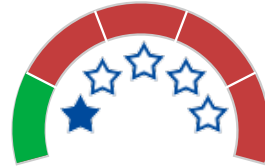
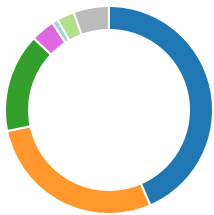


School Level: High School
Grade Levels: 09-12
District: State Public Charter School Authority
School Address: 7360 W. Flamingo Rd
 Las Vegas, NV 89147



10.5
Total Index Score

School Type: *Charter SPCSA Virtual*
 School Designation: *CSI*
 95% Assessment Participation: *Met*



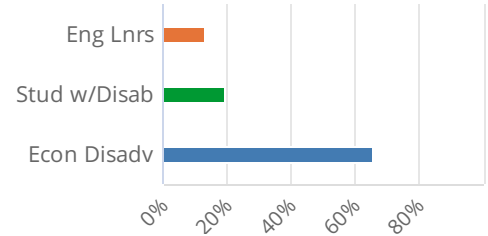
Student Race/Ethnicity

28.1% White
 15.3% BI/Afr Am
 43.3% Hisp/Latino
 3.7% Asian
 0.9% Am Ind/AK Nat
 2.7% Pac Isl
 5.5% Two or More

School Performance History

School Year	Index Score/Star Rating
2017-2018	15.5 ★
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 interventions.

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

Measure	School Rate	District Rate
Math Proficiency	1.1	25.8
ELA Proficiency	12.9	53.8
Science Proficiency	-	28.8



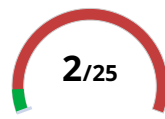
Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	33.2	70.0
5-Year	62.2	69.0



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	11.6	24.3



College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	1.1	46.2
Post-Secondary Preparation Completion	0.6	32.8
Advanced or CCR Diploma	11.0	29.6



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	-	90.7
Chronic Absenteeism	32.2	10.3
Climate Survey Participation	82.2	N/A

** 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.



Academic Achievement

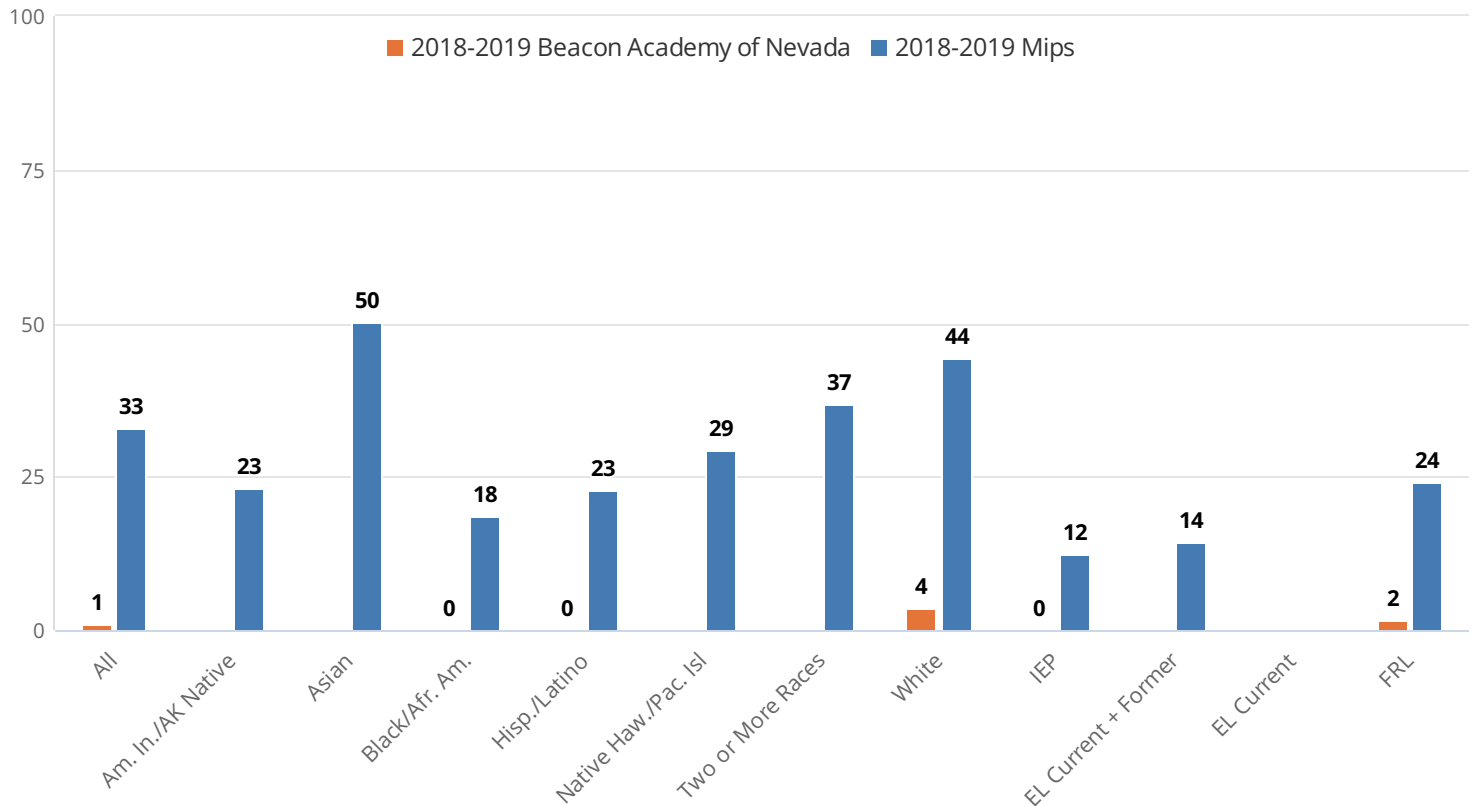
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language 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: 0.5/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	1.1	25.8	32.83	9.3	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	7.1	6.2	14.12
Hispanic/Latino	0	18.5	22.93	3	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	-	26	36.96	-	26.1	33.64
White/Caucasian	3.5	32	44.25	17.6	28.4	41.31
Special Education	0	6	12.38	0	2.2	7.77
English Learners Current + Former	-	5	14.2	-	10.9	10.02
English Learners Current	-	0	-	-	2.4	6.96
Economically Disadvantaged	1.6	14.5	24	6.8	13.3	20.01

