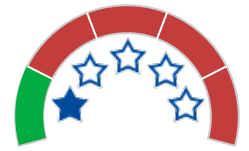
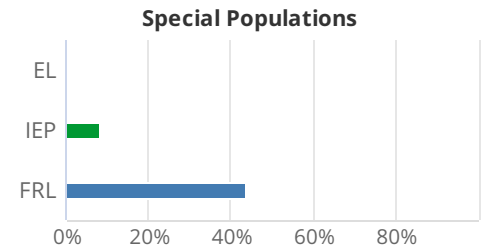
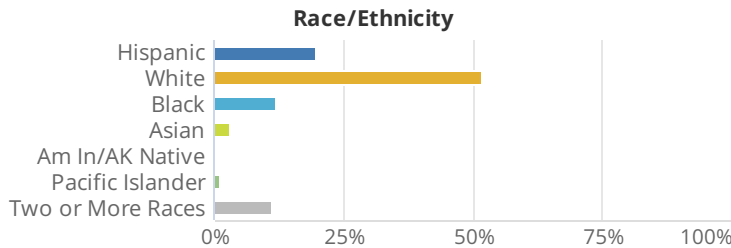


# School Year 2016-2017 Nevada School Rating for Nevada Connections Academy



Nevada Connections Academy  
 Steve Werlein, Principal  
 Grade Levels: 0K-12  
 Website: [www.connectionsacademy.com](http://www.connectionsacademy.com)  
 School Level: Elementary School

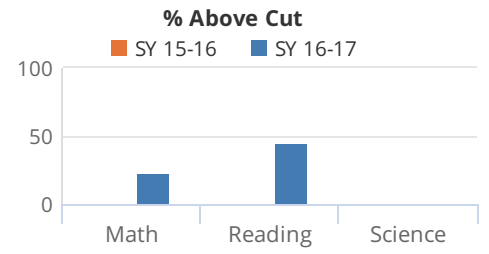
555 Double Eagle Court Suite 2000  
 Reno, NV 89521  
 Phone: 775-826-4200



## Academic Achievement



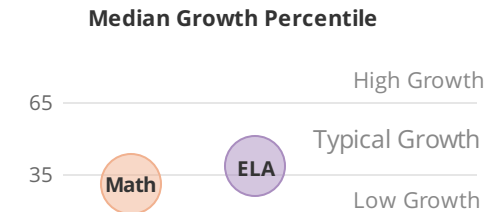
	% Above Cut	District
Math CRT	23.4	53.3
ELA CRT	46.3	59.9
Science CRT		
<i>Pooled Average</i>	34.8	56.6
Ready by Grade 3	36.6	56.4



## Student Growth



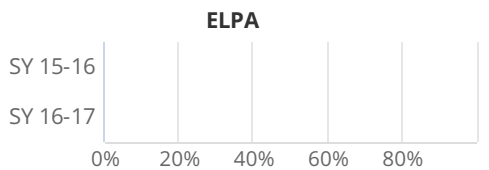
	SY 16-17
Math CRT MGP	31.0
ELA CRT MGP	38.5
Math CRT AGP	18.0
ELA CRT AGP	40.7



## English Language



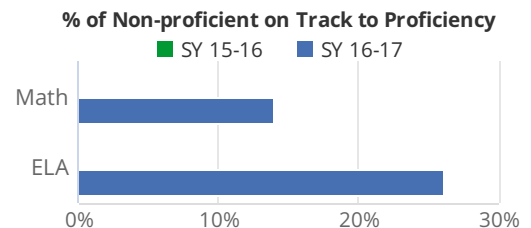
	% of EL Meeting AGP	District
ELPA	-	41.4



## Closing Opportunity Gaps



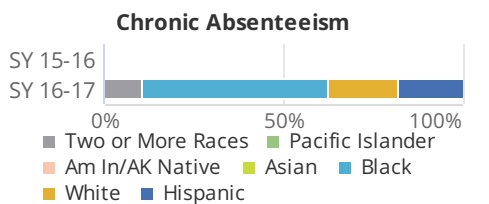
Non-proficient	% Meeting AGP
Math CRT	14.0
ELA CRT	26.2



