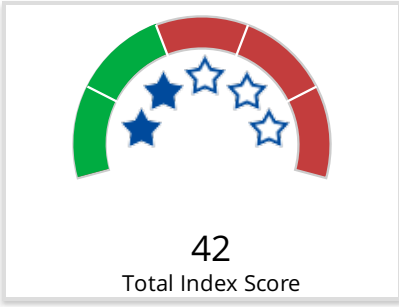
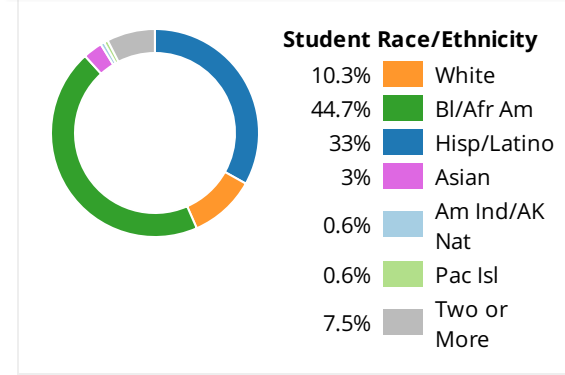


School Level: Elementary School
Grade Levels: OK-08
District: State Public Charter School Authority
School Address: 4025 N. Rancho Dr. Las Vegas, NV 89130

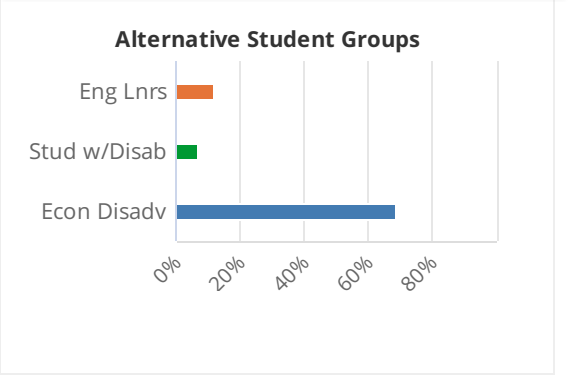


School Type: *Charter SPCSA*
 School Designation: *No Designation*
 95% Assessment Participation: *Met*



School Performance History

School Year	Index Score/Star Rating
2017-2018	48.5 ★★
2016-2017	N/A N/A



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.

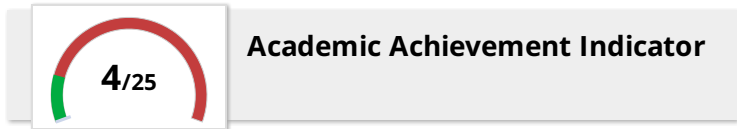
How are school star ratings determined?

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 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 ★★★★★

2018-2019 School Performance



Measure	School Rate	District Rate
Pooled Proficiency	28.6	54
Math Proficiency	28.6	54.5
ELA Proficiency	33.8	60.1
Science Proficiency	13.5	34.7
Read-by-Grade-3 Proficiency	32	56.7

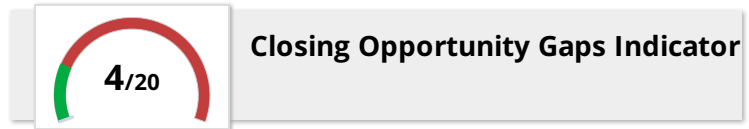


Measure	School Median	District Median
Math MGP	57.5	55
ELA MGP	50	52

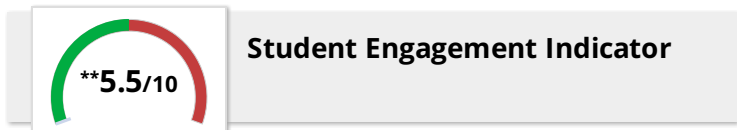
	School Rate	District Rate
Met Math AGP Target	33.2	49.7
Met ELA AGP Target	45.6	59.7



Measure	School Rate	District Rate
Met EL AGP Target	66.5	56.7

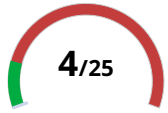


Measure	School Rate	District Rate
Prior Non-Proficient Met	18.1	27.8
Math AGP Target		
Prior Non-Proficient Met	28.1	39.2
ELA AGP Target		



Measure	School Rate	District Rate
Chronic Absenteeism	15	8
Climate Survey Participation	95.3	N/A

** 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.



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.

