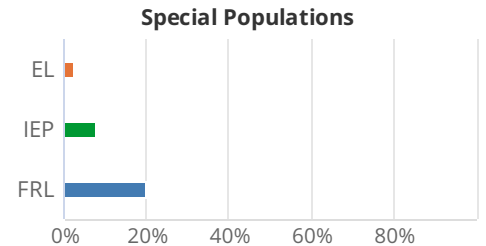
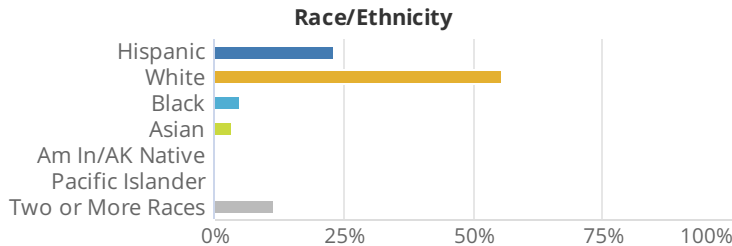


School Year 2017-2018 Nevada School Rating for Founders Academy of Nevada



School Type: Charter SPCSA
 School Level: Elementary School
 Grade Levels: 0K-12
 District: State Public Charter School Authority
 Website: www.foundersacademylv.com

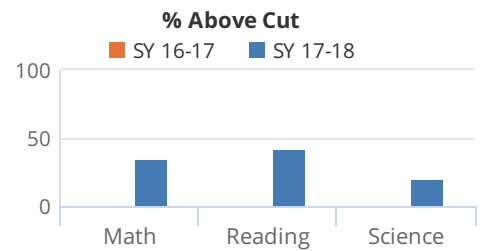
Total Index Score: 42
 School Designation:
 5730 W. Alexander Road
 Las Vegas, NV 89130
 Phone: 702-998-8368



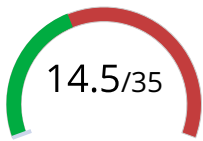
Academic Achievement



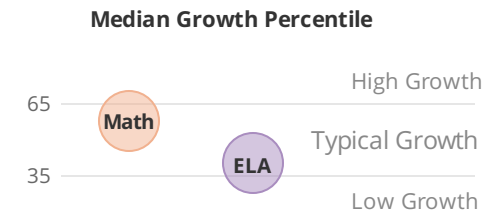
	% Above Cut	% District
Math CRT	35.0	52.8
ELA CRT	42.1	58.6
Science CRT	21.1	35.3
<i>Pooled Average</i>	36.6	52.9
Read by Grade 3	38.6	56.2



Student Growth



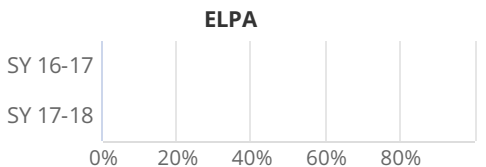
	% SY 17-18
Math CRT MGP	57.0
ELA CRT MGP	40.0
Math CRT AGP	33.9
ELA CRT AGP	35.9



English Language



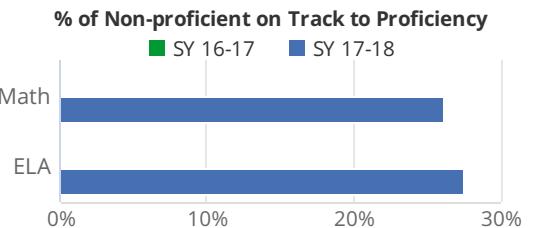
	% of EL Meeting AGP	% District
ELPA	-	42.5



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~26%	26.2
ELA CRT	~28%	27.6



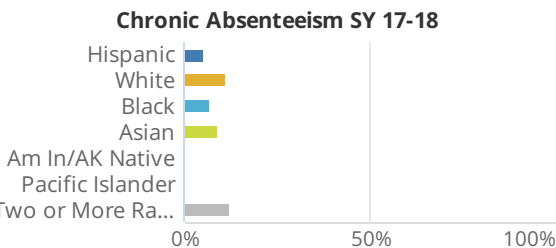
Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	9.8	10.1

