

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



Somerset Academy of Las Vegas

John Barlow, Principal

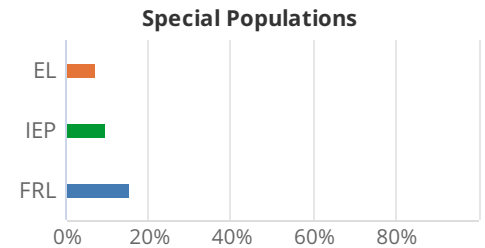
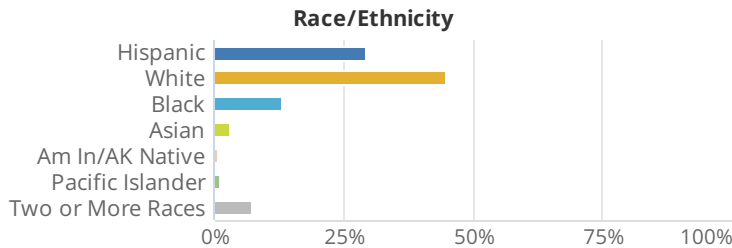
Grade Levels: 0K-12

Website: www.somersetacademyoflasvegas.org

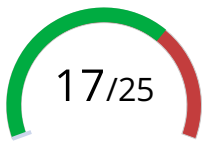
School Level: Middle School

4650 Losee Road
North Las Vegas, NV 89081

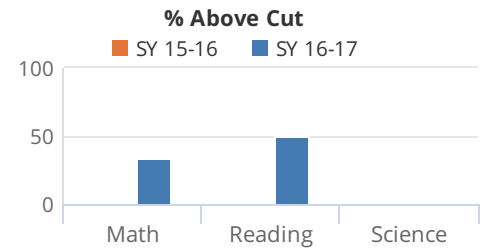
Phone: 702-308-2425



Academic Achievement



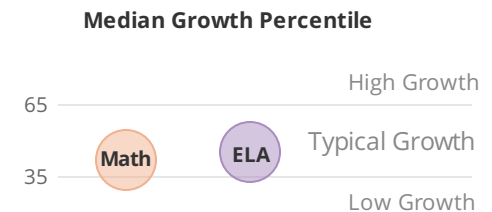
	% Above Cut	District
Math CRT	33.5	35.7
ELA CRT	50.5	53.2
Science CRT		
Math I End of Course	98.2	87.7
<i>Pooled Average</i>	43.5	46.5



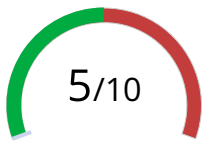
Student Growth



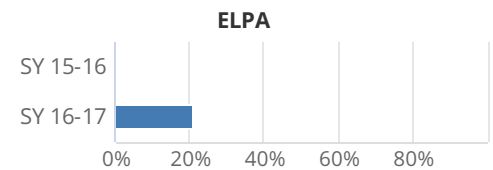
	SY 16-17
Math CRT MGP	42.0
ELA CRT MGP	45.0
Math CRT AGP	28.1
ELA CRT AGP	48.9



English Language



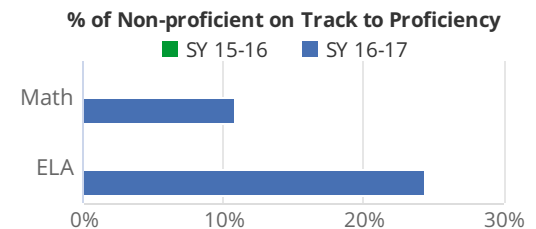
	% of EL Meeting AGP	District
ELPA	21.2	33.5



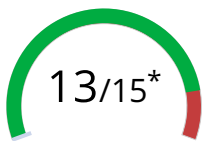
Closing Opportunity Gaps



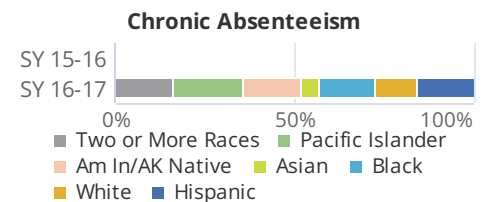
Non-proficient	% Meeting AGP
Math CRT	10.8
ELA CRT	24.5



Student Engagement



	School	District
Chronic Absenteeism	7.6	9.6
Academic Learning Plans	100	79.5
NAC 389.445 Requirements	91.8	94.3
	% Participation	Met Target
Climate Survey	N/A	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	52.8	63.5	54.1	70	73.8	73.3
Black/African American	11	16.8	15.2	27.6	33.7	31.1
Hispanic/Latino	23.1	24.5	21.6	40.7	43.4	39.2
Pacific Islander	-	35.4	30.1	45.8	57.8	48.1
Two or More Races	38.3	39.4	34.2	59.6	55.9	57.1
White/Caucasian	45.1	42.2	41.4	60.7	60.1	62.7
Special Education	12	11.5	9.8	16.5	17.3	13.5
English Learners Current + Former	24.2	26.8	11.6	35.6	36.7	16.1
English Learners Current	13.9	11.8		24.5	18.2	
Economically Disadvantaged	24.4	21.8	21.5	41.9	39.7	38.3

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	54	48	50	75
Black/African American	42	37	11.8	30
Hispanic/Latino	40.5	41	21.1	40.5
Pacific Islander	24.5	34.5	16.6	38.8
Two or More Races	43	47.5	32.1	50
White/Caucasian	42	48	35	57.3
Special Education	35.5	41	11.2	16.1
English Learners Current + Former	36	39	20.3	31
English Learners Current	35.5	38.5	10.9	18.7
Economically Disadvantaged	46	46	23.1	41.1

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	22.2	42.8
Black/African American	4.4	13.7
Hispanic/Latino	9.8	16.6
Pacific Islander	-	-
Two or More Races	15.6	30.4
White/Caucasian	13.3	33.4
Special Education	5	11.1
English Learners Current + Former	11.4	17.3
English Learners Current	9.2	17
Economically Disadvantaged	6	29.6

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	9	12
Asian	2.7	3.9
Black/African American	8.8	13.8
Hispanic/Latino	8.6	11.2
Pacific Islander	10.7	12.3
Two or More Races	9.1	12.4
White/Caucasian	6.6	7.8
Special Education	13	16.2
English Learners Current + Former	N/A	N/A
English Learners Current	8	13.9
Economically Disadvantaged	9.8	13.6

What does my school rating mean?

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 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.

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