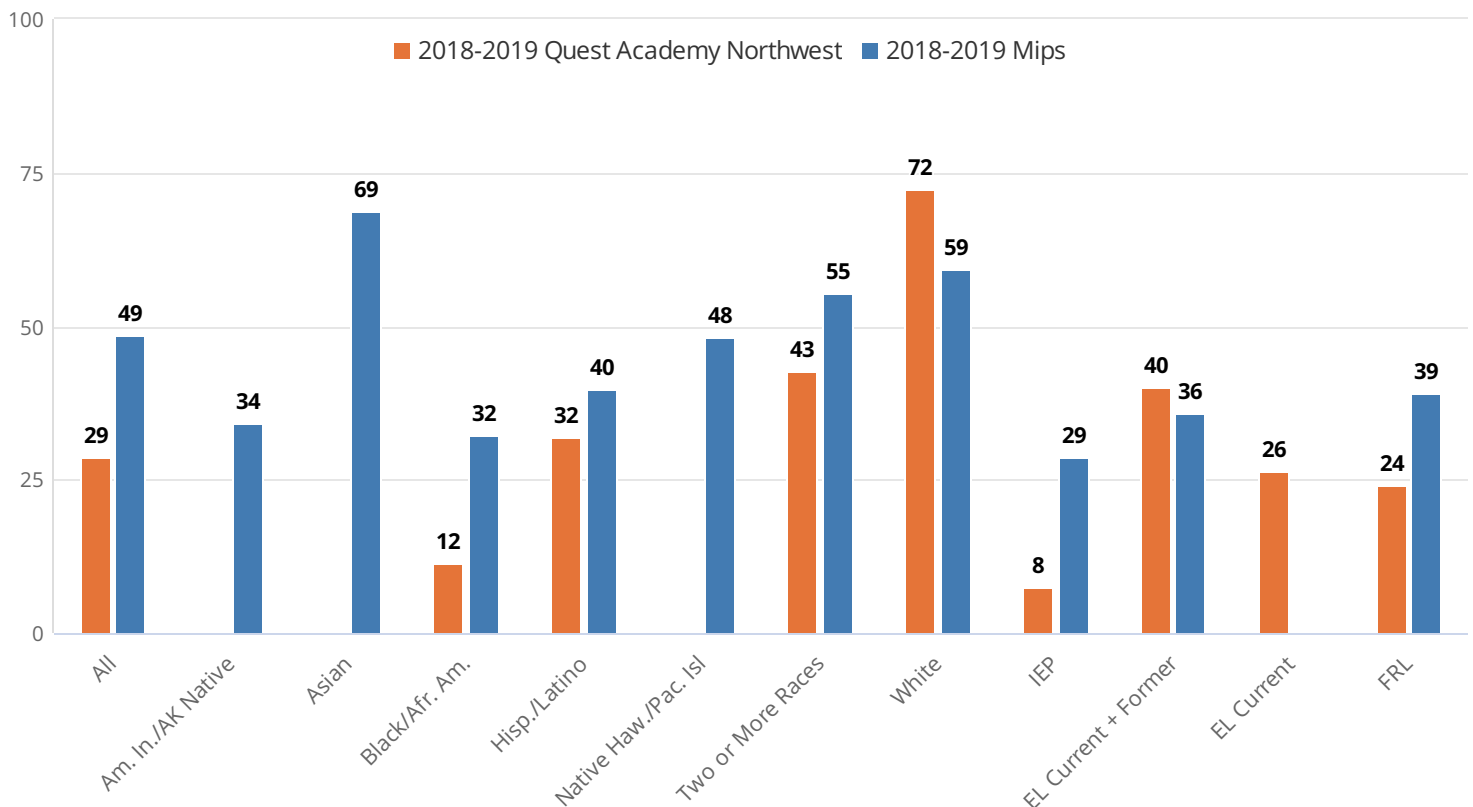
Pooled Proficiency Points Earned: 2/20

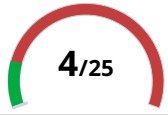
	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	28.6	54	28.2	52.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	28.6	54.5	48.5	29	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	70	75.2	67.2
Black/African American	11.5	31.3	32.3	10.1	30.6	28.8
Hispanic/Latino	32	44.6	39.6	28.5	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	42.7	58.2	55.3	20	59	52.9
White/Caucasian	72.2	62.2	59.3	52.7	61.1	57.2
Special Education	7.5	27.3	28.6	15	29.2	24.8
English Learners Current + Former	40.2	42.2	35.8	41.4	37.4	32.4
English Learners Current	26.3	32.3		30	25.5	
Economically Disadvantaged	24.1	39.7	39	27.2	33.1	35.7

Math Assessments
% Proficient



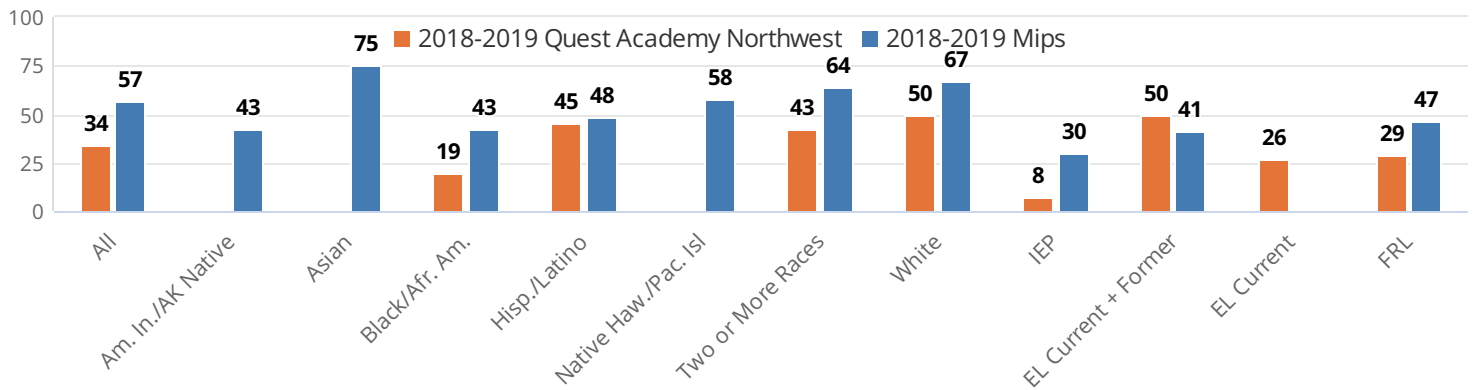


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	33.8	60.1	57	34.6	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	50	76.2	74.1
Black/African American	19.1	40.8	42.6	18.6	40.5	39.6
Hispanic/Latino	45.2	51.1	48.2	37.5	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	42.7	63.7	64.4	53.2	67.1	62.6
White/Caucasian	50	66.7	67.4	47.2	65	65.7
Special Education	7.5	26.6	30	30	29.3	26.3
English Learners Current + Former	49.5	42.2	41.4	41.4	38.9	38.4
English Learners Current	26.3	29.3		15	22.8	
Economically Disadvantaged	29.3	45.3	46.8	36.3	40.4	44

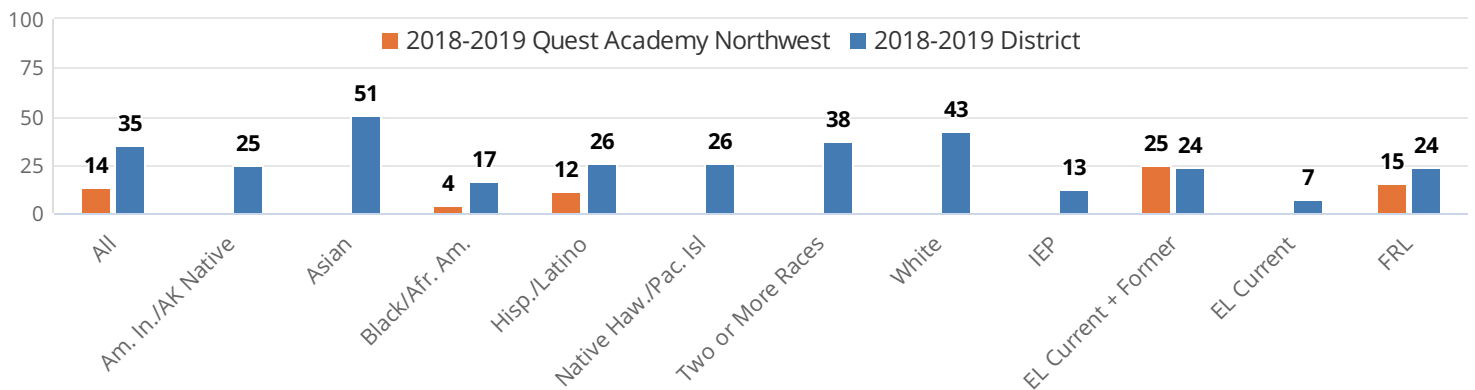
ELA Assessments
% Proficient



Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	13.5	34.7	0	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	4	16.6	0	14.6
Hispanic/Latino	11.6	25.8	0	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	-	37.6	-	46.6
White/Caucasian	-	42.7	-	43.8
Special Education	-	12.5	-	19.4
English Learners Current + Former	25	24.1	-	15.2
English Learners Current	-	7.2	-	4.8
Economically Disadvantaged	15	23.8	0	17.3