Math Assessments
% Proficient



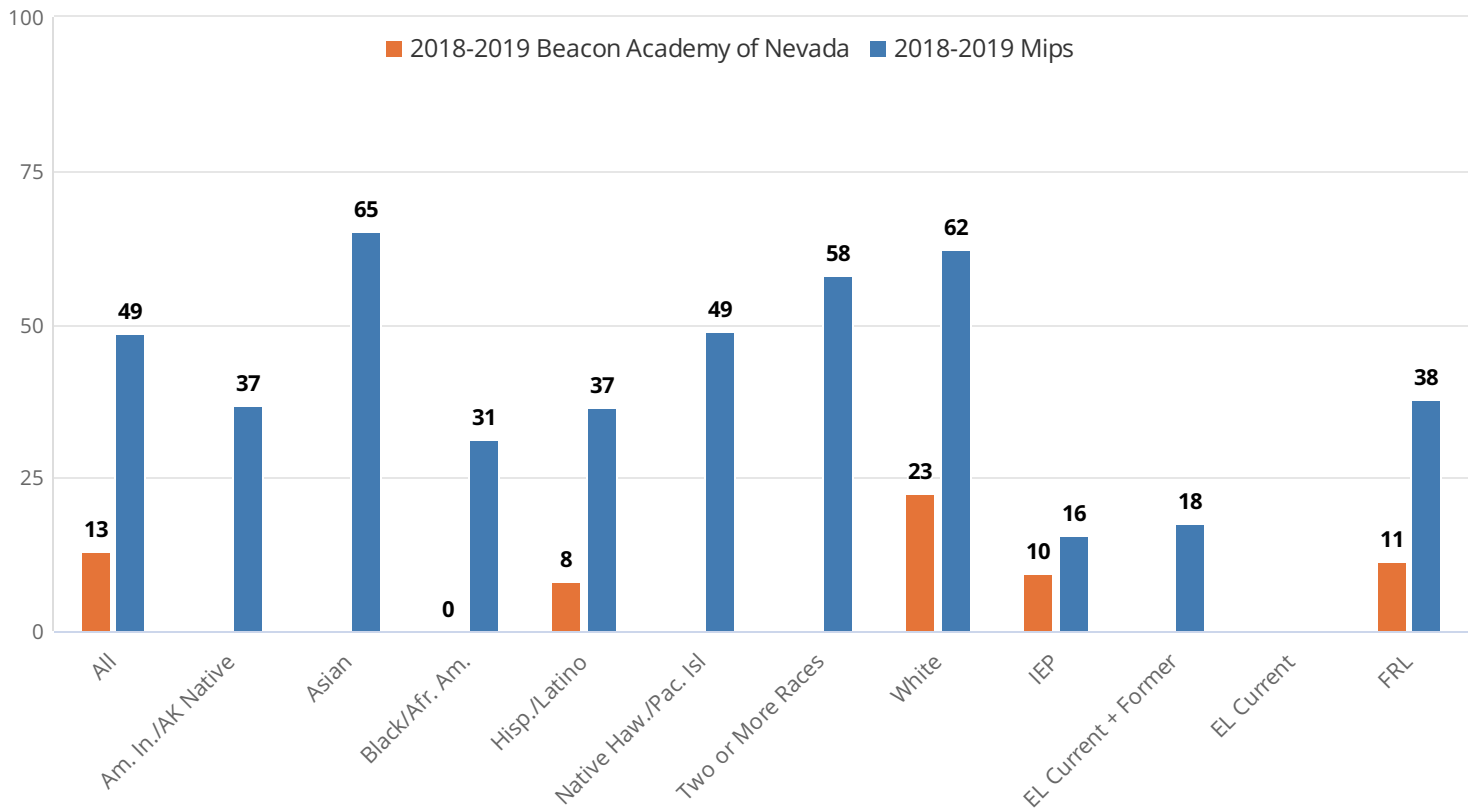
Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 0.5/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	12.9	53.8	48.54	28.5	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	0	32.7	31.39	14.2	21.6	27.78
Hispanic/Latino	8	47.2	36.5	19.3	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	-	62.5	58.07	-	46.9	55.86
White/Caucasian	22.5	59.7	62.25	41.1	50	60.26
Special Education	9.5	18.8	15.71	0	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	11.4	41.8	37.66	18.1	31.2	34.37

