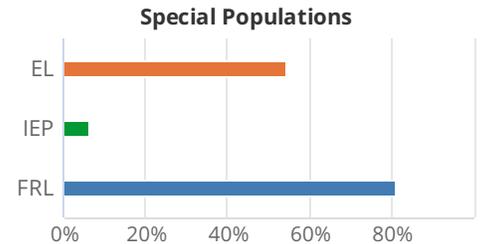
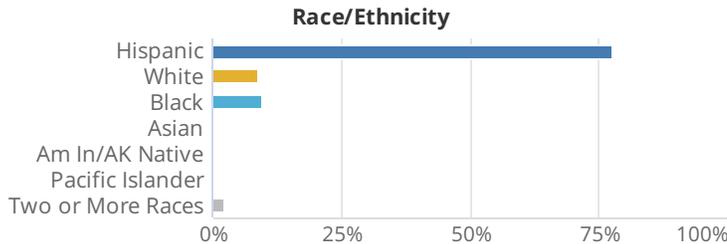


School Year 2017-2018 Nevada School Rating for Mater Academy Bonanza



School Type: Charter SPCSA
 School Level: Elementary School
 Grade Levels: PK-06
 District: State Public Charter School Authority
 Website: <http://www.materbonanza.org/>

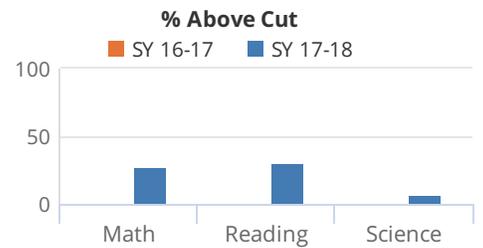
Total Index Score: 21.5
 School Designation: CSI
 4760 E. Bonanza Road
 Las Vegas, NV 89110
 Phone: 702-478-8318



Academic Achievement



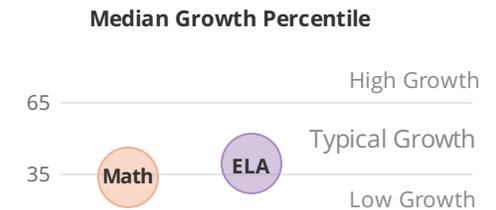
	% Above Cut	% District
Math CRT	27.4	52.8
ELA CRT	30.8	58.6
Science CRT	7.4	35.3
<i>Pooled Average</i>	26.0	52.9
Read by Grade 3	28.7	56.2



Student Growth



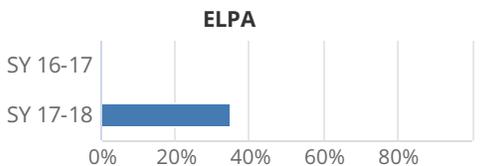
	% SY 17-18
Math CRT MGP	34.0
ELA CRT MGP	39.0
Math CRT AGP	17.6
ELA CRT AGP	36.3



English Language



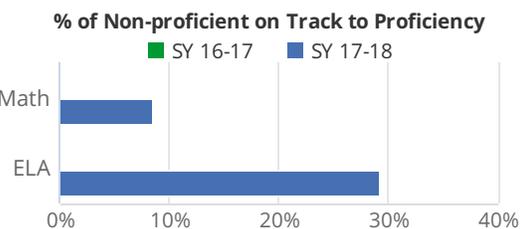
	% of EL Meeting AGP	% District
ELPA	34.7	42.5



