


<p><i>School Level:</i> Elementary School</p> <p><i>Grade Levels:</i> OK-12</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 8377 West Patrick Lane Las Vegas, NV 89113</p>	 <p>46 Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 43.6% White 14.8% Bl/Afr Am 17% Hisp/Latino 16% Asian 0.2% Am Ind/AK Nat 2.6% Pac Isl 5.5% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>88 ★★★★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	88 ★★★★★	2016-2017	N/A N/A	<p>Alternative Student Groups</p> 
School Year	Index Score/Star Rating							
2017-2018	88 ★★★★★							
2016-2017	N/A N/A							

What does my school rating mean?

Two-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.


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 ★★★★★


2018-2019 School Performance

 **Academic Achievement Indicator**

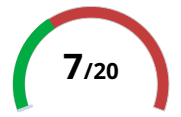
Measure	School Rate	District Rate
Pooled Proficiency	45.2	54
Math Proficiency	42.3	54.5
ELA Proficiency	55.7	60.1
Science Proficiency	22.1	34.7
Read-by-Grade-3 Proficiency	42.6	56.7

 **Growth Indicator**


Measure	School Median	District Median
Math MGP	44	55
ELA MGP	45	52
	School Rate	District Rate
Met Math AGP Target	32.2	49.7
Met ELA AGP Target	54.7	59.7

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	28.5	56.7

 **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met	9.3	27.8
Math AGP Target		
Prior Non-Proficient Met	40.3	39.2
ELA AGP Target		

 **Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	1.3	8
Climate Survey Participation	96.9	N/A

** 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.



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.

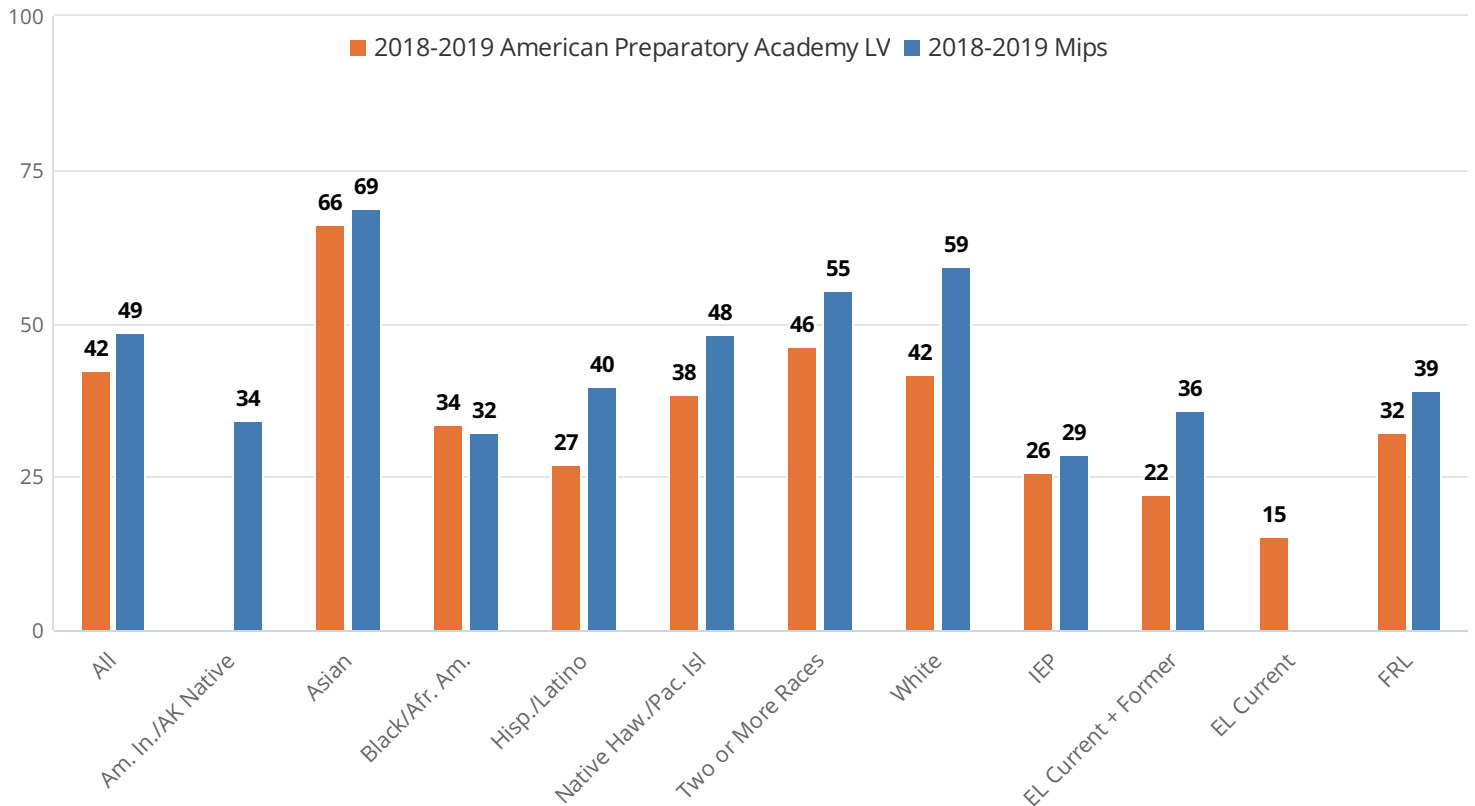
Pooled Proficiency Points Earned: 9/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	45.2	54	56.4	52.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	42.3	54.5	48.5	54.3	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	66.2	75.5	68.8	69	75.2	67.2
Black/African American	33.7	31.3	32.3	41	30.6	28.8
Hispanic/Latino	27.1	44.6	39.6	37	40.2	36.5
Pacific Islander	38.3	48.7	48.3	53.3	48.3	45.6
Two or More Races	46.3	58.2	55.3	64.8	59	52.9
White/Caucasian	41.7	62.2	59.3	58.2	61.1	57.2
Special Education	25.8	27.3	28.6	23.5	29.2	24.8
English Learners Current + Former	22.1	42.2	35.8	58.1	37.4	32.4
English Learners Current	15.3	32.3	-	13.3	25.5	-
Economically Disadvantaged	32.3	39.7	39	-	33.1	35.7

**Math Assessments
% Proficient**



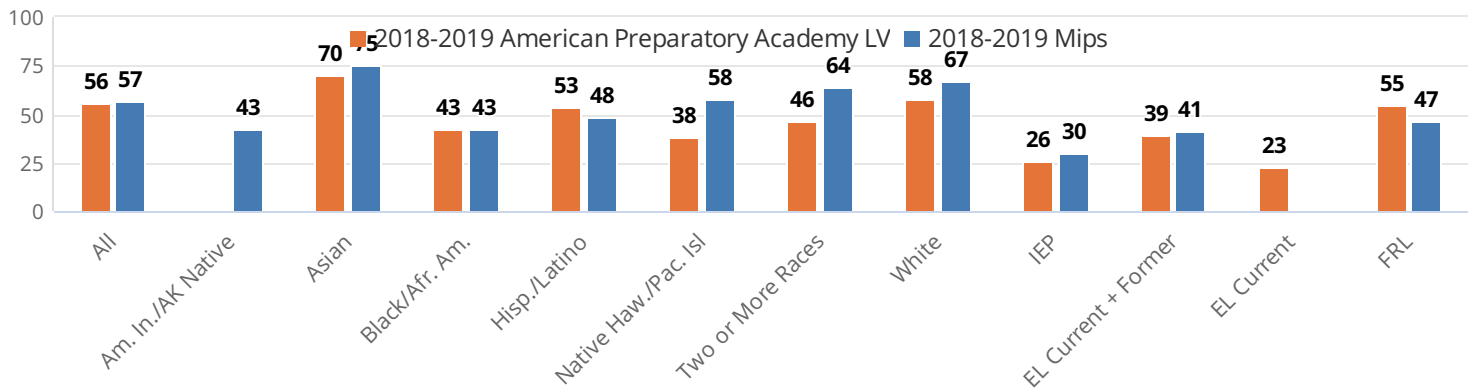


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	55.7	60.1	57	64.2	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	69.7	78.5	75.4	74.5	76.2	74.1
Black/African American	42.5	40.8	42.6	53.6	40.5	39.6
Hispanic/Latino	53.3	51.1	48.2	50	48	45.5
Pacific Islander	38.3	51.7	57.9	60	52.6	55.7
Two or More Races	46.3	63.7	64.4	73	67.1	62.6
White/Caucasian	58.2	66.7	67.4	68.5	65	65.7
Special Education	25.8	26.6	30	29.4	29.3	26.3
English Learners Current + Former	38.7	42.2	41.4	62.1	38.9	38.4
English Learners Current	23	29.3		6.6	22.8	
Economically Disadvantaged	54.5	45.3	46.8	-	40.4	44

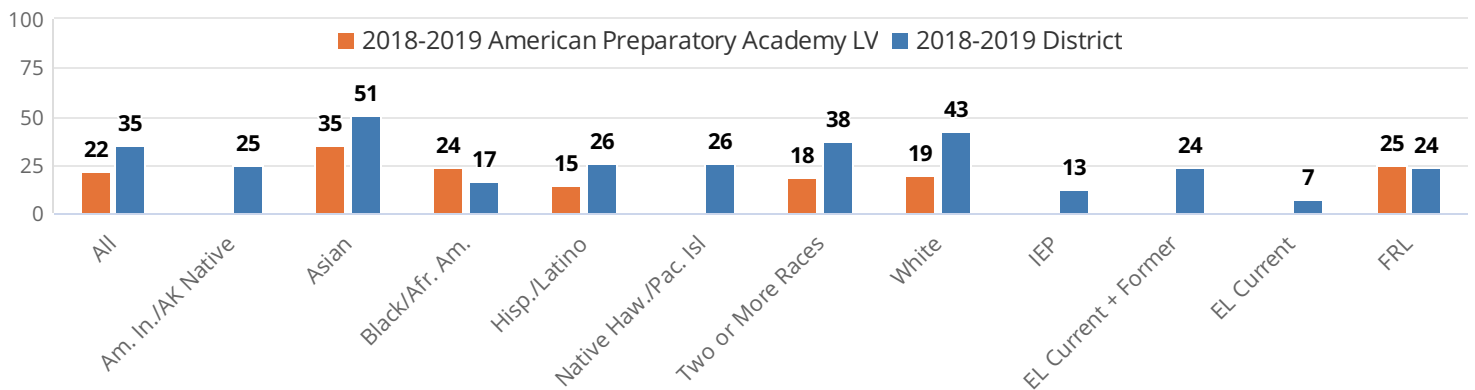
ELA Assessments
% Proficient



Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	22.1	34.7	27.6	35.3
American Indian/Alaska Native	-	25	-	9
Asian	35.2	50.5	32	49.2
Black/African American	24.1	16.6	9.5	14.6
Hispanic/Latino	14.8	25.8	14.2	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	18.1	37.6	-	46.6
White/Caucasian	19.3	42.7	37	43.8
Special Education	-	12.5	-	19.4
English Learners Current + Former	-	24.1	20.5	15.2
English Learners Current	-	7.2	-	4.8
Economically Disadvantaged	25	23.8	-	17.3