ELA Assessments
% Proficient



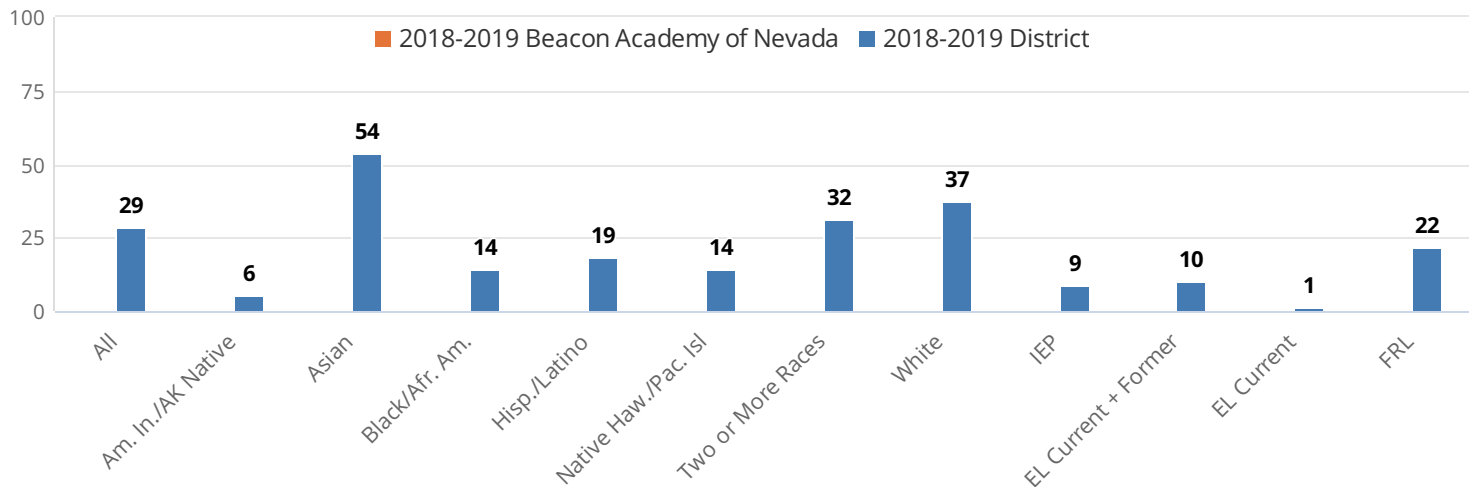


Academic Achievement

Science Proficient

Science Proficient Points Earned: NA/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	-	28.8	10	33.1
American Indian/Alaska Native	-	5.7	-	30.7
Asian	-	53.7	-	48.2
Black/African American	-	14	-	18.7
Hispanic/Latino	-	18.5	9	23.5
Pacific Islander	-	14.1	-	22.7
Two or More Races	-	31.5	-	36.9
White/Caucasian	-	37.2	4.1	39.7
Special Education	-	9	7.1	12.9
English Learners Current + Former	-	9.9	-	8.5
English Learners Current	-	1.1	-	4.1
Economically Disadvantaged	-	21.8	15.1	26.4

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

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%	>=95%	>=95%
Special Education	>=95%	>=95%	>=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