Science Assessments
% Proficient





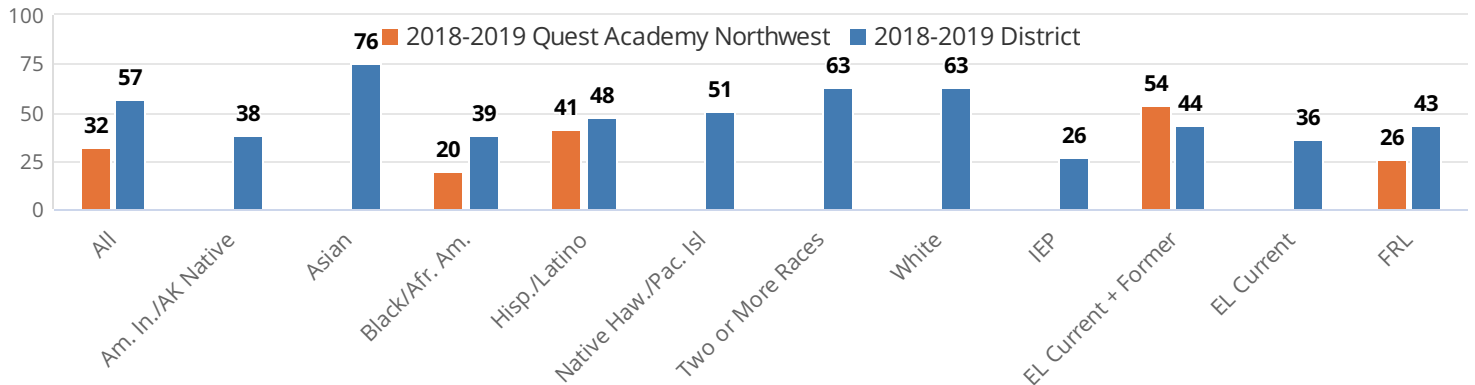
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	32	56.7	33.7	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	20	38.5	14.2	34.2
Hispanic/Latino	41.1	47.5	50	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	-	63.1	-	64.3
White/Caucasian	-	62.6	44.4	62.6
Special Education	-	26.3	-	29.4
English Learners Current + Former	53.7	43.6	50	33
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	25.6	43.2	33.3	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 40 th Percentile	Student Growth Score
2nd Grade	56.1	54
1st Grade	32.6	34
Kindergarten	N/A	N/A



Academic Achievement

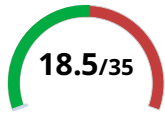
Participation on State Assessments

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	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	>=95%	>=95%
Special Education	-	-	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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: 7/10 ELA MGP Points Earned: 5/10

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	57.5	55	50	52	59	53	65	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	-	58	-	59	-	61.5	-	62
Black/African American	49	48	46	43.5	55	45	51	44
Hispanic/Latino	64	54	46	51	53	49	64.5	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	56.5	53	67	50	-	53	-	51.5
White/Caucasian	52	57	73	54	74.5	55	65	49
Special Education	-	51	-	42	69	49	73	40.5
English Learners Current + Former	63	59	55	53	49.5	49	74	52
English Learners Current	66.5	56	45	49	-	43.5	-	44
Economically Disadvantaged	59	53	46	47	56	46	65	46

AGP Growth Data

Math AGP Points Earned: 3.5/7.5 ELA AGP Points Earned: 3/7.5

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	33.2	49.7	45.6	59.7	26.7	48.6	55.4	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.7
Black/African American	11.6	30.1	27.3	43.5	16.2	28.8	40.5	41.3
Hispanic/Latino	45.3	43	54.5	54.2	23.3	37.8	50	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	40	50.2	70	59.3	-	51.2	-	60.7
White/Caucasian	61.5	56.1	69.2	65	50	53.7	66.6	58.7
Special Education	-	28.3	-	34.5	30.7	29.5	53.8	30.5
English Learners Current + Former	42.1	43.8	52.6	48.1	27.7	35.2	61.1	44.6
English Learners Current	33.2	34.7	33.2	37.6	-	23.3	-	32.2
Economically Disadvantaged	24.6	38.2	39.7	47.7	25.5	29.8	53.4	42.2

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



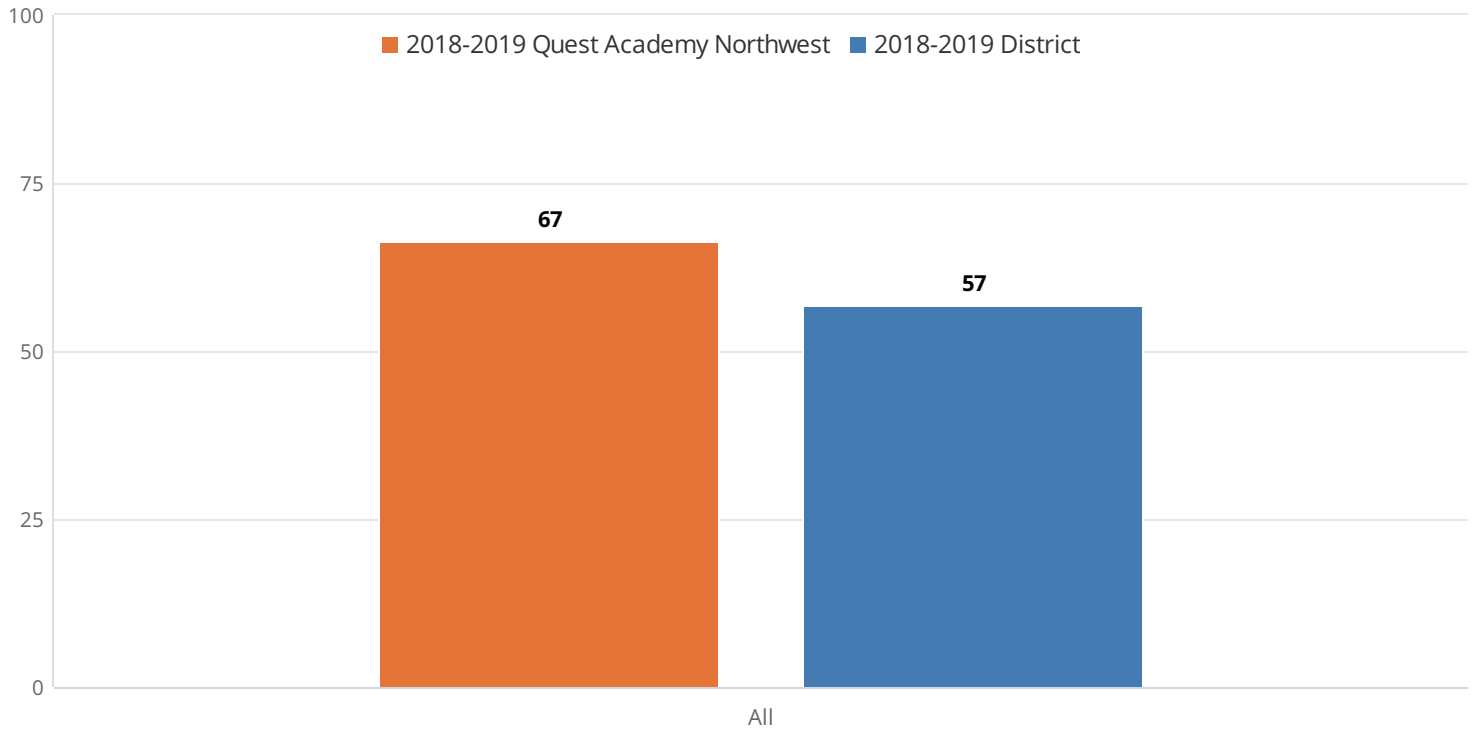
English Language

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: 10/10

	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	30	66.5	56.7	25	40	42.5

% English Learners Meeting AGP on WIDA



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



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: 2/10 ELA AGP Points Earned: 2/10

