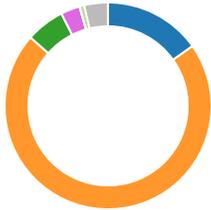
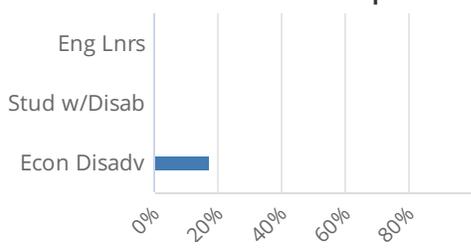


<p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> 06-12</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 7495 W. Azure Drive #209 Las Vegas, NV 89130</p>	 <p><b>69.4</b> Total Index Score</p>	<p>School Type: <i>Charter SPCSA Virtual</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>70.9% White</li> <li>6% BI/Afr Am</li> <li>15.1% Hisp/Latino</li> <li>3% Asian</li> <li>0% Am Ind/AK Nat</li> <li>0.7% Pac Isl</li> <li>3.7% Two or More</li> </ul>	<p><b>School Performance History</b></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>36.1 ★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	36.1 ★★	2016-2017	N/A N/A	<p><b>Alternative Student Groups</b></p> 
School Year	Index Score/Star Rating							
2017-2018	36.1 ★★							
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	45.7	50.2
Math Proficiency	37.2	42.6
ELA Proficiency	57.1	59.6
Science Proficiency	40.3	44.7

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	N/A	38.3

 **Student Growth Indicator**

Measure	School Median	District Median
Math MGP	43	58
ELA MGP	40	56
	School Rate	District Rate
Met Math AGP Target	42.1	44.3
Met ELA AGP Target	60.8	61.3

 **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met	13.5	21.8
Math AGP Target		
Prior Non-Proficient Met	40	32.7
ELA AGP Target		

\*\* 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**

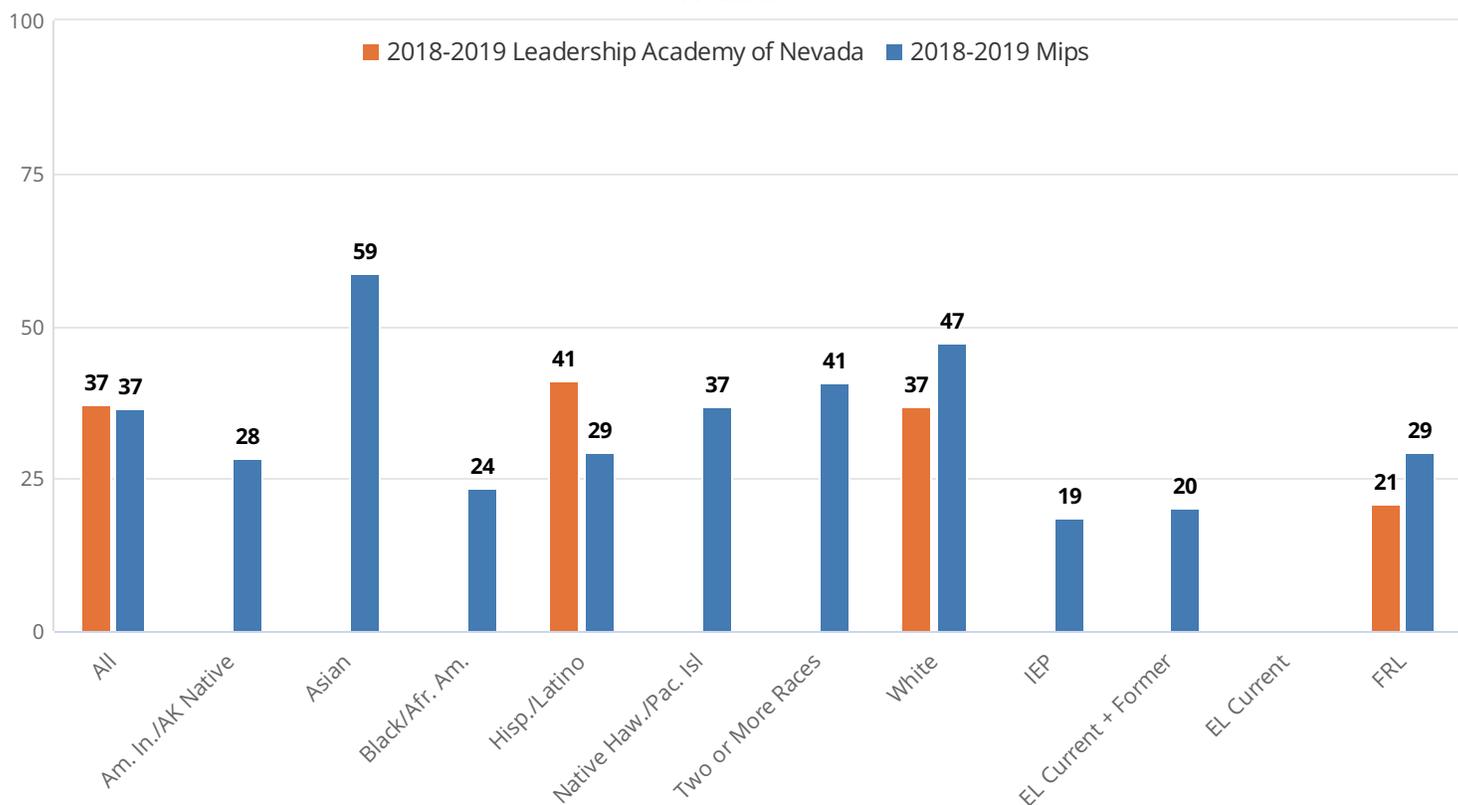
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school 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	Pooled Proficiency Points Earned: 18/25			
	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	45.7	50.2	34.2	46.3

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	37.2	42.6	36.5	25.4	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	-	24.1	23.5	-	17.7	19.5
Hispanic/Latino	41.1	31.8	29.3	29.4	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	-	47.2	40.6	-	41.5	37.5
White/Caucasian	36.7	51.2	47.1	25.9	44.4	44.4
Special Education	-	12	18.6	-	11.5	14.3
English Learners Current + Former	-	26.8	20.2	-	22.2	16
English Learners Current	-	12.5	-	-	8.5	-
Economically Disadvantaged	21	29	29.2	11.1	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.