	% Participation	Met Target
Climate Survey	94.8	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	7.1	30.6	28.8	21.4	40.5	39.6	-	14.6	N/A
Hispanic/Latino	27.2	40.2	36.5	36.3	48	45.5	9	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	51.7	59	52.9	58.6	67.1	62.6	-	46.6	N/A
White/Caucasian	38.8	61.1	57.2	43.3	65	65.7	26.4	43.8	N/A
Special Education	15	29.2	24.8	10	29.3	26.3	-	19.4	N/A
English Learners Current + Former	16.6	37.4	32.4	29.1	38.9	38.4	-	15.2	N/A
English Learners Current	0	25.5		10	22.8		-	4.8	N/A
Economically Disadvantaged	25	33.1	35.7	35.4	40.4	44	-	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	45.4	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	39.4	62.6
Special Education	-	29.4
English Learners Current + Former	-	33
English Learners Current	-	21.8
Economically Disadvantaged	-	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	57	49.5	35	32.5
Pacific Islander	-	-	-	-
Two or More Races	55	45	42.8	52.3
White/Caucasian	57	35.5	33.7	36.4
Special Education	64	48	15.3	23
English Learners Current + Former	57.5	50.5	30	25
English Learners Current	-	-	-	-
Economically Disadvantaged	58	49	27	32.4

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	22.2	21.7
Pacific Islander	-	-
Two or More Races	42.8	-
White/Caucasian	27.4	25.7
Special Education	9	-
English Learners Current + Former	31.2	16.6
English Learners Current	-	-
Economically Disadvantaged	17.6	20

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	9	4.9
Black/African American	7.1	14.5
Hispanic/Latino	5.3	11.5
Pacific Islander	-	12.6
Two or More Races	12.5	9
White/Caucasian	11.4	9
Special Education	5.7	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	5.8	10.4
Economically Disadvantaged	11.3	15.9

What does my school rating mean?

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

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

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

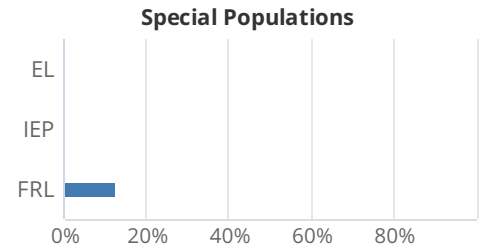
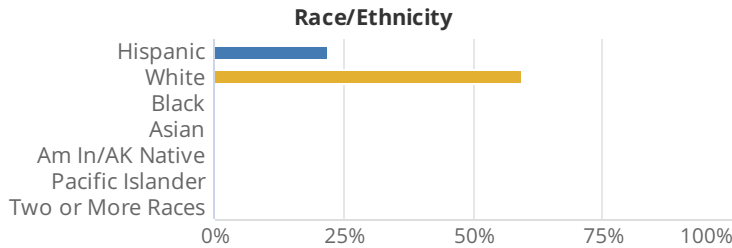
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for Founders Academy of Nevada

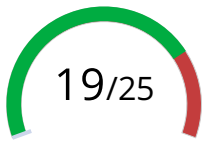


School Type: Charter SPCSA
 School Level: Middle School
 Grade Levels: 0K-12
 District: State Public Charter School Authority
 Website: www.foundersacademylv.com

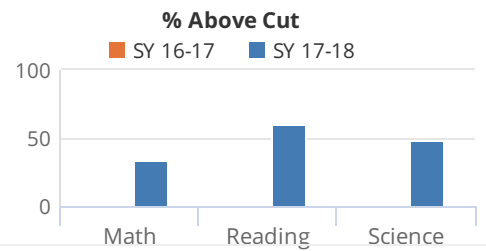
Total Index Score: 64.78
 School Designation:
 5730 W. Alexander Road
 Las Vegas, NV 89130
 Phone: 702-998-8368



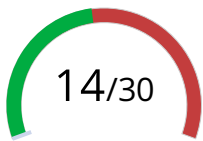
Academic Achievement



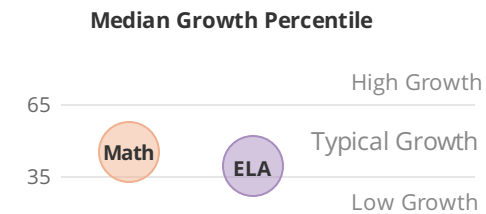
	% Above Cut	% District
% Math CRT	34.2	36.8
% ELA CRT	59.6	56.1
% Science CRT	49.1	45.2
% Pooled Average	47.3	46.3



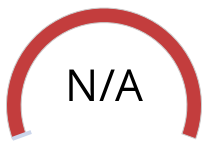
Student Growth



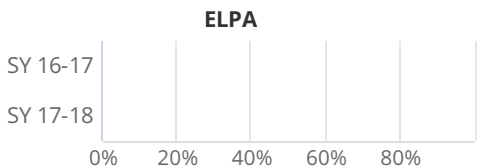
	% SY 17-18
Math CRT MGP	45.0
ELA CRT MGP	39.0
Math CRT AGP	36.3
ELA CRT AGP	57.5



