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|---|--|---|
| <p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 1841 Whitney Mesa Drive Henderson, NV 89014</p> |  <p>96.1 Total Index Score</p> | <p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p> |
|---|--|---|

|  <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 39.7% White 5.7% BI/Afr Am 26.3% Hisp/Latino 7.2% Asian 1.3% Am Ind/AK Nat 1.3% Pac Isl 17.6% Two or More | <p>School Performance History</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>75.3 ★★★★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table> | School Year | Index Score/Star Rating | 2017-2018 | 75.3 ★★★★★ | 2016-2017 | N/A N/A | <p>Alternative Student Groups</p>  |
|---|--|-------------|-------------------------|-----------|------------|-----------|---------|--|
| School Year | Index Score/Star Rating | | | | | | | |
| 2017-2018 | 75.3 ★★★★★ | | | | | | | |
| 2016-2017 | N/A N/A | | | | | | | |

What does my school rating mean?

Five-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.

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

25/25 Academic Achievement Indicator

| Measure | School Rate | District Rate |
|---------------------|-------------|---------------|
| Pooled Proficiency | 56.8 | 50.2 |
| Math Proficiency | 50.7 | 42.6 |
| ELA Proficiency | 67.5 | 59.6 |
| Science Proficiency | 42.7 | 44.7 |

N/A English Language Proficiency Indicator

| Measure | School Rate | District Rate |
|-------------------|-------------|---------------|
| Met EL AGP Target | - | 38.3 |

11.5/15 Student Engagement Indicator

| Measure | School Rate | District Rate |
|-------------------------------|-------------|---------------|
| Chronic Absenteeism | 11.9 | 7.9 |
| Academic Learning Plans | 100 | 99.5 |
| 8th Grade Credit Requirements | 95.4 | 92.7 |
| Climate Survey Participation | 95.4 | N/A |

30/30 Student Growth Indicator

| Measure | School Median | District Median |
|---------------------|---------------|-----------------|
| Math MGP | 79.5 | 58 |
| ELA MGP | 70 | 56 |
| | School Rate | District Rate |
| Met Math AGP Target | 54.5 | 44.3 |
| Met ELA AGP Target | 68 | 61.3 |

20/20 Closing Opportunity Gaps Indicator

| Measure | School Rate | District Rate |
|--------------------------|-------------|---------------|
| Prior Non-Proficient Met | 35.5 | 21.8 |
| Math AGP Target | | |
| Prior Non-Proficient Met | 45.8 | 32.7 |
| ELA AGP Target | | |

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.