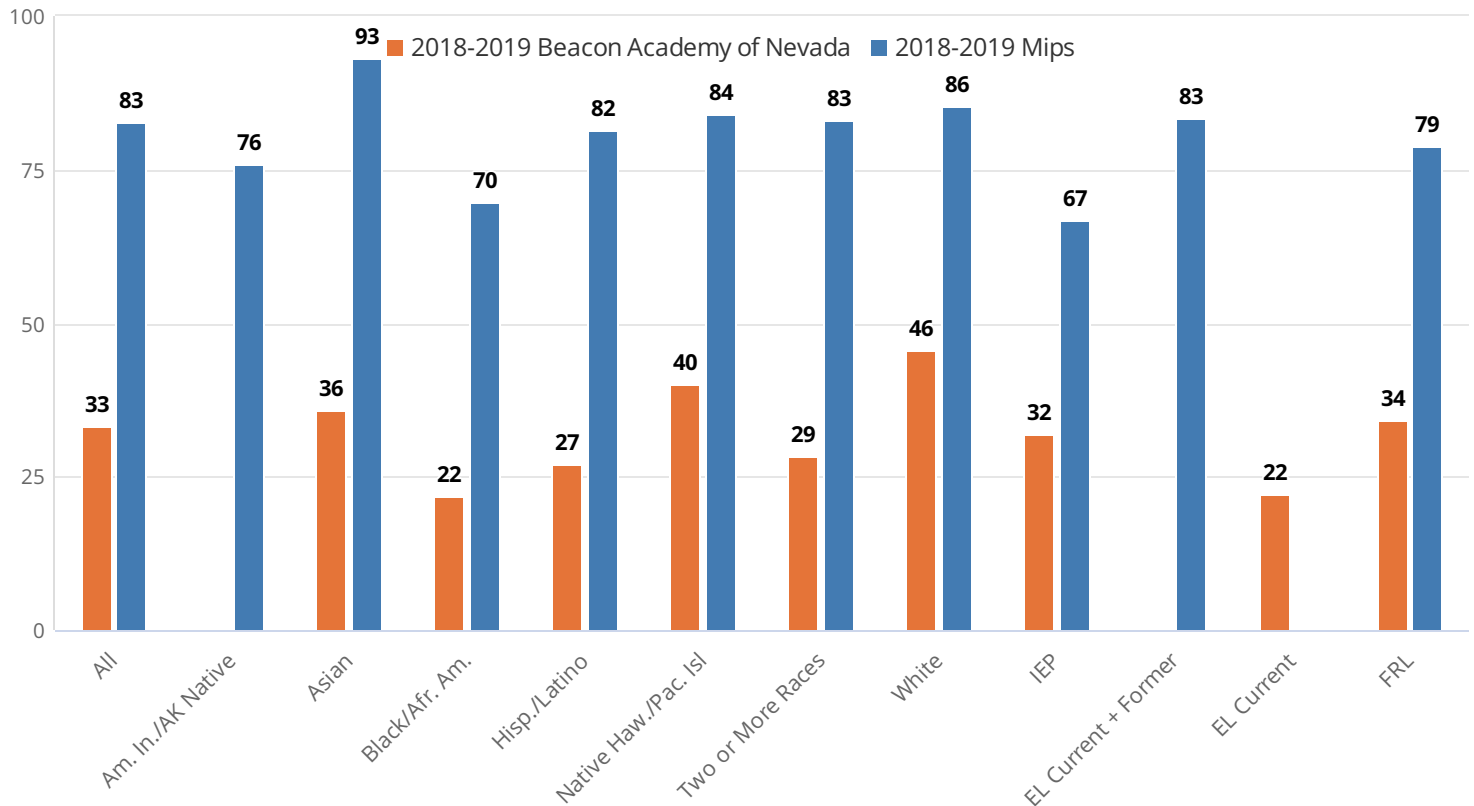
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are 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 who ever 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	33.2	70	82.6	59.5	65.2	80.9
American Indian/Alaska Native	-	63.6	75.9	-	35.2	73.9
Asian	35.7	82.7	93.3	83.3	84.1	93.1
Black/African American	21.8	59.6	69.8	61.1	58.5	67.7
Hispanic/Latino	27	68.9	81.5	51.7	59.5	79.7
Pacific Islander	40	63.2	83.9	-	46.6	82.3
Two or More Races	28.5	68.9	83	44.4	66.3	81.3
White/Caucasian	45.5	71.9	85.5	69.8	68.6	84.2
Special Education	32	61.7	66.9	41.2	50.7	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	22.1	68.4		56.6	62.2	
Economically Disadvantaged	34.2	65	78.7	58.1	56.5	76.8