Science Assessments
% Proficient





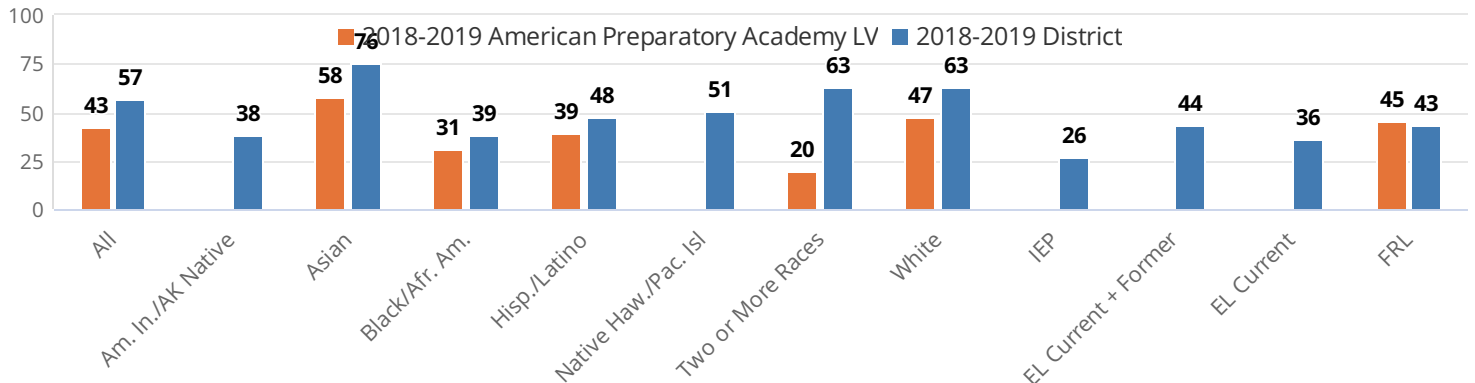
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	42.6	56.7	53.7	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	57.5	75.7	70	74.5
Black/African American	30.6	38.5	41.6	34.2
Hispanic/Latino	39.1	47.5	48.4	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	20	63.1	-	64.3
White/Caucasian	47	62.6	53.5	62.6
Special Education	-	26.3	41.1	29.4
English Learners Current + Former	-	43.6	46.6	33
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	45.3	43.2	-	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 40 th Percentile	Student Growth Score
2nd Grade	74.7	32
1st Grade	71.4	48
Kindergarten	N/A	N/A



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



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. 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: 4/10 ELA MGP Points Earned: 4/10

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	44	55	45	52	65	53	59	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	44	58	43	59	71	61.5	58.5	62
Black/African American	42	48	39	43.5	52.5	45	63	44
Hispanic/Latino	43.5	54	53	51	61	49	52.5	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	37.5	53	44	50	61.5	53	50	51.5
White/Caucasian	45	57	48	54	70	55	62.5	49
Special Education	36	51	41.5	42	49	49	46	40.5
English Learners Current + Former	29	59	33	53	63	49	64	52
English Learners Current	29	56	38	49	-	43.5	-	44
Economically Disadvantaged	39	53	41	47	-	46	-	46

AGP Growth Data

Math AGP Points Earned: 3/7.5 ELA AGP Points Earned: 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	32.2	49.7	54.7	59.7	61.3	48.6	68.2	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	50.8	66.4	60.7	73.5	78.2	69.9	72.6	70.7
Black/African American	22.6	30.1	43.2	43.5	40	28.8	58.5	41.3
Hispanic/Latino	18.6	43	56.2	54.2	41.2	37.8	55	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	33.2	50.2	50	59.3	60	51.2	70	60.7
White/Caucasian	36.5	56.1	58.5	65	68.3	53.7	76.1	58.7
Special Education	15	28.3	45	34.5	31.2	29.5	26.6	30.5
English Learners Current + Former	6.5	43.8	40	48.1	61.5	35.2	65.8	44.6
English Learners Current	0	34.7	36.2	37.6	-	23.3	-	32.2
Economically Disadvantaged	18.8	38.2	47.1	47.7	-	29.8	-	42.2

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



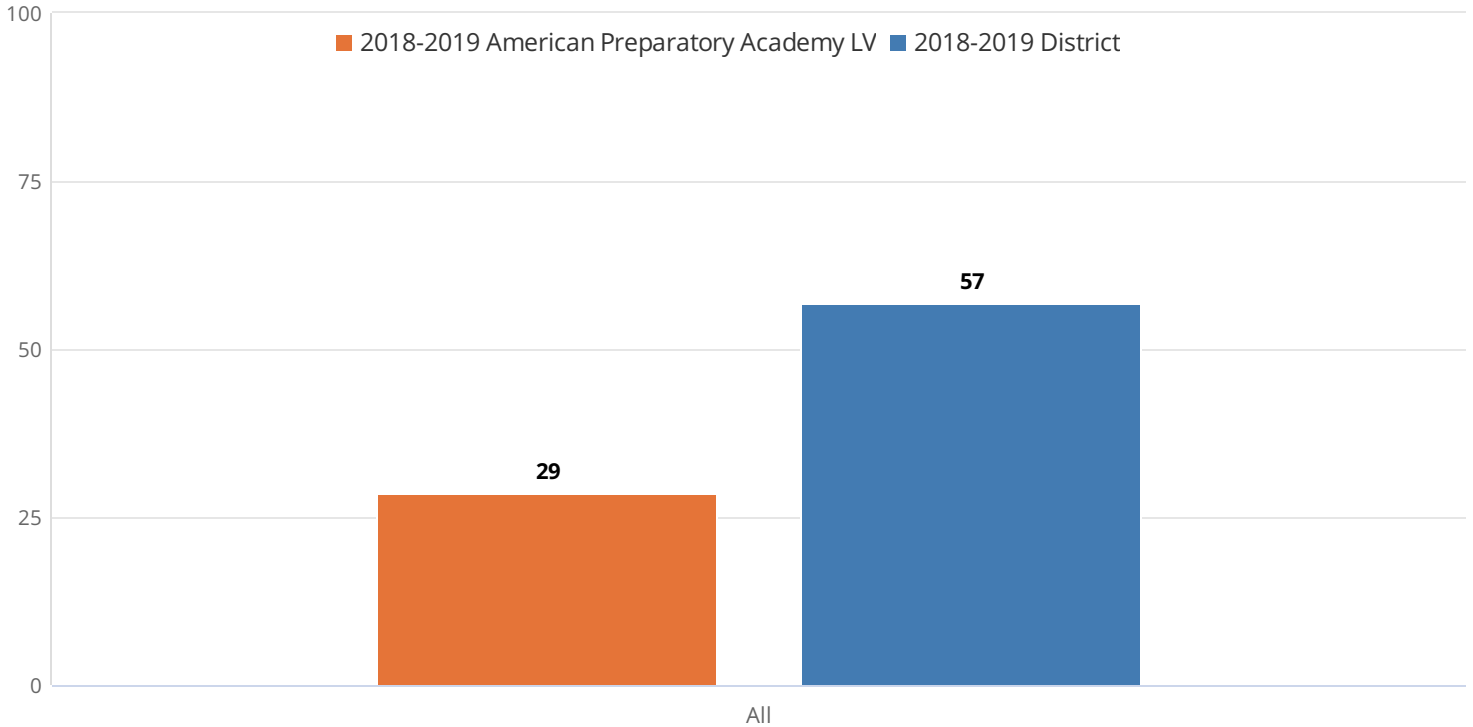
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit 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.

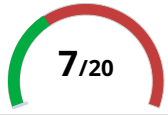
English Language Points Earned: 10/1

	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	14	28.5	56.7	20	40	42.5

% English Learners Meeting AGP on WIDA



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their 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: 1/10 ELA AGP Points Earned: 6/10

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	9.3	27.8	40.3	39.2	39.6	27	48.3	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	0	38.5	64.7	52.3	57.8	48.6	60.8	53.5
Black/African American	4	20	13	26.5	27.7	16.5	42.4	30.3
Hispanic/Latino	9.6	26	39.2	37	32.6	22.6	37.1	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	-	27.3	-	36.2	30.7	31.1	50	41.3
White/Caucasian	15	32.2	48.7	45.7	42.2	31.5	53.7	38.7
Special Education	13.3	16.3	16.6	22.3	18.1	15.5	9	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	37.5	N/A	47.9	N/A
English Learners Current	-	24.1	36.2	31.6	20	16.8	30.7	31.3
Economically Disadvantaged	3.2	23	9.5	32.2	27.2	20	47.3	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.



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.

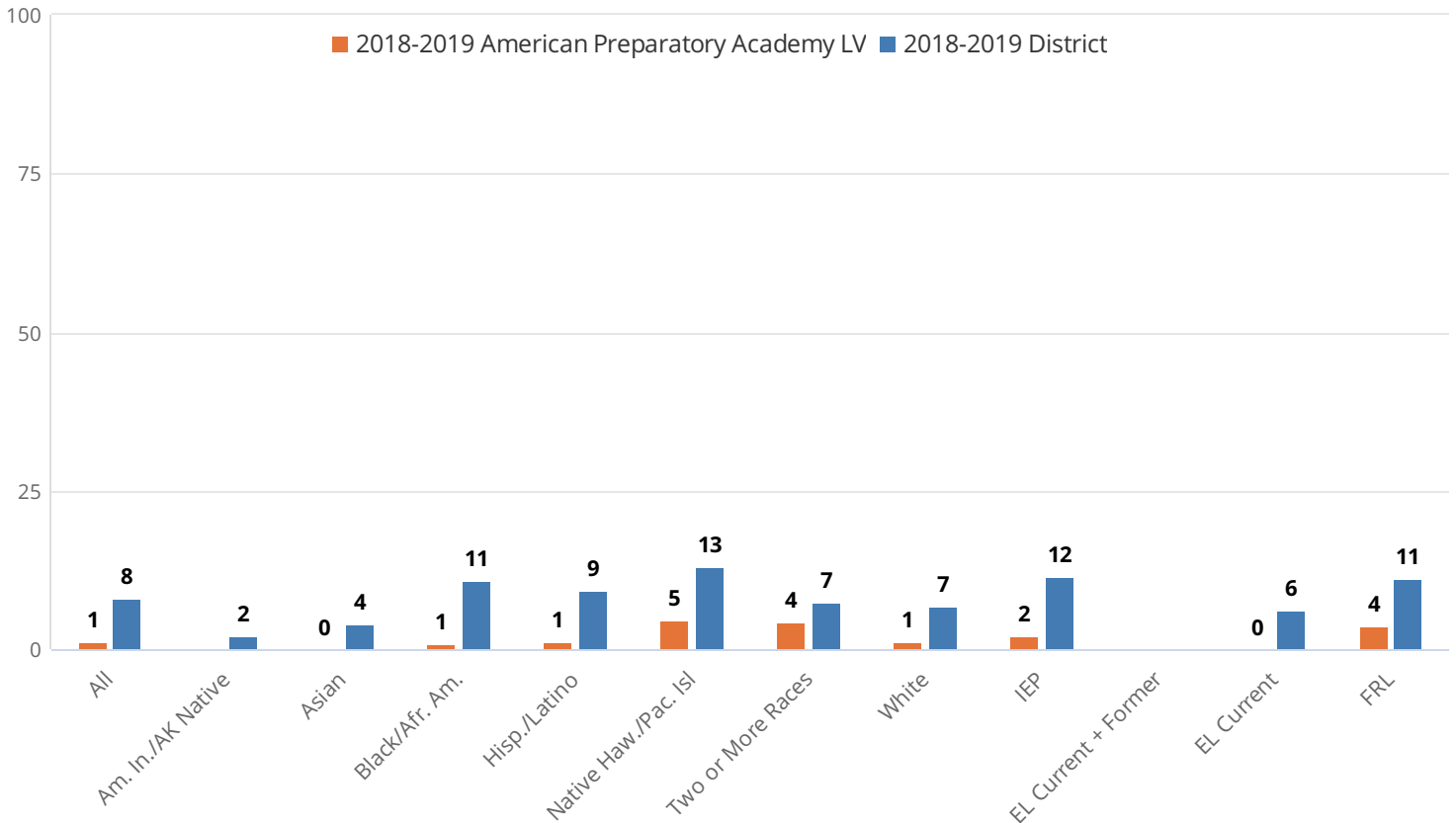
Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10


Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	1.3	8	1.6	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	0	4.2	0	4.9
Black/African American	0.8	11	0.7	14.5
Hispanic/Latino	1.3	9.4	1.8	11.5
Pacific Islander	4.7	13	7.4	12.6
Two or More Races	4.4	7.4	1.8	9
White/Caucasian	1.3	6.9	2.3	9
Special Education	2.2	11.5	5.8	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	0	6.2	2.5	10.4
Economically Disadvantaged	3.7	11.1	0	15.9

Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)



'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.

