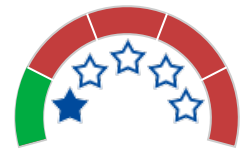
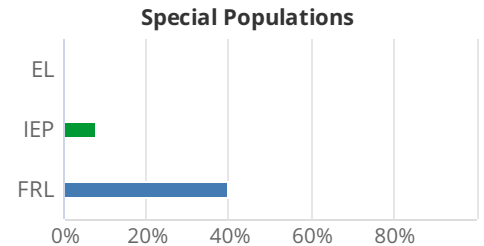
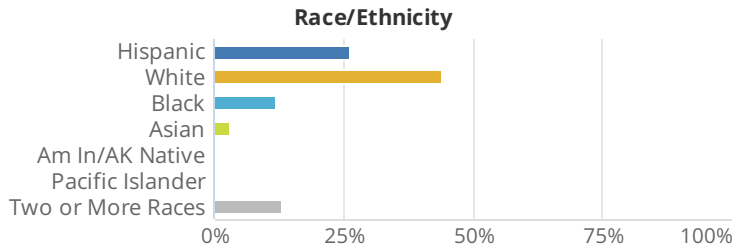


# School Year 2017-2018 Nevada School Rating for Nevada Connections Academy



School Type: Charter SPCSA Virtual  
 School Level: Elementary School  
 Grade Levels: 0K-12  
 District: State Public Charter School Authority  
 Website: <http://www.connectionsacademy.com/>

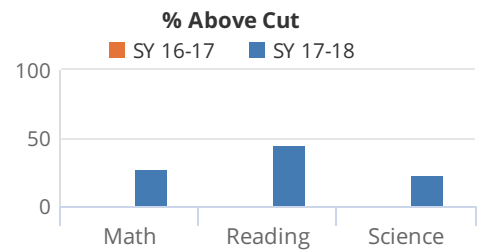
Total Index Score: 18.89  
 School Designation: CSI  
 555 Double Eagle Ct Ste 2000  
 Reno, NV 89521  
 Phone: 775-826-4200



## Academic Achievement



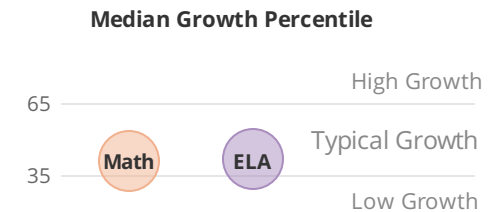
	% Above Cut	% District
Math CRT	27.8	52.8
ELA CRT	46.0	58.6
Science CRT	23.3	35.3
<i>Pooled Average</i>	34.4	52.9
Read by Grade 3	38.5	56.2



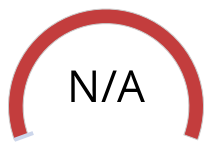
## Student Growth



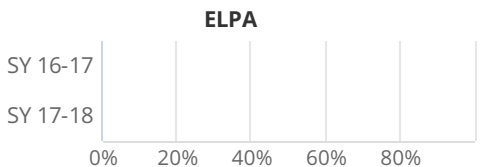
	% SY 17-18
Math CRT MGP	41.0
ELA CRT MGP	41.5
Math CRT AGP	25.9
ELA CRT AGP	43.6



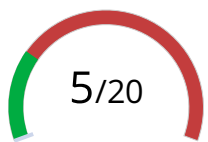
## English Language



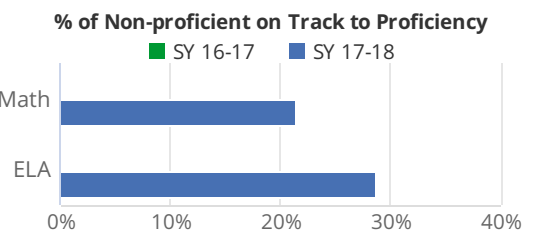
	% of EL Meeting AGP	% District
ELPA	-	42.5



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	21.4	21.4
ELA CRT	28.7	28.7