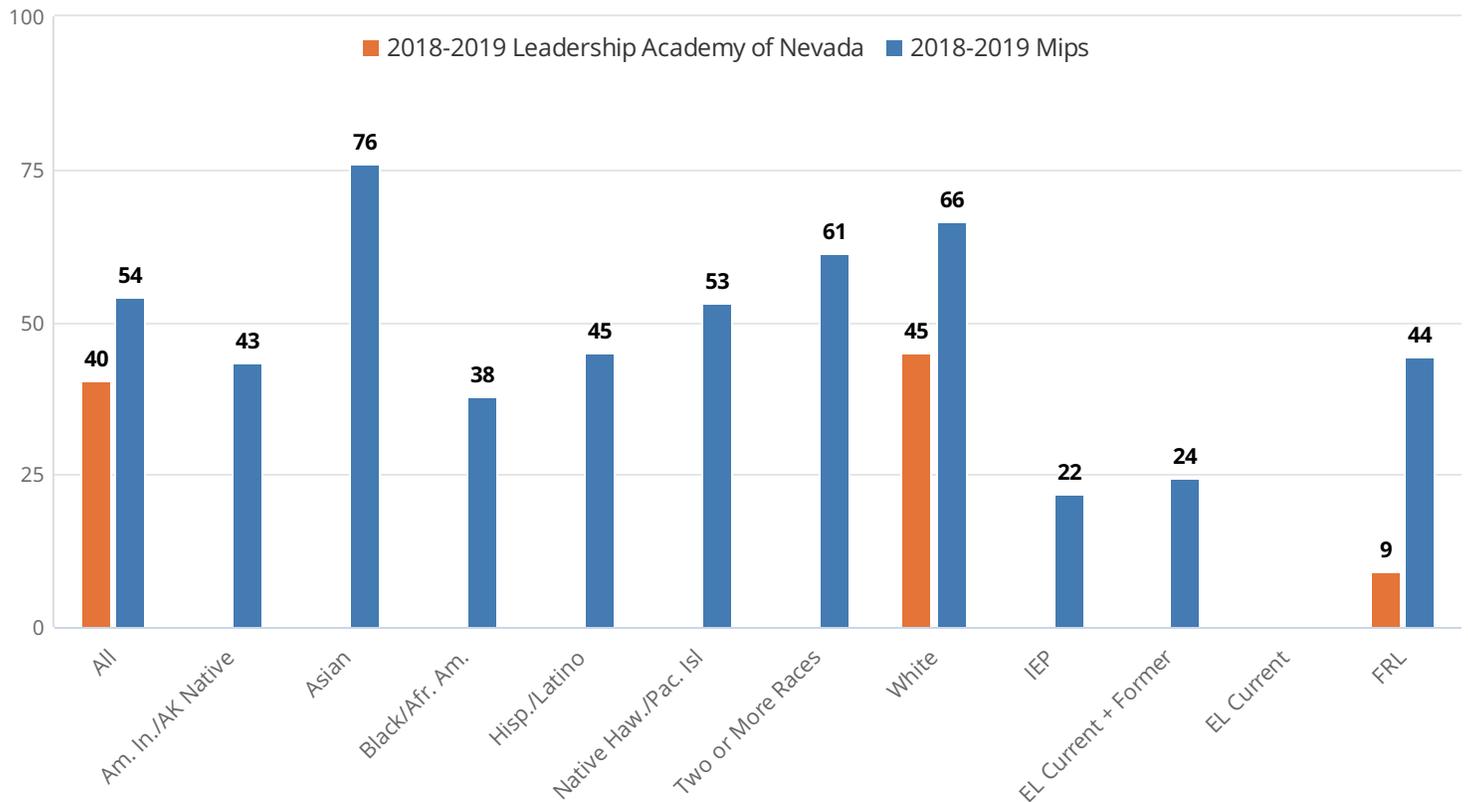


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	57.1	59.6	54.1	45.2	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	-	40.1	37.8	-	38.4	34.5
Hispanic/Latino	47	50.2	45.1	52.9	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	-	61	59.2
White/Caucasian	60.7	67.7	66.3	46.3	63.5	64.6
Special Education	-	19.8	21.9	-	20.7	17.8
English Learners Current + Former	-	42.7	24.3	-	34.8	20.3
English Learners Current	-	22	-	-	15.8	-
Economically Disadvantaged	31.5	46.3	44.4	36.8	41.5	41.4

ELA Assessments  
% Proficient



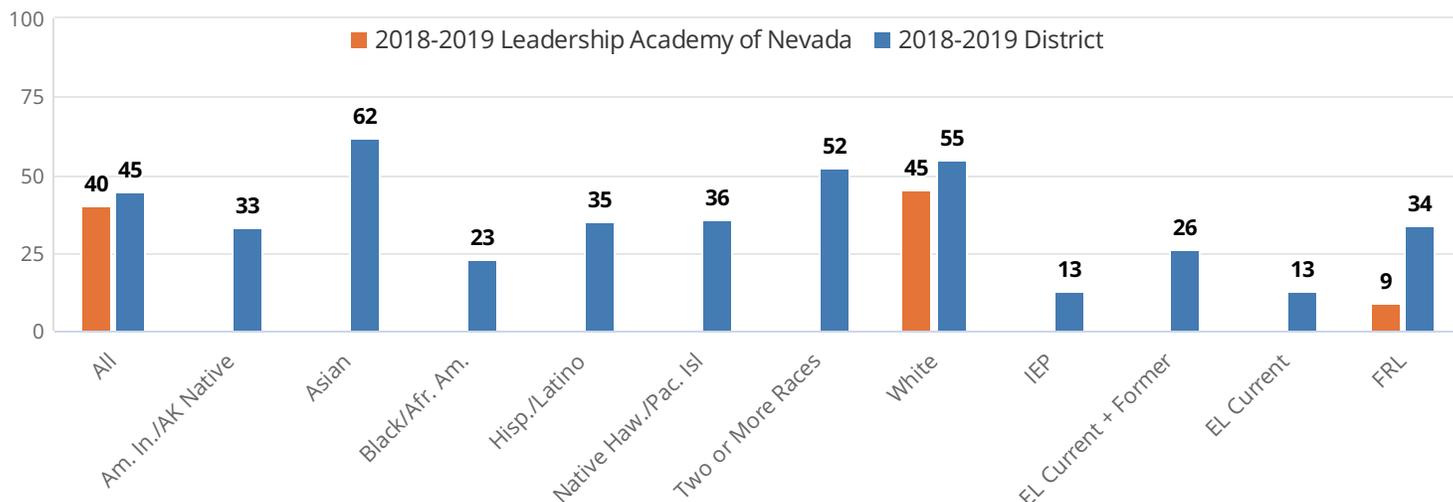


**Academic Achievement**

**Science Proficient**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	40.3	44.7	29.1	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	-	62	-	62.2
Black/African American	-	23.1	-	25
Hispanic/Latino	-	35.2	-	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	-	52.2	-	51.6
White/Caucasian	45.1	54.5	28.5	54
Special Education	-	13	-	14.6
English Learners Current + Former	-	26	-	25.7
English Learners Current	-	12.6	-	9.3
Economically Disadvantaged	9	33.7	-	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	94.2%	94.2%	92.4%	93.1%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	94.7%	94.7%	91.4%	92.4%
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	92%	92%	-	-



**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: 3/10    ELA MGP Points Earned: 3/10**

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	43	58	40	56	31	52	34	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	-	63	-	57	-	62	-	62
Black/African American	-	53	-	51	-	45	-	50.5
Hispanic/Latino	40	59	27	57	44	54	64	52
Pacific Islander	-	63	-	57	-	51.5	-	49.5
Two or More Races	-	56	-	54	-	53	-	55
White/Caucasian	47	58	38	56	27.5	49	34.5	53
Special Education	-	55	-	55	-	44	-	50
English Learners Current + Former	-	64	-	64	-	59	-	54
English Learners Current	-	61	-	62	-	57	-	53
Economically Disadvantaged	44.5	59	41.5	57	51	53	63	52

**AGP Growth Data**

**Math AGP Points Earned: 5/5    ELA AGP Points Earned: 4.5/5**

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	42.1	44.3	60.8	61.3	23	37.7	40.9	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	-	27.5	-	44.2	-	20.1	-	39.5
Hispanic/Latino	70	35.5	60	53.6	36.3	30.1	58.3	47.2
Pacific Islander	-	47.2	-	59.7	-	35.3	-	53.1
Two or More Races	-	47.1	-	66.2	-	42.7	-	61.3
White/Caucasian	40.8	51.8	65.9	68.4	21.7	44	39.1	62.2
Special Education	-	16.8	-	25.3	-	14.5	-	23.6
English Learners Current + Former	-	32.7	-	48.3	-	31.3	-	40
English Learners Current	-	17.3	-	28.1	-	14.8	-	20.1
Economically Disadvantaged	16.6	33.3	41.6	50.3	23	25.8	46.1	42.2

