Mater Academy Bonanza

School Level:	Elementary School
Grade Levels:	PK-07
District:	State Public Charter School Authority
School Address:	4760 E. Bonanza Road Las Vegas, NV 89110

52
Total Index Score

School Type: *Charter SPCSA*
School Designation: *CSI*
95% Assessment Participation: *Met*
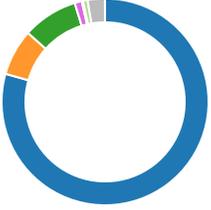
Student Race/Ethnicity

7.2%	White
8.6%	Bl/Afr Am
78.9%	Hisp/Latino
1.1%	Asian
0.2%	Am Ind/AK Nat
0.7%	Pac Isl
2.7%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	21.5 ★
2016-2017	N/A N/A

Alternative Student Groups

Eng Lnrs, Stud w/Disab, Econ Disadv

What does my school rating mean?

Three-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.

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 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

CSI designation: This school is one of the lowest performing schools in the state. CSI schools cannot receive more than a two-star rating in the year they are first designated. See the CSI designation report for more information.

2018-2019 School Performance

Academic Achievement Indicator

5/25

Measure	School Rate	District Rate
Pooled Proficiency	31.8	54
Math Proficiency	31.5	54.5
ELA Proficiency	36.7	60.1
Science Proficiency	19.3	34.7
Read-by-Grade-3 Proficiency	33.6	56.7

Growth Indicator

21/35

Measure	School Median	District Median
Math MGP	59	55
ELA MGP	52	52

	School Rate	District Rate
Met Math AGP Target	38.6	49.7
Met ELA AGP Target	43.8	59.7

English Language Proficiency Indicator

9/10

Measure	School Rate	District Rate
Met EL AGP Target	55.6	56.7

Closing Opportunity Gaps Indicator

7/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	25.5	27.8
Prior Non-Proficient Met ELA AGP Target	32.7	39.2

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

5/25   **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 Points Earned: 3/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	31.8	54	26	52.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	31.5	54.5	48.5	27.4	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	7.5	31.3	32.3	7.6	30.6	28.8
Hispanic/Latino	33.5	44.6	39.6	28.4	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	-	58.2	55.3	-	59	52.9
White/Caucasian	23	62.2	59.3	22.7	61.1	57.2
Special Education	0	27.3	28.6	12.5	29.2	24.8
English Learners Current + Former	31.6	42.2	35.8	25.9	37.4	32.4
English Learners Current	25.1	32.3		22.5	25.5	
Economically Disadvantaged	31.1	39.7	39	26.3	33.1	35.7

**Math Assessments
% Proficient**
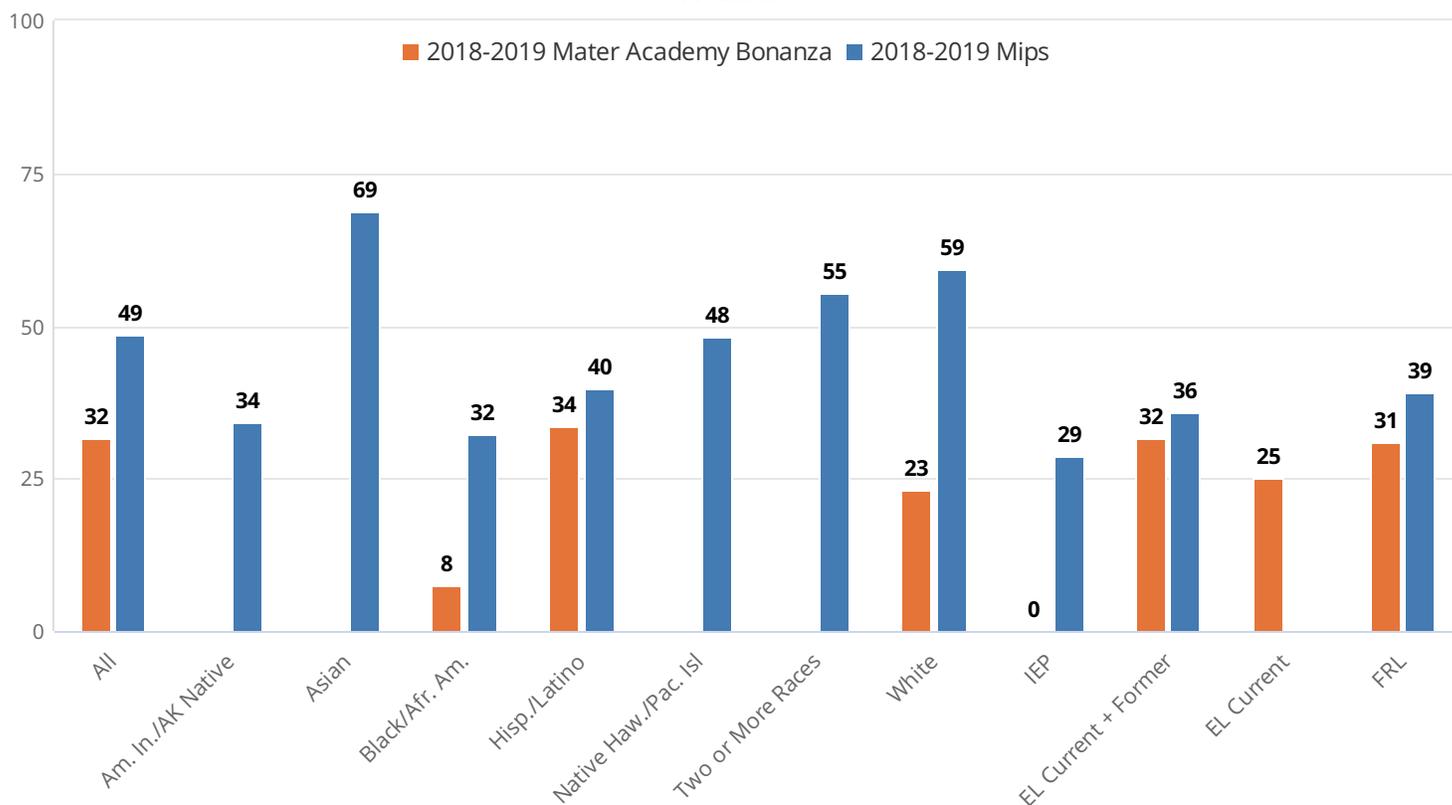
- 2018-2019 Mater Academy Bonanza
- 2018-2019 Mips

