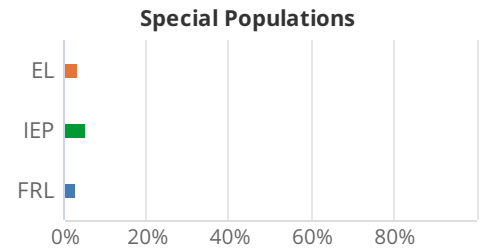
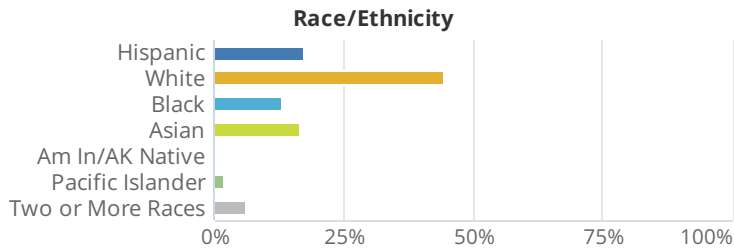


School Year 2016-2017 Nevada School Rating for American Preparatory Academy



American Preparatory Academy
 Christie Olivieri, Principal
 Grade Levels: 0K-11
 Website:
 School Level: Elementary School

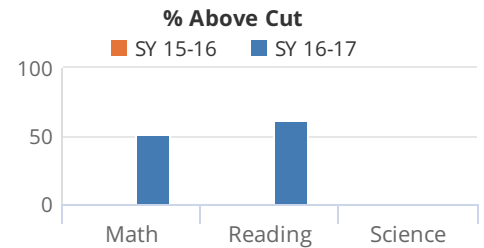
8377 West Patrick Lane
 Las Vegas, NV 89113
 Phone: 702-970-6800



Academic Achievement



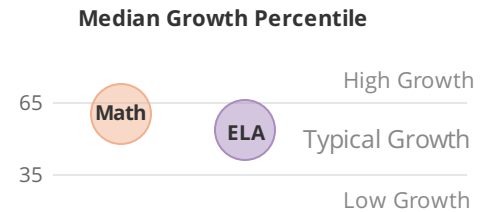
	% Above Cut	District
Math CRT	51.4	53.3
ELA CRT	62.1	59.9
Science CRT		
<i>Pooled Average</i>	56.7	56.6
Ready by Grade 3	53.2	56.4



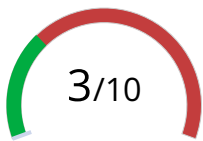
Student Growth



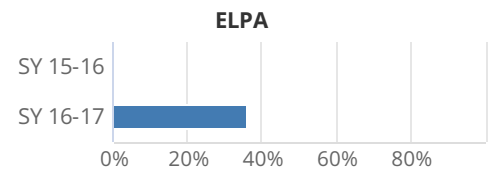
	SY 16-17
Math CRT MGP	60.0
ELA CRT MGP	53.0
Math CRT AGP	52.5
ELA CRT AGP	60.0



English Language



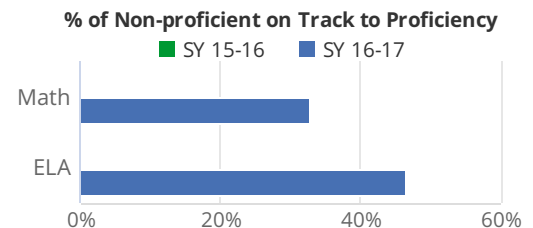
	% of EL Meeting AGP	District
ELPA	36.0	41.4



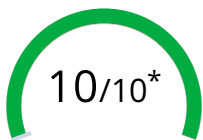
Closing Opportunity Gaps



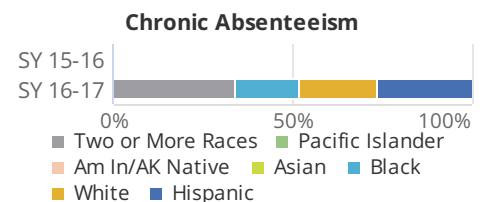
Non-proficient	% Meeting AGP
Math CRT	32.8
ELA CRT	46.6