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	18.1	27.8	28.1	39.2	16.1	27	47.1	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	6.5	20	21.3	26.5	18.5	16.5	39.2	30.3
Hispanic/Latino	31.8	26	31.5	37	13.6	22.6	40.9	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	-	27.3	-	36.2	-	31.1	-	41.3
White/Caucasian	-	32.2	-	45.7	-	31.5	54.5	38.7
Special Education	-	16.3	-	22.3	-	15.5	54.5	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	0	N/A	40	N/A
English Learners Current	-	24.1	27.1	31.6	-	16.8	-	31.3
Economically Disadvantaged	11	23	23.5	32.2	16.1	20	37.1	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.



Student Engagement

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.

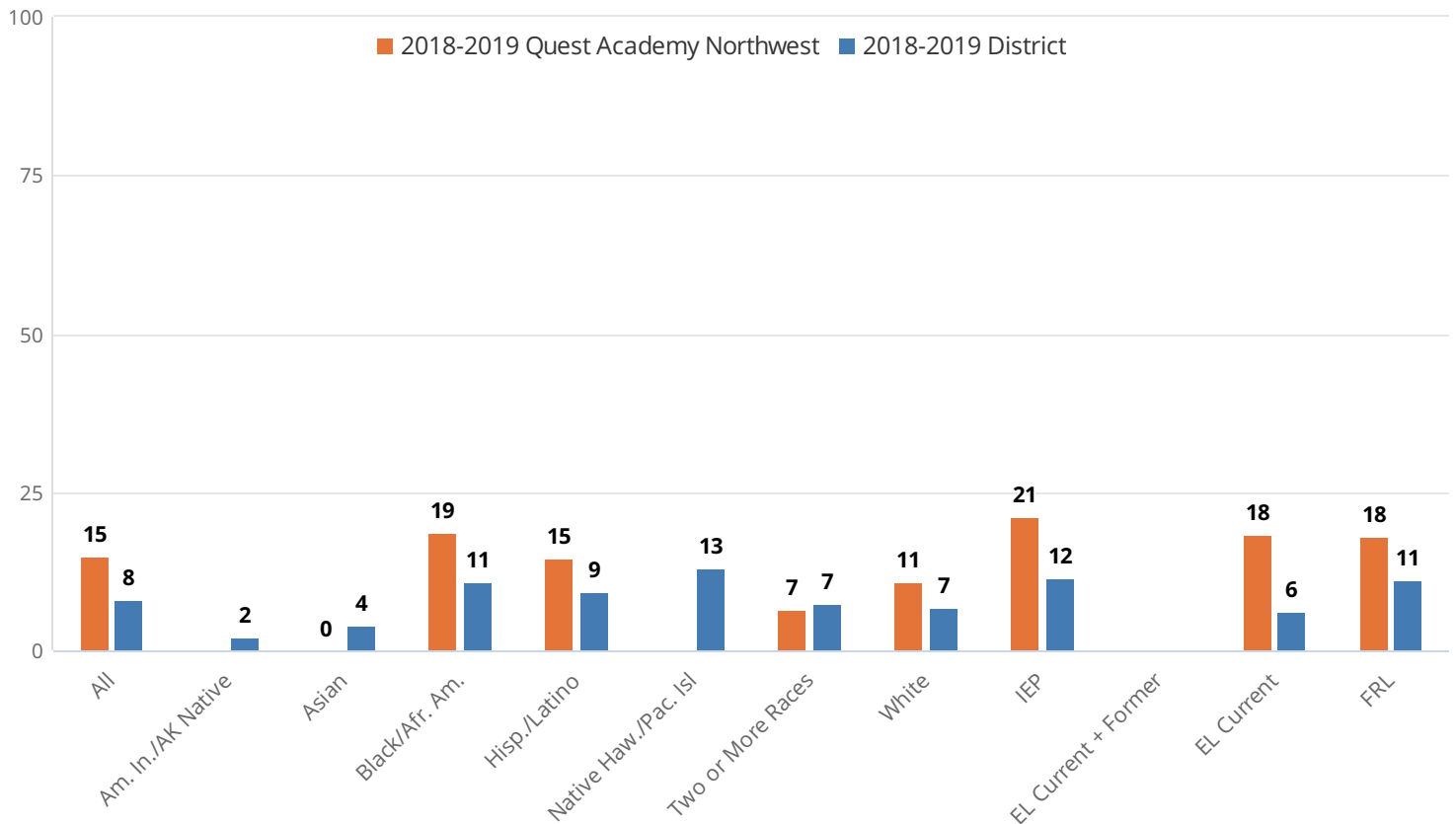
Chronic Absenteeism

Chronic Absenteeism Points Earned: 4.5/10


Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	15	8	17.5	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	0	4.2	7.1	4.9
Black/African American	18.6	11	19.3	14.5
Hispanic/Latino	14.6	9.4	18	11.5
Pacific Islander	-	13	18.1	12.6
Two or More Races	6.5	7.4	13.5	9
White/Caucasian	11	6.9	15.8	9
Special Education	21.3	11.5	19.1	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	18.3	6.2	21.2	10.4
Economically Disadvantaged	18.1	11.1	21.5	15.9

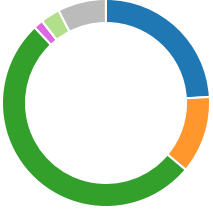
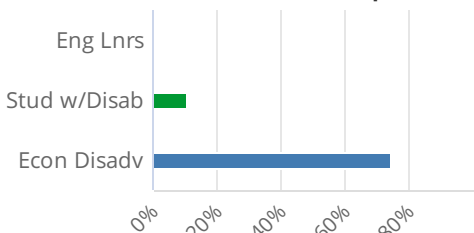
Reducing Chronic Absenteeism by 10% Points Earned: 1

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.

<p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 4025 N. Rancho Dr. Las Vegas, NV 89130</p>	 <p>52.7 Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 12% White 51.7% BI/Afr Am 24% Hisp/Latino 1.5% Asian 0% Am Ind/AK Nat 3% Pac Isl 7.5% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>56 ★★★★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	56 ★★★★★	2016-2017	N/A N/A	<p>Alternative Student Groups</p> 
School Year	Index Score/Star Rating							
2017-2018	56 ★★★★★							
2016-2017	N/A N/A							

What does my school rating mean?

