

School Year 2016-2017 Nevada School Rating for Mater Academy of Nevada



Mater Academy of Nevada

Renee Fairless, Principal

Grade Levels: PK-08

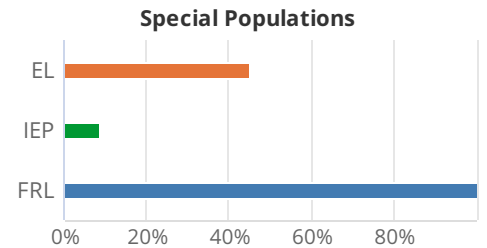
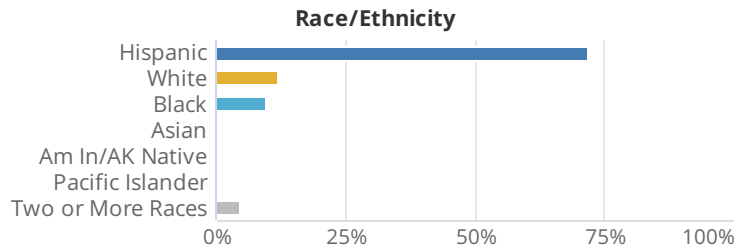
Website: <http://www.materacademynv.org/>

School Level: Elementary School

3445 Mountain Vista Street

Las Vegas, NV 89121

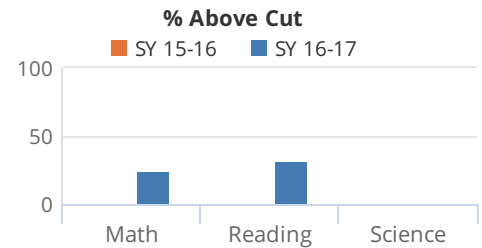
Phone: 702-485-2400



Academic Achievement



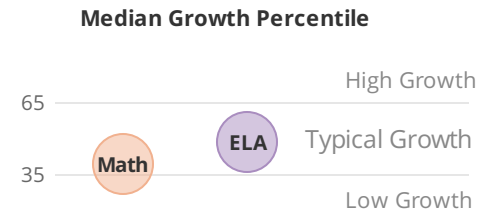
	% Above Cut	District
Math CRT	25.4	53.3
ELA CRT	32.5	59.9
Science CRT		
<i>Pooled Average</i>	28.9	56.6
Ready by Grade 3	23.0	56.4



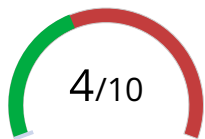
Student Growth



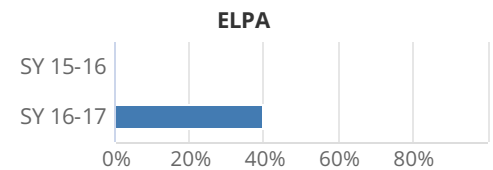
	SY 16-17
Math CRT MGP	39.0
ELA CRT MGP	48.5
Math CRT AGP	18.6
ELA CRT AGP	41.8



English Language



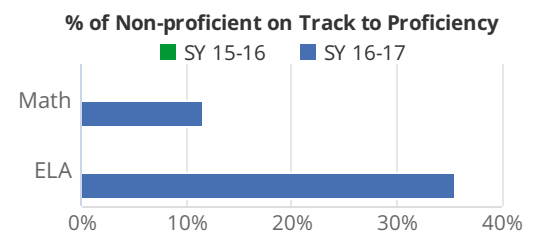
	% of EL Meeting AGP	District
ELPA	39.6	41.4



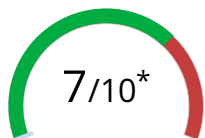
Closing Opportunity Gaps



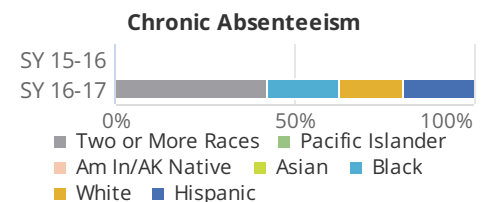
Non-proficient	% Meeting AGP
Math CRT	11.7
ELA CRT	35.6



Student Engagement



	% Chronically Absent	District
Chronic Absenteeism	15.3	10.6
	% Participation	Met Target
Climate Survey	86.8	YES