Student Engagement



	% Chronically Absent	District
Chronic Absenteeism	0.9	10.6
	% Participation	Met Target
Climate Survey	-	NO



*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	64.2	69.6	65.4	77.5	73.2	72.8
Black/African American	40.9	32.3	25	43.9	42.7	36.4
Hispanic/Latino	34.4	41.1	33.1	50	49.3	42.6
Pacific Islander	-	53.9	42.7	-	58.2	53.3
Two or More Races	58	58.4	50.4	67.7	66.4	60.6
White/Caucasian	55.6	59.7	54.9	65.6	65.2	63.9
Special Education	27.7	30.8	20.9	23.5	33.3	22.4
English Learners Current + Former	52.5	42.4	28.8	62.2	44.6	35.1
English Learners Current	19	27.8		28.5	26.5	
Economically Disadvantaged	25	34.7	32.4	35	42.9	41

Grade 3 ELA

	Percent Above the Cut	
	ELA	District
American Indian/Alaska Native	-	26.6
Asian	71.4	68.6
Black/African American	56	40.2
Hispanic/Latino	39.2	47
Pacific Islander	-	48.8
Two or More Races	60	58.2
White/Caucasian	49.2	62.4
Special Education	-	36.3
English Learners Current + Former	53.4	42.2
English Learners Current	-	23.1
Economically Disadvantaged	-	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	55	57	53.6	71
Black/African American	54.5	32.5	37.5	35
Hispanic/Latino	60	45	47.4	50.8
Pacific Islander	-	-	-	-
Two or More Races	71.5	55.5	65	55
White/Caucasian	64	55	57.8	67.7
Special Education	42	30	33.3	25
English Learners Current + Former	60	53	54.4	61.1
English Learners Current	50	50	15.3	38.4
Economically Disadvantaged	49	54	20	46.6

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	21.7	52.9
Black/African American	25	36.8
Hispanic/Latino	33.3	36.3
Pacific Islander	-	-
Two or More Races	54.5	-
White/Caucasian	38.4	51.4
Special Education	-	-
English Learners Current + Former	23	38.8
English Learners Current	22.7	37.5
Economically Disadvantaged	36.8	35

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	-	18.2
Asian	0	4.9
Black/African American	0.9	19.8
Hispanic/Latino	1.3	13.4
Pacific Islander	0	11.5
Two or More Races	1.7	9.6
White/Caucasian	1.1	8.4
Special Education	5.8	13.4
English Learners Current + Former	N/A	N/A
English Learners Current	0	15.1
Economically Disadvantaged	5.5	18.5

What does my school rating mean?

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 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.

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

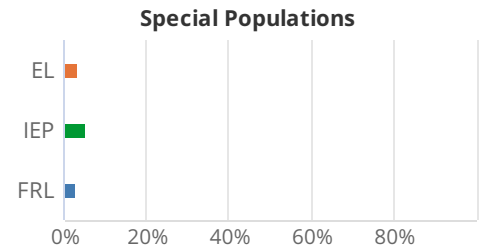
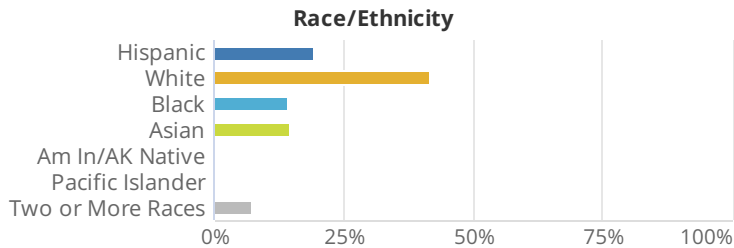
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

School Year 2016-2017 Nevada School Rating for American Preparatory Academy



American Preparatory Academy
 Christie Olivieri, Principal
 Grade Levels: 0K-11
 Website:
 School Level: Middle School