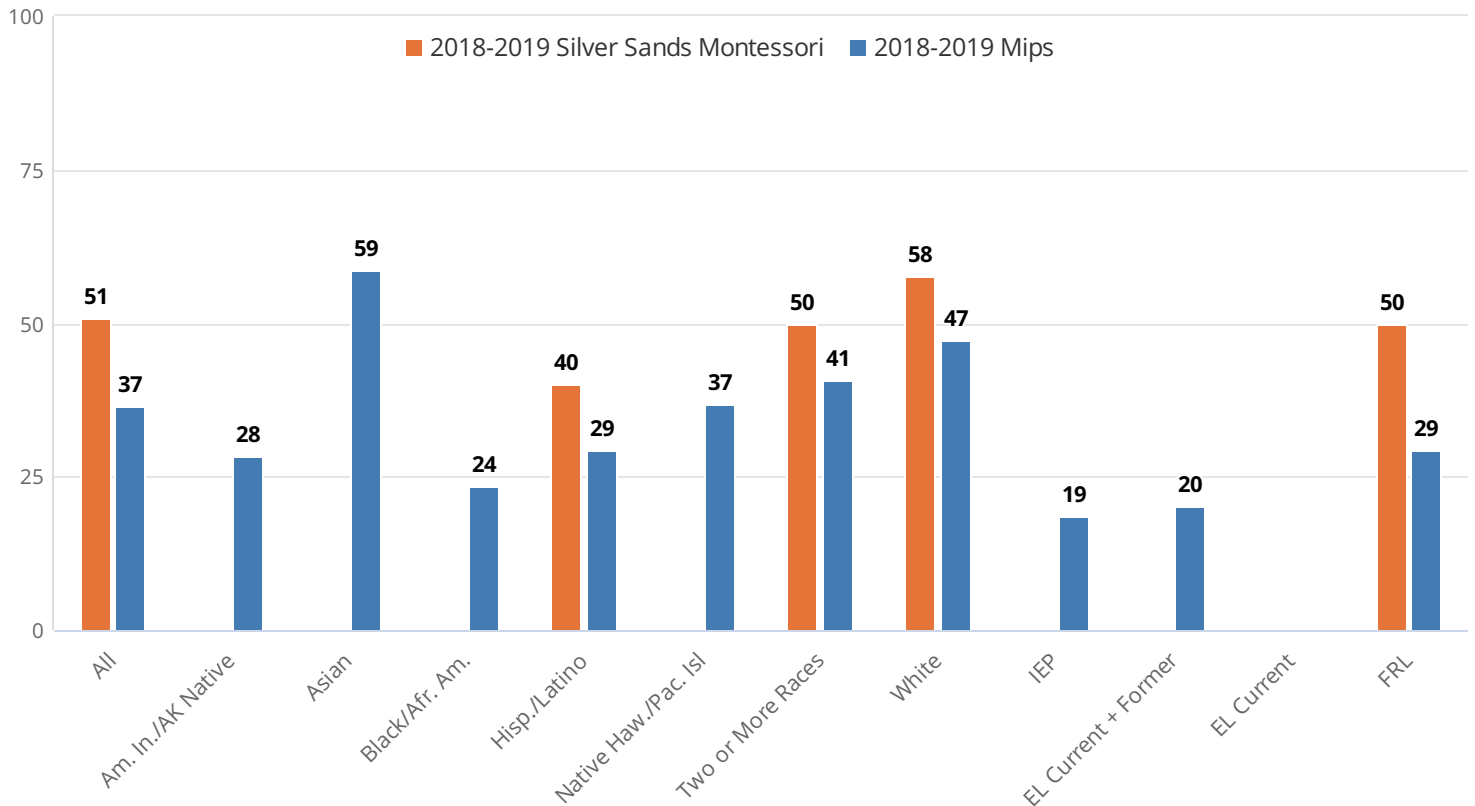
Pooled Proficiency **Pooled Proficiency Points Earned: 25/25**

| | 2019 % | 2019 % District | 2018 % | 2018 % District |
|--------------------|--------|-----------------|--------|-----------------|
| Pooled Proficiency | 56.8 | 50.2 | 37.5 | 46.3 |

Math Proficient

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|-----------------------------------|--------|-----------------|------------|--------|-----------------|------------|
| All Students | 50.7 | 42.6 | 36.5 | 35.2 | 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 | 40 | 31.8 | 29.3 | 26.9 | 26.1 | 25.5 |
| Pacific Islander | - | 44.8 | 36.9 | - | 34.9 | 33.6 |
| Two or More Races | 50 | 47.2 | 40.6 | 45.4 | 41.5 | 37.5 |
| White/Caucasian | 57.6 | 51.2 | 47.1 | 39.2 | 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 | 50 | 29 | 29.2 | 18.1 | 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.

