Nevada Connections Academy

School Level:	Elementary School
Grade Levels:	0K-12
District:	State Public Charter School Authority
School Address:	555 Double Eagle Ct Ste 2000 Reno, NV 89521

21.6
Total Index Score

School Type: *Charter SPCSA Virtual*
School Designation: *CSI*
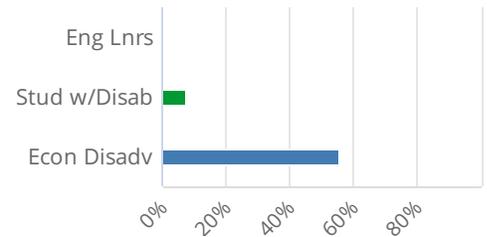95% Assessment Participation: *Met*
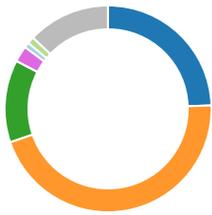
Student Race/Ethnicity

45%	White
12.8%	Bl/Afr Am
24.3%	Hisp/Latino
2.5%	Asian
0.8%	Am Ind/AK Nat
1.1%	Pac Isl
12.8%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	18.8 ★
2016-2017	N/A N/A

Alternative Student Groups

What does my school rating mean?

One-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 inventions.

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	★★★★★

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
5/25

Measure	School Rate	District Rate
Pooled Proficiency	31.6	54
Math Proficiency	27.1	54.5
ELA Proficiency	40.5	60.1
Science Proficiency	21.6	34.7
Read-by-Grade-3 Proficiency	28.3	56.7

English Language Proficiency Indicator
N/A

Measure	School Rate	District Rate
Met EL AGP Target	-	56.7

Growth Indicator
4.5/35

Measure	School Median	District Median
Math MGP	32	55
ELA MGP	34	52

Measure	School Rate	District Rate
Met Math AGP Target	24.6	49.7
Met ELA AGP Target	40	59.7

Closing Opportunity Gaps Indicator
2/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	12	27.8
Prior Non-Proficient Met ELA AGP Target	25.3	39.2

** 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.

5/25

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: 3/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	31.6	54	34.4	52.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	27.1	54.5	48.5	27.8	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	61.5	75.5	68.8	45.4	75.2	67.2
Black/African American	5	31.3	32.3	5.5	30.6	28.8
Hispanic/Latino	22	44.6	39.6	32.4	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	27.6	58.2	55.3	22.8	59	52.9
White/Caucasian	33.2	62.2	59.3	32.1	61.1	57.2
Special Education	8.5	27.3	28.6	10.7	29.2	24.8
English Learners Current + Former	-	42.2	35.8	-	37.4	32.4
English Learners Current	-	32.3		-	25.5	
Economically Disadvantaged	19	39.7	39	22.1	33.1	35.7

Math Assessments
% Proficient
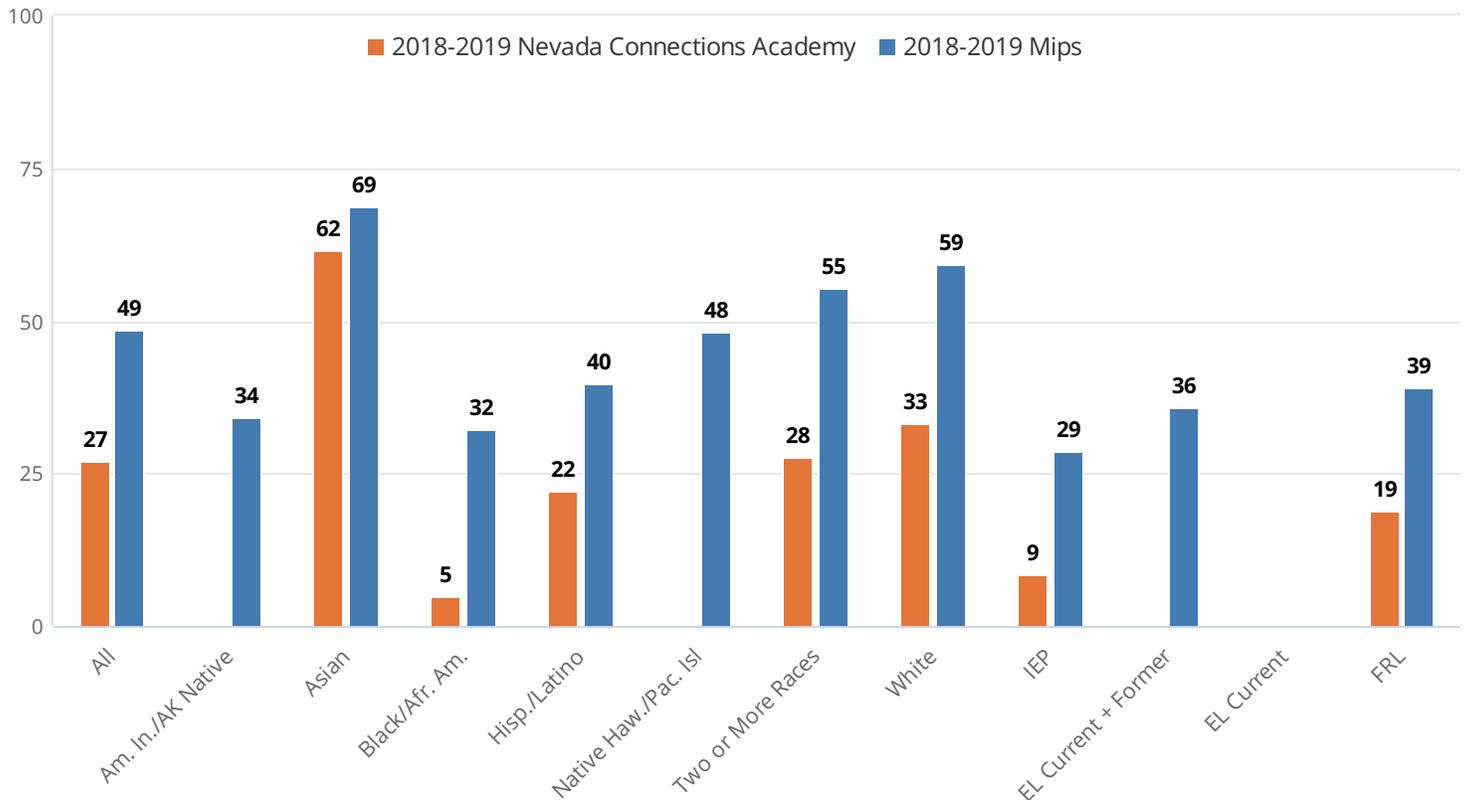
5/25

Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.5	60.1	57	46	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	84.5	78.5	75.4	54.5	76.2	74.1
Black/African American	33.2	40.8	42.6	38.8	40.5	39.6
Hispanic/Latino	33.7	51.1	48.2	44.5	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	42.5	63.7	64.4	48.6	67.1	62.6
White/Caucasian	40.8	66.7	67.4	48.2	65	65.7
Special Education	5.5	26.6	30	17.8	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.3		-	22.8	
Economically Disadvantaged	31.6	45.3	46.8	45.1	40.4	44

ELA Assessments
% Proficient
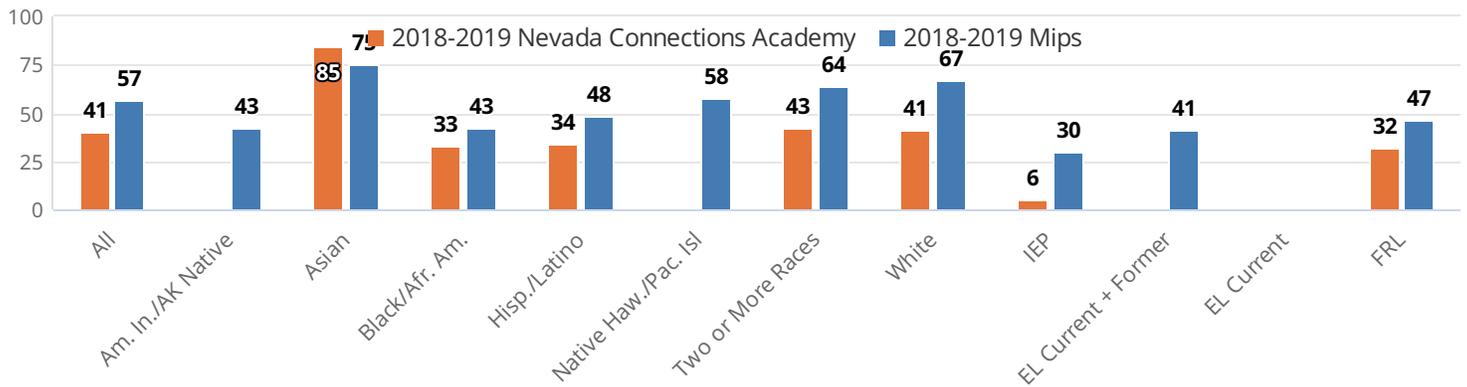
Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	21.6	34.7	23.3	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	15.6	16.6	5.8	14.6
Hispanic/Latino	16.6	25.8	21.2	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	11	37.6	35.7	46.6
White/Caucasian	26.3	42.7	26	43.8
Special Education	14.1	12.5	6.2	19.4
English Learners Current + Former	-	24.1	-	15.2
English Learners Current	-	7.2	-	4.8
Economically Disadvantaged	22.5	23.8	22.2	17.3

### Science Assessments
% Proficient
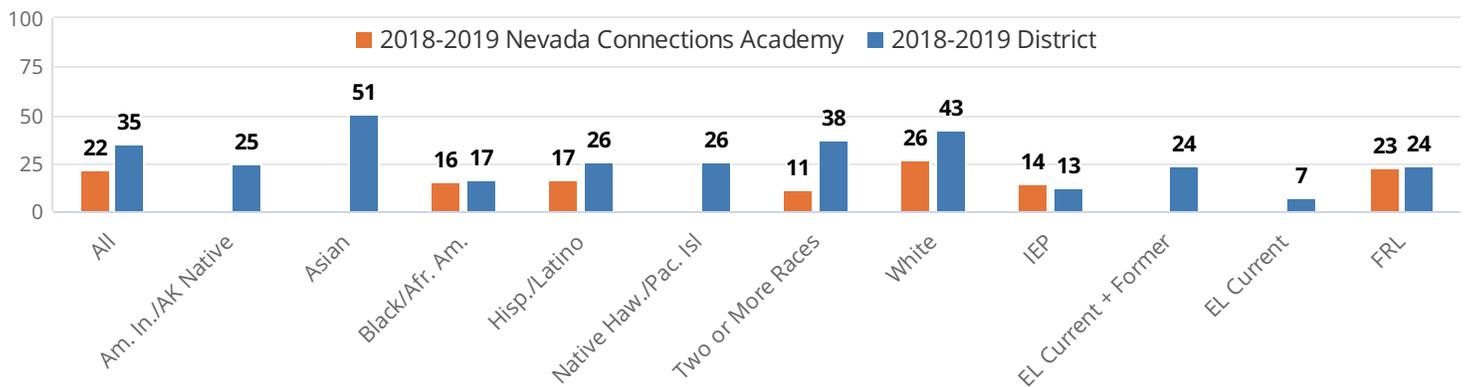
5/25   **Academic Achievement**

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	28.3	56.7	38.5	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	-	38.5	-	34.2
Hispanic/Latino	25	47.5	35	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	37.5	63.1	-	64.3
White/Caucasian	28	62.6	44.8	62.6
Special Education	-	26.3	-	29.4
English Learners Current + Former	-	43.6	-	33
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	21.8	43.2	27.2	37.5