*Bonus points included

Student CRT Proficiency

	Percent Above the Cut					
	Math	District	2017 Math MIP	ELA	District	2017 ELA MIP
American Indian/Alaska Native	-	28.2	27.2	-	35.8	36.3
Asian	-	69.6	65.4	-	73.2	72.8
Black/African American	25.9	32.3	25	29.6	42.7	36.4
Hispanic/Latino	21.9	41.1	33.1	29.3	49.3	42.6
Pacific Islander	-	53.9	42.7	-	58.2	53.3
Two or More Races	-	58.4	50.4	-	66.4	60.6
White/Caucasian	44.1	59.7	54.9	52.9	65.2	63.9
Special Education	5.5	30.8	20.9	5.5	33.3	22.4
English Learners Current + Former	23.9	42.4	28.8	28.1	44.6	35.1
English Learners Current	20.7	27.8		24.6	26.5	
Economically Disadvantaged	25.4	34.7	32.4	32.5	42.9	41

Grade 3 ELA

	Percent Above the Cut	
	ELA	District
American Indian/Alaska Native	-	26.6
Asian	-	68.6
Black/African American	-	40.2
Hispanic/Latino	19.4	47
Pacific Islander	-	48.8
Two or More Races	-	58.2
White/Caucasian	41.1	62.4
Special Education	-	36.3
English Learners Current + Former	21.4	42.2
English Learners Current	21.4	23.1
Economically Disadvantaged	23	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	37.5	66	25	52.6
Hispanic/Latino	39	47	16.9	37.2
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	41	59.5	25	68.7
Special Education	29	13.5	0	21.4
English Learners Current + Former	38	45	19.5	35
English Learners Current	36	45	15.2	34.1
Economically Disadvantaged	39	48.5	18.6	41.8

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	25	53.3
Hispanic/Latino	11	31.4
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	-	-
Special Education	0	27.2
English Learners Current + Former	8.7	31.3
English Learners Current	8.8	31.3
Economically Disadvantaged	13	32

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	-	18.2
Asian	-	4.9
Black/African American	15	19.8
Hispanic/Latino	14.6	13.4
Pacific Islander	-	11.5
Two or More Races	31.8	9.6
White/Caucasian	13.2	8.4
Special Education	20.4	13.4
English Learners Current + Former	N/A	N/A
English Learners Current	12.4	15.1
Economically Disadvantaged	16.7	18.5

What does my school rating mean?

2 Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

Participation Warning: Schools Where assessment participation rates are below 95% for the overall student group or any subgroup receives a Participation Warning.

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 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.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within

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 84

at or above 67, below 84

at or above 50, below 67

at or above 27, below 50

below 27

School Year 2016-2017 Nevada School Rating for Mater Academy of Nevada



Mater Academy of Nevada

Renee Fairless, Principal

Grade Levels: PK-08

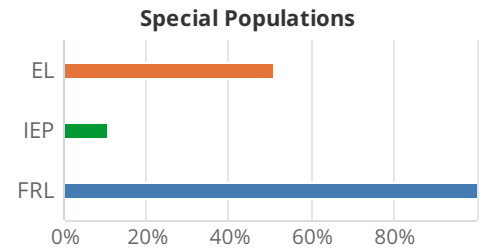
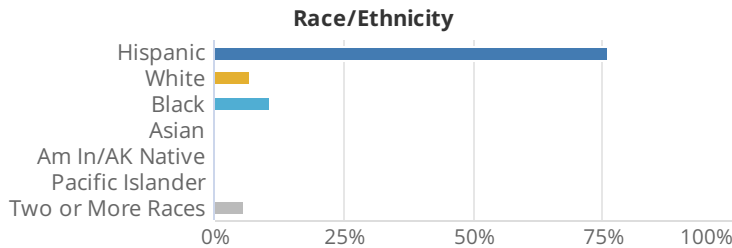
Website: <http://www.materacademynv.org/>

School Level: Middle School

3445 Mountain Vista Street

Las Vegas, NV 89121

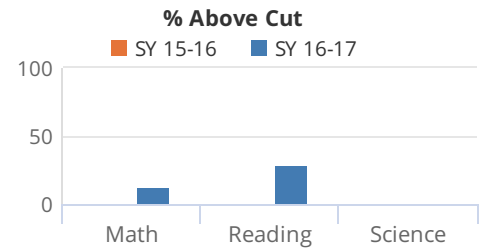
Phone: 702-485-2400



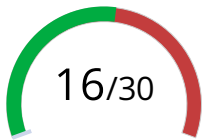
Academic Achievement



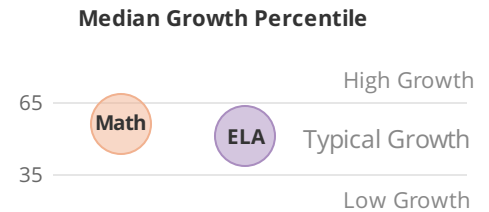
	% Above Cut	District
Math CRT	13.6	35.7
ELA CRT	29.1	53.2
Science CRT		
Math I End of Course	N/A	87.7
<i>Pooled Average</i>	21.4	46.5



