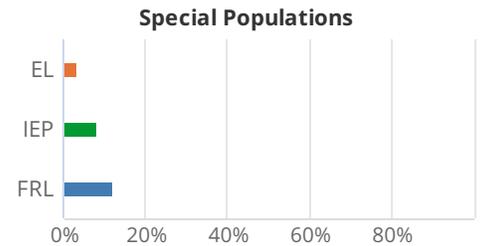
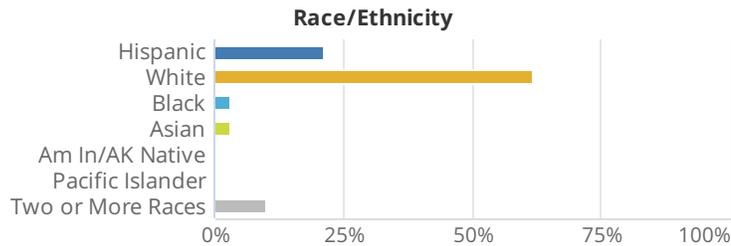


School Year 2016-2017 Nevada School Rating for Founders Academy of Las Vegas



Founders Academy of Las Vegas
 Timm Petersen, Principal
 Grade Levels: 0K-12
 Website:
 School Level: Elementary School

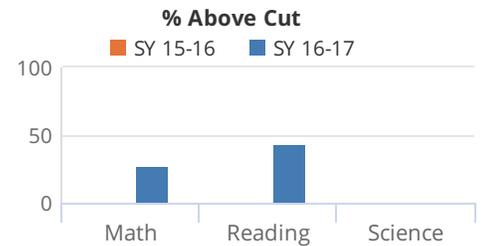
4025 N. Rancho Driv
 Las Vegas, NV 89130
 Phone: 702-998-8368



Academic Achievement



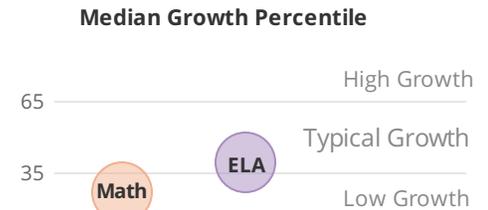
	% Above Cut	District
Math CRT	28.2	53.3
ELA CRT	44.7	59.9
Science CRT		
<i>Pooled Average</i>	36.5	56.6
Ready by Grade 3	29.6	56.4



Student Growth



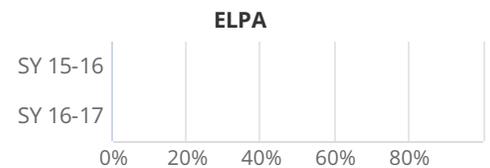
	SY 16-17
Math CRT MGP	27.5
ELA CRT MGP	39.0
Math CRT AGP	12.5
ELA CRT AGP	39.4



English Language



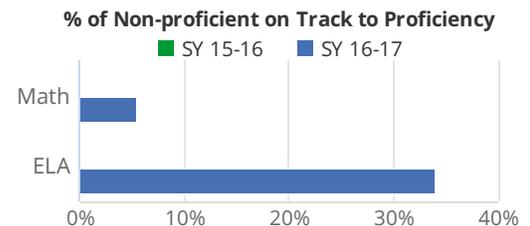
	% of EL Meeting AGP	District
ELPA	-	41.4



Closing Opportunity Gaps



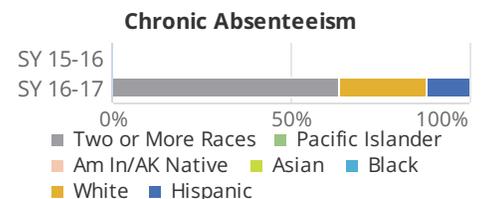
Non-proficient	% Meeting AGP
Math CRT	5.6
ELA CRT	34.1



Student Engagement



	% Chronically Absent	District
Chronic Absenteeism	6.9	10.6
	% Participation	Met Target
Climate Survey	-	NO