<p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> OK-12</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 8377 West Patrick Lane Las Vegas, NV 89113</p>	 <p>83.8 Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 35.8% White 17.1% BI/Afr Am 17.5% Hisp/Latino 18.3% Asian 0% Am Ind/AK Nat 3.3% Pac Isl 7.5% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>84.2 ★★★★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	84.2 ★★★★★	2016-2017	N/A N/A	<p>Alternative Student Groups</p>  <p>Eng Lnrs</p> <p>Stud w/Disab</p> <p>Econ Disadv</p>
School Year	Index Score/Star Rating							
2017-2018	84.2 ★★★★★							
2016-2017	N/A N/A							

What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

2018-2019 School Performance

25/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	57.7	50.2
Math Proficiency	53.7	42.6
ELA Proficiency	66	59.6
Science Proficiency	45.6	44.7

N/A English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	38.3

14.5/15 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	5.2	7.9
Academic Learning Plans	100	99.5
8th Grade Credit Requirements	100	92.7
Climate Survey Participation	93.6	N/A

21/30 Student Growth Indicator

Measure	School Median	District Median
Math MGP	52	58
ELA MGP	50	56
	School Rate	District Rate
Met Math AGP Target	54	44.3
Met ELA AGP Target	66.5	61.3

15/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met	24.6	21.8
Math AGP Target		
Prior Non-Proficient Met	25.1	32.7
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

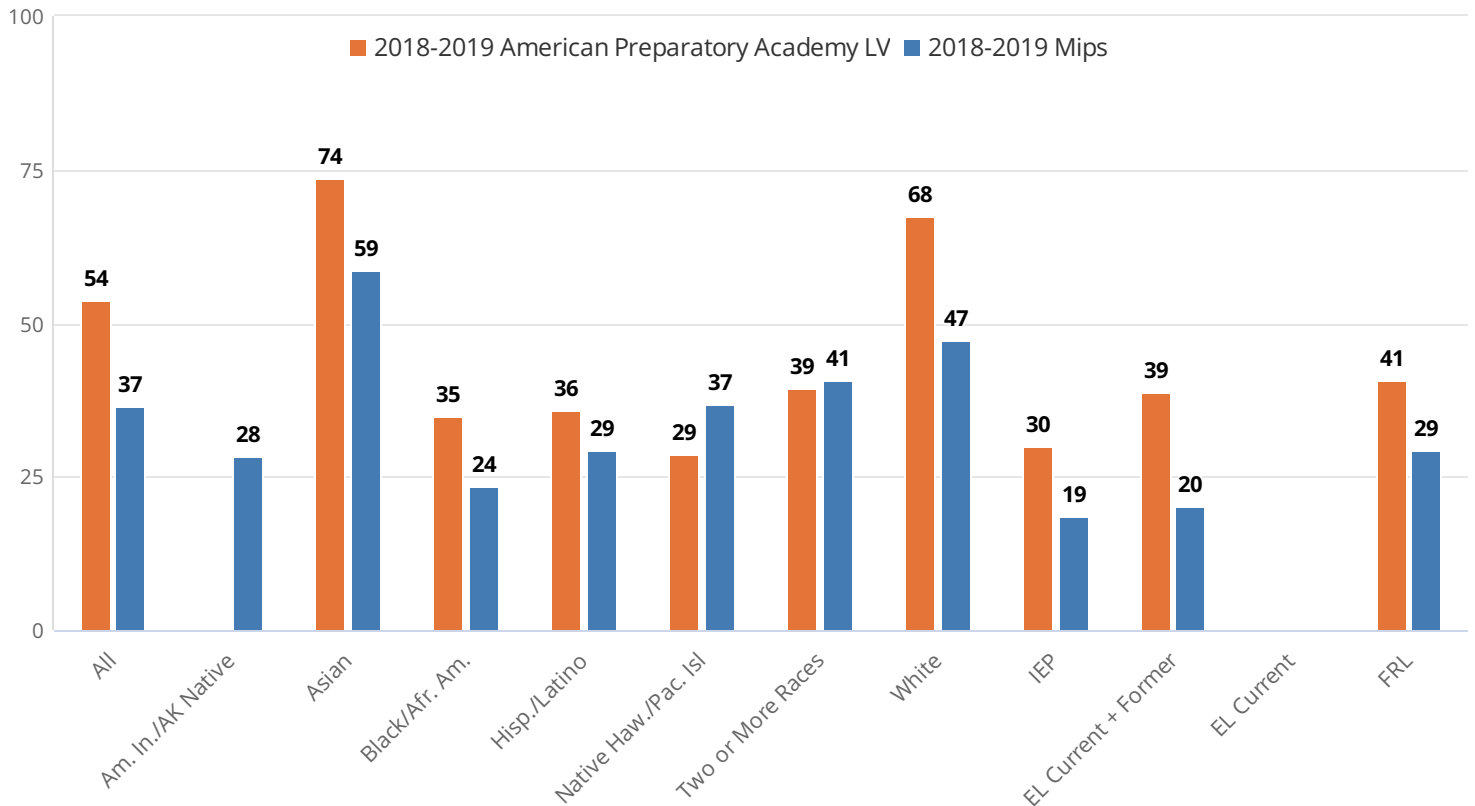
Pooled Proficiency Points Earned: 25/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	57.7	50.2	53.5	46.3

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	53.7	42.6	36.5	48.6	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	73.5	66.2	58.6	79.1	64.1	56.4
Black/African American	34.7	24.1	23.5	23.4	17.7	19.5
Hispanic/Latino	35.7	31.8	29.3	29.8	26.1	25.5
Pacific Islander	28.6	44.8	36.9	36.3	34.9	33.6
Two or More Races	39.3	47.2	40.6	62.5	41.5	37.5
White/Caucasian	67.5	51.2	47.1	57.1	44.4	44.4
Special Education	30	12	18.6	30	11.5	14.3
English Learners Current + Former	38.7	26.8	20.2	49.3	22.2	16
English Learners Current	-	12.5	-	-	8.5	-
Economically Disadvantaged	40.7	29	29.2	-	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.

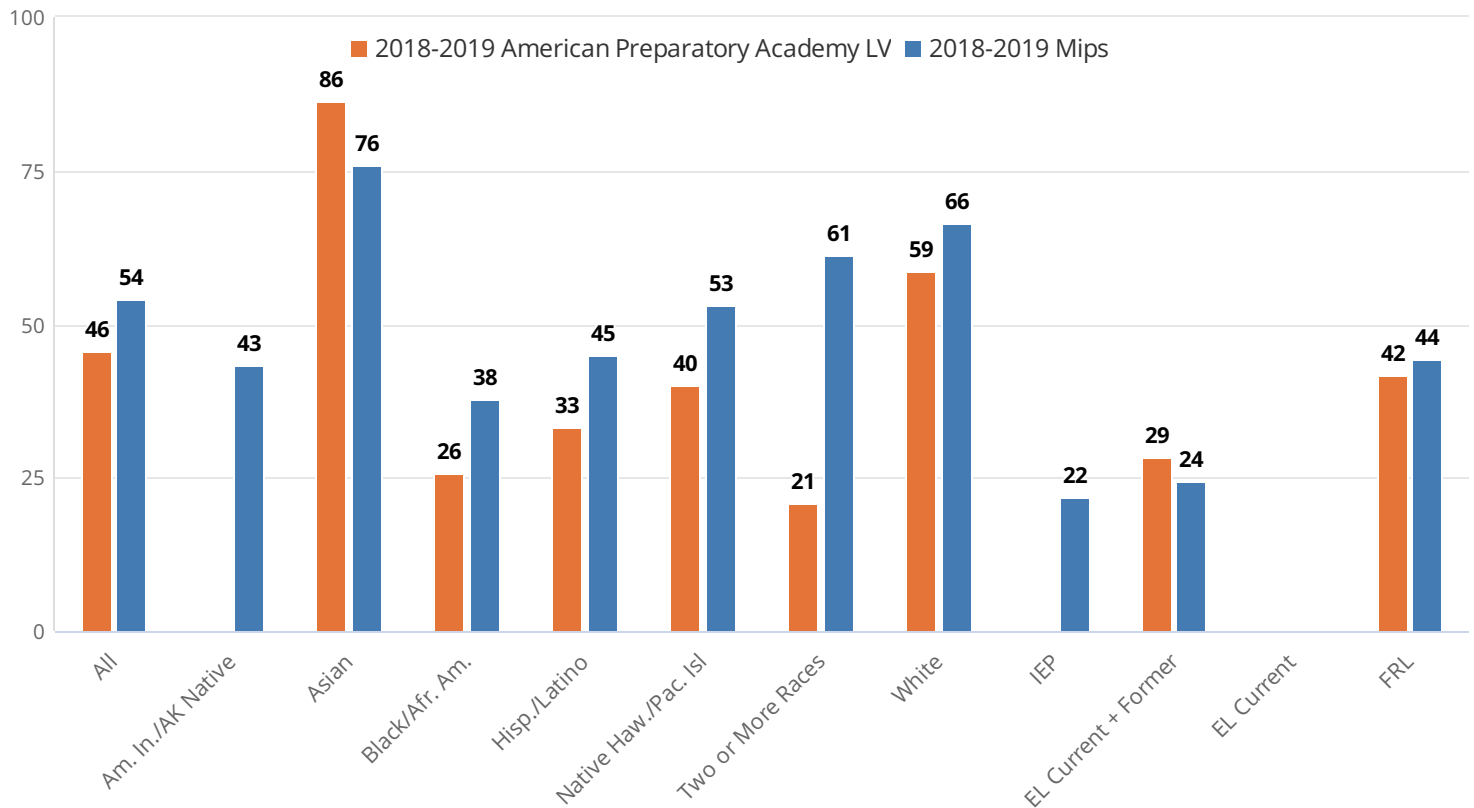


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	66	59.6	54.1	63.4	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	82	78.4	75.9	87.5	77.3	74.6
Black/African American	43.7	40.1	37.8	37.5	38.4	34.5
Hispanic/Latino	57.6	50.2	45.1	61.3	46.3	42.2
Pacific Islander	43	61.1	53.2	36.3	53.2	50.7
Two or More Races	55.2	66.7	61.3	58.2	61	59.2
White/Caucasian	77.5	67.7	66.3	72.2	63.5	64.6
Special Education	35	19.8	21.9	45	20.7	17.8
English Learners Current + Former	52.6	42.7	24.3	63	34.8	20.3
English Learners Current	-	22	-	-	15.8	-
Economically Disadvantaged	51.7	46.3	44.4	-	41.5	41.4