Student Growth



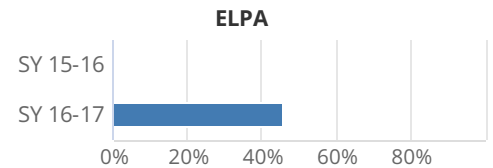
	SY 16-17
Math CRT MGP	56.0
ELA CRT MGP	51.0
Math CRT AGP	19.7
ELA CRT AGP	39.1



English Language



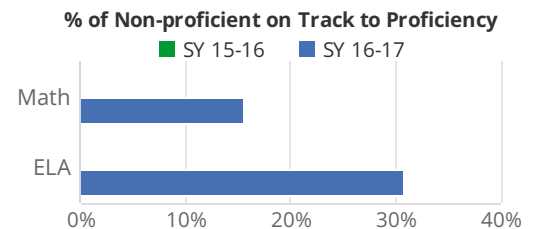
	% of EL Meeting AGP	District
ELPA	45.6	33.5



Closing Opportunity Gaps



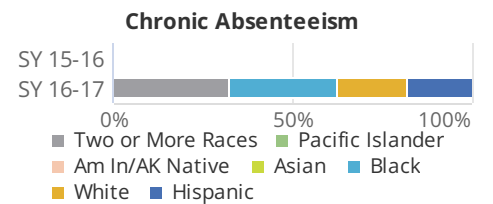
Non-proficient	% Meeting AGP
Math CRT	15.6
ELA CRT	30.9



Student Engagement



	School	District
Chronic Absenteeism	15.5	9.6
Academic Learning Plans	100	79.5
NAC 389.445 Requirements	96.7	94.3
	% Participation	Met Target
Climate Survey	86.8	YES



*Bonus points included

Student CRT Proficiency

	Percent Above the Cut					
	Math	District	2017 Math MIP	ELA	District	2017 ELA MIP
American Indian/Alaska Native	-	28.5	20.6	-	57.1	37.3
Asian	-	63.5	54.1	-	73.8	73.3
Black/African American	0	16.8	15.2	32	33.7	31.1
Hispanic/Latino	13.2	24.5	21.6	27.6	43.4	39.2
Pacific Islander	-	35.4	30.1	-	57.8	48.1
Two or More Races	7.1	39.4	34.2	28.6	55.9	57.1
White/Caucasian	38.8	42.2	41.4	38.8	60.1	62.7
Special Education	3.8	11.5	9.8	0	17.3	13.5
English Learners Current + Former	15.4	26.8	11.6	28.8	36.7	16.1
English Learners Current	8.8	11.8		16.9	18.2	
Economically Disadvantaged	13.4	21.8	21.5	29	39.7	38.3

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	41.5	45	18.1	40.9
Hispanic/Latino	57	54	18.5	39.2
Pacific Islander	-	-	-	-
Two or More Races	50.5	28	21.4	21.4
White/Caucasian	67	37	29.4	47
Special Education	48	26.5	4.1	0
English Learners Current + Former	61.5	56	21.5	38.8
English Learners Current	60	50	14.2	30.2
Economically Disadvantaged	56	52	19.9	39

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	17.3	25
Hispanic/Latino	15.3	30
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	16.6	45.4
Special Education	8.3	0
English Learners Current + Former	18.8	30.3
English Learners Current	19.1	30.8
Economically Disadvantaged	16.9	27.6

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	-	12
Asian	-	3.9
Black/African American	23.3	13.8
Hispanic/Latino	13.9	11.2
Pacific Islander	-	12.3
Two or More Races	25	12.4
White/Caucasian	15	7.8
Special Education	43.7	16.2
English Learners Current + Former	N/A	N/A
English Learners Current	14.7	13.9
Economically Disadvantaged	15.9	13.6

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 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.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% 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.