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



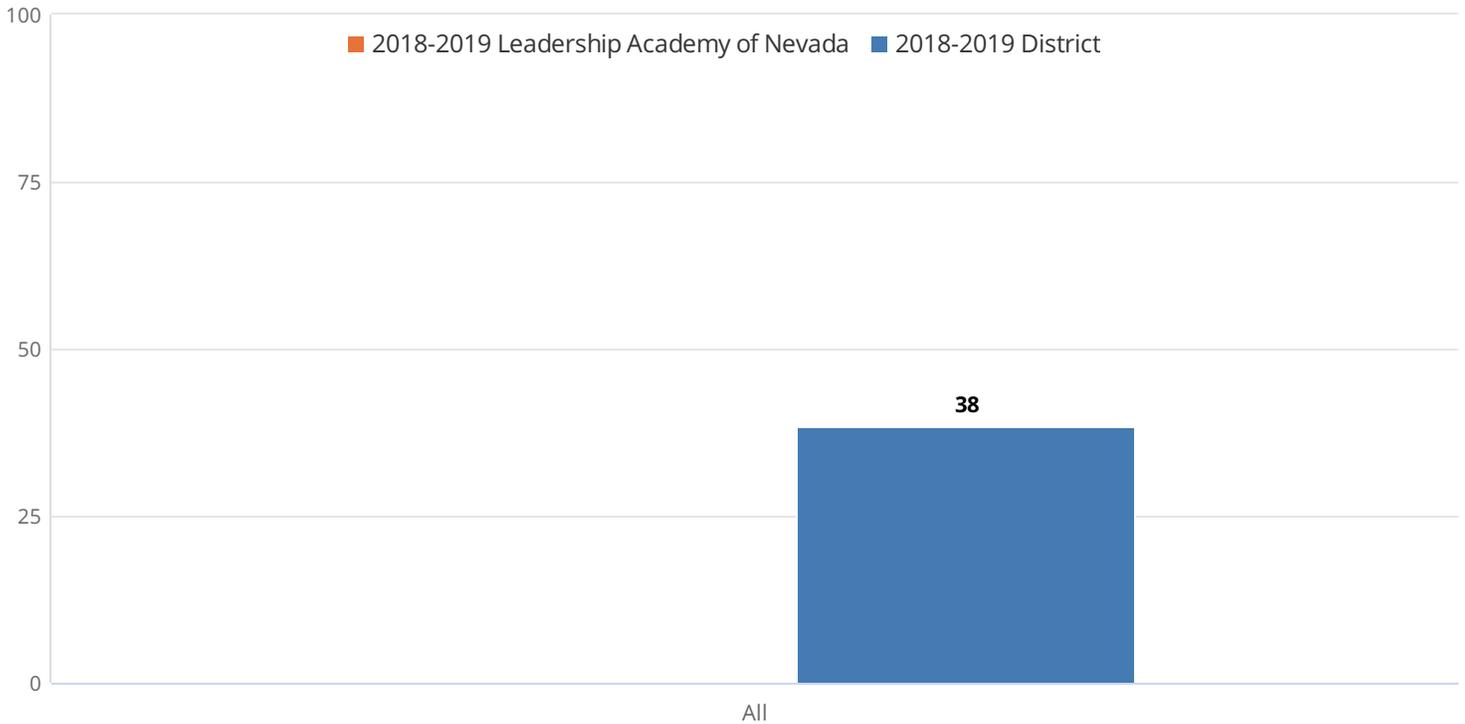
English Language

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	N/A	N/A	38.3	N/A	N/A	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: 5/10    ELA AGP Points Earned: 10/10**

Groups	2019		2019		2018		2018	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	13.5	21.8	40	32.7	14.2	19	26.6	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	-	15	-	22	-	10.9	-	23.3
Hispanic/Latino	-	21.5	-	31.1	-	17.1	-	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	-	19.8	-	32.8	-	21	-	32
White/Caucasian	14.8	24.8	47	38.3	15.6	21.5	21.7	33.2
Special Education	-	9.6	-	16.8	-	6.4	-	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	12.5	-	22.1	-	13.8	-	16.8
Economically Disadvantaged	-	19.5	-	29.1	-	16	-	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.

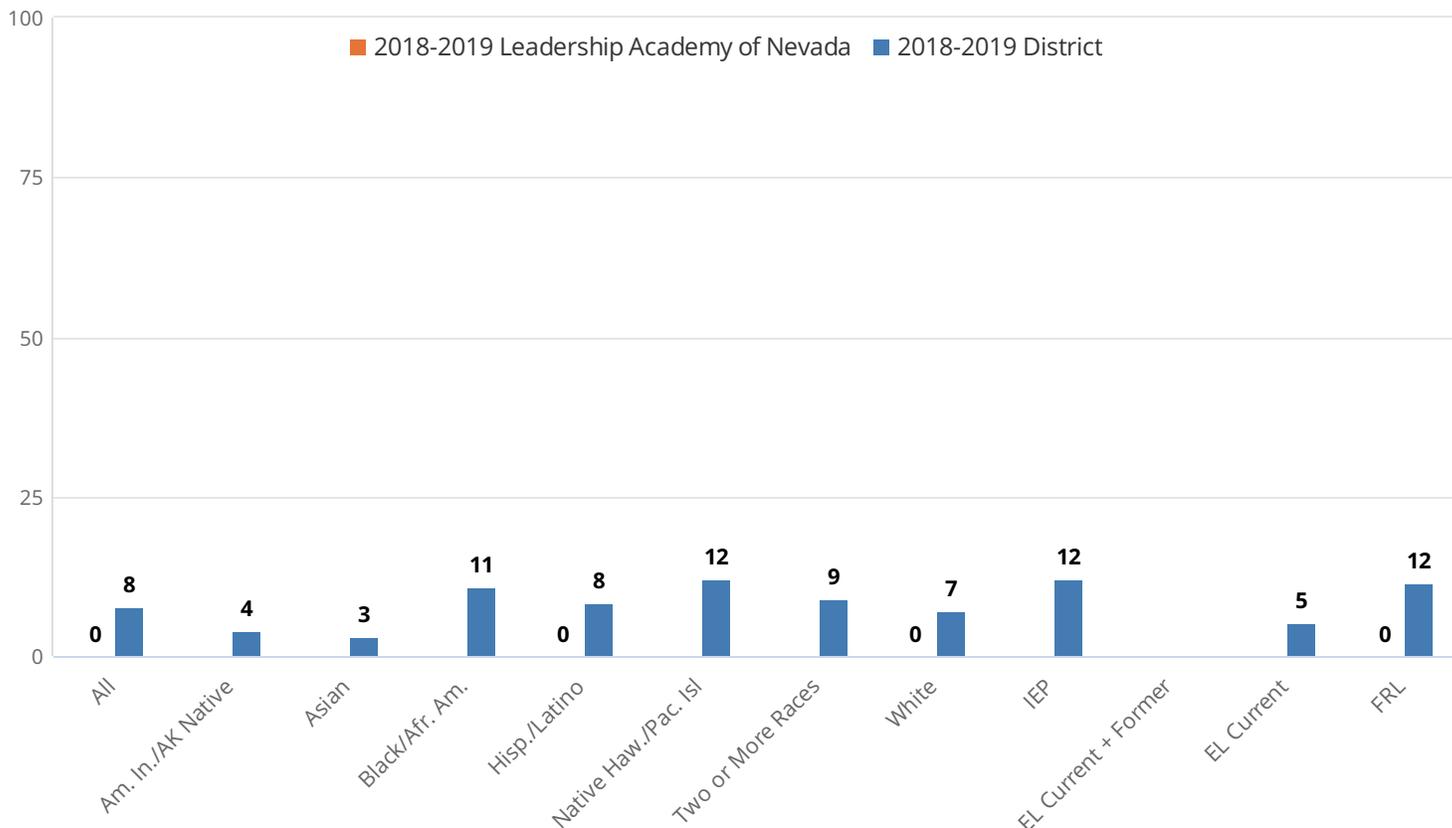
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 10/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	0	7.9	0.5	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	-	3	-	3.6
Black/African American	-	11	-	12.9
Hispanic/Latino	0	8.4	0	11.7
Pacific Islander	-	12	-	11.9
Two or More Races	-	8.9	0	12
White/Caucasian	0	7.2	0.7	10.9
Special Education	-	12.1	0	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	5.2	-	8.5
Economically Disadvantaged	0	11.5	0	14.3

