

School Year 2016-2017 Nevada School Rating for Quest Academy



Quest Academy

Janelle Veith, Principal

Grade Levels: 0K-08

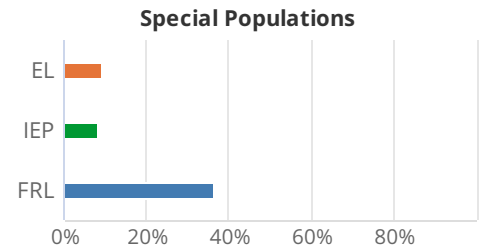
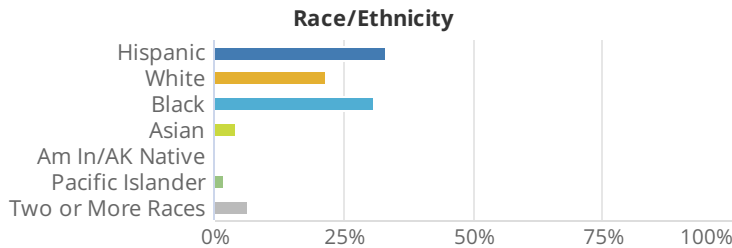
Website: www.questacademylv.com

School Level: Elementary School

4660 North Rancho Drive

Las Vegas, NV 89130

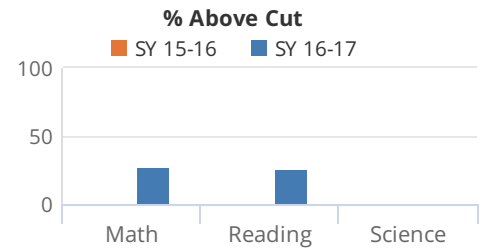
Phone: 702-631-4751



Academic Achievement



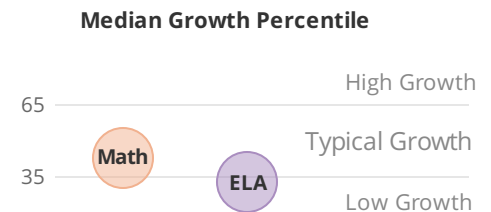
	% Above Cut	District
Math CRT	27.7	53.3
ELA CRT	26.3	59.9
Science CRT		
<i>Pooled Average</i>	27.0	56.6
Ready by Grade 3	26.6	56.4



Student Growth



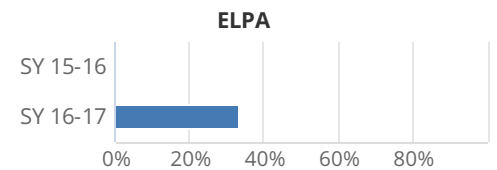
	SY 16-17
Math CRT MGP	43.0
ELA CRT MGP	33.0
Math CRT AGP	30.3
ELA CRT AGP	31.1



English Language



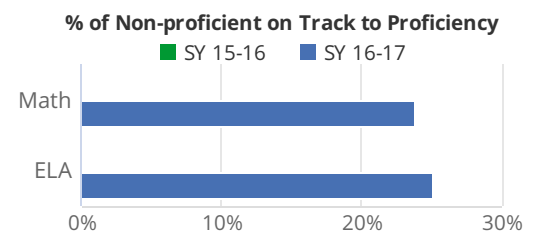
	% of EL Meeting AGP	District
ELPA	33.3	41.4



Closing Opportunity Gaps



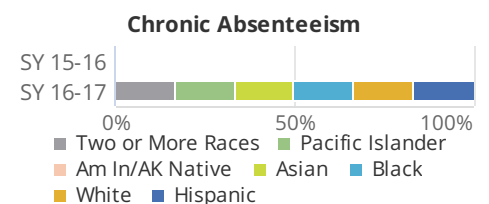
Non-proficient	% Meeting AGP
Math CRT	23.9
ELA CRT	25.2



Student Engagement



	% Chronically Absent	District
Chronic Absenteeism	100.0	10.6
	% Participation	Met Target
Climate Survey	82.0	YES