Graduation Rates
4-year ACGR





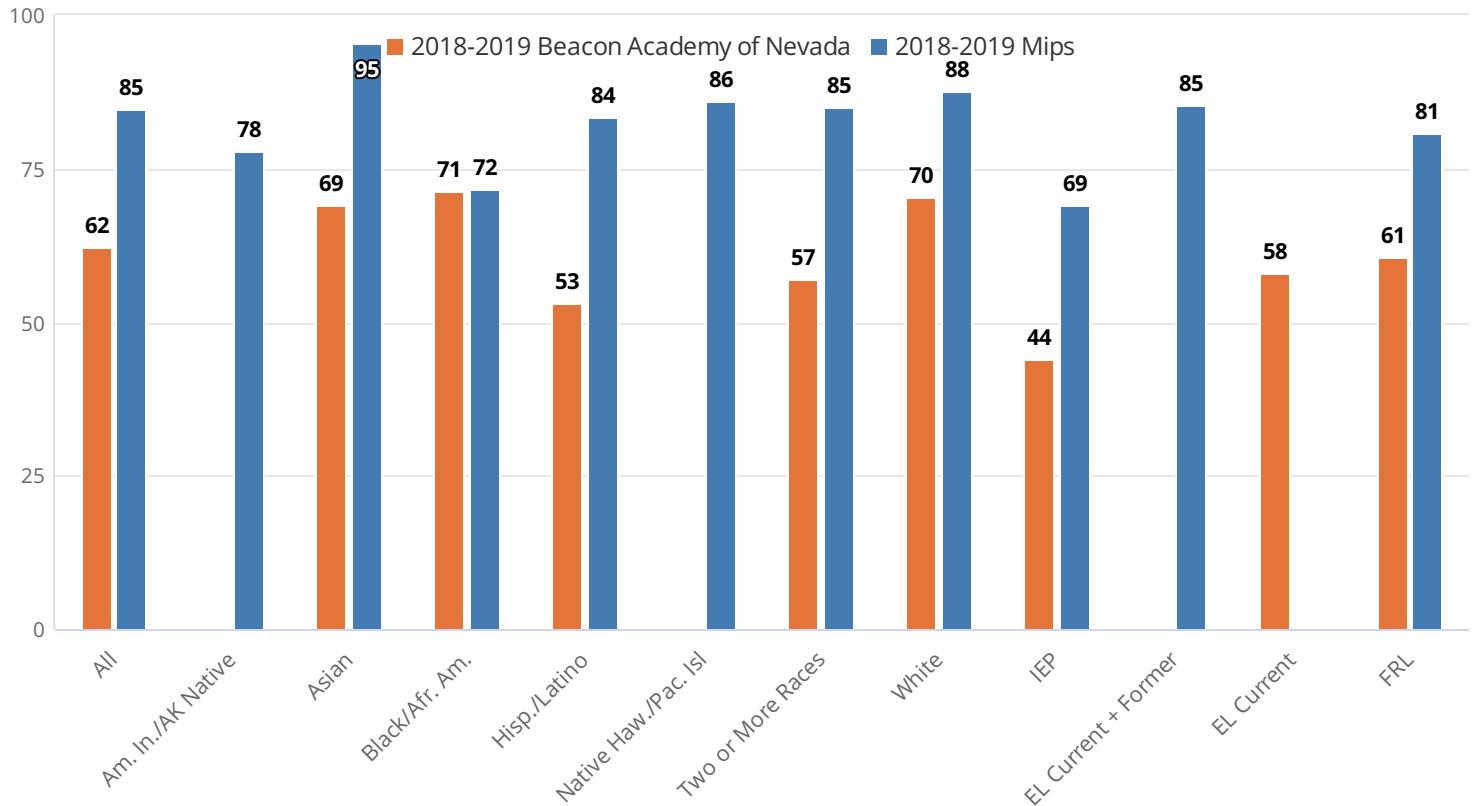
Graduation Rates


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	62.2	69	84.6	58.4	66.9	82.9
American Indian/Alaska Native	-	58.7	77.9	-	-	75.9
Asian	69.2	80.9	95.3	-	84.6	95.1
Black/African American	71.4	67.4	71.8	40	54	69.7
Hispanic/Latino	53.2	64.4	83.5	68.1	70.1	81.7
Pacific Islander	-	52	85.9	-	69.2	84.3
Two or More Races	57.1	72	85	72.7	54.2	83.3
White/Caucasian	70.4	71	87.5	54.7	68.1	86.2
Special Education	44	56.2	68.9	32.2	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	58.1	64		60	52	
Economically Disadvantaged	60.5	61.3	80.7	57.4	58.5	78.8