**Read by Grade 3
% Proficient**
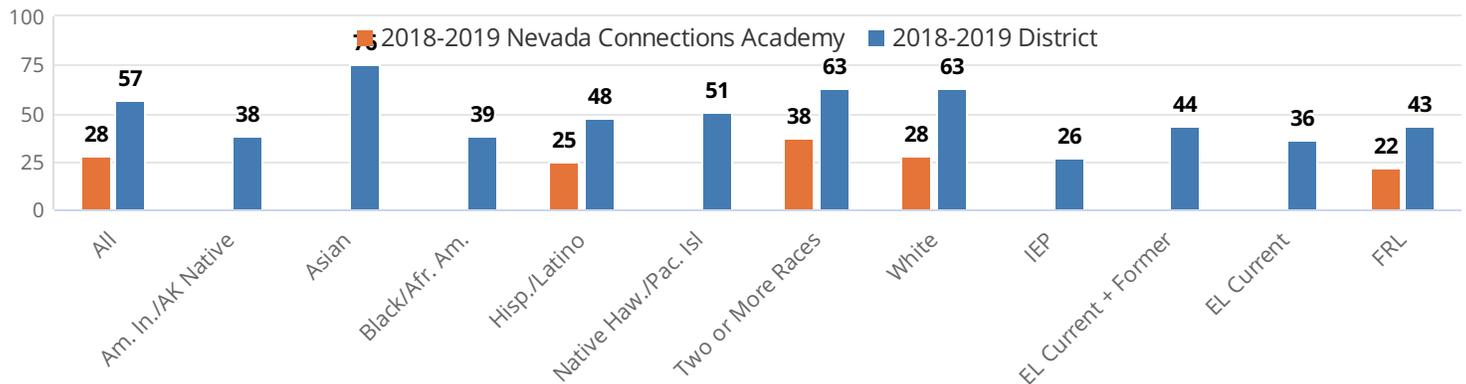
The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th 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 40th Percentile	Student Growth Score
2nd Grade	69.6	32
1st Grade	63.9	28
Kindergarten	N/A	N/A

Nevada Connections Academy

5/25   **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	92.7%	92.9%	94.9%	94.7%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	91.4%	92.7%	94.5%	94.5%
Hispanic/Latino	90%	90.7%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	93.8%
White/Caucasian	94%	93.7%	94.3%	94.3%
Special Education	90.9%	92.4%	>=95%	93.8%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	91.5%	91.7%	93.7%	93.2%

'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.

4.5/35 **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: 1/10 — ELA MGP Points Earned: 1/10

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	32	55	34	52	41	53	41.5	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	30	58	39	59	46	61.5	42.5	62
Black/African American	23	48	38	43.5	25.5	45	45	44
Hispanic/Latino	36.5	54	38	51	51	49	41	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	48	53	37.5	50	37	53	33	51.5
White/Caucasian	33.5	57	28.5	54	37.5	55	42	49
Special Education	32	51	38	42	48	49	38	40.5
English Learners Current + Former	-	59	-	53	-	49	-	52
English Learners Current	-	56	-	49	-	43.5	-	44
Economically Disadvantaged	31	53	30.5	47	31.5	46	45.5	46

AGP Growth Data — Math AGP Points Earned: 1/7.5 — ELA AGP Points Earned: 1.5/7.5

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	24.6	49.7	40	59.7	25.9	48.6	43.6	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	40	66.4	70	73.5	30	69.9	40	70.7
Black/African American	0	30.1	40	43.5	9	28.8	54.5	41.3
Hispanic/Latino	26	43	45.6	54.2	34.7	37.8	47.8	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	21.3	50.2	28.5	59.3	24	51.2	44	60.7
White/Caucasian	31.6	56.1	37.7	65	26	53.7	39.5	58.7
Special Education	10.5	28.3	26.3	34.5	16	29.5	24	30.5
English Learners Current + Former	-	43.8	-	48.1	-	35.2	-	44.6
English Learners Current	-	34.7	-	37.6	-	23.3	-	32.2
Economically Disadvantaged	19.3	38.2	32.3	47.7	21.7	29.8	46.1	42.2

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

'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.
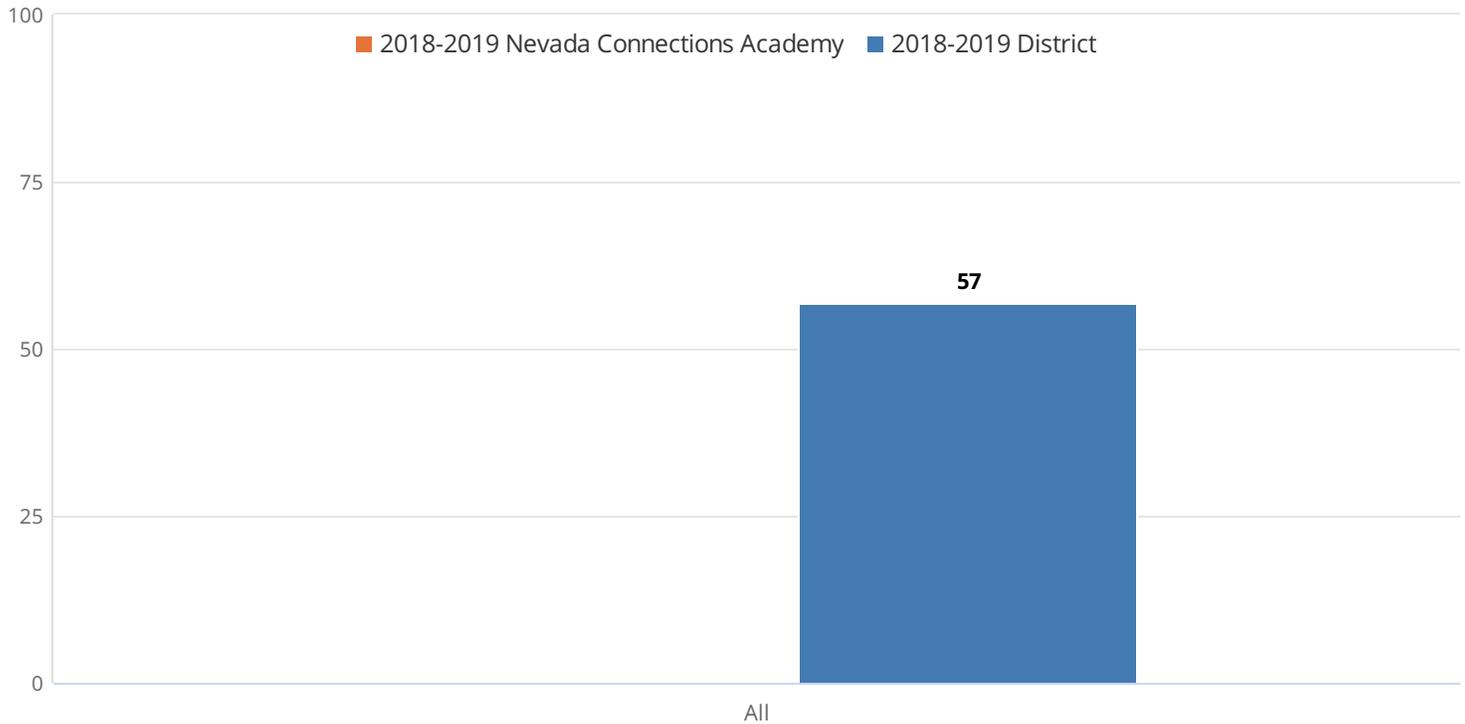
N/A English Language

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/NA

	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	-	-	56.7	-	-	42.5

% English Learners Meeting AGP on WIDA

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

'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.

2/20 **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: 1/10**			
Groups	**2019 % Meeting AGP Math**	**2019 % District Math**	**2019 % Meeting AGP ELA**	**2019 % District ELA**	**2018 % Meeting AGP Math**	**2018 % District Math**	**2018 % Meeting AGP ELA**	**2018 % District ELA**
All Students	12	27.8	25.3	39.2	21.4	27	28.7	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	0	20	20	26.5	6.2	16.5	30	30.3
Hispanic/Latino	16.6	26	33.2	37	24	22.6	23.5	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	15	27.3	11.6	36.2	14.2	31.1	10	41.3
White/Caucasian	15.5	32.2	25	45.7	25.4	31.5	34	38.7
Special Education	6.2	16.3	17.6	22.3	11.7	15.5	12.5	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	24.1	-	31.6	-	16.8	-	31.3
Economically Disadvantaged	9.3	23	16.1	32.2	14.5	20	22.9	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.

Nevada Connections Academy

Student Engagement

**8/10

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.
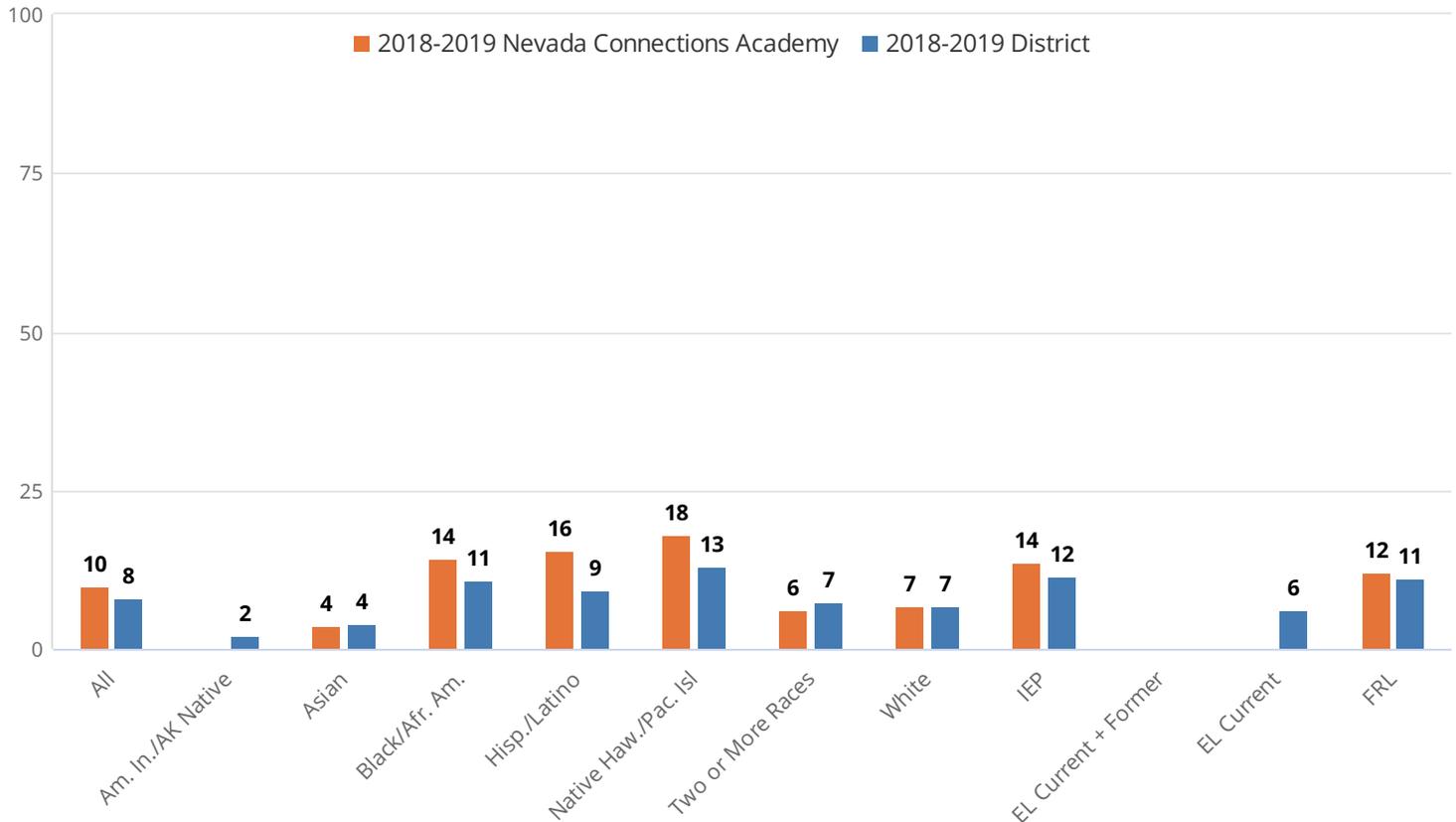
Chronic Absenteeism

Chronic Absenteeism Points Earned: 7/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	10	8	20.4	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	3.7	4.2	12.9	4.9
Black/African American	14.4	11	34.1	14.5
Hispanic/Latino	15.5	9.4	22.9	11.5
Pacific Islander	18.1	13	9	12.6
Two or More Races	6.2	7.4	20	9
White/Caucasian	7	6.9	15.3	9
Special Education	13.6	11.5	26.9	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	6.2	-	10.4
Economically Disadvantaged	12.1	11.1	26	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.