*Bonus points included

Student CRT Proficiency

	Percent Above the Cut					
	Math	District	2017 Math MIP	ELA	District	2017 ELA MIP
American Indian/Alaska Native	-	28.2	27.2	-	35.8	36.3
Asian	83.3	69.6	65.4	75	73.2	72.8
Black/African American	13.8	32.3	25	15.3	42.7	36.4
Hispanic/Latino	19.7	41.1	33.1	25.3	49.3	42.6
Pacific Islander	-	53.9	42.7	-	58.2	53.3
Two or More Races	35.2	58.4	50.4	17.6	66.4	60.6
White/Caucasian	36.5	59.7	54.9	34.6	65.2	63.9
Special Education	27.2	30.8	20.9	18.1	33.3	22.4
English Learners Current + Former	28.8	42.4	28.8	30.7	44.6	35.1
English Learners Current	9.5	27.8		4.7	26.5	
Economically Disadvantaged	20.2	34.7	32.4	18	42.9	41

Grade 3 ELA

	Percent Above the Cut	
	ELA	District
American Indian/Alaska Native	-	26.6
Asian	-	68.6
Black/African American	9.5	40.2
Hispanic/Latino	27.2	47
Pacific Islander	-	48.8
Two or More Races	-	58.2
White/Caucasian	31.2	62.4
Special Education	-	36.3
English Learners Current + Former	38.8	42.2
English Learners Current	-	23.1
Economically Disadvantaged	16.1	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	38	30.5	17.5	22.5
Hispanic/Latino	40	38	24.4	35.5
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	49	30	34.2	28.5
Special Education	44	20	33.3	33.3
English Learners Current + Former	40.5	27.5	23.3	23.3
English Learners Current	40	25	7.6	7.6
Economically Disadvantaged	38.5	30.5	26.7	28.5

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	21.2	25
Hispanic/Latino	13.7	27.2
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	26	17.3
Special Education	-	-
English Learners Current + Former	11.1	10.5
English Learners Current	5.8	10.5
Economically Disadvantaged	23.6	25

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	-	18.2
Asian	100	4.9
Black/African American	100	19.8
Hispanic/Latino	100	13.4
Pacific Islander	100	11.5
Two or More Races	100	9.6
White/Caucasian	100	8.4
Special Education	100	13.4
English Learners Current + Former	N/A	N/A
English Learners Current	100	15.1
Economically Disadvantaged	100	18.5

What does my school rating mean?

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

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

What do the performance indicators mean?

Academic Achievement--Student Proficiency

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

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

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

English Language Proficiency

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

Student Engagement

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

Climate Survey

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

Growth

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

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

Closing Opportunity Gaps/Equity

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

Star Rating



Index Score

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

School Year 2016-2017 Nevada School Rating for Quest Academy



Quest Academy

Janelle Veith, Principal

Grade Levels: 0K-08

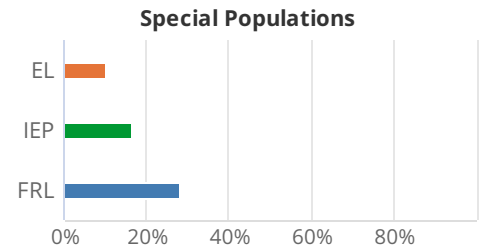
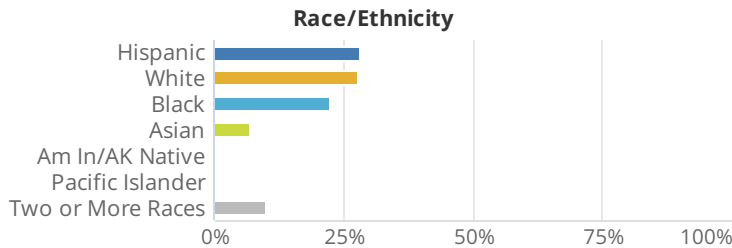
Website: www.questacademylv.com

School Level: Middle School

4660 North Rancho Drive

Las Vegas, NV 89130

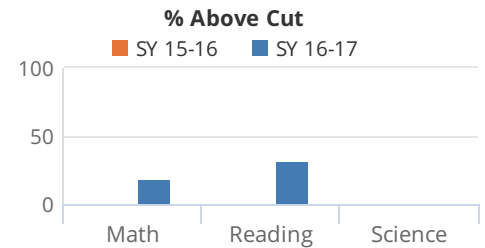
Phone: 702-631-4751



Academic Achievement



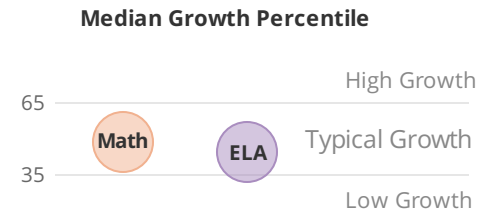
	% Above Cut	District
Math CRT	19.5	35.7
ELA CRT	31.7	53.2
Science CRT		
Math I End of Course	71.4	87.7
<i>Pooled Average</i>	27.7	46.5