Three-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.


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 ★★★★★★


2018-2019 School Performance

 **Academic Achievement Indicator**


Measure	School Rate	District Rate
Pooled Proficiency	31.3	50.2
Math Proficiency	21.3	42.6
ELA Proficiency	39.2	59.6
Science Proficiency	37.5	44.7

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	-	38.3

 **Student Growth Indicator**

Measure	School Median	District Median
Math MGP	56	58
ELA MGP	64	56
	School Rate	District Rate
Met Math AGP Target	21.6	44.3
Met ELA AGP Target	43.2	61.3

 **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met	15	21.8
Math AGP Target		
Prior Non-Proficient Met	26.3	32.7
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.



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

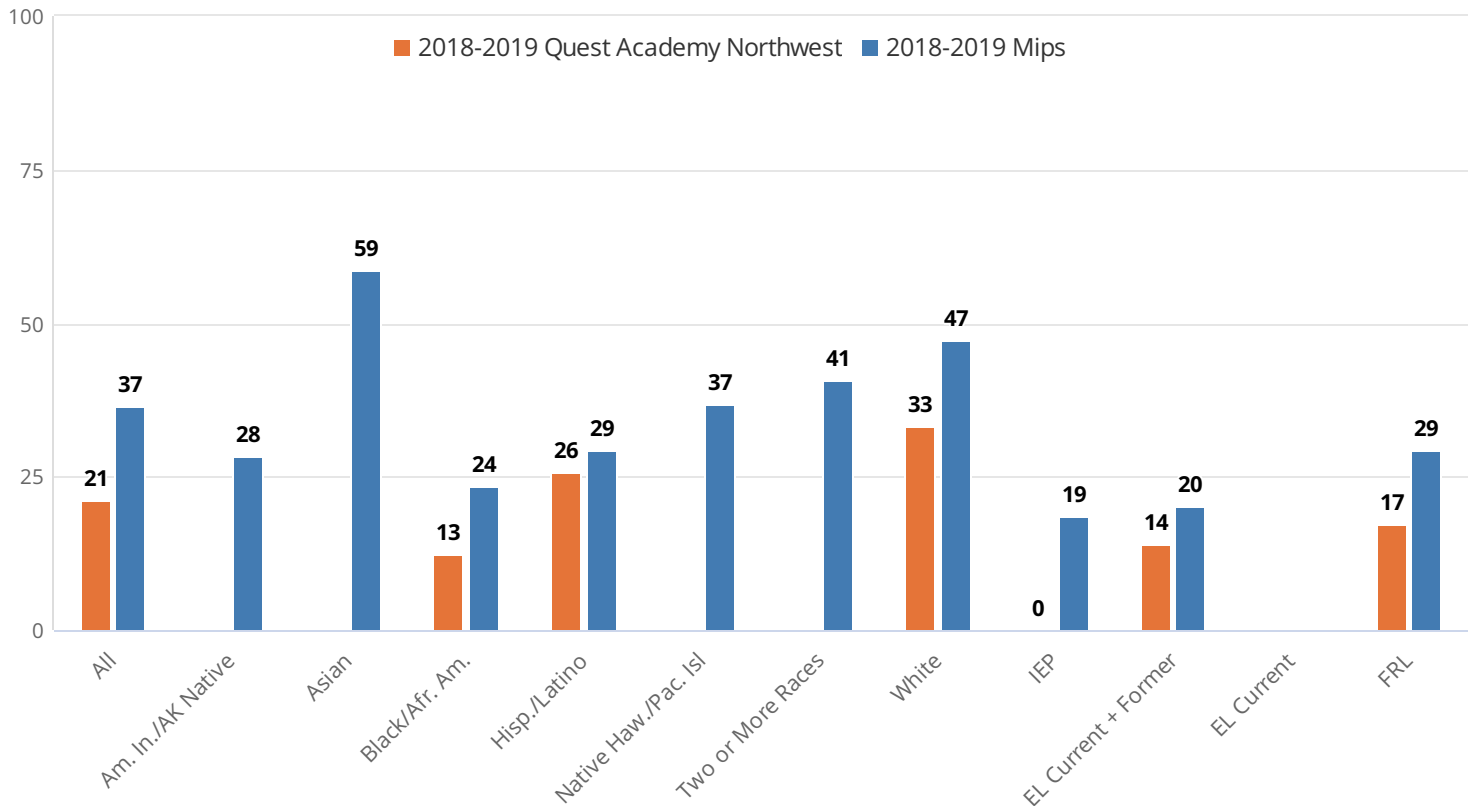
Pooled Proficiency Points Earned: 9/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	31.3	50.2	28.6	46.3

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	21.3	42.6	36.5	20.2	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	12.5	24.1	23.5	6.5	17.7	19.5
Hispanic/Latino	25.8	31.8	29.3	18.6	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	-	47.2	40.6	33.3	41.5	37.5
White/Caucasian	33.2	51.2	47.1	25	44.4	44.4
Special Education	0	12	18.6	0	11.5	14.3
English Learners Current + Former	14.1	26.8	20.2	22.2	22.2	16
English Learners Current	-	12.5	-	0	8.5	-
Economically Disadvantaged	17.3	29	29.2	13.8	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.