School Designation	NSPF Designation Year	Exit Evaluation
CSI		

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?

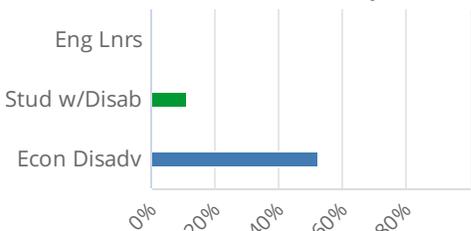| CSI Criteria Met in Designation Year	N/A

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.

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	N/A	TBD	TBD	TBD
Index Score	N/A	TBD	TBD	TBD
TSI Criteria Met	N/A	N/A	N/A	TBD
Graduation Rate	N/A	N/A	N/A	N/A

Nevada Connections Academy

School Level:	Middle School
Grade Levels:	0K-12
District:	State Public Charter School Authority
School Address:	555 Double Eagle Ct Ste 2000 Reno, NV 89521

40
Total Index Score

School Type: *Charter SPCSA Virtual*
School Designation: *CSI*
95% Assessment Participation: *Met*
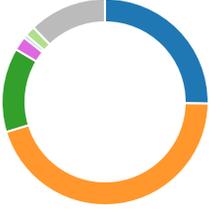
Student Race/Ethnicity

44.7%	White
13.1%	Bl/Afr Am
25.1%	Hisp/Latino
2.2%	Asian
0.5%	Am Ind/AK Nat
1.6%	Pac Isl
12.1%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	26.1 ★
2016-2017	N/A N/A

Alternative Student Groups

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 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	★★★★★

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

10/25

Measure	School Rate	District Rate
Pooled Proficiency	32.7	50.2
Math Proficiency	21.3	42.6
ELA Proficiency	45.3	59.6
Science Proficiency	29.3	44.7

Student Growth Indicator

10.5/30

Measure	School Median	District Median
Math MGP	38	58
ELA MGP	47	56
	School Rate	District Rate
Met Math AGP Target	22.1	44.3
Met ELA AGP Target	47.7	61.3

English Language Proficiency Indicator

N/A

Measure	School Rate	District Rate
Met EL AGP Target	-	38.3

Closing Opportunity Gaps Indicator

4/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	7.9	21.8
Prior Non-Proficient Met ELA AGP Target	19.8	32.7

** 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.

10/25

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: 10/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	32.7	50.2	37.1	46.3

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	21.3	42.6	36.5	25.5	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	22.6	66.2	58.6	25	64.1	56.4
Black/African American	6.4	24.1	23.5	14	17.7	19.5
Hispanic/Latino	21.6	31.8	29.3	25.3	26.1	25.5
Pacific Islander	8.3	44.8	36.9	10	34.9	33.6
Two or More Races	29	47.2	40.6	15.2	41.5	37.5
White/Caucasian	23.6	51.2	47.1	30.8	44.4	44.4
Special Education	5.7	12	18.6	6.1	11.5	14.3
English Learners Current + Former	15.3	26.8	20.2	-	22.2	16
English Learners Current	-	12.5		-	8.5	
Economically Disadvantaged	15.6	29	29.2	19.1	21.7	25.5

Math Assessments
% Proficient
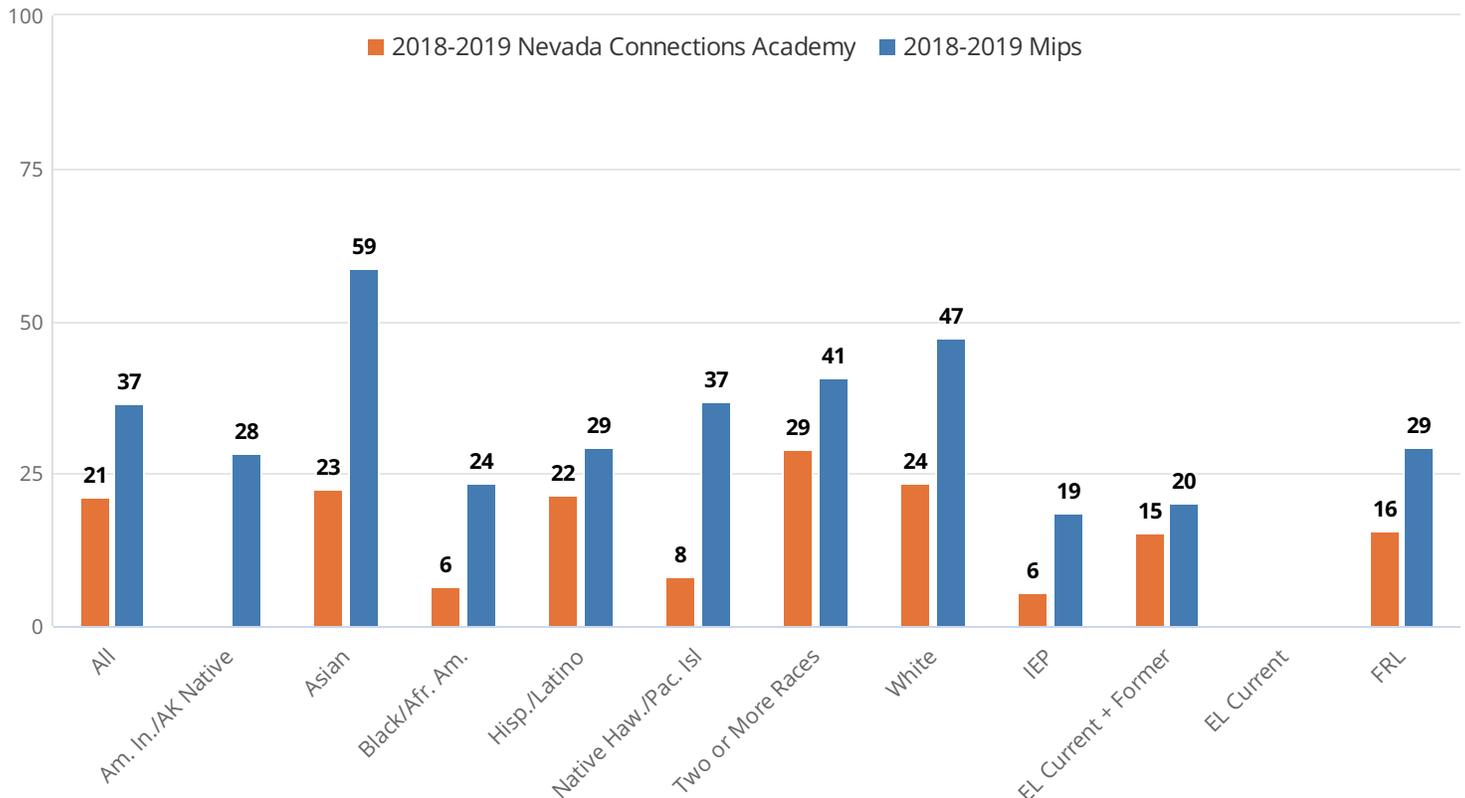
'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.
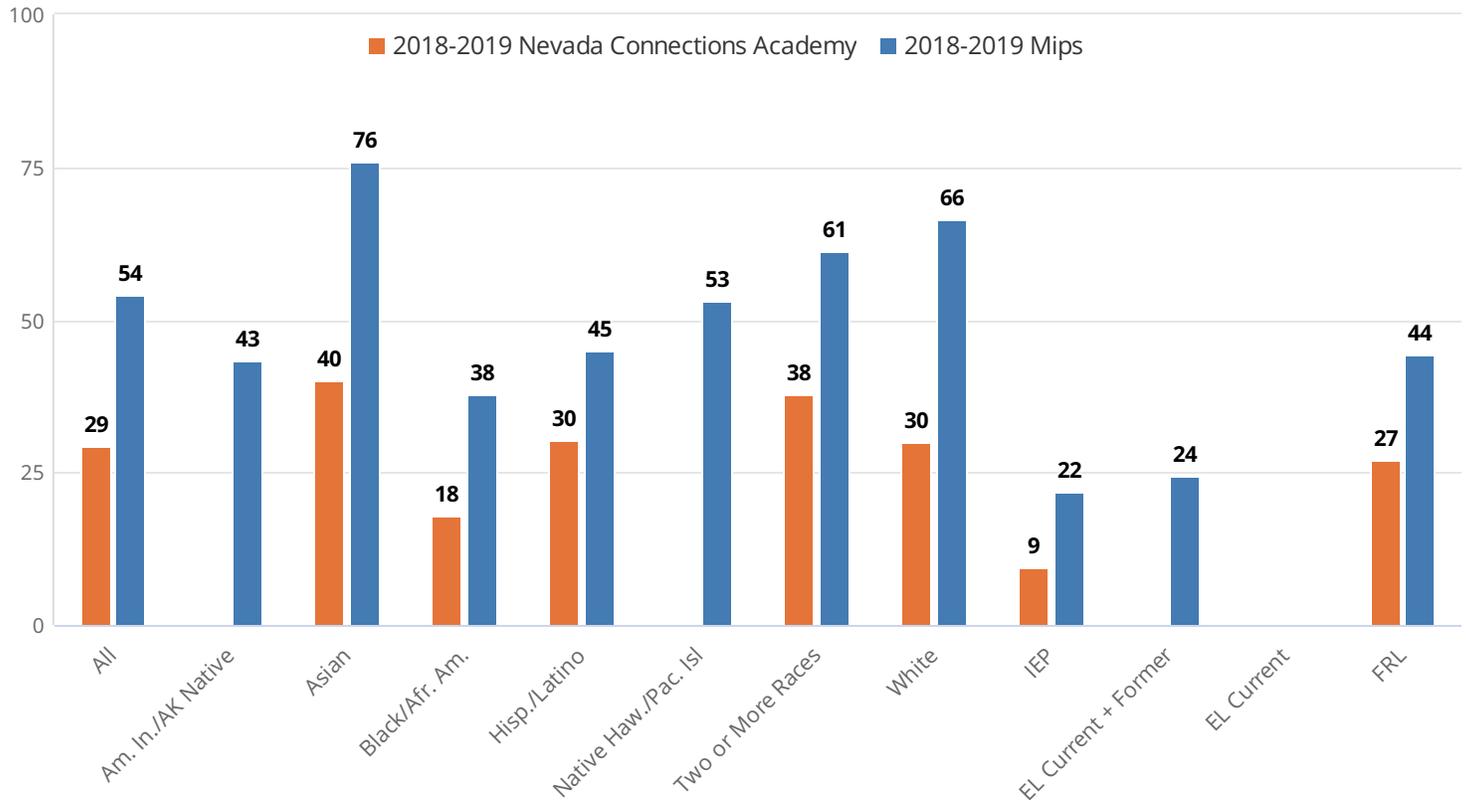
10/25 **Academic Achievement**