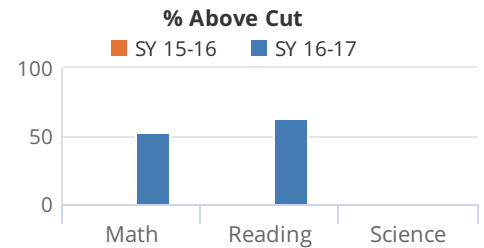
8377 West Patrick Lane
 Las Vegas, NV 89113
 Phone: 702-970-6800



Academic Achievement



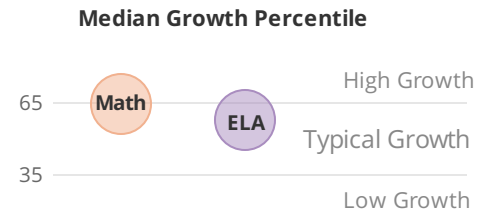
	% Above Cut	District
Math CRT	53.2	35.7
ELA CRT	63.5	53.2
Science CRT		
Math I End of Course	82.4	87.7
<i>Pooled Average</i>	60.2	46.5



Student Growth



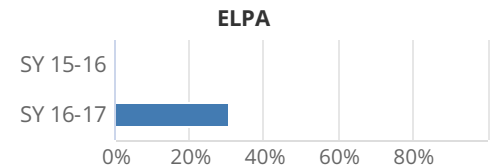
	SY 16-17
Math CRT MGP	64.0
ELA CRT MGP	57.0
Math CRT AGP	60.0
ELA CRT AGP	68.0



English Language



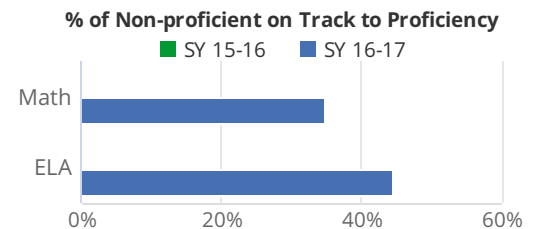
	% of EL Meeting AGP	District
ELPA	30.7	33.5



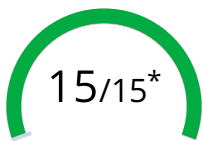
Closing Opportunity Gaps



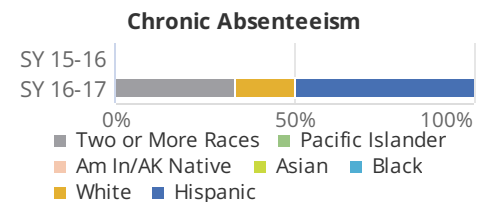
Non-proficient	% Meeting AGP
Math CRT	35
ELA CRT	44.7



Student Engagement



	School	District
Chronic Absenteeism	2.0	9.6
Academic Learning Plans	100	79.5
NAC 389.445 Requirements	98.9	94.3
	% Participation	Met Target
Climate Survey	-	NO



*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	75.4	63.5	54.1	83	73.8	73.3
Black/African American	42	16.8	15.2	48	33.7	31.1
Hispanic/Latino	40	24.5	21.6	52.8	43.4	39.2
Pacific Islander	-	35.4	30.1	-	57.8	48.1
Two or More Races	70.3	39.4	34.2	70.4	55.9	57.1
White/Caucasian	52.3	42.2	41.4	65.7	60.1	62.7
Special Education	29.4	11.5	9.8	52.9	17.3	13.5
English Learners Current + Former	49.4	26.8	11.6	59.6	36.7	16.1
English Learners Current	20	11.8		26.6	18.2	
Economically Disadvantaged	-	21.8	21.5	-	39.7	38.3

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	76.5	66.5	82.6	84.6
Black/African American	56	48	42.5	51
Hispanic/Latino	61	56.5	48.4	59
Pacific Islander	-	-	-	-
Two or More Races	63	38.5	73	65.3
White/Caucasian	63.5	57.5	59.8	71.8
Special Education	27	45	26.6	53.3
English Learners Current + Former	65	58	53.6	67
English Learners Current	44	40.5	14.2	28.5
Economically Disadvantaged	-	-	-	-