Graduation Rates
5-year ACGR



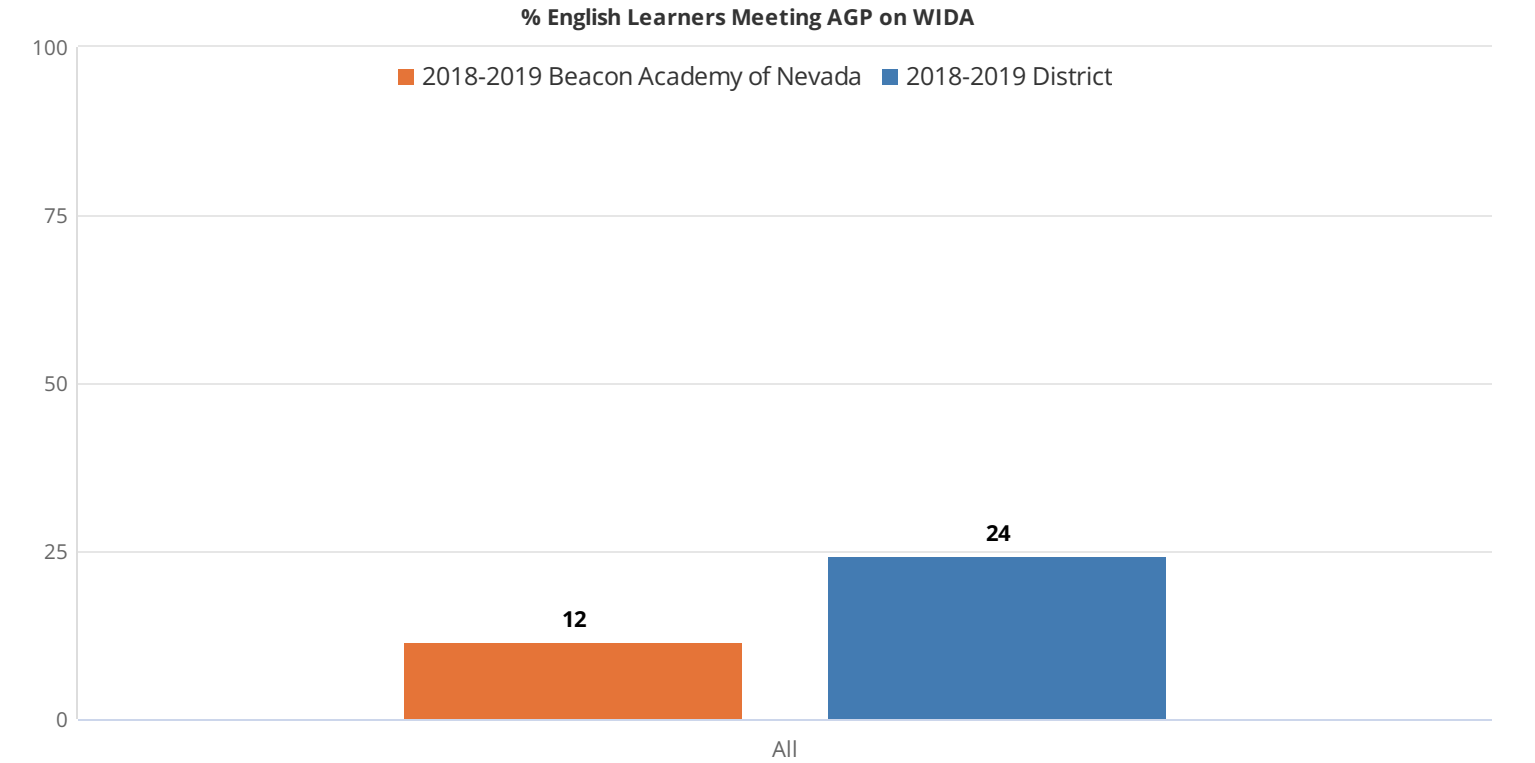


English Language

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: 6/10

	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	17	11.6	24.3	10	10	26.8



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



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

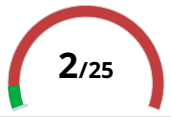
Post-Secondary Preparation Participation Points Earned: 0.5/10

Groups	2019 % Participation	2019 % Participation District	2018 % Participation	2018 % Participation District
All Students	1.1	46.2	0.4	38.3
American Indian/Alaska Native	-	50	-	-
Asian	-	67	0	61.1
Black/African American	3.3	27.5	0	25.6
Hispanic/Latino	0	48.6	0	38.6
Pacific Islander	-	25	-	26.8
Two or More Races	-	46.2	0	49.2
White/Caucasian	2.3	46.2	1.3	37.6
Special Education	2.7	25	0	6.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	0	58.8	0	8.5
Economically Disadvantaged	0.8	40	0	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	0.6	32.8	0	24.7
American Indian/Alaska Native	-	40	-	-
Asian	-	54.6	0	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	-	39.7	0	27.6
White/Caucasian	2.3	33.2	0	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	0	52	0	0
Economically Disadvantaged	0	28.8	0	18