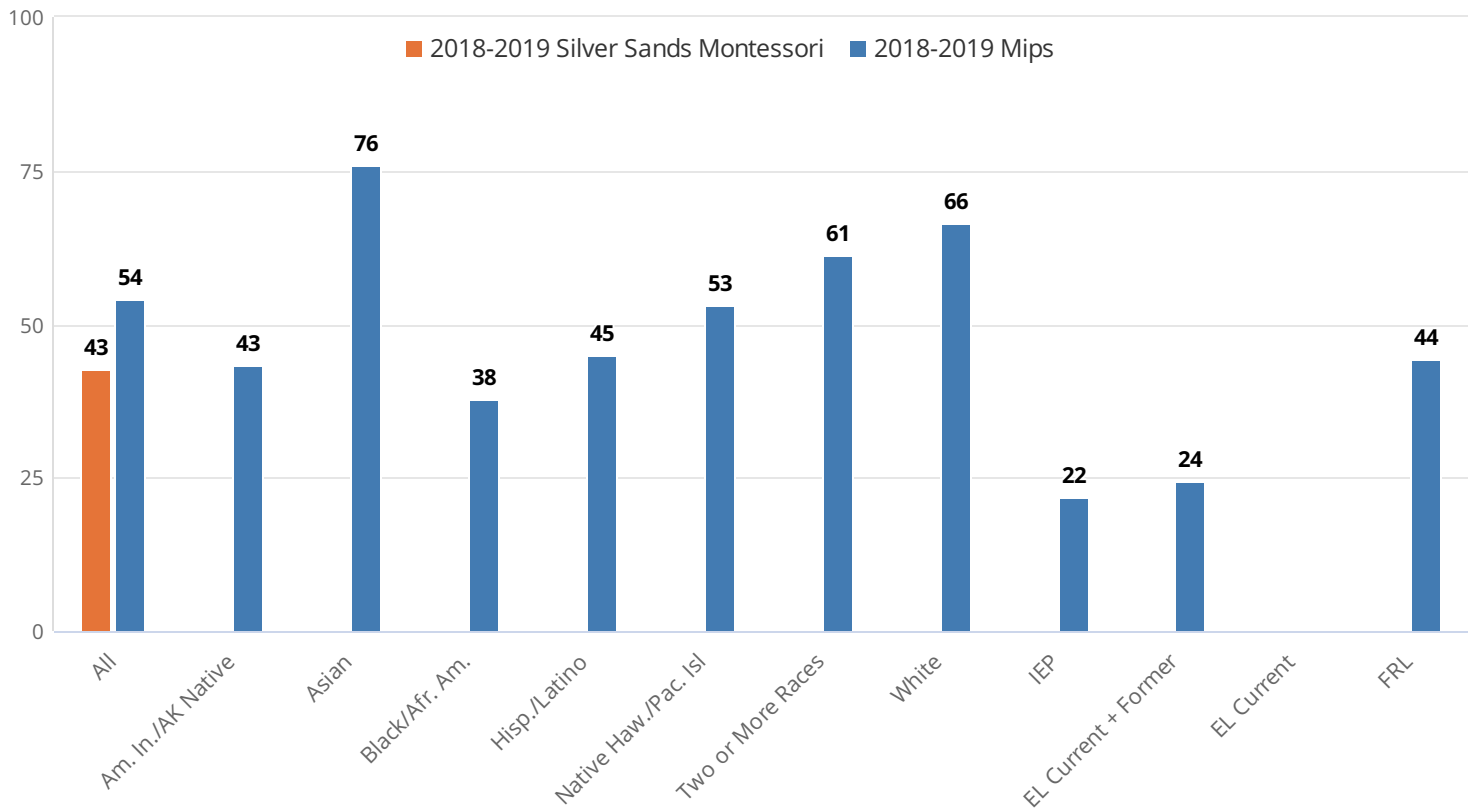


Academic Achievement

ELA Proficient

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|-----------------------------------|--------|-----------------|------------|--------|-----------------|------------|
| All Students | 67.5 | 59.6 | 54.1 | 42.2 | 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 | 50 | 50.2 | 45.1 | 30.7 | 46.3 | 42.2 |
| Pacific Islander | - | 61.1 | 53.2 | - | 53.2 | 50.7 |
| Two or More Races | 58.2 | 66.7 | 61.3 | 72.7 | 61 | 59.2 |
| White/Caucasian | 84.5 | 67.7 | 66.3 | 39.2 | 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 | 57.1 | 46.3 | 44.4 | 27.2 | 41.5 | 41.4 |