Student Growth



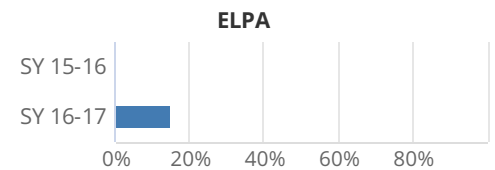
	SY 16-17
Math CRT MGP	48.5
ELA CRT MGP	44.5
Math CRT AGP	26.0
ELA CRT AGP	34.5



English Language



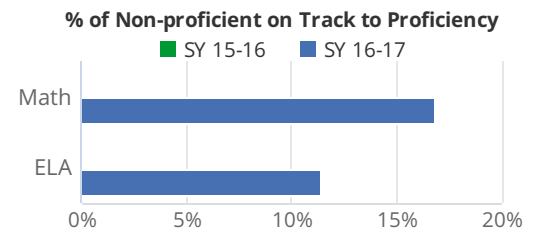
	% of EL Meeting AGP	District
ELPA	15.3	33.5



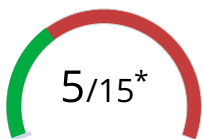
Closing Opportunity Gaps



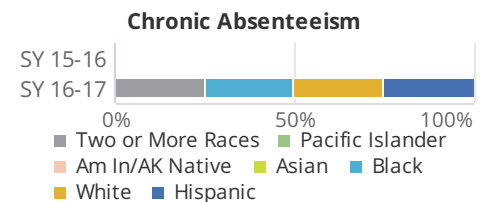
Non-proficient	% Meeting AGP
Math CRT	16.9
ELA CRT	11.4



Student Engagement



	School	District
Chronic Absenteeism	100.0	9.6
Academic Learning Plans	0	79.5
NAC 389.445 Requirements	91.1	94.3
	% Participation	Met Target
Climate Survey	82.0	YES



*Bonus points included

Student CRT Proficiency

	Percent Above the Cut					
	Math	District	2017 Math MIP	ELA	District	2017 ELA MIP
American Indian/Alaska Native	-	28.5	20.6	-	57.1	37.3
Asian	-	63.5	54.1	-	73.8	73.3
Black/African American	9.3	16.8	15.2	12.5	33.7	31.1
Hispanic/Latino	7.1	24.5	21.6	30.9	43.4	39.2
Pacific Islander	-	35.4	30.1	-	57.8	48.1
Two or More Races	46.6	39.4	34.2	40	55.9	57.1
White/Caucasian	20.4	42.2	41.4	27.2	60.1	62.7
Special Education	7.6	11.5	9.8	3.8	17.3	13.5
English Learners Current + Former	21.8	26.8	11.6	46.8	36.7	16.1
English Learners Current	6.2	11.8		12.5	18.2	
Economically Disadvantaged	10.4	21.8	21.5	20.8	39.7	38.3

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	39	35.5	16.6	13.3
Hispanic/Latino	40	46	9.7	31.7
Pacific Islander	-	-	-	-
Two or More Races	74	47	53.3	40
White/Caucasian	52	41	29.2	36.5
Special Education	29	35	15.3	11.5
English Learners Current + Former	48	46	22.5	48.3
English Learners Current	33.5	45.5	6.2	18.7
Economically Disadvantaged	45	37	20	20

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	10.7	0
Hispanic/Latino	8.8	10.7
Pacific Islander	-	-
Two or More Races	40	-
White/Caucasian	18.7	20
Special Education	10	9.5
English Learners Current + Former	9	11.1
English Learners Current	6.2	13.3
Economically Disadvantaged	17.3	5

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	-	12
Asian	-	3.9
Black/African American	100	13.8
Hispanic/Latino	100	11.2
Pacific Islander	-	12.3
Two or More Races	100	12.4
White/Caucasian	100	7.8
Special Education	100	16.2
English Learners Current + Former	N/A	N/A
English Learners Current	100	13.9
Economically Disadvantaged	100	13.6

What does my school rating mean?

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

What do the performance indicators mean?