Reducing Chronic Absenteeism by 10% bonus points: 1

**Chronic Absenteeism Rate (%)**





**Student Engagement**

**Academic Learning Plans**

**Academic Learning Plans Points Earned 2/2**

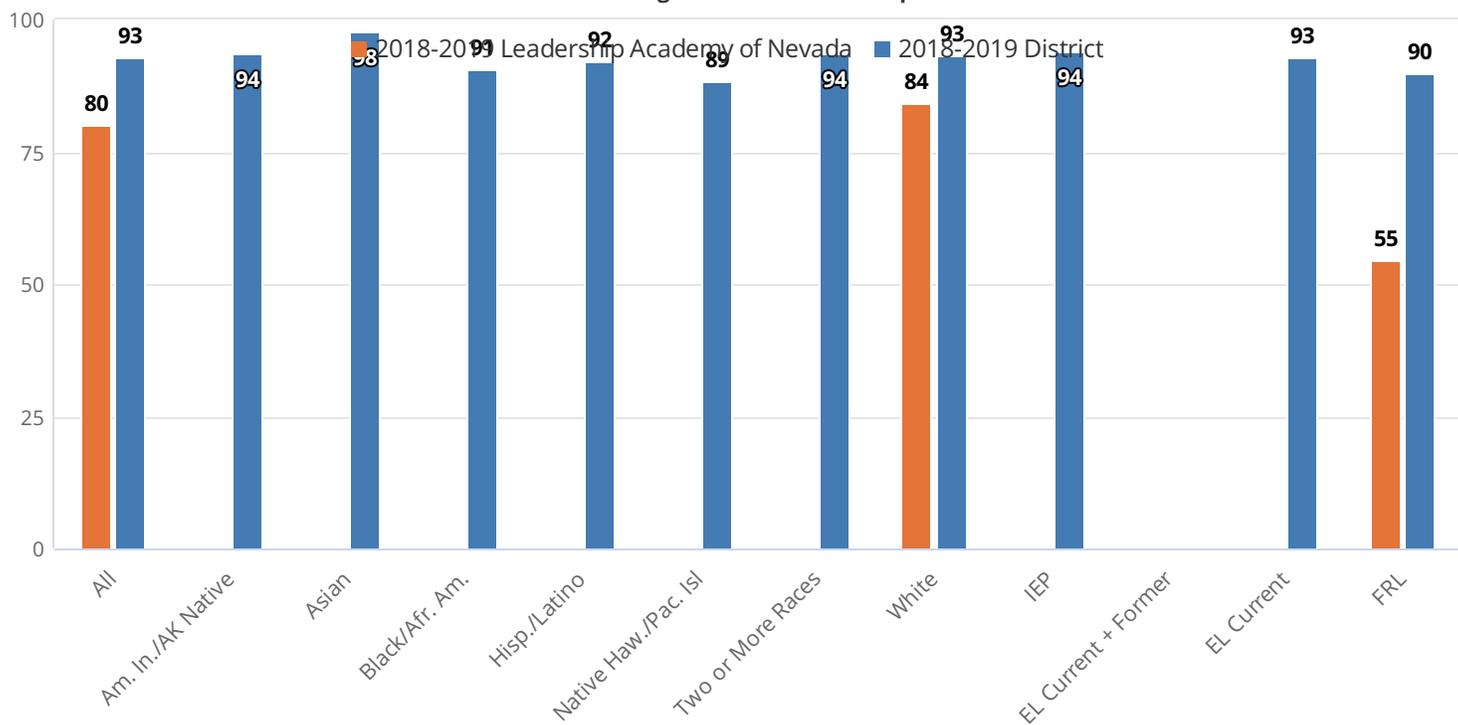
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5	100	97.5
American Indian/Alaska Native	-	100	-	98
Asian	-	99.7	-	98.4
Black/African American	-	99.2	-	96.3
Hispanic/Latino	-	99.5	100	97.5
Pacific Islander	-	99.5	-	95.9
Two or More Races	-	99.7	-	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	100	98.2
Economically Disadvantaged	100	99.4	100	98.2

**NAC 389.445 Credit Requirements**

**NAC 389.445 Credit Requirements Points Earned 2/3**

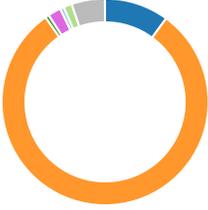
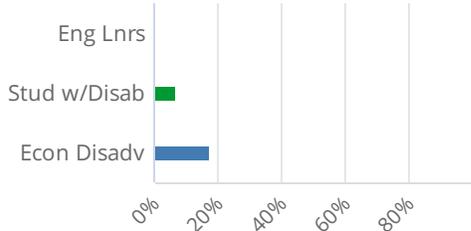
Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	80	92.7	83	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	-	97.9	-	99.4
Black/African American	-	90.5	-	85.4
Hispanic/Latino	-	92.2	-	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	-	93.7	-	91.7
White/Caucasian	84.2	93.2	83.7	93.4
Special Education	-	93.9	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.7	-	85.6
Economically Disadvantaged	54.5	89.7	-	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.

<p><i>School Level:</i> High School</p> <p><i>Grade Levels:</i> 06-12</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 7495 W. Azure Drive #209 Las Vegas, NV 89130</p>	 <p><b>62.2</b> Total Index Score</p>	<p>School Type: <i>Charter SPCSA Virtual</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>79.7% White</li> <li>0.6% BI/Afr Am</li> <li>10% Hisp/Latino</li> <li>2% Asian</li> <li>0.6% Am Ind/AK Nat</li> <li>1.3% Pac Isl</li> <li>5.2% Two or More</li> </ul>	<p><b>School Performance History</b></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>57.1 ★★☆☆</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	57.1 ★★☆☆	2016-2017	N/A N/A	<p><b>Alternative Student Groups</b></p>  <p>Eng Lnrs</p> <p>Stud w/Disab</p> <p>Econ Disadv</p>
School Year	Index Score/Star Rating							
2017-2018	57.1 ★★☆☆							
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. Subgroups meet expectations for academic achievement or show progress 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 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 ★★★★★

### 2018-2019 School Performance

**25/25** **Academic Achievement Indicator**

Measure	School Rate	District Rate
Math Proficiency	52.8	25.8
ELA Proficiency	82.2	53.8
Science Proficiency	59.0	28.8

**19/30** **Graduation Rates Indicator**

Measure	School Rate	District Rate
4-Year	83.2	70.0
5-Year	82.2	69.0

**N/A** **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	N/A	24.3

**6/25** **College and Career Readiness Indicator**

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	8.5	46.2
Post-Secondary Preparation Completion	4.2	32.8
Advanced or CCR Diploma	60.0	29.6

**\*\*6/10** **Student Engagement Indicator**

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	74.4	90.7
Chronic Absenteeism	0.0	10.3
Climate Survey Participation	52.0	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.

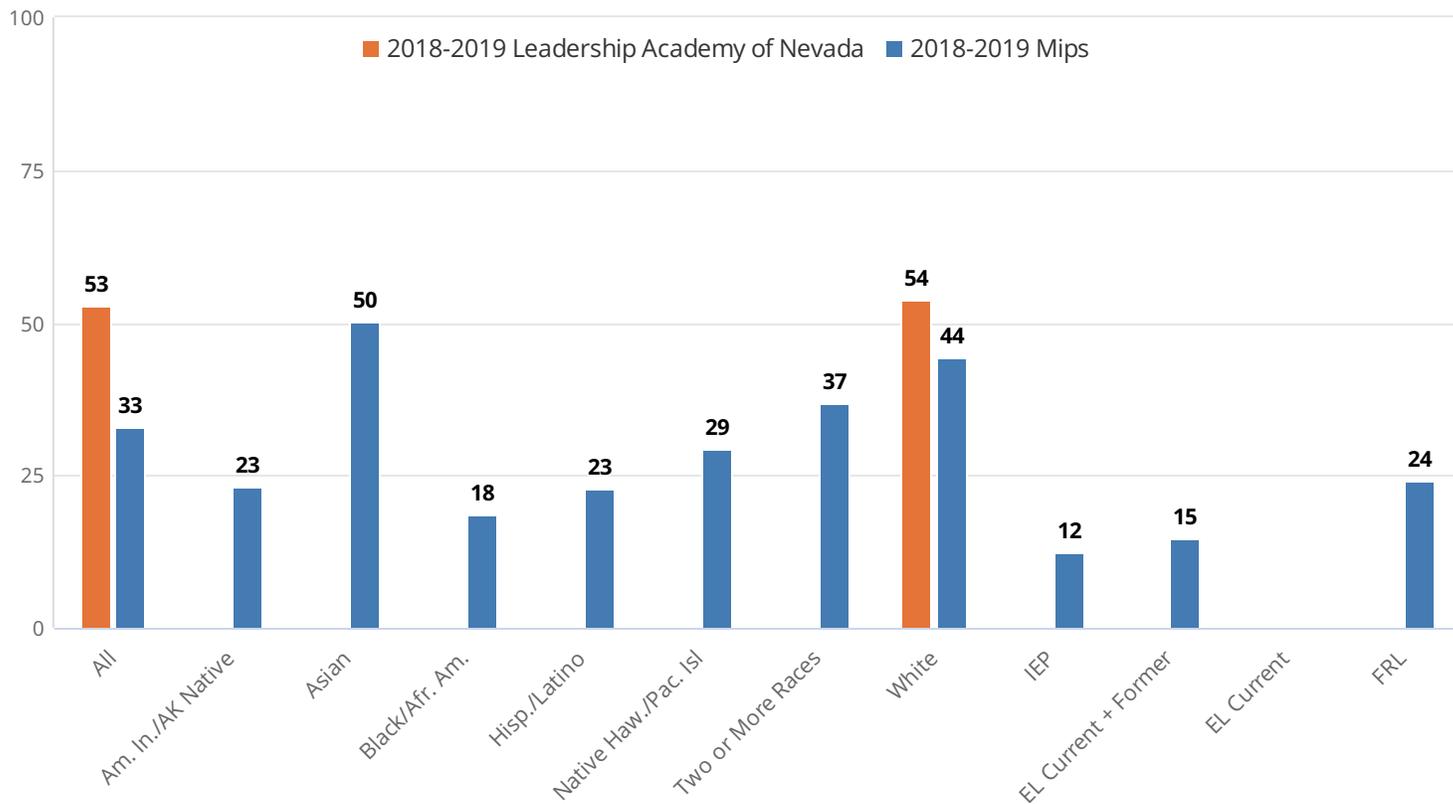
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math Proficient**