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	53.3	54.5
Black/African American	25	29.4
Hispanic/Latino	31.7	48.2
Pacific Islander	-	-
Two or More Races	25	-
White/Caucasian	40	52.1
Special Education	-	-
English Learners Current + Former	19.2	33.3
English Learners Current	19	22.2
Economically Disadvantaged	28.5	42.8

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	-	12
Asian	0	3.9
Black/African American	0	13.8
Hispanic/Latino	5.2	11.2
Pacific Islander	-	12.3
Two or More Races	3.5	12.4
White/Caucasian	1.8	7.8
Special Education	4.1	16.2
English Learners Current + Former	N/A	N/A
English Learners Current	0	13.9
Economically Disadvantaged	10	13.6

What does my school rating mean?

5 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.

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.

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English Language Proficiency

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- 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.
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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

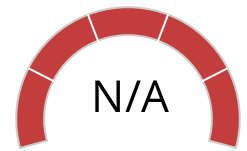
at or above 70, below 80

at or above 50, below 70

at or above 29, below 50

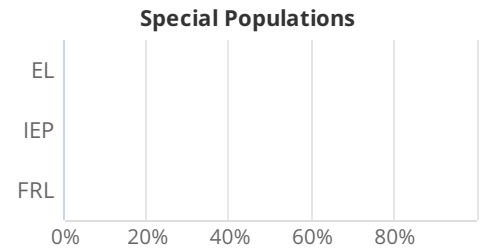
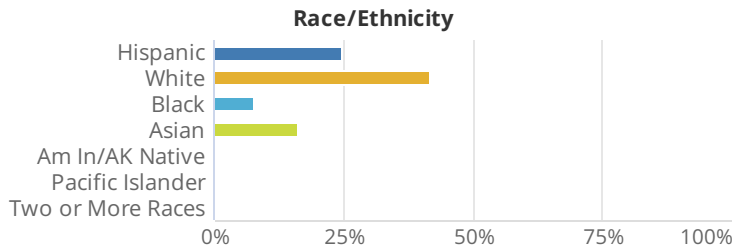
below 29

School Year 2016-2017 Nevada School Rating for American Preparatory Academy

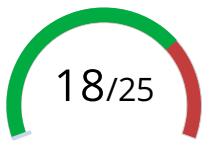


American Preparatory Academy
 Christie Olivieri, Principal
 Grade Levels: 0K-11
 Website:
 School Level: High School

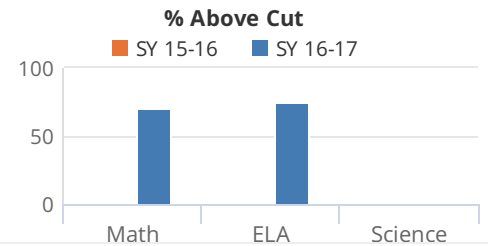
8377 West Patrick Lane
 Las Vegas, NV 89113
 Phone: 702-970-6800



Academic Achievement



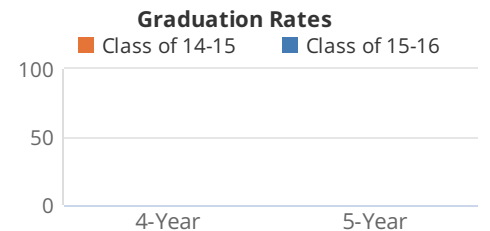
	% Above Cut	District
Math End of Course	71.2	54.8
ELA End of Course	74.3	70.5
Science End of Course		
<i>Pooled Average</i>	72.6	61.8



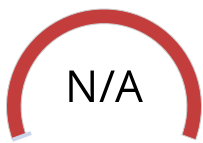
Graduation



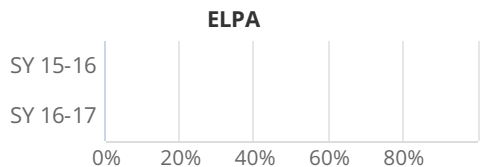
	School Rate	District Rate
4-Year	N/A	58.5
5-Year	N/A	63.8



