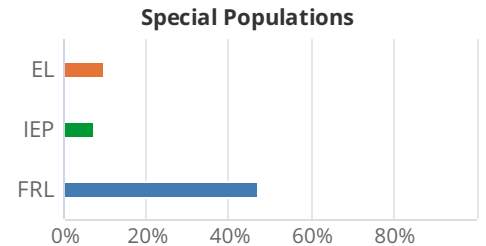
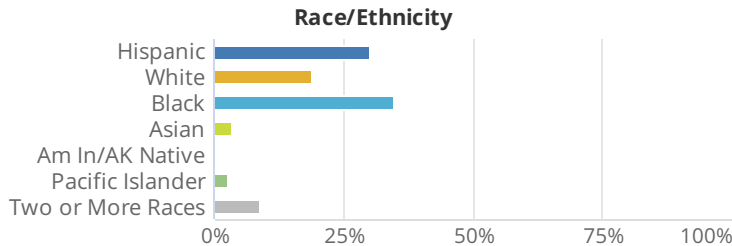


# School Year 2017-2018 Nevada School Rating for Quest Academy Northwest



School Type: Charter SPCSA  
 School Level: Elementary School  
 Grade Levels: 0K-08  
 District: State Public Charter School Authority  
 Website: [www.questlv.com](http://www.questlv.com)

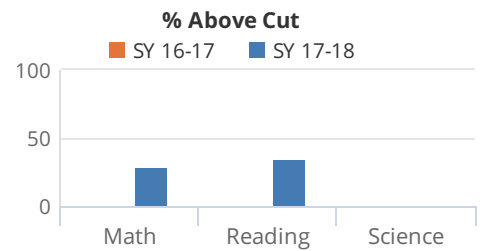
Total Index Score: 48.5  
 School Designation:  
 4025 N. Rancho Dr.  
 Las Vegas, NV 89130  
 Phone: 702-631-4751 x5



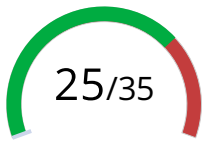
## Academic Achievement



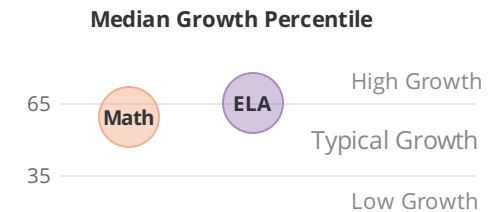
	% Above Cut	% District
Math CRT	29.0	52.8
ELA CRT	34.6	58.6
Science CRT	0	35.3
<i>Pooled Average</i>	28.2	52.9
Read by Grade 3	33.7	56.2



## Student Growth



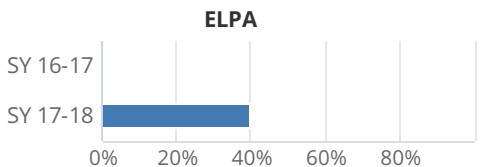
	% SY 17-18
Math CRT MGP	59.0
ELA CRT MGP	65.0
Math CRT AGP	26.7
ELA CRT AGP	55.4



## English Language



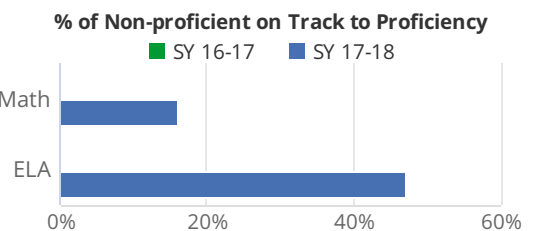
	% of EL Meeting AGP	% District
ELPA	40.0	42.5



