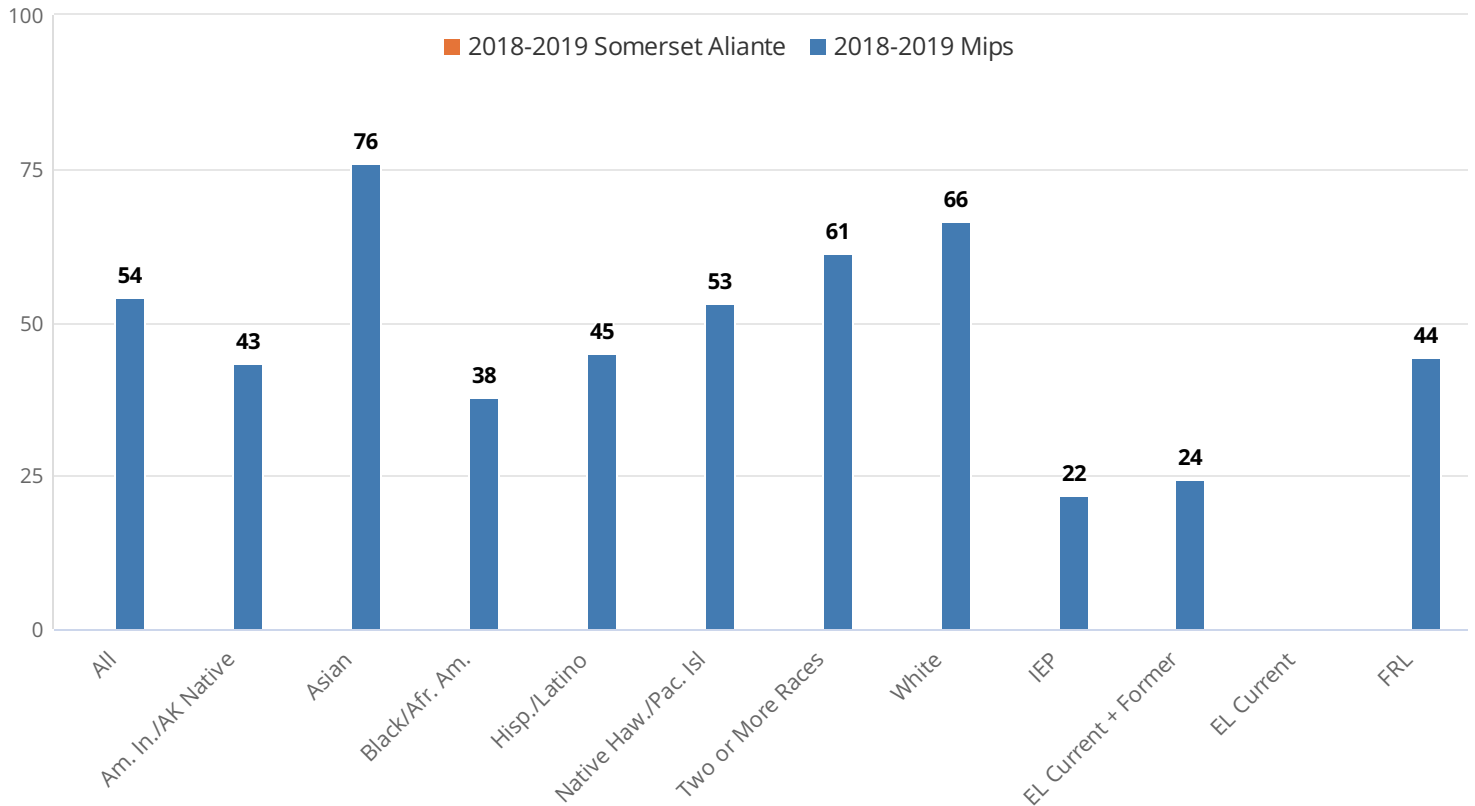


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	55.6	59.6	54.1			51.7
American Indian/Alaska Native	-	61.2	43.4			40.5
Asian	-	78.4	75.9			74.6
Black/African American	52.8	40.1	37.8			34.5
Hispanic/Latino	47.2	50.2	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	60	66.7	61.3			59.2
White/Caucasian	55	67.7	66.3			64.6
Special Education	18.1	19.8	21.9			17.8
English Learners Current + Former	-	42.7	24.3			20.3
English Learners Current	-	22				
Economically Disadvantaged	42.7	46.3	44.4			41.4