Academic Achievement--Student Proficiency

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

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

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

English Language Proficiency

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

Student Engagement

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

Climate Survey

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

Student Growth

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

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

Closing Opportunity Gaps/Equity

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

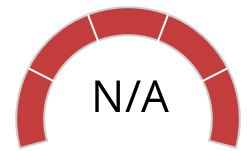
Star Rating



Index Score

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

School Year 2016-2017 Nevada School Rating for Quest Academy



Quest Academy

Janelle Veith, Principal

Grade Levels: 0K-08

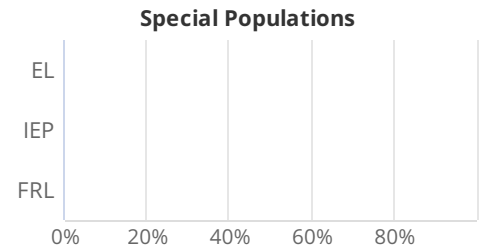
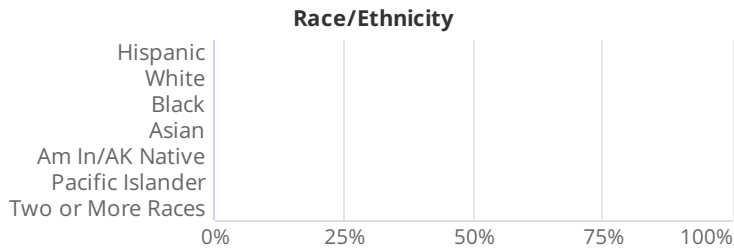
Website: www.questacademylv.com

School Level: High School

4660 North Rancho Drive

Las Vegas, NV 89130

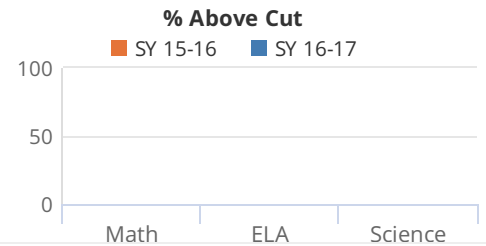
Phone: 702-631-4751



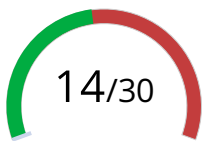
Academic Achievement



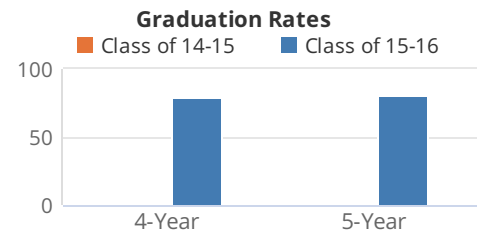
	% Above Cut	District
Math End of Course	N/A	54.8
ELA End of Course	N/A	70.5
Science End of Course		
<i>Pooled Average</i>	-	61.8



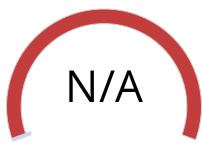
Graduation



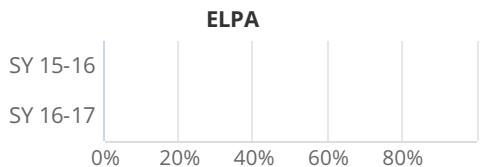
	Graduation Rate	School Rate	District Rate
4-Year		79.3	58.5
5-Year		81.4	63.8



English Language Proficiency



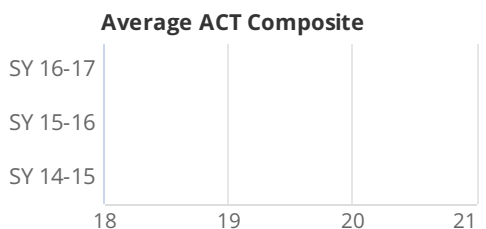
	% of EL Meeting AGP	District
ELPA	N/A	14.4



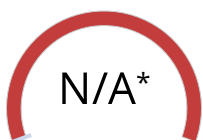
College Career Readiness



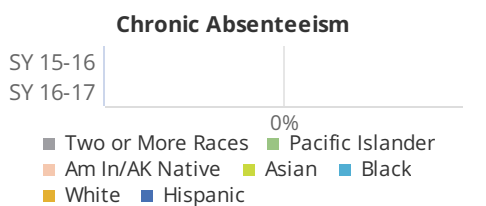
	School	District
ACT Average Composite	N/A	17.8
Grade 9 Sufficiency	N/A	82.2
Grade 10 Sufficiency	N/A	71.9
<i>Pooled Average</i>	N/A	77.4
EOC Math CCR	N/A	25
EOC ELA AL CCR	N/A	43.9
<i>Pooled Average</i>	N/A	34