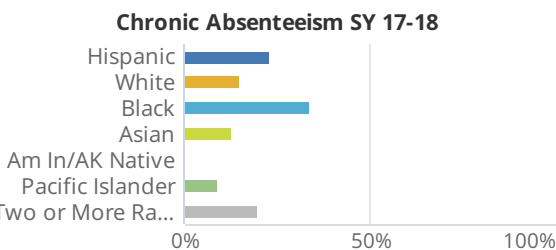
## Student Engagement



	% Chronically Absent	% District
Chronic Absenteeism	20.4	10.1

	% Participation	Met Target
Climate Survey	64.5	NO



**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	45.4	75.2	67.2	54.5	76.2	74.1	-	49.2	N/A
Black/African American	5.5	30.6	28.8	38.8	40.5	39.6	5.8	14.6	N/A
Hispanic/Latino	32.4	40.2	36.5	44.5	48	45.5	21.2	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	22.8	59	52.9	48.6	67.1	62.6	35.7	46.6	N/A
White/Caucasian	32.1	61.1	57.2	48.2	65	65.7	26	43.8	N/A
Special Education	10.7	29.2	24.8	17.8	29.3	26.3	6.2	19.4	N/A
English Learners Current + Former	-	37.4	32.4	-	38.9	38.4	-	15.2	N/A
English Learners Current	-	25.5		-	22.8		-	4.8	N/A
Economically Disadvantaged	22.1	33.1	35.7	45.1	40.4	44	22.2	17.3	N/A

**Grade 3 ELA**

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	-	34.2
Hispanic/Latino	35	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	44.8	62.6
Special Education	-	29.4
English Learners Current + Former	-	33
English Learners Current	-	21.8
Economically Disadvantaged	27.2	37.5

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	46	42.5	30	40
Black/African American	25.5	45	9	54.5
Hispanic/Latino	51	41	34.7	47.8
Pacific Islander	-	-	-	-
Two or More Races	37	33	24	44
White/Caucasian	37.5	42	26	39.5
Special Education	48	38	16	24
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	31.5	45.5	21.7	46.1

**Closing Opportunity Gap**

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	6.2	30
Hispanic/Latino	24	23.5
Pacific Islander	-	-
Two or More Races	14.2	10
White/Caucasian	25.4	34
Special Education	11.7	12.5
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	14.5	22.9

**Chronic Absenteeism**

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	12.9	4.9
Black/African American	34.1	14.5
Hispanic/Latino	22.9	11.5
Pacific Islander	9	12.6
Two or More Races	20	9
White/Caucasian	15.3	9
Special Education	26.9	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	-	10.4
Economically Disadvantaged	26	15.9

## What does my school rating mean?

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

**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.

**Participation Penalty:** Schools where assessment participation rates are below 95% for the overall student group or any subgroup and failing to meet the weighted average calculated participation rate of 95 percent over the most recent two to three years for a second consecutive year are assessed a penalty of 9 index points off the total points earned for Academic Achievement. If the original points earned in AA was 9 or less, the school is credited zero points in AA.

**Comprehensive Support and Improvement Designation (CSI):** Low performing schools, schools with persistently low performing subgroups and high schools with graduation rates below 67% 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 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.

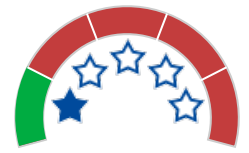
### Star Rating



### Index Score

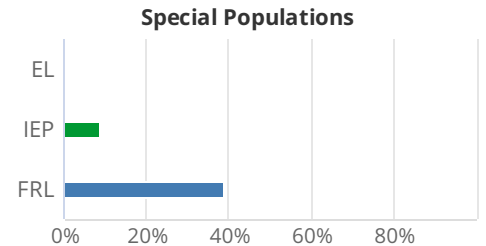
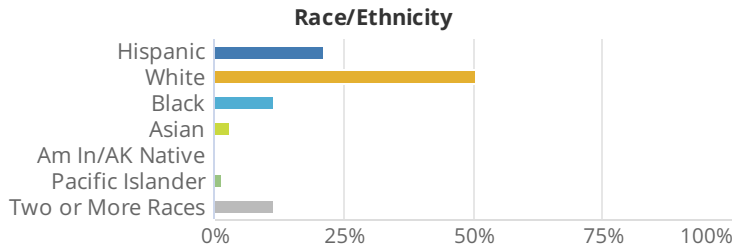
at or above 84  
at or above 67, below 84  
at or above 50, below 67  
at or above 27, below 50  
below 27

# School Year 2017-2018 Nevada School Rating for Nevada Connections Academy



School Type: Charter SPCSA Virtual  
 School Level: Middle School  
 Grade Levels: 0K-12  
 District: State Public Charter School Authority  
 Website: <http://www.connectionsacademy.com/>