ELA Assessments
% Proficient



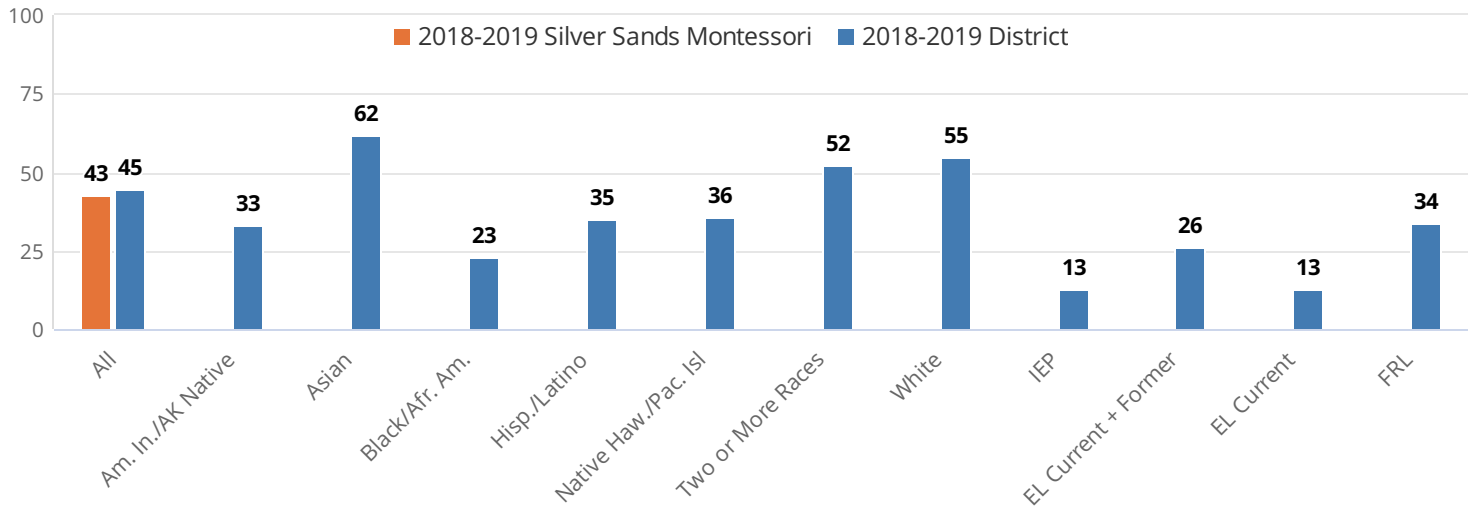


Academic Achievement

Science Proficient

| Groups | 2019 % | 2019 % District | 2018 % | 2018 % District |
|-----------------------------------|--------|-----------------|--------|-----------------|
| All Students | 42.7 | 44.7 | 30.3 | 45.2 |
| American Indian/Alaska Native | - | 33.2 | - | 38.1 |
| Asian | - | 62 | - | 62.2 |
| Black/African American | - | 23.1 | - | 25 |
| Hispanic/Latino | - | 35.2 | 33.3 | 34.9 |
| Pacific Islander | - | 35.7 | - | 42.8 |
| Two or More Races | - | 52.2 | - | 51.6 |
| White/Caucasian | - | 54.5 | - | 54 |
| Special Education | - | 13 | - | 14.6 |
| English Learners Current + Former | - | 26 | - | 25.7 |
| English Learners Current | - | 12.6 | - | 9.3 |
| Economically Disadvantaged | - | 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 | >=95% | >=95% | >=95% | >=95% |
| American Indian/Alaska Native | - | - | - | - |
| Asian | - | - | - | - |
| Black/African American | - | - | - | - |
| Hispanic/Latino | - | - | >=95% | >=95% |
| Pacific Islander | - | - | - | - |
| Two or More Races | - | - | - | - |
| White/Caucasian | >=95% | >=95% | >=95% | >=95% |
| Special Education | - | - | - | - |
| English Learners Current + Former | N/A | N/A | - | - |
| English Learners Current | - | - | - | - |
| Economically Disadvantaged | - | - | - | - |