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	45.3	59.6	54.1	47.7	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	50	78.4	75.9	56.2	77.3	74.6
Black/African American	27.8	40.1	37.8	29.6	38.4	34.5
Hispanic/Latino	45.5	50.2	45.1	52.2	46.3	42.2
Pacific Islander	33.2	61.1	53.2	40	53.2	50.7
Two or More Races	59	66.7	61.3	48.6	61	59.2
White/Caucasian	46.3	67.7	66.3	49.3	63.5	64.6
Special Education	14	19.8	21.9	14.2	20.7	17.8
English Learners Current + Former	38.3	42.7	24.3	-	34.8	20.3
English Learners Current	-	22		-	15.8	
Economically Disadvantaged	39.2	46.3	44.4	41.7	41.5	41.4

**ELA Assessments
% Proficient**

Nevada Connections Academy

10/25   **Academic Achievement**

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	29.3	44.7	39.2	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	40	62	40	62.2
Black/African American	17.8	23.1	11.5	25
Hispanic/Latino	30.3	35.2	42.5	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	37.7	52.2	39.3	51.6
White/Caucasian	30.1	54.5	42.9	54
Special Education	9.3	13	12	14.6
English Learners Current + Former	-	26	-	25.7
English Learners Current	-	12.6	-	9.3
Economically Disadvantaged	27	33.7	31.5	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	88.5%	88.2%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	78.5%	80.4%	92.6%	92.6%
Hispanic/Latino	89.2%	88%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	87.7%	88.5%	91.1%	91.1%
White/Caucasian	90.5%	89.9%	>=95%	>=95%
Special Education	82.7%	82.7%	90.2%	91.2%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	83.4%	83.5%	>=95%	>=95%

10.5/30 **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: 2/10   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	38	58	47	56	41	52	40	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	45	63	49.5	57	37	62	32	62
Black/African American	45	53	54	51	39	45	34.5	50.5
Hispanic/Latino	46.5	59	51	57	50	54	44	52
Pacific Islander	49	63	63	57	30	51.5	27	49.5
Two or More Races	36	56	47	54	40	53	37	55
White/Caucasian	32	58	40.5	56	38.5	49	40.5	53
Special Education	38	55	36.5	55	35	44	37	50
English Learners Current + Former	50.5	64	43.5	64	-	59	-	54
English Learners Current	-	61	-	62	-	57	-	53
Economically Disadvantaged	39.5	59	47	57	41	53	35	52

AGP Growth Data   Math AGP Points Earned: 2/5   ELA AGP Points Earned: 2.5/5

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	22.1	44.3	47.7	61.3	27.8	37.7	46.9	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	20	65.9	65	78.5	26.6	66.5	60	78
Black/African American	10.9	27.5	40	44.2	15.6	20.1	30.7	39.5
Hispanic/Latino	24.1	35.5	47.2	53.6	30	30.1	49.5	47.2
Pacific Islander	18.1	47.2	36.2	59.7	20	35.3	50	53.1
Two or More Races	30.3	47.1	59.3	66.2	13.7	42.7	50.9	61.3
White/Caucasian	22	51.8	45.7	68.4	32.2	44	47.4	62.2
Special Education	9.5	16.8	15.1	25.3	4.6	14.5	11.3	23.6
English Learners Current + Former	16.6	32.7	41.6	48.3	-	31.3	-	40
English Learners Current	-	17.3	-	28.1	-	14.8	-	20.1
Economically Disadvantaged	17.8	33.3	43.6	50.3	21.7	25.8	39.3	42.2

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

'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.
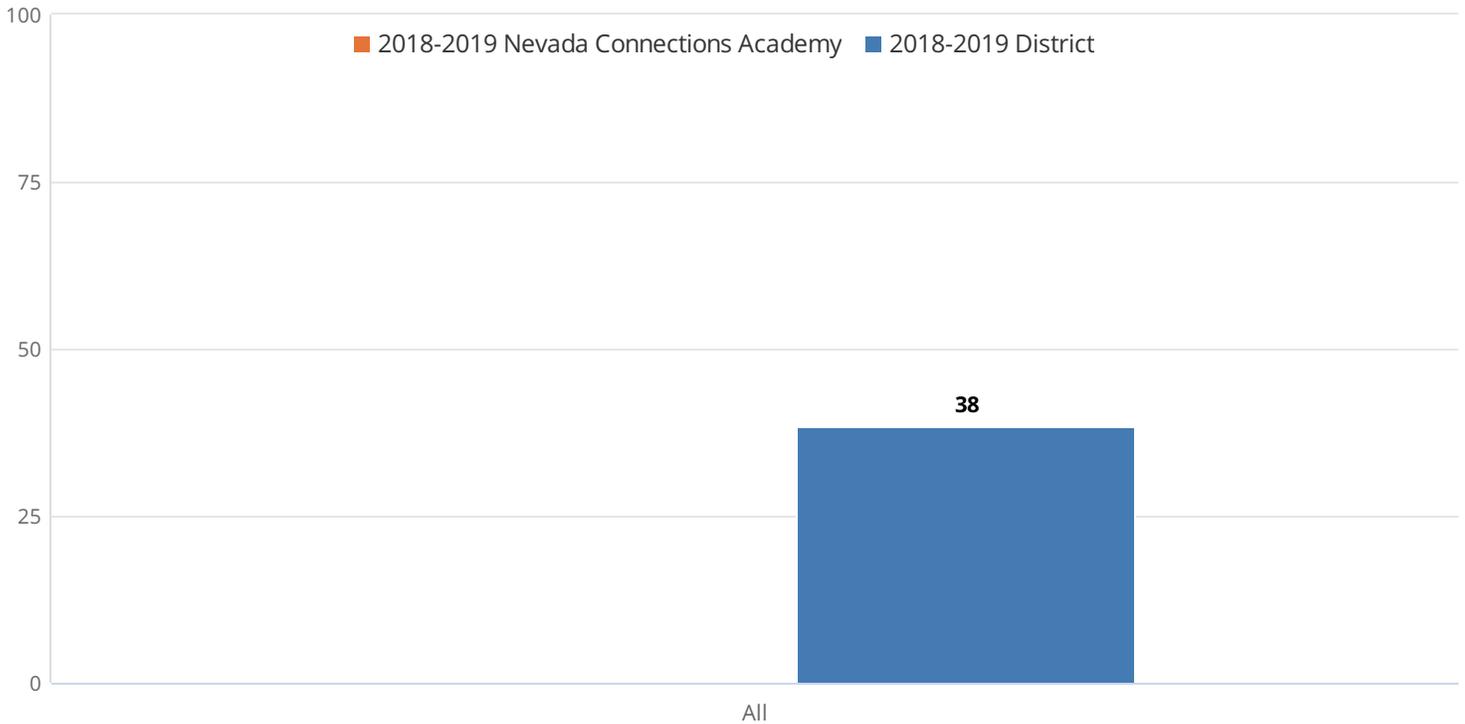
N/A

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	N/A	N/A	32.4

% English Learners Meeting AGP on WIDA

- 2018-2019 Nevada Connections Academy
- 2018-2019 District

38

All

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

'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.

4/20   **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: 1/10   **ELA AGP Points Earned: 3/10**

Groups	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	7.9	21.8	19.8	32.7	15	19	15.4	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	0	28.6	-	40.2	-	35.6	-	44.6
Black/African American	3.5	15	18.1	22	5.7	10.9	16	23.3
Hispanic/Latino	11	21.5	19.6	31.1	18.3	17.1	14.5	23.6
Pacific Islander	18.1	21.1	30	23	-	19.5	-	23.3
Two or More Races	7.7	19.8	11.5	32.8	7.4	21	15.7	32
White/Caucasian	7.2	24.8	18.8	38.3	17.3	21.5	16	33.2
Special Education	5.7	9.6	7.9	16.8	0	6.4	6.9	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	0	N/A	-	N/A
English Learners Current	-	12.5	-	22.1	-	13.8	-	16.8
Economically Disadvantaged	5.9	19.5	22.8	29.1	6.7	16	12.1	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.

**11.5/15 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.
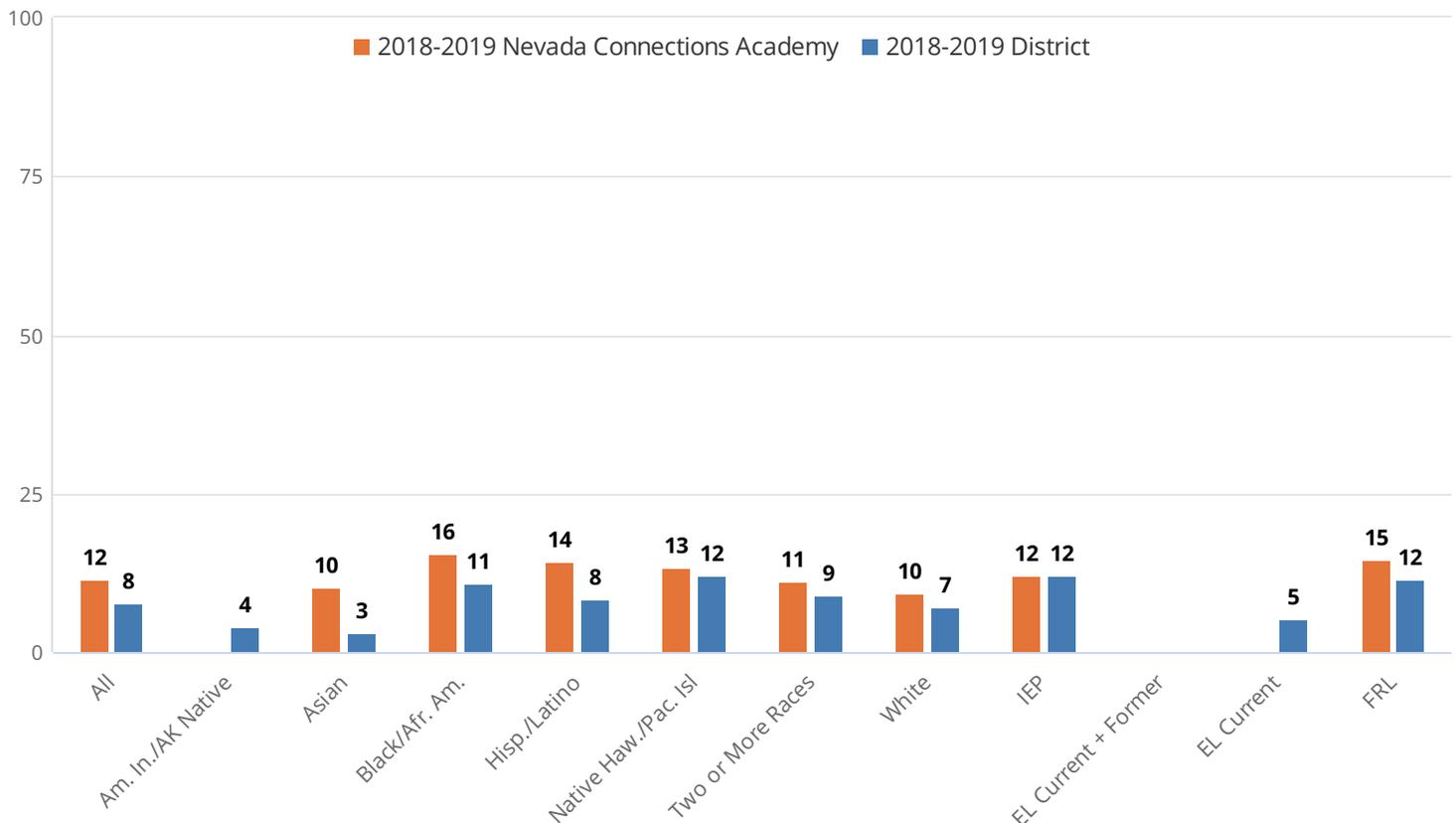
Chronic Absenteeism