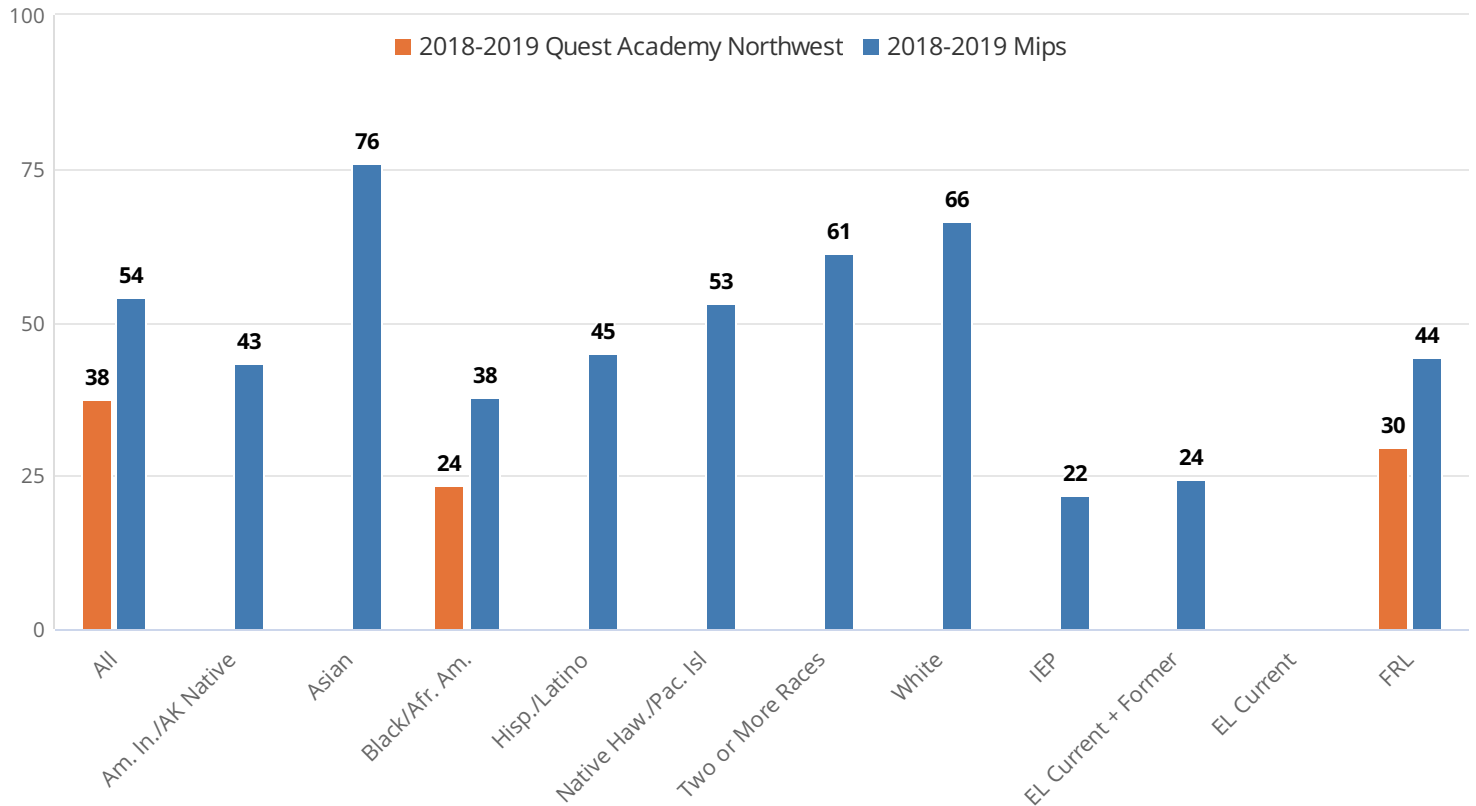


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	39.2	59.6	54.1	36.2	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	34.2	40.1	37.8	21.7	38.4	34.5
Hispanic/Latino	29.6	50.2	45.1	30.2	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	46.7	61	59.2
White/Caucasian	50	67.7	66.3	50	63.5	64.6
Special Education	18.1	19.8	21.9	25	20.7	17.8
English Learners Current + Former	14.1	42.7	24.3	40.7	34.8	20.3
English Learners Current	-	22	-	13.3	15.8	-
Economically Disadvantaged	39.5	46.3	44.4	24.6	41.5	41.4

ELA Assessments
% Proficient



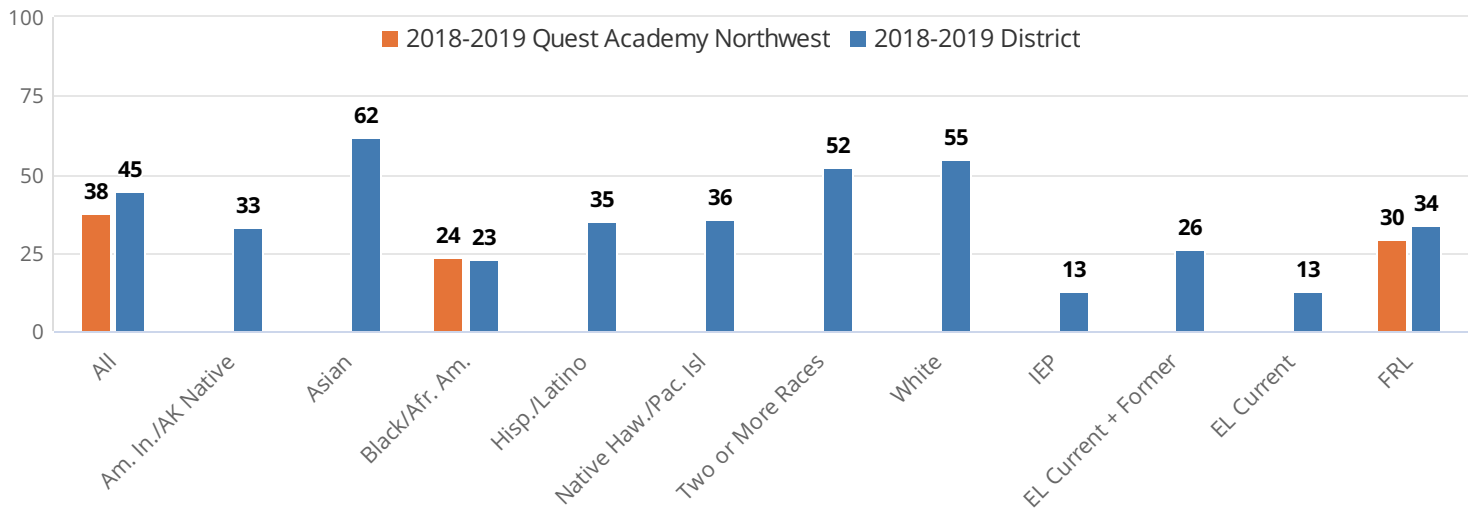


Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	37.5	44.7	31.3	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	-	62	-	62.2
Black/African American	23.5	23.1	10	25
Hispanic/Latino	-	35.2	30.7	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	-	52.2	-	51.6
White/Caucasian	-	54.5	-	54
Special Education	-	13	-	14.6
English Learners Current + Former	-	26	-	25.7
English Learners Current	-	12.6	-	9.3
Economically Disadvantaged	29.6	33.7	23	30.7

Science Assessments
% Proficient



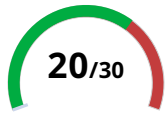
Participation on State Assessments

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	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	>=95%	>=95%
Special Education	-	-	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



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: 7/10 ELA MGP Points Earned: 9/10

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	56	58	64	56	54	52	60	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	-	63	-	57	-	62	-	62
Black/African American	48	53	58	51	62.5	45	49	50.5
Hispanic/Latino	55.5	59	66.5	57	51	54	66	52
Pacific Islander	-	63	-	57	-	51.5	-	49.5
Two or More Races	-	56	-	54	37	53	72	55
White/Caucasian	63	58	83.5	56	56	49	60	53
Special Education	50	55	59.5	55	41	44	65	50
English Learners Current + Former	57	64	79	64	57.5	59	58.5	54
English Learners Current	-	61	-	62	61	57	51	53
Economically Disadvantaged	57	59	65	57	51	53	56	52