## Student Engagement



	% Chronically Absent	District
Chronic Absenteeism	4.3	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	50	69.6	65.4	50	73.2	72.8
Black/African American	10	32.3	25	47.5	42.7	36.4
Hispanic/Latino	27.5	41.1	33.1	50.8	49.3	42.6
Pacific Islander	-	53.9	42.7	-	58.2	53.3
Two or More Races	24.3	58.4	50.4	48.6	66.4	60.6
White/Caucasian	24	59.7	54.9	43.8	65.2	63.9
Special Education	12.5	30.8	20.9	18.7	33.3	22.4
English Learners Current + Former	-	42.4	28.8	-	44.6	35.1
English Learners Current	-	27.8		-	26.5	
Economically Disadvantaged	17.5	34.7	32.4	41.1	42.9	41

## Grade 3 ELA

	Percent Above the Cut	
	ELA	District
American Indian/Alaska Native	-	26.6
Asian	-	68.6
Black/African American	46.1	40.2
Hispanic/Latino	43.4	47
Pacific Islander	-	48.8
Two or More Races	28.5	58.2
White/Caucasian	31.7	62.4
Special Education	-	36.3
English Learners Current + Former	-	42.2
English Learners Current	-	23.1
Economically Disadvantaged	29.7	37.5

## Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	27	16	5.8	23.5
Hispanic/Latino	37	39	21.4	37
Pacific Islander	-	-	-	-
Two or More Races	22.5	50	12.5	56.2
White/Caucasian	32	39	21.3	42.3
Special Education	43	34.5	15	20
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	27	40	12.6	40.3

**Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	7.1	0
Hispanic/Latino	19	28.5
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	15.2	33.3
Special Education	12.5	7.1
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	11.3	29.4

**Chronic Absenteeism**

	% Chronically Absent	District
American Indian/Alaska Native	-	18.2
Asian	0	4.9
Black/African American	10.3	19.8
Hispanic/Latino	3.5	13.4
Pacific Islander	0	11.5
Two or More Races	2.1	9.6
White/Caucasian	3.9	8.4
Special Education	4.3	13.4
English Learners Current + Former	N/A	N/A
English Learners Current	-	15.1
Economically Disadvantaged	7.8	18.5

## What does my school rating mean?

**1 Star school:** Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions.

**Comprehensive Support and Improvement Designation (CSI):** Low performing schools, schools with persistently low performing subgroups and high schools with low graduation rates are designated to be CSI schools.

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

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

### Climate Survey

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

### Growth

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

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

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

#### Star Rating



#### Index Score

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

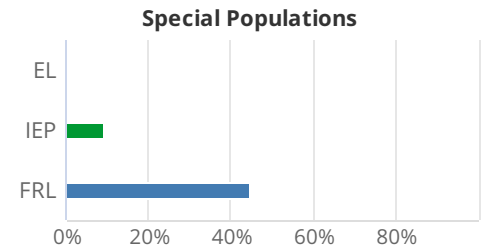
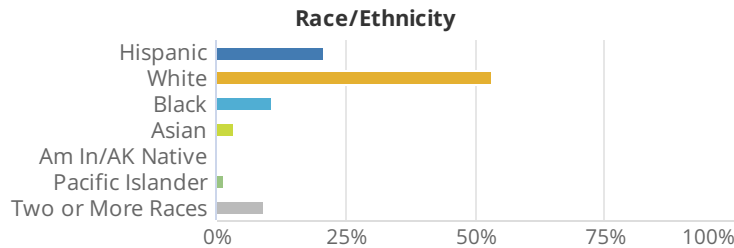


# School Year 2016-2017 Nevada School Rating for Nevada Connections Academy

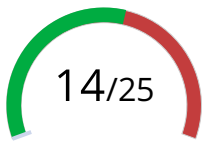


Nevada Connections Academy  
 Steve Werlein, Principal  
 Grade Levels: 0K-12  
 Website: [www.connectionsacademy.com](http://www.connectionsacademy.com)  
 School Level: Middle School

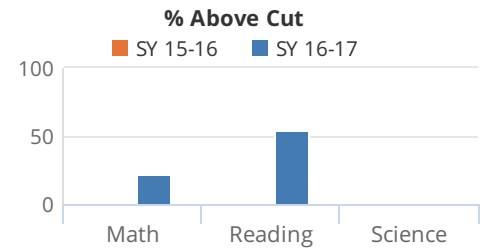
555 Double Eagle Court Suite 2000  
 Reno, NV 89521  
 Phone: 775-826-4200