*Bonus points included

Student CRT Proficiency

	Percent Above the Cut					
	Math	District	2017 Math MIP	ELA	District	2017 ELA MIP
American Indian/Alaska Native	-	28.2	27.2	-	35.8	36.3
Asian	-	69.6	65.4	-	73.2	72.8
Black/African American	-	32.3	25	-	42.7	36.4
Hispanic/Latino	21.6	41.1	33.1	35.1	49.3	42.6
Pacific Islander	-	53.9	42.7	-	58.2	53.3
Two or More Races	27.7	58.4	50.4	50	66.4	60.6
White/Caucasian	29.4	59.7	54.9	48.4	65.2	63.9
Special Education	12.5	30.8	20.9	31.2	33.3	22.4
English Learners Current + Former	28.5	42.4	28.8	35.7	44.6	35.1
English Learners Current	-	27.8		-	26.5	
Economically Disadvantaged	47.3	34.7	32.4	52.6	42.9	41

Grade 3 ELA

	Percent Above the Cut	
	ELA	District
American Indian/Alaska Native	-	26.6
Asian	-	68.6
Black/African American	-	40.2
Hispanic/Latino	15.3	47
Pacific Islander	-	48.8
Two or More Races	-	58.2
White/Caucasian	38.4	62.4
Special Education	-	36.3
English Learners Current + Former	-	42.2
English Learners Current	-	23.1
Economically Disadvantaged	-	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	28	28	0	40.9
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	28	40.5	15.1	34.8
Special Education	25.5	48	0	41.6
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	43.5	53.5	30	60

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	0	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	8.5	25.9
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	-	18.2
Asian	-	4.9
Black/African American	0	19.8
Hispanic/Latino	3	13.4
Pacific Islander	-	11.5
Two or More Races	16.6	9.6
White/Caucasian	6.4	8.4
Special Education	11.7	13.4
English Learners Current + Former	N/A	N/A
English Learners Current	-	15.1
Economically Disadvantaged	10.8	18.5

What does my school rating mean?

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 55% 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

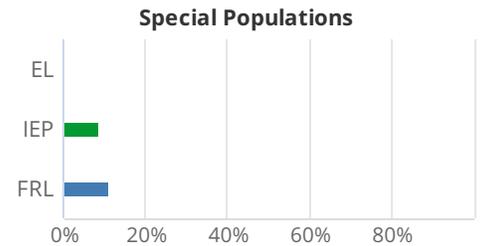
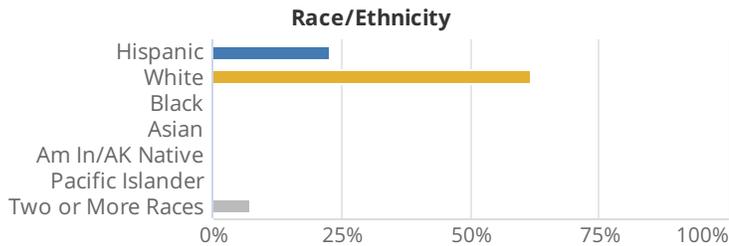
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

School Year 2016-2017 Nevada School Rating for Founders Academy of Las Vegas



Founders Academy of Las Vegas
 Timm Petersen, Principal
 Grade Levels: 0K-12
 Website:
 School Level: Middle School

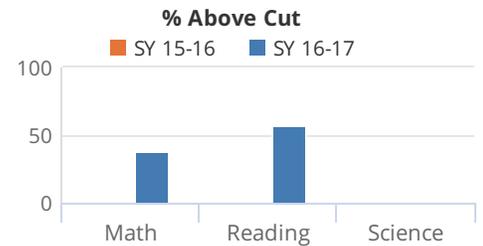
4025 N. Rancho Driv
 Las Vegas, NV 89130
 Phone: 702-998-8368



Academic Achievement



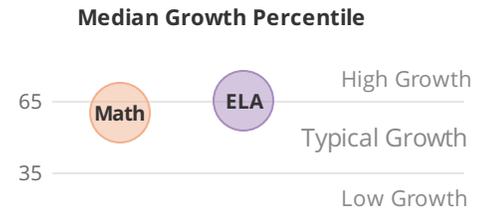
	% Above Cut	District
Math CRT	38.0	35.7
ELA CRT	57.3	53.2
Science CRT		
Math I End of Course	90.9	87.7
<i>Pooled Average</i>	51.9	46.5