**ELA Assessments
% Proficient**



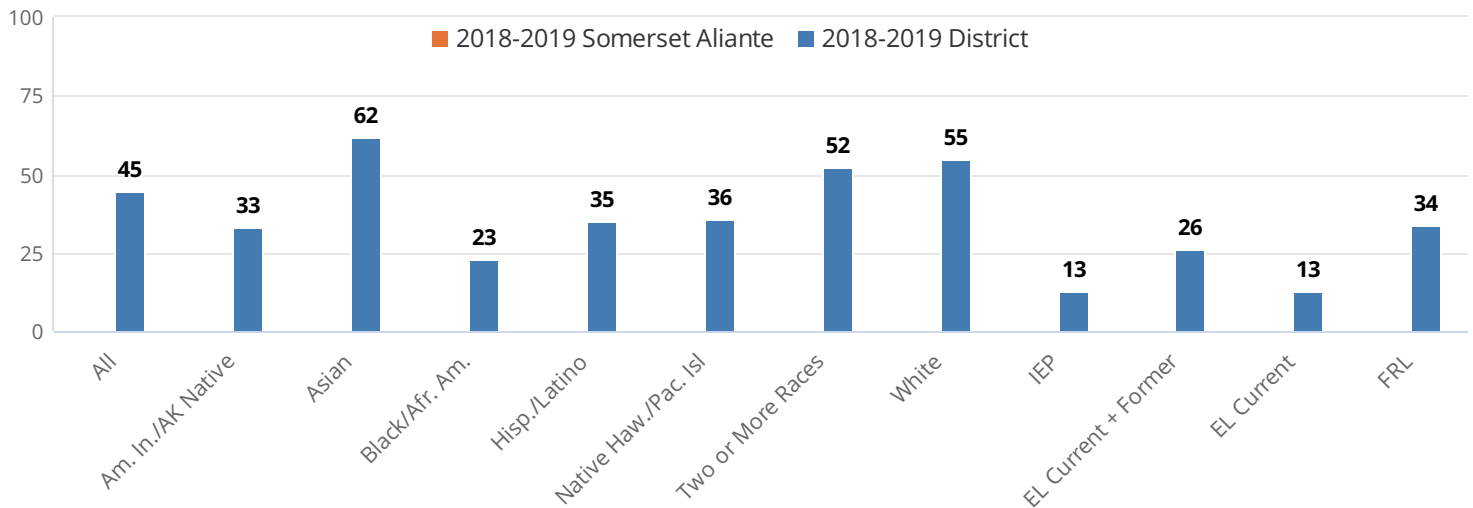


Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	N/A	44.7		
American Indian/Alaska Native	N/A	33.2		
Asian	N/A	62		
Black/African American	N/A	23.1		
Hispanic/Latino	N/A	35.2		
Pacific Islander	N/A	35.7		
Two or More Races	N/A	52.2		
White/Caucasian	N/A	54.5		
Special Education	N/A	13		
English Learners Current + Former	N/A	26		
English Learners Current	N/A	12.6		
Economically Disadvantaged	N/A	33.7		

Science Assessments
% Proficient



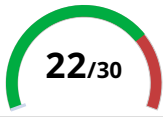
Participation on State Assessments

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. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	>=95%	>=95%
Asian	-	-	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	>=95%	>=95%
Two or More Races	-	-	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	-	-	>=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.

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: 7/10 ELA MGP Points Earned: 6/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	55	58	52	56				
American Indian/Alaska Native	-	61	-	66.5				
Asian	-	63	-	57				
Black/African American	62	53	45	51				
Hispanic/Latino	47	59	47	57				
Pacific Islander	-	63	-	57				
Two or More Races	49	56	52	54				
White/Caucasian	56	58	58	56				
Special Education	-	55	-	55				
English Learners Current + Former	-	64	-	64				
English Learners Current	-	61	-	62				
Economically Disadvantaged	56	59	46	57				

AGP Growth Data

Math AGP Points Earned: 4.5/5 ELA AGP Points Earned: 4.5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	41.1	44.3	58.7	61.3				
American Indian/Alaska Native	-	28.1	-	68.4				
Asian	-	65.9	-	78.5				
Black/African American	26.6	27.5	53.2	44.2				
Hispanic/Latino	33.2	35.5	45.3	53.6				
Pacific Islander	-	47.2	-	59.7				
Two or More Races	53.2	47.1	60	66.2				
White/Caucasian	45.3	51.8	69.5	68.4				
Special Education	-	16.8	-	25.3				
English Learners Current + Former	-	32.7	-	48.3				
English Learners Current	-	17.3	-	28.1				
Economically Disadvantaged	42.7	33.3	47.6	50.3				