ELA Assessments
% Proficient



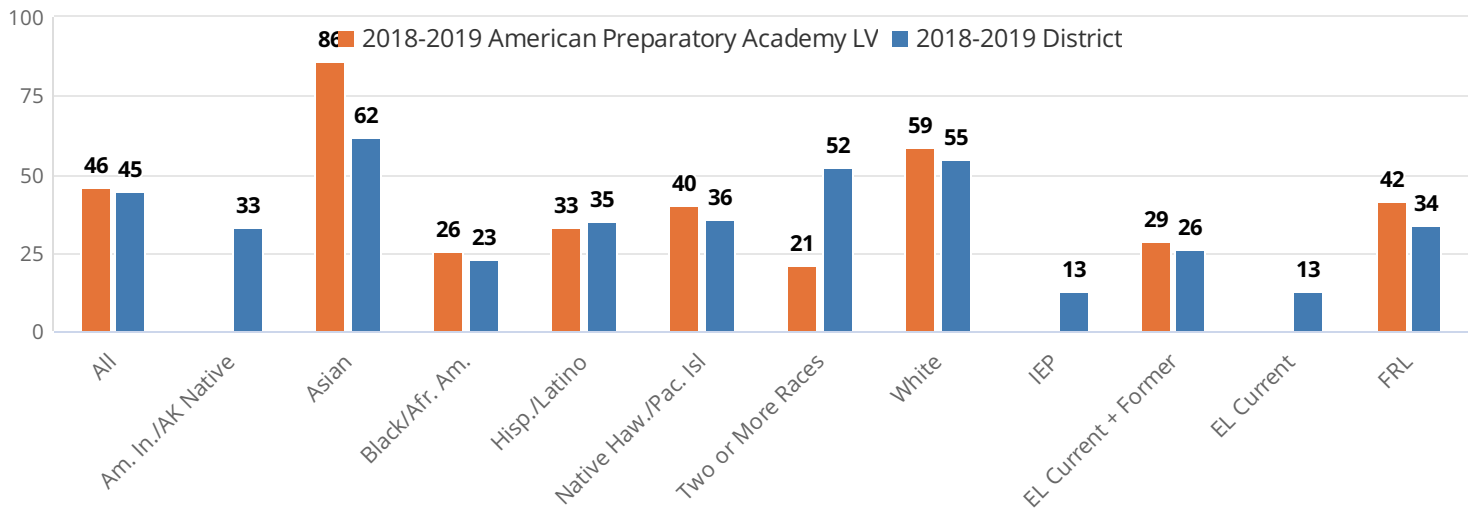


Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	45.6	44.7	42	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	86.2	62	58.3	62.2
Black/African American	25.6	23.1	11.5	25
Hispanic/Latino	33.2	35.2	24	34.9
Pacific Islander	40	35.7	-	42.8
Two or More Races	21	52.2	-	51.6
White/Caucasian	58.7	54.5	51	54
Special Education	-	13	-	14.6
English Learners Current + Former	28.5	26	39.2	25.7
English Learners Current	-	12.6	-	9.3
Economically Disadvantaged	41.6	33.7	-	30.7

**Science Assessments
% Proficient**



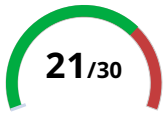
Participation on State Assessments

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	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	90.9%	90.9%	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	-	-



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 6/10 ELA MGP Points Earned: 5/10

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	52	58	50	56	60	52	55	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	63	63	61	57	69	62	59	62
Black/African American	49	53	37	51	46	45	51	50.5
Hispanic/Latino	54	59	49.5	57	55	54	50	52
Pacific Islander	38	63	48	57	-	51.5	-	49.5
Two or More Races	47	56	36.5	54	71.5	53	46	55
White/Caucasian	51	58	55	56	61	49	60	53
Special Education	55	55	34	55	59	44	55	50
English Learners Current + Former	64	64	41	64	59	59	60	54
English Learners Current	-	61	-	62	-	57	-	53
Economically Disadvantaged	47	59	47.5	57	-	53	-	52

AGP Growth Data

Math AGP Points Earned: 5/5 ELA AGP Points Earned: 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	54	44.3	66.5	61.3	52.2	37.7	61.9	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	73.5	65.9	79.2	78.5	86.3	66.5	90.9	78
Black/African American	38.2	27.5	46.5	44.2	26.6	20.1	35.4	39.5
Hispanic/Latino	37.2	35.5	58.1	53.6	35.2	30.1	56.8	47.2
Pacific Islander	40	47.2	60	59.7	-	35.3	-	53.1
Two or More Races	42.3	47.1	55.7	66.2	75	42.7	54.1	61.3
White/Caucasian	63.8	51.8	76.7	68.4	57.4	44	71.2	62.2
Special Education	31.5	16.8	42.1	25.3	38.8	14.5	47.3	23.6
English Learners Current + Former	43.2	32.7	51.2	48.3	53.4	31.3	65.7	40
English Learners Current	-	17.3	-	28.1	-	14.8	-	20.1
Economically Disadvantaged	42.7	33.3	55.1	50.3	-	25.8	-	42.2

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



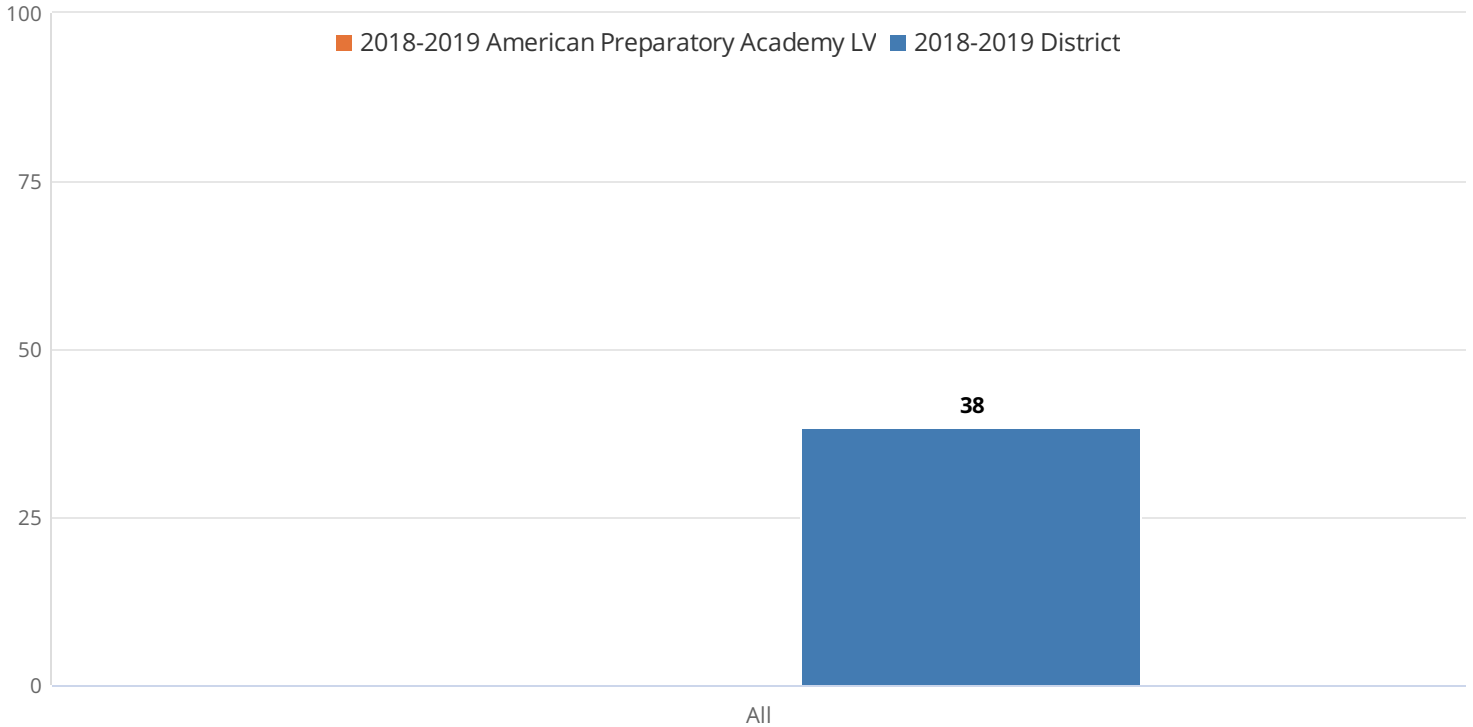
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	38.3	-	-	32.4

% English Learners Meeting AGP on WIDA



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10 ELA AGP Points Earned: 5/10

Groups	2019		2019		2018		2018	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	24.6	21.8	25.1	32.7	17.1	19	28.6	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	42.7	28.6	25	40.2	50	35.6	-	44.6
Black/African American	21.8	15	15	22	5.5	10.9	21.2	23.3
Hispanic/Latino	22.8	21.5	29.6	31.1	13.7	17.1	40	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	18.6	19.8	33.2	32.8	-	21	-	32
White/Caucasian	23.6	24.8	30.1	38.3	17.3	21.5	36.3	33.2
Special Education	14.1	9.6	21.3	16.8	-	6.4	-	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	14.2	N/A	36.3	N/A
English Learners Current	-	12.5	-	22.1	-	13.8	-	16.8
Economically Disadvantaged	18.6	19.5	28.1	29.1	13.7	16	20.8	23.5

'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.



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.

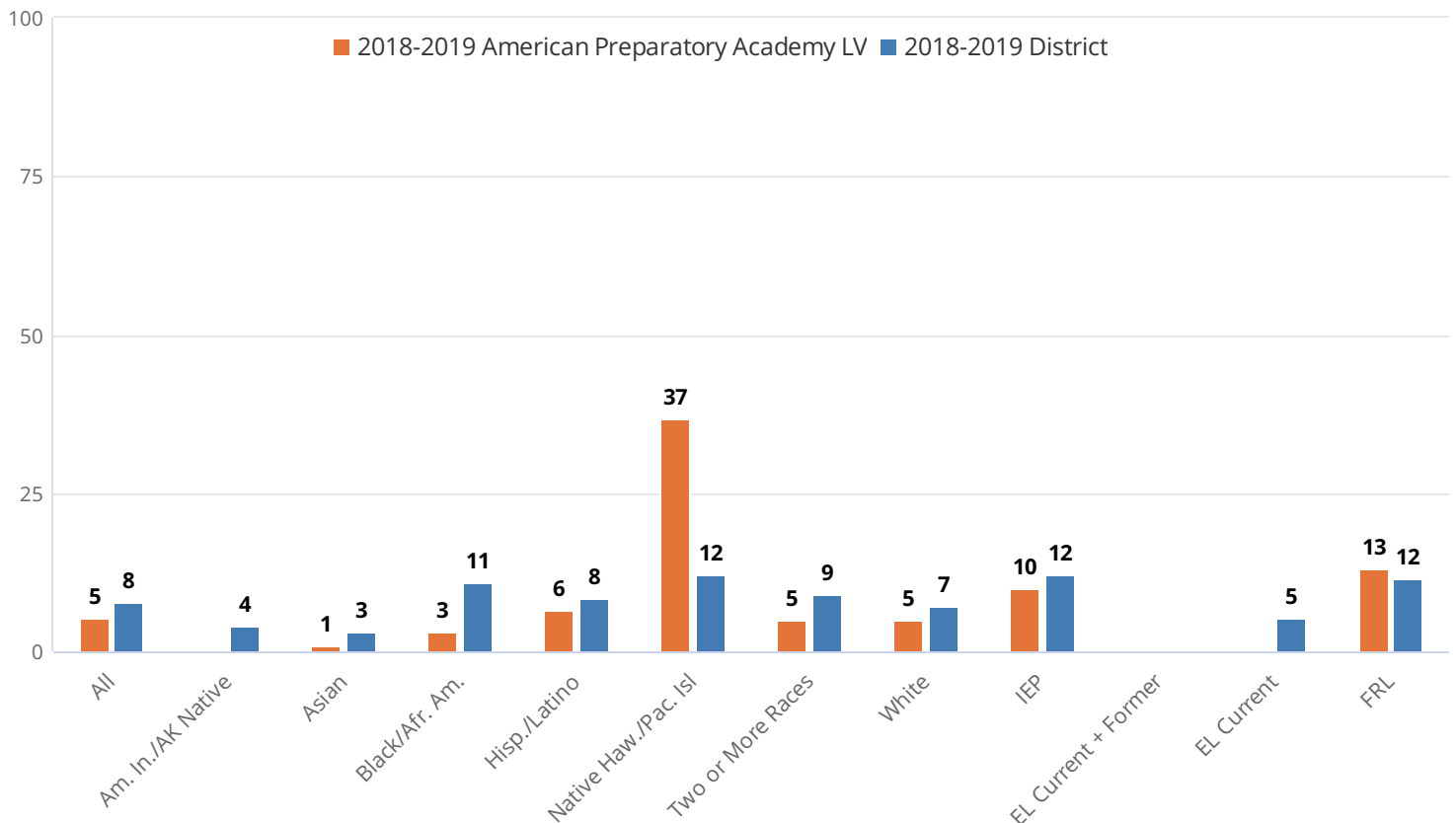
Chronic Absenteeism

Chronic Absenteeism Points Earned: 9.5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	5.2	7.9	3.7	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	1	3	2	3.6
Black/African American	3.2	11	3.1	12.9
Hispanic/Latino	6.4	8.4	5	11.7
Pacific Islander	36.7	12	18.1	11.9
Two or More Races	5	8.9	0	12
White/Caucasian	4.9	7.2	3.3	10.9
Special Education	10	12.1	22.2	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	5.2	0	8.5
Economically Disadvantaged	13	11.5	-	14.3