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: 10/10

ELA MGP Points Earned: 10/10

| 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 | 79.5 | 58 | 70 | 56 | 78 | 52 | 63 | 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 | 80 | 59 | 72 | 57 | 80 | 54 | 63 | 52 |
| Pacific Islander | - | 63 | - | 57 | - | 51.5 | - | 49.5 |
| Two or More Races | 87 | 56 | 54 | 54 | 89 | 53 | 82.5 | 55 |
| White/Caucasian | 76.5 | 58 | 73.5 | 56 | 70 | 49 | 58 | 53 |
| Special Education | - | 55 | - | 55 | - | 44 | - | 50 |
| English Learners Current + Former | - | 64 | - | 64 | - | 59 | - | 54 |
| English Learners Current | - | 61 | - | 62 | - | 57 | - | 53 |
| Economically Disadvantaged | 80.5 | 59 | 74.5 | 57 | 57 | 53 | 81 | 52 |

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 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 | 54.5 | 44.3 | 68 | 61.3 | 40 | 37.7 | 46.9 | 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 | 47.2 | 35.5 | 52.6 | 53.6 | 27.2 | 30.1 | 39.1 | 47.2 |
| Pacific Islander | - | 47.2 | - | 59.7 | - | 35.3 | - | 53.1 |
| Two or More Races | 66.5 | 47.1 | 66.5 | 66.2 | 60 | 42.7 | 80 | 61.3 |
| White/Caucasian | 57.6 | 51.8 | 84.5 | 68.4 | 44.4 | 44 | 44.4 | 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 | 50 | 33.3 | 50 | 50.3 | 20 | 25.8 | 40 | 42.2 |