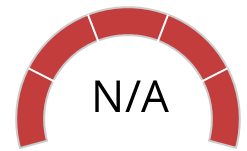
Star Rating



Index Score

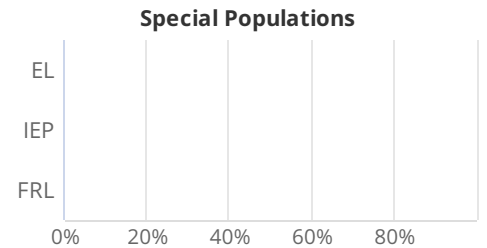
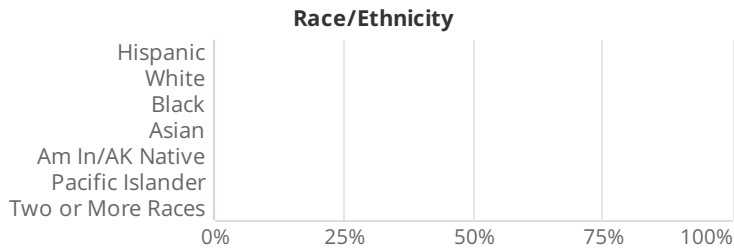
at or above 80
at or above 70, below 80
at or above 50, below 70
at or above 29, below 50
below 29

School Year 2016-2017 Nevada School Rating for Mater Academy of Nevada



Mater Academy of Nevada
 Renee Fairless, Principal
 Grade Levels: PK-08
 Website: <http://www.materacademynv.org/>
 School Level: High School

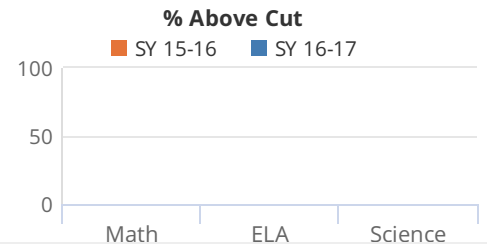
3445 Mountain Vista Street
 Las Vegas, NV 89121
 Phone: 702-485-2400



Academic Achievement



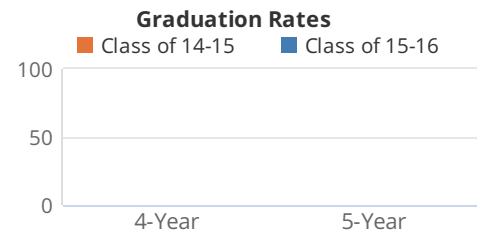
	% Above Cut	District
Math End of Course	N/A	54.8
ELA End of Course	N/A	70.5
Science End of Course		
<i>Pooled Average</i>	-	61.8



Graduation



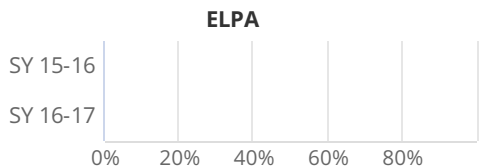
	Graduation Rate	School Rate	District Rate
4-Year		N/A	58.5
5-Year		N/A	63.8



English Language Proficiency



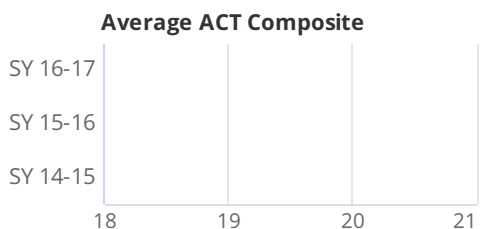
	% of EL Meeting AGP	District
ELPA	N/A	14.4



College Career Readiness



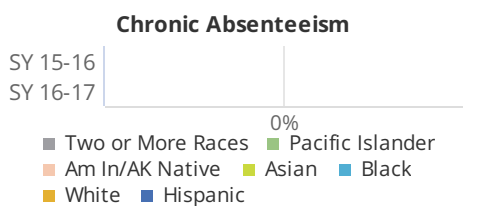
	School	District
ACT Average Composite	N/A	17.8
Grade 9 Sufficiency	N/A	82.2
Grade 10 Sufficiency	N/A	71.9
<i>Pooled Average</i>	N/A	77.4
EOC Math CCR	N/A	25
EOC ELA AL CCR	N/A	43.9
<i>Pooled Average</i>	N/A	34



Student Engagement



	School	District
Chronic Absenteeism	N/A	13.7
Academic Learning Plans	N/A	78.3
	% Participation	Met Target
Climate Survey	86.8	YES