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~15%	16.1
ELA CRT	~35%	47.1



## Student Engagement

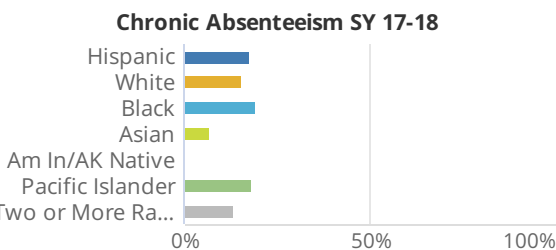


\*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	17.5	10.1

	% Participation	Met Target
Climate Survey	94.5	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	70	75.2	67.2	50	76.2	74.1	-	49.2	N/A
Black/African American	10.1	30.6	28.8	18.6	40.5	39.6	0	14.6	N/A
Hispanic/Latino	28.5	40.2	36.5	37.5	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	20	59	52.9	53.2	67.1	62.6	-	46.6	N/A
White/Caucasian	52.7	61.1	57.2	47.2	65	65.7	-	43.8	N/A
Special Education	15	29.2	24.8	30	29.3	26.3	-	19.4	N/A
English Learners Current + Former	41.4	37.4	32.4	41.4	38.9	38.4	-	15.2	N/A
English Learners Current	30	25.5		15	22.8		-	4.8	N/A
Economically Disadvantaged	27.2	33.1	35.7	36.3	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	14.2	34.2
Hispanic/Latino	50	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	44.4	62.6
Special Education	-	29.4
English Learners Current + Former	50	33
English Learners Current	-	21.8
Economically Disadvantaged	33.3	37.5

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	55	51	16.2	40.5
Hispanic/Latino	53	64.5	23.3	50
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	74.5	65	50	66.6
Special Education	69	73	30.7	53.8
English Learners Current + Former	49.5	74	27.7	61.1
English Learners Current	-	-	-	-
Economically Disadvantaged	56	65	25.5	53.4

**Closing Opportunity Gap**

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	18.5	39.2
Hispanic/Latino	13.6	40.9
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	-	54.5
Special Education	-	54.5
English Learners Current + Former	0	40
English Learners Current	-	-
Economically Disadvantaged	16.1	37.1

**Chronic Absenteeism**

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	7.1	4.9
Black/African American	19.3	14.5
Hispanic/Latino	18	11.5
Pacific Islander	18.1	12.6
Two or More Races	13.5	9
White/Caucasian	15.8	9
Special Education	19.1	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	21.2	10.4
Economically Disadvantaged	21.5	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

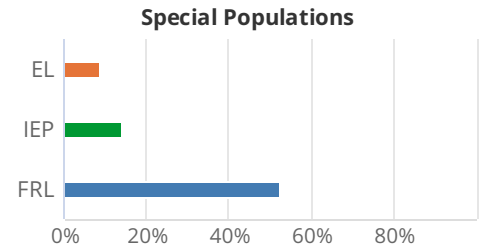
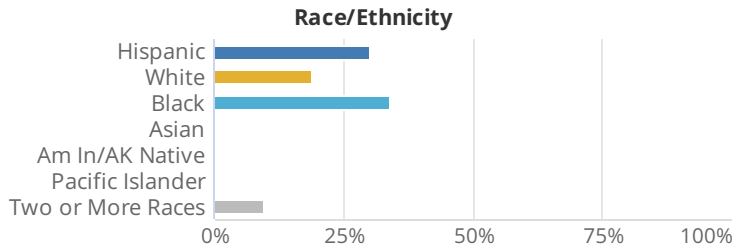
at or above 84  
at or above 67, below 84  
at or above 50, below 67  
at or above 27, below 50  
below 27

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



School Type: Charter SPCSA  
 School Level: Middle School  
 Grade Levels: 0K-08  
 District: State Public Charter School Authority  
 Website: [www.questlv.com](http://www.questlv.com)

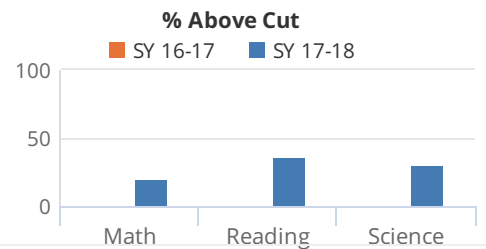
Total Index Score: 56  
 School Designation:  
 4025 N. Rancho Dr.  
 Las Vegas, NV 89130  
 Phone: 702-631-4751 x5



## Academic Achievement



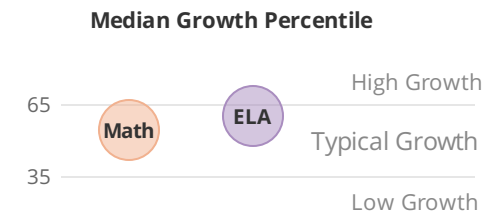
	% Above Cut	% District
% Math CRT	20.2	36.8
% ELA CRT	36.2	56.1
% Science CRT	31.3	45.2
% Pooled Average	28.6	46.3