English Language Proficiency



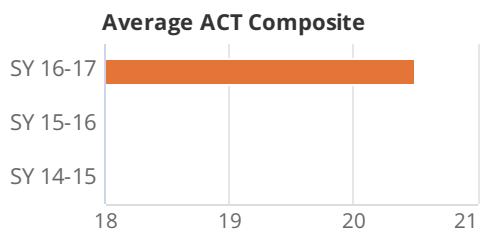
	% of EL Meeting AGP	District
ELPA	-	14.4



College Career Readiness



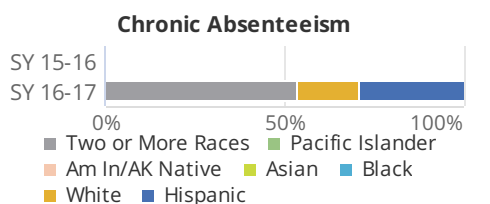
	School	District
ACT Average Composite	20.5	17.8
Grade 9 Sufficiency	100	82.2
Grade 10 Sufficiency	98	71.9
<i>Pooled Average</i>	99	77.4
EOC Math CCR	45.5	25
EOC ELA AL CCR	56.1	43.9
<i>Pooled Average</i>	50.2	34



Student Engagement



	School	District
Chronic Absenteeism	3.3	13.7
Academic Learning Plans	100	78.3
Climate Survey	-	NO



*Bonus points included

Student EOC Proficiency

	Percent Above the Cut							
	Math	2017 Math I	Math	2017 Math II	ELA	2017 ELA I	ELA	2017 ELA II
	I	MIP	II	MIP	I	MIP	II	MIP
American Indian/Alaska Native	-	70.5	-	29.3	-	70.8	-	72
Asian	-	87.5	75	59.3	-	84.2	83.3	84
Black/African American	-	63.5	-	19.6	-	51.4	-	47.8
Hispanic/Latino	84.6	71.2	43.7	28.4	-	64.9	95.2	64.9
Pacific Islander	-	79	-	35.4	-	66.9	-	67.6
Two or More Races	-	79.5	-	41.6	-	75.1	-	75.2
White/Caucasian	100	82	63.6	46.2	-	78.6	80	78.3
Special Education	-	56.2	-	13.4	-	36.1	-	36.7
English Learners Current + Former	-	61.5	-	13.2	-	40.1	-	32.9
English Learners Current	-		-		-		-	
Economically Disadvantaged	-	69.3	-	27.3	-	62.7	-	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	-	15.3
Asian	-	20.8
Black/African American	-	15.6
Hispanic/Latino	-	16.5
Pacific Islander	-	16.9
Two or More Races	-	17.9
White/Caucasian	21.4	18.6
Special Education	-	14
English Learners Current + Former	N/A	N/A
English Learners Current	-	14
Economically Disadvantaged	-	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	-	15	-	15	-	15.3	-	13.3
Asian	-	41.9	50	40.4	-	57.8	75	67.5
Black/African American	-	19.7	-	7.8	-	23.6	-	23.6
Hispanic/Latino	38.4	24.6	31.2	16.6	-	37.7	71.4	43.6
Pacific Islander	-	27.7	-	15.1	-	44.4	-	48
Two or More Races	-	29.4	-	22.2	-	42.5	-	44.8
White/Caucasian	53.8	32	54.5	23.2	-	46.7	60	44.2
Special Education	-	11.2	-	4.3	-	7.2	-	11.2
English Learners Current + Former	-	20	33.3	17.4	-	6.6	56.2	33.3
English Learners Current	-	18	-	10	-	8	-	22.2
Economically Disadvantaged	-	23.4	-	14	-	33.7	-	36.2

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	-	20
Asian	0	6.6
Black/African American	0	15.9
Hispanic/Latino	5.4	16.7
Pacific Islander	-	20.1
Two or More Races	10	13
White/Caucasian	3.3	12.1
Special Education	-	17.3
English Learners Current + Former	N/A	N/A
English Learners Current	-	9
Economically Disadvantaged	-	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