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



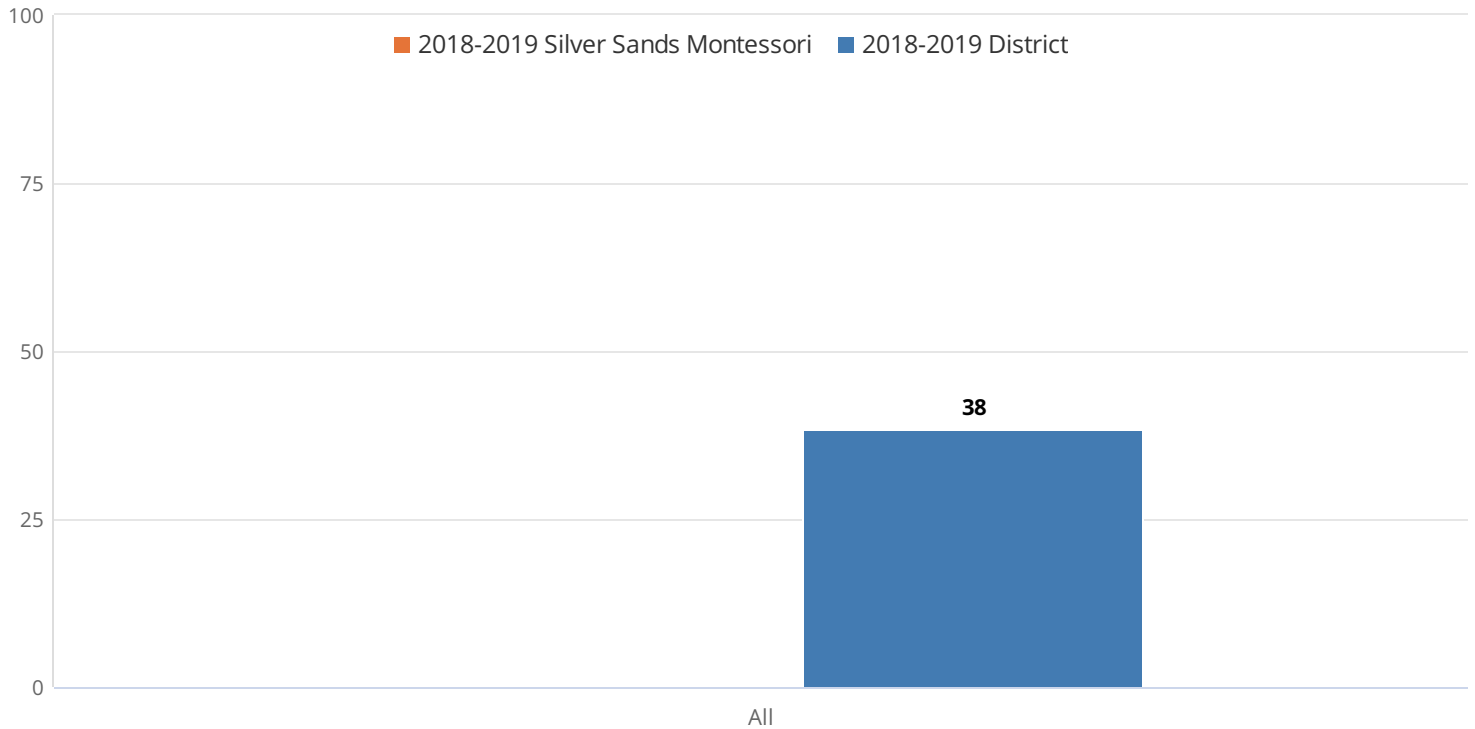
English Language

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 | - | - | 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/>

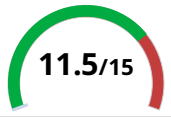


Closing Opportunity Gaps

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: 10/10 ELA AGP Points Earned: 10/10

| Groups | 2019 | | | | 2018 | | | |
|-----------------------------------|--------------------|-----------------|-------------------|----------------|--------------------|-----------------|-------------------|----------------|
| | % Meeting AGP Math | % District Math | % Meeting AGP ELA | % District ELA | % Meeting AGP Math | % District Math | % Meeting AGP ELA | % District ELA |
| All Students | 35.5 | 21.8 | 45.8 | 32.7 | 27 | 19 | 24.3 | 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 | 41.1 | 21.5 | 30.6 | 31.1 | 22.2 | 17.1 | 29.4 | 23.6 |
| Pacific Islander | - | 21.1 | - | 23 | - | 19.5 | - | 23.3 |
| Two or More Races | - | 19.8 | - | 32.8 | - | 21 | - | 32 |
| White/Caucasian | 28.5 | 24.8 | 69.2 | 38.3 | 38.1 | 21.5 | 13.3 | 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 | 36.2 | 19.5 | 33.2 | 29.1 | 33.3 | 16 | 20 | 23.5 |



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.