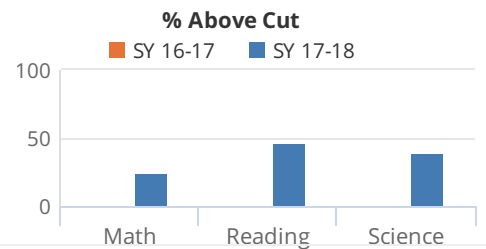
Total Index Score: 26.11  
 School Designation: CSI  
 555 Double Eagle Ct Ste 2000  
 Reno, NV 89521  
 Phone: 775-826-4200



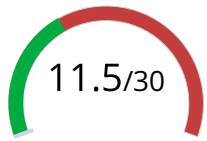
## Academic Achievement



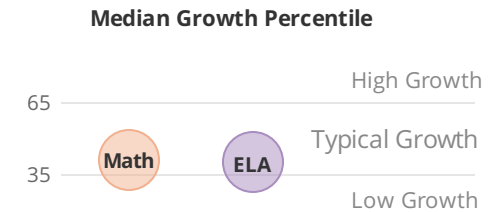
	% Above Cut	% District
% Math CRT	25.5	36.8
% ELA CRT	47.7	56.1
% Science CRT	39.2	45.2
% Pooled Average	37.1	46.3



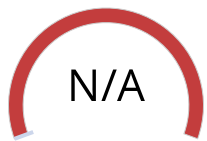
## Student Growth



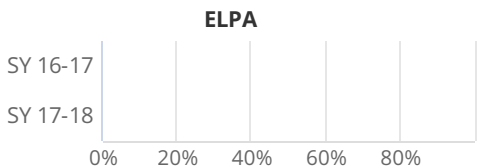
	% SY 17-18
Math CRT MGP	41.0
ELA CRT MGP	40.0
Math CRT AGP	27.8
ELA CRT AGP	46.9



## English Language



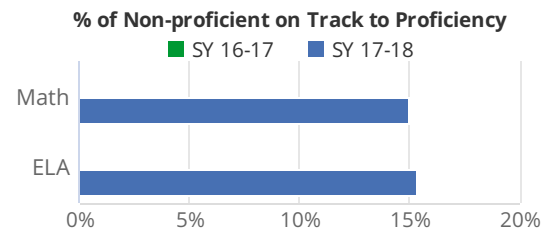
	% of EL Meeting AGP	% District
ELPA	N/A	32.4



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~15%	15
ELA CRT	~15%	15.4



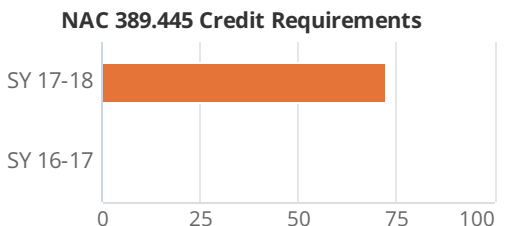
## Student Engagement



	% School	% District
Chronic Absenteeism	29.7	11.1
Academic Learning Plans	91.1	97.5
NAC 389.445 Credit Requirements	72.7	91.5

	% Participation	Met Target
Climate Survey	69.0	NO



**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	25	64.1	56.4	56.2	77.3	74.6	40	62.2	N/A
Black/African American	14	17.7	19.5	29.6	38.4	34.5	11.5	25	N/A
Hispanic/Latino	25.3	26.1	25.5	52.2	46.3	42.2	42.5	34.9	N/A
Pacific Islander	10	34.9	33.6	40	53.2	50.7	-	42.8	N/A
Two or More Races	15.2	41.5	37.5	48.6	61	59.2	39.3	51.6	N/A
White/Caucasian	30.8	44.4	44.4	49.3	63.5	64.6	42.9	54	N/A
Special Education	6.1	11.5	14.3	14.2	20.7	17.8	12	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	19.1	21.7	25.5	41.7	41.5	41.4	31.5	30.7	N/A

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	37	32	26.6	60
Black/African American	39	34.5	15.6	30.7
Hispanic/Latino	50	44	30	49.5
Pacific Islander	30	27	20	50
Two or More Races	40	37	13.7	50.9
White/Caucasian	38.5	40.5	32.2	47.4
Special Education	35	37	4.6	11.3
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	41	35	21.7	39.3

**Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	5.7	16
Hispanic/Latino	18.3	14.5
Pacific Islander	-	-
Two or More Races	7.4	15.7
White/Caucasian	17.3	16
Special Education	0	6.9
English Learners Current + Former	0	-
English Learners Current	-	-
Economically Disadvantaged	6.7	12.1