Mater Academy Bonanza

5/25   **Academic Achievement**

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	36.7	60.1	57	30.8	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	23	40.8	42.6	11.5	40.5	39.6
Hispanic/Latino	38.2	51.1	48.2	32.3	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	-	63.7	64.4	-	67.1	62.6
White/Caucasian	30.6	66.7	67.4	22.7	65	65.7
Special Education	6	26.6	30	6.2	29.3	26.3
English Learners Current + Former	34.8	42.2	41.4	27.4	38.9	38.4
English Learners Current	25.6	29.3		19.3	22.8	
Economically Disadvantaged	35.7	45.3	46.8	30.1	40.4	44

ELA Assessments
% Proficient
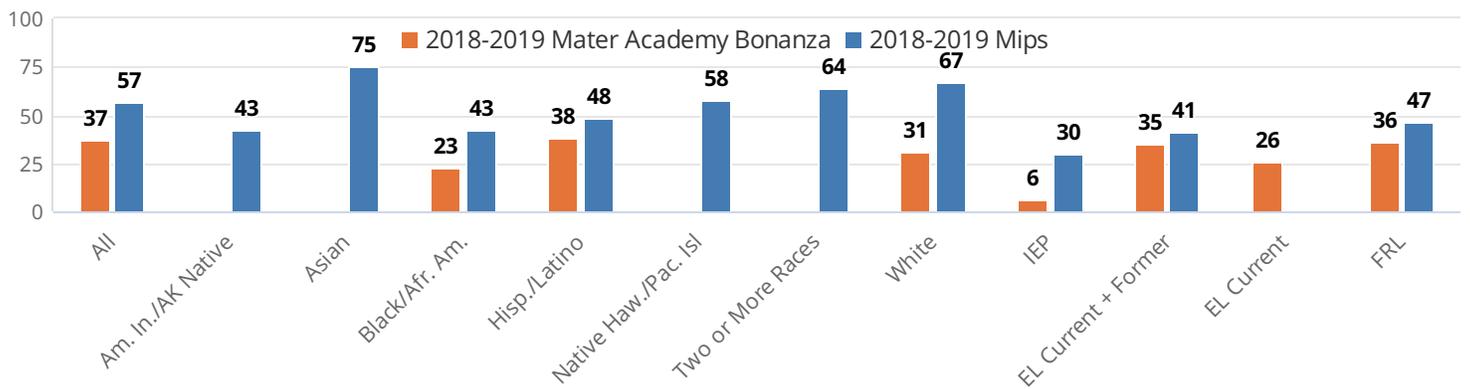
Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	19.3	34.7	7.4	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	-	16.6	0	14.6
Hispanic/Latino	19.1	25.8	6.7	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	-	37.6	-	46.6
White/Caucasian	-	42.7	20	43.8
Special Education	0	12.5	-	19.4
English Learners Current + Former	15	24.1	3.2	15.2
English Learners Current	6.7	7.2	0	4.8
Economically Disadvantaged	16.8	23.8	4.8	17.3

Science Assessments
% Proficient
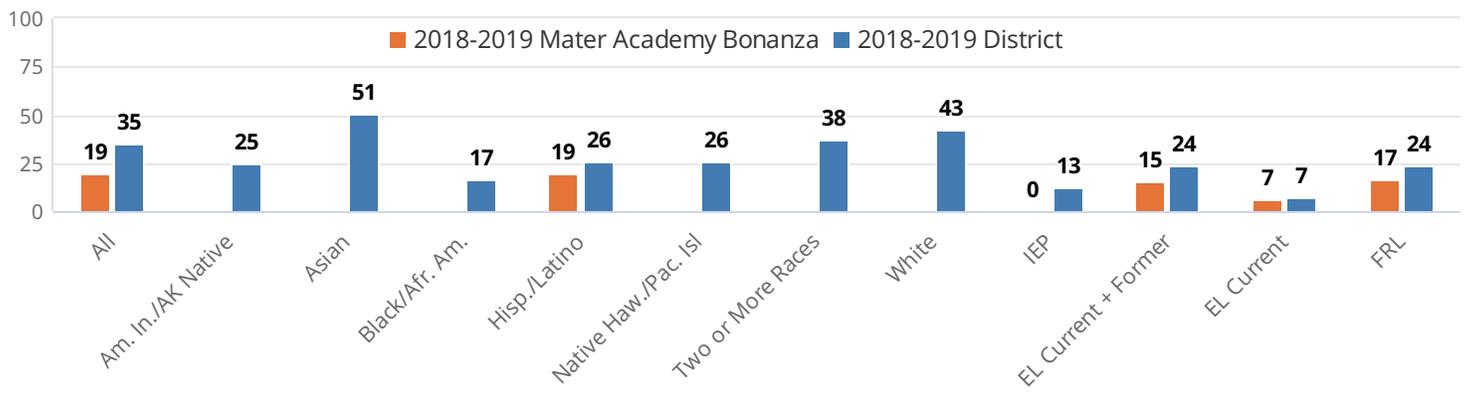
5/25   **Academic Achievement**

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

| Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	33.6	56.7	28.7	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	-	38.5	0	34.2
Hispanic/Latino	38.2	47.5	32.8	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	-	63.1	-	64.3
White/Caucasian	-	62.6	-	62.6
Special Education	0	26.3	-	29.4
English Learners Current + Former	32.2	43.6	29.8	33
English Learners Current	29.8	36.1	24.5	21.8
Economically Disadvantaged	32.1	43.2	28.2	37.5