AGP Growth Data

Math AGP Points Earned: 2/5 ELA AGP Points Earned: 2/5

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	21.6	44.3	43.2	61.3	28.1	37.7	40.6	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	-	65.9	-	78.5	-	66.5	-	78
Black/African American	12.1	27.5	36.7	44.2	18.1	20.1	27.2	39.5
Hispanic/Latino	19.1	35.5	38.3	53.6	23	30.1	30.7	47.2
Pacific Islander	-	47.2	-	59.7	-	35.3	-	53.1
Two or More Races	-	47.1	-	66.2	33.3	42.7	53.3	61.3
White/Caucasian	30	51.8	50	68.4	34.7	44	56.5	62.2
Special Education	0	16.8	20	25.3	5.5	14.5	38.8	23.6
English Learners Current + Former	0	32.7	23	48.3	29.1	31.3	41.6	40
English Learners Current	-	17.3	-	28.1	7.6	14.8	0	20.1
Economically Disadvantaged	18.1	33.3	45.3	50.3	22.8	25.8	28	42.2

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



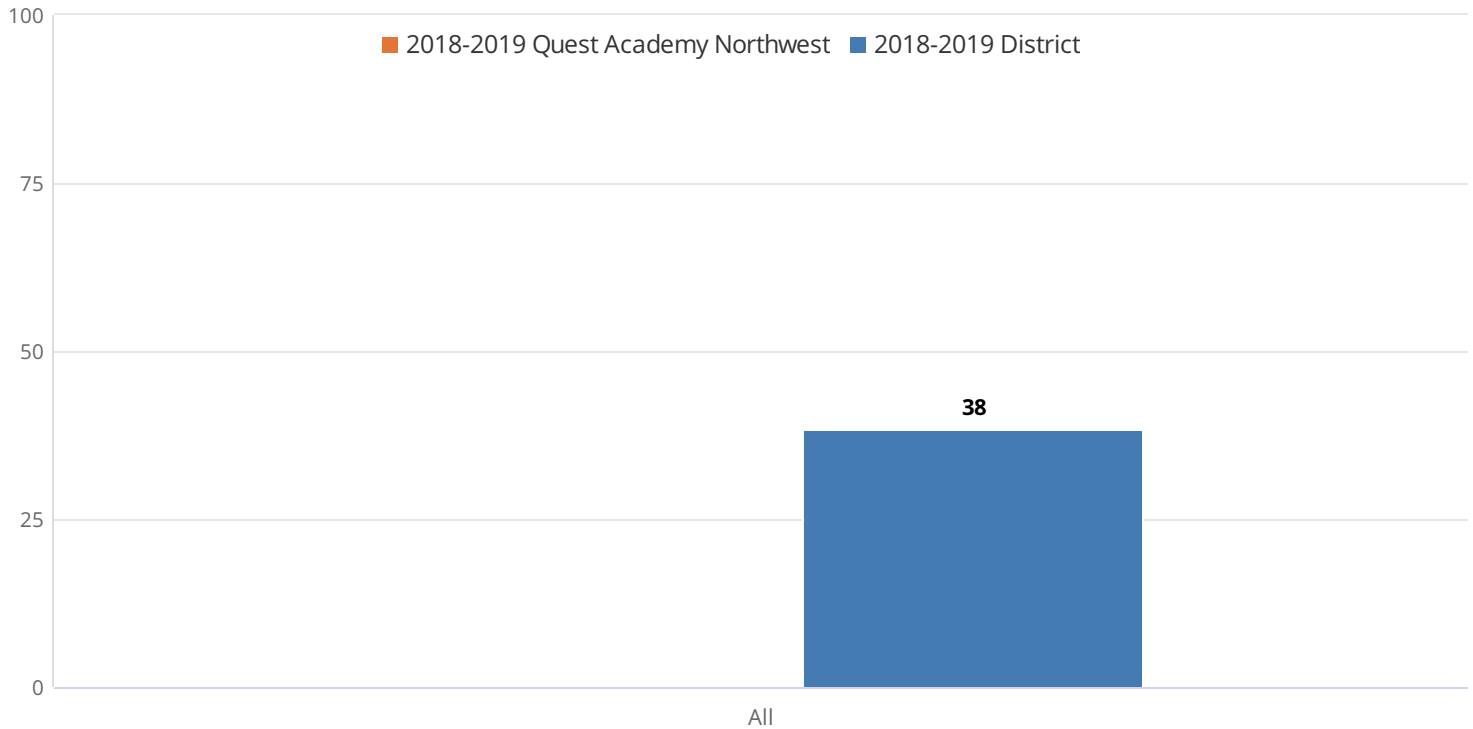
English Language

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	13	38.4	32.4

% English Learners Meeting AGP on WIDA



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



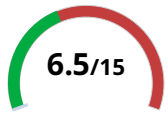
Closing Opportunity Gaps

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: 6/10 ELA AGP Points Earned: 6/10

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	15	21.8	26.3	32.7	15.5	19	20.2	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	-	28.6	-	40.2	-	35.6	-	44.6
Black/African American	11	15	20.8	22	11.7	10.9	13.7	23.3
Hispanic/Latino	13	21.5	27.6	31.1	15.1	17.1	17.2	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	-	19.8	-	32.8	-	21	-	32
White/Caucasian	-	24.8	-	38.3	26.6	21.5	25	33.2
Special Education	0	9.6	-	16.8	7.1	6.4	21.4	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	11.1	N/A	13.3	N/A
English Learners Current	-	12.5	-	22.1	8.3	13.8	0	16.8
Economically Disadvantaged	14	19.5	28.3	29.1	17	16	21	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.



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.