Chronic Absenteeism Points Earned: 6.5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	11.6	7.9	29.7	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	10.3	3	17.6	3.6
Black/African American	15.6	11	39	12.9
Hispanic/Latino	14.4	8.4	33.3	11.7
Pacific Islander	13.3	12	23.8	11.9
Two or More Races	11.1	8.9	30	12
White/Caucasian	9.5	7.2	26	10.9
Special Education	12	12.1	35.6	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	5.2	-	8.5
Economically Disadvantaged	14.5	11.5	35.1	14.3

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)

Legend: ■ 2018-2019 Nevada Connections Academy   ■ 2018-2019 District

	All	Am. In./AK Native	Asian	Black/Afr. Am.	Hisp./Latino	Native Haw./Pac. Isl	Two or More Races	White	IEP	EL Current + Former	EL Current	FRL
NCA	12		10	16	14	13	11	10	12			15
District	8	4	3	11	8	12	9	7	12		5	12

Nevada Connections Academy

11.5/15 **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	99.2	99.5	91.1	97.5
American Indian/Alaska Native	-	100	-	98
Asian	100	99.7	100	98.4
Black/African American	100	99.2	89.6	96.3
Hispanic/Latino	99	99.5	88.1	97.5
Pacific Islander	100	99.5	85.7	95.9
Two or More Races	98	99.7	94.2	97.3
White/Caucasian	99.2	99.4	92.2	97.8
Special Education	98.9	99.4	88.2	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	98.5	93.9	98.2
Economically Disadvantaged	98.5	99.4	93.9	98.2

NAC 389.445 Credit Requirements
NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	76.7	92.7	72.7	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	85.7	97.9	100	99.4
Black/African American	66	90.5	60.5	85.4
Hispanic/Latino	76.4	92.2	62.9	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	81.7	93.7	72	91.7
White/Caucasian	77.9	93.2	77.3	93.4
Special Education	100	93.9	51.2	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.7	62.7	85.6
Economically Disadvantaged	68.5	89.7	62.7	85.6

% of Students Meeting 8th Grade Credit Requirements
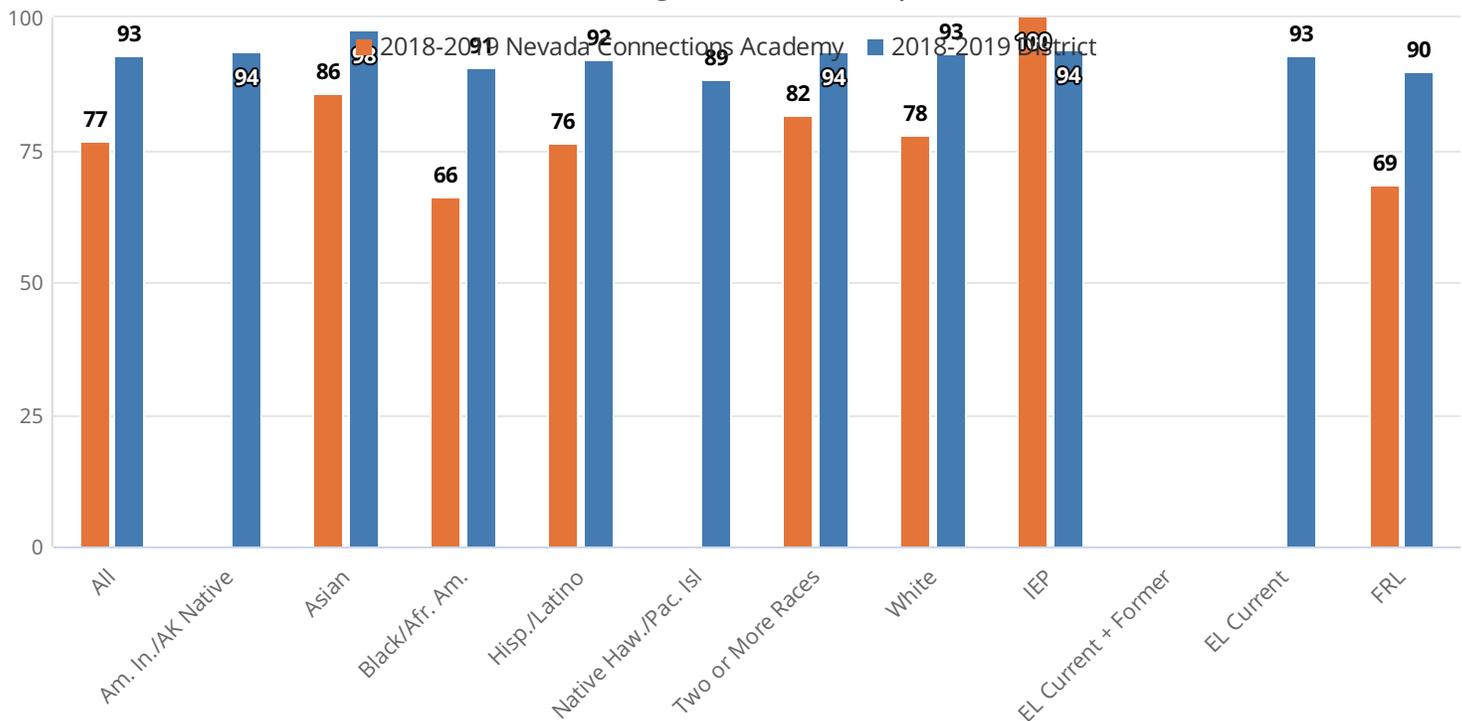
Legend: ■ 2018-2019 Nevada Connections Academy ■ 2018-2019 District

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School Designation	NSPF Designation Year	Exit Evaluation
CSI	2017-2018	Summer 2022

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?

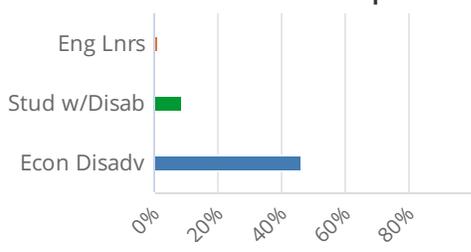| CSI Criteria Met in Designation Year	One-Star School

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.

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	1	2	TBD	TBD
Index Score	26.11	40	TBD	TBD
TSI Criteria Met	N/A	N/A	N/A	TBD
Graduation Rate	N/A	N/A	N/A	N/A

Nevada Connections Academy

School Level:	High School
Grade Levels:	0K-12
District:	State Public Charter School Authority
School Address:	555 Double Eagle Ct Ste 2000 Reno, NV 89521

13.8
Total Index Score

School Type: *Charter SPCSA Virtual*
School Designation: *CSI*
95% Assessment Participation: *Met*
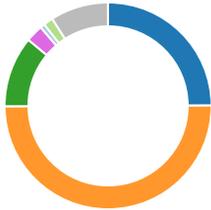
Student Race/Ethnicity

%	Group
49.7%	White
11%	Bl/Afr Am
24.8%	Hisp/Latino
2.7%	Asian
0.7%	Am Ind/AK Nat
1.5%	Pac Isl
9%	Two or More

School Performance History

School Year	Index Score/ Star Rating	
2017-2018	12.7	⭐
2016-2017	N/A	N/A

Alternative Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

(0% - 80%)

What does my school rating mean?

One-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 inventions.

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?

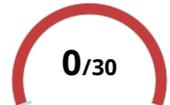|	
Below 27	⭐
At or above 27 but less than 50	⭐⭐
At or above 50 and less than 70	⭐⭐⭐
At or above 70 and less than 82	⭐⭐⭐⭐
At or above 82	⭐⭐⭐⭐⭐

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
6.5/25

Measure	School Rate	District Rate
Math Proficiency	10.5	25.8
ELA Proficiency	35.7	53.8
Science Proficiency	22.8	28.8

English Language Proficiency Indicator
N/A

Measure	School Rate	District Rate
Met EL AGP Target	-	24.3

Student Engagement Indicator
**4/10

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	76.5	90.7
Chronic Absenteeism	13.9	10.3
Climate Survey Participation	39.2	N/A

Graduation Rates Indicator
0/30

Measure	School Rate	District Rate
4-Year	63.7	70.0
5-Year	53.5	69.0

College and Career Readiness Indicator
2/25

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	8.4	46.2
Post-Secondary Preparation Completion	1.1	32.8
Advanced or CCR Diploma	4.0	29.6

** Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

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

Nevada Connections Academy

6.5/25

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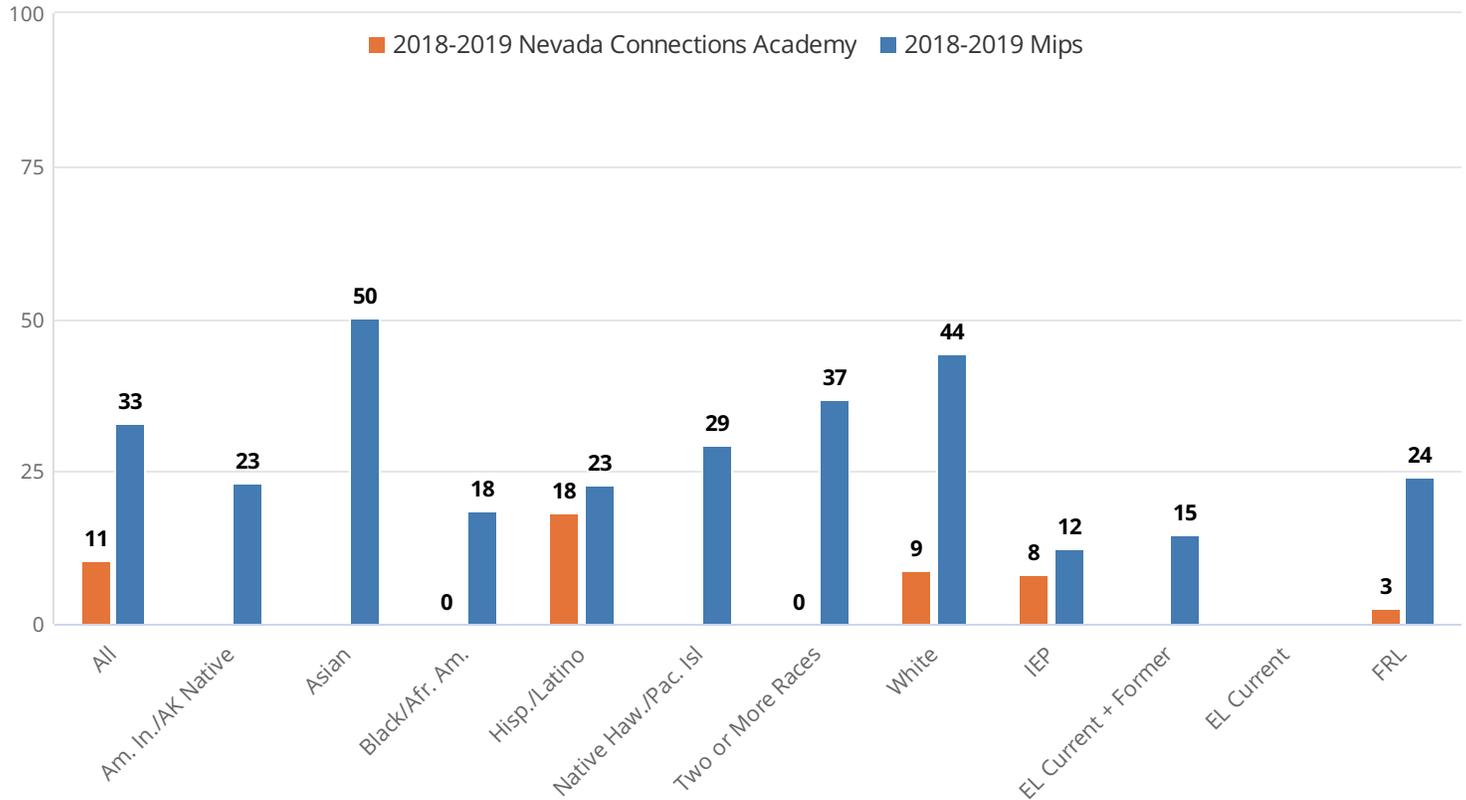
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math Proficient   Math Proficient Points Earned: 1.5/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	10.5	25.8	32.83	11	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50	50.27	-	54.7	47.65
Black/African American	0	7.5	18.42	4.7	6.2	14.12
Hispanic/Latino	18.3	18.5	22.93	4.5	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	0	26	36.96	10	26.1	33.64
White/Caucasian	8.9	32	44.25	15.8	28.4	41.31
Special Education	8.3	6	12.38	0	2.2	7.77
English Learners Current + Former	-	5	14.52	-	10.9	10.02
English Learners Current	-	0		-	2.4	6.96
Economically Disadvantaged	2.7	14.5	24	7.3	13.3	20.01

Math Assessments
% Proficient

Legend: ■ 2018-2019 Nevada Connections Academy   ■ 2018-2019 Mips

Category	NCA	Mips
All	11	33
Am. In./AK Native		23
Asian		50
Black/Afr. Am.	0	18
Hisp./Latino	18	23
Native Haw./Pac. Isl		29
Two or More Races	0	37
White	9	44
IEP	8	12
EL Current + Former		15
EL Current		
FRL	3	24

'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.

6.5/25

Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 3.5/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	35.7	53.8	48.54	28.7	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71	65.11	-	68.4	63.27
Black/African American	21.3	32.7	31.39	11.9	21.6	27.78
Hispanic/Latino	35.1	47.2	36.5	20.6	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	21.3	62.5	58.07	30	46.9	55.86
White/Caucasian	39.1	59.7	62.25	34.1	50	60.26
Special Education	16.6	18.8	15.71	4.3	9	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.5		-	9.7	6.9
Economically Disadvantaged	23.6	41.8	37.66	22	31.2	34.37

**ELA Assessments
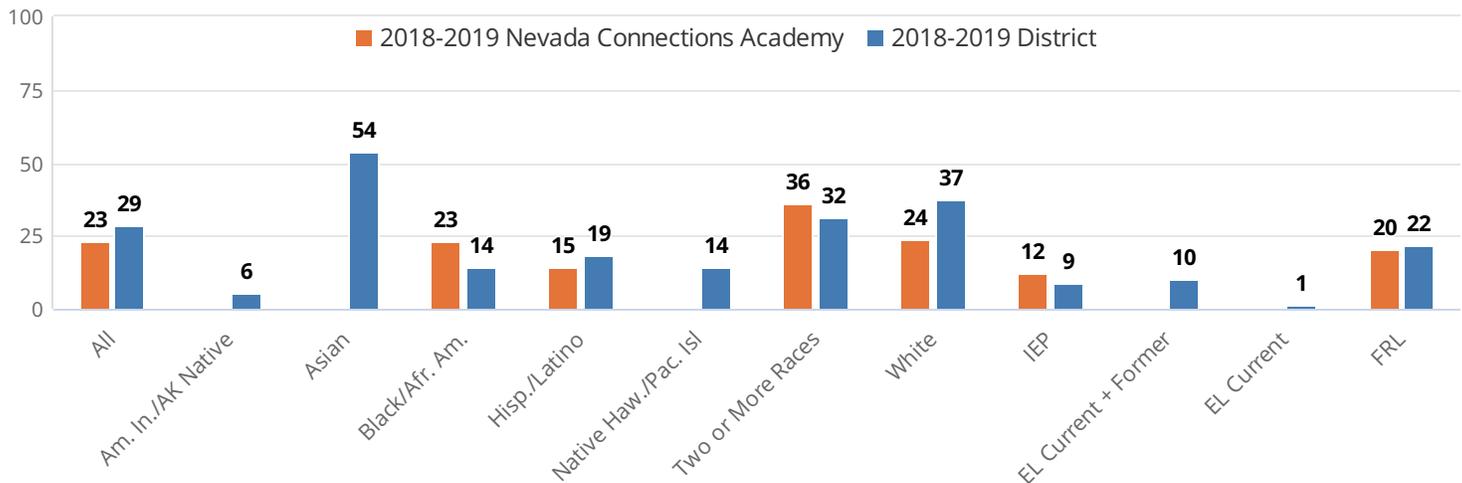% Proficient**

Nevada Connections Academy
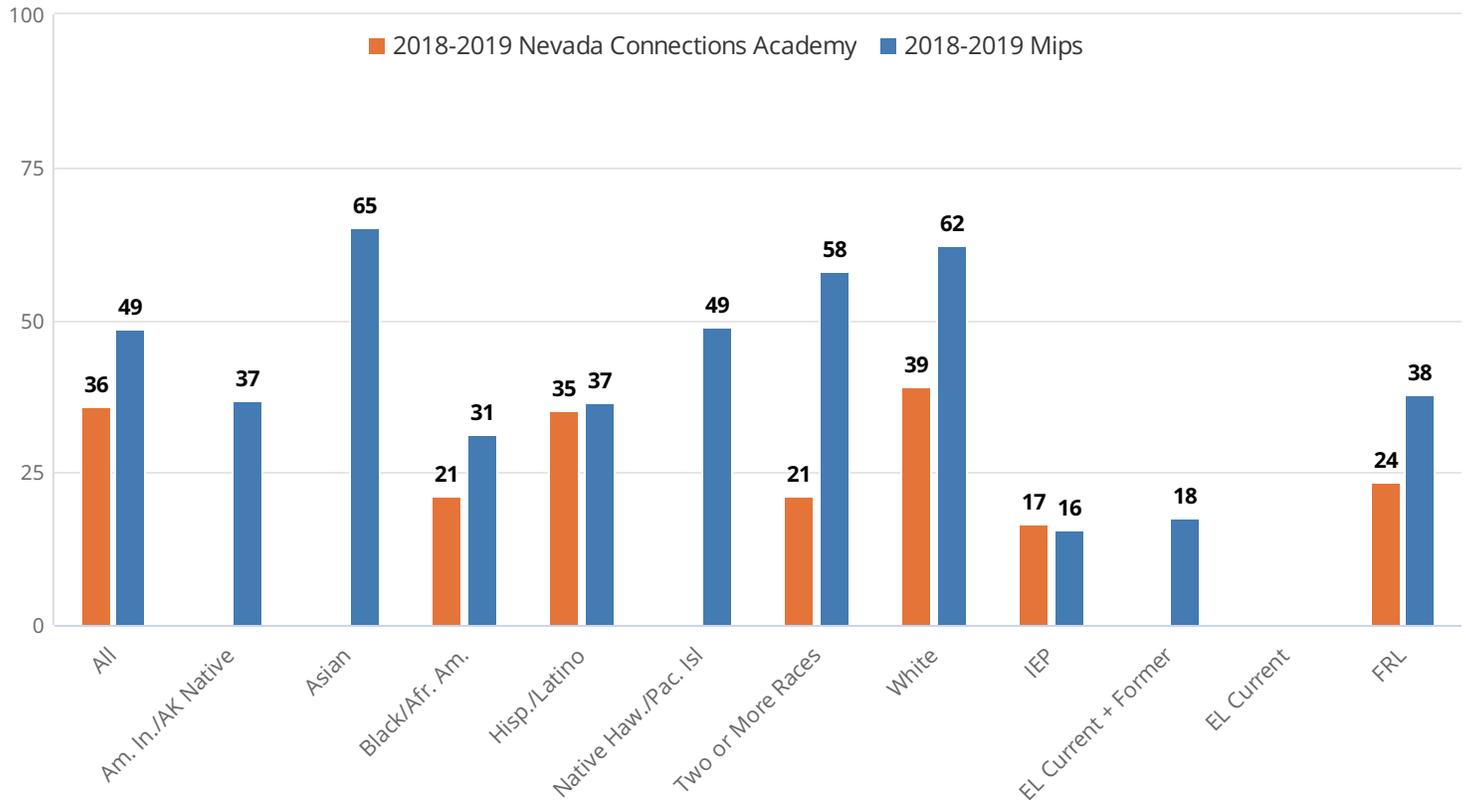
6.5/25 **Academic Achievement**

Science Proficient

Science Proficient Points Earned: 1.5/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	22.8	28.8	34.3	33.1
American Indian/Alaska Native	-	5.7	-	30.7
Asian	-	53.7	-	48.2
Black/African American	23	14	16.6	18.7
Hispanic/Latino	14.5	18.5	36.5	23.5
Pacific Islander	-	14.1	-	22.7
Two or More Races	36.2	31.5	40.8	36.9
White/Caucasian	23.8	37.2	35.3	39.7
Special Education	12	9	17.1	12.9
English Learners Current + Former	-	9.9	-	8.5
English Learners Current	-	1.1	-	4.1
Economically Disadvantaged	20.3	21.8	30.4	26.4

Science Assessments % Proficient

Bar chart legend: ■ 2018-2019 Nevada Connections Academy ■ 2018-2019 District

Group	NCA	District
All	23	29
Am. In./AK Native		6
Asian		54
Black/Afr. Am.	23	14
Hisp./Latino	15	19
Native Haw./Pac. Isl		14
Two or More Races	36	32
White	24	37
IEP	12	9
EL Current + Former		10
EL Current		1
FRL	20	22