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



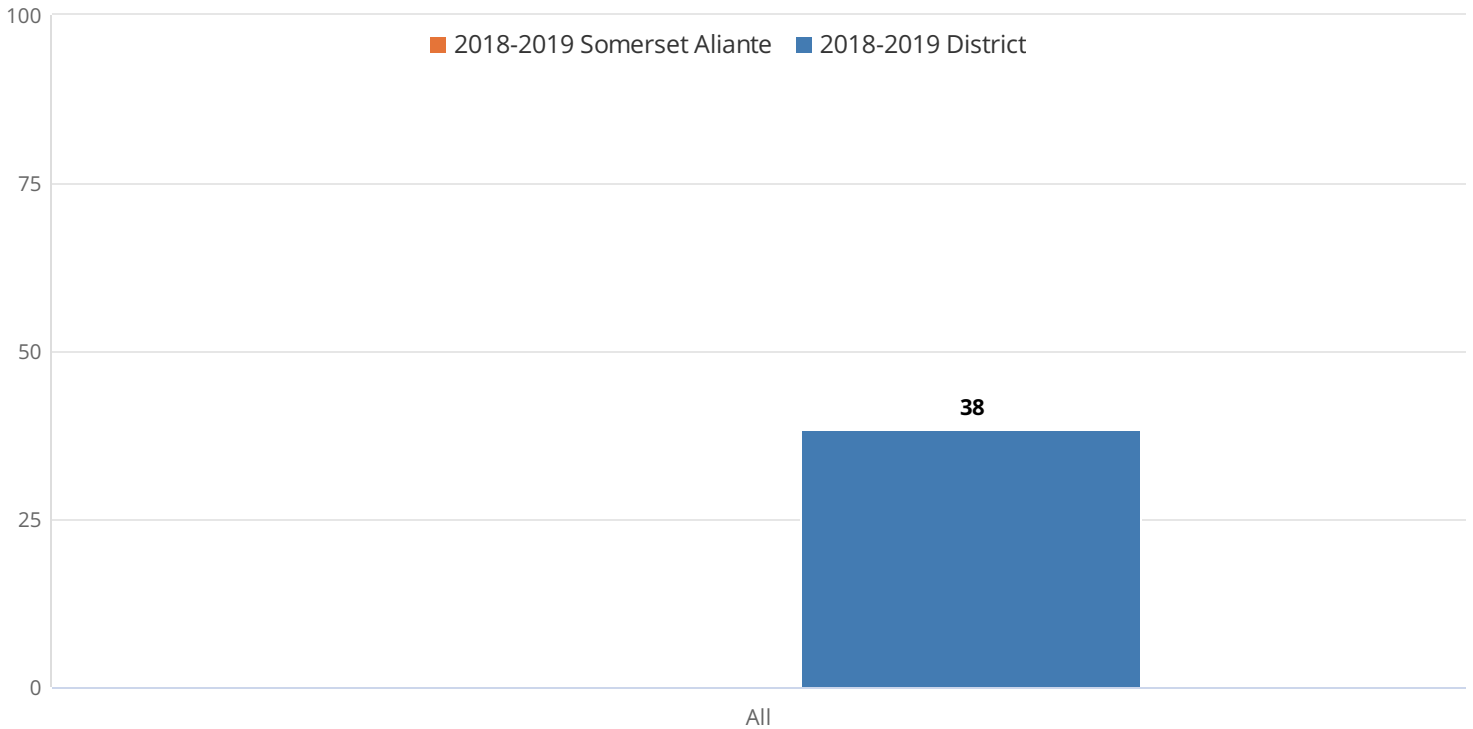
English Language

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: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	N/A	N/A	38.3			

% English Learners Meeting AGP on WIDA



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.

Math AGP Points Earned: 9/10 ELA AGP Points Earned: 10/10

Groups	2019		2019		2018		2018	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	21.8	21.8	39.5	32.7				
American Indian/Alaska Native	-	25	-	64.7				
Asian	-	28.6	-	40.2				
Black/African American	18.1	15	-	22				
Hispanic/Latino	13.5	21.5	21.3	31.1				
Pacific Islander	-	21.1	-	23				
Two or More Races	-	19.8	-	32.8				
White/Caucasian	33.2	24.8	71.4	38.3				
Special Education	-	9.6	-	16.8				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	12.5	-	22.1				
Economically Disadvantaged	8.3	19.5	-	29.1				



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. 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.