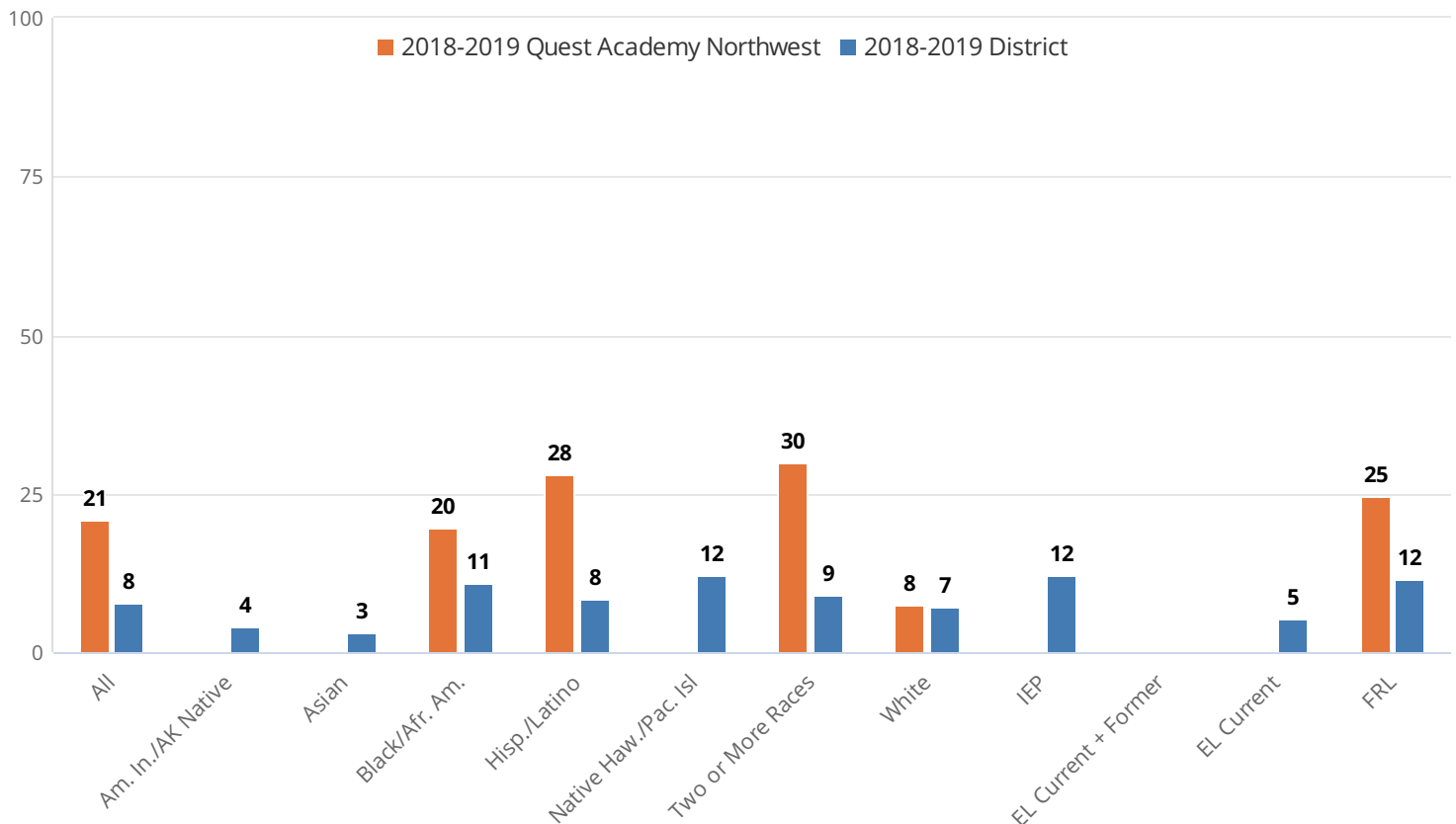
Chronic Absenteeism

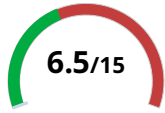
Chronic Absenteeism Points Earned: 1.5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	21	7.9	17.9	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	-	3	-	3.6
Black/African American	19.6	11	18	12.9
Hispanic/Latino	28.1	8.4	21.1	11.7
Pacific Islander	-	12	-	11.9
Two or More Races	30	8.9	25	12
White/Caucasian	7.5	7.2	13.8	10.9
Special Education	-	12.1	25	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	5.2	29.4	8.5
Economically Disadvantaged	24.6	11.5	21.5	14.3

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

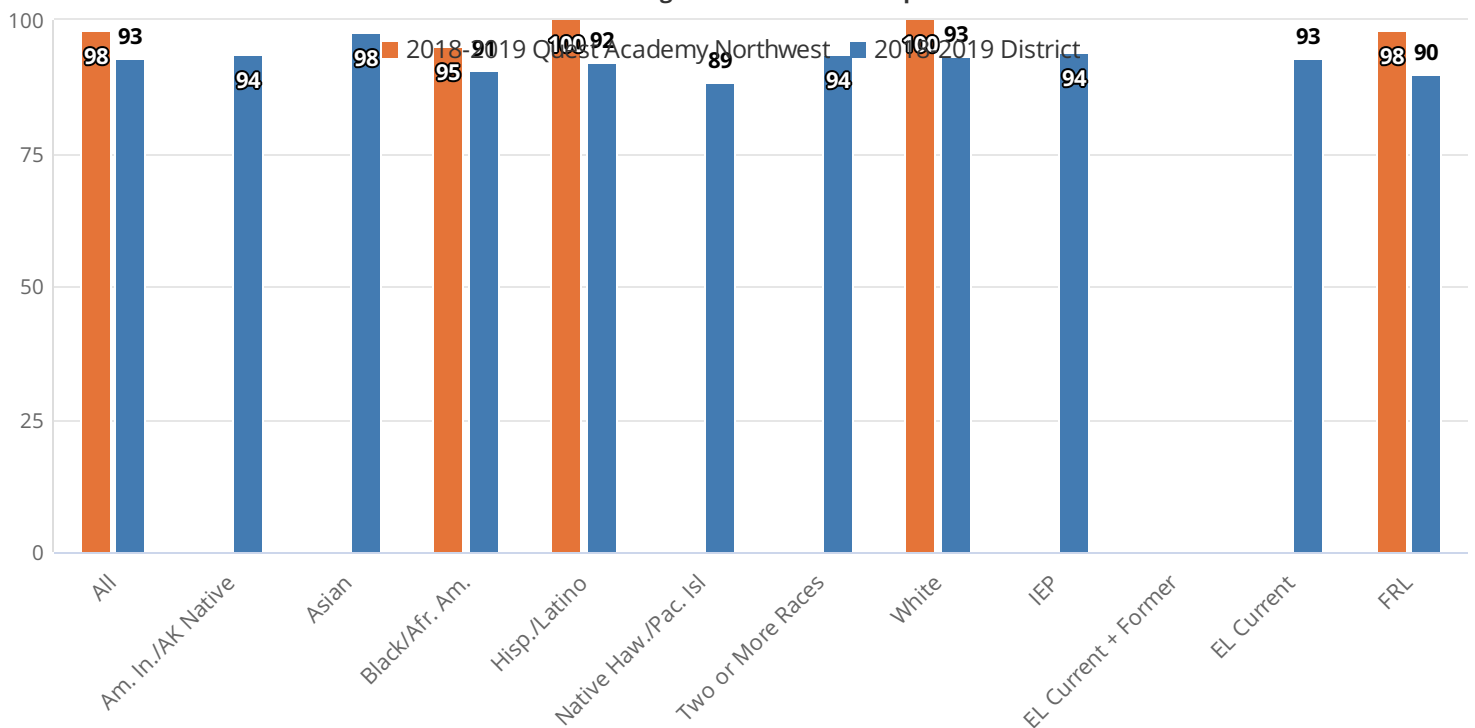
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5	98	97.5
American Indian/Alaska Native	-	100	-	98
Asian	-	99.7	-	98.4
Black/African American	100	99.2	96.1	96.3
Hispanic/Latino	100	99.5	100	97.5
Pacific Islander	-	99.5	-	95.9
Two or More Races	100	99.7	100	97.3
White/Caucasian	100	99.4	100	97.8
Special Education	-	99.4	100	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	98.5	95.7	98.2
Economically Disadvantaged	100	99.4	95.7	98.2

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	98	92.7	76.3	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	-	97.9	-	99.4
Black/African American	95.2	90.5	90.9	85.4
Hispanic/Latino	100	92.2	61.5	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	-	93.7	-	91.7
White/Caucasian	100	93.2	-	93.4
Special Education	-	93.9	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.7	64.2	85.6
Economically Disadvantaged	98	89.7	64.2	85.6

% of Students Meeting 8th Grade Credit Requirements



'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.