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

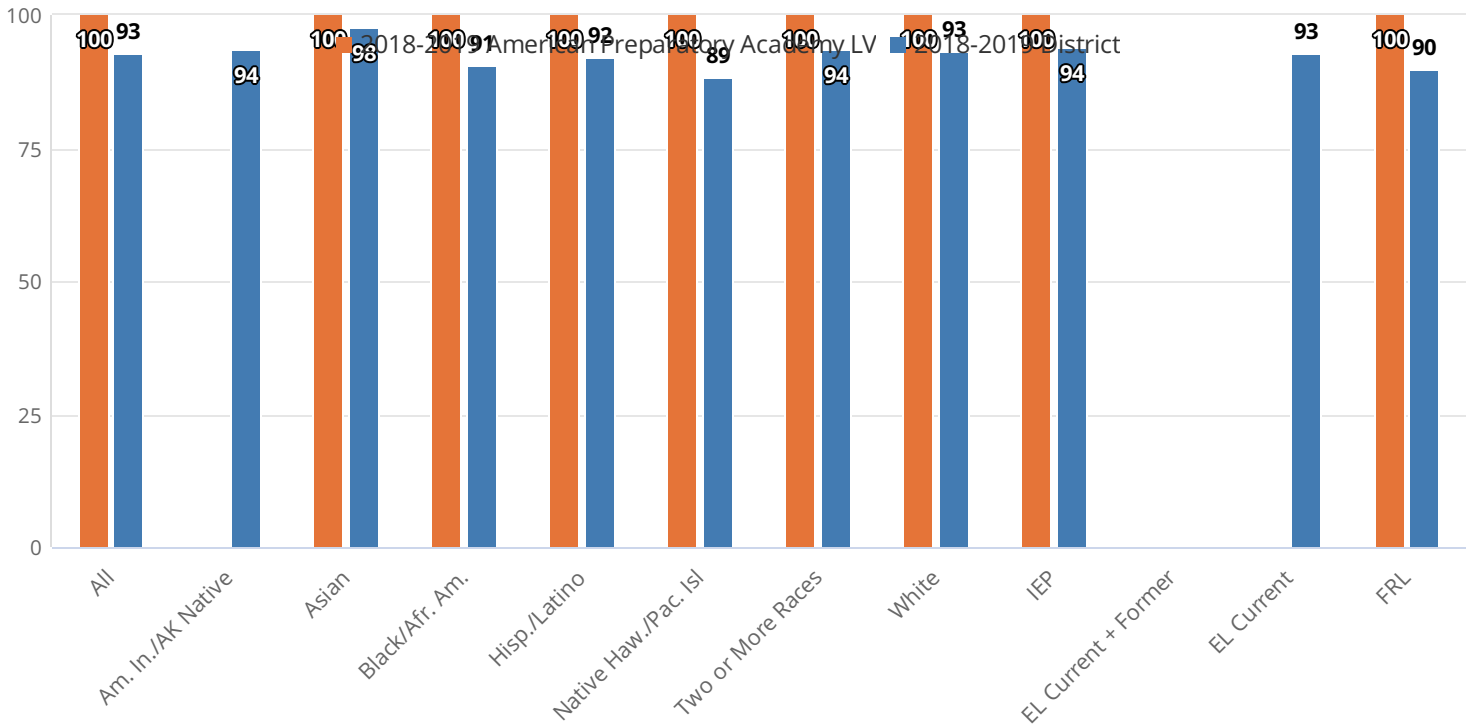
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5	76.7	97.5
American Indian/Alaska Native	-	100	-	98
Asian	100	99.7	89.5	98.4
Black/African American	100	99.2	74.5	96.3
Hispanic/Latino	100	99.5	69.4	97.5
Pacific Islander	100	99.5	63.6	95.9
Two or More Races	100	99.7	78.2	97.3
White/Caucasian	100	99.4	77.1	97.8
Special Education	100	99.4	71.4	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	98.5	-	98.2
Economically Disadvantaged	100	99.4	-	98.2

NAC 389.445 Credit Requirements


NAC 389.445 Credit Requirements Points Earned 3/3

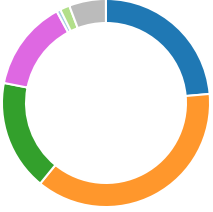
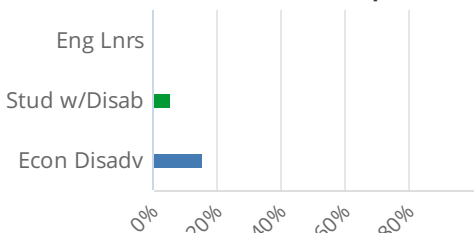
Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	100	92.7	100	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	100	97.9	100	99.4
Black/African American	100	90.5	100	85.4
Hispanic/Latino	100	92.2	100	89.4
Pacific Islander	100	88.5	-	91
Two or More Races	100	93.7	-	91.7
White/Caucasian	100	93.2	100	93.4
Special Education	100	93.9	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.7	-	85.6
Economically Disadvantaged	100	89.7	-	85.6

% of Students Meeting 8th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> High School</p> <p><i>Grade Levels:</i> 0K-12</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 8377 West Patrick Lane Las Vegas, NV 89113</p>	 <p>45 Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>CSI</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 37.1% White 17.1% Bl/Afr Am 23.5% Hisp/Latino 14% Asian 0.6% Am Ind/AK Nat 1.5% Pac Isl 5.7% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score</th> <th>Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>79.2</td> <td>NR</td> </tr> <tr> <td>2016-2017</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School Year	Index Score	Star Rating	2017-2018	79.2	NR	2016-2017	N/A	N/A	<p>Alternative Student Groups</p> 
School Year	Index Score	Star Rating									
2017-2018	79.2	NR									
2016-2017	N/A	N/A									

What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance 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.

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 70 ★★★
- At or above 70 and less than 82 ★★★★
- At or above 82 ★★★★★


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

Measure	School Rate	District Rate
Math Proficiency	46.8	25.8
ELA Proficiency	66.5	53.8
Science Proficiency	47.6	28.8




Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	64.2	70.0
5-Year	N/A	69.0




English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	24.3



College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	37.5	46.2
Post-Secondary Preparation Completion	20.8	32.8
Advanced or CCR Diploma	-	29.6



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	98.4	90.7
Chronic Absenteeism	8.3	10.3
Climate Survey Participation	91.9	N/A

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2017-18.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

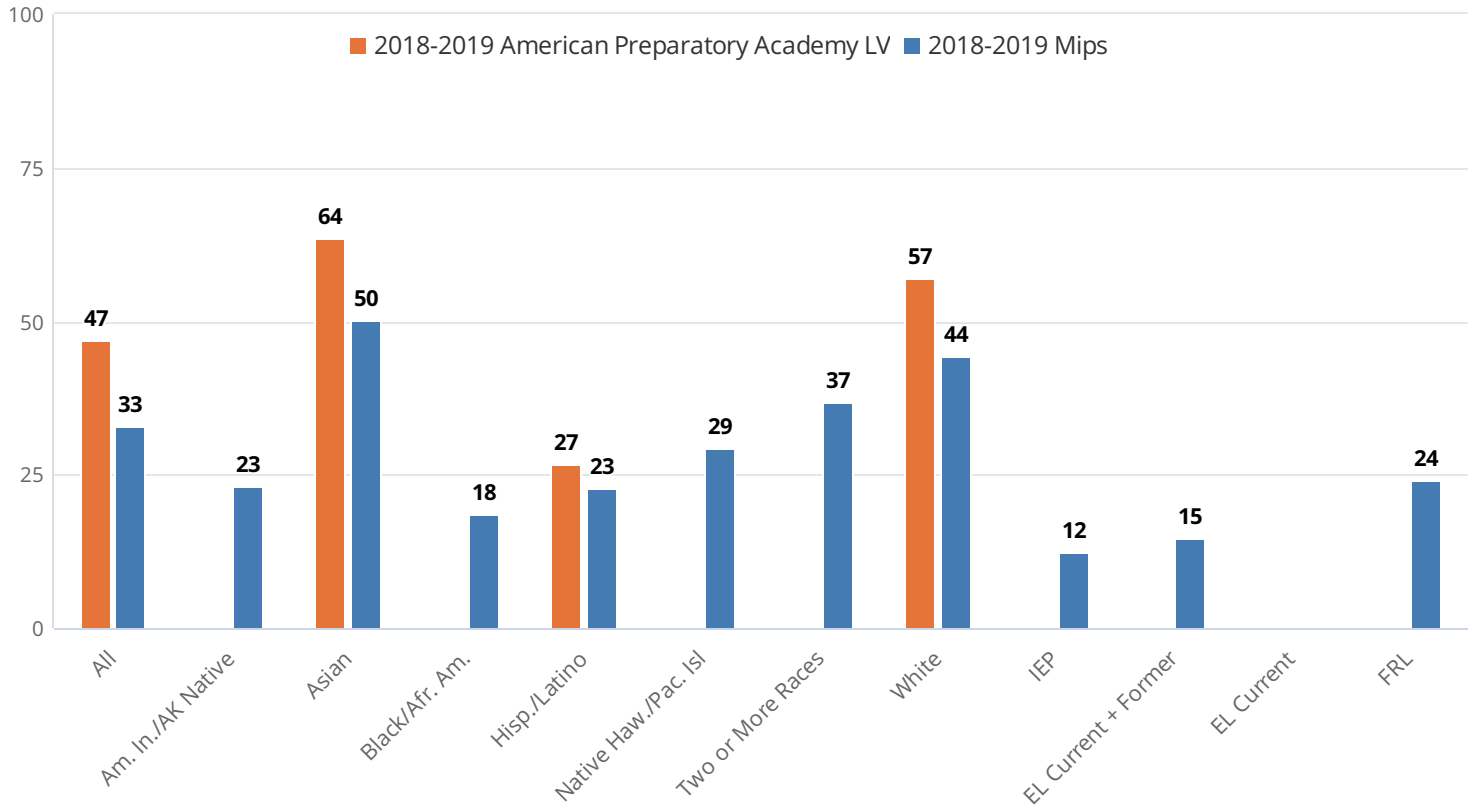
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 10/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	46.8	25.8	32.83	29.1	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	63.6	50	50.27	-	54.7	47.65
Black/African American	-	7.5	18.42	-	6.2	14.12
Hispanic/Latino	26.6	18.5	22.93	29.4	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	-	26	36.96	-	26.1	33.64
White/Caucasian	57.1	32	44.25	25	28.4	41.31
Special Education	-	6	12.38	-	2.2	7.77
English Learners Current + Former	-	5	14.52	36.3	10.9	10.02
English Learners Current	-	0	-	-	2.4	6.96
Economically Disadvantaged	-	14.5	24	-	13.3	20.01