*Bonus points included

Student EOC Proficiency

	Percent Above the Cut							
	Math I	2017 Math I MIP	Math II	2017 Math II MIP	ELA I	2017 ELA I MIP	ELA II	2017 ELA II MIP
	American Indian/Alaska Native	N/A	70.5	N/A	29.3	N/A	70.8	N/A
Asian	N/A	87.5	N/A	59.3	N/A	84.2	N/A	84
Black/African American	N/A	63.5	N/A	19.6	N/A	51.4	N/A	47.8
Hispanic/Latino	N/A	71.2	N/A	28.4	N/A	64.9	N/A	64.9
Pacific Islander	N/A	79	N/A	35.4	N/A	66.9	N/A	67.6
Two or More Races	N/A	79.5	N/A	41.6	N/A	75.1	N/A	75.2
White/Caucasian	N/A	82	N/A	46.2	N/A	78.6	N/A	78.3
Special Education	N/A	56.2	N/A	13.4	N/A	36.1	N/A	36.7
English Learners Current + Former	N/A	61.5	N/A	13.2	N/A	40.1	N/A	32.9
English Learners Current	N/A		N/A		N/A		N/A	
Economically Disadvantaged	N/A	69.3	N/A	27.3	N/A	62.7	N/A	60.8

Four & Five Year Graduation Rate

Graduation Measures	4y Graduation Rate		4y Graduation MIP		5y Graduation Rate		5y Graduation MIP	
		District		District		District		District
American Indian/Alaska Native	N/A	-	64.7	-	N/A	-	57.1	-
Asian	N/A	82	87.9	86.6	N/A	86.6	86.4	86.4
Black/African American	N/A	47.8	56.5	56.9	N/A	56.9	59.4	59.4
Hispanic/Latino	N/A	61	69.7	59.4	N/A	59.4	67.1	67.1
Pacific Islander	N/A	46.1	75.9	53.8	N/A	53.8	77.8	77.8
Two or More Races	N/A	49.2	76.8	51.7	N/A	51.7	79.2	79.2
White/Caucasian	N/A	59.3	79.9	65.4	N/A	65.4	80.1	80.1
Special Education	N/A	28.3	29.3	35.5	N/A	35.5	33.8	33.8
English Learners Current + Former	N/A	30.7	42.6	50	N/A	50	37.4	37.4
Economically Disadvantaged	N/A	50	66.7	53.3	N/A	53.3	68.3	68.3

ACT Average Composite

	Composite Score	District
American Indian/Alaska Native	N/A	15.3
Asian	N/A	20.8
Black/African American	N/A	15.6
Hispanic/Latino	N/A	16.5
Pacific Islander	N/A	16.9
Two or More Races	N/A	17.9
White/Caucasian	N/A	18.6
Special Education	N/A	14
English Learners Current + Former	N/A	N/A
English Learners Current	N/A	14
Economically Disadvantaged	N/A	16.4

EOC Math & ELA CCR**Percent CCR Achievement Level**

	Math I	Math I District	Math II	Math II District	ELA I	ELA I District	ELA II	ELA II District
American Indian/Alaska Native	N/A	15	N/A	15	N/A	15.3	N/A	13.3
Asian	N/A	41.9	N/A	40.4	N/A	57.8	N/A	67.5
Black/African American	N/A	19.7	N/A	7.8	N/A	23.6	N/A	23.6
Hispanic/Latino	N/A	24.6	N/A	16.6	N/A	37.7	N/A	43.6
Pacific Islander	N/A	27.7	N/A	15.1	N/A	44.4	N/A	48
Two or More Races	N/A	29.4	N/A	22.2	N/A	42.5	N/A	44.8
White/Caucasian	N/A	32	N/A	23.2	N/A	46.7	N/A	44.2
Special Education	N/A	11.2	N/A	4.3	N/A	7.2	N/A	11.2
English Learners Current + Former	N/A	20	N/A	17.4	N/A	6.6	N/A	33.3
English Learners Current	N/A	18	N/A	10	N/A	8	N/A	22.2
Economically Disadvantaged	N/A	23.4	N/A	14	N/A	33.7	N/A	36.2

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	N/A	20
Asian	N/A	6.6
Black/African American	N/A	15.9
Hispanic/Latino	N/A	16.7
Pacific Islander	N/A	20.1
Two or More Races	N/A	13
White/Caucasian	N/A	12.1
Special Education	N/A	17.3
English Learners Current + Former	N/A	N/A
English Learners Current	N/A	9
Economically Disadvantaged	N/A	19.5

What does my school rating mean?

High schools will earn an index score and no star rating based on 2016-2017 school performance. All Nevada schools will receive a star rating in September of 2018.

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 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.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Graduation

The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an adjusted cohort graduation rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required state school accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability indicators in the school rating system.

College and Career Readiness

The college and career readiness indicator is made up of three measures: Average ACT Composite Score, Ninth and Tenth Grade Credit Sufficiency, and percent of students achieving college and career readiness status (Level 3 or 4) on the Math, ELA or Science End-of-Course assessments.

Star Rating

Index Score

TBD