Read by Grade 3 % Proficient
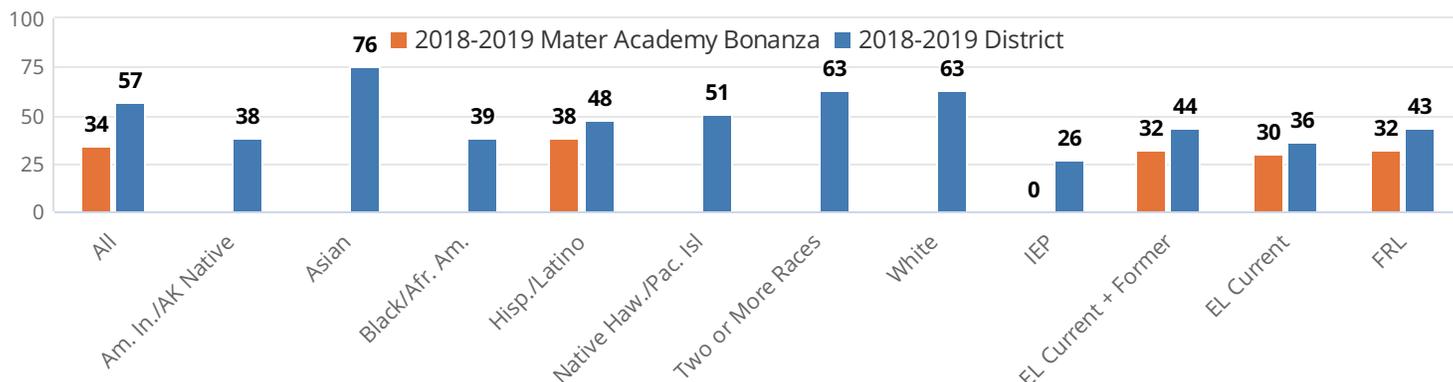
The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40th Percentile	Student Growth Score
2nd Grade	47.5	41
1st Grade	46	32
Kindergarten	N/A	N/A

5/25 **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. 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	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	>=95%	>=95%
Special Education	>=95%	>=95%	-	-
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'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.

21/35 **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   Math MGP Points Earned: 8/10   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	59	55	52	52	34	53	39	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	-	58	-	59	-	61.5	-	62
Black/African American	54	48	63.5	43.5	15.5	45	45.5	44
Hispanic/Latino	55.5	54	49	51	36	49	39	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	-	53	-	50	-	53	-	51.5
White/Caucasian	-	57	-	54	20.5	55	19	49
Special Education	30.5	51	32.5	42	-	49	-	40.5
English Learners Current + Former	55	59	49	53	35	49	34.5	52
English Learners Current	57	56	53.5	49	32	43.5	32	44
Economically Disadvantaged	57.5	53	51.5	47	36	46	39	46

AGP Growth Data   Math AGP Points Earned: 4.5/7.5   ELA AGP Points Earned: 2.5/7.5

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	38.6	49.7	43.8	59.7	17.6	48.6	36.3	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.7
Black/African American	22.1	30.1	27.6	43.5	21.4	28.8	35.7	41.3
Hispanic/Latino	38.5	43	43.1	54.2	17.4	37.8	37.4	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	-	50.2	-	59.3	-	51.2	-	60.7
White/Caucasian	-	56.1	-	65	14.2	53.7	21.4	58.7
Special Education	9	28.3	9	34.5	-	29.5	-	30.5
English Learners Current + Former	36	43.8	38.2	48.1	14.7	35.2	31.1	44.6
English Learners Current	33.8	34.7	37.7	37.6	10.5	23.3	25.2	32.2
Economically Disadvantaged	38	38.2	42.8	47.7	17.7	29.8	36.7	42.2

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

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Mater Academy Bonanza

9/10   **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 English language 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: 10/9

	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	241	55.6	56.7	184	34.7	42.5

% English Learners Meeting AGP on WIDA
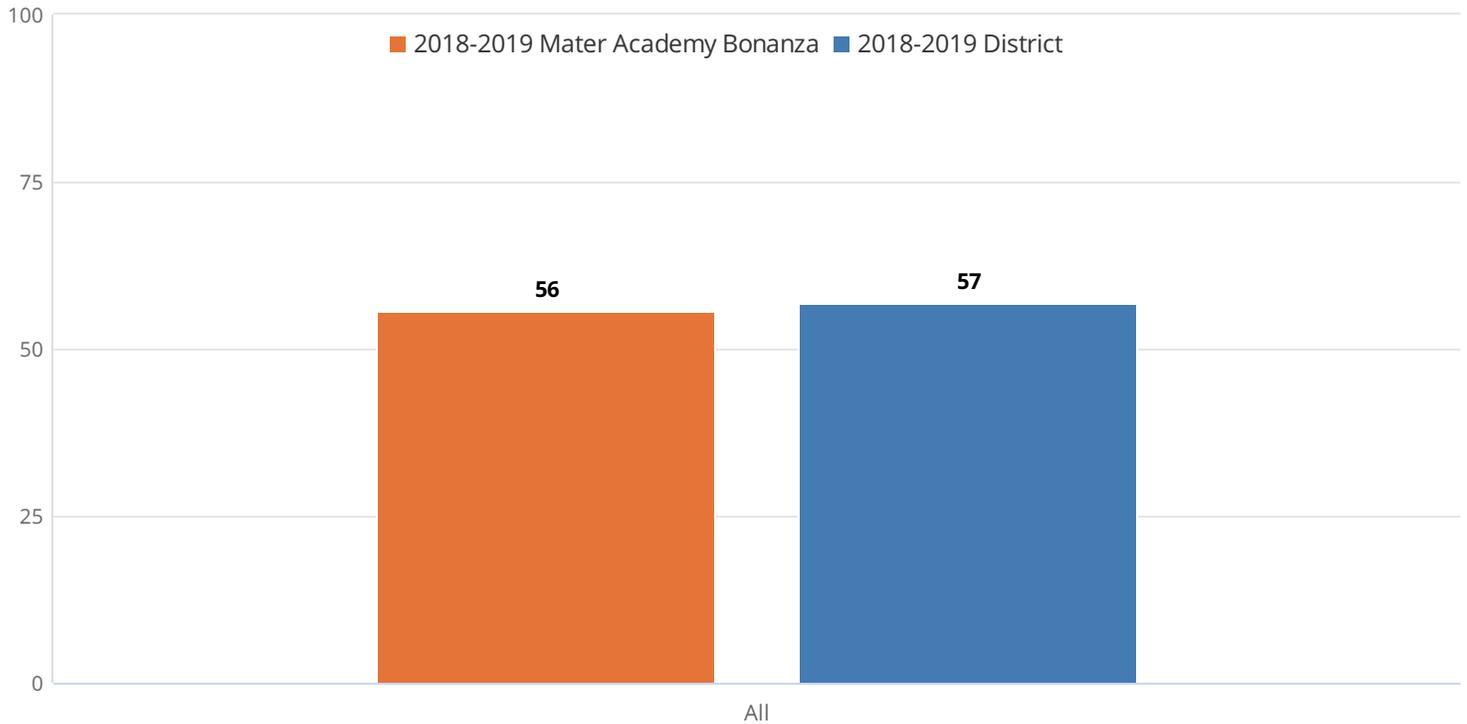
For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

7/20 **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 Adequate Growth Percentile 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.

