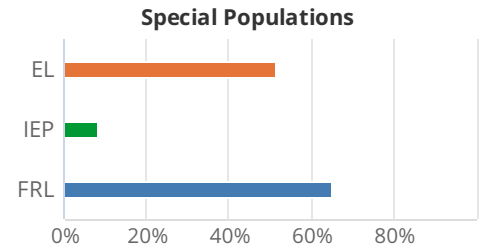
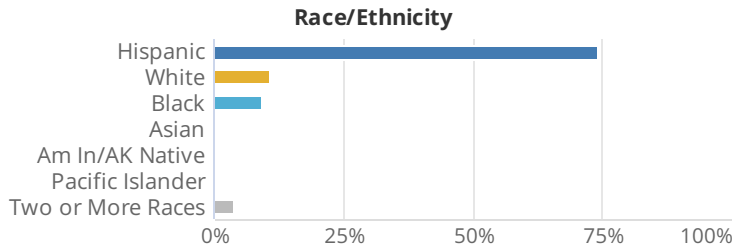


# School Year 2017-2018 Nevada School Rating for Mater Academy Mountain Vista



School Type: Zoom SPCSA  
 School Level: Elementary School  
 Grade Levels: PK-08  
 District: State Public Charter School Authority  
 Website: <http://www.matermountainvista.org>

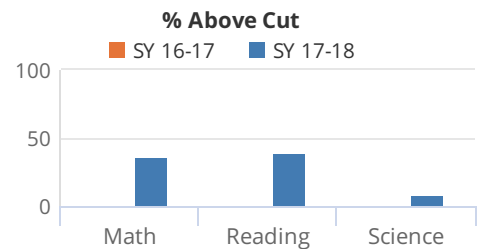
Total Index Score: 56  
 School Designation:  
 3445 Mountain Vista Street  
 Las Vegas, NV 89121  
 Phone: 702-485-2400



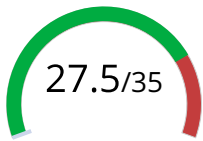
## Academic Achievement



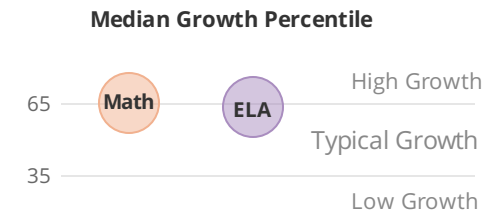
	% Above Cut	% District
Math CRT	36.7	52.8
ELA CRT	39.4	58.6
Science CRT	9.5	35.3
<i>Pooled Average</i>	33.8	52.9
Read by Grade 3	40.3	56.2



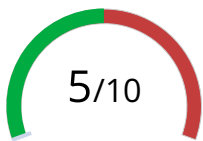
## Student Growth



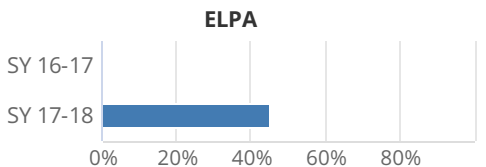
	% SY 17-18
Math CRT MGP	65.0
ELA CRT MGP	63.0
Math CRT AGP	38.1
ELA CRT AGP	49.7



## English Language



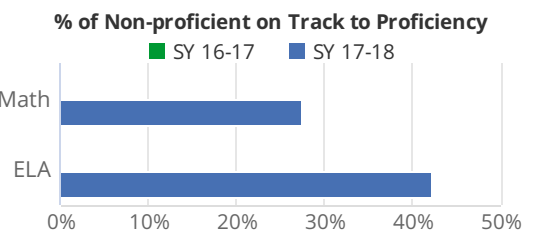
	% of EL Meeting AGP	% District
ELPA	44.9	42.5



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	27.4	27.4
ELA CRT	42.2	42.2