**Math Proficient Points Earned: 10/10**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	52.8	25.8	32.83	37	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	-	7.5	18.42	-	6.2	14.12
Hispanic/Latino	-	18.5	22.93	-	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	53.7	32	44.25	40	28.4	41.31
Special Education	-	6	12.38	-	2.2	7.77
English Learners Current + Former	-	5	14.52	-	10.9	10.02
English Learners Current	-	0	-	-	2.4	6.96
Economically Disadvantaged	-	14.5	24	-	13.3	20.01

**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.



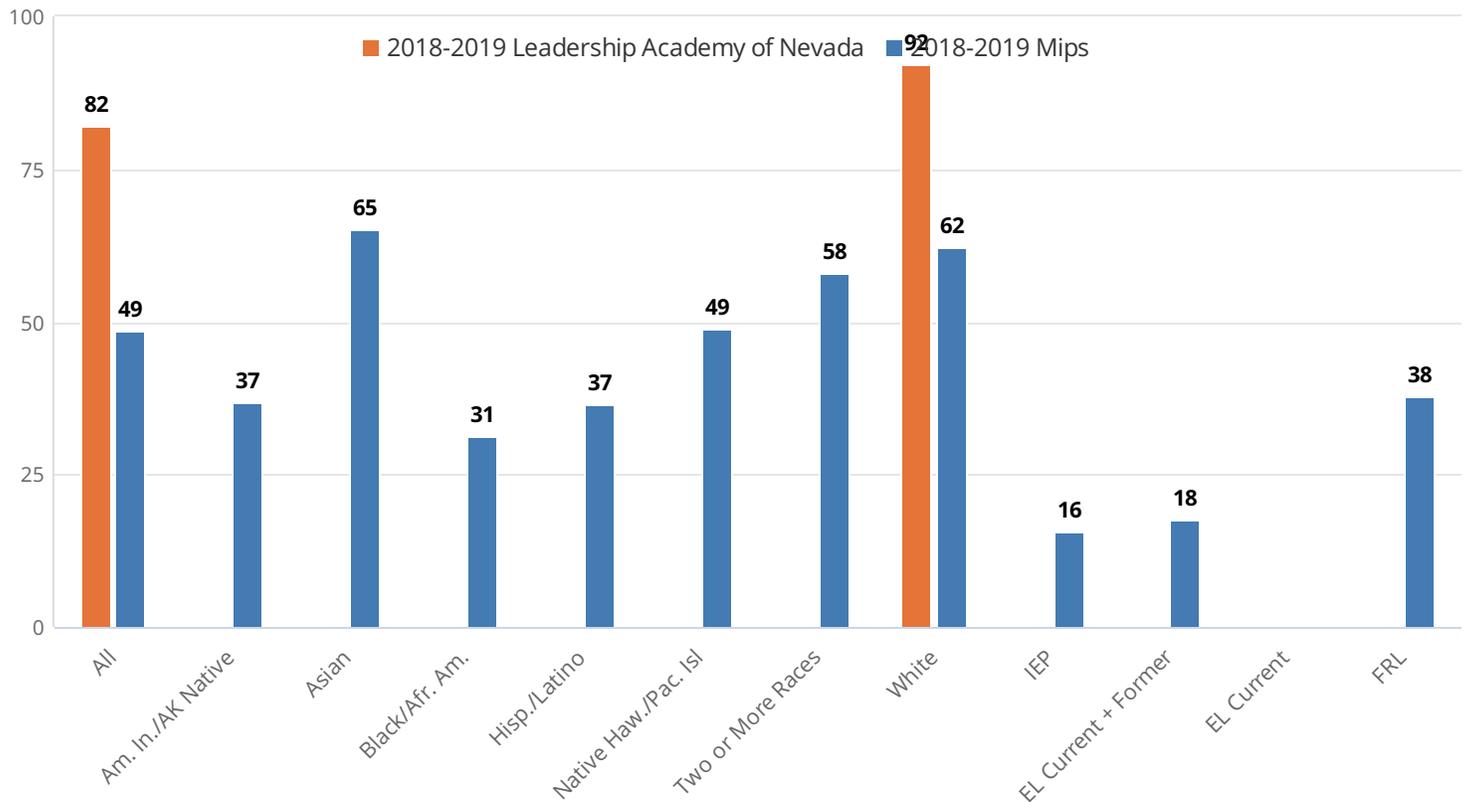
**Academic Achievement**

**ELA Proficient**

**ELA Proficient Points Earned: 10/10**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	82.2	53.8	48.54	66.6	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	-	32.7	31.39	-	21.6	27.78
Hispanic/Latino	-	47.2	36.5	-	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	92.2	59.7	62.25	65	50	60.26
Special Education	-	18.8	15.71	-	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	-	41.8	37.66	-	31.2	34.37

**ELA Assessments  
% Proficient**





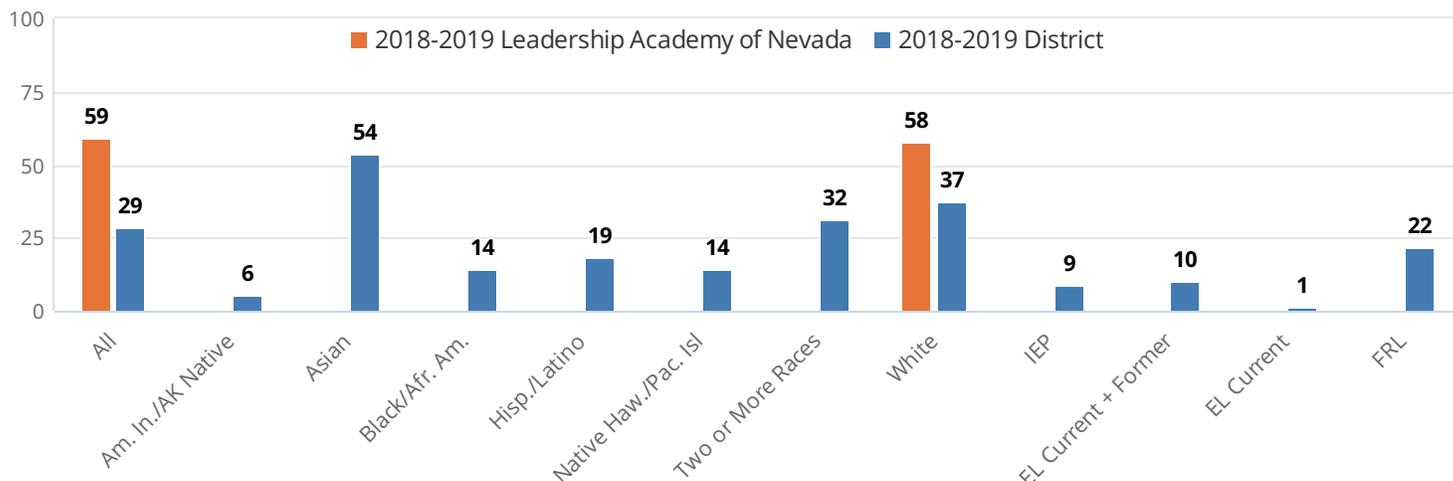
**Academic Achievement**

**Science Proficient**

**Science Proficient Points Earned: 5/5**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	59	28.8	36.6	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	-	23.5
Pacific Islander	-	14.1	-	22.7
Two or More Races	-	31.5	-	36.9
White/Caucasian	57.7	37.2	36.3	39.7
Special Education	-	9	-	12.9
English Learners Current + Former	-	9.9	-	8.5
English Learners Current	-	1.1	-	4.1
Economically Disadvantaged	-	21.8	-	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%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

Yellow indicates 95% participation requirement not met.