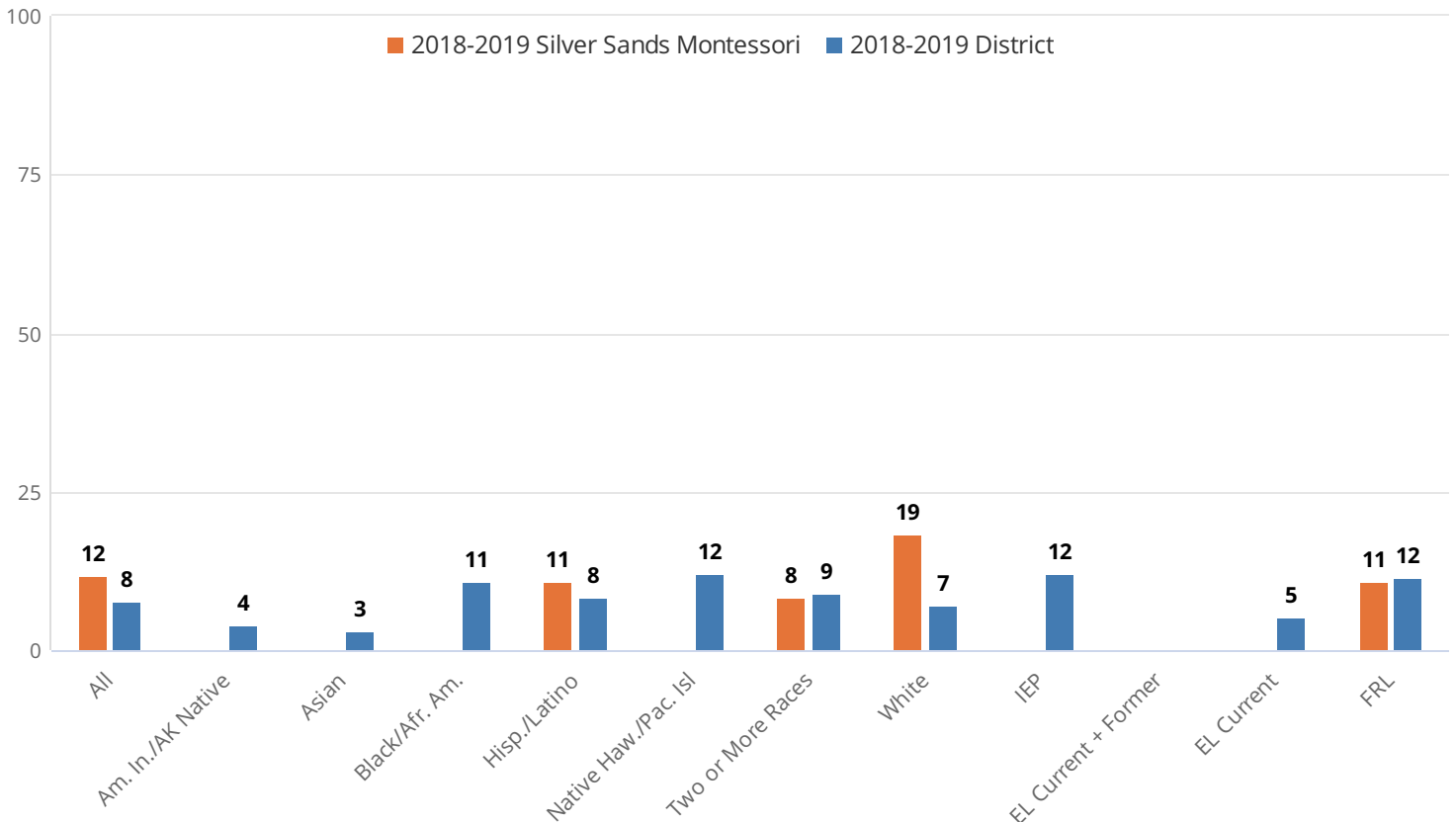
Chronic Absenteeism

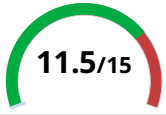
Chronic Absenteeism Points Earned: 6.5/10

| Groups | 2019 % Chronically Absent | 2019 % District | 2018 % Chronically Absent | 2018 % District |
|-----------------------------------|---------------------------|-----------------|---------------------------|-----------------|
| All Students | 11.9 | 7.9 | 10.8 | 11.1 |
| American Indian/Alaska Native | - | 4.2 | - | 16.9 |
| Asian | - | 3 | - | 3.6 |
| Black/African American | - | 11 | - | 12.9 |
| Hispanic/Latino | 11 | 8.4 | 15.3 | 11.7 |
| Pacific Islander | - | 12 | - | 11.9 |
| Two or More Races | 8.3 | 8.9 | 16.6 | 12 |
| White/Caucasian | 18.5 | 7.2 | 6.9 | 10.9 |
| Special Education | - | 12.1 | - | 15.3 |
| English Learners Current + Former | N/A | N/A | N/A | N/A |
| English Learners Current | - | 5.2 | - | 8.5 |
| Economically Disadvantaged | 10.8 | 11.5 | 14.8 | 14.3 |