Math AGP Points Earned: 4/10   **ELA AGP Points Earned: 3/10**

Groups	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	25.5	27.8	32.7	39.2	8.6	27	29.2	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	17.6	20	29.3	26.5	-	16.5	-	30.3
Hispanic/Latino	25.8	26	31.3	37	7.8	22.6	30.1	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	-	27.3	-	36.2	-	31.1	-	41.3
White/Caucasian	-	32.2	-	45.7	-	31.5	-	38.7
Special Education	9.5	16.3	9	22.3	-	15.5	-	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	6.6	N/A	31.6	N/A
English Learners Current	26.8	24.1	32.2	31.6	3.3	16.8	25.7	31.3
Economically Disadvantaged	25.8	23	32.7	32.2	8.9	20	30.5	29.8

'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.

Mater Academy Bonanza

10/10 **Student Engagement

Chronic absenteeism is a measure 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 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.
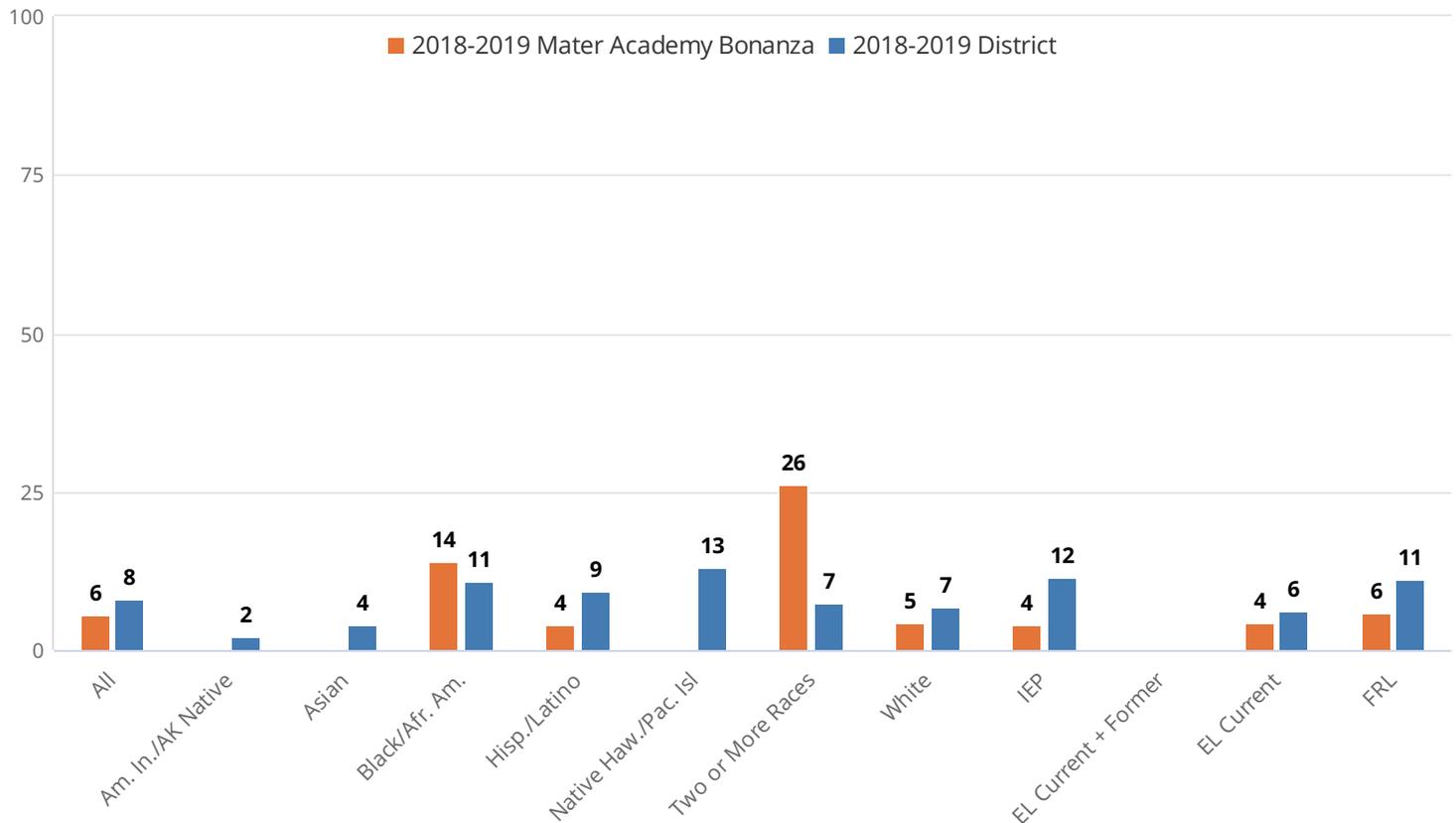
Chronic Absenteeism

Chronic Absenteeism Points Earned: 9.5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	5.7	8	12.6	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	-	4.2	-	4.9
Black/African American	14	11	20.3	14.5
Hispanic/Latino	4.2	9.4	11.3	11.5
Pacific Islander	-	13	-	12.6
Two or More Races	26.3	7.4	18.7	9
White/Caucasian	4.5	6.9	13.7	9
Special Education	4	11.5	15.2	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	4.4	6.2	12.5	10.4
Economically Disadvantaged	6	11.1	12.7	15.9

Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)

■ 2018-2019 Mater Academy Bonanza ■ 2018-2019 District

'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.

Mater Academy Bonanza

School Designation	NSPF Designation Year	Exit Evaluation
CSI	2017-2018	Summer 2022

What is a Comprehensive Support and Improvement (CSI) Designation?