## Academic Achievement



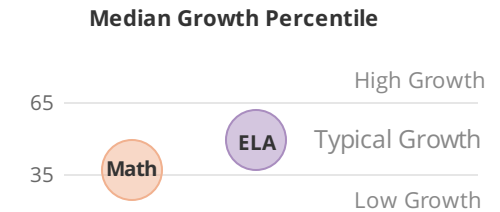
	% Above Cut	District
Math CRT	21.9	35.7
ELA CRT	54.6	53.2
Science CRT		
Math I End of Course	85.0	87.7
<i>Pooled Average</i>	39.4	46.5



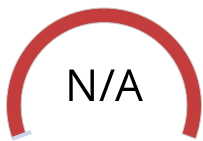
## Student Growth



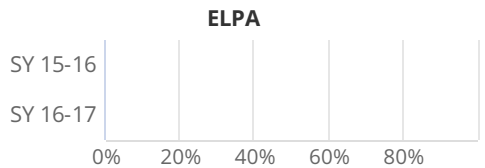
	SY 16-17
Math CRT MGP	37.0
ELA CRT MGP	49.0
Math CRT AGP	19.4
ELA CRT AGP	55.9



## English Language



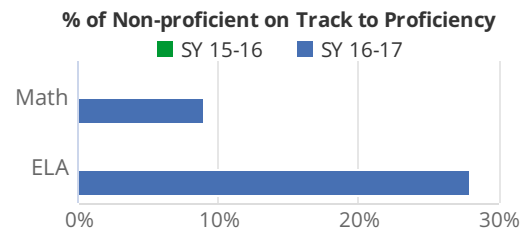
	% of EL Meeting AGP	District
ELPA	-	33.5



## Closing Opportunity Gaps



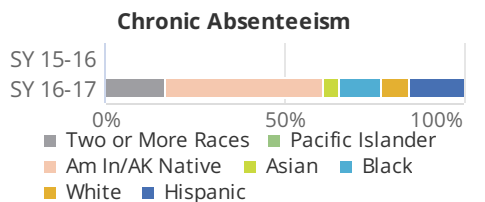
Non-proficient	% Meeting AGP
Math CRT	9
ELA CRT	28



## Student Engagement



	School	District
Chronic Absenteeism	7.4	9.6
Academic Learning Plans	25.6	79.5
NAC 389.445 Requirements	93.7	94.3
	<b>% Participation</b>	<b>Met Target</b>
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	29.1	63.5	54.1	57.6	73.8	73.3
Black/African American	11.4	16.8	15.2	31.2	33.7	31.1
Hispanic/Latino	20.3	24.5	21.6	55.4	43.4	39.2
Pacific Islander	-	35.4	30.1	-	57.8	48.1
Two or More Races	24	39.4	34.2	55.3	55.9	57.1
White/Caucasian	23.5	42.2	41.4	58.3	60.1	62.7
Special Education	11.3	11.5	9.8	15.9	17.3	13.5
English Learners Current + Former	-	26.8	11.6	-	36.7	16.1
English Learners Current	-	11.8		-	18.2	
Economically Disadvantaged	20	21.8	21.5	45.9	39.7	38.3

## Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	26	40	21	59
Black/African American	44	55.5	12	34.6
Hispanic/Latino	46	55	24.2	61.6
Pacific Islander	-	-	-	-
Two or More Races	47	44.5	27.2	52.1
White/Caucasian	34	47.5	18.3	58.4
Special Education	33.5	46	13.1	28.9
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	38	51	16.9	47.7

## Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	6.8	21.6
Hispanic/Latino	13.1	25
Pacific Islander	-	-
Two or More Races	17.2	18.7
White/Caucasian	7.3	32
Special Education	3.1	27.5
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	10.6	28.5

## Chronic Absenteeism

	<b>% Chronically Absent</b>	<b>District</b>
American Indian/Alaska Native	30	12
Asian	2.8	3.9
Black/African American	8	13.8
Hispanic/Latino	10.1	11.2
Pacific Islander	0	12.3
Two or More Races	11.2	12.4
White/Caucasian	5.4	7.8
Special Education	7.6	16.2
English Learners Current + Former	N/A	N/A
English Learners Current	-	13.9
Economically Disadvantaged	11.5	13.6



## What does my school rating mean?

**3 Star school:** Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

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

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

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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