**Graduation Rates**

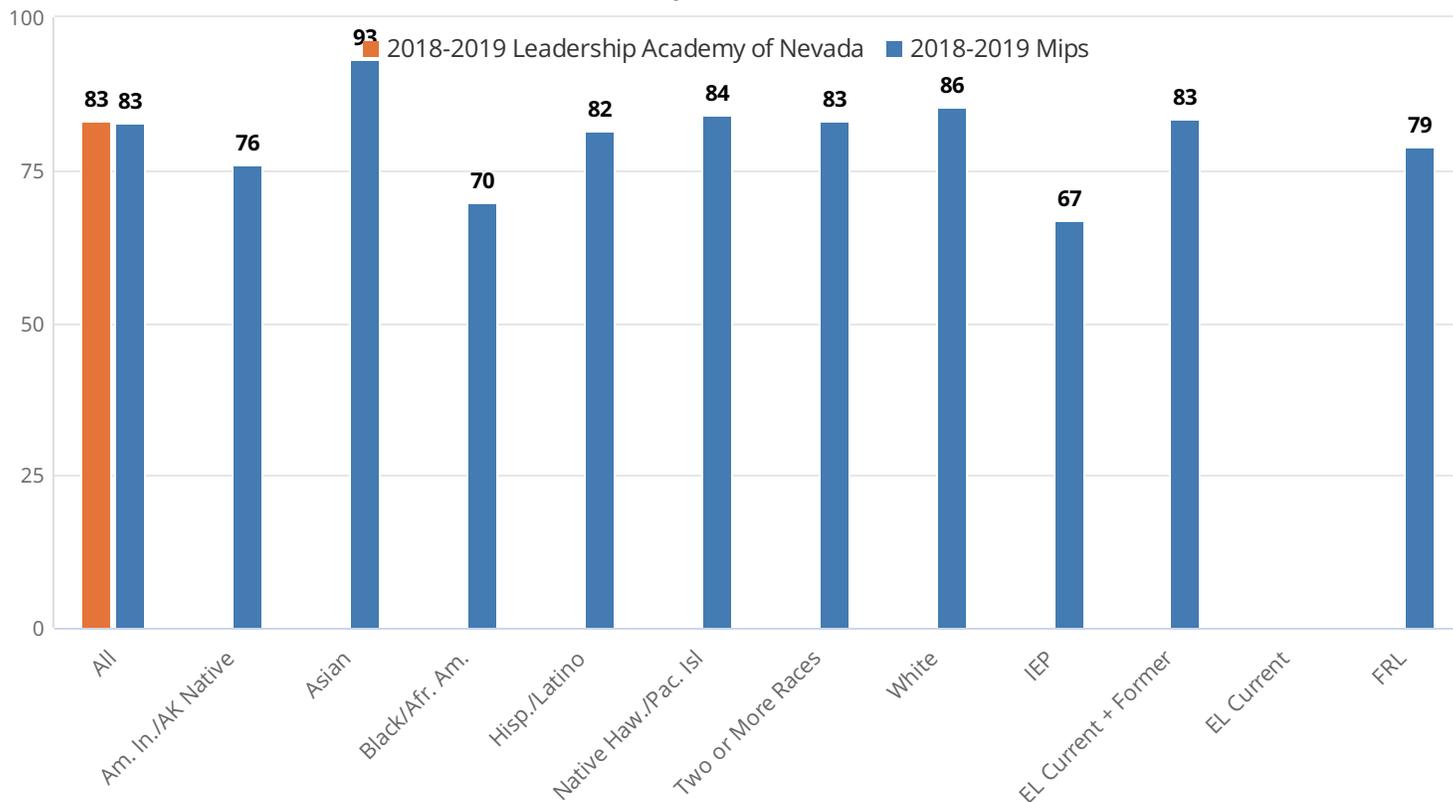
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are 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: 16/25**

Groups	2018	2018	2018	2017	2017	2017
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	83.2	70	82.6	70	65.2	80.9
American Indian/Alaska Native	N/A	63.6	75.9	-	35.2	73.9
Asian	N/A	82.7	93.3	-	84.1	93.1
Black/African American	-	59.6	69.8	-	58.5	67.7
Hispanic/Latino	-	68.9	81.5	-	59.5	79.7
Pacific Islander	N/A	63.2	83.9	-	46.6	82.3
Two or More Races	-	68.9	83	-	66.3	81.3
White/Caucasian	-	71.9	85.5	81.2	68.6	84.2
Special Education	-	61.7	66.9	-	50.7	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	-	68.4	-	-	62.2	-
Economically Disadvantaged	-	65	78.7	-	56.5	76.8

**Graduation Rates**  
4-year ACGR





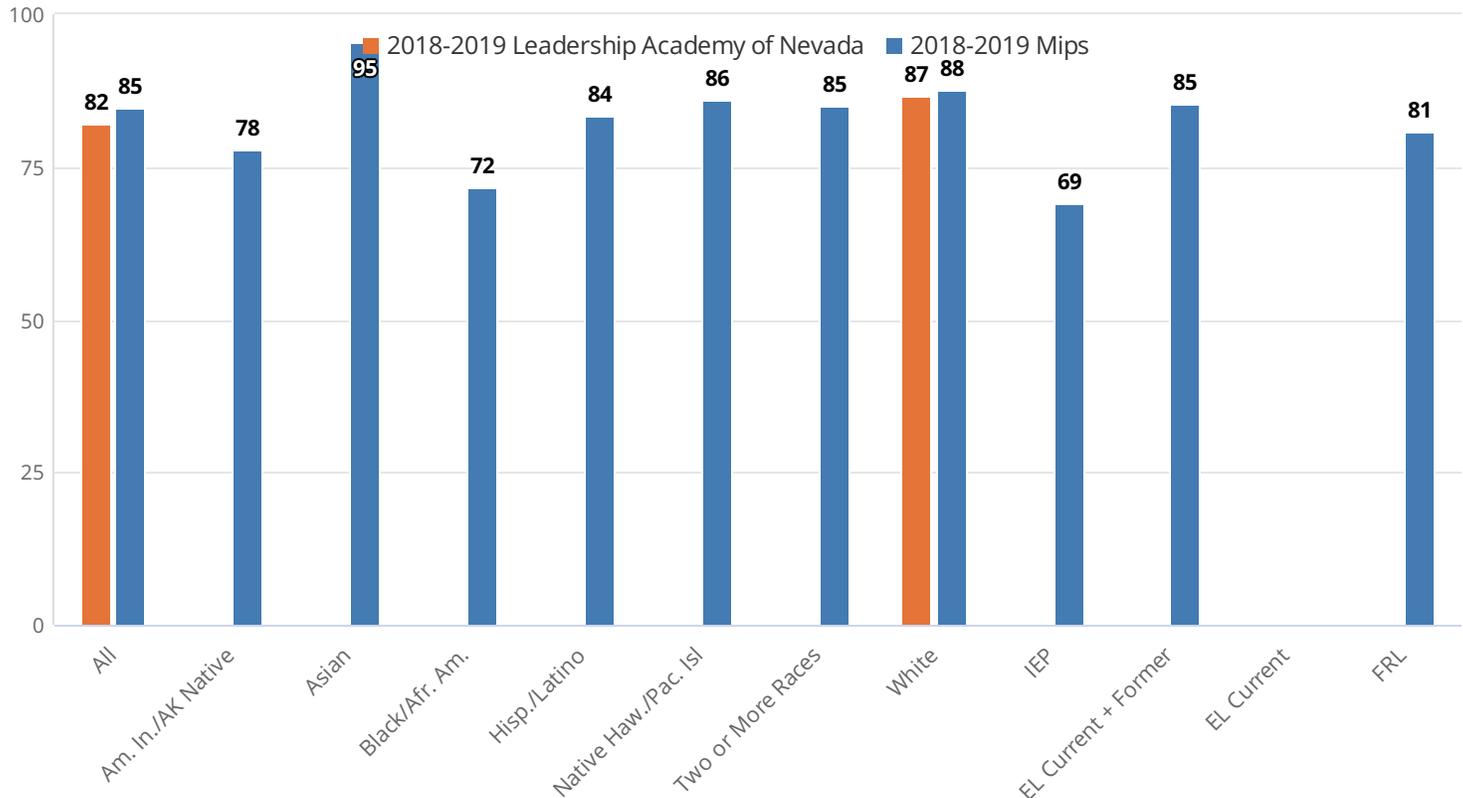
**Graduation Rates**

**5-Year ACGR Data**

**5-Year Cohort Graduation Points Earned: 3/5**

Groups	2018	2018	2018	2017	2017	2017
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	82.2	69	84.6	90	66.9	82.9
American Indian/Alaska Native	N/A	58.7	77.9	-	-	75.9
Asian	N/A	80.9	95.3	-	84.6	95.1
Black/African American	N/A	67.4	71.8	-	54	69.7
Hispanic/Latino	-	64.4	83.5	-	70.1	81.7
Pacific Islander	-	52	85.9	-	69.2	84.3
Two or More Races	-	72	85	-	54.2	83.3
White/Caucasian	86.5	71	87.5	-	68.1	86.2
Special Education	-	56.2	68.9	-	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	-	64	-	-	52	-
Economically Disadvantaged	-	61.3	80.7	-	58.5	78.8

**Graduation Rates  
5-year ACGR**



'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.