Schools with a CSI designation meet the following criteria:

- Among the lowest-performing rated schools (bottom 5th percentile of adjusted NSPF index scores)
- One-star rated school
- High schools with a four-year adjusted cohort graduation rate below 67% (rating not needed) or
- School that did not exit a Targeted Support and Improvement (TSI) and/or Additional Targeted Support and Improvement (ATSI) Designation after a three-year improvement plan.

A school designated as CSI cannot be classified higher than a two-star school in the designation year--the year the school is first designated. A school designated as CSI must work with their LEA to develop a plan to exit the CSI designation within three years. The plan must be approved by NDE. The school is evaluated for exit at the end of this three year period.

Why did this school receive a CSI Designation?

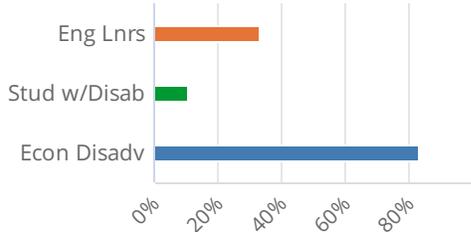| CSI Criteria Met in Designation Year	One-Star School

What is required for exit from the CSI Designation and how is the school progressing toward exit?

To exit a CSI designation, a school must achieve a three-star rating and have sustained improvement in index scores over the most recent three years of their identification. CSI schools must also meet both CSI and TSI exit criteria to exit from the CSI designation.

The table below displays the school's progress toward achieving exit from CSI. In "Improvement Year 3", the school must have met the exit criteria outlined above to exit the CSI Designation.

Criteria	Designation Year	Improvement Year 1	Improvement Year 2	Improvement Year 3
Star Rating	1	3	TBD	TBD
Index Score	21.5	52	TBD	TBD
TSI Criteria Met	N/A	N/A	N/A	TBD
Graduation Rate	N/A	N/A	N/A	N/A

Mater Academy Bonanza

School Level:	Middle School
Grade Levels:	PK-07
District:	State Public Charter School Authority
School Address:	4760 E. Bonanza Road Las Vegas, NV 89110

78.3
Total Index Score

School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*
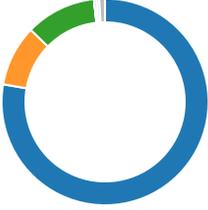
Student Race/Ethnicity

9.5%	White
11%	Bl/Afr Am
77.5%	Hisp/Latino
0%	Asian
0.4%	Am Ind/AK Nat
0.4%	Pac Isl
0.9%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	63.3 ★★★
2016-2017	N/A N/A

Alternative Student Groups

- Eng Lnrs
- Stud w/Disab
- Econ Disadv

(0% – 80%)

What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

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 — 10/25

Measure	School Rate	District Rate
Pooled Proficiency	32.8	50.2
Math Proficiency	24.5	42.6
ELA Proficiency	41.2	59.6
Science Proficiency	-	44.7

Student Growth Indicator — 26/30

Measure	School Median	District Median
Math MGP	63	58
ELA MGP	67	56

Measure	School Rate	District Rate
Met Math AGP Target	34.6	44.3
Met ELA AGP Target	51.7	61.3

English Language Proficiency Indicator — 9/10

Measure	School Rate	District Rate
Met EL AGP Target	34	38.3

Closing Opportunity Gaps Indicator — 20/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	24	21.8
Prior Non-Proficient Met ELA AGP Target	35.5	32.7

Climate Survey Participation is not a point-earning measure.

10/25

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.
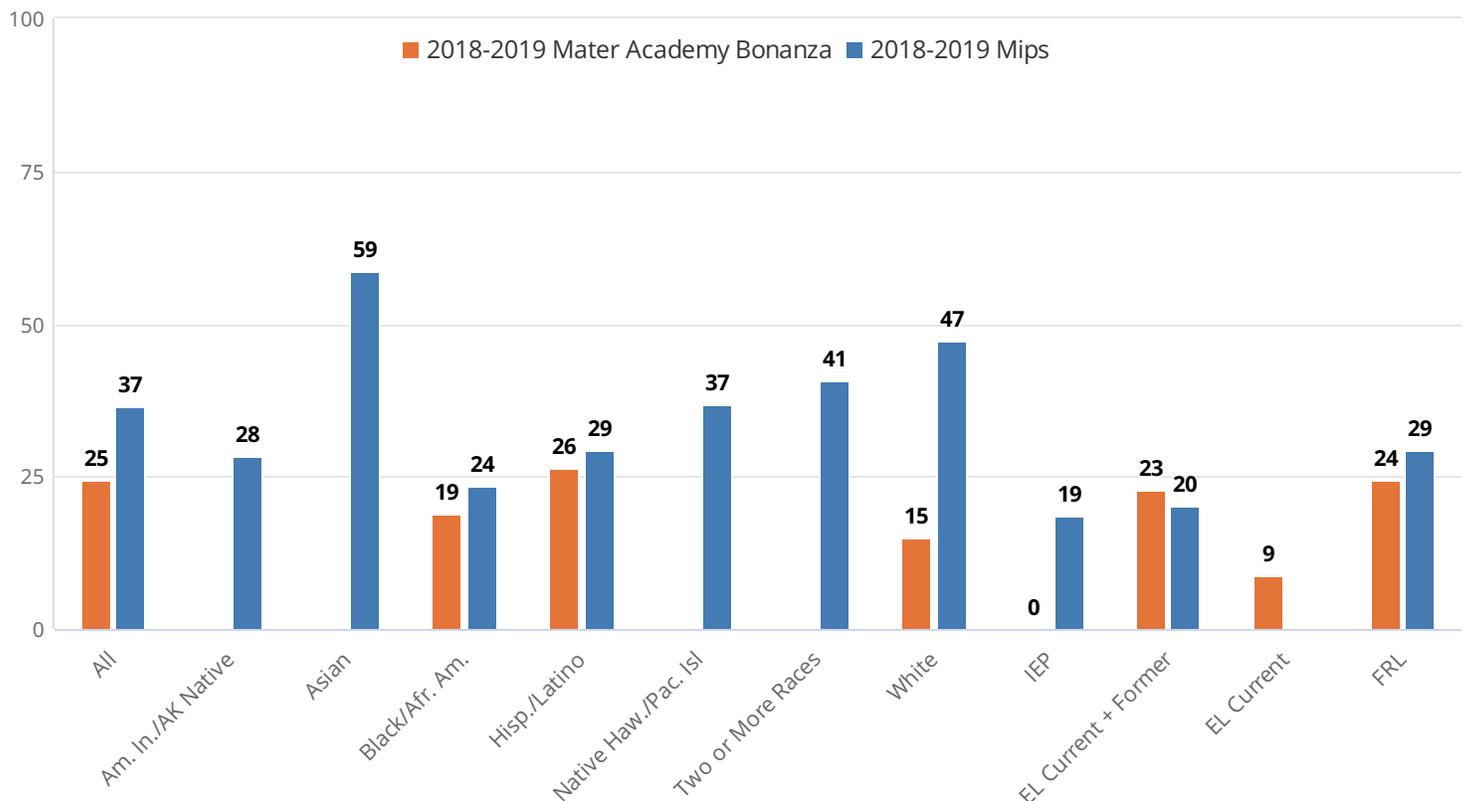
Pooled Proficiency