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	8.6	~10%
ELA CRT	29.2	~30%

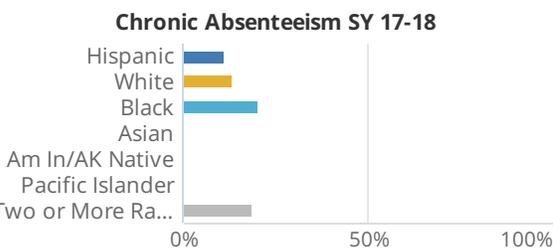


Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	12.6	10.1
	% Participation	Met Target
Climate Survey	89.9	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	7.6	30.6	28.8	11.5	40.5	39.6	0	14.6	N/A
Hispanic/Latino	28.4	40.2	36.5	32.3	48	45.5	6.7	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	22.7	61.1	57.2	22.7	65	65.7	20	43.8	N/A
Special Education	12.5	29.2	24.8	6.2	29.3	26.3	-	19.4	N/A
English Learners Current + Former	25.9	37.4	32.4	27.4	38.9	38.4	3.2	15.2	N/A
English Learners Current	22.5	25.5		19.3	22.8		0	4.8	N/A
Economically Disadvantaged	26.3	33.1	35.7	30.1	40.4	44	4.8	17.3	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	0	34.2
Hispanic/Latino	32.8	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	-	62.6
Special Education	-	29.4
English Learners Current + Former	29.8	33
English Learners Current	24.5	21.8
Economically Disadvantaged	28.2	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	15.5	45.5	21.4	35.7
Hispanic/Latino	36	39	17.4	37.4
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	20.5	19	14.2	21.4
Special Education	-	-	-	-
English Learners Current + Former	35	34.5	14.7	31.1
English Learners Current	32	32	10.5	25.2
Economically Disadvantaged	36	39	17.7	36.7

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	7.8	30.1
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	-	-
Special Education	-	-
English Learners Current + Former	6.6	31.6
English Learners Current	3.3	25.7
Economically Disadvantaged	8.9	30.5

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	-	4.9
Black/African American	20.3	14.5
Hispanic/Latino	11.3	11.5
Pacific Islander	-	12.6
Two or More Races	18.7	9
White/Caucasian	13.7	9
Special Education	15.2	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	12.5	10.4
Economically Disadvantaged	12.7	15.9

What does my school rating mean?

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

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 graduation rates below 67% 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 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

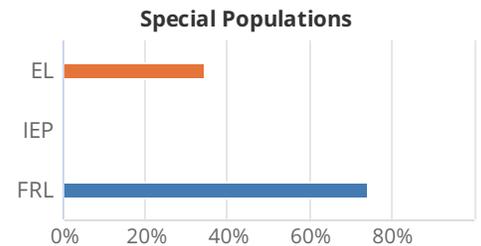
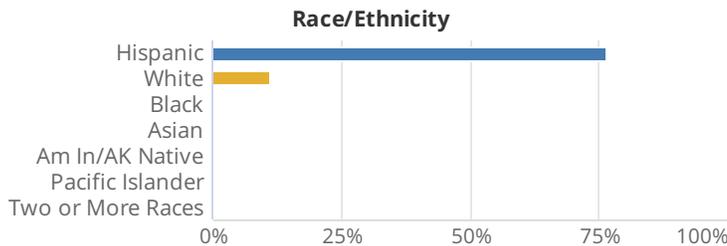
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for Mater Academy Bonanza



School Type: Charter SPCSA
 School Level: Middle School
 Grade Levels: PK-06
 District: State Public Charter School Authority
 Website: <http://www.materbonanza.org/>

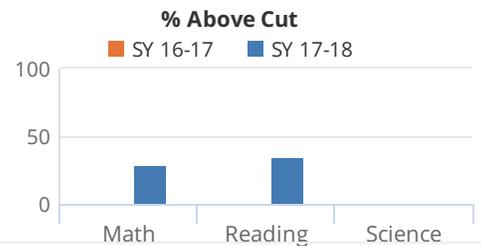
Total Index Score: 63.34
 School Designation:
 4760 E. Bonanza Road
 Las Vegas, NV 89110
 Phone: 702-478-8318



Academic Achievement



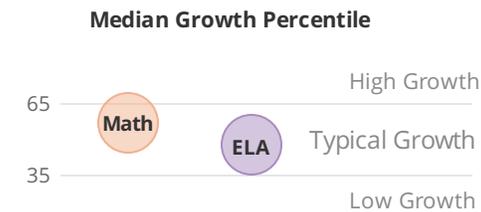
	% Above Cut	% District
% Math CRT	29.0	36.8
% ELA CRT	36.0	56.1
% Science CRT	N/A	45.2
% Pooled Average	32.5	46.3