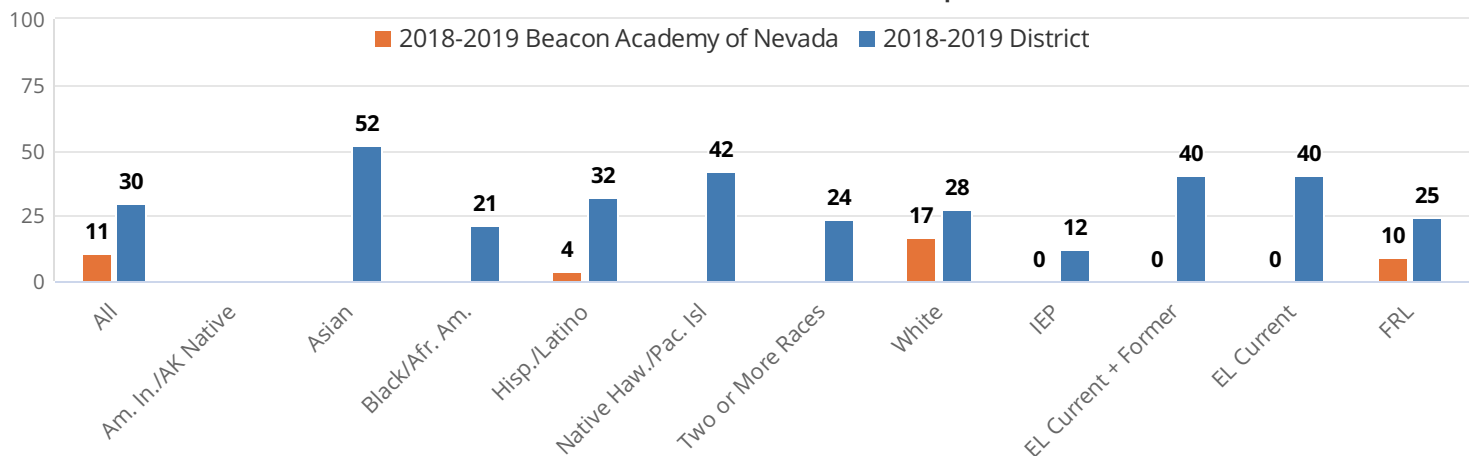
College and Career Readiness

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	11	29.6	8.5	23.4
American Indian/Alaska Native	-	-	-	-
Asian	-	52.2	20	46.2
Black/African American	-	21.3	4.5	20
Hispanic/Latino	3.7	32.2	4.4	14.8
Pacific Islander	-	42.1	-	14.2
Two or More Races	-	23.8	-	27.9
White/Caucasian	17	27.5	9.2	24.5
Special Education	0	12.3	0	9.8
English Learners Current + Former	0	40.3	5.8	27.5
English Learners Current	0	40.3	5.8	27.5
Economically Disadvantaged	9.5	24.6	8.4	18.2

% Students Who Received Advanced or CCR Diploma



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	1.1	0.6	0	0.6	0	0	0	0
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	3.3	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	2.3	2.3	0	0	0	0	0	0
Special Education	2.7	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	0	0	0	0	0	0	0	0
Economically Disadvantaged	0.8	0	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 Advanced 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.

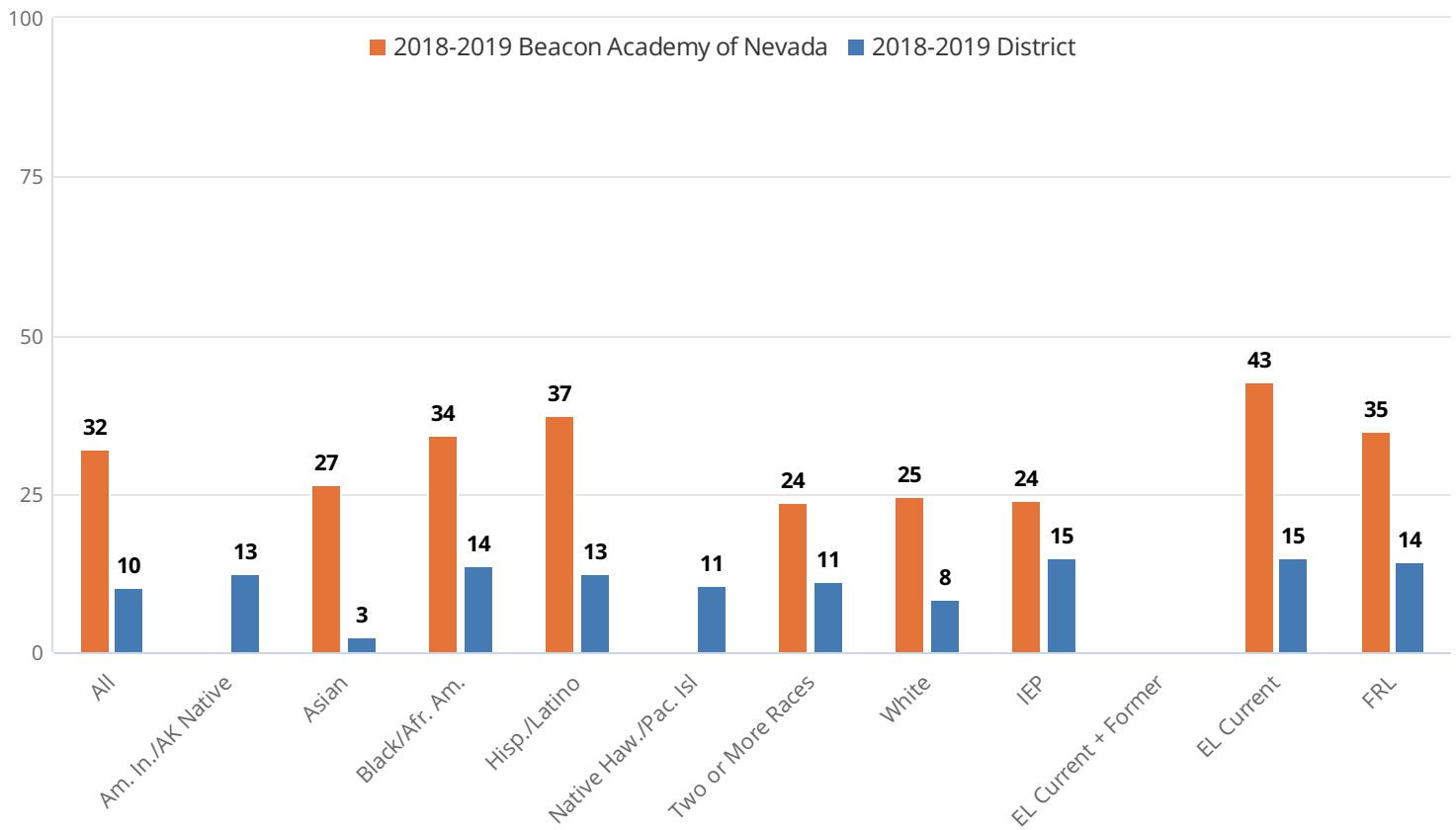
**Student Engagement**

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: 0/5**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	32.2	10.3	63.7	21
American Indian/Alaska Native	-	12.6	-	30
Asian	26.6	2.6	59	11.9
Black/African American	34.3	13.8	71.4	27
Hispanic/Latino	37.3	12.5	68.7	24.2
Pacific Islander	-	10.5	82.3	25
Two or More Races	23.8	11.1	39.1	20.7
White/Caucasian	24.6	8.4	53.2	18.3
Special Education	24.1	15.1	64.4	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	42.7	15	74.3	29.3
Economically Disadvantaged	35	14.3	67.2	27.7