## Student Engagement

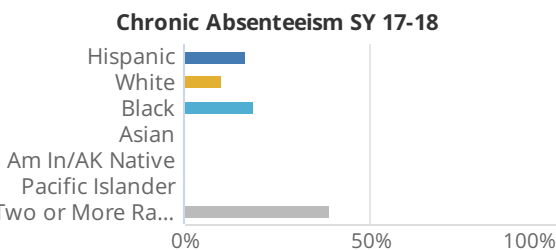


\*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	17.3	10.1

	% Participation	Met Target
Climate Survey	95.7	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	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	-	75.2	67.2	-	76.2	74.1	-	49.2	N/A
Black/African American	23	30.6	28.8	11.5	40.5	39.6	10	14.6	N/A
Hispanic/Latino	33.1	40.2	36.5	38.5	48	45.5	8.2	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	-	59	52.9	-	67.1	62.6	-	46.6	N/A
White/Caucasian	59.3	61.1	57.2	56.2	65	65.7	-	43.8	N/A
Special Education	8	29.2	24.8	12	29.3	26.3	-	19.4	N/A
English Learners Current + Former	33.6	37.4	32.4	37.2	38.9	38.4	9.3	15.2	N/A
English Learners Current	25	25.5		24.2	22.8		3	4.8	N/A
Economically Disadvantaged	33.2	33.1	35.7	35.5	40.4	44	7.6	17.3	N/A

**Grade 3 ELA**

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	-	34.2
Hispanic/Latino	35.2	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	72.7	62.6
Special Education	-	29.4
English Learners Current + Former	33.8	33
English Learners Current	25	21.8
Economically Disadvantaged	34.5	37.5

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	45	33	5.8	29.4
Hispanic/Latino	66.5	65.5	41.5	52.6
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	72	51	42.8	47.6
Special Education	52	50	6.2	12.5
English Learners Current + Former	66	70	40.1	54.3
English Learners Current	65	68	29.1	44.2
Economically Disadvantaged	62	62	36.8	47.3

**Closing Opportunity Gap**

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	0	28.5
Hispanic/Latino	30	45.6
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	36.3	30
Special Education	-	-
English Learners Current + Former	25.7	47.1
English Learners Current	24.1	50
Economically Disadvantaged	27.4	42.2

**Chronic Absenteeism**

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	-	4.9
Black/African American	19	14.5
Hispanic/Latino	16.6	11.5
Pacific Islander	-	12.6
Two or More Races	39.2	9
White/Caucasian	10.1	9
Special Education	18.4	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	18	10.4
Economically Disadvantaged	17.4	15.9

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**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 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### 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

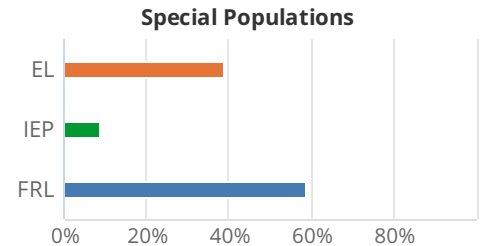
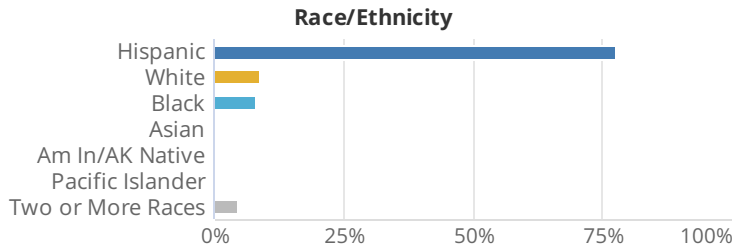
at or above 84  
at or above 67, below 84  
at or above 50, below 67  
at or above 27, below 50  
below 27

# School Year 2017-2018 Nevada School Rating for Mater Academy Mountain Vista



School Type: Zoom SPCSA  
 School Level: Middle School  
 Grade Levels: PK-08  
 District: State Public Charter School Authority  
 Website: <http://www.matermountainvista.org>

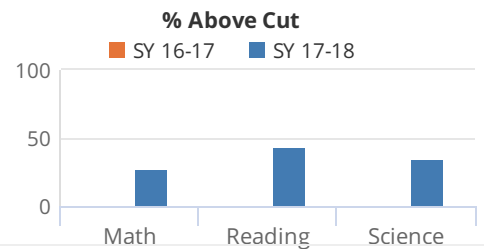
Total Index Score: 79.5  
 School Designation:  
 3445 Mountain Vista Street  
 Las Vegas, NV 89121  
 Phone: 702-485-2400