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

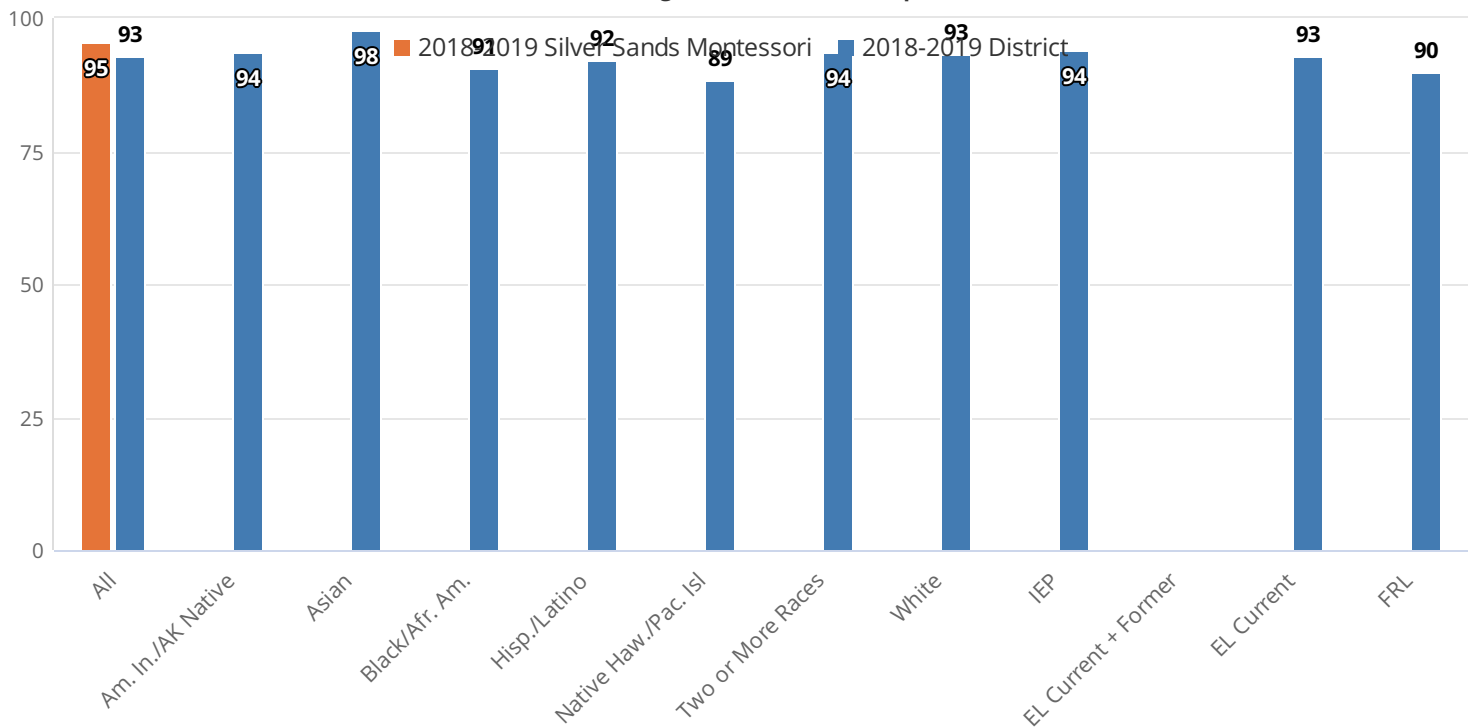
| Groups | 2019 % Academic Learning Plans | 2019 % District | 2018 % Academic Learning Plans | 2018 % District |
|-----------------------------------|--------------------------------|-----------------|--------------------------------|-----------------|
| All Students | 100 | 99.5 | 100 | 97.5 |
| American Indian/Alaska Native | - | 100 | - | 98 |
| Asian | - | 99.7 | - | 98.4 |
| Black/African American | - | 99.2 | - | 96.3 |
| Hispanic/Latino | 100 | 99.5 | 100 | 97.5 |
| Pacific Islander | - | 99.5 | - | 95.9 |
| Two or More Races | 100 | 99.7 | 100 | 97.3 |
| White/Caucasian | 100 | 99.4 | 100 | 97.8 |
| Special Education | - | 99.4 | - | 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 3/3

| Groups | 2019 % Credit Requirements Met | 2019 % District | 2018 % Credit Requirements Met | 2018 % District |
|-----------------------------------|--------------------------------|-----------------|--------------------------------|-----------------|
| All Students | 95.4 | 92.7 | 100 | 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 | 100 | 89.4 |
| Pacific Islander | - | 88.5 | - | 91 |
| Two or More Races | - | 93.7 | - | 91.7 |
| White/Caucasian | - | 93.2 | - | 93.4 |
| Special Education | - | 93.9 | - | 89 |
| English Learners Current + Former | N/A | N/A | N/A | N/A |
| English Learners Current | - | 92.7 | 100 | 85.6 |
| Economically Disadvantaged | - | 89.7 | 100 | 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.