**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	17.6	3.6	100	98.4	100	99.4
Black/African American	39	12.9	89.6	96.3	60.5	85.4
Hispanic/Latino	33.3	11.7	88.1	97.5	62.9	89.4
Pacific Islander	23.8	11.9	85.7	95.9	-	91
Two or More Races	30	12	94.2	97.3	72	91.7
White/Caucasian	26	10.9	92.2	97.8	77.3	93.4
Special Education	35.6	15.3	88.2	96.8	51.2	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	93.9	98.2	62.7	85.6
Economically Disadvantaged	35.1	14.3	93.9	98.2	62.7	85.6

## What does my school rating mean?

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

**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.

**Participation Penalty:** Schools where assessment participation rates are below 95% for the overall student group or any subgroup and failing to meet the weighted average calculated participation rate of 95 percent over the most recent two to three years for a second consecutive year are assessed a penalty of 9 index points off the total points earned for Academic Achievement. If the original points earned in AA was 9 or less, the school is credited zero points in AA.

**Comprehensive Support and Improvement Designation (CSI):** Low performing schools, schools with persistently low performing subgroups and high schools with graduation rates below 67% 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, 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

### 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



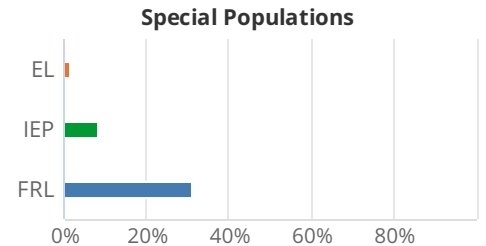
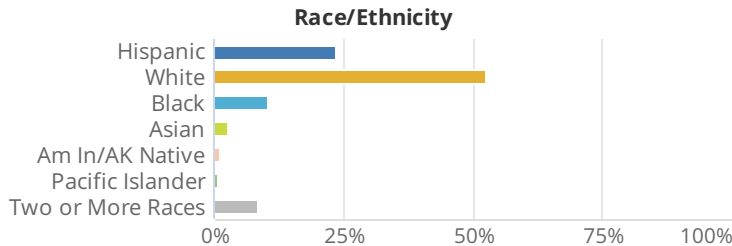
additional bonus points included within Student Engagement section.

# School Year 2017-2018 Nevada School Rating for Nevada Connections Academy

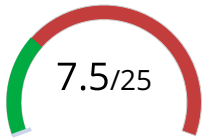


School Type: Charter SPCSA Virtual  
 School Level: High School  
 Grade Levels: 0K-12  
 District: State Public Charter School Authority  
 Website: <http://www.connectionsacademy.com/>

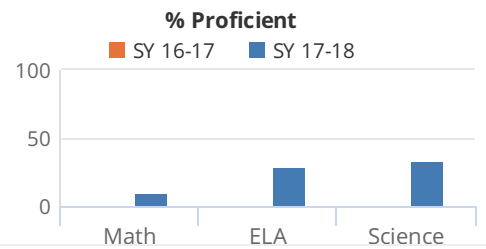
Total Index Score: 12.78  
 School Designation: CSI  
 555 Double Eagle Ct Ste 2000  
 Reno, NV 89521  
 Phone: 775-826-4200



## Academic Achievement



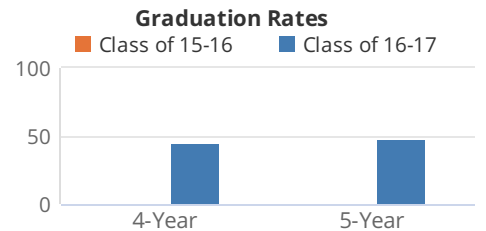
	% Proficient	% District
CCR Math	11	23.8
CCR ELA	28.7	44.5
Nevada High School Science	34.3	33.1



## Graduation



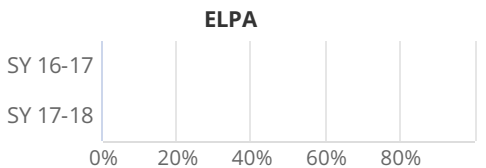
Graduation Rate	% School	% District
4-Year	45	65.2
5-Year	49	66.9