English Language



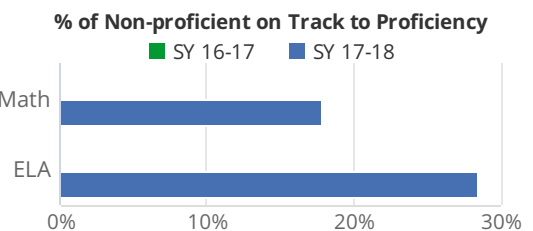
	% of EL Meeting AGP	% District
ELPA	-	32.4



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	17.8	17.8
ELA CRT	28.5	28.5



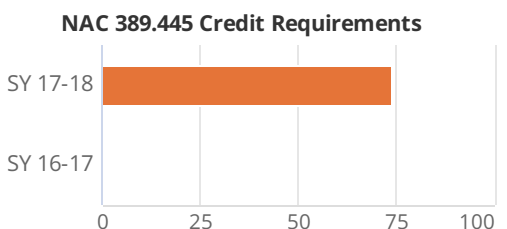
Student Engagement



*Bonus points included

	% School	% District
Chronic Absenteeism	11.9	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	74	91.5

	% Participation	Met Target
Climate Survey	92.5	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	14.2	17.7	19.5	42.8	38.4	34.5	-	25	N/A
Hispanic/Latino	25	26.1	25.5	54.1	46.3	42.2	25	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	-	41.5	37.5	-	61	59.2	-	51.6	N/A
White/Caucasian	40.9	44.4	44.4	66.6	63.5	64.6	65.5	54	N/A
Special Education	-	11.5	14.3	-	20.7	17.8	-	14.6	N/A
English Learners Current + Former	-	22.2	16	-	34.8	20.3	-	25.7	N/A
English Learners Current	-	8.5		-	15.8		-	9.3	N/A
Economically Disadvantaged	11.1	21.7	25.5	38.8	41.5	41.4	-	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	63.5	59	25	50
Hispanic/Latino	43.5	33	25	55
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	45	47	42.1	61.3
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	47	32	12.5	31.2

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	7.1	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	24.1	41.1
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	9	-

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	11.7	12.9	100	96.3	-	85.4
Hispanic/Latino	12	11.7	100	97.5	68.7	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	-	12	-	97.3	-	91.7
White/Caucasian	9.3	10.9	100	97.8	82.1	93.4
Special Education	18.1	15.3	100	96.8	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	100	98.2	-	85.6
Economically Disadvantaged	0	14.3	100	98.2	-	85.6

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, 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

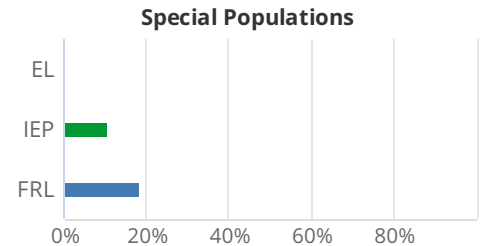
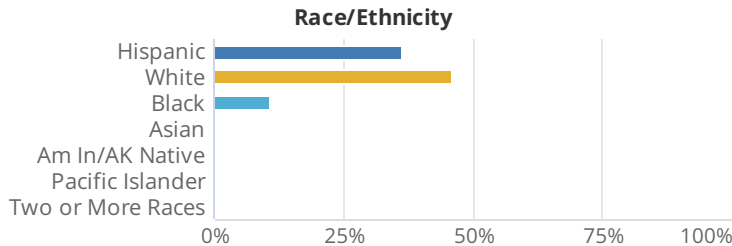
at or above 80
at or above 70, below 80
at or above 50, below 70
at or above 29, below 50
below 29

School Year 2017-2018 Nevada School Rating for Founders Academy of Nevada



School Type: Charter SPCSA
 School Level: High School
 Grade Levels: 0K-12
 District: State Public Charter School Authority
 Website: www.foundersacademylv.com

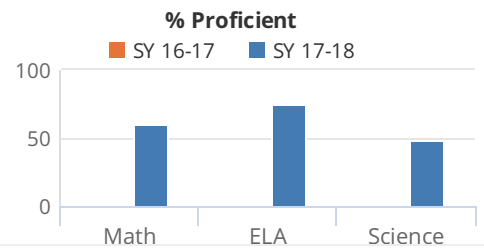
Total Index Score: 96.17
 School Designation:
 5730 W. Alexander Road
 Las Vegas, NV 89130
 Phone: 702-998-8368