Student Engagement



	School	District
Chronic Absenteeism	N/A	13.7
Academic Learning Plans	N/A	78.3
	% Participation	Met Target
Climate Survey	N/A	No



*Bonus points included

Student EOC Proficiency

	Percent Above the Cut							
	Math I	2017 Math I MIP	Math II	2017 Math II MIP	ELA I	2017 ELA I MIP	ELA II	2017 ELA II MIP
American Indian/Alaska Native	N/A	70.5	N/A	29.3	N/A	70.8	N/A	72
Asian	N/A	87.5	N/A	59.3	N/A	84.2	N/A	84
Black/African American	N/A	63.5	N/A	19.6	N/A	51.4	N/A	47.8
Hispanic/Latino	N/A	71.2	N/A	28.4	N/A	64.9	N/A	64.9
Pacific Islander	N/A	79	N/A	35.4	N/A	66.9	N/A	67.6
Two or More Races	N/A	79.5	N/A	41.6	N/A	75.1	N/A	75.2
White/Caucasian	N/A	82	N/A	46.2	N/A	78.6	N/A	78.3
Special Education	N/A	56.2	N/A	13.4	N/A	36.1	N/A	36.7
English Learners Current + Former	N/A	61.5	N/A	13.2	N/A	40.1	N/A	32.9
English Learners Current	N/A		N/A		N/A		N/A	
Economically Disadvantaged	N/A	69.3	N/A	27.3	N/A	62.7	N/A	60.8

Four & Five Year Graduation Rate

Graduation Measures	4y Graduation Rate		4y Graduation MIP	5y Graduation Rate		5y Graduation MIP
		District			District	
American Indian/Alaska Native	-	-	64.7	-	-	57.1
Asian	-	82	87.9	-	86.6	86.4
Black/African American	92.3	47.8	56.5	60	56.9	59.4
Hispanic/Latino	-	61	69.7	-	59.4	67.1
Pacific Islander	-	46.1	75.9	-	53.8	77.8
Two or More Races	-	49.2	76.8	-	51.7	79.2
White/Caucasian	80	59.3	79.9	-	65.4	80.1
Special Education	-	28.3	29.3	-	35.5	33.8
English Learners Current + Former	-	30.7	42.6	-	50	37.4
Economically Disadvantaged	89.4	50	66.7	81.2	53.3	68.3

ACT Average Composite

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

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

	Math I	Math I District	Math II	Math II District	ELA I	ELA I District	ELA II	ELA II District
American Indian/Alaska Native	N/A	15	N/A	15	N/A	15.3	N/A	13.3
Asian	N/A	41.9	N/A	40.4	N/A	57.8	N/A	67.5
Black/African American	N/A	19.7	N/A	7.8	N/A	23.6	N/A	23.6
Hispanic/Latino	N/A	24.6	N/A	16.6	N/A	37.7	N/A	43.6
Pacific Islander	N/A	27.7	N/A	15.1	N/A	44.4	N/A	48
Two or More Races	N/A	29.4	N/A	22.2	N/A	42.5	N/A	44.8
White/Caucasian	N/A	32	N/A	23.2	N/A	46.7	N/A	44.2
Special Education	N/A	11.2	N/A	4.3	N/A	7.2	N/A	11.2
English Learners Current + Former	N/A	20	N/A	17.4	N/A	6.6	N/A	33.3
English Learners Current	N/A	18	N/A	10	N/A	8	N/A	22.2
Economically Disadvantaged	N/A	23.4	N/A	14	N/A	33.7	N/A	36.2

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	N/A	20
Asian	N/A	6.6
Black/African American	N/A	15.9
Hispanic/Latino	N/A	16.7
Pacific Islander	N/A	20.1
Two or More Races	N/A	13
White/Caucasian	N/A	12.1
Special Education	N/A	17.3
English Learners Current + Former	N/A	N/A
English Learners Current	N/A	9
Economically Disadvantaged	N/A	19.5

What does my school rating mean?

High schools will earn an index score and no star rating based on 2016-2017 school performance. All Nevada schools will receive a star rating in September of 2018.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

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

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

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

English Language Proficiency

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

Student Engagement

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

Climate Survey

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

Graduation

The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an adjusted cohort graduation rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required state school accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability indicators in the school rating system.

College and Career Readiness

The college and career readiness indicator is made up of three measures: Average ACT Composite Score, Ninth and Tenth Grade Credit Sufficiency, and percent of students achieving college and career readiness status (Level 3 or 4) on the Math, ELA or Science End-of-Course assessments.

Star Rating

Index Score

TBD