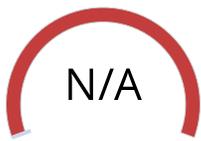
Student Growth



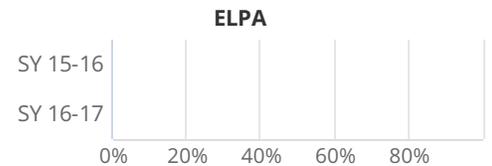
	SY 16-17
Math CRT MGP	59.5
ELA CRT MGP	65.0
Math CRT AGP	40.0
ELA CRT AGP	63.8



English Language



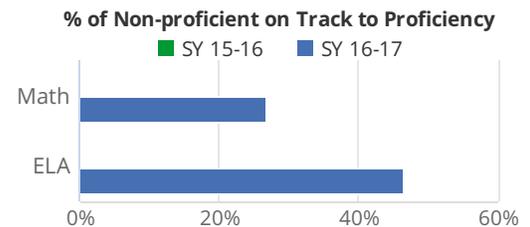
	% of EL Meeting AGP	District
ELPA	-	33.5



Closing Opportunity Gaps



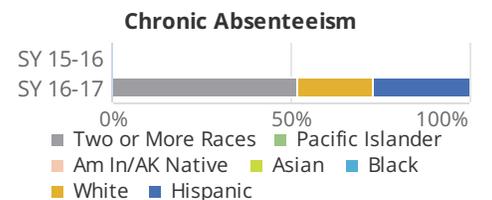
Non-proficient	% Meeting AGP
Math CRT	27
ELA CRT	46.7



Student Engagement



	School	District
Chronic Absenteeism	6.4	9.6
Academic Learning Plans	0	79.5
NAC 389.445 Requirements	83	94.3
	% Participation	Met Target
Climate Survey	-	NO



*Bonus points included

Student CRT Proficiency

	Percent Above the Cut					
	Math	District	2017 Math MIP	ELA	District	2017 ELA MIP
American Indian/Alaska Native	-	28.5	20.6	-	57.1	37.3
Asian	-	63.5	54.1	-	73.8	73.3
Black/African American	-	16.8	15.2	-	33.7	31.1
Hispanic/Latino	35.1	24.5	21.6	59.4	43.4	39.2
Pacific Islander	-	35.4	30.1	-	57.8	48.1
Two or More Races	25	39.4	34.2	25	55.9	57.1
White/Caucasian	41.5	42.2	41.4	64	60.1	62.7
Special Education	18.7	11.5	9.8	43.7	17.3	13.5
English Learners Current + Former	-	26.8	11.6	-	36.7	16.1
English Learners Current	-	11.8		-	18.2	
Economically Disadvantaged	15.7	21.8	21.5	42.1	39.7	38.3

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	68	65.5	38.2	61.7
Pacific Islander	-	-	-	-
Two or More Races	47	44.5	30	30
White/Caucasian	59	66	41.6	69.4
Special Education	71.5	69.5	31.2	56.2
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	41	64	17.6	52.9

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	24	35.7
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	28	54.2
Special Education	20	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	4.1	33.3

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	-	12
Asian	-	3.9
Black/African American	-	13.8
Hispanic/Latino	7.3	11.2
Pacific Islander	-	12.3
Two or More Races	14.2	12.4
White/Caucasian	5.9	7.8
Special Education	11.1	16.2
English Learners Current + Former	N/A	N/A
English Learners Current	-	13.9
Economically Disadvantaged	13	13.6

What does my school rating mean?

5 Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

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Star Rating



Index Score

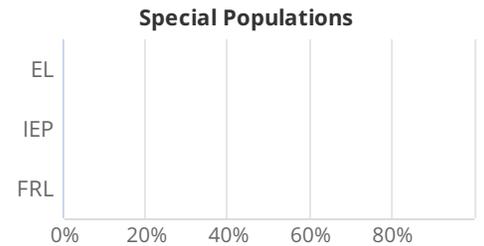
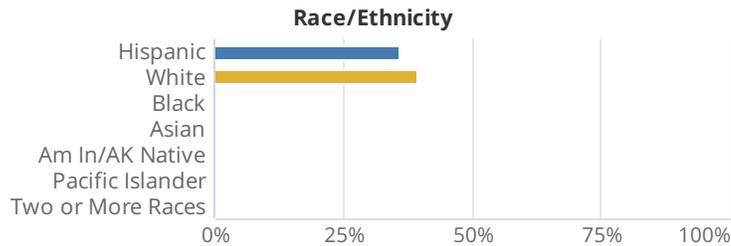
at or above 80
at or above 70, below 80
at or above 50, below 70
at or above 29, below 50
below 29