## Student Growth



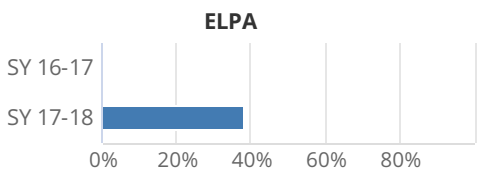
	% SY 17-18
Math CRT MGP	54.0
ELA CRT MGP	60.0
Math CRT AGP	28.1
ELA CRT AGP	40.6



## English Language



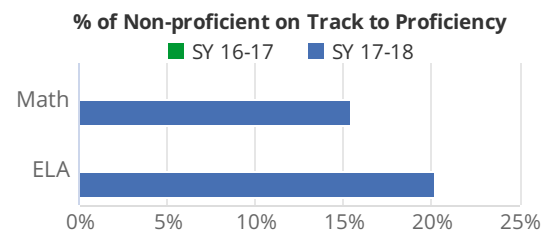
	% of EL Meeting AGP	% District
ELPA	38.4	32.4



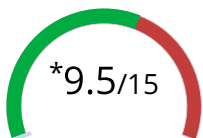
## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	15.5	15.5
ELA CRT	20.2	20.2



## Student Engagement

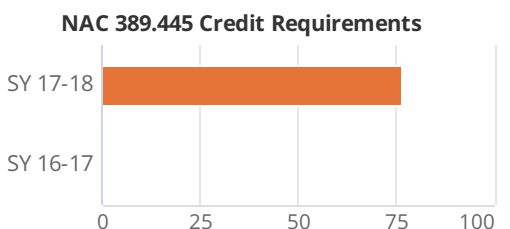


\*Bonus points included

	% School	% District
Chronic Absenteeism	17.9	11.1
Academic Learning Plans	98	97.5
NAC 389.445 Credit Requirements	76.3	91.5

	% Participation	Met Target
Climate Survey	94.7	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	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	-	64.1	56.4	-	77.3	74.6	-	62.2	N/A
Black/African American	6.5	17.7	19.5	21.7	38.4	34.5	10	25	N/A
Hispanic/Latino	18.6	26.1	25.5	30.2	46.3	42.2	30.7	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	33.3	41.5	37.5	46.7	61	59.2	-	51.6	N/A
White/Caucasian	25	44.4	44.4	50	63.5	64.6	-	54	N/A
Special Education	0	11.5	14.3	25	20.7	17.8	-	14.6	N/A
English Learners Current + Former	22.2	22.2	16	40.7	34.8	20.3	-	25.7	N/A
English Learners Current	0	8.5		13.3	15.8		-	9.3	N/A
Economically Disadvantaged	13.8	21.7	25.5	24.6	41.5	41.4	23	30.7	N/A

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	62.5	49	18.1	27.2
Hispanic/Latino	51	66	23	30.7
Pacific Islander	-	-	-	-
Two or More Races	37	72	33.3	53.3
White/Caucasian	56	60	34.7	56.5
Special Education	41	65	5.5	38.8
English Learners Current + Former	57.5	58.5	29.1	41.6
English Learners Current	61	51	7.6	0
Economically Disadvantaged	51	56	22.8	28

**Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	11.7	13.7
Hispanic/Latino	15.1	17.2
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	26.6	25
Special Education	7.1	21.4
English Learners Current + Former	11.1	13.3
English Learners Current	8.3	0
Economically Disadvantaged	17	21

**Student Engagement**

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	-	3.6	-	98.4	-	99.4
Black/African American	18	12.9	96.1	96.3	90.9	85.4
Hispanic/Latino	21.1	11.7	100	97.5	61.5	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	25	12	100	97.3	-	91.7
White/Caucasian	13.8	10.9	100	97.8	-	93.4
Special Education	25	15.3	100	96.8	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	29.4	8.5	95.7	98.2	64.2	85.6
Economically Disadvantaged	21.5	14.3	95.7	98.2	64.2	85.6

## What does my school rating mean?

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

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

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

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

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

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

### English Language Proficiency

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

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

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

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

### Climate Survey

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