## English Language Proficiency



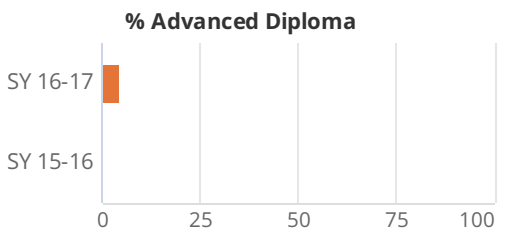
	% of EL Meeting AGP	% District
ELPA	-	26.8



## College and Career Readiness



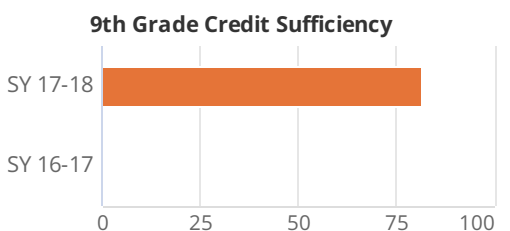
	% School	% District
Post-Secondary Preparation Participation	11.5	38.3
Post-Secondary Preparation Completion	0.5	24.7
Advanced Diploma	4.7	23.4



## Student Engagement



	% School	% District
9th Grade Credit Sufficiency	81.7	87.3
Chronic Absenteeism	32.5	21.0
Climate Survey	64.4	NO



**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	4.7	14.12	11.9	27.78	16.6	N/A
Hispanic/Latino	4.5	18.87	20.6	33.15	36.5	N/A
Pacific Islander	-	25.54	-	46.05	-	N/A
Two or More Races	10	33.64	30	55.86	40.8	N/A
White/Caucasian	15.8	41.31	34.1	60.26	35.3	N/A
Special Education	0	7.77	4.3	11.27	17.1	N/A
English Learners Current + Former	-	10.02	-	13.18	-	N/A
English Learners Current	-	6.96	-	6.9	-	N/A
Economically Disadvantaged	7.3	20.01	22	34.37	30.4	N/A

**Graduation Rates**

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	-	73.9	-	75.9
Asian	62.5	93.1	-	95.1
Black/African American	33.3	67.7	25	69.7
Hispanic/Latino	40.1	79.7	56.4	81.7
Pacific Islander	30.7	82.3	-	84.3
Two or More Races	37.8	81.3	37	83.3
White/Caucasian	49.6	84.2	52.2	86.2
Special Education	36	64.7	40.5	66.7
English Learners Current + Former	40.6	81.7	27.2	83.7
Economically Disadvantaged	36.1	76.8	38	78.8

**College and Career Readiness**

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	-	-
Asian	-	-	20	46.2
Black/African American	12.9	0	6.2	20
Hispanic/Latino	7.3	0	1.8	14.8
Pacific Islander	-	-	-	14.2
Two or More Races	13.3	0	7.1	27.9
White/Caucasian	12.1	0.4	4.5	24.5
Special Education	3.8	0	0	9.8
English Learners Current + Former	N/A	N/A	0	27.5
English Learners Current	-	-	0	27.5
Economically Disadvantaged	8.6	0	5.3	18.2

**Student Engagement**

	% 9 <sup>th</sup> Grade Credit Sufficiency Measure		% Chronically Absent	
	School	District	School	District
American Indian/Alaska Native	-	87.5	50	30
Asian	90.9	94.7	29.6	11.9
Black/African American	73.5	82.6	41.7	27
Hispanic/Latino	81.4	87	38.4	24.2
Pacific Islander	-	86.4	20	25
Two or More Races	80	88.6	31.2	20.7
White/Caucasian	83	87.8	28	18.3
Special Education	72.7	79	39.5	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	77.7	82.4	50	29.3
Economically Disadvantaged	77.7	82.4	37.6	27.7

**\*95% Participation on State Assessments**

	% Math	% ELA
All Students	100	100
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	100	100
Hispanic/Latino	100	100
Pacific Islander	-	-
Two or More Races	100	100
White/Caucasian	100	100
Special Education	100	100
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	100	100

**Post-Secondary Preparation Program Information**

	Advanced Placement (AP)		Dual Credit/Dual Enrollment		International Baccalaureate		Career and Technical Education	
	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	12.9	0	0	0	0	0	0	0
Hispanic/Latino	6	0	1.2	0	0	0	0	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	13.3	0	0	0	0	0	0	0
White/Caucasian	12.1	0.4	0	0	0	0	0	0
Special Education	3.8	0	0	0	0	0	0	0
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	8.6	0	0	0	0	0	0	0

## What does my school rating mean?

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

**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 graduation rates below 67% 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 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