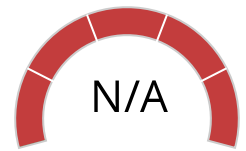
at or above 50, below 70

at or above 29, below 50

below 29

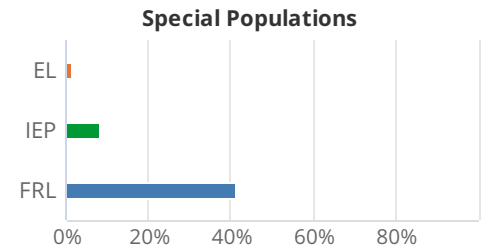
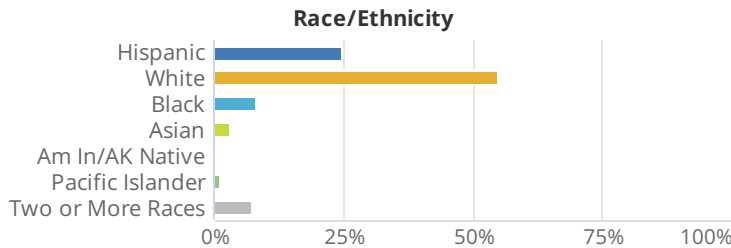


# School Year 2016-2017 Nevada School Rating for Nevada Connections Academy



Nevada Connections Academy  
 Steve Werlein, Principal  
 Grade Levels: 0K-12  
 Website: [www.connectionsacademy.com](http://www.connectionsacademy.com)  
 School Level: High School

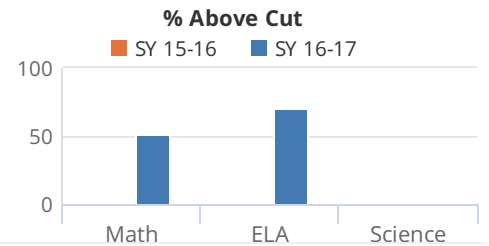
555 Double Eagle Court Suite 2000  
 Reno, NV 89521  
 Phone: 775-826-4200



## Academic Achievement



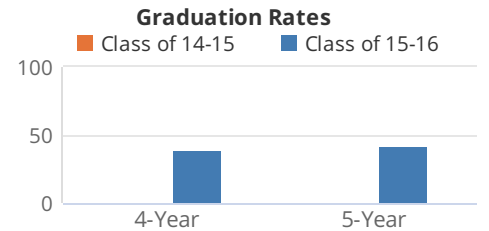
	% Above Cut	District
Math End of Course	50.8	54.8
ELA End of Course	71.1	70.5
Science End of Course		
<i>Pooled Average</i>	61.6	61.8



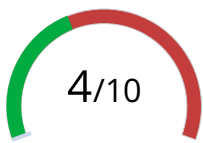
## Graduation



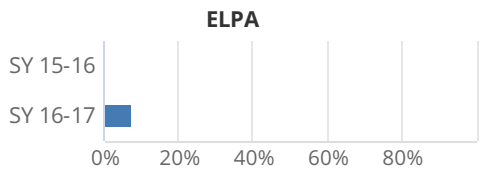
	School Rate	District Rate
4-Year	40	58.5
5-Year	42.2	63.8



## English Language Proficiency



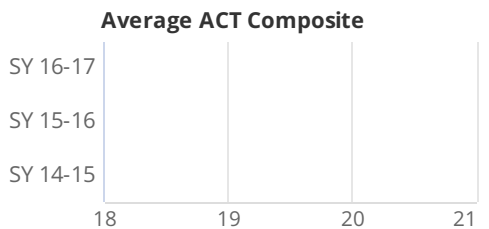
	% of EL Meeting AGP	District
ELPA	7.6	14.4



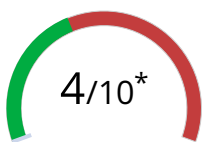
## College Career Readiness



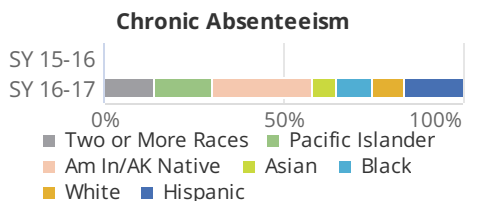
	School	District
ACT Average Composite	16.6	17.8
Grade 9 Sufficiency	67.9	82.2
Grade 10 Sufficiency	55.4	71.9
<i>Pooled Average</i>	61.3	77.4
EOC Math CCR	21.5	25
EOC ELA AL CCR	43.5	43.9
<i>Pooled Average</i>	33.2	34



