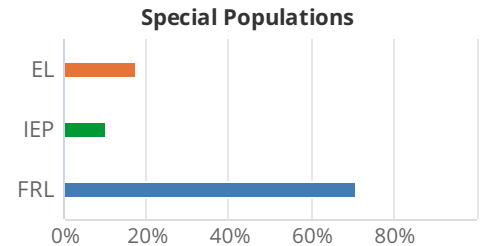
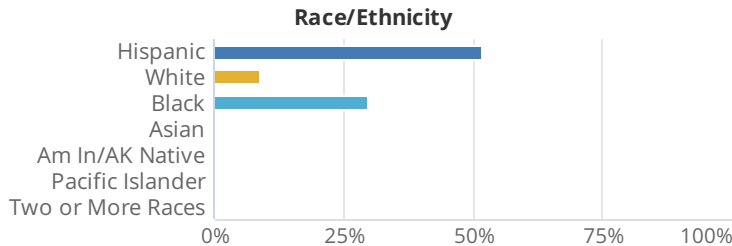


# School Year 2017-2018 Nevada School Rating for Quest Academy Bridger



School Type: Charter SPCSA  
 School Level: Elementary School  
 Grade Levels: 0K-05  
 District: State Public Charter School Authority  
 Website: [www.questlv.com](http://www.questlv.com)

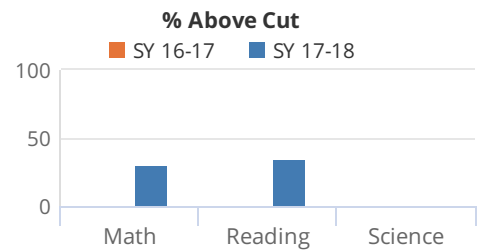
Total Index Score: 47  
 School Designation:  
 1300 E. Bridger Ave.  
 Las Vegas, NV 89101  
 Phone: 702-631-4751 x4



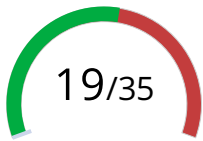
## Academic Achievement



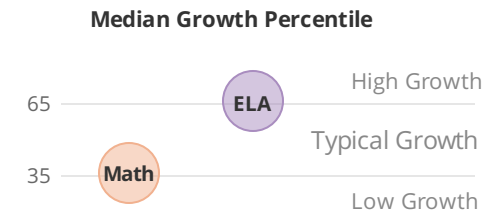
	% Above Cut	% District
Math CRT	31.6	52.8
ELA CRT	35.0	58.6
Science CRT	0	35.3
<i>Pooled Average</i>	29.4	52.9
Read by Grade 3	32.1	56.2



## Student Growth



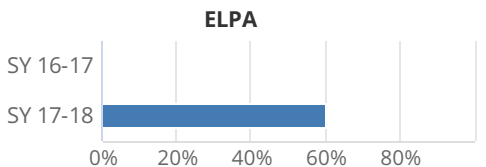
	% SY 17-18
Math CRT MGP	36.0
ELA CRT MGP	65.5
Math CRT AGP	26.6
ELA CRT AGP	56.6



## English Language



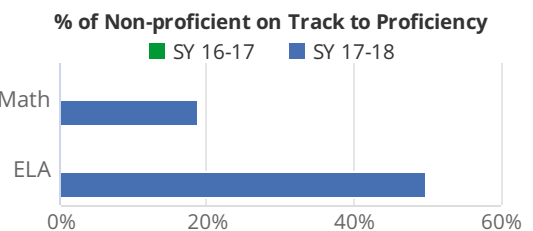
	% of EL Meeting AGP	% District
ELPA	60.0	42.5



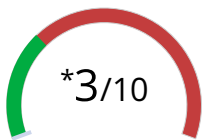
## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~18.7%	~18.7%
ELA CRT	~50.0%	~50.0%



## Student Engagement

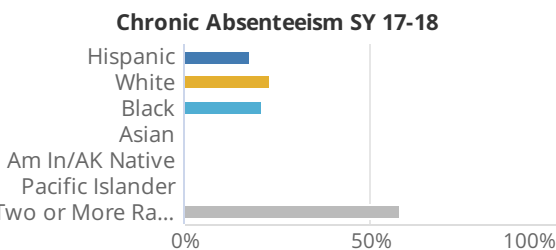


\*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	22.3	10.1

	% Participation	Met Target
Climate Survey	94.4	YES



**Student CRT Proficiency**

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	-	75.2	67.2	-	76.2	74.1	-	49.2	N/A
Black/African American	22.2	30.6	28.8	27.7	40.5	39.6	-	14.6	N/A
Hispanic/Latino	31.2	40.2	36.5	40.6	48	45.5	0	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	-	59	52.9	-	67.1	62.6	-	46.6	N/A
White/Caucasian	-	61.1	57.2	-	65	65.7	-	43.8	N/A
Special Education	-	29.2	24.8	-	29.3	26.3	-	19.4	N/A
English Learners Current + Former	27.5	37.4	32.4	37.9	38.9	38.4	-	15.2	N/A
English Learners Current	11.7	25.5		23.5	22.8		-	4.8	N/A
Economically Disadvantaged	25	33.1	35.7	29.5	40.4	44	0	17.3	N/A

**Grade 3 ELA**

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	25	34.2
Hispanic/Latino	36.3	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	-	62.6
Special Education	-	29.4
English Learners Current + Former	30	33
English Learners Current	-	21.8
Economically Disadvantaged	20.8	37.5

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	40.5	66	25	65
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	-	-	-	-
English Learners Current + Former	41	66	23.5	64.7
English Learners Current	36	61.5	10	60
Economically Disadvantaged	22	66	15.7	63.1

**Closing Opportunity Gap**

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	23	58.3
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	-	-
Special Education	-	-
English Learners Current + Former	18.1	60
English Learners Current	-	-
Economically Disadvantaged	-	-

**Chronic Absenteeism**

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	-	4.9
Black/African American	20.7	14.5
Hispanic/Latino	17.8	11.5
Pacific Islander	-	12.6
Two or More Races	58.3	9
White/Caucasian	23	9
Special Education	23.8	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	31.2	10.4
Economically Disadvantaged	22.6	15.9

## What does my school rating mean?

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

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

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

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

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

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

### English Language Proficiency

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

### Student Engagement

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

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Growth

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

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

### Closing Opportunity Gaps/Equity

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

### Star Rating



### Index Score

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