Academic Achievement



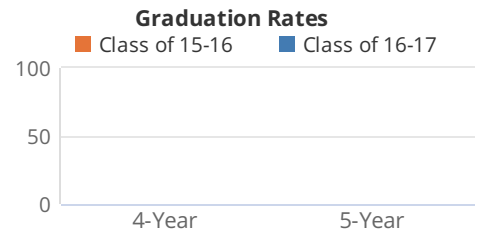
	% Proficient	% District
CCR Math	60	23.8
CCR ELA	75	44.5
Nevada High School Science	47.8	33.1



Graduation



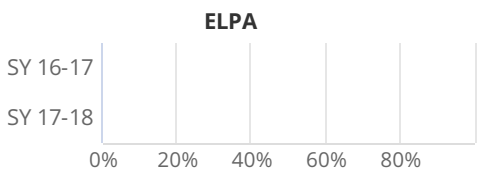
Graduation Rate	% School	% District
4-Year	-	65.2
5-Year	N/A	66.9



English Language Proficiency



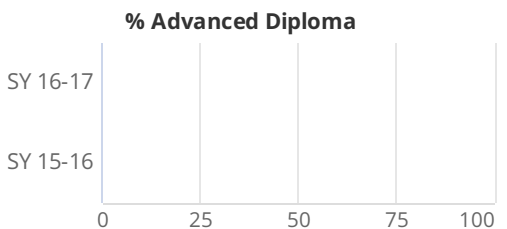
	% of EL Meeting AGP	% District
ELPA	-	26.8



College and Career Readiness



	% School	% District
Post-Secondary Preparation Participation	-	38.3
Post-Secondary Preparation Completion	-	24.7
Advanced Diploma	-	23.4

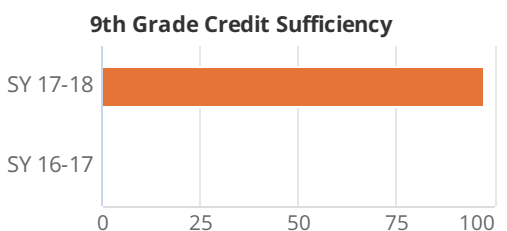


Student Engagement



*Bonus points included

	% School	% District
9th Grade Credit Sufficiency	97.2	87.3
Chronic Absenteeism	10.6	21.0
Climate Survey	88.2	YES



Academic Achievement

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	-	19.07	-	33.43	-	N/A
Asian	-	47.65	-	63.27	-	N/A
Black/African American	-	14.12	-	27.78	-	N/A
Hispanic/Latino	-	18.87	-	33.15	-	N/A
Pacific Islander	-	25.54	-	46.05	-	N/A
Two or More Races	-	33.64	-	55.86	-	N/A
White/Caucasian	-	41.31	-	60.26	45.4	N/A
Special Education	-	7.77	-	11.27	-	N/A
English Learners Current + Former	-	10.02	-	13.18	-	N/A
English Learners Current	-	6.96	-	6.9	-	N/A
Economically Disadvantaged	-	20.01	-	34.37	-	N/A

Graduation Rates

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	-	73.9	N/A	75.9
Asian	-	93.1	N/A	95.1
Black/African American	-	67.7	N/A	69.7
Hispanic/Latino	-	79.7	N/A	81.7
Pacific Islander	-	82.3	N/A	84.3
Two or More Races	-	81.3	N/A	83.3
White/Caucasian	-	84.2	N/A	86.2
Special Education	-	64.7	N/A	66.7
English Learners Current + Former	-	81.7	N/A	83.7
Economically Disadvantaged	-	76.8	N/A	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	46.2
Black/African American	-	-	-	20
Hispanic/Latino	-	-	-	14.8
Pacific Islander	-	-	-	14.2
Two or More Races	-	-	-	27.9
White/Caucasian	-	-	-	24.5
Special Education	-	-	-	9.8
English Learners Current + Former	N/A	N/A	-	27.5
English Learners Current	-	-	-	27.5
Economically Disadvantaged	-	-	-	18.2

What does my school rating mean?

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

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 a superior graduation rate. 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 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 assessment scores.

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 (AGP) 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 Learner status in five years.

Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

Ninth-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 attendance matters and chronic absenteeism places students at risk of academic 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 Bonus

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 are reflected in the Student Engagement section.

Graduation

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 lags one year behind the other accountability data in the school rating system.

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
- completing post-secondary preparation programs
- earning an Advanced Diploma*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

Star Rating



Index Score

at or above 82
 at or above 70, below 82
 at or above 50, below 70
 at or above 27, below 50
 below 27