Pooled Proficiency Points Earned: 10/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	32.8	50.2	32.5	46.3

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	24.5	42.6	36.5	29	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	19	24.1	23.5	-	17.7	19.5
Hispanic/Latino	26.3	31.8	29.3	32.3	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	-	47.2	40.6	-	41.5	37.5
White/Caucasian	15	51.2	47.1	20	44.4	44.4
Special Education	0	12	18.6	-	11.5	14.3
English Learners Current + Former	22.8	26.8	20.2	25	22.2	16
English Learners Current	8.9	12.5		11.1	8.5	
Economically Disadvantaged	24.3	29	29.2	26.8	21.7	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.

Mater Academy Bonanza

10/25   **Academic Achievement**

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	41.2	59.6	54.1	36	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	28.5	40.1	37.8	-	38.4	34.5
Hispanic/Latino	41.7	50.2	45.1	40	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	-	61	59.2
White/Caucasian	50	67.7	66.3	20	63.5	64.6
Special Education	9	19.8	21.9	-	20.7	17.8
English Learners Current + Former	40.7	42.7	24.3	36.3	34.8	20.3
English Learners Current	22.3	22		22.2	15.8	
Economically Disadvantaged	39.2	46.3	44.4	34.3	41.5	41.4

ELA Assessments
% Proficient
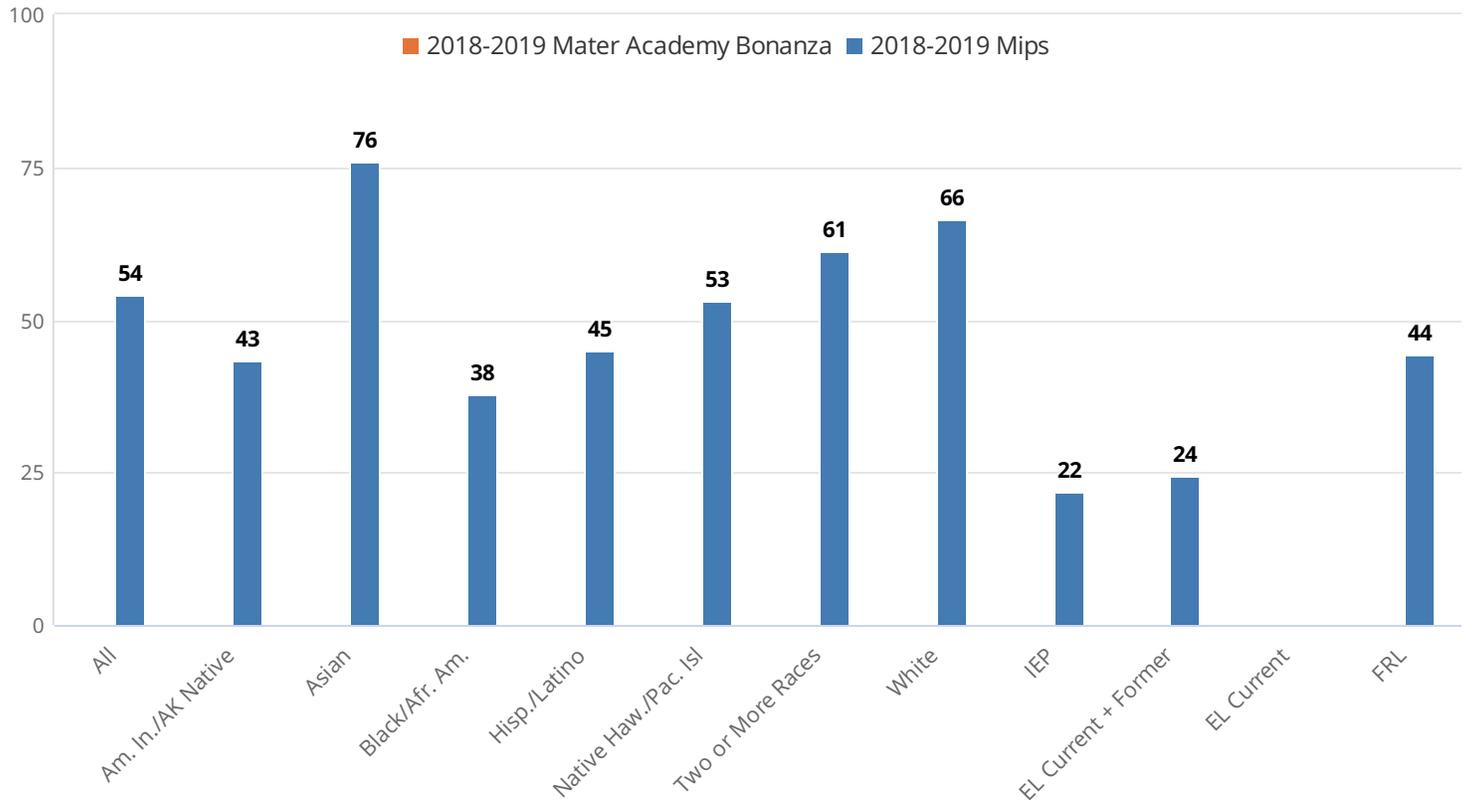
10/25   **Academic Achievement**