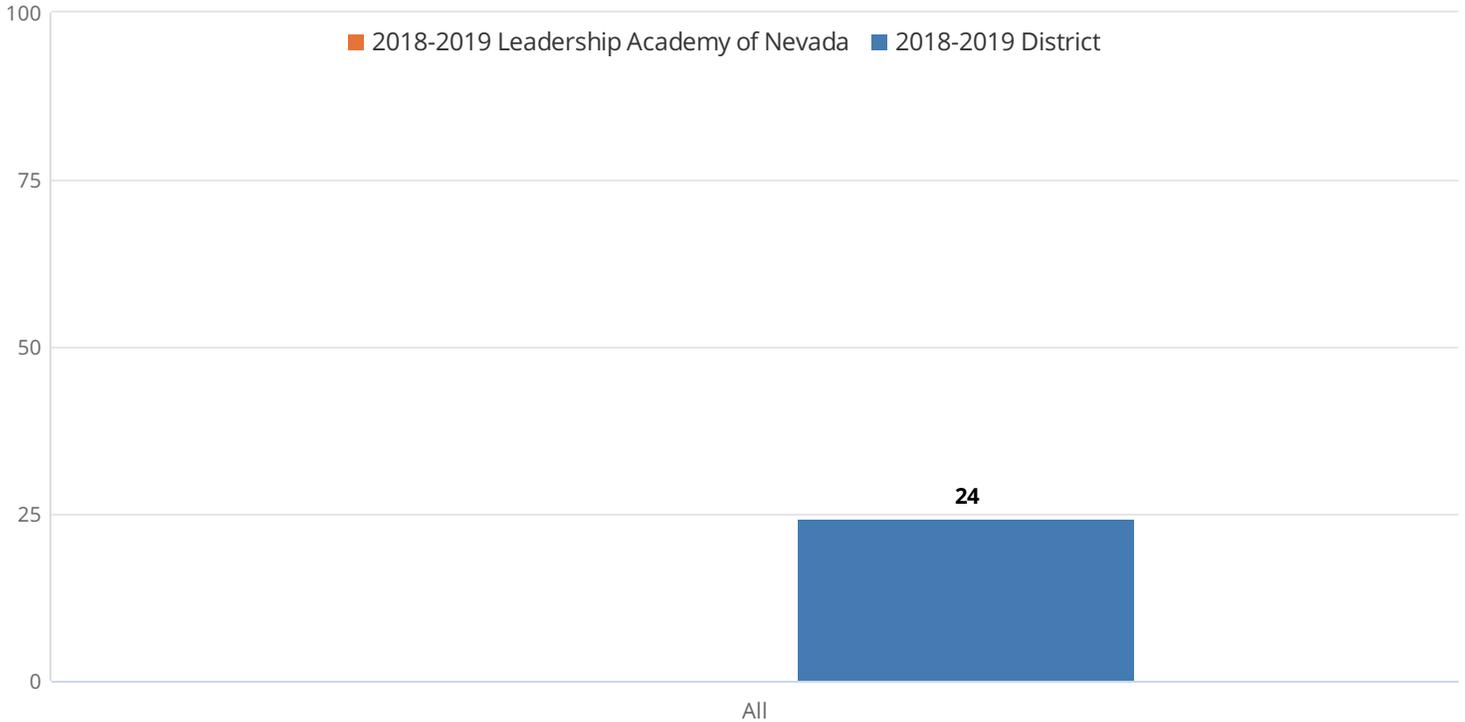
English Language

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	N/A	N/A	24.3	N/A	N/A	26.8

% English Learners Meeting AGP on WIDA



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	2019	2018	2018
	% Participation	% Participation District	% Participation	% Participation District
All Students	8.5	46.2	-	38.3
American Indian/Alaska Native	-	50	-	-
Asian	-	67	-	61.1
Black/African American	-	27.5	-	25.6
Hispanic/Latino	-	48.6	-	38.6
Pacific Islander	-	25	-	26.8
Two or More Races	-	46.2	-	49.2
White/Caucasian	5.7	46.2	-	37.6
Special Education	-	25	-	6.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	58.8	-	8.5
Economically Disadvantaged	-	40	-	28.1

**Post-Secondary Preparation Completion** **Post-Secondary Preparation Completion Points Earned: 0.5/10**

Groups	2019	2019	2018	2018
	% Completion	% Completion District	% Completion	% Completion District
All Students	4.2	32.8	-	24.7
American Indian/Alaska Native	-	40	-	-
Asian	-	54.6	-	45.7
Black/African American	-	20.1	-	13.1
Hispanic/Latino	-	30.8	-	23.1
Pacific Islander	-	18.6	-	15.3
Two or More Races	-	39.7	-	27.6
White/Caucasian	0	33.2	-	25.6
Special Education	-	21.3	-	2.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	52	-	0
Economically Disadvantaged	-	28.8	-	18



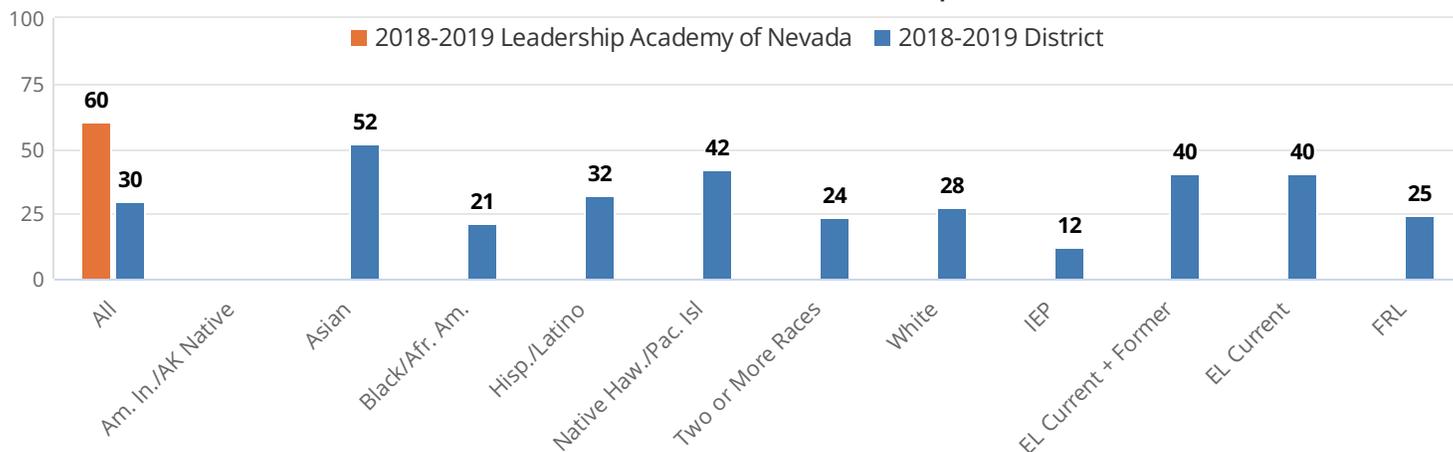
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 5/5

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	60	29.6	64.2	23.4
American Indian/Alaska Native	-	-	-	-
Asian	-	52.2	-	46.2
Black/African American	-	21.3	-	20
Hispanic/Latino	-	32.2	-	14.8
Pacific Islander	-	42.1	-	14.2
Two or More Races	-	23.8	-	27.9
White/Caucasian	-	27.5	61.5	24.5
Special Education	-	12.3	-	9.8
English Learners Current + Former	-	40.3	-	27.5
English Learners Current	-	40.3	-	27.5
Economically Disadvantaged	-	24.6	-	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	0	0	8.5	0	0	0	0	0
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	0	0	5.7	0	0	0	0	0
Special Education	-	-	-	-	-	-	-	-
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-

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.