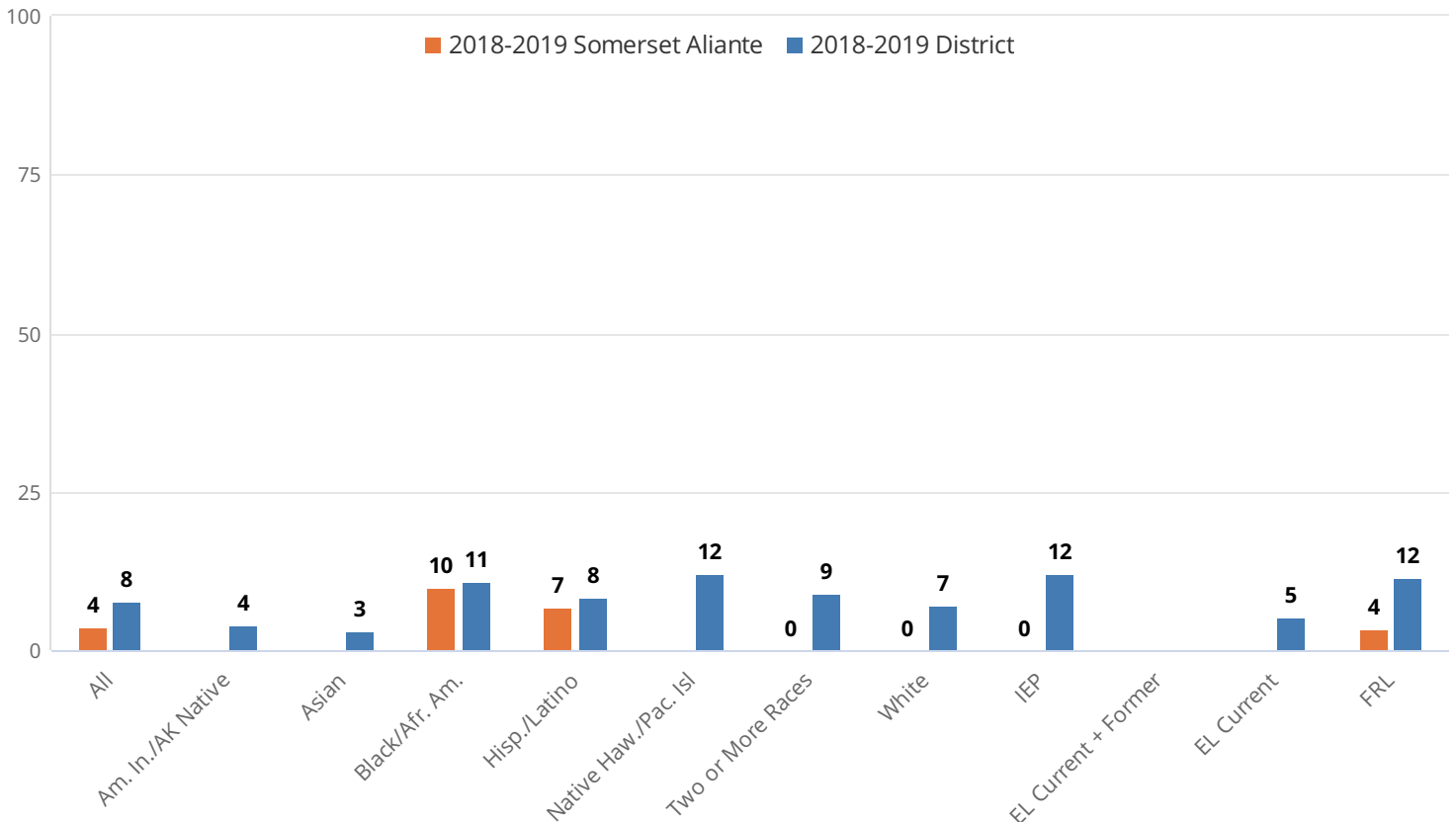
Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	3.6	7.9		
American Indian/Alaska Native	-	4.2		
Asian	-	3		
Black/African American	10	11		
Hispanic/Latino	7	8.4		
Pacific Islander	-	12		
Two or More Races	0	8.9		
White/Caucasian	0	7.2		
Special Education	0	12.1		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	5.2		
Economically Disadvantaged	3.5	11.5		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