School Year 2016-2017 Nevada School Rating for Founders Academy of Las Vegas



Founders Academy of Las Vegas
 Timm Petersen, Principal
 Grade Levels: 0K-12
 Website:
 School Level: High School

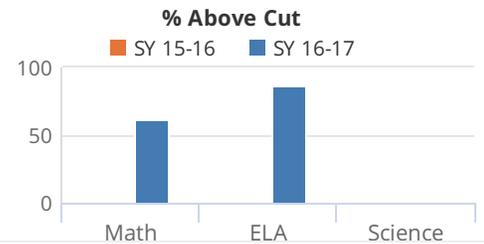
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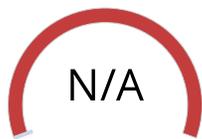
Academic Achievement



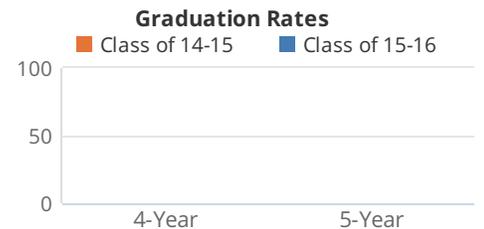
	% Above Cut	District
Math End of Course	61.1	54.8
ELA End of Course	86.9	70.5
Science End of Course		
<i>Pooled Average</i>	75.6	61.8



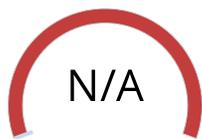
Graduation



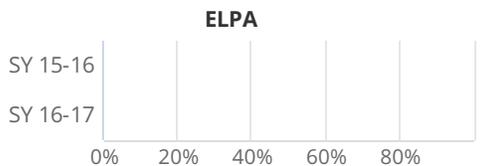
	School Rate	District Rate
4-Year	N/A	58.5
5-Year	N/A	63.8



English Language Proficiency



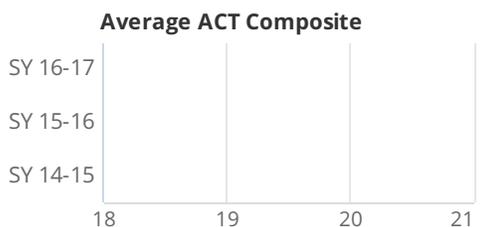
	% of EL Meeting AGP	District
ELPA	N/A	14.4



College Career Readiness



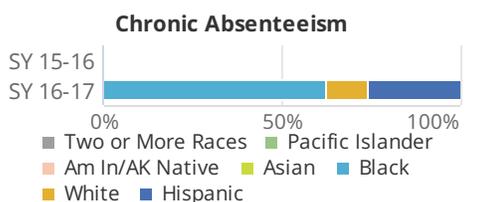
	School	District
ACT Average Composite	17.6	17.8
Grade 9 Sufficiency	90.9	82.2
Grade 10 Sufficiency	94.7	71.9
<i>Pooled Average</i>	92.6	77.4
EOC Math CCR	19.4	25
EOC ELA AL CCR	71.7	43.9
<i>Pooled Average</i>	48.7	34



Student Engagement



	School	District
Chronic Absenteeism	8.9	13.7
Academic Learning Plans	23.2	78.3
Climate Survey	-	NO