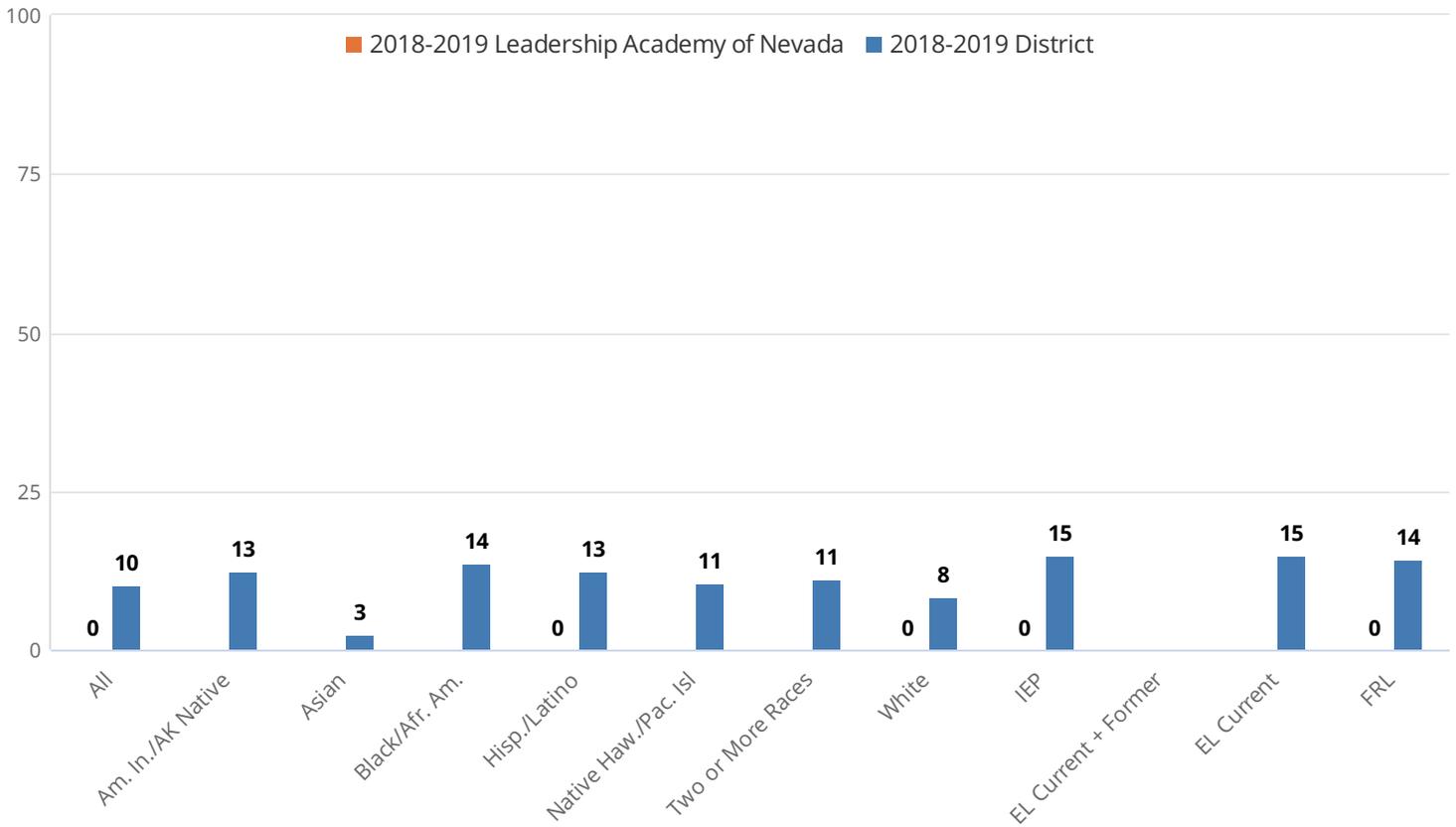
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 5/5**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	0	10.3	0.6	21
American Indian/Alaska Native	-	12.6	-	30
Asian	-	2.6	-	11.9
Black/African American	-	13.8	-	27
Hispanic/Latino	0	12.5	0	24.2
Pacific Islander	-	10.5	-	25
Two or More Races	-	11.1	0	20.7
White/Caucasian	0	8.4	0.8	18.3
Special Education	0	15.1	0	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	15	-	29.3
Economically Disadvantaged	0	14.3	0	27.7

Reducing Chronic Absenteeism by 10% bonus points: 0.5

**Chronic Absenteeism Rate (%)**





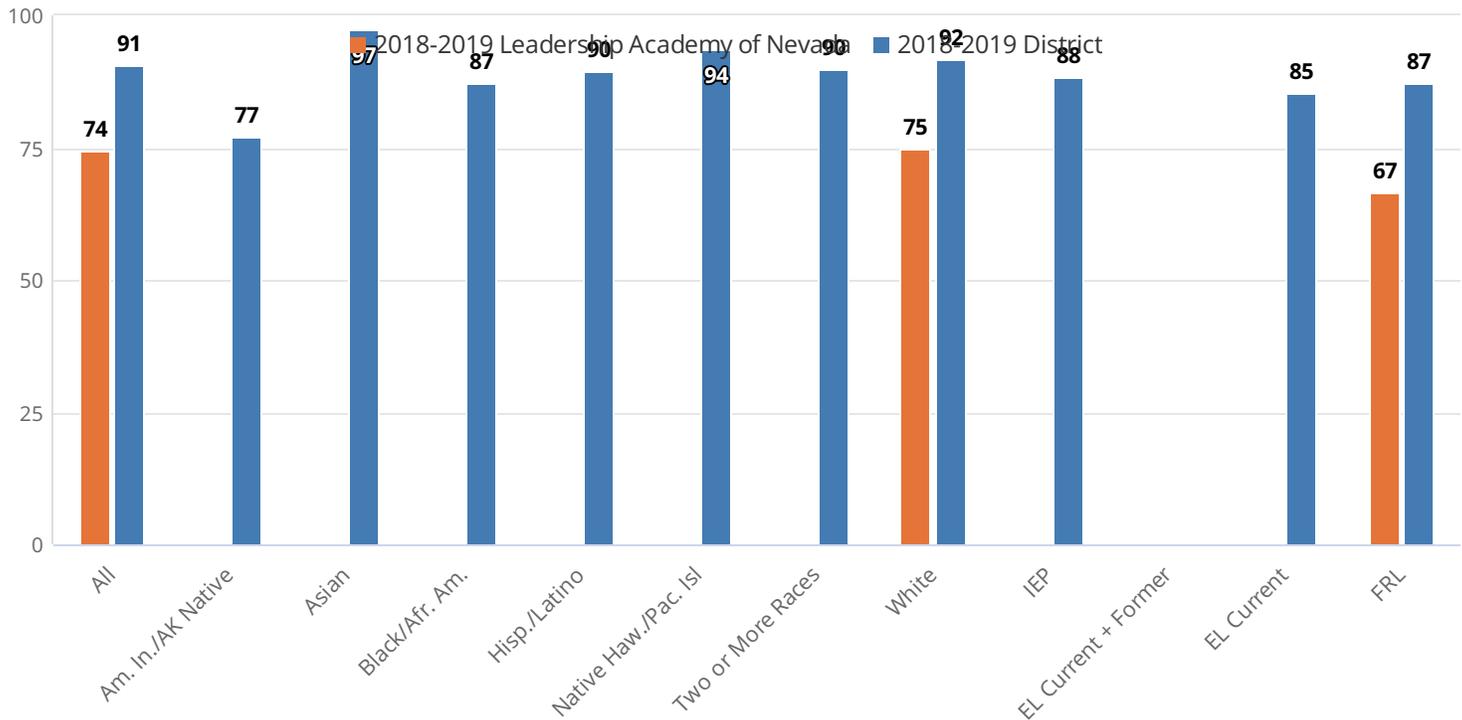
**Student Engagement**

**9<sup>th</sup> Grade Credit Sufficiency**

**9<sup>th</sup> Grade Credit Sufficiency Points Earned 1/5**

Groups	2019 % 9 <sup>th</sup> Grade Credit Sufficiency	2019 % 9 <sup>th</sup> Grade Credit Sufficiency District	2018 % 9 <sup>th</sup> Grade Credit Sufficiency	2018 % 9 <sup>th</sup> Grade Credit Sufficiency District
All Students	74.4	90.7	79.2	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	75	91.7	85.7	87.8
Special Education	-	88.2	-	79
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	85.4	-	82.4
Economically Disadvantaged	66.5	87.2	-	82.4

**% of Students Meeting 9th 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.