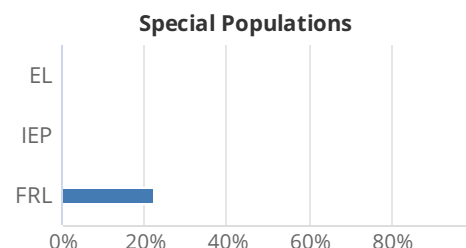
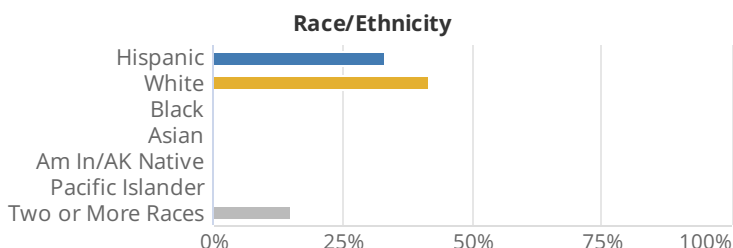


School Year 2017-2018 Nevada School Rating for Silver Sands Montessori



School Type: Charter SPCSA
 School Level: Middle School
 Grade Levels: 0K-08
 District: State Public Charter School Authority
 Website: www.SilverSandsMCS.org

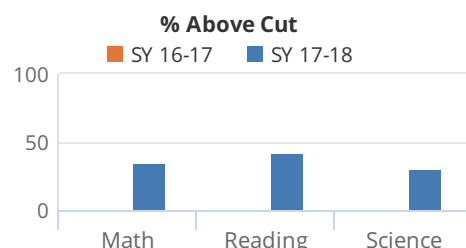
Total Index Score: 75.33
 School Designation:
 1841 Whitney Mesa Drive
 Henderson, NV 89014
 Phone: 702-522-6220



Academic Achievement



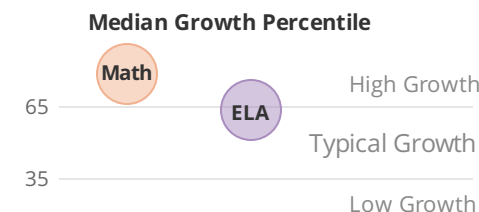
	% Above Cut	% District
% Math CRT	35.2	36.8
% ELA CRT	42.2	56.1
% Science CRT	30.3	45.2
% Pooled Average	37.5	46.3



Student Growth



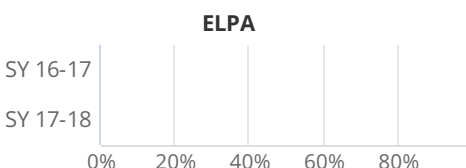
	% SY 17-18
Math CRT MGP	78.0
ELA CRT MGP	63.0
Math CRT AGP	40.0
ELA CRT AGP	46.9



English Language



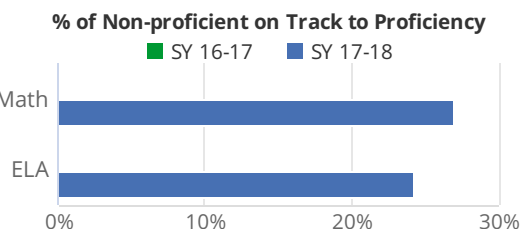
	% of EL Meeting AGP	% District
ELPA	N/A	32.4



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~25%	27
ELA CRT	~25%	24.3

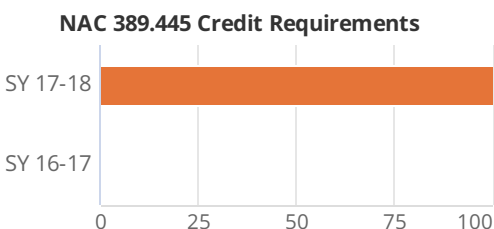


Student Engagement



	% School	% District
Chronic Absenteeism	10.8	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	100	91.5

	% Participation	Met Target
Climate Survey	91.5	YES



*Bonus points included

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	-	38.1	N/A
Asian	-	64.1	56.4	-	77.3	74.6	-	62.2	N/A
Black/African American	-	17.7	19.5	-	38.4	34.5	-	25	N/A
Hispanic/Latino	26.9	26.1	25.5	30.7	46.3	42.2	33.3	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	45.4	41.5	37.5	72.7	61	59.2	-	51.6	N/A
White/Caucasian	39.2	44.4	44.4	39.2	63.5	64.6	-	54	N/A
Special Education	-	11.5	14.3	-	20.7	17.8	-	14.6	N/A
English Learners Current + Former	-	22.2	16	-	34.8	20.3	-	25.7	N/A
English Learners Current	-	8.5		-	15.8		-	9.3	N/A
Economically Disadvantaged	18.1	21.7	25.5	27.2	41.5	41.4	-	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	80	63	27.2	39.1
Pacific Islander	-	-	-	-
Two or More Races	89	82.5	60	80
White/Caucasian	70	58	44.4	44.4
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	57	81	20	40

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	22.2	29.4
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	38.1	13.3
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	33.3	20

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	-	85
Asian	-	3.6	-	98.4	-	99.4
Black/African American	-	12.9	-	96.3	-	85.4
Hispanic/Latino	15.3	11.7	100	97.5	100	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	16.6	12	100	97.3	-	91.7
White/Caucasian	6.9	10.9	100	97.8	-	93.4
Special Education	-	15.3	-	96.8	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	100	98.2	100	85.6
Economically Disadvantaged	14.8	14.3	100	98.2	100	85.6

What does my school rating mean?

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

4 Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.

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