## Academic Achievement



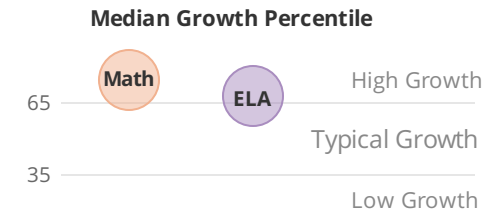
	% Above Cut	% District
% Math CRT	27.4	36.8
% ELA CRT	44.7	56.1
% Science CRT	35.7	45.2
% Pooled Average	36.0	46.3



## Student Growth



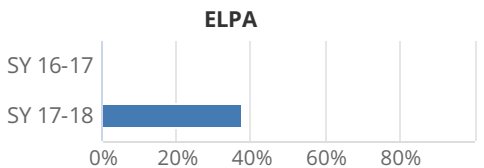
	% SY 17-18
Math CRT MGP	74.0
ELA CRT MGP	67.0
Math CRT AGP	35.6
ELA CRT AGP	47.5



## English Language



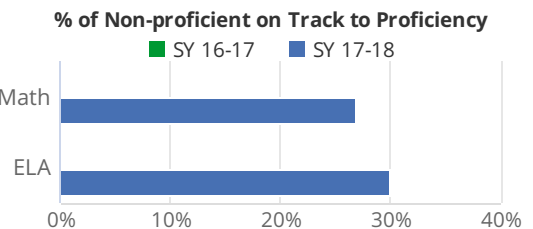
	% of EL Meeting AGP	% District
ELPA	37.5	32.4



## Closing Opportunity Gaps



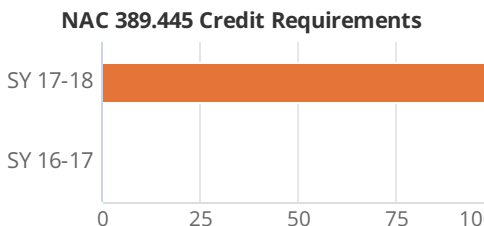
	% Non-proficient	% Meeting AGP
Math CRT	~27%	26.9
ELA CRT	~30%	30



## Student Engagement



	% School	% District
Chronic Absenteeism	12.6	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	98.9	91.5



\*Bonus points included

	% Participation	Met Target
Climate Survey	95.0	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	-	64.1	56.4	-	77.3	74.6	-	62.2	N/A
Black/African American	29.6	17.7	19.5	55.5	38.4	34.5	-	25	N/A
Hispanic/Latino	25.6	26.1	25.5	41.3	46.3	42.2	31.1	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	33.3	41.5	37.5	53.2	61	59.2	-	51.6	N/A
White/Caucasian	39.2	44.4	44.4	60.7	63.5	64.6	-	54	N/A
Special Education	3.7	11.5	14.3	3.7	20.7	17.8	-	14.6	N/A
English Learners Current + Former	27.5	22.2	16	37.6	34.8	20.3	32.3	25.7	N/A
English Learners Current	9.5	8.5		13.8	15.8		6.6	9.3	N/A
Economically Disadvantaged	27.2	21.7	25.5	45.5	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	-	-	-	-
Black/African American	75	65	34.6	65.3
Hispanic/Latino	74	68	35	44.1
Pacific Islander	-	-	-	-
Two or More Races	66	78	40	53.3
White/Caucasian	69	61	40.7	59.2
Special Education	58	68	8.3	8.3
English Learners Current + Former	75	59.5	37.5	39.7
English Learners Current	72.5	62	18.4	18.4
Economically Disadvantaged	73	68.5	35.8	48.5

**Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	30.7	43.7
Hispanic/Latino	27.3	26.8
Pacific Islander	-	-
Two or More Races	36.3	-
White/Caucasian	11.7	40
Special Education	0	8
English Learners Current + Former	28.3	23.6
English Learners Current	21.7	21.7
Economically Disadvantaged	26.9	30

**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	-	3.6	-	98.4	-	99.4
Black/African American	13.7	12.9	100	96.3	100	85.4
Hispanic/Latino	11.8	11.7	100	97.5	98.5	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	23.5	12	100	97.3	-	91.7
White/Caucasian	12.5	10.9	100	97.8	100	93.4
Special Education	25.6	15.3	100	96.8	90.9	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	11.1	8.5	100	98.2	98.9	85.6
Economically Disadvantaged	12.7	14.3	100	98.2	98.9	85.6

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**4 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. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.

## 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