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

Yellow indicates 95% participation requirement not met.
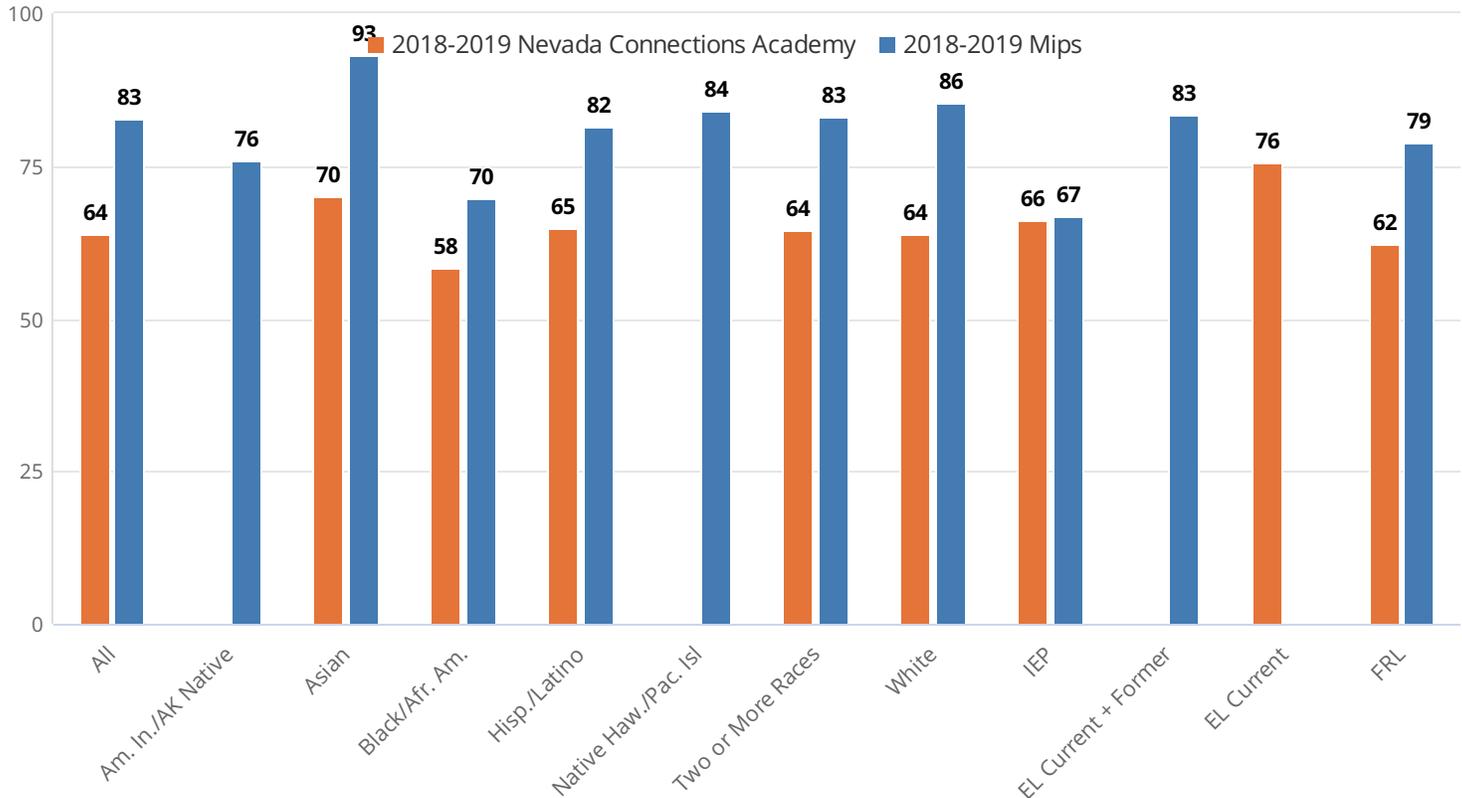
Graduation Rates

0/30

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 whoever 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 % 4-Year ACGR	2018 % District	2018 % 4-Year ACGR MIP	2017 % 4-Year ACGR	2017 % District	2017 % 4-Year ACGR MIP
All Students	63.7	70	82.6	45	65.2	80.9
American Indian/Alaska Native	-	63.6	75.9	-	35.2	73.9
Asian	70	82.7	93.3	62.5	84.1	93.1
Black/African American	58.2	59.6	69.8	33.3	58.5	67.7
Hispanic/Latino	64.7	68.9	81.5	40.1	59.5	79.7
Pacific Islander	-	63.2	83.9	30.7	46.6	82.3
Two or More Races	64.4	68.9	83	37.8	66.3	81.3
White/Caucasian	64	71.9	85.5	49.6	68.6	84.2
Special Education	66	61.7	66.9	36	50.7	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	75.5	68.4		40.6	62.2	
Economically Disadvantaged	62.2	65	78.7	36.1	56.5	76.8

Graduation Rates
4-year ACGR

0/30 Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 0/5

Groups	2018 % 5-Year ACGR	2018 % District	2018 % 5-Year ACGR MIP	2017 % 5-Year ACGR	2017 % District	2017 % 5-Year ACGR MIP
All Students	53.5	69	84.6	49	66.9	82.9
American Indian/Alaska Native	-	58.7	77.9	-	-	75.9
Asian	62.5	80.9	95.3	-	84.6	95.1
Black/African American	46.6	67.4	71.8	25	54	69.7
Hispanic/Latino	49.6	64.4	83.5	56.4	70.1	81.7
Pacific Islander	40	52	85.9	-	69.2	84.3
Two or More Races	48.6	72	85	37	54.2	83.3
White/Caucasian	56.2	71	87.5	52.2	68.1	86.2
Special Education	50	56.2	68.9	40.5	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	45.3	64		27.2	52	
Economically Disadvantaged	46	61.3	80.7	38	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.
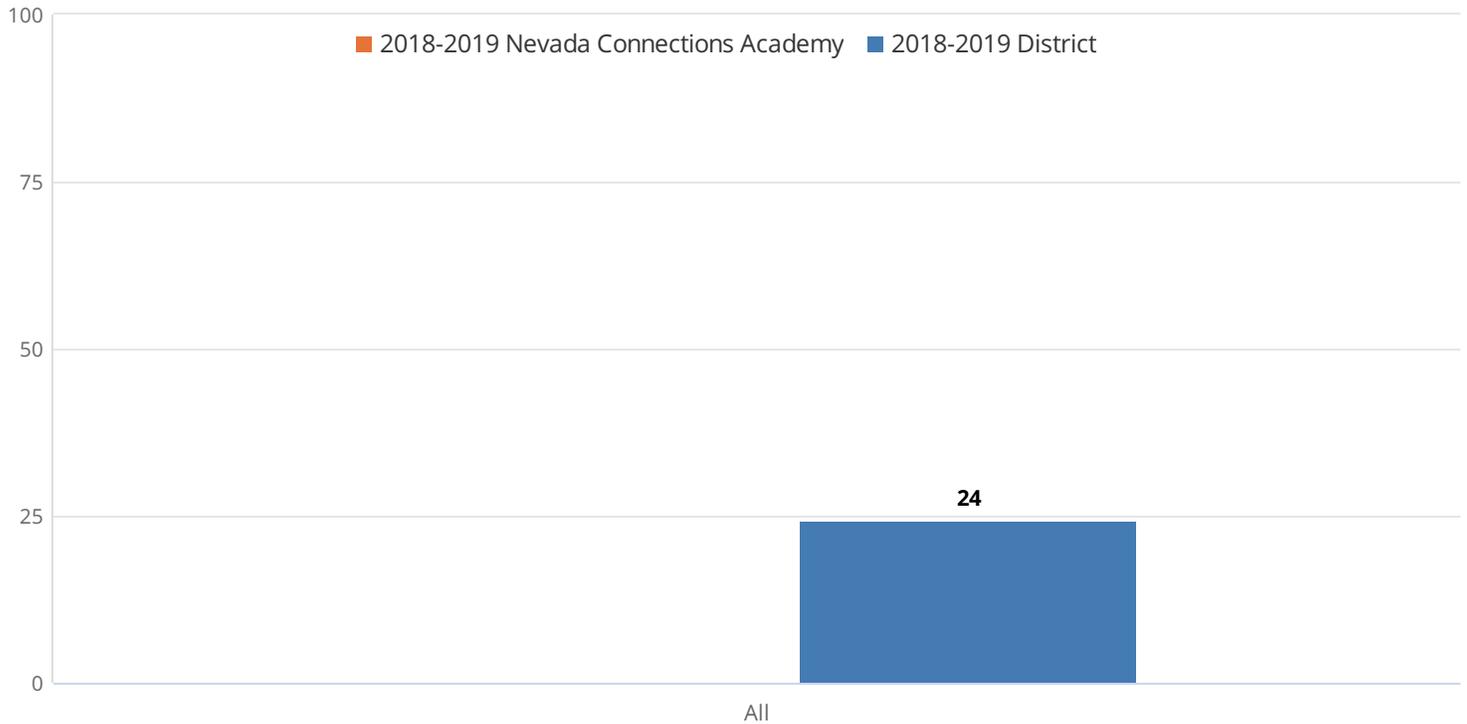
Nevada Connections Academy

N/A   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

Legend: ■ 2018-2019 Nevada Connections Academy   ■ 2018-2019 District

District "All" = 24

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

'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.

Nevada Connections Academy

2/25   **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 % Participation	2019 % Participation District	2018 % Participation	2018 % Participation District
All Students	8.4	46.2	11.5	38.3
American Indian/Alaska Native	-	50	-	-
Asian	-	67	-	61.1
Black/African American	0	27.5	12.9	25.6
Hispanic/Latino	5	48.6	7.3	38.6
Pacific Islander	-	25	-	26.8
Two or More Races	10	46.2	13.3	49.2
White/Caucasian	9.6	46.2	12.1	37.6
Special Education	0	25	3.8	6.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	58.8	-	8.5
Economically Disadvantaged	8.9	40	8.6	28.1

Post-Secondary Preparation Completion   Post-Secondary Preparation Completion Points Earned: 0.5/10

Groups	2019 % Completion	2019 % Completion District	2018 % Completion	2018 % Completion District
All Students	1.1	32.8	0.5	24.7
American Indian/Alaska Native	-	40	-	-
Asian	-	54.6	-	45.7
Black/African American	0	20.1	0	13.1
Hispanic/Latino	0	30.8	0	23.1
Pacific Islander	-	18.6	-	15.3
Two or More Races	0	39.7	0	27.6
White/Caucasian	1.3	33.2	0.4	25.6
Special Education	0	21.3	0	2.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	52	-	0
Economically Disadvantaged	0.9	28.8	0	18

'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.