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



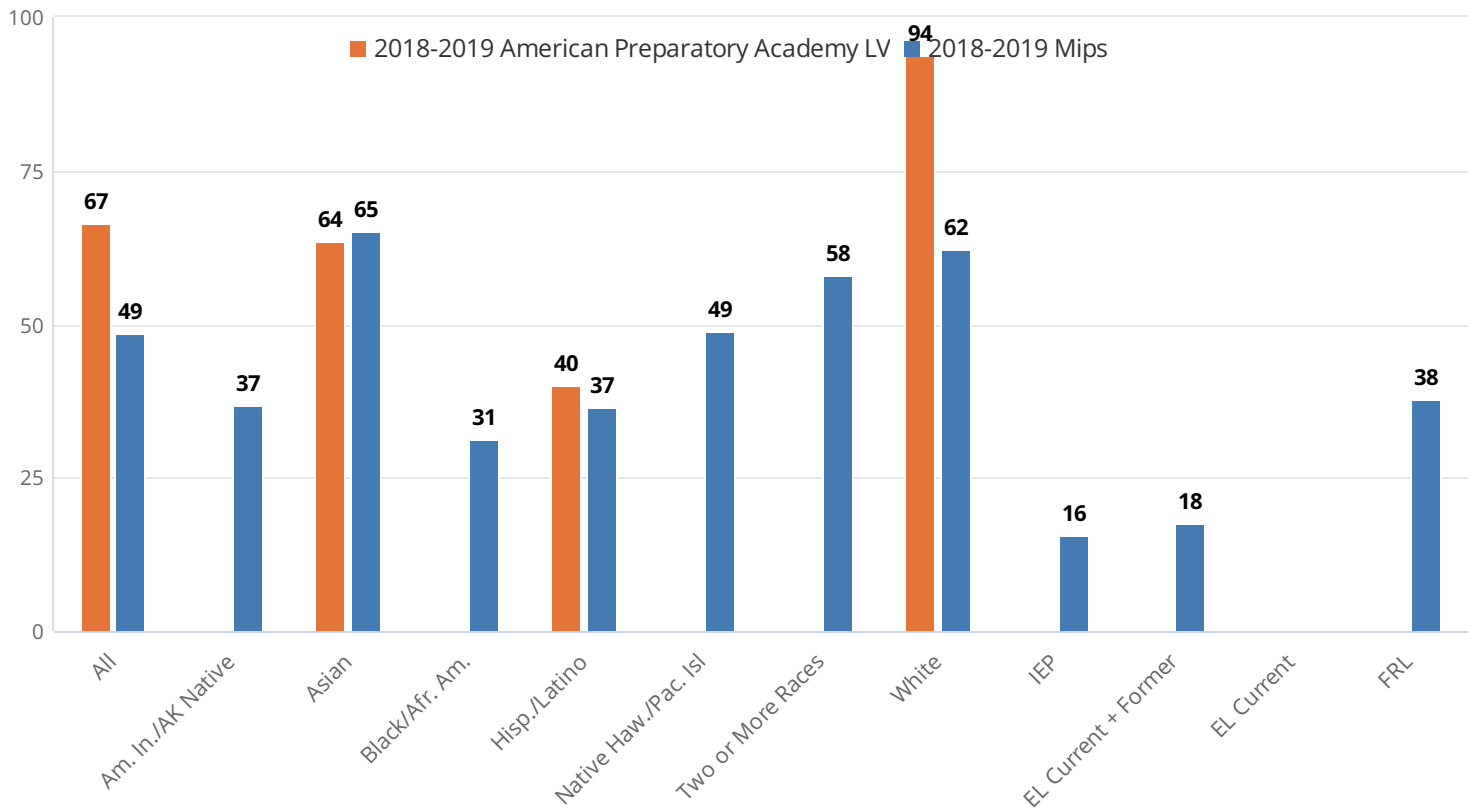
Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	66.5	53.8	48.54	60.4	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	63.6	71	65.11	-	68.4	63.27
Black/African American	-	32.7	31.39	-	21.6	27.78
Hispanic/Latino	40	47.2	36.5	64.7	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	-	62.5	58.07	-	46.9	55.86
White/Caucasian	93.9	59.7	62.25	58.3	50	60.26
Special Education	-	18.8	15.71	-	9	11.27
English Learners Current + Former	-	18.1	17.52	54.5	21.8	13.18
English Learners Current	-	10.5	-	-	9.7	6.9
Economically Disadvantaged	-	41.8	37.66	-	31.2	34.37

ELA Assessments
% Proficient





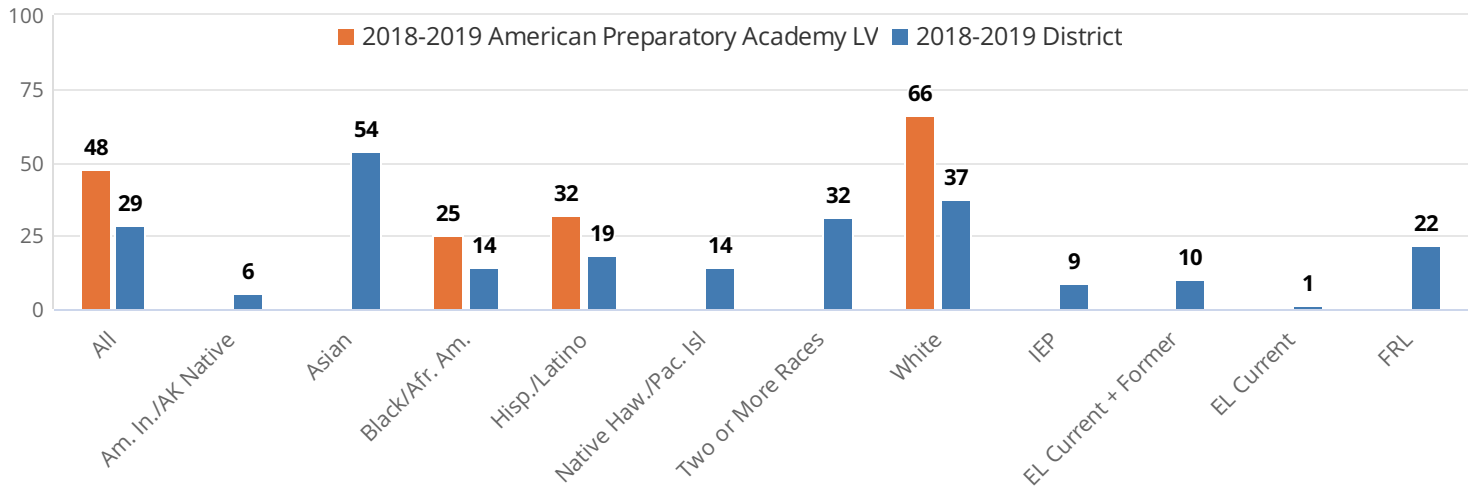
Academic Achievement

Science Proficient

Science Proficient Points Earned: 4/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	47.6	28.8	42.1	33.1
American Indian/Alaska Native	-	5.7	-	30.7
Asian	-	53.7	-	48.2
Black/African American	25	14	-	18.7
Hispanic/Latino	31.8	18.5	25	23.5
Pacific Islander	-	14.1	-	22.7
Two or More Races	-	31.5	-	36.9
White/Caucasian	65.7	37.2	53.8	39.7
Special Education	-	9	-	12.9
English Learners Current + Former	-	9.9	-	8.5
English Learners Current	-	1.1	-	4.1
Economically Disadvantaged	-	21.8	-	26.4

**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

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

Yellow indicates 95% participation requirement not met.



Graduation Rates

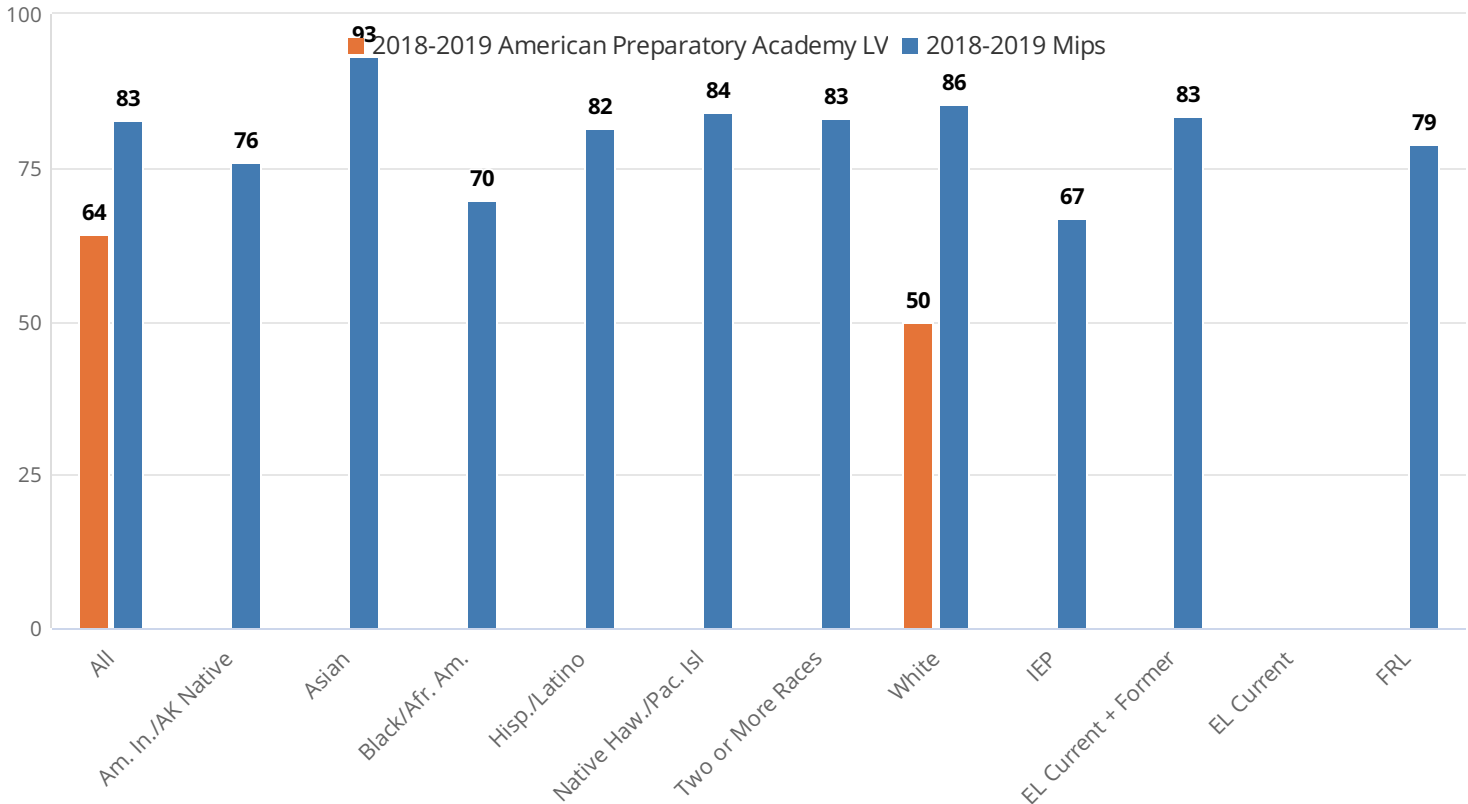
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 0/25