Reducing Chronic Absenteeism by 10% bonus points: 0.5

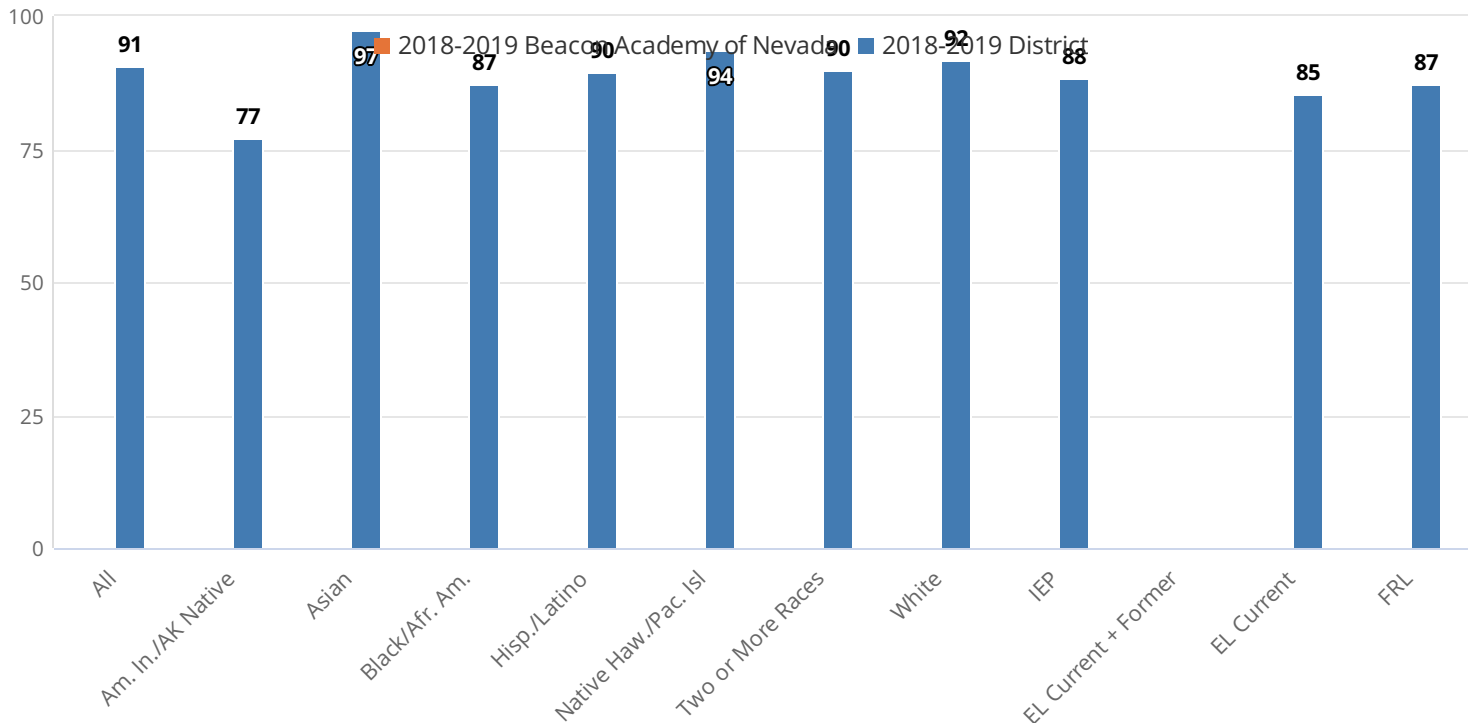
Chronic Absenteeism Rate (%)



Student Engagement

9th Grade Credit Sufficiency9th Grade Credit Sufficiency Points Earned NA/5

Groups	2019 % 9 th Grade Credit Sufficiency	2019 % 9 th Grade Credit Sufficiency District	2018 % 9 th Grade Credit Sufficiency	2018 % 9 th Grade Credit Sufficiency District
All Students	-	90.7	33.3	87.3
American Indian/Alaska Native	-	76.9	-	87.5
Asian	-	97.2	-	94.7
Black/African American	-	87.2	-	82.6
Hispanic/Latino	-	89.5	-	87
Pacific Islander	-	93.7	-	86.4
Two or More Races	-	89.7	-	88.6
White/Caucasian	-	91.7	-	87.8
Special Education	-	88.2	27.2	79
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	85.4	27.2	82.4
Economically Disadvantaged	-	87.2	27.2	82.4

% of Students Meeting 9th Grade Credit Requirements

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