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	-	44.7	N/A	45.2
American Indian/Alaska Native	-	33.2	N/A	38.1
Asian	-	62	N/A	62.2
Black/African American	-	23.1	N/A	25
Hispanic/Latino	-	35.2	N/A	34.9
Pacific Islander	-	35.7	N/A	42.8
Two or More Races	-	52.2	N/A	51.6
White/Caucasian	-	54.5	N/A	54
Special Education	-	13	N/A	14.6
English Learners Current + Former	-	26	N/A	25.7
English Learners Current	-	12.6	N/A	9.3
Economically Disadvantaged	-	33.7	N/A	30.7

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	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	>=95%	>=95%	-	-
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

26/30

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: 9/10   ELA MGP Points Earned: 10/10

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	63	58	67	56	56.5	52	47.5	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	-	63	-	57	-	62	-	62
Black/African American	57	53	74	51	-	45	-	50.5
Hispanic/Latino	68	59	65	57	57	54	48	52
Pacific Islander	-	63	-	57	-	51.5	-	49.5
Two or More Races	-	56	-	54	-	53	-	55
White/Caucasian	62	58	63	56	43	49	34.5	53
Special Education	39	55	54.5	55	-	44	-	50
English Learners Current + Former	60	64	67	64	56.5	59	47.5	54
English Learners Current	55	61	61	62	58	57	46	53
Economically Disadvantaged	63	59	66.5	57	58	53	46.5	52

AGP Growth Data   Math AGP Points Earned: 3.5/5   ELA AGP Points Earned: 3.5/5

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	34.6	44.3	51.7	61.3	31.7	37.7	42.6	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	-	65.9	-	78.5	-	66.5	-	78
Black/African American	26.3	27.5	36.7	44.2	-	20.1	-	39.5
Hispanic/Latino	35.3	35.5	52.8	53.6	36	30.1	49.1	47.2
Pacific Islander	-	47.2	-	59.7	-	35.3	-	53.1
Two or More Races	-	47.1	-	66.2	-	42.7	-	61.3
White/Caucasian	36.7	51.8	60	68.4	20	44	20	62.2
Special Education	0	16.8	15	25.3	-	14.5	-	23.6
English Learners Current + Former	26.1	32.7	46.3	48.3	28.5	31.3	42.8	40
English Learners Current	11.4	17.3	31.1	28.1	16	14.8	28	20.1
Economically Disadvantaged	33.1	33.3	51.7	50.3	31.2	25.8	40.6	42.2

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

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Mater Academy Bonanza

9/10 **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

	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	50	34	38.3	16	37.5	32.4

% English Learners Meeting AGP on WIDA
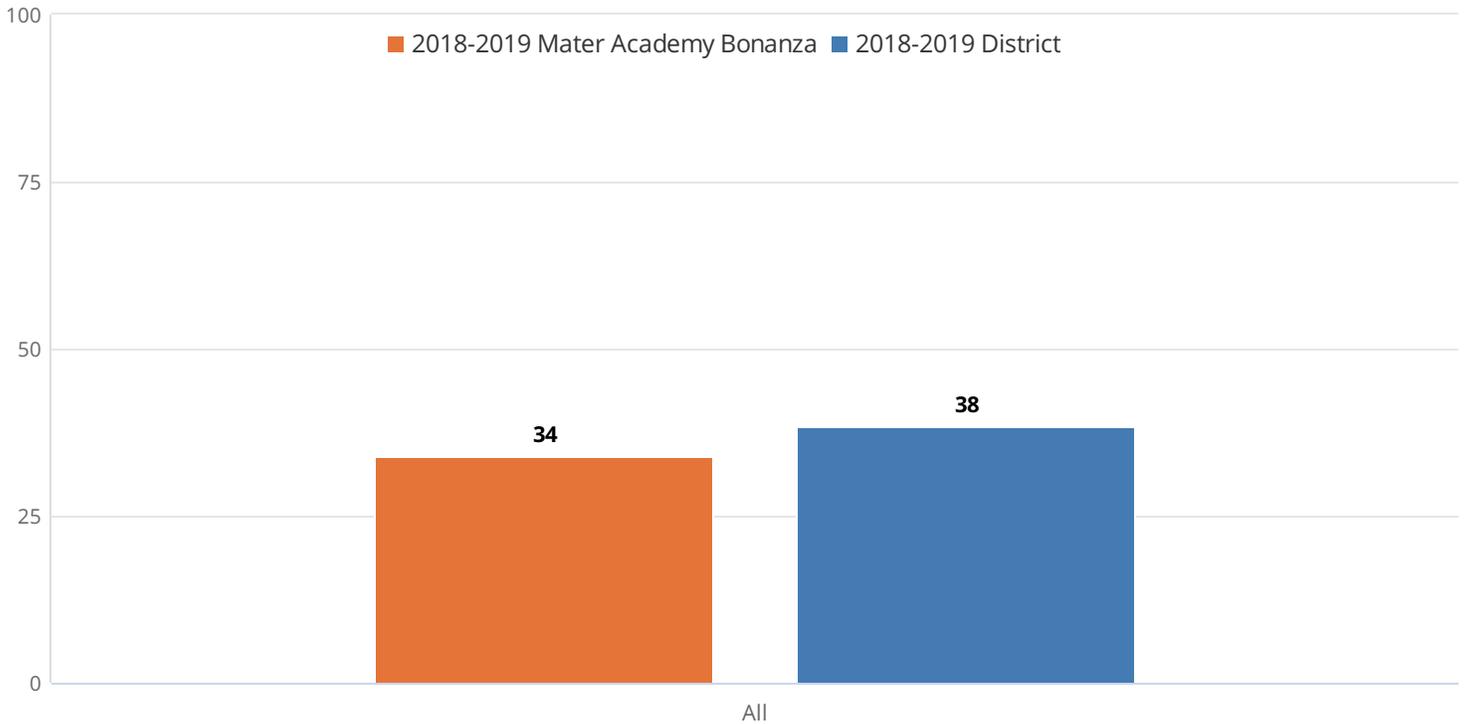
For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

20/20   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: 10/10   **ELA AGP Points Earned: 10/10**