Groups	2018	2018	2018	2017	2017	2017
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	64.2	70	82.6	N/A	65.2	80.9
American Indian/Alaska Native	N/A	63.6	75.9	N/A	35.2	73.9
Asian	-	82.7	93.3	N/A	84.1	93.1
Black/African American	N/A	59.6	69.8	N/A	58.5	67.7
Hispanic/Latino	-	68.9	81.5	N/A	59.5	79.7
Pacific Islander	N/A	63.2	83.9	N/A	46.6	82.3
Two or More Races	N/A	68.9	83	N/A	66.3	81.3
White/Caucasian	50	71.9	85.5	N/A	68.6	84.2
Special Education	-	61.7	66.9	N/A	50.7	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	-	68.4		N/A	62.2	
Economically Disadvantaged	-	65	78.7	N/A	56.5	76.8

Graduation Rates
4-year ACGR





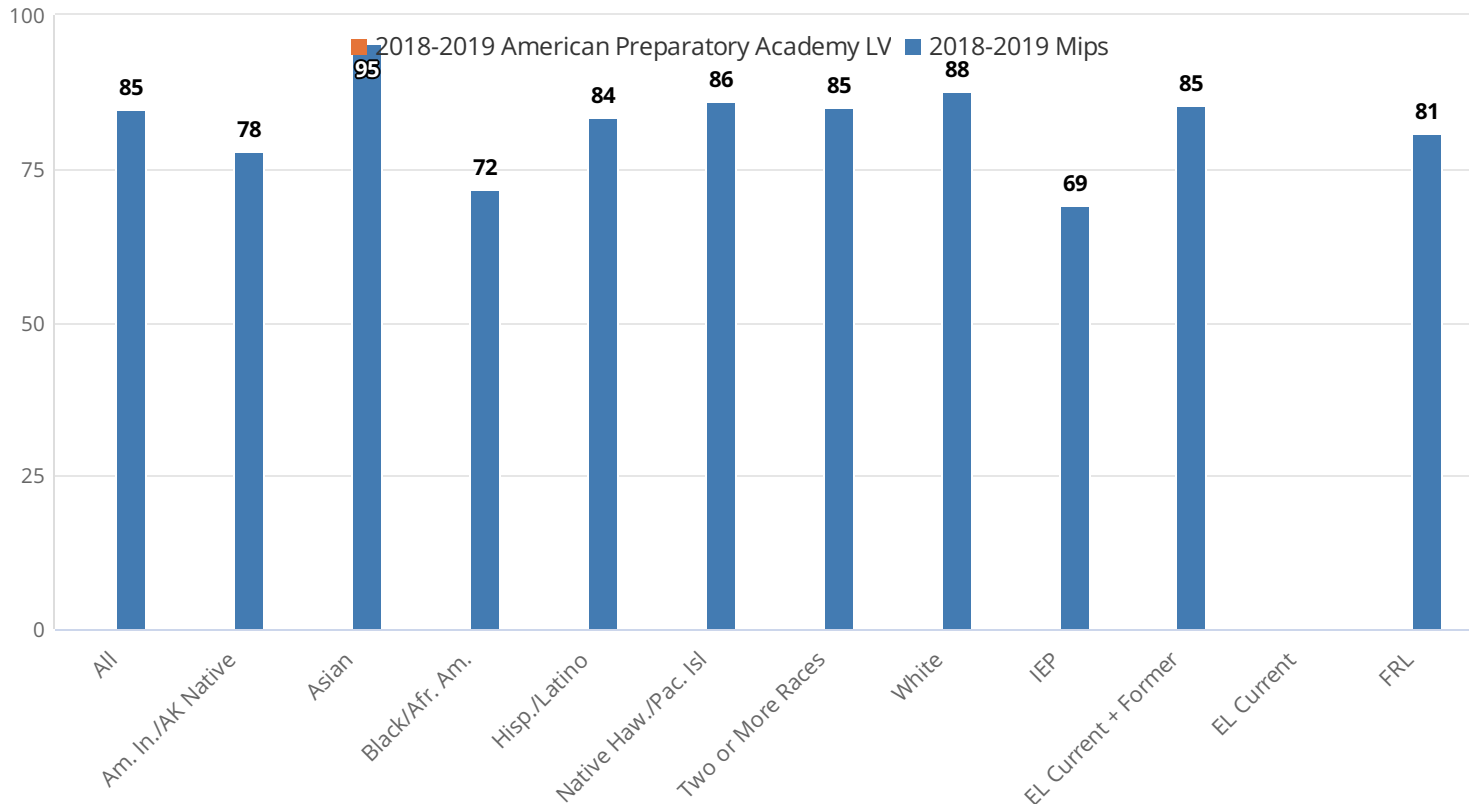
Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2018		2017			
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	N/A	69	84.6	N/A	66.9	82.9
American Indian/Alaska Native	N/A	58.7	77.9	N/A	-	75.9
Asian	N/A	80.9	95.3	N/A	84.6	95.1
Black/African American	N/A	67.4	71.8	N/A	54	69.7
Hispanic/Latino	N/A	64.4	83.5	N/A	70.1	81.7
Pacific Islander	N/A	52	85.9	N/A	69.2	84.3
Two or More Races	N/A	72	85	N/A	54.2	83.3
White/Caucasian	N/A	71	87.5	N/A	68.1	86.2
Special Education	N/A	56.2	68.9	N/A	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	N/A	64		N/A	52	
Economically Disadvantaged	N/A	61.3	80.7	N/A	58.5	78.8

Graduation Rates
5-year ACGR



'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.



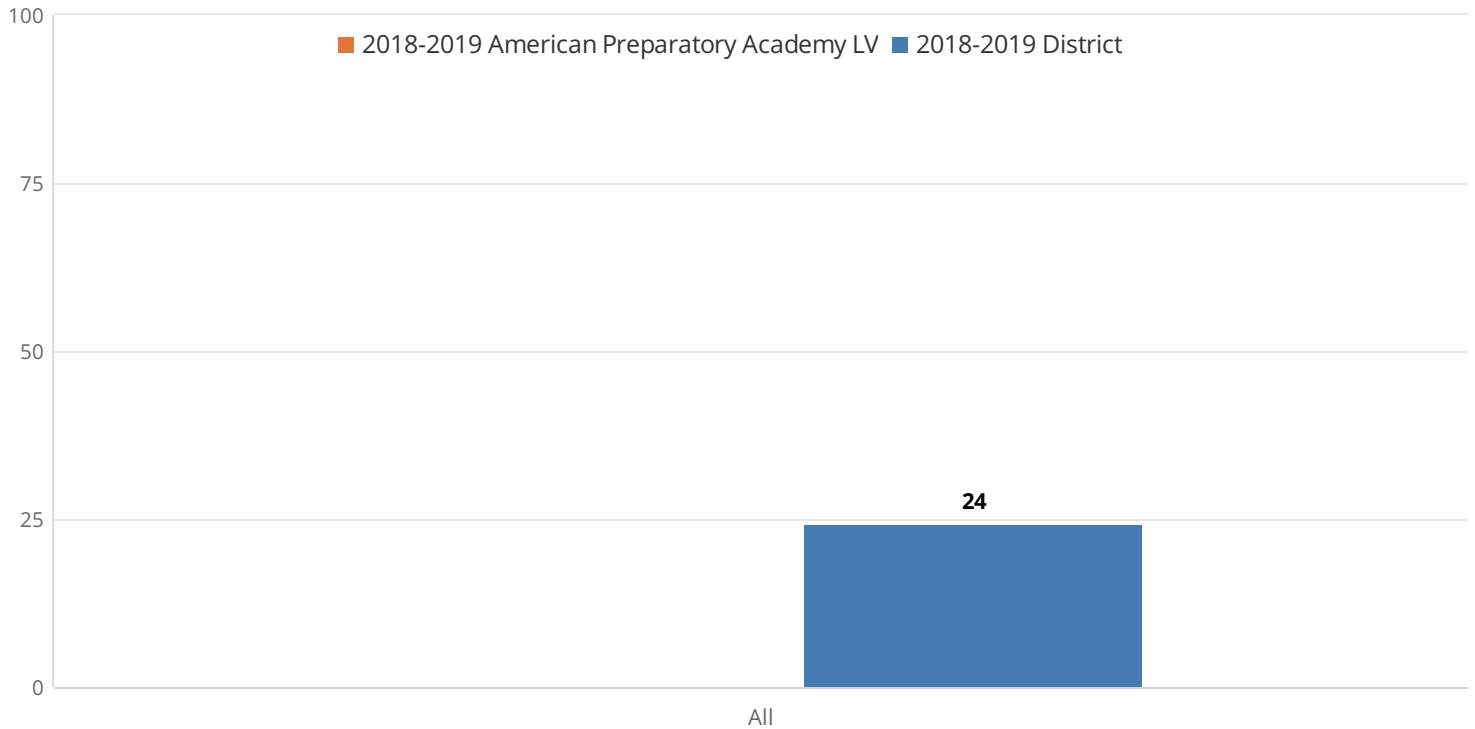
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	24.3	-	-	26.8

% English Learners Meeting AGP on WIDA



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



College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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.

Post-Secondary Preparation Participation **Post-Secondary Preparation Participation Points Earned: 0.5/10**

Groups	2019	2019	2018	2018
	% Participation	% Participation District	% Participation	% Participation District
All Students	37.5	46.2	75	38.3
American Indian/Alaska Native	-	50	-	-
Asian	-	67	-	61.1
Black/African American	-	27.5	-	25.6
Hispanic/Latino	50	48.6	-	38.6
Pacific Islander	-	25	-	26.8
Two or More Races	-	46.2	-	49.2
White/Caucasian	28.5	46.2	76.9	37.6
Special Education	-	25	-	6.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	58.8	-	8.5
Economically Disadvantaged	20	40	-	28.1

Post-Secondary Preparation Completion **Post-Secondary Preparation Completion Points Earned: 3.5/10**

Groups	2019	2019	2018	2018
	% Completion	% Completion District	% Completion	% Completion District
All Students	20.8	32.8	28.5	24.7
American Indian/Alaska Native	-	40	-	-
Asian	-	54.6	-	45.7
Black/African American	-	20.1	-	13.1
Hispanic/Latino	21.3	30.8	-	23.1
Pacific Islander	-	18.6	-	15.3
Two or More Races	-	39.7	-	27.6
White/Caucasian	7	33.2	46.1	25.6
Special Education	-	21.3	-	2.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	52	-	0
Economically Disadvantaged	20	28.8	-	18