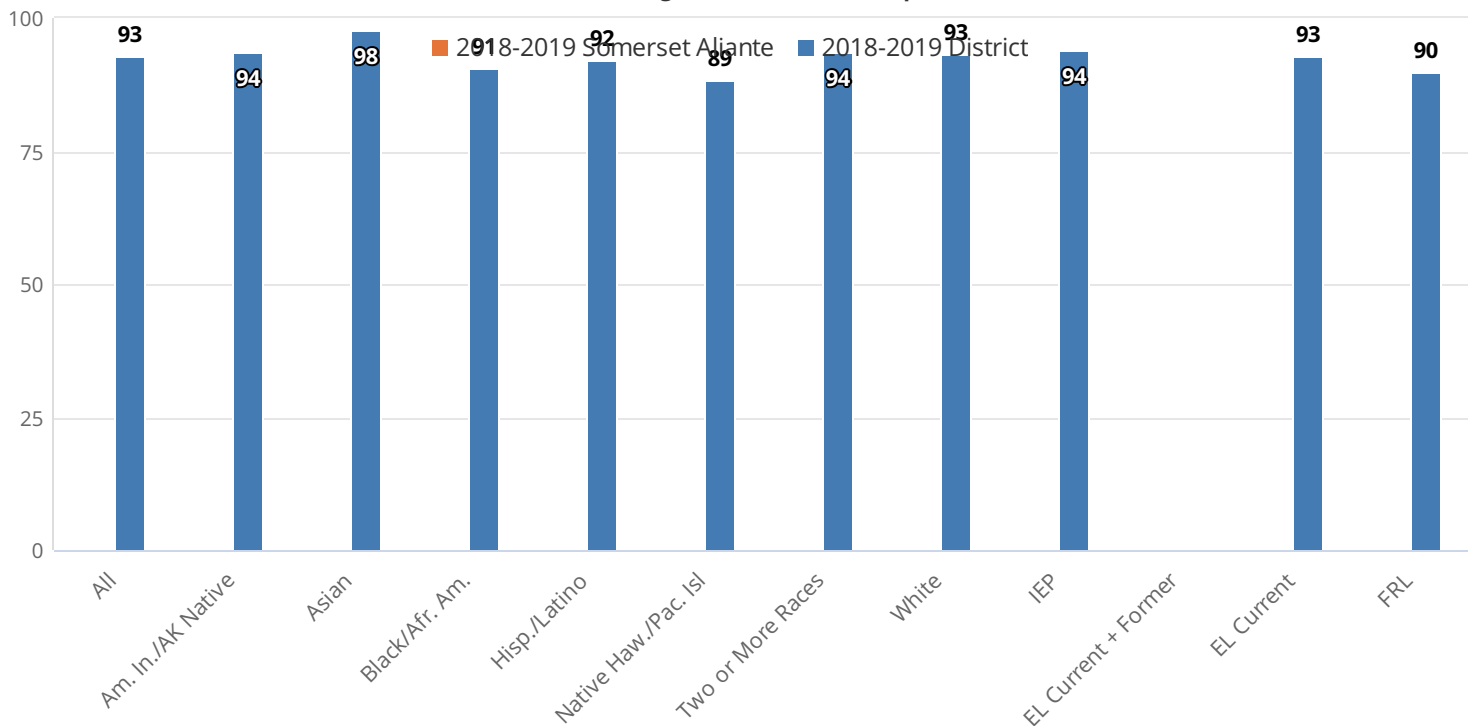
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5		
American Indian/Alaska Native	-	100		
Asian	-	99.7		
Black/African American	100	99.2		
Hispanic/Latino	100	99.5		
Pacific Islander	-	99.5		
Two or More Races	100	99.7		
White/Caucasian	100	99.4		
Special Education	100	99.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	98.5		
Economically Disadvantaged	100	99.4		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned NA/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	N/A	92.7		
American Indian/Alaska Native	N/A	93.7		
Asian	N/A	97.9		
Black/African American	N/A	90.5		
Hispanic/Latino	N/A	92.2		
Pacific Islander	N/A	88.5		
Two or More Races	N/A	93.7		
White/Caucasian	N/A	93.2		
Special Education	N/A	93.9		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	92.7		
Economically Disadvantaged	N/A	89.7		

% of Students Meeting 8th Grade Credit Requirements



'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.