2/25   **College and Career Readiness**

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 1/5

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	4	29.6	4.7	23.4
American Indian/Alaska Native	-	-	-	-
Asian	-	52.2	20	46.2
Black/African American	3.5	21.3	6.2	20
Hispanic/Latino	1.1	32.2	1.8	14.8
Pacific Islander	-	42.1	-	14.2
Two or More Races	3.3	23.8	7.1	27.9
White/Caucasian	4.5	27.5	4.5	24.5
Special Education	2.2	12.3	0	9.8
English Learners Current + Former	0	40.3	0	27.5
English Learners Current	0	40.3	0	27.5
Economically Disadvantaged	3.2	24.6	5.3	18.2

% Students Who Received Advanced or CCR Diploma

Legend: ■ 2018-2019 Nevada Connections Academy ■ 2018-2019 District
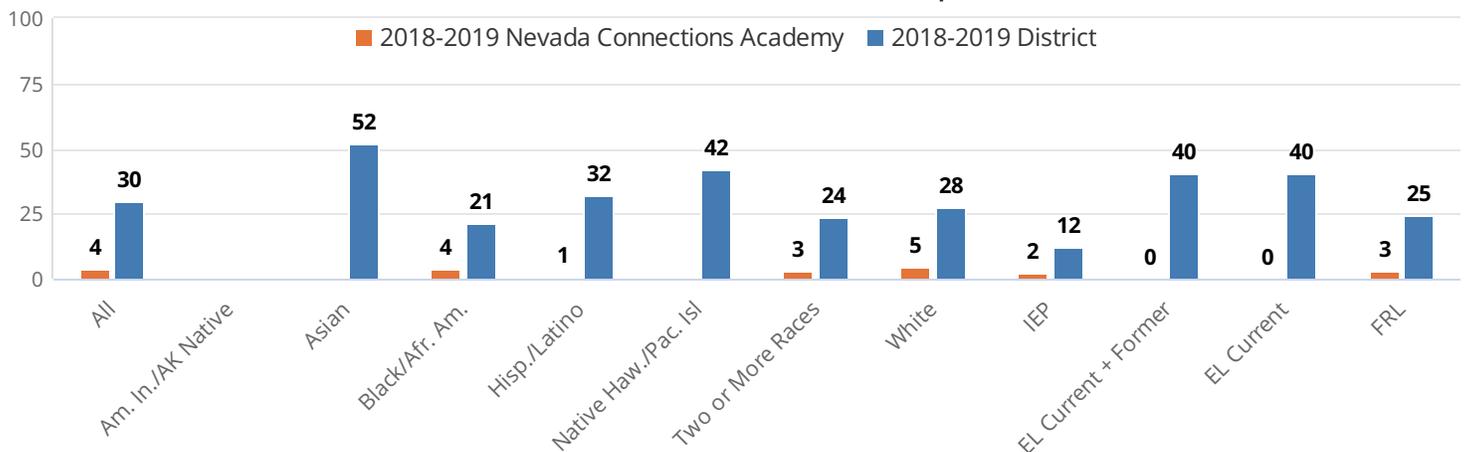
Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	8	1.1	0.3	1.1	0	0	0	0
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	0	0	0	0	0	0	0	0
Hispanic/Latino	5	0	0	0	0	0	0	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	10	0	0	0	0	0	0	0
White/Caucasian	8.9	1.3	0.7	0	0	0	0	0
Special Education	0	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	8.9	0.9	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 Adavnced 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..

4/10 **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: 2.5/5

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	13.9	10.3	32.5	21
American Indian/Alaska Native	23	12.6	50	30
Asian	2.6	2.6	29.6	11.9
Black/African American	22.6	13.8	41.7	27
Hispanic/Latino	17.3	12.5	38.4	24.2
Pacific Islander	11.6	10.5	20	25
Two or More Races	16.1	11.1	31.2	20.7
White/Caucasian	10.1	8.4	28	18.3
Special Education	25.6	15.1	39.5	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	10	15	50	29.3
Economically Disadvantaged	17.6	14.3	37.6	27.7

Reducing Chronic Absenteeism by 10% bonus points: 0.5
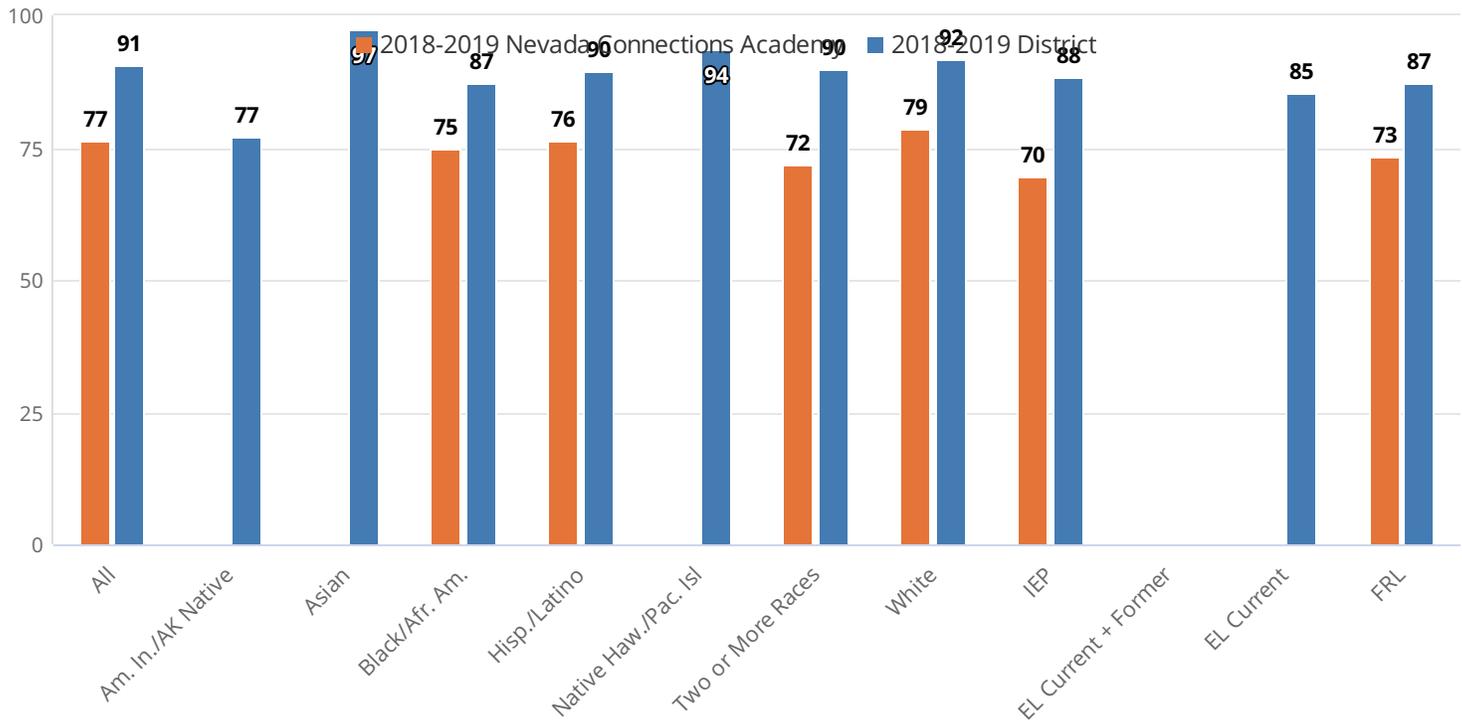

Chronic Absenteeism Rate (%)
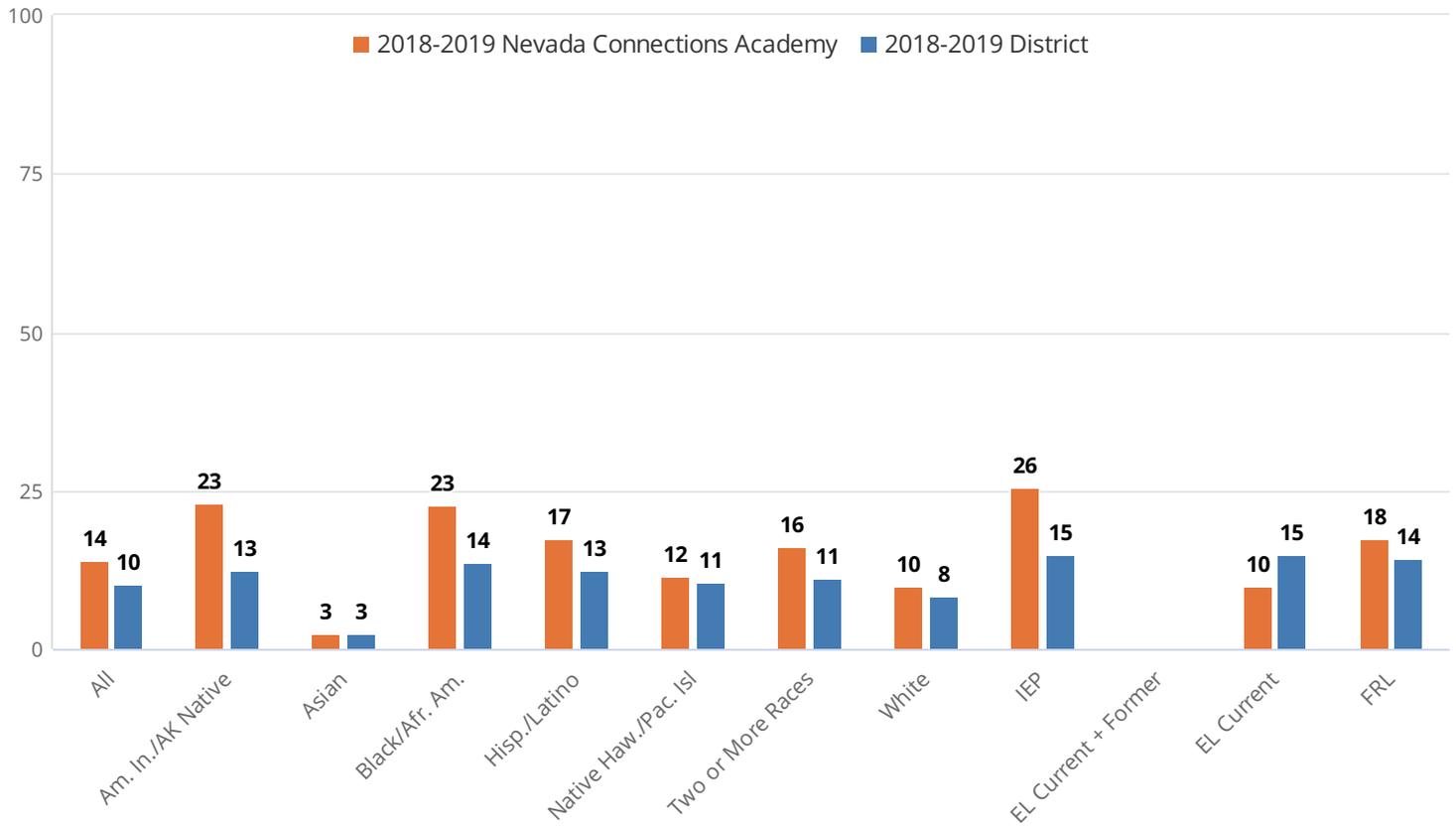
4/10   **Student Engagement**

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 1/5

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	76.5	90.7	81.7	87.3
American Indian/Alaska Native	-	76.9	-	87.5
Asian	-	97.2	90.9	94.7
Black/African American	75	87.2	73.5	82.6
Hispanic/Latino	76.2	89.5	81.4	87
Pacific Islander	-	93.7	-	86.4
Two or More Races	71.7	89.7	80	88.6
White/Caucasian	78.7	91.7	83	87.8
Special Education	69.5	88.2	72.7	79
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	85.4	77.7	82.4
Economically Disadvantaged	73.2	87.2	77.7	82.4

% of Students Meeting 9th Grade Credit Requirements

Legend: 2018-2019 Nevada Connections Academy | 2018-2019 District

Values shown:
- All: 77 / 91
- Am. In./AK Native: 77
- Asian: 97
- Black/Afr. Am.: 75 / 87
- Hisp./Latino: 76 / 90
- Native Haw./Pac. Isl: 94
- Two or More Races: 72 / 90
- White: 79 / 92
- IEP: 70 / 88
- EL Current + Former:
- EL Current: 85
- FRL: 73 / 87

'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		

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	N/A

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	N/A	TBD	TBD	TBD
Index Score	N/A	TBD	TBD	TBD
TSI Criteria Met	N/A	N/A	N/A	TBD
Graduation Rate	N/A	TBD	TBD	TBD