*Bonus points included

Student EOC Proficiency

	Percent Above the Cut							
	Math	2017 Math I	Math	2017 Math II	ELA	2017 ELA I	ELA	2017 ELA II
	I	MIP	II	MIP	I	MIP	II	MIP
American Indian/Alaska Native	-	70.5	-	29.3	-	70.8	-	72
Asian	-	87.5	-	59.3	-	84.2	-	84
Black/African American	-	63.5	-	19.6	-	51.4	-	47.8
Hispanic/Latino	-	71.2	-	28.4	-	64.9	-	64.9
Pacific Islander	-	79	-	35.4	-	66.9	-	67.6
Two or More Races	-	79.5	-	41.6	-	75.1	-	75.2
White/Caucasian	-	82	50	46.2	100	78.6	100	78.3
Special Education	-	56.2	-	13.4	-	36.1	-	36.7
English Learners Current + Former	-	61.5	-	13.2	-	40.1	-	32.9
English Learners Current	-		-		-		-	
Economically Disadvantaged	-	69.3	-	27.3	-	62.7	-	60.8

Four & Five Year Graduation Rate

Graduation Measures	4y Graduation Rate		4y Graduation MIP		5y Graduation Rate		5y Graduation MIP	
		District		District		District		District
American Indian/Alaska Native	N/A	-	64.7	-	N/A	-	57.1	-
Asian	N/A	82	87.9	86.6	N/A	86.6	86.4	86.4
Black/African American	N/A	47.8	56.5	56.9	N/A	56.9	59.4	59.4
Hispanic/Latino	N/A	61	69.7	59.4	N/A	59.4	67.1	67.1
Pacific Islander	N/A	46.1	75.9	53.8	N/A	53.8	77.8	77.8
Two or More Races	N/A	49.2	76.8	51.7	N/A	51.7	79.2	79.2
White/Caucasian	N/A	59.3	79.9	65.4	N/A	65.4	80.1	80.1
Special Education	N/A	28.3	29.3	35.5	N/A	35.5	33.8	33.8
English Learners Current + Former	N/A	30.7	42.6	50	N/A	50	37.4	37.4
Economically Disadvantaged	N/A	50	66.7	53.3	N/A	53.3	68.3	68.3

ACT Average Composite

	Composite Score	District
American Indian/Alaska Native	-	15.3
Asian	-	20.8
Black/African American	-	15.6
Hispanic/Latino	-	16.5
Pacific Islander	-	16.9
Two or More Races	-	17.9
White/Caucasian	-	18.6
Special Education	-	14
English Learners Current + Former	N/A	N/A
English Learners Current	-	14
Economically Disadvantaged	-	16.4

EOC Math & ELA CCR**Percent CCR Achievement Level**

	Math I	Math I District	Math II	Math II District	ELA I	ELA I District	ELA II	ELA II District
American Indian/Alaska Native	-	15	-	15	-	15.3	-	13.3
Asian	-	41.9	-	40.4	-	57.8	-	67.5
Black/African American	-	19.7	-	7.8	-	23.6	-	23.6
Hispanic/Latino	-	24.6	-	16.6	-	37.7	-	43.6
Pacific Islander	-	27.7	-	15.1	-	44.4	-	48
Two or More Races	-	29.4	-	22.2	-	42.5	-	44.8
White/Caucasian	-	32	30	23.2	80	46.7	70	44.2
Special Education	-	11.2	-	4.3	-	7.2	-	11.2
English Learners Current + Former	-	20	-	17.4	-	6.6	-	33.3
English Learners Current	-	18	-	10	-	8	-	22.2
Economically Disadvantaged	-	23.4	-	14	-	33.7	-	36.2

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	-	20
Asian	-	6.6
Black/African American	20	15.9
Hispanic/Latino	8.3	16.7
Pacific Islander	-	20.1
Two or More Races	-	13
White/Caucasian	3.7	12.1
Special Education	-	17.3
English Learners Current + Former	N/A	N/A
English Learners Current	-	9
Economically Disadvantaged	-	19.5

What does my school rating mean?

High schools will earn an index score and no star rating based on 2016-2017 school performance. All Nevada schools will receive a star rating in September of 2018.

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.

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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 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Graduation

The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an adjusted cohort graduation 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 school accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability indicators in the school rating system.

College and Career Readiness

The college and career readiness indicator is made up of three measures: Average ACT Composite Score, Ninth and Tenth Grade Credit Sufficiency, and percent of students achieving college and career readiness status (Level 3 or 4) on the Math, ELA or Science End-of-Course assessments.

Star Rating

Index Score

TBD