Groups	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	24	21.8	35.5	32.7	12.7	19	28.5	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	-	28.6	-	40.2	-	35.6	-	44.6
Black/African American	17.6	15	20	22	-	10.9	-	23.3
Hispanic/Latino	24.3	21.5	34.6	31.1	11.4	17.1	33.3	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	-	19.8	-	32.8	-	21	-	32
White/Caucasian	31.1	24.8	52.8	38.3	-	21.5	-	33.2
Special Education	0	9.6	10.5	16.8	-	6.4	-	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	12.5	N/A	28.5	N/A
English Learners Current	7.2	12.5	21.1	22.1	12.5	13.8	20	16.8
Economically Disadvantaged	23	19.5	35.5	29.1	12.8	16	25	23.5

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11/15

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: 9/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	6	7.9	1	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	-	3	-	3.6
Black/African American	18.1	11	-	12.9
Hispanic/Latino	4.9	8.4	0	11.7
Pacific Islander	-	12	-	11.9
Two or More Races	-	8.9	-	12
White/Caucasian	0	7.2	0	10.9
Special Education	13.5	12.1	0	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	4	5.2	0	8.5
Economically Disadvantaged	6.5	11.5	1.2	14.3

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)
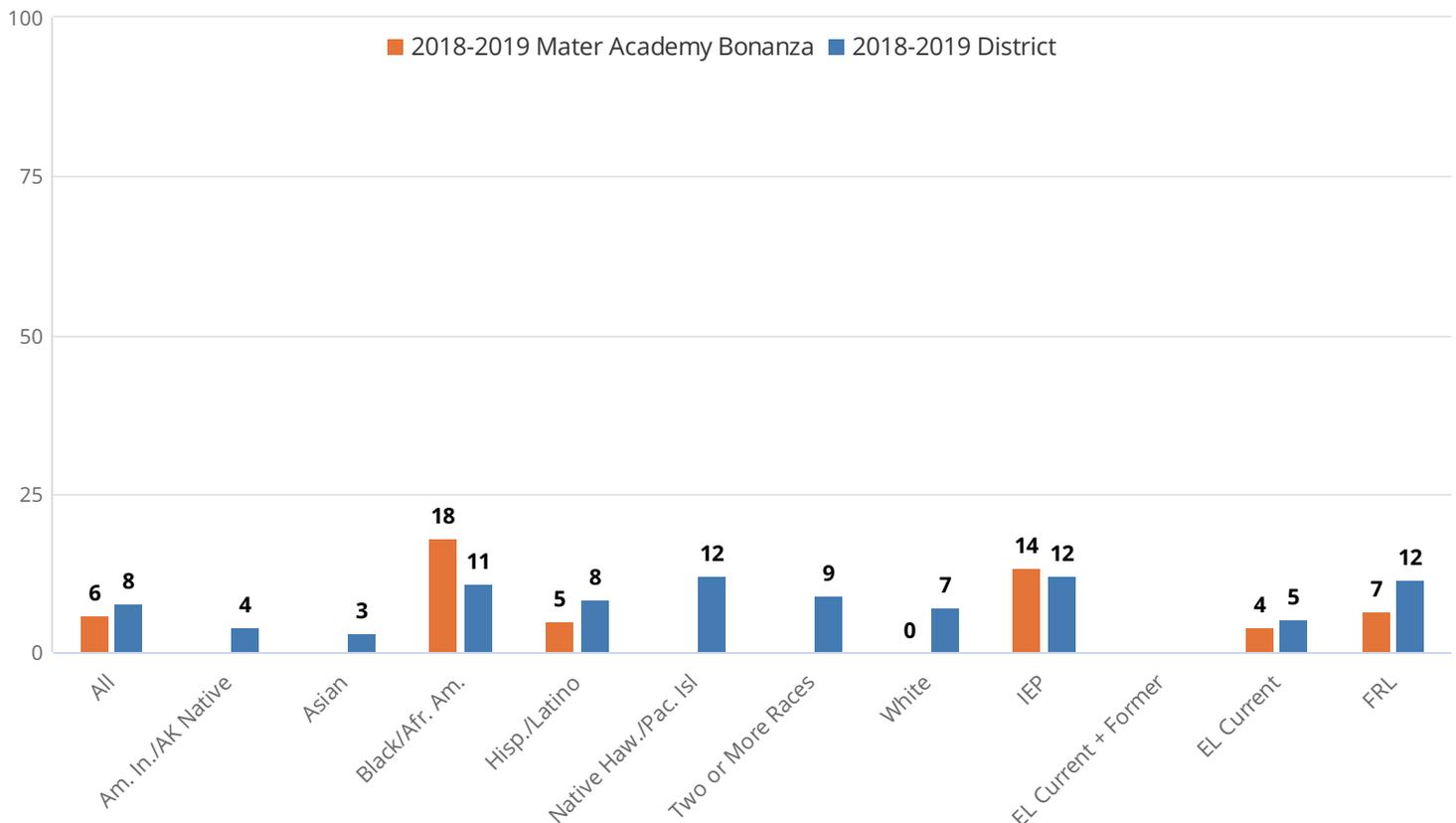
11/15 **Student Engagement**

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	100	97.5
American Indian/Alaska Native	-	100	-	98
Asian	-	99.7	-	98.4
Black/African American	100	99.2	-	96.3
Hispanic/Latino	100	99.5	100	97.5
Pacific Islander	-	99.5	-	95.9
Two or More Races	-	99.7	-	97.3
White/Caucasian	100	99.4	100	97.8
Special Education	100	99.4	-	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100	98.5	100	98.2
Economically Disadvantaged	100	99.4	100	98.2

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	N/A	91.5
American Indian/Alaska Native	N/A	93.7	N/A	85
Asian	N/A	97.9	N/A	99.4
Black/African American	N/A	90.5	N/A	85.4
Hispanic/Latino	N/A	92.2	N/A	89.4
Pacific Islander	N/A	88.5	N/A	91
Two or More Races	N/A	93.7	N/A	91.7
White/Caucasian	N/A	93.2	N/A	93.4
Special Education	N/A	93.9	N/A	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	92.7	N/A	85.6
Economically Disadvantaged	N/A	89.7	N/A	85.6

% of Students Meeting 8th Grade Credit Requirements

Legend: ■ 2018-2019 Mater Academy Bonanza   ■ 2018-2019 District

Bar chart values (2018-2019 District): All 93, Am. In./AK Native 94, Asian 98, Black/Afr. Am. 91, Hisp./Latino 92, Native Haw./Pac. Isl 89, Two or More Races 94, White 93, IEP 94, EL Current + Former (none), EL Current 93, FRL 90

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