Student Growth



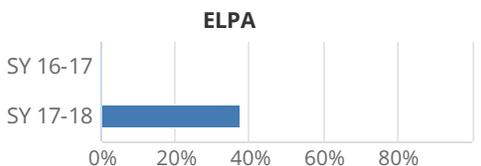
	% SY 17-18
Math CRT MGP	56.5
ELA CRT MGP	47.5
Math CRT AGP	31.7
ELA CRT AGP	42.6



English Language



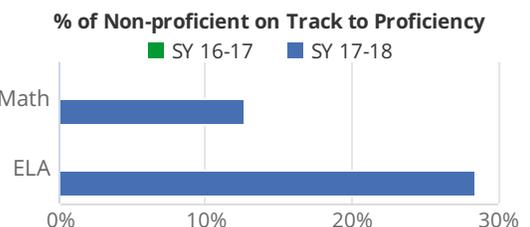
	% of EL Meeting AGP	% District
ELPA	37.5	32.4



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	12.7	12.7
ELA CRT	28.5	28.5

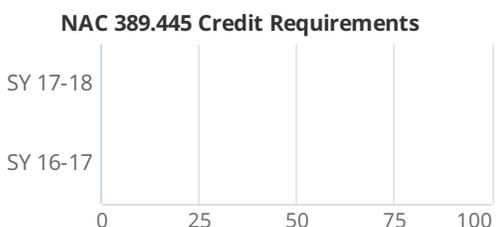


Student Engagement



*Bonus points included

	% School	% District
Chronic Absenteeism	1.0	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	N/A	91.5
	% Participation	Met Target
Climate Survey	95.5	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	-	26.5	24.6	-	57.1	40.5	N/A	38.1	N/A
Asian	-	64.1	56.4	-	77.3	74.6	N/A	62.2	N/A
Black/African American	-	17.7	19.5	-	38.4	34.5	N/A	25	N/A
Hispanic/Latino	32.3	26.1	25.5	40	46.3	42.2	N/A	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	N/A	42.8	N/A
Two or More Races	-	41.5	37.5	-	61	59.2	N/A	51.6	N/A
White/Caucasian	20	44.4	44.4	20	63.5	64.6	N/A	54	N/A
Special Education	-	11.5	14.3	-	20.7	17.8	N/A	14.6	N/A
English Learners Current + Former	25	22.2	16	36.3	34.8	20.3	N/A	25.7	N/A
English Learners Current	11.1	8.5		22.2	15.8		N/A	9.3	N/A
Economically Disadvantaged	26.8	21.7	25.5	34.3	41.5	41.4	N/A	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	-	-	-	-
Hispanic/Latino	57	48	36	49.1
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	43	34.5	20	20
Special Education	-	-	-	-
English Learners Current + Former	56.5	47.5	28.5	42.8
English Learners Current	58	46	16	28
Economically Disadvantaged	58	46.5	31.2	40.6

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	11.4	33.3
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	-	-
Special Education	-	-
English Learners Current + Former	12.5	28.5
English Learners Current	12.5	20
Economically Disadvantaged	12.8	25

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	N/A	85
Asian	-	3.6	-	98.4	N/A	99.4
Black/African American	-	12.9	-	96.3	N/A	85.4
Hispanic/Latino	0	11.7	100	97.5	N/A	89.4
Pacific Islander	-	11.9	-	95.9	N/A	91
Two or More Races	-	12	-	97.3	N/A	91.7
White/Caucasian	0	10.9	100	97.8	N/A	93.4
Special Education	0	15.3	-	96.8	N/A	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	0	8.5	100	98.2	N/A	85.6
Economically Disadvantaged	1.2	14.3	100	98.2	N/A	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