## Student Engagement



	School	District
Chronic Absenteeism	12.5	13.7
Academic Learning Plans	38.3	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	75	87.5	-	59.3	-	84.2	-	84
Black/African American	75.8	63.5	26.3	19.6	70.5	51.4	54.1	47.8
Hispanic/Latino	75.3	71.2	24	28.4	64.8	64.9	61.2	64.9
Pacific Islander	-	79	-	35.4	-	66.9	-	67.6
Two or More Races	65.3	79.5	30	41.6	68.4	75.1	73.6	75.2
White/Caucasian	71.2	82	30.5	46.2	82.1	78.6	75.3	78.3
Special Education	60	56.2	0	13.4	-	36.1	17.6	36.7
English Learners Current + Former	-	61.5	-	13.2	-	40.1	-	32.9
English Learners Current	-		-		-		-	
Economically Disadvantaged	70.9	69.3	23.2	27.3	72.4	62.7	67.2	60.8

## Four & Five Year Graduation Rate

Graduation Measures	4y Graduation Rate		4y Graduation MIP	5y Graduation Rate		5y Graduation MIP
	District			District		
American Indian/Alaska Native	-	-	64.7	-	-	57.1
Asian	-	82	87.9	-	86.6	86.4
Black/African American	16.6	47.8	56.5	38.4	56.9	59.4
Hispanic/Latino	45.6	61	69.7	31.3	59.4	67.1
Pacific Islander	-	46.1	75.9	-	53.8	77.8
Two or More Races	24.1	49.2	76.8	44.4	51.7	79.2
White/Caucasian	43.7	59.3	79.9	46.4	65.4	80.1
Special Education	25	28.3	29.3	17.6	35.5	33.8
English Learners Current + Former	9	30.7	42.6	-	50	37.4
Economically Disadvantaged	29.8	50	66.7	29.3	53.3	68.3

## ACT Average Composite

	Composite Score	District
American Indian/Alaska Native	-	15.3
Asian	19.1	20.8
Black/African American	14.6	15.6
Hispanic/Latino	15.9	16.5
Pacific Islander	-	16.9
Two or More Races	17.4	17.9
White/Caucasian	17.2	18.6
Special Education	13.9	14
English Learners Current + Former	N/A	N/A
English Learners Current	-	14
Economically Disadvantaged	15.7	16.4

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

	<b>Math I</b>	<b>Math I District</b>	<b>Math II</b>	<b>Math II District</b>	<b>ELA I</b>	<b>ELA I District</b>	<b>ELA II</b>	<b>ELA II District</b>
American Indian/Alaska Native	-	15	-	15	-	15.3	-	13.3
Asian	43.7	41.9	-	40.4	-	57.8	-	67.5
Black/African American	20.6	19.7	21	7.8	47	23.6	20.8	23.6
Hispanic/Latino	29.6	24.6	12.6	16.6	44.4	37.7	32.5	43.6
Pacific Islander	-	27.7	-	15.1	-	44.4	-	48
Two or More Races	30.7	29.4	15	22.2	42.1	42.5	42.1	44.8
White/Caucasian	28.7	32	13.1	23.2	47.5	46.7	41.1	44.2
Special Education	16	11.2	0	4.3	-	7.2	5.8	11.2
English Learners Current + Former	-	20	-	17.4	-	6.6	-	33.3
English Learners Current	-	18	-	10	-	8	-	22.2
Economically Disadvantaged	21.3	23.4	9	14	37.9	33.7	34.5	36.2

**Chronic Absenteeism**

	<b>% Chronically Absent</b>	<b>District</b>
American Indian/Alaska Native	30.7	20
Asian	7.2	6.6
Black/African American	10.8	15.9
Hispanic/Latino	17.5	16.7
Pacific Islander	17.8	20.1
Two or More Races	15	13
White/Caucasian	9.9	12.1
Special Education	20.1	17.3
English Learners Current + Former	N/A	N/A
English Learners Current	17.9	9
Economically Disadvantaged	18	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.

**Comprehensive Support and Improvement Designation (CSI):** Low performing schools, schools with persistently low performing subgroups and high schools with low graduation rates are designated to be CSI schools.

## What do the performance indicators mean?

### Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language Proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

### Climate Survey

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

### 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 15<sup>th</sup>, 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

TBD

### Index Score