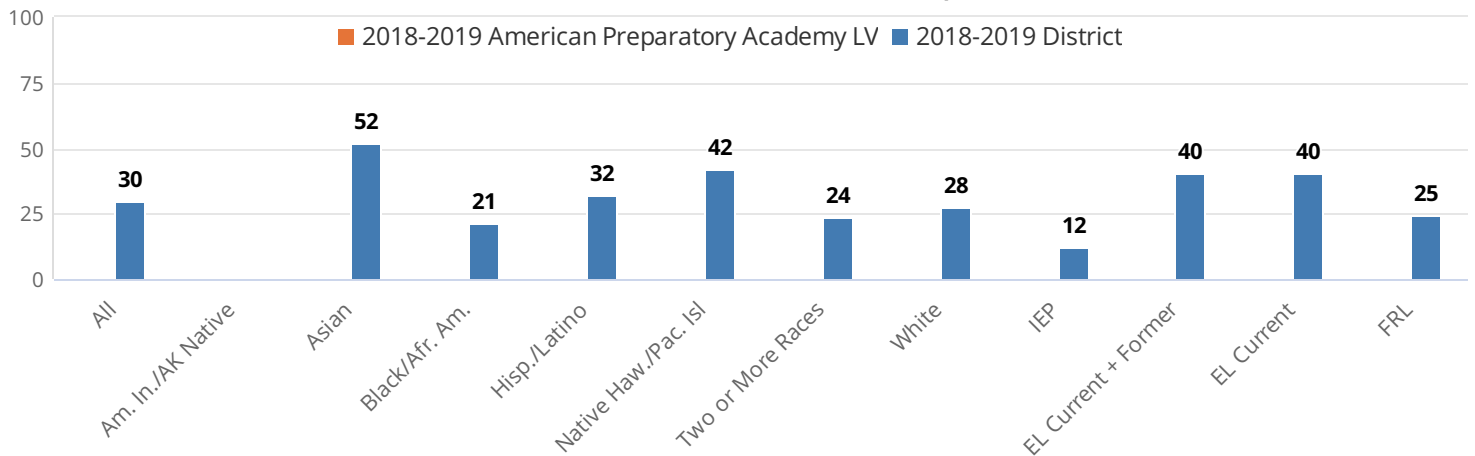
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: NA/5

Groups	2019 % Advanced or CCR Diploma	2019 % Advanced or CCR Diploma District	2018 % Advanced or CCR Diploma	2018 % Advanced or CCR Diploma District
All Students	-	29.6	N/A	23.4
American Indian/Alaska Native	-	-	N/A	-
Asian	-	52.2	N/A	46.2
Black/African American	-	21.3	N/A	20
Hispanic/Latino	-	32.2	N/A	14.8
Pacific Islander	-	42.1	N/A	14.2
Two or More Races	-	23.8	N/A	27.9
White/Caucasian	-	27.5	N/A	24.5
Special Education	-	12.3	N/A	9.8
English Learners Current + Former	-	40.3	N/A	27.5
English Learners Current	-	40.3	N/A	27.5
Economically Disadvantaged	-	24.6	N/A	18.2

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	37.5	20.8	0	20.8	0	0	0	0
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	50	21.3	0	0	0	0	0	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	28.5	7	0	0	0	0	0	0
Special Education	-	-	-	-	-	-	-	-
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	20	20	0	0	0	0	0	0

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program..



Student Engagement

9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. 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.

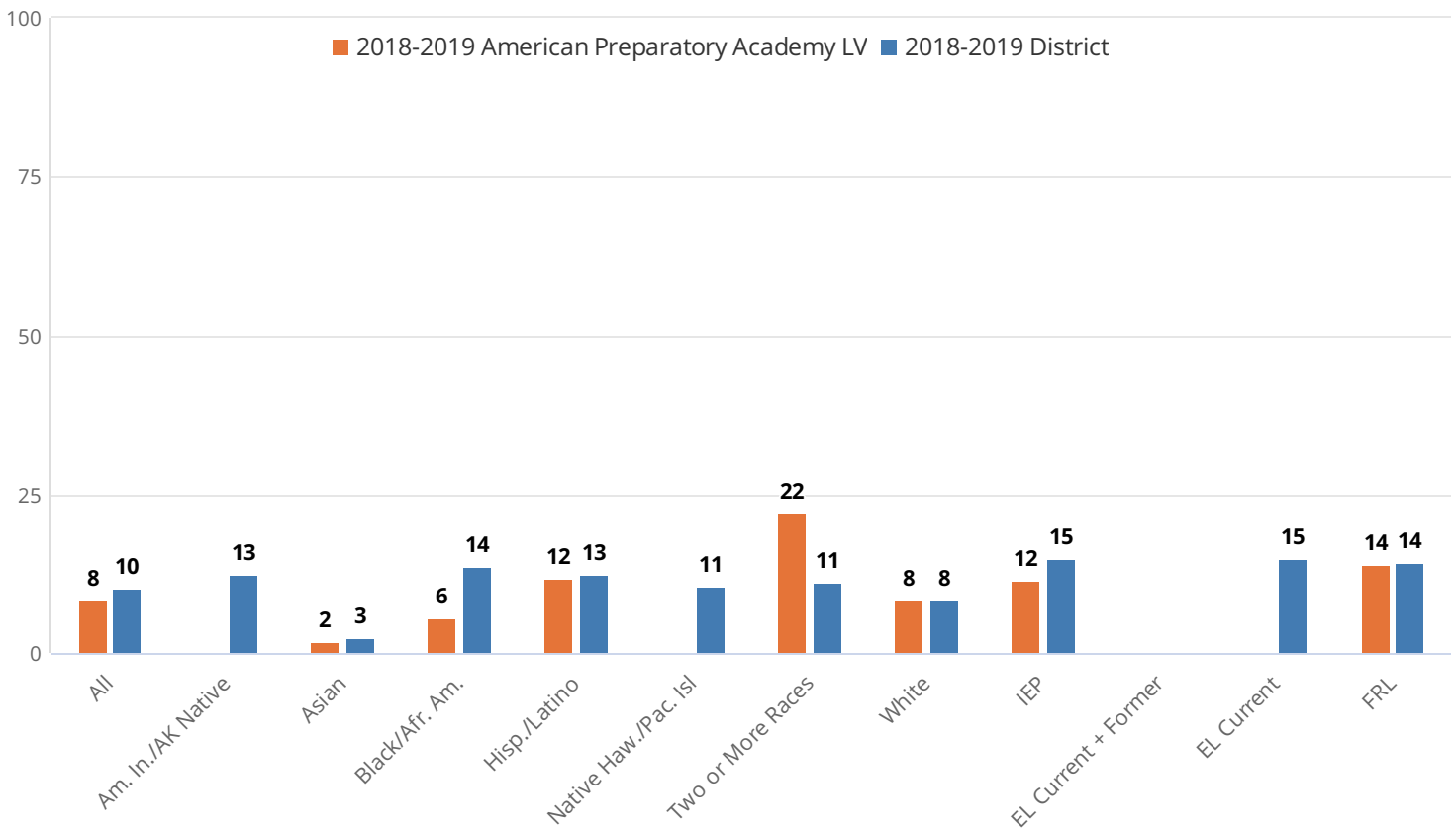
Chronic Absenteeism

Chronic Absenteeism Points Earned: 4/5

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	8.3	10.3	8.4	21
American Indian/Alaska Native	-	12.6	-	30
Asian	2	2.6	11.1	11.9
Black/African American	5.5	13.8	7.1	27
Hispanic/Latino	11.8	12.5	9.6	24.2
Pacific Islander	-	10.5	-	25
Two or More Races	22.1	11.1	8.3	20.7
White/Caucasian	8.3	8.4	7.7	18.3
Special Education	11.6	15.1	15.3	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	15	-	29.3
Economically Disadvantaged	14.1	14.3	-	27.7

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





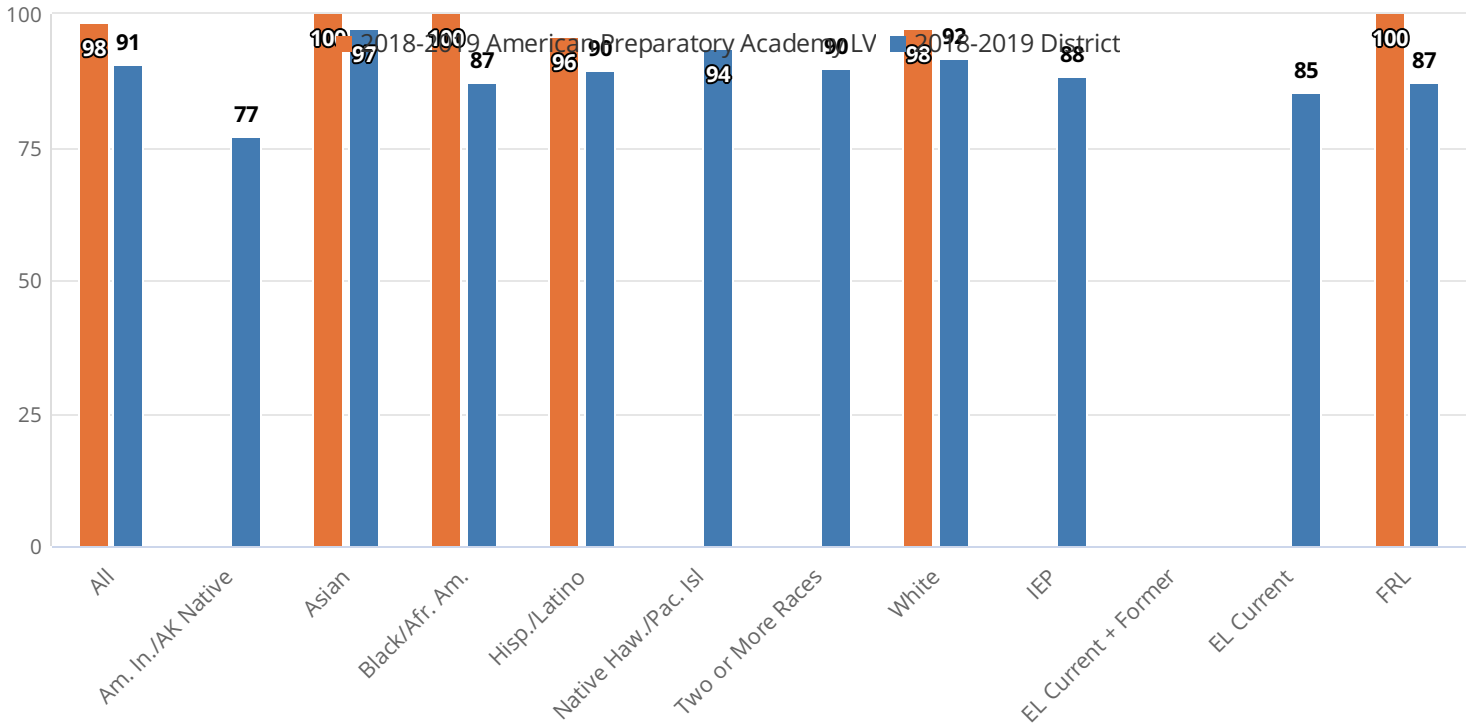
Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 4/5

Groups	2019 % 9th Grade Credit Sufficiency	2019 % 9th Grade Credit Sufficiency District	2018 % 9th Grade Credit Sufficiency	2018 % 9th Grade Credit Sufficiency District
All Students	98.4	90.7	100	87.3
American Indian/Alaska Native	-	76.9	-	87.5
Asian	100	97.2	-	94.7
Black/African American	100	87.2	100	82.6
Hispanic/Latino	96	89.5	100	87
Pacific Islander	-	93.7	-	86.4
Two or More Races	-	89.7	-	88.6
White/Caucasian	97.5	91.7	100	87.8
Special Education	-	88.2	-	79
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	85.4	-	82.4
Economically Disadvantaged	100	87.2	-	82.4

% of Students Meeting 9th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Designation	NSPF Designation Year	Exit Evaluation
CSI	2018-2019	Summer 2023

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	HS Grad Rate <67%
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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.

In addition to these criteria, a high school must have a 4-year adjusted cohort graduation rate (ACGR) of at least 67% over the most recent two years.

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	2	TBD	TBD	TBD
Index Score	45	TBD	TBD	TBD
TSI Criteria Met	N/A	N/A	N/A	TBD
Graduation Rate	64.2	TBD	TBD	TBD